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**BOARD OF TRUSTEES
 MIAMI UNIVERSITY
 Minutes of the Academic and Student Affairs Committee Meeting
 February 20, 2020, 8:00 a.m.
 Marcum Conference Center
 Miami University, Oxford Campus**

The meeting of the Academic and Student Affairs Committee of the Miami University Board of Trustees was called to order at 8:00 a.m. by Committee Chair Diane Perlmutter, a majority of members were present constituting a quorum. Roll was called, and attending with Chair Perlmutter were committee members; Trustees David Budig, Zachary Haines, John Pascoe, and Robert Shroder; and Student Trustees Megan Cremeans and Will Kulis; along with non-committee members; Trustees Sandra Collins, Mark Ridenour, and Mary Schell; and National Trustees Mike Armstrong, Bob Coletti, and Mark Sullivan. Committee member, Trustee Jeff Pegues was absent.

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

Public Business Session

Approval of the Prior Meeting's Minutes

Chair Perlmutter welcomed everyone to the meeting and informed them of the appointment of new National Trustee Jeff Pegues to the Committee. She then asked if there was a motion to approve the prior meeting's minutes, Trustee Shroder then moved, Trustee Budig seconded, and by unanimous voice vote, with all voting in favor and none opposed, the minutes of the prior meeting were approved.

Reports

The Committee previously received written reports from Associated Student Government, the Graduate Student Association, and University Senate. There were no questions regarding the reports.

The written reports are included as Attachment A.

Residence Life Presentation

Director of Residence Life, Vicka Bell-Robinson, and four students, informed the Committee of residence life and student engagement. Dr. Bell-Robinson praised her staff and the student resident assistants, for the thoughtful leadership and assistance they provide. She explained the five pillars of success:

- Healthy Homes
- Persistence & Retention
- Transition to Adulthood
- Extended Classroom
- Diverse & Inclusive

She then focused upon four additional areas:

- Student Organization Advising
- In Community Initiatives
- Committees and Workgroups
- Campus Partnerships

The presentation was then turned over to the four student panel who spoke of finding their areas of interest and ways to engage on campus. The students took questions about the resident assistant experience, their training, and about transitioning to Miami from High School.

Director Bell-Robinson's presentation is included as Attachment B.

Student Athlete Engagement

Associate Athletic Director Jennifer Gilbert, and Assistant Athletic Director Bre Robinson, provided an overview of “Graduate Champions,” the mission and achievements of Miami athletics, and the significant community outreach and service performed by Miami student athletes.

The Committee then heard from a five student panel of student athletes who spoke of engagement and service in the community, and answered questions from Trustees.

Associate AD Gilbert also outlined several service highlights – the cancer-fighting partnership with Luna Cares, ICA’s Inclusive Excellence Awards, One Miami, celebrating the Myaamia Tribe and ICA relationship, and on campus partnerships, such the one with the College of Creative Arts (CCA). The CCA partnership led to the symphony orchestra’s innovative Graduating Champions program, and the pre-game experience hosted by ICA for student musicians.

The ICA presentation is included as Attachment C.

Student Life Reports

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

We had a lot of excitement to start of the year, excitement that I think we all agree we could have done without, as just one hour into the first day of classes, a student presented at Student Health Services with symptoms that triggered testing for coronavirus. That began a week of planning, worry, and activity as we all awaited the results of those tests. It also began a week that made me so proud of our preparation, collaboration, and adaptability as a community. As we were waiting on the CDC, members of the PEC, Student Health Services, Physical Facilities, Dining, MUPD, ISSS, University Communications and Marketing, EMSS, Student Life and others that I apologize I'm forgetting to name worked closely with TriHealth, Butler County Health District, and the Ohio Department of Health to communicate with campus, staff a call center that took more than 300 calls and at least as many emails, and made plans in case the tests came back positive or in case others in the community became ill. As you know, this story had a positive ending based on a negative test result. In the weeks since, we've been debriefing that experience to find ways to be even better prepared for the next campus emergency, in whatever form that may take. Hopefully we will not need those plans for many years to come.

On a very different topic, I also wanted to update you on a new season of fraternity and sorority recruitment. I am delighted to report that we've had a very positive start to the year for this community.

After two years of decreasing interest in fraternity recruitment, reflecting a national trend, those numbers increased a bit this year. Over the past ten years, at our highest we had 1,175 men register for recruitment (2013) and at our lowest 797 (2019). So at 930, we are just below our ten year average (968) for those expressing interest, and at 619, we are right on trend for those accepting membership bids.

Sorority membership continues to be more popular than fraternity membership, with approximately 42% of first-year women opting to join an organization, compared to about 29% of men. This year, 1252 women signed up for recruitment, up about 125 from last year. In the end, 902 accepted bids, almost exactly the same as last year's number.

Kim Vance is now three months into her role as director of Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life. During January, partnering with the development office, we took Kim on the road for four alumni events in Cincinnati, Columbus, and Cleveland, where she talked about new initiatives in her office, and emphasized Miami's ongoing commitment to Greek life. They were great events, and alumni were not shy about asking tough questions of someone six weeks into their role, but Kim did a fantastic job building rapport with those groups and helping

reconnect several alumni with our community. I look forward to continue those events moving forward.

Student Life Written Reports

The following written reports were provided:

- Student Life News, Attachment D
- Student Housing Occupancy Update (HOME Office), Attachment E

Enrollment Management and Student Success Reports

Interim Vice President Brent Shock spoke of the Spring career fair, which drew nearly 1,700 students, and 200 employees. He also updated the Committee on Pell grants, informing them that EMSS is focused on closing the Pell to non-Pell graduation and retention gap. One program to support students and promote success is the GradU8 program. GradU8 Scholars work with a Success Navigator to make sure students know about campus resources, organizations, tutoring, internships, study abroad, as well as leadership and research opportunities. The GradU8 Program offers a personalized achievement plan with the resources and support students need to successfully graduate in eight semesters.

Enrollment Management and Student Success Written Reports

The following written report was provided:

- EMSS “Good News”, Attachment F

University and Communication and Marketing Report

Vice President and Chief Marketing and Communications Officer Michele Sparks began by praising the Director of University News and Communications, Claire Wagner, who will soon be retiring after 30 years of service. The Committee also recognized VP Sparks, who will be departing for a top communications and marketing position with a leading, internationally known corporation in Lexington, Kentucky.

VP Sparks then informed the Committee of data on media reach, value, and national mentions of Miami, 54.7% of which expressed a positive sentiment. She also reviewed the Miami merit pages, and showed the Committee the direction and look of the website overhaul.

VP Sparks' presentation is included as Attachment G.

University and Communication and Marketing Written Reports

The following written report was provided:

- UCM News and Updates, Attachment H

Academic Affairs Reports

Provost Update

Provost Osborne began by praising the Director of Academic Personnel Services, Celia Ellison, who is retiring this semester, following a thirty-year career with Miami. Assistant Provost Ruth Groom continued the recognition, providing an overview of Celia's career for the Committee. Also recognized was EMSS Chief Strategy Officer and Senior Director of Research and Analytics, Scott Sportsman, who is departing for a leadership position with the University of Tennessee.

Provost Osborne then provided an Academic Affairs update. He provided an overview of Miami's standing in many national rankings, he addressed the recent discussion of Pell enrollment at Ohio's universities, explaining that while the initial enrollment is low at Miami, Miami's success in graduating Pell students in four years leads all Ohio public universities. He also addressed agile budgeting, fundraising, deans transitions, Boldly Creative, Miami RISE, disaster-proofing academic affairs, and promotion and tenure.

The Provost's presentation is included as Attachment I.

Following the update, the proposed resolutions were discussed.

- Bachelor of Science in Primary Education - Trustee Shroder moved, Trustee Pascoe seconded, and by unanimous voice vote, with all voting in favor and none opposed, the Committee recommended approval of the bachelor's degree resolution by the full Board of Trustees.
- Partition of Kinesiology and Health into Kinesiology and Health, and Sports Leadership and Management - Trustee Haines moved, Trustee Pascoe seconded, and by unanimous voice vote, with all voting in favor and none opposed, the Committee recommended approval of the Kinesiology resolution by the full Board of Trustees.
- Consolidation of Classics with French and Italian - Trustee Shroder moved, Trustee Pascoe seconded, and by unanimous voice vote, with all voting in favor and none opposed, the Committee recommended approval of the Classics resolution by the full Board of Trustees.

The resolutions are included as Attachment J.

College of Arts and Science Dean's Update

Provost Osborne introduced Dean Christopher Makaroff, who provided a College of Arts and Science profile, and highlighted student and faculty accomplishments. He also provided a fundraising summary, discussed trends in faculty numbers, and CAS student-credit hours of instruction. Dean Makaroff then updated the Committee on Boldly Creative, new CAS programs, and strategic initiatives.

Dean Makaroff then introduced faculty and students to have then speak of research in the Humanities, Social Sciences, and the Natural Sciences. Associate Professor Pepper Stetler spoke of the Humanities; Associate Professor April Smith spoke of the Social Sciences; and Associate Professor Pick Page spoke of the Natural Sciences – in his area, since 2013, students have contributed to 35 published papers, with 62 student co-authors.

Dean Makaroff concluded the presentation with final thoughts on Miami's prenominal students and great faculty, stating when combined with exceptional resources they can achieve great results.

The College of Arts and Science presentation is included as Attachment K.

Academic Affairs Written Reports

The following written report was provided:

- Academic Affairs "Good News", Attachment L
- Academic Integrity, Attachment M

Executive Session

Trustee Budig moved, Trustee Pascoe seconded, and by unanimous roll call vote, with five voting in favor and none opposed, the Board convened to Executive Session to consult with counsel, and for Personnel Matters, the performance and the promotion of public employees, as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

Other Business

The Board returned to public session and considered the Promotion and Tenure resolution. Trustee Schroder moved, Trustee Pascoe seconded, and by unanimous voice vote, with all in favor and none opposed, the Board recommended approval of the Promotion and Tenure resolution by the full Board of Trustees.

The resolution is included as Attachment N.

Adjournment of Meeting

With no other business to come before the Board, Trustee Haines then moved, Trustee Pascoe seconded, and by unanimous voice vote, with all in favor and none opposed, the Board, adjourned at 11:30 a.m.



Theodore O. Pickerill II
Secretary to the Board of Trustees

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Dana Cox, Chair

James Bielo, Chair-elect

University Senate Website: www.MiamiOH.edu/senate/

February 21, 2020

To: Board of Trustees, Academic and Student Affairs Committee
 From: Dana Cox, Chair, Executive Committee of University Senate
 RE: University Senate Report to Board of Trustees – February 21, 2020 Meeting

Executive Committee of University Senate membership:

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

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on December 12, 2019.

- New Business, Specials Reports and Updates delivered to University Senate:
 - **January 27, 2020**
 - University Senate Committees – Joe Carlin – Senate Liaison, Governance Committee
 - Discussion of TCPL cap resolution
 - **February 10, 2020**
 - Entrepreneurship Department Formation – Tim Holbomb – Director, ESP
 - Primary Education Major – Sheri Leafgren – Associate Professor, EDT
- Senate Resolutions

SR 20-08**January 27, 2020**

BE IT HEREBY RESOLVED that University Senate endorse proposed revisions to the Miami University Policy and Information Manual (MUPIM) 7.11, *Teaching, Clinical Professors and Lecturers*, as set forth below:

Decisions about faculty composition should be made at the divisional level and should be made in adherence to the teacher-scholar model that is central to the mission of Miami University as well as in accordance with principles of shared governance that respect both divisional and departmental goals. Faculty composition are influenced by multiple factors, including strategic goals, budgetary resources, and curricular offerings and demand. Each dean prepares a hiring plan for their unit every fiscal year for review and approval by the Provost. The Provost owns every vacant faculty line, and allocates them according to mutually-agreed-upon hiring plans. Divisional hiring plans need to reflect and be responsive to budget, curricular demands, strategic priorities, and should ensure the division is within any policy constraints on faculty composition approved through appropriate processes within the division.

Limitation on Number of Teaching, Clinical Professors and Lecturers (TCPLs)

TCPLs may not exceed the following percentages of total number of full-time tenured and tenure-track faculty within each division:

CAS: 25.0%

CCA: 25.0%

EHS: 35.0%

CEC: 25.0%

FSB: 25.0%

CLAAS: 30.0%

Divisions must work within the structure of governance processes to modify this limitation and to address faculty composition more broadly. Divisions must adhere to their faculty composition policy and the dean of the college/school must annually communicate with faculty on current and historical trends in faculty mix. This communication should provide context including relevant budgetary resources and curricular needs. The provost will annually update the University Senate on changes to divisional policies and faculty mix. Any changes that incur a raising of the new caps in this resolution must be approved by Senate.

Appointment to a TCPL position requires either:

1. a competitive search; or
2. the approval of the Provost upon the positive evaluation and recommendation of the department if required by departmental governance, the department chair, the program director (when appropriate), and dean for a person currently holding another instructional staff position at Miami University.

SR 20-08 approved by voice vote with 2 nays and 3 abstentions.

SR 20-09

February 10, 2020

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Bachelor of Science in Education, with a major in Primary Education, School of Education, Health and Society;

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

SR 20-09 approved unanimously by voice vote.

cc: Provost Jason Osborne, Chair, University Senate

Dana Cox, Chair, Executive Committee of University Senate
Jeffrey Wanko, Secretary, University Senate
Becky Sander, Recording Secretary, University Senate



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

TO: Board of Trustees Academic/Student Affairs Committee
FROM: Edith Lui
DATE SUBMITTED: February 8, 2020

Ladies and Gentlemen of the Board,

After a six-week break from campus, filled with internships, study abroad experiences, work, and travel, ASG is back on campus and ready to take on this busy semester. We are ready to continue our initiatives from last semester, while taking on new ones as a result of listening to and representing our student body. As an update:

Our Vice President has been working alongside several other Secretaries and organizations to prepare for our annual Mental Health Forum. This year, our guest speaker will be Nadya Okamoto, who founded PERIOD, which is one of the largest youth-run women's health NGO. We hope that we can outreach to a significant portion of the student-body with this event and create a positive impact not only on the campus but on the students themselves. On the topic of speakers, our Secretary for Sustainability will be hosting a sustainability speaker series for Earth Week, as well as an Earth Day forum.

Our Secretary of Finance and Secretary of the Treasury jumped right into their work this semester to allocate funds to our 600+ student organizations on campus. After their first funding hearing over the first week of the semester, they were able to allocate over \$185,000 to nearly 100 student organizations. This funding will go towards supplies needed for operations of an organization, campus events that organizations can host alone or in partnership with other organizations (unity events), and in several other ways to allow students to continue their passions or create a positive impact on campus.

Our Secretary of Advance and Alumni Affairs has been working hard on connecting more alumni together through our social media and new LinkedIn group page. We hope to build this network over the next few years so that our organization can remain in contact with each other in the future. An alumni event has been planned for this month for an upcoming hockey game.

Our Secretary for Diversity and Inclusion is working with Dr. Crawford to host a "Freedom Summer" event which will debut the newly endowed names for lobbies of Western Campus residence halls. Additionally, after news of a possible coronavirus case on campus broke out, they worked alongside our President and Vice President to release a statement immediately to campus that ensure that our community remained inclusive in light of the difficult situation.

Our Secretary for On-Campus Affairs is proud to announce to hours for our satellite recreation locations are now piloting a program to extend hours to increase student accessibility. They are also working on census planning within the residence halls and an On-Campus Town Hall event that will take place later this semester.

Our Secretary for Governmental Relations is working tirelessly this election year to ensure that all students on campus are registered to vote or have updated their voter registration information. Meanwhile, our Secretary for Off-Campus Affairs is working on issues surrounding off-campus housing and our Secretary for Safety is preparing for the upcoming "It's On Us" week this April.

Finally, I, as the Secretary for Academic Affairs, will be working on initiatives regarding a syllabi bank for students and continuing my efforts to create a method of graduation cap and gown donations. Additionally, former Secretary for Academic Affairs and current Chief of Staff, Annika Fowler, is pleased to announce that funds that ASG has received last year for library textbooks has allowed King Library to add 150+ textbooks to their reserve program. This April, I will be hosting the annual Outstanding Professors Award Ceremony to once again recognize faculty members across the campus for the incredible impact they have made on the Miami experience of our graduating class.

As always, thank you for your dedication to Miami University and the student body.

Love and Honor,

Edith Lui
ASG Secretary for Academic Affairs

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

February 20, 2020

Hello, ladies and gentlemen of the Board of Trustees. With the beginning of a new semester, I want to take the chance to update you on the recent work of the Executive Board of the Graduate Student Association (GSA).

In December, I brought to your attention the two committees working to examine critical aspects of the semester-to-semester functioning of graduate student government. These committees, one concerned with governance and the other concerned with the awarding of travel funds, meet regularly and are reporting their activities to the Executive Board. Part of the Board's larger concern with the annual transition in administrations, the GSA will hold its annual elections one month earlier in March. At the February meeting, we opened nominations for all positions on the Executive Board. Nominations will be open until the March general meeting when elections will take place. The culmination of the election process one month ahead of schedule allows extra time for the outgoing and incoming members of the Board to meet, hold discussions about the transition in leadership, and share perspectives on the role of the GSA in the graduate student community. Much like the committees explained above, this measure was implemented to strengthen graduate student government.

Another initiative that follows from the GSA's advocating for graduate students as members of the campus community, in their academic and personal endeavors, is Graduate Student Appreciation Week. This year, the GSA will fill the week of April 6-10 with sales, exciting social events, information sessions, and intriguing discussion panels, to help celebrate the graduate student experience on campus. As in previous years, sales offered by local businesses will remind graduate students of the various services available on campus, Uptown, and in the surrounding Oxford area. Expanding on these efforts of previous Executive Boards, this year we are planning to hold at least two panel events. One planned panel will be a discussion fostered by the Oxford Chamber of Commerce, with the hopes of helping graduate students and the Chamber of Commerce work toward a shared vision of a vibrant community that understands the interests and needs of the graduate student population as consumers. The other planned panel will allow for a discussion of personal relationships from the perspective of graduate students. Questions considered may include: How can students better navigate friendships and romantic relationships after the undergraduate experience? What are the advantages of upkeeping personal relationships on-campus and off, as well as during the semester and after? Graduate Student Appreciation Week is a chance not only to show the campus community's appreciation for graduate students, but also to work toward improving the experience of graduate students in tangible ways.

The beginning of the semester has already seen a major success in the Executive Board's plans for the new year. After a discussion with our advisor of the importance of fostering a stronger working relationship between the undergraduate and graduate student

governments, there has been an effort on the part of the Graduate School to realize such a connection. Though details are still being worked out, and this is only just the beginning of this process, we have received confirmation from the Vice President for Student Life that graduate students will factor more directly into their future plans and considerations for student experiences on campus. This effort is part of a larger plan to ensure there are avenues for graduate students to become more involved in campus events and programming, and that the campus understands the necessity of supporting the extracurricular lives of all students.

The Executive Board will continue to work with our partners in the Dean's Office of the Graduate School, University Senate, and the Board of Trustees to enhance the impact that graduate students have at the university, increase the sense of graduate student community, and improve graduate student wellness. I am pleased to keep you informed on our activities and progress. I am proud to represent the graduate students of Miami University as president of the GSA.

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

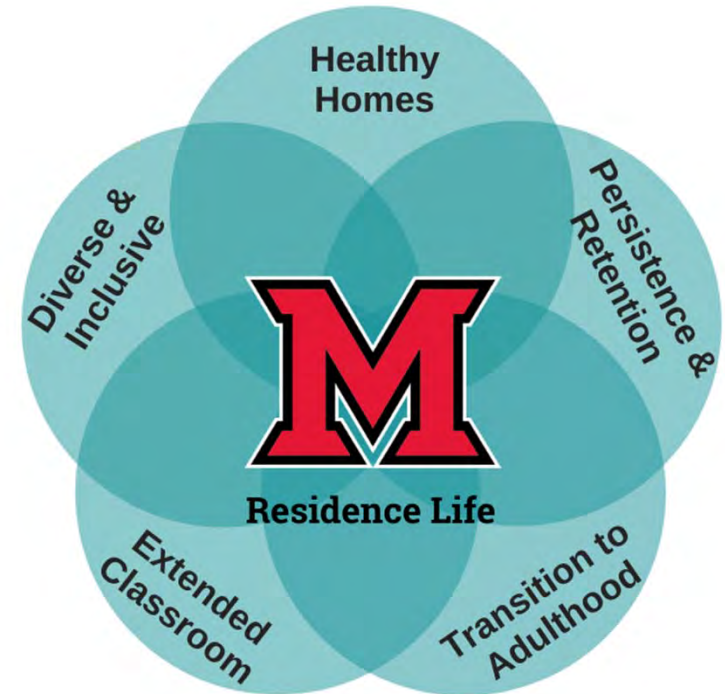
Ben Susman

Graduate Student Association (GSA), President



Pillars of Success

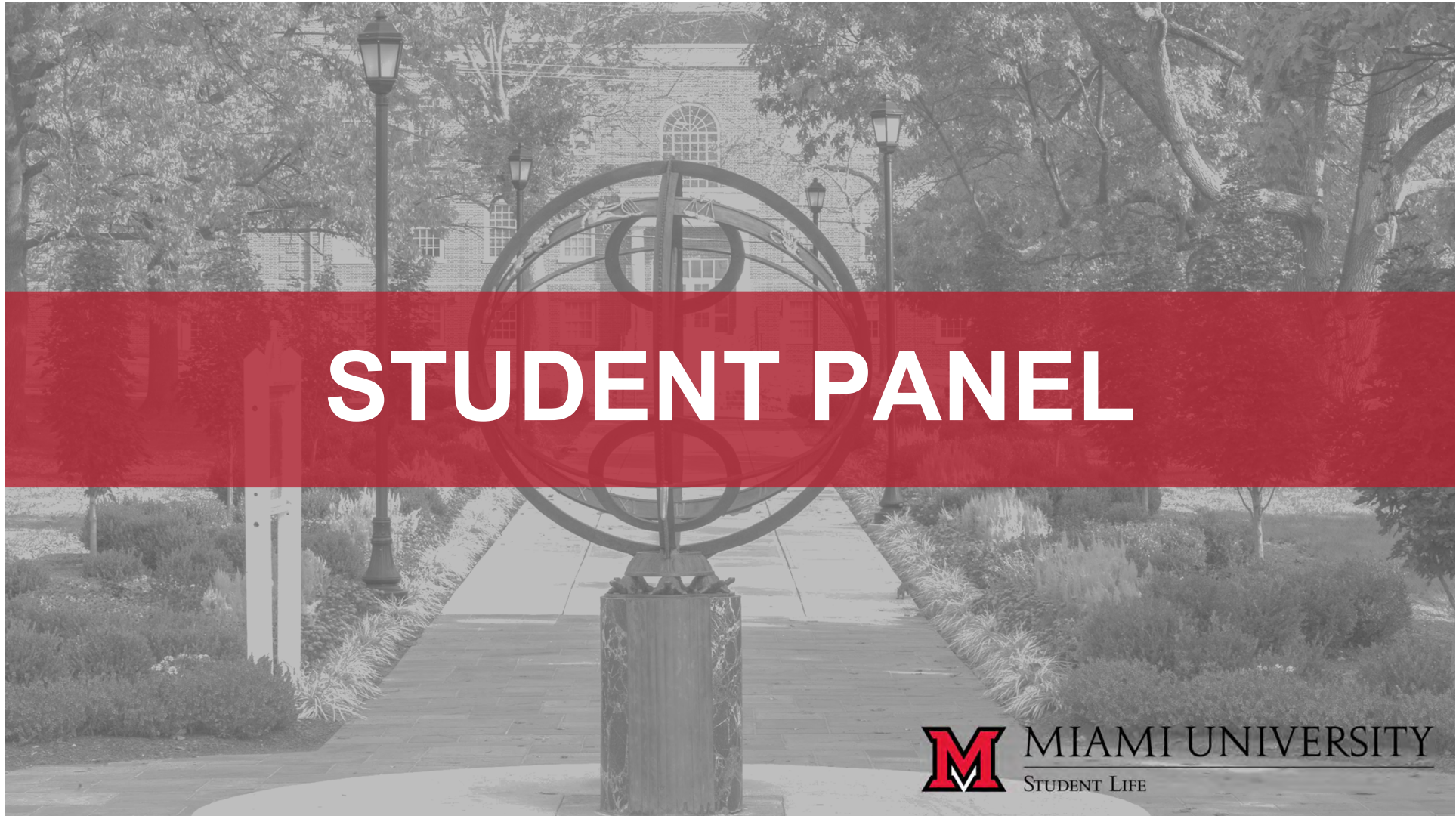
- Healthy Homes
- Persistence & Retention
- Transition to Adulthood
- Extended Classroom
- Diverse & Inclusive



Beyond the Pillars

.....







