

**BOARD OF TRUSTEES**  
**Minutes of the Board of Trustees Meeting**  
**Marcum Conference Center 180/6, Oxford, Ohio**  
**Thursday, December 9, 2021**

The Secretary to the Board of Trustees confirms that as specified in the Regulations of the Board of Trustees of Miami University, in compliance with Section 121.22 of the Ohio Revised Code, due notice was given prior to holding this meeting of the Board of Trustees.

The meeting was called to order at 12:30 p.m. with Chair David Budig presiding. Roll was called with a majority of Trustees present, constituting a quorum. In addition to the Trustees, attending for all or part of the meeting were - President Gregory Crawford; Provost Jason Osborne; Senior Vice Presidents David Creamer, and Tom Herbert; Vice Presidents Cristina Alcalde, Jayne Brownell, Mike Crowder (interim), Jaime Hunt, David Seidl, Brent Shock, and Randi Thomas; General Counsel Robin Parker; Director of Athletics David Sayler; Assistant to the President Dawn Tsirelis; and Ted Pickerill, Executive Assistant to the President, and Secretary to the Board of Trustees; along with many others in attendance to assist or observe.

Roll call of Trustees:

Present: S. Biff Bowman (National Trustee)	Dinish Paliwal (National Trustee)
David H. Budig	John C. Pascoe
Ryan Burgess	Jeff Pegues (National Trustee)
Sandra D. Collins	Rod Robinson
Deborah Feldman	Mary Schell
Zachary Haines	Mark Sullivan (National Trustee)

Absent: Amitoj Kaur (Student Trustee), and Dawson Cosgrove (Student Trustee)

**Public Business Session**

**Executive Session**

Following a motion by Trustee Pascoe, a second by Trustee Haines and unanimous roll call vote, with eight voting in favor and none opposed, the Board convened to Executive Session to consult with counsel, and for matters required to be kept confidential by law, trade secrets, as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

**Return to Public Session**

**Other Business**

The Board returned to public session.

**Adjournment of Meeting**

With no other business to come before the Board, Trustee Haines then moved, Trustee Schell seconded, and by unanimous voice vote, with all voting in favor and none opposed, the Board, adjourned at 1:30 p.m.



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

**BOARD OF TRUSTEES**  
**Minutes of the Board of Trustees Meeting**  
**Marcum Conference Center 180/6, Oxford, Ohio**  
**Friday, December 10, 2021**

The Secretary to the Board of Trustees confirms that as specified in the Regulations of the Board of Trustees of Miami University, in compliance with Section 121.22 of the Ohio Revised Code, due notice was given prior to holding this meeting of the Board of Trustees.

The meeting was called to order at 9:00 a.m. with Chair David Budig presiding. Roll was called with a majority of Trustees present, constituting a quorum. In addition to the Trustees, attending for all or part of the meeting were - President Gregory Crawford; Senior Vice Presidents David Creamer, and Tom Herbert; Vice Presidents Cristina Alcalde, Jayne Brownell, Mike Crowder (interim), Jaime Hunt, David Seidl, Brent Shock, and Randi Thomas; General Counsel Robin Parker; Director of Athletics David Saylor; Assistant to the President Dawn Tsirelis; and Ted Pickerill, Executive Assistant to the President, and Secretary to the Board of Trustees; along with many others in attendance to assist or observe.

Roll call of Trustees:

Present: S. Biff Bowman (National Trustee)	Amitoj Kaur (Student Trustee)
David H. Budig	Dinish Paliwal (National Trustee)
Ryan Burgess	John C. Pascoe
Sandra D. Collins	Jeff Pegues (National Trustee)
Dawson Cosgrove (Student Trustee)	Rod Robinson
Deborah Feldman	Mary Schell
Zachary Haines	Mark Sullivan (National Trustee)

Absent: None

**Public Study Session**

There were no requests from the public to address the Board. Chair Budig then recognized several in attendance, including: State Senator Bill Coley; Ohio Senior Vice Chancellor Gary Cates; Chief of the Miami Tribe of Oklahoma, Chief Doug Lankford; and Director of the Myaamia Center, Daryl Baldwin.

**Miami Tribe of Oklahoma and Miami University Partnership Fiftieth Anniversary  
Planning Update**

Director of Miami Tribe Relations, Kara Strass, updated the Board on the Miami Tribe of Oklahoma, Miami University Partnership and the planning for the recognition and celebration of its fiftieth anniversary.

She reviewed important achievements and milestones:

- 30 Year Anniversary of Myaamia Heritage Award

- 20 Year Anniversary of the Myaamia Center
- 2022 will be 50th Anniversary of Relationship between the Miami Tribe and Miami University
- 100 Graduates of the Myaamia Heritage Program
- Largest incoming class & annual cohort
  - 13 Incoming Students
  - 39 Total Students

She reviewed the partnership's timeline, which began with the visit of Chief Forest Olds to Miami University in 1972, and his meeting with President Phillip Shriver in 1974. She discussed the transition of the partnership to education; Miami University education and Myaamia Education. In 2001 the Myaamia Center (at that time the Myaamia Project) was founded. The Myaamia Center serves the needs of the Myaamia people, Miami University, and partner communities through research, education, and outreach that promote Myaamia language, culture, knowledge, and values.

Director Strass updated the Board on the Commemoration of the 175th anniversary of the Myaamia removal, held on October 11, 2021 on the Oxford Campus. She then discussed planning for the 50<sup>th</sup> anniversary of the Miami Tribe, Miami University relationship, including:

- Signature Events
  - Kick-off in Miami, Oklahoma at the Tribe's Winter Gathering - January 28-29, 2022
  - Myaamiaki Conference - April 9, 2022
  - Fall Celebration Week
- Other Events
  - Educational Presentations
  - Webinar Series
  - Student Life Events
  - Athletics Events
  - Exhibits
  - Campus Services
- Educational Initiatives
  - Docuseries - Covers history of Tribe, Relationship between Tribe and University, and Relationship Outcomes
  - History Book - Founding of Miami University, Miami Tribe and Miami University Relationship History
- Commemorative Items
  - 50th Anniversary Blanket - Produced by Eighth Generation
  - Anniversary Holiday Ornament

Chair Budig thanked Director Strass for her update, and expressed how all look forward to celebrating this incredible partnership.

*Director Strass's presentation is included as Attachment A.*

## **Public Business Session**

### **Approval of Prior Meeting Minutes**

Trustee Feldman moved, Trustee Pascoe seconded, and by voice vote, the minutes of the prior meeting of the Board of Trustees were unanimously approved, with all voting in favor and none opposed.

### **Consent Calendar**

Resolutions on the Consent Calendar, included:

- Designation of Emerita/Emeritus
- Campus Naming
- Honorary Degrees
- Annual Remediation Report to the State of Ohio

Trustee Haines moved, Trustee Schell seconded, and by voice vote, the Consent Calendar was unanimously approved, with all voting in favor and none opposed.

*All resolutions from the Consent Calendar are included as Attachment B.*

### **Chair's Comments**

***Chair David Budig relayed the following information:***

It seems that at every Trustee meeting, we are either welcoming a new face or we are honoring someone who is leaving after a distinguished career with Miami. Today we are doing both.

I would like to begin by recognizing and thanking Robin Parker, Miami's General Counsel for the past 27 years and one of the cornerstones of Miami's leadership team. Robin has served under four Miami presidents (and one interim president) and was Miami's first General Counsel. She has guided the university (and the Oxford community) through many challenges and has handled each one with her calm and decisive leadership. Today will be Robin's last Trustees meeting and on behalf of the Board, I would like to thank Robin for her endless guidance. Robin, you will be greatly missed, and your shoes are very big to fill. Later today, we will talk more about Robin and provide her with a resolution of appreciation.

I would now like to welcome our newest Trustee, Ryan Burgess. Ryan is president and chief executive officer of Goodwill Columbus, a position he assumed last March. It is the seventh largest nonprofit health and human service agency in Franklin County. Prior to his role at Goodwill Columbus, he served as Governor DeWine's cabinet secretary from 2019 until March 2021, where he was the main liaison between the governor's office and 28 state agencies. Ryan has also served as director of the Governor's Office of Workforce Transformation. Before his public service, he had a twenty-year distinguished career in banking with Fifth Third. Ryan has also served in many community leadership roles, and we are glad he will now also be serving

Miami University as our newest Trustee. Welcome Ryan. I believe you will find your time on the Board to be a very fulfilling experience.

Once again, I want to thank Kara Strass for her update on the fiftieth anniversary of the Miami Tribe – Miami University partnership. It is such a uniquely positive relationship for both of us.

I would also like to highlight two very recent achievements by the Myaamia Center and its Director, Daryl Baldwin. Earlier this year, President Joe Biden nominated, and the United States Senate confirmed, Daryl's appointment to the National Council on the Humanities. The Council is the National Endowment for the Humanities' advisory board. It is made up of 26 distinguished private citizens appointed by the president and confirmed by the U.S. Senate. Congratulations Daryl.

Also, the Myaamia Center recently received an Andrew W. Mellon Foundation grant for over \$500,000 to support the National Breath of Life Archival Institute for Indigenous Languages. The institute - based in the Myaamia Center - works with endangered language communities to build capacity around methods in archives-based research for community-directed revitalization efforts.

Daryl, thank you for all you have done. Your work and the work of the Myaamia Center is greatly appreciated, and we look forward to celebrating the success of the very special and rewarding Miami Tribe – Miami University partnership throughout the upcoming year.

I wanted to also recognize the Miami Tribe of Oklahoma Chief, Doug Lankford. I was fortunate enough to meet Chief Lankford several years ago and I have always been amazed at his love for Miami and his willingness to do whatever is necessary to strengthen the Tribe's relationship with the University.

This morning, we had the pleasure of enjoying breakfast with the Chief, Daryl Baldwin, and the staff of the Myaamia Center. Chief Lankford is in Oxford today to attend Commencement, where he and three other remarkable individuals will receive an Honorary Doctor of Humane Letters degree. Joining Chief Lankford in receiving recognition for their incredible achievements, untiring service, and leadership are:

Miami alumna Nichole Mustard, co-founder of Credit Karma, enabling customers to access their own credit scores and receive personalized recommendations for loans. Nichole served as Credit Karma's first vice president for business development and ultimately became its chief revenue officer.

Miami alumnus Rick Forsythe, who 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.

And Sylvia Stanfield, Western College alumna. Sylvia had a distinguished 30-year diplomatic career serving her country as a foreign service officer and a member of the Senior Foreign Service. Her career culminated in serving as the U.S. Ambassador to Brunei Darussalam, the first Black woman to do so.

Thank you and well done to all four of today's honorees.

Later today, along with providing the four previously mentioned individuals with honorary degrees, we will celebrate the Fall commencement where degrees will be awarded to over 1,000 students. Our congratulations go out to all of today's graduates for their exceptional work and we wish them luck in their future endeavors. We know they will make Miami proud.

As we conclude today's commencement ceremony, we begin to prepare for the spring ceremony in May. At that time, we will celebrate and honor another Miami alumnae, Major General (and doctor) Sharon Bannister, director of medical operations for the U.S. Air Force who has graciously agreed to be our commencement speaker. As director of medical operations, General Bannister is responsible for developing and executing health care policy in support of 43,000 personnel and 76 medical treatment facilities with a budget of more than \$6.2 billion. She ensures a cost-effective, preventative-based, quality health care continuum for 2.6 million beneficiaries worldwide. We look forward to welcoming Sharon on campus.

As Miamians, we are so fortunate to have such caring, engaged, and supportive alumni. In October, I was honored to attend the groundbreaking ceremony for the Richard M. McVey Data Science Building. Rick graduated from Miami with a degree in finance and went on to found MarketAxess, a leading electronic trading platform for institutional investors and dealers.

A compassionate and devoted alumnus, Rick's support of Miami extends beyond the data science building. A former men's student-athlete and co-captain of the 1981 Miami MAC Championship golf team, he helped endow scholarships for that program as well as for students at the Farmer School of Business. Along with Rick's many accomplishments, he has been named to the 2020 Philanthropy 50 list by the Chronicle of Philanthropy. Congratulations and thank you once again Rick.

There is one more alumnus I would like to thank today. Wil Haygood, journalist, and author, whose most recent work, "Colorization, 100 Years of Black Film in a White World," arrived to universal acclaim and received its National College Debut at Miami University last month. The week-long celebration and film festival was launched with the granting of the Freedom Summer of '64 Award to major motion film producer/writer/director Reginald Hudlin, for his contributions in bringing the Black image to screen. Reginald is a founder and president of Hudlin Entertainment. He is unique in his approaches as a writer, producer, director, and executive, and is known for his work in film, television, and comic books.

Beyond the success and contribution of alumni, we also have achievements by our incredible faculty, staff, and students to note. In the Princeton Review/Entrepreneur Magazine's rankings of the world's top entrepreneurship programs, the John W. Altman Institute for Entrepreneurship at Miami University's Farmer School of Business has been ranked as one of the top 10 public undergraduate programs in the world. This marks the 14th consecutive year that the program has earned that distinction. This year it was seventh among public universities and 13th overall.

Last month also saw the publication of the latest Open Doors report released by the Institute of International Education. Miami University's rate of study abroad for undergraduates

ranks second in the U.S. among public doctoral universities. During the 2019-2020 academic year, 1,047 Miami students earned study abroad credit, traveling to 43 different countries. As in previous years, a majority of students who studied abroad did so through the Miami University John E. Dolibois European Center or on faculty-led programs.

I am also pleased to share that Miami has been awarded more than \$2 million in funding from the Ohio Federal Research Network. This funding is for Miami University's College of Engineering and Computer Science faculty and their multi-institutional teams to launch two new projects to advance science and technology innovation to support U.S. national security initiatives.

Led by Mark Scott, assistant professor of electrical and computer engineering, researchers will develop commercial airliner and military aircraft's power electronics that have lower weight and improved performance over existing technology. On a second Network-funded project, Miao Wang, assistant professor of electrical and computer engineering, and her team will develop electronically dimmable protective eyewear that is ready to be mass produced.

I am also pleased to share that The U.S. Department of Education has awarded \$2.5 million to Miami University to support the Preparing English Learner Educational Allies program and improve English language instruction across southwest Ohio K-12 schools. The grant will equip educators, paraprofessionals, and preservice teachers with skills, strategies, and best practices to improve instruction for English language learning children.

Well done to the faculty and staff who promote and support all these efforts and to our students for their incredible determination and success.

I would also like to congratulate our Miami Redhawk football team for being invited to play in the Frisco Football Classic in Frisco, Texas on December 23 against the North Texas Mean Green. Unfortunately, Miami missed winning the MAC East conference in an incredibly exciting game against Kent State by 1 point in the last game of the year. In the true Miami winning fashion, the team went for the win with a two-point conversion attempt as opposed to settling for an extra point tie in the first overtime – a decision I believe was the right one. Congratulations David Saylor, Chuck Martin, and the entire football community – we look forward to seeing you in Frisco and if you cannot make it to the game in person, it will be televised on ESPN.

I'd like to make everyone aware of Miami's episode in "The College Tour." The College Tour was created to empower high school students to virtually travel across America for an inside look at colleges and universities. Hosted by Amazing Race winner Alex Boylan, "The College Tour: Miami University" shows the university and Oxford through the eyes of current students, recent graduates, and faculty to provide an intimate look at life on campus.

Miami's College Tour episode showcases not only the campus, but our incredible student experience, and features our very own Amitoj Kaur who highlights Miami's extensive career development resources and strong alumni network. Well done Amitoj and I look for Hollywood to be calling you soon.



The Board of Trustees is committed and responsible to be a forward-looking, strategic board that focuses on the future, but since today is our last meeting of 2021, I wanted to take a moment and speak briefly on the past year and Miami's successes.

2021 (and the majority of 2020) provided significant barriers to success that could have dismantled many institutions. COVID-19, its variants, enrollment challenges and everyday college life was difficult and continues to be different than what most of us experienced in previous years.

We have had to adapt, shift and pivot to maintain a fluid environment. We had to ask people to do things that they had never done before, such as remote teaching, dealing with daily uncertainty in our budgets or ensuring we had the resources for our students to do on-line classes.

We had to deal with mandated vaccinations, mask requirements and the increasing challenges that were experienced because we could not meet in person and share ideas.

But we did not stop moving forward. As opposed to retrenching, we committed to our future by investing in the McVey Data Science building and the Clinical Health Sciences building knowing that we were making Miami a better and more attractive institution for prospective students.

Our Enrollment Management and Student Success department brought in the most accomplished class in Miami history and we continued to thrive.

This was accomplished because of our great Miami community. We were able to pull together in the most difficult of times and make Miami and its students our top priority.

We should take tremendous pride in our many alumni, partners, students, faculty, and staff who make Miami University such a wonderful life-changing experience.

Thank you - that concludes my remarks.

Love and Honor.

### **Reports, Ordinances and Resolutions**

*The written reports received and any presentations are included in Attachment C.*

#### **Report of the Chair of University Senate Executive Committee,**

***Chair Budig welcomed Dr. Jennifer Green and she relayed highlights from Senate meetings and efforts:***

Good morning and thank you for inviting me to share some highlights from University Senate this fall.

We spent a significant amount of time hearing from and discussing the findings from a

subcommittee of the Center for Teaching Excellence Committee which created a report and made recommendations about exploring options for remote proctoring services that best meet the needs of our community as well as supporting faculty around best practices in assessment and learning to effectively use remote proctoring software. Senate approved two Sense of the Senate resolutions that supported those recommendations: 1) to create an RFP process to explore options for remote proctoring services that are consistent with Miami values and meet the needs of our community; and 2) to promote ongoing professional development and education for faculty to engage in learning focused assessment, including education around the use of remote proctoring services.

Senate also supported a Sense of the Senate resolution sponsored by the Council on Diversity and Inclusion affirming our commitment to first amendment rights and the importance of academic freedom and the free exchange of diverse ideas. The resolution voiced opposition to two controversial Ohio house bills on the grounds that they are harmful to academic freedom and free expression for students, faculty, and staff.

Senate passed a resolution revising the Weather and Other Emergency Closing Procedures. The new policy offers the option for campus to be open, but in person classes cancelled in the case of inclement weather or some other emergency. Instructors will have the option of offering synchronous or asynchronous instructional activities online in this situation.

Senate supported an expression of gratitude for the many people including students, staff, and faculty who have worked tirelessly to mitigate the impact of COVID-19 on our campuses and helped us to have a successful in-person fall semester. Finally, Senate also supported a Sense of the Senate resolution that supports the imposition of reasonable and appropriate sanctions for non-compliance with the university's COVID-19 policy.

Senate also approved 2 new majors including the Master of Sports Analytics in Sports Leadership & Management and the Master of Medical Science in Biomedical Sciences.

*The written Senate update report is included in Attachment C.*

### **Report of the Student Body President**

***Chair Budig welcomed Madelyn Jett and she relayed the following:***

Good morning!

It is so great to be here again in front of you all. Reflecting on the semester, it's been incredible to see our student body return to campus, get involved and reacclimate to in person academics. Moreover, it's been amazing to see student leaders inside and outside of student government make change this semester.

While we have a lot to be proud of, I wanted to spend some time today to discuss the single biggest issue facing Miami's students: mental health and emotional wellness.

The past two years have been challenging on everyone, but students have faced unique challenges. Spending formative years in social isolation, grieving friends and family members,

and being faced with drastic change during a time that is already full of changes and stress are just a few of those challenges. College can be tough to begin with - I remember being a first year struggling to find belonging. Every day I would tell myself, "you bloom where you're planted." No matter how positive I was, no matter how many times I repeated this mantra, nothing could change the simple fact that growing up is challenging, and true belonging can be hard to find.

My struggle with mental health didn't end after my first year. Last December, I lost my grandfather unexpectedly to COVID. I remember being so shocked that the world kept moving even though it felt like mine stopped. It wasn't until this spring that I got the help I needed to face my anxiety and depression.

Every student at Miami has a story, and I share mine today in the hopes that it might illuminate the reality of this crisis. Students at Miami need resources to protect their mental health, safety and success. That's why myself and many other student leaders signed a letter in support of the proposed fee to support student mental health.

