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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.

<u>Academic Affairs Update</u>

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 Provost 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 polies/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 vison 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

<u>Adjournment of Meeting</u>

       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

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

May 13, 2022

TO: Board of Trustees, Academic and Student Affairs Committee
FROM: Jennifer Green, Chair, Executive Committee of University Senate
RE: University Senate Report to Board of Trustees – May 13, 2022 Meeting

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

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on February 25, 2022.

- **New Business, Specials Reports and Updates delivered to University Senate:**
  - **February 21, 2022**
    - Myaamia Center Update – Daryl Baldwin, Director, Myaamia Center and Kara, Director, Miami Tribe Relations
    - Textbook Policy – Revisions - Jennifer Green, Chair, Senate Executive
    - Auto-Adopt Policy Proposal - Jennifer Green, Chair, Senate Executive Committee
  - **March 7, 2022**
    - Student Life Updates – Kimberly Moore, Associate VP and Dean of Students, Student Life
    - Proposed Graduate Education Policy Revisions – Mike Crowder, Associate Provost & Dean for Graduate Education
      - Transfer Credit Policy_rev
      - Graduate Level Standing Policy_rev
      - Combined Program & Graduate Credit Policy_rev
    - Proposed Revision to Academic Program Review Process – Carolyn Haynes, Senior Associate Provost
    - Auto-Adopt Policy Proposal - Jennifer Green, Chair, Senate Executive Committee
  - **March 28, 2020**
    - Undergraduate Success Initiatives – Amy Bergerson, Associate Provost and Dean for Undergraduate Education

- - - Proposed Revisions to the Enabling Act of University Senate & Faculty Assembly– Dana Cox, Associate Provost for Faculty Affairs
  - **April 4, 2022**
    - ASG Year in Review – Madelyn Jett, President, Associated Student Government
    - Proposed Revisions to Emeritus Faculty Policy - Dana Cox, Associate Provost for Faculty Affairs
    - Proposed Revisions to Composition of the Fiscal Priorities & Budget Planning Committee - Jennifer Green, Chair, Executive Committee for University Senate
    - Proposed Revisions to Composition and Function of the Academic Program Review Committee - Jennifer Green, Chair, Executive Committee for University Senate
    - Sport Coaching, Bachelor of Science in Sport Leadership and Management – Adam Beissel, Assistant Professor, Sport Leadership and Management
  - **April 11, 2022**
    - BOT - Student Trustee Report – Dawson Cosgrove
    - Studio Art - Bachelor in Studio Art – Rob Robbins, Chair, Art
    - GLG - Environmental Earth Science, Bachelor of Science – Todd Dupont, Associate Teaching Professor, Geology & Environmental Earth Science
    - SLM – Sport Communication and Media, Bachelor of Science in Sport Leadership and Management – Brody Ruihley, Assistant Professor, Sport Leadership and Management
  - **April 18, 2022** Sense-of-the-Senate Expression of Gratitude, Associate Provost for Faculty Affairs Dana Cox
    - CSE - Computer Science, Master of Computer Science – Eric Bachmann, Chair, Computer Science & Software Engineering
    - Proposed Senate Resolution: Proposal for Teaching, Clinical Professors and Lectures (TCPL) Promotion Increments – Sam Morris, Chair, Faculty Welfare Committee
    - Proposed Revisions to the Employment of Persons Holding a Miami Degree Policy – Tom Poetter, Chair-elect, Executive Committee for University Senate and Dana Cox, Associate Provost for Faculty Affairs
    - Proposed Senate Resolution: T/TT Annual Review of Dossier and Evaluation Guidelines – Jason Osborne, Provost and Chair of University Senate
    - Proposed Senate Resolution: TCPL Annual Review of Dossier and Evaluation Guidelines – Jason Osborne, Provost and Chair of University Senate
    - Proposed Senate Resolution: Revision to Promotion and Tenure Policy – Jason Osborne, Provost and Chair of University Senate
  - **April 25, 2022**
    - Social Media Policy – Jaime Hunt, Vice President and Chief Marketing & Communications Officer and Christian Ponce, Senior Director for Marketing & Communications
    - Senate Committee Vacancies, Dana Cox, Associate Provost for Faculty Affairs

- **New Degrees, Approved New Resolutions, name changes and University Policies received and approved on the University Senate consent calendars:**
  - **February 21, 2022**
    - SR 22-14 Clinical Engineering, Master of Science in Clinical Engineering
    - SR 22-15 Computer Science, Bachelor of Arts in Computer Science
    - SR 22-16 Course Attendance and Drop Policy as amended

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- o **March 28, 2022**
  - SR 22-17 Revisions to Transfer Credit Policy_Graduate
  - SR 22-18 Graduate Level Standing Policy Revisions
  - SR 22-19 Graduate Students Registration Policy Revisions
  - SR 22-20 Proposal Model for Revised Academic Program Review
- o **April 4, 2022**
  - SR 22-21 Revision to Textbook and Learning Materials Policy
  - SR 22-22 Revision to the Enabling Act of University Senate and Faculty Assembly
- o **April 11, 2022**
  - SR 22-23 Revision to Emeritus Faculty Policy
  - SR 22-24 Revision to Fiscal Priorities and Budget Planning Committee Composition
  - SR 22-25 Revision to the Function and Composition to the Academic Program Review Committee
  - SR 22-26 Sport Coaching, Bachelor of Science in Sport Leadership and Management
- o **April 18, 2022**
  - Revision to General Honors Policy
  - SR 22-27 Studio Art, Bachelor in Studio Art
  - SR 22-28 GLG - Environmental Earth Science, Bachelor of Science
  - SR 22-29 Sport Communication and Media, Bachelor of Science in Sport Leadership and Management
- o **April 25, 2022**
  - SR 22-30 CSE - Computer Science, Master of Computer Science
  - SR 22-31 Teaching, Clinical Professors and Lectures (TCPL) Promotion Increments
  - SR 22-32 Proposed changes to the policy "Employment of Persons Holding a Miami Degree"
  - SR 22-33 Promotion and Tenure Guidelines for Dossier Preparation 2022-2023
  - SR 22-34 Dossier and Evaluation Guidelines for Teaching Professors, Clinical Professors, Lecturers, and Clinical Faculty 2022-2023
  - SR 22-35 Appointments to Standing and Advisory Committee of University Senate
  - Updates on COVID Support Recommendations for Faculty and Staff
  - Graduate Fresh Start Policy
  - Master's Degree Time Limit Policy Revision

- **Senate Resolutions:**

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SR 22-14
Clinical Engineering, Master of Science in Clinical Engineering
February 21, 2022

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BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Clinical Engineering, Master of Science in Clinical Engineering, College of Engineering and Computing.

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

SR 22-14 was approved, 37 Yes; 2 No; 5 Abstentions

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SR 22-15
Computer Science, Bachelor of Arts in Computer Science
February 21, 2022

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Computer Science, Bachelor of Arts in Computer Science, College of Engineering and Computing.

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

SR 22-15 was approved, 39 Yes; 4 No; 2 Abstentions

SR 22-16
Course Attendance and Drop Policy as amended
February 21, 2022

General Attendance Policies
Every student is expected to participate in academically related activities and attend every class session for which the student is duly registered.
It is the prerogative of the individual faculty member to set attendance policy for each individual course, and it is the responsibility of the individual faculty member to inform students of that policy in the course syllabus or other written document at the first class meeting of the semester, term, or sprint part of semester or term

All classes are to meet at the time and location listed in the official university course schedule unless changed with the consent of the entire class. Instructors may take account of class absences in determining course grades.

Students may be justifiably absent from classes due to religious observances, pregnancy or related conditions (including recovery from childbirth for as long as the student's doctor deems the absences to be necessary), military obligations, illness documented by a physician or other appropriate health care professional, conflicts with university-sanctioned activities documented by an appropriate university administrator, public emergencies, and documented personal or family emergencies.

For religious observances that require absence from a class session and other required class activities, students in a full semester or term course must give written notification to their instructor within the first two weeks of class of the religious event that prohibits class attendance and the date that will be missed, if officially known. Students enrolled in sprint or part-term courses must give written notification to their instructor within the first week of class. Instructors will, without prejudice, provide such students with reasonable accommodations for completing missed work.

Faculty are required to excuse a student's absence due to pregnancy or related conditions, including recovery from childbirth for as long as the student's doctor deems the absences to be necessary. When the student returns to classes the student must be provided the opportunity to make up any work missed.

Alternatives include allowing the student to take an incomplete and complete the course at a later date, or retaking the course or taking an online course. For additional information go to: Supporting the Academic Success of Pregnant and Parenting Students.

In all of the other justifiable situations (illness documented by a physician or appropriate health care official, military obligations, university-sanctions activities documented by an appropriate university

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administrator, public or documented personal/family emergencies), students are ultimately responsible for notifying the instructor in writing with as much advance notice as possible. Instructors may determine a reasonable amount of coursework that should be completed in order to make up the student's absence.

Students are responsible for the prompt completion of any alternative assignments.

Students needing assistance regarding absences due to death, illness or other critical circumstance should contact the Office of the Dean of Students (Oxford) or the Student Services (regional campuses).

Drop Policy

Whenever a student is absent from class to such an extent as to make the student's work inefficient or to impair the morale of the class, the instructor may direct the Office of the University Registrar to drop the student. During the first 20 percent of the course no grade will be recorded; after the first 20 percent is completed but before 60 percent of the course is completed, a grade of W will be recorded. After 60 percent of the course is completed, a grade of F will be recorded. The instructor shall notify the student of this action no later than the time he or she notifies the Office of the University Registrar. (See academic calendar.)

A department may, at its discretion, drop from a course any student who is absent from the first class meeting of a semester, term or sprint part of semester or term unless by the end of the day (11:59 p.m.) of the first class meeting the student notifies the department or instructor of his or her intention to take the course. When possible, departments and instructors should reinstate a student who, for reasons beyond his or her control, was unable to contact the department or instructor by this deadline.

The determination of individual class attendance requirements and their enforcement at the Dolibois European Center is governed by the attendance policy of the Center.

In the event that a student absence situation cannot be resolved between the student and the class instructor, the student should follow the procedure outlined in the "Statement of Good Teaching Practices" and "Academic Grievance" policies.

SR 22-16 was approved, 38 Yes; 7 No; 0 Abstentions

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SR 22-17
Revisions to Transfer Credit Policy
March 28, 2022
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Policy Title: Graduate Students | Registration | Transfer Credit

Proposer Name, Title and Email: Amity Noltemeyer, Associate Dean of the Graduate School, anoltemeyer@miamioh.edu

Rationale: This policy revision proposal seeks to allow doctoral students to transfer graduate credit up to 10 years old at the time of their projected graduation (compared to the current policy which only allows graduate transfer credit up to 7 years old at the time of projected graduation). Currently, students in master's and educational specialist degree programs have up to 5 years to complete their degrees and transfer graduate credit can be accepted if it has been taken within 5 years of the projected graduation date. On the other hand, doctoral students have up to 10 years to complete their degrees, but graduate transfer credit can only be accepted if it has been taken within 7 years of their projected graduation date. It seems reasonable to allow transfer credit up to 10 years old at the time of expected graduation since doctoral students have 10 years to complete their degree programs.

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Covered Parties: All graduate students and prospective graduate students.

Proposed New or Revised Policy (Clean Version):

If a student earned credit for graduate-level courses at another accredited graduate school, he or she may be able to apply that credit toward the degree. To apply credits to the degree, a student must have achieved the following:

- Received a "B" or better grade for the credits to be transferred.
- Taken the courses within five (5) years of the projected graduation date for the master's and Specialist in Education (Ed.S.) degrees, and within ten (10) years of the projected graduation date for the doctorate degree. Note that these time limits do not refer to the age of the credit at the time of transfer.

Proposed Revised Policy (Marked Up Version):

If a student earned credit for graduate-level courses at another accredited graduate school, he or she may be able to apply that credit toward the degree. To apply credits to the degree, a student must have achieved the following:

- Received a "B" or better grade ~~an "A" or "B"~~ for the credits to be transferred.

- Taken the courses within five (5) years of the projected graduation date for the master's and Specialist in Education (Ed.S.) degrees, and within ten (10) ~~seven (7)~~ years of the projected graduation date for the doctorate degree. Note that these time limits do not refer to the age of the credit at the time of transfer.

Effective Date: August 22, 2022

Implementation Procedures and Timeline: If this policy is approved, all procedures for transfer credit will remain the same except credit could be considered up to 10 years old at the time of projected graduation for doctoral students (as opposed to up to 7 years old).

SR 22-17 was approved, 43 Yes; 1 No; 0 Abstentions

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SR 22-18
Graduate Level Standing Policy Revisions
March 28, 2022

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Policy Title: Determining Levels of Graduate Faculty Standing

Proposer Name, Title and Email: Amity Noltemeyer, Associate Dean of the Graduate School, anoltemeyer@miamioh.edu

Rationale: We are proposing to change the policy so that new probationary tenure-track faculty with terminal degrees are automatically granted Level A standing at the time they start in their positions (as opposed to having to apply for Level A standing later). The rationale is that these faculty would meet the qualifications for Graduate Level A status. The anticipated benefits to this proposed change include (a) reduced time spent on applications and approvals by faculty, chairs, deans, and the Graduate School, and (b) quicker time to get new faculty qualified to engage with graduate students. Probationary, tenure-track faculty members without terminal degrees may still apply for Level A standing through the existing approval processes.

Covered Parties: Instructional Staff and Unclassified Staff

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Defined Terms: N/A

Proposed New or Revised Policy (Clean Version):

Level A Graduate Standing Level A
faculty must:

1. Hold a full-time, tenure-eligible or tenured position at Miami University,
2. Remain active scholars who regularly contribute to the advancement of knowledge in their disciplines.

Charged with interpreting those standards for the University, the Graduate School expects all faculty with Level A standing to provide evidence of disciplinary contributions that represent meaningful achievements in scholarship at our University. The appointment and reappointment to Level A standing is described below.

Initial Level A Appointment

At the time of hiring, all probationary, tenure-track faculty members with terminal degrees will be automatically appointed to Level A standing. Probationary, tenure- track faculty members without terminal degrees may request to be appointed Level A standing at the recommendation of the Chair/Program Director and Divisional Dean. Chairs and Deans will review each such request according to the criteria listed above, with final review and approval by the Dean of the Graduate School.

Proposed Revised Policy (Marked Up Version):

Level A Graduate Standing
Level A faculty must:

1. Hold a full-time, tenure-eligible or tenured position at Miami University, and
2. Remain active scholars who regularly contribute to the advancement of knowledge in their disciplines., and
3.2. Be consistently recognized by their disciplinary colleagues for those contributions.

Charged with interpreting those standards for the University, the Graduate School expects all faculty withapplicants for Level A faculty standing to provide evidence of disciplinary contributions that represent the meaningfulhighest achievements in scholarship at our University. By nominating a faculty member for Level A standing, a Chair and Dean assert that the candidate has initially attained or subsequently maintained that level of scholarly activity. The criteria for Level A standing are determined at a local level by home departments but must remain consistent with the above stated criteria. The appointment and reappointment to Level A standing is described below.

Initial Level A Appointment

At the time of hiring, aAll probationary, tenure-track faculty members with terminal degrees will be appointed to Level A standing. Probationary, tenure-track faculty members without terminal degrees may request to be appointed Level A standing are appointed to Level A standing at the recommendation of the Chair/Program Director and Divisional Dean. Chairs and Deans will review each such requestnew hire according to the criteria listed above, with final review and approval by the Dean of the Graduate School.

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Effective Date: July 1, 2022

Implementation Procedures and Timeline: The revised policy would only apply to faculty hired with start dates of July 1, 2022 or later. If this policy revision is approved, the Graduate School will work with Academic Personnel to identify and notify faculty (who start in their positions after that date) who qualify for the automatic Level A standing. Faculty who do not qualify for automatic Level A standing but who meet the other Level A qualifications will continue to use the Graduate Faculty Level A Nomination Form (Form G-7) to request consideration for Level A standing. The Graduate School would al communicate the policy change to all Chairs, Associate Deans, Graduate Directors, and Administrative Staff in graduate programs.

SR 22-18 was approved, 42 Yes; 1 No; 1 Abstention

<div align="center">

SR 22-19
Graduate Students Registration Policy Revisions
March 28, 2022

</div>

Policy Title: Graduate Students | Registration

Proposer Name, Title and Email: Michael Crowder, Dean of the Graduate School, crowdemw@miamioh.edu

Rationale:
There are two distinct types of undergraduate (UG) students who take graduate courses at Miami University: (1) students enrolled in bachelor's/master's "combined programs," and (2) UG students who request permission to take graduate credit but are either not attempting to earn a graduate degree or are attempting to earn a graduate degree in a program that does not have a bachelor's/master's combined program. Miami's current policies relating to the student status (UG or G) and billing of these students are not aligned with other state universities; can result in inconsistent tracking, classification, and billing of students; and have resulted in lost revenue (e.g., in the form of state subsidies).
Currently, combined program UGs at Miami have the option to change from UG to G status (and receive their UG degree) before receiving their graduate degree, if they meet the required criteria to do so; however, this choice tends to be the exception rather than the norm. Instead, many combined program UGs earn their bachelor's and master's on the same day, remaining as UG status until they earn both degrees. For example, our review of data suggests that 58 of the 128 combined students who had a degree conferred (45.3%) in Spring 2021 received both their UG and G degree at the same time while having UG status. Because these students do not have graduate status, Miami does not receive any graduate state subsidy for the conferred Master's degree. In Fall 2021, there are 396 combined program students (55 Accountancy; 46 SLAM/KNH; 22 Political Science; 21 Computer Science; 22 IES). At an estimated subsidy loss of > $10,300 per student, this is a significant loss of revenue for the university (estimated loss of $597,400 in Spring 2021 alone).

Furthermore, expenses and revenues for new graduate programs may be inaccurately projected, threatening the viability of some programs since tuition revenue flows with student status rather than with courses and enrollment/revenue projections often do not account for students in UG status.

As mentioned, Miami is not in alignment with other state universities in when combined program or non-combined program students taking graduate courses transition to graduate status nor when they begin paying graduate tuition. For example, only one of the four state universities that responded to our inquiry indicated a combined student could possibly finish both the undergraduate and graduate degrees at the undergraduate tuition promise rate, and that was only under a very narrow set of circumstances (i.e., a subset of combined students). The remaining three universities capped the number of graduate credits that

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a student could take while they had undergraduate status at between 9-16 hours; thereafter, students are required to have graduate status and pay graduate tuition. One additional state university's written policy indicated that full-time undergraduate students taking 7 or more graduate hours (combined program or non-combined program) in a semester would be billed at the graduate rate (and thus not eligible for the undergraduate tuition promise).

Although we support undergraduate students taking graduate courses, it is important that their student classification (G or UG) match the level of study that they are actually pursuing. For example, a combined program student who has completed all UG requirements and is in their final semester of the combined program taking only their four remaining graduate courses should be accurately classified as a graduate student. This is not necessarily the case within the context of the current policy.

Covered Parties: Graduate students and undergraduate students taking graduate credit

Defined Terms: "Combined program" is a term being used to describe students enrolled in any approved bachelor's/master's degree Combined Program at Miami University.

Proposed New or Revised Policy (Clean Version):
- Student Classification: Students in a combined degree program will remain undergraduates until either (a) they complete all undergraduate degree requirements and receive their undergraduate degree, or (b) they request the Graduate School change their status from undergraduate to graduate (the student must have completed a minimum of 124 or 128 total graduate and undergraduate credit hours, depending on their catalog year, to make this request). Once the student meets one of these two criteria, they will be classified as a graduate student. A student must be classified as a graduate student in at least their final semester before the graduate degree is awarded and cannot take all of their graduate credit hours with undergraduate status.
- Graduation: Students must have graduate student status by the first day of the semester in which they receive their graduate degree (e.g., they must have graduate student status by the first day of spring semester if they will be receiving their graduate degree in May). They may not receive both the undergraduate and graduate degrees on the same date (degrees are conferred four times per year (i.e., January, May, August, December).

Proposed Revised Policy (Marked Up Version):
- Student Classification: Students in a combined degree program will remain undergraduates until either (a) they complete all undergraduate degree requirements and receive their undergraduate degree, or (b) they request the Graduate School change their status from undergraduate to graduate (the student must have completed a minimum of 124 or 128 total graduate and undergraduate credit hours, depending on their catalog year, to make this request). Once the student meets one of these two criteria, they will be classified as a graduate student. A student must be classified as a graduate student in at least their final semester before the graduate degree is awarded and cannot take all of their graduate credit hours with undergraduate status.apply for graduation or submit a request to the Graduate School to have their classification changed from undergraduate to graduate. Students must have completed a minimum of 124 or 128 hours (number of credit hours based on catalog year; undergraduate and graduate credit hours) to be classified as a graduate student.
- Graduation: Students must have graduate student status by the first day of may receive their bachelor's degree prior to completing their master's degree. Students must have graduate student status during the semester in which they receive their graduate degree (e.g., they must have graduate student status by the first day of spring semester if they will be receiving their graduate degree in May).apply for graduation to receive the

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~~graduate degree~~ They may not receive both the undergraduate and graduate degrees on the same date (degrees are conferred four times per year (i.e., January, May, August, December).

Effective Date: August 22, 2022

Implementation Procedures and Timeline:

> The revised policy would <u>not</u> apply to (a) students who were officially admitted into a combined program prior to July 1, 2022, or (b) undergraduate students registered for graduate credit in Summer 2022 or prior. If this policy revision is approved, the Graduate School will work with other university offices to determine how to best implement and communicate this policy revision.

SR 22-19 was approved, 33 Yes; 5 No; 8 Abstentions

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SR 22-20
Proposal Model for Revised Academic Program Review
March 28, 2022

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BE IT HEREBY RESOLVED that University Senate endorse the proposed Model for Revised Academic Program Review.

SR 22-20 was approved, 37 Yes; 4 No; 2 Abstentions

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SR 22-21
Revision to Textbook and Learning Materials Policy
April 4, 2022

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Policy Title: "Textbooks and Learning Materials"

Proposer Name, Title and Email:
Amy Bergerson, Dean and Co-Chair of the Affordable & Open Educational Resource Committee; bergera9@miamioh.edu
Carla Myers, Associate Librarian and Co-Chair of the Affordable & Open Educational Resource Committee; myersc2@miamioh.edu

Rationale:
To comply with the "Higher Education Opportunity Act, Title I, Section 133," Miami must disclose textbooks for courses no later than the first day of class registration. To better ensure that this practice is followed, we are proposing that the "Textbooks" policy in Miami's Policy Library be revised to reflect law. The purpose of this law 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.

Covered Parties:
Faculty, students

Defined Terms:
"Learning Materials" means other material being used as part of course instruction. For example, this can include but is not limited to access to online websites and platforms, software, and supplementary course readings (print or online).

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"Textbook" means a textbook or a set of textbooks, used for, or in conjunction with, a course in postsecondary education at an institution of higher education. This law applies to textbooks that are online or in print form.

"No later than the first day of class registration" means that the textbook information (textbook title, price, and ISBN identifier) must be made available to students by the time any student (even those who have priority registration) can register for classes for the following term.

Proposed New or Revised Policy (Clean Version):
Policy Title: Textbooks and Learning Materials
The selection and adoption of textbooks and/or course materials are an academic departmental responsibility. Academic departments are encouraged to adopt the most appropriate and highest quality textbook for presenting course content and accomplishing course objectives. However, to maintain our goal of higher education access and affordability for our students and to comply with the Ohio Department of Higher Education statutory requirements, academic departments are also encouraged to take into consideration the cost and expense of the textbook and other materials for the student taking the course when making adoption decisions.

Academic departments should make selections for required textbooks, supplemental and other course materials no later than the first day of class registration* to ensure that sufficient quantities of textbooks and supplemental materials are available to meet the needs of students and to assist students in being responsible consumers.
*Some exceptions may apply, including when the instructor for a course is not assigned before the registration process begins. In these situations, it is recommended that the instructor or department selects materials that are similar in cost to those previously used for the course.

Before each upcoming academic term, the Office of the University Registrar shall partner with the University Bookstore to make publicly accessible the following information for each upcoming academic term:
1. the International Standard Book Number (ISBN) and retail price information of required and recommended commercial textbooks and supplemental materials for each course listed in the course schedule; and
2. the expected number of students enrolled in each course and the maximum student enrollment for the course.

The Office of the University Registrar, in consultation with the University Bookstore, shall communicate to the deans, department chairs, and program directors the date by which their textbook information is to be provided to the University Bookstore.

The textbook information provided to the University Bookstore shall be published on the University Bookstore website and shall be made readily accessible through a link from the University's on-line course registration system.

If the ISBN is not available, then the author, title, publisher, and copyright date for such college textbook or supplemental material will be published. If the University Bookstore determines that the disclosure of the information required by this policy is not practicable for a college textbook or supplemental material, then it will place the designation 'To Be Determined' in lieu of the information required.

Departmental Responsibilities

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1. The information referenced above will be made available by academic departments and programs each academic term to the ECampus Online Bookstore on or before a date specified by the Office of the University Registrar. The academic departments and programs will endeavor to ensure that the information provided to the ECampus Online Bookstore is in an acceptable format so as to avoid unnecessary orders and returns.
2. Unless the academic department has made other arrangements, it is the responsibility of each individual instructor to secure his or her own desk copies of textbooks.
3. Each academic department or program and regional campus coordinator should designate a person to act as its representative with the ECampus Online Bookstore and should inform the ECampus Online Bookstore of the name of the designated person.
4. To the extent possible, the ECampus Online Bookstore should be notified of increased enrollments of scheduled course sections and/or of additional course sections to be offered.
5. Following the submission to the ECampus Online Bookstore of textbook lists for the upcoming academic term, instructors are expected to use the textbooks specified for that term.
6. Departmental representatives should use the option available with the ECampus Online Bookstore to indicate that no textbook is required when an instructor does not plan to use a textbook for their course.

Additional Bookstore Responsibilities
The University Bookstore is responsible for disseminating information to students regarding:
1. available institutional programs for renting textbooks or for purchasing used textbooks;
2. available institutional guaranteed textbook buy-back programs, if any;
3. available institutional alternative content delivery programs; and/or
4. other available institutional cost-saving strategies.

Proposed Revised Policy (Marked Up Version):

New Title: Textbooks and Learning Materials
The selection and adoption of textbooks and/or course materials are an academic departmental responsibility. Academic departments are encouraged to adopt the most appropriate and highest quality textbook for presenting course content and accomplishing course objectives. However, to maintain our goal of higher education access and affordability for our students and to comply with the Ohio Department of Higher Education statutory requirements, academic departments are also encouraged to take into consideration the cost and expense of the textbook and other materials for the student taking the course when making adoption decisions.

Academic departments should strive to make selections for required textbooks, supplemental and other course materials in a timely manner no later than the first day of class registration* to ensure that sufficient quantities of textbooks and supplemental materials are available to meet the needs of students and to assist students in being responsible consumers.

*Some exceptions may apply, including when the instructor a course is not assigned before the registration process begins. In these situations, it is recommended that the instructor or department selects materials that are similar in cost to those previously used for the course.

Before each upcoming academic term, the Office of the Provost University Registrar shall provide the University Bookstore to make publicly accessible the following information for each upcoming academic term:
3. the International Standard Book Number (ISBN) and retail price information of required and recommended commercial textbooks and supplemental materials for each course listed in the course schedule; and

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4. the expected number of students enrolled in each course and the maximum student enrollment for the course.

The Office of the ~~Provost~~ University Registrar, in consultation with the University Bookstore, shall communicate to the deans, department chairs, and program directors~~, and regional campus coordinators~~ the date by which their textbook information is to be provided to the University Bookstore.
The textbook information provided to the University Bookstore shall be published on the University Bookstore website and shall be made readily accessible through a link from the University's on-line course registration system.

If the ISBN is not available, then the author, title, publisher, and copyright date for such college textbook or supplemental material will be published. If the University Bookstore determines that the disclosure of the information required by this policy is not practicable for a college textbook or supplemental material, then it will place the designation 'To Be Determined' in lieu of the information required.

Departmental Responsibilities

The information referenced above will be made available by academic departments and programs each academic term to the ~~University Bookstore~~ ECampus Online Bookstore on or before a date specified by the Office of the ~~Provost~~ University Registrar. The academic departments and programs will endeavor to ensure that the information provided to the ~~University Bookstore~~ ECampus Online Bookstore is in an acceptable format so as to avoid unnecessary orders and returns ~~by the University Bookstore~~.

1. Unless the academic department has made other arrangements, it is the responsibility of each individual instructor to secure his or her own desk copies of textbooks.
2. Each academic department or program and regional campus coordinator should designate a person to act as its representative with the ECampus Online Bookstore ~~University Bookstore~~ and should inform the Bookstore of the name of the designated person.
3. To the extent possible, the ~~University Bookstore~~ ECampus Online Bookstore should be notified of increased enrollments of scheduled course sections and/or of additional course sections to be offered.
4. Following the submission to the ECampus Online Bookstore ~~University Bookstore~~ of textbook lists for the upcoming academic term, instructors are expected to use the textbooks specified for that term.
5. Departmental representatives should use the option available with the ECampus Online Bookstore to indicate that no textbook is required when an instructor does not plan to use a textbook for their course.

Additional Bookstore Responsibilities

The University Bookstore is responsible for disseminating information to students regarding:
5. available institutional programs for renting textbooks or for purchasing used textbooks;
6. available institutional guaranteed textbook buy-back programs, if any;
7. available institutional alternative content delivery programs; and/or
8. other available institutional cost-saving strategies.

Effective Date: August 1, 2022

SR 22-21 was approved, 37 Yes; 1 No; 2 Abstentions

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SR 22-22
Revision to the Enabling Act of University Senate and Faculty Assembly
April 4, 2022

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IT HEREBY RESOLVED that University Senate endorse the proposed revisions and edits to the Enabling Act of University Senate and Faculty Assembly.

SR 22-22 was approved unanimously

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SR 22-23
Revision to Emeritus Faculty Policy
April 11, 2022

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BE IT HEREBY RESOLVED that University Senate endorse the proposed revisions to Proposed Revisions to Emeritus Faculty Policy, as amended

Rationale:
We propose expanding the eligibility for Emeritus/a status to include TCPL faculty.

Proposed Revision:
To be eligible for appointment to the rank of Professor Emeritus/Emerita of Miami University, a person must: ~~be tenured;~~ have been granted tenure or continuing contract; have been a full time~~fulltime~~ member of the faculty for at least ten (10) years; have retired from Miami University; and, be recommended by the President to and approved by the Board of Trustees. Regardless of rank at retirement, the designation will be, as appropriate,~~is~~ "Professor Emeritus/a", "Teaching Professor Emeritus/a", "Lecturer Emeritus/a", or "Clinical Professor/Lecturer Emeritus/a" ~~or "Professor Emerita,"~~ not, for example, "Associate Professor Emeritus/Emerita." Emeriti/emeritae status comes after any Retirement with Rehiring appointments.

SR 22-23 was approved unanimously

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SR 22-24
Revision to Fiscal Priorities and Budget Planning Committee Composition
April 11, 2022

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BE IT HEREBY RESOLVED that University Senate endorse the Proposed Revisions to Composition of the Fiscal Priorities & Budget Planning Committee (see attached)

Rationale
We propose adding one faculty seat to this committee in order to provide representation to all six academic divisions.

Proposed Revision
6.B.7.a. The Fiscal Priorities and Budget Planning Committee shall be composed of:
- Six~~Five~~ (6~~5~~) faculty members, at least one (1) of whom shall be a member of University Senate, with one (1) member from each division. ~~no more than two (2) representatives from any academic division.~~
- One (1) classified staff member.
- One (1) unclassified staff member.
- One (1) undergraduate student.
- One (1) graduate student.
- Two (2) *ex officio* nonvoting members serving as liaisons to provide information, data, and expertise to the Committee:
  - One (1) representative of the Office of Finance and Business Services.
  - One (1) representative of the Office of the Provost.

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6.B.7.b. The functions of the Fiscal Priorities and Budget Planning Committee are to represent University Senate in the financial management of the University, in the process of setting fiscal priorities and in budget planning, and also to offer on-going advice to the administration in each of those areas. The Committee shall give attention to long-range fiscal priorities and budget planning as well as to immediate fiscal and budget concerns. The Committee shall report regularly to University Senate and, in fulfilling its charge, shall work closely with and advise the senior administration of the University, namely the President, the Provost, and the Vice President for Finance and Business Services. The Committee shall establish its own agenda and consider matters brought to it by the President, Provost, Vice President for Finance and Business Services, and University Senate, as well as, matters it chooses to initiate.

SR 22-24 was approved, 38 Yes; 0 No; 1 Abstention

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SR 22-25
Revision to the Function and Composition to the Academic Program Review Committee
April 11, 2022

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BE IT HEREBY RESOLVED that University Senate endorse the Revisions to the Function and Composition to the Academic Program Review Committee

Rationale and Introduction

Below are proposed revisions to the University Senate Bylaws for the Academic Program Review Committee. The goal of these revisions is to align the Committee with the proposed model for the Department Planning & Improvement Process.

The proposed changes include:

- Revisions to the functions to align with the altered name of the process as well as the new emphasis of the process on continuous improvement and alignment with strategic priorities.
- Revisions to the composition to provide the correct title for TCPL faculty and include the addition of a new ex officio member (Associate Vice President of Institutional Research and Effectiveness) since the Office of Institutional Research and Effectiveness provides significant data-related support for the process
- Elimination of an at-large member since the committee is already large and will be adding an additional ex officio member.

Proposed Revision (Clean)
Department Planning & Improvement Process Committee

The functions of the Department Planning & Improvement Process Committee are to initiate and implement a continuous improvement and evaluation process that assesses the quality and effectiveness of departments and identifies and monitors strategies for improvement in the context of the discipline as well as Miami University's mission, strategic plan and diversity statement; to develop and recommend to University Senate a policy specifying the purposes, criteria and standards, and procedures of ~~program review~~ the department planning and improvement process; to periodically re-examine that policy and, if necessary, recommend changes to University Senate; to coordinate the department planning and improvement processes according to the established guidelines and procedures; to report regularly to University Senate; and to respond to inquiries.

Composition
Eight (8) tenured, tenure-track or TCPL faculty members and at least one (1) of whom shall be a member of University Senate, along with student and ex officio members. Membership shall be for a term of three

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(3) years with the exception of student membership, which shall be one (1) year. If warranted by the number of programs under review, one or two additional ad hoc eligible faculty members to be nominated by the Executive Committee of University Senate in consultation with the Academic Program Review Committee Chair to serve a one-year term.

The faculty membership of the Committee shall be allocated as follows:

- Three (3) from the College of Arts and Science (one each from the areas of the humanities, natural sciences, and social sciences).
- One (1) from the College of Education, Health, and Society.
- One (1) from the Farmer School of Business.
- One (1) from the College of Engineering and Computing.
- One (1) from the College of Creative Arts.
- One (1) from the College of Liberal Arts and Applied Science.
- One (1) undergraduate student.
- One (1) graduate student.
- Three (3) ex officio, nonvoting members
- One (1) designee of the Provost who shall serve as the *ex officio* nonvoting Chair of the Committee.
- The Director of the Center Teaching Excellence or his/her designee
- The Associate Vice President of Institutional Research & Effectiveness

Proposed Revision (Marked Up)
~~Academic Program Review~~ Department Planning & Improvement Process Committee

The functions of the ~~Academic Program Review~~ Department Planning & Improvement Process Committee are to initiate and implement a ~~continuing~~ous improvement and evaluation process that assesses the quality and effectiveness of departments and identifies and monitors strategies for improvement in the context of the discipline as well as Miami University's mission, strategic plan and diversity statement. ~~Of review of academic degree program~~s; to develop and recommend to University Senate a policy specifying the purposes, criteria and standards, and procedures of ~~program review~~ the department planning and improvement process; to periodically re-examine that policy and, if necessary, recommend changes to University Senate; to ~~conduct reviews of academic programs~~ coordinate the department planning and improvement processes according to the established guidelines and procedures; to report regularly to University Senate; and to respond to inquiries.

