MIAMI UNIVERSITY
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BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
June 23, 2016, 8:00 a.m.
Stonebridge Hall, Miami University, Oxford Campus

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on June 23, 2016 in the common room of Stonebridge Hall, 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 John Pascoe, National Trustees Terry Hershey and Diane Perlmutter, and Student Trustees Ciara Lawson and Alex Boster; along with non-committee member Trustees Jagdish Bhati, Mark Ridenour and Steve Wilson, and National Trustees John Altman, Bob Coletti, and Mike Gooden.

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: Ron Scott, Associate Vice President of Institutional Diversity; 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; Gwen Fears, Associate Dean of Students; Brent Shock, Assistant Vice President for Enrollment Management and Director of Student Financial Services; Drew Reffett, Professor and Chair of the Senate Executive Committee; Scott Sportsman, Director of Research and Analysis, EMSS; Lindsay Carpenter, Budget and Operations Manager; Rebecca Baudry Young, Director, Student Wellness; Carol Johnson, Assistant Director, News and Public Information; Maggie Reilly, Student Body President; and Ted Pickerill, Secretary to the Board of Trustees; as well as others attending to observe or assist.

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

Student Trustees

Student Trustee Alex Boster relayed the following:

As spring semester has come to a close and summer break is off to an excellent start, the students of Miami are staying involved with organizations and clubs, and are engaged in internships and study abroad opportunities. In addition, Miami is in the process of welcoming the incoming freshman class and transfer students who will be joining our community this fall.

Orientation for the incoming class began on the first of June and is made up of sixteen one-and-a-half day sessions throughout this month. During each session, students are split into small groups, receive tours of campus, and schedule classes. For most of the orientation, incoming students spend time with their SOULs, or Student Orientation Undergraduate Leaders. The SOUL program gives upperclassmen a chance to transition and guide the first-years through their first college experience here at Miami. The orientation sessions will continue through June 30th and are going well thus far.

At the Miami University Art Museum, the "Seldom Seen" series of art exhibitions is coming to a close this Saturday. Since the beginning of the spring semester, the museum has been featuring art that is rarely displayed due to complications with amount of space and/or preservation. Many of the pieces featured are described as "whimsical" and "original", and give students, faculty, and the community a great opportunity to view a different and unique display at the Art Museum.

The Miami University Libraries are currently hosting "and now, Live from Miami…" which has been running since April 18th and will continue through August 12th. The exhibit is celebrating fifty years of broadcasting students and the importance of student engagement in radio and television productions.

Thirteen Miami students traveled to Cuba during the beginning of June for a three-credit-hour summer workshop called "Stories from Cuba". During the class, the group studied the history of journalism in Cuba. While observing the culture during their travel, journalism students Ben Blanchard and Jack Evans noticed the love of baseball the children had and gifted a Cuban little league team with twelve new baseballs. This experience brought together the journalism piece of the course and the culture portion as Blanchard and Evans found something remarkable to report on. The students in the workshop are currently writing blogs about their experience, and they will be posted later this month.

In addition to the students studying abroad during the summer months, there are many taking courses online and on campus. Rising junior Savana Driller is taking fifteen credit hours this summer on the Oxford campus during two of the summer sessions offered. Her course load includes Finance, Business Statistics, and Chemistry classes. Her dedication to studies over the summer months shows that Miami students are committed to hard work and are engaged in learning year-round

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Indiana's 2016 Richmond Shakespeare Festival, running through this weekend, features Miami students, faculty, and alumni both onstage and behind the scenes. The festival offers opportunities for actors, artistic directors, and language professionals.

Student United Way, an organization focused on leadership, education, financial stability and health, just completed its first semester on the Hamilton campus. Its center revolves around strengthening communities and individual lives. During the spring semester, SUW held events raising money for Booker T. Washington's Community Center. Over $200 was raised, and the funds will support the community center's Little League baseball program. Peter Engelhard, the incoming President for this coming academic year, reports: "We expect for it to grow with more members and to be able to collaborate with other nonprofits in the Hamilton area…"

Associated Student Government

Student Body President Maggie Reilly introduced herself to the Committee, and shared some of the focus areas for ASG during the academic year, which will include mental health, and governance transparency. She also stated that ASG leaders are attending summer conferences and workshops, to meet other student leaders, to learn of best practices, and to prepare for the upcoming year.

University Senate

Dr. Drew Reffett, Chair of the Executive Committee of the University Senate, was present and reported there have been no meetings of the University Senate since the close of the Spring Semester.

Student Affairs Reports

Vice President's Report

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

Here we are in June, which you know is orientation season for us. We are in the home stretch now, welcoming group 12 of 16 this afternoon. That means that as of today, we will have welcomed 2,378 students and 3,460 family members, which is even more than last year. By the end of the program, we'll have talked to more than 8,500 students and guests. We're also doing 12 transfer orientation sessions for the first time this summer, with more than 110 students registered so far. It has been a great month, and the SOULs are always my favorite part of the program. I give a welcome each day at 5:30, and I know that as I walk in the door the SOULs will be smiling and dancing as they are seating students and parents for the evening session. Even though they will have done the same vignettes 12 times by tonight, they work hard to be just as fresh and welcoming for every new group coming in, remembering that this is all new for them. Once we hit July, the orientation office will turn its full attention to preparations for Welcome Week. This

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year, they are planning a few new large scale programs to target the topics of sexual assault, diversity, and alcohol more directly than in the past. We are excited by that and other new plans for the program this year.

Our summer in student affairs is dominated by orientation, RA training, and the preparation for pre-entry programs for new students like MADE@Miami and ULead. It's also planning and project time for us, as well as a time when we welcome in many new staff members. This year, it's also time to think about some staffing challenges that are coming with the new FLSA rules going into effect on December 1. As you know, this rule change means that unclassified staff making less than about $47,500 will become overtime eligible. For us, this will affect all of our live-in residence hall directors and assistant directors, much of our student activities staff, and most of our other newer professionals who do much of the evening and weekend programming and crisis response that we offer to students as a residential campus. In all, it could affect up to 40 staff in Student Affairs, or more than 1/3 of our Division (and of course, more across other divisions). We have begun planning meetings to think about how we can flex hours and days for this staff. For instance, some staff might work an 11-9 schedule, or we'll have some people work Monday-Friday and others Tuesday-Saturday. We'll also plan in some flex hours for staff on duty or those that have student org meetings in the evening. We are confident that we'll work out that schedule in a way that will work. Our bigger concern, both at Miami and among student affairs colleagues across the nations, is the change in culture that this brings to our work. As a field, we believe that it is important to be visible on campus so students get to know us and trust us. We believe in offering new professionals a range of experiences, like advising student groups outside of their areas, leading student retreats, serving on committees, etc., since those experiences both make them better at their current jobs, and prepare them to be ready for their next jobs and for leadership in the field. No one became a Dean of Students or a VP without gaining broad experiences in the field. And that has been possible because there's been a "work until the work is done" philosophy. Our staff is flexible since they see the benefits of that extra time. Now that we need to limit staff to 40 hours in any week, even if they want to do more, we are changing that culture. On the other hand, there are positives since I also see our staff burn out because they have no balance in their lives, so enforcing a shorter work week may help us with retention in the field. In the end, our challenge is how to keep within the rules, helping our staff see that it's possible to have a work life and a life outside of work, and also keep the spirit and commitment that serves our students well and that helps our staff grow. These have been interesting conversations! We should have a better idea of our plans by our next meeting in September.

Before I turn things over to Rebecca, I want to talk a little about the new SA publication I've passed around. We originally talked about doing an annual report for our Division, and as we got further into the idea, we realized it would be helpful to have a document that highlighted the full range of offices in our Division, and to talk about how each contributes to the five strategic focus areas we target in student affairs—belonging, support, engagement, community, and stewardship. So what we have is far beyond what I originally envisioned, with a profile about each office, some key stats, and a section highlighting how each office contributes to two of those key areas. We also added a few

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quotes throughout from alumni who have supported SA with gifts, including our own Diane Perlmutter. While this will primarily be an online publication, we have printed a small number and plan to use them when talking to prospective donors and other external audiences. It took a lot of work from all of our staff, but especially Jen O'Brien, Gwen Fears, and Rebecca Baudry Young who worked to refine the document to what you see today.

Student Wellness

Rebecca Baudry Young, Director, Student Wellness addressed initiatives to reduce high risk drinking, stating that efforts begin at Orientation, and are followed by online programs. She also stated that during the academic year, alternate (alcohol free) programming is available in the evening every weekend. In addition to activities, there is a peer education component, which has been found enhance the effectiveness of such efforts; and student intervention programs, such as Step Up, bystander intervention, and the Good Samaritan Policy. She then showed a student intervention video used as part of the education component.

Efforts include the gathering and review of data for assessment and feedback, and there is also a national repository of data to assist in effective reviews. She was asked about fake IDs and replied that Miami has begun including the student's birthdate on the Miami ID and an alternate form of identification for bar owners.

Ms. Baudry Young's report and presentation are included as Attachment A.

Student Affairs Written Reports

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

- Student Affairs "Good News" – VP Student Affairs, Attachment B
- Program Review/Assessment - Gwen Fears, Associate Dean of Students, attachment C
- Leadership Initiatives - Eric Buller, Director, Wilks Leadership Institute, Attachment D

Enrollment Management and Student Success Reports

Vice President's Report and Admission Update

Vice President Kabbaz updated the Committee with a discussion on Admission. He reviewed confirmations and the expected melt, estimating that approximately 3,750 new students will enroll in the Fall. He added that he believes increased need-based aid has contributed to reduced need-based melt.

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Vice President Kabbaz conveyed that students of color confirmations have significantly increased to 15.3% of those confirming, up from 13.5% one year ago. He stated that the Bridges program has contributed to the increase, with a large portion of the students having attended Bridges in prior years. Also contributing to the increase in diverse students is the Summer Scholars program, through which many students participate and experience Miami during their sophomore and junior summers in high school.

He was asked about the Honors program and if there were benefits to expanding access. He explained there is a balance and it is more difficult with larger programs to provide a significant and meaningful experience.

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

Student Debt

Brent Shock, Assistant Vice President and Director, Student Financial Services, updated the Committee on student loans and debt. He explained that universities do not have right to limit students taking loans. He was then asked about Winter term and if it contributed to an increased need to borrow. He explained that there are many factors which contribute to minimizing the need for more debt, including targeted need-based university grants.

Mr. Shock stated that the average debt for 2014-2015 was $30,015, which is near the mid-point for reporting Ohio public universities, which have a band of $27,400 to $36,538. The portion of Miami students graduating with debt is lower than our Ohio counterparts at 53%. He also informed the Committee of counseling available to students regarding loans and debt.

He also reviewed loan levels versus various student and family income demographics, and explained the various types and sources of student loans.

Mr. Shock's presentation is included as Attachment F.

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 G

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Academic Affairs Reports

Provost Update

The Provost discussed two resolutions for the Committee consideration.

Trustee Perlmutter moved, Trustee Hershey seconded, and by unanimous voice vote, the Committee recommended approval of the Completion Plan resolution by the full Board of Trustees.

Trustee Budig moved, the motion was seconded, and by unanimous voice vote, the Committee recommended approval of the Remedial Standards resolution by the full Board of Trustees.

The resolutions are included as Attachment H.

e-Learning

Lindsay Carpenter, Budget and Operations Manager, updated the Committee on e-Learning strategies, and online course offerings, with 8.1% of current offerings being available 100% online, and another 3% offered in a hybrid form. She explained one of the goals was to increase the online offering of those classes most commonly taken by Miami students elsewhere, and then transferred in. She stated that transferred hours are decreasing indicating success towards achieving this goal, but added other factors, such as the availability of courses during Winter term are also contributing.

She informed the Committee of the difficulty in international offerings, and have postponed this strategy, due to the challenges faced. Some challenges include difficulties in online delivery expectations; restrictions in the technology to reach students, and in content.

Ms. Carpenter's presentation is included as Attachment I.

Academic Affairs Written Reports

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

- Academic Affairs "Good News" – Provost Phyllis Callahan, Attachment J

Forward Agenda

Chair Shroder then called for forward agenda input; there were no current requests for changes or additions.

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Adjournment and Tour

       With no other business to come before the Committee, the meeting was adjourned at 11:15 a.m. for a tour of Stonebridge Hall, led by Rob Abowitz, Associate director of Residence Life.

Theodore O. Pickerill II
Secretary to the Board of Trustees

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Report to the Miami University Board of Trustees, June 2016
Office of Student Wellness: Report on Alcohol

A strategic plan to address high-risk alcohol use:

The issues of high-risk alcohol use and drug abuse by college students require strategic efforts campus wide. To assist in these efforts the National Institute of Alcoholism and Alcohol Abuse (NIAAA), Substance Abuse and Mental Health Services Administration (SAMHSA), and the U.S. Department of Education provide research and guidance related to best practices. Most recently the NIAAA released the College Alcohol Intervention Matrix. This matrix reviews the research and identifies the most effective strategies for colleges to implement to prevent high-risk alcohol use. Through the Safe and Drug Free Schools Act, the US Department of Education ensures compliance and accountability of universities to offer students education and resources, and requires universities to collect important data for the surveillance of these issues. Relying on national strategic frameworks, state support from organizations such as the Ohio Drug Free Action Alliance, and local resources, Miami University's Office of Student Wellness executes consistent and frequent messaging to students through multiple departments. Collaborations with faculty, the Dean of Students Office, Office of Residence Life, Office of Ethics and Student Conflict Resolution, Office of First Year Programs, Student Counseling Services, Office of Parents and Family Programs, and the Office of Student Wellness allow for the implementation of individual and environmental strategies.

About on-campus programming:

Each element of the strategic plan requires intentional development and evaluation. For the June 2016 presentation to the Miami University Board of Trustees, we will examine on-campus programming. Other elements of the strategic plan include; orientation, pre-matriculation, other on-campus programming, intervention and treatment, policy, institutional frameworks, and parents. The most expansive on-campus program focusses on bystander education. This emphasis is not only included in federal mandates for education on college campuses, but also represents an institutional message that issues of high-risk behavior affect an entire community and we have a shared responsibility to create a culture of care and concern. The bystander intervention program Step Up! is a bystander education training intervention developed at the University of Arizona with a goal of empowering college students to take action when they witness situations that could endanger the health and safety of others, including high-risk drinking and sexual assault. The Miami University Office of Student Wellness created their Step Up! Program using the national model, as well as connecting the Miami University Code of Love and Honor, the "I am Miami" campaign, and campus specific resources and statistics. The Miami University Step Up! Bystander Intervention Program is one of five national programs recognized by the BACCHUS initiatives of NASPA as an outstanding program. During the presentation to the Miami University Board of Trustees we will explore the Step UP! program, experience pieces extrapolated from the program, and look at current data.

Other elements of the strategic plan include the following elements.

Orientation:

During orientation students and family members attend separate sessions titled Community Expectations. This session has several key messages about a student's role in both the Miami University and city of Oxford communities. Students and families also attend vignettes performed by Miami students (Student Orientation Undergraduate Leaders) that tackle transition topics and scenarios frequently experienced in a college environment.

Pre-matriculation:

After orientation and before arriving on campus, incoming first year students are required to complete two online courses. The purpose of these courses is to introduce the topics of alcohol and sexual assault. Students entering college have a variety of experience and education about these topics from high school, and these courses "level the playing field' and create a foundation for future messaging.

- Alcohol Edu for College – online program to educate students about alcohol and ways to mitigate risk if they choose to drink
- HAVEN: Understanding Sexual Assault – online program to educate students about sexual assault issues in a college environment, including consent

On-Campus Programming:

Most on-campus programming is facilitated by a peer-education team. HAWKS (Health Advocates for Wellness Knowledge and Skills) Peer Health Educators complete a one credit-hour course to prepare for program planning and facilitation to deliver education on multiple wellness topics, including alcohol, prescription drug abuse, and sexual and interpersonal violence. Programming takes place in classrooms, residence halls, at athletic team meetings, during Greek chapter meetings, and at student organization events.

- Step Up Bystander Intervention Program: educates students and teaches skills to intervene in situations that do not reflect the values of Miami University and are a danger to student safety, such as: alcohol poisoning, drug overdose, sexual assault, harassment, staking, dating violence, and hazing.
- I AM Miami: campus wide dialog on the value statement of Miami University and reflection on the Code of Love and Honor
- UNV 101: First year seminar class that includes personal and social responsibility, bystander education, and gatekeeper training for psychological distress
- HAWKS Peer Education programs: high-risk alcohol use, prescription drug abuse, mental health hygiene, safe sex behaviors, healthy relationships, sexual and interpersonal violence
- Greeks Step Up!: Bystander education for all new members to the Greek Community that includes scenarios about hazing, alcohol poisoning, and sexual assault
- Late Night Miami : alcohol and drug-free programming Thursday, Friday and Saturday nights
- Just Call Campaign: encourages students to call 911 for help when students show signs of alcohol poisoning or drug overdose

Intervention and Treatment:

Student Counseling Services and the Office of Student Wellness provide education, treatment and referrals for students in need of mandated, voluntary, or referred interventions.

- Sanctioned education classes for students in violation of the Student Code of Conduct for alcohol and/or drugs
- Substance abuse evaluations
- Referrals for students needing treatment
- Medical supervision for prescription medication indicated for substance dependence
- Individual and group therapy for students in recovery

Policy:

University policy is reviewed annually to ensure it reflects the current needs of students and is effective in creating an environment of safe and smart decision making.

- Good Samaritan Policy- eliminates judicial penalties (once in a 12 month period) to students who call for help or required a call for help by a peer for suspected alcohol or drug overdose. Currently this applies only to cases that are reported by Miami University Police.
- Student organization policies regarding alcohol and drug use
- Residence hall policies regarding alcohol and drug use
- Greek policies regarding alcohol and drug use

Institutional Frameworks:

- Alcohol Coordinating Committee (ACC): Serves as an advisory board regarding university and community programming and policy matters related to high risk alcohol and other drug use. Each workgroup established by the ACC has a specific emphasis, broad representation, and a charge to propose and execute innovative and creative interventions aimed at positively affecting community attitudes, behaviors and consequences related to high risk alcohol use. As the environment and local conditions change, these workgroups will evolve as they conclude their work and new issues emerge.

- Town Gown Relations require an ongoing commitment of and partnership between Miami University and the city of Oxford to strategically focus prevention efforts to reduce high-risk alcohol use and drug abuse.
    - Off-Campus Outreach and Communication- This office engages and supports off-campus students and commuters with events and opportunities, key campus information, and education about their rights and responsibilities as members of the Miami and Oxford communities.
    - Student / Community Relations Commission- The Student / Community Relations Commission (SCRC) identifies and explores all matters that the Commission determines are related to student/community relations, and serve in an advisory capacity to the City Council.
    - The Coalition for a Healthy Community, Oxford- A community coalition with representation from Miami University to raise awareness, develop strategies, support initiatives and influence polices that promote a healthier community for all.

- On-going professional development for staff – The Office of Student Wellness offers opportunities to Miami University staff and faculty to learn more about university specific data regarding alcohol use, drug abuse, and sexual assault as well as best practices in the field of prevention. The Office of Student Wellness staff are required to obtain annual professional development in their areas of expertise to better serve the students by implementing evidence-based strategies.

Parents:

Through a collaboration with the Miami University Office of Parent and Family Programs, the Office of Student Wellness and Student Counseling Services, health and wellness topics are included in the two Miami University parent newsletters to coincide with high-risk periods of the academic year. The Family Focus newsletter is exclusively sent to the parents of first year students. The Eeweemakiki newsletter is sent to all Miami University parents.

REPORT TO THE MIAMI UNIVERSITY BOARD OF TRUSTEES

JUNE 2016

OFFICE OF STUDENT WELLNESS

MIAMI UNIVERSITY

STRATEGIC PLAN TO ADDRESS HIGH-RISK ALCOHOL USE

- USE EVIDENCE-BASED, NATIONAL FRAMEWORKS

- ADOPT BEST PRACTICES

- DATA DRIVEN DECISION MAKING

- COLLABORATIVE EFFORTS ACROSS CAMPUS AND OXFORD COMMUNITY

ELEMENTS OF THE STRATEGIC PLAN

- ORIENTATION

- PRE-MATRICULATION

- ON-CAMPUS PROGRAMMING

- INTERVENTION AND TREATMENT

- POLICY

- INSTITUTIONAL FRAMEWORKS

- PARENTS

ON-CAMPUS PROGRAMMING

- PEER-LED PROGRAMMING

- CERTIFIED PEER EDUCATION TEAM
  - HAWKS – HEALTH ADVOCATES FOR WELLNESS, KNOWLEDGE, AND SKILLS
  - EDL 310 EXPERIENTIAL LEARNING COURSE

- MULTIPLE WELLNESS TOPICS
  - ALCOHOL, PRESCRIPTION DRUG ABUSE, SEXUAL AND INTERPERSONAL VIOLENCE, MENTAL HEALTH HYGIENE, SAFER SEX BEHAVIORS, BODY IMAGE/DISORDERED EATING, AND HEALTHY RELATIONSHIPS

STEP UP! BYSTANDER INTERVENTION

LEARNING OBJECTIVES

1. **RECOGNIZE COMMON RED FLAGS** THAT INDICATE THE NEED FOR BYSTANDER INTERVENTION.
2. **IDENTIFY ROADBLOCKS** THAT WOULD MAKE IT DIFFICULT FOR YOU TO STEP UP.
3. **IDENTIFY AT LEAST ONE INTERVENTION STRATEGY** YOU FEEL ABLE TO USE IN THE FUTURE.

INITIATIVES

- UNV 101 SECTIONS
- FIRST YEAR STUDENT ATHLETES
- ASSOCIATED STUDENT GOVERNMENT MEMBERS
- GREEKS STEP UP! NEW MEMBER EDUCATION
- EDL 290 – HONORS AND SCHOLARS CLASS
- IT'S ON US TO STEP UP! TO END SEXUAL VIOLENCE
- I AM MIAMI, I STEP UP
- OPEN SESSIONS

REACH AND PARTICIPATION

- 13/14 – 455 – PILOT YEAR
- 14/15 – 2610
- 15/16 – 4425

STEP UP! PROGRAM OUTLINE

Introduction	Skill development – Recognize, Evaluate, Determine
Code of Love and Honor	Skill development – Direct, Distract, Delegate
Define prosocial behavior	Topics: Red flags and warning signs
Discuss theory of bystander effect	Scenarios
Assessment questions	Debrief and discussion
Share data from MU Healthy Minds Study	Assessment questions
Reasons why students did or did not intervene	Resources

WHAT WOULD YOU DO?
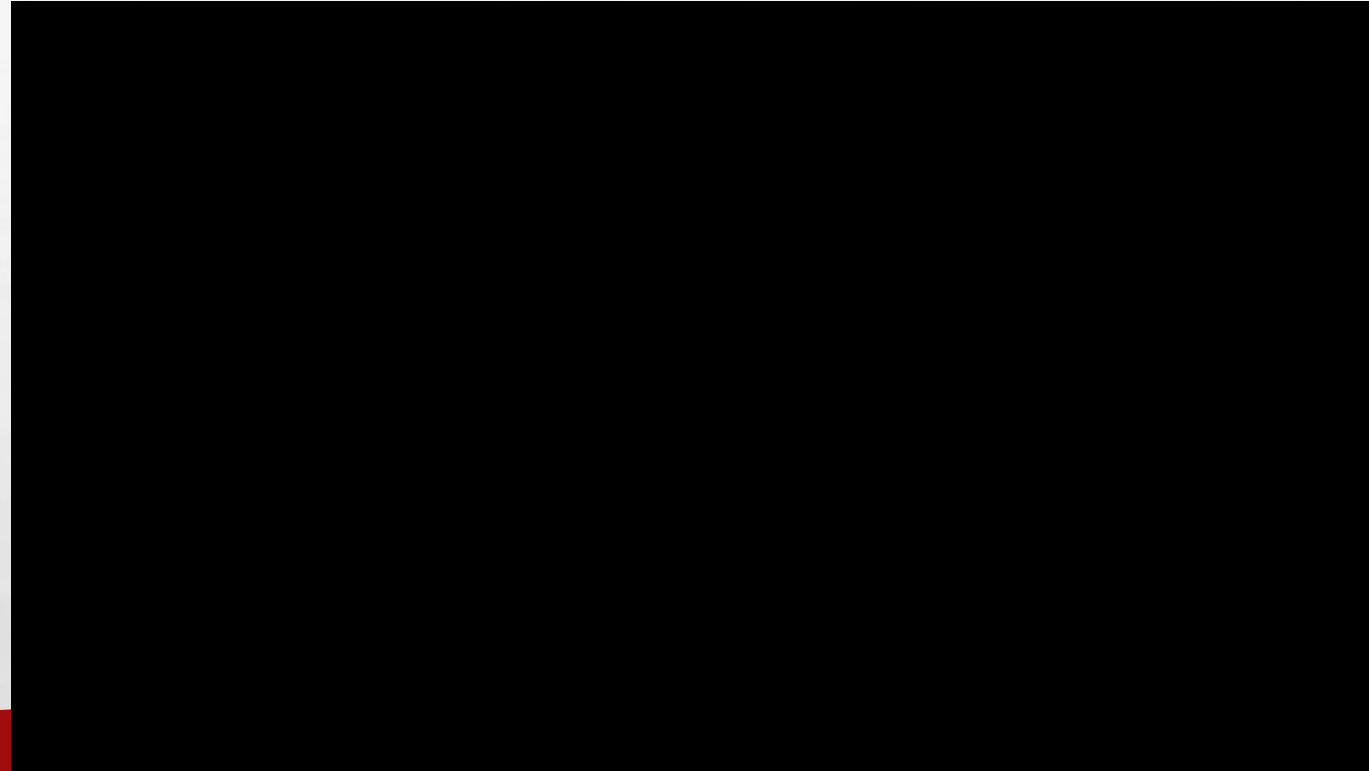
REASONS WE **DIDN'T** INTERVENE

- **60% felt it wasn't their business**

- **43% didn't know what to do**

- **33% didn't feel confident enough to act**

- **21% felt it was unsafe**

- **15% assumed someone else would do something**
      -Pluralistic Ignorance

REASONS WE DID INTERVENE

- ## WHY DID YOU INTERVENE?

INDIVIDUAL LEADERSHIP

SHARED RESPONSIBILITY

Student Wellness
Rebecca Baudry Young

3D

	Emergency	Non-Emergency
Direct	Take keys away Remove person Administer CPR	Talk to person Find out more
Distract	Draw attention elsewhere Create/invent distraction	Draw attention elsewhere Create/invent distraction
Delegate	Call 911 Talk to friends Talk to coach, advisor, parent, Big bro/sis, etc.	Talk to friends Talk to coach, advisor, parent, Big bro/sis, etc.

MOST COMMON SCENARIOS REQUESTED

- ALCOHOL POISONING
- SEXUAL AND INTERPERSONAL VIOLENCE

    STALKING

    RELATIONSHIP ABUSE

    SEXUAL ASSAULT

- HAZING
- ACADEMIC INTEGRITY
- EATING DISORDERS

DATA AND CONSIDERATIONS

After the Step Up! Training	After the Greek Step Up! Training
97% agree or strongly agree that it is their responsibility to intervene when they notice a problem situation.	**75%** of Greek new members agree that it is their responsibility to intervene when they notice a problem situation.
72% of students agree or strongly agree with the following statement: "Most Miami University students believe it is their responsibility to **intervene."**	**57%** of Greek new members reported that most Miami students believe it is their responsibility to intervene when they notice a problem situation
100% of students agree or strongly agree with the following statement: "I have the skills to effectively intervene when I see my peers in problematic situations."	**77%** of Greek new members reported they knew how to effectively intervene with their peers.

Student Affairs Good News
June 2016

Spring Highlights (through June 3)

Armstrong Student Center
- Armstrong Student Center hosted 1,553 events during the 2015-2016 Academic Year. This represents and increase of 150 events from last year. 76% of these events were hosted by student organizations. There are 4 wedding reservations scheduled for ASC this summer and 6-8 scheduled for 2016-2017.
- Study Room counts indicate that during the spring semester, almost 11,000 reservations were made in the study and small meeting rooms in Armstrong Student Center. Average reservation time was between an hour and half and an hour and 45 minutes. Additionally, over 900 hours of meetings occurred in the small meeting rooms.
- The 15 member Armstrong Student Center Board welcomed 5 new members to seats filled through a competitive application process and 3 new student government appointees. The new members represent a broad range of campus involvement, class year and academic divisions.

Community Engagement and Service
- April 22nd was Interfaith Day of Service. 25 students and faculty/staff participated in service opportunities at two Oxford agencies and engaged in an interfaith dialogue.
- April 23rd was the last Service Saturday of the semester. 30 students participated in the service day at three community agencies in the Oxford area.
- 19 new students have been selected to be OCES Student Leaders for the 2016-2017 academic year. Student Leader positions include, America Reads/America Counts, Community DIVE/Plunges, Volunteer Recognition, Community Connections, Education and Outreach, Days of Service, Interfaith Day of Service, Service-Learning, Social Action Center, and Vote Everywhere Ambassadors.
- Miami Oxford – Office of Community Engagement & Service, Miami Hamilton – Center for Civic Engagement, and Miami Middletown – Office of Community Engagement & Service had a strategic planning retreat to focus on collaboration.
- The Office of Community Engagement & Service partnered with Orientation and Transition Services to develop an Orientation Food Drive. All proceeds go to the Oxford Community Choice Pantry. 233 pounds of food have already been donated to OCCP after the first two days of orientation.

