

**BOARD OF TRUSTEES**  
**MIAMI UNIVERSITY**  
**Minutes of the Academic and Student Affairs Committee Meeting**  
**Marcum Conference Center, Oxford, Ohio**  
**Thursday, December 9, 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, with a majority of members 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; National Trustee Jeff Pegues; and Student Trustees Amitoj Kaur, and Dawson Cosgrove. Also attending were; Trustees Ryan Burgess, Debbie Feldman, Sandra Collins, and Mary Schell; and National Trustees Biff Bowman, and Mark Sullivan.

In addition to the Trustees, attending for all or part of the meeting were Provost Osborne; Vice Presidents Jayne Brownell, Mike Crowder (interim) Jaime Hunt, David Seidl, and Brent Shock; 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 of Student Counseling Services John Ward; Ken Irwin, and Meng Qu from the University Libraries; Dean Amy Bergerson; and Assistant Vice President Jen Benz and Director Craig Bennet from EMSS; 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 would first like offer our gratitude for all who planned and worked to make this semester a near-full return to the pre-Covid Miami experience. With a vaccination rate of nearly 92%, our students were in no small way a primary reason for this success. Our faculty and staff contributed as well with an 85% vaccination rate – a level well above the rate for our State overall. Thank you to everyone who planned, worked and contributed to this remarkable effort.

I would next like to welcome Ryan Burgess, our newest Trustee. As a citizen of Worthington, I must say it is nice to have another representative of Columbus on our Board. I've spoken with Ryan and he is eager to serve our students and the entire Miami Community – welcome Ryan.

Mental health and wellbeing are so vitally important to us all, and to our students. It has been a goal to Student Life to meet student needs and to enhance access to our

mental health services. With the stress and challenges presented by the global COVID pandemic, mental health and wellness are now even more important still, and we all look forward to learning further about our efforts in this area, and to receiving the other important updates Miami's campus leaders will present today.

Thank you.

### **Approval of the Prior Minutes**

Following the Chair's remarks, Trustee Budig moved, Trustee Haines 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 and from Associate Student government, there were no questions regarding the reports.

*The reports are included as Attachment A.*

### **Student Life Update**

Vice President Brownell updated the Committee on Student Life. She relayed:

Different years sometimes feel like they have different themes-- when it seems everywhere I go, people are talking about the same issue. Health and wellness has without a doubt been the theme for the last couple of years, with a key part of that conversation being about mental health and emotional well-being.

When we looked at what reports it was time to submit from Student Life for this meeting, that theme was hard to miss. You received written reports from the Miller Center for Student Disability Services, about SIV prevention and response, and about student mental health. The topic of our Student Life newsletter is health and wellness, which we last reported on pre-pandemic, in February 2020. That report shows how all parts of our division contribute to the physical and emotional well-being of our students, even in departments where that work wouldn't seem obvious. And in a minute, we'll hear from John Ward, director of the Student Counseling Service, who will expand on our student mental health written report.

All of these reports together tell a story of a student body with a range of needs related to their emotional health, and those needs are continuing to grow over time. And while we have invested in these areas in the past 8 years, demand is outpacing our ability to provide enough services.

This afternoon, we'll be talking about a proposal to introduce a new student fee that would be used to increase our resources to support student mental health and well-

being, and would allow us to grow in the areas of prevention, ongoing treatment and support, and response. We have talked to student leaders about this idea, and ASG and the four Greek councils are all in support of the proposal, and will be submitting letters of support.

But before we talk about that proposal this afternoon, I'll turn the microphone over to John, who will give more information about the current state of student mental health at Miami. I hope that will provide more context for our conversation this afternoon.

### **Student Mental Health and Well-being**

Dr. John Ward, the Director of Student Counseling Service updated the Committee on:

- Wellness philosophy
- Recent trends
- Prevention and support
- Impact and response

He began by presenting and discussing dimensions of holistic wellness, which include:

- Environmental
- Emotional
- Financial
- Social
- Spiritual
- Occupational
- Physical
- Intellectual

He focused primarily upon the dimension of Emotional Wellness, which involves having high self-esteem, confidence, satisfying relationships, a support network, and staying optimistic. Understanding your feelings, accepting your limitations, achieving emotional stability and becoming comfortable with your emotions.

He informed the Committee on the Stepped Care system to support students, which runs from Online Programing, to Individual Therapy, and finally to Off-Campus Referrals. He emphasized that individual, more intensive care is not the immediate level for all cases, however, they are seeing an increased demand for clinical services, with the Fall of 2021 seeing an unprecedented level. He stated that Student Counseling Service is also seeing an increase in the average number of sessions with a clinician, from approximately four sessions to eight, also increasing the demand. Additionally, there is also an increase in crisis appointments, which during fall 2021 have already surpassed the total for the entirety of last year.

Beyond individual support, Stepped Care provides support through methods such as prevention programming, broad-based community programming, telebehavioral counseling (although most, 80%, prefer face to face), virtual workshops to learn helpful skills, and the HOPE line, which is available 24/7 to provide crisis intervention and stabilization. However, even with methods which do not require individual therapy, demand exceeds capacity. The proposed mental health services fee will provide four full time clinicians and four doctoral interns, to help meet demand, and significantly decrease wait times.

VP Brownell added that with the pandemic, students are out of practice in how to engage with each other, e.g., residence hall roommate issues have also increased, as has the demand for tutoring and other services.

The proposed mental health fee will be presented at the Finance and Audit Committee meeting in the afternoon, and with the Committee's positive recommendation, to the full Board for submission to the State for final approval.

*The Student Life update is included as Attachment B.*

### **University Communications and Marketing (UCM) Update**

Vice President Hunt began by discussing the importance of Multicultural Marketing, stating that UCM holds monthly sessions to:

- Build cultural intelligence
- Conduct primary and secondary research
- Create a multicultural marketing consulting group, a multi-functional team of colleagues across campus.
- Develop a go-to-market strategy aimed at Latinx and African American students and families.

She also updated the Committee on the incorporation of student workers into the UCM team. UCM applies a mentorship approach with five students focused on content gathering. The students are trained on video production and receive mentorship and exposure to real-world projects that prepare them for graduate school programs and marketing careers.

She then discussed supporting strategic recruitment, which is achieved by applying:

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

- Search engine marketing
- Out-of-home advertising
- Print materials

She then provided an update on the progress to date on moving to a Center-Led Marketing and Communications model. The movement includes identification of opportunities to centralize contracts and vendor agreements, and creating Centers of Excellence within UCM to better leverage expertise. It also includes re-organizing marketing and communications positions within the academic divisions into UCM, and applying dual reporting for directors to their dean and to University Communications and Marketing.

VP Hunt also outlined the priorities of UCM, the primary priority being elevating the University's Brand and Image, which positively impacts; recruitment, retention, revenue generation, and influence/engagement.

She then provided some examples of "Early Wins," which include:

- Pitching faculty in FSB and EHS based on conversations happening in our morning news meetings.
- Deeper understanding of how Miami Regionals communicates with prospective and current students.
- Opportunities to provide expertise to better align communications across divisions.
- Repurposing content created in the academic divisions to give greater visibility and scale.
- Opportunities for divisional staff to learn new tools and technologies, as well as build on their existing skills.

VP Hunt then concluded with an update on the Marketing Maturity Model. Progress has been made with movement towards "Competent" maturity, with "Alignment" and "Expertise" now at this level, and with the other attributes also progressing towards the level of "Competent" maturity.

*The UCM update is included as Attachment C.*

### **Enrollment Management and Student Success (EMSS) Update**

Vice President Shock reported the following:

In just a few minutes you will hear from Assistant Vice President Bethany Perkins who will bring you an update on how our Fall '22 recruitment efforts are progressing. I'm pleased with where we are to-date, and we have much work to be done.

You will also hear from Dean Amy Bergerson, our Dean of Undergraduate Education, and Craig Bennett, Senior Director of the Student Success Office. We are

pleased to provide the Board with an update on our student success efforts through last year and into this year. Working to ensure that all Miami students have the same opportunities to retain and graduate from Miami is among the very most satisfying, rewarding, and important work that we do. It's a collaborative effort between Provost Osborne, Vice President Brownell, myself, and our teams. We are excited to share this report with you.

First, I would like to draw your attention to a few items in our written report.

You will note that the Center for Career Exploration and Success is expanding our spring career fair to 13 industry-specific career fairs. We will continue to provide a mix of in-person and virtual fairs, as many employers have yet to return to the office, with others recently announcing delayed returns. We are excited to try this approach to provide students with a smaller, boutique opportunity to speak with employers.

Next, you will see our annual update on student loan debt at Miami. For Miamians who graduated with loans between July 1, 2020 and June 30, 2021, the average loan debt decreased 2.1% to \$28,711. This is the third year of a decline. Only 45% of our most recent graduates borrowed loans, compared to 62% nationwide and 59% in Ohio.

VP Shock then invited Assistant Vice President and Director of Admission, Bethany Perkins, to deliver the Enrollment Update.

### **Enrollment Update**

AVP Perkins stated it has been a record year for applications, Ohio resident applications are well ahead of last year, and Admissions is still working hard to increase non-resident applications. Beyond the increase in total applications over last year, the number of completed applications is up significantly, by 17% or 2,800 completed applications.

Applications from first generation students are up, from 15.2% of the total to 18.4%. Applications from students of color have also increased from 18.6% of the total to 19.5%.

Nationwide, students are applying in a smaller geographic radius, and this is true for Miami as well, with the greatest decrease in non-resident applications being from more distant states rather than those contiguous to Ohio.

She outlined many of the recruitment efforts. Regarding lead generation:

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

- Both search campaigns are exceeding engagement expectations

On campus events and visits have resumed with the largest number of September and October visitors in history. For those unable to visit, virtual events continue to be offered, with nearly 1,000 attending virtual events in October and November.

Yield efforts are also in progress, and “Make it Miami,” and the “Red Brick Roadshows” having resumed. 11 Make it Miami sessions will be offered, and the Red Brick Roadshows have expanded to include new cities. She concluded by informing the Committee of “RedHawk Ready” which is an integrated campaign for admitted and confirmed students, using video, digital advertising, text and email, and employing AI to track student status and encourage next steps.

### **Student Success and Retention**

Dean for Undergraduate Education Amy Bergerson, and the Sr. Director for Student Success, Craig Bennett, updated the Committee on student success and retention.

They stated retention efforts must be campus wide, with collaboration across Student Life, EMSS, and Academic Affairs. The Student Success Committee represents all of these divisions. Efforts employ what is deemed “Targeted Universalism,” for example, mid-term grade checks followed by targeted outreach to students at risk. During the pandemic, retention was increased by nearly 1%, from 88.4% to 89.2%. Efforts during the pandemic included:

- Calling campaign contacted 16,239 students by May 2020
  - 53.4% were reached for one-on-one conversations
- University Retention and Persistence Committee (URPC)
  - Your Miami Experience survey in October 2020
  - 1,300+ responses
  - Responses indicated that assistance with technology/internet issues would be helpful during the academic experience at Miami.
  - During the 2020-2021 Academic Year, Parent programs coordinated 13 webinars, 10 of which were specifically advertised for families of first-year students, but all were primarily attended by families of first-year students.
- Recycled laptop program for students who cannot afford one
- Emergency Needs Scholarship fund created, \$870,000
- \$135,929 awarded in Miami Opportunity Grants (an institutional grant used to help pay outstanding balances to remove registration holds and/or prevent class cancellation)

Efforts for Fall 2021 include:

- Student Life second-year first 50 days program

- Residence Life coordinated a program called Second-Year Summer Outreach which included RAs reaching out to their rising 2nd-year residents
- The Office of Transition Programs in partnership with a variety of campus partners held a pre-semester program called Second Year Surge
- Rising-Second Year Survey in May 2021
  - 3,720 students received a survey to assess feelings and questions about transitioning to campus – Outreach was deployed
- Rising-Second Year Student Outreach Program in July 2021
  - 2,898 students received at least 4 emails each
  - Total of 11,592 communications sent from the Office of Residence Life

Some consistent outreach includes:

- Summer (July – Aug.) – Weekly registration checks/outreach
- Attempt to meet with any first-year student that wants to drop/withdraw during the first 5 weeks
- Positive nudges
- Holds outreach
- Prepare for Registration/Registration time tickets
- Registration Day 2 – Text Reminder
- Continual follow up on non-registered and under-registered students

They then outlined planned future initiatives, and informed the Committee of efforts to welcome and support first generation students. They also discussed infrastructure support, including the Center for Exploratory Studies, and professional advising support.

*The EMSS updates are included as Attachment D.*

### **Academic Affairs Update**

Provost Osborne presented four resolutions for consideration:

- Honorary degrees
- Annual Remediation Report to the State of Ohio
- Creation of a degree and major; Major in Biomedical Science, Master of Medical Science, within the College of Arts and Science.
- Creation of a degree and major; Sports Leadership & Management, Master of Sports Analytics, within the College of Education, Health and Society

The resolutions were considered in a single vote. Trustee Haines moved, was seconded, and the Committee voted unanimously by voice vote, with voting in favor and none opposed, to recommend approval of the resolutions by the full Board of Trustees.



The Provost then updated the Committee on several areas:

- Lessons from the Pepsi Challenge
- Financial sustainability and resilience efforts
- Implementing MiamiRISE, specifically
  - Research
  - Graduate
  - Program review and progress

He discussed with the committee the higher education product cycle, and that a minimum of one year is required to receive adequate feedback, and normally takes approximately five years to bear fruit. He cautioned against a “Coke to New Coke” radical change to the core brand.

He then reviewed Academic Affairs financial stability. Academic Affairs has moved from a \$19M deficit in FY2019, to a \$10.3M deficit in FY20, to a \$12M surplus in FY2021, and to a now estimated \$1.2M surplus in FY2022, rather than the initially projected \$6M shortfall with the FY2022 increase due to enhanced retention.

Some efforts which have improved the Academic Affairs finances include constraining expenses:

- Aligning practices with other research universities:
  - GA summer support
  - TEAM scholarships in EHS
- Reducing low-enrollment courses
- Reallocating existing GA lines strategically
- Re-examining distribution of support center costs across campuses as revenue changes
- Each department has a faculty work policy

Other efforts include enhancing revenue:

- Facilitating transfer at Oxford, Regionals via single portal
- Online programs & new graduate programs
  - Existing graduate programs accept fee-paying students
  - Advertising graduate programs with \$\$ potential (new, existing)
  - Better stewardship of graduate applications
  - BA/MA students declaring grad status (SSI, graduate tuition)
- Investing in faculty submitting high-probability grants, research scientists
- UG Retention focus already yielded \$\$\$ in FY22
- Evolving program portfolio (more compelling institution)

He informed the Committee that the efforts to increase research success have resulted in increased external support for research, with \$14M received this year to date, nearly \$4M more than the next best year-to-date total for prior years.