Student wellness has been one of our main priorities in ASG this year. We've been hard at work planning next semester's mental health forum and developing programs, like the Hueston woods bus trip, to encourage emotional wellness and belonging. I am hopeful to see more initiatives from student leaders take shape in the coming months, and I am excited to see the impact this hard work has on our student population.

Lastly, I want to thank you all for your diligent work this semester and wish you all a restful holiday season!

### **President's Report**

President Crawford updated the Board on:

- Academic Excellence
- Transdisciplinary Excellence
- Reputational Excellence
- Inclusive Excellence
- Innovation Excellence
- Student Experience Excellence

He first began with an update on COVID 19's extent during the Fall 2021 semester. For the Fall, over 11,000 tests were performed with 255 positive cases among students, and 52 among employees. Vaccines were mandated and nearly 92% of students, 91% of faculty, and 83% of staff are vaccinated.

President Crawford then shared several ranking and recognitions received by Miami University, and the record number of applications for admittance received for Fall 2022. He also discussed the new Honors College, the Presidential Fellows Program, new academic programs, and the revised Global Miami Plan.

He then updated the Board on transdisciplinary excellence, including infrastructure

investments, research and scholarship growth, and new academic programs and organizations.

Reputational excellence was marked by Miami's strong rankings, the largest ever entering class during Fall 2021, the record number of applications for Fall 2022, the Honors College launch, and Intercollegiate Athletics excellence. The many placements of Miami faculty, through publications, expert testimony and interviews, legislative visits, and conference presentations, are also examples of reputational excellence.

President Crawford informed the Board of advancement towards achieving inclusive excellence: the presentation of the Freedom Summer of '64 award to Wayne and Terri Embry, and Reg Hudlin; the dedication of the Wayne Embry statue; the naming of Nellie Craig Walker Hall; the Wil Haygood Film Festival; the partnership with the Miami Tribe; the Moon Shot initiative; and the graduation rate of Miami students of color, which greatly exceeds their national averages. He also informed the Board of the national recognition and awards for diversity which Miami University has received, such as the Higher Education Excellence in Diversity (HEED) Award received back-to-back from Insight Into Diversity.

President Crawford concluded with updates of the efforts to create partnerships and opportunities through College at Elm, and on the Return on Experience for Miami students.

*President Crawford's presentation is included in Attachment D.*

## **Academic and Student Affairs Committee**

### **Report of the Committee Chair**

*Committee Chair John Pascoe relayed the following:*

The Academic and Student Affairs Committee met yesterday in Marcum Conference Center. There were four resolutions considered during the meeting. Two of the resolutions, Honorary Degrees and the annual remediation report, were approved earlier today with the consent calendar, and the other two are new degrees which will be considered later in this meeting. The Committee unanimously recommended approval of all four resolutions.

The Committee heard updates from the Provost, the Vice President for Student Life, the Vice President for University Communications and Marketing, and the Vice President for Enrollment Management and Student Success. The Committee also received written reports from Student Life, UCM, EMSS, Associated Student Government, and University Senate. The reports will be available in the meeting's minutes.

We began the meeting with an update from Vice President Brownell and a presentation on mental health and wellness. Mental health and wellness 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 are encouraged that a new mental health services fee will be proposed later today for your consideration.

We then heard from Vice President Jaime Hunt. She informed the Committee about

multicultural marketing, mentoring student marketers, and supporting student recruitment. She also updated the Committee on the progress towards center-led marketing and communications, and advancement on the Marketing Maturity Model towards reaching the “High-Performing” level.

Vice President Shock and Assistant Vice President Bethany Perkins provided the Committee with an enrollment update, including information on recruitment and yield efforts. We also received a presentation on student success and retention.

During the Academic Affairs update, Provost Osborne presented the resolutions, which the Committee unanimously endorsed, and updated the Committee on the product cycle in higher education, financial stability and resilience efforts, and implementing Miami RISE, specifically in the areas of research, graduate degrees, and program review and progress. We also heard from Dean Conley and received a presentation on the on the “MyGuide Portal,” a customized library user dashboard, and the Patron Counting Analysis Project, which aids in public space resource management and optimization.

Thank you, that concludes my report.

### **Resolutions**

*The Academic and Student Affairs Committee Resolutions are included as Attachment E.*

#### **Master of Medical Science**

The Academic and Student Affairs Committee recommended approval of a degree and major; Major in Biomedical Science, Master of Medical Science, within the College of Arts and Science. Trustee Schell moved, Trustee Pascoe seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

#### **Master of Sports Analytics**

The Academic and Student Affairs Committee recommended approval of a degree and major; Sports Leadership & Management, Master of Sports Analytics, within the College of Education, Health and Society. Trustee Burgess moved, Trustee Haines seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

*The Academic and Student Affairs Committee Resolutions are included as Attachment E.*

### **Finance and Audit Committee**

#### **Report of the Committee Chair**

*Committee Chair Mark Sullivan relayed the following:*

The Finance and Audit Committee met yesterday at the Marcum Conference Center. The Committee considered three tuition and fee ordinances and four resolutions at the meeting. All

seven items are recommended for approval later in today's meeting.

The Committee began the meeting with the annual report from the University's independent auditors. The report by RSM was largely routine but it was complimentary of the excellent work being done by Miami's accounting and audit teams. I want to thank the University's chief accounting officer, Jennifer Morrison, and her staff for their very good work this year. It also is important to mention that next year will be the final year that RSM can serve as the University's independent auditor and in the coming months the University will be working with representatives of the Auditor of State to select a new independent auditor for the University.

The Committee considered three tuition and fee ordinances at the meeting. The first ordinance proposes to maintain the current tuition and fees for the Professional MBA program for the fifth consecutive year. The next ordinance proposes to establish a new mental health fee of \$50 per semester for the fall 2022 cohort and all future cohorts. This fee is intended to increase the availability of these important support services for students. The final ordinance proposes to increase the Farmer School of Business fee from \$110 per credit hour to \$125 per credit hour for future cohorts and to have the authority to increase the fee going forward by the annual percentage increase in resident tuition. Both the increase in the Farmer School of Business fee and the new mental health fee must also be approved by the Chancellor before they can be implemented.

A resolution to adopt the annual efficiency report was also considered at the meeting and was endorsed by the Committee. The efficiency report is submitted annually to the Ohio Department of Higher Education and for the fifth consecutive year the efficiency goals were exceeded by the University. More importantly, these savings are being used to grow student scholarships and make a Miami education more affordable.

The committee also considered three facility resolutions at the meeting. The proposed capital plan and funding request that is submitted to the Ohio Department of Higher Education every other year was reviewed with the committee and the committee endorsed the funding request for the renovation of Bachelor Hall. The Ohio General Assembly is expected to pass a capital appropriations bill sometime in the first half of the new calendar year but given the cost of this renovation, it is expected to require two capital appropriation cycles plus local funding before the University has sufficient funding to proceed with this renovation project.

The Committee also considered resolutions for the renovation of the Elm Street building and the next phase of the utility master plan. The central campus utility project is an essential step in the elimination of steam as the source of heating for the campus and for meeting the climate action plan goal to be carbon neutral by 2050. All three facility resolutions were recommended yesterday by the Committee.

Finally, the Committee received a report from the Investment Subcommittee Chair, Biff Bowman, about the subcommittee's meeting with the University's OCIO on Wednesday. Trustee Bowman updated the Committee on the investment performance for the first four months of this fiscal year. The long-term pool of the non-endowment had a 1.6% return for the first four months while the endowment generated a 1% return. The Subcommittee also discussed the asset allocation and asset class analysis prepared by the University's OCIO, Strategic Investment

Group. While it is routine for the Subcommittee to periodically review the asset allocation for the non-endowment investment pool, there is a good bit of uncertainty and volatility in the market today so such work is likely to be of greater importance than in past years.

## **Ordinances and Resolutions**

*The Finance and Audit Committee Ordinances and Resolution are included as Attachment F.*

### **Ordinances**

#### **PMBA Tuition**

The Finance and Audit Committee recommended approval and Senior Vice President Creamer spoke in support, explaining that this marks the fifth PMBA cohort without an increase in tuition. Trustee Feldman moved, Trustee Haines seconded, and by roll call vote, the ordinance was unanimously approved, with eight voting in favor and none opposed.

#### **Farmer School of Business Fee**

The Finance and Audit Committee recommended approval and Senior Vice President Creamer spoke in support, explaining that this marks the first increase since 2016, and that it also requires approval by the Chancellor. Trustee Haines moved, Trustee Schell seconded, and by roll call vote, the ordinance was unanimously approved, with eight voting in favor and none opposed.

#### **Mental Health Services Fee**

The Finance and Audit Committee recommended approval and Vice President Jayne Brownell and Senior Vice President Creamer spoke in support, explaining that several years ago Miami suspended a health services fee, and that this fee is necessary to provide adequate services. Approval by the Chancellor is also required. Trustee Schell moved, Trustee Collins seconded, and by roll call vote, the ordinance was unanimously approved, with eight voting in favor and none opposed.

### **Resolutions**

#### **Capital Improvements Plan**

The Finance and Audit Committee recommended approval and Senior Vice President Creamer spoke in support, explaining that Bachelor Hall is a priority and that it will likely take two state capital appropriation budget cycles to obtain the state funding for the project. Trustee Collins moved, Trustee Robinson seconded, and by roll call vote, the resolution was unanimously approved, with eight voting in favor and none opposed.

#### **College at Elm Renovation**

The Finance and Audit Committee recommended approval. Trustee Robinson moved,

Trustee Burgess seconded, and by roll call vote, the resolution was unanimously approved, with eight voting in favor and none opposed.

### **Central Campus Hot Water Conversion**

The Finance and Audit Committee recommended approval and Senior Vice President Creamer spoke in support, explaining that the conversion fits into the utilities and sustainability master plans and brings Miami closer to carbon neutrality. Trustee Haines moved, Trustee Collins seconded, and by roll call vote, the resolution was unanimously approved, with eight voting in favor and none opposed.

### **Efficiency Report**

The Finance and Audit Committee recommended approval and Senior Vice President Creamer spoke in support, explaining that cumulatively the savings gained have been a positive impact for Miami students. Trustee Collins moved, Trustee Burgess seconded, and by roll call vote, the resolution was unanimously approved, with eight voting in favor and none opposed.

*The Finance and Audit Committee Ordinances and Resolution are included as Attachment F.*

### **Student Trustee Reports**

Chair Budig called upon Student Trustee Cosgrove to begin the reports.

*Student Trustee Cosgrove relayed the following:*

Good morning to everyone in the Miami Community,

It is such an honor to be here this morning to share my report with you. It has been great to catch up with everyone these past couple of days. I always appreciate the time I get to spend with all of you to help remind me what makes Miami and its community so special. As another semester comes to a close, Amitoj and I are extremely grateful to all of you for doing everything you can to ensure that our college experience is safe and memorable.

While I am happy to have completed another semester, I believe that the current situation we are facing regarding student mental health needs to be addressed. The plan that Vice President Brownell and her team have worked through feels like a major step in providing students with the best possible resources for those mental health concerns. On a personal note, for as long as I can remember, I have dealt with serious anxiety. So much so, that for a significant amount of time this semester, more than I would care to admit, I was depressed. I don't say this in an attempt to garner any sympathy. I say it because as student trustees we are supposed to be the ideal students but I still deal with my own mental health issues - and I share this to remind you all, that even high achieving students here on campus are struggling. That is why I feel that continued focus is key to supporting our students here on campus to ensure they feel valued.

The current issue with mental health is not limited to those experiencing stress, anxiety,



or depression. It also includes those who feel like they do not belong within the Miami community, mostly Miami's students of color. The mental toll that not belonging can play on a student simply cannot be understated. While Miami University does have incredible resources for students of color to find a community for themselves, some of the most accessible resources are not being properly utilized. The Center for Student Diversity and Inclusion is a safe space, located within the Armstrong Student Center, where a lot of the student leaders we have talked to go to find community. Unfortunately, there has been a lot of turnover with the staff in the office prohibiting the students from establishing true relationships with faculty and staff who can relate to their struggle and serve as mentors for students. Additionally, students of color organizations are finding a hard time getting an advisor for their organizations due to the turnover in staff. I think it is important that while we continue to stress the importance of student mental health, that we don't lose our commitment to DEI and ensuring that every student has a home at Miami University.

Thank you all for your time today. The thing that has amazed me most about my time at Miami is the resilience of the students, faculty and staff and that is why I am confident that positive strides will be made every day. As always, I am so proud to call myself a RedHawk!

Love and Honor,

***Student Trustee Kaur then relayed:***

Good morning everyone,

Happy Friday, but more importantly happy end of the semester, and a happy end to finals week. I think I speak on behalf of Dawson and I when we say we are relieved to have finished this semester strong, and feel very privileged we have gotten to spend the last few days of the semester surrounded by folks who are family, constantly reminding us to take care of ourselves, making sure we are okay, and reminding us that grades do not define who we are.

We have heard some amazing presentations these past few days, and while I definitely cannot compete - I wanted to take my report to share some of the amazing things our student body has been doing.

This past October, Advancing Women in Entrepreneurship hosted their female-founded pop-up shop, where Miami female identifying students, who started their businesses during their undergrad had the opportunity to put up a booth in the Armstrong Pavilion and sell their items to Miami Students throughout the afternoon. The event went phenomenally - and our female founders on campus felt supported in their efforts by the entire student body - I encourage the Board to stop by and bring their wallets next semester when this organization hosts this pop-up again.

We as a student body also were finally able to begin travel once again - The Government Relations Network, through the office of ASPIRE, traveled to Columbus for their annual State House Day, where students are able to meet with representatives as volunteers and share with them their Miami Story and experiences on campus. As an attendee myself, I remember the excitement of being able to meet elected officials and speed walking throughout the State House trying to make it to meetings on time. Many students experienced this event for the first time in

person since the pandemic- and the excitement on their faces was evident.

Speaking of firsts, I attended my first Miami football game this past semester during Homecoming weekend, and all I can say is Wow! While admittedly I am not the biggest sports person, after hearing from our Athletic department at our last board meeting, I knew I had to start showing up, our team did great, and while my love for Miami is pretty limitless, I felt a new sense of pride seeing our Love and Honor cup recipients, our cheer team, and the fans in the stands showing up for our institution.

I think it's safe to say, this semester has been pretty great. Dawson and I have met with several student organizations this semester, and were even cool enough to get an invite to some holiday celebrations from student orgs we are not members of after meeting with them.

With this all being said, we need to remember that this all is happening during perhaps one of the greatest periods of burn out our students have ever faced.

It's sounds contradicting, I know - I share with you all the amazing things our students are doing but then I flip and tell you we are not okay, but that is the truth - you have heard it from Madelyn, Dawson, and now myself as well, as three students who hold immense responsibility at this institution - as we go towards back to normal, we also have to start encouraging each other to unplug like we used to, the expectation to constantly be "on" is no longer realistic, and let's be honest- it never was. We must keep accommodating one another as we mourn incredible losses, begin to heal from one of the most chaotic times in our lifetimes, and continue to make sure our peers, our faculty, our staff, and our admin are okay. It starts with us, it starts with you, and it'll happen with everyone in this room.

And if there is anyone who can do it - it's us. It is bittersweet to think that I get to give you all just one more report in February before my term is up, but if there is one thing I am remembered for during my term I hope it is the fact that I believe serving this University is the highest honor one can receive.

I hope you all have a good holiday, are able to unplug, and share time with your family members while staying safe.

With love and honor, I conclude my report.

## **Other Business**

### **Report of the Nominating Committee and Election of Officers**

The nominating committee was comprised of Trustee Sandra Collins (Chair), Trustee David Budig and National Trustee Mark Sullivan.

Trustee Collins reported that the Nominating Committee proposes the following slate of officers for calendar year 2022:

Chair, Mary Schell  
Vice Chair, Deborah Feldman

Secretary, Sandra Collins  
Treasurer, Rod Robinson

Trustee Pascoe then moved that the slate be adopted, Trustee Burgess seconded, and by unanimous voice vote with all in favor and none opposed, the slate of officers for calendar year 2022 was approved.

### **General Counsel Robin Parker, Resolution of Appreciation**

WHEREAS, Robin L. Parker has loyally and steadfastly served Miami University since 1994; and

WHEREAS, Robin became Miami University's first General Counsel, single-handedly creating a General Counsel Office which would gain state and national respect and admiration for its professionalism, aptitude and impeccable standards; and

WHEREAS, she will be retiring from service as General Counsel after a highly-respected and distinguished career; and

WHEREAS, Robin received her Juris Doctor from the University of Tennessee, her Bachelor of Science in Education degree from Ohio State University, and is an Honorary Alumna of Miami University; and

WHEREAS, she practiced school, employment, public retirement, and immigration law with Martin, Pergram, Browning and Parker, Co., L.P.A. before joining Miami University; and

WHEREAS, Robin is the author of numerous articles on public retirement issues for the Ohio Association of School Business Officials, Ohio Association of Elementary School Administration, the Ohio Association of Secondary School Administration, and the Buckeye Association of School Administrators; and

WHEREAS, she has assembled and built a department of dedicated, skillful, and caring professionals who provide legal advice and service on a wide and ever-expanding list of varied and complex topics, including, but not limited to; multi-million-dollar contracts; public records requests; contract negotiations; crisis response; and civil rights, employment, immigration, intellectual property, and constitutional law; and

WHEREAS, Robin helped to create a designated Title IX office within the Division of Student Life, to serve Miami students and better provide a comprehensive program that includes education, prevention, resources, reporting and judicial processes; and

WHEREAS, she and her talented team also transformed the Miami University Policy and Information Manual (MUPIM) into a well-organized, dynamic, accessible, and easy-to-use online policy library; and

WHEREAS, so many fondly recall her other efforts to promote familiarization with Miami policies through her energetic and engaging “MUPIM Safaris,” which quickly became a favorite annual event; and

WHEREAS, Robin is renowned throughout higher education as a member and leader of the National Association of College and University Attorneys. Over a span of more than twenty-five years, she served on numerous committees, advisory groups and councils; as a member of the Board of Directors; as a conference program planner; and as a moderator or speaker on over thirty occasions; and

WHEREAS, Miami University is deeply grateful for Robin’s career-long efforts to enhance belonging, community, fairness and inclusiveness. Through her efforts and leadership, she helped Miami University become one of the first universities to include a domestic partner policy, and to expand nondiscrimination policies that include gender identity and expression.

NOW, THEREFORE BE IT RESOLVED, that the members of the Miami University Board of Trustees do hereby express to General Counsel Robin L. Parker their sincere gratitude and warm regard for her service and leadership to Miami University; and

BE IT FURTHER RESOLVED, that the members of this Board offer their best wishes for her continued good health and success in all future endeavors and extend an open invitation to Robin and Bernie to visit often in the years ahead.

Done, by the Miami University Board of Trustees, this Tenth Day of December, Two Thousand Twenty-One at Miami University, in the City of Oxford, County of Butler, State of Ohio, during the Two Hundred and Twelfth year of the University’s Charter.

Trustee Schell moved, Trustee Robinson seconded and many spoke in favor of the resolution and in praise of General Counsel Robin Parker. They attested to her reputation amongst her colleagues, their pleasure in working with her, and her sound counsel. By unanimous voice vote with all in favor and none opposed, the resolution was approved.

General Counsel Robin Parker was then recognized by Chair Budig and invited to offer words for the Board and those in attendance. Ms. Parker likened her career to the efforts of a team, offering the example of relaying the football to the Army Navy game each year – taking one’s turn, running the ball, and knowing no one does it alone. She also personally recognized and thanked her staff – Sheila Theobald, Sara Kelley, and John Woodard.

She was meet with applause by all in attendance.

*The resolution of appreciation is included in Attachment G.*

### **Executive Session**

Following a motion by Trustee Feldman, a second by Trustee Robinson and unanimous roll call vote, with eight voting in favor and none opposed, the Board convened to Executive Session to consult with counsel, and review pending litigation, as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

### **Return to Public Session**

#### **Other Business**

The Board returned to public session.

