MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

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

**BOARD OF TRUSTEES**
**MIAMI UNIVERSITY**
**Minutes of the Academic and Student Affairs Committee Meeting**
**Marcum Conference Center, Oxford, Ohio**
**Thursday, March 2, 2023, 8:00 a.m.**

Committee Chair John Pascoe called the meeting to order at 8:00 a.m., with sufficient members present to constitute a quorum. The meeting was held in the Marcum Conference Center on the Oxford campus. Roll was called; attending with Chair Pascoe were committee members; Trustees Ryan Burgess, Deborah Feldman, Zachary Haines, Beth McNellie, and Mary Schell; and Student Trustees John Fazio, and Dawson Cosgrove. Also attending were; Trustees Steve Anderson, and Sandra Collins; and National Trustee Mark Sullivan. Committee member, National Trustee Jeff Pegues was absent.

In addition to the Trustees, attending for all or part of the meeting were President Crawford, Provost Liz Mullenix, Vice Presidents Cristina Alcalde, Jayne Brownell, Brad Bundy, Ande Durojaiye, Sue McDowell, Jessica Rivinius, David Seidl, Brent Shock, Amy Shoemaker, and Randi Thomas; along with Executive Fellow Stacey Lowery Bretz, and Ted Pickerill, Chief of Staff and Secretary to the Board of Trustees. Also present to present to the Committee were; Associate Vice President of Institutional Research and Effectiveness Padma Patil, Dean of the College of Engineering and Computing, Been Sukumaran, Assistant Vice President, Center for Career Exploration and Success, Jenn Benz; along with many others were in attendance to assist or observe.

## Public Business Session

### Welcome and Approval of the Prior Meeting's Minutes

Trustee Pascoe welcomed everyone to the meeting, relaying:

To begin, I would first like to welcome Provost Mullenix and Vice President Rivinius. Welcome Liz, welcome Jessica. Although Liz and Jessica have been here in the past in their interim roles, they join us today for the first time in their officially appointed roles as the Provost and as the Vice President for University Communications and Marketing.

Also, I would like to recognize Dawson Cosgrove for his exceptional service as a student trustee. Due to term limits, Dawson's appointment expired and this will be his final meeting with us as a Trustee.

It has been several months since our last Committee meeting. However, in the interim, I was pleased to attend a meeting of Miami University and Columbus business leaders to explore internship opportunities for our students. Today we will learn more about internship and experiential opportunities from the Assistant Vice President for Career Exploration and Success, Jenn Benz

We will also receive an update from Associate Vice President Padma Patil on comparative data, and from Dean Beena Sukumaran on the College of Engineering and Computing.

We will also receive updates from Provost Mullenix, Vice President Shock, Vice President Rivinius, and from Vice President Brownell.

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

Thank you.

**Approval of the Prior Minutes**

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

**Reports**

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

**Academic Affairs Update**

Provost Liz Mullenix spoke about recent efforts and initiatives in Academic Affairs, including:

- Budget Presentations
- New Boldly Creative programs, to include:
  - MS Clinical Engineering
  - MS Computer Science (no thesis)
  - BS Cybersecurity
  - MS Medical Science
  - MS Sports Analytics
  - MS Physicians Associate (May)
- MiamiRISE progress
- Education Abroad
- Student Success:
  - Office of Exploratory Studies
  - EHS Student Success Center
- Moon Shot for Equity

She also informed the Committee that the FY2023 External Grants and Contracts year to date are at $26.2M, well ahead of the $22.4M at this point last year, and on a trajectory to meet the $37M annual goal.

## College of Engineering and Computing

Dean of the College of Engineering and Computing, Beena Sukumaran provided the Committee with an update on the College of Engineering and Computing (CEC). She outlined the College's strategic priorities as

- Modernizing Engineering & Computing Curriculum
- Recruitment & Retention
- Lead in DEI among engineering & computing schools
- Research & Innovation
- Advancement

She listed upcoming new degrees and planned curriculum reform. She discussed a smart manufacturing revamp, unique programs to promote workforce development, and industry outreach which included 157 company impact events. Dean Sukumaran then provided an overview of admission and enrollment in CEC.

She then spoke of CEC research awards which totaled $5.62M in AY2022, and of research clusters:

- Advanced Communications and Networks
- Artificial Intelligence & High-Performance Computing
- Assistive & Sustainable Technology
- Biomedical Engineering and Biotechnology
- Engineered Materials
- Robotics, Automation & Manufacturing

Dean Sukumaran, then highlighted several faculty, spoke of operational opportunities and challenges, campaign goals, achievements from AY2022, and CEC finances.

*Associated material is attached.*

## Performance and Comparative Data

Padma Patil, Associate Vice President for Institutional Research and Effectiveness provided publicly reported data to assess performance. Such standardized sources provide consistent definitions and methodology, competitive analysis, and longitudinal data. She also explained IPEDS data:

- Mandatory data reported annually to the U.S. Department of Education
- Data collection required by all colleges and universities benefitting from federal financial assistance programs authorized by Title IV of the 1965 Higher Education Act
- Includes data related to student enrollment, demographics, and outcomes; human resources; budget and finance; and admissions

- Main data source for higher education research organizations, student/parent college guides and websites; media outlets
- Data captured at a defined point in time (15th day of the fall semester at Miami University)

She then provided data on high school graduates, undergraduate admission, enrollment, tuition & fees, retention and graduation rates. Key takeaways included:

- The number of high school graduates will decrease throughout the U.S. in the next decade; however, the number of Ohio high school graduates will decline at a lower rate than the U.S. as a whole
- Miami Oxford undergraduate enrollment remained flat between Fall 2016 and Fall 2021
- Unlike the U.S. average and most Ohio publics, Miami Oxford enrolls equal numbers of male and female students
- Miami Oxford trails most Ohio publics in the percent of diverse students enrolled
- Among Ohio publics, Miami Oxford ranks 1st in 4-year graduation rates and 2nd in 6-year graduation rates
- Though Miami Oxford enrolls a relatively low number of PELL students, they graduate at higher rates than those at almost all other Ohio publics
- Miami's net price remains higher than all other Ohio publics

*Associated material is attached.*

**Enrollment Management and Student Success**

Vice President Shock reported the following:

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

Yesterday, we hosted our final career fair for the spring. There were five in total, with 362 unique employers attending our fairs. This number is on par with last year's number of employers, which was 368. In our first two fairs, we had over 1,100 students in attendance. We continue to tally the numbers from our final three events.

A little later this morning you will hear from Bethany Perkins on how our recruitment efforts for the Fall '23 class are progressing. You will also hear from Dean Crowder who will provide an update on our graduate school recruitment efforts.

In addition to record applications for our first-year, undergraduate class, we are seeing increased registrations for our Make it Miami events. For those of you who are new to the Board, Make it Miami days are eight events where we roll out the red carpet for our accepted students to showcase the campus and answer their questions with one goal - to persuade them to quite literally "Make it Miami." Visitors have the opportunity to hear from President and Dr. Crawford, from our academic divisions, participate in tours on campus and hear from our students. Nationwide, the data shows that students who visit a campus are two-times more likely

to enroll. Our internal data indicates that students who visit Miami are four-times more likely to enroll. We have completed three days of Make it Miami events, with a fourth tomorrow, with registrations running 24% up for all eight events, or almost 500 students above this time last year.

It takes the entire campus to pull these quality, large-scale events off. Staff and faculty from every division are involved and I want to thank Provost Mullenix and Vice President Brownell, Senior Vice President Creamer, and Vice President Rivinius, and her team, along with all faculty and staff who work to make these events successful. This concludes my report and I will be happy to entertain any questions.

## Career Services and Internships Update

Assistant Vice President for the Center for Career Exploration and Success, Jenn Benz – Explained the Center for Career Exploration and Success (CCES) organizational structure, and campus partnerships. She highlighted several recent accomplishments, which include:

- Lowered career advisor to student ratio
- Increased proactive outreach to high-priority groups
- Increased scalable, career-specific and innovative programs
- Expanded employer development
- Launched many new initiatives to catalyze career success

AVP Benz provided some comparative information, showing 57% of college students nationwide reported having a career-related experience during college. While at Miami 79.6% reported an experience.

She provided an overview of Miami Alumni Connect, and internship support group, with over 6,000 alumni volunteers. In 2022 1,600 student – alumni connections were made. She also informed the Committee that 635 unique employers had participated in a Miami Career Fair during the previous academic year. The median number of employers participating in fairs at peer institutions is 150.

AVP Benz relayed that the CCES Office touches every student on campus. Initial contact is before classes begin, with 35 minutes at every orientation session. The outreach continues in the first-year mandatory course UNV101, which includes lessons on career planning and resumes.

She concluded by sharing challenges and opportunities, and stating that graduate placement is now 98.1%, with an average starting salary of $59.5K.

*Associated material is attached.*

## University Communications and Marketing (UCM)

Vice President Jessica Rivinius informed the Committee of University Communications and Marketing's divisional goals:

- Elevate the Miami University brand locally, regionally, nationally, and internationally
- Support revenue generation, including the recruitment and retention of a high-quality student body
- Influence and engage a wide range of audiences, including lawmakers, policymakers, alumni, prospective students and their families, corporate partners, Ohioans, and stakeholders

She relayed efforts, including digital, multicultural, and peer-to-peer initiatives, to enhance brand awareness in key markets, within and outside of Ohio. She showed the Committee the most recent public service announcement (PSA), with examples of its use, and its impact.

She discussed news and media relations and efforts to increase positive news coverage and faculty expertise story placements. VP Rivinius then concluded by discussing retail efforts which serve to generate awareness through the sale of licensed merchandise at national retail providers, including Amazon, Dick's Sporting Goods, Rally House, and LIDS. Royalties from such sales have increased 65% over the past eight years.

*Associated material is attached.*

## Student Life Update

Vice President Brownell relayed the following:

At the December meeting, I told you that in many ways our current students are very different from those who we saw in the past, even the recent past, and that continues to hold true. We continue to see the most engagement around social, community building activities as students are looking for opportunities to come together, even if they seem to be attracted to spending time in smaller groups than in the past. Some of the most consistently successful programs we've offered are ones that allow students to connect with others with shared identities, often talking about how to support each other and exploring common interests.

Greek life also continues to draw a large number of students. We saw about a 15% drop-off in the number of women accepting a Panhellenic sorority bid compared to last year, but last year was a record high; that number of new members - 829 - is still very large and only 7% lower than the number of new members in 2019.

Similarly, the number of new members in IFC fraternities, 540, is down about 10% from last year, but almost identical to 2019.

NPHC is staying fairly steady, with 37 current members, and our newest council, the Multicultural Greek Council, has attracted 32 members in its first two years of existence.

Recently we are also seeing more pockets of success for more educationally based programs, such as the Perlmutter Leadership Conference, which was held last weekend. Attracting 120 students, our staff felt like this was the best year for this program. Students were engaged with discussing their strengths, reflecting on their values, and exploring how they wanted to build on those in their role as leaders at Miami and beyond.

Turning to the topic of mental health and emotional well-being, the trends I talked to you about last fall are holding true, with steady numbers of students in distress, but many of those facing complex challenges that are sustained and often impacting their communities. The work of the Mental Health Task Force, which you'll remember includes a focus on students, faculty, and staff, has been engaging in excellent conversations about our community and culture all year, and our steering committee is starting to flesh out our recommendations for the report due in April. You'll hear more about those at our May meeting. But to me the most interesting part of this work has been talking to student groups and listening to how they feel about their own wellness and the pressures that they feel. Because they do feel so much pressure. They've told us about how they've absorbed the idea that Miami students do "everything" - double majors, triple minors, start a business, write books, publish research, and belong to a host of student orgs. And that translates into feelings that if they are NOT doing that, they're doing it wrong - they're not living up to their potential, they're letting Miami down, they're wasting their parents' money, and they won't be competitive for jobs or grad school. They say that this pressure is primarily self-imposed - a sense of competition within Themselves - but they do feel it is part of Miami's culture. That has led to a lot of conversations about how our faculty and staff often buy into those ideas for ourselves as well. We embrace a culture of "busy," always feeling - and role modeling to our students - that being stressed and busy is normal. Our task force is talking about how we can shift our culture over time so we are committed to doing things well and deeply, but in a sustainable way so that we don't burn out, or need mental health days, or get sick. We like the idea of using language for students that all of these options available at Miami are a menu, not a to do list. No one person is meant to do it all. That culture won't shift quickly, but we believe that it is an important conversation to have, and to explore ways to level set, to expect both excellence and well-being. I look forward to talking with you more about that at our next meeting.

## Written Updates

**Written reports**

- AA, EMSS, SL - Student Success Joint Update
- AA - International Education and Study Abroad/Away
- AA - Graduate School

- AA - MiamiRISE
- AA - HLC Quality Initiatives Update
- UCM - University Communications and Marketing Newsletter
- SL - Student Life Newsletter
- SL - Residence Life/Living Learning Communities
- SL - Rinella Learning Center
- EMSS - EMSS Newsletter
- HOME - Student Housing Occupancy Update

## Adjournment of Meeting

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

Theodore O. Pickerill II
Secretary to the Board of Trustees

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**
Liz Mullenix, , Chair & Interim Provost, University Senate
Tom Poetter, Chair, Senate Executive Committee
Tracy Haynes, Chair Elect, Senate Executive Committee
Jen Green, 2021-2022 Chair, Senate Executive Committee
University Senate Website: https://www.miamioh.edu/academic-affairs/university-senate

February 21, 2023

To: Miami University Board of Trustees
From: Liz Mullenix, Chair & Interim Provost, University Senate
Re: Support for Honorary Degrees

The Awards and Recognition Committee reviewed the materials for Six (6) nominees for honorary doctorates:

- Sharon Draper
- Philip Crowther
- Shefali Razdan Duggal
- David Dafoe
- Carlo Krieger
- Georges Lentz

All six candidates were recommended to University Senate by the Awards and Recommendation Committee on February 17, 2023. An Executive Session was convened during the previously scheduled Senate meeting on February 20, 2023 at which time all six candidates were discussed. I am pleased to report that University Senate endorsed these remarkable candidates for honorary doctorates.

cc: Dana Cox, Associate Provost and Secretary, University Senate
Thomas Poetter, Chair, Executive Committee of University Senate
Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**
Liz Mullenix, , Chair & Provost, University Senate
Tom Poetter, Chair, Senate Executive Committee
Tracy Haynes, Chair Elect, Senate Executive Committee
Jen Green, 20212022 Chair, Senate Executive Committee
University Senate Website: https://www.miamioh.edu/academicaffairs/universitysenate

February 21, 2023

To: Board of Trustees, Academic and Student Affairs Committee
From: Tom Poetter, Chair, Senate Executive Committee
RE: University Senate Report to Board of Trustees March 3, 2023 Meeting

Executive Committee of University Senate membership:

- Tom Poetter, (Educational Leadership), Chair
- Tracy Haynes (Biology), Chair Elect
- Jen Green, (Psychology), Past Chair
- Rosemary Pennington,(Media, Journalism, & Film), At Large Member
- Michael Gallo, (ASG), Undergraduate Student
- Evan Gallagher, Graduate Student
- Liz Mullenix, Chair & Provost, University Senate
- Dana Cox, (Associate Provost), Secretary of University Senate
- Tammy Patterson, (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 December 09, 2022.

- **New Business, Special Reports and Updates delivered to University Senate:**
  - **January 23, 2023**
    - Moonshot Update Report - Ande Durojaiye, Vice President Regional Campuses
    - IT Services Update - David Seidl, Vice President for Information Technology and CIO
    - SB 135 Response Process Update - Amy Shoemaker, Vice President and General Counsel and Dana Cox, Associate Provost for Faculty Affairs
    - LEC Assessment Plan - Leighton Peterson, Director of the Office of Liberal Education
  - **February 20, 2023**
    - Class Attendance Policy Revision - Eric Marinich and Carolyn Haynes
    - Proposal to Revise Senate Bylaws for Function and Composition of the Undergraduate Research Committee - Joyce Fernandes, Director of Undergraduate Research and Professor of Biology
    - Proposal to Revise the TCPL Cap (CCA), John Weigand, Interim Dean of the College of Creative Arts
    - Executive Session - Six candidates for honorary degrees were approved to be forwarded to the Office of the President
- **Approved Minors, Revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:**
  - **January 23, 2023**
    - Revision of an Existing Minor, FRI - Classical Studies Minor
    - Revision of an Existing Minor, FSW - Child Studies and Youth Development Minor
    - Revision of an Existing Minor, FSW - Family Relationships Minor
    - Revision of an Existing Minor, KNH - Nutrition Minor

- Revision of an Existing Minor, SGE - Gerontology Minor
- Revision of an Existing Minor, THE - Dance Minor
- Revision of an Existing Major, ART/ARC - Art and Architecture History, Bachelor of Arts in Art and Architecture History
- Revision of an Existing Major, CAS - Physician Associate Studies, Master of Medical Science
- Revision of an Existing Major, CSE - Computer Science, Bachelor of Arts in Computer Science
- Revision of an Existing Major, CSE - Computer Science, Bachelor of Science in Computer Science
- Revision of an Existing Major, CSE - Computer Science, Master of Science in Computer Science
- Revision of an Existing Major, EDL - Student Affairs in HIgher Education, Master of Science
- Revision of an Existing Major, ENG - Creative Writing, Master of FIne Arts
- Revision of an Existing Major, FRI - French, Bachelor of Arts
- Revision of an Existing Major, KNH - Public Health, Bachelor of Science in Kinesiology, Nutrition and Health
- Revision of an Existing Major, MUS - Music Education, Bachelor of Music

**February 20, 2023**

- New Minor, KNH - Health Behavior Minor
- Revision of an Existing Minor, GRE - Russian Minor
- Revision of an Existing Minor STA - Data Analytics Minor
- Revision of an Existing Major, ARC - Architecture, Master of Architecture
- Revision of an Existing Major, CIT - Health Information, Bachelor of Science in Information Technology
- Revision of an Existing Major, CMR - Digital Commerce, Bachelor of Science in Commerce
- Revision of an Existing Major, ICS - Communication Studies, Bachelor of Arts in Applied Communication
- Revision of an Existing Major, SGE - Organizational Leadership, Bachelor of Arts
- Revision of an Existing Major, SPA - Speech Pathology and Audiology, Bachelor of Science
- Revision of an Existing Co-Major, BIO/PMD - Premedical and Pre-Health Studies Co-Major

The following are items of business Executive Committee anticipates that Senate will discuss during the remainder of the 2022-2023 academic year:

- New degrees
- Discussions related to budget
- Changes to the Freedom of Speech Policy
- Changes to the Parental Leave Policy

Cc: Liz Mullenix, Chair & Interim Provost, University Senate
Dana Cox, (Associate Provost), Secretary of University Senate
Tammy Patterson, (Assistant for Admin Services), Recording Secretary

Cathleen McLaughlin
Secretary for Academic Affairs
Associated Student Government
mclaug24@miamioh.edu

TO: Board of Trustees Academic/Student Affairs Committee
FROM: Cathleen McLaughlin
DATE SUBMITTED: February 20, 2023

Members of the Board,

It is a pleasure to address you all again, and I hope everyone had a healthy and happy holiday season! With a new year comes new challenges as well as new opportunities for advancement. I am excited to resume my role as the Associated Student Government Secretary for Academic Affairs.

With the addition of new members into our ranks along with spirited returning members, ASG is ready to hit the ground running in continuing ongoing initiatives and brainstorming how we as an organization can oversee meaningful change and thoroughly address the concerns of the student body. As I highlighted in my last correspondence, the Academic Affairs Committee is comprised of passionate student leaders that are committed to challenging themselves and proposing innovative solutions to complex problems in a flexible environment that encourages individual growth and group collaboration. This semester, we look forward to advancing our work on establishing a syllabus repository, outlining constructive reforms to the UNV 101 curriculum, planning collaborations with other student organizations to host academic-themed events, and, of course, spearheading the annual Outstanding Professor Awards.

ASG is ecstatic to host the Outstanding Professor Awards once again. A reception in April will formally acknowledge dozens of distinguished faculty members that have been nominated by Miami seniors in recognition of their profound impact, both inside and outside the classroom. The Academic Affairs Committee is honored to administer the evaluation process for this invaluable occasion. We owe are deepest gratitude to all those in our community who go above and beyond to promote student success and growth.

Furthermore, I am excited to announce that ongoing conversations with Dr. Amy Bergerson and Carla Myers, members of the University Affordable and Open Educational Resource Committee, to resume the awarding of the Affordable Education Leader Award have been fruitful. After a pause in the offering of this award due to the COVID-19 pandemic, we are eager to renew this unique partnership between ASG and the Committee in recognition of faculty who promote or contribute to a culture of utilizing free academic resources and knowledge sharing with the goal of lessening the financial burden on students.

With the announcement of Dr. Elizabeth Mullenix as Miami's official new provost and executive vice president for academic affairs, I wish to briefly express ASG's commitment to sustaining an effective and beneficial partnership with university leadership and working in tandem to realize Miami's academic mission.

Other members of the Associated Student Government Cabinet and their respective committees have been working diligently to better our community.

Our Secretary of Diversity, Equity, and Inclusion, Kennedy Hughes, is working to institute DEI policies in conjunction with IT and is currently planning ASG's Seventh Annual Mental Health Forum.

Our Secretary for Infrastructure and Sustainability, Jules Jefferson, is working on ways to incorporate sustainability into student organization events.

Our Secretary for Communications and Media Relations, Emmett Knee, is finding creative ways to engage with our social media following.

Our Secretary for Safety and Wellness, Ryan Parker, recently acquired funding for nightcap drink covers and continues to advocate for students through community-based efforts.

Our Secretary of On-Campus Affairs, Grace Payne, is working to launch creative outreach events and continues to address student concerns as the chair of the Student Dining Hall Advisory Committee.

Our Secretary for Off-Campus Affairs, Danielle Stein, will again distribute hundreds of personal safety alarms and continues to find ways to collaborate with the City of Oxford.

Our Secretary of Governmental Relations, Cameron Tiefenthaler, is busy planning a civic engagement forum for the spring as well as working toward providing more resources to students studying abroad.

Our Secretary of Finance, Michael Gallo, and Secretary of the Treasury, Maria DeVictor, are diligently leading the Funding and Audit Committee and working to fund the activities of student organizations, club sports, and ASG's internal budget.

Finally, our Student Body President, Amitoj Kaur, Student Body Vice President, Khenadi Grubb, and Chief of Staff, Drew Stein, continue to wholeheartedly support our aspirations while they pursue their own goals.

As the academic year nears it finish, and ASG Cabinet concludes our appointments under the Kaur-Grubb Administration, I am proud to share our many accomplishments and objectives with you. Though it is bittersweet to think that my time at Miami will soon come to an end, I am nothing short of optimistic about what ASG (and specifically my successor) will do to further foster a culture of Love and Honor. As always, thank you for your unwavering support and devotion to Miami University and its many stakeholders. It has been a pleasure to work alongside such valuable student leaders dedicated to serving the entire student body and representing the university we hold so dear. I wish you the best in your future endeavors, and please don't hesitate to reach out if you are interested in discussing these initiatives or any others.

With Love and Honor,

Cathleen McLaughlin

Cathleen McLaughlin
ASG Secretary for Academic Affairs

March 2, 2023

# Academic Affairs
# Student Life
# Committee of the Board of Trustees

# Provost Office Updates

- Budget Road Show
- New BC Programs:
  - MS Clinical Engineering
  - MS Computer Science (no thesis)
  - BS Cybersecurity
  - MS Medical Science
  - MS Sports Analytics
  - MS Physicians Associate (May!)
- MiamiRISE progress
- Education Abroad
- Student Success:
  - Office of Exploratory Studies
  - EHS Student Success Center

# BOYER COMMISSION 2030: II. Teaching and Learning

# Research and Innovation Good News

## External Grants and Contracts

| | |
|---|---|
| FY23 Goal: | $37.0M |
| Awards to date FY23: | $26.2M |
| Awards to date FY22: | $22.4M |

*Faculty-mentored research is happening with many these grants

BOYER COMMISSION 2030: Facilitate Success & Eliminate Barriers
Moon Shot for Equity

# Moon Shot Impact at Miami University

**Hold Reform**: 22 outdated and overly punitive registration holds removed for students; team pursuing an additional 50 holds for possible removal

**Retention & Emergency Grants**: Seven years of data coded, and new tracking and request procedures improved and streamlined

**Coordinated Care:** Continued focus on Navigate Student rollout, which will provide opportunities for coordinated work with students across units

# Moon Shot Impact at Miami University

**Transfer Pathways**:

- New “One Miami” website for transfer students under development
- Over 40 transfer pathways identified with key strategic partners (Cincinnati State, Gateway, Sinclair, Lorain CCC) and now under development
- Over 30 new course equivalencies being finalized
- New plan for Prior Learning Assessment Portfolio opportunity developed and under review
- New Coordinator for Transfer, Articulation & Prior Learning search underway
- Over 50 courses approved for Ohio Transfer 36 (general education courses that are articulated across the state), and an additional 30 were recently submitted

# College of Engineering and Computing

**March 2, 2023**

# Our Distinctiveness

MIAMI UNIVERSITY
College of Engineering and Computing

Project Based Education

Student-Focus

Top ROI

Liberal Education

Leadership

IMAGINATION • INGENUITY • i3

Systems Mindset

# National Reputation

CodeSignal 2022
Miami University ranked in the top 50 for coding and technical programing skills

US News and World Report 2023
Top 10 Undergraduate Engineering Program National Public Universities

Great Business Schools 2021
Best UG Engineering Management - #17 in national rankings

Software Engineering program was ranked #6 by Intelligent.com; College Choice #10

Student awards such as the Astronaut, Goldwater and NSF Graduate Research Fellowship

***Very Successful ABET Visit!***

# Strategic Priorities

Modernizing Engineering & Computing Curriculum

Recruitment & Retention

Lead in DEI among engineering & computing schools

Research & Innovation

Advancement

# Responding to Ohio's Workforce Needs

# Degrees of the Future

## Boldly Creative Funded Initiatives

- B.S. Robotics (ABET visit in Summer 2023)
- Automation and Industrial Manufacturing Graduate Certificates (Tech Cred)

## New Programs Approved by the State (Rollout Fall 2023)

- M.S. Clinical Engineering
- BA in Computer Science
- BS in Cybersecurity

## Programs in process of development

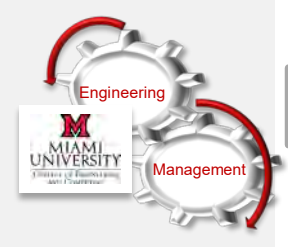
- BS in Manufacturing curriculum update (Department approval)

# Curriculum Reform

KEEN
KERN ENTREPRENEURIAL ENGINEERING NETWORK

- Integration of the Entrepreneurial Mindset

- Environmental Engineering + Accounting – Minor in Climate Accounting and Engineering




- Added Entrepreneurship Track

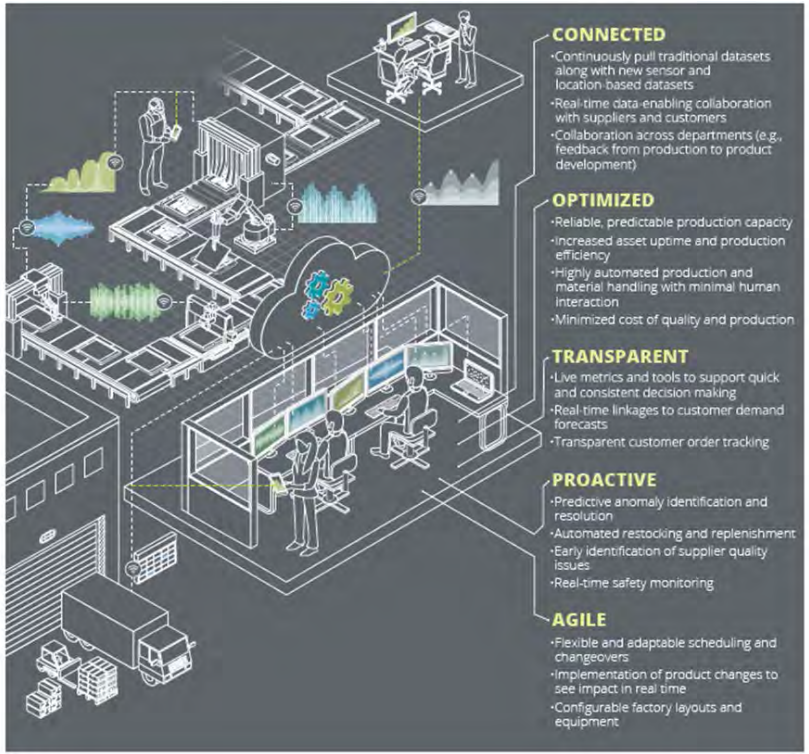
FIRST-YEAR FYEE ENGINEERING EXPERIENCE

- Curriculum Development

OASIS

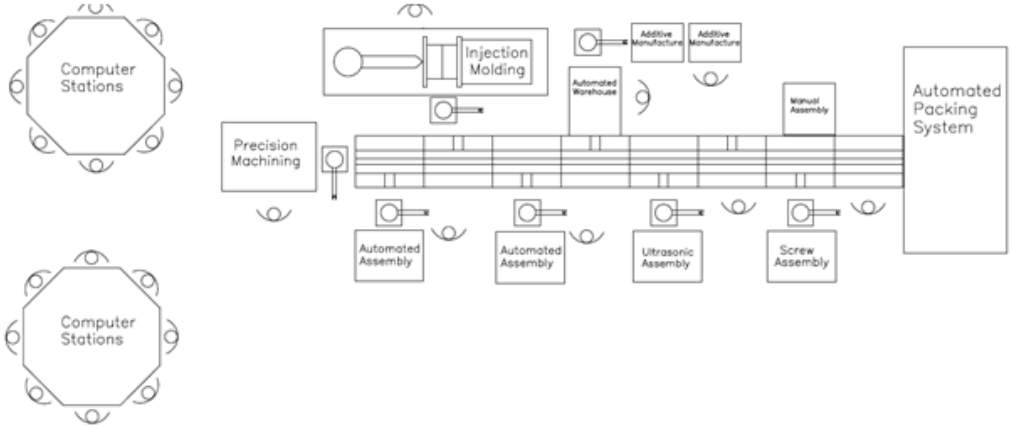
- Curriculum for semi-conductor industry

# Smart Manufacturing Revamp




## Create a Smart Factory lab that includes:

Manufacturing Operations, Warehouse operations, Inventory tracking, Quality, Maintenance, and Environmental/Health/Safety



# Unique Programs to promote workforce development

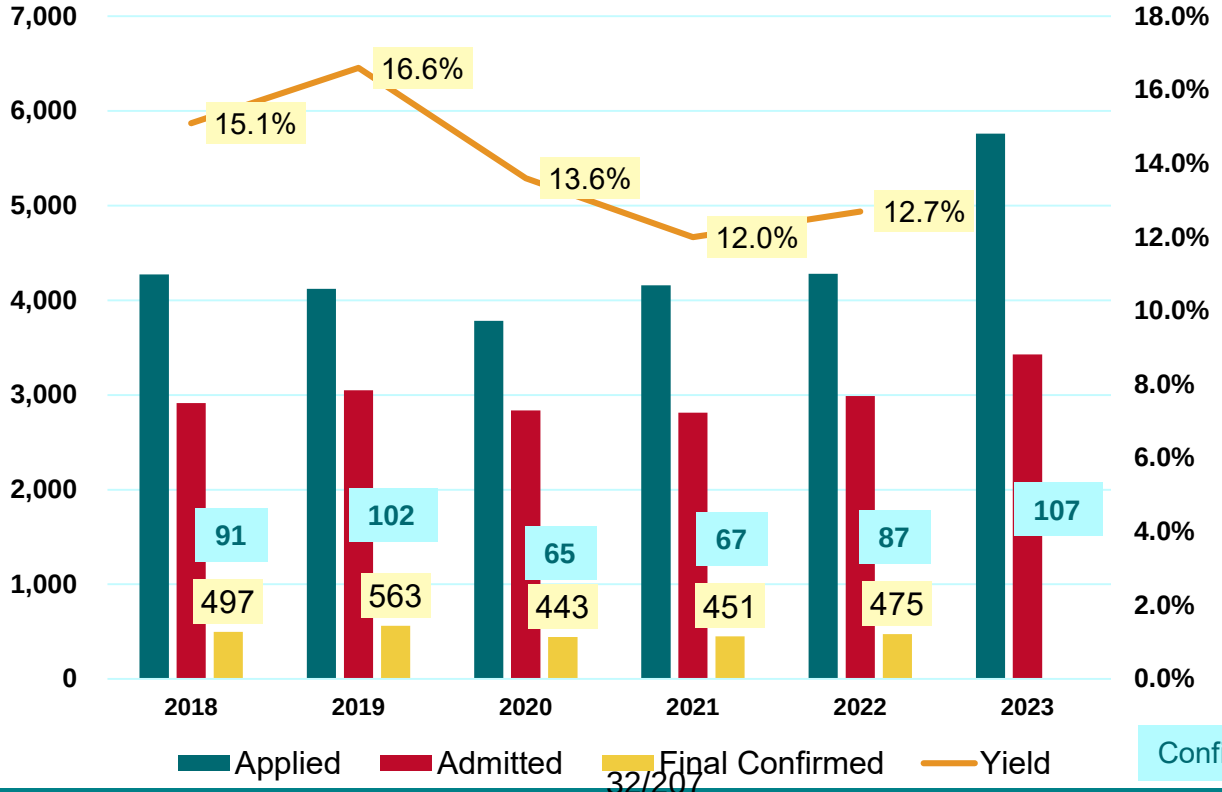
MIAMI UNIVERSITY
College of Engineering and Computing

- Automation and Industrial Manufacturing Graduate Certificates (Tech Cred)
- Springboard to Automation and Summer Internship (SASI) & Maintenance and Reliability Internship (MARI)
- Courses to support workforce needs in the semiconductor industry
- Co-Op Program in CSE

# Industry Outreach

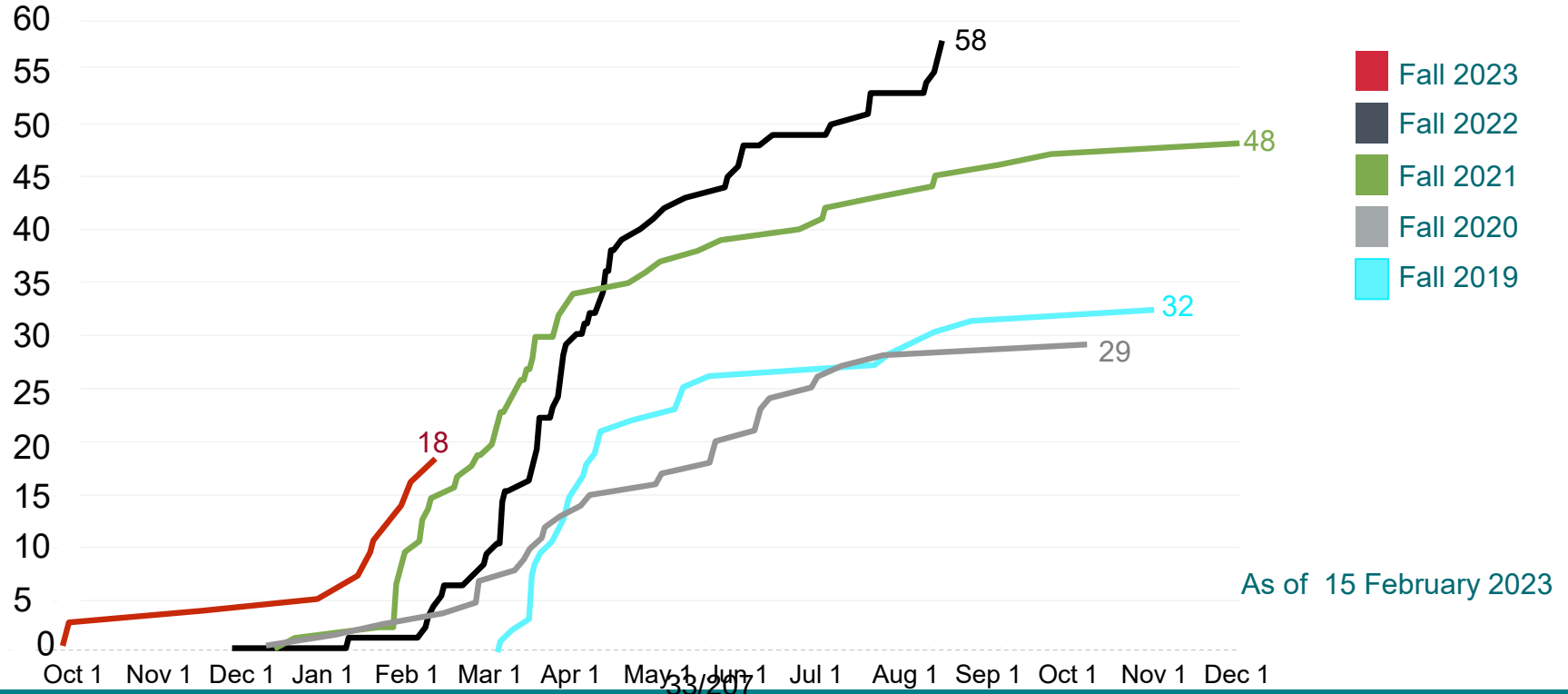
**157 Company Impact Events**
**13 New Industry Partners**
**11 New Hospital Connections**