Around here, however, we don't look backwards for very long. We keep moving forward, opening up new doors and doing new things, because we're curious...and curiosity keeps leading us down new paths.

-Walt Disney

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Office of Residence Life

Division of Student Life | Board of Trustees Report February 2020



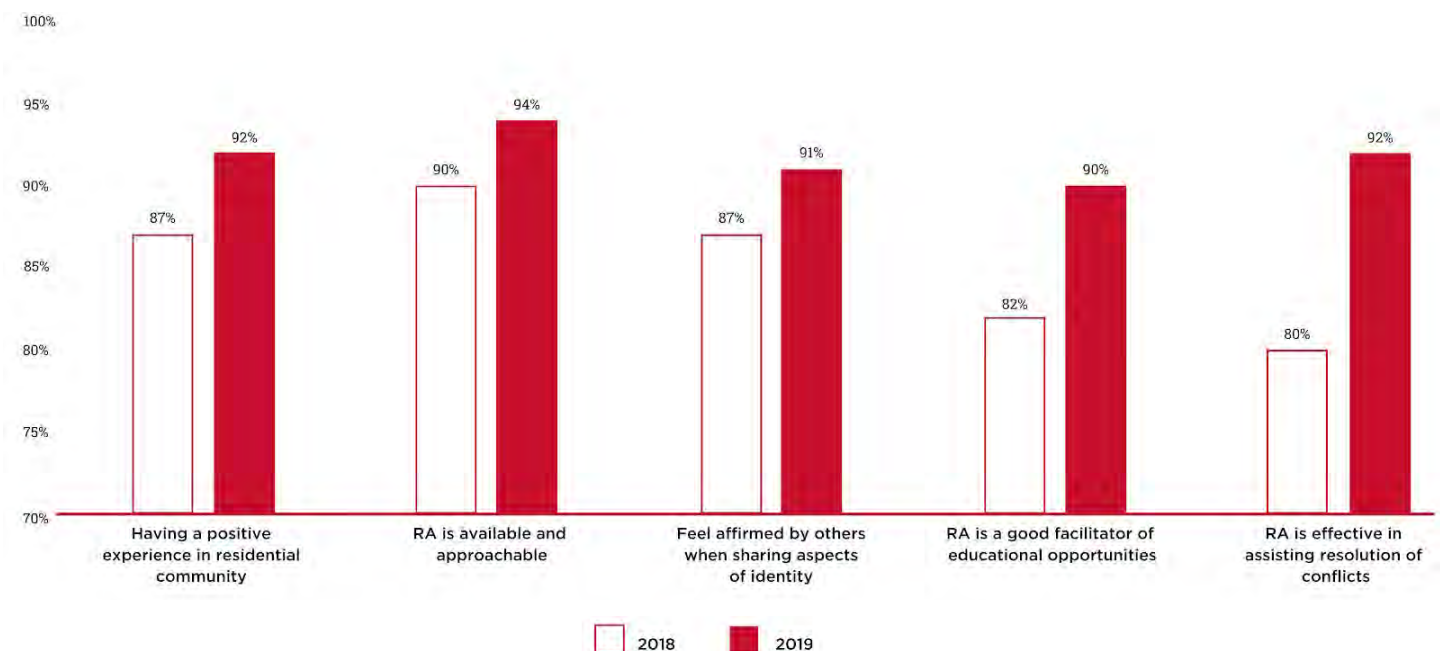
Pillars of Success

Residence Life has five core functions, which we've named the Pillars of Success. They are: (1) provide safe and healthy homes, (2) assist in increasing persistence and retention, (3) promote inclusive and diverse communities, (4) extend the learning environment beyond the classroom, and (5) ease students' transition to adulthood. We adopted the Pillars of Success residential education approach in the 2018-2019 school year, shifting from the previous Residential Curriculum model. This change focused on how we interact with students, without changing what we find important.

Assessment of Living and Learning Survey, 2018 and 2019

Sent to all residential students. 2019: 31% response rate (N=2,591); 2018: 34% response rate (N=2,652).

We believe some of these positive results can be traced back to enacting the Pillars of Success, including proactive, individual interactions with residents, and clear programming expectations for staff.



Proactive, Individual Interactions with Residents

Resident Directors, Area Coordinators, and Graduate Assistants hold 1-on-1 meetings with at least 120 (60 for Graduate Assistants) of the students who live in their community **each semester**. Healthy residential communities are developed through affirming and authentic relationships. The resident 1-on-1s help staff establish or further develop rapport with the student, learn about the student's experience at Miami, and identify resources needed. During the Fall 2019 semester, we held 3,345 1-on-1 meetings.

Programming Expectations

Clear programming expectations replaced autonomy and variability by each community and Resident Director.

Program Topic (<i>and pillar</i>)	# Required per Term	Total Programs Fall 2019
Sexual & interpersonal violence prevention (<i>Safe and Healthy Homes</i>)	1	97
Alcohol awareness (<i>Safe and Healthy Homes</i>)	2 fall; 1 spring	
Promoting Diverse and Inclusive Communities	2	43
Faculty Engagement (<i>Extending the Learning Environment</i>)	1	275
Academic Support (<i>Extending the Learning Environment</i>)	2	
LLC-specific -or- Team Choice (<i>Extending the Learning Environment</i>)	3	
Easing the Transition to Adulthood -or- Increasing Persistence & Retention	2	62
Totals	13 fall; 12 spring	477 (13,047 in attendance)

Residence Life by the Numbers - 2019 - 2020

	Fall 2018	Fall 2019	Situation Management	Fall 2018	Fall 2019
Residents	7,594	8,268	Student conduct follow-ups	482	574
Resident Assistants	243	258	Crisis / emergency response	155	223
Full time lve-in staff	23	24	Mental health situations	107	109
Facilities	43	47	Roommate conflicts	278	282
Living/Learning and Affinity Communities	33	38	Alcohol incidents (no drugs involved)	210	207
Connected courses	16	13	Vandalism incidents	146	213
Community Leadership Team members	193	227	Unanticipated contacts 10 p.m. - 8 a.m.	125	143

Highlighting Residential Student Leadership Experiences

EcoReps. The EcoReps are 40 active student leaders from across campus who promote sustainability in the residence halls and across campus. During regular Trash Audits, members sort a day's worth of trash and report back to the community how much trash should have been recycled ([Such A Life episode on Recycling](#)). Members also write and distribute EcoFacts, host educational programs (e.g. tours of the Geothermal Plant, visits to the Miami Farm, etc.), and distribute reusable water bottles through the Water Bottle Project.

Dr. Richard Nault Chapter of the National Residence Hall Honorary (NRHH). NRHH is an honorary society of up to 85 residential students who value recognition and service. In Fall 2019, NRHH submitted 98 OTMs (Of the Month) regional award nominations to recognize exemplary Miami students, staff, and programs, a 48% increase over Fall 2018. In the area of service, NRHH is planning the 5th annual Green Clean in March, bringing volunteers together to pick up litter in the areas around campus on the day after Green Beer Day.

Residence Hall Association (RHA). RHA is the primary governing body of students living in on-campus housing. RHA facilitates several large campus-wide programs each year and partners frequently with other campus and community offices and organizations in various capacities. Recently, RHA sent 10 delegates to the regional leadership conference of the National Association of College and University Residence Halls, where two Miami presentations were recognized among the most elite sessions at the conference.

LLC Highlight: Governmental Relations Network (GRN). Sixty first- and second-year students from various majors hone their advocacy skills through conferences and visits to the Ohio Statehouse and the U.S. Capitol. Participants take EDL110 together with Randi Thomas. *Collaboration with the Office of Institutional Relations.*

Student Reflection:

"Living in the GRN LLC has been an incredibly enriching experience for me in terms of meeting people from so many different backgrounds, all sharing a common passion to advocate for what they believe in. I'm a part of a diverse, close-knit, and driven group of individuals who inspire me to make a positive impact on society. [...] I've had the chance to meet US State Representatives and contribute to our discussions with them, I've been given internship opportunities directly related to my major, and I've learned stuff that could never be taught in a classroom." -*Heervansh Keswani, '23*

New Communities for 2019-2020

- The **Humanities in Action LLC** brings together students who want to connect their passion for art, culture, literature, and music to the most important issues in our contemporary world. In 2020-2021, the LLC will explore the theme, "Migrations," examining how human migration has inscribed the world map with rich diasporic traditions and cultural intermixtures. *Collaboration with Miami's Humanities Center.*
- The **WEST: Where Engaged Students Thrive LLC** houses intellectuals, activists, and others who march to their own beat. Open to all majors, the WEST LLC supports students as they design individualized paths through college--both inside and outside of a traditional major. Residents enjoy an active social community, one-on-one faculty mentorship, and priority access to campus and community programming focused on social impact and change. *Collaboration with the Western Program.*
- **Raíces (Roots) Affinity Community:** Raíces is for students of Latin, Hispanic and Caribbean backgrounds and students interested in supporting and promoting Latin culture on campus. The community creates an environment for students to develop a deeper understanding of their culture, background, and history. It offers close connections to the Latinx student group UNIDOS, assists in planning the annual UniDiversity Festival, and supports student attendance of the United States Hispanic Leadership Institute conference. *Uno para todos, y todos para uno.*



INTERCOLLEGIATE ATHLETICS REPORT

JENNIFER GILBERT (ASSOCIATE AD & SWA) AND BRE ROBINSON (ASSISTANT AD)



February 20, 2020

ICA MISSION



GRADUATING CHAMPIONS

EST 1809

TEAMWORK • FOCUS • ATTITUDE • TENACITY • INTEGRITY



GRADUATING CHAMPIONS



Intercollegiate Athletics' mission is to **Graduate Champions** by providing guidance and support to Miami students committed to their unyielding pursuit of academic and athletic excellence.



COMPETITIVE SUCCESS



In 5 Year span.....Win 25 Conference Championships + 5 signature wins and CELEBRATE SUCCESS...1.5 years in, we have won 14!

- **Won multiple Cartwright awards**
Won for first time in 2017-18 and repeated in 2018-19
- **Win multiple Coach of the Year awards**
Won record 7 in 2018-19
- **Win multiple Players of the Year awards**
Won record 10 in 2018-19
- **Win multiple MAC - All Sport trophies**
Men and women both won in same year for first time in school history in 2018-19
- **Goal of top 3rd finishes in all sports, every year will position ICA to achieve goals.**



ACADEMIC SUCCESS



- Student Success
 - 91% GSR
 - 85% FGR
- 16 Teams Above at 3.0 GPA last year
- Summer Bridge Program
- Above 3.0 Each Semester Since 2004
 - 30 straight semesters
- For last five years, student-athlete GPA and graduation rates have been higher than undergraduate cohort



Community Outreach



Student-athletes exceeded **4,500** hours invested in the local community in 2018-2019. We are on pace for **5,000** hours this academic year.

Partners included:

Adopt a RedHawk

Animal Friends Society

Basketball Kids Clinics

Best Buddies

Bogan Recess Walk for Fitness

Borderline Volleyball Club Coaching

Boys/Girls Clubs

Cancer Survivors Picnic

Childcare at Cobblestone Church

Cincinnati Children's Hospital

Convocation

Dragonfly Foundation

Dayton Area Tornado Clean-Up

Engineers without Borders



Community Outreach



Free Softball Kids Camp
Gift of Life Donor Registration
Goals for Life Game and Programming
Hamilton Elementary Field Day
Hamilton Food Pantry
Hamilton Youth Miracle Baseball League
HOPE Mission House
Interfaith Center
Jr. RedHawks
Kids Fest at Miami
Kiwanis Food Drive and Pancake Breakfast
Knolls Grandparents Day Fair and Oxford Visits
Kramer Carnival, Elementary Field Day, Reading and Miami Mile
Kroger Bagging
Leukemia Lymphoma Light the Night Walk
Love. Honor. Care. T-shirt Sale and Donations
Luna Cares



Community Outreach



Make A Wish Foundation
Marshall Elementary Recess Walk
Memorial Run for Victims of 9/11 with ROTC
Miami Chabad
Miami Connections and Move In Day
Miami Orchestra Collaboration
Miami U Holiday Project
Mini U Basketball Camp
MOVE Bootcamp
Myaamia Art Exhibit Museum Monitors
Move-in Miami
National Girls & Women in Sport Day Clinics
Open Hands Food Pantry
Opening Minds through Art (OMA)
Oxford Beer/Wine Festival Set-Up/Take Down
Oxford Chamber of Commerce and Awards Banquet
Oxford Diversity Festival



Community Outreach



Oxford Empty Bowls
Oxford Freedom Festival
Oxford Family Resource Center
Oxford Food Pantry
RASKALS Fall Clean Up for Oxford's Elders
Reading with the RedHawks
Rise Against Hunger
SAY Soccer Oxford Event
Senior Citizen Day at the Knolls
Soap for Hope
St. Mary's Church
Susan G. Komen Race for the Cure Run
Swoop's Stoop
Talawanda Anti-Bullying Campaign
Team Impact and Local Youth Support – Liam, Tyler and Quintin
Tutoring at Hamilton Community Center
Uptown Carnival



ICA POINTS OF PRIDE



Women's Basketball: Helped raise \$60,000 for Luna Cares, an Oxford charity that supports women diagnosed with cancer.

Inclusive Excellence Awards: Promote those who support diversity and inclusion across campus and in the community at each home ticketed sporting contest.



FACULTY/STAFF AT



- Spotlight on Academic Units at football & big hockey/basketball games
- One Miami Day/Love.Honor.Care provides platform to celebrate all campus achievements
- Celebrating Miami: Tribe and ICA Relationship
- Miami Orchestra/Exchange



News and Updates

Division of Student Life • February 2020

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

The Division of Student Life supports the health and well-being of Miami students in many of our initiatives, resources and programming. While health and wellness are clearly at the core of some office missions, many other departments in the division contribute to the education, intervention, and support of students' overall well-being while at Miami.

H.O.P.E. Line Provides After-Hours Mental Health Support

The **Student Counseling Service** has extended its after-hours support to students through ProtoCall, a national provider of on-call mental health services. The H.O.P.E. (Help Over the Phone Everywhere) line is available 24/7 for students to call for immediate support, crisis intervention, and stabilization from a licensed mental health counselor. In addition to after-hours consultations, students can call the H.O.P.E. Line in between counseling appointments. "The H.O.P.E. Line is symbolic of Miami's deep commitment to promoting and protecting students' holistic wellness in innovative and accessible ways," said Dr. Steve Large, Assistant Vice President for Health and Wellness in Student Life.

Limited ProtoCall services were first introduced at Miami in 2015. At that time, the phone number was shared with select staff on campus as a referral-only program due to financial constraints. Beginning this year, the program is financially assisted by the Joseph and Laura Klunk Family Foundation.

Love & Honor Story Project Highlights Student Accomplishments

The **Office of the Dean of Students** recently launched the Love & Honor Story Project to recognize students who embody the Code of Love and Honor. Through the initiative, students can nominate their peers for making a positive impact and for living out the Code of Love and Honor. "There are so many outlets featuring student mistakes," said Dean of Students Dr. Kimberly Moore. "It's important to celebrate the good work and positive contributions so many of our students are engaged in throughout their college experience."

The Dean of Students' Advisory Board will review nominations and select seven students each year. The students' stories will be shared, promoted, and featured on Miami websites, social media, and newsletters. "We hope it serves to highlight the best of us and serve as a counternarrative to the negative stories that are told about our students and community," said Moore. "We know there are exceptional efforts to better our community and we want to make sure that story is told."

Residence Life Pilots Jabber Phone System

After a successful summer pilot, all Resident Assistants (RAs) now use the Cisco Jabber system while on duty. Jabber is a communication app that allows users to maintain office phone connectivity remotely. On-duty RAs are linked with residence halls' office phone numbers, allowing them to respond to calls between 7 p.m. and 7 a.m. without being near a traditional VOIP phone.

In addition to the cost savings produced by eliminating approximately 250 RA phones, this approach allows the use of a single phone number as point of contact for each hall or community and streamlines communication for students who need assistance.

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



STUDENT LIFE REPORT

Learning

Outstanding Peer Education Program Award

The HAWKS Peer Health Educators, out of the **Office of Student Wellness**, were recognized by the Health, Safety, and Well-Being Initiatives of NASPA for their “Can I Kiss You?” program. The program, held in September, emerged as a collaboration with several student organizations as part of the “It’s On Us ... to stop sexual assault” initiative.

Core messages included:

1. Asking first for consent
2. Making smarter choices with partners
3. Intervening when danger is present at parties and group settings with alcohol (bystander intervention)
4. Supporting survivors of sexual assault
5. Creating a cultural shift on campus

It is one of only six programs recognized at the national level for creativity and overall effectiveness in campus awareness and education.



375 students attended the program



Speaker Mike Domitrz, founder of the Center for Respect, with several HAWKS

Living Learning Communities (LLCs) Related to Health

With 37 LLCs and Affinity Communities to choose from, there are 5 LLCs that specifically focus on health and/or wellness related topics through the **Office of Residence Life**. Examples include:



Sexual health event



Pre-Health Minor Panel



Paintball event

The *Health & Wellness LLC* serves 85 students who want to focus on multiple dimensions of health and wellness. Students participate in a variety of programs, special events, and workshops including health assessments, instructional clinics, and group fitness activities.

The *Mallory Wilson Pre-Medical LLC* brings together 101 students who are interested in pursuing a career in a medical field. Students explore healthcare fields to learn about career opportunities and develop strategies for navigating challenging science courses.

The *Sports and Recreation LLC* is made up of 210 students who have a passion for sports. The LLC offers programs focused on intramural sports, fitness, and team adventure races. Special events range from bowling to paintball to attending sporting events.



Recent Mental Health First Aid participants

Mental Health First Aid

In its 10th year at Miami, Mental Health First Aid (MHFA), offered through **Student Counseling Service**, is a skills-based training course that teaches campus and community members about mental health and substance-use issues. Upon successful completion of the 8-hour course, participants become certified MHFA responders through the National Council for Behavioral Health.

Over the past three years, approximately 500 faculty, staff, and students have been trained in MHFA. Participants range from resident assistants and directors to academic advisors to librarians and beyond.

STUDENT LIFE REPORT

Growth

Student Organizations

The **Office of Student Wellness** is home to several wellness-related student organizations that support the office mission of engaging, educating, and encouraging students to foster a community of personal and social responsibility.



Sober Squad



MARS: Men Against Rape and Sexual Assault



SWAT: Student Wellness Advocate Team



HAWKS: Health Advocates for Wellness, Knowledge & Skills

Student Counseling Service Usage

The **Student Counseling Service** has seen a 15% increase in counseling sessions in the Fall 2019 semester compared to the previous year. “Much of the support we provide students is centered on achieving and maintaining social and emotional balance,” said Dr. John Ward, Director of Student Counseling Service. “Whereas some students are focused on managing homesickness, others are working on anxieties related to career and life after Miami, and still others are learning to cope with returning from study abroad/away experiences, transitioning into or out of leadership roles at Miami, or shifts in their personal identity.”

15%

**INCREASE IN
COUNSELING SESSIONS
BETWEEN FALL 2018
AND FALL 2019**

Partners in Wellness

In addition to providing comprehensive medical, psychological, and health promotion services, the Division of Student Life is part of a community that is passionate and dedicated to improving the health of all. *Partners in Wellness* is a group of faculty, staff, students, and community members who meet regularly to develop and implement strategies for cultivating a campus culture in which health and wellness is broadly defined and embraced. This group, led by the **Office of Student Wellness**, has wide-ranging representation from across the campus and local communities. Monthly meetings provide an opportunity for collaboration, cross-promotion, and partnership to successfully target each layer of the college ecological system: the individual, the campus community, and the surrounding environments.

Self-Care

Several units in the Division of Student Life aim to equip students with self-care and stress-management strategies.

Self-Care Videos

The **Office of the Dean of Students** develops bi-weekly 30-60 second videos highlighting a self-care strategy or tip. The videos share new perspectives on topics such as resilience, grit, effort, and balance. Videos are shared on the Student Life YouTube Channel and on social media.



The self-care videos are in an animated white board format

Self-Care Fridays

The **Center for Student Diversity & Inclusion** hosts monthly Self-Care Friday events to allow students time and space to engage in a productivity-increasing or stress-reducing activity. Recent programs include:

- Study Tables
- Dog Therapy
- Zine-Making Workshop
- Writing and Journaling
- Art (Crafting) and Music



Writing & Journaling (left) and Art & Music Day (right), Fall 2019

STUDENT LIFE REPORT

Success

Accessibility Upgrades in Armstrong Student Center

The passenger elevators in the **Armstrong Student Center** now feature a horizontal button panel below the side railing inside the elevator and another at floor level. The buttons provide additional access points to call the elevator to the current floor, or to designate a desired floor. For wheelchair users, these features allow for an independent elevator riding experience using the call buttons that honor their access needs. The buttons also serve as examples of universal design, offering a solution for people who have their hands full or for those conscious of touching high-traffic surfaces.

“[The features are] truly a deep display of our commitment to access and inclusive excellence here at Miami,” said Dan Darkow, coordinator in the **Miller Center for Student Disability Services**. “These gems are trend setting and innovative in the spirit of access, demonstrating great real-world examples of universal design.”

The elevator project is just one of the ways the Armstrong Student Center is improving accessibility on campus. The building will also add four new electronic door openers this spring. The openers will be located at the entrances to the Center for Student Engagement and Leadership on the second and third floors, the entrance to Wilks Theater, and lower level doors to the elevator serving Joslin Senate Chamber.