Composition

~~Nine (9) tenured~~ Eight (8) tenured, tenure-track or TCPL faculty ~~or Senior Lecturers and Clinical and Professionally Licensed (LCPL)~~ members and at least one (1) of whom shall be a member of University Senate, along with student and ex officio members. Membership shall be for a term of three (3) years with the exception of student membership, which shall be one (1) year. If warranted by the number of programs under review, one or two additional ad hoc eligible faculty members to be nominated by the Executive Committee of University Senate in consultation with the Academic Program Review Committee Chair to serve a one-year term.

The faculty membership of the Committee shall be allocated as follows:

- Three (3) from the College of Arts and Science (one each from the areas of the humanities, natural sciences, and social sciences).
- One (1) from the College of Education, Health, and Society.
- One (1) from the Farmer School of Business.

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- One (1) from the College of Engineering and Computing.
- One (1) from the College of Creative Arts.
- One (1) from the College of Liberal Arts and Applied Science.
- ~~One (1) eligible faculty member at large (appointed by the Executive Committee of University Senate).~~
- One (1) undergraduate student.
- One (1) graduate student.
- ~~Two (2)~~ Three (3) ex officio, nonvoting members
- One (1) designee of the Provost who shall serve as the *ex officio* nonvoting Chair of the Committee.
- The Director of the Center Teaching Excellence or his/her designee
- The Associate Vice President of Institutional Research & Effectiveness

SR 22-25 was approved unanimously

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SR 22-26
Sport Coaching, Bachelor of Science in Sport Leadership and Management
April 11, 2022

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BE IT HEREBY RESOLVED that University Senate endorse the proposed major, Sport Coaching, Bachelor of Science in Sport Leadership and Management, College of Education, Health & Society.

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

SR 22-26 was approved unanimously

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SR 22-27
Studio Art, Bachelor in Studio Art
April 18, 2022

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BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Studio Art, Bachelor in Studio Art, College of Creative Arts.

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

SR 22-27 was approved unanimously

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SR 22-28
GLG - Environmental Earth Science, Bachelor of Science
April 18, 2022

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BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, GLG - Environmental Earth Science, Bachelor of Science, College of Arts and Science.

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

SR 22-28 was approved unanimously

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SR 22-29
Sport Communication and Media, Bachelor of Science in Sport Leadership and Management
April 18, 2022

BE IT HEREBY RESOLVED that University Senate endorse the proposed major, Sport Communication and Media, Bachelor of Science in Sport Leadership and Management, College of Education, Health & Society.

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

SR 22-29 was approved unanimously

SR 22-30
CSE - Computer Science, Master of Computer Science
April 25, 2022

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Computer Science, Master of Computer Science, College of Engineering and Computing.

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

SR 22-30 was approved unanimously

SR 22-31
Teaching, Clinical Professors and Lectures (TCPL) Promotion Increments
April 25, 2022

WHEREAS the charge of the Faculty Welfare Committee is as follows:

> The functions of the Faculty Welfare Committee are to represent the faculty and consult with the Provost on matters that affect the fiscal compensation and support of the faculty. Such matters include but are not necessarily restricted to salaries, insurance benefits, retirement, fee waivers, overload compensation, leaves, and travel. The Committee shall work closely with the Fiscal Priorities and Budget Planning Committee and with the Academic Policy Committee in those areas where the primary responsibilities of the later committee affect overall fiscal and academic priorities and policies. The Committee shall report regularly to University Senate.

Whereas, Miami University has been a leader in teaching-centered education that "values teaching and intense engagement of faculty with students through its teacher-scholar model" (per the University Mission Statement) and wants to remain so, and

Whereas, Miami is recognized as a leader in higher education in Ohio and beyond and is committed to attracting and retaining exceptional faculty in all ranks and classifications, and

Whereas, TCPLs teach a high volume of the credits at our tuition-dependent institution, and

Whereas, on the Oxford campus, the mean salary of TCPL faculty members is only 66.7% of the mean salary of T/TT faculty (per the Provost's Office), and

Whereas, TCPL promotion increments ($4,000/$6,000) are currently set at only two-thirds (66%) of the value of T/TT promotion increments ($6,000/$9,000), and

Whereas, the inequity in compensation of TCPL faculty is a hindrance to Miami's ability to enact the teacher-scholar model by recruiting and retaining excellent faculty in that category and a continuing source of disaffection among TCPL faculty (per the *ad hoc* Faculty Composition Report);

BE IT SO RESOLVED that the Senate support the following changes to the promotion increments for TCPL faculty as a first, small step to address one element of compensation inequity:

- TCPL promotion increments are to be brought into line with a minimum standard of 80% of the tenure, tenure-track increments, that is:
  - Assistant-to-associate TCPL would move from $4,000 to $5,000 (rounded up from $4,800 or 80% of the T/TT promotion increment) and;
  - Associate-to-full TCPL would move from $6,000 to $7,000 (rounded down from $7,200 or 80% of the T/TT promotion increment) and;
  - Adjust the salaries of current associate TCPL faculty by +$1,000, and;
  - Adjust the salaries of current full TCPL faculty by +$2,000.

SR 22-31 was approved unanimously

<div align="center">

SR 22-32
Proposed changes to the policy "Employment of Persons Holding a Miami Degree"
April 25, 2022

</div>

Rationale:
Whereas many Miami employees and others understood that they <u>could</u> compete for future full-time, permanent positions, such as TCPL lines, while holding their last degree from Miami before the adoption of the existing policy on July 1, 2019; and,

Whereas many Miami employees and others holding their last degree from Miami have been considered ineligible (often in error) to compete for full-time positions (except in "extraordinary situations"), such as for TCPL lines, for which they are actually duly qualified since the adoption of the current policy on July 1, 2019; and,

Whereas professional experience both within and outside of academia is valued in candidates for TCPL positions even in the case where candidates have a Miami degree;

Whereas the current policy requiring that TCPL are hired after a competitive search will ensure that the best candidates are hired from a competitive pool; and

Whereas Miami University would benefit from allowing candidates, who have their last degree from Miami as well as relevant "applicable experience" to enter the pool to compete for new TCPL positions because they have strong records of service beyond or at Miami;

We propose the following minor changes to the existing policy so that candidates with Miami degrees can compete openly and without hesitation for permanent, full-time faculty positions:

Proposed Policy (Clean)
Effective July 1, 2022, a person whose last degree is from Miami University may not be hired into a tenurable or promotable but non-tenurable position (TCPL) unless one of the following conditions prevails:

<div align="center">19</div>

1. The person held the position and rank at Miami University at the time of the award of the degree and the degree is unrelated to the discipline in which the faculty member is employed; or
2. Since receiving the Miami degree, a person seeking a tenured or tenure-eligible position has been employed elsewhere for at least three years and has gained significant achievement in teaching and/or research; or
3. Since receiving the Miami degree, the person applying for a TCPL position has had at least three years of applicable experience that demonstrates new knowledge, skills, and ideas to advance their teaching; or
4. Since receiving the Miami degree, the person has earned a higher degree from another institution.

For the purpose of hiring someone with a Miami degree into a non-tenurable position (TCPL) in the context of a competitive national search, an exception to this Policy may be sought. Any exception requires the support of the dean and the approval of the provost.

Proposed Policy (Marked Up)

Effective July 1, 20~~19~~22, a person whose last degree is from Miami University may not be hired into a tenurable or promotable but non-tenurable position (TCPL) unless one of the following conditions prevails:

1. The person held the position and rank at Miami University at the time of the award of the degree and the degree is unrelated to the discipline in which the faculty member is employed; or Since receiving the Miami degree, a person seeking a tenured or tenure-eligible position~~the person~~ has been employed elsewhere for at least three years and has gained significant achievement in teaching and/or research; or
2. Since receiving the Miami degree, the person applying for a TCPL position has had at least three years of applicable experience that demonstrates new knowledge, skills, and ideas to advance their teaching; or
3. Since receiving the Miami degree, the person has earned a higher degree from another institution.

For the purpose of hiring someone with a Miami degree into a non-tenurable position (TCPL) in the context of a competitive national search ~~In extraordinary situations~~, an exception to this Policy ~~for the hiring of a TCPL with a Miami degree~~ may be sought. Any exception requires the support of the dean and the approval of the ~~p~~Provost. ~~Exceptions may be granted only following a competitive national search~~

SR 22-32 was approved, 44 Yes; 0 No; 1 Abstention

<div align="center">

SR 22-33
Promotion and Tenure Guidelines for Dossier Preparation 2022-2023
April 25, 2022

</div>

BE IT HEREBY RESOLVED that University Senate adopts revisions as amended to the 2022–2023 *Promotion and Tenure Guidelines for Dossier Preparation.*

SR 22-33 was approved, 44 Yes; 1 No; 0 Abstentions

<div align="center">

SR 22-34
Dossier and Evaluation Guidelines for Teaching Professors, Clinical Professors, Lecturers, and Clinical Faculty 2022-2023
April 25, 2022

</div>

BE IT HEREBY RESOLVED that University Senate adopts revisions as amended to the *2022-2023*

<div align="center">20</div>

Dossier and Evaluation Guidelines for Teaching Professors, Clinical Professors, Lecturers, and Clinical Lecturers.

SR 22-34 was approved unanimously

SR 22-35
Appointments to Standing and Advisory Committee of University Senate
April 25, 2022

BE IT HEREBY RESOLVED that University Senate confirm the 2022-2023 appointments to open seats of the standing and advisory committees of University Senate; and

BE IT FURTHERMORE RESOLVED that Senate authorizes Senate Executive Committee to confirm remaining 2022-2023 appointments to the standing and advisory committees of University Senate.

SR 22-35 was approved unanimously

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

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Optimizing Miami's Academic Program Portfolio

Carolyn Haynes, Senior Associate Provost

MIAMI UNIVERSITY

Rationale

»   **MiamiRISE** recommendations 19, 20 & 23

»   **Higher Learning Commission Core Components** 4A (ensures quality programs), 4C (ensure student success) & 5C (systematic, integrated planning)

»   **Miami's mission** of academic excellence

»   **Changing Needs** of Students, Employers, Workforce

»   **Purposeful stewardship of resources**

Multiple Curricular Initiatives

» **Academic Program Evaluation, Improvement & Prioritization** Project (APEIP) – One-time review of all majors

» **Department Planning & Improvement Process** – Revised review of entire department and its curricula (6 yr cycle)

» **Miami Academic Program Incubator** – Data-driven consultation on new program ideas or significant revisions of existing programs

APEIP: Three Steps

Academic Program Evaluation, Improvement & Prioritization

- » Robust data workbooks provided to each department
- » Dean provided initial ratings on programs
- » Department in collaboration with dean developed strategic improvement goals
- » Department developed action plans on curriculum focusing on goals, tactics, metrics and timeline
- » Dean and Office of Provost provided feedback
- » Department reports on progress for next 3-4 years

Initial APEIP Outcomes: Programs

» 34 of 260 programs voluntarily eliminated by the faculty of the program's home department(s)

» 14 dormant programs removed from books

» 49 programs have created plans for significant restructuring

» 163 programs have plans for continuous improvement

» Many plans also include strategies for improving high-enrolled courses that impact retention and graduation rates

Example of Course Plan

» **Data:** Course showed good DFW rates overall but 40% higher for international and domestic minority students

» **Strategic Goal**: Improve student success in course.

» **Tactics**:

  » Early assessment in course with faculty interventions

  » Peer mentoring program in course

  » DEI training for faculty teaching course

» **Metric**: Decrease DFW rates by 25% by spring 2024

Example of Program Plan

» **Data:** Employer demand very high; # of applications low

» **Strategic Goal**: Enhance enrollment in program

» **Tactics**:

  o Rebrand program with new name/career focus

  o Infuse curriculum with new approaches (smart tech)

  o Develop industry partnerships and co-ops

  o Invest in aggressive marketing focusing on value added

» **Metric**: Increase # of applications by 20% by 2023

APEIP Process

» Steering Committee, chaired by Professor Stacey Lowery Bretz, developed the guidelines and process

» Departments generated their own action plans, strategies, tactics and metrics in conversation with dean

» Deans provided feedback

» Office of Provost provided feedback only upon request (80% of departments requested feedback)

Maintaining Culture of Continuous Improvement

Department Planning & Improvement Process (D-PIP)

» Focus on continuous improvement (comprehensive review plus biennial updates; consultant-evaluator team members)

» Collaboratively developed strategic goals (dept, dean, Provost)

» Holistic (encompasses all aspects of dept plus assessment & DEI)

» 6-year cycle (~ 10 department visits per year); schedule developed in collaboration with deans and chairs

» Process customized for depts with professional accreditation reviews

» More robust support for process (consultation, dept orientation, data)

APEIP & D-PIP: What's the Difference?
(Academic Program Evaluation, Improvement & Prioritization Project)

APEIP

» One-time review of all degree program/majors in same year

» Action plans that include goals, tactics and metrics

» 3 or 4-year follow-up timeline & brief annual updates

» Internal process completed among dept faculty and dean

D-PIP

» Review of entire department conducted every 6 years (programs, curricula, faculty, students, research, DEI/climate, resources, assessment)

» Includes: self-assessment, visit, team report, biennial progress updates

» Team with internal and external members

D-PIP Model Developed by Senate Committee
2021-2022 Membership

» Carolyn Haynes (chair)

» Angela Curl (FSW)

» Chelsea Green (FIN)

» Michael Hatch (ART)

» Tracy Haynes (BIO)

» Steven Keller (CPB)

» Murali Paranandi (ARC)

» Jennifer Quinn (PSY)

» Susan Spellman (HCA)

» Todd Stuart (CCA)

» Ellen Yezierski (CTE)

» Emily Zakin (PHL)

Maintaining a Culture of Continuous Improvement

Miami Academic Program Incubator (MAPI)

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

MAPI (Incubator)

» Steering Team of University Level Leaders & Heads of Senate Curriculum Committees

» Data & Research (EAB, Gray Associates, Admission Office, University Marketing, Registrar)

» Curriculum Coaching

» May apply for Seed Funding (3-5 years)

» Feedback on Concept Paper & Preliminary Budget

» Feedback given to Department, Dean and Provost

» Research on Future Trends Provided to Deans and Chairs
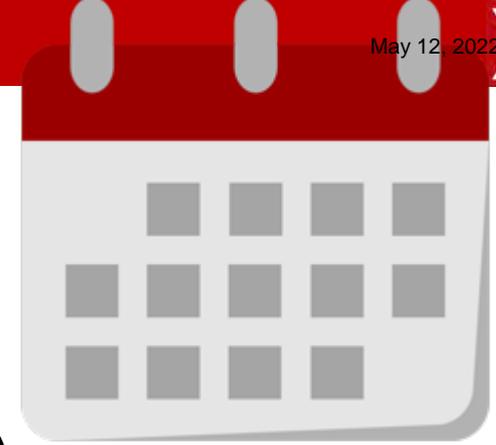
Transition Timeline

» **Spring 2024**: APEIP reporting ends

» **2023-2024**: Pilot of new D-PIP model (4-5 depts)

» **2024-2025**: Full implementation of D-PIP process with cohort of 10 departments establishing strategic goals, selecting team members, drafting self-assessment, planning visit)

NOTE: Accreditation Comprehensive Review occurs in 2025-2026. HLC requires ongoing reviews of programs.

These initiatives also help with:

Ensuring we advance our mission for educational excellence and meeting requirements of:

» **Higher Learning Commission:** Our Quality Initiative Project (which is part of our accreditation reporting) is focusing on these initiatives

» **Ohio Department of Higher Education:** We used the outcomes from APEIP to complete the **Low Enrolled Program Report** (requirement of ORC Section 3345.35 and preliminary draft in your packet)

ODHE Low Enrollment Report (ORC 3345.35)

Goal: Evaluate courses and programs based on enrollment and duplication with other state higher education institutions

» Summarize practice used for determining thresholds on low enrolled courses and programs

» List courses and programs 20% above Miami's enrollment thresholds

» Offer summary of recommended actions and rationale for low enrolled courses, low enrolled programs and programs that are low-enrolled and duplicative of programs at University of Cincinnati

ODHE Low Enrollment Report Highlights

» **Course Threshold**: 12 for undergraduate courses; 7 for graduate courses (exceptions – e.g., internships, independent study)

» **Program Threshold**: 5 per year for associate/bachelor's degree; 3 per year for master's degree; 1 per year for doctorate

» **Duplicate Programs**: 6 identified for possible course sharing

» *Report will be finalized prior to the June meeting.*
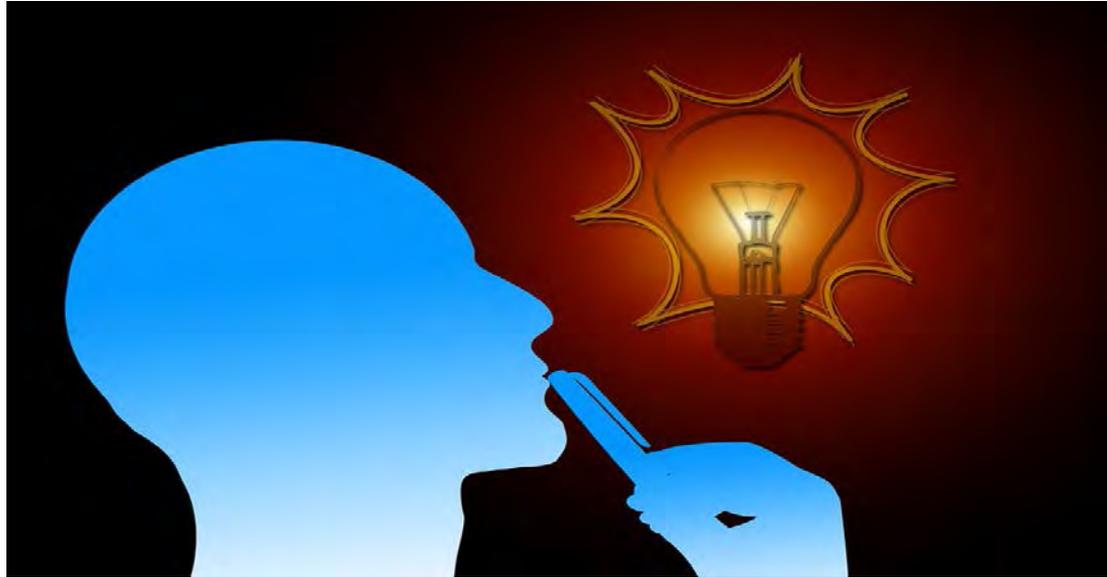
Questions?

New Degrees – Undergraduate

Sport Communication and Media

BS in Sport Leadership and Management (SR 22-29)　　　　(April 18, 2022)

Sport Coaching

BS in Sport Leadership and Management (SR 22-26)　　　　(April 11, 2022)

Computer Science

BA in Computer Science (SR 22-15)　　　　(February 21, 2022)

Studio Art

BA in Studio Art (SR 22-27)　　　　(April 18, 2022)

Geology

BS in Environmental Earth Science (SR 22-28)　　　　(April 18, 2022)

New Degrees – Graduate

Clinical Engineering

Master of Science in Clinical Engineering (SR 22-14)

(February 21, 2022)

Computer Science

Master of Computer Science (SR 22-30)

(April 25, 2022)

Enabling Act Revisions

Introductory Article: Edits reflect changes in the titles of faculty that have already been applied in other University policy documents. This does not represent a substantive change in the membership of Faculty Assembly, rather, simply an update on language.

Article 2: Changes reflect the approved revised composition of Senate Executive Committee and makes the role of the Recording Secretary explicit.

Article 3, Section 3: Edit reflects some modernization and streamlining of the ways in which Senate communicates.

Article 4, section 2: Edits reflect changes in the titles of faculty that have already been applied in other University policy documents. This does not represent a substantive change in the membership of Faculty Assembly, rather, simply an update on language.

Enabling Act Revisions (cont.)

Article 5, Section 1 B,E,G: Edits reflect that *Policy Library* has replaced *Policy Information Manual*.

Article 5, Section 3A: Edits reflect recent administrative changes in position and title. Also recommended is the removal of the responsibility of evaluating the University Director of Liberal Education from the charge as this position is regularly and publicly evaluated in other ways.

Article 5, Section 3C, 3D: Changes needed to rebalance the representation of the College of Liberal Arts and Applied Sciences (CLAAS) and move from a representative of both campuses to one representative from CLAAS.

Article 6, Section 9C: Edits to reflect modern technology in both dissemination and voting.

Textbook Auto-Adopt Policy

Ohio state requirement to support the Higher Education Opportunity Act, Title I, Section 133

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.

1. 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)

2. 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)

SR 22-21: Revision to Textbook and Learning Materials Policy (April 4, 2022)

Attachment B · Office of the Provost Material · May 12, 2022

Move to Professional Academic Advising

- Doubled the number of professional academic advisors on campus
- Updated and require advisor training modules for all new professional advisors
- Boldly Creative funding supported development of the Office of Exploratory Studies housed in the Office of Undergraduate Education
- Approved advising tiers with clear expectations for promotion and divisional advising staffing plans
- Established Office of Exploratory Studies (OES) to support campus-wide advisor assessment and professional development

Audit and Revise Policies/ Processes Related to Student Success

- Made ACT and SAT optional for admission
- Established academic advisor promotion ladder
- Reviewing additional policies/procedures:
  - Withdrawal from the University
  - Return from medical withdrawal
  - New student registration
  - Credit/No Credit
  - 2-strike mandatory suspension rule for academic dishonesty

Create Pathways to Support Student Success

- Developed Summer Survey to identify students in need of support and resources before they arrive on campus
- Creating plans for milestone advising supported by increase in professional advisors
- Implementing UAchieve degree maps fall 2022
- Office of Exploratory Studies will support exploring students beginning summer 2022
- Undertaking transfer pathway analysis as part of Moonshot for Equity
- Developed Early College Academy to smooth high-school to college pathway

State Completion Report – Updates on Key 2020 Strategies

Improve Curriculum to Support Student Success

- Approved change in Calculus from 5 to 4 credits

- Established strong Start to Finish plans at Regionals

- Offered Business Calculus

- Completed APIEP process resulting in program and curricular changes

- Launched holistic and collaborative workshops and plan for improving courses of concern

- Approved Miami Global Plan for implementation in fall 2023

Increase Affordability by Cutting Costs and Increasing Aid

- Saved students over $1 million through providing more open educational resources across campus

- Raised nearly $40 million in scholarship funding

State Completion Report – Updates on Key 2020 Strategies

Increase Support for Special Student Populations

- Hired Transfer Coordinator and approved Transfer Credit Evaluation Coordinator position

- Enhanced GradU8 program so participants' retention exceeds that of Ohio Pell Grant students at large

- Took proactive and intentional steps to address 44 recommendations of Presidential DEI Taskforce with completion rate across recommendations of 91.9%

Leverage Technology to Advance Diverse Student Success

- Assessed campus technology and electronic resources to ensure accessibility

- Developing institutional expectations related to academic advisors' use of technology to improve support for students

Dr. Padma Patil
Associate Vice President of Institutional Research

The Pennsylvania State University
Director of Analysis and Research

Over ten years of experience in institutional research and strategic planning.

Dr. Jason Lane
Dean, College of Education, Health and Society

Dr. Susan McDowell
Vice President, Research and Innovation

Improving the Academic Program Review Process at Miami University

January 2022

Proposal Created by the 2021-2022 Academic Program Review Committee

- Carolyn Haynes, Chair and Senior Associate Provost
- Angela Curl, Associate Professor, Family Science & Social Work
- Chelsea Green, Assistant Clinical Professor, Finance
- Michael Hatch, Assistant Professor, Art
- Tracy Haynes, Teaching Professor, Biology
- Steven Keller, Professor, Chemical, Paper & Biomedical Engineering
- Murali Paranandi, Professor, Architecture & Interior Design
- Jennifer Quinn, Associate Professor, Psychology
- Susan Spellman, Chair and Associate Professor, Humanities & Creative Arts
- Todd Stuart, Director, Arts Management & Entrepreneurship
- Ellen Yezierski, Professor and Director, Center for Teaching Excellence
- Emily Zakin, Professor, Philosophy

Contents

Rationale

As part of its accreditation standards, the Higher Learning Commission (accrediting body for Miami University) requires Miami to "maintain a practice of regular program reviews and act upon the findings." To meet this requirement and to promote high quality programs, Miami has a longstanding practice of academic program reviews. Until 2019, the reviews were conducted at the department level.

During that same year, Miami's strategic plan, "MiamiRISE," was created by a faculty-led committee, and it included three recommendations relating to program review: one-time comprehensive review of all undergraduate majors (recommendation #19); one-time comprehensive review of graduate programs (#20); and revision of program review goals and processes (#23).

Miami created a faculty-driven committee (chaired by Stacey Lowery Bretz) to address recommendations 18 and 20 of the strategic plan. In 2020, that committee in consultation with University Senate developed the Academic Program Evaluation, Improvement & Prioritization Project (APEIP) that replaced the existing academic program review process. This project is now ongoing and will continue until 2024-2025. All undergraduate and graduate programs underwent a review by their departments and divisions, and each department developed plans for curricular improvement. These curricular plans are currently being implemented with annual updates submitted to the dean and Office of Provost.

Process for Developing Proposal

Beginning in fall 2020, the Academic Program Review Committee (University Senate committee) began working on developing a new model for academic program review. In 2020-2021, the APRC formed three subcommittees to gather additional data to support its work. The first subcommittee reviewed both the APR processes at several peer universities and white papers about program review from EAB and Hanover Research. The second subcommittee carried out interviews with the six division deans. The third subcommittee developed and administered a survey of department chairs concerning APR; the survey had a 77% response rate. APRC members had several discussions to reflect upon the results of this work and synthesize findings.

Key concerns relating to the prior academic program review process were raised in this research:

- Department's goals were not always aligned with the University's strategic plan and divisional strategic plans
- There was a limited return on investment of time and other resources. Department chairs noted that the process required considerable investment of time, and recommendations for additional resources that were made by teams were not always fulfilled. On the other hand, academic deans expressed concerns that the recommendations tended to be impractical given the fiscal realities. As a result, the effort did not always yield meaningful improvements.
- Support and training for departments as well as review teams were insufficient.
- Assessment of student learning and DEI considerations were not well integrated into the process, resulting in additional and separate reporting for departments to complete.
- Process tended to be completed once every six to seven years with little follow up or focus on continuous improvement.
- Data were not always easy to secure or relevant for the goals of the review.

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- Lack of record-keeping such as a central repository to maintain past reports and responses.

The APRC then drafted the proposal during fall 2021 and vetted the draft widely with department chairs and academic deans. Feedback was gathered, and revisions made to address the most commonly cited concerns.

Executive Summary of New Model

Distinctive characteristics of the new model:

1. **Focus on strategic improvement goals** that are developed in conversation with the dean and Provost's Office
2. **Emphasis on continuous improvement** with biennial updates on progress made following the review
3. **Enhanced support for departments** – e.g., orientation for departments, training for department chairs, Canvas site with tips, templates and resources, orientation for review team members, consultation on the data needed for program review
4. **Shift in team member roles to focus on consultation** relating to strategic improvement goals along with overall evaluation
5. **More holistic approach** that includes the activities of the entire department (including departmental climate, research activities, course offerings, etc.) rather than just focusing on academic degree programs and majors.
6. **Customizable process** to accommodate departments that have professionally accredited programs so that the review occurs at an optimal time and only focuses on the areas that are not already addressed in the professional accreditation process.
7. **Streamlined reporting** with the review process including assessment of student learning as well as DEI reporting and thus eliminating the need for additional and separate reports for those areas.

The general steps in the process are summarized below:

Year	Action
18 Months to Two Years Prior to Visit	Office of Provost holds information meeting with all department chairs undergoing review in two years
	Office of Provost leads orientation session(s) with department; meeting(s) may include Office of Dean representative. Department will be offered a menu of options for the orientation so that it can be tailored to the department's needs
6-12 Months Prior to Visit	Department chair, dean and Provost collaboratively discuss and agree upon strategic improvement goals for the review and decide on possible data needs
	Department drafts self-assessment in conversation with dean
	Department chair and dean decide upon composition of review team
	Department finalizes self-assessment using input from dean
Year of Visit	Department plans visit schedule
	Office of Provost provides orientation to team members
	Team visit
	Team drafts report and submits it
	Department reviews report and offers response; dean also offers response
	Department chair, dean and Provost meet to discuss review and plans for future

Two Years Following Visit	Department submits progress update (every two years until next review)

Department Planning & Improvement Process Guidelines

Purpose: The purposes of the department planning and improvement process (D-PIP) are to: 1) assess the quality and effectiveness of departments; and 2) to identify and continuously monitor strategies for improvement in the context of the disciplines or fields represented in the department, Miami University's strategic plan and its focus on inclusive excellence,[1] and the division's and department's strategic plans. D-PIP is an explicit requirement of Higher Learning Commission accreditation. Hallmarks of good unit reviews are that they are evaluative and forward-looking, fair and transparent, and result in action.

Frequency and Cycle: Departments will typically undergo D-PIP every six years.

Departments with professional (disciplinary) accreditation may follow a different timeframe that will align with their professional accreditation cycle. In this situation, departments will typically undergo D-PIP in the year following the conclusion of the professional accreditation review. In cases where departments have multiple program accreditations on different cycles, the provost, dean, and department chair will collaboratively decide upon the D-PIP timeframe.

The *Department Planning & Improvement Schedule* will be developed in collaboration with the Office of the Provost, the department chair and the dean. The six-year schedule lists the year in which departments are to be reviewed; at a minimum, planning for the review should begin at the start of the academic year preceding the review year and typically should begin two years in advance of the review year.

Departments will be required to submit a mid-cycle report every two years following the D-PIP comprehensive process and prior to the next comprehensive process. The mid-cycle reports will include a brief update on progress made in reaching the strategic goals identified in the D-PIP review as well as a brief update on the assessment of student learning outcomes activity for each academic program (major/degree or freestanding certificate) in the department. For most departments, these biannual updates will reduce the frequency of student learning assessment. Programs undergoing professional accreditation may follow a modified timeline for submission of the updates on the strategic goals and assessment of student learning.

The Relationship Between D-PIP and Professional Accreditation: Every attempt should be made to streamline and align the D-PIP and professional accreditation review processes and require the least possible burden on the part of the department beyond the work undertaken for accreditation. Accreditation, however, cannot wholesale substitute for D-PIP. This is because the focus of accreditation is typically meeting disciplinary standards at the

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[1] Inclusive excellence promotes (1) **Diversity [i**ndividual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations)]; (2) **Inclusion** [the active, intentional, and ongoing engagement with diversity—in the curriculum, in the cocurriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions]; (3) **Equity** [the creation of opportunities for historically underserved populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion]; and (4) **Equity-Mindedness [**"The term 'Equity-Mindedness' refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education." (Center for Urban Education, University of Southern California)]

program level, while the focus of D-PIP is planning and continuous improvement at the department level in the context of the University's strategic plan, diversity statement, and the division's strategic plan.

Unless the department requests otherwise, the consultant-evaluator team for D-PIP will typically not include external members since external members are typically part of the professional accreditation review.

As preparation for the accreditation review begins, the Office of the Provost will consult with the dean and department chair to confirm specific details of the D-PIP process in the context of the accreditation review, including the most appropriate time to schedule the review. Information produced for the professional accreditation self-study should be used for the D-PIP self-assessment as much as possible, and the template for the self-assessment should be modified so that it addresses only those questions not already addressed in the accreditation review.

Steps in the Department Planning & Improvement Cycle (Please note these actions and the timeline may vary to satisfy accreditation requirements and/or other unique circumstances.):

A designee from the Office of the Provost will work with the academic deans to create a six-year schedule for D-PIP reviews. This schedule will be reviewed each year and updated as needed. However, to comply with the Higher Learning Commission expectations, all departments need to undergo the D-PIP review once every six years.

Two Years Prior to the Visit
1. A designee from the Office of the Provost will attend a departmental faculty meeting to provide an orientation on the process, including suggestions for how to make the process inclusive, transparent and constructive.
2. The Office of the Provost designee will convene an informational meeting of chairs of departments scheduled for review. The meeting is designed to outline the timeline and logistics of the review, objectives, and resources.

One Year Prior to Visit
3. The Office of the Provost designee will work with the department chair and other department representatives as appropriate to facilitate these action steps:
   a. ensuring that the department has the institutional data (data workbooks) available from the Office of Institutional Research and Effectiveness and divisional data leads (see information on data workbooks later in this document) and providing consultation to assist departments with interpreting the data and translating the data analysis into strategic improvement goals;
   b. meeting with the provost and dean to discuss and collaboratively agree upon a small set of specific strategic improvement goals to guide the D-PIP process.
4. Throughout the academic year preceding the team visit, the Department will draft the self-assessment according to the specified guidelines. It is important that the Chair involve the entire faculty as well as other stakeholders (students, alumni, staff) as much as possible. At minimum, all faculty and staff members in the department should have an opportunity to review the draft self-assessment and offer input prior to submission of the final version to the Office of the Provost. The department will make the self-assessment available to the Office of the Provost for feedback no later than spring break.
5. Peer review is the bedrock of academic work in all arenas, and program review is no different. Thus, most departments will have a team made up of both external and internal reviewers with relevant expertise, given the goals for that year's program review. If a department regularly engages in external review due to their own accreditation process, it may request to opt out of external reviewers (see #6 below). No later than spring break of the year preceding the self-assessment, the dean will request from the department a list of potential internal and external reviewers who not only have disciplinary expertise, but who also have expertise related to the department's current concerns (for example, regarding external

funding, staffing, curricular innovation, assessment of learning outcomes, DEI, etc.). Teams typically have 2-4 members. All team members will be provided an orientation on the process and expectations for the team visit and report.

6. If circumstances warrant, the department chair may make a request to the dean and Provost office for a review team consisting only of internal members.

During the Year of the Visit

7. The consultant evaluator team will be chaired by a member of the Department Planning & Improvement Committee (D-PIPC) appointed by the chair of the University Senate's Department Planning & Improvement Committee (formerly known as Academic Program Review Committee).

8. During the summer before the semester in which the team visit takes place, the dean sends the self-assessment, the previous review team's report, and any other relevant materials (e.g., data workbook and other materials supplied by the department) to the consultant-evaluator team members.

9. Early in the fall semester of the academic year when the team visit takes place, the department coordinates travel arrangements and itineraries with the external consultant-evaluators and works with the dean and the Office of the Provost to develop the schedule of meetings. Departments are encouraged to organize meetings by theme or topic (e.g., student success, academic program quality, faculty research) although meetings by role may be warranted if current concerns relate to them (e.g., tenured faculty, non-tenured faculty, students, etc.). The consultant-evaluator team chair in consultation with the department will ensure that meetings are properly scheduled and include all appropriate stakeholders. The meetings should be developed with a focus on the previously agreed upon specific strategic goals. As has been done in the academic program review process, the department under review is responsible for paying for the external consultant-evaluator honoraria, travel, lodging, and associated costs.

10. The Office of the Provost provides an orientation to team members to assist them in understanding the process, their responsibilities and the expectations for the visit and report.

11. The review generally takes place between September and November over a 1- to 2-day period. Meetings should be inclusive of all departmental stakeholders as appropriate. The consultant-evaluators should meet with the dean and the Office of the Provost at the beginning and end of their visits. The team should endeavor to agree on major findings and have at least a rough draft of the report completed by the end of the visit.

12. Within four weeks of the visit, the consultant-evaluator team should share its report with the department chair, dean, and Office of the Provost designee following the guidelines and template provided. It is crucial that the report directly address the key issues and strategies and include concrete recommended action steps, as outlined in the team report guidelines. The dean and department chair will conduct a fact check of the team report within a week of its receipt and may ask for corrections of errors of fact if necessary.