# CEC UG Applications, Admits, & Confirms 2018-2023




Confirms as of 21 Feb 2023

# Confirmed Graduate Students




As of 15 February 2023

# 2020-2021 First Destination

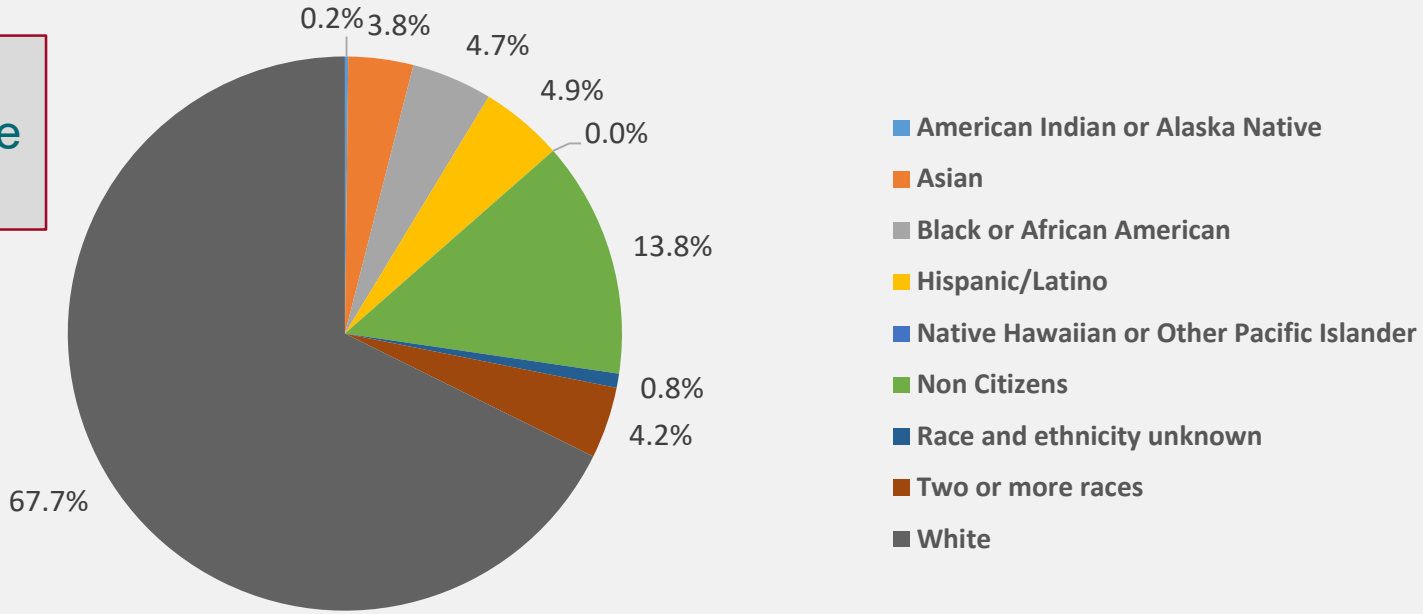
| Degree | Knowledge Rate | Overall Success Rate |
|---|---|---|
| Biomedical Engineering | 89.5% | 100% |
| Chemical Engineering | 76.9% | 100% |
| Computer Science | 68.7% | 98.9% |
| Software Engineering | 85.7% | 100% |
| Computer Engineering | 88.2% | 100% |

| Degree | Knowledge Rate | Overall Success Rate |
|---|---|---|
| Electrical Engineering | 77.3% | 100% |
| Manufacturing Engineering | 87.5% | 100% |
| Mechanical Engineering | 81.2% | 97.6% |
| Engineering Management | 82.4% | 100% |
| General Engineering | 66.7% | 100% |

CEC average FT salary was $71,696

# CEC AY 21-22 Diversity by the Numbers

18.6% First Gen
15.1% Pell Eligible
21% Female



# Outreach to K-12

725+ Youth
13 Industry & Community Partners
9 School Districts
Received 5 External Grants

# Areas of Opportunities and Challenges

- McVey Building
- Outstanding students
- Marketing of existing and new UG and graduate programs
- Competition and state support

**Evan Danielson**

Goldwater Scholarship

# CEC Research Clusters

- 5G/6G Mobile Technology
- IoT – Internet of Things
- Wireless Network Security
- Remote sensing
- Wireless Sensor Networks
- Radar Signal Processing

## Advanced Communications and Networks

- Computer Vision
- Chem-Informatics
- Molecular Simulation
- AI in Cybersecurity
- Machine Learning
- Parallel & Distributed Computing
- Quantum computing

## Artificial Intelligence & High Performance Computing

- Wearable Technology and Signal Processing
- Biomedical Imaging
- Human Postural Dynamics
- Virtual Manipulations
- Power electronics for electrified transportation
- Solar and renewable energy
- Fuel Cell & Metal Oxides

## Assistive & Sustainable Technology

- Protein Engineering
- Health Data Analytics & Bioinformatics
- Synthetic Biology
- Bio-sensors
- Drug Delivery
- Metabolic Engineering
- Tissue Engineering

## Biomedical Engineering and Biotechnology

- Biocompatible Polymers
- Cellulosic materials
- Phononics and Acoustic Metamaterials
- Surface engineering & Micro & Nano tribology
- Material Genome
- Smart Materials
- Semiconductor fabrication and packaging

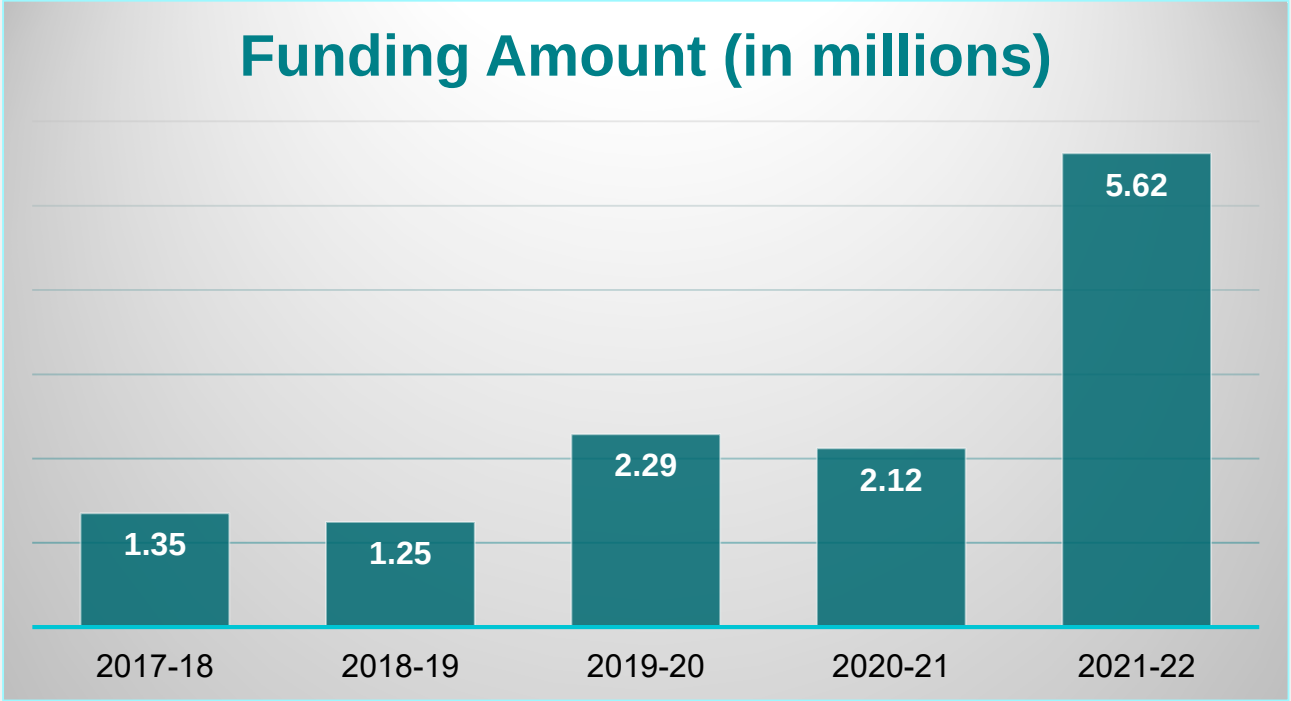
## Engineered Materials

- Additive Manufacturing/ 3D printing
- Micro & nano machining
- Friction Stir Welding
- 4D printing of smart materials
- Autonomous Vehicles
- Human Machine Interaction
- RF sensors
- Control Design

## Robotics, Automation & Manufacturing

# Research Awards

## Research Funding during Last 5 Academic Years




**As of 13 January 2023**

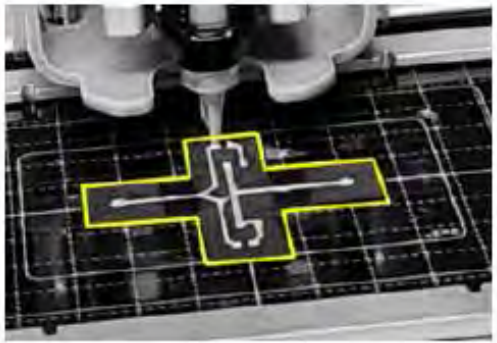
Funded Award Total: **$1.19 M**

# Andrew Jones

**Psilocybin to treat depression**

# Xinyi Xiao

**Freeform Electronics by 4D Printing**



# Vaskar Raychoudhury

(a)

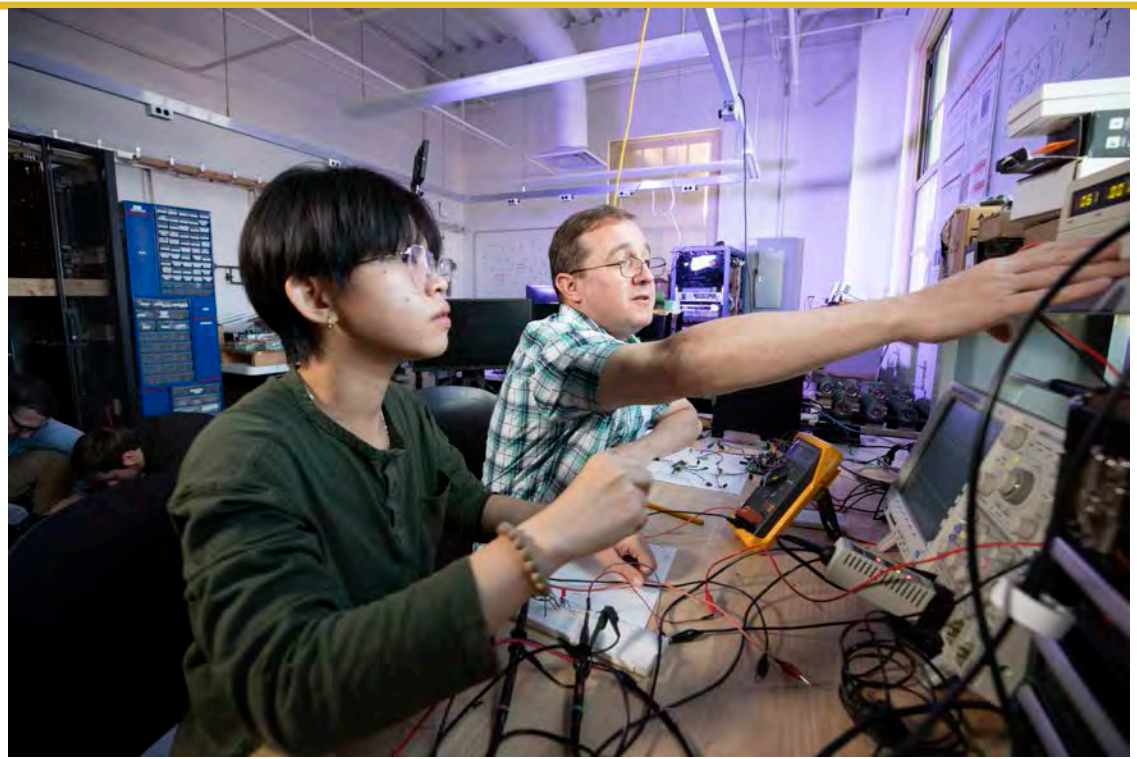
(b)

(c)

(d)

## Wheelchair Accessibility Mapping Using Cell Phone Data

# Mark Scott



Building Lightweight Power Systems for Aircraft

# Opportunities and Challenges

- Talented faculty with excellent research credentials
- Internal Support for Research
- Research Commercialization
- Research Culture
- Lack of PhD programs in engineering and computer science

# Campaign Goals

## Two Overarching Goals

Creating visionary programs and degrees of the future

Develop industry ready engineers and computer scientists

# FY ’21-’22 Successes

Single Largest Fundraising Year in CEC History - $5,337,279
Surpassing our fundraising goal by 77%

Endowed Dinesh & ILA Paliwal Deanship, Lilly Leadership Institute, Endowed Faculty positions in CPB, MME (Swagelok) & ECE, Endowed Scholarships

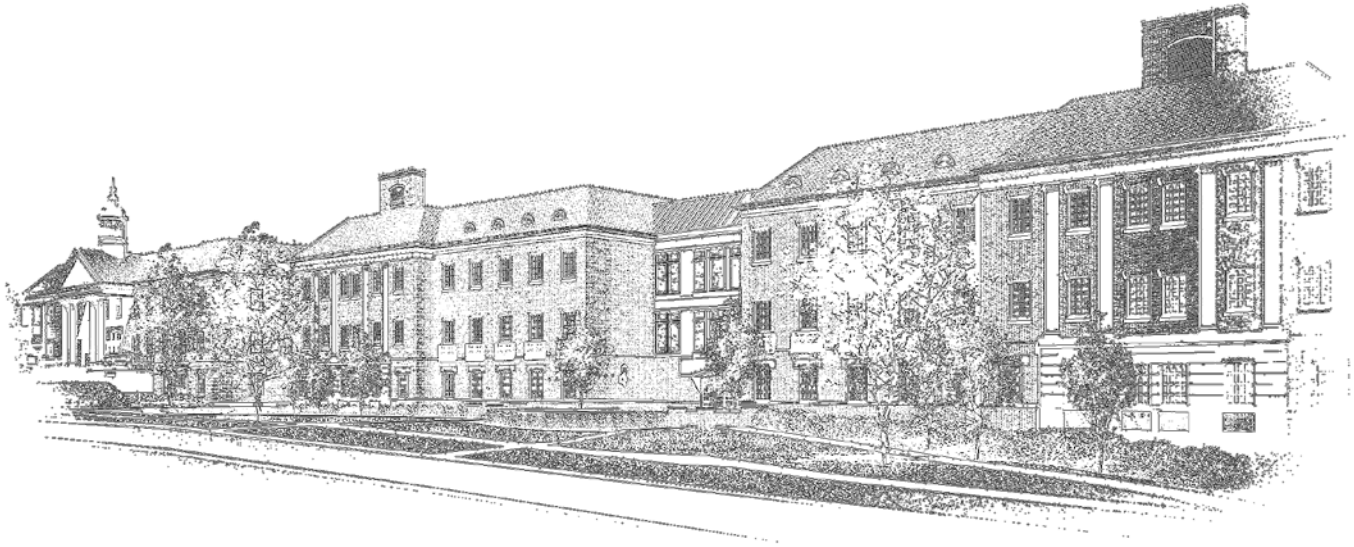
Expanding Meaningful Engagement
140+ meaningful individual engagements with Alumni, Friends and Corporate Partners

# Opportunities

- Excellent and committed alumni
- Corporate and Foundation Giving
- Rebuild relationship with alumni

# CEC Fiscal Reality

MIAMI UNIVERSITY
College of Engineering and Computing



# RCM revenues, expenses and ending balance in million $

| | Total Revenue Sources | Total Expenses | Ending Balance Before Subvention |
|---|---|---|---|
| **FY'20** | 28.95 | 25.59 | **3.36** |
| **FY'21** | 26.91 | 24.20 | **2.71** |
| **FY'22** | 26.57 | 25.06 | **1.51** |
| **FY'23** | 25.25 | 26.81 | **-1.56** |

# Opportunities and Challenges

- Employment Opportunities and demand for engineering and computer science education
- Existing and new programs
- Budget model
- Miami Plan

# Socially Engaged Engineering & Computing (SEEC)

**Engineering and Computing with a positive Impact**

# Ohio Public 4-Year University Key Data Metrics

## *How Does Miami Compare?*

# Using Publicly Reported Data to Assess Performance

- Consistent definitions and methodology
- Competitive analysis
- Longitudinal data
- Informs media and research analyses

# What is IPEDS data?

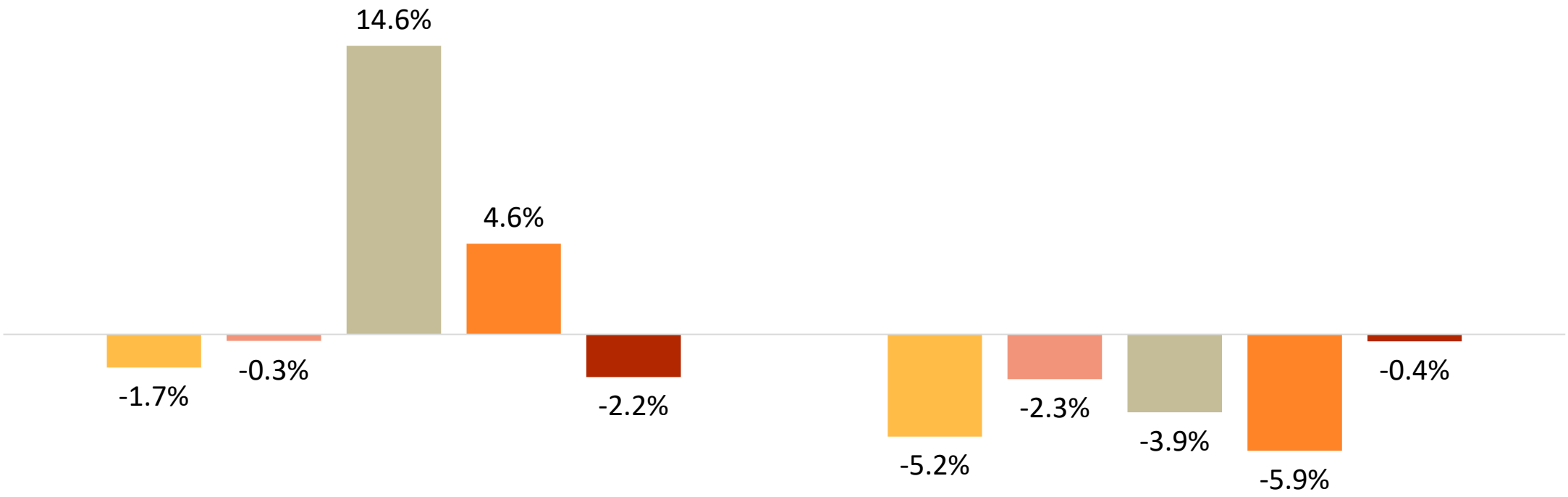
- Mandatory data reported annually to the U.S. Department of Education
- Data collection required by all colleges and universities benefitting from federal financial assistance programs authorized by Title IV of the 1965 Higher Education Act
- Includes data related to student enrollment, demographics, and outcomes; human resources; budget and finance; and admissions
- Main data source for higher education research organizations, student/parent college guides and websites; media outlets
- Data captured at a defined point in time (15$^{th}$ day of the fall semester at MU)

# Ohio 4-Year Public Universities*

| Institution | Category |
|---|---|
| Bowling Green State University | Doctoral - R2 |
| Central State University | Baccalaureate |
| Cleveland State University | Doctoral - R2 |
| Kent State University | Doctoral - R1 |
| Miami University-Oxford | Doctoral - R2 |
| Ohio State University | Doctoral - R1 |
| Ohio University | Doctoral - R1 |
| Shawnee State University | Master |
| University of Akron | Doctoral - R2 |
| University of Cincinnati | Doctoral - R1 |
| University of Toledo | Doctoral - R2 |
| Wright State University | Doctoral - R2 |
| Youngstown State University | Master |

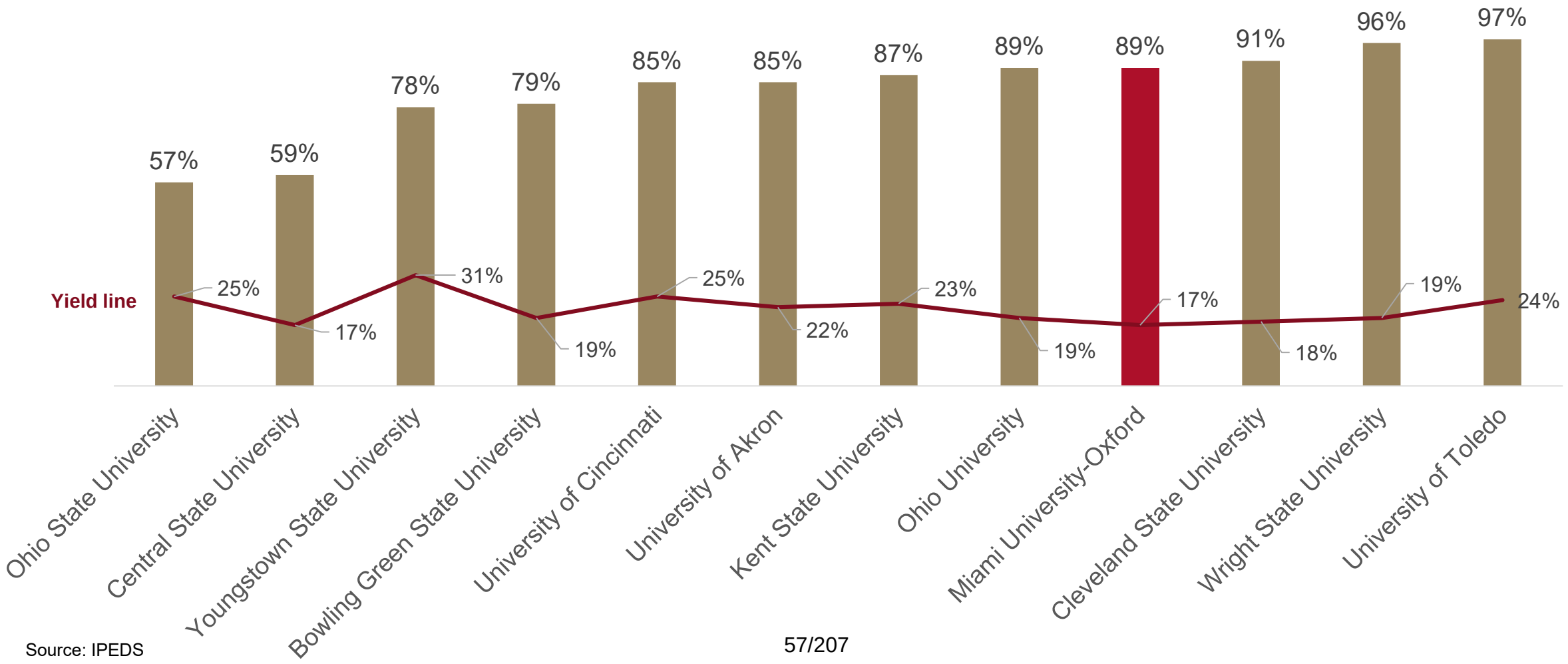
**Though the Inter-University Council of Ohio includes Northeast Ohio Medical University in its membership, it is excluded from this presentation as it does not offer undergraduate degree programs.*

# Percent Change in High School Graduates from U.S. Public High Schools by Region 2013 - 2022



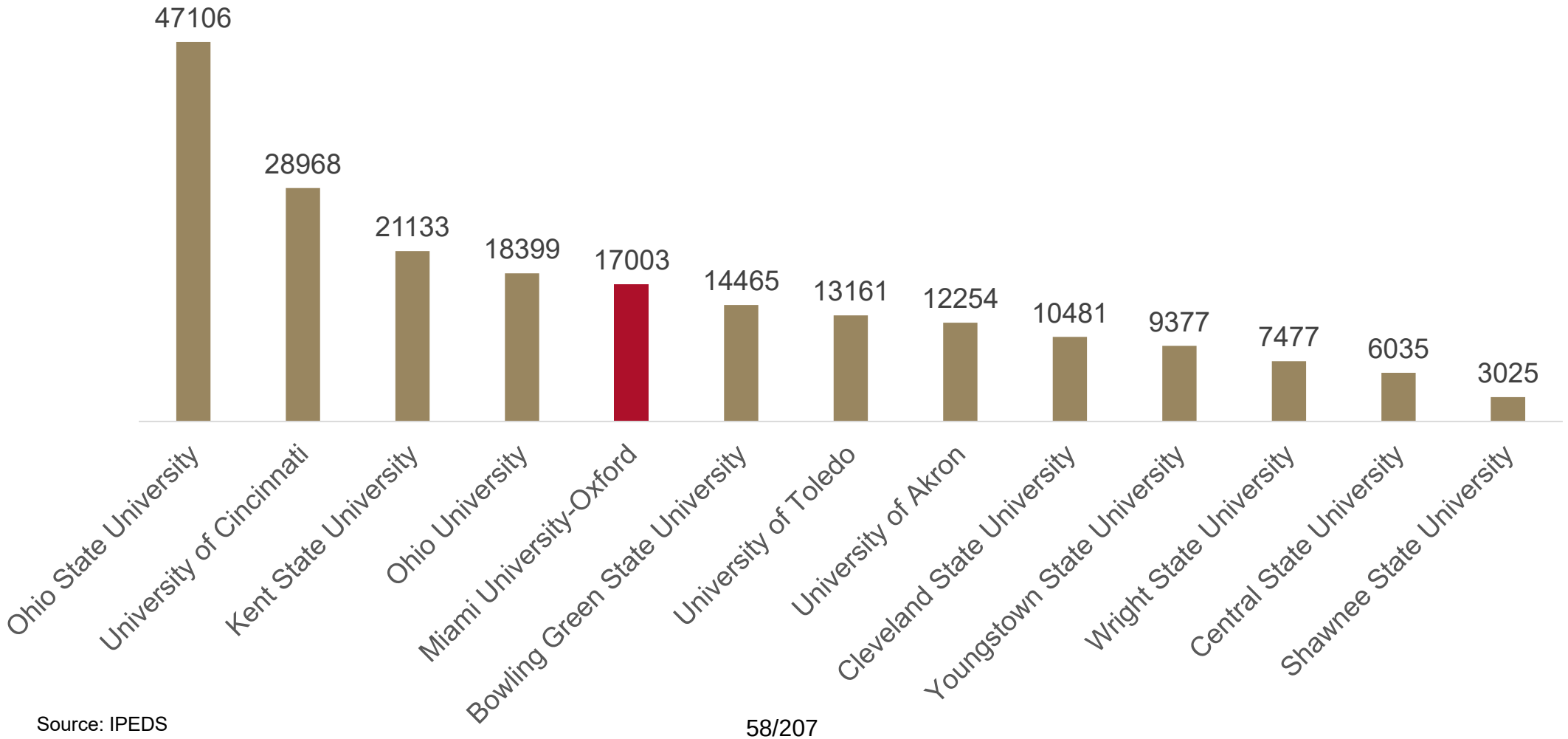

Source: National Center Educational Statistics

# Percent Admitted/Yielded - Ohio Public 4-Year Institutions
# Fall 2021



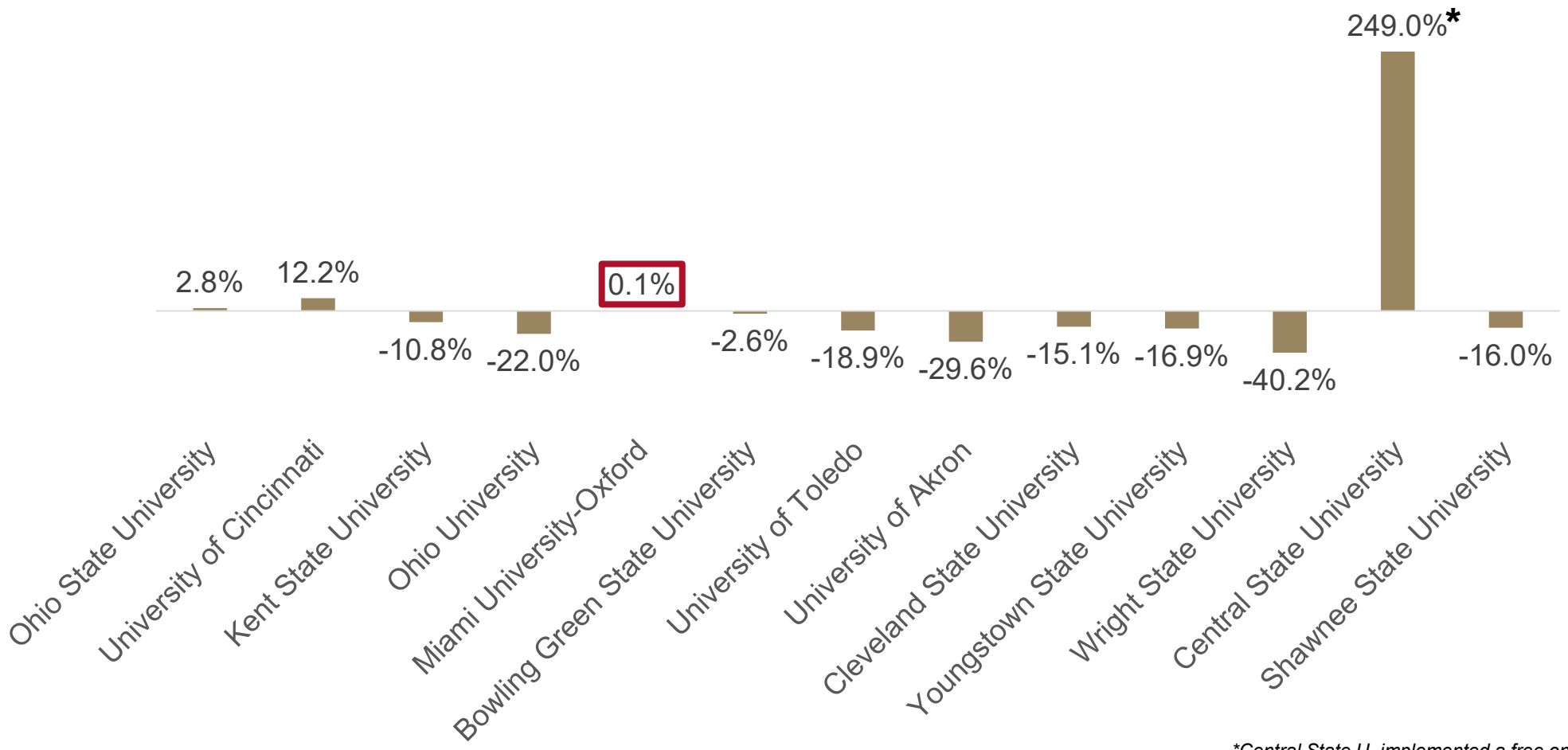

Source: IPEDS

# Undergraduate Enrollment
# Ohio Public 4-Year Institutions
# Fall 2021




Source: IPEDS

# Undergraduate Enrollment - Ohio Public 4-Year Institutions
# % Change - Fall 2016 to Fall 2021

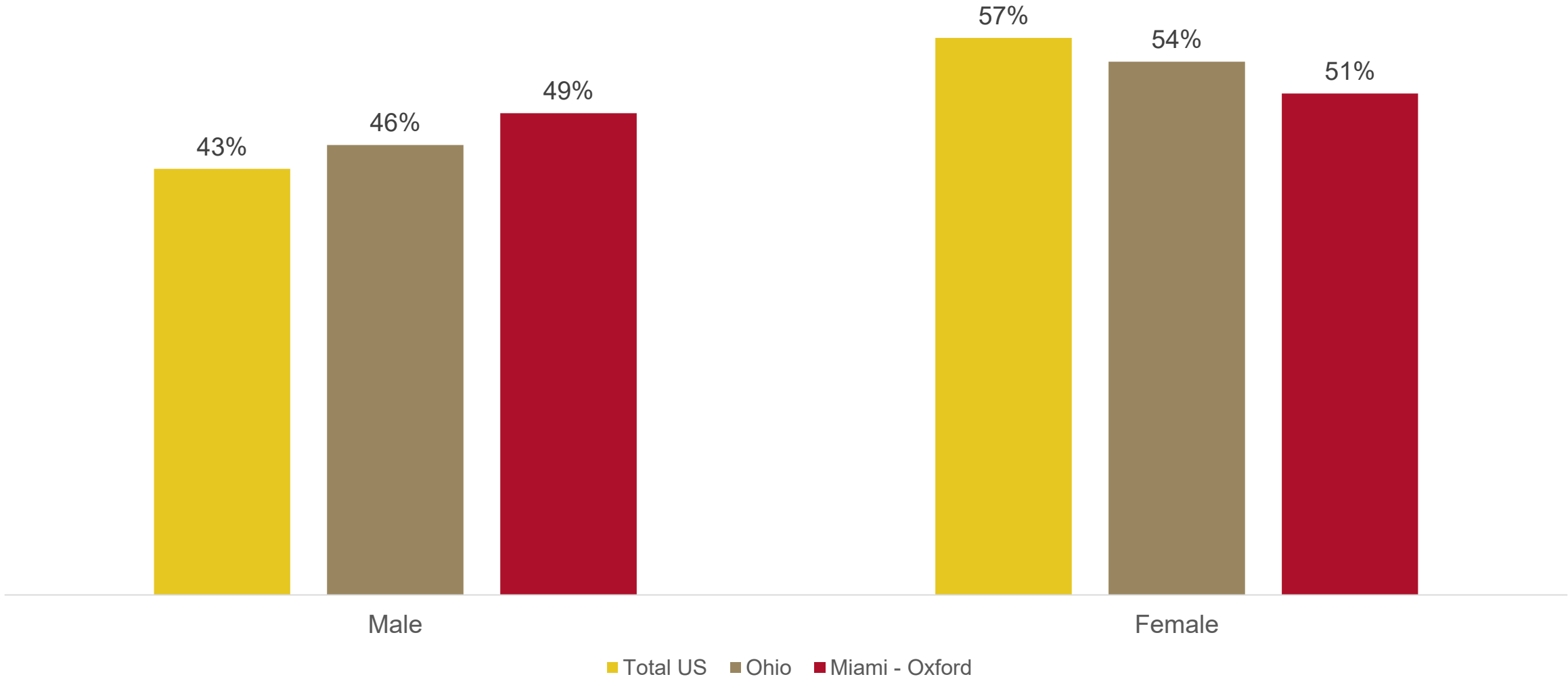



Source: IPEDS



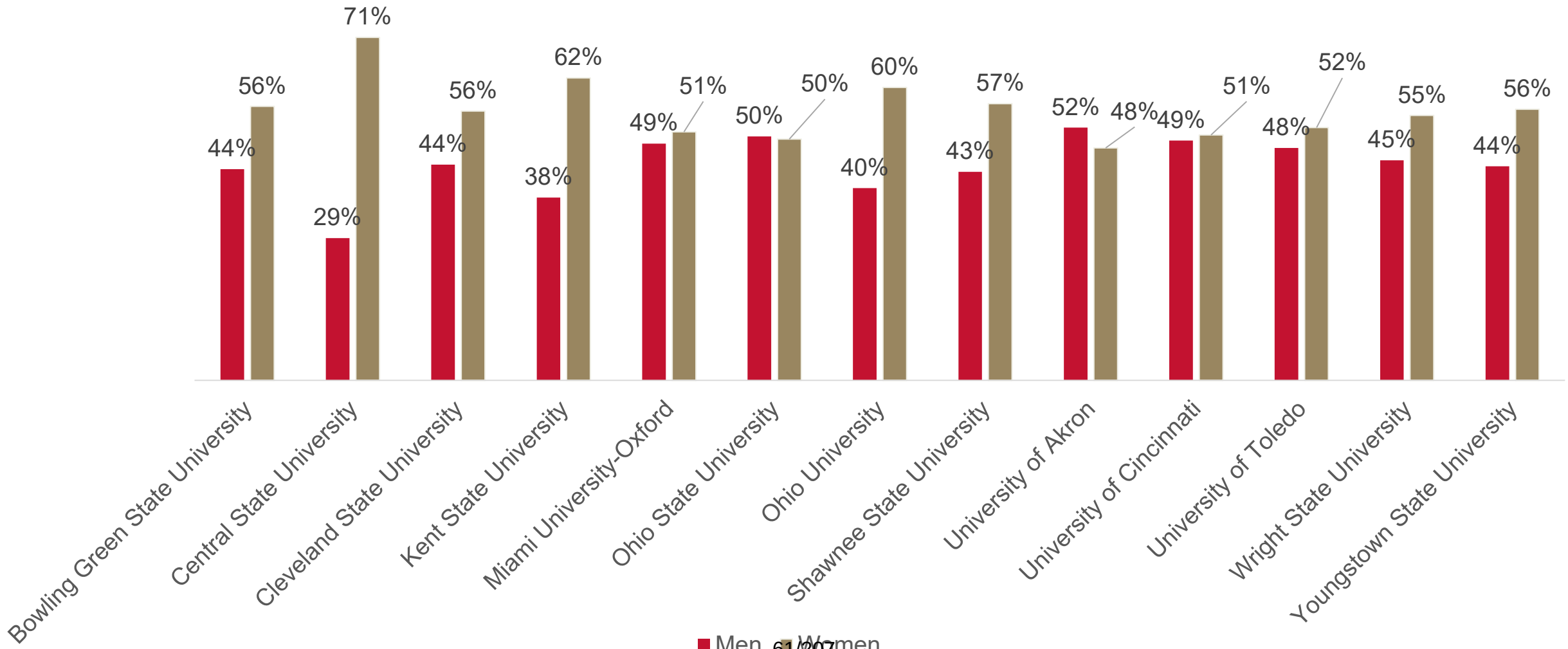
**Central State U. implemented a free online program in 2019, in conjunction with Eastern Gateway CC. The program's enrollment was double CSU's in-person enrollment in Fall 2021*