#### **Written Reports**

- Advancement Update, Attachment H

### **Adjournment of Meeting**

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



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



**yaalanwi mateeni kihkatwe  
weeyaakiteeheeyankwi  
neepwaantiiyankwi**

**Celebrating 50 Years of Learning  
from Each Other**

**Myaamia Center**

**Kara Strass -- Director, Miami Tribe Relations**





# Important Milestones

## Anniversaries

- 30 Year Anniversary of Myaamia Heritage Award
- 20 Year Anniversary of Myaamia Center
- 2022 will be 50th Anniversary of Relationship between Miami Tribe and Miami University

## Student Outcomes

- 100 Graduates of Myaamia Heritage Program
- Largest incoming class & annual cohort
  - 13 Incoming Students
  - 39 Total Students





# Miami Tribe and Miami University

**Name**

**Place**

**Education**







## Creation of the Relationship



**Chief Forest Olds    1972 & 74**  
**Dr. Phillip Shriver    1965-81**





# Transition to Education



**Miami University Education**



**Myaamia Education**





## myaamia nipwaayonikaani – The Myaamia Center



Bonham House, Miami  
University, Oxford, OH

### **Founded in 2001**

Serves the needs of the Myaamia people, Miami University, and partner communities through research, education, and outreach that promote Myaamia language, culture, knowledge, and values.





## 2021-22 Myaamia Heritage Program Students



**39 Current Undergraduates**  
**100 Graduates since 1991**



# Commemoration of 175th Anniversary of Myaamia Removal



**A Day of  
Reflection**

October 11, 2021 • 10 a.m.

Miami University  
Art Museum Sculpture Park





# 50th Anniversary Celebration January-December, 2022





## 50th Anniversary of Relationship between Miami Tribe and Miami University

- **Signature Events**
  - Kick-off in Miami, Oklahoma at Tribe's Winter Gathering -- January 28-29, 2022
  - Myaamiaki Conference -- April 9, 2022
  - Fall Celebration Week
- **Other Events**
  - Educational Presentations
  - Webinar Series
  - Student Life Events
  - Athletics Events
  - Exhibits
  - Campus Services





# Winter Gathering 2020







# Myaamiaki Conference

MIAMI UNIVERSITY | MYAAMIA CENTER

SAVE THE DATE: APRIL 9, 2022

**myaamiaki conference**

ARMSTRONG STUDENT CENTER • MIAMI UNIVERSITY, OXFORD, OHIO





# Celebrating Miami Week -- November 2022





## 50th Anniversary of Relationship between Miami Tribe and Miami University

- **Educational Initiatives**
  - Docuseries
    - Covers history of Tribe, Relationship between Tribe and University, and Relationship Outcomes
  - History Book
    - Founding of Miami University, Miami Tribe and Miami University Relationship History
- **Commemorative Items**
  - 50th Anniversary Blanket
    - Produced by Eighth Generation
  - Anniversary Holiday Ornament





# Commemorative Blanket







# kocimaataawi!





## Learn More

- [Miami Tribe Relations Webpage](#)
- [Myaamia Center Webpage](#)
- Myaamia Center Podcast -- [Neepwaantiinki: Stories from Myaamia Revitalization](#)
- [Myaamia Ribbonwork Digital Exhibit](#)
- Browse [Myaamia Heritage Collection](#) at Brick and Ivy





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December 10, 2021  
Consent Calendar

### RESOLUTION R2022-10

BE IT RESOLVED: that the Board of Trustees hereby approves the following for the rank of Professor Emerita effective on the formal date of retirement:

**Cheryl L. Johnson**  
English

BE IT RESOLVED: that the Board of Trustees hereby approves the following for the rank of Professor Emeritus effective on the formal date of retirement:

**Herbert Jaeger**  
Physics

**Sooun Lee**  
Information Systems & Analytics

BE IT FURTHER RESOLVED: that the Board of Trustees hereby approves the following for the rank of General Counsel Emerita effective on the formal date of retirement:

**Robin Parker**  
Office of General Counsel

BE IT FURTHER RESOLVED: that the Board of Trustees hereby approves the following for the rank of Administrator Emerita effective on the formal date of retirement:

**Kathleen Kihm**  
General Accounting

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

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





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December 10, 2021  
Consent Calendar

### RESOLUTION R2022-11

BE IT RESOLVED: that the Board of Trustees hereby approves the following naming recommendation of the Committee for Naming Campus Facilities:

#### **Young Hall**

Rename Beechwoods Hall on western campus in honor of Dr. Herrick Black Young, president of Western College from 1954 to 1969.

#### **Dr. Sara and Mr. Brent Arter Debriefing and Conference Room**

Located in University Hall on the Hamilton campus

#### **Mary Jean Cohen Student Study Area**

Located in University Hall on the Hamilton campus.

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

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



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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: Jason Osborne  
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

**Name of University:** **Miami University**

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:

### 1. The number of enrolled students that require remedial education (FY21 actual).

Number of Students	Description (if needed)
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).

### 2. The cost of remedial coursework that the state university provides (FY21 actual).

Please select the type of cost in the following areas and describe.

- **Costs to the university:** 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.
- **Costs to the student:** Please include a description of tuition paid by students in pursuit of remedial education.
- **Costs to the state:** 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.)

Cost Type	Amount	Description
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

### 3. The specific areas of remediation provided by the university.

Subject Area	Description
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).

### 4. Causes for remediation.

Please select all that are relevant from the following categories and provide detail.

- **Lack of student preparation at the K-12 level**
- **Prescriptive placement policies** (over reliance on a single assessment measure)
- **Deferred entry into higher education** (adult students returning to higher education)
- **Other** (any other cause identified by the university)

Cause	Description
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.





**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**



## EXECUTIVE COMMITTEE of UNIVERSITY SENATE

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James Bielo, 2020-2021 Chair, Senate Executive Committee

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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.** ~~e-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 Abdul-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  
 Cody Powell  
 Amanda Rainey  
 Averie Rice  
 Abby Richard  
 Kara Ring  
 Gary Ritz

Jessica Rivinius  
 Alexis Roach  
 Carter Roane  
 Becca Robles  
 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



**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>

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

---

Scope: Who is Covered by this Policy?

Employees and Students

---



## EXECUTIVE COMMITTEE of UNIVERSITY SENATE

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Tom Poetter, Chair Elect, Senate Executive Committee

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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.~~



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~~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

# Board of Trustees | December 2021



# >> Presentation Summary



- Academic Excellence
- Transdisciplinary Excellence
- Reputational Excellence
- Inclusive Excellence
- Innovation Excellence
- Student Experience Excellence



# Update on COVID



## Total Positive Fall 2021

Total Tests	Positive Students	Positive Employees
11,487	255	52

## Oxford Campus

Group	Compliance Rate	Vaccination Rate	Exemption Rate
Students	99.72%	91.64%	8.09%
All Employees	94.33%	85.55%	8.78%
Faculty	98.86%	91.06%	7.80%
Staff	92.16%	82.92%	9.25%

## Regional Campuses

Group	Compliance Rate	Vaccination Rate	Exemption Rate
Students	99.42%	78.02%	21.40%
All Employees	94.94%	84.62%	10.32%
Faculty	95.73%	84.70%	11.03%
Staff	93.90%	84.51%	9.39%



# Academic Excellence

# Academic Excellence



- Best Value (Top 100)
- Entrepreneurship (Top 10)
- Howe Ctr. for Writing Exc.
- Study Abroad (Top 2)
- Rankings for Publics:
  - Top 10 UG Engineering
  - Top 50 UG Business
  - Top 10 UG Education
  - #2 Coding

# Kiplinger

## Entrepreneur

MAGAZINE



Conference on  
College Composition  
& Communication



## opendoors



# Academic Excellence



## Applications for Fall 2022

<i>December 1 Deadline</i>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Total Applications	23,437	25,595	25,600
<GPA>	3.84	3.85	3.87
Student of Color	18.6%	18.6%	19.5%
Int'l Students	4.4%	4.4%	4.7%
1st Gen	15.9%	15.2%	18.4%

### Graduation

Cohort	Rate
2012	80%
2013	81%
2014	82%

### Retention

Cohort	Rate
2018	90%
2019	88.4
2020	89.2%

### Placement

Cohort	Rate
2018	95.8%
2019	96.0%
2020	96.6%

### Salary

Cohort	<\$>
2018	\$50.8 K
2019	\$53.7 K
2020	\$56.7 K

# New Program Progress



<b>Discipline</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
Biomedical Engineering	47	117
Business Analytics	13	129
Data Analytics (BA)	3	70
Data Sci. & Stats (BS)	64	166
ETBD (Majors)	66	173
Games + Simulation	88	127
Robotics (Oxford)	-	19
Robotics (Class)	2	7

<b>Discipline</b>	<b>Fall 2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Nursing	63	149	222	299



# New Global Miami Plan



Civic Mindedness &  
Social Engagement

1

Collaboration &  
Innovation

2

Critical &  
Integrated Thinking

3

Communication &  
Expression

4

**Miami Moments**

*Projects & Reflections*

Perspective  
Areas

Knowledge  
in Action

Signature  
Inquiries

# >> Attracting Top Students



- Launched Honors College Fall 2021
  - **Halls:** Beechwood, Hillcrest & Stonebridge
  - **Offices:** Peabody Hall

Total Students	Majors Represented	<GPA>	Diversity
476	ALL	4.25	24.4%

- Presential Fellows Growth

	2019	2021	2022
Cohort Size	12	15	17





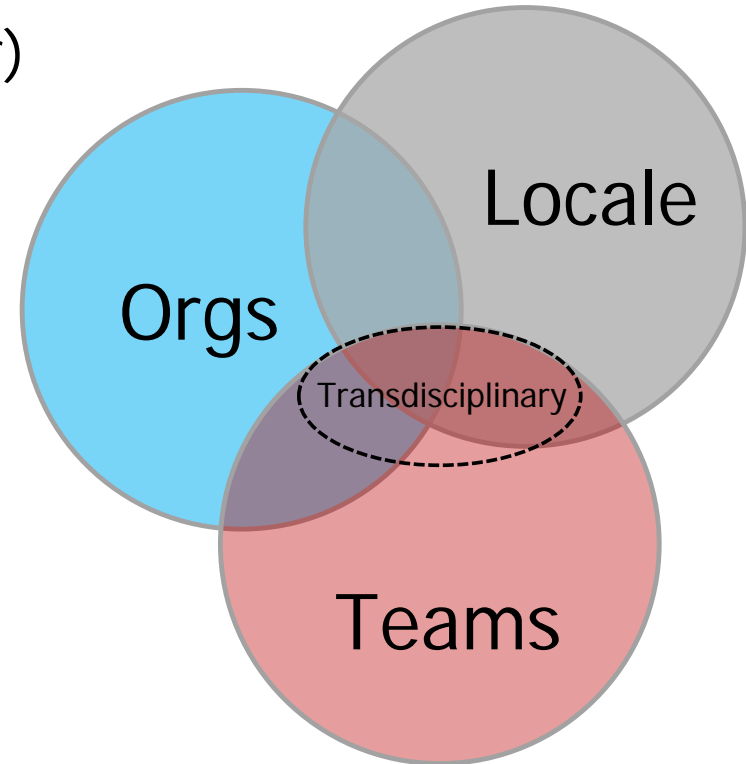
# Transdisciplinary Excellence



# Transdisciplinary Excellence

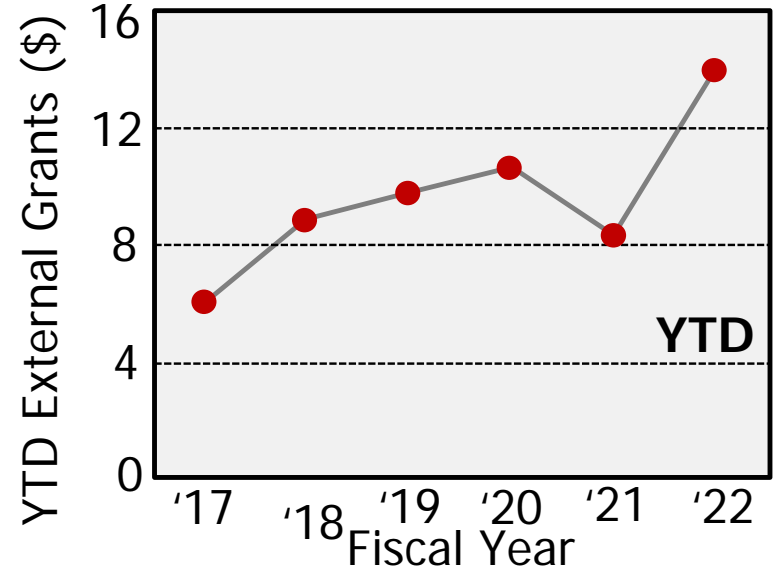
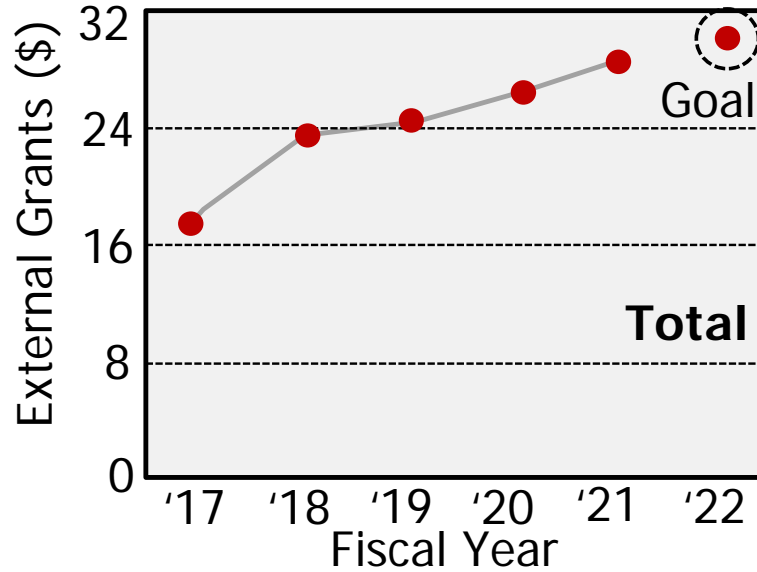


- New Programs (Mentioned Earlier)
- Infrastructure Investments
- Research & Scholarship Growth
- New Organizations
  - Emerging Technology, Business & Design
  - Sports Leadership & Management
  - Entrepreneurship



“Relating to more than one branch of knowledge”

# Research & Team Collaboration



Semester Highlights			
<b>Scott (CEC), et al.</b>	<b>Castaneda (EHS), et al.</b>	<b>Singh (CEC), et al.</b>	<b>Graduate School</b>
> \$1M (OFRN)	\$ 2.5 M (DoE)	\$1.5 M (NSF)	Full Fellowships (NSF)
National Security	Teacher Training	Attainment in Eng.	Ecology & Psychology

# Infrastructure Investments



**McVey Data Sci.**  
*(Summer '23)*



**Clinical Health**  
*(Summer '23)*



**Equestrian**  
*(Complete '21)*



**Bachelor**  
*(TBD)*



# Reputational Excellence

# Reputational Excellence



- Strong Rankings
- Largest Entering Class 2021
- Applications Up 2022
- Honors College Launch
- ICA Excellence

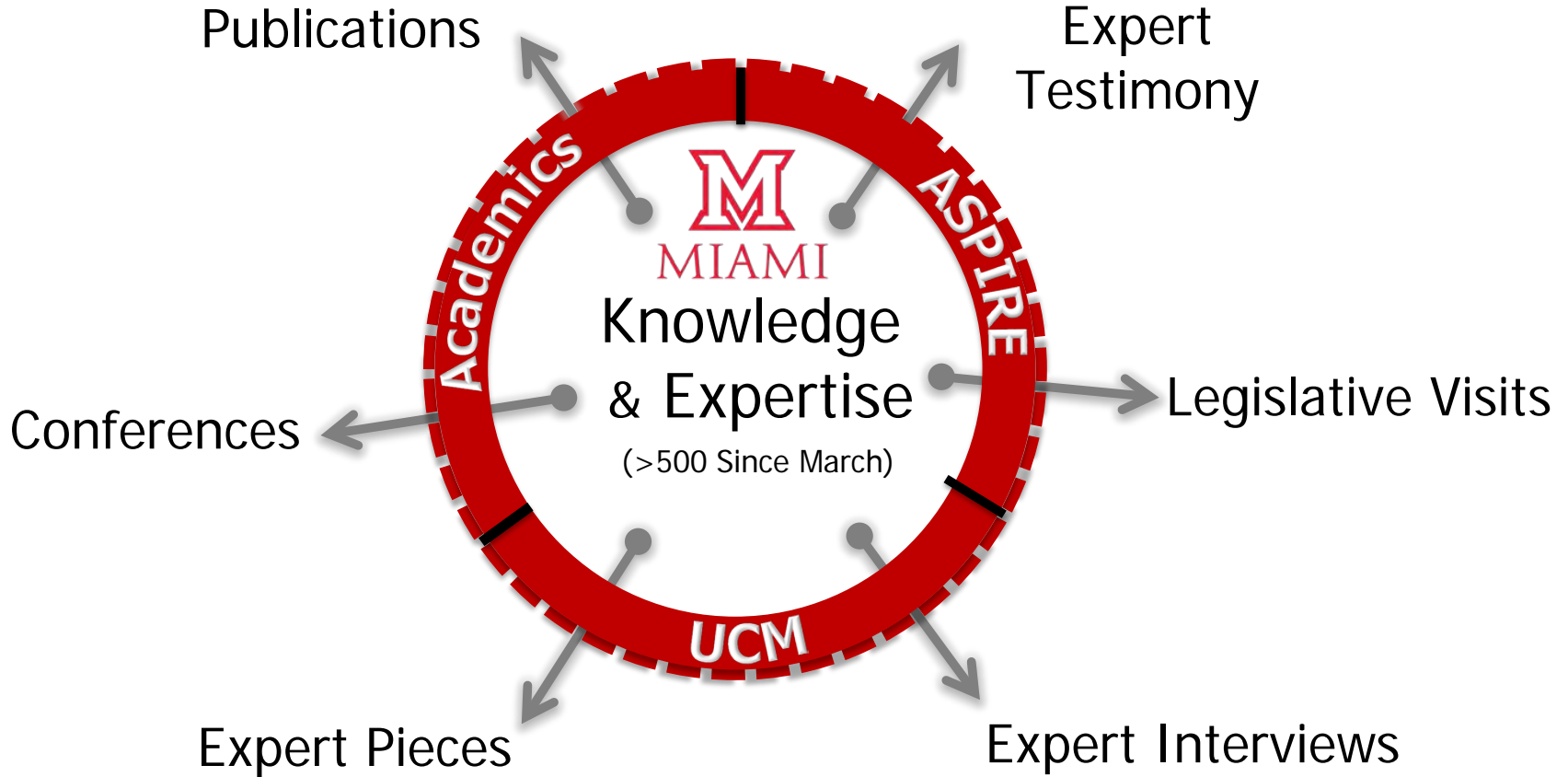
## MAC Awards

Cartwright (Holistic)	<i>2018, 2019, 2021</i>
Jacoby (All Sport Women)	<i>2019</i>
Reese (All Sport Men)	<i>2019, 2021</i>





# Placements of Miami Faculty





# Inclusive Excellence

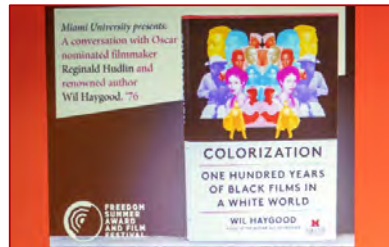
# Inclusive Excellence



## Campus



## National



- 175<sup>th</sup>/50<sup>th</sup> Miami Tribe



- Moon Shot  



### Graduation Rates vs. Nat'l Averages

Race/Ethnicity	Miami (%)	<Nat'l %>
Am. Indian/Alaska Native	75.0%	40.7%
Asian	81.2%	64.2%
Black	72.4%	38.9%
Hispanic	80.4%	50.7%
Multi Race	81.8%	50.8%
White	82.0%	61.0%

# Inclusive Excellence





# Innovation Excellence

# transformational Excellence



- **Boldly Creative**

*\$50M Investment Fund*

- **Work+**

*Free, Debt-Free, 4-Year Resume*

- **Partnerships**

*TriHealth, CVG Airport, Mercy, Guild*

- **Certificate Programs**

*Cleveland Clinic, Stryker, Alumni*

Work +			
Term	Companies (#)	Students (#)	Retention (%)
Fall '19	5	27	85%
Spring '20	6	30	43%
Fall '20	5	19	89%
Spring '21	5	18	89%
Fall '21	8	24	92%
Spring '22	9	37	—



*Writing*



*DEI*



*Mini-MBA*

# Elm Street (2023)





# Student Experience Excellence



# >> Return on Experience (ROE)



- **COVID Health + Safety**  
*Surveillance, TriHealth, Room Coding*
- **IT & Technology**  
*Classrooms & Halls*
- **New Greek Expectations**  
*<GPA>, Live in Advisor, Leadership*
- **Clubs & Rec Sports**  
*>600+ (Oxford)*
- **Career Exploration**  
*Record Career Fair*



**Thank You!**





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WWW.MIAMIOH.EDU

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

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Tom Poetter, Chair Elect, Senate Executive Committee

James Bielo, 2020-2021 Chair, Senate Executive Committee

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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:

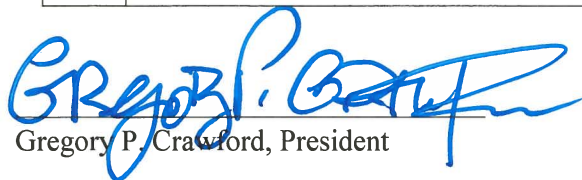
BE IT HEREBY RESOLVED that University Senate endorse the proposed degree and major, Sports Leadership & Management, Master of Sports Analytics, College of Education, Health and Society.

