MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
Thursday, September 24, 2020 9:00 a.m.
Via Zoom, as Authorized per Ohio House Bill 197

The meeting of the Academic and Student Affairs Committee of the Miami University Board of Trustees was called to order at 9:00 a.m. by Committee Chair John Pascoe, a majority of members were present constituting a quorum. The meeting was held via Zoom, as Authorized per Ohio House Bill 197. Roll was called, and attending with Chair Pascoe were committee members; Trustees David Budig, Zachary Haines, and Robert Shroder; and National Trustees Jeff Pegues, and Diane Perlmutter; and Student Trustees Amitoj Kaur, and Will Kulis; along with non-committee members; Trustees Sandra Collins, Debbie Feldman, and Mary Schell; and National Trustees Bob Coletti, and Mark Sullivan.

In addition to the Trustees, attending for all or part of the meeting were President Crawford; Provost Osborne; Vice Presidents Jayne Brownell, Mike Crowder (interim), Jaime Hunt, Anthony James (interim), David Seidl, Brent Shock and Randi Thomas; along with General Counsel Robin Parker; Athletic Director David Sayler; and Assistant to the President Dawn Tsirelis. Also present was Ted Pickerill, Executive Assistant to the President and Secretary to the Board of Trustees; and Director of Admission Bethany Perkins, along with many others in attendance to assist or observe.

<u>Public Business Session</u>

<u>Approval of the Prior Meeting's Minutes</u>

Chair Pascoe welcomed everyone to the meeting and thanked Trustee Perlmutter for her service as Chair of the Committee. He also welcomed several new Trustees and university leaders, stating:

"…there are many members of this Committee and university leaders who are here for the first time. Committee members, National Trustee Jeff Pegues, and Student Trustee Amitoj Kaur while not new to the Board, they join us for the first time at our Committee. We also have Trustee Debbie Feldman attending our Committee meeting for the first time, along with National Trustee Biff Bowman.

We are so pleased to have with us today Miami's newest Vice President, Jaime Hunt, who came to us from Winston Salem State University, to lead University Communications and Marketing – welcome Jaime. We look forward to your first report as Chief Marketing and Communications Officer later today.

We also want to recognize Ron Scott, Randi Thomas and Anthony James. Dr. Scott has announced that he will be retiring, and we want to thank him for his many years

of advancing Diversity, Equity and Inclusion on Miami's Campuses. Randi Thomas is now Vice President Thomas as he takes the helm of the newly created Office of Advancing Partnerships, Strategy, Institutional Relations, and Economy (ASPIRE). And Dr. Anthony James, Anthony co-chaired the Diversity, Equity and Inclusion Task Force and is now taking over the responsibility of leading the Office of Institutional Diversity and Inclusion as interim Vice President. Thank you all so much.

Several Deans are also attending for the first time, Graduate School Dean Mike Crowder, Farmer School of Business Dean Jenny Darroch, and College of Engineering and Computing Dean Beena Sukumaran. Welcome to the Academic and Student Affairs Committee, we are so glad to have you attending today."

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

Student Life Update

Vice President Brownell updated the Committee on many areas of Student Life, including those beyond COVID-19.

She stated there has been a focus, and a need for action to enhance Diversity, Equity and Inclusion (DEI), and Student Life has supported the DEI Task Force throughout the summer and now in the implementation stage. Student Life is committed to advancing DEI every day, and has created a DEI Action Team within the division.

She then informed the Committee of the hire of a new Director of the Center for Student Diversity an Inclusion (CSDI), Nloh Masango-Dibo, who transitions to CSDI from the Office of Admission.

Vice President Brownell also informed the committee of new Title IX regulations, which the Division has implemented and is educating students about the changes. With the implementation, there will now be the opportunity for informal resolutions.

She relayed that Student Life is remotely providing student services, and the Wellness program continues to do well, receiving several grants, and an award from the Campus Prevention Network.

She updated the Committee on efforts directed towards COVID-19, characterizing the response to COVID-19 as all-consuming, but the degree of partnership created as unprecedented. She stated there are many prevention efforts, such as emphasizing the wearing of masks including outside. She described Miami's robust testing program, which includes surveillance and wide-net testing, of both on and off campus students. While Miami cannot require participation, Miami can ban unparticipating students from in-person class and any on-campus activities.

The COVID-19 response includes an isolation and quarantine plan, and the Dean of Students works closely with the Butler County General Health District in this regard. The Dean of Students also oversees the student discipline system, and some students have been suspended or put on probation for violating health and safety regulations.

A challenge is to still maintain community for the students – connection, community and relationships are still essential and core. Efforts are now more intra-residence hall focused, to keep groups small and within their core pod.

Communications have been robust, using videos, focus groups, social media, blog posts, student leader videos, webinars, emails, and a call center.

Looking ahead, Student Life will continue messaging, and will emphasize adaptability, creativity, and the importance of partnership, and will reallocate resources as needed to continue their response to COVID-19.

Vice President Brownell concluded with a review of the recent trend in positive student COVID-19 tests which is downward, but she stated Student Life is ready to respond should there be another peak following the arrival of the residence hall students. Should a student be directed to isolate or quarantine, faculty are notified, unless the student requests otherwise. The message is not about COVID-19, but that the student is unable to currently attend class.

Vice President Brownell's presentation is included as Attachment B.

Student Life Written Reports

The following written reports were provided:

- Student Life News, Attachment C
- Student Counseling and Mental Health, Attachment D
- Sexual Assault Prevention and new Title IX standards, Attachment E
- Student Activities and Programing, Attachment F
- Student Housing Occupancy Update (HOME Office Update), Attachment G

University and Communication and Marketing (UCM) Report

Vice President and Chief Marketing and Communications Officer Jaime Hunt thanked the Board, the President, and the community for welcoming her.

She discussed Healthy Together, and the large undertaking to create a very robust website. The program and the information communicated and posted generated hundreds of media requests, which were fielded by UCM.

UCM also supported the DEI Task Force, creating a website, and crafting and generating messages to the community. She stated it is very rewarding for the UCM team to have supported this work, and they are continuing to support the ongoing implementation efforts.

In late August Miami launched the Fall application generation campaign, and UCM is working closely with EMSS on this effort. UCM is also working with EMSS to support recruitment, including a new view book, a new postcard series, and brochures, tailored to this unique environment.

She relayed that UCM developed Personas and Journey Maps to better target potential students, providing messages that resonate. They also created a virtual tour and online experiences.

The new website will be rolled out by the end of the year, and UCM will also launch the majors-minors website. It is anticipated that the majors-minors website will not only assist in recruitment, but also retention as students are better able to align with their choice of major.

A major initiative will be reviewing guidelines to refresh the brand and better manage consistency across the university, to promote one voice for Miami. With this, UCM also plans to reinvigorate the communicators forum and promote collaboration across campus.

Vice President Hunt concluded by informing the Committee that UCM received two Excellence Awards for Design, for Miamians Make History postcards, and the virtual landing page. She stated she is impressed by the UCM team, with their talent and their commitment.

Trustee Diane Perlmutter requested that VP Hunt send recent print work samples to the members of the Board of Trustees.

Vice President Hunt's presentation is included as Attachment H.

UCM Written Reports

The following written reports were provided:

- UCM News and Updates, Attachment I

Enrollment Management and Student Success (EMSS) Reports

Vice President Brent Shock began by stating it has been a different and unusual start to the year. EMSS is reviewing and implementing DEI Task Force recommendations, and has launched DEI dialogues within EMSS.

To address student and community concerns a phone bank was launched and remains open as needed. It was a collaborative effort with assistance from across the university. For the return to campus, the phone bank answered about 5,000 calls and 900 questions received via the web. Over 165 employees participated.

He informed the Committee that EMSS has provided families with flexibility in making the semester's bill payment, including extra time before the bill was due - pushing the due date back to August 21. In doing so Miami was able to reenroll over 100 students whose fall enrollment was initially canceled.

He thanked Advancement who has been applying awards from the student Emergency Needs Fund. He said the fund has been very helpful in meeting unexpected need.

Vice President Shock also updated the Committee on Career Fair which was held remotely. The event was expanded to three days, and over the course of those days more than 2,000 students and over 240 employers attended, and more than 8,000 virtual sessions were held.

Director of Admission Bethany Perkins then provided an enrollment update.

She stated there have been several highlights to the admissions cycle. By extending deadlines and working with students as they made their decision, EMSS reversed a declining trend in domestic applications. She also stated that virtual tours and programs were created, such as summer scholars. There were record enrollments in honors programs, and the class itself was initially the second largest ever, and currently stands near 3,800, with approximately 300 students deferring to the Spring or next Fall. For the deferring students, EMSS has launched a robust campaign to stay engaged through a communication plan, and generous transfer and scholarship policies.

Regarding international students, Director Perkins stated many have experienced difficulty in their ability to travel to Miami for the Fall, and Miami has implemented a very robust online option.

She stated that Fall 2021 recruitment will also be very challenging, with this potential class being impacted by the restrictions in response to COVID-19 throughout the entire application process. Thus far, inquiries are up over 20% year over year, which is an encouraging sign enrollment strategies are having an impact.

Director Perkins stated that campus partners have rallied, not just through assistance, but in providing award winning work.

She then reviewed strategies to enhance international student recruitment, which included formal agreements with global and country-specific agencies, and utilizing country-specific programming, including digital, social, virtual, and translated communications.

Director Perkin's presentation is included as Attachment J.

Enrollment Management and Student Success Written Reports

The following written reports were provided:

- EMSS "Good News," Attachment K
- Career Services and Placement, Attachment L

<u>Academic Affairs Reports</u>

Before Provost Osborne began the Academic Affairs update, Chair Pascoe recognized the new Deans. Provost Osborne then thanked the Board for their support.

The Provost then informed the Committee that over 600 faculty were engaged in professional development over the summer to prepare for the start in the fall.

He next explained duplicate enrollment and reviewed the levels with the Committee. Majors enrollment had dropped in the College of Arts and Science, the College of Engineering and Computing, and the College of Liberal Arts and Applied Science, and was up slightly in the other academic divisions. Amongst graduate programs there was a near 25% increase in graduate business program enrollment.

He stated the Fall academic portfolio continues to evolve. Face-to-face courses comprise approximately 11% of all courses, hybrid 55%, and online 34%. 80% of Miami first-year students have at least one in-person experience in their academic schedule.

Provost Osborne next provided a MiamiRise update, and informed the Committee of the incoming Vice President for Research and Innovation, Dr. Alicia Knoedler, who will lead the effort to emphasize and revitalize research. He relayed the trend in sponsored programs has been upward to $26.9M for FY2020. He then reviewed revenue by academic division, stating there is potential for an upside.

He then talked of yearly themes which will be addressed from various disciplinary perspectives. This year's theme is focused on race and racism, and the Humanities Center is taking the lead. Next year it will be on the partnership with the Miami Tribe, the year of its fiftieth anniversary. The third year will be sustainability. The themes are announced several years in advance to allow sufficient time for planning and the submission of proposals for consideration.

Next, he provided an overview of plans for the Honors College, and Prodesse Scholars. The Prodesse Scholars is a new one year intensive experience for which any student may apply. He reviewed potential themes for the program, which include; Race and Racism; Art, Social Justice, and Self; Environmental Justice; and several others.

He then provided an update on the initial round of curricular review. Successful programs should always seek continuous improvement, and 64% of programs where identified for continuous improvement. 28% as having significant challenges, and 8% in a teach out, not admitting status.

The Provost emphasized the focus on student success, which is enhanced through campus partnerships, importantly a partnership with Student Life. He reviewed graduation rates, both in Oxford and on the Regional campuses, which show increasing four year trends. He also reviewed graduate program graduation rates, which for PhDs have a 10% four-year rate, and a 48% six-year rate.

He concluded with reviews of Boldly Creative initiatives, DEI efforts, and continuing to build the partnership with the Miami Tribe.

Following the update, a Bachelor of Science in Business, with a major in Real Estate was considered. The Provost explained that there is high interest in the degree, and that alumni are recommending creation of this program. It will be housed in the Finance Department and will draw upon many already existing courses. Trustee Shroder then moved, Trustee Budig seconded, and by voice vote with all voting in favor and none opposed, the Committee recommended approval of the degree by the full Board of Trustees.

Provost Osborne's presentation is included as Attachment M.

Academic Affairs Written Reports

The following written reports were provided:

- Boldly Creative, Attachment N
- Miami RISE, Attachment O
- Program Evaluations Update, Attachment P
- MUDEC Update, Attachment Q
- Academic Advising, Attachment R
- Bachelor of Science in Real Estate, Attachment S

- Deans' Updates, Attachment T

<u>Adjournment of Meeting</u>

      With no other business to come before the Board, Trustee Budig then moved, Trustee Perlmutter seconded, and by unanimous voice vote, with all in favor and none opposed, the Board, adjourned at 11:10 a.m.

Theodore O. Pickerill II
Secretary to the Board of Trustees

EXECUTIVE COMMITTEE of UNIVERSITY SENATE
James Bielo, Chair
Jennifer Green, Chair-elect
Dana Cox, Past-chair
University Senate Website: www.MiamiOH.edu/senate/

September 25, 2020

To: Board of Trustees, Academic and Student Affairs Committee
From: James Bielo, Chair, Executive Committee of University Senate
RE: University Senate Report to Board of Trustees – June 19, 2020 Meeting

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

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on June 19, 2020.

- **New Business, Specials Reports and Updates delivered to University Senate:**
  - **June 22, 2020**
    - Title IX Policy Updates – Kenya Ash and Robin Parker
    - Report from Fiscal Priorities Committee (Committee Members: Vipul Batra (GSA); Stacey Lowery Bretz, Chair (CHM; Yvette Harman (FIN); Joe Johnson (PSY); Jim Kiper (CSE); Alicia Miller (CTE); and, Sean Poley (IT))
  - **July 20, 2020**
    - SR 20-25 - Sense of the Senate – Flexible and Prepared – Fall 2020
    - Title IX Policy Updates – Kenya Ash and Robin Parker
  - **July 27, 2020**
    - Special report on returning to campus, fall 2020
  - **August 3, 2020**
    - Policies for fall 2020
    - Furlough Policy – Review of Current Policy and Consultation - Robin Parker, General Counsel
  - **August 17, 2020**
    - SR 20-25 - Sense of the Senate – Flexible and Prepared – Fall 2020
    - Furlough Policy - Discussion
  - **August 31, 2020**
    - ICA Furlough Presentation – Stacey Lowery Bretz, Chair, Fiscal Priorities and Budget Planning Committee

- Unclassified Staff Layoff Policy – Robin Parker, General Counsel
- Furlough Policy – Discussion – Robin Parker, General Counsel
  - **September 14, 2020**
    - SR 21-02 - Real Estate Major – Joel Harper, Chair, Finance
    - FSB TCPL Cap – Tim Greenlee – Sr. Associate Dean, Farmer School of Business
    - Furlough Plan – ICA – Dr. David Creamer, Sr. V.P. Finance & Business Services
    - Temporary Reduction in Force Policy – Robin Parker, General Counsel

- **Approved Minors, revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:**
  - **August 17, 2020**
    - Fall Policies (Credit/No Credit and Incomplete Grades)
  - **August 31, 2020**
    - Revision of an Existing Major, FSW – Social Work– M.A.
  - **September 14, 2020**
    - Revision of an Existing Major, BSC – Applied Biology – B.S.

- **Senate Resolutions**

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SR 21-01

Sense of the Senate: Furlough Policy Recommendations

August 31, 2020

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Whereas, Senate recognizes the unprecedented circumstances and financial repercussions of the COVID-19 pandemic. As a result, Senate supports revising the furlough policy in the following way: the 20-day limit and the consecutive 5 days/40 hours limit will be replaced with an unlimited cap until July 31, 2021.

Whereas, so that Senate can make an informed recommendation on furlough proposals, current university revenue and expense and cashflow reports and projections as well as a summary of avoidable and non-avoidable costs will be shared with Senate. The information provided ahead of Senate's decision on ICA furloughs should not be taken as a precedent.

Whereas, Senate supports the principles and considerations in the statements on furloughs from UPAC and CPAC, and asks the Board of Trustees and administrators who are designing furlough policies to consider, in addition, the following principles:

- Whenever possible, people should be working. Other avenues to dealing with a budget shortfall should be considered before furloughs and layoffs and position eliminations.

- Furloughs are preferable to lay-offs and position eliminations.
- Furloughs should be thoughtfully implemented with careful consideration of both employee welfare and Miami's mission
- Furloughing people up to the allowed limit will be deeply painful to employees and should be avoided whenever possible
- Avoid furloughs for people who make under $40K a year, whenever possible.
- Consult with employees who will be impacted regarding whether they would prefer furloughs to be structured in a way that allows them to receive unemployment benefits (ie, taking furlough days in week-long increments) or if they would prefer to have the furlough days spread out across as much time as possible
- Furloughs should be progressively graduated so that lower-paid workers are the least impacted
- Furlough days should be commensurate to pay reductions and reduction in work
- Employees should be provided with as much notice as possible before a furlough begins

Furthermore, Senate asks Fiscal Priorities Committee to prepare for a future, more permanent revision to the furlough policy by identifying a limit for furloughs that would both address a reasonably projectable budget deficit and would also take into account the amount of reduction in annual income an employee who makes at or above Butler County median per-capita income can tolerate. There is no reason to establish a limit for furloughs that is above what a projectable budget deficit might require.

SR 21-02

September 14, 2020

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Bachelor of Science in Business, with a major in Real Estate, Farmer School of Business.

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.

Dates University Senate is scheduled to meet during the 2020-2021 academic year:

2020	2021
August 17	January 25
August 31	February 8
September 14	February 22
September 28	March 8
October 12	March 29
October 26	April 5
November 9	April 12
November 23	April 19
	April 26

At the final meeting of the 2019-2020 academic year, Senate confirmed appointments to standing and advisory committees of Senate and authorized Executive Committee to confirm additional nominations made through the summer and into the fall. The standing committees of Senate have broad responsibilities and conduct the continuing and regular business of the Senate; the advisory committees are charged with the responsibility to advise appropriate administrators and to report to University Senate on the state of the institution in the policy area for which the committee is responsible. The business of Senate is managed by the Executive committee. Special reports will be scheduled throughout the year to inform Senate of items of importance to the University.

The following are items of business Executive Committee anticipates that Senate will discuss during the 2020-2021 academic year:

- New degrees
- Discussions related to budget

cc: Provost Jason Osborne, Chair, University Senate
        James Bielo, Chair, Executive Committee of University Senate
        Jeffrey Wanko, Secretary, University Senate
        Becky Sander, Recording Secretary, University Senate

EXECUTIVE COMMITTEE of UNIVERSITY SENATE

James Bielo, Chair

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

September 10, 2020

To: Gregory P. Crawford, President

From: Jason Osborne, Provost

Re: Creation of the Department of French, Italian and Classical Studies, College of Arts and Science

In accordance with Senate Bylaws, Section 8.A., Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Departments, or Programs, an evaluation was made as to whether the Department of Classics could be consolidated with the Department of French and Italian. Dr. Terri Barr served as process coordinator and worked to finalize an impact analysis regarding benefits and impacts on the University mission, all constituents and affected units, and budget. The analysis determined that the consolidation of the Department of Classics with the Department of French and Italian would be beneficial and align with the University's Strategic Plan. Resolution R2020-31 for the consolidation was approved by the Board of Trustees on February 21, 2020, and a new name for the consolidated departments was to be proposed and approved at a later date. The new department name has now been proposed to be the Department of French, Italian and Classical Studies.

University Senate supported the recommended department name and forwarded them for my approval. I also support the recommendations and am forwarding for your approval.

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve the proposed department name of creation of the Department of French, Italian and Classical Studies.

✓	Approve
	Do Not Approve

[signature: Gregory P. Crawford]   September 10, 2020

Gregory P. Crawford, President   Date

cc: James Bielo, Chair, Executive Committee of University Senate

        Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

EXECUTIVE COMMITTEE of UNIVERSITY SENATE
Dana Cox, Chair
James Bielo, Chair-elect
University Senate Website: miamioh.edu/academic-affairs/university-senate/

May 20, 2020

To: Gregory P. Crawford, President
From: Jason Osborne, Provost
Re: Creation of the Department of Entrepreneurship, Farmer School of Business

In accordance with Senate Bylaws, Section 8.A., Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Departments, or Programs, an evaluation was made as to whether a Department of Entrepreneurship could be created by the transferring of resources from the Department of Management and the Department of Marketing. Dr. Patrick Dowling served as process coordinator and worked to finalize an impact analysis regarding benefits and impacts on the University mission, all constituents and affected units, and budget. The analysis determined that the creation of a Department of Entrepreneurship would be beneficial and align with the University's Strategic Plan.

University Senate supported these recommendations and forwarded them for my approval. I also support the recommendations in Dr. Dowling's report and am forwarding for your approval.

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve the creation of the Department of Entrepreneurship .

X	Approve
	Do Not Approve

June 23, 2020

_____   _____
Gregory P. Crawford, President   Date

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

Life on Campus Fall 2020
Jayne Brownell, VP for Student Life
September 24, 2020

Non-COVID Updates

There's more than COVID happening at Miami!

- Diversity, equity, and inclusion
  - Supporting the work of the President's Task Force, Implementation Committee
  - Student Life DEI Action Team
  - New staff in Center for Student Diversity and Inclusion (CSDI)
- New Title IX regulations, protocol
- Academic support options
- Award winning wellness program
- Creativity in programs, services

Agenda

- Fall preparation
- Healthy You
  - Testing
  - Quarantine & isolation
- Healthy Community
- Communication & education
- Looking ahead

Fall preparation

Healthy You

Prevention

- Physical distancing
- Face coverings and masks
- Cleaning protocols
- Daily symptom assessment
  - Campus Clear app
- Community Pledge

Prevention

- Comprehensive testing program
  - Symptomatic students
  - Close contacts
  - Wide-net
  - Surveillance
  - Move-in
  - Specific populations
  - Targeted staff
  - Symptomatic staff and faculty

SURVEILLANCE

WIDE-NET

CLOSE CONTACT

SYMPTOMATIC

Response

- Call Student Health Services

- Get tested if needed

- Bring along a packed "go bag"

- Complete a self-report online so we can offer support
  - Students will NOT get in trouble for being sick

- Isolation

- Participation in contact tracing

Response

- Quarantine & isolation
- Coordination with TriHealth and Butler County General Health District
- Individual case management
- Mental health support
- Enforcement

Healthy Community

Community during COVID

- Connection, community, and relationships are still essential
- Life in the halls
- Off-campus guidance
- Student organizations
- New student transition
- Creative and meaningful ways to engage virtually

Communication and education

Communication

- Focus groups, student org meetings
- Videos, educational module
- Social media, blog posts, peer to peer videos
- Webinars for students and families
- Emails, call center

Looking ahead

Looking ahead

- Keep up the messaging
  - Do the right thing
  - You will be cared for
  - We're glad you're here
- Adaptability and creativity
- Partnership is key
- Reallocate resources as needed
- We will continue to make it work!

Thank you to the COVID-19 team!

Student Life Presentation
VP Brownell

Questions & Answers

News and Updates

Division of Student Life • September 2020 • **Special Edition**

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

Rather than our typical report based on one of our six divisional focus areas, the September 2020 updates from the Division of Student Life revolve around how the Division continues to support students' learning, growth, and success through the COVID-19 pandemic, while preparing them for a semester unlike any other.

COVID-19 Related Accommodations

The **Miller Center for Student Disability Services** has taken steps to ensure students who are deaf or hard of hearing do not experience communication access barriers due to opaque face coverings. The center procured transparent face masks that allow full view of the face for lipreading. The ClearMask has been distributed broadly to faculty teaching deaf and hard of hearing students to be used during face-to-face classes. The Miller Center also manages other COVID-19 accommodations and services for students, including facial covering alternatives when reasonable and appropriate, accessible auxiliary aids, housing accommodations, and remote technology support for virtual classes.

COVID-19 Testing

Working with several faculty members, the Safe Return to Campus Committee, and Enrollment Management and Student Success, **Student Health Services** and Student Life leadership have deployed a multi-layered, proactive approach to testing students on the Oxford campus. In partnership with TriHealth, Miami is now able to test up to 3,000 individuals each week on campus through wide-net and surveillance testing. These approaches help identify asymptomatic individuals who are COVID-19 positive and potential clusters of cases.

Additionally, all students moving on campus during the week of move-in (September 14-20, 2020) will be tested for COVID-19 at a satellite testing location in the west Millett parking lot. While only students will be tested, all individuals in each student's move-in party will be screened for COVID-19 symptoms and have their temperatures taken before entering the halls. Students will be able to move in while waiting the 12-24 hours for test results; however, they have been asked to remain diligent with distancing, wearing face coverings, and limiting interactions with other students. All-hall meetings have been moved to a virtual format to support those efforts.

Community Standards & COVID Accountability

The **Office of Community Standards** (OCS), in partnership with the City of Oxford and the Oxford Police Department, has engaged students in growth and accountability this semester. OCS has worked to ensure a consistent and educational response to violations of Miami's expectations and state and local laws around COVID-19 safety. As of September 8, 2020, 141 Miami students who live off campus have been charged with Failure to Comply and Endangering Health or Safety under the Code of Student Conduct for violations related to public health measures.

**The Division of Student Life: Learning. Growth. Success.**
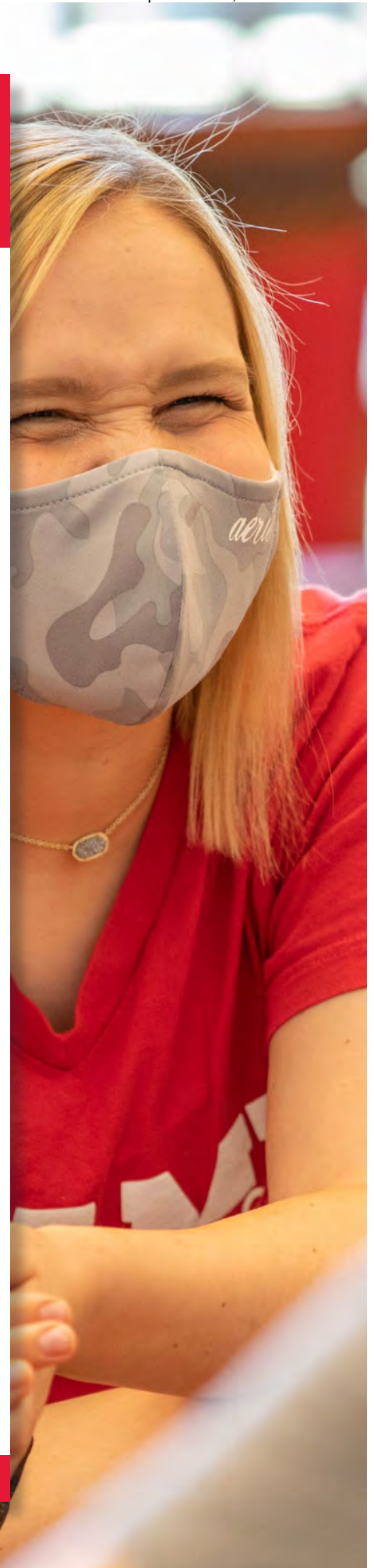
STUDENT LIFE REPORT

Educating/Preparing Students

COVID-19 Healthy Together Module

This summer, the Division of Student Life partnered with third-party vendor *Get Inclusive* to develop and publish a COVID-19 educational module. Similar to other pre-entry online programs (e.g. AlcoholEdu for College, Diversity, Equity, and Inclusion, etc.), the Healthy Together module consists of an interactive training experience with instructional videos, infographics, and scenario-based interactions. The module takes 20 - 30 minutes to complete and incudes resources, public health precautions aimed at reducing disease transmission, and policies and procedures unique to Miami. Students completing the module also electronically acknowledge Miami's "Pledge to the Community." At the end of the training, learners receive a certificate of completion.
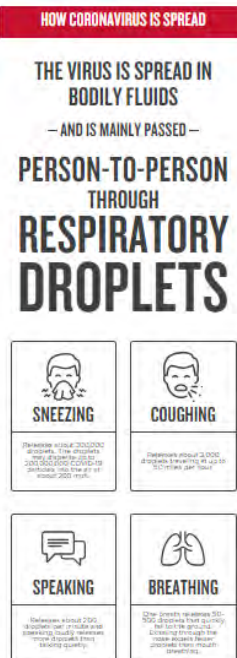
Over 17,000 students have completed the module as of September 10, 2020.

TriCouncil's Open Letter

In response to rising COVID-19 cases in Oxford in early September, the Interfraternity Council, National Pan-Hellenic Council and Panhellenic Council presidents issued an open letter recommending and highly encouraging that every member of the Greek community proactively shelter-in-place. Fraternity and sorority members are leaders in the local and campus community, and taking this step showed that the community is taking COVID-19 seriously and actively trying to slow the spread. This measure was taken seriously by a majority of the Greek community.

Virtual Information Sessions

Over the course of July, August, and September, the Division of Student Life partnered with Academic Affairs to host four information sessions for students and their families. Three sessions, in early August, focused on attendance options and what campus life would look like. About 6,800 people viewed these webinars between live attendees and later views of the recordings. The fourth session, held on September 10, 2020, explained move-in, testing, and more about campus life. About 175 students attended the session live.

Parent and Family Programs continued to host their regular webinar series as well. Topics this summer included financial aid, the tuition bill, and preparing for residential move-in.

Student Life Blog Series

The Division of Student Life published a series of blog posts from July through September on practical COVID-19 topics written in a student-friendly voice. Blog readership increased substantially based on these posts, increasing by 47.9% compared to the same time period in 2019.

Topics included:
- Why are Oxford and Miami taking mass gatherings so seriously?
- Your guide to keeping your home safe and clean
- Do-it-yourself face coverings
- #HealthyTogether printables
- Reframing the don'ts: what we CAN do
- 7 situations to avoid: how risky is it?
- Packing your "go bag" for quarantine or isolation
- Types of face coverings

All posts can be found at blogs.MiamiOH.edu/student-life.
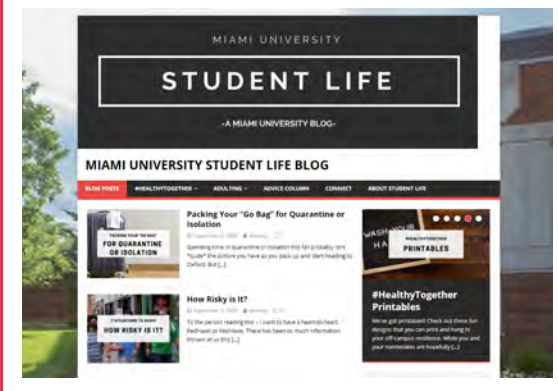
Healthy Together 2020: What to Expect

In early August, the Division of Student Life widely released a Healthy Together video, with Dr. Jayne Brownell narrating an overview of what to expect on campus this fall. Well over 10,000 people viewed the video on YouTube and social media outlets.

SEPTEMBER 2020 | LEARNING. GROWTH. SUCCESS.

STUDENT LIFE REPORT

Social Media

The Division of Student Life led the university on COVID-19 and safe return to campus messaging for students and families on social media. Throughout the summer, Student Life's central social media accounts posted updates, question and answer sessions, educational resources about proactive health measures, and more. This represents a small sample of content; more details are available on Instagram (@MiamiOH_StudentLife), Twitter (@MiamiOH_Student), and Facebook (Miami University Student Life).

Prevention and Education

Every Wednesday, Student Life posted a photo of a Miami student wearing a face covering on Instagram, Facebook, and Twitter, with instructions to swipe to see why they wear face coverings.

On Fridays, the social media focus was on physical distancing, using graphics from beloved Miami University traditions and landmarks and a healthy dose of humor.

