



BOARD OF TRUSTEES
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**BOARD OF TRUSTEES
 MIAMI UNIVERSITY
 Minutes of the Academic and Student Affairs Committee Meeting
 Via Zoom, as Authorized per Ohio House Bill 404
 Thursday, May 13, 2021 9:00 a.m.**

The meeting of the Academic and Student Affairs Committee of the Miami University Board of Trustees was called to order at 9:00 a.m. by Committee Chair John Pascoe, a majority of members were present constituting a quorum. The meeting was held virtually via Zoom, as Authorized per Ohio House Bill 404. Roll was called, and attending with Chair Pascoe were committee members; Trustees David Budig, and Zachary Haines; National Trustee Jeff Pegues; and Student Trustees Amitoj Kaur, and Dawson Cosgrove; along with non-committee members; Trustees Sandra Collins, Debbie Feldman, Rod Robinson, and Mary Schell; and National Trustee Mark Sullivan.

In addition to the Trustees, attending for all or part of the meeting were President Crawford; Provost Osborne; Vice Presidents Jayne Brownell, Jaime Hunt, Anthony James (interim), Alicia Knoedler, David Seidl, Brent Shock and Randi Thomas; along with Ted Pickerill, Executive Assistant to the President and Secretary to the Board of Trustees. Also attending to present to the Committee were: Assistant Vice President and Director of Admission Bethany Perkins; Professors Shelly Jarrett Bromberg and Leighton C. Peterson; Director of Student Wellness, Rebecca Baudry Young; and students from the HAWKS program; along with many others in attendance to assist or observe.

Public Business Session

Welcome and Approval of the Prior Meeting's Minutes

Chair Pascoe welcomed everyone to the meeting, relaying:

To begin, I want to first welcome Dawson Cosgrove to the Board of Trustees as our newest Student Trustee. Dawson is a Business Economics major from Kirtland, Ohio, and he has big shoes to fill in following Will Kulis, but he has a great example and partner in fellow Student Trustee Amitoj Kaur. Welcome Dawson.

I know this has been said many times, but we say it again now. Thank you to the many members of the Miami Community who have brought us through this pandemic, and thank you to our students for their incredible adaptability. In February I spoke of the return to campus, and here we are now at semester's end having navigated the Spring without a large spike in COVID cases and without the hospitalization of any of our students. Thank you as a Trustee, and thank you as a Miami parent.

Today we will learn of Miami's wellness efforts, the success of our enrollment efforts which have yielded our largest incoming class ever, the hire of a new leader

within UCM, work to enhance the Global Miami Plan, and how shared governance is implemented on our campuses.

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

Approval of the prior Minutes

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

Reports

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

The reports are included as Attachment A.

Student Life Update

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

Good morning! I am so proud of our campus as we wrap up this once-in-a-lifetime year. I feel like every May, we all cross the finish line with just fumes left in the tank, but this year we all had to dig a little deeper to keep going and finish strong. And we did. Even though we weren't in person for events the way we normally are, and we were still managing the extra tasks of COVID testing, vaccination, and planning, this April and May still had the usual energy, excitement, and urgency that I feel every year as we prepare to celebrate our students' accomplishments and say farewell to a graduating class. So as students wrap up finals today and tomorrow, we will start celebrating tonight with Horizon Graduation and the belated Class of 2020 celebration and continue with nine more ceremonies this weekend.

And then we'll breathe for four whole days before---- we have our first real-time orientation session next Thursday for the Class of 2025! About 62% of our incoming class has registered for an orientation session so far, and the online portion of orientation opened last week. As you saw in the written report from Orientation and Transition Programs, we'll be doing twelve 4-hour synchronous, online sessions this summer to complement the material on Canvas. Students will be able to connect with our SOULS and with their peers, and will have live presentations from some faculty and staff.

But before we skip ahead too much, we will have a presentation today about our student wellness initiatives from the past year. Many of you know Rebecca Baudry Young. Rebecca has presented a number of times about high-risk alcohol use, but Student Wellness is much broader than that single topic. She has brought along two of our

HAWKS peer educators to talk today about some of the creative and strategic work her office has been doing, often in partnership with other offices on campus.

Student Wellness Update

Director Baudry Young and the two students (HAWKS) discussed languishing vs. flourishing, and ways to transition to flourishing. They also spoke of the many campus connections and activities of the HAWKS. Beyond alcohol awareness, HAWKS address many other areas, such as nutrition and tobacco cessation.

The HAWKS were asked if they had learned or implemented anything new this year that they would like to continue going forward, they replied the new practice of leaving materials at students' off-campus homes.

The Wellness presentation is included as Attachment B, with written reports in Attachment F.

University Communications and Marketing (UCM) Update

Vice President Jaime Hunt introduced a new UCM leader; Ashlea Jones, the Director of Executive Communications. She also updated the Committee on efforts which helped yield the record-breaking class, which included a RedHawk Ready landing page to encourage students to take next steps.

She also stated that national media placements have significantly increased to include Forbes and the Wall Street Journal. Peer-to-Peer influencing has also been increased to strengthen Miami's national reputation, through placement in industry publications such as Inside Higher Ed, the Chronicle, and other media.

The UCM update is included as Attachment C.

Enrollment Management and Student Success (EMSS) Update

Vice President Shock updated the Committee on Enrollment Management and Student Success, he relayed:

Good morning members of the Board. In a moment we will bring you an update on the Fall 21 class - our largest and most accomplished class to date, but first, I want to provide some selected highlights from the other offices in Enrollment Management and Student Success. While it has been a difficult year, the leadership of each of these offices embraced the unknown and kept the University moving forward.

The One Stop, led by Jerrad Harrison, provides our front-facing, centralized customer service for the Bursar, Student Financial Assistance, and Registrar offices. In addition to implementing virtual appointments, the office spoke with nearly 7,000

prospective students, providing timely and critical information that was needed for students to decide if Miami will be home to them for the next four years.

The Registrar's office, under the leadership of Mandy Euen, worked closely with Provost Osborne and Academic Affairs to ensure that our course structure and modalities were correct, that we had the best possible academic calendar, and that the needs of our students and academic departments were met. In addition to that, they implemented electronic transcript services in January 2020, just before the pandemic. Over the course of the last year, they were able to deliver 22,000 transcripts electronically within 10 minutes of the order being placed.

The Office of the Bursar, under the leadership of Ms. Kriss Cassano, worked closely with Student Life, the Center for Career Exploration and Success and the Office of Student Financial Assistance to develop and implement a Financial Wellness Center. This initiative provides Miamians with the ability to develop financial management skills and encourages the making of healthy financial decisions - habits to help ensure a sound financial future and a lifetime of success.

The Student Success Center, under the direction of Craig Bennett, stood up year two of the GRADU8 program, a program designed to help various constituencies of students adapt, thrive, retain, and graduate from Miami in 8 semesters. In addition, working collaboratively with Student Life and Academic Affairs, the University performed more than a dozen different, multi-pronged outreaches to students that were at risk for retaining at Miami. And over the course of the year, they triaged nearly 700 students that needed assistance with everything from general academic advising, to food or housing insecurity, to providing assistance with book costs.

The Office of Student Financial Assistance, led by Ms. Beth Johnson, faced a pivotal year. With the pandemic and the economic uncertainty faced by many Miami families, the office had to respond and lead through a variety of challenges. Staff worked with 20 local high schools to provide assistance with completing the Free Application for Federal Student Aid. They carefully reviewed and awarded nearly \$880,000 in Emergency Needs Grants funds that were raised by Tom Herbert and University Advancement. In addition, the office worked to award nearly \$13 million in emergency grants from the Higher Education Emergency Relief Funds appropriated by Congress.

The Center for Career Exploration and Success, under the leadership of Jen Benz, created and launched seven different virtual career fairs and networking events to assist our students with job search and placement. They awarded nearly \$27,000 in Professional Attire grants to assist under-resourced students with securing quality interview attire. They awarded \$185,000 in student grants to offset internship costs for students with financial need. And lastly, their work has continued this spring with direct, one-to-one outreaches to graduating seniors who have yet to finalize their post-graduation plans.

I am privileged to lead a team of professionals that are dedicated to enrolling, retaining, and graduating the very best of Miami. I'm proud of their work and their accomplishments in any year but especially during a year like this year.

And now, I would like to introduce Bethany Perkins, who will now bring you an update on our Fall 2021 class. This, as you know, has been a difficult year in which to recruit a class - a class in which 40% of our enrolled students have never set foot on Miami's campuses. I'm proud of Bethany and the admission office and the extraordinary things they have accomplished.

Admission Update

Assistant Vice President and Director of Admission Bethany Perkins then reviewed the admission goals and their status. She stated there have been record applications, and record confirmations, with continuing high academic quality – as indicated by an average GPA increase year-over-year.

She stated the largest increase in confirmations is from Ohio residents. International admissions, particularly from China, are down. To help aid international students in confirming and attending, she stated Admissions has speed up the admission process to allow staff a longer timeframe to work with international applicants.

She reviewed campus visits. There have been over 5,000 visits from high school seniors, and the admit-to-yield ratios for visitors is over 43%. She emphasized that Admissions is not done recruiting the class, and Miami is continuing to accept confirmations. Confirmations to date have increased since the May 1st date. To help reduce the traditional melt of confirmations from May until the start of class in the fall, several initiatives have been put in place, such as Miami bound events - in person summer sendoffs (from alumni) held in many cities.

She stated that a survey of college bound students showed that fifty percent stated their family had been financially hit due to the pandemic. She also stated that transfers are up, and Miami has a campaign to continue transfer recruiting through the summer.

She answered several questions, stating Miami is continuing to review the success of the two classes which have entered Miami without a requirement to submit standardized test scores. She also stated that the removal of the test score requirement has added to an increase in applications at many universities. Regarding campus visits, she added that Miami is reviewing the virtual campus visits, and while there will be a significant increase in on-campus visits, she expected virtual opportunities will continue.

The EMSS Update is included as Attachment D.

Academic Affairs Update

Provost Osborne updated the Committee on Academic Affairs discussing the response to the pandemic and continuing to deliver a high-quality education and student experience.

He stated all are looking forward to the return to Miami's campuses and to new initiatives, including, the new Honors College, which will enroll nearly 500 students. New graduate and undergraduate programs, new revisions to the Global Miami Plan, enhancement of the MUDEC program, robust offerings in Prodesse Scholars, and many other initiatives. He spoke of web site enhancements, an improved transfer hub, and a new cohort of professional advisors, stating Miami is positioned to thrive post-COVID 19

He then introduced a new degree – a Bachelor of Arts in Arts Management and Arts Entrepreneurship, in the College of Creative Arts. Trustee Budig then moved, Trustee Haines seconded, and by unanimous voice vote, with all voting in favor and none opposed, the Committee voted to recommend approval of the new degree by the full Board of Trustees.

Global Miami Plan Revision

Professors Shelly Jarrett Bromberg and Leighton C. Peterson updated the Committee of the changes to the Global Miami Plan. They stated the revised Global Miami Plan creates a new narrative, and provides opportunities for students to explore interdisciplinary approaches to compelling and urgent questions facing our world. The revised GMP also furthers the core foundations of Miami's educational reputation, renewing its meaningful connection to the present and future while encouraging signature Miami Moments.

The revised plan also considers aligning Study Abroad/Study Away with GMP requirements, curricular renewal, and the leveraging of existing resources and targeted allocations. Working assumptions for implementation include:

- Slow & steady implementation plan
- Targeted resources & support for faculty development and curricular enhancement
- LEC as a consultative resource

The three components of the revised Global Miami Plan include:

- Perspective Areas (39+ credit hours)
- Miami Connections Courses (9 credit hours)
- Horizons Experiences (3+ credit hours)

There is overlap and the total number of credit hours needed to complete the Global Miami Plan requirements remains the same.

Governance

As tasked by the full Board at the February 2021 meeting, the Academic and Student Affairs Committee reviewed Miami shared governance. Provost Osborne provided the Committee with information on shared governance, and its implementation at Miami University. The following summarizes what he relayed:

Now more than ever, the shared governance of any institution of higher education (IHE) requires broad consultation, inclusion of diverse voices, and a clear pathway for decision-making. The right approach allows for alignment of decision-making with expertise and consultation. Systems that limit consultation or voice lose the deep value of the expertise and perspective present in stakeholder groups, particularly faculty, within the University. Universities with ineffective shared governance processes risk leaving an institution unable to make well-informed decisions in a timely manner. The ACE/AGB/AAUP Statement on the Governance of Colleges and Universities, presented in 1966 as a joint series of recommendations, sought to provide a framework to help institutions shape effective systems of shared governance while explicitly seeking to avoid being prescriptive or restrictive. The 1966 Statement itself clearly states that it is “not intended to serve as a blueprint for governance on a specific campus,” but rather is intended to “assist in the establishment of sound structures and procedures.”

The rapidly shifting and increasingly complex environment in higher education demands effective and efficient shared governance. University Senate, the University’s primary legislative body and its committees have stepped forward to provide advice and input as the University has engaged in setting strategic priorities, launching new academic programs and overcoming budgetary challenges. However, shared governance, like all of higher education, must be embedded in a system of continuous improvement.

This presentation is an overview of the principles developed in the 1966 Statement and how Miami’s governance system aligns with the Statement. While a full and comprehensive treatment of governance at Miami would be prohibitively lengthy, the Provost used significant recent examples to demonstrate how the abstract principles outlined in the Statement are lived in the actions, practices, and policies of Miami University at the local (departmental), larger (divisional) and global (university) levels. Specifically, the presentation outlines:

- How authority of the Board of Trustees is established by Ohio law, and the Board regulations delegate operational authority to responsible governance bodies and administrators, including University Senate and the Faculty Assembly, the President, Vice Presidents and other Executive Cabinet members, the Deans, the chairs and program directors.
- How the faculty exercise primary responsibility for determining the appropriate curriculum and qualifications for student instruction.
- How the operations of the university include broad faculty consultation and voice in planning, communication, decisions regarding physical resources, budgeting

- processes, the hiring of a president, appointment of key academic leaders, and critical aspects of faculty life (e.g., hiring, promotion, discipline, and dismissal).
- Faculty agency and voice in matters affecting faculty life,
 - Within university level entities such as University Senate, Faculty Assembly,
 - Within University Senate and Faculty Assembly standing and advisory committees;
 - Within divisions, both academic and non-academic, demonstrating the extensive engagement of faculty (and staff, and students) in all areas of university activity and governance
 - Within academic departments where crucial decisions such as hiring, mentoring, reappointing, tenure and promotion of colleagues is initiated and strongly influenced
 - Ways in which we exceed the recommendations of the 1966 Statement, including but not limited to:
 - Broad and consistent inclusion of faculty, staff, and students in hiring of administrators, creation and updating of policy, strategic decision-making, and many other governance processes
 - Focused use of task forces and committees to compliment the extensive work of standing committees when needs arise (e.g., MiamiRISE strategic plan, DE&I task forces, Safe Return to Campus and Healthy Together task forces, Senate task forces on supporting faculty and staff through COVID, etc.)
 - Areas where the Provost is working with University Senate and Faculty Assembly to improve the governance processes at Miami, through consideration of:
 - Expectations of shared governance, including who makes decisions over what areas, where faculty have primary authority, and where they are consulted by others before making final decisions;
 - Updating committee membership- e.g., ensuring the Committee on Faculty Rights and Responsibilities is inclusive and representative of all faculty;
 - Ensuring awareness of the importance of, and engagement in Senate committees, as well as divisional and departmental governance; and
 - Incorporating the role of professional expertise in modern university governance with appropriate representation aligning interest or expertise with committee assignments.

In sum, this presentation explained Miami University's system of shared governance today and how it aligns with the principles in the 1966 statement. It is important that Miami continue to work to ensure a robust, efficient, inclusive, and effective shared governance, which will leave the institution more resilient, effective, and better able to meet mission. Accrediting bodies (e.g., HLC, AACSB, APA, etc.) also look to shared governance in their reviews. Miami will continue discussions along these lines through shared governance entities in a quest to continue optimizing effective and efficient shared governance.

Chair Pascoe thanked Provost Osborne for the background and information, and stated he believes he speaks for the entire Committee when he states we all agree with Provost Osborne that effective shared governance requires broad consultation, the inclusion of diverse voices and a clear pathway for decision making. The principles set forth in the ACE/AGB/AAUP Statement on the Governance of Colleges and Universities of 1966 provide an excellent framework to help institutions shape effective shared governance systems. Miami's shared governance systems are sound and in clear conformity with these principles. He further stated it is also reassuring to learn Provost Osborne will be continuing discussions with University Senate about improving governance in this increasingly complex and rapidly changing environment.

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

Written Updates, Attachment F

Center for Student Diversity and Inclusion Update
Orientation and New Student Activities

Adjournment of Meeting

With no other business to come before the Board, Trustee Haines then moved, Trustee Budig seconded, and by unanimous voice vote, with all in favor and none opposed, the Board, adjourned at 11:45 a.m.



Theodore O. Pickerill II
Secretary to the Board of Trustees



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

James Bielo, Chair

Jennifer Green, Chair-elect

Dana Cox, Past-chair

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

May 14, 2021

To: Board of Trustees, Academic and Student Affairs Committee
 From: James Bielo, Chair, Executive Committee of University Senate
 RE: University Senate Report to Board of Trustees – May 14, 2021 Meeting

Executive Committee of University Senate membership:

- James Bielo, (Anthropology), Chair
- Jennifer Green, (Psychology), Chair-Elect
- Dana Cox, (Mathematics), Past-Chair
- Liz Wardle, (English), At-Large member
- Jannie Kamara (Student Body President), undergraduate
- Anil Upreti, graduate student
- Breanna Robinson, staff, ex officio
- Jason Osborne, Provost, Chair of University Senate
- Jeffrey Wanko, (Associate Provost), Secretary of University Senate
- Becky Sander (Executive Assistant for Admin Services), Recording Secretary

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on February 19, 2021.

- **New Business, Specials Reports and Updates delivered to University Senate:**
 - **February 22, 2021**
 - Amorous Relationships Policy – Final Draft – Senator Liz Wardle
 - Miami Plan Revision – Dr. Shelly Jarrett Bromberg, Director, Office of Liberal Education and Dr. Leighton Peterson, Associate Professor, Anthropology
 - Remote Proctoring Services- ASG Resolution – Jannie Kamara, ASG Student Body President and Wes Payne, ASG District 7, On-Campus Senator
 - Graduate Student Research Fellowship
 - Sunsetting Dormant Graduate Programs – Dean Michael Crowder, Graduate School
 - **March 8, 2021**
 - Jaime Hunt – Vice President and Chief Marketing and Communication Officer
 - Benefits Update – John Bowblis, Chair, Benefits Committee
 - Graduate Student Research Fellowship
 - Sunsetting Dormant Graduate Programs – Dean Michael Crowder, Graduate School
 - Approval Process for Curricular Proposals – Tracy Haynes, Senate Liaison, Council for University Curriculum
 - **March 22, 2021**

- Dr. Jason Lane, Incoming Dean, College of Education, Health & Society (3.40 p.m.)
- Miami's Statement on Professional Ethics and Responsibilities – Dr. Zevi Miller, Chair, Faculty Rights and Responsibilities
- Covid Ad-Hoc Committee Reports – Dr. Dana Cox, Co-Chair, Faculty Ad-Hoc Committee and Senator Troy Travis. Co-Chair, Staff Ad-Hoc Committee
- **April 5, 2021**
 - Covid Ad-Hoc Committee Reports – Dr. Dana Cox, Co-Chair, Faculty Ad-Hoc Committee and Senator Troy Travis. Co-Chair, Staff Ad-Hoc Committee
 - Global Miami Plan Revision – Dr. Shelly Jarrett Bromberg, Director, Office of Liberal Education and Dr. Leighton Peterson, Interim Associate Director, Office of Liberal Education
 - TCPL Percentage – Dr. Dana Cox and Senator Jen Green
- **April 19, 2021**
 - SR 21-26 - Global Miami Plan Revision – Dr. Shelly Jarrett Bromberg, Director, Office of Liberal Education and Dr. Leighton Peterson, Interim Associate Director, Office of Liberal Education
 - SR 21-27 - TCPL Percentage – Dr. Dana Cox and Senator Jen Green
 - SR 21-28 - Liberal Education Composition Change – Dr. Shelly Jarrett Bromberg, Director, Office of Liberal Education
 - SR 21-29 - Honors Program Advisory Committee – Composition Change – Dr. Zeb Baker, Director, Honors Program
 - SR 21-30 - Academic Policy Committee – Composition Change – Senator Tamise Ironstrack, Senate Liaison, Academic Policy Committee
 - SR 21-31 - Arts Management and Arts Entrepreneurship Major - Senator Todd Stuart
 - SR 21-32 - Promotion and Tenure Guideline Revisions – Dr. Dana Cox
 - SR 21-33 - TCPL Guideline Revisions – Dr. Dana Cox
 - SR 21-34 - Faculty Assembly Policy Library Changes – MUPIM 2.5 – Dr. Dana Cox
- **April 26, 2021**
 - SR 21-28 - Liberal Education Composition Change – Dr. Shelly Jarrett Bromberg, Director, Office of Liberal Education
 - SR 21-29 - Honors Program Advisory Committee – Composition Change – Dr. Zeb Baker, Director, Honors Program
 - SR 21-30 - Academic Policy Committee – Composition Change – Senator Tamise Ironstrack, Senate Liaison, Academic Policy Committee
 - SR 21-31 - Arts Management and Arts Entrepreneurship Major - Senator Todd Stuart
 - ASG Year in Review – Jannie Kamara, President, Associated Student Government
 - Return to Campus – Senator Dawn Fahner, PHR, Associate Vice President for Human Resources

- **Approved Minors, revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:**
 - **March 8, 2021**
 - New Minor, STA - Data Analytics
 - Revision of an Existing Minor, CIT - Data Intelligence through Information Technology
 - Revision of an Existing Certificate, ISA - Foundations of Business Analytics
 - Revision of an Existing Major, ICS - Integrative Studies, Bachelor of Integrative Studies
 - Revision of an Existing Major, ISA - Information and Cybersecurity Management - Bachelor of Science in Business
 - Revision of an Existing Major, POL - Public Administration- Bachelor of Arts
 - Revision of an Existing Major, SGE - Social Justice, Bachelor of Arts
 - Elimination of a Certificate, HST - Russian, East European, and Eurasian Studies
 - Elimination of a Certificate, JCS - Criminal Justice Administration
 - Elimination of a Major, JCS - Criminal Justice, Master of Science
 - Elimination of a Degree, JCS - Forensic Investigation- Bachelor of Science in Forensic Science and Investigation
 - Elimination of a Degree, JCS - Forensic Science, Bachelor of Science in Forensic Science and Investigation
 - Elimination of a Degree, Nonprofit and Community Studies, Bachelor of Science in Nonprofit and Community Studies
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 - **March 22, 2021**
 - New Minor, ART - Communication Design Minor
 - New Certificate, EDP - Remote Teaching for K12
 - Revision of an Existing Certificate, SLM - Outdoor Leadership Certificate
 - Revision to an Existing Major, ART - Art Education- Bachelor of Science in Art with Multi-Age Visual Arts Licensure
 - Revision to an Existing Major, ART - Communication Design, Bachelor of Fine Arts
 - Revision to an Existing Major, ENT - Mechanical Engineering Technology, Associate in Applied Science
 - Revision to an Existing Major, JCS - Criminal Justice, Associate in Applied Science
 - Revision to an Existing Major, SBS - Psychological Science, Bachelor of Arts
 - Elimination of Major, NSG – Nursing, Bachelor of Science in Nursing (RN-BSN)
 - Elimination of Minor, SBS - Applied Social Research Minor
 - Elimination of Degree, SBS - Applied Social Research, Bachelor of Science in Applied Social Science
 - **April 5, 2021**
 - Revision to an Existing Minor, MUS - Music in Culture Minor

- Revision to an Existing Minor, THE - Music Theatre Minor
- Revision to an Existing Major, ART - Experience Design, Master of Fine Arts
- Revision to an Existing Major, CHM – Chemistry, Doctor of Philosophy
- Revision to an Existing Major, CHM – Chemistry, Master of Science
- Revision to an Existing Major, MJF - Strategic Communication, Bachelor of Arts
- Elimination of an Existing Major, ART - Art Education, Master of Arts
- Elimination of an Existing Major, EDL - Student Affairs in Higher Education, Doctor of Philosophy
- Elimination of an Existing Major, MUS - Music Education- Master of Music
- Elimination of an Existing Major, THE - Theatre and Practice, Master of Arts
- **April 19, 2021**
 - Revision of an Existing Major, ATH - Anthropology, Bachelor of Arts
 - Revision of an Existing Major, ECE - Computer Engineering, Bachelor of Science in Engineering
 - Revision of an Existing Major, EDP - Inclusive Special Education, Bachelor of Science in Education with Licensure
 - Revision of an Existing Major, FIN – Finance, Bachelor of Science in Business
 - Revision of an Existing Major, FRI - Classical Studies, Bachelor of Arts
 - Revision of an Existing Major, FRI - French, Bachelor of Arts
 - Revision of an Existing Major, FRI - Italian Studies, Bachelor of Arts
 - Revision of an Existing Major, GLG - Geology, Bachelor of Science
 - Revision of an Existing Major, ISA - Information and Cybersecurity Management, Bachelor of Science in Business
 - Revision of an Existing Major, MJF - Journalism, Bachelor of Arts
 - Revision of an Existing Major, MJF - Media and Communication, Bachelor of Arts
 - Revision of an Existing Major, PHY - Engineering Physics, Bachelor of Science
 - Revision of an Existing Major, POL - Diplomacy and Global Politics, Bachelor of Arts
 - Revision of an Existing Major, PSY - Psychology, Bachelor of Arts
 - Revision of an Existing Major, STA - Data Analytics, Bachelor of Arts
 - Elimination of an Existing Major, BUS - Interdisciplinary Business Management, Bachelor of Science in Business
 - Elimination of an Existing Major, CMR – Commerce, Associate of Applied Business
 - Elimination of an Existing Co-Major, MJF – Comparative Media Studies Co-Major
- **April 26, 2021**
 - Revision of an Existing Major, NSG – Nursing, Bachelor of Science in Nursing (4 year)

- **Senate Resolutions**

SR 21-21

February 22, 2021

BE IT HEREBY RESOLVED that University Senate approves the Consensual Amorous Relationships Policy as outlined below:

Consensual Amorous Relationships Policy

What is Prohibited

Subject to the limited exceptions outlined here, all Miami faculty members are prohibited from pursuing or engaging in an amorous relationship with any Miami undergraduate students.

All Miami faculty members are prohibited from pursuing or engaging in amorous relationships with any Miami graduate students who are in their courses, or who are enrolled in programs in the faculty member's department, or over whom they have supervisory responsibility.

Miami graduate assistants are prohibited from pursuing or engaging in an amorous relationship with any Miami undergraduate student enrolled in their courses or over whom they have other University responsibility or authority, wherein the graduate assistant has the power or authority to alter or influence the conditions of the student's participation in the University's educational programs or activities. This specifically includes supervision in a lab or tutoring site.

Staff are prohibited from pursuing or engaging in an amorous relationship with any Miami graduate or undergraduate student over whom they have University supervisory responsibility or authority, wherein the staff member has the power or authority to alter or influence the conditions of the student's participation in the University's educational programs or activities. This specifically includes student employment, coaching, athletic training, and advisors to student organizations.

"Pursuit" means seeking a date or romantic relationship, making romantic or sexual comments to a student that a reasonable person would perceive as having intent toward such a relationship, or to seek out an amorous personal relationship. Mere presence or activity on an online dating application is not evidence of pursuit of amorous relationships prohibited under this policy.

"Student" refers to persons who have been admitted to the University (beginning at their orientation) and continuing during academic terms for which they are enrolled, and during breaks between academic periods including University holidays and vacations, and during periods of suspension. A person is no longer deemed a student when they have completed their degree program and graduated, are not seeking re-enrollment, or following one semester of having not been enrolled.

Relationships in violation of this policy should not be pursued or engaged in while the student is enrolled or the faculty or staff member is employed by Miami University.

[Note that sexual harassment is covered by a different policy--the Sexual Misconduct Protocol—and is defined as unwelcome conduct on the basis of sex, including gender, gender identity, or expression, or sexual orientation, that is sufficiently severe and pervasive to adversely impact a term or condition of a

person's ability to participate in the University's educational programs or activities. Sexual harassment includes conduct that unreasonably interferes with a person's work performance or creates an intimidating, hostile, or offensive working learning, or living environment.]

Exceptions

Relationships that exist prior to employment or enrollment at Miami will generally be exempted from this policy. This includes Miami employees whose partners enroll in classes at Miami.

Process for Reporting Exceptions and Violations and Enforcing Consequences

Requesting and Reporting Exceptions

Relationships that exist prior to employment or enrollment at Miami should be reported by the employee when employment or enrollment begins and on the required Ethics Questionnaire. When partners of Miami employees enroll in classes, this should be reported via the required Ethics Questionnaire.

If an employee begins a relationship that is allowed by the above policy (for example, a faculty member begins dating a graduate student outside their department over whom they have no supervisory responsibility) or is already in such an allowable relationship, they should report the relationship to their supervisor and the appropriate personnel office to ensure any conflicts in reporting or supervision can be addressed. These relationships, barring any unusual conflicts, will be exempted from this policy.

When existing or developing and allowable relationships are reported, a central purpose of the reporting is to ensure that no immediate conflicts exist or come to exist in teaching or other supervisory roles.

Employees should be aware for their own protection that what appears at the time to be

consensual behavior may later be perceived by one of the parties to be sexual

harassment. Thus, those disclosing pre-existing or allowable amorous relationships should be aware that disclosing a relationship does not change the power differential or protect from future accusations of sexual harassment or misconduct. In the event of a charge of sexual harassment arising from such circumstances, the university will in general be unsympathetic to a defense based upon consent when the facts establish that a faculty-student or staff-student power differential existed within the relationship.

Reporting Potential Violations of the Policy

Anyone seeking to report a violation of this Consensual Amorous Relationship policy may make an anonymous [EthicsPoint](#) report, contact Human Resources or Academic Personnel Services, use the [OEEO Incident Reporting Form](#), and/or contact a supervisor such as the department chair or area supervisor of the person who is believed to have violated the policy.

All reports will initially be reviewed by OEEO to ensure that reported actions do not violate [Sexual Misconduct policies](#). Sexual harassment or sexual misconduct will be handled as the policies and laws governing such violations dictate. If the Sexual Misconduct policies do not apply, the matter will be referred to the employee's department chair, dean, or supervisor.

Actions that violate this Consensual Amorous Relationship policy will be treated in the first instance as an opportunity for education, following the existing guidelines for disciplinary action for each category of employee, as linked below. Note that for faculty members, chairs are charged with initially advising their faculty regarding policy violations; "If problems identified by the department chair are not resolved following one or more personal meetings, and/or written communications, then the chair may issue a written summary, which will be placed in the faculty member's personnel file, along with any response from the faculty member." In combination with the first-line education described above, the policies linked below constitute, in effect, progressive disciplinary procedures intended to curtail the behavior and protect all involved.

- *Faculty*
- *Staff*
- *Classified Staff (SATSS)*
- *AFSCME and FOP Collective Bargaining Agreements*
- *Administrative staff not covered by any of the above are typically governed by contracts that outline consequences*

SR 21-21 was approved: 41 Yes; 12 No; 5 Abstentions

SR 21-22

Sense of the Senate

Investigating the use of Remote Proctoring Services

BE IT HEREBY RESOLVED that University Senate supports the investigation into whether or not the use of remote proctoring services, such as Proctorio, is in line with Miami University's 'University Values Statement.'

SR 21-22 was approved 49 Yes; 3 No; 4 Abstentions

SR 21-23

March 8, 2021

Graduate Research Fellowship Policy

BE IT HEREBY RESOLVED that University Senate approves of the Graduate Student Research Fellowship Policy as outlined below:

Graduate Summer Research Fellowships

The purpose of Graduate Summer Research Fellowship is to provide financial support for full-time graduate students to engage in meaningful scholarly activities during a 6-week summer period. The summer research fellowship is intended for students who have no additional means of summer support during the six-week summer period (e.g., grant-funded assistantship;

external, paid internships; teaching assignments, etc.). The awarding of these fellowships are subject to availability of funds.

Eligibility

To be eligible for a Graduate Summer Research Fellowship, a student must have fulfilled the following requirements:

- Student held a full-time graduate assistantship, a residence hall personnel assistantship, or a dissertation scholarship for at least one full semester during the fall or spring semester preceding the summer research fellowship period.
- Student completed at least nine (9) graduate credit hours in each of the two semesters prior to the summer research fellowship period.
- Student has made satisfactory progress toward the graduate degree, including:
 - Met the Graduate School's requirement of a 3.0 GPA
 - Met departmental milestones on time, including for example: plan of study, research proposal defense, and comprehensive exams, etc. The completion of milestones needs to be documented by the student's department or program
- Student must not be receiving additional Miami University funded support, from the following sources:
 - Externally-funded research assistantship that already pays the student in the summer
 - Full-time, paid external internship that already pays the student in the summer
 - Teaching course(s) in the summer and the student was paid for teaching the course(s)
- Student must be engaged in meaningful activity as described below in Fellowship expectations

Time Limits

- Master thesis-track (and specialist-track) students are eligible for a total of two years of summer support.
- PhD candidates are eligible for a total of four years of summer support including their years as master's degree candidates.

Maximum Number of Awards

Up to 300 graduate summer research fellowships will be awarded per academic year pending available funds.

Fellowship Expectations

The student must commit to a minimum of 6 weeks of full-time summer study for the activities described below:

- Student must be engaged in one or more of the following meaningful activities over the summer they receive support:
 - Research activities related to degree requirements that will result in a publication, completion of thesis/dissertation and requirements, or provide preliminary data for grant applications
 - Mentoring of undergraduate students in research
 - Other important activities related to degree completion (e.g., unpaid internships)
- Students must either:
 - For students whose degree programs encourage summer session credits, register for 0–9 credit thesis or dissertation hours during the first summer session.
 - Students who do not need summer session credits to graduate in a timely manner are encouraged to enroll in a 0 credit-hour internship or independent study (i.e., thesis or dissertation credits).

Note: Courses taken for P, S, and X grades count toward eligibility for the summer research fellowship; they are not, however, computed in students' grade point averages. Students who receive F, U, or Y in such courses will not receive credit towards the summer research fellowship.

Through an online Graduate School form, students are required to submit a 1 paragraph description of what was accomplished to the Graduate School before the start of fall semester classes.

Full-Time Summer Study Defined

Full time study for graduate students is defined as 20 hours per week to fulfill the fellowship expectations (see above).

Graduate Summer Research Fellowship Payments

Eligible students will receive \$1,500 (if GA for 2 semesters) or \$750 (if GA for 1 semester) for engaging in full-time study as defined by the Graduate School and their academic department.

Summer Research Fellowships will be paid on or before June 30th.

The Instructional Fee and out-of-state tuition surcharge (if applicable) for summer terms are waived for Graduate Summer Research Fellowship recipients. Therefore, the General Fee

(reduced) and the Registration Fee must be paid at the time in which students register or are billed. If required in their courses, students must pay certain laboratory fees and artistic supply costs. All fees must be paid by the deadlines established by the One Stop to avoid cancellation of students' registration and loss of their Graduate Summer Research Fellowship.

Processing of Graduate Summer Research Fellowships

Program-based ranked lists of all eligible students will be submitted to the Graduate School by May 1st. Based on availability of funds, each program will be notified as to the number of Graduate Summer Research Fellowships that will be awarded to that program. Late submissions of ranked lists will not be accepted.

Departments are required to verify the eligibility of students and fulfillment of expectations for the research fellowship. Departments may have to forfeit future research fellowships if they allow for the awarding of research fellowships to ineligible students.

SR 21-23 was approved 54 Yes; 1 No; 2 Abstentions

SR 21-24

March 8, 2021

Dormant Graduate Programs

BE IT HEREBY RESOLVED that University Senate approves of sunsetting dormant graduate programs, identified by the Graduate School as not having current, or accepting new, students and not having paperwork filed with the Higher Learning Commission nor with the Ohio Department of Education.

The programs below will work with the Graduate School and the Office of Institutional Research and Effectiveness to file the appropriate paperwork.

Name of program	Department/division	Chair or contact	Signature*
MEd Adolescent Education	EDL/EHS	Brian Schultz	Signatures on File
MEd Elementary Math	EDL/EHS	Brian Schultz	
MA Mass Communications	MJF/CAS	Bruce Drushell	
MA Speech Communications	MJF/CAS	Bruce Drushell	
MA Zoology	BIO/CAS	Tom Crist	
MEd Elementary Education	EDT/EHS	Brian Schultz	

MAT Elementary Education	EDT/EHS	Brian Schultz	
MAT Political Science	POL/CAS	Bryan Marshall	
MS Family Science	FSW/EHS	Kate Kuvalanka	
PhD Political Science	POL/CAS	Bryan Marshall	
PhD History	HIS/CAS	Wietse DeBoer	
PhD Zoology	BIO/CAS	Tom Crist	

SR 21-24 was approved 56 Yes; 1 Abstention

SR 21-25

Sense of the Senate – Approval of Covid Ad-Hoc Subcommittee Reports

April 5, 2021

BE IT HEREBY RESOLVED that University Senate accepts the reports of the faculty and staff Ad-Hoc Subcommittees for Covid Support.