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.

✓	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



December 10, 2021  
Finance and Audit

**TUITION AND FEE ORDINANCE**  
**Professional MBA Program**  
**ORDINANCE O2022-01**

WHEREAS, Miami University is committed to providing a quality and affordable education and services to its graduate students; and

WHEREAS, the Board of Trustees of Miami University annually adopts tuition (instructional and general fees) and an out-of-state surcharge for graduate students on all campuses; and

WHEREAS, the University offers graduate program with unique costs and market conditions;  
and

WHEREAS, after evaluating the competitive position of the Miami PMBA program in the greater Cincinnati market, the Farmer School of Business recommends that tuition remain at \$1,050; and

NOW, THEREFORE, BE IT ORDAINED: that the Board of Trustees approves the recommendation to maintain the current PMBA tuition of \$1,050 per credit hour for the 2022-23 student cohort.

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

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

December 10, 2021  
Finance and Audit

**TUITION AND FEE ORDINANCE**  
**Farmer School of Business Fee**  
**ORDINANCE O2022-02**

WHEREAS, Section 381.160 (A)(2) of HB 110 places legislative restrictions on how much undergraduate tuition and special purpose fees may be increased; and

WHEREAS, increases in or the creation of new special purpose fees must be approved by the Chancellor in addition to being adopted by the University's Board of Trustees; and

WHEREAS, the Farmer School of Business program fee of \$110 per credit hour has not been increased since the fall of 2016; and

WHEREAS, the fee is necessary to cover the cost of exceptionally high business faculty salaries and enhanced support functions and student experiences; and

WHEREAS, the cost of these essential academic services continue to rise while Ohio's appropriation for instruction remains over \$3 million less for fiscal year 2022 than what the Oxford Campus was appropriated and received 21 years earlier in fiscal year 2001; and

WHEREAS, the increase in the Farmer School of Business fee will not apply to existing students due to the Miami tuition promise and will only be assessed for first-time students beginning in the 2022-23 academic year.

NOW, THEREFORE, BE IT RESOLVED: the Miami University Board of Trustees approves the increase in the Farmer School of Business program fee from \$110 to \$125 per credit hour effective for new students beginning in the 2022-23 academic year; and

BE IT FURTHER RESOLVED: that the proposed increase in this fee is subject to the approval of the Chancellor of Higher Education; and

BE IT FURTHER RESOLVED: the Board of Trustees of Miami University recommends to the Chancellor that the fee be subject to the percentage change in tuition allowed under Ohio law commencing with the new 2023-24 student cohort.

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



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





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

December 10, 2021  
 Finance and Audit

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

**TUITION AND FEE ORDINANCE**  
**Mental Health Fee**  
**ORDINANCE O2022-03**

WHEREAS, Section 381.160 (A)(2) of HB 110 prohibits the creation of new special purpose fees unless authorized by the Chancellor of Higher Education; and

WHEREAS, Miami University previously eliminated its health center fee in order to reduce the cost of tuition; and

WHEREAS, the mental health of students has been a growing concern on university campuses for the past decade and has been a specific concern of Miami University's Association of Student Government; and

WHEREAS, the post pandemic environment is leading to a sharp growth in the number of students requiring services and the complexity of the services needed; and

WHEREAS, Miami University has through its own financial resources expanded the services available for students on the Oxford Campus but demand for these services continues to exceed the available services on campus and the limited number of service providers in the Oxford community further restricts student access to these essential services; and

WHEREAS, Vice President Jayne Brownell and her staff have developed a plan for expanding services over the next four to five years to reduce the gap between the services needed and their availability to students; and

WHEREAS, the expansion of these services will require a substantial increase in the spending on these services that can only be met through a new mental health fee given the absence today of any health fee paid by Miami students; and

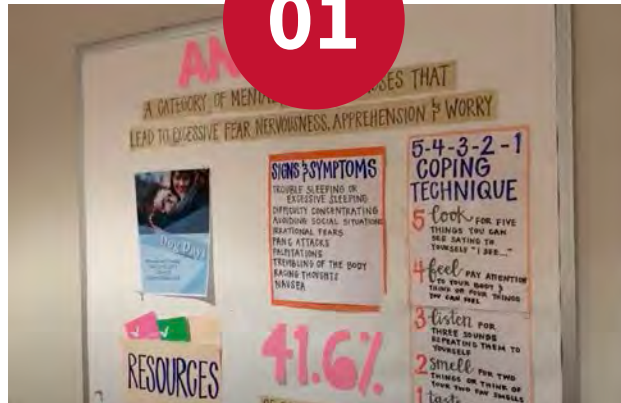
WHEREAS, a fee of \$50 per semester for a student taking 12 or more credit hours is proposed to begin in fall 2022 that will only be applied to students enrolling for the first-time given Miami's tuition promise program.

NOW, THEREFORE, BE IT RESOLVED: the Miami University Board of Trustees approves the creation of a new mental health fee in the amount identified above to be assessed to all new first-time students beginning with the fall 2022 entering cohort; and

BE IT FURTHER RESOLVED: the proposed new fee is dependent on the approval of the Chancellor of Higher Education and will not be implemented absent the Chancellor's approval.

# Fee proposal to support student mental health and well-being

01



Prevention

Health education, HAWKs, programming, and communication

02



On-going treatment and support

Counseling staff, disability accommodation coordinators, HOPE line, fee waivers

03



Response

Care managers in SCS and DOS, SIV confidential advocate

Mental health has been a growing concern on college campuses for over a decade, but it has been talked about much more widely and with more urgency in recent years with the isolation and uncertainty of the COVID-19 pandemic, renewed and intensified conversations across the country about diversity, equity and inclusion, and more visibility and action around sexual and interpersonal violence, among other issues. The American Psychological Association declared a “National Mental Health Crisis” in January of 2021, and their [survey](#) conducted later in the year shows that conditions are not improving for mental health nationally. The JED Foundation (2020) [reports](#) that 63% of college students say their emotional health is worse than before the COVID-19 pandemic and 56% of students are significantly concerned with their ability to care for their mental health. The predominant ways the distress and mental health concerns are presenting are anxiety (82%), depression (63%), trouble concentrating (62%), and difficulty coping with stress in healthy ways (60%) and 1 in 5 students have had suicidal thoughts in the past month (JED Foundation, 2020). There is a new awareness in our culture that emotional health and well-being are important, and even when not rising to the level of a clinical diagnosis, seeking out help during times of distress has become normalized for our students.

Miami has invested in additional staffing in the Student Counseling Service (SCS) since 2014. However, even with that expansion we are not meeting the current level of need of our student population. As a residential campus made up of a traditionally-aged student body, many of whom had the resources to access these types of services before arriving at Miami, our students are more likely to expect and use mental health services than on campuses with older or commuter students. Our rural campus adds another challenge since our students have limited access to private providers in the surrounding community. All of those factors put a strain on our system. Further, mental health and emotional well-being is not only addressed through formal psychological counseling. There are elements of **prevention, ongoing treatment and support**, and **response** that work together to form a network of mental health support for our student community. Those other pieces of our system are all strained as well, and require new resources to adequately meet the range of student needs now and in the future.

#### **Prevention:**

As we think about prevention resources, health education is the primary strategy we can employ. In Miami’s Office of Student Wellness, we offer educational programs provided through online modules (e.g. AlcoholEdu, Sexual Assault Prevention for Universities), through direct active and passive programming (e.g. public health campaigns), and through the use of our HAWKS peer educators. Due to limited resources, the current focus of that work is primarily on alcohol and other drugs and on sexual and interpersonal violence prevention. Expanding our professional and peer education team would allow them to focus on topics related to mental health, emotional well-being, suicide prevention, and student safety.

#### **Ongoing treatment and support:**

Many students need personal, individualized support while at Miami outside of times of crisis. This may be a short term need, an ongoing but manageable psychological condition, or a

disability diagnosis that requires accommodations to be successful at Miami. The majority of these needs are provided by SCS and by the Miller Center for Student Disability Services.

***Student Counseling Service:***

The last 10 years has seen a 13.7% increase in the total number of all clinical services (individual and group counseling, workshops, substance use assessments, psychiatric appointments, drop-in consultations, and mental health screenings) and a 60% increase in demand for individual counseling services provided at SCS. This is despite a temporary decrease in demand during COVID-19 while students were studying remotely.

<b>SCS utilization</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>	<b>20/21</b>
Individual counseling appointments	5551	5699	6592	7325	7922	8616	7631	9137
Unduplicated students served	NA	1142*	1948*	2002*	2087*	2032	1849	1189

\*includes psychiatry appointments

By adding five additional counseling staff since 2014, we were successful in reducing the wait time for an initial consultation appointment to about one or two business days. However at busy times of the year, students' next appointment beyond that initial consultation could be as long as two weeks. This year, with increased student demand, we are currently seeing up to a 10 day wait time for that first, initial consultation appointment, which is concerning, and up to a 4 week wait for a first follow-up therapy appointment for individual counseling. Additional full-time clinical staff would allow us to keep those wait times low or eliminate them completely.

***Miller Center for Student Disability Services:***

Psychological disabilities, including AD/HD, and medical disabilities have become the top two disability categories served by the Miller Center. Anxiety related disorders are the fastest growing subgroup among the psychological disabilities category. Due to the unpredictable nature of psychological and medical disabilities, students have a higher need for ongoing case management services, and often need both academic and personal accommodations to succeed.

The number of students with disabilities at Miami University is increasing on a continuous basis. Currently, the Miller Center is serving 2282 students (fall 2021), a 32% increase compared to fall 2018. That number represents 12% of the Oxford student body.

In terms of staffing, the most recent 2018 Association on Higher Education and Disability (AHEAD) benchmarking survey indicated a national average staffing ratio of 150:1 for institutions with 10,000-19,000 students. Those institutions report an average of 752 registered students and 5 staff members providing direct services to students. We have 4 staff members providing direct services, with nearly three times the number of registered students, or a ratio of

570:1. Increasing the number of accommodation coordinators would enhance the support for this growing population.

**Response:**

Response to student crises involves several parts of campus (e.g. Residence Life, MUPD, SCS, and others) with ongoing and complex needs often occurring in the days and weeks after the immediate crisis has passed.

There are also students whose situations build and escalate over time, requiring staff to actively follow up with these students, ideally to prevent a crisis point from occurring. We're including those situations under response since they require focused staff time to respond to a report (usually to the CARE team) and to outreach to a student and offer support. These cases might get funneled to SCS or other resources for ongoing care, or can be case managed for long periods of time.

The CARE team saw a significant increase in cases (36%) during the first 10 weeks of the term this year, through the end of October. Further, 17% of all reports include suicidality/ideation. The increase in suicidality and psychological distress have contributed to a 24% increase in medical withdrawals as compared to the same date in fall 2019 (a traditional year). We anticipate this number will continue to rise, as our peak period for medical withdrawals will come later in the semester. In recent non-COVID years, more than 300 students requested a medical leave each year.

<b>Through October 31</b>	<b>2019</b>	<b>2021</b>	<b>Year over year increase</b>
CARE/Students of Concern Cases (SOC)	169	229	36%
Care cases related to suicidal ideation/attempt	18	39	117%
Medical Withdrawals	74	92	24%

As we look to future needs regarding response, it would be very helpful to have a new role, a Care Manager. This person would likely have a social work or similar background, and could serve multiple needs. In the DOS office, they could:

- Outreach to students identified by the Care team and connect them to campus resources.
- Follow up with students who have been hospitalized for a mental health crisis to aid their initial support and transition back to campus, working with SCS as appropriate.
- Assist the Dean of Students office with medical withdrawal processes, as appropriate.
- Assist the Title IX coordinator in assisting students who have experienced sexual or interpersonal violence to arrange requested campus accommodations.

In SCS, in addition to providing direct clinical service, they could:

- Assist students who need care beyond the scope of Student Counseling Services to find off-campus services for longer-term or more specialized care or to manage more serious mental health challenges.
- Follow up with students who have been hospitalized for a mental health crisis to provide ongoing support.
- Follow up with students returning from a medical leave of absence who had psychological or substance use issues to help them with a successful reentry into the Miami community.

In order to have the financial resources to increase our capacity for assisting students with their mental health and emotional well-being while at Miami, we propose a new student fee that would be deployed in the ways described in the plan below. The fee would apply to all undergraduate and graduate students enrolled on the Oxford campus who will have any physical presence on campus, and would be prorated for part-time students.

These fees exist at many other colleges and universities around the country. Currently, all of the existing staff resources referenced in this memo (counseling, health education/wellness, Miller Center, Dean of Students) are funded through E&G resources; no student fees contribute to these staff salaries. At many other institutions, student counseling staff in particular is at least partially funded by student fees, either in a fee for service model or by a blanket student fee. For a sample of fees at other schools, please Appendix A at the end of this document.

**Mental Health Support fee proposal**

Based on 4250 students per class	<b>\$100 (\$50 per term)</b>
<b>Year 1</b>	\$425,000
<b>Year 2</b>	\$850,000
<b>Year 3</b>	\$1,275,000
<b>Year 4</b>	\$1,700,000

Below is a description of the roles that would be added each year. A detailed budget is available [here](#), organized by year and by category of support (prevention, ongoing treatment and support, and response).

**Year One:**

- Care manager: This 12-month position would initially be shared by the DOS and SCS
- Two mental health counselors (10 month)
- Disability accommodations coordinator
- Health education coordinator: This position would manage the scheduling, management, and compliance with all of our health education requirements for students, as well as work with our HAWKs peer educators.
- Health educator: This position would focus on prevention efforts related to mental health, including suicide prevention.

**Year Two:**

- Four psychology doctoral interns
- Disability accommodations coordinator
- Care manager (10 month): We would change the responsibilities of one of the two people with this role so one would be in SCS full time and one in the DOS office full time. This would allow the SCS care manager to provide clinical services as needed, which for licensing reasons could not take place in the DOS office.
- Graduate assistant for DOS office
- Employee an additional 10 HAWKs peer educators to focus on mental health issues.
- Health educator: This position would focus on multiple issues related to student well-being, such as mental health, healthy relationships, and alcohol and other drugs

**Year Three:**

- Two mental health counselors (12 month)
- Graduate assistant for Student Wellness
- Graduate assistant for health and wellness communications (social media, websites, publications, marketing materials, etc.)
- Confidential advocate for sexual and interpersonal violence (SIV): This role has been provided by Women Helping Women, but their resources vary so there have been years

that no one was available to students, and it is an important part of a care network for these students. This would offer stability in that role.

- Health education programming funds
- Programming and training funds for HAWKS
- Office and training/professional development expenses for additional staff

#### **Year Four:**

- New technology solutions are being introduced to allow more access to mental health support 24 hours a day. In a few years that market will be more developed and it will make sense to adopt some form of virtual mental health support.
- Permanent funding for HOPE 24/7 crisis line: these gift monies that support this line will be exhausted.
- Permanent funding to hire per diem counselors in SCS during peak times of year: the gift monies that allow us to use this practice will be exhausted by this date.
- Making sure our services are accessible to all students is a priority. We currently have a gift account that supports copays and fee waivers for low income students, but that fund will be exhausted by this date. This would provide permanent funding.
- Any remaining funds would be used for new well-being needs/initiatives that may arise in the next four years, and to support future salary increases for fee-funded staff.

### **References**

American Psychological Association. (2021a). The national mental health crisis.

<https://www.apa.org/news/press/releases/stress/2021/october-decision-making>.

American Psychological Association. (2021b). Stress and decision making during the pandemic.

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JED Foundation. (2020). Survey of college student mental health in 2020.

<https://www.jedfoundation.org/news-views/survey-of-college-student-mental-health-in-2020/>.



## Appendix A: Sampling of mental health related fees at other institutions

### IUC Universities

- Kent State University: “Student Recreation and Wellness Fee” - Counseling & Psychological Services (CAPS) - enrolled students are eligible for 6 covered therapy sessions each academic year which are paid for by student fees: **\$55/semester**
- Ohio University: “Wellbeing Fee” - a university discount program that helps reduce patient costs for select services through Counseling and Psychological Services (CPS).” **\$45/semester** <https://www.ohio.edu/student-affairs/wellbeing>
- Shawnee State University: “Student Health and Wellness Fee” Personal counseling appointments, workshops, crisis/emergency: **\$25/semester**
- Wright State University: “Counseling and Wellness Services Fee” - an optional **\$20/semester** fee that allows students to receive mental health services (counseling, psychological assessment and psychiatric services) and Life Coaching Services at CWS at no cost. Students may choose to waive the fee and continue to utilize the counseling and wellness services, but at a cost of \$20 per session for mental health, psychological assessment, psychiatric and/or life coaching services.” <https://www.wright.edu/student-affairs/health-and-wellness/counseling-and-wellness/counseling-and-wellness-services-fees>

### Other Public Universities

- University of Buffalo: “Health fee” - Supported services include health care, health promotion, mental health counseling, and accessibility resources. <http://www.buffalo.edu/studentaccounts/tuition-and-fees/broad-based-fees/comprehensive-fee/comprehensive-fee-components/health.html> **\$219.50/semester**
- University of Utah: “Student Mental Health Fee” - A **\$15/semester** fee that is shared across the Center for Student Wellness, the Center for Disability and Access, the Women’s Resource Center and the University Counseling Center.
- Indiana University: “Health Fee” - Covers routine medical office visits, over-the-counter medications, two counseling sessions per semester, wellness services and health coaching. **\$124.99/semester**
- University of Arkansas: Student Health Fee” - The fee addresses important concerns for the entire campus community, including communicable disease, sexual health, mental health, and substance abuse. **\$7.25/credit hour**

- San Diego State University: “Health & Wellness Fee” - Mental health resources **\$55/semester**
- University of Connecticut: “Health & Wellness Fee” - offsets the costs for medical and mental health services, as well as health promotion and wellness activities. **\$290/year**
- West Virginia University: “Mental Health Fee” - Provides funding for additional therapists and counselors at Counseling Center. **\$24/semester**

#### Private Universities

- Brown University: “Health Services Fee” - Access to care for all students on campus, including medical services, health promotion, and counseling services. **\$503/semester**
- Clemson University: “Student Health Fee” - Provides medical, counseling & psychological, and health promotion services. **\$182/semester**
- Columbia University: “Health & Related Services Fee” - Gives students access to services available at Health Promotion, Counseling, Medical, Disability, and Sexual Violence Response. **\$623/semester**
- Syracuse University: “Health & Wellness Fee” - Provides services for counseling, healthcare, and community wellness. **\$391/semester**
- Tufts University: “Health and Wellness Fee” - Unlimited visits to health services, counseling services, and programming pertaining to health promotion and prevention. **\$958/year** <https://students.tufts.edu/health-and-wellness/your-health-and-wellness-fee>
- Tulane University: “Campus Health Fee” - supports the operations of Campus Health, which offers Tulane students comprehensive medical, mental health, and health promotion services. **\$345/semester**



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December 10, 2021  
Finance and Audit

**RESOLUTION R2022-16**  
**Capital Improvement Plan and Funding**

WHEREAS, each biennium Ohio's public colleges and universities are asked to submit a six-year Capital Improvements Request in accordance with capital funding guidelines provided by the Ohio Office of Budget and Management and the Ohio Department of Higher Education; and

WHEREAS, the proposed capital improvement plan recommends renovation of Bachelor Hall in the first and second biennium of the proposed six year plan; and

WHEREAS, the proposed capital improvement plan aligns with the criteria identified in the previous biennium's Ohio's Higher Education Capital Funding Commission's guiding principles, the university's current academic priorities, and existing facility condition needs;

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees hereby authorizes the 2023-2028 Capital Improvements plan and 2023-2024 funding request; and

BE IT FURTHER RESOLVED: that the Senior Vice President for Finance and Business Services and Treasurer is hereby authorized to amend the 2023-2028 Capital Improvements Plan and Funding Request as may be required to conform to the instructions when received from Ohio's Higher Education Capital Funding Commission and/or changes in the allocation distribution made by the Ohio Office of Budget and Management and the Ohio Department of Higher Education or the Ohio General Assembly.