Harry T. Wilks Leadership Institute
- Annual Summary of Programs:
  - 76 total programs offered during AY 2015-2016
  - 2,047 students/staff in combined attendance at the 76 programs
  - 29 students inducted into Sigma Alpha Pi, the National Society for Leadership and Success and 12 students inducted into Omicron Delta Kappa, the National Leadership Honor Society.
  - 211% increase from last year in the number of applications received for the AY 2016-2017 Scholar Leader Living Learning Community.
  - 8 students completed the Wilks Leadership Certificate Program in its first year of offering. Each is now eligible to continue their leadership journey as Wilks Leadership Fellows.
  - 916 StrengthsQuest Workshop participants – an increase from 781 last year and 502 the year before.
- U-Lead is a pre-semester leadership retreat for incoming first-year students that is held in August. Previous years have supported 25 students each. Sign-ups for U-Lead begin in May, prior to orientation, and typically registration is full within about 18 hours and a full waitlist (up to an additional 25

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participants) is achieved by the end of the week. For AY 2016-2017, we decided to expand the retreat to 50 students. We opened U-Lead registration on May 2nd and filled the 50 slots in *8 hours.* This past year saw 100% return of all participants from first to second semester with an average GPA of 3.36. We also find U-Lead participants to be highly engaged across campus.

- **Wilks Leadership Certificate Program-** In its first year of offering, 55 students applied for the program which provides a list of required developmental activities that are designed to provide a broad introduction leadership through the domains of self, others, knowledge and practice. These activities include: attendance at a StrengthsQuest workshop or activity, attend two lessons in leadership or similar events per semester, attend a leadership lecture each semester, read one leadership book and draft a reflection/review, participate in or lead a service activity, participate in one diversity activity, be a member or leader of a student organization, attend two leadership workshops, conduct one leader interview, complete one career development activity and draft a Leadership Philosophy statement. Each of these required a reflection to be submitted to earn completion. In this first year, we purposefully used a "hands-off" approach by simply providing the requirements and tracking with reminders limited to a brief newsletter every two weeks. Eight students successfully completed all requirements and are now eligible for enrollment as Wilks Leadership Fellows next year. We will evaluate our approach this summer and by using the eight students as advisory council members.

Myaamia Tribe Relations

- Chief Lankford and Daryl Baldwin made special presentations to the Board of Trustees about the Miami Tribe and the Myaamia Center.
- 18 Myaamia students + 4 Tribe and Center staff joined the Board, Chief, Daryl and Dr. Hodge and his Executive Council for breakfast before the public Board meeting.
- Four Myaamia students graduated in May 2016. Three people received undergraduate degrees, increasing the total number of Myaamia undergraduate degrees to 59.
- One person received a graduate degree, increasing the total number of Myaamia graduate degrees to 6. This was the second Myaamia person to earn two degrees from Miami.
- As of June 2016, 109 Myaamia students have enrolled at Miami, 65 have graduated and 23 will return in the fall. The graduation/retention rate over the 25-year period is 79.8%.
- Nine new incoming Myaamia students will enter in Fall 2016. This will increase the total of Myaamia students at Miami to 118.
- Seven Myaamia students will be counselors at one of the Miami Tribe Eewansaapita Summer Camps, either in Miami, Oklahoma or Fort Wayne, Indiana.

Off-Campus Outreach & Communication

- Sent Off Campus Living Survey to all junior students who live off campus in April/May. With a 16% response rate, we will use the data compiled to inform decisions about educational materials, landlord/property manager communication, and prepare a baseline measurement for future programs and data collection.
- Finalized content and design on "Student Affairs at Miami University," the Division's 32-page printed pamphlet highlighting each department for an external audience. Printed 150 copies of the pamphlet with digitized version forthcoming.
- For the first time, the Office is hosting a session for families of commuter students during summer orientation (day 2 of the program). The session involves a quick tour of the Commuter Center in Armstrong, and a conversation about how to support a student who commutes.

Orientation and Transition Programs

- Summer orientation kicked off on Wednesday, June 1, with the first of sixteen summer sessions for the class of 2020. As of June 5, 96% of confirmed domestic students had registered for a summer

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orientation session; which is 2% up from last year at this time. We expect approximately 9,000 students and family members will attend one of these summer sessions; we will also offer our August orientation session for those who are unable to attend a summer session.

- Transfer one-day orientation kicked off on Friday, May 20, with the first of twelve summer sessions for incoming transfer students and their families. This is a new initiative for Orientation and Transition, which was successfully piloted in December/January. All academic colleges are participating in at least three of the twelve sessions.
- The new orientation mobile app is helping new students and families navigate orientation with schedules, maps, and other helpful program information; so far, the guide has been downloaded 1,050 times; we expect that to increase significantly as orientation sessions continue.
- Summer orientation programs will offer 60 sessions (30 total hours) of education on sexual assault and personal/social responsibility, including alcohol and campus safety. Staff from the Dean of Students office is presenting to first year students and families as well as new transfer students at each orientation program this summer.
- We've begun planning for Welcome Week, and one new innovative program will focus on the important topics such as sexual assault/sexual violence, bystander behavior, and more. The program is called "It *Is* My Place," and is a performance-based program for sexual assault/misconduct education. We have received funding from the Division of Student Affairs (innovation fund), the Dean of Students (special events fund), the Family Fund, and the Creativity and Innovation Steering Committee. We are partnering with the Office of Residence Life, the Student Counseling Service, the Office of Student Wellness, and the Sexual Assault Prevention and Response Coordinator.

Parent and Family Programs

- For the entire academic year - over $210,000 has been distributed in the form of Miami Family Fund grants to support student organizations and department initiatives, as well as student travel for study abroad and professional conference attendance. Over 1,000 students have been direct recipients of support, thousands impacted indirectly (through support of Late Night Miami). Twenty of these grants have been given to faculty members to support out-of-class interactions with students, with a total of 504 students participating.

Residence Life

- 145 new RAs have been hired and had their initial staff meetings for the 2016-17 academic year, who are joining the 118 returning RAs in Residence Life.
- The Residence Life Video Production committee produced 19 short videos for use in 2016-17 for RA training purposes, as well as RA recruitment purposes.
- Community Leadership Teams (residence hall student government organizations) implemented 114 programs in the areas of student advocacy, community building, and living learning communities
- RAs implemented 961 programs/initiatives in the areas of the four goals of the Residential Curriculum
- RDs conducted 225 developmental follow-up student conduct conversations
- Residence Life staff responded to 111 crisis or emergency situations
- The Residence Hall Association successfully implemented the annual RedHawk Hunt, a campus-wide photo scavenger hunt, which involved 11 teams, comprised of a total of 125 students
- Sharefest (May 9-15) in the residence halls was very successful. Although final amounts have not yet been tallied, the Sharefest Planning Committee reported that tons of still-useful clothing, school supplies, household goods and food were donated by residence hall students. Residence Life staff were lauded for their management of Sharefest drop-off sites in each residence hall.

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Student Activities and Cliff Alexander Fraternity and Sorority Life and Leadership

- Spring events were a success for our department. We had over 4,500 students at our annual Spring Fest; the event was full of carnival games, rides and entertainment for students all day. We also hosted a Spring Concert which had over 1,500 in attendance on the last Saturday night of the semester.
- The office had over 400 people in attendance at our annual Student Engagement and Leadership Awards in April. We recognized over 40 student organizations and student leaders for outstanding programming, engagement and leadership.
- The Hazing prevention committee increased participants in the annual Hazing Prevention Survey. 286 students voluntarily took the survey this spring.
- Late Night Miami wrapped up its first year in May with a total of 105 events for the year.
- Miami Activities and Programming (MAP) won 2 awards at the SEAL Awards - Best Graphic Design and Most Creative Event
- The Fraternity and Sorority Community had a record number of people participating in Greek Step Up Program for spring 2016. This program is a partnership with the Peer Hawks and is a Bystander Behavior program. This program reached 1,381 students this past spring.

Student Counseling Service

- Student Counseling Service and other offices and departments from the Suicide Prevention Team planned and produced the second annual Stress Less Week, April 11 - 15. The week included many mental health education and prevention activities throughout the week delivered by a wide variety of offices and departments. The highlight was Stress Less Day at the Armstrong Student Center, a mental health fair, which was attended by over 1,000 students, faculty and staff--the single best attended mental health promotion event ever at Miami.
- Preliminary data re: clinical service provision for the 2015-16 academic year suggest that the following approximate percentage changes from the previous year will obtain:
    - --45% increase in total individual students receiving clinical services;
    - --12% increase in number of clinical appointments, including 20% increase in group sessions attended;
    - --88% increase in students receiving clinical service for the first time;
    - --elimination of wait list for an initial triage session;
    - --20% decrease in average wait time post initial consultation for on-going individual counseling during the Spring semester.
- These improvements are attributed to the combination of increase in counseling staff by two FTE as well as a shift to a new intake/triage model that includes brief 30-minute initial consultations and heavy referral to an expanded workshop/group lineup to provide psycho-educational interventions to groups of students seeking assistance with common symptoms such as anxiety, depression, concentration difficulties, and emotional dysregulation.
- Two staff of the Student Counseling Service, Dr. John Ward, Associate Director, and Dr. Ashley Wilson, Coordinator of Women's Services, delivered an 8-hr training in Mental Health First Aid to the medical training staff of Inter-Collegiate Athletics. This is the latest, and most significant step yet in a budding collaborative relationship between ICA and SCS in implementing the first-ever NCAA mandated interventions in improving early detection and referral of student athletes struggling with mental health concerns.

Student Wellness

- During the 2015/16 school year, 4,425 students participated in the Step Up! Bystander Intervention program. This program teaches student the skills to safely and effectively intervene when they witness situations that are dangerous or do not reflect the values of Miami University.

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- The Office of Student Wellness will continue to provide free HIV testing and sexual health education through a collaboration with BACCHUS and Associated Student Government using "The Big O," the Opportunities for Health and Wellness Gazebo.
- The Office of Student Wellness will be expanding programming about sexual and interpersonal violence prevention, including a new staff position to oversee an ongoing, university wide campaign.

Women's Center

- Patron Traffic: 650 visits to the Women's Center April through May
- Assessment: Highlights from the Spring 2016 Patron Survey, completed by 58 of 173 students (33.5% response rate) who visited the Center April 19-22, include that:
  - Respondents typically visit the Women's Center on a weekly basis
  - 84% of respondents report that the staff meets their needs considerably to a great deal
  - 96% of respondents report that the Women's Center provides value to their college experience
  - These top five words - comfortable, helpful, safe, useful, and welcoming - emerged when respondents were asked to describe the Women's Center in three words. Open, warm, caring, accepting, calm, convenient, and friendly were also popular word choices.
  - Health/wellness and relationships are the top two areas that respondents would like additional programming on
- Student Employment: Hired six new student interns for the 2016-17 school year
- Programming: Eight small programs sponsored or co-sponsored, several initiated/facilitated by our student interns, with a total attendance of about 90
  - Campus partners were Student Wellness, Student Counseling Service, Global Initiatives, Intercollegiate Athletics, and Provost's Office

Staff Achievements and Accomplishments

- Dr. Eric Buller, Director of the Wilks Leadership Institute, after three years of service as the Vice President of the National Collegiate Boxing Association (NCBA), was recently elected as the President of the NCBA. The NCBA is the national governing body for collegiate boxing and is a group member of USA Boxing. This position entails a four-year term. Dr. Buller is the advisor and coach of the Miami University Boxing Club.
- This year, graduation marked the end of employment at Armstrong Student Center for the last 5 student staff that had been on our team since opening in January 2014. Their leadership and experience will be greatly missed.
- 7 student leaders from the Residence Hall Association (RHA) plus advisers will be attending the National Association of College & University Residence Halls national conference in June being held at the University of Delaware

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Student Affairs Departmental Review Update

Submitted by: Dr. Gwen Fears, Associate Dean of Students

Overview of Departmental Reviews in Student Affairs:

Departmental reviews in the Division of Student Affairs occur on a 5-year cycle for each unit. The process has been in place since 2012 with the following eight departments having completed the review: Student Activities, spring 2013; Women's Center, spring 2013; New Student Programs, December 2013; Office of Student Wellness, spring 2014; Office of Residence Life, spring 2015; Parent and Family Programs, fall 2015; Wilks Leadership Institute, spring 2016; Student Disability Services, spring 2016.

Departmental Review Process:

1. Department completes a self-study report based on the standards established by the Council for the Advancement of Standards in Higher Education (CAS)
2. University Review Team reviews the self-study report and provides feedback to the department
3. External Reviewers read the report and supporting documents prior to an on-campus visit (2-3 days) where they are scheduled to meet with stakeholders (as appropriate) including academic and administrative campus partners, student groups, and community/other external partners
4. External Reviewers submit a report to the department and the leadership of Student Affairs
5. Department develops a 5-year action plan in response to the external review process

Recommendations/Outcomes from Completed Departmental Reviews:

The departmental review process encourages the department to turn a critical eye toward their operation through the self-study report while at the same time gathering ideas, thoughts, and suggestions from the campus community. This process is complemented by gathering feedback and knowledge from leaders within the field who are external to the university. The outcome of this process is a foundation from which a strategic plan and timeline is created to move the department forward in reaching institutional priorities and departmental goals.

The remainder of this report provides an overview of the four departmental reviews completed since the last report was submitted to the Board of Trustees in summer 2015. The points identified below are highlights from the comprehensive report the department received and are condensed for the purposes of this update. Strengths and recommendations are included as a way to provide an overview of the document that was submitted as a part of this process. The excerpts provided are drawn directly from the departmental review report, with some context and framing provided. The departments that completed the review previously, continue to work on initiatives and progress toward the 5-year action plan created as a result of the review but will not be addressed in this report.

Office of Residence Life (ORL)-Spring 2015

Strengths:

*   Personal Development of Students: The Office of Residence Life pours its energy in creating "high touch" environments. ORL promotes student learning and development, contributes to students' realization of their potential, and prepares students to succeed not only while they are pursuing their academic degree but also as they look to their future professional pursuits. Students feel supported, welcome and safe, and they are successfully forming communities and involving themselves in meaningful ways on campus.

- Academic and Support Initiatives: ORL is positioned to ensure the residential environment provides a seamless transition from the classroom to the student's personal space. ORL supports and encourages active involvement by the residents in academic initiatives through living and learning communities (LLCs).
- Community Development: ORL instills a sense of community by creating environments which reinforce the need for self-respect and respect for others.
- Collegiality and Partnership: ORL's veteran leadership team is able to manage complex situations as a result of their collegial approach. The ORL staff is perceived as professional and willing to jump in to assist in the resolution of any situation. ORL embodies a climate of openness.

Departmental Response:

- The Office of Residence Life was already engaging in a strategic planning process at the time of the review due to the significant change in job responsibilities of Resident Directors related to advising. After the report was received from the review team, the staff examined the recommendations of the report as part of their planning. As a result, the department formed 6 work groups to take a focused approach to key areas within the unit. Based on that work, several significant changes have occurred since the review process concluded in spring 2015, including:
    - o Resident Directors (RDs) are moving from 10- to 12-month contracts as of July 1, 2016, and we are reducing the number of graduate student hall directors. Having RDs on campus year round will allow them to engage in summer planning and projects and to focus on community building and RA development. They will also teach the transition course, UNV 101, beginning this fall.
    - o Living Learning Communities (LLCs) have been assessed for quality. Universal baseline standards have been instituted for all LLCs and those who do not meet those minimum standards will be eliminated. We are also including a general housing option for students who do not want a traditional LLC, hoping that it will increase the engagement among the students who do elect to live in an LLC.

Parent and Family Programs-Fall 2015

Strengths:

- Engagement from parents and family members of Miami University students is positive. The ways in which the department is engaging with parents through orientation, impact weekends, print and electronic communications are positive.
- The Parent's Council has become more focused and engaged in supporting the Miami community.
- The department is highly collaborative and has forged strong partnerships across the institution.

Recommendations:

- Conducting a needs assessment to more accurately understand how parents/families want to engage with the institution could provide helpful information about how to reach additional audiences and increase involvement.
- Continue to clarify the expectations of Parent Council members and identify other opportunities to engage a larger audience of parents, beyond Council membership.
- Expand/enhance resources already in place to provide additional information to parents and families who identify as an underrepresented population.

Wilks Leadership Institute-Spring 2016

Strengths:

- Qualified, competent, innovative staff dedicated to the Wilks Leadership Institute and its mission.
- Effective leadership, stewardship, and growth of programs and staff.
- Strong leadership programs currently exist.

Division of Student Affairs   Departmental Review & Assessment   Summer 2016

Recommendations:
- Clarify the role of the department and revise and operationalize the mission statement while defining the scope and intended impact of the department.
- Solicit broad institutional support in generating a shared leadership language for the division of Student Affairs.
- Evaluate the totality of leadership programming occurring within the Wilks Leadership Institute to identify opportunities for expansion, reduction, and elimination of programs.
- Seek out ways to include underrepresented students in leadership programming and opportunities to focus on including diverse perspectives and sensitive topics in leadership experiences.
- Explore opportunities for a different physical location of the Wilks Leadership Institute in a space that is more centrally located for students and campus partners.

Student Disability Services (SDS)-Spring 2016
Strengths:
- Student Disability Services is highly regarded across campus and the staff members are committed professionals who are caring and responsive to students with disabilities and their faculty and staff colleagues. A unified SDS office within Student Affairs was a positive organizational structural move in 2014 that more closely aligned services for students in partnership with the Rinella Learning Center and other departments in Student Affairs.
- The implementation of the Students Accessing Miami (SAM) system is a positive development. Identifying ways to more fully leverage the information contained in the system is an opportunity to explore.
- The new documentation guidelines allow SDS to be more in line with current best practices in the field of disability services in higher education.
- Miami's response to the Department of Justice (DOJ) investigation will lead to better access for students with disabilities.

Recommendations:
- With the increase of students disclosing disabilities, Miami's current staffing of SDS is inadequate to fully meet the needs of students.
- Identify additional ways for faculty and staff to receive more training on disability issues.
- Student Disability Services needs to develop a comprehensive data and assessment plan.

Looking forward:
The Rinella Learning Center and the Office of Ethics and Student Conflict Resolution are the next two offices scheduled to undergo the departmental review in the 2016-2017 academic year. As was noted, departments that have engaged in the departmental review process since it began in 2012 have continued to work on their priorities and strategic plan. Every department in Student Affairs routinely reports on their progress as a part of their annual report process for the division. With more than half of the departments in Student Affairs completing the review process and as we near the close of the 5-year cycle, we will have new departments engaging in the process for the first time while also preparing to have departments begin the review cycle a second time where they can build on the existing strategic plan and adapt to changes to that have occurred since the initial review. All of the efforts are undertaken with a clear goal of continuous improvement in how departments in Student Affairs work to meet the changing and complex needs of our respective populations.

Miami Leadership Initiatives
Report for the Board of Trustees
June 2016

Prepared by Eric Buller, EdD
Director, Wilks Leadership Institute

Miami University considers the development of leaders to be a critical and organic part of its mission. Therefore, leadership development is an integral part of most academic programs and co-curricular programming. MU2020 Unifying Goal, Objective 3 states that we should "engage students with substantive co-curricular and internship opportunities that augment their learning and establish a strong foundation for lifelong success, growth and adaptability." Within this objective, we are confident that Miami students will meet the goal of two or more co-curricular experiences before graduation and most of those will include leadership development activities. The most intentional of supporting organizations are listed below as well as other initiatives and achievements.

Harry T. Wilks Leadership Institute, Division of Student Affairs
The mission of the Harry T. Wilks Leadership Institute is to develop ethical and transformational leadership in Miami University students to ensure graduates are prepared and inspired to serve and lead beyond the university.

The Institute offered 76 separate programs in AY 15-16. These included academic leadership courses, workshops, speaker events, a leadership conference, leadership retreats and support to leadership-oriented living learning communities. 2,047 students and staff participated in these 76 leadership development events. The Institute staff also provided expertise and support to many campus departments and collaborated on many curricular and co-curricular offerings.

A major effort this past year was its Departmental Review that included a Council for the Advancement of Standards in Higher Education-based self-study, University Review Team feedback and an External Review that included campus conversations with over 50 campus stakeholders. The External Review team members came from leadership centers at the University of Delaware and the University of Wisconsin-Madison. The review team provided six themes for focused consideration in an upcoming strategic review: Mission and Purpose, Shared Leadership Language Programs and Services, Under-Represented Populations, Collaboration, and Facilities. The Institute priority this summer is on reviewing/revising its mission and purpose statements and better identifying its intended impact on campus. Following that, it will create a five-year strategic plan for its role in the intentional leadership development activities of the Division of Student Affairs and the Miami campus and community, as appropriate.

The Lockheed Martin Leadership Institute, College of Engineering and Computing
Working together with seasoned leaders from business and government, the Lockheed Martin Leadership Institute (LMLI) engages engineering and computer science students in a unique and transformative learning experience that embraces interpersonal and communication skills, teamwork, self-knowledge, innovation, change management, emotional intelligence, cultural diversity and business acumen.

Achievements and initiatives for AY 15-16 include the selection of the sixth cohort of students. Each cohort includes 15-25 students selected in their second-year. In October, The Mathews Group engaged the students in full-day public speaking workshops. In February, the LMLI held "Start the Trend," a first of its kind one-day event with over 90 students participating. The LMLI also created Listen4Insight, a project in which podcasts are conducted with a variety of leaders. This initiative was developed in conjunction with the Miamideas intiative to inspire creativity and innovation. Since inception, the LMLI has offered seven leadership classes and two honors eligible classes as well as a senior culture intelligence class that immerses the students in the customs and culture of India. The LMLI continues to participate in Engineers Week and also hosted speakers from several corporations to include Lockheed Martin, Technology Solutions International, MedTronics, ManufacturAgility, Eli Lilly, NASA, Six disciplines, Suncorp Business Services, Kroger, Accenture, McGraw Hill, Biogen and KPMG.

William Isaac and Michael Oxley Center for Business Leadership, Farmer School of Business
This spring, the Center for Business Excellence and the Buck Rodgers Business Leadership Program combined to create the Center for Business Leadership (CBL). This Center provides a leadership experience that transforms the educational and experiential leadership development of the top Miami FSB students. The CBL will engage and challenge tomorrow's adaptive leaders through innovative core programming to develop graduates capable of leading tomorrow's best organizations. The Center focuses on values-based leadership emphasizing authentic, inclusive, holistic, integrative, practical and relationship-based business leadership.

The CBL uses a four-year sequenced developmental pathway that takes high-ability students, inclusive of diverse perspectives, and produces interdisciplinary, values-based graduates positioned to grow into leaders of the world's best companies.

Leadership-specific academic degree offerings
It is recognized that many faculty include leadership discussions in coursework and play an important role in the leadership development of students. More specifically, however, listed below are degrees that intentionally include leadership-related coursework.
- Arts Management (co-major or minor)
- Interdisciplinary Business Management (major)
- Management and Leadership (major or minor)
- Sport Leadership and Management (major)
- Aerospace Studies (minor)
- Coaching (minor)
- Community-Based Leadership (minor)
- Management (minor)
- Naval Science (minor)
- Sport Management (minor)

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Additional Leadership Development Partners

In addition to the programs listed above, we highlight the contribution of the following offices specific to major leadership development initiatives:

- Career Services
  - Collaborated with the Development office and the Women's Center to host the **Women in Leadership Symposium**. This year was the third offering and hosted Miami students, alumni, faculty and staff as well as members of the general public. The symposium is a component of the **Miami Initiative for Advancing, Mentoring and Investing in Women (M.I.A.M.I. Women)** which is a university-wide initiative that works with alumni, campus offices and student groups to encourage and support opportunities for women in leadership.
  - Introduced StrengthsQuest into all sections of EDL 100, Career Development for College Students. **StrengthsQuest** includes the StrenthsFinder 2.0 assessment which provides each participant their top five signature themes/talents which can be developed into strengths.
- Women's Center
  - The center is a major contributor to the **Institute for Miami Leadership Development (IMLD)** which develops and improves leadership potential among Miami faculty and staff by helping participants gain an understanding of higher education as an enterprise, develop knowledge about the role of leadership in organizations, and strengthen interpersonal skills and self-awareness. IMLD hosts 10-12 mid-career faculty and staff members at a time. To date, 37 have graduated with a current cohort of 12. The Provost's Office provides funding support and organizational assistance and the program is coordinated by a steering committee drawn from across the university.
  - **Women's Institute for Leadership Development of the Higher Education Collaborative of Greater Cincinnati (WILD-HEC)**. This initiative, spearheaded at Miami by the Women's Center, is designed to support and advance women in academic and administrative leadership positions in higher education. To date, Miami has sponsored 76 women. Funding is provided by the Provost's Office.

Other offices actively engaged as partners in leadership development include the Cliff Alexander Office of Fraternity and Sorority Life and Student Activities, Diversity Affairs, Community Engagement and Service, Residence Life, New and Second Year Programs, Student Wellness as well as several academic, recreational and sports programs.

ADMISSION UPDATE

Board of Trustees Meeting

June 23, 2016

Michael S. Kabbaz
Vice President
Enrollment Management & Student Success

MIAMI UNIVERSITY

Key Enrollment Goals
Fall 2016

First-Year Objectives

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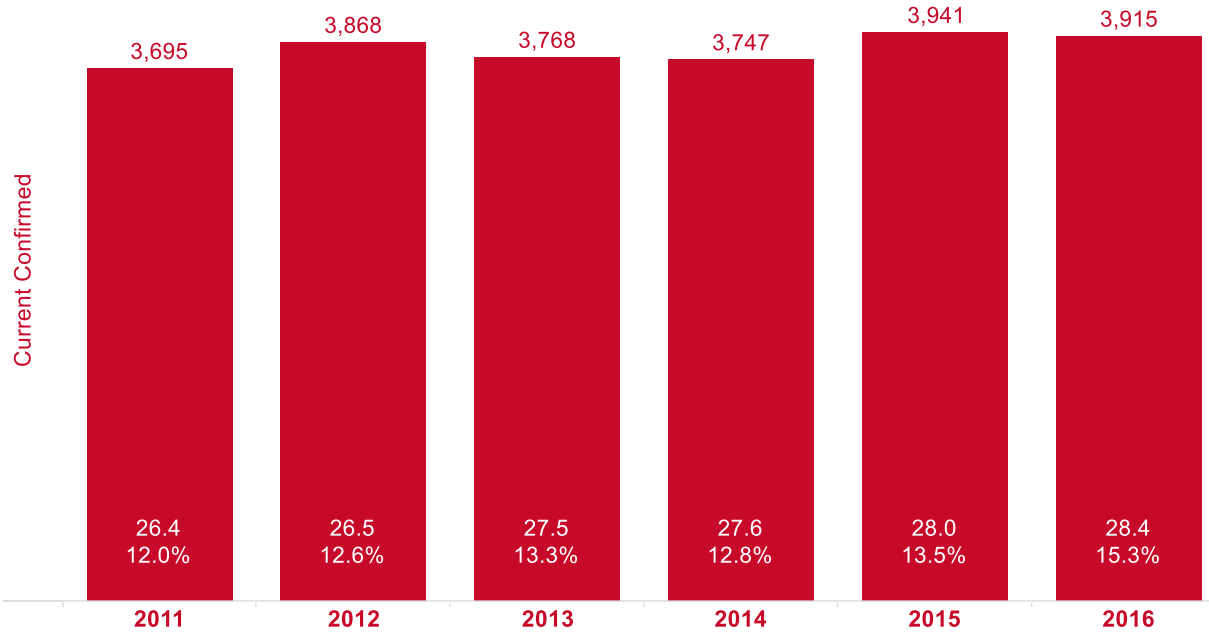» Increase non-resident enrollment
» Increase ethnic/racial diversity

Other Enrollment Objectives

» Maintain ACE Program enrollment
» Maintain transfer enrollment
» Increase Spring Admit and Pathways
» Meet Net Tuition Revenue targets

MiamiOH.edu

Confirmation Trends

Data as of 6.19.2016

Current Confirmed

Year	Confirmed		
2011	3,695	26.4	12.0%
2012	3,868	26.5	12.6%
2013	3,768	27.5	13.3%
2014	3,747	27.6	12.8%
2015	3,941	28.0	13.5%
2016	3,915	28.4	15.3%

Enrollment Research and Analysis

MiamiOH.edu

Fall 2016 Projected First-Year Enrollment
October 15

Total Pre-Melt Confirmations: 4,034
Current Active Confirmations: 3,915

- Resident: 2,144 (vs. 2,180)
- Non-Resident: 1,442 (vs. 1,422)
- International: 329 (vs. 339)

Expected first-year class range on October 15, 2016:
@ 7.0% melt: 3,752
@ 7.25% melt: 3,742
@ 7.5% melt: 3,731

Note: Fall 2015 melt was 6.9%; growth in quality and diversity will likely increase Fall 2016 final melt.