13. The dean and department chair will discuss the team's findings and will each prepare a brief written response to the team report, ideally within four weeks of receiving the report. The dean will then submit the self-assessment, reviewed team report, and dean's and department chair's responses to the Office of the provost.

14. The provost (or designee), dean, and department chair will meet to discuss the review findings and recommendations and agree upon follow-up actions.

15. The chair of the D-PIPC will provide a summary of the outcome of the review process and include it in the minutes of the D-PIPC. Minutes will be submitted to University Senate.

Following the Visit

16. Every four semesters following the review (and until the next review occurs), the department chair will provide a mid-cycle progress update on the strategic goals, new challenges facing the department, and an update on assessment of student learning outcomes activity (using the template) and submit to the dean and the Office of the Provost. Professionally accredited programs may follow a slightly modified timeline for progress reports.

Process for Off-Cycle Reviews: As has been done in the past with academic program reviews, the provost may initiate an abbreviated off-cycle review at any time for any department, especially in cases where there are significant upward or downward trends in a department's enrollments or overall budgetary status. In these cases, the provost, in consultation with the dean and Office of the Provost, will ask the department to address a specific set of questions in an abbreviated report, ask the Office of Institutional Research & Effectiveness and divisional data leads to provide the appropriate data set to guide the review, and establish a time-line for the completion of the abbreviated self-assessment and the review cycle. The provost will also determine whether or not an external reviewer is required for the off-cycle review.

Self-Assessment Guidelines

Purpose

Miami University's Department Planning & Improvement Process provides each academic unit the opportunity to examine its strengths and areas for improvement, set strategic goals in a systematic way and in alignment with the University's and Division's strategic plans, and make continuous progress in meeting goals. The D-PIP aligns with the University's mission of ensuring excellence in its academic programs and Core Components 4A and 4B of the Higher Learning Commission accreditation criteria:

- "The institution ensures the quality of its educational offerings [by] maintain[ing] a practice of regular program reviews and act[ing] upon the findings"; and
- "The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students."

D-PIP enables us to:

- Guide the future direction and priorities for Miami's portfolio of academic programs;
- Identify specific strategies for improvement and development;
- Promote goal-setting within and across departments;
- Promote the principles of inclusive excellence within the department;
- Identify potential opportunities to realign resources to promote academic excellence;
- Identify potential opportunities to generate and use incremental resources;
- Advance the University's and division's strategic plans;
- Fulfill accreditation and state requirements;
- Assure institutional quality to students, faculty, parents, alumni and other stakeholders.

Instructions

The self-assessment reports on four categories: (1) strategy (goals, trends, and challenges); (2) academic and student experience; (3) faculty profile and research; and (4) resources (human, physical, and financial). Principles of diversity, equity, and inclusion should be incorporated into each of the four major categories.

This self-assessment should be as concise as possible and not exceed twenty pages in length.

The final report should reflect the sentiment of the questions listed for each category. It does not, however, need to be structured question by question with answers underneath. If another organizational strategy serves the purposes of the department, then the department may elect for that strategy.

Departments are encouraged to embed their findings in the professional literature related to their field(s),discipline(s), or related discipline(s) (e.g., scholarly works on teaching and learning).

Data Workbook

Miami's Office of Institutional Research & Effectiveness and Divisional Data Leads will provide standard data (requested on the template) and also serve as resources for the department as it prepares for the visit. The department should request data it sees as relevant from these offices to inform their self-report and to share as appropriate with the review team (see "Content of Data Workbooks" section in this document for a list of possible data available for the departmental data workbooks.) The department may supplement the workbook with additional and relevant data (e.g., surveys of students, course evaluation data, alumni focus groups, data and trends from professional organization and literature).

Deadlines

The draft of the self-assessment is due to the dean and Office of the Provost no later than spring break prior to the year of the review.

Questions

Any questions about the process can be directed to Senior Associate Provost, Carolyn Haynes, haynesca@miamioh.edu.

Self-Assessment Template

Strategic Direction

The purpose of this section is to provide an overview of the strengths and challenges of the department, emerging and best trends in the field(s), and specific strategies and issues to be considered in the review. The following question serve as guidance in this area:

What is the vision and mission of the department?

How does the department's vision for the future relate to the University's strategic plan and mission? How does it relate to the strategic plan and goals of the division? What are the department's aspirations over the next review cycle?

How does the department illustrate its commitment to diversity, equity and inclusion through its vision, leadership, mission, messaging and incentives?

Please provide a concise summary of the top 3-6 accomplishments of your department in the past 3-5 years.

List all programs (including concentrations associated with the programs, co-majors, certificates, minors) as well as the number of credits required to complete the program.

Degree/Program Name	Concentration	Liberal Education Credits	Program Credits	Additional Credits	Total Credit Hours

Complete the table below on accrediting agency and status, if applicable.

Degree/Program Name	Accreditation Agency	Month/Yr of Last Review	Month/Yr of Next Review	Accreditation status; note any changes (sanctions, etc.)

In a few sentences or a list, please describe other curricular contributions your department makes to the University (e.g., liberal education, required courses for programs in other departments, first-year experience course).

Please list 3-4 departments at other institutions that you view as aspirant and from which you can gain insights to advance your goals for the D-PIP process.

Department Name	University/College	Programs, practices that are noteworthy and could be used to inform your strategic improvement goals

Provide a brief summary of some of the most promising, emerging trends that are aligned with some or all of the strategic improvement goals for your department. Please refer to the relevant professional literature.

What are the S.M.A.R.T. strategic improvement goals for the department and the rationale (evidence) for selecting those goals.

NOTE: Make sure that the goals are SMART, meaning they are specific, measurable, achievable, relevant and time-bound. Generally speaking, this means that: (1) you know how you can go about accomplishing the goal; (2) you have a clear outcome that you can measure in mind that will demonstrate whether you met the goal; (3) you believe the goal is ambitious but also can be achieved; (4) the goal relates to your department's mission and the division's strategic goals; and (5) you have a deadline when you expect the goal to be met.

What are the specific metrics or benchmarks to be used to assess the goals?

Put simply, to identify a metric, you should be able to articulate how you will know when you have reached your strategic goal.

To develop your strategic improvement goals and metrics, please review the matrix below for possible examples of strategies and metrics.

Category	Possible Strategies	Metrics
Quality of Program(s)	Conduct in-depth analysis and benchmarking of program, and identify program revisions (revision of courses, elimination of outdated courses) to advance student research	20% increase in student publications and student presentations at national conferences
	Infuse career development opportunities throughout the curriculum and co-curriculum	3% increase in job placement rate for our graduates
	Enhance student learning through more active pedagogical approaches	Five core courses in the major revised so that they leverage active learning approaches (inquiry-based, project-based, collaborative learning)
	Improve the cultural competency of students in the major through revised curriculum.	XX courses revised to integrate DEI principles
Student Success	Improve actual time to degree for students in the program.	Average time to degree by year (native students, transfer students)

	Increase the diversity of students in our major through articulation agreements and partnerships with selected diverse high schools	Increase the percentages of underrepresented populations of students in the major by 2% over the next five years
	Improve the success rate for a greater range of students in a highly demanded course.	Six-year completion rates of underrepresented groups increase by 2%
	Enhance the professional development of faculty and staff advising students in the department's programs.	100% of faculty and staff advising for our majors reach Level A status; 30% reach Master Advisor status.
Faculty & Research	Increase research productivity through revised workload norms.	Departmental workload policy revised to support differential teaching loads for research active tenured or tenure-track faculty
	Enhance the intellectual climate of the department through enhanced or new programming for faculty.	Publications in top tier, peer-reviewed outlets increase by 10%
	Increase funded research to enhance scholarly output and support for graduate students.	Grant applications increased by 25% in the next five years
Resources	Optimize the use of faculty resources.	Increase in section fill rates in the department by 10%

Note: You should identify 3-6 S.M.A.R.T. strategic improvement goals with at least one goal related to quality of academic program(s) and another to student success. All of the strategic improvement goals should be within your department's locus of control. Put another way, the goal should *not* depend on another unit to change or to take action for you to achieve it (e.g., we will ask the Admission Office to recruit more students or admit a higher quality student body).

Use the table below to summarize your goals, metrics, and timelines.

Strategic Improvement Goal	**Metric or Benchmark for Achieving Goal**	**Timeline (Deadline for Achieving Metric)**

What are the top 1-2 challenges or obstacles that face the department and that may impact your ability to meet the strategic improvement goals or general success of your department and its programs?

What is being or can be done to address the challenges?

Academic Program & Student Success

One of the most integral roles of a department is to support students' academic experiences and success. Student success encompasses more than complete a degree in a timely manner, it also includes measures of attainment of learning outcomes, personal satisfaction and goal attainment, job placement or successful admission to professional or graduate school, career advancement, civic and life skills and commitment to lifelong learning.

This section focuses on an examination of the quality of those experiences through enrollment trends, assessment of student learning outcomes, and other student success outcomes listed above.

Provide a brief description of each of the academic programs in your department (e.g., General Bulletin description) and major changes you have made to improve them in the past five years (e.g., online delivery, change in requirements, pedagogical approaches, experiential learning).

Provide a concise table that lists the courses or other contributions that the department makes to liberal education and other University curricular initiatives (e.g., UNV 101). Include the steps you have taken to improve liberal education course outcomes (e.g., assigning full-time continuing faculty to teach them, enhancing the pedagogy through active learning approaches, infusing more writing instruction and opportunities for writing, incorporating service learning) since the last review.

Course Number and Title	Average Number of Students Enrolled in Course Each Semester (for past 3 semesters taught)	Contribution (MGP, FYE, etc.)	Brief Summary of Improvements Made in Past Five Years

How is diversity, equity, and inclusion included in the department's curriculum and instruction? How might the curriculum and instructional approaches be improved to reach a greater diversity of learners and enable their success?

Explain the department's measures of teaching effectiveness and what efforts to improve teaching effectiveness have been pursued based on data gathered from these measures.

Briefly describe how your department has worked toward promoting student success outcomes, including retention, persistence, and completion goals.

Briefly summarize results from your assessment of student learning outcomes activity over the past five years, and explain how these results have been used to make specific improvements to the quality of programs and courses offered in your department. Please include all assessment plans and reports as well as feedback received from the past five years in your appendices.

Describe how your department ensures that students receive high quality advisement.

Describe any external awards or other recognition of the students, faculty, and/or program(s) over the past five years.

Describe efforts you have made to assist students in meeting post-graduation goals. Summarize post-graduation outcomes in your department (e.g., pass rates for programs leading to licensure or certification, job placement rates, percentages of admissions to graduate or professional school, employer satisfaction with program graduates, alumni satisfaction with program).

Describe any accomplishments or innovations of the department for which you are particularly proud. What are the key differentiators of your department and/or its programs with peer or competitor programs/departments?

Faculty

Please expand tables as needed.

Provide a profile of faculty in your department.

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Tenured/Tenure-Track faculty headcount					
TCPL faculty headcount					
Other faculty headcount					
Total Faculty FTE					
Student FTE/Faculty FTE Ratio					
Staff FTE					
Grad Assistantships FTE					

Note: Enrollment can also be measured as full time equivalent (FTE) students, a calculation showing how many students would be attending if all were enrolled full time. The FTE calculation is based on the sum of credits carried by all students enrolled in classes at a particular level, divided by the number of credits in a full-time load.

What are the faculty areas of expertise?

Faculty Name	Title & Rank	Highest Degree Earned	Courses taught during last academic year	Areas of scholarly or creative work (include titles and amount of funding for any funded research during last two years)

Describe your record in recruiting and retaining faculty as well as the recent efforts you have made to enhance faculty recruitment and retention. In particular, note efforts that the department has made or plans to make to recruit and retain diverse faculty and staff.

How does department decision-making and governance processes ensure appropriate consultation and shared responsibility? Where might the department benefit from improvement in terms of transparent and shared governance and equitable policy and decision making?

Briefly describe your faculty workload policy. Is there a differential workload for faculty who do high quality and high volume scholarly or creative work? Explain how you ensure that the processes used for assigning faculty workload are fair and equitable.

Please use the table below to summarize the teaching loads of each faculty member by semester.

Faculty Name	Rank/Position	2018-2019 Fall/Spring Teaching Load	2019-2020	2020-2021	2021-2022

Please use the table below to summarize (salary budget) the faculty and staff time allocated to external funding sources.

Faculty Name	Rank/Position	2018-2019	2019-2020	2020-2021	2021-2022

		Salary budget allocated to external funding			

Please use the table below to summarize the research leaves and course releases of each faculty member by year.

Faculty Name	Rank/Position	2018-2019 Fall/Spring Leave or # Course Releases	2019-2020	2020-2021	2021-2022

Describe efforts made to ensure the ongoing professional development of all faculty in your department.

How do you measure research productivity in your department?

Provide for the last five years and by faculty rank, if possible, supporting aggregate data: total number of refereed journal articles, technical/research reports, books, research presentations, and grants and contracts awarded from sponsored programs.

Discuss student research opportunities provided by the unit/program(s). Provide data as available.

To what degree is the research or creative activity of an interdisciplinary nature?

Describe how the department has advanced research and career development among students (undergraduate and graduate).

Describe 3-5 of the most notable examples of service to the University, profession, discipline and community by faculty, staff, and students in your department. Note: Please focus on the highlights. The CVs of your faculty can provide additional information.

Resources

Provide an overview of the adequacy of each of the following to support the program(s) under review:
- o Instructional Staff support
- o Graduate assistantships and waivers (if applicable)
- o Administrative support
- o Laboratory space
- o Laboratory equipment
- o Department and classroom facilities
- o Office space
- o Technology support
- o Library resources
- o Online course/program support
- o Academic Program Advisors & Internship Coordinators

Summarize the University (E&G) sources of funds that support the program(s) under review (graduate assistantships, summer stipends, CFR awards, start-ups, course releases) in the table below.

Source	Estimate by year			
	2018-2019	**2019-2020**	**2020-2021**	**2021-2022**
TOTAL Per Year				

Describe any non-E&G sources of funds that support the program(s) under review (e.g., cost recovery, market rate, INTO, auxiliary funds, student fees).

Other than university resources, describe any sources of funds used to support graduate assistants (e.g., grants, fellowships, donors).

Given how the department drives revenue (mix of tuition, grants, donations), how do you ensure the financial viability of the department? What cost-effective measures have you taken or plan to take? What engagement activities does your department perform? Include internal and external partnerships with service to the public, community, and profession.

Sample Team Visit

Below are various options for visits. Please note: The visit schedule should be arranged in ways that best address the goals and needs of the department. The two sample schedules are merely suggestive.

Option 1

Sunday

Orientation Dinner (with department representatives, dean)

Monday

8:00 -8:50 am   Breakfast meeting with Dean, Provost and Associate Provost
9:00 – 9:50 am Team Discussion of Self-Assessment
10:00-10:50 am Meeting on Strategic Directions (chair, faculty and staff)
11:00-11:50 am   Meeting on Academic Programs (program coordinators, faculty)
12:00-12:50 pm Lunch with Students (Discussion of Student Success)
1:00-1:50 pm   Tour of Facilities
2:00-2:50 pm   Meeting on Scholarly/Creative Activity (tenure-track faculty)
3:00-3:50 pm   Individual Meetings focusing on Departmental Culture & Climate (faculty may schedule
                          private meetings with one or more team members)
4:00-4:50 pm   Meeting on Resources (financial, physical, staffing)
6:00 – 8:00 pm Working Dinner for Review Team Only

Tuesday

8:00 – 10:00 am Report Drafting
10:00 – 10:30 am   Meeting with Provost's Office & Dean

Option 2

Sunday

Orientation Dinner (with department representatives, dean)

Monday

8:00 -8:50 am   Breakfast meeting with Dean, Provost and Associate Provost
9:00 – 9:50 am Team Discussion of Self-Assessment
10:00-10:50 am Meeting with Department Chair and Administration
11:00-11:50 am   Meeting with TCPL Faculty
12:00-12:50 pm Lunch with Students (Discussion of Student Success)
1:00-1:50 pm   Tour of Facilities
2:00-2:50 pm   Meeting with Tenure-Track Faculty
3:00-3:50 pm   Individual Meetings (faculty may schedule private meetings with one or more team
                          members)
4:00-4:50 pm   Meeting with Tenured Faculty
6:00 – 8:00 pm Working Dinner for Review Team Only

Tuesday

8:00 – 10:00 am Report Drafting
10:00 – 10:30 am   Meeting with Provost's Office & Dean

Team Report Guidelines

Purpose

The Department Planning & Improvement Process (D-PIP) is designed to: 1) assess the quality and effectiveness of departments, and 2) offer recommendations for continuous improvement in the context of the discipline(s) or field(s) as well as Miami University's, the division's, and the department's strategic plans.

This process enables us to:

- Guide the future direction and priorities for curricular offerings (programs, courses) and the University;
- Identify areas for improvement and development, including advancement of holistic student success;
- Promote strategic goal-setting within and across departments;
- Identify potential opportunities to redirect existing resources and/or to allocate incremental resources;
- Align the department's activities and goals with divisional and University strategic priorities;
- Fulfill state and accreditation requirements;
- Assure institutional quality to students, faculty, parents, alumni and other stakeholders.

Instructions

This report should be succinct (no more than ten pages long). The primary responsibilities of the review team are to:

- Assess the department's strategic goals, academic experiences & student success, scholarly/creative activity, organizational practices, and resource allocation decisions
- Offer insights on issues and trends of relevance to the department
- Make recommendations for continuous improvement of the department's performance with emphasis on action steps that can be taken without additional resources or with few resources and/or action steps that will lead to greater cost efficiencies.

The report should be prepared collaboratively among all team members, with the chair of the review team serving as lead editor by assigning writing tasks, combining written sections into a draft, organizing team review and editing of the draft, and seeking team consensus on deriving a final version of the review report.

Data Workbooks

To assist with the report, a data workbook has been provided along with a self-assessment document.

Self-Assessment Report

Each department being reviewed creates a self-assessment that reports on key areas: the overall strategic improvement goals, trends, and challenges for the department; the academic experience for the undergraduate and/or graduate programs and courses offered by the department as well as student success outcomes; the scholarly/creative vitality of the department; and the human, physical, and financial resources of the department.

Deadline

The review team report is due three weeks following the conclusion of the team visit. Please submit the report to Carolyn Haynes, Senior Associate Provost, at haynesca@miamioh.edu, 513 529 6717.

Report Guide

Strategic Direction of the Department

- To what degree are the strategic improvement goals and metrics appropriate for the unit? Are they appropriately aligned with University and divisional strategic priorities? If they are not appropriate, how could they be modified to improve the quality of the department?

- The department outlines strengths and weaknesses in the self-study, based on what you read and what you heard during your visit, to what degree are the strengths and weaknesses of the unit aligned with its self-assessment?
- What are the unit's greatest opportunities, and how best can it capitalize on them?

Academic Experience & Student Success Offered by the Department

- The department described in the self-study academic experiences for undergraduate and graduate students. How well does the department serve the needs of its undergraduate and graduate students?

- What does being a stronger department look like over the next five years? How can the department's programs or courses have stronger outcomes?

- After carefully reviewing the department's reports relating to assessment of student learning outcomes, evaluate the quality of its assessment activity. Does the assessment activity yield meaningful data? Does the department analyze the data and make meaningful changes to its curriculum and teaching as a result of the assessment findings? What could the department do to improve its assessment activity so that it leads to meaningful changes in teaching and learning?

- The department also summarized its track record for advancing student success and liberal education outcomes. How well does the department promote student success outcomes and liberal education outcomes? What can be done to improve its outcomes? What changes could make the department's programs more attractive to a diversity of students and employers?

Quality of Research/Creative Activity in the Department

- How well positioned is the department to take advantage of the current and emerging areas of scholarship and creative activity?

Diversity, Equity and Inclusion in the Department

- The self-assessment summarizes the department's efforts to promote a diverse, inclusive and equitable learning and working environment. After reading the materials and conducting the interviews, how would you assess the department in terms of DEI principles? What can be done to promote these principles further?

Human, Physical & Financial Resources of the Department

- Does the organizational structure of the department, its staffing, its governance, and its physical resources contribute to the vitality of the department? What changes would you recommend?

- Assuming that the only additional financial resources that the unit receives will be self-generated, how should the resources be invested and/or redirected?

Overall Recommendations

Over the next 3-5 years, what five action steps should be taken by the department to maintain or increase its excellence?

Please place your five recommendations for departmental actions in the following table and include it in your report. The department will respond to your recommendations in a report to the Office of the Provost and will continue to use it for annual progress reports.

Recommendations for Departmental Action
1.
2.
3.
4.
5.

Department Response Report

Instructions

This report should list the recommendations from the consultant-evaluators' report as well as the department's response to the recommendations.

Additionally, the department should work with its Dean's Office to indicate what actions will occur as a result of the review. The grids are provided to guide this report.

Deadline

This report is due to the Office of the Provost by the end of the semester following the date that the review team visit occurred (if review is in fall 2022, then report is due in May 2023).

Response to the Recommendations in the Consultant-Evaluators' Report

In this section, please copy the recommendations that the consultant-evaluators provided in the report. Then, provide a departmental response to the recommendation. This is an opportunity to agree with the recommendation, disagree with it, and to provide some context as to why.

Report Recommendations	Departmental Response

Department's Recommended Actions

In this section, please describe the actions that will be taken as a result of the review. Please indicate the responsible person or group, timeline for completing the action steps and resources that you will use to complete the action. Add lines to the table as needed.

Recommendation	Action	Responsible Party & Timing	Resources

Summary

In this section, reflect on the process of undergoing the review. Were there discoveries made during the review that are worth noting? Did the consultant-evaluators' findings point to aspects of the department that were not covered in the self-assessment? In addition to the actions listed above, are there other aspects of the department that will change as a result of the process?

Checklist for Deans

The dean should complete this checklist for each academic program (degree/major) undergoing the department planning and improvement process (D-PIP) following the team visit.

This checklist can be completed electronically. It is designed to ensure that deans are aware of the D-PIP reports submitted to the Office of the Provost from their units and that they have the opportunity to provide input into the review process.

The dean's comments provided in this form will be reviewed by the Office of the Provost and D-PIP committee and will aid in the effectiveness of the review process.

Program and Degree Name:

Department:

Date:

1. Based upon your review of the department's self-assessment, what are the strengths of this program?
2. Please comment on any program weaknesses or threats.
3. Please comment on any opportunities for future growth that exist for the program.
4. Does the program's strategies for improvement as described in the self-assessment align with the data workbook and the unit's and division's missions and strategic plans?
5. Are you aware of any unit resources that could be used to support the program's strategies for improvement? Please describe.

6. Please provide any feedback to the program on revisions that need to be made to the action steps for improvement before submission to the Office of the Provost.

Data Workbook Content

The list below are data that can be made available for the department's data workbook.

Note: Not all of these data will necessarily be included in the workbook. The department will work with the dean and Office of Provost to identify the data that would be most useful and relevant to the D-PIP process and the strategic improvement goals.

Note: Much of the data will be available via the Business Intelligence Ratio Dashboard. Departments may also elect to add additional and pertinent data that they have collected.

1. Gray Scorecards for Each Program (includes national employer demand, national student demand, national/regional competition, etc.)
2. Number of applications for each major
3. Requests for degree program information
4. Enrollment by program
5. Undergraduate enrollment by program
6. Graduate enrollment by program, including assistantships, waivers, and stipends for graduate programs
7. Demographics of enrolled students by program
8. Student head count by major
9. Student credit hours by major; lower division (MGP and non MGP) and upper division; instructor type; section
10. Student credit hour by faculty
11. Instructional cost per student credit hour
12. Miami Plan student headcount and credit hours
13. Student enrollment in online courses
14. Section capacity – low enrolled sections, course section fill rates
15. Courses of concern (high DFW rates, etc.)
16. Time to degree by program
17. Degrees awarded
18. Faculty demographic data
19. Faculty Course Loads
20. Faculty Research Productivity Ratio Dashboard (grants and contracts revenue, facilities and admin or F&A recovery)
21. Department fund balances (snapshot)
22. Carryforward balance (snapshot)
23. Net tuition revenue by department
24. RCM revenue, financial aid, NTR by undergraduate and graduate program

Support for Departments

The following forms of support will be provided to departments undergoing D-PIP:

- Orientation session for all faculty in the department
- Canvas site that includes templates, timeline, sample documents, points of contact, and tips
- Customized data workbooks
- Consultations on interpreting data workbook contents and translating that analysis into strategic improvement goals and metrics
- Meeting with dean and chair to discuss strategic improvement goals and metrics
- Orientation and guidelines for consultant-evaluator team members

Biennial Progress Update Template

Department:

Academic Years Covered by This Report:

Contact Person (Name/Email):

Update on D-PIP Strategic Improvement Goals and Recommendations:

Complete the table below to summarize your progress in meeting the D-PIP Strategic Improvement Goals and Recommendations.

Strategic Improvement Goal or DPIP Recommendation	Target Metric/Outcome	Date to Achieve Metric	Action Steps Taken in Past Two Years	Future Action Steps for Next Two Years

Provide any additional information or context relating to the goals and/or recommendations from the last D-PIP review or relating to the next review.

Update on Activity Relating to Assessment of Student Learning Outcomes

Complete a table summarizing your assessment activity for each academic program in the department.

Degree/Major Name:	
Student Learning Outcomes Assessed in This Reporting Cycle	1.
	2.
	3.
Brief Description of Direct Assessment Method(s) Used	
Brief Description of Indirect Assessment Method(s) Used	
Summary of Assessment Data Collected	
Key Findings from Data Analysis	
Recommended Improvement	

Strategies to Be Made Based Upon Findings	
Date When Assessment Data Were Discussed with Faculty	
Summary Evaluation of Prior Improvement Strategies Implemented from Prior Assessment Reports or Updates	

Please include any other information relating to assessment of student learning that is important and not addressed in the table above.

Timeline of Transition

The timeline below summarizes the steps in transitioning from the current Academic Program Review Process to the one-time Academic Program Effectiveness, Improvement & Prioritization Project to the new Department Planning and Improvement Process.

Academic Year	Activity
2020-2021	• Academic Program Review is suspended. • Academic Program Effectiveness, Improvement & Prioritization Project implemented. • Departments engage in data analysis, develop and submit APEIP documents (curricular action plans and faculty workload policy revisions). Plans should include three-year timeline of steps.
2021-2022	• Departments receive feedback from Office of Dean and/or Office of Provost and begin first year of implementing plans and policy revisions. • Departments submit annual report on APEIP plans by end of spring semester. • Departments continue to submit Assessment of Student Learning Outcomes Report (as done in past).
2022-2023	• Departments complete APEIP Plans and submit second annual report in spring semester. • New D-PIP pilot begins with 6-8 departments participating. Planning begins in spring. • Departments continue to submit Assessment of Student Learning Outcomes Report (as done in past). • Departments elect whether they will submit assessment of student learning outcomes updates in odd or even years.
2023-2024	• Departments complete APEIP Plans and submit final report in spring semester. • D-PIP pilot departments prepare materials and submit in spring semester. • Ten additional departments begin new D-PIP process (undergoing orientation, analyzing data, preparing materials) • Departments submit Assessment of Student Learning Outcomes Update Reports (in assigned year – odd or even).
2024-2025	• Pilot departments undergo visits. • Full scale implementation with 10 departments submitting materials in spring 2025. • Departments submit Assessment of Student Learning Outcomes Update Reports (in assigned year – odd or even). • No Assessment of Student Learning Outcome report needed for departments undergoing D-PIP. The assessment report will be included in D-PIP materials.
2025-2026 and beyond	• Departments that have not undergone D-PIP submit Assessment of Student Learning Outcomes Update Reports (in assigned year – odd or even). • Departments that have undergone D-PIP will submit a biennial progress update (every two years after the D-PIP review and until the subsequent review). The progress update includes updates on the D-PIP goals as well as update on Assessment of Student Learning Outcomes activity. No additional reporting beyond the biennial progress update on assessment and D-PIP goals is required for departments that have undergone D-PIP reviews.

Revised Committee Name, Functions and Composition

Below are proposed revisions to the University Senate Bylaws for the Academic Program Review Committee. The goal of these revisions is to align the Committee with the proposed model for the Department Planning & Improvement Process.

~~Academic Program Review~~ Department Planning & Improvement Process Committee

The functions of the ~~Academic Program Review~~ Department Planning & Improvement Process Committee are to initiate and implement a continu~~ing~~ous improvement and evaluation process that assesses the quality and effectiveness of departments and identifies and monitors strategies for improvement in the context of the discipline as well as Miami University's mission, strategic plan and diversity statement. ~~Of review of academic degree programs~~; to develop and recommend to University Senate a policy specifying the purposes, criteria and standards, and procedures of ~~program review~~ the department planning and improvement process; to periodically re-examine that policy and, if necessary, recommend changes to University Senate; to ~~conduct reviews of academic programs~~ coordinate the department planning and improvement processes according to the established guidelines and procedures; to report regularly to University Senate; and to respond to inquiries.

Composition

~~Nine (9) tenured~~ Eight (8) tenured, tenure-track or TCPL faculty ~~or Senior Lecturers and Clinical and Professionally Licensed (LCPL)~~ members and at least one (1) of whom shall be a member of University Senate, along with student and ex officio members. Membership shall be for a term of three (3) years with the exception of student membership, which shall be one (1) year. If warranted by the number of programs under review, one or two additional ad hoc eligible faculty members to be nominated by the Executive Committee of University Senate in consultation with the Academic Program Review Committee Chair to serve a one-year term.

The faculty membership of the Committee shall be allocated as follows:

Three (3) from the College of Arts and Science (one each from the areas of the humanities, natural sciences, and social sciences).

One (1) from the College of Education, Health, and Society.

One (1) from the Farmer School of Business.

One (1) from the College of Engineering and Computing.

One (1) from the College of Creative Arts.

One (1) from the College of Liberal Arts and Applied Science.

~~One (1) eligible faculty member at large (appointed by the Executive Committee of University Senate).~~

One (1) undergraduate student.

One (1) graduate student.

~~Two (2)~~ Three (3) ex officio, nonvoting members

- One (1) designee of the Provost who shall serve as the *ex officio* nonvoting Chair of the Committee.

- The Director of the Center Teaching Excellence or his/her designee

- The Associate Vice President of Institutional Research & Effectiveness

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;

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- 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)

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

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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		Course only been offered two times
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
BIO 482/582	Scanning Electron Microscopy Lab	1 (undergraduate) 6.4 (graduate)		

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BLS 443	Property Law	10.6		
BUS 241	Business in Global Market	5.5		
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		
EDT 188	Innovation in STEM Education	9.7		
EDT 431/531	Adolescent Science Methods I	12		
EDT 444/544	Language Teaching & Learning I	8 (undergrad) 3.8 (grad)		
ENG 327	Medieval Literature	11		
ENG 423	Advanced Creative Nonfiction	11		
ENG 495E	Capstone: Literary and Cultural Studies	11		
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		
FST 301	Film Theory	13.3		
GEO 403/503	Space, Place & Environment	5 (grad) 4 (undergrad)		
GER 471	Linguistic Perspectives in Contemporary Germany	13		
GLG 322 and 322 L	Structural Geology and Lab	12.6		
GRK 310C	Sophocles	0.4		
IMS 396	Inside Startups	8	No Action	Part of study away program which is growing

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IMS 472	Esport Event Management	7	No Action	New program with increasing enrollments
ITL 301	Culture, Society and Politics	11.75		
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		
KNH 110G	Beginning Modern Dance	7		
KNH 484	Gen Med Cond & Pharm for AT	9		
KOR 201	Intermediate Korean	10		
LAT 310	Topics in Latin Literature	4 (2 yrs of data)		
MAC 450X	Media Literacy & Leadership	9.6		
MBI 450	Topics in Microbiology	5 (2 yrs of data)		
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
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		
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		
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

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Course #	Course Name	5-Yr Avg Enrollment	Recommendation	Rationale
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)		
PHL 440B/540B	Self and Action (Early Modern)	4 (grad) 6 (undergrad)		
PHL 450C/550C	Foucault	5 (grad) 8 (undergrad)		
PHY 486/586	Advanced Computational Physics	4 (grad) 10.5 (undergrad)		
PSY 410D/470	Capstone: Cognition	14		
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		
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.
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		

ENG 770	Professional Writing	7.5		
GLG 730	Advanced Igneous Petrology	7.5		
PSY 620	Seminar in Experimental Psychology	6.3		
PSY 648	Lifespan Psychopathology	6.4		
SPN 600	Seminar in Hispanic Lit, Lang and Culture	2.5		

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 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

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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 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

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Program	Dept/Div	CIP		Recommendation	Rationale
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
Spanish Education, BS Education	EDT/EHS	131330	4	Program Restructuring	Revision of program requirements to enhance course sharing with Spanish Dept

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.

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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
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.

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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
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

Miami University- Low Enrollment and Duplicate Program Report 2022

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	Program Restructuring to eliminate under-enrolled courses and to boost enrollment through transfer pathways
	Liberal Studies, BS and BA	No action as this program has steady enrollment and is a degree completion program
260101	Biology, BA and BS (Oxford)	Program restructuring; program is core to liberal arts mission; program is being revised to enhance program completion & curricular efficiencies
	Applied Biology, BS (Regionals)	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

Miami University- Low Enrollment and Duplicate Program Report 2022

400601	Geology, BA and BS	Geology BA Program Elimination
	Environmental Earth Science, BS	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	No action as program aligns with Miami's focus on global learning and is working on improving curricular efficiencies
	International Studies, BA	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
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

Miami University- Low Enrollment and Duplicate Program Report 2022

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

MIAMI UNIVERSITY
OXFORD, OH · EST. 1809

May 13, 2022
Academic and Student Affairs

RESOLUTION R2021-xx

WHEREAS, University Senate on February 21, 2022 passed SR 22-14, endorsing a proposed degree; Clinical Engineering, Master of Science in Clinical Engineering, College of Engineering and Computing.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a degree; Clinical Engineering, Master of Science in Clinical Engineering, College of Engineering and Computing.

EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Jason Osborne, Chair & Provost, Senate
Jen Green, Chair, Senate Executive Committee
Tom Poetter, Chair Elect, Senate Executive Committee
James Bielo, Past Chair, Senate Executive Committee
University Senate Website: https://www.miamioh.edu/academic-affairs/university-senate

May 2, 2021

To: Gregory P. Crawford, President
From: Dana Cox, Secretary of the University Senate
Re: Degree Program Approval
        SR 22-14 Clinical Engineering, Master of Science in Clinical Engineering, College of
        Engineering and Computing

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

On February 21, 2022, University Senate adopted SR 22-14:

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree Clinical Engineering, Master of Science in Clinical Engineering, College of Engineering and Computing.

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

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve the Clinical Engineering, Master of Science in Clinical Engineering, College of Engineering and Computing.

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

_____   _____MAY 4, 2022_____
Gregory P. Crawford, President   Date

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

MIAMI UNIVERSITY

OXFORD, OH · EST. 1809

May 13, 2022
Academic and Student Affairs

RESOLUTION R2021-xx

WHEREAS, University Senate on February 21, 2022 passed SR 22-14, endorsing a proposed degree; Computer Science, Bachelor of Arts in Computer Science, College of Engineering and Computing.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a degree; Computer Science, Bachelor of Arts in Computer Science, College of Engineering and Computing.

EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Jason Osborne, Chair & Provost, Senate
Jen Green, Chair, Senate Executive Committee
Tom Poetter, Chair Elect, Senate Executive Committee
James Bielo, Past Chair, Senate Executive Committee
University Senate Website: https://www.miamioh.edu/academic-affairs/university-senate

May 2, 2021

To: Gregory P. Crawford, President

From: Dana Cox, Secretary of the University Senate

Re: Degree Program Approval
         SR 22-15 Computer Science, Bachelor of Arts in Computer Science, College of Engineering and
         Computing

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

On February 21, 2022, University Senate adopted SR 22-15:

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree Computer Science,
Bachelor of Arts in Computer Science, College of Engineering and Computing.