SR 21-25 was approved 56 Yes; 2 Abstentions

SR 21-26

April 19, 2021

Revisions to the Global Miami Plan

BE IT HEREBY RESOLVED that University Senate adopts revisions, as amended, to the Global Miami Plan as set forth in the attached document.

SR 21-26 was approved 50 Yes; 2 No; 3 Abstentions

SR 21-27

April 19, 2021

Calculating Faculty Composition

Whereas the existing method of expressing expectations about faculty composition is mathematically unsound and difficult to represent; and

Whereas we wish to leave the intent of the policy unchanged while using an equivalent and true percentage instead of a ratio expressed as a percentage;

BE IT HEREBY RESOLVED that University Senate approves the following changes to the Teaching, Clinical Professors and Lecturers (TCPLs) Policy as outlined below:

Policy

TCPL faculty includes lecturers and clinical lecturers with the ranks of assistant, associate and senior lecturer as well as teaching and clinical faculty with the ranks of assistant, associate and full professor. Collectively, these positions are referred to as TCPL faculty.

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%

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

Appointment to a TCPL position requires either:

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

SR 21-27 was approved 53 Yes; 2 No; 1 Abstention

SR 21-28
April 26, 2021

Revision of Liberal Education Council Composition

BE IT HEREBY RESOLVED that University Senate approves changes to Senate ByLaws 6.B.13, *Liberal Education Council*, as outlined below:

Function

Actions of the Liberal Education Council, which require the approval of University Senate, such as changes in policy, shall be reported to the Senate Executive Committee, which shall place them on the agenda of University Senate. All actions of the Liberal Education Council shall be recorded in its minutes, which shall be distributed to all members of University Senate, who may raise questions about any of these actions at the meeting of University Senate that follows the distribution of the minutes. Except for any action University Senate refers again to the Liberal Education Council, the actions which do not require explicit approval by University Senate shall be considered passed upon the adjournment of the first University Senate meeting after the distribution of the Liberal Education Council's minutes.

The authority to approve the inclusion or elimination of courses in the University Liberal Education curriculum shall reside in the Liberal Education Council. Courses submitted for such approval shall already have been approved by all other appropriate academic units . Periodic review of courses should affirm that the primary focus of course offerings is clearly aligned with the student learning objectives of the Miami Plan attribute associated with the course.

- **A minimum of Eleven (11) faculty members:**
 - **The Associate Director**
 - **Two faculty members from different departments with expertise in humanities.**
 - **Two faculty members from different departments with expertise in social sciences.**
 - **Two faculty members with expertise in natural sciences.**
 - **One faculty member with expertise in creative arts**
 - **One faculty member with expertise in mathematics/technology/formal logic**
 - **One faculty liaison to the Howe Center for Writing Excellence**

- ~~Two (2)~~ **One** faculty at-large **member** nominated in consultation with the Chair of the University Liberal Education Council.
- **One** faculty (could also be one of the above) with expertise in Study Away/Study Abroad
- **One** faculty (could also be one of the above) shall represent the Regional Campuses
- **One** faculty (could also be one of the above) with expertise in interdisciplinary/transdisciplinary learning
- **One** faculty (could also be one of the above) with expertise in DE&I
- **One** faculty (could also be one of the above) with expertise in Intercultural Consciousness
- **One** faculty (could also be one of the above) with expertise in Global Inquiry
- **One** faculty (could also be one of the above) shall be a member of University Senate and serve as Senate Liaison.

The primary goal is assembling a committee with the appropriate expertise to appropriately evaluate offerings. All divisions must be represented.

Ex-officio members who are non-voting but advisory:

- **One (1) representative from the University libraries.**
- **One (1) representative from the Office of the University Registrar**
- **One (1)-undergraduate student** nominated by Associated Student Government.
- **One (1) professional academic advisor**
- The University Director of Liberal Education shall serve as the Chair of the Liberal Education Council.
- Additional *ex officio* members may be named to nonvoting seats on the Liberal Education Council at the discretion of the Council, with the approval of University Senate.

The Council shall form appropriate subcommittees as necessary.

Nominations for the Council and subcommittees shall be made in consultation with the Director of Liberal Education. Nominees must be able to serve at the regularly scheduled meeting time established for the following year.

SR 21-28 was approved 52 Yes; 2 No

SR 21-29

April 26, 2021

Revision of Honors Program Advisory Committee Composition

BE IT HEREBY RESOLVED that University Senate approves changes to Senate ByLaws 6.B.12, *Honors Program Advisory Committee*, as outlined below:

6.B.12.a. The **Honors College** ~~Honors Program~~ Advisory Committee shall be composed of:

- **Eight (8)** ~~Six (6)~~ faculty members from **Oxford-based** curriculum-generating units as follows:
 - One (1) member of University Senate from any academic discipline and serving as Senate Liaison to the Committee. **The Senate liaison shall be drawn from any Oxford-based curriculum-generating unit.**
 - **One (1) from the humanities from the College of Arts and Science.**
 - **One (1) from the social sciences from the College of Arts and Science.**
 - **One (1) from mathematics/statistics/natural sciences from the College of Arts and Science.**
 - **One (1) from the College of Creative Arts.**
 - **One (1) from the Farmer School of Business.**
 - **One (1) from the College of Engineering and Computing.**
 - **One (1) from the College of Education, Health, and Society.**
 - ~~One (1) from the College of Liberal Arts and Applied Science.~~

~~No more than two (2) representatives from the College of Arts and Science shall serve at the same time in this category. Whenever possible, membership of the Committee shall alternate between the paired units. At least two (2) of the representatives in this category shall have had previous experience on the Committee.~~ The Chair of the Committee shall normally have had previous experience serving on the Committee **and teaching honors courses.**

- Two (2) student members.

The student representatives shall be chosen by the **Honors** Student Advisory Board.

- *Ex officio* nonvoting member:
 - ~~Directors of any divisional honors program, if not selected as representatives of their academic divisions.~~
 - The Director of the **Honors College** ~~University Honors Program~~.
 - ~~Associate Director of the University Honors Program.~~

6.B.12.b. The Executive Committee of University Senate, in consultation with the Director of the **Honors College** ~~University Honors Program~~, shall nominate committee members. Nominees must be able to serve at the regularly scheduled meeting time established for the **Honors College** ~~University Honors~~ Advisory Committee for the following academic year. **Where possible, preferences should be given to identifying nominees who have experience in teaching honors courses.**

6.B.12.c. The functions of the **Honors College** ~~University Honors Program~~ Advisory Committee are to advise the Director of the **Honors College** ~~University Honors Program~~ on curricular and administrative issues involving **honors education at Miami** ~~the program~~ and to approve the inclusion of courses in the **Honors College** ~~University Honors Program~~ curriculum. The Committee shall report regularly to University Senate.

SR 21-29 was approved 56 Yes; 1 No

SR 21-30
April 26, 2021

Revision of Academic Policy Committee Composition

BE IT HEREBY RESOLVED that University Senate approves changes to Senate ByLaws 6.B.2, *Academic Policy Committee*, as outlined below:

6.B.2.a. The Academic Policy Committee shall be composed of:

- Six (6) faculty members, one from each academic division and at least one of whom shall be a member of University Senate and serve as **liaison and one of whom shall be a current or former department chair.**
- **One (1) academic dean, associate dean, or assistant dean with expertise in academic policy of one college or school appointed on a rotating basis.**
- **University Registrar or designee**
- One (1) ~~unclassified staff member~~ **professional academic advisor**
- ~~Two (2)~~ **Three (3)**-undergraduate students **with two being representatives of Associated Student Government and one being a student representative from the Regional Campuses. The Regional Campus Representative (RCR) will be a regional campus student selected by regional campus student government. In the event regional campus student government is unable to select the RCR then the RCR will be selected by the office of the regional campus dean.**
- One (1) graduate student **selected by the Graduate Student Association (GSA). In the event GSA is unable to select then the office of the dean of the graduate school will select the graduate student representative.**
- **One (1)**~~Two (2)~~ *ex officio*, non-voting member
 - One (1) representative from the Office of Academic Affairs
 - ~~One (1) representative from the Office of the University Registrar.~~

6.B.2.b. The functions of the Academic Policy Committee are to advise the Provost and make recommendations to the academic deans, University Senate **or other University Senate committees** on **educational policies found in: the Policy Library related to curriculum and research such as but not limited to: course registration, course repeat, re-enrollment, transfer credit, examinations, grading system, academic integrity, attendance, classification of students, degree honors and graduation requirements; and wording in the General Bulletin that relates to the policies under consideration.** ~~educational programs, requirements, and standards (for example: grading policy for undergraduates, methods of instruction, evaluation of instruction, advising and counseling for undergraduate students and programs, admissions, retention, and financial aid); to~~ **The Committee is 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. It reports regularly to Senate; and ~~to~~ consults with and advises the Provost about all ~~other~~ matters of academic policy affecting the University.

SR 21-30 was approved 53 Yes; 3 No

SR 21-31

April 26, 2021

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree and major, Bachelor of Arts in Arts Management and Arts Entrepreneurship, College of Creative Arts.

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

SR 21-31 was approved 52 Yes; 4 Abstentions

SR 21-32

April 19 2021

Promotion and Tenure Guidelines for Dossier Preparation 2021-2022

BE IT HEREBY RESOLVED that University Senate adopts revisions as amended to the 2021–2022 *Promotion and Tenure Guidelines for Dossier Preparation*.

SR 21-32 was approved 45 Yes; 1 No; 6 Abstentions

SR 21-33

April 19, 2021

Dossier and Evaluation Guidelines for Teaching Professors, Clinical Professors, Lecturers, and Clinical Faculty 2021-2022

BE IT HEREBY RESOLVED that University Senate adopts revisions as amended to the 2021-2022 *Dossier and Evaluation Guidelines for Teaching Professors, Clinical Professors, Lecturers, and Clinical Lecturers*.

SR 21-33 was approved 48 Yes; 1 No; 3 Abstentions

SR 21-34**April 19, 2021****Revision of MUPIM 2.5, Faculty Assembly**

BE IT HEREBY RESOLVED that University Senate approves changes to MUPIM 2.5, *Faculty Assembly*, as outlined below:

Faculty Assembly

General

Faculty Assembly is chaired by the President of the University who has responsibility for the preparation of the agenda for meetings. The agenda shall be mailed to each member of Faculty Assembly at least seven (7) class days prior to the meeting and shall provide sufficient detail for reasonably clear identification of the nature of the items.

The actions of the University Senate are subject to the authority of Faculty Assembly to review and refer actions back to the University Senate and to recommend matters for Senate's consideration.

Faculty Assembly is composed of all members of the faculty who hold a tenured or tenure-track position; all librarians who hold the rank of Assistant Librarian, Associate Librarian, or Principal Librarian; ~~and Lecturers and Teaching Faculty~~ and Teaching, Clinical Professors and Lecturers (TCPLs)

~~Lecturers and Teaching Faculty are members of Faculty Assembly for the purpose of qualifying them to serve on the University Senate.~~ Membership in Faculty Assembly does not qualify ~~Lecturers or Teaching Faculty~~ Teaching, Clinical Professors and Lecturers (TCPLs) to serve on committees whose membership is restricted to faculty in tenure-eligible ranks.

SR 21-34 was approved 48 Yes; 1 No; 3 Abstentions

SR 21-35**April 26, 2021****Appointments to Standing and Advisory Committee of University Senate**

BE IT HEREBY RESOLVED that University Senate confirm the 2021-2022 appointments to open seats of the standing and advisory committees of University Senate; and

BE IT FURTHERMORE RESOLVED that Senate authorizes Senate Executive Committee to confirm remaining 2020-2021 appointments to the standing and advisory committees of University Senate.

SR 21-35 was approved 54 Yes; 1 Abstention

News and Updates

Division of Student Life • May 2021

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

The Division of Student Life aims for every student to feel a sense of belonging at Miami and to create meaningful connections in the Miami and Oxford communities.

Welcoming “Remote Only” Sophomores to Campus

The **Office of Residence Life**, **Office of Orientation and Transition Programs**, **Office of Parent and Family Programs**, and the Student Success Center is hosting a program in May for first-year students who studied remotely the full 2020-21 year or Spring 2021 semester. The program will focus on connecting students with each other and developing a stronger connection to the Miami campus through student organizations and programming. A concurrent event for their parents and family members will focus on supporting their students in these goals.

“We Need to Talk” Podcast

The “We Need to Talk” podcast is a collaboration between the **Office of the Dean of Students** and the Associated Student Government. The podcast aims to discuss challenges and important issues impacting the campus community. The first two episodes examined dialogue across difference and creating space for that dialogue. At the end of each episode, hosts Dean Kimberly Moore and student body Vice President Jessica von Zastrow review major segment takeaways with tips for listeners on how they can implement the strategies discussed in the episode.

Expansion of Miami Bound

Miami Bound programs, coordinated by the **Office of Orientation and Transition Programs**, are optional pre-semester opportunities for new first-year students before the fall semester begins. This year, Miami Bound programs are an integrated part of the orientation process and are occurring throughout the summer (rather than only the week before classes begin). Through Miami Bound, students can visit campus for a variety of mostly in-person workshops, events, and multi-day experiences to build community and connections to campus. Events may be multi-day programs focused on a specific topic, or shorter one-day programs.

The expansion of Miami Bound programs will complement the virtual elements of summer orientation. As of May 3, there were 22 Miami Bound programs (some with multiple dates), including 12 brand new programs, proposed for July and August.

Residence Life Student Advisory Board

The **Office of Residence Life** Student Advisory Board (ORL SAB) focuses on advocacy, leadership, and programming within the residence halls. The board, composed of six students, is a temporary replacement of the Residence Hall Association (RHA) while RHA is being re-envisioned and relaunched. ORL SAB has provided just under \$4,500 in funding to residence hall programs and initiatives that help build community and belonging. Examples include Goggin skate nights, spring festival programs, and game nights.



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

STUDENT LIFE REPORT

Belonging for All Students

Commuter Center Programming

The Commuter Resource Center, managed by the **Armstrong Student Center**, remains a welcoming physical space for students who commute to campus. While patronage has been lighter during the pandemic than in typical years, the Commuter Center continues to build community and help commuters find their place on campus through virtual programming and connection building.



A game night (left) and bulletin board (right) in the Commuter Resource Center.

Kate Welling Disability Awareness Lecture

The **Miller Center for Student Disability Services** partnered with the Department of Disability Studies to offer the annual Kate Welling Disability Awareness lecture virtually this spring. The event, "Scenes of Subjection: Carceral Logics and Disability Labor at the Intersections," brought together over 70 members of the university community to focus on the intersections of disability and race.

New Student Life Director

Elizabeth Walsh is the new Director of the **Office of Orientation and Transition Programs**, effective March 1, 2021. Walsh most recently served as Assistant Director of the office for the past five years. She previously worked in Residence Life as a graduate assistant then a full-time Resident Director. Walsh has a Bachelor of Arts degree from Western New England University in Massachusetts and a Master of Science in Student Affairs in Higher Education from Miami. She is a doctoral student in the Student Affairs in Higher Education program at Miami.



Student Counseling Groups

The **Student Counseling Service** offers several group therapy opportunities for students interested in speaking with a counselor and other students. Groups can help students understand they are not alone in their struggles. Some of the groups are identity- or affinity-based. All groups were offered virtually this year.

Students of Color Support Group

The Students of Color Support Group is a drop-in support space that aims to increase connection, community, support, self-empowerment, and advocacy for students of color at Miami.

BeYOUtiful Beings

The BeYOUtiful Beings group is for undergraduate and graduate women struggling with body image concerns, self-esteem, and perfectionism. The group provides a warm, supportive, informative environment for students seeking to develop a more compassionate and holistic relationship with their body and mind.

Open Doors Clothes Closet

The **Center for Student Diversity & Inclusion's** gender inclusive clothing closet, the Open Door Clothes Closet, will open in May. The closet, supported by a 2020 grant from the M.I.A.M.I. Women Giving Circle, is a service for trans and non-binary students and community members to acquire free clothing in support of their transition process.



STUDENT LIFE REPORT

Building Community during a Pandemic

Greek Community Building

Community is the reason many students choose to affiliate with a fraternity or sorority. While COVID-19 has significantly impacted what community looks like, organizations have found creative ways to safely meet in person in April, as restrictions on outdoor gatherings were relaxed.

Omega Psi Phi Fraternity Inc.

The men of Omega Psi Phi Fraternity, Inc. conducted a successful intake this spring with a public outdoor ceremony and show in April. Membership intake for an NPHC organization is an exciting and rewarding time for members; showcasing their new members in a COVID-safe way is a highlight for the entire fraternity and sorority community at Miami this year. The in-person event was a meaningful and physically-distanced demonstration of the strength and resilience of the community.



The intake event was held outside in a parking lot; some watched from their vehicles.

Tri-Council meeting

Chapter presidents weren't able to be in the same space for meetings this year until April. With a little creativity and weather on their side, Tri-Council presidents used a non-traditional outdoor space for one big meeting in April. Community building has evolved throughout the pandemic, but being able to share the same space, even if outdoors and masked, was an opportunity for this group of leaders to connect and envision better days ahead.



The Tri-Council meeting was held at the Ernst Nature Theatre on Western campus.

Thanksgiving Dinner

While most students packed up and went home for break over the Thanksgiving holiday, 25 students remained on campus in quarantine or isolation from being exposed to or testing positive for COVID-19. For these students, the **Office of Student Wellness** coordinated a Bob Evans Thanksgiving dinner with festive dinnerware, care packages with table decor, games and other small gifts, and a handwritten letter from Vice President for Student Life Jayne Brownell. The project, paid for by the Miami Family Fund, aimed to brighten the students' day and provide an element of celebration for the holiday, but it also signaled to the impacted students that they are valued members of the Miami community.

20/20 Vision Arts Festival

20/20 Vision: A Journey of Reflection & Transformation is the **Center for Student Diversity & Inclusion's** (CSDI) inaugural arts show. Students were invited to reflect on the events of the year 2020 and how it impacted their own lived experience for the art show. Nine jury-selected pieces were physically on display in the Armstrong Student Center from April 26 - 30, 2021. They continue to be available digitally on the CSDI's website (MiamiOH.edu/StudentDiversity). While the pieces represented a variety of topics, themes of resilience, mental health, identity, and emotion demonstrated some elements of a shared experience.



The physical show ran from April 26 - 30 in the CSDI.



Dissociation by Sara Lu



Hysteria by Deanna Hay



Mask by Lily Ellison

STUDENT LIFE REPORT

Building Community

Creative Teambuilding

The **Wilks Institute for Leadership and Service** works with nine undergraduate Wilks Fellows who design and facilitate opportunities for leadership in the community. This spring, Wilks hosted three professional development and team



Bonfire program on backyard.co with Wilks Fellows

building events for the Wilks Fellows each month. These included values activities, monthly virtual lunches, a systems thinking in community engagement workshop, and a visit to sites along the Freedom Summer walk. These programs aimed to build community for the team and deepen their understanding of and commitment to community leadership.

Residence Life Programming

Peer connection is a central component in creating a sense of belonging. The **Office of Residence Life's** Resident Assistants (RAs) serve as facilitators of community and belonging for on-campus students. In addition to programming related to academic success, persistence and retention, diversity and inclusion, safety and security, and emerging adulthood, RAs host corridor programs each month to help students informally connect with each other and develop peer-to-peer relationships. Recent examples include:

- **Relax & Recharge:** Residents learned strategies to manage stress while socializing with other residents.
- **Board Game Night:** Students spent the evening playing physically-distanced board games.
- **Snowball Fight:** Residents made use of the inclement weather and played in the snow together.

Community Involvement

Reimagining Service During a Pandemic

While COVID-19 has limited students' ability to participate in community engagement and service activities, the **Wilks Institute for Leadership and Service** reimagined how students can engage with local communities. In April 2021, Wilks hosted two service-oriented events: Virtual Day of MPACT and a Week of Service. Because of COVID restrictions, hands-on service opportunities were not practical. Rather than "hammer and nail" projects, these student-led opportunities were designed to be educational, focusing on best practices in community engagement, self-understanding, and prioritizing community-identified goals.

Virtual Day of MPACT

This year's Day of MPACT was a virtual mini-conference of workshops and presentations meant to further students' engagement in service and connection with the greater Oxford community. The event featured speakers and guests from several local service agencies, including:

- TOPSS (Talawanda Oxford Pantry & Social Services)
- Family Resource Center
- Oxford Seniors
- MetroParks
- Coalition for a Healthy Community

Week of Service

For the Week of Service, Wilks took to social media to highlight various aspects of community-coordinated pandemic relief. They also held a multi-item collection drive outside of the Armstrong Student Center throughout the week to benefit several local causes, including food insecurity, community support, housing insecurity, and adolescent support. The Week of Service was a collaboration with RedHawks Count and the Campus Election Engagement Project (CEEP) fellows.



MAY 2021 | LEARNING. GROWTH. SUCCESS.

STUDENT LIFE REPORT

Community Expectations

Expect Respect Campaign

The **Office of the Dean of Students** launched the Expect Respect social media campaign this spring, aimed at creating a unified community and educating students on what it means to respect others. The campaign promoted messages on how students can help create a campus community where all can live, learn, work and thrive – with all of our differences.



COVID-19 Regulation Workshop

The **Office of Community Standards** hosts a workshop for students found responsible for violating on-campus COVID-19 regulations. Participants reflect on the impact of their decisions in relation to public health, the Healthy Together pledge, and the Code of Love and Honor. The workshop leverages five ethical approaches for decision-making:

- utilitarian: balance of good over harm,
- rights: individual autonomy,
- fairness/justice: equal application,
- common good: prioritizing needs of the most vulnerable, and
- virtue: character development.

“

Participants extrapolate what it means to be part of a community through these expectations, beyond COVID-19 regulations, and imagine a community rooted in care and concern for everyone. I becomes we; me becomes us.

-Zach Tepper, Assistant Director of Community Standards and workshop facilitator

Adaptable Resolution

The **Office of the Dean of Students** introduced an adaptable resolution process (ADR) as an alternative pathway for conduct violations this spring. ADR is a remedies-based, structured process between or among affected parties that balances support and accountability. It allows a respondent to acknowledge harm and accept responsibility for repairing harm (to the extent possible) experienced by the complainant and/or the university community.

Participation in an ADR process is voluntary and may or may not result in an agreement or resolution. When the parties agree on a resolution, the case is resolved without formal disciplinary action. The nature of some incidents, especially those involving violence, may render ADR inappropriate. Student Life Council approved the program in April 2021.

MAY 2021 | LEARNING. GROWTH. SUCCESS.

Fraternity and Sorority Life COVID-19 Restrictions

The fraternity and sorority community engaged in several dialogues with the **Office of Student Activities and Cliff Alexander Office of Fraternity and Sorority Life** about how to manage the spring semester with COVID restrictions at a time when most organizations were adding new members. Communication was essential in establishing the expectations. Chapters were asked to provide plans and details about how they would host traditional activities in a responsible manner. The conversations provided an opportunity for chapters to share ideas and creative solutions, and allowed chapters some autonomy over their plans for operating safely.

Dean of Students Outreach

The **Office of the Dean of Students** created opportunities for students to connect with office staff while promoting important community messages. In February, staff passed out valentines reinforcing messaging from Miami's Healthy Together pledge. In March, they provided mini milkshakes and highlighted dialogue across difference through the “We need to talk” podcast.



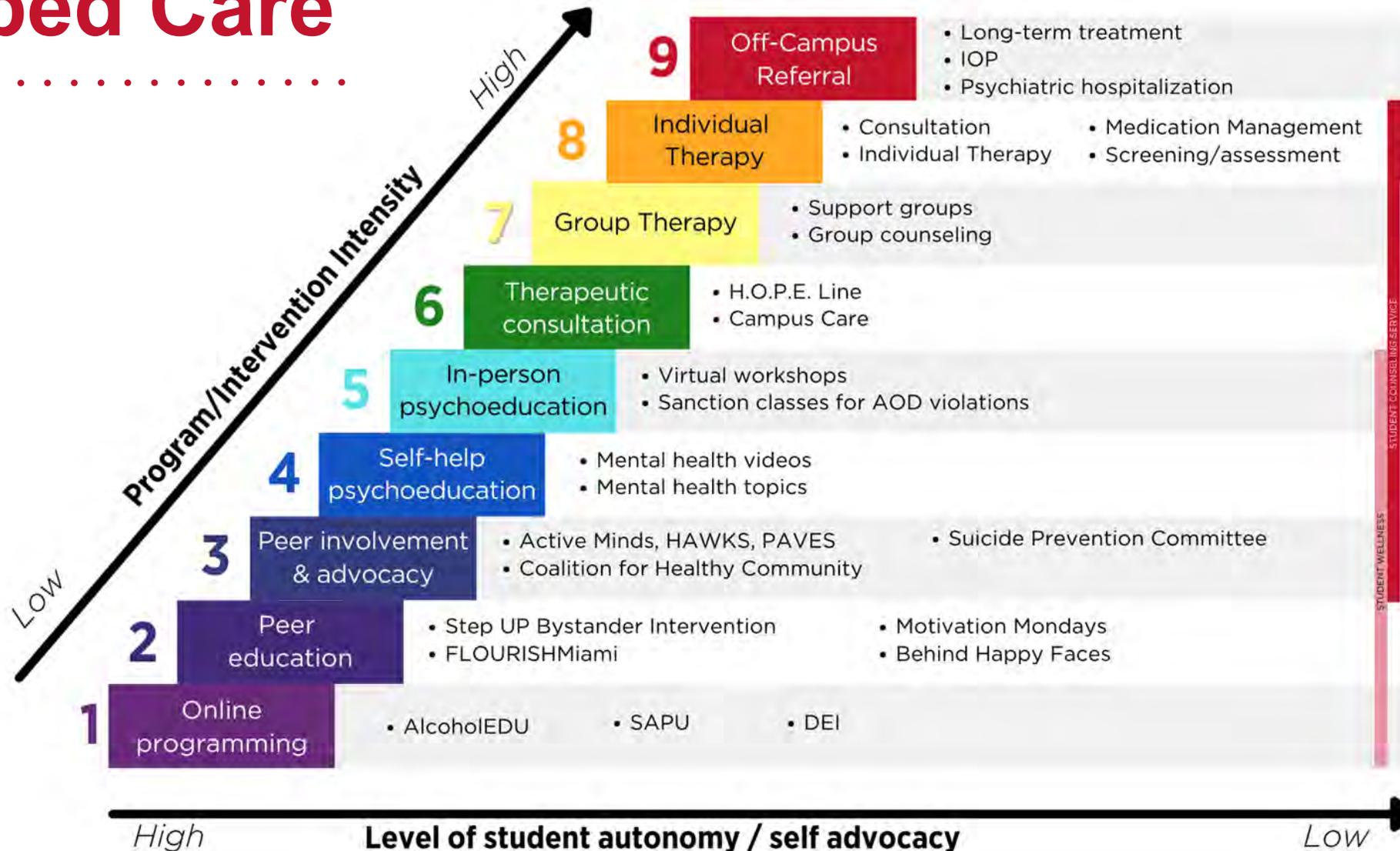
Gabby Dralle and Kimberly Moore hand out treats with outreach messages.

Health Advocates for Wellness Knowledge and Skills (HAWKS)

Emotional Wellness



Stepped Care



Dimensions of Wellness

.....

Occupational	Physical	Social
Intellectual	Student Wellness	Emotional
Financial	Environmental	Spiritual





Emotional Wellness

Having high self-esteem, confidence, satisfying relationships, a support network, and staying optimistic.

Understanding your feelings, accepting your limitations, achieving emotional stability and becoming comfortable with your emotions.



HAWKS Programming

.....

Social
Media
Posts

It's Okay

Behind
Happy
Faces

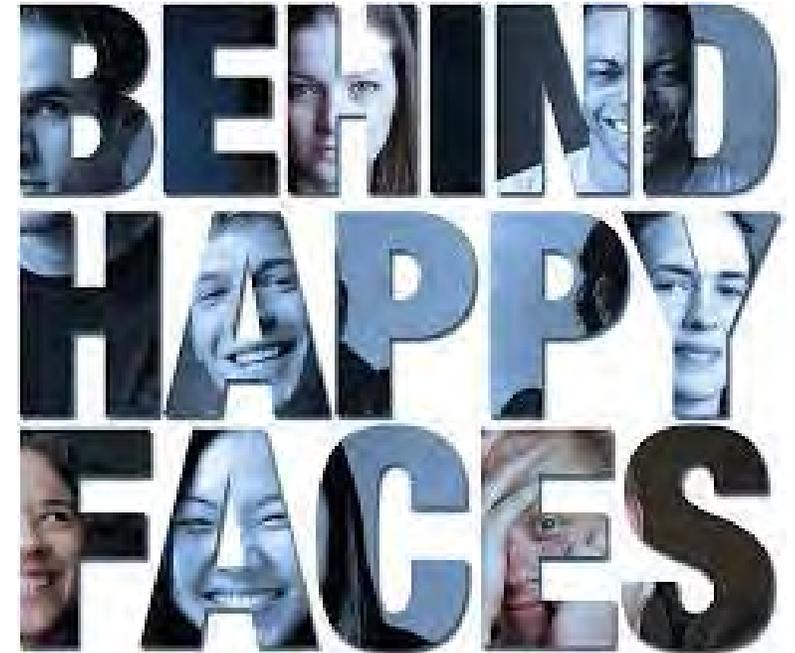
Motivation
Mondays

Flourish-
Miami



Behind Happy Faces

- Defining mental health
- Changing the vocabulary for mental health
- Creating effective coping
- Good stress vs. bad stress
- Using good stress and stopping procrastination
- Differences between sympathy/empathy/compassion
- Neuroscience of happiness
- How to talk to a friend
- Before the breaking point



Flourish *Miami*

5 Health Habits to Improve Emotional Wellness

1. Play
2. Doing something spiritual
3. Doing something for someone else
4. Interacting genuinely with others
5. Learning something new



Social Media



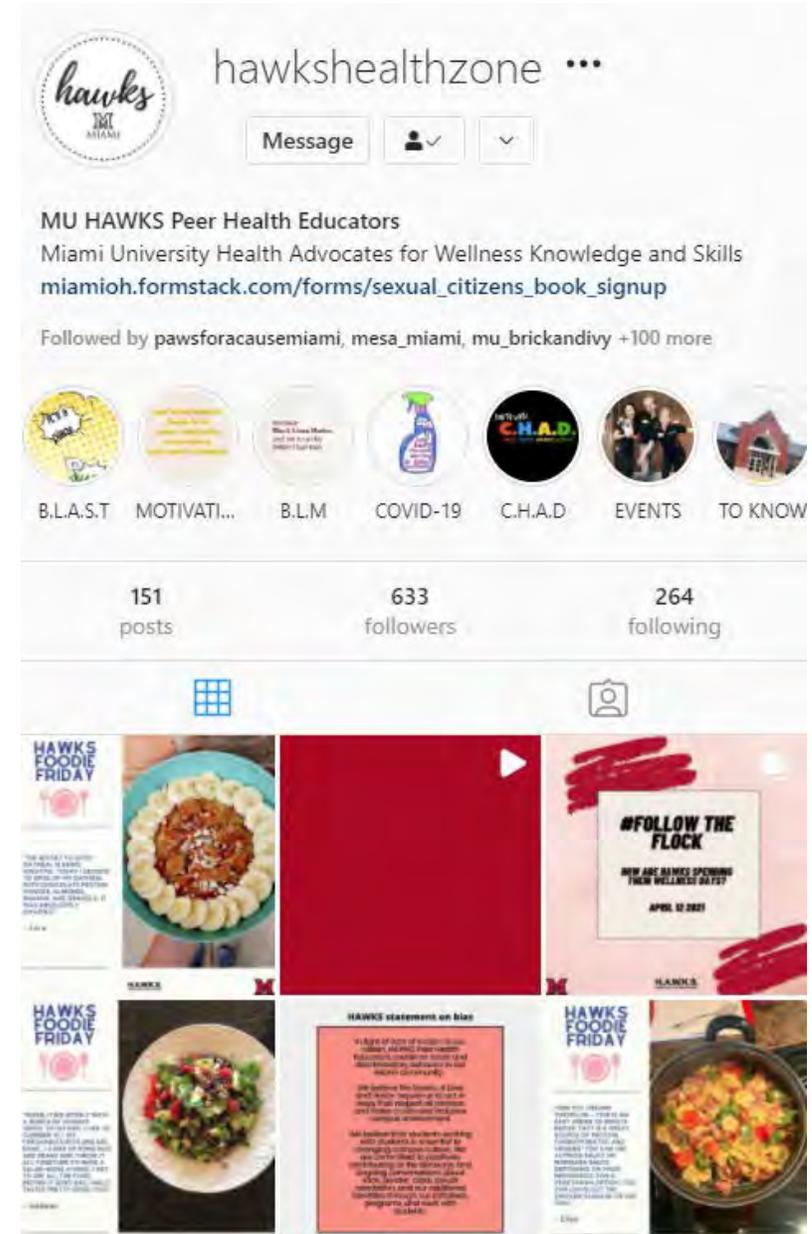
@HawksHealthZone



@HawksHealthZone



HAWKS Peer Health Educators



it's okay...

it's okay to...

#SEIZE THE AWKWARD

...and ask

"Are you okay? Am I okay?"




HOW TO LIMIT FATIGUE IN ONLINE CLASSES



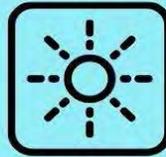
Take breaks that include **stretching** and **movement**



Let your eyes rest by **turning off** your screen when possible



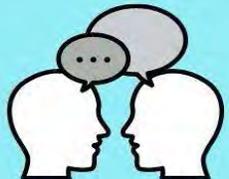
Keep a **bottle of water** by your computer to stay hydrated



Reduce your computer's **brightness** to a comfortable level



Maintain your focus with 7-9 hours of **sleep** each night



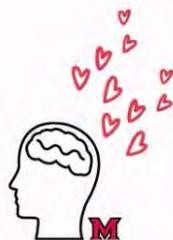
Communicate with your professors if you need accommodations




Motivation Mondays

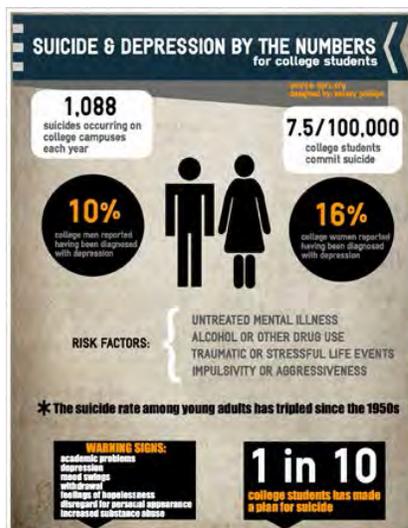
5 WAYS TO PRACTICE SELF LOVE

1. Believe you are enough.
2. Allow yourself to feel your feelings.
3. Say no to things that bring you unhappiness.
4. Love and nourish your body, it deserves it.
5. Stop comparing yourself to others.



You are worthy

H.A.W.K.S.
PEER HEALTH EDUCATORS



EAT well,
MOVE daily,
HYDRATE often,
SLEEP lots,
LOVE your body.