Question & Answer Instagram Stories

Student Life also hosted four Q&A sessions on Instagram stories - about return to campus options, COVID-19 testing, and move-in. Over these Q&A stories, students submitted hundreds of questions and the story slides yielded over 300,000 impressions.
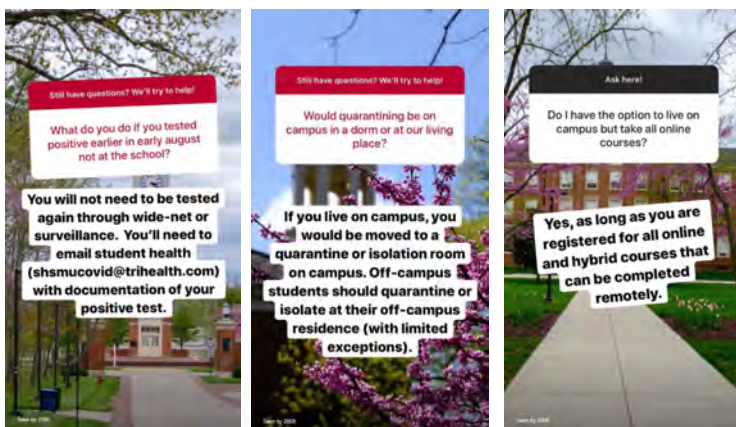
Some story slides were also shared in the Parent and Family Facebook group.

Student Leader Influencer Videos

After many students moved into their off-campus houses and apartments in early August, Student Life reached out to student leaders asking for them to submit videos about following Healthy Together protocols. Over the course of three weeks, Student Life posted 11 student-submitted videos on Instagram from leaders of student organizations, Resident Assistants, and Student Orientation Undergraduate Leaders. Videos garnered 54,533 impressions and were shared 250 times.
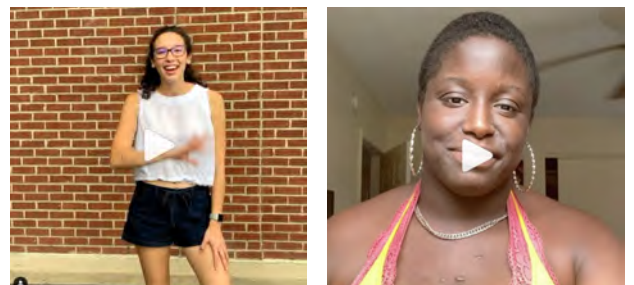
Student body Vice President Jessica Von Zastrow and student body President Jannie Kamara

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STUDENT LIFE REPORT

Quarantine and Isolation

Go Bag Prep

All on-campus students need to be prepared with a "go bag" should they be mandated to move into quarantine or isolation housing for a temporary period. Students are advised to take their go bag with them to health appointments when they are symptomatic, in case they are diagnosed with COVID-19 on the spot. The Division of Student Life provided information and advice for packing a go bag through printed material for every residential student, a Student Life blog post, and social media stories.

Printed explanations of the go bag were provided to every student as they moved into their residence hall.

"I'm Struggling" Form

In response to the remote start to the semester and the additional support students may need in an online learning environment, the **Rinella Learning Center** created the "I'm Struggling" initiative. Students who find themselves struggling in the remote learning environment (academically or otherwise), can fill out the "I'm Struggling" form to ask for support. The Rinella Learning Center staff responds to requests within 24 hours. Even if Rinella is not the best resource to help, staff assist in getting students connected with the right resources on campus.

Collaboration with Butler County General Health District

The **Office of the Dean of Students** (DOS) works closely with the Butler County General Health District (BCGHD) to manage isolation for students who are diagnosed with COVID-19 and quarantine for students who have been contact-traced. This process involves notifying individual students, providing temporary housing reassignments, notifying faculty members of potential absences (students are able to opt out of notification), and support for students throughout their entire quarantine or isolation period. With over 1,200 cases (as of September 10, 2020), staff from other units in the Division of Student Life have been redeployed to assist with this endeavor. There are now over 40 staff members dedicated to effectively managing intake, case management/student support, data collection, and reporting.

Support in the Halls

Staff in the **Office of Residence Life** check in with students residing in quarantine or isolation spaces on campus regularly through phone and email exchanges. They also posted bulletin boards with positive messages to make empty quarantine halls more inviting. Additionally, **Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life** organized and assembled 200 craft and activity kits for on-campus students in quarantine and isolation spaces.

Sample bulletin board (left) and craft and activity kit (right)

Medical Support

Student Health Services provides a TriHealth nurse on rotation for on-campus isolation spaces for students who have COVID-19.

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STUDENT LIFE REPORT

Virtual Programming

Welcoming New RedHawks

Despite the remote start to the semester, students could attend 179 Welcome Weekend and First 50 Days events hosted by 33 offices/departments and coordinated by **Orientation and Transition Programs.** Highlights included magicians and comedians, virtual residence hall meetings, and the Love & Honor virtual pep rally hosted by Miami Athletics. All events shared common goals of introducing new Miami students to campus traditions, building relationships and community, and connecting Miamians from across time zones.

Student Organization Programming

Student organizations have demonstrated creativity and resilience with new ways to host events, meetings, and programs online. For example, Miami Activities and Programming (MAP) averages two virtual programs (e.g. trivia, escape rooms, comedians) and one social media campaign per week (e.g. "Hot Takes" Tournament, a Miam "Cake-Off). The National Pan-Hellenic Council (NPHC) hosted NPHC week in early September with a fundraiser for Talawanda Oxford Pantry and Social Services, opportunities to engage with NPHC alumni, and an online lip-sync battle.

Supporting Student Organizations

Student Activities and Cliff Alexander Office of Fraternity and Sorority Life has found new ways to support student organizations in a virtual environment. On August 23, the office held the first virtual Mega Fair for over 1,200 attendees through a new feature in the Hub, Miami's student organization management tool. They also hosted several Student Engagement and Leadership (SEAL) workshops online, covering topics such as virtual programming best practices, navigating Associated Student Government (ASG) virtual funding hearings, and the health and safety expectations for student organizations this fall.

Diversity, Equity & Inclusion

Our December report will focus on Diversity, Equity and Inclusion updates from the Division of Student Life, but here is a preview of what we have been working on in this area.

Student Life DEI Action Team

With national calls for anti-racism and social justice this summer, the Division of Student Life recently launched a Diversity, Equity, and Inclusion (DEI) Action Team. The Student Life DEI Action Team will work to develop, guide, and advance DEI efforts in the division. The team is charged with developing a Student Life DEI Action Plan; a plan that the division will be accountable to implement - marked by responsible parties, timelines, and measurable outcomes.

Anti-Racism Toolkit

Staff in Student Life curated a guide to help students who want to learn about race and racial injustice, and to advocate for change. The anti-racism resources are intended to meet the student at various points in their journey, whether they are just starting to understand racial inequity or are already actively challenging oppressive systems.

Topics on the site include self-care resources, videos, podcasts, books, articles, activities, and how to speak up and take action against racism.

•   MiamiOH.edu/student-life/student-affairs/anti-racism

Resident Assistant Training

The Office of Residence Life recently welcomed Resident Assistants (RAs) back to campus. During their extensive online training in preparation for the arrival of residential students, RAs engaged in diversity and inclusion circles where they intentionally and meaningfully discussed creating inclusive environments in their on-campus spaces.

> "[The diversity and inclusion circles] helped me think of things that I had never considered and how to respond more appropriately."
> - Rajika "Ra" Robinson, RA in Presidents Hall
>
> "I learned about the importance of asking questions and keeping a student talking to best support them."
> -Bailey Cook, RA in Presidents Hall

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Student Counseling Service

Division of Student Life | Board of Trustees Report
September 2020

Overview

The Student Counseling Service (SCS) is the primary source of mental health services for Oxford campus students, providing clinical services to over 1,850 students last year. SCS' goal is to assist students in developing and maintaining healthy personal, emotional, and psychological functioning as they set and work to achieve academic goals. All levels of interventions are achieved through maintaining a rich and current professional environment consisting of expert staff and a vital and thriving training program for mental health practitioners.

SCS has been accredited through the International Association of Counseling Services (IACS) since 2003, and the doctoral internship in health service psychology has maintained accreditation through the American Psychological Association (APA) since 1999.

This report summarizes some of the key advances and strategies SCS has used on campus to promote student mental health and well-being focusing on three key topics: COVID-19 implications, current utilization data, and campus and community partnerships.

COVID-19 Implications

SCS has remained very active through the COVID-19 pandemic, refining service delivery to provide care to an increasing number of students by developing and expanding the use of telebehavioral health (TBH) services. SCS trained all clinical staff in the provision of TBH. State licensing laws prohibit the provision of clinical services across state lines, so only students residing in Ohio are eligible to take part in individual and group psychotherapy offered via TBH.

Since starting TBH services, SCS has provided 1,283 individual appointments to students across the state of Ohio. SCS has also offered virtual workshops for **all students** (regardless of where they physically resided) on topics such as Coping during COVID, Mindfulness, Expressive Writing: Creative Coping for 2020, and Thinking about Thinking. Virtual workshops are scheduled weekly for the remainder of the Fall semester. SCS offered daily Campus Care sessions throughout the summer and bi-weekly during the Fall semester for any Miami University student, residing in any location/state.

SCS was deliberate, thorough, and measured in its approach to implementing TBH services. SCS clinical staff now has sufficient training and competence to provide high quality TBH services in multiple formats, (i.e. psychotherapy groups, individual counseling, skill building workshops). SCS and the Division of Student Life have invested in technical equipment and software to provide TBH on a secure platform. SCS reorganized systems to integrate TBH

services into its routine operating procedures. For these reasons, SCS can continue to offer TBH services throughout the COVID-19 crisis and beyond.

Utilization Data

The last 10 years has seen a 13.7% increase in the total number of all clinical services (individual and group counseling, workshops, substance use assessments, psychiatric appointments, consultations, and mental health screenings) provided at SCS, despite a slight net decrease of clinical services over the last two academic years. The decrease can be attributed to two primary factors, 1) removal of psychiatric appointments in the statistical accounting now that psychiatric services are managed by Student Health Service/TriHealth, and 2) a temporary demand decrease due to COVID-19. In fact the demand for individual counseling sessions has increased 60% over the last 10 years, which SCS has been able to meet with the additional clinical staff hired in recent years. The increase in service demand is due in part to SCS's targeted outreach efforts encouraging greater awareness of mental health issues and reduced stigma about service utilization.

Many students meet with an SCS clinician on a one-to-one basis to work through personal concerns. Clinicians provide an opportunity for students to explore freely any personal problems or concerns they may not wish to share with family or friends. Relationship concerns, low self-esteem, feelings of hopelessness, disordered eating, safety concerns, identity issues, and anxiety are just some of the issues that can be addressed confidentially in therapy. Similar to individual psychotherapy, group psychotherapy and workshops can provide a much needed sense of not being alone in one's struggles. In group treatment, students see that although others may look "perfect" on the outside, inside they are dealing with similar problems and insecurities. Below is a summary of individual and group counseling sessions.

Individual Counseling/Therapy Appointments

Campus Partnerships and Community Relations

Promoting and protecting students' mental health is larger than SCS and is an institutional priority and effort. To that end, SCS' collaboration with campus and community partners is a cornerstone of its success. Below are some recent examples of meaningful collaboration:

- SCS collaborates with the Center for Student Diversity and Inclusion (CSDI) on Sister Circles and other targeted outreaches to students who are Black, Indigenous and People of Color (BIPOC).
- Sucide Prevention Month (September) is a joint effort between SCS, CSDI and Active Minds, aiming to support BIPOC students struggling with mental health concerns.
- SCS has specific liaisons with Residence Life staff to better support the unique mental health needs of the residential living-learning communities.
- SCS collaborated with Kappa Alpha Theta for Mental Health Awareness Day, providing mental health, wellness, and resiliency training to fraternity and sorority members.
- SCS partners with Miami Athletics and recently hired a Staff Psychologist/Coordinator for Clinical Services to provide one-on-one consultations and team/group sessions to assist with anxiety, depression, eating disorders, sports performance anxiety, and other mental/behavioral health concerns.
- In partnership with Miami Advancement, SCS secured approximately $350,000 in donations to promote and support mental health initiatives.

Summary

In the coming year, SCS will continue to strategically collaborate with Student Life and Academic units on outreach and programming. We also expect to move locations this year to a temporary space as construction will begin on Miami's new Clinical Health Sciences building. Despite the change and transition permeating the 2020-2021 year, SCS will continue to provide a high level of ethical and professional clinical care to the entire Miami community, rooted in values of access, risk-management, inclusion, and holistic student success.

Sexual and Interpersonal Violence

Division of Student Life | Board of Trustees Report
September 2020

Our Commitment

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

Prevention Efforts

NASPA Culture of Respect Collective:
Miami's Office of Student Wellness has been an active member of NASPA's third cohort of "Culture of Respect Collective." The Collective is a two-year program that brings together institutions of higher education who are dedicated to ending campus sexual violence and guides them through a rigorous process of self assessment and targeted organizational change. Each diverse cohort works from a public health framework and relies on cross campus collaborations and peer led learning to make meaningful programmatic and policy changes. As of December 2019, Miami completed the Collective's Individualized Implementation Plan, which ultimately created 18 timely and specific actionable steps the university could take to address six focus areas: survivor support, policies, ongoing assessment, schoolwide mobilization, public disclosure, and multi-tiered education. As of June 2020, six of the eleven steps planned for this time frame are complete. Plans to complete the other five steps were stalled due to complications created by COVID-19 and are planned for completion in Fall 2020.

Office of Violence Against Women Grant
The Division of Student Life (Office of the Dean of Students and Office of Student Wellness) continue to maintain a grant through the U.S. Department of Justice's Office of Violence Against Women (OVW) in the amount of $300,000, awarded in 2018 over the course of three years. The grant allowed Miami to add a second Victim Advocate to support victims/survivors of sexual assault, domestic violence, dating violence, and stalking. This advocate is funded by the grant, in partnership with the community agency Women Helping Women, a non-profit organization providing prevention, crisis intervention, and support services for survivors of dating violence, sexual violence, domestic violence, and stalking in Hamilton and Butler counties. The grant, titled the "Campus Program" grant, has allowed seven members of staff at Miami and partnering law enforcement agencies to attend three Technical Training Institutes focusing on policies and strategies based on current research and best practices in preventing and responding to campus sexual and interpersonal violence.

The Campus Program grant inspired the creation of a Comprehensive Community Response Team (CCRT) at Miami, as well as two sub-committees formed within the larger multidisciplinary team. The specialized sub-committees, one focusing on prevention and the other on response,

have been leaders on campus in terms of analyzing prevention and response efforts, implementing changes to combat barriers identified by students and staff, and continuing to evaluate progress made by the CCRT.

The CCRT has completed many initiatives to date thanks to this grant:
- Two members of the CCRT work in law enforcement; in January, they brought an experienced law enforcement professional to provide specialized training on implicit bias related to sexual and interpersonal violence to both campus and local police departments serving Miami's campus and the surrounding area.
- The CCRT has developed processes and plans to provide marginalized students with culturally relevant programming related to sexual and interpersonal violence on campus, including students of color, students who identify as LGBTQ+, international students, and students with a disability.
- The committee ensured that appropriate and inclusive resources are available to students on the topic of sexual and interpersonal violence, including materials translated into Mandarin to better serve international students.
- The CCRT reviewed and updated Miami's website to be more user-friendly, including policies and reporting information related to sexual and interpersonal violence on campus
- The Campus Program grant continues to be coordinated by a grant-funded Program Coordinator position within the Office of Student Wellness and allows for new goals to be implemented regularly as it relates to prevention and response efforts of sexual and interpersonal violence on Miami's campus.

Students' input heavily influences initiatives adopted by the CCRT to ensure that campus continues to maintain and promote a safe, inclusive, and supportive environment. The CCRT is committed to partnerships on and off campus, staying informed, and creating innovative approaches.

Response Efforts

The U.S. Department of Education released new regulations in May mandating how colleges and universities must investigate and adjudicate sexual misconduct cases under Title IX. In response to the new regulations, Miami formed a Title IX compliance working group to update Miami's policy, process, and procedures. The group actively engaged with students and employees over the summer to hear concerns and answer questions. The Office of the Dean of Students provided updates to students on the group's progress prior to publishing our new policy on August 14, 2020. The Interim Sexual Misconduct Policy for Students is available online.

The Office of Community Standards updated the Code of Student Conduct investigation and adjudication processes to reflect the requirements of the new Title IX regulations. The Title IX investigator and all decision makers involved in any part of the Title IX investigation or adjudication received training required by the new regulations as well. The Office of Community

Standards has received one referral for investigation under the new regulations as of September 14, 2020. Staff are fully prepared to conduct investigations and adjudicate proceedings in accordance with the new regulations.

The Office of the Dean of Students (DOS) continues to advance new and ongoing steps to enhance our response to sexual assault and interpersonal violence at Miami. Last fall, DOS commissioned a Sexual and Interpersonal Violence (SIV) Response Team, composed of employees, students, and campus partners, to continuously review Miami's response to SIV and implement needed change. Through that review, steps have been taken to create a more effective and coordinated response to sexual misconduct. An example of this collaborative work is the recent launch of the reimagined [SIV website](#) to provide improved access to information, easier navigation, and additional resources. DOS is also expanding partnerships with local agencies and creating tailored student resource guides, focusing on meeting the unique needs of specific communities and groups.

Regardless of the everchanging landscape, our position is resolute: we remain committed to cultivating a safe and inclusive campus community that is free of sex discrimination, sexual harassment, and sexual violence. We will continue to ensure a prompt and equitable process for investigating and responding to complaints of sexual misconduct. Campus community members and visitors can continue to turn to the Office of the Dean of Students for information about their rights and options for addressing sexual misconduct.

Summary

The creation of a healthy and safe learning, living, and working environment is a shared responsibility and value at Miami. The Office of Student Wellness, the Office of the Dean of Students, and the Office of Community Standards work collaboratively to lead Miami's SIV prevention and response efforts. We approach this work with a continuous improvement mindset. As part of our commitment to address these persistent issues, we will continue to listen, engage, and examine practices that improve our response to, and prevention of, sexual and interpersonal violence at Miami.

Student Activities and the
Cliff Alexander Office of Fraternity and Sorority Life

Division of Student Life | Board of Trustees Report

September 2020

Student Organization Virtual Support

Student organization involvement has faced a number of challenges due to the ongoing pandemic. In the face of these challenges, student organizations and their student leaders have been adaptable, creative, and resilient, developing new and creative ways to host their events, meetings, and programs online. Additionally, our support for student organizations has been equally creative, adaptive, and resilient.

On Sunday, August 23, we held the student organization involvement fair, Mega Fair, online for over 1,200 attendees. We also provided Student Engagement and Leadership (SEAL) workshops online to support students through a virtual semester of involvement. Workshops covered topics such as virtual programming best practices, navigating Associated Student Government (ASG) virtual funding hearings, and interpreting health and safety expectations for the Fall semester.

First-Year Student Virtual Support and Programming

The Office hosted several events and sessions welcoming the Class of 2024 between June and August. While incoming students learned about campus resources through the orientation Canvas course, we hosted a few live sessions to help connect students and families to resources supporting their involvement. Additionally, Miami Activities & Programming (MAP) hosted four events during a virtual Welcome Weekend for first-year and transfer students.

The MAP team continues to engage with students and create memorable opportunities and experiences for them to feel at home in the Miami community. While challenged with meeting students where they are virtually, our programming team has been creative in planning and executing fully virtual and social media campaigns, averaging two virtual programs and one social media campaign each week. In August, MAP hosted nine virtual events with activities such as trivia, comedy, mind readers, and escape rooms, for over 320 students. The social media campaigns have been very successful, with over 9,200 students engaging in two weeks of challenges like "The Miami Cake Off." In addition to hosting virtual events, the Office supported students on campus in isolation and quarantine by organizing and assembling 200 craft and activity kits that included puzzles, coloring pages, calligraphy, knitting, playing cards, and a tutorial for drawing Swoop.

Fraternity and Sorority Life Housing Update

Three meetings were held this summer with chapter leadership, house corporations, and advisors to help members prepare to open their houses. In an effort to provide information and create channels for communication, chapter and council leaders and advisors had a virtual meeting with Student Life leadership and the Commissioner of the Butler County Health District and her staff in late July. As a result, chapters invited Butler County Health staff to inspect their houses and make recommendations on their COVID-19 prevention and mitigation plans.

In response to the rising cases of COVID-19 in the community after off-campus students returned to Oxford, and positive cases being reported in chapter houses, the decision was made to require each chapter house to restrict access of non-resident guests. This requirement began at 8:00 pm on Friday, August 28, 2020 and remained in effect until 8:00 am on Tuesday, September 8, 2020. Essential personnel for the chapter (e.g. chefs, maintenance workers, or property managers) were not included in this restriction. Any failure to comply with this restriction will be considered during the Spring 2021 review of the chapter's application for second-year exemption. As of Friday, September 4, all chapters have complied with this restriction and several have taken measures above and beyond to ensure the safety of their resident members. The chapters are also taking steps to limit access to chapter houses once new students arrive on campus, keeping the circle of who comes into these residences as narrow as possible for everyone's health and safety.

TriCouncil Letter

Also on Friday, August 28, 2020, the Interfraternity Council, National Pan-Hellenic Council, and Panhellenic Council presidents issued an open letter recommending and highly encouraging all members of the Greek community to shelter-in-place for two weeks. Fraternity and sorority members are leaders in the local and campus community, and taking this step showed that the community is taking COVID-19 seriously and are actively trying to slow the spread. Initial reports indicated that the weekend of August 29-30 was less social and students were less active than previous weekends. It is yet to be determined the effect these measures have on the spread of COVID-19 throughout the community, but the efforts of Greek leaders have not gone unrecognized.

National Pan-Hellenic Council (NPHC) Programming

NPHC Week occurred September 7-11, 2020. Events aimed to familiarize new students with Miami's culturally-based fraternal organizations on campus and engage them during their first weeks on campus. Given the circumstances surrounding the COVID-19 virus, the council moved the events to a completely virtual experience.

- *Monday:* On their Instagram, NPHC shared voter registration information and how to vote as a college student who is likely away from their permanent residence.
- *Tuesday:* The council held a virtual fundraiser on Instagram for the Talawanda Oxford Pantry and Social Services (TOPSS). The entire Greek community has pledged to raise money for TOPSS this year.

- *Wednesday:* The council hosted an NPHC alumni networking event. A panel of NPHC Miami graduates discussed their current work positions and how students can prepare for the professional world after they graduate from Miami.
- *Thursday:* The NPHC Seminar is required for students who want to join an NPHC fraternity or sorority. Students learned the history of NPHC on college campuses and how to get involved in NPHC at Miami. They could also ask current members questions about their experience.
- *Friday:* A Zoom Lip Sync was held as a fun way to get students to meet and spend time with one another.

Planning for Virtual Recruitment

Panhellenic

Panhellenic at Miami is fortunate to hold their formal recruitment event in the Spring semester. While most schools have had to figure out how to host their recruitment events virtually this fall in the midst of COVID-19, we have had some time to plan what will work best for the Miami community. The National Panhellenic Conference recently advised all Panhellenic communities to plan for a virtual or hybrid Spring formal recruitment. Registration for formal Spring recruitment opened on August 1 for potential new members and runs until December 1. So far registration numbers for Spring 2021 recruitment are nearly steady compared to last year. Virtual Sprite dates will happen late September and early October, allowing potential new members the opportunity to meet the chapters. Sprite dates will occur using Instagram Live.

Interfraternity Council (IFC)

Hosting IFC recruitment in the Spring semester allows Miami to watch and learn from how other campuses across the country conduct their formal recruitment period during the pandemic. IFC is planning to host a completely virtual formal recruitment process. Details are still being determined as we continue exploring implementation options at Miami. The Interfraternity Council has also increased the promotion of recruitment this fall to both first- and second-year students, and will be hosting a variety of virtual events for potential new members to interact with chapter members. The traditional Greek 101 will be held virtually this fall. New to the IFC recruitment process will be an app for potential new members for easier access to chapter profiles, recruitment dates and updates, and event announcements. We hope to continue the growth that the IFC community has seen the last couple years.

General Membership

Chapter membership for Fall 2020 is comparable to previous fall semesters, despite some initial concerns that membership may drop as a result of primarily remote and virtual programming. Chapters are using virtual events and activities to engage members and create belonging and friendships, especially with the newest members. Several chapters hosted remote philanthropy activities and found ways to connect with each other while providing needed resources to community agencies. We continue to observe strong interest in membership opportunities as new students desire the opportunity to find a group of friends they will one day call family.

MIAMI UNIVERSITY CAMPUS SERVICES

Campus Services Center

2020-2021 Occupancy Report # 1 (Prior to No Shows)

9/12/2020

Building Name	Standard Capacity	Residents	Occupancy %	Vacancies	Capacity Reductions
Anderson	217	148	68%	68	1
Beechwoods	266	152	57%	110	4
Bishop	94	46	49%	47	1
Brandon	144	113	78%	29	2
Clawson	120	88	73%	31	1
Collins	145	93	64%	44	8
Dennison	271	178	66%	90	3
Dodds (Quarantine/Isolation)	0	0	0%	0	
Dorsey	212	147	69%	65	
Elliott	35	19	54%	15	1
Emerson	337	231	69%	101	5
Etheridge	237	118	50%	114	5
Flower	266	187	70%	77	2
Hahne	366	248	68%	107	11
Hamilton	181	42	23%	138	1
Hawks Landing (Leased Apts)	164	96	59%	68	
Havighurst	332	240	72%	91	1
Hepburn	267	199	75%	61	7
Heritage Commons					
Blanchard House	72	39	54%	33	
Fisher	72	37	51%	35	
Logan	70	33	47%	37	
Pines Lodge	72	32	44%	40	
Reid	72	33	46%	39	
Tallawanda	72	29	40%	43	
Hillcrest	270	110	41%	143	17
MacCracken	175	75	43%	99	1
Maplestreet Station	91	45	49%	42	4
McBride	142	101	71%	40	1
McFarland	143	107	75%	36	
McKee (Quarantine/Isolation)	0	0	0%	0	
Miami Inn (Quarantine/Isolation)	0	0	0%	0	
Minnich	253	98	39%	150	5
Morris	371	242	65%	106	23
Ogden	172	105	61%	51	16
Peabody	153	94	61%	48	11
Porter	183	112	61%	70	1
Presidents	348	239	69%	107	2
Richard	212	115	54%	96	1
Scott	253	101	40%	148	4
Stanton	203	136	67%	65	2
Stoddard	45	20	44%	25	
Stonebridge	265	113	43%	145	7
Symmes	196	138	70%	58	
Tappan	300	215	72%	84	1
Thomson (Quarantine/Isolation)	0	0	0%	0	
Wells (Quarantine/Isolation)	0	0	0%	0	
Withrow	281	177	63%	98	6
	8140	**4891**	**60%**	**3094**	**155**

Grand Totals	**8140**	**4891**	**60%**	**3094**	**155**
One Year Ago	8581	8367	98%	214	0

University Communications and Marketing Update

Presented by Jaime Hunt, Vice President and Chief Communications and Marketing Officer

UCM Presentation
CMCO Hunt
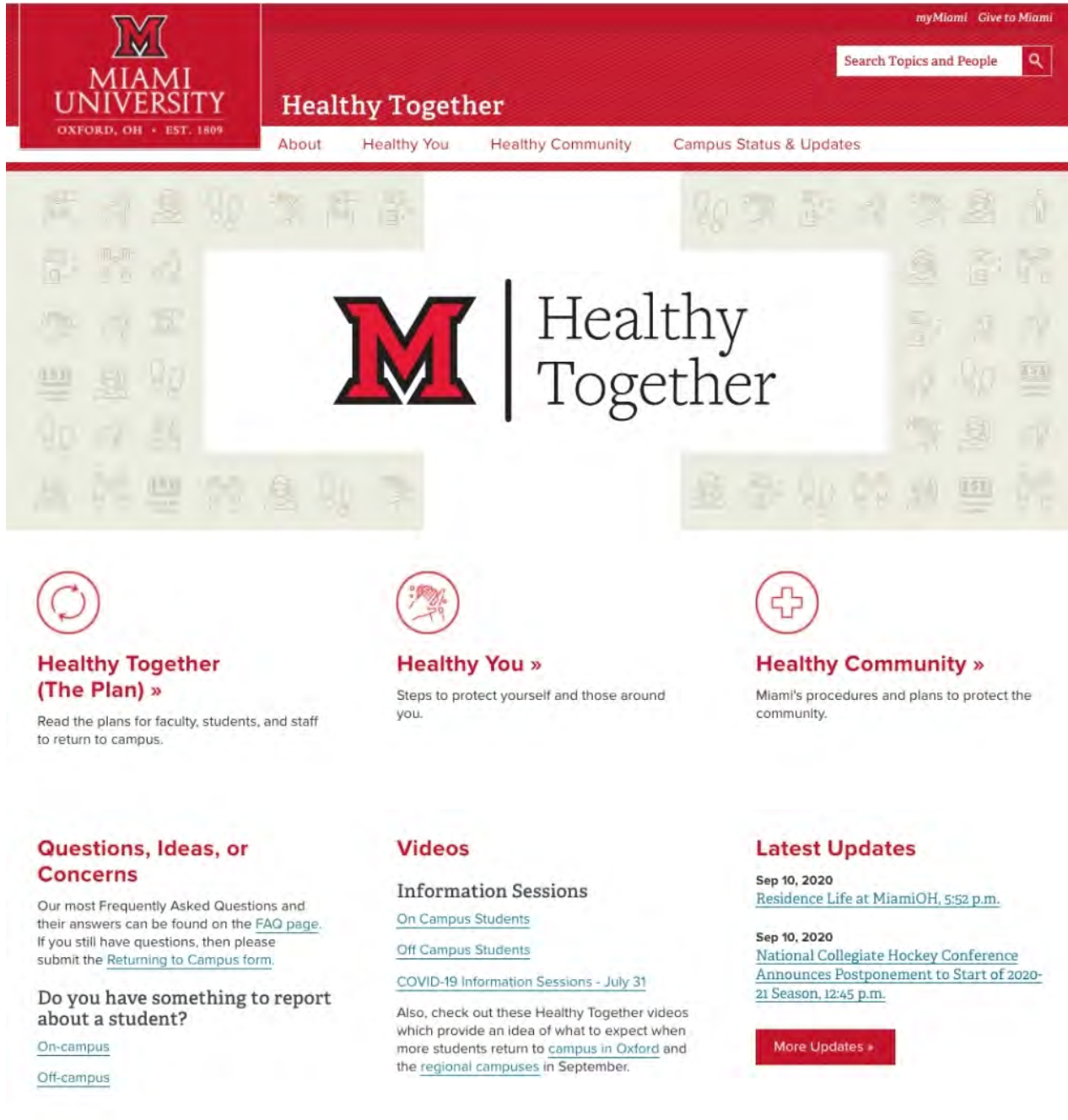
Healthy Together

UCM developed a website and other communications for the Healthy Together return-to-campus plan. The communications emphasized information, policies, and guidelines that help protect the collective health of the Miami community and Miami's tradition of delivering high-quality educational experiences. UCM also supported Physical Facilities with signage across campus.

Diversity, Equity and Inclusion

To better inform the community about Miami's institutional commitment to social justice, UCM provided critical communications support to President Crawford's Diversity, Equity, and Inclusion Task Force. UCM staff will continue working with the Interim Vice President for Institutional Diversity and Inclusion to amplify DEI messaging to the Miami constituents and wider audiences.

Fall App Gen Campaign

Launched in August; continued enhancements planned

Driving traffic to a customized landing page: MiamiOH.edu/apply2021

Including CTV video ads; working on retargeting ad sets and landing pages.

Key messages include merit scholarships, the Honors College, career preparedness, interdisciplinary opportunities including 3+1, 4+1, tuition promise, etc.

Recruitment Support

UCM has partnered with EMSS to create a series of new recruitment materials, including new Visit and Travel brochures; a new Viewbook; an Apply postcard series featuring Miamians in History; and the High Ability brochure, featuring honors college and other research opportunities.