Data as of 6.19.2016

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Fall 2016 Confirmations
Current Confirms

	Confirmations	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	3,768	27.5	3.72	13.3	39.7%	13.3%
2014	3,747	27.6	3.70	13.1	43.7%	12.8%
2015	3,941	28.0	3.74	13.7	44.7%	13.5%
2016	3,915	28.4	3.77	13.9	45.2%	15.3%

Data as of 6.19.2016

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Fall 2016 Confirmations
by Residency

	2014	2015	2016	Δ 2014 to 2016	Δ 2015 to 2016
Non-Resident	1,637	1,761	1,771	8.2%	0.6%
Domestic Non-Resident	1,355	1,422	1,442	6.4%	1.4%
International	282	339	329	16.7%	-2.9%
Ohio Resident	2,110	2,180	2,144	1.6%	-1.7%
Grand Total	3,747	3,941	3,915	4.5%	-0.7%

Data as of 6.19.2016

MiamiOH.edu

Fall 2016 Confirmations
by Division

	2014	2015	2016	Δ 2014 to 2016	Δ 2015 to 2016
CAS	1,969	1,941	1,946	-1.2%	0.3%
FSB	771	944	924	19.8%	-2.1%
CEC	409	487	470	14.9%	-3.5%
EHS	410	379	406	-1.0%	7.1%
CCA	188	190	169	-10.1%	-11.1%
Grand Total	3,747	3,941	3,915	4.5%	-0.7%

Data as of 6.19.2016

MiamiOH.edu

Confirmation Trends
Students of Color

Data as of 6.19.2016

Current Confirmed

2011	2012	2013	2014	2015	2016
445	489	501	481	532	599
24.7 12.0%	25.0 12.7%	26.2 13.3%	26.7 12.8%	26.8 13.5%	27.3 15.3%

Enrollment Research and Analysis

MiamiOH.edu

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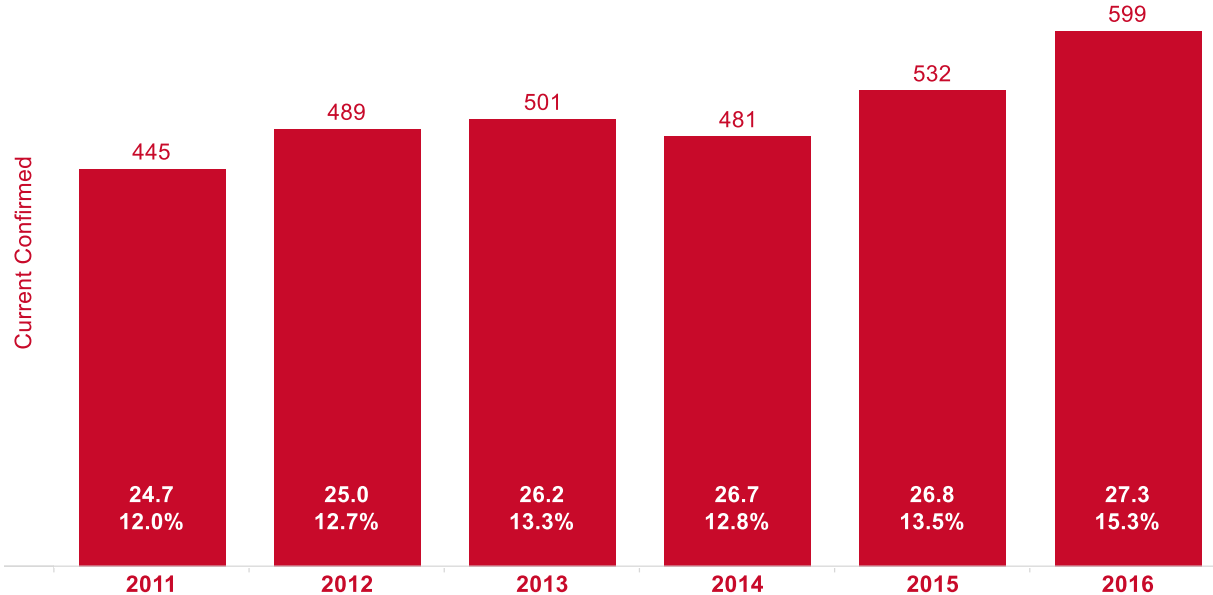
Fall 2016 Confirmations
Students of Color

	Confirmations	ACT Best	GPA	Curriculum Strength	Non-Resident
2013	501	26.2	3.61	13.1	36.3%
2014	481	26.7	3.64	13.6	35.3%
2015	532	26.8	3.66	13.2	35.5%
2016	599	27.3	3.70	13.8	33.1%

Data as of 6.19.2016

MiamiOH.edu

Confirmation Trends
Bridges

Data as of 6.19.2016

Current Confirmed

Year	Value	Metric 1	Metric 2
2011	117	25.1	66.7%
2012	148	25.2	79.1%
2013	164	26.2	76.2%
2014	209	26.8	70.8%
2015	258	27.0	59.3%
2016	279	27.3	67.4%

Enrollment Research and Analysis
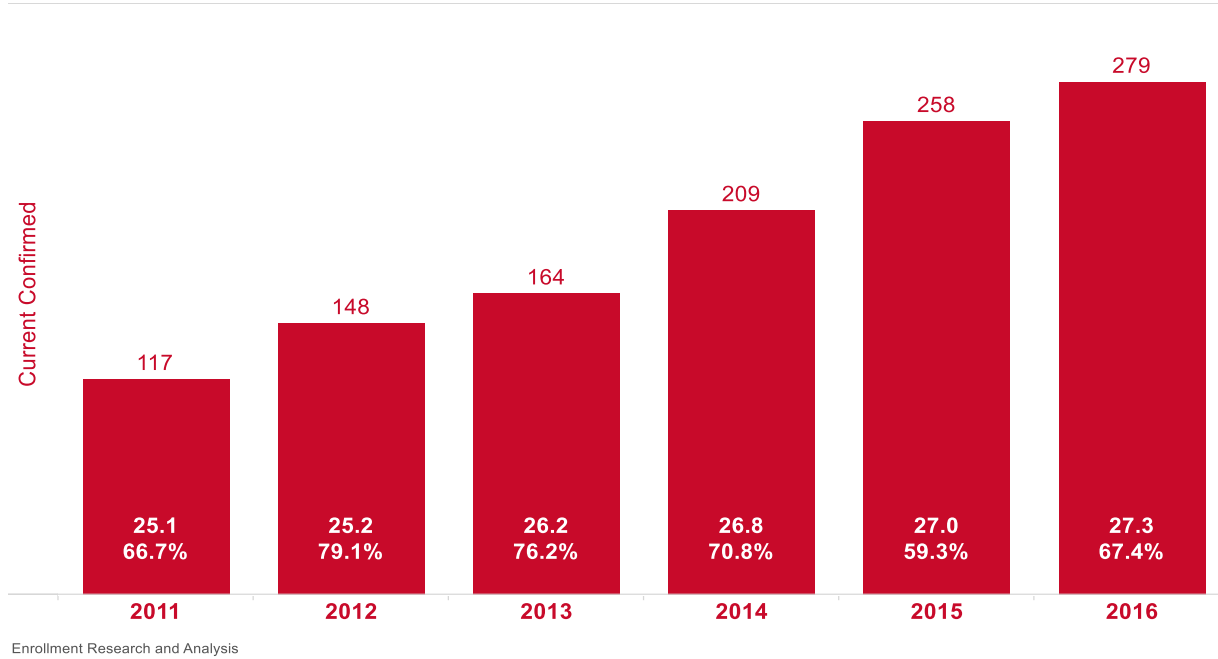
MiamiOH.edu

Fall 2016 Confirmations
Bridges

	Confirmations	ACT Best	GPA	Curriculum Strength	Non-Resident
2013	164	26.2	3.80	13.6	7.3%
2014	209	26.8	3.81	14.1	16.7%
2015	258	27.0	3.78	14.0	8.1%
2016	279	27.3	3.79	13.7	17.6%

Data as of 6.19.2016

MiamiOH.edu

Admission Update
VP Kabbaz

Confirmation Trends
First Generation

Data as of 6.19.2016

704	579	538	345	461	577
25.1 23.2%	25.3 23.0%	26.5 23.0%	26.7 18.6%	26.9 24.1%	27.2 25.6%
2011	**2012**	**2013**	**2014**	**2015**	**2016**

Current Confirmed

Enrollment Research and Analysis

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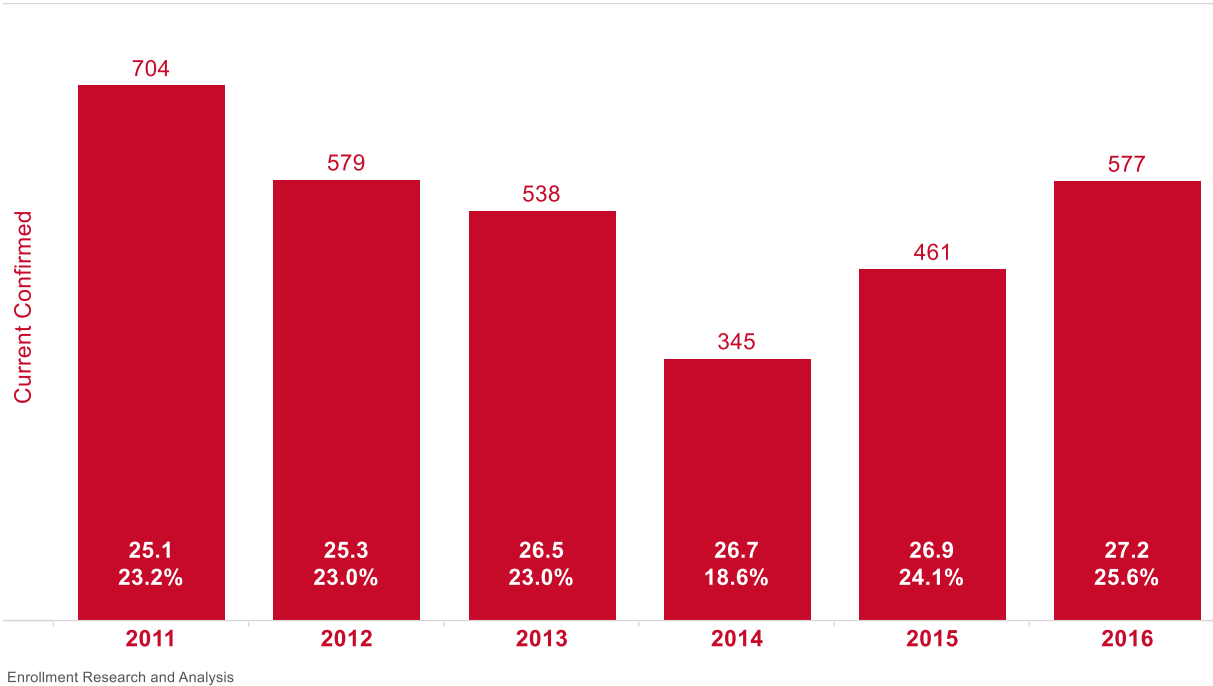
Fall 2016 Confirmations
First Generation

	Confirmations	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	538	26.5	3.68	12.8	24.7%	23.0%
2014	346	26.7	3.65	12.5	34.1%	18.5%
2015	461	26.9	3.68	13.1	39.0%	24.1%
2016	577	27.2	3.73	13.2	32.1%	25.6%

Data as of 6.19.2016

MiamiOH.edu

Confirmation Trends
Pell Eligible

Data as of 6.19.2016

Current Confirmed

Year	Value		
2011	529	25.1	30.6%
2012	501	25.3	28.5%
2013	397	26.4	31.7%
2014	424	26.8	30.7%
2015	376	26.8	31.4%
2016	424	27.2	36.8%

Enrollment Research and Analysis

MiamiOH.edu
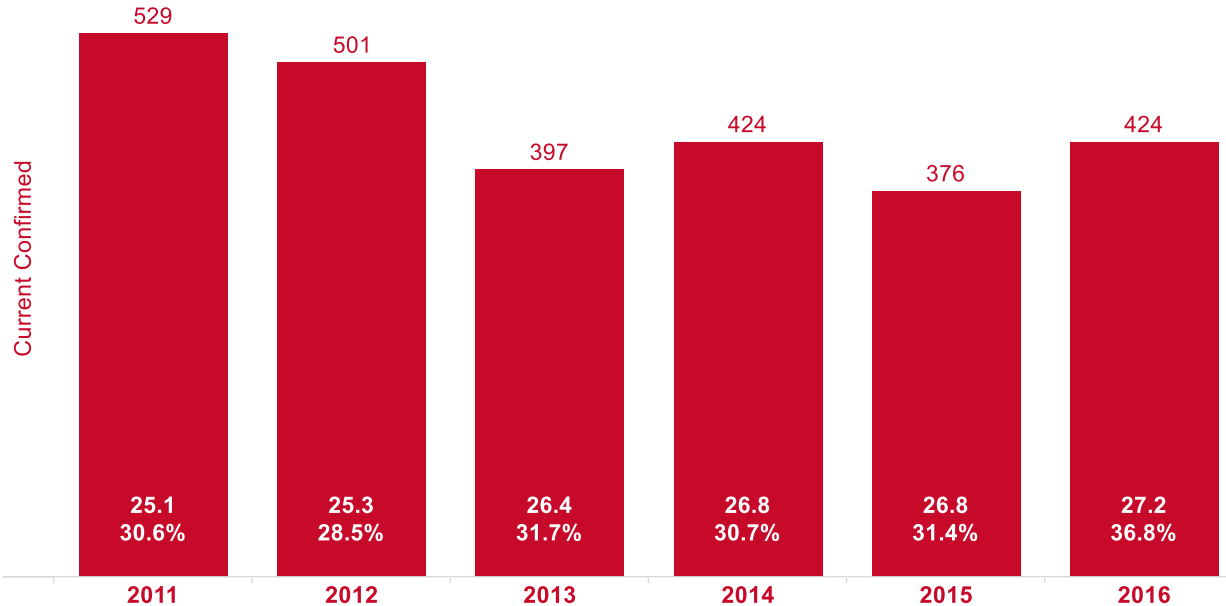
Fall 2016 Confirmations
Pell Eligible

	Confirmations	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	397	26.4	3.69	12.7	22.9%	31.7%
2014	424	26.8	3.68	12.6	17.9%	30.7%
2015	376	26.8	3.67	13.1	18.1%	31.4%
2016	424	27.2	3.77	13.6	17.7%	36.8%

Data as of 6.19.2016

MiamiOH.edu

Confirmation Trends
ACT 30+

Data as of 6.19.2016

Current Confirmed

Year	Value	Score	Percent
2011	637	31.2	6.6%
2012	734	31.2	7.9%
2013	1,004	31.7	10.6%
2014	993	31.7	10.3%
2015	1,189	31.6	10.3%
2016	1,424	31.9	11.4%
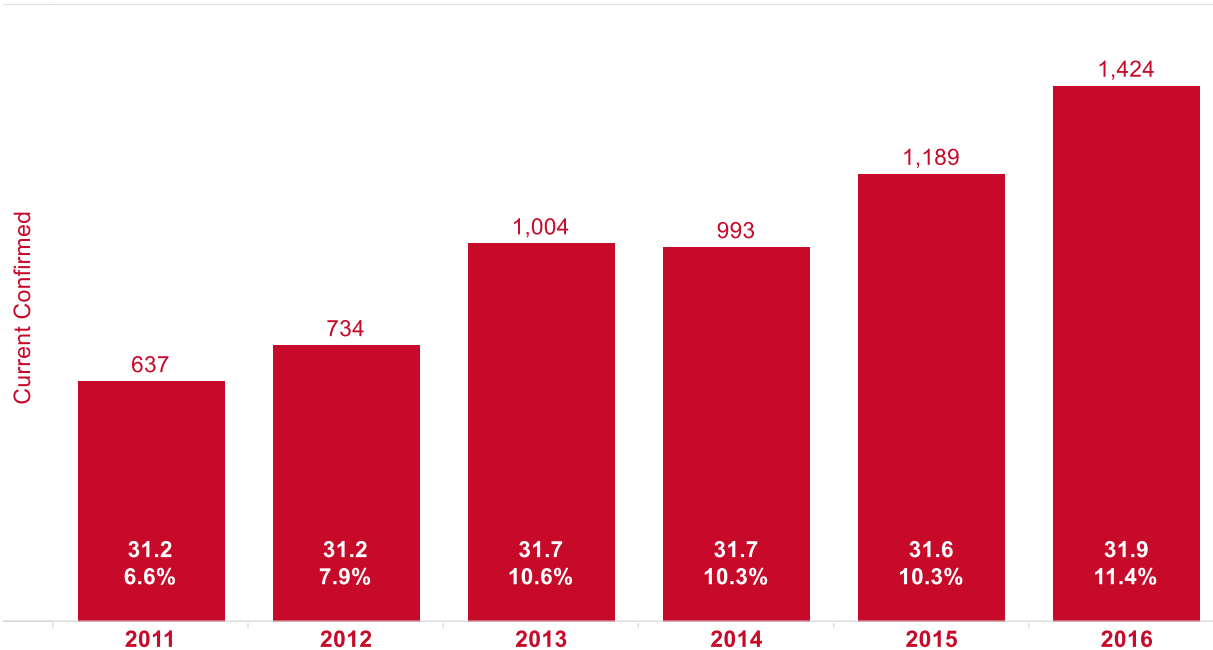
Enrollment Research and Analysis

MiamiOH.edu

Fall 2016 Confirmations
ACT 30+

	Confirmations	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	1,004	31.7	3.99	16.7	44.9%	10.6%
2014	993	31.7	3.99	16.2	43.6%	10.3%
2015	1,189	31.6	3.99	16.5	47.1%	10.3%
2016	1,424	31.9	3.98	16.3	47.5%	11.4%

Data as of 6.19.2016

MiamiOH.edu

Admission Update
VP Kabbaz

Confirmation Trends
Honors

Data as of 6.19.2016

Enrollment Research and Analysis

MiamiOH.edu
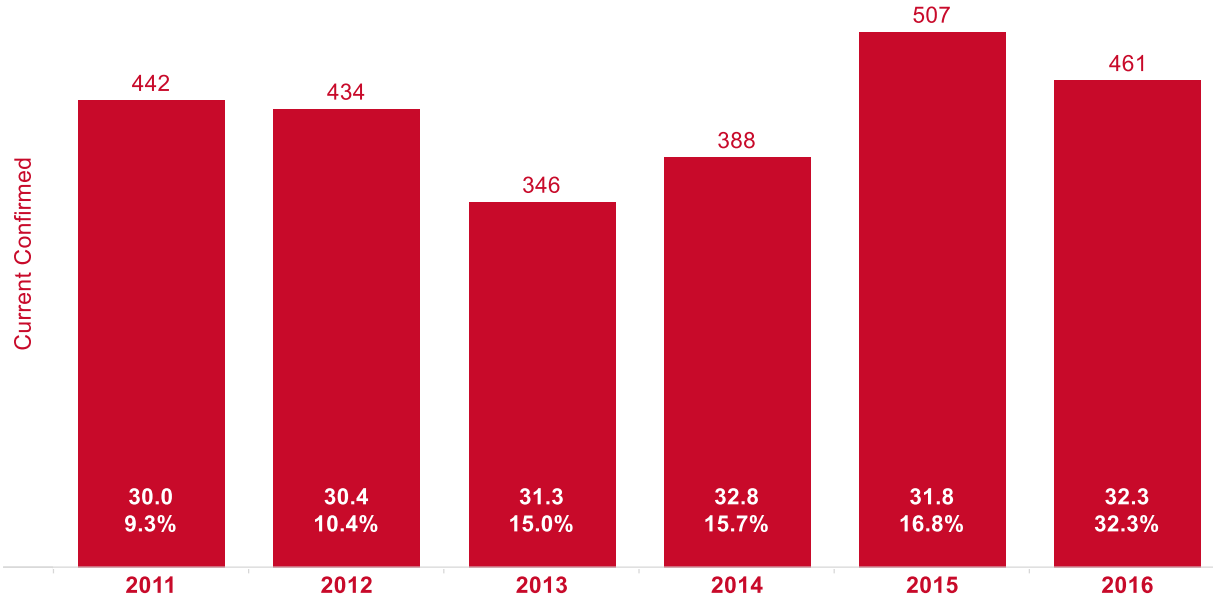
Fall 2016 Confirmations
Honors

	Confirmations	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	346	31.3	4.18	18.4	41.0%	15.0%
2014	388	32.8	4.29	18.5	45.6%	15.7%
2015	507	31.8	4.26	19.1	45.6%	16.8%
2016	461	32.3	4.23	19.1	46.9%	32.3%

ORIGINAL PUBLIC IVY

Data as of 6.19.2016

MiamiOH.edu

Confirmation Trends
Academic Scholars

Data as of 6.19.2016

Current Confirmed

	2013	2014	2015	2016
Count	166	192	238	249
	31.2 38.0%	31.4 27.6%	31.5 22.3%	31.8 26.5%
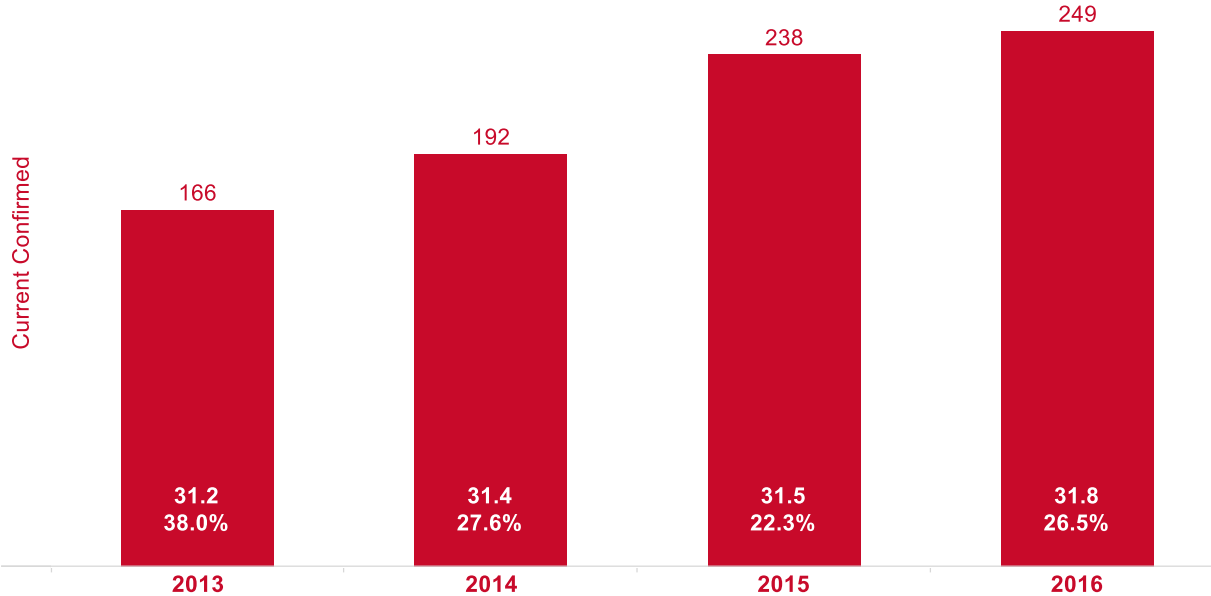
Enrollment Research and Analysis

MiamiOH.edu

Fall 2016 Confirmations
Academic Scholars

	Confirmations	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	166	31.2	4.04	17.0	44.0%	38.0%
2014	192	31.4	4.16	17.7	40.1%	27.6%
2015	238	31.5	4.18	17.9	50.8%	22.3%
2016	249	31.8	4.14	18.0	52.6%	26.5%

Data as of 6.19.2016

MiamiOH.edu

Confirmation Trends
Summer Scholars

Data as of 6.19.2016

Current Confirmed

122

79

28.5
17.7%

28.4
24.6%

2015
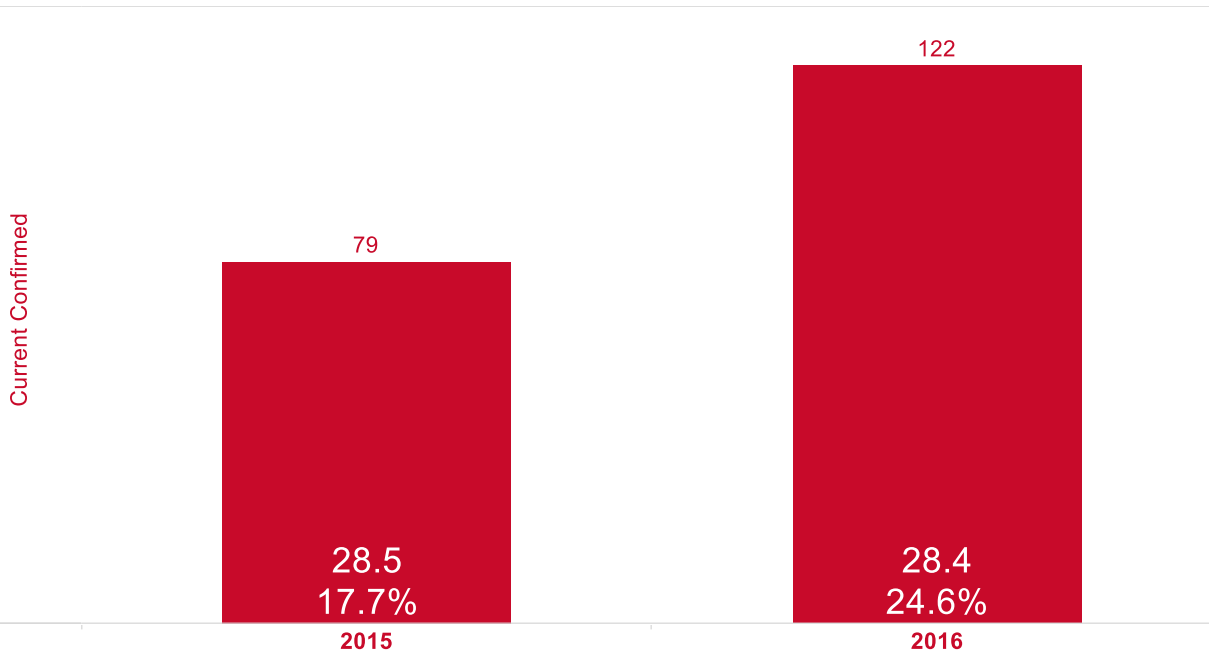
2016

Enrollment Research and Analysis

MiamiOH.edu

Fall 2016 Confirmations
Summer Scholars

	Confirmations	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2015	79	28.5	3.87	14.5	34.2%	17.7%
2016	122	28.4	3.83	14.2	37.7%	24.6%

Data as of 6.19.2016

MiamiOH.edu

Other Enrollment Goals
Fall 2016

Oxford Pathways Program
- » Spring 2017 enrollment goal is 40 first-year Oxford students
- » 56 confirmed students or a 11.1% YTD decrease versus Fall 2015

Spring Admit Program
- » Spring 2017 enrollment goal is 50 first-year Oxford students
- » 20 students have confirmed or 45.0% YTD decrease versus Fall 2015

American Culture and English (ACE) Program
- » Fall 2016 enrollment goal is 300 students
- » 305 confirmed students or a 3.8% YTD decrease versus Fall 2015

Transfers
- » Fall 2016 enrollment goal is 225 students
- » 200 confirmed students or an 18.3% YTD increase versus Fall 2015

Data as of 6.19.2016

MiamiOH.edu

Admitted Student Questionnaire (ASQ)
Fall 2016 Domestic, First-Year Students

Enrolling Students	3,490
Enrolling Survey Responders	1,585
Enrolling Student Response Rate	45.4%

Non-Enrolling Students	13,785
Non-Enrolling Survey Responders	3,130
Non-Enrolling Student Response Rate	22.7%

Overall Response Rate	27.4%

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ASQ Question
Did you visit Miami University?
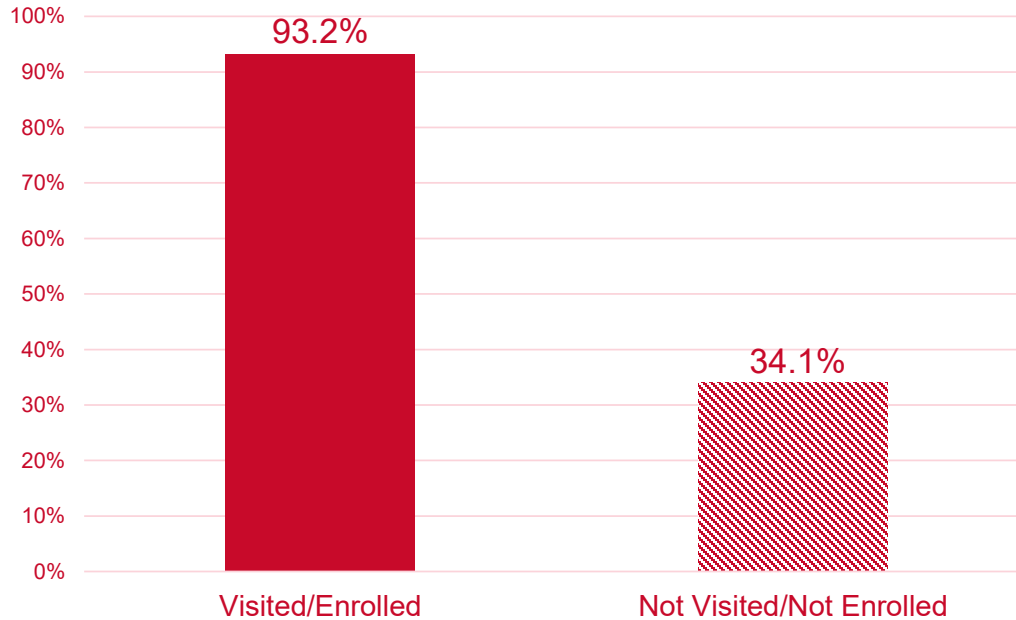
ASQ Question

What led you to choose Miami University even though it wasn't initially your top choice?