REPEAT FOR LIFE



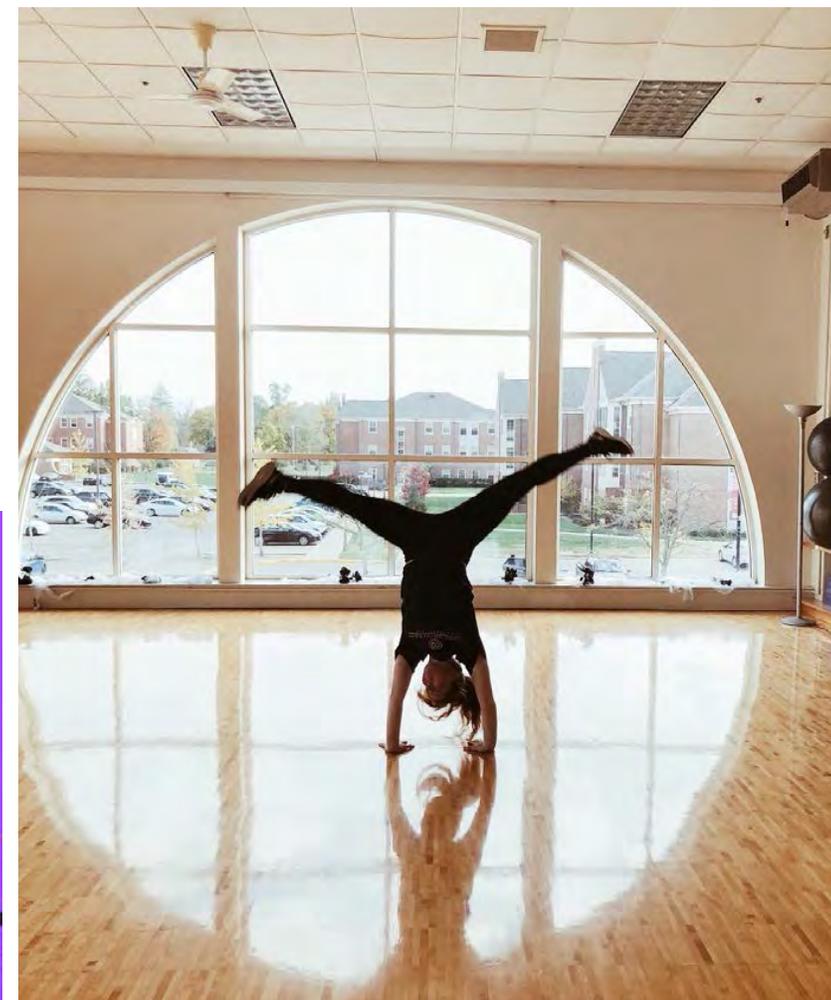
Motivation Monday

"Your body is your most priceless possession. Take care of it."

BE KIND TO YOURSELF
 STRESS LESS TIPS TO EASE YOUR MIND

READ A BOOK • TAKE A WALK • SPEND TIME WITH LOVED ONES • EXERCISE • DRINK WATER • JOURNAL • LIGHT A CANDLE • SLEEP • RELAX • YOGA • DEEP BREATHING • EAT HEALTHY • TALK TO A FRIEND •

Miami University HOPEline: 1-855-249-5649



Thank You!



Office of Student Wellness

Division of Student Life | Board of Trustees Report
May 2021

Introduction

A healthy college campus recognizes that many elements impact the health, safety, and wellness of its students. This report will address several of those elements for our campus community this year, including updates related to alcohol usage, an overview of new partnerships, and efforts specific to emotional wellness.

Alcohol data

The 2020-21 academic year has shown a shift in alcohol use trends. Many of the environmental variables impacting alcohol use changed due to COVID-19 policies. We saw marked and dramatic decreases in emergency room transports, student alcohol violations, and self-reported data of sexual assaults. However, self-reported alcohol consumption increased among students who choose to drink. According to the Miami Student Health Survey administered in February-March of 2021, students were more likely to report drinking as a coping mechanism or to enhance social connection compared to previous years. These data mirror [national trends](#) as well.

New Partnerships

Financial Wellness Center. Enrollment Management and Student Success secured a contract with Everfi to introduce a virtual Financial Wellness Center this year. The Office of Student Wellness partnered to assist with planning, marketing, and implementation. Similar to other Student Wellness platforms, this series of educational playlists helps students build financial knowledge and prepare for the future. Topics range from basic competencies such as budgeting, banking, taxes, and credit cards to more detailed topics such as understanding and managing personal credit, making sound financial decisions in the career world, and saving for the long term.

Wellness Days. Instead of Spring Break this year, Miami provided five wellness days off of classes, spread out through the semester. Wellness Days are an opportunity for students to nourish their minds, bodies, and spirits. Through a cross-divisional Wellness Day Committee, each day provided opportunities to explore the eight dimensions of wellness. The goal of this initiative is to educate students about campus wellness resources and to inspire and rejuvenate. Some activities include virtual library game nights, kayaking, mental health workshops, online concerts, chair yoga and much more. MiamiOH.edu/WellnessDays



The eight dimensions of wellness

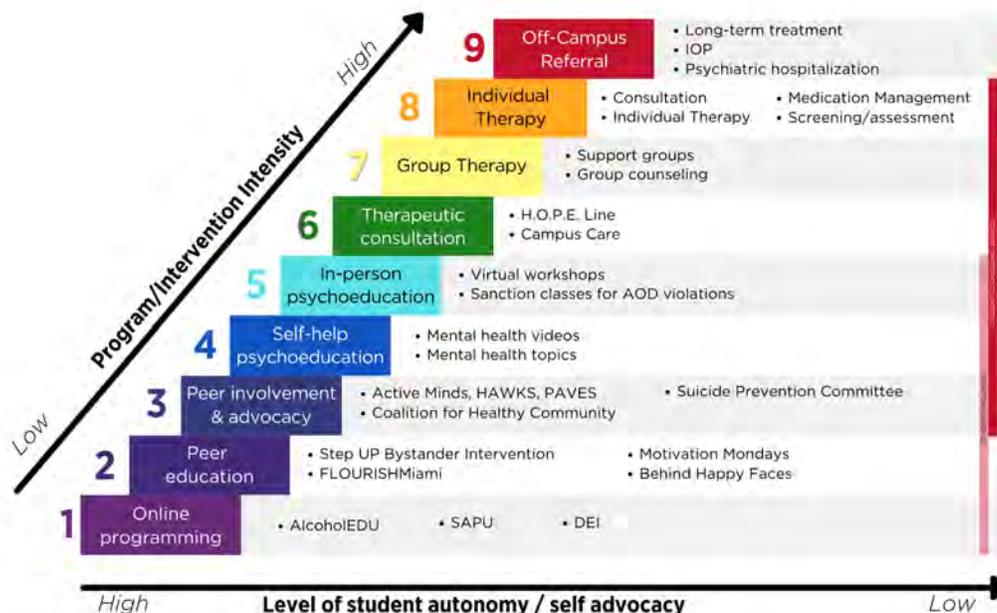
Rural Communities Opioid Response-Implementation Grant. The Butler County Mental Health, Addiction, and Recovery Services (BCMhARS) board has partnered with Miami’s Office of Student Wellness (OSW) to accept an award from the Rural Communities Opioid Response-Implementation Grant through the Health Resources and Services Administration (HRSA). Additional partners on this project include the Coalition for a Healthy Community (Oxford Area) and the McCullough Hyde Memorial Hospital. The grant award totals \$1 million dollars over the 3-year grant period. The OSW will receive a subaward of nearly \$300,000 to develop additional support for students in recovery, enhance drug prevention and intervention programming, and add a full-time grant coordinator position. Additional funds may be allocated to Miami as needs arise during implementation.

A five-member consortium team representing education, healthcare, prevention, and behavioral health will ensure successful grant implementation. Consortium members will implement prevention, treatment, and recovery initiatives addressing the needs of the educational, healthcare, treatment, and first responder sectors, while also building collaboration and relationships.

CARES Act Grant. The Office of Student Wellness, Student Counseling Service, Student Health Services and the Office of the Dean of Students secured a \$32,000 CARES Act grant to provide care packages to students in isolation on campus. Care packages included blankets, food items, over-the-counter relief medications, and feel-good treats. The grant also supported the purchase of microwaves for isolation rooms. Providing these items offers students familiar comforts and allows them to focus on their health and coursework.

Focus Area - Emotional Wellness

Promoting and protecting students’ emotional wellbeing is a shared responsibility of the entire Miami community. The Student Counseling Service (SCS), Office of Student Wellness (OSW), and Student Health Services (SHS) provide leadership and coordination of behavioral health prevention, education, intervention, clinical services, and referral. They refine service delivery to engender a [stepped care model](#). The model monitors students’ needs to deliver the most effective yet least resource-intensive treatment first. Treatment is only ‘stepped up’ to intensive/specialist services as clinically required.



We collaborate to deliver a wide range of services curated to meet the needs of the intended student population or individual. The base of our model includes online resources and mentor/peer-led prevention programming. Mid-level supports include Campus Care and group counseling. The most intensive resources include individual counseling and psychiatric medication management. Students who require longer term and highly specialized intervention are referred to community providers. With this model, students experience a seamless blend of prevention programming and targeted clinical services.

The OSW is involved in steps 1-5 of the Stepped Care Model. There is intentional intersectionality between OSW and SCS for a comprehensive, team approach to service delivery. The primary goals of the first five steps include:

- building student competencies in mental health hygiene
- increasing awareness of campus resources
- developing coping skills and resilience.
- intervention

Peer delivered programming by HAWKS (steps 2 and 3) is grounded in positive psychology, defined as the scientific study of the strengths that enable individuals and communities to thrive. The field is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves, and to enhance their experiences of love, work, and play ([Positive Psychology Center, University of Pennsylvania](#)).

The flagship program for HAWKS Emotional Wellness Initiatives is Flourish*Miami*, developed in partnership with [Dr. Keyes of Emory University](#). This program asserts that the fullest expression of individual and social health goes beyond the absence of disease. Basic human values like gratitude, generosity, meaning, contentment, and an ability to forgive all contribute to physical health, mental resilience, and optimum performance ([Center for Compassion, Integrity and Secular Ethics](#)).

The emotional wellness programs offered by the OSW have increased in popularity during the pandemic. It was important to normalize students' experiences of stress, loneliness, disappointment, and loss. These responses to the pandemic are reasonable, expected, and common ([NY Times article on languishing](#)). Providing a mechanism to talk about feelings, gain coping skills, and practice grit have been essential components of the emotional wellness programs offered over the past year.

Summary

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

NEWS AND UPDATES



University Communications and Marketing

MAY 2021

ONGOING PROJECTS



▲ Led by Dr. J. Andrew Jones, on right, Miami professors receive \$1.5M to expedite neuropsychiatric drug development.



◀ The Great Minds campaign encourages higher education peers to consider Miami when voting on U.S. News & World Report rankings.

NATIONAL MEDIA PLACEMENTS

UCM has helped Miami faculty and administrators share their voice and expertise in important national news stories, such as the Derek Chauvin trial (Rodney Coates in NBC News), Women's History Month (Kimberly Hamlin in Parents), raising resilient children (Anthony James in Time), returning to the office post pandemic (Scott Dust in Fast Company), and Ohio politics (John Forren in Associated Press article that appeared in 215 outlets throughout the country).

UCM also has shared Miami stories with the local and national media and generated coverage on many new initiatives and research activities including the Center for School-Based Mental Health Programs (Yahoo!Finance), Miami's net-zero emissions plans (Dayton Business Journal), commencement plans for class of 2020 (Wall Street Journal), and drug development for the treatment of mental health disorders (Cincinnati Business Courier).

YIELDING THE CLASS

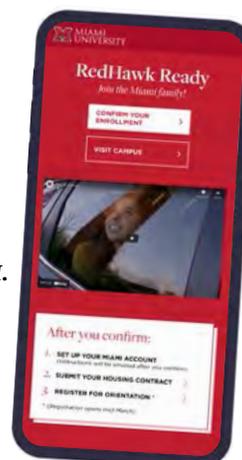
UCM collaborated across campus to help yield the record-breaking Class of 2025. Efforts included digital marketing, email, text messages, web landing pages, online events, videos, online chat, presentations, and several print publications.

During a year when relatively few admitted students could visit campus, Admission relied heavily on communication and virtual events as students and families completed their college search. UCM also supported email and virtual events for admitted students on behalf of Miami's academic divisions.

New this year was a strategic multimedia campaign that pointed admitted students to a landing page that promotes their top next steps, **MiamiOH.edu/RedHawkReady**. The digital ad campaign alone generated about 19,000 clicks to the page.

PEER-TO-PEER CAMPAIGN AIMS TO BOOST REPUTATION

In an effort to strengthen Miami's national reputation, UCM is rolling out a marketing campaign aimed at peers in higher education. Ads target university presidents, provosts, and enrollment executives at popular websites — LinkedIn, Inside Higher Education, The Chronicle of Higher Education, and U.S. News & World Report — and invite them to visit a Miami landing page.



Using the tagline "Great Minds Choose Miami," each ad features a Miami faculty member and highlights his or her achievements. In a direct appeal to the voters who drive university rankings, UCM is laying the groundwork to advance Miami's national reputation.

The campaign, which concludes on May 31, has delivered nearly 900,000 impressions and 4,700 website clicks.

◀ A new RedHawk Ready campaign promoted admitted student next steps.

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

Marketing by the Numbers

February 1 – April 30, 2021

SOCIAL MEDIA

27M

▼37%

Total social media impressions on the university's primary accounts

 1.3M ▲33%  5.4M ▼17%

 20M ▼9%  555K ▲87%

487K

▲17%

Total social media engagements

 51K ▲44%  152K ▲24%

 261K ▲6%  22K ▲103%

422K

▲1%

Total social media followers

 54K ▲1%  69K ▲1%

 98K ▲1%  200K ▲1%

WEBSITE

1M

New website visitors

8M

Website page views

CONVERSION TRACKING

21K

Apply 2021 to Apply Now

818

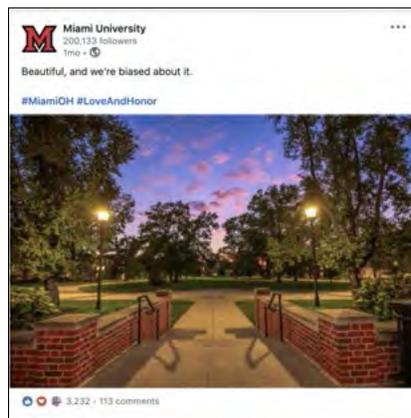
Common App Apply clicks

5K

Schedule a (virtual) Visit clicks

Social Media top highlights

February 1 – April 30, 2021



News by the Numbers

February 1 – April 30, 2021

20

News media pitches

103M

News reach

5K

News mentions

\$4M

PR value

19

National news media mentions

► Miami was mentioned in a variety of national outlets including: USA Today, New York Post, Washington Post, New York Times, Yahoo News, Walls Street Journal and ABC News.

6K

Personalized student stories

2K

Press releases sent via Merit about students recognized for academic achievement

20M

Merit-generated impressions on social media



May 2021 Board of Trustees Report

Office of the Registrar

A total of 4,350 candidates have applied for May 2021 degree conferral. Count by degree is as follows:

107		15		1		436		3,721		70
Certificate		Doctoral		Specialist		Master		Bachelor		Associate

Degree candidates were, for the first time, offered the opportunity to use their name of choice on their Miami University diploma. One hundred fifty-six degree candidates for May 2021 and future graduations updated either their first and/or middle names to exercise this option.

One Stop

The One Stop, in coordination with the Division of Student Life, is working to provide virtual, as well as in-person, support for students and families attending Summer Orientation. The One Stop will be offering additional individual consultation throughout the months of May-June. One Stop will also engage incoming students and their families with billing, registration, and financial aid content in Canvas, including billing and payment webinars on the Parent and Family Programs website, and submissions of supportive information in the Parent and Family Newsletter.

The One Stop, in coordination with International Student Scholars Services has begun work to implement services and programs directed towards the acclimation of our international students population. The focus being to understand the challenges they experience coming to Miami University, and provide the support needed to allow them to succeed in their mission to study and learn abroad. It is important for us to emphasize that we are a resource to these students, and are knowledgeable and passionate about communicating with them in a way that reflects our understanding of their cultural values, communication styles, and needs. As we work to rebuild or international student population, it is important for all departments, specifically those working directly with them to highlight our support and mission around Diversity and Inclusion.

Student Success Center

GradU8

The Miami GradU8 Program provides select Ohio resident students with strong support to ensure a successful transition from high school to college and to earn a bachelor's degree from Miami University in as little time as possible. GradU8 Scholars work with Success Navigators to make sure they know about various programs and opportunities on campus. The program offers a personalized achievement plan with the resources and support students need to successfully graduate in eight semesters.

The current 2020 cohort identifies as 29% domestically diverse, 49% first-generation, and are all considered low SES.

420

Total Oxford
UG students

220

First Year
students

89.7%

Fall 2019
retention rate

Coordinated Action Team

This campus-wide committee does strategic outreach to students across the Oxford campus in order to help retention and graduation rates.

Spring 2021

- Round 1 - Reached out to students that earned 50% F's or Y's on their fall term grades.
- Round 2 - Current Oxford juniors and seniors (removed degree candidates) with Civitas prediction scores of high/very high likelihood to persist to fall and low/very low likelihood to complete a degree in 6 years.
- Round 3 - Very Low and Low predictability (Civitas) to persist to the next semester outreach
- Round 4 - All students who earned a 2.0 -2.2 GPA in their first term at Miami and merged it with Civitas data of a low 4-year graduation predictability
- Round 5 - Midterms Outreach
 - Low - any student with 1 midterm grade that is between a C- and a D-.
 - Medium - any student with multiple midterm grades between a C- and a D-, BUT only 1 F.
 - High - any student with multiple midterm grades of F.

Rising Sophomore Connect

As rising sophomores prepare to live on campus in Fall 2021, we want to allow them to chat with a few of our current Miami students and support staff. On May 5th, 7:00 – 8:00 EMSS, and Student Life have coordinated a zoom call for rising sophomores who have not yet lived on campus. The panel will be ready and willing to answer all of their questions and maybe even help facilitate some new friendships.

We hope the zoom call does the following:

- Make connections with other Miami students through interactive polls, chats, and social media accounts.
- Get answers to all Fall 2021 registration questions.
- Learn easy ways to stay connected over the summer.
- Hear how other current students navigate their on-campus experience.
- Feel connected to their campus and excited about the fall

At the same time, we have invited their families to another zoom call to answer their questions and help them feel comfortable with their child moving to campus.

Student Financial Assistance and Office of the Bursar

Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA), which established and funds the Higher Education Emergency Relief Fund II (HERRF II), directs institutions to use this new federal funding to provide direct emergency financial grants to students for expenses related to any component of their cost of attendance. The Office of Student Financial Assistance established the Miami CRRSAA Grant to make awards to eligible students. A total of 5,850 students have received awards, equalling \$6,494,517 in emergency funding.

The Office of the Bursar applied and issued refunds, if appropriate, to the 5,850 students receiving the awards.

Center for Career Exploration & Success

Careers for the Common Good Expo

CCES launched a new career fair this spring with equity and justice at its core. Due to a surge of interest in diversity/equity/inclusion careers, this Fair was created based on data about student interests. The Careers for the Common Good Expo connected employers with students who want to change the world and who are pursuing internships, jobs, fellowships and volunteer opportunities. The opportunities listed by over 60 organizations were for all undergraduate and graduate students in wide ranging industries including education, business, health care, and sustainability. This event also allowed CCES to expand our employer relationships as it attracted 35 new organizations that had not recruited at Miami previously including:

- The Carter Center
- Centers for Disease Control and Prevention (CDC)
- US Department of State
- Dexis Consulting Group
- Immigrant Justice Corp

Start Smart

The American Association of University Women's (AAUW) Start Smart program has arrived at Miami University. Sponsored by CCES and in partnership with university collaborators, Start Smart educates college students on how to negotiate salaries during a job search through interactive workshops. Specifically, students learn about the gender wage gap and through discussion and role-play, they find out how to research a target salary, highlight their accomplishments, and gain confidence to be able to negotiate for better benefits and pay. To date, nine staff have completed training and have conducted at least one, 2-hour workshop for students.

Office of the Vice President

EMSS Diversity and Inclusion

The EMSS Inclusive Excellence committee, comprised of 9 representatives from various offices across the Division, created a 4-session DEI training program for which all EMSS staff were required to attend. The EMSS Racial Equity Dialogue Series: Yesterday, Today, and Tomorrow, provided the opportunity for intergroup dialogue to help staff individually and collectively develop a shared understanding about racism and racial equity while also identify resources that will foster effective allyship at Miami University.

The work of this committee will continue in May 2021 and throughout the summer. In May 2021, all EMSS staff will complete the Cultural Intelligence Assessment and attend a workshop to understand their own results. Later this summer, the committee will also host two workshops related to Disability Awareness and Mental Health.

Ocelot Chatbot Implementation

On April 12, EMSS went live with a soft launch of the Ocelot Chatbot, an automated customer support service. The bot was embedded into the One Stop website homepage. Since then, we've added the bot to other pages including Office of the Registrar, Office of the Bursar, and Student Financial Assistance.

Future offices to go live are Human Resources, IT Services, Campus Services, and Online & Graduate Admissions.

As of April 30, the bot has facilitated 835 conversations with 1,810 individual interactions (multiple questions per conversation).



Enrollment Update Board of Trustees

May 2021

Fall 2021 Applications

Key Indicator History

	2018	2019	2020	2021
Applications	30,115	28,914	28,310	30,943
GPA	3.72	3.75	3.79	3.80
Curriculum Strength	13.9	14.0	14.1	13.8
% Non Resident	59.9%	57.0%	55.6%	53.6%
% Student of Color	18.3%	18.8%	19.5%	20.0%
% First Generation	20.1%	19.5%	19.2%	18.0%

Data as of May 3

Fall 2021 Admits

Key Indicator History

	2018	2019	2020	2021
Admits	22,441	23,232	24,341	26,386
GPA	3.85	3.87	3.85	3.88
Curriculum Strength	14.8	14.8	14.5	14.4
% Non Resident	60.1%	56.5%	53.7%	56.3%
% Student of Color	15.2%	16.6%	17.9%	18.3%
% First Generation	13.9%	14.3%	15.4%	14.5%

Data as of May 3

Fall 2021 Admits

Residency

	2018	2019	2020	2021	Δ 2019 to 2021	Δ 2020 to 2021
Non-Resident	13,487	13,124	13,067	14,852	13.2%	13.7%
Domestic Non-Resident	10,957	11,470	11,795	13,128	14.5%	11.3%
International	2,530	1,654	1,272	1,724	4.2%	35.5%
China	2,189	1,178	787	272	-76.9%	-65.4%
Ohio Resident	8,954	10,108	11,274	11,534	14.1%	2.3%
Grand Total	22,441	23,232	24,341	26,386	13.6%	8.4%

Data as of May 3

Fall 2021 Confirmations

Key Indicator History

	2018	2019	2020	2021
Confirmations	4,092	4,519	3,792	4,641
GPA	3.76	3.78	3.77	3.84
Curriculum Strength	14.0	14.0	13.8	14.0
% Non Resident	40.3%	41.8%	41.2%	37.3%
% Student of Color	17.4%	16.3%	14.3%	13.3%
% First Generation	16.3%	13.5%	13.4%	13.5%

Data as of May 3

Fall 2021 Confirmations

Residency

	2018	2019	2020	2021	Δ 2019 to 2021	Δ 2020 to 2021
Non-Resident	1,648	1,887	1,562	1,731	-8.3%	10.8%
Domestic Non-Resident	1,317	1,680	1,463	1,646	-2.0%	12.5%
International	331	207	99	85	-58.9%	-14.1%
China	266	96	50	24	-75.0%	-52.0%
Ohio Resident	2,444	2,632	2,230	2,910	10.6%	30.5%
Grand Total	4,092	4,519	3,792	4,641	2.7%	22.4%

Data as of May 3

Fall 2021 Confirmations

Academic Division

	2018	2019	2020	2021	Δ 2019 to 2021	Δ 2020 to 2021
CAS	1,991	1,920	1,525	2,020	5.2%	32.5%
FSB	890	1,276	1,115	1,337	4.8%	19.9%
CEC	496	573	384	460	-19.7%	19.8%
EHS	440	417	398	472	13.2%	18.6%
CCA	209	237	288	265	11.8%	-8.0%
CLAAS	66	96	82	87	-9.4%	6.1%
Grand Total	4,092	4,519	3,792	4,641	2.7%	22.4%

Data as of May 3



A red graphic overlay with a white central box. At the top of the white box is a red silhouette of a university building with a steeple, positioned above a short red horizontal line. Below this, the text "Fall '21 Recruiting" is written in a large, black, serif font. The background of the red overlay features faint, white line-art patterns of various architectural structures.

Visit Trends

2020-2021 Attendance and Yield

On-Campus

- » 5,216 seniors attended official campus visits, and 96.7% applied
- » Admit-to-enroll yield of visitors was 43.3%
- » Already, 932 sophomores and juniors have visited this spring

- » 6,881 people attended virtual events
- » 1,618 attended the virtual admitted student information sessions

Virtual

National Enrollment Landscape

Changes and Trends

- » Over half of students in a recent survey reported a significant financial hit due to the pandemic (Carnegie Dartlet, April 2021)
- » Nearly half are not likely to attend without additional financial resources (up 20% from last year's class) (Carnegie Dartlet, April 2021)
- » Applications are up 12-15%, but unique applicants are up only 2%
- » Applications from China are down, and India is in crisis
- » Metrics most predictive of yield are all unusable and/or down
- » Aid reconsideration and deadline extension requests are up
- » High waitlist activity was anticipated and has already begun

Anti-Melt Initiatives

Building Affinity and a Sense of Place

- » High-profile alumni videos throughout May
- » June Visit Days: Residence hall, student life, and academic tours
- » Information Sessions and Tours
- » Miami Bound Programs
- » Miami News Highlights
- » Weekly Hawk Herald newsletters





Fall '22
Recruiting



Questions?

May 14, 2021
Academic and Student Affairs

RESOLUTION R2021-xx

WHEREAS, University Senate on April 26, 2021 passed SR 21-31, endorsing a proposed degree and major, Bachelor of Arts in Arts Management and Arts Entrepreneurship, College of Creative Arts.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a degree and major, Bachelor of Arts in Arts Management and Arts Entrepreneurship, College of Creative Arts.



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

James Bielo, Chair
Jen Green, Chair-Elect
Dana Cox, Past-Chair

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

April 26, 2021

To: Gregory P. Crawford, President
From: Jeffrey Wanko, Secretary of the University Senate
Re: Degree Program Approval
SR 21-31, Bachelor of Arts in Arts Management and Arts Entrepreneurship

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 April 26, 2021, University Senate adopted SR 21-31:

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree and major, Bachelor of Arts in Arts Management and Arts Entrepreneurship, College of Creative Arts.

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 Bachelor of Arts in Arts Management and Arts Entrepreneurship, College of Creative Arts.

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


Gregory P. Crawford, President

April 27, 2021
Date

cc: James Bielo, 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

Directions for submitting a request for approval of undergraduate degrees/degree programs

Public institutions requesting approval from the Chancellor of the Ohio Department of Higher Education to deliver undergraduate programs are required to complete and submit the enclosed proposal as part of the approval process. If the institution has not already done so, it must submit an Initial Inquiry to begin the review process. Questions about the Initial Inquiry or the proposal template may be submitted to Matt Exline, director for program approval operations, at (614) 728-3095 or mexline@highered.ohio.gov. Once the initial inquiry is received, an institutional mentor will be assigned to the institution to assist in the development and review of the request.

Depending on the nature of the request, the institution may be asked to submit additional information in the form of a **supplement or supplements** (e.g., online course offerings, off-campus locations, flexible delivery schedules etc.). The institutional mentor will assist the institution in determining what forms are needed to complete the review the process.

If the request also requires the approval of the Higher Learning Commission (HLC), or if the institution also intends to pursue programmatic/specialized accreditation for the request, the institution may submit materials prepared for HLC or the programmatic/specialized accrediting body in lieu of submitting this proposal and any applicable supplement forms.

If the institution is submitting a request for an **educator preparation program**, additional information will be requested to complete the review.

The institutional mentor will provide directions for submitting the request. Electronic submission of all review materials is required. The proposal itself must remain a Microsoft Word document. Appendix items should be clearly labeled and may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents. If the electronic documents are too numerous or too cumbersome to email, you may copy them to a USB drive and then mail the drive to our office.

**REQUEST FOR APPROVAL
SUBMITTED BY:**

Miami University

Bachelor of Arts in Arts Management & Arts Entrepreneurship

(May 2021)

REQUEST

Date of submission: May 17, 2021

Name of institution: Miami University

Degree/degree program title: Bachelor of Arts in Arts Management & Arts Entrepreneurship

Six-digit CIP code (format: XX.XXXX): 50.1001

Approved/existing programs with same first two CIP code digits (format: CIP code, program name): N

Total Number of Hours in Program: 124

Primary institutional contact for the request

Name: Carolyn Haynes

Title: Associate Provost

Phone number: 513 529 6717

E-mail: haynesca@miamioh.edu

Delivery sites: Oxford campus

Date that the request was approved by the institution's governing board (e.g. Board of Trustees, Board of Directors): May 14, 2021

Proposed start date: August 2021

Institution's programs:

Associate, Bachelor's, Master's, Doctorate

Educator Preparation Programs:

Indicate the program request leads to educator preparation licenses or endorsements.

Licensure **No**

Endorsement **No**

SECTION 1: INTRODUCTION

1.1 Provide a brief summary of the request that will serve as an introduction for the reviewers.

The Bachelor of Arts in Arts Management & Arts Entrepreneurship will offer students an interdisciplinary, liberal arts curriculum that provides them with the knowledge to succeed in the growing arts and creative industries. The major builds on the successful Arts Management co-major which in 2019 was the fastest growing program at Miami based on percentage growth. The BA has the flexibility to add focus areas as demand increases in areas like the music industries, art galleries, museums, and the creative economy.

SECTION 2: ACCREDITATION

2.1 Regional accreditation

- *Original date of accreditation: 1917*
- *Date of last review: 2015 for comprehensive review; 2019 for mid-cycle review*
- *Date of next review: 2025*

2.2 Results of the last accreditation review

- *Briefly describe the results of the institution's last accreditation review and submit the results (e.g., agency report, accreditation letters, requests for follow-up, etc.) as an appendix item.*

In both the comprehensive review in 2015 and the mid-cycle review in 2019, no concerns were expressed. Miami is accredited with the Higher Learning Commission until its next review in 2025.

2.3 Notification of appropriate agencies

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

Currently, Miami has approval from the Higher Learning Commission to offer this program.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

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

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

faculty are nationally prominent scholars and artists who contribute to Miami, their own disciplines and to society by the creation of new knowledge and art. The University supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses. Miami provides a strong foundation in the traditional liberal arts for all students, and it offers nationally recognized majors in arts and sciences, business, education, engineering, and fine arts, as well as select graduate programs of excellence. As an inclusive community, Miami strives to cultivate an environment where diversity and difference are appreciated and respected.

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

3.2 Organizational structure

Organizational Chart: <https://www.miamioh.edu/oir/files/documents/fbook/19-20/org-chart/org-chart-19-20.pdf>

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

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

The major will be housed in the College of Creative Arts and led by the Director of Arts Management & Arts Entrepreneurship. Student advisement will take place in the Arts Management & Entrepreneurship program. All faculty will report to the Director of Arts Management & Entrepreneurship.

The Director of Arts Management & Entrepreneurship reports to the Associate Dean of the College of Creative Arts.

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

The director of the program is Todd Stuart, Assistant Teaching Professor.

Biographical information can be found at:

<https://www.miamioh.edu/cca/about/leadership/stuart-todd/index.html>

His CV is also in the Appendices.

In addition to teaching, service, and research activities, the program director will oversee curriculum development and modifications and provide leadership to faculty in the program. The director will also serve as the lead advisor for students in the program. The director will coordinate other administrative responsibilities associated with running an academic program, including faculty hiring and evaluation, course scheduling, assessment, and internship coordination.

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

The curriculum committee for the unit is comprised of all permanent Arts Management & Entrepreneurship faculty. The curriculum committee forwards proposals for approval to the College of Creative Arts Curriculum Committee described here:

<https://miamioh.edu/cca/faculty-staff/cca-governance-document/2.0-organization/index.html#committees>.

The proposal was also approved by a university level curriculum committee, Council of Undergraduate Curriculum. This body is a University Senate committee and includes faculty representation from all academic divisions. It was also approved by the Council of Academic Deans, University Senate, and the Board of Trustees.

4.2 Program development

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

This program aligns with university's strategic plan, MiamiRISE [<https://miamioh.edu/rise/>], to develop diversified revenue streams through new majors and to enhance Miami's interdisciplinary learning opportunities

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

Miami has an ongoing contract with Gray Associates which provides data on each academic program relating to employer demand, student demand, expected income of graduates, competitor information, etc. The scorecard (along with a brief analysis) is available as an appendix.

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

The College of Creative Arts Executive Committee (ExCo) meets nine times a year. The Dean's ExCo is comprised of the chairs of the College of Creative Arts and the Dean's staff.

The College of Creative Arts Advisory Board which consists of outstanding alumni and key employers supports this initiative and meets twice a year.

The major has also been discussed with the Dean and Associate Dean of the Farmer School of Business.

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

The program was not designed to align with standards of a specialized or programmatic accreditation agency.

While there is no accrediting body for Arts Management & Arts Entrepreneurship, there are guidelines published by two professional groups - The Society of Arts Entrepreneurship Education and the Association of Arts Administration Educators. These guidelines were used in the development of the program.

4.3 Collaboration with other Ohio institutions

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

There is not an institution within 30 miles that offers this degree. Baldwin Wallace has a BA in Arts Management & Entrepreneurship. Their program is small and they are known for their music conservatory. Ohio State lists a BA in Arts Policy and Administration which is a different focus than our program. OSU is known for their PHD program in Arts Administration, Education, and Policy.

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

This program was not developed in collaboration with any other institution in Ohio.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

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

The admission requirements would be the same as those that currently exist for Miami University, Oxford Campus. For more information, see: <https://miamioh.edu/admission-aid/first-year-students/index.html>

- *Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred*
 - *according to the Department of Higher Education' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT²) initiatives; and*
 - *other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).*

Students transferring into the program who have completed the Ohio Transfer Module can complete the degree program in a timely manner (within four semester or two years).

Miami has a University-level Transfer & Articulation Committee that ensures that all appropriate University and state level regulations, policies and procedures, including timely credit evaluation, are followed. Information relating to transferring credits is easily accessible via Miami's One Stop website: <https://miamioh.edu/onestop/academic-records/transfer-credit-eval/index.html>

5.2 Student administrative services

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

The department chair conferred with the admission director, financial aid and Registrar to ensure that sufficient resources are in place for the new program. Current student administrative services are sufficient to support the proposed program.

5.3 Student academic services

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

The College of Creative Arts currently has the student academic support services to support this proposed program. The permanent Arts Management & Entrepreneurship faculty will advise students with support from the divisional advising staff. Miami has offices for Student Counselling Services, Career Services, learning assistance, and disability services that have staffing to support the students in the program.

SECTION 6: CURRICULUM

6.1 Introduction

- *Provide a brief description of the proposed program as it would appear in the institution's catalog.*

The Arts Management & Arts Entrepreneurship major allows students to apply arts and business thinking to real-world arts business challenges in an increasingly competitive arts environment. Students will develop knowledge and skills to lead not-for-profit or for-profit enterprises in the creative economy. They will also gain an understanding of all the possible career opportunities in the arts and creative economy. The major is designed to maximize students' transferable skills so that they are able to navigate an uncertain future. Graduates are also well equipped to pursue various graduate programs in the arts, business, entrepreneurship, and creative enterprise. Students seeking the Arts Management & Arts Entrepreneurship major may not also earn the Arts Management minor, or the Arts Entrepreneurship minor.

6.2 Program goals and objectives

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

- | | |
|----|------------------------------------------------------------------------------------------------------------------------------------|
| #1 | Identify the essential entrepreneurial and business functions in an arts or creative enterprise. |
| #2 | Demonstrate progressing experimentation in one or more art forms. |
| #3 | Demonstrate increasing proficiency in critical thinking, creative thinking, collaboration, and communication. |
| #4 | Generate arts or creative enterprise projects that integrate arts, arts management & arts entrepreneurship, and business concepts. |

#5 Create and design an innovative arts management & arts entrepreneurship portfolio that demonstrates learning.

Description of how the student learning outcomes are operationalized:

SLO #1 - The courses in arts management & arts entrepreneurship and business or entrepreneurship are all essential in the field.

SLO #2 - Students take 15 credits in one or more arts disciplines.

SLO #3 - All courses focus content and practice on this outcome.

SLO #4 - The practicum, internship, and arts business studios require project development and analysis.

SLO #5 - Students are introduced and start working on their portfolio in the first semester and continue work in each arts management & arts entrepreneurship studio. They complete their portfolio in their senior year.

6.3 Course offerings/descriptions

- Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical, general education, elective) and indicate if they are new or existing courses. Please do not remove any columns from the table below and ensure that all fields are complete.

Course (name/number)	No. of credit hours (q/s)	Major/ Core/ Technical	General Education	Elective	OTM, TAG or CT ² equivalent course	New/Existing Course
CCA 101, The Entrepreneurial Artist	3	X				New
CCA 111, Innovation, Creativity and Design Thinking	3	X	X			Existing
CCA 201, Introduction to Arts Management	3	X				Existing
CCA 220, Arts Management & Entrepreneurship Studio I	2	X				New
CCA 320, Arts Management & Entrepreneurship Studio II	2	X				New

CCA 420, Arts Management & Entrepreneurship Studio III	2	X				
CCA 202	3	X				New
CCA 302, Arts Management	3	X				Existing
CCA 304, Financial Management & Development in the Arts	3	X				Existing
CCA 306, Arts Entrepreneurship	3	X				Existing
CCA 308, Policy & Advocacy in the Arts	3	X				New
CCA 200, Arts Management Practicum	1	X				Existing
CCA 340, Internship	Variable	X				Existing
CCA 401, Strategic Planning in the Arts	3	X				Existing
CCA 410, Advanced Topics in Creative Arts	3	X				Existing

*A brief description of each course, including course number and title, are provided below. **Course syllabi are in the appendices.***

CCA 101. The Entrepreneurial Artist

This course is an orientation to the resources, personnel, policies, curriculum, and student organizations in the arts at Miami as well as related resources across campus. Students will also gain an understanding of how to navigate the ever-changing landscape of the arts by starting to develop an entrepreneurial mindset and skills that prepare them for a career in the arts or as a supporter of the arts.