Personas and Journey Map

In collaboration with EMSS, UCM is developing prospective student personas and a customer journey map. These tools will allow our team to be more effective marketers.

The personas will allow us to segment prospective students into targeted audiences (based on demographics, attitudes, and behaviors). The customer journey map will then serve as a visual representation of each persona's journey through confirmation of their enrollment.

Virtual Experiences

Through collaboration with EMSS, UCM created a student-guided virtual campus tour.

UCM also supported the development of high-quality virtual experiences in support of recruitment and yield.

New Website

Finalizing development to improve accessibility of the new web designs. Once changes are implemented, the website will launch with the top 17 pages.

Additionally, the majors/minors database is in the final stages of development and will launch soon.

Brand Refresh

Using the brand research and foundation completed last year by Stamats, we are beginning the development of refreshed brand standards. We will be taking a comprehensive look at our brand foundation, brand architecture, brand style and content guidelines to ensure our brand is in a strong position as we come out of the pandemic.

Reinvigorating the Communications Forum

To foster collaboration and to build partnerships across campus, the Communicators Forum is being relaunched. The Forum will bring together communicators from across campus to share ideas and best practices, as well as identify opportunities for collaboration.

UCM wins design awards

UCM won two Excellence Awards in the University & College Designers Association (UCDA) Design Awards – Print and Digital Competition. The UCDA Design Awards demonstrated UCM's commitment to collaborating with campus partners to produce concise messaging and creative visuals that effectively tell Miami's story.

Miami won Excellence Awards for the "Miamians Make History" postcard series and Miami's virtual visit landing page.
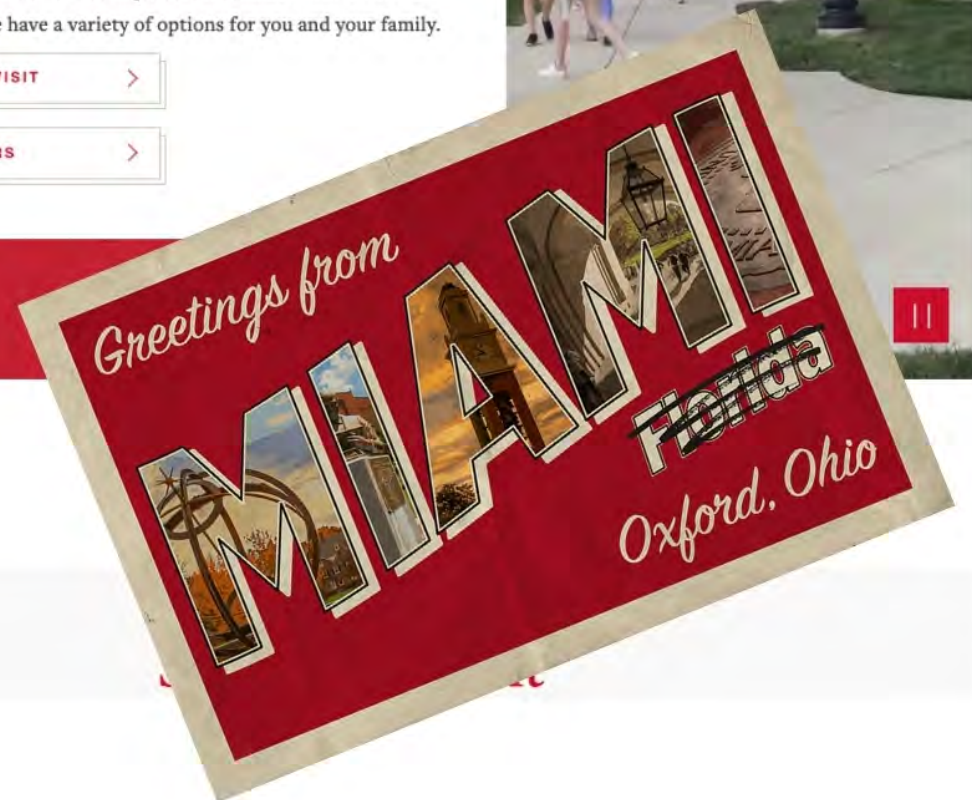
NEWS & UPDATES

University Communications & Marketing

SEPTEMBER 2020

ONGOING PROJECTS

▲ UCM helped tell the story of the relationship between Miami University and the Miami Tribe.

▲ UCM helped develop the Healthy Together website and communications plan for students, faculty, and staff returning to campus.

MIAMI AND THE MIAMI TRIBE

The story of Miami and the Miami Tribe of Oklahoma was brought to life as UCM collaborated with the Myaamia Center, Alumni, and Athletics to share a historical account of the facts behind our RedHawk mascot and plans for a deeper relationship. Miami and the Tribe have reached significant milestones that go well beyond the change of a mascot name, which led the way to a partnership characterized by a steadfast determination to strive for educational excellence.

UCM HELPS GENERATE ADMISSION APPLICATIONS

The admission application for 2021 opened August 1, and UCM is taking an integrated approach to support application generation. A new landing page serves as the hub for a digital advertising campaign targeting high school seniors and their parents. Marketing materials were created for admission counselors to use when campus visits and recruiting travel aren't possible. Collaboration with Enrollment Management and Student Success resulted in a new publication that relies on data visualization to tell the story of Miami's return on investment.

WORKING TOWARD INCLUSIVE EXCELLENCE

To better inform the community about Miami's institutional commitment to social justice, UCM provided critical communications support to President Crawford's Diversity, Equity, and Inclusion Task Force. Efforts ranged from promoting a Juneteenth webinar and five town hall meetings to weekly task force updates to a dedicated web presence for the task force pillars and recommendations.

PROVIDING SUPPORT FOR HEALTHY TOGETHER PLAN

UCM developed a website and other communications for the Healthy Together return-to-campus plan. The communications emphasized information, policies, and guidelines that help protect the community's collective health and tradition of delivering high-quality educational experiences. A brand toolkit was created for campus communicators to use with social media and templates for Physical Facilities' signage plan.

UCM WINS DESIGN AWARDS

UCM won two Excellence Awards in the University & College Designers Association (UCDA) Design Awards. The UCDA Design Awards exhibit the commitment to collaborating with campus partners to produce concise messaging and creative visuals that effectively tell Miami's story. Miami won Excellence Awards for the "Miamians Make History" postcard series and virtual visit landing page.

UCM WELCOMES NEW LEADER

Jaime Hunt started September 1 as vice president and chief marketing and communications officer. Hunt comes to Miami from Winston-Salem State University in North Carolina. Transformation has been a hallmark of her career, and she brings expertise in brand strategy, website redesign, recruitment marketing, and crisis communications. She will lead UCM's innovation already underway in areas including creative services, communications analytics, licensing and trademarks, digital marketing, social media, and web development.

◄ The "Miamians Make History" campaign highlighted students, faculty, staff, and alumni.

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

Marketing
by the Numbers

June 1 - August 31, 2020

SOCIAL MEDIA

7.6M
Total social media impressions on the university's primary accounts

🐦 724K   📷 2M

📘 4M   in 683K

278K
Total social media engagements

🐦 54K   📷 40.5K

📘 155.6K   in 27K

404.8K
Total social media followers

🐦 53K   📷 65.7K

📘 95K   in 190K

WEBSITE

963.9K
New website visitors

4.9M
Website page views

Social Media
top highlights

June 1 - August 31, 2020

miamiuniversity

In recent weeks we've been alerted to racist, prejudicial, and hateful statements made by Miami students on social media — **they are reprehensible.**

Liked by miamioh_studentlife and 4,908 others

miamiuniversity In recent weeks we've been alerted to racist, prejudicial, and hateful statements made by Miami students on social media... more

View all 753 comments

Miami University
190,563 followers
1mo

During a time of unprecedented growth in financial need of our students, Miami University alumni Jennifer '97 and Brian Niccol '96, CEO of Chipotle Mexican Grill, have established the Niccol Family Scholarship which will provide full tuition, room and board to at least one student in the Miami University Farmer School of Business and the Miami University College of Creative Arts. Read the full story https://lnkd.in/dvy5A3n

Niccol family to fund scholarships in Farmer School, College of Creative Arts
blogs.miamioh.edu · 3 min read

2,179 · 41 Comments

Miami University
@miamiuniversity

Please read this important message from President Crawford regarding reports of inflammatory comments made toward protesters at an off-campus location: miamioh.edu/about-miami/le...

12:29 PM · Jun 5, 2020 · Twitter Web App

View Tweet activity

21 Retweets   136 Quote Tweets   77 Likes

News
by the Numbers

June 1 - August 31, 2020

13
News media pitches

23.3M
News reach

3.4K
News mentions

$4.1M
PR value

15
National news media mentions

▶ Miami was mentioned in everything from *USA Today*, *The Washington Post*, and ESPN to NBC News, *The Los Angeles Times*, and CBS News.

10.2K
Personalized student stories

3.4K
Press releases sent via Merit about students recognized for academic achievement

33.8M
Merit-generated impressions on social media

SEPTEMBER 2020

Enrollment Update
Board of Trustees

September 2020

Fall 2020

2020 Key Successes

- Reversed declining trend in Ohio and domestic non-resident applications

- Launched completely virtual Make it Miami, prospective, and division-specific programming, including the Summer Series and Summer Scholars program

- Multiple pivot points due to COVID-19

3

2020 Key Successes

3,823

First-year
Students

27.6

ACT Average

3.76

Average High School
GPA

2020 Key Successes

600
Honors Program Students

300
University Academic Scholars Program Students

15
Presidential Fellows

Fall 2020 Confirmations
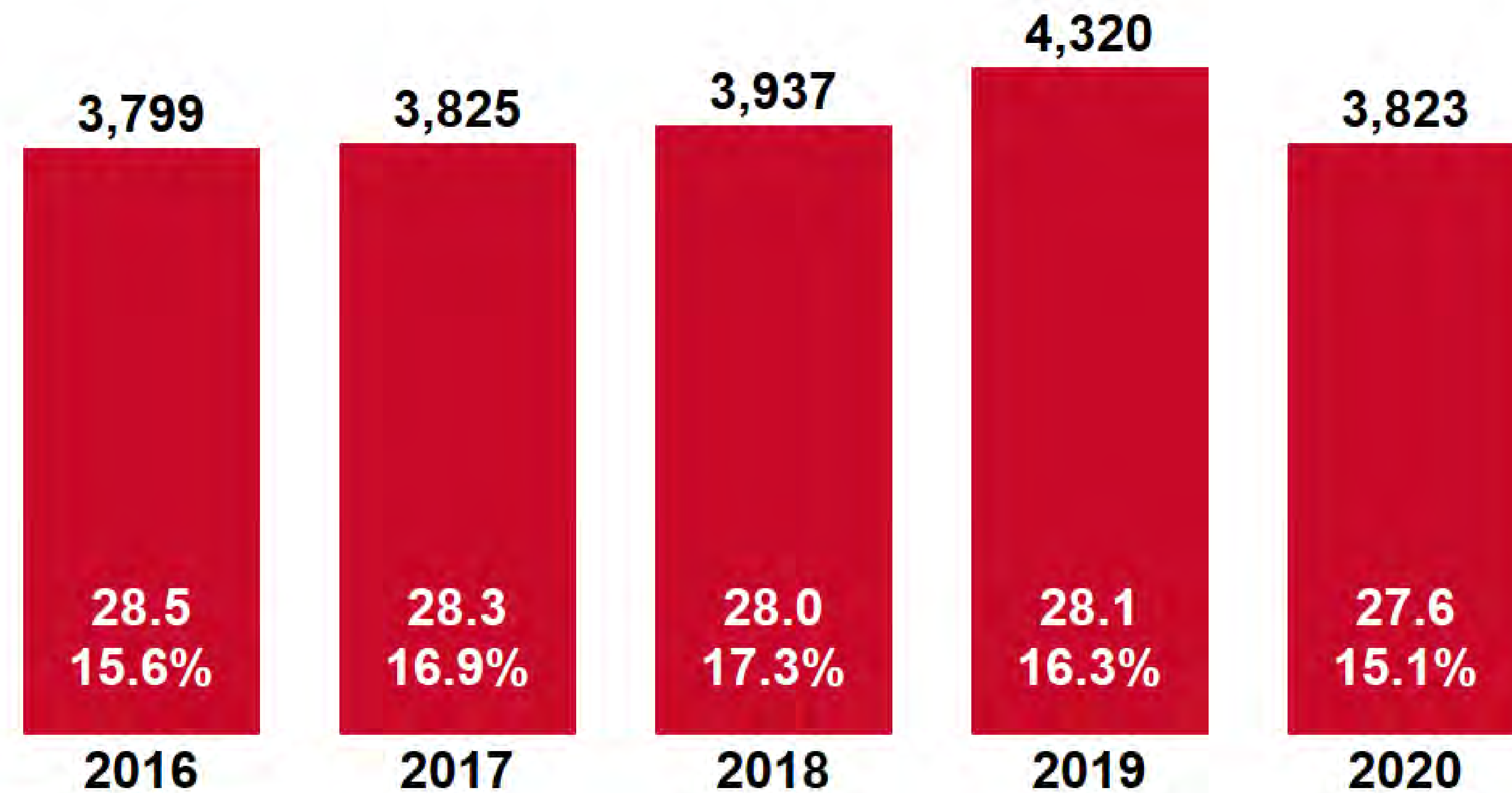
Avg ACT Best
% Student of Color

2021 Defer Strategies

- Launched communication plan to keep them engaged throughout the semester and year
- The Office of Orientation and Transition Programs is providing:
  - tailored orientation programming;
  - confirmed student communications;
  - an assigned orientation leader.
- Generous transfer and scholarship policies
- Unique streamlined application for those transferring credits

Fall 2020 Confirmations
Residency

	2016	2017	2018	2019	2020
Non-Resident	1,671	1,630	1,538	1,771	1,510
Domestic Non-Resident	1,388	1,318	1,246	1,588	1,403
International	283	312	292	183	107
Ohio Resident	2,128	2,195	2,399	2,549	2,313
Grand Total	**3,799**	**3,825**	**3,937**	**4,320**	**3,823**

Data as of 15th Day of Fall Semester

8

Fall 2020 Confirmations
International
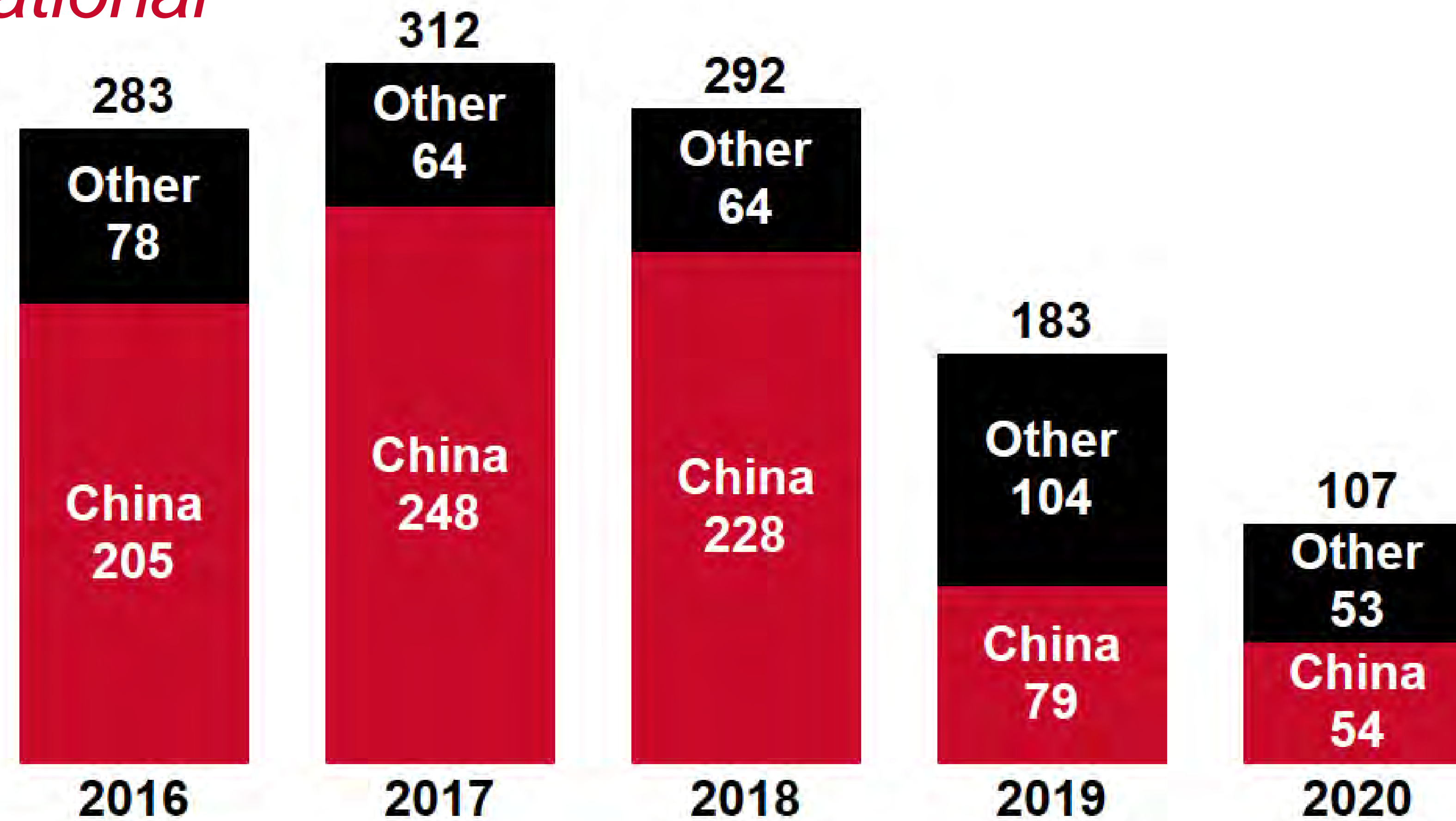
Enrollment Research and Analytics

Fall 2020 Confirmations
Academic Division

	2016	2017	2018	2019	2020
CAS	1,871	1,823	1,887	1,804	1,531
FSB	893	948	834	1,203	1,104
CEC	450	470	490	554	418
EHS	416	375	445	426	404
CCA	169	209	221	244	284
CLAAS	--	--	60	89	82
Total	**3,799**	**3,825**	**3,937**	**4,320**	**3,823**

Data as of 15th Day of Fall Semester

10

Fall 2021

Inquiries

2017: 51,887
2018: 56,275
2019: 57,753
2020: 58,659
2021: 67,757

Enrollment Research and Analytics
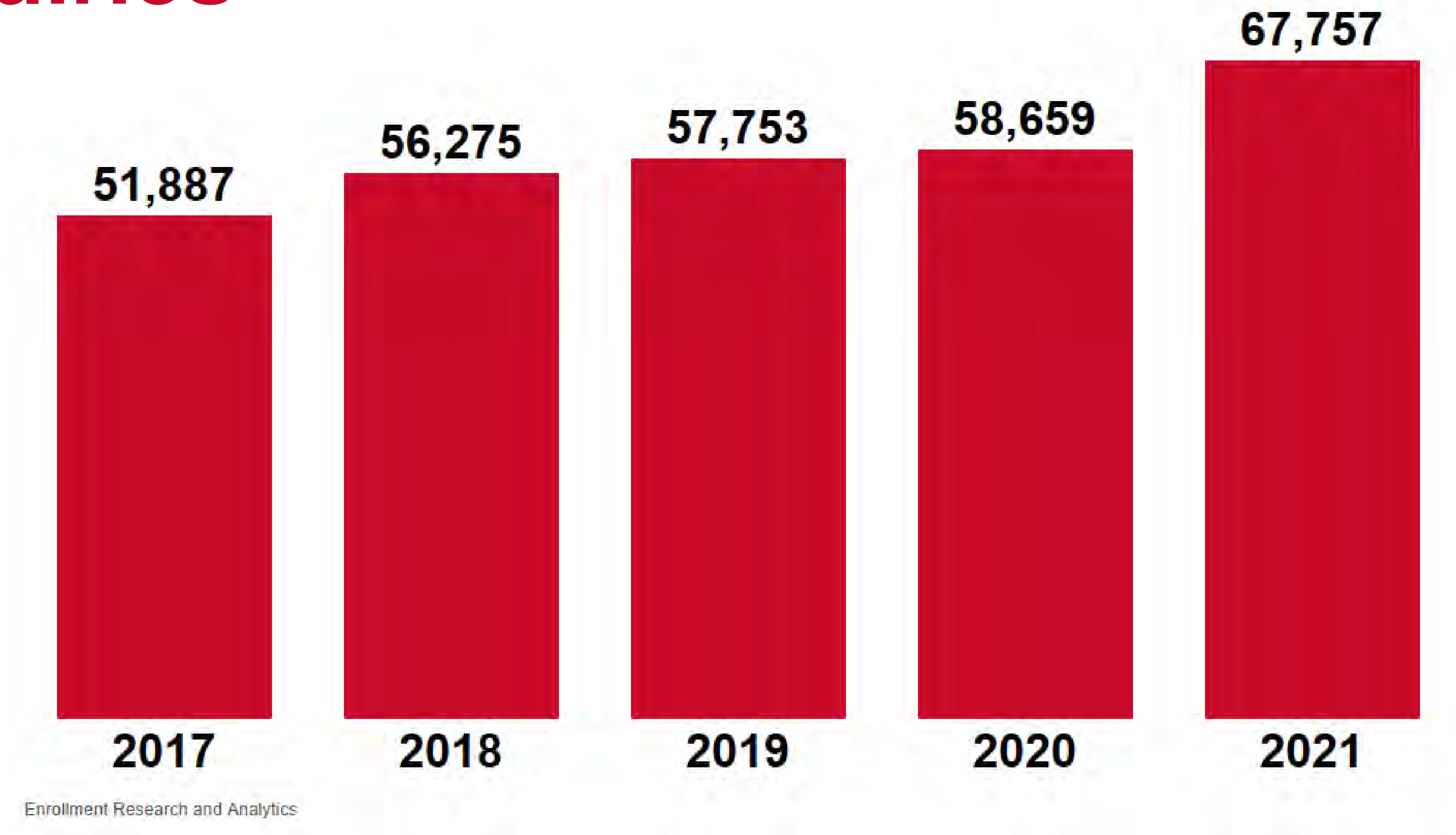
Data as of 15th Day of Fall Semester

2021 Strategies

- Test-Optional for review, scholarships, and honors programs

- Increased name purchases and geographic reach

- Digital advertising to promote scholarships

- 90-Day email drip "apply" campaign

- Virtual events, including university open houses and joint counselor updates with other national institutions

13

2021 Strategies

- Single-family in-person tours and self-guided tour

- Virtual high school visits, fairs, and "Meet Miami" meetings

- Texting campaign with nudges for each step of the process

- Refreshed branding and messaging

- Web engagement

14

Virtual Campus Tours

#MIAMIOH

Nothing can replace an in-person campus tour, but these videos are the next best thing. See some of the highlights Admission tour guides share on their guided campus tours and check out video tours of Miami academic facilities.

SELF-GUIDED CAMPUS TOUR

CAMPUS TOUR HIGHLIGHTS

EXTENDED CAMPUS TOUR

SCHEDULE A VISIT

The people of Miami are eager to meet you! Use the resources below to register for events based on your interests and where you are in your college search. We have events for admitted and prospective students, as well as events tailored for transfer and international students. Find the event(s) that appeal to you and connect with Miami!

PROSPECTIVE ⌄   ACCEPTED   INTERNATIONAL   TRANSFER   GROUP VISITS

Prospective Students

Interested in Miami but haven't yet applied? Register for our prospective student events.

Admission Information Session for First-Year Students

REGISTER >

Farmer School of Business Information Session

REGISTER >

Honors College Information Session

REGISTER >

miamioh.edu/visit

2021 International Strategies

- Continue to streamline application processes

- Aggressive merit scholarship strategies

- Formal agreements with global and country-specific agencies

- Country-specific programming

  - Digital campaigns

  - Social

  - Virtual events

  - Translated communications

Questions?

MIAMI UNIVERSITY
ENROLLMENT MANAGEMENT
& STUDENT SUCCESS

September 2020   Board of Trustees Report

Office of the Vice President

Call Center

On July 28th a call center was established to provide answers to questions that our students and their families had surrounding the fall 2020 return to campus options email sent by President Crawford. EMSS led the effort for this iteration of the call center, however, we had many partners across the University who volunteered their time to assist. This truly was a University-wide effort. During the 19 days that the call center was in service, we received:

4,520 phone calls | **696** email inquiries

The call center had a total of 119 staff who volunteered to provide assistance by answering phones, answering email inquiries or being established as the point person for their respective area on campus. Staff who volunteered to answer the calls were provided four-hour shifts. The call center always had at least 15 staff members per four-hour shift on the phones ready to assist our students and their families. This was a total of at least 30 staff members who provided 120+ hours daily to this effort.

On September 9th, the call center was reactivated in response to the announcement we would be returning to campus for live instruction on September 21st. As with the previous call center, we have staffed the lines with at least 15 staff for each four-hour shift. This iteration of the call center has grown in volunteers as we now have 166 staff, primarily EMSS and Student Life staff. Since the call center has been in service, we have received:

120 phone calls per day | **150** email inquiries submitted

Office of the Bursar

16,000 payments processed for Fall 2020 | **3,738** students enrolled in payment plans

Student Success Center

Miami Cares Program

We collected 9,276 meal swipe donations and we have given out 1,339.
We have given out 58 refurbished laptops to students in need since April 2018.
We have helped 44 students with emergency housing needs since April 2018.

These numbers dipped some because housing and meals were basically unavailable for students during Spring semester.

Scholarship Requirements

In order to be eligible for a $300 book scholarship in Fall 2020, Scholars had to complete the following requirements during Spring 2020:

- Earn 15 hours of credit for the semester or
  27 hours total for 2019–2020 school year
- Achieve a 3.00 term GPA or higher
- Meet with Success Coach

2019/2020 Cohort (Inaugural class)

The Miami GradU8 Scholars program welcomed 225 Ohio Pell students during its inaugural year in Fall 2019. Of the 225 students who began the program in Fall 2019, 220 or about 98% returned for the spring semester.

Rising second-year Scholars represent 62 different majors at Miami, including undeclared and University Studies majors. The top three majors among Scholars were still Psychology (16), Biology (16), and University Studies (12). In each case, three to four students declared a new major. Kinesiology (10), finance (8), and Integrated Language Arts Education (7) were the next most-represented majors.

Fall 2020/21 Cohort

A new cohort of 225 Scholars will begin at Miami in the fall 2020 semester. All Scholars are Pell-eligible Ohio first time, full-time freshman.

Spring 2020 Performance Indicators

70% completed all requirements and are scholarship-eligible | **91%** are registered for Fall 2020

Term GPA of Scholars

3.00 or higher 80%
2.00–2.99 11%
below **2.00** 8%
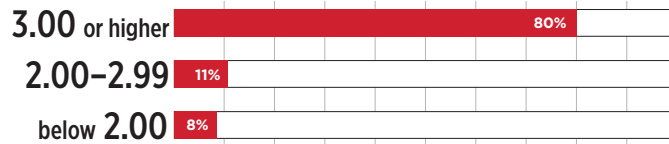
Cumulative GPA of Scholars

3.00 or higher 73%
2.00–2.99 21%
below **2.00** 6%
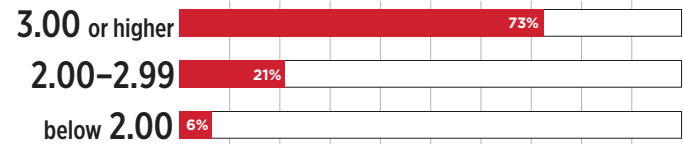
68% of Scholars earned at least 15 hours of credit for spring semester
86% of Scholars earned at least 27 hours total for the 2019-20 school year

94% of Scholars attended a success coaching session
96% of the 204 Scholars returning for fall semester have completed a FAFSA

Office of the University Registrar

We awarded 596 degrees and 16 certificates on August 14, 2020 as follows:

45 Doctoral | **235** Master | **296** Bachelor | **20** Associate

We implemented the extended credit/no credit deadline for the Fall 2020 semester.

Since July 1, 2020, we evaluated and posted 19,390 transfer credit courses for 3,269 Oxford and regional campus students.

One Stop

We continue to support our students as they return to campus for fall semester. In the month of August, staff have greeted 262 visitors to the One Stop lobby (decrease from 1,086 visitors August 2019). While working remotely during August, staff have received 5,593 emails (increase from 2,736 August 2019); and handled 6,374 telephone calls (decrease from 7,011 August 2019).

The One Stop is also exploring new ways to reach our students and their families with virtual appointments that can be pre-scheduled starting in October.

MIAMI UNIVERSITY
CENTER FOR CAREER EXPLORATION & SUCCESS

Division of Enrollment Management & Student Success

Board of Trustees Report
SEPTEMBER 2020

GOALS

The second year of the successful expansion of career services represented significant growth of Miami's Career Community and increased student engagement during 2019–2020. Near the end of FY20, the economic outlook and job market for internships and entry-level positions was significantly disrupted which initiated a significant strategy change for CCES. Looking forward to 2020–2021, CCES continues to adapt to these external forces and through the use of data, we will target our efforts and promote inclusive excellence across our constituencies.

- Targeted outreach and support to high priority student populations
- Expanded first and second year programming including Miami Bound/pre-semester offerings and career exploration efforts including Job Shadows and Career Treks
- Upgraded marketing and communication efforts
- Increased data and assessment efforts
- Reimagined and executed career services in light of global pandemic and the need to pivot to virtual delivery tactics

NUMBER OF CAREER PROGRAMS

263 FY18
308 FY19
318 FY20

MiamiOH.edu/careers

1
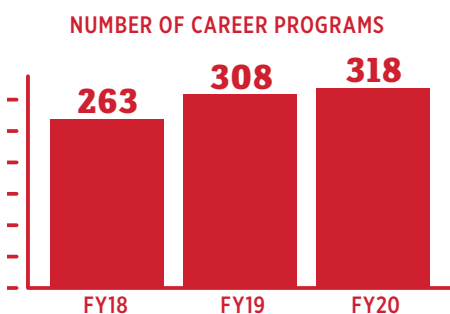
FIRST AND SECOND YEAR STUDENT INITIATIVES

Beginning in Fall 2018 for the Class of 2022, CCES launched "Success Starts with a Plan" to encourage early and ongoing career planning. We challenged this cohort to complete three specific career tasks during the year while keeping them informed of their progress 2–3 times per semester. We repeated this for the Class of 2023 and added another set of tasks for the Class of 2022 during their second year.

Class of 2022   69.3%

Class of 2023   88.4%

PRE-COLLEGE CAREER CONNECTIONS

The incoming class now connects with CCES even earlier. All families and students learn about Career Clusters during Orientation — **70% now indicate they are more likely to use the Career Center**.

CCES launched two Miami Bound (pre-semester) programs — Career Development for CAS students and Career Exploration for Students Exploring Majors & Careers. Both yielded students who became heavily engaged with CCES.

MIAMI BOUND FOR CAS MAJORS

12PM, TUES. – 6PM, WED.
AUGUST 20 – AUGUST 21

Network with Faculty & Alumni
Career Assessments
Career Workshops

Students will be responsible for early move-in fees (2 days). The Center for Career Exploration and Success will cover the costs of career assessments and meals during the scheduled program.

MORE INFORMATION: Michael.Turner@MiamiOH.edu

• REGISTRATION NOW OPEN •

MIAMI UNIVERSITY
CENTER FOR CAREER
EXPLORATION & SUCCESS

INCLUSIVE EXCELLENCE INITIATIVES

The Center for Career Exploration and Success (CCES) affirms the guiding principles and values as outlined in the Diversity and Inclusion Statement for Miami University. CCES is committed to identifying career pathways for students that speak to the uniqueness and intersectionality of identities and ways in which identities operate in a global society.

Through strategic initiatives we foster inclusive networks with students, faculty, staff, employers and alumni—the Miami University Career Community.

