

Academic and Student Affairs Committee
Marcum Conference Center
9:00 a.m. Thursday, December 9, 2021

5 min - Welcome, John Pascoe, Chair

Approval of Minutes (Final Attachment)

Q and A for Written Updates, Attachment A

University Senate, Jen Green, Chair, Senate Executive Committee

Undergraduate Students, ASG Sec for Academic Affairs Ruku Pal

Graduate Students, GSA President Carrie Ann Sharitt

35 min - Student Life Update, Attachment B

VP Jayne Brownell Update - 5 minutes

Student Mental Health and Wellbeing Presentation – 30 minutes

25 min - University Communications and Marketing Update

VP Jaime Hunt Update – 5 minutes

Centralization Presentation – 20 minutes

55 Min - Enrollment Management and Student Success Update, Attachment C

VP Brent Shock Update – 5 minutes

Enrollment Update Presentation - 20 minutes

Student Success and Retention Presentation – 30 minutes

10 min - Break

50 min - Academic Affairs Update, Attachment D

Provost – 20 minutes

Resolutions, Boldly Creative and Miami RISE

Deans' Presentations - 30 minutes

Dean Jerome Conley, MyGuide Portal

Vice President Durojaiye, CLAAS Update

Written reports, Attachment E

- Student Life Newsletter

- Miller Center

- Sexual and Interpersonal Violence Prevention and Support

- UCM Newsletter

- EMSS Newsletter

- Loan Debt Update



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November 29, 2021

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

Executive Committee of University Senate membership:

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

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on September 10, 2021.

- **New Business, Specials Reports and Updates delivered to University Senate:**
 - **September 13, 2021**
 - College of Liberal Arts and Applied Science – TCPL Cap Increase, Regional Sr. Associate Dean, Moira Casey
 - College of Arts and Science – TCPL Cap Increase, CAS Dean, Chris Makaroff, Associate Dean, Pat Haney, and Assistant Clinical Professor, Jennifer Patrick-Gaines
 - Proposed Edit to University Promotion and Tenure Committee Composition , Secretary of Senate and Associate Provost, Dana Cox
 - Center for Teaching Excellence Subcommittee: Report and Recommendations on Proctorio, Assistant Director for Academic Integrity Issues, Brenda Quaye
 - New Policy Updates, Office of Counsel, Robin Parker
 - **September 27, 2021**
 - Moonshot, VP for Regional Campuses, Ande Durojaiye
 - SR 22-04 – Computer Science, Bachelor of Arts in Computer Science – CSE Chair, Eric Bachmann and CEC Associate Dean Tim Cameron
 - Sports Leadership & Management, Master of Sports Analytics – SLAM Chair, Melissa Chase and Assistant Professor Jerred Wang
 - Proposed Policy Revision- Credit/No Credit Grade Revision - Provost Jason Osborne
 - **October 11, 2021**



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- Faculty Diversity Statements - VP Intuitional Diversity and Inclusion Cristina Alcalde
- CODI Update – CODI Senate Liaison Rosemary Pennington
- Collin's Law – Associate VP & Dean of Students Kimberly Moore
- **October 25, 2021**
 - Sense-of-the-Senate HBs.10.8.21 – Council on Diversity & Inclusion Senate Liaison Rosemary Pennington
 - Benefits and Open Enrollment - VP Benefits Committee Chair John Bowblis & Associate Vice President for Human Resources Dawn Fahner
 - Enrollment Update – Vice President for Enrollment Management and Student Success Brent Shock
- **November 8, 2021**
 - Sexual Violence Month and Duty to Report – Assistant Dean of Students & Deputy Title IX Coordinator Jaymee Lewis-Flenaugh
 - Major in Biomedical Science, Master of Medical Science (College of Arts and Science (CAS)) – Program Director Physician Assistant Program Chris Howell & CAS Dean Chris Makaroff
 - Sense-of-the-Senate Training for Assessment and Remote Proctoring of Exams – Assistant Director for Academic Integrity Initiatives Brenda Quaye, Director, Howe Center for Writing Excellence Elizabeth Wardle, Director, Center for Teaching Excellence, Ellen Yezierski
 - Revisions to Weather and Other Emergency Closing Procedure – Teaching Professor Tracy Haynes
 - Sense-of-the-Senate - COVID-19 Vaccination Policy Compliance - Chair, Senate Executive Committee, Jennifer Green and Chair of Senate, Provost Jason Osborne
- **November 22, 2021**
 - Sense-of-the-Senate Expression of Gratitude, Associate Provost for Faculty Affairs Dana Cox
 - Revisions to the Council of Diversity and Inclusion (CODI), CODI Chair Rosemary Pennington
 - Statement of Essential Teaching Practices, Senior Associate Provost Carolyn Haynes
 - Course Attendance and Drop Policy, Senior Associate Provost Carolyn Haynes
- **Approved Minors, revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:**
 - **September 19, 2021**
 - CPB - Clinical Engineering Minor
 - CPB - Regulatory Affairs Minor
 - BUS – Management, Master of Science in Management
 - **November 22, 2021**
 - CIT – Cybersecurity Administration Minor
 - COVID-19 Vaccine Policy – Regional Campuses Students
 - COVID-19 Vaccination Policy – Employee
 - Gift Policy
 - Immunizations and Medical Screenings-Revised



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- **Senate Resolutions:**

SR 22-01

College of Liberal Arts and Applied Science – TCPL Cap Increase

September 27, 2021

BE IT HEREBY RESOLVED that University Senate approves of the following changes to the Policy on Teaching, Clinical Professors and Lecturers (TCPLs) as requested by the College of Liberal Arts and Applied Science.

Limitation on Number of Lecturers and Teaching Faculty

TCPLs may not exceed the following percentages of continuing faculty (full-time TCPL and Tenure/Tenure Track) within each division:

- CAS: 20%
- CCA: 20 %
- EHS: 26%
- CEC: 20%
- FSB: 29%
- CLAAS: ~~23%~~ 29%

SR22-02

College of Arts and Science – TCPL Cap Increase

September 27, 2021

BE IT HEREBY RESOLVED that University Senate approves of the following changes to the Policy on Teaching, Clinical Professors and Lecturers (TCPLs) as requested by the College of Arts and Science.

Limitation on Number of Lecturers and Teaching Faculty

TCPLs may not exceed the following percentages of continuing faculty (full-time TCPL and Tenure/Tenure Track) within each division:

- CAS: ~~20%~~ 23%
- CCA: 20 %
- EHS: 26%
- CEC: 20%
- FSB: 29%
- CLAAS: 23%

SR22-03

Proposed Edit to UPT Composition

September 27, 2021

BE IT HEREBY RESOLOVED that University Senate adopt revisions to the Miami University Policy Library: [MUPIM 2.4.C](#), University Promotion and Tenure committee, as set forth below:



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The Committee consists of the Provost as chair, the deans (or their qualified designees) of the six (6) academic divisions, and six tenured members of the instructional staff (one (1) from each of the academic divisions) appointed by the Provost with the President's approval. Members serve staggered three-year terms. The Provost will appoint a representative from the Office of the Provost to serve as secretary without vote.

SR22-04

Sports Leadership & Management, Master of Sports Analytics

October 11, 2021

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Sports Leadership & Management, Master of Sports Analytics, College of Education, Health & Society

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

SR22-05

Credit/No Credit Grade Revision

October 11, 2021

BE IT HEREBY RESOLVED that University Senate adopt revisions to the Miami University Policy Library, the University transcript legend, the University General Bulletin, and the degree audit as set forth below.

Under [Grades](#), Other grade symbols include: (on both undergraduate and graduate scales)

CR1 = Credit in an undergraduate course taken credit/no-credit in which a grade of C or better is earned, or in a graduate course a grade of B or better is earned. Not included in the calculation of grade point averages. (Effective Fall 2021)

CR2 = Credit in an undergraduate course taken credit/no credit in which a grade of C- through D- is earned; not included in the calculation of grade point averages. Not applicable to graduate coursework. (Effective Fall 2021)

NCR = No credit in an undergraduate course in which a grade of F is earned, or in a graduate course which a grade of B- or less is earned. Not included in the calculation of grade point averages. (Effective Fall 2021)

X = Credit in a course taken credit/no-credit in which a grade of D- or better is earned in an undergraduate course, or in which a grade of B or better is earned in a graduate course; not included in the calculation of grade point averages. (Retired Fall 2022)

Y = No credit in a course taken credit/no-credit in which a grade of F is earned in an undergraduate course, or in which a grade of B- or less is earned in a graduate course; not included in the calculation of grade point averages. (Retired Fall 2022)

Under [Credit/No Credit Courses](#) (undergraduate)



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No more than 10 percent of the total credit hours earned at Miami University may be earned in courses taken on a credit/no-credit basis. Freshmen may register for courses on a credit/no-credit basis providing they are concurrently enrolled for 12 hours for grades. During the summer term, freshmen may register for courses on a credit/no-credit basis providing they are concurrently enrolled for four semester hours for grades. If at any time during the semester, a student drops below 12 hours for grades (four hours for the summer term), the credit/no-credit status will be removed. Courses offered only on a credit/no-credit basis are not factored in. Sophomores, juniors, and seniors may register for one or more courses per semester on a credit/no-credit basis. Students may not enroll on a credit/no-credit basis in any course in which they have previously earned credit. A student may not enroll for grade in any course for which they have received "credit" on a credit/no-credit basis. ~~"Credit" (X) will be granted for passing grades of D- or better; "no-credit" (Y) will be granted for failing grade of F.~~ **The grade "CR1" designates credit earned for coursework of C or better quality. The grade "CR2" designates credit earned for coursework of C- through D- quality. The grade "NCR" designates no credit earned for a failing grade of F.** The instructor will ~~record~~ **report** the ~~normal~~ **standard** letter grade, which **converts to the respective credit/no credit grade and is recorded on the academic record.** ~~e-Office of the University Registrar will convert to the respective credit/no-credit symbol.~~ Courses taken on a credit/no-credit basis are disregarded in the computation of grade point averages. A course can be changed from credit/no-credit to letter grade or from letter grade to credit/no-credit during the first 20 percent of the course (see the academic calendar).

Under [Credit/No Credit courses](#) (graduate)

Students may take courses on a credit/no credit basis if the department gives its permission. To receive credit (**"CR1"**) in a graduate-level course, students must earn at least a "B" in the course. A maximum of one fourth of the minimum hours required for their graduate degree, excluding thesis or dissertation hours, may be taken on a credit/no credit basis.

SR22-06

Sense of the Senate Resolution

October 11, 2021

In appreciation of the extensive and excellent work of the subcommittee charged with evaluating Miami's use of Proctorio for remote proctoring services, Senate supports the following resolution:

Whereas

- Members of the University currently utilize remote proctoring software;
- The University's contract with Proctorio ends in May 2022 (and we must inform the company of our intent not to renew well before that time);
- As a community of students and teacher-scholars, the University must consider remote proctoring in conversation with its institutional ethics, objectives, and values;
- The University should regularly examine its contracts to ensure that remote proctoring products achieve the University's needs and goals and are responsive to the institution's ethics and values;
- The CTE Subcommittee's report on Proctorio recommends immediate action;
- The Associated Student Government passed SR202112 and SR202104 on the matter of remote proctoring;
- Recent scholarship, community feedback, and the ASG resolutions suggest reasonable concern regarding the challenges that remote proctoring presents to issues of equity, diversity, ethics, privacy, and accessibility



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Senate recommends:

- That the University notifies Proctorio of its non-renewal of its contract prior to May 2022 and no later than May 2023.
- That the relevant offices open and conduct an RFP (by November 15, 2021) to investigate third-party proctoring so as to provide adequate time for thorough review and implementation by Summer 2022;
- That the RFP review committee include representative stakeholders who implement and use the product;
- That any new RFP consider and score proposals including essential scoring criteria as articulated in the Subcommittee's Report and as determined by the group responsible for the RFP and review

SR22-07

Sense-of-the-Senate - An Expression of Gratitude

November 22, 2021

We, the members of University Senate, would like to express our gratitude to the people in our community who have been working tirelessly to mitigate the impact of COVID-19 on our campuses during Fall 2021 and ensure a successful in-person fall semester.

To the Dining and Facilities staff who worked to keep our students and staff fed, our classrooms, residence halls and buildings sanitized and clean: Your dedication is inspiring and we thank you.

To the Faculty that taught wearing masks and under other challenging circumstances through-out the semester: Your deep commitment to our students and the pursuit of knowledge is the very foundation of our university and we thank you.

To the Staff that worked to make sure that all the things that needed to get done to support our students and faculty - did in fact get done: We are grateful for your service and we thank you.

To the Students who came to class, wore their masks and worked to keep each other healthy: We thank you.

To all those who were able to and did get vaccinated to protect our community: We are grateful.

We could not have accomplished all that we have done this semester without the dedication of all of the members of our community. While, everyone on our campuses has contributed their time and effort to the health and safety of our community, we especially want to thank those who, in addition to their regular duties, worked to establish and support the COVID-19 testing programs, the contact tracing programs, the quarantine and isolation of those who became infected and the vaccination of our faculty staff and students:



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Raquel Aaron
 Mecca Adbul-Aziz
 Bell Ampem
 Meghan Ariss
 Kiana Asada
 Kellee Avery
 Susan Bantz
 Rebecca Baudry-Young
 Jen Beardslee
 Heather Bechtol
 Vicka Bell-Robinson
 Craig Bennet
 Jen Benz
 Anna Bercaw
 Lauren Betz
 Amy Bielicki
 Stephanie Bishop
 Bob Black
 Natalee Blackford
 Margaret Blair
 Anna Bloomquist
 Angie Bowling
 Phil Bowling
 Katie Brehm
 Emily Brito
 Jayne Brownell
 Melissa Burke
 Terri Buzzell
 Karrington Butler
 Marquetta Carmichael
 Mattea Carveiro
 Mary Case
 Ben Chatwin
 Kriss Cassano
 Jon Cherry
 Emily Cluen
 Angie Coffey
 Lauryn Cook
 Dana Cox
 Greg Crawford
 David Creamer
 Sammy Crisalli
 Sam Curran
 Brenda Curry
 Steve Dailey
 Jeremy Davis

Shellie DeGuire
 Dawson Delph
 Kristina DeMarco
 Xiaoyun Deng
 Andrew Denman
 Dominic DeVengencie
 Faith DeVengencie
 Janna Doerner
 Duane Drake
 Hillary Dreyfus
 Arlaina Dunning
 Chris Elmore
 Cayden Enix
 Mandy Euen
 Paul Eversole
 Dawn Fahner
 Gwen Fears
 Mathew Ferguson
 Sofia Fernandez
 Pete Ferris
 Hunter Fitch
 Kaelin Frazee
 Amani Freeman
 Abby Gerold
 Olivia Giles
 Rachael Gill
 Katie Gouge
 Libby Grant
 Edward Green
 Samuel Grillo
 Ruth Groom
 Tammy Gustin
 Pete Haverkos
 Lauren Havlin
 Joe Hawkins
 Cameron Hay Rollins
 Brian Henebry
 Timothy Henke
 James Hensley
 Wesley Highley
 Alexis Hill
 Tim Holder
 Jaime Hunt
 Awa Jallow
 Jonathan James
 Jordan Janosik

Corrine Jeffries
 Kandice Jeffries
 Cassidy Jenkins
 Beth Johnson
 Carole Johnson
 Whitney Johnson
 Nanci Jones
 Karen Kammer
 Mehak Kaur
 Megan Kelley
 Grace Killeen
 Tony Kinne
 Hannah Kiperman
 Andor Kiss
 Olivia Kline
 Molly Kock
 Barry Krauth
 Tim Kresse
 Nicole Kristosik
 Katie Kromer
 Jacob Krzciok
 Tali Kuhns
 Teriea Kupiec
 Abbe Lackmeyer
 Rachael Lange
 Steve Large
 Sandi Ledger
 Kendall Leser
 Beverly Logan
 Josh Longsdorf
 Carolyn Lucyshyn
 Nora Maltz
 Cassidy Martin
 Sherry Martin
 Sarah Mathews
 Hannah McCarren
 Christy McClure
 Lakesha McCurdy
 Cecilie McGhehey
 Huxley Miller
 Jeremy Miracle
 Noah Montague
 Gloria Moore
 Kimberly Moore
 Emily Moro
 Emma Moughan



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Zack Mroz
Connor Mullaly
Abbey Mullins
Julia Mumper
Elizabeth Murdock
Chelsea Noonan
Jen O'Brien
Ruth Oluwafemi
Jason Osborne
Kate Page
Robin Parker
Missy Parsons
Timothy Parsons
Daniel Perinovic
Mathew Perry
AJ Peterson
Ted Pickerill
Kate Pinkerton
Mark Pontious
Maggie Potter
Cody Powell
Amanda Rainey
Averie Rice
Abby Richard
Kara Ring
Gary Ritz

Jessica Rivinius
Alexis Roach
Carter Roane
Becca Robles
Erin Rockstroh
Hannah Rozenson
Drew Ruckelshaus
Gia Salamalekis
Veronica Schulte
Ryan Sego
Isuru Senaratne
Brent Shock
Veronica Shulte
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Rieko Sotojima
Sydney Sorrell
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John Virden
Rosemarie Volk
Erin Voss
Kim Wagers
Doug Wallace
Liz Walsh
Scott Walter
Melanie Watterson
Pauline Werner
Katie Wilson
Timothy Wilson
David Wiseman
Laura Wogoman
Alexandra Wold
Brian Woodruff
Cody Woodruff
Daryl Wright

SR22-08

Revisions to the Council of Diversity and Inclusion November 22, 2021

BE IT HEREBY RESOLVED that University Senate endorse proposed revisions to the ByLaws of University Senate, 6.C.4.a, regarding Committee composition and membership and 6.C.4.B regarding the functions of the *Council on Diversity and Inclusion*, as set forth below:

6.C.4 Council on Diversity and Inclusion (CODI)

Advisory to the Vice President of Institutional Diversity and Inclusion and the Provost.