CCA 111. Innovation, Creativity and Design Thinking

This course will explore the roots of original thought and its role in the evolution of different areas of human endeavor. Students will explore the many facets of creativity and innovation, which are purely human traits at the heart of our ability to grow, change and adapt as individuals, and ultimately to survive as a species. The course will present scientific and scholarly ways of understanding creativity, but will also engage students in a series of exercises to experience processes through a diverse range of media and project types. Learning the roles and processes of innovation and design thinking will be central to this exploration. Team work, problem-solving and leadership skills will also be addressed, and students will both self-author and collaboratively author original concepts. IIA,

CCA 201. Introduction to Arts Management.

Introductory seminar to the field of arts management as a profession. The successful arts manager applies business principles in an arts context utilizing field specific skills in creating programming,

stimulating public access, generating income, managing boards, and sustaining the mission and vision of the enterprise.

CCA 220. Arts Management & Entrepreneurship Studio I.

In this course, students will gain practical experience by self-defining arts management projects. Students will begin to develop their arts management portfolio. Additionally, students will consider the current context in operating a creative enterprise. An emphasis will be on developing creative thinking, critical thinking, collaboration, and communication skills with the arts management project and portfolio.

CCA 320. Arts Management & Entrepreneurship Studio II

In this course students gain practical experience by self-defining arts management projects. Students will continue developing their arts management portfolio. Additionally, students will consider the current context in operating a creative enterprise. An emphasis will be on developing creative thinking, critical thinking, collaboration, and communication skills with the arts management project and portfolio.

CCA 420. Arts Management & Entrepreneurship Studio III

In this course students gain practical experience by self-defining arts management projects. Students will finalize their arts management portfolio. Additionally, students will consider the current context in operating a creative enterprise. An emphasis will be on developing creative thinking, critical thinking, collaboration, and communication skills with the arts management project and portfolio.

CCA 202. Introduction to Music Business.

This Introduction to Music course prepares students for a career in the music industry through exploration, application, and development.

CCA 302. Arts Marketing.

Effective marketing is essential in developing sustainable arts enterprises. This course introduces students to the fundamentals of marketing the arts and the tools utilized by arts marketers to communicate with the audience.

Prerequisite: [CCA 201](#).

CCA 304. Financial Management in the Arts.

Understanding and applying sound financial management tools are fundamental in creating and maintaining sustainable arts enterprises. This course focuses on understanding the financial challenges faced by the arts and the necessary tools to plan, control, interpret and communicate the financial position of the arts enterprise.

Prerequisite: [CCA 201](#).

CCA 306. Arts Entrepreneurship.

In this course students will engage in the practice of arts entrepreneurship and develop the ability to recognize and create opportunities for arts enterprises.

Prerequisite: [CCA 201](#).

CCA 308. Policy & Advocacy in the Arts.

Arts managers and arts organizations operate within a public policy environment which impacts many aspects of their functions including planning, production, presentation, and funding. In this course, students will learn about the public policy system which concerns the arts and culture in the United States. Some key topics include its history and purposes, policy formulation and implementation processes, as well as major issues involved in the policy system. Moreover, students will consider how as arts managers, artists, and audience, they can influence arts policy development and change through advocacy. Through a variety of course materials, from academic and policy resources to case studies and group discussions, students will be able to acquire knowledge and skills necessary to navigate the field of policy and advocacy in the arts.

CCA 401. Strategic Planning for the Arts.

Strategic planning is fundamental to organizational success. Planning, based on the mission statement, details both artistic and business strategies in order to fulfill the goals of the enterprise. Planning should be entrepreneurial, organized and ongoing. In this course, we will study elements used in planning and create plans for an arts enterprise.

Prerequisite: [CCA 201](#) and at least 9 additional credit hours in Arts Management course work.

CCA 410. Advanced Topics in the Creative Arts. (1-4)

Topics focus on a range of contemporary arts subjects, themes, or issues related to arts management, ethics and leadership; museum studies and practices; creative enterprise and entrepreneurship; among others as extensions of ideas in presented in College of Creative Arts courses and programs.

Prerequisites: [CCA 201](#), [CCA 340](#) or permission of the instructor.

Other Requirements:**Arts Expertise**

Students will choose, in consultation with their advisor, 15 credits in the College of Creative Arts. This requirement can also be met with a major, minor, or certificate from the College of Creative Arts with a minimum of 15 credits.

Business Expertise

Students will choose, in consultation with their advisor, 15 credits in the Farmer School of Business. This requirement can also be met with a major, minor, or certificate from the Farmer School of Business with a minimum of 15 credits.

6.4 Program sequence

Provide the intended/ideal sequence to complete the program in the table below. An example is provided. Add additional time periods as needed. Please be sure to spell out the course name.

Time period	Curriculum component	Time period	Curriculum component
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Yr 1, Fall	ENG 111 English Composition	Yr 1, Spr	CCA 111 Innovation, Creativity & Design Thinking
Yr 1, Fall	CCA 101 Entrepreneurial Artist	Yr 1, Spr	CCA 201 Intro to Arts Management
Yr 1, Fall	General Education Foundation Course	Yr 1, Spr	General Education Foundation Course
Yr 1, Fall	Gen Ed Foundation Course	Yr 1, Spr	General Education Course
Yr 1, Fall	Arts/Major Elective	Yr 1, Spr	Arts/Major Elective
Time period	Curriculum component	Time period	Curriculum component
Yr 2, Fall	CCA 220 Arts Management & Entrepreneurship Studio I	Yr 2, Spr	CCA 202 Intro to Music Business, 302 Arts Management, 304 Financial Management & Development in the Arts, 306 Arts Entrepreneurship or 308 Policy and Advocacy in the Arts
Yr 2, Fall	Arts/Major Elective	Yr 2, Spr	CCA 200 Arts Management Practicum
Yr 2, Fall	Business/Major Elective	Yr 2, Spr	Arts/Major Elective
Yr 2, Fall	Gen Ed Foundation Course	Yr 2, Spr	Business/Major Elective
Yr 2, Fall	Gen Ed Course	Yr 2, Spr	Gen Ed Foundation Course
Yr2, Fall	Elective	Yr 2, Spr	Elective
Time period	Curriculum component	Time period	Curriculum component
Yr 3, Fall	CCA 320 Arts Management & Entrepreneurship Studio II	Yr 3, Spr	Arts/Major Elective
Yr 3, Fall	CCA 202 Intro to Music Business, 302 Arts Management, 304 Financial Management & Development in the Arts, 306 Arts Entrepreneurship or 308 Policy and Advocacy in the Arts	Yr 3, Spr	Business/Major Elective
Yr 3, Fall	CCA 200 Arts Management Practicum	Yr 3, Spr	CCA 200 Arts Management Practicum
Yr 3, Fall	Business/Major Elective	Yr 3, Spr	Gen Ed Course
Yr 3, Fall	General Elective	Yr 3, Spr	General Elective
Yr 3, Fall	General Elective	Yr 3, Spr	General Elective
Time period	Curriculum component	Time period	Curriculum component
Yr 4, Fall	CCA 420 Arts Management & Entrepreneurship Studio III	Yr 4, Spr	CCA 401 Strategic Planning in the Arts or CCA 410 Advanced Topics in Creative Arts
Yr 4, Fall	CCA 202 Intro to Music Business, 302 Arts Management, 304 Financial Management & Development in the Arts, 306 Arts Entrepreneurship or 308	Yr 4, Spr	Gen Ed Capstone Course

	Policy and Advocacy in the Arts		
Yr 4, Fall	Business/Major Elective	Yr 4, Spr	General Elective
Yr 4, Fall	Gen Ed Course	Yr 4, Spr	General Elective
Yr 4, Fall	General Elective	Yr 4, Spr	General Elective

Total Number of credits in the program 124

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

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

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

- *an **online course** is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings;*
- *a **hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;*
- *a **flexible or accelerated program** includes courses that do not meet during the institution's regular academic term as well as courses that meet during the regular academic term but are offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.*

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

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

All students will complete an internship or practicums with a creative enterprise. The Director of Arts Management & Entrepreneurship has managed the internship requirement for the past seven years and will continue to do this until such time that we have an internship coordinator. The internship will comply with university policy that all students, faculty mentors, and internship supervisors will complete signed written agreements via the Career Services Handshake system.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

- *Describe the policies and procedures in place to assess and evaluate the proposed program.*

All degree programs and majors are required to complete an assessment plan focusing on at least three learning outcomes and including multiple measures of assessment. Each department must identify a person or small committee responsible for overseeing assessment of student learning for all academic programs housed within the department. Assessment must be conducted on an ongoing basis, and each year, the department must submit a report on the data collected, feedback gathered, and findings. The reports also include action steps that align with the assessment findings. Reports are reviewed by a University Assessment Council, and feedback is provided to the department on the assessment activity. See appendix for initial assessment plan for this program. For more information on the overall process of assessment, see:

<https://www.miamioh.edu/academic-affairs/teaching/assessment/index.html>

Below are the student learning outcomes that will be assessed:

1. Identify the essential entrepreneurial and business functions in an arts or creative enterprise.
2. Demonstrate progressing experimentation in one or more art forms.
3. Demonstrate increasing proficiency in critical thinking, creative thinking, collaboration, and communication.
4. Generate arts or creative enterprise projects that integrate arts, arts management & arts entrepreneurship and business concepts.
5. Create and design an innovative arts business portfolio that demonstrates learning.

Students will be evaluated starting in year two and every year after that by the work and reflection statements in their portfolio.

We will sample all students in each of the Arts Management & arts entrepreneurship studios.

We review portfolios in each fall in the second, third, and final year to assess their progress and data will be collected at that point. Students will complete an exit survey and reflection in their final arts management & arts entrepreneurship studio. We will survey alumni every three years.

In early spring, the faculty will meet to discuss the students' progress and develop strategies for improvement of teaching and learning.

7.2 Measuring student success

- *Describe the policies and procedures in place to measure individual student success in the proposed program.*

All academic departments undergo an extensive program review once every 5-7 years. Departments must complete a self-study that includes data focused on student success, including completion, retention and persistence rates, employment of graduates, and other achievements (e.g., student publications, placement in graduate and professional school, prestigious fellowships). The department, including the self-study, are evaluated by a team including external and internal faculty members. The dean works with the department to create at least three critical issues relating to program success and a strategic plan which are evaluated by the review team. The review team prepares a report for the department, dean and Provost. For more information, see:

<https://www.miamioh.edu/academic-affairs/admin-affairs/prog-review/academic-program-review/index.html>

Miami also has a university-level Student Success Committee that evaluates data regularly and develops strategies and plans for improvement.

The program will maintain a record of retention rates, completion rates, job placement rates, and admission into graduate programs every year. It will work with the Office of Institutional Research and Effectiveness to analyze data from the First Destinations (Alumni Placement) Survey on an annual basis. The results will be discussed at each year's AME retreat in order to continually improve the program.

SECTION 8: FACULTY

8.1 Faculty appointment policies

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

Miami has multiple types of faculty, both tenured and non-tenured:

- Tenurable faculty: Assistant, Associate and Full Professor
- Teaching faculty: Assistant Teaching Professor, Associate Teaching Professor, Full Teaching Professor
- Lecturers & Clinical Faculty: Assistant, Associate and Senior Lectures and Clinical Faculty
- Visiting Assistant, Associate and Full Professors
- Instructors

For more information, see: <https://miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/definitions.html>

Also, please see: <https://miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/tcpl.html>

See also: <https://www.miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/other-instructional-staff.html>

Faculty teaching in the program will be comprised of a mix of types and ranks of faculty members as is common in the field - professor, associate professor, assistant professor, teaching professor, associate teaching professor, assistant teaching professor, lecturer, adjunct, instructor, clinical. Program will initially be delivered with the current faculty cohort which includes one tenure-track, one TCPL, and two visiting faculty.

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

This program will follow Miami's guidelines for faculty qualifications:

<https://www.miamioh.edu/academic-affairs/admin-affairs/fac-qualifications/index.html>

A Master's, Master of Fine Arts, or Doctorate in an arts, business, entrepreneurship, or related field.

Tested experience would be used on a limited basis, in accordance with university policy, and would follow this metric:

- Relevant Degree(s): Bachelor's degree in business, arts, or other related field
 - Years of Professional Experience: 5 years
 - Type of Experience: Managerial or executive-level professional experience or highly applied professional experience in managing arts or cultural institutions or creative enterprises; or professional experience in entrepreneurial (start-up, social, corporate, or creative) organizations.
- *Describe the institution's load/overload policy for faculty teaching in the proposed program.*

Faculty workload guidelines can be found here: <https://www.miamioh.edu/academic-affairs/admin-affairs/faculty-workload-norms/index.html>

Overload policy can be found here: <https://www.miamioh.edu/policy-library/employees/faculty/employment-of-faculty/overload-teaching.html>

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

Initially, the program can launch with existing faculty. An increase in demand will require additional faculty. The director of the program will teach an overload in the fall semester in order to staff the new course CCA 101. The other new courses - Arts management & arts entrepreneurship Studio 1, 2, and 3 - will be team-taught so that the additional workload for faculty, in the short-term, will be minimal.

8.2 Program faculty

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

Full-time: 4

Less than full-time: 3

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

Full-time: 2

Less than full-time: 3

8.3 Expectations for professional development/scholarship

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

Tenured and tenure-track faculty are expected to meet the following criteria for promotion:

<https://www.miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/definitions.html>. See also: <https://www.miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/definitions.html#assistant-prof>

Teaching faculty, lecturers and clinical faculty follow these criteria: <https://www.miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/tcpl.html>

All faculty have opportunities for professional development which are articulated here:

<https://miamioh.edu/academic-affairs/admin-affairs/fac-development/index.html>

Tenure-eligible faculty also may apply for Assigned Research Appointments and Faculty Improvement Leaves.

8.4 Faculty matrix

- *Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). Generally a **copy of each faculty member's CV should be included as an appendix item. Please check with ODHE staff to determine if all vita are needed. The vita of the program director should be included. Please do not remove any columns from the table below. All fields are required.***

See Appendices for matrix and CVs for faculty.

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

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

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

We have consulted with our subject area librarian Stephanie Hilles to determine the current resources and additional resources needed. Current holdings are generally sufficient though we requested copies of each of the texts that are used in the curriculum to be on reserve in the library.

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

Currently, we have a subject area page created and maintained by the library. We also have had the subject area librarian meet with classes to discuss library resources. The library also holds some printed resources that are necessary for the program.

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

With the new major, we would request that the subject area librarian conduct an orientation to the Art and Architecture library at least each year. Additionally, there are 12 - 15 text books that would be needed for student access. The cost of these books would be between \$1500 and \$2000. Some books could be purchased from the program budget if needed. We also need access to the following journals from field - The Journal of Arts Entrepreneurship Education, Artivate, International Journal of Arts Management, The Journal of Arts Management, Law, and Society, American Journal of Arts Management. These journals are available for free digitally through their respective websites and OhioLink.

9.2 Information literacy

- *Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.*

The faculty in our ENG 111 Composition course work closely with librarians to infuse information literacy and orientation to library resources into the course. Each department is also assigned a subject librarian who works closely with the faculty to advance strong research and information literacy. Library orientation would be required for new students in the major.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

Describe additional resources (e.g., classrooms, laboratories, technology, etc.) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.

There are no new resources or facilities proposed at this time. We currently share classroom space with the Art and Theatre departments and do not see any issues that would arise with the use of those classrooms.

10.2 Budget/financial planning

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

See Appendix.

APPENDICES

Please list the appendix items submitted as part of the request in the table provided below. Please list the items in the order that they are referred to in the text.

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

Recent Accreditation Review Confirmation: [https://miamioh.edu/academic-affairs/accreditation/Faculty/Student Handbook \(Miami Policy Library\)](https://miamioh.edu/academic-affairs/accreditation/Faculty/Student%20Handbook%20(Miami%20Policy%20Library).pdf): <https://miamioh.edu/policy-library/>
Current Catalog (General Bulletin): <https://bulletin.miamioh.edu/>
Organizational Chart: <https://www.miamioh.edu/oir/files/documents/fbook/19-20/org-chart/org-chart-19-20.pdf>

Other items as directed in the supplemental forms (if submitted)

Appendix Name	Description
A	C.V. for Program Director
B	Gray Scorecard for New Program
C	Course Syllabi
D	Faculty Matrix
E	Financial Impact Statement
F	CVs for Continuing, Full-Time Faculty

Commitment to Program Delivery

Miami University intends to support the program and assures that, if the institution decides in the future to close the program, the institution will provide the necessary resources/means for matriculated students to complete their degree.

Verification and Signature

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

Jason Osborne, Provost and Executive Vice President, Academic Affairs

Miami University

Dr. William Knight's commentary on the Gray Scorecard

Attached are the Gray Associates Program Evaluation System program scorecards and competitors lists for bachelor's degrees in Arts Management and Entrepreneurship. These programs have moderately high (Arts Management, 78th percentile) and very high (Entrepreneurship, 95th percentile) overall program scores, indicating they are good areas for new programs. Arts Management has a moderately high student demand, moderate employment trends, and a relatively low competition score, meaning there are a lot of other institutions offering this degree, as is shown in the list of competitors on pages 2-7. Entrepreneurship has a very high student demand, relatively low employment trends, and a low competitor score, again indicating that many other institutions offer this degree, as shown in the lists on pages 9-22.

I should also note that the employment scores are lower than we would likely expect them to be because relatively few jobs specifically require bachelor's degrees in these areas; this is not the same thing as saying that people with these degrees do not get jobs. In a field such as Nursing the correspondence between the field of the degree and the sector of employment is very high, but in these areas, people with these degrees are likely getting jobs in lots of fields, not just ones specifically called Arts Management and Entrepreneurship.

As per my earlier email, unfortunately the Gray Associates PES doesn't really provide information directly targeted where you need it since there is no way to examine the intersection of two fields.

In summary, I would characterize these results as supportive of moving forward with proposing this new program.

Bachelor's Degree in Arts Management

Program Scorecard

Scoring Rubric
Program Rank
Scorecard
Prog x Market
Competitors
Data Table
Workplace Requirements
Crosswalks
Data Definitions
GRAYASSOCIATES

CIP: 50.1001 Arts, Entertainment, and Media Mgmt, Gen'l
Market: National
Modality: All
Award Level: Bachelors
Current Programs
Export to PNG

78 Percentile 50.1001 Arts, Entertainment, and Media Mgmt, Gen'l [1 Score]

Student Demand [4 Score]

Category	Pctl	Criterion	Value	Score
Size	85	Inquiry Volume (12 Months)	1	0
	99	Infl Page Views (12 Months)	29,602	NS
	NA	Google Search Volume (3 Months)*	NA	NS
	75	On-ground Completions at In-Market Institutions	432	NS
	88	Online Completions by In-Market Students	110	NS
76	Sum of On-ground and Online Completions	542	0	
Growth	91	Inquiry Volume YoY Change (Units)	1	2
	NA	Google Search YoY Change (Units)*	NA	NS
	86	Completion Volume YoY Change (Units)	40	1
	NA	Inquiry Volume YoY Change (%)	NA	NS
	NA	Google Search YoY Change (%)*	NA	NS
69	Completion Volume YoY Change (%)	8%	1	

Employment* [-4 Score]

Category	Pctl	Criterion	Value	Score
Size (Direct Prep)	73	Job Postings Total (12 Months)*	2,981	0
	58	BLS Current Employment*	12,178	-6
	58	BLS Annual Job Openings*	1,232	0
Size (Generalist)	54	BLS Share of Generalist Employment*	421	NS
	54	BLS Share of Generalist Openings*	40	NS
Growth (Direct Prep)	52	BLS 1-Year Historical Growth*	3%	0
	75	BLS 3-Year Historic Growth (CAGR)*	4%	0
	34	BLS 10-Year Future Growth (CAGR)*	0.5%	NS
Saturation (Direct Prep)	86	Job Postings per Graduate*	3.3	2
	71	BLS Job Openings per Graduate*	1.4	0
Wages (Direct Prep)	63	BLS 10th-Percentile Wages*	\$40,855	0
	79	BLS Mean Wages*	\$81,480	NS
National American Community Survey	12	Natl ACS Wages (Age < 30)	\$34,788	NS
	8	Natl ACS Wages (Age 30-60)	\$81,957	NS
Bachelor's Degree Outcomes	7	Natl ACS % with Any Graduate Degree	17%	NS
	9	Natl ACS % with Masters	14%	NS
National Completions by Level [0 Score]	12	Natl ACS % with Doct/Prof Degree	3%	NS
	99	Natl ACS % Unemp. (Age <30)**	9%	NS
	68	Natl ACS % Unemp. (Age 30-60)**	3%	NS
48	Natl ACS % in Direct Prep Jobs	2%	NS	

Degree Fit [0 Score]

Category	Pctl	Criterion	Value	Score
NHEBI Natl 2 Year		Cost Index**	NA	NS
		Student Faculty Index	NA	NS

Competitive Intensity [1 Score]

Category	Pctl	Criterion	Value	Score
Volume of Competition	78	Campuses with Graduates**	29	0
	87	National Online Institutions (Units)**	4	NS
	87	Institutions with Online In-Market Students**	4	NS
	26	Institutions YoY Change (Units)**	-1	2
	53	Average Completions by Local Institution	15	0
	36	Median Completions by Local Institution	5	-2
	46	YoY Median Program Change (Units)	-1	0
	35	YoY Median Program Change (%)	-17%	0
	74	Natl Online % of Institutions	6%	NS
	85	Natl Online % of Completions	20%	NS
Market Saturation	31	Average Cost per Inquiry**	40	1
		Google Search * Cost per Click**	NA	NS
		Google Competition Index**	NA	NS

CIP Description

A program that prepares individuals to organize and manage various aspects of the visual arts, performing arts, and entertainment media industries. Includes instruction in business and financial management, marketing and fund-raising, labor relations for the arts, event promotion and management, product and artist management, and applicable law.

National Workforce Ed. Attainment [0 Score]

Award Level	BLS Educational Attainment
No College	13%
Some College	19%
Associates	7%
Bachelors	43%
Masters	14%
Doctoral	5%

Percentile 0 20+ 40+ 70+ 90+ 95+ 98+ 100

Overall Score -66 -33 -19 -4 7 10 24 79

**** Color Scale in Reverse**

Percentile (Reverse) <40 40+ 70+ 90+ 95- 98+

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
 ** - Color scale in reverse.
 NA - No data available/not currently tracked.
 NS - Not Scored in Rubrics (values = 0).
 2-Yr - Associates & certificate programs only.
 PCTL - Percentile

Attachment E

Overall Page 92 of 202

Attachment Page 26 of 129

Competitors

Scoring Rubric
Program Rank
Scorecard
Prog x Market
Competitors
Data Table
Workplace Requirements
Crosswalks
Data Definitions
GRAYASSOCIATES

Current Selections:
Scorecard Campus: National
Scorecard Award Level: Bachelors
Scorecard Campus Type: All
Scorecard CIP Name: 50,1001 Arts, Entertainment and Media Mgmt, Gen1

CIP
Market
Modality
Award Level
Current Programs
2 Digit CIP
4 Digit CIP

Dimensions

Metrics

Completions

Demographics

Institutional Data

US News

Table Selections

Campus

Institution

Sector

Total Completions by In-Market Students
Current Year and Previous Year

■ In-Market Institutions: Ground ■ In-Market Students: Online

Year	In-Market Institutions: Ground	In-Market Students: Online
2018	488	96
2019	432	110

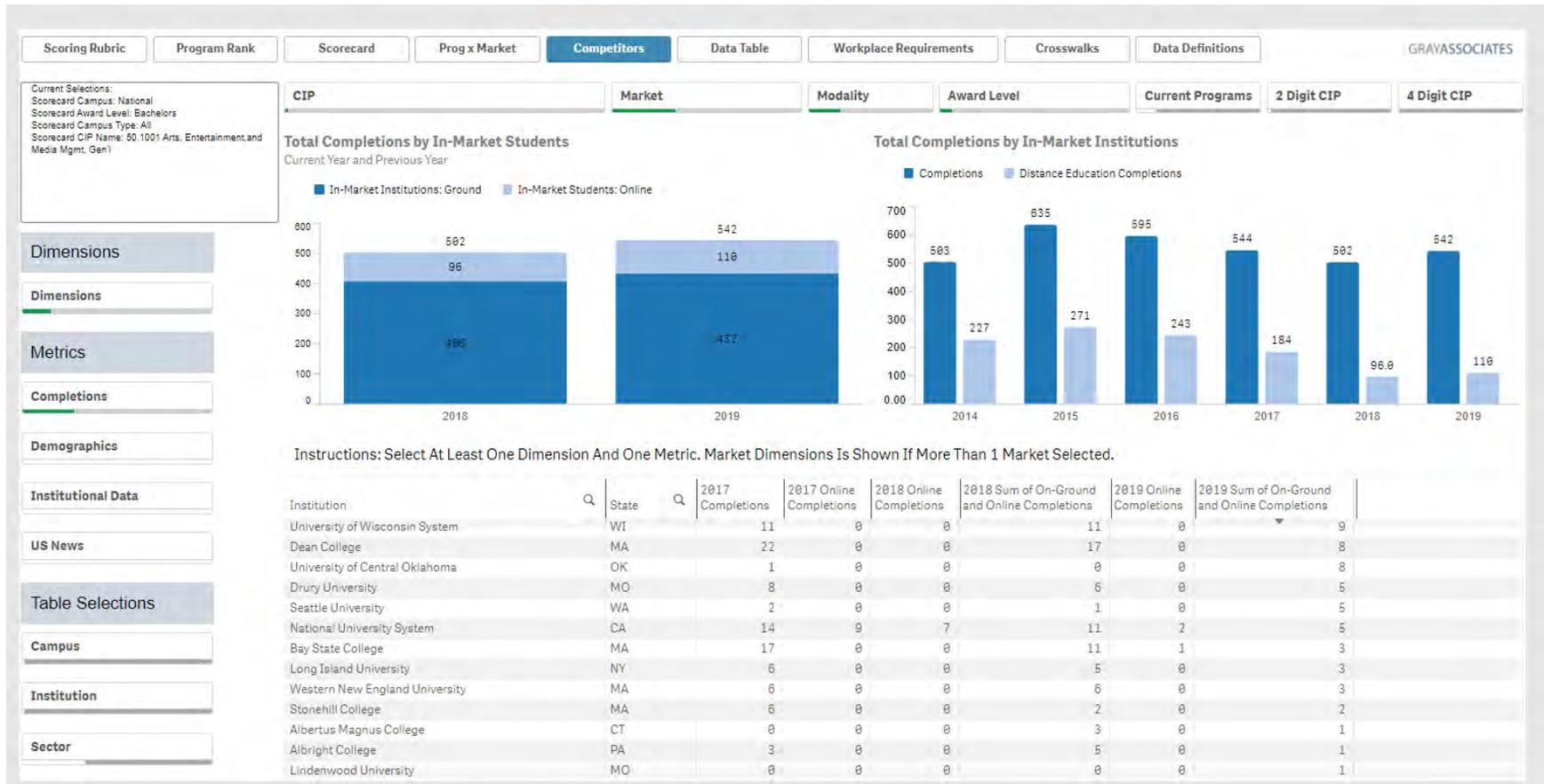
Total Completions by In-Market Institutions

■ Completions ■ Distance Education Completions

Year	Completions	Distance Education Completions
2014	503	227
2015	635	271
2016	595	243
2017	544	184
2018	502	96.0
2019	542	110

Instructions: Select At Least One Dimension And One Metric. Market Dimensions Is Shown If More Than 1 Market Selected.

Institution	State	2017 Completions	2017 Online Completions	2018 Online Completions	2018 Sum of On-Ground and Online Completions	2019 Online Completions	2019 Sum of On-Ground and Online Completions
Los Angeles Film School	CA	98	43	72	119	106	146
State University System of Florida	FL	0	0	0	14	0	94
Belmont University	TN	64	0	0	92	0	67
Grand Canyon University	AZ	0	0	0	23	0	31
University of North Alabama	AL	30	0	0	40	0	31
Drexel University	PA	27	0	0	29	0	30
University of Kentucky	KY	23	0	0	31	0	26
University of Oregon	OR	3	0	0	4	0	15
Butler University	IN	15	0	0	12	0	12
Anderson University	IN	8	0	0	7	0	11
Champlain College	VT	13	0	0	9	0	10
Columbia College Chicago	IL	15	0	0	15	0	10
University of Wisconsin System	WI	11	0	0	11	0	9



Scoring Rubric
Program Rank
Scorecard
Prog x Market
Competitors
Data Table
Workplace Requirements
Crosswalks
Data Definitions
GRAYASSOCIATES

Current Selections:
 Scorecard Campus: National
 Scorecard Award Level: Bachelors
 Scorecard Campus Type: All
 Scorecard CIP Name: 50.1001 Arts, Entertainment and Media Mgmt, Gen1

CIP
Market
Modality
Award Level
Current Programs
2 Digit CIP
4 Digit CIP

Dimensions

Dimensions

Metrics

Completions

Demographics

Institutional Data

US News

Table Selections

Campus

Institution

Sector

Total Completions by In-Market Students
Current Year and Previous Year

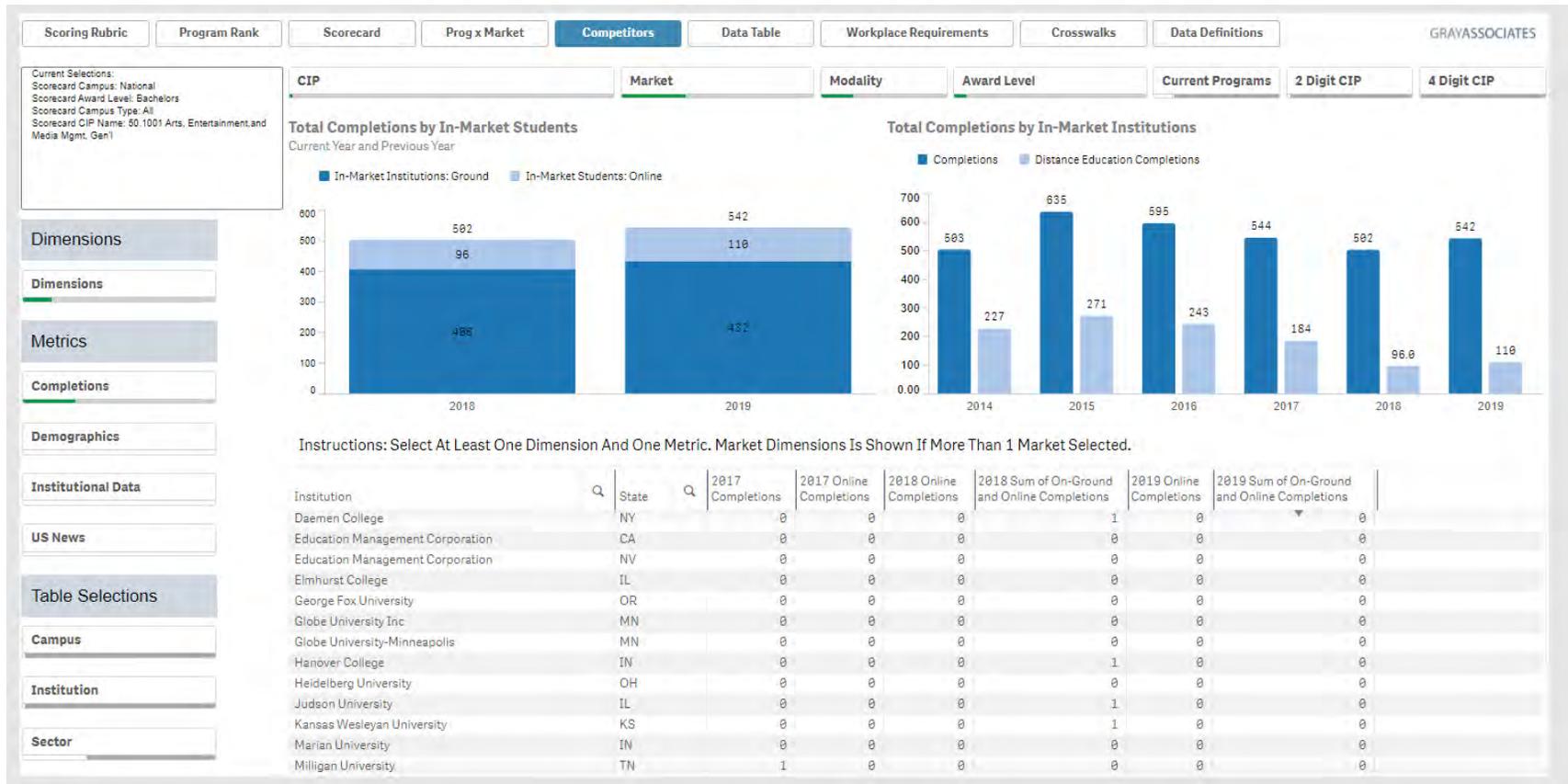
Year	In-Market Institutions: Ground	In-Market Students: Online	Total
2018	488	96	582
2019	432	110	542

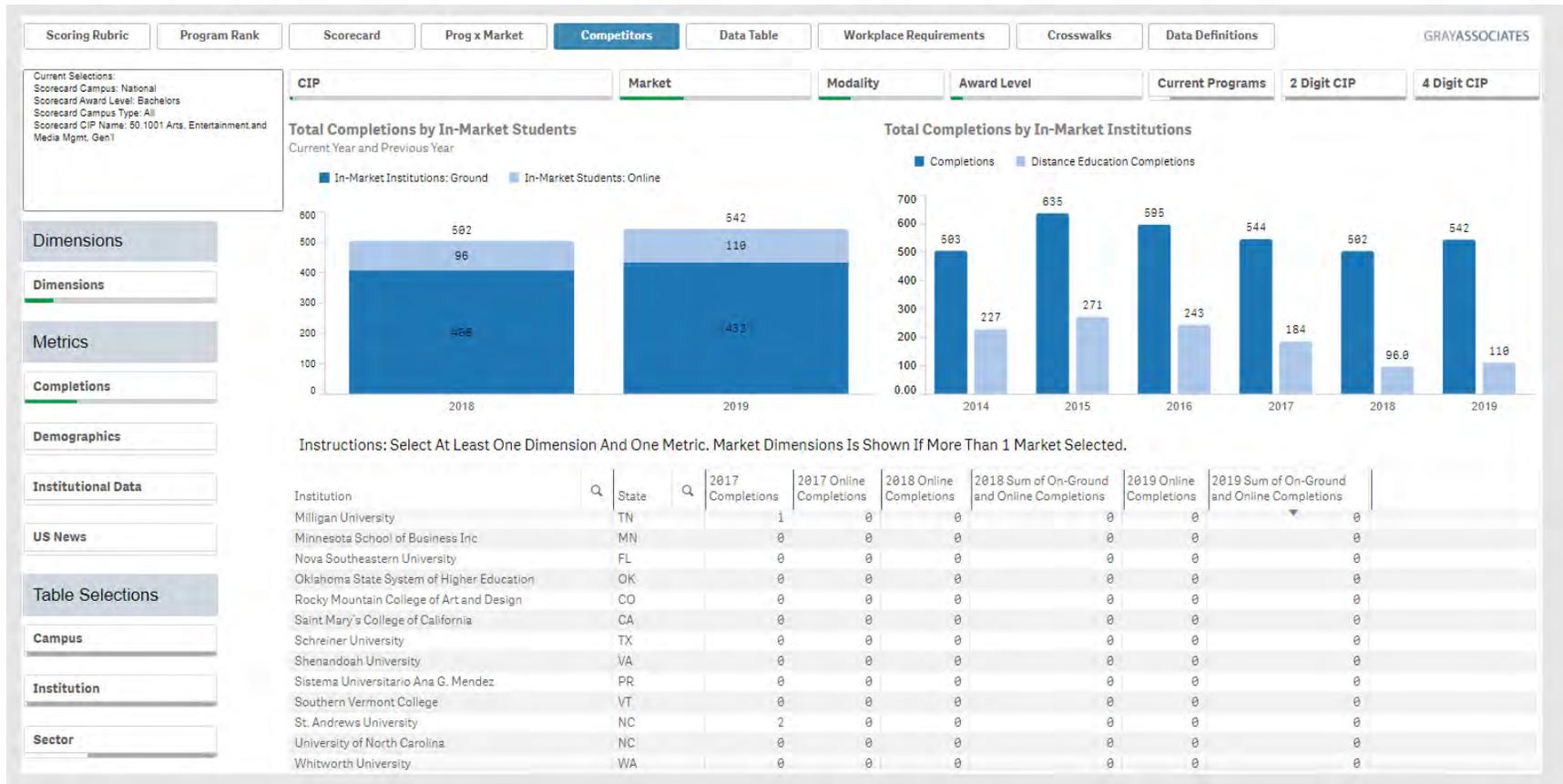
Total Completions by In-Market Institutions

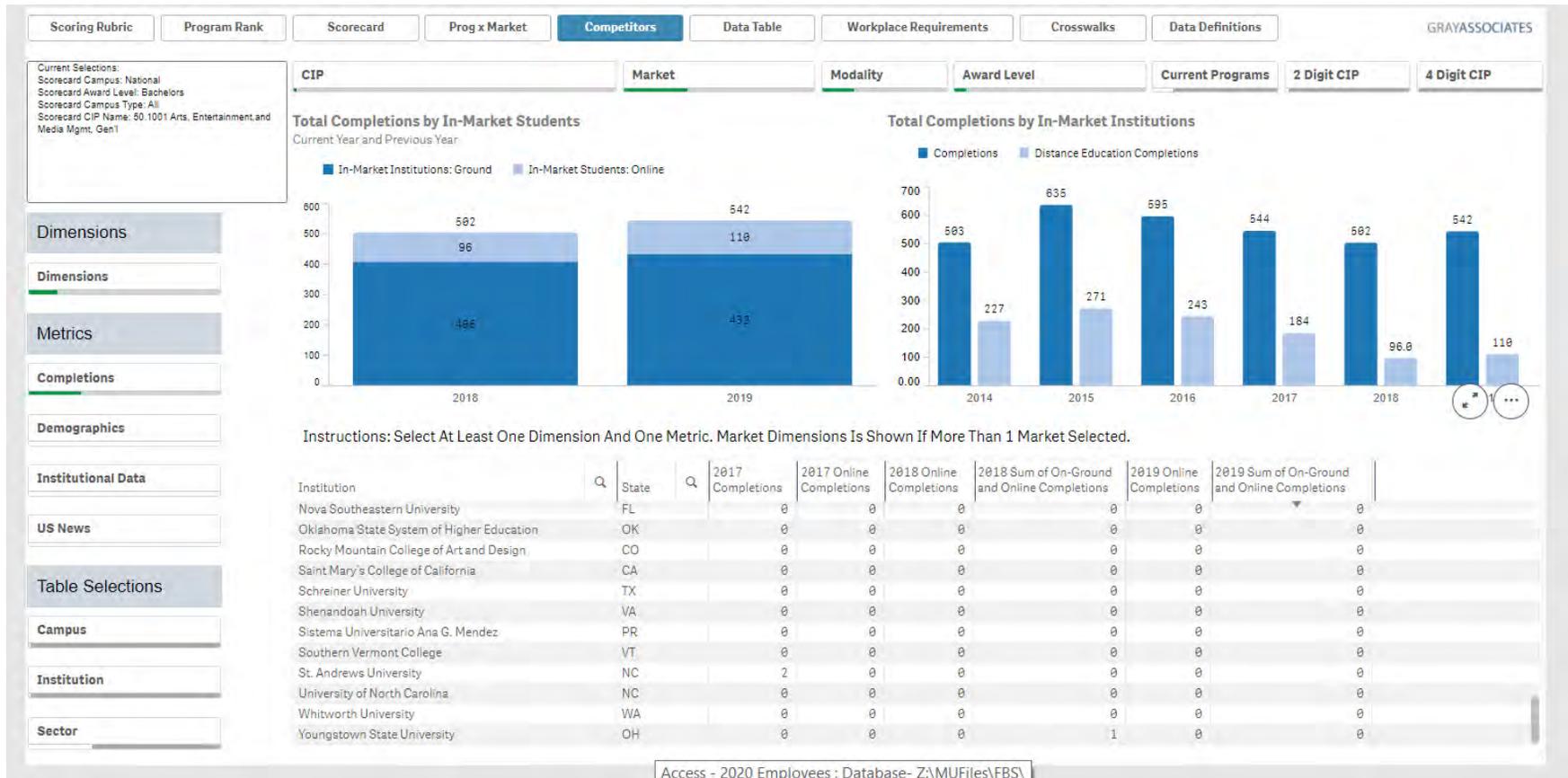
Year	Completions	Distance Education Completions
2014	583	227
2015	635	271
2016	595	243
2017	544	184
2018	582	96.0
2019	542	110

Instructions: Select At Least One Dimension And One Metric. Market Dimensions Is Shown If More Than 1 Market Selected.