(Responses greater than 50%)

MiamiOH.edu
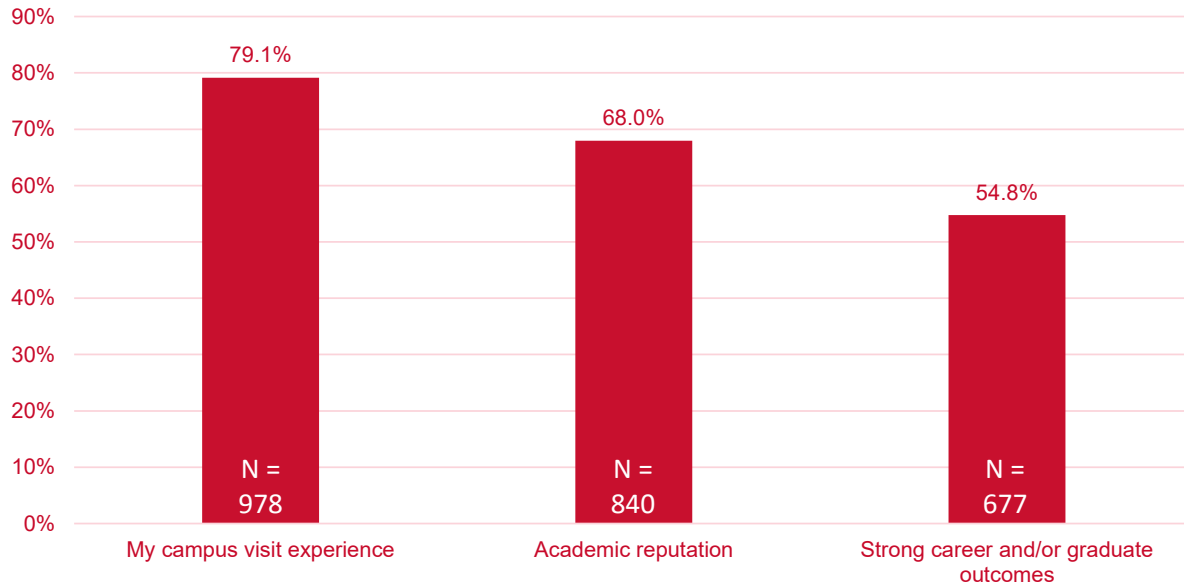
ASQ Question

What was the primary factor that caused Miami University to move down from being your top choice?
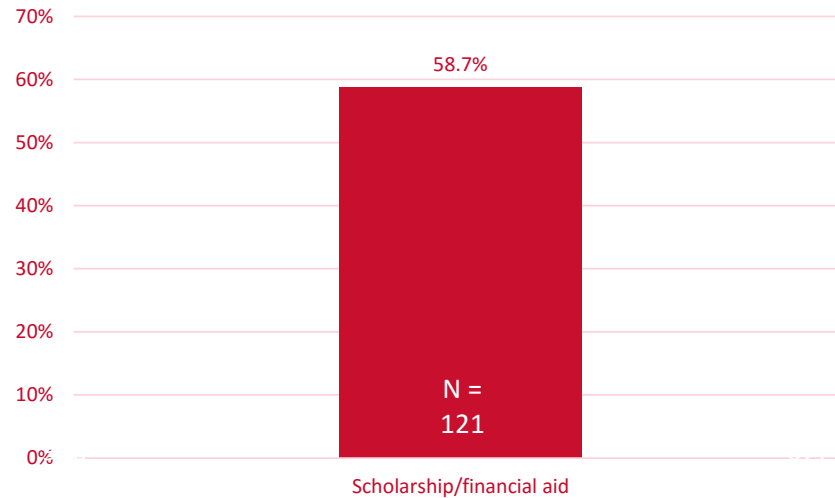
(Responses greater than 50%)

Mail Effectiveness

Overall how effective were Miami University's communication efforts in conveying its strong academic reputation, student-centered learning and living experiences, and educational value?

MiamiOH.edu

Mail Effectiveness

Overall how effective were Miami University's communication efforts in conveying its strong academic reputation, student-centered learning and living experiences, and educational value?

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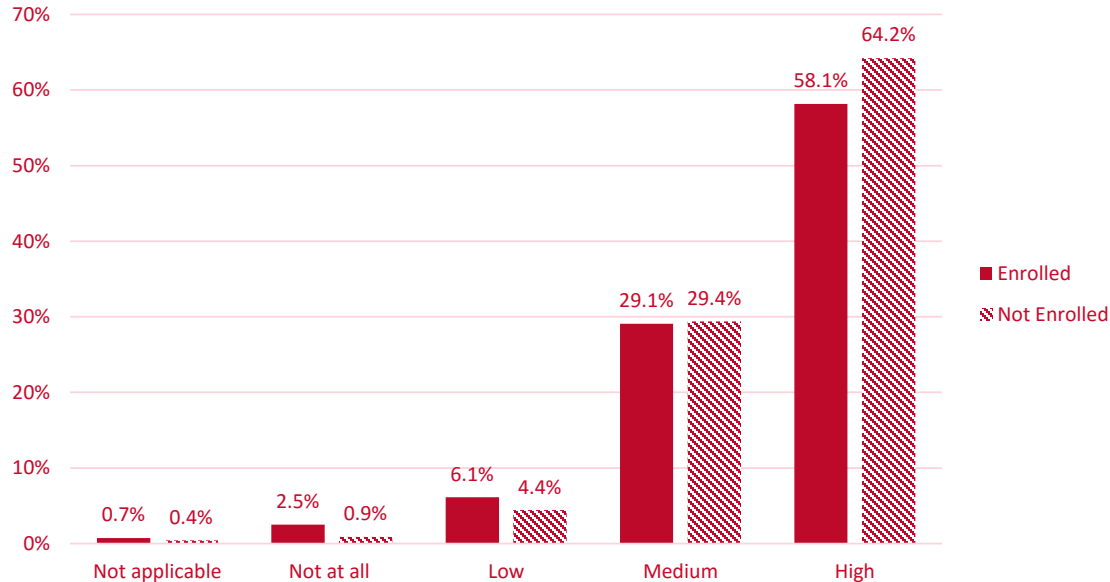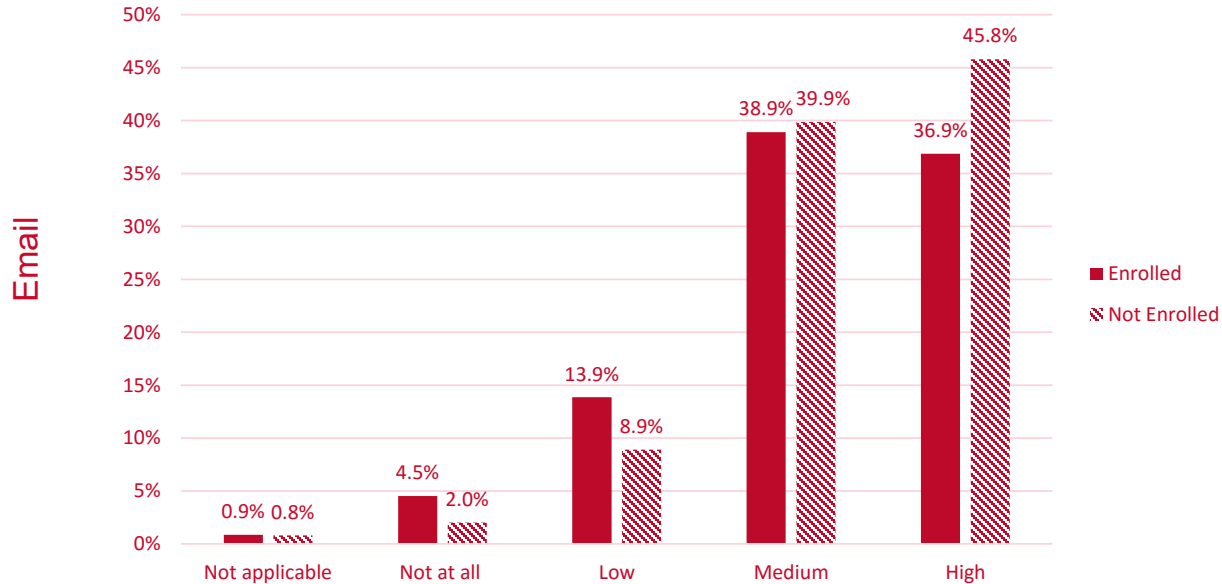
Domestic Enrollment Funnel
Fall 2016 Domestic, First-Year Students

MiamiOH.edu

Domestic Enrollment Funnel – Student Search

542,696 Names Purchased
443,228 After Duplicates Removed

Prospects

Inquiries

Applicants

Admits

Deposits

Enrolls

MiamiOH.edu

Domestic Enrollment Funnel – Student Search

542,696 Names Purchased
443,228 After Duplicates Removed

Prospects

67,910 Inquiries
54.2% from Search

Inquiries

Applicants

Admits

Deposits

Enrolls

MiamiOH.edu

Domestic Enrollment Funnel – Student Search

542,696 Names Purchased
443,228 After Duplicates Removed

Prospects

67,910 Inquiries
54.2% from Search

Inquiries

**24,862 Applications
62.2% from Search**

Applicants

Admits

Deposits

Enrolls

MiamiOH.edu

Domestic Enrollment Funnel – Student Search

542,696 Names Purchased
443,228 After Duplicates Removed
Prospects

67,910 Inquiries
54.2% from Search
Inquiries

24,862 Applications
62.2% from Search
Applicants

17,313 Admits
74.6% from Search
Admits

Deposits

Enrolls

MiamiOH.edu

Domestic Enrollment Funnel – Student Search

542,696 Names Purchased
443,228 After Duplicates Removed

Prospects

67,910 Inquiries
54.2% from Search

Inquiries

24,862 Applications
62.2% from Search

Applicants

17,313 Admits
74.6% from Search

Admits

3,686 Deposits
70.0% from Search

Deposits

Enrolls

Domestic Enrollment Funnel – Student Search

542,696 Names Purchased
443,228 After Duplicates Removed
Prospects

67,910 Inquiries
54.2% from Search
Inquiries

24,862 Applications
62.2% from Search
Applicants

17,313 Admits
74.6% from Search
Admits

3,686 Deposits
70.0% from Search
Deposits

3,597 Enrolled
69.6% from Search
Enrolls

MiamiOH.edu

ORIGINAL PUBLIC IVY

Fall 2017 and Beyond
Fall 2017 Prospects and Inquiries

Data as of 6.21.2016

1 [____] 30,119

Enrollment Research and Analysis

ORIGINAL
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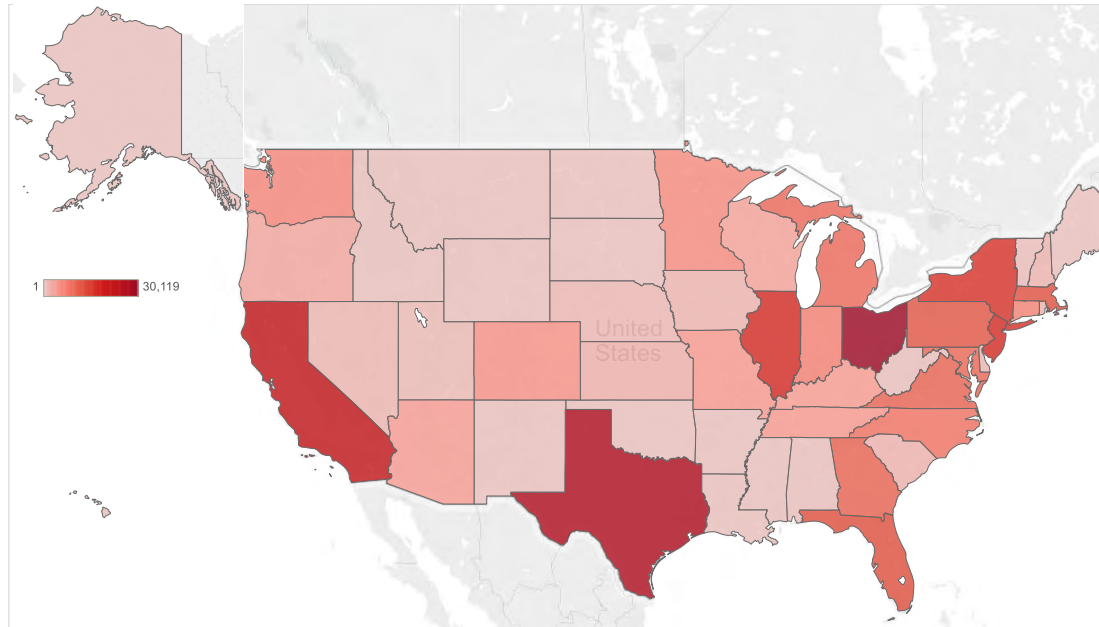
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Fall 2017 and Beyond
Student Search

	Primary	Secondary	Tertiary	Emerging	Grand Total
Fall 2017	47,779	108,359	51,862	65,816	273,816
Fall 2018	15,465	43,398	21,093	30,798	110,754
Fall 2019	102	12	3	4	121

MiamiOH.edu

Fall 2017 and Beyond
Summer Scholars Program

	SSP 2015	SSP 2016
Applications	1,226	1,602
Completed Apps	502	538
Admits	416	460
Participants	326	368

Fall 2017 and Beyond
Summer Scholars Program

Summer Scholars Program 2016 Key Metrics	
Female	60.9%
Fall 2017	80.2%
SOC	22.8%
First Generation	16.3%
Full Scholarship	15.5%
Resident	58.4%
States	26
Countries	3

Fall 2017 and Beyond
Enrollment Planning

	2016	2017	2018	2019	2020
First-Year Total					
Domestic Diversity					
International					
Non-Resident					
ACT Average					
Ohio % Need Met					
Pell Eligible					
First Generation					
ACE					

Data as of 6.19.2016

QUESTIONS?

MIAMI UNIVERSITY

LOAN DEBT UPDATE
Board of Trustees Meeting
June 23, 2016

Brent Shock
Assistant Vice President and Director, Student Financial Services
Enrollment Management & Student Success

MIAMI UNIVERSITY

Miami Student Loan Debt
2011 - 2015 Graduates

Miami Student Loan Debt - 6 Years

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
$27,315	$27,178	$27,817	$27,181	$28,887	$30,015
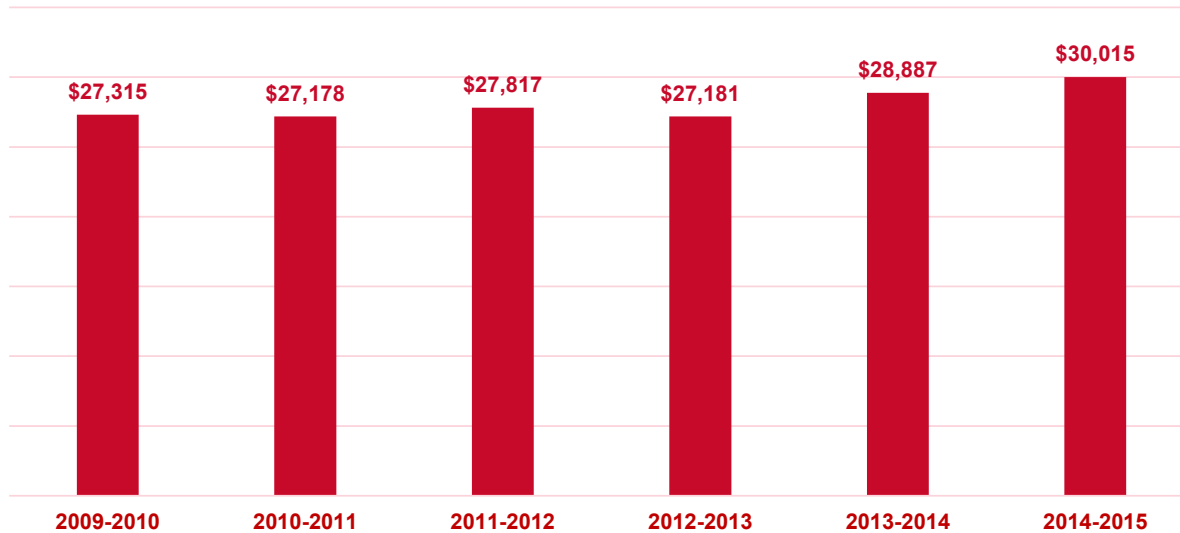
Note: Six-year increase of $2,700, or 9.8%

Source: SFA Data

MiamiOH.edu

Miami Student Loan Debt

Student Loan Debt Comparison 2004 vs 2014
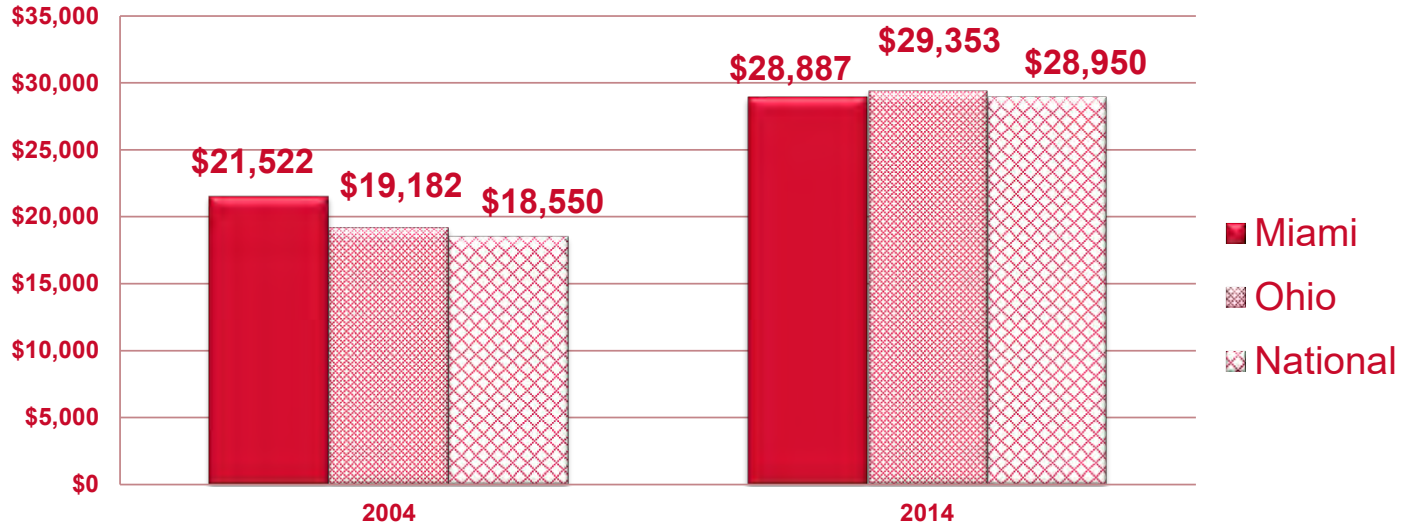
Note:10-year Change: Miami University 34.2%, State of Ohio 53.0%, National 56.1%,

Source: SFA Data, Project on Student Debt (ticas.org)

MiamiOH.edu

2015 Miami Student Loan Debt
Cumulative

Category	Average Loan Debt	Percent Borrowers
Average Debt	$30,015	53.2%
Ohio Resident	$30,286	61.9%
Non-Resident	$28,883	33.7%
CAS	$30,293	54.4%
CCA	$30,885	61.5%
CEC	$30,897	55.0%
EHS	$31,158	60.1%
FSB	$28,226	40.2%
SOC	$33,213	49.8%
Asian	$28,916	15.2%
Black	$35,851	88.8%
Hispanic	$30,810	56.0%
Multiracial	$32,320	54.5%
White	$29,490	54.0%
Pell	$33,806	89.9%
MAI	$30,905	98.1%

Average Loan Debt = 30,015

Overall Percent Borrowers = 53.2%
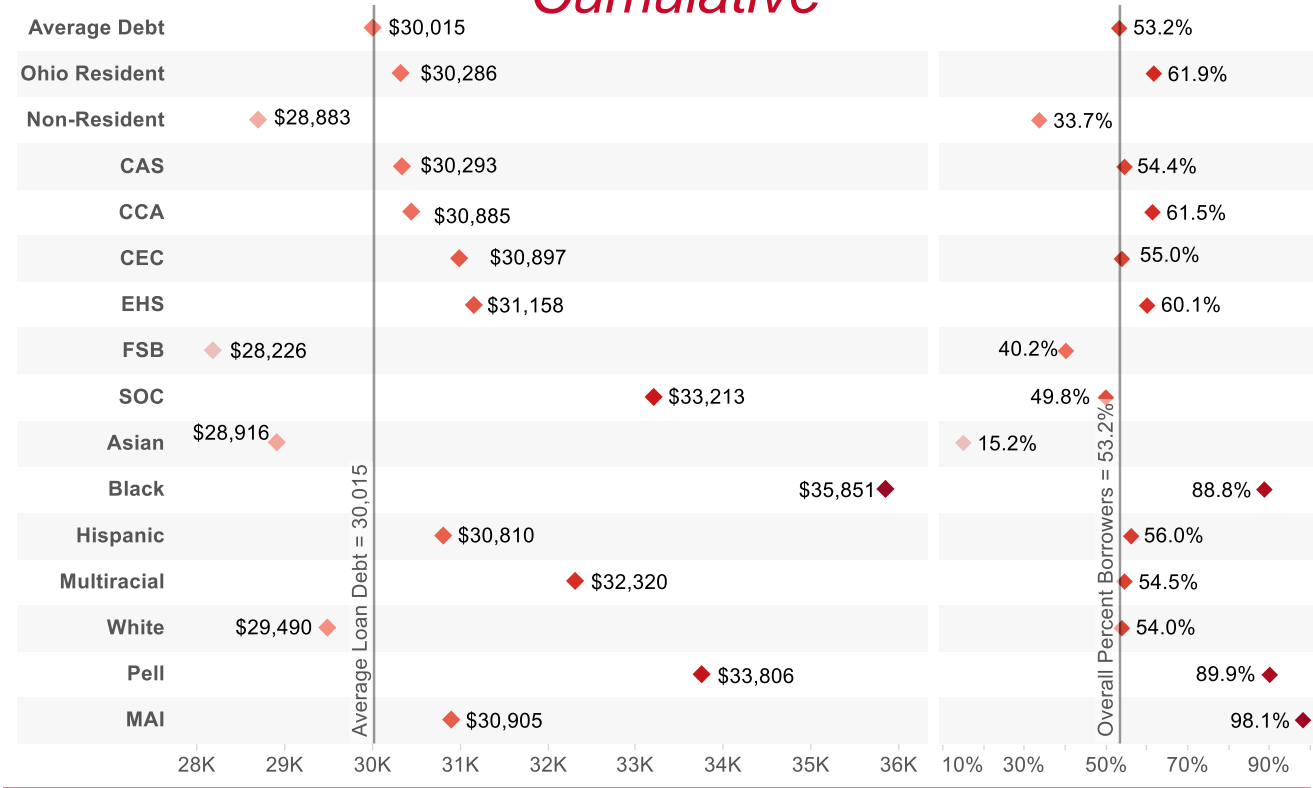
MiamiOH.edu

2015 Miami Student Loan Debt
Total Borrowed
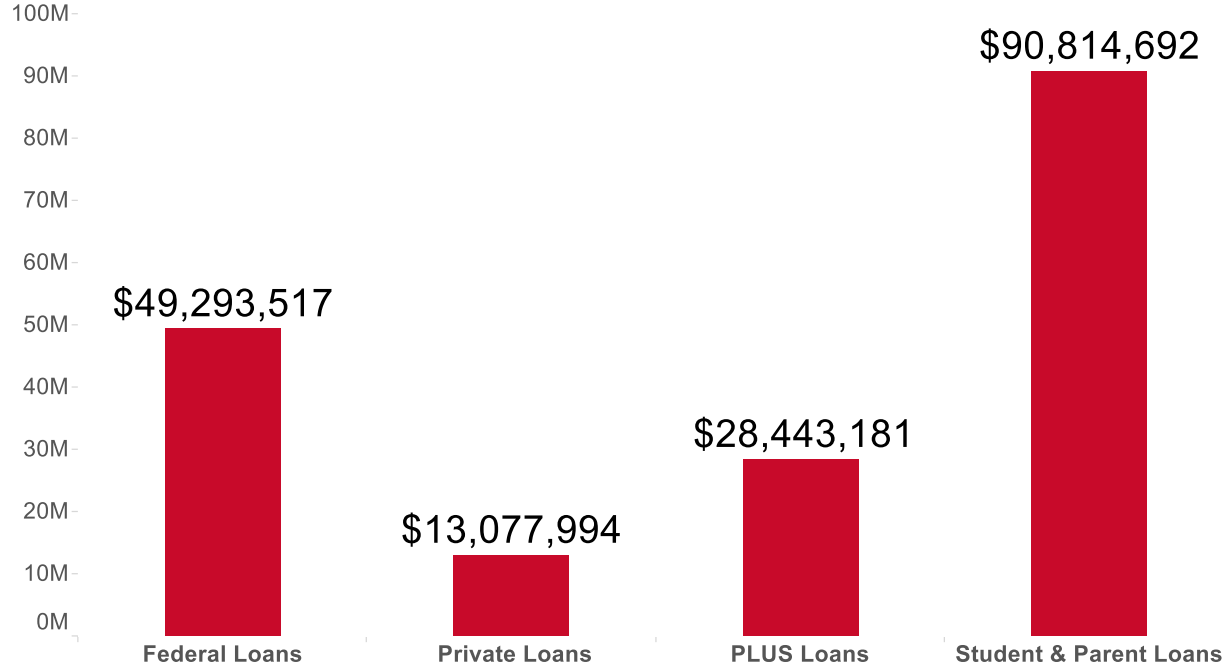
2015 Miami Student Loan Debt
Average Debt by Income

Legend:
- PLUS (gray)
- Private Loans (blue)
- Federal Loan Debt (green)

Income Range	Federal Loan Debt	Private Loans	PLUS	N
$0 to $35,000	$30,747	$2,749	$6,700	N = 459
$35,000 to $70,000	$27,474	$4,570	$9,873	N = 300
$70,000 to $105,000	$22,545	$7,810	$14,168	N = 354
$105,000 to $140,000	$20,563	$9,154	$18,911	N = 303
$140,000 to $200,000	$19,900	$6,616	$17,644	N = 339
$200,000 to $300,000	$20,819	$6,838	$18,767	N = 184
$300,000 to $500,000	$19,428	$5,048	$19,165	N = 84
$500,000 or more	$18,111	$2,175	$4,041	N = 27
Income Unknown		$32,983		N = 28

