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

The meeting of the Academic and Student Affairs Committee of the Miami University Board of Trustees was called to order at 9:00 a.m. by Committee Chair John Pascoe, a majority of members were present constituting a quorum. The meeting was held in the Marcum Conference Center on the Oxford campus. Roll was called, and attending with Chair Pascoe were committee members; Trustees David Budig, and Zachary Haines; and Student Trustees Amitoj Kaur, and Dawson Cosgrove; along with non-committee members; Trustees Debbie Feldman, Rod Robinson, and Mary Schell; and National Trustee Mark Sullivan. Committee member, National Trustee Jeff Pegues was absent.

In addition to the Trustees, attending for all or part of the meeting were Provost Osborne; Vice Presidents Cristina Alcalde, Jayne Brownell, Mike Crowder (interim) Jaime Hunt, David Seidl, Brent Shock and Randi Thomas; along with Ted Pickerill, Executive Assistant to the President and Secretary to the Board of Trustees. Also attending to present to the Committee were: Assistant Vice President and Director of Admission Bethany Perkins; Director Kim Vance and Associate Director Adam Dralle from Student Activities; Associate Provost and Dean Amy Bergerson; and Assistant Vice President of Health and Wellness, Steve Large; along with many others in attendance to assist or observe.

Public Business Session

Welcome and Approval of the Prior Meeting's Minutes

Chair Pascoe welcomed everyone to the meeting, relaying:

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

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

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

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

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

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

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

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

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

Approval of the prior Minutes

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

Reports

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

The reports are included as Attachment A.

Student Life Update

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

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

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

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

COVID Management

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

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

Anti-Hazing Efforts

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

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

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

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

The Student Life update is included as Attachment B.

University Communications and Marketing (UCM) Update

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

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

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

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

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

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

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

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

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

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

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

The UCM update is included as Attachment C.

Enrollment Management and Student Success (EMSS) Update

Vice President Shock reported the following:

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

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

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

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

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

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

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

Enrollment Update

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

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

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

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

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

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

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

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

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

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

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

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

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

The EMSS Update is included as Attachment D.

Academic Affairs Update

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

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

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

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

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

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

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

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

Written Updates, Attachment F

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

Adjournment of Meeting

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

Theodore O. Pickerill II
Secretary to the Board of Trustees

EXECUTIVE COMMITTEE of UNIVERSITY SENATE
Jason Osborne, Chair & Provost, Senate
Jen Green, Chair, Senate Executive Committee
Tom Poetter, Chair Elect, Senate Executive Committee
James Bielo, 2020-2021 Chair, Senate Executive Committee
University Senate Website: https://www.miamioh.edu/academic-affairs/university-senate

September 10, 2021

To: Board of Trustees, Academic and Student Affairs Committee
From: James Bielo, Chair, Executive Committee of University Senate
RE: University Senate Report to Board of Trustees – September 24, 2021 Meeting

Executive Committee of University Senate membership:

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

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on May 14, 2021.

- **New Business, Specials Reports and Updates delivered to University Senate:**
  - **August 30, 2021**
    - Miami University COVID-19 Fall 2021 Testing Plan, Philip Smith, Director, Public Health-Testing Program
    - Senate Meeting Modalities

Dates University Senate is scheduled to meet during the 2021-2022 academic year:

2021-2022 University Senate Meeting Dates	
2021	**2022**
August 30	**January 24**
September 13	**February 7**
September 27	**February 21**
October 11	**March 7**
October 25	**March 28**
November 8	**April 4**
November 22	**April 11**
	April 18
	April 25

The following are items of business Executive Committee anticipates that Senate will discuss during the 2021-2022 academic year:

- CAS – TCPL Increase
- Moonshot

- Divisional Updates as appropriate
- Flexible Work Policy & Research Scientist

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

Return to a Full Campus Experience

Division of Student Life

September 23, 2021

Decision-making principles

- Health and safety
- Persistence and retention

- The Miami Experience
  - Residential and immersive
  - Relationships matter
  - Caring community
  - Students first
  - Privilege and responsibility

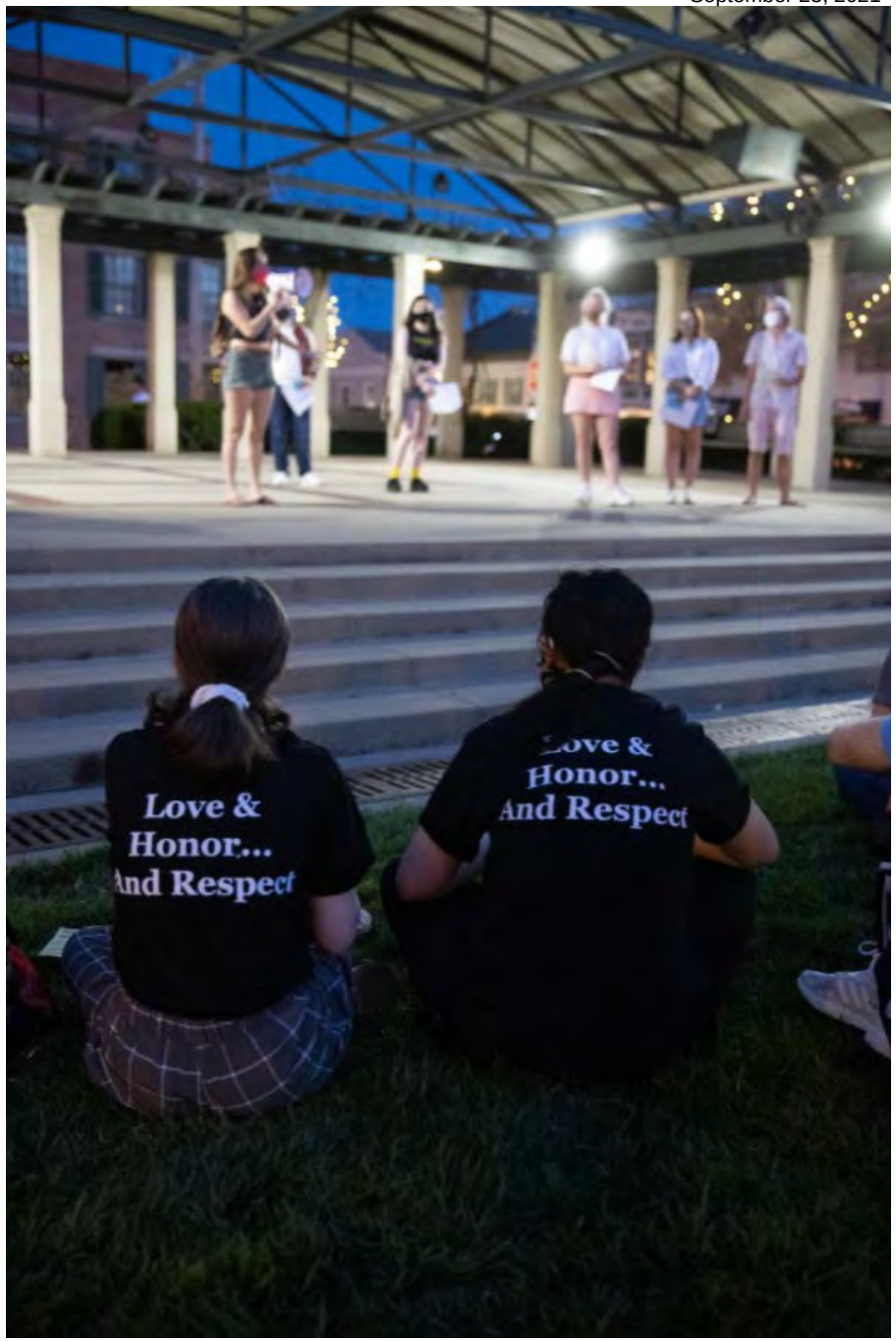
Unique student needs

- Larger class with higher level of need, both financial and developmental
- Sophomores need an extended “orientation”
- Juniors have experienced one “normal” semester
- Students who were remote all last year
- Students used to single rooms; interpersonal challenges
- New comfort with virtual engagement
- General sense of uncertainty and anxiety

Health and Wellness
MEGA FAIR

Other expected trends

- Expect more focus on measurable change related to DEI
- Increased student activism
- Title IX still in flux
- Continued political polarization
- Ongoing challenges of student mental health and emotional well-being
- Return to a focus on hazing and Greek Life



Anticipated changes and challenges

- “Return on experience”
- Resource challenges require making choices between providing essential services and work focused on creating community

COVID innovations to continue

- Expanded use of technology for student and staff training/ education
- New opportunities for more sustained relationships with students
- Increased access to services and support
- Broader focus on wellness and emotional well-being
- Sustainability improvements
- Increased level of partnership across the university

Overview of divisional goals/ priorities

- Support offices going through transitions of leadership, staffing, and organization; staff well-being
- Retention/ persistence/ success initiatives
- DEI priorities
- Focus on unique needs of students during COVID
- Mental health and emotional wellness
- Collin’s law- anti-hazing legislation
- Assessment and use of data

COVID-19 management

COVID Management

- Comprehensive testing program
- Quarantine, isolation, and case management
- Vaccination and reporting
- Compliance and enforcement
- Education and communication
- Cross-divisional team approach with leadership in Student Life

Questions
&
Answers

MIAMI UNIVERSITY
STUDENT LIFE

Hazing Prevention

Student Engagement, Activities, and Leadership

COLLIN'S LAW SB 126

STUDENT ENGAGEMENT, ACTIVITIES, AND LEADERSHIP

HAZING PREVENTION EFFORTS

STAFF CONTACTS

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Associate Director, Fraternity & Sorority Life

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MIAMI UNIVERSITY
STUDENT LIFE

Questions

MIAMI UNIVERSITY
STUDENT LIFE

Division of Student Life

NEWS AND UPDATES

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

The Division of Student Life helps students pursue opportunities to extend their learning environment, build the skills and capacity to be leaders, and graduate from Miami career ready. This report covers a few of the many opportunities, resources, and experiences that contribute to students' engagement and leadership.

Wilks Leadership and Service Certificate

The Wilks Leadership Certificate has expanded to include a service component this year. The program now integrates service and community experiences more intentionally, incorporating concepts from the U.N. Sustainable Development goals. Student participants must attend **Wilks Institute for Leadership and Service** activities and programs to meet core requirements. Additional requirements can be met by participating in workshops, trainings, lectures, and activities hosted on campus or throughout the community.

Campus Community Rise and Thrive Grant

The **Office of Student Wellness** and TriHealth with **Student Health Services** were awarded the *Campus Community Rise and Thrive* grant to provide support for COVID recovery efforts focused on mental wellness and behavioral health. In addition to a $50,000 grant award, the program includes training, technical assistance, professional development, and networking opportunities at no cost. Funding will provide critical mental and behavioral health services across the continuum of care (prevention, early intervention, treatment, and recovery) to students. Funding for the Rise and Thrive Initiative comes from the Coronavirus Relief Funds (CRF) and Governor's Emergency Education Relief (GEER) Funds.

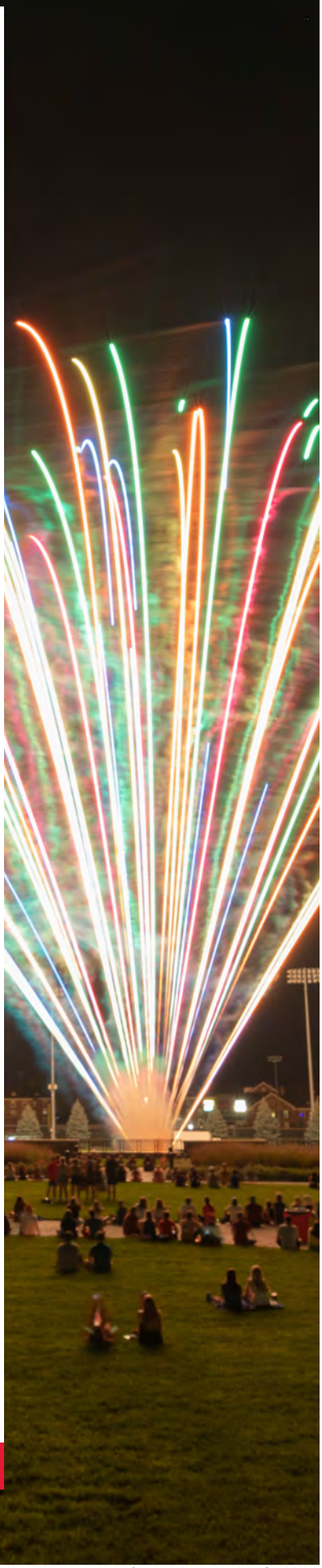
Culturally-Based Fraternal Organizations - New Council

A fourth governing council will be added to fraternity and sorority life this year. The new council will oversee culturally-based fraternal organizations that do not fit the parameters of the existing Panhellenic Association, National Pan-Hellenic, and Interfraternity Councils. While the three existing councils are national organizations with their own policies, chapters, and/or processes, the new council will be locally controlled on campus, enabling the **Cliff Alexander Office of Fraternity and Sorority Life** to offer more deliberate assistance and advising for affiliated chapters. There has been an increasing need for a fourth council as more co-ed fraternities and new cultural organizations are formed. The first member organizations will include:

- Cosmic Flash (affiliate of Theta Nu Xi Multicultural Sorority, Inc.)
- Alpha Psi Lambda National Fraternity, Inc.
- Sigma Lambda Gamma National Sorority, Inc.
- Kappa Phi Sorority.

Summer Reach Out to Second-Year Students

Students who started attending Miami during the 2020-2021 academic year did not have a traditional in-person Miami experience due to the pandemic. The **Office of Residence Life** designed a summer initiative for 72 Resident Assistants to start their positions early to send weekly emails and conduct individual phone or video conversations with an assigned caseload of rising second-year students. The initiative aimed to solidify students' connection to campus and increase awareness of campus resources. Through the initiative, 2,898 students received at least 4 emails each and 305 individual meetings were held.



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

STUDENT LIFE REPORT

Campus Engagement

After a long year of event restrictions and capacity limits, the Division of Student Life was able to bring back many in-person engagement opportunities to kick off the 2021-2022 academic year.

In-Person Mega Fair

To bring Mega Fair back to an in-person experience this fall, the **Office of Student Activities** moved the event from the Central and Rec Quads to the Academic Quad and around the Hub. The new location allowed for more spacing between tables and the ability to physically distance while interacting with 600+ clubs and organizations. The event, held August 29, drew thousands of students to make connections and explore their options for getting involved on campus.

Scenes from Mega Fair 2021.

Welcome Weekend

Thursday: First Night Block Party

After two days of first-year move in, the Class of 2025 enjoyed inflatables, life-size board games, fitness classes, ice skating, athletic games, and two shows of "Pip the Comic Illusionist" to start their weekend. The *First Night Block Party* is planned in partnership with the **Office of Student Wellness**, **Office of Orientation and Transition Progams**, Miami Recreation Center, and Goggin Ice Center. Locations were expanded this year to accommodate more people and to spread out physically.

