

Academic and Student Affairs Committee
Marcum Conference Center
8:00 a.m. Thursday, June 23, 2022

5 min - Welcome, Trustee John Pascoe, Chair

Approval of Minutes (Final Attachment)

Q and A for Written Updates, Attachment A

University Senate, Tom Poetter, Chair, Senate Executive Committee

Undergraduate Students, Student Body President, Amitoj Kaur

Graduate Students, GSA President Carrie Ann Sharitt

50 min - Academic Affairs (AA) Update, Attachment B

Provost Update, Initiatives for the Fiscal Year – 30 minutes

Resolutions – Low Enrollment Report

Nursing Update – Brooke Flinders – 20 minutes

10 min – Break

60 min – Ohio Business Roundtable

Presentation and Q&A, Pat Tiberi, President and CEO of the Ohio Business Roundtable

15 min - Student Life (SL) Update

VP Jayne Brownell Update - 15 minutes

10 min – Break

50 min - University Communications and Marketing (UCM) Update

VP Jaime Hunt Update – 10 minutes

Brand Concepts – 40 minutes

40 Min - Enrollment Management and Student Success (EMSS) Update, Attachment C

VP Brent Shock Update – 10 minutes

Enrollment Update Presentation - 30 minutes

Written reports, Attachment D

- UCM – University Communications and Marketing Newsletter

- SL - Student Life Newsletter

- EMSS - EMSS Newsletter

Prior Meeting Minutes, Attachment E



Amitoj Kaur
Student Body President
Associated Student Government
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TO: Board of Trustees Academic and Student Affairs Committee

I am hoping you all have had a summer filled with rest, and relaxation. I apologize for not being able to attend this meeting in person, however like many students I am currently completing my internship, which has prevented me from attending. Nonetheless, I am excited to share what the Associated Student Government has been working on in these past few months.

With our cabinet now fully sworn in, we are all planning for the fall semester, particularly the first fifty days. With an ASG blood drive, a **new event on Fridays called, "Be Seen in Red",** and meeting and introducing ourselves to administrators, and new campus partners, such as Aramark to understand where we can best serve our students this year. We are filling our cups, strategizing, and ready to lead with love.

Following this report, our Secretary for Academic Affairs, Cathleen McLaughlin will be corresponding with the committee. She is a rising senior, double majoring in Political Science and Journalism. She is brilliant, and I have no doubts that she will do extremely well communicating with you all.

Thank you all for your commitment to Miami University, and enhancing the student experience. We cannot wait to see you all in the Fall!

With Love and Honor,

Amitoj Kaur



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June 24, 2022
Academic and Student Affairs

RESOLUTION R2022-xx

BE IT RESOLVED: that the Board of Trustees hereby accepts the attached Low Enrollment and Duplicate Program Report, and directs the Provost and Executive Vice President to submit the document to the Ohio Department of Higher Education.

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

Low Enrolled & Duplicate Program Report

Miami University

INTRODUCTION

Section 3345.35 of the Ohio Revised Code requires that each state institution of higher education evaluate all courses and programs based on enrollment and duplication with other state institutions of higher education every five years. Since the last review in 2017, Miami has taken aggressive steps to ensure that it offers the optimum portfolio of academic programs and courses to align with the university's mission, to meet student needs and employer demand, and to prepare Miami students for professional and lifelong success.

Internal Curricular Initiatives

Below are three initiatives designed to advance the goal of delivering an exceptional curricular portfolio:

- 1) **Academic Program Evaluation, Improvement & Prioritization (APEIP) Project** is a response to a recommendation in MiamiRISE (Miami's strategic plan) to conduct a comprehensive, one-time evaluation of all undergraduate and graduate academic programs. Led by Dr. Stacey Lowery Bretz (University Distinguished Professor of Chemistry) with a committee of faculty representing each college, and in coordination with the Office of the Provost and each college and department leadership teams, the APEIP goals are to:
 - Create a high quality and sustainable portfolio of academic programs, including liberal education;
 - Develop and support curricula that advance student success outcomes;
 - Leverage the talents and expertise of faculty via equitable and purposeful workload assignments;
 - Ensure good stewardship of financial resources

In fall 2020, each department and division were provided detailed internal and external data on their programs and courses, including: student demand, employer demand, competitive intensity, application and information request trends, enrollment (head count & completions), student credit hours (by major, by faculty, and by lower vs. upper division), instructional cost per hour, section capacity and fill rates in departmental courses, DFW rates in courses, time to degree, degrees awarded, employment rates, and faculty data (course loads, research productivity, etc.).

Using the data provided, departmental faculty, department chairs, and deans collaboratively identified initial ratings for each program. Forty-three of 260 programs (16.5%) were given the rating "continuous improvement with potential additional resources," and 120 (55%) were given the "continuous improvement with minor difficulties" rating. Forty-nine programs (18.8%) were asked to engage in program restructuring due to significant difficulties in the program, and 34 programs (13.1%) were voluntarily eliminated by the faculty of the program's home department in consultation with the dean. An additional 14 programs, which had not been admitting students in recent years, were removed from the books through standard processes. Programs nominated for elimination were judged by departmental faculty as either outdated, had histories of low enrollments or were misaligned with the University's mission and faculty expertise.

Deans worked with their departments to develop 3-5-year curricular action plans to improve the programs that were not eliminated. These Plans were developed by August 2021. During Fall 2021, feedback was offered by the dean and Office of Provost to provide additional guidance. Moving forward, departments are required to submit annual updates on their curricular action plans.

- 2) Launched in August 2021, the **Miami Academic Program Incubator (MAPI)** is a resource and consultation service for departments that aims to encourage, support and incentivize the rapid revitalization and creation of undergraduate and graduate programs that:
 - Advance the University mission;

Miami University- Low Enrollment and Duplicate Program Report 2022

- Are aligned with faculty talents and expertise;
- Meet student and market needs; and
- Ensure that Miami offers a high-quality and cost-effective portfolio of academic programs.

Departments and divisions that are considering a new academic program or a significant revision to an academic program are required to participate in MAPI. MAPI is led by a steering team of University leaders who provide data and research on program ideas (data are gathered internally and externally from third-party vendors such as EAB and Gray Associates), curriculum coaching (including recommendations for collaborations with other departments, divisions and institutions), concrete narrative feedback on the program idea (as articulated in a brief concept paper prepared by the department) and the opportunity to apply for seed funding to jumpstart the program (if appropriate). The MAPI team also engages in research on future trends in higher education and provides recommendations to deans and chairs on potential new directions for existing programs as well as possible ideas for new programs.

3) **Department Planning & Improvement Process** is a new model for academic program review that was approved in April 2022 and will be launched in 2024 (as the APEIP project phases out). Its focus will be on continuous improvement (including a comprehensive review led by a team of internal and external faculty experts plus biennial updates). It will feature:

- Collaboratively developed strategic goals for each review (created in conversation with the department, dean and Office of Provost);
- Holistic emphasis (encompassing all aspects of the department, including its academic programs and curricula, reports on assessment of student learning outcomes, and success in the advancement of DEI goals);
- Six-year cycle (with updates on progress every two years in between the comprehensive review);
- Review team members who provide consultation on strategic goals in addition to an evaluation of the department;
- Process customized for departments with professional accreditation reviews; and
- Robust support for the process (e.g., consultation, departmental orientation, data workbooks, team chair training).

External Curricular Initiatives

- 1) Miami University has engaged with other Ohio higher education institutions and Ohio Department of Higher Education on all of the **ODHE Transfer & Articulation initiatives** including OT36, Transfer Assurance Guides, Ohio Transfer to Degree Guaranteed Pathways, Career Technical Assurance Guides, Military Transfer Assurance Guides, and more. Carolyn Haynes, Senior Associate Provost, co-chaired the statewide committee to revise the Ohio Transfer Module and has served on the Ohio Articulation & Transfer Network Advisory Board for a decade.
- 2) Miami University, along with Cincinnati State Technical & Community College, Gateway Community & Technical College, and Northern Kentucky University, joined the **Moonshot for Equity Initiative** in fall 2021 to promote seamless transfer pathways among these institutions along with diverse student success. Plans are currently underway to create transfer-friendly curricular pathways and wrap-around support for transfer students as they transition between institutions.

Data for this Report

To prepare this report, Miami University leveraged the data analyses and findings related to the APEIP project along data compiled by the Office of Provost and Office of Institutional Research and Effectiveness. Programs were evaluated in terms of the following indicators:

- 1) External demand (market, employer, student inquiries, Google searches)
- 2) Internal demand (5-year enrollment trends, mission fit)
- 3) Program outcomes (completion rates, employment and placement rates)

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4) Availability of resources (revenue & expenses, staffing)

Using the data analyses for the APEIP project as well as more recent enrollment data, Miami identified all academic programs whose enrollments over the past five years averaged below 20% above Miami's institutionally defined criteria for students in a program. In collaboration with deans and departments, each of these programs were provided one of the following labels:

- 1) No action (new program or program with strong success rates and enrollments)
- 2) Program elimination
- 3) Program restructuring (significant revisions planned)
- 4) Possible collaboration with University of Cincinnati

Using APEIP analyses and more recent completion data, Miami identified low-enrollment courses that over the past five years averaged below 20% above Miami's defined threshold for low-enrolled course sections. Courses in this list were assigned one of the following labels:

- No action (due to it being tied to new program, accreditation requirements, etc.)
- Course elimination
- Reduction in number of sections
- Change in course scheduling (day/time, frequency in scheduling)
- Change in delivery modality
- Possible course sharing (with other department or program).

LOW-ENROLLMENT THRESHOLDS

Courses

Miami University has had a longstanding practice of enforcing the following course enrollment thresholds:

Level	Institutional Threshold (based on 5-year average)	20% Above Threshold
Undergraduate	12	14.4
Graduate	7	8.4

Exceptions to this practice include the following types of courses:

- ACE (courses for ESL international students with low TOEFL scores who are conditionally admitted to Miami University)
- Clinical Experiences
- Graduate Assistant Training Seminar or Training Seminars for Undergraduate Consultants/Tutors
- Independent Work/Study
- Internships
- Field Work
- Foreign Language courses (particularly in less common languages)
- Courses offered on our Luxembourg campus
- Music Performance Lessons
- Practica
- ROTC courses
- Student Teaching

Miami University- Low Enrollment and Duplicate Program Report 2022

Each semester or term, the Office of the University Registrar issues a report to the Offices of the Dean prior to the end of registration that lists the low-enrolled courses so that the Deans may work with departments to adjust course schedules to ensure that course sections have strong enrollments. Since its inception a decade ago, this procedure has substantially reduced the number of under-enrolled courses and sections.