# Fall 2020 Undergraduate Enrollment Percentage by Gender

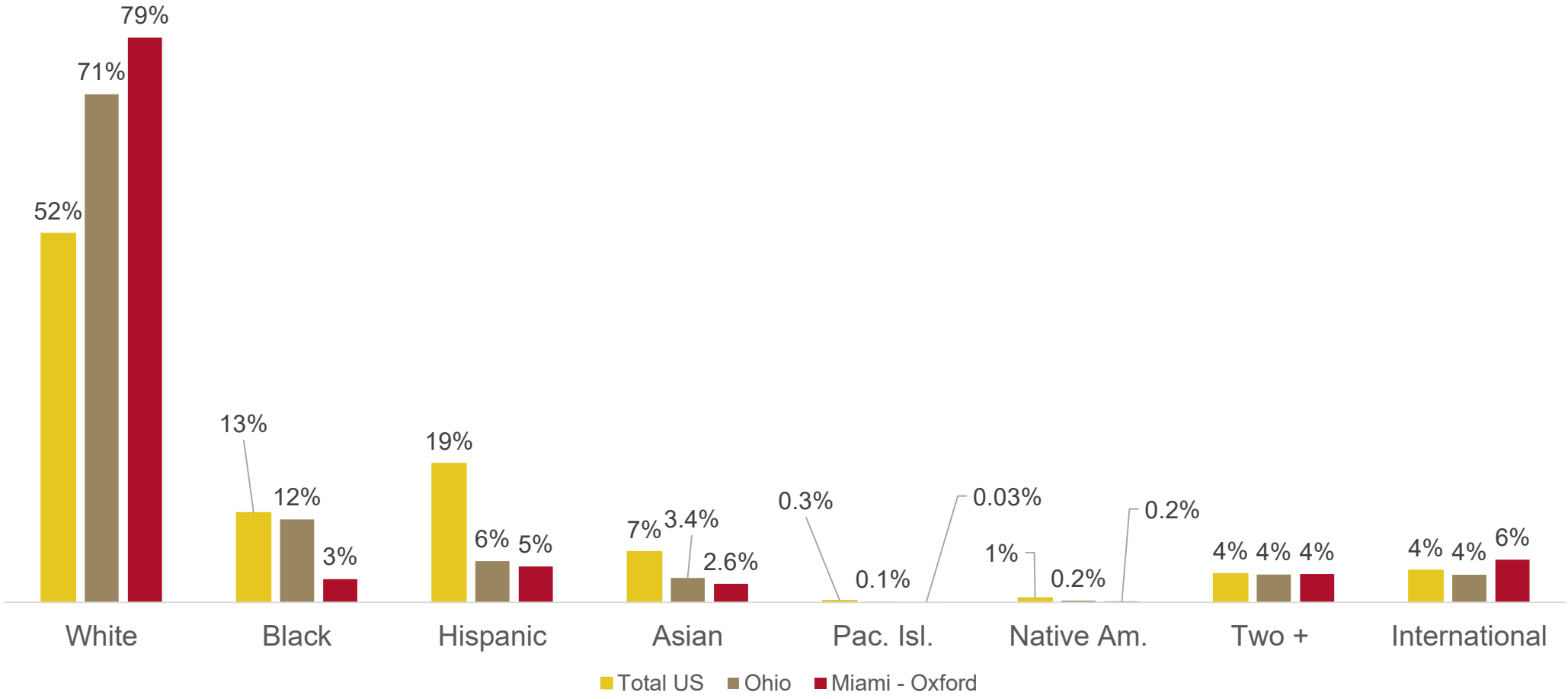



Source: National Center Educational Statistics

# Undergraduate Enrollment - Ohio Public 4-Year Institutions
# % by Gender - Fall 2021

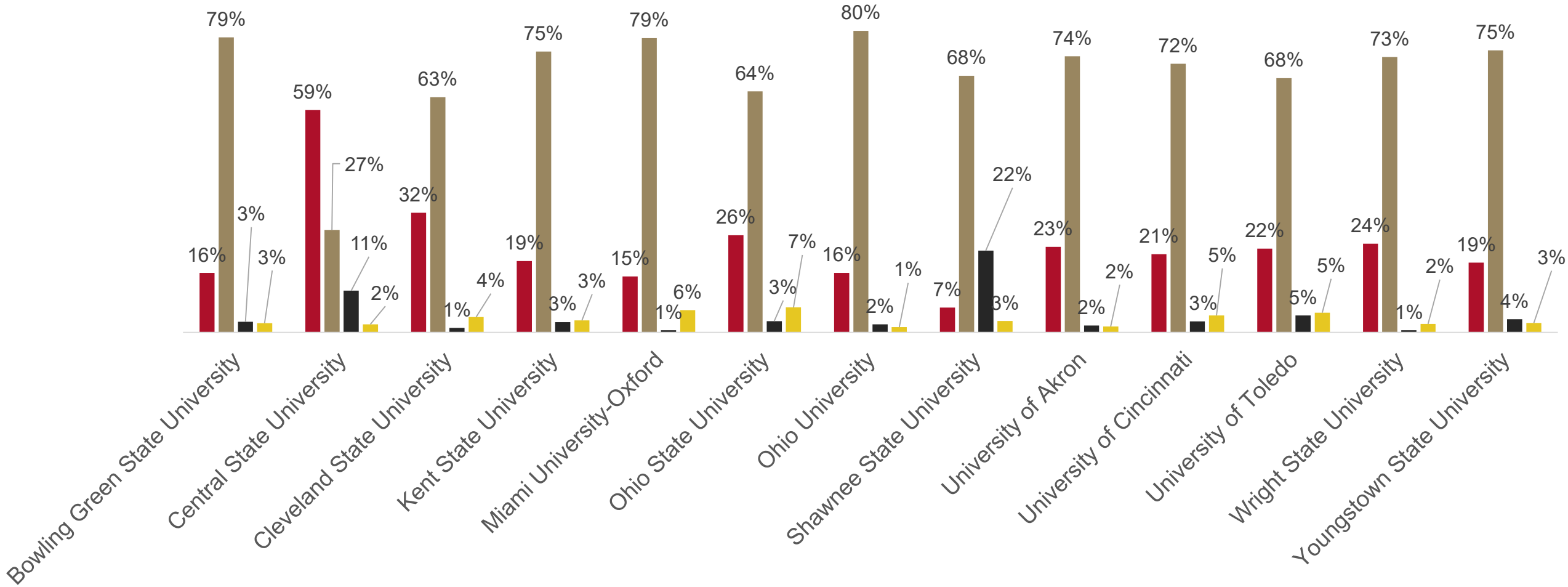


# Fall 2020 Undergraduate Enrollment Percentage by Race/Ethnicity




Source: National Center Educational Statistics

# Undergraduate Enrollment - Ohio Public 4-Year Institutions
# % by Race/Ethnicity Category - Fall 2021

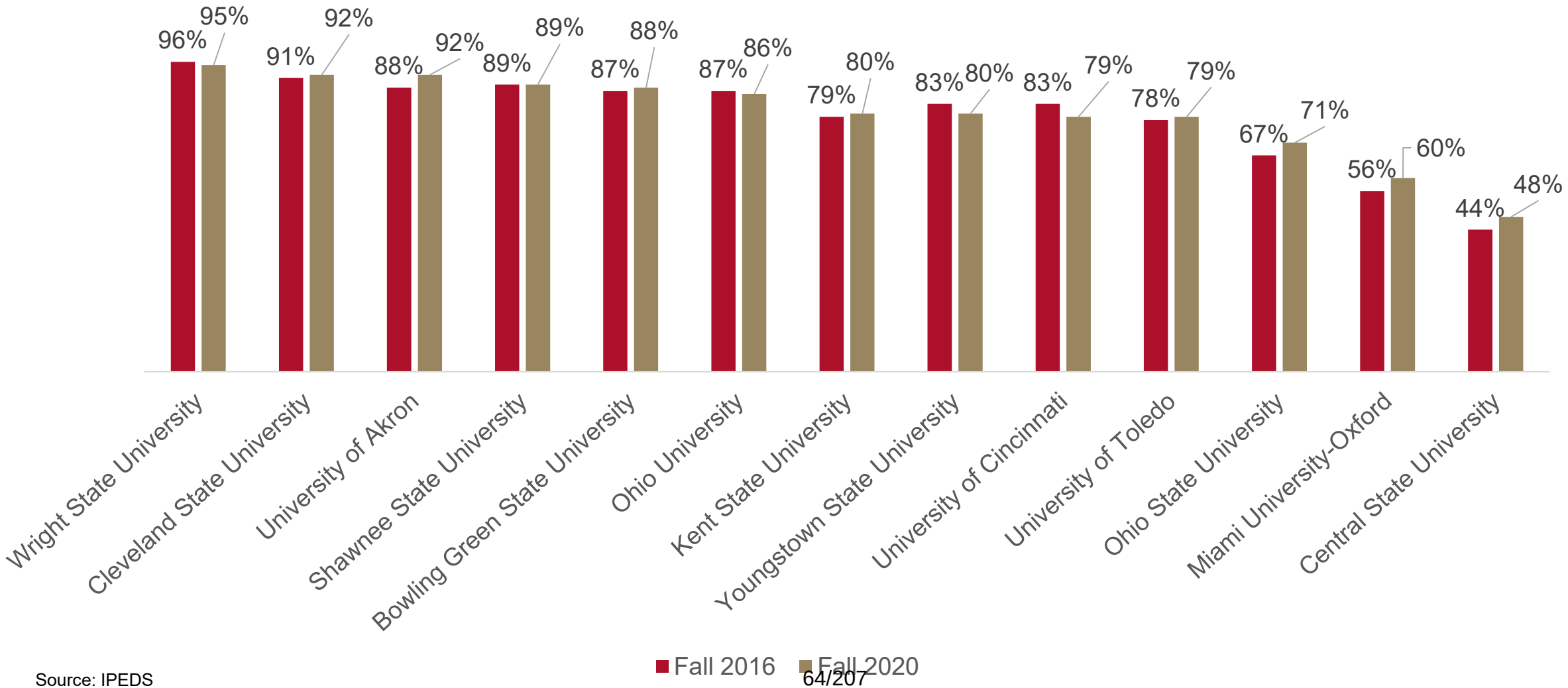



Source: IPEDS



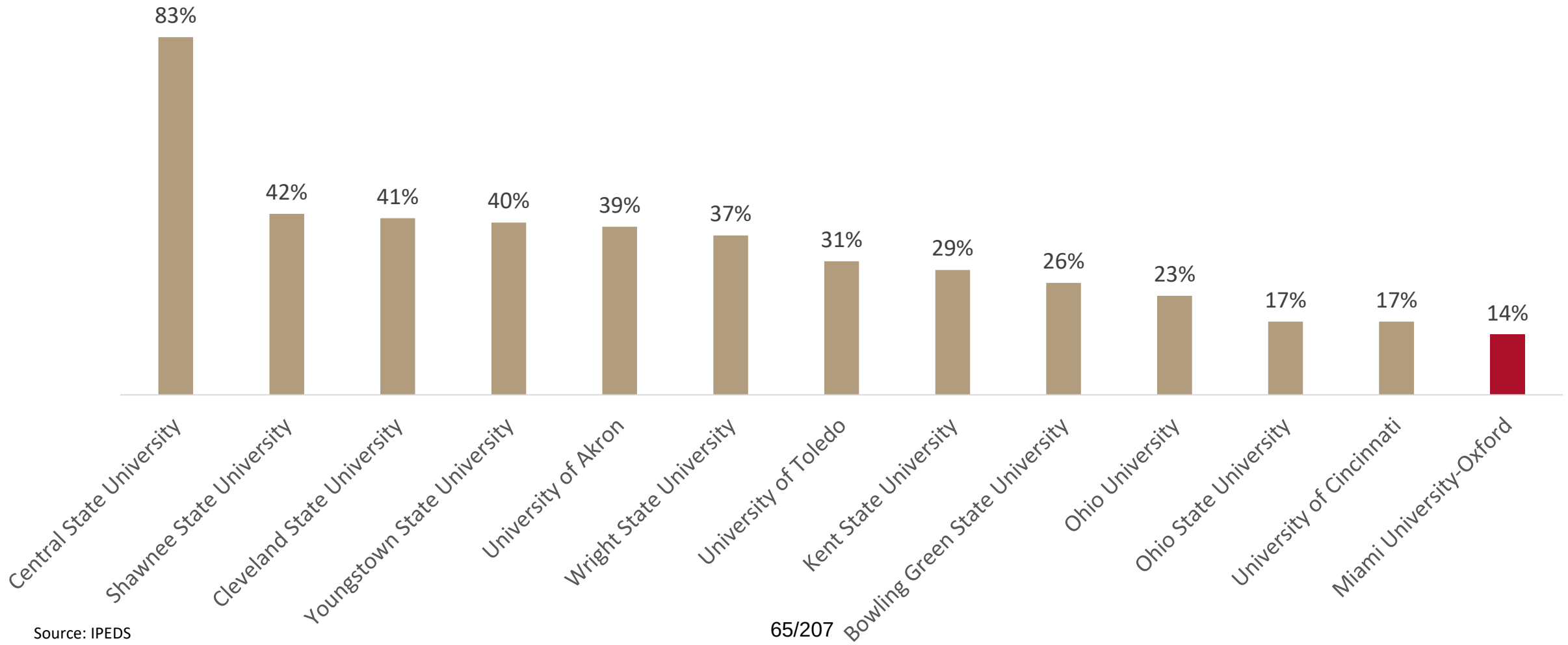
*Underrepresented includes students reporting as Asian, Black, Hispanic, Native American, Hawaiian/Pacific Island, and Two or more races*

# First-Year Undergraduates - Ohio Public 4-Year Institutions
# % In-state Residency



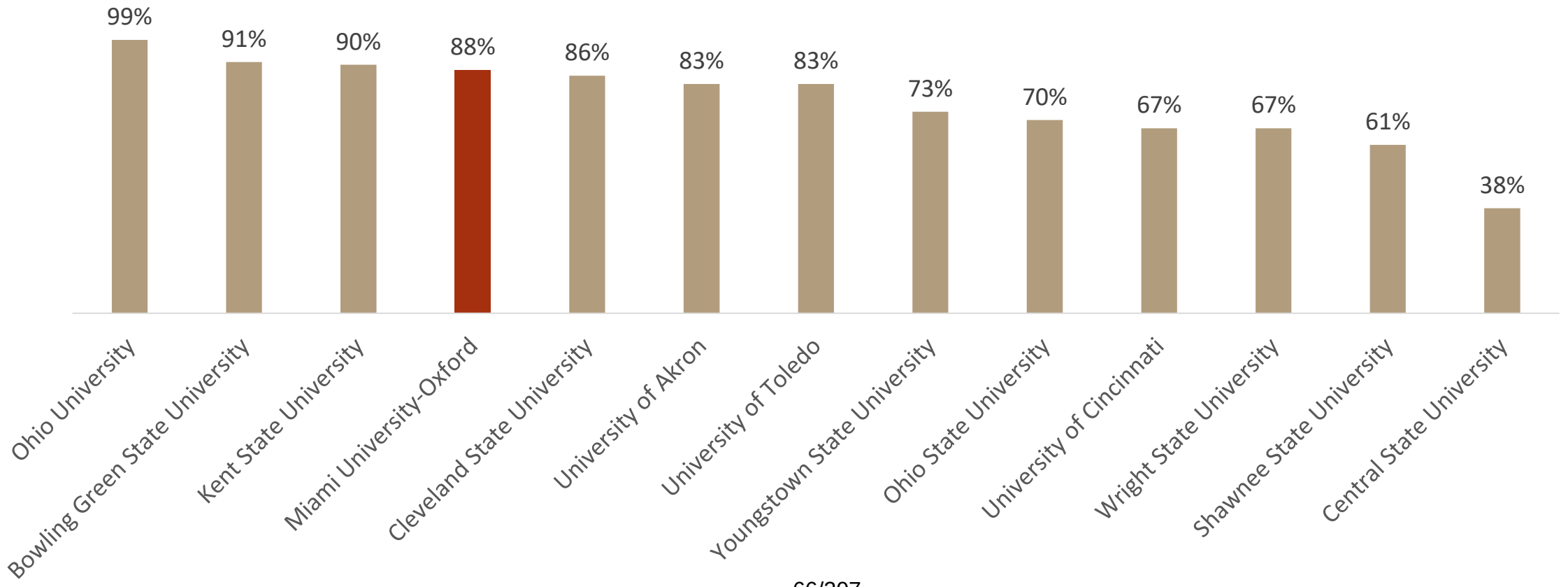

Source: IPEDS

# First-Time, Full-Time Undergraduates - Ohio Public 4-Year Institutions
## % Receiving PELL Grants
## 2020-21 Academic Year



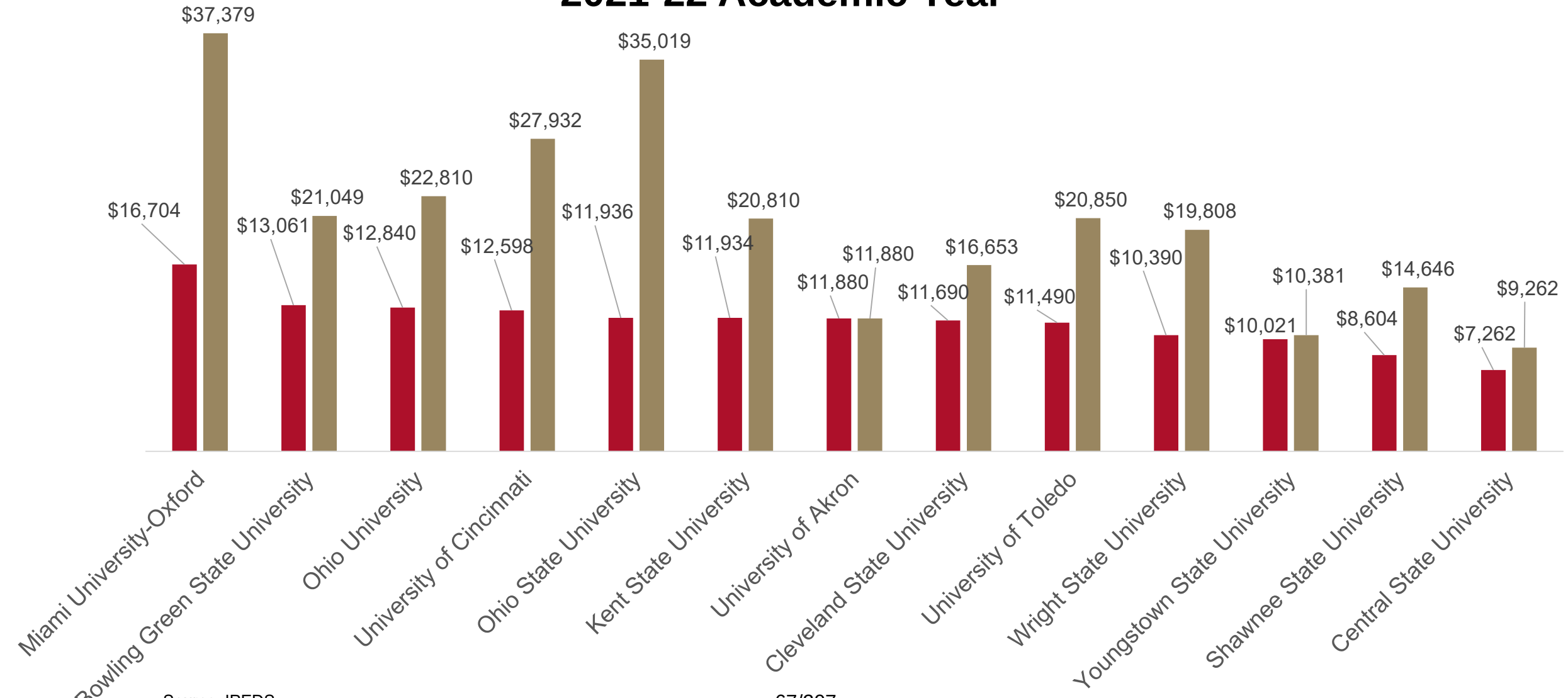

Source: IPEDS

# First-Time, Full-Time Undergraduates
# Ohio Public 4-Year Institutions
# % Receiving Institutional Aid
# 2020-21 Academic Year



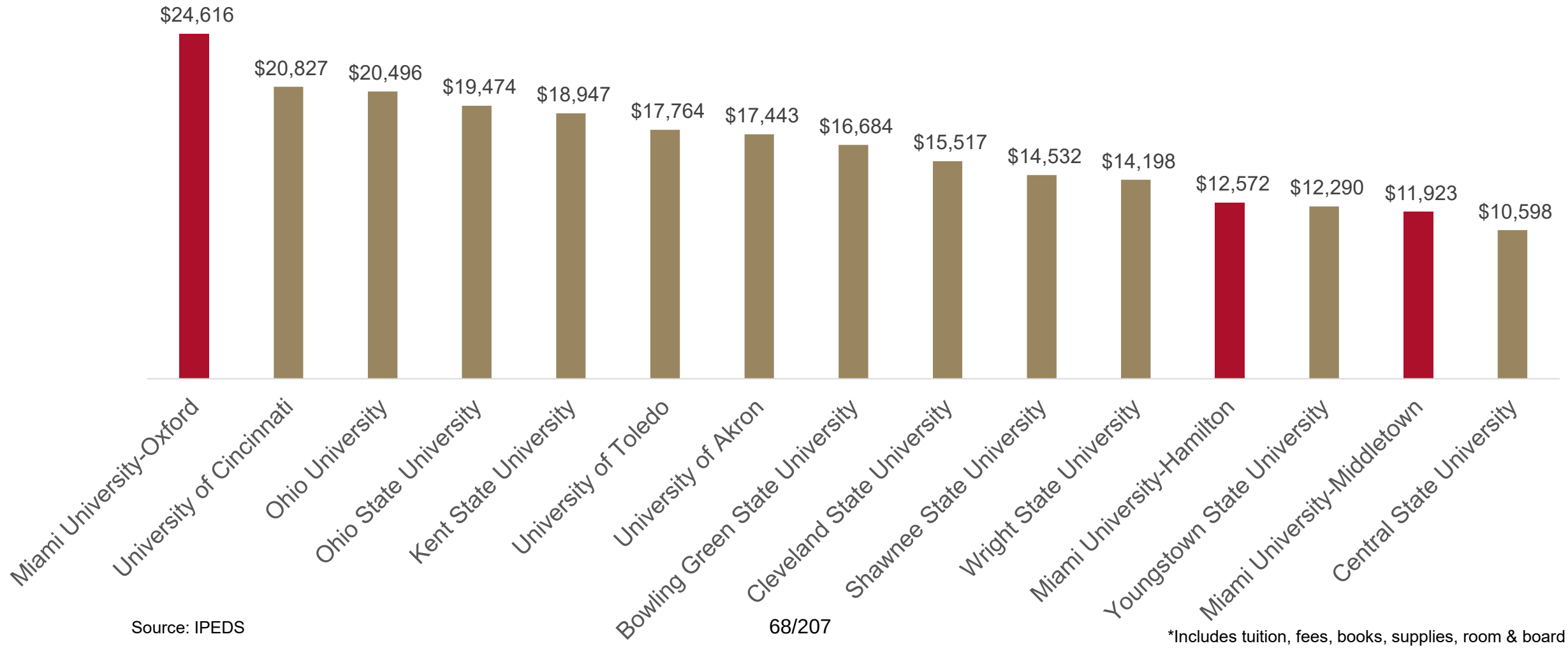

Source: IPEDS

# Published Undergraduate Tuition & Fees
# 2021-22 Academic Year




Source: IPEDS

# Average Undergraduate Net Price* - Ohio Public 4-Year Institutions
## Ohio Residents Receiving Aid *(government & institutional)*
## 2020-21 Academic Year

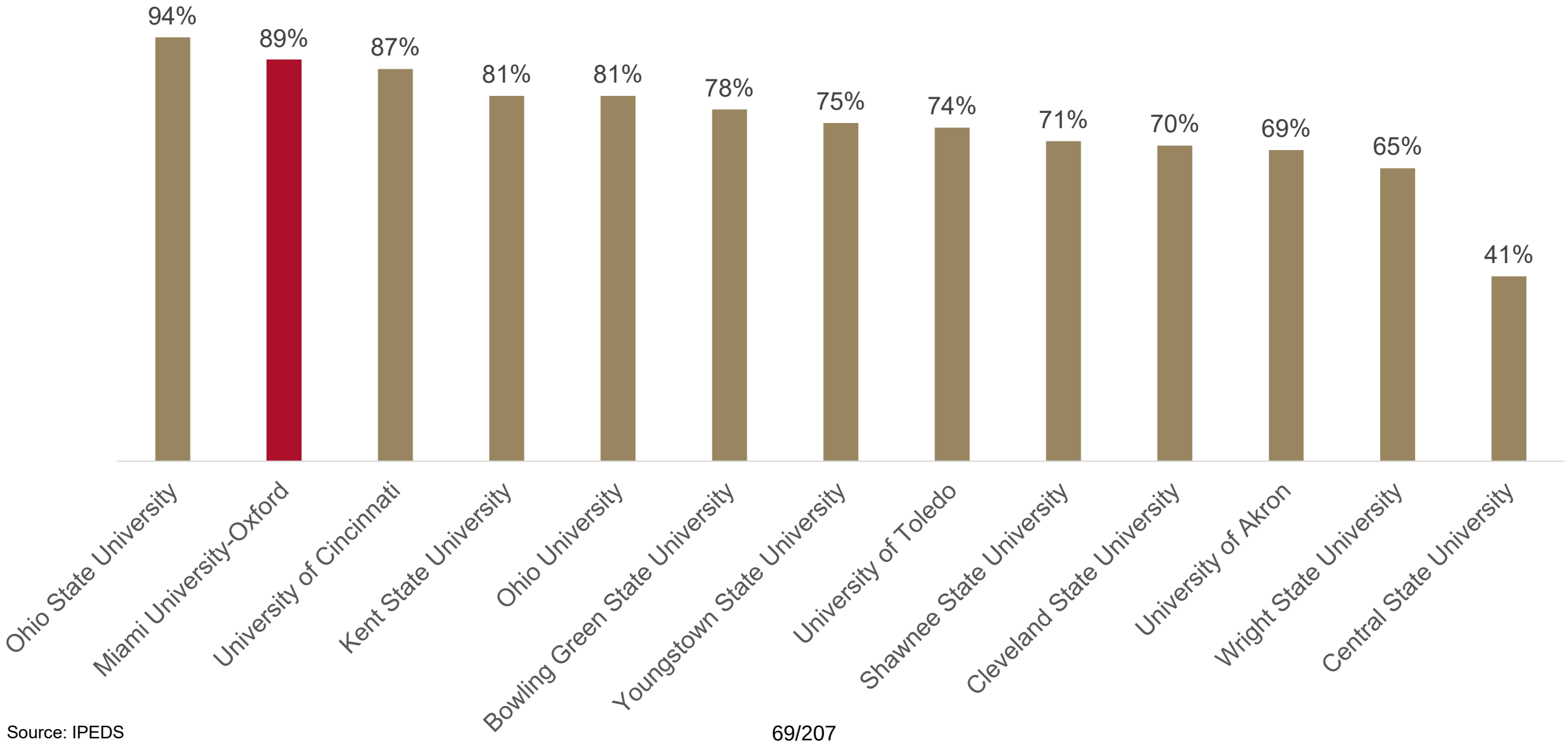



Source: IPEDS



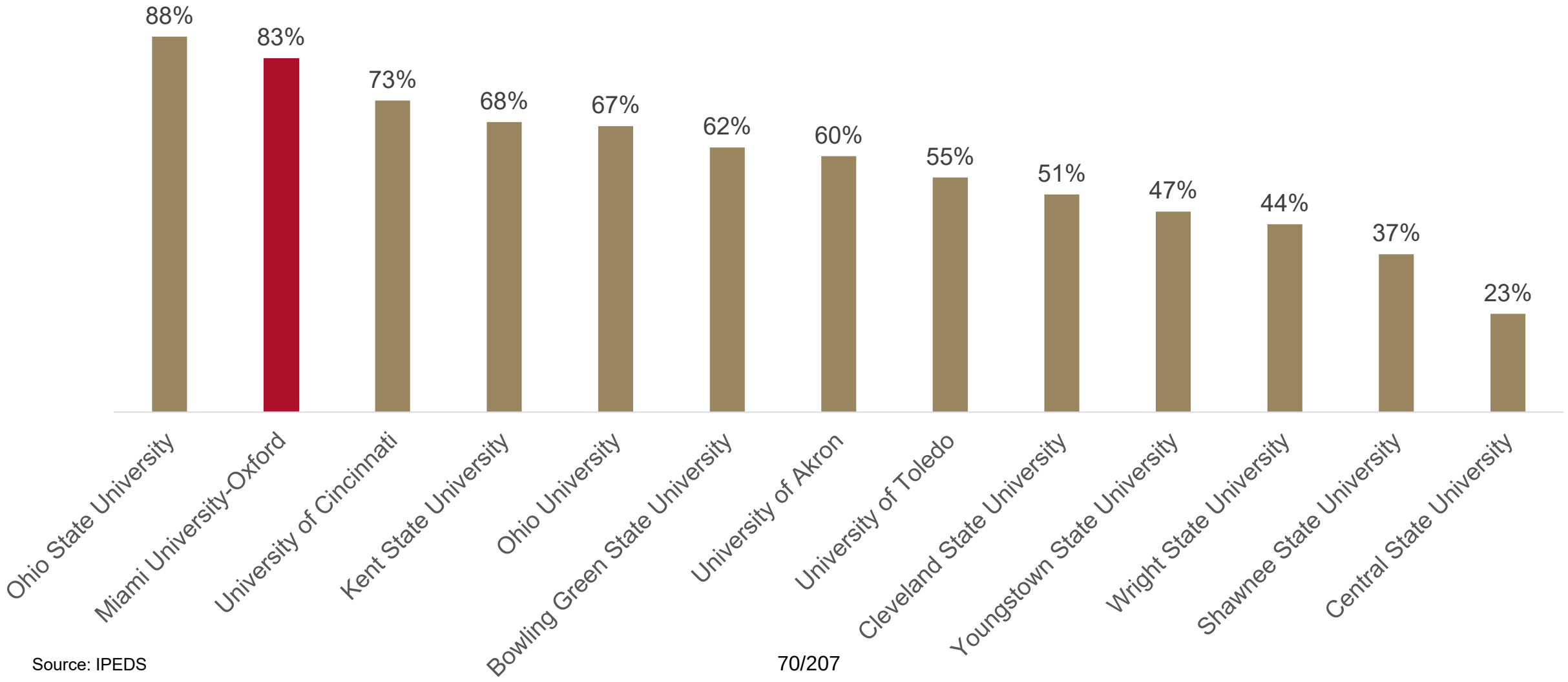
*Includes tuition, fees, books, supplies, room & board

# First-year Retention Rate - Ohio Public 4-Year Institutions
# Fall 2021



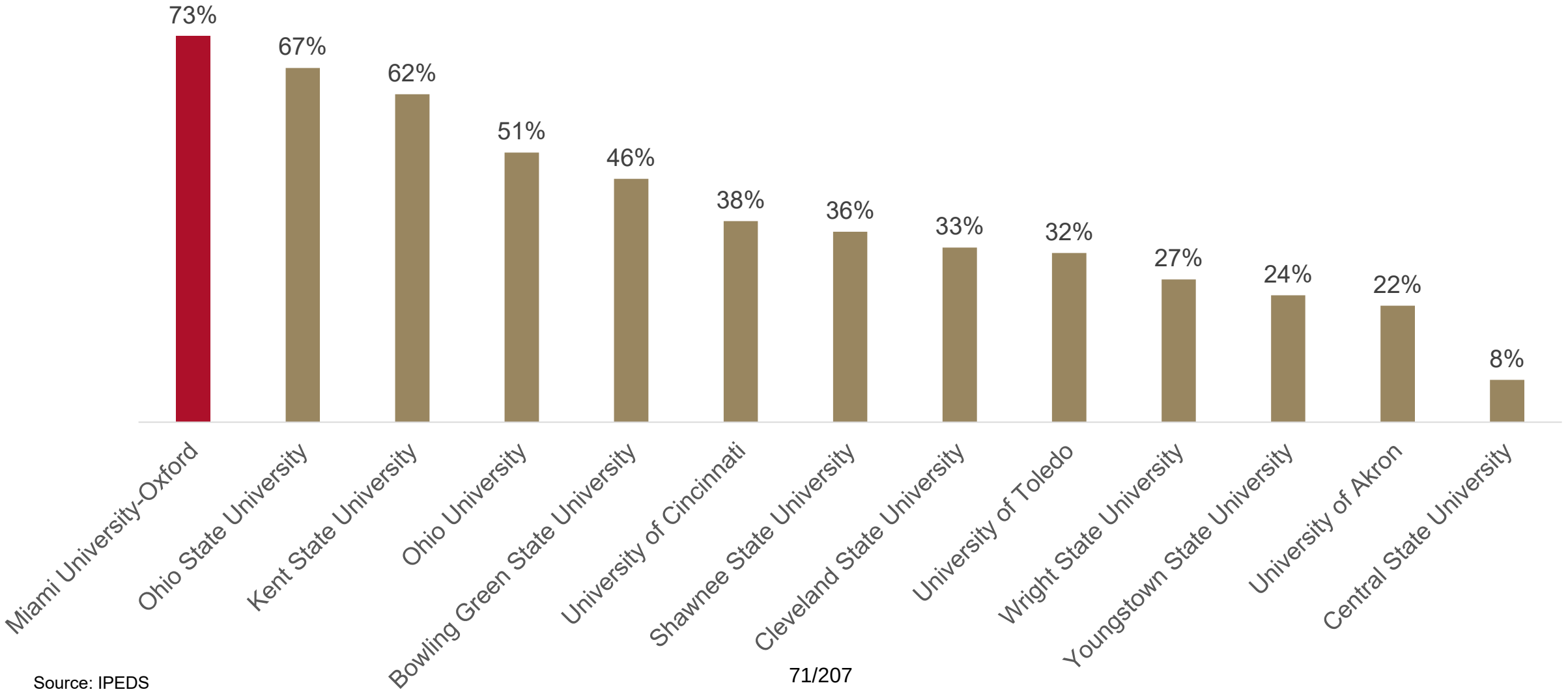

Source: IPEDS

# Six-year Graduation Rates - Ohio Public 4-Year Institutions
# 2015 Cohort



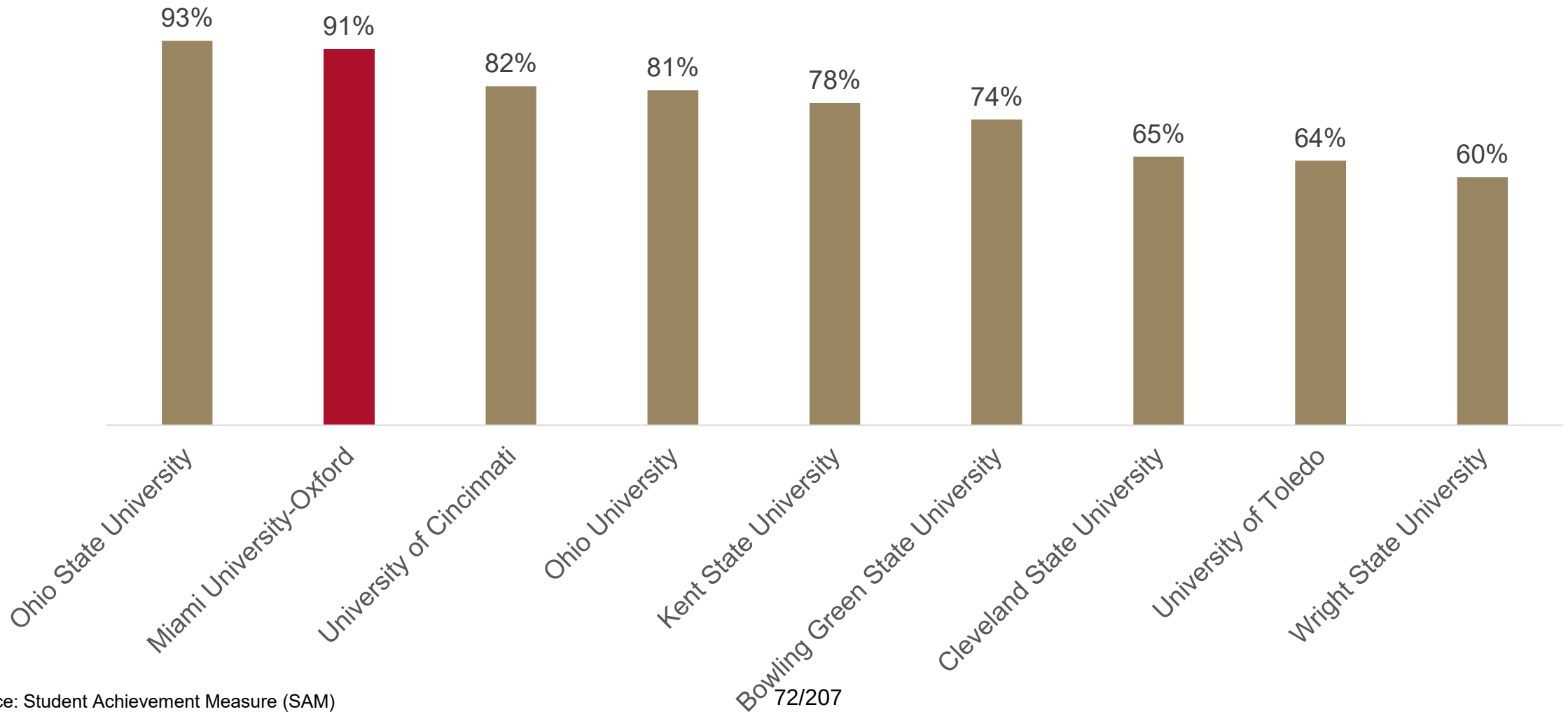

Source: IPEDS

# Four-year Graduation Rates - Ohio Public 4-Year Institutions
# 2015 Cohort



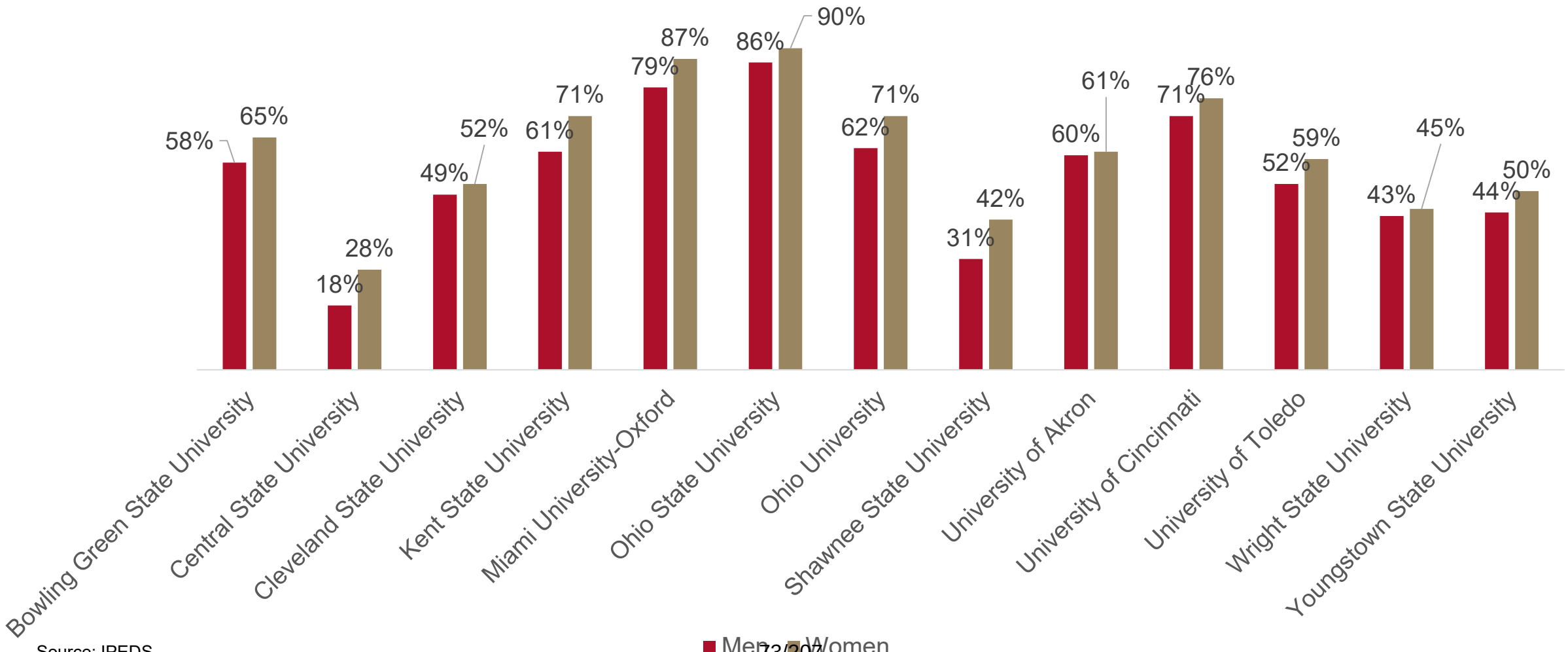

Source: IPEDS

# Total Six-year Completions Rates
# Student Achievement Measure
# 2015 Cohort



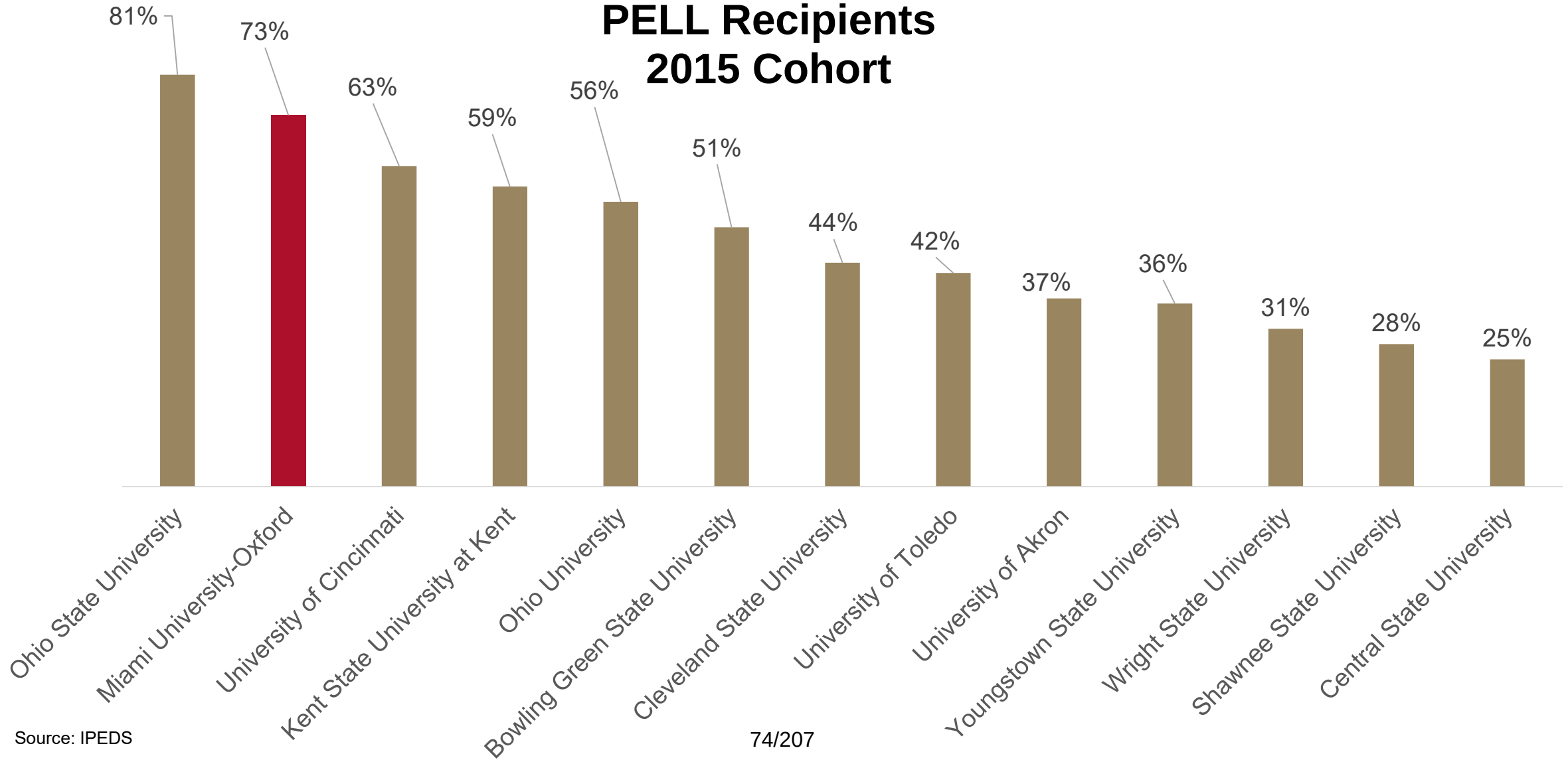

Source: Student Achievement Measure (SAM)