Dan Darkow trying the new floor buttons



Elevators feature floor and side rail buttons

Health and Wellness Gift Funds

In Spring 2019, the Division of Student Life revamped how we promote, accept, and review applications for existing endowed health and wellness funds. The funds, made possible by generous gifts from alumni and parents, are intended to help students experiencing financial challenges related to engaging in care for medical or emotional needs. These funds help remove barriers to academic success and increase access to care. The new process includes a streamlined form request and a standard committee to review and award requests.

Michael G. Hayes Fund

For students who have medical expenses that make attending Miami difficult

Open Doors Fund

For students who may be facing addiction or mental health barriers

Morgan Family Student Mental Health Services Fund

To lower the cost of caring for students who face obstacles related to mental health



Without the Health and Wellness Fund, I would've had to face the choice of either a semester without necessary medical treatment or a semester off from college; the grant prevented me from having to make one of these sacrifices. It allowed me to take care of my health while still being able to succeed in my classes, participate in Miami organizations, and work towards my future goals.

- Sarah, Nutrition Major, '21

Meet a Live-In Fraternity House Director

As part of their commitment to building a stronger Greek community, **Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life** recently required all fraternity chapter houses that house sophomores to have a live-in advisor. The advisor fills a role similar to a resident director in a residence hall. Anondo Banerjee stepped into this position in August 2019 for Sigma Alpha Mu. He lives with 32 brothers, and categorizes his duties into three broad categories: housekeeping, communication, and development. He gives the brothers a nudge when chores aren't done. He meets with the executive board of the chapter on a weekly basis, and attends chapter meetings as often as he can. And he reviews risk management with new members and fosters leadership in the brothers.



Banerjee (left) with several brothers

Banerjee has found that being present at meals helps him learn what's happening in the house and build relationships. “The best part of being a live-in house manager for me has been getting to know the brothers,” Banerjee said. “I like being able to be there for them. There are definitely times when I just hole up in my suite because I need some alone time, but there hasn't been a mealtime yet where one of the brothers hasn't made me laugh.”

STUDENT LIFE REPORT

Health & Wellness Data

Step Up! Bystander Training

Most first-year experience courses include a requirement for students to attend an out-of-class training called Step Up!, offered by the **Office of Student Wellness**. Step Up! is a national bystander intervention program that teaches students how to safely help peers who appear to be experiencing distress from depression or sexual/physical abuse and/or experiencing alcohol poisoning or other issues.

Step Up! training provides scenarios for students to learn “Direct, Distract and Delegate” intervention strategies. Instructors debrief the training with students in class, and also provide information about resources available on campus.

At the end of the semester, students are asked about bystander intervention in their post-course survey.

Response

Survey Dates:	November 29 - December 19, 2019
Response Rate:	17.38% (654 students)



91%

agree it's their responsibility to intervene when a peer is in a problematic situation



87%

developed or increased skills to be an active bystander



89%

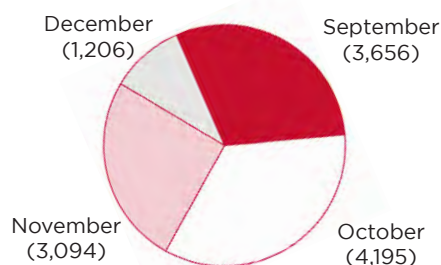
know what mental health services are available to support students experiencing distress

Health Services Utilization

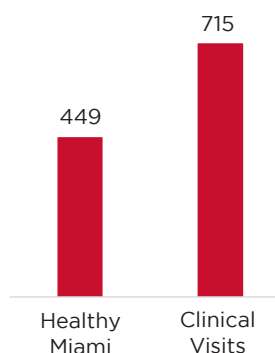
Clinical Visits

In Fall 2019, **Health Services** saw 12,151 student clinical visits. Additionally, the clinic saw another 1,164 employee visits for Healthy Miami screenings and clinical visits.

Student Clinical Visits, Fall 2019, by Month



Employee Visits, Fall 2019



Coronavirus Call Center

The Division of Student Life, in conjunction with University Communications and Marketing, acted quickly to set up and fully staff a call center during the first week of the Spring 2020 semester, when Miami announced two cases that met criteria for testing for the novel coronavirus.

Over the course of the week, 30 staff members from nearly all offices in the Division of Student Life fielded more than 300 calls and monitored hundreds more emails and social media posts from concerned students, families, faculty, staff, and community members while we awaited test results from the Centers for Disease Control.

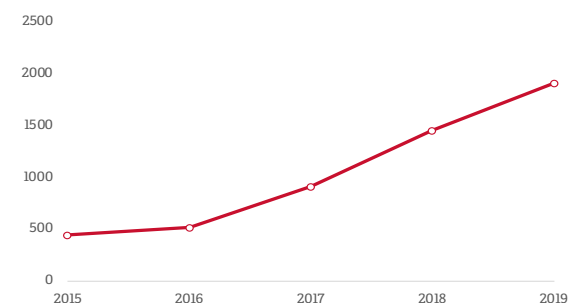
The call center operated during business hours from Tuesday, January 28 at 10 a.m. to Friday, January 31 at 5 p.m., with extended hours on Tuesday. It reopened Monday morning from 8 a.m. to noon, after the test results came back negative.



The call center took more than 300 calls over 4.5 days

Flu Vaccinations

From 2015 to 2019, the number of flu vaccinations administered annually by **Health Services** increased by 326%. The increase is due, in part, to the expansion of on-campus flu clinics.



MIAMI UNIVERSITY DEPARTMENT OF CAMPUS SERVICES

Campus Services Center

2019-2020 Occupancy Report Spring Semester

2/7/2020

Building Name	Standard Capacity	Residents	Occupancy %	Vacancies or (Beyond Standard)	Doubles Sold as Singles
Anderson	217	208	95.9%	8	1
Beechwoods	266	238	89.5%	25	3
Bishop	94	87	92.6%	7	
Brandon	144	139	96.5%	4	1
Clawson	120	110	91.7%	8	2
Collins	145	138	95.2%	5	2
Dennison	271	250	92.3%	17	4
Dodds	215	200	93.0%	13	2
Dorsey	212	197	92.9%	9	6
Elliott	35	34	97.1%	1	
Emerson	337	308	91.4%	24	5
Etheridge	237	212	89.5%	19	6
Flower	266	259	97.4%	7	
Hahne	366	348	95.1%	13	5
Hamilton	181	158	87.3%	18	5
Havighurst	332	312	94.0%	18	2
Hawks Landing (Leased Apts)	72	60	83.3%	12	
Hepburn	267	258	96.6%	9	
Heritage Commons					
Blanchard House	72	65	90.3%	7	
Fisher	72	70	97.2%	2	
Logan	70	51	72.9%	19	
Pines Lodge	72	69	95.8%	3	
Reid	72	68	94.4%	4	
Tallawanda	72	70	97.2%	2	
Hillcrest	270	236	87.4%	29	5
MacCracken	175	165	94.3%	9	1
Maplestreet Station	91	82	90.1%	8	1
McBride	142	140	98.6%	2	
McFarland	143	140	97.9%	2	1
McKee	60	52	86.7%	3	5
Miami Inn	99	96	97.0%	3	
Minnich	253	235	92.9%	13	5
Morris	371	348	93.8%	22	1
Ogden	172	160	93.0%	11	1
Peabody	153	138	90.2%	15	
Porter	183	173	94.5%	8	2
Presidents	348	333	95.7%	15	
Richard	212	183	86.3%	22	7
Scott	253	229	90.5%	15	9
<i>Stanton (Under Renovation)</i>					
Stoddard	45	36	80.0%	9	
Stonebridge	265	244	92.1%	20	1
Symmes	196	182	92.9%	9	5
Tappan	300	284	94.7%	15	1
Thomson	204	188	92.2%	15	1
Wells	154	144	93.5%	9	1
Withrow	281	263	93.6%	13	5
8577	7960	92.8%	521	96	

Grand Totals	8577	7960	92.8%	521	96
One Year Ago	8179	7594	92.8%	466	119

	2019	2020
New Students Spring		
First Year	37	31
Transfer & Exchange	56	71
Regional Relocation	22	13
Returning Upper-class	53	55
	168	170
Students Who Left Housing		
First Year*	117	170
Upper-class*	309	308
	426	478

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

Spring History (in housing)		
	New	Left Us
2008-2009	243	410
2009-2010	243	454
2010-2011	249	470
2011-2012	221	469
2012-2013	248	452
2013-2014	254	387
2014-2015	274	399
2015-2016	299	388
2016-2017	248	337
2017-2018	200	390
2018-2019	168	426
2019-2020	170	478

Total Occupancy	7960
Increase from Last Year	366



February 2020
EMSS WRITTEN REPORT
Brent Shock, Interim Associate Vice President

Admission

Red Brick Roadshows (ten yield receptions in major metro areas) have seen a 20% increase in attendance year over year. For the same locations as 2019 (New York, DC, Denver, Minneapolis, St. Louis, Atlanta, Nashville, and Boston), overall attendance grew from 910 to 1,094. New locations of Pittsburgh, garnered 123 attendees, and the Bay Area, CA currently has 112 registrations for the event this Sunday, exceeding expectations. Day of event feedback and the social media following has been extremely positive from students, parents, faculty, and alumni.

Make it Miami! accepted student day registrations are up 28% year over year, with 2,357 registrations as of February 1. Our first event kicks off Friday, February 14th.

Center for Career Exploration & Success (CCES)

Katie Bowling (CCES Assistant Director and Liaison to EHS) was recognized by Miami University's Intercollegiate Athletics as a Teammate of the Year. This designation is bestowed 4-6 times per year to people who don't just do their jobs but go above and beyond. Katie was recognized for her work on infusing career development into the experience of student athletes.

During the Winter Term 2020 Job Shadow Day, students explored the world of work through a one day, on-site experience with a Career Center endorsed employer. This Winter Term, 77 students participated along with 43 host organizations throughout the state of Ohio. As the largest job shadow event to date, the Career Center partnered with Miami's GradU8 program to significantly grow participation among first-year students and employers. 36 of the student participants were from the GradU8 cohort.

100% of student participants were first-year students
330% increase in employer hosts
Shadows occurred in Cincinnati, Dayton, Columbus, and Cleveland

As one student participant stated "I think every freshman should engage in this opportunity if they are interested. The whole process was organized and exciting for me. I learned a lot about myself, my work preferences and further career opportunities ahead of me."

Bursar and Student Financial Assistance

The Bursar's office has successfully completed the contract process for two payment vendors. In the Spring, we will begin implementation and upgrade of our student payment portal using Nelnet Campus Commerce. We will also implement AR Collect, from Flywire. This will allow us to present more offerings to our past due students in a more efficient way.

The Bursar and Student Financial Assistance offices continue to work with the offices of the Registrar, One Stop, Student Success and UCM to collaborate on updating the One Stop website. Our goal is to update the site to make it more user-friendly and easier to navigate.

One Stop Services

During the month of January the One Stop participated in several orientation outreaches that included presentations to the new transfer, relocated and domestic students arriving for Spring Semester.

On February 10, we will be going live with a new customer relationship management (CRM) system to manage our OneStop service center. This system leverages our existing experience in the Slate student CRM platform and will replace the email, phone, and walk-up ticketing system. In addition, it will allow us to centralize electronic forms and mass email communications for the Bursar, Financial Aid, Registrar, Student Success, and Career Services. All these various student touchpoints will then be recorded and associated with the student record in Slate for a more holistic view of our interactions with them.

Office of the University Registrar

Fall 2019 degrees and credentials awarded

- 16 Certificates
- 91 Associate
- 866 Bachelor
- 305 Master
- 16 Doctoral

On January 9, 2020, Miami implemented an online process to allow current students and Miami alums to obtain an electronic version of their academic transcript. This allows Miami to streamline our processing and provide faster and better service. This new service offers our students and alumni:

- electronic delivery (typically within 30 minutes of ordering) of an official Miami University transcript in PDF format that can be printed and/or retained indefinitely after downloading
- security features that verify the authenticity of the transcript and prevents tampering

This implementation not only allows us to deliver a service our students and alumni have been clamoring for, but because it is so heavily automated it frees up staff processing time that is now redirected to other student service efforts within the Office of the University Registrar.



MIAMI UNIVERSITY

University Communications & Marketing Update

February 2020

University News & Media Relations: **How we tell our story**

The News Team

- » Team of 6
 - » News writers
 - » Feature story writers
 - » Editors
- » Claire Wagner retiring next month.
- » It's not just newstories.
 - » Assist in other high-profile publications
 - » Work alongside other university leaders in crafting the Emergency Communications Plan
 - » Creation of an online faculty experts list
 - » Sustainability reporting
 - » University calendar



PR & News by the Numbers: 2019

21.1k
News mentions

Reaching
77.8 m

With a PR value
of
\$21.7m

54.7%
Positive
Sentiment

235
News media
pitches

195
National media
Mentions



ESPN



The Boston Globe



NEWS

★ StarTribune



The Dallas Morning News

Los Angeles Times

The New York Times

THE DENVER POST





M
MIAMI
UNIVERSITY

Nationally recognized as one of the most outstanding undergraduate institutions, Miami University is a public university located in Oxford, Ohio. With a student body of nearly 19,000, Miami effectively combines a wide range of strong academic programs with faculty who love to teach and the personal attention ordinarily found only at much smaller institutions.

 **Student Stories**
See and share stories about what Miami University students are achieving

 **Student Profiles**
Discover and explore profiles of Miami University students





Natalie Hopkins
Architecture



Grace Kennedy
Marketing



Jenna Brady
Early Childhood Education Management And Leader...



Laurel Dortch



Brandi Breedlove

Students Make the Dean's List at Miami University Regionals

Miami University Regionals names students to the dean's list who earned a high academic standing and were enrolled in less than 12 graded credit hours during the 2019 Fall Semester.



Students Make the President's List at Miami University

Miami University students who are ranked in the top three percent of undergraduate students within each division for first...



Merit Snapshot: 2019

Focused on student achievements

73

Stories
published

8,292

Press releases
sent

103,974

Engagements
on social media

1,956

High schools
received
updates

2,572

Government
representatives
received
updates



MIAMI UNIVERSITY



> MENU

Miami News

SUBMIT A STORY

MEDIA RESOURCES

SUBSCRIBE



Student Experience

Spring Career and Internship Fair offers students a chance to network, land jobs



Recognition & Achievement

Review names Miami University a "Best Value" college



Student Experience

Miami University names Gov. Mike DeWine as spring commencement speaker



MIAMI UNIVERSITY

Communications & Marketing at Miami

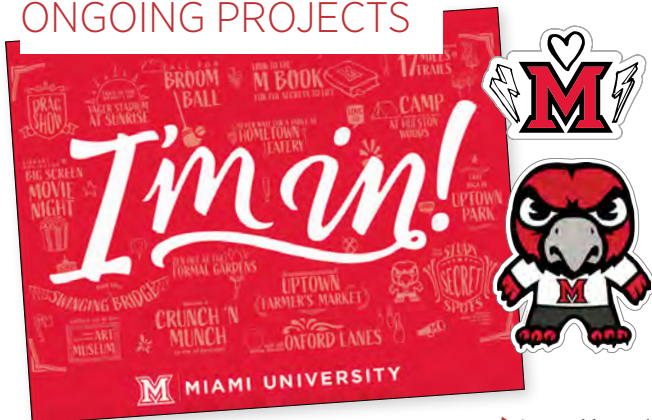
NEWS & UPDATES



University Communications & Marketing

FEBRUARY 2020

ONGOING PROJECTS



▲ A new acceptance packet delivers exciting news and evokes a strong celebratory response.

▶ A new video series called "Walk & Talk" was created for use in international recruitment communications.



REIMAGINED MATERIALS SUPPORT YIELD EFFORTS

Working closely with our partners in Admission, UCM has developed a new series of communications focused on increasing yield. The first is a new acceptance packet, that delivers exciting news and evokes a strong celebratory response.

Additional materials include a new financial aid notification packet, a reimaged brochure using data visualization to highlight student outcomes, and a student life brochure that provides a glimpse inside a day in the life of a Miami student.



RANKINGS, IMPACT EMPHASIZED IN NEW WAYS

To spotlight Miami's reputation, achievements, recognition, and impact, UCM has created a web page with an infographic highlighting Miami's notable rankings and achievements. The page serves as a destination for digital ads. UCM also published the 2019-2020 Report Card and the first-ever annual report of the Government Relations Network (GRN). More than 700 Report Cards and 500 GRN Annual Reports have been distributed across the state.

EXPANDED USE OF VIDEO ASSISTS RECRUITMENT

Aligning with research that supports the importance of video for Generation Z, UCM has increased its output of video to support student recruitment and highlight Miami's unique value proposition. A new video series called "Walk & Talk" was created for use in international recruitment communications. Each episode features President Crawford walking through campus with a student talking about their Miami experiences.

NEW TOOL OPTIMIZES WEB PRESENCE

UCM is onboarding Siteimprove, a suite of web solutions that helps us monitor and optimize our online presence. Installed in October 2019, Siteimprove regularly scans our website to detect issues that affect content quality, accessibility,

and search engine optimization. Since October, our web team has addressed more than 1,000 optimization opportunities, which have helped MiamiOH.edu exceed higher education benchmarks in quality assurance, accessibility, and search engine optimization.

UCM WELCOMES NEW STAFF MEMBERS

Two new marketing professionals have joined the UCM staff: Jeremy Adam, director of digital marketing, and Melissa McManis, graphic designer. Jeremy comes to Miami from Florida Atlantic University. In his new role, Jeremy is leading the strategic advancement of Miami's digital marketing efforts, including paid digital campaigns and social media marketing. Melissa joins the creative services team from Medpace in Cincinnati. Their first day was Feb. 3.

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

Marketing by the Numbers

November 26, 2019 - January 31, 2020

SOCIAL MEDIA

10.1M

Total social media impressions on the university's primary accounts

 1.9M  4.5M

 3.3M  390K

359.9K

Total social media engagements

 48.3K  129.7K

 173.2K  8.8K

WEBSITE

879.8K

New website visitors

4.8M

Website page views

CONVERSION TRACKING

3.9K

Common App Apply clicks

3.9K

Schedule a Visit clicks

2.5K

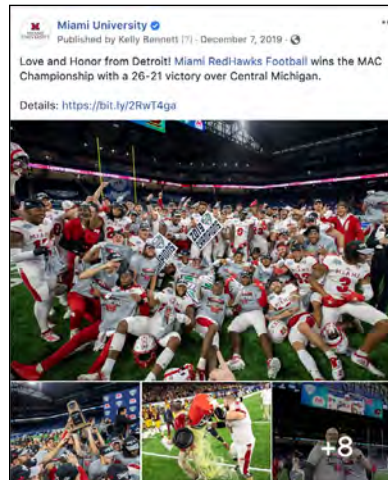
Request for Information clicks

901

Yield: Confirm Enrollment clicks

Social Media Top Highlights

November 26, 2019 - January 31, 2020



News by the Numbers

November 26, 2019 - January 31, 2020

36

News media pitches

4.4M

News reach

3.5K

News mentions

6 (Merit) stories

Boasting student, faculty, university accomplishments

516

Press releases sent via Merit about students recognized for academic achievement

1.3K

Engagements (shares, reactions, comments, clicks) on social media regarding Merit-recognized student achievement. Targeted audience includes government officials, media, parents, and high school counselors and staff.

\$4.0M

PR value

50

National news media mentions

► Miami was mentioned in media including *USA Today Online*, *ESPN*, *New York Times*, *Star Tribune*, *Washington Post*, *Seattle Times*, *Miami Herald*, *Newsday*, *L.A. Times*, *NBC News*, *Boston Globe*, and the *Denver Post*.



Provost Update for Board of Trustees

Provost Jason Osborne
February 2020



University Senate Resolutions

- BS in Primary Education
- Kinesiology and SLAM
- Classics consolidation:
 - French and Italian
 - History

>> Acknowledging retirements

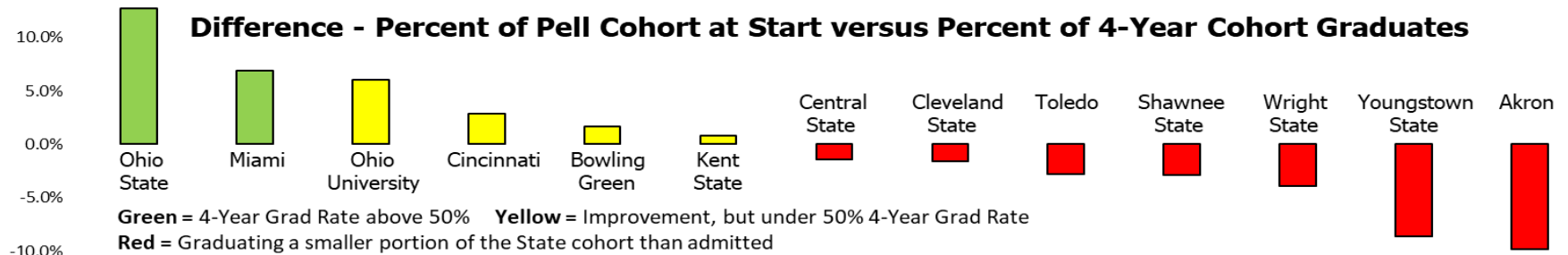


Unit/Program	Ranking Entity	<i>in Ohio</i> (among publics)	<i>in Nation</i> (among publics)
Overall University	<i>U.S. News & World Report</i>	#2	#39
Undergraduate Education	<i>U.S. News & World Report</i>	#1	#3
Undergraduate Business School	<i>Poets and Quants</i>	#1	#18
Entrepreneurship	<i>Entrepreneurship Magazine & Princeton Review</i>	#1	#5
Engineering w/o Ph.D.	<i>U.S. News & World Report</i>	#1	#8
Gaming	<i>Intelligent.com</i>	#1	#1
MJF- BS Pubic Relations	<i>Best Colleges Grad Reports</i>		#7
Mid-Career Salary	<i>Payscale.com</i>	#1	#49
Study Abroad	<i>Open Doors</i>	#1	#3
Sustainable Campus	<i>Sierra Ranking</i>	#1	#39
4-Year Graduation Rate	<i>Report: Chron Higher Ed</i>	#1	#21
Most Efficient School	<i>U.S. News & World Report</i>	#1	#1
Safety and Security	<i>Safe Campus—Nat'l Summit</i>	#1	#9