Programs

Miami University has historically not had a threshold for under-enrolled academic programs. However, for the purposes of this report as well as to advance the goals of APEIP, we have identified the following guiding thresholds which are based upon an average of five years:

Degree Program	Institutional Threshold (based on 5-year average)	20% above Threshold
Associate	5 completions per year	6 completions per year
Bachelor	5 completions per year	6 completions per year
Master	3 completions per year	3.6 completions per year
Doctoral	1 completion per year	1.2 completions per year

LOW-ENROLLMENT COURSE ANALYSIS

The following courses, over the past five years, averaged below 20% above Miami's defined threshold for low-enrolled course sections: 14.4 students for undergraduate courses and 8.4 students for graduate courses.

The Office of the Provost has worked with the Offices of the Academic Deans to evaluate the courses and make recommendations for improvement: (1) no action (due to it being tied to new program, accreditation requirements, etc.); (2) course elimination; (3) reduction in number of sections; (4) change in course scheduling (day/time, frequency in scheduling); (5) change in delivery modality; (6) possible course sharing (with other department or program); or (7) other.

Undergraduate Courses

Course #	Course Name	5-Yr Avg Enrollment	Recommendation	Rationale
ACC 490F	Executive Leadership & Control	6	No Action	Course only been offered two times; this course is offered as part of a winter term leadership workshop series and designed for small groups
APC 401	Applied Communication Capstone	11.5	No action	New program; course has been offered twice. May need to revise course into a liberal education capstone to increase enrollment
ARC 405Z	Designing for Social Change	7.75	No Action	Community-based learning course at Over the Rhine Center
ARC 412/512	Structures II	8 (grad) 3.7 (undergrad)	No Action	Course needed for professional accreditation
ART 395	Art Across the Curriculum	11	No Action	Part of new program which is growing

Miami University- Low Enrollment and Duplicate Program Report 2022

BIO 482/582	Scanning Electron Microscopy Lab	1 (undergraduate) 6.4 (graduate)	No Action; Monitoring	Use strategic scheduling to avoid low-enrolled sections
BLS 443	Property Law	10.6	No Action; Monitoring	Part of two new minors, monitored to see if they will grow
BUS 241	Business in Global Market	5.5	No Action	Course is offered as part of the Miami "Business in the Global Marketplace" Certificate program; taught by staff (no additional compensation costs)
CCA 308	Policy and Advocacy in the Arts	13	No Action; Monitoring	New course which has been offered once during pandemic and is part of a new major; will monitor enrollment trends and adjust as needed
CIT 458	IT Project Lifecycle II	10	No action; Monitoring	Use strategic scheduling to avoid low-enrolled sections
CIT 468	HIT Project Lifecycle	7.4	No action; Monitoring	Use strategic scheduling to avoid low-enrolled sections
CJS 256	Police Org, Admin and Mgmt	12	No Action; Monitoring	New course which has been only offered once; will monitor enrollment trends and adjust as needed
CPB 404	Papermaking	11.2	No Action	Course critical for accreditation of paper science engineering majors
EDT 188	Innovation in STEM Education	9.7	No Action; Monitoring	Using strategic scheduling to avoid low enrollment
EDT 431/531	Adolescent Science Methods I	12	No Action; Monitoring	Using strategic scheduling to avoid low enrollment
EDT 444/544	Language Teaching & Learning I	8 (undergrad) 3.8 (grad)	No Action; Monitoring	Using strategic scheduling to avoid low enrollment
ENG 327	Medieval Literature	11	No Action; Monitoring	Using strategic scheduling to avoid low enrollment
ENG 423	Advanced Creative Nonfiction	11	No Action; Monitoring	Using strategic scheduling to avoid low enrollment
ENG 495E	Capstone: Literary and Cultural Studies	11	No Action; Monitoring	Using strategic scheduling to avoid low enrollment
ENT 294	Local Area Networks	13.4	No action; Monitoring	Use strategic scheduling to avoid low-enrolled sections
ENT 303	Digital Signal Processing Technology	10	No action; Monitoring	Use strategic scheduling to avoid low-enrolled sections
ENT 316	Project Management in Engineering Technology	9.8	No action; Monitoring	Use strategic scheduling to avoid low-enrolled sections
FRE 303	Modern and Contemporary Literature and Life	11.7	No action; Monitoring	Using strategic scheduling to avoid low enrollment
FST 301	Film Theory	13.3	No action; Monitoring	Using strategic scheduling to avoid low enrollment

Miami University- Low Enrollment and Duplicate Program Report 2022

GEO 403/503	Space, Place & Environment	5 (grad) 4 (undergrad)	No action; Monitoring	This is a temporary course that we are monitoring to see if its enrollment increases.
GER 471	Linguistic Perspectives in Contemporary Germany	13	No action	This is part of several programs
GLG 322 and 322 L	Structural Geology and Lab	12.6	No action; Monitoring	Using strategic scheduling to avoid low enrollment
GRK 310C	Sophocles	0.4	Elimination	Low enrollment
IMS 396	Inside Startups	8	No Action	Part of study away program which is growing
IMS 472	Esport Event Management	7	No Action	New program with increasing enrollments
ITL 301	Culture, Society and Politics	11.75	No action	Required for the Italian minor
ITS 202	Problem Solving in ITS	10	No Action Monitoring	New course that was only offered once during pandemic; will monitor for enrollment trends and make adjustments as needed
ITS 402I	Political Economy of Development	7	No Action Monitoring	New course that was only offered once during pandemic; will monitor for enrollment trends and make adjustments as needed. Consider replacing or collaborating with ECO 347
JRN 421	Capstone in Journalism	13.8	No action	This is one of only two capstones in Journalism that does not require study away
KNH 110G	Beginning Modern Dance	7	No action	Using strategic scheduling to avoid low enrollment
KNH 484	Gen Med Cond & Pharm for AT	9	No action	Using strategic scheduling to avoid low enrollment
KOR 201	Intermediate Korean	10	No action Monitoring	Required for the program in Korean
LAT 310	Topics in Latin Literature	4 (2 yrs of data)	No action; Monitoring	This is a new course that we are monitoring.
MAC 450X	Media Literacy & Leadership	9.6	No action	Using strategic scheduling to avoid low enrollment
MBI 450	Topics in Microbiology	5 (2 yrs of data)	No action; Monitoring	This is a new course that we are monitoring.
MME 321	System Modeling	11	No action	New course that was only offered once; will monitor for enrollment trends and make adjustments as needed.
MME 451/551	Sustainability in Design	7	Other	Technical elective taught by adjunct to support sustainability initiatives

Miami University- Low Enrollment and Duplicate Program Report 2022

MME 470B/570B	Fracture Mechanics	8 (grad) 2.5 (undergrad)	Change Frequency of Offering	Dual level course that will grow with growth in graduate program
MTH 252/252H	Honors Calculus III	2	No action	Using strategic scheduling to avoid low enrollment
MTH 253	Introduction to Technical Comp	12		New course that was only offered once during pandemic; will monitor for enrollment trends and make adjustments as needed.
MTH 330	Problems Seminar	10.8	No action; monitoring	This course has recently been revised; we hope its enrollment will increase.
MUS/IMS 306	Electroacoustic Music	13		New course that was only offered once during pandemic; will monitor for enrollment trends and make adjustments as needed.
MUS 356	Secondary Gen Music Techniques	6.4	No Action but monitoring	Accreditation requirement for the music ed program; program has been working on streamlining curricular requirements
MUS 456/556	Vocal Pedagogy	8	No Action but monitoring	Accreditation requirement for music ed program and some music performance students
PHL 420A/520A	History of Analytic Philosophy	4.5 (graduate) 6.5 (undergrad)	No action; monitoring	Using strategic scheduling to avoid low enrollment
PHL 440B/540B	Self and Action (Early Modern)	4 (grad) 6 (undergrad)	No action; monitoring	Using strategic scheduling to avoid low enrollment
PHL 450C/550C	Foucault	5 (grad) 8 (undergrad)	No action; monitoring	Using strategic scheduling to avoid low enrollment
PHY 486/586	Advanced Computational Physics	4 (grad) 10.5 (undergrad)	No action; monitoring	This is a relatively new course that we hope will grow
PSY 410D/470	Capstone: Cognition	14	No action; monitoring	Using strategic scheduling to avoid low enrollment
REL 360C	Islam, Finance and Development	13	No Action Monitoring	New course that was only offered once during pandemic; will monitor for enrollment trends and make adjustments as needed. Consider collaborating with another department.
RUS 301	Advanced Russian	10.8	No Action	This is a requirement for the degree in Russian, East European, and Eurasian Studies.
STC 437	Advocacy in Contemporary America	12	No Action Monitoring	New course that was only offered once; will monitor for enrollment trends and make adjustments as needed.

Miami University- Low Enrollment and Duplicate Program Report 2022

THE 342	Stage Management	13	No Action Monitoring	New course that was only offered once; necessary for technical needs in program; will monitor for enrollment trends and make adjustments as needed.
THE 352	Scenic Design	13	No Action	Requirement for accreditation

Graduate Courses

Course #	Course Name	5-Yr Avg Enrollment	Recommendation	Rationale
ART 541	Printmaking IV	0.2	No Action	Stacked with undergraduate printmaking courses which meet threshold
ART 561	Ceramics IV	0.3	No Action	Stacked with undergraduate ceramics courses which meet threshold
ART 680	Graduate Seminar in Art History	8.3	No Action Monitoring	Required for MFA in Studio Art program; recent enrollments have been stronger
CPB 611	Transport Phenomena in Engineering	7	No action; monitoring	Using strategic scheduling to avoid low enrollment
ENG 770	Professional Writing	7.5	No action; monitoring	Using strategic scheduling to avoid low enrollment
GLG 730	Advanced Igneous Petrology	7.5	No action; monitoring	Using strategic scheduling to avoid low enrollment
PSY 620	Seminar in Experimental Psychology	6.3	No action; monitoring	Using strategic scheduling to avoid low enrollment
PSY 648	Lifespan Psychopathology	6.4	No action; monitoring	Using strategic scheduling to avoid low enrollment
SPN 600	Seminar in Hispanic Lit, Lang and Culture	2.5	No action	Required for the combined BA / MA in Spanish

LOW-ENROLLMENT PROGRAM ANALYSIS

The programs which are listed in the tables below averaged below 20% above Miami's defined threshold for low-enrolled programs over the past five years.