6.C.4.a. The Council on Diversity and Inclusion shall be composed of:

- One (1) faculty member who is a member of University Senate and shall serve as Senate Liaison.
- One (1) representative from the College of Arts and Science.
- One (1) representative from the Farmer School of Business.
- One (1) representative from the College of Engineering and Computing.
- One (1) representative from the College of Education, Health, and Society.
- One (1) representative from the College of Creative Arts.
- One (1) representative from the University Libraries
- One (1) representative from the College of Liberal Arts and Applied Science.



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- One (1) member of the Classified Personnel Advisory Committee (CPAC).
- One (1) member from the Division of Enrollment Management and Student Success.
- One (1) representative from the Division of Information Technology (IT) Services.
- One (1) representative from the Division of Student Life.
- One (1) representative from the Division of University Advancement.
- One (1) representative from University Communications and Marketing.
- One (1) representative from Intercollegiate Athletics.
- One (1) representative from the Division of Finance and Business Services.
- One (1) undergraduate student who is the Associate Student Government, Secretary of Diversity and Inclusion.
- **One (1) undergraduate student who is a member of the Diversity Affairs Council.**
- One (1) undergraduate student who is enrolled at a Miami Regionals campus.
- One (1) graduate student who is a member of the Graduate Students of Color Association.
- **One (1) graduate student chosen from the general graduate student body.**
- Five (5) administrative staff positions:
 - The Director of the Center for Student Diversity and Inclusion or representative.
 - Director of the Office of Equity and Equal Opportunity or representative.
 - The Director of Global Initiatives or representative.
 - The Director of Miller Center for Student Disability Services.
 - The Regional Director of Diversity and Multicultural Services

6.C.4.b

The functions of the Council on Diversity and Inclusion are to advise the Vice President of Institutional Diversity and Inclusion and the Provost on matters of diversity and to facilitate long term planning for and **make policy recommendations to the University Senate and University Senate committees related to issues of diversity and inclusion. The Council is also responsible for reviewing revisions of policies in the areas listed above, reviewing proposals for new or revised policies from others, and can also propose policies in consultation with the VP for Institutional Diversity and Inclusion. CODI will also engage in the following:**

- Connect offices and departments of the university to various diversity and inclusion initiatives
- Disseminate information to members of the University community regarding "best practices" which encourage diversity, equity, and inclusion
- Facilitate open dialogue and difficult conversations across differences to promote understanding and constructive exchange of views on matters of diversity
- Develop diversity-related competencies to increase recruitment and retention of diverse faculty, staff, and students
- Use metrics to assess and identify trends, progress, and problems pertaining to campus diversity and climate
- Build an intellectual community that recognizes that diverse experiences create a rich educational experience for members of the greater University community



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SR22-09

Statement of Essential Teaching Practices

November 22, 2021

Policy Title: [Statement of Essential Teaching Practices](#)

Proposer Name, Title and Email: Tracy Haynes and Jakin Wu, co-chairs of ad hoc committee

Rationale:

University Senate created the following resolution relating to the Statement of Good Teaching Practices:

- Whereas: The current pandemic has highlighted the shortcomings of our current teaching standards and the need to update them;
- Whereas: It is crucial for both students and professors to maintain clear standards for each other;
- Therefore, be it resolved: To ensure that Miami University's teaching standards are up to date and effective, the Statement of Good Teaching Practices shall be updated as follows:

Senate Executive Committee assembled an ad hoc group to develop a proposal. The group, which was chaired by Tracy Haynes and Jakin Wu, included the following members: Chip Hahn, Michael Todd Edwards, Rodney Coates, McKenna Linkey, and Nhu-Y Tran. Group members analyzed Miami's current Statement of Good Teaching Practices and weighed each item against the current teaching environment of 2021 and the practices of peer institutions. While peer institutions did not have a formal statement of teaching practices, many have resources available for different teaching pedagogies and modalities, developing an effective syllabus, and creating a diverse, equitable, and inclusive classroom. These are critical components of effective teaching and align with Miami's values. Therefore, we constructed our recommendations to include these components.

Covered Parties:

Faculty, students

Revised Policy – Clean Version

Statement of Essential Teaching Practices

Every instructor is responsible for creating an informative syllabus and organizing an effective, equitable, and inclusive learning environment by:

1. Providing a written syllabus to students on the first day of the course, including but not limited to learning outcomes, class attendance policy (aligned with "Class Attendance" policy in the Policy Library), content, examinations and/or assignments (including due dates), policy on return of student work, required course materials and technology, and method of grade calculation;
2. Adhering to the syllabus and communicating clearly and in a timely manner any necessary modifications to the students;
3. Maintaining and informing students of regularly scheduled office hours (see Office House for Instructional Staff policy in Policy Library);
4. Ascribing to a standard of grading that follows the accepted practices within the discipline including providing and receiving feedback that is offered in a timely manner and is critical and respectful of others' views;
5. Informing students of Miami's Academic Integrity policy and adhering to its principles;



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6. Utilizing a Miami University supported learning management system to communicate course information;
7. Treating students with courtesy and respect at all times. Courtesy and respect do not prohibit strong criticism directed at the student's academic errors and scholarly responsibilities;
8. Maintaining a classroom learning environment that is free of discrimination and harassment and inclusive of all students;
9. Following specific student accommodations received from Student Disability Services;
10. Adhering to the "Statement on Professional Ethics" in the policy titled "Professional Ethics and Responsibilities."

Revised Policy – Marked Up Version

Statement of ~~Good~~ **Essential** Teaching Practices

Every instructor is responsible for **creating an informative syllabus and organizing an effective, equitable, and inclusive learning environment by:**

1. **Providing a written syllabus to students on the first day of the course, including but not limited to learning outcomes** ~~Informing his or her students within the first two weeks of the course of the objectives, class attendance policy (aligned with "Class Attendance" policy in the Policy Library), content, examinations and/or assignments (including due dates), policy on return of student work, required course materials and technology, and method of grade calculation examination procedure in each course and, within reason, abiding by those statements;~~
2. **Specifying in writing within the first two weeks of the course the methods by which the instructor determines the final grade in the course;**
3. **Ensuring that all materials assigned are equally available to all students in the course;**
4. **Informing students of the generally accepted conclusion on the subject matter of the course when those conclusions differ from the conclusions of the instructor;**
5. **Giving adequate advance notice of major papers and major examinations in the course;**
6. **Providing assignments to permit students to benefit from evaluative experiences during the course;**
7. **Being fair and impartial in evaluating all student performances, i.e., evaluating all students according to common criteria;**
8. **Adhering to the syllabus and communicating clearly any necessary modifications to the students;**
9. **Maintaining and informing students of regularly scheduled office hours (see Office House for Instructional Staff policy in Policy Library);**
10. **Ascribing to a standard of grading that follows the accepted practices within the discipline including providing and receiving feedback that is offered in a timely manner and is critical and respectful of others' views** ~~Allowing students to review papers and examinations in a timely manner after those papers and examinations have been evaluated;~~
11. **Informing students of Miami's Academic Integrity policy and adhering to its principles;**
12. **Utilizing a Miami University supported learning management system to communicate course information;**
13. **Making oneself available for conferences during announced, regular office hours;**
14. Treating students with courtesy and respect at all times. Courtesy and respect do not prohibit strong criticism directed at the student's academic errors and scholarly responsibilities;
15. **Endeavoring to ensure that the Maintaining a classroom learning environment that is free of discrimination or and harassment based upon from all forms of prejudice that negatively**



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influence student learning, such as those based on age, ethnicity, gender, mental or physical impairment, race, religion, sexual orientation, or gender identity **and inclusive of all students**;

~~16. Adhering to the “Class Attendance Policy” (see Student Handbook);~~

17. Following specific student accommodations received from Student Disability Services;

~~18. Adhering to the following paragraph of the “Statement on Professional Ethics” in the policy titled “Professional Ethics and Responsibilities.”; As teachers, professors encourage the free pursuit of learning in students. Teachers exemplify the best scholarly standards of their disciplines. They demonstrate respect for students as individuals, and adhere to their proper roles as intellectual guides and counselors. ... Faculty members respect the confidential nature of the relationship between professor and student. They avoid any exploitation of students for their private advantage and acknowledge significant assistance from them. Professors protect their academic freedom. No faculty member shall be obliged to make the academic work of students available for inspection by any third party in the absence of compulsory legal process, without *bona fide* academic reasons, or without the express written consent of the student.~~

~~19. Assuming the positive obligation to confront students of suspected academic dishonesty.~~

SR22-10

Major in Biomedical Science, Master of Medical Science

November 22, 2021

BE IT HEREBY RESOLVED that University Senate endorse the proposed major, Major in Biomedical Science, Master of Medical Science, College of Arts and Science.

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

SR22-11

Sense-of-the-Senate Resolution Learning-Focused Assessment Professional Development

November 22, 2021

Whereas:

- Faculty currently utilize remote proctoring;
- Faculty value the effective assessment of learning and innovative methods in their teaching;
- Faculty, possessing academic freedom, must retain the ability to use their professional expertise and judgment in designing all aspects of their courses, including assessment of learning as an essential function of their position;
- Associated Student Government passed SR202104 supporting the training of Miami University faculty using any remote proctoring instruments;
- During the COVID-19 pandemic, the adoption of remote proctoring technologies for courses occurred, at times, without engagement with supplementary training;
- It is a legitimate interest of the University, faculty, and students to ensure that academic assessments are completed in line with all expectations of identity verification and honesty, regardless of the modality of the assessment and class;
- Faculty are an essential part of the University commitment to diversity, equity, and inclusion and some scholarship indicates that remote proctoring presents challenges to this mission



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We recommend:

1. That the Center for Teaching Excellence, the Howe Center for Writing Excellence, eCampus, and Miami Online, with the support of the Office of the Provost, explore long-term efforts to improve the effectiveness of learning assessments, which may have the effect of reducing reliance upon proctoring while maintaining and improving academic integrity and grading efficiency for all disciplines and course sizes and types. These efforts should include strategies such as (but not limited to):
 - a. different measurement strategies related to student learning, including self-assessment, peer feedback, brief essays, and multiple-choice tests drawn from high-quality test banks;
 - b. the evaluation learning beyond knowledge and comprehension, such as application, analysis, synthesis, evaluation
 - c. inclusion of technology-enabled measurement strategies that assist students in mastering learning objectives (such as low-stakes assessments, repeated measures with feedback and learning between attempts, a standard that allows students to move to the next set of material after demonstrating mastery of the current material); and/or
 - d. where appropriate, includes authentic or experiential learning assessments; and
2. That University academic departments and divisions, working with the Center of Teaching Excellence, the Howe Center for Writing Excellence, eCampus, and Miami Online commit to valuing excellent assessment of student learning as part of the annual evaluation process, developing guidelines and training materials for faculty who engage the use of any proctoring, including remote/online proctoring. Such training should be informed by the recommendations of the Subcommittee on Proctorio and evidence-based practices to reduce academic dishonesty. These efforts must reflect Miami's absolute support for the academic freedom of faculty while also expecting continuing development in this area; and
3. That we ensure students in all degree programs are informed of the rationale and substance of academic integrity policies and practices;
4. That we expect that faculty will design assessments that will effectively measure mastery of course learning objectives; and
5. That faculty are expected to make appropriate accommodations and equitable adjustments during all learning assessments with the support of appropriate offices such as the Office of the Dean of Students, Student Disabilities Services, and the Office of the Dean of Undergraduate Education; and
6. That the Office of the Provost will report to Senate on progress toward the goals 1-5.

SR22-12

Revisions to the Weather and Other Emergency Closing Procedures Policy

November 22, 2021

BE IT HEREBY RESOLVED that University Senate adopt revisions to the University Policy on the Weather and Other Emergency Closing Procedures as stated below

Weather and Other Emergency Closing Procedures

Scope: Who is Covered by this Policy?

Employees and Students



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Policy

Introduction

Information regarding Miami University operations and other emergency closings is provided below. In the ~~rare situations when events, conditions may~~ require a changes to the normal University schedule, ~~there are multiple ways to access the information:~~ University Communications and Marketing will work with Miami leadership to notify the campus about emergency procedures using the following methods:

Miami University website. The official reference is the [University website](#), and/or [myMiami](#). The Miami Regional Campuses website can be accessed here: [Regionals](#).

Miami Emergency Text Messaging System. You will also receive information via email and through your cell phone if you are signed up for the Miami Emergency Text Messaging System. Check your account annually to verify it is current. To register for the Miami Emergency Text Messaging System, visit [Emergency Text Messaging System](#).

Radio Stations. The following radio stations will also be given information; however, information sent to them may be edited. Therefore, the University cannot ensure the accuracy of the information provided. Employees should review the information on the University website or emails.

AM Radio Stations	FM Radio Stations
WMOH (1450)	WMUB (88.5)
WLW (700)	WVXU (91.7)
WPFB (910)	WPFB (105.9)
WHIO (1290)	Not Applicable

Emergency Weather Designations

Oxford campus will be designated as (1) open, (2) open ~~with~~ on-campus classes cancelled, or (3) closed.

If the University is designated as open with on-campus classes cancelled, faculty are encouraged, if possible, to conduct their classes using alternative modalities and available technologies. In those circumstances, the Instructor will determine which modality, if any, will be used (remote synchronous or asynchronous class meetings and/or alternative assignments) in alignment with course objectives, resources, and available technologies to maximize student learning and engagement. Instructors should include any planned alternatives (if any) for such a designation in the course syllabi and students should familiarize themselves with the expected alternatives. Since extenuating circumstances surrounding any emergency event will vary, faculty are expected to reach out to their students to keep them informed regarding their courses after any University announcement that changes the normal schedule.



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-If the campus is closed, only essential weather emergency staff are required to report to campus to work. Please note, most times when it is announced that classes are cancelled, the University is open and staff are expected to report to work. Departments that need staffing during a weather emergency should do two things:

Be sure staff know if they are designated as essential staff; and,

Be sure staff know that they are not designated as essential staff and are -not to come ~~in~~ during a weather emergency unless told to do so. Weather emergency situations may require more or less staff depending on factors like students in the residence halls, the extent of weather damage, and the availability of electricity. Employees must receive directions from their supervisor, prior to any emergencies, regarding how they will know whether to come in or not. Employees who come in who are not designated essential staff will not receive severe weather pay.

Essential sStaff who are not able to report when required are expected to follow the normal call-in procedure. Failure to call in is considered a no-call/no-show; the employee will not be paid for that day and will incur an occurrence under the attendance policy.

When the University is open, all employees are expected to report for work. If weather prevents an employee from reporting (s)he is expected to follow the normal call-in procedure. For classified staff ~~f~~Failure to call in is considered a no call/no-show. T~~he~~ classified staff member~~employee~~ will not be paid for that day and will incur an occurrence under the attendance policy.

~~Employees are required to request vacation, comp time, or personal time in advance. Individuals~~ Staff who call off due to weather conditions when the University is not closed may be denied pay for that day.

Two hours after the University closes and two hours before the University opens is considered transition time. Selected transitional staff may need to be on site to lock/open the buildings and prepare for business. Transitional staff will be identified by their supervisor prior to any weather emergency.

When the Oxford campus is closed all facilities are closed, this includes the libraries, Goggin, the Recreational Sports Center, etc. There are some special considerations:

If an intercollegiate athletic event is scheduled, the Athletic Director will confer with the President to determine whether or not the event will be cancelled.

If a creative arts event is scheduled, the Director of the Performing Arts Series will confer with the Provost and President to determine whether or not the event will be cancelled.

If a weather emergency occurs during finals week, the Provost and President will determine whether or not the libraries will remain open.

~~The following designations (Plan A and Plan B) apply to the Hamilton and Middletown campuses and the Voice of America Learning Center.~~



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~~Plan A. Classes are canceled but all staff report as usual. When classes are canceled, all staff are expected to report to work as scheduled. University staff who are unable to report to work due to adverse weather and road conditions should notify their supervisors as soon as possible. Classified staff who are tardy in reporting to work or unable to report to work: may use available vacation; compensatory time, or personal leave time; make up the lost time during the current payroll period; or take the time without pay. If the time lost cannot be made up in the current pay period, it can be made up in the following two (2) pay periods as overtime equivalent. Unclassified administrative staff who are unable to report to work must use vacation for a half day or more.~~

~~It is important to remember that a decision to cancel classes does not constitute a closing of campus. Plan B. Campus is closed but weather emergency staff report as usual. Weather emergency staff are those designated as such in the police department, physical facilities department, telecommunications, and others who are designated as "weather emergency staff." All other faculty and staff are asked not to come to campus. All classified employees who are designated as weather emergency staff are required to report to work and will receive their regular rate of pay during their shift plus the adverse weather premium pay. Those employees who are not required to report will be paid for their regularly scheduled hours. Unclassified administrative staff will receive their regular pay.~~

Early End to the Work Period Due to Inclement Weather Conditions

When actual or impending road conditions warrant, the President, or designated representative, may give approval for all non-weather-emergency staff to leave early. Classified employees who choose to leave early may, with the approval of their supervisors, use available vacation, compensatory, or personal leave time; make up the lost time during the current payroll period; or take the time without pay.

SR22-xx

Sense-of-the-Senate Resolution COVID-19 Vaccine Policy Compliance

November 22, 2021

Whereas COVID-19 exists, is likely to be with us for the near future, and continues to have a devastating impact on individuals and the health of the wider community;

Whereas our overall health and well-being as a university community is served through a commitment of all students, faculty, and staff;

Whereas the university requires that faculty, staff, and students comply with the COVID-19 [vaccination policy](#) by either uploading proof of vaccination or requesting and receiving an exemption for one of the allowable reasons outlined in the policy through the mechanism specified;

Whereas students face severe sanctions if they do not comply with the stated vaccination policy, including being removed from courses for Spring 2022; and

Whereas this policy has been broadly and repeatedly disseminated through multiple pathways to all university members over an extended period of time;

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We, the University Senate, support the imposition of reasonable and appropriate sanctions for non-compliance with the university's COVID-19 vaccine policy. We recommend the first step be direct communication with the individual followed by University-provided education regarding making an educated and informed decision on vaccination and how to comply with university policies

cc: Provost Jason Osborne, Chair, University Senate
Jennifer Green, Chair, Executive Committee of University Senate
Dana Cox, Secretary, University Senate
Stacy Kawamura, Recording Secretary, University Senate



Ruku (Rukmini) Pal
Secretary for Academic Affairs
Associated Student Government
palr3@miamioh.edu

TO: Board of Trustees Academic/Student Affairs Committee
FROM: Ruku (Rukmini) Pal
DATE SUBMITTED: November 30, 2021

Members of the Board,

I hope everyone is enjoying the festive season and having a rewarding end to 2021! Looking at the past semester, much work has been done to continue initiatives begun last spring semester as well as build the relationship between the ASG and the new (and incredible) Dean for Undergraduate Education, Dr. Amy Bergerson.