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

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

## Six-Year Capital Program Request

### FY 2021 - FY 2026

<b>Oxford Campus</b>	
	<u>Project Amount</u>
<u>FY 2023 - FY 2024</u>	
Bachelor Hall Renovation	\$22,311,930
<u>FY 2025 - FY 2026</u>	
Bachelor Hall Renovation	\$23,000,000
<u>FY 2027 - FY 2028</u>	
Renovation and Adaptation of the Center for Performing Arts for New Academic Programming	\$24,000,000



December 10, 2021  
Finance and Audit

**RESOLUTION R2022-17**  
**College at Elm**

WHEREAS, Miami University desires to enhance the regional economy while also offering students the opportunity to gain real world experience through partnerships with external entities focused on product and business development; and

WHEREAS, the creation and development of these partnerships requires a dedicated facility where faculty, students and university partners can collaborate on ideas and in some instances manufacture the products generated by these ideas; and

WHEREAS, the proposed site for these joint collaborations is the Elm Street Building located at 20 S. Elm Street, which has not been in use for a number of years; and

WHEREAS, Miami University has received \$1,000,000 from the State of Ohio, \$1,500,000 from a Jobs Ohio grant, and local funds in the amount of \$11,000,000 for making the necessary improvements in the Elm Street building; and

WHEREAS, the \$13,500,000 budget includes a cost of work estimate of approximately \$10,500,000; and

WHEREAS, the receipt of the Guaranteed Maximum Price is planned for December 2021; and

WHEREAS, it has been determined the best value for the University would be to utilize the Design-Build method of project delivery;

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees hereby authorizes the Senior Vice President for Finance and Business Services and Treasurer, to proceed with the award of contracts for the College @ Elm project with a total project budget not to exceed \$13,500,000.

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

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

Executive Summary  
for the  
College @ Elm Renovation Project  
December 10, 2021

Building on Miami's award-winning undergraduate programs, the College @ Elm will provide space to offer students real world experience, access to external partners, and alternative teaching methods around business startups and small-scale manufacturing. Its large volumes, easily accessible loading docks, industrial sized elevator and community-adjacent location make it a prime candidate for a manufacturing innovation incubator.

The College @ Elm has three tenants identified. First, The Fischer Group will have dedicated space for research and design, prototyping, manufacturing, and fulfillment. Second, Miami's College of Engineering, Business School, and Institute for Entrepreneurship will lead the programming at the College @ Elm to provide space for students, faculty, and staff to develop initiatives around product innovation. The third tenant is the City of Oxford, which is committed to have at least one staff at the College @ Elm to tie in local opportunities for collaboration and economic development. Remaining space is available for other local and regional businesses.

The building is a concrete frame with large volumes of various sizes throughout. The project will correct significant deferred maintenance to the envelope, include new building and life safety systems, and make the building accessible. Office and instructional spaces would be fitted out in alignment with contemporary business environments with flexible collaboration areas throughout. A large portion of the facility will accommodate turnover of tenants over time. A new entrance and stair tower will be constructed at the southeast corner of the building.

The project is in the Construction Document phase with a focus on early bid packages for long lead time materials such as MEP systems, roofing, and windows.

Funding for this project will be from local funds:

<u>Project component:</u>	<u>Budget:</u>	<u>Funding Source:</u>
Est. Design and Administration:	\$ 744,638	Local Funds
Est. Cost of Work:	\$11,370,000	Local Funds
Est. Owner's Costs:	\$843,031	Local Funds
Est. Contingency:	<u>\$ 542,331</u>	Local Funds
 Est. Total:	 \$13,500,000	



December 10, 2021  
Finance and Audit

**RESOLUTION R2022-18**  
**Central Campus Hot Water Conversion**

WHEREAS, the Central Campus Hot Water Conversion project will convert a major portion of the central area of campus to simultaneous heating and cooling and creates a hot water plant inside Upham Hall; and

WHEREAS, the project is the next phase of the Utility Master Plan and a necessary step in fulfilling the University's Sustainability Commitments and Goals; and

WHEREAS, this project is an essential step to decommissioning the current steam plant and making a significant reduction in the cost of heating and cooling the Oxford Campus while simultaneously further reducing the University's carbon footprint; and

WHEREAS, Miami University has identified local funds in the amount of \$20,500,000 for the Central Campus Hot Water Conversion project; and

WHEREAS, the \$20,500,000 budget includes a cost of work estimate of approximately \$18,000,000; and

WHEREAS, the receipt of the first Guaranteed Maximum Price is planned for December 2021; and

WHEREAS, it has been determined the Construction Manager at Risk delivery method to be the best value for the University;

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees hereby authorizes the Senior Vice President for Finance and Business Services and Treasurer, to proceed with the award of contracts for the Central Campus Hot Water Conversion project with a total project budget not to exceed \$20,500,000.

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

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

Business Session  
 Item 4d  
 December 10, 2021  
 Finance and Audit

Executive Summary  
 for the  
Central Campus Hot Water Conversion  
 December 10, 2021

As part of the Campus Utility Master Plan, the Central Campus Hot Water Conversion Project will convert a large portion of the central quadrangle of the campus from steam to low temperature heating hot water. This project includes the creation of a new satellite campus heating plant to be located in the basement of Upham Hall. Hot water piping will be extended from this new satellite campus heating plant to the buildings in the central area of campus. The project will also create redundant connections to the existing distribution piping from the South Chiller Plant (both heating hot water and chilled water). The cross connection between the two plants will improve robustness and reliability for both the South Chiller Plant and the new Central Campus Utility Plant. A small amount of the new hot water piping will be located in the existing tunnel systems with the remainder to be direct buried. Hot water connection and conversion of Ogden is occurring under another project, as that building is being renovated. Hot water connection and conversion to Warfield, MacMillan, Kreger, Irvin, Alumni, Bishop, McGuffey, Hall Auditorium, King Library, Harrison and Upham will occur as part of this project. Bonham House will be converted from steam heat to a more residential style natural gas fired forced air system. Steam supply is being maintained to the new Central Campus Utility Plant located in Upham Hall for hot water production. In the future, the steam supply is planned to be replaced with higher temperature heating hot water from the existing Central Steam Plant that will be converted to production of hot water.

This project is a key step in the Utility Master Plan to meet strategic energy reduction and campus sustainability goals of decommissioning coal-fired steam systems. The scope of the project includes direct buried hot water piping, direct buried chilled water piping and converting the buildings named above from steam heating to hot water heating. The change from steam to hot water will improve efficiency, reliability, and reduce the carbon footprint.

The project is in the Construction Document phase. Design work and reviews are on-going. The Construction Manager at Risk (CMR) has been selected for this project. This project is expected to begin construction in spring 2022 with construction being completed in fall 2023.

Funding for this project will be from local funds:

<u>Project component:</u>	<u>Budget:</u>	<u>Funding Source:</u>
Est. Design and Administration:	\$1,075,000	Local Funds
Est. Cost of Work:	\$18,000,000	Local Funds
Est. Owner's Costs:	\$210,000	Local Funds
Est. Contingency:	<u>\$1,215,000</u>	Local Funds
 Est. Total:	 \$20,500,000	





December 10, 2021  
Finance and Audit

**RESOLUTION R2022-19**  
**State of Ohio Efficiency Report**

WHEREAS, Executive Order 2015-01K established the Ohio Task Force on Affordability and Efficiency in Higher Education (Ohio Task Force) to review and recommend ways in which state-sponsored institutions can be more efficient, offering an education of equal or higher quality while decreasing their costs; and

WHEREAS, Section 3333.95 of the Ohio Revised Code requires all boards of trustees of Ohio's state institutions of higher education to complete an efficiency review based on the report and recommendations of the Ohio Task Force and to make a report to the Chancellor of Higher Education the institution's progress toward the implementation of the recommendations and cost saving measures; and

WHEREAS, the report of the task force included two master recommendations requiring the savings and new dollars from the efficiency review be employed to reduce the cost of college for students or provide tangible benefits for the quality of students' education and a five-year goal to be established for savings and new resources to be achieved by fiscal year 2021; and

WHEREAS, Miami University has increased annual student scholarships by \$53.7 million exceeding its five-year goal for student scholarships by \$23.7 million by fiscal year 2021 and continues to progress with its efficiency actions consistent with the objectives of the Ohio Task Force report; and

WHEREAS, Miami University's progress on its efficiency goals were presented to and discussed Miami's Fiscal Priorities committee; and

WHEREAS, Miami envisions this action not only being important for the five year period required by the report but is developing a process for performing program reviews for non-academic programs to better ensure that the Ohio Task Force goals to improve quality and efficiency be continued beyond 2021;

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees of Miami University accepts the FY 2021 efficiency report and update on progress towards the University's five year goal to increase student scholarships; and

BE IT FURTHER RESOLVED: that the Board of Trustees directs the Senior Vice President for Finance and Business Services to submit the accompanying report and the related recommendations to the Chancellor of Higher Education by the legislated deadline.

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

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

Miami University - MASTER RECOMMENDATION 2: FIVE-YEAR GOAL FOR INSTITUTIONAL SAVINGS AND NEW RESOURCE GENERATION

Category	Recommendation	Component	Description	FY 2017 Goal	FY 2017 Actual	FY 2018 Goal	FY 2018 Actual	FY 2019 Goal	FY 2019 Actual	FY 2020 Goal	FY 2020 Actual	FY 2021 Goal	FY 2021 Actual	Total Goal	Comment	
Efficiency Savings	3A	Campus Contracts	Require employees to use existing contracts for purchasing goods and services.	\$ 588,000	\$ 585,571	\$ 538,000	\$ 538,660	\$ 493,000	\$ 493,000	\$ 473,000	\$ 473,000	\$ 453,000	\$ 260,401	\$ 2,545,000	Strategic sourcing initiatives and IUC group purchasing.	
	3B	Collaborative Contracts	Pursue new and/or strengthened purchasing agreements.	\$ 1,800,000	\$ 694,818	\$ 262,000	\$ 1,168,635	\$ 307,000	\$ 4,550,574	\$ 277,000	\$ 6,045,831	\$ 297,000	\$ 13,357,872	\$ 1,355,000	Reduction in the cost of operation in various auxiliary units.	
	4B	Operations Review	Conduct assessment of non-academic operations that might be run more efficiently by regional cooperative, private operator or other entity.	\$ 8,200,000	\$ 2,070,000	\$ 300,000	\$ 3,507,811	\$ 470,000	\$ 4,097,211	\$ 360,000	\$ 6,163,136	\$ 320,000	\$ 37,867,417	\$ 2,250,000		
	5A	Cost Diagnostic <sup>1</sup>	Produce a diagnostic to identify its cost drivers, along with priority areas that offer the best opportunities for efficiencies.													
	5B	Productivity Measure <sup>2</sup>	Identify and develop primary measures of administrative productivity that can be tracked and reported on a regular basis.	\$ 11,209,910	\$ 1,071,576	\$ 2,140,331	\$ 3,845,248	\$ 2,206,164	\$ 14,307,893	\$ 4,269,209	\$ 15,858,931	\$ 5,329,438	\$ 77,568,822	\$ 16,016,678	\$ 1,500,000	Accelerated five year productivity plan resulting in substantial budget reductions.
	5C	Organizational Structure <sup>3</sup>	Review organizational structure to identify opportunities to streamline and reduce costs.													
	5D	Health Care Costs	Take advantage of economies of scale, a statewide working group should identify opportunities to collaborate on health-care costs.													
	5E	Data Centers	Develop a plan to move their primary or disaster recovery data centers to the State of Ohio Computer Center.													
	5F	Space Utilization	Study the utilization of its campus and employ a system that encourages optimization of physical spaces.													
	6A	Negotiate Cost	Energy Efficiency	Professional negotiators must be assigned to help faculty obtain the best deal for textbooks and instructional materials, starting with high-volume, high-cost courses.	\$ 2,212,986	\$ 132,794	\$ 132,130	\$ 1,269,669	\$ 131,470	\$ 609,445	\$ 130,812	\$ 511,738	\$ 263,603	\$ 657,364	\$ 657,364	Implementation of utility master plan to increase efficiency & improve sustainability.
6B	Standardize Materials	Encourage departments to choose common materials, including digital elements, for gateway courses that serve large volumes of students.														
6C	Digital Capabilities	Participate in a consortium to develop digital tools and materials, including open educational resources, that provide students with high-quality, low-cost materials.														
7A	Educational Campaign	Develop a campaign to educate full-time undergraduates about the course loads needed to graduate on time.														
7B	Graduation Incentive	Consider establishing financial incentives that encourage full-time students to take at least 15 credit hours per semester.														
7C	Standardize Credits for Degree	Standardize course requirements so that most bachelor's degree programs can be completed within four semesters.														
7D	Data Driven Advising	Enhance academic advising services so that students benefit from both high-impact, personalized consultations and data systems that proactively identify risk factors that hinder student success.														
7E	Summer Programs	Develop plans to evaluate utilization rates for summer session and consider opportunities to increase productive activity.														
7F	Pathway Agreements	Develop agreements that create seamless pathways for students who begin their education at community or technical colleges and complete them at universities.														
7G	Competency Based Education	Consider expanding or creating programs that measure student success based on competencies instead of through the amount of time students spend studying a subject.														
8	Program Review (diplomatic programs)	Consider consolidating programs that are duplicated at other colleges and universities in their geographic area.														
10A	Financial Advising	Make financial literacy a standard part of students' education.														
			<b>Subtotal Student Savings</b>	\$ 11,961,119	\$ 4,216,717	\$ 5,614,508	\$ 6,733,829	\$ 5,398,123	\$ 8,721,778	\$ 10,612,276	\$ 19,561,676	\$ 10,925,433	\$ 22,210,933	\$ 33,746,918		
			<b>Subtotal Institutional Efficiency Savings</b>	\$ 2,804,370	\$ 7,693,913	\$ 3,372,421	\$ 2,245,445	\$ 4,507,634	\$ 30,683,671	\$ 6,069,021	\$ 40,916,004	\$ 7,329,596	\$ 109,897,432	\$ 24,474,042		
			<b>Subtotal All Savings</b>	\$ 4,006,489	\$ 11,910,630	\$ 8,987,929	\$ 29,205,274	\$ 10,305,757	\$ 39,405,449	\$ 16,672,297	\$ 60,478,279	\$ 18,255,029	\$ 132,108,364	\$ 58,220,960		

Category	Recommendation	Component	Description	FY 2017	FY 2017 Actual	FY 2018	FY 2018 Actual	FY 2019	FY 2019 Actual	FY 2020	FY 2020 Actual	FY 2021	FY 2021 Actual	Total Goal
New Reserves Generation	4A	Asset Review	Conduct an assessment of non-core assets to determine market value if sold, leased or otherwise repurposed.	\$ 664,471	\$ 132,587	\$ 714,471	\$ 1,031,803	\$ 164,471	\$ 1,644,676	\$ 164,471	\$ 967,333	\$ 164,471	\$ 648,175	\$ 1,872,355
	4C	Affinity Partnerships	Upon determining assets and operations that are to be retained, evaluate opportunities for affinity relationships and sponsorships.	\$ 3,154,762	\$ 3,180,333	\$ 3,154,762	\$ 3,335,404	\$ 3,154,762	\$ 3,284,674	\$ 3,154,762	\$ 3,284,651	\$ 3,154,762	\$ 2,458,333	\$ 15,773,810
		Other Revenue		\$ 6,346,726	\$ 5,898,182	\$ 10,672,223	\$ 13,822,441	\$ 12,001,562	\$ 11,556,551	\$ 17,001,562	\$ 6,597,861	\$ 22,001,562	\$ 6,597,861	\$ 68,025,935
			Subtotal New Resource Generation	\$ 24,114,041	\$ 10,167,959	\$ 9,211,102	\$ 18,189,648	\$ 15,320,795	\$ 16,462,901	\$ 20,320,795	\$ 10,849,865	\$ 25,820,795	\$ 9,704,969	\$ 85,672,100
<b>TOTAL OF COMBINED INSTITUTIONAL OPPORTUNITIES FOR STUDENT AFFORDABILITY</b>				\$ 66,377,232	\$ 12,372,329	\$ 17,914,177	\$ 40,641,293	\$ 20,228,429	\$ 47,166,572	\$ 26,380,816	\$ 57,766,288	\$ 32,650,391	\$ 119,600,800	\$ 110,146,142
SPECIFIC REDEPLOYMENT OF SAVINGS TO STUDENTS: Please use the space below to describe, in detail, how you plan to re-deploy institutional resources that are saved and/or generated through the task forces components outlined above.														
			Increase undergraduate student financial aid	\$ 31,809,204	\$ 8,000,000	\$ 10,729,821	\$ 14,000,000	\$ 17,081,484	\$ 26,761,028	\$ 25,000,000	\$ 42,005,843	\$ 30,000,000	\$ 53,737,552	\$ 97,000,000
			Student Financial Relief due to COVID-19											
			Student Success Collaborative	\$ 355,000	\$ 161,000	\$ 315,047	\$ 161,000	\$ 1,876,603	\$ 1,127,492	\$ 161,000	\$ 2,724,048	\$ 161,000	\$ 2,973,113	\$ 805,000
			Investments in STEM facilities	\$ -	\$ 4,000,000	\$ 19,730,000	\$ 3,000,000	\$ 18,372,122	\$ -	\$ 14,348,986	\$ -	\$ 18,113,061	\$ -	\$ 7,000,000
			Investments in faculty for high demand programs	\$ 32,154,204	\$ 727,540	\$ 1,451,488	\$ 2,689,862	\$ 2,171,771	\$ 8,054,696	\$ 3,088,460	\$ 10,079,586	\$ 3,801,567	\$ 1,122,936	\$ 11,240,827
			<b>Total</b>	\$ 32,154,204	\$ 12,885,549	\$ 31,502,417	\$ 18,612,480	\$ 40,020,071	\$ 38,465,083	\$ 28,249,460	\$ 95,950,687	\$ 33,942,567	\$ 137,686,393	\$ 116,042,827

1. Savings attributable from initiatives falling under components 5A, 5B and 5C are all shown under 5B.

SIGNIFICANT CHANGE(S) IN 5-YEAR GOALS FROM FY15 SUBMISSION TO FY18 SUBMISSION: Please use the area below to describe, in detail, significant deviation in your institution's 5-year goals from the FY15 submission to the FY17 submission, if applicable.



Department of  
Higher Education

Mike DeWine, Governor  
Randy Gardner, Chancellor



Affordability & Efficiency

## FY21 Efficiency Reporting Template

### Introduction:

Ohio Revised Code section 3333.95 requires the chancellor of the Ohio Department of Higher Education (DHE) to maintain an “Efficiency Advisory Committee” that includes an “efficiency officer” from each state institution of higher education (IHE). Each IHE must then provide an “**efficiency report**” updated annually to DHE, which is compiled by the chancellor into a statewide report shared at year end with the governor and legislature. The committee itself meets at the call of the chancellor.