# Undergraduate Six-Year Graduation Rates
# Ohio Public 4-Year Institutions
# % by Gender - Fall 2015 Cohort



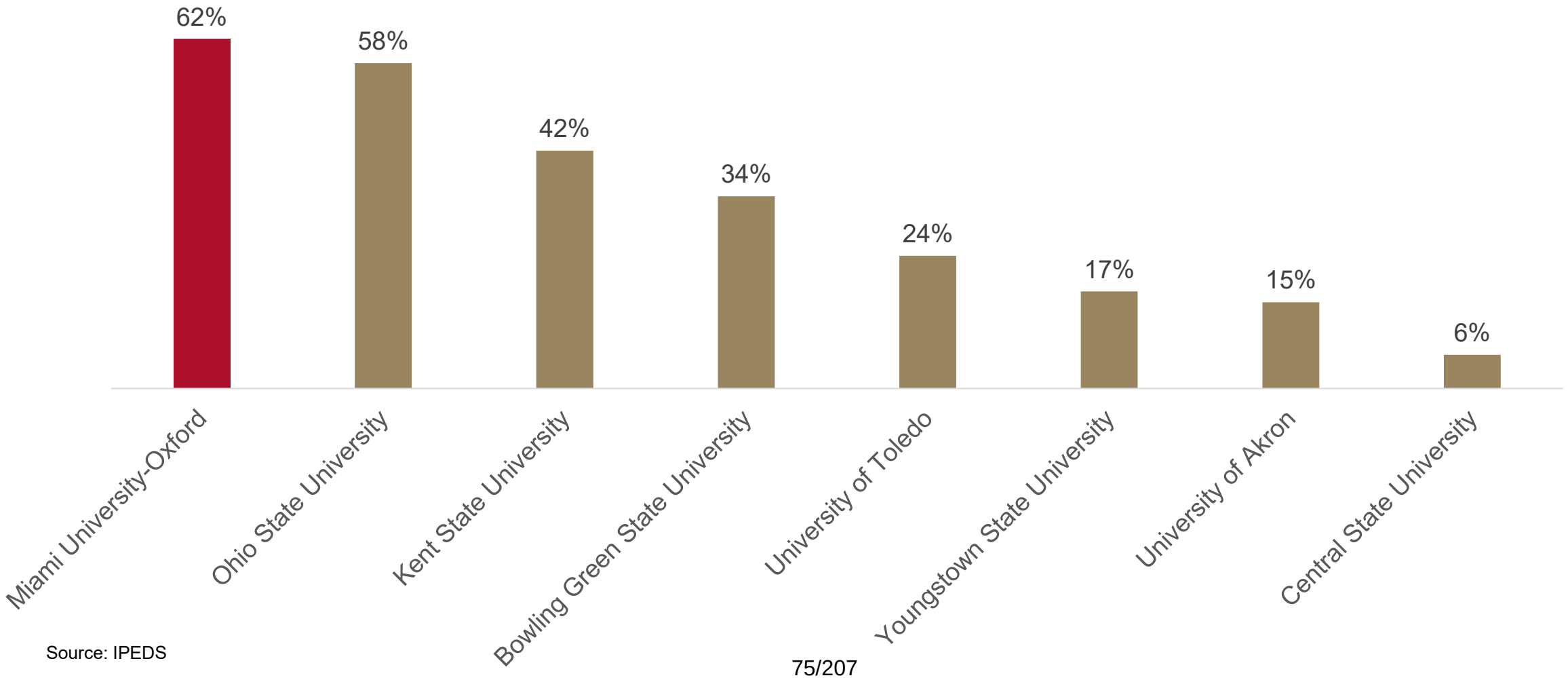

Source: IPEDS

# Six-year Graduation Rates - Ohio Public Baccalaureate
## PELL Recipients
## 2015 Cohort




Source: IPEDS

# Four-year Graduation Rates - Ohio Public Baccalaureate
# PELL Recipients
# 2015 Cohort




Source: IPEDS

# Key Takeaways

- The number of high school graduates will decrease throughout the U.S. in the next decade; however, the number of Ohio high school graduates will decline at a lower rate than the U.S. as a whole
- MU-O undergraduate enrollment remained flat between Fall 2016 and Fall 2021
- Unlike the U.S. average and most Ohio publics, MU-O enrolls equal numbers of male and female students
- MU-O trails most Ohio publics in the percent of diverse students enrolled
- Among Ohio publics, MU-O ranks 1st in 4-year graduation rates and 2nd in 6-year graduation rates
- Though MU-O enrolls a low number of PELL students, they graduate at higher rates than those at almost all other Ohio publics
- Miami's net price remains higher than all other Ohio publics

# Questions?

2023: Board of Trustees

# Internship Update:

*Center for Career Exploration and Success*

# Miami's Career Community

# Center for Career Exploration and Success

# Expansion and recent accomplishments

- Lowered career advisor:student ratio
- Increased proactive outreach to high-priority groups
- Increased scaleable, career-specific and innovative programs
- Expanded employer development
- Launched many new initiatives to catalyze career success

CAREER GRANTS
– SUPPORTED BY –
MIAMI'S CAREER CENTER

# Revitalizing CCES Strategic Plan

**WE WILL**

Help you understand your career opportunities.

**WE WILL**

Help you create a plan for your career.

**WE WILL**

Provide helpful career advice.

**WE WILL**

Help you network with employers.

**WE WILL**

Encourage internships and career-related goals.

# Internships/Experiential Education

- AAC&U's High Impact Educational Practices
- Grew out of apprenticeships (18th & 19th century) and vocational training (Industrial Revolution)

*"The only source of knowledge is experience. You need experience to gain wisdom" - Albert Einstein*

# Internships/Experiential Education

- 1980's: ~ 3% of college students interned (Undercover Recruiter)
- 2022: ~ 57% (NACE 2022 Student Survey Report:
  4-Year Schools)
- Most influential factor in hiring two otherwise equally-qualified candidates (NACE 2022 Job Outlook)
- Miami: 48% of first destination placements worked for employer previously (OIRE 2019-20 Graduation Survey)
- 4-Year Schools: 42% of students who interned received a job offer (NACE 2022 Student Survey Report)

**79.4%** Miami graduates complete a career-related experience

# Internship Preparation

- Early and Often
- Career Cluster Exploration
- Collaborations with Faculty
- Marketing and Communication
    - Social Media
- Academic Advisors/Navigators
- LinkedIn and Miami Alumni Connect

MIAMI ALUMN CONNECT

For love.
For honor.
FOR THOSE WHO WILL.

**connect.miamialum.org**

- 6,000+ alumni available
- 815 alumni available for job shadows
- 3,500+ student users
- 1,600+ connections in ‘22
- Avg. interaction rating of 4.7/5

David Fried Mentor

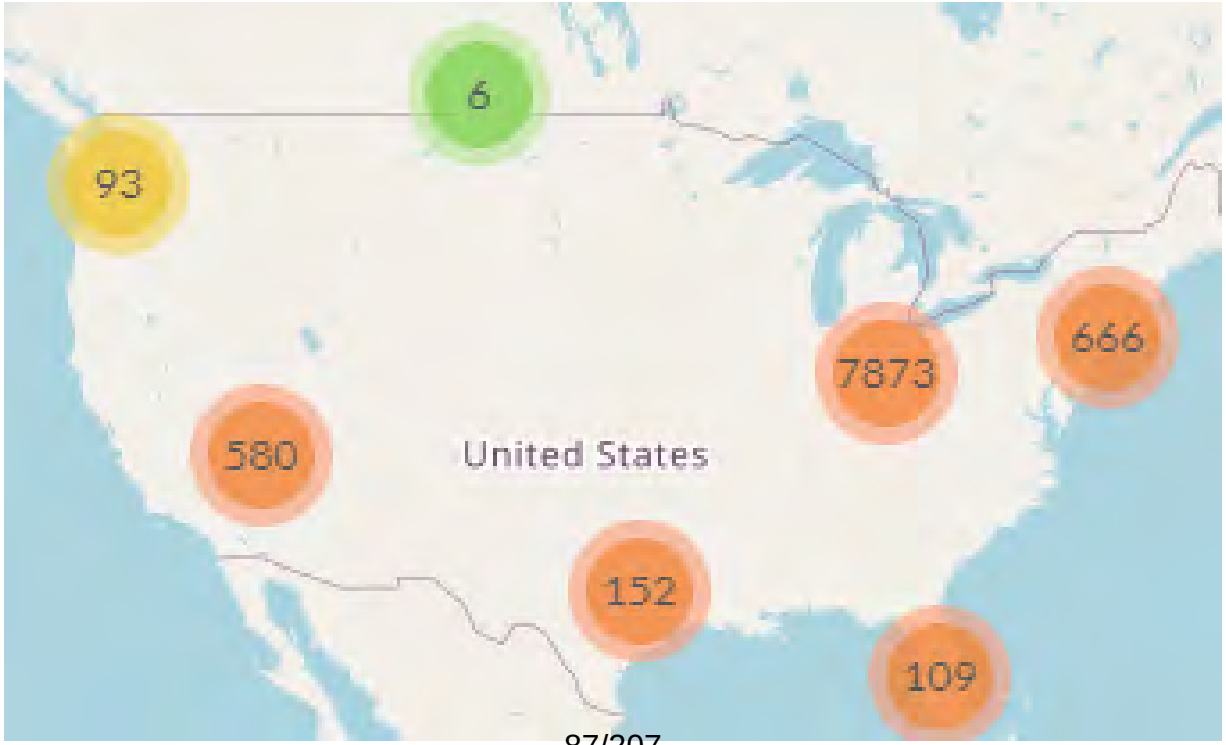
★★★★★

*Review of* Binhao Luo *(mentee)* • Nov 4, 2021

"I found our connection very positive and enjoyed having the opportunity to meet and discuss a number of items. Very impressive young man!"

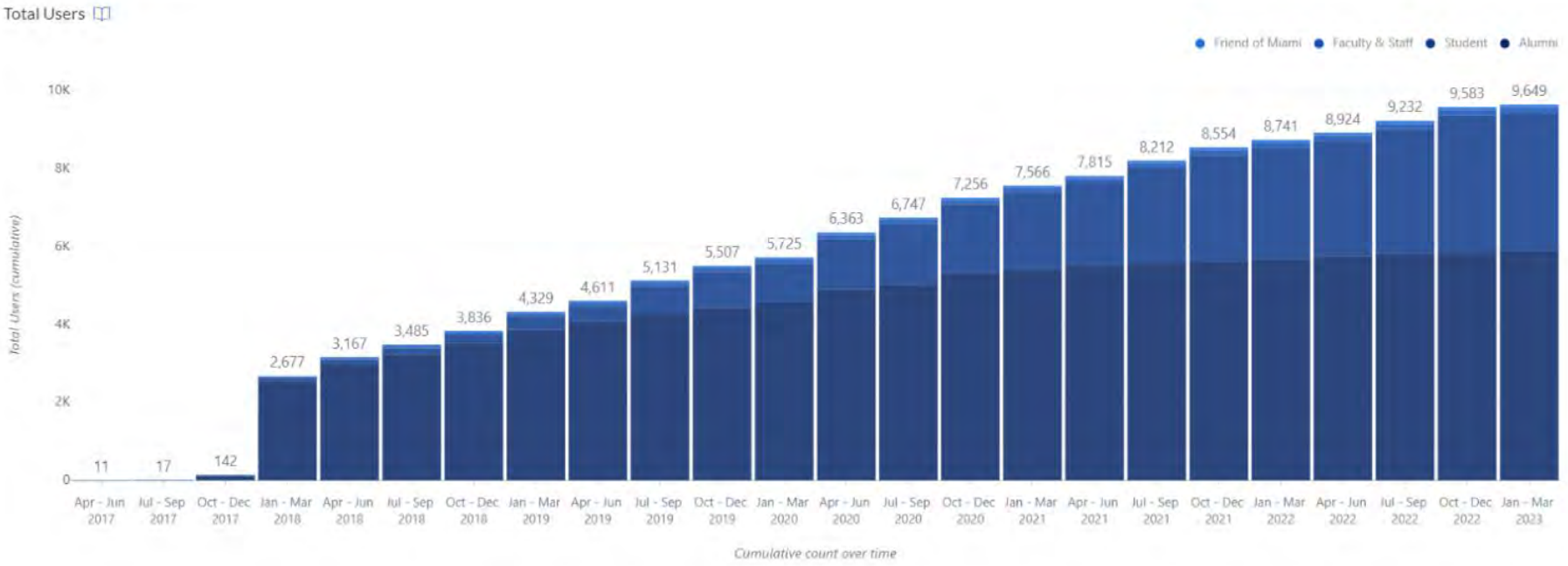
MIAMI ALUMN CONNECT

For love.
For honor.
FOR THOSE WHO WILL.



MIAMI ALUMN CONNECT

For love.
For honor.
FOR THOSE WHO WILL.

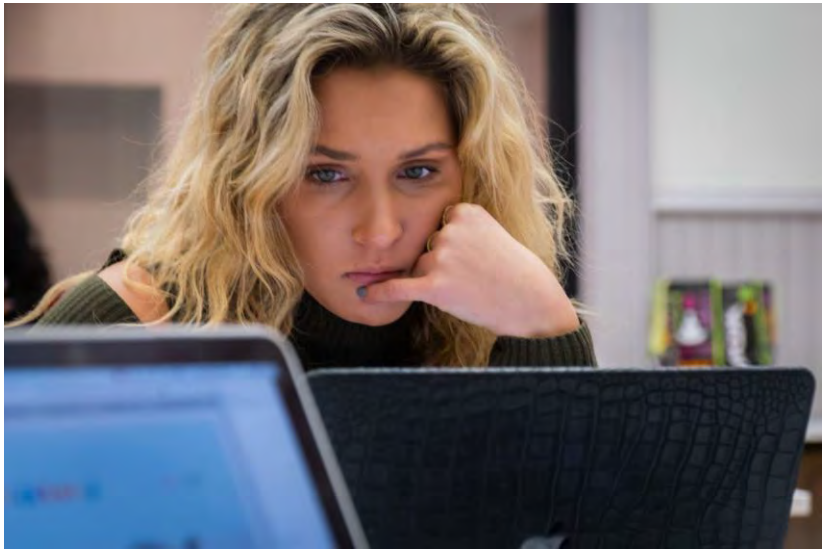


# Internships – Infrastructure

- Provost Office and CCES partnership
  - University-wide policy and procedures
  - Co-op under development
  - Real-time knowledge when offered for credit
- Dedicated staff
- Internship and Research Grants

**31%** YoY increase in internship postings first half of FY23

*(July-December 2022)*



2021–22

635

UNIQUE EMPLOYERS **PARTICIPATED IN A CAREER FAIR**

MEDIAN EMPLOYERS **PARTICIPATING IN** FAIRS FOR PEER INSTITUTIONS

150

# Outcomes Data

| *SUCCESS RATES | |
|---|---|
| **Cohort** | **Rate** |
| 2018 | 95.8% |
| 2019 | 96.0% |
| 2020 | 96.6% |
| 2021 | 98.1% |

| *SALARY | |
|---|---|
| **Cohort** | **Rate** |
| 2018 | $50.8K |
| 2019 | $53.7K |
| 2020 | $56.7K |
| 2021 | $59.5K |

| CAREER FAIRS UNIQUE EMPLOYERS | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Fall ‘19** | **Fall ’20** | **Fall ‘21** | **Fall ‘22** | | **Spring ‘20** | **Spring ‘21** | **Spring ‘22** |
| 299 | 178 | 314 | 329 | | 213 | 236 | 368 |

*Source: Office of Institutional Research and Effectiveness

# Internships – Challenges

- Career mindedness
- Fluctuating economy
- Knowledge of internships without academic credit
- Human resources
- Knowing what students want to do and varying timelines for student decision- making

# Internships – Opportunities

- High Impact Career Mobility Practices
- Engaged alumni and high employer engagement compared to peers
- Center for Exploratory Studies and Academic Advising
- Experiential Major Maps
- Resource to departments hoping to expand internship participation

# Internships – Ongoing Planning

- 12Twenty
- Co-op Policy
- Ohio Internship Program:
  *Providing Ohio Companies Industry 4.0 Talent*
    - Internship Preparation
    - J-Term Experience
    - Ensuing Internship Spring/Summer
- Internship staffing
- Showcasing Ohio employers
- Follow-up from Columbus

MIAMI UNIVERSITY

CENTER FOR CAREER EXPLORATION AND SUCCESS

# Questions

March 2023

# UCM Update

# Communications and Marketing Goals

- **Elevate the Miami University brand** locally, regionally, nationally, and internationally.

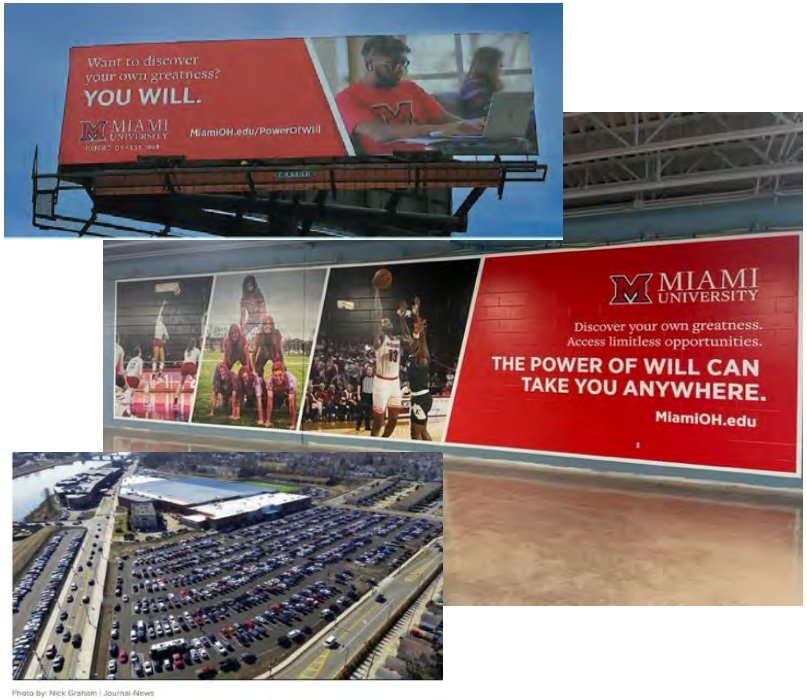
- **Support revenue generation,** including the recruitment and retention of a high-quality student body.

- **Influence and engage** a wide range of audiences, including lawmakers, policymakers, alumni, prospective students and their families, corporate partners, Ohioans, and stakeholders.

# Building Awareness: Out of Home

**Goal: Build awareness in key OOS markets; Elevate brand regionally**

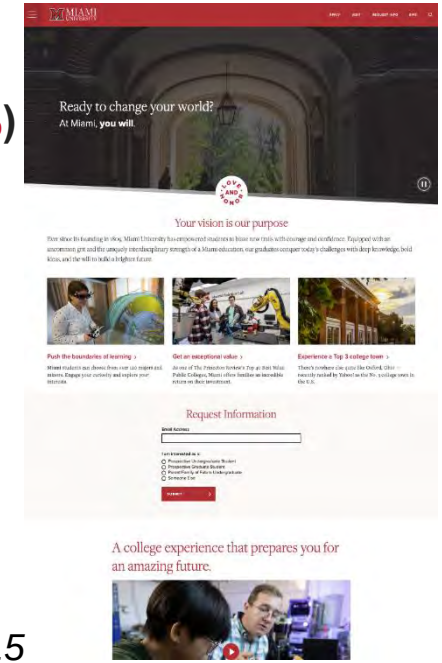
- 7 Billboards (Chicago and Connecticut)
- 16 Bus Shelters in Chicago
- Spooky Nook Sports
  - College Corridor, banner ads, scoreboard sign, literature rack
  - 46K attendance (1/1-2/16)
  - As many as 24K expected upcoming weekend

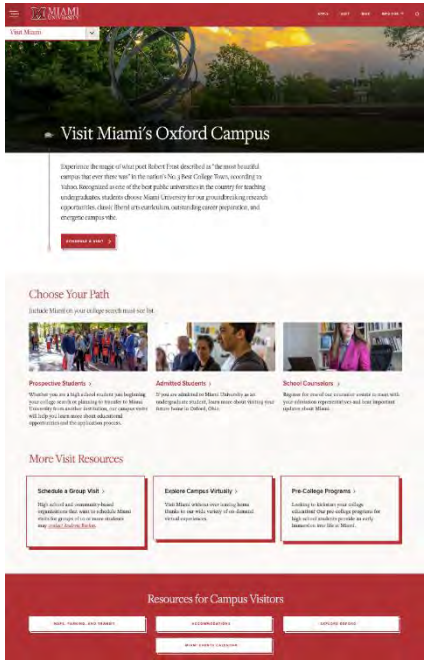


# Building Awareness: Digital

**Goal: Increase traffic to refreshed Visit and Apply sites and Brand microsite**

- Visit Miami page views:
  - **76.6K [2023] vs 35.4K [2022] (+116%)**
- Apply page views:
  - **28K [2023] vs 14.3 [2022] (+96%)**
- Facebook Campaign:
  - **.43% CTR vs .1% industry standard**
- Power of Will website page views:
  - **16.7K [2023]**



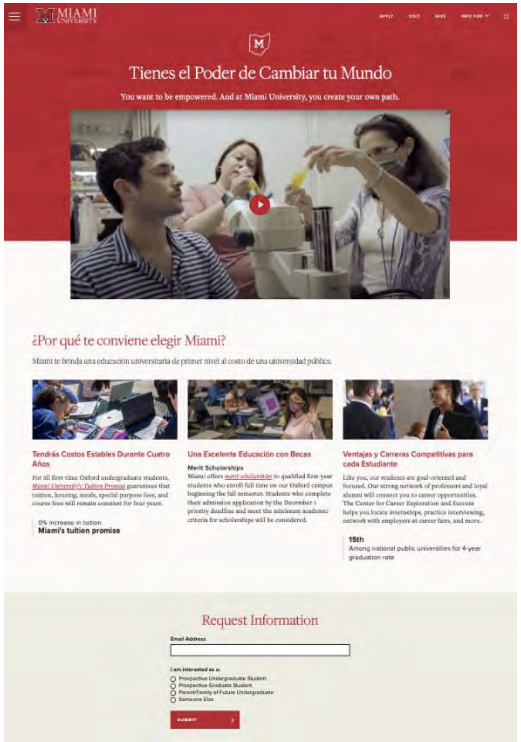

*YOY comparisons: Jan. 1-Feb. 15*

# Building Awareness: Multicultural

**Goal: Extend the brand campaign message to Hispanic, African American audiences**

**Multicultural campaign:**

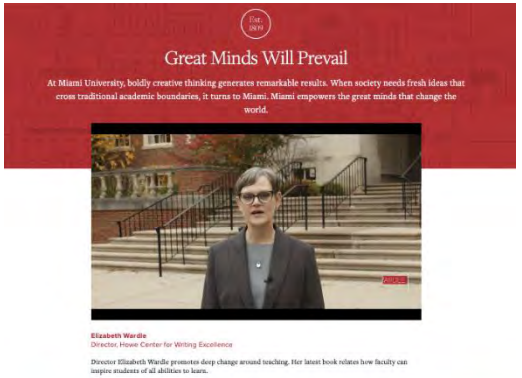
- 3.8M ad impressions
- Markets targeted: Cincinnati, Columbus, Cleveland (with retargeting)
- 14K page views across Multicultural campaign landing pages




*Date Range: 1/1/2023-2/15/2023*

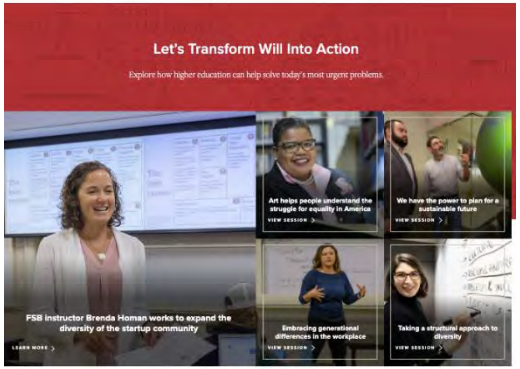
# Building Awareness: Peer to Peer

**Goal: Elevate Miami's reputation among peers**




**Peer to Peer Campaign:**

- 348,320 ad impressions
- 61,131 clicks
- 17.55% CTR
- Audiences targeted: presidents, provosts, and enrollment management professionals
- 11K page views




*Date Range: 1/1/2023-2/15/2023*

# PSA

# PSA Reach

**Bahamas Bowl**
- 850K+ viewership

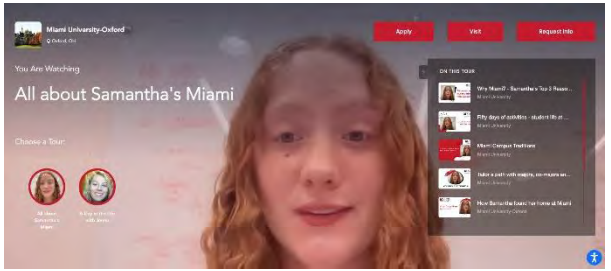
**AFC Championship Game**
- Regional and brand PSAs
- Nielsen Rating: **48.7**
- 464,700 local households

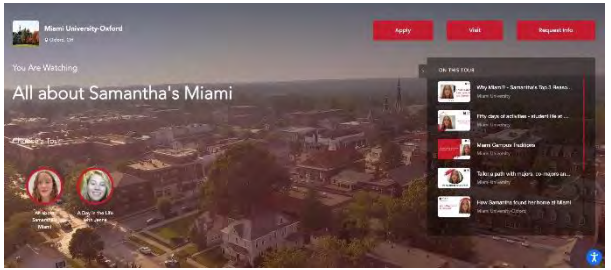
**Follow On Social**
- 125K impressions
- 6K engagements
- **4.4%** engagement rate (vs standard less than 1%)

# Going Further

- **Additional PSA**
  - 90-sec for in-person and targeted
  - 15-sec spots for digital ads
  - <10-sec for social sharing and authenticity

- **CampusReel**
  - Partnership with EMSS
  - Student-generated content



# News and Media Relations

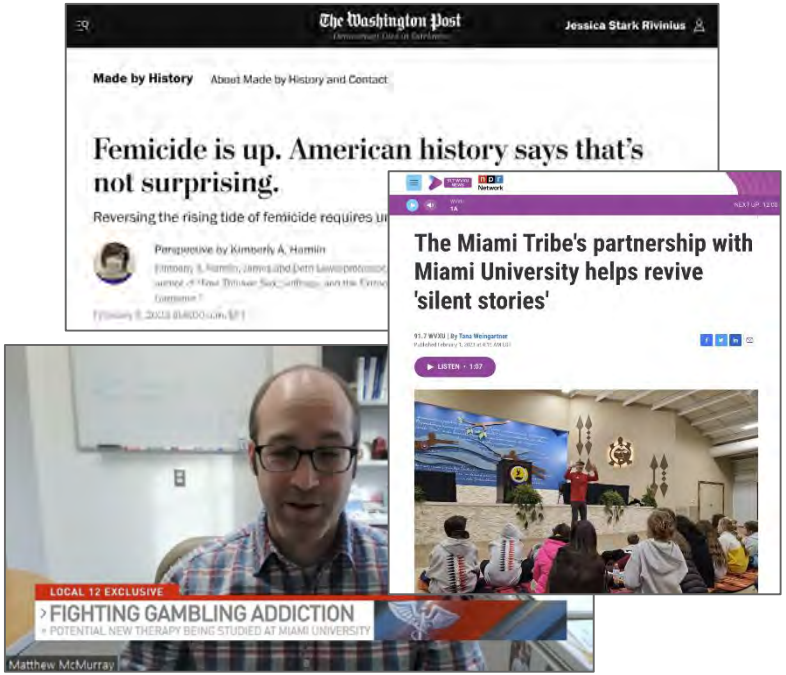
**Goal: Increase positive news coverage and faculty expertise story placements**

**Placements:**

- 1,400 [2022] vs 900 [2021] **(+55%)**
- Increase faculty placements by another 10%

**Strategies and tactics**

- Onboard media relations team member
- Provide routine media training
- Use local news outlets to amplify stories
- Explore membership and subscription services



# Retail

**Goal: Generate awareness through sale of licensed merchandise at national retail providers**

- **National retailers** such as Amazon, Dick's Sporting Goods, Rally House, and LIDS
- Royalties generated on the sale of licensed merchandise have increased by **65% over 8 years**
- New national retail marketing program through our licensing agency CLC

Rally House (Rookwood)

# Retail: Preview

DEBOSSED CONCRETE

22" X 28"
RETAIL SIGNAGE

# Thank you.

# Student Success and Retention

Academic Affairs
Enrollment Management and Student Success
Student Life

**Retention and Persistence Efforts**

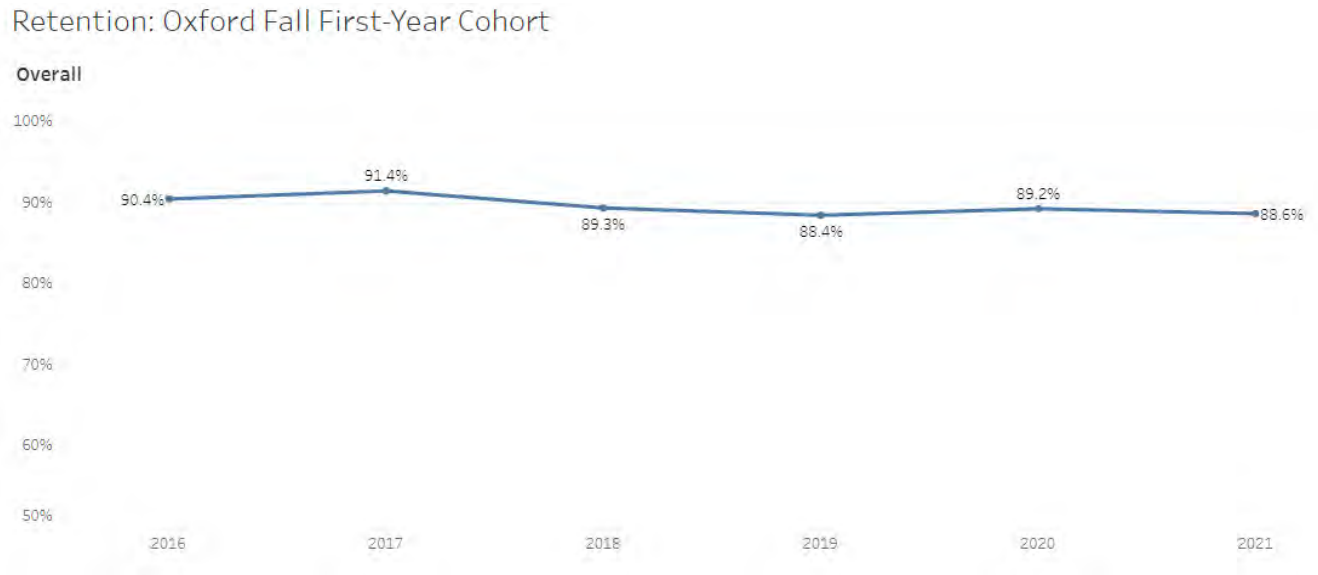
The work being done to increase the retention and graduation of Miami students is collaborative and cross-divisional, with Academic Affairs, Enrollment Management and Student Success, and Student Life engaging in coordinated efforts to improve outcomes. The work is overseen by the Student Success Committee, co-chaired by Provost Mullenix, Vice President Brownell, and Vice President Shock.

Two committees oversee the retention work at Miami University. The University Retention and Persistence Committee reviews data, determines strategies, and defines the outreaches to be completed.

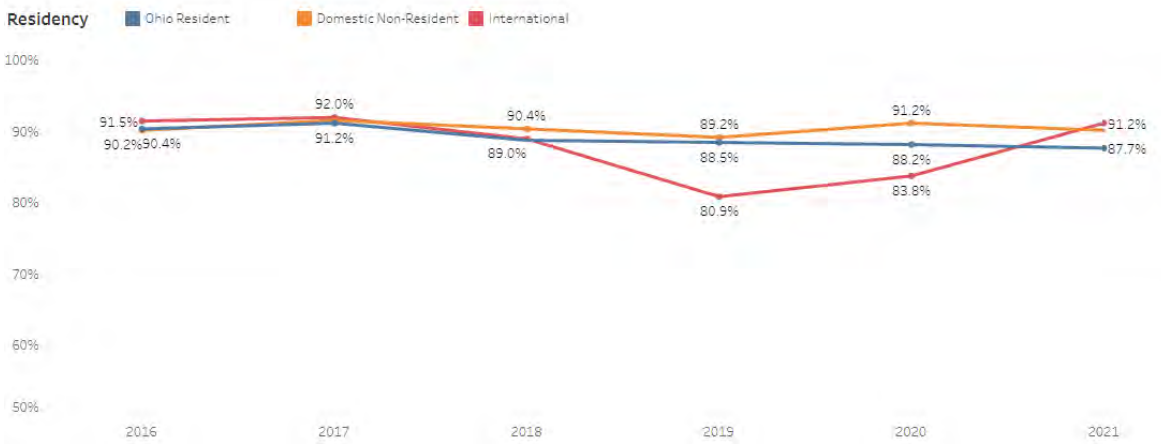
The Coordinated Action Team, comprised of individuals from all divisions across the University perform the outreaches.

**Retention Rates**

Miami's retention rate is calculated based on the number of first-time, full-time students who begin fall semester and return the next fall semester. Miami's overall retention rate was 88.6%, a slight decline from our previous year's rate of 89.2%.

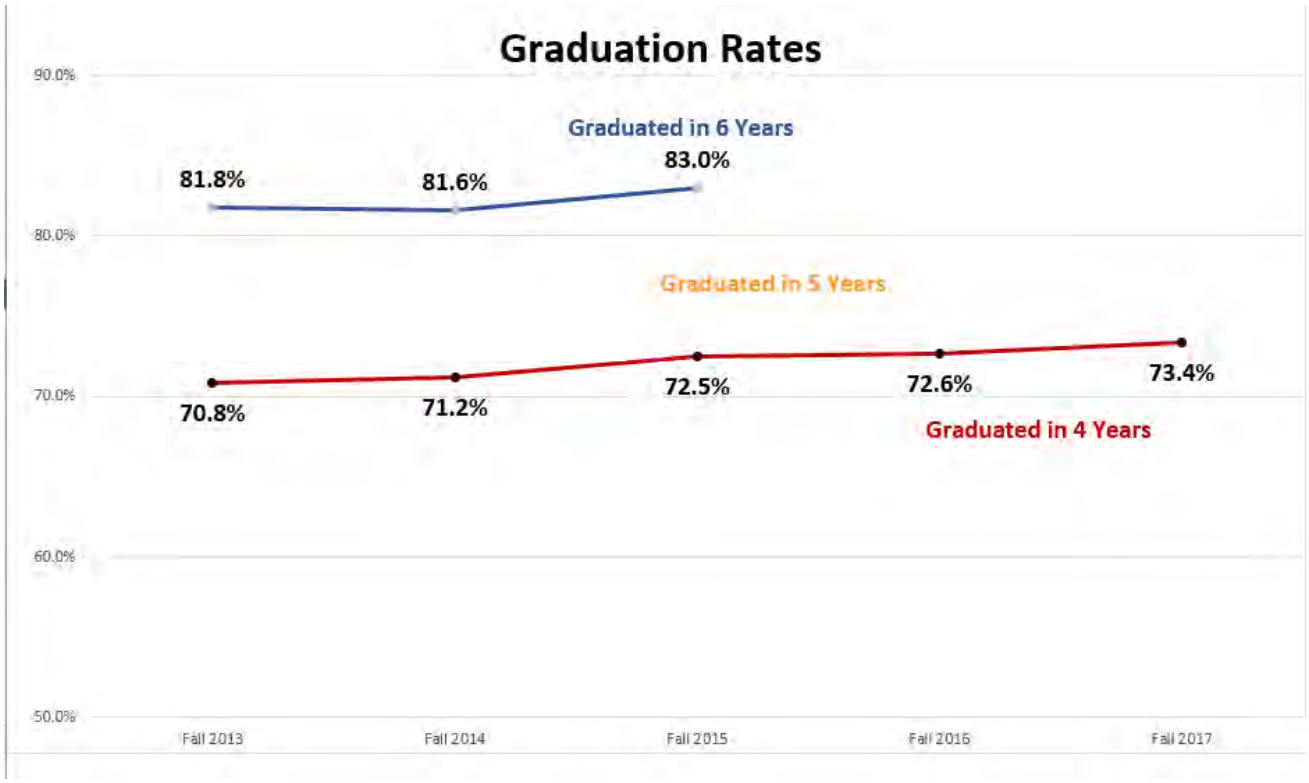


In-state student retention was at 87.7%, compared to 88.2% in the previous year, and out-of-state student retention was at 91.2%, unchanged from the previous year.