Associate Degree Programs

Program	Dept/Div	CIP	# of Annual Graduates (5-Yr Avg)	Recommendation	Rationale
Accounting Technology, AAS	CMR/CLAAS	52032	6.6	Program Elimination	Low enrollment
Computer Technology, AAS	CIT/CLAAS	151202	1.4	No Action	This program is designed for students who will transfer to Oxford Campus to pursue bachelor's degree in Software Engineering or

Miami University- Low Enrollment and Duplicate Program Report 2022

					Computer Science. No additional resources are used in this program
Criminal Justice, AAS	JCS/CLAAS	430103	4.8	Program Restructuring	Address low enrollment through expanded online course opportunities and partnerships with related departments at Miami (Oxford and Regionals)
Digital Business Systems, AAB	CMR/CLAAS	520401	1.2	Program Elimination	Low enrollment
Engineering & Computing, AA	ENT/CLAAS	140901	0.8	Program Elimination	Low enrollment
Marketing Management Technology, AAS	CMR/CLAAS	240102	6.2	Program Elimination	Low enrollment
Technical Study, Associate of	CLAAS	309999	0	No Action	Although we have not had enrollment in this program, it is reserved for students wanting to pursue the One-Year Option.

Bachelor Degree Programs

Program	Dept/Div	CIP	# of Annual Graduates (5-Yr Avg)	Recommendation	Rationale
Applied Biology, B.S.	BSC/CLAAS	260101	4	No Action	New program (only two years of data)
Applied Social Research, BA	SBS/CLAAS	422813	7.2	Program Elimination	
Biological Physics, BS	PHY/CAS	260203	2.6	Program Elimination	Address low enrollment by eliminating major and integrating courses into physics major with multiple concentrations
Botany, BA Botany, BS	BIO/CAS	260301	12.2 (combined)	Program Restructuring	Program being revised to streamline requirements; preliminary plans to consolidate BA and BS into one program
Chinese Education, BS Education	EDT/CAS	131306	1.6	Program Restructuring	Program being revised to share courses across other departments and division
Civic & Regional Development, BA	JCS/CLAAS	040301	4	Program Elimination	Low enrollment
Classical Humanities, BA	FRE/CAS	161200	5	Program Elimination	Low enrollment addressed through new major that merges this one and Classical Languages program
Classical Languages, BA	FRE/CAS	161200	1.8	Program Elimination	Low enrollment addressed through new major that merges this one and Classical Languages program
Community Arts, BA	HCA/CLAAS	500701	4.74	Program Restructuring	New program (only 4 years of data) but enrollment is lower than expected. Address enrollment through creation of innovative studio and sprint courses that meet liberal education requirements, partnerships with

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					other departments, and high profile arts events
Critical Race & Ethnic Studies, BA (formerly Black World Studies, BA)	GIC/CAS	050200	2.6	Possible collaboration with UC	Interested in course sharing
Data Science & Statistics, BS	STA/CAS	270599	2	No Action	New program (only two years of data)
Engineering Physics, BS	PHY/CAS	141201	4.2	Program Elimination	Address low enrollment by eliminating major and integrating courses into physics major with multiple concentrations
Family Science, BS	FSW/EHS	190701	18.2	Program Elimination	
Forensic Investigation, BS	JCS/CLAAS	430106	4.25	Program Elimination	
Forensic Science, BS	JCS/CLAAS	430106	5.4	Program Elimination	
French, BA	FRE/CAS	160901	9.4	Program Restructuring	Address low enrollments through streamlining curricular requirements and enhanced marketing
French Education, BS Education	EDT/EHS	131325	1	Program Restructuring	Revision of program requirements to enhance course sharing with French Dept
General Engineering, BS	CEC	140101	9.8	Program Elimination	Lower than expected enrollment
Geology, BA	GLG/CAS	400601	3	Program Elimination	Low enrollment
German, BA	GRAMELAC/CAS	160501	6.8	Program Restructuring	Enhance course enrollments through new general education courses and better course scheduling
German Education, BS Education	EDT/EHS	131326	0.4	Program Restructuring	Revision of program requirements to enhance course sharing with GRAMELAC Dept
Gerontology, BA	SOC/CAS	301101	9.8	Program Elimination	Low enrollment
Italian Studies, BA	FRE/CAS	050126	5.8	Program Restructuring	Cost efficiencies to be addressed via course sharing and new courses in translation
Latin Education, BS Education	EDT/EHS	131333	0.6	Program Restructuring	Revision of program requirements to enhance course sharing with French, Italian & Classics Dept
Medical Laboratory Science, BS	MBI/CAS	511005	6	Program Restructuring	Address persistence rates and enrollment through expanded partnerships, data analysis and course revisions
Nonprofit and Community Studies, BA	JCS/CLAAS	440201	4	Program Elimination	Low enrollment
Russian, East European & Eurasian Studies, BA	GRAMELAC/CAS	050105	5.8	Program Restructuring	Enhance course enrollments through new general education courses in translation

Miami University- Low Enrollment and Duplicate Program Report 2022

Spanish Education, BS Education	EDT/EHS	131330	4	Program Restructuring	Revision of program requirements to enhance course sharing with Spanish Dept
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Master Degree Programs

Program	Dept/Div	CIP	# of Annual Graduates (5-Yr Avg)	Recommendation	Rationale
Botany, M.A. and M.S.	BIO/CAS	260301	2.8	Program Restructuring	To address low enrollment trends, Botany MA and MS programs will be integrated into single graduate biology program with concentrations
Cell, Molecular, and Structural Biology, MS	CAS	260499	2.2	Program Restructuring	To address low enrollment trends, this program will be integrated into single graduate program with concentrations
Criminal Justice, MS	JCS/CLAAS	430103	2	Program Elimination	
Experience Design, MFA	ART/CCA	500402	3	Program Restructuring	New Program (one year of data) but early enrollments are lower than expected. Program revising requirements to reduce credit hours and to share courses across departments.
French, MA	FRE/CAS	160901	3.8	Program Restructuring	Enhance enrollments through major revision of program which will streamline requirements
Instructional Design & Technology, MA	EDP/EHS	130501	3.2	Program Restructuring	University will request 360 program assessment from EAB to identify program revision approaches
Microbiology, MS	MBI/CAS	260502	2.5	Program Restructuring	Enhance success rates and enrollment through course revisions, targeted recruitment, extramural funding and enhanced marketing
Music Education, MEd	MUS/CCA	131312	2.5	Program Elimination	
Spanish, MA	SPN/CAS	160905	0.2	Program Restructuring	Enhance low enrollments through new school partnerships
Theatre, MA	THE/CCA	500501	0.9	Program Elimination	
Transformative Education, MS	EHS	130401	14.8	Program Elimination	Program will be replaced by a new program focusing on curriculum & instruction

Doctoral Programs

Program	Dept/Div	CIP	# of Annual Graduates (5-Yr Avg)	Recommendation	Rationale
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Miami University- Low Enrollment and Duplicate Program Report 2022

Biology, PhD.	BIO/CAS	260101	1	Program Restructuring	To address low enrollment, this program and other graduate programs related to biology and botany will be combined into one program with multiple concentrations
Botany, PhD	BIO/CAS	230301	0.6	Program Restructuring	To address low enrollment, this program and other graduate programs related to biology and botany will be combined into one program with multiple concentrations
Student Affairs in Higher Education, PhD	EDL/EHS	131102	1.2	Program Elimination	

DUPLICATE PROGRAMS

In response to the request by the Ohio Department of Higher Education, Miami University has conducted a review of potential duplicate associate and baccalaureate programs with another university in the southwest Ohio region, specifically University of Cincinnati. Seventy programs were identified by the Ohio Department of Higher Education and listed below.

Although program-based collaboration is an exciting option for some programs, it is important to note that the main campuses of Miami University and University of Cincinnati are at least one hour driving distance from one another, and both campuses serve residentially based students who will be less inclined to commute that distance for courses. Online offerings at both institutions are limited.

The Office of the Provost compiled the program data and shared the information with the academic deans who offered feedback based upon their contextual understanding of the program's mission, purpose and effectiveness. Each academic dean consulted with the appropriate department to determine the recommendation action. Possible actions include:

1. **No action:** The program is well aligned with the University's liberal arts mission and/or experiencing strong enrollment and/or has strong track record of student success outcomes.
2. **Program elimination:** The program is outdated, experiencing declining enrollments or deficient success outcomes.
3. **Program restructuring:** The program will undergo significant revisions for improvement.
4. **Possible collaboration with University of Cincinnati.**

CIP	Program	Recommended Action
131209	PreKindergarten AA	No action due to increasing enrollments and program meeting local employer needs
240102	Associate of Arts	No action because this program is important for seamless transfer pathways
520302	Accounting Technology AAS	Program Elimination due to low enrollments
040301	Nonprofit & Community Studies BA (Regionals) Urban & Regional Planning (Oxford)	Program Elimination due to low enrollments No action due to strong enrollments and public workforce need
050201	Critical Race & Ethnic Studies BA	Possible collaboration with UC (cross-registration/course sharing; program restructuring)
050207	Women's, Gender & Sexuality Studies, BA	Possible collaboration with UC (cross-registration/course-sharing); program restructuring

Miami University- Low Enrollment and Duplicate Program Report 2022

090401	Journalism, BA	No action due to strong enrollments and this being a unique program with liberal arts emphasis
090702	Emerging Technology, Business & Design, BA	No action due to strong enrollments and highly unique program
090902	Strategic Communication, BA	No action due to strong enrollments
110101	Computer and Information Science, BS	Program Elimination due to low enrollment
110103	Health Information Technology, BS	No action due to STEM field and steady enrollment
131001	Inclusive Special Education, BS	No action due to steady enrollment and program meeting public workforce need
131203	Middle Childhood Education, BS	No action due to steady enrollment and program meeting public workforce need
131210	Primary Education, BS	No action due to steady enrollment and meets public workforce need
131312	Music Education, BM	No action due to steady enrollment and meets public workforce need; program is making improvements to address lower enrollment courses through in-depth curricular analysis
140501	Biomedical Engineering, BS	No action due to steady enrollment and STEM field; program plans to increase completion and enrollments through new industry partnerships and internship opportunities
140701	Chemical Engineering, BS	No action due to steady enrollment and STEM field; program plans to increase completion and enrollments through new industry partnerships and internship opportunities
140901	Computer Engineering, BS	No action due to steady enrollment and STEM field; program plans to work on rebranding program with new research opportunities
141001	Electrical Engineering, BS	No action due to steady enrollment and STEM field; program plans to work on rebranding program with new research opportunities
141901	Mechanical Engineering, BS	No action due to strong enrollment and program being in a STEM field and meeting workforce needs
151501	Engineering Management, BS	No action due to strong enrollment and STEM field
160501	German, BA	Program Restructuring; enhance course enrollments through new general education courses and better course scheduling
160901	French, BA	Possible collaboration with UC (cross-registration/course-sharing); Program Restructuring; address low enrollments through streamlining curricular requirements and enhanced marketing
160905	Spanish, BA	Program Restructuring which will include new partnerships with schools
161200	Classical Studies, BA	Possible collaboration with UC (cross registration/course-sharing); Program Restructuring which will include eliminating under-enrolled courses and exploring shared courses with other universities
231302	English: Creative Writing, BA	Program Restructuring to enhance efficiencies (eliminating genre track and adjusting rotation of reading-based courses)
231304	Speech Communication, BA	Program Elimination
240101	Integrative Studies, B Liberal Studies, BS and BA	Program Restructuring to eliminate under-enrolled courses and to boost enrollment through transfer pathways