Friday: Welcome Home

1,500 succulents. 500 customized take-home street signs. 400 spin art frisbees. 400 airbrushed hats. Endless custom stickers, photobooth photos, and henna tattoos. The *Welcome Home* event had something for everyone. Held on the Friday of Welcome Weekend, events were spread out over more areas to allow for physical distancing. All students were invited to participate. The event, sponsored by Miami Activities and Programming (MAP) with the **Office of Student Activities** and the **Armstrong Student Center**, culminated with a fireworks show behind Benton Hall.

Saturday: Live from the Quads, It's Saturday Night!

The **Office of Residence Life** hosted thousands of students at *Live From the Quads: It's Saturday Night!* on six quads across campus. First and second-year students were invited to participate. Every quad offered tie dye t-shirts, paint-your-own "M," cornhole, Kan-Jam (an outdoor flying disc game) and food options. Each quad also had activities unique to the quad, including inflatables or amusement games such as a maze, bumper cars, or an obstacle course. Students took advantage of the activities, reconnected with old friends, and made new ones.

STUDENT LIFE REPORT

Leadership Training

Resident Assistant Training

Resident Assistants (RAs) participate in two major annual training experiences. The first is a ten-day summer training prior to the beginning of the school year. Summer training includes 25 sessions and roughly 70 hours of training and preparation for the year. The second experience occurs a few days before the spring semester to offer booster training on key topics such as Title IX, diversity and inclusion, and responding to crisis situations. RAs also participate in weekly staff meetings, individual 1-on-1 meetings with supervisors, and ongoing professional development sessions coordinated by the RA Training and Development Committee in the **Office of Residence Life**.

Professional development and training sessions were held virtually during the 2020-2021 year, which led to increased participation and allowed more robust options, including an RA alumni panel. Summer training for 2021-2022 was back in person.

"The [RA position] helped me develop as a leader by providing me with organizational tools and information to better relay information to my residents; along with forcing myself to effectively have a busy schedule and be able to plan my priorities."

Peer Tutors and Supplmental Instruction Leaders

Over the course of two weekends this fall semester, the **Rinella Learning Center** welcomed and trained 54 Supplemental Instruction Leaders and 50 peer tutors. These student leaders help students better understand course content through regularly scheduled review sessions or one-on-one or small group tutoring.

Supplemental Instruction Leader and peer tutor training.

Student Engagement, Activities, and Leadership (SEAL) Workshops

The **Office of Student Activities** offers regular SEAL workshops to student organization leaders throughout the year. Workshop attendance is required for an organization to reach various levels of Red Brick Rewards (tied to organizational funding). For the 2020-2021 year, 26 workshops were offered. Examples include:

- How to Make the Most of Your Student Organization Experience
- Building the Best Leadership Team
- Developing Leadership in Your Organization Members.

Workshops will continue this year on new and familiar topics, with a focus on "Back to the Basics" to help student leaders learn how to run their organizations while being back in person.

Miami Leadership Academy

The implications of COVID-19 for the class of 2024 were both vast and profound. While many were able to find their way and successfully navigate their first year at Miami, they missed out on some of the hallmarks. In recognition of this different experience, the **Office of Residence Life** developed and implemented the Miami Leadership Academy in June 2021 for rising second-year students. This in-person three-day experience gave students an opportunity to form relationships, explore the campus and local community, and interact with professional leaders in a variety of fields. Nearly 40 students participated. Goals of the program included:

- developing connections with other rising second-year students, faculty, and staff;
- understanding the Five Practices of Exemplary Leadership by Kouzes and Posner (2014); and
- articulating a plan for connection and engagement for the upcoming year.

STUDENT LIFE REPORT

Peer Leadership Experiences

Dean's Advisory Board & Internship Program

The Dean's Advisory Board (DAB) launched in fall of 2019 as a way for the **Office of the Dean of Students** to stay connected to students and generate an idea incubator for student initiatives, challenges, and opportunities to advance the student experience. This year, board membership was limited to a one-year commitment to allow more students to participate.

"I joined DAB to advocate for the interests of the student body and cultivate an authentic Miamian experience for everyone on our campus."

Adam Swab, First-year
DEAN'S ADVISORY BOARD MEMBER

The office also created an internship program to offer additional, deeper engagement opportunities connected to the office and the work of advancing the student experience. Interns assist in the development, implementation, and evaluation of various initiatives and programs in the areas of student support and office programming.

Student Learning Community Coordinator

The **Office of Residence Life** recently launched a new student opportunity for a Student Learning Community Coordinator. The student coordinator will provide support to a particular living learning community (LLC). The first position will focus on the Scholar Leader community. The student will live in an apartment in the community and will aim to cultivate a positive and engaging living environment and help the LLC reach its full potential through communication, leadership development, and programming.

MADE @ Miami

The **Center for Student Diversity & Inclusion** welcomed 195 first-year students from historically underrepresented populations and other students interested in exploring diversity and inclusion to campus two days prior to move-in. Undergraduate peer leaders helped participants build community with other first-year students, connect with faculty and staff, and become acclimated to campus.

U-Lead

U-Lead is a two and a half day pre-semester leadership education program through the **Wilks Institute for Leadership and Service**. In 2021, 52 first-year students, 7 Undergraduate Peer Leaders, 3 Undergraduate Coordinators, and 2 Graduate Student Advisors participated. Participants learned about leadership through exploring values-based leadership, team building activities, and community engagement. Through the program, participants reported 21% more confidence in their own leadership style, 20% more confidence in their ability to be an inclusive leader, and 18% more confidence in their ability to positively engage with their community.

U-LEAD was held the week before the Fall 2021 semester began.

"The U-Lead program fundamentally changed the direction of my college experience. Learning about leadership right when I first got to campus my first year broadened my mindset as to what I could reach for and accomplish, and taught me how to harness my strengths into a set of skills that I could apply to every situation or opportunity. [...] I am so grateful for the opportunity to lead, facilitate, and give back to the next generations of Miamians, while at the same time continuing to learn about myself and further my leadership journey."

Hannah Lefkowitz, Junior
UNDERGRADUATE COORDINATOR FOR U-LEAD

Scholar Leader Retreat

Fifty-six second-year students selected as Scholar Leaders reside in Elliot and Stoddard Halls and participate in the Scholar Leader LLC. The annual Scholar Leader Retreat was held on campus in August with the **Wilks Institute for Leadership and Service**. Participants learned through engaging group activities and reflective sessions with small group facilitators.

"The retreat did a good job of encouraging us to build community across many differences. We were able to talk about leadership in a way that centers everyone's lived experience."

Evan Gates, Sophomore
SCHOLAR LEADER COMMUNITY MEMBER

The Scholar Leader Retreat was held August 27-28, 2021.

STUDENT LIFE REPORT

Data and Recognition

National Association of College and Employers (NACE)

The **Office of Residence Life** wanted to better understand how the skills Resident Assistants (RAs) learn from the RA role will help them in their future career. To accomplish this goal, they added three questions connected to the NACE efforts in exploring Career Readiness to the End-of-Year Survey for RAs. Each year, NACE provides a list of the top 20 desired skills employers look for on resumes. The survey asked RAs to rank order those skills which they thought they learned in the RA position. Three of the top five skills reported by NACE were also ranked in the top five by RAs.

Key Attribute	% of responses	NACE rank	RA-reported rank
Ability to work in a team	93.2%	1	1
Interpersonal skills	86.4%	12	2
Leadership	85.2%	7	3
Verbal Communication skills	85.2%	4	4
Problem-solving skills	81.8%	2	5

The Office of Residence Life will use this data to inform their recruitment strategy, highlighting skills students will learn as a result of the RA position and connecting them to the skills employers are looking for on resumes. The findings also have training implications, in prioritizing skills RAs ranked lower that are also important in the role.

Assessment of Living and Learning, Fall 2020

In Fall 2020, the **Office of Residence Life** administered the annual Assessment of Living and Learning to residential students. There were 2,200 responses to the survey, which included an opportunity for written comments related to their involvement or engagement within their residential community. Examples include:

- "Each event that I had the time to participate in gave me an opportunity **to learn something that I hadn't known** before going into the program"
- "I had many conversations with my neighbors who eventually **became my best friends here**."
- "My roommate and I were able to coordinate a face mask making event with the community. The goal was to sew some face masks and donate them to an organization in Oxford. We took the time to learn some basic sewing skills, and we were actually able to make some decent masks. While our contribution may have been small, **I was proud of what we managed to accomplish together.**"

Recognizing Student Leadership

The President's Distinguished Service Award, coordinated by the **Office of Parent & Family Programs** on behalf of the Office of the President, recognizes graduating seniors whose service demonstrates the spirit of being a citizen leader of uncommon quality. This year, we recognized 19 students for contributions including leadership in student organizations during the pandemic, award-winning work in diversity, equity and inclusion efforts in Athletics, and extraordinary efforts to build community in different areas across campus.

The Senior Service Leadership Award, coordinated by the **Office of Parent & Family Programs**, recognizes approximately 10% of the senior class in one of four areas: Service to Campus Life, Service to Community, Intellectual and Cultural Service, and Service as a University Employee.

The Student Engagement and Leadership Awards are held by the **Center for Student Engagement, Activities, and Leadership** each spring semester to celebrate the accomplishments of fraternities and sororities, student organizations, and student leaders. In April 2021, 26 individual students, 17 organizations, and 6 advisors were recognized at the virtual awards ceremony.

18 of the Last 9

Students engaged in leadership experiences through the Division of Student Life often go on to make significant impacts after graduation. In addition to student organizations, many of the 2020 class of the "18 of the Last 9" honorees mention involvement in Student Life programs:

- **Resident Assistant** - Christopher Walsh Sinka '13
- **Residence Hall Association** - Connor McGarry '17
- **Wilks Scholar Leader** - Alyssa Marcangelo '12, Allie Pearson '15
- **Fraternity or Sorority** - Hayley Berg '15, Elizabeth Dent '11, Connor McGarry '17, Jim Nardelli '11, Allie Pearson '15

UCM Board of Trustees Update

September 2021

MIAMI UNIVERSITY

UCM Goal Setting

Creating a High-Performing Marketing Model for Miami

Marketing Maturity Model

	Transactional	Progressing	Competent	Accelerating	High-Performing
MESSAGING	**FRAGMENTED** Random with lack of consistency across channels	**ORGANIZATIONALLY FOCUSED** Comms are driven by organizational needs, not audience needs	**TARGETED AND CLEAR** Communications target appropriate audiences and are within brand	**RELEVANT AND UNIQUE** Research-driven messages distinct to brand and audience	**IMPACTFUL AND MEMORABLE** Personal journeys for segmented audiences
STANDARDS	**UNINFORMED** Communications do not consistently or rarely follow brand standards	**INFORMED BUT INCONSISTENT** Basic brand standards are followed but not clearly understood	**TIMELY AND COORDINATED** Message match audiences, journey points	**INTEGRATED** Communications are coordinated across units	**CENTRALIZED** Plans for units across the organization are connected
DATA INFLUENCE	**UNEXAMINED** Comms are not guided by research or data	**DATA USE IMPROVING** Silos on campus are using data to support decisions	**DATA DEPENDENT** Data is leveraged but there is little coordination across campus	**STRATEGIC** Data is leveraged across the organization; KPIs are global	**REAL-TIME** Near real-time data allows for optimization of campaigns
CONNECTION TO PRIORITIES	**REACTIVE** Projects are not connected to university priorities	**REACTIVE BUT IMPROVING** Campaigns may connect to university priorites but are still reactive	**CONNECTED** Campaigns are connected to business objectives and measured	**ALIGNED** Campaigns are connected to measurable institutional goals	**SHARED** Campaign outcomes inform decisions across the organization
ENVIRONMENT	**SILOED AND UNTRUSTING** Clear silos exist and trust is low to nonexistent	**TASK-ORIENTED** Collaboration is task-oriented and focused on tactics vs. relationships	**PROACTIVE** Projects are planned in advance and start with goals vs. tactics	**AGILE** Audience experience and external factors are embedded in strategy	**TRANSFORMATIONAL** Audience experience informs decisions outside of communications
OPERATIONS	**UNDOCUMENTED AND UNCLEAR** Practices are ill-defined and continually shifting	**NOT COMMUNICATED** Operational practices are improved but not well communicated	**DEFINED** Operational practices are in place and trust is growing	**CLEARLY ARTICULATED** Operational practices are clearly defined and understood; trust exists	**RESPECTED** Authentic relationships are built and a high level of trust exists
EXPERTISE	**GENERALISTS** Staff members are generalists and lack a depth of expertise	**NARROW EXPERTISE** Strategic hires for expertise exist in pockets across the organization	**GROWING SPECIALISTS** T-shaped individuals provide depth of expertise across most areas	**CENTERS OF EXCELLENCE** Majority of staff bring depth of expertise including in emerging areas	**LEVERAGED** Deep expertise exists and is leveraged beyond marcomm efforts
CULTURE	**FEAR AND MISTRUST** Culture of fear and mistrust; team members are afraid to share input	**INPUT BY HIERARCHY** Senior team members share input openly	**INPUT BASED ON EXPERTISE** Internal subject-matter experts provide input regardless of position	**SOLICITED INPUT** Input is solicited across the organization, regardless of position	**EXTERNAL VIEWS** External input is considered and incorporated
BRAND	**UNLEVERAGED** Brand is unleveraged, perceptions are driven by external voices	**PROGRESSING** Brand is informed by research, executiion is spotty	**ADVANCING** Brand position is well understood by communicators across campus	**STRONG** Brand position is understand by entire campus, ambassadors are activated	**EVOLVED** Brand position is understood by those external to the organization

University Communiations and Marketing, Miami University based on the work of Chapman University

Goal Setting

- Messaging
- Alignment
- Data Influence
- Connection to Priorities
- Collaboration
- Operations
- Expertise
- Culture
- Environment
- Brand

Alignment

Brand Identity Guide, Brand Foundation, Sub-brand Development

Brand Identity Guide

On July 1, University Communications and Marketing launched a comprehensive brand identity guide with the goal of establishing Miami as a national brand. The launch included the distribution of refreshed logos and lockups to university constituents, a new brand guideline website, and a new design approval process.