Institution	State	2017 Completions	2017 Online Completions	2018 Online Completions	2018 Sum of On-Ground and Online Completions	2019 Online Completions	2019 Sum of On-Ground and Online Completions
Lindenwood University	MO	0	0	0	0	0	1
Loyola University New Orleans	LA	0	0	0	0	0	1
Saint Edward's University	TX	3	0	0	3	0	1
University of Pikeville	KY	2	0	0	1	0	1
Westminster College	UT	0	0	0	0	0	1
Full Sail University	FL	143	132	17	28	1	1
National University System	NV	0	0	0	0	0	0
Adrian College	MI	0	0	0	0	0	0
Belhaven University	MS	0	0	0	0	0	0
Concordia University System	IL	0	0	0	0	0	0
Concordia University System	NE	1	0	0	0	0	0
Cumberland University	TN	0	0	0	0	0	0
Daemen College	NY	0	0	0	1	0	0







Bachelor's Degree in Entrepreneurship

Program Scorecard

Scoring Rubric
Program Rank
Scorecard
Prog x Market
Competitors
Data Table
Workplace Requirements
Crosswalks
Data Definitions
IGRAYASSOCIATES

CIP: 52.0701 Entrepreneurship/Entrepreneurial Studies
Market: National
Modality: All
Award Level: Bachelors
Current Programs
Export to PNG

95 Percentile
52.0701 Entrepreneurship/Entrepreneurial Studies [10 Score]

Student Demand [28 Score]

98 Pctl	Category	Pctl	Criterion	Value	Score
98 Pctl	Size	98	Inquiry Volume (12 Months)	24,898	10
		95	Intl Page Views (12 Months)	8,411	NS
		58	Google Search Volume (3 Months)*	127,819	3
	92	On-ground Completions at In-Market Institutions	3,141	NS	
	91	Online Completions by In-Market Students	184	NS	
	92	Sum of On-ground and Online Completions	3,325	5	
Growth	90	Inquiry Volume YoY Change (Units)	12,008	3	
	87	Google Search YoY Change (Units)*	6,779	1	
	95	Completion Volume YoY Change (Units)	211	3	
	90	Inquiry Volume YoY Change (%)	100%	1	
	86	Google Search YoY Change (%)*	6%	1	
87	Completion Volume YoY Change (%)	7%	1		

Employment* [-15 Score]

22 Pctl	Category	Pctl	Criterion	Value	Score
Size (Direct Prep)	65	Job Postings Total (12 Months)*	1,757	-4	
	66	BLS Current Employment*	30,030	-6	
	66	BLS Annual Job Openings*	3,033	0	
Size (Generalist)	80	BLS Share of Generalist Employment*	5,011	NS	
	80	BLS Share of Generalist Openings*	475	NS	
Growth (Direct Prep)	58	BLS 1-Year Historical Growth*	4%	0	
	59	BLS 3-Year Historical Growth (CAGR)*	3%	0	
87	BLS 10-Year Future Growth (CAGR)*	0.8%	NS		
Saturation (Direct Prep)	32	Job Postings per Graduate*	0.2	-3	
	41	BLS Job Openings per Graduate*	0.6	-3	
Wages (Direct Prep)	72	BLS 10th-Percentile Wages*	\$44,171	1	
	91	BLS Mean Wages*	\$94,258	NS	
National American Community Survey	73	Natl ACS Wages (Age < 30)	\$46,981	NS	
	76	Natl ACS Wages (Age 30-60)	\$98,372	NS	
Bachelor's Degree Outcomes	19	Natl ACS % with Any Graduate Degree	23%	NS	
	31	Natl ACS % with Masters	19%	NS	
	19	Natl ACS % with Doct/Prof Degree	3%	NS	
	89	Natl ACS % Unemp. (Age <30)**	5%	NS	
	83	Natl ACS % Unemp. (Age 30-60)**	3%	NS	
83	Natl ACS % in Direct Prep Jobs	5%	NS		

Degree Fit [0 Score]

Category	Pctl	Criterion	Value	Score
NHESI Natl 2 Year	4	Cost Index**	0.54	NS
	33	Student: Faculty Index	0.84	NS

Competitive Intensity [-3 Score]

11 Pctl	Category	Pctl	Criterion	Value	Score
11 Pctl	Volume of Competition	94	Campuses with Graduates**	203	-2
		95	National Online Institutions (Units)**	15	NS
		95	Institutions with Online In-Market Students**	15	NS
		99	Institutions YoY Change (Units)**	17	-3
		53	Average Completions by Local Institution	15	0
		87	Median Completions by Local Institution	9	0
	79	YoY Median Program Change (Units)	1	0	
	75	YoY Median Program Change (%)	13%	0	
	72	Natl Online % of Institutions	5%	NS	
	70	Natl Online % of Completions	6%	NS	
Market Saturation	10	Average Cost per Inquiry**	\$25	1	
	82	Google Search * Cost per Click**	\$10	0	
	39	Google Competition Index**	0.31	1	

CIP Description

A program that generally prepares individuals to perform development, marketing and management functions associated with owning and operating a business.

National Completions by Level [0 Score]

Award Level	Completions (National)	Completions (Market)	Inquiries (Market)
Certificate	36%	36%	0%
Associates	4%	4%	0%
Bachelors	41%	41%	81%
Postbaccalaureate Certificate	7%	7%	0%
Masters	11%	11%	14%
Post-masters Certificate	0%	0%	0%
Doctoral	0%	0%	2%
Unknown	0%	0%	3%

National Workforce Ed. Attainment [0 Score]

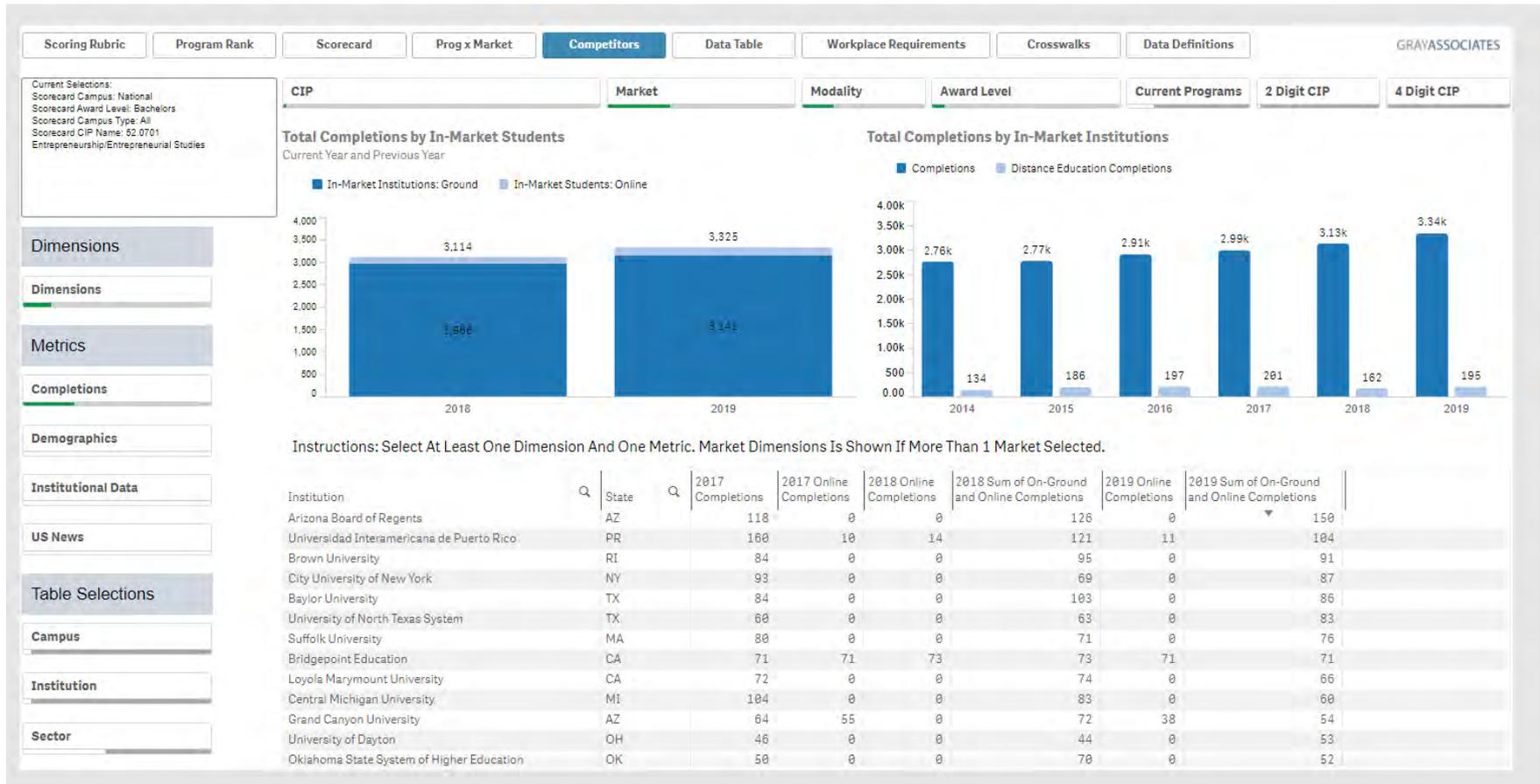
Award Level	BLS Educational Attainment
No College	15%
Some College	22%
Associates	8%
Bachelors	35%
Masters	16%
Doctoral	4%

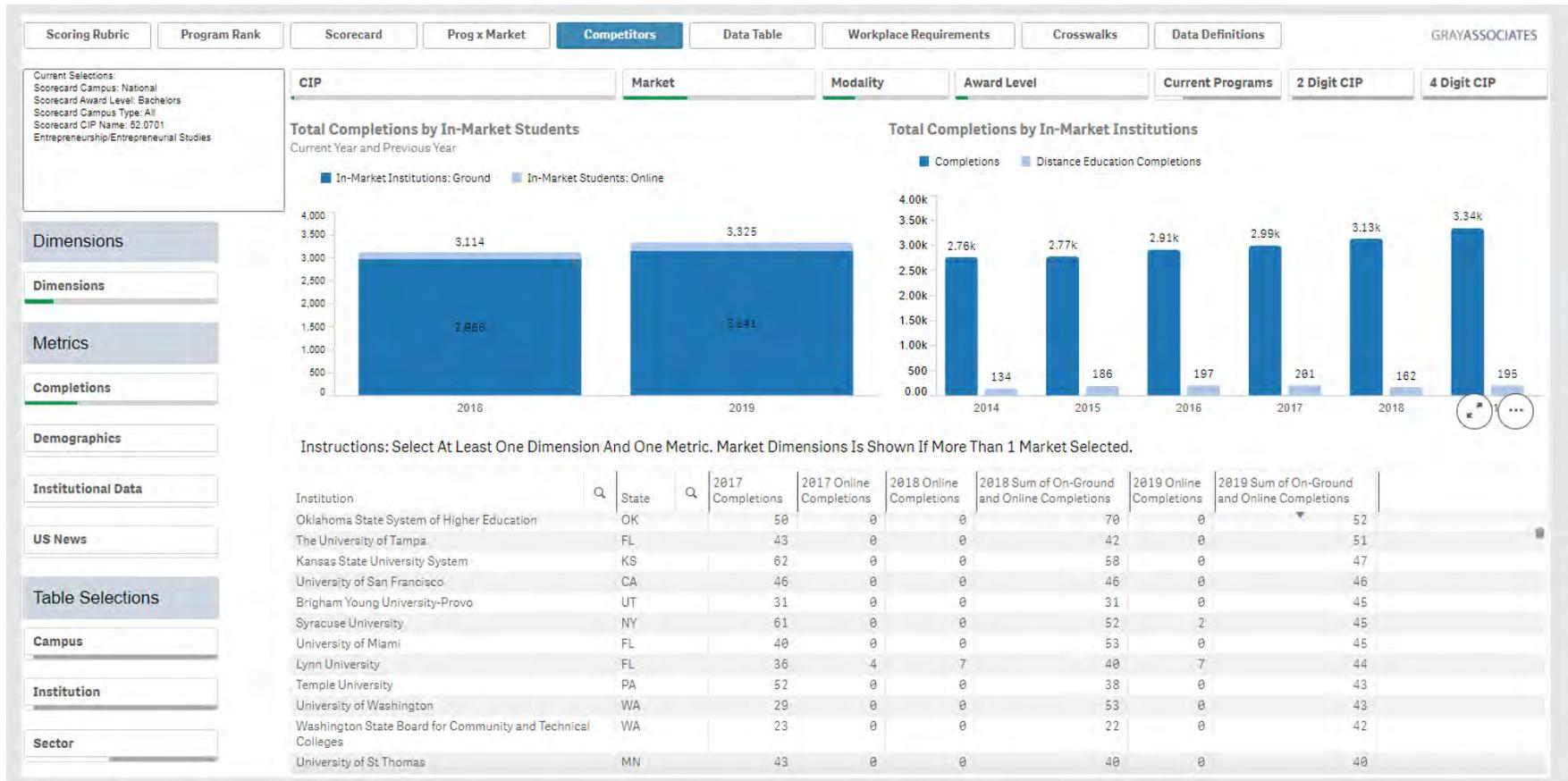
* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
 ** - Color scale in reverse.
 NA - No data available/not currently tracked.
 NS - Not Scored in Rubric (values = 0).
 2-Yr - Associates & certificate programs only.
 PCTL - Percentile

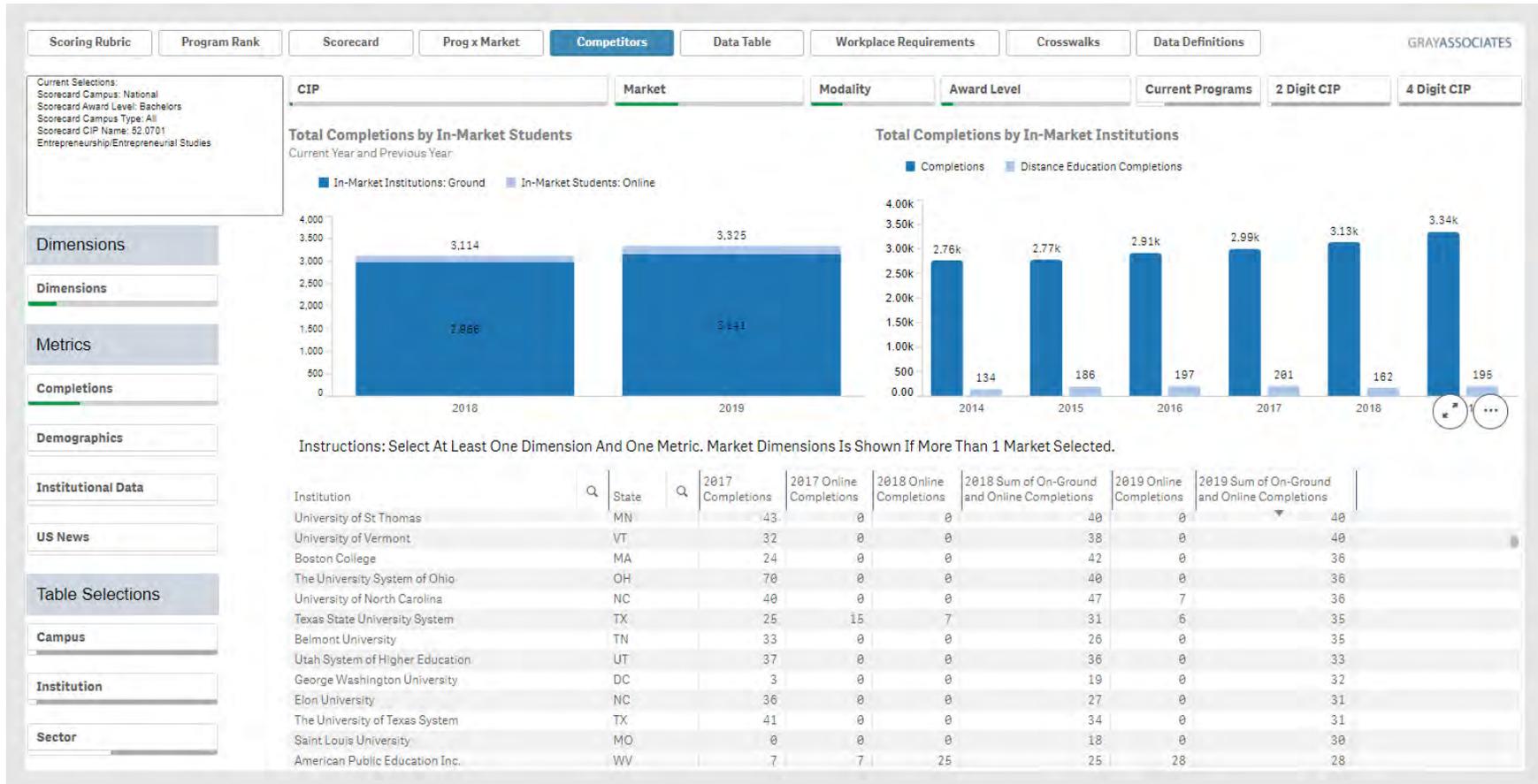
Percentile	0	20+	40+	70+	90+	95+	98+	100
Overall Score	-66	-33	-19	-4	7	10	24	79

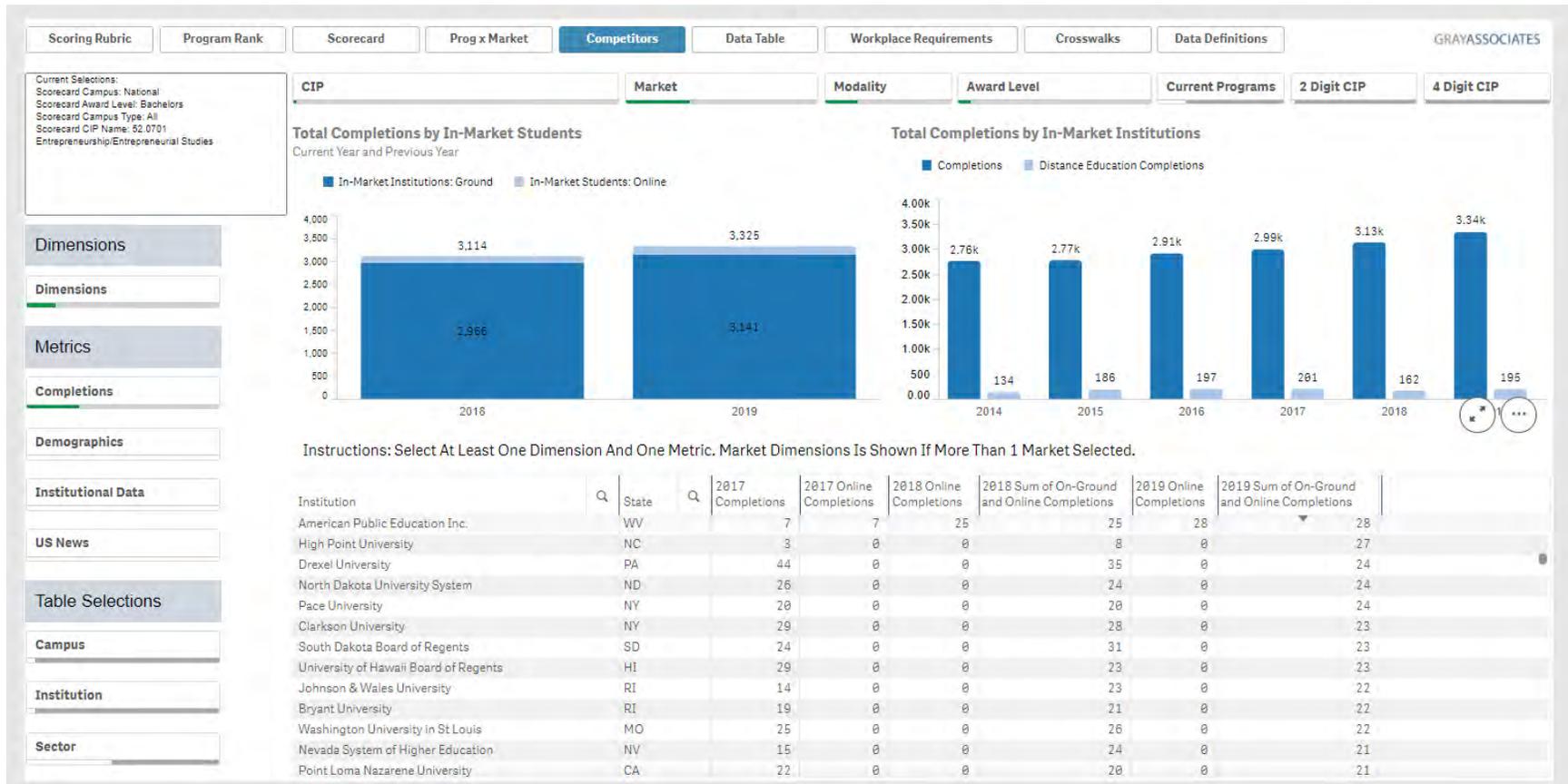
Percentile (Reverse)	<40	40+	70+	90+	95+	98+
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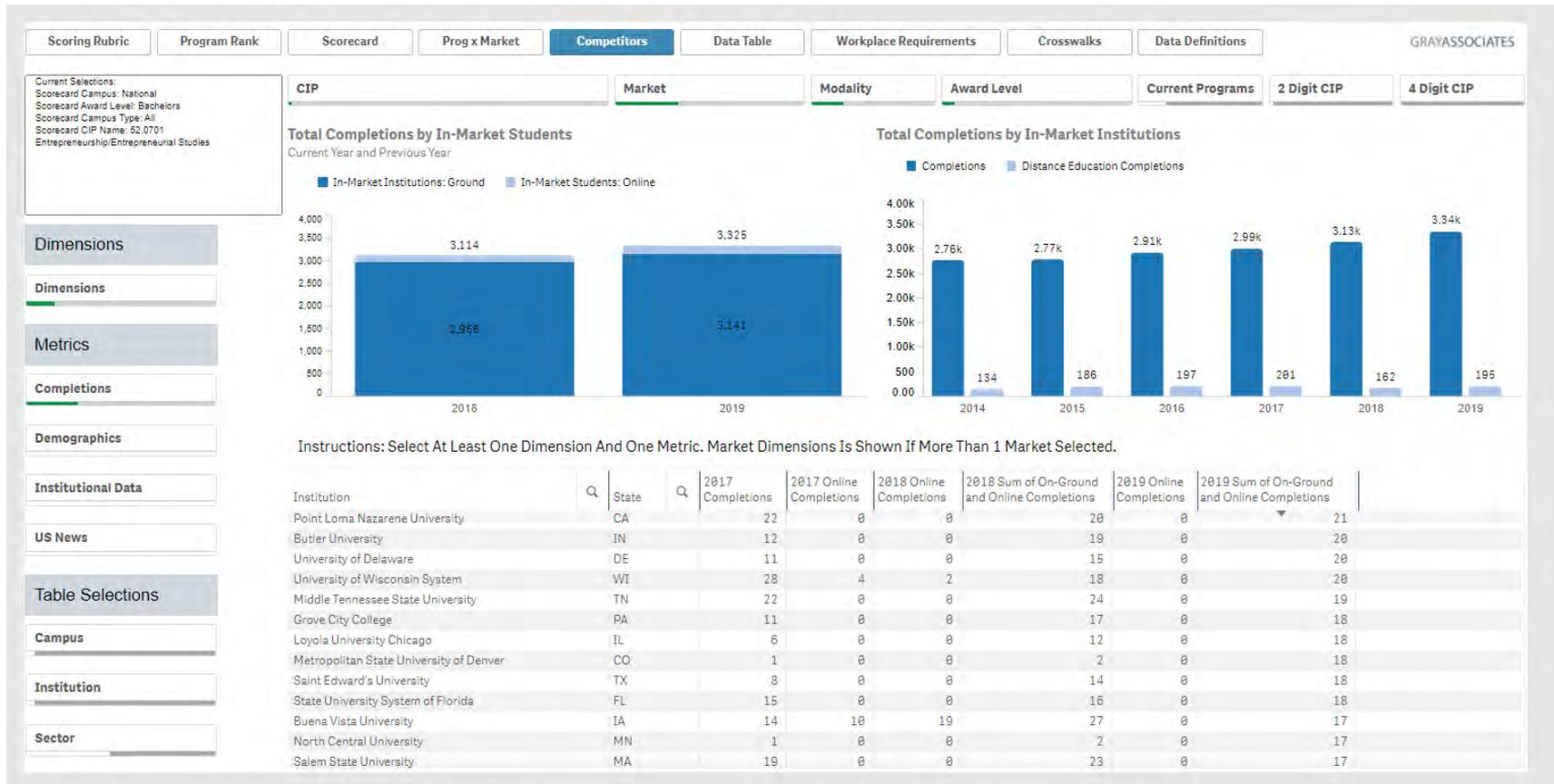
Competitors