$8,900
raised through
DIVERSITY & INCLUSION
EMPLOYER SPONSORSHIP

diversity & inclusion
NETWORKING EVENT

CCES believes that we have a responsibility to prepare all students for successful futures and we set out to build an infrastructure to support students most in need. In FY20, we fostered student engagement in career development across all of our high priority students groups for both first year students (Class of 2023) and for all undergraduate students as showcased in the chart below.

TARGET	FIRST YEAR	SECOND YEAR
First Generation	87.7%	58.0%
International	18.5%	65.1%
Low Income	81.5%	15.1%
Students of Color	84.4%	61.1%
University Studies	58.7%	45.3%

PRESIDENTIAL SERIES //

Dr. Greg Crawford, President

Developments in technology, artificial intelligence and other innovations are impacting how we will work, where we will work and the skills needed to work. Thus, the work-world is changing and experiencing revolutionary and transformational developments. President Gregory Crawford and the Center for Career Exploration and Success presents the 2nd Annual Presidential Career & Leadership Series: "The Future of Work". The 2019–2020 series promoted awareness of new realities related to the job market, prepared students for jobs ahead and provided students with the tools to create a path from college to work for career success.

Events in the 2019–2020 series:
- Future-Proofing Your Career
- Code Demystified
- Career & Leadership Summit
- Leadership Bootcamp
- The Art & Science of Storytelling

OTHER SERVICES //

$4,500 *awarded for* **PROFESSIONAL ATTIRE SCHOLARSHIPS**

212 FROM OHIO **431** COMPANIES RECRUITED ON CAMPUS

17,305 UNIQUE HANDSHAKE LOGINS

151 CLASSROOM PRESENTATIONS

CAREER CLUSTERS ///

Launched in 2019, career clusters allow students to focus their professional interests while they explore similar careers within broad industry categories. We urge them to consider their interests, skills and preferences on work settings and job functions in relation to their occupational options and to acquire skills and experiences throughout college that would align to their career goals.

☐ FY19 - Unique students declared
■ FY20 - Unique students declared

MANAGEMENT, SALES & CONSULTING
- 1,023
- 2,112

ARTS, COMMUNICATION, MEDIA & DESIGN
- 888
- 2,094

HEALTH & SCIENCE
- 858
- 1,910

ENGINEERING & TECHNOLOGY
- 592
- 1,469

LAW & GOVERNMENT
- 585
- 1,419

ECONOMICS & DATA ANALYTICS
- 576
- 1,340

ACCOUNTING & FINANCIAL SERVICES
- 557
- 1,309

EDUCATION, NONPROFIT & HUMAN SERVICES
- 552
- 1,150

STUDENTS EXPLORING
- 299
- 821

6,512
students declared a career cluster

2.1
declared clusters per student

EMPLOYER RELATIONS ////////////////////////

MIAMI UNIVERSITY
CENTER FOR CAREER EXPLORATION & SUCCESS

CAREER PARTNERS
PROGRAM

The Career Partnership Program allows employers to elevate their presence and expand their recruiting capacity. The Employer Relations team provides concierge recruiting services that fosters intentional engagement between employer partners and students.

$107,500
raised through
CAREER PARTNERS

2019–2020 Career Partners

CAREER GRANTS

The Center for Career Exploration and Success (CCES) hosts Miami's Career Collaborative — an initiative to continually strengthen connections with faculty on the Oxford campus. Each semester, faculty may apply for funding to support career-related programs and events by way of Career Grants.

37
grants awarded

$78,086
in funds awarded

5
colleges awarded

CAREER FAIRS & JOB SHADOWS

Career exploration as well as networking events are highly successful student success events at Miami University. Annually, we attract some of the most desirable companies to recruit our talented students. In 2019-2020, we offered 6 career fairs, a Diversity and Inclusion Networking event, and expanded our Job Shadow program for Ohio organizations.

77 JOB SHADOWS IN OHIO

3,056 on-campus interviews

17,205 INTERNSHIPS
&
53,481 JOBS POSTED ON HANDSHAKE

ENGAGEMENT BY COLLEGE /////////////////////////////

CCES engagements include career advising appointments/drop-ins, mock interviews, attendance at career fairs and other CCES events (programs, workshops, classroom presentations, etc.).

FARMER SCHOOL OF BUSINESS
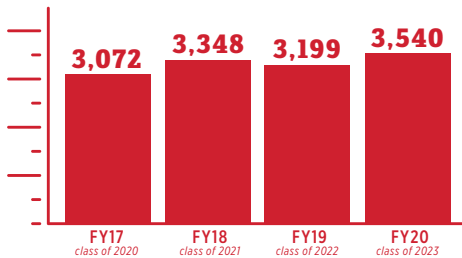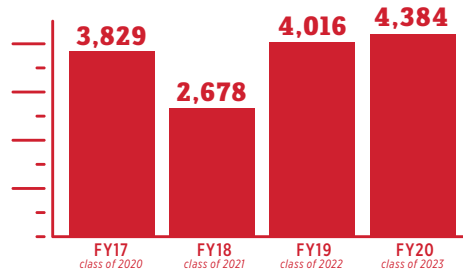
FY17 class of 2020	FY18 class of 2021	FY19 class of 2022	FY20 class of 2023
3,072	3,348	3,199	3,540

COLLEGE OF ARTS AND SCIENCE

FY17 class of 2020	FY18 class of 2021	FY19 class of 2022	FY20 class of 2023
3,829	2,678	4,016	4,384

COLLEGE OF ENGINEERING AND COMPUTING

FY17 class of 2020	FY18 class of 2021	FY19 class of 2022	FY20 class of 2023
940	1,183	1,411	1,295

COLLEGE OF EDUCATION, HEALTH, AND SOCIETY

FY17 class of 2020	FY18 class of 2021	FY19 class of 2022	FY20 class of 2023
1,276	1,322	1,570	1,540

COLLEGE OF CREATIVE ARTS

FY17 class of 2020	FY18 class of 2021	FY19 class of 2022	FY20 class of 2023
410	442	619	833
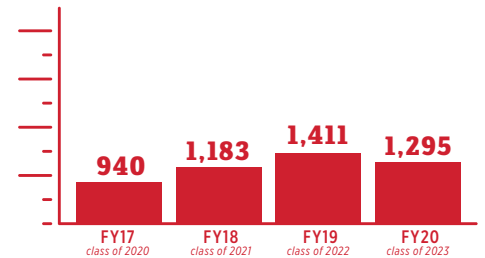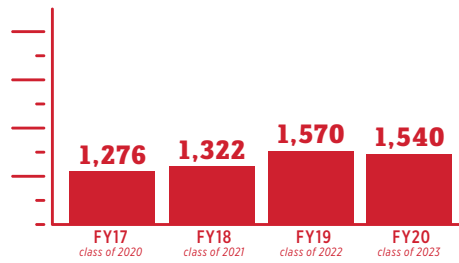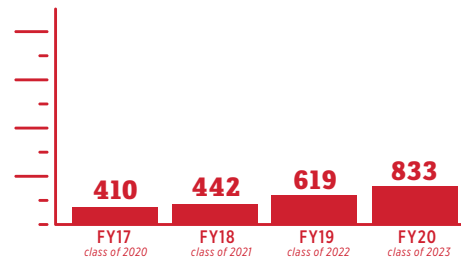
RESPONDING TO COVID-19 /////////////////////////////

158 Employer Events	**79** Virtual Events	**8** Instagram Live Sessions	**728** Virtual Advising Appointments	**2** Virtual Fairs

vmock

CCES launched Vmock. VMock is a SMART Resume platform designed to help students create a powerful resume and customize a student's career journey.

personal calls to **507** graduating seniors

LOOKING AHEAD TO FALL 2020

JCPenney SUIT-UP EVENT GOES VIRTUAL

huge discounts on select career dress apparel, shoes & accessories

NEW DATE!

AVAILABLE SUNDAY, SEPTEMBER 6

The Fall 2020 Suit-Up event has over 100 applications for professional attire grants.

FIRST YEAR STUDENTS & FIRST TIME ATTENDEES

CAREER FAIR

BACKSTAGE ACCESS PART 1

Join us for a Backstage look at our virtual career fairs for first year students and first time attendees. Students will learn how to prepare and navigate the career cluster career fairs.

SEPTEMBER 2 • 3:30PM • HANDSHAKE

MIAMI UNIVERSITY

First year and first time students will have access to career fair prep events hosted by CCES staff.

CAREER & INTERNSHIP WEEK

September 9, 10, & 11

Registration now open in Handshake

Hosted virtually via Handshake
Sponsored by The David J. Joseph Company

In support of the health and safety of our students, staff, and employers, all Fall 2020 recruiting events will be virtual.

CCES WELCOMES THE CLASS OF 2024

MIAMI UNIVERSITY
CENTER FOR CAREER
EXPLORATION & SUCCESS

MiamiOH.edu/careers

Academic Affairs Update

September 2020

Academic Affairs Presentation
Provost Osborne

15th Day Duplicated Enrollment: fall 20 vs 19

	Undergrad	% change	Graduate	% change
Oxford:	*16,524*	*-4.3%*	*2,337*	*-4.3%*
CAS:	8816	-9.1%	1,451	-1.1%
CCA:	1,625	+1.9%	64	-20.0%
CEC:	1,966	-8.2%	72	-5.3%
EHS:	2,759	+0.6%	644	-1.2%
FSB:	4,720	+1.5%	137	+24.5%
CLAAS:	*4056*	*-6.6%*		

Unduplicated totals, for academic colleges these count multiple majors, n=2,535 students with majors 2-3

Oxford Campus: fall 2020 Delivery Mode Summary

Delivery Mode	08/22/2020		current	
	CRN Count	Percentage	CRN Count	Percentage
F2F	463	11.38%	309	7.60%
Hybrid	2217	54.50%	1375	33.82%
Online	1388	34.12%	2382	58.58%

- Excluding; Internship, Field Experience, and Independent Study course Sections

>80% of Freshmen/ new transfer students are in at least one in-person or hybrid course(s)

Research, Scholarship, and Artistry

New Vice President for Research and Innovation will:

➢ Emphasize and revitalize research

➢ Institutional investment in research

➢ Incentivize externally funded research

➢ Increase visibility of research

Dr. Alicia Knoedler

Sponsored Programs
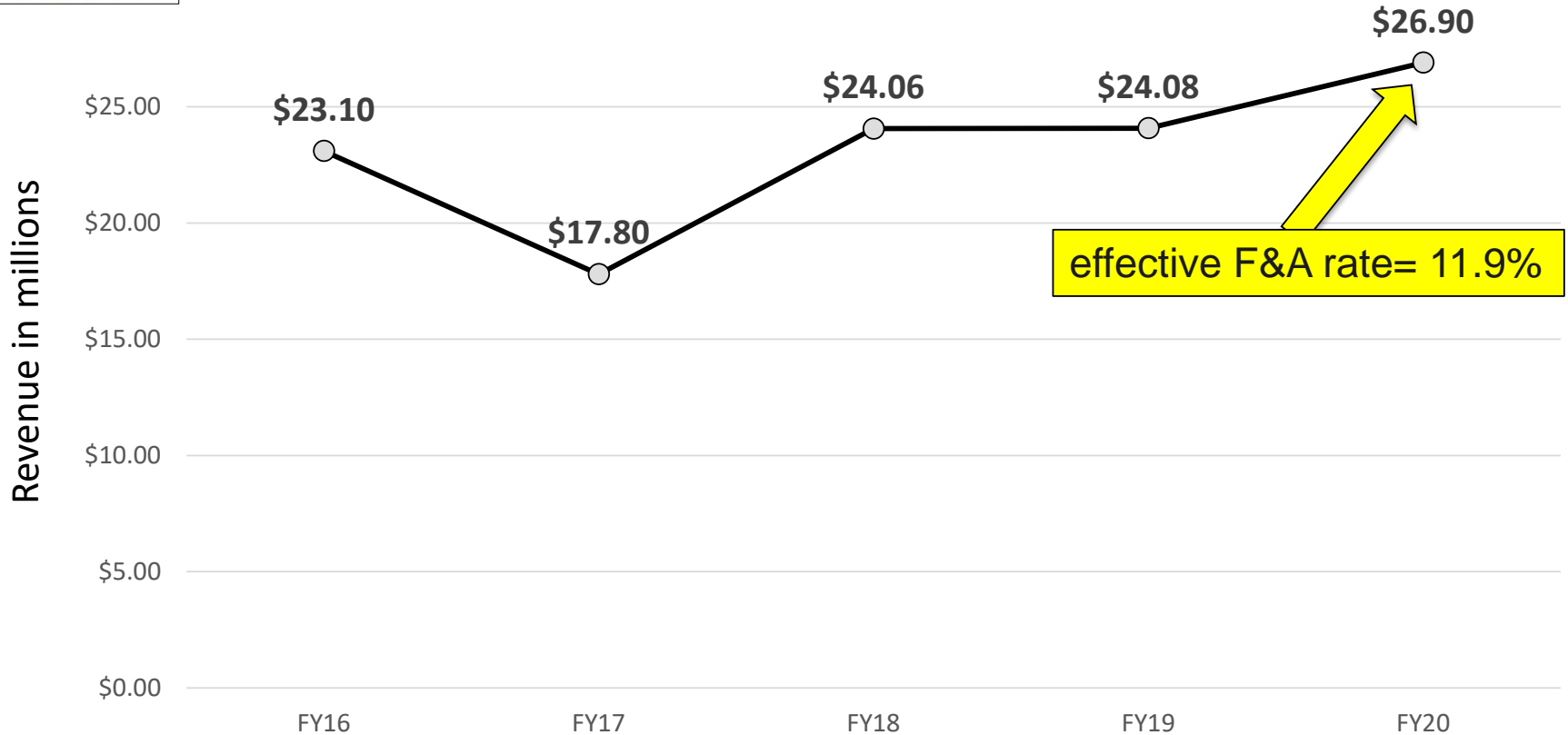
Sponsored Programs by Unit (5-yr avg)

Innovation

➢ One Year/ One Theme

➢ Honors College

➢ Prodesse Scholars
 (formerly known as the University Academic Scholars Program)

Prodesse Scholars: Year One

➢ BIG interdisciplinary themes

➢ Scholarships

➢ Led by faculty collaborating with centers/institutes

➢ Application process

Prodesse Program: Year 2 Themes

- ➢ Race and Racism (Humanities center)
- ➢ Art, Social Justice, & Self (CCA)
- ➢ Creative Writing workshop (ENG)
- ➢ Truth & Lies in the Media (JNL)
- ➢ World Creativity & Innovation (ENT)
- ➢ Environmental Justice (IES)
- ➢ Global Health & COVID19 (Global health/ATH)
- ➢ You and the Natural World (Hefner Museum)
- ➢ Digital Innovation in post-truth world (ETBD/ Armstrong Inst.)
- ➢ Constitutional Conversations (Henry Pre-Law Center)
- ➢ Critical topics in Health (Mallory-Wilson Center)
- ➢ Understanding Myaamia Heritage (Myaamia Center)

Innovation con't

Curricular innovation:

➢ New programs

➢ Curricular incubator

➢ Redesign curriculum review process (APEIP)

APEIP: Initial Program Ratings

Teach out, Not admitting
7.61%

Significant challenges
28.26%

Continuous
improvement
64.13%
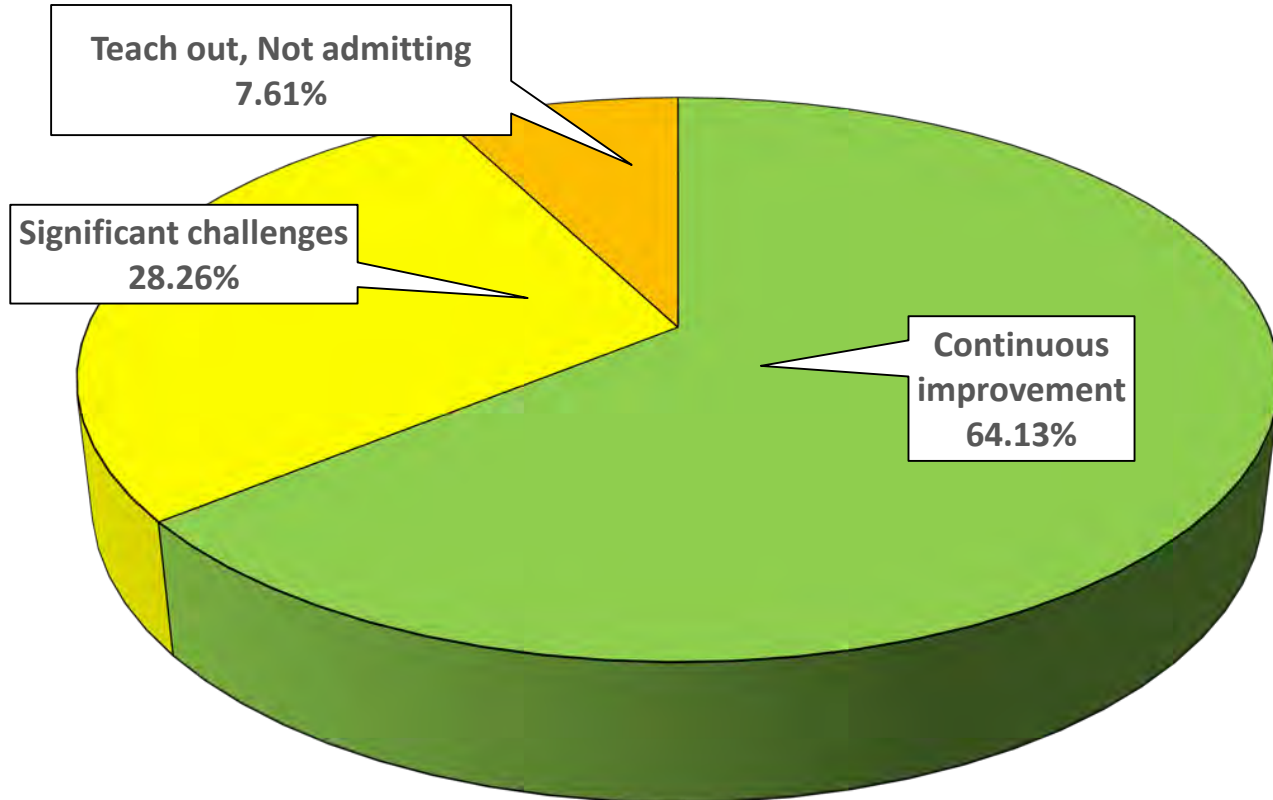
APEIP: Initial Program Ratings con't

Division	Continuous Improvement	Significant Difficulties	Not Admit/ Teach Out		Program Type:	Continuous Improvement	Significant Difficulties	Not Admit/ Teach Out
CAS	74	46	6		Associate	1	0	0
CCA	15	8	1		Bachelor	94	40	5
CEC	14	0	1		Co-majors	11	3	1
CEHS	32	16	11		UG Cert.	14	0	0
CLASS	16	8	2		GR Cert.	12	7	3
FSB	25	0	0		Master's	37	23	10
Provost	1	0	0		Doctoral	8	5	2
total	177	78	21		total	177	78	21
%	64.13%	28.26%	7.61%		%	64.13%	28.26%	7.61%

Student Success Focus

Retention/ graduation energized through:

➢ Professional advising and wrap-around services (report)

➢ Unparalleled Student Life experience

Dean of Students Kimberly Moore

Oxford Graduation Rates
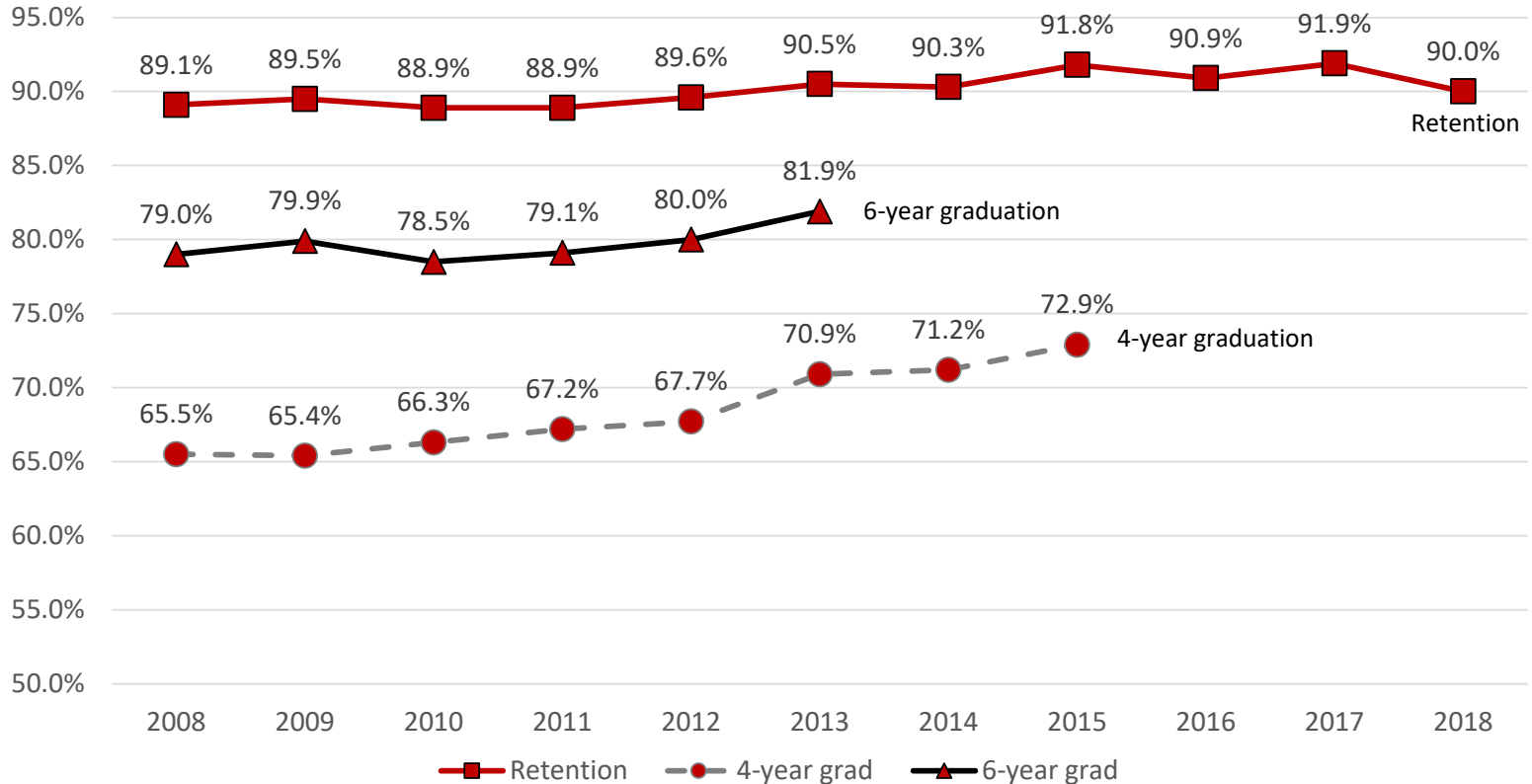
Regional Graduation Rates
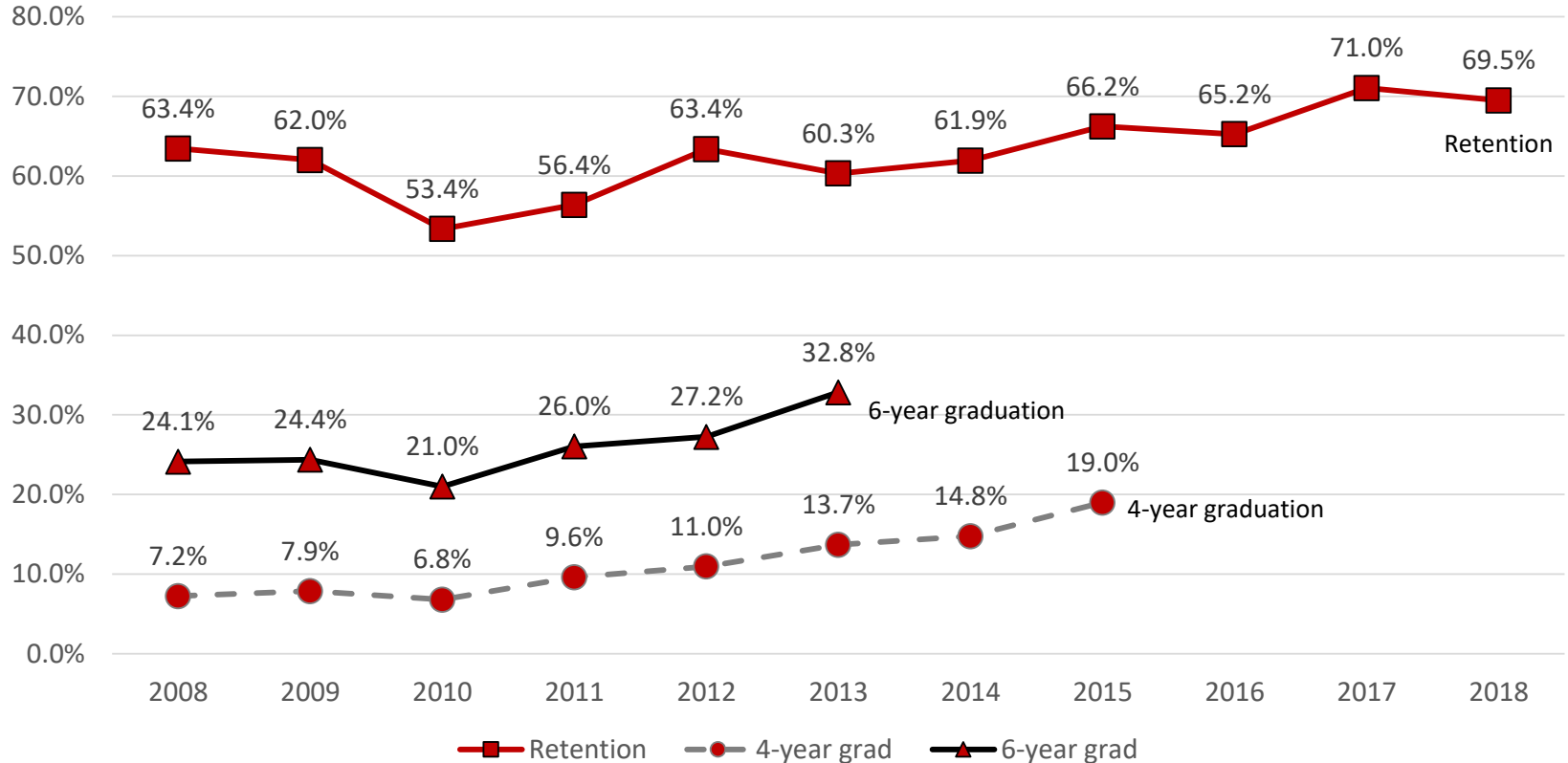
Miami Graduate Cohorts: 2010 - Present

Degree	Total Students	4-yr Graduation Rate	6-yr Graduation Rate	Median Yrs
MS degree	1703	76.3%	77.9%	2.0
MA degree	2964	85.7%	89.1%	3.0
PhD degree	940	10.3%	48.2%	6.0
EdD degree	52	59.6%	65.4%	3.0

Engagement Highlights

Diversity, Equity, and Inclusion Efforts

NEW Boldly Creative IV: DE&I Fund

$1.275M (minimum) fund to invest in:

- Faculty

- Scholarship

- Students (undergrad and graduate)

- Curriculum, co-curricular

- Miami Tribe and initiatives focused on Native American students/ faculty

Black Student Association Meets for First Time

With all future plans still in the "premature stages," the Black Student Action Association held its first official meeting Sunday in the University Center.

"We still have to see exactly what things have to be done before we make any definite plans or statements," Paul Payne, president of the BSAA told the STUDENT.

Payne indicated he was pleased with the enthusiasm shown by the black community in the first meeting of the BSAA since it ratified a constitution last March. There was no official record of the number of students attending.

September 1968

BOLDLY CREATIVE

Updates on prior initiatives

Boldly Creative II: 12 Proposals/3 Finalists

➤ AgeSmart certificate from Scripps

➤ Masters in Emerging Technology and Entrepreneurship

➤ Clinical Engineering MS
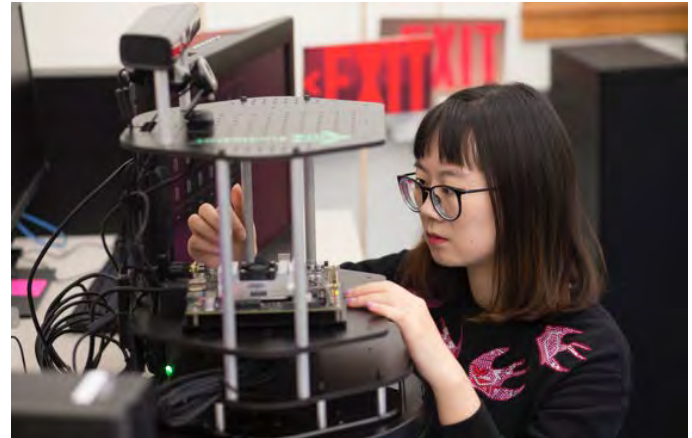
Boldly Creative III

Expanding graduate/professional programs offered by Oxford campus

Questions?

Boldly Creative
Provost Osborne

Attachment N   September 24, 2020

Boldly Creative Update
Academic Affairs
Board of Trustees
September, 2020

BOLDLY CREATIVE UPDATE

September 2020

Round 1 Projects

Title	Curricular Leads	Curricular & Other Goals	Funding	Accomplishments
Center for Analytics & Data Science	John Bailer	BA Data Analytics	$23,670	Fully approved; sports analytics concentration is being added and is undergoing internal approvals (does not need state approval); advisor assigned; current enrollment of 3 students in fall 2020 (well below projected enrollment of 150 students).
	Adam Beissel	Sports Analytics Certificate (Undergraduate)	$139,061	Proposal developed and submitted; all internal approvals received: awaiting state approval
	Adam Beissel	Sports Analytics Minor		Fully approved
	Adam Beissel	MS Sports Analytics		Proposal being developed in collaboration with ISA and STA
	Skip Benamati	Certificate in Analytics (Undergraduate)	$0	Proposal approved and courses on schedule; one student enrolled
	Skip Benamati	MS Business Analytics		Proposal developed and fully approved; 16 enrolled this fall which is strong given little marketing was possible.
	Sandy Steiger	Center for Analytics & Data Science	$696,209	Developed microcredentials and industry partnerships;

1

Boldly Creative
Provost Osborne

Boldly Creative Update
Academic Affairs
Board of Trustees
September, 2020

Robotics	Mert Bal, Ayo Abatan	BS Applied Science in Robotics Engineering Technology	$467,650	Program (which is a degree completion program) has been approved at all levels and is currently accepting students (with one student enrolled this semester). We have started marketing and actively promoting the RET program through our partnerships with the community college and career center partners in our local communities (Cincinnati State, Sinclair, Butler Tech.) etc. In addition, the ENT department has 10 community college partners across Ohio which are sought as potential feeder schools to the RET program. We are in the process of developing transfer pathway articulation agreements with these partners to recruit for the RET program. Chair anticipates reaching projected enrollment of 10 students by the end of this academic year.
	Qihou Zhou	BS Engineering Robotics	$544,237	Proposal awaiting Board of Trustees approval and then will be sent to ODHE; also submitted RAPIDS grant for $162K; industrial robotics lab to be installed in AY 2020-2021; involves ECE, CSE, MME courses
	Fazeel Khan, Kumar Singh	Advanced Integrated Manufacturing Certificate	$79,291	Created draft of outcomes and courses for certificate
	Doug Coffin	MS Engineering, Process Automation and Control; Microcredentials in Process Automation and Control	$24,470	Completed feasibility study, submitted two grants (one with P&G and the other with PCA) for high school program and internship training program; plan to move forward with microcredentials and internship training program; plans for MS program deferred until faculty hires can be made
Clinical Health	Mike Crowder	MS Physician Assistant Studies	$571,679	Initial accreditation process underway; consultant hired to guide curriculum development; founding program director (Christopher Howell) hired; currently searching for medical director; curriculum being developed with anticipated date for submission by January 2021. Building planning underway with anticipated opening June 2023.