Enrollment Research and Analysis

MiamiOH.edu

2015 Miami Student Loan Debt
Percent of Borrowers by Income

ORIGINAL
PUBLIC
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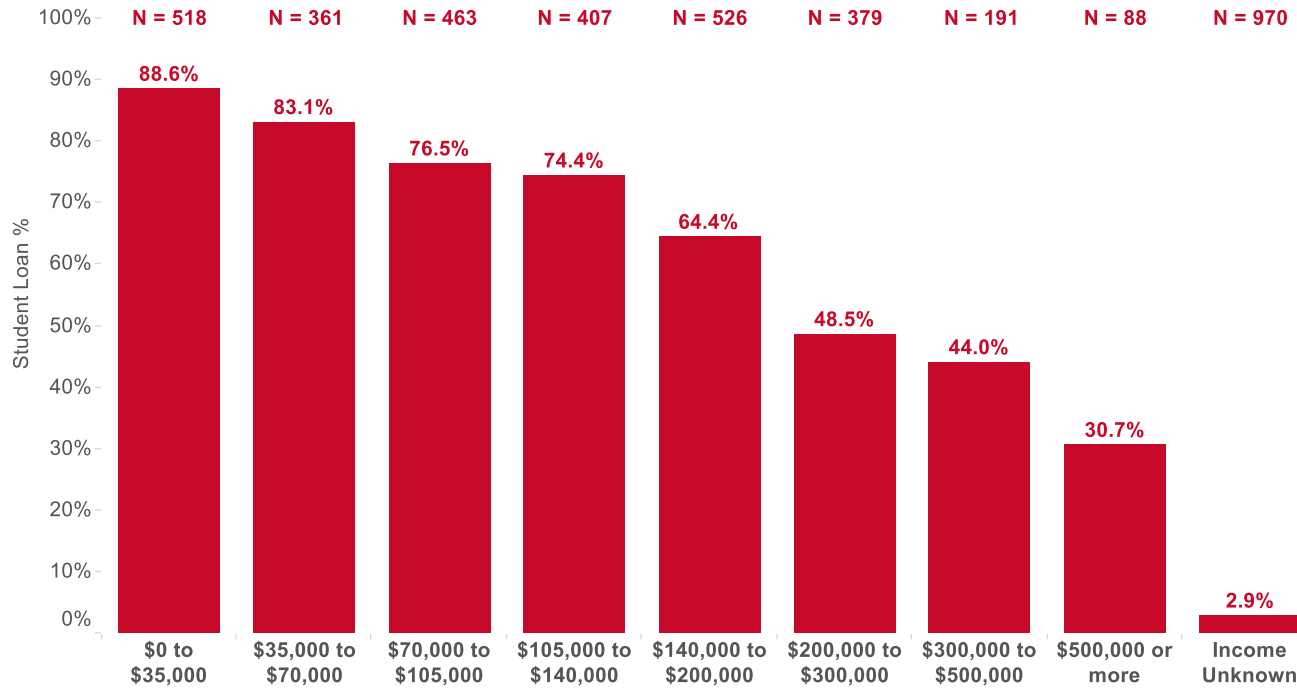
Enrollment Research and Analysis

2015 Miami Student Loan Debt
Distribution of Borrowers

Debt Range	Borrowers	Percentage
$0 - $10,000	246	11.8%
$10,000 - $20,000	373	17.9%
$20,000 - $30,000	716	34.5%
$30,000 - $40,000	303	14.6%
$40,000 - $50,000	169	8.1%
$50,000 - $60,000	113	5.4%
$60,000 - $70,000	54	2.6%
$70,000 - $80,000	35	1.7%
$80,000 - $90,000	27	1.3%
$90,000 - $100,000	19	0.9%
$100,000 - $110,000	12	0.6%
$110,000 - 120,000	2	0.1%
$120,000 - 130,000	3	0.1%
$130,000 - $140,000	2	0.1%
$140,000 - $150,000	4	0.2%

ORIGINAL PUBLIC IVY

Enrollment Research and Analysis

MiamiOH.edu

2015 Miami Student Loan Debt
Cumulative

Bar chart showing cumulative percentages by student loan debt range:
- $0 - $15,000: 20% (N = 407)
- $15,000 - $30,000: 64% (N = 928)
- $30,000 - $45,000: 83% (N = 398)
- $45,000 - $60,000: 92% (N = 187)
- $60,000 - $90,000: 98% (N = 116)
- $90,000 - $150,000: 100% (N = 42)

Enrollment Research and Analysis

MiamiOH.edu

Managing Loan Debt

MIAMI UNIVERSITY

2015 Miami Student Loan Debt
Winter Term

None | Winter EFC

$33,343 | **$32,893**

N= 674 | N= 315

0 | 1 & 2
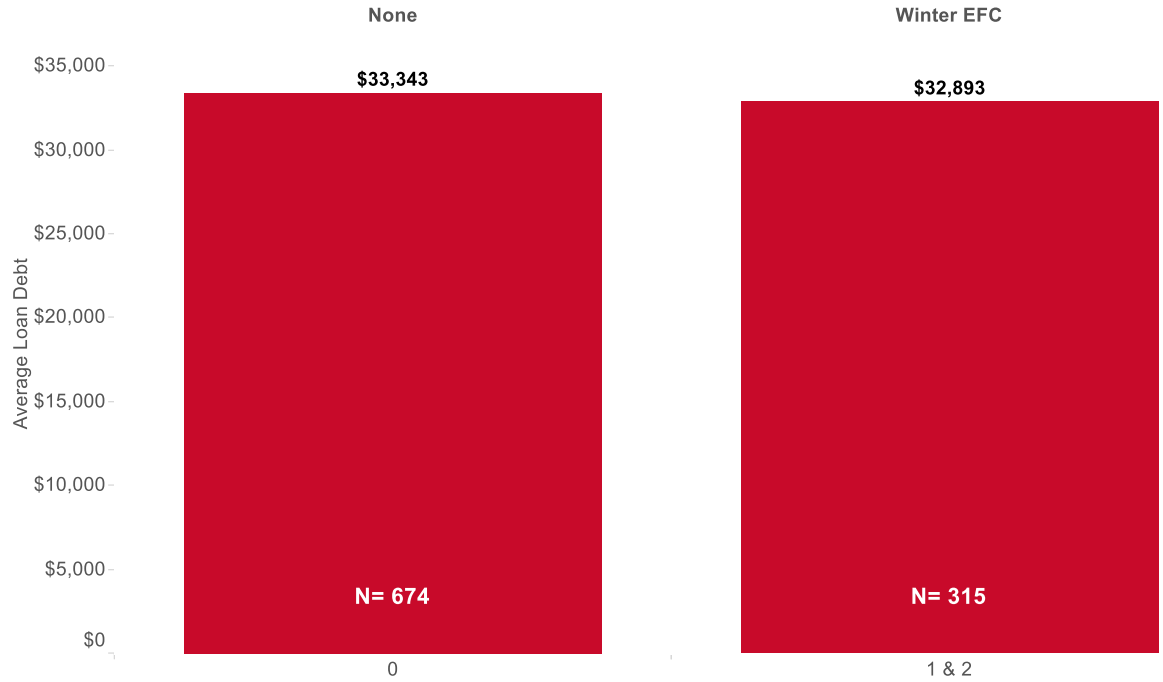
Average Loan Debt

Enrollment Research and Analysis

MiamiOH.edu

2015 Miami Student Loan Debt
Private Loans
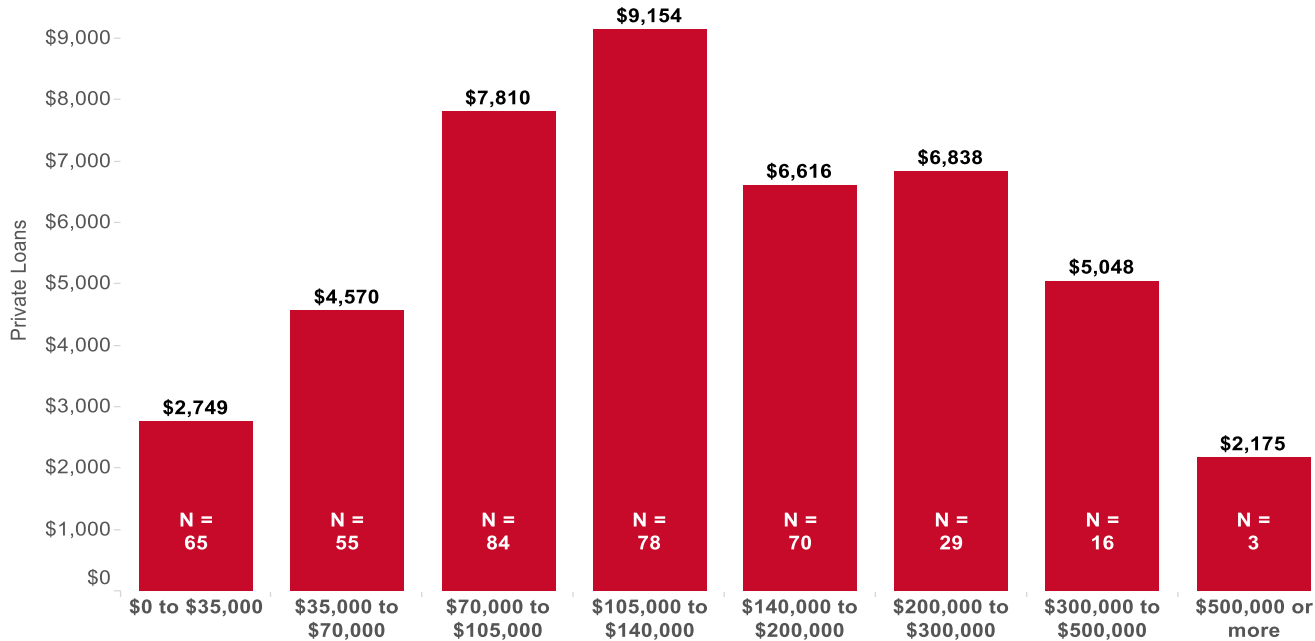
Enrollment Research and Analysis

MiamiOH.edu

Online Debt Summary

MiamiOH.edu/LoanDebt

» Personalized statement of loan debt

» Comparison to average debt at graduation

» Estimated monthly payment amounts

» Estimated total interest and total cost of the loan

» Estimated salary information

Counseling Protocol

» Counseling tiers, based on debt level:

  » Level 1: Low Debt - handled primarily at the One Stop by generalists

  » Level 2: Moderate Debt - letter and email, invitation to see loan counselor or financial aid counselor

  » Level 3: High Debt - same as level 2, but phone call outreach

Counseling Protocol – Debt Projection

» In-person counseling:

  » Includes a debt projection

  » Salary to monthly repayment ratio

  » Counseling on loan payment options

Counseling Protocol – Budget Creation

» In-person counseling:

» Personal budget construction

» Financial literacy module under development

QUESTIONS?

MIAMI UNIVERSITY

JUNE 2016
EMSS WRITTEN REPORT
Michael S. Kabbaz, Vice President

Admission and Enrollment Communication
Key updates included in the presentation.

Career Services
- Shamika N. Karikari (Doctoral Associate in Career Services) is a 2016 recipient of the Jennie Elder Suel Distinguished Woman of Color Award. The award recognizes spirited women of color, particularly those who have been warm and welcoming to others. The award is named after Jennie Elder Suel, who received recognition in 1994. Suel volunteered in the Miami and Oxford communities by providing housing, meals, and entertainment for Miami students.

- Miami University is a participating investor in the Cincinnati Intern Network Connection (CINC) program, which is through the Cincinnati Regional Chamber. This investment is a collaborative effort between University External Relations and Career Services. CINC's mission is to keep talented young professionals living and working in Cincinnati, and the organization hosts four free events throughout the summer for interns.

- Career Services established a new relationship with and facilitated an on-campus visit for Opportunities for Ohioans with Disabilities (OOD). OOD is hiring around 80 new staff across a wide range of majors.

- Career Services, through the generous gift of Jack ('73) and Karen Horrell, awarded Horrell Awards to ten Miami students. The $1,000 awards are for students participating in non-paying summer internships with a nonprofit, social welfare, or social service organization. These organizations include: Support Kids in Peru, Get Covered America, American Heart Association & Susan Komen, WIC, Urban League of Greater Southwestern Ohio, UN Women, YWCA of Hamilton, Legal Aid Society of Columbus, Social Entrepreneur Corps, and New Mission Systems International.

Enrollment Operations and One Stop
The One Stop continues to see call volume decrease. Call volume for April and May 2016 dropped by nearly 2,000 calls, a decrease of 18%, in comparison to April and May 2015. Calls handled by an external call center vendor have also decreased significantly – 152 for April and May 2016 compared to 1,167 for the same time period in 2015, resulting in a cost savings of over $4,000.

Student Financial Services
Student Financial Assistance
Key updates included in the presentation.

Bursar
- On July 1, 2016, the U.S. Department of Education will enact a sweeping set of new cash management rules that govern the payment of federal Title IV financial aid to students. Due to these regulatory changes, it was necessary for the Office of the Bursar to change vendors for the administration of issuing payments to students. Working with the Controller and Treasury Services, the office performed a cost benefit analysis to select a new vendor, Tuition Management Systems. This change will permit Miami to introduce a simplified process for students to select the method of the payment (check or direct deposit, as required by law). With the intent of increasing the number of students utilizing direct deposit, and thereby lowering costs to the University, the Office of the Bursar is partnering with Enrollment Communication to develop a proactive communication plan promoting the benefits of this option.

- Work continues on testing the billing and assignment of cohorts for Miami's Tuition Promise. Work is progressing smoothly and is on target. Banner baseline functionality will be used to effectively assess and assign billing costs to

students with no additional costs to the University and without modification to existing systems. In addition, the Office of the Bursar utilized the implementation of Miami's Tuition Promise as an opportunity to develop a new, online billing statement that will result in a simpler and more unified presentation of students' semester invoices.

Student Success Center

A cross-divisional LEAN team from Housing, Dining, Recreation & Business Services (HDRBS) and EMSS created an auto-enrollment process for UNV 101 and other first-year transition courses. The new program leverages data from MyCard (HDRBS' system) to generate a list of student Banner numbers and course numbers based on the specific "rules" (e.g., major, residence hall, instructor) and automatically enrolling students into the appropriate course section. The newly created process saved many hours of manual course enrollment and is a process that can now be replicated for future mass enrollment initiatives.

University Registrar

- At the request of the Student Success Committee, chaired by Provost Callahan and Vice President Kabbaz, a review of holds affecting the business of the student (registration, transcript processing, diploma generating) has occurred. Leading the review of all current holds is Student Success Center Director, Kim Ernsting, and University Registrar, Dave Sauter. The goal is to separate holds into those critical to the business of the student (e.g., unpaid tuition) vs. those to communicate information to students (e.g., overdue parking fines) for the purpose of reducing some of the holds and developing a more extensive communication strategy to students, thereby reducing the number of holds.

- A pilot waitlisting procedure is in place, enabling students to be placed on a waitlist for a class which is at capacity. As a seat is open (typically from other students dropping the class) an email notification is sent to the next student on the waitlist and gives the student a 24-hour period in which to register for the class. Waitlisting is meant to replace the force-add process and provide departments and divisions with a tool to assess class demand.

- A growing responsibility within EMSS is to review and respond to growing compliance initiatives on federal, state, and local levels. To meet the increased demand of both the depth and breadth of issues, a Compliance Working Group has been established to meet weekly. Representatives from the offices of the Bursar, Financial Assistance, and University Registrar will inventory all current compliance initiatives, review pending legislation at the federal and state levels, look for any impact on University policy, and prioritize the workload.

MIAMI UNIVERSITY

OXFORD, OH · EST. 1809

June 24, 2016
Academic and Student Affairs

RESOLUTION R2016-45

WHEREAS, the 130th Ohio General Assembly added Ohio Revised Code 3345.81 (Strategic Completion Plan), effective September 29, 2013; and

WHEREAS, ORC 3345.81 required, by no later than June 30, 2014, the Board of Trustees at each Ohio institution of higher education to adopt an institution-specific Strategic Completion Plan designed to increase the number of degrees and certificates awarded to students; and

WHEREAS, this Board of Trustees, per Resolution 2014-40, adopted, and submitted to the Chancellor and the Ohio Board of Regents, a Miami specific Strategic Completion Plan designed to increase the number of degrees and certificates awarded to students, consistent with the mission and strategic priorities of the institution, and aligned with the state's workforce development priorities, with measureable student completion goals; and

WHEREAS, ORC 3345.81 also required a review of the Strategic Completion Plan every two years.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby adopts the attached updated Strategic Completion Plan for Miami University; and

BE IT FURTHER RESOLVED, that a copy of this plan be forwarded to the Chancellor of the Ohio Board of Regents; and

BE IT FURTHER RESOLVED, that this plan be reviewed and updated at least once every two years, and that a copy of the updated plan be provided to the Chancellor upon adoption.

Approved by the Board of Trustees
June 24, 2016

T. O. Pickerill II
Secretary to the Board of Trustees

MIAMI UNIVERSITY COMPLETION PLAN UPDATE

Submitted to Chancellor of the University System of Ohio Board of Regents

June 29, 2016

UNIVERSITY MISSION

Miami's mission states that we are "a student-centered public university" with "an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life" as well as a deep commitment to "student success." In addition, Miami "supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses."

As of fall 2015, 16,387 undergraduates and 2,689 graduate students were studying on the Oxford campus. Regional campuses in Hamilton, Middletown, and the Voice of America Learning Center in West Chester enrolled a combined total of 4,907 students. 54% of Miami students are female, and 65% are residents of Ohio. Of the Oxford first-year class, 51% are female, 56% are residents of Ohio and 98% were born in 1996 or 1997.

Domestic students of color make up 13.7 percent of the first-year class and 12.3 percent of the undergraduate student body (based on fall 2015 Oxford campus enrollment). The breakdown of this population is as follows:

The breakdown of the Oxford undergraduate population is as follows:

- 2.9% Black or African-American
- 3.8% Hispanic/Latino
- 2.1% Asian, Native Hawaiian, or other Pacific Islander
- 3.2% identify themselves as multi-racial
- 0.3% American Indian or Alaska Native and Other

An additional 8.4% are international students with 89.4% of the international students identifying themselves as Asian.

Nine percent of Oxford first-year undergraduates are Pell Grant recipients; 35% have financial need, and 100% of first-year students with need received offers of financial aid.

Of the fall 2015 first-year Oxford campus students, 36 percent of the freshmen graduated in the top 10% of their high school class. Fifty-eight percent entered Miami with college credit from AP, dual enrollment/PSEOP, and other programs, with the average credit received being 18 hours. The average ACT score of the 2015 entering freshman class was 28 (84% of the incoming freshmen were admitted with the ACT).

The first-year student retention for full time students (2014 cohort) is 90.3%. The six-year graduation rate (2009 cohort) is 80%.

Miami University is noted as an exemplary university for having made great gains in decreasing the gap between graduation rates of white and African-American students in a report released March 23, 2016. The recent Education Trust report, "Rising Tide II: Do Black Students Benefit as Grad Rates Increase?," ranks Miami in the top ten of its list of the "top-gaining four-year public institutions for black students" for closing the gap between black and white students by 10.7 percentage points. Graduation rates improved by 10.5 percentage points for African-American students at Miami from 2003-2013, while overall graduation improved by 0.4 percentage point. Miami's graduation rates in 2013 were 81 percent for all students and 71

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percent for black students. The Education Trust in its report used three-year averages to assess graduation rate change and lists Miami's rates as 80.7 percent for all students and 68.6 percent for African-American students.

While also focused on a liberal arts education, Miami's regional campuses serve a different student population. Thirty-two percent of the students are part time, and 68% are full time. Twenty-four percent of the students on the regional campuses are non-traditional students (25 years or older); 55% are female, and 45% are male. Nearly 10% of the students on the regional campuses are CCP students. The majority of students on the regional campuses are place-bound, and none live on campus. The top feeder schools are area high schools as well as local community colleges. The regional campuses house its own academic division, recently renamed the College of Liberal Arts & Applied Science (CLAAS), which offers several baccalaureate degrees, including computer and information technology, forensic investigation, forensic science, civic & regional development, liberal studies, nursing, criminal justice, engineering technology, commerce, and integrative studies. New degrees in applied social sciences, applied communication, and psychological studies have been recently approved. The students on the Hamilton campus have a first-year student retention rate of 66.1%, and students on the Middletown campus have a first-year student retention rate of 54.0% (for the 2014 cohort). Those pursuing bachelor's degrees in the CLAAS (2009 cohort) have a six-year graduation rate of 26.6% for the Hamilton campus and 20.4% for the Middletown campus.

BARRIERS TO PERSISTENCE AND COMPLETION

Although the academic profile and completion rate of Miami's Oxford campus students remain very strong overall, our data show that there has not been significant change in the two years since the original report. NB: In all figures, retention rates and graduation rates are presented as reported to the Integrated Postsecondary Education Data System (IPEDS), the core postsecondary education data collection program for the National Center for Education Statistics (NCES). Retention rate is defined as the percent of first time, full time, degree-seeking students who enter in the fall semester and return to Miami in the fall semester of the next (i.e., their second) year. Graduation rate is defined as the percent of first time, full time, degree-seeking students who enter in the fall semester and graduate within six years. Students are assigned to a cohort based on the year they entered the University.

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Retention and six-year graduation rates have fluctuated in narrow bands for several years (Figure 1).

Figure 1: Persistence and Graduation Rates: Entry Terms 2005 – 2014
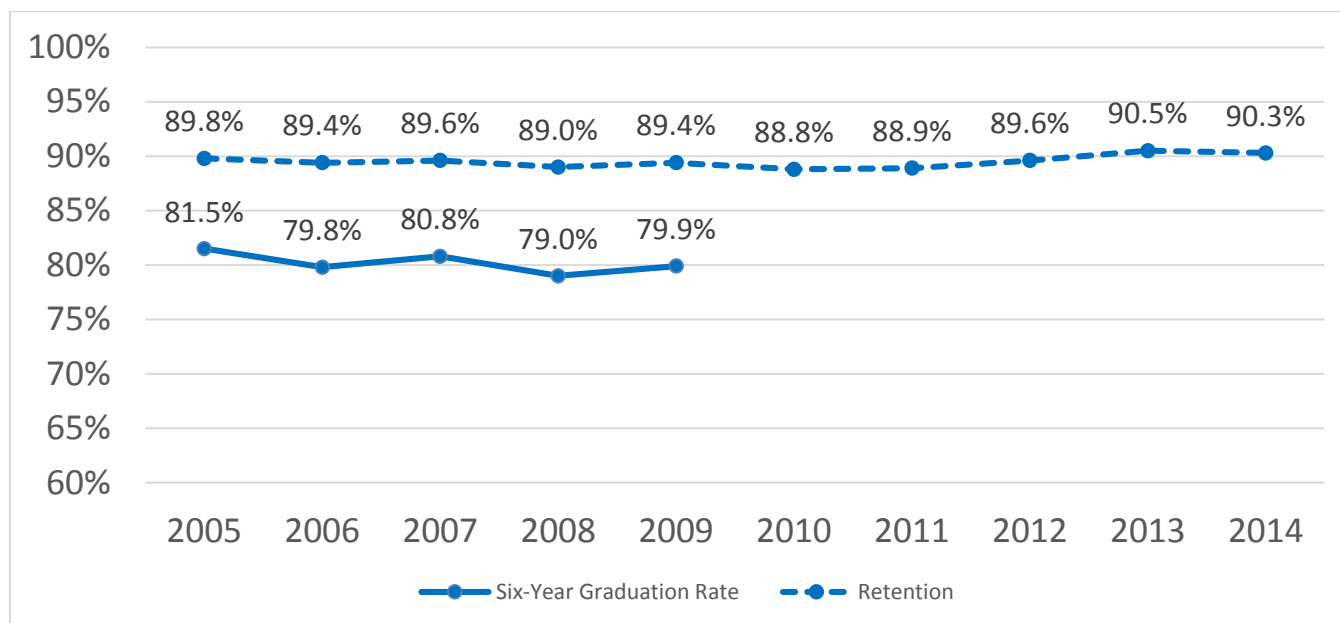
In the previous report, several attributes were identified as correlated to a higher risk for attrition for new, full time Oxford students: gender, first generation, and high financial need. For gender, the gap between male six-year graduation rates and female rates persists, with females graduating at a higher rate than males (Figure 2).

Figure 2: Six-Year Graduation Rates by Gender

3
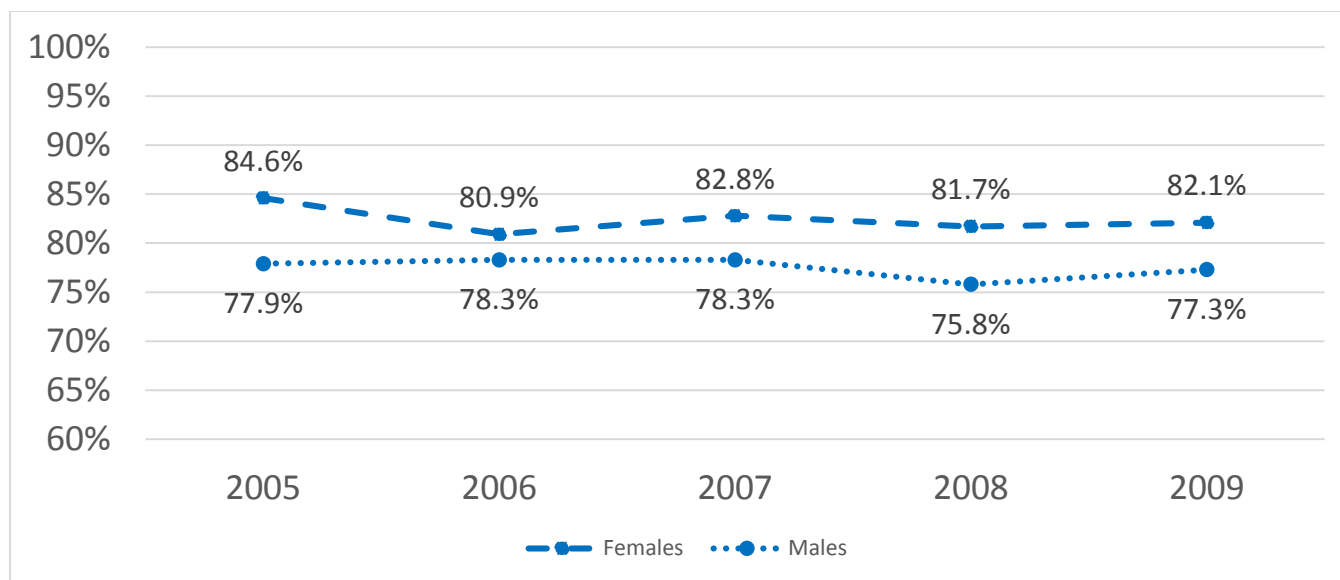
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Because the correlation between six-year graduation rates and retention rates is fairly strong for the period being considered (r = 0.767), we expect graduation rates to increase over the next few years since retention rates have been increasing since 2012 (Figure 1). While males have tended to have higher retention rates than females (Figure 3), for the past two years, retention rates for females has increased above males (Figure 3). Interestingly, even when female students have lower retention rates, the graduation rate among females has been consistently higher (Figure 2).

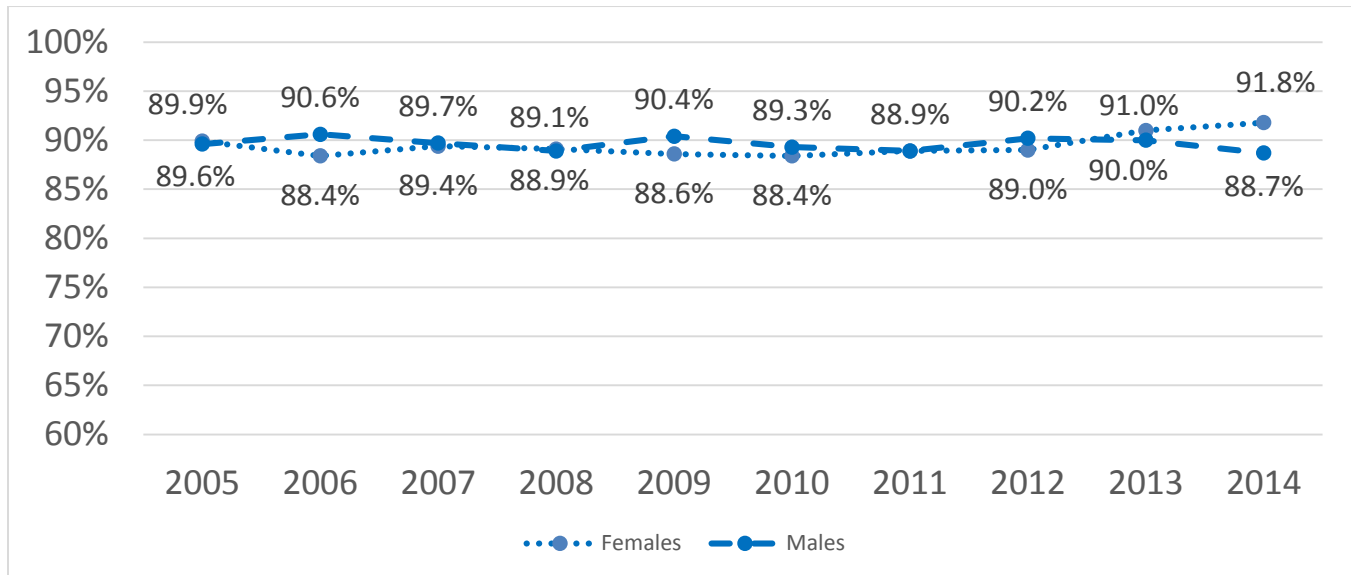**Figure 3: Retention Rates by Gender**

First generation students continue to have lower graduation rates compared to other groups of students (Figure 4). The gap in graduation rates for first generation students (Figure 4) is due, at least in part, to lower retention rates in that group (Figure 5). Further, we expect to see a decrease in graduation rate for first generation students due to the dip in retention rates in this group between 2010 to 2012. Miami is developing and implementing specific, targeted initiatives to improve graduation rates for this group, including more proactive academic advising, new learning communities focused on assisting with transition to college programming, financial literacy initiatives, and early career development programming across a number of majors.