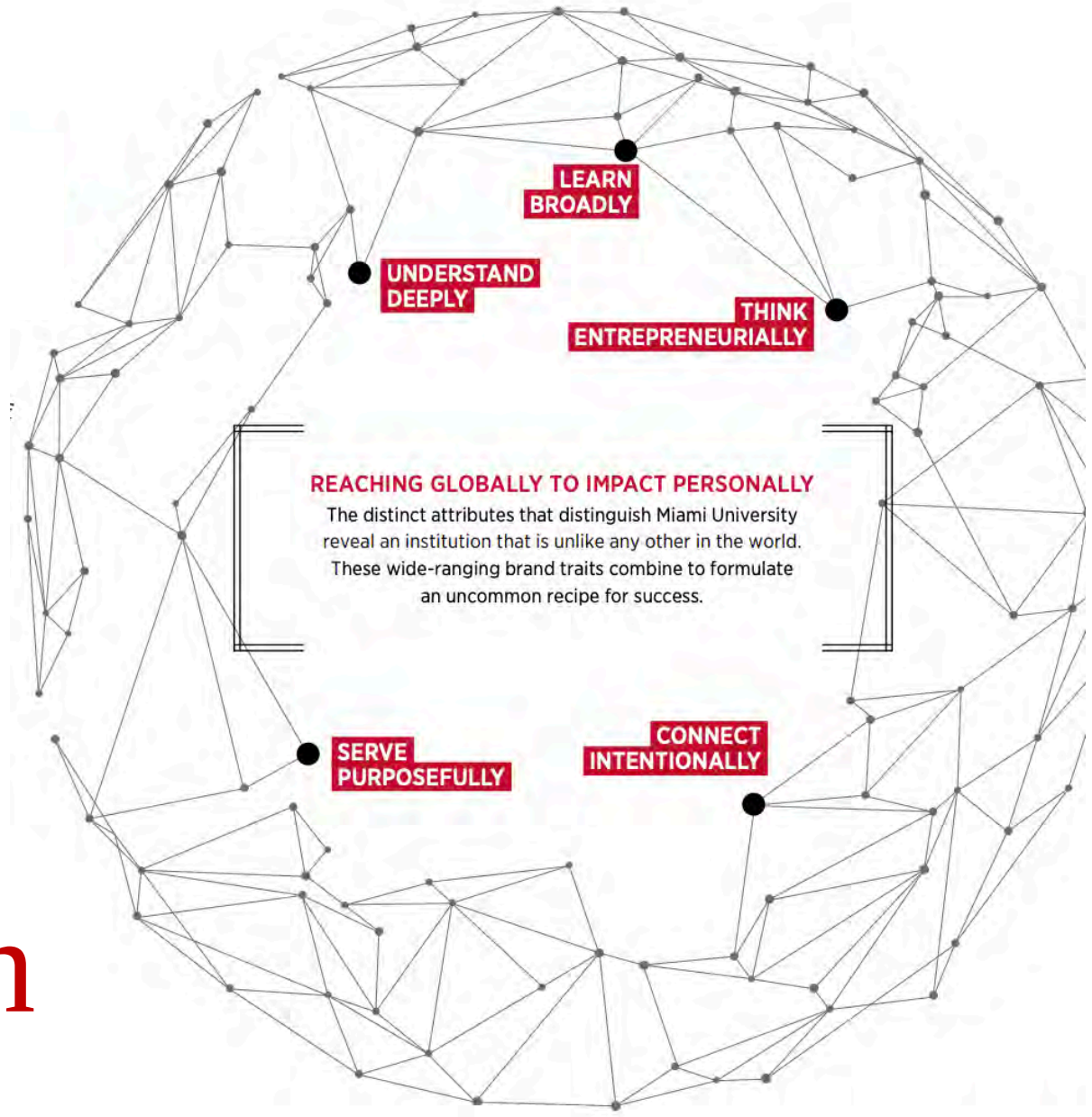
MiamiOH.edu/brand

The Brand

Miami University's brand extends far beyond the logos, wordmarks, symbols, and images seen throughout our marketing and communications materials. The brand is a complex system driven by the emotions of our audiences who connect their personal experiences to Miami. Comprehensive brand research was performed to capture these shared experiences and to establish the institution's positioning, voice, and visual identity that are outlined in these brand standards.

The Miami University brand standards define a flexible, yet consistent identity that allow both internal and external partners to develop Miami branded materials. Consistent standards set clear expectations for the appearance of branded materials and allow brand communicators the flexibility they need to meet the needs of diverse audiences. **A unified and consistent brand image allows for broader awareness of the institution and a stronger Miami identity.**

Brand Foundation



Sub-brand Project

Create clear branding distinction between Oxford, Miami Regionals, e-Campus, and Miami Online; create sub-brand standards/messaging for divisions.

Kick-Off: September 2021

Completion: June 2022

Moving Miami Forward

- Strategic integrated marketing communications approach with cross-campus collaboration.
  - Align on messaging, goals, and KPIs
  - Identify areas of overlap and possible collaboration
  - Establish connections between unit goals, UCM goals and institutional goals

This Photo by Unknown Author is licensed under CC BY-ND

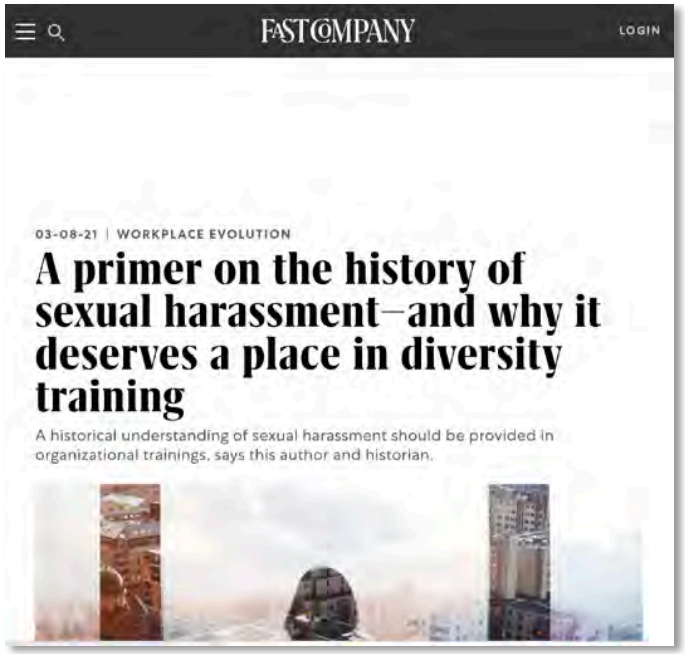
Media Outreach

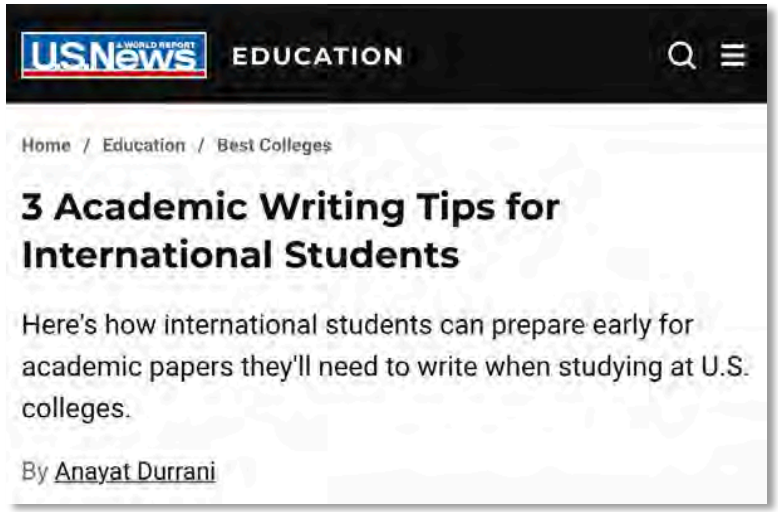
Telling the World the Miami Story

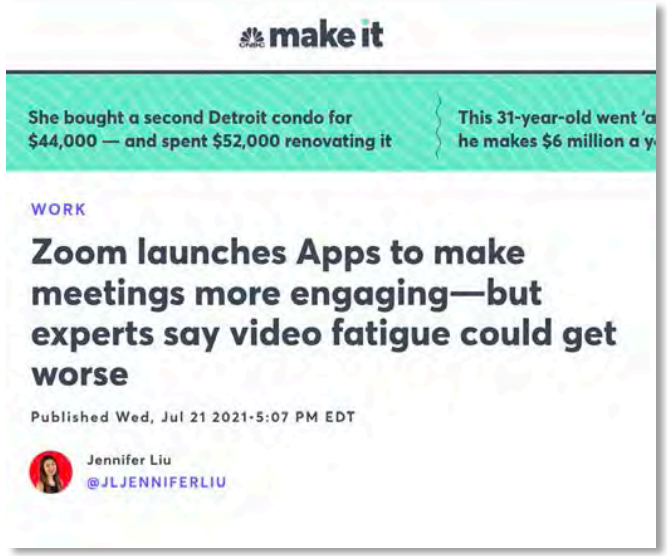
Media Outreach

- News Reach: 129.4M
- News Mentions: 5.5k
- PR Value: $4M
- National news media mentions:
- Of the 5.5k mentions in this time period, only 816 were from outlets in Ohio.
- 129 outlets with reach of at least 1 million mentioned Miami during this time period

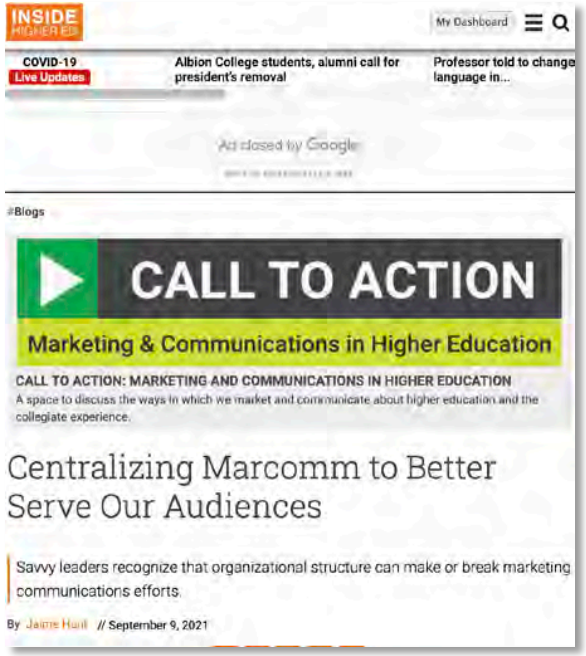
Miami was mentioned in a variety of national outlets including: Bloomberg, ESPN, MSN News, MSN Sports, Forbes Online, Yahoo Finance, U.S. News and World Report, CNBC, Los Angeles Times Online, Chronicle.com, SFGate, Yahoo Sports, CBS Sports,

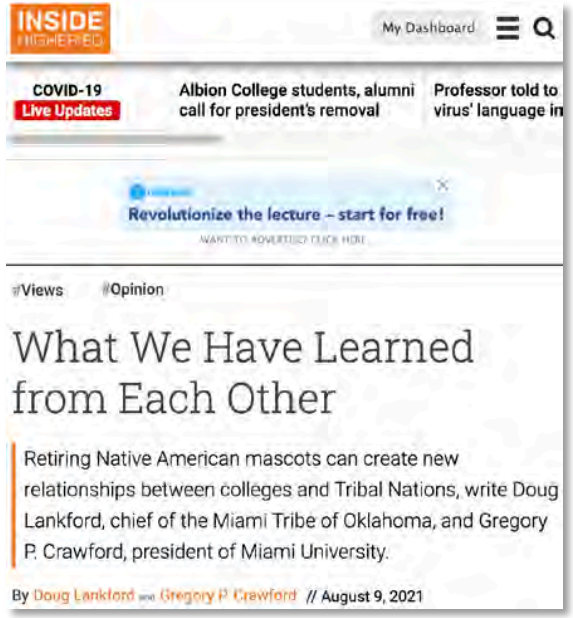

FAST COMPANY
LOGIN
03-08-21 | WORKPLACE EVOLUTION
A primer on the history of sexual harassment—and why it deserves a place in diversity training
A historical understanding of sexual harassment should be provided in organizational trainings, says this author and historian.


U.S.News & WORLD REPORT
EDUCATION
Home / Education / Best Colleges
3 Academic Writing Tips for International Students
Here's how international students can prepare early for academic papers they'll need to write when studying at U.S. colleges.
By Anayat Durrani


make it
She bought a second Detroit condo for $44,000 — and spent $52,000 renovating it
This 31-year-old went 'a
he makes $6 million a y
WORK
Zoom launches Apps to make meetings more engaging—but experts say video fatigue could get worse
Published Wed, Jul 21 2021·5:07 PM EDT
Jennifer Liu
@JLJENNIFERLIU

UB University Business
Until we tame 'digital sprawl,' change fatigue is here to stay
The only thing we know for certain is that more technology and change are coming to higher education
By: Danielle Yardy | June 2, 2021


INSIDE HIGHER ED
My Dashboard
COVID-19
Live Updates
Albion College students, alumni call for president's removal
Professor told to change language in...
Ad closed by Google
#Blogs
CALL TO ACTION
Marketing & Communications in Higher Education
CALL TO ACTION: MARKETING AND COMMUNICATIONS IN HIGHER EDUCATION
A space to discuss the ways in which we market and communicate about higher education and the collegiate experience.
Centralizing Marcomm to Better Serve Our Audiences
Savvy leaders recognize that organizational structure can make or break marketing communications efforts.
By Jaime Hunt // September 9, 2021


INSIDE HIGHER ED
My Dashboard
COVID-19
Live Updates
Albion College students, alumni call for president's removal
Professor told to
virus' language in
Revolutionize the lecture – start for free!
#Views
#Opinion
What We Have Learned from Each Other
Retiring Native American mascots can create new relationships between colleges and Tribal Nations, write Doug Lankford, chief of the Miami Tribe of Oklahoma, and Gregory P. Crawford, president of Miami University.
By Doug Lankford and Gregory P. Crawford // August 9, 2021

Media Outreach

In the past six months, the Cincinnati Enquirer has published at least one positive Miami University feature story each month, spotlighting faculty research, university DEI initiatives, and student success, in addition to more frequently citing Miami faculty and reporting on administrative news.

NEWS

94% of Ohio's teachers are white. Could that change any time soon?

Madeline Mitchell and Kelli Weir Cincinnati Enquirer

Published 10:10 p.m. ET Aug. 18, 2021 | **Updated 3:43 p.m. ET Aug. 19, 2021**

View Comments

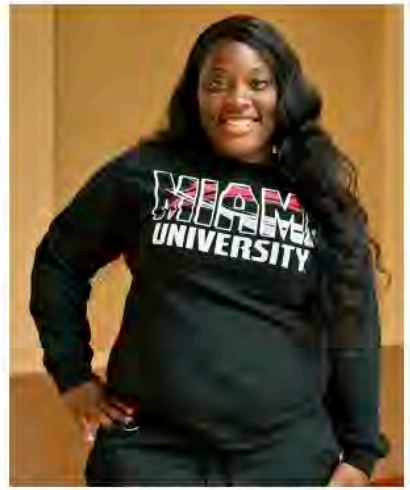
Heading into her senior year of high school at Cincinnati Public Schools, Teri'Ana Joyner says she can count on both of her hands how many Black teachers she's seen around.

She's only worked with three.

Maybe that's why it took the promise of a free ride to Miami University to convince her that teaching was a viable career choice. She says she wouldn't have come to that decision on her own – no way.

"I didn't see myself in my teachers, so I really didn't want to be a teacher," the 17-year-old says. "I didn't want to be something I never saw."

In reality, Teri'Ana's experience with three Black teachers is more than what many students in Ohio see during their K-12 education.



