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**BOARD OF TRUSTEES
 MIAMI UNIVERSITY
 Minutes of the Academic and Student Affairs Committee Meeting
 February 18, 2016, 8:00 a.m.
 Marcum 110, Miami University, Oxford Campus**

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on February 18, 2016 in room 110, Marcum Conference Center on the Miami University Oxford campus. The meeting was called to order at 8:00 a.m. by Committee Chair Bob Shroder, a majority of members were present constituting a quorum. Attending were Chair Shroder, and Committee members; Trustees David Budig, Dennis Lieberman and Sharon Mitchell, National Trustees Terry Hershey and Diane Perlmutter, and Student Trustees Ciara Lawson and Mary Adeline Lewis; along with Trustees Jagdish Bhati (arrived at 9:30 a.m.), Mark Ridenour, and Steve Wilson, and National Trustees John Altman, and Robert Coletti.

In addition to the Trustees, Phyllis Callahan, Provost and Executive Vice President for Academic Affairs; Jayne Brownell, Vice President for Student Affairs; and Michael Kabbaz, Vice President for Enrollment Management and Student Success, were in attendance. Also present to address agenda items or to provide support, were: Deedie Dowdle, Associate Vice President for Communications and Marketing; Mike Curme, Dean of Students; Jerome Conley, Dean and University Librarian; Maria Cronley, Associate Provost; Carolyn Haynes, Associate Provost; Susan Schaurer, Assistant Vice President and Director of Admission; Brent Shock, Assistant Vice President for Enrollment Management and Director of Student Financial Services; Yvette Harris, Professor and Chair of the Senate Executive Committee; Tracy Hughes, Senior Director of University Marketing; Jane Goettsch, Director, Women's Center; Scott Sportsman, Director of Research and Analysis, EMSS; Clair Wagner, Director of University News and Communication; Becca Getson, Sexual Assault Response Coordinator; Alexander Cary, ASG Secretary for Academic Affairs; and Ted Pickerill, Secretary to the Board of Trustees; as well as others attending to observe or assist.

Executive Session

Sharon Mitchell moved, Dennis Lieberman seconded, and by unanimous roll call vote, with six voting in favor and none opposed, the Board convened to Executive Session to discuss personnel matters, the promotion of public employees, as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

Public Business Session

Chair Robert Shroder opened the public session and welcomed everyone to the meeting.

Approval of the Prior Meeting's Minutes

National Trustee Terry Hershey moved, Trustee David Budig seconded, and by unanimous voice vote, the minutes of the previous meeting were approved.

Student Trustees

Student Trustee Mary Adeline Lewis relayed the following:

Recently there has been a lot of unique Miami University alumni in the news that are worth talking about.

-CEO of Taco Bell, Brian Niccol, graduated from Miami University with a degree in engineering. He recently spearheaded a campaign within Taco Bell's innovation team to "spice up" the names of the franchises new menu items. When asked where he got the idea he replied that he wanted to replicate the idea of the old place where he had lunch during college, Bagel and Deli, to name items in catchy and unique ways. His on the spot idea was, "The After Burner" *I am still trying to figure out how something will provide enjoyable after burn.*

-Michael Markesbery and Rithvik Venna started the cold weather clothing company Oros, and are being praised for their space comparable jackets, beanies, and gloves. The company uses the material aerogel, a material used by NASA in space suits to keep astronauts protected from the elements of other planets. Aerogel is a super-light insulator that lets very little heat through. A goose down jacket would have to be 40 millimeters thick to provide the same insulation as 3 millimeters of aerogel. The jacket can keep the body warm in temperatures as low as -321 degrees.

Miami University's graphic design program is now ranked 25th among public graphic design schools and colleges in the U.S. by [Animation Career Review \(ACR\)](#). The program offers a selection of focus tracks including business, communication, cultural studies, environmental design, interactive design, studio art, perception and cognition, and technical communication. Other aspects of the program include paid internships with leading firms and study abroad opportunities.

The 2016 Young Painters Competition has named a winner. [Annie Ewaskio](#), was awarded with the \$10,000 William and Dorothy Yeck Award. William was a 1936 graduate. Annie's painting "After the Narwhals" won her this award and will be put in

the young painters collection. Her work has been featured in The New Yorker, The New York Times, and The Huffington Post

-In addition to Annie and other finalists' paintings, there is an art exhibit in Heistand Hall that showcases many Miami university students' artwork.

- The Miami Art Museum is also featuring an exhibit centered around Creativity and Innovation, the theme of this year at Miami. The exhibit features students' responses to President Hodge's proclamation that this year is the year of creativity and innovation at Miami University.

Rod Northcutt's sculpture students used their class time to winterize mobile homes last fall. They collaborated with several community groups for a project that culminated in the winterizing of eight mobile homes at the Miami Mobile Home Park in Oxford. They also researched poverty and helped connect the services of local community members to others in need. The winterization project involved 31 volunteers - 15 students, three faculty and 13 community members - who cut and installed new skirting for the homes. Students worked with members of the local nonprofit People United for Self Help (PUSH). The group provides assistance for essential repairs to eligible homeowners who, without such assistance, would be unable to make the repairs necessary for them to remain in their homes.

Drones are being used to study and better the Miami University Airport. Sinclair Community College in partnership with Miami University has received permission from the Federal Aviation Administration to fly unmanned aircraft systems (UASs or drones) for research and education purposes over the Miami University airport property. The point of this project is to explore academic certificate and degree programs that are mutually beneficial for students at both colleges. "Miami University is proud to be a partner with Sinclair on this effort," said Jim Oris, Miami's associate provost for research and scholarship and dean of its Graduate School. "Expanding airspace capability for research and educational projects in the region will enhance collaborations between our two institutions and will provide access and opportunities for students to be directly involved in world-class UAS research and development that otherwise would not be possible."

In addition to the approval at Miami University Airport, Sinclair is also permitted for UAS flight operations at Springfield-Beckley Airport, Wilmington Air Park, The Ohio State University Airport and the National Center for Medical Readiness. Miami is developing a policy to address use of drones for academic purposes.

Finally, Randi Thomas, Jerome Conley, Dean Jim Oris and Lisa Dankovich will be taking a group of Miami students with the Office of Institutional Relations to Washington D.C. for an alternative spring break experience. While in Washington the students, ranging from political science to hard science concentrations, will study and practice the confluence between higher education and government. The students will

have the opportunity to experience Washington, meet congressman and senators interested in learning more about Miami, and give presentations on the research many of the participants conduct on campus. After the 3 day trip to Washington D.C., the students will take the same things to Columbus, where they will be able to compare the confluence at the state level to the national level they saw in D.C. Miami University is the only university in the state of Ohio to give their students this kind of opportunity.

Student Trustee Ciara Lawson relayed the following:

As we roll into spring semester, university students, faculty, and alumni refuse to let the cold keep their hard work and passions stuck inside. The year of creativity and innovation continues to warm the hearts of those in the Miami Community from frigid southwest Ohio to the more tropical locations students visited during this past January term.

The Miami University Alumni Association recently continued its tradition of sending out Valentine's Day cards to Miami mergers. This sweet gesture reminds an impressive 14% of alumni of the college that brought them together, whether meeting in later years or spending undergrad time kissing at midnight under Upham Arch. Valentines with a unique poem and theme were sent to 13,658 couples across all 50 states and 16 countries. This romantic tradition has been carried out since 1982.

Miami's Confucius Institute hosted a successful Chinese New Year Celebration for the 2016 "Year of the Monkey". International students had the opportunity to be reminded of home as colorful costumes, vibrant music, and hot, delicious Chinese food adorned Macmillan Hall and Hall Auditorium in early February for the beginning of the 15 day celebration. The Institute emphasized the cultural context of tea, as it is often associated with creating art and music. Many students, both domestic and international enjoyed the Miami Symphony Orchestra paired with the Chinese Classical Music Ensemble, followed by several Chinese opera singers, Junshu Zheng, Jason Chen, and the Institute's Lion Dance Club. American students had a chance to try out the Kung Fu inspired dance moves of the Lion Dance as well. These wonderful events for China's biggest holiday were a great exchange of traditional Chinese music and culture shared between our international and domestic students.

The celebrations of art and culture continued as Garden Commons dining hall hosted a "Mardi Gras" dinner for students. Buffet meal options included authentic New Orleans cuisine such as traditional Gumbo, Shrimp & Grits, Blackened Tilapia, Fried Okra, Cajun Baked Catfish, Bread Pudding with Bourbon Sauce, Beignets, Banana Foster and King Cake, among others. To complete the exciting atmosphere, student musicians performed jazz pieces, employees wore colorful necklaces, and a mask-decorating station was open to visitors.

Yet another occasion to celebrate is Miami's regional campuses officially achieving a nearly 500 percent increase in undergraduate degrees awarded over the past 7 years. This number leaped from 55 degrees earned in 2008 to 319 in 2015. This is a spectacular achievement for our Middletown and Hamilton campuses, as it is a reflection of the expansion of degrees available to students not staying on the main campus while still keeping a Miami degree affordable. Most schools leave their regional campuses as "feeder schools" to the main campuses. But with the creation of new departments and degrees such as Civic and Regional Development, Integrative Studies, and Criminal Justice, among others, an entirely Middletown or Hamilton undergraduate pathway is possible.

This week Miami is hosting the Ohio Valley Model Arab League Conference. Over 16 schools are in attendance for the three day annual conference. The purpose is to draft resolutions to mirror the real world Arab League to try to solve issues in the Middle East. This year, student Randi McCaughley is serving as the conference head as Secretary General.

Geneticists, botanists and conservationists are working on bringing the American Chestnut tree back from near extinction. A specimen once in populations of billions, has been diminished by fungal blights spread across the Eastern United States since the early 20th century. This past fall, students and faculty from Miami and the American Chestnut Foundation worked with the U.S. Forestry Service to plant 1,200 American chestnut hybrids in Wayne National Forest in Marietta, Ohio. The hybrids contain genes from the Chinese chestnut tree that are resistant to the fungus. These trees grow up to 120 feet tall, 15 feet wide, and are a species unique to the Appalachian mountain region. As spring approaches, the Miami volunteers hope to see budding possibilities for a reemergence of this forest beauty.

This January term, students had the opportunity to explore and gain an understanding of contemporary Cuba through a Farmer School of Business Study Abroad program. Following President Obama's lifting of the embargo against Cuba in September, Miami has utilized this fresh opportunity for students to study pre and post-revolutionary history, domestic and international politics and economics, Cuban and Cuban-American literature, film, and music. The students and faculty visited the University of Havana, various businesses transitioning into capitalism, as well as natural areas in Varadero and Las Terrazas. This first run of the "Cuba in Transition" program was an amazing way to experience a country isolated from U.S. visitors for over 50 years.

Although the warmth and sunshine of Havana isn't all that apparent in today's Ohio weather, the memories and knowledge gained from study abroad are brought back and shared with the rest of Miami. And experiences found within our own community, whether in a campus dining hall or mentioned in a Miami merger poem, all help to add such great culture and diversity to the university.

Associated Student Government

Associated Student Government Secretary for Academic Affairs, Alex Cary, provided an overview of the semester. He highlighted changes to the funding process for student organizations, the appointment of an ASG Director of Student Disability Advocacy, and the upcoming housing fair, along with other initiatives.

Mr. Cary's report is included as Attachment A.

University Senate

Dr. Yvette Harris, Chair of the Executive Committee of the University Senate updated the Committee, informing them that the Senate had met once this semester, and were continuing their review of MUPIM changes regarding the dual appointment of Regional Campus faculty. She also informed the Committee that the new Regional Campus, Bachelor degrees had been approved by Senate.

A written report is included as Attachment B.

Enrollment Management and Student Success Reports

Vice President's Report

Vice President Kabbaz spoke of using data, and the coordinated efforts of Enrollment Management and Student Success, Academic Affairs and Student Affairs to proactively engage, advise and better serve students. He also stated that they are in the process of developing a student satisfaction survey.

Vice President Kabbaz also spoke of Career Services and efforts by the Career Services Advisory Board to review the positioning and integration of Career Services. The Board is reviewing many students of various majors to determine how Career Services can better engage students throughout their time at Miami, and to better relate their Miami experiences to the needs of their future careers.

In addition, he spoke of working with Academic Affairs on an advising tool to allow predictive analysis, and on the use of Civitas, to utilize personalized, real-time data to guide decisions.

Admission Update

Assistant Vice President and Director of Admission Susan Schaurer updated the Committee on admissions. She began with a review of fall 2016 goals, and reviewed the Travel Impact Report (included with Attachment C).

She then reviewed the application numbers which have grown by over 70% since 2009, but emphasized, that it is not just growth in numbers, but in quality as well, with the average ACT of applicants also increasing over this period, representing true growth in the number of students qualified for admission. She also discussed how the gain is predominately from domestic, non-resident applicants, as the number of graduating high school students in Ohio has been declining. Applications from foreign students continued its growth, but at a slower rate. Applications were up across all academic divisions, and up by over 15% among domestic students of color.

Susan informed the Committee that Miami was shifting to super scoring of the ACT. Super scoring for the SAT has been in place for several years, but this will be the first time students' top ACT categories from multiple tests would be combined into a single best composite score.

She was asked about identifying economic diversity, and stated that it is done by high school and through other methods, and that a note from the student's counselor is all that is needed to offer such students a waiver of the application fee. Also, Miami had added an application question to explicitly ask about being a first generation college student.

She stated that applications for Early Decision are down, which is a national trend, as fewer students are willing to commit without knowing the proposed scholarship package. Early Admissions are up, with over 11,000 this year. Domestic student of color admissions are also up, to over 2,400, with a 28.5 average ACT. 96% of those who attended Bridges did apply and of those, 94% have been offered admission.

She was asked about those who confirm but do not enroll, she stated that last year is was 6.9%, which was lower than expected, and contributed to the larger that anticipated class.

She concluded by telling the Committee that for next year, Admission plans to bring student search in house, to save over \$400,000.

Ms. Schaurer's presentation is included as Attachment C.

Winter Term

Vice President Kabbaz updated the Committee stating that participation was up by 10% over last year, and by 50% over the initial year. He shared the results of student and faculty surveys which show strong levels of satisfaction; 95% among students, 96% among faculty.

This academic year there were 116 students who met their final requirements for graduation during the term. Revenue for the term was \$12.7 million, and nearly \$1 million was provided to students for need-based aid.

Vice President Kabbaz's presentation is included as Attachment D.

Enrollment Management and Student Success Written Reports

In addition to the presentations, the following written report was provided:

- Enrollment Management and Student Success “Good News” – VP Michael Kabbaz, Attachment E

Academic Affairs Reports and Resolutions

Provost Update

Regional Campus Naming

Provost Callahan spoke of the Regional Campuses, and the process to determine the names which are presented in the resolution. She stated surveys were conducted, and it was an iterative process with near unanimous approval when a vote was eventually held. She stated the names had been reviewed and approved by COAD, and that University Senate had reviewed and approved the departments.

Trustee Mitchell then moved, Trustee Lieberman seconded, and by unanimous voice vote, the Committee recommended approval by the full Board.

RESOLUTION R2016-22

WHEREAS, to continue the process to better enable the Regional Campuses to rapidly adapt to meet the needs of the regional communities and our students, a Task Force was appointed in 2014 to explore the options for a new intercampus organizational model, and thereafter a Regional Process Committee was appointed to develop and propose a plan for the continuing evolution of the Regional Campuses, and

WHEREAS, the final report of the Process Committee and the advice of Senate were received by the Board on May 1, 2015, and Resolution 2015-36 was issued, charging the President and Provost to take such actions as are appropriate and necessary to continue the evolution of the Regional Campuses as recommended by the Process Committee into a more distinct, impactful, and fiscally viable, semi-autonomous unit reporting directly to the Provost and the President; including

- creating a Regional Campuses unit with a name that encompasses the locations as well as all of the programs offered there,
- whose faculty will be appointed, evaluated, promoted and tenured on the Regional Campuses (except for those existing faculty whose primary appointment is in Oxford, who will all be granted dual appointment status), with opportunities and encouragement for academic affiliation and research

- collaboration with Oxford campus academic departments, programs and faculty, and
- whose students are offered an increased number of four-year degree programs that meet their needs and the needs of the region.

NOW, THEREFORE BE IT RESOLVED, that the Regional Campuses shall be designated:

Miami University
Regionals
College of Liberal Arts and Applied Science

BE IT FURTHER RESOLVED, the Department of Integrative Studies shall be renamed the Department of Interdisciplinary and Communication Studies, and

BE IT FURTHER RESOLVED, the Department of Business Technology shall be renamed the Department of Commerce, and

BE IT FURTHER RESOLVED, the following six new Regional Campuses departments shall be formed:

Social and Behavioral Sciences
Education and Society
Biological Sciences
Mathematical and Physical Sciences
Humanities and Creative Arts
Languages, Literatures, and Writing

BE IT FURTHER RESOLVED, that these aforementioned changes are to become effective on July 1, 2016.

New Bachelor Degrees

Provost Callahan informed the Committee that three new Bachelor of Art degrees were being proposed. All three are on the Regional Campuses, and will help in increasing the Regional's growing set of four year offerings.

There was a question regarding the revenue estimates, and Provost Callahan explained a market analysis is normally made. She was also asked about the process to obtain State approval, and she explained that associate Provost Carolyn Haines works closely with the State throughout the approval process.

It was agreed the three new degrees would be considered in one vote. National Trustee Perlmutter then moved, Trustee Mitchell seconded and by unanimous voice vote, the Committee recommended approval of the three new degrees by the full Board.

RESOLUTION R2016-23

Bachelor of Arts in Psychological Science

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new bachelor degree program; the Bachelor of Arts in Psychological Science, Department of Social and Behavioral Sciences, College of Liberal Arts and Applied Science.

RESOLUTION R2016-24

Bachelor of Arts in Community Arts

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new bachelor degree program; the Bachelor of Arts in Community Arts, Department of Humanities and Creative Arts, College of Liberal Arts and Applied Science.

RESOLUTION R2016-25

Bachelor of Arts in Applied Communication

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new bachelor degree program; the Bachelor of Arts in Applied Communication, Department of Interdisciplinary and Communication Studies, College of Liberal Arts and Applied Science.

Promotion, Tenure and Continuing Contracts

Provost Callahan praised the faculty and those being considered for promotion, tenure and continuing contract. She stated that the low number of faculty being considered for tenure was due to the low hiring rate during the economically challenging years of the Great Recession.

Trustee Mitchell then moved, Trustee Lieberman seconded and by unanimous voice vote, the Committee recommended approval by the full Board.

RESOLUTION R2015-21

BE IT RESOLVED: that the Board of Trustees hereby approves the following faculty for promotion and tenure, effective July 1, 2016:

For Promotion to PROFESSOR:

Helen Androne - English
 Susan Baim – Business Technology
 Mitchell Balish - Microbiology
 S. Burcin Bayram - Physics
 Moira Casey - English
 Brian Currie - Geology

Madelyn Detloff – English & GIC
 Mila Ganeva – German, Russian, Asian & Middle Eastern Languages and Cultures
 Megan Gerhardt - Management
 Scott Hartley - Chemistry/Biochemistry
 Xiaowen Huang - Management
 Kathleen Johnson - English
 Jane Keiser - Math
 Steven Keller – Chemical, Paper, and Biomedical Engineering
 Fazeel Khan – Mechanical and Manufacturing Engineering
 Murali Paranandi - Architecture
 David Prytherch - Geography
 Joseph Rode – Management
 Benjamin Sutcliffe – German, Russian, Asian & Middle Eastern Languages and Cultures
 Amy Yousefi - Chemical, Paper, and Biomedical Engineering

For TENURE and PROMOTION to ASSOCIATE PROFESSOR:

Mert Bal – Engineering Technology
 Tammy Brown – GIC/ Black World Studies/History
 Colin Campbell - Finance
 Anna Ghazaryan - Math
 Jonathan Grenier - Accounting
 Elizabeth Kiel - Psychology
 Aaron Luebbe - Psychology
 Tory Pearman - English
 Byran Smucker - Statistics
 Pepper Stetler - Art
 Cecilia Suhr – Media, Journalism, and Film
 Haosheng Yang – German, Russian, Asian & Middle Eastern Languages and Cultures

BE IT FURTHER RESOLVED: that the Board of Trustees hereby approves the promotion to associate librarian and the awarding of continuing contract, effective July 1, 2016, to:

Jennifer Bazeley - Library
 Ashley Jones - Library
 Jessica Long – Library

Academic Affairs Written Reports

In addition to the presentations, the following written report was provided:

- Academic Affairs “Good News” – Provost Phyllis Callahan, Attachment F
- Honors Program – David Pennock, Honors Program Director, Attachment G

Student Affairs Reports

Vice President's Report

Vice President Jayne Brownell updated the Committee, relaying the following:

While there are many things I could update you on in Student Affairs this meeting, including a public service announcement encouraging you wash to your hands frequently during your visit as norovirus continues to spread across campus this week, I'm choosing instead to focus on two updates - one about events in the Greek community, and one about staff changes in Student Affairs.