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

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve the Computer Science,
Bachelor of Arts in Computer Science, College of Engineering and Computing.

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

Gregory P. Crawford, President   Date   MAY 4, 2022

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

MIAMI UNIVERSITY
OXFORD, OH · EST. 1809

May 13, 2022
Academic and Student Affairs

RESOLUTION R2021-xx

WHEREAS, University Senate on February 21, 2022 passed SR 22-14, endorsing a proposed major; Sport Coaching, Bachelor of Science in Sport Leadership and Management, College of Education, Health & Society.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a major; Sport Coaching, Bachelor of Science in Sport Leadership and Management, College of Education, Health & Society.

![M logo]

May 2, 2021

To: Gregory P. Crawford, President
From: Dana Cox, Secretary of the University Senate
Re: Degree Program Approval
         SR 22-26 Sport Coaching, Bachelor of Science in Sport Leadership and Management, College of
         Education, Health & Society

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

On April 11, 2022, University Senate adopted SR 22-26:

BE IT HEREBY RESOLVED that University Senate endorse the proposed major, Sport Coaching, Bachelor of Science in Sport Leadership and Management, College of Education, Health & Society.

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

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve the Sport Coaching, Bachelor of Science in Sport Leadership and Management, College of Education, Health & Society.

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

Gregory P. Crawford, President   MAY 4, 2022
                                                   Date

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

MIAMI UNIVERSITY
OXFORD, OH · EST. 1809

May 13, 2022
Academic and Student Affairs

RESOLUTION R2021-xx

WHEREAS, University Senate on February 21, 2022 passed SR 22-14, endorsing a proposed degree; Studio Art, Bachelor in Studio Art, College of Creative Arts.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a degree; Studio Art, Bachelor in Studio Art, College of Creative Arts.

EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Jason Osborne, Chair & Provost, Senate
Jen Green, Chair, Senate Executive Committee
Tom Poetter, Chair Elect, Senate Executive Committee
James Bielo, Past Chair, Senate Executive Committee
University Senate Website: https://www.miamioh.edu/academic-affairs/university-senate

May 2, 2021

To: Gregory P. Crawford, President
From: Dana Cox, Secretary of the University Senate
Re: Degree Program Approval
            SR 22-27 Studio Art, Bachelor in Studio Art, College of Creative Arts

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

On April 18, 2022, University Senate adopted SR 22-27:

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Studio Art, Bachelor in Studio Art, College of Creative Arts.

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

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve the Studio Art, Bachelor in Studio Art, College of Creative Arts.

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

Gregory P. Crawford, President   MAY 4, 2022

Gregory P. Crawford, President   Date

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

MIAMI UNIVERSITY
OXFORD, OH · EST. 1809

May 13, 2022
Academic and Student Affairs

RESOLUTION R2021-xx

WHEREAS, University Senate on February 21, 2022 passed SR 22-14, endorsing a proposed degree; GLG - Environmental Earth Science, Bachelor of Science, College of Arts and Science.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a degree; GLG - Environmental Earth Science, Bachelor of Science, College of Arts and Science.

EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Jason Osborne, Chair & Provost, Senate
Jen Green, Chair, Senate Executive Committee
Tom Poetter, Chair Elect, Senate Executive Committee
James Bielo, Past Chair, Senate Executive Committee
University Senate Website: https://www.miamioh.edu/academic-affairs/university-senate

May 2, 2021

To: Gregory P. Crawford, President
From: Dana Cox, Secretary of the University Senate
Re: Degree Program Approval
         SR 22-28 GLG - Environmental Earth Science, Bachelor of Science, College of Arts and Science

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

On April 18, 2022, University Senate adopted SR 22-28:

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, GLG - Environmental Earth Science, Bachelor of Science, College of Arts and Science.

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

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve the GLG - Environmental Earth Science, Bachelor of Science, College of Arts and Science.

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

Gregory P. Crawford, President   MAY 7, 2022

                                                  Date

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

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

May 13, 2022
Academic and Student Affairs

RESOLUTION R2021-xx

WHEREAS, University Senate on February 21, 2022 passed SR 22-14, endorsing a proposed major; Sport Communication and Media, Bachelor of Science in Sport Leadership and Management, College of Education, Health & Society.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a major; Sport Communication and Media, Bachelor of Science in Sport Leadership and Management, College of Education, Health & Society.

EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Jason Osborne, Chair & Provost, Senate
Jen Green, Chair, Senate Executive Committee
Tom Poetter, Chair Elect, Senate Executive Committee
James Bielo, Past Chair, Senate Executive Committee
University Senate Website: https://www.miamioh.edu/academic-affairs/university-senate

May 2, 2021

To: Gregory P. Crawford, President
From: Dana Cox, Secretary of the University Senate
Re: Degree Program Approval
         SR 22-29 Sport Communication and Media, Bachelor of Science in Sport Leadership and
         Management, College of Education, Health & Society

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

On April 18, 2022, University Senate adopted SR 22-29:

BE IT HEREBY RESOLVED that University Senate endorse the proposed major, Sport Communication
and Media, Bachelor of Science in Sport Leadership and Management, College of Education, Health &
Society.

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

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve the Sport Coaching,
Bachelor of Science in Sport Leadership and Management, College of Education, Health & Society.

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

Gregory P. Crawford, President   Date   MAY 4, 2022

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

MIAMI UNIVERSITY
OXFORD, OH · EST. 1809

May 13, 2022
Academic and Student Affairs

RESOLUTION R2021-xx

WHEREAS, University Senate on February 21, 2022 passed SR 22-14, endorsing a proposed degree; Computer Science, Master of Computer Science, College of Engineering and Computing.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a degree; Computer Science, Master of Computer Science, College of Engineering and Computing.

EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Jason Osborne, Chair & Provost, Senate
Jen Green, Chair, Senate Executive Committee
Tom Poetter, Chair Elect, Senate Executive Committee
James Bielo, Past Chair, Senate Executive Committee
University Senate Website: https://www.miamioh.edu/academic-affairs/university-senate

May 2, 2021

To: Gregory P. Crawford, President
From: Dana Cox, Secretary of the University Senate
Re: Degree Program Approval
         SR 22-30 Computer Science, Master of Computer Science, College of Engineering and
         Computing

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

On April 25, 2022, University Senate adopted SR 22-30:

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Computer Science, Master of Computer Science, College of Engineering and Computing.

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

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve the Computer Science, Master of Computer Science, College of Engineering and Computing.

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

Gregory P. Crawford, President   MAY 4, 2022
                                                  Date

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

New Degrees – Proposals within CIM

- **February 21, 2022**

  o **SR 22-14 Clinical Engineering, Master of Science in Clinical Engineering**

    The curriculum document can be accessed:

    https://nextbulletin.miamioh.edu/programadmin/ - click on 'Title' and scroll to 'Clinical Engineering, Master of Science in Clinical Engineering'

  o **SR 22-15 Computer Science, Bachelor of Arts in Computer Science**

    The curriculum document can be accessed:

    https://nextbulletin.miamioh.edu/programadmin/ - click on 'Title' and scroll to 'Computer Science, Bachelor of Arts in Computer Science'

- **April 11, 2022**

  o **SR 22-26 Sport Coaching, Bachelor of Science in SLM**

    The curriculum documents can be accessed:

    https://nextbulletin.miamioh.edu/programadmin/ - click on 'title' and scroll to 'Sport Coaching, Bachelor of Science in Sport Leadership and Management"

- **April 18, 2022**

  o **SR 22-27 Studio Art, Bachelor in Studio Art**

    The curriculum documents can be accessed:

    https://nextbulletin.miamioh.edu/programadmin/ - click on 'title' and scroll to 'Studio Art - Bachelor in Studio Art'

  o **SR 22-28 GLG - Environmental Earth Science, Bachelor of Science**

    The curriculum documents can be accessed: https://nextbulletin.miamioh.edu/programadmin/ - click on 'title' and scroll to 'GLG - Environmental Earth Science, Bachelor of Science'

  o **SR 22-29 Sport Communication and Media, Bachelor of Science in SLM**

    The curriculum documents can be accessed: https://nextbulletin.miamioh.edu/programadmin/ - click on 'title' and scroll to 'SLM – Sport Communication and Media, Bachelor of Science in Sport Leadership and Management'

- **April 25, 2022**

  o **SR 22-30 CSE - Computer Science, Master of Computer Science**

    The curriculum documents can be accessed:

    https://nextbulletin.miamioh.edu/programadmin/ - click on 'title' and scroll to 'CSE - Computer Science, Master of Computer Science'

MIAMI UNIVERSITY
OXFORD, OH · EST. 1809

May 13, 2022
Academic and Student Affairs

RESOLUTION R2021-xx

WHEREAS, University Senate on April 4, 2022 passed SR 22-22, endorsing proposed revisions and edits to the Enabling Act of University Senate and Faculty Assembly.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the revisions and edits to the Enabling Act of University Senate and Faculty Assembly, as proposed by SR 22-22, and as stated in the attached document.

SR 22-22
Revisions to the Enabling Act of University Senate and Faculty Assembly
April 4, 2022

BE IT HEREBY RESOLVED that University Senate endorse the proposed revisions and edits to the Enabling Act of University Senate and Faculty Assembly.

Proposal to Revise the Enabling Act of University Senate and Faculty Assembly

Proposed by: Senate Executive Committee
March 2022

Rationale and Introduction
Below are proposed revisions to the Enabling Act of University Senate and Faculty Assembly put forward by Senate Executive Committee. This draft has been approved for our consideration by the Governance Committee and the Council of Academic Deans. The goal of these revisions is to make important updates that reflect changes made in recent years and to bring the document into alignment with current policy and practice.

In addition to minor style changes, we propose the following:

Introductory Article: Edits reflect changes in the titles of faculty that have already been applied in other University policy documents. This does not represent a substantive change in the membership of Faculty Assembly, rather, simply an update on language.

Article 2: Changes reflect the approved revised composition of Senate Executive Committee and makes the role of the Recording Secretary explicit.

Article 3, Section 3. Edit reflects some modernization and streamlining of the ways in which Senate communicates.

Article 4, section 2: Edits reflect changes in the titles of faculty that have already been applied in other University policy documents. This does not represent a substantive change in the membership of Faculty Assembly, rather, simply an update on language.

Article 5, Section 1 B, E, and G: Edits reflect that *Policy Library* has replaced *Policy Information Manual*.

Article 5, Section 3A: Edits reflect recent administrative changes in position and title. Also recommended is the removal of the responsibility of evaluating the University Director of Liberal Education from the charge as this position is regularly and publicly evaluated in other ways.

Article 5, Section 3C, 3D: Changes needed to rebalance the representation of the College of Liberal Arts and Applied Sciences (CLAAS) and move from a representative of both campuses to one representative from CLAAS.

Article 6, Section 9C: Edits to reflect modern technology in both dissemination and voting.

Proposed Revision (Clean)

THE ENABLING ACT of
UNIVERSITY SENATE and FACULTY ASSEMBLY

INTRODUCTORY ARTICLE

University Senate is the primary University governance body where students, faculty, staff, and administrators debate University issues and reach conclusions on the policies and actions to be taken by the institution. It is the legislative body of the University in matters involving educational programs, requirements, and standards; faculty welfare; and student conduct. The Board of Trustees delegates to the Senate primary responsibility for curriculum, programs, and course offerings and advisory responsibility on all matters related to Miami University.

Faculty Assembly is composed of all members of the faculty who hold tenure or a tenure-track position; all librarians who hold the rank of Principal Librarian, Associate Librarian, or Assistant Librarian (Librarians); and Teaching, Clinical Professors and Lecturers (TCPLs). The Faculty Assembly hears reports from its committees and from the President, the Chair of University Senate, and Vice Presidents. It may propose, debate, and recommend matters for University Senate consideration or for presentation to other officials or administrative bodies. It may also challenge and refer back to the Senate any Senate action. The Faculty Assembly has the right of initiative and referendum.

The Board of Trustees reserves the right to consider, approve, modify, or reject actions taken by the University Senate or Faculty Assembly.

ARTICLE ONE — UNIVERSITY SENATE MEMBERSHIP

Section 1. University Senate shall be composed of sixty-nine (69) voting members and shall have the following composition:

A. Ten (10) members of Faculty Assembly elected by members of Faculty Assembly, University-wide, by single transferable vote, as specified in the *Bylaws of University Senate*;

B. Thirty-four (34) members of Faculty Assembly apportioned to the Colleges and School, regional campuses, and Library (hereinafter referred to as divisions) and elected by majority vote by members of Faculty Assembly within those divisions on the basis of representational units as specified in the *Bylaws of University Senate*;

C. The Provost of the University (who shall be the Chair of University Senate) and seven (7) other administrators and/or unclassified staff members appointed by the President of the University as indicated in the *Bylaws of University Senate*;

D. One (1) classified staff member, appointed by the Classified Personnel Advisory Committee and one (1) unclassified staff member, appointed by the Unclassified Personnel Advisory Committee. ; and

E. Eleven (11) undergraduate students, one of whom shall be the Student Body President, and ten (10) of whom shall be selected as provided by Associated Student Government;

F. Two (2) undergraduate students, one each from the Hamilton and Middletown campuses, selected as provided by the Miami University Hamilton Student Government Association and by the Miami University Middletown Student Advisory Council; and

G. Two (2) graduate students selected as provided by the Graduate Student Association.

Section 2. Terms of office. All terms of office shall begin on the first day of the first semester of the academic year following the year in which the member is selected.

A. The term of office for members of University Senate elected from Faculty Assembly as in Article 1, Section 1.A shall be for three (3) years, all ten (10) terms running concurrently.

B. The term of office for members of University Senate elected from Faculty Assembly as in Article 1, Section 1.B shall be for three (3) years, with approximately one-third of these members elected each year.

C. The term of office for members of University Senate selected as in Article 1, Section 1.C above, with the exception of the Provost who serves as a voting *ex officio* member of Senate continually, shall be for one year with the possibility of reappointment.

D. The term of office for members of University Senate selected as in Article 1, Section 1.D above shall be as specified in the selection procedures approved by Senate.

E. The term of office for members of University Senate selected from the student body as in Article 1, Section 1.E, 1.F, and 1.G shall be for one year.

Section 3. University Senate Leadership.

A. The Provost shall serve as the Chair of University Senate. The Chair of the Executive Committee shall serve as the Vice Chair of University Senate.

B. The University Senate Executive Committee shall call Senate meetings as needed, set Senate agendas, and generally manage the business of Senate.

C. The Chair of University Senate shall designate a person to serve a three-year term without vote as Secretary of University Senate. This appointment shall be confirmed by University Senate.

ARTICLE TWO — UNIVERSITY SENATE COMMITTEE STRUCTURE

Section 1.
Executive Committee of University Senate shall manage the business of Senate. Membership shall include the Provost,four (4) faculty members and one (1) staff member of Senate elected as specified in the *Bylaws of University Senate,* one (1) undergraduate student who shall be the Student Body President, and one graduate student who is a member of University Senate. The Secretary and Recording Secretary of University Senate shall serve as *ex officio,* non-voting members of the Executive Committee.

Section 2.
University Senate shall create such standing and advisory committees as it deems necessary to carry out its responsibilities as outlined in the Introductory Article.

Section 3.
Ad hoc committees shall be created by University Senate as needed for particular purposes if there is not an appropriate standing committee for that issue or purpose.

Section 4.
So far as is possible, all University-wide matters upon which the advice and/or action of faculty, administrators, and students are to be sought should be referred to the committees of University Senate.

Section 5.
All actions of the committees of University Senate shall be reported to Senate.

Section 6.
Operating rules and procedures of committees may be formulated by University Senate and promulgated in its *Standing Rules of University Senate*, subject to the limitations in the descriptions of the committees in the *Bylaws of University Senate*.

ARTICLE THREE — UNIVERSITY SENATE LEGISLATIVE PROCEDURES
Section 1.
A quorum for conducting business of University Senate is forty-six (46). A main motion is considered to have passed or failed upon the affirmative or negative vote of a simple majority of the members present.

Section 2.
Meetings are ordinarily called by the Executive Committee of University Senate. Additional meetings shall be called by the Chair of University Senate upon the written request of any ten (10) members of Senate.

Section 3.
The actions of University Senate become final with the approval of the minutes at the next meeting of Senate or by electronic ballot.

All passed final actions of University Senate upon a main motion and roll-call votes on these final actions upon a main motion shall be included in the summary of each Senate meeting which is reported on digital media that is accessible by members of Faculty Assembly and other interested members of the University community including but not limited to the University webpage on the University website .

Section 4.
The effective date of any final action of University Senate upon a main motion which alters the status quo shall be no earlier than the tenth class day following the distribution of the summary of Senate action indicated in Article 3, Section 3. In extraordinary cases where an action must be put into effect before the elapse of ten (10) class days, as attested by an affirmative vote of at least two-thirds of the members of Senate, the action becomes effective immediately.

Section 5.
During the ten class days after distribution of an action, if at least twenty-five (25) members of Faculty Assembly file a petition so stating with the Office of the Provost, an action of University Senate shall be considered challenged and its implementation suspended (see Article 6).

Section 6.
After a final action of University Senate is effective, the Chair of University Senate or, at the request of the Chair, the Vice Chair, shall represent the position of the action to other bodies, including the Board of Trustees.

ARTICLE FOUR — FACULTY ASSEMBLY MEMBERSHIP
Section 1.
Faculty Assembly is chaired by the President of the University, who has responsibility for the preparation of the agenda for meetings.

Section 2.
Faculty Assembly is composed of all members of the faculty who hold tenure or tenure-track positions; all Librarians; and TCPL faculty.

ARTICLE FIVE — FACULTY ASSEMBLY COMMITTEE STRUCTURE
Section 1. The Committee on Faculty Rights and Responsibilities is a standing committee of Faculty Assembly, composed of eight (8) tenured members of the faculty without official administrative appointment who may not serve concurrently on University Senate. The term of membership is three (3) years, with election accomplished as set forth in Article 5, Section 2, below.

The Committee is charged to do the following:

- Formulate and recommend standards defining the professional rights and responsibilities of the faculty and propose legislation and/or procedures appropriate to their enforcement.

- Conduct grievance and disciplinary hearings as outlined in the *Miami University Policy Library*.

- Consider and, at its discretion, report to the President and the Provost alleged infractions of faculty rights and responsibilities.

- Act as a continuing advisory body to the President on matters of University policy and operation that affect the professional rights and responsibilities of the faculty.

- Review the *Miami University Policy Library* on matters pertaining to faculty rights and responsibilities and recommend changes, as appropriate, to the President.

- Review departmental and divisional definitions and elaborations of University promotion and tenure criteria, when requested to do so by a faculty member, in order to decide whether those departmental and divisional policies are consistent with all-University policy.

- Report annually to Faculty Assembly on matters considered by the Committee.

The Chair and individual members of the Committee are available to any member of the University community who wishes to discuss aspects of faculty rights and responsibilities in general or as related to his or her personal situation, or who wishes to report alleged infractions or to file a grievance or complaint through the *Miami University Policy Library*.

Faculty Assembly expects all members of the Miami University community to cooperate with the Committee on Faculty Rights and Responsibilities in the discharge of its mandate from Faculty Assembly and the Board of Trustees, including meeting reasonable requests for information relevant to general issues and specific cases before the Committee, meeting with the Committee at mutually convenient times and places to discuss general issues and specific cases, and to respond to reasonable questions relating to matters before the Committee. Incidents of refusal to cooperate shall be reported by the Committee to Faculty Assembly for its consideration and action. While reasonable requests for information should be honored, the Committee shall be given access to the relevant contents of faculty personnel files only when such access is necessary to conduct a disciplinary hearing under the *Miami University Policy Library*, to process a formal grievance under the *Miami University Policy Library*, or to resolve an informal complaint or problem brought to the Committee.

Section 2. Election of Members of the Committee on Faculty Rights and Responsibilities.

A. Eligibility to serve on the Committee on Faculty Rights and Responsibilities:
   1. All tenured members of the faculty except department chairs are eligible to serve on the Committee on Faculty Rights and Responsibilities.

   2. A faculty member may not serve concurrently on both University Senate and the Committee on Faculty Rights and Responsibilities.

B. Nominations
   1. All incumbent members of the Committee on Faculty Rights and Responsibilities who are eligible for the Committee shall have their names automatically placed in nomination.

   2. Other tenured members of the faculty may be nominated, to bring the total number of nominations to seventeen (17), by a University-wide nomination election, which uses the method of the single transferable vote.

   3. Members of the tenure-eligible ranks may vote in the nomination election.

C. General Election
   1. The general election, held every three (3) years, shall be a University-wide election using the method of the single transferable vote.

   2. Members of the tenure-eligible ranks may vote in the general election.

   3. The term of membership is three (3) years.

Section 3. All-University Faculty Committee for Evaluation of Administrators.

A. An All-University Faculty Committee for Evaluation of Administrators shall review the Provost, all academic deans, Dean of the Graduate School, the Dean of Undergraduate Education, and the Dean of University Libraries in years three (3) and five (5) of their five-year administrative appointments.

B. Committee reports are intended to serve two functions:

   1. to guide the professional development of the individuals; and

   2. to record part of the evidence upon which future personnel decisions may be based.

C. The Committee shall consist of seven (7) members of Faculty Assembly: one (1) to be chosen by each academic division for a total of six (6) and one (1) to be chosen by the library faculty. The Committee shall elect one of its members to serve as chair. Members of the Committee who are on probationary status (i.e. non-tenured or who do not hold continuing contract status) are not eligible to serve as chair of the Committee.

D. The members of the Committee shall be elected by the faculty with election procedures to be set by University Senate. Electors may only vote for members of this committee within their academic division or librarian status. Electors with dual appointments must vote according to their selected representational unit.

E. Each member shall serve a non-renewable three-year term beginning July 1. The terms shall be staggered so that one-third of the Committee is elected each year.

F. Each fall semester, the Committee shall prepare a questionnaire for the evaluation of each administrator it is scheduled to evaluate during the academic year. Administrators in year five (5) of their five-year administrative appointment will be evaluated in the fall of the evaluation year. Administrators in year three (3) of their five-year administrative appointment will be evaluated in the spring of the evaluation year The Committee shall distribute the questionnaire to members of Faculty Assembly assigned to or served by the administrator's unit and it shall prepare an evaluation report to be submitted to the administrator's supervisor.

Section 4.

In the event of the resignation of a member of the Committee on Faculty Rights and Responsibilities or the All-University Faculty Committee for the Evaluation of Administrators before the end of his or her term, that seat shall be filled by the candidate (who had not been previously elected) who received the largest number of votes when the ballots are retabulated after the votes for the person who has resigned have been deleted. In the event no such candidate is available, a new election will be held for the vacated seat.

ARTICLE SIX — FACULTY ASSEMBLY LEGISLATIVE PROCEDURES

Section 1.

A quorum shall be twenty-five percent of the membership of Faculty Assembly. This number shall be determined by the Office of the Provost and announced at the first meeting of the Assembly each year. The number constituting a quorum shall be the same for every meeting during an academic year.

Section 2.

Faculty Assembly normally meets in the fall. Additional meetings may be called upon request of fifty (50) members of Faculty Assembly filed with the Office of the Provost or upon the call of the President. The exact time and location of the meetings will be determined by the President.

The first meeting of Faculty Assembly in the fall shall be designated and announced as a business meeting at which Assembly shall vote to confer degrees for the winter, spring, and summer commencements for that academic year.

Section 3.

The agenda shall be mailed to each member of Faculty Assembly at least seven (7) class days prior to the meeting and shall provide sufficient detail for reasonably clear identification of the nature of the items.

Section 4.

All passed final actions of University Senate upon a main motion and roll-call votes on these final actions upon a main motion shall be included in the summary of each Senate meeting. The actions of Senate are subject to the authority of Faculty Assembly to review and refer actions back to Senate. Faculty Assembly may additionally propose, debate, and recommend matters for Senate's consideration or for presentation to other administrators or bodies based on votes taken during meetings (see Introductory Article).

Section 5.

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

Faculty Assembly may raise questions, offer comments, debate, and forward recommendations based on votes taken during meetings or by mail or electronic ballot. It may discuss matters affecting Miami University and its environment.

Section 6.
During the ten (10) class days after distribution of an action, if at least twenty-five (25) members of Faculty Assembly file a petition so stating with the Office of the Provost, an action of University Senate shall be considered challenged and its implementation suspended. Such a challenged action shall be placed on the agenda for the next regularly scheduled meeting of Faculty Assembly, where the action may be debated and may be returned to Senate for reconsideration of such revisions as the Assembly may recommend. A special meeting of Faculty Assembly for earlier consideration and potential return to Senate of a challenged action may be called by Senate or by a petition signed by at least fifty (50) members of Faculty Assembly filed with the Office of the Provost.

Section 7.
A quorum must be present in order for Faculty Assembly to return an action to University Senate. If a quorum is not present at a duly scheduled or called meeting of Faculty Assembly for which a challenged Senate action is on the agenda, said action by Senate shall be deemed to be sustained.

Section 8.
Voting in Faculty Assembly is on a motion to refer back to University Senate one of its items and to provide opinions to individuals or groups on issues as the Assembly deems appropriate. The usual method of taking a vote in Faculty Assembly shall be by voice or by show of hands. Voting shall be by secret ballot if requested by at least ten (10) members of the Assembly or by the President with general consent.

Section 9.
The membership of Faculty Assembly has the right of initiative and referendum according to the following provisions:

A. A written proposal must be accompanied by a petition signed by at least ten (10) percent of the membership of Faculty Assembly and presented to the Office of the Provost before the proposal shall be considered for initiative or referendum.

B. Following the receipt of the petition and the proposal, Faculty Assembly must meet within one (1) calendar month at a regular or called meeting to discuss the proposal. Provided that a quorum is present, Faculty Assembly may vote to amend the original written proposal.

C. Following the discussion of the proposal by Faculty Assembly, within ten (10) working days the Office of the Provost shall provide a copy of the written proposal to each member of Faculty Assembly who shall be asked to vote "yes" or "no" on a ballot to be returned to the Office of the Provost within another ten (10) working days.

An initiative or referendum matter presented to the membership of Faculty Assembly should be framed and worded in a straightforward manner that makes clear and unambiguous the substance of the issue and the meaning of an affirmative or negative vote (e.g., not worded with a double negative; rather worded so that a "yes" vote means approval of a new or revised policy and a "no" vote means rejection of a new or revised policy).

Normally initiative proposals shall be provided a forum for discussion by interested parties (e.g., Faculty Assembly and University Senate and its committees such as the Academic Policy Committee would provide such a forum) and, where substantially differing viewpoints exist,

opportunity for expression of these viewpoints shall be provided and included with the initiative as distributed for vote.

D. The proposal shall be considered to have passed if it receives an affirmative vote of a simple majority, provided the said affirmative vote constitutes at least a quorum of Faculty Assembly. Such action shall be considered as tantamount to University Senate action and shall be subject to the limitations specified in the Introductory Article.

ARTICLE SEVEN — AMENDMENT

Section 1. A proposal to consider amending the *Enabling Act* must receive the affirmative vote of a simple majority of the members of University Senate at a duly called meeting, a quorum being present.

Section 2. At the time of the final approval of such a proposal in the minutes of University Senate, a hearing on the proposal shall be announced for a specified time and place not less than ten (10) class days after the distribution of the summary of Senate actions and not more than fifteen (15) class days after the distribution of the summary of Senate actions. At least twenty (20) Senate members must attend the hearing, at which any faculty member, student, or administrator of Miami University may comment.

Section 3. At the next meeting of University Senate after the Senate hearing, a motion to amend the *Enabling Act* in accordance with the proposal shall be placed on the agenda. To become effective, the proposal must receive an affirmative vote of two-thirds of the membership of Senate. Such action is subject to challenge by Faculty Assembly as provided in Article 6, Section 6.

Section 4. The procedures of Article 6, Section 8 may also be used to amend the *Enabling Act*.

Section 5. Amendments to the *Enabling Act of University Senate and Faculty Assembly* must be approved by the Board of Trustees.

(Note: References to class days in this document include final exam week.)

Approved: by University Senate, March 2, 1998
Approved: by the Board of Trustees, June 19, 1998
Approved: by the Board of Trustees, June 25, 1999
Approved: by the Board of Trustees, December 6, 2002 (Article 5, Section 3.C, and Article 6, Section 2)
Approved: by the Board of Trustees, June 25, 2004 (Article 4, Section 2)
Approved: by the Board of Trustees, April 27, 2012 (membership of Faculty Assembly and revision to "Office of the University Secretary" to Secretary of University Senate/Office of the Provost)

Codified: 06/19/2004, 06/25/04, 05/16/05, 06/07/06, 07/06/07, 07/01/08, 07/01/09, 07/01/10, 07/01/13, 07/14, 07/16

Proposed Revision (Marked Up)

<div align="center">

THE ENABLING ACT
OF
UNIVERSITY SENATE AND FACULTY ASSEMBLY

</div>

INTRODUCTORY ARTICLE

University Senate is the primary University governance body where students, faculty, staff, and administrators debate University issues and reach conclusions on the policies and actions to be taken by the institution. It is the legislative body of the University in matters involving educational programs, requirements, and standards; faculty welfare; and student conduct. The Board of Trustees delegates to the Senate~~to Senate~~ primary responsibility for curriculum, programs, and course offerings and advisory responsibility on all matters related to Miami University.

Faculty Assembly is composed of all members of the faculty who hold tenure or a tenure-track position; all librarians who hold the rank of Principal Librarian, Associate Librarian, or Assistant Librarian (Librarians); and Teaching, Clinical Professors and Lecturers (TCPLs). ~~all members of the faculty who hold the rank of Lecturer (including the Senior rank)* or Clinical/Professionally Licensed Faculty (including the Senior rank)*.~~ The Faculty~~Faculty~~ Assembly hears reports from its committees and from the President, the Chair of University Senate, and Vice Presidents. It may propose, debate, and recommend matters for University Senate consideration or for presentation to other officials or administrative bodies. It may also challenge and refer back to the Senate~~to Senate~~ any Senate action. The Faculty~~Faculty~~ Assembly has the right of initiative and referendum.

~~*Lecturers and Clinical/Professionally Licensed Faculty are members of the Faculty Assembly for the purpose of qualifying them to serve on the University Senate. Membership in Faculty Assembly does not qualify Lecturers or Clinical Professionally licensed faculty to serve on committees whose membership is restricted to faculty in tenure-eligible ranks.~~

The Board of Trustees reserves the right to consider, approve, modify, or reject actions taken by the University Senate or Faculty Assembly.

ARTICLE ONE — UNIVERSITY SENATE MEMBERSHIP

Section 1. University Senate shall be composed of sixty-nine (69) voting members and shall have the following composition:

A. Ten (10) members of Faculty Assembly elected by members of Faculty Assembly, University-wide, by single transferable vote, as specified in the *Bylaws of University Senate*;

B. Thirty-four (34) members of Faculty Assembly apportioned to the Colleges and School, regional campuses, and Library (hereinafter referred to as divisions) and elected by majority vote by members of Faculty Assembly within those divisions on the basis of representational units as specified in the *Bylaws of University Senate*;

C. The Provost of the University (who shall be the Chair of University Senate) and seven (7) other administrators and/or unclassified staff members appointed by the President of the University as indicated in the *Bylaws of University Senate*;

D. One (1) classified staff member, appointed by the Classified Personnel Advisory Committee and one (1) unclassified staff member, appointed by the Unclassified Personnel Advisory Committee. ; and

E. Eleven (11) undergraduate students, one of whom shall be the Student Body President, and ten (10) of whom shall be selected as provided by Associated Student Government;

F. Two (2) undergraduate students, one each from the Hamilton and Middletown campuses, selected as provided by the Miami University Hamilton Student Government Association and by the Miami University Middletown Student Advisory Council; and

G. Two (2) graduate students selected as provided by the Graduate Student Association.

Section 2. Terms of office. All terms of office shall begin on the first day of the first semester of the academic year following the year in which the member is selected.

A. The term of office for members of University Senate elected from Faculty Assembly as in Article 1, Section 1.A shall be for three (3) years, all ten (10) terms running concurrently.

B. The term of office for members of University Senate elected from Faculty Assembly as in Article 1, Section 1.B shall be for three (3) years, with approximately one-third of these members elected each year.

C. The term of office for members of University Senate selected as in Article 1, Section 1.C above, with the exception of the Provost who serves as a voting *ex officio* member of Senate continually, shall be for one year with the possibility of reappointment.

D. The term of office for members of University Senate selected as in Article 1, Section 1.D above shall be as specified in the selection procedures approved by Senate.

E. The term of office for members of University Senate selected from the student body as in Article 1, Section 1.E, 1.F, and 1.G shall be for one year.

Section 3. University Senate Leadership.

A. The Provost shall serve as the Chair of University Senate. The Chair of the Executive Committee shall serve as the Vice Chair of University Senate.

B. The University Senate Executive Committee shall call Senate meetings as needed, set Senate agendas, and generally manage the business of Senate.

C. The Chair of University Senate shall designate a person to serve a three-year term without vote as Secretary of University Senate. This appointment shall be confirmed by University Senate.

ARTICLE TWO — UNIVERSITY SENATE COMMITTEE STRUCTURE

Section 1.
Executive Committee of University Senate shall manage the business of Senate. Membership shall include the Provost, fourthree (43) faculty members and one (1) staff member of Senate elected as specified in the *Bylaws of University Senate,* one (1) undergraduate student who shall be the Student Body President, and one graduate student who is a member of University Senate. The Secretary and Recording Secretary of University Senate shall serve as an *ex officio,* non-voting members of the Executive Committee.

Section 2.
University Senate shall create such standing and advisory committees as it deems necessary to carry out its responsibilities as outlined in the Introductory Article.

Section 3.
Ad hoc committees shall be created by University Senate as needed for particular purposes if there is not an appropriate standing committee for that issue or purpose.

Section 4.
So far as is possible, all University-wide matters upon which the advice and/or action of faculty, administrators, and students are to be sought should be referred to the committees of University Senate.

Section 5.
All actions of the committees of University Senate shall be reported to Senate.

Section 6.
Operating rules and procedures of committees may be formulated by University Senate and promulgated in its *Standing Rules of University Senate*, subject to the limitations in the descriptions of the committees in the *Bylaws of University Senate*.

ARTICLE THREE — UNIVERSITY SENATE LEGISLATIVE PROCEDURES
Section 1.
A quorum for conducting business of University Senate is forty-six (46). A main motion is considered to have passed or failed upon the affirmative or negative vote of a simple majority of the members present.

Section 2.
Meetings are ordinarily called by the Executive Committee of University Senate. Additional meetings shall be called by the Chair of University Senate upon the written request of any ten (10) members of Senate.

Section 3.
The actions of University Senate become final with the approval of the minutes at the next meeting of Senate or by ~~mail or~~ electronic ballot.

All passed final actions of University Senate upon a main motion and roll-call votes on these final actions upon a main motion shall be included in the summary of each Senate meeting which is reported on digital media that is accessible by members of Faculty Assembly and other interested members of the University community including but not limited to the University webpage on the University website .~~reported on the University Senate webpage on the University Website, in the~~ *Miami Matters* ~~(i.e., the daily electronic newsletter of Miami University) or any such regular University publication distributed to the Miami University community as approved by Senate, which is accessible by will reach all members of Faculty Assembly and other interested members of the University community.~~

~~reported on digital media that is accessible by members of Faculty Assembly and other interested members of the University community including but not limited to the University webpage on the University website .~~

Section 4.
The effective date of any final action of University Senate upon a main motion which alters the status quo shall be no earlier than the tenth class day following the distribution of the summary of Senate action indicated in Article 3, Section 3. In extraordinary cases where an action must be put into effect before the

elapse of ten (10) class days, as attested by an affirmative vote of at least two-thirds of the members of Senate, the action becomes effective immediately.