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Miami University Completion Plan Update

Figure 4: Six-Year Graduation Rates for First Generation Students
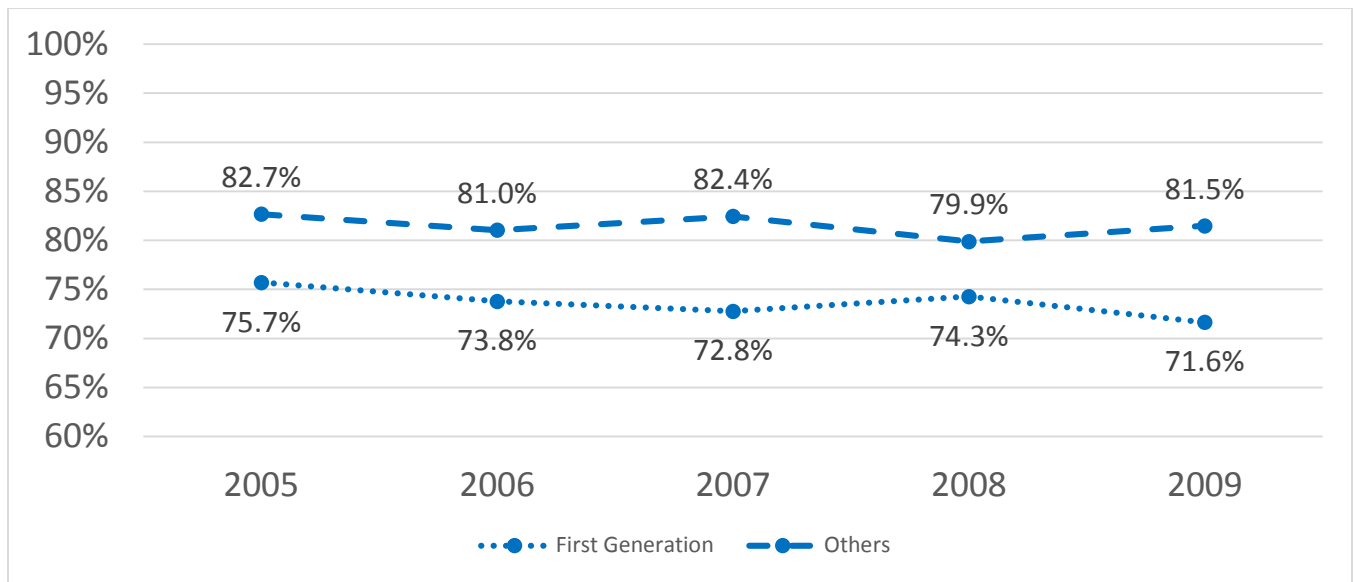
Figure 5: Retention Rates for First Generation Students
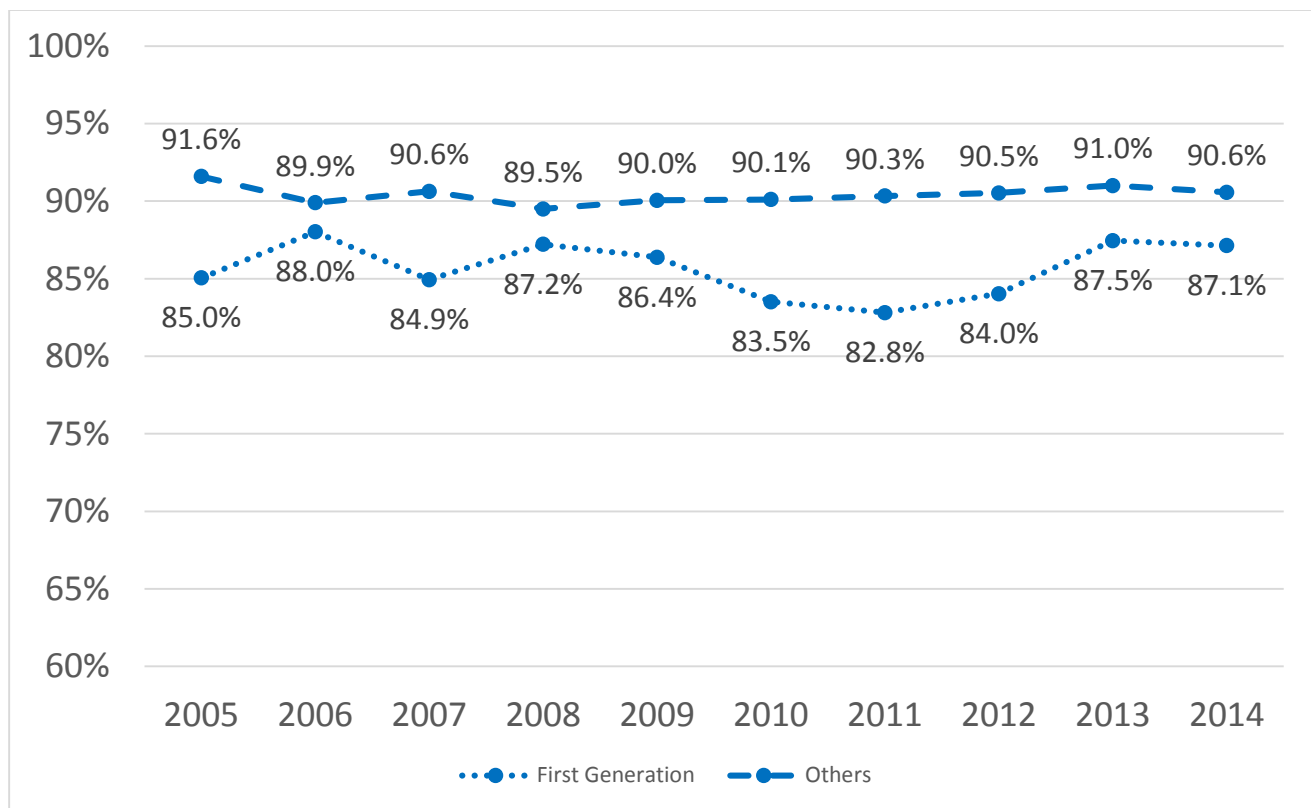
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Finally, financial need (EFC) is a factor in graduation rates. Students with high need (defined as students with an Expected Family Contribution (EFC) < $5,000) have the lowest graduation rates (Figure 6). Encouragingly, retention rates for high financial need students have been improving in recent years (Figure 7).

Figure 6: Six-Year Graduation Rates by Financial Need (EFC)
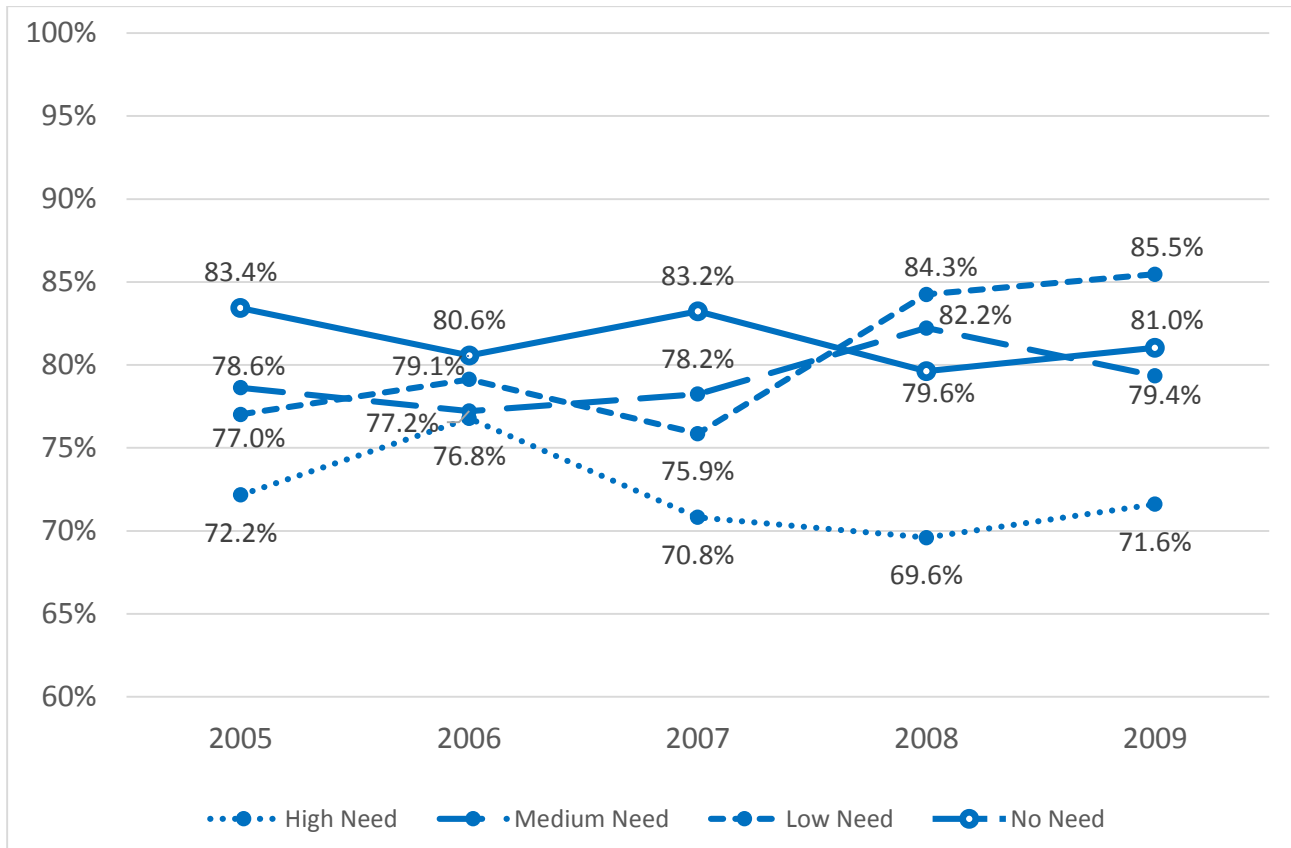
Miami University Completion Plan Update

Figure 7: Retention Rates by Financial Need (EFC)
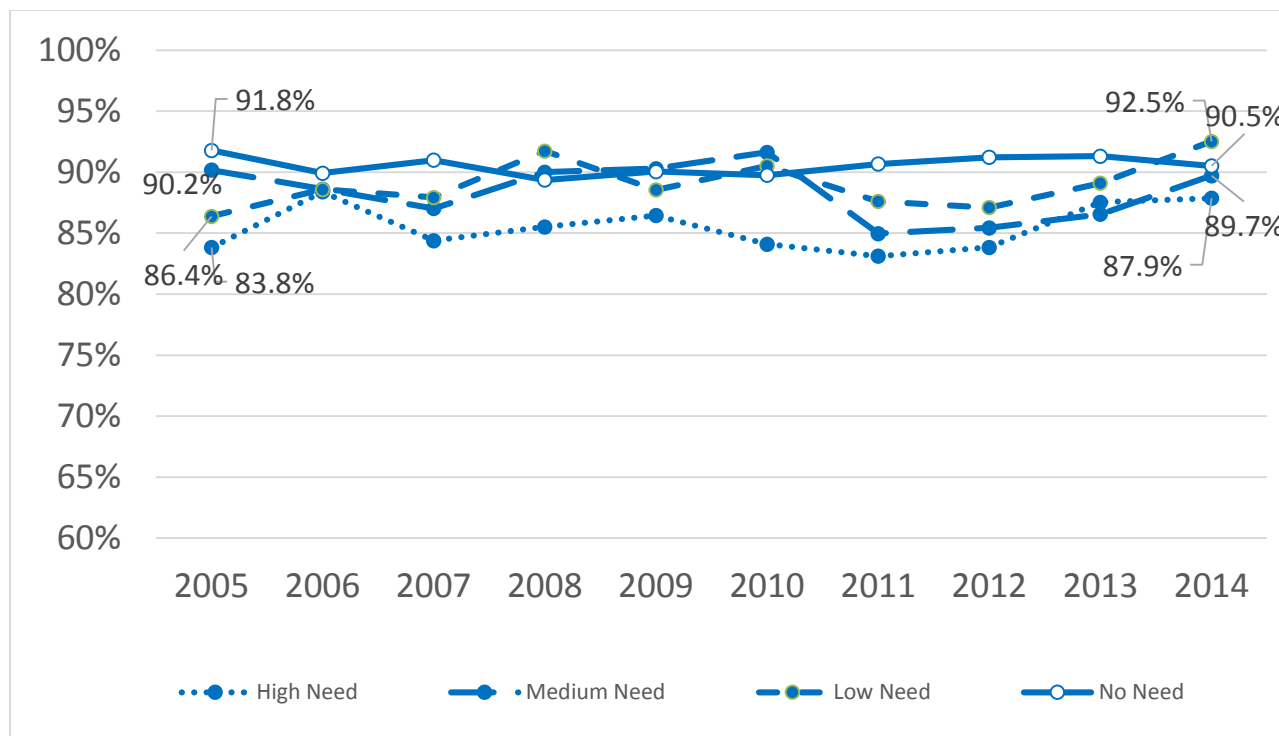
International student graduation rates were also noted in the 2014 report as a possible future concern. Although the number of international students is small by comparison to domestic students, their collective graduation rate is lower.

Figure 8: Six-Year Graduation Rates by Residency

7
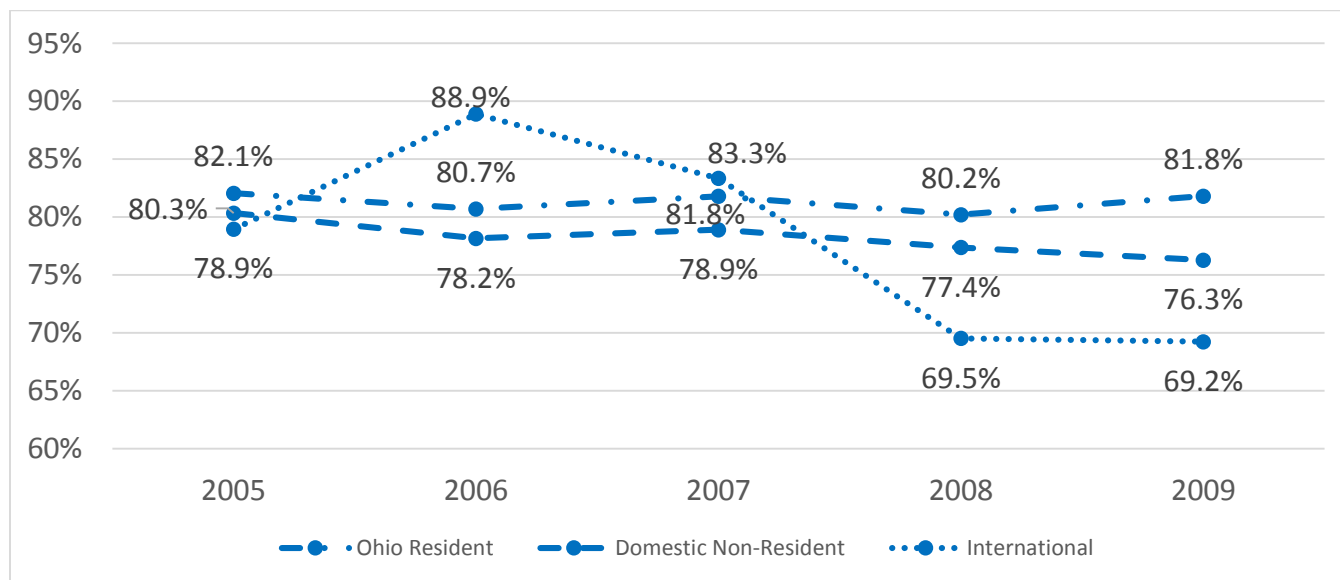
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Retention rates of international students have not been a good predictor of the six-year graduation rate. In fact, retention for international students continues to exceed domestic students.

Figure 9: Retention Rates by Residency
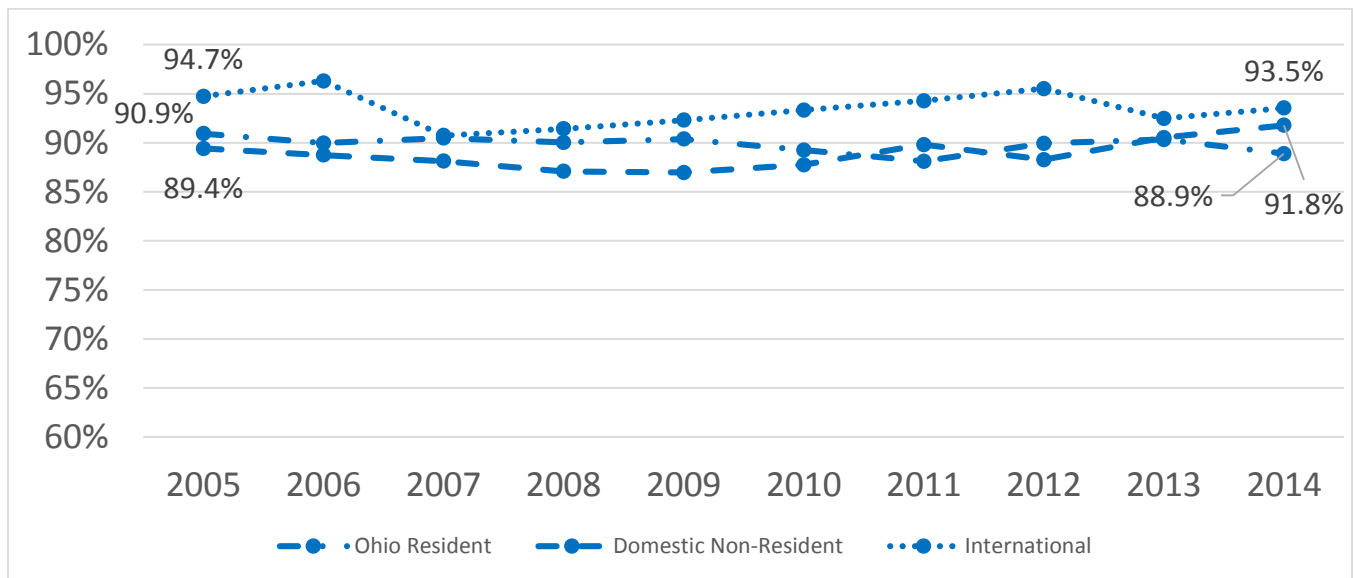
Since the completion of the 2014 report, Miami has conducted further research with respect to persistence and graduation factors, including partnerships with the Student Success Collaborative from Education Advisory Board (EAB) as well as analytics provided by Civitas Learning. One factor that has emerged as a significant variable for retention is first term Grade Point Average (GPA, Figure 10). In fact, first term GPA is the most powerful predictor of retention for incoming cohorts. Miami has identified two important cut-points affecting student retention. Students with a first-term GPA below 2.2 have six-year graduation rates below 50% (Figure 10), and students with GPAs of at least 2.2 but less than 2.8 have a statistically significantly lower six-year graduation rates than those whose first term GPA is at least 2.8 (Figure 10). Miami has had intervention practices for students with first term GPAs below 2.0 for a long time, and now, with these more recent data acquired in 2015-2016, Miami has initiated new, proactive intervention practices to outreach to students whose first term GPA was between 2.0 and 2.2, in addition to other 'at risk' student populations.

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Figure 10: Six-Year Graduation Rates by First Term GPA
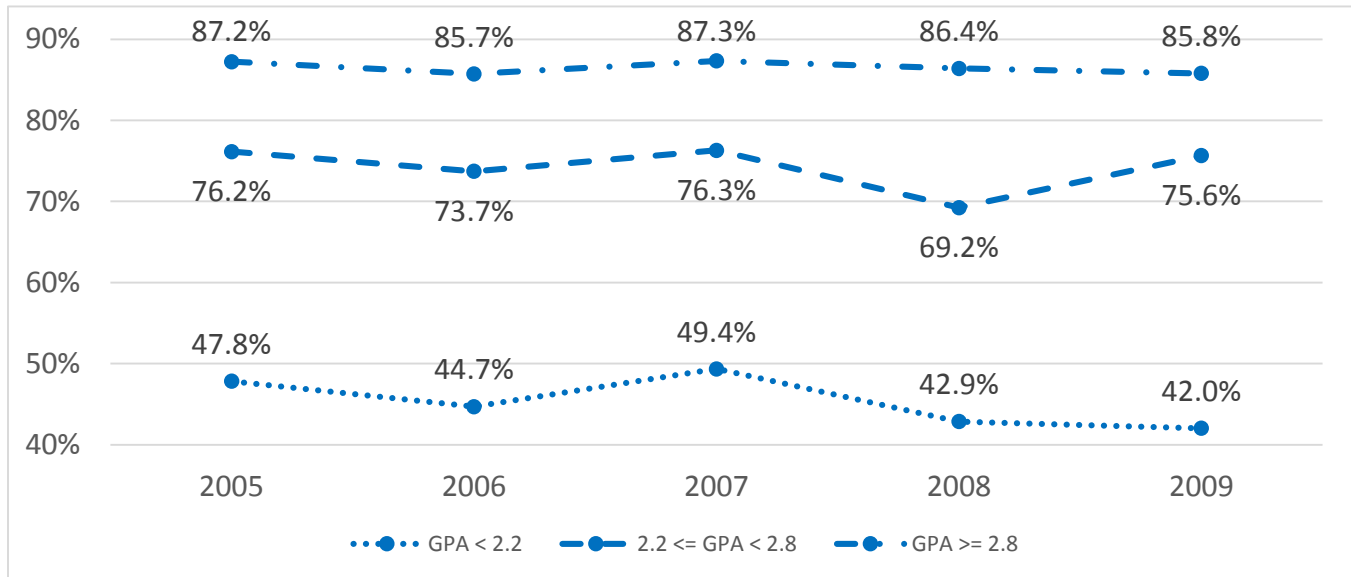
GOALS

College completion and student success are integral to Miami's seven-year strategic plan, the "Miami 2020 Plan," which was developed in 2013-2014. The unifying goal of the plan is to "promote a vibrant learning and discovery environment that produces extraordinary student and scholarly outcomes." The plan includes a set of metrics by which our progress will be measured.

Below are the metrics embedded in the plan that relate to the goal of increasing college completion and an update on how well we are achieving them:

Metric	Progress
Miami will achieve a six-year graduation rate of 85% and a four-year graduation rate of 75%." The regional campuses will increase the graduation rate by 10%, is equally ambitious.	For the most recent cohort (2009), Miami's four-year graduation rate is 65.3% and the six-year graduation rate is 79.9%. For the regional campuses, the six-year graduation rate is 19.4%, with a goal of 30.0%. Miami's Student Success Committee is continuing to monitor and develop strategies for improvement.
Within one year after graduation, 90% of graduates (excluding those enrolled in graduate or professional school) will be employed.	95.5% of Oxford bachelor's graduates and 97.5% of College of Professional Studies and Applied Sciences (CPSAS) graduates were employed after graduation.
Upon graduation, 75% of Oxford students who apply to graduate or professional school will receive at least one offer of admission.	Among 2014-15 graduates, 68% of Oxford graduates who intended to enroll in graduate/professional school were enrolled in school by fall 2015.

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Miami University Completion Plan Update

Metric	Progress
Upon graduation, all Miami students will have participated in a research (40%) or a similar experiential learning activity (100%), e.g., fieldwork, field or clinical placement, service-learning, public or private sector engagement, performances, and other applied learning activities.	Among 2014-15 graduates, 87% of Oxford graduates and 80% of regional graduates had either participated in research or participated in a similar experiential learning activity.
75% of Miami students will complete an internship before they graduate.	70.2% of Oxford undergraduates completed an internship, practicum, or student teaching before graduating.
60% of degree programs can be completed in three years or less through curriculum revision and by using different pedagogical approaches and modes of delivery.	As of fall 2016, 65% of degree programs can be completed in three years or less.
75% of Miami students will report that they feel welcome and have had significant and meaningful interactions with diverse groups.	On the Oxford campus, 77% report an average or high sense of belonging on campus and 97% had discussions with people of a different background. On the regional campuses, 55% reported an average or high sense of belonging and 98% had discussions with people of a different background.
All Miami students will have a curricular or co-curricular cultural learning experience (e.g., intensive community engagement, service-learning experience, intercultural or global learning requirement) by the time of graduation.	As the result of the Global Miami Plan's global learning requirement, all undergraduate students have had a curricular or co-curricular cultural learning experience by the time of graduation.
Miami Oxford will double the number of transfer students to 500 students, and Miami regionals will increase by 15% the number of transfer students to 500 students.	In fall 2015, there were 218 transfer students on the Oxford campus (down 9% from 2014) and 273 on the regional campuses (also down 9% from 2014). The Student Success Committee is monitoring this trend.

COMPLETION STRATEGIES

UPDATE ON 2014-2016 STRATEGIES

Theme	Strategy	Description	Progress Made Since 2014
Coordination	Revised Committees	Revise the membership of retention and advising committees to better coordinate efforts.	Formed new Student Success Committee; revised membership of Undergraduate Academic Advising Council; formed new grassroots Miami University Academic Support & Advising Association.
	Shared Mission & Metrics	Develop a shared mission for student success & advisement, goals as well as specific metrics and outcomes to align practice and measure progress. Report annually on findings.	Developed shared advising philosophy, outcomes and metrics, and created assessment plan and annual reports.

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Miami University Completion Plan Update

Theme	Strategy	Description	Progress Made Since 2014
	One-Stop Enrollment Center	Establish a one-stop center (virtual and physical space) to provide the services of the Bursar, Registrar, Student Financial Assistance, and advisement on a 24/7 basis.	Launched One Stop for Student Success in 2015.
Early Preparation and Intervention	Advanced Analytics	Purchase and launch Education Advisory Board's Student Success Collaborative which provides data analytics and predictive modeling to generate risk assessments for each Miami student; student success software platform to provide easily accessible dashboards for advisors; research on best practices in college completion; peer benchmarking; and consulting support.	Purchased EAB Student Success Collaborative and piloted it in two divisions in 2015-2016; university-wide implementation scheduled for 2016-2017.
	Early warning system	Identify and intervene with students who may be at risk for non-academic reasons.	In-house transition survey for first-year students with follow-up intervention created and implemented in fall 2015; to be continued in 2016.
	New Interventions and Support Mechanisms	For targeted populations of students who may be at risk but who have not been captured well in our previous systems.	New student success center launched in 2015, with staff who provide support to student populations at academic risk.
	Educational programs on healthy lifestyle and informed decision-making	Hire a consultant from the American Institutes for Research, and develop a plan for decreasing high-risk student behaviors, such as alcohol and drug use, eating disorders, and serious forms of misconduct.	New UNV 101 success course developed, piloted in fall 2014 and increased enrollment each year. Over 80% of first-year students are enrolled in UNV 101 for fall 2016. Bystander education incorporated into the UNV 101 course.
Advising & Academic Support	New Advising Staffing System	Move academic advising fully into the Division of Academic Affairs. This advisement will be supported by Residence Life staff who will provide additional socio-emotional and transitional guidance and mentoring.	Advising in Academic Affairs launched in fall 2015.
	Improved Advisor Training	Develop and implement comprehensive advisor training for all staff and faculty advisors and targeted academic support specialists with required and optional portions.	Comprehensive advisor training materials developed and made available online. Over 70% of advisors have completed all required portions of the training.
	Enhanced Recognition	Develop new advising excellence awards, and institute a "Master Advisor" designation which comes with modest professional development funds for those who complete all elements of the comprehensive advising training plan.	A new three-tiered system of advisor recognition has been developed: Level B for advisors who have completed required training; Level A who have completed required and optional training components; and Master Advisor status for those who complete required and optional training and demonstrate evidence of advising excellence.