As you know, the start of spring semester brings fraternity and sorority recruitment to Miami. While there are always some bumps that are associated with recruitment and new members education - some bigger than others - we've been having a successful season so far. 1,262 women registered for sorority recruitment, and 1,163 actually began the formal process. In the end, 1,038 women accepted bids from an organization, or about 90% of those who started the recruitment process.

On the men's side, 958 registered for recruitment, and of those, 860 participated in recruitment. In the end, 606 men accepted bids, or 70.5% of those who began the recruitment process.

As you can see, the sorority side is much more successful at attracting members, and keeping them through the process, than fraternities are. That has been true for some time, but worth looking at moving forward.

This weekend, all new Greek officers, which includes both chapter presidents and council executive board officers, will participate in the Advance retreat. In addition to personal leadership development opportunities, they'll talk about shared values and creating plans to ensure that those values extend to their full membership. They've already spent time talking about some troubling issues related to alcohol that took place at the start of this spring's membership cycle, and they want to focus on finding solutions during this retreat. To help extend that conversation beyond the leadership team, on Sunday each President will bring in five other people from their chapter to create a larger planning team of 300. It should be a great weekend.

On a different note, while there are always planned and unplanned situations to keep us on our toes, Student Affairs has several staff related projects this term that are going to keep us busier than usual.

First, Gerald Yearwood, the Director of Diversity Affairs who has presented to you before, will be retiring at the end of June. His associate director, Juanita Tate, also retired at the end of January. Those are two very key positions in an important and visible office. At our last meeting I told you about the #MiamiForMissou demonstration that took place in November and our conversations with a group of students following that

event. Those conversations have continued throughout the past 3 months, with an emphasis on making Miami as welcoming a place as possible for all of our students. With the timing of those conversations and these two retirements, you can imagine the rumors have been flying. But Gerald has been great about helping students work through his transition, and it's now all the more important that we attract and hire good people for these roles. It's also an opportunity to think differently about this area. Currently the Women's Center is a standalone office with two staff members. By creating a director position that could think about and bring together our support and programming for students of color, GLBTQ+ students, and women, they can more easily support each other and collaborate on programs for the office as a whole. Next week we're doing a forum with students in ODA to get their feedback about what they'd like to call this new office, what they see as important for a new director to prioritize, and what a new ODA might offer than doesn't currently exist. We hope to complete that search this term.

We're also ready to hire a permanent director for our office of Community Engagement and Service. We've had an interim director in place for the summer and fall as we rethought the mission of that office, but are excited to hire a director who could bring fresh life to that program.

Another search will soon be underway to replace Bob Rusbosin, who will be retiring in July. Bob is the senior student affairs officer on the regional campuses, and has been outstanding. I will say how comforting it has been for me knowing that if there is ever a crisis on a regional campus, I know Bob is there to manage it. That will be another key role to fill.

Finally, the other staff related work we're doing is related to program reviews. Each of our departments goes through a program review process every five years, from completing a self-study, to having a two day review led by external consultants. Residence Life and Parent & Family Programs both completed this process in late spring/early fall, and the Wilks Leadership Institute recently completed their campus visit and is waiting on their final report. All of these reviews have been extremely useful in helping offices take the time to reflect on their work, and to think about how they might change focus (and sometime staffing) to make them more effective and innovative moving into the next five years. I'm excited to see the results of that work.

So happy spring, and wash your hands!

Sexual Assault Prevention

Dean of Students Mike Curme and Becca Getson, Sexual Assault Response Coordinator, updated the Committee on sexual assault prevention efforts. They provided background on national initiatives and the development of a survey taken at Miami University.

They informed the Committee that the survey's response rate was 7.5%. There were asked if the response rate could be broken into groups, such as

Greek/Non-Greek or by class, they answered that yes, they do break it down into different groups.

They discussed the survey results, reminding the Committee that the results are a reflection of the experience of the 7.5% who responded, a group whose demographics do not necessarily match that of the full student population, but for whom the responses provided absolutely apply. The survey was conducted during April 2015, and the responses were with regard to the prior year, but not necessarily exclusively to time on campus; that is, some events referenced might have occurred while home, or away from campus. The survey does indicate there are problems, as there are on campuses nationwide, and that efforts to enhance support are critical.

They then addressed a survey from the Ohio Higher Education Commission which state universities must present. The questions do not fully match those of the prior questionnaire, so they will look to add customized questions for Miami's use.

They also presented a list of demands received in a student petition, and highlighted three primary focus areas for improvement: Victim Support, Education, and Prevention. They then outlined the efforts being undertaken in each area.

Their report and presentation are included as Attachment H.

Student Affairs Written Reports

In addition to the presentations, the following written reports were provided:

- Student Affairs "Good News" – VP Student Affairs, Attachment I
- Student Housing Occupancy Update (HOME Office Update) – Brian Woodruff, Director of Housing Options, Meals and Events, Attachment J
- Living Learning Communities - Tresa Barlage Zianno, Associate Director, Office of Residence Life, Attachment K

Other Items

Adjournment and Tour

With no other business to come before the Committee, the meeting was adjourned at 11:30 a.m. for a tour of the recently renovated Shideler Hall.



Theodore O. Pickerill II
Secretary to the Board of Trustees



Alexander Cary
Secretary for Academic Affairs
Associated Student Government
caryah@miamioh.edu

TO: Board of Trustees Academic/Student Affairs Committee
FROM: Alexander Cary
DATE SUBMITTED: February 17, 2016

Ladies and Gentlemen of the Board,

The Associated Student Government is excited to be back in Oxford for the spring semester of the 2015 – 2016 school year. We are looking forward to another productive semester. Some of the initiatives that ASG has worked on already this semester include:

New Funding Process for Student Organizations

ASG has updated the process by which it funds student organizations on campus. In the past, student organizations have generally only been funded at the beginning of each semester. This system forced many organizations to rush planning for events and submit budgets that could vary from the true costs of events.

In order to aid student organizations in planning for events, ASG has switched to a monthly funding model. Now, student organizations can come to ASG each month in order to request funding for events. In essence, this allows organizations to request funds for an event held during March in March instead of at the beginning of the semester. This new model will help student organizations to plan more effectively while also helping ASG to allocate resources to where they are most needed.

Director of Student Disability Advocacy

In order to ensure the representation of the disabled populations on Miami's campus, the Student Body President appointed the first Director of Student Disability Advocacy to ASG at the end of last semester. This semester, the director Rachel Reeves looks forward to working to raise awareness about the disabled populations on campus. She and ASG are committed to not only raising awareness of disability issues but also to synthesize ideas on how to better accommodate these populations on Miami's Campus.

Upcoming Housing Fair

In the Oxford area, finding off-campus housing can be a source of great anxiety for students. As a starting point in the search for off-campus housing, ASG will be holding a second housing fair on February 22nd. This housing fair aims to not only help upperclassmen still trying to find housing for next year but also aid underclassmen looking to sign two year leases.

Miscellaneous Initiatives

ASG has also been undertaking other initiatives this semester. The Student Body President worked closely with the Financial Aid office to create a centralized listing of outside scholarship opportunities that Miami students can browse online. Additionally, the Student Body President is working on developing a financial literacy program in order to help students develop good money management skills once they graduate from Miami University. The Secretary for Diversity Affairs this semester is developing a subcommittee on the Council on Diversity and Inclusion to explore the best ways to communicate to those in the Miami University community the avenues and resources available to them should they feel that they have been mistreated. These are but a few of the ASG initiatives being worked on this semester.

The Executive Cabinet of ASG as well as the Student Senate look forward to continuing to tackle these and other important issues addressed last semester.

Thank you for your service to the University, and as always, please let me know if I can ever be of assistance.

Love and Honor,

Alexander Cary
Secretary for Academic Affairs



February 3, 2016

To: Board of Trustees, Academic and Student Affairs Committee
 From: Yvette Harris, Chair, Executive Committee of University Senate
 RE: University Senate Report to Board of Trustees – February 19, 2016 Meeting

The following summarizes items of University Senate Business conducted since the Executive Committee submitted to the Board of Trustees on February 19, 2016 Meeting.

- Revisions to existing degrees and University Documents received on the University Senate consent calendars:
 - **January 25, 2016:** BUS – Bachelor of Science in Business
- Proposed New Degrees:
 - Proposed Bachelor of Arts in Psychological Science (**SR 16-04**)
 - Proposed Bachelor of Arts Degree in Community Arts (**SR 16-05**)
 - Proposed Bachelor of Arts Degree in Applied Communication: Communication Studies (**SR 16-06**)
- New Business, Specials Reports and Updates delivered at University Senate:
 - **December 7, 2015**, Proposed Revisions to MUPIM: Dual Appointments, Moira Casey, Regional Associate Dean and John Skillings, Process Coordinator
 - **January 25, 2016**, Presidential Search, Ted Pickerill, Secretary to the Board of Trustees
- Senate Resolutions

January 25, 2016, SR 16-04: Proposed Bachelor of Arts in Psychological Science, College of Professional Studies and Applied Sciences

SR 16-04

January 25, 2016

BE IT HEREBY RESOLVED that University Senate adopt the proposed new degree, Proposed Bachelor of Arts in Psychological Science, College of Professional Studies and Applied Sciences;

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

SR 16-04 carried by voice vote.

January 25, 2016, SR 16-05: Proposed Bachelor of Arts Degree in Community Arts, College of Professional Studies and Applied Sciences

SR 16-05

January 25, 2016

BE IT HEREBY RESOLVED that University Senate adopt the proposed new degree, Bachelor of Arts Degree in Community Arts, College of Professional Studies and Applied Sciences;

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

SR 16-05 carried by voice vote.

January 25, 2016, SR 16-06: Proposed Bachelor of Arts Degree in Applied Communication: Communication Studies, College of Professional Studies and Applied Sciences

SR 16-06

January 25, 2016

BE IT HEREBY RESOLVED that University Senate adopt the proposed new degree, Bachelor of Arts in Applied Communication: Communication Studies, College of Professional Studies and Applied Sciences;

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

SR 16-06 carried by voice vote.

cc: Provost Phyllis Callahan, Chair, University Senate
Yvette Harris, Chair, Executive Committee of University Senate
Sr. Associate Provost, Maria Cronley, Secretary, University Senate

Prepared by: Stacy Kawamura, Recording Secretary, University Senate



2015 FALL TRAVEL GOALS

For the Fall 2015 recruitment season, Admission team members committed to:

- » Expand Miami's reach in primary, secondary, tertiary, and emerging markets through increased travel efforts both by Oxford- and regionally-based recruitment staff to exceed more than 1,500 high school visits.
- » Use a data-driven approach to make smart and efficient travel decisions.
- » Generate tremendous energy with prospective students, parents, and alumni.
- » Share a consistent and exciting message about the Miami experience.
- » Build strong relationships with counselors, community colleges, and community-based organizations.
- » Encourage students and families to attend a campus visit.
- » Leverage the Early Decision (ED) application where appropriate.
- » Increase overall application numbers, and enhance Miami's student profile.

1,987
EVENTS
ATTENDED BY
RECRUITERS

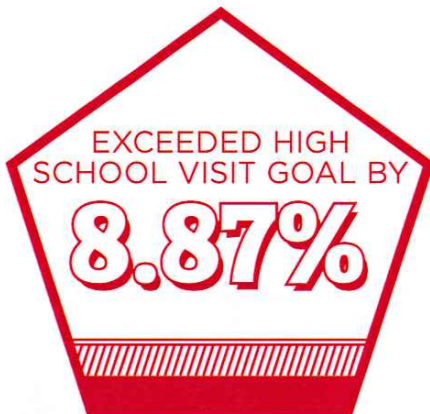
1,632
HIGH
SCHOOL
VISITS

16,395
INFORMATION
CARDS COLLECTED
AT OFF-CAMPUS
RECRUITMENT
EVENTS

TRAVEL STATISTICS

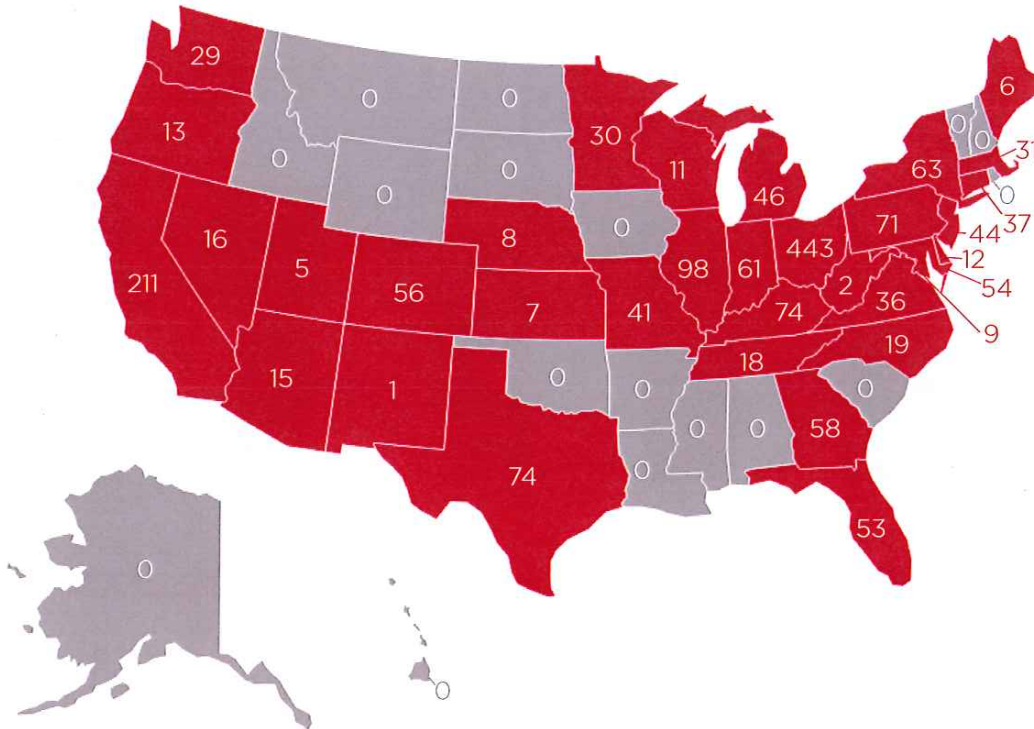
OVERALL TRAVEL NUMBERS

	COLLEGE FAIRS	COUNSELOR PROGRAMS	HIGH SCHOOL VISITS	HS WORKSHOPS, PROGRAMS, PANELS & PRESENTATIONS	PROSPECTIVE STUDENT RECEPTIONS/ MEET MIAMI	TOTAL
OHIO	69	8	346	16	4	443
OUT-OF-STATE	200	9	1,065	31	4	1,309
INTERNATIONAL	5	4	221	5	0	235
TOTAL	274	21	1,632	52	8	1,987



GEOGRAPHIC BREAKDOWN

TRAVEL EVENTS BY STATE



OHIO

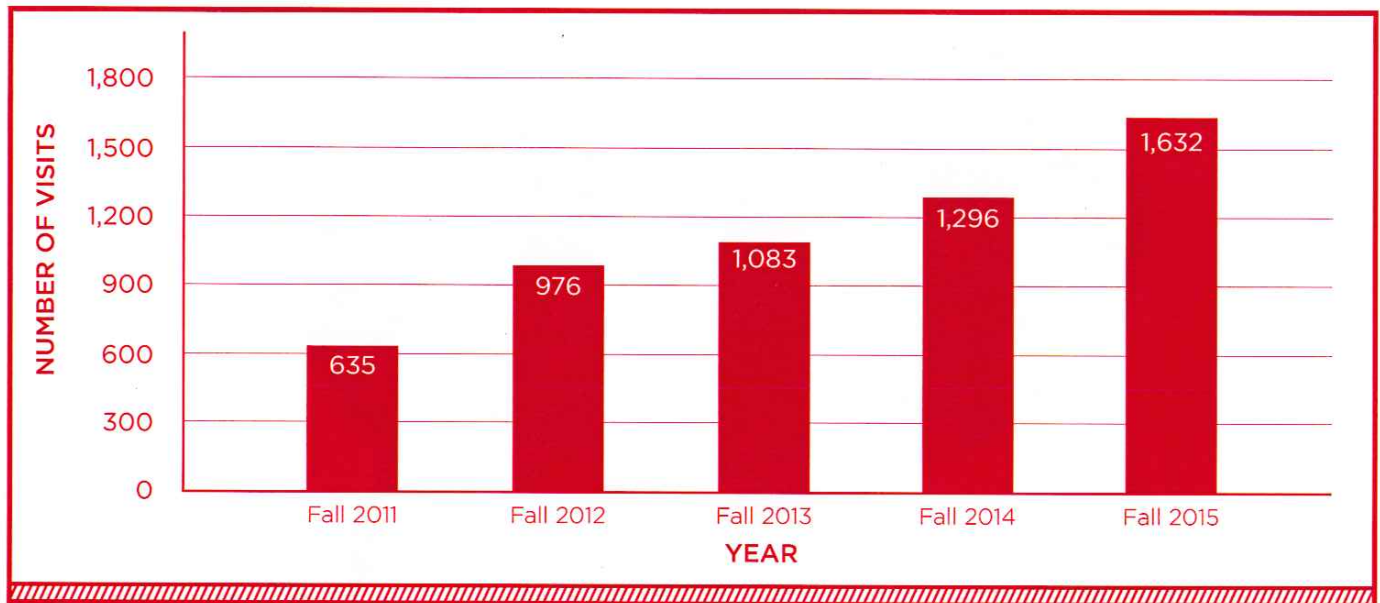
Akron: 51 Cleveland/Sandusky: 81 Dayton: 81 Toledo: 47
Cincinnati: 78 Columbus: 75 Southeast Ohio: 30

OUT-OF-STATE

Alabama: 0	Hawaii: 0	Massachusetts: 31	New Mexico: 1	Tennessee: 18
Alaska: 0	Idaho: 0	Michigan: 46	New York: 63	Texas: 74
Arizona: 15	Illinois: 98	Minnesota: 30	North Carolina: 19	Utah: 5
Arkansas: 0	Indiana: 61	Mississippi: 0	North Dakota: 0	Vermont: 0
California: 211	Iowa: 0	Missouri: 41	Oklahoma: 0	Virginia: 36
Colorado: 56	Kansas: 7	Montana: 0	Oregon: 13	Washington: 29
Connecticut: 37	Kentucky: 74	Nebraska: 8	Pennsylvania: 71	West Virginia: 2
Delaware: 12	Louisiana: 0	Nevada: 16	Rhode Island: 0	Wisconsin: 11
Florida: 53	Maine: 6	New Hampshire: 0	South Carolina: 0	Wyoming: 0
Georgia: 58	Maryland: 54	New Jersey: 44	South Dakota: 0	DC: 9

FIRST-YEAR DOMESTIC RECRUITMENT

HIGH SCHOOL VISITS SINCE 2011



TOP ATTENDED HIGH SCHOOL VISITS*

1. Kettering Fairmont HS (OH)	138
2. Saint Xavier HS (OH)	118
T3. Madison HS (OH)	80
T3. Springfield HS (OH)	80
5. Sycamore HS (OH)	52
6. Piqua HS (OH)	51
7. Springboro HS (OH)	46
T8. Dixie Heights HS (KY)	45
T8. Northmont HS (OH)	45
T10. Clark Montessori HS (OH)	43
T10. Mariemont HS (OH)	43

*Note: All attendance figures used throughout this report, including event rankings, are based on the number of information cards collected.