Teri'Ana Joyner, 17, is photographed on Monday, August 9, 2021 at Aiken High School. Teri'Ana has been a part of the Miami Teach recruitment program since she was in eighth grade, and wants to pursue a career in education to help bring more diversity into the field of teaching *Zane Meyer-Thornton/The Enquirer*

Cincinnati.com | The Enquirer

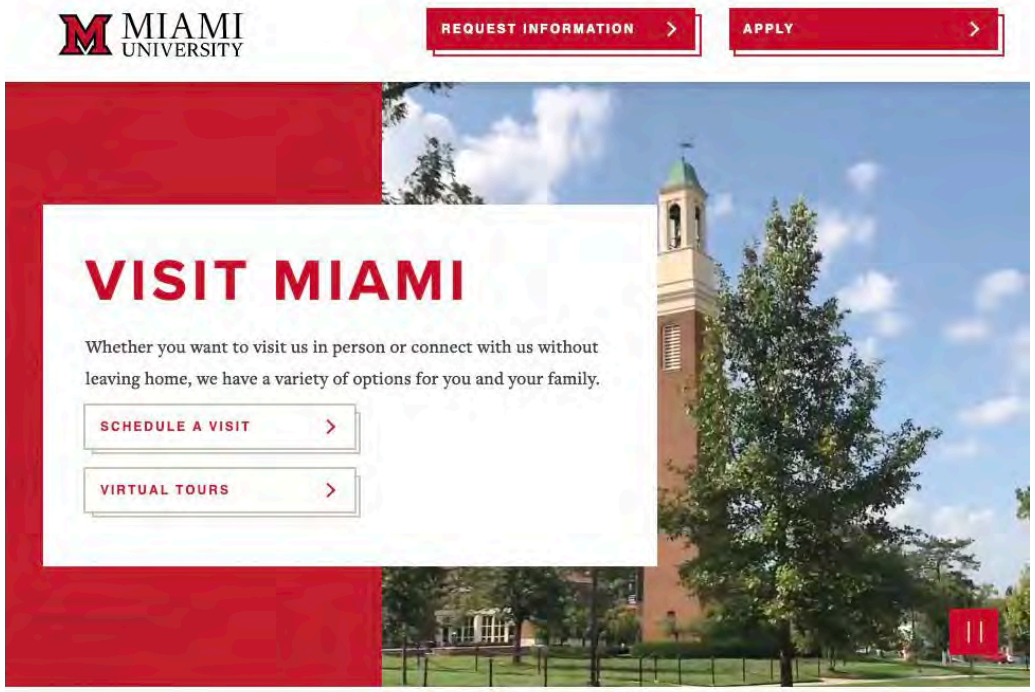
Supporting Strategic Recruitment

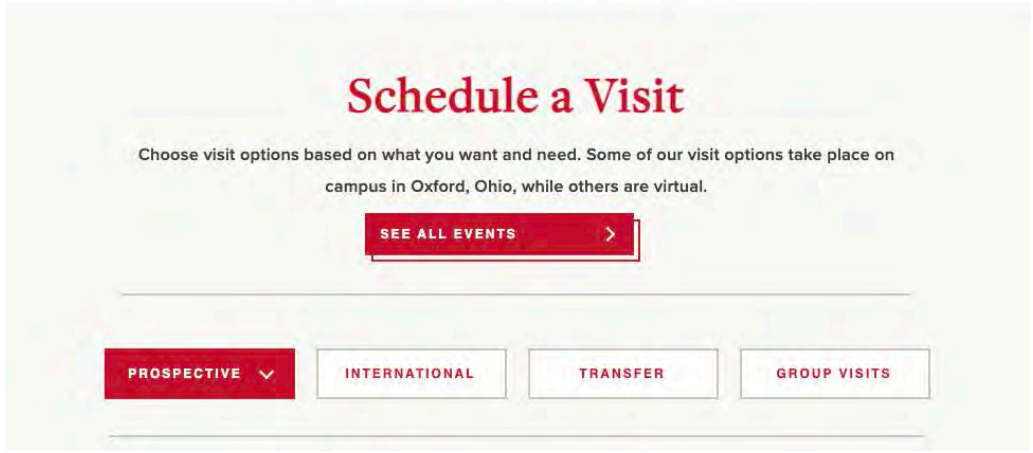
Building Awareness, Creating Conversions, Yielding a Class

MIAMI UNIVERSITY

Recruitment Campaign

- Targeted emails (students + parents)
- Landing pages
- Geotargeting display ads
- Facebook, Snapchat and Instagram ads and retargeting
- Retargeting from website
- Video streaming ads
- Search engine marketing
- Out-of-home advertising
- Print

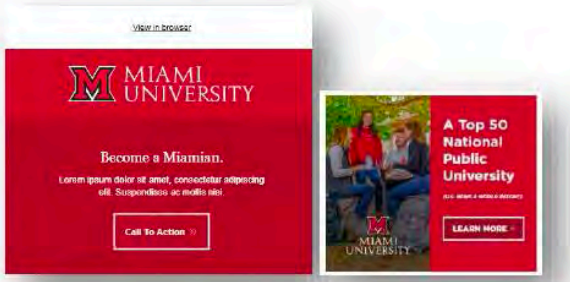


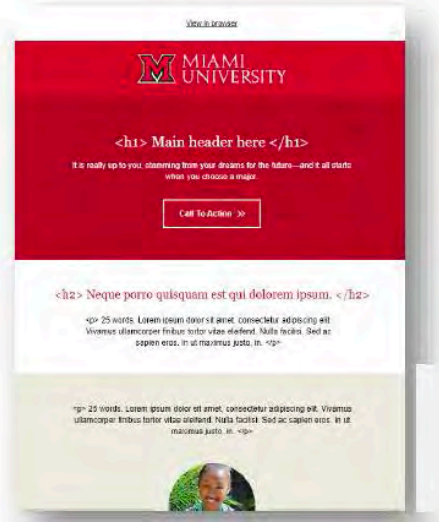


A SEAMLESS CROSS-CHANNEL EXPERIENCE

360-Degree Student Experience

EMAIL OR DIGITAL AD
Academic-related

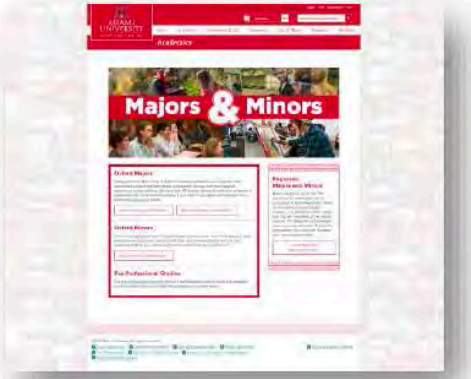


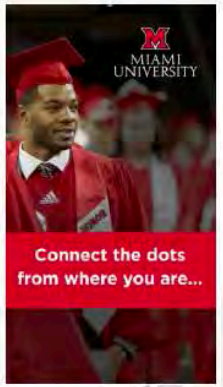


LANDING PAGE
Academic-focused

BEHAVIORAL & NURTURE EMAILS
Student Life-related

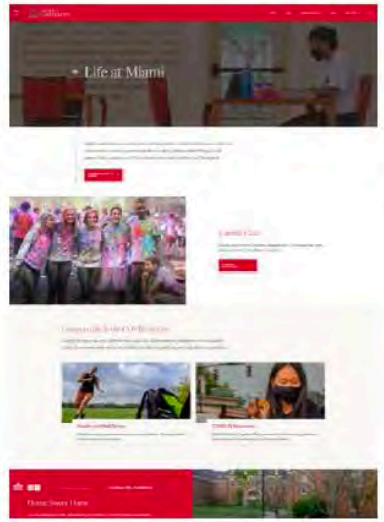
MICROSITE | .EDU





DIGITAL RETARGETING
Student Life-related

STUDENT MOVES TO STUDENT LIFE

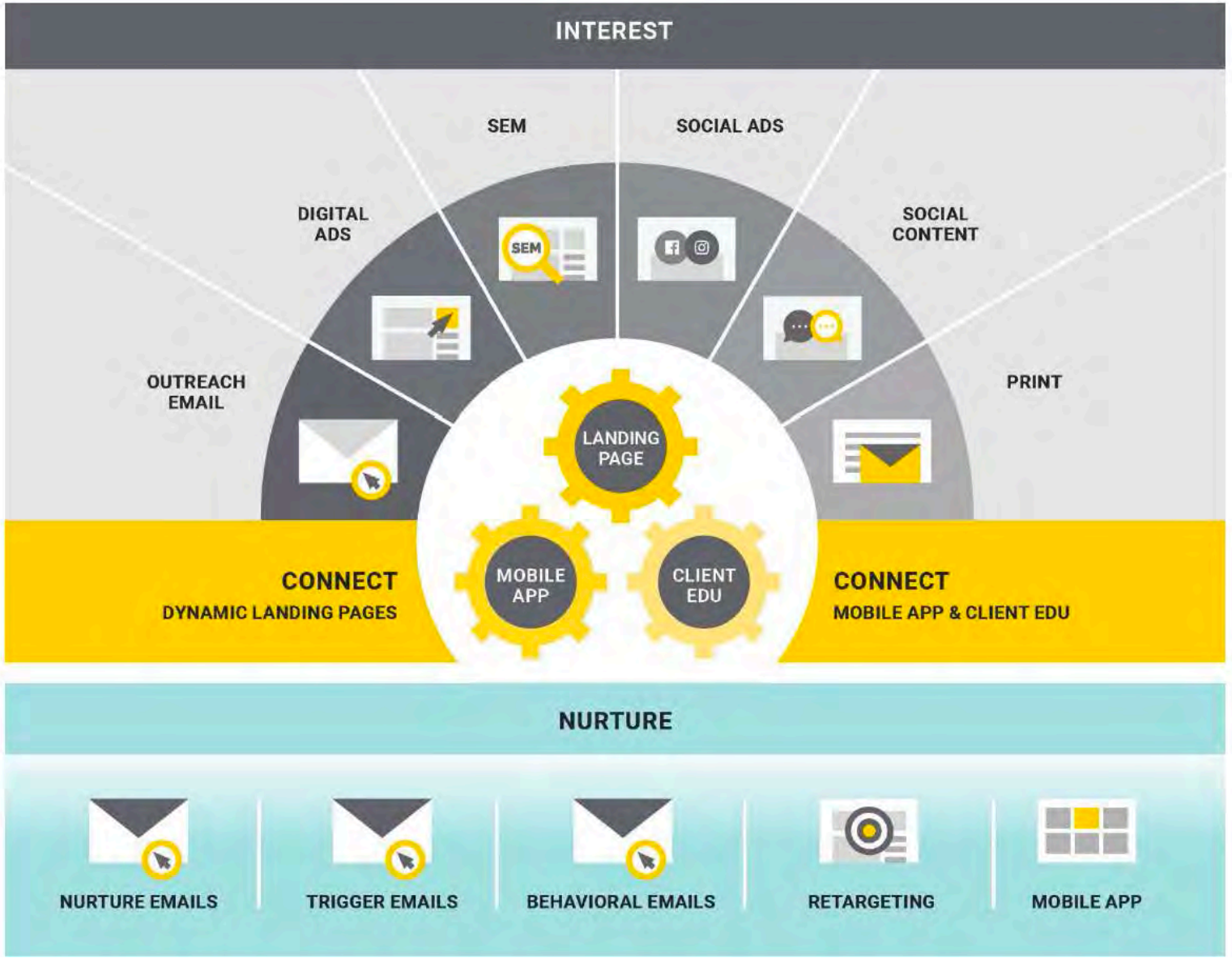


PURPOSE-DRIVEN CHANNELS

Seamlessly integrated

Engagement tracking with behavioral scoring

Understand and deliver on audience needs and expectations



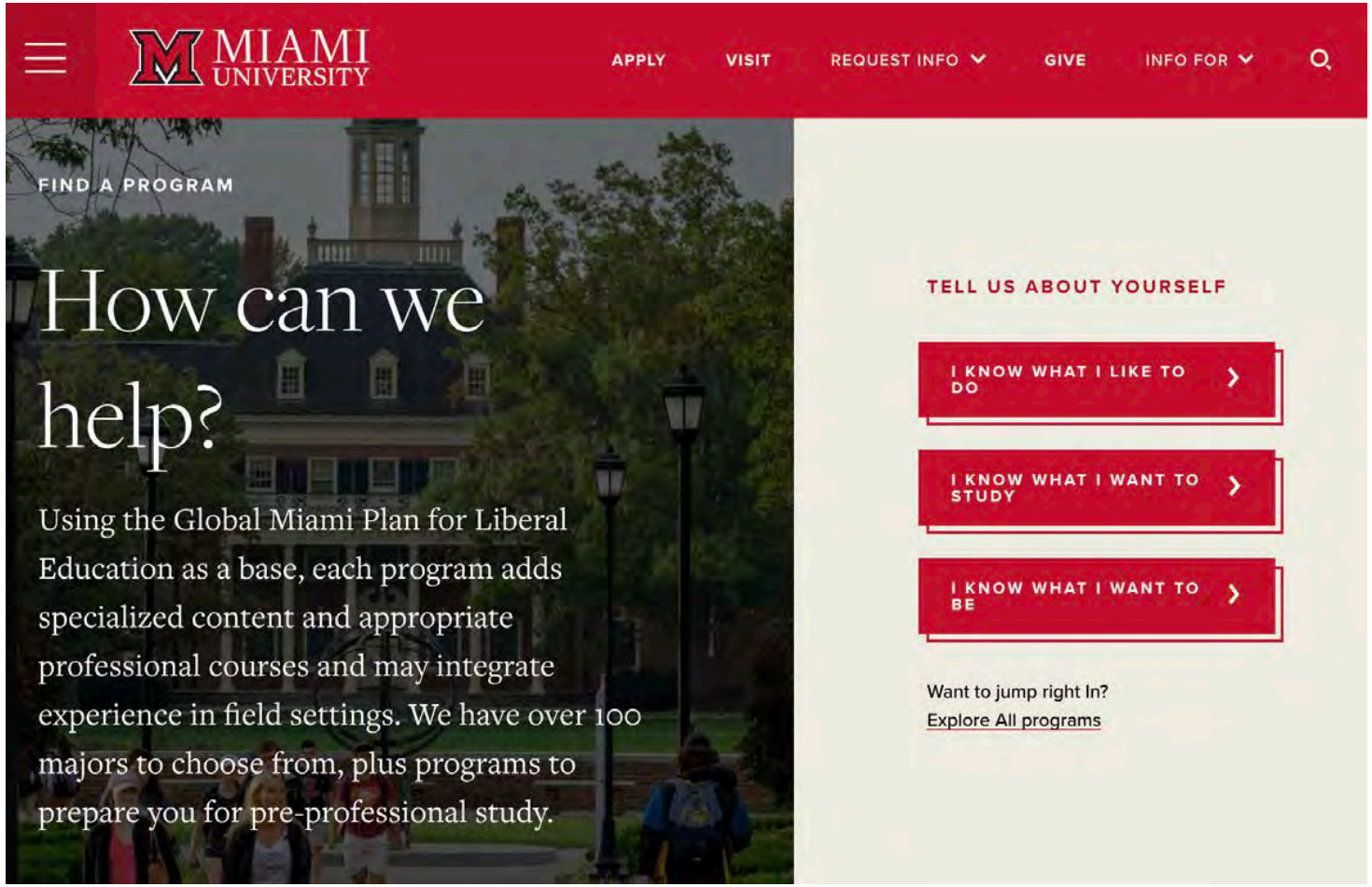
Website Overhaul

Complete the first phase of the redesign of the marketing level of the university website:

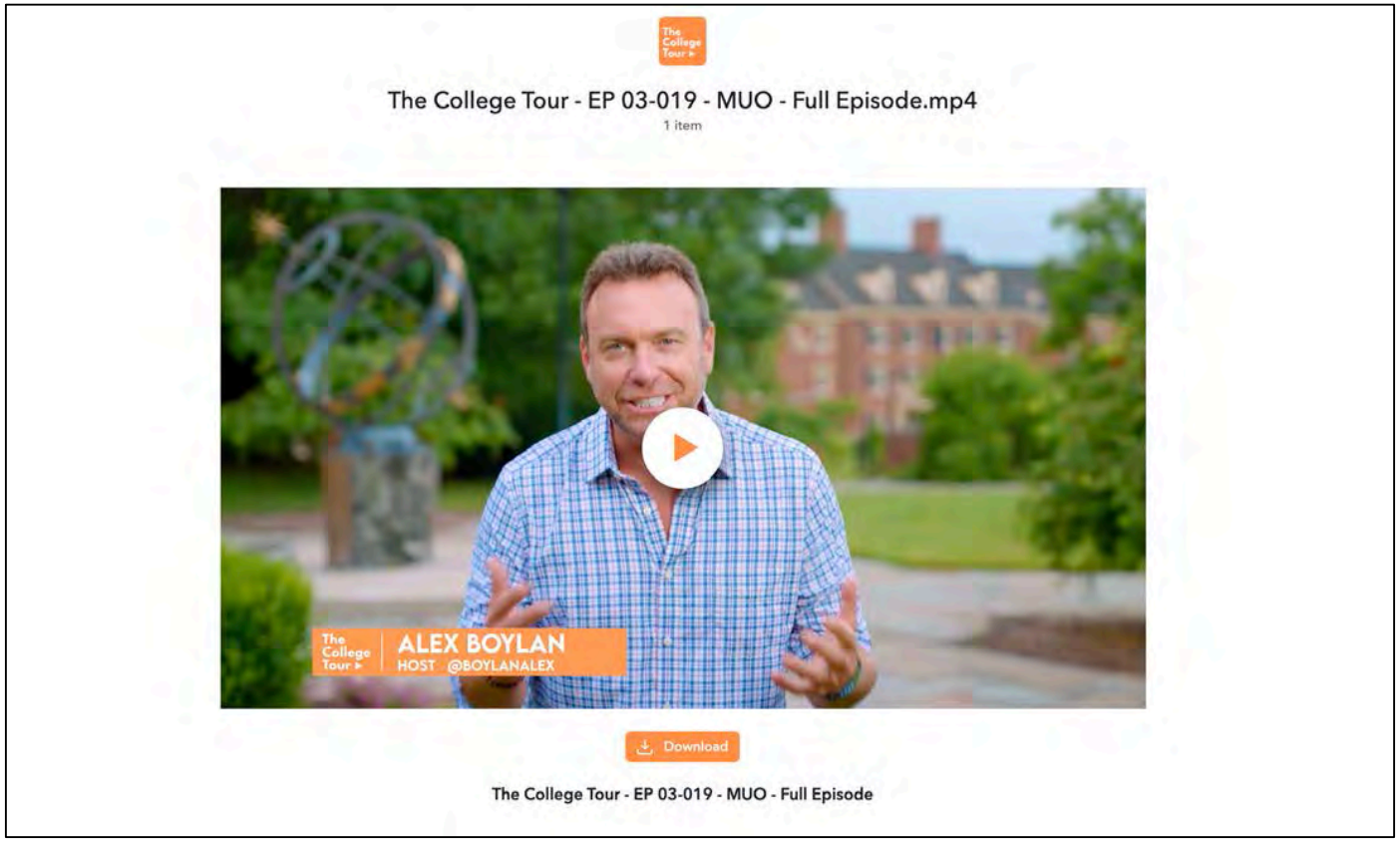
- standardize and improve navigation
- add functionality
- align content with brand foundation

Kick off: September 2021

Completion: In phases through June 2022



The College Tour on Amazon Prime



Additional Investments in UCM

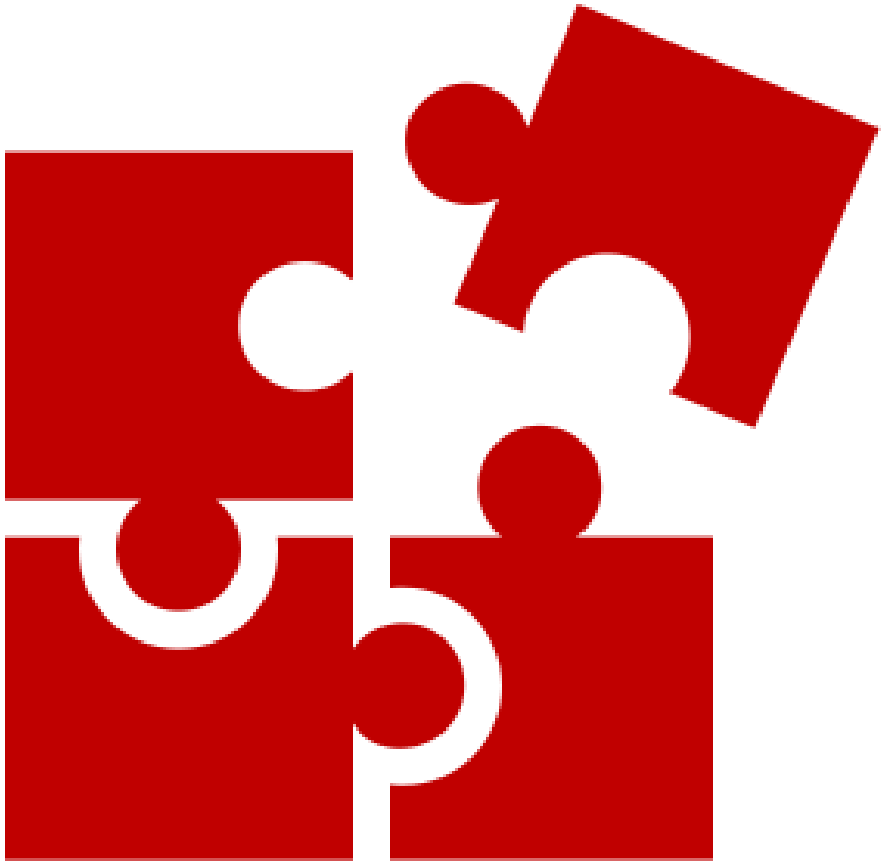
- Expansion of out-of-state undergraduate recruitment advertising
- Expansion of international recruitment advertising
- Launch of brand campaign
- Strategic hires

Center-Led Marketing and Communications

Reimaging Marketing and Communications

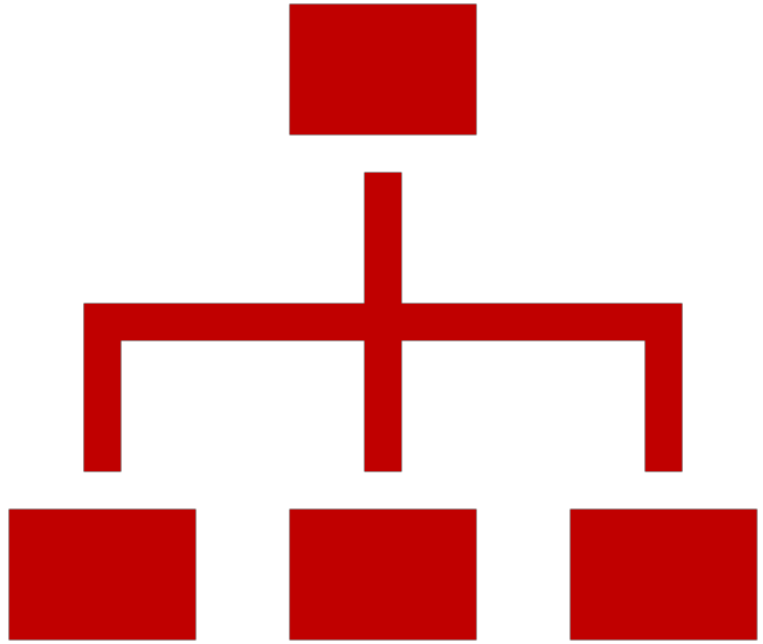
Center-Led Marketing and Communications

- move to a UCM-led model for marketing and communications, including both staffing and budget
- identify opportunities to centralize contracts and vendor agreements
- create Centers of Excellence within UCM to better leverage expertise



Center-Led Marketing and Communications

- re-organizing marketing and communications positions within the academic divisions into UCM
- dual reporting for directors to the dean and University Communications and Marketing



What questions may I answer?

NEWS AND UPDATES

University Communications and Marketing

SEPTEMBER 2021

ONGOING PROJECTS

▲ New Miami University brand guidelines website.

▲ Aiken High School senior Teri'Ana Joyner is a part of the Miami Teach program. Image by Zane Meyer-Thornton/The Enquirer

UCM LAUNCHES NEW BRAND IDENTITY GUIDE

On July 1, UCM launched a comprehensive brand identity guide with the goal of establishing Miami as a national brand. The launch included the distribution of refreshed logos and lockups to university constituents, a new brand guideline website, and a new design approval process.

Based on comprehensive research, the new identity guide offers direction to university communicators on usage of the logo, wordmarks, images, and type. It also provides guidance on how everyone at the university can convey Miami's institutional voice and visual identity with consistency.

A section on inclusive branding ensures that we're communicating about diversity, equity, and inclusion — not just in diversity-focused communications — but across every communication we create.

CINCINNATI ENQUIRER SPOTLIGHTS MIAMI

The Cincinnati Enquirer recently spotlighted the Miami Teach program as a solution to a statewide problem: the lack of diversity among K-12 classroom teachers. The program recruits and provides scholarships for students of color who want to teach. The Sunday edition story was the most recent example of how positive coverage in the Enquirer has steadily increased. In the past six months, the paper published at least one positive Miami University feature story each month, spotlighting faculty research, university DEI initiatives, and student success, in addition to more frequently citing Miami faculty and reporting on administrative news. Feature story topics have included Miami's commencement, Wayne Embry Day, the Truth and Reconciliation historical marker, Sam Bachman's MLB selection, and Juneteenth.

ACADEMIC DIVISION COMMUNICATORS MOVE INTO UCM

In an environment with increasing competition for students and declining financial support for public higher education, it is critical to optimize the university's marketing and communications efforts. A more coordinated communications approach will allow the university to most effectively recruit and retain high-quality students, faculty, and staff; ensure policymakers understand the university's unique value proposition; build and reinforce the university's brand; and encourage giving and corporate partnerships. Efficient and effective operations are essential to staying competitive in our dynamically changing industry. To better align resources and improve coordination of communications on campus, communicators within the academic divisions have been moved into UCM, effective Sept. 1, 2021.

UCM COORDINATION OF INTEGRATED MARKETING COMMUNICATIONS (IMC) ACROSS CAMPUS

With the transition of divisional communicators into UCM, the team has begun a strategic integrated marketing communications planning process with collaborators from across campus. The plan includes a prioritization process that aligns goals and implementation of the Marketing Maturity Model, top brand research and analysis, market positioning, and sub-brands development and implementation.

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

UCM / NEWS AND UPDATES

Marketing by the Numbers

June 1 – August 31, 2021

SOCIAL MEDIA

25.6M
Total social media impressions on the university's primary accounts

1.6M | 4.6M
18M | 1.4M

989K
Total social media engagements

54K | 172K
634K | 129K

429K
Total social media followers

54K | 71K
99K | 203K

WEBSITE

1.2M
Unique website visitors

7.6M
Website page views

CONVERSION TRACKING

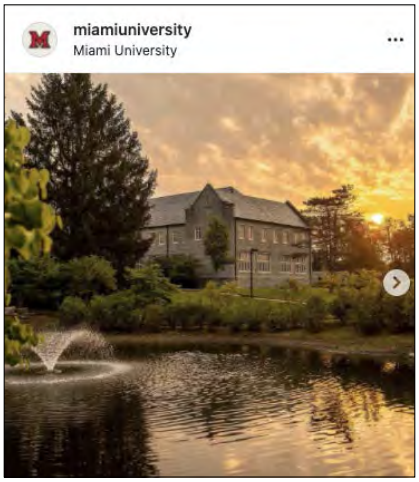
1.4K
Campaign landing page form submission

1.2K
Common App apply clicks

993
Request for Information form submissions

Social Media top highlights

June 1 – August 31, 2021



News by the Numbers

June 1 – August 31, 2021

23
News media pitches

129.4M
News reach

5.5K
News mentions

$4M
PR value

5.5K
National news media mentions

129
outlets with at least 1 million reach

▶ Miami was mentioned in a variety of national outlets including: Bloomberg, ESPN, MSN News, MSN Sports, Forbes Online, Yahoo Finance, U.S. News and World Report, CNBC, Los Angeles Times Online, Chron.com, SFGate, Yahoo Sports, and CBSSports.

9.4K
Personalized student stories

3.7K
Press releases sent via Merit about students recognized for academic achievement

8.2M
Merit-generated impressions on social media

Enrollment Update
Board of Trustees

September 2021

Fall 2021

2021 Key Successes

- Highest application volume in Miami history, with over 31,000 applications
- Conducted both in-person visits and virtual events, including an award-winning virtual Bridges Program and the new Wiicinaakosioni Program focused on diversity
- Enrolled the largest, most academically accomplished class in Miami history