Several graduate, fee-paying degrees are now in place or are scheduled to begin, with programs offered in person and online.

The Provost also discussed efforts to facilitate student transfers to Miami, and provided an update on APEIP (program review and improvement) efforts. He then introduced University Librarian and Dean Jerome Conley, for a presentation on University Library's' initiatives.

### **University Libraries**

Dean Conley spoke of the application of technology and Artificial Intelligence to library services, and introduced Web Services Librarians, Ken Irwin and Meng Qu, for a presentation on My Guide, the Patron Counting and Analysis (PCA) Project, and the Dynamic Organizational Chart.

My Guide is a customized library user dashboard:

- The library has a wealth of resources - it can be a lot to navigate
- Provides a gateway with resources customized for each individual user
- Resources curated by librarians
- Developed in collaboration with campus IT, using Registrar data
- First of its kind project (as far as we know)
- Locally developed, not available as a commercial solution
- Launched Version 1 in September 2021
- Used extensively in library instruction this semester
- Version 2: users add favorite subjects & databases

Ken Irwin then displayed and discussed several examples of the My Guide dashboard.

Meng Qu then updated the Committee on the PCA Project and the Dynamic Organizational Chart.

She explained the PCA Project was developed in partnership with Information Technology Services, the Computer Science and Engineering Department, and the University Libraries. The purpose was to address the following:

- To gain a deeper understanding of patron demographics
- To optimize the physical resources of the library
- To build a machine learning model to capture long time trends in patron statistics

The project monitors smart devices connecting to library Wi-Fi collecting information, such as geolocation, and visualizes data for public use (e.g., King Library Crowd Index) and assist in providing services. Top values of the project include:

- Indoor population density estimation

- Public space resources management/optimization
- Better understanding of the patrons
- Potential applications in other large buildings
  - Dining Halls, Student Center, Recreation Center;
  - To the industry: hospitals, shopping malls, airports

To provide privacy the data is protected:

- Users' private information (UIDs, time stamps, geolocations) are desensitized:  
Data encryption: SHA-256 algorithm
- The back-end Admin Dashboard is protected by Miami Single Sign On
  - Only authorized users would get access
- Demographic information are not kept/stored
  - Just for statistics proposes
- Metadata are stored locally - not upload to cloud platforms

She concluded with an update on the Library's Dynamic Organization Chart, which can better assist patrons in receiving support.

*The Academic Affairs material is included as Attachment E.*

### **Written Updates, Attachment F**

- Student Life Newsletter
- Miller Center
- Sexual and Interpersonal Violence Prevention and Support
- UCM Newsletter
- EMSS Newsletter
- Loan Debt Update

### **Adjournment of Meeting**

With no other business to come before the Board, Trustee Budig then moved, Trustee Pegues 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>

November 29, 2021

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

Executive Committee of University Senate membership:

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

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

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



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



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- **Senate Resolutions:**

**SR 22-01**

**College of Liberal Arts and Applied Science – TCPL Cap Increase**

**September 27, 2021**

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

**Limitation on Number of Lecturers and Teaching Faculty**

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

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

**SR22-02**

**College of Arts and Science – TCPL Cap Increase**

**September 27, 2021**

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

**Limitation on Number of Lecturers and Teaching Faculty**

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

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

**SR22-03**

**Proposed Edit to UPT Composition**

**September 27, 2021**

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



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

**SR22-04**

**Sports Leadership & Management, Master of Sports Analytics**

**October 11, 2021**

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

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

**SR22-05**

**Credit/No Credit Grade Revision**

**October 11, 2021**

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

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

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

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

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

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

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

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



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

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

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

### SR22-06

#### Sense of the Senate Resolution

October 11, 2021

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

Whereas

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





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Senate recommends:

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

**SR22-07**

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

**November 22, 2021**

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

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

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

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

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

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

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


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

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

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



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Zack Mroz  
 Connor Mullaly  
 Abbey Mullins  
 Julia Mumper  
 Elizabeth Murdock  
 Chelsea Noonan  
 Jen O'Brien  
 Ruth Oluwafemi  
 Jason Osborne  
 Kate Page  
 Robin Parker  
 Missy Parsons  
 Timothy Parsons  
 Daniel Perinovic  
 Mathew Perry  
 AJ Peterson  
 Ted Pickerill  
 Kate Pinkerton  
 Mark Pontious  
 Maggie Potter  
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 Amanda Rainey  
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 Abby Richard  
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Jessica Rivinius  
 Alexis Roach  
 Carter Roane  
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 Erin Rockstroh  
 Hannah Rozenson  
 Drew Ruckelshaus  
 Gia Salamalekis  
 Veronica Schulte  
 Ryan Sego  
 Isuru Senaratne  
 Brent Shock  
 Veronica Shulte  
 Phil Smith  
 Rieko Sotojima  
 Sydney Sorrell  
 Gabby Spencer  
 Becky Stephenson  
 Nancy Stewart  
 Kristina Suto  
 Mahi Tayaba  
 Dirk Tepe  
 Celine Thormann  
 Jane Thurmer  
 Machel Tipton  
 Beth Tonyan

Lyndsey Tonyan  
 Ricardo Trevino  
 Darius Twitty  
 William Ullom  
 Katrina Ulrich  
 Audrey Van Auken  
 Kim Vance  
 John Virden  
 Rosemarie Volk  
 Erin Voss  
 Kim Wagers  
 Doug Wallace  
 Liz Walsh  
 Scott Walter  
 Melanie Watterson  
 Pauline Werner  
 Katie Wilson  
 Timothy Wilson  
 David Wiseman  
 Laura Wogoman  
 Alexandra Wold  
 Brian Woodruff  
 Cody Woodruff  
 Daryl Wright

**SR22-08**

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

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

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

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

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

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



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

### 6.C.4.b

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

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



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**SR22-09**

**Statement of Essential Teaching Practices**

**November 22, 2021**

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

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

**Rationale:**

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

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

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

**Covered Parties:**

Faculty, students

**Revised Policy – Clean Version**

**Statement of Essential Teaching Practices**

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

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



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

### Revised Policy – Marked Up Version

Statement of Good **Essential** Teaching Practices

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

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



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- influence student learning, such as those based on age, ethnicity, gender, mental or physical impairment, race, religion, sexual orientation, or gender identity **and inclusive of all students**;
16. Adhering to the “Class Attendance Policy” (see ~~Student Handbook~~);
17. **Following specific student accommodations received from Student Disability Services;**
18. Adhering to the ~~following paragraph of the “Statement on Professional Ethics” in the policy titled “Professional Ethics and Responsibilities.”; As teachers, professors encourage the free pursuit of learning in students. Teachers exemplify the best scholarly standards of their disciplines. They demonstrate respect for students as individuals, and adhere to their proper roles as intellectual guides and counselors. ... Faculty members respect the confidential nature of the relationship between professor and student. They avoid any exploitation of students for their private advantage and acknowledge significant assistance from them. Professors protect their academic freedom. No faculty member shall be obliged to make the academic work of students available for inspection by any third party in the absence of compulsory legal process, without *bona fide* academic reasons, or without the express written consent of the student.~~
19. ~~Assuming the positive obligation to confront students of suspected academic dishonesty.~~

**SR22-10**

**Major in Biomedical Science, Master of Medical Science**

**November 22, 2021**

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

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

**SR22-11**

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

**November 22, 2021**

Whereas:

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



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We recommend:

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

**SR22-12**

**Revisions to the Weather and Other Emergency Closing Procedures Policy**

**November 22, 2021**

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

Weather and Other Emergency Closing Procedures

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Scope: Who is Covered by this Policy?  
Employees and Students