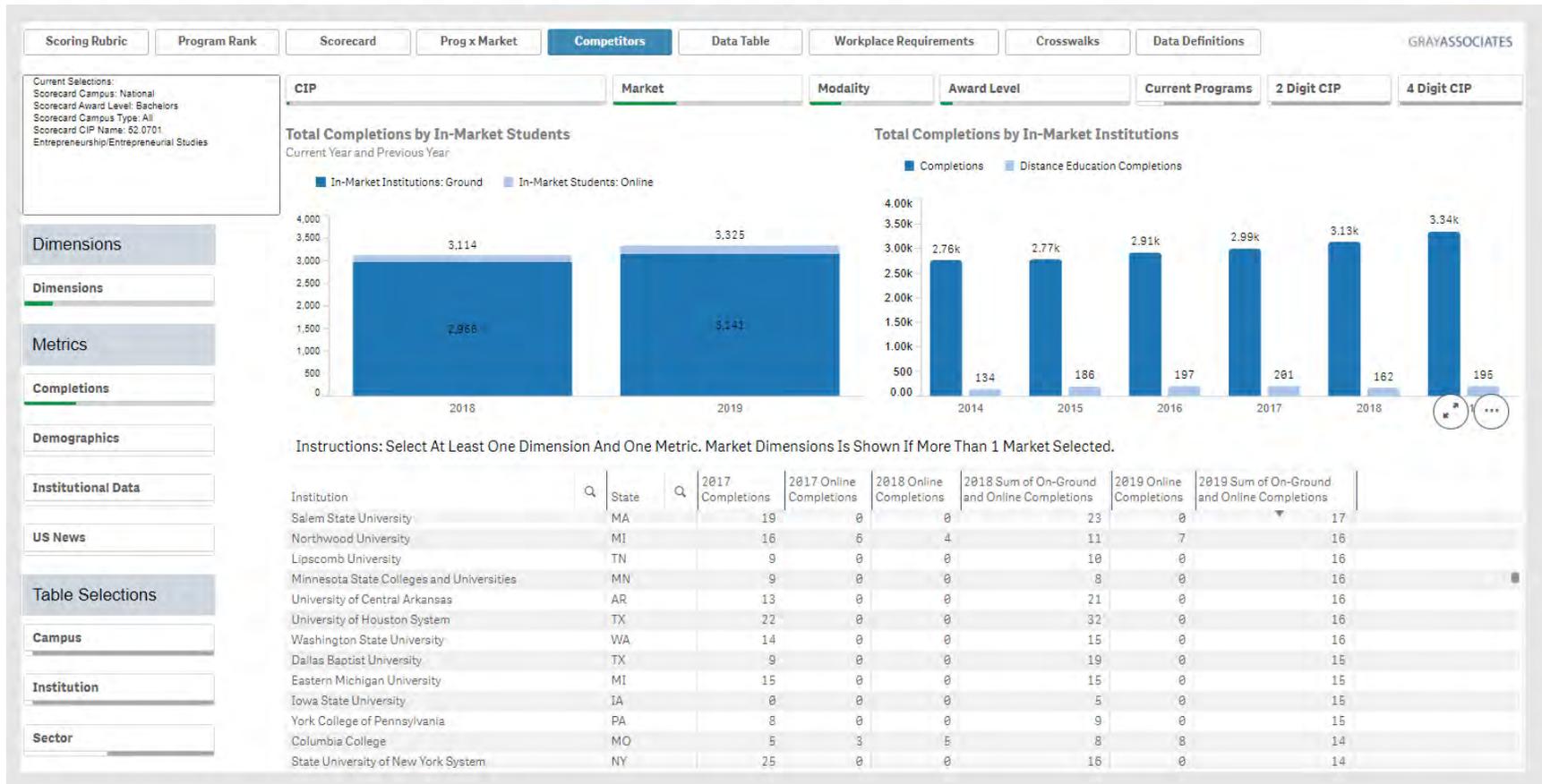


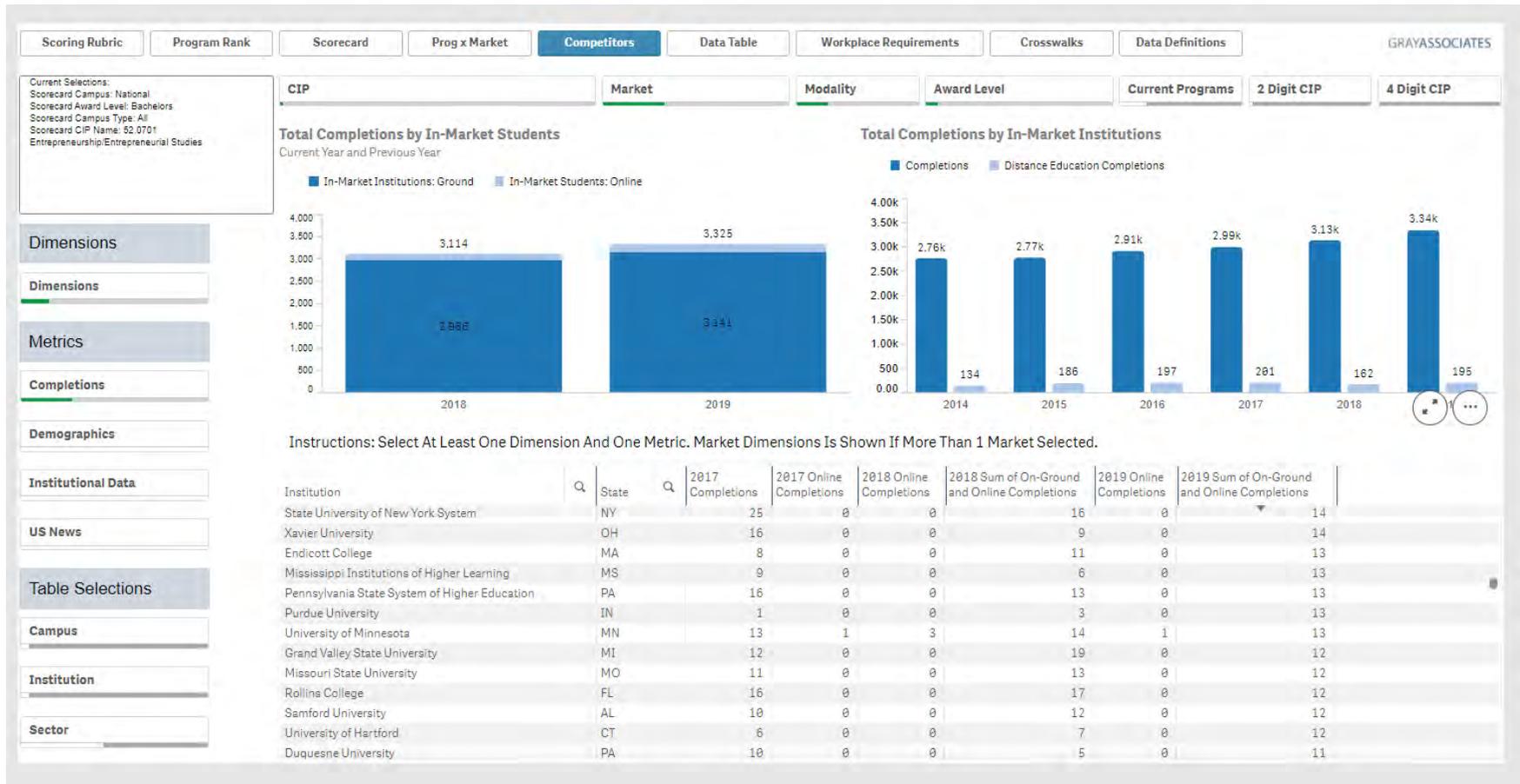


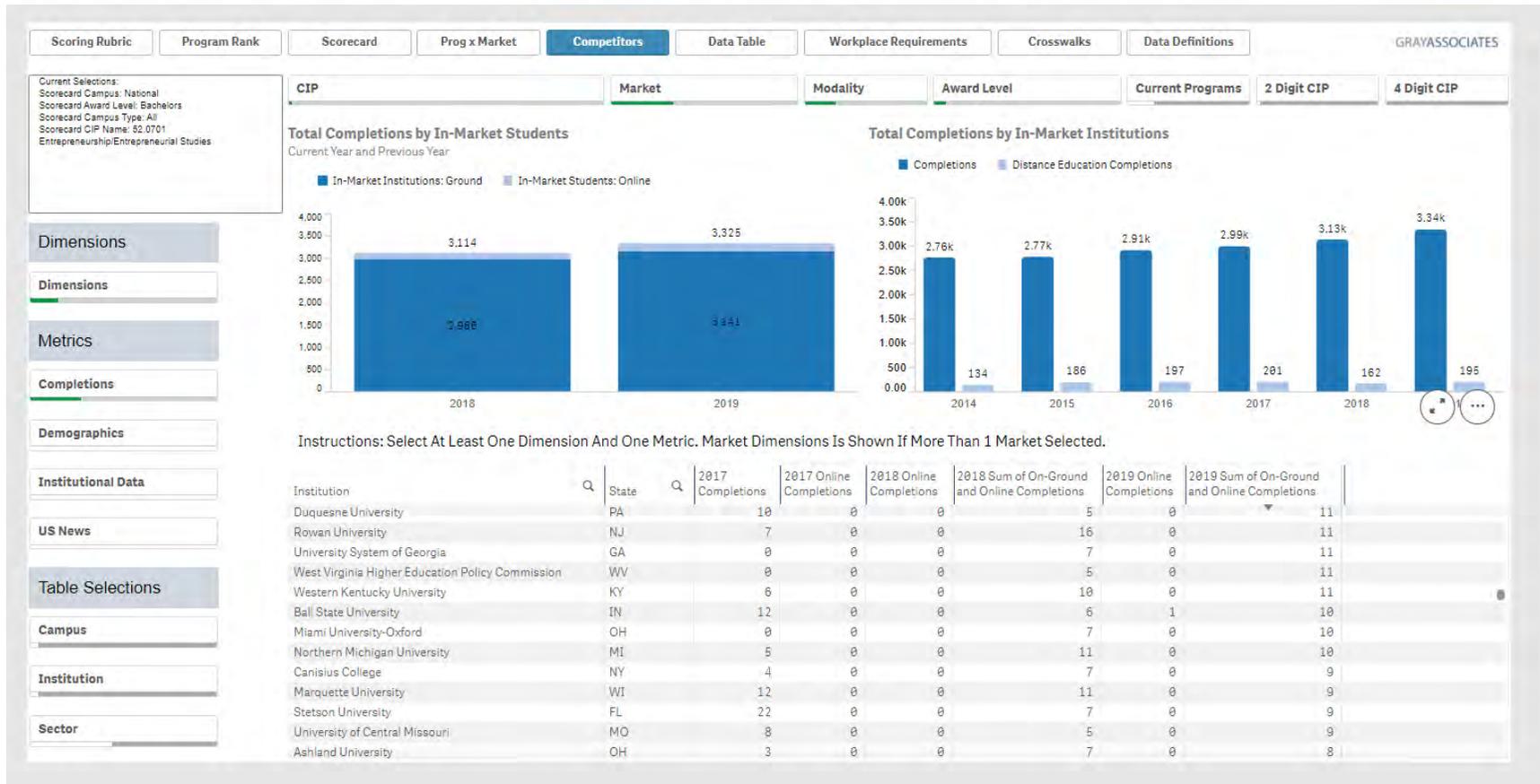


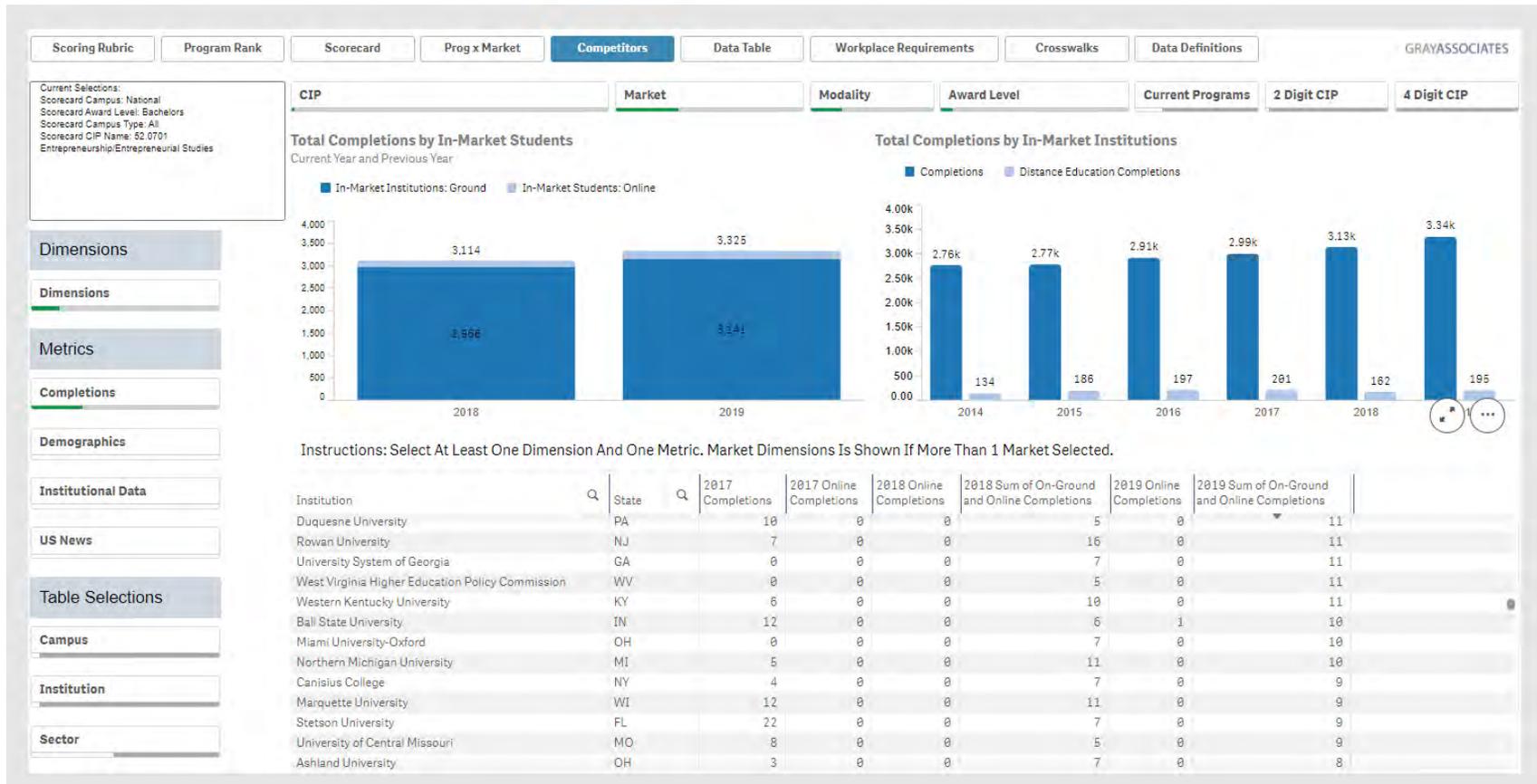


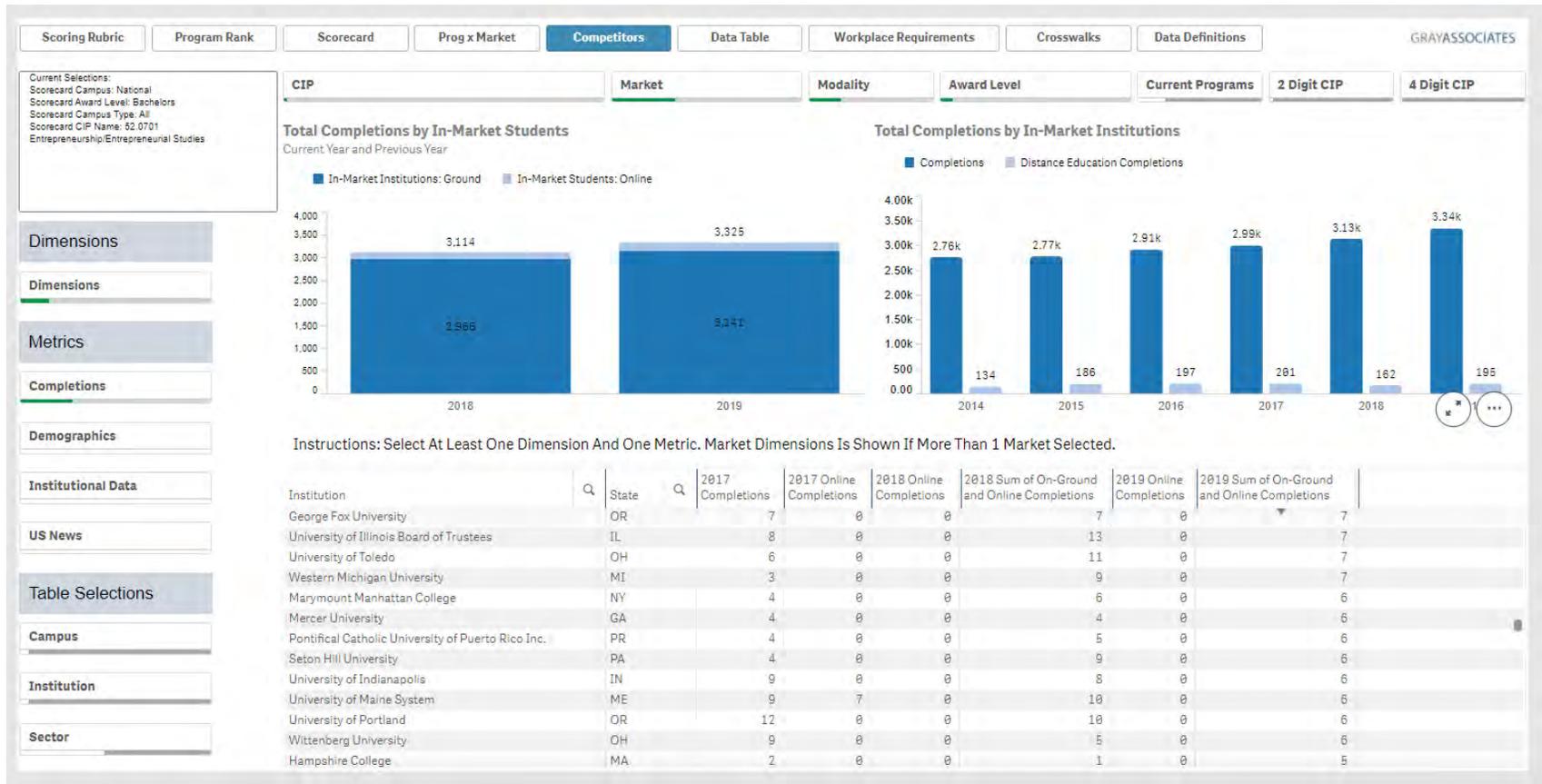


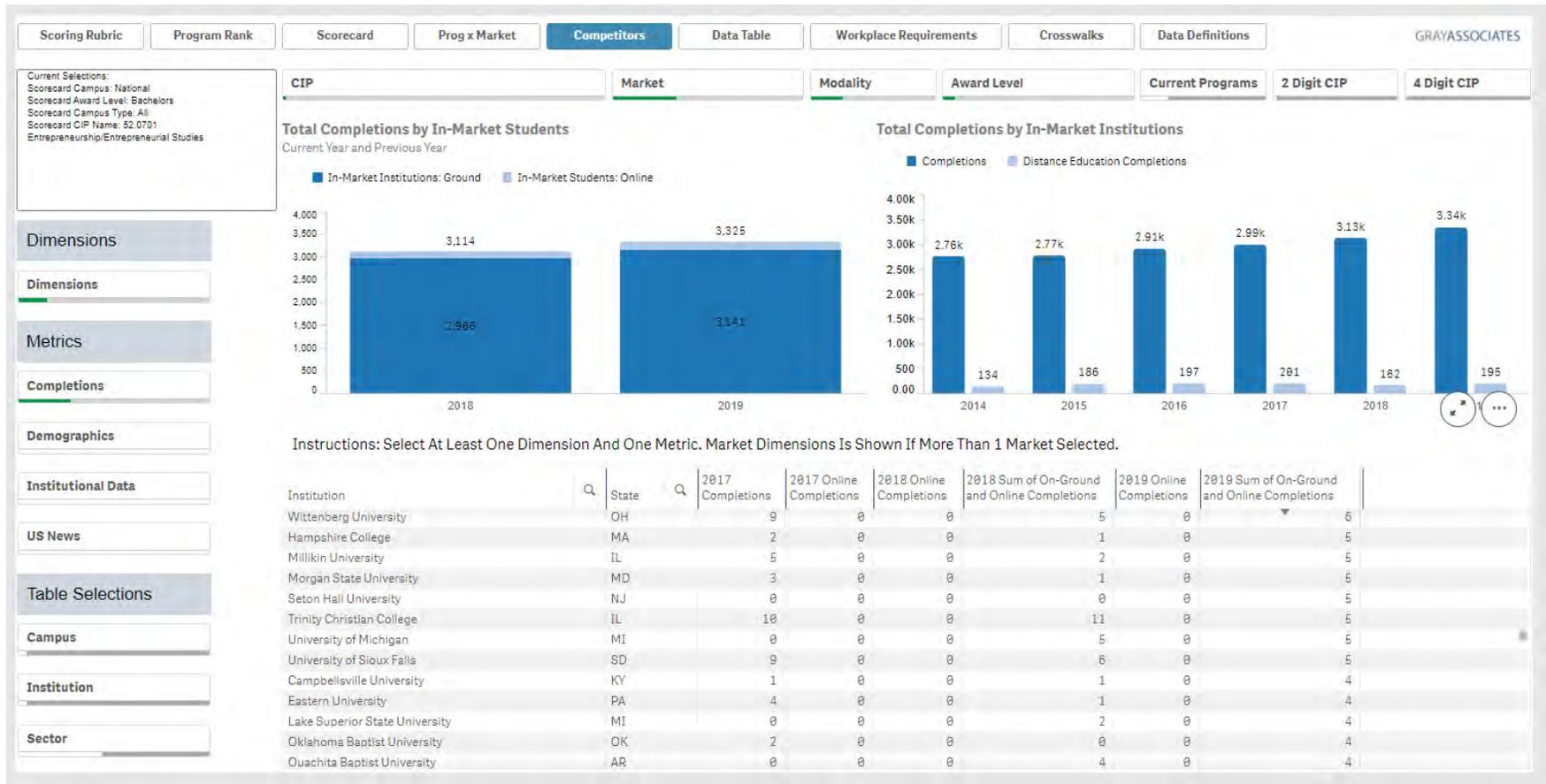


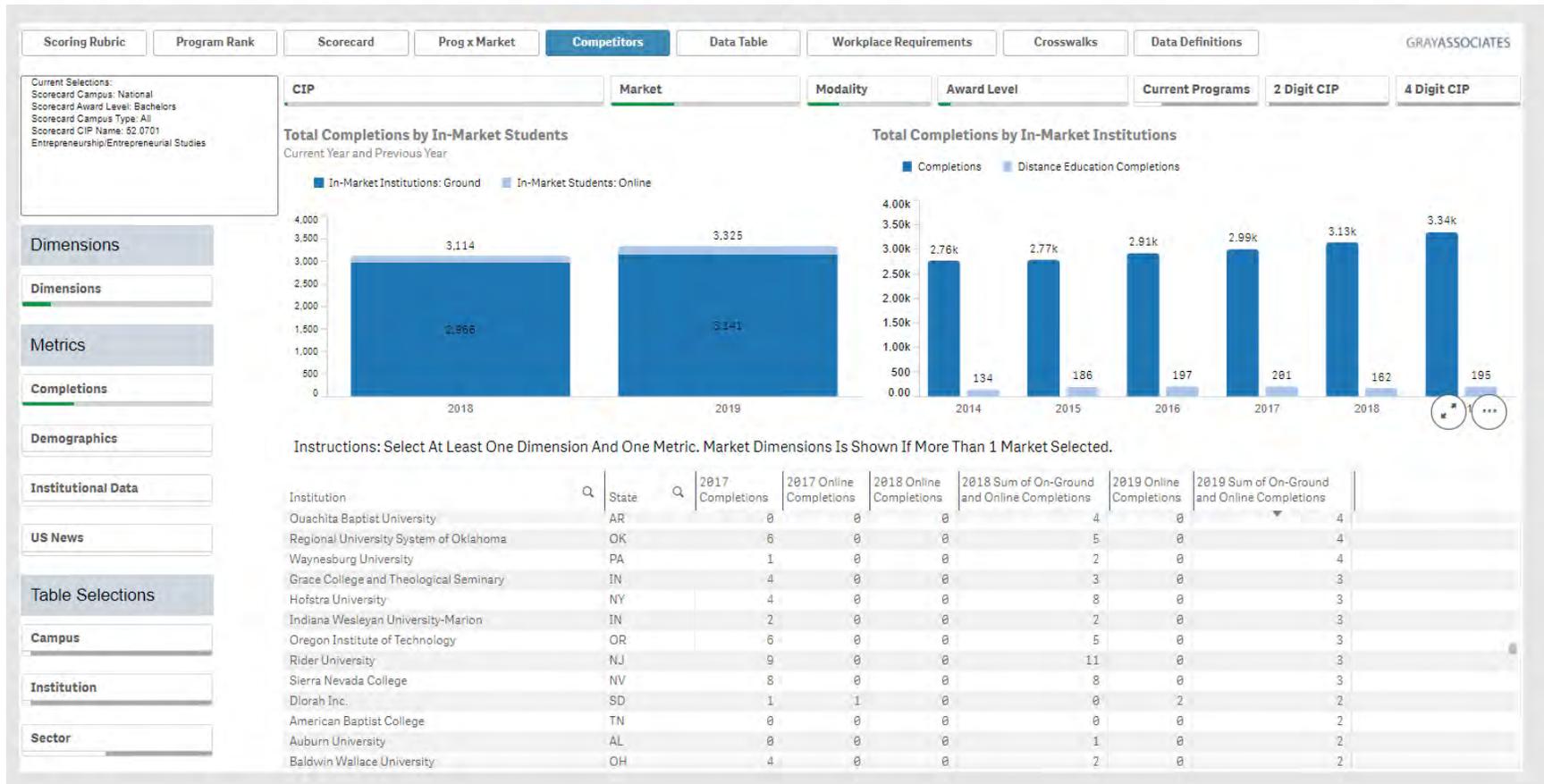


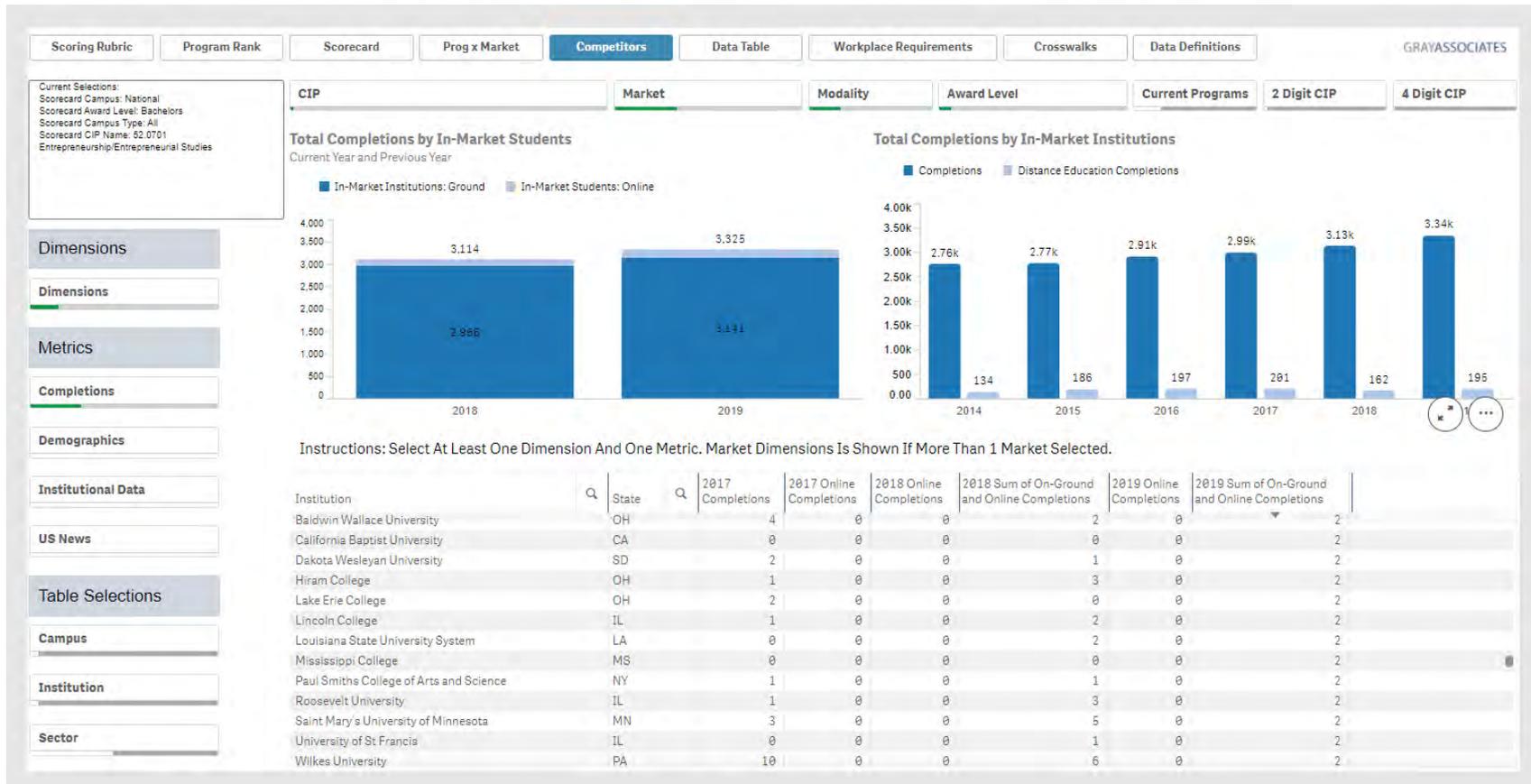


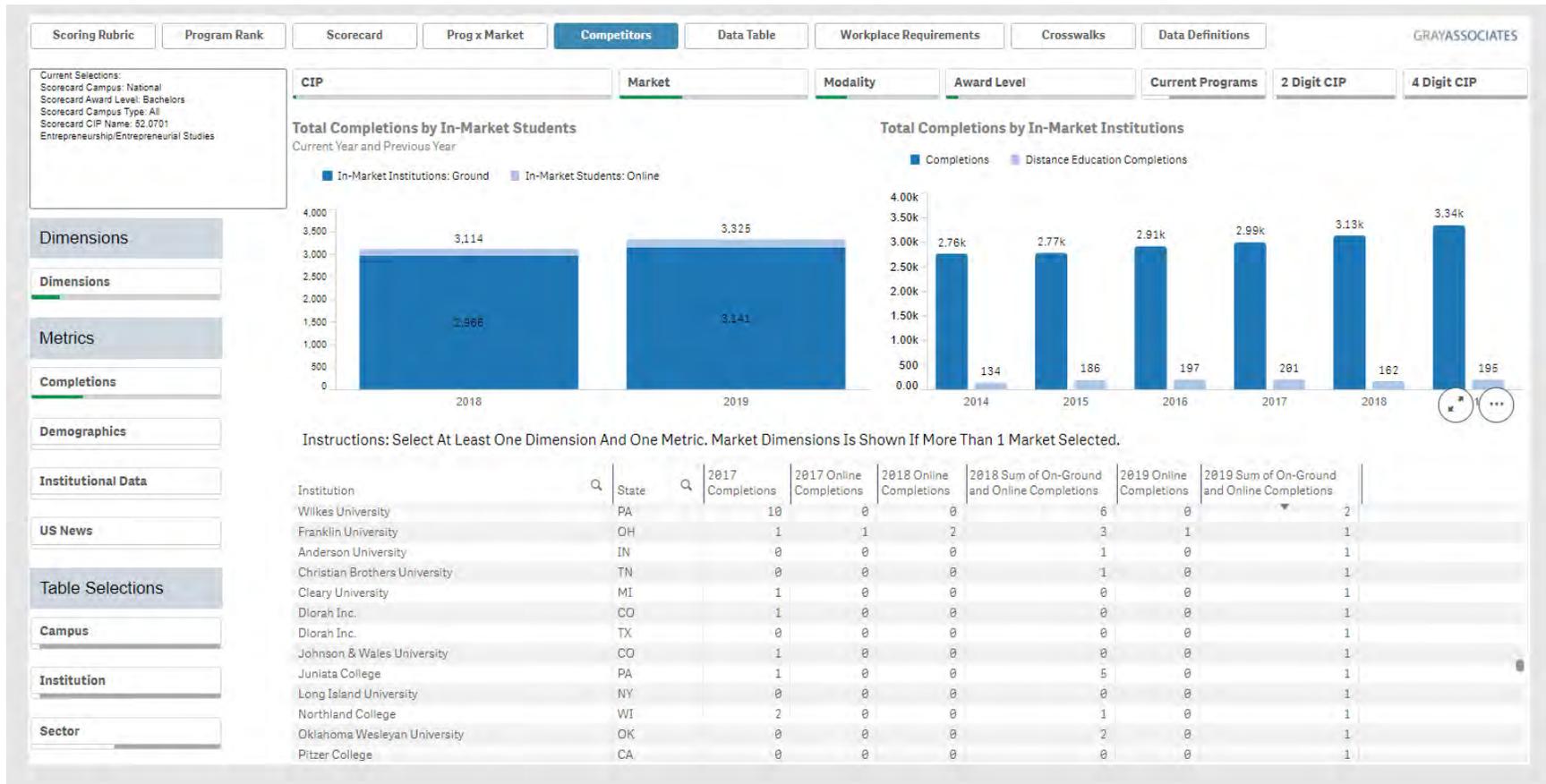












Faculty Matrix

Subject	Number	Title	Credits	New/Existing	Faculty
Arts Management & Entrepreneurship					
Students will take all.					
CCA	101	The Entrepreneurial Artist	3	New	Stuart
CCA	111	Innovation, Creativity, and Design Thinking	3	Existing	Stuart
CCA	200	Practicum	3	Existing	Fanberg
CCA	201	Intro to Arts Management	3	Existing	Koh, Fanberg
CCA	202	Intro to Music Business	3	Existing	Stuart
CCA	220	Arts Business Studio 1	3	New	Stuart, Koh, Fanberg
CCA	302	Arts Marketing & Engagement	3	Existing	Fanberg
CCA	304	Financial Management & Development in the Arts	3	Existing	Fanberg
CCA	306	Arts Entrepreneurship	3	Existing	Stuart
CCA	308	Arts Policy and Advocacy	3	Existing	Koh
CCA	320	Arts Business Studio 2	3	New	Stuart, Koh, Fanberg
CCA	340	Internship	3	Existing	Stuart
CCA	401	Strategic Innovation in the Arts	3	Existing	Fanberg
CCA	420	Arts Business Studio 3	3	New	Stuart, Koh, Fanberg
Arts Courses					
Students will choose, with their advisor, 15 credits in the College of Creative Arts. This requirement can also be met with a major, minor, or certificate from the College of Creative Arts with a minimum of 15 credits.					ART, THE, MUS, ARCH + ID, ETBD Faculty
Business Courses					
Students will choose, with their advisor, 15 credits from the list below. This requirement can also be met with a major, minor, or certificate from the Farmer School of Business with a minimum of 15 credits.					FSB Faculty

College of Creative Arts
Arts Management & Entrepreneurship
Financial Impact

		Year 1	Year 2	Year 3
Projected Enrollment	Student Credit Hours*			
Freshman	6	20	20	20
Sophomore	9	0	12	18
Junior	9	0	0	12
Senior	6	0	0	0
Total Student Credit Hours		120	228	390
Projected Program Revenue				
Tuition		\$ 400	\$ 400	\$ 400
Revenue		\$ 48,000	\$ 91,200	\$ 156,000
Projected New Program Expenses				
Faculty		\$ 60,000	\$ 120,000	\$ -
Staff		\$ -	\$ -	\$ -
Benefits		\$ -	\$ 48,000	\$ -
Operating Budget		\$ 5,000	\$ 12,500	\$ 20,000
Total New Expenses		\$ 65,000	\$ 180,500	\$ 20,000
Surplus/Deficit		\$ (17,000)	\$ (89,300)	\$ 136,000

Cumulative Surplus

* Art Management & Entrepreneurship Faculty core course delivered only.

Year 4	
	25
	18
	18
	12
	546
\$	400
\$	218,400
\$	-
\$	25,000
\$	10,000
\$	25,000
\$	60,000
\$	158,400
\$	188,100

SR 21-26

April 19, 2021

Revisions to the Global Miami Plan

BE IT HEREBY RESOLVED that University Senate adopts revisions, as amended, to the Global Miami Plan as set forth in the attached document.

PROPOSAL FOR A REVISED PLAN FOR LIBERAL EDUCATION

Miami Global Plan 2021

Miami University

April 2021

MEMBERS of GMP Redesign Committee

Shelly Jarrett Bromberg – Chair (Director of Liberal Education)

Leighton C. Peterson (CAS-Anthropology) – Interim Associate Director of Liberal Education

Michael Bailey-Van Kuren (CCA - ETBD)

Edgar Caraballo (CEC - Mechanical & Manufacturing Engineering)

John-Charles Duffy (CAS - Religion)

Jennifer Cohen (CAS - Global and Intercultural Studies)

Gwen Fears (VP Student Affairs)

Elizabeth Hoover (CCA – Music)

Carol Jones (Office of the Registrar - Sr. Assoc University Registrar)

Steven Keller (CEC- Chemical, Paper and Biomedical Engineering) (2019-2020)

Robert Leonard (FSB - Information Systems & Analytics)

Edith Lui (Student Government) (2019 -2020)

William Modrow (Libraries)

Patrick Murphy (CAS –English)

Ruku Pal (Student Government) (Current)

Ann Rypstra (CAS/CLAAS - Biology)

John Tassoni (CLAAS – English/Languages, Literatures, and Writing)

Mark Walsh (CEHS - Kinesiology)

INTRODUCTION

The seventeenth recommendation of Miami's 2025 strategic plan, **MiamiRISE**, calls for “transforming the Global Miami Plan to better prepare students for success,” The strategic planning committee identified five areas:

- Review best practices to ensure that we examine all options, and revisit reports from the previous review committee.
- Simplify the plan.
- Remove the Thematic Sequence (TS) requirement. Consider other ways to encourage or require a secondary area of breadth or expertise beyond the major.
- Ensure students have an in-depth experience in at least one of the areas described below, where Miami already has demonstrated success.

- Prioritize cross-disciplinary and project-based learning.

While some of the detailed recommendations were not compliant with guidelines placed upon Ohio public institutions by ODHE, others proved to be productive points of departure. In Fall 2019, Provost Jason Osborne charged the newly-formed Global Miami Plan Redesign Committee with developing a proposal for a new plan that would “provide an unparalleled experience that develops each of our students into a Miami alum we are proud of, who employers will seek, and who is prepared to thrive and lead in the 21st century.”

Further, he noted that the proposed revision should:

- ❖ Amplify and reinforce Miami’s core values and mission as a public research institution, playing to existing strengths;
- ❖ Move students away from viewing the plan as a set of discrete set of “check list” requirements:
- ❖ Advance big, bold ideas that positions Miami as a national leader in liberal education;
- ❖ Reallocate or leverage existing human and financial resources;
- ❖ Focus on a limited number of measurable learning outcomes that prepare students for success in a challenging and dynamic world;
- ❖ Be compatible with the state of Ohio’s transfer and articulation policies, including the Ohio Transfer Module.

Process

During Fall 2019 semester, the GMP-Redesign Committee engaged in a robust benchmarking exercise and literature review to glean best practices and innovations in general education. In November 2019, we conducted a series of 4 Listening Sessions across the university to learn more about what the Miami community felt was of value in the existing Global Miami Plan 2015 - and what needed to be updated. The resounding consent was that Thematic Sequences were no longer meeting the original interdisciplinary focus and had become cumbersome, and that the Liberal Education curriculum as a whole needed to be updated and made current with opportunities for transformative pedagogy.

Using that information, the guidelines provided by the strategic plan, the Provost’s charge, and the experiences and insights of Committee members, the GMP Redesign Committee created three possible models of a revised liberal education plan. In Spring of 2020, these three models were presented in open forums including University Senate, Faculty Assembly, Academic Administrators Breakfast, Associated Student

Government, and at Council of Academic Deans meetings. In addition to gathering input at these meetings, an online presentation and survey was made available for members of the Miami community to submit additional feedback through and open CANVAS project site for GMP Redesign.

Miami Global Plan 2021: Proposed Model Overview

In the Fall of 2020, the GMP-Redesign Committee reviewed feedback received on the three preliminary models, revisited the recommendations of the strategic plan, MiamiRISE, and Provost Osborne's charge to the committee, and then researched promising practices in the professional literature. One of the original three models was overwhelmingly rejected; consensus was that a combination of the remaining two models should be pursued.

As the Committee worked on a synthesized model, we had several other considerations which included:

- Keeping the “best” of the existing GMP;
- Following best practices for liberal education nationwide;
- Adhering to ODHE General Education Requirements;
- Accommodating OTM and Transfer Guarantee requirements;
- Considering AP, CPP, & Dual Enrollment credits; and
- Being mindful of Institutional Accreditation.

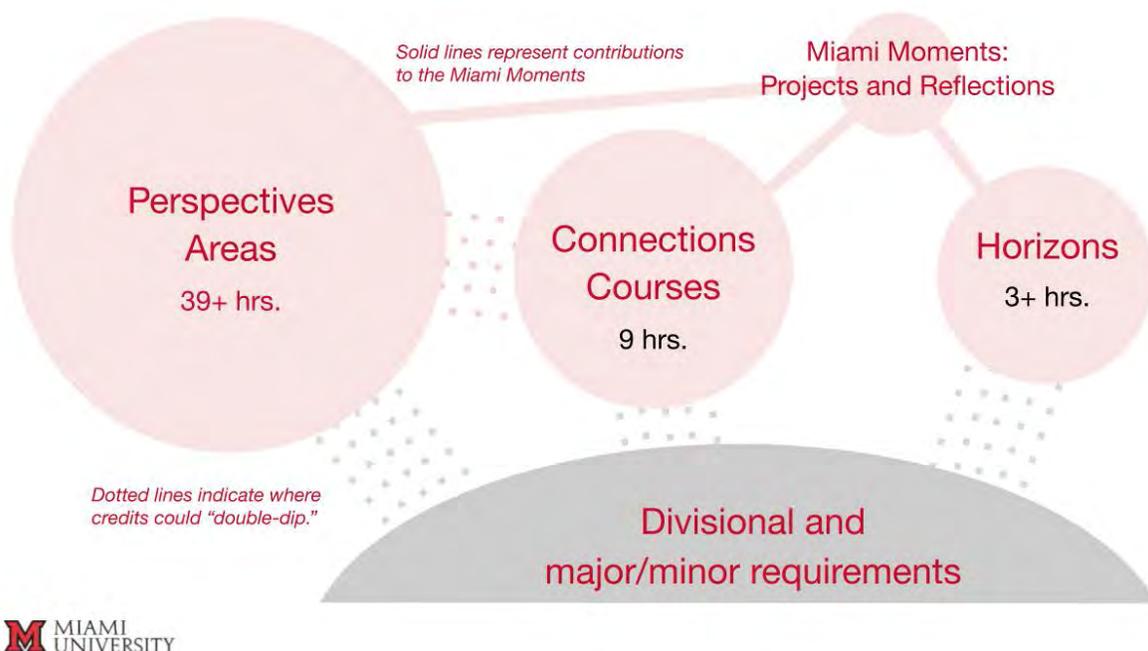
From this information, we created a Beta model that was widely vetted starting November/December 2020 and into the Winter 2021 and Spring 2021 semesters. This included a series of individual meetings with over 40 department chairs and program directors, a third round of Listening Sessions in March of 2021, meetings with all divisional councils of chairs and/or executive committees, a return to Senate, the Academic Administrators Breakfast and Faculty Assembly. In addition, we elicited comments to a Qualtrics survey available on the dedicated, open CANVAS site for the GMP Redesign.