Prior Efficiency Reports were heavily influenced by and structured around the Ohio Task Force on Affordability and Efficiency’s October 2015 report “Action Steps to Reduce College Costs” (Task Force). The Task Force report provided many good recommendations that sharpened our focus and set a course for increasing efficiency throughout public higher education in Ohio. However, due to the unprecedented level of institutional disruption caused by the COVID-19 pandemic, this year’s template has been revised significantly and will provide IHEs with the opportunity to highlight post-pandemic strategies and initiatives, including the expansion of online delivery models.

The FY21 reporting template also requires IHEs to report on their annual study to determine the cost of textbooks for students enrolled in the institution pursuant to Ohio Revised Code section 3333.951(C), as well as information on efficiencies gained as a result of the “regional compacts” as outlined in ORC section 3345.59. The reporting template also requests information regarding college debt and debt collection practices, among other things.

**Your Efficiency Report Contact: Jennifer Carson**, Senior Director, Audit & Compliance, 614-752-7538, [icarson@highered.ohio.gov](mailto:icarson@highered.ohio.gov)  
Please provide your institution’s efficiency report by [Friday, October 29, 2021](#) via email to [OdheFiscalReports@highered.ohio.gov](mailto:OdheFiscalReports@highered.ohio.gov)

As in previous years, the Efficiency Reporting Template is structured into sections:

- **Section I: Operational Efficiency** – This section captures practices likely to yield significant savings that may be shared with students or benefit the institution generally. This section also captures information on the impacts of COVID-19 on each institution.
- **Section II: Academic Practices** – This section covers areas more directly related to instruction, including actions taken to embrace remote learning post-pandemic, including noting any permanent strategic posture toward online learning, as well as core savings strategies such as reducing the cost of textbooks, time-to-degree and program reviews.
- **Section III: Policy Reforms/Continued Progress** – This section captures state IHE responses to suggested policy reforms originating in gubernatorial task force efforts, legislative joint committee reports, student loan debt advisory group reports, etc. Emphasis should be placed on major initiatives such as a debt relief program consistent with DHE's *College Comeback* guidance, if one exists, or other steps taken by the institution that may be considered best practices.
- **Section IV: Student Benefit** – This section asks institutions to provide cost savings and/or resource generation benefiting students in actual dollars for any major initiatives within the past fiscal year. It is not necessary to respond to specific recommendations from the 2015 Task Force on Affordability and Efficiency. IHE's should provide clear direction whether savings have been redeployed to students or reinvested in the institution.
- **Section V: Future goals** – This section corresponds to Master Recommendation 2 of the Ohio Task Force on Affordability. It is designed to allow each institution to benchmark its respective five-year goals to its actual institutional cost savings or avoidance. In the spirit of continuous improvement, this section allows you to revise and/or update your five-year goals as needed. In addition, the DeWine-Husted administration continues to request feedback on steps the state can take to support your institution's goals.

**For purposes of this report, efficiency is defined on a value basis as a balance of quality versus cost:**

- Direct cost savings to students (reducing costs)
- Direct cost savings to the institution (reducing costs)
- Cost avoidance for students (reducing costs)
- Cost avoidance to the college/university (reducing costs)
- Enhanced advising, teaching (improving quality)
- IP commercialization (improving quality)
- Graduation/completion rates (improving quality)
- Industry-recognized credentials (improving quality)
- Experiential learning (improving quality)

These are examples only. Please consider your responses to address broader measures of efficiency, quality, cost and value. Please also note that this is only a template. Feel free to respond in any additional way you believe is helpful.

# Miami University

## Section I: Operational Efficiency

Each institution should regularly identify and evaluate its major cost drivers, along with priority areas that offer the best opportunities for efficiencies. Institutions should also track their progress in controlling costs and improving effectiveness.

What ratios, metrics, or benchmarks does your institution utilize to evaluate operational efficiencies and the appropriate balance of instructional vs. administrative expenses? Please summarize and provide an overview of your performance based on each measure.

Miami University participates in an administrative benchmarking consortium of 72 institutions of higher education from across the United States and Canada. Seven other Ohio-based universities are also part of the consortium. The Helio Campus tool uses a standard activity model to assess a variety of measures of efficiency covering approximately 200 fiscal years from FY14 through FY20..

Miami University's administrative units generally outperform other institutions in the consortium on various measures of efficiency and has among the highest levels of centralization of administrative services tracked in the database.

For definitional purposes, what IPEDS (or other uniformly accepted) expense categories, or subset(s) therein, would you include in instructional expenses and administrative expenses? Please explain.

Administrative Expenses include: Academic Support; Student Services; Institutional Support; Operation and Maintenance of Plant; and Auxiliary.

Instructional Expense includes: Instruction and Departmental Research; Separately Budgeted Research; Public Service; and Scholarships and Fellowships.

The categories included in instructional expense include traditionally reported direct expense for instruction and categories and those that directly benefit the student (scholarships). The category also includes costs that indirectly benefit the student through the advancement of knowledge (separately budgeted research), and community engagement and experiential learning opportunities (public service)

Are you aware of national models used to benchmark institutional efficiencies? If so, please provide.

In addition to the Helio Campus benchmarking initiative described above, Miami University has also participated in an administrative benchmarking project hosted by the Southern Association of College and University Business Officers and Central Association of College and University Business Officers.

In the last 2-3 years, has your institution received positive media coverage about operational efficiencies? If so, please provide.

Miami University receives Lean Excellence Award  
By Kristal Humphrey, university news and communications

Miami University is the winner of the Lean Excellence 2018 Award presented by the University of Southern California's Center for Global Supply Chain Management and the American Society for Quality's Lean Enterprise Division.

The award recognizes organizations that demonstrate outstanding achievement in lean supply chain practices and foster a lean culture within their industry.

"Miami University was chosen because of its strides in applying lean excellence into the field of education," said Nick Vyas, executive director of the USC Center for Global Supply Chain Management. "Very few higher education institutions succeed in deploying lean systemwide, therefore Miami University has been recognized in its efforts."

Alfred Ryan, director of Miami's Lean initiatives, accepted the award Thursday, Aug. 2, at the University of Southern California Global Supply Chain Excellence Summit. Rosanne Gullely, manager for administrative services and risk management, also attended.

The purpose of the summit is to connect leaders and create transformation through supply chain excellence. It recognizes industry best practices through supply chain excellence awards.

The Lean Enterprise Division is a global network of professionals helping individuals and organizations apply proven and leading edge lean principles and practices.

**CARES Act and other Federal Support impact**

How much has your institution received in federal funds from the various programs initiated in response to the COVID-19 pandemic (e.g., HEERF, CRF, ARP)? Please list amount per award type.

Please see the table below.

How has your institution utilized these various federal funds?

	CARES HEERF 1	CARES CRF	CARES Mental Health CRF	CARES Mental Health GEER	CSSRA HEERF 2	ARP HEERF 3
<b>Amount Awarded</b>	<b>\$6,494,516</b>	<b>\$14,704,315</b>	<b>\$225,977</b>	<b>\$384,162</b>	<b>\$13,502,392</b>	<b>\$18,372,221</b>
<b>Uses</b>						
Substantially Dedicated Staff		\$6,539,942	\$0	\$0	\$0	\$0
Hazard Pay		\$1,626,549	\$0	\$0	\$0	\$0
Unemployment Benefits		\$682,282	\$0	\$0	\$0	\$0
PPE		\$471,088	\$0	\$0	\$0	\$0
Cleaning/public health		\$2,223,224	\$0	\$0	\$0	\$0
COVID19 Testing & Contact						
Tracing		\$1,144,447	\$0	\$0	\$65,358	\$0
Healthcare Claims		\$415,951	\$0	\$0	\$0	\$0
Distance Learning		\$1,296,792	\$0	\$0	\$446,672	\$0
Student Mental Health Counseling		\$0	\$225,977	\$384,162	\$0	\$0
Telework		\$271,630	\$0	\$0	\$0	\$0
Economic Support		\$24,484	\$0	\$0	\$0	\$0
Financial Aid Outreach		\$0	\$0	\$0	\$0	\$0
Other		\$7,926	\$0	\$0	\$18,341	\$0
Revenue Replacement	\$6,494,516	\$0	\$0	\$0	\$12,972,021	\$11,310,074
<b>Total Uses</b>	<b>\$6,494,516</b>	<b>\$14,704,315</b>	<b>\$225,977</b>	<b>\$384,162</b>	<b>\$13,502,392</b>	<b>\$11,310,074</b>
Balance Remaining	\$0	\$0	\$0	\$0	\$0	\$7,062,147



How much was provided by your institution directly to students as emergency aid?

	Amount Awarded
CARES - HEERF 1	\$6,494,516
CSSRA - HEERF 2	\$6,494,516
ARP - HEERF 3	\$18,416,828

**FY 22 Budget Development**

Please provide a summary of projected enrollment for FY 22 relative to FY 21.

Category	Fall 2020	Fall 2021	Percent Change
First year students	5,458	6,120	12.1%
Total undergraduate students	20,580	20,784	1.0%
Total graduate students	2,337	2,261	-3.3%

What other planning assumptions were used related to the fiscal impact of COVID-19 in developing the institution's FY 22 budget?

Major Assumptions	Description	Projected Fiscal Impact	Actual Fiscal Impact - as of fall 21
Fall Enrollment/ Fee Revenue Relative to Fall 20	The FY22 budget assumed an enrollment increase of 461 FTE, or 2.61% more than the FY21 budget.	\$10,069,289	\$11,286,368
Auxiliary Services	The FY22 budget assumes that campus is fully operational.	\$45,234,234	\$45,234,234
State Support	The state budget included an increase of 0.94% for Miami University.	\$738,812	\$738,812
Unique Cost Drivers - in response to COVID-19	In FY22 we expect to have costs associated to vaccination clinics, testing and contact tracing, and cleaning/public health which will be offset by federal grants.	\$0	\$0

Other		
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**Regional Compacts**

ORC Section 3345.59 requires regional compacts of Ohio’s public institutions, with an executed agreement in place by June 30, 2018, for institutions to collaborate more fully on shared operations and programs. Per O.R.C. §3345.59 {E} colleges and universities shall report within their annual efficiency reports the efficiencies gained as a result of the compact.

Please discuss efficiencies gained or opportunities for future partnerships as a result of each of the categories within the compact.

Category	Description	Monetary Impact
Reducing duplication of academic programming	<p>In response to the 2017 request by the Ohio Department of Higher Education, Miami University conducted a review of potential duplicate associate and baccalaureate degree programs with University of Cincinnati. The review included nine associate degree programs and 55 baccalaureate degree programs. To conduct this review, Miami evaluated programs in terms of the following indicators: (1) retention rates; (2) graduation rates; (3) enrollment pattern over past five years; (4) employment of its graduates; and (5) contributions to the core liberal education mission of the University. The Office of Institutional Research, in consultation with the Office of the Provost, compiled the program data and shared the information with the academic deans who offered feedback based on their contextual understanding of the program’s mission, purpose and effectiveness. Each academic dean determined whether the programs within their division warranted no action or further evaluation</p> <p>Below are some of the action steps implemented as a result of the study:</p> <ul style="list-style-type: none"> <li>Associate of Technical Studies (Engineering Technology Focus, Computer Information Technology Focus, and Commerce Focus) was revised to align with the requirements and includes concentrations in relevant One-Year Option pathways.</li> </ul>	Not Applicable

- Associate of Criminal Justice was continued due to increasing enrollment trends and due to its “stackability” with Miami’s four-year bachelor’s degree in criminal justice.
  - Black World Studies BA has been eliminated and replaced by a new BA in Critical Race & Ethnic Studies, with updated and streamlined requirements.
  - Classical Humanities and Classical Languages BA has been revised to consolidate the two separate majors offered into one degree with two tracks. Moreover, the Department of Classics be merged into an existing department, thereby reducing staffing and administrative costs.
  - Geography BA: underwent a significant revision to become “Geography and Sustainable Development” major.
  - Hebrew Language Program has been suspended.
  - Individualized Studies BA: Following a recent program review, in spring 2018 this program revised its curriculum to be more flexible and thus attractive to prospective students.
  - Medical Laboratory Science BS is currently being monitored.
- Beyond the duplication study, Miami is continuously committed to streamlining its entire curricular portfolio. As part of our new strategic plan, Miami launched the “Academic Program Evaluation, Improvement & Prioritization” (APEIP) project in 2020 which was led by a faculty-driven committee and encompasses a comprehensive data-driven evaluation of all academic degree programs, majors and certificates. Out of the 260 academic programs offered at Miami University, 25 programs were voluntarily eliminated by the faculty of the program’s home department(s). The balance of Miami’s academic programs (degrees, certificates, co-majors) were rated as follows: continuous improvement with potential new resources (n=43, 16.5%); continuous improvement with minor difficulties (n=143, 55.0%); program restructuring with significant difficulties (n=49, 18.8%),

	<p>and sunset program with significant difficulties (n=25, 9.6%).</p> <p>The process also revealed that an additional n=14 programs were dormant and had long ago ceased admitting students but had not yet been removed from the books. Department workload policies were updated to specify differential workloads for contingent faculty, teaching and clinical faculty, and tenure-track/tenured faculty. Departments were required to specify criteria for course releases beyond generic references to 'research active' or 'significant service.'</p> <p>Finally, Miami, along with UC and Cincinnati State, is a member of the Greater Cincinnati Collegiate Connection (GC3), which enables students to enroll in courses taught by another member institution as part of their schedule. Miami Regionals (along with Southern State Community College and Cincinnati State) is a member of the Southwest Ohio Council for Higher Education (SOCHE) which allows for collaboration with both public and private member institutions for course consortium.</p>	
<p>Implementing strategies to address workforce education needs of the region</p>	<p>Miami has submitted and received approval for hundreds of Transfer Assurance Guides and is now 98% compliant for all Transfer Assurance Guides and 100% compliant for all Career Technical Assurance Guides for which we are eligible.</p> <p>Miami actively participates in the One-Year Option and Ohio Transfer to Degree Guaranteed Pathways – all designed to obtain technical credits without unnecessary duplication or institutional barriers. Miami’s has pathways in business, arts &amp; humanities, as well as social and behavioral sciences. Miami has also developed articulation agreements with many Ohio public institutions in majors that are not part of the Ohio Guaranteed Transfer to Degree Pathways. See: <a href="https://www.miamioh.edu/partnerships/ed-">https://www.miamioh.edu/partnerships/ed-</a></p>	<p>Not Applicable</p>

	<p><a href="#">institutions/postsecondary-partners/existing-postsecondary-agreements/index.html</a></p> <p>The Miami associate provost serves on the Ohio Articulation &amp; Transfer Advisory Board of the Ohio Department of Higher Education where she regularly collaborates with leaders from career technical centers as well as two- and four-year institutions across the state. She also served as co-chair (with the UC vice provost) of the statewide committee to revise the Ohio Transfer Module into the new OT36 model.</p>	
<p>Sharing resources to align educational pathways and to increase access within the region</p>	<p>Since 2018, Miami University's associate provost partnered with leaders from University of Cincinnati, Cincinnati State Technical &amp; Community College, Southern State Community College, and Sinclair Community College to create a grant proposal for the "Tackling Transfer" Initiative through the Ohio Department of Higher Education. The grants have funded several all-day summits designed to promote transfer student success. To date, seven summits have been held at different campuses and institutions across the region. Over 40 persons have attended each summit. Key outcomes of these summits have included new bilateral agreements in variety of subject areas (sciences, technology, engineering), a SW Ohio Regional Transfer Summit website [https://www.uc.edu/aas/southwesttransfer.html], a charter and bylaws, and the development of a SW Ohio Transfer Toolkit which is now available on the website listed above.</p> <p>Miami partners with UC as a participant in the Southwest Regional Depository which is one of five regional depositories in Ohio that houses library materials of IUC members in lieu of new library space.</p>	<p>Not Applicable</p>
<p>Reducing operational and administrative costs to provide more</p>	<p>Miami participates in a courier delivery service to provide requested library material to public libraries, colleges, universities and the State Library of Ohio.</p>	<p>Not Applicable</p>

<p>learning opportunities and collaboration in the region</p>	<p>Miami’s Institute for Learning in Retirement engages in joint programming with the Osher Lifelong Learning Institute at the University of Cincinnati, in the West Chester area, to provide non-credit, enrichment programming for people age 50 and older. Over 400 persons are enrolled in this semester’s courses.</p> <p>Representatives from all higher education institutions in Southwest Ohio continue to meet at OH-AHEAD with the goal of finding additional common services and efficiencies, such as alternative format production, to serve students with disabilities.</p>	
<p>Enhancing career counseling and experiential learning opportunities for students</p>	<p>Miami Regionals (along with Cincinnati State, University of Cincinnati, and Southern State) is actively engaged in workforce education and pathway development through involvement with the Tech Prep Southwest Regional Center. Tech Prep staff members are located at Miami University Hamilton (along with Southern State Community College and Cincinnati State). Tech Prep also shares staff with a regional workforce development initiative, Partners for a Competitive Workforce, to further link the educational initiative with employers. College staff link their respective institutions to collaborative regional activities that address statewide goals focused on workforce education, pathway development and technical services. The center serves 16 secondary partner districts including three of Ohio’s largest Career Technical Planning Districts (CTPDs); four urban districts; six rural CTPDs and one Compact.</p> <p>Since 2015, Miami Regionals, Cincinnati State, and UC have collaborated to offer annual conferences targeted to high school juniors and seniors interested in engineering careers. More than 1000 students have been impacted by shared expertise, business engagement and access to regional resources.</p>	<p>Not Applicable</p>

	<p>Miami's Center for Career Exploration &amp; Success partners regularly with REDI Cincinnati to share best practices and procedures relating to internships in the Cincinnati area. Miami and UC have collaborated on several Ohio Means Internships &amp; Co-Ops grants in the past five years to increase the number of internships and co-ops in the Southwest Ohio Region.</p>	
<p>Collaboration and pathways with information technology centers, adult basic and literacy education programs and school districts</p>	<p>Miami participates in the ODHE ASPIRE Program and provides ASPIRE courses at Adult Education Opportunity Center in the region for people in need of acquiring skills in post-secondary education and training, and employment.</p> <p>Miami also participates actively in the statewide College Credit Plus program that offers qualified students grades seven through 12 the opportunity to take college courses while earning credit for both high school and college at little or no cost to students. Over 500 students annually participate in Miami CCP courses on the Oxford and Regional campuses.</p>	<p>Not Applicable</p>
<p>Enhancing the sharing of resources between institutions to expand capacity and capability for research and development</p>	<p>Miami and UC faculty have collaborated to secure eight external research grants in the past six years. Grants have focused on such diverse topics as increasing the participation of women in STEM fields, understanding bipolar disorder, investigating racial bias, evaluating STEM in the play space, and advanced turbine cooling. In addition, Miami, UC, and Cincinnati State have collaborated on four regional submissions to the ODHE RAPIDS grant program, providing approximately \$3M in equipment used for education, research, and workforce training in SW Ohio.</p>	<p>\$3,000,000</p>
<p>Identifying and implementing the best use of university regional campuses</p>	<p>To provide a seamless transition of students who relocate from one campus to another, Miami University (Oxford) and Miami University Regionals share the same general education requirements, academic policies, curricular approval processes, and are governed by a single University Senate and Board of Trustees. In addition, many administrative and instructional staff work at multiple</p>	<p>Not Applicable</p>

	<p>campuses and collaborate on research projects as well as community and University service projects.</p> <p>Miami, UC and Cincinnati State are all members of the Greater Cincinnati Collegiate Connection (GC3) which enables students from all three (and other GC3) institutions to cross-register for courses and facilitates administrators, faculty and staff from all three as well as other GC3 member institutions to engage in joint professional development programming.</p> <p>The Pathways Program enables students who are not initially admitted to the Oxford campus to begin study on the Regional campuses. Students are co-enrolled in courses and receive specialized advising and support. If they meet all requirements, they are admitted to the Oxford campus in the spring semester of their first year. Over 100 students have participated in the Pathways Program over the past four years.</p>	
<p>Other initiatives not included above</p>	<p>In September 2021, Miami University, Cincinnati State, Gateway Technical &amp; Community College along with Northern Kentucky University announced their participation in the EAB Moon Shot for Equity Initiative. This is a national initiative that aims to close equity gaps within regional cohorts of two- and four-year colleges and universities by 2030. Each institution will implement more than a dozen research-based practices proven to remove systemic barriers to student success.</p>	<p>Not Applicable.</p>



## Section II: Academic Practices

This section covers areas more directly related to instruction, such as actions taken to embrace remote learning post-pandemic, including noting any permanent strategic posture toward online learning, as well as core savings strategies such as reducing the cost of textbooks, time-to-degree and program reviews.