As we continue to discuss and move forward with the revised Statement for Good Teaching Practices (soon to be dubbed the Statement of Essential Teaching Practices) numerous bodies within and beyond University Senate are editing and continuing to hone the wording to ensure it is as effective and true to Miami as possible. This is also true for the revisions to the attendance policy. We are immensely grateful for all the work to enhance the original proposal as well as the forward momentum! Looking forward, we are thrilled to see these proposals progress to the University Senate general floor.

Another ASG-driven initiative came to fruition this semester as University Senate passed a resolution to recommend that Miami opens up an RFP to find a more equitable solution to online proctoring instead of Proctorio. This has created a committee to oversee the RFP and the role of proctoring service at Miami moving forward. While this has been a long discussion driven by entities within faculty, students and administration, the ultimate creation of this committee through University Senate speaks volumes to Miami University's continued commitment to equitable student success as technology and higher education continue to evolve.

This semester has been challenging as we return to a more 'normal' Miami, filled with students, caffeine and incredible undergraduate experiences. As always, we are honored to serve the student body and represent Miami University. I hope you have a wonderful rest of the year.

Love and Honor,

Ruku (Rukmini) Pal

Ruku (Rukmini) Pal
ASG Secretary for Academic Affairs



Student Mental Health and Emotional Wellness

CURRENT TRENDS AND FUTURE DIRECTIONS



Agenda

Part 1: **Wellness philosophy**

Part 2: **Recent trends**

Part 3: **Prevention and support**

Part 5: **Impact and response**



Dimensions of Wellness

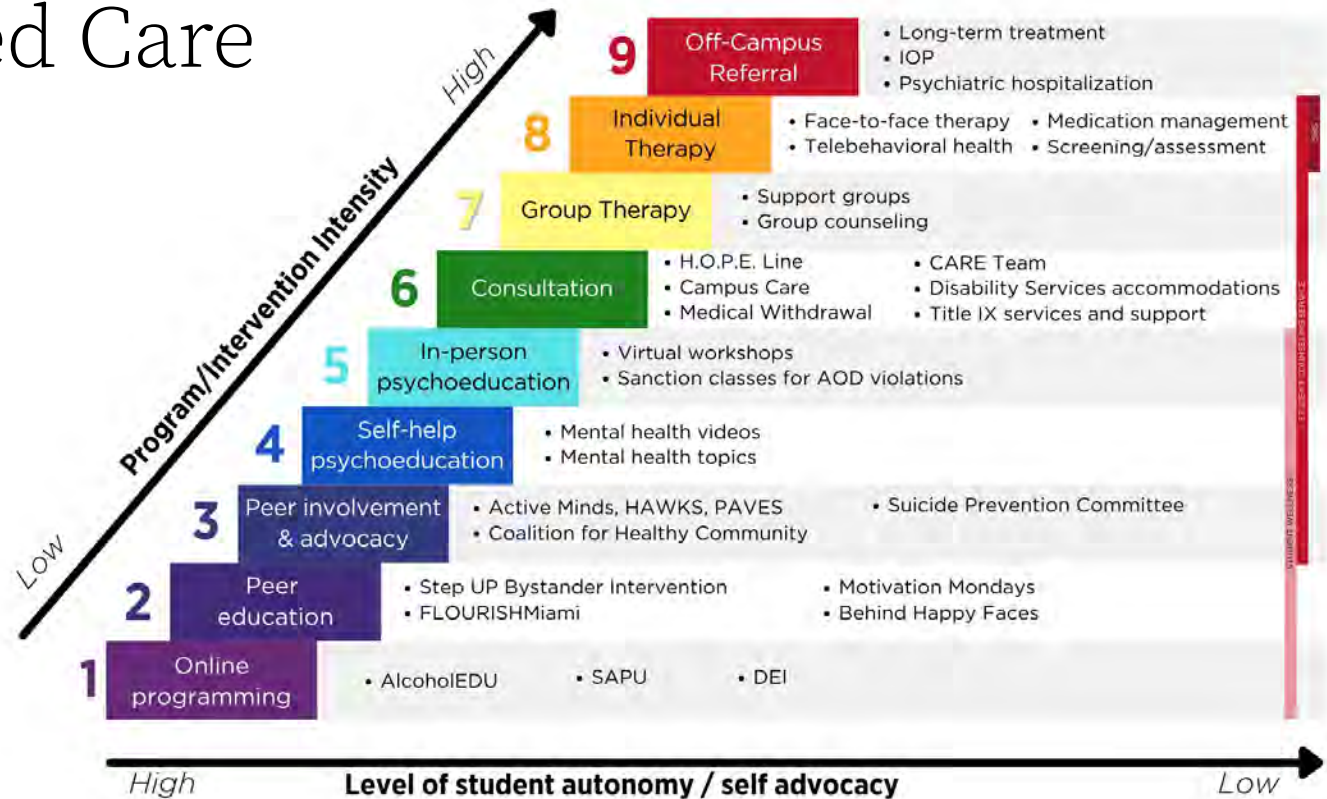




Emotional Wellness

Having high self-esteem, confidence, satisfying relationships, a support network, and staying optimistic. Understanding your feelings, accepting your limitations, achieving emotional stability and becoming comfortable with your emotions.

Stepped Care





State of the Student

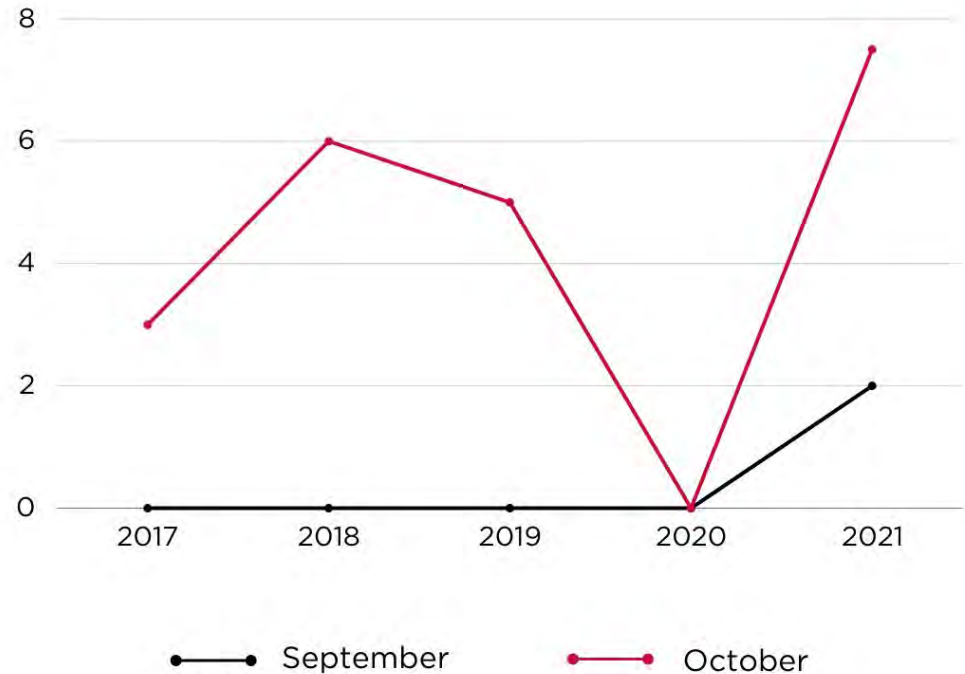
Current trends in social and emotional wellness of Miami students

Increased Demand for Service

Fall 2021 has been an unprecedented year for clinical demand

Assignment List

Average Wait in Days



Case Closure: Success & Concerns



Medical Withdrawal

3%



Nonsuicidal Self-injury

1.7%



Referred for Specialized Care

2.5%



Suicidal Ideation (requiring a safety plan)

2.7%



Treatment Goals Completed

20%



Hospitalization

2%



Recent Case Examples

- Student experiences are distinct but often unfold in predictable ways
- Faculty and staff are not always aware of the various services that students engage
- At times students needs are beyond the scope of care provided in the collegiate system
- Coordination of care improves outcomes



Innovation in Care & Support

Responding to Student Distress

Dean of Students & Student Wellness Programing



SOCIAL MEDIA POSTS

Simple ways to move out of languishing to flourishing

IT'S OKAY

It's okay not to be okay (addresses stigma)

BEHIND HAPPY FACES

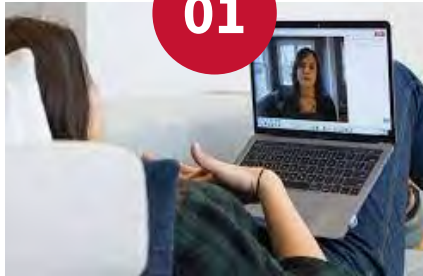
Learn self-care and peer-help with mental health

FLOURISH MIAMI

5 Health Habits to Improve Emotional Wellness

Interventions: Student Counseling

01



Telebehavioral health

Offers a broader reach for traditional individual and group counseling

02



Virtual Workshops

Different topics presented for students to learn helpful information on a variety of topics

03



H.O.P.E. Line

24/7 support, crisis intervention, and stabilization from a mental health counselor

Interventions, continued

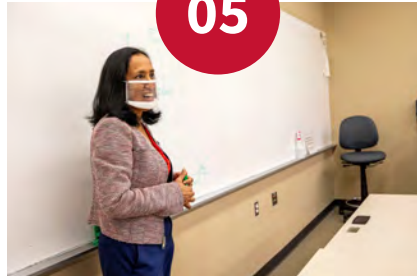
04



Campus Care

"Drop-in" service in less formal and more convenient setting than a counseling appointment

05



Gatekeeper training

Educational programs that teach nonprofessionals how to recognize a mental health emergency

06



Consultation

Consultation to concerned faculty, staff and students working with emotional concerns of our students

“

**We are facing a crisis of
access as opposed to a
mental health crisis.**

- Dr. Ben Locke



Response

Why we are all a part of the solution



Emotional Wellness Matters...

01

Productivity

02

Retention

03

Graduation



Return on Investment

- Number of students retained, due to counseling services: **97**
- Added tuition revenue for retained students: **\$3,240,576**
- Total cost of implementing program/ services: **\$1,441,300**

A final thought...





Summary

Students' holistic well-being allows them to participate fully in their curricular and co-curricular experiences. The ODOS, OSW, SCS, and SHS will continue to provide collaborative care grounded in best practice to enhance our students' overall well-being and success.



Questions?

John Ward, PhD

513-529-4634

wardja2@MiamiOH.edu

www.MiamiOH.edu/counseling

Mental Health & Emotional Wellness

Division of Student Life | Board of Trustees Report

December 2021

Our Commitment & Values

Miami University is committed to facilitating, promoting, and protecting holistic health for the entire campus community. We value students' access to timely, ethical, wide-ranging, innovative, and culturally-sensitive services and resources to advance their personal wellbeing, including their mental health and emotional wellness.

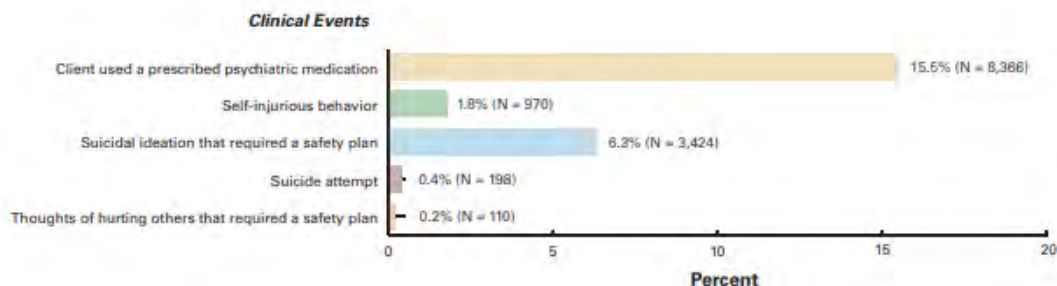
National Trends

While collegiate mental health has been a growing concern for over a decade, there is more urgency in recent years due to the growing number of students seeking services from college counseling centers who are presenting with increasingly complex concerns. These concerns often necessitate longer-term or more specialized treatment. Trends documented by the Center for Collegiate Mental Health (CCMH) indicate that an increasing number of students have had treatment long before engaging with college counseling centers. CCMH data also indicates that the complexity of issues addressed in counseling is increasing.

National Collegiate Mental Health Trends 2012-2020



Severe Clinical Events (nationwide)*



*Events occurring during course of services for students during the 2019-20 academic year (N= 54,044)

Miami Trends

The national trends mirror trends at Miami University with regards to the utilization data from Student Counseling Service, the number of students requesting accommodations through the Miller Center for Student Disability Services based on psychological conditions, and the volume of reports being managed by the Office of the Dean of Students through the CARE Team.

Student Counseling Service

The Student Counseling Service (SCS) is the primary source of mental health services for Oxford campus students, providing direct clinical service to 10-12% of Oxford students each year. SCS saw a 4% increase in individual counseling appointments 2020-2021 over the 2018-2019 academic year. There was an 84% increase in the average number of sessions per client. While these gains are in part due to the accessibility of telebehavioral health, it is also likely that targeted outreach efforts encouraging mental health awareness and reducing stigma about service utilization influenced this trend.

Student Counseling Service Utilization								
	13/14	14/15	15/16	16/17	17/18	18/19	19/20**	20/21***
Individual counseling appointments	5551	5699	6592	7325	7922	8616	7631	9137
Unduplicated students served	NA	1142*	1948*	2002*	2087*	2032	1849	1189

* Includes psychiatry appointments

** Campus closed in mid-March 2020 due to COVID, so the months of March, April, and May saw a decline before telebehavioral counseling was available.

*** Fewer students lived on campus and in Oxford during 20/21, as many students chose to study remotely due to COVID. Telebehavioral counseling was only available for students physically residing in the state of Ohio.

Miller Center for Student Disability Services

Psychological disabilities, including AD/HD, and medical disabilities have become the top two disability categories served by the Miller Center. Anxiety related disorders are the fastest growing subgroup among the psychological disabilities category. The number of students with disabilities at Miami is increasing on a continuous basis. Review the Miller Center department report for more details.

CARE Team (Students of Concern)

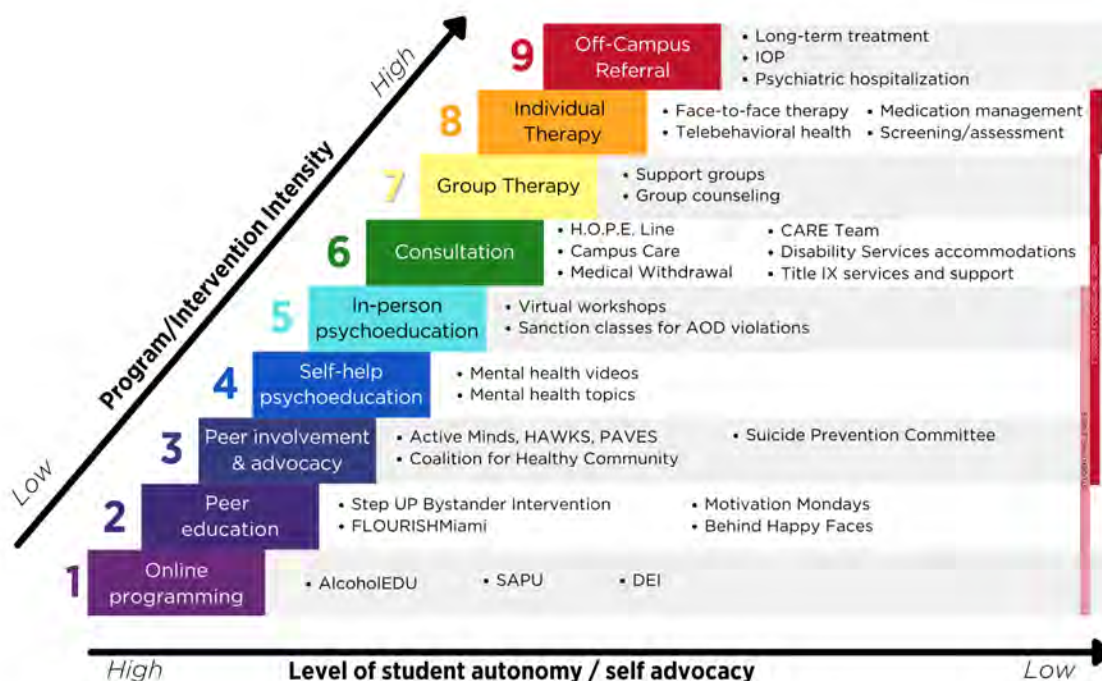
Through the Care Team and the Student of Concern process, the Office of the Dean of Students assists and resources students undergoing challenges related to mental health. The Care Team is a multi-disciplinary group from across campus who meet weekly to discuss students of concern and provide case management resources to help students address their needs. During the 2021-22 academic year, there has been a significant rise in the numbers of students referred to the Care Team, including an increase in the number of cases involving suicidality.

	2018	2019	2020	2021 (Through Nov. 15)	Year over year increase from 2019*
CARE/Students of Concern Cases	186	209	180	291	39%
Care cases related to suicidal ideation/attempt	13	23	10	53	130%
Fall semester Medical Withdrawals	73	90	61	114	27%

*last traditional year prior to COVID-19

Active Initiatives

In response to the trends described throughout this report, Miami adopted a stepped care model adapted from Cornish (2020), to be more intentional about our efforts pertaining to mental health prevention, support, and ongoing treatment.