2

Boldly Creative
Provost Osborne

Boldly Creative Update
Academic Affairs
Board of Trustees
September, 2020

	Rick Page	Graduate Biomolecular Certificate (with three tracks: molecular biology and biochemistry; biomolecular science; physiology)	$0	Proposal under review with Graduate Council
	Rick Page and Carole Dabney Smith	MS Biomedical Sciences		Proposal under review at Graduate Council
	Brooke Flinders	BSN	$2,716,559	Already underway and exceeding enrollment targets; 223 enrolled on Oxford campus
	Brooke Flinders	MSN (Nurse Leader, Nurse Educator and considering Family Nurse Practitioner)		Curriculum proposals have been completed and submitted for internal approval; Nursing Resource Center and High-Fidelity Simulation Center established; NRC and nursing curriculum consolidated on one regional campus; two tenure-track faculty hired
		DNP (MSN-DNP, maybe BSN-DNP for Nurse Practitioner Track)		Proposals for 50 courses completed and submitted for internal approval
Business Management	Barnali Gupta	Certificate Business Management (Graduate)	$109,415	Proposal fully approved and is being launched next spring.
	Barnali Gupta	MS Business Management		Program fully approved at end of February 2020. Graduate School admissions portal opened in March and we had our first application on March 19 (or soon thereafter). Virtual information sessions held May - July 2020. Despite limited marketing opportunity, the program has enrolled 18 students (half of their pre-COVID projection). ALL students will pay market-driven tuition of $30k for

3

				the program. Despite the lower numbers, the program is expected to have positive net tuition this year. FSB conducted survey to gather preliminary student feedback, and it was overwhelmingly positive!
Microcredentials	Janet Hurn	Multiple Microcredentials	$156,003	Twelve microcredentials developed and approved through the Regionals focused on workforce development; branding is evolving.
eSports	Phill Alexander	Esports concentration within the professional masters in Emerging Technology in Business and Design	$292,168	Proposal under development and planned submission date is September 2020.
	Phill Alexander	Certificates (graduate and undergraduate) in esports management which can be stacked leading to the master's degree in esports management (SLAM)		Consultants hired to guide curriculum. Both certificates have been approved. The Certificate classes are being offered (three this semester, one in winter, three in spring, one in summer). The current enrollment for the undergraduate certificate is 19, 18, and 11 which is on pace to reach projected targets in the first year. No graduate students are enrolled in the certificate program, likely due to limited marketing possible. This is a priority for the future.
	Phill Alexander	eSports Varsity Team support		Two new arenas including broadcast studio being planned for Armstrong Student Center
Center for Cybersecurity	Skip Benamati	BS Business, Information Systems and Analysis (security concentration added)	$19,168	Proposal fully approved by the state

4

Boldly Creative
Provost Osborne

Boldly Creative Update
Academic Affairs
Board of Trustees
September, 2020

	Bryan Marshall, Skip Benamati, Jim Kiper	Cybersecurity curriculum		Curriculum and Project in need of thorough revision. Dean Beena Sukumaran will take the lead on this, with a recommendation to consult closely with our CIO David Seidl.

Additional Related Project:

Commerce

- o   BS Commerce, Sales Management Major – proposal created and submitted, internal approvals received; awaiting state approval
- o   BS Commerce, Digital Marketing and Automation – proposal created and internal approvals received; awaiting state approval

5

Boldly Creative
Provost Osborne

Boldly Creative Update
Academic Affairs
Board of Trustees
September, 2020

Round 2 Curricular Projects

Title	Curricular Leads	Curriculum Proposed	Funding	Status
Developing and Enhancing Digital Innovation Programs	Glenn Platt	MS Emerging Technologies, Business & Design, including several stackable certificates; expanding undergraduate digital innovation program	$123,777	Master's degree awaiting approval by Board of Trustees and then will be advanced to ODHE for final approval
AgeSmart	Suzanne Kunkel	Training related to age bias for corporations, healthcare organizations, educational institutions and non-profits		Program to be piloted at Miami University and then customized for industry partners
Institute for Socially Engaged Engineering & Computing	Clark Kelly	MS, Clinical Engineering		Conducting feasibility study by Hanover Research Team
Miami+: The High School to College and Work+ Program	Marianne Cotugno			Proposal deferred for later post-pandemic consideration; Work+ remains active with 16 students placed for Fall 2020: **# Students / Employers** 3 — Butler County Regional Transit Authority 2 — Community First Solutions 9 — The Fischer Group 2 — Thyssenkrupp Bilstein 16 — Total

6

Round 3 Curricular Projects

The following proposals have been prioritized by the academic deans for initial development:

Title	Curricular Leads	Curriculum Proposed	Funding	Status
Online Teaching, Learning & Curriculum	Tom Poetter	MS, Curriculum & Instruction (designed to replace MS, Transformative Education)	$442,848 to develop infra-structure in eLearning Miami (Oxford)	Pre-proposal advanced to full proposal stage; lead will work with eLearning Miami director on proposal development
Hybrid FSB Degree Programs	Barnali Gupta	Hybrid and Online MBA Program		Pre-proposal advanced to full proposal stage; lead will work with eLearning Miami director on proposal development
Expanding and Enhancing Graduate Program in Special Education	Jason Abbitt	Enhancement of Existing Hybrid/Online Special Education Program		Pre-proposal advanced to full proposal stage; lead will work with eLearning Miami director on proposal development
Executive Education & Pre-Semester Programs	Barnali Gupta	Executive Education – Business Analytics Certificate		Pre-proposal advanced to full proposal stage; lead will work with eLearning Miami director on proposal development
Applied Economics & Strategy	Melissa Thomasson	MS, Applied Economics & Strategy		Pre-proposal advanced to full proposal stage; lead will work with eLearning Miami director on proposal development; Hanover feasibility study underway

Programs approved in earlier Boldly Creative Rounds that are also prioritized for online development: M.S., Clinical Engineering, Advanced Integrative Manufacturing Microcredential, M.S., Management, M.S., Sports Leadership & Management, Esports Concentration

7

Lower-priority programs approved for online development in Boldly Creative, Round 3: Applied Data Science Graduate Certificate Program, Business Executive Education Programs, Toward a Globally Engaged University & Workforce (Dragonfly), Trauma-Informed Microcredential and Continuing Education, Geospatial Technologies Graduate Certificate, Organizational Leadership Bachelor's Program, Preference-Based, Person-Centered Care Certificate, MU Professor Academy

8

Academic Affairs
MiamiRISE Strategic Plan Update
Fall 2020

Miami**RISE** is our new strategic plan unveiled by Miami University during the summer and fall of 2019. Developed through a campus-wide, inclusive effort, the recommendations reflected faculty, staff, student, and external stakeholder input on how to move the university forward over the next five years. The many recommendations and sub-recommendations align with the four primary categories:

- **R**esearch, scholarship, and artistry
- **I**nnovation
- **S**tudent Success
- **E**ngagement

Below is a summary of the recommendations in the Miami**RISE** strategic plan and the status of each.

1. Research, Scholarship, and Artistry

FY20 saw a record level of extramural funding of almost $27 M. (Fig 1). While laudable, it is far lower than many strong R2 institutions. We must seize on the current momentum and opportunities that will come as the US seeks to dig out of what must be a profound recession. Additionally, at an effective F&A rate of <12%, we are limiting the benefit of these awards to the institution. We need to increase both awards (size of each award, number of engaged faculty seeking extramural funding) and F&A rate of the portfolio.

Figure 1: Sponsored Programs

1

Academic Affairs
MiamiRISE Strategic Plan Update
Fall 2020

As you can see below (Fig. 2) in the five-year averages, many units have the potential for increased activity in this area. Our investments below will help move these potentialities into realities.

Figure 2: Sponsored Programs
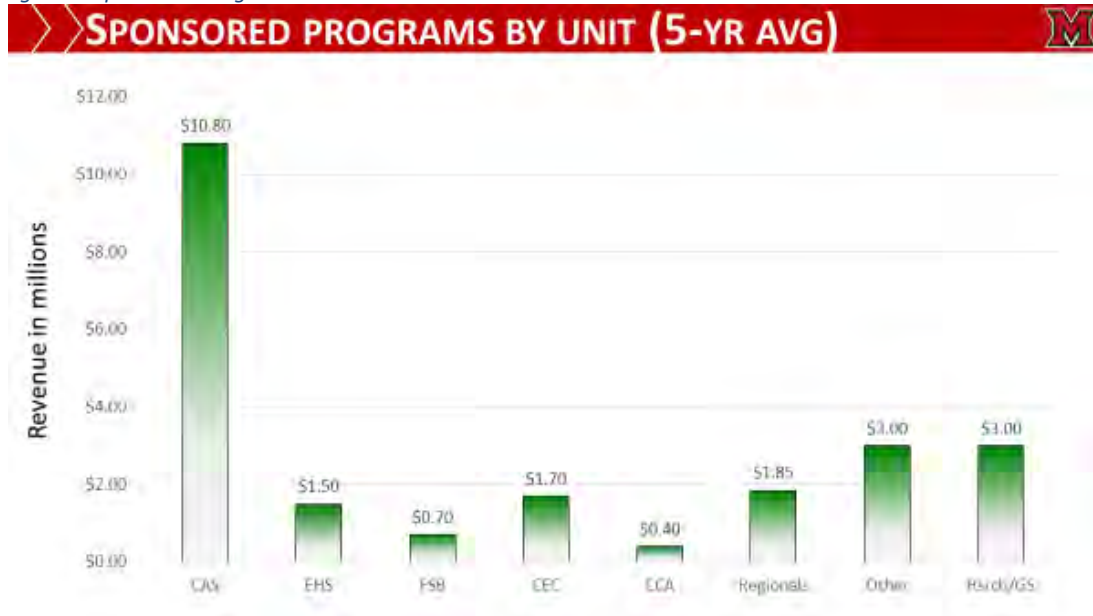
Recommendation: Emphasize and revitalize research, especially interdisciplinary; increase institutional investment in research and scholarship

- New Vice President for Research and Innovation (VPRI) has accepted offer. New VPRI will begin November 1, 2020, bringing national visibility and active national network to benefit our faculty and university.
- One Year/One Theme (OY/OT) is a new initiative to coordinate activities of many groups, centers, institutes, and departments to create a year-long focus on an important, timely "big Idea" topic (e.g., racism and anti-racism, sustainability, etc.) from multiple disciplinary perspectives, in multiple forums, engaging the entire university community. Through this coordination of perspectives and focus, we hope not only to have a year-long discussion and examination of important themes, but also to inspire interdisciplinary scholarship focusing on these important topics. This program will begin fall 2021 and replace the Summer Reading Program.
- The Research Office will continue to provide strategic seed funding to scholars (e.g., internal "seed grants," postdoctoral research associates) with the potential to secure significant levels of funded research.
- Using Gray Associates, Hanover Research, and Academic Program Evaluation, Improvement & Prioritization (APEIP) process to identify graduate degree programs that: (1) have potential to be stronger; (2) should be explored for development, and (3) are not aligned with strategic priorities.

Recommendation: Incentivize and acknowledge externally funded research in faculty work plans

- Our new VPRI will work with deans and shared governance processes to identify mechanisms to value and support externally funded research, including:

2

Academic Affairs
MiamiRISE Strategic Plan Update
Fall 2020

  - o possible revisions to the criteria for P&T and annual/probationary reviews;
  - o seed funding and/or support of postdoctoral fellows;
  - o policies and peer practices related to the return of F&A;
  - o mechanisms to increase the effective indirect cost rate of 11.9% to 25%. Our negotiated rate is 44.5%.
- the Provost, in consultation with VPRI, will advise the President on setting near-term goals for sponsored programs awards, expenditures, and specific reputation-enhancing activities (e.g., national fellowships for graduate students), in addition to longer-term goals.
- Internal support must be linked to expectation of external support.
- Faculty who hold some named or endowed professorships and similar positions will have expectations for generating external funds and/or peer-reviewed publications in line with peer R2 institutions and will have reviews based on expectations.
- Faculty with external funding are permitted to continue using funds to reduce teaching expectations, allowing continued focus on research.

Recommendation: Increase external visibility of research and reputation
- In partnership with University Communications & Marketing (UCM), communication to various internal and external stakeholders highlighting scholarly contributions has increased.
- Each dean is considering how to increase reputation and rankings via one or more of the following strategies:
  - o Reallocating faculty lines;
  - o Reallocating GA lines;
  - o Strategically focusing resources where nationally ranked programs can be developed or need further support;
  - o Leveraging *Boldly Creative* opportunities to develop new, visible, exciting programs at all levels.
- The Provost is hiring a marketing and communications specialist to collaborate with Enrollment Management (EMSS) and UCM to lead efforts in marketing of academic programs (especially online, graduate fee-paying programs).
- The VPRI and Provost will work through shared governance to develop guidelines are being developed for a more purposeful approval of new centers and institutes and ongoing evaluation and review. Evaluations will be data-driven, reflective and based upon clear criteria, including alignment with University priorities, ROI, best practices, and appropriate branding.

Recommendation: Develop a scholarly focus on, and dissemination of scholarship of teaching and learning that catalyzes student success
- The Center for Teaching Excellence (CTE) and Howe Center for Writing Excellence (HWCE) are leaders in this area and have been doing an excellent job of collaborating together and disseminating evidence-based practices internally to prepare and support faculty during COVID-19. This is an immediate need but also the first step in a longer-term mandate to be a hub for excellence in this area. Ideally, faculty whose scholarship is on teaching and learning should be working collaboratively through CTE and the HCWE

3

Academic Affairs
MiamiRISE Strategic Plan Update
Fall 2020

- We intend to explore whether there might be a better way to organize Engineering Education, Math Education, Chemistry Education, and other similar disciplines to reduce isolation and energize this important area of research and scholarship.

2. Innovation

Innovation must be a cornerstone of Miami if we are to remain a top-ranked public research university, continue to be a destination for the best and brightest students throughout the US and abroad, and to execute our mission to serve the public.

Recommendation: Implement an Honors College that should be amongst the best in the nation
An Honors College committee has examined bold directions in strong honors colleges and in the literature, and proposed the broad details of how we will have a high-quality Public Ivy honors college experience. Important aspects of the Honors College include:
- Requirement for honors students to complete original thesis project or professional project related to their field as well as an intellectual leadership project where they must give back to their community, the University or their discipline
- Faculty Fellows who work closely with honors students and teach innovative, interdisciplinary seminars
- State of the art residential college experience on the Western Campus which includes a student-led hall with a code of conduct led by a faculty-in-residence
- Honors courses that are writing intensive and advance inquiry-based outcomes

We have identified three dorms on the western campus that can serve as high quality Honors College dorms, and a center of life for the HC. Other related initiatives include:

- *Prodesse Scholars Program* will complement the Honors College and replace the University Academic Scholars Program. This is a one-year, immersive experience will require students to complete an interdisciplinary, problem-based seminar along with a major co-curricular activity. Students have the option to live in the Honors residence halls.
- Advancement has naming opportunities, named scholarships, and faculty professorships in its list of priorities.

Recommendation: Enhance Liberal Education
The Liberal Education Council is currently working on a variety of initiatives, including:
- Developing a new liberal education plan that will enable Miami to be a visible, national leader in general education with bold ideas. They have developed three prototype models and are seeking input so that they can develop a beta version to share with the Miami community for further input, revision and discussion.
- Working to hone the Intercultural Perspectives requirement of the current Global Miami Plan (GMP) to align with principles and outcomes related to Diversity, Equity & Inclusion.
- Developing learning outcomes for all of the major requirements of the GMP to ensure that courses that meet requirements advance appropriate outcomes, that GMP courses are taught by

4

Academic Affairs
MiamiRISE Strategic Plan Update
Fall 2020

experts in these areas, and that requirements clearly distinguish categories (e.g., what would be a humanities vs. social science course).

- Reviewing all current policies and practices relating to liberal education to ensure that we are enhancing student learning.

Recommendation: Develop strategies that enhance interdisciplinary and cross-unit collaboration

- One university-wide strategy aimed at fulfilling this recommendation is our new One Year/One Theme program (OY/OT). This program will identify topics (Table 1) at least one (1) or two (2) years in advance, from faculty-proposed ideas, that represent "big ideas" that we as a society and species need to examine. The topics will be led by a university-level center/institute, and programming throughout the entire year will be focused on this topic from different perspectives and disciplinary lenses, with students, faculty, and staff. Our goal is to align many small efforts into one consistent, impactful experience that begins with summer reading and orientation, and organizes activity throughout the campus for the entire academic year. Currently the first three (3) topics will be:
  - o 2021-22 Race and Racism (led by the Humanities Center)
  - o 2022-23 Native Americans and indigenous peoples (esp. the Myaamia, led by the Myaamia Center)
  - o 2023-24 Sustainability and environmental stewardship (led by IES)
- The *Prodesse Program*, described above, also has "big ideas" that faculty and students can focus on for a year led by centers, institutes, and departments or colleges:

Table 1: Prodesse Seminar Themes for 2021-22:

Theme	Unit	Course
1. Race, Eugenics, and the Problem of Racism	Humanities Center	Altman seminars
2. Art, Social Justice & the Self	College of Creative Arts	CCA 182
3. Creative Writing Workshop	English	
4. Truth & Lies in the News	Journalism	JRN 120
5. World Creativity & Innovation	Entrepreneurship	
6. Environmental Justice in Film	IES	
7. Global Health & the COVID-19 Pandemic	Global Health/ATH	GHS 101

5

8. You and the Natural World	Hefner Museum	
9. Digital Innovation in a Post-Truth World	ETBD, Armstrong Institute	IMS 201 or CCA 111
10. Critical Topics in Health	Mallory-Wilson Center	PMD 101 (special section)
11. Constitutional Conversations	Henry Pre-Law Center	POL 345 (special section)
12. Understanding Myaamia Heritage	Myaamia Center	

Recommendation: Curricular Innovation Lab, Redesign curriculum review process

We are implementing an "Academic Program Incubator" that will bring ideas for new curricula together with experts in student demand, workforce needs, budgeting and funding models, and provost office leadership to focus energy on viable ideas early in the curriculum proposal/ approval process to produce innovations in curriculum. Once fully implemented, the API will satisfy both recommendations above.

- APEIP program review process is underway to identify graduate programs that can grow and thrive, or should be implemented, to increase national visibility (e.g., Clinical Engineering, eTBD/eSports management).

Recommendation: Diversify revenue streams by developing professional graduate degrees, continuing education, etc. (Table 2)

Table 2: Professional Graduate Degrees

Name of Degree	Name of Major	Dept/Division	Approval Status	Delivery Mode(s)	Sem/Yr Program Begins
M.S.	Business Management	MGT/FSB	Fully approved	On ground	Fall 2020
Master in Entrepreneurship and Emerging Technology		IMS/CCA	At state	Hybrid	Spr 2021
M.S.	Business Analytics	ISA/FSB	Fully approved	On ground	Fall 2020
B.S. in Commerce	Sales Management	CMR/CLAAS	At state	Online & on ground	Spr 2021
B.S. in Commerce	Digital Commerce	CMR/CLAAS	At state	Online & on ground	Spr 2021
B.S. in Engineering	Robotics Engineering	MME/CEC	At state	On ground	Spr 2021

6

Academic Affairs
MiamiRISE Strategic Plan Update
Fall 2020

B.S. in Sport Leadership & Management	Sport Leadership & Management	SLM/EHS	Fully approved	On ground	Fall 2020
B.S. in Business	Business Analytics	ISA/FSB	Fully approved	On ground	Fall 2020
B.S.	Games+Simulation	IMS/CEC	Fully approved	On ground	Fall 2019
B.A.	Organizational Leadership	SOC/CAS	Fully approved	On ground	Fall 2019
B.A.	Data Analytics	STA/CAS	Fully approved	On ground	Fall 2019
B.S. in Education	Integrated Science	EDT/EHS	Fully approved	On ground	Fall 2018
B.S.	Applied Biology	BSC/CLAAS	Fully approved	On ground	Fall 2018

Recommendation: Form a strategic planning committee to coordinate and implement recommendations from Miami**RISE:**

The provost office leadership and leaders from other areas of the university have taken ownership of many of these recommendations:

- With COVID-19 and DE&I efforts, we feel that it would be burdensome to have more committees. Thus, we will report to the Board of Trustees, the President's Executive Council, and University Senate regularly on progress.

Recommendation: Create a master plan for e-Learning

We have examined models for online operations at similar institutions, and Assistant Provost Cheryl Young provided an in-depth recommendation for unifying these operations in 2018. I have asked Dean Jerome Conley and Assistant Provost Bill Knight to review this proposal, to confer with experts, to look at similar models around the country, and make a recommendation to me by December on whether to maintain two separate and distinct online support centers or to unify them. In addition to this:

- We have invested in online operations through *Boldly Creative* in order to strategically offer online graduate degrees to support Miami's mission
- We are developing online offerings (e.g., mini-MBA) that will engage alumni and community
- We need to finalize a plan for an administrative structure for online operations that can leverage and coordinate the expertise and resources in both operations.

3. Student Success

Recommendation: Evaluate and redesign student advising

A subcommittee of the Undergraduate Academic Advising Council has developed a comprehensive and forward-thinking proposal for a model for student success and academic advising. This model will be phased in incrementally but will move toward a more centralized and proactive approach to academic advising and student retention and success. Key features:

7

Academic Affairs
MiamiRISE Strategic Plan Update
Fall 2020

- Proactive university-wide philosophy toward advisement, retention and student success, led by the assistant deans as well as the Student Success Center (which will be moving to Academic Affairs)
- "Total intake" and centrally coordinated academic advising and support system led by the Office of the Provost, with divisions and other units having agency to hire and oversee their own staff and the capacity to customize their support to meet the particular needs of their students
- Holistic, "care team" approach to supporting students that begins the moment the student enrolls at Miami and includes academic support staff, peer success coach, residence life staff, professional academic advisor, and faculty mentor
- Highly dedicated and accomplished cadre of professional academic advisors who have the ability to build sustained relationships with their advisees across the entire undergraduate experience, engage in continuous and required professional development, and are held accountable for their outcomes
- Network of advising and academic support personnel with consistency in titles and responsibilities of the position, caseload assignments, and clear opportunities and criteria for promotion
- Forward-thinking and data-informed strategies for students, advisors, academic support staff and faculty.

Additionally, the provost office is reorganizing so that one associate provost is focused on undergraduate affairs and will lead this effort.

Recommendation: Find a new vision for graduate/professional degree programs at Miami

Mike Crowder, our new Dean of the Graduate School, is already working on this. Our *Boldly Creative* initiative has created impetus for several new graduate/professional programs, but Miami remains far behind peer institutions in this space. Currently we are:

- evaluating existing programs in light of national data on student interest and employer need/demand (Gray Associates Data, combined with targeted research from Hanover Associates);
- encouraging low-demand/enrollment programs with promise to develop a plan for evolving into a high-demand program;
- where programs do not have a strong future, we must reallocate resources to programs that have the potential to be impactful, especially those with possibility of being nationally ranked, productive, or revenue producing;
- some potential graduate students do not want to drive to Oxford to engage in professional degree programs. Thus, like Social Work and business, we must move programs to where the possible students are through partnerships with the Regional Campuses (e.g., Middletown and VOA), to other locations in population centers, and through selectively moving courses online where we can thrive in an already very competitive market;
- The Graduate School dean is reviewing all current practices and policies to ensure we have modern policies and practices consistent with similar strong institutions

Recommendation: Continue developing Miami's national reputation as excellence in undergraduate education and co-curricular experiences

8

Academic Affairs
MiamiRISE Strategic Plan Update
Fall 2020

Student Life and Academic Affairs have had strong coordination on a variety of fronts during my first year. We continue to seek ways to work collaboratively across divisions, such as deeper engagement between our Student Affairs/Higher Education graduate programs and our Student Live practitioners and leaders.

Recommendation: Prioritize Student Scholarships in advancement/development

Fundraising was negatively impacted in FY'20 by the COVID-19 pandemic. Even so, almost $18 million was raised for scholarships (both merit and need):

- $6.48 million were estate commitments
- the largest FY'20 scholarship gifts were $2.0 million, $1.5 million and $1 million.
- For FY'21, there are 176 solicitations in motion with a hoped-for closed gift total of $24.6 million. Many of these are for Honors College scholarships at the $500K level or above. Moreover, we will receive estate proceeds of approximately $10 million to further endow a scholarship in the Department of Media, Journalism and Film awarded based on both merit and need.

Recommendation: Increase and coordinate student retention and graduation efforts
Miami already has strong retention and 4- and 6-year graduation rates. During 2019-20, Oxford was ranked in the top 20 for public universities. In the graphs below (Fig 3 & 4) we currently report:
- Retention from first to second-year varying from around 85% (Pell-eligible students) to over 90% (female students, non-Pell-eligible, and White students).
- 4-year graduation rates ranging from low 60% (international students, Pell-eligible) to over 80% (female students)
- 6-year graduation rates ranging from around 75% (international, Pell-eligible) to around 85% (female students).
- For students-of-color, and Pell-eligible students, we have one of the highest retention and completion rates in the state of Ohio, and nationally are known for excellence in this area. The Senior Director of the Student Success Center is tasked specifically with ensuring that we close any obvious gaps in these metrics.

9

Academic Affairs
MiamiRISE Strategic Plan Update
Fall 2020

Figure 3: Oxford Graduation Rates

Figure 4: Oxford Retention and Graduation Rates

10
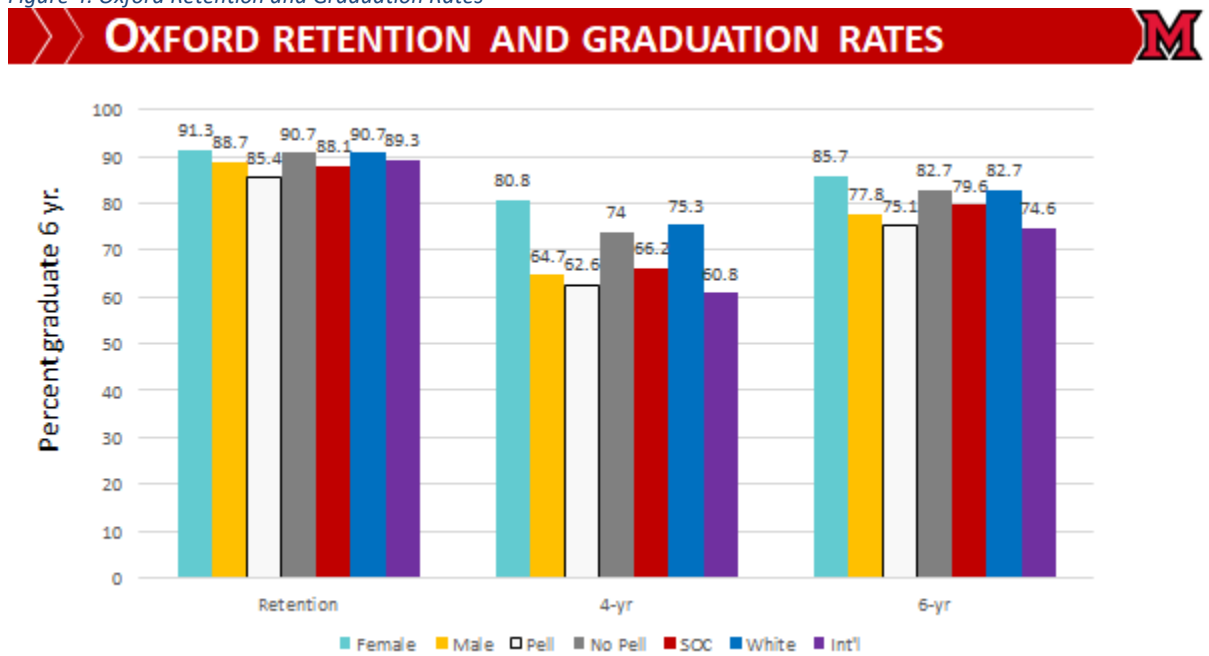
Academic Affairs
MiamiRISE Strategic Plan Update
Fall 2020

The regional campuses have a different mission and open admissions, and thus, a very different retention and graduation profile. However, there is a clear upward trajectory when we look at whether students graduated from Miami. IPEDS data requires us to be more restrictive and report whether students who started at the regionals graduated from the regionals.

Figure 5: Regionals Graduation rates
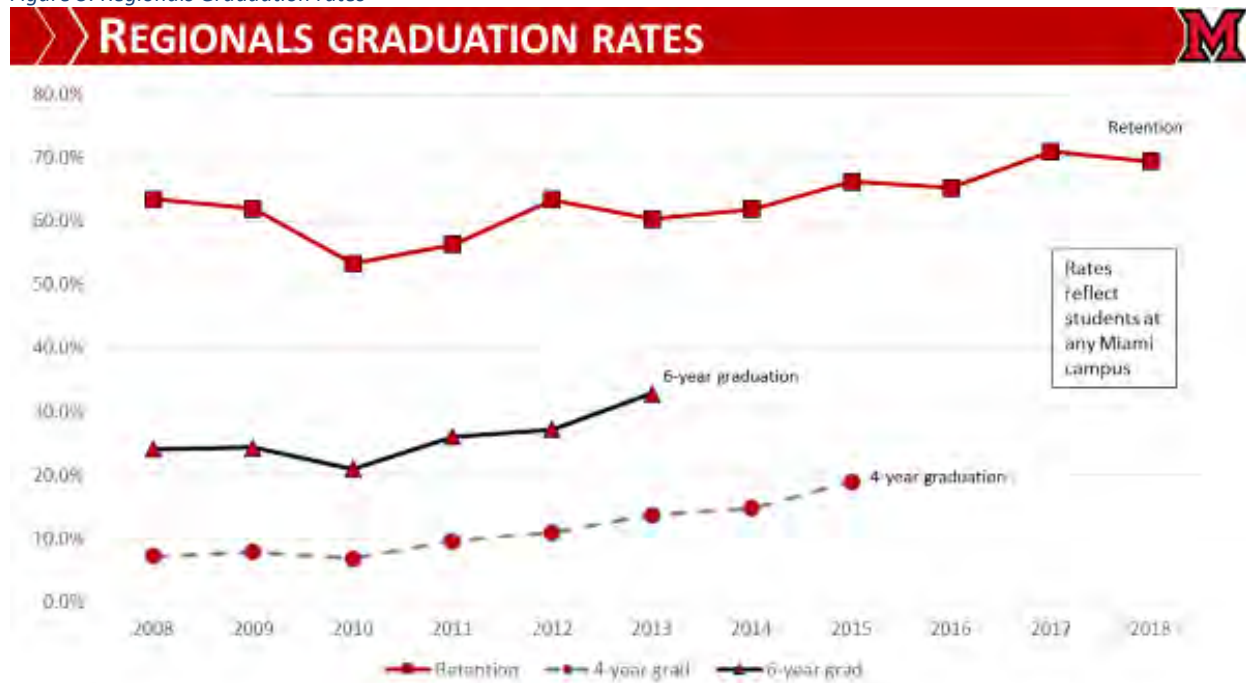
Figure 6: Regionals Retention and Graduation rates
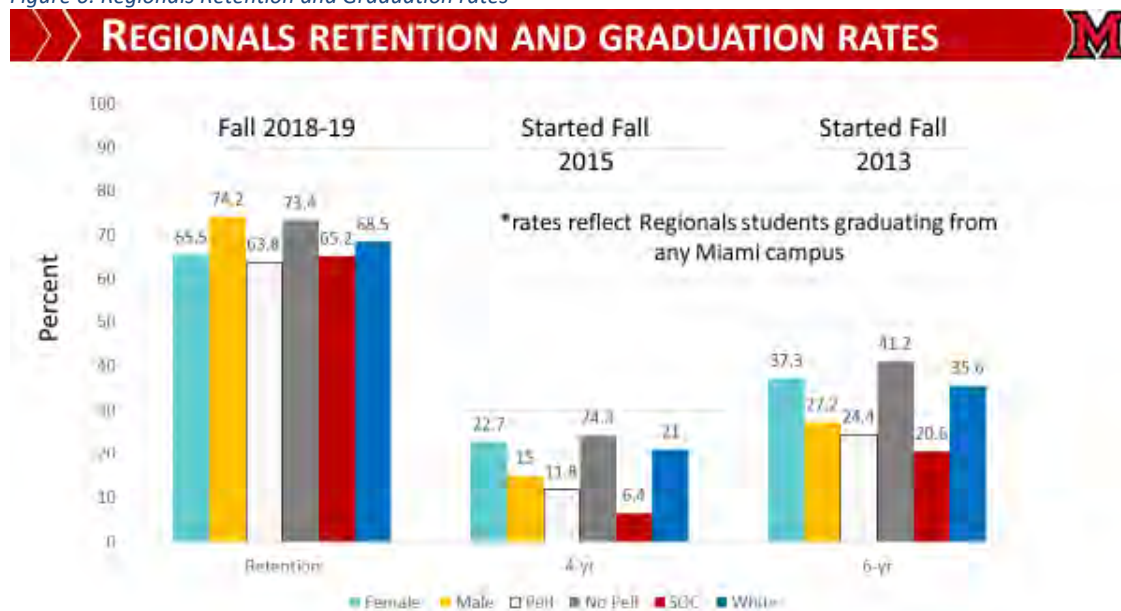
As you can see in the graphs above (Fig 5,6 & 7), currently the regional campuses:
- have retention rates ranging from around 64% (Pell-eligible, students of color) to around 74% (male, non-Pell eligible);

11

Academic Affairs
MiamiRISE Strategic Plan Update
Fall 2020

- 4-year graduation rates ranging from around 6% students of color to around 24% (non-Pell eligible)
- 6-year graduation rates ranging from around 21% students of color to around 41% (non-Pell eligible)

We aspire to ensure Miami Regionals students have the best return on their effort and investment. The leadership of the Regionals continues to look at specific strategies in this area. These efforts are improving graduation rates. Regional strategies include:

1. TRIO Grant: Funded two weeks ago through 2025. This grant provides 1.3M over five years to serve at risk students, first generation, learning disability, low socio-economic status, etc. The grant provides an array of extra support services around these students including extra tutoring, career services, individual coaching.