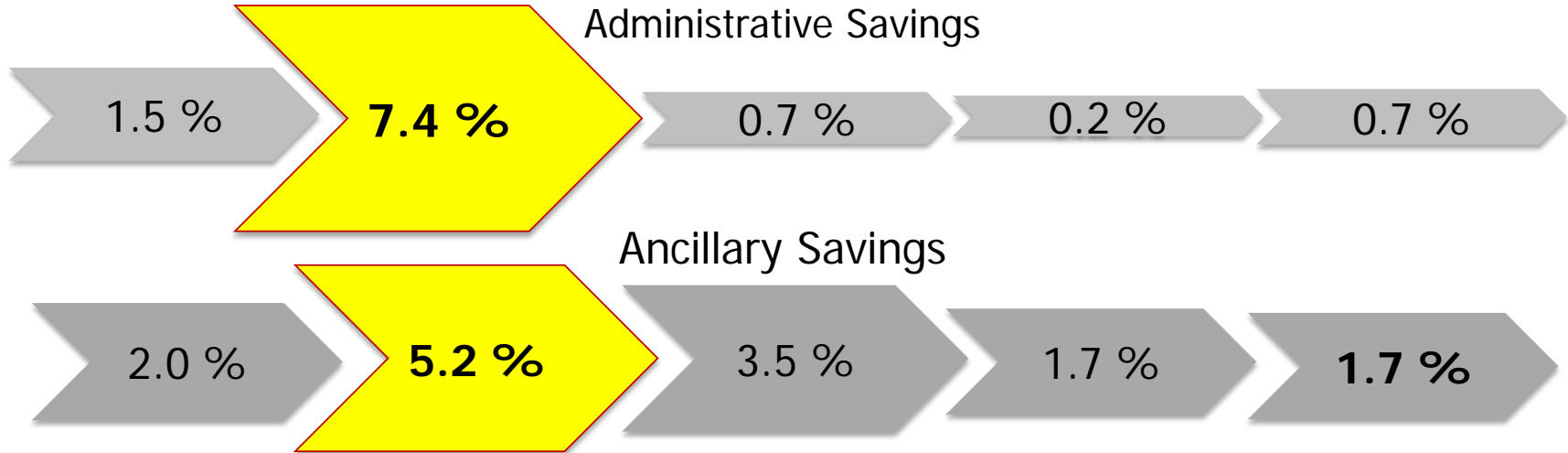
Update: Recent Pell Grant Article

Institution (Main Campuses Only)	2010 Pell Admissions	% of State Cohort to Start	2014 Pell Graduates	% of State Cohort Graduates	4-Year Grad Rate	6-Year Grad Rate
Ohio State	1,359	8%	681	21%	50%	76%
Miami	649	4%	352	11%	54%	70%
Ohio University	1,167	7%	425	13%	36%	53%
Cincinnati	1,039	6%	294	9%	28%	58%
Bowling Green	1,592	9%	360	11%	23%	42%
Kent State	1,581	9%	331	10%	21%	42%
Central State	432	2%	36	1%	8%	25%
Cleveland State	682	4%	79	2%	12%	29%
Toledo	2,159	12%	321	10%	15%	31%
Shawnee State	710	4%	41	1%	6%	14%
Wright State	1,498	9%	159	5%	11%	24%
Youngstown State	1,885	11%	76	2%	4%	17%
Akron	2,532	15%	159	5%	6%	22%
Total or Average	17,285		3314		19%	37%





Agile Budget (Acceleration, increase FY 21)



FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
\$ 3.5 M	\$ 15.3 M	\$ 2.5 M	\$ 1.1 M	\$ 1.9 M
—Cumulative in Bold—				
\$ 3.5 M	\$ 18.8 M	\$ 21.3 M	\$ 22.4 M	\$24.3 M



Focusing Philanthropy on Strategic Priorities

- Scholarships (need & merit)
- Honors College
- Scholars Cohorts (e.g. Prodesse)
- Endowed Professorships
- Faculty Support (e.g. research)
- Program Support
- Space (coming up next)





Leadership

In Academic Affairs



Transitions in Leadership timeline





Academic Affairs Leadership Searches

- Dean, Farmer School of Business
 - 4 excellent finalists, Dean Mullenix
 - Offer by 2/28
- Dean, College of Engineering and Computing
 - 3 excellent finalists, Dean Bishop-Clark
 - Offer by 3/8
- Dean, Graduate School
 - 4 excellent finalists, Dean Conley
 - Offer around 3/18
- Vice President Research and Innovation
 - 3 excellent finalists, Dr. Suzanne Kunkel
 - Offer around 3/30

>> Boldly Creative



BOLDLY
Creative

@ MIAMI UNIVERSITY

Boldly Creative I (Funded)



Significant Investment

- Clinical Health (Nursing)
- Data & Analytics
- Robotics & Automation

Seed Investment

- Cybersecurity
- M.S. Business Management
- E-Sports
- Certificates



Boldly Creative II (Under Review)



5 Finalists (12 Proposals)

- Transition Pipeline (HS-Work +)
- Life Course Initiative
- Inverted University: Digital
- Digital Innovation Program
- Socially Engaged Engineering & Computing



Boldly Creative III (RFP)



Currently >20 Pre-Proposals

- High Value Online Credentials
- Leverage Excellence
- Meet Needs & Demands
- All Levels Considered
- Ryan Baltrip (Oxford) & Janet Hurn (Regionals)



>> New Programs in Pipeline



Degree	Degree Name	Status
B.A.	Data Analytics	Approved
Certificate	Analytics (UG)	Approved
B.S.	Data Science & Statistics	Approved
B.A.	Applied Science Robotics Technology	Approved
M.S.	Business Management	Approved
Certificate	Business Management	Approved
M.S.	Business Analytics	Approved
Certificate	Sports Analytics (UG)	Deans
M.S.	Emerging Tech in Business & Design (e-sports)	Deans

>> New Programs in Pipeline (con't)



Degree	Degree Name	Status
B.S.	Engineering Robotics	Division
B.S.	Commerce & Sales Management	Division
M.S.	Sport Analytics	Department
M.S.	Engineering, Automation & Control	Department
M.S.	Physician Assistant*	Accredit
M.S.	Biomedical Sciences	Department
M.S.N.	Nurse Leader, Nurse Educator	Department
D.N.P.	Nurse Practitioner	Department
B.S./M.S.	Cybersecurity	Department





Curricular review Phase #1 complete

- ❖ Shared governance committee developed a vision for how departments can use national and Miami data for CQI
- ❖ “SWAT” team of experts will support departments as they evaluate programs
- ❖ Departments and deans will identify next steps with support from SWAT team and Provost office

GMP Revisions

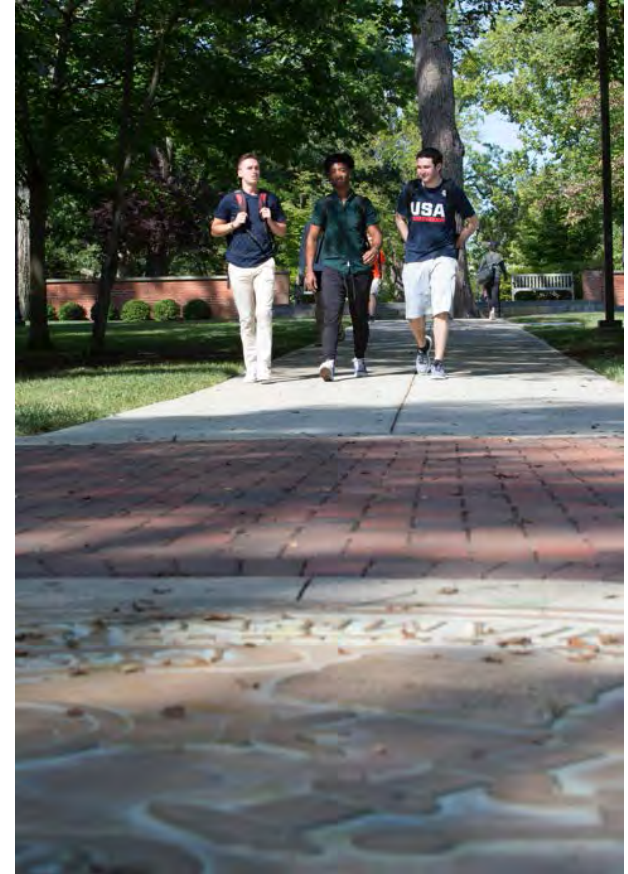


- ❖ LEC has developed several innovative models
- ❖ Being vetted with Deans/COAD and chairs/campus through spring semester
- ❖ Will bring more details next BOT meeting

Investing in Honors College (& Scholars)



- Residential, “Ivy” Experience
- Service + Engagement
- State of Art Residence Halls
- Faculty Fellows / In Residence
- Rigorous Experiences
- Unique Courses
- Tutorials & Honors Offerin
- Guaranteed Experiences





Candidates for Promotion and Tenure

Promotion to Full Professor

Marianne Cotugno
 Dana Cox
 Marcia England
 Jonathan Grenier
 Ben Jacks
 Cynthia Klestinec
 Theresa Kulbaga
 Katherine Kuvalanka
 Stephen Lippmann
 Rachael Morgan-Kiss
 Tory Pearman
 Monica Schneider

Tenure and Promotion to Associate Professor

Stephanie Baer	Tim Lockridge
William Brink	Joshua Magee
Michelle Buchberger	Sara McLaughlin
Michael Conger	Fadel Megahed
Stephanie Danker	Beth Miller
Gregory Fisher	William Moser
Haim Kassa Gebeyehu	Greg Niemesh
Tracey Hoffman	Karthik Vishwanath
Daniela Inclezan	Maria Weese
Mahmud Khan	David Woods
Mary Kovach	



Disaster-proofing Academic Affairs

- We need a more resilient academic operation
 - Novel Coronavirus/ Influenza/ Measles/ Norovirus/etc.
 - Natural disaster
 - Infrastructure disruption (electric, natural gas, hacking)

- We need the capacity to serve individual students better who are experiencing illness or personal crisis

- Goal: Bring together task force throughout university to work on policies, culture, and preparation; simulate during Fall semester



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

Academic and Student Affairs
February 21, 2020

RESOLUTION R2020-32

WHEREAS, University Senate per SR 20-09, of February 10, 2020 endorsed the proposed degree, Bachelor of Science in Education, with a major in Primary Education, School of Education, Health and Society.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Bachelor of Science in Education, with a major in Primary Education, School of Education, Health and Society; and

BE IT FURTHER RELVED, this approval applies when the final action of the University Senate action becomes effective.

*Approved by the Board of Trustees
February 21, 2020*

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


EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Dana Cox, Chair

James Bielo, Chair-elect

University Senate Website: miamioh.edu/academic-affairs/university-senate/

November 22, 2019

To: Gregory P. Crawford, President
 From: Jeffrey Wanko, Secretary of the University Senate
 Re: Degree Program Approval
 SR 20-09, Bachelor of Science in Education, with a major in Primary Education, College of Education, Health and Society

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

On February 10, 2020, University Senate adopted SR 20-09:

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Bachelor of Science in Education, with a major in Primary Education, School of Education, Health and Society;

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

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve Bachelor of Science in Education, with a major in Primary Education, College of Education, Health and Society.

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

Gregory P. Crawford, President

Date

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

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Dana Cox, Chair

James Bielo, Chair-elect

University Senate Website: www.MiamiOH.edu/senate/

February 21, 2020

To: Board of Trustees, Academic and Student Affairs Committee
 From: Dana Cox, Chair, Executive Committee of University Senate
 RE: University Senate Report to Board of Trustees – February 21, 2020 Meeting

Executive Committee of University Senate membership:

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

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on December 12, 2019.

- New Business, Specials Reports and Updates delivered to University Senate:
 - **January 27, 2020**
 - University Senate Committees – Joe Carlin – Senate Liaison, Governance Committee
 - Discussion of TCPL cap resolution
 - **February 10, 2020**
 - Entrepreneurship Department Formation – Tim Holbomb – Director, ESP
 - Primary Education Major – Sheri Leafgren – Associate Professor, EDT
- Senate Resolutions

SR 20-08**January 27, 2020**

BE IT HEREBY RESOLVED that University Senate endorse proposed revisions to the Miami University Policy and Information Manual (MUPIM) 7.11, *Teaching, Clinical Professors and Lecturers*, as set forth below:

Decisions about faculty composition should be made at the divisional level and should be made in adherence to the teacher-scholar model that is central to the mission of Miami University as well as in accordance with principles of shared governance that respect both divisional and departmental goals. Faculty composition are influenced by multiple factors, including strategic goals, budgetary resources, and curricular offerings and demand. Each dean prepares a hiring plan for their unit every fiscal year for review and approval by the Provost. The Provost owns every vacant faculty line, and allocates them according to mutually-agreed-upon hiring plans. Divisional hiring plans need to reflect and be responsive to budget, curricular demands, strategic priorities, and should ensure the division is within any policy constraints on faculty composition approved through appropriate processes within the division.

Limitation on Number of Teaching, Clinical Professors and Lecturers (TCPLs)

TCPLs may not exceed the following percentages of total number of full-time tenured and tenure-track faculty within each division:

CAS: 25.0%

CCA: 25.0%

EHS: 35.0%

CEC: 25.0%

FSB: 25.0%

CLAAS: 30.0%

Divisions must work within the structure of governance processes to modify this limitation and to address faculty composition more broadly. Divisions must adhere to their faculty composition policy and the dean of the college/school must annually communicate with faculty on current and historical trends in faculty mix. This communication should provide context including relevant budgetary resources and curricular needs. The provost will annually update the University Senate on changes to divisional policies and faculty mix. Any changes that incur a raising of the new caps in this resolution must be approved by Senate.

Appointment to a TCPL position requires either:

1. a competitive search; or
2. the approval of the Provost upon the positive evaluation and recommendation of the department if required by departmental governance, the department chair, the program director (when appropriate), and dean for a person currently holding another instructional staff position at Miami University.

SR 20-08 approved by voice vote with 2 nays and 3 abstentions.

SR 20-09

February 10, 2020

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Bachelor of Science in Education, with a major in Primary Education, School of Education, Health and Society;

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

SR 20-09 approved unanimously by voice vote.

cc: Provost Jason Osborne, Chair, University Senate

Dana Cox, Chair, Executive Committee of University Senate
Jeffrey Wanko, Secretary, University Senate
Becky Sander, Recording Secretary, University Senate

OhioHigherEd
Department of Higher Education

Mike DeWine, Governor
Randy Gardner, Chancellor

REQUEST FOR APPROVAL

**SUBMITTED BY
MIAMI UNIVERSITY**

**ESTABLISHMENT OF A
[Bachelor of Science in Education] DEGREE IN
[Primary Education Pre K-5]**

(11/20/2019)



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Supplements: List the supplement or supplements included with the proposal	

Miami University | Proposal to Establish a [Bachelor of Science in Education] in [Primary Education Pre K-5] | Page 3

REQUEST

Date of submission: [11/20/2019]

Name of institution: Miami University

Degree/degree program title: [Bachelor of Science in Education] degree in [Primary Education Pre K-5]

Primary institutional contact for the request
Name: Brian Schultz
Title: Chair and Professor
Phone number: (513) 529-6443
E-mail: schultbd@MiamiOH.edu

Department chair/program director
Name: Brian Schultz
E-mail: schultbd@MiamiOH.edu

Delivery sites: campus(es)

Date that the request was approved by the institution's governing board:
 Approved by the Miami University Senate on [date], and the Board of Trustees on [date]

Proposed start date: [Fall] [2020]

Date Institution established: 1809

Institution's programs: associate, bachelor's, master's, educational specialist, doctoral degrees (total ____ degree majors as of ____)

Educator Preparation Programs:
 Indicate the program request leads to educator preparation licenses or endorsements.

Licensure Yes No
Endorsement Yes No

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

Previous 1-8 license (Elementary Education)
 Current preK-3 license (Early Childhood Education)
 New preK-5 license (Primary Education PK-5)

The state has mandated a grade band change. This new program will replace the current ECE program which will be taught out. This new name (Primary PK-5) reflects the mandate from the State of Ohio . Primary Education aligns with what the State is naming the license our students seek. PK-5 is added to make obvious to students and prospective students that Primary, in this case, provides a Primary PK-5 license.

Please note that the state mandate has indicated ODHE does not need to review the

Miami University | Proposal to Establish a [Bachelor of Science in Education] in [Primary Education Pre K-5] | Page 4

new program until the old program is scheduled for review. In this case it scheduled for 2023. See below and attached documentation from ODHE.

From: "Jessica Mercerhill" <jmercerhill@highered.ohio.gov>
 Subject: New P-5 license timeline
 Date: August 30, 2018 at 11:58:52 AM EDT
 To: Michael Dantley <dantleme@miamioh.edu>

"Currently approved Early Childhood licensure programs do not need to go through state review upon conversion. Beginning in Fall 2020, program review submissions for early childhood should be submitted as the P-5 program."

SECTION 2: ACCREDITATION

2.1 Regional accreditation

Original date of accreditation:	1913
Date of last review:	2015
Date of next review:	2025

2.2 Results of the last accreditation review

Miami University is accredited by the [Higher Learning Commission](#) (HLC) of the North Central Association of Colleges and Schools. HLC accredits degree-granting post-secondary educational institutions in the North Central region of the United States. Miami's most recent [accreditation review](#) was in 2015, while the next reaccreditation review will occur in 2025.

2.3 Notification of appropriate agencies

Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program. **Provide documentation of the notification as an appendix item.**

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

Miami University, a student-centered public university founded in 1809, has built its success through an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life. It is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.

Miami provides the opportunities of a major university while offering the personalized attention found in the best small colleges. It values teaching and intense engagement of faculty with students through its teacher-scholar model, by inviting students into the excitement of research and discovery. Miami's faculty are nationally prominent scholars and

artists who contribute to Miami, their own disciplines and to society by the creation of new knowledge and art. The University 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. Miami provides a strong foundation in the traditional liberal arts for all students, and it offers nationally recognized majors in arts and sciences, business, education, engineering, and fine arts, as well as select graduate programs of excellence. As an inclusive community, Miami strives to cultivate an environment where diversity and difference are appreciated and respected.

Miami instills in its students intellectual depth and curiosity, the importance of personal values as a measure of character, and a commitment to life-long learning. Miami emphasizes critical thinking and independent thought, an appreciation of diverse views, and a sense of responsibility to our global future.

-- June 20, 2008

<https://miamioh.edu/policy-library/mission-values/>

3.2 Organizational structure

Miami University is governed by a Board of Trustees which has 11 members appointed by the Governor with the consent of the Ohio Senate. The Board of Trustees delegates responsibility for administration of the university to the President. The President is advised by an Executive Committee that includes the Provost and Executive Vice President for Academic Affairs, Vice President for Finance and Business Services, Vice President for Student Life, Vice President for Enrollment Management & Student Success, Vice President for University Advancement, Vice President for Information Technology, General Counsel, Secretary to the Board of Trustees, Vice President of University Communications & Marketing, and Director of Intercollegiate Athletics.

The Division of Academic Affairs includes six academic divisions (College of Arts & Science, College of Creative Arts; College of Education, Health and Society; College of Engineering and Computing, Farmer School of Business; College of Liberal Arts & Applied Sciences), the Graduate School, University Libraries, and the Miami University Dolibois European Center (MUDEC).

The administrative leadership of Miami University can be found at: <https://miamioh.edu/about-miami/leadership/>

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.

The Primary Education PK-5 program is to be housed in the Department of Teacher Education, which is housed in the College of Education, Health and Society. The current program coordinator, Dr. Sheri Leafgren, reports to the department chair, Dr. Brian Schultz, who reports to the dean, Dr. Michael Dantley. Within the program itself, there are three block coordinators who oversee the courses, field, seminars, and faculty in each of the three "blocked" semesters.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.

The current coordinator of Early Childhood Education -- the program that is to be changed to Primary Education P-5, is Dr. Sheri Leafgren. The program coordinator prepares reports as described above--for CAEP for ongoing accreditation, Full State Reviews, Annual Assessment Reports and reports to the chair and dean. The coordinator organizes monthly meetings of faculty who teach in the program, including faculty from regional campuses who teach in the program at those sites. She coordinates with the field office and school partners to provide experiences in schools and communities that support program curricula and goals; she serves on the department leadership committee to advise and collaborate with other program coordinators; she leads and/or supports other faculty in dispositional matters with students; she coordinates with office staff and department administrators in scheduling courses, including interactions with other departments that serve our program/students; she is responsible for engaging faculty in recruitment efforts. And the coordinator is the standard-bearer for the department and program goals and threshold concepts.

[CV update 2019](#)

Commented [MOU1]: This is not openable.

Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.

Twelve faculty who teach across semesters and blocked semesters in the program collaborated on responding to the STATE MANDATED changes, and the mission-driven changes described in this document and in the individual course changes also submitted to CIM. These faculty (including full, associate, assistant, and clinical professors) met for 12 full days in spring and summer, 2019 to frame each course and program change. In addition, changes were brought to the full ECE faculty during monthly meetings in spring and early fall to discuss these changes. Toward maintenance and improvement of the proposed program, faculty will engage in small group meetings (block coordinators, block faculty, critical introspection groups, and community/school based groups) to further advance the quality of experience for our students.

4.2 Program development

Describe how the proposed program aligns with the institution's mission.

As a program predicated on not only meeting accreditation and state requirements but on critically conscious, justice-oriented priorities, we honor the institution's mission to empower our students to engage their compassion and integrity toward the common good. In this proposed program, teacher candidates are to be involved in student-centered, co-curricular courses and community/school-based experiences in diverse settings toward advancing their intellectual identities, curiosities, appreciation of diverse views, and sense of responsibility to others and themselves.

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.

No needs assessment. This is a current active program that is changing to meet a state mandate. In order to provide the courses needed to recommend for a pK-5 license, our program must undergo these changes.

Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

No.

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

The current ECE program is already accredited through CAEP and NAEYC. The upcoming accreditation cycle will shift NAEYC /SPA approval to Full State Review. NAEYC is no longer providing review of programs. In Summer 2022, we will complete a Self-Study Report, Fall 2022, CAEP responds to report; in Winter 2022, Self-Study Addendum; and in Spring 2023, Site visit with final report from CAEP in Fall 2023.

4.3 Collaboration with other Ohio institutions

Indicate whether any institution within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program, and provide a rationale for offering an additional program at this site.

Any institution in Ohio that previously had an Early Childhood Education program is making the change to a Primary Education program. Locally, this includes Wright State and University of Cincinnati.

Our rationale for continuing to offer this new version of our long-standing program is to honor the students who have chosen to participate Miami University's teacher education Primary PK-5 program and who would like to earn the new degree and license.

Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

No,

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

- 1) Complete EDT 190 and EDP 201 with a grade of B or higher in each course
- 2) Complete 30 graded credit hours or more
- 3) Earn a cumulative GPA of 2.75 or higher
- 4) Meet current accreditation (CAEP) requirements for ACT or SAT.

*Students who do not meet the requirements above may petition

The program being proposed will abide by all applicable transfer credit policies. Policies governing the transcription of credit are authorized by the Academic Policy Committee and University Senate and aligned with the ODHE transfer and articulation policies. Described in the [General Bulletin](#), these policies articulate the standards for AP and CLEP credit, minimum length of study requirements, credit-hour equivalency, the process of evaluating credit and applying transfer courses to the general education requirements, and clear parameters for graduation requirements, including the number of credits that must be completed at Miami. The Bulletin also explains the specific course credit students receive for completion of the Ohio Transfer Module (which is a set of core courses equivalent to 36-40 semester hours that all Ohio public colleges and universities have agreed count for credit at any Ohio school) as well as Transfer Assurance Guides, Military Transfer Assurance Guides and Career-Technical Assurance Guides. All Miami courses that count for TAG, MTAG, CTAG or OTM credit must advance specific outcomes and be approved by a statewide panel of faculty in the discipline. Miami also has a procedure for students to propose other courses taken at other universities to count for degree and major program requirements.

5.2 Student administrative services

Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

The needs and expectations for student administrative services will not change from current levels of need in the ECE program.

5.3 Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Yes, they will be adequate; no new or expanded services needed from what is used in the ECE program.