Section 5.
During the ten class days after distribution of an action, if at least twenty-five (25) members of Faculty Assembly file a petition so stating with the Office of the Provost, an action of University Senate shall be considered challenged and its implementation suspended (see Article 6).

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After a final action of University Senate is effective, the Chair of University Senate or, at the request of the Chair, the Vice Chair, shall represent the position of the action to other bodies, including the Board of Trustees.

ARTICLE FOUR — FACULTY ASSEMBLY MEMBERSHIP

Section 1.
Faculty Assembly is chaired by the President of the University, who has responsibility for the preparation of the agenda for meetings.

Section 2.
Faculty Assembly is composed of all members of the faculty who hold tenure or tenure-track positions; all Llibrarians, who hold the rank of Assistant Librarian, Associate Librarian, or Principal Librarian; and TCPL faculty. all members of the faculty who hold the rank of Lecturer (including the Senior rank)* or Clinical/Professionally Licensed Faculty (including the Senior rank)*.
*Lecturers and Clinical/Professionally Licensed Faculty are members of the Faculty Assembly for the purpose of qualifying them to serve on the University Senate. Membership in Faculty Assembly does not qualify TCPL faculty Lecturers or Clinical Professionally Licensed Faculty to serve on committees whose membership is restricted to faculty in tenure-eligible ranks.

ARTICLE FIVE — FACULTY ASSEMBLY COMMITTEE STRUCTURE

Section 1.
The Committee on Faculty Rights and Responsibilities is a standing committee of Faculty Assembly, composed of eight (8) tenured members of the faculty without official administrative appointment who may not serve concurrently on University Senate. The term of membership is three (3) years, with election accomplished as set forth in Article 5, Section 2, below.

The Committee is charged to do the following:

A. Formulate and recommend standards defining the professional rights and responsibilities of the faculty and propose legislation and/or procedures appropriate to their enforcement.

B. Conduct grievance and disciplinary hearings as outlined in the *Miami University Policy Libraryand Information Manual*

C. Consider and, at its discretion, report to the President and the Provost alleged infractions of faculty rights and responsibilities.

D. Act as a continuing advisory body to the President on matters of University policy and operation that affect the professional rights and responsibilities of the faculty.

E. Review the *Miami University Policy Library*~~and Information Manual~~ on matters pertaining to faculty rights and responsibilities and recommend changes, as appropriate, to the President.

F. Review departmental and divisional definitions and elaborations of University promotion and tenure criteria, when requested to do so by a faculty member, in order to decide whether those departmental and divisional policies are consistent with all-University policy.

G. Report annually to Faculty Assembly on matters considered by the Committee.

The Chair and individual members of the Committee are available to any member of the University community who wishes to discuss aspects of faculty rights and responsibilities in general or as related to his or her personal situation, or who wishes to report alleged infractions or to file a grievance or complaint through the *Miami University Policy Library*~~and Information Manual~~.

Faculty Assembly expects all members of the Miami University community to cooperate with the Committee on Faculty Rights and Responsibilities in the discharge of its mandate from Faculty Assembly and the Board of Trustees, including meeting reasonable requests for information relevant to general issues and specific cases before the Committee, meeting with the Committee at mutually convenient times and places to discuss general issues and specific cases, and to respond to reasonable questions relating to matters before the Committee. Incidents of refusal to cooperate shall be reported by the Committee to Faculty Assembly for its consideration and action. While reasonable requests for information should be honored, the Committee shall be given access to the relevant contents of faculty personnel files only when such access is necessary to conduct a disciplinary hearing under the *Miami University Policy Library*~~and Information Manual~~, to process a formal grievance under the *Miami University Policy Library*~~and Information Manual~~, or to resolve an informal complaint or problem brought to the Committee.

Section 2.
Election of Members of the Committee on Faculty Rights and Responsibilities.

A. Eligibility to serve on the Committee on Faculty Rights and Responsibilities:

1. All tenured members of the faculty except department chairs are eligible to serve on the Committee on Faculty Rights and Responsibilities.

2. A faculty member may not serve concurrently on both University Senate and the Committee on Faculty Rights and Responsibilities.

B. Nominations

1. All incumbent members of the Committee on Faculty Rights and Responsibilities who are eligible for the Committee shall have their names automatically placed in nomination.

2. Other tenured members of the faculty may be nominated, to bring the total number of nominations to seventeen (17), by a University-wide nomination election, which uses the method of the single transferable vote.

3. Members of the tenure-eligible ranks may vote in the nomination election.

C. General Election

1. The general election, held every three (3) years, shall be a University-wide election using the method of the single transferable vote.

2. Members of the tenure-eligible ranks may vote in the general election.

3. The term of membership is three (3) years.

Section 3. All-University Faculty Committee for Evaluation of Administrators.

A. A.   An All-University Faculty Committee for Evaluation of Administrators shall review the Provost, all academic deans,   Dean of the Graduate School, the Dean of Undergraduate Education, and the D ean of University Libraries   in years three (3) and five (5) of their five-year administrative appointments.

B. Committee reports are intended to serve two functions:

1. to guide the professional development of the individuals; and

2. to record part of the evidence upon which future personnel decisions may be based.

C. The Committee shall consist of seven (7) members of Faculty Assembly: one (1) to be chosen by each academic division ~~on the Oxford Campus~~ for a total of <u>six (6)</u>~~five (5)~~ <u>;and</u> one (1) to be chosen by the library faculty<u>.</u>~~; one (1) to be chosen by each of the regional campuses.~~ The Committee shall elect one of its members to serve as chair. Members of the Committee who are on probationary status (i.e. non-tenured or who do not hold continuing contract status) are not eligible to serve as chair of the Committee.

D. The members of the Committee shall be elected by the faculty with election procedures to be set by University Senate. ~~The library faculty as well as the faculty of the regional campuses shall not be eligible as nominees or electors in the election of divisional representatives.~~ <u>Electors may only vote for members of this committee within their academic division or librarian status. Electors with dual appointments must vote according to their selected representational unit.</u>

E. Each member shall serve a non-renewable three-year term beginning July 1. The terms shall be staggered so that one-third of the Committee is elected each year.

F. Each fall semester, the Committee shall prepare a questionnaire for the evaluation of each administrator it is scheduled to evaluate during the academic year. Administrators in year five (5) of their five-year administrative appointment will be evaluated in the fall of the evaluation year. Administrators in year three (3) of their five-year administrative appointment will be evaluated in the spring of the evaluation year The Committee shall distribute the questionnaire to members of Faculty Assembly assigned to or served by the administrator's unit and it shall prepare an evaluation report to be submitted to the administrator's supervisor.

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In the event of the resignation of a member of the Committee on Faculty Rights and Responsibilities or the All-University Faculty Committee for the Evaluation of Administrators before the end of his or her term, that seat shall be filled by the candidate (who had not been previously elected) who received the largest number of votes when the ballots are retabulated after the votes for the person who has resigned have been deleted. In the event no such candidate is available, a new election will be held for the vacated seat.

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Section 2.
Faculty Assembly normally meets in the fall. Additional meetings may be called upon request of fifty (50) members of Faculty Assembly filed with the Office of the Provost or upon the call of the President. The exact time and location of the meetings will be determined by the President.

The first meeting of Faculty Assembly in the fall shall be designated and announced as a business meeting at which Assembly shall vote to confer degrees for the winter, spring, and summer commencements for that academic year.

Section 3.
The agenda shall be mailed to each member of Faculty Assembly at least seven (7) class days prior to the meeting and shall provide sufficient detail for reasonably clear identification of the nature of the items.

Section 4.
All passed final actions of University Senate upon a main motion and roll-call votes on these final actions upon a main motion shall be included in the summary of each Senate meeting. The actions of Senate are subject to the authority of Faculty Assembly to review and refer actions back to Senate. Faculty Assembly may additionally propose, debate, and recommend matters for Senate's consideration or for presentation to other administrators or bodies based on votes taken during meetings (see Introductory Article).

Section 5.
Faculty Assembly hears reports from its committees and from the President, the Chair of University Senate, and Vice Presidents. It may propose, debate, and recommend matters for University Senate consideration or for presentation to other officials or administrative bodies. It may also challenge and refer back to Senate any Senate action. Faculty Assembly has the right of initiative and referendum. Such action shall be considered as tantamount to Senate action.

Faculty Assembly may raise questions, offer comments, debate, and forward recommendations based on votes taken during meetings or by mail or electronic ballot. It may discuss matters affecting Miami University and its environment.

Section 6.
During the ten (10) class days after distribution of an action, if at least twenty-five (25) members of Faculty Assembly file a petition so stating with the Office of the Provost, an action of University Senate shall be considered challenged and its implementation suspended. Such a challenged action shall be placed on the agenda for the next regularly scheduled meeting of Faculty Assembly, where the action may be debated and may be returned to Senate for reconsideration of such revisions as the Assembly may recommend. A special meeting of Faculty Assembly for earlier consideration and potential return to Senate of a challenged action may be called by Senate or by a petition signed by at least fifty (50) members of Faculty Assembly filed with the Office of the Provost.

Section 7.

A quorum must be present in order for Faculty Assembly to return an action to University Senate. If a quorum is not present at a duly scheduled or called meeting of Faculty Assembly for which a challenged Senate action is on the agenda, said action by Senate shall be deemed to be sustained.

Section 8.
Voting in Faculty Assembly is on a motion to refer back to University Senate one of its items and to provide opinions to individuals or groups on issues as the Assembly deems appropriate. The usual method of taking a vote in Faculty Assembly shall be by voice or by show of hands. Voting shall be by secret ballot if requested by at least ten (10) members of the Assembly or by the President with general consent.

Section 9.
The membership of Faculty Assembly has the right of initiative and referendum according to the following provisions:

A. A written proposal must be accompanied by a petition signed by at least ten (10) percent of the membership of Faculty Assembly and presented to the Office of the Provost before the proposal shall be considered for initiative or referendum.

B. Following the receipt of the petition and the proposal, Faculty Assembly must meet within one (1) calendar month at a regular or called meeting to discuss the proposal. Provided that a quorum is present, Faculty Assembly may vote to amend the original written proposal.

C. Following the discussion of the proposal by Faculty Assembly, within ten (10) working days the Office of the Provost shall provide   a copy of the written proposal to each member of Faculty Assembly who shall be asked to vote "yes" or "no" on a ballot to be returned to the Office of the Provost within another ten (10) working days.

D. An initiative or referendum matter presented to the membership of Faculty Assembly should be framed and worded in a straightforward manner that makes clear and unambiguous the substance of the issue and the meaning of an affirmative or negative vote (e.g., not worded with a double negative; rather worded so that a "yes" vote means approval of a new or revised policy and a "no" vote means rejection of a new or revised policy).

E. Normally initiative proposals shall be provided a forum for discussion by interested parties (e.g., Faculty Assembly and University Senate and its committees such as the Academic Policy Committee would provide such a forum) and, where substantially differing viewpoints exist, opportunity for expression of these viewpoints shall be provided and included with the initiative as distributed for vote.

F. The proposal shall be considered to have passed if it receives an affirmative vote of a simple majority, provided the said affirmative vote constitutes at least a quorum of Faculty Assembly. Such action shall be considered as tantamount to University Senate action and shall be subject to the limitations specified in the Introductory Article.

ARTICLE SEVEN — AMENDMENT

Section 1.
A proposal to consider amending the *Enabling Act* must receive the affirmative vote of a simple majority of the members of University Senate at a duly called meeting, a quorum being present.

Section 2.

At the time of the final approval of such a proposal in the minutes of University Senate, a hearing on the proposal shall be announced for a specified time and place not less than ten (10) class days after the distribution of the summary of Senate actions and not more than fifteen (15) class days after the distribution of the summary of Senate actions. At least twenty (20) Senate members must attend the hearing, at which any faculty member, student, or administrator of Miami University may comment.

Section 3.
At the next meeting of University Senate after the Senate hearing, a motion to amend the *Enabling Act* in accordance with the proposal shall be placed on the agenda. To become effective, the proposal must receive an affirmative vote of two-thirds of the membership of Senate. Such action is subject to challenge by Faculty Assembly as provided in Article 6, Section 6.

Section 4.
The procedures of Article 6, Section 8 may also be used to amend the *Enabling Act*.

Section 5.
Amendments to the *Enabling Act of University Senate and Faculty Assembly* must be approved by the Board of Trustees.

(Note: References to class days in this document include final exam week.)

Approved: by University Senate, March 2, 1998
Approved: by the Board of Trustees, June 19, 1998
Approved: by the Board of Trustees, June 25, 1999
Approved: by the Board of Trustees, December 6, 2002 (Article 5, Section 3.C, and Article 6, Section 2)
Approved: by the Board of Trustees, June 25, 2004 (Article 4, Section 2)
Approved: by the Board of Trustees, April 27, 2012 (membership of Faculty Assembly and revision to "Office of the University Secretary" to Secretary of University Senate/Office of the Provost)

Codified: 06/19/2004, 06/25/04, 05/16/05, 06/07/06, 07/06/07, 07/01/08, 07/01/09, 07/01/10, 07/01/13, 07/14, 07/16

MIAMI UNIVERSITY
OXFORD, OH · EST. 1809

May 13, 2022
Academic and Student Affairs

RESOLUTION R2021-xx

WHEREAS, per section 733.20 of HB 110, University Senate, on March 7, 2022 and March 28, 2022, considered, but voted not to adopt the textbook auto-adoption policy; and

WHEREAS, Miami University is committed to the Higher Education Opportunity Act, Title I, Section 133, and on April 4, 2022, University Senate reviewed and approved revisions to the Miami University Textbook and Learning Materials Policy, per SR22-21, which states:

SR 22-21
Revision to Textbook and Learning Materials Policy
April 4, 2022

BE IT HEREBY RESOLVED that University Senate endorse the proposed revisions to Textbook and Learning Materials Policy (see attached).

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby affirms the actions of the Miami University Senate; and

BE IT FURTHER RESOLVED, that the Board of Trustees approves the Textbook and Learning Materials Policy, as revised by SR 22-21 on April 4, 2022, the text of which is attached.

SR 22-21
Revision to Textbook and Learning Materials Policy
April 4, 2022

Policy Title: "Textbooks and Learning Materials"

Proposer Name, Title and Email:

Amy Bergerson, Dean and Co-Chair of the Affordable & Open Educational Resource Committee; bergera9@miamioh.edu

Carla Myers, Associate Librarian and Co-Chair of the Affordable & Open Educational Resource Committee; myersc2@miamioh.edu

Rationale:

To comply with the "Higher Education Opportunity Act, Title I, Section 133," Miami must disclose textbooks for courses no later than the first day of class registration. To better ensure that this practice is followed, we are proposing that the "Textbooks" policy in Miami's Policy Library be revised to reflect law. The purpose of this law 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.

Covered Parties:

Faculty, students

Defined Terms:

"Learning Materials" means other material being used as part of course instruction. For example, this can include but is not limited to access to online websites and platforms, software, and supplementary course readings (print or online).

"Textbook" means a textbook or a set of textbooks, used for, or in conjunction with, a course in postsecondary education at an institution of higher education. This law applies to textbooks that are online or in print form.

"No later than the first day of class registration" means that the textbook information (textbook title, price, and ISBN identifier) must be made available to students by the time any student (even those who have priority registration) can register for classes for the following term.

Proposed New or Revised Policy (Clean Version):

Policy Title: Textbooks and Learning Materials

The selection and adoption of textbooks and/or course materials are an academic departmental responsibility. Academic departments are encouraged to adopt the most appropriate and highest quality textbook for presenting course content and accomplishing course objectives. However, to maintain our goal of higher education access and affordability for our students and to comply with the Ohio

Department of Higher Education statutory requirements, academic departments are also encouraged to take into consideration the cost and expense of the textbook and other materials for the student taking the course when making adoption decisions.

Academic departments should make selections for required textbooks, supplemental and other course materials no later than the first day of class registration* to ensure that sufficient quantities of textbooks and supplemental materials are available to meet the needs of students and to assist students in being responsible consumers.

*Some exceptions may apply, including when the instructor for a course is not assigned before the registration process begins. In these situations, it is recommended that the instructor or department selects materials that are similar in cost to those previously used for the course.

Before each upcoming academic term, the Office of the University Registrar shall partner with the University Bookstore to make publicly accessible the following information for each upcoming academic term:

1. the International Standard Book Number (ISBN) and retail price information of required and recommended commercial textbooks and supplemental materials for each course listed in the course schedule; and

2. the expected number of students enrolled in each course and the maximum student enrollment for the course.

The Office of the University Registrar, in consultation with the University Bookstore, shall communicate to the deans, department chairs, and program directors the date by which their textbook information is to be provided to the University Bookstore.

The textbook information provided to the University Bookstore shall be published on the University Bookstore website and shall be made readily accessible through a link from the University's on-line course registration system.

If the ISBN is not available, then the author, title, publisher, and copyright date for such college textbook or supplemental material will be published. If the University Bookstore determines that the disclosure of the information required by this policy is not practicable for a college textbook or supplemental material, then it will place the designation 'To Be Determined' in lieu of the information required.

Departmental Responsibilities

1. The information referenced above will be made available by academic departments and programs each academic term to the ECampus Online Bookstore on or before a date specified by the Office of the University Registrar. The academic departments and programs will endeavor to ensure that the information provided to the ECampus Online Bookstore is in an acceptable format so as to avoid unnecessary orders and returns.

2. Unless the academic department has made other arrangements, it is the responsibility of each individual instructor to secure his or her own desk copies of textbooks.

3. Each academic department or program and regional campus coordinator should designate a person to act as its representative with the ECampus Online Bookstore and should inform the ECampus Online Bookstore of the name of the designated person.

4. To the extent possible, the ECampus Online Bookstore should be notified of increased enrollments of scheduled course sections and/or of additional course sections to be offered.

5. Following the submission to the ECampus Online Bookstore of textbook lists for the upcoming academic term, instructors are expected to use the textbooks specified for that term.

6. Departmental representatives should use the option available with the ECampus Online Bookstore to indicate that no textbook is required when an instructor does not plan to use a textbook for their course.

Additional Bookstore Responsibilities

The University Bookstore is responsible for disseminating information to students regarding:

1. available institutional programs for renting textbooks or for purchasing used textbooks;

2. available institutional guaranteed textbook buy-back programs, if any;

3. available institutional alternative content delivery programs; and/or

4. other available institutional cost-saving strategies.

Proposed Revised Policy (Marked Up Version):

New Title: Textbooks and Learning Materials

The selection and adoption of textbooks and/or course materials are an academic departmental responsibility. Academic departments are encouraged to adopt the most appropriate and highest quality textbook for presenting course content and accomplishing course objectives. However, to maintain our goal of higher education access and affordability for our students and to comply with the Ohio Department of Higher Education statutory requirements, academic departments are also encouraged to take into consideration the cost and expense of the textbook and other materials for the student taking the course when making adoption decisions.

Academic departments should ~~strive to~~ make selections for required textbooks, supplemental and other course materials ~~in a timely manner~~ no later than the first day of class registration* to ensure that sufficient quantities of textbooks and supplemental materials are available to meet the needs of students and to assist students in being responsible consumers.

*Some exceptions may apply, including when the instructor a course is not assigned before the registration process begins. In these situations, it is recommended that the instructor or department selects materials that are similar in cost to those previously used for the course.

Before each upcoming academic term, the Office of the ~~Provost~~ University Registrar shall provide the University Bookstore to make publicly accessible the following information for each upcoming academic term:

3. the International Standard Book Number (ISBN) and retail price information of required and recommended commercial textbooks and supplemental materials for each course listed in the course schedule; and

4. the expected number of students enrolled in each course and the maximum student enrollment for the course.

The Office of the ~~Provost~~ University Registrar, in consultation with the University Bookstore, shall communicate to the deans, department chairs, and program directors~~, and regional campus coordinators~~ the date by which their textbook information is to be provided to the University Bookstore.

The textbook information provided to the University Bookstore shall be published on the University Bookstore website and shall be made readily accessible through a link from the University's on-line course registration system.

If the ISBN is not available, then the author, title, publisher, and copyright date for such college textbook or supplemental material will be published. If the University Bookstore determines that the disclosure of the information required by this policy is not practicable for a college textbook or supplemental material, then it will place the designation 'To Be Determined' in lieu of the information required.

Departmental Responsibilities

The information referenced above will be made available by academic departments and programs each academic term to the ~~University Bookstore~~ ECampus Online Bookstore on or before a date specified by the Office of the ~~Provost~~ University Registrar. The academic departments and programs will endeavor to ensure that the information provided to the ~~University Bookstore~~ ECampus Online Bookstore

is in an acceptable format so as to avoid unnecessary orders and returns ~~by the University Bookstore~~.

1. Unless the academic department has made other arrangements, it is the responsibility of each individual instructor to secure his or her own desk copies of textbooks.

2. Each academic department or program and regional campus coordinator should designate a person to act as its representative with the ECampus Online Bookstore ~~University Bookstore~~ and should inform the Bookstore of the name of the designated person.

3. To the extent possible, the ~~University Bookstore~~ ECampus Online Bookstore should be notified of increased enrollments of scheduled course sections and/or of additional course sections to be offered.

4. Following the submission to the ECampus Online Bookstore ~~University Bookstore~~ of textbook lists for the upcoming academic term, instructors are expected to use the textbooks specified for that term.

5. Departmental representatives should use the option available with the ECampus Online Bookstore to indicate that no textbook is required when an instructor does not plan to use a textbook for their course.

Additional Bookstore Responsibilities

The University Bookstore is responsible for disseminating information to students regarding:

5.   available institutional programs for renting textbooks or for purchasing used textbooks;

6.   available institutional guaranteed textbook buy-back programs, if any;

7.   available institutional alternative content delivery programs; and/or

8.   other available institutional cost-saving strategies.

Effective Date: August 1, 2022

Responsible Parties:

Instructional Staff, Departments, eCampus Bookstore, Office of Provost

MIAMI UNIVERSITY
OXFORD, OH · EST. 1809

May 13, 2022
Academic and Student Affairs

RESOLUTION R2021-xx

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

MIAMI UNIVERSITY COMPLETION PLAN UPDATE

Submitted to Chancellor of the University System of Ohio Department of Higher Education

May, 2022

UNIVERSITY MISSION

Miami University's mission underscores that we are "a student-centered public university" with "an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life" as well as a deep commitment to "student success." In addition, Miami "supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses."

STUDENT PROFILE

During Fall 2021, 17,003 undergraduates and 2,261 graduate students were studying on the Oxford campus. Regional campuses in Hamilton and Middletown enrolled a combined total of 3,781 undergraduate students. Across all campuses and levels, 53.4% of Miami students were female and 64.4% were residents of Ohio.

Oxford Campus

Of total 17,003 Fall 2021 Oxford undergraduate students, 15.0% were domestic Students of Color. Among first-time, full-time undergraduate students at the Oxford campus, 53.0% were female; 64.6% were residents of Ohio; 98.4% were born in 2002 or 2003. Race and ethnicity breakdown for Oxford is listed below:

Fall 2021 First-time, Full-time Students at Oxford by Race/Ethnicity

- 0.3% American Indian or Alaska Native and Other
- 2.6% Asian, Native Hawaiian, or other Pacific Islander
- 2.2% Black or African-American
- 4.5% Hispanic/Latino
- 3.8% Multi-racial
- 84.5% White
- 0.8% Unknown

An additional 1.4% were international students.

Of Oxford first-time, full-time undergraduates, 10.5% were Pell Grant recipients, 35.0% had financial need, and 100% of students with need received offers of financial aid.

Of the fall 2021 first-year Oxford campus students, 35.9% graduated in the top 10% of their high school class. 62.4% percent entered Miami with college credit from Advanced Placement, College Credit Plus, and other programs, with students receiving 20.0 hours of credit on average.

First-year retention for full-time baccalaureate students at the Oxford campus in the 2020 cohort was 89.2%. The six-year graduation rate at the Oxford campus for the 2015 cohort was 83.0%.

Miami was ranked No. 46 nationally among public universities in "Best Colleges 2021" by *U.S. News & World Report*. Among all national universities, Miami was ranked No. 103 out of 391 universities on the list, driven by the institution's high completion rates. Miami's four-year graduation rate for the fall 2017 cohort was 73.3%. The Oxford campus's six-year graduation rate on average for the last 4 years was 81%. In the most recent *Chronicle of Higher Education*'s Almanac, Miami's six-year graduation rate ranked 37th among public universities nationally and 2nd in Ohio. In 2020-2021 Miami Oxford posted a 96**%** graduation success rate for student-athletes (the percentage of eligible student-athletes who graduate within six years, according to the NCAA Graduation Success Rate).

Table 1: First-time, full-time baccalaureate students at Oxford

First-time, full-time baccalaureate students at Oxford	2005 Cohort		2015 Cohort	
Race/Ethnicity	**6-year Graduation Rate**	*N (total cohort)*	**6-year Graduation Rate**	*N (total cohort)*
American Indian, Alaska Native, Other	78.9%	*19*	70%	*10*
Asian	82.6%	*92*	76.5%	*81*
Black or African-American	64.3%	*98*	74.6%	*118*
Hispanic/Latino	75.8%	*62*	78.8%	*193*
International	78.9%	*19*	76.5%	*293*
Native Hawaiian/other Pacific Islander	66.7%	*3*	100%	*1*
White	82.3%	*2679*	84.7%	*2963*

Multi-racial			76.3%	*114*
Unknown	80.3%	*178*	86.7%	*15*
Total	81.5%	*3150*	83%	*3788*

*The small number of Native Hawaiian/other Pacific Islander students makes the interpretive value of this high change in graduation rate less significant.

Miami Oxford is working diligently to close the gap between graduation rates for Students of Color and White students. This is evident in Table 1 above, where the increases in the graduation rates for Students of Color are illustrated. While the graduation rate for white students has increased 2.4% over the last 10 years, the graduation rates for some students of color have increased by 3% (Hispanic/Latino), 10.3% (Black/African American), and 33.3% (Native Hawaiian/other Pacific Islander).* Losses in graduation rates for Asian students (6.1%) and American Indian, Alaska Native and Other students (8.9%) are concerning. Miami will continue to devote energy to ensuring the success of underrepresented students as we strive to meet our completion goals.

Regional Campuses

During Fall 2021, Miami Regional campuses in Hamilton and Middletown enrolled a combined total of 3,781 undergraduate students. Of total Fall 2021 Regional undergraduate students, 17.0% were domestic Students of Color.

Among first-time, full-time undergraduate students at the regionals, 52.6% were female; 94.3% were residents of Ohio. Regionals students' race and ethnicity breakdown is listed below:

Fall 2021 First-time, Full-time Students at Regionals by Race/Ethnicity

- 0.0% American Indian or Alaska Native and Other
- 1.2% Asian, Native Hawaiian, or other Pacific Islander
- 5.3% Black or African-American
- 2.3% Hispanic/Latino
- 4.3% International
- 3.6% Multi-racial
- 75.1% White
- 8.2% Unknown

Of Regional first-time, full-time undergraduates, 37.0% were Pell Grant recipients, 54.3% had financial need, and 100% of students with need received offers of financial aid.

Of the fall 2021 first-year Regional campus students, 27.7% graduated in the top 25% of their high school class. 24.9% percent entered Miami with college credit from Advanced Placement, College Credit Plus, and other programs, with students receiving 16 hours of credit on average.

67% of the Fall 2020 Regional campus cohort were retained to either the Regional or Oxford campuses in Fall 2021. 37.2% of the 2015 Regional campus cohort earned a Miami Bachelor's degree from either the Regionals or Oxford campuses in 6 years or less.

While also focused on a liberal arts education, Miami's regional campuses serve a different student population. 31.8 percent of the undergraduate students are part time, and 68.2% are full time. 16.9 percent of the students on the regional campuses are non-traditional students (25 years or older); 52.9% are female, and 47.1% are male. 11.1% of the students on the regional campuses are CCP students. The average ACT score (or SAT score converted to an ACT basis) of the 2021 entering freshman class was 20.

The majority of students on the regional campuses are place-bound. The top feeder schools are area high schools as well as local institutions of higher education. The regional campuses house their own academic division, the College of Liberal Arts & Applied Science (CLAAS), which offers several baccalaureate degrees: biological sciences, commerce, communication studies, community arts, computer and information technology, criminal justice, engineering technology, English studies, integrative studies, liberal studies (degree completion program), nursing, and psychological sciences.

BARRIERS TO PERSISTENCE AND COMPLETION

The academic profile and completion rate of Miami's Oxford campus students remain very strong overall.* However, our data show that there is room for improvement. While there has been improvement in persistence and completion on the two regional campuses, their rates are below national norms. Moreover, the Oxford campus rates have remained relatively stable with little movement. Retention rate is defined as the percent of first time, full time, degree-seeking students who enter in the fall semester and return to Miami in the fall semester of the next (i.e., their second) year. Graduation rate is defined as the percent of first time, full time, degree-seeking students who enter in the fall semester and graduate within six years. Students are assigned to a cohort based on the year they entered the University.

Throughout this report, retention rates and graduation rates are presented as reported to the Integrated Postsecondary Education Data System (IPEDS), the core postsecondary education data collection program for the National Center for Education Statistics (NCES).

Oxford retention and six-year graduation rates have remained consistent in recent years (See Figure 1).

Retention rates vary based on several characteristics:

- First-generation students were retained at a rate of 81.9%, while students not in that population were retained at a rate of 90.5%
- Students with high financial need were retained at a rate of 82.8%, while students not in that population were retained at a rate of 90.2%
- Students who were not retained achieve a lower first-term grade point average (2.73) than students who were retained (3.40)
- First-year retention rates vary by Ethnicity/Race (number of students in cohort):
    - American Indian or Alaska Native (4): 50.0%
    - Asian (94): 91.5%
    - Hispanic/Latinx (204): 83.3%
    - Multi Racial (151): 89.4%
    - Non-Resident Alien (99): 83.8%
    - Unknown (16): 81.3%
    - White (3,108): 89.6%

Figure 1: Oxford campus retention and graduation rates

Figure 1: Oxford Campus Retention and Graduation Rates: Fall 2006 to Fall 2020 Cohorts
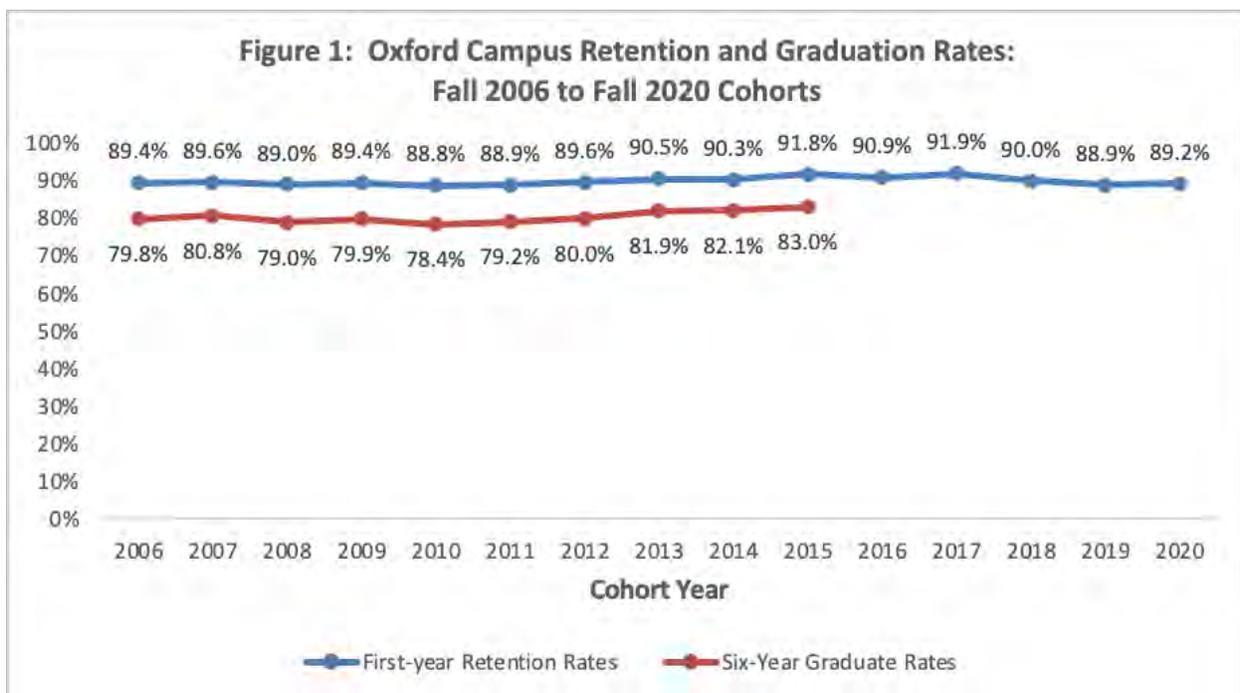
Completion barriers may include:

- High cost of attendance
- Varied preparation for college-level academics
- College transition issues

- Difficulty in establishing a sense of belonging on campus
- Campus climate that does not feel welcoming to some students

PROGRESS ON 2020 COMPLETION REPORT STRATEGIES

College completion and student success are integral to Miami's mission and the strategic plan, Miami**RISE**, which was developed in 2019. Our mission statement emphasizes that Miami "is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society." The eleventh recommendation of the Miami**RISE** strategic plan calls for improvement of student retention and persistence.

The Miami University Student Success Committee is the body charged with overseeing Miami's student success progress. This committee is a partnership between the Enrollment Management & Student Success division, the Division of Student Life, and the Office of the Provost, and sets the agenda for all matters related to student success. With the support of the Office of Institutional Research and Effectiveness, the Student Success Committee regularly analyzes quantitative and qualitative data to identify areas for improvement. Data sources include:

- EAB Student Success Collaborative
- Civitas
- Oracle Business Intelligence Tool
- External standardized student surveys (Beginning College Survey of Student Engagement, National Survey of Student Engagement, CIRP Freshman Survey, College Senior Survey)
- In-house surveys (first-year student transition survey, graduation survey, alumni survey, etc.).

This data-driven campus collaboration allows Miami University to think and act strategically around student success with an eye toward accomplishing the goals laid out in this completion report.

Below we describe our progress on the 2020 Completion Report strategies:

Category	Strategy	Description	Status

Academic Advising	Shift steadily to a "total intake" approach to academic advising	This new system will rely upon an increased number of professional staff advisors who serve caseloads of students throughout the undergraduate experience. Students are also supported by faculty mentors in the major, peer success coaches, career development staff, financial aid counselors and Residence Life staff.	Two phases of professional advisor hiring are completed, nearly doubling the number of professional academic advisors on campus. Advisor training modules are updated, and are now required for all new professional advisors. Boldly Creative funding was directed towards an advising proposal centered on the success of diverse students through holistic individualized, and proactive advising. This contributed to the development of the Office of Exploratory Studies now housed in the Office of Undergraduate Education in the Provost's Office.
	Ensure that professional advisors have consistent titles, expectations, and promotion ladder	Advising personnel titles, job responsibilities will be audited and revised for consistency. Clear promotion expectations and accountability measures will be developed and implemented to ensure high quality advising and retention of strong advisors.	Advising tiers with clear expectations for promotion have been approved by Academic Personnel and the Provost, and are in place for all divisions. Divisional advising staffing plans are approved and in place.
	Create greater coordination and centralization of advising efforts.	The Student Success Center will be moved to Academic Affairs and rebranded with more significant responsibilities for coordinating university-wide advising efforts (e.g., assessment, advisor training, support for special student populations).	The Office of Exploratory Studies (OES) is established and will assume responsibility for supporting campus-wide assessment and professional development for professional advisors. In partnership with Student Life and EMSS, OES is developing plans for support of specific student populations identified as needing additional support, as well as exploring students.
	Design and implement a more	As the new "total intake" model is implemented, a new assessment plan will be	The newly established Office of Undergraduate Education will assume responsibility for developing a

	comprehensive assessment of our advising system.	developed that includes retention and graduation rates, EAB Navigate data relating to advising appointments and student success barriers, standardized survey findings (NSSE, CIRP), advisor portfolios, and periodic focus groups.	comprehensive, campus-wide academic advising assessment plan.
Policies	Audit existing policies and procedures, and make revisions to improve student success.	The Office of the Provost in collaboration with the Student Success Committee, General Counsel, and the Undergraduate Academic Advising Council will conduct the audit and revise appropriately. Possible revisions include: ● Revising admission criteria to make the ACT and SAT optional; ● Revising the annual performance criteria to recognize and reward achievement in advancing student success ● Revising the promotion criteria for academic advisors	ACT and SAT are currently optional for admission to Miami University and will remain so for the foreseeable future. Academic advisor promotion ladder is established with clear criteria for advancement. Additional policies/procedures currently under review include: ● Withdrawal from the University ● Return from medical withdrawal ● New student registration ● Credit/No Credit ● 2-strike mandatory suspension rule for academic dishonesty
Pathways	Help students to get on a success path prior to matriculation.	Institute diagnostic surveys and pre-orientation advising to develop a 'block' schedule for students prior to orientation. Revise orientation to focus more on acculturating students to University culture and expectations and building relationships.	New Summer Survey will be implemented in 2022; distributed with post-orientation online modules to identify students in need of support and resources before they arrive on campus. Plan for move to register all new students before summer orientation is in development. Revisions to orientation will follow.