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### Policy

#### Introduction

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

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

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

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

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

#### Emergency Weather Designations

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

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



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

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

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

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

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

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

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

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

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

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

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

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



**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>

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

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

**Early End to the Work Period Due to Inclement Weather Conditions**

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

**SR22-xx**

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

**November 22, 2021**

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

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

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

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

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

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

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



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

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

Members of the Board,

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

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

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

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

Love and Honor,

*Ruku (Rukmini) Pal*

Ruku (Rukmini) Pal  
ASG Secretary for Academic Affairs



**M** MIAMI UNIVERSITY | STUDENT LIFE

# Student Mental Health and Emotional Wellness

CURRENT TRENDS AND FUTURE DIRECTIONS



# Agenda

Part 1: **Wellness philosophy**

Part 2: **Recent trends**

Part 3: **Prevention and support**

Part 4: **Impact and response**



# Dimensions of Wellness



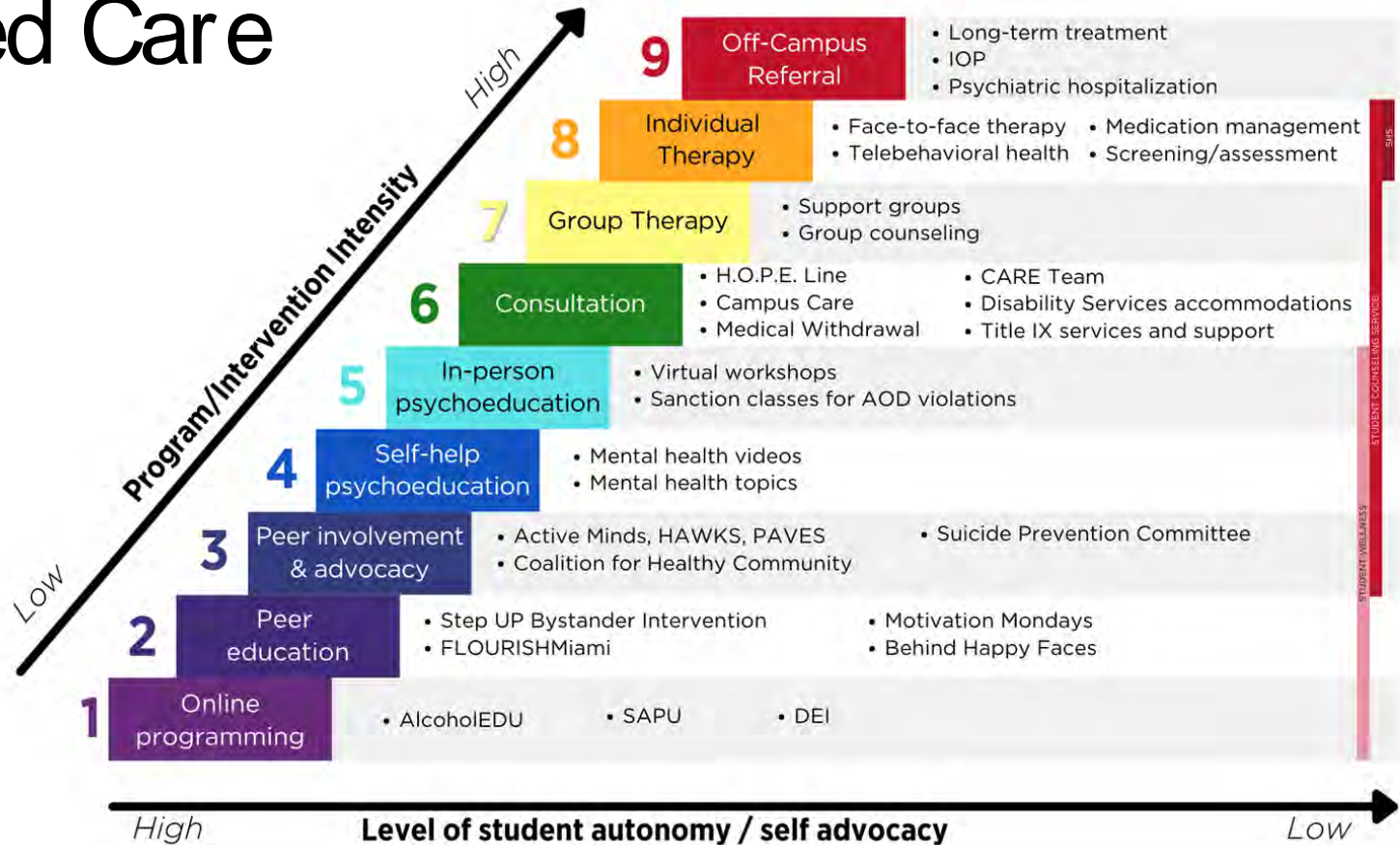




# Emotional Wellness

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

# Stepped Care



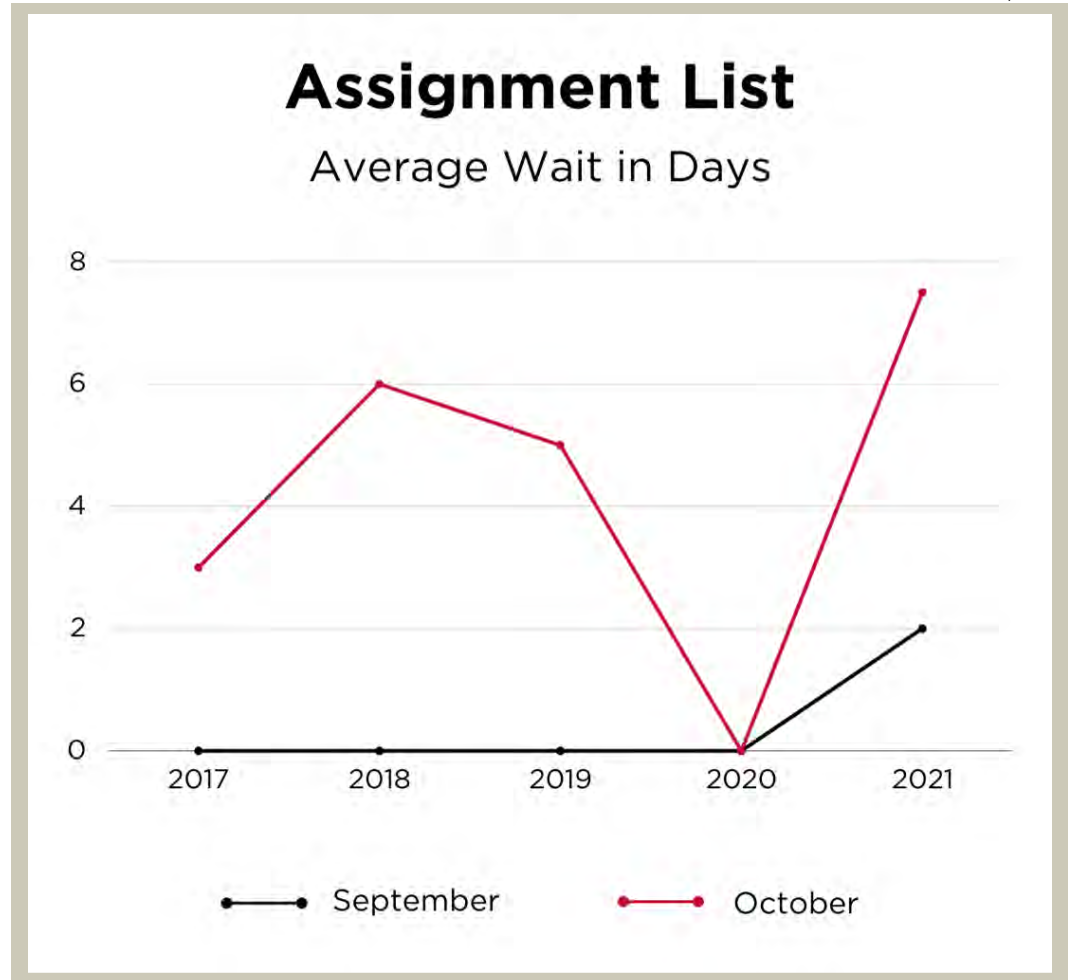


# State of the Student

Current trends in social and emotional wellness of  
Miami students

# Increased Demand for Service

Fall 2021 has been an unprecedented year for clinical demand



# Case Closure: Success & Concerns

—  
**Medical Withdrawal**  
3%

—  
**Nonsuicidal Self-injury**  
1.7%

—  
**Referred for Specialized Care**  
2.5%

—  
**Suicidal Ideation (requiring a safety plan)**  
2.7%

—  
**Treatment Goals Completed**  
20%

—  
**Hospitalization**  
2%



# Recent Case Examples

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



# Innovation in Care & Support

Responding to Student Distress

# Dean of Students & Student Wellness Programing



## **SOCIAL MEDIA POSTS**

Simple ways to move  
out of languishing to  
flourishing

## **IT'S OKAY**

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

## **BEHIND HAPPY FACES**

Learn self-care and  
peer-help with  
mental health

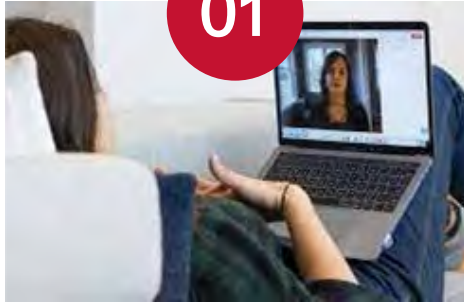
## **FLOURISH MIAMI**

5 Health Habits to  
Improve Emotional  
Wellness



# Interventions: Student Counseling

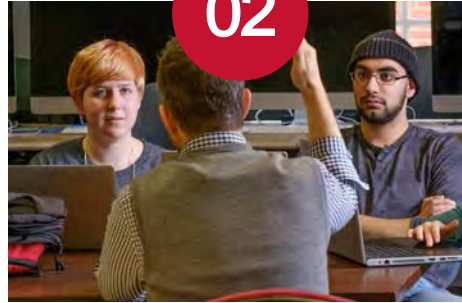
01



## Telebehavioral health

Offers a broader reach for traditional individual and group counseling

02



## Virtual Workshops

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

03



## H.O.P.E. Line

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

# Interventions, continued



## Campus Care

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



## Gatekeeper training

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



## Consultation

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

“

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

- Dr. Ben Locke



# Response

Why we are all a part of the solution



# Emotional Wellness Matters...

01

Productivity

02

Retention

03

Graduation



# Return on Investment

- If approximately **100** students were retained, due to counseling services:
- Added tuition revenue for retained students: **\$3.2M**
- Total cost of implementing program/ services: **\$1.45M**

# A final thought...





# Summary

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





# Questions?

John Ward, PhD

513-529-4634

[wardja2@MiamiOH.edu](mailto:wardja2@MiamiOH.edu)

[www.MiamiOH.edu/counseling](http://www.MiamiOH.edu/counseling)

# UCM Update

December 2021



MIAMI UNIVERSITY

# Multicultural Marketing

- Build cultural intelligence
- Conduct primary and secondary research
- Create a multicultural marketing consulting group, a multi-functional team of colleagues across campus.
- Develop a go-to-market strategy aimed at Latinx and African American students and families.



# Mentoring Student Marketers

- Five students focused on content gathering
- Trained on video production
- Mentorship and exposure to real-world projects that prepares them for graduate programs and careers



# Supporting Strategic Recruitment

- 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



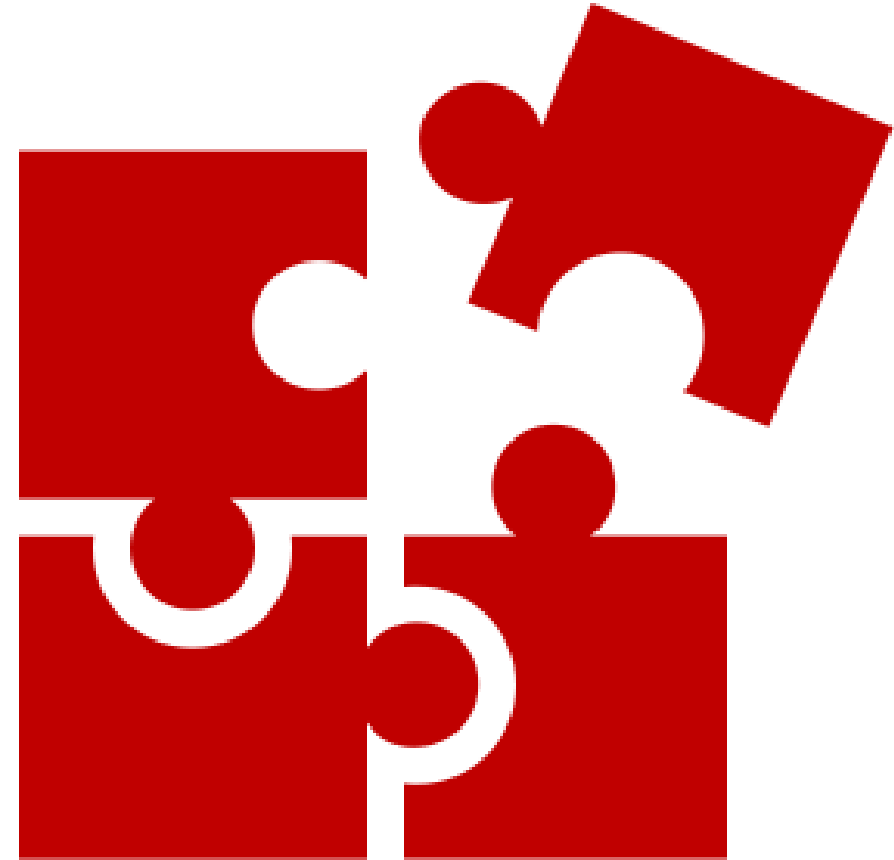
# Center-Led Marketing and Communications

Reimagining Marketing and Communications



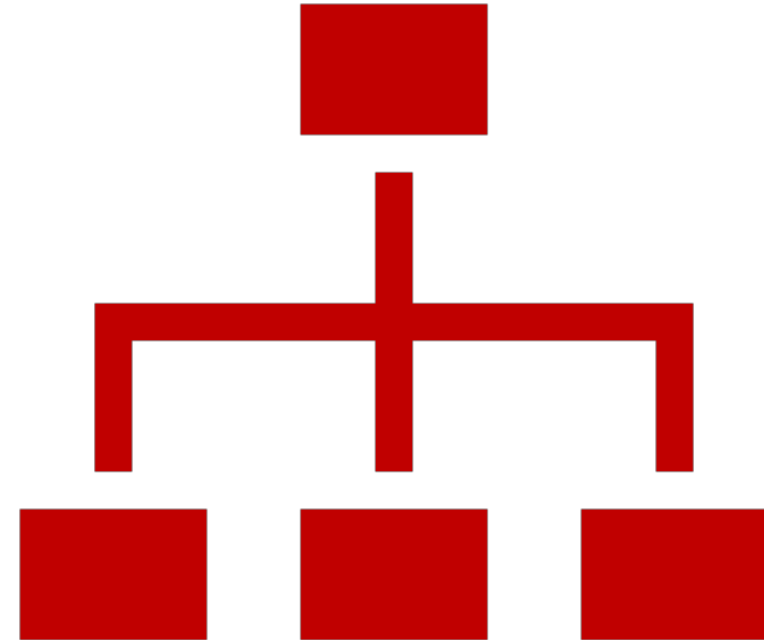
# Center-Led Marketing and Communications

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



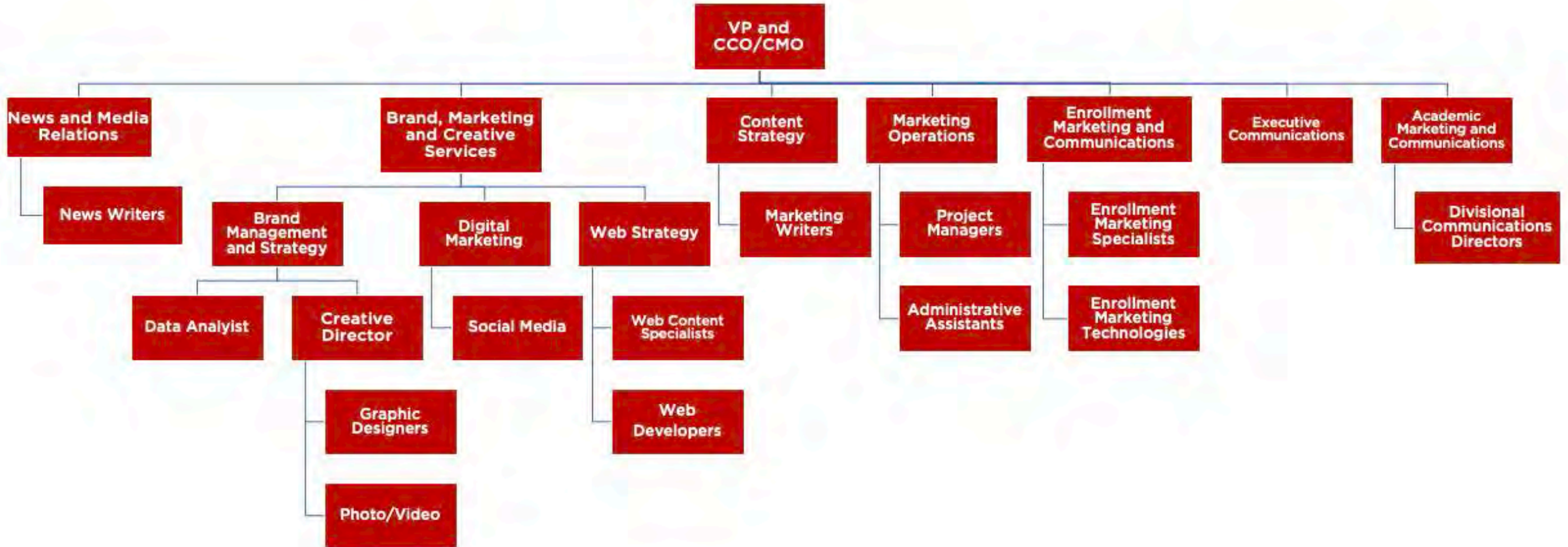
# Center-Led Marketing and Communications

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





# Center-Led Marketing and Communications



# UCM Priorities



# Aligning Communications

- Twice-monthly strategy meetings with communications directors across campus
- Define priorities
- Align strategy across divisions
- Identify opportunities for strategic partnerships



# Aligning Communications

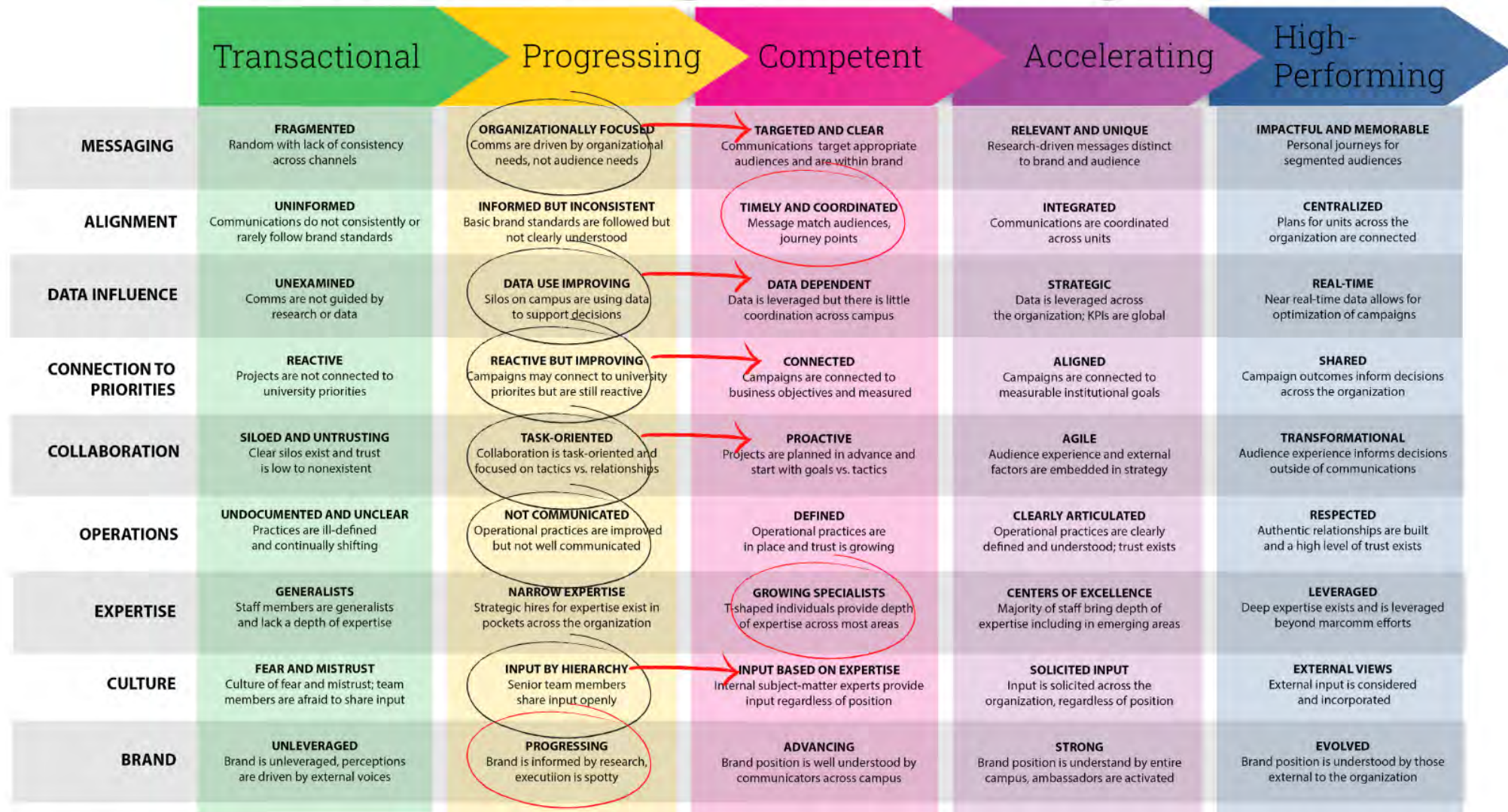
- Developing processes to fully incorporate new team members into UCM
- Hiring a senior director
- Building out a campaign message
- Providing brand training for campus communicators
- Rolling out Canva for 450+ communicators on campus