Miami University- Low Enrollment and Duplicate Program Report 2022

		No action as this program has steady enrollment and is a degree completion program
260101	Biology, BA and BS (Oxford) Applied Biology, BS (Regionals)	Program restructuring; program is core to liberal arts mission; program is being revised to enhance program completion & curricular efficiencies No action because program is relatively new; program will continue careful monitoring of program enrollments
260202	Biochemistry, BA and BS	Program Restructuring to increase student success through career development, mentoring and experiential learning
261501	Neuroscience	Not a stand-alone major
270101	Mathematics, BA and BS	Core program for liberal arts mission
309999	Individualized Studies, BA	Program Restructuring to enhance enrollment by creating partnership with Honors College, galvanizing alumni and community outreach and exploring new professional studies program
310504	Sport Leadership & Management, BS	No action due to strong and steady enrollment; program plans to create three majors focusing on different subjects (media and communication, coaching and management)
310505	Kinesiology, BS	No action due to strong and steady enrollment
380101	Philosophy, BA	No action as this program is core program for liberal arts mission and has steady enrollment
400501	Chemistry, BA and BS	Program restructuring to improve success outcomes through peer mentoring and metacognitive approaches
400601	Geology, BA and BS Environmental Earth Science, BS	Geology BA Program Elimination Other programs are being restructured to eliminate under-enrolled courses, renumbering courses to improve success, and developing interdisciplinary courses
400801	Physics, BA and BS	BA Program Elimination
420101	Psychology, BA	No action due to strong enrollments and job placements as well as program being core to liberal arts mission
440701	Social Work, BA	No action due to strong enrollments and program meeting local employer and community needs
450201	Anthropology, BA	No action as program is core to liberal arts mission
450601	Economics, BA	No action due to strong enrollment and program is core to liberal arts mission
450901	Diplomacy and Global Politics, BA International Studies, BA	No action as program aligns with Miami's focus on global learning and is working on improving curricular efficiencies No action as program aligns with Miami's global learning emphasis; program is working on simplifying the requirements to maintain strong enrollment
451001	Political Science, BA	No action as program has good enrollment and is core to liberal arts mission
451101	Sociology, BA	No action as program is core to liberal arts mission; program is working to reduce under-enrolled sections through less frequent course offerings and to infuse public health into the curriculum
500402	Graphic Design, BA	Program Elimination
500407	Fashion	N/A - not a stand-alone major

Miami University- Low Enrollment and Duplicate Program Report 2022

500501	Theatre, BA	Program Restructuring so that program includes more liberal education courses and pathways for students pursuing double majors
500601	Film Studies	N/A - not a stand-alone major
500703	Art & Architectural History, BA	Program Restructuring to streamline under-enrolled courses and sections
500901	Music, BA & BM	Program restructuring to reduce credit hour requirements and provide new BA program that advances a liberal arts approach
500903	Music Performance, BM	Program restructuring to reduce credit hour requirements and enhance enrollment in upper class courses
510204	Speech Pathology & Audiology, BS	No action as program has steady and strong enrollment
510913	Athletic Training, BS	Program elimination
511005	Medical Laboratory Science, BS	Program restructuring due to low enrollment by expanding clinical placement sites
513101	Nutrition, BS	No action due to steady and strong enrollments and strong job placement
513801	Nursing, BS	No action due to increasing and strong enrollment, STEM field, and critical workforce needs
520201	Interdisciplinary Business Management, BS Human Capital Management & Leadership, BS	Program elimination No action due to strong enrollment
520205	Supply Chain & Operations Management, BS	No action due to strong enrollment, strong job placements and program meeting workforce needs
521003	Organizational Leadership, BA	No Action due to this being a new program
521301	Information & Cybersecurity Management, BS	No action due to strong enrollment, strong job placements and program meeting workforce needs
521401	Marketing, BS	No action due to strong enrollment and program meeting workforce needs
540101	History, BA	Program restructuring as program is core to a liberal arts mission and is undergoing improvements including eliminating low enrolled or infrequently offered courses, infusing more career development opportunities, and developing thematic pathways



Enrollment Update

Board of Trustees Meeting

June 2022

Fall 2022 Applications

Residency

	2020	2021	2022	Δ 2021 to 2022
Non-Resident	15,851	16,620	16,277	-2.1%
Domestic Non-Resident	12,913	14,103	13,270	-5.9%
International	2,938	2,517	3,007	19.5%
Ohio Resident	12,581	14,393	15,206	5.6%
Grand Total	28,432	31,013	31,483	1.5%

Data as of June 12



Fall 2022 Applications

Key Indicators

	2020	2021	2022	Δ 2021 to 2022
Applications	28,432	31,013	31,483	1.5%
GPA	3.79	3.80	3.82	0.02
Curriculum Strength	14.1	13.8	13.2	-0.6
% Non-Resident	55.8%	53.6%	51.7%	-1.9%
% Diversity	19.5%	20.0%	21.2%	1.2%
% First Generation	19.2%	18.0%	22.6%	4.6%

Data as of June 12



Fall 2022 Applications

Academic Division

	2020	2021	2022	Δ 2021 to 2022
CAS	11,947	12,657	12,093	-4.5%
FSB	7,367	8,160	8,591	5.3%
CEC	3,921	4,278	4,483	4.8%
EHS	2,303	2,718	2,841	4.5%
CCA	1,563	1,714	1,806	5.4%
CLAAS	1,331	1,486	1,669	12.3%
Grand Total	28,432	31,013	31,483	1.5%

Data as of June 12



Fall 2022 Admits

Residency

	2020	2021	2022	Δ 2021 to 2022
Non-Resident	13,200	14,900	14,147	-5.1%
Domestic Non-Resident	11,894	13,138	12,261	-6.7%
International	1,306	1,762	1,886	7.0%
Ohio Resident	11,458	11,644	12,519	7.5%
Grand Total	24,658	26,544	26,666	0.5%

Data as of June 12



Fall 2022 Admits

Academic Division

	2020	2021	2022	Δ 2021 to 2022
CAS	11,622	12,353	12,121	-1.9%
FSB	6,022	6,176	6,402	3.7%
CEC	3,263	3,767	3,717	-1.3%
EHS	2,011	2,338	2,298	-1.7%
CCA	1,301	1,456	1,450	-0.4%
CLAAS	439	454	678	49.3%
Grand Total	24,658	26,544	26,666	0.5%

Data as of June 12



Fall 2022 Confirmations

Residency

	2020	2021	2022	Δ 2021 to 2022
Non-Resident	1,702	1,738	1,658	-4.6%
Domestic Non-Resident	1,572	1,641	1,549	-5.6%
International	130	97	109	12.4%
Ohio Resident	2,462	2,966	2,563	-13.6%
Grand Total	4,164	4,704	4,221	-10.3%

Data as of June 12



Fall 2022 Confirmations

Key Indicators

	2020	2021	2022	Δ 2021 to 2022
Confirmations	4,164	4,704	4,221	-10.3%
GPA	3.75	3.84	3.88	0.04
Curriculum Strength	13.7	14.0	13.7	-0.3
% Non-Resident	40.9%	36.9%	39.3%	2.3%
% Diversity	15.6%	13.5%	14.5%	1.0%
% First Generation	15.0%	13.9%	17.3%	3.4%
Pathways Program			93	-

Data as of June 12



Fall 2022 Confirmations

Academic Division

	2020	2021	2022	Δ 2021 to 2022
CAS	1,681	2,070	1,692	-18.3%
FSB	1,213	1,338	1,207	-9.8%
CEC	455	461	485	5.2%
EHS	425	481	407	-15.4%
CCA	306	268	301	12.3%
CLAAS	84	86	129	50.0%
Grand Total	4,164	4,704	4,221	-10.3%

Data as of June 12



Fall 2022 Transfer Applications

Residency

	2020	2021	2022	Δ 2021 to 2022
Non-Resident	324	413	537	30.0%
Domestic Non-Resident	202	258	273	5.8%
International	122	155	264	70.3%
Ohio Resident	340	319	365	14.4%
Grand Total	664	732	902	23.2%

Data as of June 12



Fall 2022 Transfer Confirmations

Residency

	2020	2021	2022	Δ 2021 to 2022
Non-Resident	41	68	58	-14.7%
Domestic Non-Resident	31	64	42	-34.4%
International	10	4	16	300.0%
Ohio Resident	87	104	103	-1.0%
Grand Total	128	172	161	-6.4%

Data as of June 12



2022 Graduate Applications

	2020	2021	2022	Δ 2021 to 2022
Summer Applications	670	703	682	-3.0%
Traditional	662	689	657	-4.6%
Combined Bachelors-Masters	8	14	4	-71.4%
Online			21	-
Fall Applications	2,068	2,279	2,585	13.4%
Traditional	1,937	2,112	2,300	8.9%
Combined Bachelors-Masters	131	116	185	59.5%
Online		51	100	96.1%

Data as of June 12



2022 Graduate Confirmations

	2020	2021	2022	Δ 2021 to 2022
Summer Confirmations	493	478	490	2.5%
Traditional	486	468	476	1.7%
Combined Bachelors-Masters	7	10	2	-80.0%
Online			12	-
Fall Confirmations	538	605	722	19.3%
Traditional	440	492	536	8.9%
Combined Bachelors-Masters	98	91	144	58.2%
Online		22	42	90.9%

Data as of June 12



FY23 Strategies

First-Year, Transfer, Graduate, and International



Domestic First-Year

- Strengthen and expand pool
 - Expand name buys
 - Bring comprehensive search in-house
 - Accept Coalition Application
 - Streamline honors application process
- Invest in Best-in-Class Visit Experience
 - Redesign campus visit to allow more personalized itineraries
 - Pilot Open House that emphasizes academic flexibility and excellence
- Complete more visits and fairs, with a higher percentage in person
- Invest in Counselor Relations after in-person events hiatus during COVID