	Develop purposeful pathways for students in the major.	Institute required advising sessions at key milestones. Institute four-year academic plans into UNV 101 and advising sessions.	With the increase in professional advisors, capacity for milestone advising is increased, and discussions related to these milestones are underway. UAchieve degree maps will be fully implemented and incorporated into UNV 101 and advising fall 2022.
	Develop success pathways for undecided students.	Rebrand and enhance the University Studies Program to be "Exploratory Studies" major on the Oxford campus which features meta-majors and wrap-around services.	The Office of Exploratory Studies is established and staffed. Wrap-around services for exploring students will be available beginning summer 2022.
	Identify and remove pathway roadblocks.	Conduct an analysis of degree program pathways on the Oxford and Regional campuses to identify barriers and roadblocks, and work with departments to make revisions.	Moonshot for Equity includes pathway analysis as part of the transfer best practices effort and is under way. Other high school-to-college pathways are being explored with an eye to smoothing the path for students.
Curriculum	Increase the completion rates of students in gateway Math and English courses.	Develop and offer Business Calculus courses and other math courses designed for different majors. At Regionals, continue the Strong Start to Finish plans, including: developing reading resources and reading/writing co-requisite course; ensuring the clearly structured programs of study exist for all majors; aligning redesigned gateway Mathematics and English courses to all programs of study; implementing co-requisite remediation at scale in Mathematics and English; building advising structures to	Business Calculus is being offered and assessed for effectiveness. In order to improve student success in Precalculus, the five-credit-hour course has been divided into two courses, College Algebra and Trigonometry. Strong Start to Finish plans are in place at Regionals. Course redesign is in process, and new advising structures support students' success across the curriculum.

		ensure all students register for coursework in sequences to meet the goal.	
	Revise courses that impede student success and progress.	Through a comprehensive Academic Program Evaluation, Improvement and Prioritization (APEIP) project, we will conduct an analysis to identify courses that are roadblocks for students pursuing popular degree pathways (e.g., high percentages of students withdrawing or receiving D or F grades). Ask departments to revise courses to improve success rates.	Departments have submitted curricular action plans on programs in their departments, along with courses that have high DFW rates. Plans included strategic goals, tactics and metrics that must be met in 3-4 years. Feedback and workshops led by the Office of the Provost were provided to departments. Departments will implement plans for improvement over next 3-4 years and submit annual updates to ensure progress is made. Associate Provost for Faculty and Dean for Undergraduate Studies are launching a holistic and collaborative plan for addressing courses of concern in fall 2022.
	Reward departments that have a strong track record of improvement and advancing student success.	Institute a departmental award for advancing diverse student success. Explore the possibility of rewarding departments that have high percentages of full-time, continuing faculty teaching introductory courses.	The Office of Undergraduate Education will begin the process for developing departmental recognition for student success efforts in fall 2022.
	Revise the general education program to enhance student success.	Revise the liberal education plan to simplify the overall required categories, reduce the number of required courses, reduce barriers for transfer students, and enhance high-impact practices.	The new Miami Global Plan is approved and will take effect in fall 2023. New plan includes measurable learning outcomes for each component along with a new DEI and Signature Inquiry requirement to advance innovative teaching designed to promote student success. The overall number of credits required for this plan

			compared to the old plan is 3 credits fewer.
Affordability	Lower cost of textbooks	Continue implementing programs to promote the use of open and affordable textbooks; explore the possibility of an inclusive access textbook option.	The Open Educational Resources Committee will survey faculty regarding their use of affordable materials in Fall 2022 and is exploring how open educational resources enhance the University's ability to support diverse students.
	Enhance need-based and other aid for students and families.	Continue Tuition Promise, and leverage Capital Campaign to increase scholarship support.	Nearly $40 million in scholarship funding has been raised since our last completion report, and we are on track to continue this strong support of scholarships.
Special Populations	Enhance support for transfer students.	Develop a virtual Transfer Student Hub, and enhance support for transfer students (e.g., transfer credit evaluation, customized advising, targeted marketing and communications, enhanced partnerships with feeder schools).	A Transfer Coordinator is hired and is working to develop these resources and improve the transfer experience at Miami University. Transfer Credit Evaluation Coordinator position is approved. This individual's primary responsibility will be transfer credit evaluation for incoming students. Miami was selected for EAB's Moonshot for Equity initiative, along with three other partnering institutions in the SW Ohio region. This initiative was launched in spring 2022 and is heavily focused on promoting seamless transfer pathways as a means for closing completion gaps for diverse students.
	Deepen support for Pell Grant students.	Continue enhancing the GradU8 Scholars Program (support program for Pell Grant recipients) to improve graduation rates for this population of students.	Fall 2021 data indicate that GradU8 student retention exceeds that of Ohio Pell Grant students at large. The program has been enhanced to include a separate UNV101 section for GradU8 students, and support throughout the entire first year.

| | Develop additional support for domestic students of color and LGBTQ+ students. | Implement a program in which faculty and staff of diverse identities mentor incoming students. | Since the Presidential DEI Task Force presented 44 recommendations to the President and the President's Executive Cabinet in September 2020, we have taken proactive and intentional steps to address this recommendation. Many completed and ongoing initiatives and efforts span various divisions, departments, and units. As a result of the comprehensive nature of these efforts, multiple aspects of different recommendations have in some instances been addressed by one project.

Overall, our completion rate across all 44 recommendations is 91.9%"

For more information on the DEI Taskforce progress: https://www.miamioh.edu/diversity-inclusion/data-reports/implementation-updates/index.html |
| Technology | Leverage technology to advance diverse student success. | Conduct an inclusive technology audit and make changes as appropriate.

Develop mechanisms and training for academic advisors to access critical data to improve the advisement of students and enhance student success. | The Accessible Technology Committee continues to assess campus technology and electronic resources to ensure accessibility.

New professional development support from the Office of Exploratory Studies will provide training as well as institutional expectations related to academic advisors' use of technology to improve support for students. |

COMPLETION GOALS FOR 2022-2024

The following goals guide Miami University's completion strategies for the coming two years. Several of these goals carry forward from previous completion plans, while others are new:

- Miami Oxford will achieve a six-year graduation rate of 85% and a four-year graduation rate of 75%. The Regional campuses will increase the graduation rate by 10%, an equally ambitious goal.
  - As part of the commitment to the Moonshot for Equity initiative, Miami University will also strive to eliminate enrollment and graduation gaps across student populations.
  - As an institution committed to the undergraduate student experience, Miami University recognizes that our pursuit of high completion rates requires constant attention to who our students are and what support they need to be successful.
- Across all campuses Miami will increase first- and second-year students' sense of belonging and thriving by re-envisioning orientation, implementing tools such as summer surveys and experiential major maps, and revamping the UNV101 curriculum.
  - Miami University realizes that student success is more than completion. The quality of students' experience is paramount to their sense of achievement. Our goal is to provide each student with the support and resources they need to make the most of their Miami experience no matter which campus they are enrolled at.
- Within one year after graduation, 97% of Oxford graduates who are seeking employment (excluding those enrolled in graduate or professional school) will be employed.
  - Recent research indicates that college students have grown more unsure of their educational and occupational choices. Miami University will strive to ensure that each student understands the post-graduate opportunities that exist, and to prepare them for whatever their post-Miami plans include. We recognize that many of our graduates may put off making long-term decisions immediately upon graduation.
- Upon graduation, all Miami students will have participated in a research (40%) or similar experiential learning activity (100%), e.g., fieldwork, field or clinical placement, service-learning, public or private sector engagement, performances, and other applied learning activities.
  - Engaging undergraduate experiences enhance the education Miami University students receive. They make possible many of their post-graduate opportunities. We will consistently work to ensure that the opportunities available for this engagement are offered in equitable and compelling ways.
- Miami Oxford will double the number of transfer students to 500 students, and Miami regionals will increase by 15% the number of transfer students to 500 students.
  - Transfer goals are tied closely to the Moonshot for Equity initiative. We recognize that many students in our geographic region do not consider Miami

University a viable option for their post-secondary education. This may be based on local conceptions of Miami University. We will make the most of the opportunity to think about how we appeal to transfer students and how we smooth their pathways into and through Miami.

2022-2024 COMPLETION STRATEGIES

To build on prior efforts, the following new strategies will support Miami University's progress towards its ambitious completion goals.

Category	Description	Strategies
Academic Advising	Create a comprehensive advising and mentoring student support system consisting of student success navigators, professional academic advisors, and faculty mentors.	Build on divisional professional advising hiring. Onboard Student Success Navigators to support exploring students. Undergraduate Studies Dean and Associate Provost for Faculty will initiate a process for moving faculty to mentoring roles.
	Build an academic advising community that supports improvements in advising through professional development, relationship enhancement, and review of advising practices and processes.	Implement monthly academic advising community meetings focused on community and professional development. Create new training content that reflects and addresses changing student needs. Include Student Life and EMSS advising partners in advising community meetings 1-2 times per semester. Create working groups to begin review of advising practices and policies.
	Build capacity for, and skills in, proactive and intrusive advising, ensuring that students in need receive	In addition to the increased professional development above, overhaul advisor training to include using campus technologies to ensure that students who need support are receiving it.

	support in a timely and consistent way.	Establish institutional expectations for the use of technology to provide on-time support to students.
	Design and implement a more comprehensive assessment of our advising system.	Develop consistent assessment for advising across campus that will allow reporting at the departmental, divisional, and institutional levels. Develop learning outcomes for academic advising and create institutional expectations for meeting advising outcomes. Utilize new EAB tools for student feedback.
Policies	Audit existing policies and procedures, and make revisions to improve student success.	New Office of Undergraduate Education will support the audit of existing policies and processes related to student success, including: ● CR/NC policy and process ● Foreign Language Deficiency policy ● Two-strikes policy for academic dishonesty ● Support for unenrolled students Moonshot for Equity initiative includes review of the use of retention grants and registration holds as part of the effort to close completion gaps for diverse students.
Pathways	Help students to get on a success path prior to matriculation.	2022 Summer Survey will provide insight on students in need of support and resources prior to their arrival on campus. Action plans for meeting students' needs are in development. Process for implementing pre-orientation, automated registration for all new students is in development with goal of piloting pre-registration in summer 2023.
	Develop purposeful pathways for students in the major.	Experiential Major Maps are in development. Maps will allow students to plan for academic and co-curricular experiences throughout their Miami University career. Maps will provide the foundation for the UNV101 course and similar first-year courses offered within departments and divisions. Maps will begin rolling out in fall 2023.

	Develop success pathways for undecided students.	The Office of Exploratory Studies will begin serving exploring students in summer 2022. Goals for the office include: ● matching exploring students' retention and completion rates to those of students in majors ● at least 85% of students who go through the program stay in the major they select as a result of their involvement with OES
	Identify and remove pathway roadblocks.	Moonshot for Equity process and new Transfer Coordinator will continue this work, including developing a new transfer web portal, supporting more timely transfer credit evaluation, and developing dual admission/enrollment programs with signature partners.
	Create pathways for high school students.	Our new Early College Academy will provide pathways for high school students into Miami University. Regional campuses are the driving force behind this initiative, which holds great promise for enabling more students from the local community to enroll at Miami University.
Curriculum	Continue addressing courses of concern.	Associate Provost for Faculty and Dean for Undergraduate Studies will launch a holistic and collaborative plan for addressing courses of concern in fall 2022. We will rely on the expertise of departments and faculty who have improved DFW rates in courses that were previously identified as concerning to support this process.
Affordability	Lower cost of textbooks	The Open Educational Resources Committee will survey faculty regarding their use of affordable materials in Fall 2022 and is also exploring how open educational resources enhance the University's ability to support diverse students.
	Enhance need-based and other aid for students and families.	Build on successes in fundraising to increase resources for students and families who have high financial need.
	Enhance support for transfer students.	Participation in the EAB Moonshot for Equity will include a focus on transfer pathways. The Office of

Special Populations		Transfer in the Associate Provost for Strategic Initiatives will coordinate our efforts to increase transferability into Miami both at Oxford and at the Regionals.
	Deepen support for Pell Grant students.	Utilize data to identify success-related patterns for Pell eligible students and implement proactive support processes for these students. Continue to develop the GradU8 program and implement new First Generation Student program.
	Develop additional support for domestic students of color and LGBTQ+ students.	BRIDGES and other programs for historically underrepresented students have been revised to improve recruitment and retention of these students. CSDI hired a new Associate Director of LGBTQ+ Initiatives and added an Assistant Director of LGBTQ+ Initiatives in Spring of 2022, who are expanding support for this student population. Continue to develop Heritage Month Programming (started in Fall 2021), which addresses intersectional identities explicitly and includes Pride Month and LGBTQ+ History Month: https://www.miamioh.edu/diversity-inclusion/programs-resources/history-heritage-months/index.html A new anti-racism workshop developed within OIDI, being piloted Spring 2022, for faculty, staff, and students, will ensure a more welcoming and inclusive climate Continue to roll out SafeZone training, which OIDI recommended for every Department Chair Fall 2021/Spring 2022. Fully implement the new Nellie Craig Walker Scholarship (beginning Spring 2022). Plan for and implement a new climate survey in Fall 2022.

Technology	Leverage technology to advance diverse student success.	Establish community standards for the use of Navigate to support students. Revisit who should have what level of access to Navigate information and develop a set schedule for updates around new developments that can enhance use of Navigate. Expand use of Navigate as part of Moonshot for Equity.

WORKFORCE DEVELOPMENT PRIORITIES

Miami University has a longstanding national reputation for producing outstanding graduates who become successful personally and professionally. Miami is rated No. 1 among Ohio public universities and among the top 10% nationally for return on investment by Payscale (2021 Payscale report). Additionally, Miami University is ranked in the top 13 institutions producing the most young executives in the Midwest by SteppingBlocks.com (link to the article.)

One reason for Miami students' success is a dedicated and talented faculty. As a result of this exceptional undergraduate learning experience, Miami students are routinely accepted into graduate and professional schools:

- over the last four years, 60.2% of Miami undergraduate first-time applicants were accepted to medical schools; the national medical school acceptance average reported by the Association of American Medical colleges is 41.9%
- 94% of 2019-20 senior Miami applicants were accepted to law school, compared to an 80% national average for the same period.

Another reason for Miami students' success is our exemplary Center for Career Exploration and Success (CCES) which provides state-of-the-art programming and support, including career fairs, internship expos, career development courses, mock interviews, resume and cover letter support, consultations, a Professional Headshot Booth, career treks, professional attire, internship and research grants, and drop-in hours. The CCES embraces a career development approach that reaches beyond basic career offerings.

Data show that the career development programming leads not only to interest in Miami University students among top employers in the region and nation but also to graduates who land successful jobs. In 2020-2021, 8,011 businesses and organizations interviewed, attended a job fair or posted jobs at Miami. Employers placed more than 95,600 internship and job postings, many for multiple openings, on Miami's electronic job board. Employers also hosted 770 virtual events for Miami students in 2020-2021, showcasing strong interest in recruiting

Miami University students and the use of new virtual recruiting methods that have increased as a result of the Covid-19 pandemic.

A study conducted by Miami Oxford's Office of Institutional Research and Effectiveness, which tracked 2019-2020 alumni career and educational placement, found the following:

- The overall success rate for the graduating class is 96.6%, compared to 96.0% last year (0.6% increase).
- According to NACE, nationally 86.0% of the previous year's bachelor's graduates (2018-2019) were successfully placed.
- Comparison data for the current graduating class will be available from NACE in October and can be shared upon request. 54.8% of the graduating class are employed full-time, with an average salary of $56,679. Among those who are employed (full-time or part-time):
    - 76.6% are employed in their field of study
    - 47.5% worked for their employer previously
    - 87.5% are employed in a position that requires a college degree
    - 27.5% of graduates are enrolled in graduate or professional school while 2.6% are pursuing additional undergraduate study. 46.2% of graduates live in Ohio, while 50.1% live in a different U.S. state. The remaining students live in either an American territory (0.9%) or a foreign country (2.8%).

To ensure that we maintain this high level of success, Miami has developed academic programs that prepare students for some of the most highly demanded jobs in the region and nation. Among Ohio public universities, Miami graduates the highest percentage and the second highest number of undergraduate students in biological sciences, physical sciences, and mathematics.

Since the last completion report update, Miami has launched several major initiatives designed in part to ensure that our academic programs are of the highest quality and meet the workforce needs of Ohio, the nation, and the world.

- Miami's $50 million Boldly Creative initiative has provided funding for a number of new degrees and programs, including expanding health-related programs including health engineering, technology, and entrepreneurship degrees, and sports leadership and management. These programs are notable for their high demand and opportunities for work across disciplines. We are also enhancing our Miami Online offerings. Additionally, Boldly Creative is funding Miami's new approach to academic advising through the Office of Exploratory Studies. Boldly Creative programs are assessed annually to ensure

that they deliver on the goals and opportunities they committed to provide for Miami students.

- In fall 2021, the Miami Academic Program Incubator (MAPI), which is a consultation and support service for departments considering creating new academic programs or revising existing programs was launched. Departments are provided with robust market and enrollment data, curricular coaching and narrative feedback on ideas. The goal of the Incubator is to better ensure academic programs promote student learning and success and enjoy strong enrollments.

- Miami University Regionals created an innovative program called Work +. Work+ enables Miami University Regionals students to obtain a degree while working part-time and getting their tuition paid. Students work approximately 24 hours per week with one of our Work+ employers and take classes in a major of their choice. Work+ makes it possible for a student to earn a college degree debt-free. The program currently includes 12 Workforce partners. Students in the program have higher completion and retention rates than students not enrolled in the program.

- Moonshot for Equity, launched in spring 2022, focuses on closing higher education enrollment and completion gaps for historically underrepresented students. Miami University panthers with other institutions in the region to smooth pathways into and through higher education. Our primary areas of focus for the first year are: registration hold reform, retention and completion grants, transfer pathways, and coordinated care. With the support of EAB and in partnership with our regional partners, Oxford and the Regional campuses are committed to making significant differences in local college-going and completion rates.

CONCLUSION

Student success is integral to the mission and operation of Miami University. The 2021 *U.S. News & World Report Best Colleges* ranks Miami University the 6th public university in the nation for an "unusually strong commitment to undergraduate teaching." Miami occupies the No. 25 spot overall—in good company with Princeton, Dartmouth, Brown, and Rice universities. Remarkably, Miami achieves these stellar outcomes while also utilizing its resources wisely. Miami is ranked No. 1 among top-quality national universities for operating efficiency by *U.S. News & World Report*.

Miami has attained national prominence for its ability to graduate students on time and prepare them for life beyond college. The University continues to embrace a data-driven and forward-thinking approach to student success and achievement to ensure that we continue to produce graduates well prepared to lead in a challenging, global society. In the aftermath of the global Covid-19 pandemic, Miami University and its students face particular challenges: many

students are less prepared academically and are not socially and emotionally ready for college; students, staff, and faculty are being asked to adjust to constantly-changing norms around what the college experience should and can look like; and the United States workforce looks like it never has before, creating challenges for graduates who may not be as sure of their occupational choices and institutions struggling to fill open positions on campus.

Despite the challenges of the past two years, and the uncertainties ahead, Miami University stands poised to reassert its leadership as a student-focused institution, where undergraduate students at Oxford or on the Regional campuses receive an exceptional, high-value education, where they are taught by committed and engaged faculty, where they are supported through extensive campus resources provided by caring staff, and where the values of love and honor are embodied in our community every day.

COLLEGE OF EDUCATION, HEALTH & SOCIETY

Dean Jason E. Lane

May 12, 2022

Presentation to the Board of Trustees

CREATING CHANGEMAKERS

# MEETING CHANGEMAKERS

120 YEARS OF CHANGEMAKERS

- ► Founded in 1902
- ► Six Departments
  - ▪ **Educational Leadership**
  - ▪ **Educational Psychology** (special ed, school psych, IDT, learning sciences & human development)
  - ▪ **Family Science and Social Work**
  - ▪ **Kinesiology, Nutrition and Health** (includes public health)
  - ▪ **Sport Leadership and Management**
  - ▪ **Teacher Education**
- ► Undergraduate Programs: 26 majors
- ► Graduate Programs: 20 masters & 3 doctoral degrees
- ► Fully online graduate programs: **7**
- ► **120+ Full Time Faculty**

BY THE NUMBERS

Exceeded Enrollments (URM: 21%)

**Exceeded Annual Fundraising Goals (Campaign Goal: $50m)**

Exceeded Sponsored Funding Goal (4x 5-yr avg.)

3,550

20% Grad

$1.3 m, 136%

$11m 23%

$4M, 133%

Goal: $3.1M
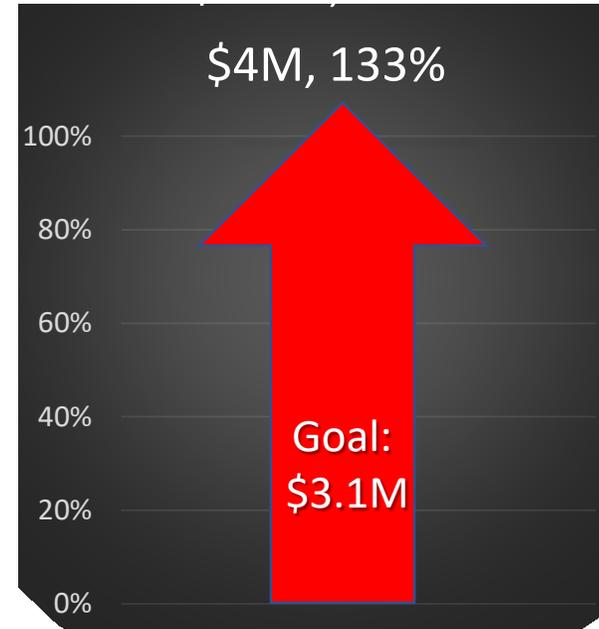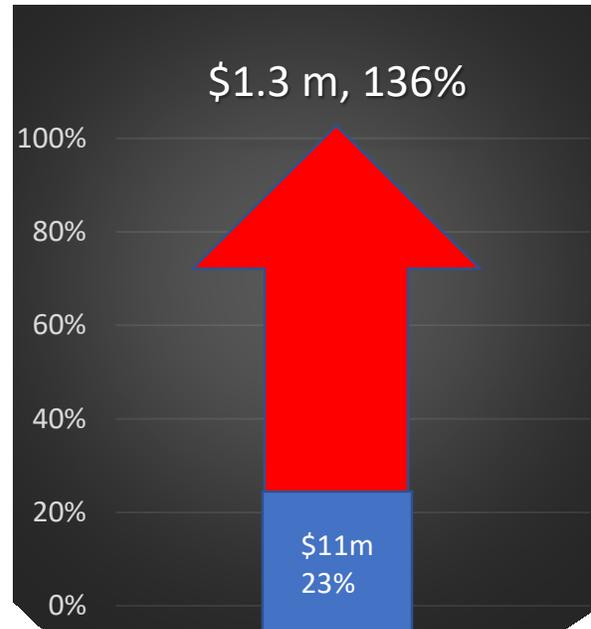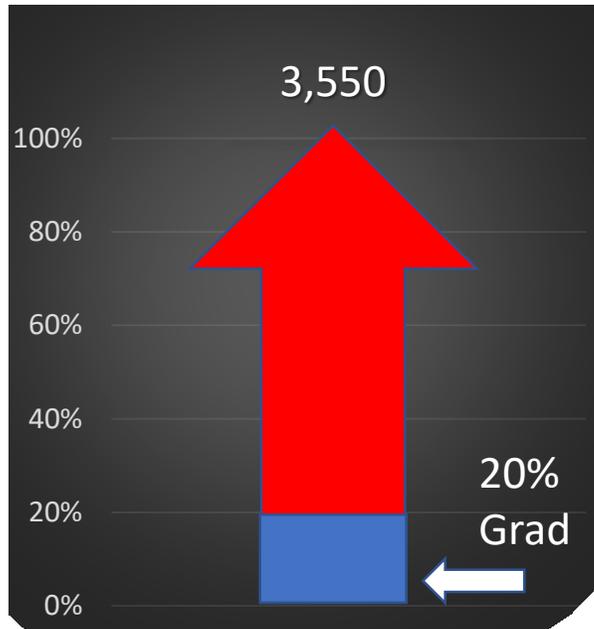
5-Year Average: $1.2 Million

CHANGEMAKERS ACROSS OHIO

ACADEMIC PROGRAMS OFFERED ON-SITE
Broadway Elementary School
Cincinnati Public Schools
Dayton Public Schools
Dublin Coffman High School
Hamilton City School District
Wilmington College

MINDFULNESS AND MENTAL HEALTH AWARENESS AND RESILIENCY
Center for School Based Mental Health
  Programs, Miami University
Hamilton City Schools
Indian Hill Middle School
Warren County ESC

PARTICIPATORY-BASED EDUCATION AND PARTNER-ORIENTED STUDENT LEARNING
3 R Development Legacy STEM Camp
Center for Community Engagement in Over-the Rhine
Mt. Healthy City School District
Rothenberg Preparatory Academy
Talawanda School District

CULTURAL PROFICIENCY IN EDUCATION AND COMMUNITY
City of Oxford
Fairview-Clifton German Language School
Rosa Parks Elementary
Women Helping Women

PIPELINE PROJECTS
Aiken High School
Frederick Douglass Elementary
Hamilton County Educational Services Center
Middletown City Schools
New Miami Local Schools
Talawanda School District

FAMILY AND COMMUNITY ENGAGEMENT
Big Brothers Big Sisters
Butler County Education Service Center
Knolls of Oxford
Oxford Seniors
Pause for Families, Play for Kids

SEXUALITY AND GENDER EDUCATION, AWARENESS, AND HEALTH EQUITY
Catalyst Counseling
Dayton and Montgomery County Public Health
LADD
Montgomery County Schools
Oxford Area PFLAG
Women Helping Women

FOOD INSECURITIES AND NUTRITION EDUCATION
Institute for Food
Parkview Arms Apartment Complex
TOPSS

HOUSING AND NEIGHBORHOOD REVITALIZATION
Community Matters
Peaslee Neighborhood Center

NEW MODALITIES

▶ Seven fully online programs

▶ Regional Primary Education Cohort (RPEC)

- Located on the Hamilton Campus

▶ Masters of Social Work

- Cohorts in Middletown and Oxford (*new*)

▶ EdD/School Leaders

- Dublin, VOA, CPS,

SEVERAL NEW(ISH) ACADEMIC PROGRAM

▶ Masters of Athletic Training (MAT)

▶ MS Curriculum & Instruction (under review)

  ▪ Early Career Teachers

  ▪ Community Education

▶ MS Sport Analytics (w/FSB)

▶ MS eSports Management (w/ CCA)

▶ Post-baccalaureate dietetics Internship (residency)

▶ Child-Life Graduate Certificate

▶ BS in Sport Coaching (under review)

▶ BS Sport Communication & Journalism (under review)

EHS SUCCESS CENTER

- One-Stop-Shop for Students

- Official Launch in Fall

- Staffing is in Development

- Coordinated Advising

- Stronger Ties with Career Center

- Support for Study Abroad/Study Away

- Increased Student Programming

HIGHER EDUCATION LEADERSHIP INSTITUTE

▶ AGB Institute for Leadership and Governance

- Miami is the Sponsor Institution

- Pathway to the Presidency

- Developing a new President's Academy

▶ National Association of System Heads

▶ National leader in providing professional development

▶ Look at developing graduate level programming

CHANGEMAKER PIPELINES

Mental Health Pipelines

- Collaborating with non-profits and health providers

- UPP Funding to Support Public Child Welfare Workers

- New 4+1 MSW programs with psychology and BSW

- Exploring other mental health graduate programs

ADDRESSING THE TEACHER SHORTAGE

Teacher Shortage

- Growing Enrollments
- Statewide Leadership
- 20 year Engagement in Over the Rhine

UPSKILLING PARAPROFESSIONALS & PARENTS

TESOL

Special Education

$3+ million in external funding

Early College Engagement

We start the pipeline with middle and HS students to encourage teaching careers, college advising, and early college courses.

Faculty Embedded in Schools

Miami faculty and staff are actively embedded in and working alongside colleagues in CPS schools.

Focused Experiential Learning

The award-winning Urban cohort, a 20-year partnership in OTR, provides students opportunities to work, learn and teach in the community and CPS guarantees placements for all students in the program.

Purposeful Mentoring

Near-peer and multi-generational mentoring supports students through college and through their early career years.

Clear Return on Investment

CPS and other partners guarantee employment for graduates of the program. Retention supports support students to stay in the profession.

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Where are we today?

- Started MU Teach at Aiken HS in 2019
- In Fall, 2022 the first 7 students from the pipeline will enroll and there are 9 students in the pipeline behind them for Fall 2023.
- Prior to MU Teach, we averaged 1-2 students a year from CPS.

What resources are committed?

- MU is currently funding at least 7 CPS students to pursue teacher ed next fall.
- State-Funding will allow us to fund another 20 for two years ($280K)
- MU and State Funding is hiring a TEACh Cincinnati coordinator for 2-years
- CPS has committed staff time and dollars to support scaling the program and transport students to Oxford.

CREATING CHANGEMAKERS

Update
Office of Research and Innovation

May 12, 2022

Vice President for Research and Innovation

Sue McDowell

External Awards

- $27,576,056
- FY22 Goal: $30M

Award Totals by FY by Month

Month of Award Notice Received	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
July	$3,322,712	$1,542,514	$1,869,516	$1,288,292	$2,514,666	$3,431,065	$2,083,289	$2,458,914
August	$9,922,167	$2,382,438	$1,396,656	$3,316,918	$2,936,617	$2,819,163	$1,541,286	$2,266,413
September	$1,136,941	$3,287,075	$1,806,804	$1,180,018	$1,287,520	$497,839	$2,375,412	$2,313,237
October	$1,494,847	$2,396,587	$491,577	$2,100,985	$1,548,223	$2,524,704	$1,236,830	$5,347,953
November	$1,233,693	$487,567	$466,684	$1,047,300	$1,518,670	$1,367,478	$1,048,196	$3,511,269
December	$478,854	$753,945	$532,005	$809,452	$681,680	$925,324	$1,986,617	$2,620,656
January	$305,304	$1,042,043	$2,675,066	$2,721,813	$565,301	$3,805,048	$441,001	$2,108,422
February	$533,403	$379,163	$760,399	$845,975	$1,401,250	$1,193,533	$1,148,088	$2,014,789
March	$325,303	$1,144,866	$1,077,263	$1,523,060	$1,330,396	$1,554,148	$8,433,229	$2,987,153
April	$1,995,688	$2,207,913	$206,010	$1,822,294	$2,785,194	$1,050,521	$3,212,727	$1,459,360
May	$1,218,424	$2,784,143	$2,170,891	$2,796,171	$2,846,914	$2,988,844	$1,148,028	
June	$1,509,791	$1,996,287	$2,142,310	$2,429,057	$2,405,427	$2,791,150	$1,086,460	
Grand Total	$23,477,127	$20,404,539	$15,595,180	$21,881,335	$21,821,858	$24,948,816	$25,741,162	$27,088,166

VPRI 5-Year Plan: Year 1

- **Be known as the most responsive and proactive office on campus**
  - 4/4-4/8 – one-on-one meeting with entire staff
  - Weekly Research and Sponsored Programs team-building meetings
  - Weekly director meetings

- **Reach out to campus to get to know the faculty**
  - 4/13/22 - Dhananjai Rao - NSF CyberTraining proposal
  - 4/13/22 - Geology undergrad and graduate student poster event
  - 4/28/22 - Scripps Gerontology Center
  - 5/2/22 - Live Q&A for Global Health Grant Writing
  - 5/3/22 – MU Leads
  - 5/4/22 – New Faculty GPS Reception
  - 5/9/22 – Regionals – Biology Lunch

VPRI 5-Year Plan: Year 1

- **Articulate strategy to increase grant awards**
  - ORI restructuring support services
    - Decrease barrier-of-entry
  - Research Development
    - FY23
    - ORI Concierge Service
      - 2 funding proposals
      - >$1M
      - Dean nomination of teams/primary PI
  - Expansion of consultancy
    - Proposal preparation
  - Planning
    - Internal supports

VPRI 5-Year Plan: Year 1

- **Create collaborative relationship with the Office of ASPIRE**
  - 4/22 - Randi Thomas, Sara Linder, Nicole Hoyer
    - Follow-up: PI Program
  - 4/22 – College @Elm
- **Create collaborative relationship with Corporate and Foundations Office in Advancement**
  - 4/19 – Ryan Elias and Amy Beissel
- **Ensure HERD data is accurate**
  - 4/20 – Lindsay Carpenter
    - Linda Manley

VPRI 5-Year Plan: Year 1

- **Work with all across campus, especially deans**
  - Weekly since date of offer – Dean Michael Crowder, Graduate School
  - Prior To 4/1 – Dean Sukumaran, CEC
  - 4/12 – Dean Makaroff, CAS
  - 4/14 – Dean Darroch, FSB
  - 4/27 – COAD
  - 5/6 – CEC Leadership Council
  - 5/9/22 – CEC Visit and Tour
  - 5/10 – Farmer Executive Committee

VPRI 5-Year Plan: Year 1

- **Develop a strategic plan by July 1, 2023, for research, scholarship, and creative activity**
  - Not yet started

- **Develop a strong working relationship with University Communications and Marketing**
  - Jessica Rivinius – monthly stories from ORI

- **Be engaged with colleagues on efforts around the move of Intel to Ohio**
  - 5/11/22 – Statewide meeting/consensus – Research Officers Council Meeting

VPRI 5-Year Plan: Year 1

- **Advance momentum of increased grant funding, targeting $32M in grant activity**
  - (or at least 5% improvement if the previous year exceeds $32M)
  - Improve indirect cost rate levels
    - Drafted IDC recovery policy
    - 4/27 - Discussed with COAD

Acknowledgements

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May 2022

UCM Report to Board of Trustees

Storytelling in Marketing

"Marketing is the art of telling a story that moves people to act."

Bernadette Jiwa, Author, Marketing Guru

Storytelling at Miami

Silos must die.

Silos make interdisciplinary collaboration difficult and limit opportunities to maximize resources and create highly effective communications for our audiences. They also hinder innovation, limit access to alternative perspectives and invite territoriality. Silos do not serve our community.

In other words, silos must die.