25.9%

INCREASE IN
HIGH SCHOOL VISITS
SINCE 2014

157%

INCREASE IN
HIGH SCHOOL VISITS
SINCE 2011

FIRST-YEAR DOMESTIC RECRUITMENT

MULTICULTURAL RECRUITMENT TRAVEL



12%

INCREASE IN TOP 100
MULTICULTURAL
HIGH SCHOOL VISITS
SINCE 2014

TOP 100 MULTICULTURAL SCHOOLS VISITED (BY MARKET)

① Cincinnati: 24	Indiana: 5	⑥
② Columbus: 19	Akron: 2	⑦
③ Cleveland: 16	California: 1	⑧
④ Chicago: 14	Maryland: 1	⑨
⑤ Dayton: 9	Toledo: 1	⑩

COLLEGE FAIRS

TOP ATTENDED COLLEGE FAIRS*

1. Cincinnati National College Fair (OH)	226
2. Minneapolis National College Fair (MN)	190
3. Columbus Suburban Fair (OH)	179
4. Baltimore National College Fair (MD)	164
5. Charles County Public Schools Fair (MD)	149
T6. Indianapolis National College Fair (IN)	131
T6. Woodward Academy Fair (GA)	131
8. Chicago National College Fair (IL)	128
9. Philadelphia National College Fair (PA)	115
10. Findlay HS College Fair (OH)	113

*Note: All attendance figures used throughout this report, including event rankings, are based on the number of information cards collected.

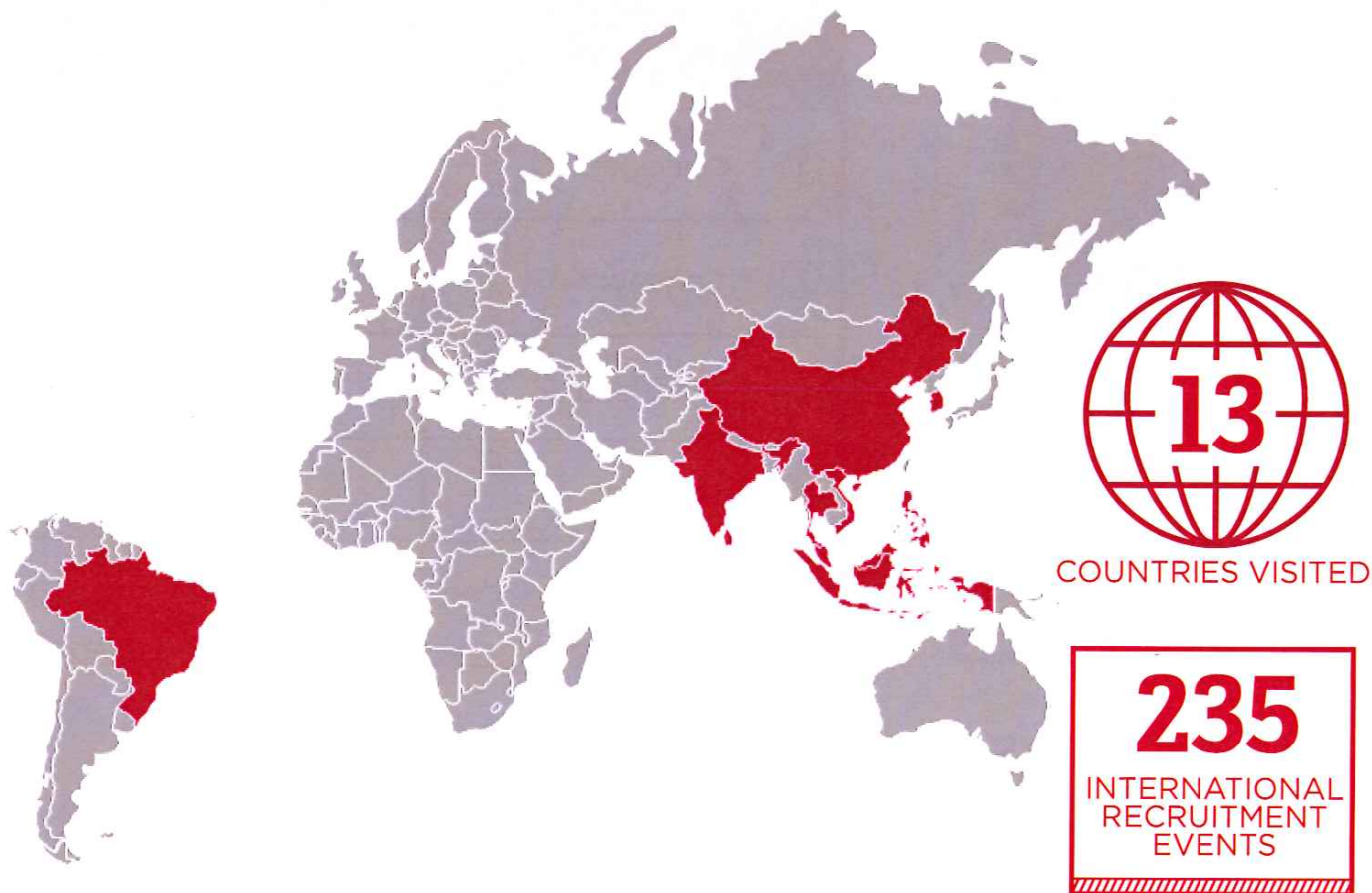


19.7%

INCREASE IN
COLLEGE FAIRS
SINCE 2014

SPECIAL POPULATION RECRUITMENT

INTERNATIONAL RECRUITMENT TRAVEL



COUNTRIES VISITED

BRAZIL
CHINA
HONG KONG SAR
INDIA

INDONESIA
MACAU SAR
MALAYSIA
PHILIPPINES
SINGAPORE

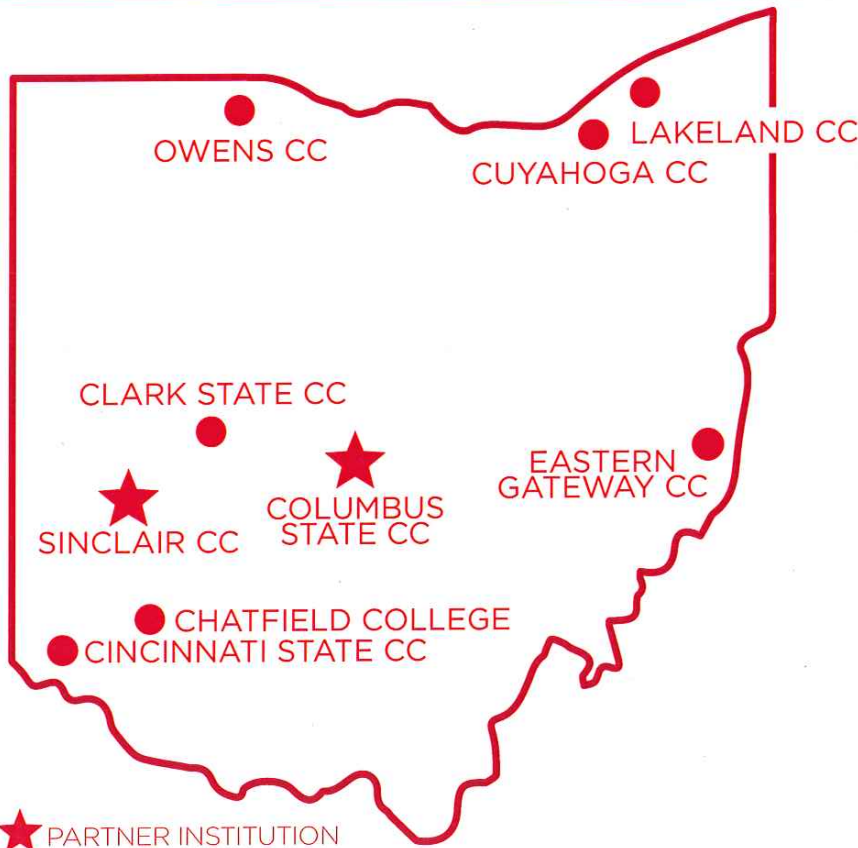
SOUTH KOREA
SRI LANKA
THAILAND
VIETNAM

SPECIAL POPULATION RECRUITMENT

TRANSFER RECRUITMENT TRAVEL

COMMUNITY COLLEGES VISITED

- CHATFIELD COLLEGE
- CINCINNATI STATE TECHNICAL AND COMMUNITY COLLEGE
- CLARK STATE COMMUNITY COLLEGE
- COLUMBUS STATE COMMUNITY COLLEGE
- CUYAHOGA COMMUNITY COLLEGE
- EASTERN GATEWAY COMMUNITY COLLEGE
- LAKELAND COMMUNITY COLLEGE
- OWENS COMMUNITY COLLEGE
- SINCLAIR COMMUNITY COLLEGE



244
ESTIMATED
ATTENDANCE
AT TRANSFER
TRAVEL EVENTS

35
TRANSFER
TRAVEL
EVENTS

HIGH SCHOOL COUNSELOR EVENTS

HIGH SCHOOL COUNSELOR EVENTS BY LOCATION



OHIO

- Akron
- Cincinnati
- Cleveland (Beachwood)
- Cleveland (Westlake)
- Columbus
- Dayton
- Portsmouth
- Toledo



OUT-OF-STATE

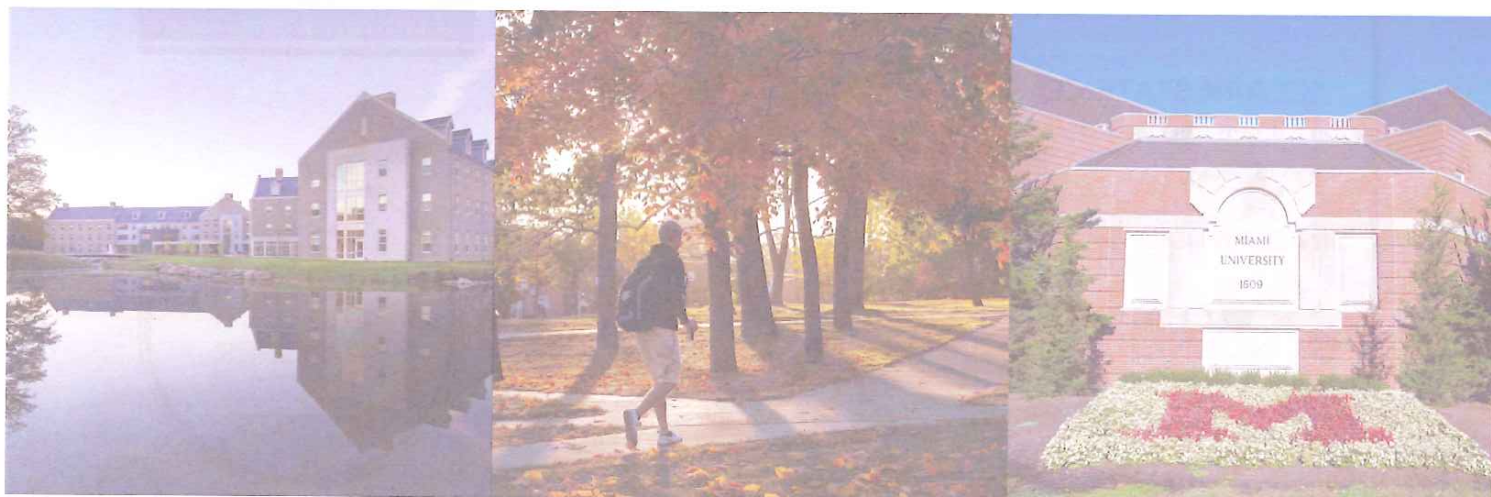
- Atlanta, GA
- Chicago, IL
- Indianapolis, IN
- Louisville, KY
- Milwaukee, WI
- Minneapolis, MN
- Philadelphia, PA
- St. Louis, MO
- Washington, D.C.



INTERNATIONAL

- China
- Indonesia
- Singapore
- South Korea
- Philippines

551 COUNSELORS ATTENDED A COUNSELOR EVENT





ADMISSION UPDATE

Board of Trustees Meeting

February 18, 2016

Susan K. Schaurer

Assistant Vice President for Enrollment Management
and Director of Admission



MIAMI UNIVERSITY



Key Enrollment Goals

Fall 2016

First-Year Objectives

- » Meet 3,650 first-year target
- » Manage divisional enrollment targets
- » Maintain quality
- » Increase selectivity
- » Increase non-resident enrollment
- » Increase ethnic/racial diversity

Other Enrollment Objectives

- » Maintain ACE Program enrollment
- » Maintain transfer enrollment
- » Meet Net Tuition Revenue targets



Recruitment and Travel

Class of 2020



2015 FALL TRAVEL GOALS

For the fall 2015 recruitment season, travelers and Admission team members committed to:

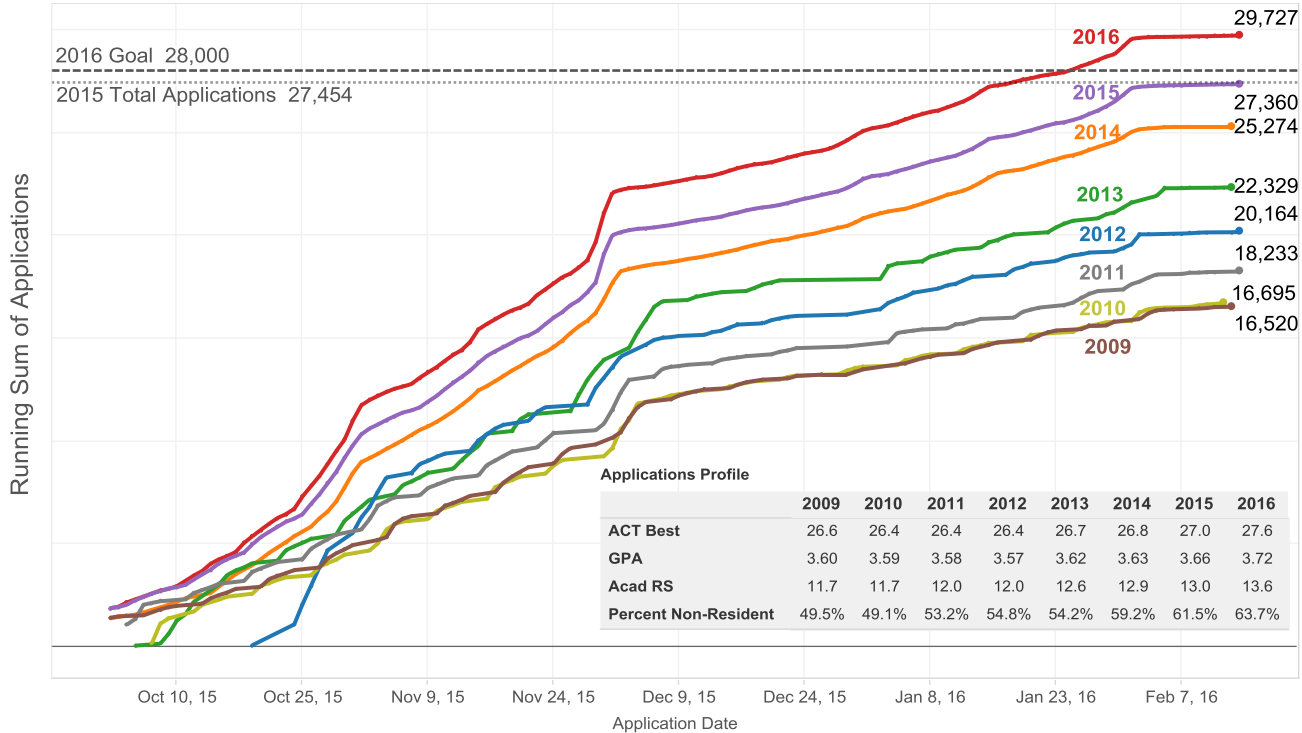
- » Expand Miami's reach in primary, secondary, tertiary, and emerging markets through increased travel efforts both by Oxford and regionally based recruitment staff to exceed more than 1,500 high school visits.
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- » Leverage the Early Decision (ED) application where appropriate.
- » Increase overall application numbers, and enhance Miami's student profile.



Application and Key Indicator History

Fall 2016

Data as of 2.15.2016



Fall 2016 Applications

by Residency

	2014	2015	2016	Δ 2014 to 2016	Δ 2015 to 2016
Non-Resident	14,965	16,823	18,931	26.5%	12.5%
Domestic Non-Resident	11,296	12,281	14,036	24.3%	14.3%
International	3,669	4,542	4,895	33.4%	7.8%
Ohio Resident	10,309	10,537	10,796	4.7%	2.5%
Grand Total	25,274	27,360	29,727	17.6%	8.7%