International

- In-country representation in China and India
- Digital advertising to promote undergraduate and graduate opportunities
- Participate in QS Rankings and focus on increasing rankings in key areas
- Focus on partnership development that supports transfer enrollment
- Add select agents for direct entry, commission-based channels that support undergraduate and graduate enrollment
- Enhance current agent relationships with increased training and on-campus familiarity tour



Graduate

- Implementing a scalable, attrition-proof admission counseling model with a third party provider
- Joint in-country representation and recruitment initiatives in China and India, particularly focusing on STEM opportunities in India
- Continue to build on strong collaborations with Graduate School, Graduate Marketing, Miami Online, and Program Directors to ensure focus and clarity as we all pursue growth in revenue-generating programs
- Further expand data analysis capabilities and reporting access for campus partners



Transfer Admission

- Continue highly personalized service to prospective transfer students
- Expand digital advertising that promotes scholarship opportunities for transfer students
- Continue university-wide progress with Transfer Collaborative, which includes advertising, events, travel, and richer community college partnerships
- Champion transfer-credit friendly policies and streamlined credit evaluation processes



Test Scores in Admission



Factors Considered in Holistic and Contextual Review

- Application essay(s)
- Class rank (6-semester cumulative), if available
- Commitment to social service and/or volunteer activities
- Demonstrated interest
- Demonstrated leadership
- Employment status during high school
- Extenuating circumstances
- Extra- and co-curricular involvement
- First-generation college student status
- Grade-point average (cumulative GPA, grade trends)
- **High school profile**
- Letter(s) of recommendation
- Life experiences
- Obstacles overcome
- Potential contributions to diversity (breadth of experience, geography, ideology, lifestyle, race/ethnicity, world view)
- Socioeconomic status
- Some majors within the College of Creative Arts require a [portfolio, concept document, or audition](#)
- Special abilities, talents, and achievements
- Standardized test scores
- Strength of high school curriculum (depth in each core academic area, honors or accelerated courses, AP/IB courses, College Credit Plus, or dual credit courses)



2020 UChicago Consortium Study

- A study of over 55,000 Chicago Public Schools students graduating high school between 2006-2009 found “high-school GPAs are **five times stronger than ACT scores** at predicting college graduation.”
- “Students with high school GPAs under 1.5 had around a 20% chance of graduating from college. For students with GPAs of 3.75 or higher, those chances rose to around 80%.”
- “The authors were also surprised to find that, at some high schools, students with the highest ACT scores were less likely to succeed in college.”

[High School GPAs and ACT Scores as Predictors of College Completion: Examining Assumptions About Consistency Across High Schools; Educational Researcher, 2020](#)

[Test scores don't stack up to GPAs in predicting college success; UChicago News, 2020](#)



Questions?



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NEWS AND UPDATES



University Communications and Marketing

JUNE 2022

ONGOING PROJECTS



▲ Vada Stevens '22 is one of 10 graduating seniors to share a Miami success story.

SENIOR SPOTLIGHT SERIES

To build buzz and excitement about Miami's 183rd Spring Commencement, our social media team produced a series of 10 video profiles of graduating seniors from the Class of 2022, who shared how they found their purpose at Miami and what they will miss most. The series sparked 84% more engagement than recent posts, reaching more than 350K users and earning thousands of likes, comments, and shares. The content now lives on a webpage on Miami's site to further increase its reach and bolster enrollment marketing. Additionally, the video highlighting the ceremony was viewed more than 17K times and shared throughout social media.

MAKING HEADLINES, EDUCATING THE PUBLIC

Miami University faculty, staff, and students made headlines in the 2021-22 academic year

in thousands of news articles in media outlets worldwide, garnering attention for their scholarship, achievements, community building, and thought leadership.

In addition to featuring stories about exceptional students and unique events, journalists turned to Miami's faculty for their perspectives and knowledge on hot topics, trending news, and recent research. Working with the University Communications and Marketing news team, faculty and staff shared their expertise in more than 900 placements in news media outlets.

NEW PODCAST: CONFESSIONS OF A HIGHER ED CMO

Launched by Vice President and CMO Jaime Hunt this spring, "Confessions of a Higher Ed CMO" is a new podcast that unpacks the tips, tricks, tools,



▲ Megan Gerhardt garnered significant media attention for her book "Gentelligence."

and tactics for effective higher education marketing. Produced by Enrollify, a professional development hub for higher ed marketers and admissions professionals, the podcast features conversations between Hunt and higher ed marketing experts. As Enrollify sought a host for its podcast, Hunt's industry peers recommended her. Hunt regularly authors op-eds on marketing and leadership, and she presents on these topics at conferences. She is a regular contributor to Inside Higher Ed and VoltEDU, and has appeared on more than a half-dozen podcasts in the last year.

► Jaime Hunt's podcast provides tips and advice on higher ed marketing and leadership.



UCM AND HOWE CENTER WORK TO INCREASE VISIBILITY

To increase awareness in the Miami community, and to serve as a national model for other universities and writing programs, UCM is partnering with the Howe Center for Writing Excellence to create an integrated marketing and communications campaign. Founded in 1996, the Howe Center helps students become more effective writers, and provides support to faculty and staff members who teach writing in their disciplines. Sponsored content about the Howe Center will appear on the U.S. News & World Report website in September, with a refreshed website, on-campus digital screens, and an op-ed in Miami Matters appearing in Spring 2023.

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

UCM / NEWS AND UPDATES



April 1 – May 31, 2022

Marketing by the Numbers

SOCIAL MEDIA

14M

Total social media impressions on the university's primary accounts

582K 4M
 9M 538K

644K

Total social media engagements

12K 95K
 517K 20K

451K

Total social media followers

57K 78K
 101K 215K

WEBSITE

5M

Unique website visitors

6M

Website page views

CONVERSION TRACKING

10K

App Gen to Apply

1K

Common App apply clicks

10K

Request for Information form submissions

Social Media top highlights



News by the Numbers

17

News media pitches

187M

News reach

3K

News mentions

\$3M

PR value

79

National news media mentions

Division of Student Life

NEWS AND UPDATES | June 2022

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

This report includes brief highlights from the 2021-22 academic year in each of our six focus areas and year-end key performance indicators for each office.

Conference Presentations and Staff Publications

In addition to supporting students' learning, growth, and success at Miami, many staff members in the Division of Student Life regularly contribute their skills and knowledge to the field of student affairs and/or their more specific area of expertise. Here is a select sample of conference presentations, publications, and professional leadership positions from Student Life staff members this year.

Conference Presentations

- *S'porting Student-Athletes: Toward Best Practices for Embedded Positions*. Association for University and College Counseling Center Directors annual conference. John Ward, Director of Student Counseling Service.
- *Can't Miss You 'Till You're Gone: Applying for Your Next Position*. Great Lakes Association of College and University Housing Officers annual conference. Tresa Barlage-Zianno, Associate Director for Residence Life.
- *25+ Years and Still Going Strong: Building a Sustainable Career in Student Affairs*. National Association of Student Personnel Administrators (NASPA) annual conference. Jayne Brownell, Vice President for Student Life.

Staff Publications and Other Contributions

- *Compassion Fatigue (podcast episode)*. Featured guest on episode 20 of the Free Food, Free Drinks Student Affairs podcast. Sasha Masoomi, Assistant Director for Residence Life.
- *Using NACE Skills and Attributes for Student Learning*. Article in March 2022 issue of Trends, official publication of the Great Lakes Association of College and University Housing Officers. Katie Kromer, Area Coordinator for Residence Life.
- *An Afterthought: Campus Staff of Color and Wellness Within Higher Education Responses to COVID-19*. Article accepted for publication in special issue of the American Behavioral Scientist journal. Lauren Brassfield, Assistant Director of Student Organization Engagement for the Armstrong Student Center.

Professional Involvement

- *President Elect of the Ohio Association on Higher Education and Disability*. Stephanie Dawson, Director of the Miller Center for Student Disability Services.
- *Secretary of the Ohio College Learning Center Association*. Gary Ritz, Associate Director of the Rinella Learning Center.
- *Chair of the Public Policy Advisory Committee of the Association of College and University Housing Officers-International*. Vicka Bell-Robinson, Director of Residence Life.

New Director for Parent and Family Programs

Joe Hawkins is the new Director of the **Office of Parent and Family Programs**, effective May 2, 2022. Hawkins most recently served as an Assistant Director of Residence Life, where he led initiatives around Resident Assistant recruitment and selection.



Hawkins has a Bachelor of Arts degree from Eastern Illinois University and a Master of Science in College Student Personnel and Administration from the University of Central Arkansas. He is a current doctoral student in Student Affairs in Higher Education at Miami.

The Office of Parent and Family Programs leads communication efforts, event planning, and programming for family members of Miami students in order to support student success and retention.

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

STUDENT LIFE REPORT

Community and Belonging

The division aims to help students develop a sense of belonging at Miami and create meaningful connections in the Miami and Oxford communities.

Oxford Area Addiction Response Initiative

A \$1 million grant to combat the opiate epidemic from the Health Resources and Service Administration is providing new resources, services, and hope to the Butler County community. The **Office of Student Wellness** is one of the primary recipients of the grant, along with several local community organizations. The grant, now in year two of implementation, has led to several programs and campaigns, including:



- Oxford Hope campaign to inspire hope for addiction recovery and decrease stigma associated with addiction.
- Peer support staff for substance misuse at McCullough-Hyde Memorial Hospital.
- Safe medication disposal, drug take-back events, and medication lock bags.

Service to the Community

The National Residence Hall Honorary, through the **Office of Residence Life**, participated in six service projects engaging Oxford/Butler County organizations. About 20 members attended each event for 180 combined service hours.

The **Center for Student Engagement, Activities and Leadership** transitioned the annual Greek Spring Clean to a new Greek Spring Service event, expanding the reach and number of service opportunities available. At the April 2022 event, 130 members volunteered at 12 service sites throughout Oxford and Butler County.

Scholar Leaders completed 670 community service hours, with an impact value of \$14,603 to the Oxford and Butler County community.

Philanthropy

Many fraternity and sorority chapters engage in service and philanthropic activities each spring. This year, the fraternity and sorority community raised over \$329,000 to support various causes and provided over 25,000 hours of service in the community.

Diversity and Inclusion

The division strives to create a welcoming and inclusive environment for students to learn, grow, and become global citizens.