**Graduation Rates**

Graduation rates continued modest trends upward through the 2021 graduating classes. Data analysis for 2022 graduating classes is beginning and we will provide further analysis at a later date.




**New and Continuing Retention Efforts**

*Office of Exploratory Studies*

The Office of Exploratory Studies (OES) provides academic advising and holistic major and career exploration for Miami students who have not decided on a major and was created at the beginning of the Fall 2022 academic year. Prior to the creation of this office, exploring students

had an 84.7% retention rate, compared with the 88.6% retention rate for first year students broadly and of 88.9% for students in majors. The OES staff consists of Assistant Dean, Dr. Chelsea Potts, and two Student Success Navigators. During fall semester, 2022, OES worked with 364 students in 679 appointments. The goal is to increase the retention rate of exploring students so that it matches or exceeds that of students with declared majors.

In addition to supporting exploring students, OES taught three sections of UNV101 for National Pathways students, and met with these students regularly to support their academic success. In spring semester, they continue to support Pathways students who are exploring majors; those who have declared majors are supported by Academic Advisors in their divisions. As a result of these efforts, the fall to spring retention rate for the cohort was 89.1%.

| | # of students |
|---|---|
| NPATH Cohort Fall 2022 (excludes university withdrawals) | 83 |
| Enrolled in Spring 23 \| Oxford | 70 |
| Enrolled in Spring 23 \| MU Regionals | 4 |
| Cohort Retention Rate | 89.1% (74/83) |

Plans for next year's Pathways cohort include a Living and Learning Community in the residence halls, pre-registration of students in their Pathways courses, and stronger academic advising support in the fall semester.

Starting in Summer 2023, OES will begin supporting College Credit Plus (CCP) students (high school students taking college courses at the Oxford Campus), and prospective transfer students who are exploring majors and have fewer than 30 transfer credit hours.

*Data Informed Approach*

We couple close examinations of data with innovative ideas to remove barriers to student success. We implement pilot solutions, collect data, and evaluate their effectiveness. Below we catalog both new and continuing data-informed retention strategies:

*Registration Outreaches*

In fall 2022 (for Spring 2023), we took a proactive approach to nudging students well in advance of registration to clear their registration holds with a goal of reducing the number of students who could not register for Spring semester due to holds. Our results indicate that our communications were seen by 75% of the recipients. According to the Education Advisory Board, these types of outreaches have a reach rate of ~30%. As a result, we saw an 81.3% decrease in the number of holds on student records.

In addition, we send text message reminders to students during their registration periods. This effort resulted in 254 students enrolling immediately.

We followed up with each student leading up to the Friday before the start of Spring semester classes, reducing the number of students not registered to 105.

*Early Alerts*

Piloted in Fall 2021, early alerts ask Miami faculty to identify students, beginning in the third week of term, for whom they have concerns about their academic outcomes. We

expanded our early alert pilot to include more courses in Fall 2022, and improved the process of notifying advisors and other student support offices that students had alerts.
Progress Report #1 (August 30-Sept. 9)

- Progress Reports were sent to 403 sections of classes enrolling 15,234 students
- We had a 70% response rate from faculty
- 478 were At-Risk Reports, (4% of all responses)

Progress Report #2 (Sept. 20-Oct.2)

- Progress Reports were sent to 399 sections of classes enrolling 15,102 students
- We had a 58% response rate from faculty
- 812 were At-Risk Reports, which is 9% of all responses

945 total unique students were identified across both Progress Reports. 216 Students were identified in both progress reports. Of the 216 in both, 55 were first generation students, which is 25.5% of the students identified in both progress reports.

Each of these reports results in electronic case-management, with follow-up assigned, progress tracked, and cases closed after contact/consultation with the student. Depending on the issue, case management is assigned to Resident Directors, the Student Success Center, Academic Advisors, or the Rinella Learning Center. The most common reasons for assignments were failed exams or assignments, not completing

*Midterm grades*
As midterm grades become available, Miami acts where concern exists. For example, emails are sent to students with a C- in one or more of their courses, letting them know about their midterm grades and providing action steps (speaking with a professor or advisor, information about sprints, the drop deadline, etc.).

For students with more concerning midterm grades, we create open cases in our case management system (EAB Navigate). Cases are assigned to their academic advisor. Advisors then work with students to make appointments, discuss the concern directly via phone, or provide drop-in hours for the students needing assistance with mid-term intervention. Check-ins about midterm grades include talking through options such as dropping the course, enrolling in a Sprint course, or discussing alternate paths. In total, 3,350 students received outreach and support around midterm grades.

*Winter Thrive*
Based on Civitas data indicating that students with a first-term GPA of 2.0-2.5 were at risk of not persisting (even though they are still in good academic standing), we initiated Winter Thrive. Students in this GPA range were invited to participate in a January Term course, EDT110, focused on college success skills. The course was taught by Student Life, the cost was covered by the Provost's Office, and EMSS provided book scholarships for students who successfully completed the course.

In January 2022, 15 students enrolled in Winter Thrive. All 15 completed the course, successfully completed Spring semester, and re-enrolled in Fall semester, for a 100% fall-to-fall retention rate. In January 2023, 37 students enrolled in Winter Thrive. We will track the progress of these students through the next few semesters.

*Spring Launch*
We took a deeper look into the impact of academic standing on retention. In Fall 2021, 329 students from the Fall 2021 Cohort ended the semester on Academic Warning. Of these 329 students, 209 remained enrolled in the Fall 2022, a retention rate of 63.5%.

We developed Spring Launch, a half-day workshop held the Saturday before the start of this spring semester. Nineteen students with low first-semester GPAs attended to learn more about study and time management skills; talk with academic advisors to ensure they were in the right spring semester classes; think about their major selection; determine their support network for future struggles; and set success goals for Spring semester. We will track their progress through Spring semester and beyond, with the goal of reducing the number of students who do not return to Miami because of academic difficulties.

*6-year Graduation Push*

This initiative focuses on students who are in their 5th year of college, but have not yet recorded a plan to graduate in Banner. The purpose is to collaboratively develop plans that allow these students to complete degrees within six years.

In December 2021, we discussed 37 students who were in their 5th year with no plan for graduation. We developed plans for 16 students, and 11 of those students had completed their degrees by the end of fall semester 2022. In December 2022, most of the academic divisions proactively cleared or discussed the 117 students who were in their 5th year but had no plan to complete. We discussed and developed graduation plans for 10 students and will track their progress over the next several semesters.

*Civitas & EAB Success Markers*

Civitas and EAB Navigate are technological tools that support retention and graduation efforts. We are examining data in Civitas that identify students who are not on track to complete their major. This will allow us to proactively support them, rather than waiting until the 5th year. We are currently determining next steps for putting these data to work.

We are updating success markers in EAB Navigate. Success markers are established for each major; when students miss those markers (not passing a gateway course, not taking a foundational course, etc.), advisors are alerted, which provides an opportunity to check in with the student. We have identified 15 low-retention majors to target in our first round of success marker updates, which will be completed by Fall 2023.

*Medical Withdrawals*

Miami continues to carefully monitor and track the health of our students. Vice President Brownell has previously noted increases in the cases of medical withdrawals from the University. Medical withdrawals peaked during the pandemic, this year we are seeing the number flatten out with a slight year over year decline. This Fall the Office of the Dean of Students (ODOS) supported 170 students medically withdrawal. The majority of these students withdrew due to mental health related matters. The approach to supporting students who medically withdrawal has changed to now include case management on the return end of the process. With the addition of the mental health fee, the Office of the Dean of Students was able to hire an additional case manager. A student engaging in the medical withdrawal process now receives more targeted outreach as they return to campus following the medical withdrawal to help with the transition and removal of success barriers. The ODOS is currently analyzing longitudinal data to determine how many students take multiple medical withdrawals and rates of return across cohorts.

**Board of Trustees – Academic & Student Affairs Committee**
***Global Initiatives Update*** March 2023

**Cheryl D. Young, PhD**
Associate Vice President, Global Initiatives

Under a mission to lead and support the comprehensive internationalization of Miami University. Global Initiatives focuses on student success with a commitment to globally focused experience, and acts as the connective tissue for all institutional internationalization and global learning realms of the university experience for faculty, staff, and students.

Global Initiatives centers include Education Abroad, MUDEC, International Student & Scholar Services, the Center for American & World Cultures, the Miami University International Student Center, 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 international education through academic programs and courses, co-curricular activities and programs, and global initiatives aligned with institutional strategies.

Under a renewed commitment to international education from the United States Departments of State and Education (with support from the Departments of Commerce and Homeland Security) toward recovering and building back from the pandemic, in 2021-22 Global Initiatives re-committed to the key principles as outlined by the current administration. These include: A coordinated approach in internationalization of campuses and classrooms; a welcoming environment for international students; encouragement for researchers, scholars, and educators to pursue international experiences; promotion of expanded access to international education, including through technology; and partnerships with schools, state and local governments, the business community and others to support international education.

Further, Global Initiatives is committed to building on the decades of work by the United Nations through the 17 UN Sustainable Development Goals (SDGs). Global research, service, curriculum, and programming is reviewed, assessed, and reported through the lenses of the SDG's as well as data informed decision making; diversity, equity, and inclusion; and the ability to be agile and transformative in all realms of internationalization at Miami University.

## Education Abroad

The **Education Abroad** office at Miami supports Study Abroad programs as well as some domestic Study Away programs. The Education Abroad team and leadership use their global learning and international education expertise in collaboration with faculty and staff to develop meaningful and impactful faculty led programs, support the Miami University Dolibois European Center, and other experiential global learning realms such as internships, service learning, and student research projects and interests.

Miami University is a national leader in education abroad, and in the top five ranked schools in the U.S. for the total number of students choosing to study abroad for academic credit. The primary destinations for Miami students include Luxembourg, Italy, Spain, Belize, the United Kingdom, and Costa Rica. Many of our students are traveling with our outstanding faculty in programs that are developed collaboratively with the departments, divisions, the Center for Teaching Excellence, and Global Initiatives.

The Miami University Dolibois European Center has experienced significant growth in enrollments, and housing opportunities. With enrollments at an all time high, the housing options have expanded. In the fall of 2023 MUDEC will open 50 new studio apartments in the Gravity development near the Chateau. For the first time, and in collaboration with Student Life, we will have Resident Assistants on each floor of the studio apartments. This allows us to increase our enrollments from about 120 each semester, to about 170 each semester. MUDEC continues to host many faculty-led programs, including new programs through the Honors College, the Nursing program, and Career Exploration and Success.

**International Student & Scholar Services**

The **International Student & Scholar Services** (ISSS) office leads the effort to support international students and scholars from the point of commitment to Miami through alumni status. Currently there are approximately 1,600 international students studying at Miami across all campuses, at the graduate or undergraduate level, or in Optional Practical Training (OPT) opportunities.

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. Enhanced efforts in 2021-22 include:

- **International Student Center** – The Center, on the ground floor of MacMillan Hall, serves as a space for students to gather, enjoy global snacks, study, or enjoy programming. The Center now also houses the English Language Learner Writing Center.
- **Regional Campus Advising** – With the growth in international students at the regional campuses of Miami University, a dedicated advisor was appointed. This has proven to be a success and provides the students with just-in-time support on their campus of study.

**Ambassador in Residence**

Miami University has graduated many students who have gone into the foreign service, either in the United States, or as representatives of their home countries. We are all aware of John E. Dolibois who was the U.S. Ambassador to Luxembourg, and has not only our campus in Europe named for him, but the Ambassador's home in Luxembourg, as well as the street on which our new studio apartments are located.

We also have at least five Miamians who have gone on to ambassadorships. To honor and recognize our alumni we are launching an Ambassador in Residence program in the spring of 2023. The first alumni ambassador is Carlo Krieger. Dr. Krieger served as the Luxembourg ambassador to China, the Russian Federation, and most recently, Brazil. He will be in residence in Oxford in February and March 2023 where he will meet with student groups, be available for classes and consulting, and public lectures. We are looking forward to this program to bring our esteemed alumni to campus to recognize their global service.

2022 Annual Report

# Miami University Graduate School

MIAMI UNIVERSITY | GRADUATE SCHOOL

# TABLE OF CONTENTS

## ANNUAL REPORT 2022


Page 1
Greetings from the Dean

Page 2
About the Graduate School

Page 4
Overview of Graduate Programs

Page 6
Graduate Students At-A-Glance

Page 9
Commencement

Page 11
Programs and Curriculum

Page 13
Policies

Page 14
Research, Scholarship, and Artistry

Page 26
Graduate Student Recognitions

Page 28
Program Spotlight

Page 29
Diversity, Equity, and Inclusion

Page 34
Co-curricular and Extra-curricular Opportunities

Page 39
Graduate Student Orientation & Welcome Event

Page 41
Investment in Graduate Education

Page 45
Distinguished Teaching Award

Page 46
Outreach and Communications

Page 51
Goals for the Future

Page 52
How Can I Get Involved or Help?

# Greetings from the Dean

Greetings Miami Graduate School Alumni and Friends! I am excited to share the Graduate School's second Annual Report with you. I hope this document provides a small glimpse into the exciting and impactful work our graduate students, faculty, and staff engaged in during 2022. From innovative and cutting-edge curricular opportunities, to research and scholarship that is advancing science and society, to our efforts to enhance diversity, equity, and inclusion - we are a community dedicated to making positive change. I hope you enjoy learning more about the Graduate School, and I encourage you to reach out to me with any feedback, ideas, or interest in getting more involved with graduate education at Miami.

Michael Crowder, Ph.D.

Michael W. Crowder

# About the Graduate School

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

# The current Graduate School staff are:

## Michael Crowder, Ph.D.
**Associate Provost and Dean of the Graduate School**
**crowdemw@MiamiOH.edu**

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

## Meggan Davison
**Assistant to the Dean and Manager of Graduate Student Services**
**davisomj@MiamiOH.edu**

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

## Christie Keller
**Program Associate**
**kellermh@MiamiOH.edu**

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

## Amity Noltemeyer, Ph.D.
**Associate Dean of the Graduate School**
**anoltemeyer@MiamiOH.edu**

Oversees scholarships and awards, communications, professional development for graduate students, policy development/implementation, Graduate Education Forum, and assists Graduate Council.

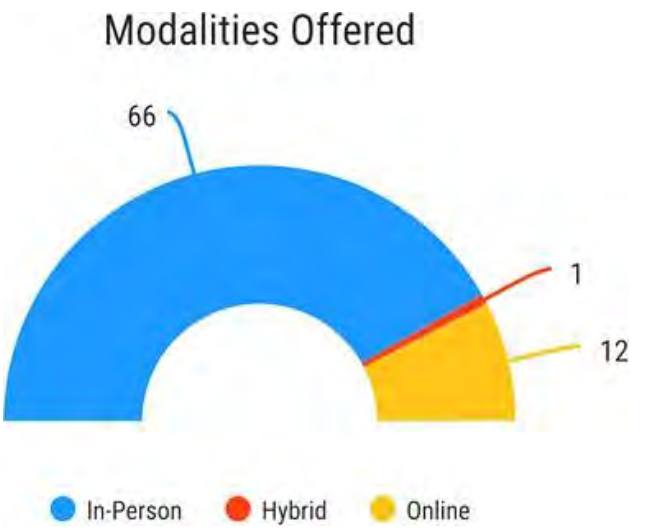
## Elise Radina, Ph.D.
**Associate Dean of the Graduate School**
**radiname@MiamiOH.edu**

Leads DEI efforts in the Graduate School. Assists with development and revision of new and existing graduate programs. Provides support to graduate directors. Advises student organizations.

# Overview of Graduate Programs

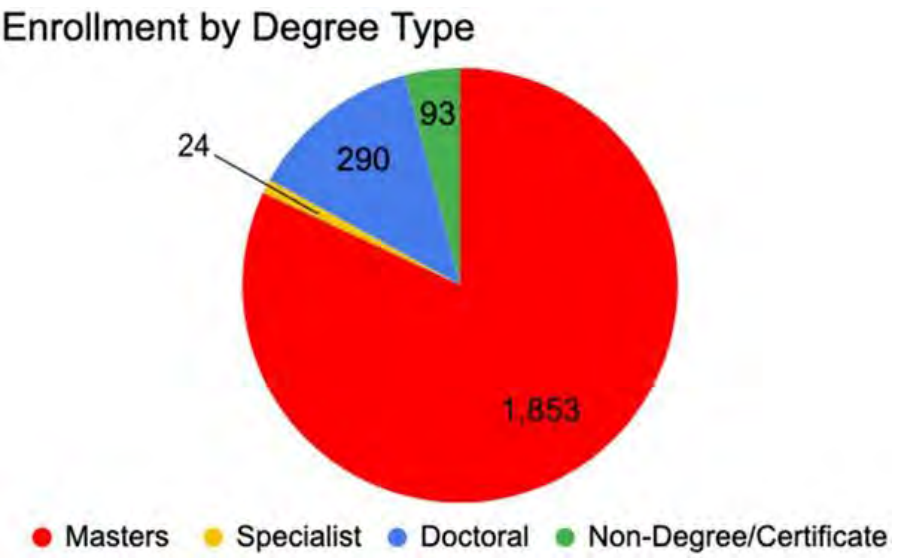
MIAMI UNIVERSITY OFFERS A VARIETY OF **MASTER'S,** EDUCATIONAL SPECIALIST, AND DOCTORAL DEGREE PROGRAMS, ALONG WITH A NUMBER OF GRADUATE CERTIFICATES:

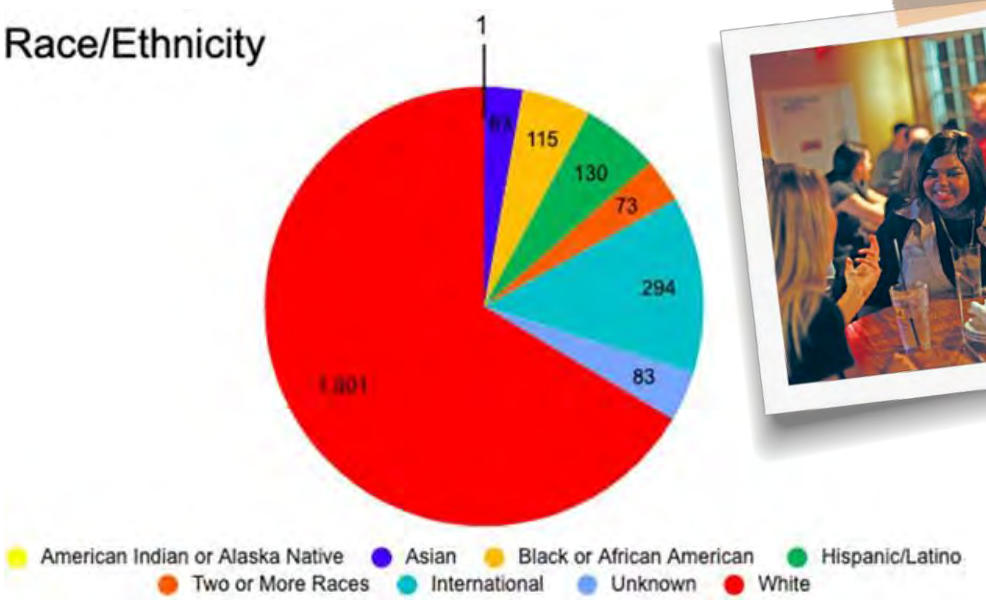
THE GRADUATE PROGRAMS AT MIAMI UNIVERSITY ARE DIVERSE, INCLUDING IN-PERSON, HYBRID, AND ONLINE MODALITIES:



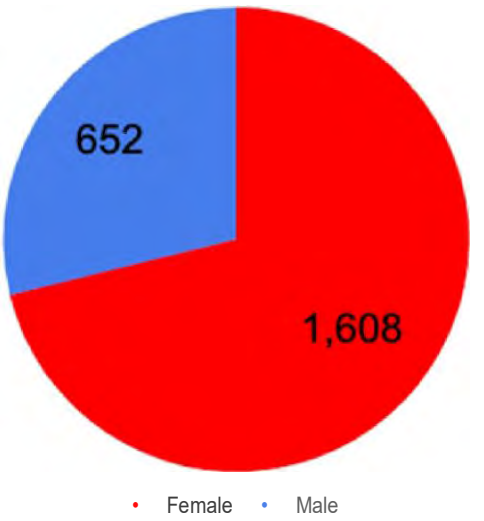
# Graduate Students At-A-Glance

FALL 2022 ENROLLMENT

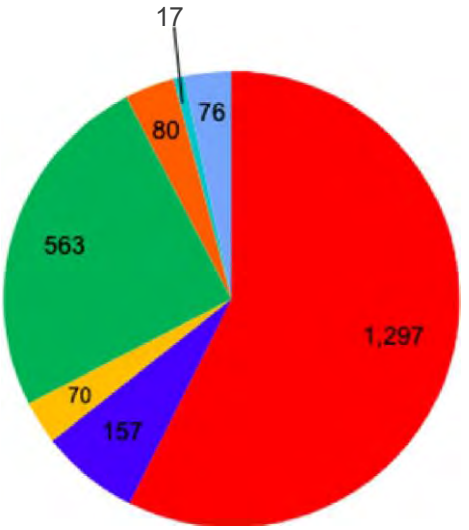


## Gender

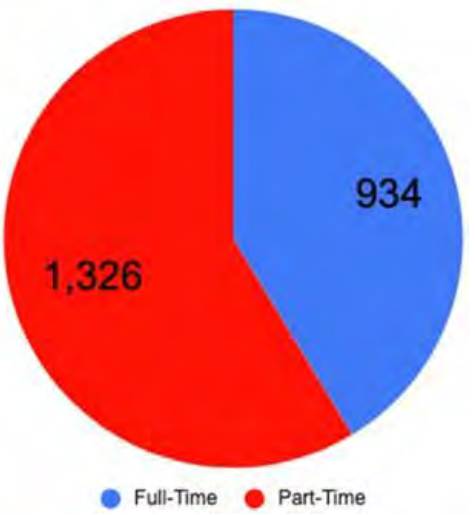



## Division




• Ans & sorence • B1Jsiness Creellve Arts • 1e:c1ucaliQn, Health,& society
• Engineering1& Co puling • Liberal Arts &. Applied Science • No Specific Divisio

Student Status



# Commencement

- In 2022, the Graduate School celebrated the accomplishments of 938 students who met the requirements for their graduate degree.
- In addition to participating in the December and May commencement ceremonies, the Graduate School also hosted a Doctoral Hooding Ceremony in August, during which 29 doctoral graduates were hooded.
- Congratulations to all of the 2022 graduates!

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

JANUARY 2022 - 25 GRADUATES
MAY 2022 - 404 GRADUATES
AUGUST 2022 - 237 GRADUATES
DECEMBER 2022 – 272 GRADUATES

# Programs and Curriculum

In 2022, six new programs were approved. These programs establish and extend our reach in sciences, sport, education, and business. The programs were:

- Master of Sport Analytics
- Master of Education; Curriculum and Instruction
- Master of Science in Clinical Engineering
- Master of Medical Science (2 tracks)
- Master of Athletic Training
- Master of Computer Science (non-thesis track)

# New Program Spotlight

The Graduate School is very excited that the Master of Medical Science in Physician Associate Studies program will be starting its inaugural class in May 2023. Led by Program Director and Associate Clinical Professor Christopher M. Howell, Ph.D., this 27 month 114-credit hour program includes a 15-month didactic experience followed by 12-months of four-week clinical rotations. According to Howell, "Our graduates will be creating an environment that fosters compassionate, dynamic, well-rounded, and professional clinicians who have an interest in rural medicine, where these needs are most profound, while demonstrating a talent for clinical research." Learn more about the program on their webpage.

# Policies

The following new Graduate Policies were approved in 2022:

- Graduate Fresh Start Policy

The following revised Graduate Policies were approved in 2022:

- Combined Program Policy
- Transfer Credit Policy
- Graduate Level Standing Policy
- Master's Degree Time Limit Revision Policy
- Graduate Summer Research Fellowship Policy
- Graduate Academic Integrity Policy

# Research, Scholarship, and Artistry

## Graduate Research Forum

The Graduate Research Forum (GRF) provides an opportunity for Miami graduate students from all departments to share their scholarly work with the university community. The 14th annual GRF took place on November 4, 2022. Over 100 graduate students participated in in-person and online synchronous poster presentations, oral presentations, and art presentations. Presentations were evaluated by alumni and faculty judges, and top presenters received awards of professional expense funds.

### Top Oral Presentations:

Yaa Amankwah,
doctoral student in Chemistry

Rachel Arbor,
master's student in Biological Sciences

Logan Clem,
doctoral student English

### Top Poster Presentations:

Sophia Ratvasky,
master's/doctoral student in Biology

Sheikh Yasir Arafat,
master's student in Statistics

Addison Zeisler,
master's student in Biology

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

Janelle Allen, MS Biology- Neuroscience
Linda Barrett, MGS
Mary Bennett, MS College Student Personnel
Vincent Billock, MS Physics
Emily Cain, MA Political Science
James Clark, M.Ed.
Stephen Colegate, MS Statistics
Adam Conway, MA Political Science
Eleanor Crabill, MS Sport Leadership and Management
Lorin DeBonte, Ph.D. Botany
Rey Ducay, MA Physics
Tadd Franke, MS Mathematics
Elizabeth Gleason, MS Kinesiology and Health
Christine Habib, MAcc
MaryAnne Hazlett, M.Ed.
Mike Huber, MS Chemistry
Benjamin Jackoby, Ed.D., Ph.D.
Phillip Long, MBA Finance

Continued from previous page

Jennifer Patterson Lorenzetti, Faculty/Staff Judge
Judy Mahabir, Faculty/Staff Judge
Laurel A. Mayer, Ph.D.
Patrick McLean, MA Political Science
Matt Redder, MBA Marketing
Biff Rocha, MA Speech Communication
Scott Sander, Ph.D. Educational Administration and Faculty /Staff Judge
Susan Scheib, MS Chemistry
Jeffrey Sherman, Ph.D. Chemistry
Perry, Stein, MS Statistics
Ken Switzer, M.Ed.
Charles Teckman, M.Ed.
Caitlyn Thomas, MS Kinesiology and Health, Ph.D. in Chemistry and Biochemistry
Vicky Unger, MGS

# Three Minute Thesis

The Three Minute Thesis (3MT®) is an exercise that develops academic, presentation, and research communication skills and supports the development of research students' capacity to effectively explain their research in three minutes in a language appropriate to an intelligent but non-specialist audience.

The 3MT® is sponsored in loving memory of Dr. Gerald H. Sanders, chair of the department of communications, Miami University, 1981-1992. Monetary prizes are awarded to the 1st Place ($1000), 2nd Place ($750), and 3rd Place ($500) presentations selected by a panel of judges. An additional award of the People's Choice ($1000) selected by the audience is also awarded. Donors include Dr. Guorong Jiang and Hongyan Tang.

In 2022 the 3MT® was held on February 23 at 4:30 p.m. ET.
2022 3MT® Competition Winners were:

- First Place: Shiwanka Wanasinghe, Chemistry and Biochemistry
- Second Place: Selena Mungur, Political Science
- Third Place: Philip O'Dell, Chemical and Biomedical Engineering
- People's Choice: (tie) Madeline McKinney, Chemical and Biomedical Engineering; Shiwanka Wanasinghe, Chemistry and Biochemistry

The 2023 3MT® Competition final event is scheduled for February 13, 2023 at 4 p.m. in Shriver Center (Heritage Room).

# RedHawk Talks

Redhawk Talks is a unique opportunity for graduate students at Miami University to develop and refine a concise and compelling Transforming (TED-Style) talk about their research or passion in their field of study. The graduate students selected for the program work with trained professionals from Articulation, who provide individual and group coaching over several months on how to deliver a precise and influential talk. At the end of the program, participants delivered a 5-7 minute TED-like talk.

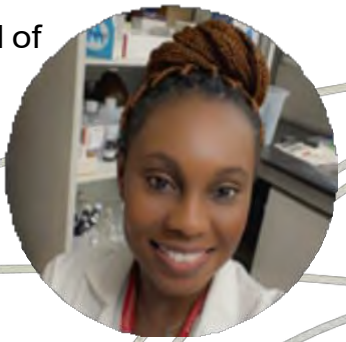
This is a great opportunity for graduate students to enhance their communication skills and develop a video that can be shared with prospective employers and graduate programs.

Heat Shock proteins:
The rescue squad of
cancer cells
Yaa S. Amankwah
Department of Chemistry and Biochemistry

April 13, 2022

The 10 graduate students listed below participated in the RedHawk Talks in 2022. Their fascinating talks can be viewed on our Graduate School YouTube channel.

Yaa Amankwah
Chemistry and Biochemistry
"Heat Shock Proteins: The Rescue Squad of Cancer Cells"



Makenzie Theiss
School Psychology
"Supporting Students with Disabilities Using an Asset-Based Approach"

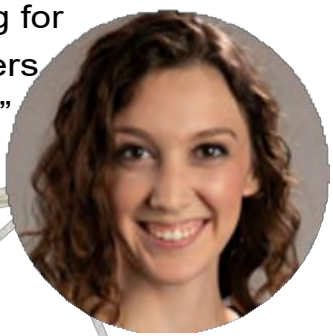
Sadeepa Mallikarachchi
Chemistry and Biochemistry
"Better Ways to Deliver Drugs"

Matthew Valiga
Biology and Ecology "The Story of Us"

Jon Nance
Educational Psychology
"Talking about Talking about Yourself"

Ruichao (Charles) Xie
Chemistry and Biochemistry
"Cleaner Water: A Novel Filter to Remove PFAS"

Natalie Tyrey Garvin
Speech Pathology and Audiology
"Return to Music: The Value of Group Singing for Former Singers who Stopped"



Shiwanka Vidarshi Wanasinghe
Chemistry and Biochemistry
"Self-Healing Polymers"

Dormetria Robinson Thompson
Educational Leadership
"Let Her Be - Acknowledging, Affirming, and Appreciating Black Girls and Women"

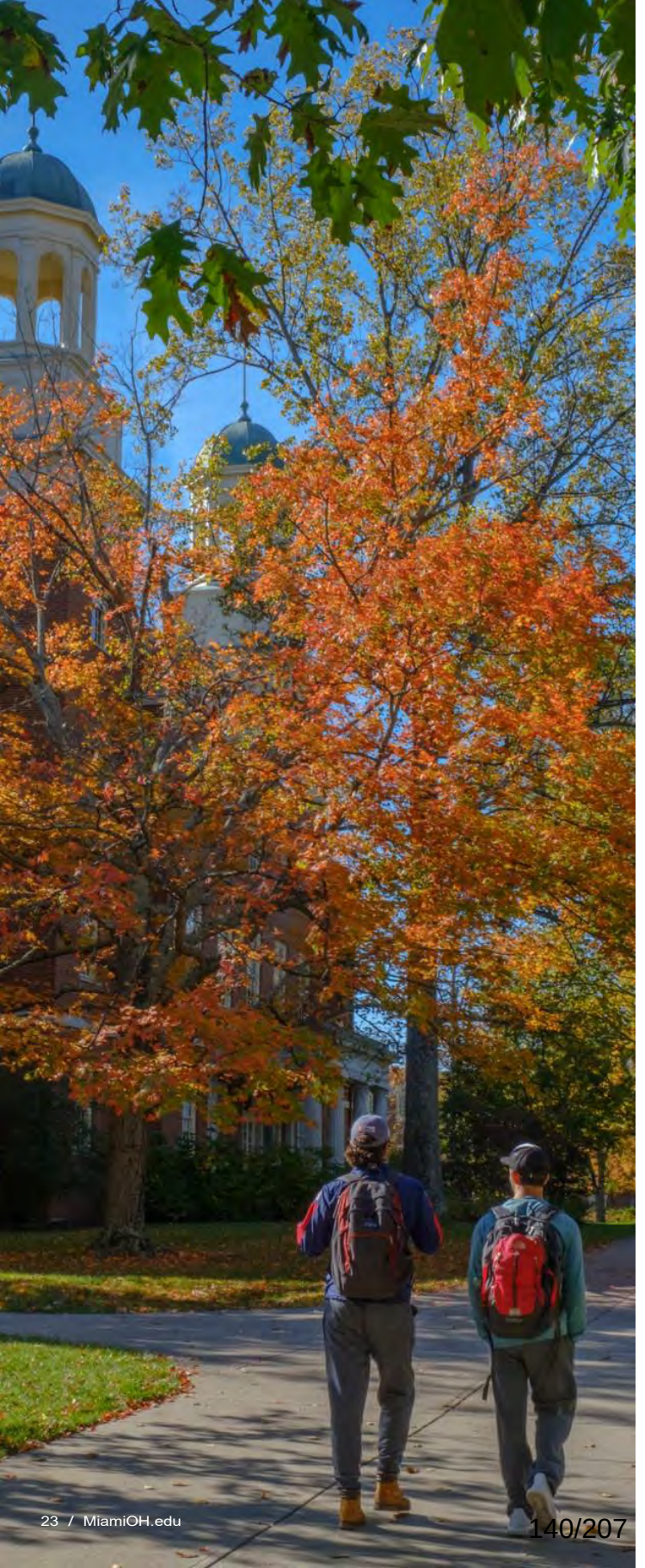
Jessica Schueller
Educational Leadership
"Rural to Global: Educational Attainment Through International Education"

# GRADUATE SUMMER FELLOWSHIP

The purpose of the Graduate Summer Research Fellowship is to provide financial support for full-time graduate students to engage in meaningful scholarly activities during a 6-week summer period. The summer research fellowship is intended for students who have no additional means of summer support during the six-week summer period (e.g., grant-funded assistantship; external, paid internships; teaching assignments, etc.). Nearly 250 students received a Graduate Summer Research Fellowship in 2022, in addition to 150 who received a Gradaute Summer Scholarship.

The Graduate School asked all recipients of the 2022 Graduate Research Fellowship to provide a one paragraph description of what they accomplished during their fellowship. Although each student's accomplishments were unique, students reported conducting literature reviews, completing IRB applications, participating in internships, visiting archives, making progress on their thesis or dissertation, traveling to data collection sites, presenting at national conferences, writing journal manuscripts, mentoring undergraduate students, preparing or collecting data, conducting experiments, and submitting publications and presentations.

Many students commented that the financial support they received was instrumental to their being able to fully immerse themselves in their research in these ways.



## ADRIAN PARKER, DOCTORAL STUDENT IN EDUCATIONAL LEADERSHIP

"During the time of Graduate Summer Fellowship I was able to travel and give a presentation at the Curriculum Studies Summer Collaborative in Savannah, GA. Additionally, I served as a reviewer for the Critical Race Studies in Education Association. Lastly, I was able to pay for classes and complete half of my comprehensive exam in the time given."

## MAHMUD KARIM, MASTERS STUDENT IN MECHANICAL ENGINEERING

"This summer, I have written a book chapter on Electrical Discharge Machining (EDM) technologies in the aerospace industry. My research is to reduce machining time by designing different types of graphite electrodes in Electrical Discharge Machining (EDM). I have conducted around 30 Experiments which includes making electrodes in Milling machine, taking images on an optical microscope, recording data of weight and dimension of electrode and workpiece before and after machining and finally EDMing on die Sink EDM where the workpiece was Silicon."

## IRIS PUTHOFF, MASTERS STUDENT IN KINESIOLOGY, NUTRITION AND HEALTH

"During my Graduate Summer Fellowship, I completed my clinical rotation of my dietetic internship. As a dietetic intern and graduate student at Miami University, I am currently completing my Masters of Science degree in Kinesiology and Health while also completing the 1200 required supervised practice hours needed to become a registered dietitian. This summer, I have been completing my clinical rotation at the Kettering Health Main Campus in Kettering, Ohio. For this rotation, I have been interning 40 hours a week with the Registered Dietitians. My responsibilities have included seeing patients, providing nutrition education, making nutrition recommendations, and attending interdisciplinary rounds. I have learned how to calculate recommendations for tube feedings and total parenteral nutrition for adequate nutrition support based on a patient's estimated needs, activity level, age, gender, and disease state. I have learned so much throughout this rotation, and I am excited to work as a clinical Registered Dietitian one day!"

## DEANNAH NEUPERT, DOCTORAL STUDENT IN ECOLOGY, EVOLUTION, AND ENVIRONMENTAL BIOLOGY (EEEB)

"During the summer I traveled to Harvard University to take a specialized course that has improved my understanding of the course material I teach undergraduates for my TA position. I also presented at an international conference (Botany 2022) in Alaska, where I was awarded "Best Poster" in my presenting section. Finally, I spent two weeks in Colorado collecting material for my research project and monitoring populations of a critically imperiled, understudied species to report to the National Park Service, as well as the Fish and Wildlife Service with regards to the Endangered Species Act. Notably, my study species (Mimulusgemmiparus/Erythran the gemmipara) currently has no quantified listing or status within the IUCN RedList."

## WYLIE BRACE, B.C.D. DOCTORAL PROGRAM IN PSYCHOLOGY

"My research is about helping people understand and make good decisions about complex medical information. This summer, I was able to complete data collection and analyze data from three experimental studies and draw conclusions from my findings because of the Graduate Summer Fellowship working in Dr. Wolfe's Medical Decision-Making Lab. The findings from those analyses have allowed me to present at the annual meeting of the Society for Computation in Psychology in Boston. The work I have done with the lab has also allowed me to have 2 manuscripts submitted for publication that are currently in the peer review process, with a third paper that is almost complete and ready to be submitted. The time given over the summer to work in the lab has given me the opportunity to set the lab up for successful data collection this fall and spring semester (with studies that include undergraduate research assistants). Overall, the Graduate Summer Fellowship has allowed me to concentrate on all of the experiments and data sets I have been working on, with 2 studies being submitted for peer review in journals, and the third for which I would be first author, that is almost completed."

# NSF Graduate Research Fellowship Program

The purpose of the NSF Graduate Research Fellowship Program (GRFP) is to ensure the quality, vitality, and diversity of the scientific and engineering workforce of the United States. GRFP seeks to broaden participation in science and engineering of underrepresented groups, including women, minorities, persons with disabilities, and veterans.