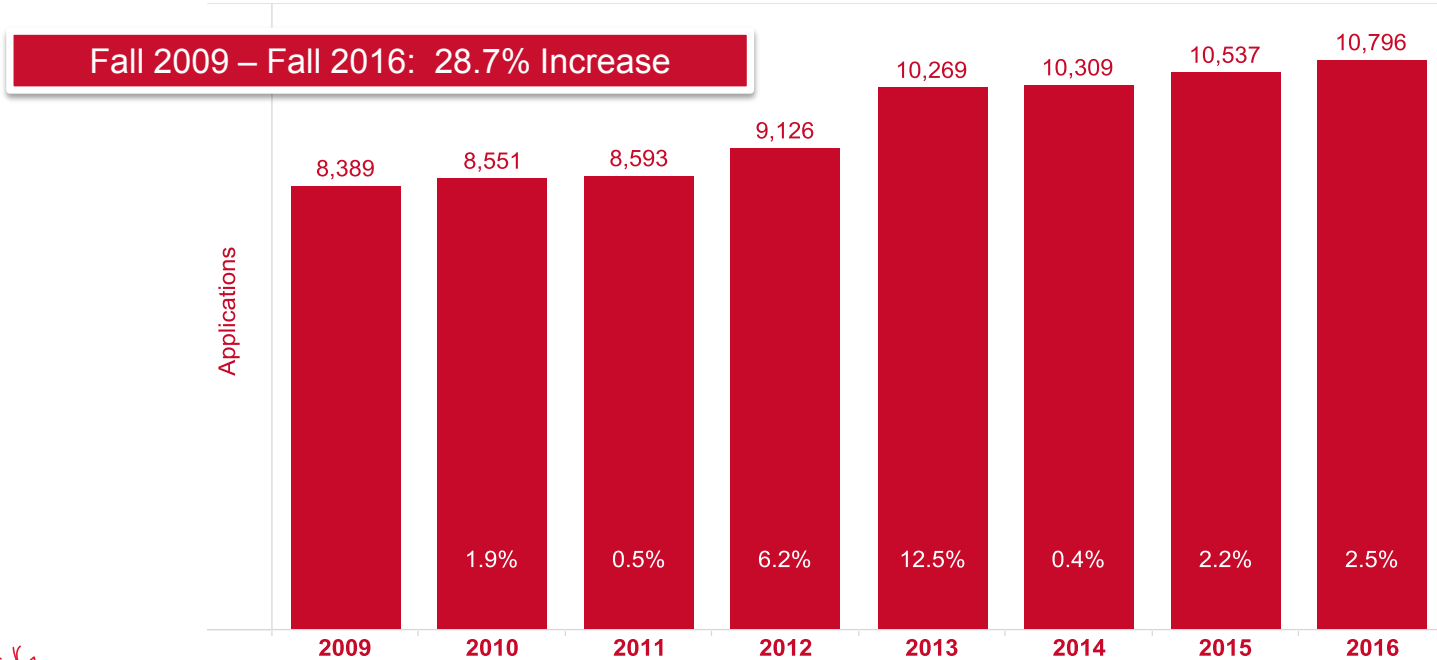


Data as of 2.15.2016

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Fall 2016 Applications

Ohio Residents



Enrollment Research and Analysis

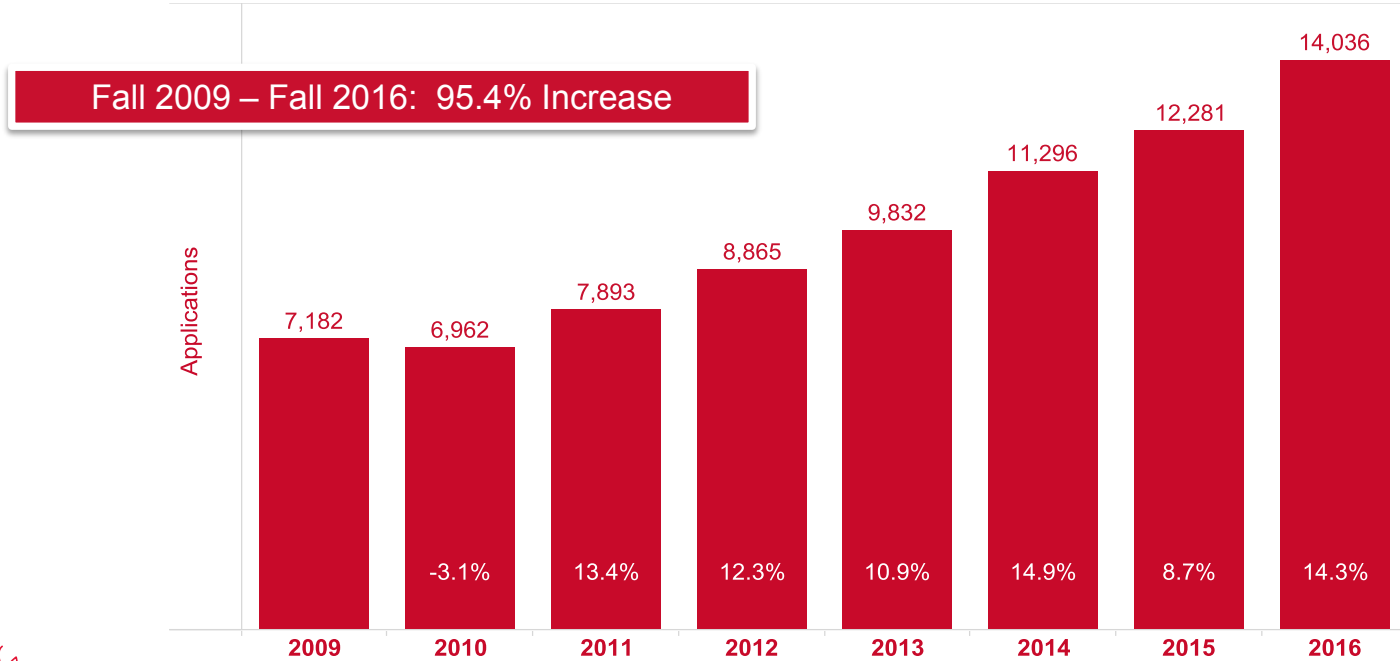
Data as of 2.15.2016

MiamiOH.edu



Fall 2016 Applications

Domestic Non-Residents



Fall 2009 – Fall 2016: 95.4% Increase

Enrollment Research and Analysis

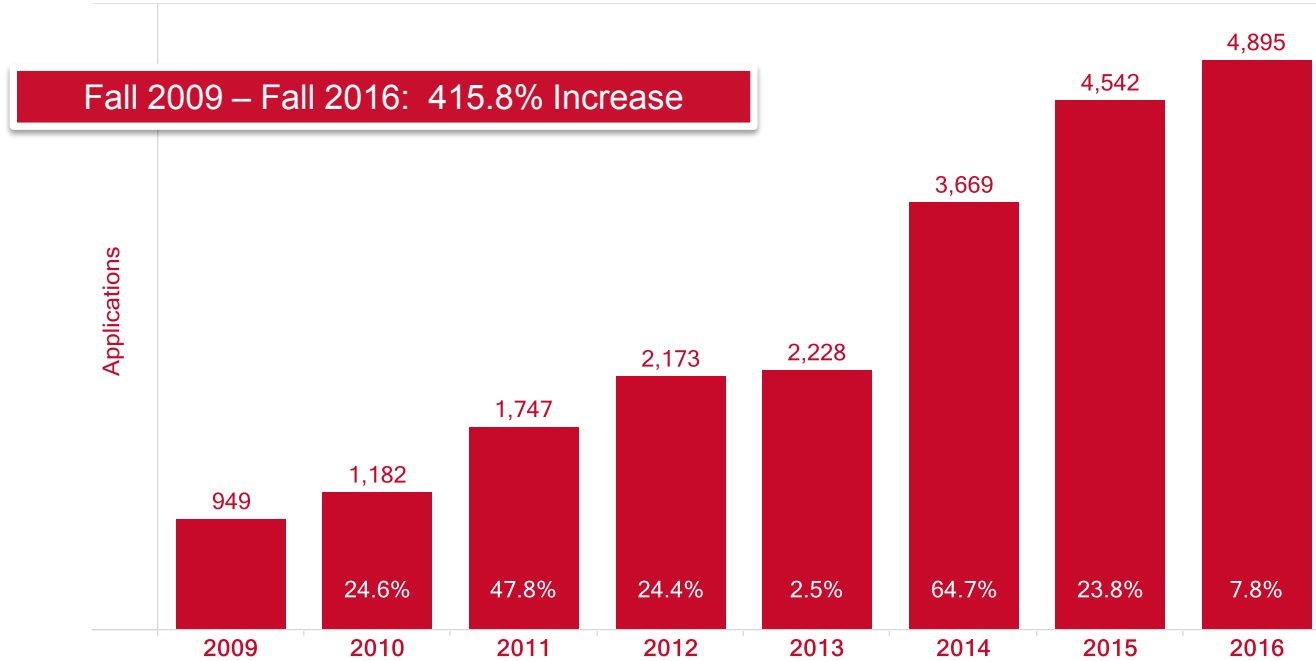
Data as of 2.15.2016

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Fall 2016 Applications

International



Fall 2009 – Fall 2016: 415.8% Increase

Enrollment Research and Analysis

Data as of 2.15.2016



MiamiOH.edu

Fall 2016 Applications

by Division

	2014	2015	2016	△ 2014 to 2016	△ 2015 to 2016
CAS	10,808	11,412	12,467	15.3%	9.2%
FSB	7,772	8,570	9,092	17.0%	6.1%
CEC	3,328	3,691	4,220	26.8%	14.3%
EHS	2,318	2,623	2,784	20.1%	6.1%
CCA	1,048	1,064	1,164	11.1%	9.4%
Grand Total	25,274	27,360	29,727	17.6%	8.7%



Data as of 2.15.2016

MiamiOH.edu

Fall 2016 Applications

Key Indicators

	Applications	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	22,329	26.7	3.62	12.6	54.0%	14.4%
2014	25,274	26.8	3.63	12.9	59.2%	15.2%
2015	27,360	27.0	3.66	13.0	61.5%	14.9%
2016	29,727	27.6	3.72	13.6	63.7%	15.6%



Data as of 2.15.2016

MiamiOH.edu

Fall 2016 Applications

Students of Color

	Applications	ACT Best	GPA	Curriculum Strength	Non-Resident
2013	3,219	25.3	3.53	12.4	43.9%
2014	3,830	25.5	3.52	12.8	49.0%
2015	4,076	25.7	3.58	13.0	51.3%
2016	4,629	26.2	3.60	13.7	52.9%



Data as of 2.15.2016

MiamiOH.edu

Fall 2016 Applications

ACT 30+

	Applications	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	4,573	31.6	3.97	16.6	53.6%	11.6%
2014	5,577	31.7	4.00	16.6	58.4%	12.2%
2015	6,371	31.7	4.01	16.7	60.2%	11.4%
2016	8,514	31.9	4.02	16.8	63.4%	12.8%



Data as of 2.15.2016

MiamiOH.edu

Fall 2016 Applications

Scholarship Bands

	2013	2014	2015	2016
32 - 36	2,184	2,726	3,144	4,750
30 - 31	2,389	2,851	3,227	3,764
28 - 29	3,606	4,006	4,357	4,577
26 - 27	4,050	4,553	4,699	4,728
Below 26	7,192	7,815	7,984	7,567
Null	2,908	3,323	3,949	4,341
Total	22,329	25,274	27,360	29,727



Data as of 2.15.2016

MiamiOH.edu

Fall 2016 Admits

Early Decision

	Admits	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	695	25.9	3.58	11.3	28.3%	10.4%
2014	700	26.3	3.58	11.4	29.6%	10.4%
2015	731	26.1	3.61	11.9	30.5%	10.3%
2016	665	26.9	3.61	12.4	34.3%	10.4%



Data as of 2.15.2016

MiamiOH.edu

Fall 2016 Admits

Early Admits

	Admits	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	5,620	29.6	4.01	15.6	51.8%	10.2%
2014	6,088	29.8	4.05	16.0	52.5%	12.0%
2015	9,402	29.6	4.00	15.8	53.3%	14.5%
2016	11,518	30.0	4.02	16.0	57.4%	14.9%



Data as of 2.15.2016

MiamiOH.edu

Fall 2016 Admits

Current Admits

	Admits	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	13,007	28.0	3.79	14.1	51.1%	13.0%
2014	14,329	28.5	3.83	14.5	56.1%	13.3%
2015	16,056	28.6	3.83	14.5	57.9%	13.4%
2016	17,539	29.2	3.88	15.0	59.4%	14.1%



Data as of 2.15.2016

MiamiOH.edu

Fall 2016 Admits

Students of Color

	Admits	ACT Best	GPA	Curriculum Strength	Non-Resident
2013	1,693	27.2	3.74	14.2	45.0%
2014	1,910	27.9	3.81	15.3	51.0%
2015	2,146	27.7	3.79	14.6	50.4%
2016	2,472	28.5	3.88	15.6	52.8%



Data as of 2.15.2016

MiamiOH.edu

Fall 2016 Admits

ACT 30+

	Admits	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	4,012	31.6	4.00	16.7	53.0%	11.3%
2014	5,078	31.7	4.03	16.9	57.2%	12.2%
2015	5,762	31.7	4.04	16.8	58.2%	11.2%
2016	7,870	31.9	4.04	16.9	61.9%	12.9%



Data as of 2.15.2016

MiamiOH.edu

Fall 2016 Admits

Scholarship Bands

	2013	2014	2015	2016
32 - 36	1,949	2,546	2,896	4,437
30 - 31	2,063	2,532	2,866	3,433
28 - 29	2,996	3,424	3,782	3,977
26 - 27	3,082	3,442	3,721	3,407
Below 26	2,743	2,162	2,294	1,928
Null	174	223	497	357
Total	13,007	14,329	16,056	17,539



Data as of 2.15.2016

MiamiOH.edu

Fall 2016 Admits

Bridges

	Admits	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	338	26.6	3.82	14.1	13.3%	81.1%
2014	414	27.4	3.88	14.9	23.7%	73.7%
2015	499	27.3	3.83	14.6	13.4%	65.1%
2016	546	27.6	3.85	14.4	22.5%	69.2%



Data as of 2.15.2016

MiamiOH.edu

Fall 2016 Admits

Summer Scholars

	Admits	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2015	137	29.0	3.94	15.4	43.1%	20.4%
2016	259	28.9	3.90	14.6	45.9%	24.7%

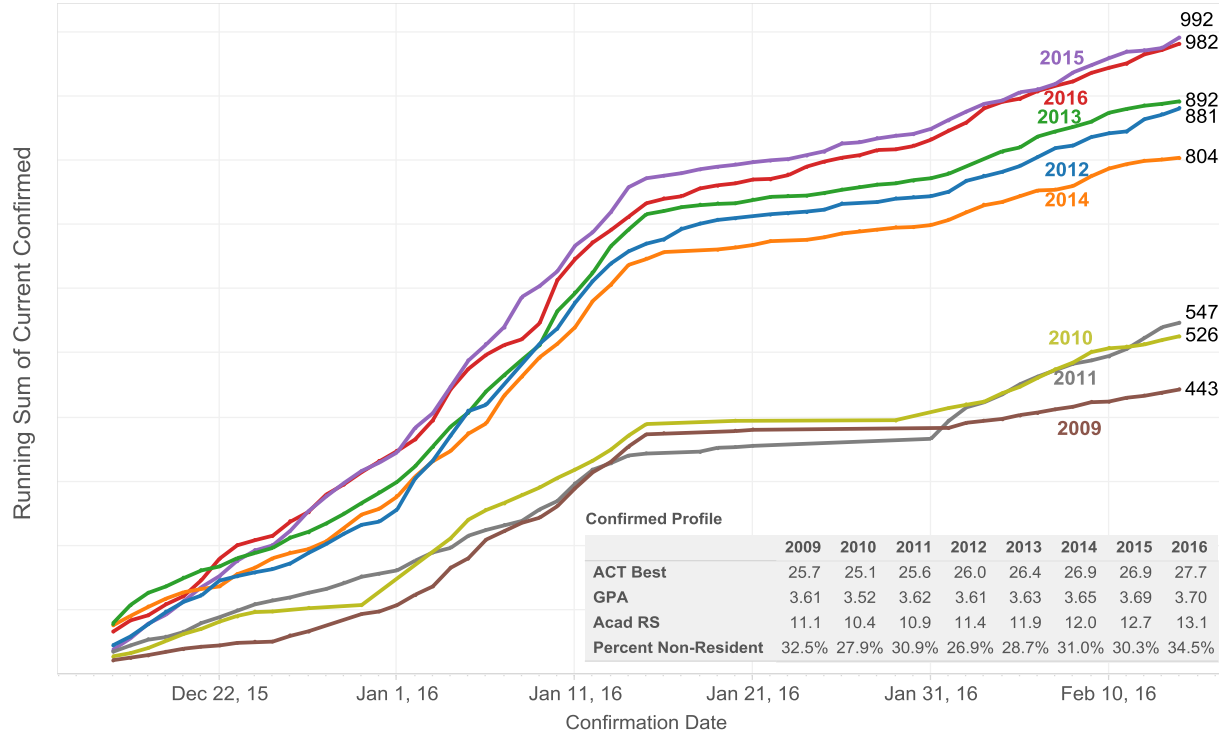


Data as of 2.15.2016

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Confirmations and Key Indicator History

Fall 2016



Fall 2016 Confirmations

Key Indicators

	Confirms	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	892	26.4	3.63	11.9	28.7%	9.8%
2014	804	26.9	3.65	12.0	31.0%	8.7%
2015	992	26.9	3.69	12.7	30.3%	11.6%
2016	982	27.7	3.70	13.1	34.5%	11.2%



Data as of 2.15.2016

MiamiOH.edu

Fall 2016 Confirmations

Students of Color

	Confirms	ACT Best	GPA	Curriculum Strength	Non-Resident
2013	87	25.9	3.57	11.7	29.9%
2014	70	26.2	3.55	12.1	24.3%
2015	115	26.0	3.62	12.7	23.5%
2016	110	26.6	3.60	12.5	25.5%



Data as of 2.15.2016

MiamiOH.edu

Fall 2016 Confirmations

ACT 30+

	Confirms	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	122	31.2	3.89	15.0	34.4%	7.4%
2014	139	31.2	3.85	14.6	28.1%	7.2%
2015	170	31.3	3.98	16.6	32.4%	8.8%
2016	250	31.4	3.92	15.2	39.6%	7.2%



Data as of 2.15.2016

MiamiOH.edu

Fall 2016 Confirmations

Scholarship Bands

	2013	2014	2015	2016
32 - 36	46	51	66	102
30 - 31	76	88	104	148
28 - 29	188	160	194	217
26 - 27	230	255	319	300
Below 26	351	250	308	214
Null	1		1	1
Total	892	804	992	982



Data as of 2.15.2016

MiamiOH.edu

Fall 2016 Confirmations

Bridges

	Confirms	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	37	26.1	3.87	13.3	2.7%	64.9%
2014	48	26.1	3.76	12.8	16.7%	62.5%
2015	85	26.8	3.77	13.7	7.1%	57.6%
2016	83	27.7	3.82	13.5	13.3%	50.6%



Data as of 2.15.2016

MiamiOH.edu

Fall 2016 Confirmations

Summer Scholars

	Confirms	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2015	34	28.0	3.79	14.1	17.6%	11.8%
2016	64	27.2	3.73	12.9	39.1%	21.9%



Data as of 2.15.2016

MiamiOH.edu

Early Scholarship Notification Key Indicators

December Awards – All Monies

ACT	Fall 2015			Fall 2016		
	Received	Average	Median	Received	Average	Median
32 - 36	98.4%	\$15,665	\$16,000	98.6%	\$15,002	\$15,000
30 - 31	96.9%	\$10,739	\$10,000	97.6%	\$9,775	\$10,000
28 - 29	96.5%	\$7,227	\$7,000	96.6%	\$5,212	\$4,500
26 - 27	62.4%	\$3,061	\$2,000	18.5%	\$5,788	\$4,000



Data as of 12.21.2015

MiamiOH.edu

Student Search

Looking Ahead to Fall 2017 and Fall 2018

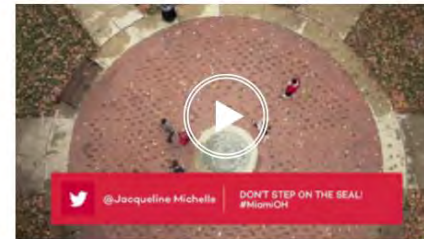
- » In collaboration with UCM and 160over90, EMSS brought Student Search in-house, providing the University with significant cost savings.
- » Series of 6 communications that utilize mixed media to highly engage students.
- » Sent to Prospects and Inquiries
 - » Fall 2017: 277,639
 - » Fall 2018: 111,540



Scientists, CEOs, a Super Bowl-winning quarterback,
and an American president.

**OUR CAMPUS IS A
LAUNCHPAD FOR
GREATNESS.**

This is where amazing lives and lifelong careers prepare for liftoff. Because our campus is a launchpad—steeped in prestige, history, and tradition. Where we've been providing students with powerful Public Ivy education for over 200 years. Are you ready?
THIS. IS. COLLEGE.





QUESTIONS?



MIAMI UNIVERSITY





WINTER TERM UPDATE

Board of Trustees Meeting

February 18, 2016

Michael S. Kabbaz

Vice President for Enrollment Management



MIAMI UNIVERSITY



Agenda

- Participation and Performance
- Student and Faculty Survey Results
- Gross Tuition Revenue and Institutional Aid



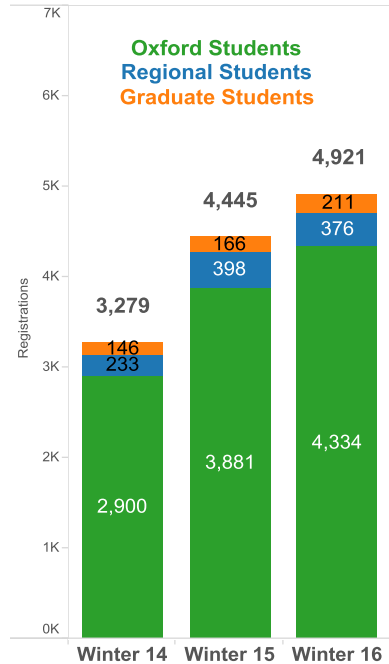
Agenda

- **Participation and Performance**
- Student and Faculty Survey Results
- Gross Tuition Revenue and Institutional Aid