Impact

The Miami student experience is central to our mission; that experience is impacted by students' mental health and emotional distress. The Miami-specific data helps quantify the distress, but stories and feedback from the student transition survey and multiple student-facing departments indicate a collective level of distress, disconnection, and lack of belonging on campus. Even our most involved student leaders are reporting a decline in motivation and emotional functioning, evidenced by noticeably lower attendance at student programs and events.

These challenges have led to an increased demand for support services and resources. The demands/needs are presenting with increased intensity and acuity compared to previous years.

The severity of these cases require a time-intensive, multifaceted response, making it a challenge to meet the growing demand and to support the needs of vulnerable students.

The pandemic has compounded circumstances that were already trending toward growth prior to the pandemic (e.g. student distress and crisis response, academic-unreadiness, and mental health-related disability). These challenges necessitate the creation and prioritization of a supportive response network, described below in the “future state” state section.

Future State

In addition to the stepped care model, innovative initiatives have been developed and the pursuit of strategies for more resources has been launched. Examples of recent innovations include: Campus Care, the H.O.P.E. Line, telebehavioral health, and use of donor-supported per diem therapists during peak utilization. The national mental health crisis Miami is experiencing locally necessitates a sustained University commitment to resources of time, talent, and budget.

The aforementioned investment in services and programs related to mental health and well-being is an investment in holistic student success. There is a demonstrated link between the use of mental health resources and student success (Illovsy, 1997; Lee, Olson, Locks, Michelson & Odes, 2009; Sharkin, 2004; Turner & Berry, 2000; Wilson, Terry & Ewing, 1997). Simply stated, students must be well in order to focus on various dimensions of their lives, including academics, co-curricular commitments, and social connections; dimensions central to the Miami student experience. It is nearly impossible to thrive, and ultimately succeed on campus, if one is consistently emotionally distressed.

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December 2021

Enrollment Update

Board of Trustees

Application Deadline Changes

- Fall 2019: Miami introduced Early Action I (Nov. 1) and II (Dec. 1) and priority honors deadline was Nov.1
- Fall 2021: Due to COVID, Miami had one early action deadline of Dec. 1
- Fall 2022: Miami brought back Early Action I and Early Action II, but with a priority honors deadline of Dec. 1
- Regular Decision (Feb 1 app deadline) remains unchanged



Fall 2022 Applications

Residency

	2019	2020	2021	2022	Δ 2020 to 2022	Δ 2021 to 2022
Non-Resident	11,228	11,716	11,396	11,540	-1.5%	1.3%
Domestic Non-Resident	10,378	10,781	10,525	10,507	-2.5%	-0.2%
International	850	935	871	1,033	10.5%	18.6%
Ohio Resident	10,233	10,720	10,171	12,275	14.5%	20.7%
Grand Total	21,461	22,436	21,567	23,815	6.1%	10.4%

Data as of November 28



Fall 2022 Applications

Selected States

	2019	2020	2021	2022	Δ 2020 to 2022	Δ 2021 to 2022
Ohio	10,233	10,720	10,171	12,275	14.5%	20.7%
Illinois	2,812	2,905	2,830	2,838	-2.3%	0.3%
Indiana	904	908	948	1,040	14.5%	9.7%
Michigan	849	803	897	903	12.5%	0.7%
Pennsylvania	491	559	476	536	-4.1%	12.6%
Kentucky	407	423	439	411	-2.8%	-6.4%
West Virginia	17	16	19	24	50.0%	26.3%

Data as of November 28



Fall 2022 Applications

West and East Coasts

	2019	2020	2021	2022	Δ 2020 to 2022	Δ 2021 to 2022
Maryland	338	390	370	336	-13.8%	-9.2%
California	436	473	351	330	-30.2%	-6.0%
New Jersey	414	386	341	311	-19.4%	-8.8%
Massachusetts	364	339	330	300	-11.5%	-9.1%
Connecticut	408	496	364	296	-40.3%	-18.7%
Virginia	259	298	257	237	-20.5%	-7.8%

Data as of November 28



Fall 2022 Applications

Top Countries

	2019	2020	2021	2022	Δ 2020 to 2022	Δ 2021 to 2022
Vietnam	151	271	212	142	-47.6%	-33.0%
India	70	74	101	140	89.2%	38.6%
China	462	329	106	87	-73.6%	-17.9%
Bangladesh	4	12	32	86	616.7%	168.8%
Nigeria	11	36	62	69	91.7%	11.3%
Ghana	9	16	25	42	162.5%	68.0%
Nepal	10	19	27	35	84.2%	29.6%
Brazil	2	4	20	35	775.0%	75.0%
Uzbekistan	1	-	7	28	-	300.0%
Pakistan	5	10	37	27	170.0%	-27.0%
Other Countries	125	164	242	342	108.5%	41.3%
Grand Total	850	935	871	1,033	10.5%	18.6%

Data as of November 28



Fall 2022 Applications

Demographic Factors

	2019	2020	2021	2022
Applications	21,461	22,436	21,567	23,815
GPA	3.83	3.85	3.86	3.89
Curriculum Strength	14.4	14.6	14.2	14.4
% Non-Resident	52.3%	52.2%	52.8%	48.4%
% Student of Color	17.8%	18.3%	17.6%	19.0%
% First Generation	15.1%	15.4%	14.0%	18.5%

Data as of November 28



Fall 2022 Applications

Academic Division

	2019	2020	2021	2022	Δ 2020 to 2022	Δ 2021 to 2022
CAS	8,554	9,224	8,669	9,185	-0.4%	6.0%
FSB	5,967	6,059	6,049	6,857	13.2%	13.4%
CEC	2,992	2,926	2,649	2,974	1.6%	12.3%
EHS	1,978	1,932	2,039	2,245	16.2%	10.1%
CCA	983	1,182	1,041	1,286	8.8%	23.5%
CLAAS	987	1,113	1,120	1,268	13.9%	13.2%
Grand Total	21,461	22,436	21,567	23,815	6.1%	10.4%

Data as of November 28



Recruitment



Lead Generation

- Inquiries are up 7% year over year due to expanded digital efforts
- Admission representatives have completed almost 1,400 travel events compared to 1,200 last year
- Travel events are 29% virtual overall, but between 60-80% virtual in highly populated metro areas such as Chicago, Boston, NYC, San Francisco, LA
- Both search campaigns are exceeding engagement expectations



Visits and Events

- Largest number of September and October visitors in history
- Hosting all in-person events
- Hosted two virtual live events: 344 attended in October, 570 registered for November



Application Generation

- New Markets Campaign is exceeding engagement expectations
- Completed applications are up over 17% (2,800 applications) vs. Fall 2020 cycle due to process improvements
- Fee waivers are offered for all students who attend divisional events



Yield



Visits and Events

Make it Miami events are back!

- 11 events, de-densifying measures
- Admitted Student Information Sessions will be offered during the week



Red Brick Roadshows

Expanding to include Chicago

One virtual event

East Coast: DC, Boston, and NYC

West: San Francisco Bay area, Denver

Southeast: Atlanta, Nashville

Midwest: St. Louis, Minneapolis



RedHawk Ready

- Integrated campaign for admitted and confirmed students
- Video, digital advertising, text, and email
- AI will be used to track student status and encourage next steps





**ENROLLMENT MANAGEMENT
AND STUDENT SUCCESS**

Questions?



Collaboration for Student Success

Cultural Evolution

- Collaboration across 3 Divisions
 - Sustained partnership and commitment to student success
 - Nested committee structure
 - Metrics for Student Success
 - RPG + Career placement
- Philosophical Shift
 - shared investment in students
- Approach and Shared Values
 - Targeted Universalism
 - Identify, Outreach, Support, Resource



Cultural Evolution

- Tools
 - Data driven targeted outreach
 - Civitas
 - EAB Navigate
 - BCSSE
 - Transition Survey
- Reduction in redundancy or duplication
- Culture of holistic student support = student success



Increased Retention by 1% during a pandemic

from (2019) 88.4% to (2020) 89.2%



*photos taken pre-pandemic



Targeted Outreach – During the Pandemic

- Calling campaign contacted 16,239 students in May 2020
 - **53.4%** were reached for one-on-one conversations
- University Retention and Persistence Committee (URPC)
 - Your Miami Experience survey in October 2020
 - **1,300+** responses
 - We acted on their responses: *In a recent survey about your Miami experience, you indicated that that assistance with your technology/internet issues would be helpful during your academic experience at Miami.*



Emergency Grants to Students

- Emergency Needs Scholarship Fund
 - **\$870,000** of funds over the last year and into this fall
- Miami Opportunity Grant
 - **\$135,929** of funds over the last year and into this fall

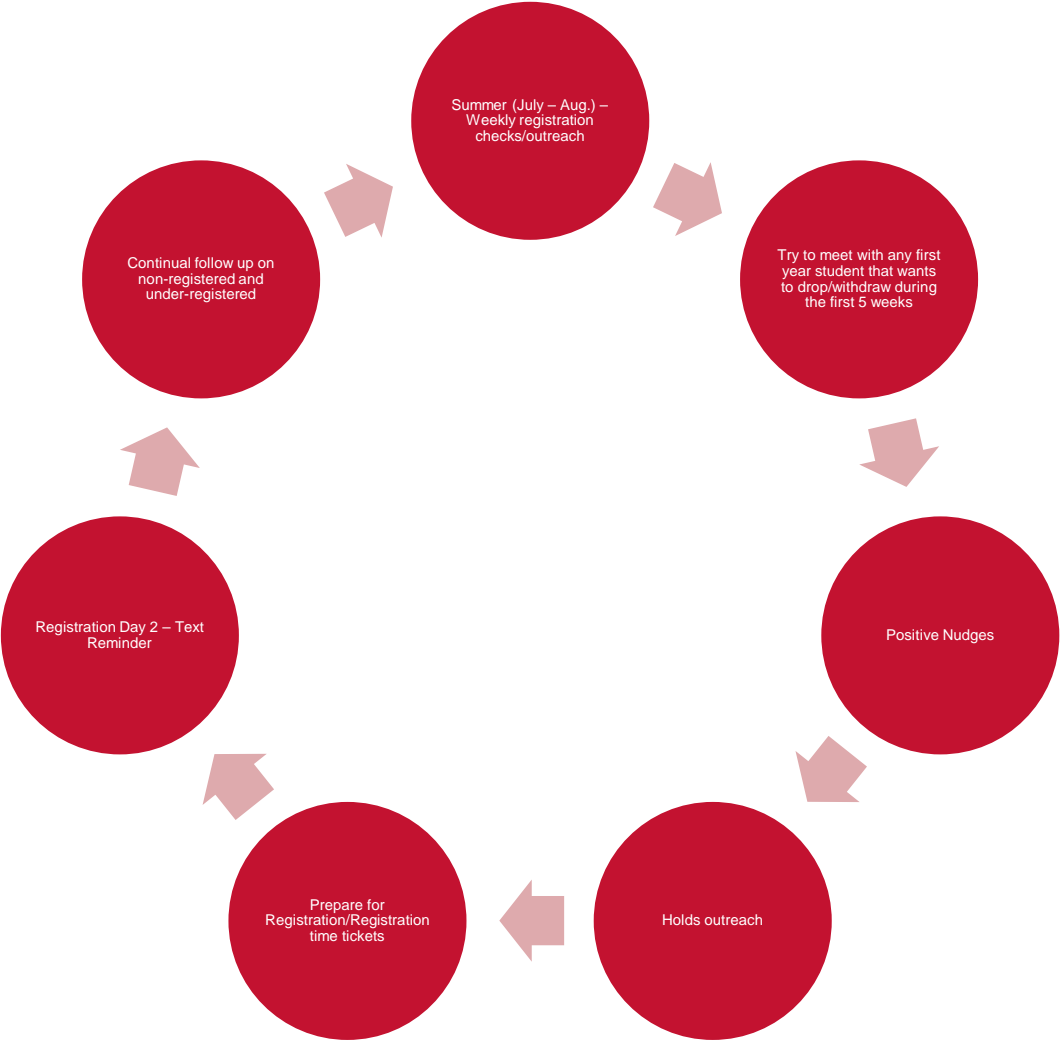


Targeted Outreach – Fall 2021

- Student Life second-year first 50 days program
- Rising-Second Year Survey in May 2021
 - 3,720 students received a survey to assess feelings and questions about transitioning to campus – Outreach was deployed
- Rising-Second Year Student Outreach Program in July 2021
 - 2,898 students received at least 4 emails each
 - Total of 11,592 communications sent from the Office of Residence Life



Consistent Outreach



Targeted Outreach – Current/Future

Transfer request verification
and outreach

Early Alert/progress reports
(pilot)

Sprints in Reserve (pilot)

Miami Thrive (pilot)





MiamiOH.edu/first-gen





Cultural Change

Reframing Student Support:

- Maintain Miami's commitment to individualized support
- Utilize data and retention tools to reshape how we think about and enact this support

Responding to Student Needs:

- Data-guided initiatives
- Student success tools
- Infrastructure



Reframing Student Support

Philosophical Shift

- Maintain high-touch approach with students
- Use data to identify who needs the most support and when
- Adopt technology to support high-touch approach

Professional Advising Model

- Provide professional advising for first- and second-year students
- Establish standards for interactions and communication with students
- Move to faculty mentoring for upper-class students



Responding to Student Needs

Data-Guided Initiatives

- 6-year graduation push
- Course completion project
- Demographically-driven interventions (SOC, international, etc.)
- Wellbeing-focused actionable interventions



Responding to Student Needs

Student Success Tools

- Experiential major maps
- Early registration pilot
- Withdrawal application/interventions
- Academic pathways for undecided students



Responding to Student Needs

Infrastructure

- Center for Exploratory Studies
 - Student Success Navigators
- Professional advising support
 - Training and onboarding
 - Ongoing professional development
 - Monthly advising meetings with key campus partners
- Student Success Center
 - Academic Success Plan
 - Transitioning to or from college
 - Navigating campus resources
 - Problem Solving
 - Discussing your unique needs





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December 10, 2021
Consent Calendar

RESOLUTION R2022-xx

BE IT RESOLVED; that the Board of Trustees hereby approves the awarding of an honorary degree of Doctor of Humane Letters (L.H.D.) to:

Nichole Mustard

Mustard graduated with a bachelor's degree in zoology. While at Miami, she was involved in the Emerging Leadership Program and worked her way through school as a sales director for a web analytics start-up. Soon after graduation, she co-founded a successful start-up, Credit Karma.

Credit Karma enables customers to access their own credit scores and receive personalized recommendations for loans. Mustard served as Credit Karma's first vice president for business development and ultimately became its chief revenue officer. In 2020, Intuit bought the company in a deal valued at \$8.1 billion.

Throughout Mustard's business career, she has modeled the life of an executive as a member of the LGBTQ+ community. She was recently quoted in the publication Fast Company: "Being consistent about who you are is an important part of advocacy. Whether it is leading marches or being a person who quietly and subtly models every day that LGBTQ+ people are the same as anyone else."

Today, Nichole and her wife, Dawn Horrocks, are raising four children. Mustard has been actively involved with Miami as an alumna. She has spoken with students in the Farmer School of Business and the College of Arts and Science.

Chief Doug Lankford

Chief Lankford was elected by Miami Tribe of Oklahoma citizens in 2013. He presides over all Tribal leadership meetings as well as the annual meeting of the Nation's General Council. He is the lead and signatory for the Tribe in all political, sovereign and legal concerns and governmental affairs.

He and the Tribal Council oversee the many Tribe business interests, ones that have grown dramatically in revenue and complexity under his guidance. Their highly effective leadership across these areas has profoundly improved the lives of Tribe citizens.

A new health center and elder care center have brought these critical resources to their primary location in northeastern Oklahoma. Food insecurity and housing are no longer an issue. Through Chief Lankford's efforts, the Tribe has been able to invest in the town of Miami, Oklahoma.

Chief Lankford and the Tribal Council have brought infrastructure and recognition to the Tribe's homeland around current day Fort Wayne, Indiana. Today, they are rewilding and developing sustainable farmland on a Tribe historic location.

Chief Lankford has also been integral to the continued growth of the nearly 50-year relationship between the Tribe and Miami University. To date, 100 Tribe students have earned degrees from the university. The chief helped implement a Day of Remembrance on the Oxford campus in recognition of the forced removal of the Miami people from their homeland 175 years ago.

Chief Lankford also has ensured that the Tribe has been financially supportive of the Myaamia Center, the Tribe's research arm. Most recently, a gift of \$2 million in tribal funds for its endowment has been committed.

Richard Forsythe

Forsythe graduated with a bachelor's degree in economics. After several years as a salesperson at IBM, he founded Forsythe McArthur Associates in 1971 with his business partner, Jim McArthur. The company's mission was leasing computer equipment to large and small corporations.

Built from the ground up, the company was at the vanguard of the computer age, and over many years of hard work achieved having 1,000 employees and \$1.1 billion in annual revenue. Ultimately, the company was restructured to become the Forsythe Technology Group and sold to Sirius Computer Solutions, Inc. in 2017.

Forsythe and his wife, Sandy, have long been advocates and supporters of causes that serve the visually impaired. They have been benefactors to the Hadley Institute for the Blind and Visually Impaired, and she serves on the board of directors at the Chicago Lighthouse for People Who are Blind or Visually Impaired.

He is a member of the board of the Wilmer Eye Institute of Johns Hopkins University; and in 2004, he and Sandy donated \$10 million toward the construction of the new Wilmer Eye Institute building at Johns Hopkins, where he is an emeritus Trustee.

Forsythe has been generous to Miami with total commitments of approximately \$11 million. He supported the construction of the Farmer School of Business building as well as the Forsythe Library and Technology Center. He also served on the Page Center Advisory Committee and Altman Institute for Entrepreneurship's Business Advisory Council.

Ambassador Sylvia Stanfield

Stanfield graduated from the Western College for Women with a bachelor's degree in international studies in 1965.