Below are the results of these wide-ranging and inclusive conversations of the former “Beta” model, now “Miami Moments,” that features those qualities most endorsed by members of our community’

- **New focus on “Miami Moments”** which are those times students realize the connections among their coursework and thus are able to move past considering liberal education requirements as a series of isolated “check box” requirements.

- **Simplified set of components.** The sprawl of ten separate requirements in the current plan is reduced to three major categories: Perspectives Areas, Connections Courses, and Horizons.
- **“Trademark Experiences”.** These are comprised of Miami’s unique approach to Liberal Education, including the Connections courses and a focus on Global Citizenship & Intercultural Competence
- **Greater flexibility for students** due to the ability of Connection courses to simultaneously meet requirements in the Perspectives Areas. Students will potentially be able to complete this new plan with the same or fewer number of credits as in the current plan.

MGP Proposed Model and Proposed Overall Outcomes



The Miami Model has three components: (1) Perspective Areas, (2) Connection courses, and (3) Horizon courses

While each of these components entails specific and measurable outcomes, the overall MGP experience will develop transferable skills in four Pillars, or the Four “Cs” that

embody the values and mission of a Miami education. Currently, curricular assessment is aligned with the “12 LEAP Competencies” for courses in the GMP. These four new Pillars will replace the LEAP Competencies for GMP-designated courses:

- **Civic-Mindedness and Social Engagement:** Students understand and articulate how their research & studies relate to the greater social good; they understand their education not simply as preparation for a better job but preparation for civic engagement and service to others.
- **Collaboration and Innovation:** Students will gain experience in collaborative & innovative research, effective teamwork, adaptability, creativity, entrepreneurship, leadership and technology literacy.
- **Critical and Integrative Thinking:** Students systematically research & explore complex claims, objects, texts, and problems through the development of questions and hypotheses, collection and analysis of evidence, the formation of sound conclusions or judgments, and a habit of self-scrutiny and revision.
- **Communication & Expression:** Students have the capacity to communicate research and ideas--and, as applicable, to persuade--with sophistication, force, and clarity, orally, in writing, and through other audio/visual/semiotic means.

Four “Perspective Areas” (See Appendix A for SLOs)

These courses broaden the student’s intellectual skills set by equipping them to examine issues from the perspectives of different academic disciplines and interdisciplinary departments and to engage with different cultural perspectives. These courses prepare students to bring new perspectives to bear on problems addressed in their future professional and civic life.

1. Formal Reasoning and Communication (9 credits). Includes Composition, Advanced Writing, and Math/Logic/Formal Reasoning.
2. Science and Society (12 credits). Includes Natural Sciences, Social Sciences.
3. Arts and Humanities (6 credits). Includes Creative Arts, Humanities.
4. **Global Citizenship (12 credits). See below.

** **“Trademark” emphasis on Global Citizenship.** This Perspectives Area sets the Miami liberal education experience apart from general education programs at other universities. Miami’s liberal education program will include more intensive

focus on global inquiry and intercultural consciousness than general education programs at other institutions. This 12-credit component will include three separate areas that are both distinct and complementary:

- o Diversity, Equity & Inclusion courses (3 cr.) These courses foster ethical citizenship and an awareness of the histories and sociocultural contexts in which diverse identities and social roles are created. These Perspective Area courses provide the knowledge and capacity for empathy and encourage further inquiry. DEI courses investigate identities, histories, and global processes as they relate to the US (broadly conceived). As an ODHE requirement, courses in this must meet the SLOs in Appendix A.4:

- o Intercultural Consciousness courses (3-6 cr.) The Intercultural Consciousness requirement facilitates self-reflection and continued intercultural learning by focusing on a deeper understanding of self and others (e.g., biases, norms) in a multilingual and multicultural world. Students develop skills for human engagement and an openness to diverse cultural values. These courses build Perspectives Area knowledge. Courses in this area will meet the SLOs in Appendix A.5:

- o Global Inquiry courses (3-6 cr.) Global Inquiry courses foster critical thinking about global power relations, international systems, and their consequences (e.g., migration effects, biodiversity, inequities) that stem from different types of forces and processes (e.g., historical, sociocultural, biological, political-economic). Courses in this area will meet the SLOs in Appendix A.6

Miami Connections (See Appendix B for SLOs)

The “Trademark Experience” component (9 credits) where the knowledge and skills students gain are connected to urgent needs in today's world that require understanding and solutions. These courses encourage faculty and students working in different academic disciplines and interdisciplinary departments to connect with one another in addressing the same urgent needs.

We encourage new pedagogical approaches e.g., team teaching across units and divisions; this is putting the best of Miami forward. While some of these courses may be team-taught, most will be taught by a single faculty who will deliver content that promotes broad contextual reasoning and integrative learning.

Working parameters:

- Courses in the Miami Connections section should introduce students to areas of study beyond their primary major.
- While they can have prerequisites, the courses are not “tiered.”
- Courses must be open to the general population with no registration restrictions and be designed for the benefit of not only majors but also non-majors who can take knowledge or skills from these courses into other fields.
- Students may “double dip” Miami Connections courses credit hours with their Perspectives Area requirements.
- Students must take courses from at least two distinct programs/departments within the Miami Connections theme offerings. Three credit hours must be at the 300-level.

Courses in Miami Connections will be evaluated and accepted based upon the following criteria:

1. They align with all four of the Student Learning Outcomes (SLOs) outlined in Appendix B.
2. They fit in one of the five Miami Connections themes below (short justification of how/why).
3. They include a reflective assignment that contributes to the Miami Moments Projects & Reflections.

We imagine that Miami Connection’s themes will shift, merge, and emerge over time, especially as we cannot fully predict how the themes will materialize. As with other aspects of MGP 2021 implementation, the LEC will continuously review and advise. Here is our current model:

- **Sustainability, Resilience, and Change:** Courses in this area investigate how resources—whether natural, scientific, technological, ecological, creative, educational, artistic, historic, or sociocultural—have been and can be sustained, engineered, and deployed to meet the needs of current and future generations.
- **Equity, Justice, & Diversity:** Courses in this area ask students to consider questions of cultural and linguistic diversity, equity and social justice broadly conceived, and the ways in which dynamics of ecology, power and conflict shape societies across time.
- **Technology, Information, and Society:** Courses in this area investigate the myriad ways in which information, data, and technology impact societies and cultures, including influencing our understanding of “truth” and reality, among other interrelated issues critical to our world.

- **Creativity, Storytelling, and Design:** Courses in this area explore how people construct narratives or imagine possibilities, experiences, and worlds (internal or external), as ways to make meaning and identity, gain new perspectives, or devise solutions to problems.
- **Global Health and Wellness:** Courses in this area explore health as not merely the absence of disease, but as the results of biological, environmental, individual, social, political-economic, or cultural processes that yield and impact physical, mental, or social well-being.

Horizons (See Appendix C.1 for SLOs)

Horizons (total of 3+ credits) includes Experiential Learning and Senior Capstones: Throughout their education, but especially as they approach graduation, students are encouraged to look to the farther horizons of their future in the world. Students participate in experiential learning and, as part of the culmination of their Miami education, Miami Capstone course. These experiences place a special emphasis on applying knowledge and skills they've gained during their time at Miami to settings beyond Miami.

The Miami Capstone courses (3 cr.) must include a student designed integrative project and include a final reflection based upon the GMP journey linked to the entirety of their Miami Moments experience. Courses considered Miami Capstone will meet the SLOs In Appendix C.

Experiential Learning (See Appendix C.2 for SLOs)

Experiential learning (0+) takes a variety of forms from internships to civic engagement with shared, key elements of understanding and employing new ideas and new knowledge from direct experience in a real world or an "out of the traditional classroom" context. Experiential learning opportunities are purposeful and result in either a written reflection or EL based project that highlights these experiences to increase knowledge, develop skills and clarify perspectives or values.

Miami Moments Projects and Reflections

Throughout the course of a student's Miami Moments experience, there will be a variety of opportunities to create projects and reflections. We are calling this collection of artifacts, the "Miami Moments Projects and Reflections." These would include curricular and co-curricular reflections on Diversity, Equity, and Inclusion; Study Abroad, Study Away; Internships, and Experiential Learning; and Capstones and Miami Senior Capstone project. Items would be assessed along the way, rather than as a "whole." Thus, the Miami Moments Reflections and Projects are more of an iterative

than a "final" process. Specifically, Miami Moments Projects and Reflections would include:

- Writing that includes reflection and integration is written, read, and assessed in each of three "Connections" courses at the end of term. Led and assessed by the faculty member.
- A thoughtful, reflective, and integrative piece will be written in the DE&I course as a required assignment. Led and assessed by the faculty member.
- The same would be included as a required Capstone assignment, but here would be a broader reflection on integrative learning etc. This might be more "iterative" and "integrative", including past experiences/reflections.
- Study Away/Study Abroad reflections are evaluated by GI/IDS/faculty member (I think this is what Ryan Dye has in mind).
- Major projects and such (art, music recitals, blueprints, robots, papers) that could be included would be assessed by the faculty mentor and would include a reflexive piece.
- Anything UNV 101 wanted to include would be assessed by the Instructor. The same would go for major co-curricular activities (and of course would be optional).

Implementation

DATE	ACTION STEP
Spring 2021	<p>Present proposal for revised Global Miami Plan to University Senate; revise as needed, and submit for approval.</p> <p>Present proposal for revised LEC composition to Senate; revise as needed and submit for approval</p> <p>Identify possible DE&I courses that would align with ODHE SLO's</p>
Summer 2021	<p>Plan and organize the “Miami Moments Project Advisors” program that will consist of a series of 2 groups with 3 - 4 sessions each in which faculty will work collaboratively on central issues of the Connection courses feature and the DE&I Foundational Area.</p> <p>Update LEC Web site to reflect the new plan, clarify process and policies, advertise future GMP course offerings, including DE&I Fall course list.</p>
Fall 2021	<p>Launch the “Miami Moments Project Advisors” program that will:</p> <ul style="list-style-type: none"> ● Explore and enhance key Student Learning Outcomes for Connections courses and DE&I courses ● Study a wide-variety of curricular approaches for Connection & DE&I courses ● Identify key strategies for revising an existing course or proposing a new one for either/both Connection courses and DE&I ● Discuss best practices for working with interested colleagues ● Establish effective support mechanisms for working with LEC
Spring 2022	Test run Connection courses and continue to develop DE&I
Fall 2022	The new GMP is officially launched

Appendix A: Outcomes for Perspective Areas

1. Formal Reasoning & Communication

Mathematics and Formal Reasoning

After completing the courses in this area, the students should be able to apply mathematical reasoning to problem solving and pattern finding at the inductive level, or formal and abstract reasoning at the deductive level, or a combination of both forms of arguments. Students will also explore the role of formal reasoning in history, society, and the modern world, and to reflect upon its use in formulating well-founded, ethical decisions.

1. Learn to improve in the ability to develop logical arguments.
2. Explore the logical and systemic methodology used by mathematicians to examine and explore concepts, such as quantity, space, probability, structure, and the study of motions and shapes of physical objects.
3. Begin a formal introduction to logic and methodologies used in deriving conclusions.
4. Investigate concepts of truth, proof, meaning, and their role in informing and influencing our perceptions, imagination, thought processes, and learned experience.
5. Apply the technical professional's methodology, including the evaluation of empirical data, problem recognition and definition, and the application of scientific principles.

English Composition

Students must compose a substantial amount and variety of work in order to demonstrate that they have met the first four outcomes. Learning to write and writing to learn are often discrete activities, but both should be part of the writing class.

1. **Rhetorical Knowledge:** Demonstrate an ability to write effectively for different contexts, audiences, purposes, and genres, while in the meantime, develop an understanding of how rhetorical devices and moves work to enhance writings on specific communicative situations.
2. **Composing Processes:** Develop effective strategies for developing ideas, researching topics, producing drafts, revising, peer responding, editing, and proofreading. Practice delivering writing via both print and digital media.
3. **Inquiry, Invention, and Research:** Ask critical questions, conduct research-based inquiries, and use invention techniques effectively to explore ideas, engage differing perspectives, and synthesize findings into sustained arguments or narratives. Learn to

locate, evaluate, integrate, and cite secondary sources of information effectively and ethically.

4. **Writing Technologies:** Demonstrate a critical awareness of the affordances and limitations of the diverse writing technologies and modalities of communication, both digital and non-digital. Learn to effectively produce, share, and publish your writing by using appropriate technologies of production, editing, commenting, delivery, and sharing.
5. **Reflection and Mega-Cognitive Awareness:** Apply concepts and terms from the field of rhetoric and composition to reflect critically on composing practices and rhetorical decisions, especially writing are shaped by and shaping your communities/identities, audiences, and the writing technologies in use.

Advanced Writing

These are 200- or 300-level courses or course sequences that included not just many writing experiences but also extensive writing instruction. All advanced writing courses should include extensive drafting and revising with instructor feedback followed by revision.

By the end of the advanced writing course (or course sequence), students should:

1. Be able to read academic and/or professional or technical texts and understand how disciplinary conventions and goals shape the texts they read.
2. Understand and use writing as a means of learning and thinking.
3. Compose texts that respond to the needs of appropriate audiences, using suitable discourse conventions to shape those texts. Use academic conventions of format and structure when appropriate.
4. Locate, evaluate, organize, and use appropriate primary and secondary research material.
5. Compose texts that integrate the writer's ideas with those from academic sources and other documents.
6. Engage in extended drafting and revision of extended and formal texts using appropriate technologies and modalities

2. Science & Society

Social Sciences

This requirement helps students to understand the complex connections individuals have to one another and to society more broadly. The social sciences are the systematic study of how people behave and interact at the individual and group level, including communities, institutions, and larger cultural groups. These courses prepare students to engage more thoughtfully with others in all aspects of life and equip students with the analytical tools necessary to understand and confront important problems in a globalized world.

1. Investigate human behavior, social relationships, and/or the interactions of people with their cultural, social and political environments.
2. Examine social phenomena including distinct human communities, political processes and structures, interpersonal and intercultural relationships, economic behaviors, psychological phenomena, and the relationships that discrete human populations have with other subnational, national, or international entities.
3. Explain the primary theoretical approaches used in the social science discipline.
4. Analyze the primary quantitative and/or qualitative research methods used in social science discipline.
5. Discuss the primary ethical issues raised by the practices and findings of the social science discipline.

Biological Sciences

Biological sciences involve the study of living organisms, including their origin, composition, function (molecular, cellular, and organismal) diversity, classification, ecology, evolution, and behavior. Life forms studied by biologists include Eukarya (animals, plants, fungi, and protists), Bacteria, Archaea, and viruses.

1. Understand the basic facts, principals, theories and methods of modern science.
2. Explain how scientific principles are formulated, evaluated, and either modified or validated.
3. Critically evaluate current models and ideas in order to describe, explain, or predict natural phenomena.
4. Apply scientific methods of inquiry appropriate to the discipline to gather data and draw evidence-based conclusions.
5. Distinguish between science and technology and recognize the role of science in everyday life.
6. Recognize that new advances can change scientific understanding and that it is critical to constantly evaluate information from a variety of sources.

Physical Sciences

Physical Sciences comprise the disciplines that study the nature of energy and the inorganic world. It is traditionally subdivided into four general areas: chemistry, physics, astronomy, and earth sciences.

1. Understand the basic facts, principals, theories and methods of modern science.
2. Explain how scientific principles are formulated, evaluated, and either modified or validated.
3. Critically evaluate current models and ideas in order to describe, explain, or predict natural phenomena.
4. Apply scientific methods of inquiry appropriate to the discipline to gather data and draw evidence-based conclusions.
5. Distinguish between science and technology and recognize the role of science in everyday life.
6. Recognize that new advances can change scientific understanding and that it is critical to constantly evaluate information from a variety of sources.

3. Arts & Humanities

Creative Arts

Courses in this area help students understand, appreciate, and critically engage creative works and histories of the arts. In addition, these courses emphasize the comprehensive role of the arts as expressions of the cultural values of a society and the need to preserve them for the benefit of future generations. Courses from the following disciplines are examples of this distribution area: dance, drama, music, and visual arts. Creative Arts courses must meet all **three** of the following student learning outcomes:

1. Describes and reflects critically on a breadth of contexts, meanings, expressions, and values of the arts, in visual art and design, music, multimedia, and/or dramatic performance.
2. Creates or reinterprets artistic works, as performer or as critic, through the development of skills of analysis and criticism.
3. Compares prior and current aesthetic and cultural frameworks and examines the reasons for artistic change.

Humanities

The humanities open up an expansive, critical, and sustained inquiry into the diversity of human experience. Marked by an unbounded, courageous commitment to questioning, the humanities

encourage us to explore - and potentially remake - the categories that define our lives. Whether through the study and creative engagement with literature, history, language, religion, art, philosophy, or other aspects of culture, the humanities join the present with the past to help us reimagine our place in the world.

1. Apply creative thinking, critical reasoning, and/or ethical understanding in the scholarly investigation of ideas, texts, and people who shape human cultures.
2. Develop literary, historical, cinematic, cultural, philosophical, and/or linguistic analyses.
3. Interpret local and global issues from diverse perspectives, with consideration of one's own place and potential influence in the world.

4. Global Citizenship

Diversity, Equity and Inclusion

Courses in this area will meet the following SLOs:

1. Students will be able to analyze the means by which identity—both individual and collective—is formed and expressed in a range of contexts through intersecting and constitutive features such as race, color, language, religion, national origin, gender, sexual orientation, age, and socio-economic status, while also accounting for the ways identities and cultural biases are informed by historic, economic, political, and social factors
2. Students will be able to describe and analyze some of the historical and social structures that have shaped modern ideas about identity and difference globally, including ethnocentrism, colonialism, slavery, democracy, and imperialism.
3. Students will be able to define and analyze the historical, political, social and economic systems that influence distribution of, and access to, resources, while also showing knowledge of the inequalities that accrue from such systems.
4. Students will be able to interpret diverse cultural practices from multiple perspectives; identify cultural stereotypes and mitigate their impact on individuals and communities (Or) Explain empathy and develop strategies to embrace its value as both an individual and collective response to the needs and suffering of others.

Intercultural Consciousness

Courses in this area will meet the following SLOs:

1. Develop and exercise the ability to communicate and act respectfully across linguistic and cultural differences.

2. Explore and conceptualize one's place and influence in the changing world by recognizing the role of global biocultural diversity in shaping their own--and others'--attitudes and values as global citizens.
3. Describe the development and construction of group and individual identities and cultures in terms of intersectional phenomena that include notions of race, gender, sexuality, caste, class, ability, ethnicity, nationalism, and/or other socially constructed categories.
4. Understand the ways marginalized and dominant groups define and express themselves, and the contexts in which these definitions are constructed.

Global Inquiry

Courses in this area will meet the following SLOs:

1. Describe the origins and contexts of global forces such as imperialism, colonialism, international financial institutional debt, slavery, etc. and their impacts on individual and collective groups
2. Determine and assess relationships among societies, institutions, and systems in terms of reciprocal – though not necessarily symmetrical – interactions, benefits, and costs. (specify relationships formed by imperialism, colonialism, international financial institutional debt, slavery, etc.)
3. Identify and analyze the consequences of global forces (e.g., imperialism, colonialism, international financial institutional debt, slavery) and their impacts on individuals and collective groups.

Appendix B: Outcomes for Connection Courses:

By the end of their work in Connections courses, students will be able to

1. “Make connections” through active, engaged, or authentic learning that applies knowledge and identifies problems that affect people or the world around us.
2. Be interdisciplinary, transdisciplinary, or cross-disciplinary in the course readings, activities, or methodologies; and/or make explicit links to other courses/disciplines in the relevant Connections area.
3. Search for, read/listen to, and evaluate appropriate sources of information (primary or secondary) for understanding issues or seeking solutions.
4. Synthesize information and share ideas with others (informally or formally).

Appendix C: Outcomes for Horizon Courses

1. Senior Capstone

By the end of capstone courses, students will be able to

1. Use and apply multiple sources and types of sources.
2. Apply knowledge to address real-world problems. Ask questions and explore solutions.
3. Apply knowledge gained in various courses and experiences.
4. Create artifacts/deliverables that communicate their ideas to a wider audience beyond the teacher. Be able to share ideas orally and/or in writing with audiences appropriate for the problems and ideas taken up in the course.

2. Experiential Learning

By the end of an Experiential Learning project, students will be able to:

1. Synthesize connections among experiences outside of the formal classroom to deepen understanding.
2. Adapt and apply academic skills, abilities, theories, or methodologies to solve problems or explore questions or issues in an out-of-classroom context.
3. Reflect thoughtfully on one's own learning over time, recognizing complex contextual factors and ethical frameworks.

4. Explore a topic or question in depth, demonstrating interest in the subject.
5. Engage thoughtfully with diverse others, using constructive strategies for collaboration (active listening, demonstrating intercultural sensitivity, etc.).

Due to concerns about COVID-19, the AAUP office has transitioned to telework. Please contact staff by email.



Statement on Government of Colleges and Universities

The statement that follows is directed to governing board members, administrators, faculty members, students, and other persons in the belief that the colleges and universities of the United States have reached a stage calling for appropriately shared responsibility and cooperative action among the components of the academic institution. The statement is intended to foster constructive joint thought and action, both within the institutional structure and in protection of its integrity against improper intrusions.

It is not intended that the statement serve as a blueprint for governance on a specific campus or as a manual for the regulation of controversy among the components of an academic institution, although it is to be hoped that the principles asserted will lead to the correction of existing weaknesses and assist in the establishment of sound structures and procedures. The statement does not attempt to cover relations with those outside agencies that increasingly are controlling the resources and influencing the patterns of education in our institutions of higher learning: for example, the United States government, state legislatures, state commissions, interstate associations or compacts, and other interinstitutional arrangements. However, it is hoped that the statement will be helpful to these agencies in their consideration of educational matters.

Students are referred to in this statement as an institutional component coordinate in importance with trustees, administrators, and faculty. There is, however, no main section on students. The omission has two causes: (1) the changes now occurring in the status of American students have plainly outdistanced the analysis by the educational community, and an attempt to define the situation without thorough study might prove unfair to student interests, and (2) students do not in fact at present have a significant voice in the government of colleges and universities; it would be unseemly to obscure, by superficial equality of length of statement, what may be a serious lag entitled to separate and full confrontation.

The concern for student status felt by the organizations issuing this statement is embodied in a note, "On Student Status," intended to stimulate the educational community to turn its attention to an important need.

This statement was jointly formulated by the American Association of University Professors, the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB). In October 1966, the board of directors of the ACE took action by which its council “recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations,” and “commends it to the institutions which are members of the Council.” The Council of the AAUP adopted the statement in October 1966, and the Fifty-third Annual Meeting endorsed it in April 1967. In November 1966, the executive committee of the AGB took action by which that organization also “recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations,” and “commends it to the governing boards which are members of the Association.” (In April 1990, the Council of the AAUP adopted several changes in language in order to remove gender-specific references from the original text.)

1. Introduction

This statement is a call to mutual understanding regarding the government of colleges and universities. Understanding, based on community of interest and producing joint effort, is essential for at least three reasons. First, the academic institution, public or private, often has become less autonomous; buildings, research, and student tuition are supported by funds over which the college or university exercises a diminishing control. Legislative and executive governmental authorities, at all levels, play a part in the making of important decisions in academic policy. If these voices and forces are to be successfully heard and integrated, the academic institution must be in a position to meet them with its own generally unified view. Second, regard for the welfare of the institution remains important despite the mobility and interchange of scholars. Third, a college or university in which all the components are aware of their interdependence, of the usefulness of communication among themselves, and of the force of joint action will enjoy increased capacity to solve educational problems.

2. The Academic Institution: Joint Effort

a. Preliminary Considerations

The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort.

Joint effort in an academic institution will take a variety of forms appropriate to the kinds of situations encountered. In some instances, an initial exploration or recommendation will be made by the president with consideration by the faculty at a later stage; in other instances, a first and essentially definitive recommendation will be made by the faculty, subject to the endorsement of the president and the governing board. In still others, a substantive contribution can be made when student leaders are responsibly involved in the process. Although the variety of such approaches may be wide, at least two general conclusions regarding joint effort seem clearly warranted: (1) important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and (2) differences in the weight of each voice, from one point to the next, should be

determined by reference to the responsibility of each component for the particular matter at hand, as developed hereinafter.

b. Determination of General Educational Policy

The general educational policy, i.e., the objectives of an institution and the nature, range, and pace of its efforts, is shaped by the institutional charter or by law, by tradition and historical development, by the present needs of the community of the institution, and by the professional aspirations and standards of those directly involved in its work. Every board will wish to go beyond its formal trustee obligation to conserve the accomplishment of the past and to engage seriously with the future; every faculty will seek to conduct an operation worthy of scholarly standards of learning; every administrative officer will strive to meet his or her charge and to attain the goals of the institution. The interests of all are coordinate and related, and unilateral effort can lead to confusion or conflict. Essential to a solution is a reasonably explicit statement on general educational policy. Operating responsibility and authority, and procedures for continuing review, should be clearly defined in official regulations.

When an educational goal has been established, it becomes the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction.

Special considerations may require particular accommodations: (1) a publicly supported institution may be regulated by statutory provisions, and (2) a church-controlled institution may be limited by its charter or bylaws. When such external requirements influence course content and the manner of instruction or research, they impair the educational effectiveness of the institution.

Such matters as major changes in the size or composition of the student body and the relative emphasis to be given to the various elements of the educational and research program should involve participation of governing board, administration, and faculty prior to final decision.

c. Internal Operations of the Institution

The framing and execution of long-range plans, one of the most important aspects of institutional responsibility, should be a central and continuing concern in the academic community.

Effective planning demands that the broadest possible exchange of information and opinion should be the rule for communication among the components of a college or university. The channels of communication should be established and maintained by joint endeavor. Distinction should be observed between the institutional system of communication and the system of responsibility for the making of decisions.

A second area calling for joint effort in internal operation is that of decisions regarding existing or prospective physical resources. The board, president, and faculty should all seek agreement on basic decisions regarding buildings and other facilities to be used in the educational work of the institution.

A third area is budgeting. The allocation of resources among competing demands is central in the formal responsibility of the governing board, in the administrative authority of the president, and in the educational function of the faculty. Each component should therefore have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary

experience, reports on current budgets and expenditures, and short- and long-range budgetary projections. The function of each component in budgetary matters should be understood by all; the allocation of authority will determine the flow of information and the scope of participation in decisions.

Joint effort of a most critical kind must be taken when an institution chooses a new president. The selection of a chief administrative officer should follow upon a cooperative search by the governing board and the faculty, taking into consideration the opinions of others who are appropriately interested. The president should be equally qualified to serve both as the executive officer of the governing board and as the chief academic officer of the institution and the faculty. The president's dual role requires an ability to interpret to board and faculty the educational views and concepts of institutional government of the other. The president should have the confidence of the board and the faculty.

The selection of academic deans and other chief academic officers should be the responsibility of the president with the advice of, and in consultation with, the appropriate faculty.

Determinations of faculty status, normally based on the recommendations of the faculty groups involved, are discussed in Part 5 of this statement; but it should here be noted that the building of a strong faculty requires careful joint effort in such actions as staff selection and promotion and the granting of tenure. Joint action should also govern dismissals; the applicable principles and procedures in these matters are well established.¹

d. External Relations of the Institution

Anyone—a member of the governing board, the president or other member of the administration, a member of the faculty, or a member of the student body or the alumni—affects the institution when speaking of it in public. An individual who speaks unofficially should so indicate. An individual who speaks officially for the institution, the board, the administration, the faculty, or the student body should be guided by established policy.

It should be noted that only the board speaks legally for the whole institution, although it may delegate responsibility to an agent. The right of a board member, an administrative officer, a faculty member, or a student to speak on general educational questions or about the administration and operations of the individual's own institution is a part of that person's right as a citizen and should not be abridged by the institution.² There exist, of course, legal bounds relating to defamation of character, and there are questions of propriety.

3. The Academic Institution: The Governing Board

The governing board has a special obligation to ensure that the history of the college or university shall serve as a prelude and inspiration to the future. The board helps relate the institution to its chief community: for example, the community college to serve the educational needs of a defined population area or group, the church-controlled college to be cognizant of the announced position of its denomination, and the comprehensive university to discharge the many duties and to accept the appropriate new challenges which are its concern at the several levels of higher education.

The governing board of an institution of higher education in the United States operates, with few exceptions, as the final institutional authority. Private institutions are established by charters; public institutions are

established by constitutional or statutory provisions. In private institutions the board is frequently self-perpetuating; in public colleges and universities the present membership of a board may be asked to suggest candidates for appointment. As a whole and individually, when the governing board confronts the problem of succession, serious attention should be given to obtaining properly qualified persons. Where public law calls for election of governing board members, means should be found to ensure the nomination of fully suited persons, and the electorate should be informed of the relevant criteria for board membership.

Since the membership of the board may embrace both individual and collective competence of recognized weight, its advice or help may be sought through established channels by other components of the academic community. The governing board of an institution of higher education, while maintaining a general overview, entrusts the conduct of administration to the administrative officers—the president and the deans—and the conduct of teaching and research to the faculty. The board should undertake appropriate self-limitation.

One of the governing board's important tasks is to ensure the publication of codified statements that define the overall policies and procedures of the institution under its jurisdiction.

The board plays a central role in relating the likely needs of the future to predictable resources; it has the responsibility for husbanding the endowment; it is responsible for obtaining needed capital and operating funds; and in the broadest sense of the term it should pay attention to personnel policy. In order to fulfill these duties, the board should be aided by, and may insist upon, the development of long-range planning by the administration and faculty. When ignorance or ill will threatens the institution or any part of it, the governing board must be available for support. In grave crises it will be expected to serve as a champion. Although the action to be taken by it will usually be on behalf of the president, the faculty, or the student body, the board should make clear that the protection it offers to an individual or a group is, in fact, a fundamental defense of the vested interests of society in the educational institution.³

4. The Academic Institution: The President

The president, as the chief executive officer of an institution of higher education, is measured largely by his or her capacity for institutional leadership. The president shares responsibility for the definition and attainment of goals, for administrative action, and for operating the communications system that links the components of the academic community. The president represents the institution to its many publics. The president's leadership role is supported by delegated authority from the board and faculty.

As the chief planning officer of an institution, the president has a special obligation to innovate and initiate. The degree to which a president can envision new horizons for the institution, and can persuade others to see them and to work toward them, will often constitute the chief measure of the president's administration.

The president must at times, with or without support, infuse new life into a department; relatedly, the president may at times be required, working within the concept of tenure, to solve problems of obsolescence. The president will necessarily utilize the judgments of the faculty but may also, in the interest of academic standards, seek outside evaluations by scholars of acknowledged competence.

It is the duty of the president to see to it that the standards and procedures in operational use within the college or university conform to the policy established by the governing board and to the standards of sound academic practice. It is also incumbent on the president to ensure that faculty views, including dissenting

views, are presented to the board in those areas and on those issues where responsibilities are shared. Similarly, the faculty should be informed of the views of the board and the administration on like issues.

The president is largely responsible for the maintenance of existing institutional resources and the creation of new resources; has ultimate managerial responsibility for a large area of nonacademic activities; is responsible for public understanding; and by the nature of the office is the chief person who speaks for the institution. In these and other areas the president's work is to plan, to organize, to direct, and to represent. The presidential function should receive the general support of board and faculty.

5. The Academic Institution: The Faculty

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.⁴ On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

The faculty should actively participate in the determination of policies and procedures governing salary increases.

The chair or head of a department, who serves as the chief representative of the department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment. The chair or department head should not have tenure in office; tenure as a faculty member is a matter of separate right. The chair or head should serve for a stated term but without prejudice to reelection or to reappointment by procedures that involve appropriate faculty consultation. Board, administration, and faculty should all bear in mind that the department chair or head has a special obligation to build a department strong in scholarship and teaching capacity.

Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty.⁵

The agencies may consist of meetings of all faculty members of a department, school, college, division, or university system, or may take the form of faculty-elected executive committees in departments and schools and a faculty-elected senate or council for larger divisions or the institution as a whole.

The means of communication among the faculty, administration, and governing board now in use include: (1) circulation of memoranda and reports by board committees, the administration, and faculty committees; (2) joint ad hoc committees; (3) standing liaison committees; (4) membership of faculty members on administrative bodies; and (5) membership of faculty members on governing boards. Whatever the channels of communication, they should be clearly understood and observed.

On Student Status

When students in American colleges and universities desire to participate responsibly in the government of the institution they attend, their wish should be recognized as a claim to opportunity both for educational experience and for involvement in the affairs of their college or university. Ways should be found to permit significant student participation within the limits of attainable effectiveness. The obstacles to such participation are large and should not be minimized: inexperience, untested capacity, a transitory status which means that present action does not carry with it subsequent responsibility, and the inescapable fact that the other components of the institution are in a position of judgment over the students. It is important to recognize that student needs are strongly related to educational experience, both formal and informal.

Students expect, and have a right to expect, that the educational process will be structured, that they will be stimulated by it to become independent adults, and that they will have effectively transmitted to them the cultural heritage of the larger society. If institutional support is to have its fullest possible meaning, it should incorporate the strength, freshness of view, and idealism of the student body.

The respect of students for their college or university can be enhanced if they are given at least these opportunities: (1) to be listened to in the classroom without fear of institutional reprisal for the substance of their views, (2) freedom to discuss questions of institutional policy and operation, (3) the right to academic due process when charged with serious violations of institutional regulations, and (4) the same right to hear speakers of their own choice as is enjoyed by other components of the institution.

Notes

1. See the 1940 "[Statement of Principles on Academic Freedom and Tenure](#)," AAUP, *Policy Documents and Reports*, 11th ed. (Baltimore: Johns Hopkins University Press, 2015), 13–19., and the 1958 "[Statement on Procedural Standards in Faculty Dismissal Proceedings](#)," *ibid.*, 91–93. These statements were jointly adopted by the Association of American Colleges (now the Association of American Colleges and Universities) and the American Association of University Professors; the 1940 "Statement" has been endorsed by numerous learned and scientific societies and educational associations. [Back to text](#)

2. With respect to faculty members, the 1940 “Statement of Principles on Academic Freedom and Tenure” reads: “College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution” (ibid., 14). [Back to text](#)

3. Traditionally, governing boards developed within the context of single-campus institutions. In more recent times, governing and coordinating boards have increasingly tended to develop at the multi-campus regional, systemwide, or statewide levels. As influential components of the academic community, these supra-campus bodies bear particular responsibility for protecting the autonomy of individual campuses or institutions under their jurisdiction and for implementing policies of shared responsibility. The American Association of University Professors regards the objectives and practices recommended in the “Statement on Government” as constituting equally appropriate guidelines for such supra-campus bodies, and looks toward continued development of practices that will facilitate application of such guidelines in this new context. [Preceding note adopted by the AAUP’s Council in June 1978.] [Back to text](#)

4. With regard to student admissions, the faculty should have a meaningful role in establishing institutional policies, including the setting of standards for admission, and should be afforded opportunity for oversight of the entire admissions process. [Preceding note adopted by the Council in June 2002.] [Back to text](#)

5. The American Association of University Professors regards collective bargaining, properly used, as another means of achieving sound academic government. Where there is faculty collective bargaining, the parties should seek to ensure appropriate institutional governance structures which will protect the right of all faculty to participate in institutional governance in accordance with the “Statement on Government.” [Preceding note adopted by the Council in June 1978.] [Back to text](#)

Report Category: [Standing Committee and Subcommittee Reports](#) [College and University Government](#)

Tags: [Faculty Senates](#) [American Council on Education](#) [Association of Governing Boards of Universities and Colleges](#)



Board of Trustees Provost Updates

May 13, 2021



MIAMI UNIVERSITY





Initial comments



MIAMI UNIVERSITY





Global Miami Plan Revisions

Dr. Shelly Jarrett Bromberg

Dr. Leighton Peterson



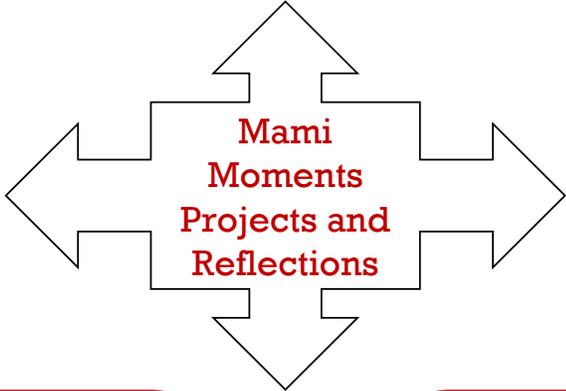
MIAMI UNIVERSITY

Perspectives
Areas

Science &
Society

Arts &
Humanities

Formal
Reasoning &
Communication



Global
Citizenship

From Inquiry
to Innovations

Miami
Connections

Horizons



Opportunities

- **Creates a New Narrative** - Offers opportunities for students to explore interdisciplinary approaches to compelling and urgent questions facing our world; furthers the core foundations of Miami's educational reputation, renewing its meaningful connection to the present and future while encouraging signature Miami Moments.
- **Study Abroad/Study Away** - Advantage for Miami programs to align in new ways with GMP requirements
- **Curricular Renewal** - Refresh existing offerings; align credit hour requirements for programs & professional degrees with peer institutions; innovative new programs
- **Resources** - Leverages existing resources; allows for targeted allocations (e.g. DE&I, Connections areas); captures “at Miami” credit hours.