2. The students least likely to persist are those that come into the university with no major. We have implemented a program called career communities. We partially implemented it in 2019 and more so in 2020. This is a program that groups undeclared majors into a cohort so that they build community and take sets of classes together. There are five communities: human services and education; health and science; arts humanities and communication; engineering math and technology; leadership and business. I am told that the research from similar institutions which have implemented this has shown gains of up to 10%.

3. Work+ (Table 3) is an effort that has slowed due to COVID-19. Work+ helps students who have the financial barriers to succeed. Despite the large challenges, Work+ continues:

Table 3: Work +

3	Butler County Regional Transit Authority
2	Community First Solutions
9	The Fischer Group dba Accurate Product Development
2	thyssenkrupp Bilstein
16	**Total**

4. Multiple intentional and focused efforts that continues to improve: tutoring, learning assistance, psychological services, career services, kind caring faculty and staff which makes a difference.

Graduate student retention and graduation rates have only recently received scrutiny, and do not have national norms around reporting like undergraduate students. Outcomes like this will be part of the APEIP program review process and more data will be reported in the future.

12

Figure 7: Miami Graduate Cohorts 2010-Present

MIAMI GRADUATE COHORTS 2010-PRESENT

Degree	Total students	4-yr graduation rate	6-yr graduation rate	median yrs
MS degree	1703	76.3	77.9	2.0
MA degree	2964	85.7	89.1	3.0
PhD degree	940	10.3	48.2	6.0
EdD degree	52	59.6	65.4	3.0

Recommendation: Suspend current program review and revise to align goals with new strategic plan, complete one-time comprehensive review of undergraduate majors, and complete a one-time comprehensive review of graduate degree programs

We did not suspend the program review, but during the last academic year, we did develop and begin an innovative Academic Prioritization, Evaluation, and Improvement Program (APEIP), led by a committee of faculty and experts. Beginning with a two-day retreat led by Gray Associates, who provide national data on student interest, competition, employer demand, salaries, and other helpful metrics, all programs have received information. Through the RCM model, we have exceptionally granular data and are providing multiple "ratio dashboards" showing revenue and cost, faculty workloads per student, as well as other informative measures for our units. (Fig 8 & 9)

We also engaged Hanover Research, a national research firm that can conduct focused research to support the review and development of our curriculum portfolio.

All colleges are currently engaging with the APEIP process to identify programs to sunset, significantly revise, and those programs that need continual improvement. We have also identified multiple high-demand programs not currently in our portfolio that we are moving toward implementing. For example, we know that Clinical Engineering, a specialty that develops the equipment, sensors, and infrastructure needed for a modern health system, as well as a regulatory affairs track, is already high demand with few colleges offering majors or graduate degrees in this area. We are moving to implement.

13

Academic Affairs
MiamiRISE Strategic Plan Update
Fall 2020

Figure 8: Initial Program Ratings
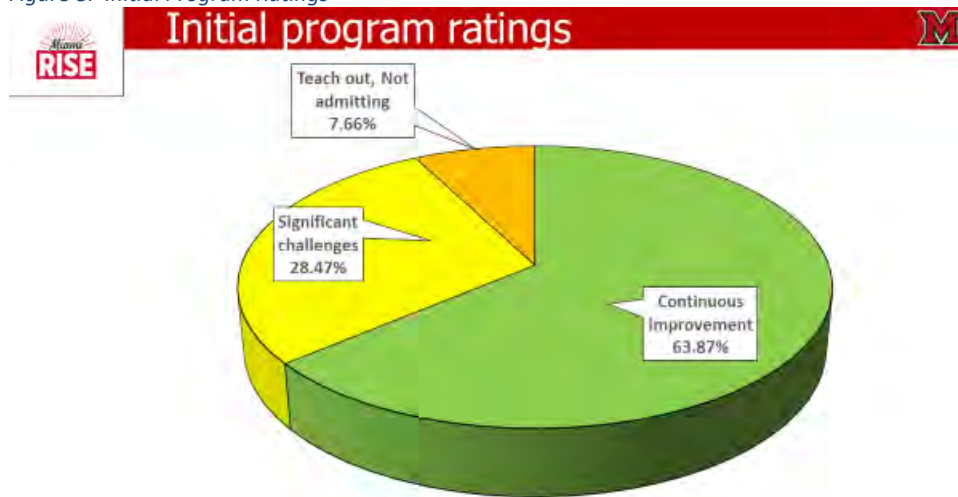
Figure 9: Initial Program Ratings

Division	Continuous Improvement	Significant Difficulties	Not Admit/ Teach Out
CAS	74	46	6
CCA	15	8	1
CEC	14	0	1
CEHS*	32	16	11
CLASS	16	8	2
FSB	25	0	0
Provost	1	0	0
total	177	78	21
%	64.13%	28.26%	7.61%

Program Type:	Continuous Improvement	Significant Difficulties	Not Admit/ Teach Out
Associate	1	0	0
Bachelor	94	40	5
Co-majors	11	3	1
UG Cert.	14	0	0
GR Cert.*	12	7	3
Master's	37	25	10
Doctoral	8	5	2
total	177	78	21
%	64.13%	28.26%	7.61%

4. Engagement

The Academic Partnerships Committee and the newly formed Experiential Learning Committee are making concerted efforts to advance student engagement through:

- New internship policy and procedures which will ensure that students receive appropriate mentorship from faculty and their internship site supervisor;
- Process for approving and support Service-Learning courses;
- Microcredentials, including co-curricular microcredentials, that will allow students to gain lifelong skills and aptitudes.

Recommendation: Ensure all students have support for study abroad/away

- MUDEC, under the leadership of a newly appointed interim Executive Director who reports to the Assistant Provost for Global Initiatives, in collaboration with other faculty leaders, have:

14

- o   revised the curricular vision;
- o   explored non-home-stay housing and;
- o   ensured that current home stay experiences are strong, and;
- o   begun engaging University of Luxembourg with potential collaborations that could bring more faculty from Miami to Luxembourg.
- We want to ensure there are appropriate supports and opportunities for early-career faculty to spend time at MUDEC as part of their research support
- we have a broader advancement campaign around MUDEC and also study abroad scholarships.
- we would like to provide access to these programs for athletes and graduate students

Recommendation: Work on Town-Gown relationships

- The President and many leaders throughout the university have been working with the cities of Oxford, Hamilton, and Middletown to ensure strong, mutually beneficial relationships. We have been working on economic development opportunities and career readiness, workforce development, arts offerings, and many other fronts.
- Randy Thomas, our VP of ASPIRE is leading some of these efforts.
- COVID-19 has created more opportunities for us to work collaboratively, and there is optimism this will create a strong foundation for future strong collaboration.

Recommendation: Continue Environmental Sustainability efforts

Miami has by far the lowest energy usage per square foot of any peer university. We continue to strive toward environmental sustainability and responsibility, and carbon neutrality:

- The President will sign the Second Nature's Climate Commitment, the most comprehensive of its [Presidents' Climate Leadership Commitments](#) (PCLC) pledge.
- One Year/One Theme focus for 2023-24 will focus on sustainability.
- IES will be a perennial sponsor of our *Prodesse Scholars* program

Recommendation: Reorganize academic structure to create synergies between departments/programs and energize interdisciplinary collaboration

The President presented the Board of Trustees with a comprehensive campus reorganization plan that creates "corridors of excellence" where disciplines likely to collaborate with each other are focused. Through our two new buildings, we will be able to create centroids on campus where the focus is:

- clinical health sciences and wellness
- humanities
- creative arts
- STEM
- business
- social sciences

Currently, there is no plan to reorganize colleges or administrative reporting structures but we continue to evaluate new ways to engage collaboration.

15

Academic Affairs
MiamiRISE Strategic Plan Update
Fall 2020

Recommendation: Establish a Diversity, Equity, and Inclusion committee to oversee diversity, equity, and inclusion policy, programming, and evaluation throughout the university

The recently established the Presidential Task Force for DE&I has been active in developing a comprehensive set of recommendations that every division will work on implementing under the leadership of our new VP, Anthony James. Dr. James and Dr. Bell-Robinson are now developing a DE&I "implementation task force" to oversee implementation of efforts that can truly impact Miami University. Additionally:

- A DE&I investment fund of $1.275 M has been created. A draft "Call for Proposals" will follow a modified *Boldly Creative* process whereby:
  - Academic Affairs DE&I leaders will cultivate and curate proposals in five different areas to bring forward to the deans for approval:
    - faculty
    - students
    - curriculum and co-curricular strategic efforts
    - research and scholarship
    - The Miami Tribe relationship
- The Academic Affairs DE&I implementation task force will work with the President's Task Force, the Vice President for Institutional Diversity, and leaders throughout campus to continue examining opportunities for implementing initiatives that will effect change.
- DE&I will be the sole focus of *Boldly Creative(BC)* for 2020-21 and additional *BC* funds will be allocated if required to drive continued improvement.
- The first two (2) years of our One Year/One Theme initiative will focus on issues around Race and Racism, and then the Miami Tribe and native/indigenous peoples.
- The President continues to work on university-wide structures and initiatives in this space while each Vice President also works within their division to support these goals.

Recommendation: Aggressively market Miami brand
Higher education is a complicated space these days and competition for excellent students is increasing while at the same time discounting has reached an unprecedented level. The President has developed plans to streamline and enhance the UCM enterprise to directly address this issue, starting with the hiring of our new vice president, Jaime Hunt.

- Within Academic Affairs, we are hiring a leader in marketing and communications to effectively coordinate efforts throughout AAO and particularly to:
  - market revenue generating programs, i.e., online, graduate fee paying
  - enhance national reputation and rankings, which drives interest from students

Recommendation: Align resources with strategic initiatives
We have implemented many efforts to develop and realign resources, both human and financial. Some of these include:

- developing a vision for Miami as the "Cradle of Scholars" where students, faculty, and staff receive culturally responsive mentoring, leadership development, and professional development to build excellence and capacity within existing team

16

- develop intentional department chair leadership development and support to ensure these key leaders are effective and supported in their roles
- align faculty hiring with strategic priorities, realigning positions where need and student enrollment are growing
- align graduate assistantships with needs and concentrate them where programs have the capacity to be excellent and nationally ranked, rather than continuing to spread resources ever thinner across multiple small programs

5. Other initiatives not clearly identified in MiamiRISE

Diversity, Equity, and Inclusion

Within the Office of Academic Affairs (AAO) we are committed to supporting the ideals and values that Miami stands for. We created a AAO Diversity, Equity, and Inclusion Implementation task force composed of a core of academic leaders from within academic units committed to leading change and implementing effective initiatives to make meaningful change.

Each associate provost is responsible for a subgroup focused on a particular area of academic affairs:
- Faculty: Special Assistant to the Provost for Faculty Affairs, is co-chairing a committee with to look at prior recommendations and peer practices and identify culturally responsive mechanisms that can improve recruiting, retention, success, support, promotion, and productivity for all faculty; particularly for faculty from under-represented groups. They will also be reviewing policy, practice, mentoring, leadership and professional development efforts, and other ways to effectively invest in our faculty.
- Students: The Associate Provost for Undergraduate Studies will a chair committee that looks at all aspects of student experience at Miami through a lens of prior recommendations and peer institution practices, including but not limited to:
  o student pipeline and recruiting to onboarding,
  o ongoing support (especially leadership development and culturally responsive mentoring),
  o pathways through the degree programs, retention, success, and graduation, and post-graduation outcomes for ways to effectively invest in our students.
- Graduate students: The Associate Provost for Graduate Studies and Dean of the Graduate School, will work with graduate council and other shared governance groups to review prior recommendations, peer practices, and etc. to identify effective mechanisms to support DE&I within graduate education. This includes recruiting and pipeline, professional and leadership development, culturally responsive mentoring, success and completion, post-degree outcomes, pipeline into the faculty, etc.
- Curriculum and other strategic initiatives: The Associate Provost for Strategic Initiatives, will lead this committee with several other administrators to look at multiple issues and opportunities for DE&I, including:
  o Global Miami Plan: With a new state mandate to include a diversity requirement in liberal education, and with our existing examinations of GMP, we are looking to ensure we have mechanisms to intentionally engage students in discussions relevant to this topic,

17

Attachment O
MiamiRISE
Provost Osborne
September 24, 2020

Academic Affairs
MiamiRISE Strategic Plan Update
Fall 2020

such as privilege, racism and colonialism, oppression and cultural subjugation, allyship, etc. throughout the students' time at Miami.

- o UNV101, perhaps incorporating UNV 201, 301, and 401 to ensure we have opportunities to engage in these discussions in increasingly sophisticated ways throughout the student's degree program
- o One Year/One Theme
- o Myaamia and Miami Tribe featured in curriculum and campus life: we are working to develop GMP courses that reflect our important relationship with the Miami Tribe, ideally at least one course featured in each GMP requirement.
    - to accomplish this goal without impinging on the staff in the Myaamia Center we are working to develop a position that would be funded by AAO that would develop bridges between academic units and centers and the Myaamia Center with the goal of increasing engagement between the tribe, the center, and students, faculty, and staff at MU;
    - Study Away will develop sustainable programs that allow students engaged learning experiences with the Miami Tribe, Myaamia Center, and other Nations on a variety of topics. The tribe is particularly interested in connections with FSB, and with our new dean, it might be a good time to explore this.
    - Grow our own will attempt to recruit Miami Tribe or other Native American students into our graduate programs where they will also serve as a bridge into the Myaamia Center.
- o eSports as a bridge to diversity: eSports are a great way to excite very diverse students about the learning process, college experience and Miami University early. Our nationally ranked eSports team and its staff are working on a number of diversity-related initiatives, including:
    - Building relationships with HBCUs to develop eSports teams and curricular pathways relating to eSports, games and technology.
    - Potential corporate sponsorship of the first all-female varsity esports team at Miami University
    - Leveraging esports to build bridges into Native American communities, which could help recruit into Miami undergraduate programs.

<u>Budget model</u>

The RCM budget model will need to be carefully reviewed to see how it is constituted and whether it is aligned with strategic priorities and a new era of more constrained resources. I am looking at how RCM works within Academic Affairs and are formulating some ideas along with the Assistant Provost for Budget and Analytics. Some examples:

- Flow of indirect (F&A) from grants should incentivize faculty and units, providing needed support but also provide strategic support at the university level for Research office, programs like dissertation fellowships, etc. These funds should not come from E&G.
- True-up between Regional campus and Oxford should be considered to ensure equitable distribution and to mitigate unintended consequences.
- Ensure nursing revenue flow to the department of Nursing/ CLAAS is appropriate and encumbers real costs of delivering nursing, is considered separately from true-up.

18

Academic Affairs
MiamiRISE Strategic Plan Update
Fall 2020

- Limit GMP course offerings to those courses which focus primarily on the objectives, delivered by experts in the area; disincentivize other units from offering courses outside their area of expertise or encourage creative course offerings during winter/summer term or as study abroad/away
- via APEIP, review flow of revenue around majors and retention and graduation of students within major to evaluate whether 25% of RCM allocated to major is reasonable
- Through Net Position analysis and Ratio Dashboard, evaluate viability of majors and degree programs in light of cost of delivery vs. revenue generated (or research, national reputation, etc.)
- Ensure each academic division remains at a net position of balanced (0) or better; where divisions are in deficit, deans and leadership are creating plans to move toward balanced budget. Deans must collaborate on these efforts across divisions to ensure CAS and the College of Creative Arts are not losing student credit hours to offerings from other divisions.

Work with Regional Campuses to continue refining and focusing vision on unique social justice mission and opportunities

The Regionals have a unique mission and unique opportunities. Embedded in communities closer to major population centers with underserved populations, we are well positioned to create outreach and pipelines from underserved communities into Miami through the Regionals, to provide support to first-generation and/or low-income students, and to provide the social mobility that a college education can provide. We must consider how to articulate a clear and distinct vision for the regionals, including unique degree offerings that meet the needs of their communities and respond to the needs and wants of employers such as:

- best in class retention and graduation efforts, wrap-around support;
- continued excellence in English Language learners;
- online undergraduate credentials of sector-leading quality;
- Nursing and similar critical workforce needs that also provide social mobility;
- working with departments at Oxford campus who may need to offer in-person courses closer to population centers, e.g., education, social work, business, other potentially other graduate offerings
- Work+ continues despite the profound economic challenges

19

Academic Program Evaluation, Improvement, and Prioritization (APEIP) Process
September 2020 Update

Miami**RISE**'s strategic plan offered a blueprint to build upon our strengths, transform our curriculum, and distinguish us as a leader among R2 universities. Miami**RISE** envisions nimble processes to create new academic programs to attract talented students and faculty from Ohio, the United States and around the globe. A central tool in realizing the promise of Miami**RISE** is the comprehensive review of Miami's academic portfolio, for both graduate and undergraduate programs because "*while a rich and varied curriculum benefits students and helps draw a diverse student body to Miami...a reduction in the number of undergraduate majors is appropriate...At the graduate level, Miami supports a large number of small master's programs and should prioritize a better mix of those supported by the university and those that generate revenue... We do not have the luxury and financial capacity to be all things to all people*." Miami**RISE** specifically challenges faculty to improve not only the quality of academic programs, but also the efficiency of providing them.

In response, Miami created a collaborative, transparent, data-informed process aligned with the principles of shared governance. From October 2019 to February 2020, a committee of faculty (elected from the members of University Senate), and representatives from student government, the Registrar, and the Deans' and Provost's offices met for more than 40 hours to create the Academic Program Evaluation, Improvement, and Prioritization (APEIP) Process. The goals of APEIP are to (1) better align programs not only with our mission and strategic plan priorities, but also with student and employer demand, (2) improve the quality of Miami's academic portfolio and develop a culture that values ongoing, data-driven improvement, (3) ensure the academic portfolio can be sustained with the resources that we generate, (4) leverage our human and financial resources efficiently, and (5) prioritize academic programs and strategically reallocate resources to improve the quality of programs. APEIP was approved by Provost Osborne and the Council of Academic Deans on March 4, 2020.

APEIP evaluates both the quality and efficiency each program using five criteria: **external demand** from both students and employers, **internal demand** through growing enrollments in a **robust and dynamic curriculum** that has crafted a distinctive focus, and **program outcomes** including exemplary faculty achievements and student success markers for program completion, high impact experiential learning outside the classroom, and career outcomes. The fifth criterion examines **efficient operations** by comparing revenue generation to the resources required to deliver the programs.

APEIP presumes that even departments and divisions with strong student enrollments can increase program quality by improving student success. Faculty must engage in candid conversations and analyses to identify sustainable solutions beyond the success of their own discipline or division. Every department can identify meaningful efficiencies. APEIP offers faculty the opportunity to prioritize programs and allocate their time and financial resources accordingly.

Progress Indicators
A template was created to collate indicators of quality and efficiency. Division data analysts replicated these extensive analyses using BI to generate a custom databook for each of the 58 academic departments. Databooks and department workload policies were uploaded to a Google drive to ensure transparency and access across all divisions, deans, and chairs. An APEIP Canvas site ensures clear communication of the process. Faculty Consultants were trained on the data sources and assigned to each department to assist with data analyses and formative review of department action plans.

The Deans assigned a preliminary rating of *Continuous Improvement* (63.4%, n= 176) or *Significant Difficulties* (28.3%, n=78) to each of the 276 degree programs, co-majors, and certificates. (The remaining programs no longer admit students or have a teach out plan in place.) Programs within a department could be (and were) assigned different ratings. Deans identified important issues to address in department action plans, and in some cases, clustered some programs and required collaboration. The preliminary ratings identified several common challenges for undergraduate programs across departments and divisions: consolidating BA/BS degrees for the same program, increasing enrollment in upper division courses, improving undergraduate persistence, reducing DFW rates, and increasing experiential learning opportunities.

Common issues for graduate programs include the need to increase selectivity, national profile, collaborative external funding, and fee-paying students. Graduate assistantships funded by E&G must be leveraged to contribute directly to mission, e.g., supporting undergraduate learning. Because one faculty delivers both undergraduate and graduate programs, faculty expertise is diluted across too many resource-intensive programs, and several programs have a low/declining number of degrees awarded in a market with poor external demand and/or challenging competitor space. The Deans' reviews echo the strategic plan: we must streamline curriculum, focus on strengths and growth potential, modernize curricula to address emerging areas, and redirect resources toward higher-demand areas. Curriculum is in the hands of the faculty and it is critical that faculty lead in revising Miami's academic portfolio.

Academic Program	Continuous Improvement	Significant Difficulties	Not Admit/ Teach Out	Academic Division	Continuous Improvement	Significant Difficulties	Not Admit/ Teach Out
Associate	1	0	0	CAS	74	46	6
Bachelor	94	40	5	CCA	15	8	1
Co-majors	11	3	1	CEC	14	0	1
UG Cert.	14	0	0	CEHS	32	16	11
GR Cert.	12	7	3	CLASS	16	8	2
Master's	37	23	10	FSB	25	0	0
Doctoral	8	5	2	Provost	1	0	0

Looking Forward

Faculty are analyzing program data using the APEIP criteria to identify strengths and opportunities to improve. Program analyses are due in October 2020. Department action plans that respond to critical issues identified by Deans, including a revised workload policy and strategies to demonstrate measurable improvement within 3 years (AY 2023-2024) are due in November 2020. (In the event that a Department does not wish to engage in data analysis for one or more of its programs, the Department may voluntarily and summarily agree to request elimination of the program.)

Upon approval of each department's action plan no later than February 2021, Deans will issue a summative rating to each program: *Continuous Improvement with Potential New Resources, Continuous Improvement with Minor Difficulties, Program Restructuring with Significant Difficulties,* or *Sunset Program with Significant Difficulties*, and continue to do so annually thereafter.

If a department does not achieve its target outcomes to improve quality and/or efficiency by AY 2023-2024, then the Dean will take actions to ensure that the department meets its goals. If a department decides to retool a program that has been experiencing low/declining enrollment, the action plan must include annual enrollment targets and a three-year timeline of action steps to achieve those goals. All

parties should recognize that if the program does not reach the target enrollment, the Division should initiate the process to sunset the program.

The commitment of Miami's deans, chairs, and faculty to engage in the difficult, but necessary, work of APEIP while simultaneously rising to meet the evolving challenges of the pandemic speaks volumes about Miami's dedicated faculty and leadership. APEIP will catalyze a culture of data-driven decision making to optimize our academic portfolio, ensure the longevity of the University, and leverage our human and financial resources wisely.

Board of Trustees – Academic & Student Affairs Committee
Miami University Dolibois European Center **– Update**
September 2020

Cheryl D. Young
Assistant Provost, Global Initiatives

In October 2018, the Miami University Dolibois European Center (MUDEC) energetically celebrated the fiftieth anniversary the Miami presence in Luxembourg. The Center endures as a significant and vital component of the Miami University comprehensive internationalization strategic plan and its continued success remains a high priority. As we move into the next fifty years, it was time to pause, and review MUDEC's mission, vision, goals, and curriculum. Reports developed in the 2016-17 MUDEC Program Review, by the 2017 Curriculum Task Force, in addition to a 2018 *ad hoc* report from the previous curriculum coordinator, provided a foundation, and supported the need to focus in several areas for intense review and direct actions: curriculum, housing, and communication. Under the leadership of Provost Jason Osborne, a strategic final review toward definitive actions began in the fall of 2019. The following report provides an update on the status of the review and actions, including the innovative updates planned and in position.

Curriculum
In 2018, Provost Phyllis Callahan appointed Dr. James Shiveley, Condit Professor of Teacher Education, to the role of MUDEC Curriculum Coordinator with a charge to develop innovative curricular and co-curricular offerings to meet the academic and cultural consciousness acquisition current needs of students, and look forward into the future of cross cultural educational requirements necessary to navigate in our global environment. Provost Jason Osborne asked Shiveley to continue in this role for 2020-21. In spite of the intervening pandemic, as of Fall 2020, Shiveley has collaboratively developed a sustainable cohort model to draw students to MUDEC, aligned with the core curriculum and previously identified cohorts, and to allow students to progress definitively in their degree programs while engaging in a cultural immersion experience. The cohorts include Digital Innovation, Farmer School of Business, Sports Leadership & Management, Political Science, Kinesiology, Nutrition, & Health, student teaching, and Architecture, as well as an Honor's summer program. Core courses are redesigned to enhance the cultural contextual experience. The refreshed curriculum will launch in the Fall of 2021, with some programs piloted in 2019-2020, and there is already increased enthusiasm expressed by students who are embracing the relevant and revitalized opportunities. Confirmed students for Spring 2021 are at 100, with applications still being received and reviewed for admission decisions.

Housing
The MUDEC program has offered home-stays with Luxembourgish families since it opened 52 years ago. However, students today are seeking options beyond the traditional home stay. MUDEC leadership began working diligently with the City of Differdange to pursue other opportunities in the area. Options are limited due to the competition from local universities, and limited housing options in the area in general, but many options are being reviewed in collaboration with local alumni and our partners in the city of Differdange. This has risen to the top of our priorities for action and finalization in 2020-21.

Communication
Open channels of communication are necessary to maintain and sustain collaborations with MUDEC alumni and friends, faculty and staff leaders, and coordination of curriculum standards and assessment. As the curriculum and housing issues rise to the surface, communication channels have opened up with champions and facilitators identified to ensure daily interactions and exchanges are maintained at an elevated level necessary when campuses cross oceans and time zones. Further, collaboration between the main

campus Global Intiatives office and staff and the MUDEC office, faculty, and staff is being developed into a cohesive team to ensure enrollment management goals are met, staff are cross trained and cross functional, and in a time of constrained means, the units are sharing resources to maximize efficiencies.

Leadership

In the spring of 2020, Dr. Thierry Leterre announced his intention to step down from the position of Dean of the Dolibois European Center. Leterre is on sabbatical during 2020-21, and will return to the faculty at MUDEC in the fall of 2021. Raymond Manes was appointed Interim Executive Director, and he has stepped into the role seamlessly. Manes has proven himself a problem solver who has made some innovative, cost-effective, and aesthetically pleasing modifications to the Chateau, in addition to addressing the essential requirements to ensure a healthy environment for faculty, staff, and students during a pandemic.

Dr. Cheryl Young, Assistant Provost, Global Initiatives, is in residence at MUDEC during the fall of 2020. Her priorities include housing, communication, and to finalize planning for housing options in collaboration with local alumni, Differdange city management, and others. In addition, she is following up on leads provided to develop possibilities for creative and innovation hubs between entities in Luxembourg and Miami University.

The timing of Young's visit is advantageous, with the spring semester students on site also, somewhat unexpectedly. Although the European Union announced a ban on non-essential travel from the United States, exceptions were made for students studying abroad. Thirty Miami students are studying or student teaching in Luxembourg this fall. This would not have been possible without the strong relationship between MUDEC administration and the Grand Duchy of Luxembourg, and with the support of the Miami – Tri Health partnership to provide last minute COVID tests as required by Luxembourg. Although we are not able to confirm this, we believe Miami University may have the only group of US. students studying in the EU this fall. The students are engaged, resilient, studious, safely traveling through Discovery and Study Tours, and proactively participating in all appropriate health and safety measures.

Other Updates

Jill Gaby and Michael Scott, University Development, report that since the counting period began on January 1, 2018, the MUDEC campaign has raised over $2.88 million to date towards the $8.75 million goal. Among the five campaign priorities, scholarship and Discovery Tours have drawn the most support. As a result of the uncertainty presented by disruptions resulting from COVID-19, the MUDEC campaign has been extended through December, 2026.

Additional tactical opportunities under exploration at this time include:
- University of Luxembourg
  - Research collaborations
  - Miami University co-sponsorship of the TransAtlantic Dialogue Conference
  - Renewal and revitalization of memorandum of understanding between Miami and UniLux
  - Classroom to classroom connections between Miami and UniLux students and faculty through Miami Connects.
- Collaborative research projects and potential undergraduate and graduate student internships (in person and virtual) with Luxembourg local industry, innovation hubs, and laboratories.
- Exploration of opportunities that would lead to grant funding from the US Department of Education and other funding agencies.

Undergraduate Academic Advising Council Report

Miami University, August 2020

Introduction

This report provides a summary of the Undergraduate Academic Advising Council's (UAAC) activities during the 2019-2020 academic year.

The UAAC believes that although assessment is often viewed as a means to accountability, assessment is actually intended to be a constructive, ongoing process focused on continuous feedback and improvement of services to students. Moreover, assessment is not the same as evaluation. Evaluation focuses on the performance of the individual academic advisor, while assessment is concerned with the academic advising program and system overall, primarily in relation to specific outcomes.