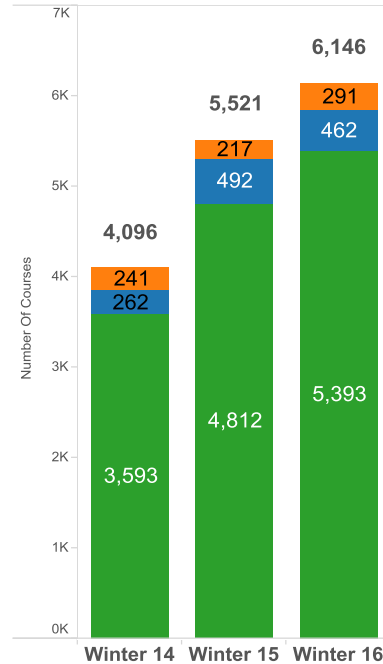


Participation

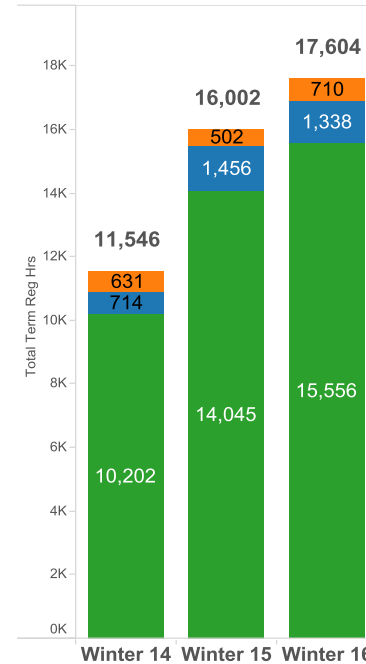
Registrations



Number of Courses Taken



Registered Hours

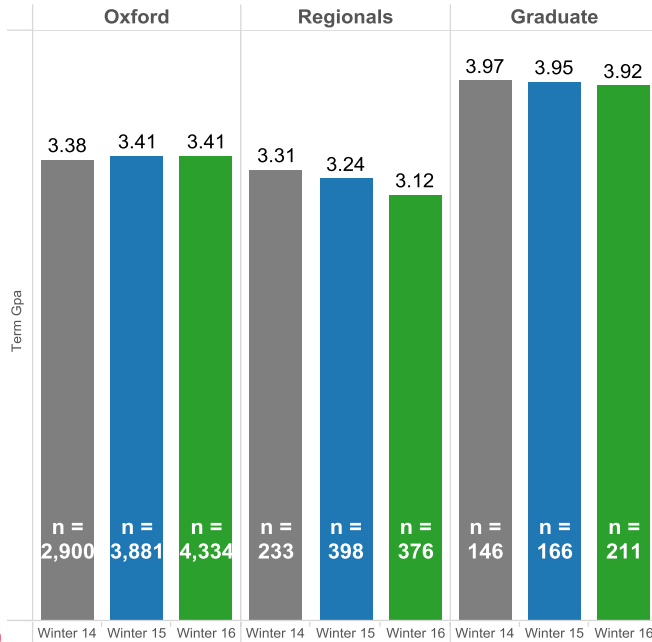


Enrollment Research and Analysis

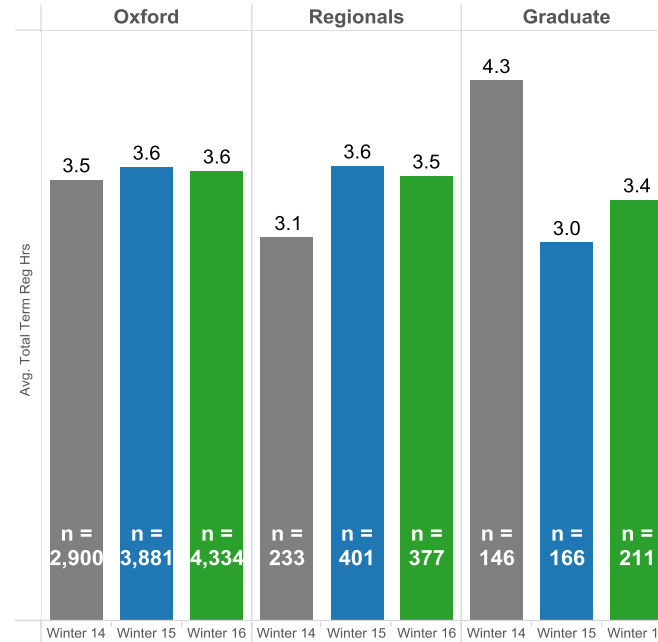


Performance

Average Term GPA

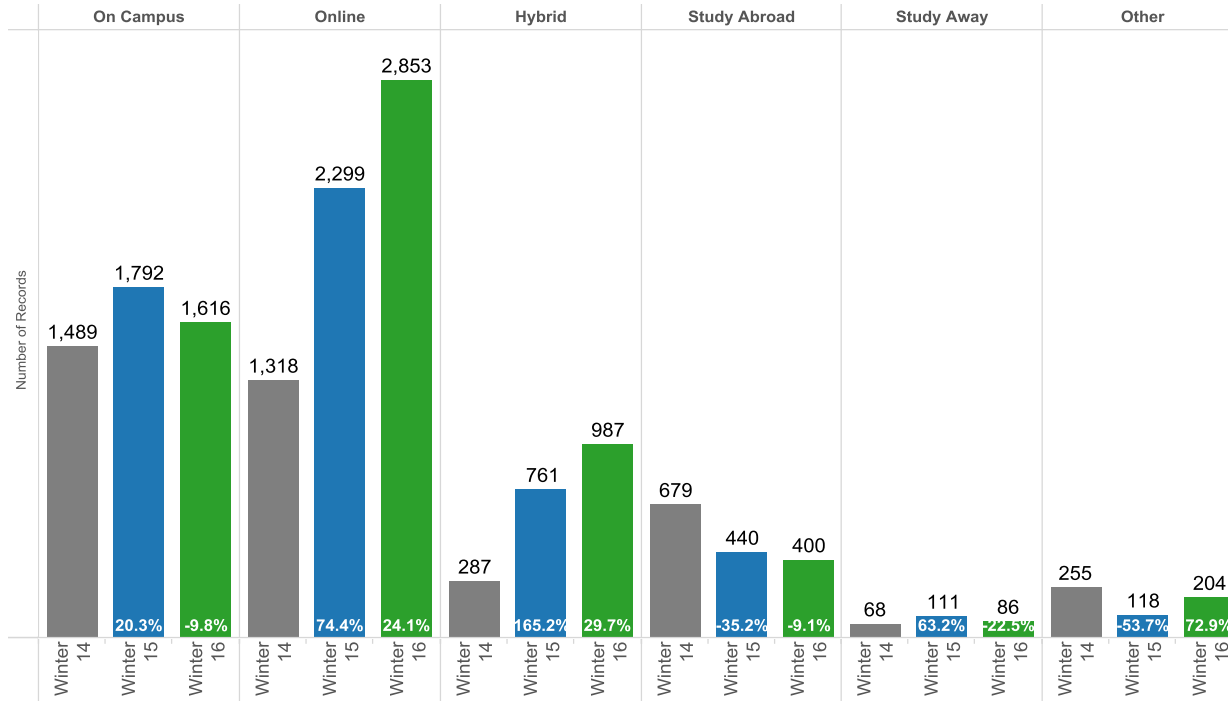


Average Credit Hours Taken



Enrollment Research and Analysis

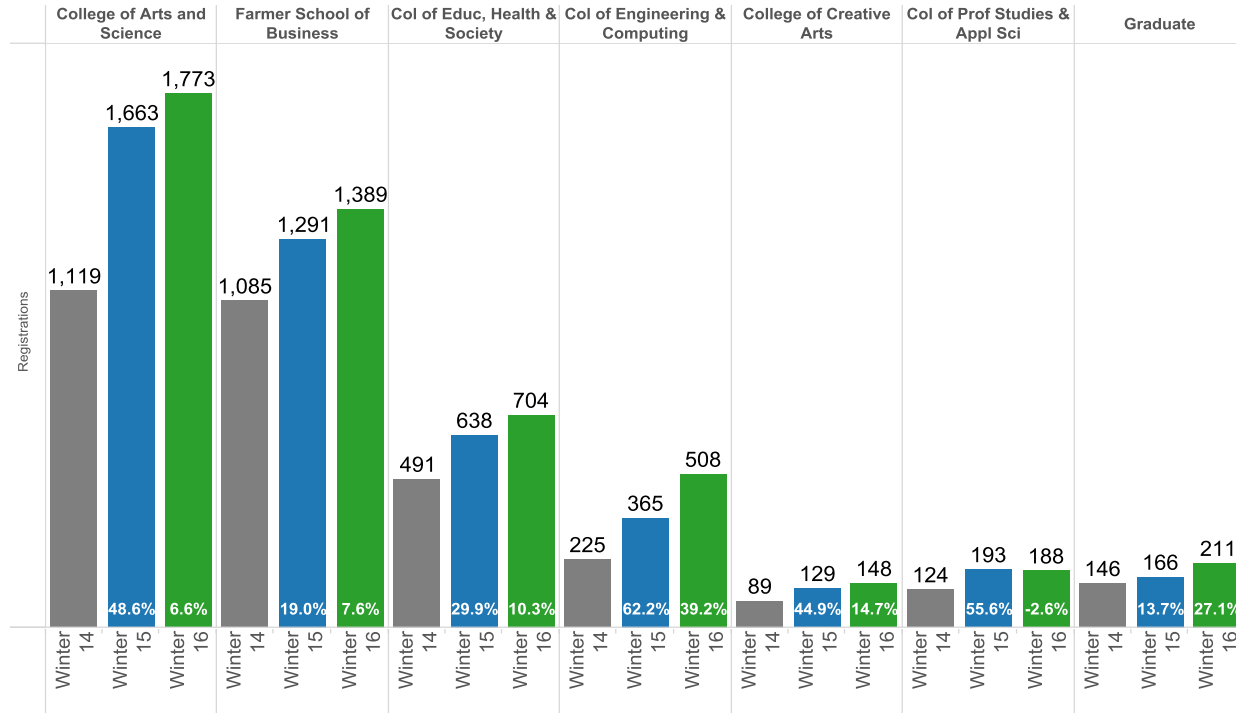
Registrations by Course Type



Enrollment Research and Analysis



Registrations by Student's Division



Enrollment Research and Analysis



Winter Term Graduation

	2014	2015	2016
Associate	6	7	14
Bachelor	64	70	79
Master	20	21	20
Doctoral	2	0	3
Certificate	3	2	0
Total	96	100	116



Agenda

- Participation and Performance
- **Student and Faculty Survey Results**
- Gross Tuition Revenue and Institutional Aid



Oxford Survey Detail

Both surveys were sent Friday, January 22, 2016

- 1,104 undergraduate students participated, resulting in a 27% response rate
- 131 faculty participated, resulting in a 51% response rate



Oxford – Student Satisfaction

- 95% were satisfied with their Winter Term experience
- 93% would recommend enrolling in Winter Term to another student
- 97% indicated the Winter Term helped them achieve their educational goals at Miami



Oxford – Top Reasons for Participating

- Fit an extra course in my schedule (e.g., add a minor) – 40%
- Spread my course load/have fewer courses in the spring – 40%
- Graduate more quickly – 26%
- Complete an online course while off-campus – 19%
- Participate in a short-term study abroad/study away – 17%



Oxford – Implications of Participating

- Likely to graduate with more than 128 credit hours – 78%
- More likely to participate in an internship, field work, a practicum, research, or a similar experience over the summer – 65%
- Likely to take fewer hours during regular semester (fall/spring) – 64%
- Less likely to take an online course from another school – 61%



Oxford – Faculty Satisfaction

- 96% were satisfied with their Winter Term experience
- 90% would recommend teaching in the winter term to a colleague
- 93% agreed that the Winter Term is a valuable and worthwhile academic option for students
- 93% agreed students learned the course material well
- 80% were satisfied with the student understanding of workload related to courses taught in a shorter timeframe



Agenda

- Participation and Performance
- Student and Faculty Survey Results
- **Gross Tuition Revenue and Institutional Aid**



Winter Term 2016

Gross Tuition Revenue

	Oxford	Regional	All Campuses
Undergraduate Gross Instructional Revenue	\$11,849,126	\$472,627	\$12,321,753
Graduate Gross Instructional Revenue	\$383,848	\$0	\$383,848
Total Gross Instructional Revenue	\$12,232,974	\$472,627	\$12,705,601



Note: Preliminary data as of 2/16/2016; VOA revenue is included in Oxford GR revenue.

MiamiOH.edu

Winter Term 2016

Need-Based Grant by Division

Academic Division	Dollars	Recipients	% Recipients
College of Arts & Science	\$385,932	246	38%
Farmer School of Business	\$203,454	149	23%
College of Education, Health & Society	\$169,849	126	20%
College of Engineering and Computing	\$127,646	90	14%
College of Creative Arts	\$41,011	28	4%
Total	\$927,892	639	100%



Note: Data are as of 2/16/2016.

MiamiOH.edu

Winter Term 2016

Need-Based Grant Overview

Residency	Dollars	Recipients	% Pell Recipients	Median Family Income – Winter Aid Recipients*
Resident	\$738,188	532	55%	\$60,345
Non-Resident	\$189,704	107	48%	\$63,111

Other Facts:

- 15% of Oxford enrollees received Winter Term grant (16% Winter 2015)
- 9% of Oxford Winter Term students were Pell eligible (12% AY)
- 45% of Oxford Winter Term students completed a FAFSA (53% AY)
- Overall median family income of Winter Term grant recipients was \$60,791*
- Overall median family income of all Winter Term enrollees was \$136,570 (\$128,575* AY)



*Income derived from those that completed a FAFSA
Note: Data are as of 2/16/2016.



QUESTIONS?



MIAMI UNIVERSITY





EMSS Good News to Share

Admission and Enrollment Communication

Key updates included in the presentation.

Career Services

The Spring ICE fair will be held February 10 in Millett Hall. To date, 226 employers have **registered, exceeding last's year total registrants of 211**. The Teacher Fair is scheduled for April and is expected to attract more than 50 school districts.

Year-to date through January, 3,153 internships and jobs have been posted on Miami Careerlink (most for multiple positions) and 3,865 interviews have been conducted in Hoyt Hall. Likewise, over 204 career development programs have been completed and the Career Services website has received over 209,000 hits.

The State of Ohio completed a desk audit of the *OhioMeansInternships* grant the Oxford and Regional campuses received two years ago. The state is extremely pleased with the administration of the grant and the outcomes it has achieved for students and statewide employers. To date, Miami has provided 122 internship stipends (averaging \$2,400 each) to students placed in 62 different businesses. An additional 13 interns are projected to receive stipends this spring while working with ten different sponsoring employers, and a supplemental grant will provide at least 19 new internship stipends this summer.

Several career development programs were conducted during the Winter Term. Through the weeklong Inside Cleveland program, students visited organizations in different industry sectors, including NASA, the Federal Reserve Bank, EY, KeyBank, and the Rock and Roll Hall of Fame. Each of the visits were hosted by alumni or parents. A weeklong Inside New York Fashion program allowed fashion students to visit design studios, merchandisers, showrooms, and interact with alumni in the fashion industry. The trip included the fashion career fair sponsored by the National Retail Federation. The LEAP New York trip brought a separate group of students to the city to explore careers in multiple organizations, including the FBI, Ann Taylor, YEXT, and the New York Botanical Gardens. Each trip represented a collaboration between career services, the academic divisions, and alumni.

Enrollment Operations and One Stop for Student Success Services

A new feature on the One Stop website was released in December which allows students and parents/authorized users to login and view personalized content specific to the student. Upon login, users can view bill or account balances, academic advisor information, and any existing holds on the student record. Unlike myMiami, the One Stop feature displays content in a format that is also mobile friendly. Future releases will allow users to view financial aid, course, and grade information.

Research and Analysis

Miami is continuing its partnership with Civitas Learning to enhance the data analytics capabilities around **retention and student success**. Civitas' data science processes will help identify student success and risk factors as accurately as possible, evaluate outreach initiatives and policies, and provide a comprehensive picture of how to enhance student learning and success at Miami. The modeling techniques featured by Civitas are capable of incorporating **Miami's Canvas and swipe card data, and can optimize student segmentation systematically** to help narrow the identification of the attributes, probabilities, and predictions associated with success. The Civitas implementation of Miami data is in the process of data reconciliation and should be ready by March.

Student Financial Services (Office of Student Financial Assistance & Office of the Bursar) *Student Financial Assistance*

This fall and winter, the Office of Student Financial Assistance is participating in a partnership with the United Way of Cincinnati to promote the completion of the Free Application for Federal Student Aid (FAFSA) in six urban Cincinnati high schools. The project, called **Team FAFSA** brings together nine local colleges, nine community outreach organizations (including the Boys & Girls Club of Cincinnati and the Urban League), and three VITA sites to collaborate and provide expert assistance to high school seniors as they and their families complete the FAFSA. Some estimates indicate nearly 47% of high school seniors fail to complete the FAFSA. This initiative is the first citywide effort aimed at ensuring students in the Cincinnati area know the benefits of completing the FAFSA.

Bursar

The Bursar's office has convened a working group of campus stakeholders to develop, plan, and **test the implementation of Miami's Tuition Promise**. **Staff have been meeting every two weeks** and work is progressing smoothly and on time.

Student Success Center

The Student Success Center is creating a centralized process for students withdrawing from Miami. Students intending to withdraw are being directed to the Student Success Center where staff conduct an exit interview with each student, allowing for possible intervention and data collection. A new online process, designed as a Lean project by a team representing offices in four divisions, is ready for IT implementation and will be accessible via the One Stop website.

University Registrar

Enhancements continue to be made to the class selection process with the development of a new waitlisting tool. The new enhancement will provide students the ability to add themselves to an online waitlist if their desired class section is full. A pilot for regional online classes is currently underway, and campuswide implementation is expected to be available in October 2016 as students register for Spring 2017.

GOOD NEWS FROM ACADEMIC AFFAIRS

December 2015 – January 2016

Miami to award 1,108 diplomas during fall commencement December 11, 2015

12/8/15 - Miami University presented 1,108 diplomas during its fall commencement ceremony on Friday, December 11, in Millett Hall. President David Hodge will preside over the ceremony. Rose Marie Ward, professor of kinesiology and health and the 2015 Effective Educator, gave the commencement address.

Brief remarks were made by David Budig '84, chair of the Miami University board of trustees, and by Ted Downing '68, president of the Miami University Alumni Association board of directors. Special remarks were also made by student body president Joey Parizek.

Conferral of diplomas included: 83 associates, 729 bachelor's, 287 master's and 9 doctorates.

Wil Haygood book nominated for NAACP Image Award

12/9/15 - The book *Showdown: Thurgood Marshall and the Supreme Court Nomination That Changed America* by Wil Haygood '76, Miami University visiting professor and alumnus, has been nominated for an NAACP Image Award.

Showdown is one of five books contending for the Outstanding Literary Work – Non-Fiction category of Image Awards. The NAACP's Image Awards celebrate the accomplishments of people of color in TV, music, literature and film and honors individuals or groups who promote social justice through creative endeavors. Winners will be announced Feb. 5.

Haygood '76, the Karl and Helen Wiepking Visiting Distinguished Professor in the department of media, journalism and film, is a former Washington Post reporter and author of the story that inspired the film "The Butler." His newest book was released in September.

Miami's graphic design program ranks in the top 252 U.S. public schools

12/11/15 - Miami University's graphic design program is ranked 25th among public graphic design schools and colleges in the U.S. by Animation Career Review (ACR).

Criteria used for the selection process included:

- Academic reputation.
- Admissions selectivity.
- Depth and breadth of the program faculty.
- Value as it relates to tuition and indebtedness.

The College of Creative Arts is home to the department of art which offers a bachelor's of fine arts in graphic design. The program offers a unique selection of focus tracks including business, communication, cultural studies, environmental design, interactive design, studio art, perception and cognition, and technical communication. Other highlights include paid internships with leading firms and study abroad opportunities.

ACR is an information source for aspiring animation, design and gaming professionals seeking schools, colleges and training programs. It surveyed hundreds of schools that offer programs geared toward animation or game design.

Other national rankings

In June, Miami's digital game studies program ranked No. 12 among public universities and colleges in the U.S. and No. 33 overall by ACR. (Read full story online.)

The digital program also ranked No. 4 among universities and colleges in the Midwest.

GOOD NEWS FROM ACADEMIC AFFAIRS

December 2015 – January 2016

Miami's digital game studies program is interdisciplinary, with collaboration among the Armstrong Institute for Interactive Media Studies (AIMS); the departments of art, English, computer science and software engineering, and teacher education; and the University Libraries.

In addition, Miami's graduate program in studio art, within the department of art, ranks in the top 100 nationally.

Miami students receive Gilman scholarships for study abroad

12/14/15 - Dakota Potts, an international studies and Russian, East European, and Eurasian Studies double major, recently was awarded a Benjamin A. Gilman International Scholarship to support his study abroad experience during spring semester.

Potts, a junior with a minor in French, will be in Russia participating in the CIEE Russian Language Program in St. Petersburg, said Karla Guinigundo, associate director of Global Initiatives.

Potts is the latest Miami recipient of the Gilman scholarship, which is awarded twice a year and funded by the U.S. Department of State Bureau of Educational and Cultural Affairs. The program "aims to diversify the kinds of students who study and intern abroad and the countries and regions where they go by offering awards to U.S. undergraduates who might otherwise not participate due to financial constraints," according to its website.

Joshua Harrington, a sophomore East Asian Languages and Cultures major, was awarded a Gilman scholarship last spring. He spent this fall semester in Japan with USAC's Japanese Language, Society and Culture Studies in Nagasaki program, Guinigundo said.

Miami's OMA receives designation from state

1/7/16 - Miami University Scripps Gerontology Center's Opening Minds through Art (OMA) program was recently designated a Quality Improvement Project by the Ohio Department of Aging (ODA). It's one of only eight approved programs to meet the state's requirement for such designation.

OMA is an intergenerational art program for people with dementia and trains nursing home staff to collaborate with high schools, colleges and other service organizations to provide a person-centered visual arts program. The one-on-one art-making sessions are designed to tap the elders' creativity and imagination rather than their memory.