2021 Key Successes

4,544

First-year Students

3.84

Average High School GPA

2021 Key Successes

479

Honors Program Students

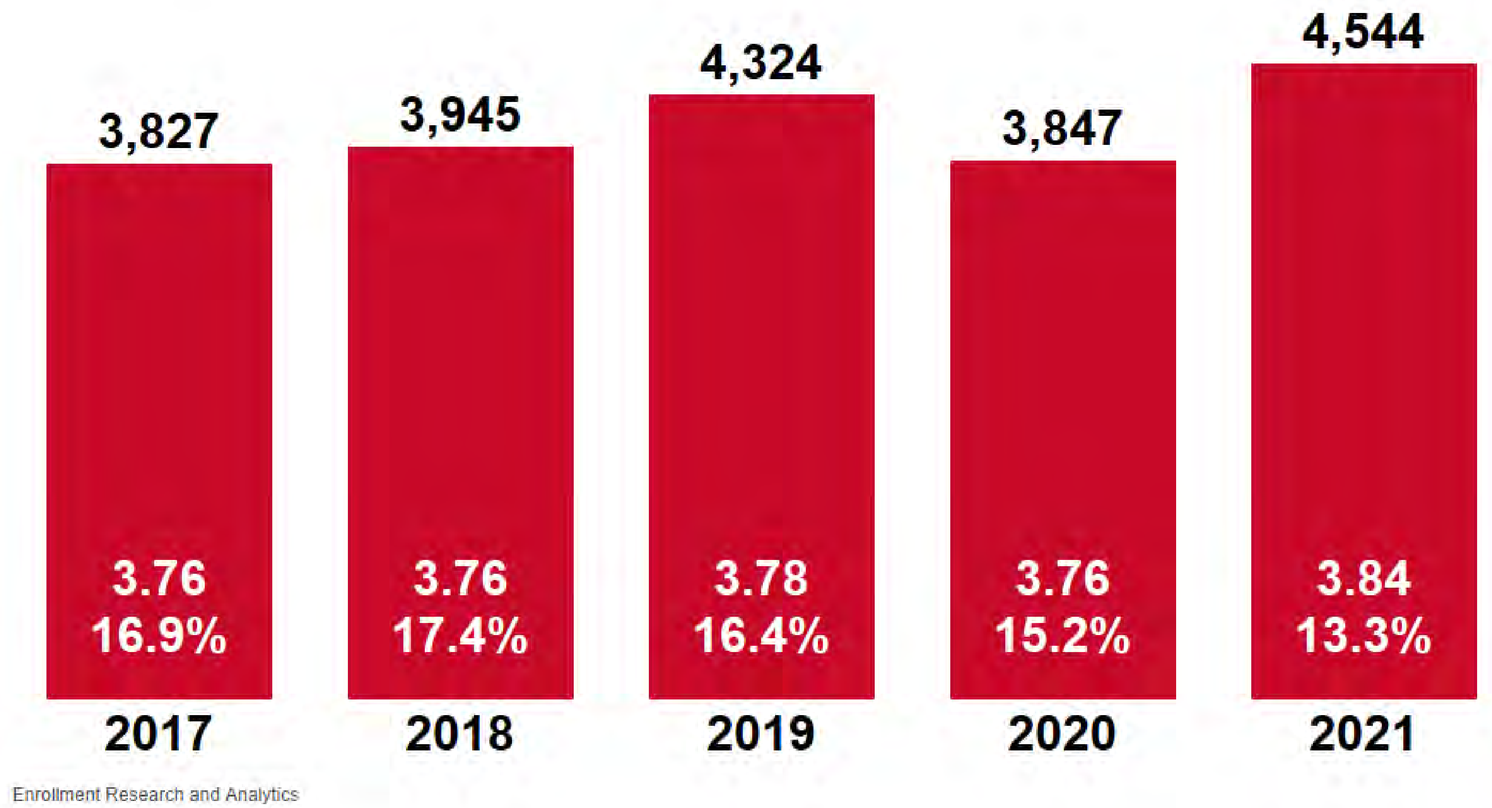
222

Prodesse Scholars Program Students

17

Presidential Fellows

Fall 2021 Confirmations



Avg GPA
% Student of Color

Fall 2020 Deferred Enrollments

Spring 2021 and Fall 2021

	Spring 2021	Fall 2021	Total
Ohio Resident	32	54	86
Domestic Non-Resident	39	55	94
International (not ACE)	10	8	18
ACE	7	--	7
Grand Total	**88**	**117**	**205**

Data as of 08.30.2021

Fall 2021 Confirmations

Residency

	2017	2018	2019	2020	2021
Non-Resident	1,630	1,544	1,772	1,522	1,634
Domestic Non-Resident	1,318	1,249	1,589	1,409	1,565
International	312	295	183	113	69
Ohio Resident	2,197	2,401	2,552	2,325	2,910
Grand Total	**3,827**	**3,945**	**4,324**	**3,847**	**4,544**

Data as of 09.21.2021

Fall 2021 Confirmations

Academic Division

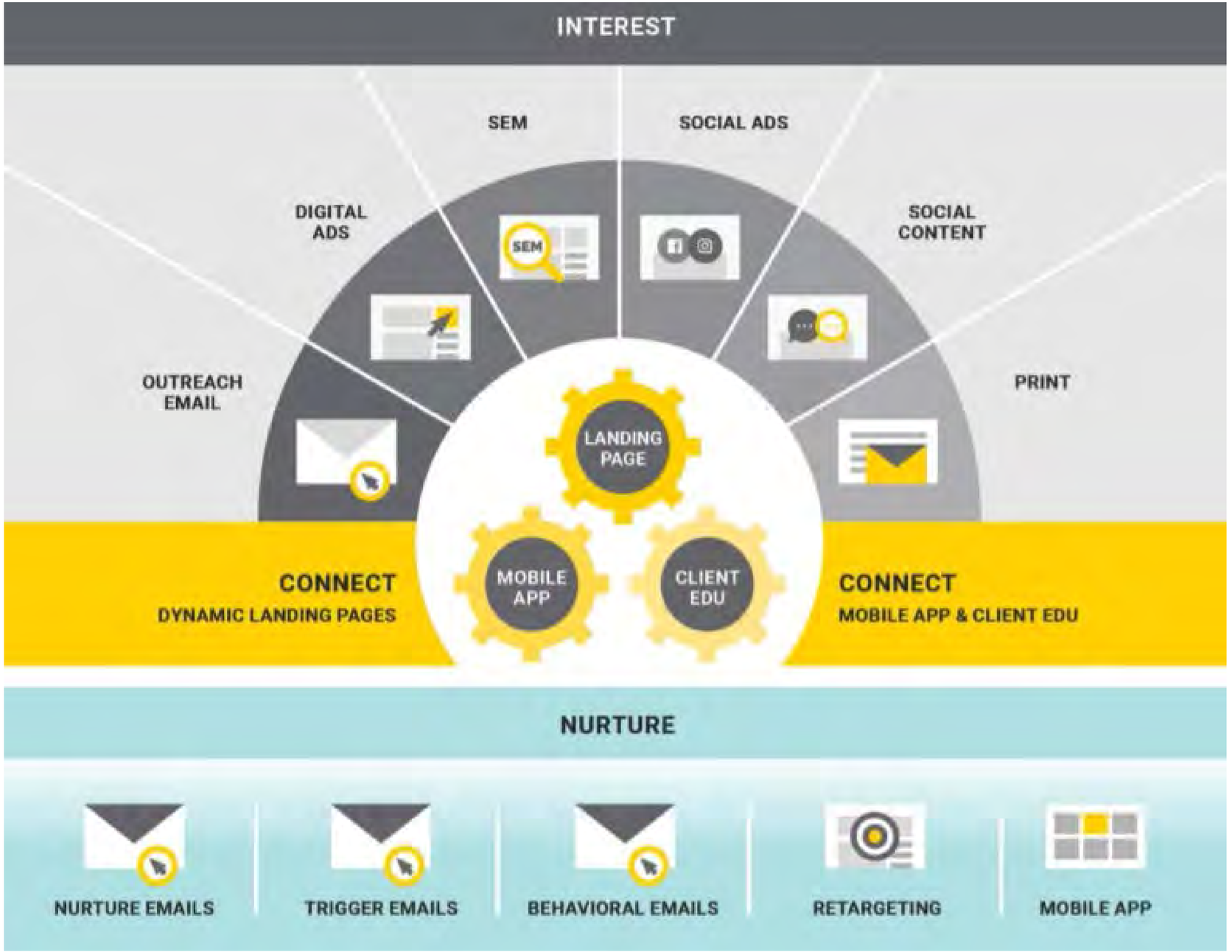
	2017	2018	2019	2020	2021
CAS	1,826	1,911	1,818	1,544	1,995
FSB	957	850	1,222	1,112	1,302
CEC	462	483	549	426	438
EHS	376	428	411	399	467
CCA	206	207	230	284	256
CLAAS	--	66	94	82	86
Grand Total	**3,827**	**3,945**	**4,324**	**3,847**	**4,544**

Data as of 09.21.2021

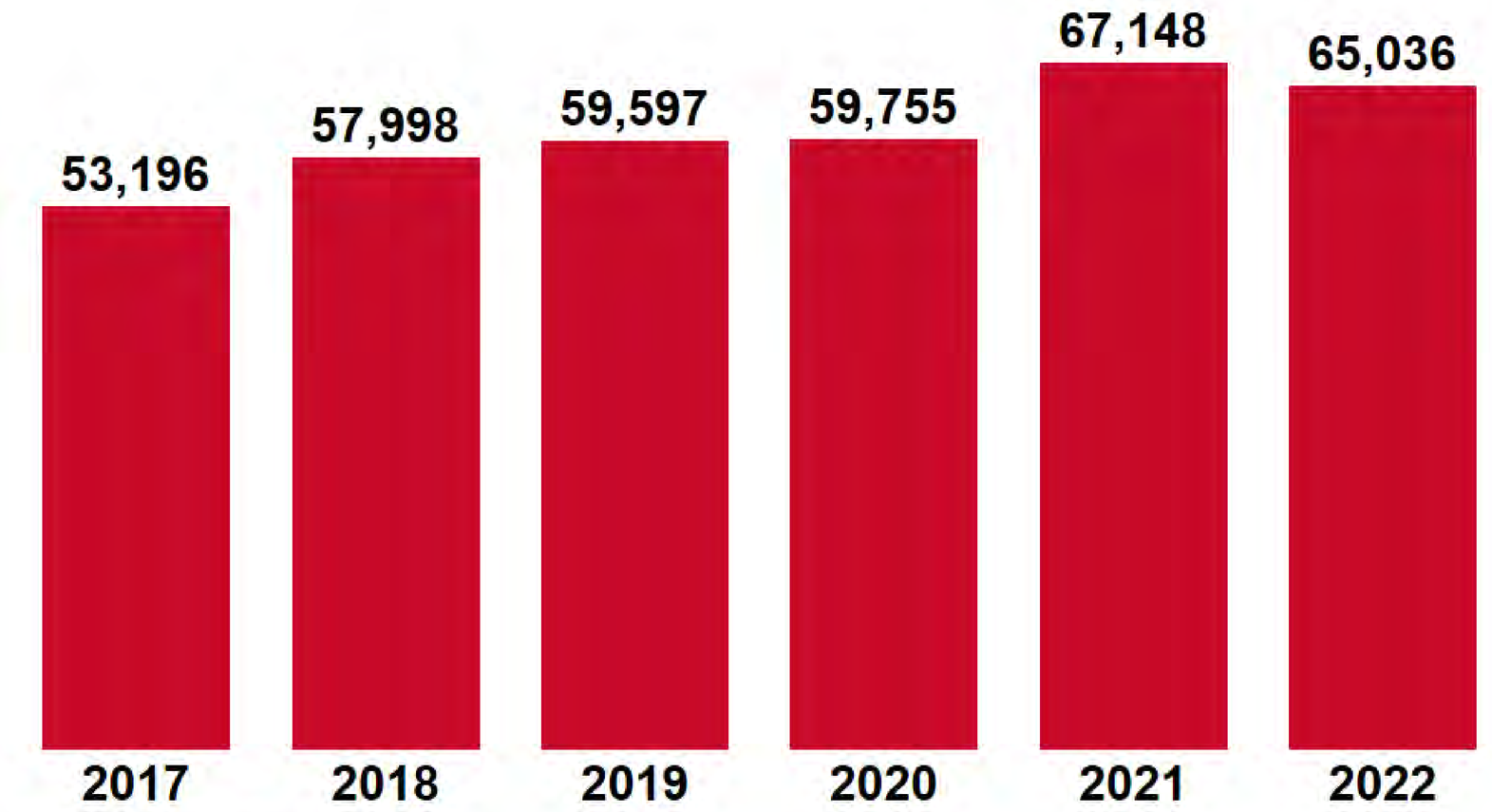
Fall 2022

2022 Strategies

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


INTEREST
SEM
SOCIAL ADS
DIGITAL ADS
SOCIAL CONTENT
OUTREACH EMAIL
PRINT
LANDING PAGE
MOBILE APP
CLIENT EDU
CONNECT
DYNAMIC LANDING PAGES
CONNECT
MOBILE APP & CLIENT EDU
NURTURE
NURTURE EMAILS
TRIGGER EMAILS
BEHAVIORAL EMAILS
RETARGETING
MOBILE APP

Inquiries



Enrollment Research and Analytics

2022 Strategies

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

2022 International Strategies

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

2021 Transfer Students

- Goal of 215
- 243 confirmed students or a 29.9% YTD increase versus Fall 2020
- Of those 243 students, 25 are defers

2022 Transfer Strategies

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

Graduate Admission

2021 Key Successes

- Transitioned to EMSS in October 2020, providing advanced operations and analytics support
- Launched Slate for graduate admission
- Introduced robust Tableau reporting for campus partners
- Partnered with Academic Affairs to develop new communication plans, content, and campaigns that coordinate with marketing efforts
- Highest application volume in 5 years, with over 2,300 applications

2022 Graduate Admission Strategies

- Onboard all new admission counseling team dedicated to nurturing new leads and applications
- Leverage Slate CRM fully
  - Introduce virtual and in-person events
  - Launch redesigned communication plans for online programs
  - Integrate faculty and admission communications
  - Increase text and phone outreach
- Collaborate with campus partners on anti-melt campaigns

Questions?

ENROLLMENT MANAGEMENT
AND STUDENT SUCCESS

September 2021 Board of Trustees Report

OFFICE OF ADMISSION

Included in presentation.

OFFICE OF THE BURSAR

Throughout August and September the Office of the Bursar has been working closely with the Office of Student Financial Assistance and the Student Success Center to clear outstanding and late student balances. Communications were sent via email and text message to notify students that urgent action was required. Benchmarking for this year's numbers were on par with those of 2019.

CENTER FOR CAREER EXPLORATION & SUCCESS

Miami University and the Center for Career Exploration and Success are proud to present a series of career and internship events this month. These include the In-Person Fall Career and Internship Fair, In-Person STEM Career Fair, Virtual Fall Career and Internship Fair, and the Virtual Careers for the Common Good Fair. In-person fairs have been planned with less employers, a longer duration, and increased distance between tables to de-densify the space. We have surpassed employer registrations for both 2020 and 2019 across the four fairs. This year, students will have access to even more opportunities.

The Center for Career Exploration and Success has hired Anastasia Mihailov-Flannery to serve as our first-ever Global Career Development Advisor. Anastasia will work with international students to develop their individual career plans as well as domestic students who wish to work/intern abroad. She will also expand Miami's offering of international internship opportunities for all students.

OFFICE OF STUDENT FINANCIAL ASSISTANCE

The Higher Education Emergency Relief Fund III (HEERF III), authorized by the American Rescue Plan (ARP), provides support to serve students. Miami University received $18,416,828 to make emergency financial aid grants to students. The Office of Student Financial Assistance has offered grants to 3,153 of students totalling $8,042,505, many of whom chose to apply the grant directly to their outstanding Bursar balance. Awarding will continue into spring semester.

OFFICE OF THE REGISTRAR

A total of 576 candidates have applied for August 2021 degree conferral. Count by degree is as follows:

33	41	202	274	26
Certificate	Doctoral	Master	Bachelor	Associate

ONE STOP

As we embarked on a new academic year; returned to campus, and transitioned from a virtual based customer service model, to an integrated (virtual and in-person) customer service model, the One Stop adjusted to meet the safety needs, as well as the service needs, of our returning students and families. In July, we began our outreach to highlight our services and reintroduce ourselves as a resource to students on campus by attending special events and providing One Stop tours for populations who may need additional support and guidance (International and First Gen students) as they make the transition to college life.

In the month of August, along with support from Bursar and Financial Assistance, we were able to handle 5742 calls, a decrease from our previous year's volume (6374), which can be attributed to the opening of our office for in-person service. For the month, we served 898 students and families in person. We also were able to maintain our virtual presence by meeting with 340 students/families through virtual (Zoom) appointments.