UCM's Storytelling Unit

The new 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.
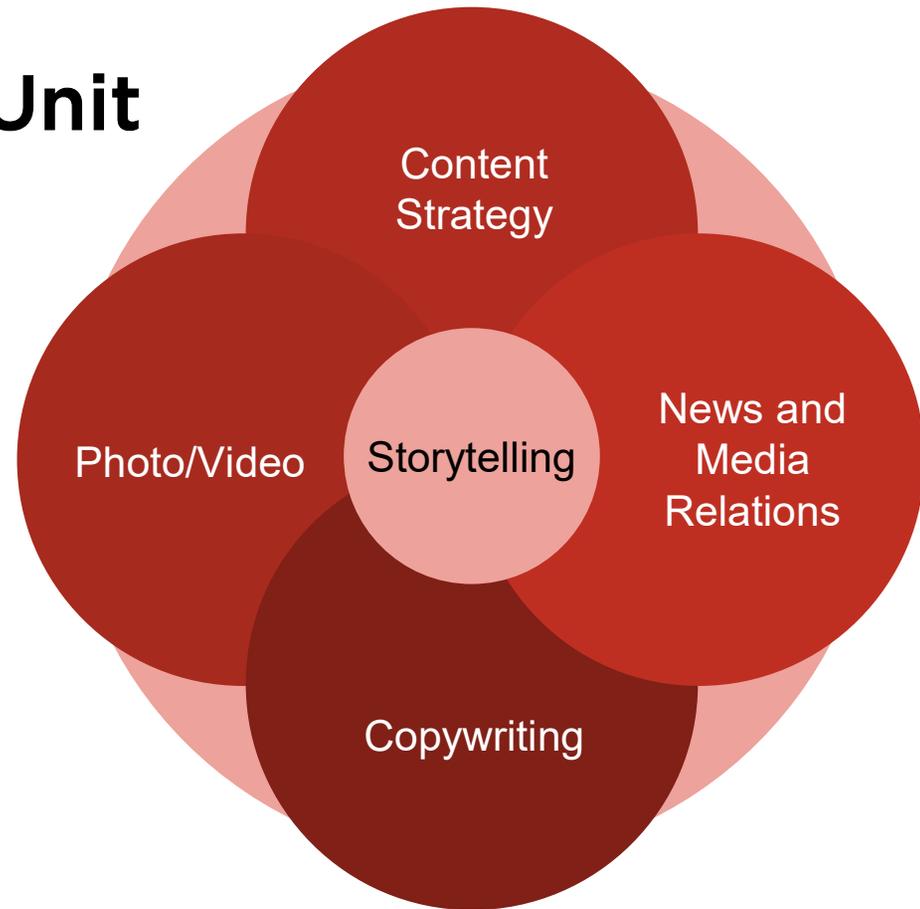
Characteristics of a Successful Brand Story

Authentic

Distinctive

Relevant
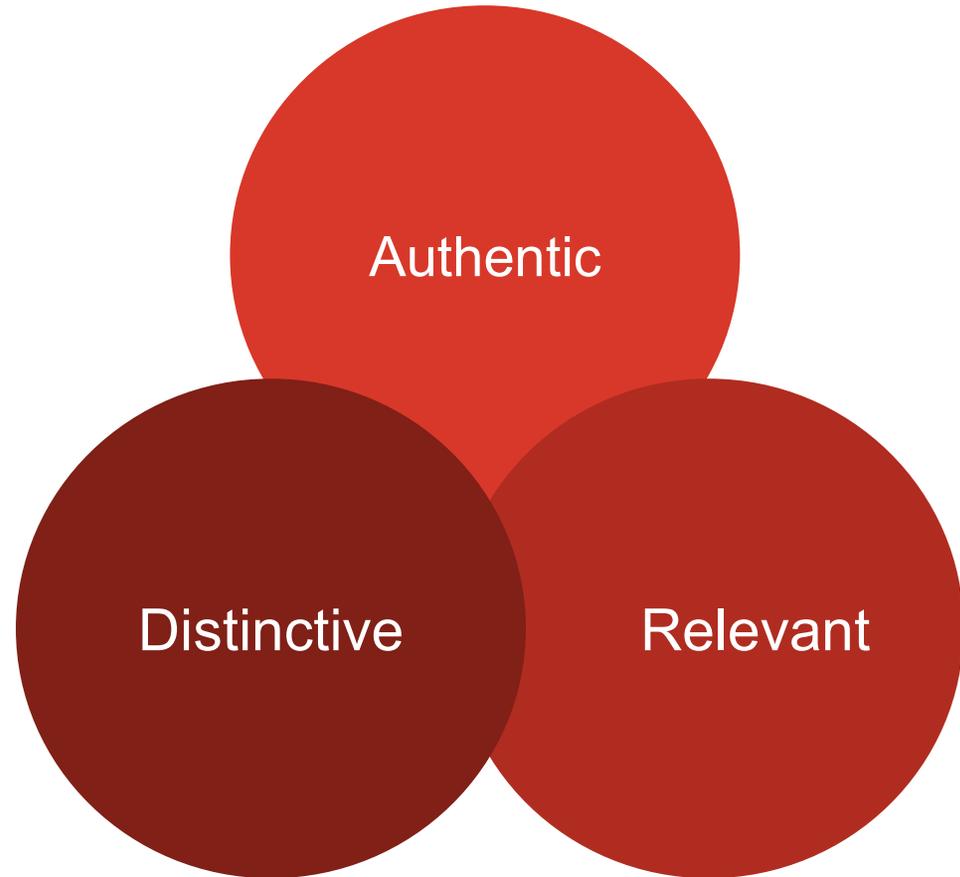
We need to be on the same page, on the same message, and using one voice.

What questions may I answer?

Center for Career Exploration and Success Update

Board of Trustees Meeting
Academic/Student Affairs Committee
May 2022

Mission ////////////////////////////////

CCES is dedicated to advancing equity and access and career-readiness for every student of Miami University.

Vision ////////////////////////////////

Every student will recognize the strength of Miami University's Career Community and believe that it prepared them for the future of work.

Miami's Career Community
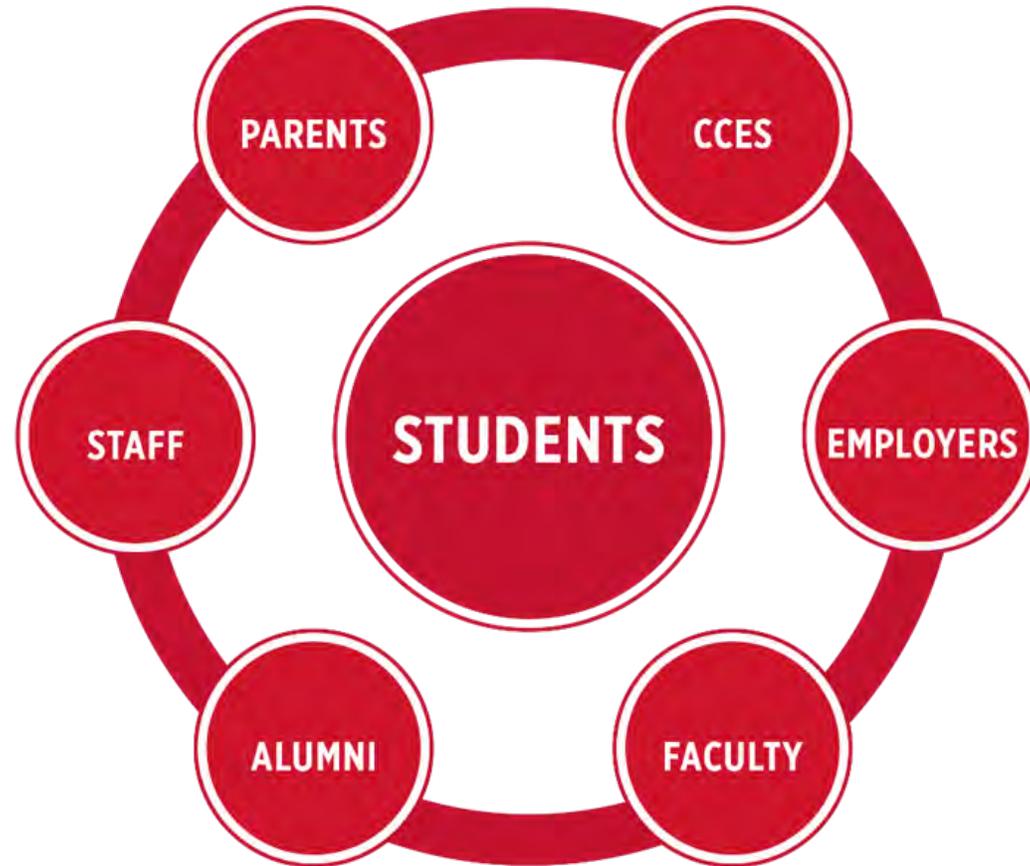
Equity and Access Initiatives

INTERNSHIP & RESEARCH
GRANTS

Professional
Headshot Booth

LOGIN
POSE
EDIT
SHARE

Dedicated Diversity
Initiatives Staff

ONYX – DEI Student Advisory Board

Outcomes Data

*SUCCESS RATES	
Cohort	Rate
2018	95.8%
2019	96.0%
2020	96.6%
2021	98.1%

*SALARY	
Cohort	Rate
2018	$50.8 K
2019	$53.7 K
2020	$56.7 K
2021	$59.5K

CAREER FAIRS UNIQUE EMPLOYERS						
Fall '19	Fall '20	Fall '21		Spring '20	Spring '21	Spring '22
299	178	314		213	236	368

Source: Office of Institutional Research and Effectiveness

What's Next /////////////////////////

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

Fall Career Fairs Planning
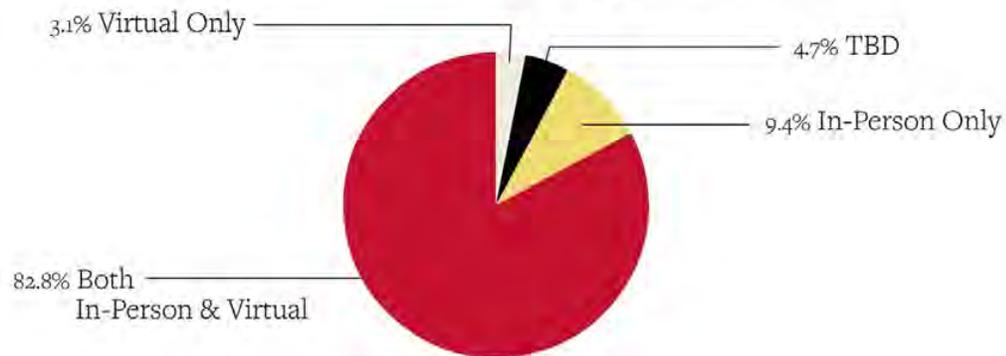
Recruiters: Greatest Challenges

Enrollment Update

Board of Trustees Meeting
May 2022

Fall 2022 Applications
Residency

	2020	2021	2022	Δ 2021 to 2022
Non-Resident	15,754	16,570	16,189	-2.3%
Domestic Non-Resident	12,870	14,091	13,258	-5.9%
International	2,884	2,479	2,931	18.2%
Ohio Resident	12,556	14,373	15,167	5.5%
Grand Total	**28,310**	**30,943**	**31,356**	**1.3%**

Data as of May 3

Fall 2022 Applications
Key Indicators

	2020	**2021**	**2022**	**Δ 2021 to 2022**
Applications	28,310	30,943	31,356	1.3%
GPA	3.79	3.80	3.82	0.02
Curriculum Strength	14.1	13.8	13.2	-0.6
% Non-Resident	55.6%	53.6%	51.6%	-2.0%
% Diversity	19.5%	20.0%	21.2%	1.2%
% First Generation	19.2%	18.0%	22.5%	4.5%

Data as of May 3

Fall 2022 Applications
Academic Division

	2020	2021	2022	Δ 2021 to 2022
CAS	11,903	12,625	12,060	-4.5%
FSB	7,338	8,145	8,557	5.1%
CEC	3,889	4,263	4,447	4.3%
EHS	2,294	2,714	2,830	4.3%
CCA	1,557	1,711	1,800	5.2%
CLAAS	1,329	1,485	1,662	11.9%
Grand Total	**28,310**	**30,943**	**31,356**	**1.3%**

Data as of May 3

Fall 2022 Admits
Residency

	2020	2021	2022	Δ 2021 to 2022
Non-Resident	13,067	14,832	14,065	-5.2%
Domestic Non-Resident	11,795	13,108	12,230	-6.7%
International	1,272	1,724	1,835	6.4%
Ohio Resident	11,274	11,555	12,452	7.8%
Grand Total	**24,341**	**26,387**	**26,517**	**0.5%**

Data as of May 3

Fall 2022 Admits
Academic Division

	2020	**2021**	**2022**	**Δ 2021 to 2022**
CAS	11,437	12,257	12,068	-1.5%
FSB	6,000	6,169	6,361	3.1%
CEC	3,214	3,732	3,688	-1.2%
EHS	1,968	2,327	2,283	-1.9%
CCA	1,284	1,453	1,439	-1.0%
CLAAS	438	449	678	51.0%
Grand Total	**24,341**	**26,387**	**26,517**	**0.5%**

Data as of May 3

Fall 2022 Confirmations
Residency

	2020	2021	2022	Δ 2021 to 2022
Non-Resident	1,562	1,715	1,635	-4.7%
Domestic Non-Resident	1,463	1,630	1,542	-5.4%
International	99	85	93	9.4%
Ohio Resident	2,230	2,931	2,539	-13.4%
Grand Total	**3,792**	**4,646**	**4,174**	**-10.2%**

Data as of May 3

Fall 2022 Confirmations
Academic Division

	2020	2021	2022	Δ 2021 to 2022
CAS	1,525	2,024	1,679	-17.0%
FSB	1,115	1,338	1,194	-10.8%
CEC	384	458	475	3.7%
EHS	398	475	403	-15.2%
CCA	288	265	293	10.6%
CLAAS	82	86	130	51.2%
Grand Total	**3,792**	**4,646**	**4,174**	**-10.2%**

Data as of May 3

Fall 2022 Confirmations
Key Indicators

	2020	2021	2022	Δ 2021 to 2022
Confirmations	3,792	4,646	4,174	-10.2%
GPA	3.77	3.84	3.89	0.05
Curriculum Strength	13.8	14.0	13.8	-0.2
% Non-Resident	41.2%	36.9%	39.2%	2.3%
% Diversity	14.3%	13.3%	14.3%	1.0%
% First Generation	13.4%	13.5%	17.1%	3.6%
Pathways Program	-	-	99	-

Data as of May 3

Fall 2022 Confirmations
Other Key Indicators

Ohio resident discount rate dropped by 20.3% and is 1.6% below Fall 2020
Ohio resident NTR is up ~$6 million YOY.

Domestic non-resident discount rate dropped by 1.5% and is 1.1% below Fall 2020
Domestic non-resident revenue is down by $400,000 YOY and is up $2.9 million from Fall 2020.

Overall discount rate is down 8.7% and revenue is up $5.5 million YOY.

Confirmed international students from 34 different countries. In 2019, we had confirmations from 13 countries.

Anti-Melt Strategies
Building Affinity

"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

Fall 2022 Transfer Applications
Residency

	2020	**2021**	**2022**	**Δ 2021 to 2022**
Non-Resident	259	324	418	29.0%
Domestic Non-Resident	153	206	198	-3.9%
International	106	118	220	86.4%
Ohio Resident	246	237	278	17.3%
Grand Total	**505**	**561**	**696**	**24.1%**

Data as of May 1

Fall 2022 Transfer Confirmations
Residency

	2020	2021	2022	Δ 2021 to 2022
Non-Resident	16	42	26	-38.1%
Domestic Non-Resident	15	42	26	-38.1%
International	1	-	-	-
Ohio Resident	48	59	61	3.4%
Grand Total	**64**	**101**	**87**	**-13.9%**

Data as of May 1

2022 Graduate Applications

	2020	2021	2022	Δ 2021 to 2022
Summer Applications	**583**	**627**	**622**	**-0.8%**
Traditional	576	614	600	-2.3%
Combined Bachelors-Masters	7	13	3	-76.9%
Online	-	-	19	-
Fall Applications	**1,940**	**2,139**	**2,445**	**14.3%**
Traditional	1,818	2,009	2,224	10.7%
Combined Bachelors-Masters	122	112	150	33.9%
Online	-	18	71	294.4%

Data as of May 3

2022 Graduate Confirmations

	2020	2021	2022	Δ 2021 to 2022
Summer Confirmations	**410**	**400**	**431**	**7.8%**
Traditional	405	394	419	6.3%
Combined Bachelors-Masters	5	6	2	-66.7%
Online	-	-	10	-
Fall Confirmations	**394**	**495**	**614**	**24.0%**
Traditional	326	416	477	14.7%
Combined Bachelors-Masters	68	77	107	39.0%
Online	-	2	30	1400.0%

Data as of May 3

Recruitment Update
Building a Foundation for Future Classes

Inquiries are up almost 50% for Fall 2023 and almost 30% for Fall 2024

Daily campus visits hit a record high for this past academic year

Key Initiatives for Future Growth:

- Growth at the top of the funnel
- In-market, highly skilled representation
- Leveraging the brand during the campus visit

Questions

Board of Trustees – Academic & Student Affairs Committee
Global Initiatives Update   May 2022

Cheryl D. Young, PhD
Associate Vice President, Global Initiatives

Under a mission to lead and support the comprehensive internationalization of Miami University. Global Initiatives focuses on student success with a commitment to globally focused experience, and acts as the connective tissue for all institutional internationalization realms.

Global Initiatives centers include Education Abroad, MUDEC, International Student & Scholar Services, the Center for American & World Cultures, the Miami University International Student Center, and Continuing Education (including the Institute for Learning in Retirement and the Global Partner Summer School). Each of these units contributes significantly to the commitment to international education through academic programs and courses, co-curricular activities and programs, and global initiatives aligned with institutional strategies.

In March of 2020 as the world shut down due to the pandemic, the Global Initiatives team came together to support 240 Miami University students in returning to the U.S. from abroad in a very short time frame, even as enhanced 24-hour support was provided to our international students studying in the U.S. who could not return to their home countries, as well as though who chose to return home. It was an unprecedented coordination of logistics among students, faculty, staff, administrators, programs, providers, travel, and countries. Over the next few months, the focus moved from challenge to opportunity as we encouraged students to exploit the skills they learned from their global experience to navigate a pandemic. Harnessing the courage to face the challenges our students and Global Initiatives staff gained confidence in discovering the path forward.

Education Abroad

The **Education Abroad** office at Miami supports Study Abroad/Away, including the Miami University Dolibois European Center, with advising, logistical, and budget support, global internships, scholarships, and student, faculty, and staff travel awards.

Miami University is a national leader in study abroad, and currently holds the number two ranking in the U.S. for public doctoral universities for undergraduate participation in study abroad, with 48% percent of undergraduate students choosing to study abroad for academic credit by the time they graduate. The primary destinations for Miami students include Luxembourg, Italy, Spain, the United Kingdom, and China. Miami is also ranked number 15 of all universities in the U.S. for the total number of students who studied abroad.

In August of 2020 we re-opened the Miami University campus in Luxembourg with 39 students and student teachers, and are now, as of spring 2022, back to capacity at our campus in Europe, with a record number of students expected for our summer 2022 programs (115). Faculty led study abroad returned in winter term 2021-22, and there is a record number of student applications for 2022-23 education abroad and away.

In 2021, Ryan Dye, Director, Education Abroad, launched the 'For the Greater Good' faculty development grant. Based on the premise that students address grand global challenges in the

United States, where they live with the challenges daily, then they are better prepared to examine those challenges globally in their lifetime. The faculty development program offers up to 20-$3,000 grants to support the development of domestic travel programs that enable students to navigate intercultural borders and address grand global challenges. For the Greater Good programs will provide opportunities for students to work with diverse groups, course content that covers contributions by people from multiple cultures, covers multiple perspectives, and theoretical standpoints, while integrating themes of diversity, equity, and cultural relativity into the activities in real world scenarios across the United States.

International Student & Scholar Services

The **International Student & Scholar Services** (ISSS) office leads the effort to support international students and scholars from the point of commitment to Miami through alumni status. Currently there are approximately 1,790 international students studying at Miami across all campuses, at the graduate or undergraduate level, or in Optional Practical Training (OPT) opportunities.

ISSS provides whole student support, just in time resources, critical compliance with Department of State and Homeland Security requirements, mentorship programs, interventions, and integration, co-curricular, and social programming. Enhanced efforts for 2021-22 include:
- **International Student Center** – The Center, on the ground floor of MacMillan Hall, serves as a space for students to gather, enjoy global snacks, study, or enjoy programming. The Center also houses the English Language Learner Writing Center as of spring 2022.
- **Partnership with EMSS** – A bridge between the international student recruitment efforts and the international student support teams has been a significant effort that has developed since summer 2020. The areas work together to keep international students connected to Miami University, whether they had ever been able to be on campus studying or not. The partnership developed opportunities for students to remain in their home location, and take part in Miami courses, and supported the students as they continued to engage with Miami academics. This strategic partnership is also informing efforts to increase international student enrollment at Miami.

Global Readiness Certificate

Launched in 2019, the Global Readiness Certificate is designed for students of all majors who want to position themselves strategically for employment in today's diverse and global workforce. The certificate combines coursework, co-curricular activities, and community involvement focused on global leadership and readiness. Over 20 students have graduated with the certificate, and over 70 are currently participating from all academic divisions.

Undergraduate Academic Advising Council Report

Miami University, 2022

Introduction

This report provides a summary of the Undergraduate Academic Advising Council's (UAAC) activities during the 2021-2022 academic year. While no specific goals were established for UAAC during the 2021-22 academic year, the group accomplished a number of significant tasks, all of which will contribute to the ongoing success of Miami University and its students.

2021-2022 Organizational Structure & Membership

During the 2021-22 academic year, the following organizational structure for academic advising was in effect:

Undergraduate Academic Advising Council
Chaired by the Associate Provost and Dean for Undergraduate Education. Membership includes one representative from each academic division, Student Life, Enrollment Management & Student Success, Honors, and a student

Associate Provost & Dean of Undergraduate Education

UNV 101 (FYE course)
Co-coordinated by Assistant Vice President of Assessment, Planning and Transition, Division of Student Life

Miami Academic Support & Advising Association (MUASAA)

Voluntary association offering community building and professional development opportunities for academic advisors and academic support staff. Led by a small coordinating group of volunteers.

The 2021-22 UAAC membership consisted of Amy Aldous Bergerson, Craig Bennett (Student Success Center), Christina Carrubba-Whetstine (Rinella Learning Center), Teresa Radomski-Bomba (Honors College), Tonia Hyllengren and Stephanie Beck (Regionals), Brian Kirkmeyer (CEC), Chanelle White (FSB), Ted Peters (CAS), Gretchen Radler/Chad Reynolds (CCA), Roxann Sommers (EHS), and undergraduate student Ruku Pal (ASG). The UAAC met every other week during the academic year.

With the transition in leadership at the Associate Provost level, no specific objectives were established for the UAAC during the 2021-22 year. However, significant progress was made on several initiatives. These are described below:

Academic Advising Structure

2021-22 brought several advances to the Academic Advising Structure at Miami University.

- Phase 2 of professional advisor hiring was completed. In this phase, each academic division hired new professional advisors to support the move to professional advising across campus. The current goal for academic advising is for first- and second-year students to be served primarily by professional advisors (some divisions have already met this goal). Phase 2 hiring facilitated progress on this goal.

- To enhance the professional opportunities for academic advisors at Miami University, a tiered professional development model was implemented. In this model, advisors can move to senior advisor positions after demonstrating excellence and initiative in the advising role. This tiered advising model will offer upward mobility to advisors which will assist with retention of advising staff. Additionally, each division proposed an advising office structure to support the move to professional advising. The proposed structures were approved by each division's leadership, and divisions posted and started the process of filling positions to support this move.

- UAAC developed a proposal for offering remote work to academic advisors, which was approved by Academic Personnel and the Provost. Students are currently utilizing virtual means for advising, and the opportunity to work remotely is clearly desired in today's workforce. With this proposal, intended to promote retention and improve recruitment of academic advisors, advisors can opt to work remotely up to 40% of their work week. As a requirement of approving remote work, each divisional advising office now offers evening advising at least one evening each week.

- The Office of Exploratory Studies (OES) has been established to better meet the advising needs of students who are still exploring majors at Miami. A new Assistant Dean will oversee the operations of the Office of Exploratory Studies, and three Student Success Navigators will provide direct service to exploring students. With the support of the Student Success Center, we provided Exploratory Studies sessions at Make it Miami

events throughout the spring semester. Anecdotal information indicates that students and their families are excited about the prospect of an office dedicated explicitly to the major exploration process. OES will support students in identifying the best academic path in collaboration with the Center for Career Exploration and Success. OES goals are identified in the 2022-23 goals section below.

- The newly established Office of Undergraduate Education will provide centralized support and oversight for academic advising at Miami University. In addition to supporting the work of UAAC and MUASSA, the office will focus on the professional development and assessment of advising across campus. For example, in May, OES will host a feedback session for advisors from across campus, where they will discuss advisor experiences with the EAB Navigate tool. Information from this session will help guide decisions about future Navigate trainings as well as campus-level guidelines for Navigate use by advisors.

Professional Development Support

During the 2021-22 academic year, UAAC and MUASSA provided significant support for the professional development of the academic advising community.

- Advisor Development and Recognition
  - o The Advising Training Committee of MUASSA, led by Anne Bonanno, updated the online advisor training modules. This includes changes related to the move to professional advising, adjustments to policy and procedure, personnel-related updates, and other developments in advising practice at Miami University.
  - o At the recommendation of the MUASSA Advising Training Committee, UAAC determined that completion of the online advisor training modules will be required for all new professional academic advisors. Starting with the advisors hired in Phase 2 of the professional advisor hiring process, all advisors will be required to complete the training modules within the first 30 days of their tenure at Miami University.
  - o Commitments to expanding professional development for advisors are in place. The new Assistant Dean for Undergraduate Education will work with UAAC and MUASSA to implement a professional development series that extends beyond the basic training offered in the online advisor training modules. The training will be driven by the rapidly changing needs of students, the need for consistent updates on the use of advising technology, and new information related to best practices in advising.
  - o MUASSA offered the sixth annual Advising Symposium "Collaborating Through Change" in February with over 50 participants and 15 professional development sessions.

o   MUASSA and the Provost's Office partnered to host an advisor recognition luncheon, at which advisors attaining advising levels A (27) and B (25) and Master Advisor (9) status were recognized. Additionally, the following awards were given:

- Outstanding Advising Program: Miami Discovery Bound, Kristan Kanoor, College of Arts and Science
- Outstanding Advising Supported/Friend of Advising: Liz Walsh, Office of Orientation
- Professional Development Grant: Keisha Norris, College of Engineering and Computing
- Provost's Excellence in Advising Award – Faculty Advisor: Stephanie Danker, College of Creative Arts
- Provost's Excellence in Advising Award – Professional Advisor: Christa Branson, College of Arts and Science

Proactive Approaches to Advising

UAAC supported a number of initiatives focused on proactive approaches to student support. These are described below:

- Early Alerts/Sprints in Reserve: Two early alert opportunities were developed in fall semester. In weeks 2-3 of the semester, faculty were asked to identify students who were not regularly attending class or who had other early indicators of struggling in the course (lack of access to course materials, not engaging with Canvas). Students identified in this process received an email encouraging them to resolve the identified concerns. In week 6, instructors identified students with similar issues, as well as those who might benefit from dropping the course. Academic advisors reached out to students identified by faculty in this alert. For students struggling to the extent that dropping the course might be beneficial, advisors offered a Sprints in Reserve option. These were Miami Plan courses offered in a condensed format that would allow students to continue progressing towards their degree even if they dropped a course in which they were struggling. Data from the fall semester early alerts/sprints in reserve initiative were very encouraging:

  o   Students who were recommended to drop course, dropped the course, and registered for a sprint in reserve (SIR) course (n=81)
  - Average grade in SIR course: B+
  - Average term GPA for fall semester: 2.5
  - 91% of SIR registered students are registered for spring semester
  o   Students who were recommended to drop course, but did not and did not take a SIR course (N= 24)
  - Average term GPA for fall semester: 1.43

- 79% of these students are registered for spring semester
  - Students who were recommended to drop a course and did, but did not take a SIR course (n=35)
    - Average term GPA for fall semester: 1.18 (34% withdrew from the entire term
    - 47% of these students are registered for spring semester

  In spring semester, we continued this pilot. Data indicate that expanding the courses involved in this initiative will garner additional success. In summer 2022, we will analyze the data from both terms and expand the program as indicated by the data in fall.

- Midterm grades: as indicated by Miami University policy, faculty provide mid-term grade reports. Academic advisors are key to supporting students at this pivotal juncture in the semester. Advisors provided outreach to students identified through the midterm grade reports as at risk of not completing their courses. UAAC identified the need to carefully consider how the midterm grade reports and early alert program line up on the academic calendar, and worked to think through how these various reports impact faculty participation. This conversation with continue in the coming year, and will be bolstered with more complete assessment data.

- Technological support for on-time advisement: UAAC continued to explore the ways that technology and data analytics can support a proactive approach to working with students. Both Civitas and EAB Navigate offer tools to support the engagement of advisors with students. Specialized subgroups are exploring these tools and the options they offer for more proactive methods of supporting student success.

Moving Forward: 2022-23 Goals

As we look to the future for Miami University, academic advising and support of students are key to our success, and to the success of our students. Below, we present UAAC and Office of Exploratory Study goals for the coming academic year, each of which contributes directly to Miami University's larger goals and strategic mission.

- Continue building a culture of professional academic advising: UAAC and the Office of Exploratory Studies will provide centralized professional development and assessment for academic advising in the following ways:
  - Monthly academic advising community meetings: monthly meetings will build community across the academic advising community by bringing advisors together for professional development and campus updates. Monthly meetings will provide advisors the opportunity to connect with one another, build relationships that will enhance student support, and offer regular forums for

professional development and to inform each other of changes in requirements and policies across campus.

- o Centralized professional development fund: a central fund to which advisors can apply for professional development monies to attend conferences and other professional development events, will be established. Because professional development funding is not equitably distributed across campus, a centralized fund that offers advisors the chance to develop their craft is needed. An application process for these funds will be developed, and applications will be reviewed by UAAC twice a year. Advisors participating in professional development with these funds will be required to present their learnings at a monthly advising community meeting. This will enable the entire advising community to benefit from the professional development of individual advisors.
- o Assessment is key to understanding how advising supports student success. UAAC will develop a set of learning outcomes that apply across campus. Following this, a campus-level assessment will be created. Currently, some divisions actively assess their advisor efforts, while others do not. The ability to offer campus-level understandings of how advising supports student success is needed. EAB Navigate may support this through its new student-facing application, which will allow us to survey students immediately following their advising appointments. The Office of Undergraduate Education, along with UAAC, will develop this campus-level assessment of advising.
- o A review of our current advisor training is needed. The online training modules need to be refreshed, and new methods for recognizing excellence in advising are needed. UAAC, with the support of the Office of Undergraduate Education, will develop new advisor in-service and development opportunities, to allow advisors to advance professionally and improve their service to Miami University students.

- Policy and process review: UAAC and the Office of Undergraduate Education will undertake a policy and process review to understand where barriers to student success exist and work to resolve identified issues
    - o Already underway is an assessment of the withdrawal process. This includes understanding how and why students withdraw from the institution, and developing ways to smooth the pathway to re-enrollment. UAAC, in conjunction with Student Life and Enrollment Management and Student Success are undertaking this review.
    - o The Moonshot for Equity initiative will also support a review of processes and policies that present barriers to student success, including registration holds, transfer pathways, and retention grant practices. The Moonshot Coordinated

Care group will also develop processes that will smooth the experiences of students who need focused care as they progress at Miami.

- Registration: new and continuing students experience struggles with registering for classes. Along with UAAC, the Office of Undergraduate Education will undertake a review of registration processes, with an eye to creating more effective and less stressful processes for student registration. Among proposals for improving this process are pre-registration for new students and once-a-year registration for continuing students. Pre-registration of new students would allow students to come to new student orientation with a set class schedule, thereby de-coupling registration from orientation. Students will then be able to focus on the transition from high school to college, and the developing their campus community, rather than on scheduling for fall semester.

  Once-a-year registration for continuing students would allow more flexibility in selecting courses for an entire academic year as opposed to one semester at a time. Not only would this provide a less stressful experience for students, but it would allow departments to more accurately plan for enrollment in courses.

  Both pre-registration for new students and once-a-year registration for continuing students will require the intensive collaboration of units across campus. Other alternatives might arise as better solutions for resolving current pain points for students. UAAC and the Office of Undergraduate Studies will be key partners in identifying and resolving these issues.

- Closing equity gaps: the Moonshot for Equity focuses on closing equity gaps, and UAAC and the Office of Undergraduate Education will be key partners in achieving goals related to this effort. While Miami University has closed the completion gap between students of color and white students over the last several years, the University will enroll its largest class ever of first-generation college students in fall 2022. Retention rates for first-generation college students are a challenge nationally, and Miami must be prepared to meet these students where they are to support their success. The following are some specific strategies UAAC and the Office of Undergraduate Education will engage to support this work:
  - More fully utilize the technological tools available to provide on-time interventions for students: for the last two years, use of Civitas has waned, due to lack of expertise in utilizing the tool to guide interventions. UAAC and the Office of Undergraduate Education will continue to work closely with Civitas representatives to gain a clearer understanding of how the tool can guide efforts to support students.

- o UAAC and Office of Undergraduate Education will develop campus-level guidelines and expectations for the use of EAB Navigate by advisors. This includes utilizing scheduling functions to ease appointment-making for students, completing advising notes to support comprehensive care for students, understanding how the data analytics in Navigate might support advisors' work with students, and incorporating surveying capabilities into our campus-wide advising assessment plan.
  - o New student summer survey: members of UAAC and other campus partners are developing a survey to administer to students at the end of July. The survey will measure students' level of confidence in their academic and social/emotional preparation for college. In August, before students arrive on campus,UAAC and OES will engage students in a coordinated communications campaign that will be tiered based on the level of confidence indicated by students in the survey. This will provide the opportunity to increase students' awareness of the campus resources available to support their success before they even arrive on campus.
- Supporting exploring students: The Office of Exploratory Studies will become fully operational in the summer of 2022. OES will support the needs of students who come to Miami having not selected a major, as well as those students who did not gain admission to Farmer School of Business or the Nursing program. The Pathways conditional enrollment program will also be supported by OES. In the coming year, OES will engage the follow strategies to support exploring students:
  - o Support exploring students' registration for first-semester courses during orientation. Navigators will engage in intensive training to gain a clear understanding of first-semester schedules for each academic program available to exploring students.
  - o Reach out individually to each student during the first weeks of the semester to see how their transition to college is going. OES will participate in all outreach campaigns determined by the Coordinated Action Committee.
  - o Encourage pre-registration appointments with all exploring students as spring semester registration dates approach. We consider this a milestone for advising in which all student should engage, and have a goal of 100% student participation in this important checkpoint.
  - o Within two years, we hope to see the retention rates for exploring students match those of students who enter Miami University with a selected major. Within 4 years, we hope to see the completion rates of these students match those of their peers who enter the University with a selected major.
- Experiential major maps: the Office of Undergraduate Education with the support of UAAC has started developing experiential major maps. Experiential major maps allow

students to plan ahead for deeply engaged learning experiences such as undergraduate research, learning abroad, internships, and capstone projects. The maps include information about how students should interact with the Center for Career Exploration and Success from the time they arrive at Miami. They help students visualize how their entire Miami experience ties together to prepare them for life after college. The goal is to better prepare students to talk about how their Miami experience supports their post-college career and educational goals. With experiential major maps we will not have to wait five years for students to really understand the impact Miami has had on them. The maps will be incorporated into the UNV101 curriculum across campus. We aim to have experiential major maps ready for 30% of programs by fall of 2023 and to continue rolling out the maps through fall of 2024.