### Textbook Affordability

#### Textbook Cost Study

ORC Section 3333.951(D) requires Ohio's public colleges and universities to annually conduct a study to determine the current cost of textbooks for students enrolled in the institution and submit the study to the Chancellor. Please attach the analysis of textbook costs developed by your institution labeled "[Institution Name – Academic Year – Textbook Cost Study]"

Please summarize the results of your institution's study below.

Category	Amount
Average cost for textbooks that are new	\$71.87
Average cost for textbooks that are used	\$38.91
Average cost for rental textbooks	\$39.14
Average cost for eBook	\$59.22

#### Reducing Textbook Costs for Students

ORC Section 3333.951(C) requires Ohio's public colleges and universities to report their efforts toward reducing textbook costs for students. Please discuss all initiatives implemented, including those referenced below that ensure students have access to affordable textbooks.

Additionally, Ohio Revised Code Section 3345.025 requires the board of trustees of each state IHE to adopt a textbook selection policy for faculty to use when choosing and assigning textbooks and other instructional materials. The policy shall include faculty responsibilities and actions faculty may take in selecting and assigning textbooks and other instructional materials. Examples of topics addressed within such a policy include textbook adoption deadlines, faculty ethics rules on personal use/resale of publisher-provided free textbooks, disclosure of personal interest/royalties and textbook ownership of faculty-use books.

In collaboration with the IUC, Miami participates actively in a Textbook Cost Study. Miami has identified its top twelve undergraduate majors, consisting of 48.9% of the student population, and has mapped the typical course path to completion. With the use of Miami's e-Campus virtual bookstore textbook pricing data, Miami calculates the four-year cost of required text purchases for each major. Through Miami's various textbook affordability efforts, Miami students recognize real cost savings on their textbook purchases.

1. Has your institution's board of trustees adopted a textbook selection policy consistent with Ohio Revised Code 3345.025? If so, please attach the policy in full length and label the file as "[Institution Name – Academic Year – Textbook Selection Policy]."

A revision of Miami textbook policy was approved by the Board of Trustees in June 2018, and the policy is now in effect. See [revised policy](#) in the Policy Library. The revised policy explicitly encourages faculty members to consider textbook affordability when selecting a textbook. Additionally, the University's policy that requires multiple levels of approval for faculty wishing to teach courses that use a textbook they have authored was altered to eliminate any approvals for faculty teaching an OER which they authored.

#### *Textbook Auto-Adoption Policy*

2. Does your institution have a textbook auto-adoption policy in place in order to ensure compliance with federal law that requires faculty to select textbooks for courses no later than the first day of class registration? If so, please attach the policy and label the file as "[Institution Name – Academic Year – Text Auto-adoption Policy]." Please also describe the mechanisms for tracking compliance.

Miami currently does not have a textbook auto-adoption policy; however, department chairs are notified when a faculty member does not order a textbook on time. Chairs are responsible for ensuring that a textbook is ordered.

#### *Open Educational Resources*

3. Has your institution adopted practices/policies to formally encourage the use of OER materials in lieu of purchased materials? Please explain.

In 2017, Miami University selected a provider of online textbooks and course materials, e-Campus, which signaled a shift away from the traditional brick and mortar bookstore approach toward a virtual approach. The e-Campus bookstore not only lowers the overhead cost of running a physical bookstore, but it provides faculty, at a glance, multiple textbook options so that they can ensure that they are selecting high quality, affordable and accessible course materials for their students. Because the virtual bookstore is linked to the SIS system, students can easily purchase new, used, rental and digital textbooks instantly upon registering for particular courses. Miami faculty are provided training (via workshops and online videos) on how to use the software platform as well as how to select appropriate and cost-effective textbooks. In addition, when faculty submit their textbook selections in compliance with the Higher Education Opportunity Act (HEOA), it allows our staff and e-Campus vendor to suggest standardized materials, more affordable editions, or alternative resources. In the past five years, faculty on all campuses

increased their compliance by as much as 65%. In 2020, Miami University renewed its contract with e-Campus, allowing both students and faculty to take advantage of these options that promote cost savings.

Miami (along with the other Southwest Ohio institutions) has OhioLINK which negotiates the purchase and enables the sharing of library materials. OhioLINK joined the Open Textbook Network in 2017. The OhioLINK system leaders, in conjunction with OTN staff, coordinate full-day “train the trainer” workshops. These workshops focus on developing campus leaders and aid in their efforts to reduce textbook costs for students. The Miami representative also helped coordinate an OhioLINK-sponsored OER summit in 2017, 2018, 2019, and 2020, and also presented sessions at several of these Summits. Additionally, as a system leader, she has given workshops focusing on copyright and OER and Creative Commons licensing at multiple OhioLINK institutions on request over the past four years.

3a. Has your institution provided support to faculty for the development of OER materials. Please explain.

Miami's Open Educational Resources/Affordable Learning (OER/AL) committee which includes faculty representation from all academic divisions has launched several programs and set of resources designed to target faculty teaching courses with the highest cost textbooks and largest enrollments:

- OER Explore is a two-hour workshop designed to help faculty better understand textbook affordability issues and possible solutions for addressing them. The workshop concludes with an overview of Miami University's OER and Affordable Learning grant programs. Following the workshop, faculty write and publish a review of an OER textbook in their field or investigate and reflect on inclusive access electronic textbook possibilities and then receive a modest stipend. Since its inception in 2016, almost 100 faculty members have completed the program. At least two instances of this program will be offered in the 2021-2022 academic year, providing 20-30 faculty the opportunity to get involved with this grant program.
- OER Adopt. This selective grant program supports faculty in replacing their commercial textbook with an OER. Faculty submit an application; those selected must complete a three-phase program and receive professional development funds when each phase is successfully completed. Phase 1 entails teaching the course with the commercial textbook and investigating other open education substitutes; phase 2 involves teaching the course with the chosen OER and assessing its impact on student learning; and phase 3 focuses on the faculty creating a report and disseminating their findings to their colleagues in the department or field of study. Over 15 faculty have participated in the program which has led to approximately \$1,209,000.00 in cost savings for their students.
- OER Create grant program supports faculty who wish to write and publish their own OER textbook and learning materials. Faculty are provided professional development funds as well guidance and support for publishing the OER (e.g., editorial services, layout, and electronic publishing). To accomplish this, the University agreed to be an inaugural partner (with nine other higher education institutions) in the OTN Publishing Cooperative.[1] OER published as part of this grant program will be published to the OER Collection in Miami's institutional repository, the Scholarly Commons, and in the Open Textbook Library (OTL). Several projects are currently being considered as a pilot for this program

3b. What courses (name, number of students) participate in OER? Please provide summary data if possible.

- ACC 333, Managerial Accounting, (414 students)
- ARC 211, Intro to Landscape and Urban Design, (59 students)
- ART 188, History of Western Art (1,136 students)
- BUS 101, Foundations of Business (1,412 students)
- BUS 284, Professional Communication for Business (1,048 students)
- CHM 141R, College Chemistry (82 students)
- EDP 662, Social, Emotional and Behavioral Assessment (12 students)
- EDT 181/182, Physical Science and Society and Earth Science and Society (273 students)
- ENG 108/ACE 113, U.S. Cultures & Composition for Second-Language Writers (668 students)
- ESP 201, Intro to Entrepreneurship and Business Models (205 students)
- FST 360G, Film Genres (26 students)
- FSW 295, Research and Evaluation Methods (114 students)
- FSW 641, Families and Children Practice (59 students)
- FSW 645, Older Adults Practice (10 students)
- FSW 646, Older Adults Macropractice (11 students)
- GER 231, Folk and Literary Fairy Tales (106 students)
- GIC 301, Approaches to Global & Intercultural Studies (44 students)
- HST 197, World History to 1500 (709 students)
- LAS 208, Intro to Latin America (232 students)
- MGT 453, Quality Management Systems (114 students)
- MUS 184, Opera (30 students)
- MUS 285, Intro to African American Music (30 students)
- MUS 386, History of Hip Hop Culture (19 students)
- PHL 131, Intro to Ethics (423 students)
- PHY 211, Observational Foundations of Astronomy (15 students)
- POL/HST/RUS 436, Havighurst Colloquium (16 students)
- PSY 111, Intro to Psychology (1,397)
- PSY 293, Intro to Psychological Statistics (396 students)
- REL 360, Interdisciplinary Topics (5 students)
- SPN 362, Spanish American Cultural History (53 students)

#### *Inclusive Access*

Inclusive access is defined as an arrangement between an institution, through faculty, and students to offer college textbooks and materials as “included” within tuition and/or a fee assessment, rather than purchased individually by the student. The benefit to faculty and students of inclusive access typically includes a significantly reduced cost per textbook for students, as compared to students buying a

new copy of the textbook, and confidence that all students will possess the necessary textbook and/or materials on “day one.” Federal law provides the statutory right for students to “opt-out” of inclusive access if they prefer, which preserves the right of the student to source materials.

4. Does your institution formally encourage faculty to offer inclusive access acquisition of college textbooks as a cost-savings for students? If yes, what mechanisms are in place help promote this strategy with faculty?

In 2017, Miami University selected a provider of online textbooks and course materials, e-Campus, which signaled a shift away from the traditional brick and mortar bookstore approach toward a virtual approach. The e-Campus bookstore not only lowers the overhead cost of running a physical bookstore, but it provides faculty, at a glance, multiple textbook options so that they can ensure that they are selecting high quality, affordable and accessible course materials for their students. Because the virtual bookstore is linked to the SIS system, students can easily purchase new, used, rental and digital textbooks instantly upon registering for particular courses. Miami faculty are provided training (via workshops and online videos) on how to use the software platform as well as how to select appropriate and cost-effective textbooks.

e-Campus is our outsourced bookstore and does offer inclusive access and Miami University is engaging with how best to implement that functionality to our faculty and students. Currently, faculty may individually work with eCampus to arrange the inclusive access option for students. Miami is working with eCampus to offer more incentives for faculty to participate.

In addition, when faculty submit their textbook selections in compliance with the Higher Education Opportunity Act (HEOA), it allows our staff and e-Campus vendor to suggest standardized materials, more affordable editions, or alternative resources. In the past five years, faculty on all campuses increased their compliance by as much as 65%.

- 4a. What courses (name, number of students) participate in inclusive access? Please provide summary data if possible.

eCampus provides an inclusive access option for selected textbooks. Miami is currently in the process of working with eCampus to offer this option to our faculty. We plan to develop a procedure and plan this academic year.

- 4b. How are students at your institution made aware of their right to opt out of utilizing inclusive access?

eCampus website provides students with information on how to opt in and out of the inclusive access feature for appropriate textbooks.

#### *Other Textbook Affordability Practices*

5. What other practices, if any, does your institution utilize to improve college textbook affordability?

See table below.

Please provide any relevant information in the table below.

<b>Initiative</b>	<b>Explanation of Initiative</b>	<b>Cost Savings to Students</b>
Alternate Textbook Service	Alternate Textbook Service involves a collaboration between the course instructor, Library liaison, and the Coordinator of Scholarly Communications to replace the instructor's commercial textbook with an "alternate" textbook comprised of resources pulled from the library's electronic collections, from legal online resources, and reading selections made available in compliance with US copyright law. Faculty participating in this grant program are provided modest professional development funds.	Since the program's inception, three faculty members have used the service, resulting in \$87,480.00 in cost savings for students.
Revision of Policy & Procedures	Miami has revised the annual report and dossier format for faculty to include a specific mention of open and affordable educational resources under the category relating to innovative teaching. It also added a question relating to affordable course materials to the proposal forms for all new courses.	Not Applicable
Affordable Education Leader Award	Affordable Education Leader Award is an annual award to be given to a continuing faculty member on any campus who demonstrates compelling and significant impact in areas related to affordable and open educational resources. The award has been given for the past two years.	Not Applicable
Course Pack Consultation Service (CPCS)	Course Pack Consultation Service (CPCS) allows faculty to reduce or eliminate the costs associated with course packs. The Coordinator of Scholarly Communications reviews the list of materials included in the course pack to determine which readings can be made freely available to students through the library's purchased electronic collections (eBooks and electronic articles) or through other freely and legally accessible online outlets (e.g., linking to archival materials on state historical society website). Links to these works are posted on to a page in	Since launching the program in fall 2017, twenty consultations have been completed, amounting to \$115,505.00 in cost savings for students.

Business Session  
Item 6b

the instructor's LMS course site for students to access. Faculty participating in the CSPA are awarded modest professional development funds after the consultation. Since launching the program in fall 2017, nineteen consultations have been completed, amounting to \$76,566.90 in cost savings for students.

**Online Education and Alternative Delivery Methods**

Online and competency-based education are growing in popularity with students nationally as flexible pathways to complete education. While COVID-19 greatly accelerated adoption of online learning, including many online-only courses, demand among students for online education as an option is expected to continue. As we look to the future, we are gathering information on which institutions plan to continue to offer or expand online education.

Please quantify the impact of moving to remote learning in spring term, 2020.

Percent of Courses offered online prior to March 2020	Percent of students enrolled in online courses prior to March 2020
10.7%	30.6%
Percent of Courses offered online as of fall term 2021	Percent of students enrolled in online courses fall term 2021
16.7%	41.8%

What is your institution's current approach to online education moving forward?

1. Does your institution provide centralized support to faculty teaching online, including video conferencing resources and course management software?

Miami has two offices designed to provide support to faculty teaching online and hybrid programs: Miami Online which is located on the Oxford campus and E-Campus Regionals for the Regional campuses. Both offices provide comprehensive support for developing and delivering online courses and for supporting the technology needs for on-ground and hybrid courses.

Miami also provides Instructure's Canvas Learning Management system for all Miami faculty and courses along with [additional supporting applications and technologies](#) such as Kaltura and Camtasia (video services), TopHat, TurnItIn, Webex, Zoom and Proctorio.

[Faculty development workshops](#), programs as well as [online guides](#) are available to all Miami faculty to assist them in utilizing Canvas effectively and ensuring that all online courses and programs meet Quality Matters standards.

These two offices have expanded significantly in the last two years to meet the needs of remote teaching during the COVID-19 pandemic as well as the growing and continuing needs for a flexible learning and teaching environment.

2. Does your institution have courses that were offered online in response to COVID-19 restrictions that will only be offered in-person going forward? If so, please describe examples and rationale.

In response to the COVID-19 pandemic and Governor's orders, Miami moved to remote teaching during part of the spring 2020 semester and the entire fall 2020 and spring 2021 semesters. All faculty shifted their courses to remote learning for this period.



Beginning fall 2021, Miami moved back to an in-person instructional model. Although we have moved back to our traditional focus on in-person teaching and a residential experience, we are using the lessons gained during the COVID-19 pandemic to enhance the residential experience with more purposeful and data-driven uses of technology to ensure a rigorous learning experience. The Office of the Provost, in collaboration with academic divisions and our online units, have created a “Residential+” vision for enhancing learning at Miami. We will be encouraging faculty to leverage the Learning Management System to promote deeper learning and student success while maintaining our time-honored focus on engaged, in-person learning. Additionally, we will be using our new skills with technology to develop discrete online graduate and professional programs and credentials for adult learners who need the flexibility of online and hybrid learning.

- a. Please describe the required technology upgrades and associated expenses incurred by the institution to respond to the increased utilization of online instruction and remote learning

MCS715 Tech Fee money supported \$57,193.56 worth of technology upgrades by faculty who were remote teaching in the fall 2020. Also, the Provost office is now supporting a site license for Zoom and Voice Thread which is \$86,800 worth or new permanent expense.

### Course and Program Evaluation

Recommendation 8 of the 2015 Task Force was for institutions to evaluate courses and programs for enrollment and consideration of continuation. Per ORC Section 3345.35, colleges and universities need to address this recommendation every five years. By September 1, 2022, each IHE must evaluate all courses and programs the institution offers based on enrollment and duplication of its courses and programs with those of other state institutions of higher education within their geographic region, as determined by the chancellor. For courses and programs with low enrollment, as defined by the chancellor, the board of trustees shall provide a summary of recommended actions, including consideration of collaboration with other state institutions of higher education. For duplicative programs, as defined by the chancellor, the board of trustees shall evaluate the benefits of collaboration with other institutions of higher education to deliver the program. DHE plans to issue supplemental guidance to institutions to assist with the completion of this statutorily-required five year review.

1. Does your institution have programs and/or courses that have been discontinued since the last review was conducted in 2017? If so, please list them here, along with a summary of estimated cost savings produced.

In 2020, Miami contracted with Gray Associates to engage in a comprehensive, neutral and data-driven evaluation of all academic programs, including degree programs, majors and certificates at the graduate and undergraduate level. The goal of the “Academic Program Evaluation, Improvement & Effectiveness” Project was to identify programs that need to be started, sustained, improved, or eliminated. Each academic program was evaluated using Gray and other data and then assigned ratings of “Continuous Improvement” or “Significant Difficulty” by the academic deans. These ratings were based on multiple factors, including program quality, student-demand, market size and trends, competitive intensity and degree fit. Departments have developed curricular action plans for programs that have been rated with “significant difficulties.” These plans were reviewed and approved by the dean. Departments are currently implementing the plans and will have three years to achieve the target outcomes. Annual reports submitted to the dean and Provost will ensure that timely progress is being made to achieve outcomes.

Additionally, this fall, Miami launched a new “Academic Incubator Program” which requires faculty wishing to propose new academic programs to undergo curricular coaching, data analysis and preliminary approval before completing the full proposal form. The goals of the program include avoiding duplication and unnecessary overlap of academic programs, promoting programs with a high likelihood of success, and encouraging collaboration across departments, divisions and with other institutions.

Finally, Miami is revising its academic program review process to ensure that existing programs are meeting goals and are aligned with strategic priorities.

**Co-located Campuses**

ORC Section 3333.951 requires Ohio’s co-located colleges and universities to annually review best practices and shared services in order to improve academic and other services and reduce costs for students. Co-located campuses are then required to report their findings to the Efficiency Advisory Committee.

Co-located campus: Not Applicable

Type of Shared Service or Best Practice (IE: Administrative, Academic, etc.)	Please include an explanation of this shared service.	Monetary Impact from Shared Service

## Section III: Policy Reforms

### Transcript Access

It is common for IHEs nationally to withhold transcripts from students who owe any amount of debt to the institution. Transcript withholding blocks students from re-enrolling both at the debt-holding institution and at other institutions. Transcripts are sometimes withheld in their entirety even when students have fully paid all or most tuition charges, earned their credits through successful completion of coursework and only incurred a nominal debt such as a parking ticket, library fine or other relatively minor assessment.

Ithaca S+R wrote a report on transcript withholding in October 2020 that is available here: <https://sr.ithaka.org/publications/solving-stranded-credits/>. The Hechinger Report wrote an in-depth piece on transcript withholding in March 22, 2021 that is available here: <https://hechingerreport.org/colleges-are-withholding-transcripts-and-degrees-from-millions-over-unpaid-bills/>.

1. What is your institution's policy on transcript withholding? Under what circumstances and debt amount does your institution withhold the release of transcripts to students, employers and other colleges and universities?

**Miami University holds transcripts for former students with an existing unpaid balance. We will, however, release transcripts to employers to aid the graduate with their ongoing employment.**

### Certification Practices

ORC 131.02 requires state IHE's to certify their outstanding debt to the Ohio Attorney General's office (AGO) for collection either 45 days after the amount is due or within 10 days after the start of the next academic session, whichever is later. However, Ohio's institutions certify their outstanding debt pursuant to varying policies and practices.