"Receiving this designation from ODA strengthens our ability to train aging professionals, artists, educators and volunteers to provide creative arts opportunities for people with dementia while addressing ageism issues at the same time," said Elizabeth "Like" Lokon, founder and director of OMA.

OMA is offered at 29 locations across the United States and Canada, pairing over 400 volunteers with an equal number of people with dementia annually. Lokon would like to grow the program to include every nursing home in the state.

"Ohio is committed to ensuring the highest quality of life and care for our neighbors who reside in the state's 967 nursing homes," said Bonnie K. Burman, director of the Ohio Department of Aging.

"We proudly support programs like OMA that help build relationships and lead to the most responsive care and caring possible."

Research evidence shows that OMA improves the well-being of people with dementia and contributes to a positive change in volunteers' attitudes toward aging and dementia.

GOOD NEWS FROM ACADEMIC AFFAIRS

December 2015 – January 2016

OMA has received awards and recognition from LeadingAge Ohio, the National Center for Creative Aging and Generations United.

Miami students get career boost working in startup community

1/14/16 - Miami University is extending its reach into Cincinnati's startup business community through an initiative aimed at helping increase internships and job opportunities for students.

Miami launched its Cincinnati Digital Innovation Center (CDI) this fall. The program — a collaboration among Miami's Armstrong Interactive Media Studies (AIMS) and its Institute for Entrepreneurship — allows students to spend a semester working at digitally-focused startup companies four days a week while earning 16 credits for four different courses, including a senior capstone.

The students spend the fifth day visiting local startups and meeting with executives, as well as Miami alumni who work at startups.

As part of the Miami #StartupCincy initiative, AIMS, the Institute for Entrepreneurship and career services have leased a shared work space in Union Hall.

The newly renovated, historic building at 1311 Vine St. houses The Brandery, a nationally recognized startup accelerator; CincyTech, a public-private seed stage investor; and Cintrifuse, an entrepreneurial support organization that is the overarching organization representing #StartupCincy.

Miami's entrepreneurship program has been running a summer internship program in the Cincinnati startup community since 2010.

"We're now extending it to be year-round in full-time and part-time (internships) so that we can supply talent that the StartupCincy region needs," said Mark Lacker, the John W. Altman Clinical Professor of Entrepreneurship at Miami.

Ohio grant funding a key

The Cincinnati Digital Innovation Center received an \$86,511 Ohio Means Internships and Co-Ops (OMIC) grant that was part of the overall \$760,000 in OMIC funding Miami received in 2014.

At least 102 Miami students have secured internships with 49 Ohio companies from spring 2015 to spring 2016 through the OMIC program, according to statistics from career services.

Of those students, 32 have interned with 25 startup companies in Cincinnati.

Hannah Foster, an interactive media studies major who graduated from Miami in December, was one of them. She spent last semester interning at tech startup Hello Parent, which developed a family scheduling mobile app. Foster worked as a designer on the app, website, branding and social media presence.

She called her participation in CDI the highlight of her time at Miami and said the opportunity to work for a tech startup was an invaluable experience.

"Being able to work full time as a designer accelerated my professional skills and, in particular, working at a startup provided me the chance to challenge myself, dream big and execute on projects that were crucial to the company," Foster said.

Miami students are among nearly 2,500 students at Ohio universities, community colleges and technical centers who benefited from new or expanded co-op and internship programs, thanks to the OMIC program.

GOOD NEWS FROM ACADEMIC AFFAIRS

December 2015 – January 2016

The universities use the grant money to send checks to the employers, reimbursing them 40 percent of the wages paid to interns, up to \$2,400.

Lacker called it a good deal, especially for small startup businesses, which can get “really good talent at a very affordable price.”

Some internships lead to jobs

Miami students have interned at several technology startups, including Cerkl (pronounced “Circle”), which automatically creates personalized communication for each member of a client’s audience based on their interests.

“Tapping into young talent only enhances Cerkl’s energetic, innovating culture,” Cerkl co-founder Sara Jackson said. “At Cerkl, we find that students are willing to learn and our internships satisfy their hunger to grow in a fast-paced, hands-on environment.” She said the startup also provides interns with “a rich network of resources and experts to further open doors despite where their career journey will lead.”

Miami sophomore Sam Huber, an interactive media studies major, interned this fall with Cerkl, where Jackson said his design work was an integral part of its marketing strategies.

“Because of his stellar work, we continue to contract with Sam on design projects,” said Jackson, adding that the company has employed two Miami interns so far and “based on our positive experience will continue to seek out quality talent from Miami.”

Catherine Couretas, project manager for CDI, said the program had four students who interned this fall with area startups and all received offers to remain working with the companies in some capacity.

“There is such high demand in Cincinnati for these smart students who understand digital, who understand technology,” she said.

Introducing more students to startup community

On Friday, Jan. 15, 20 Miami students will take part in a winter term immersion program introducing them to the startup community.

They will see two Over-the-Rhine startup businesses — Roadtrippers, a tech company that has developed a trip-planning website and app; and the Frameri, an eyewear company known for its interchangeable frame and lens system.

Heather Christman, senior associate director for career development and employer relations at Miami, said the startup community is “an area where there has been and will continue to be some economic growth, particularly in Cincinnati.”

As startups become more established, Christman said, “We know they are going to be ramping up the number of positions they have available, and we want them to think about coming to Miami before anywhere else.”

Miami in the top 50 of Kiplinger’s Best College Values list

1/21/16 - Miami University is ranked 50th in Kiplinger’s 2016 list of 100 best in-state values nationwide among public universities.

Miami also ranks 33rd on the best out-of-state values nationwide among public universities.

The new ranking is based on the recently released Best Values in Colleges list by Kiplinger’s Personal Finance magazine.

GOOD NEWS FROM ACADEMIC AFFAIRS

December 2015 – January 2016

To find the best value in public colleges and universities, Kiplinger looks at measures of academic quality, including a competitive admission rate, a low student-faculty ratio and a high four-year graduation rate.

On the financial side, Kiplinger looks for schools with reasonable price tags, solid financial aid for students who qualify, and a low average debt among students who borrow. Miami has placed in the 100 Best Values list every year since Kiplinger began publishing the rankings in 1998.

For the first time, Kiplinger also included a combined list of the 300 best values in all colleges — private liberal arts, private universities and public colleges — to show how the top schools in each of the three categories stack up against each other. Miami ranks 138th among all schools.

\$1 million gift supports Farmer School study abroad

1/25/16 - The Farmer School of Business received a \$1 million gift to the Roger L. Jenkins International Scholarship from The Rose-Marie and Jack R. Anderson Foundation.

This gift increases the Andersons' contributions to this scholarship to \$3 million, making it the largest named scholarship at the Farmer School of Business and one of the largest at Miami University.

The scholarship is open to all Farmer School students who are seeking a study abroad experience and will be awarded based upon academic merit and financial need. Funds may be applied to tuition, travel costs, room and board and incidental expenses.

"The benefits our students receive from study abroad experiences are life-changing," said Matt Myers, Farmer School dean and Mitchell P. Rales Chair of Business Leadership. "Dean Jenkins was dedicated to making this opportunity financially accessible to all Farmer School students, and we are grateful that his vision was shared by the Andersons."

Myers added, "The Farmer School continues to benefit from my predecessor and the legacy of excellence he created. We are humbled by the thoughtfulness and timeliness of this gift and uplifted by the knowledge of the impact it will have on our students."

Anderson graduated from the business school in 1947 with a major in accounting and served as chairman of the Farmer School's Business Advisory Council. The Anderson family's multimillion-dollar philanthropic support of the Farmer School has spanned nearly three decades and includes the endowment of two Anderson professorships and the Anderson Distinguished Lecture Series.

The Farmer School is a national leader in study abroad participation. Currently, approximately 60 percent of its students include an international program as a component of their undergraduate studies.

University Honors Program

Report for Board of Trustees, February 2016

Dr. David Pennock, Director

Honors: State of the Program

Current staffing includes

- Interim Director, David Pennock, PhD Washington, 1986, Appointed July 1, 2015.
- Associate Director, Zeb Baker, PhD, Emory 2009.
- Senior Assistant Director, David Sheehan, BA 2008, MS Ed Miami 2014.
- Assistant Director, Elise Yuhas, BA Miami 2012, MS Ed Baylor 2014.
- Academic Advisor, Teresa Radomski-Bomba, BA Truman State 2006, MA Kentucky 2011.
- Academic Advisor, Vanessa Parsons, BA Kentucky 2012, MA Eastern Kentucky 2015.
- Administrative Assistant, Pam Engel, B.I.S. Miami 2012, MS Miami 2014.

In Fall 2014 the University Honors Program (UHP) began the transition from a complex, alternative, liberal arts degree program into an enrichment program that enhances the Global Miami Plan and empowers each student to develop an individualized UHP Path that is unique and best supports his or her own intellectual, academic, creative, personal, or professional growth and development. Beginning in Fall 2016 with the class of 2020, the UHP will consist of two academic components, a four-year University Honors Program for all Honors students and the optional University Honors with Distinction.

University Honors Program (Years 1-4)	University Honors with Distinction (Years 3-4)
<p>Honors Experiences #1 and 2. First Year Sequence: Two, formal honors courses that fulfill major or Global Miami Plan requirements taken over two semesters.</p>	<p>Significant Project: A student-initiated, faculty-mentored, and UHP Advisor-approved major project. Creative projects are encouraged and may include traditional academic theses, artistic projects or performances, and major service, experiential, or professional development projects.</p>
<p>Honors Experiences #3 and 4. Course Extensions: A course in which an honors student works with the instructor of a non-honors course to explore the course material more broadly or in greater depth. Must be pre-petitioned, and can be completed any time after the student's first year.</p>	
<p>Honors Experiences #5-8. Additional Honors Experiences: Formal honors courses, Course Extensions, or pre-petitioned co-/extracurricular experiences. Can be completed any time after the student's first year.</p>	<p>This optional experience provides each student the opportunity to work with their honors advisor and faculty mentor to develop a major project that supports his or her own intellectual, academic, creative, personal, or professional growth and development.</p>
<p>This four-year program empowers students to work with their honors advisors to develop their own, unique Honors Path, encourages student/faculty engagement, and is compatible with all majors in the University.</p>	

Honors Admission

The UHP partnered closely with the Office of Admission for the Fall 2015 first-year Honors admission cycle. The application process continued to be administered through Admission, using only existing Miami

application materials, and maintaining a highly competitive and selective process. This process aligned with wider enrollment management and admission strategies for high-ability recruitment. The Fall 2015 first-year Honors cohort included 510 students, an 18% yield rate, and a strong academic profile: 4.25 (mean GPA), 31.8 (mean ACT score). The cohort is 63% female, 46% out-of-state, 8% first-generation, 16.9% multicultural, and distributed across divisions: 13% CEC, 7% CEHS, 3% CCA, 30% FSB, and 47% CAS. Of enrolled students, 30% indicated pre-medical intent and 12% indicated pre-law intent. Additionally, in partnership with Admission, the UHP developed and implemented a reconsideration process as well as admission processes for first-year Miami students and for students transferring to Miami in their first- or second-years. In Spring 2015, 13 first-year and 15 transfer students were added to the UHP. In Fall 2015, 13 first-year and 14 transfer students were added.

Honors Student Progress

Through intensive advising designed to assist them to meet their Honors-related academic requirements, Honors students are making consistent progress toward degree completion. The graduating class of 2015, for example, posted a 73% four-year graduation rate. This figure was an increase over the same rates for the previous two classes, which both posted a 71% four-year rate. This progress toward graduation begins with our successful retention of students in their first year. Indeed, our first-year retention rate for the graduating class of 2018 was 100%, which was the third consecutive year in which we retained all of our incoming students from their first year to their second. This high retention rate suggests that the academic support that the program provides Honors students is effective at helping students to develop a sense of purpose and belonging that sustains their academic progress through to Commencement Day.

Honors Curriculum

University Honors Program

During Summer and Fall 2015, the UHP reviewed the Honors Curriculum to assess its alignment with the goals of the UHP: To provide a four-year program that 1) empowers each student to develop the unique Honors Program Path that best supports his or her own intellectual, academic, creative, personal, or professional growth and development, 2) encourages student/faculty engagement, and 3) is compatible with all majors in the University. In response to the results of that review, the UHP instituted several changes in the curriculum. Beginning with the class entering Fall 2016, UHP students will be required to complete eight Honors Experiences rather than the four experiences required of students in the classes that entered Fall 2014 and 2015. This change returns the UHP to a four-year program. Students entering Fall 2016 will also be required to complete a two-course Honors Sequence over two semesters rather than a two-course Honors Cluster in the first semester. This change provides students greater flexibility in choosing Honors Experiences during their first year at Miami, which will further enable students to design the Honors Path best for them and help make the UHP compatible with all majors. Finally, beginning Spring 2016, UHP students will be able to use Course Extensions (See Table on page 1) as Honors Experiences. This change will provide greater opportunity for students to design their own Honors Path, encourage student/faculty engagement, and help make the UHP compatible with all majors.

University Honors with Distinction

The Advanced University Honors Plan of Study was also reviewed for alignment with the UHP mission and revised and renamed as a result. University Honors with Distinction (See Table on page 1) is optional for Honors students. It empowers students to develop a project that best fits their goals, and it involves significant student/faculty interaction and engagement. It also is more accessible to students from all majors.

Honors Community

National Fellowships & Awards Advising

This year has brought both progress and success in the renewed efforts of the National Fellowship Committee to assist Miami's best students in competing for, and winning, national fellowships. Maeva Metz, a senior Microbiology major, won the Barry Goldwater Scholarship, as well as the Astronaut Foundation Scholarship, both of which will support her graduate studies. Another student, Blake Razor, earned Honorable Mention honors from the Goldwater. Four graduating seniors in the Class of 2015 – Anna Borchers, Graham Bowling, Kimberly Forster, and Nicole Smith – were selected as English Teaching Assistants in the Fulbright U. S. Student Program. Rebecca Jorgensen, a junior Economics and Mathematics double major, became Miami's first finalist for the Harry S. Truman Scholarship since 2003, competing from her home state of Wisconsin. Most important, Matthew Meeks, a May 2015 graduate in Zoology, was named Miami's first finalist for the Rhodes Scholarship since 2012, competing in Region 10, which includes Ohio.

Community Engagement

The UHP continued its co-curricular efforts to promote engagement within the Honors community. The UHP held its second Honors Convocation, successfully welcoming the new Honors student cohort to the UHP, introducing them to the UHP staff, and providing them with an overview of program requirements and offerings. Within Old Manse, UHP staff collaborated with Honors students to utilize the student community room to support student programming and learning. The Honors Student Advisory Board (HSAB) used a designated office and conference room for leadership meetings. This has resulted in an increased ability for Honors students to gather, study, and socialize alongside UHP staff. Weekly, UHP staff and HSAB members invite the Honors community to meet for Friday "Round-Up" events.

Honors Student Advisory Board

UHP staff worked closely with HSAB to organize service, leadership, and social activities for Honors students. HSAB's accomplishments include: recruiting and retaining a membership of 72 students, piloting a first-year mentoring program, serving on the Honors Program Advisory Committee (HPAC), and offering advisory and programming activities to the Honors community, such as an Honors Formal and a kick-off event. HSAB's philanthropic successes include leading over 100 students at Make a Difference Day and donating over \$1600 from a 1K benefit walk to the organization Charity: Water.

Future Directions

Student/Faculty Engagement and Experiential Learning

The UHP plans to explore additional ways to increase opportunities for student/faculty engagement and to look for ways to develop experiential learning opportunities for UHP students.

Articulation Agreements

In concert with the Office of Admission, the UHP continues to develop articulation agreements with honors programs at community colleges throughout Ohio to increase opportunity for, and representation of, high-ability students from underrepresented groups. An agreement with Cincinnati State Technical and Community College is currently being developed.

University Academic Scholars Program

In 2016-2017 the UHP will assume responsibility for administering the University Academic Scholars Program.

Sexual and Interpersonal Violence Prevention

Miami University is committed to maintaining a healthy and safe learning, living, and working environment and to creating an environment that promotes responsibility, dignity, and respect in matters of sexual and interpersonal conduct. Over the last year several strategic as well as fortuitous events helped craft improvements to the sexual and interpersonal violence efforts across Miami University. These events include: the 2015 campus climate survey; student led “List of Demands;” and the Ohio Department of Higher Education’s (ODHE) Changing Campus Culture initiative.

2015 Campus Climate Survey

Per the national April 2014 *Not Alone* report, “The first step in solving a problem is to name it and know the extent of it – and a campus climate survey is the best way to do that. . . . and we urge schools to show they’re serious about the problem by conducting the survey [in 2015].” After crafting a survey based upon national and local expertise, Miami launched a climate survey. In April of 2015, 11,000 randomly selected students from all academic levels and campuses were asked to complete the survey. A total of 1,655 students responded, a 15% response rate. As with most voluntary response surveys, it should not be assumed that those responding are randomly selected. Thus, while our results are useful and important in that they represent the perceptions and experiences of the survey respondents, we would caution against extrapolating the findings to the broader campus community.

The survey asked students about their perceptions of campus climate; institutional crisis response; university leadership, policies, and reporting; campus sexual assault procedures and education; bystander interventions; incidence of actual or attempted sexual assault; and sexual assault myths. We continue to review these results in an effort to bolster our response and support; enhance our education and prevention efforts; and improve our processes and procedures related to sexual misconduct. Additional information regarding the survey can be found in the online report “2015 Sexual Assault Campus Climate Survey” on the Miami University Sexual and Interpersonal Violence webpage: miamioh.edu/sexualassault.

Student List of Demands

In an effort that began with an on-campus student organization (F-Word), in the late Fall of 2015 a group of students created a “list of demands” related to Miami’s sexual and interpersonal violence mitigation efforts. This list was designed to improve the university’s approach to sexual assault support, education, and prevention and was shared with various administrators and groups across the university. The list of twelve demands can be categorized into five areas: suggestions related to the It’s On Us pledge; recommendations related to the sexual assault response website; , questions and concerns about crime alerts; the need for greater transparency, generally; and an appeal for more resources to enhance education and hire a sexual assault prevention coordinator.

The Division of Student Affairs Sexual and Interpersonal Violence Prevention/Response Committee met with representatives of the student group to discuss ways to advance these efforts and come to a common accord about next steps, actions, and options. This conversation continues as students, faculty, and staff provide ongoing input, feedback, and ideas on how to improve our institutional efforts.

ODHE Changing Campus Culture

Fall 2015 also brought the ODHE Changing Campus Culture initiative. As stated by the initiative: “A single act of sexual violence is one too many. Ohio seeks to strengthen its ability to better respond to, and ultimately prevent, sexual assault on the state’s college campuses.” The Changing Campus Culture report provides five recommendations with the goal of every Ohio institution implementing them by the beginning of the 2016/2017 academic year. These recommendations emphasize: using data to guide action; empowering staff, faculty, campus law enforcement and students to prevent and respond to sexual violence through evidence-based training; communicating a culture of shared respect and responsibility; and developing a comprehensive response policy, and adopt a survivor-centered response. It is encouraging that Miami has already adopted (at least a degree) most of the specific recommendations made in the Changing Campus Culture report, but the report also reminds us of the significant work that still needs to be done in the areas of support, education, and prevention.

Improving our efforts

Response/support

We are committed to supporting survivors of sexual and interpersonal violence, so improving response is essential. From the campus climate survey, it is evident that there is a gap between the incidents that occur and the number of reports received. This is true in spite of the fact that the campus climate survey indicates that the majority of students feel that the university would take a report seriously and maintain information in a way to limit dissemination of that information. In order to enhance a climate of safe reporting and victim/survivor support, additional education and awareness regarding how to report, where to report, confidential resources, and reporting resources is needed.

As part of efforts to enhance response, the Office of the Dean of Students submitted a proposal to the Ohio Attorney General’s Victims of Crime Act. Awarded at the beginning of 2016, this grant provides funding to enhance the partnership with Women Helping Women, a local sexual violence advocacy non-profit. This grant provides funding to assist Women Helping Women staff – working in partnership with our office -- create an informational video, provide translation services, and produce educational and promotional materials. The purpose of this grant is to enhance response efforts and increase victim/survivor advocacy.