She was awarded a government-sponsored East-West Center grant for graduate studies that enabled her to get a master's degree in Asian Studies from the University of Hawaii. She continued her Chinese language studies at the University of Hong Kong School of Oriental Languages and Linguistics. This led to a highly distinguished diplomatic career of more than 30

years serving her country as a foreign service officer and a member of the Senior Foreign Service.

Her career began as vice-consul with the U.S. Embassy in Taipei, Taiwan. She engaged in advanced Chinese language studies in Taichung, Taiwan at the U.S. Department of State School for Advanced Chinese Language and Area Studies. This experience culminated with her being recognized as one of the country's few Chinese language specialists at that time.

Stanfield went on to serve the Asia-Pacific region of the Foreign Service in a series of positions. In Washington, D.C. she served within the Office of China, Hong Kong and Mongolian Affairs and the Office of Malaysia, Singapore, and Brunei Affairs. She later became director of the Office of Australian and New Zealand Affairs and headed the Office of Taiwan Coordination Affairs.

Her Foreign Service career culminated in serving as the U.S. Ambassador to Brunei Darussalam, the first Black woman to do so. Now retired, she remains active as a member of the Black American Ambassadors, the American Academy of Diplomacy, and is president of the International Association of Black Professionals in International Affairs.

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Jason Osborne, Chair & Provost, Senate

Jen Green, Chair, Senate Executive Committee

Tom Poetter, Chair Elect, Senate Executive Committee

James Bielo, 2020-2021 Chair, Senate Executive Committee

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

November 28, 2021

To: Miami University Board of Trustees
From: Provost Jason W. Osborne, Chair, University Senate
Re: Support for Honorary Degrees

The Awards and Recognition Committee met on October 21, 2021 to review the materials for four (4) nominees for honorary doctorates:

- Nichole Mustard
- Miami Tribe Chief Douglas Lankford
- Richard Forsythe
- Sylvia Gaye Stanfield

All four candidates were unanimously approved and sent to University Senate. An Executive Session was convened during the previously scheduled Senate meeting on October 25, 2021 at which time all four candidates were discussed. I am pleased to report that University Senate endorsed all four of these remarkable candidates for honorary doctorates.

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



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December 10, 2021
Consent Calendar

RESOLUTION R2022-xx

BE IT RESOLVED: that the Board of Trustees hereby accepts and approves the attached Annual Report of Remedial Education at Miami University, and directs the Provost and Executive Vice President to submit the report to the Ohio Department of Higher Education.

**Miami University Recommendation
To the Board of Trustees
For Action**

Date: 11.28.2021

Title: REPORT OF REMEDIAL EDUCATION

Synopsis: Annual Report on Remedial Education for the Ohio Department of Higher Education

It is recommended that the Board of Trustees approve sending the attached report to the Ohio Department of Higher Education. This is in response to provision House Bill 49 which "requires the issuance of an annual report on the number of students that require remedial education, the costs of remediation, the specific areas of remediation provided by the university, and causes for remediation." This report has been reviewed and approved by the appropriate authorities.

Prepared by: Michael Light
Michael Light, Interim Associate Director of Institutional Research & Effectiveness

Reviewed by: Jason Osborne
Jason Osborne, Provost and Executive Vice President for Academic Affairs

FOR BOARD OFFICE USE ONLY:

Recommendation Number _____

Date of Board Approval: _____ Submitted By: _____
President Crawford

2021 University Remediation Report		
Name of University:		Miami University
Ohio Revised Code Section 3345.062 requires the president of each state university to issue a report by December 31, 2017, and each thirty-first day of December thereafter, regarding the remediation of students. The report must include the following areas:		
1. The number of enrolled students that require remedial education (FY21 actual).		
Number of Students	Description (if needed)	
417	All first-time students entering fall 2020 with one or more scores indicating need for remediation. The threshold ACT scores indicating the need for remediation are reading less than 22, English less than 18, and math less than 22. This includes Oxford Scholastic Enhancement Program (SEP), Oxford American Culture and English Program (ACE), and regional campus students. For regional campus students without ACT scores, remediation is required based on scores of alternative tests. Specifically, WritePlacer (scores of less than 5), Accuplacer Next Gen (scores of less than 250), and STEM Accuplacer (scores of less than 263).	
2. The cost of remedial coursework that the state university provides (FY21 actual).		
Please select the type of cost in the following areas and describe.		
<ul style="list-style-type: none"> - Costs to the university: Please include a description of all university resources allocated in support of and/or on behalf of remedial education, including but not limited to costs associated with the following: faculty & staff, buildings/classrooms, administration, and additional student advising, among others. - Costs to the student: Please include a description of tuition paid by students in pursuit of remedial education. - Costs to the state: Please include a description of state resources provided to your institution in support of remedial education. (See Appendix A containing this information for all state universities.) 		
Cost Type	Amount	Description
Costs to the university	\$ 504,381	Instructional costs for remedial courses for FY 2021
Costs to the university	\$ 1,153,979	Estimated costs of Advising & Learning Center on the regional campuses for FY 2021 multiplied by the percent of students on the regionals needing some form of remedial education
Costs to the state	\$ 72,483	State share of instruction for remedial courses for FY 2021
Costs to the student	\$ 3,264.64	Tuition and fees for regional full-time students in first semester
Costs to the student	\$ 18,325.12	Tuition and fees for Oxford ACE full-time students in first semester
Costs to the student	\$ 8,111.80	Tuition and fees for Oxford SEP full-time students in first semester
3. The specific areas of remediation provided by the university.		
Subject Area	Description	
Writing	ENG007 Fundamentals of Writing (3 credits)	
Blended English	ENG007/ENG111 - Corequisite, development course plus College English Course taken concurrently (5 credits)	
Reading	EDT002 College Reading II (3 credits)	
Quantitative Reasoning	MTH049 Math Literacy (Quantitative Reasoning) 4 pre-college credits	
Math	MTH 025 Algebra for Precalculus (Math for STEM) 5 pre-college credits	
Academic Support	Miami regionals campus offer a range of support programs for students with high academic need, including: College Readiness Program (intensive support for math, reading, writing), co-remediation study skills courses that can be paired with commonly enrolled general education courses, tutoring/mentoring and career development guidance, TRIO program, online financial aid course, technology workshops, and first-year experience course (UNV 101).	
4. Causes for remediation.		
Please select all that are relevant from the following categories and provide detail.		
<ul style="list-style-type: none"> - Lack of student preparation at the K-12 level - Prescriptive placement policies (over reliance on a single assessment measure) - Deferred entry into higher education (adult students returning to higher education) - Other (any other cause identified by the university) 		
Cause	Description	
Lack of student preparation	High percentages of incoming students on the regional campuses have academic need stemming from attending less rigorous high schools, challenging family situations, and lack of study skills and a college mindset.	
Lack of student preparation	Many incoming students on the regional campuses have poor technology skills due to out-of-date or nonexistent technology at home, antiquated word processing software, and computers riddled with viruses.	
Other	For most students on the regional campuses, future jobs are of utmost priority. Yet, because Miami stresses a liberal arts approach to higher education, the correlation between academic pathways and career pathways seems murky to students.	
Other	All students on the regional campuses commute to school, and many have significant family and work commitments. Most students come to campus, attend class and leave which means that they have little opportunity to build meaningful relationships with faculty and advisors nor take advantage of support services available on the campuses.	



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December 10, 2021
Academic and Student Affairs

RESOLUTION R2022-xx

WHEREAS, University Senate on November 11, 2021 passed SR 22-10, endorsing a proposed degree and major; Major in Biomedical Science, Master of Medical Science, within the College of Arts and Science.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a degree and major; Major in Biomedical Science, Master of Medical Science, within the College of Arts and Science.

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Jason Osborne, Chair & Provost, Senate

Jen Green, Chair, Senate Executive Committee

Tom Poetter, Chair Elect, Senate Executive Committee

James Bielo, 2020-2021 Chair, Senate Executive Committee

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

November 28, 2021

To: Gregory P. Crawford, President
 From: Dana Cox, Secretary of the University Senate
 Re: Degree Program Approval
 SR22-10 Major in Biomedical Science, Master of Medical Science, College of Arts and Science

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

On November 22, 2021, University Senate adopted SR22-10:

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree and major, Major in Biomedical Science, Master of Medical Science, College of Arts and Science..

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

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve the Major in Biomedical Science, Master of Medical Science, College of Arts and Science.

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

Gregory P. Crawford, President

12/02/2021

Date

cc: Jennifer Green, Chair, Executive Committee of University Senate
 Jason Osborne, Provost, Chair University Senate
 Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President



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December 10, 2021
Academic and Student Affairs

RESOLUTION R2022-xx

WHEREAS, University Senate on October 11, 2021 passed SR 22-04, endorsing a proposed degree and major; Sports Leadership & Management, Master of Sports Analytics, within the College of Education, Health and Society.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a degree and major; Sports Leadership & Management, Master of Sports Analytics, within the College of Education, Health and Society.

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Jason Osborne, Chair & Provost, Senate

Jen Green, Chair, Senate Executive Committee

Tom Poetter, Chair Elect, Senate Executive Committee

James Bielo, 2020-2021 Chair, Senate Executive Committee

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

November 28, 2021

To: Gregory P. Crawford, President

From: Dana Cox, Secretary of the University Senate

Re: Degree Program Approval

SR22-04, Sports Leadership & Management, Master of Sports Analytics, College of Education,
Health and Society

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

On October 11, 2021, University Senate adopted SR22-04:

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree and major, Sports Leadership & Management, Master of Sports Analytics, College of Education, Health and Society.

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

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve the Sports Leadership & Management, Master of Sports Analytics, College of Education, Health and Society.

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

Gregory P. Crawford, President

12/02/2021
Date

cc: Jennifer Green, Chair, Executive Committee of University Senate
Jason Osborne, Provost, Chair University Senate
Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

Division of Student Life

NEWS AND UPDATES | December 2021

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

Supporting the health and wellness of Miami students has changed immensely since the last time the Division of Student Life reported on this area back in February 2020. The COVID-19 pandemic shifted the content and delivery of many of our programs, services, and resources. The more significant impact of the pandemic, however, has been the sharp increase in student needs related to mental health and emotional well-being.

While the Division of Student Life has responded in creative and innovative ways to these challenges, the increased volume and levels of complexity and intensity of student needs has required additional resources to satisfy. More about this increased demand can be found in our department reports submitted for the December 2021 Board of Trustees meeting.

COVID-19 Efforts in Fall 2021

The Fall 2021 semester began with a great deal of uncertainty, primarily due to unknown vaccination rates and the Delta variant.

- *COVID-19 Vaccination rates.* The “Your Shot to Win” program encouraged and incentivized students to submit their vaccination status, but did not require it. While the number of students who reported vaccination was encouraging, herd immunity was not yet close.
- *The Delta Variant.* Delta became the dominant strain of COVID-19 in the U.S. in July. With reports that the variant was twice as contagious as previous variants, and without clear data on vaccination rates, there was concern that Miami might experience an outbreak of COVID-19 among students within the first few weeks of the semester.

Interventions

To address these uncertainties, a number of interventions were implemented through the start of the semester.

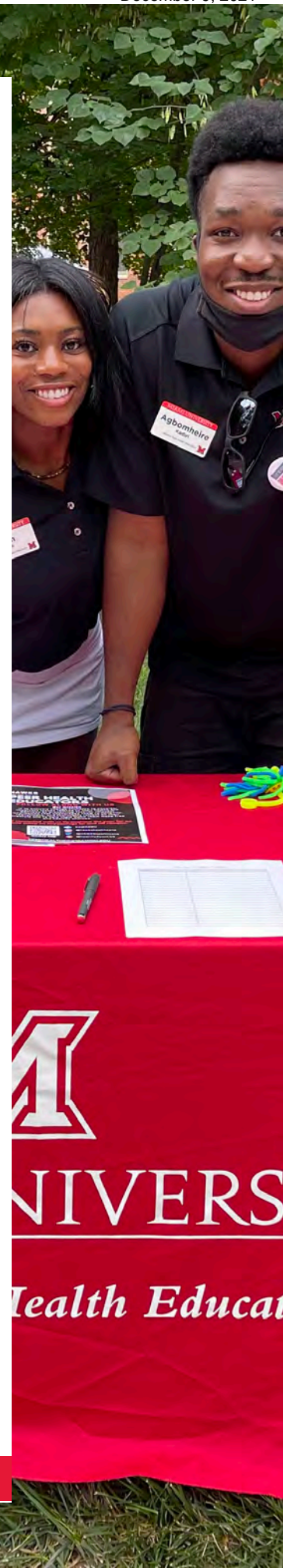
- In early August, Miami announced an indoor mask requirement that would be in effect for the duration of the fall semester, in alignment with CDC guidelines.
- The COVID-19 testing team began wide-net and surveillance testing on August 23, initially focusing on unvaccinated students.
- Following FDA approval of the Pfizer vaccine in August, the university announced a COVID-19 vaccination requirement, with deadlines of October 15 to request an exemption, October 25 to submit documentation of the first dose of vaccine, and November 22 to submit documentation of the second dose of vaccine.
- Student Health Services (with TriHealth) continued their Spring 2021 practice of holding COVID-19 vaccination clinics and individual appointments on campus. Through October 31, 2021, they vaccinated 1,571 Miami employees and 7,332 Miami students.

Results

By and large, our efforts were successful. By the October 25 deadline for submitting documentation of a first COVID-19 dose, over 90% of Miami students had been vaccinated. There were no substantial outbreaks of COVID-19 on campus, with positivity rates in surveillance testing remaining consistently low (0 to .5%). Shortly after October 25, the university announced a pause on the wide-net and surveillance testing program (while continuing to monitor campus wastewater and symptomatic testing through Student Health Services).

The Division of Student Life was just one of dozens of collaborators across the university who played a role in continuing to address COVID-19 this fall.

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



STUDENT LIFE REPORT

Student Involvement

Students have long played a role at Miami in health and wellness-related programming and initiatives. From formal peer education (like the HAWKS) to passionate students who coalesce in student organizations to make a difference, students play a key part in educating their peers and building skills around health and wellness.

HAWKS Health at Your Doorstep

HAWKS Health at Your Doorstep is a new peer health educator initiative targeting off-campus students out of the **Office of Student Wellness**. HAWKS deliver door hang bags filled with relevant health information, freebies, and campus resources to students at their off-campus residences twice per semester. In Fall 2021, HAWKS delivered nearly 3,000 bags. The first event in September was themed “Welcome to Wellness.” Bags included magnets about alcohol poisoning and sexual violence prevention and flyers about **Student Counseling Service’s** H.O.P.E. (Help Over the Phone Everywhere) line. In October, the theme was Reverse Trick or Treat. The door bags were filled with Halloween treats, alcohol risk reduction tips, and information about healthy relationships and consent. Spring semester events will include themes about mental health and tips for a safe spring break.



Reverse Trick or Treat with the HAWKS

Residence Hall Programming

Resident Assistants in the **Office of Residence Life** regularly host programs for their peers on health and wellness-related topics such as safe and healthy homes, risk reduction, and healthy relationships.

- Minnich Hall RAs held a “Donut Let Love Hurt” to bring awareness and education to the topic of domestic violence. Students learned how to recognize signs of violence in romantic and domestic relationships, then discussed red/green flags in a relationship. Resources for support were shared with the 30 students who participated in the event.
- “Mask and Healthy Living” was sponsored by Anderson and Porter Halls to discuss how to create a healthy and sustainable living environment. The RA talked to the 28 participating residents about waste management, cleaning the common areas, and cultivating a community of mutual respect.



Student Organizations

There are 73 student organizations in the health and wellness category registered with the **Center for Student Engagement, Activities, and Leadership**. Organizations range from focusing on mental health to medical fields to physical wellness and beyond. These groups are a channel through which students can get involved in a cause or topic they care about, while also making an impact on their peers and on the campus. Here is a highlight of a few of these student organizations.



Sexual Assault Survivor Support (SASS) provides and cultivates a safe space that empowers, heals, and supports survivors of sexual and interpersonal violence. Affiliated with the **Office of Student Wellness**.



Miami Hope is dedicated to mental health awareness, suicide prevention, and the overall wellness of Miami students. They train students in intervention and coping skills. Affiliated with the **Office of Student Wellness**.



CHAARG aims to ignite a passion for health + fitness. CHAARG shows college women that fitness can be fun through a variety of fun, fitness-inspired activities.

STUDENT LIFE REPORT

Prevention and Training

Resident Assistant Training on Self-Care

The **Office of Residence Life** held a 1.5 hour training for Resident Assistants (RA) to help them learn and think about balance and mental health in the RA position. Training included a conversation about love languages and exploring how they care about themselves and others, identifying burn out, and coping with difficult situations in the RA position. First-year RAs also spent one class session during EDL 301 (Student Development in Residence Halls) discussing secondary trauma and self-care by taking the Professional Quality of Life Survey and engaging in self-care techniques such as meditation and a stress management reflection.

Collin's Law

Collin's Law, Ohio's newest anti-hazing legislation, went into effect on October 7, 2021. The law requires all University students, staff, faculty members, consultants, alumni, and volunteers to report any knowledge of hazing to a law enforcement agency in the jurisdiction in which the victim of hazing resides or in which the hazing is occurring or has occurred. Failure to report is a criminal offense.

In addition, universities must provide an educational program on hazing awareness, prevention, intervention, and information about the institution's policy. The **Center for Student Engagement, Activities, and Leadership** is offering this training to the Miami community through EduRisk. All members and potential members of any recognized student organization at Miami are required to complete EduRisk training in order to participate in the organization.

Suicide Prevention Week

Student Counseling Service (SCS) and the suicide prevention team hosted Miami's annual suicide prevention week in October. Events aimed to increase awareness of this issue and ultimately prevent suicide.