In addition, the Graduate School is committed to preparing our students for applying for the NSF GRFP. In August 2022 we offered a virtual workshop for students interested in learning more about the GRFP and how to submit successful applications.

MIAMI WAS HONORED TO HAVE 8 RECIPIENTS FROM 3 DISCIPLINES (PSYCHOLOGY, ECOLOGY, BIOLOGY) RECEIVE THIS PRESTIGIOUS FELLOWSHIP IN 2022.

# Graduate Student Recognitions

Graduate students at Miami University have accomplished many things in the classroom, laboratory, workplace, profession, and community. In 2022, the Graduate School started recognizing graduate students for their accomplishments through our Graduate Student Spotlight. See below for a sample of our Graduate Student Spotlights...and follow us on social media to see all of them!

## Graduate Student Spotlight

Mastano Nambiro W. Dzimbiri

Second-year Ph.D student in Educational Leadership, Culture and Curriculum

Research Interests: Social justice, social inequalities, geography pedagogies/curriculum, and educational policy in the Global South

"My favorite thing about being a graduate student at Miami is the indescribable academic and social support rendered to graduate students like me. I've been working with terrific faculty members at the departments of Educational Leadership, and Family Science & Social Work in the College of Education, Health, and Society. Their tireless mentorship has been so incredible and impactful to my research scholarship and agenda that I see myself growing as an independent scholar."

Mastano has recently published three articles in peer reviewed international journals including BMC Public Health, & Frontiers in Psychology. He also has one article under consideration by the Journal of Comparative and International Higher Education

## Graduate Student Spotlight

Partha Pratim Pandit

Master's student in Mechanical Engineering

Research Interests: Additive manufacturing of composites, ceramics and biomaterials

"The best thing about Miami is that it has given me exposure to explore and implement my research ideas."

Partha's first authored research paper titled "Fused Deposition Modeling of Carbon Fiber Reinforced High-Density Polyethylene: Effects on Microstructure and Mechanical Properties" was accepted and published by the Manufacturing Science and Engineering Conference (MSEC), which is organized by the American Society of Mechanical Engineers (ASME) and hosted by Purdue University, West Lafayette, Indiana

## Graduate Student Spotlight

Erin Frohlich

Second-year Master's student in Sport Leadership and Management, Concentration in Sport Psychology

Research Interests: Perceptions of Mental Skills Training and Athlete Mental Well-being and Mental Health; Perceptions of Coach Pre-game Talks and Coach-Athlete Relationships

"Excitement, joy, gratitude. These are all feelings I have experienced while working as a mental performance consultant this past year. To see these athletes and teams grow and become better thinkers, performers, and teammates has been such a rewarding experience. There is a moment when you realize all of your dedication, hard work and passion for what you do, pays off. A big thanks to all the athletes and coaches for giving me a reason to love what I do!"

Erin served as a successful mental performance consultant for the 2022 Talawanda High School volleyball team. She engaged in systematic group and individual consulting to build mental skills such as focus, energy management, confidence, and also led team culture-building activities and discussions. The team evaluated Erin's impact on their mental skills and individual/team success this season as very significant. This work was part of Erin's mentored experience toward achieving certification as a Certified Mental Performance Consultant.

## Graduate Student Spotlight

Jennifer Redmond (she/her/hers)

Master's student in Biology-Project Dragonfly

Research Interests: Raptor education and conservation along Colorado's Front Range

"Through my graduate work, I have gained confidence and found my voice in the field of conservation. I am passionate about promoting raptor education and conservation along Colorado's Front Range. My work is focused on American Kestrel conservation while engaging girls in science and inquiry."

Jennifer is a recipient of the Jerry Liguori Scholarship

"I am extremely honored to receive the Jerry Liguori Scholarship in connection with HawkWatch International. The scholarship supports research, professional development, and educational experiences centered around raptor migration, identification, and natural history."

## Graduate Student Spotlight

### Tarique Ali Memon

Ph.D student in Leadership, Culture, and Curriculum

Research Interests: Access, Equity, and Quality: Higher Education in Pakistan

"I will try to contribute to bringing equity in education as an educator and a researcher."

Tarique's presentation "Representation of Women/Ethnic/Religious Minorities in Social Studies Curriculum: Implications for Education for Pluralism: A Case-Study of Social Studies Curriculum in the Context of Sindh" was accepted to the 6th International Conference on Research and Practices in Education

## Graduate Student Spotlight

### Shiwanka Wanasinghe

Fifth-year Ph.D. student in Chemistry

Research Interests: Dynamic polymer networks

"I'm grateful for the excellent mentorship that I have been receiving throughout my PhD, interesting research projects and cooperative lab environment"

Shiwanka has had 2 publications accepted already in the fall semester, in addition to her 7 other publications.
Beyond that Shiwanka is a team player, supporting other students in the group and guiding them on their projects.

## Graduate Student Spotlight

### McKenna Freeman

Ph.D student in Clinical Psychology

Research Interests: Parental ethnic racial socialization and emotion socialization

"My favorite thing about being a graduate student at Miami is being able to learn from and work alongside all of the amazing students and faculty in my program!"

McKenna is the first author on this publication:
Freeman, M., Martinez, A., & Raval, V. V. (2022). What do White parents teach youth about race? Qualitative examination of White racial socialization. Journal of Research on Adolescence, 32(3), 847-862.

## Graduate Student Spotlight

### Haniyeh Kheirkhah

Ph.D student in Educational Leadership

Research Interests: Teacher Education, Multicultural Education, Critical Race Theory, Curriculum Development

"I can not describe my experiences as a graduate student at Miami University just in a word, but it definitely is a great place to thrive and brings you many opportunities to find more about your potentials that you might never think are capable of them."

Haniyeah was accepted to deliver her presentation "Teaching Social Justice and CRT as an International Student at a Predominantly White Institution" at the 2022 Annual Curriculum & Pedagogy Conference.

# Program Spotlight:
## Gerontology Programs

Miami University offers 78 graduate degree programs, and you can learn about them using the links on our Academics page. Students across all of these programs are doing impactful work. As one example, we would like to spotlight our Gerontology graduate programs for several of their students' 2022 accomplishments.

Two graduate students won the Ohio Department of Aging (ODA) / Ohio Association for Gerontology in Education (OAGE) Ohio Scholars in Aging award: Miranda Kunkel and Kamryn Kasler ($2,000 stipend each)

Three grad students won the Association for Professional in Aging (APA) award ($1,000 scholarship each) Photo below, from left to right: Bailee Brekke (MGS Student), Jenny Kwon (Ph.D Student), and Isha Karmacharya (Ph.D. Student)

At the Gerontological Society of America (GSA) annual meeting, 11 students took the lead on 17 paper and poster presentations

# Diversity, Equity, and Inclusion

## CROSS-CULTURAL MENTORING PROGRAM

The goals of the cross-cultural mentoring program are:

- Creating relationships that foster the sharing of diverse life experiences so that mentoring pairs may learn from one another.
- Assuring that graduate students have a point person, preferably from outside their academic program, that they can go to with questions or concerns.
- Providing support to graduate students who may experience stress or conflict.
- Promoting improvement in teaching skills and performance (if applicable).
- Increasing research skills and productivity (if applicable).

In 2022, 27 doctoral students (representing all doctoral programs) and 27 faculty/staff (from 5 academic divisions) participated. This program uses a combination of one-to-one and group mentoring.

## BOOK CLUBS

The purpose of the book clubs this year were to facilitate discussion about thriving as a student of color at a predominately white institution.

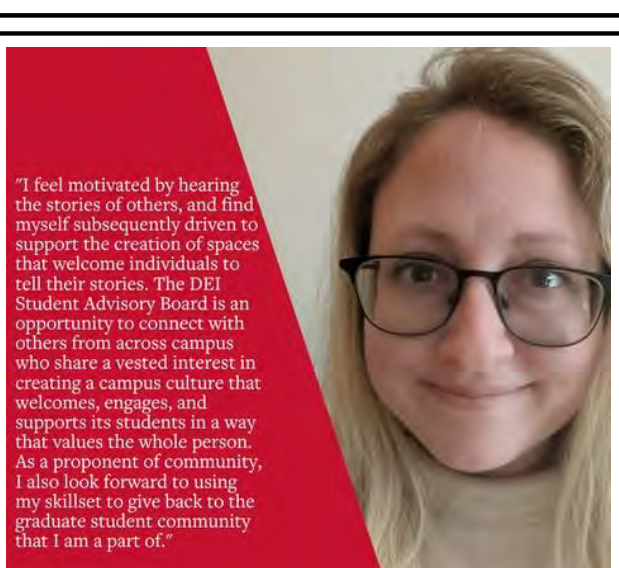
The book for fall 2022 was Degrees of Difference: Reflections of Women of Color on Graduate School (32 participants - graduate students, staff, faculty)

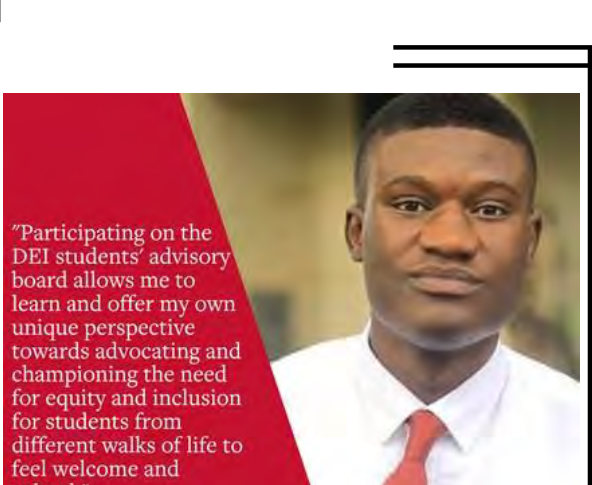
## DEI STUDENT ADVISORY BOARD

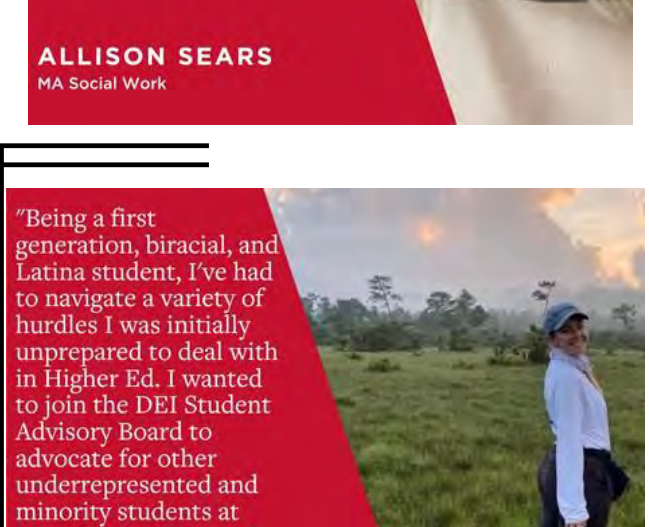
The Diversity, Equity, and Inclusion Graduate Student Advisory Board is a group of graduate students from across the university who help shape the Graduate School's collaborative efforts to cultivate an equitable, affirming, and inclusive graduate education experience in which graduate students across all aspects of diversity including race, ethnicity, gender identity, citizenship status, language, religion, socioeconomic status, nationality, sexual orientation, and ability-difference can successfully learn and grow.

Advisory Board membership reflects students who have consistently demonstrated a commitment to enhancing diversity, inclusion, access, and equity in higher education. In 2022-2023, there are 8 DEI Student Advisory Board Members. A major goal of this committee is to advise fostering a climate of inclusion that celebrates diversity across graduate programs at Miami.

# DEI Student Advisory Board Members



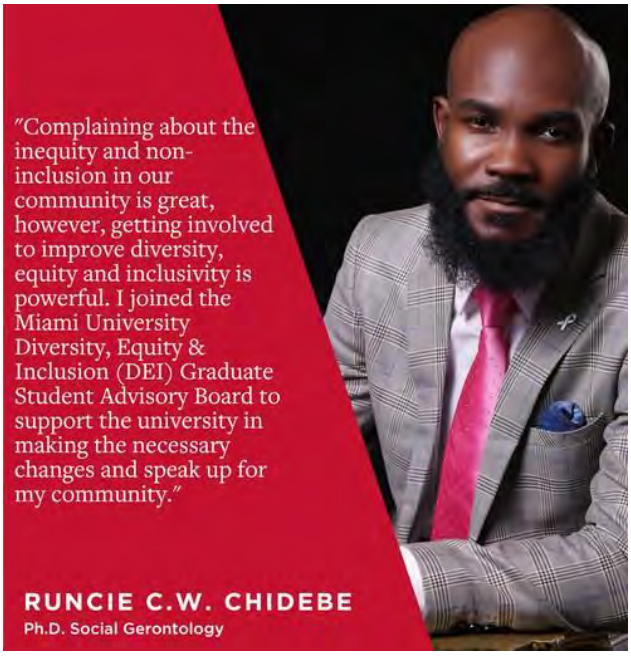



"As a member of the DEI Student Advisory Board, I am excited to put to good use my training in women and gender studies; my experiences as an international graduate student, teaching assistant, and first-generation college student towards advocating for marginalized populations and enhancing an inclusive campus environment."

**SANDAMINI RANWALAGE**
English
Women, Gender & Sexuality Studies

"Diversity, equity, and inclusion are very important to me as a Latinx woman in STEM. I am looking forward to contributing my ideas in DEI to Miami University, but am particularly excited about hearing the ideas, stories, and viewpoints of the students and faculty I will be working with on the DEI Student Advisory Board."

**VIVIANA MORENO**
Project Dragonfly, Advanced Inquiry Program



"Complaining about the inequity and non-inclusion in our community is great, however, getting involved to improve diversity, equity and inclusivity is powerful. I joined the Miami University Diversity, Equity & Inclusion (DEI) Graduate Student Advisory Board to support the university in making the necessary changes and speak up for my community."

**RUNCIE C.W. CHIDEBE**
Ph.D. Social Gerontology

"Creating a home that can sustain life is a core value of my community. Higher education has a history of excluding many from its home. Yet I see efforts of healing that history, and since I study here, I want to support it."

**NOEMÍ (MIMI) LUCERO**
Biology

# GRADUATE STUDENT DEI SPOTLIGHT

Congratulations to Akanksha Das (left), doctoral student in Psychology, for receiving the Miami University Diversity and Inclusion Ray of Light Award at the 2022 University Diversity and Inclusion Awards Ceremony!

# Co-curricular and Extra-curricular Opportunities

# Student Organizations

## GRADUATE STUDENT ASSOCIATION (GSA)

President: Yaereem Lee, Graduate student in Educational Leadership
Highlights: Monthly meetings, new policies suggested, hosted coffee and donuts

## GRADUATE STUDENT PRIDE ASSOCIATION (GSPA)

Co-Presidents: Katie Stahlhut, Graduate Student in Botany, College of Arts and Science, and Ella Amaral Lavoie, Graduate student in Psychology, College of Arts and Sciences.
Highlights: Hosted monthly meetings and monthly social events, organize and began to implement a mentorship program in partnership with two LGBTQ+ Undergraduate Organizations, welcomed many new members

## GRADUATE STUDENTS OF COLOR ASSOCIATION (GSCA)

President: Wilnelly Ventura-Valentin, Doctorate student in Geology, College of Arts and Sciences.
Highlights: Incoming Graduate Student Orientations, Semester kick-off and semester-end celebration at "You're Fired"

## INTERNATIONAL GRADUATE STUDENT ASSOCIATION (IGSA)

President: Nelchi Prashali, Doctorate student in Biology, College of Arts and Sciences.
Highlights: IGSA Reception (Spring and Fall 2022 organized by ISSS), General Meeting Spring and Fall Semester, "End the Semester Artfully", first-ever IGSA merchandise distribution, hosted a table at the Graduate Student Welcome Event, "IGSA Spook-fest '22", hosted a table at the Graduate Research Forum, End of Semester Coffee and Donuts

# Professional Development Series and Opportunities

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

## WINTER 2022

- Winter Term Fellowship Panel: Virtual Zoom event for graduate students interested in learning more about how to seek out, apply for, secure, and excel in an externally funded fellowship as a graduate student. 4 panelists and around 40 students participated.
- A day-long Graduate Student Writing Retreat was offered, to provide students with the time and space to make dedicated progress on their writing projects (e.g., manuscripts, theses, dissertations, fellowship proposals). Twenty-five graduate students attended, making progress on a variety of projects including theses, dissertations, and research publications.

## SPRING 2022

- 12 sessions were offered
- Students participated in-person
- Topics included: navigating the job application process, mental health first aid training, alumni networking, interview techniques, anti-racist strategies to turn conflict into opportunity, and others!
- Eight students received a "Commitment to Professional Development" recognition for attending 6 or more sessions in the semester.

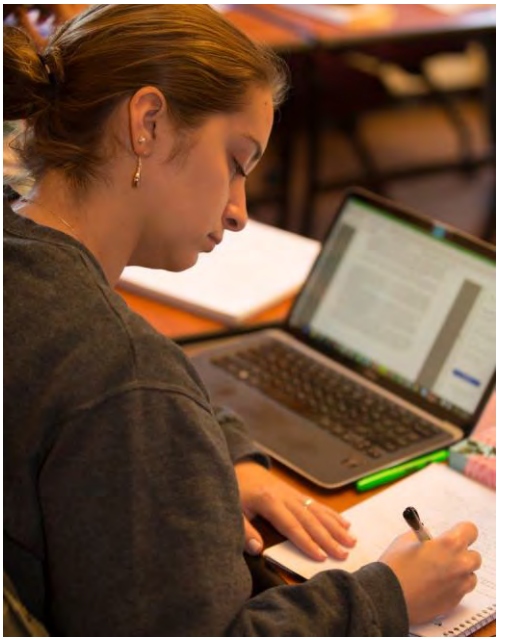
## FALL 2022

- 10 sessions were offered, with an average of 19 students attending each session.
- Students participated remotely and in-person.
- Topics included: Learning strategies, Anti Racism workshop, Writing your CV/Resume, Qualtrics Tips and Techniques, Using values to build a meaningful life, LGBTQ, Inclusion and Allyship, Writing your diversity statement, funding your research, Power of counternarratives, Publishing your work.
- 6 students received a "Commitment to Professional Development" recognition for attending 6 or more sessions in the semester, and 3 students received a DEI recognition for attending 4 or more DEI sessions in the semester.

# QUOTES FROM SPRING 2022 GRADUATE STUDENT DEVELOPMENT SERIES ATTENDEES

## Angelo Capito, **Master's student in** Kinesiology, Nutrition, and Health

"Graduate school can be full of uncertainty, frustration, and anxiety (especially if you are writing a thesis)! The Graduate Student Development Series has not only taught me strategies for tackling these feelings, it has also shown me that there are plenty of students having similar experiences, which is a serious relief. The series also teaches you hard and soft skills that will help you conquer the challenges of graduate school. It is also a great way to meet other friendly students, and expand your knowledge and understanding of different aspects of diversity, equity, and inclusion. I highly recommend attending these sessions if you have the opportunity (this series is a hidden gem)!"



## Josselyn Marroquin, Ph.D. student in Psychology

"Attending the Graduate Student Development Series helped me network with other graduate students and I got to learn more about how to navigate graduate school. As a first-year, attending these series opened new opportunities for me, and I learned about Miami's resources. Every semester, I look forward to the Development Series and the different subjects. I would highly recommend every graduate student to join the Series!" -

## GRADUATE STUDENT WELLNESS DAYS

- Three day-long opportunities in Spring 2022 for students to get their CV reviewed, health topics, networking opportunities, chair massages, free lunch, and writing with peers.

## MENTAL HEALTH FIRST AID TRAINING

- Arranged for 9 graduate directors/staff to attend a day-long session hosted by SCS and the Rec Center in January 2022
- Arranged for two different day-long sessions on February 25th 2022 for graduate students. 39 graduate students completed the entire training.
- Arranged for a day-long session for graduate students on October 14, 2022. 29 graduate students participated.

# Graduate Student Orientation and Welcome Event

## ONLINE EVENT

The new graduate student orientation was held on Monday, August 15th from 4pm to 6pm ET via Zoom. This goal of the orientation was to help new students learn more about graduate student resources, opportunities at Miami. It was an opportunity to meet the Graduate School staff, hear from the current student panel, receive the duty to report training required for Graduate Assistants (GAs/TAs), and have the opportunity to ask questions. This orientation was a requirement for students with a Graduate Assistantship (GA/TA) position and optional for all others.

## IN-PERSON EVENT

An optional In-person event was conducted to welcome all graduate students (including returning graduate students) on August 19th from 3 p.m. to 4:30 p.m. in the Shriver Centre Heritage Room. Light refreshments were served, there were opportunities for networking, and information was made available on various graduate student organizations and campus resources.

# Investment in Graduate Education

We are grateful to all of the donors who have supported various Graduate School initiatives in 2022 through financial donations, volunteering their time, and sharing their expertise.

# OTHER GRADUATE AWARDS

## MARJORIE POST FARRINGTON AWARD

One student was selected to receive the Marjorie Post Farrington Award in 2022. This $1,000 scholarship is awarded to a full-time graduate student based primarily on merit and secondarily on financial need.

## GRADUATE STUDENT ACHIEVEMENT AWARD

In 2022, 9 students from 5 different programs earned a Graduate Student Achievement (GSA) Award. This award recognizes a significant achievement in a research or creative activity. Achievements in 2022 included peer-reviewed publications, externally funded grants, and earning fellowships.

## INTERNATIONAL GRANT-IN-AID (IGIA)

The International Grant-in-Aid (IGIA) award is intended to attract diverse international students to Miami's graduate programs, through a 100% tuition waiver. Nineteen students received the IGIA in 2022.

## DISSERTATION SCHOLARSHIPS

Eight students received Dissertation Scholarships in Spring 2022 and 11 students received them in Fall 2022. These scholarships provide a stipend and tuition waiver for select students engaging in full-time study related to their dissertation.

## GRANT-IN-AID (GIA)

The Grant-in-Aid (GIA) award provides a 100% tuition waiver to high performing students demonstrating financial need. In 2022, 23 graduate students received tuition waivers for 36 semesters.

## GRADUATE SCHOOL SCHOLAR ASSISTANTSHIP (GSSA)

The Graduate School Scholar Assistantship (GSSA) is an assistantship used to attract and matriculate highly capable graduate student researchers. Seven students received the GSSA in 2022.

## DIVERSITY ENHANCEMENT PATHWAY (DEP)AND RONALD E. MCNAIR PROGRAMS

The Diversity Enhancement Pathway (DEP) and McNair Graduate Assistantship Program aim to attract and retain diverse domestic students to Miami with a funded stipend and tuition waiver. In 2022, 60 semester assistantships were awarded to students through these programs.

## AANCHTAAKIA GRADUATE FELLOWSHIP

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

## THESIS AND DISSERTATION SUPPORT AWARD

This award funds expenses associated with a student's research for the master's thesis or the doctoral dissertation. The Graduate School funded $3.350 in requests to 9 students in April 2022, and another $4,700 in requests to 22 students in November 2022.

WE ALSO RECEIVED FEEDBACK IN 2022 FROM SEVERAL STUDENTS WHO EARNED THESE AWARDS IN 2021. THE IMPACT OF THE AWARDS CAN BE SEEN IN THE FOLLOWING QUOTES:

### Amanda Reichart, Psychology

"I used the funding to care for the animals during the length of the study...This funding is impactful for helping pay for animal care, but it is also a statement of support from the Graduate School. It helps me feel confident in research and publication knowing I have the University's support."

### Corinne Zimmerman, Kinesiology and Health

"I used the funding I received from the graduate school to purchase amazon gift cards which I used as incentives for my research participants. This helped advance my project by generating a bit more interest in completing the survey we used for data collection, and thus helped us achieve a valuable sample size...This funding was impactful because it can be difficult to gain participants, especially when your desired population is very busy and has little time to participate. By offering a small incentive as gratitude for participation we were able to encourage more people to engage in our study. I am very grateful to have had the support from the graduate school to make that small token of appreciation possible."

# Distinguished Teaching Award

The Distinguished Teaching Award for Excellence in Graduate Instruction and Mentoring is given to faculty who demonstrate outstanding impact on graduate students and graduate education. The 2022 recipients were Jason Abbitt, Ph.D. and Carole Dabney-Smith, Ph.D.

# OUTREACH AND COMMUNICATIONS

*In 2022, we continued efforts to communicate and share successes and information with internal and external constituents. A few examples are noted below:*

## Newsletters

*We continued weekly graduate education newsletters for graduate faculty/staff and monthly newsletters for graduate students.*

## Social media

*The Graduate School continued sharing information and opportunities through Facebook, Instagram, Twitter, LinkedIn, and YouTube. Please connect and engage with us on these platforms!*

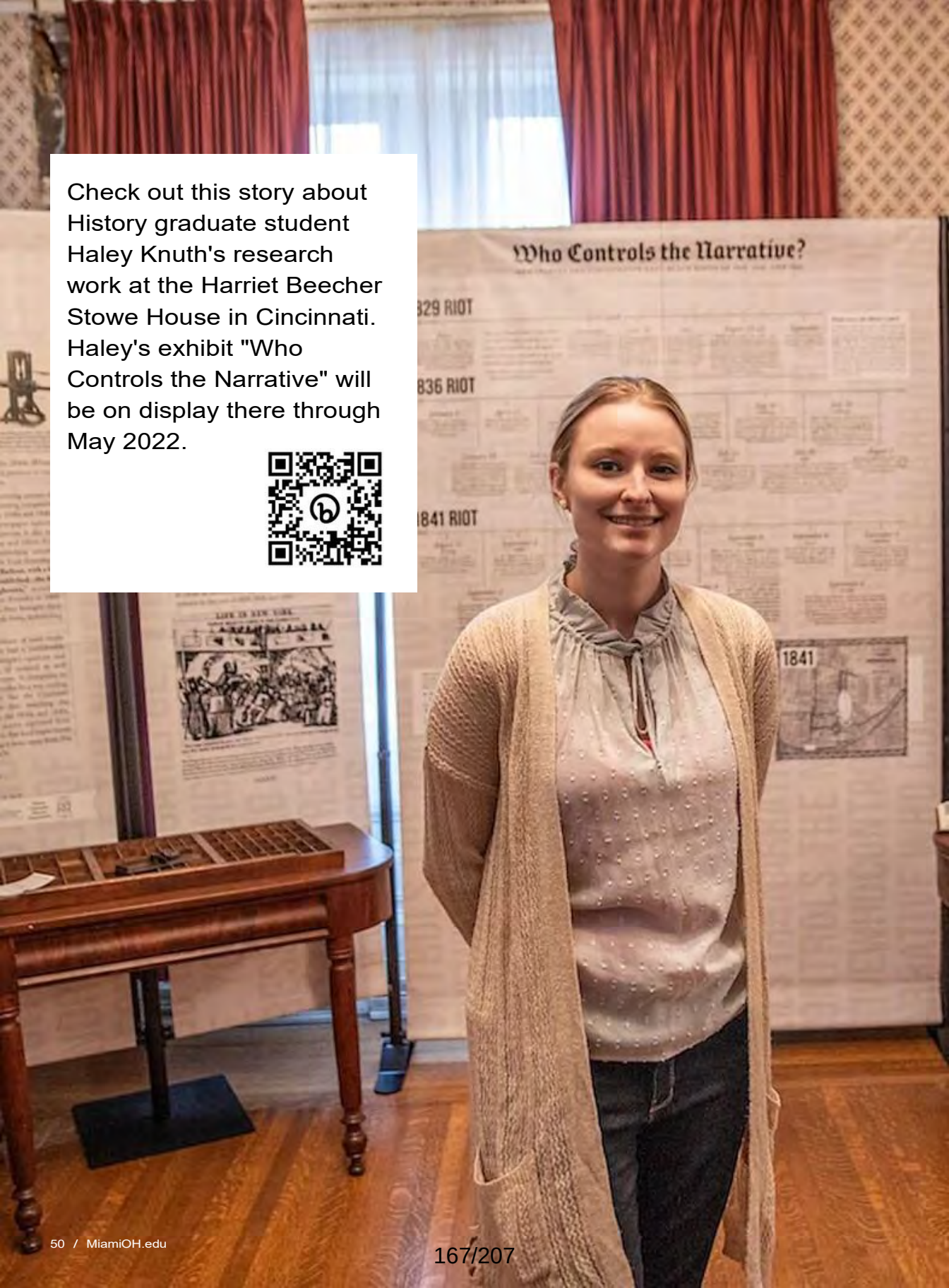
## Social Media Engagement At-A-Glance

- For the last 90 days (October, 2022-December, 2022), the Instagram of the Graduate School account reached 675 students through 28 posts and 4 stories. The Instagram account engagement has increased 33.3%.
- The Graduate School YouTube channel received 2,734 views in the last 365 days. The watch time was over 135 hours last year (138.9 hours).
- For the last 90 days (October, 2022-December, 2022), the Graduate School Twitter account earned 11.6K impressions. It has 1,207 followers.
- The Graduate School LinkedIn account earned 64,722 impressions in 2022. It has 724 followers.

MIAMI UNIVERSITY GRADUATE STUDENTS HAVE BEEN CELEBRATED IN MIAMI UNIVERSITY NEWS STORIES. HERE ARE A FEW EXAMPLES WE THOUGHT YOU WOULD ENJOY!

Five Architecture graduate students participated in the Alumni Traveling Studio program this fall, with the support of alumna Mary Shoufan and Associate Professor Craig L. Hinrichs. “Traveling studio is a great platform that provides students with exposure to the profession and some insight of what to expect after graduation,” Shoufan explained. “It is a great tool to connect students with professionals, especially when the type of project aligns with the market needs, it sets the students up for success..." Check out this story to learn more!

This article features Miami University wide receiver Jalen Walker, who earned his master's degree on December 9, 2022 and headed to the HomeTown Lenders Bahamas Bowl on December 13, 2022! We are proud of Jalen and all of our graduate student athletes who are champions in the classroom and in their sport.

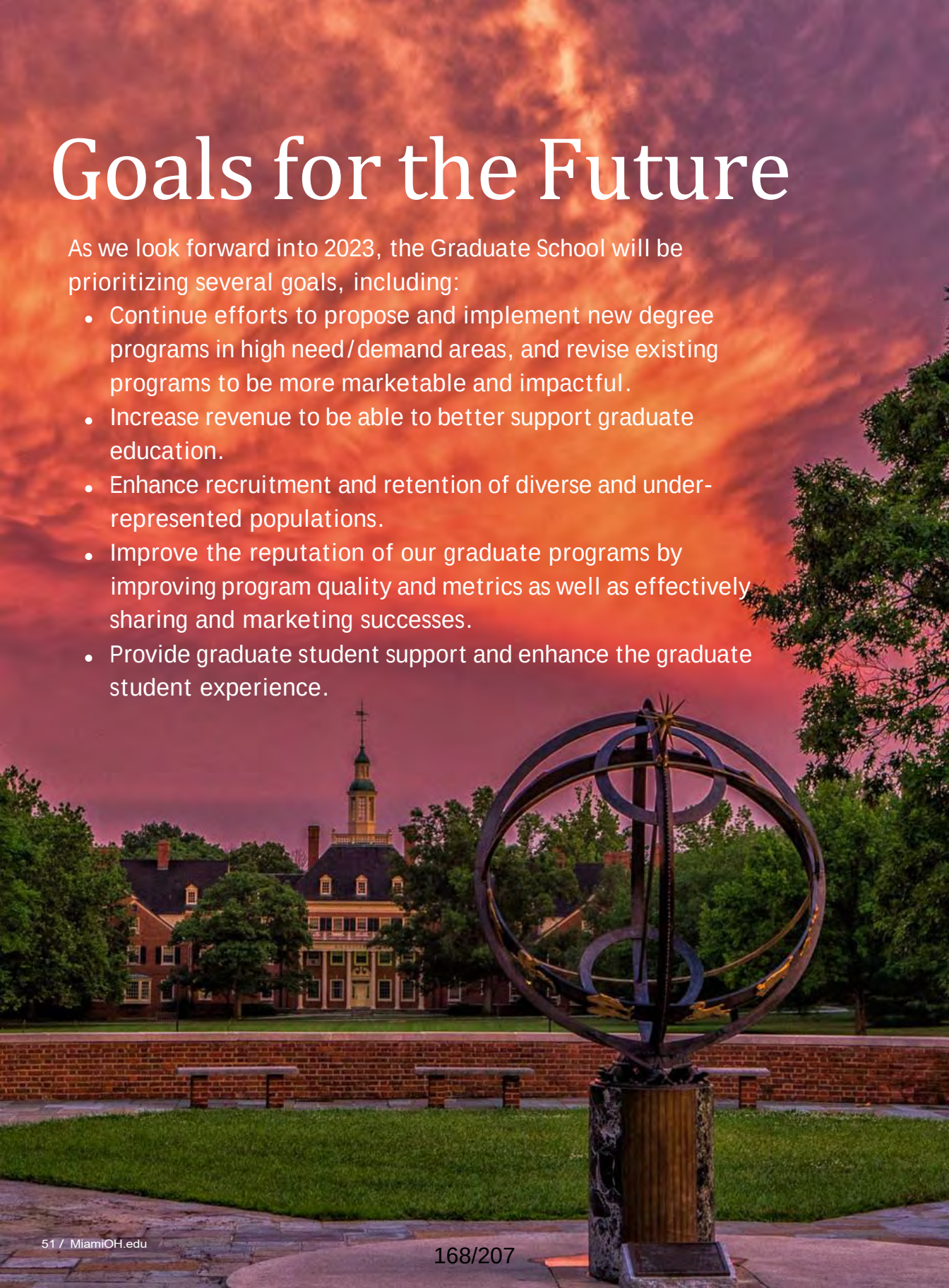



Check out this story about History graduate student Haley Knuth's research work at the Harriet Beecher Stowe House in Cincinnati. Haley's exhibit "Who Controls the Narrative" will be on display there through May 2022.

# Goals for the Future

As we look forward into 2023, the Graduate School will be prioritizing several goals, including:

- Continue efforts to propose and implement new degree programs in high need/demand areas, and revise existing programs to be more marketable and impactful.
- Increase revenue to be able to better support graduate education.
- Enhance recruitment and retention of diverse and under-represented populations.
- Improve the reputation of our graduate programs by improving program quality and metrics as well as effectively sharing and marketing successes.
- Provide graduate student support and enhance the graduate student experience.



# How Can I Get Involved or Help?

**WE WOULD LOVE FOR YOUR INVOLVEMENT IN GRADUATE EDUCATION AT MIAMI UNIVERSITY. PLEASE CONSIDER THE FOLLOWING OPPORTUNITIES:**

- Join Miami Alumni Connect, a career and mentoring platform that helps students succeed during and after their Miami experience. Click here to learn how to register. Once registered, click on "GROUPS" in the top bar and join the new group "Graduate School.".
- Email ideas, feedback, questions, or updates to us at gradschool@miamioh.edu. We would love to hear from you!
- Make a financial contribution to support graduate education and graduate students at Miami. Make a gift here.
- Volunteer as a judge at our 2023 Graduate Research Forum. Interested? Email us at gradschool@miamioh.edu
- If you are in a position to hire a graduate student or Graduate School alum, please let us know so we can be of assistance.
- Follow us on social media to keep up-to-date on Graduate School news.

# MiamiRISE Original 30 Recommendations

**February 2023 Progress Update**

## #1 - Establish Honors College.

*Stakeholders: Zeb Baker, Executive Director of Honors College; Amy Bergerson, Dean of Undergraduate Education and Associate Provost*

### *Progress Steps*

- Honors College developed by a committee of faculty, students and administrators from across the Oxford campus and launched in fall 2021. Enrollment since its inception has met or exceeded targets.
- College features an engaged residential experience in four residence halls on the Western Campus with offices and classrooms in Peabody Hall.
- New honors program specifically designed for regional students created and launched in 2021-2022.
- New Prodesse Scholars Program created by a committee of faculty representatives and initiated in fall 2020.

### *Future Actions Needed or Planned*

- New plan to integrate multiple high-ability programs on Oxford campus (Presidential Fellows, Prodesse Scholars, etc.) being implemented

## #2 - Establish Cross-Unit Curricular Collaborations.

*Stakeholders: Michael Crowder, Dean of Graduate School and Associate Provost; Carolyn Haynes, Senior Associate Provost*

### *Progress Steps*

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

### *Future Actions Needed or Planned*

- Several significant barriers to cross-divisional programs (e.g., faculty salary disparities, RCM incentives, infrastructural support) need to be examined and addressed more fully. Task force being formed by MAPI to address these challenges.

## #3 - Cultivate Cross-Disciplinary Research

*Stakeholders: Susan McDowell, Vice President for Research & Innovation*

### *Progress Steps*

- New guidelines for developing and reviewing cross-disciplinary research centers and institutes developed in fall 2021 and overseen by VPRI; guidelines include ongoing review of centers and institutes with target outcomes.

- New RFP for "Cornerstone" research grants for faculty with strong emphasis on cutting-edge, interdisciplinary scholarship and projects involving faculty from diverse departments issued in fall 2022
- New centers such as the Center for Analytics & Data, Center for Cybersecurity, and Armstrong Institute along with some new interdisciplinary buildings developed with a major goal of promoting cross-disciplinary collaboration and scholarship.

### *Future Actions Needed or Planned*

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

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

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

### *Progress Steps*

- Howe Center for Writing Excellence's Writing Across the Curriculum program selected by the WAC Clearinghouse and Association for Writing Across the Curriculum (national organizations for the advancement of writing instruction) to be 2022 Exemplary Enduring WAC Program.
- Two additional national awards -- CCCCs Certificate of Excellence (for both the writing center and WAC program) and the Council of Writing Program Administrators' 2022 Outstanding Scholarship Award -- for a chapter on our Faculty Fellows program in 2022 garnered by the HCWE.
- Miami Writing Institute (free, one-of-a-kind, self-paced interactive and multimodal writing course) launched in January 2022 and enrolled 900 Miami alumni, faculty, and staff.
- Liberal education program revised significantly to advance measurable and innovative outcomes and assessment measures to ensure a high-quality learning experience. Two new and exciting faculty development programs relating to the Miami Plan: Miami Plan Faculty Fellows and Miami Plan Course Innovation Laboratory developed and launched in 2022.
- Lilly Conference on College Teaching, Miami's strong historical track record of Faculty Learning Communities, and two national peer-reviewed journals continued.

### *Future Actions Needed or Planned*

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

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

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

### *Progress Steps*

- Miami Academic Program Incubator (MAPI) launched in fall 2021 to encourage successful and innovative new programs and innovative revisions of existing programs. Example: B.S. Engineering, Manufacturing Engineering used incubator to gather research on revising its program to focus on smart technology.

- Miami Plan Innovation Lab to launch in fall 2022 to support innovative liberal education courses, and the Signature Inquiry component of the Miami Plan which is specifically aimed to encourage interdisciplinary, innovative courses and clusters of courses.
- Academic Program Evaluation, Improvement, and Prioritization (APEIP) Project which advanced goal to create curricular action plans that promote innovation and student success implemented and to continue until 2024.