# Early “Wins”

- Pitching faculty in FSB and EHS based on conversations happening in our morning news meetings.
- Deeper understanding of how Miami Regionals communicates with prospective and current students.
- Opportunities to provide expertise to better align communications across divisions.
- Repurposing content created in the academic divisions to give greater visibility and scale.
- Opportunities for divisional staff to learn new tools and technologies, as well as build on their existing skills.

# Marketing Maturity Model



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

# What questions may I answer?



December 2021

# Enrollment Update

## Board of Trustees



# Application Deadline Changes

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



# Fall 2022 Applications

## *Residency*

	2019	2020	2021	2022	Δ 2020 to 2022	Δ 2021 to 2022
Non-Resident	11,993	12,156	13,194	12,324	1.4%	-6.6%
Domestic Non-Resident	11,022	11,119	12,072	11,110	-0.1%	-8.0%
International	971	1,037	1,122	1,214	17.1%	8.2%
Ohio Resident	11,120	11,281	12,401	13,276	17.7%	7.1%
<b>Grand Total</b>	<b>23,113</b>	<b>23,437</b>	<b>25,595</b>	<b>25,600</b>	<b>9.2%</b>	<b>0.0%</b>

Data as of December 1



# Fall 2022 Applications

## *Academic Division*

	2019	2020	2021	2022	Δ 2020 to 2022	Δ 2021 to 2022
CAS	9,253	9,638	10,336	9,874	2.4%	-4.5%
FSB	6,314	6,280	7,040	7,290	16.1%	3.6%
CEC	3,238	3,088	3,295	3,247	5.1%	-1.5%
EHS	2,135	1,994	2,349	2,395	20.1%	2.0%
CCA	1,108	1,272	1,297	1,423	11.9%	9.7%
CLAAS	1,065	1,165	1,278	1,371	17.7%	7.3%
<b>Grand Total</b>	<b>23,113</b>	<b>23,437</b>	<b>25,595</b>	<b>25,600</b>	<b>9.2%</b>	<b>0.0%</b>

Data as of December 1



# Fall 2022 Applications

## *Demographic Factors*

	2019	2020	2021	2022
Applications	23,113	23,437	25,595	25,600
GPA	3.81	3.84	3.85	3.87
Curriculum Strength	14.4	14.5	14.2	14.4
% Non-Resident	51.9%	51.9%	51.5%	48.1%
% Student of Color	18.5%	18.6%	18.6%	19.5%
% First Generation	16.0%	15.9%	15.2%	18.4%

Data as of December 1



# Fall 2022 Applications

## *Selected States*

	2019	2020	2021	2022	Δ 2020 to 2022	Δ 2021 to 2022
Ohio	11,120	11,281	12,401	13,276	17.7%	7.1%
Illinois	2,933	2,971	3,176	2,935	-1.2%	-7.6%
Indiana	927	913	1,037	1,077	18.0%	3.9%
Michigan	867	810	982	935	15.4%	-4.8%
Pennsylvania	524	571	550	561	-1.8%	2.0%
Kentucky	440	450	527	459	2.0%	-12.9%
West Virginia	19	16	28	28	75.0%	0.0%

Data as of December 1



# Fall 2022 Applications

## *West and East Coasts*

	2019	2020	2021	2022	Δ 2020 to 2022	Δ 2021 to 2022
California	491	496	425	368	-25.8%	-13.4%
Maryland	359	403	444	354	-12.2%	-20.3%
New Jersey	440	397	400	327	-17.6%	-18.3%
Massachusetts	391	356	394	326	-8.4%	-17.3%
Connecticut	433	510	432	318	-37.6%	-26.4%
Virginia	290	325	316	265	-18.5%	-16.1%

Data as of December 1



# Fall 2022 Applications

## Top Countries

	2019	2020	2021	2022	Δ 2020 to 2022	Δ 2021 to 2022
Vietnam	170	290	280	163	-43.8%	-41.8%
India	81	86	134	160	86.0%	19.4%
Bangladesh	6	19	47	98	415.8%	108.5%
China	511	345	125	95	-72.5%	-24.0%
Nigeria	12	39	72	80	105.1%	11.1%
Ghana	11	16	27	47	193.8%	74.1%
Nepal	14	28	36	43	53.6%	19.4%
Brazil	3	5	26	39	680.0%	50.0%
Pakistan	7	13	48	34	161.5%	-29.2%
Uzbekistan	1	-	9	30	-	233.3%
Other Countries	155	196	318	425	116.8%	33.6%
<b>Grand Total</b>	<b>971</b>	<b>1,037</b>	<b>1,122</b>	<b>1,214</b>	<b>17.1%</b>	<b>8.2%</b>

Data as of December 1



# Recruitment





# Lead Generation

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



# Visits and Events

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



# Application Generation

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



# Yield



# Visits and Events

## Make it Miami events are back!

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



## Red Brick Roadshows

Expanding to include Chicago

One virtual event

East Coast: DC, Boston, and NYC

West: San Francisco Bay area, Denver

Southeast: Atlanta, Nashville

Midwest: St. Louis, Minneapolis



# RedHawk Ready

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





**ENROLLMENT MANAGEMENT  
AND STUDENT SUCCESS**

**Questions?**



# Collaboration for Student Success



# Cultural Evolution

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



# Cultural Evolution

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



# Increased Retention by 1% during a pandemic

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



\*photos taken pre-pandemic



# Targeted Outreach – During the Pandemic

- Calling campaign contacted 16,239 students in May 2020
  - **53.4%** were reached for one-on-one conversations
- University Retention and Persistence Committee (URPC)
  - Your Miami Experience survey in October 2020
  - **1,300+** responses
  - We acted on their responses: ***In a recent survey about your Miami experience, you indicated that that assistance with your technology/internet issues would be helpful during your academic experience at Miami.***
  - During the 2020-2021 Academic Year, Parent programs coordinated 13 webinars, 10 of which were specifically advertised for families of FY students, but all were primarily attended by families of FY students.



# Emergency Grants to Students

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



# Targeted Outreach – Fall 2021

- SL second-year first 50 days program
  - Residence Life coordinated a program called Second-Year Summer Outreach which included RAs reaching out to their rising 2nd-year residents.
  - The Office of Transition Programs in partnership with a variety of campus partners held a pre-semester program called Second Year Surge
- Rising-Second Year Survey in May 2021
  - 3,720 students received a survey to assess feelings and questions about transitioning to campus – Outreach was deployed
- Rising-Second Year Student Outreach Program in July 2021
  - 2,898 students received at least 4 emails each
  - Total of 11,592 communications sent from the Office of Residence Life



# Consistent Outreach

- Summer (July – Aug.) – Weekly registration checks/outreach
- Attempt to meet with any first year student that wants to drop/withdraw during the first 5 weeks
- Positive Nudges
- Holds outreach
- Prepare for Registration/Registration time tickets
- Registration Day 2 – Text Reminder
- Continual follow up on non-registered and under-registered



# Targeted Outreach – Current/Future

Transfer request verification  
and outreach

Early Alert/progress reports  
(pilot)

Sprints in Reserve (pilot)

Miami Thrive (pilot)





# Early Alerts Pilot

- Targeted specific classes – some departments volunteered and some classes were identified through the Sprints in Reserve initiative
- MBI 111
- MKT 335, 395
- MME 102
- MTH 125, 141, 151
- PHY 191, 192
- PSY 111
- STA 261
- UNV 101
- BIO 115
- CHM 141, 144
- CSE 148, 174, 271
- ECO 201, 201H, 202, 301
- EDP 256
- ENG 111, 313
- KNH 101, 209
- GLG 111, 111H, 115L, 121, 141





[MiamiOH.edu/first-gen](https://MiamiOH.edu/first-gen)





# Responding to Student Needs

- **Infrastructure**
  - Center for Exploratory Studies
    - Student Success Navigators
  - Professional advising support
    - Training and onboarding
    - Ongoing professional development
    - Monthly advising meetings with key campus partners



# Reframing Student Support: Professional Advising

- Provide professional advising for first- and second-year students
- Establish standards for interactions and communication with students
- Maintain high-touch approach through technology and in-person
- Use data to identify who needs the most support and when

Move to faculty mentoring for upper-class students



# Responding to Student Needs

## Data-Guided Initiatives

- 6-year graduation push
- Course completion project
- Wellbeing-focused actionable interventions

## Student Success Tools

- Experiential major maps
- Early registration pilot
- Withdrawal application/interventions





# Board of Trustees

Academic Affairs Update  
December 2021



MIAMI UNIVERSITY

## RESOLUTIONS



- Honorary degrees
- Annual Report of Remedial Education
- Master of Medical Science, Major in Biomedical Science
- Master of Sport Analytics, SLAM



# BRIEF UPDATE FROM ACADEMIC AFFAIRS



- Lessons from the Pepsi Challenge
- Financial sustainability and resilience efforts
- Implementing Miami**RISE**, specifically
  - Research
  - Graduate
  - Program review and progress

# PRODUCT CYCLES IN HIGHER EDUCATION



- We are not turning a boat or ship, but a fleet of ships
- 3-5 years for new programs
- Success metrics can be diffuse, challenging
- Multiple consumer audiences



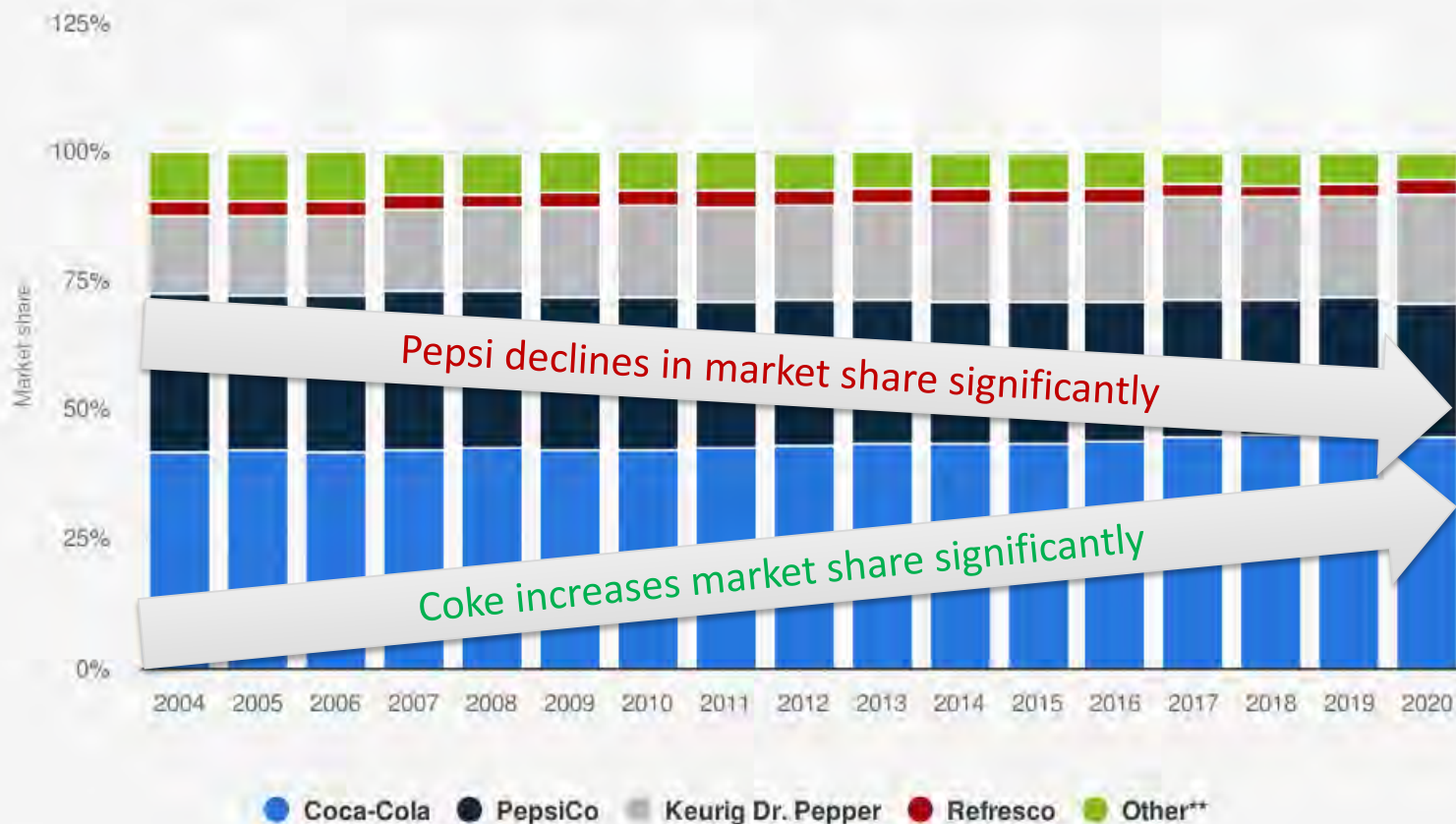
Legendary blunder





# WHY PEPSI DOESN'T DOMINATE 45+ YEARS LATER?

Market share of leading carbonated soft drink (CSD) companies in the United States from 2004 to 2020\*