This year, events included:

- Resource tabling in the Armstrong Student Center
- Mindfulness meditation sessions
- QPR training (Question, Persuade, Refer) on how to recognize signs of mental health distress and suicide, how to speak with peers in distress, and how to refer for help
- Mental health workshops on topics including cultivating self-compassion and dialectical behavioral skills training for managing emotional crises
- Out of the Darkness Suicide Prevention 5K Walk

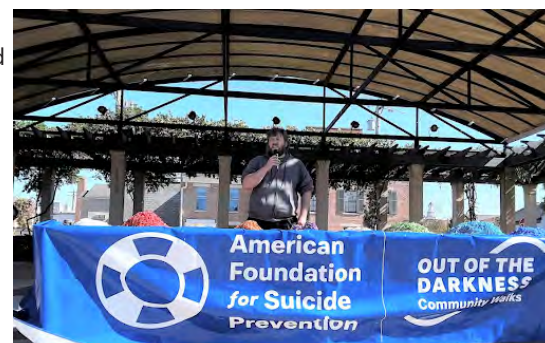
Mental Health First Aid

Student Counseling Service trained an additional staff member to offer Mental Health First Aid (MHFA) this year. MHFA is a skills-based training course that teaches participants about mental health and substance-use issues. Upon successful completion of the 8-hour course, participants become certified MHFA responders through the National Council for Behavioral Health. With the return to routine operations, requests for the program have increased. The next MHFA training is planned for January 2022 for staff members in the Recreation Center, the **Office of Residence Life**, and the graduate school.

**Hawk Herald**

The **Office of Orientation and Transition Programs'** weekly Class of 2025 Hawk Herald newsletter regularly features articles on health and wellness related topics to help students identify common issues and find resources to help. Recent topics include:

- Immunizations and health insurance
- Student wellness modules
- Campus safety
- Intramural sports
- Dog therapy
- Finding community/combating homesickness
- Staying healthy in college
- Managing burnout
- Prioritizing self-care



The walk was held October 17, 2021

STUDENT LIFE REPORT

Intervention / Help Seeking

Identifying and Supporting Students of Concern

The **Office of the Dean of Students** recognizes the significant toll the pandemic and the stress of rigorous academic life has had on students' well-being. The office works to assist students undergoing mental health challenges through a process of referral and intervention. Referrals begin when faculty and staff members identify students of concern through the Student of Concern Reporting Form. Concerns may be academic or non-academic in nature. Academic concerns may include excessive absences, lack of communication, being in danger of failing class, etc. Non-academic issues might include self-disclosure of a medical issue, submission of a concerning assignment, difficult classroom behavior, expression of a need for help beyond academics, etc.

The Office of the Dean of Students reviews all submissions for potential intervention. Once reviewed, concerns and action steps are routed to members of the Care Team for direct intervention and information gathering. Students and initial interventions are then discussed at weekly Care Team meetings to determine if additional intervention is needed.

Help Seeking for Academic Intervention

With students experiencing higher levels of anxiety, more students are seeking academic related support because they feel overwhelmed by academic expectations. Since the start of the Fall 2021 semester, over 180 students have submitted an "I am Struggling" report to the **Rinella Learning Center** through their website. The concerns expressed range from "my mood is low and I'm falling behind in my classes" to "I feel like I'm drowning in school work." Academic counseling appointments are 33% higher than pre-COVID appointments and Supplemental Instruction attendance is also tracking higher than pre-COVID participation. For the Fall 2021 semester, almost 4,000 students have sought support through the Rinella Learning Center.

HRSA Grant

The **Office of Student Wellness** joins the Butler County Mental Health, Addiction, and Recovery Services (BCMARS) board, the Coalition for a Healthy Community Oxford Area, and the McCullough-Hyde Memorial Hospital in receiving a \$1 million grant over three years as part of the Rural Communities Opioid Response-Implementation Grant from Health Resources and Services Administration (HRSA). Student Wellness has received a subaward of \$350,00 for recovery support for students, prescription drug use education, a community-wide awareness campaign for addiction resources, and a full time position within the Office of Student Wellness.

Community Standards Sanctions

As an inherently responsive unit, the **Office of Community Standards** addresses alleged violations of the Code of Student Conduct leveraging a model of restorative justice built upon a foundation of procedural justice. The most frequently violated policies involve a concern for student health, wellness, and safety, specifically around substance (mis)use. In partnership with the **Office of Student Wellness** and the **Student Counseling Service**, Community Standards assigns students found responsible for inappropriate or irresponsible substance (mis)use to workshops and intervention meetings to address the concerning behavior. Since July 2021, they have assigned 274 educational sanctions as intervention for future behavior related to substance (mis)use.

Responding to Increased Demand for Clinical Services

Student Health Services (SHS) has experienced an increase in number of calls and appointments this fall. With some TriHealth staff diverted to vaccine clinics and COVID-19 testing, fewer staff were available for regular clinical visits for routine illnesses. SHS has attempted to manage the increased demand by implementing new strategies and partnership to expand access to care.

Call Line and Drive-Through COVID-19 Testing

With the increased demand for PCR COVID-19 testing this fall, Student Health Services partnered with the local McCullough-Hyde Memorial Hospital (MCMH) to refer students to the new drive-through testing program at the hospital. They initiated a call line at SHS to provide the required physician order for students and employees in need of a COVID-19 test. The call line is answered by a nurse who screens callers to ensure the patients meet certain criteria before ordering the test for MCMH's drive-through program.

TeleHealth Option

TriHealth developed a TeleHealth platform during the pandemic which allowed patients to be seen while in quarantine or isolation. They have recently expanded access to the platform to help meet excess demand for services. Any student is now able to use the platform for telehealth visits for non-complex concerns. There is a flat fee for users. It is an option for students who need a more immediate consultation with a physician than what is available at SHS.

STUDENT LIFE REPORT

Recognition and Data

HAWKS Outstanding Student Leader of the Year

Miguel de Peralta, HAWKS Peer Health Educator Co-President, won the national Outstanding Student Leader of the Year award from the NASPA peer education network. Miguel is a third-year HAWKS Peer Health Educator and in his second year as co-president. He also serves on Miami's Alcohol Coordinating Committee and as the philanthropy chair in Delta Epsilon Mu, a pre-health fraternity. Miguel is the "heartbeat of HAWKS," leading and growing the group through the pandemic by developing new programs and methods of delivery, inspiring new HAWKS, and keeping HAWKS traditions alive.



Miguel de Peralta

2021 Everfi Campus Prevention Network Seal of Prevention

Miami, through the **Office of Student Wellness**, earned the Campus Prevention Network Seal of Prevention™ this year in recognition of commitment to high-impact digital prevention programs. These programs have proven impact on student retention, belonging, academic success, and increasingly, enrollment. Institutions are evaluated on nine criteria related to evidence-based prevention principles. Fewer than 15% of more than 1,000 colleges and universities earn this distinction.



New Student Life Director

Dasha Wood is the new Director of the **Center for Student Diversity and Inclusion**, effective November 15, 2021. Wood served as the Associate Director of Intercultural Initiatives in the Center for the past year. Prior to that, she was an Assistant Director for Fraternity and Sorority Life in Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life at Miami. Wood has a Bachelor of Arts degree from Miami University and a Master of Education degree from Wright State University.



Prodesse Quam Conspici Award

TriHealth's staff in **Student Health Services**, with McCullough-Hyde Memorial Hospital Staff, was awarded Miami's prestigious Prodesse Quam Conspici Award in October for selfless acts and care given during the COVID pandemic. The award recognized TriHealth's partnership with Miami in establishing safety protocols, developing a testing process, and caring for those diagnosed with COVID-19. The award was presented by President Crawford.



Flu Vaccine Numbers

Student Health Services administered influenza vaccination through individual appointments at the Health Center and through vaccine clinics at the Armstrong Student Center, Shriver Center, and the regional campuses. A total of 1,485 were administered to students and employees.

**Don't Miss
Your Shot
To Fight the Flu!**



Dog Therapy Participation

Attendance at **Student Counseling Service's** dog therapy program has increased substantially this fall, with over 950 students participating compared to 256 last academic year (258% increase). Dog therapy remains a popular outreach event, combining the comfort and familiarity of a pet with the skilled intervention of a certified dog handler.



Miller Center for Student Disability Services

Division of Student Life | Board of Trustees Report

December 2021

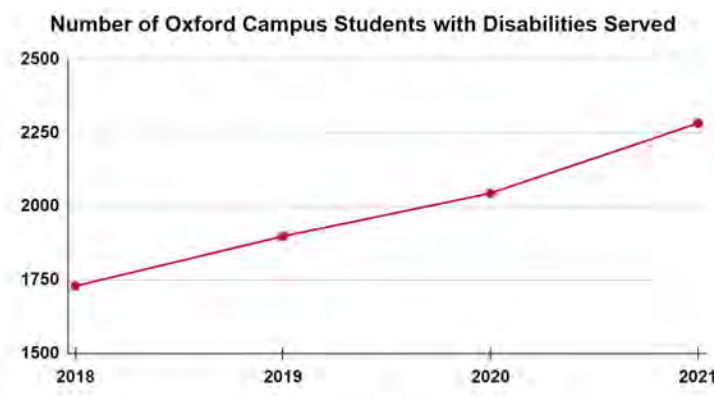
Introduction

The J. Scott and Susan McDonald Miller Center for Student Disability Services coordinates student disability accommodations and provides a wide range of services for the Miami community to promote disability access and inclusion. Core services include:

- Disability Eligibility Determination
- Accommodation Coordination
- Faculty Support
- Disability Culture & Justice Education
- Accessibility Training & Consultation

Service Data and Trends

Current trends indicate a continual increase in the number of Miami students self-disclosing disability and requesting accommodations.



The Miller Center served 12% of the student body during the 2020-21 academic year and is on pace to exceed this amount for 2021-22. Other points of interest include:

- 2,282 students are currently affiliated with the Miller Center
- The top 3 disability categories include 1) ADHD, 2) Psychological, and 3) Medical
- The student to direct service staff ratio is 602:1
- 609 students requested an individualized housing and dining accommodation

Mental health and chronic medical conditions are rising among Miami students in addition to chronic medical conditions. This has led to increasing complexity in ongoing student needs,

including the need for individualized housing and dining arrangements. Direct service staff are managing these increasingly complex student needs while also managing growing caseloads.

Strategic Priorities

The Miller Center team is focused on efforts to advance the following strategic priorities:

- Increasing community building opportunities
- Enhancing responsive service delivery
- Centering disability justice

Increasing Community Building Opportunities



The inaugural Miami Bound pre-semester program *Mastering Disability Access at Miami* was held in August. Students participated in a two-day program designed to support them with 1) understanding how to use their disability accommodations, 2) building new social connections, and 3) feeling more confident in their ability to talk to faculty about their needs.

100% of participants reported they “agree” or “strongly agree” that they accomplished these objectives as a result of attending the program.

“I am so happy that I got to meet new people with similar needs like me and that I learned how to schedule an exam for extended time needs.”

- Miami Bound student participant

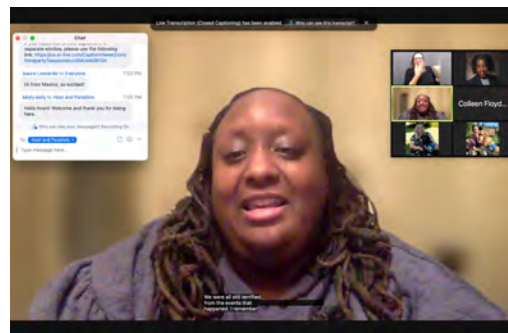
Enhancing Responsive Service Delivery

Student needs continually evolve and are shaped by larger global and societal trends. A variety of efforts are underway to ensure these needs are being met such as:

- Adopting a fully remote captioning model to increase efficiency and autonomy for students who use captioning services for communication access.
- Procuring and distributing transparent masks to ensure effective communication access for students who rely on lipreading and facial expressions.
- Developing an “Express Affiliation” option that will allow eligible students to request accommodations through a fully text-based interactive accommodation process without the requirement for a more in depth access consultation.
- Implementing a social media plan to improve communication to students in digital spaces.
- Continuing to offer virtual programming to expand access and reach to different audiences.

Centering Disability Justice

The Miller Center team is committed to educating the Miami community about disability justice. During Fall 2021, Miami hosted disability rights activist Imani Barbarin for the event *Ableds are Weird, Working Towards Disability Representation and Fighting Ableist Microaggressions*. This program explored the intersectional aspects of one's disability experience, including how bias and discrimination is commonly encountered during everyday interactions.



This virtual event attracted 96 participants across the U.S. and Mexico. Program survey results indicate participants overwhelmingly agreed the program was a valuable experience and increased their awareness of disability related issues experienced in modern society. One participant shared their big takeaway was “**understanding that being an ally means passing the mic to disabled folks to tell their stories and be heard.**”

Future Focus

Exciting partnerships and efforts are on the horizon for the Miller Center.

- **Awarding the recently confirmed Clark and Opal Lease Family Scholarship.** This scholarship will be awarded to students with disabilities who have financial need.
- **Continuing to enhance the State of Ohio Opportunities for Ohioans with Disabilities College2Careers program.** The program has seen a 44% increase in student engagement from Fall 2020 to Fall 2021.
- **Developing innovative strategies to respond to increased student needs.** The department is actively communicating resource needs and developing more streamlined processes.

The future is filled with exciting opportunities!

Sexual and Interpersonal Violence

Division of Student Life | Board of Trustees Report

December 2021

Our Commitment

Miami University is committed to maintaining a healthy and safe learning, living, and working environment and to creating a culture that promotes responsibility, dignity, and respect in matters of sexual and interpersonal conduct.

Prevention Efforts

The past year highlighted the need for prevention and education programming to reflect student experiences within smaller communities on campus. New programming is being informed by focus groups with international students, students of color, and male-identified students. Universal education strategies are still ongoing while new programs are being co-created with partners across campus. Insights gained from this qualitative data have also influenced a new vision for service delivery and a revised position in the Office of Student Wellness.

New position: Assistant Director, SIV Prevention and Outreach, Healthy Equity & Access

The Office of Student Wellness (OSW) created a new, expanded position in Fall 2021 to examine the intersection of identity, equity, and the prevention of sexual and interpersonal violence. The position replaces the previous Sexual and Interpersonal Violence Prevention Education and Outreach Coordinator position. The new role will expand services for students in preparation for the Sexual and Interpersonal Violence Prevention, Education, and Outreach (SIVPEO) Center in the new Clinical Health Services and Wellness facility. The position includes strategic leadership in developing new programming to support diversity, health equity, access to wellness resources, and inclusion on campus. The goal is to support OSW initiatives that will result in both population specific wellness programming and an enhanced respect for diversity.

Ongoing Programming

It's On Us. The annual It's On Us Week of Action took place October 17-24, 2021 with goals to educate about sexual and interpersonal violence (SIV) and to inspire action to prevent acts of harassment, stalking, assault, and rape. Students, faculty, and staff were invited to sign the It's On Us pledge to create an environment in which SIV is unacceptable and survivors are supported. On T-shirt Tuesday, staff in the Division of Student Life and Intercollegiate Athletics (ICA) wore It's On Us shirts and posted photos on social media to raise awareness. Prevention and education programming was delivered by the Office of Student Wellness, HAWKS, Miami University Police Department, Women Helping Women, the Student Counselling Service, the Center for Student Diversity and Inclusion, and the Office of the Dean of Students.

One Love: Behind the Post training. The Office of Student Wellness, in partnership with Intercollegiate Athletics, provided a new prevention-based training to student athletes during the

2020-21 academic year. The training was facilitated by HAWKS Peer Health Educators and delivered over Zoom to 500+ student athletes. The training included an 8 minute video portraying an unhealthy and abusive relationship that also demonstrated how social media can be a barrier to seeking help. The video was followed by an hour-long small group discussion. The Office of Student Wellness is continuing this conversation about the role of social media in prevention with a series of social media posts during Stalking Awareness Month in January.

OVW Grant. Through the OVW Campus Program Grant, the Office of Student Wellness is able to fund ¾ FTE for a Women Helping Women advocate. This position also delivered prevention and education programming on campus to various groups and academic units on campus.

Recognition

For more than six years, Ohio colleges have worked to change the culture regarding sexual violence through the Changing Campus Culture initiative (www.ohiohighered.org/ccc). During this time, the Ohio Department of Higher Education (ODHE) worked closely with campus and community partners to provide access to high-quality training and resources promoting best practices. Each year, Miami has achieved all five recommendations set forth by this initiative. Some strategies include:

- Collecting benchmark data through the Student Health Survey
- Successfully changing the delivery of prevention and response training to reach faculty, staff, students and campus law enforcement in a virtual format
- Using a comprehensive prevention plan
- Establishing comprehensive policies and protocols beyond Title IX regulations
- Implementing additional survivor-centered strategies including access to confidential resources and employees who are trained in trauma-informed response

Response Efforts

This year's response efforts were focused on creating a robust campus education and training program for Title IX terminology, resources, and supportive measures.

SIV Reporting and Response Education

- Nearly 2,000 students, staff, and faculty were trained on SIV duty to report and resources from May through November 2021, including 24 student organizations, 14 staff offices, 2 academic affairs groups, and 1 university division (EMSS).
- 168 students who met with the Deputy Title IX Coordinator were issued a feedback form with a 21% response rate after its launch in October 2021. This feedback will inform new strategies in student outreach and resourcing for support.
- 8,000+ students in the residence halls received an SIV Resources and Reporting handout within the first two weeks of the fall semester.

Title IX Regulations

The U.S. Department of Education regulations released in May 2020 have been implemented and the informal resolution process has been incorporated into the [Interim Sexual Misconduct](#)

[Policy for Students](#). The Title IX Compliance working group met this spring to discuss sex-based cases of harassment and discrimination response and adjudication efforts that fall under the Deputy Title IX Coordinator. We await a new round of proposed changes to the Title IX regulations expected from the Biden administration in 2022.

Coordinated Community Response Team (CCRT) response subcommittee

The CCRT is engaged in SIV response efforts in the following ways:

- Presented syllabi language around SIV reporting and resources to members of University Senate for Spring 2021 implementation into course syllabi.
- Included an academic representative to amplify the voices of faculty and extend our reach of response education and outreach.
- Promoted the duty to report messaging through door signage for those who are a part of the Title IX/SIV process.
- Promoted SIV reporting and support via the Dean of Students' social media.