### *Future Actions Needed or Planned*

- Explore sites and incentives for cross-disciplinary, innovative programs, particularly at the graduate level.

## #6 - Renew Partnership Between Academics & Student Life

*Stakeholders: Amy Bergerson, Dean of Undergraduate Education and Associate Provost; Dana Cox; Associate Provost; Jayne Brownell, Vice President of Student Life*

### *Progress Steps*

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

### *Future Actions Needed or Planned*

- Additional collaborations (e.g., block registration of incoming students) are underway. Assessment data should be used to forge new student success initiatives.

## #7 – Redesign student academic advising system.

*Stakeholder: Amy Bergerson, Dean of Undergraduate Education and Associate Provost*

### *Progress Steps*

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

### *Future Actions Needed or Planned*

- New advising metrics and assessment measures are needed to ensure continuous improvement.
- Designated advisement for prospective transfer student inquiries (Oxford) is needed.

## #8 – Improve infrastructure to support research & scholarship.

*Stakeholder: Susan McDowell, Vice President of Research & Innovation*

### *Progress Steps*

- First Vice President for Research & Innovation hired in fall 2020
- New Office of Research & Innovation launched in 2021 which advances a new mission to "encourage, facilitate, and support the Miami University community in its effort to obtain external funding for all forms of research, education, scholarly, creative, service, and outreach activities."
- Research-related policies, incentive structures, and support programs (rapid investment grants, CFR programs, DEI grants) have been developed or undergone revision in last two years, leading to highest amount of external funding ever received in 2021-2022.
- New research centers (Center for Analytics & Data, Center for Cybersecurity) approved and opened since 2020.

### *Future Actions Needed or Planned*

- Continued and enhanced support for scholarship is needed.

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

*Stakeholder: Susan McDowell, Vice President of Research & Innovation*

### *Progress Steps*

- New supports put in place to promote research during the COVID pandemic (funding, additional time on promotion clock).
- New strategies including rapid investment grants $1M, revision of CFR and new RFP for a multitude of grants to support research instituted
- New faculty-oriented mission along with new opportunities to showcase faculty research (e.g., blog, press releases) have been instituted at the Office of Research & Innovation.
- Differential workload policies at the department level were put in place with the goal of transparently specifying course release requirements to enhance research among tenure-track faculty.

### *Future Actions Needed or Planned*

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

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

*Stakeholders: Carolyn Haynes, Senior Associate Provost; Academic Deans; Elizabeth Mullenix, Provost; Ruth Groom, Associate Vice President, Academic Personnel, Lindsay Carpenter, Associate Vice President, Budget*

### *Progress Steps*

- Reallocation of faculty lines and resources coordinated centrally by Office of Provost and in collaboration with deans to ensure that resources are reallocated to advance strategic priorities
- Boldly Creative Initiative reallocated over $50 million to strategic priorities
- Academic Program Evaluation, Improvement and Prioritization (APEIP) project (2020-2025) designed specifically to advance this goal. Trained consultants were made available to chairs to help them understand and analyze data and use data to develop curricular improvement goals and differential faculty workload norms
- New Academic Program Review Process (Department Planning & Improvement) developed (and to be piloted in 2024) to promote continuous improvement goals aligned with strategic priorities

### *Future Actions Needed or Planned*

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

## #11 – Enhance student retention strategies.

*Stakeholder: Amy Bergerson, Dean of Undergraduate Education and Associate Provost*

### *Progress Steps*

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

### *Future Actions Needed or Planned*

- Expansion of early alert initiative has been planned and is underway.
- Initial planning for block registration (to ensure incoming students enroll in courses likely to enhance success) is underway.

## #12 – Substantially increase endowment to support student scholarships.

*Stakeholder: Brady Bundy, Vice President, Advancement*

### *Progress Steps*

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

### *Future Actions Needed or Planned*

- Continue to ensure that scholarships are top priority of Capital Campaign.

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

*Stakeholders: Ryan Dye, Director of Education Abroad; Cheryl Young, Associate Vice President, Global Initiatives*

## *Progress Steps*

- New "Family Fund" created to support students in study abroad and away programs (see one example)
- New faculty development program, "For the Greater Good" launched by Education Abroad Office which is designed to help faculty create affordable study abroad and away programs focused on interdisciplinary grant challenges.
- Global Connects program launched in 2021 to promote virtual global learning
- Significantly revised MUDEC's curriculum to attract additional Miami students and enhanced its scholarship opportunities

## *Future Actions Needed or Planned*

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

# #14 – Enhance relationship with City of Oxford.

*Stakeholders: Gregory Crawford, President; Randi Thomas, Vice President, ASPIRE; Oxford City Council*

## *Progress Steps*

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

## *Future Actions Needed or Planned*

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

# #15 – Review recommendations from Sustainability Committee

*Stakeholders: Olivia Herron, Director of Sustainability; Helaine Alessio, Chair, Sustainability Committee*

## *Progress Steps*

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

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

### *Future Actions Needed or Planned*

- Continue implementing strategic sustainability goals including greater incorporation of sustainability principles, processes and concepts into the curriculum.

## #16 – Reorganize academic structure.

*Stakeholders: Greg Crawford, President; Elizabeth Mullenix, Provost; Academic Deans*

### *Progress Steps*

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

### *Future Actions Needed or Planned*

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

## #17 – Transform the Miami Plan.

*Stakeholders: Liberal Education Council; Leighton Peterson, Director, Office of Liberal Education; Carolyn Haynes, Senior Associate Provost*

### *Progress Steps*

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

### *Future Actions Needed or Planned*

- Staged process for re-proposing existing general education courses to align with new Miami Plan outcomes is underway
- Continuous monitoring will be needed to ensure the plan advances student success and learning.

## #18 - Redesign curricular process.

*Stakeholders: Michael Crowder, Dean of Graduate School and Associate Provost; Carolyn Haynes, Senior Associate Provost in consultation with academic deans*

### *Progress Steps*

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

### *Future Actions Needed or Planned*

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

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

*Stakeholders: Academic Program Evaluation, Improvement and Prioritization Committee, Carolyn Haynes, Senior Associate Provost in collaboration with department chairs and academic deans*

### *Progress Steps*

- Academic Program Evaluation, Improvement and Prioritization (APEIP) project created and implemented (2020-2025) with the goal of developing a portfolio of high-quality academic programs that prepare students for lifelong success, meet employer demand and steward resources. Project guided by committee with University Senate and faculty representation with each program required to undergo data analysis and evaluating using a robust set of criteria, a rating by academic deans, and a curricular action plan for programs that were not slated for sunsetting.
- Total of 1156 courses deleted from the University's catalog with only 446 added – resulting in Miami removing more than 700 courses from the catalogue since 2019. 34 of 260 programs eliminated by the faculty of the program's home department(s), and additional 14 programs that recently ceased admitting students formally removed from the books. Curricular action plans developed for all programs that were not eliminated (total of 226 programs), and the first annual progress reports have been submitted and feedback offered.
- Departments to submit annual progress updates through 2024, and feedback by the Office of Provost is offered annually on updates

### *Future Actions Needed or Planned*

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

## #21 – Develop master plan for e-Learning.

*Stakeholders: Michael Crowder, Dean of Graduate Education and Associate Provost: Greg Brainard, Senior Director, Miami Online; Janet Hurn, Director, eCampus Regionals*

### *Progress Steps*

- A major review and report on the state of online learning at Miami, developed by Dean Jerome Conley and Assistant Provost Bill Knight, completed in 2020 with recommendation to continue with two online units –one on the Oxford campus and a second one on the Regional Campuses--while also promoting greater collaborations between the two units
- New senior director of Miami Online hired in 2022.

### *Future Actions Needed or Planned*

- Under the guidance of Dean Crowder, leaders of both units need to move toward collaborating productively on distinct but complementary ways of advancing online learning along with microcredentials and professional education.
- Additional strategic planning to advance net-revenue-generating professional education programs on the Oxford campus is underway.
- New policies, guidelines and processes needed to promote online and professional education opportunities on the Oxford campus that generate revenue yet also align with residential campus brand

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

*Stakeholders: Michael Crowder, Dean of Graduate Education and Associate Provost: Greg Brainard, Senior Director, Miami Online*

### *Progress Steps*

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

### *Future Actions Needed or Planned*

- Revision of policies, processes and practices to advance revenue-generating graduate degrees and professional education programs are underway.

# #23 – Revise program review goals and process.

*Stakeholders: Department Planning & Improvement Committee (Carolyn Haynes, chair)*

## *Progress Steps*

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

## *Future Actions Needed or Planned*

- Additional resources and support for departments undergoing review are being planned and needed.

# #24 – Establish ongoing Strategic Planning Committee.

*Stakeholder: Carolyn Haynes, Senior Associate Provost*

## *Progress Steps*

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

## *Future Actions Needed or Planned*

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

# #25 – Establish Diversity, Equity & Inclusion Committee.

*Stakeholder: Cristina Alcalde, Vice President, Diversity & Inclusion*

## *Progress Steps*

- New Vice President for Diversity & Inclusion hired
- More robust infrastructure to advance DEI efforts at Miami put in motion, including additional staff, a reorganized council of academic diversity leaders, a new student diversity council, a new divisional leaders advisory council, new campus partners and connections, and many new programs and initiatives (heritage month programming, training workshops and programs, "across the divide" conference, truth and reconciliation project, etc.).

## *Future Actions Needed or Planned*

- Engage in pioneering and systemic efforts to advance DEI inside and outside the classroom, and find ways to publicly communicate our progress internally and externally
- Review and revise key policies (e.g., dual career hiring, parental leaves) to advance DEI principles
- Campus Climate Survey will be conducted in 2023.

# #26 – Align facilities planning with strategic plan.

*Stakeholders: Robert Bell, Director of Planning, Architecture & Engineering; Carolyn Haynes, Senior Associate Provost*

## *Progress Steps*

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

## *Future Actions Needed or Planned*

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

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

*Stakeholders: David Creamer, Senior Vice President, Finance & Budget; Elizabeth Mullenix, Provost*

## *Progress Steps*

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

## *Future Actions Needed or Planned*

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

# #28 – Develop strategic enrollment management plan.

*Stakeholders: Brent Shock, Vice President, Enrollment Management & Student Success in collaboration with Elizabeth Mullenis, Provost and academic deans*

## *Progress Steps*

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

### *Future Actions Needed or Planned*

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

## #29 – Clearly define and market Miami strengths.

*Stakeholder: Jessica Rivinius, Vice President, University Communications & Marketing*

### *Progress Steps*

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

### *Future Actions Needed or Planned*

- Develop and implement a strategic approach to improving Miami's U.S. News & World Report rankings.

## #30 – Enhance external visibility of research.

*Stakeholders: Susan McDowell, Vice President, Research & Innovation; Jessica Rivinius; Vice President, University Communications & Marketing*

### *Progress Steps*

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

### *Future Actions Needed or Planned*

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

HIGHER LEARNING COMMISSION

FORM

# Open Pathway Quality Initiative Report

## Institutional Template

The enclosed Quality Initiative Report represents the work that the institution has undertaken to fulfill the quality improvement requirements of the Open Pathway.

Gregory P. Crawford 2/3/2023

*Signature of Institution's President or Chancellor* *Date*

Gregory Crawford

*Printed/Typed Name and Title*

Miami University

*Name of Institution*

Oxford, Ohio

*City and State*

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. The complete report should be no more than 6,000 words.

The report must be submitted by June 1 of Year 9.

Submit the report as a PDF file at hlcommission.org/upload. Select "Pathways/Quality Initiatives" from the list of submission options to ensure the institution's materials are sent to the correct HLC staff member. The file name of the report should follow this format: QIReport[InstitutionName] [State].pdf (e.g., QIProposalNoNameUniversityMN.pdf). The file name must include the institution's name (or an identifiable portion thereof) and state.

**Date:**

**Contact Person for Report: Carolyn Haynes, Senior Associate Provost**

**Contact Person's Email Address: haynesca@miamioh.edu**

## Report Categories

### Overview of the Quality Initiative

1. Provide a one-page executive summary that describes the Quality Initiative, summarizes what was accomplished and explains any changes made to the initiative over the time period.

Miami University's Quality Initiative, "**Optimizing the Academic Program Portfolio**," focuses on shaping a high-quality portfolio of academic programs that meets the changing needs of students and employers and is aligned with Miami's mission, strategic priorities and HLC core components 4A (quality programs), 4C (student success) & 5C (systematic, integrated planning). It includes two major components:

1) **Boldly Creative**, a multi-year competitive process (from 2019-2021), was designed to generate and fund promising new academic programs and projects that meet the following criteria:
   - advance knowledge in fields considered most in demand throughout Ohio, the region, and the nation;
   - prepare students with the versatile skills and mindset to meet the needs of a dynamic workforce, with an emphasis on 21st century liberal education outcomes for success;
   - advance Miami's reputation for excellence and innovation;
   - develop/enhance partnerships from the government, non-profit, corporate, higher education and/or health care sectors; and
   - demonstrate a long-term sustainability plan that generates net new revenue by increasing enrollment beyond the residential capacity of the Oxford campus or from external sources.

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

2) Launched in 2020 and continuing until 2025, the **Academic Program Evaluation, Improvement & Prioritization (APEIP)** project addresses the "MiamiRISE" strategic plan recommendation to complete a one-time review of all academic programs at the undergraduate and graduate level while advancing these goals:
   - Create high quality and sustainable portfolio of academic programs;
   - Develop and support curricula (programs, courses) that advance student success outcomes;
   - Leverage the talents and expertise of faculty via equitable and purposeful workload assignments to enable fairness & strong teaching and research;
   - Ensure good stewardship of financial resources (via strong course enrollments, streamlined curricular requirements, cross-departmental collaborations).

   The overall APEIP process was led by a committee with University Senate and faculty representation. Rather than deploy a top-down approach with university leadership dictating program outcomes, Miami elected to provide departments with a robust set of data and process guidelines so that the department faculty, in consultation with their deans, could engage in conversations about future directions for their academic programs and make informed decisions on outcomes. In addition to reviewing faculty workload policies, departments (in consultation with deans) evaluated all degree programs and majors as well as courses that were identified as impeding student success, They then crafted plans for improvement using assessment data. See: https://www.miamioh.edu/academic-affairs/admin-affairs/acad_prioritization/index.html

Knowledge gained from these two one-time, broad-based initiatives have informed the development of several ongoing curricular initiatives: **Miami Academic Program Incubator** (new concierge service to ensure a data-driven approach to new and revised programs), **Department Planning & Improvement Process** (redesigned academic program review procedure that focuses on continuous improvement), and **Miami Plan Innovation Laboratory** (new data-informed faculty development

program to support the transformation of gateway and other highly enrolled general education courses to promote success and liberal education outcomes). These three initiatives are designed to advance the overarching goal of maintaining an optimal portfolio of academic programs and courses that advance student success, are aligned with the university mission, and meet the fluctuating needs of employers and society.

## Scope and Impact of the Initiative

2. Explain in more detail what was accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative's hypotheses and findings.)

**The Boldy Creative: Strategic Academic Initiatives Project** was a direct response to Miami University's strategic plan, "MiamiRISE" which called for the University to innovate and thrive in a rapidly changing environment, invest in proactive solutions, and invigorate our process and culture to clear pathways for creative solutions.

From 2019-2021, teams of faculty submitted detailed proposals which included specific goals, broader impacts, target audience, description of academic program or project, budget and timeline. Proposals underwent a multi-level review process that included an initial review based on its anticipated financial performance followed by an evaluation by academic deans who made recommendations to the President and Provost. Proposals with "excellent" or "very strong" ratings were approved for funding, and since then, funding has been released in annual increments. Project leads submit annual progress reports, and continued funding has depended upon successfully achieving clearly articulated annual goals. Funding will continue for projects that are meeting outcomes until 2025-2026. See Appendix A for a list of funded projects and programs.

Launched in October 2019, the **Academic Prioritization, Evaluation & Improvement Process (APEIP)** was developed through a committee appointed through shared governance. Through intensive research and consultation, the committee developed the process guidelines which were vetted and approved by the academic deans in March 2020. As the plans were being generated, the committee chair provided ongoing updates to members of University Senate.

Key process steps are listed below:

1) Departments were provided robust data workbooks that included data relating to student and employer demand for the department's program(s), competitive intensity, application and information requests, enrollment trends (cohort head count, completions), student credit hours (by major, faculty, lower and upper levels), instructional cost per credit hour, section capacity and fill rates, courses with high DFW rates, time to degree by program, degrees awarded, faculty demographic data as well as course loads and research productivity of faculty.
2) Deans reviewed data, provided an initial rating for programs in each department and offered input on important issues for each department to consider.
3) A team of faculty consultants was trained on the data sources, and then, these team members met with chairs and departments to assist them in understanding and interpreting data so that more meaningful goals for the plans could be formed.
4) Departments identified key findings from the data analysis as well as strategic improvement goals for the programs and courses in the department. Deans provided feedback on analyses and goals.
5) Using input from deans as well as broad participation from the faculty in the department, departments developed curricular action plans. All plans followed a university-wide template and included three strategic goals, specific action steps for meeting goals, and measurable outputs for determining whether the goal has been reached. Each plan also included a timeline for reaching the outputs. Goals and action steps needed to be in the department's locus of control, and if the department offered one or more "courses of concern" (courses with high DFW rates), one of the goals needed to focus on the course(s). Departments were also asked to review research on equity and workload as well as relevant university policies relating to faculty work and to revise the department's current workload policy accordingly. See Appendix B for Sample Curricular Action Plans.
6) Departments could also opt not to submit a curricular action plan for a given program if the faculty in the department determined that the program was not viable and agreed to eliminate it.
7) The Office of the Provost offered virtual workshops for chairs which provided tips on developing action plans and revising workload policies.
8) Departments submitted revised workload policies as well as curricular action plans for programs that they wanted to continue. All curricular action plans advanced one or more of the following goals: (a) enhance enrollment; (b) promote student success; (c) streamline curriculum; (d) promote cost efficiencies; (e) generate revenue; and/or (f) enhance faculty development and support. After reviewing the plans, deans issued summative program ratings. The

Office of the Provost also reviewed all plans and offered narrative input for consideration. See Appendix C for an overall summary of curricular action plans and progress updates.

9) Departments submit annual progress reports (following a template) for up to five years (depending on their proposed timelines) for review and feedback from the dean and Office of Provost.

## 3. Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.

Boldly Creative outcomes include:

- Over 15 new programs have been developed and approved, such as M.S. Nursing, Doctorate of Nursing Practice, M.S. Biomedical Science, M.M.S. Physician Associate, M.S. Business Analytics, M.S. Esport Management, M.S. Clinical Engineering, B.S, Robotics Engineering, B.S. Robotics Engineering Technology, M.S. Management, B.A. Data Analytics, M.S. Sports Analytics, B.S. Cybersecurity, and Masters in Entrepreneurship & Emerging Technology. Over ten existing programs have been revised so that they can be delivered online (as well as in-person), and over two dozen noncredit professional education programs and/or credit-bearing microcredentials have been developed.
- Several important projects have also been funded, including the creation of a Center for Analytics & Data Science, Center for Cybersecurity, Center for KICKGLASS Change (DEI center), and a new equity-minded student success initiative (that includes a new professional staff advising model, student success interventions, and intensive programming for underrepresented populations).

Key APEIP outcomes include:

- A total of 1156 courses were deleted from the University's catalog, while only 446 were added – resulting in Miami removing more than 700 courses from the catalogue since 2019.
- 34 of 260 programs have been voluntarily eliminated by the faculty of the program's home department(s).
- An additional 14 programs that had recently ceased admitting students were formally removed from the books.
- The following summative programs ratings were issued by deans:
  - continuous improvement with potential new resources (n=43, 16.5%);
  - continuous improvement with minor difficulties (n=120, 55.0%);
  - program restructuring with significant difficulties (n=49, 18.8%).
- Curricular action plans were developed for all programs that were not eliminated (total of 226 programs), and the first annual progress reports were submitted and feedback offered.
- Department workload policies now specify differential workloads for contingent faculty, teaching & clinical faculty and tenure-track/tenured faculty as well as criteria for course releases beyond generic references to 'research active' or 'significant service.'
- University policy relating to elimination of academic programs was revised to enable a more streamlined but inclusive procedure, and an updated version of the "Statement of Essential Teaching Practices" policy to set clear minimum standards of teaching excellence was approved by University Senate in spring 2022. See Appendix D for policies.

## 4. Explain any tools, data or other information that resulted from the work of the initiative.

Boldly Creative's focus on data-informed development of new programs and APEIP's focus on data-informed curricular revision and streamlining have sparked the realization that these processes must continue to be enacted over the long run for Miami to remain relevant and competitive in today's shifting, complex higher education landscape. Three new initiatives have been put in place to promote in an ongoing manner many of the same goals of Boldly Creative and APEIP and to ensure high quality learning and successful curricula across the course, program and departmental levels.

a) **Miami Plan Innovation Laboratory** is a new initiative recently launched in fall 2022. It provides support to faculty wishing to develop outstanding new general education courses and radically redesign large enrollment general education classes. The goals are to: (1) advance the higher order learning of students in the course; (2) promote or improve student success outcomes (retention, persistence, college completion) through high impact practices that are appropriate for the discipline and aligned with findings in the Scholarship of Teaching & Learning; (3) galvanize curricular and pedagogical experimentation and improvement; and (4) break down structural barriers to creating curricular improvements. Services include: consultations, course-related data and assistance with data interpretation,

referrals, opportunity to apply for funding; and guidance on navigating the university systems to achieve results. It is led by a steering team including an associate provost and leaders of faculty development centers and units.

b) **Miami Academic Program Incubator (MAPI)** was launched in fall 2021 and is a support and consultation service for departments that aims to encourage, support and incentivize the rapid revitalization and creation of undergraduate and graduate programs that: advance the University mission; are aligned with faculty talents and expertise; meet student and market needs; and ensure that Miami offers a high-quality and cost-effective portfolio of academic programs.

Led by a steering team of university-level leaders & heads of curriculum committees, MAPI's services include: data & research (from internal and external sources); curriculum coaching; guidance on budget and opportunity to apply for seed funding (for up to 5 years); feedback on initial concept & preliminary budget; and research on future curricular trends which is shared with appropriate deans and chairs. See: https://miamioh.edu/academic-affairs/admin-affairs/miami-academic-incubator-program/index.html

Since its inception, MAPI has produced the following outcomes:

- Vetted 22 concept papers for new programs or significant revisions of existing programs. Following the review of the concept papers and data analysis and feedback from MAPI, six of the 22 projects were not advanced by the department or division. Five are being or have been developed into full proposals for formal approval, and the remainder are still under consideration by the department or division. (Note: We see the fact that some concepts were not brought to fruition as positive. Prior to MAPI it is likely that all 22 ideas would have been shaped into new programs, and many of those programs would likely not have succeeded, costing the University unnecessary resources and time.) See Appendix E for sample concept paper, evaluation rubric and feedback.
- Developed Guidelines for Cross-Divisional & Cross-Departmental Programs to encourage course and program sharing. See Appendix F for a copy of the guidelines.
- Developed a new Learning Management Project site and website to provide information to departments on developing new programs (including glossary of curricular terms, information on best practices in program design, contact information for all key curricular needs, guidance on marketing and budget).
- Contracted with two external research consultation services, Gray Associates and EAB, to assist in market feasibility studies, program assessments, and future trends in higher education; secured a new "enroll predict" machine learning tool from Gray Associates to assist in more accurate enrollment predictions for individual programs
- Engaged in ongoing research on promising trends in academic programs which helped to shape revisions of two programs (i.e., marketing and manufacturing engineering bachelor programs) and to develop ideas for new programs (e.g., masters in fintech, masters in counseling psychology, post baccalaureate certificate in speech pathology) which are now being considered
- Streamlined the procedure for approval and launch of new programs.

c) **Department Planning & Improvement (DPI)** is a new process for evaluating the entire department, including its curricula. A committee of University Senate conducted research in 2019-2020, developed a proposal for a new program and departmental review process which was approved by University Senate and the Board of Trustees in April and May 2022. The new process will phase in as the APEIP process concludes. A pilot focusing on 4-5 departments will be conducted in 2024-2025, and full implementation of the new process will begin in 2025-2026. See Appendix G for a copy of the approved model.

Key features of the new process include:

- Focus on continuous improvement (including comprehensive review plus biennial updates; consultant-evaluator team members rather than just evaluators)
- Collaboratively developed strategic goals (among department faculty, students, staff, other stakeholders, dean and Provost)
- Holistic scope (encompassing all aspects of department plus assessment of student learning and DEI considerations)
- 6-year cycle (~ 10 department visits per year) with a schedule developed in collaboration with deans and chairs

- Process customized for departments with professional accreditation reviews
- More robust support for process (e.g., consultation, departmental orientation, data workbooks).

5. Describe the biggest challenges and opportunities encountered in implementing the initiative.

This Quality Initiative Project responded, in part, to a set of recommendations in Miami's strategic plan, MiamiRISE. Boldly Creative addressed the plan's recommendation to catapult innovative new programs to respond to changing student needs and to position our University for success, and APEIP responded to the call to conduct a one-time review of all graduate and undergraduate degree programs and majors. Additionally, the plan called for the University to reform its liberal education plan to "better prepare students for success."

Because of our recognition of the importance of these three recommendations, the initial planning processes for Boldly Creative, APEIP and transformation of the general education program were jumpstarted immediately upon the strategic plan's approval in 2019. Within less than a year's time, however, the COVID pandemic hit, Yet, rather than delay the planning and implementation process of these major curricular initiatives, the University elected to move forward on all of them. The reasoning was that these initiatives would strengthen our capacity for weathering the challenges brought on by the pandemic.

Moving forward with all three initiatives simultaneously and during this context brought about major challenges and opportunities. On the one hand, the combination of these initiatives has pushed us to make difficult and more purposeful and informed decisions as well as to think deeply and creatively about our curricular offerings and our faculty resources – actions that are critical for the lasting success of our institution and our capacity to prepare our students for lifelong personal and professional success. On the other hand, these three initiatives – combined with the abrupt shift to remote teaching as a result of the pandemic—taxed our faculty and staff in unprecedented ways and may have adversely impacted morale.

In hindsight, slowing down the implementation of these initiatives might have been a wise move. Nevertheless and very impressively, the faculty not only generated innovative Boldly Creative proposals, but they also developed thoughtful, data-driven curricular action plans and intentional workload policies for APEIP. And, a faculty committee generated and gained approval for an innovative, forward-thinking revised liberal education plan that includes new DEI components as well as a new "signature inquiry" component that features inquiry-based, high-impact, active and interdisciplinary learning.

## Commitment to and Engagement in the Quality Initiative

6. Describe the individuals and groups involved at stages throughout the initiative and their perceptions of its worth and impact.

The President, Provost and Board of Trustees developed the original idea to set aside $50 million for strategic academic priorities. The academic deans in conversation with the Provost and President developed the Boldly Creative process, including developing the RFP, criteria, approval procedure and process for annual updates and input. The Boldly Creative RFP was distributed to all members of the Miami community, and faculty and staff teams were encouraged to develop proposals.

The basic concept of APEIP grew out of the work of Miami's strategic planning committee which was a committee that had broad faculty, staff and student representation across all academic and vice-presidential divisions. Following the approval of the strategic plan, a committee was formed to develop the principles and procedures to complete the one-time review of all academic programs. The committee included representation across all academic divisions and was chaired by Dr. Stacey Lowery Bretz, University Distinguished Professor of Chemistry. Draft plans were shared with deans and University Senate, and revisions were made based upon the input of those bodies.

Because of its far-reaching impact, Miami's Quality Initiative Project has ultimately involved all faculty and department chairs as well as academic deans; and our ultimate goal is for the project to have lasting impact on our students. Every department submitted APEIP curricular action plans and workload policies as well as annual progress reports. Plans, policies and progress reports are vetted by deans and the Office of the Provost – both of whom have offered input (and continue to do so) on plans and progress updates for departmental consideration.

In 2021-2022, the University Senate's Academic Program Review Committee presented a new model for academic program review called the "Department Planning & Improvement" that drew upon lessons gained from APEIP and Boldly Creative, interviews with key stakeholders (deans, chairs) as well as best practices in program review. A draft of the model was vetted widely with department chairs and academic deans who also shared it with faculty. Feedback was gathered, and a final version was then presented to and approved by the academic deans, University Senate and the Board of Trustees in May 2022.

The proposal for the Miami Academic Program Incubator was developed and shared with academic deans, department chairs as well as University Senate for input and revision. Once the proposal was finalized, a steering team which consists of university-level directors with curricular expertise (associate provost, dean of Graduate School, University Registrar, admission directors, chairs of university curricular committees, director of online learning) was formed and began meeting in fall 2021. MAPI maintains a website and learning management site and offers regular updates to academic deans and occasionally reports to University Senate on its work.

The Miami Plan Innovation Laboratory emerged in our Liberal Education Council which is a committee of University Senate out of a need to ensure that support was provided to faculty to develop exciting proposals for our new general education program. See Appendix H for proposal.

### 7. Describe the most important points learned by those involved in the initiative.

Many valuable lessons have been gained through this Quality Initiative Project, including:

- The renewed recognition that Miami faculty are deeply committed to high quality academic programs, student learning and student success. It is important to celebrate and recognize their talent and dedication. Moreover, we need to trust the capacity of faculty to create thoughtful academic programs provided they have adequate information and support.
- In terms of the Boldly Creative process, it is important that the RFP and process invites proposals from teams of faculty across the University, rather than only focusing on the usual areas (e.g., science, technology, engineering).
- It is also important for future success to leverage data purposefully. Because faculty do not have the tools to make accurate enrollment predictions, it is imperative that the University find ways to provide appropriate information on the market trends and feasibility of given programs so that decisions about new programs are informed.
- Any program review process – and particularly one as comprehensive as APEIP—spawns anxiety and fear among faculty. We found that we needed to continuously ensure that we were maintaining inclusive processes and decision making and transparent communication. Templates, clear guidelines, consultations, data as well as opportunities for departments to customize their plans are critical for success. Departments will not make meaningful change unless they have a strong sense of agency over the future of their programs.
- It is important when conducting a major project such as APEIP to maintain a steady timeline but it is equally important to allow some time for consultation and support. Although all faculty share some common goals and traits, wide variation in terminology, threshold concepts, and values exists across disciplines and departments. The importance of taking time to figure out how to make the processes work in different contexts and how to make each department see possibilities for positive change cannot be overstated.
- While it is critical to empower departments to craft their own plans, it is also equally important that the dean and Provost offer constructive input along the way so that all parties have a good understanding of one another and can agree upon general aims and tactics.

## Resource Provision

### 8. Explain the human, financial, physical and technological resources that supported the initiative.

In 2019, $50 million were set aside for Miami's Boldly Creative initiative to galvanize a new generation of academic excellence, enhancing the University's nationally recognized undergraduate teaching, learning and research with a sharpened focus on innovation and creativity. Thus far, Miami has expended $20 million for Boldly Creative programs and

projects; remaining funds are being deployed for other strategic academic priorities such as the Miami Academic Program Incubator.

To support the goals of APEIP, MAPI, and DPI, Miami signed contracts with two external research consulting firms: EAB and Gray Associates. Through these agreements, Miami has access to several critical tools and resources:

Gray Associates:

- **PES+ Markets Dashboard**: combines public and proprietary data sources, sophisticated crosswalks, and robust business intelligence (BI) software to track market demand for academic programs and predict enrollment. Data is compiled at the census tract level so institutions can pull data for their specific geographic markets. Custom scoring capabilities let institutions assign weights to every metric so programs can be evaluated in the context of unique priorities. Users can screen hundreds of programs at a time or drill down on individual programs for in-depth analysis.

- **Enroll Predict Tool** is a software platform that uses machine learning to make predictions about future enrollments of existing programs

EAB:

- **Portfolio Health Check** that reviews the entire academic program portfolio and offers insights into over- and under-performing programs
- **Market Opportunity Scan** that offers possible new program ideas to enable us to focus limited time and resources on promising ideas
- **Program Feasibility Study** that provides data and recommendations on new program ideas
- **360° Program Assessment** which conducts a deep dive analysis into a specific program that can be used for program revision and improvement

## Plans for the Future (or Future Milestones of a Continuing Initiative)

9. Describe plans for ongoing work related to or as a result of the initiative.

See descriptions above for the Department Planning & Improvement (DPI) process, Miami Academic Program Incubator and Miami Plan Innovation Laboratory which will be ongoing initiatives that were informed by the Quality Initiative Project.

10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.

Carolyn Haynes, Senior Associate Provost, and Stacey Lowery Bretz, University Distinguished Professor, gave a well-attended and well-received presentation at the April 2022 HLC Annual Conference on the Quality Initiative Project components (Boldly Creative, APEIP) in which we shared our processes, outcomes and challenges. Attendees seemed most interested in learning specific details of the APEIP process, including the data that was included in the workbooks. They also were interested in learning more about the logistics of the Academic Program Incubator. We are happy to share ideas as requested.

NEWS AND UPDATES

# University Communications and Marketing

MARCH 2023

## ONGOING PROJECTS

### DEVELOPMENT OF A NATIONAL BRAND THROUGH RETAIL

As UCM looks to establish Miami as a national brand, the sale of licensed merchandise at retail provides a unique ability to generate awareness of the university. Miami products are no longer found in our local bookstores only. National retailers such as Amazon, Dick's Sporting Goods, Rally House, and LIDS carry Miami gear as well. In the past eight years, royalties generated on the sale of licensed merchandise have increased by 65%.

UCM continues to grow our brand at retail. We are hiring a brand and licensing manager, and Miami is now a part of a national retail marketing program through our licensing agency, CLC. This program allows Miami to partner with Power 5 institutions to leverage a pooled collective budget for the development of cost-effective creative, production, media, PR, and research resources, which will put our brand on a national stage.

### UCM HELPS BOOST MARKETING CONVERSIONS FOR PROJECT DRAGONFLY

UCM has helped Project Dragonfly revamp branding, design a new website, and launch a new digital marketing campaign to build awareness of, and interest in, their graduate programs. Project Dragonfly offers master's degrees in biology, and forges community partnerships in science and nature around the globe. In collaboration with UCM, Project Dragonfly can streamline their student recruitment and revenue generation efforts.

**"We have 1,000 new request-for-information forms (RFIs) thus far this year. That is a 20% increase from last year and a 15% increase even pre-Covid. The work we have been doing with UCM has been instrumental in helping us evolve our branding and rebound after Covid."**

**Kevin Matteson, associate director Project Dragonfly**

### INVESTING IN GRADUATE, ONLINE ENROLLMENT

To support Miami's strategic enrollment goals, UCM repurposed two staff positions to now support both online and graduate student communications, and is leading an initiative to brand all online programs offered through Oxford and the Regionals as Miami Online. New staff began in February, as did work on a new Miami Online website.

A Miami Online go-to-market strategy developed by our digital marketing partner, Carnegie Dartlet, will guide the transition to a single identity for all of Miami's online programs as we continue to engage with prospective and current students, industry partners, community and local government, K-12 partners, community colleges, and Miami alumni.

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

# Marketing by the Numbers

November 16, 2022 – January 13, 2023

**SOCIAL MEDIA**

**15M**
Total social media impressions on the university's primary accounts

- 378K
- 2.9M
- 11.3M
- 480K

**348K**
Total social media engagements

- 7.9K
- 102K
- 221K
- 16.4K

**469K**
Total social media followers

- 58.7K
- 81.9K
- 104.9K
- 224K

**WEBSITE**

**1.8M**
New website users

**6.2M**
Website page views

**CONVERSION TRACKING**

**5.3K**
App Gen to apply

**33.1K**
Running total

**673**
Request-for-Information form submissions

# Social Media top highlights

November 16, 2022 – January 13, 2023

14,799 Total engagements

1,370 Total engagements

5,875 Total engagements

4,445 Total engagements

# News by the Numbers

November 16, 2022 – January 13, 2023

**17**
News media pitches (per Cision)

**166.1M**
News reach

**2.9K**
News mentions

**$1.3M**
PR value

**63**
National news media mentions

## Merit:

**322**
Personalized student stories

**594**
Student achievement press releases sent via Merit

**131K**
Merit generated impressions on social

# Division of Student Life

**NEWS AND UPDATES** | February 2023

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

The Division of Student Life helps students pursue campus opportunities to extend their learning environment, build the skills and capacity to be leaders, and graduate from Miami career ready.

Nearly all the offices in the division contribute to student leadership development and campus engagement. In this update, we highlight just a few of these efforts.

## Student Employee Recognition

The division is reimagining how we recognize student employees this spring. In past years, supervisors across the Oxford campus could nominate students for an employee service award. All nominees received the award automatically, and were invited to attend a short award ceremony in April. In recent years, a smalller ratio of students chose to attend the ceremony, prompting us to examine the current process.

In an effort to better express appreciation for the contributions of student employees, the division has established a workgroup to develop a campus-wide recognition week and celebration event for all student employees. The workgroup, led by the **Office of Parent and Family Programs**, includes partners across the university.

## Multicultural Leadership Training

The Multicultural Leadership Training (MLT) is a new initiative implemented in fall 2022 by the **Center for Student Engagement, Activities, and Leadership** and the **Center for Student Diversity and Inclusion**. The purpose of MLT is to provide culturally-based student organization leaders with the necessary tools needed to be successful in their officer positions. The training helped prepare student leaders to take on the duties of their respective roles and to create a community of leaders who are seeking to make an impact on campus. The training included interactive discussion and reflection on programming, collaboration, accountability, resources, and more. The students gained better insight on the expectations and requirements of their positions and the resources to help them be successful. Participants were encouraged to consider plans for future collaborations on programs and events.

## Swing Space in Armstrong Student Center

A unique feature in the east wing of the **Armstrong Student Center** is a space that student organizations and class projects can rent for business ventures, proof of concepts, and other entrepreneurial endeavors. Branded as *L&H 1809*, the space is available for student rentals for $60 per week. Three organizations have used the space for 21 weeks to date. Zero Waste Oxford hosts a monthly pop-up thrift shop to sell donated clothing and accessories. The League of Geeks uses the space to sell comic books at their annual conference. Finally, a student-run jewlery business, partnering with Paws for a Cause, has sold their handmade jewelry in the space. L&H 1809 provides a low-risk opportunity for students to practice real-world skills in building and running a small business.

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

# Training and Skill-Building

The Division of Student Life engages students in active skill-building and learning to prepare them to be successful leaders, both at Miami and in their future careers.

## Capacity- and Skill-building Workshops

The **Center for Student Engagement, Activities, and Leadership** and the **Office of the Dean of Students** developed a training and workshop series designed to build student capacity for conflict management and dispute resolution. The multi-faceted workshop series provides a resource for student organizations, student staff, divisional partners, and other stakeholders to use in managing, mitigating, and resolving conflict. Launched in January 2023, the series complements the Adaptable Resolution program offered by the Office of the Dean of Students.

## Strengths-Based Approach to Leadership

The **Center for Student Engagement, Activities, and Leadership** is expanding access to strengths-based leadership development this year. In addition to in-person workshops and programs, the Miami community can now discover their strengths through an online platform by Gallup CliftonStrengths. Through the platform, students can take an assessment to reveal their top 5 natural strengths out of a list of 34 themes.