Source  
Beverage Digest  
© Statista 2021

Additional Information:  
United States Beverage Digest: 2004 to 2020

## Lessons:

- Sip test vs. an entire bottle, generalizing doesn't always work
- Brand matters- dramatic, rapid moves in core product can cause long term damage
- Human behavior is more important predictor than expressed preferences

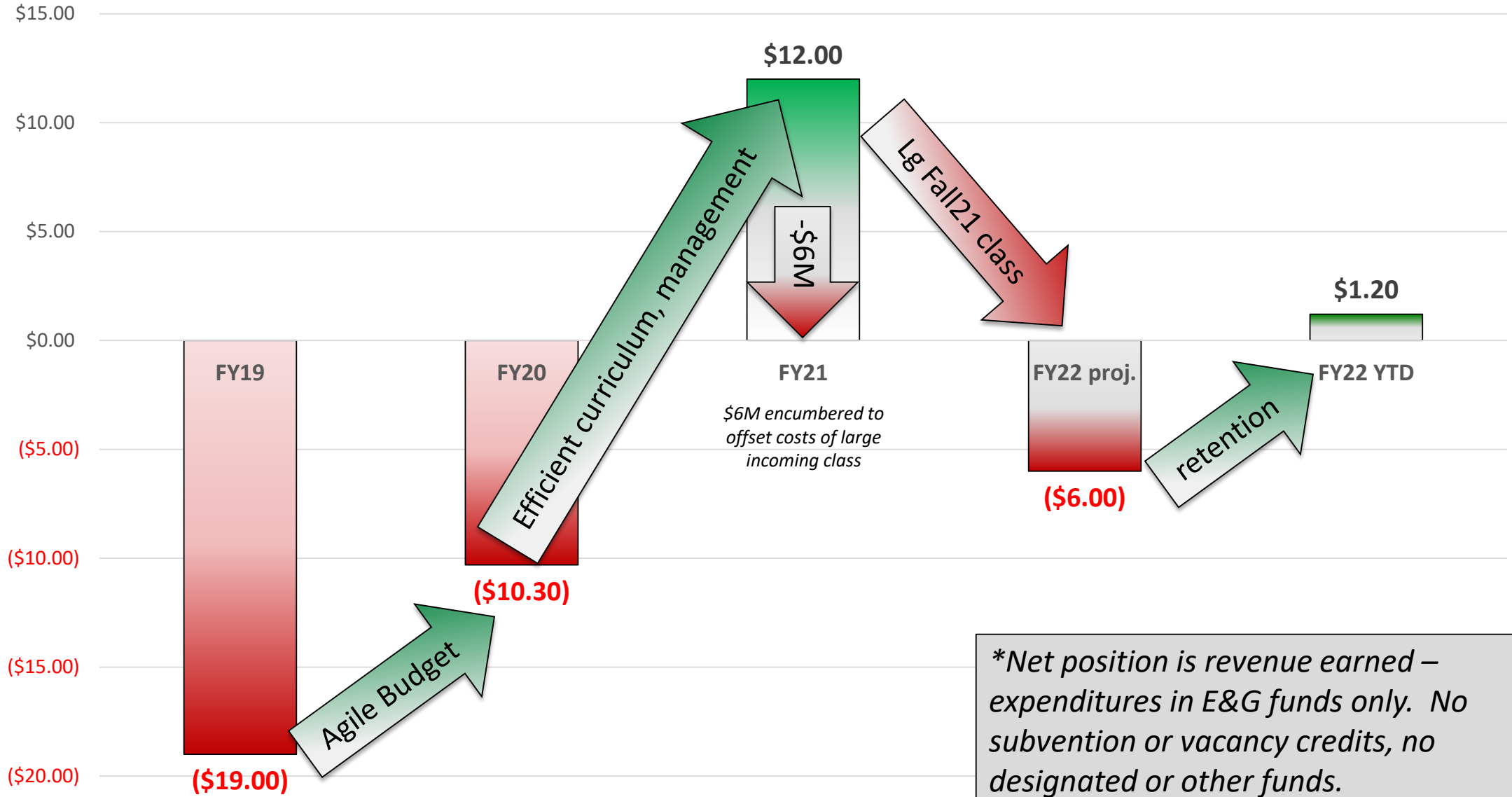


SO WHAT ARE WE DOING SPECIFICALLY  
TO ENSURE A BRIGHT FUTURE?

# AAO FINANCIAL SUSTAINABILITY (NET POSITION)



Revenue in millions



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

# ACADEMIC AFFAIRS- CONSTRAINING EXPENDITURES



- Aligning practices with other research universities:
  - GA summer support
  - TEAM scholarships EHS
- Reducing low-enrollment courses
- Reallocating existing GA lines strategically
- Re-examining distribution of support center costs across campuses as revenue changes
- Each department has faculty work policy

# NEAR TERM REVENUE ENHANCING EFFORTS



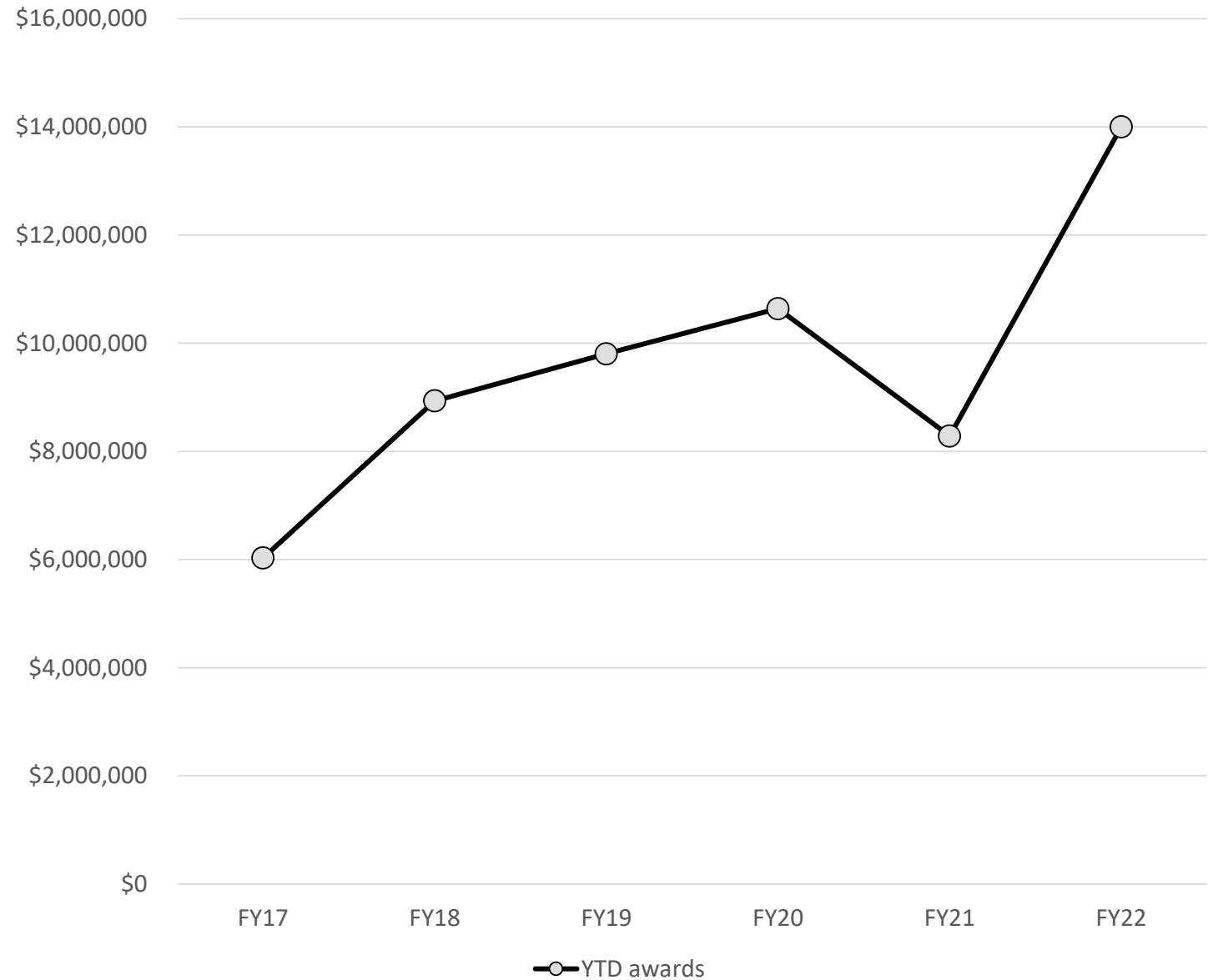
- Facilitating transfer at Oxford, Regionals via single portal
- Online programs & new graduate programs
  - Existing graduate programs accept fee-paying students
  - Advertising graduate programs with \$\$ potential (new, existing)
  - Better stewardship of graduate applications
  - BAMA students declaring grad status → SSI, graduate tuition
- Investing in faculty submitting high-probability grants, research scientists
- UG Retention focus already yielded \$\$\$ in FY22
- Evolving program portfolio → more compelling institution



# RESEARCH SUCCESS FY22 YEAR TO DATE

MiamiRISE (#9, #10)  
improving support for  
faculty research and  
scholarship

- Two Rapid Investments in PIs, more to come
- Research Scientists





# GRADUATE FEE-PAYING PROGRAMS- SP/SU START



MiamiRISE recommended diversifying revenue streams- in Oxford we are doing this in multiple ways, including graduate fee-paying (on-ground, online) programs

Spring/Summer 2022 numbers: **74 confirmed** (Same as FY21)

- Online MBA: 15 confirmed already (81 apps total so far)
- On ground MBA: 5 confirmed and 6 admitted (30 apps total)
- Special Education (online) - 5 confirmed (30 apps total)
- MEET: 1 confirmed for Su22; (25 apps total for Su22 and F22)
- eSports Management: 13 applications total for Sp22, Su22, F22

# FACILITATING TRANSFER PROCESSES



## MiamiRISE recommended diversifying revenue streams

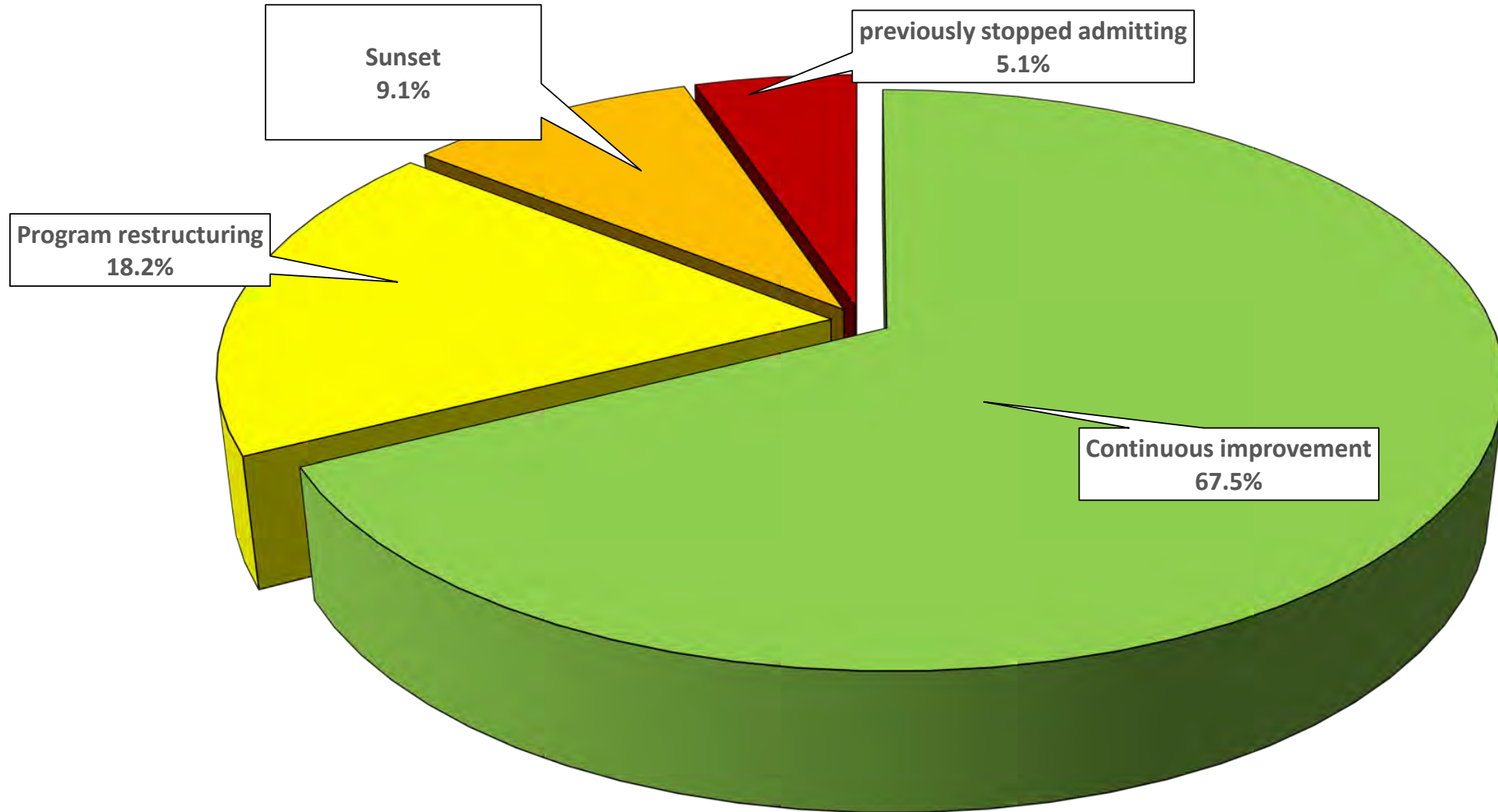


MIAMIOH - ADMISSION & AID - TRANSFER STUDENTS

We're dedicated to doing everything we can to ensure a smooth college transfer for you. Explore what it means to be a college student at Miami University in Oxford, Ohio, where you'll experience a superior education in a setting that looks exactly like what you imagined college to be.