SECTION 6: CURRICULUM

6.1 Introduction

Provide a brief description of the proposed program as it would appear in the institution's catalog (*General Bulletin*). The description should be no more than 150 words.

The Primary PK-5 major leads to a Bachelor of Science in Education degree. Approved by the Ohio Department of Education, this program prepares graduates to teach students in grades PK through 5th in all content areas. In addition to meeting requirements of the Global Miami Plan, students take courses in Teacher Education; Educational Leadership; Kinesiology and Health; Family Science and Social Work; and Educational Psychology. During their study of justice-oriented and critically conscious curricula and pedagogies, students participate actively in urban and suburban/rural classrooms and communities, culminating in a 15-week, full-time student teaching experience in which they work closely with mentor teachers in Head Start facilities, and in area elementary schools, eventually assuming instructional responsibilities for all classes.

6.2 Program goals and learning objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

6.3 Course offerings/descriptions

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major, general education, elective) and indicate if they are new or existing courses.

Course (number/name)	Cr hrs	Major	General Education (Miami Plan)	Elective	OTM TAG CTAG	New/Existing Course
MAJOR REQUIREMENTS						
e.g., STA 261 Statistics	4	■				Existing
e.g., MGT 111 Intro to Business	3	■				Existing
EDL 204	3					
EDP 256	3					
EDT 181 Or EDT 182	4					
EDT 190	3					

Miami University | Proposal to Establish a [Bachelor of Science in Education] in [Primary Education Pre K-5] | Page 10

EDT 362	4				
MTH 115	4				
MTH 116	4				
EDT/FSW 225	3				
EDT 242P	3				New
EDP 201	3				
EDP 419P	15				New
BLOCK ONE					
EDT 246P	3				New
EDT 272P	3				New
EDT 315P	3				New
KNH 245	3				
EDT 323	3				
BLOCK TWO					
EDT 317P	3				New
EDT 318P	3				New
EDT 346P	3				New
EDP 495E	3				New
BLOCK THREE					
EDL 318E					
EDP 432					
EDT 417P					New
EDT 473P					New
ADDITIONAL REQUIREMENTS					

Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. **Submit course syllabi as appendix items.**

[General Bulletin](#)

6.4 Program sequence: Provide the intended/ideal sequence to complete the program in the table below. Add additional time period as needed.

[Program Road Map](#)

Commented [MOU2]: This is not able to be opened.

Time Period	Curriculum component	Time period	Curriculum component
Freshman Year			
Year 1 Fall Semester	Courses/Activities (hrs.)	Year 1 Spring Semester	Courses/Activities (hrs.)

Miami University | Proposal to Establish a [Bachelor of Science in Education] in [Primary Education Pre K-5] | Page 11

Time period	Curriculum component	Time period	Curriculum component
Sophomore Year			
e.g., Year 2 Fall Semester	Courses/Activities (hrs.)	e.g., Year 2 Spring Semester	Courses/Activities (hrs.)
Time period	Curriculum component	Time period	Curriculum component
Junior Year			
e.g., Year 3 Fall Semester	Courses/Activities (hrs.)	e.g., Year 3 Spring Semester	Courses/Activities (hrs.)
Time period	Curriculum component	Time period	Curriculum component
Senior Year			
e.g., Year 4 Fall Semester	Courses/Activities (hrs.)	e.g., Year 4 Spring Semester	Courses/Activities (hrs.)

6.5 Alternative delivery options (please check all that apply):

- More than 50% of the program will be offered using a fully online delivery model
- More than 50% of the program will be offered using a hybrid/blended delivery model
- More than 50% of the program will be offered using a flexible or accelerated delivery model

For the purposes of this document, the following definitions are used:

- an **online course** is one in which most (80+% of the content is delivered online, typically without face-to-face meetings;
- a **hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;
- a **flexible or accelerated program** includes courses that do not meet during the institution’s regular academic semester (fall or spring) as well as courses that meet

during the regular academic term but are offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.

6.6 Off-site program components (please check all that apply):

- Co-op/Internship/Externship
- Field Placement
- Student Teaching
- Clinical Practicum
- Other

If one or more of the items is checked, please provide a brief description of the off-site component(s).

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Assessment efforts are directed by the Office of Institutional Research and Effectiveness. Because of the accreditation standards of the Higher Learning Commission, each academic department, academic support unit and Student Life unit at Miami University is required to implement a full cycle assessment program for each undergraduate major, general education, free-standing certificates, and all graduate programs.

Each major or degree program specifies at least three learning outcomes to assess, and other units specify at least three major goals or objectives to assess. Each year, data related to the outcomes or goals are collected and analyzed and used for program improvement. When beginning the process of assessment for the first time, departments and units create an assessment plan. Annually or biennially, the assessment data for the three or more learning outcomes or goals are analyzed and discussed and plans for improving teaching and learning based upon those findings are articulated. The summary of the data collected, the analysis and the steps for improvement are recorded in an assessment report which is submitted each year. Plans and reports are reviewed regularly by a university-level assessment committee.

Is your program externally accredited? If yes, does the external body require the program to do **direct assessment of student work showing student achievement of your stated learning outcomes**? If so, please provide a copy of the assessment requirements/plan to the Office of Institutional Research and Effectiveness. If not, please answer all the following questions:

- List at least 3 specific student learning outcomes (SLOs) that the students are expected to achieve by the time they complete the program. If the program includes liberal education course(s), articulate any specific linkages between your stated SLOs and Miami Plan principles or competencies.

Students will be able to describe and utilize theories and principles of justice, equity, and democratic life relevant to the problems of PK-5 classrooms, schools, families, and community.

Students will be able to develop and articulate to others an intellectual/scholarly identity toward various ways of knowing, learning, reflecting and acting as pedagogues.

Students will be able to use conceptions of cultural identity and cultural diversity to work in solidarity with diverse individuals, families, and communities in their school and community.

Students will be able to critically examine theories of critical literacies toward applied analysis of problems of practice .

Students will be able to demonstrate an understanding of technological literacies for school and community leadership.

Students will be able to select, develop and implement formative and summative assessments to evaluate student understandings to inform instruction.

Students will be able to apply critical lens to see power & privilege and the consequences within and beyond educational contexts

- Identify courses (and examinations or assignments within them) or other culminating projects where these outcomes are emphasized and can be measured, especially near the point of graduation. If relevant, specify any licensing or external exams you intend to use.

While the entire program supports the above SLOs, key courses and experiences in which the outcomes are emphasized and measured via rubrics currently included in EDT 272 (Developmentally Appropriate Practice Project), EDT 346 (Analysis of Children's Learning and Using Assessment to Inform Instruction Assignment), EDT 474 (Children, Family and Communities Human Ecology Project), and EDT 419 (Mid-term and final New Student Teaching Evaluation), EDP 432 (Assessment Plan).

- Describe how you intend to evaluate the learning outcomes by means of the assignment(s)—e.g., rubric(s) or answer key(s) to exam.

Learning outcomes will be measured via key assessments in 4 courses, using holistic rubrics designed to generate data to be used for State review and CAEP accreditation.

- Describe the sampling procedure. What percentage of your student body will comprise your sample? If the sample size is small, make the case that they adequately represent the whole.

N/A

- Describe how you intend to collect student perceptions of their achievement of the program learning outcomes.

Individual and small group meetings with faculty, documented with notes.

Student presentation of work at program faculty meetings.
 Implementation of SGIDs with a focus on learning outcomes.
 Final Articulations (one-on-one presentation of meaning-making by students at end of program).

- Describe your plans for regular (annual or biennial, depending on program size) collection and summary of data.

Student benchmarks (GPA, test scores, pre-requisite course completions, ...) are checked per semester.

An annual report for the program is prepared with a summary of data and submitted to department, college, and provost.

CAEP and state review reports (Self-Study Report, Summer 2022; Self-Study Addendum, Winter 2022; Full State Review/CAEP, Spring 2023).

- Describe your plans for a regular faculty meeting in which faculty discuss assessment data findings and make plans for improvement of teaching and learning based upon the data.

Monthly meetings are held with all faculty who teach in the Primary PK-5 program (includes Oxford, Middletown and Hamilton faculty) will include block-by-block review of working toward goals in practice, including opportunities to hear from current students in the program regarding their progress on Student Learning Outcomes. Once per semester, discussion of and response to assessment data findings. Faculty will be asked to contribute to the Self-Study report to be submitted in Summer 2022.

- Identify who will be responsible for creating and submitting an annual assessment report to the Office of Institutional Research and Effectiveness at the end of each academic year.

The Primary PK-5 coordinator (currently, Dr. Sheri Leafgren) will be responsible for the annual assessment report.

7.2 Other means of measuring student success

In addition to program assessment, describe the other ways that individual student success in the proposed program will be measured (e.g., graduation rates, exit interviews, job placement, alumni surveys). Describe the measurements to be used, frequency of data collection and how the results will be shared and used for program improvement.

Job placement; State-required tests of content and pedagogy; Early Career Teacher meeting notes (face-to-face alumni meetings); Analyses of program effectiveness via Assessment of Readiness/Willingness to Teach (AR/WT); Supervisor/cooperating teacher evaluations (C-PAST); student teachers complete an exit survey which is reviewed by the student teaching office.

The Miami University Student Success Committee with the support of the Office of Institutional Research and Effectiveness guides and implements the university's student success evaluation and assessment. Student success is measured through national surveys and projects (e.g., the National Survey of Student Engagement, CIRP Freshman

survey, Collegiate Learning Assessment, College Senior Survey, Your First College Year, HERI Faculty Survey, Faculty Survey of Student Engagement) as well as in-house graduate survey and alumni survey.

SECTION 8: FACULTY

8.1 Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.

The program is staffed by a range of faculty designations: professor, associate Professor, assistant professor, clinical faculty, adjunct and instructor. Staffing varies by semester.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).

Each faculty member holds at least a masters degree in an education-related field. All hold or have held teaching certificates or licenses in their field. Additionally, faculty who teach in the program have varied classroom experience in preschool to 6th grade in a range of settings.

Describe the institution's load/overload policy for faculty teaching in the proposed program.

Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.

To better meet institutional missions and new State mandates, EDT 181/182 and EDT 323 are proposed as required courses for the program rather recommended courses. Depending on changes in numbers of students per semester, additional sections for these already existing courses may be needed.

Other than that possibility, workloads for existing faculty will remain the same.

[MUPIM 6.5 Overload Teaching](#)

8.2 Program faculty

Provide the number of existing faculty members available to teach in the proposed program.

Full-time: 10
Less than full-time: 7

Provide an estimate of the number of faculty members to be added during the first two years of program operation.

Full-time:

Less than full-time:

8.3 Expectations for professional development/scholarship

Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. **Include a faculty handbook outlining the expectations and documenting support as an appendix item.**

Remains the same as the current ECE program. Faculty have internal and external opportunities and supports for professional development and scholarship.

8.4 Faculty matrix

Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). **A copy of each faculty member's CV must be included as an appendix item.**

- [Bachman CV 2019.pdf](#)
- [Wachenheim.pdf](#)
- [Vennefron CV.docx](#)
- [truncated CV leafgren.pdf](#)
- [Suiter CV .pdf](#)
- [Shiveley CV 2019.pdf](#)
- [Scott Sander - CV - 10-19.pdf](#)
- [kleimail CVdoc.pdf](#)
- [J Lance CV-2019.docx](#)
- [HOWARDvita0919.pdf](#)
- [Dales vita brief Oct2019.doc](#)
- [CV Vincent.pdf](#)
- [cv Paula Saine-CV2019.docx](#)
- [cv Nazan Research Vita Updated October 2019.pdf](#)
- [CV Lee.pdf](#)
- [CV Hoffman .pdf](#)
- [CV 2019, Mysona.pdf](#)
- [Cosmah CV 2019.pdf](#)
- [Copy of SiglerCV.pdf](#)
- [Christine Underwood .pdf](#)
- [Catherine Haerr CV 2019.pdf](#)
- [bryan CV 8102019.docx](#)
- [bornhorst cv august 2019.pdf](#)

- Commented [MOU3]: not
- Commented [MOU4]: not
- Commented [MOU5]: not
- Commented [MOU6]: not
- Commented [MOU7]: not
- Commented [MOU8]: not
- Commented [MOU9]: not
- Commented [MOU10]: not
- Commented [MOU11]: not
- Commented [MOU12]: not
- Commented [MOU13]: not
- Commented [MOU14]: not
- Commented [MOU15]: from Paula Saine down these are accessible from the links. The ones above are not.

SECTION 9: LIBRARY RESOURCES

Librarian representative to do: http://www.lib.MiamiOH.edu/subject_librarians/

9.1 Library resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for

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additional resources, setting the budget for additional library resources/services needed for the program).

N/A

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).

N/A

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

N/A

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

List the facilities/equipment currently available for the program. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

No change from current ECE program.

10.2 Budget/financial planning:

Complete the table on the following page to describe the financial plan/budget for the first three years of program operation.

No change from current ECE program.

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full time				
Headcount part time				
Full-time equivalent (FTE) enrollment				
II. Projected Program Income				
Tuition (paid by student or sponsor)				
Expected state subsidy				
Externally funded stipends, as applicable				

Other income (if applicable, describe in narrative section below)				
Total Projected Program Income				
III. Program Expenses				
New Personnel				
<ul style="list-style-type: none"> • Instruction (technical, professional and general education) Full _____ Part Time _____ • Non-instruction (indicate roles in narrative section below) Full _____ Part time _____ 				
New facilities/building/space renovation (if applicable, describe in narrative section below)				
Scholarship/stipend support (if applicable, describe in narrative section below)				
Additional library resources (if applicable, describe in narrative section below)				
Additional technology or equipment needs (if applicable, describe in narrative section below)				
Other expenses (if applicable, describe in narrative section below)				
Total Projected Expense				

Budget Narrative:

Use narrative to provide additional information as needed based on responses above.

Please note that the state mandate has indicated ODHE does not need to review the new program until the old program is scheduled for review. In this case it is scheduled for 2023. See below and attached documentation from ODHE.

From: "Jessica Mercerhill" <jmercerhill@highered.ohio.gov>
 Subject: New P-5 license timeline
 Date: August 30, 2018 at 11:58:52 AM EDT
 To: Michael Dantley <dantleme@miamioh.edu>

"Currently approved Early Childhood licensure programs do not need to go through state review upon conversion. Beginning in Fall 2020, program review submissions for early childhood should be submitted as the P-5 program."

APPENDICES

Please note that the institution is required, at a minimum, to submit the following the items as part of the review:

- | | |
|---|---------------------------|
| Results of recent accreditation reviews | Course syllabi |
| Organizational Chart | Faculty CVs |
| Faculty/student handbooks (or link) | Current catalog (or link) |

Appendix Description

- A
- B
- C
- D
- E
- F
- G

Miami University is committed to continual support of the delivery of the [DEGREE] in [MAJOR]. If Miami University decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

Miami University verifies that the information in the application is truthful and accurate.

Respectfully,

Dr. Phyllis Callahan
Provost & Executive Vice President
Miami University

Department Chair/Program Director Approval and Forwarding:

Name: [] Email: [] Phone: [] Date: []

Department Chair/Program Director approval indicates that the program and its student learning outcomes will be assessed in accordance with the department's/program's overall assessment plan.

Divisional Dean approval indicates that the new program fits into the mission of the division, and that any overlap between the courses and other extant courses in the divisional curriculum has been identified and any related concerns resolved. By approving, the Dean (A) takes oversight responsibility for ensuring that the new program meets divisional standards for rigor, (B)

indicates a recognition and acceptance of the staffing model and implications, and (C) forwarding of other related resource issues, when approved. When approved by the Dean, following the divisional curriculum approval, forward for Registrar action within the curriculum approval process.

Please submit completed approved forms (in Microsoft Word) via e-mail to: courseapproval@MiamiOH.edu

NOTE: New Degrees: This form requires approval by the department/program, division, Council for Undergraduate Curriculum or Graduate Council, academic deans, a vote by University Senate plus ten (10) class days for review, the President, the Miami University Board of Trustees and the Ohio Department of Higher Education (see MUPIM, Section 11). In some situations, approval by the Higher Learning Commission will be required. Upon submission of this form, the Office of the University Registrar will verify the information and forward this request to the appropriate contact.

NOTE: New Majors: This form requires approval by the department/program, division, Council for Undergraduate Curriculum or Graduate Council, academic deans, and a vote by University Senate plus ten (10) class days for review (see MUPIM, Section 11). Upon submission of this form, the Office of the University Registrar will verify the information and forward this request to the appropriate contact.



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February 21, 2020
Academic and Student Affairs

RESOLUTION R2020 - 30

WHEREAS, University Senate on December 2, 2019 voted unanimously to forward the recommendation of the Kinesiology and Health Partitioning Committee, to partition the Department of Kinesiology and Health into the Department of Kinesiology and Health, the Department of Sports Leadership and Management, to the Provost for consideration; and

WHEREAS, it is the recommendation of the Dean of the College of Education, Health and Society, the Provost, and the President, to partition the Department of Kinesiology and Health into the Department of Kinesiology and Health, and the Department of Sports Leadership and Management.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the partition of the Department of Kinesiology and Health into two separate departments, the Department of Kinesiology and Health, and the Department of Sports Leadership and Management, to become effective on July 1, 2020.

*Approved by the Board of Trustees
February 21, 2020*


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



MIAMI UNIVERSITY
COLLEGE OF EDUCATION, HEALTH & SOCIETY

DATE: January 9, 2020

TO: Jason Osborne, Provost
Ted Pickerill, Executive Assistant to the President

FROM: Michael E. Dantley, Dean, College of Education, Health and Society 

RE: Partitioning of the Department of Kinesiology and the Sport Leadership and Management Program

This memorandum comes to provide my support as well as request to create a new department - Sport Leadership and Management in the College of Education, Health and Society. Sport Leadership and Management (SLAM) has been a thriving program in the Department of Kinesiology and Health (KNH) in the College of Education, Health and Society. I am very pleased to acknowledge that the process outlined in the Bylaws of the University Senate, Section 8.A, SR 14.01, has been carefully followed and has brought us to this request for the formal partitioning of SLAM from KNH.

The rationale for this partitioning is multifaceted. The initial conversation focusing on partitioning came as a result of the KNH, 2016 departmental program review. Following the recommendation of the program review committee, I requested the KNH faculty to explore partitioning. After an extensive SWOT analysis of the academic programs, enrollment data from 2013 to the present as well as projected enrollment data and the benefits as well as challenges such partitioning would have on KNH and SLAM, I decided to support the initiation of the partitioning process.

Such a move makes sense as this would allow the faculty in Kinesiology and Health to engage in a more shared academic vision focusing on preventative health, to create an even more extensive plan for experiential learning and the further creation of research laboratories for interventions and assessment of human clinical health, performance, public health and nutrition that are the foci of health-related majors in the department.

For SLAM, the partitioning allows this unique program to more emphatically articulate its distinctiveness. It can more easily stress its focus to critically analyze and innovatively engage in important social change in the business, leadership and culture of sport. It allows for the SLAM brand to be more explicitly promoted through partnerships within the University, writ-large with specific collaborations with faculty in the Farmer School of Business and the Department of Statistics through the Boldly Creative grant the SLAM program has been awarded. The

partitioning will grant programs within SLAM, in a more pronounced way, to devote attention to the areas of sport psychology, sport management, analytics, coaching and sport sociology.

Logistically, this is a wise move as SLAM currently has over 550 undergraduate majors, 26 masters degree students and 13 full time faculty; while KNH currently has around 1000 undergraduate majors, 65 masters degree students and 50 full time faculty. Each of these areas is viable on their own as large academic departments. Further, I would argue that there is greater potential for growth in new revenue due to increased visibility for SLAM as its own academic department, in the form of attracting new students. Over the last 5 years SLAM's non resident undergraduate enrollment has averaged 52%.

It is for these reasons that I am requesting Board of Trustees' approval for the partitioning of the SLAM program from the KNH department and for Sport Leadership and Management to become its own department. I greatly appreciate your consideration of this request.

**College of Education, Health, & Society
Department of Kinesiology & Health**

**Proposal to Partition the Department of Kinesiology and Health
Executive Summary**

The Department of Kinesiology and Health, in the College of Education, Health, and Society, is requesting to partition into two separate departments of Sport Leadership and Management (SLAM) and Kinesiology and Health (KNH). Both departments would remain in the College of Education, Health, and Society. The SLAM department would consist of academic undergraduate majors in Sport Leadership and Management, undergraduate minors in Sport Management, Coaching, and Sport Analytics, and a Master of Science in Sport Leadership. The KNH department would consist of academic undergraduate majors in Kinesiology, Public Health, Nutrition, and Athletic Training, an undergraduate minor in Nutrition, and a Master of Science in Kinesiology and Health.

The proposal to partition KNH is following the University Senate guidelines for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Department, or Programs (Bylaws of the University Senate, Section 8.A). Provost Osborne deemed the proposal worthy of consideration and presented the proposal to the University Senate on October 7, 2019. The University Senate voted to approve the recommendation for the partitioning process to move forward. A process coordinator (Dr. John Bailer) and a faculty partitioning committee, with representatives from SLAM and KNH, are working to finalize an impact analysis regarding benefits and impacts on the University mission, all constituents and affected units, and budget. The University Senate, Council of Academic Deans and all affected administrators, departments, and programs will be kept informed of the progress toward partitioning. On December 2, 2019, the process coordinator and the University Senate shall make a recommendation to the Provost. If approved, the partitioning to two new departments would be implemented by the Fall of 2020.

Benefit to Students and Faculty

The Department of Kinesiology and Health is the largest department on campus with 1,670 undergraduate (UG) students, 86 graduate students, and 54 full-time (FT) faculty. Partitioning the current KNH department would result in two viable and robust departments: KNH (950 UG students, 41 Graduate students, 25 FT faculty) and SLAM (720 UG students, 45 Graduate students, 13 FT faculty). With a successful partitioning, these two departments would move forward with two very distinct academic missions and clear benefits to students and faculty.

Partitioning Kinesiology, Public Health, Nutrition, and Athletic Training to form the Department of Kinesiology and Health would result in benefits that include: a) more shared academic mission with a health focus and cohesive plan for experiential learning, internships, and research laboratories for interventions and assessment of human clinical health and performance that occurs among these related majors, b) more effective attention to advising and career planning for future health-related professions, and c) potential to create new nationally recognized accredited programs (e.g. Orthopedic Professionals' Orthopedic Physician Extender program, Clinical Trial Coordinator, Certified Strength and Conditioning Specialist, Clinical Exercise Physiologist).

A focused, autonomous Department of Sport Leadership and Management would result in benefits that include: a) creating a unique program of study designed to critically analyze and innovatively engage in important leadership and social change in the business and culture of sport, b) having the ability to grow with more attention given to individual disciplines such as sport psychology, sport analytics, coaching, and sport management, c) providing SLAM the opportunity to develop its brand internally through partnerships with other Miami departments (e.g., collaborations with Farmer School of Business and Department of Statistics for Boldly Creative Analytics and Sport Analytics initiative), as well as external sport business units and potential donors, and d) providing more effective advising (e.g., research and internship experiences) and career planning for sport related professions.