The concept of strengths is rooted in positive psychology to help individuals identify, harness, and cultivate their innate talents. "Our hope is for students to develop a self-awareness and appreciation for their talents, honing in on what makes their leadership abilities unique, allowing them to perform to their full potential," said Ryan Kwapniowski, associate director in the center.

Miami has incorporated strengths-based leadership into various workshops for more than a decade. This will be the first time students can participate in the assessment on their own.

## Intercultural Student Leadership Conference

The **Center for Student Diversity and Inclusion**, with the Center for Career Exploration and Success and **Center for Student Engagement, Activities, and Leadership**, will host the Intercultural Student Leadership Conference on April 1, 2023. The one-day conference builds on the former multicultural leadership conference and will include breakout sessions on strengths-based leadership, inclusive leadership, expressing identity in the workplace, and more. The keynote speaker will discuss pathways to traditional and non-traditional career success and building resiliency over the journey. Opportunities for students to build connections and network will also be included throughout the day.

## U-Lead

U-Lead is a pre-semester program to jump start first-year students' leadership journey. Students explore leadership values, learn to be an inclusive leader, and build confidence. Participants also develop meaningful connections and build support networks with other incoming first year students, current student leaders, and staff at Miami. The fall 2022 program served 35 students.

"U-Lead was an incredible, influential introduction to understanding my personal leadership style. I learned that leadership is dynamic and fun, that I am the best leader I can be when I am being authentically myself and working in areas I'm passionate about."

*- Megan Brockway, junior engineering major and U-Lead Family Facilitator*

## Sunsetting Involve

The pre-semester program *Involve* was created in 2021 to help new students reconnect with in-person activities, clubs, and organizations after the pandemic. The program served its purpose but is no longer needed in future years, as students are accustomed to in-person experiences. Instead, the **Center for Student Engagement, Activities, and Leadership** will expand U-Lead in 2023 to accommodate 75 students, with 25 spots held for students in the Emerging Leaders LLC.

# Leadership Retreats

Retreats provide an opportunity for students to step away from their everyday experiences and immerse themselves in a focused environment to recharge, gain clarity, reflect, connect, and learn. The division offers several retreats and similar programs that focus on leadership development.

## Catalyst: Scholar Leader Retreat

75 scholar leaders participated in the one-day Catalyst retreat in September 2022. The retreat focused on helping students find their own authentic leadership path, use leadership skills to identify and engage with important causes, and commit to being a catalyst for their own groups and organizations.

> "I enjoyed the topic of the retreat and how it challenged us to be vulnerable with new people in order to have conversations that really dug deep into our "why" for leadership. "Catalyst" was very fitting as I genuinely want to make a positive change in my community and future career."
>
> *- Debra Olabode, senior social work major*

## Student Employment Retreats

As part of EDL 290F: The Nature of Group Leadership class, Student Orientation Undergraduate Leaders (SOULs) participate in a two-day retreat through the **Office of Orientation and Transition Programs**. In 2022, SOULs spent one of those days at the Hueston Woods Resort and Lodge engaging in teambuilding activities, learning about conflict, and discussing communication goals for summer work. Students also engaged in topics about social identities and vulnerability. On the second day, the team took their leadership to new heights by participating in the high ropes course offered by the Outdoor Pursuit Center.

The **Office of Student Wellness** has held a fall and spring retreat for the HAWKS peer health educators every year since 2003. During the retreat, HAWKS identify common values and goals for the upcoming year, learn about the position, engage in teambuilding, and work on transitioning leadership to new HAWKS members.

## Greek Retreats: Acropolis and Advance

The **Center for Student Engagement, Activities, and Leadership** hosts two annual retreats for fraternity and sorority members.

*Acropolis*

Acropolis is for 115 emerging fraternity and sorority leaders, with past participants serving as peer mentors and leaders. Activities include teambuilding with the Outdoor Pursuit Center, vulnerable and transparent conversations about the state of the community, and leadership panels.

**"I learned that I have the ability to make a change in my chapter and to step out of my comfort zone to do so."** -Acropolis 2022 participant

*Advance*

Advance is held in late fall for presidents and council officers. Facilitated by alumni, 65 student leaders across all 4 governing councils attended in 2022. Participants learned about leadership tools, strengthened community relationships, and discussed self-governance.

**"Greek life is far bigger than just my chapter. I get so focused on what it means to be a leader for my chapter that I forgot what it meant to be a part of this bigger, incredible community."** -Advance 2022 participant

# Campus Engagement

Getting involved on campus provides opportunities for students to develop new skills, gain leadership experience, and explore their interests and passions. It also encourages students to apply knowledge and skills learned in the classroom to real-world situations and prepare for future success. Research has consistently shown that campus involvement can lead to higher retention rates for college students (NSSE, 2019).

## Engaging for Campus Change

*DAB Lab*

The Dean's Advisory Board (DAB) is a group of students who advise the **Office of the Dean of Students** on topics important and relevant to the student body. This year, the board launched the DAB Lab, an hour long bi-monthly discussion with campus leaders to engage in problem solving and strategic thinking about issues they find most important. Topics discussed this year include:

- The Good Samaritan Policy and the reduction of student conduct cases.
- The nexus of mental health and campus culture; exploring the concept of mental health days or faculty attendance flexibility.
- Communication strategies to connect students to the resources available at the time they are needed.

*Coffee and Conversations*

The Students with Disabilities Advisory Council continues to partner with the **Miller Center for Student Disability Services** to advance critical conversations about disability identity. The growing student organization has 16 active members this year and recently hosted their signature Coffee and Conversations event. Students and campus community members came together to discuss classroom access and lived experiences navigating campus with a disability. Students shared stories about their interactions with faculty, fellow students, staff, the campus environment and how they wish to be treated. Attendees were also able to ask students questions about their experience. Attendees left with a greater understanding of students' desires and how they can create a more welcoming environment for students who have disabilities.

## Mega Fair

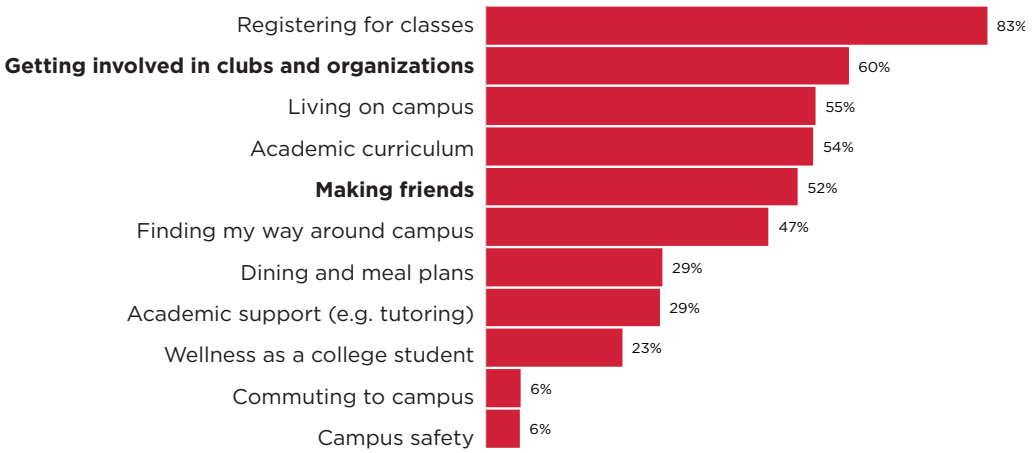
For many students, Mega Fair is the first introduction to involvement opportunities during the fall semester. In 2022, student leaders from hundreds of organizations set up tables to introduce their group to peers at the event held by the **Center for Student Engagement, Activities, and Leadership**. Approximately 6,000 students attended. There were a few changes to this year's event: student performances returned for the first time since 2019 after taking a hiatus for the pandemic; the event added a section for newly formed student organizations to recruit new members; and the location moved from the academic quad to Cook Field due to recent work on water lines in academic quad. Mega Fair will move back to academic quad in 2023.

## Residential Engagement

Residential engagement this year is on par with previous years' participation. About 63% of respondents to the Assessment of Living and Learning survey reported this fall that they attended an event hosted in their residence hall. This percentage is slightly higher than the fall 2019, 2020, and 2021 semesters. There are plenty of opportunities for students to participate; in fall 2022, the **Office of Residence Life** held 1,780 in-hall programs, with more than 14,000 students in attendance.

# Campus Engagement Data

## Incoming Students Care About Involvement




First-year students in the class of 2026 were asked about the topics they were most interested to learn about at their in-person orientation program prior to attending the program.

Two of the top five options related to campus engagement and belonging, with *getting involved in clubs and organizations* second only to *registering for classes*.

## First-Year Students Are Getting Involved Early

According to the 2022 New Student Transition Survey (n=588), first-year students are finding ways to engage with campus opportunities by attending events and joining organizations early in the fall semester. By week six of the fall 2022 semester:

95% had attended a campus event not required by/associated with a class.

82% had joined a student organization.

69% could easily find things to do on campus during the weekends.

By the end of their fall semester, first-year students who had taken a UNV 101 course were confident in knowing how to use the Hub to find involvement information or join a student organization, with an average rating of 4.2 on a 5 point scale (Fall 2022 UNV 101 course assesessment).

### Why It Matters

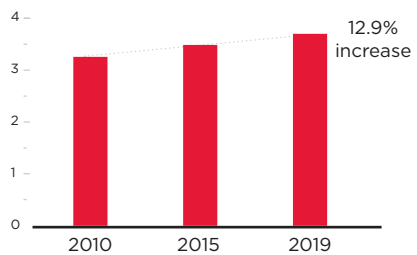
The National Survey of Student Engagement (NSSE) is a widely used survey tool that measures college student engagement. One of NSSE's key findings is that students who are more engaged in campus activities, such as clubs and organizations, are more likely to persist and graduate from college (NSSE, 2019).

## NASPA Benchmarking Survey for College Unions and Student Activities

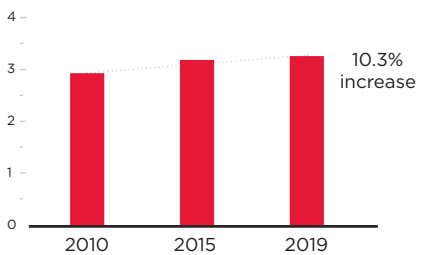
Miami has participated in the NASPA Benchmarking Survey for College Unions and Student Activities since 2010, prior to the opening of the Armstrong Student Center. Since 2010, students have experienced better outcomes related to involvement and leadership due to their use of the student center. This survey will be administered again in 2024.

**As a result of attending programs, speakers, performances or events in the student union:**

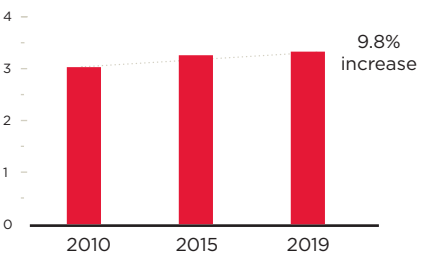
I have become more involved with campus activities.




My leadership skills have improved.




I have gained skills relevant to my future career.



# Office of Residence Life

**Division of Student Life | Board of Trustees Report**

*February 2023*

## Introduction

The foundational pillars of Residence Life at Miami are:

1. Provide safe and healthy homes.
2. Assist in increasing persistence and retention.
3. Promote inclusive and diverse communities.
4. Extend the learning environment beyond the classroom.
5. Ease students' transition to adulthood.

Our approach to residential education is delivered through educational and social programming, formal and informal interactions, crisis response, and after-crisis care. In this report, we focus on student mental health, extending the learning environment beyond the department, and the changing student population.

## Mental Health

The Office of Residence Life plays a pivotal role in the health and well-being of residential students. In partnership with Student Counseling Service, we continually learn and adapt to better manage student mental health concerns and support students' mental health and well-being.

### Care Team Participation and Student of Concern Follow Ups

The Care Team, led by the Office of the Dean of Students, coordinates intervention for students exhibiting behaviors that indicate distress, cause a disturbance in the community, and/or present a danger to oneself or others. In addition to serving on the Care Team, Residence Life provides regular intervention for residential students. Staff members contact identified students, provide them with university resources, and submit a follow up report. There have been 73 follow ups assigned to Residence Life so far this academic year.

### Training

- The Student Counseling Service provides training on resources and referral options by joining Residence Life training sessions in the summer and spring.
- Every new Resident Director (RD), Graduate Assistant (GA), and Resident Assistant (RA) participates in a scenario based-training called **Behind Closed Doors** (BCDs). Following a script, returning team members act out scenes that new team members may encounter in the role. Topics include alcohol poisoning, sexual assault, eating disorders,

suicide ideation, and bias response. Each year, staff comment about how influential BCDs are in helping them feel confident and ready to assume their roles.

- All RDs and GAs participate in **Mental Health First Aid Training** coordinated by the Student Counseling Service. This 8-hour certification course teaches participants how to identify, understand, and respond to signs of mental health and substance use challenges among adults.

### Student Counseling Liaisons

Each of our four supervision teams is paired with a Student Counseling Service doctoral intern. This connection establishes a meaningful relationship between the interns and members of the Residence Life team to make it easier to work together during times of crisis.

## Enhancing the Learning Environment

Most of our Board of Trustees reports reflect our work in the residence halls and apartments. However, the Office of Residence Life also extends the learning environment outside of the department: on-campus, in the field, and beyond.

### On-Campus

In addition to our regular responsibilities, several staff in the Office of Residence Life contribute directly to the academic mission of the university through teaching courses.

Residence Life staff teach 20+ sections of undergraduate courses (e.g., UNV 101, EDL 290, EDL 301) each year and several graduate level courses for the Student Affairs and Higher Education program. These courses impact more than 500 students annually.

### In the Field of Student Affairs

Beyond sharing expertise on campus, Residence Life professionals contribute to knowledge in the functional area of housing and residence life in the field of Student Affairs. Within the last year, several staff have served on committees, produced publications, and presented workshops and other educational experiences. Here are just three examples:

- *Being Fat in HigherEd and How You Can Make Space for Every Body.* Great Lakes Association of College and University Housing Officers (GLACUHO) conference (November 2022). Amanda Mientus, Resident Director.Recognized for a top ten program in the conference.
- *Review of Public Education: Defending a Cornerstone of American Democracy*. Education Review. Co-written by Joel Malin and Woods Hayes, Resident Director.

**Global Community**

We have also shared our knowledge, expertise, and time with a more global community.

- Director Vicka Bell-Robinson, Ph.D. served on the teaching faculty for the Student Housing Training Institute hosted by ACUHO-I and held in Pretoria, South Africa.
- Residence Life worked with Global Initiatives to recruit and select four RAs who will support the residential experience on the Luxembourg campus next year.

## New Living Learning Communities for 2023-2024 Academic Year

- HASS Scholars First Year Research Experience (FYRE) will transition to the HASS Scholars LLC. Participation will be required for all HASS Scholars in the College of Arts and Science and will specifically support underrepresented students in humanities and social sciences.
- Innovation, Creativity, and Design Thinking will transform into Games + Simulation to better align with student demand in the Department of Emerging Technology in Business + Design.

## Recognizing Changing Demographics

We are examining our strategies to ensure they are aligned with the students of the present and future. The strategies historically used to help students develop a sense of connection and belonging may not be as effective as they have been in the past. RAs have been instrumental in helping students connect; in many ways, they continue to meet that need. However, RAs are expected to serve in increasingly complex capacities as students grapple with mental health issues, managing multiple majors and priorities, navigating diversity, equity, and inclusion, and recovering from the effects of the COVID-19 pandemic. With these competing priorities, RAs no longer have the capacity to contribute in the same way to community development.

We are looking for ways to engage more of the student body in developing community on campus. Perhaps we replace large, expensive events with smaller and more intentional community development planned by a larger group of volunteer and paid student leaders. Today’s students aren’t as adept at inviting each other to hang out during the weekend; maybe we need “Weekend Warriors" who shepherd the community through weekend activities and events. Students are presenting as disconnected socially; maybe we need more students to serve as a “Welcoming Committee” or “GoGETer” to help residents find one another and their place at Miami.

While we don’t know what the future holds, we are excited to engage in exploration and experimentation to ensure that we continue to serve the needs of our residents.

# Rinella Learning Center

## Division of Student Life | Board of Trustees Report

*February 2023*

The Rinella Learning Center's primary focus for the 2021-22 academic year was to return to a predominantly on-campus academic support experience for Miami students following almost two years of a global disruption to education caused by the COVID pandemic. While the pandemic still lingered during fall 2021, we were able to provide in-person tutoring, Supplemental Instruction, and test proctoring. We also maintained hybrid options for academic coaching and counseling and study strategies instruction.

Some students struggled reacclimating to in-person learning and college level coursework. The Rinella Learning Center (RLC) partnered with advising and student success colleagues to intervene with these students and help them transition to a more typical academic experience through the following initiatives:

- The early alerts process solicited early feedback from faculty on student performance;
- Sprints in Reserve provided late-start courses to struggling students who needed to drop a course; and
- Winter Thrive offered intervention in January to students at highest risk of not retaining at Miami.

While the structure and make-up of the Rinella Learning Center has changed dramatically over the last two years, with 50% turnover in full-time staff, the complete elimination of graduate assistant positions, and the creation of a new full-time, professional staff position, we have had the opportunity to think critically and creatively about our resources and services. The center has strengthened relationships with campus partners, forged new collaborations with colleagues from other universities, and redefined how we work with graduate staff.

## Learning Center of Excellence

In 2019, the Rinella Learning Center received the Learning Center of Excellence designation. We are one of four learning centers in the country who hold the designation.

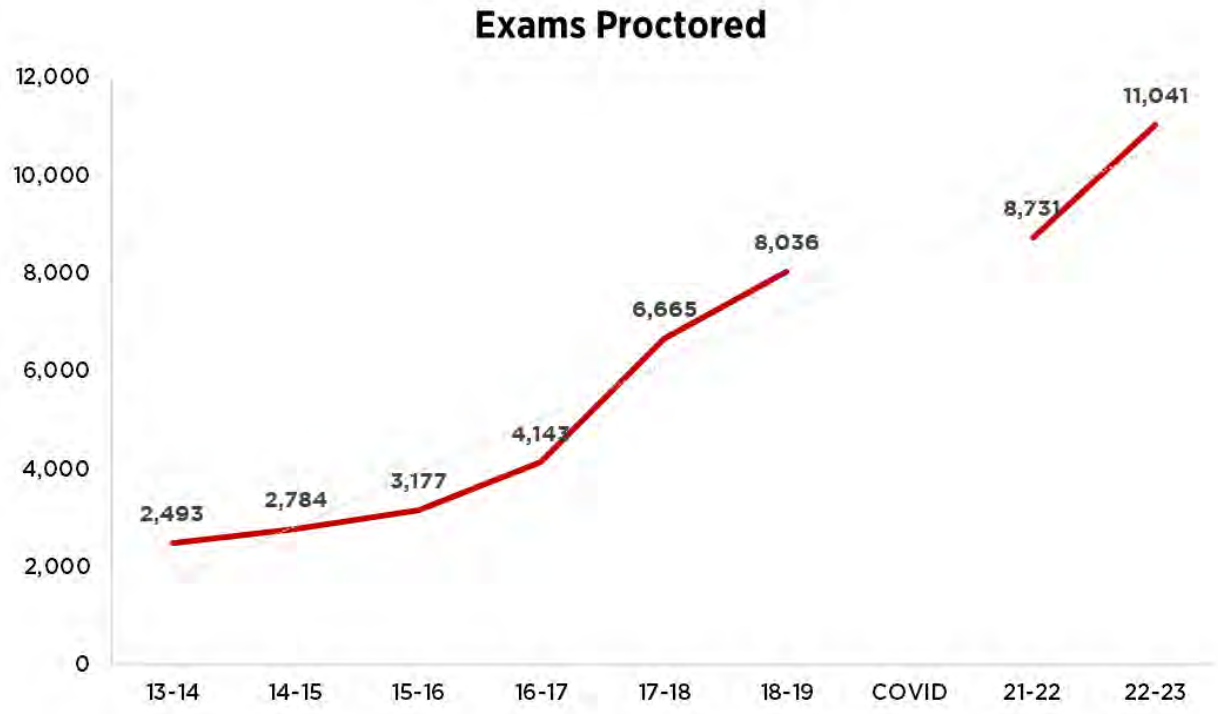
This academic year, the Rinella Learning Center will prepare updated materials for the Learning Center of Excellence recertification process through the National College Learning Center Association. Materials for recertification must be submitted by July 1, 2023.

## Areas of Growth

In a number of principal service areas, the Rinella Learning Center witnessed significant growth in usage in the last 18 months. Academic Counseling, Supplemental Instruction, and accommodated test proctoring have been on the rise for the last few years and we anticipate continued growth moving forward.

### Proctored Exams

Throughout fall 2022, the RLC Testing Center set records repeatedly over the course of the semester. With a 25% increase in exam proctoring (semester to semester), the testing center proctored 5,436 exams and is projected to proctor over 11,000 exams for the year.




### Academic Counseling

During fall 2022, learning specialists provided 1,764 academic counseling appointments to over 400 students. This is an 11% increase compared to the previous fall semester.

### Supplemental Instruction Attendance

In 2021-22, Supplemental Instruction expanded offerings to include business-specific courses (e.g., ISA courses and a business programming course). Student usage of Supplemental Instruction (SI) for last year reached an all time high exceeding 22,000 visits.

Even with last year's record visits, we saw usage increase by 16% during fall 2022 compared to fall 2021. Over 2,500 students attended SI sessions 14,208 times throughout the semester.

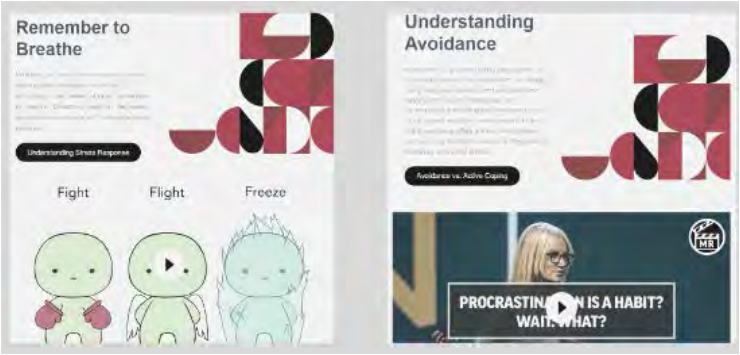
## Communication Initiatives

Since the start of the pandemic, the Rinella Learning Center has continuously adjusted our modes of instruction, service delivery, and communication to meet the needs of our students.

### Website

Our website, once a simple storehouse of information, is mid-transition into a portal of learning to allow students easy access to critical academic support content and services. Students can access tutoring registration, SI session information, academic coaching forms, and an all-encompassing "I am struggling" form from the center's launch page.

### Educational Communications




With the 2022 first-year cohort, the Rinella Learning Center has launched an educational email and social media communications initiative focused on the cross-section of academic support and mental health. The goal of the initiative is to establish the Rinella Learning Center as the heart of Miami's academic support knowledge base and to seamlessly connect students with online support.

### Instructional Videos

With content from tutors and SI leaders, the Rinella Learning Center is developing and publishing Rinella Academy instructional videos on commonly covered topics in subject specific support services.

## Retention Initiatives

### Sprints-in-Reserve

The director of the Rinella Learning Center, as co-chair of the Coordinated Action Team and member of the University Retention and Persistence Committee, launched the Sprints-in-Reserve initiative to help struggling students continue to make progress towards their degrees even if they had to withdraw from a course.

During weeks 4 and 5 of the semester, faculty are asked to identify students who might want to withdraw from the course based on performance to date. Identified students are encouraged to meet with their instructor and/or a divisional advisor to discuss options. During these conversations, students are offered multiple options, including:

- Option 1: Persist in the course and pursue academic support through the Rinella Learning Center or departmental resources (e.g. drop-in support or office hours).
- Option 2: Drop the course and take a lighter load, though still full-time.
- Option 3: Drop the course and register for a Sprints-in-Reserve (SIR) course. Courses should be either Global Miami Plan or a study strategies course, remote and asynchronous if possible, and a second half sprint course.

Since fall semester 2021, Sprints-in-Reserve courses have supported 296 students. For fall semester 2022, 90% of students taking a SIR course are registered for spring semester.

**Winter Thrive and Spring Launch**

Using predictive analytics software (Civitas), we learned that first time students earning a term GPA between a 2.0 and 2.4 were at highest risk for not retaining at Miami. In response, the University Retention and Persistence Committee designed and implemented a Winter Thrive program for January 2022 where identified students were invited to take an intensive 3-week academic success course over Winter Term taught by the Rinella Learning Center. Outcomes of this initiative include:

- 207 students were invited to participate in the Winter Thrive program.
- 14 students enrolled in and successfully completed the 3-week course.
- 100% of the 14 students registered for their second year.

This January 2023, Spring Launch also targeted first-year students who ended their first semester with a term GPA between a 1.0 and 1.99 through a half-day workshop. The workshop served as a boot camp to help students get back on track, develop study strategies, and connect with crucial support resources like advising, career services, and the Rinella Learning Center.

**Special Populations**

The Rinella Learning Center continues to expand support for targeted student populations. The Scholastic Enhancement Program not only serves conditionally admitted first time students, but over the last few years has started to support conditionally admitted transfer students. The office also supports Access Fellows (low-income Ohio resident scholars) and Cincinnati Public Scholars.

# NEWS AND UPDATES

Board of Trustees Report | March 2023

## COLLEGE CONFIDENCE WORKSHOP: COMMUNICATING MIAMI'S VALUE

The **Office of Admission** and **Office of Student Financial Assistance** partnered with Sallie Mae to hold the College Confidence Workshop for their fellow Enrollment Management and Student Success staff members on January 9, 2023.

**Bethany Perkins**, assistant vice president of the Office of Admission, and **Beth Johnson**, director of Student Financial Assistance, presented on best practices to communicate Miami University's value throughout the college admission process, from broad prospects to accepted applicants.

Joe Fries, director of relationship management for Sallie Mae, also addressed EMSS staff members. He shared information from Sallie Mae's 2022 *College Confidence: What America knows about paying for college* study. The key takeaway was "while families view college education as an investment in the student's future—one that would lead to better opportunities—there is confusion and uncertainty when it comes to financing that education."

The College Confidence Workshop was designed to help EMSS staff members learn how to use simple strategies to discuss costs and financing strategies. Staff members explored how to communicate value beyond price, how families share in the responsibility to pay for education, and how to build confidence in discussing payment strategies for student success. They also reviewed how to navigate challenging conversations, such as when a financial aid offer does not meet a family's expectations.

## SEMESTER START UP: AN INTEGRATED APPROACH TO STUDENT RETENTION

During the Spring Semester's first weeks, the **Bursar**, **Office of Student Financial Assistance**, **Office of the University Registrar**, **One Stop**, and **Student Success Center** collaborated with campus partners to launch an outreach campaign to assist students with remaining balances owed.

Student Financial Assistance issued 40 microgrants totaling **$45,700** to assist students with paying their balance.

Bursar, Student Financial Assistance, and One Stop staff members called 250+ students who were at risk of being cancelled. The Student Success Center and One Stop also collaborated with the Office of the Provost and the Office of International Student and Scholar Services to create an email/text campaign. Ten emails and two text messages were sent, including targeted emails from the Undergraduate and Graduate Deans and the Director of International Student and Scholar Services.

The Office of Residence Life, the Office of the President, and Finance and Business Services also assisted during this integrated approach to student retention.

Over the 2023 President Day's Weekend, the **Office of Admission** hosted 200 high-achieving high school students for a Scholar's Showcase. During their time on campus, these students interviewed for Miami University's most prestigious scholarships, including the Presidential Fellows Program, the Prodesse Scholars Program, and the Ohio Governor's Scholarship.

In addition, students attended sessions on Entrepreneurship at Miami, Fellowships 101, and Undergraduate Research at Miami. They toured the Honors College residence halls, and enjoyed a reception hosted by **President Gregory P. Crawford** and **Dr. Renate Crawford** at Lewis Place.

# MIAMI STUDENTS TRAVEL INTO THE QUEEN CITY

**President Gregory P. Crawford** and the **Center for Career Exploration and Success** are proud to support Ohio communities by spotlighting career opportunities in Miami University's home state as part of the Presidential Career and Leadership Series program.

For the past four years, Cincinnati was ranked as the top city for new college graduates by *SmartAsset*. Blending big-city amenities with small-town charm, it is home to six Fortune 500 companies and has become a significant player in the startup scene. During Into the Queen City, 71 Miami students took an immersive career trip to Cincinnati from January 17-20, 2023. By networking with Miami alumni and career partners, they gained valuable knowledge about recruiting trends so they can adapt their skills to meet the needs of an ever-changing labor market.

"We can't wait to offer more career treks that showcase everything Ohio has to offer our students, no matter their career interests," said **Jennifer Benz**, assistant vice president of the Center for Career Exploration and Success. "Given the tight labor market, employers see the value of in-person experiences and choose to engage in both in-person and virtual activities. Now that employers are recruiting in person again, they are also re-opening their work sites for visitors. CCES leveraged this to put on Into the Queen City, our largest career trek yet."

Keynote speakers Carlton R. Collins and Kenny Glenn '19 addressed student participants about "knowing yourself, growing yourself, and connecting to yourself." At the Cincinnati USA Regional Chamber welcome session, student participants heard from Sean Comer, vice president of the Leadership Center, Kabrella Clark, talent connections manager, and Sheryl Long '09, Cincinnati city manager.

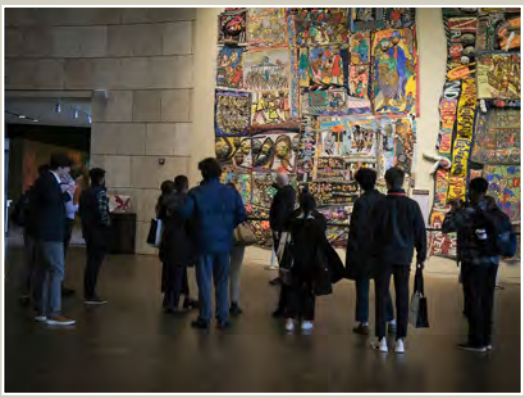
"I loved visiting the Chamber of Commerce and seeing everything Cincinnati has to offer," a first-year student participant said. "It was also interesting to see all the neighborhoods."

Student participants' immersion in Cincinnati's vibrant culture helped them gain a greater understanding of the intersection between their future career and their active citizenry in Ohio. In addition to taking part in four different employer visits, they had the opportunity to see *Grand Horizons* at the Ensemble Theater or ice skate at Fountain Square.

"I learned Cincinnati is a fantastic place to work with great business opportunities in a low-cost city," a senior student participant said. "I learned companies are looking to hire a wide array of majors. If I do my part, I can definitely secure a full-time role."

## INTO THE QUEEN CITY EMPLOYER PARTNERS

- 3CDC
- 84.51
- ArtsWave
- Cincinnati Public Radio
- Cincinnati Reds
- City of Cincinnati
- FC Cincinnati
- Federal Reserve Bank of Cleveland
- Great American Insurance Group
- Hotel Cincinnati Netherland Plaza
- Kroger
- Mercantile Library
- Mercy Health
- National Underground Railroad Freedom Center
- PNC Financial Services
- Procter & Gamble
- REDI Cincinnati
- U.S. Bank



## PROFESSIONAL HEADSHOT BOOTH CAPTURES NATIONAL SPOTLIGHT

Miami's Professional Headshot Booth, located in the **Center for Career Exploration and Success**, gained national attention in February 2023.

Assistant vice president **Jennifer Benz** was interviewed for an article from Inside Higher Ed that discussed how career centers use professional photo booths to draw students in and boost job seekers' social media presence. These photo booths also remove financial barriers to ensure all students have access to high-quality professional headshots.

"Every company wants to hire professionals who will represent their organizations properly," Benz said in the article. "This [booth] is just removing one of those barriers and rescaling it so more of our students will now have professional head shots than they ever have before."

## ONLINE PORTAL ALLOWS PROSPECTIVE STUDENTS TO CHOOSE THEIR PATH

The **Office of Admission** has revamped how students can experience Miami University's campus. Prospective students can now choose their path to personalize their campus visit.

Through the online visit portal, prospective students can choose if they want to search for events by a specific date or by an area of interest. Once they find the event they want to attend, they can add other events to their registration that are taking place on the same day. This personalized approach is a collaboration between the Office of Admission, the five colleges, and various specialized departments.

### EMSS AWARDS, PRESENTATIONS, AND PROJECTS

**Jennifer Benz** (**Center for Career Exploration and Success**): "Advancing Your Career in Career Services" Zoom webinar, sponsored by the Midwestern Association of Colleges and Employers

**Shayna Smith** (**Center for Career Exploration and Success**): Black Excellence Award at the Center of Student Diversity and Inclusion's Black History Month Banquet

## WINTER TERM COURSE EQUIPS STUDENTS TO "THRIVE" IN THE CLASSROOM

EDT 110, also known as Miami Thrive, is a two-credit hour, graded remote course that is free for students who may be academically at risk. The course includes both synchronous Zoom class meetings and asynchronous online modules.

A collaboration between the **Student Success Center** and Rinella Learning Center, EDT 110 is designed to assist students who had a grade point average between 2.0 and 2.4 during their first college semester.

During the 2023 Winter Term, **38** students enrolled in EDT 110, up from 14 in 2022. In 2022, every student who participated improved their GPA in the Spring Semester and returned to Miami for the following Fall Semester.

The **Student Success Center** maintains an Ally Directory of Miami University faculty and staff who wish to serve as resources for first-generation college students and their families. These allies come from a variety of departments across campus. Many allies were also the first in their families to earn a four-year degree.

"Like all students, first-generation students have the potential to change the trajectory of their lives," said **Craig Bennett**, senior director of the Student Success Center and a first-generation student ally. "Allies are essential to their Miami experience and can help them accomplish their personal and professional goals."

Due to targeted outreach to faculty and staff, **37** new allies were added to the directory during the 2022 Fall Semester.

**MIAMI UNIVERSITY**

*Campus Services Center*

**2022-2023 Occupancy Report Spring Semester**

2/3/2023

| Building Name | Standard Capacity | Residents | Occupancy % | Vacancies or (Beyond Standard) | Doubles Sold as Singles |
|---|---|---|---|---|---|
| Anderson | 217 | 205 | 94.5% | 6 | 6 |
| Bishop | 94 | 80 | 85.1% | 10 | 4 |
| Brandon | 144 | 133 | 92.4% | 10 | 1 |
| Clawson | 120 | 112 | 93.3% | 3 | 5 |
| Collins | 145 | 132 | 91.0% | 12 | 1 |
| Dennison | 271 | 256 | 94.5% | 8 | 7 |
| Dodds | 196 | 188 | 95.9% | 6 | 2 |
| Dorsey | 212 | 197 | 92.9% | 12 | 3 |
| Elliott | 35 | 30 | 85.7% | 4 | 1 |
| Emerson | 337 | 288 | 85.5% | 42 | 7 |
| Etheridge | 237 | 217 | 91.6% | 14 | 6 |
| Flower | 266 | 243 | 91.4% | 21 | 2 |
| Hahne | 366 | 329 | 89.9% | 29 | 8 |
| Hamilton | 180 | 168 | 93.3% | 11 | 1 |
| Havighurst | 332 | 317 | 95.5% | 12 | 3 |
| Hepburn | 267 | 245 | 91.8% | 19 | 3 |
| Heritage Commons | | | | | |
| Blanchard House | 72 | 67 | 93.1% | 5 | |
| Fisher | 72 | 66 | 91.7% | 6 | |
| Logan | 70 | 65 | 92.9% | 5 | |
| Pines Lodge | 72 | 69 | 95.8% | 3 | |
| Reid | 72 | 69 | 95.8% | 3 | |
| Tallawanda | 72 | 66 | 91.7% | 6 | |
| Hillcrest | 270 | 249 | 92.2% | 18 | 3 |
| MacCracken | 176 | 158 | 89.8% | 15 | 3 |
| Maplestreet Station | 91 | 83 | 91.2% | 6 | 2 |
| Marcum (Presidents) | 348 | 308 | 88.5% | 34 | 6 |
| McBride | 138 | 130 | 94.2% | 6 | 2 |
| McFarland | 143 | 123 | 86.0% | 15 | 5 |
| McKee | 79 | 55 | 69.6% | 23 | 1 |
| Miami Inn | 99 | 89 | 89.9% | 5 | 2 |
| Minnich | 255 | 241 | 94.5% | 12 | 2 |
| Morris | 371 | 335 | 90.3% | 34 | 2 |
| *Ogden (Offline for Renovation)* | 0 | 0 | 0.0% | 0 | |
| Peabody | 153 | 132 | 86.3% | 17 | 4 |
| Porter | 182 | 170 | 93.4% | 9 | 3 |
| Richard | 212 | 190 | 89.6% | 16 | 6 |
| Scott | 253 | 235 | 92.9% | 13 | 5 |
| Stanton | 203 | 189 | 93.1% | 8 | 6 |
| Stoddard | 45 | 42 | 93.3% | 3 | |
| Stonebridge | 265 | 234 | 88.3% | 28 | 3 |
| Symmes | 197 | 187 | 94.9% | 7 | 3 |
| Tappan | 300 | 273 | 91.0% | 21 | 6 |
| Thomson | 204 | 146 | 71.6% | 48 | 10 |
| *Wells (Quarantine/Isolation)* | 0 | 0 | 0.0% | 0 | |
| Withrow | 281 | 260 | 92.5% | 16 | 5 |
| Young (Beechwoods) | 266 | 248 | 93.2% | 17 | 1 |
| | **8380** | **7619** | **90.9%** | **618** | **140** |

| **Grand Totals** | **8380** | **7619** | **90.9%** | **618** | **140** |
|---|---|---|---|---|---|
| *One Year Ago* | *8260* | *7688* | *93.1%* | *529* | *43* |

| | SP22 | SP23 |
|---|---|---|
| **New Students Spring** | | |
| First Year | 31 | 20 |
| Transfer & Exchange | 76 | 57 |
| Regional Relocation | 10 | 10 |
| Returning Upper-class | 78 | 52 |
| | **195** | **139** |
| | | |
| **Students Who Left Housing** | | |
| First Year* | 162 | 146 |
| Upper-class* | 277 | 307 |
| | **439** | **453** |

**Graduates, Withdrawals, Suspensions, Study Abroad, Student Teaching, Job Co-op, Contract Releases*

**Spring History (in housing)**

| | New | Left Us |
|---|---|---|
| 2008-2009 | 243 | 410 |
| 2009-2010 | 243 | 454 |
| 2010-2011 | 249 | 470 |
| 2011-2012 | 221 | 469 |
| 2012-2013 | 248 | 452 |
| 2013-2014 | 254 | 387 |
| 2014-2015 | 274 | 399 |
| 2015-2016 | 299 | 388 |
| 2016-2017 | 248 | 337 |
| 2017-2018 | 200 | 390 |
| 2018-2019 | 168 | 426 |
| 2019-2020 | 170 | 478 |
| 2020-2021 | - | - |
| 2021-2022 | 195 | 439 |
| 2022-2023 | 139 | 453 |