2019-2020 Organizational Structure & Membership

The following organizational structure for academic advising was in effect:
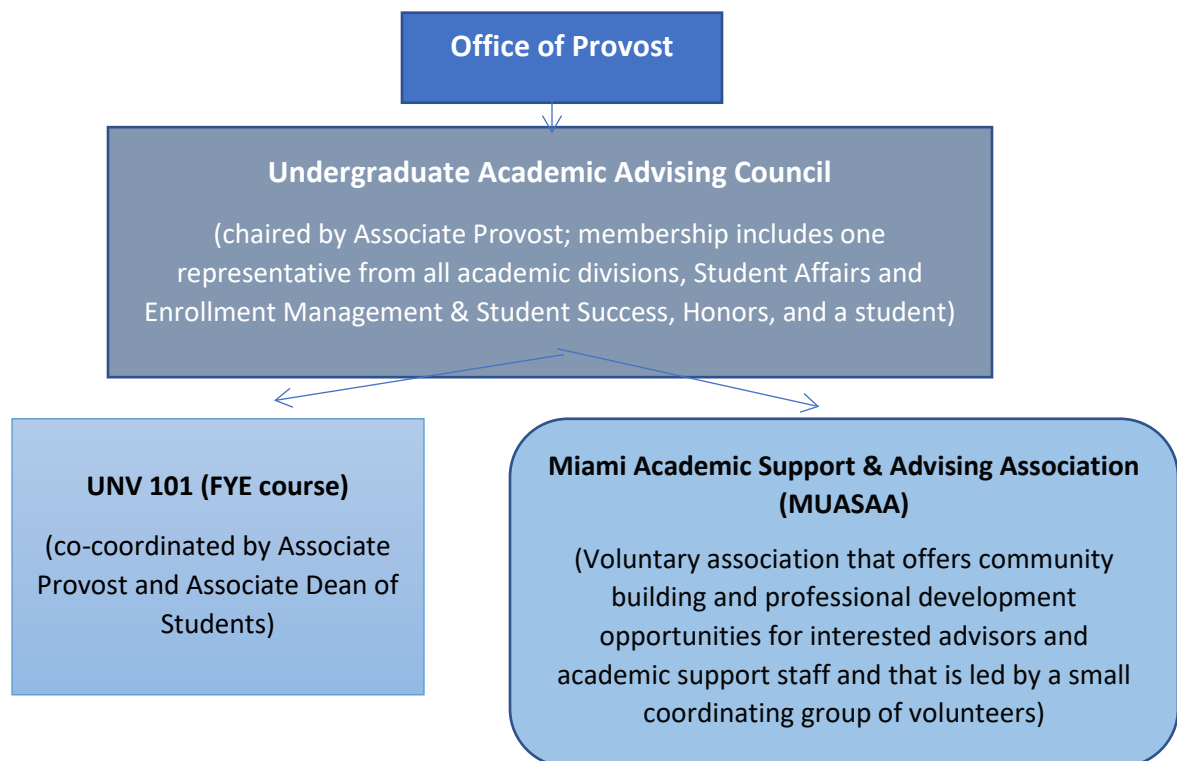
The 2019-2020 UAAC membership was Jeffrey Wanko (chair), Craig Bennett, Christina Carrubba-Whetstine, Teresa Radomski-Bomb, Tonia Hyllengren, Stephanie Beck, Brian Kirkmeyer, Chanelle White, Ted Peters, Gretchen Radler, Roxann Sommers, and an undergraduate student—Edith Lui). The UAAC met 11 times during the academic year and 5 additional times throughout the summer of 2020.

2019-2020 Objectives

Below is a list of key objectives for the 2018-19 academic year:

1. **Awareness and Understanding**
   - Hold conversations between UAAC and various constituents across the University about the common efforts and work being done to establish a more coordinated understanding of the work and more attainable goals can be reached.
2. **Assistance to Advisors with Remote Delivery**
   - When Miami shifted to remote delivery of instruction in March 2020, UAAC took the lead in providing advisors with information on remote delivery of advising
3. **Recommendations for Changes to Academic Advising**
   - Under the direction of Associate Provost Carolyn Haynes, a subgroup of UAAC (Craig Bennett, Chanelle White, and Ted Peters) developed a plan for addressing concerns about academic advising by recommending the hiring of more professional academic advisors and realigning the Student Success Center

Other work that was done by UAAC as part of its routine operation this academic year:

- **Advisor Development & Recognition**
  - Offered eight advising development modules
  - Selected two winners for the Excellence in Academic Advising Award (Greg Phillips and Heeyoung Tai)
  - Offered fourth annual advising symposium "Advising with Intentionality" (coordinated by the Miami University Academic Support & Advising Association) in February with over 60 participants, and held monthly workshops on advising-related topics
- **Advising E-Tools**
  - Reviewed and revised modules 1-6 in online and face-to-face advisor training
- **Advising Communications**
  - Reviewed and revised letters for midterm interventions and explored options for revising timeline for midterm interventions

Objective 1: Awareness and Understanding

<u>Background</u>

One of our goals this year was to increase the communications between the academic advising community and others who work in related areas at Miami. As such, we invited a number of people to discuss projects and initiatives with us at our UAAC meetings, where we provided feedback and helped to continue these initiatives as needed in our specific academic units.

Topics included:

- Student Success Office – Having the SSC staff designated as "SSC advisors" in Banner, John Harrelson – September 11
- Honors – Honors College Proposal, Carolyn Haynes) – September 25
- Academic Action Committee – Coordination of plans and communication, Christina Carrubba-Whetstine – October 9
- Center for Career Exploration and Success – New internship policy, Jen Benz – December 4
- Admission Office – Pathways students – February 12
- Registrar's Office – Final Exam Policies – February 26

Each of these topics was discussed and addressed with relevant parties. UAAC will review this process and determine what changes should be made for the next academic year.

Objective 2: Assistance to Advisors with Remote Delivery

When Miami shifted to remote delivery of courses in March 2020, UAAC developed some guidelines and assistance to academic advisors for remote advising.

Below is the document that was developed and shared with all academic advisors:

Remote Academic Advising

Advisors are encouraged to make use of **remote advising** while the university is utilizing remote delivery of instruction. <u>Professional advisors</u> are asked to follow the directions from their Assistant Dean for remote advising. Best practice for <u>faculty advisors</u> indicates that Google Hangouts are useful for advisors and advisees in one-on-one, group, and drop-in advising sessions. Many details about using Google Hangouts can be found on Google's [Hangouts support site](#).

One benefit of using Google Hangouts is that everyone at Miami has a Google account, so all users are verifiable through the system.

If a user cannot access Google from their location, many of the same functions can be found in Webex and WeChat (a popular platform in China).

Users who anticipate or experience a disability-related barrier to using Google Hangouts are encouraged to contact sds@miamioh.edu to request a reasonable accommodation. Webex may be used as an alternative platform for hearing accommodations.

<u>One-on-One Advising (Preferred)</u>

Advisors can arrange remote one-on-one meetings with advisees through Google Hangouts. Advisors may ask students to [schedule their meetings through Navigate](#), or they may prefer to arrange these meetings through email or the [calendar feature in Google](#) or Canvas. Meetings can be delivered using any combination of text, audio, and video features—although a video

call may be preferable as the advisor and advisee can also utilize screen sharing during the advising session.

It is recommended that the advisor pull up a student's Degree Audit in another window before the advising session begins. The advisor may also want to share a Google Doc with the student during the session.

When the advising session is finished, advisors should record their advising notes in Navigate.

Group Advising

Advisors can schedule remote group advising sessions in much the same way as one-on-one advising. Be aware that FERPA requirements mandate that personal information about a student cannot be shared with other students, so screen sharing should only be used for information that would be common to all students in the advising session.

Drop-in Advising (Advanced)

Advisors may want to hold remote open advising office hours where advisees can drop in without an appointment. To do this, an advisor can set up a room in Google Hangouts and notify advisees of the open time. The advisor can manage advisees who are waiting in the queue for the meeting and invite them in one at a time. This strategy requires additional management on the part of the advisor and is less preferable to one-on-one scheduled advising.

If you have any questions about remote advising, please feel free to contact your divisional advising office from the list below or work with a colleague who has experience in this area.

Divisional Contacts:

College of Arts and Science	casadvising@miamioh.edu
College of Creative Arts	radlergb@miamioh.edu
College of Education, Health, and Society	sommerrl@miamioh.edu
College of Engineering and Computing	kirkmebp@miamioh.edu
College of Liberal Arts and Applied Science	regadvising@MiamiOH.edu
Farmer School of Business	FSBStudentServices@miamioh.edu

Objective 3: Recommendations for Changes to Academic Advising

In spring 2020, Associate Provost Carolyn Haynes worked with a subgroup of UAAC to develop some recommendations for changes to academic advising.

Academic Advising & Student Success Model

May 2020
Developed by Craig Bennett, Carolyn Haynes, Ted Peters and Chanelle White

Executive Summary

In this proposal, we recommend that Miami advance a new model for academic advising and student success that includes the following key features:

- Proactive and holistic advising philosophy

- "Total intake" academic advising system led by professional staff advisors who can build a relationship with their advisees across the undergraduate experience, engage in continuous development and training, and are held accountable for their outcomes

- More coordinated and integrated organizational advising structure with greater oversight and support from the Office of the Provost

- Forward-thinking and data-informed strategies for students, advisors and faculty.

The chart below summarizes the key differences between our current model and the proposed one:

Current Model	Proposed Model
Fundamental approaches to and philosophies of advising may differ among academic divisions, creating confusion among students who may move from one to the other	All divisions follow similar approach (proactive, learner-centered), with similar organizational structures, job titles and responsibilities
Academic advising is primarily done by faculty	Academic advising done by professional advising staff
Students are typically not made aware of their advisor until after they are on campus and may (depending on their major) change advisors multiple times	Students assigned a "Care Team" from the moment that they enroll at Miami; student can have same academic advisor throughout their Miami experience (unless they change divisions or elect to change advisors); faculty serve as mentors
Advising loads vary widely among advisors	Advising loads are consistent with the advising staff position

Advisor development and training is voluntary and is not ongoing	Advisor development is ongoing and required part of position; advisors could be trained in career development
Advising is not assessed in a consistent way; assessment data are not used for systematic improvement	Assessment of the advising system and individual advisors implemented in ongoing manner
Learner-centered advising that is relatively passive (minimal "reaching out" to students, no required advising appointments)	Proactive, learner-centered advising approach (in which advisors carry caseloads of advisees) with required advising at key milestones and strategic and regular and early alert interventions with students who are at academic risk
Minimal centralized oversight of academic advising; academic divisions are encouraged to collaborate on decisions and approaches	Greater coordination of advising at the Provost level, with increased support for training and development, communication and assessment, while each division maintains key leadership over its advisors
Role of Student Success Center is not well defined	Clear and meaningful role for the SSC (supporting University Studies and CCP students in collaboration with divisions)
Advisor attrition	Opportunities for promotions of advisors

Introduction

Recommendation 7 of Miami's strategic plan calls for Miami to "redesign student advising to ensure that students are getting state of the art academic advising." This recommendation calls for a clear articulation of the roles of advising and academic support staff, an advising approach or model that is distinctive, and a more integrated system which "enhance[s] students' sense of engagement in the college experience and thus improve[s] retention." Recommendation 11 focuses on increasing and coordinating "student retention efforts with technology and effective intervention strategies. The plan further notes: "We should leverage predictive analytics to direct and implement early targeted interventions based on best practices, creating a culture of data-informed intervention and support."

The proposed model seeks to address these recommendations with a forward-thinking model that draws upon best practices.

Mission/Philosophy

To advance student success, we propose that Miami adopt what Jennifer Varney (2012) calls a "proactive" approach to academic advising. Proactive advising involves:

- Deliberate intervention to enhance student motivation

- Using strategies to show interest and involvement with students

- Intensive advising designed to increase the probability of student success

- Working to educate students on all options

- Approaching students before situations develop.

Key to this approach is that advising staff take the initiative to reach out to students rather than waiting for students to come to them.

This approach depends on five key elements (Rowh 2018):

1. **Robust technology** which can analyze student success data, track student progress, and communicate and trigger alerts
2. **Early and required interventions** which includes required academic advising at critical milestones as well as effective assessments and proactive efforts to communicate meaningfully with students before problems arise
3. **Holistic support** which means that advising encompasses more than setting up students' schedules. It involves socio-emotional support and career development.
4. **Careful communication** that helps to build trust, meaningful exchange and productive relationships between the advisor and student
5. **University-wide buy-in** so that all advising leaders have access to data analytics, regularly communicate and collaborate, and advance a shared mission and advising approach**.**

To enact this philosophy, each incoming student will be assigned a "My Care Team" which includes a professional staff advisor (who remains their advisor throughout their undergraduate experience, unless they change academic divisions); faculty mentor in their primary major; residence life staff member (for first two years), and career counselor. Additional members of the care team (e.g., Rinella Learning Center learning specialist, Miller Center staff member) may be added depending on the needs of the student.

Organizational Structure & Staffing

Because the proposed mission (above) demands intensive staff time and expertise in advisement and student development, we propose that Miami adopt the following organizational structure and a "total intake" advisor staffing model. The University would provide leadership from the Office of the Provost. However, assistant deans in academic divisions or directors of support units would be responsible for hiring and supervising advisors who specialize in their unit/division's curricula and the particular needs of their students. Although advisors would be assigned and report to academic divisions or support units, they would undergo a similar training process and follow a consistent advising approach.

All students would be assigned a professional staff advisor who continues to serve as this student's advisor throughout their Miami undergraduate experience unless the student changes academic divisions or personally requests a change in advisors. The shift toward a more centralized advising model will create consistency and availability of service, structure, and advising philosophy and meet the personalized expectations of our students. In turn, this will help to increase retention, persistence and graduation rates.

The proposed typical caseload of professional staff advisors is listed below:

- Academic advisor: 350-400 students
- Senior Academic Advisor: 300-350 students
- Assistant Director: 150-200 students
- Senior Assistant Director: 100-150 students
- Assistant Dean: 0-50 students
- Faculty Master Advisor: 50-100 students

To enact this model, Miami would need an increase in advising staff. Proposed additional staff are articulated below.[1]

Unit	Current # of Advising Staff	# of Students	Additional # of Staff Needed
Provost	0	N/A	1 (Coordinator) could be added in future
CAS Divisional Advising Office	9 FTE 1 director/assistant dean 1 senior advisor 7 advisors	8,800 (including ASUS; will collaborate with SSC on supporting CCP, ASU1 and ASU2 students)	17
CCA Divisional Advising Office	2 FTE 1 assistant dean/director 1 advisor	1900	4
CEC Divisional Advising Office	3 FTE 1 assistant dean 2 advisors	2000	3
CLAAS Divisional Advising Office	6 FTE 1 director 4 full time advisors 4 part-time advisors	4500 (2600 are majors)	7 FTE

EHS Divisional Advising Office	4 FTE 1 director 3 advisors	3500	5
FSB Divisional Advising Office	13 FTE 1 assistant dean/director 1 senior advisor 11 advisors	4400	0
Student Success Center	5 FTE 1 senior director 1 senior associate director 1 associate director 2 senior assistant directors	Collaborating with CAS on supporting CCP students (in collaboration with divisions on all campuses), ASU1 and ASU2 students; other high risk groups such as veterans	0
Honors (advisors work with students from designated academic divisions)	6 FTE 1 director 1 assistant director 4 advisors	1400	0
GRAND TOTAL		**18,000 (includes CCP students)**	**30 (Oxford)*** **7 (Regionals)***

*Estimated number of needed professional staff advisors could be less depending on how many Faculty Master Advisors are identified.

A limited number of faculty could serve as Faculty Master Advisors. These master advisors would receive a course release and serve a caseload of 50-100 students. Faculty Master Advisors would be identified and selected as specialists within the divisions and must meet expectations to continue in the role. In many situations, the current Chief Departmental Advisor may transition into this new role. Assistant deans and divisional advising offices would be responsible for recruiting these master advisors.

The number of advisors assigned to each division and unit should be reviewed at least once every five years to ensure that there are an appropriate number of advisors for each unit/division to serve the needs of the students.

Roles & Responsibilities

Units

Role	Responsibilities
Office of Provost (Associate Provost and Coordinator)	• Oversees vision for academic advising and student success at Miami • Chairs the Undergraduate Academic Advising Council • Oversees and coordinates advisor training, major advising related communications, and assessment of academic advising at Miami
Academic Divisional Advising Office	• Oversees divisionally related training for advisors and faculty mentors • Oversees assignment of advisors and mentors • Coordinates early alert and other academic interventions for advisees in the division
Academic Department	• Ensures that continuing faculty are trained in how to be effective mentors • Works with divisional advising office to identify appropriate faculty master advisors, and ensures that advising is included as part of their workload
Student Success Center (relocated into Academic Affairs to encourage greater collaborations and consistency in advising)	• Provides advising and support for ASU 1 and ASU 2 undecided students and CCP students in collaboration with CAS Advising; veterans/military students, and students with high academic risk (as appropriate). Also provide primary support for SSC Navigate for advising community.
Rinella Learning Center	• Provides tutoring on academic subjects • Provides support (coaching, courses) for students with special learning needs
Residence Life	• Selects, trains and oversees peer success coach program, in collaboration with Rinella and Student Success Center
Honors College	• Ensure all advisors undergo training and ongoing development • Assigns advisors a specific division with whom to work, and assigns appropriate caseloads of advisees • Collaborates closely with divisional advising offices
International Student Services	• Supports international students experiencing cultural, family, personal or economic issues; help students to access appropriate campus and community resources; advise students on the international student health insurance plan and assist with related issues

Career Services	• Provides career development and advice on post-graduation plans, internships and co-ops

Individuals[2]

Role	Responsibilities
Associate Provost	• Chairs Undergraduate Academic Advising Council (UAAC) • Collaboratively develops and oversees the advising philosophy and model as well as overall assessment plan • Oversees policies and procedures relating to student success and advising, including UNV 101 • Supervises director of Student Success Center
Coordinator of University Academic Advising[3]	• Assists the Associate Provost on all advising related duties. • Coordinates advisor training and development • Coordinates assessment of advising • Troubleshoots issues, problems and complaints • Oversees advising tools and ensures that advising data are available to other advising leaders • Maintains advising-related communications (websites, Canvas, Bulletin, etc.) • Coordinates interventions in collaboration with divisions and support units
Director (Academic Support Unit)	• Ensures that advisors in the unit are fully trained, undergoing ongoing professional development and assessed • Effects and manages changes in and provides leadership to all areas of the department; • Provides direct supervision to one or more professional staff and oversees supervision and evaluation of all staff within unit; • Chairs one or more divisional, university and/or ad hoc committees, as available; advances and mentors others on academic advising and student development theories, • Exhibits skilled written and oral communication abilities; applies advanced computing and related technical skills
Assistant Dean & Director of Divisional Advising	• Oversees all divisional advising efforts • Ensures that advisors in the unit are fully trained, undergoing ongoing professional development and assessed • Serves on UAAC • Effects and manages changes in and provides leadership to all areas of the department;

	• Provides direct supervision to one or more professional staff and oversees supervision and evaluation of all staff within unit; • Chairs one or more divisional, university and/or ad hoc committees, as available; advances and mentors others on academic advising and student development theories, • Exhibits skilled written and oral communication abilities; applies advanced computing and related technical skills
Senior Assistant Director (Division/Support Unit)	• Advises approximately 100-150 students (25-35 students per cohort) • Teaches incoming advisees in UNV 101 (or co-teaches with faculty member, depending on the needs of the division) • Assumes other significant responsibilities relating to divisional advising • Has completed all elements of the advisor portfolio, including evidence of impact on the advising field • Manages advising caseload appropriate with role; effects changes in and directs several functional areas of the department; • Provides direct supervision to one or more professional staff; • Chairs one or more divisional, university and/or ad hoc committees, as available; advances and mentors others on academic advising and student development theories, • Exhibits skilled written and oral communication abilities; applies advanced computing and related technical skills
Assistant Director (Division/Support Unit)	• Advises approximately 150-200 students (40-50 students per cohort) • Teaches incoming advisees in UNV 101 • Assumes other significant responsibilities relating to divisional advising. • Has completed required elements of the advisor portfolio, including giving presentation at regional or national venue or other evidence of advising excellence • Manages advising caseload appropriate with role; coordinates several key components of the department; • Contributes at advanced level on divisional and/or university committees, as available; serves as a resource for academic advisors/advisor IIs and may provide direct supervision to one or more professional staff; • Regularly applies advanced understanding of academic advising and student development theories and approaches and demonstrates to others;

	• Exhibits advanced written and oral communication skills; applies advanced computing and related technical skills.
Senior Academic Advisor	• Advises approximately 300-350 students (75-85 students per cohort) • Teaches incoming advisees in UNV 101 • Serves primarily in advising capacity; provides feedback on and supports all related activities; provides leadership to several initiatives; • Serves as mentor to one or more professional staff; participates in divisional or university committees, as available; • Demonstrates advanced knowledge of academic advising and student development theories and approaches, • Exhibits solid written and oral communication skills, organizational, technological, and collaborative skills
Academic Advisor	• Advises approximately 350-400 students (85-100 students per cohort) • Teaches incoming advisees in UNV 101 • Serves primarily in an advising capacity; supports all related activities (teaching, recruitment, orientation, special population outreach, communication, staff development, committee participation and/or similar activities); • Exhibits knowledge of academic advising and student development theories and approaches, • Exhibits solid written and oral communication skills, organizational, technological and collaborative skills
Faculty Master Advisor	• Invited to serve by divisional advising office (depending on available faculty and need for advising within that department) • Undergoes all advisor training and regular professional development opportunities • Advises a caseload of approximately 50-100 students • May teach incoming advisees in UNV 101
Faculty Mentor	• Undergoes some training (could be online) • Offers advice to students on the discipline or field, the content of courses in the major, post-graduation plans, internships, honor societies and other learning opportunities
Career Counselor	• Provides career development and advice on post-graduation plans, internships, microcredentials, and co-ops

Learning Specialist (Rinella)	• Provides academic support including learning assessments, academic counseling and coaching, academic interventions, learning support programming, supplemental instruction (SI), and tutoring • Oversees the testing center to assist faculty in meeting their obligations for testing accommodations; manages the scholarly pre-professional experience for undergraduate tutors, SI leaders, and Undergraduate Associates
Residence Life Staff	• Oversees the Peer Success Coach Program (selection, training, assessment)
Peer Success Coach	• Familiarizes students with the campus resources and student organizations, offers ongoing tips for academic success (time management, study habits), assists with making advising appointments, and connects them to friends and mentors. They also offer group social events.

Strategies

Advisor-Related Strategies

Multi-Tiered and Comprehensive Advisor Training and Development: Miami should develop a state-of-the-art, comprehensive and continuously updated advisor training and professional development program. All advisors will be required to participate regularly in the ongoing training and professional development.

Advisor Promotion Opportunities: To ensure that we develop and retain a high quality cadre of advising staff, we recommend that Miami institute a process for promoting advisors who have met rigorous criteria relating to advisor training and evidence of advisor effectiveness. Ideally, a multi-tiered ladder in which the advisor has the potential to move to senior advisor, assistant director, senior assistant director and director would be instituted. Each level would have increasingly rigorous criteria to be achieved for promotion and would receive additional compensation and recognition. Divisions could work to promote current staff in place or hire external persons for each of the possible positions.

Assessment: All professional staff would be required to complete an annual report and develop an advising portfolio that includes their advising philosophy, evidence of effective advisement and professional development/training, reflections on their practice. Those in advanced positions would need to demonstrate high impact to the field of academic advising such as publications, conference presentations, white papers, blogs. Advisor portfolios will be used as part of the criteria for promotion.

Curricular Strategies

Data Driven Advising conducted in concert with Student Success Committee, Retention and Persistence Committee, and Coordinated Action Team (CAT). Identify opportunities for proactive advising based on Civitas and Navigate Success Marker data. Ensure that advising leaders understand and can utilize advising technology tools.

Revision of UNV 101 with a modular, hybrid approach so that advisors (or co-teach with a faculty member) can work with their own incoming advisees. The course could be conducted mostly online to allow for all advisees assigned to the advisor teaching the UNV 101 to enroll. Some face-to-face meetings could be scheduled to enable greater engagement among peers and the advisor. UNV 101 sections could be tailored to meet the needs of that specific population of students and to align with the major or divisional mission or objectives. A key component would be developing the Academic Success Plan (described below). A focused effort on academic transition and campus resources to ensure all students understand time management, plagiarism, citation, library and tutoring resources, study techniques, critical thinking, effective writing, career development etc. Some departments or divisions may wish to have faculty lead the UNV 101 (or other FYE course) with the advisor co-teaching or participating in some class sessions.

Analysis of Degree Program Pathways, including BA/MA and transfer articulation agreements, to identify roadblocks that cause students to move off track or delay progress toward degree completion. A subcommittee of the UAAC could be charged with regularly analyzing degree program pathways that have track records of lower persistence rates. Recommendations for improvement could be identified, and divisional advising offices could work with appropriate departments to make changes. Develop pathway plans for students that need/want to change their major due to academic success (how can we keep students engaged with a plan in another program rather than staying in a major too long or leaving the University).

Co-Curricular Strategies

Peer Success Coach Program: Peer coaches are student leaders on campus who work closely with residence life and Student Life staff to create co-curricular programming that helps students gain a sense of belonging and provides additional socio-emotional support. Coaches can train students on how to build meaningful mentoring relationships with faculty, navigate campus resources, find co-curricular opportunities that align with their interests, and build friendships with other peers. They are available via email, or individual meetings, and they regularly sponsor events and general information sessions that are designed strategically on the academic calendar. These peer success coaches would be carefully selected through a formal interview process based on academic criteria, experience, and attitudes.

Co-Curricular Transcript: The Co-Curricular Transcript is a comprehensive record of student's participation and achievements in campus life experiences outside of the classroom while enrolled at Miami University. These activities help students achieve excellence in their chosen field and can demonstrate how they have learned citizenship and service in the global community. When coupled with an academic transcript, we will be preparing students to have a complete record of a holistic representation of their total education, both inside and outside of the classroom.

Co-Curricular Planning Sessions by Student Life staff and peer success coaches which assist students in developing ideas for co-curricular activities to complement the student's academic success plan. These sessions could be a component of UNV 101 and held in the Residence Halls.

Co-Curricular Microcredentials could be developed by Student Life units and/or academic units on focused topics (e.g., leadership, civic engagement, diversity & intercultural understanding) that students can complete to enhance their education and professional development. Upon completion of the requirements students receive digital badges to display on their resumes.

Strategies for Faculty

Faculty Master Advisor: Faculty (such as the current Chief Departmental Advisors) who have a track record of effective academic advising and wish to serve as an academic advisor may work with their assistant dean and department chair to be assigned a caseload of advisees. These select faculty will undergo ongoing training and work with the divisional advising office to ensure that they are engaging in best practices. Divisional advising office will be responsible for selecting master advisors who will serve students in departments that have need.

Faculty Mentor: Other faculty may be transitioned from an academic advising role to a well-defined faculty mentor role designed to provide mentoring related to the field and major and to create as stronger sense of connection for students.

Collaboration: Professional advisors and faculty should work together to identify potential career options for students. In some instances, student interests and talents may lie with career options outside the declared major. While such conversations may be difficult, open lines of communication help us shepherd students through the steps in deciding if a selected degree program is the best fit. Involving faculty in training will build a stronger knowledge base and trust.

Success Strategies

Pre-Orientation Advising (Online) to identify students' initial interests, aptitudes and plans and so that block scheduling can be done appropriately.

Term-by-Term Academic Success Plans that include academic and co-curricular components, along with reflection by the student. A required component of UNV 101 and advising, these plans would also include **U-ACHIEVE** - Roadmap information and assist in moving the University toward meeting the goal of multi-term registration and scheduling. They can be updated and revised each time the student meets with the advisor.

Block Scheduling: At Miami, the Office of the Registrar enrolls first-time freshmen in a full-time schedule in Fall semester and a partial schedule in Spring Semester. At orientation, academic advisors help students to make sense of their schedules. As well as, understanding the process of making changes or configuring schedules based on individual circumstances. This allows for students to have less anxiety about course selection and focus more on the campus culture and the Code of Love and Honor during Orientation. If a full schedule is not possible, then a partial block schedule can be created, and students can complete the schedule during orientation.

Early Alert System and Interventions and Earlier Midterm Grade Submission: Miami's midterm grade submission is a reactive approach that yields little to no positive student success outcomes. Existing technology through EAB Navigate allows for early alerts that allow faculty to pre-determine "issues" - not grades - for struggling students in the first 6 weeks of the semester. Using these data, advisors can communicate with faculty; and both faculty and advisors can offer feedback, in real time, on negative behaviors such as not taking notes, sleeping in class, arriving to class late, or failing to engage with the material. This system sends the feedback to students but to their advisor as well. The student also receives campus resources, strategies or ability to sign up for tutoring.

Required Advising Sessions at Key Milestones: Students are encouraged to meet with their advisors at any time with questions or concerns about academics or progress toward their degree. At certain points in every student's academic career, they will be required to meet with an advisor to continue attending classes (Mandatory Advising Program or MAP). Students who do not meet with an advisor at these

times[4] will have an academic hold placed on their records, preventing them from registering for future semesters until they have met with the advisor.

Meta-Majors Approach for University Studies Students - The intent of selecting a Meta-Major is to help students choose a major and degree based on their interests, knowledge, skills, and abilities. Each meta major is a prescribed multi-term course plan that encourages first-year and undeclared students to take a course that can be applied to all related majors within a broader academic field. Because "choice can sometimes be the enemy," we will block-schedule or pre-register students before orientation so that the anxiety of getting classes is lessened and students can work with orientation staff on learning about the University mission, academic culture and other important transitional issues.

Assessment

Miami should institute a robust plan for assessment of the overall advising model and individual advisors. The plan should include:

1) Annual analysis of institutional data

- Retention, persistence and graduation rates
- Findings from national surveys such as National Survey of Student Engagement
- Civitas data on degree pathways
- EAB Student Success Collaborative data on advising appointments, reporting, etc.

2) Periodic in-house surveys of advisors and advisees

3) Advising portfolios created by individual advisors and reviewed by supervisors using a standardized rubric; aggregated scores will be incorporated into the annual university advising assessment report so that improvement steps can be implemented.

Implementation Recommendations

One of the first steps to enact this plan is to consider relocating the Student Success Center into Academic Affairs which will better ensure consistency of advising efforts, greater faculty buy-in and close collaborations with divisional advising offices. Once that step is made the Associate Provost in collaboration with the CAS Assistant Dean and the Director of the Student Success Center should formulate a plan for how to better support University Studies students and College Credit Plus students. The possibility of moving oversight of these two populations of students fully to the Student Success Center should be explored, and if this step is agreed upon, a transitional plan should be developed and implemented.

We can steadily add professional advisors each year until we meet the needs of all students. As faculty move away from academic advising toward a mentoring role, some faculty members' teaching loads may be increased. Given that the salaries of academic advisors are considerably less than faculty salaries (including VAPs and TCPL), Miami should experience some cost savings. Moreover, higher retention rates lead to increased tuition revenues.

Using institutional student success data, we could identify the majors or cognate areas or populations (e.g., undecided) where students are at the greatest risk of attrition and hire professional advisors who focus on those areas/students first.

For example:

- We could hire 4-5 advisors per year for the next five years.

- Those hired in the first year would likely focus on University Studies and undecided students in the divisions.

- Those hired in the second and third years might focus on STEM fields.

- Those hired in the fourth and fifth years fill in all other areas.

Works Cited

Rowh, M. (2018, Aug 22). Intrusive advising for college students: 5 traits of successful proactive-advising programs. *University Business*. Retrieved at: https://universitybusiness.com/issue/september-2018/

Varney, J. (2012, September 1). "Proactive (intrusive) advising!" *Academic Advising Today*. Retrieved at: https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Proactive-Intrusive-Advising.aspx

NACADA

- Academic Advising: Impacting Student Learning, Persistence, Retention, and Completion
  https://nacada.ksu.edu/Portals/0/Events/SummerInst/2017/PowerPoints/W1-Impacting-RF.pdf?ver=2017-05-30-134844-600

- Advising and the Completion Agenda: Key Voices in Higher Education
  https://nacada.ksu.edu/Portals/0/Events/Winter/WinterSeminar/2015/Handout-Advising%20and%20Completion%20Agenda1-KeyVoices.pdf?ver=2016-10-03-124814-000
  - Pg 11 - Guided Pathways, Essential Components, Meta Majors

Meta-Majors

- EAB - How Meta-Majors Guide Students Toward On-Time Graduation
  https://eab.com/insights/daily-briefing/student-success/how-meta-majors-guide-students-toward-on-time-graduation/

- Meta-Majors: An Essential First Step on the Path to College Completion
  https://jfforg-prod-prime.s3.amazonaws.com/media/documents/Meta-Majors07-07-20161.pdf

Required Advising Meetings

- NACADA: Mandatory Advising, Yes or No?
  https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Mandatory-Advising-Yes-or-No.aspx

- View of Mandatory Academic Advising: Pros, Cons, and Recommendations
  https://journals.psu.edu/mentor/article/view/61511/61163

Pre-Registration / Block Scheduling

- New Student Registration and Orientation

https://www.aacrao.org/docs/default-source/research-docs/aacrao-april-2106-new-student-registration-and-orientation.pdf?Status=Temp&sfvrsn=ed42712a_4

Advisor Advancement

- NACADA - Promoting Academic Advisors: Using a Career Ladder to Foster Professional Development at Your Institution
  https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Promoting-Academic-Advisors-Using-a-Career-Ladder-to-Foster-Professional-Development-at-Your-Institution.aspx

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[1] The additional advising staff could be hired in an incremental manner over a period of several years. The UAAC could identify the most critical areas of need and deploy new staff to focus on those populations of students until the full staffing model is realized. As new advising staff are hired, some faculty teaching loads may be modestly increased to offset some of the cost of these new staff positions.