Conclusion

2021-22 has been a year of transition for Miami University's academic advising community. Moving from a mostly remote to mostly in-person experience in the fall to a fully in-person experience in the spring was fulfilling and challenging for the community. Understanding and responding to the desire of professionals to work remotely presented challenges and opportunities. The large size of the incoming class, along with the overall lower level of preparation and readiness for college exhibited by students presented opportunities for the advising community to think about new ways to support student success. The University's resilient advising community rose to each and every challenge, and worked tirelessly to support students. The arrival of a new Associate Provost and Dean for Undergraduate Education created additional opportunities to think of new ways of doing the important work of advisement. While specific goals for UAAC were lost in the leadership transition, great strides were made in the move to a professional advising environment and stronger institutional support of advisors as professionals.

We are excited about our work on the goals identified in this report, and know that each step we take on meeting these goals will support Miami University students and build on Miami's strong reputation as an institution that excels in providing an exceptional undergraduate student experience. We appreciate the support of campus leadership and the Board of Trustees in this work.

University Communications and Marketing

APRIL 2022

ONGOING PROJECTS

▲ Marchers commemorate the removal of the Miami Tribe from their ancestral lands.
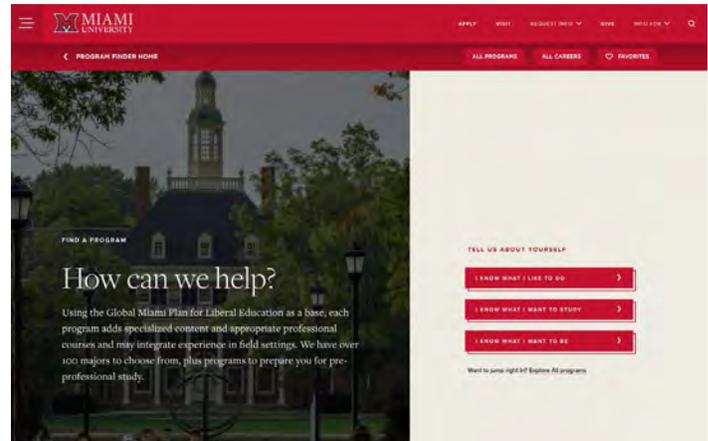
▲ The program finder on Miami's website was awarded an EduAD Merit Award.

MULTICULTURAL MARKETING CAMPAIGN

UCM has launched its first-ever Miami multicultural marketing campaign. Built on strategic conversations and primary research, authenticity, belonging, and success are key messages that matter to Black and Latinx students. UCM developed radio spots (English and Spanish), digital marketing (display and OTT), and two microsites.

This campaign combines our two most significant brand personality traits: power and service, under the idea of empowerment. Latinx and Black students have experiences that enhance our campus community, and validating those experiences can help them reach their full potential. Therefore, we delivered this message under the tagline: The Power to Change your World.

MTR 50TH ANNIVERSARY MARKETING EFFORTS

In collaboration with the MTR office and partners across campus, UCM has created marketing communications to build awareness, drive engagement and generate revenue for the MTR office. A refreshed MTR landing page **MiamiOH.edu/MTR** welcomes new visitors, and a revamped website is coming soon. In addition, we produced digital screen ads, posters for residence halls, clings, pull-up banners, and outdoor banners, including one on High Street to promote the Myaamiaki Conference on April 9.

◄ UCM created a culturally relevant bilingual landing page to attract Latinx students.

Other tactics, including light post banners on the Oxford campus planned for late spring and public relations, will also support our marketing efforts.

UCM ANNOUNCES NEW STORYTELLING UNIT

To advance Miami further along the marketing maturity model and break down silos, UCM is consolidating storytellers from the Content Strategy, Creative Services, and News and Media Relations teams into a yet-to-be-named storytelling unit. Led by Jessica Rivinius and Jon Simon, the new team will bring UCM's storytelling strengths to bear across distribution platforms and align news, marketing copy, photos, and videos with Miami's brand pillars and strategic priorities. Members of the team are already working together to establish goals, processes, and reporting structures.

EDUCATIONAL ADVERTISING AWARDS

EduAD Awards is a national competition that recognizes the field of educational marketing and advertising. A national panel of industry specialists review each entry, judging creativity, marketing execution, and message impact.

This year, University Communications and Marketing received the following awards:

Streaming/On Demand Content Category – Silver Award

• Accelerating Ahead: Miami's Focus on the Future

Special Event Category – Bronze Award

• A Day of Reflection: The 175th Anniversary of the Removal of the Miami Tribe from Their Lands

Website Category – Merit Award

• Miami University Program Finder

Installations Category – Merit Award

• Wiikiaami Room Graphics

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

February 1 – April 1, 2022

Marketing
by the Numbers

SOCIAL MEDIA

11M
Total social media impressions on the university's primary accounts

 734K   3M
 6M   1M

408K
Total social media engagements

 19K   98K
 252K   39K

447K
Total social media followers

 57K   77K
 101K   212K

WEBSITE

4.8M
Unique website visitors

6M
Website page views

CONVERSION TRACKING

2K
App Gen to Apply

12K
Common App apply clicks

4K
Request for Information form submissions

Social Media
top highlights
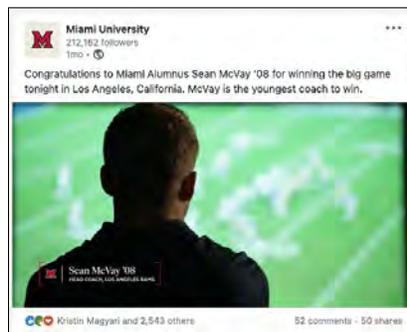
News
by the Numbers

12
News media pitches

252M
News reach

3.2K
News mentions

$2.8M
PR value

262
National news media mentions

7,381
Personalized student stories

3,193
Press releases sent via Merit about students recognized for academic achievement

9M
Merit-generated impressions on social media

APRIL 2022

Division of Student Life

NEWS AND UPDATES | May 2022

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

The Division of Student Life values diversity, equity, and inclusion and strives to root our work in these concepts through education, training, and celebration. These experiences develop student and staff knowledge, inspire transformation, and spark action to make Miami a more inclusive community. From diversity-related training and development, to student programming, to structural and systemic support, the focus on diversity and inclusion is central to our work throughout the entire division.

50th Anniversary of Tribe and University Relationship

This year (2022) is the 50th anniversary of the relationship between the Miami Tribe of Oklahoma and Miami University. The Division of Student Life has partnered with **Miami Tribe Relations** on several initiatives throughout the year in recognition of this celebration.

- I Love You Beary Much with the **Center for Student Engagement, Activities, and Leadership**, with a t-shirt design specifically for the anniversary.
- Lessons in Leadership with the **Wilks Institute for Leadership and Service**.
- Educational posters in all residence halls, designed by the **Office of Residence Life**.
- TikTok videos and a blog post about Myaamia culture and the relationship between the Tribe and the university.

Menstruation Products in Armstrong

The **Armstrong Student Center**, with funding and support from Associated Student Government, implemented free period products in every women's and all-gender restroom in Armstrong. This initiative recognizes period poverty as an important issue for menstruating people.

Better Together Week

The **Center for Student Engagement, Activities, and Leadership's** Wilks Institute hosted Better Together week this spring with Multifaith Engagement for Transformative Action (META). Better Together Week is an Interfaith Youth Core initiative promoting peace, understanding, and identifying ways various faiths tie people together. The week brought together 235 students over 13 community events, service projects, and educational sessions. Events focused on interfaith connections to topics like racial justice, volunteering, sustainability, and allyship to various faith communities.

Other Updates: Health

Over the past two years, more than 100,000 COVID tests were performed and over 9,600 COVID-19 vaccinations were administered on campus. While surveillance testing and vaccination clinics are now suspended due to declining demand, TriHealth's **Student Health Services** will continue offering COVID-19 diagnostic testing and vaccination to individuals who need it. The clinic has shifted its attention to providing more traditional services such as sick visits, physicals, women's health, physical therapy, laboratory testing, and employee health and biometrics. From January through March 2022, Student Health managed 3,465 student visits; 312 of these visits were related to mental health medication management.

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

STUDENT LIFE REPORT

Structural and Cultural Change

Student Life DEI Action Team

While each office in the division is responsible for advancing diversity, equity, and inclusion in their own unit, the divisional DEI Action Team works to lead more comprehensive initiatives and projects. The following action items have been advanced this academic year:

Inclusive Programming Guide

This digital resource helps students planning events, seminars, and activities keep inclusive practices in mind from the start.

DEI Forums

The team hosted three DEI divisional forums designed to bring the division together to discuss relevant DEI related topics and issues. The space has offered professional development, dialogue, and community building.

DEI Onboarding Toolkit

This resource will help new members of the division understand and continue to cultivate the DEI value that serves as a pillar of our shared mission to serve students in inclusive environments.

Departmental Diversity Audits

Each department head will conduct multi-year diversity audits that entail reviewing existing departmental policies, processes, and practices for inclusion, and centering different student identities and demographics.

Support for Pregnant and Parenting Students

The **Office of the Dean of Students** led an effort to enhance the online presence and support for parenting and pregnant students in fall 2021. A new web resource creates pathways for parenting and pregnant students to achieve their academic goals.

The **Armstrong Student Center** is establishing a new lactation room near the third floor pavilion. The room will provide private lactation space for event participants and any students or employees who need it. It's expected to be available by the end of the summer.

Bias Reporting and Support

The **Office of the Dean of Students**, with the Office of Institutional Diversity and Inclusion, revamped and repositioned bias reporting resources this year. The process, experience, and outcomes of filing a bias report have been streamlined to include outreach to reporters and a follow-up action plan. As part of the update, the office developed and launched the Bias Education and Support Team (BEST) in fall 2021. Students affected by bias can seek guidance and support from members of the team. Students are using the bias reporting system more than years past, indicating renewed trust in the system.

Staff and Student Positions

This year, the **Office of Student Wellness** welcomed Morgan-Allison Moore as the new assistant director for sexual and interpersonal violence prevention, health equity, and access. This new position provides strategic vision and leadership for wellness initiatives that will result in population-specific programming, an enhanced respect for diversity, and policies supporting diversity, health equity, access to resources, and inclusion.

A new position in the **Center for Student Diversity and Inclusion** will help serve the growing needs of LGBTQ+ students. The center hired Tina Coyne this spring as the Assistant Director of LGBTQ+ Initiatives and Gender Equity.

The **Office of Residence Life** established the DEI Reps, a group of about 20 student leaders who promote diversity, equity and inclusion in the residence halls. The reps implemented programs with their Community Leadership Teams, discussed DEI initiatives and campus climate with faculty and staff, and began sending DEI Moments communications to their communities.

The **Armstrong Student Center** board added a permanent seat for a representative from the Diversity Affairs Council. The appointed position ensures that the board remains connected to a diversity-based organization and that this voice is present in decision making.

Representation

The **Armstrong Student Center** added recognition of John Lewis' Freedom Summer '64 award and Daryl Baldwin's selection for a MacArthur Fellows Program genius grant to the Armstrong rotunda graphics timeline. The center is making an intentional effort to diversify what achievements are recognized in this space.

MAY 2022 | LEARNING. GROWTH. SUCCESS.

STUDENT LIFE REPORT

Programming

The Division of Student Life hosts hundreds of programs related to diversity and inclusion each year. Here is a small sample of events from the 2021-2022 year.

Patient No More Exhibition

The **Miller Center for Student Disability Services** hosted the *Patient No More* traveling exhibition this spring to more than 550 visitors. The exhibit highlighted the 1977 protests when disabled people mobilized for the signing of Section 504 of the Rehabilitation Act of 1973 into law.

Black History Month Banquet

The **Center for Student Diversity and Inclusion** held the annual Black History Month Banquet in February, with 120 people in attendance. The theme was "A Night of Black Excellence." This year, tickets were offered at no cost to allow more students to experience the event.

Black Owned Pop Up Shop

The **Center for Student Diversity and Inclusion** hosted seven Black-owned businesses owned by student and local community members for a March pop-up shop in Armstrong. Table hosts reported selling out of many items, and appreciating the connections made through the event.

Curly Hair Care

Miami Activities and Programming (MAP), with the **Center for Student Engagement, Activities, and Leadership**, hosted a Curly Hair Care event for a conversation on taking care of curly hair in general and while living on campus. Two hundred students attended the event.

Arospec Speed Friending

The **Center for Student Diversity and Inclusion** held a speed friending event in February 2022 to celebrate aromantic people during Arospec Awareness Week. The event included free comic books about arospec identities to educate and build awareness around this population.

Residential Programs

The **Office of Residence Life** hosted 110 programs related to diversity and inclusion this academic year. Examples include Who's Who: Women's History edition (Anderson and Porter), Passover celebration (Etheridge and Maplestreet), and Chipotle and Chat: Identities (Hahne).

MAY 2022 | LEARNING. GROWTH. SUCCESS.

STUDENT LIFE REPORT

Training and Development

Safe Zone Expansion

Safe Zone is a campus-wide program from the **Center for Student Diversity and Inclusion** designed to educate students, faculty, staff, and community members on LGBTQ+ identities and experiences. After an 18 month hiatus due to staffing challenges and the COVID-19 pandemic, Safe Zone returned in fall 2021 with revamped curriculum, expanded follow-up trainings, and more sessions than in the past. Nearly 500 faculty, staff, and students have attended one of about 30 trainings this academic year.

Identity Workshops

The **Center for Student Diversity and Inclusion**'s identity workshop is a first step for students to begin understanding diversity, equity and inclusion. Over 300 students have participated in an identity workshop this academic year. The workshops allow students to explore their personal identities. The concept of privilege is briefly introduced as well. Some participating groups include Miami's baseball team, Kappa Alpha Theta Sorority, and the Athletics student staff.

Myaamiaki Conference

The Myaamia Center and Miami Tribe Relations hosted the biennial Myaamiaki conference in April 2022. During the conference, the Myaamia Center shared their ongoing work with the Myaamia community and Miami University, including their support and revitalization of the Myaamia language and culture. The 2022 Myaamiaki conference was a part of the 50th anniversary celebrations of the relationship between the Miami Tribe of Oklahoma and Miami University. This year's conference saw 268 in-person attendees and over 200 virtual attendees.

Staff Training and Professional Development

Staff from the **Student Counseling Service** have committed to ongoing and regular diversity and inclusion related professional development as a group. This year, they attended:

- Healing from Racism through the Power of Collaborative Systemic Change (through the Association for University and College Counseling Center Directors).

- That's About White: Integrating Anti-racism within Mental Health Treatment (through Make an Impact).

- Safe Zone 101 training in spring 2022 (through the **Center for Student Diversity and Inclusion**).

Central staff in the **Office of Residence Life** are completing Miami University's new DEI Course Certification. Additionally, built in professional staff training includes 13 hours of DEI topics during summer training, 4 hours in the winter, and 6 hours spread out over the remaining months.

The division hosts monthly professional development opportunities using in-house experts from the division and university. These sessions are typically one hour trainings or conversations and they often focus on diversity and inclusion topics. Examples from the last 18 months include:

- How Black women senior housing officers thrive despite racial and gendered oppressions (overview of a staff member's recent dissertation).

- Ableism in the time of COVID.

- Asian and Asian American and Pacific Islander historical background and present day experiences.

- A deeper dive with code-switching.

- Overview and discussion of transition survey results.

- Deaf isn't a swear word: Making your workplace navigable.

MAY 2022 | LEARNING. GROWTH. SUCCESS.

STUDENT LIFE REPORT

Affinity Spaces and Communities

Identity-Based Communities in Residence Halls

There are currently seven identity based communities in the residence halls through the **Office of Residence Life**, with two more coming online for fall 2022.

- **Stokes Scholars**. For participants in the Louis Stokes Alliance for Minority Participation (LSAMP) program.
- **Bridges Scholars**. For students who completed the Bridges program as high school seniors.
- **Passport**. For first-year students who have been directly admitted to the Farmer School of Business.
- **Love. Honor. Pride**. An LGBTQ+ and Gender Inclusive Community.
- **Women in Science Disciplines, Engineering, and Mathematics (WiSDEM)**. For first-year women in science, engineering, and math.
- **Global Connections**. For domestic and international students interested in travel, language, and exploring other cultures.
- **Miami Firsts Affinity Community**. For first-generation college students.

New communities being added for fall 2022 include Advancing Women in Engineering and Software at Miami (AWESoM) and Socially Engaged Engineering and Computing (SEEC).

Affinity Groups for Families

Every student and family experiences their college journey in their own unique way. This is especially true when one or more of a student's identities are not part of the majority on campus. Connecting with other families who share the same identity can be an effective way to build community, find support, and stay connected to what's happening on campus.

In fall 2021, the **Office of Parent and Family Programs** launched a pilot affinity group for families of Black/African American students. The group meets virtually twice each semester, with an in-person meeting during Family Weekend. Topics covered in meetings include involvement and connection, academics and inclusivity in the classroom, and career development. Additional affinity groups may be added in future years (e.g. first-generation college students, Latinx students, athletes, etc.).

Gathering Spaces for Inclusion

The Division of Student Life's Diversity, Equity, and Inclusion Action Team identified inclusive student gathering spaces and published a new resource online describing these spaces, who they are for, and how to reserve them.

Ford Meditation Room


International Student Center

Myaamia Center

Center for Student Diversity and Inclusion (CSDI)

CSDI C-Suite Lounge Space

CSDI Conference Room

MAY 2022 | LEARNING. GROWTH. SUCCESS.
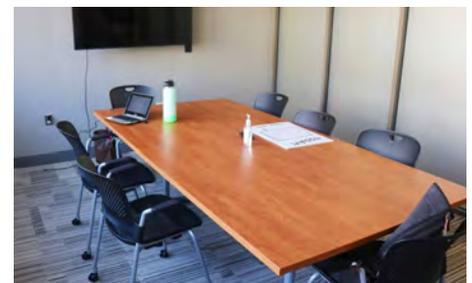
Office of Student Wellness

Division of Student Life | Board of Trustees Report
May 2022

Miami's Office of Student Wellness continues to partake in and lead transformative developments pertaining to student wellness. This report focuses on our work related to alcohol and other drugs. We'll demonstrate areas of **progress**, approaches we have expanded to give us a more **holistic understanding** of students, and ways we have been able to partner on **community-focused** approaches and priorities.

Progress: Alcohol Consumption

Consistent over the years, 77% of first-year students enter Miami as abstainers, non drinkers, or moderate drinkers. In recent years, we have seen encouraging trends in the percentage of students who remain in these categories six to eight weeks after being on campus. For example, in 2016 68% of students continued to be abstainers, non drinkers, or moderate drinkers after six to eight weeks on campus. In 2017, that number moved to 70%, and in 2021 we saw 74% remain in those categories. This aligns with national trends and demonstrates a campus and community environment that supports students in maintaining low-risk drinking behaviors.

Holistic Understanding: MOSAIC

In 2014, President Hodge commissioned the Alcohol Task Force to examine issues related to high risk alcohol abuse. The final report recommended the creation of a permanent Alcohol Coordinating Committee (ACC) to ensure ongoing assessment and progress to reduce high risk alcohol use. The ACC has regularly met since 2015; its various accomplishments and efforts are outlined on the [ACC website](#).

Due to the steadily increasing prevalence of poly-substance use/abuse on college campuses, including Miami, the focus and charge of the ACC was broadened last year to include other substances in addition to alcohol. In concert with this newly broadened focus, the ACC has been renamed the Miami Oxford Substance Abuse and Information Committee, or MOSAIC.

MOSAIC serves as an advisory board regarding university and community programming and policy matters related to alcohol and other drug use and provides regular updates to the Vice President of Student Life. The work of MOSAIC is guided by a philosophical approach to student substance use rooted in Miami University values, and in collaboration with partners within the City of Oxford, Ohio.

Community-Focused Partnerships: HRSA Grant

The state of Ohio has been on the forefront of the addiction crisis since the opiate epidemic came to light in the early 2000s. In 2007, unintentional drug poisoning became the leading cause of injury death in the state, surpassing motor vehicle crashes for the first time on record. This trend continues with

Butler County ranked third in the state for the number of unintentional drug overdose deaths by county for the period 2013-2018.

Butler County Mental Health, Addiction, and Recovery Services (BCMHARS) board has partnered with Miami University Office of Student Wellness, the Coalition for a Healthy Community, Oxford Area, and McCullough Hyde Memorial Hospital to accept an award from the Rural Communities Opioid Response-Implementation Grant through the Health Resources and Services Administration (HRSA) for $1 million dollars over the three year grant period. The Office of Student Wellness received a subaward of nearly $400,000 to develop additional support efforts for students in recovery, enhance drug prevention and intervention programming, and add a full time grant coordinator position. Now in year two of grant implementation, the consortium has developed several programs and campaigns.

Generation Rx University. To reach Miami students on a peer level, the grant supplemented the promotion of Generation Rx University. This national program, created by college students, aims to prevent prescription drug misuse on college campuses. The HAWKS peer health educators share information about the project in their health-related presentations to student groups, residence halls, and academic classes.

Screening, brief intervention, and referral to treatment. Miami's Student Health Services, through TriHealth, implements a screening, brief intervention, and referral to treatment program annually to all students who visit the clinic as part of their routine checkups. The program allows clinicians to quickly assess if a student needs additional support to reduce substance use.

Medication lock bags. Grant funds were used to acquire medication lock bags for campus distribution. These bags allow for the secure storage and monitoring of medications. Medication lock bags are available for students, faculty, and staff.

Oxford Hope campaign. The Oxford Hope campaign aims to inspire hope for addiction recovery and decrease the stigma associated with addiction. Campaign information can be found at OxfordHope.com, and messages are promoted throughout Oxford on yard signs, flyers/stickers, uptown banners, and Kroger carts. Many community partners have engaged with this campaign, including Kroger, Kofenya, LaRosas, the City of Oxford, and DuBois Book Store.

Conclusion

The Office of Student Wellness continues to thrive in our efforts to bolster and inspire members from our campus and local communities to be well in all areas and dimensions of their lives. The mission is achieved by strong collaboration with countless partners, including the support and explicit valuing of wellness-initiatives from Miami's executive leadership and local community leaders.

Center for Student Diversity and Inclusion

Division of Student Life | Board of Trustees Report

May 2022

The Center for Student Diversity and Inclusion (CSDI) is the student hub for inclusive excellence. We strive to create a space for students to come and be their most authentic selves. We have worked over the past academic year to envision a center that can efficiently engage today's college students. The center has moved away from the "women's center" format and is actively moving toward a "gender equity" model. We have reenvisioned our staffing model to meet evolving needs of our students, allowing us to offer more programming and educational opportunities. Finally, we are intentional in creating campus partnerships to maximize our touchpoints with students.

Mission

In support of Miami University's mission, the Center for Student Diversity and Inclusion actively creates an inclusive, welcoming, and affirming environment by providing direct services, support, and resources to students. We foster holistic development through transformational learning opportunities, one-on-one mentorship, and programs that empower students to explore and celebrate their identity, engage in intercultural dialogue, and build leadership skills. The center also collaborates with campus partners to cultivate cultural awareness and diversity competency through education. We advocate for equity in order for all identities to learn, grow, and succeed.

CSDI Staff

- **Dasha Wood,** Director
- **April Callis, Ph.D.** Associate Director of LGBTQ+ Initiatives
- **Tina Coyne,** Assistant Director of LGBTQ+ Initiatives and Gender Equity
- **D. Ellis Rates,** Associate Director of Intercultural Initiatives
- **Vacant,** Assistant Director of Intercultural Initiatives and Gender Equity (*search complete, anticipated start date May 16*)
- **Cindy Fledderman,** Administrative Assistant

"**Gender Equity**" has been added to the titles of our Assistant Directors to promote more intentional collaboration with staff on gender specific initiatives within the center.

We have been approved for a new position in the center. The new **Assistant Director of Diversity Peer Education** will develop a peer education program focused on diversity, equity, and inclusion. This position will recruit, hire, and train student leaders who will facilitate peer to peer experiences for students. We anticipate a fall 2022 start date.

The CSDI has undergone intense turnover in the past several years and has finally reached a place of stability and much needed synergy among staff members. We currently have a strong staffing model and foresee a sustainable future for the CSDI.

Physical Space

The CSDI has three functional spaces in the Armstrong Student Center. Our main space in Armstrong 2030 serves as a community lounge space for students and an administrative space for CSDI staff. Students have returned in full force after being away during the pandemic; the center is typically used by at least 20 students at any given time. We have evolved the space in recent years to meet student needs.

- We have created a new **wellness room** in the center for students who want to use the space but are overwhelmed by the level of energy and activity.
- We hosted our grand opening for the **Open Door Clothes Closet** in fall 2021. This free resource allows transgender, nonbinary, and gender diverse students to access clothing that reflects their gender idenity and expression.
- Lastly, we revamped a more visible **campus partners** space for our partners to provide resources for students on site (e.g. career advisors, counselors, etc.).

The **C-Suite** is our third floor space and is typically used as a quiet student study space. We also host programming in the space and allow faculty, staff, and students organizations to reserve the space as well. Across from the C-Suite is our small **conference room**, used for our staff meetings. This space is also reservable by campus partners.

Programming and Education

The CSDI hosted over 60 programs this academic year. Some programming highlights include:

M.A.D.E at Miami

M.A.D.E. at Miami is a pre-semester program geared toward students who hold marginalized identities, first generation college students, and students committed to inclusive excellence. Last fall was our first full in-person experience since the pandemic and we are in full planning mode for the upcoming program in August. We have partnered with Admissions, the Student Success Center, and the College of Arts and Sciences to reimagine the curriculum and make this year the best program yet. We will add new components this year, including engaging our students beyond the three day experience with monthly check-ins and a peer mentoring opportunity. Every student who experiences M.A.D.E. will have a marker in Banner so we can engage them through graduation.

Women in the WERKplace

We partnered with the Women of Kolor Excellence group to provide information and resources on navigating professional life after college as women of color. Nkechi Iloka '13 provided tips and insight as a professional woman of color in the human resources field. Forty women attended the event.

Safe Zone Training

This LGBTQ+ ally training has been revamped this year and was offered in-person and virtually. Approximately 477 people have taken Safe Zone 101, 201, or 301 training and an additional 366 people have taken a shorter LGBTQ+ allyship training. Significantly more people have been Safe Zone trained this year so far than the last four academic years combined.

Looking Ahead

The CSDI staff have worked diligently to create an inclusive space for students and we look forward to the programs and initiatives that are to come.

The **new Assistant Director** role will add another person who will be available to deliver diversity, equity, and inclusion training to the Miami community. The new peer education program will create even more educational opportunities for the Miami community to engage in dialogue that will propel the university's strategic diversity goals.

Our new Assistant Director for LGBTQ+ Initiatives and Gender Equity allows the Associate Director to focus on education and training and more systemic change. This creates a **more sustainable staffing model** for the LGBTQ+ area which positively impacts the CSDI as a whole.

Our new **peer mentorship** program will create more intentional touchpoints with students and aid in retention of the diverse student population.

We will be enhancing our relationship with the Diversity Affairs Council and partnering with more cultural student organizations on programming. We want all students to see themselves in some aspect of our education, programming, and resource offerings.

Conclusion

The CSDI is stronger than ever. The staff members, graduate assistants, practicum students, and undergraduate student interns all work together to contribute to the mission and vision of the center and the university.

We are building and growing strong partnerships with other offices across the university that engage in DEI work. We are expanding our assessment efforts to properly capture the needs of the ever changing student population and to create programming and resources based on that data. We are heavily preparing for the incoming first year students, and everything in the CSDI will be done with **intentionality** and **sustainability** in mind.

Center for Student Engagement, Activities, and Leadership

Division of Student Life | Board of Trustees Report

May 2022

The Center for Student Engagement, Activities, and Leadership became a combined office in January 2021. The center includes three offices with newly aligned missions, strategies, and opportunities for collaboration.

- Cliff Alexander Office of Fraternity and Sorority Life
- Office of Student Activities
- Harry T. Wilks Institute for Leadership and Service

The offices report through one director of the center.

Center-wide Initiatives

The center developed the following statement in 2021 to guide our work. As a result, we created a small committee of team members who meet regularly to discuss our efforts to remain focused on diversity, equity, and inclusion (DEI) as we plan and implement programs:

> *The Center for Student Engagement, Activities, and Leadership is committed to providing engagement opportunities that are ethical and socially just. We will facilitate opportunities for students to express all aspects of their identity, make meaningful connections, and explore opportunities for leadership development and civic engagement on campus and in the community.*

This statement is the first item on our regular staff meeting agendas. We start each meeting with a review of the statement and a quick discussion of our next steps with DEI efforts. In addition to examining DEI in programs and policies, we developed personal diversity statements that continue to drive our work and hold us accountable to continued education.

As part of these efforts, we invited staff from the Miller Center for Disability Services and the Center for Student Diversity and Inclusion to recent meetings. The purpose of these facilitated conversations was to identify ways we can work with students to make our practices, programs, and activities more welcoming and inclusive.

Student Activities and SEALs

The Red Brick Rewards program for student organizations has included the requirement for an inclusive leadership training as part of tier three requirements since 2018. Last year, we moved the inclusive leadership training to tier two to encourage more students to engage in these discussions. After the decision was made in 2021, Associated Student Government (ASG), SEAL Ambassadors, and the Office of Student Activities quickly adopted the change. We also offered more DEI workshops

and publicized related offerings on campus to student organizations in order to engage student leaders in the topic. Roughly 400 students attended one of the inclusive leadership workshops we hosted or co-hosted; about 200 organizations turned in brief reflections about what they learned.

Lecture Series

The University Lecture Series, a Student Life committee facilitated and supported by the Center for Student Engagement, Activities, and Leadership, brought Juju Chang, anchor for Nightline, to speak about racism and the experiences of Asian Americans and Pacific Islanders in October 2021. Several hundred students, faculty, staff and community members engaged with Ms. Chang during her thoughtful and important presentation.

MAP and Programming Collaborative Efforts

In spring 2021, Miami Activities and Programming (MAP) created an inclusive outreach position on their executive board. The position focuses on partnering with organizations and departments who provide identity-based expertise and identifying resources and a platform to existing efforts.

MAP's goal with the position is to create an environment of inclusivity that allows people to explore their identities through innovation, creativity, collaboration, tradition, and entertainment. They have already seen great success with new events this year. Some event include:

- Heelz Dance Class with Zeta Phi Beta.
- HalloQUEEN Drag Show with Spectrum.
- Lunar New Year Celebration with Asian American Association.
- Black-Owned Pop-Up Shop with the Center for Student Diversity and Inclusion.

Over 6,300 students attended diversity and inclusion focused events during this academic year.

> "This position has given me the opportunity to grow a lot not only as a leader, but also as a person. Due to the fact that my position was so new there was a lot of trial and error when learning what would make sense for the next DEI director. I find that when working with identity based organizations, being intentional is key and I have found success in the events that I have taken on, and look forward to taking on in the future as I grow in this position."
> - Jazmine Williams, MAP Director of Inclusive Outreach, Class of 2023

Wilks Institute for Leadership and Service

META Refounded

During the 2021-2022 academic year, the Wilks Institute for Leadership and Service recommitted staff and student resources to interfaith community engagement, supported by the Ford Family Fund.

Working closely with campus and community stakeholders, we revived the student organization Multifaith Engagement for Transformative Action (META) and provided leadership, service, and engagement opportunities across campus and in the community. This year, META has organized and supported six events, with 395 students in attendance. Event partners included the Office of Institutional Diversity and Inclusion, University Libraries, Miami University Chabad, Hillel at Miami University, and the Sikh Student Association.

Leadership Lecture

The Wilks Institute brought together 55 students for One College Nation, an interactive lecture on diversity, equity and inclusion. The program engaged participants with sessions on social learning, inspiring action, and inclusive community building. Participants developed and practiced skills that gave them the confidence to develop cross-cultural relationships, increase intercultural competencies, and create inclusive campus communities.

Fraternity and Sorority Life

The Cliff Alexander Office of Fraternity and Sorority Life hosted "Be Color Brave, Not Color Blind" for fraternity and sorority members in fall 2021. The program educated and informed the Panhellenic Association and the Interfraternity Council about the history and experiences of the National Pan-Hellenic Council (NPHC) and culturally-based Greek letter organizations. Three hundred chapter leaders attended. This program was intended to generate a sense of shared community and interest in collaboration with NPHC chapters and the forming Multicultural Greek Council.

The need for a fourth Greek council arose with the addition of two new multicultural chapters, Alpha Psi Lambda National, Inc., a co-ed Latino oriented fraternity, and Theta Nu Xi Multicultural Sorority, Inc. Both organizations began to form during the pandemic and the racial justice movement in 2020. Students found comfort and connection, even during a period of social distancing, by working toward brotherhood and sisterhood. Today, Alpha Epsilon Phi, a Jewish oriented sorority, Sigma Lambda Gamma National Sorority, Inc., Alpha Psi Lambda National, Inc., and Theta Nu Xi Multicultural Sorority are the founding member organizations of Miami's new Multicultural Greek Council.

Conclusion

The Center for Student Engagement, Activities, and Leadership is committed to the ongoing work of diversity, equity, and inclusion. We understand that to serve our students we must be committed to learning and growing as professionals and as a team. We actively seek knowledge and understanding about the lived experiences of all Miami students. As a result, we examine our programming and activities and look for opportunities to expand access and include others.

**ENROLLMENT MANAGEMENT
AND STUDENT SUCCESS**

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May 2022 Board of Trustees Report

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OFFICE OF ADMISSION

The Office of Admission enjoyed a record 31,345 first-year applications this year, with growth in international and diverse student populations. Process improvements and increased outreach resulted in a 98.3% completion rate vs. 96.8% last year for domestic first-year applications. Meanwhile, international student applications came from 138 different countries, up from 127 different countries last year. Comprehensive campaigns to reach students from diversified sources not only resulted in larger inquiry and applicant pools for Fall 2023, but inquiries are up 48% for Fall 2023 and up 29% for Fall 2024 year-over-year to date. Lastly, following two years that significantly curbed visitors on campus, on Friday, April 29, 2022, the Office of Admission celebrated a record 32,157 annual visitors for daily campus tours and a total of 3,404 student attendees for admitted student events, which was an increase of 13.7% over 2019, the last year that Miami hosted a full calendar of admitted student events. As of May 2, graduate school confirmations are up 19.6% year-over-year to date for summer and fall terms.

OFFICE OF THE BURSAR

The Office of the Bursar, in partnership with Flywire, has completed the implementation of International Payment Plans. This will allow us to offer our international students the option to pay for the semester in installments using their home currency. This will be beneficial to our international students.

ONE STOP SERVICES

The One Stop has moved to revise and update our customer service philosophy in a new post pandemic normal. As we adapt to changing expectations for service, we have reorganized our staffing modeling, reviewed and revised our customer service standards and will begin surveying our students and families in the next few months.

Changes being implemented will help us better align our resources with the changing needs of our students and their families. We will begin refining our chatbot, including implementing the live chat

function and will continue with in-person and zoom meetings to meet our customer needs. We are dedicated to insuring that Miami's One Stop sets the standards for exceptional customer service.

STUDENT SUCCESS CENTER

Miami's desire to retain students is a primary goal of the Student Success Center.

A strategic campaign was developed to increase student retention and support around registration. Text reminders were sent to all cohorts on day two of their registration. Open Registration reminders have been sent and we have been consistently reaching out to students who have not yet registered for classes. These efforts have led to students registering or reaching out to us for assistance. At the end of the first round of registration, we had 844 students who were not registered. We sent a message about open registration and 155 students registered. We also confirmed that over 60 unregistered students are studying abroad. In addition, several will be graduating after summer session. This high touch approach is ensuring that every student knows we care about their success and that they are never alone in the registration process.