The survey responses underscore the need to readily access information in a simple, understandable way. Enhancements to the website will help facilitate ease of access for victim/survivors, friends, family, and the community. A critical improvement will be clearer differentiation of confidential resources versus those with a duty to report. Access to confidential resources can help ease a victim/survivor’s concern and provides support for safely reporting. Further improvements will include additional transparency in prevention/education and removing binary gender language wherever possible.

Modifications to victim support also involve improving education regarding how the university responds to incidents, and other details such as “how to help a friend” and what it means to have a trauma-informed response. These modifications will help educate others on appropriate ways to respond if someone reports to them and provide normalization for common survivor response. Furthermore,

additional reinforcement is needed regarding the role of alcohol in sexual and interpersonal violence, and the university's limited amnesty policy.

Education

Education regarding response is essential, but awareness and additional efforts are required in order to more fully effect change in our campus climate. Efforts regarding a comprehensive, campus-wide educational program have been ongoing and continue to be improved upon. Based upon the events of the last year, we have enhanced efforts regarding Step Up! bystander intervention. Advancements include adopting the Step Up! training into the Greek new member education program and for all intercollegiate athletes, along with increasing promotional information and awareness generally.

Per the climate survey, Miami students had concerning reactions while responding to certain myths related to sexual assault. Based upon these responses, there will be changes in our education curriculum with an emphasis on consent and scenarios to clarify consent, how to obtain consent, and when an individual cannot consent.

From prior to the first year and throughout a student's time at the university, education is ongoing. Online programming, orientation, letters, fairs, awareness months, and other events all provide an ongoing educational plan. However, every effort must be made to continue to make this plan comprehensive for all students, faculty, and staff. Analysis indicates additional areas of need include information regarding myths, programming during welcome week, and developmentally/geographically appropriate enhancements for upperclass, graduate, and regional students.

Prevention

Response and awareness education are crucial pieces to ensure students are safely reporting and responding, yet the ultimate goal is to work to create a culture of respect and prevent future incidents. The CDC suggests treating violence prevention as a public health problem, which then suggests the following intervention process: define and monitor the problem, identify risk and protective factors, develop and test prevention strategies, and assure widespread adoption.

From the campus climate survey, the majority of students indicated that they think sexual violence is a problem on campus. However, it is important for students, faculty, and staff to work together to provide options and resources on how to prevent sexual and interpersonal violence. These efforts need to be multifaceted and widespread so as to assure adoption across the campus, from the individual to the societal level. Our students recognize the problem, realize it is not just up to the administration to solve it, and accept some personal responsibility for being part of the solution. These perceptions align very well with programming to actively engage in being part of the solution, which is the foundation of the national It's On Us initiative.

Miami University's It's On Us initiative began in the Spring of 2015. Connecting the disparate efforts across the university, It's On Us continues to remind us that this is about us and each individual, group, and community can make a difference in contributing to a culture of respect. For love and honor and respect, It's On Us to end sexual and interpersonal violence.

MIAMI UNIVERSITY BOARD OF TRUSTEES ASAC 18FEB16

MIAMI UNIVERSITY CLIMATE SURVEY: *RESULTS AND DISCUSSION*



MIAMI UNIVERSITY

PRESENTATION OVERVIEW

MIKE

Survey impetus, creation, execution, context, results, and response

BECCA

Current and evolving (data informed) response/support, education and prevention efforts

BACKGROUND

MIAMI UNIVERSITY VALUES

Miami University is a scholarly community whose members believe that a liberal education is grounded in qualities of character as well as of intellect. We respect the dignity of other persons, the rights and property of others, and the right of others to hold and express disparate beliefs. We believe in honesty, integrity, and the importance of moral conduct. We defend the freedom of inquiry that is the heart of learning and combine that freedom with the exercise of judgment and the acceptance of personal responsibility.

Approved by the Board of Trustees, February 8, 2002



BACKGROUND

Miami University is committed to maintaining a healthy and safe learning, living, and working environment and to creating an environment that promotes responsibility, dignity, and respect in matters of sexual and interpersonal conduct. Sexual assault, sexual misconduct, domestic violence, dating violence, and stalking (Title IX offenses) are strictly prohibited and will not be tolerated ... on (or) off-campus, (or in any) academic, educational, co-curricular, athletic, study abroad, (or) other University program

Miami University Title IX Protocol



BACKGROUND

SEXUAL AND INTERPERSONAL VIOLENCE IS A PERSISTENT, ONGOING PROBLEM

- Title IX (1972)
- Clery Act (1990)
- “Dear Colleague” letter (Office of Civil Rights), April 2011
- Miami’s 2013 Sexual Assault Response Task Force
- Jan 22, 2014 White House Task Force
- Task force report April, 2014: *Not Alone*
- Ohio Department of Higher Education: *Changing Campus Culture (2015)*

CLIMATE SURVEY

“The first step in solving a problem is to name it and **know the extent of it** – and a campus climate survey is the best way to do that. We are providing schools with a toolkit to conduct a survey – and we urge schools to show they’re serious about the problem by conducting the survey next year.”

From Not Alone, April 2014

AD HOC GROUP

Jayne Brownell, Vice President of Student Affairs

Kenya Ash, Director Office of Equity and Equal Opportunity

Mike Curme, AVP/DoS

Gwen Fears, Associate DoS

Becca Getson, Deputy Title IX Coordinator for Students; Sexual
Assault Response Coordinator

Ron Scott, AVP Institutional Diversity

Susan Vaughn, Director Office of Ethics and Student Conflict
Resolution

Rose Marie Ward, Director Center for Teaching Excellence

SURVEY DEVELOPMENT

NOT ALONE PROVIDED SIGNIFICANT GUIDANCE

Reviewed, adopted most of the *Not Alone* template survey

- Biggest changes were to incidence/prevalence questions

Adopted other task force recommendations

- Sampling versus census (11,000; roughly half census)
- High level commitment (invitation from President Hodge)
- IRB and related confidentiality
- Incentives: decoupled from survey; no Banner link

SURVEY DEVELOPMENT

IMPORTANT CONSIDERATIONS/REQUIREMENTS

- 18+ only
- Informed consent
- Confidentiality
- No mandatory reporting
- Trigger warning/resources

SURVEY QUESTIONS

Section 1: Student information (q1-12)

Section 2: General Climate (q13-27)

Sections 3, 4: Perceptions of Leadership, Policies, Reporting (q28-45)

Section 5: Incidence questions (q46-66)

Sections 6-10: Bystander Attitudes/Behaviors (q 67-114)

Section 11: Sample Perceptions of Sexual Assault (q115-133)

PREVALENCE

TACTICS

In the last 12 months or since you began at Miami, has anyone:

- Coercion
- Threat
- Force
- Incapacitation

Five resulting categories: unwanted sexual contact; (attempted) coercion; (attempted) rape

NON-CONSENSUAL ACTIVITY

When you indicated you didn't want to:

- Touch
- Attempted penetration
- Penetration

SURVEY LOGISTICS

- Open dates: 4/2/15 – 4/23/15
- 1,655 responses, 15% response rate
- 63.8% female; 34.8% male
- Graduate students oversampled

Our summary focuses on Oxford undergraduates (n=1,174)

INTERPRETING RESULTS

CAUTION IN EXTRAPOLATING RESULTS

- response rate/propensity
- demographic mismatch
- non-weighting of the results

Very useful snapshot based of 7.5% of the student body

PREVALENCE RESULTS

	All %	Female %	Male %
	n = 819	n = 521	n = 298
Nonvictim	65.8	57.5	80.8
Unwanted sexual contact	8.5	10.2	5.7
Attempted coercion	4.2	5.8	1.3
Coercion	2.6	2.7	2.4
Attempted rape	6.3	8.5	2.4
Rape	12.6	15.4	7.4

MIAMI IN CONTEXT

- Miami's process and reporting very similar to other schools (AAU)
- Miami's results similar to other schools
- Few surprises, but important insights from data

MIAMI IN CONTEXT

COMPARISONS TO OTHER STUDIES

- Definitions/time periods may differ
- Coercion/attempted counted?
- Attempted rape counted?
- Results weighted?
- Overall or sub-group results?
- Moving forward: ODHE CCC consortium?

USING THE DATA: INSTITUTIONAL RESPONSE

- Prototypical assessment cycle (plan, do, check, act: repeat)
- Spring 2015: Developed survey and goals; launched survey
- Summer 2015: Examined and processed data
- Fall 2015: Discussed/interpreted results; drafted report; released results
- Spring 2016: Collaborate on improvements; plan next assessment round

NEXT STEPS: SURVEY

- AAU, ARC3 offer collective survey options
- Ohio Higher Education: *Changing Campus Culture*
 - Annual?
 - Ability to customize?
- Dynamic landscape

CONTINUOUS IMPROVEMENT

DATA REVEALS WORK WE NEED TO DO RELATED TO:

- Amnesty
- Confidential reporting
- Advocacy
- Web site
- Step Up expansion
- Haven expansion
- Orientation and Welcome Week

FROM *NOT ALONE*

Climate surveys can provide information about **community perceptions, knowledge and attitudes** relevant to sexual assault. **Incident rates** assessed via confidential or anonymous surveys can be another source of data about the **extent of the problem**. Regularly administering surveys can show **changes over time**, such as decreases in sexual assaults and increases in awareness or reporting. Surveys can provide **information about the problem in a particular campus community**, enabling schools to tailor prevention and response efforts. Conducting a climate survey can demonstrate the university's **commitment** to addressing sexual assault and build trust with students, faculty, parents, and others.

CHANGING CAMPUS CULTURE

RECOMMENDATIONS

1. Use data to guide action.
2. Empower staff, faculty, campus law enforcement and students to prevent and respond to sexual violence through evidence-based training.
3. Communicate a culture of shared respect and responsibility.
4. Develop a comprehensive response policy.
5. Adopt a survivor-centered response.



LIST OF DEMANDS

Created by an ad hoc group of students led by student organization F-WORD

List of 12 demands they are making to the university including:

- Changes in the It's On Us pledge, website, and crime alerts
- Modifications to education
- Hire a sexual assault prevention coordinator
- Improve transparency

IMPROVMENTS

PRIMARY FOCUS AREAS

1. **Victim support:** data tell us prevalence is significantly higher than reporting; knowledge of resources
2. **Education:** data provide insights into effectiveness, extent
3. **Prevention:** data reveal impressions and behaviors related to bystander interventions

1. VICTIM SUPPORT

FINDINGS

- Gap between incidence and reports
- Confidential reporting
- Process/fairness concerns
- Advocacy versus support

RESPONSE

- VOCA GRANT
- Website updates
- Education

1. VICTIM SUPPORT

% FEEL VERY/MODERATELY LIKELY THAT THE UNIVERSITY WOULD

- 83%: take a sexual assault report seriously
- 83%: keep report limited to those who need to know
- 76%: support the person making the report
- 69%: take corrective action “against the offender”
- 65%: address the factors that may have led to the sexual assault

1. VICTIM SUPPORT

% AGREE/STRONGLY AGREE

Know where to get help

- 65% (70% male; 62.5% female)

Understand Miami's formal procedures to address complaints of sexual assault

- 44% (35% male, 48% female)

1. VICTIM SUPPORT

VICTIMS OF CRIME ACT GRANT

Miami University awarded \$14,566

Aspects of the grant:

- Focus on response
- Contract with Women Helping Women to provide confidential advocacy
- Informational video
- Handouts and posters
- Translation costs



1. VICTIM SUPPORT

WEBSITE UPDATES

- Ease of access
- Clearer differentiation of confidential resources versus reporting resources
- Input from “List of Demands”
- More obvious link and explanation regarding prevention/education efforts
- Remove binary gender language where possible

1. VICTIM SUPPORT

EDUCATION

- Increase education in “How to help a friend”
- Trauma-informed response
- Resident Assistant education modules
- Poster campaign (per VOCA grant)
- Role of Alcohol
- Limited Amnesty

2. EDUCATION

FINDINGS

- Widespread
- Generally effective
- Gaps/bystander information

RESPONSE

- Haven: All first year students
- StepUp: Greek new member education; ICA
- It's on Us: Ongoing
- Comprehensive, campus wide campaign

2. EDUCATION

- 56% (55%) report receiving training/education in sexual assault policies (prevention)
- 6.5% of those felt that it was “not useful at all”
- ~74% found education at least moderately useful
- 93% of first-year sorority women report training
- Graduate student gap

2. EDUCATION

RESPONDING TO MYTHS

- 12+% agree/strongly agree “If a person doesn’t say ‘no,’ they can't claim rape”
Intervention: Education on affirmative consent definition
- ~20% agree/strongly agree “If someone is raped while they are drunk, they are at least somewhat responsible for what happened”
Intervention: Clarification of alcohol/consent intersection

2. EDUCATION

OVERVIEW

- Prior to the start of school: online programming (EverFi's Haven)
- Orientation: Community Expectations (Office of the Dean of Students)
- Orientation: SOUL vignettes / discussion
- Start of School: Dean of Students letter, Walkabouts, Fire Safety Fair, Campus Safety Fair, programming upon request
- Residence Hall resources: RA training, RA programming, posters, boards
- Ongoing Programming: It's On Us, I am Miami, Step Up, Peer Education
- Targeted Programming: Athletics, Greek New Member training, Awareness months



2. EDUCATION

GAP ANALYSIS

- Myths and realities
- Welcome Week
- Upper-class students
- Graduate students
- Regional students



2. EDUCATION

BYSTANDER INTERVENTION

- Greek New Member
- Athletics
- University 101
- NCAA Innovation Grant

3. PREVENTION

FINDINGS

- Misperceptions about the role and impact of alcohol
- The importance of bystanders
- Perpetrators as repeat offenders
- Men as potential victim/survivors and allies

RESPONSES

- Public Health Approach
- Social Ecological Model
- It's On Us

3. PREVENTION

CONCERN

- 69% feel Miami students would be very/moderately likely to:
 - allow personal loyalties to affect reporting of sexual assault
 - choose not to report sexual assault out of concern they or others will be punished for infractions, such as underage drinking

HOPE

- 95% are at least moderately likely to confront a friend if “I hear rumors that he/she forced sex on someone”
- 91% indicated they would “report a friend that committed a rape”

3. PREVENTION

MEANS SCORES: *1 (not at all true)–6 (very much true)*

- 2.7: “I do not think sexual violence is a problem on this campus” (~28% responded “not at all true”)
- 2.1: “doing something about sexual violence is solely the job of ‘campus authorities’”
- 4.0: “I think I can do something about sexual violence.”



3. PREVENTION

14 PERSONAL INTERVENTION SCENARIOS

- 96+% would be moderately/very likely to “get help and resources for a friend who tells me he/she has been raped”
- In all 14, over 60% are moderately/very likely to intervene positively (weakest: “express my discomfort if someone makes a joke about a woman’s body”)

3. PREVENTION

14 PERPETRATOR/ BYSTANDER QUESTIONS

PERPETRATOR (% moderately/very/extremely likely to)

- 99%: stop having sex if ...he/she says to stop
- 98%: stop sexual activity when asked to
- 89%: decide not to have sex with a partner if (s)he is drunk
- 82%: ask for consent ... even in a long term relationship

3. PREVENTION

14 PERPETRATOR/ BYSTANDER QUESTIONS

BYSTANDER (% moderately/very/extremely likely to)

- 93%: Check in with my friend who looks drunk when (s)he goes to a room with someone else at a party
- 91%: Say something to my friend who is taking a drunk person back to his/her room at a party.
- 80%: Challenge a friend who uses insulting words to describe girls
- 72%: Challenge a friend who made a sexist joke



3. PREVENTION

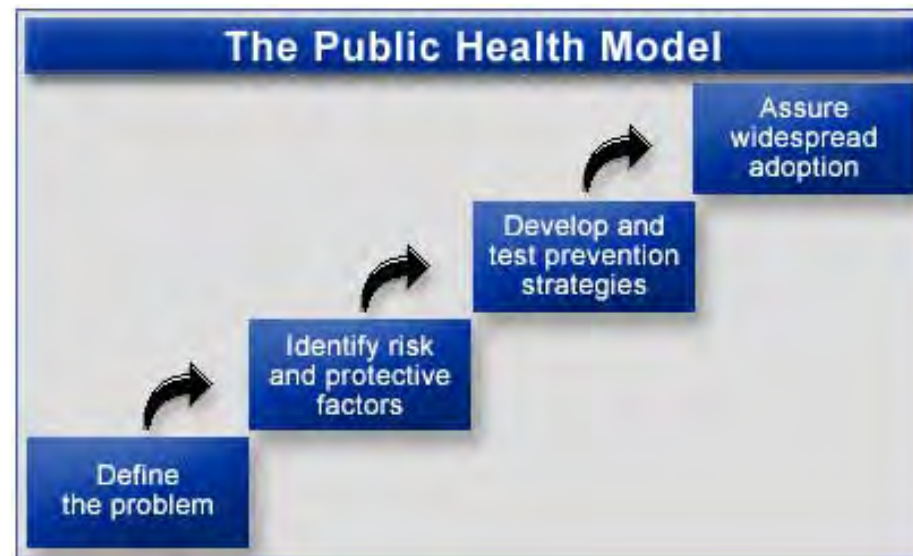
REALITY CHECK

- 29% have “observed a situation that you believe was, or could have led to, a sexual assault”
- 46% of these said that they “asked the person who appeared to be at risk if they needed help”
- 4.5% decided to “take no action”
- Others: stepped in (or asked another to) (17%); confronted or distracted (16%)
- StepUp: direct/distract/delegate

3. PREVENTION

PUBLIC HEALTH APPROACH

- Focus of public health is on health, safety, and well-being of entire populations. ~*CDC*



3. PREVENTION

SOCIAL ECOLOGICAL MODEL



3. PREVENTION

IT'S ON US

- Associated Student Government committee
- Ad Hoc workgroup
- It's On Us week once a semester
- Change in the pledge at the end of Fall 2015
- Current efforts devoted toward expanding "It's On Us" from a devoted week to beyond



THANK YOU!

Student Affairs Good News February 2016

Fall and Winter Highlights (through January 29)

Armstrong Student Center

- During the first two quarters of FY 2016 (summer/fall), Armstrong Student Center was the host location for 772 events. 632 of these events were organized by student organizations, 129 by university departments and 11 were non-university clients (employers, conference and weddings). This a 10 percent increase compared to the same time frame in FY 2015.
- In January, the Ford Family Initiative for Spirituality, Meaning and Purpose, held a day and half strategic planning retreat with campus and community partners to develop learning outcomes and a strategic plan for interfaith and personal development initiatives related to the objectives of the gift. Work will continue on this plan throughout the semester.

Community Engagement and Service

- \$4,772.84 was collected during Hunger & Homelessness Awareness Week in November. Oxford Community Choice Pantry and the Oxford Homeless Coalition are the benefiting agencies.
- 48 America Reads/Counts tutors worked 3,058 hours for the fall 2015 semester with community partners in College Corner, Hamilton, Middletown and Oxford, Ohio.
- There are 50 Service-Learning courses on the Oxford campus for spring 2016. Total enrollment is 752. Enrollment in OCES coordinated courses is 295.

Diversity Affairs

- The MLK Celebration was held at the Oxford Community Arts Center for the third time. The theme for this year's event was "Where are our Children? The Unspoken Dreams of African American Children," with keynote speaker Dr. Yvette Harris. Dr. Juanita Tate (recently retired) was honored by the Oxford NAACP for her countless years of contribution.
- On January 4th – January 11th 2016, ODA staff members, Shevonne Nelson and Yvania Garcia-Pusateri and SAHE graduate student Bria Howard led the 3rd Annual Office of Diversity Affairs Immersion Trip to San Francisco. Out of 43 applicants, 8 students were selected to participate to visit San Francisco to learn about "Asian Fusion" through the lens of the Asian Diaspora and its impact on the culture and identity of the city. Asian Fusion is defined as art, music, food, theater, film, architecture, photography, community, law, politics, education, health, technology/social media and tourism, etc. Additionally students learned about LGBTQ+ history during their time in the city and discussed the intersections between race/ethnicity and gender identity identity/sexuality. Students also met with 4 alumni to discuss these intersections and how their work relates as well their time at Miami. The alumni include:

Shefali Razadan Duggal '93 (Political Activist and Fundraiser)

Hanrui "Hannah" Yang '15 (Associate at First Republic Bank)

Amol Sogal '03 (Mobile Product Management, EBATES)

Tony Chang '02 (Software Engineer, Google)

Harry T. Wilks Leadership Institute

- The Wilks Leadership Institute hosted the second of four Wilks Leadership Workshops on November 15th. This workshop, Vision and Innovation, introduced students to the process of developing vision statements as part of a strategic planning process, challenged students in five different innovation stations followed by student vision statement presentations and a discussion on a TED Talk about leveraging limitations instead of being constrained by them.
- The Miami Alpha Sigma Circle of Omicron Delta Kappa (ODK) held its fall induction ceremony on December 3rd. In the ceremony, 12 junior/senior students were recognized for their outstanding

academic achievement and leadership in the five major phases as defined by ODK. Additionally, one staff member was inducted for his outstanding leadership and support of students.