To ensure that all Ohio students are treated fairly and uniformly, Recommendation #7 of the Student Loan Debt Advisory Group report is that state institutions adopt uniform certification practices that emphasize transparency for both debtors and the AGO. The advisory group recommended that the Ohio Bursars Association, in partnership with the Ohio Association of Community Colleges and the Inter-University Council, facilitate this effort.

Specifically, institutions were asked to develop uniform practices for collecting debt with attention to the type, content, and frequency of notices issued to students; and the fees and other collection costs applied to student debts.

1. Does your institution set minimum balances for sending an account to collections? If so, how much?

**No Minimum**

2. How many accounts did your institution send to the AG for collections in FY 21? What was the total balance sent?  
353 accounts, totaling \$680,422.81
3. Please provide the average and median outstanding balances sent to the AG in FY 21? What was the average and median number of earned credits of the students sent to collections over that time period?  
Median outstanding balance: \$755.14; Average Outstanding balance: \$1927.54  
Of the 353 accounts, 34 were employees/former employees who were not students.  
Of the 319 student accounts, the average earned credits at Miami University were 40.78; the median was 16; the average GPA of these students was 1.68  
In addition, Miami University works to avoid the disruption of credit hour production due to outstanding balances by proactively reviewing students with small balances and providing emergency/microgrants in real time, just before registration. In FY21, we provided nearly \$87,000 in emergency and microgrants.
4. Per Recommendation 7 in the Attorney General's report, best practices may include the National Association of College and University Business Officers Best Practices of Financial Responsibility Agreements with Students (Appendix D in the report). What, if any, efforts have your institution made to adopt uniform certification practices with peer institutions in the State of Ohio?  
The university collections manager is currently working with the AG advisory board and other university members to continue the work of the 2017 advisory board, and to compile universal best practices to provide consistency throughout the universities. The university collections manager is currently working with the Ohio Bursar's Association, attending meetings and conferences, and discussing with other members of Ohio Higher ED how they handle different situations. The university collections department engages in training and conferences in order to ensure that they are aware of and implementing any changes made to collection laws and Ohio Department of Higher Education requirements. All students are required to sign a Financial Responsibility Agreement every semester prior to registering for classes.

### College Comeback

DHE issued formal guidance to IHEs in May 2021 titled “College Comeback” that clarifies that Ohio law allows IHEs to offer debt relief for re-enrollment programs. Already, several IHEs have adopted such programs.

1. Has your institution considered a “College Comeback” type program? If so, what is the status of your effort?

In August we began an assessment effort by gathering data on our last five years of collections activity. The scope of this project includes a review of trends, balances, and overall student success metrics of those placed into collections. Data will be disaggregated by campus, and we will utilize the National Student Clearinghouse to determine if the student is/has been enrolled at another college or university. The goal of this project is to identify pockets of opportunities for a potential “College Comeback” program. It is anticipated that this analysis will be complete later this Fall.

2. Specifically, what criteria are being used to identify eligible students? How large is the target population that can benefit from the program?

Effort is ongoing. Please see above.

### Section IV: Students Benefit

When institutions save money, they ideally invest a portion of those savings into student benefits, such as reduced fees, increased institutional aid, quality improvements, etc.

For fiscal year 2021 only, please explain what, if anything, your institution is doing that is a new benefit for your students that is not already addressed above. Answers may be financial benefits or intangibles such as efforts to improve career counseling, undergraduate teaching, research, etc. If you have targeted financial aid for tuition, fees, room and board, books, technology or other expenses, please explain the focus of cost reduction.

If you have seen a significant savings from an initiative in the past fiscal year, please describe that here.

Category	Initiative	FY21 (Actual)	
Cost savings/avoidance to the institution in FY21 ONLY	Strategic Procurement	\$5,505,664	
	Operations Review	\$17,867,417	
	Productivity Initiatives	\$77,568,822	
	Health Care Cost Savings	\$579,316	
	Energy Projects	\$263,603	
New resource generation for the institution in FY21 ONLY	Asset Review	\$648,175	
	Affinity partnerships and sponsorships	\$2,458,333	
	Other Revenue	\$6,597,861	
Cost savings/avoidance to students in FY21 ONLY	Reductions to the Cost of Attendance	\$7,496,581	
	Standardized Degree Credits	\$4,886,496	
	Financial Advising	\$9,827,876	
	Student Financial Relief due to COVID-19	\$61,742,731	
	Student Financial Aid	\$53,737,552	
	Student Success Collaborative	\$2,972,113	
	Improvements to high-demand/high-value student programs	\$1,122,936	
	Investment in STEM Facilities	\$18,113,061	

### Additional Practices

Some IHE's may implement practices that make college more affordable and efficient, but which have not been the topic of a specific question in this reporting template. This section invites your institution to share any positive practices you have implemented that benefit student affordability and/or institutional efficiency.

Please share any additional best practices your institution is implementing or has implemented.

See the discussion of the **Academic Program Evaluation, Improvement and Effectiveness (APIEP) process above**.

### Section V: Future Goals

Prior efficiency reports have identified five-year goals for each institution. An updated copy of the five-year goal template is attached. Please provide the data to complete the template, including information already provided in Section IV. In addition, if you have any updates or changes that need to be made to your five-year goals, as originally submitted in 2016, please include that information.

See attached *MasterRecommendation2* Template to complete.

The DeWine-Husted administration recognizes that each IHE faces unique challenges and opportunities with respect to the institution's highest priority goals over the next several years. With that in mind, please provide any suggestions about possible roles the state could play in supporting your institutional goals.

1. Please provide your thoughts and suggestions regarding ways the State of Ohio can further support strength, resiliency and reputational excellence in Ohio's post-secondary education system.

Thank you for completing the FY21 Efficiency Reporting Template. We appreciate the important role Ohio's colleges and universities play in supporting Ohio students, economic growth, world-class research and the overall success for our state.





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Approved by the Board of Trustees  
December 10, 2021

December 10, 2021  
Other Business

**RESOLUTION R2021-20**

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

Resolution of Appreciation for  
General Counsel Robin L. Parker

WHEREAS, Robin L. Parker has loyally and steadfastly served Miami University since 1994; and

WHEREAS, Robin became Miami University’s first General Counsel, single-handedly creating a General Counsel Office which would gain state and national respect and admiration for its professionalism, aptitude and impeccable standards; and

WHEREAS, she will be retiring from service as General Counsel after a highly-respected and distinguished career; and

WHEREAS, Robin received her Juris Doctor from the University of Tennessee, her Bachelor of Science in Education degree from Ohio State University, and is an Honorary Alumna of Miami University; and

WHEREAS, she practiced school, employment, public retirement, and immigration law with Martin, Pergram, Browning and Parker, Co., L.P.A. before joining Miami University; and

WHEREAS, Robin is the author of numerous articles on public retirement issues for the Ohio Association of School Business Officials, Ohio Association of Elementary School Administration, the Ohio Association of Secondary School Administration, and the Buckeye Association of School Administrators; and

WHEREAS, she has assembled and built a department of dedicated, skillful, and caring professionals who provide legal advice and service on a wide and ever-expanding list of varied and complex topics, including, but not limited to; multi-million-dollar contracts; public records requests; contract negotiations; crisis response; and civil rights, employment, immigration, intellectual property, and constitutional law; and

WHEREAS, Robin helped to create a designated Title IX office within the Division of Student Life, to serve Miami students and better provide a comprehensive program that includes education, prevention, resources, reporting and judicial processes; and

WHEREAS, she and her talented team also transformed the Miami University Policy and Information Manual (MUPIM) into a well-organized, dynamic, accessible, and easy-to-use online policy library; and

WHEREAS, so many fondly recall her other efforts to promote familiarization with Miami policies through her energetic and engaging “MUPIM Safaris,” which quickly became a favorite annual event; and

WHEREAS, Robin is renowned throughout higher education as a member and leader of the National Association of College and University Attorneys. Over a span of more than twenty-five years, she served on numerous committees, advisory groups and councils; as a member of the Board of Directors; as a conference program planner; and as a moderator or speaker on over thirty occasions; and

WHEREAS, Miami University is deeply grateful for Robin’s career-long efforts to enhance belonging, community, fairness and inclusiveness. Through her efforts and leadership she helped Miami University become one of the first universities to include a domestic partner policy, and to expand nondiscrimination policies that include gender identity and expression.

NOW, THEREFORE BE IT RESOLVED, that the members of the Miami University Board of Trustees do hereby express to General Counsel Robin L. Parker their sincere gratitude and warm regard for her service and leadership to Miami University; and

BE IT FURTHER RESOLVED, that the members of this Board offer their best wishes for her continued good health and success in all future endeavors and extend an open invitation to Robin and Bernie to visit often in the years ahead.

Done, by the Miami University Board of Trustees, this Tenth Day of December, Two Thousand Twenty One at Miami University, in the City of Oxford, County of Butler, State of Ohio, during the Two Hundred and Twelfth year of the University’s Charter.



# Advancement Report

**Tom Herbert, J.D.**

Senior Vice President, University Advancement  
President, Miami University Foundation



MIAMI UNIVERSITY

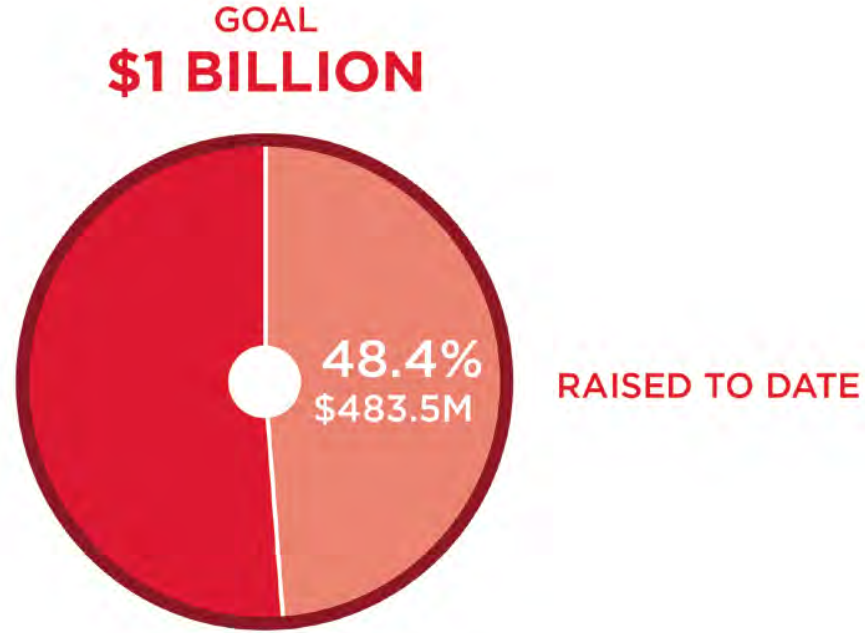
# Topics for Today



- ***\$1B Campaign Progress***
- **FY'22 Results to Date**
- **Foundation Strategic Plan**



# >> \$1B Campaign Progress





# \$1B Campaign Totals by Initiative

Initiative	FR Total to Date
Scholarships	\$193.5M
Academic Support (Programs, research, faculty development)	\$181.4M
Capital Projects	\$68.4M
Unrestricted - University	\$13.0M
Unrestricted - Colleges	\$13.1M
Undesignated	\$12.8M
Technology and Equipment	\$1.4M

*As of November 19, 2021*

# \$1B Campaign Progress Report



	Gifts	Pledges	Total	Present Value
<b>Bequests</b>		182,357,041.14	182,357,041.14	98,369,215.25
<b>Cash</b>				
cash, checks, credit cards, EFT	74,301,387.12	128,843,429.54	203,144,816.66	
stocks, securities	7,777,827.69	356,614.79	8,134,442.48	
payroll deduction	374,815.29	269,499.91	644,315.20	
matching gifts	1,681,777.44	-	1,681,777.44	
realized bequests	14,989,411.53	-	14,989,411.53	
other campaign commitments	-	28,953,469.64	28,953,469.64	
<b>Planned Gifts</b>				
insurance premium	231,912.92	1,533,323.48	1,765,236.40	
lead trusts	2,000.00	1,035,848.00	1,037,848.00	
externally managed	242,806.04	4,580,000.00	4,822,806.04	3,219,060.00
charitable gift annuities	287,955.91	-	287,955.91	187,955.91
charitable remainder trusts	3,781,028.21	2,500,000.00	6,281,028.21	1,362,618.32
<b>Grants</b>	23,976,794.90	-	23,976,794.90	
<b>Gifts in Kind</b>	5,561,808.73	-	5,561,808.73	
<b>Real Estate</b>	-	-	-	
<b>Membership Dues</b>	16,860.22	-	16,860.22	
<b>SUB TOTAL</b>	133,226,386.00	350,429,226.50	<b>483,655,612.50</b>	
<i>(manual adjustments/post 10-year pledges)</i>			<i>(141,800)</i>	
<b>REPORTED TOTAL</b>			<b>\$483,513,812.50</b>	

Includes CASE counting exceptions of \$56,929,227 (11.8% of campaign total)

As of November 19, 2021

# Topics for Today



- **\$1B Campaign Progress**
- ***FY'22 Results to Date***
- **Foundation Strategic Plan**

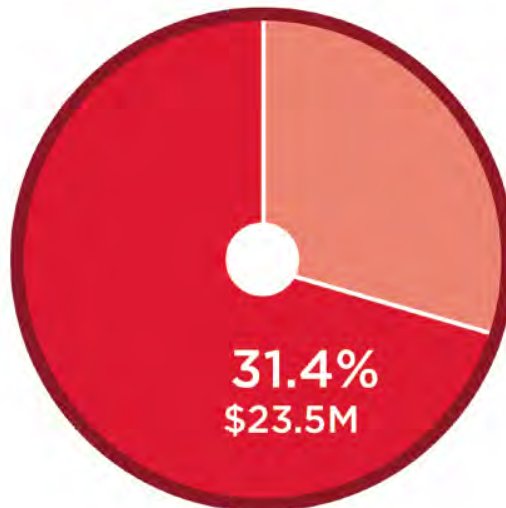




# FY'22 Fundraising to Date



**GOAL**  
**\$75 MILLION**



**RAISED TO DATE**

# FY'22 Fundraising

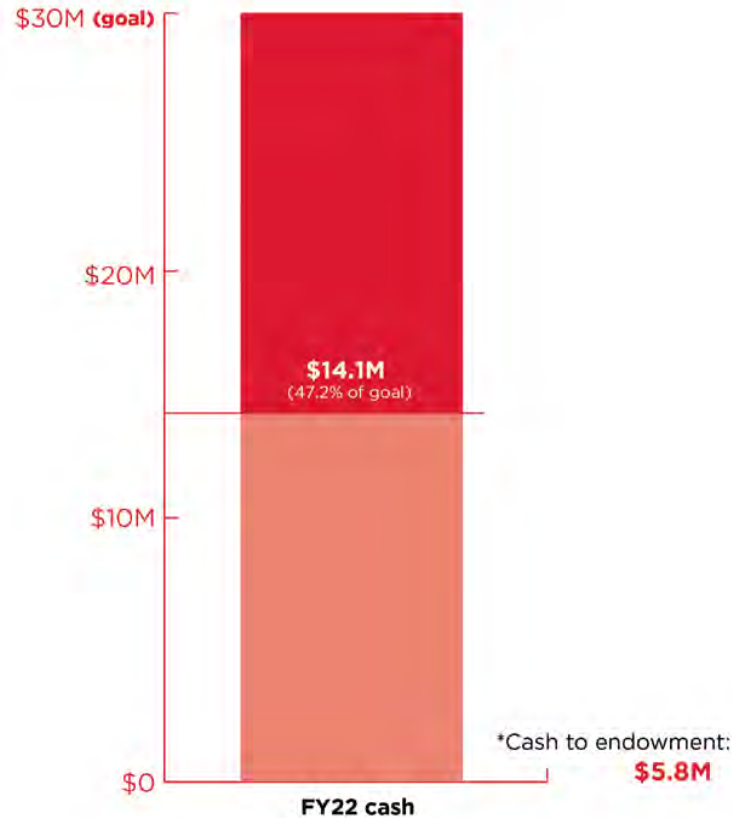


	Gifts	Pledges	Total	Present Value
<b>Bequests</b>		3,385,000.00	3,385,000.00	2,687,475.75
<b>Cash</b>				
cash, checks, credit cards, EFT	5,458,953.67	2,766,626.38	8,225,580.05	
stocks, securities	365,698.08	-	365,698.08	
payroll deduction	18,907.12	12,095.00	31,002.12	
matching gifts	104,770.41	-	104,770.41	
realized bequests	1,207,519.95	-	1,207,519.95	
other camp commitments	-	8,320,000.00	8,320,000.00	
<b>Planned Gifts</b>				
insurance premium	983.50	-	983.50	
lead trusts	-	-	-	
externally managed	18,011.50	-	18,011.50	
charitable gift annuities	-	-	-	
charitable remainder trusts	-	-	-	-
<b>Grants</b>	1,484,548.93	-	1,484,548.93	
<b>Gifts in Kind</b>	409,093.80	-	409,093.80	
<b>Real Estate</b>	-	-	-	
<b>Other</b>	-	-	-	
<b>SUB TOTAL</b>	9,068,486.96	14,483,721.38	<b>23,552,208.34</b>	
<b>REPORTED TOTAL</b>			<b>\$ 23,552,208.34</b>	

Includes CASE counting exceptions of \$8,330,000 (35.4% of FY total)

As of November 19, 2021

# FY'22 Cash Received to Date



As of November 19, 2021

# Topics for Today



- **\$1B Campaign Progress**
- **FY'22 Results to Date**
- ***Foundation Strategic Plan***





## *Mission Statement*

The mission of the Miami University Foundation is to support Miami University's educational and research activities, as well as its vibrant student life including arts, athletics and co-curricular endeavors. The Foundation Board does so through the identification and solicitation of philanthropic support and effective oversight of the management and stewardship of the Miami University endowment.

## *Vision*

The vision of the Miami University Foundation is to be a catalyst for Miami University's future through the Foundation's activities to grow the University's endowment and to be recognized as a model for performance, engagement, accountability, stewardship and commitment to excellence.



# Strategic Plan Progress Highlights



## **Support University fundraising efforts (G2-5)**

- Helped raise money to support Emergency Needs Fund in response to pandemic
- Foundation Board members took the lead – 100% participation

## **Provide support to new personnel to make them effective fundraisers – especially new Deans (G2-7)**

- Created alumni/donor visibility for new deans Beena Sukumaran and Jenny Darroch, including:
  - A virtual LGS Town Hall event facilitated by Tom
  - Kay Geiger introduced them to Women Leaders of Cincinnati; assisted by Foundation Board Members
- Helped Deans grow their networks

# Strategic Plan Progress Highlights



## Recruit Foundation Board members who will bring more diversity to the Board (G3-4)

- ***Nichole Prescott '00:*** Assistant Vice Chancellor for Academic Affairs, University of Texas, Austin System
- ***Zain Hader '02:*** Vice President, Head of Treasury Capital Markets, Charles Schwab & Co. Inc.
- ***Stephanie Byrd '81:*** CEO, Central & Southern Ohio Region, American Red Cross

# Strategic Plan Progress Highlights



## **Bring new board members more quickly up to speed (G3-5)**

- New board members received orientation and mentors
- Added informal education sessions to maintain connections between board meetings
- Two education sessions completed – Randi Thomas and Dr. David Creamer

## **Engage and enhance stakeholder relationships with the University, not only as contributors of funds but also as contributors of time and talent. (G3-3)**

- Aggressive recruiting of new advisory board members across the institution has begun
- Building foundation and pipeline for development of campaign volunteer boards



# Strategic Plan Progress Highlights



## **Expand demonstration of impact to potential and current donors (G3-9)**

- Improved donor reports, and expanded stewardship ThankView videos

## **Ensure compliance with all laws, regulations, guidelines and best practices (G4-5)**

- Worked with foundation counsel and collaborated with other state universities to ensure state auditor had an understanding of the impact of requiring open meetings act compliance for state university foundations.
- Created compelling case and received agreement to exempt state university foundations from open meetings regulation compliance.

>> Thank you!