Art in Armstrong

The **Armstrong Student Center** and the student center board are continuing to develop *Art in Armstrong* concepts that increase diversity in images used in the building, showcase student organizations, and create an opportunity for the display of student art. Armstrong also collaborated with the Myaamia Center and University Communications and Marketing to install a timeline graphic of the relationship between Miami and the Miami Tribe of Oklahoma, as well as the history of the tribe.

DEI Initiatives

The **Office of the Dean of Students** prioritizes diversity and inclusion as a foundational value. This year, the office launched the campus-wide Expect Respect campaign, the Bias Education and Support Team (BEST), alternative dispute resolution (restorative justice), expanded resources for pregnant and parenting students, and a revision of the bias reporting system.

Horizon and Lavender Graduation

Every year the **Center for Student Diversity and Inclusion** hosts two specialized graduation events: Lavender graduation and Horizon graduation. These events honor and celebrate the experiences of underrepresented communities at Miami. Lavender graduation focuses on LGBTQ+ and ally students. Horizon graduation focuses on students from self-identified diverse backgrounds. This spring, 70 students attended Lavender graduation and 150 students attended Horizon graduation.



STUDENT LIFE REPORT

Student Transitions

The Division of Student Life aims to help students navigate their social and academic transition to Miami and become independent and engaged members of the local community and beyond.

Pre-Semester Programs

Miami's pre-semester programs, coordinated by the **Office of Orientation and Transition Programs**, present opportunities for new students to engage in learning, leading, and connecting to Miami and other new students before fall classes begin. In 2021, the division offered several pre-semester programs. Two examples include:

- The **Center for Student Diversity and Inclusion** hosted 191 students for MADE at Miami. This three-day program helps students from underrepresented backgrounds get acclimated to campus before the larger move-in. In 2022, the program will expand to allow 250 students to participate.
- **Miami Tribe Relations** hosted a one-and-a-half day pre-semester program for incoming Myaamia students. The program helps students transition both to campus and to the Myaamia Heritage Program. In combination with an early semester retreat, students report that these two events are important to creating a supportive community among Myaamia students.

Incoming Athletes: Screening for Mental Health

All first-year student athletes are screened for mental health concerns as they transition to Miami. Students take a brief online mental health screening and then meet face-to-face with a counselor in the **Student Counseling Service** to review their results. Counselors make recommendations and connect students to university wellness resources. Beyond screening for incoming athletes, Student Counseling also provides outreach, trainings, and clinical services to student athletes, coaches, trainers, and support personnel, primarily through the efforts of their Coordinator of Clinical Services to Student Athletes.



Academic Support

Student Life aims to help students access the support and resources they need in order to focus and succeed in their pursuit of academic excellence.

Study Space and Support

Armstrong Student Center study rooms continue to be popular for students seeking a quiet or group study environment, with 26,279 bookings made by 5,384 unique students this academic year. During finals week, the Fritz Pavilion was converted to a large study room to accommodate more students, with free coffee and tea in the evenings. Staff also positioned hammocks and inflatable couches in east wing meeting rooms for additional seating and study space.



Early Alerts and Intervention in the Halls

In fall 2021, the **Office of Residence Life** staff incorporated early alerts submitted by faculty members into one-on-one meetings with students. In spring 2022, staff were notified if their building had a large population of students enrolled in classes with historically high numbers of Ds, Fs, and withdrawals. This information helped guide programming efforts and conversations as a proactive intervention.

Faculty Involvement in Halls

The **Office of Residence Life** is hoping to normalize faculty participation in residence halls by defining multiple pathways for faculty to become involved. This year, they developed a faculty engagement overview website and publication outlining how faculty can get involved in the halls. A form on the site helps faculty identify opportunities that align with their interests and availability. Faculty roles include varied levels of time commitments.

Support for Students with Disabilities

The **Miller Center for Student Disability Services** saw 2,522 affiliated Oxford students during the 2021-22 academic year (15.4% of all Oxford students). The majority of affiliated students self-disclose AD/HD or other psychological disabilities.

The **Rinella Learning Center** proctors exams for students affiliated with the Miller Center and who qualify for testing accommodations. During the 2021-22 year, Rinella proctored the most exams (8,731) in the history of the program.

STUDENT LIFE REPORT

Health and Wellness

The division aims to support students in making healthy decisions and seeking out resources to optimize their holistic health and well-being.

Stress Less Week

Over 500 students attended Stress Less Day in April, hosted by the **Student Counseling Service** and the Suicide Prevention Team. Participants enjoyed free massages and food, therapy dogs, stress assessments and stress less activities, yoga, and snacks. Other events during Stress Less week included a coping skills workshop, meditation sessions, and a mental health resiliency training with the HAWKS Peer Health Educators. A majority of attendees surveyed believed the activities helped increase their understanding of stress management and awareness of Miami mental health resources.



Wellness Room

The **Center for Student Diversity and Inclusion** created a new wellness room for students who want to use the center's space but are overwhelmed by the level of energy and activity. The wellness room includes stress reducing gadgets and activities, aromatherapy, sound machine, and bean bag chairs. The space was made possible by a partnership and grant from the **Office of Student Wellness**.

Improved Access to Medical Care

Student Health Services developed new efficiencies to improve throughput and phone call hold times. By re-introducing self-service registration kiosks, they have reduced throughput time by 6 minutes this year and reduced average phone call hold times from 9 minutes at the peak of the pandemic to approximately 2 minutes.

Engagement and Leadership

The division continues to offer opportunities to extend students' learning environment and help them build the skills and capacity to be career-ready leaders.

Student Employees

The Division of Student Life employed more than 500 students during the 2021-22 year. These student employment opportunities engaged students with out-of-classroom training, skills, and experience while contributing to delivering the division's mission.

The **Armstrong Student Center** relies on student employees as the heart of their operation. Students monitor the building, set up and provide technical support for events, provide campus and building information to facility guests, support commuter students, and manage game room equipment in the Red Zone.

The **Office of Residence Life** employs over 200 students in Resident Assistant positions. In addition to summer and winter training programs, RAs participate in professional development experiences about a variety of topics including communication styles, incident reports, suicide prevention, and mental health throughout the year.

Leadership Training

The **Center for Student Engagement, Activities, and Leadership** provided more than 25 leadership-related training programs to more than 1,300 student organization leaders this year. Topics ranged from student organization expectations and policies to recruitment and marketing to leadership transitions and beyond. Many trainings were included as part of the SEAL workshop series.

Advisory Boards

The division is home to 15 advisory boards composed of students, faculty, staff, parents, and community partners. Engaging and listening to student voices is an important piece of our work and decision making.

The **Office of Residence Life's** Student Advisory Board promotes advocacy in the residence halls and meets with university leaders to provide feedback and ask questions. They also provided over \$5,000 toward student programming on campus this year.

The **Office of the Dean of Students** works with the Dean's Advisory Board, twelve student leaders who offer their voices to the many challenges and opportunities facing the student experience. Their input contributed to efforts surrounding the mental health fee, COVID-19 management, and conversations about Oxford's DORA policy.

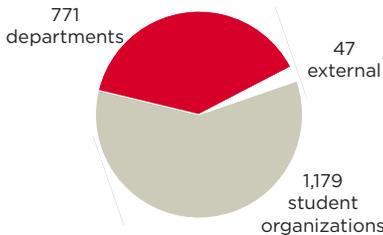
STUDENT LIFE REPORT

By the Numbers, 2021-2022

ARMSTRONG STUDENT CENTER

1,997

events



COMMUNITY STANDARDS

1,181

individual disciplinary cases heard

of which

992

have been fully resolved (including sanctions completed by students)

DEAN OF STUDENTS

1,144

INTERVENTIONS



TO STUDENTS

including

MEDICAL WITHDRAWAL, TITLE IX, CARE TEAM, AND BIAS INCIDENTS

CENTER FOR STUDENT DIVERSITY AND INCLUSION

51

PROGRAMS / EVENTS HELD



OVER LAST YEAR

2,027

ATTENDEES

MIAMI TRIBE RELATIONS



13

INCOMING MYAAMIA STUDENTS IN FALL 2022

Largest incoming cohort in Miami Heritage program history

MILLER CENTER FOR STUDENT DISABILITY SERVICES

639

STUDENTS



affiliated with the Miller Center were eligible for housing accommodations

including

single rooms, support animals, kitchen access, and campus location guarantee

ORIENTATION AND TRANSITION PROGRAMS

18

DAY-AND-A-HALF FALL SEMESTER ORIENTATION SESSIONS

held

IN PERSON FROM MAY 31-JUNE 30

for

STUDENTS AND FAMILIES

PARENT AND FAMILY PROGRAMS

14,817

MEMBERS

in the Parent and Family Members Facebook group

averaging

738 posts per month

RESIDENCE LIFE

2,125

IN-HALL PROGRAMS

with

22,193 in attendance



10,865

1:1 RESIDENT MEETINGS

completed by RAs, GAs and full-time staff members

RINELLA LEARNING CENTER

22,486

STUDENT VISITS

SUPPLEMENTAL INSTRUCTION PROGRAM

Up 11% over pre-pandemic numbers and the most in the program's 20-year history

STUDENT COUNSELING SERVICE

10,164

INDIVIDUAL COUNSELING APPOINTMENTS



over last year

CENTER FOR STUDENT ENGAGEMENT, ACTIVITIES, AND LEADERSHIP

16,553

individual members of student organizations were active in the Hub

STUDENT HEALTH SERVICES

10,638

STUDENTS SEEN FOR MEDICAL APPOINTMENTS

an increase of

39.8% OVER LAST YEAR

209

DAILY ASSESSMENT VISITS FOR STUDENTS IN COVID-19 ISOLATION

During these in-person visits, registered nurses took vital signs, assessed symptoms, and evaluated lung function

50

programs serving 1,350 students were held by the Wilks Institute for Leadership and Service

104

programs were hosted by MAP, reaching an attendance of 48,980 students

STUDENT WELLNESS

3,200+

STUDENTS

received

WELLNESS-RELATED PROGRAMMING on sexual assault prevention, substance abuse prevention, and positive mental health hygiene



ENROLLMENT MANAGEMENT AND STUDENT SUCCESS

June 2022 Board of Trustees Report

OFFICE OF THE BURSAR

The past year saw many updates for the Office of the Bursar. We were able to update our payment plan and student account portal with a more efficient and user-friendly system. We also introduced a Financial Literacy platform to assist students with financial questions. With the help of the CARES/HEERF monies, we were able to clear student balances. Our outstanding receivable at year-end continues to be under 98%. With resignations and retirements in the last couple of months, we have taken the opportunity to assess staffing needs to reorganize the office to better fit the changing needs of our office.