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Academic Affairs Resolutions
Provost Callahan

Miami University Completion Plan Update

Theme	Strategy	Description	Progress Made Since 2014
Curriculum & Instruction	Revision of General Education (Global Miami Plan)	Revise general education program to advance written communication and critical thinking and other 21st century outcomes and include a new experiential learning requirement; project-based capstone.	New revised plan approved. Implementation began in fall 2015. Assessment plan underway to ensure quality of student learning.
	Transition Course	Develop new First-Year Experience (FYE) course for students.	New UNV 101 success course developed, piloted in fall 2014, and increased enrollment each year. Over 80% of first-year students enrolled in UNV 101 in fall 2016.
	Degree Completion Program	Create new degree completion program, tentatively titled Applied Liberal Studies, will be offered on the regional campuses.	New B.A./B.S. in Liberal Studies proposed and approved. Implementation begun fall 2015.
	Support for High-Ability Students	Provide enrichment and support for high-ability students (beyond those in the Honors Program) pursuing particular areas of study (e.g., pre-law, global studies, environment).	New University Academic Scholars Programs implemented on the Oxford campus; additional staffing to support and coordinate programs created in 2015-2016.
	Additional Degree Programs for Nontraditional Students	Propose new degree programs that are targeted at nontraditional and adult learners.	Received approval for B.A. in Community Arts, B.A. in Psychological Sciences, B.A. in Applied Social Sciences, B.A. in Applied Communication and B.A./B.S. in Liberal Studies, since 2014.
	Winter Term	Offer new winter term to assist students in meeting degree requirements in a more timely manner.	Launched winter term in 2014; have assessed and expanded it each year since its inception.
Policies & Procedures	Mid-Term Grade Expansion	Revise policy so that students with 45 or fewer earned credits at Miami will receive mid-term grades (compared to the previous policy which enables students with 16 or fewer credits earned at Miami or elsewhere to receive mid-term grades).	Policy approved and implemented in 2015.
	Reduction of Required Credit Hours for Graduation	Explore ways of reducing the semester credit-hour requirement for graduation from its current 128 credit hour requirement.	Departments that house degree programs that exceed 124 hours are in the process of revising their curricula. All degree programs must be at or below 124 credits by fall 2017.
	Reduction of Credit Hour Requirement for Relocation to Oxford Campus	Reduce the number of credits, from 20 to 16 credits, required for students to relocate from the regional campuses to the Oxford campus to increase number of students relocating to complete bachelor degrees offered only on the main campus.	Revised policy in 2015 to reduce the number of credits required for relocation and further clarified and revised again in 2016 to ensure that the 16 credits are graded.
	Annual Curricular Review and Elimination of Courses	Review and eliminate under-enrolled or outdated courses and degree programs annually to enable a more	Developed annual procedure for reviewing under- and non-enrolled courses, with courses

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Miami University Completion Plan Update

Theme	Strategy	Description	Progress Made Since 2014
		accurate listing of courses and streamlining of curriculum.	having low or no enrollment over three or more years eliminated.
	Multi-Term Course Scheduling and Registration	Move progressively toward a multi-term course scheduling and registration process to enable purposeful curricular planning and more accurate advisement.	Launched multi-term scheduling in 2014-2015.
	Revision of the Policy for Academic Integrity	Revise policies and support to include more opportunities for faculty to educate students about academic integrity.	Revised academic dishonesty policies and procedures in 2014.
Transfer & Articulation	Partnerships Coordination	Develop consistent policy and processes and enable university-wide coordination of efforts to better ensure sustained partnerships with schools, colleges and universities across Ohio, the nation, and the world.	Created new online workflow for the development and approval of partnerships to ensure consistency and quality in partnership agreements.
	Compliance with Ohio Board of Regents College Completion Initiatives	Fully comply with PLA with a Purpose as well as all TAGs, CTAGs, MTAG, and OTM requirements, as well as AP alignments to ensure smooth transfer and articulation with other universities in Ohio.	Website for faculty and chairs created to increase understanding; course matches and alignments developed or are in process for all relevant and existing TAGs, CTAGs, MTAGs, and AP requirements.
	Enhanced Website for Transfer Students	Create a smoother transition into Miami or when leaving Miami.	Created website at: http://miamioh.edu/onestop/your-records/academic-records/transfer-credit-eval/index.html; also created special advisor training module on transfer students.

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Miami University Completion Plan Update

2016-2018 STRATEGIES

Theme	Strategy	Description
Advising	Enhanced advisor development and recognition	Increase the percentage of advisors who have completed required and optional portions of advisor development and the percentage who receive Level A status.
	Data-driven academic advising	Institute the use of Education Advisory Board's Student Success Collaborative (a predictive analytics tool to aid retention) by advisors across all academic divisions and campuses.
Student Support	Enhanced student financial assistance	Institute a four-year guaranteed tuition, Miami Tuition Promise; increase need-based scholarships for undergraduate Ohio students.
	Assessment of existing programs designed to promote student success	Purchase and launch Civitas, a strategic analytics framework, to assess existing retention initiatives. Conduct in-house student satisfaction survey. Make improvements based upon findings.
	First-generation college student support	Design and launch an optional learning community for incoming, first generation students, which includes peer mentoring, success course, and faculty mentoring.
	International student support	Develop and begin implementing a comprehensive strategic plan for supporting international students.
	Military student support	Enhance proactive student support services; review and revise policies for military students as needed; create course matches for relevant Military Transfer Assurance Guides, and explore portfolio credit for experiential learning.
	Diverse domestic student support	Enhance and extend the "Bridges" program to include social events, success coaching, and intentional engagement with the Miami community.
Policies & Procedures	Scholastic regulation review	Conduct a holistic review of all scholastic regulation policies and procedures (warning, probation, suspension and dismissal), revise as needed, and create improvements in support for students in academic peril (e.g., alternative suspension program) as needed.
	Priority registration	Review and revise priority registration policy to create greater course availability for students who need it.
	Degree requirements	Reduce the credit hour requirement for graduation with a bachelor's and associate degree.
Curriculum & Instruction	Transition courses	Continue to enhance assessment of UNV 101 and other key introductory courses, and use data to improve course design, instruction and student success.

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Miami University Completion Plan Update

WORKFORCE DEVELOPMENT PRIORITIES

Miami University ranks nationally (40th in the nation) in *Forbes* magazine's list of "Best Value Colleges 2016." The rankings were done in partnership with the Center for College Affordability and Productivity. *Forbes* examined the U.S. colleges and universities "that provide students with the most value for the dollar," and made its assessment in part on the institution's expected time to degree, drop-out risk, and the value added of the degree.

A recent study conducted by Miami's Office of Institutional Research which tracked 2014-15 alumni career and educational placement, found the following:

Among 2014-15 alumni:

- 95.5% of Oxford bachelor's graduates were employed or enrolled in school as of fall 2015.
- 97.5% of regional campus bachelor's graduates were employed or enrolled.
- 95.9% of master's degree recipients and 98.1% of doctoral degree recipients were employed or enrolled.

The study relied on a variety of methods to identify alumni placement rates, including online surveys, phone calls, and National Student Clearinghouse records, resulting in a 74.8% graduate knowledge rate for Oxford and a 64.4% rate for the regional campuses.

Significant results from this study include:

- Among alumni who were not enrolled in graduate or professional school, 93.9% were currently employed, including 0.9% who were self-employed or running their own business. Among the 6.1% of alumni who were not employed, 3.2% were looking for a job, 0.8% were not currently looking for a job, and 2.2% had an unknown job-seeking status.
- 53.6% of alumni were working full-time, 3.6% were working part-time, and 36.8% had an unknown full time/part time status.
- 39.5% of employed alumni worked for their current employer previously, most commonly as an intern or co-op student (24.5%).
- 84.9% of employed alumni were working in a position that required a bachelor's degree or higher.
- The majority of employed alumni reported an annual (vs. hourly) salary, with a median annual salary range of $50,000 - $59,999. Among all employed alumni, 17.7% earn from $40,000 - $49,999 per year, 29.0% earn from $50,000 - $59,999 per year, and 13.5% earn from $60,000 - $69,999 per year.

In 2014, the Ohio Department of Higher Education approved an Ohio Means Internships & Co-ops grant for $748,566. The grant was designed to support key Ohio industries, including bio-health, energy, automotive, advanced manufacturing, polymers, aerospace and aviation, food processing, financial services, information technology, and consumer products. The grant has been used to develop over 140 new co-op and internship placements in Ohio (with over 40 in the start-up community) and to fund related initiatives on both the Oxford and regional campuses.

Below is a list of the initiatives that have been generated as an outgrowth of the grant:

- Every academic department now uses a specially numbered internship courses with variable credit so that internships can be transcripted and tracked.
- A new Cincinnati Digital Innovation Center with a focus on cross-disciplinary internships at local and regional technology companies has been created with a class of enrolled students in the spring 2016 semester.
- Two new employer development committees have been created, consisting of over twenty faculty and staff focused on developing internships for students in underserved majors, particularly in the humanities and creative arts. Faculty members on these committees receive stipends and specialized workshop training.
- A mobile app has been developed for Miami Career Services by a Miami Agile Launchpad student class.

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Miami University Completion Plan Update

- Miami faculty and staff are collaborating with University of Cincinnati and other local schools for OMIC 2.5 with the goal of enhancing internship support.

With the two-year continuation of the co-op/internship state grant funding, Miami's regional campuses have been focusing on assisting local employers with hiring qualified co-ops and interns in the STEM disciplines, particularly emphasizing engineering and information technology areas. Below is an update on the key regional campus initiatives that have been launched as an outgrowth of the continued state grant funding:

- Since summer 2014, 25 wage subsidies have been disbursed. Employers have been reimbursed at 40% for co-op/internship wages up to a maximum of $2,400 per student.
- A new speakers program was launched this past year which focused on "The Art of Professionalism in the Workplace."
- A contract with Simplicity has been signed to develop a student-employer database customized career system (called Career Link). Career Link will allow students to upload resumes into a database to be viewed by interested employers.
- A new interviewing workshop book, customized for the regional campus student, has been purchased.
- A new and permanent job coordinator was hired in August 2014.

CONCLUSION

Student success is integral to the mission and operation of Miami University. The 2016 *U.S. News & World Report* rankings recognize Miami as the **second highest public university in the United States** in the category of "**Strong Commitment to Undergraduate Teaching.**" Only 19 national universities are noted for such commitment. Miami has appeared on this short, elite list since the inaugural year of the rankings in 2009, and has been in the top five among public universities for six years in a row. *Kiplinger's Personal Finance* magazine listed Miami as one the **"100 Best Values in Public Colleges"** for 2016, ranking Miami 50th among in-state best values nationwide for public universities and 33rd for public university best values for out-of-state students. Miami has appeared on the list since it was first published in 1998.

Although Miami has attained national prominence for its ability to graduate students on time and prepare them for life beyond college, the university does not intend to rest on its laurels. Miami is and will continue to be vigilant in adopting a data-driven and forward-thinking approach to ensure continuous improvement.

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MIAMI UNIVERSITY
OXFORD, OH · EST. 1809

Academic and Student Affairs
June 24, 2016

RESOLUTION R2016-44

REVISIONS TO THE REMEDIATION-FREE STANDARDS

WHEREAS, Miami University Board of Trustees Resolution R2014-06 adopted the remediation-free standards established by Ohio's public college and university presidents in December 2012, and the related assessment requirements, into Miami University student placement policies; and

WHEREAS, in 2016, the standards were recently updated with technical revisions by ODHE (with faculty panel input), and approved by the IUC and OACC presidents; and

WHEREAS, the specific revisions include:

- Removal of COMPASS Assessment for both English and Mathematics
- Recommended change to increase ACT Reading Sub-Score to >22 (previously >21)
- Removal of Accuplacer Elementary Algebra Assessment while retaining Accuplacer College Level Mathematics Assessment
- Addition of MapleSoft T.A. for Mathematics only, required score >50% correct responses
- Addition of ALEKS for Mathematics only, required score >46
- Addition of PlaceU (WebAssign) for Mathematics only, required score >18

NOW, THEREFORE BE IT RESOLVED that the revisions proposed by the Ohio Department of Higher Education (with faculty panel input) and approved by the Inter-University Council, and Ohio Association of Community Colleges, in 2016, are hereby adopted.

Approved by the Board of Trustees
June 24, 2016

T. O. Pickerill II
Secretary to the Board of Trustees

Miami University

Recommendation to the Board of Trustees

For Action

Date:

Title: ADOPTION OF REVISIONS TO THE UNIFORM STANDARDS FOR REMEDIATION-FREE STATUS

Synopsis: Language in Ohio Revised Code Section 3345.061 requires the university presidents to jointly set uniform statewide standards and assessment benchmarks in mathematics, science, reading, and writing that each student enrolled in a state institution of higher education must meet to be considered remediation free. The statute further requires boards of trustees to take formal action to adopt said standards and assessments into institutional policies. The standards and assessments were approved by Miami's Board of Trustees in 2013. Since then, the said standards have been updated with technical revisions by the Ohio Department of Higher Education (with faculty panel input) and approved by the Inter-University Council and Ohio Association of Community College Presidents and now require Miami's Board of Trustees to take action to approve and adopt the revised standards.

It is recommended that the Board of Trustees adopt the updated standards and assessment benchmarks created by the statewide faculty panels and approved by the Inter-University Council and Ohio Association of Community College Presidents in 2016. For the purposes of the following standards and assessments, a student deemed remediation free in a subject will be eligible to enroll in a college credit-bearing course in that subject, including College Credit Plus courses. These remediation-free standards and thresholds are not intended to replace institutional placement policies. Each institution may adopt and implement placement policies to ensure that each student is provided the best opportunity to succeed in his/her course of study. Admitted students who are deemed remediation free are still subject to any prerequisite and placement testing requirements for specific academic programs. The standards, expectations, and assessment thresholds in this document are recommended for implementation beginning with the Fall 2016 academic term.
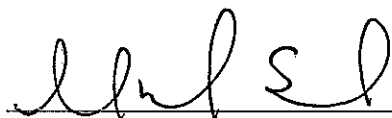
STATEWIDE STANDARDS FOR REMEDIATION-FREE STATUS

Area	ACT	SAT	Accuplacer	COMPASS	MapleSoft T.A>	ALEKS	PlaceU (WebAssign)
English Sub Score	18 (or higher)	Writing 430 (or higher) Critical Readings 450 (or higher)	Sentence Skills 88 or <5 on Writeplacer	Not recommended	N/A	N/A	N/A
Reading Sub Score	22 (or higher)	450 (or higher)	80	Reading Scale Score 88	N/A	N/A	N/A
Mathematics Sub Score	22 (or higher)	520 (or higher)	IO8EA or 69CLM	Not recommended	≥ 50% correct responses	≥ 46	≥ 18

Prepared by:

Phyllis Callahan, Provost and Executive Vice President, Academic Affairs

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E-Learning Miami

Board of Trustees Update

June 23, 2016

Phyllis Callahan, Provost
Lindsay Carpenter, Budget & Operations Manager

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Oxford e-Learning Market Strategies

1. Undergraduate Courses:
    a. Increase non-MU students taking courses (non-matriculating)
    b. Offer the 25 courses with highest rates of transfer (summer / winter) online
        –> Decrease the number of MU students transferring credits from other
        institutions

2. Certificate Programs: Increase available online certificates
        Also undergraduate Bridge Programs, e.g. Speech Pathology

3. Graduate Programs: Increase available online graduate degree programs

4. Global e-Learning - Postponed

2

Oxford Strategy 1a:

Increase in online credit hours per AY taken by *non-matriculating* students

Incomplete Year
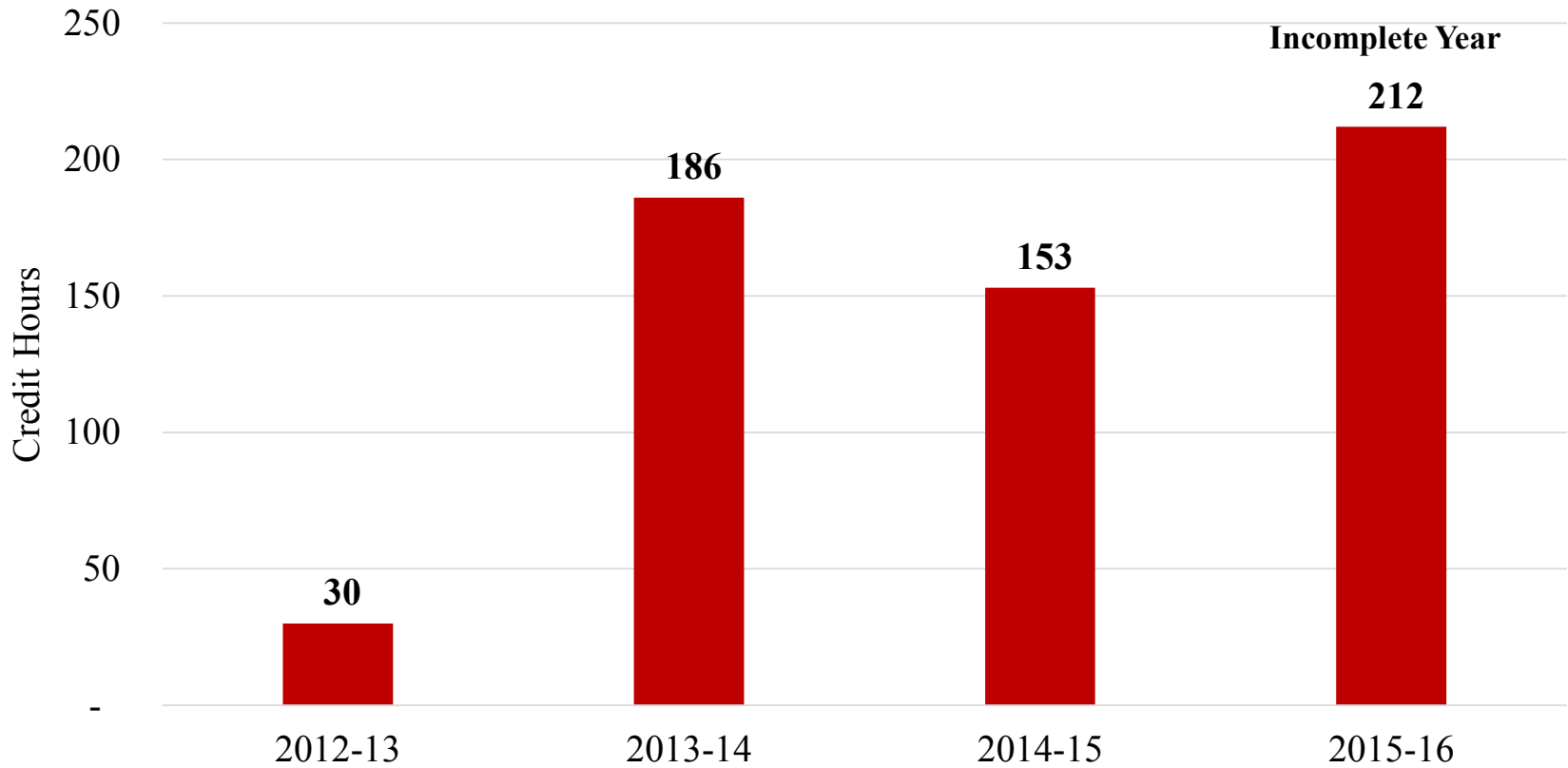
Although there is an upward trend, the increase in credit hours is relatively small.

IA data 6.7.16

Oxford Strategy 1a:

Total **credit hours** taken per AY by *non-matriculating* students
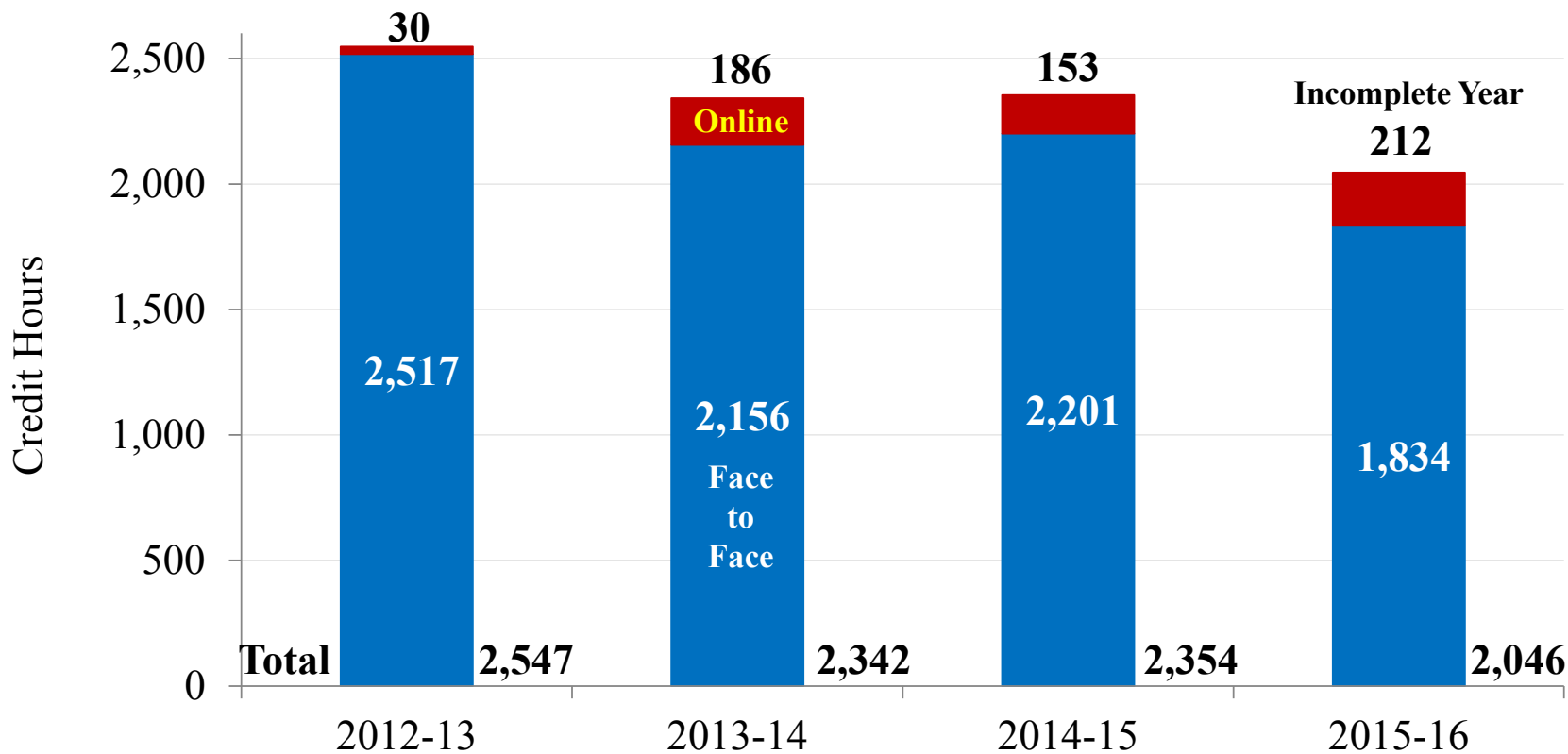
While online hours are increasing, overall credit hours taken by non-matriculating students are decreasing.

Non-matriculating credits are less than 0.5% of total credit hours in a year.

IA data 6.7.16

4

Oxford Strategy 1b:

Decrease the number of MU students transferring credits from other institutions
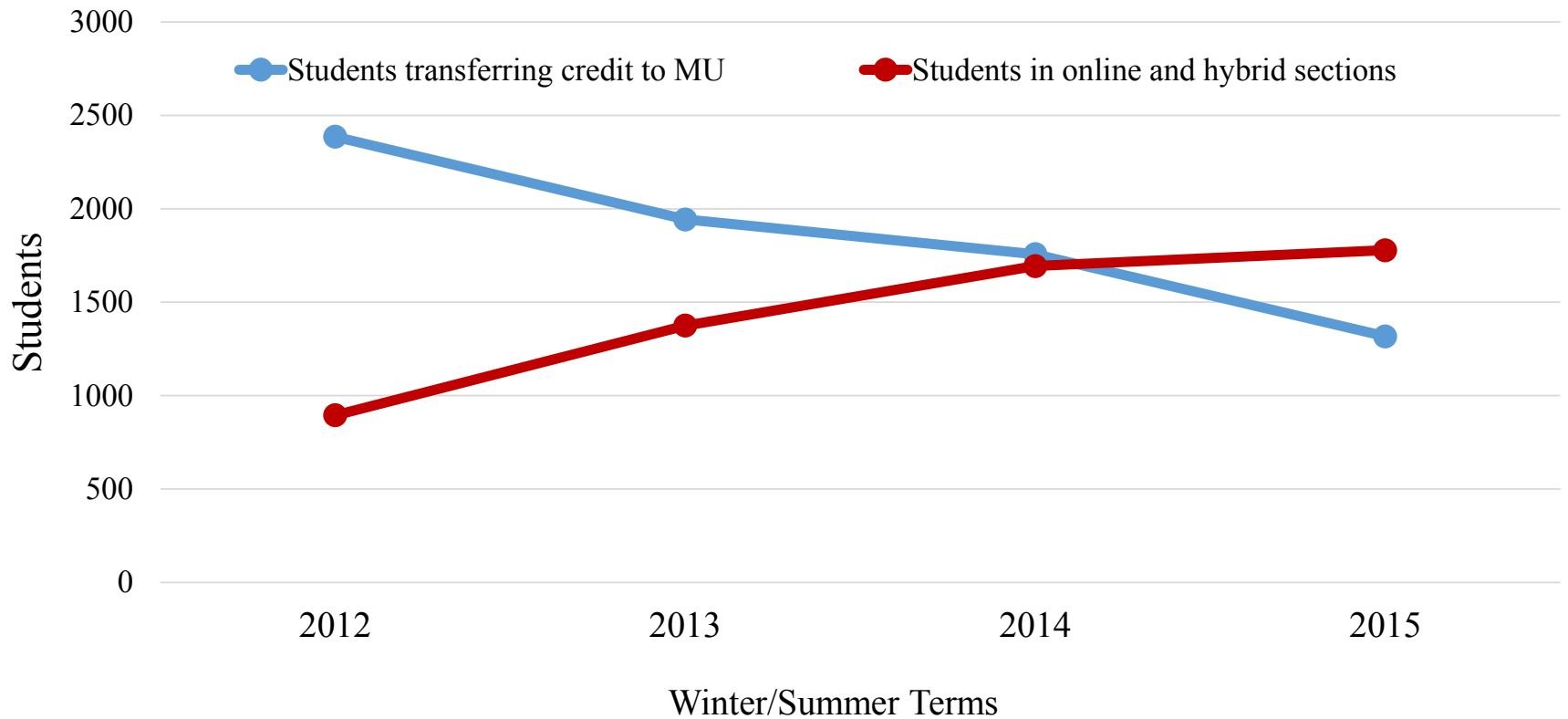
We've been successful in decreasing the number of students transferring credit hours back to Miami University.

Banner data 6.7.16

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Oxford Strategy 2

Grow Online Certificate Programs

- Special Education Licensure (Graduate)
- Analytics (Graduate)
  - NB: Speech Pathology graduate prerequisite courses

Oxford Strategy 3

Grow Online Graduate Programs

- Low Residency MFA

- ***Conducting Market Analysis***
  - *Determine national and regional growth areas for online education.*
  - *Education Advisory Board through the Continuing Online Education Forum*

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Oxford Strategy 4

Grow Online Offerings for International Partners

Strategy Postponed

Major Challenges - Differences in:
- Online delivery expectations
- Technology requirements
- Restriction of Content

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Update on Miami's Progress with ONLINE Offerings

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Total Miami* Undergraduate Credit Hours**
100% Online vs Other Delivery Modes
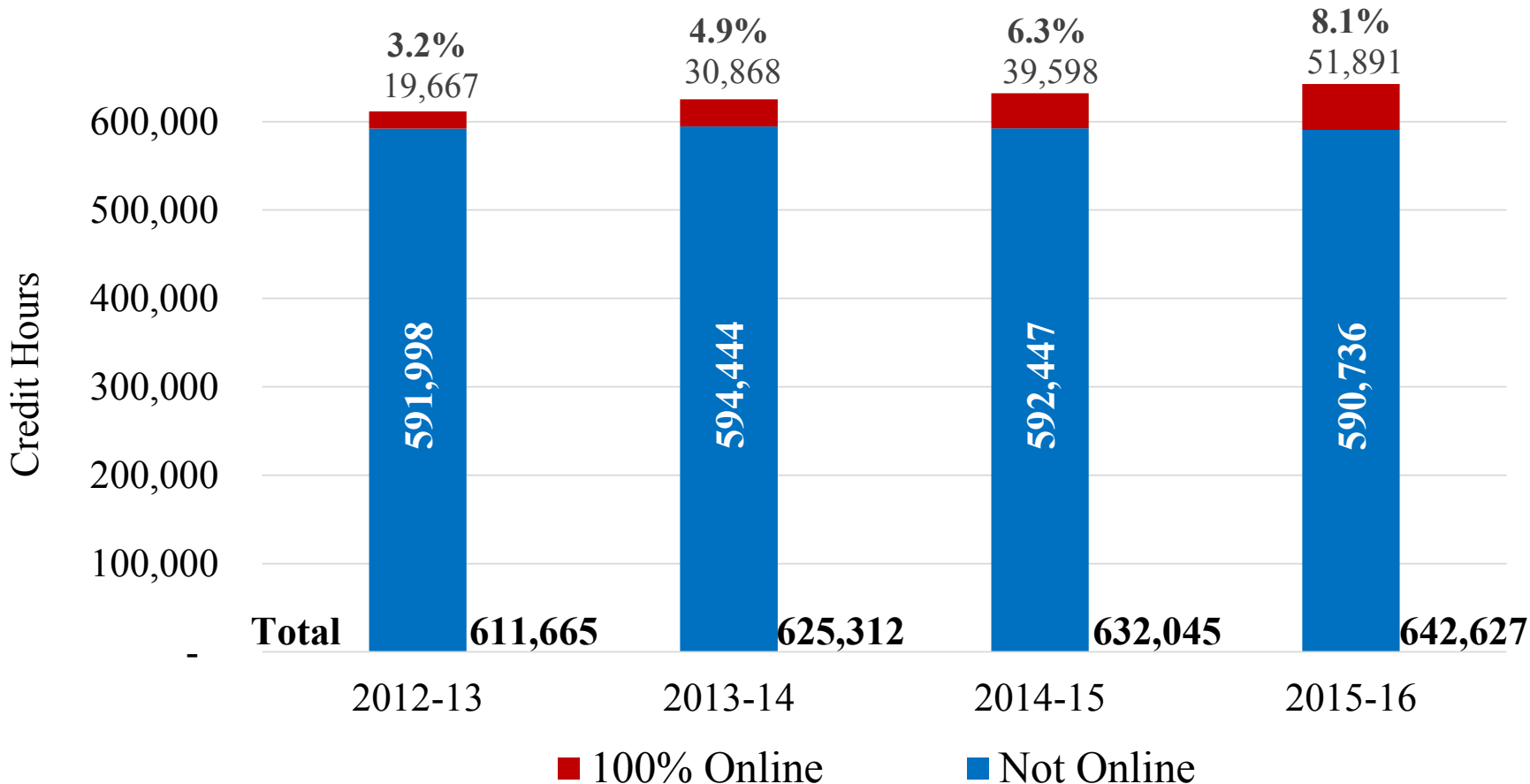
* Oxford and Regional made progress toward the Miami 2020 Plan Goal of 10%
** ALL TERMS = Academic Year + Summer + Winter Terms.