# APEIP UPDATE- OF INITIAL 274



# APEIP (PROGRAM REVIEW AND IMPROVEMENT)



- MiamiRISE recommendations #19, 20
- Shared governance at dept/college level
- Sunset ~ 40 programs, reallocating resources to new or growing programs/efforts
- 44 programs in “significant challenge/difficulty” have 3 years to identify strategies for improvement
  - Each has strategies, tactics identified, proposed metrics
  - In June 2022 we will provide in-depth summary of first year progress for each.
  - Failure to make significant progress can lead to sunseting of program



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*Approved by the Board of Trustees December 10, 2021*

December 10, 2021  
Consent Calendar

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

### **RESOLUTION R2022-12**

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

#### **Nichole Mustard**

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

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

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

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

#### **Chief Doug Lankford**

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

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

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

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

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

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

### **Richard Forsythe**

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

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

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

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

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

### **Ambassador Sylvia Stanfield**

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

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

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

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

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

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

*Approved by the Board of Trustees  
December 10, 2021*



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

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Jason Osborne, Chair &amp; Provost, Senate

Jen Green, Chair, Senate Executive Committee

Tom Poetter, Chair Elect, Senate Executive Committee

James Bielo, 2020-2021 Chair, Senate Executive Committee

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

November 28, 2021

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

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

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

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

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





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December 10, 2021  
 Consent Calendar

**RESOLUTION R2022-13**

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

*Approved by the Board of Trustees  
 December 10, 2021*

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

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

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

Date: 11.28.2021  
Title: REPORT OF REMEDIAL EDUCATION  
Synopsis: Annual Report on Remedial Education for the Ohio Department of Higher Education

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

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

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

FOR BOARD OFFICE USE ONLY:  
Recommendation Number \_\_\_\_\_  
Date of Board Approval: \_\_\_\_\_ Submitted By: \_\_\_\_\_  
President Crawford

2021 University Remediation Report		
<b>Name of University:</b>		<b>Miami University</b>
Ohio Revised Code Section 3345.062 requires the president of each state university to issue a report by December 31, 2017, and each thirty-first day of December thereafter, regarding the remediation of students. The report must include the following areas:		
<b>1. The number of enrolled students that require remedial education (FY21 actual).</b>		
<b>Number of Students</b>	<b>Description (if needed)</b>	
417	All first-time students entering fall 2020 with one or more scores indicating need for remediation. The threshold ACT scores indicating the need for remediation are reading less than 22, English less than 18, and math less than 22. This includes Oxford Scholastic Enhancement Program (SEP), Oxford American Culture and English Program (ACE), and regional campus students. For regional campus students without ACT scores, remediation is required based on scores of alternative tests. Specifically, WritePlacer (scores of less than 5), Accuplacer Next Gen (scores of less than 250), and STEM Accuplacer (scores of less than 263).	
<b>2. The cost of remedial coursework that the state university provides (FY21 actual).</b>		
Please select the type of cost in the following areas and describe.		
- <b>Costs to the university:</b> Please include a description of all university resources allocated in support of and/or on behalf of remedial education, including but not limited to costs associated with the following: faculty & staff, buildings/classrooms, administration, and additional student advising, among others.		
- <b>Costs to the student:</b> Please include a description of tuition paid by students in pursuit of remedial education.		
- <b>Costs to the state:</b> Please include a description of state resources provided to your institution in support of remedial education. (See Appendix A containing this information for all state universities.)		
<b>Cost Type</b>	<b>Amount</b>	<b>Description</b>
Costs to the university	\$ 504,381	Instructional costs for remedial courses for FY 2021
Costs to the university	\$ 1,153,979	Estimated costs of Advising & Learning Center on the regional campuses for FY 2021 multiplied by the percent of students on the regionals needing some form of remedial education
Costs to the state	\$ 72,483	State share of instruction for remedial courses for FY 2021
Costs to the student	\$ 3,264.64	Tuition and fees for regional full-time students in first semester
Costs to the student	\$ 18,325.12	Tuition and fees for Oxford ACE full-time students in first semester
Costs to the student	\$ 8,111.80	Tuition and fees for Oxford SEP full-time students in first semester
<b>3. The specific areas of remediation provided by the university.</b>		
<b>Subject Area</b>	<b>Description</b>	
Writing	ENG007 Fundamentals of Writing (3 credits)	
Blended English	ENG007/ENG111 - Corequisite, development course plus College English Course taken concurrently (5 credits)	
Reading	EDT002 College Reading II (3 credits)	
Quantitative Reasoning	MTH049 Math Literacy (Quantitative Reasoning) 4 pre-college credits	
Math	MTH 025 Algebra for Precalculus (Math for STEM) 5 pre-college credits	
Academic Support	Miami regionals campus offer a range of support programs for students with high academic need, including: College Readiness Program (intensive support for math, reading, writing), co-remediation study skills courses that can be paired with commonly enrolled general education courses, tutoring/mentoring and career development guidance, TRIO program, online financial aid course, technology workshops, and first-year experience course (UNV 101).	
<b>4. Causes for remediation.</b>		
Please select all that are relevant from the following categories and provide detail.		
- <b>Lack of student preparation at the K-12 level</b>		
- <b>Prescriptive placement policies</b> (over reliance on a single assessment measure)		
- <b>Deferred entry into higher education</b> (adult students returning to higher education)		
- <b>Other</b> (any other cause identified by the university)		
<b>Cause</b>	<b>Description</b>	
Lack of student preparation	High percentages of incoming students on the regional campuses have academic need stemming from attending less rigorous high schools, challenging family situations, and lack of study skills and a college mindset.	
Lack of student preparation	Many incoming students on the regional campuses have poor technology skills due to out-of-date or nonexistent technology at home, antiquated word processing software, and computers riddled with viruses.	
Other	For most students on the regional campuses, future jobs are of utmost priority. Yet, because Miami stresses a liberal arts approach to higher education, the correlation between academic pathways and career pathways seems murky to students.	
Other	All students on the regional campuses commute to school, and many have significant family and work commitments. Most students come to campus, attend class and leave which means that they have little opportunity to build meaningful relationships with faculty and advisors nor take advantage of support services available on the campuses.	



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December 10, 2021  
Academic and Student Affairs

### RESOLUTION R2022-14

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

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

*Approved by the Board of Trustees  
December 10, 2021*

T. 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>

November 28, 2021

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

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

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

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

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

Approval of the President

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

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

Gregory P. Crawford, President

12/02/2021

Date

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



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December 10, 2021  
Academic and Student Affairs

### RESOLUTION R2022-15

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

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

*Approved by the Board of Trustees  
December 10, 2021*

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

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



**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Jason Osborne, Chair & Provost, Senate  
Jen Green, Chair, Senate Executive Committee  
Tom Poetter, Chair Elect, Senate Executive Committee  
James Bielo, 2020-2021 Chair, Senate Executive Committee

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

November 28, 2021

To: Gregory P. Crawford, President  
From: Dana Cox, Secretary of the University Senate  
Re: Degree Program Approval  
SR22-04, Sports Leadership & Management, Master of Sports Analytics, College of Education,  
Health and Society

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

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

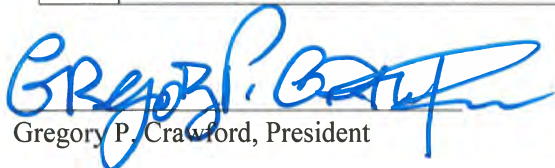
BE IT HEREBY RESOLVED that University Senate endorse the proposed degree and major, Sports Leadership & Management, Master of Sports Analytics, College of Education, Health and Society.

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

**Approval of the President**

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

<input checked="" type="checkbox"/>	Approve Forward to the Board of Trustees for action (copy to Secretary of University Senate)
<input type="checkbox"/>	Do Not Approve

  
Gregory P. Crawford, President

12/02/2021  
Date

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



## MyGuide - Library User Dashboard

Ken Irwin - Web Services Librarian



# Customized Library User Dashboard

- The library has a wealth of resources - it can be a lot to navigate
- Provide a gateway with resources **customized** for each individual user
- Resources **curated** by librarians
- Developed in **collaboration** with campus IT, using Registrar data
- First of its kind project (as far as we know)
  - Locally developed, not available as a commercial solution



Y

myMiami / My Library Account / Give / Site Search

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significant delays due to circumstances beyond our control. [click for more information] ✕

OneSearch Articles & More Books & More E-Journals Google Scholar Digital Collections

Search nearly everything from articles to books and more Keyword ▾ 🔍

Advanced Search | Classic Catalog | OhioLINK | ILL | WorldCat | Tutorial

Databases A-Z Research Guides MyGuide

**MU**  
Visit Miami University Homepage  
MIAMI UNIVERSITY

**MUnet Login**

UniqueID

MUnet Password

**LOGIN**


*Need help logging in?*  
Contact IT Help at 513 529-7900 or [Miami IT Chat](#).


**Hello, Annie**

**My subjects**


- ▶ English
- ▶ Marketing
- ▶ Mechanical Engineering
- ▶ Mechanical and Manufacturing Engineering

(based on courses & departmental affiliation)


 Log out



## English

 **My Librarian**

**Mark Dahlquist**




205 King Library 151 S. Campus Avenue Oxford, OH 45056  
[dahlqumj@miamioh.edu](mailto:dahlqumj@miamioh.edu)  
 513-529-8494


**Office Hours**

Please feel free to email me at [dahlqumj@miamioh.edu](mailto:dahlqumj@miamioh.edu) with any questions, or to schedule an online meeting to discuss your research and reference questions.

During Miami's campus closure, I am holding online office hours, which you can visit by [clicking on this WebEx link](#). I am available during these regular online office hours from 1-2:50pm (EST) during the fall semester; feel free however to contact me to set up an online consultation for another time.

 **Subject Guides**

- [American Studies](#)
- [ENG 298: Introduction to Literary and Cultural Studies](#)
- [Juvenile Literature](#)
- [Literatures in English](#)
- [Composition and Rhetoric](#)
- [Linguistics](#)
- [Professional Writing and Technical Communication](#)
- [Creative Writing](#)

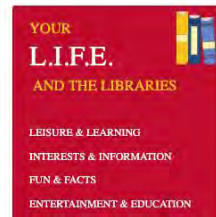
 **Databases**

- [MLA International Bibliography](#)
- [Oxford Dictionary of National Biography](#)
- [Oxford English Dictionary Online](#)
- [All English Databases](#)



[My Library Account](#)

### Featured Content



The L.I.F.E. guide suggests library resources for non-academic purposes.

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Hello,  
Annie

My subjects

- ▶ English
- ▶ Marketing
- ▶ Mechanical Engineering
- ▶ Mechanical and Manufacturing Engineering

(based on courses & departmental affiliation)

Log out



## Mechanical Engineering

My Librarian

Kristen Adams



209 King Library  
[adamsk3@miamioh.edu](mailto:adamsk3@miamioh.edu)  
 513-529-0506

If you have questions or need help with research, please contact me at [adamsk3@miamioh.edu](mailto:adamsk3@miamioh.edu).

To schedule an online meeting through Webex, Zoom, or GoogleMeet, please email me and let me know your preference.

Subject Guides

[Mechanical & Manufacturing Engineering](#)

Databases

- [IEEE Xplore](#)
- [Compendex \(Engineering Village\)](#)
- [Web of Science \(All Databases\)](#)
- [Knovel \(Engineering Village\)](#)
- [All Mechanical and Manufacturing Engineering Databases](#)



My Library Account

Featured Content



YOUR L.I.F.E. AND THE LIBRARIES

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The L.I.F.E. guide suggests [library resources for non-academic purposes.](#)

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# Rollout & Future Plans

- Launched Version 1 in September 2021
- Used extensively in library instruction this semester
- Version 2: users add favorite subjects & databases



# The PCA Project and The Dynamic Organizational Chart

Meng Qu - Web Services Librarian

## Problems to Solve

1. To gain a deeper understanding of patron demographics
2. To optimize the physical resources of the library
3. To build a machine learning model to capture long time trends in patron statistics

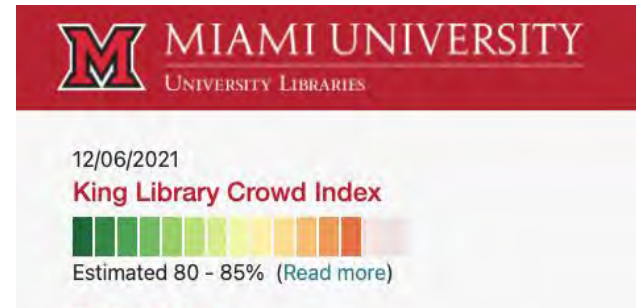
## Partnership

- The University Libraries
- The University IT Department
- The Computer Science and Engineering Department at CEC