CENTER FOR CAREER EXPLORATION & SUCCESS

Dr. Gregory P. Crawford will be featured during the Career Leadership Collective National Conference offered virtually in June of 2022. He will serve on the Presidential Perspective's Panel where he and three other college presidents share their insights on why student career readiness impacts public perception on the value of higher education.

Recent research has unveiled that "having a career conversation" during college can positively impact career mobility throughout a graduate's career. CCES took advantage of the first in-person Alumni Weekend offered at Miami since the pandemic and invited participating alumni to volunteer to serve as mentors and job shadow sites for Miami students next year. While the alums visited CCES, they were also able to use our new Professional Headshot Photo Book to use for their own LinkedIn profile pictures.

OFFICE OF STUDENT FINANCIAL ASSISTANCE

In response to the COVID-19 emergency, the U.S Department of Education paused student loan payments and set interest rates to 0% for eligible federal student loans as of March 2020. The pause also included stopped collections on defaulted loans. This administrative forbearance is set to end August 31, 2022 after many extensions.

Prior to repayment, both the Department of Education and the student's loan servicer will contact borrowers ahead of time to remind them that they need to start making payments again. In addition, President Biden and his top advisors have been increasingly signaling that some form of broad student loan forgiveness initiative is under serious consideration. While no final decisions have been shared, it's been reported that Biden may use executive action to enact \$10,000 in student loan forgiveness for borrowers, with restrictions based on a borrower's income. Reports are suggesting that a final decision may be made closer to August 31st suggesting a link between an extension of the student loan pause and action on broad student loan forgiveness.

Miami University partners with Ascendium on loan debt management efforts. Since we are entering our 27th month of the student loan payment pause, we realize that many borrowers may have reallocated dollars once budgeted toward their student loans to other expenses. Additionally, many borrowers are being impacted by federal loan servicing transfers. To help ease confusion, the Ascendium Repayment Support Team has been working diligently to help make our borrowers find success in restarting the repayment of their federal loan debt by advising borrowers on the payment suspension, loan servicing transfers, and to offer assistance in understanding repayment plans and consolidation.

OFFICE OF THE VICE PRESIDENT

Enrollment Management and Student Success (EMSS), like others on campus, saw significant staff turnover this past fiscal year. EMSS saw over 60 positions posted and filled and an additional 47 actions to promote, provide stipends for or change positions in an attempt to retain staff. Currently approximately 18% of positions in EMSS are in an open search status.

Offices in EMSS continued participating in division wide DEI events as well as participating in events in their individual offices. We have begun preparation for the upcoming fiscal year with calls out for committee membership, and suggestions from staff on what they would like to learn and hear more about in the coming months.

ONE STOP

The One Stop has moved to revise and update our customer service philosophy in the wake of the return of a new post pandemic normal. As we adapt to some of the new standards created due to the pandemic, we have reorganized staff in current and new positions and are reviewing our customer service standards, implementing the updated philosophy, surveying our students and families, and insuring the One Stop continues to be ahead of the curve as we set the standards for exceptional customer service on Miami University's campus.

In the Academic Year 22/23, we will complete the following:

- Survey student population.
- Review our resources and determine how to best present information through opportunities to use Live Chat functions, a review of our One Stop Website, and working with our Oxford Community and Campus partners to promote the University Veterans Support team.
- Establish historical reports through a new Ticketing system that will allow us to track our customer's needs and best understand when (what months/weeks/quarters) to focus on those needs and best prepare staff to serve those needs.
- Review communication initiatives to include marketing and social media outreach and representation.



BOARD OF TRUSTEES
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**BOARD OF TRUSTEES
 MIAMI UNIVERSITY
 Minutes of the Academic and Student Affairs Committee Meeting
 Marcum Conference Center, Oxford, Ohio
 Thursday, May 12, 2022, 8:00 a.m.**

Committee Chair John Pascoe called the meeting to order at 8:00 a.m., with a majority of members present constituting a quorum. The meeting was held in the Marcum Conference Center on the Oxford campus. Roll was called; attending with Chair Pascoe were committee members; Trustees Zachary Haines and Mary Schell; National Trustee Jeff Pegues; and Student Trustee Dawson Cosgrove. Also attending were; Trustee Sandra Collins; National Trustees Biff Bowman and Mark Sullivan. Committee members, Trustee Ryan Burgess and Debbie Feldman were absent.

In addition to the Trustees, attending for all or part of the meeting were Senior Vice President David Creamer; Vice Presidents Cristina Alcalde, Jayne Brownell, Ande Durojaiye, Jaime Hunt, Sue McDowell, David Seidl, Brent Shock, Amy Shoemaker, and Randi Thomas; along with Director of Executive Communications Ashlea Jones; and Ted Pickerill, Executive Assistant to the President and Secretary to the Board of Trustees. Sr. Associate Provost Carolyn Haines, Associate Provost Dana Cox, Deans Amy Bergerson and Jason Lane, Assistant Vice President and Director of Admission Bethany Perkins, and Assistant Vice President Jen Benz, were also attending to present to the Committee; along with many others in attendance to assist or observe.

Public Business Session

Welcome and Approval of the Prior Meeting's Minutes

Trustee Pascoe welcomed everyone to the meeting, relaying:

To begin, I would first like offer our gratitude for all who planned, worked, and adapted to complete this semester. It has been another unique and challenging term for faculty, staff and students and we are grateful to everyone.

I would next like to welcome Miami's newest leaders Vice President for Research and Innovation, Sue McDowell, and, while she could not be here today, the Director of Institutional Research, Padma Patil. I would also like to recognize former student trustee, Amitoj Kaur, who is now Miami's Student Body President – well done Amitoj and Vice President Khenadi Grubb.

As we conclude this academic year, we look forward to reports on the Class of '22's success in beginning their careers, and on the profile of the incoming Fall 2022 cohort of new students.

Thank you, and once again, welcome.

Approval of the Prior Minutes

Following the Chair's remarks, Trustee Haines moved, Trustee Schell 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 report is included as Attachment A.

Academic Affairs Update

Sr. Associate Provost Carolyn Haines discussed optimizing Miami's academic program portfolio, highlighting multiple curricular initiatives:

- Academic Program Evaluation, Improvement & Prioritization Project (APEIP) – A one-time review of all majors
- Department Planning & Improvement Process (D-PIP) – Revised review of an entire department and its curricula (6 year cycle)
- Miami Academic Program Incubator (MAPI) – Data-driven consultation on new program ideas or significant revisions of existing programs

APEIP is composed of three steps – Academic Program Evaluation, Improvement, and Prioritization, and includes a one-time review of all degree programs/majors in a single year. D-PIP is focused on continuous improvement, and includes an every six year review of an entire department. MAPI is a support and consultation service for departments that aims to encourage, support and incentivize the rapid revitalization and creation of undergraduate and graduate programs that:

- Advance the University mission
- Are aligned with faculty talents and expertise
- Meet student and market needs
- Ensure that Miami offers a high-quality and cost-effective portfolio of academic programs

These initiatives also help with ensuring Miami advances its mission for educational excellence and meeting the requirements of the Higher Learning Commission and the Ohio Department of Higher Education (ODHE).

Sr. Associate Provost Haynes also discussed the ODHE required Low Enrollment Report, which evaluates courses and programs based on enrollment and duplication with other state higher education institutions. The annual Low Enrollment Report is near completion and will be presented to the Committee at the June meeting.

Associate Dean Dana Cox then informed the Committee of seven new degrees and majors:

- Clinical Engineering, Master of Science in Clinical Engineering
- Computer Science, BA in Computer Science
- Sport Coaching, BS in Sport Leadership and Management
- Studio Art, BA in Studio Art
- Geology, BS in Environmental Earth Science
- Sport Communication and Media, BS in Sport Leadership and Management
- Computer Science, Master of Computer Science

She explained that the BA in Computer Science makes it more accessible to students, and that the two new Masters degrees are in very high demand.

Trustee Haines then moved, Trustee Pegues seconded, and by unanimous voice vote, with all voting in favor and none opposed, all seven of the new degrees and majors were recommended for approval by the full Board of Trustees.

Associate Provost Cox next spoke to the proposed changes to the Senate and Faculty Assembly Enabling Acts. She explained the edits provide greater consistency and modernization, reflect administrative changes, and changes in the titles of faculty that have already been applied in other University policy documents. The changes do not represent a substantive change in the membership of Faculty Assembly, rather, they are simply an update on language. Also recommended is the removal of the responsibility of evaluating the University Director of Liberal Education from the charge because this position is regularly and publicly evaluated in other ways.

Trustee Schell then moved, Trustee Pegues seconded, and by unanimous voice vote, with all voting in favor and none opposed, the changes to the Enabling Act were recommended for approval by the full Board of Trustees.

Dean for Undergraduate Education Amy Bergerson then explained the purpose of the State of Ohio textbook requirement, which is to ensure that students have access to affordable course materials by decreasing costs to students and enhancing transparency and disclosure with respect to the selection, purchase, sale, and use of course materials. Specifically:

- Disclosure of textbooks: all textbooks must be selected and listed for students prior to the first day of registration for the following term (approved by University Senate)
- Auto-adoption of textbooks: automatically default to previous semester's texts if one is not selected by the deadline (considered, but not approved by University Senate, because it could result in mandating out-of-date textbooks)

Trustee Haines then moved, Trustee Pegues seconded, and by unanimous voice vote, with all voting in favor and none opposed, submission of the textbook report to the State was recommended for approval by the full Board of Trustees.

She then presented the State of Ohio required Completion Report. She explained the key strategies of Miami's plan, which include:

- Move to professional academic advisors
- Audit and revise polices/processes related to student success
- Create pathways to support student success
- Improve curriculum to support student success
- Increase affordability by cutting costs and increasing aid
- Levering technology to advance diverse student success

Trustee Pegues then moved, Trustee Haines seconded, and by unanimous voice vote, with all voting in favor and none opposed, submission of the Completion Plan to the State was recommended for approval by the full Board of Trustees.

College of Education, Health and Society Dean Jason Lane, and Vice President for Research and Innovation Sue McDowell, were then invited to update the Committee on their respective areas.

The Office of the Provost material is included as Attachment B.

College of Education, Health, and Society

Dean Lane updated the Committee on initiatives within the College of Education, Health and Society. He stated the division's focus is upon a positive change mindset, preparing graduates to be ChangeMakers. He then provided an overview of the six academic departments within EHS.