IA data 5.1.16

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Total **Oxford** Undergraduate Credit Hours**
100% Online vs Other Delivery Modes

1.2%
5,760

2.3%
11,380

3.3%
16,520

4.9%
25,250

466,490 474,930 483,653 493,145

Total **472,250** **486,310** **500,173** **518,395**

2012-13 2013-14 2014-15 2015-16

■ 100% Online ■ Not Online

*** ALL TERMS = Academic Year + Summer + Winter Terms.*

IA data 5.1.16

10
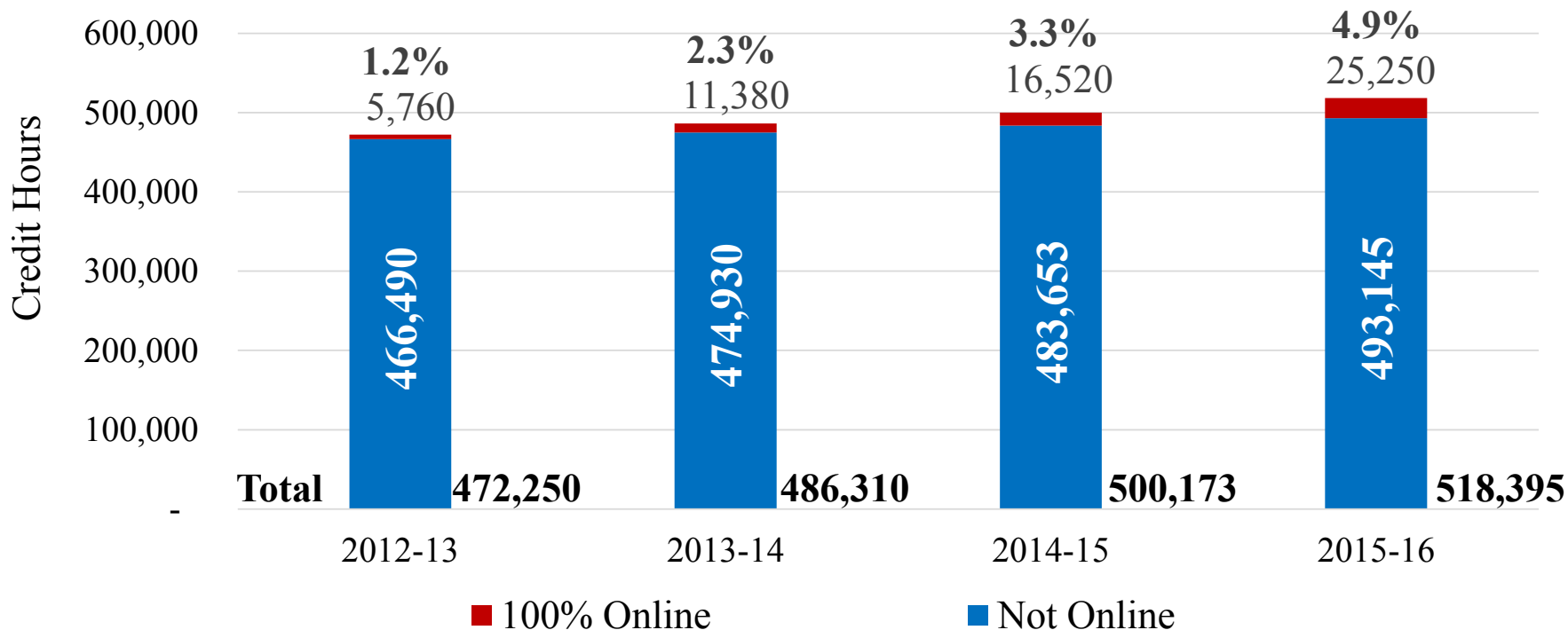
Total **Oxford** Undergraduate Credit Hours**
Hybrid vs Other Delivery Modes
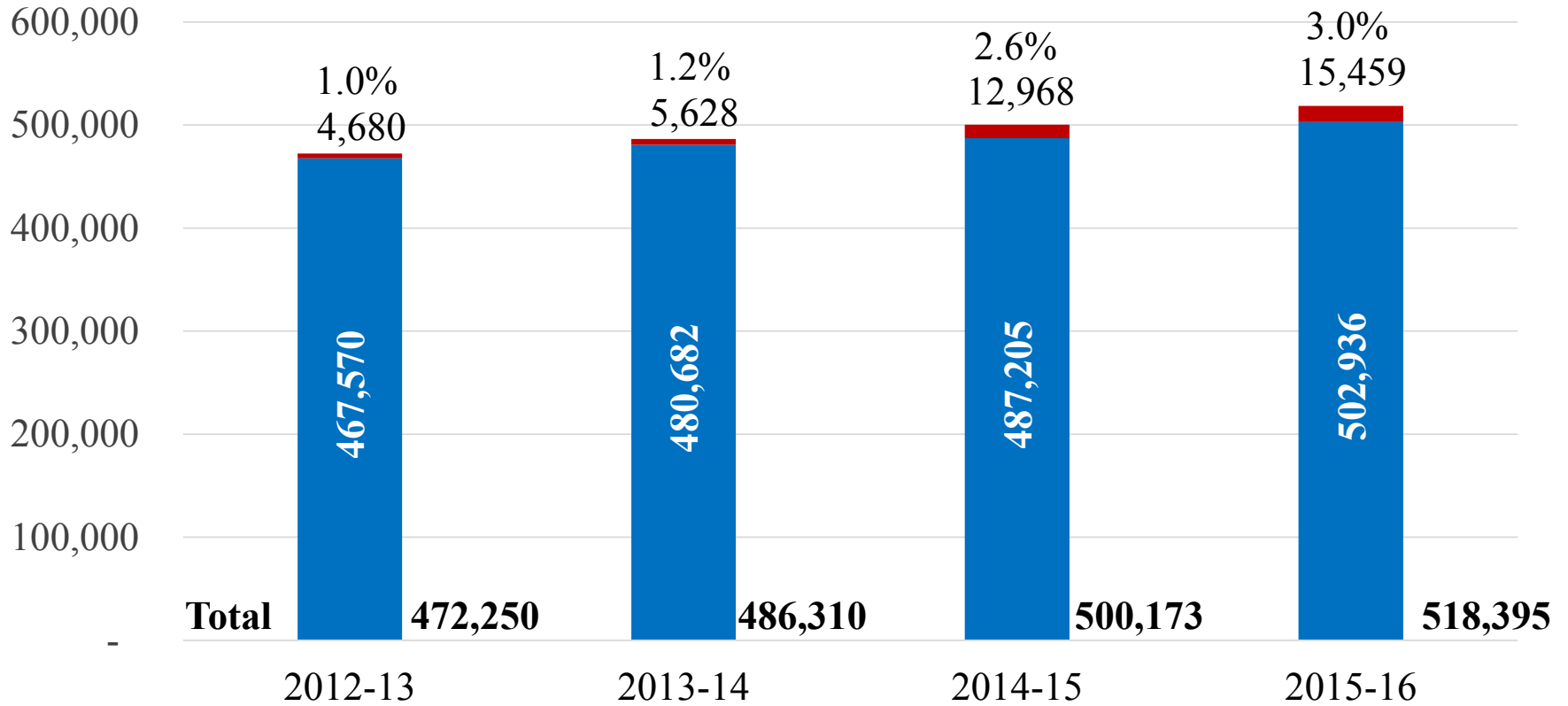
	2012-13	2013-14	2014-15	2015-16
Hybrid %	1.0%	1.2%	2.6%	3.0%
Hybrid	4,680	5,628	12,968	15,459
Not Hybrid	467,570	480,682	487,205	502,936
Total	**472,250**	**486,310**	**500,173**	**518,395**

Legend: ■ Hybrid ■ Not Hybrid

IA data 5.1.16

*** ALL TERMS = Academic Year + Summer + Winter Terms.*

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Total **Oxford** Undergraduate Credit Hours**
100% Online + Hybrid vs Face-to-Face
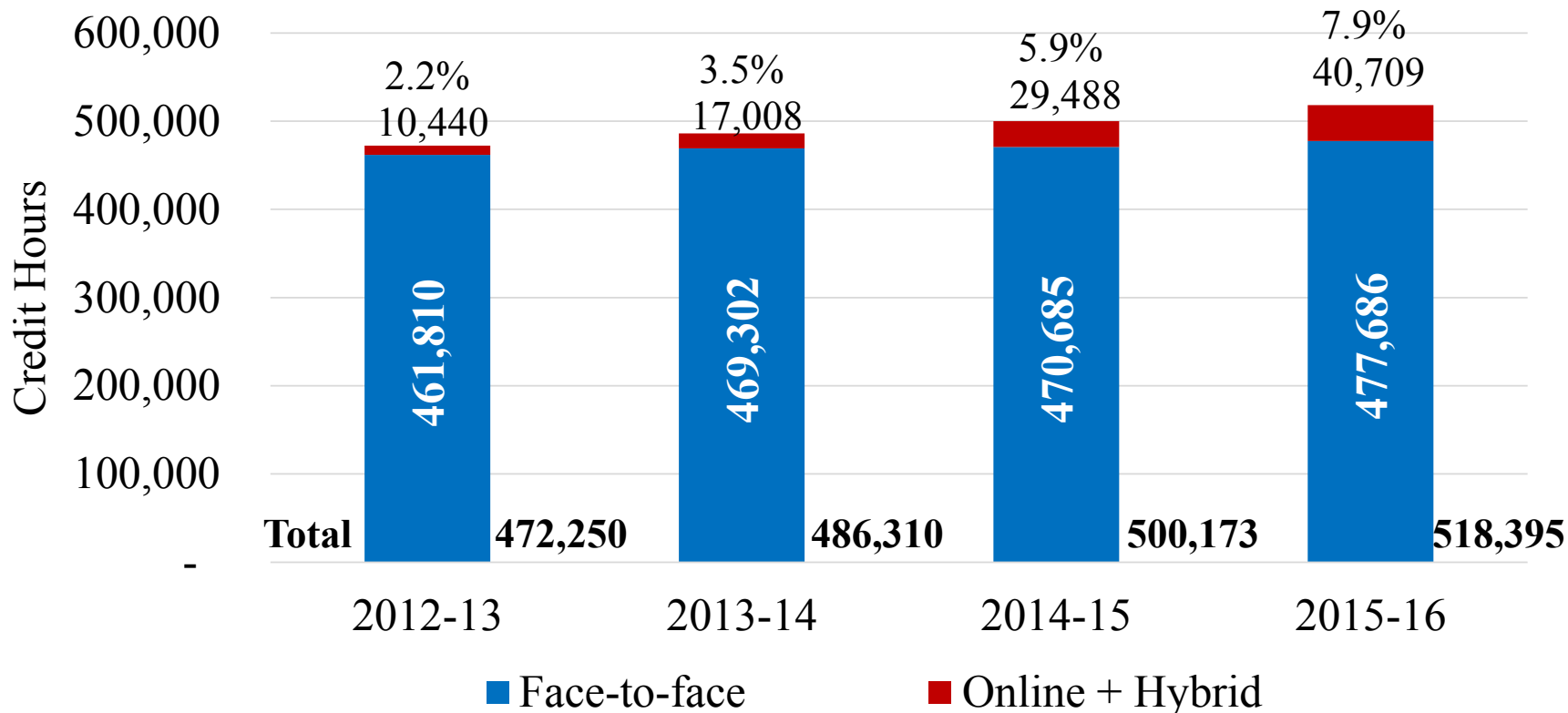
** ALL TERMS = Academic Year + Summer + Winter Terms.

Total **Miami* Online** Credit Hours
Taken in Summer and Winter Terms
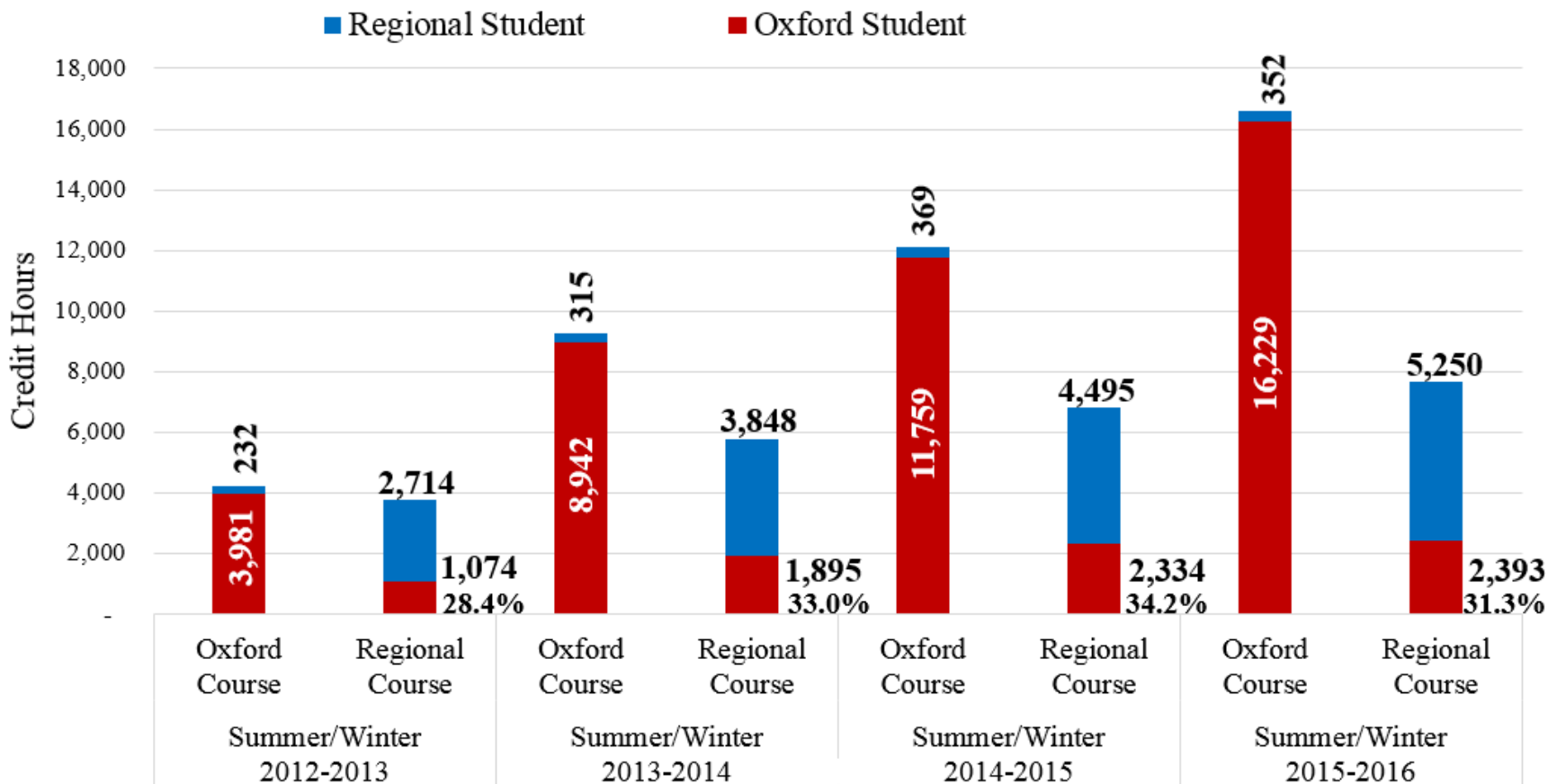
* Online (Undergrad and Grad) is growing at both Oxford & Regional campuses. While cross campus enrollment is increasing, proportionally it is relatively stable.

IA data 5.1.16

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Summary

1. Relatively small increase in online credits generated by *non-matriculating* students.

2. International Strategy – on hold at this time.

3. Increase in the number of students taking online classes AND a decrease in the number of students transferring credits to MU over summer / winter terms.

4. Focus on Summer and Winter terms -> increases in online offerings with little cross-campuses enrollment.

5. Graduate certificates and degree granting programs - developed and offered.

6. Making progress toward 2020 goal of 10% of credit hours to be offered online; currently at 8.1%.

7. Expectation differences between Oxford and Regional Campuses.

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GOOD NEWS FROM ACADEMIC AFFAIRS

May 2016 – June 2016

Jim Friedman named ASG Professor of the Year

5/5/16 Friedman is this year's Outstanding Professor, named by Miami's Associated Student Government for his "creativity, enthusiasm and dedication to students inside and outside of the classroom." Professors are nominated by graduating seniors for having a profound impact.

Friedman teaches creativity as the White Family Clinical Faculty in the Institute for Entrepreneurship at the Farmer School of Business. He joined Miami in 2008, bringing with him extensive and award-winning experience as a writer, producer and director as the founder, chief creative officer and vice president of marketing for Blind Squirrels Production Group (1999-2013).

He was involved in the production of more than 150 television specials for ESPN, PBS, WGN, USA Network and local stations. He also directed 11 national prime time television dramas. He won 1 national Emmy and 64 regional Emmys.

He also conducts workshops across the university on creativity and innovation and is known for his energetic, inspiring sessions. Friedman's been known to stand on tables, wear tuxedo socks and mix things up to make his point for students, faculty and staff who enjoy one of his talks.

New Leadership Development opportunities for students at FSB

5/6/16 - Miami University's Farmer School of Business is combining two of its successful leadership development programs into the new William Isaac & Michael Oxley Center for Business Leadership.

The Center for Business Excellence (CBE) and the Buck Rodgers Business Leadership program are joining forces.

The new center — named to honor two Miamians who significantly impacted the U.S. economy through their public service and who each pledged $1 million for the center — was dedicated on May 12 in the Farmer School of Business' Forsythe Commons.

William Isaac (Miami '66) served as chairman of the Federal Deposit Insurance Corporation (FDIC) from 1981 to 1985. He founded the regulatory consulting firm The Secura Group LLC, which is now part of FTI Consulting Inc., where he is senior managing director – global head of financial institutions.

Mike Oxley (Miami '66) served as an Ohio congressman for 25 years and, as chairman of the House of Representatives Financial Services Committee, co-sponsored the landmark anti-corporate fraud law that bears his name (the Sarbanes-Oxley Act of 2002). Mr. Oxley died on Jan. 1, at age 71.

Miami to award 3,889 degrees: Sir Ken Robinson keynote speaker

Miami University President David Hodge presided over this year's commencement ceremony at Yager Stadium on May 14; there were 3,889 degrees awarded. Degrees included: 60 certificates, 125 associates, 3,372 bachelor's, 319 master's and 13 doctorates.

Sir Ken Robinson, internationally acclaimed expert on creativity, was the keynote speaker at this year's commencement ceremony. During the ceremony, doctoral candidates were individually recognized and hooded; master's degree candidates were individually recognized; bachelor's and associate degree candidates were recognized by division; and ROTC candidates were commissioned.

Summer reading book, "Spare Parts," focuses on overcoming adversity

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GOOD NEWS FROM ACADEMIC AFFAIRS

May 2016 – June 2016

Spare Parts: Four Undocumented Teenagers, One Ugly Robot, and the Battle for the American Dream has been chosen for Miami University's 2016 summer reading program. The program is now in its 35th year.

Spare Parts, by Joshua Davis, tells the story of four students in the robotic club at Carl Hayden Community High School in Phoenix, Arizona, who built 'Stinky,' an underwater robot. It details their trials and triumphs when they entered the robot in a competition and also shares what happened to the four later in life.

Davis, a writer, journalist, co-founder of Epic magazine and contributing editor for Wired magazine, will be the speaker at Miami's convocation at 9 a.m. Friday, Aug. 26. First-year Miami students will read the book before arriving on campus and participate in a discussion of the book after convocation.

Miami receives fourth 2016 Beckman Scholars Institutional Award

Miami University is one of only12 institutions nationwide to receive the Arnold and Mabel Beckman Foundation's 2016 Beckman Scholars Program Institutional Award.

The $130,000 award supports undergraduate research and faculty mentoring for select students in Chemistry, Biochemistry and the Biological Sciences. Five students will be selected over three years as Beckman Scholars. They will receive $19,300 scholarships to work with Miami faculty members on research that extends over two summers and part time during the intervening academic year.

This is Miami's fourth Beckman Scholars Program Institutional Award — the others were received for 2003-2005, 2006-2008 and 2010-2012.

Miami's Masters of Accountancy ranks in top ten

Miami University's Master's of Accountancy Degree at the Farmer School of Business has been ranked No. 7 by College Choice in its 2016 Best Master's in Accounting Programs.

The rankings are designed for prospective accounting students and are based on academic quality, student satisfaction, reputation in the field and return on investment.

College Choices says, "Accounting classes provided at Miami University (Ohio) are among the best in the state and provide in-depth knowledge and experience of accounting and finance."

The rankings also highlight Miami's optional term at the International Summer School at the University of Seoul, where finance classes are taught in English and students participate in experiential field trips.

In the current market, accountancy ranks as the third best job with a median salary of about $66,000. Additionally, the Bureau of Labor Statistics projects a growth of nearly 150,000 jobs in the industry by 2024.

Miami's program qualifies students to sit for the CPA exam in Ohio and most other states upon completion.

GOOD NEWS FROM ACADEMIC AFFAIRS

May 2016 – June 2016

New Community Outreach programs says it's "cool" to code

5/26/16 Miami started a new program this spring that has forged a collection of strong partnerships, both within the university and with the local community, and its name tells you exactly what it is all about.

Girls Who Code is a national organization that, according to its mission statement, "works to inspire, educate, and equip girls with the computing skills to pursue 21st century opportunities." There are currently clubs in 25 states, including six in Ohio.

Professor Jerry Gannod and Assistant Professor Daniela Inclezan, both faculty members in the Department of Computer Science and Software Engineering, serve as advisors. They are reaching out to alumnae to assist with running the club.

Erin Mills (Miami '10), senior application developer I in Miami's IT services division, became involved with this group when Professor Gannod invited her to be involved in the first-year program. Ms. Mills invited her coworker, Emily Schmidt (Miami '12, MS '15), application developer II, to also participate. Although neither had worked with the program before, they were very excited about this opportunity. (Learn more about Mills in this month'sIT Profile.) "The program allows girls to get hooked on programming early," said Schmidt. "Without that experience, you don't know if you are going to like it."

President Hodge honored at Ohio statehouse for his leadership

5/26/16 Miami University President David Hodge was recognized for "unwavering dedication" to higher education and "a record of professional achievement that is worthy of emulation" by the Ohio House of Representatives and the Ohio Senate, Wednesday, May 25.

The legislature honored Hodge as he is about to retire after 10 years as President of Miami. Upon his retirement, President Hodge will have completed 42 years in academia.

The House resolution cited Hodge's support for countless students over the years. "Always sincere and energetic in his approach to his work, David Hodge has displayed a genuine commitment to attaining his myriad goals in a skillful and professional manner, and he is truly deserving of high praise," the resolution stated, in part.

The Senate resolution also stated: "Throughout his career, President Hodge has clearly shown the potential for each person to have a positive effect on the quality of life in our society."

State Sen. Bill Coley, who sponsored the Senate resolution, said, "It's an honor to recognize President Hodge for the impact he has made on the students and faculty of Miami University throughout his decade of service to Miami University and southwest Ohio."

The House resolution was sponsored by Representatives Tim Derickson, Margaret Conditt, Wes Retherford, Michael Henne, Scott Ryan, Denise Driehaus, Dorothy Pelanda, Kent Smith and Sarah LaTourette, and co-sponsored by Representatives Ron Amstutz, Andrew Brenner and Bill Hayes.

"Miami University is a special place in this state …," Derickson said. "Every president (at Miami) has accomplished a lot, but President Hodge, frankly, you've accomplished as much as any that have preceded you."

Upon receiving the honor, Hodge said, "It's been a privilege to be here in Ohio, to work with the legislature, to work with my fellow presidents throughout the higher education system, and above all, to work with the dedicated staff and faculty at Miami who have an unbelievable commitment to making sure that our students, that our state, and our nation have a better future. And in the words that we like to give to each other that symbolize commitment: Love and Honor."

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BOT Student Affairs/Academic Affairs

Agenda Item	FY2017 Sep	Dec	Feb	Apr	Jun	Retreat	FY2018 Sep	Dec	Feb	Apr	Jun	Retreat
Public Business Session - Announcements												
Chair	x	x	x	x	x		x	x	x	x	x	
Student Trustees	x	x	x	x	x		x	x	x	x	x	
ASG Updates	x	x	x	x	x		x	x	x	x	x	
University Senate Updates - Executive Committee Chair	x	x	x	x	x		x	x	x	x	x	
Student Affairs Reports - Vice President for Student Affairs												
Presentations and Reports:												
VP Update - As Necessary	x	x	x	x	x		x	x	x	x	x	
Student Counseling and Mental Health (every two years)			x									
Rinella Learning Center and Student Disability Services (every two years)									x			
Student Engagement and Service (every two years)				x								
Community Relations	x									x		
Serving Diverse populations	x						x					
Fraternity/Sorority/Greek Affairs		x						x				
Student Wellness					x						x	
Sexual Assault Prevention			x						x			
Annual Report on Initiatives and 2020						x						x
Written Report Only:												
Student Affairs "Good News"	x	x	x	x	x		x	x	x	x	x	
Program Review/Assessment					x						x	
Campus Safety Data (Office of Ethics and Student Conflict Resolution)	x						x					
Student Housing Occupancy Update (HOME Office Update)	x		x				x		x			
Integrity (Joint with Academic Affairs)				x						x		
Miami Tribe/Myaamia Center (joint with Academic Affairs)				x						x		
Leadership Initiatives					x						x	
Orientation and New School Year Activities		x						x				
Living Learning Communities			x						x			
Student Activities and Programming	x						x					
Enrollment Management and Student Success - VP for EMSS												
Presentations and Reports:												
VP Update - As Necessary	x	x	x	x	x		x	x	x	x	x	
Enrollment/Scholarships/Admissions Update	x	x	x	x	x		x	x	x	x	x	
Career Services and Placement				x						x		
Student Debt					x						x	
Student Success/Retention Update		x						x				
Winter Term Update (EMSS, with assistance from Academic Affairs)			x						x			
Annual Report on Initiatives and 2020						x						x
Written Report Only:												
EMSS "Good News"	x	x	x	x	x		x	x	x	x	x	
Year end 2020 Scorecard	x					x						x
Academic Affairs Reports - Provost												
Presentations and Reports:												
Provost Update, to include faculty update, as applicable	x	x	x	x	x		x	x	x	x	x	
Academic Advising		x						x				
E-learning					x						x	
Winter Term Update (EMSS, with assistance from Academic Affairs)			x						x			
Annual Report on Initiatives and 2020						x						x
Written Report Only:												
Academic Affairs "Good News"	x	x	x	x	x		x	x	x	x	x	
International Education and Study Abroad		x						x				
Honors Program			x						x			
Accreditation Updates	x						x					
Integrity (Joint with Student Affairs)				x						x		
Miami Tribe/Myaamia Center (joint with Academic Affairs)					x						x	
Academic Dean's/Program Director's Reports - All (except MUDEC) typically include a tour												
College of Liberal Arts and Applied Sciences							x					
College of Engineering and Computing								x				
College of Arts and Science										x		
Research/Graduate School (to include Partnerships, Contracts and Grants)											x	
Libraries	x											
College of Education, Health & Society		x										
College of Creative Arts				x								
Farmer School of Business					x							
Luxembourg Campus (Add as appropriate, based on Dean's travel schedule)												
Other Areas												
Presentations and Report:												
Diversity Update	x						x					
Forward agenda	x	x	x	x	x		x	x	x	x	x	
Executive Sessions												
Appropriate topics, as required	x	x	x	x	x		x	x	x	x	x	