# The Patron Counting and Analysis (PCA) Project

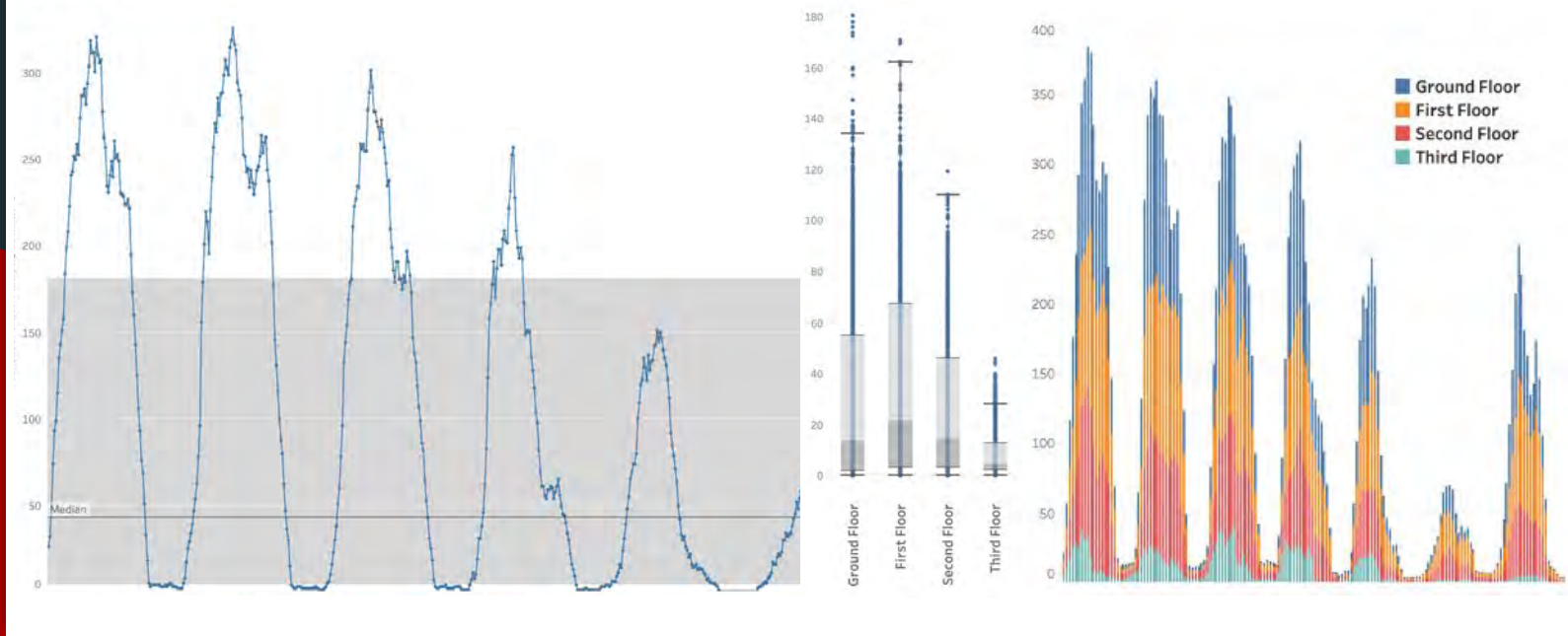
1. Smart devices connecting to the library wifi;
2. The wifi service provider stores data;
3. Key data needed:
  - a. Log-in User ID (desensitized)
  - b. Time Stamp
  - c. Geolocation: x,y coordinator and floor;
4. Harvest, filter, and analyze the data;
5. Visualization:
  - a. For the public -- King Library Crowd Index
  - b. For the library administrators -- Admin Dashboard



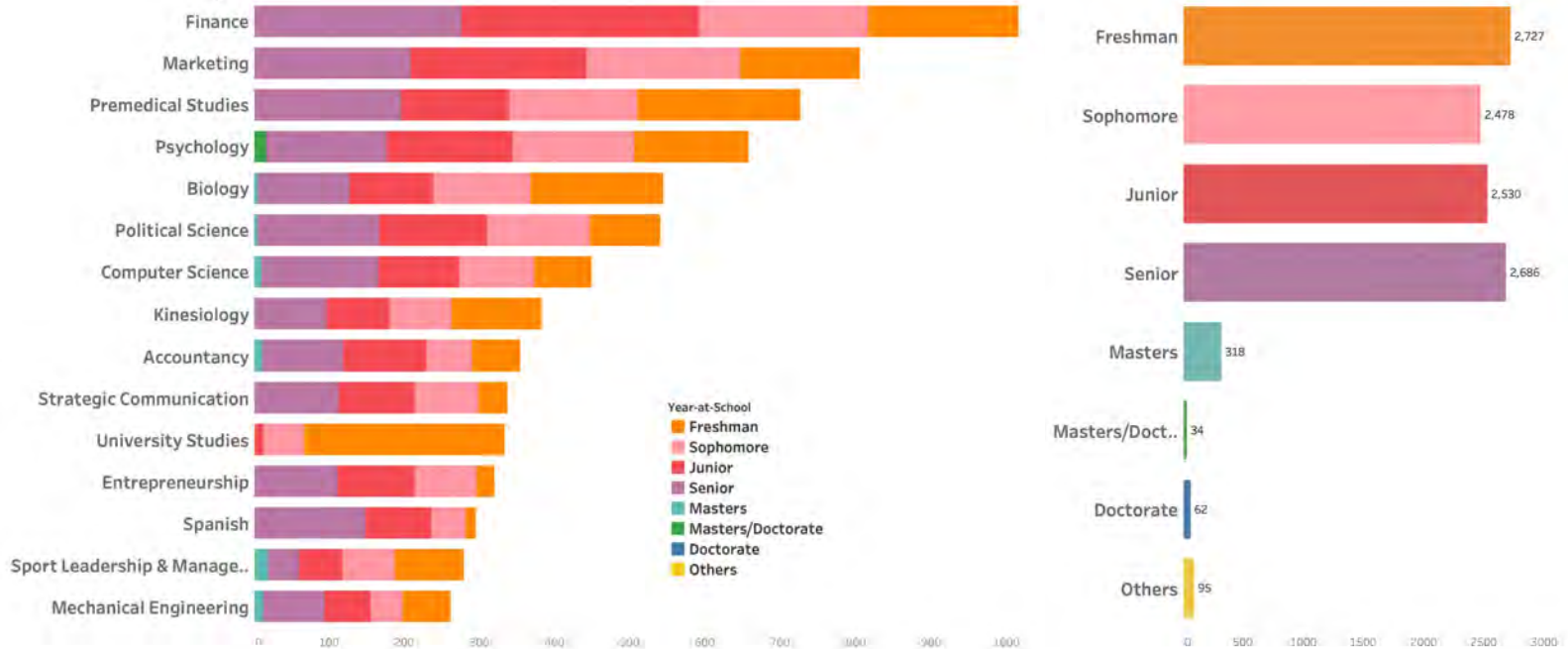
A screenshot of the King Crowd Index during the final week



# Data Refreshes in Every 15 minutes



# Combined with Demographic Information



## Top Values

- Indoor population density estimation;
- Public space resources management/optimization;
- Better understanding of the patrons;
- Potential applications in other large buildings:
  - Dining Halls, Student Center, Recreation Center;
  - To the industry: Hospitals, Shopping Malls, Airports.

# Data Protection

- Users' private information (UIDs, time stamps, geolocations) are de-sensitized:
  - Data encryption: SHA-256 algorithm;
- The back-end Admin Dashboard is protected by Miami Single Sign On:
  - Only authorized users would get access;
- Demographic information are not kept/stored:
  - Just for statistics proposes;
- Metadata are stored locally - not upload to cloud platforms.

# Dynamic Organizational Chart

Interactive

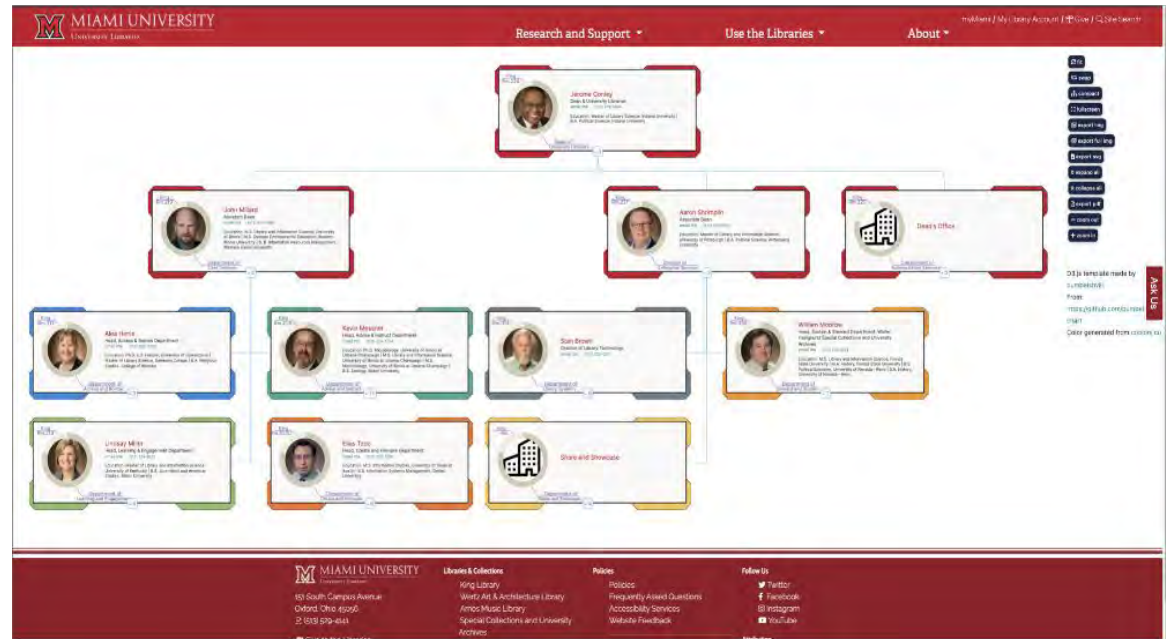
Dynamic data update

Color classification

Ultimate zoom-in and out

Switch layout

Export as image or PDF



# Division of Student Life

## NEWS AND UPDATES | December 2021

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

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

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

### COVID-19 Efforts in Fall 2021

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

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

### Interventions

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

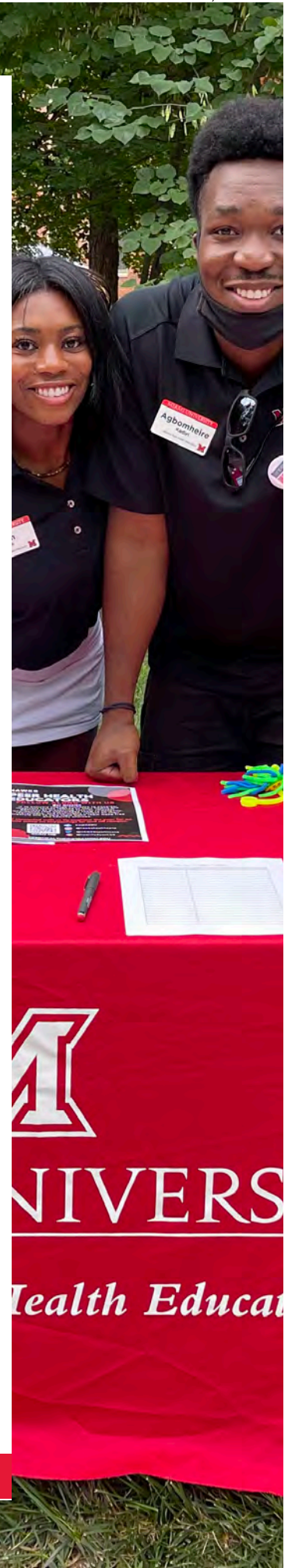
- In early August, Miami announced an indoor mask requirement that would be in effect for the duration of the fall semester, in alignment with CDC guidelines.
- The COVID-19 testing team began wide-net and surveillance testing on August 23, initially focusing on unvaccinated students.
- Following FDA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

### Results

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

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

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



**STUDENT LIFE REPORT**

# Student Involvement

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

## HAWKS Health at Your Doorstep

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



*Reverse Trick or Treat with the HAWKS*

## Residence Hall Programming

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

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



## Student Organizations

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



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



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



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

## STUDENT LIFE REPORT

# Prevention and Training

### Resident Assistant Training on Self-Care

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

### Collin's Law

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

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

### Suicide Prevention Week

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

This year, events included:

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

### Mental Health First Aid

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



### Hawk Herald

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

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



*The walk was held October 17, 2021*



**STUDENT LIFE REPORT**

# Intervention / Help Seeking

**Identifying and Supporting Students of Concern**

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

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

**Help Seeking for Academic Intervention**

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

**HRSA Grant**

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

**Community Standards Sanctions**

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

**Responding to Increased Demand for Clinical Services**

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

**Call Line and Drive-Through COVID-19 Testing**

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

**TeleHealth Option**

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

## STUDENT LIFE REPORT

# Recognition and Data

## HAWKS Outstanding Student Leader of the Year

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



Miguel de Peralta

## 2021 Everfi Campus Prevention Network Seal of Prevention

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



## New Student Life Director

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



## Prodesse Quam Conspici Award

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



## Flu Vaccine Numbers

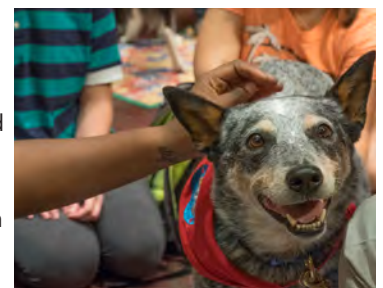
**Student Health Services** administered influenza vaccination through individual appointments at the Health Center and through vaccine clinics at the Armstrong Student Center, Shriver Center, and the regional campuses. A total of 1,485 were administered to students and employees.

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



## Dog Therapy Participation

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



# Miller Center for Student Disability Services

## Division of Student Life | Board of Trustees Report

December 2021

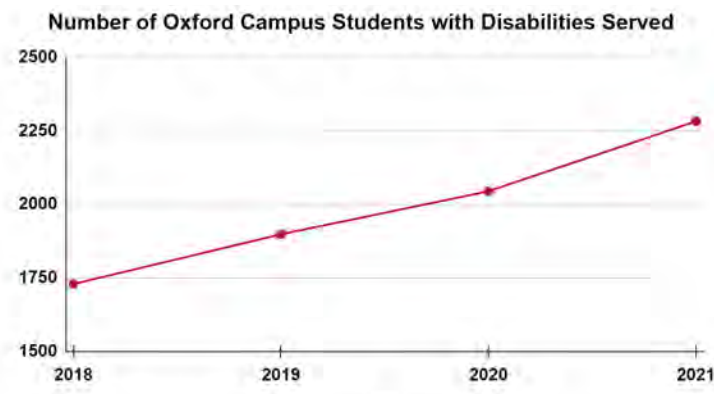
### Introduction

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

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

### Service Data and Trends

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



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

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

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

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

## Strategic Priorities

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

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

## Increasing Community Building Opportunities



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

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

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

*- Miami Bound student participant*

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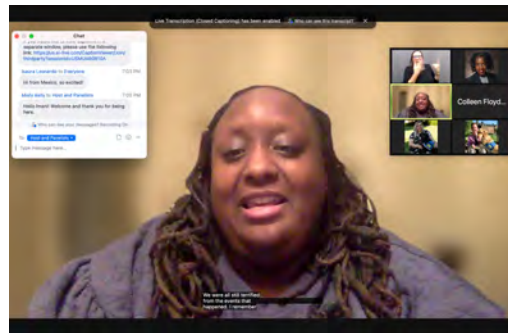
## Enhancing Responsive Service Delivery

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

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

## Centering Disability Justice

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



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

## Future Focus

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

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

The future is filled with exciting opportunities!