He next described new modalities, such as seven fully online programs; new programs, such as a Masters in Athletic Training; the EHS Success Center; the Higher Education Leadership Institute; ChangeMaker Pipelines, such as collaborations with non-profits and health providers; Addressing the Teacher Shortage; and Upskilling Paraprofessionals and Parents.

Dean Lane highlighted a program with Cincinnati Public Schools, TEACH Cincinnati. The program includes:

- Early College Engagement
- Faculty Embedded in Schools
- Focused Experiential Learning
- Purposeful Mentoring
- Clear Return on Investment

Dean Lane's presentation is included as Attachment C.

Research and Innovation

Vice President for Research and Innovation Sue McDowell updated the Committee on external awards to date, which total over \$27.5M, and the Vice President for Research and Innovation five-year plan. The plan includes:

- Be known as the most responsive and proactive office on campus
- Reach out to campus to get to know the faculty
- Articulate strategy to increase grant awards
- Create a collaborative relationship with the Office of ASPIRE
- Create a collaborative relationship with the Corporate and Foundations Office in Advancement
- Ensure HERD data is accurate
- Work with all across campus, especially deans
- Develop a strategic plan by July 1, 2023, for research, scholarship, and creative activity
- Develop a strong working relationship with University Communications and Marketing
- Be engaged with colleagues on efforts around the move of Intel to Ohio
- Advance momentum of increased grant funding, targeting \$32M in grant activity

VP McDowell's presentation is included as Attachment D.

University Communications and Marketing (UCM) Update

Vice President Hunt began by stating the Marketing is the art of storytelling, and Miami has three vehicles for storytelling:

- News and Media Relations
- Photo/Video
- Copywriting and Content Strategy

She explained that these cannot be siloed. Silos make interdisciplinary collaboration difficult and limit opportunities to maximize resources and create highly effective communications for Miami's audiences. They also hinder innovation, limit access to alternative perspectives and invite territoriality. Therefore, the Miami team brings UCM's storytelling strengths together across distribution platforms and aligns news, marketing copy, photos and videos with Miami's brand pillars and strategic priorities.

She also explained that an effective brand story must be authentic, distinctive, and relevant. The team must be on the same page, on the same message, and using one voice.

The UCM update is included as Attachment E.

Student Life Update

Vice President Brownell relayed the following:

I know that every year in May I mention in my remarks that people– students, faculty, and staff– are ready for the summer, but this year it feels like everyone I talk to is drawing on their last reserves to make it over the finish line of this academic year. What a year it has been! We really did think that the 2020/21 school year would be the most challenging we'd see with Covid, but this year may have been even harder in ways. We entered fall 2021 hoping that the pandemic was behind us, not expecting the Delta and Omicron variants to be as significant as they were. We all had to accept that we were in a marathon and not a sprint, and adaptability became an ongoing theme.

But through those challenges we saw many successes and opportunities for growth this year.

- We were able to shepherd every student through the COVID vaccine process in the fall, ending up with about a 92% vaccination rate for Oxford students, and having all other students complete the exemption process.
- We adapted our COVID procedures as COVID itself evolved, supporting students who were ill, helping others take steps to stay healthy, and paying attention to giving students as normal of a college experience as possible despite those behind-the-scenes efforts.
- When cases dipped in February, our staffs pivoted quickly to create spring programs that brought people back together, focusing on helping students make connections and build community. Springfest, Late Night Miami, end of year banquets and award ceremonies, meetings and trainings all picked back up to near normal levels this spring– and being out of practice for two years, we all readjusted to the energy it takes to be present and engaged into the evenings and weekends again.
- We learned how this generation of students is different than any other we've previously had, and we've been adapting accordingly. Two years at home, disrupted high school experiences, discomfort with engaging with peers and living with roommates, feeling gaps in both development and learning, all required us to rethink the needs of each unique class year, and to adapt everything from learning support and counseling, to the residence life experience and leadership programming. This is only the beginning of this journey with students, and we're ready.
- Speaking of counseling, this year brought a different awareness to the health and wellbeing needs of students, as well as of staff and faculty. The pandemic not only increased feelings of anxiety, sadness, isolation, loneliness, and uncertainty, it also increased people's willingness to discuss these challenges openly and we were able to think differently about how to address this range of needs.
- On the staff side, we've seen unprecedented turnover, not only in our division, but across the university and at schools across the country. We've been running with a 15-20% vacancy rate among our Student Life staff this year. For example, except for our administrative assistant our entire staff in the Center for Student Diversity and Inclusion

turned over this year, as did 12 of our residence hall directors. But our directors have been very creative in continuing to meet student needs all year, and we are excited about the 26 new staff we've brought on board since July, and looking forward to the people who will join us as we are currently engaging in 25 additional active searches.

Last, as was true throughout this pandemic, and in many ways because of it, we have been able to strengthen our partnerships across the university this year. We could not have done what we did the past two years without strong partnerships in Academic Affairs, EMSS, UCM, and all other divisions. While it has not been an easy time, I am grateful for such amazing partners who are committed to thinking and working together for the best for our students and for Miami.

While we all wish that we were able to fully put COVID behind us, it's clear that this will continue on with us in some form or another for a while to come, and that our students will continue to have lasting, unique needs that we'll need to address for many years ahead. We will be ready for whatever comes at us, while continuing to adapt as our world continues to change. I can only be grateful for being part of this team as we work through these times together.

Enrollment Management and Student Success (EMSS) Update

Vice President Shock reported the following:

Good morning Trustees. In a moment, members of my team will provide you with two reports. First, Assistant Vice President Jennifer Benz will bring you an update on the efforts of the Center for Career Exploration and Success - our Career Office. We have had a very successful year engaging with Miamians on the career front and I think you will find Jen's report informative. Next, Assistant Vice President Bethany Perkins will bring you an update on the Fall '22 class - a very strong class in which we saw growth in the academic quality, diversity, non-resident enrollment, and one in which we made significant improvements to our discount rate.

I want to provide some selected highlights from the other offices in Enrollment Management and Student Success. It has been a busy year.

The Registrar's office, under the leadership of Mandy Euen, worked closely with Academic Affairs to move forward with the implementation of degree maps. Degree maps are visual tools that allow students at the beginning of and throughout their academic career to plan, term by term, needed courses for successful and timely degree completion. It provides students with a roadmap of their required courses and allows strategic planning of their intended course enrollments over their four years at Miami. Students will work with their advisor the first year to establish the map, which then becomes a guide to each semester's course registration process. Students who move off course can be identified earlier and advisors will have another tool to better counsel students on their path to graduation. This tool also provides invaluable course demand data that will facilitate and enhance academic department resource allocation. We expect the tool to roll out next fall to first-year and second year students.

The Office of the Bursar, under leadership of Ms. Kriss Cassano, continued to partner with Student Life, the Center for Career Exploration and Success and the Office of Student

Financial Assistance on financial literacy. This year we had about 1,000 users engaged in completing over 2,100 financial literacy modules.

The One Stop, led by Jerrad Harrison, provides our front-facing, centralized customer service for the Bursar, Student Financial Assistance, and Registrar offices. The office received nearly 28,900 calls through the course of the year, assisted 1,043 students virtually, 2,825 in-person, and received and responded to nearly 20,000 email inquiries.

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 Student Success Center, under the direction of Craig Bennett, welcomed students to year three 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. Over the course of the year, the Coordinated Action Team (CAT) triaged 990 students. In addition, the SSC staff had 1,944 appointments with students that needed assistance with everything from general academic advising, transition to college, food or housing insecurity, and aiding with book costs. For the 2021-2022 school year we distributed over 25 laptops through the F5 programs and 1,270 meal swipes for students that needed food. Lastly, SSC staff spoke to 500+ students during Make it Miami to student that are undecided in their major.

The Office of Student Financial Assistance, led by Ms. Beth Johnson, completed the last two rounds of awarding the Higher Education Emergency Relief Fund. This fund was established by Congress to assist students and their families financially through the pandemic. All totaled, the office will have awarded nearly \$30 million in funds between the Spring of 2020 and this Spring 2022.

I am privileged to lead a team of professionals that are dedicated to enrolling, retaining, and graduating the very best of Miami. Unless there are questions, I would like to introduce Jen Benz, who will bring you an update on the Career Center.

The Center for Career Exploration and Student Success

Assistant Vice President Jen Benz explained the mission of the Center for career Exploration and Student Success is a dedication to advancing equity and access and career-readiness for every student of Miami University. And, its vision is for students to recognize the strength of Miami University's Career Community and believe that it prepared them for future work.

The Career Community includes; parents, the Center, employers, faculty, alumni, and staff, all acting in support of students. She explained that the Center's interactions begin early at Miami and that they are engaged through UNV001. She also highlighted the Diversity Initiatives Team which has facilitated initiatives such as the head shot photo booth, providing an opportunity for free, professional photos.

She reviewed outcomes, which show increases in starting salaries, employment/graduate school placement, and in the number of unique employers at Fall and Spring Career Fairs. She also discussed future initiatives which include:

- International internships
- Expanded support for student athletes
- Continued commitment to career equity and access
- Student experience infrastructures
- Employer engagement

AVP Benz's presentation is included as Attachment F.

Enrollment Update

Assistant Vice President and Director of Admission Bethany Perkins reviewed the Fall 2022 cohort applications, admission and confirmation numbers. She reported 4,174 confirmations to date, and an overall 8.7% reduction in the discount rate year-over-year.

She also reported on anti-melt strategies which include:

- “Headed to Miami” Yard Signs
- Call and Email Campaigns
- Advocating for Students
 - Program Admission
 - Aid
 - Connections
- Offering Grace with Deadlines
- Orientation and Housing Registration
 - Tracking
 - Outreach

She reported efforts are continuing to enroll transfer students, and that graduate student confirmations are up year-over-year (both online and traditional classroom programs). Looking forward she reported that inquiries are up almost 50% for Fall 2023 and almost 30% for Fall 2024, and daily campus visits hit a record high this past academic year.

The Enrollment update is included as Attachment G.

Written Updates, Attachment H

- AA – International Education and Study Abroad
- AA – Academic Advising
- UCM – University Communications and Marketing Newsletter
- SL - Student Life Newsletter
- SL – Student Wellness
- SL – Center for Student Diversity and Inclusion
- SL – Student Activities and Programming

- EMSS - EMSS Newsletter

Adjournment of Meeting

With no other business to come before the Board, Trustee Haines then moved, Trustee Schell seconded, and by unanimous voice vote, with all in favor and none opposed, the Board, adjourned at 12:00 p.m.



Theodore O. Pickerill II
Secretary to the Board of Trustees