Benefits of KNH department without SLAM	Benefits of a SLAM department without KNH
More shared academic mission with a preventative health focus and cohesive plan for experiential learning, internships, and research laboratories for interventions and assessment of human clinical health, performance, public health, and nutrition that occurs among health-related majors.	Create a unique program of study designed to critically analyze and innovatively engage in important leadership and social change in the business and culture of sport.
More effective attention to advising and career planning for future health-related professions.	More effective advising (e.g., research and internship experiences) and career planning for sport related professions.
Create new nationally recognized accredited programs within the Master of Science (e.g. Orthopedic Professionals' Orthopedic Physician Extender program, Clinical Trial Coordinator, Certified Strength and Conditioning Specialist, Clinical Exercise Physiologist), increasing opportunities for grants and partnerships.	Develop the SLAM brand internally through partnerships with other Miami departments (e.g., collaborations with Farmer School of Business and Department of Statistics for Boldly Creative Analytics and Sport Analytics initiative), as well as external sport business units and potential donors.
Scale up post baccalaureate nutrition/dietetics internship program and launch a new Masters in Athletic training.	Grow with more attention given to individual disciplines such as sport psychology, sport analytics, coaching, and sport management.

Potential Financial Implications

The costs associated with partitioning the department would be minimal and outweighed by the potential growth in new revenue. Anticipated costs include administrative stipends, support staff, and renovation for a second department office space located in Phillips Hall. The projected costs for creating two distinct departments, after the one-time estimated expense for construction of a SLAM departmental office, is under \$55,000 annually. This is minimal when compared to the projected annual surplus of close to \$6,000,000 for each department.

Alignment with the University's Strategic Plan

Miami's new Strategic Plan calls for reorganizing the academic structure and it has been made clear that incremental change is not enough. Change is sometimes difficult, especially significant changes such as partitioning a department. Partitioning into two new departments represents a bold step forward and an exciting opportunity for change, growth, and renewal for both SLAM and KNH.

College of Education, Health, & Society
Department of Kinesiology & Health

Assessment and Impact Analysis to Partition the Department of Kinesiology and Health

On November 22, 2019 the Department of Kinesiology and Health passed the following motion:

Partition the Department of Kinesiology and Health into two separate departments: a Department of Sport Leadership and Management and a Department of Kinesiology and Health.

The proposal to partition KNH is following the University Senate guidelines for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Department, or Programs (Bylaws of the University Senate, Section 8.A). Provost Osborne deemed the proposal worthy of consideration and presented the proposal to the University Senate on October 7, 2019. The University Senate voted to approve the recommendation for the partitioning process to move forward. A process coordinator (Dr. John Bailer) and a faculty partitioning committee, with representatives from SLAM and KNH, worked to finalize an impact analysis regarding benefits and impacts on the University mission, all constituents and affected units, and budget. The University Senate, Council of Academic Deans and all affected administrators, departments, and programs were kept informed of the progress toward partitioning. On December 2, 2019, the process coordinator will present a final report to the University Senate. After discussion and debate, it is expected that the University Senate will make a recommendation to the Provost. If the Provost approves, the partitioning to two new departments would be implemented by Fall of 2020.

Benefit to Students and Faculty

The Department of Kinesiology and Health (KNH), in the College of Education, Health, and Society (EHS), is requesting to partition into two separate departments of Sport Leadership and Management (SLAM) and Kinesiology and Health. Both departments would remain in EHS. The SLAM department would consist of academic undergraduate majors in Sport Leadership and Management, undergraduate minors in Sport Management, Coaching, and Sport Analytics, and a Master of Science in Sport Leadership. The new KNH department would consist of academic undergraduate majors in Kinesiology, Public Health, Nutrition, and Athletic Training, an undergraduate minor in Nutrition, and a Master of Science in Kinesiology and Health.

The Department of Kinesiology and Health is one of the largest departments on campus with 1,670 undergraduate (UG) students, 66 graduate students, and 43 full-time (FT) faculty. Partitioning the current KNH department would result in two viable and robust departments: KNH (950 UG students, 40 Graduate/BAMA Combined students, 30 FT faculty) and SLAM (720 UG students, 26 Graduate/BAMA Combined students, 13 FT faculty). With a successful partitioning, these two departments would move forward with two very distinct academic missions and clear benefits to students and faculty.

Partitioning the Department of Kinesiology and Health would result in benefits as shown in the following table:

Benefits of KNH department without SLAM	Benefits of a SLAM department without KNH
More shared academic mission with a preventative health focus and cohesive plan for experiential learning, internships, and research laboratories for interventions and assessment of human clinical health, performance, public health, and nutrition that occurs among health-related majors.	Create a unique program of study designed to critically analyze and innovatively engage in important leadership and social change in the business and culture of sport.
More effective attention to advising and career planning for future health-related professions.	More effective advising (e.g., research and internship experiences) and career planning for sport related professions.
Create new nationally recognized accredited programs within the Master of Science (e.g. Orthopedic Professionals' Orthopedic Physician Extender program, Clinical Trial Coordinator, Certified Strength and Conditioning Specialist, Clinical Exercise Physiologist), increasing opportunities for grants and partnerships.	Develop the SLAM brand internally through partnerships with other Miami departments (e.g., collaborations with Farmer School of Business and Department of Statistics for Boldly Creative Analytics and Sport Analytics initiative), as well as external sport business units and potential donors.
Scale up post baccalaureate nutrition/dietetics internship program and launch a new Masters in Athletic training.	Grow with more attention given to individual disciplines such as sport psychology, sport analytics, coaching, and sport management.

Alignment with the University's Strategic Plan

Miami's new Strategic Plan calls for reorganizing the academic structure and it has been made clear that incremental change is not enough. Change is sometimes difficult, especially significant changes such as partitioning a department. Partitioning into two new departments represents a bold step forward and an exciting opportunity for change, growth, and renewal for both SLAM and KNH.

Budgeting and Potential Financial Implications

The costs associated with partitioning the department would be minimal and outweighed by the potential growth in new revenue. Anticipated costs include administrative stipends, support staff, and renovation for a second department office space located in Phillips Hall. The projected costs for creating two distinct departments, after the one-time estimated expense for construction of a SLAM departmental office, is under \$55,000 annually. This is minimal when compared to the projected annual surplus of close to \$6,000,000 for each department.

Assignment and Use of Space for Both Departments in Phillips Hall

The partitioning of the Department of Kinesiology and Health into two separate and equal new departments in the College of Education, Health, and Society will require the sharing of space in Phillips Hall. It is anticipated that both of the departments will continue to be housed in Phillips Hall. The new KNH and the new SLAM agree to communicate with each other and try to reach mutual agreements about the use of any space in Phillips Hall.

Common areas in Phillips Hall will be shared equally among faculty, staff and students in both KNH and SLAM departments. Any changes to common areas should be agreed upon by both departments. If an agreement cannot be reached, the EHS Dean will meet with both department chairs to reach a decision.

SLAM and KNH recognize that most decisions about the use of Phillips Hall is not under the control of either department. Any changes (such as renovation or use) to any of these areas should be communicated to and discussed by both departments. Class scheduling will occur with the guidance of the registrar and representation from each department in order to share the space fairly. If an agreement cannot be reached, the EHS Dean will meet with both department chairs to reach a decision.

The current process in place for determining faculty office selection in Phillips Hall should a faculty office become available shall remain in place.

Courses, Scholarships/Endowments, and Graduate Assistantships

All SLAM graduate and undergraduate courses will use SLM as a subject identifier. All KNH courses will continue to use KNH. Courses were designated as SLM or KNH based upon the faculty who teach the course and/or the student majors/minors who take the course. All physical activity type of courses will be moved to the SLAM department and be taught by SLAM graduate assistants, adjunct instructors or current Miami University employees. All laboratory courses or other courses (e.g., KNH 101, KNH 116) that contain content related to kinesiology or health will be move to the KNH department and be taught by KNH graduate assistants, adjunct instructors, or current Miami University employees. The division of courses (SLM or KNH) was easy given the two distinct missions of the KNH and SLAM programs.

The KNH department offers six scholarships for undergraduate majors. These six scholarships were divided between SLAM and KNH based on the intent of the scholarship provider. If the intent of any scholarship provider was not known, the scholarships were divided among the two

departments attempting to provide a fair distribution of scholarship funds. The amount of the scholarship funding does vary annually. These scholarships will belong to KNH: Virginia Pierson Guinn Memorial, Victoria L. Eby Memmel, Bonnie Lynn Sollars Pickering Memorial, and Maxine J. Shurtz. These scholarships will belong to SLAM: WRA-Margaret E. Phillips Grant and Hays Sports Study Scholarship. KNH currently has two quasi-endowments. These endowments will be combined and then redistributed with 60% going to KNH and 40% going to SLAM.

Two separate departments will mean graduate programs will also be separated. Both KNH faculty and SLAM faculty are in the process of separating the current Masters' of Science in Kinesiology and Health with proposals for new MS degrees. Currently the KNH department has graduate assistantships awarded to students on several factors, including academic qualifications and potential teaching and research contributions to program areas. SLAM and KNH have mutually agreed on a division of graduate assistantships for the two new departments.

Faculty

In the partitioning, all tenured, tenure-track, TCPL, and visiting Oxford SLAM faculty will be part of the SLAM Department and all Oxford KNH faculty (tenure-track, TCPL, and visiting) will be part of the KNH Department. Faculty will be assigned based upon their current program area affiliation. There is one faculty member on the regional campus who will have an affiliation with the SLAM department.

Staff

If the partition is approved, the two departments chairs will work with the EHS Dean to determine staffing positions for the two new departments. The current KNH department has two departmental academic advisors so one will go with KNH and one will go with SLAM. The laboratory coordinator for Nutrition will go with the new KNH department. The Physical Activity Life Skills coordinator will go with the new SLAM department. The EHS/KNH/SLM technology staff will continue to serve the faculty, staff and students in Phillips Hall.

Division, other Departments, or other Programs Affected

This partitioning takes a department in the College of Education, Health and Society (EHS) and forms two new departments, both housed in EHS. The Dean of EHS has been consulted as have faculty and staff members across the division. The partitioning process and information have been shared widely with divisions, departments, and programs; and with all interested parties within and external to Miami.

Transition to Two New Departments

If the partitioning of the Department of Kinesiology and Health is approved, both departments would like to begin a transition period in the Spring 2020. A transition period is needed to organize separate departmental matters, such as, work with the registrar for course designations and scheduling, develop a departmental governance document, committee assignments, staffing assignments, teaching and advising assignments, create materials for student recruitment efforts

(e.g., Make it Miami), summer orientation, and other events. Officially, the new KNH and SLAM departments would still be one department with one budget and one chair until July 1, 2020, however, there are several departmental activities that are best handled by the faculty separately in anticipation of the official partitioning.

Ideally, the two new separate departments of Sport Leadership and Management and Kinesiology and Health would begin official operation in the new budget year beginning July 1, 2020.



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February 21, 2020
Academic and Student Affairs

RESOLUTION R2020 - 31

WHEREAS, University Senate on December 2, 2019 voted unanimously to forward the recommendations of the Classics Consolidation process coordinator to the Provost for consideration; and

WHEREAS, it is the recommendation of the Dean of the College of Arts and Science, the Provost, and the President, to consolidate the Department of Classics with the Department of French and Italian.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the consolidation of the Department of Classics with the Department of French and Italian, to become effective on date determined by the Provost; and

BE IT FURTHER RESOLVED, that for the present the consolidated Department's name shall be the Department of French and Italian, until such time that a new name is proposed and approved.

*Approved by the Board of Trustees
February 21, 2020*

A handwritten signature in black ink, appearing to read 'T. O. Pickerill II', with a long horizontal flourish extending to the right.

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

I write to request and support the consolidation of the Department of Classics with the Department of French and Italian, effective Fall, 2020. This consolidation has been requested by the faculty of the Department of Classics and recommended by University Senate, the department chair, dean, and provost. It will streamline and enhance offerings and improve efficiencies in the College of Arts and Science.

This recommendation was reached following procedures outlined in the Bylaws of University Senate, Section 8.A, SR 14.01. Following a Program Review report of fall, 2018, the Classics faculty formally requested a study of possible consolidation with a closely related department. Provost Callahan appointed Prof. Terri Barr (MKT) as process coordinator. The process coordinator recommended merging Classics with French and Italian due to the synergies and overlaps among the fields. This recommendation was delivered to the Provost in December, 2019.

The consolidation better aligns resources with declining student demand and streamlines administrative burdens. It will also facilitate the development of more efficient and creative shared curriculum in Romance languages and cultures and their ancient origins. Study abroad programs in Italy and Greece also have the potential to grow through this consolidation.

Background

The study of ancient Greece and Rome and their languages is a long-standing and distinguished field at Miami University. It is also a traditional hallmark of a strong liberal arts institution. At Miami, it has productive and dedicated faculty, and student demand for introductory MPF courses has not flagged. Nonetheless, in the last decade upper-level enrollments in Classics, and language courses in Latin and Ancient Greek have been in decline both locally and nationally (see the 2019 MLA study "[Enrollments in Languages Other Than English](#)"). With these low numbers, the department was on the edge of viability.

The newly consolidated department will have a total of approximately 60 majors, roughly evenly divided among French, Italian Studies, and Classical Studies. It will serve a total of 165 minors, over 600 students enrolled in language courses each semester, and about 250 students in MPF courses. The new department will have 12 continuing faculty (tenure track and TCPL), and 4 VAP's in a typical year. Taken together, the new unit is viable across all levels of undergraduate offerings.

Administrative Structure

The consolidation will conserve resources by compensating one department chair instead of two, and having one administrative assistant. (In recent years, the administrative assistant position in Classics had been reduced to half-time, and then eliminated, with the work being distributed out among several admins in the building. This arrangement was cumbersome and inefficient.)

Curriculum

The Classics program currently offers two majors and one minor. The two majors will be consolidated into one, Classical Studies, effective Fall 2020. Despite some decline, Latin language continues to have

sufficient demand to fill multiple sections; it is particularly of interest to high-performing students who studied Latin at private and Catholic high schools, where it continues to be offered. Due to very low demand, Ancient Greek language courses are being discontinued. These changes will enable the faculty to focus on serving students where demand is stronger, and preserves a classical studies option. Courses that can serve all three areas (French, Italian, Classics) are being developed. This should improve efficiency as well.

Personnel

There are currently four tenured faculty and one visiting assistant professor in Classics. Three of the four tenured faculty will join the new department. The fourth will move his line to the History department while continuing to contribute some courses to the Classics curriculum. A Memorandum of Understanding is being written to apportion his time.

Department Name

The new department will retain the name French and Italian for the present, as the group works toward finding a new name.

Department of Classics Potential Merger Process Coordinator Report

Executive Summary

In the Spring of 2019, at the April 22 meeting of University Senate, Department of Classics Chair (and member of University Senate), Steven Tuck, asked Senate to accept the Classics Department wish to merge with another department in the College of Arts and Sciences (CAS). Senate accepted the request, and Provost Callahan appointed Terri F. Barr, Professor in the Department of Marketing, to act as Process Coordinator for this merger (see SR 14-01 for process document). Following SR 14-01, Dr. Barr began a process that included speaking with Dr. Ryan Barilleaux, Interim Chair of Classics, who provided a short summary of the faculty members in the department and the four departments under consideration as merger partners. A meeting with CAS Dean Chris Makaroff, Sr. Associate Dean Renee Baernstein, and Dr. Barilleaux, to review the process took place in early August. At that meeting, a timeline was established that would have a plan from Dr. Barr in front of University Senate by the end of the Fall Semester 2019, and a merger completed by the end of the Spring semester of 2020.

SR 14-01 is the ‘Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Department, or Programs’ passed by University Senate on September 23, 2013 and updated on February 6, 2017. SR 14-01 outlines the process being undertaken. (The full resolution is found in Appendix A).

Prior to Dr. Barr’s participation in the process, the Department of Classics had identified several potential merger partners. Members of the Department visited with either Chairs or other faculty members of four CAS departments to gauge interest and fit - German, Russian, Asian and Middle Eastern Languages and Culture (GRAMELAC); History; French and Italian; and Comparative Religion.

In order to ensure that all stakeholders’ interests and concerns were considered in the process, Dr. Barr set up meetings as follows:

- 7/1/19 - Dr. Ryan Barilleaux - Interim Chair, Classics (by telephone)
- 8/6/19 - CAS Deans Makaroff and Baernstein, Dr. Barilleaux
- 9/11/19 - Department of Classics faculty
- 9/18 to 9/25/19 - 5 Individual Meetings with Classics faculty members
- 10/1 to 10/7/19 - 4 Individual Meetings with Chairs of Potential merger partners
- 10/16 to 11/1/19 - 3 Group meetings with Potential merger partner faculty
- 10/24/19 - Classics students - Classics Club
- 10/28/19 - Dr. Renee Baernstein, CAS Associate Dean for Curriculum
- 10/30/19 - Provost Jason Osborne
- 11/1/19 – Draft report to CAS Dean Makaroff for review and comments
- 11/4/19 - Written update to Senate
- 11/5/19 – Draft report to Classics, and Department Chairs for review and comments
- 11/18 to 11/24/19 – Individual discussions with Classics faculty members, Provost, Dean’s Office, and Chair of History, and Department of French and Italian regarding possible Tuck move to History instead of French and Italian
- 11/25/19 – Meeting with Classics Faculty to discuss final options
- 11/25/19 – Updated draft report to CAS Dean Makaroff for review and comments
- 12/2/19 - Dr. Terri Barr presentation of report to Senate for approval

Note: Faculty members in one department were invited to meet either as a group or individually with Dr. Barr (no one accepted that invitation, although some faculty offered their concerns via email).

The Department of Classics expressed a set of priorities that they wanted considered as recommendations for a merger partner were made. They include:

1. Maintaining the integrity of their program, without interference in programming
2. Staying together as a group in order to ensure the integrity of their program
3. Maintaining their visibility as a discipline, including retaining Classics in the name of any merger partner
4. Consideration as a full partner within their new department and the opportunity to offer cross-listed courses
5. Maintaining Greek language courses

Additionally, concerns voiced included being asked to merge again in the future, should they be merged with another small department, and becoming the ‘service’ arm (offering more than their share of service courses) if merged with a larger department.

The Department of Classics underwent an Academic Program Review in November of 2018. The outcome of that review identified several areas of concern that the review team felt needed to be addressed. While the review team strongly recommended that the Department of Classics remain a stand-alone department, they also recognized the enormous challenge associated with resources (to replace faculty lines; take on additional curricular initiatives; recruit students). Recommendations were to streamline the curriculum, increase the number and diversity of majors, enhance experiential programs (study abroad, independent research), increase visibility on campus, and recruit incoming students. In spite of recommending the Department stay a stand-alone entity, the Dean’s office asked for two plans of action. Plan 1 was to continue as a stand-alone entity. Plan 2 was a merger with another department amenable to such a plan. (The entire Program Review and the Dean’s Responses to the Review are found in Appendix B.)

Dr. Ryan Barilleaux joined Dr. Barr in meetings with the Department Chairs of the four potential merger partners. In those meetings, it became quickly clear that the Departments of GRAMELAC and History and did not see how a merger with the Department of Classics made sense for them. The department chairs had different set of concerns, including fit and visibility. The Chairs of Comparative Religion and French and Italian were more open to discussing the potential opportunities, although issues around governance, curriculum, and resources were key concerns. Meetings with the faculty of History and Comparative Religion, and emails from concerned faculty in GRAMELAC, uncovered strong misgivings about how a merger with Classics would benefit their own departments.

Of the four departments under consideration as merger partners, the Department of French and Italian (both the Chair and the Faculty) appeared to see this merger as an opportunity for research and teaching collaboration, cross-listed coursework, study abroad, and an opportunity to reshape their own identity and curriculum with their new colleagues.

A draft report recommending that the Classics faculty merge with the Department of French and Italian was circulated for comments before Dr. Barr was to present the report to Senate. At that time, Dr. Tuck asked that he be moved to the Department of History and not the Department of French and Italian. The Department of History was receptive to that move. A discussion with the faculty of the Department of Classics, with input from the Department of French and Italian confirmed that Dr. Tuck wished to move to the Department of History, and the remaining three faculty were strongly in favor of moving to the Department of French and Italian.

To that end, Dr. Barr (with the support of Dr. Barilleaux), recommend that the majority of the faculty of the Department of Classics be merged with the Department of French and Italian to form a new department that includes Classics in the name in some fashion, and that Dr. Tuck become a member of the Department of History. An implementation team will be put into place to develop a plan to complete this merger by the beginning of the Fall Semester 2020.

Classics as an Essential Element in Liberal Education

The future of Classics in liberal education has been debated for many years, perhaps most recently at the Society for Classical Studies meeting in 2019. Classics scholars are divided on where they think the future of the field is, however all agree that it is an important discussion to have. Contemplation of the future by scholars of ancient history and languages is a “paradox” as one blogger has written (<https://classicalstudies.org/scs-blog/christopher-trinacty/blog-predicting-future-classics>). Author Eric Adler, in his book *Classics, the Culture Wars and Beyond*, suggests that the humanities in general are facing a crisis as they fight for recognition of their value in institutions of higher education. He goes on to say that the study of ancient languages, in particular, gives students “direct access to works of fundamental importance to our civilization” (<https://www.insidehighered.com/news/2017/01/06/author-discusses-his-new-book-state-classicscite>).

Kiplinger.com ranks a Classics major #16, in its top 25 undergraduate majors (ahead of business majors), and #2 in liberal arts majors (second only to American Studies). Kiplinger’s writes the “level of critical thinking and research skills required to do it [Classics] is highly marketable in a wide range of industries.” (<https://www.kiplinger.com/slideshow/business/T012-S001-best-college-majors-for-a-lucrative-career-2019/index.html>) In July 2019, a joint statement by the Society of Classical Studies and the Archaeological Institute of America was published to highlight the many benefits to both students and faculty that come with the study of Classical Studies and Archaeology, including issues relevant in society, politics, government, the arts, and hard sciences. (The complete statement can be found in Appendix B of this document.)

Background Information

It is important to understand the size and offerings of the Department of Classics, and the four possible merger partners being considered.

The Department of Classics in the College of Arts and Sciences offers two majors, a co-major, a minor, two thematic sequences, and three Miami Plan courses. Five faculty are members of the department, four of them continuing faculty. All of these four are tenured.

The Department underwent Program Review in 2018 (see Appendix C) in which the review team identified a number of issues that needed to be addressed including curriculum and enrollments in both majors and language classes, and lack of ongoing resources for hiring new faculty. Organizational structure was addressed as well, recommending that the Department develop a plan to maintain the discipline’s presence on campus, including consideration of a merger with another department.

Four CAS departments have been identified as potential partners. Table 1 provides information regarding the size, offerings, number of faculty, number of students in each of the departments under consideration. Information from the Department of Classics is also included.