Adjudication

The Office of Community Standards updated the Code of Student Conduct investigation and adjudication processes to reflect the requirements of the new Title IX regulations that went into effect on August 14, 2020. There have been twelve formal complaints filed under the new regulations with three still under investigation. Per the Title IX regulations, if a party does not have an advisor at the hearing to conduct cross-examination, Miami will provide one for them. The Office of Community Standards assists in the coordination and support of Miami's volunteer staff who serve in this capacity.

Adaptable Resolution

The Office of the Dean of Students launched the adaptable resolution process for sexual harassment and other sexual misconduct involving students. Adaptable resolution is a voluntary, remedies-based, structured process between or among affected parties that balances support and accountability without formal disciplinary action against a respondent, while focusing on the expressed needs of the harmed party(ies). Adaptable resolution is generally designed to allow a respondent to acknowledge harm and take steps to repair harm (to the extent possible) experienced by the complainant and/or the University community. The office has received two requests for adaptable resolution since launching the program in August 2021.

Summary

The creation of a healthy and safe learning, living, and working environment is a shared responsibility and value at Miami. The Offices of Student Wellness, the Dean of Students, and Community Standards work collaboratively to lead Miami's SIV prevention and response efforts. Regardless of the everchanging landscape, our position is resolute: we remain committed to cultivating a safe and inclusive campus community that is free of sex discrimination, sexual harassment, and sexual violence.



NEWS AND UPDATES



University Communications and Marketing

DECEMBER 2021

ONGOING PROJECTS



▲ Cincinnati Enquirer featured the Miami Tribe of Oklahoma event on its Oct. 12 front page.



▲ Zoe Vivier '25 and Associate Professor of Biology, David Russell examine specimens

MULTI-PRONGED MEDIA RELATIONS CAMPAIGN

UCM has launched a multi-pronged media relations campaign to position and strengthen Miami University as a national brand. Nationally, we seek to increase the quantity and quality of stories featuring faculty research and expertise, and locally and statewide, we aim to improve media relationships.

We have nearly doubled the monthly number of average media mentions in national outlets, with nearly 200 mentions. The number of positive and neutral mentions in Cincinnati increased 12.6% over 2020, accounting for 96% of the coverage. In Columbus, our positive coverage augmented by 42%. Overall, the number of positive featured stories increased by 16%.

MULTICULTURAL MARKETING CAMPAIGN

To support overall enrollment goals and enhance our national brand, UCM has developed the first phase of a multicultural marketing strategy for the university. The plan involves three key areas: building cultural intelligence (CQ) within UCM through professional development opportunities, conducting primary and secondary research, and creating a multicultural marketing consulting group, a multi-functional team of colleagues across campus.

As we complete our go-to-market strategy, UCM will aim our multicultural marketing to Latinx and African American students and families in Chicago and Houston.

UCM MENTORS STUDENT MARKETERS

With a return to in-person work, University Communications and Marketing recruited five student marketers to work in the office for 2021-2022. Focused on content gathering, the student team has produced more than 10 profiles for print, web, and digital marketing.

The students completed training on how to use UCM's video equipment, and will learn to use post-production software so they can augment Miami's ability to provide video content to target audiences.

Working closely with the students, UCM staff provides them with the mentorship and exposure to real-world projects that prepares them for graduate programs and careers in the field.

UCM HOSTS 'THE COLLEGE TOUR' PREMIERE

On Nov. 6 UCM hosted the premiere of Miami's "The College Tour" TV episode. The TV series includes universities across the country, and Miami's episode features students and young alumni who represent all academic divisions, with majors and co-majors ranging from architecture to engineering and psychology to entrepreneurship.

Prospective students, alumni, and members of the campus community attended the premiere, which included a screening of the episode followed by a panel discussion with several of the show's stars.

Miami's episode is now available on YouTube and will appear on Amazon Prime and other streaming services beginning in February.

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.



UCM / NEWS AND UPDATES



Marketing by the Numbers

September 1 – November 15, 2021

SOCIAL MEDIA

16.3M

Total social media impressions on the university's primary accounts

1.3M 4.8M
 9.2M 99.4K

704K

Total social media engagements

49K 148K
 442K 64K

435K

Total social media followers

773 3.2K
 1.4K 203K

WEBSITE

6.4M

Unique website visitors

7.9M

Website page views

CONVERSION TRACKING

24.8K

App Gen to Apply

6.0K

Common App apply clicks

3.8K

Request for Information form submissions

Social Media top highlights

September 1 – November 15, 2021



News by the Numbers

September 1 – November 15, 2021

29

News media pitches

159.3M

News reach

3.7K

News mentions

\$4.7M

PR value

421

National news media mentions

316

Personalized student stories

112

Press releases sent via Merit about students recognized for academic achievement

148K

Merit-generated impressions on social media

**ENROLLMENT MANAGEMENT
AND STUDENT SUCCESS****December 2021 Board of Trustees Report**

OFFICE OF ADMISSION

Included in presentation.

OFFICE OF THE BURSAR

Miami has continued partnership with EverFi to provide information on Financial Literacy. This digital education program teaches students how to make wise financial decisions to promote financial well-being over their lifetime using topic-driven videos and playlists. Topics include: Financial Learning for Higher Education, The Basics, Your Credit and You, and The Working World.

Since the program was officially introduced in March 2021 until the end of October, there was an 1168.5% increase in use of the program. Outreach was sent to all undergraduate and graduate students showcasing various playlists and topics on October 13, 2022. Since this outreach, we have had an additional 36% more users access the portal.

Miami has newly partnered with Guild Education to provide the opportunity for employer-sponsored continued education for working adults. Companies sign up with Guild to administer their employee-sponsored education programs (tuition reimbursement). Guild then covers the employer-sponsored portion of the tuition and processes payments with the employer directly while adult learners attend online or in-person classes at Miami.

CENTER FOR CAREER EXPLORATION & SUCCESS

To respond to student preferences for personalization and employer needs to be connected with student talent more easily, CCES is changing the career fair structure for Spring 2022. In lieu of one large career fair event in the beginning of the semester, CCES will offer 13 industry-specific career and internship fairs throughout the entire term. All fairs will be in-person unless noted otherwise.

Accounting, Finance and Consulting
Analytics, Information and Technology
Engineering
Health and Science (virtual)
Sales, Management, and Logistics
Architecture and Design (virtual and in-person)

Helping Professions
Careers for the Common Good (virtual)
Teacher Job Fair
Advertising, Media, and Public Relations
(virtual)
May Graduates Job Fair (virtual)



A Professional Headshot Booth is now a permanent fixture in the Center for Career Exploration and Success. The self-service booth allows students to take their own professional-quality headshot. It utilizes software to removes blemishes, whiten teeth, and apply filters. Having a high-quality profile picture for LinkedIn (and other platforms) is a differentiator as students navigate the job market.

OFFICE OF STUDENT FINANCIAL ASSISTANCE

This fall, the Office of Student Financial Assistance conducted financial aid night presentations to 10 high schools in the community. These presentations deliver important financial aid information to high school students and parents and they serve our local high school and the counseling staff, who help promote Miami to their students.

We also partnered with Mason High School, Talawanda High School, and Walnut Hills High School on a FAFSA completion initiative. During these events, which took place both at the high schools and virtually, our staff provided one-on-one assistance in completing the FAFSA to nearly 100 students and their parents.

OFFICE OF THE REGISTRAR

Office of the University Registrar (OUR) has been working with divisions to develop degree roadmaps that will be used by students to chart out all required courses at the beginning of their academic career. As of November 24th, the office is roughly 80% complete in the roadmaps with the expectation the final 20% will be done by the end of December 2021. We intend for this new feature to be ready for students and advisors to use in the Spring of 2022 for Fall 2022 registration.

The uAchieve Planner validates courses in students' plans against existing uAchieve degree audit data to give a clear path to graduation. Students can use existing degree requirements or term-by-term roadmaps to build their own personal plans, helping them stay on track to meet their educational goals. The creation of term-by-term plans in turn provides the school with data needed for demand analysis and classroom scheduling.

The uAchieve Planner also provides some other great benefits:

- Assistance toward increased retention and graduation rates due to students being able to plan their academic years out.
- Ability to permit a student to work independently to plan their progress toward graduation or work directly with an advisor. Students are able to write entries to their advisor and the advisor can review their entries and respond back within the program.
- Ability for Miami to begin work on determining true course demand so that departments have the ability to start planning terms in advance with better results.
- Ability for Miami to run reports to determine which students are not staying on track so advisors can work with them early to try and assist them in still completing their degree within four years.

OFFICE OF THE VICE PRESIDENT

Enrollment Management and Student Success offices have been participating in individual DEI events as well as a department-wide wellness series. November's session(s) featured on Rebecca Young, Director of the Office of Student Wellness. Rebecca presented and discussed an initiative called the "8 Dimensions of Wellness." Topics addressed included the mental, environmental, emotional, financial, physical, occupational, intellectual, and spiritual aspects of a person's life. The goal of this presentation was to raise awareness and to provide information that will result in healthy choices for the overall well-being of each staff member.

ONE STOP

The One Stop worked to support and implement the Covid Vaccine/Exemption requirement by telephone outreach to Miami Students reminding, assisting, and directing them on how to complete the requirement effectively lowering the number of students who had not completed either the requirement or exemption.

STUDENT SUCCESS CENTER

After a successful pilot program in Fall 2021, the Early Alert Progress Report will be implemented again in Spring 2022 with over 30 participating classes. Professors will provide progress report feedback which is logged in EAB Navigate and accessible by advisors across campus. If a concern is raised, the student will receive an automated messaging letting them know about the nature of the concern and by which class and professor it was submitted. These messages will encourage students to meet with the professor, advisor, and other campus resources to turn things around. The Student Success Center and the Coordinated Action Team (CAT) will also review the alerts and reach out to students as necessary.



Proactive email and text messages for Spring Semester were sent to students with registration holds and students who had not yet registered on day two of their window. An additional nudge was sent to the students who had not yet registered on the first day of open registration.

The achievements of Miami's first-generation student population were celebrated on November 8, 2021. Miami's First-Generation College Celebration Day is part of the National First-Generation College Celebration, held annually to honor students who are first in their

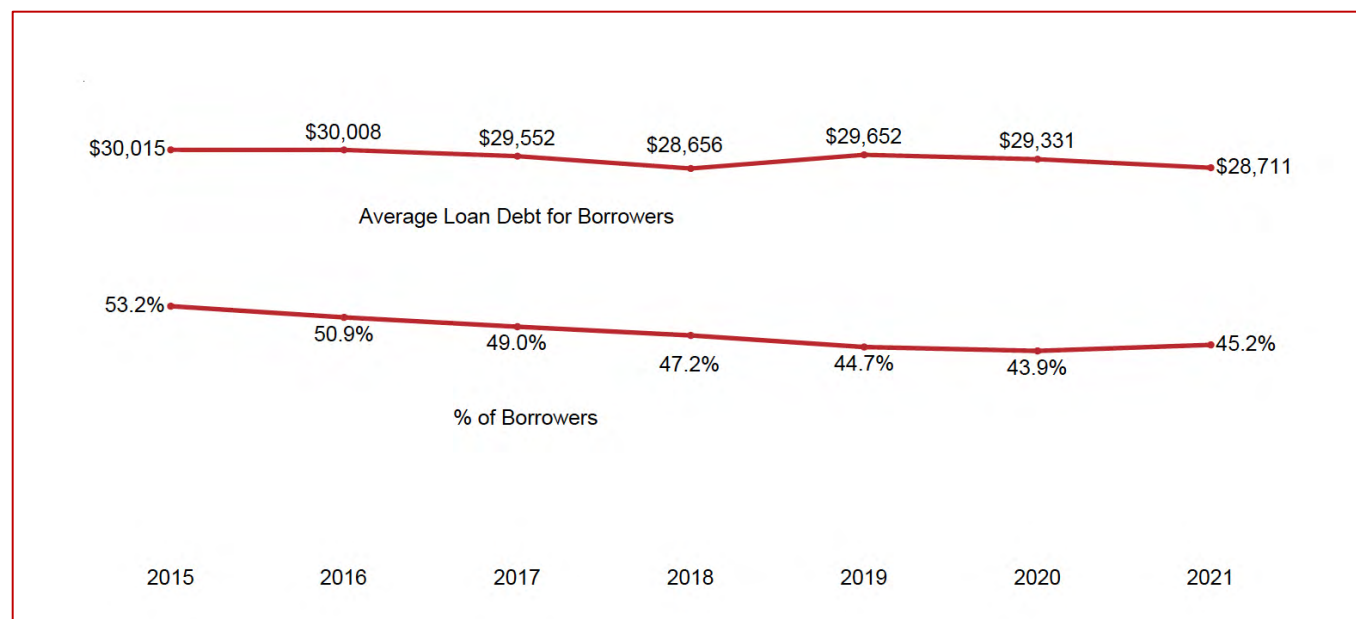
families to go to college. The Student Success Center serves as the home for first-generation students at Miami, providing holistic support and connecting them to resources such as mentoring, career exploration, and financial aid, among others.



Loan Debt Update

LOAN DEBT FOR GRADUATES

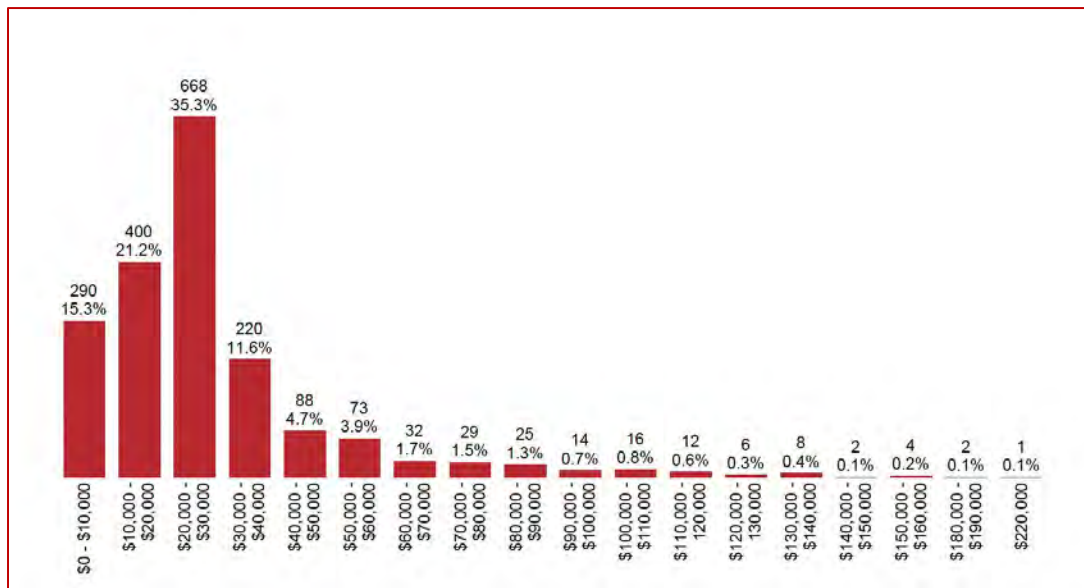
The topic of student loan debt continues to be an important issue across the nation and the state of Ohio. For the Miami graduate who left between July 1, 2020 and June 30, 2021 the average student loan debt was \$28,711, down 2.1% from the prior year. 45% of Miami students graduated with debt. The standard 10-year repayment plan would result in a monthly payment of about \$275 during the life of the loan. Over the course of the last 7 years, Miami's average student debt at graduation has decreased by 4.3%. The chart below details the average loan debt over the last 7 years. It's important to note that this is the average debt of those that borrowed and not the entire graduating class.



LOAN DEBT DISTRIBUTION

According to data from The Institute of College Access and Success, across the nation in 2019* 62% of college graduates left with an average debt of \$28,950. In Ohio 59% of graduates left with an average debt of \$30,605 in 2020.

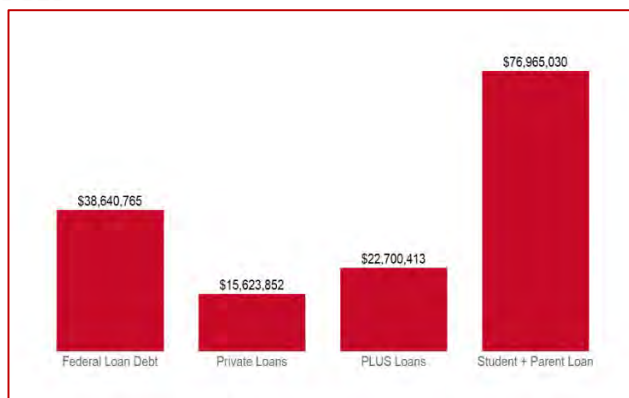
The chart below shows the number of borrowers and their total debt upon graduation in increments of \$10,000. Over 80% of graduates left with less than \$40,000 in student loan debt. Of concern, 90 students borrowed in excess of \$80,000. It's important to note that it is against federal regulations for Miami to prohibit students from borrowing.



LOAN DEBT TYPES

During FY21, undergraduate students at Miami borrowed in excess of \$38 million in federal student loans and \$15 million in private loans. Parents of undergraduate students borrowed in excess of \$20 million in federal loans for a total of \$76,965,030 borrowed by undergraduate students and their parents.

FY21



FY20



*This data is not available for 2020 graduates.

According to Sallie Mae's 2021 How America Pays for College, a national study of college students and parents, families expect to use loans to cover 20% of the cost of college, and more than half make payments while in school. The average borrowed amounts reported by those who used loans have decreased significantly this year, particularly for student borrowers. Student loan borrowing is down nationally 26% from 2019-2020 while parent loan borrowing is down 9% from 2019-2020. At Miami, student loan borrowing is also down 26% from 2010-2020 while parent borrowing is up 9% over the previous year.

LOAN DEBT BY SUBGROUP

In the chart below you can view average loan debt by subgroup on the left and the percent of borrowers on the right. Over the last year the average loan debt has gone down for residents while the percent of borrowers has increased. Debt amongst non-resident graduates has slightly increased from a year ago. Students graduating from the College of Education, Health and Society and the Farmer School of Business borrow more than students in other divisions.