# Sexual and Interpersonal Violence

## Division of Student Life | Board of Trustees Report

December 2021

### Our Commitment

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

### Prevention Efforts

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

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

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

### Ongoing Programming

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

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

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

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

## Recognition

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

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

## Response Efforts

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

### **SIV Reporting and Response Education**

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

### **Title IX Regulations**

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

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

### **Coordinated Community Response Team (CCRT) response subcommittee**

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

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

### **Adjudication**

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

### **Adaptable Resolution**

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

## **Summary**

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



## NEWS AND UPDATES



# University Communications and Marketing

DECEMBER 2021

## ONGOING PROJECTS



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



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

## MULTI-PRONGED MEDIA RELATIONS CAMPAIGN

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

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

## MULTICULTURAL MARKETING CAMPAIGN

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

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

## UCM MENTORS STUDENT MARKETERS

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

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

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

## UCM HOSTS 'THE COLLEGE TOUR' PREMIERE

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

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

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

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

## Marketing by the Numbers

September 1 – November 15, 2021

### SOCIAL MEDIA

# 16.3M

Total social media impressions on the university's primary accounts

1.3M	4.8M
9.2M	99.4K

# 704K

Total social media engagements

49K	148K
442K	64K

# 435K

Total social media followers

773	3.2K
1.4K	203K

### WEBSITE

# 6.4M

Unique website visitors

# 7.9M

Website page views

### CONVERSION TRACKING

# 24.8K

App Gen to Apply

# 6.0K

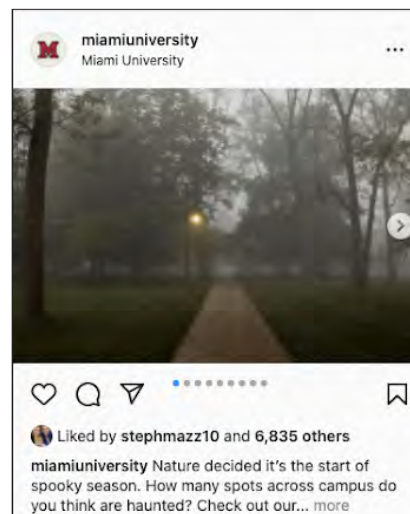
Common App apply clicks

# 3.8K

Request for Information form submissions

## Social Media top highlights

September 1 – November 15, 2021



## News by the Numbers

September 1 – November 15, 2021

# 29

News media pitches

# 159.3M

News reach

# 3.7K

News mentions

# \$4.7M

PR value

# 421

National news media mentions

# 316

Personalized student stories

# 112

Press releases sent via Merit about students recognized for academic achievement

# 148K

Merit-generated impressions on social media

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

## OFFICE OF ADMISSION

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Included in presentation.

## OFFICE OF THE BURSAR

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

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

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

## CENTER FOR CAREER EXPLORATION & SUCCESS

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

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

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



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

## OFFICE OF STUDENT FINANCIAL ASSISTANCE

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

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

## OFFICE OF THE REGISTRAR

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

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

The uAchieve Planner also provides some other great benefits:

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

## OFFICE OF THE VICE PRESIDENT

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

## ONE STOP

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

## STUDENT SUCCESS CENTER

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



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

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

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

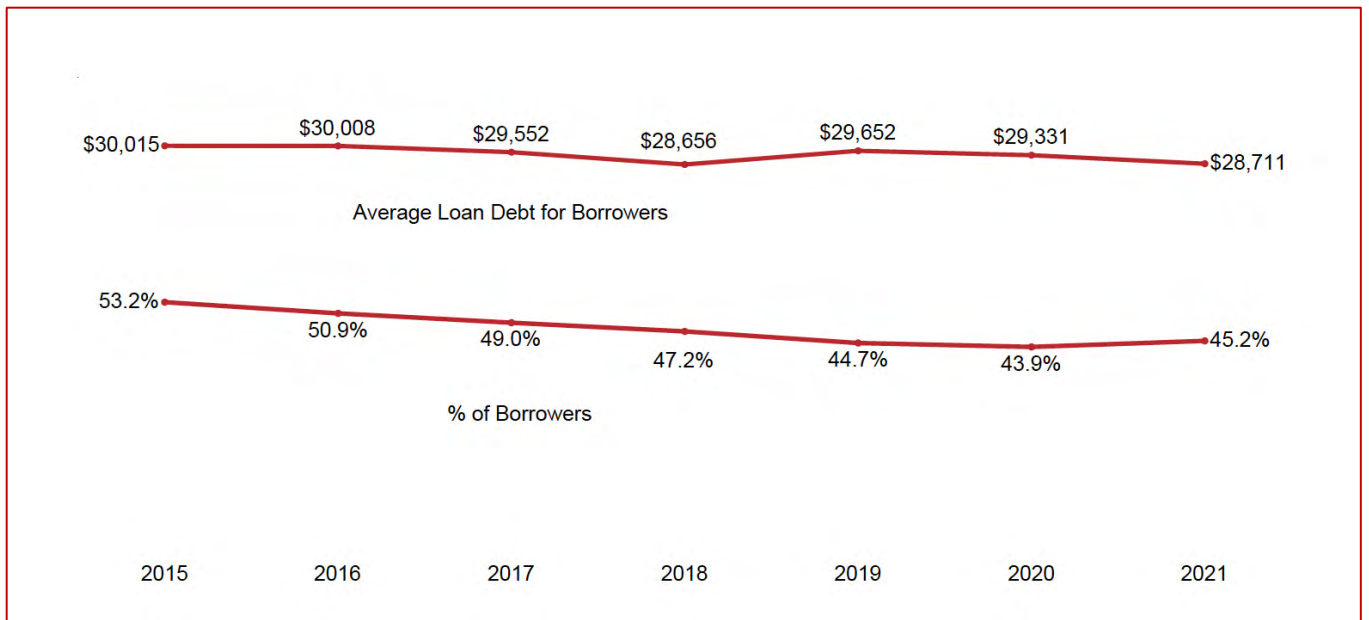


## Loan Debt Update

### LOAN DEBT FOR GRADUATES

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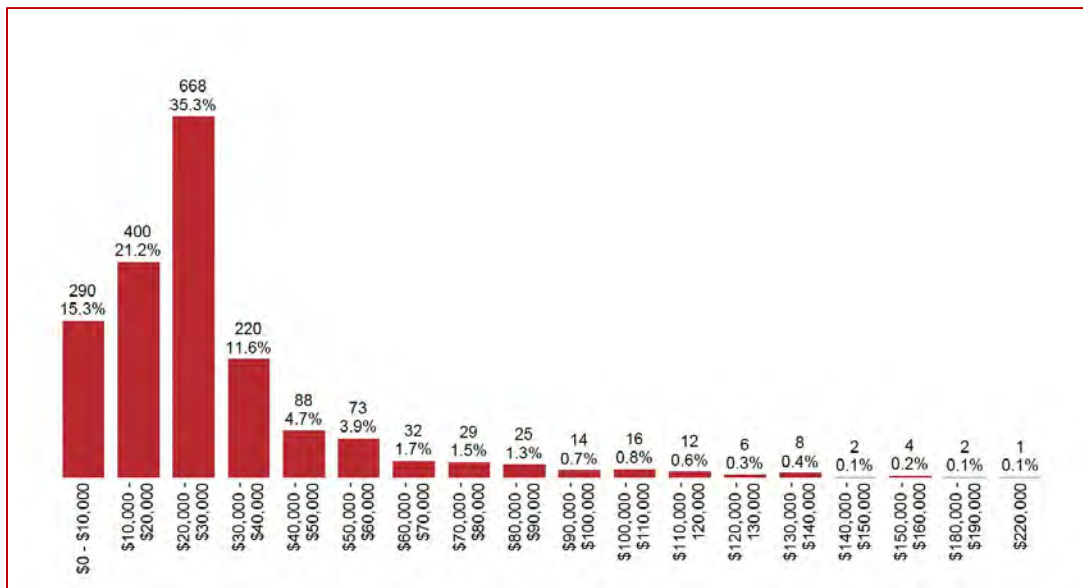
The topic of student loan debt continues to be an important issue across the nation and the state of Ohio. For the Miami graduate who left between July 1, 2020 and June 30, 2021 the average student loan debt was \$28,711, down 2.1% from the prior year. 45% of Miami students graduated with debt. The standard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



## LOAN DEBT DISTRIBUTION

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

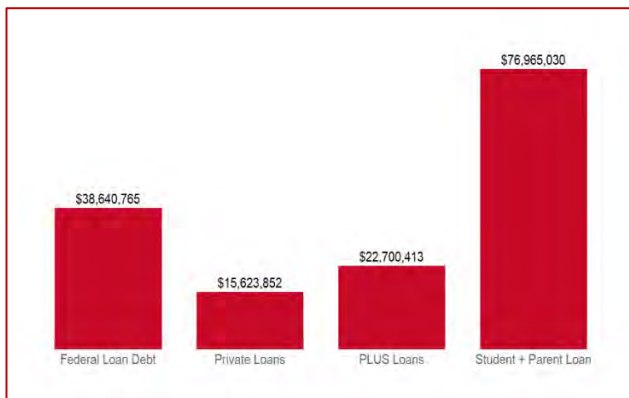
The chart below shows the number of borrowers and their total debt upon graduation in increments of \$10,000. Over 80% of graduates left with less than \$40,000 in student loan debt. Of concern, 90 students borrowed in excess of \$80,000. It's important to note that it is against federal regulations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



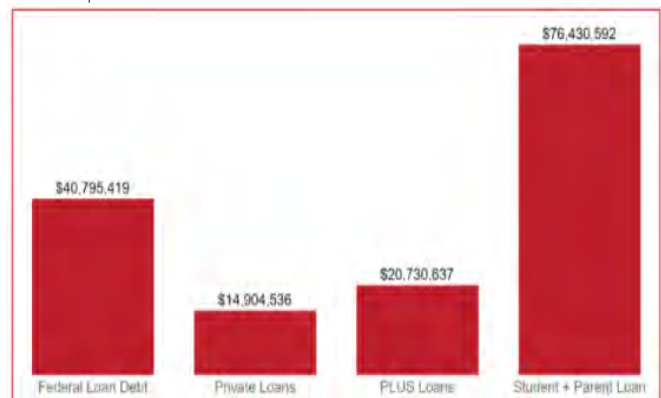
## LOAN DEBT TYPES

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

FY21



FY20



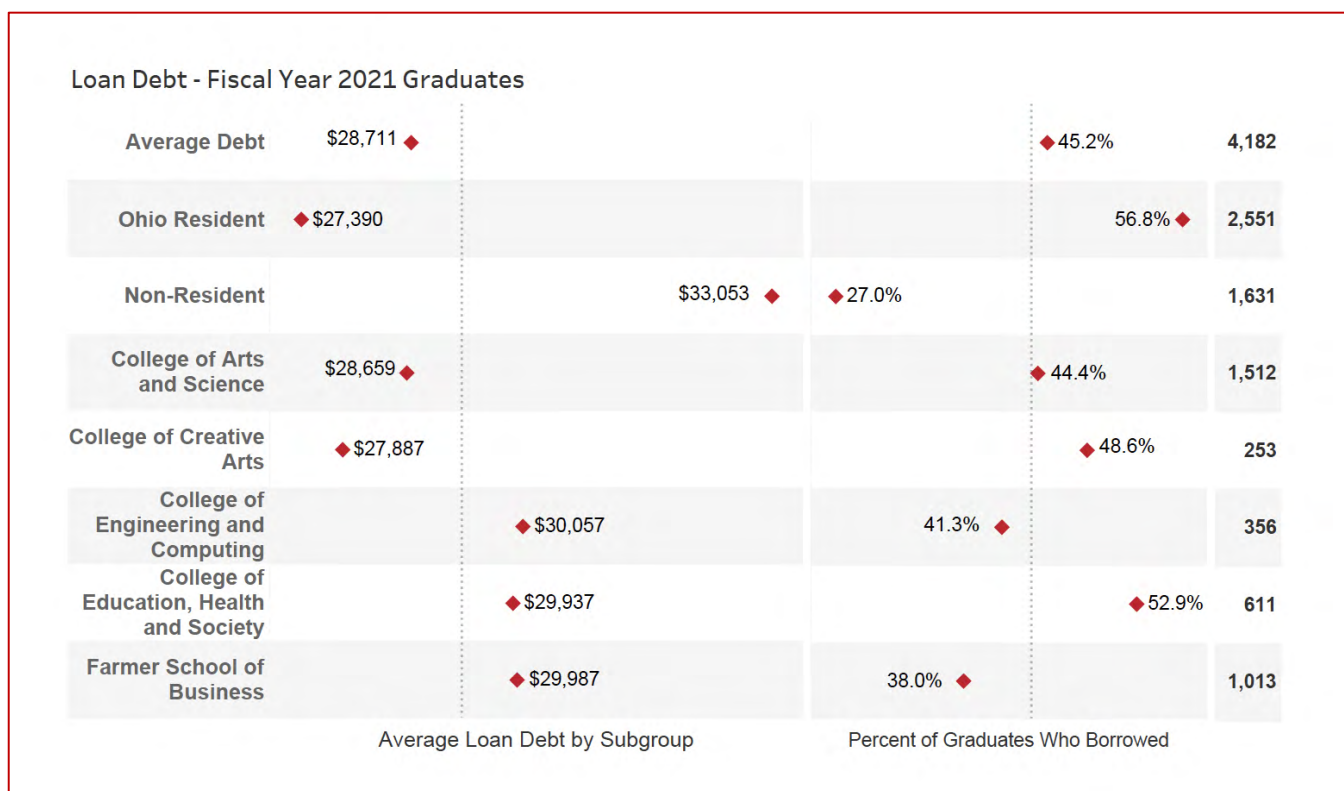
\*This data is not available for 2020 graduates.



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

## LOAN DEBT BY SUBGROUP

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



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

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

# ONLINE DEBT SUMMARY

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

**Your Loan Debt Summary**

Student Information:

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

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

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

**Estimated Monthly Payment**

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

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

**Educational Loans at Miami University**

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

**How Much Debt is Too Much?**

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

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