Table 1 - Departments by the numbers (Oxford campus)

	Classics	History	GRAMELAC	Comparative Religion	French and Italian
Size and make-up of faculty	5 faculty - 3 full professors, 1 associate professor, 1 visiting assistant professor	20 faculty in Oxford - 7 full professors, 7 associate professors, 2 assistant professors, 1 TCPL, 3 visiting faculty	20 faculty - 7 full professors, 2 associate professors, 2 assistant professors, 4 TCPL, 3 visiting faculty, 2 half-time instructors	7 faculty - 2 full professors, 1 associate professor, 2 assistant professors, 2 TCPL	11 faculty - 3 full professors, 2 associate professors, 1 assistant professor, 2 TCPL, 3 visiting faculty
Major programs	2 majors - Classical Humanities; Classical Languages	1 major - History	3 majors - East Asian Languages and Cultures; German; Russian, East European and Eurasian Studies	1 major - Comparative Religion	2 majors - French; Italian Studies
Co-major programs	1 co-major - Critical and Classical Languages and Culture	None	1 co-major - Critical and Classical Languages and Culture	None	None
Minor programs	2 minors - Classical Humanities and Archaeology (shared with Anthropology)	1 minor - History	5 minors - Arabic; Chinese; German; Japanese; Russian; East Asian Studies; European Studies	1 minor - Religion	2 minors - French; Italian
Masters		MA in History			MA in French
# of students in majors as of 10/28/2019	15 – Classical Humanities 6 – Classical Languages	163	26 – German 26 –REEES 56 –EALC	33	21 – French 15 - Italian
# of students in co-majors	5 – shared with GRAMELAC		5 – shared with Classics		
# of students in minors	15- Classical Humanities 23 - Archaeology	168	Arabic – 33 Chinese – 39 German-59 Japanese-43 Russian-11	14	French-91 Italian-32

Sources: Departmental Websites; MU Institutional Research; CAS Dean's Office (OBIEE) (as of 11/7/19)

The Implications of Consolidating Classics with another Department

There are financial implications when departments are consolidated, partitioned, transferred, or consolidated. In the case of a consolidation of the Department of Classics with another department in the College of Arts and Sciences, the most significant financial impact is the savings of a Chair's stipend (which is 10% plus one month's salary and other fixed expenses). This can range anywhere from about \$24-\$38K annually. Additional savings would typically come in the form of staff salary as well, although at this time, the Department of Classics has no administrative staff member. Merger with another department may require the addition of another administrative staff member to help alleviate the administrative burden in the new departmental home (especially in the area of study abroad support).

There are other implications of a merger that are more difficult to quantify, including the savings of faculty service time when in a larger department, and higher visibility of the Department of Classics courses which could bring in additional students both to the major and minor, but also to their larger service courses.

Meeting Highlights

Department of Classics Faculty

Faculty members wanted to share what they perceive as the strengths of their Department, which include:

1. Strong research profile of all four tenured faculty members
2. Strong teaching faculty with consistently high teaching evaluations; all teach service courses
3. Strong students
4. Active in university service and outreach to high school teachers and students
5. Curriculum that is attractive to all students; courses offered in support of the University Honors Program
6. Involvement in the Humanities Center and a commitment and investment in the Humanities
7. Strong study abroad/study away/on-line courses
8. Strong interdisciplinarity; the Department regularly offers cross-listed coursework
9. The Department offers a diverse approach to the teaching of Classics, focusing on bringing an historical perspective to modern issues

The faculty also expressed concerns as follows:

1. Wish to stay together to maintain the integrity of their program (this has since changed)
2. Move to a non-language department; language is critical to Classics
3. Perceptions/misperceptions of what a partner department thinks Classics is
4. Do not want to become the service core of another department
5. Future faculty lines; will they be able to hire in the future? Keep their one VAP?
6. Maintain their visibility as a Department; want the name Classics incorporated into the name of their merger partner
7. Wish to stay in Irvin and proximity to the language lab
8. Joint archeology minor has to be part of the merger conversation (only two faculty members left to teach in that minor - one in Classics; one in Anthropology)

Individual meetings with Classics department faculty reiterated these key concerns. While each member of the Department had his/her own ranking of which potential departments were the 'best' all seemed to be more concerned about staying together as a unit, no matter where they landed. Each had his/her own

reasons for wanting one potential partner over others, but none appeared to be ‘deal-breakers’. Specific opportunities and concerns voiced included:

Opportunities:

1. Association with another language department is preferred, and would be more seamless
2. Working with another group of colleagues who are intellectually synergistic
3. Classics brings good students with them to a new partner
4. The department is a supportive home for LGBTQ+ students and could bring that to the new partner

Concerns:

1. Being swallowed up by a larger department; becoming the ‘service’ arm of a department; seen as ‘second class citizens’
2. Becoming a merger target in the future if partner with a small department
3. Losing visibility as a program/department
4. What are the possibilities of hiring more Classics faculty in a new departmental home?
5. Is merger of Classics the beginning of a move to consolidate all languages into a Department of Languages?
6. Will a curriculum review be done in the new partner department? The Classics department just went through that; would it have to be done again?

Meetings with Department Chairs of Potential Merger Partners

Four departments were identified as potential merger partners by members of the Department of Classics. Meetings with the chairs of each of the four (GRAMELAC, French and Italian, History, and Comparative Religion) identified a set of opportunities and concerns. Key opportunities and concerns included:

Opportunities

1. Department could begin to offer ancient history classes again (History; Comparative Religion)
2. Department could re-envision itself and be creative in new course, program, study abroad Development (French and Italian)
3. There are common materials and significant overlap in subject matter (French and Italian)
4. There is a common set of values and strong commitment to scholarship (French and Italian)
5. Critical Race studies courses would be welcomed offerings in partner department (History)

Concerns

1. Teaching languages is not part of the potential partner discipline (History)
2. The languages are not structurally tied to the languages taught in potential partner department (GRAMELAC)
2. The ancient world focus is exactly opposite of the potential partner’s mission (Comparative Religion)
3. Resources - what resources will come with welcoming new faculty into the partner department (all potential partners)
5. Governance with respect to hiring decisions, voting rights (all partners)
6. Curriculum - will partner courses be cut in order to offer Classics courses? (French and Italian)
7. Differences in class sizes and workload issues (History)

Meetings with Potential Merger Partner Faculty

Dr. Barr attended faculty meetings of three of the four potential merger partner departments. The fourth department faculty were asked for any concerns that they had, with offers to meet individually, and offer thoughts via telephone or email.

Opportunities

1. One department was cautiously optimistic about the possibilities that a merger with Classics could bring to them;
2. Seen as a chance to be creative and develop a cohesive, collaborative department; receptive to cross-listed courses and new study abroad options for students

Concerns

1. Governance and curriculum
2. Resources and future tenure track faculty lines
3. Administrative support
4. Departmental name change
5. What happens if there are no more majors? What will the Classics faculty teach?

Meeting with Classics Students

Eight students attended an evening meeting of the Classics Club to express their concerns regarding a merger of the Department of Classics with another department yet to be named. Overwhelming concern is curricular:

- will the major still exist?
- will a merger affect the number of courses offered
- what is the future of Greek?
- what happens if the major goes away, and I haven't graduated yet?

Other concerns included:

- how a merger will affect the national reputation of the Department of Classics
- will the department continue to get tenure-track lines if they merge with another department?

Answers to Concerns

While there are questions and concerns for which the answers have yet to be determined (ex. Governance; resources), there are questions that can be addressed. Other common questions are around issues of curriculum and course offerings.

Concern: Will the potential partner lose courses or be forced to cut curriculum in order to accommodate the Classics courses and curriculum?

Answer: No; many departments have multiple curricula. Each Program will be evaluated on its merits and viability, just as they have always been.

Concern: Will the Classics major still exist? What happens if the major goes away and I haven't graduated?

Answer: The Classical Humanities major will continue to exist; the Classics faculty are currently working on a revision to it, which will incorporate the courses of the current

Classical Languages major. The plan is for the Classical Languages major to be phased out beginning next year. All students currently enrolled in any major may complete that major. (The Bulletin of courses under which you entered determines the requirements of the major and the department is obligated to offer those courses.) Any change to offerings is made effective for future students only.

Concern: How will department chairs be chosen?

Answer: Department chairs are ultimately chosen by the Dean and Provost. All tenured faculty are eligible to be department chair.

Recommendation

When the Department of Classics approached Senate in April of 2019 with a request to merge with another department, the faculty of Classics had already identified and reached out to the four possible merger partners explored herein. Clearly, the faculty felt that there was potential synergy and opportunity within each of the four, and that each of the four was an acceptable partner. The goal of the process coordinator was to find which of the four offered the most opportunity and support of the merger.

It is important to understand why the merger was determined as the best course of action by Classics faculty, even after their Program Review team encouraged them to remain a stand-alone department. The rationale for asking for a merger came as a result of several factors: the department chair stepping down from that position, and no one stepping up to take on that role; the loss of the administrative staff to another position and no replacement; the need to restructure to deal with limited enrollment and limited resources; and the goal to maintain the presence of Classics on campus in a relevant way.

In order to determine the most suitable merger partner for the Department of Classics, meetings were held to identify both the wants and needs of Classics, and what the faculty thought that they offered potential partners. A review of the conversations with all stakeholders brought an obvious choice of merger partner. Of the four possible partners, the Chair and Faculty of the Department of French and Italian were the most receptive and the most enthusiastic of any merger partner. While other departmental partner options were willing to engage in the conversation, the faculty of the Department of French and Italian saw opportunities for new programming, cross-listed courses, and interdisciplinary research with colleagues from Classics.¹ The Department of French and Italian, and the Department of Classics are relatively comparable in size, in the same building (so there would be no need to relocate anyone except Dr. Tuck to the Department of History), and there is an obvious relationship between Latin taught in the Department of Classics and the Romance languages taught in the Department of French and Italian. Additionally, both departments have strong study abroad programs where there may be synergy and cross-over of students.

¹ During this time, Dr. Tuck expressed concerns about his fitting into a language department, and asked to move to the Department of History, instead of the Department of French and Italian.

Implementation

Plans for implementing must be developed expeditiously in order for the Department of Classics to be fully merged with a new departmental partner by Fall 2020. Issues that need to be resolved include: governance (Who has voting rights? How are faculty lines allocated? How is curriculum administration and workload managed?); curriculum (Does the partner department lose courses to accommodate courses from Classics?); resources (administrative support; departmental funds); departmental name, etc.

The implementation team should include members of both departments (Classics and merger partner). Classics students have asked to be included in this process.



MIAMI UNIVERSITY

**MIAMI UNIVERSITY BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
COLLEGE OF ARTS AND SCIENCE**

Chris Makaroff, Dean

February 20, 2020

CAS PROFILE

- **29** Academic Departments and Programs
- **63** Undergraduate Majors, **50** Minors,
and **11** Co-majors
 - **7146** Undergraduates*
- **30** Master's & Doctoral Programs
 - **1181** Graduate Students*



*On 2/11/2020



CAS SUPPORT CENTERS AND RESOURCES



- Center for Advanced Microscopy & Imaging
- Center for Bioinformatics & Functional Genomics
- Center for Structural Biology & Metabonomics
- Laboratory of Animal Resources
- Ecology Research Center
- Geospatial Analysis Center
- Institute for Food
- Hefner Museum of Natural History
- Instrumentation Laboratory
- Willard Sherman Turrell Herbarium
- Interactive Language Resource Center
- Walter E. Havighurst Center for Russian & Post-Soviet Studies
- Humanities Center
- Center for Public Management and Regional Affairs
- Statistical Consulting Center
- Mallory-Wilson Center for Healthcare Education
- **Menard Family Center for Democracy***
- Sue H. Henry Center for Pre-Law Education
- Psychology Training Clinic
- Speech & Hearing Clinic



MIAMI UNIVERSITY

*Partnership with CLAAS

CAS STUDENTS

2018/2019 National Awards

- 1 Astronaut Scholar
- 1 David L. Boren Scholar plus 1 Alternate
- 2 Goldwater Scholars
- 3 Critical Language Scholars
- 6 Benjamin A. Gilman International Scholarships
- 2 Joanna Jackson Goldman Memorial Prizes
- 6 Fulbright Scholars
- 2 Beckman Scholars
- 2018 David W. Miller Award for Young Journalists
- Rhodes Semifinalist
- PRSSA Student of the Year

2019/2020 Miami Awards

- 7 Presidential Scholars
- 6 Provost's Student Academic Achievement Awards
- 29 CAS Dean's Scholars



2019-20 CAS STUDENT RECOGNITION



Emily Froude & Max Micheli:
David L. Boren Scholarship
(and alternate)



Caleb Kozuszek & Rosie Ries:
Goldwater Scholarship
Rosie was also awarded the
Astronaut Scholarship.



Mackenzie Holtz & Izzy Tice:
2020 **Critical Language
Scholarship Semi-Finalists**
(U.S. Dept of State)

15 CAS students and recent alums were named as semi-finalists in the **2020-2021 Fulbright U.S. Student competition.**



EXPERIENTIAL LEARNING

3372 CAS students participated in an enhanced course or experiential learning opportunity in AY18/19

Research Experience

- **34** CAS Dean Scholars received funding to support their scholarship
- **63** CAS Summer Scholars
- **42** CAS UG Research Awards
- **1968** CAS students were enrolled in independent study courses with faculty mentors

Internships & Field Experiences

- **472** CAS students participated in a internship of field experience
- The number of students involved in an internship experience **doubled** in the past year
- The number of project-based classroom experiences has increased every year for the past three years



Research Outcomes

- Students were co-authors on **154** abstracts, books and book chapters and journal articles
- Students made **194** professional presentations

CAS FACULTY ACCOMPLISHMENTS

In 2018, CAS faculty published:

- 24 books
- 408 peer-reviewed journal articles
- 87 book chapters

FY 19 grants and contracts awarded:

- \$12.8M (52.9% of the university total)
- \$4.17M (Chemistry & Biochemistry)
- \$3.2M (Psychology)

Sixteen CAS faculty received **Committee on Faculty Research Awards** in AY19/20



2019 CAS FACULTY AWARD WINNERS

STATE, NATIONAL, & INTERNATIONAL AWARDS

Ann Wainscott (POL):
Strategy & Policy Fellow,
Smith Richardson Foundation

Mark Curnutte (SOC):
Governor's 2018 Nuestro
Amigo, Ohio Commission on
Hispanic/Latino Affairs

AJ Olszewski (SPA):
Faculty Career Award,
American Speech Language
Hearing Association (ASHA)

Michael Vanni (BIO):
Fellow of the Ecological
Society of America

**Brian Ascalon Roley &
TaraShea Nesbit (ENG):**
Individual Excellence Awards,
Ohio Arts Council

John Bailer (STA):
Fellow, American Association
for the Advancement of
Science (AAAS)

**Jennifer Kinney
(SOC/GTY):**
Ohio Association of
Gerontology and Education
(OAGE) Educator of the Year

Ann Hagerman (CHM):
Cincinnati Chemist of the
Year

Anita Mannur (ENG):
Association for Asian
American Studies (AAAS)
Excellence in Mentorship
award

Kaara Peterson (ENG):
Plumer Visiting Fellowship in
Early Modern English
Literature, St. Anne's College,
Oxford (UK)

**Oana Godeanu-Kenworthy
(GIC):**
Fulbright fellowship

Yildirim Dilek (GLG):
International Honorary Fellow
of the Geological Society

Shara Clark (MJF):
Award of Excellence, Public
Relations Student Society of
America

Margaret Luongo (ENG):
Fellowship for Writers
Residency, Hawthornden
Castle, Scotland

Yu-Fang Cho (ENG):
Cornell University Society for
Humanities Fellowship

**Ryan Gunderson
(SOC/GTY):**
Association for Environmental
Studies & Sciences Early
Career Award

2019 CAS FACULTY AWARD WINNERS

UNIVERSITY TEACHING & SCHOLARLY AWARDS



**Mike Brudzinski (GLG)
and Stephen Norris (HST):**
2019 Miami University
Distinguished Scholar
Awards



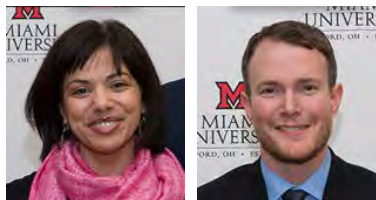
**Ellen Yeziarski (CHM) and
Jay Smart (PSY):**
Distinguished Teaching
Awards for Excellence in
Graduate Instruction &
Mentoring



Renee Baernstein (HST):
Career Development Award



Gwen Etter-Lewis (ENG):
2019 Jennie Elder Suel
Distinguished Woman of
Color Award



**Daisy Hernandez (ENG)
and Joshua Magee (PSY):**
2019 Miami University Junior
Faculty Scholar Awards



Richard Campbell (MJF):
Benjamin Harrison Medallion



Gary Lorigan (CHM):
University Distinguished
Professor



Kristen Budd (SOC/GTY):
2019 E. Phillips Knox
Distinguished Teaching
Award

CAS DEVELOPMENT

FY2020

- \$3.65M to date

FY 2019

- \$11.93M in donations, bequests and grants
- \$5.0M in cash or cash pledges

CAS Development Campaign Total: \$76.7M*



CAS FACULTY, STUDENTS, & CREDIT HOURS

Academic Year

	2011-12	2013-14	2015-16	2017-18	2019-20	% Change
CAS Tenure / Tenure Track Faculty	360	327	322	330	326	-9%
CAS Majors + Minors	9,326	10,454	11,396	12,195	12,014	29%
CAS Majors + Minors / TT Faculty	26	32	35	37	37	42%
CAS Total Credit Hours	285,412	296,968	303,702	299,326	290,579	2%
CAS Miami Plan Credit Hours	124,044	135,727	135,057	128,059	119,496	-4%
Non-CAS Miami Plan Credit Hours	33,333	33,412	37,924	42,144	45,532	37%



CAS BOLDLY CREATIVE INITIATIVES

Round 1

- Data Analytics
- Health Programs
 - Oxford Nursing Cohort*
 - Physicians Assistant
 - M.S. in Biomedical Science
- Cybersecurity**

Round 2

- Institute for Life Course Initiatives

Round 3

- Nine Preproposals



*CLAAS with CAS support

**CAS, CEC & FSB

NEW PROGRAMS: ANALYTICS

BS in Data Science and Statistics (Launched S19):

- Majors 165 (Fall 2019)

BA in Data Analytics (Launch F20):

- Core courses taught by Statistics, Math, English & Strategic Comm, Philosophy & History & Global and Intercultural Studies

Tracks:

- Bioinformatics (Microbiology, Biology, Biochemistry)
- Geospatial Analytics (Geography, Geology/Earth Science)
- Sport Data Analytics (pending - Sport Leadership, Management)
- Social Data Analytics (pending - Political Science, Sociology/Gerontology)



NEW PROGRAMS: HEALTH

Physicians Assistant, MS

- Program Director Starts (3/20)
- Accreditation Application Due (3/21)
- Accreditation Site Visit (6/21)
- Clinical Health Science & Wellness Building opens (5/22)
- Program Starts (5/22)



NEW PROGRAMS: HEALTH

BA in Public Health (in partnership with EHS, launched F18)

- 270 majors

M.S. in Biomedical Science

- University and State Approval (in progress)
- Program Starts (7/21)



Physicians Assistant, DSc (in planning for 2024 launch)

Speech Pathology Clinical Doctoral Program (in discussion)



NEW PROGRAM: ORG LEADERSHIP

The **Organizational Leadership major** (launch: Fall 2020) allows students to apply sociological, psychological, and political science theories and methods to real world organizational problems.

The major is designed to maximize graduates' ability to flexibly adapt to today's continually shifting job requirements, emerging technologies, and new ways of working and collaborating in a dynamic economy.

Students develop skills and knowledge relevant for jobs across a variety of sectors, including for-profit businesses, nonprofit organizations, and government.



CAS STRATEGIC INITIATIVES

Strategic Planning to integrate CAS priorities with Miami RISE



RE-IMAGINING THE LIBERAL ARTS

Develop multi-disciplinary programs to enhance cross-unit collaborations, cultivate cross-disciplinary research and prepare students for successful careers and rewarding lives in a rapidly changing world.

- Western Center For Social Impact & Innovation
- Innovative and Entrepreneurial Thinking in the Liberal Arts
- Human Health and Translational Science
- Miami University Sustainability Initiative
- Humanities Works: Internship, Co-op and Inside Programming
- Storytelling Incubator
- Solving Real World Problems with Data Analytics



CAS STRATEGIC INITIATIVES

- Continue to streamline and revise curriculum.
- Add additional professional advisors to enhance student retention & success.
- Implement Round 1 Boldly Creative Initiatives & develop new programs
- Develop new programs: Real Estate and Development, Speech Path. DSc., PA DSc., others.
- Continue to build experiential learning and career development opportunities.
- Finalize and roll out advancement plan.
- Increase external funding.



THE HUMANITIES CENTER: SUPPORTING UNDERGRADUATE RESEARCH

“The Path to Research in the Humanities”

Workshop where students explore humanities research and plan a pathway to advanced study.

Research Methods Workshop

This January term workshop helps students launch a project, identify an advisor, and write a fundable proposal.

Undergraduate Research Apprenticeships

This NEH-funded program allows students to work one-on-one with faculty members on projects headed for publication.

Pepper Stetler, Associate Professor



THE HUMANITIES CENTER: SUPPORTING UNDERGRADUATE RESEARCH

The Summer Research Institute

A dozen advanced undergraduates work as a community while they develop their own research projects under faculty guidance.



The Geoffrion Fellows Program

Each year, six outstanding undergraduates join Altman Program faculty, meet distinguished visiting speakers, shadow faculty researchers, and present their work to a large audience.



THE HUMANITIES CENTER: SUPPORTING UNDERGRADUATE RESEARCH

Humanities Labs

- Funded by a grant from the National Endowment for the Humanities, Humanities Labs combine coursework with student-engaged research projects focused around a central theme.
- Labs may connect to the community, develop new approaches to global challenges, or present academic research in digital formats.