STUDENT SUCCESS CENTER

The Student Success Center recently co-hosted a very successful MADE@Miami event for all entering first-year undergraduate students, historically under-represented populations, and those who have a commitment to promoting a deeper understanding of and appreciation for diversity.

The group met in Shriver for a few brief announcements and a welcome from Nloh Masango-Dibo, director of Miami University's Center for Student Diversity and Inclusion. Lunches were disbursed and attendees headed out to mingle and eat outdoors while connecting with various Miami faculty and staff. The event was well-attended and truly represented the fun, supportive college atmosphere that Miami strives to maintain.

Retention outreaches have continued over the past several months in the form of text messages, emails, and personal phone calls. Communications were targeted to students with holds and to those without. Each group were asked to reply with their intentions to register, not returning, or if they needed help addressing issues. A similar outreach was done specifically to first-year students who were only registered for one credit hour.

Board of Trustees

Academic Affairs Update

September 23, 2021

MIAMI UNIVERSITY

New structure for Office of the Provost

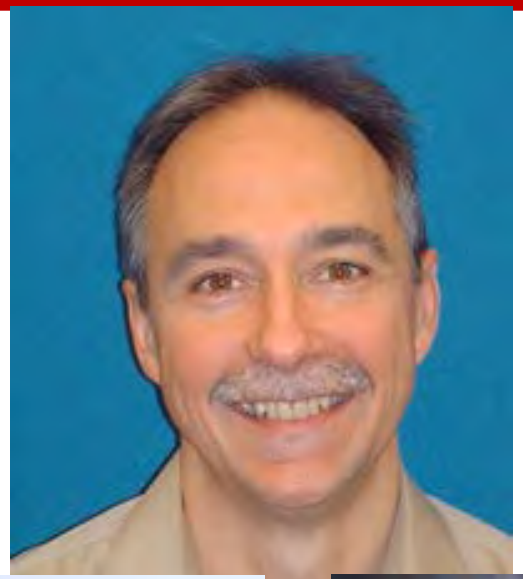
Undergraduate Education
Dr. Amy Bergerson

Faculty Affairs
Dr. Dana Cox

Strategic Initiatives
Dr. Carolyn Haynes

Graduate Education
Dr. Michael Crowder
&
Interim Research and Innovation

COMMITTED LEADERS MOVING US FORWARD

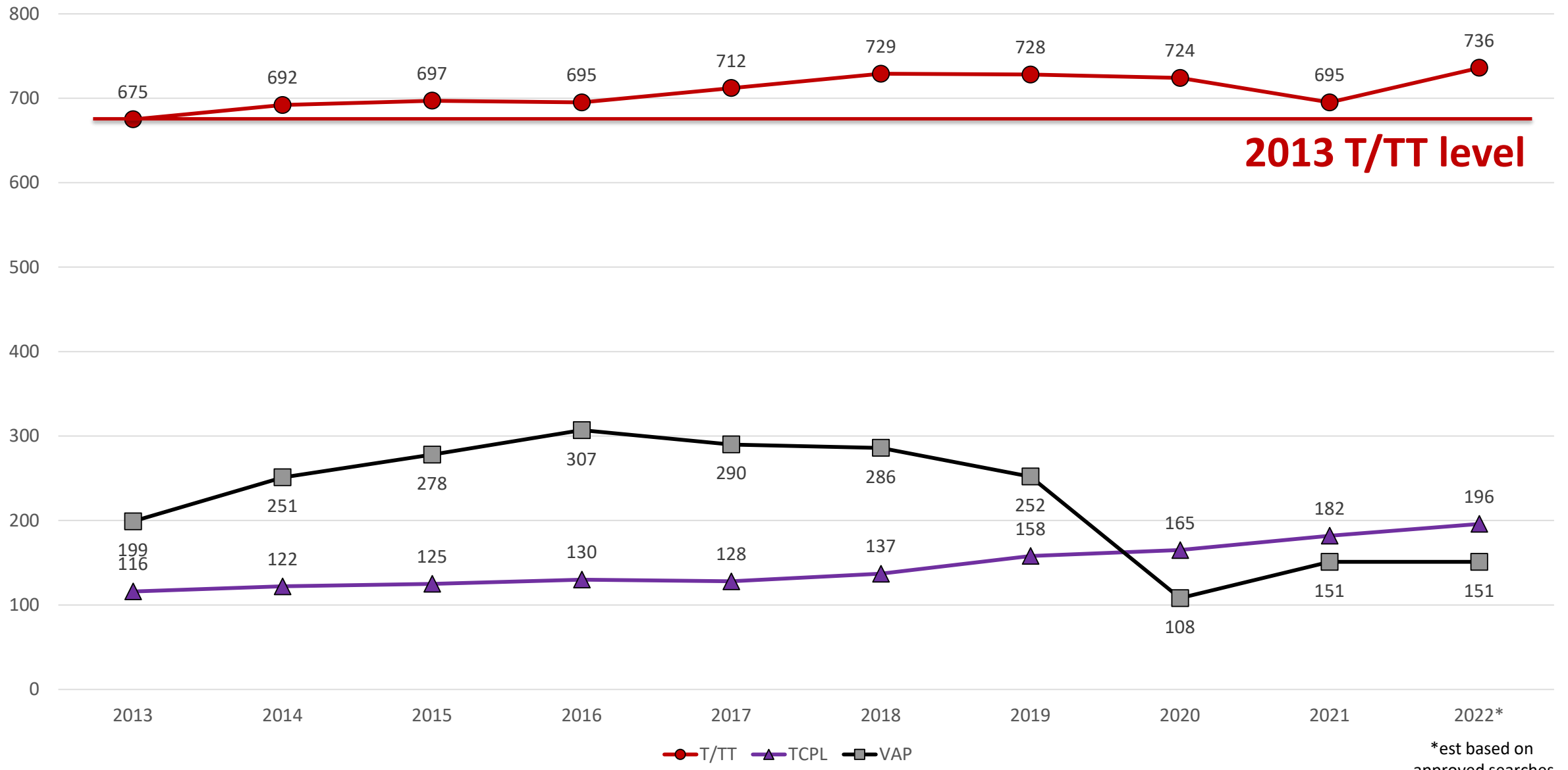


CHANGES IN ENROLLMENT

	Undergraduate				Graduate			
	Fall 2019	Fall 2020	Fall 2021	FA19-FA21	Fall 2019	Fall 2020	Fall 2021	FA19-FA21
Total (Oxford):	**17,270**	**16,524**	**17,003**	**-1.5%**	**2,441**	**2,337**	**2,261**	**-7.4%**
CAS:	7,645	6,948	7,097	-7.2%	1,419	1,407	1,310	-7.7%
CCA:	1,496	1,524	1,459	-2.5%	80	63	64	-20.0%
CEC:	2,090	1,919	1,900	-9.1%	66	63	71	7.6%
EHS:	2,604	2,620	2,476	-4.9%	624	614	599	-4.0%
FSB:	4,375	4,442	4,684	7.1%	99	124	127	28.3%
CLAAS (Regionals):	**4,342**	**4,056**	**3,781**	**-12.9%**	---	---	---	---

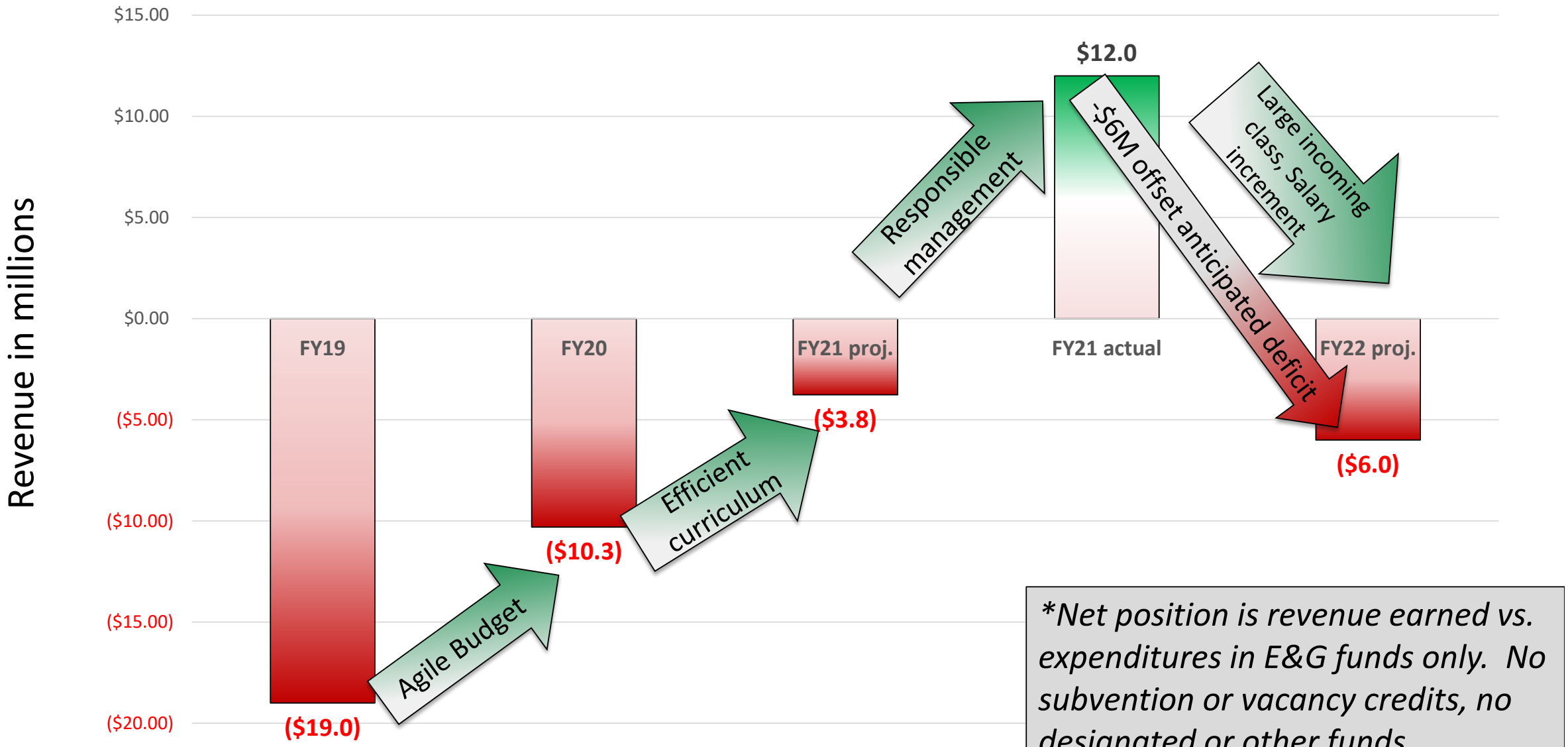
*As of the 15th Day of Term; Highlighted cells are unduplicated headcount by campus(es)

FACULTY COMPOSITION 2013-2021



*est based on approved searches

Sept 2021 Academic Affairs E&G Net Position



**Net position is revenue earned vs. expenditures in E&G funds only. No subvention or vacancy credits, no designated or other funds.*

Boldly Creative Update

MIAMI UNIVERSITY

Brief overview of Boldly Creative

Spring 2019: BC Round #1

- Clinical Health Sciences
- Data and Analytics
- Robotics
- Business
- Micro-credentials
- Esports
- Cybersecurity

Fall 2019 BC round #2: Graduate

- Clinical Engineering
- Entrepreneurship and Emerging Tech

Spring 2020: BC Round #3: Online

- BA in Org Leadership
- Multiple graduate degrees
- Micro-credentials

Fall 2020: BC Round #4: DE&I

- KickGlass Center
- Study away/abroad
- Student feedback
- Multiple proposals under review

BASICS

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

EXPENDITURES FOR BOLDLY CREATIVE TO DATE (NOT E&G)

Funding rounds:	Total expended	Proposed for FY22	Reallocated E&G cumulative FY19-21	Reallocated E&G expense FY22
BC#1				
Nursing	$2,449,601	$143,000	$200,935	$219,319
Physician Assoc.	$72,158	$240,312	$313,933	$572,476
Data analytics	$237,907	---	$1,169,088	$752,831
Engineering	$812,355	$250,392	$242,014	$231,683
Engineering-regionals	$467,650	$26,310	---	$564,332
Cybersecurity	$19,168	$136,750	---	$277,000
Microcredentials	$120,000	---	$156,003	$96,507
MSiM	$174,750	---	---	---
eSports	$312,910	$187,000	---	---
Marketing progs	$523,350	$1,000,000	$92,333	$141,270

EXPENDITURES FOR BOLDLY CREATIVE TO DATE (NOT E&G), CON'T

Funding rounds:	Total expended	Proposed for FY22	Reallocated E&G cumulative	Reallocated E&G expense
BC#2				
MEET	$123,777	$25,000		
Clinical Eng	$225,361	$311,276		
BC#3				
Miami online	$42,500	---	$313,907	$1,052,589
Online credentials dev	$821,375	---		$69,250
BC#4				
DE&I student feedback	$12,119	---		
KickGlass Center	$320,325	---		
Study abroad/away	$80,000	---		
DE&I fund	$750,000	---	---	---
Total BC #1-4:	**$7,445,306**	**$2,320,040**	**$2,488,213**	**$3,977,257**

BOLDLY CREATIVE GOALS

Funding rounds:	Goals	Accomplished to date
BC#1		
Nursing	BSN: 300, MSN: 16, DNP: 8 starting Fall 2023	BSN: >300, MSN approved for Fa22, DNP app Fa23
Physician Assoc.	PA program approved, accreditation, enroll 20, MS in Bio Med: enroll 20	PA program approved, accreditation visit June 2022, MSBS to BOT 12/22
Data analytics	BA Data Analytics, ~~MS in Social Data analytics~~, Sports Analytics BA concentration & minor, MS Sports Analytics, Sport Analytics summer academy, MS in Business Analytics, CADS contracts covering operating expenses,	BA enrollment =66, Sports academy=20, minor=25, BA=10 MSBA= 13 CADS: Cleveland clinic, other possible contracts
Robotics Engineering	BS: 20/cohort, Certificate 20-75/year	BS: 16 total, cert delayed
Robotics tech- rgnl	BS: 30 per cohort by year 5, 20 in robotics certificate	BS: 10 total (5 per cohort), no tracking of certificate
Cybersecurity	Concentration in ISA, 100 enrolled; new BS, MS in cybersecurity within CEC	ISA concentration approved for Fa22; CEC developing degree programs, center (substantial revision vs. orig prop)
Microcredentials	R: Develop 12, enroll 100 by 2021, 400 by 2025; O: strategic development of credentials	R; 1 enrolled; Oxford: MiniMBA >5700; Stats (Cleveland Clinic)= 32; KickGlass: 74 students
MSiM	30 per cohort minimum (perhaps 75?)	Cohort Fa21: 14, Cohort Fa22: 20
eSports	MS: 10-20; cert: 15, esports spaces and varsity teams	Esports team/spaces supported; 20 current students in cert. MS has no confirmed enrollment

BOLDLY CREATIVE GOALS, CON'T

Funding rounds:	Goals	Accomplished to date
BC#2		
MEET	MEET: 20-75 enrolled by year 5; certificate 15-50 by year 5	0 confirmed students, launch delayed to Fa22
Clinical Eng	2 minors: 35 enrolled, MS 25 enrolled	Programs in approval process
BC#3		
Miami online	Develop ability to deliver high quality degree programs, 1000 net new students /year, $1M new revenue by year 3; - Work more collaboratively across campuses under unified brand	5 new programs developed, BA in Org Lead almost done, microcredentials (e.g., MiniMBA) developed; Durojaiye and Crowder leading working sessions to collaborate operations
BC#4		
DE&I student feedback	Multiple trained graduate students hold feedback discussions with undergrads on Oxford campus re: DE&I efforts	26 focus groups conducted already; report expected late FY22
Center forKickGlass Change	Develop inclusive leadership skills FSB, eTBS, across campus; center self-funded by year 3, minority leaders program, KickGlass microcred	Micro-credentials developed, will deliver BEYOND READY CQ - CQ Foundations program to 850 students next week in BUS 101
Study abroad/away	Seed funding for 20 faculty to develop DE&I study abroad/away programs	Faculty applications received: Miami Tribe, HIS and HBCU partnerships, and more!
DE&I fund	Support DE&I efforts	

What is next for Boldly Creative?