- The Institute provided a StrengthQuest Workshop for the newly re-formed HOME office. With the reorganization of several separate offices into the redesigned HOME office, this workshop benefited them by providing a means to getting to know one another better and to understand roles and associated talents and help to build the new team.
- The Scholar Leader Community along with Marcy Miller (executive director of Miami University Hillel) collaborated to offer the 2016 Winter Immersion Service Experience (WISE) Trip to St. Louis, Missouri from January 20th-23rd. The WISE trip is an annual collaborative effort concentrated around the ideas of power, privilege, and social justice. This year, 27 undergraduates and 3 staff advisers participated in the trip - ranging from Scholar Leaders, Hillel, and Office of Community Engagement and Service.
- Program Highlights of the Fall 2015 term:
 - 1,495 students attended a Wilks Leadership Institute Program
 - 608 students and staff attended a StrengthsQuest Workshop
 - 38 programs were offered by the Wilks Leadership Institute
 - 529 students joined Sigma Alpha Pi, the National Society of Leadership and Success
 - 73 students attended the Perlmutter Leadership Conference
 - 55 students are currently pursuing a co-curricular Leadership Certificate
 - 239 new followers on social media - #leadership

New Student Programs

- We've just concluded a busy spring orientation season!

Transfer one-day orientations.

For students entering in spring term 2016, New Student Programs (NSP) began collaborating with the College of Arts and Science (CAS) to expand the transfer advising days to one-day orientation sessions that introduce transfer students and their families to academic and student life at Miami. Sessions were capped at 12 students each. Informal feedback from students and families was very positive, and plans are proceeding to offer 10-15 similar sessions this summer for transfer students from all academic colleges.

Transfer one-day orientation numbers:

- 5 total transfer orientations, spanning mid-December 2015 to mid-January 2016
- 36 total students attended (all five sessions)
- 31 total family/guests attended (all five sessions)

In addition to CAS, collaborative partners included the HOME Office, One Stop for Student Success Services, Student Success Center, Study Abroad, Office of Diversity Affairs, Office of Community Engagement and Service, Off-Campus Outreach & Communication, Office of Parent and Family Programs, and the Dean of Students Office.

Relocation orientation.

New students who were relocating from one of Miami's regional campuses were invited to attend an orientation session designed specifically for relocation students on Tuesday evening, January 19, 2016, which drew nearly 50 attendees. This attendance hit an all-time high, which reinforced NSP's decision from August 2015 to offer relocation orientation separately from orientations for other new students. Attendees met other new relocation students/families; went on a campus tour; received information on parking, transportation, and campus navigation; learned Oxford campus acronyms, traditions, and vocabulary; and participated in a range of workshops and campus visits.

Relocation orientation numbers:

- 27 total students attended

- 22 total family/guests attended

Collaborative partners included the One Stop for Student Success Services, Student Success Center, Off-Campus Outreach & Communication, CAS Advising, and the Dean of Students Office.

January orientation.

In collaboration with International Student and Scholar Services, NSP concluded our spring term orientation season with our two-day January orientation, attended by both international and domestic first-year and transfer students.

January orientation numbers:

- 199 total students attended
 - 123 international students (44 first-year, 13 transfer, 51 ACE program, 15 exchange)
 - 76 domestic students (59 transfer, 17 first-year)
- 75 family/guests attended

Off-Campus Outreach & Communication

- Hosted second event in the Commuter Center during finals with about 20 participants
- Met individually with 8 Oxford property managers to better understand their experiences with Miami students and develop ways to collaborate on creating smoother experiences for students transitioning to off-campus living.

Parent and Family Programs

- The Parents Council partnered with the Alumni Association to encourage all Miami alumni in CEO/President/Founder roles of organizations to begin recruiting at Miami for full time and internship positions.

Residence Life

- Over 280 new applicants applied for the Resident Assistant position for the 2016-17 academic year. Returner applications close at the end of January. We anticipate over 100 current staff to apply to return to the position. Group and individual interviews take place in early February.
- Over 30 active Eco Reps served on individual Community Leadership Teams to promote sustainability in the residence halls and at Miami University. Five Trash Audits were conducted where trash was weighed before recyclable materials were separated. Results were e-mailed to residents of the halls audited.
- A new on-line tracking and accountability system was implemented for Resident Assistants to use to communicate with residents after their 1 on 1 meetings and to make notes at the end of the semester. Over 4800 individual e-mail messages were sent to residents from their RA. Over 10,800 notes were submitted to the system. In the 2015 Assessment of Living and Learning survey, 91.9% of respondents (n=3840) responded that they had at least one 1 on 1 meeting with their RA, as compared to 84.9% in 2014 and 83.0% in 2013.
- In the Fall 2015, ORL staff:
 - implemented more than 430 late night and weekend programs to provide students with non-alcoholic activity alternatives. Attendance was over 6000.
 - offered more than 1,500 programs/initiatives/events that support the four goals of the Residential Curriculum (academic success, cultural competency, interpersonal development, and community development) and Living Learning Community goals.
 - conducted 678 meetings with students to talk with them about their conduct in the residence halls and on campus.
 - responded to 262 crisis, emergency and mental health situations.

- resolved over 250 roommate conflicts using a variety of tools and strategies including the Roommate Agreement, mediation, one on one meetings, parent conversations, voluntary moves, and, in some cases, administrative reassignment of students.
- taught 46 course sections including but not limited to EDL301, UNV101, and EDL290.
- provided 342 hours of in-hall training to resident assistants on a variety of topics including cultural competency, crisis management, and community building. The staff also provided 190 hours of in-hall training and development to Community Leadership Team student leaders on topics including programming skills, time management, and diversity.

Rinella Learning Center

- The Rinella Learning Center (RLC) served 799 students through tutoring and 710 students through supplemental instruction during fall semester. For both programs the total student visits over the course of the semester was 6,353.
- For fall semester, the RLC Testing Center proctored 1,436 exams.
- 439 students were served through Rinella's Academic Support Services (Academic Counseling, Coaching, and/or Study Strategies Course) and 257 students attended one or more of Rinella's Study Strategies Workshops.

Student Activities and Cliff Alexander Fraternity and Sorority Life and Leadership

- Semester end attendance data from Late Night Miami was compiled and we had a total of 29,404 students at 45 events for the semester. We are excited about our Spring Schedule, which was just released. We have over 50 Late Night Miami programs planned for spring 2016.
- Sorority Recruitment numbers have increased this year. We have over 100 more women signed up for recruitment than in the past years.
- Sigma Alpha Epsilon (SAE) has returned to campus and received formal recognition in December of 2015. Sigma Chi Fraternity will be returning to campus Spring of 2016.
- We have created a new program called Catalyst, a one day leadership development program for student leaders in Greek Life and Miami Activities and Programming (MAP). We have over 100 students attending that program on January 23rd.
- The HUB, our database and general system for student organization management, has increased users and total sessions. A total session is the actual times students have accessed the HUB. In 2014 we had 56,287 visits and in 2015 we had 72,091 visits for a 28% increase in visits to the hub.
- MAP and Late Night Miami won 2 awards at the National Campus Activities Association Annual Conference: Best Advertising Award and Best Themed Publicity Award.

Student Counseling Service

- Solicited and successfully matched with a psychiatric resident from Wright State School of Medicine to provide 8 hrs/wk of supplemental psychiatric service in exchange for training and supervision.
- Almost 500 students attended Furry Finals sessions in which therapy dogs are available to help calm students studying for finals.
- Over 1,500 new students completed the at Risk mental health gatekeeper training program on-line as part of the UNV101 course, educating themselves about how to recognize when they or a peer may be in need of mental health services and how to refer self or peers for professional assistance.
- Mid-year statistics show that in the Student Counseling Service:
 - a. The shift from 50 to 30 minute initial consultation (IC) sessions to increase the availability of brief assessment of service requestors, resulted in:
 - i. 28% increase in students receiving clinical services over same period last year;
 - ii. 12% increase in number of individual counseling or psychiatric appointments;
 - iii. 35% increase in students receiving clinical services for the first time;
 - iv. 58% decrease in number of emergency sessions required during office hours;

- v. Elimination of wait list for initial consultation: all requestors received appointment within 1-3 days of contact;
 - vi. Reduction in average wait time for on-going individual counseling from 22 days to 13 days.
- b. The intentional shift of resources to significantly increase the variety and number of group workshops to teach commonly needed basic skills in stress and anxiety management, resiliency, concentration and focus, and depression response, resulted in:
- i. 37% increase in number of group/workshop sessions offered;
 - ii. 48% increase in number of group/workshop appointments completed.

Women's Center

- Patron traffic for November-December was 888 (the December BOT Good News Report included patron traffic for September-October).
- The Women's Center stayed open late (5-9 pm) Monday-Wednesday of finals week; 28 patron visits were recorded during these hours.
- The Women's Center, Office of Student Wellness, and GLBTQ Services collaborated to sponsor an observance of World AIDS Day (Dec. 1) with free and confidential HIV testing at the Women's Center (32 students took part) and a panel discussion about HIV/AIDS in the evening (23 students attended).

Staff Achievements and Accomplishments

- Rhonda Jackson from the Women's Center assumed the co-presidency of the 1809 LGBT Alumni Group in May 2015.
- Shane Haney and Sharon Kootin-Sanwu, two of Wilks student employees, were selected as recipients of the 2015 Honor Code Honoree Award through the Farmer School of Business. Twelve students were award recipients in 2015. This award recognizes exemplary students who embody the three pillars of the Honor Code: Integrity, Respect, and Responsibility.
- Jenny Levering, Director of Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life, received the Sue Kraft Fusell Distinguished Service Award for the National Association of Fraternity and Sorority Advisors in December.
- Graham Arledge, HAWKS Peer Health Educator, presented "The Flourishing Classroom: Nurturing Positive Mental Health in Our Students and Ourselves", based on the HAWKS #FlourishMiami Initiative, at the National Council of Teachers of English Language Arts (Annual Convention) in Minneapolis, MN. Graham adapted the concepts around college students and positive mental health to the high school classroom for both teachers and students.
- NSP staff (Assistant Director Liz Walsh and Director Buffy Stoll Turton) are serving on the conference planning committee for the upcoming regional conference of NODA: The Association for Orientation, Transition & Retention in Higher Education. With support from the MU Family Fund, Liz and Buffy will attend the conference on February 27 in Indianapolis with three graduate practicum students and two undergraduate student coordinators.
- NSP Director Buffy Stoll Turton has recently been named to the research committee of NODA: The Association for Orientation, Transition & Retention in Higher Education. This national group supports the research mission of NODA as a professional association.
- Nine students and 2 ORL professional staff traveled to the Central Atlantic Association of College and University Residence Halls (CAACURH) conference in Washington DC. Members of the delegation were awarded for Outstanding Spirit (2nd place) and two Top-Ten Conference Sessions.

MIAMI UNIVERSITY DEPARTMENT OF HOUSING, DINING, RECREATION & BUSINESS SERVICES

Office of Housing Options, Meals & Events (H.O.M.E.)

2015-2016 Occupancy Report #3

1/29/2016

Building Name	Standard Capacity	Residents	Occupancy %	Vacancies or (Beyond Standard)	Doubles Sold as Singles
Anderson	212	219	103%	(7)	
Beechwoods	266	249	94%	17	
Bishop	94	89	95%	5	
Brandon (Under Renovation)	-	-	-	-	
Clawson*	122	123	101%	(1)	
Collins*	143	147	103%	(4)	
Dennison	270	273	101%	(3)	
Dodds	209	211	101%	(2)	
Dorsey	210	209	100%	1	
Elliott	35	34	97%	1	
Emerson	335	334	100%	1	
Etheridge	237	234	99%	2	1
Flower (Under Renovation)	-	-	-	-	
Hahne (Under Renovation)	-	-	-	-	
Hamilton	179	176	98%	3	
Havighurst	327	332	102%	(5)	
Hepburn (Under Renovation)	-	-	-	-	
Heritage Commons					
Blanchard House	72	70	97%	2	
Fisher	72	72	100%	0	
Logan	70	66	94%	4	
Pines Lodge	72	69	96%	3	
Reid	72	66	92%	6	
Tallawanda	72	66	92%	6	
Hillcrest	270	254	94%	16	
MacCracken	198	194	98%	4	
Maplestreet Station	90	85	94%	5	
Mary Lyon	81	80	99%	0	1
McBride	138	142	103%	(4)	
McFarland	140	143	102%	(3)	
McKee	76	83	109%	(7)	
Miami Inn	99	89	90%	10	
Minnich	242	236	98%	5	1
Morris	363	362	100%	1	
Ogden*	172	158	92%	14	
Peabody*	144	148	103%	(5)	1
Porter	216	215	100%	1	
Richard	202	194	96%	8	
Scott*	282	279	99%	3	
Stanton	229	232	101%	(3)	
Stoddard	45	43	96%	2	
Stonebridge	265	252	95%	12	1
Swing*	231	227	98%	4	
Symmes	190	200	105%	(10)	
Tappan*	297	298	100%	(1)	
Thomson	198	205	104%	(7)	
Wells*	150	151	101%	(2)	1
Wilson*	71	70	99%	1	
On Campus Total	7458	7379	99%	73	6

Leased University Housing					
Hawks Landing	132	103	78%	29	
Level 27	44	36	82%	8	
Miami Preserve	140	134	96%	6	
Leased University Housing Total	316	273	86%	43	

Grand Totals	7774	7652	98%	116	6
One Year Ago	7533	7411	98%	103	19

First Year Admissions Comparison:	
Residents in First Year Housing	4,106
Less FY ACE Students	(340)
Add Commuters	68
= Admissions First Year #	3,834

	2015	2016
New Students Spring		
First Year	105	163
Transfer	98	67
Regional Transfer	13	22
Returning Upper-class	58	47
	274	299
Students Who Left Housing		
First Year*	119	99
Upper-class*	270	275
Graduates	10	14
	399	388
<small>*Withdrawals/Suspensions/Study Abroad/ Student Teaching/Job Coop/Contract Releases</small>		

Spring History		
	New	Left
2008-2009	243	410
2009-2010	243	454
2010-2011	249	470
2011-2012	221	469
2012-2013	248	452
2013-2014	254	387
2014-2015	274	399
2015-2016	299	388

Total Occupancy	7652
Increase (Decrease)	241

* Halls Housing Both Upperclass and First Year Students

Living Learning Communities Report
Office of Residence Life

Submitted by:
Tresa Barlage Zianno, Associate Director

History

The first iteration of learning communities at Miami University started in the early 1980s consisting of themed communities, students interested in wellness, and those participating in the honors program. In 2001, participation in LLCs was optional and 53% of first year students and 12% of upper class students chose to participate in these special interest communities. In the early 2000s, a staff member in the Office of Residence Life had LLC oversight as part of their position responsibility. By 2006, a designated staff position was created to focus on LLC development and support. In 2009, the implementation of the second year live-on requirement coincided with a requirement that ALL residential students be required to participate in an LLC. This resulted in a significant increase in the number of LLC themes offered and additional staff needs.

The Office of Residence Life underwent a departmental review at the end of Spring Semester, 2015. The Office of Residence Life is currently preparing for numerous changes as a result of this review and subsequent recommendations that will start to be enacted for the Fall of 2016 as outlined in the "Initiatives Moving Forward" portion of this report.

Current Initiatives

For 2015-2016, students had the opportunity to select from 33 different LLC themes, including four new communities that were introduced (Early Career Exploration, Engineering and Computing Service Scholars, Entrepreneurship, and Pop Culture). Of these communities, there are 18 communities that are associated with special interests or co-curricular themes and 15 communities that support student's academic or career interests. Courses are connected (either required or optional) to 20 of these communities. Some of these communities include Celebrate the Arts, Courses in Common, Emerging Leaders, Environmental Awareness, First Year Research Experience, Global Connections, Governmental Relations, Guys in Engineering and Computing, Honors, Mosaic (social justice), and WiSDEM (Women in Science Disciplines, Engineering, and Math).

In the 2015-2016 academic year, the UNV 101 course was expanded and connected to more Living Learning Communities and students across all academic divisions. The following communities were connected to the UNV 101 course initiative: Compass; Education, Families and Society; Electronics and Computing Service Scholars; Guys in Engineering and Computing; Health Related Professions; Redhawk Traditions; and Women in Science Disciplines Engineering and Math.

Initiatives Moving Forward

Starting for the entering class of Fall, 2016, The Office of Residence Life will resume the practice of allowing students the ability to choose to participate in the Living Learning Communities. This decision was made by using information gathered from a survey of LLC programs at peer and aspirational schools, material from LLC-related literature, including Greg Blimling's Student Learning in College Residence Halls (2015), a review of student comments, suggestions, and data from the most recent (2014) ORL Assessment of Living and Learning survey, feedback from the 2014-15 Community Leadership Team LLC representatives obtained via focus groups, and information from the LLC committee that met during the 2014-15 academic year.

Blimling indicates that "students forced into a living unit who have no real interest in the program can interfere with the learning experience of other students who are interested" (p.132). Furthermore, staff and external stakeholders currently connected with LLCs indicate some students are in these communities for reasons other than LLC interest (e.g., location of residence hall, amenities in residence halls, roommate preference, etc.). And students who are invested in LLCs indicate the non-interest of other students dilutes the experience dedicated students want to experience.

Starting in Fall, 2016, students will have three housing options from which to select when completing their housing contracts: general student housing, themed communities, and LLCs. This ends the practice that all students are expected to live in a residential community designated as a Living Learning Community.

General Student Housing

General Housing is an option for students to be assigned to live in residence halls with students of either similar or mixed years of experience at Miami. Students can select to be assigned to General Housing if one of the special communities does not match their academic or co-curricular interests. Programming will be on topics that promote community building, academic success, cultural competency and intrapersonal development.

Themed Communities

A Theme Community is a group of students who share a common interest, either academic or co-curricular. Programming will be more focused and complement the community theme and will also including topics that promote community building, academic success, cultural competency and intrapersonal development. Some communities will have students enrolled in a common course to also complement the community theme. A few communities include both 1st and 2nd year students to allow for mentoring among students.

Living Learning Communities

A Living Learning Community (LLC) is a group of students who live together on a corridor or in a residence hall that is closely tied to an academic major, university program or initiative. Through partnerships with a variety of departments, faculty, and staff, students will have access to activities that tie directly into the theme of their LLC. In an LLC, students will be co-enrolled into one or more classes, which further support student's transition and academic success at Miami University. Programming will be closely aligned with the community theme that often include faculty and staff partners, to assist in community building, academic success, cultural competency and intrapersonal development. A few communities include both 1st and 2nd year students to allow for mentoring among residents.

The Office of Residence Life staff have put a lot of thought and resources into the development of our Theme and Living Learning Communities. We have researched many different types of communities and realize the benefit of offering a variety of choices for students as they enter the University and continue their residential experience at Miami.

Each of our communities are built around a specific field of study or area of interest and are structured so students have a high degree of involvement in its formation.

Research by Frazier and Eighmy (2012) found that for a learning community to be successful, students, faculty and staff all have to be personally invested and develop a sense of ownership in the program.

Each LLC will:

- have a strong commitment from stakeholders
- have a strong commitment from students by either being application based or limiting number of participants
- will have a required course for all participants
- provide students with clear & concise mission and outcomes for each LLC
- complete a community review, expectation and commitment process to be conducted every two years

Every LLC will have a memorandum of understanding [MOU] between the sponsoring academic or administrative unit and the Office of Residence Life. The MOU will outline clear expectations of all stakeholders, including what resources each will provide to ensure a positive student experience. Furthermore, this MOU will detail (1) a minimum of four signature experiences in which each student in the LLC will have the opportunity to participate, (2) the plans for both a welcome event and a closing event, (3) the process for allocation of LLC funds, (4) the course(s) offered for LLC residents, (5) the process by which applications to live in the LLC are reviewed, and (5) assessment plans.