2019-2020 Humanities Labs

Campus Activism through Virtual Reality



Performing Social Justice



RESEARCH ON EATING DISORDERS AND SUICIDALITY (REDS) LABORATORY

REDS LAB

6 Graduate Students (awards totaling \$302,700)

- 2 National Science Foundation Graduate Research Fellowship Program Recipients
- 2 P.E.O Scholar recipients
- 38 peer-reviewed publications

20 current Undergraduate Research Assistants (awards totaling \$17,000)

- 6 peer-reviewed publications

2 Active Grants

- Characterizing the dynamics of acute suicidal affective disturbance: A between-subjects and intra-individual network approach
Agency: Department of Defense
Total Awarded: \$588,636
- Reconnecting: Improving interoception to reduce suicidal ideation in the military
Agency: Department of Defense
Total Awarded: \$952,758



April Smith, Associate Professor

RESEARCH ON EATING DISORDERS AND SUICIDALITY (REDS) LABORATORY



REDS LAB



PROJECT RISE: RECONNECTING TO INTERNAL SENSATIONS AND EXPERIENCES



Session 1



Session 2



Recognize & shift away from ineffective emotions

Session 3



Session 4



Baseline

4 weeks RISE or Comparator

Post

1-month follow-up

3-month follow-up

THE PAGE LAB

Students

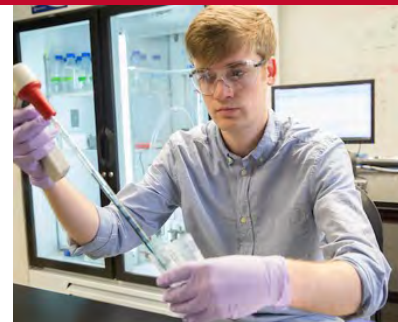
- **8** graduate students, **13** undergraduate students
- 3 PhD graduates, 1 MS graduate, 35 BA/BS graduates
- 1 Beckman Scholar, 1 Astronaut Scholar, 1 Goldwater Scholar

Publications

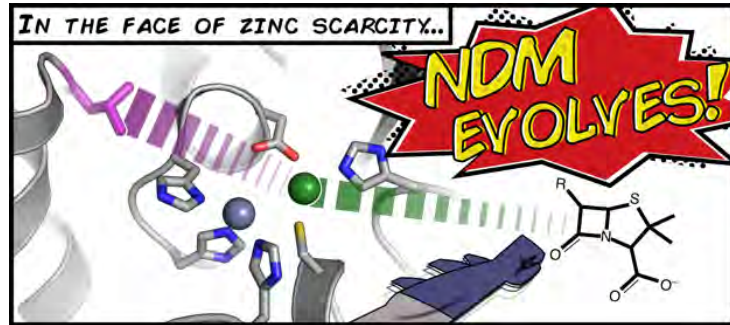
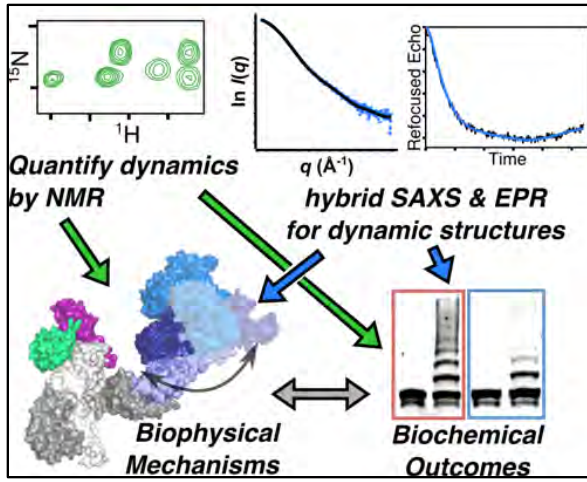
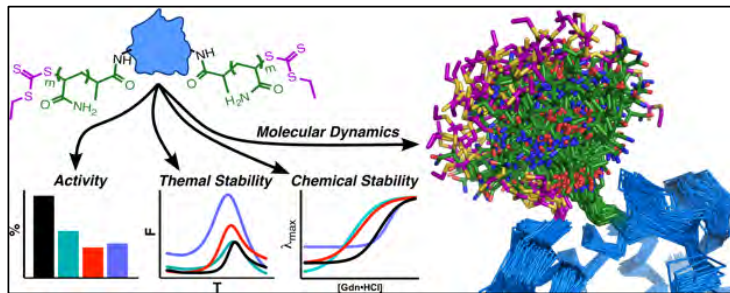
- **35** papers published at Miami University since 2013
- **62** Miami University student co-authors

Funding

- NIH R35 Maximizing Investigators' Research Award (2018)
- NSF CAREER Award (2015)
- 2 NIH R01 Subcontracts (*1 more pending...8th percentile score!*)
- American Heart Association Scientist Development Grant
- 3 Industry contracts
- **\$3,121,052** in external funding awarded to the Page Lab
- **\$4,682,874** in external funding awarded to Miami University with R Page as PI, Co-PI, or Subcontractor



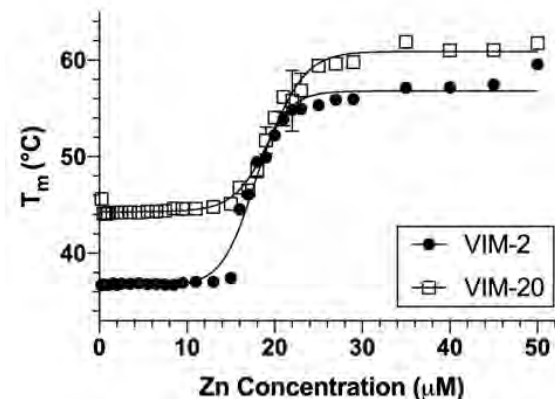
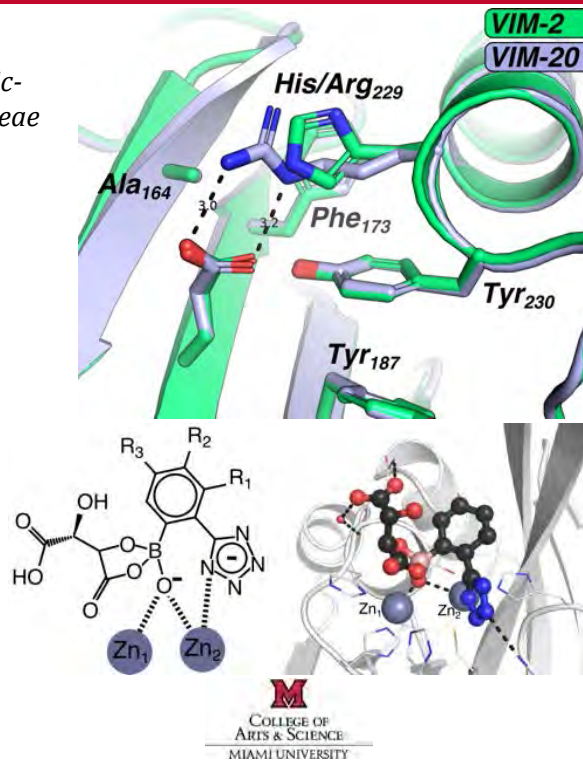
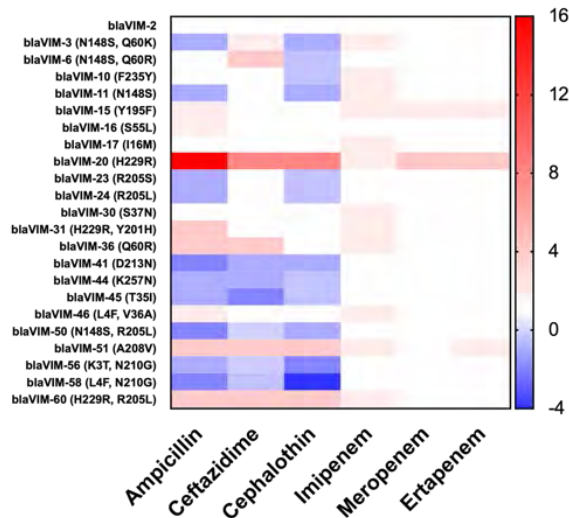
THE PAGE LAB STRUCTURAL BIOLOGY & BIOPHYSICS



ANTIBIOTIC RESISTANCE

Metallo-beta-lactamases

- Worldwide, community-acquired, antibiotic-resistance determinant in *Enterobacteriaceae*
- 28 NDM variants
- 60+ VIM variants
- 80+ IMP variants



ACADEMIC AFFAIRS GOOD NEWS

December 2019 – February 2020

Kimberly A. Hamlin is newest member of the Organization of American Historians

Nov. 2019 - Miami University's Kimberly A. Hamlin is one of 21 new speakers appointed to the Organization of American Historians as a Distinguished Lecturer. Specializing in women, gender and science in the U.S., Hamlin teaches history and American studies as an associate professor. "As a speaker, she'll educate and inspire audiences on topics including voting rights, the temperance movement and the Equal Rights Amendment," said Katherine M. Finley, executive director of the organization.

Miamians Allan Winkler (emeritus) and Steven Conn (history) are also members of the organization's lectureship program. The program includes about 600 Distinguished Lecturers from the nation's top universities who share their expertise with audiences across the country.

Hamlin's forthcoming book, *Free Thinker: Sex, Suffrage, and the Extraordinary Life of Helen Hamilton Gardener* (2020), reveals the story of the "fallen woman" who changed her name, reinvented herself and became the "most potent factor" in Congressional passage of the 19th Amendment as well as the highest-ranking woman in federal government.

Hamlin has received several accolades including:

- The National Endowment for the Humanities Public Scholar Award.
- The Carrie Chapman Catt Prize for Research on Women and Politics.
- The Margaret Rossiter History of Women in Science Prize (from the History of Science Society).
- The Emerging Scholar Award from the Nineteenth Century Studies Association.

Distinguished Lecturers agree to donate their speaking fees to the Organization of American Historians, and their work in the field is an essential component of the organization's mission to promote excellence in the scholarship, teaching and presentation of American history.

Sixteen Miami students, alumni named semifinalists in Fulbright competition

Jan. 30, 2020 - Sixteen Miami University students and alumni are semifinalists in the 2020-2021 Fulbright U.S. Student competition. [Fulbright](#), the largest U.S. exchange program, provides grants for individually designed study/research projects or for English teaching assistant programs outside of the United States.

Thirteen Miami seniors and three alumni have been recommended by the U.S. National Screening Committees for further consideration by the Fulbright Foreign Scholarship Board in the countries to which they applied. They will learn this spring whether they will receive the Fulbright grants.

The Miami semifinalists are:

- **Johanna Alexander** - psychology major with an East Asian studies minor, English teaching assistant in South Korea.
- **Nicole Anselmo** - graduated in 2019, international studies major, English teaching assistant in Kazakhstan.
- **Elena Arduin** - public health and premedical studies double major with a community-based leadership minor, English teaching assistant in Taiwan.
- **Avery Comar** - history and Russian, East European and Eurasian studies double major, English teaching assistant in Russia.
- **Peter Fortunato** - international studies major with statistics, geography and Spanish minors, open study/research award in Spain
- **Sarah Frick** - quantitative economics major with Japanese and statistics minors, open study/research award in Japan.
- **August Hagemann** - economics and Russian, East European and Eurasian studies double major, English teaching assistant in Russia.
- **Madeline Marshall** - strategic communication and political science double major with a community-based leadership minor, English teaching assistant in South Korea.
- **Elizabeth Martin** - integrated English language arts education major with an English literature minor, English teaching assistant in South Korea.
- **Natalie Mullen** - international studies and global & intercultural studies double major with Arabic and German minors, English teaching assistant in Malaysia.
- **Sophia Pauken** - international studies major with Arabic and German minors, English teaching assistant in Jordan.

ACADEMIC AFFAIRS GOOD NEWS

December 2019 – February 2020

- **Rachel Pieratt** - international studies and Spanish double major with Latin American studies and political science minors, English teaching assistant in Peru.
- **Camila Rodriguez** - graduated in 2019, integrated mathematics education and mathematics double major, English teaching assistant in Spain.
- **Katherine Rogers** - German and history double major with a French minor, English teaching assistant in Germany.
- **Hanna Vera** - international studies, Latin American studies and premedical studies triple major with a Spanish minor, English teaching assistant in Mexico
- **Julia Zorc** - graduated in 2019, English: creative writing and interactive media studies double major with a history minor, English teaching assistant in South Korea.

More than 10,000 applications are received annually for the 2,100 available Fulbright U.S. Student Program grants. Miami University had a total of 29 applicants to 20 different countries this year.

Two receive Fulbright International Education Administrators seminars grants

Jan. 30, 2020 - Miami University administrators Cathy Bishop-Clark and Cheryl Young received Fulbright International Education Administrators (IEA) seminars grants.

Bishop-Clark, associate provost and dean of Miami University Regionals, College of Liberal Arts and Applied Science, will travel to India in March.

Young, assistant provost for global initiatives and continuing education, will travel to Taiwan in April.

The IEA grants provide international education professionals and senior level administrators with exposure to education systems in other countries and provide the opportunity to visit institutions, initiate partnerships and collaborations, and gain a broader understanding of global education.

Grantees have the opportunity to learn about the host country's education system as well as establish networks of U.S. and international colleagues over the course of an intensive two-week grant duration.

They will return with enhanced ability to serve and encourage international students and prospective study-abroad students.

Undergraduate Summer Scholarship sparks yearlong research project

Jan 23, 2020 - Alyssa Bley may not be your typical scientist. But what is a typical scientist? "I feel a little insecure at times about science," Bley said. And yet, Bley, a Talawanda graduate, came one step closer to achieving her dream of a career as a scientist when she was awarded a [Miami University Undergraduate Summer Scholarship](#) in 2019. She conducted research in David Berg's Aquatic Biodiversity and Conservation Laboratory, which brought opportunities beyond what she could have imagined. Although Bley always had a love for science and animals, her academic journey started at Butler Tech in the School of the Arts where she pursued Theatre during her junior and senior years of high school. When it was time for her to start thinking about going to college, she turned her focus to science, as a biology major.

During the second semester of her first year of college, Bley found out she was pregnant with her son. She finished out the semester and decided to take the following semester off. "The flexibility of the Regionals helped a lot," Bley said. "Being able to do online classes helped me get back into the routine of going to school." After taking invertebrate zoology with Berg, Bley began working in the ABC Lab and Berg encouraged her to apply for a USS. The highly competitive awards are given to a select group of Miami students based on the quality of their research proposals.

For 20 years, Berg and students in the ABC Lab have collaborated with scientists from the New Mexico Department of Game & Fish to conduct research focused on conservation of the Texas hornshell and other invertebrate species.

As part of her nine-week summer research experience, Bley spent two weeks working in southeastern New Mexico, where she gathered adult and larval samples from the Black River. The rest of her summer was spent utilizing molecular genetic tools in the lab to extract DNA and determine the number of males that fertilized the offspring of individual female mussels. After completing the research, which is scheduled to continue through the spring of 2020, Bley plans to present it at Miami's Undergraduate Research Forum and at a national conference. She will then submit a manuscript for publication in a peer-reviewed scientific journal.

The USS opportunity will have taken her through the whole research process: selecting a topic; writing a proposal to fund the research; collaborating with faculty, graduate students and other undergraduates to conduct the research and analyze the data and submitting her results for peer-review, all steps required of a scientist.

ACADEMIC AFFAIRS GOOD NEWS

December 2019 – February 2020

“Miami Regionals faculty collaborate with students in disciplinary research in order to provide students the opportunity to develop as scholars in the natural or social sciences, the humanities, fine arts, education or business,” Berg said. “With the USS, Alyssa and other Regionals students have been able to experience the thrill of discovering new knowledge as part of their Miami education.” Bley, who plans to head to graduate school and study biology or ecology, encourages girls who have a passion for STEM to “just do it.” Find your passion and work toward your dream; you never know where it will take you.

Princeton Review names Miami University a “Best Value” college

Feb 04, 2020 - Miami University is among 200 universities and colleges recognized as the nation’s “Best Value Colleges,” the Princeton Review reports. The education services company today published its annual list of undergraduate institutions offering the best return on investment (ROI). “Our ROI rating tallies and our selection process considered more than 40 data points, broadly covering academics, affordability and career preparation,” said Stephen Koch, student survey manager for the Princeton Review.

The Princeton Review selected the schools based on a combination of institutional and student survey data, including academic rigor, affordability and career outcomes for graduates, among others. It does not rank the schools. On Miami’s profile page, Princeton Review editors praised the university for giving millions of dollars of scholarships each year “based on academics, special achievements and financial need; the application for admissions to Miami University doubles as an application for academic scholarships.”

The editors also touted Miami’s strong focus on preparing students for the workplace after graduation. In 2018-2019, employers placed 62,270 internship and job postings on the university’s electronic job board. “They (students) applaud the commitment of the school in providing tools to help them to find jobs after college, including ‘career fairs, relationships with recruiters, supporting alumni, mock interview/resume workshop/career services, and teaching material that is applicable to future endeavors.’” A student in the honors program said the experience “offers the ability to grow as a student and person through both in and out of class experiences.”

Miami’s four-year graduation rate ranks No. 1 among public universities in Ohio and No. 21 among public universities nationally. Miami also appears on The Princeton Review’s [Best 385 Colleges](#), Best Midwestern Colleges and [Guide to Green Colleges](#). Miami [ranks 5th](#) on Princeton Review/Entrepreneurship Magazine’s list of top public undergraduate programs for entrepreneurship for 2020.

Miami and its department of emerging technology in business + design (formerly AIMS) [rank 11th best overall and 3rd among public universities](#) in the Princeton Review’s Top 50 Undergraduate Schools for Game Design.



Update on Academic Integrity Initiatives

For the Board of Trustees Subcommittee on Academic and Student Affairs

Submitted by: Brenda Quaye, PhD, Assistant Director for Academic Integrity Initiatives, and
Ann James, PhD, Director of the Office of Community Standards

Submitted on: February 5, 2020

Background

Miami University's integrity initiative was begun in the 2005-2006 academic year with the goal of increasing student integrity both in and out of the classroom. An initial effort of the integrity initiative included participation in the Association of American College and Universities (AAC&U) Core Commitments Project: *Educating Students for Personal and Social Responsibility*. Out of this project, emphasis was placed on honesty and integrity during summer orientation, and the Miami Real World sessions were implemented during First Year Institute (now called Welcome Week) to engage students in conversations about ethical issues. These projects have evolved, expanded, and continued.

During the 2009-2010 academic year, the academic integrity policy and procedures were revised in order to make faculty reporting and adjudication of cases easier and more consistent. Additionally, the Office of Community Standards (formerly the Office of Ethics and Student Conflict Resolution) and the Office of the Provost collaborated to merge in-class and out-of-class dishonesty offenses, share a database, and implement an online integrity seminar as a sanction for dishonesty offenses. The academic integrity policy continues to be reviewed on a regular basis.

Since 2005, several task forces and work groups have assessed the campus culture and needs with regard to academic integrity. Staff members in both areas provide education to students and parents during orientation. Additionally, the Assistant Director for Academic Integrity provides faculty development opportunities on an on-going basis regarding addressing and promoting academic integrity in the classroom as well as presents to over 4000 students each year in large and small group settings. Both areas also provide educational sanctions for students found responsible for dishonesty offenses as a means for students to think more broadly about ethics and integrity in their lives.

Beginning in fall 2019, a new academic integrity process was introduced and includes a required Procedural Review meeting to be held with each student reported for suspected academic dishonesty. The Procedural Review meeting allows the academic integrity staff to talk with each student about the situation, engage in an educational conversation, and assess possible areas for support and resources to help the student. Also, students may choose to accept responsibility for committing academic dishonesty in that meeting, reducing the caseload for department chairs and faculty members.

The academic integrity area also will be searching for a second staff member during Spring 2020. The second staff member will take on the duties of creating and providing educational outreach and initiatives for students, forming partnerships across campus around student education, and sharing responsibility for handling academic cases. Both the addition of the new staff member and the implementation of the new process provide increased opportunities for education.

The Office of Community Standards is shifting its approach to student conduct at Miami to one of restorative justice and education. As a result, our work with students around acts of dishonesty focus less on a punitive response and more on reflection, learning and repairing harm. While acts of dishonesty sometimes do warrant the suspension of a student so that they may have a more impactful period of reflection, the preference is that the student will learn from their choices after the first incident and not repeat the behavior.

Since the implementation of the new academic integrity policy and procedures, which includes centralized maintenance of records, an increase in the number of academic integrity cases has been recorded. This can be attributed to an increase in reporting, due to making reporting easier and placing adjudication in the hands of department chairs as well as to the overall message that reporting is expected and one means of reducing dishonesty. Below is a brief synopsis of the academic dishonesty caseload for the past six academic years.

Academic Dishonesty	Number Reported	Suspensions / Dismissals
2014-2015	317	12 / 2
2015-2016	460	12 / 3
2016-2017	502	21 / 1
2017-2018	496	43 / 2
2018-2019	480	40 / 2
2019-2020*	328	13 / 2
2019-2020 Details are current as of 2/4/2020 - Additional cases resulting from spring semester or summer classes are likely to be reported.		

As we often receive questions about the non-academic dishonesty case load and the number of suspensions issued through the Code of Student conduct for these cases since merging academic and non-academic dishonesty offenses for suspension purposes, below is the caseload and suspension information for non-academic dishonesty offenses.

Non-Academic Dishonesty	Number Reported	Total Suspensions for Dishonesty policy violations
2014-2015	146	10
2015-2016	202	8
2016-2017	206	6
2017-2018	219	20
2018-2019	230	16
Fall 2019	17	0

The decrease in numbers of non-academic dishonesty cases starting in fall 2019 is due to a change in the Code of Student Conduct. A separate policy for possessing or providing false identification was created to address students with fake IDs rather than charging those students with non-academic dishonesty. The most common violations of the non-academic dishonesty policy as of fall 2019 are students who submit false information to faculty in the form of medical documentation or other documents to be excused from missed assignments.

Future Plans

With increased staffing in both Academic Integrity and Community Standards, the two areas will explore new ways to partner together and with other departments on campus to provide increased education to students around integrity and decision-making and to emphasize how their lives in and out of the classroom are intertwined.

February 21, 2020
 Academic and Student Affairs

RESOLUTION R2020-29

BE IT RESOLVED: that the Board of Trustees hereby approves the following faculty for promotion and tenure, effective July 1, 2020:

Name	Divison 1	Division 2	Department	Department 2	Promotion
James Bielo	CAS		Anthropology		Tenure & Associate
Nathan French	CAS		Religion		Tenure & Associate
Mahmud Khan	CAS		Physics		Tenure & Associate
Tim Lockridge	CAS		English		Tenure & Associate
Joshua Magee	CAS		Psychology		Tenure & Associate
Sara McLaughlin	CAS		Sociology & Gerontology		Tenure & Associate
Karthik Vishwanath	CAS		Physics		Tenure & Associate
Stephanie Baer	CCA		Art Department		Tenure & Associate
Stephanie Danker	CCA		Art Department		Tenure & Associate
Daniela Inclezan	CEC		Computer Science and Software Engineering		Tenure & Associate
Michelle Buchberger	CLAAS		Interdisciplinary & Communication Studies		Tenure & Associate
Tracey Hoffman	CLAAS		Education and Society		Tenure & Associate
Mary Kovach	CLAAS		Commerce		Tenure & Associate
David Woods	CLAAS		Computer and Information Technology		Tenure & Associate
Beth Miller	EHS		Kinesiology & Health		Tenure & Associate
William Brink	FSB		Accountancy		Tenure & Associate
Michael Conger	FSB		Management		Tenure & Associate
Gregory Fisher	FSB		Marketing		Tenure & Associate
Haim Kassa Gebeyehu	FSB		Finance		Tenure & Associate
Fadel Megahed	FSB		Information Systems and Analytics		Tenure & Associate
William Moser	FSB		Accountancy		Tenure & Associate
Greg Niemesh	FSB		Economics		Tenure & Associate
Maria Weese	FSB		Information Systems and Analytics		Tenure & Associate
Marianne Cotugno	CAS	CLAAS	Languages, Literatures, and Writing	English	Full Professor
Dana Cox	CAS		Mathematics		Full Professor
Marcia England	CAS		Geography		Full Professor
Cynthia Klestinec	CAS		English		Full Professor
Theresa Kulbaga	CAS	CLAAS	Languages, Literatures, and Writing	English	Full Professor
Stephen Lippmann	CAS		Sociology & Gerontology		Full Professor
Rachael Morgan-Kiss	CAS		Microbiology		Full Professor
Tory Pearman	CAS	CLAAS	Languages, Literatures, and Writing	English	Full Professor
Monica Schneider	CAS		Political Science		Full Professor
Ben Jacks	CCA		Architecture and Interior Design		Full Professor
Katherine Kuvalanka	EHS		Family Science and Social Work		Full Professor
Jonathan Grenier	FSB		Accountancy		Full Professor

*Approved by the Board of Trustees
 February 21, 2020*



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