Working Assumptions

- **Slow & Steady Implementation Plan.** 4-5 years of continuing input, revision, and cooperation between LEC, programs, & faculty. We will begin with elements of the plan that most directly impact incoming students. Leverage existing resources.
- **Targeted Resources & Support** for faculty development and curricular enhancement.
- **LEC as a Consultative Resource. Clear & Structured Guidelines.** LEC works in close collaboration with faculty and programs to workshop courses and curricula throughout the entire rollout (begins Fall 2021). We will continually assess how we can best support programs and faculty in all phases of the process.

<u>GMP Credit Hours</u>	Current GMP	Proposed GMP
Total Unique GMP Credit Hours	42+ *	42+
ODHE Hours in GMP (of 36)	21+	27+
Incoming student with 12 AP credit hours**	30+	30+
<p>* All totals include “double dipping” from old-TS or new-SI into ODHE Gen Ed totals. (+) due to potential Lab cr. hr. (1)</p> <p>**AP Credits apply to FND I, II, IV, & V i.e. ONLY ODHE Gen Ed Hours</p>		

Revision includes new 3hrs. ODHE DEI & +3hrs. FND IIC



Three Components: Miami Moments

All requirements, reviewed

*These credits can
“double-dip”*

Perspectives Areas (39+ hrs.)

*Expand your intellectual
skills set*

- Formal Reasoning & Communication
- Science & Society
- Arts & Humanities
- **Global Citizenship**

Miami Connections Courses (9 hrs.)

*Innovative and engaged learning
aligned with Miami's brand of
excellence in teaching*

- Sustainability, Resilience, & Change
- Creativity, Storytelling & Design
- Equity, Justice, & Diversity
- Data, Technology, & Society
- Global Health & Wellness

Horizons Experiences (3+ hrs.)

*Put your knowledge
into practice*

- **Experiential Learning, service learning, internships, etc.**
- **Miami Senior Capstone**



While each of these Components entails specific and measurable outcomes, the overall GMP experience will **develop transferable skills** in four **Pillars**, or the the **Four “Cs”** that embody the values and mission of a Miami education:

Civic-Mindedness & Social Engagement	Collaboration & Innovation	Critical & Integrative Thinking	Communication & Expression
<p>Students understand and articulate how their research & studies relate to the greater social good; they understand their education not simply as preparation for a better job but preparation for global civic engagement and service to others.</p>	<p>Students will gain experience in collaborative & innovative research, effective teamwork, adaptability, creativity, entrepreneurship, leadership and technology literacy.</p>	<p>Students systematically research & explore complex claims, objects, texts, and problems through the development of questions and hypotheses, collection and analysis of evidence, the formation of sound conclusions or judgments, and a habit of self-scrutiny and revision.</p>	<p>Students have the capacity to communicate research and ideas--and, as applicable, to persuade--with sophistication, force, and clarity, orally, in writing, and through other audio/visual/semiotic means.</p>

Perspectives Areas

Formal
Reasoning &
Communication
(n = 9)

Science &
Society
(n = 12)

Arts and
Humanities
(n = 6)

Global Citizenship
(n = 12)

The Perspectives Area requirements are re-imagined to:

- Merge Foundations & other GMP Outcomes into new areas;
- Help see the connections across units and divisions;
- Creates a unified narrative about the Miami Experience.

Global Citizenship Perspectives Area

12 Credit Hours

*9 Credit Hours - Distributed
between these two
categories*

Diversity, Equity, & Inclusion (3 hrs.)

Foster ethical citizenship.

Promote awareness of historical and social contexts in which identities and social disparities are created (with a US focus).

Provide building blocks for further inquiry.

Intercultural Consciousness (3-6 hrs.)

Foster self-reflection and further intercultural learning.

Promote deeper understanding of self and others (e.g., biases, norms).

Develop skills for human engagement in a multicultural, multilingual world.

Global Inquiry (3-6 hrs.)

Foster critical thinking about global power relations.

Examine historical, sociocultural, political-economic, biological forces that impact distributional issues, migration, etc.

**Global
Citizenship**

Miami Connections Courses:

Criteria:

- Introduce students to areas of study beyond their primary major; courses not “tiered”
- Feature active learning and application of knowledge.
- Be in some way interdisciplinary or cross-disciplinary in the course readings, activities, or methodologies; make links to other courses in the area.
- Be designed for the benefit of non-majors who can take knowledge or skills from these courses into other fields

Thematic Areas:

- *Sustainability, Resilience, & Change*
- *Creativity, Storytelling & Design*
- *Equity, Justice, & Diversity*
- *Data, Technology, & Society*
- *Global Health & Wellness*

- 9 credit hours
- Can “Double Dip” into the Perspectives Areas
- No constraints on unit/division or program/major/minor requirements

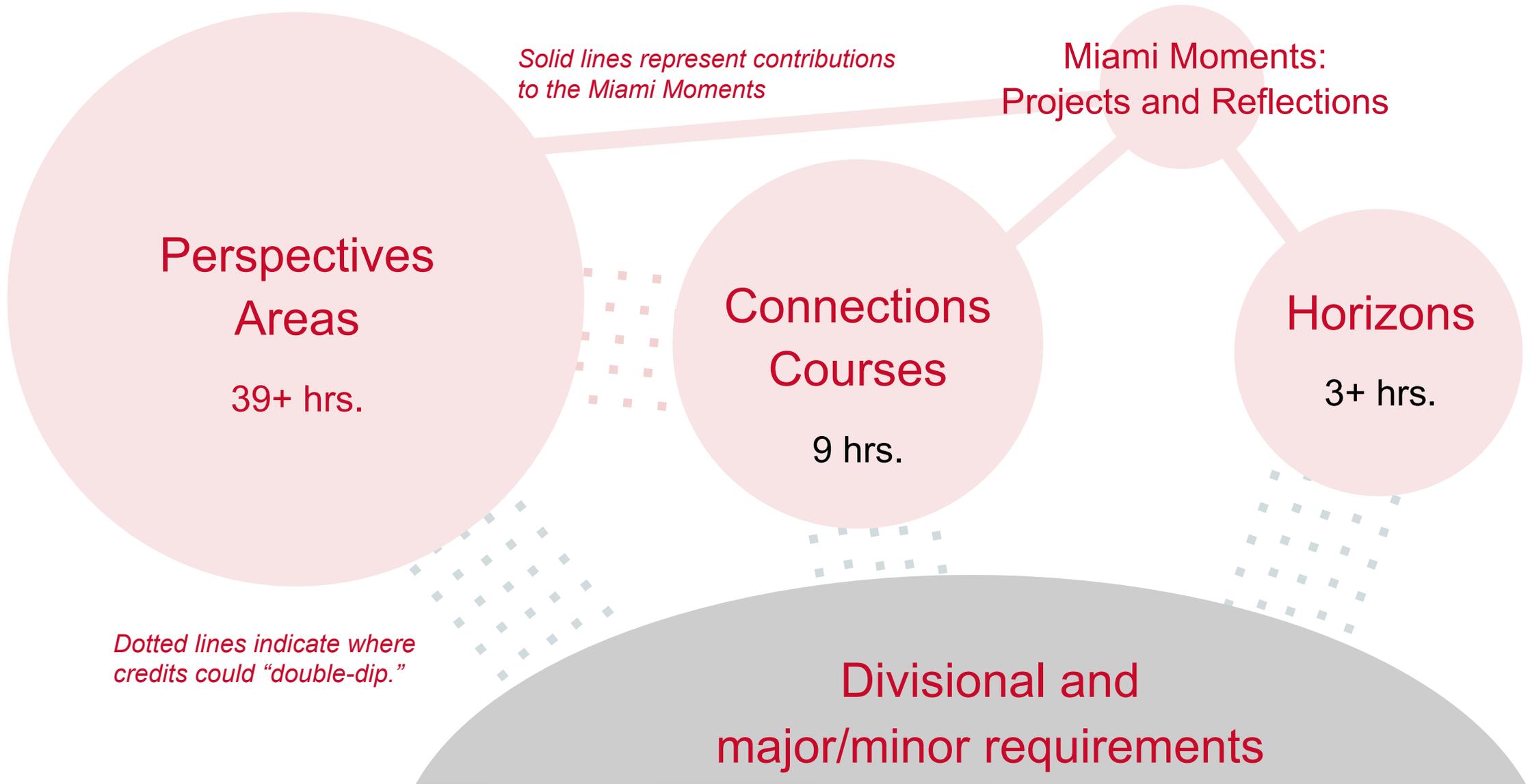
Horizons (3+ cr.)

Criteria:

- Student-designed integrative projects
- Use and apply multiple sources and types of sources.
- Apply knowledge to address real-world problems.
- Create artifacts/deliverables that communicate their ideas to a wider audience beyond the teacher.

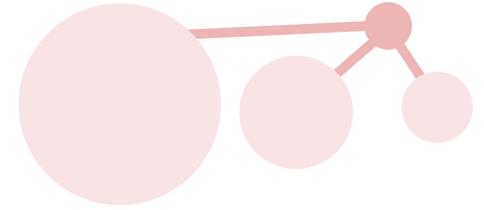
Applicable Courses:

- *Miami Capstones (3 cr.)*
- *Experiential Learning*
- *Internships*
- *Service Learning/Civic Engagement*



Miami Moments: Projects and Reflections

Document your learning



The Miami Moments includes:

- Reflection on Diversity, Equity, and Inclusion
(from *Perspective Areas, Curricular, & Co-curricular Activities*)
- Reflection on Study Abroad, Study Away, Internships, and Experiential Learning
(from *Perspective Areas or Horizons*)
- Reflection on your Miami Connections coursework
- Miami Senior Capstone project
(from *Horizons*)

Next Steps: Resources & Rollout

Spring 2021

- Senate approval of Miami Global Plan 2022
- DE&I courses identified (per ODHE SLOs); advertised for 2021-2022

Fall 2021

- Miami Moments Faculty Advisors program trial run
- Work with select departments and faculty to develop the curricular and creative processes needed for curricular enhancement
- LEC begins audit & intake of courses with new MGP criteria.

Spring 2022

- Test run of targeted Miami Connections courses; continued development of DE&I & Connections

Fall 2022

- Phase in of Miami Global Plan for incoming class.



Questions on GMP?





Overview of University Governance



MIAMI UNIVERSITY

Nov 2020 RESOLUTION REFERRED FEB 2021



November 2020 Faculty Resolution:

- **“demands that shared governance at Miami adhere to the Statement on Government of Colleges and Universities”** endorsed by the Association of Governing Boards (AGB), the American Council on Education (ACE), and the American Association of University Professors (AAUP).”
- The resolution also clarified: **“Specifically, the administration must meaningfully include faculty in decisions affecting the academic mission and must transparently share budgetary information relevant to those decisions.”**
- Board of Trustees referred this to ASA during the February 2021 meeting

WHY SHARED GOVERNANCE MATTERS



WHAT WE WISH TO ACCOMPLISH TODAY



THE 1966 ACE/AGB/AAUP STATEMENT



The 1966 Statement clearly notes that the Statement:

“..is not intended that the statement serve as a blueprint for governance on a specific campus or as a manual for the regulation of controversy among the components of an academic institution.”

UNIVERSITY GOVERNANCE IS AN EVOLVING ECOSYSTEM



- Universities have evolved since 1966
- Societal, parent, student, faculty, staff expectations
- Legal and regulatory, compliance context
- Budgetary and financial support context

GOAL OF SHARED GOVERNANCE: STRONG MIAMI



GUIDING PRINCIPLE OF JOINT EFFORT



1. In some cases, leaders will generate initiatives and other groups have input/consultation; in some cases, faculty, staff, or students generate initiatives and leaders have limited input/oversight/consultation.
2. The weight of each voice will differ depending on topic, area of responsibility, and circumstances.
3. Representatives of stakeholder groups provide voice - not every individual can have a voice on every initiative.
4. Communication is a two-way effort - all members must actively participate for effective communication.

JOINT EFFORT



- General Educational goals
- Internal operations of the University
 - Long range planning
 - Physical facilities
 - Budgeting
 - Choice of a new president
 - Determination of faculty status
- External relations of the institution





DEFINING AREAS OF AUTHORITY

The Board of Trustees (BOT) is assigned responsibility for oversight of all areas of operation of MU by Ohio law. The BOT designates significant authority to the President.

“The Board shall exercise fiscal and administrative oversight of the University. Under its general supervision, it assigns the approval and execution of University policies to the President and his/her designates, as provided in these Regulations. The Board reserves the authority to consider, approve, modify, or reject policies approved by the President.”

BOT REGS ESTABLISH ADMINISTRATIVE OFFICERS



1. President- Chief Administrative Officer
2. Provost/EVPAA- Chief Educational Officer
3. SVP Finance/Treasurer- Chief Financial Officer
4. General Counsel- all legal matters, Chief Ethics Officer
5. Secretary to the Board- Custodian of University Seal, signatory officer of corporation

BOT REGS ESTABLISH ACADEMIC OPERATIONS



1. Defines the Academic Divisions
2. Degrees and major fields of study subject to approval by BOT
3. Delegates content of educational programs to University Senate (w/Fac Assembly rights), approved by President
4. Identifies Deans as responsible administrative officer for departments, faculty, and curricula within college/school

BOT REGS ESTABLISH UNIVERSITY SENATE



University Senate is where students, faculty, staff and administrators debate university issues and reach conclusions on the policies and actions to be taken by the institution.

The University Senate is the legislative body of the University in matters involving educational programs, requirements, and standards; faculty welfare; and student conduct. The BOT reserves right to consider, approve, modify, or reject actions taken by Senate.



BROAD INCLUSION: UNIVERSITY SENATE



University Senate Committee	# Members	Faculty	Staff	Students
Academic Policy Committee	12	6	1	3
Academic Program Review	13	9	0	2
Athletic Policy Committee	11	6/3	6/3	3
Awards and Recognition	6	5	0	0
Benefits	10	5/3	5/3	0
Campus Planning	12	5	2	3
Center for Teaching Excellence	12	7	0	3
Council on Diversity and Inclusion	25	8	13	3
Executive Committee	7	4	1	2
Faculty Research	12	10	0	0
Faculty Welfare	5	5	0	0
Fiscal Priorities	11	5	2	2
Governance Committee	6	4	0	2
Graduate Council	18	13		
Honors Program Advisory Council	9	6	0	2
International Education	12	7	0	3
IT Policy	11	5	3	2
Liberal Education Council	20	12	1	4
Library	8	5	0	2
MUDEC	10	6	0	2
Student Affairs Council	28	10	0	14
Undergraduate Curriculum	17	6	0	3
Undergraduate Research	12	6	0	6
University Committee on Internationalization	15	7	0	3
Total:	295	158	33	62

- Senate
Membership:**
- 44 faculty,
 - 9 staff,
 - 15 students

BOT REGS ESTABLISH FACULTY ASSEMBLY



- Hears reports from its committees and from the President, the Chair of Senate, and other Vice Presidents.
- It may propose, debate, and recommend matters for Senate consideration or for presentation to other officials or administrative bodies.
- It may also challenge and refer back any University Senate action. Faculty Assembly has the right of initiative and referendum. Such action shall be considered as tantamount to University Senate action.
- The Board of Trustees reserves the right to consider, approve, modify, or reject actions of Faculty Assembly.

LET'S REVIEW



THE 1966 ACE/AGB/AAUP STATEMENT



“The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process”

CURRICULUM APPROVAL PROCESS



Step	Review/ input by:	Who has input:
preparation	Departmental Faculty work with Academic Incubator	Department faculty + leadership, Associate Provost, University Registrar, Institutional Research, Graduate or Undergraduate Dean, Asst. Provost for Budget, Oxford and Regionals Admissions Directors, Associate Librarian and Head of Instruction, VP UCM
preparation	Boldly Creative funding review	Office of the Provost, Academic Deans
1	Initial inquiry to ODHE	Office of the Provost
2	Full Proposal entered into Course Information Management system	Department or Division
3	Departmental Curriculum Committee	Dictated by Departmental Governance documents; primarily departmental faculty, but possibly also staff and students.
4	Compliance Review	Office of the Provost
5	Division/College Curriculum Committee	Dictated by Division/College Governance documents; primarily faculty, but possibly also administrators, staff, students
6	University Curriculum Committee	<u>Council of Undergraduate Curriculum</u> : 6 faculty (1/division, at least one from Senate also); 2 UG students, 8 non-voting members to advise (1 representative from Academic Affairs; 1 representative of University Registrar; 6 divisional representatives, typically associate deans). <u>Graduate Council</u> : 12 elected faculty members, 3 graduate students, several nonvoting members
7	Council of Academic Deans	Deans of each academic division, libraries, graduate school, undergraduate education; nonvoting members include Provost, Office of Provost leaders
8a	Executive Committee of University Senate	Current, past, current EC chair, staff, UG, Grad student, elected faculty reps, non-voting Office of the Provost leaders
8b	University Senate	44 faculty, 9 staff, 15 students (13 UG, 2 Grad)
9	President	
10	Board of Trustees- Academic and Student Affairs board	Trustee members of the ASA committee
10b	Board of Trustees	Trustees
11	Ohio Department of Higher Education	Multiple steps through individuals and committees, input from other institutions
12	Higher Learning Commission	Reported to HLC

FACULTY STATUS AND RELATED MATTERS



- Faculty have primary responsibility for **“appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal.... based upon the fact that its judgment is central to general educational policy... scholars in a particular field or activity have the chief competence for judging the work of their colleagues;”**
- **“in such competence, it is implicit that responsibility exists for both adverse and favorable judgments.”**
- the governing board and president should, in all areas where faculty have primary responsibility, **“concur with faculty judgment except in rare instances and for compelling reasons....”**

FACULTY RESPONSIBILITIES AND POLICIES



- University level expectations of faculty are set in multiple policies passed through University Senate, such as the Faculty Workload Norms policy, Statement on the Evaluation of Teaching, Statement of Good Teaching Practices, Faculty Advising policies, etc.
- These policies are drafted, revised, and evaluated through deep engagement with shared governance at multiple levels and ultimately approved by University Senate.

FACULTY STATUS IS MOSTLY LOCAL



- Faculty have primary responsibility within departments for conceptualizing new positions, recruiting, evaluating, interviewing, and hiring colleagues
- Annual review of probationary faculty is almost entirely a local phenomenon, with limited oversight in later years by Provost
- Promotion and Tenure processes are strongly faculty-driven, with consultation and oversight through many stages. It is rare that administrator disagrees with faculty input, or that UPT disagrees with local faculty input.

THE 1966 ACE/AGB/AAUP STATEMENT



“Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.”



STRATEGIC PLANNING- EXTENSIVE SHARED GOV.



MiamiRISE Subcommittee	Membership
<i>Steering Committee</i> - coordination and communication across committees	Applebaum and Guichard, chairs and co-chairs from subcommittees
<i>Academic Excellence</i> - how to improve academic offerings, meet needs of students and employers, reallocate resources, etc.	2 associate deans, 9 faculty, staff from EMSS, a grad and UG student, Hamilton City manager
<i>Diversity, Equity, and Inclusion</i> - how to cultivate and sustain a learning and working environment that promotes DE&I	3 associate deans, 4 faculty, 2 staff student life, 1 staff athletics, 1 UG student
<i>Research and Scholarship</i> - how to strengthen scholarship without detracting from, or possibly increase excellence in classroom	11 faculty, 1 UG student
<i>National University</i> - how Miami can be more competitive amongst peers	1 Associate dean, 7 faculty, staff from Global, ICA, PFD, Alumni, EMSS, UG + Grad student
<i>Transformative Student Experience</i> - how to promote a student experience that leads to sense of belonging and academic success	2 associate dean, 4 faculty, staff from student life, EMSS, ICA, Global, 2 UG students, Tri Health and community member
<i>Financial sustainability</i> - how to enhance organizational stewardship processes to advance academic priorities and mission	6 faculty, staff from FBS, ICA, EMSS, office of Provost, 1 UG student

MIAMIRISE AND DEEP COMMUNITY ENGAGEMENT



- 12 open public meetings (including one with the City of Oxford), 75 committee members, six meetings with the department chairs of each academic division, two meetings with divisional faculty, student services staff, two meetings with University Senate, two meetings with Faculty Assembly, all libraries staff, university advisors, senior IT staff, and CPAC.
- Opportunities for individuals to provide feedback, which led to a detailed document representing the vision of the entire university community

*****Guiding allocation of resources**

BUDGETING AND RESOURCES



- President's Climate Leadership Commitment, Sustainability Task Force
- MiamiRISE Strategic plan → Honors College, GMP, Research, TCPL faculty
- Boldly Creative
- Budgeting:

FY21 budget (projected)	Amount	% AAO budget
Total Budget for AAO	\$228,734,541	
Total Budget for Academic Divisions	\$198,607,956	86.8%
Total Budget for AAO support centers	\$30,126,585	13.2%

BUDGETING INFORMATION IS TYPICALLY SHARED



- BOT (5x per year)
- CFO and Provost update University Senate,
- President, Provost, CFO update Faculty Assembly
- President and PEC update Fiscal Priorities Committee,
- Provost updates Deans/COAD,
- Provost updates Academic Administrators
- Fiscal priorities meets biweekly with many administrators and provides significant input
- Weekly 3 from Provost
- University communications from the President and other leaders
- Town hall style forums during unusual (pandemic) times
- Etc.

SUMMARY



Clearly and consistently aligned with principles in 1966 Statement
Faculty indeed have primary voice and agency in areas outlined in the
1966 Statement

Provide appropriate information on budgetary developments and
resource utilization to the university community

Faculty have multiple avenues for consultation in areas where they do
not have primary voice, such as budget, even during pandemic

We exceed principles in the 1966 statement in important ways

EXCEEDING EXPECTATIONS



- Focused use of task forces and committees to compliment the extensive work of standing committees when needs arise (e.g., Miami**RISE** strategic plan, DE&I task forces, Safe Return to Campus and Healthy Together task forces, Senate task forces on supporting faculty and staff through COVID, etc.)
- Broad and consistent inclusion of faculty (not just TT), staff, and students in hiring of administrators, creation and updating of policy, strategic decision-making, and many other governance processes

BUT WAIT! THERE'S MORE!



Ongoing efforts to improve shared governance last 2 years

- Faculty in front of Senate
- Two-wait conduit not individual perspective (search committees and senators)
- Energizing the role of standing committees and councils, and of the Senate liaison on each committee and council
- Ensuring staff voice and expertise where appropriate
- Enfranchising faculty with TCPL appointments voice
- Off-week “discussions” on important topics for Senate
- Retreats 2x per year
- Department chair community building and meetings
- Empowering divisions and departments to clarify and recognize governance at those levels- as that is where most of the governance decisions actually happen

>> NEXT STEPS





Returning to the resolution



MIAMI UNIVERSITY

FALL 2020 RESOLUTION



- **“demands that shared governance at Miami adhere to the Statement on Government of Colleges and Universities”** endorsed by the Association of Governing Boards (AGB), the American Council on Education (ACE), and the American Association of University Professors (AAUP).

*Miami University meets
this standard*

BACK TO THE FALL 2020 RESOLUTION



- “demands that shared governance at Miami adhere to the

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*Miami University meets
this standard*

”
the

- The resolution also clarified: “**Specifically, the administration must meaningfully include faculty in decisions affecting the academic mission and must transparently share budgetary information relevant to those decisions.**”

THANK YOU. 



*Photo by
Rodney Coates*

Center for Student Diversity & Inclusion

Division of Student Life | Board of Trustees Report

May 2021

Introduction

The 2020-2021 school year was one of great hardship and uncertainty for all. To name a few:

- A global pandemic has claimed over 2 million lives globally, put distance between us and our communities, and financially devastated countless families.
- Diversity, equity, and inclusion conversations have gone from taboo topics to common dinner table talk in the wake of the murders of George Floyd, Breonna Taylor and Ahmaud Arbery.
- An election season seemed to polarize the country more and more every day.

In the face of these challenges and more, Miami University has been called upon to step up and be a leader in the community, showing what it looks like to navigate great uncertainty with poise and resilience. To respond to that call, the Center for Student Diversity & Inclusion (CSDI) focused efforts on three main areas: *Community Engagement/Experience*, *Campus Collaborations*, and *Activism*.

Programming Highlights from 2020-2021 Academic Year

Most of the CSDI programs this year were held virtually, with a few in-person elements in accordance with the Healthy Together guidelines. The following programs, in addition to those covered in the Student Life News and Updates report, are only a sample of the many programs held this year.

A Conversation with Nikki Giovanni (*Activism*)

In commemoration of Martin Luther King Jr. Day the CSDI, Office of Institutional Diversity and Inclusion, and Office of the President hosted legendary poet and activist, Nikki Giovanni for a virtual student and alumni panel discussion on anti-racist activism.

Giovanni is the recipient of an NAACP Image Award, Langston Hughes Medal for poetry, and the Rosa L. Parks Woman of Courage Award. She has been named woman of the year by *Mademoiselle*, the *Ladies Home Journal*, and *Ebony*. Oprah has called her one of 25 living legends.

Over 350 people attended the event. Feedback from those who attended was extremely positive. "Listening to the conversation with Nikki Giovanni was the perfect way to remember MLK, Jr. This was my first opportunity to hear her speak. What a treat."



Miami and UC Verzuz Battle (*Community Engagement/Campus Collaboration*)

To help students re-imagine what collaboration and engagement looks like in a pandemic, the CSDI led efforts in bringing together Miami's Black Student Action Association with the University of Cincinnati's United Black Student Association to close out Black History Month with a celebration. VERZUZ was a virtual event where the two organizations went head to head to see who could generate the best list of Black National Anthems. They also shared facts about their organizations, their institutions, and Black History Month in general.



Miami Women of Excellence (*Campus Collaborations*)

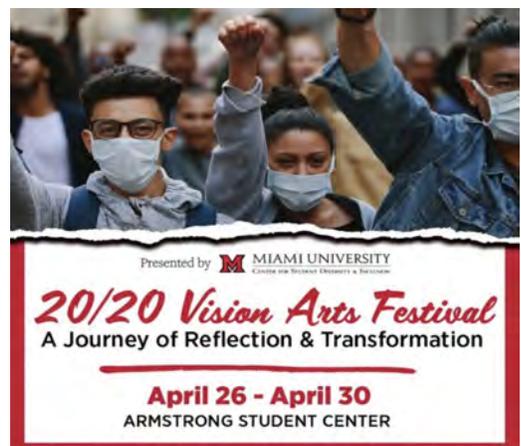
Miami Women of Excellence is a collaborative initiative between the CSDI, Panhellenic Council, and National Pan-Hellenic Council. This event recognized and celebrated influential women on campus who exemplify leadership and a commitment to bettering the Miami community. The recipients included students, faculty, and staff who were nominated by their peers and evaluated by a selection committee. This year's recipients included:



- **Jannie Kamara** - 2020-21 ASG Student Body President
- **Bethany Carr** - Regional Director of New Student Programs & Engagement
- **Navikran Chima** - Presidential Fellows 2023 Cohort
- **Harper Sutton** - 2020-21 ASG Secretary for Safety
- **Dr. Kimberly Moore** - Dean of Students
- **Dr. Kimberly Hamlin** - Professor of History and Global and Intercultural Studies
- **Kyndal Fletcher** - 2020-21 National Pan-Hellenic Council President

20/20 Vision: A Journey of Reflection & Transformation (*Community Experience/Activism*)

In this CSDI-sponsored art festival, Miami students reflected on the events of 2020 and shared, through art, how the year impacted their own lived experience. Juried art submissions were displayed in an exhibit inside the CSDI for a week in April. A virtual experience, complete with artist statements and behind the scenes videos, is also available on the [CSDI website](#).



A Spotlight on Women in Arts & Media: A Conversation with Amanda Seales (*Activism*)

To celebrate Women's History Month, The CSDI assembled a panel of Miami students and staff to engage in an open dialogue with renowned actress, comedian, and activist Amanda Seales. Seales discussed the role of women in the entertainment industry, her own journey, and ways for Miami students to find and use our authentic voices.

The event had 150 virtual attendees from campus and the greater Miami community.



What's to Come: Looking Ahead to 2021-2022

CSDI Space in the Armstrong Student Center

Second Floor. This space is traditionally a gathering and meeting space for students during the day. This fall, the second floor space will continue to serve that purpose but will be primarily used as the business functional area. Students will be able to stop in and eat, print, study, and connect with staff.

CSDI Third Floor. The newly renovated lounge on the third floor will be the main social gathering space for students starting Fall 2021. This space will be used to build community through open dialogue programs that don't require privacy. It will also serve as an after hours site for students when the CSDI is not open.

A Call to the Men of Miami. (*Activism / Campus Collaboration*)

A Call to the Men of Miami is a cohort-based program where delegates from Miami's Interfraternity Council and National Pan-Hellenic Council engage in bi-weekly meaningful intragroup dialogue sessions focused on issues pertaining to sexual assault, domestic violence, dating violence, and stalking. This is a collaborative project between CSDI, the Office of Student Wellness, and the Office of Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life.

Nellie Craig Peer Education Program (*Activism*)

This initiative is a key component of Miami's co-curricular diversity, equity, and inclusion efforts. The peer educator program will create a paid student position within the CSDI, where each student will facilitate a minimum of three workshops per semester to student organizations, residence halls, and first-year experience classes. This initiative has six main objectives:

- Increase students' **awareness** of identity, values, attitudes, dispositions, and assumptions that are essential to working with others.
- Expand students' **knowledge** on valuing inclusion and comprehending the knowledge learned through awareness training and programs.
- Assist students in developing **skills** that allow them to apply multicultural and social justice awareness and knowledge (i.e. communication, deconstructing assumptions of others, and the ability to recover from cultural errors and incorporate learning in new situations).

- Provide students with opportunities that operationalize awareness, knowledge, and skills into **action**. These opportunities will allow students to serve in an advocacy role while making improvements towards a more inclusive campus community.
- Provide opportunities for collaboration with student organizations and university departments on social justice and DEI initiatives.
- Provide opportunities to develop and strengthen skills in both dialogue and allyship.

Graduate School Mentoring Initiative (*Campus Collaboration*)

Miami is known as a top ranked undergraduate institution but it also has a strong legacy of graduate programs. The CSDI will be partnering with the Graduate School and the Graduate Students of Color Association to start a mentoring initiative for undergraduate students of color who are interested in attending graduate school.

This initiative will give graduate students a chance to immerse themselves in the campus community in a way they historically have not been able to while also giving undergraduate students of color a way to gain valuable insight on graduate options, specifically at Miami.

M.A.D.E. @ Miami (*Campus Experience*)

Continuing the long standing tradition of the CSDI's pre-arrival M.A.D.E. program, we plan to bring incoming first-year students in person to this summer's two-day pre-semester experience. In 2021, M.A.D.E. will continue into the academic school year and become a mentoring acclimation program for first-year students. They will meet regularly to engage marginalized student populations throughout the year in a formal process.

Staff Update

By June 2021, the CSDI will have a full staff with new people across the entire office.

- **Director:** Nloh Masango-Dibo. Started role in September 2020. Previously Senior Assistant Director in Miami's Office of Admission.
- **Associate Director for Intercultural Initiatives:** Dasha Harris. Started role in November 2020. Previously Assistant Director in Miami's Student Activities and Cliff Alexander Office of Fraternity and Sorority Life.
- **Associate Director for LGBTQ+ Initiatives:** Dr. April Callis, expected start date in May 2021. Currently Assistant Director, LGBTQ Center at the University of North Carolina, Chapel Hill.
- **Assistant Director for Intercultural Initiatives:** Tyra Smith. Started role in March 2020. 2020 graduate of the Curriculum and Instruction master's program at Texas A&M.
- **Administrative Assistant:** Cindy Fledderman. Started role in June 2020. Formerly administrative assistant for Miami's Student Activities and Cliff Alexander Office of Fraternity and Sorority Life.
- **Retiring:** Rhonda Jackson. Retiring May 2020 from CSDI's Administrative Assistant after working at Miami for 28 years.

Orientation and Transition Programs

Division of Student Life | Board of Trustees Report
May 2021



2020 Summer Orientation SOUL Team

Introduction

Orientation and Transition Programs (OTP) supports the academic and social transitions of new Miami undergraduate students through:

1. introducing students to university resources and support,
2. connecting students with campus and local communities,
3. fostering environments that promote students' sense of belonging,
4. empowering students to take an active role in their learning and development, and
5. inspiring students to discover new ideas and experiences.

Orientation as a Process More than a Program

OTP staff recognizes that the transition to college requires more than a singular orientation program; it is a process with thoughtfully-timed information and engagement opportunities for new students. We will continue to emphasize opportunities to support students throughout the entire new student transition process.

2020 Orientation Assessment Notes

Due to the pandemic, new students engaged with orientation through a series of online Canvas modules about academic and student life, and met with academic advisors remotely during Summer 2020. Survey data has informed practices moving forward.

- Orientation 2020 was effective in informing students about their academic curriculum (97%), involvement opportunities (96%), time management (86%), campus safety (96%), university policies (97%), Miami traditions (87%), and academic integrity (98%). These questions were not asked on the 2019 survey, so comparable numbers are not available.

- 92% of respondents indicated that they were prepared for their individual academic advising appointments after completing the Canvas advising modules.
- Respondents in 2020 indicated lower levels of interpersonal connections, both with Student Orientation Undergraduate Leaders (SOULs) and with peers.

Innovations for 2021

The 2021 first-year orientation process will include five main components:

- online Canvas course (virtual, asynchronous)
- 4-hour real-time orientation session (virtual, synchronous)
- academic advising and registration (virtual, synchronous)
- increased optional Miami Bound pre-semester programs (in-person)
- Welcome Weekend and First 50 Days (mostly in-person, some online)

Given the current situation, we are not able to bring 600 - 700 students and family members together for a full in-person orientation experience this summer. However, OTP will offer virtual, real-time orientation sessions this year in addition to the orientation Canvas course. These sessions will focus on student connections with peers and student leaders, and will include a greater depth of information about academic curriculum. Real-time programs will also include discussion and engagement around the integration of academic and student life. Additional highlights of the 2021 orientation process include:

- expanded opportunities to connect with SOULs, including group and individual meetings, and social opportunities between May - August
- informational, real-time webinars and information sessions over the summer that expand on content from the Canvas course and real-time sessions
- continued access to the orientation Canvas course throughout students' first year to serve as a centralized tool for connections to campus resources and opportunities



Last year we learned that creating personal connections with incoming students is very important (even over Zoom!), and we did so through group and individual meetings. In these meetings, students coming to Miami connected with their go-to SOUL and got first-hand information about life at Miami as well as a meaningful connection during their transition. This year, we're able to offer even more connection points because we'll be offering meeting opportunities all summer long, and not just in June.

-Maria Tirado Rodriguez, Orientation Student Coordinator (2021); Student Orientation Undergraduate Leader (2020)

Second-Year Transitions

Rising second-year students (class of 2024) have had unique and varied first-year experiences due to the COVID-19 pandemic. Typically, students are connected to campus resources and peers by the start of their second year. This year, second-year students are likely to need additional support. Orientation and Transition Programs, with many campus collaborators, will offer a series of programs specifically for second-year students in the fall. Through transition programming, students will:

- learn more about campus resources through a resource fair
- participate in service projects on campus and in Oxford
- engage in career development workshops
- explore leadership styles and participate in team building activities
- engage in campus traditions
- build relationships with faculty, staff, and peers

These targeted transition experiences will help second-year students connect to campus and make the most of their campus experience.

Increased Student Leader Support: First-Year Experience Undergraduate Associate Mentor Program

Orientation and Transition Programs supports the undergraduate associate experience for first-year experience courses (e.g. UNV 101, BUS 106, CEC 101). About 120 Undergraduate Associates (UAs) support approximately 100 sections of first-year experience courses each fall. An increasing number of UAs are returning to the role for second and third times, providing an opportunity to engage returning UAs as mentors for new UAs. In Fall 2020, OTP launched a UA mentor program where returning UAs mentor and guide new UAs. Ten returning UAs volunteered to support the newest UAs by providing guidance and insight, answering questions, and co-facilitating UA training sessions. The UA mentor pilot program was well received, and the UA mentor selection process for Fall 2021 is underway.

New Director

Orientation and Transition Programs welcomed new director, Liz Walsh, on March 1. Walsh comes to the position after most recently serving as Assistant Director of Orientation and Transition Programs at Miami for the past five years. Before that, she worked in the Office of Residence Life as a graduate assistant then a full-time Resident Director. As Director, Walsh is initially focused on introducing additional peer mentorship opportunities, first-year skills series, and additional transition programs for new students.