Loan Debt - Fiscal Year 2021 Graduates					
Average Debt	\$28,711			45.2%	4,182
Ohio Resident	\$27,390			56.8%	2,551
Non-Resident		\$33,053	27.0%		1,631
College of Arts and Science	\$28,659			44.4%	1,512
College of Creative Arts	\$27,887			48.6%	253
College of Engineering and Computing		\$30,057	41.3%		356
College of Education, Health and Society		\$29,937		52.9%	611
Farmer School of Business		\$29,987	38.0%		1,013
Average Loan Debt by Subgroup			Percent of Graduates Who Borrowed		

When we further refined the data to look at important sub-populations we found the following:

- 35.9% of Black, Indigenous, and people of color borrowed and accumulated an average debt of \$25,470 upon graduation.
- 80.6% of Federal Pell Grant recipients borrowed and accumulated an average debt of \$28,342.
- 83.1% of Miami Access Fellows borrowed and accumulated an average debt of \$23,353. This group of students has a median family income of \$19,000.

ONLINE DEBT SUMMARY

Miami continues to be proactive in our monitoring of student debt. Students can view their overall indebtedness online and near their other financial aid information. When a student's loan is disbursed, we send emails to the borrower informing them of the amount and reminding them of the obligation. We also continue to counsel students one- on-one utilizing the loan debt summary tool available on the One Stop web site.

Your Loan Debt Summary

Student Information:

[Admin and Staff Links](#)
[ConfigMgr](#)
[AuthMan](#)

This is a representation of your estimated educational loan debt from Miami University. Please use this information, along with the resource information provided on the left, to help minimize your future borrowing.

\$30,000 - Your Estimated Educational Loan Debt from Miami University
\$30,015 - Average Loan Debt for Graduates of Miami University

Estimated Monthly Payment

Total Educational Loans:	\$30,000
Standard Repayment Term:	10 years
Assumed Interest Rate:	6.8%*
Monthly Payment:	\$345.24*
Projected Interest Paid:	\$11,428.80
Cumulative Payments:	\$41,428.80

* Interest rates for student loans will differ due to various loan types and the date of loan origination. Miami University is using an estimated interest rate of 6.8% for the above calculations. If your estimated monthly payment is less than \$50, your servicer may require a minimum payment of \$50.

Educational Loans at Miami University

Federal Direct Subsidized and Unsubsidized Loans:	\$25,600
Federal Perkins Loans:	\$3,000
Private Educational Loans:	\$0
University Loans:	\$1,400
Total Educational Loans:	\$30,000

How Much Debt is Too Much?

As a general guideline, your student loan payments should be 10% or less of your salary. You can find your career salary estimates at the [U.S. Department of Labor's Occupational Outlook Handbook](#).

- Personalized statement of loan debt
- Comparison of loan debt to-date to average debt at graduation
- Estimated monthly payment amounts
- Estimated total interest and total cost of the loan
- Estimated salary information



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**BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
Marcum Conference Center, Oxford, Ohio
Thursday, September 23, 2021 9:00 a.m.**

The meeting of the Academic and Student Affairs Committee of the Miami University Board of Trustees was called to order at 9:00 a.m. by Committee Chair John Pascoe, a majority of members were present constituting a quorum. The meeting was held in the Marcum Conference Center on the Oxford campus. Roll was called, and attending with Chair Pascoe were committee members; Trustees David Budig, and Zachary Haines; and Student Trustees Amitoj Kaur, and Dawson Cosgrove; along with non-committee members; Trustees Debbie Feldman, Rod Robinson, and Mary Schell; 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 Provost Osborne; Vice Presidents Cristina Alcalde, Jayne Brownell, Mike Crowder (interim) Jaime Hunt, David Seidl, Brent Shock and Randi Thomas; along with Ted Pickerill, Executive Assistant to the President and Secretary to the Board of Trustees. Also attending to present to the Committee were: Assistant Vice President and Director of Admission Bethany Perkins; Director Kim Vance and Associate Director Adam Dralle from Student Activities; Associate Provost and Dean Amy Bergerson; and Assistant Vice President of Health and Wellness, Steve Large; along with many others in attendance to assist or observe.

Public Business Session

Welcome and Approval of the Prior Meeting's Minutes

Chair Pascoe welcomed everyone to the meeting, relaying:

To begin, I want to welcome everyone to our first in-person Academic and Students Affairs Committee meeting in over 18 months.

We have several new leaders whom we met virtually, and it is so nice to have you in-person at the meeting, along with the many members of the Miami community who have joined us today.

Some new members of the leadership team are joining us for the first time, Vice President Cristina Alcalde our new Vice President for Institutional Diversity and Inclusion – welcome Cristina.

Dean Mike Crowder who rejoins us as the interim Vice President for Research and Innovation – welcome back Mike.

Dean Amy Bergerson, our inaugural Associate Provost and Dean for Undergraduate Education. Welcome Amy, I understand we will hear from you later in the meeting.

Our other new leader, Vice President Ande Durojaiye, Vice President of the Regional Campuses, was unable to attend today, and we hope to meet him in person tomorrow at the full Board meeting.

The pandemic remains a challenge, and I would like to thank the many members of the Miami Community who have brought us through this continuing pandemic, and thank our students for their incredible perseverance and adaptability. We are so glad to have you back on our campuses, and to see many of the campus events and activities return as well. Thank you as a Trustee, and thank you as a Miami parent.

Today we will learn of Miami's return to campus, center-led marketing and communication, recruitment and enrollment, the progress of Boldly Creative, and to hear from some of our new deans in person.

We look forward to hearing from our campus leaders about these and other topics today.

Approval of the prior Minutes

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

Reports

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

The reports are included as Attachment A.

Student Life Update

Vice President Brownell updated the Committee on Student Life. She relayed the importance of health and safety in Student Life decision-making, and described the uniqueness of this most recent college generation. It includes the largest first year class ever, which because of the COVID pandemic, did not have the normal transitional time to depart home and enter college. For second year students, much of their first year was

virtual, and they were also provided an orientation to start this year. Third year students have experienced only one non-pandemic in-person semester.

She relayed that the response to COVID has provided opportunities – Student Life now has a new approach to Mega Fair, with timed arrivals, and more spacing creating a less overwhelming experience which worked well for students. Similar to Mega Fair, many of the opportunities for connection, have been moved outside and spread out. The response to COVID has also brought an expanded use of technology, and with it supplements to in-person activities, and increased access to many services, such as telebehavioral health.

She provided an overview of divisional goals and priorities. Which include transitions in many support offices; retention, persistence, and success initiatives; Diversity, Equity, and Inclusion priorities; a focus on unique needs of students during COVID; mental health and emotional wellness; Collin's law anti-hazing legislation; and the assessment and use of data.

COVID Management

Assistant Vice President for Health and Wellness, Steve Large, then updated the Committee on COVID management. He discussed student mental health support, with students of concern cases up 30%, he provided an overview of the time to receive care, and the use of a stepped care model to address levels of need. He told of the HOPE (Help Over the Phone Everywhere) line, which is available 24/7 for immediate support, he also spoke of the use of additional therapists, made possible through donor-support, for use during peak periods.

AVP Large thanked the many partners who have worked together to address the pandemic. He stated there is a broad committee meeting daily, that testing continues, and that the university continues to provide quarantine and isolation locations for on campus students.

Anti-Hazing Efforts

Vice President Brownell then provided information on SB126, Collin's Law, which prohibits hazing, requires the reporting of hazing incidents, and establishes a requirement that no student can participate in any student organization (it is not limited to fraternities and sororities), until they have received training. For Miami University with its hundreds of student organizations, this will apply essentially to all students, and Student Life is looking to incorporate this training into orientation.

Director Kim Vance and Associate Director Adam Dralle from Student Activities then talked of Miami's current efforts. Today these efforts are focused primarily on fraternities and sororities. Some of the efforts include partnerships with HAWKS, peer intervention, and canvas courses to inform students regarding Greek life. All chapters are also required to submit their education plans, and the timeline for new member

integration. They must also train all new member advisors, and submit the four-week new member schedule and curriculum.

They stated while current efforts are fraternity and sorority focused, that the structure and framework are in place to expand upon to address all student organizations on campus.

The Student Life update is included as Attachment B.

University Communications and Marketing (UCM) Update

Vice President Hunt began by updating the Committee on UCM Goal setting to create a high-performing marketing model for Miami. She stated the goals are designed to drive movement on the Marketing Maturity Model, and are aligned with the brand identity guide, brand foundation, and sub-brand development.

The brand identity guide was launched on July 1, the launch included the distribution of refreshed logos and lockups, a new brand guideline website, and a new design approval process. The brand foundation includes five brand pillars:

- Learn Broadly
- Understand Deeply
- Think Entrepreneurially
- Connect Intentionally
- Serve Purposefully

Sub-brand development includes creating clear branding distinctions between Oxford, Miami's regional campuses, and Miami Online. This effort is planned for completion in June 2022.

VP Hunt next updated the Committee on media outreach. The reach of recent new stories is 129.4M, through 5,500 news mentions (with only 816 from outlets in Ohio). This exposure is valued at \$4M. Miami was mentioned in a variety of national outlets including: Bloomberg, ESPN, MSN News, MSN Sports, Forbes Online, Yahoo Finance, U.S. News and World Report, CNBC, Los Angeles Times Online, Chronicle.com, SFGate, Yahoo Sports, and CBS Sports.

She next spoke of supporting strategic recruitment. Working with EMSS, the effort to attract and yield potential students is now more focused and targeted. The strategic recruitment campaign includes:

- Targeted emails (students + parents)
- Landing pages
- Geotargeting display ads
- Facebook, Snapchat and Instagram ads and retargeting
- Retargeting from website

- Video streaming ads
- Search engine marketing
- Out-of-home advertising
- Print

The process is sophisticated and data driven. It creates a 360 degree student experience, and a seamless cross-channel experience that is molded around their interest.

She also shared that Miami has joined with *The College Tour* on Amazon Prime. Miami's tour will debut in Oxford in November, with 200 prospective students invited to attend.

VP Hunt then updated the Committee on Center-Led Marketing and Communications, and the effort to reimagine marketing and communications at Miami University. She stated that academic marketing and communications staff and budget are moving into UCM, which will allow a better understanding of their efforts, activities and focus within divisions, these directors have dual reporting lines to both UCM and their academic dean. This reorganization also allows telling a broader university story when telling the divisional story. She reported that the deans and everyone involved have been very supportive and positive.

The UCM update is included as Attachment C.

Enrollment Management and Student Success (EMSS) Update

Vice President Shock reported the following:

We have had a very good start to the Fall semester and I want to spend a few minutes highlighting some of our key successes for the Committee. In a few moments you will hear from Bethany Perkins about how our Fall 2021 class shaped up. And, just as importantly, how we have launched the recruitment process for Fall 2022.

As you know, EMSS includes a number of administrative offices that work closely together, and with other offices across campus, to ensure a successful start to the term for our students. One example: Working closely with our partners in Business and Finance, Academic Affairs, and Student Life, at the beginning of the term, we meet daily for a few minutes to review reports of unpaid student balances and map out strategies for outreach, which include emails, texts, and calls to students who have unpaid balances. Within the first two weeks of the term we cancel courses for those that have not paid.

On the first day of the term, just over 1,300 Oxford undergraduate students had outstanding balances for the fall semester - a number that was on par with the pre-pandemic Fall 2019 term. Using strategies we had mapped out, and in concert with the other divisions, we whittled down the number and ended up cancelling just 82 Oxford undergraduate students who failed to pay. In order to reduce the number, we utilized

CARES funding for student grants and the University's emergency needs fund to provide microgrants to students who owed small amounts.

In our written report you will see that the Center for Career Exploration and Success is planning for a series of four career fairs this fall. We felt it was important to return to an in-person fair while at the same time leveraging virtual events, as some employers are still not traveling. Thus, we planned two in-person events this week and two virtual events next week.

All totaled, we have 347 unique employers coming to the fairs, an increase of 48 employers over last year and 140 over 2019. Our first two fairs saw over 2,000 students over the span of two days and 12 hours. We socially distanced the event, spread out the arrival times of seniors, followed by juniors and sophomores. We heard from employers that they loved the fact that they had a sense of the order in that seniors were first in the arena and they could better position themselves for the conversations. They also reported that they liked having a bit more space and that it led to better conversations with our students. I'm excited for the remaining fairs next week, where we are expecting 279 employers, and we will report back at the December meeting on how those went.

Last but not least, this year marks the 40th anniversary of the Bridges program. Our Bridges program recently won the 2021 Inspiring Programs in Stem Award from Insight Into Diversity. Alumni Relations plans to do a webinar later this Fall featuring the alumni who started Bridges 40 years ago as well as more recent Bridges alumni and current Bridges students. Unless there are any questions, I would like to introduce Bethany Perkins who will bring the enrollment update.

Enrollment Update

Vice President and Director of Admission, Bethany Perkins, provided an enrollment update. She stated that applications for Fall 2021 entry were the most ever, at more than 31,000, and the entering class, at over 4,500 students, was the largest and most academically accomplished in Miami history. She stated that of the students deferring their Fall 2020 entry, over 200 enrolled in the Spring and Fall of 2021.

In recruiting and yielding the class, the Admission Office conducted both in-person visits and virtual events, including an award-winning virtual Bridges Program and the new Wiicinaakosioni Program focused on diversity.

She then informed the Committee of strategies for Fall 2022. AVP Perkins reiterated the partnership with UCM and the implementation of a strategic, focused and tailored communications plan. Other strategies for 2022 included:

- Remain test-optional for review, scholarships, and honors programs
- Increased name purchases and geographic reach
- Integrated email, print, and digital campaigns in partnership with UCM to generate awareness and applications

- Virtual and in-person events, including university open houses and joint counselor updates with other national institutions
- Both virtual and in-person high school visits, fairs, info sessions and tours
- Texting campaign with nudges for each step of the process
- Targeted recruitment on college search engines
- Visit. Visit. Visit.

To enhance international student recruitment, she relayed several strategies for Fall 2022:

- Formal agreements with agencies
 - Prioritizing agencies with global reach
 - Spring familiarity tour
 - Virtual resources and training – including translated documents and materials
- Merit scholarships
- Country-specific programming
- Robust communications

For Fall 2021 there was a goal of 215 transfer students, 243 were enrolled, an increase of 29.9% over Fall 2020. Of the 243, 25 had deferred their Fall 2020 entry. For Fall 2022 transfer student recruiting strategies include:

- Integrated campaign similar to first-year recruitment strategy
- Outreach to past applicants
- In-person and virtual programming with key community college feeders
- Dedicated on-campus programming specifically for transfer students
- Working with the new Transfer Collaborative to build new agreements and improve transfer processes

In 2021 graduate admission was transitioned to EMSS, providing advanced operations and analytics support. Slate was launched for graduate admission, and Tableau was introduced for reporting. EMSS partnered with Academic Affairs to develop new communication plans, content, and campaigns that coordinate marketing efforts. Fall 2021 saw the highest graduate student application volume in five years, with over 2,300 applications.

AVP Perkins then outlined the graduate admission strategies for Fall 2022, they include:

- Onboard an all new admission counseling team dedicated to nurturing new leads and applications
- Leverage Slate CRM fully
 - Introduce virtual and in-person events
 - Launch redesigned communication plans for online programs

- Integrate faculty and admission communications
- Increase text and phone outreach
- Collaborate with campus partners on anti-melt campaigns

The EMSS Update is included as Attachment D.

Academic Affairs Update

Provost Osborne updated the Committee on Academic Affairs by first providing an overview of new leadership positions and leaders within Academic Affairs, stating the deans are a highly collaborative team. He then reviewed faculty composition, which shows continued support and growth in tenured and tenure track positions and TCPL positions, with a reduced reliance on visiting faculty. He also informed the Committee of the significant reduction in Academic Affairs E&G annual net position, moving from a \$19M deficit in FY19 to a \$12M surplus in FY21.

Provost Osborne then provided an update and overview on Boldly Creative. He relayed:

- Most personnel expenditures are being covered by E&G reallocations - most conservative and sustainable way
- Long term investments will take time to realize full benefit
- COVID may have delayed or interrupted progress - unable to know how we would be doing without COVID
- Curricular approvals generally take 18-24 months for full approval, recruiting an additional year or two
- We expect to replenish BC funds as programs become revenue positive
- Encumbered or spent \$~10M of \$50M in BC funds (\$~40M left)

Provost Osborne also explained the implementation of an incubator process for connecting good ideas with funding. He summarized the next steps for Boldly Creative as follows:

- Continue approvals of planned programs
- Evaluate progress and ROI expectations included with every approval
- Academic Incubator cultivating new ideas
- Programs realizing excess revenue repay investments over time
- Look for new investments with ROI - such as Research Scientists

Provost Osborne then informed the Committee of a new initiative with four area partner colleges and universities – Moon Shot for Equity. Moon Shot for Equity is a national initiative that seeks to help more students from historically underserved populations graduate from college. The Moonshot hypothesis is that by implementing 15 evidence-based practices, and coordinating across multiple institutions within the same region, we can create pathways and opportunities not possible by institutions acting alone.

Provost Osborne then introduced Miami's inaugural Associate Provost and Dean for Undergraduate Education, Amy Bergerson. Dean Bergerson shared with the Committee some of her initial impressions and remarked on the strong partnership across the university. She also informed the Committee of some areas of focus for the year, which include; integrated academic advising and student success planning; enhancing each student's understanding of the value of student experiences and academics; and ensuring every student is having an exceptional educational experience.

Provost Osborne's presentation and the Academic Affairs Update are included as Attachment E.

Written Updates, Attachment F

Campus Safety Data (Office of Community Standards)
Student Housing Occupancy Update (HOME Office Update)

Adjournment of Meeting

With no other business to come before the Board, Trustee Budig then moved, Trustee Haines seconded, and by unanimous voice vote, with all in favor and none opposed, the Board, adjourned at 12:15 p.m.



Theodore O. Pickerill II
Secretary to the Board of Trustees