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

CONTINUING CURRICULAR INNOVATION

Media Journalism and Film:

Developed a specialization in our new Media & Communication curriculum called **Digital Audio Production + Theory**, in which students study and create soundtracks, podcasts, and music. I have also coordinated a new initiative in which faculty teaching different audio classes agree to use the same industry-standard software (Pro Tools), so that students can scale their skills and leave Miami with greater confidence and a stronger resume.

Programs in Academic Incubator

Name
Master of Medical Science, Clinical Biotechnologies
M.S. Industrial Engineering
B.S./B.A. Digital Marketing
M.S. Counseling Psychology, Psy.D.?
Bachelor's Degree in Fashion or Fashion Business
B.S. Healthcare Administration
Accelerated Bachelor's/Master's Social Work
M.S. Child Life
M.S. Occupational Therapy
M.S. Physical Therapy

EAB Moon Shot for Equity

Goal: Eliminate possible equity gaps in higher education attainment

MIAMI UNIVERSITY

Dr. Ande Durojaiye

MOON SHOT FOR EQUITY

Dr. Amy Bergerson

Mechanism

- We know one school alone can make a difference- Miami is eliminating our retention and achievement gaps.

- The Moonshot hypothesis is that by implementing 15 evidence-based practices, and coordinating across multiple institutions within the same region, we can create pathways and opportunities not possible by institutions acting alone.

Meet The Regions

Southeastern Wisconsin

- Carthage College
- Milwaukee Area Technical College
- University Wisconsin-Milwaukee
- University of Wisconsin-Parkside

Greater Cincinnati & Northern Kentucky

- Cincinnati State
- Gateway Technical College
- Miami University
- Northern Kentucky University

Southeastern Pennsylvania

- Delaware County Community College
- West Chester University

Leadership and Campus Climate

01

Train leaders in effective change management

Many campus leaders have never received formal training on the change management skills necessary to lead the substantial changes required to close equity gaps. Effective change management is integral to implement the policies and practices that help close equity gaps.

02

Provide equity-focused professional development

Most campuses have never offered racial equity training for their staff. Through dedicated training, participants will develop racial literacy and racial equity problem-solving skills to ensure their continued ability to address and confront practices, cultural norms, and policies that undermine racial equity.

03

Conduct campus climate assessments

Campus climate assessments are powerful tools for leaders to understand student, faculty, and staff perceptions and experiences, identify strengths and areas for improvement, and measure year over year progress on critical initiatives. Data gathered through campus climate assessments can help to inform other equity initiatives.

Access and Enrollment

04

Expand community-based partnerships

Community-based organizations (CBOs) across the country have successfully supported the higher education aspirations of first-generation, lower-income, and underrepresented students. Institutions will strengthen their collaborations with local and regional CBOs to expand their diversity recruitment and enrollment efforts. These efforts will include developing or expanding partnerships with local high schools to provide information to students on identifying best-fit universities, securing financial assistance, and connecting with counselors.

05

Offer second chances for adult learners

Thirty-five million adults over the age of 25 have completed some college credits without having earned a degree. Institutions have an opportunity to develop marketing and financial support plans to invite adult students back to campus. By removing barriers to re-enrollment and creating flexible learning environments, we help adult students complete their degrees.

Academic Policy and Practices

06

Audit registration holds and revise policies

Complex registration processes create barriers and confuse students, often discouraging them from re-enrolling. By conducting an audit of all registration holds, and eliminating or revising those that are unnecessary, obsolete, or burdensome, we will enable students to continue to progress toward a degree.

07

Offer retention grants for in-need students

Many institutions lose students every year due to students' unexpected financial circumstances, often for shortfalls of no more than a few hundred dollars. As a result, it is in a school's best interest to offer retention grants to help students stay in school and on the path to graduation. It is important to develop plans and processes to award financial assistance to address small account balances for qualified students.

08

Assess and align math requirements

Traditional math pathways contribute to attrition and student equity concerns. All programs of study should require mathematics skills most appropriate for success in the associated degree pathways. Mathematics aligned to programs will also be embedded in transferable degree maps shared with all participating two- and four-year institutions.

09

Offer college-level gateway courses

For many underserved students, developmental education can be a barrier that slows down student progress and hinders persistence. Existing developmental education courses should be redesigned so that students deemed underprepared for college-level writing and/or math can enroll in college-level, gateway English and mathematics courses with mandatory corequisite academic support.

10

Create undergraduate academic degree maps

Students who pass all their classes can still end up paying preventable "hidden costs" if they take more courses than expected. Academic maps establish clear pathways to timely completion of courses that count, reducing the time (and money) to graduate. Schools should develop maps for all undergraduate academic degrees with recommended course sequences for on-time completion.

11

Leverage meta-majors to ease student pathways

Meta-majors group a much larger number of individual programs of study under a broader academic umbrella and offer students a more refined range of clear pathways to graduation and careers. Institutions should develop and implement credit-bearing first-year experience courses designed to provide students broad overviews of specific majors within the meta-major or programs of study.

Academic Policy and Practices

12

Create pathways for transfer students

Students who transfer are often unable to articulate all of their previously earned credits at their new institution. Transfer is an overlooked equity issue; students of color are more likely to begin their journey at a two-year institution. Transferring credits earned at these institutions is harder than it needs to be. Streamlining transfer pathways will make it easier for students and the credits they have earned, to transfer successfully between two-year and four-year institutions.

Student Support and Belongingness

13

Leverage technology for proactive advising

Student success technology platforms enable more proactive academic advising, allowing advisors to focus their attention on students most in need of their support. Review your existing advising model and seek to make infrastructure improvements needed to ensure the delivery of best practice proactive advising.

14

Make student care a coordinated effort

Support offices such as financial aid, career advising, academic support, and student health and counseling centers positively impact student success but are often underutilized. Institutions should create a Coordinated Care Network across offices to easily coordinate and collaborate on appropriate next steps for student support.

Questions?

15

Foster student belongingness

A student's sense of belonging on campus is crucial not only for student success and persistence but for student equity. Leaders who invest in initiatives and policy changes that address self-confidence, academic preparation, and a sense of belonging will be the first to move the dial on equitable outcomes. Campus leaders should evaluate best practices and develop support and response plans to ensure that all students, especially those from underserved backgrounds, feel supported and valued by their community.

Questions?

MIAMI UNIVERSITY

Campus Safety 2020-2021

Division of Student Life | Board of Trustees Report

September 2021

Campus safety at Miami University can be measured in several ways. Information provided by the Miami University Police Department in the form of the Annual Security and Fire Safety Report provides crime statistics for the previous three years and is the most comprehensive report regarding incidents reported to law enforcement or other responsible employees on campus. Statistics in the report are divided by campus and organized under the crime statistics tab.

As is required of all institutions that participate in federal financial assistance programs, Miami provides statistics in several categories of crimes, including criminal offenses, hate crimes, VAWA offenses (Violence Against Women Act), and arrests and referrals for disciplinary actions in specified categories.

Student Conduct Data 2020-2021

Student conduct cases are another metric for gauging campus safety. Though not all student conduct cases rise to the level of a crime, these incidents often contribute to campus climate related to how students perceive how safe they are.

The 2019-20 and 2020-21 years were particularly unique due to the COVID-19 pandemic and policies put into place by Miami and the City of Oxford in response. The pandemic undoubtedly impacted data from these years.

- The Office of Community Standards saw a **31% decrease in the number of violations** of the Code of Student Conduct in 2020-21 compared to 2019-20.
- Reported incidents of **Alcohol Violations decreased 39%** between the 2019-20 and 2020-21 academic years.
- **780 COVID-19 policy warning letters** were sent to students in 2020-21.
- The Office of Community Standards initiated **6 investigations involving Greek organizations** during 2020-21, as compared to 2 investigations in 2019-20.
- 20 students were suspended and 1 student was dismissed through the student conduct process, a **decrease of 50%** for each category year-over-year. Students were most frequently suspended due to multiple instances of alcohol violations or an incident involving endangering the health and safety of themselves or others.
- **No Title IX hearings were held**; 1 student was found responsible for a Non-Title IX sexual misconduct violation.
- There were **1,129 reported violations** of the Code of Student Conduct in 2020-21.

Type of Violation	Code Violations 2019-20	Code Violations 2020-21
Abuse of Technology	5	1
Alcohol Violations	608*	369
Complicity	273	117
Damage and/or Theft of Property	78	48
Discrimination/Harassment	0	1
Dishonesty	11**	21
Disorderly Conduct	145	29
Drug Violations	72	54
Endangering Health or Safety	41	63**
Failure to Comply	34	91**
Good Samaritan (Alcohol)	63	19
Good Samaritan (Drugs)	2	0
Hazing	2	1
Interfering with a University Function	4	4
Interpersonal Violence (Dating Violence, Domestic Violence, Stalking)	3	0
Possessing/Providing False Identification	155	131
Retaliation	0	0
Sexual Harassment	2	0
Sexual Misconduct	7	1***
Trespass or Unauthorized Use of Facilities	6	8
Unauthorized Use of University Keys or Access Cards	4	2
Violation of Law	40	72**
Violation of Regulations for On-Campus Living	19	17
Violation of Sanctions	3	1
Violation of University Policy	60	78**
Weapons	2	1
Total:	**1,639**	**1,129**

** The former "Intoxication and/or Prohibited Use of Liquor" and "Prohibited Use of Fermented Alcohol and/or Open Container" policies were combined into a unified "Alcohol Violations" policy for the 2020-21*

academic year. In 2019-20, there were 368 Intoxication and/or Prohibited Use of Liquor violations as well as 240 Prohibited Use of Fermented Alcohol and/or Open Container violations.

*** The charges of "Endangering Health or Safety" and "Failure to Comply" were used between August 2020 and November 2020 to address behaviors related to COVID-19, primarily for violations of the City of Oxford's mass gathering ordinance. After November 2020, "Violation of Law" was used to address off-campus citations for mass gatherings or mask violations, and "Violation of University Policy" was used to address on-campus behaviors related to masks.*

**** The only student found responsible for a violation of the Sexual Misconduct policy in 2020-21 was found responsible for a violation of the "Non-Title IX Sexual Misconduct - Sexual Assault" policy, rather than a Title IX violation. In general,Title IX policies address student sexual misconduct occurring on campus, while Non-Title IX policies address any other student sexual misconduct not covered by Title IX (e.g. off campus). More information on the differences between Title IX and Non-Title IX Sexual Misconduct violations can be found on the Interim Sexual Misconduct Protocol for Students.*

Crisis Management and Response

Miami's response system is composed of a team of professionals (the Care Team) including the Deputy Title IX Coordinator for Students, the Dean of Students office, the Office of Community Standards, the International Student Scholar Services office, the Student Success office, Miami University Police, health and mental health providers, and the Office of Residence Life.

The Care Team meets weekly to discuss students of concern who have been reported by faculty, staff, or students through the student of concern reporting system. The role of the Care Team is to develop a plan to maximize each student's opportunity for success by providing support for both academic and non-academic needs. Typical cases involve students who are struggling with a combination of mental health, physical health, academic, and social challenges. On average, the Care Team works directly with 250 students each semester.

Trends and Challenges

- Both overall violations and Alcohol violations were reduced by over 30% in 2020-21. This is likely due to a combination of factors, including but not limited to social restrictions put into place at Miami and in the City of Oxford related to COVID-19, as well as the smaller-than-expected on-campus occupancy rates.
- A major challenge to the Office of Community Standards in 2020-21 was the drastic increase in COVID-19 related conduct concerns. While the Spring 2020 semester increased online class disruptions, mask and mass gathering ordinance violations stretched our resources significantly in 2020-21.
- A significant decrease in the number of Title IX or Non-Title IX sexual misconduct cases in 2020-21 likely resulted from a combination of factors including new Title IX guidance from the federal government as well as social restrictions put into place at Miami and in the City of Oxford related to COVID-19.

MIAMI UNIVERSITY CAMPUS SERVICES

Campus Services Center

2021-2022 Occupancy Report # 2 (End of Week 2)

9/3/2021

Building Name	Standard Capacity	Residents	Occupancy %	Vacancies	Doubles Sold as Singles
Anderson	217	212	98%	5	
Beechwoods	266	262	98%	4	
Bishop	94	93	99%	1	
Brandon	144	142	99%	2	
Clawson	120	115	96%	5	
Collins	145	141	97%	4	
Dennison	271	264	97%	7	
Dodds (Offline for Renovation)	0	0	0%	0	
Dorsey	212	208	98%	4	
Elliott	35	34	97%	1	
Emerson	337	325	96%	12	
Etheridge	237	233	98%	4	
Flower	266	261	98%	5	
Hahne	366	356	97%	10	
Hamilton	181	179	99%	2	
Havighurst	332	310	93%	22	
Hepburn	267	263	99%	4	
Heritage Commons					
Blanchard House	72	71	99%	1	
Fisher	72	71	99%	1	
Logan	70	68	97%	2	
Pines Lodge	72	72	100%	0	
Reid	72	72	100%	0	
Tallawanda	72	71	99%	1	
Hillcrest	270	263	97%	7	
MacCracken	175	169	97%	6	
Maplestreet Station	91	91	100%	0	
McBride	142	142	100%	0	
McFarland	143	141	99%	2	
McKee	79	65	82%	14	
Miami Inn (Quarantine/Isolation)	0	0	0%	0	
Minnich	253	251	99%	2	
Morris	371	367	99%	4	
Ogden	172	164	95%	8	
Peabody	153	145	95%	8	
Porter	183	178	97%	5	
Presidents (Marcum)	348	326	94%	22	
Richard	212	208	98%	4	
Scott	253	244	96%	9	
Stanton	203	198	98%	5	
Stoddard	45	44	98%	0	1
Stonebridge	265	253	95%	12	
Symmes	197	193	98%	4	
Tappan	300	286	95%	14	
Thomson	204	183	90%	21	
Wells (Quarantine/Isolation)	0	0	0%	0	
Withrow	281	278	99%	3	
	8260	**8012**	**97%**	**247**	**1**

Grand Totals	**8260**	**8012**	**97%**	**247**	**1**
One Year Ago	8140	4491	55%	3494	155