[2] Additional detail regarding requirements, responsibilities, and performance expectations in the Advisor Levels Proposal. This document was reviewed and approved by the UAAC in March 2019.

[3] These duties could be assigned to different divisions until resources are available to hire a full-time person.

[4] UAAC will need to decide upon these milestones. Milestones might include: first semester session to register for spring semester classes, the semester prior to graduation, etc.

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

September 25, 2020
Academic and Student Affairs

RESOLUTION R2021-xx

WHEREAS, University Senate on September 14, 2020 passed SR 21-02, endorsing a proposed degree, a Bachelor of Science in Business, with a major in Real Estate, within the Farmer School of Business.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Bachelor of Science in Business, with a major in Real Estate, within the Farmer School of Business.

EXECUTIVE COMMITTEE of UNIVERSITY SENATE
James Bielo, Chair
Jen Green, Chair-Elect
Dana Cox, Past-Chair
University Senate Website: miamioh.edu/academic-affairs/university-senate/

September 14, 2020

To: Gregory P. Crawford, President
From: Jeffrey Wanko, Secretary of the University Senate
Re: Degree Program Approval
        SR 21-02, Bachelor of Science in Business, with a major in Real Estate, Farmer School of Business

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 September 14, 2020, University Senate adopted SR 21-02:

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Bachelor of Science in Business, with a major in Real Estate, Farmer School of Business;

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.

<u>**Approval of the President**</u>

I, Gregory P. Crawford, President of Miami University, approve/do not approve Bachelor of Science in Business, with a major in Real Estate, Farmer School of Business.

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

Gregory P. Crawford, President

9-15-20

Date

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

OhioHigherEd
Department of Higher Education

Mike DeWine, Governor
Randy Gardner, Chancellor

REQUEST FOR APPROVAL

SUBMITTED BY
MIAMI UNIVERSITY

ESTABLISHMENT OF A
[Bachelor of Science in Business] DEGREE IN
[Real Estate]

(9/8/2020)

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

TABLE OF CONTENTS

Request (insert pg #)

Section 1: Introduction

Section 2: Accreditation
Institutional accreditation
Results of the last accreditation review
Notification of appropriate agencies

Section 3: Academic Leadership—Institution
Mission statement
Organizational structure

Section 4: Academic Leadership—Program
Organizational structure
Program development
Collaboration with other Ohio institutions

Section 5: Student Support Services
Admission policies and procedures
Student administrative services
Student academic services

Section 6: Curriculum
Introduction
Program goals and objectives
Course offerings/descriptions
Program sequence
Alternate delivery options
Off-site program components

Section 7: Assessment and Evaluation
Program assessment
Measuring student success

Section 8: Faculty
Faculty appointment policies
Program Faculty
Expectations for professional development/scholarship
Faculty Matrix

Section 9: Library Resources
Library resources
Resources and Facilities

Section 10: Budget, Resources, and Facilities
Resources and Facilities
Budget/financial planning

Appendices

Signature Page

Supplements: List the supplement or supplements included with the proposal

REQUEST

Date of submission: [9/8/2020]

Name of institution: Miami University

Degree/degree program title: [Bachelor of Science in Business] degree in [Real Estate]

Primary institutional contact for the request
  Name: Joel Harper
  Title: Chair & Professor
  Phone number: 513-529-3954
  E-mail: harperjt@miamioh.edu

Department chair/program director
  Name: Joel Harper
  E-mail: harperjt@miamioh.edu

Delivery sites: Oxford   campus(es)

Date that the request was approved by the institution's governing board:
                    Approved by the Miami University Senate on [date], and
                    the Board of Trustees on [date]

Proposed start date: [Fall] [2021]

Date Institution established: 1809

Institution's programs: associate, bachelor's, master's, educational specialist,
                    doctoral degrees (total _____ degree majors as of _____)

Educator Preparation Programs:
Indicate the program request leads to educator preparation licenses or endorsements.

Licensure   ☐ Yes   ☒ No
Endorsement   ☐ Yes   ☒ No

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

The request is to create a new Real Estate major in the Farmer School of Business using existing courses offered on campus. The program combines courses from the Finance department and the Geography department that prepare students for success in the real estate industry.

The Real Estate major will be available as a double major for FSB students. However, because of some overlap between the Finance program requirements and the Real Estate major requirements, some classes cannot be used to fulfill the requirements of both majors. For example, FIN 431 cannot be used as an elective in the Finance major if the student is also majoring in Real Estate.

SECTION 2: ACCREDITATION

2.1 Regional accreditation

Original date of accreditation: 1913
Date of last review: 2015
Date of next review: 2025

2.2 Results of the last accreditation review

Miami University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. HLC accredits degree-granting post-secondary educational institutions in the North Central region of the United States. Miami's most recent accreditation review was in 2015, while the next reaccreditation review will occur in 2025.

2.3 Notification of appropriate agencies

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

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

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

Miami provides the opportunities of a major university while offering the personalized attention found in the best small colleges. It values teaching and intense engagement of faculty with students through its teacher-scholar model, by inviting students into the excitement of research and discovery. Miami's faculty are nationally prominent scholars and artists who contribute to Miami, their own disciplines and to society by the creation of new knowledge and art. The University supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses. Miami provides a strong foundation in the traditional liberal arts for all students, and it offers nationally recognized majors in arts and sciences, business, education, engineering, and fine arts, as well as select graduate programs of excellence. As an inclusive community, Miami strives to cultivate an environment where diversity and difference are appreciated and respected.

Miami instills in its students intellectual depth and curiosity, the importance of personal values as a measure of character, and a commitment to life-long learning. Miami

emphasizes critical thinking and independent thought, an appreciation of diverse views, and a sense of responsibility to our global future.

-- June 20, 2008

https://miamioh.edu/policy-library/mission-values/

3.2 Organizational structure

Miami University is governed by a Board of Trustees which has 11 members appointed by the Governor with the consent of the Ohio Senate. The Board of Trustees delegates responsibility for administration of the university to the President. The President is advised by an Executive Committee that includes the Provost and Executive Vice President for Academic Affairs, Vice President for Finance and Business Services, Vice President for Student Life, Vice President for Enrollment Management & Student Success, Vice President for University Advancement, Vice President for Information Technology, General Counsel, Secretary to the Board of Trustees, Vice President of University Communications & Marketing, and Director of Intercollegiate Athletics.

The Division of Academic Affairs includes six academic divisions (College of Arts & Science, College of Creative Arts; College of Education, Health and Society; College of Engineering and Computing, Farmer School of Business; College of Liberal Arts & Applied Sciences), the Graduate School, University Libraries, and the Miami University Dolibois European Center (MUDEC).

The administrative leadership of Miami University can be found at: https://miamioh.edu/about-miami/leadership/

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

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

> The degree program will be housed in the Department of Finance in the Farmer School of Business as a separate major from Finance. Faculty teaching in the program will report to the Chair of the Department of Finance. No additional administrative staff within the department will be added. The department chair reports to the Dean of the Farmer School of Business.

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

> Joel Harper, Chair of the Department of Finance, will be the lead administrator of the proposed program. Dr. Harper administers the Finance major and is responsible for managing the department of Finance and the Finance degree program.

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

Curriculum will continue to be developed and maintained by the Department of Finance and follow FSB and Miami University governance for approval. An external advisory committee will be established to provide support for the program.

4.2 Program development

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

The proposed program fosters an interdisciplinary cooperation between departments housed in the CAS and FSB. It builds upon the liberal arts foundation to make a direct application to a specific area of business. The knowledge base and skills sets needed to succeed in real estate already exist on the Miami campus, making the proposed program sustainable with limited need for additional resources. As many students indicate an interest in careers in real estate, and success of alumni in the real estate field, the proposed program directly aligns the Miami's mission and values.

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

The Gray Associates report for Real Estate business degree is attached. In addition, the program has been targeted as one for research by Hanover.

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

The past two years, the FSB has hosted a real estate forum featuring alumni speakers. As part of this forum, Finance faculty and representatives from the Dean's office met with this group to discuss opportunities in real estate. Last spring, a draft of the proposed program was presented to this group and feedback was solicited. Based on this feedback as well as input from others in the real estate field, refinements were made to the program resulting in the current proposal.

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

N/A

4.3 Collaboration with other Ohio institutions

Indicate whether any institution within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program, and provide a rationale for offering an additional program at this site.

N/A

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

N/A

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

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

As this is a degree in business, admission to the Farmer School of Business is a requirement.

The program being proposed will abide by all applicable transfer credit policies. Policies governing the transcription of credit are authorized by the Academic Policy Committee and University Senate and aligned with the ODHE transfer and articulation policies. Described in the General Bulletin, these policies articulate the standards for AP and CLEP credit, minimum length of study requirements, credit-hour equivalency, the process of evaluating credit and applying transfer courses to the general education requirements, and clear parameters for graduation requirements, including the number of credits that must be completed at Miami. The Bulletin also explains the specific course credit students receive for completion of the Ohio Transfer Module (which is a set of core courses equivalent to 36-40 semester hours that all Ohio public colleges and universities have agreed count for credit at any Ohio school) as well as Transfer Assurance Guides, Military Transfer Assurance Guides and Career-Technical Assurance Guides. All Miami courses that count for TAG, MTAG, CTAG or OTM credit must advance specific outcomes and be approved by a statewide panel of faculty in the discipline. Miami also has a procedure for students to propose other courses taken at other universities to count for degree and major program requirements.

5.2 Student administrative services

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

Yes, student administrative services currently offered at Miami are sufficient to support the program. No expanded services required.

5.3 Student academic services

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

Yes, student academic services currently offered at Miami are adequate to support the program. No expanded services required.

SECTION 6: CURRICULUM

6.1 Introduction

Provide a brief description of the proposed program as it would appear in the institution's catalog (*General Bulletin*). The description should be no more than 150 words.

This major teaches theoretical and practical aspects of real estate, including development, investment, financing, and management. The general objectives are to teach the principles of real estate, to explain unique aspects of real estate as an asset class for ownership and investment, and to prepare you for future responsibilities in real estate.

6.2 Program goals and learning objectives

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

6.3 Course offerings/descriptions

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major, general education, elective) and indicate if they are new or existing courses.

Course (number/name)	Cr hrs	Major	General Education (Miami Plan)	Elective	OTM TAG CTAG	New/Existing Course
MAJOR REQUIREMENTS						
REQUIRED COURSES						
BLS 443	3	■				Existing
FIN 303	3	■				Existing
FIN 331	3	■				Existing
FIN 431	3	■				Existing
GEO 441	3	■			■	Existing
GEO 451	3	■	■			Existing
ELECTIVES	6					
FIN 302				■		Existing
FIN 401				■		Existing
FIN 403				■		Existing
FIN 408				■		Existing
FIN 461				■		Existing
GEO 442				■		Existing
GEO 454				■		Existing
GEO 459				■		Existing
	24			■		
ADDITIONAL REQUIREMENTS						
Business Core	60					

Global Miami Plan	24					
Thematic Sequence	9					
Electives	7					
Total Hours	**124**					

Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. **Submit course syllabi as appendix items.**

6.4   **Program sequence:** Provide the intended/ideal sequence to complete the program in the table below. Add additional time period as needed.

Time Period	Curriculum component	Time period	Curriculum component
Freshman Year			
Year 1 Fall Semester	Courses/Activities (hrs.)	Year 1 Spring Semester	Courses/Activities (hrs.)
	MTH 151 (5)		CSE 148 (3)
	BUS 101 (2)		Humanities (3)
	BUS 102 (2)		Creative Arts (3)
	ESP 103 (2)		Biological Science (3)
	BUS 104 (2)		ECO 201 (3)
	BUS 106 (1)		
	ENG 111 (3)		
Time period	Curriculum component	Time period	Curriculum component
Sophomore Year			
e.g., Year 2 Fall Semester	Courses/Activities (hrs.)	e.g., Year 2 Spring Semester	Courses/Activities (hrs.)
	ACC 221 (3)		ACC 222 (3)
	ECO 202 (3)		ISA 225 (3)
	STA 125 (3)		GEO 201 (3)
	Physical Science + Lab (4)		Global Perspectives (3)
	BUS 284 (3)		MGT 291 (3)
Time period	Curriculum component	Time period	Curriculum component
Junior Year			
e.g., Year 3 Fall Semester	Courses/Activities (hrs.)	e.g., Year 3 Spring Semester	Courses/Activities (hrs.)
	FIN 301 (3)		FIN 331 (3)
	FIN 303 (3)		GEO 451 (3)
	ISA 235 (3)		MGT 302 (3)
	MKT 291 (3)		Thematic Sequence (3)
	BLS 342 (3)		Elective (3)
Time period	Curriculum component	Time period	Curriculum component
Senior Year			

e.g., Year 4 Fall Semester	Courses/Activities (hrs.)	e.g., Year 4 Spring Semester	Courses/Activities (hrs.)
	GEO 441 (3)		Real Estate Elective (3)
	BLS 443 (3)		Business Capstone (3)
	FIN 431 (3)		Thematic Sequence (3)
	Thematic Sequence (3)		Global Perspectives (3)
	Real Estate Elective (3)		Elective (4)

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

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

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

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

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

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

If one or more of the items is checked, please provide a <u>brief</u> description of the off-site component(s).

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Assessment efforts are directed by the Office of Institutional Research and Effectiveness. Because of the accreditation standards of the Higher Learning Commission, each academic department, academic support unit and Student Life unit at Miami University is required to implement a full cycle assessment program for each undergraduate major, general education, free-standing certificates, and all graduate programs.

Each major or degree program specifies at least three learning outcomes to assess, and other units specify at least three major goals or objectives to assess. Each year, data related to the outcomes or goals are collected and analyzed and used for program improvement. When beginning the process of assessment for the first time, departments and units create an assessment plan. Annually or biennially, the assessment data for the three or more learning outcomes or goals are analyzed and discussed and plans for improving teaching and learning based upon those findings are articulated. The summary of the data collected, the analysis and the steps for improvement are recorded in an assessment report which is submitted each year. Plans and reports are reviewed regularly by a university-level assessment committee.

Is your program externally accredited? If yes, does the external body require the program to do **direct assessment of student work showing student achievement of your stated learning outcomes?** If so, please provide a copy of the assessment requirements/plan to the Office of Institutional Research and Effectiveness. If not, please answer all the following questions:

- List at least 3 specific student learning outcomes (SLOs) that the students are expected to achieve by the time they complete the program. If the program includes liberal education course(s), articulate any specific linkages between your stated SLOs and Miami Plan principles or competencies.
    - SLO #1 Gather and interpret data about the surrounding real estate environment to determine the suitability of a real estate investment or development
    - SLO #2 Apply valuation techniques and make objective decisions
    - SLO #3 Assess risk and return characteristics of real estate opportunities
    - SLO #4 Determine the effect of legal and regulatory requirements, and ownership and organizational structures on real estate investment and development
    - SLO #5 Effectively communicate the analysis of real estate investment and development.
- Identify courses (and examinations or assignments within them) or other culminating projects where these outcomes are emphasized and can be measured, especially near the point of graduation. If relevant, specify any licensing or external exams you intend to use.
    - Courses required for the major will be used for assessment, including BLS 443, FIN 303, FIN 331, FIN 431, GEO 441 and GEO 451. Items or questions from examinations as well as projects will be used.
- Describe how you intend to evaluate the learning outcomes by means of the assignment(s)—e.g., rubric(s) or answer key(s) to exam.
    - Outcomes that are assessed using exams will use answer keys and statistics from item performance. For outcomes based on projects or assignments, rubrics will be used for assessment.
- Describe the sampling procedure. What percentage of your student body will comprise your sample? If the sample size is small, make the case that they adequately represent the whole.
    - Samples will be taken from each of the courses for assessment purposes. As these are required courses, the sampling should be representative of the major. However, since these courses are also used or required by other majors, the data gathered may be broader than just those students majoring in real estate.
- Describe how you intend to collect student perceptions of their achievement of the program learning outcomes.

- o Surveys from graduating seniors will be collected as well as feedback from alumni once the program has been in existence for a few years.
- Describe your plans for regular (annual or biennial, depending on program size) collection and summary of data.
  - o Data will be collected on an annual basis, but different learning outcomes will be assessed in different years. This will allow for feedback and adjustments to courses so that the next assessment can incorporate changes made in response to the previous assessment.
- Describe your plans for a regular faculty meeting in which faculty discuss assessment data findings and make plans for improvement of teaching and learning based upon the data.
  - o Assessment reports will be distributed to faculty each year. The faculty teaching in the required courses will meet to discuss the report and decide on changes or improvements based on the findings.
- Identify who will be responsible for creating and submitting an annual assessment report to the Office of Institutional Research and Effectiveness at the end of each academic year.
  - o The faculty member who does the assessment for the Finance degree will also conduct the assessment (or designate the faculty member responsible) and submit the report to the assessment coordinator.

7.2 Other means of measuring student success

In addition to program assessment, describe the other ways that individual student success in the proposed program will be measured (e.g., graduation rates, exit interviews, job placement, alumni surveys). Describe the measurements to be used, frequency of data collection and how the results will be shared and used for program improvement.

The Miami University Student Success Committee with the support of the Office of Institutional Research and Effectiveness guides and implements the university's student success evaluation and assessment. Student success is measures through national surveys and projects (e.g., the National Survey of Student Engagement, CIRP Freshman survey, Collegiate Learning Assessment, College Senior Survey, Your First College Year, HERI Faculty Survey, Faculty Survey of Student Engagement) as well as in-house graduate survey and alumni survey.

SECTION 8: FACULTY

8.1 Faculty appointment policies

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

Appropriate faculty designations for faculty include all ranks of tenured/tenure track faculty as well as clinical faculty. In addition, faculty who are practitioners in the real estate field may serve as adjunct or visiting faculty for specific classes.

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

Faculty teaching the program must meet the FSB's AACSB faculty qualifications. These generally include a Ph.D. or Master's degree in business or related discipline. In addition, the departments experience criteria will be used for part-time faculty.

Describe the institution's load/overload policy for faculty teaching in the proposed program.

[MUPIM 6.5 Overload Teaching](#)

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

Initially, a part-time faculty member may be used to teach specialized course. All courses in the major are currently being offered on campus. The program may increase the demand for some of these courses requiring additional sections or larger enrollment in each section. This may particularly affect Geography, but discussions with the College of Arts and Sciences have yielded a commitment to appropriately staff these courses.

8.2 Program faculty

Provide the number of <u>existing faculty members</u> available to teach in the proposed program.

Full-time: 20
Less than full-time: 2

Provide an estimate of the number of <u>faculty members to be added</u> during the first two years of program operation.

Full-time: 0
Less than full-time: 0

8.3 Expectations for professional development/scholarship

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

Expectations for professional development and scholarship are the same as those in the for all faculty in the FSB, based upon faculty classification.

8.4 Faculty matrix

Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). **A copy of each faculty member's CV must be included as an appendix item.**

SECTION 9: LIBRARY RESOURCES

Librarian representative to do: http://www.lib.MiamiOH.edu/subject_librarians/

9.1 Library resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

N/A

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

N/A

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

N/A

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1   Resources and facilities

List the facilities/equipment currently available for the program. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

Resources include Argus real estate analysis program which is currently available. In addition, the program has received a gift for development and initial support in the amount of $100,000.

10.2   Budget/financial planning:

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

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full time				

Headcount part time				
Full-time equivalent (FTE) enrollment				
II. Projected Program Income				
Tuition (paid by student or sponsor)				
Expected state subsidy				
Externally funded stipends, as applicable				
Other income (if applicable, describe in narrative section below)				
Total Projected Program Income				
III. Program Expenses				

New Personnel
• Instruction (technical, professional and general education)
    Full ____
    Part Time ____
• Non-instruction (indicate roles in narrative section below)
    Full ____
    Part time ____				

New facilities/building/space renovation (if applicable, describe in narrative section below)				
Scholarship/stipend support (if applicable, describe in narrative section below)				
Additional library resources (if applicable, describe in narrative section below)				
Additional technology or equipment needs (if applicable, describe in narrative section below)				
Other expenses (if applicable, describe in narrative section below)				
Total Projected Expense				

Budget Narrative:

Use narrative to provide additional information as needed based on responses above.

As the proposed program makes use of existing resources, the budgetary impact will be minimal from a cost/expense perspective.

APPENDICES

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

Results of recent accreditation reviews   Course syllabi
Organizational Chart   Faculty CVs
Faculty/student handbooks (or link)   Current catalog (or link)

Appendix   Description
   A   Harper CV
   B   Gray Associates PES Real Estate Bachelors Screenshots
   C   Real Estate Assessment Plan
   D   Faculty Matrix CVs
   E   Enrollment Data Benchmark
   F
   G

Miami University is committed to continual support of the delivery of the [Bachelor of Science in Business] in [Real Estate]. If Miami University decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.
bl
Miami University verifies that the information in the application is truthful and accurate.

Respectfully,

Dr. Jason Osborne
Provost & Executive Vice President
Miami University

Department Chair/Program Director Approval and Forwarding:
Name: **Email:**   **Phone:**   **Date:**

Department Chair/Program Director approval indicates that the program and its student learning outcomes will be assessed in accordance with the department's/program's overall assessment plan.

Divisional Dean approval indicates that the new program fits into the mission of the division, and that any overlap between the courses and other extant courses in the divisional curriculum has been identified and any related concerns resolved. By approving, the Dean (A) takes oversight responsibility for ensuring that the new program meets divisional standards for rigor, (B)

indicates a recognition and acceptance of the staffing model and implications, and (C) forwarding of other related resource issues, when approved.
When approved by the Dean, following the divisional curriculum approval, forward for Registrar action within the curriculum approval process.

Please submit completed approved forms (in Microsoft Word) via e-mail to:
courseapproval@MiamiOH.edu

NOTE: **New Degrees:** This form requires approval by the department/program, division, Council for Undergraduate Curriculum or Graduate Council, academic deans, a vote by University Senate plus ten (10) class days for review, the President, the Miami University Board of Trustees and the Ohio Department of Higher Education (see MUPIM, Section 11). In some situations, approval by the Higher Learning Commission will be required. Upon submission of this form, the Office of the University Registrar will verify the information and forward this request to the appropriate contact.

****

NOTE: **New Majors:** This form requires approval by the department/program, division, Council for Undergraduate Curriculum or Graduate Council, academic deans, and a vote by University Senate plus ten (10) class days for review (see MUPIM, Section 11). Upon submission of this form, the Office of the University Registrar will verify the information and forward this request to the appropriate contact.

Joel T. Harper, Ph.D., CFA
Updated 9/15/19

Department of Finance
Farmer School of Business
Miami University
800 E. High Street
Oxford, OH 45056
tel: (513) 529-3954

Academic Experience:

Miami University
    Professor and Department Chair   July 2018 – Present
University of Tulsa
    Chair, Department of Finance, OM & IB   August 2016 – June 2018
    Bill G. Blair Professor of Finance   August 2015 – June 2018
Oklahoma State University
    Professor of Finance   July 2014 – July 2015
    Williams Companies Professor of Business   July 2012 – July 2015
    Associate Professor of Finance   August 2004 – June 2014
University of Canterbury   February 2013 – June 2013
    Erskine Fellow
Florida Atlantic University   June 1998 – May 2005
    Assistant/ Associate Professor of Finance
Grand Canyon University   August 1996 – May 1998
    Assistant Professor of Finance

Dissertation Committees:

Jorg Bley, 2000	Stephen Treanor, 2008
Jarrod Johnston, 2001	Subramanian Iyer, 2011
David Jackson, 2002	Travis Davidson, 2011
Joan Wiggenhorn, 2003	Svetlana Orlova, 2013
Georgina Benou, 2004	Adam Usman, 2015
Nivine Richie, 2004	Namrata Saikia, 2015 (chair)
Ray Sturm, 2005	Tom Totten, 2014 (chair)
Vinod Venkiteshwaran, 2007	Saud AlThaqeb 2016 (chair)

Administrative Responsibilities:

Finance Ph.D. Program Coordinator   August 2008 – May 2015

Education: Oklahoma State University   Finance   Ph.D. 1991 – 1996
             minor areas: Economics and Statistics
             Harding University   Economics   B.B.A. 1987 – 1991

Dissertation: "Ownership Structure and Its Effects on Operating Performance and Firm Value: Evidence from the Czech Republic"

Professional Designations: Chartered Financial Analyst #34456, 1999, CFA Institute

External Funded Grants: 2007, $40,000 from International Centre for Pension Management (ICPM), "Public Pension Governance, Contracting Relationships and Performance"

Refereed Publications:

"Environmental Performance and Corporate Cash Holdings" with Li Sun, *Applied Economic Letters*, forthcoming.

"Stock Price Crash Risk and CEO Power: Firm-Level Analysis, with Grace Johnson and Li Sun, *Research in International Business and Finance*, Vol. 51, forthcoming January 2020.

"Managerial Ability and Bond Rating Changes" with Kris Kemper and Li Sun, *Financial Markets, Institutions, & Instruments*, forthcoming.

"Geographic Distance and Goodwill Impairment" with Li Sun, *International Journal of Accounting and Information Management*, forthcoming.

"CEO Power and Corporate Social Responsibility" with Li Sun, *American Journal of Business*, Vol. 34, No. 2, 2019, 93-115.

"Diversification Discount and Investor Sentiment" with Subramanian R. Iyer and Ali Nejadmalayeri, *North American Journal of Economics and Finance*, Vol. 42, November 2017, 218-236.

"Cash Flow Volatility and Investor Sentiment" with Subramanian R. Iyer, *Managerial Finance*, Vol. 43, Issue 2, 2017, 178-192.

"Off-Track: The Disappearance of Tracking Stocks" with Travis Davidson, *Journal of Applied Corporate Finance*, Vol. 26, Issue 4, Fall 2014, 98-105.

"Pension Conversion, Termination, and Wealth Transfers" with Stephen Treanor *Journal of Risk and Insurance*, Vol. 81, Issue 1, March 2014, 177-198.

"Obstacles to Developing a Banking System in Transition Economies: A Literature Survey" with James E. McNulty, *Financial Markets, Institutions, and Instruments*, Vol. 21, No. 4, November 2012, 203 – 240.

"Foreign Exchange Exposure of 'Domestic' Corporations" with Raj Aggarwal *Journal of International Money and Finance*, Vol. 29, No. 8, December 2010, 1619 – 1636.

"Public Sector Pension Governance in the United States: Up to the Task" *Rotman International Journal of Pension Management*, Vol. 1, No. 1, Fall 2008, 22 – 28.

"Financial System Size in Transition Economies: The Effect of Legal Origin" with James E. McNulty, *Journal of Money, Credit, and Banking* Vol. 40, No. 6, September 2008, 1263 – 1280.

"Asset Volatility and Equity Value" with Wm R. McDaniel, *Journal of Financial and Economic Practice*, Vol. 8, No. 1, Fall 2007, 33 – 52.

"Financial Intermediation and the Rule of Law in Transitional Economies of Central and Eastern Europe" with Jim McNulty and Anita Pennathur, *Quarterly Review of Economics and Finance*, Vol. 47, Iss. 1, March 2007, 55 – 68.

"Interaction Between Short Sales and Potential Inside Sales in the IPO Aftermarket" with Jarrod Johnston and Jeff Madura, *Journal of Financial Services Research*, Vol. 27, No. 3, September 2005, 283-302.

"Performance Comparison Between Exchange-Traded Funds and Closed-End Country Funds" with Jeff Madura and Oliver Schnusenberg, *Journal of International Financial Markets, Institutions & Money*, Vol. 16, No. 2, April 2006, 104-122.

"Follow-on Offerings," with Jarrod Johnston and Jeff Madura, *Journal of Banking and Finance*, Vol. 28, Issue 1, 2004, 251-264.

"Sources of Hidden Value and Risk within Tracking Stock," with Jeff Madura, *Financial Management*, Vol. 31, Issue 3 (Autumn), 2002, 91-109.

"The Performance of Privatized Firms in the Czech Republic," *Journal of Banking and Finance*, Vol. 26, April 2002, 621-649.

"Short-Run Effects of Privatization on Operating Performance in the Czech Republic," *Journal of Financial Research*, Vol. 24, No. 1, Spring 2001, 119-131.

"Equity Valuations in the Czech Voucher Privatization Auctions," with Raj Aggarwal, *Financial Management*, Vol. 29, No. 4 (Winter), 2000, 77-100. Reprinted in *Privatization and Globalization: The Changing Role of the State in Business*, Ram Mudambi, editor, (Cheltenham, UK: Edward Elgar Publishing), 2003, 483-506.

"Privatization and Business Valuation in Transition Economies," with Raj Aggarwal, *Financial Innovation and Welfare of Nations: How Cross-Border Transfers of Financial Innovations Nurture Emerging Capital Markets*, Jacque, L.L., and P.M. Vaaller (eds.), (Boston: Kluwer Academic Publications), 2001, Chapter 9, 175-196

"Agency Cost Reduction Using Interest Rate Swaps: An Empirical Test," with John Wingender, *Journal of Banking and Finance*, Vol. 24, September 2000, 1419-1431.

"An Empirical Investigation of the Relationship between Ownership Structure and Operating Performance of Newly Privatized Czech Firms" with Tim Krehbiel, *Advances in Financial Economics*, Vol. 4, 1999, 79-101.

"Asymmetric Changes in the Eurodollar Risk Premium" *International Journal of Finance*, Vol. 9, No. 1, 1997, 577-585.

Works in Progress:

"Is Government A Unique Customer? Evidence from Cash Holdings" with Saud Al-Thaqeb

"Determinants of Capital Structure Complexity" with Svetlana Orlova

"Is there a Flight to Safety? Firm Risk and Investor Sentiment" with Subramanian Iyer

"Do Defined Benefit Plans Increase Operating Risk? Evidence from Plan Terminations and Freezes" with Yuecheng Jia

"Financial Development, Economic Growth and Human Capital Accumulation: What is the link?" with Rashmi Arora and Kuntal Das

"State Pension Plans and Municipal Bonds" with Ali Nejadmalayeri

"Variation in Fees Paid for Investment Management by Defined Benefit Pension Plans" with Nivine Richie and Sean Finucane

Academic Presentations:

"Is Government A Unique Customer? Evidence from Cash Holdings" with Saud Al-Thaqeb, Financial Management Association, 2017

"A Cross-Sectional Analysis of U.S. Pension Fund Fees" with Sean Finucane and Nivine Richie, Financial Management Association, 2014

"Financial Development, Economic Growth and Human Capital Accumulation: What is the link?" with Rashmi Arora and Kuntal Das, New Zealand Economists Association, 2014

"Do Defined Benefit Plans Increase Operating Risk? Evidence from Plan Terminations and
        Freezes" with Yuecheng Jia, Financial Management Association, 2013
"Pension Conversion, Termination, and Wealth Transfers" with Stephen Treanor, Financial
        Management Association, 2011
"Off-Track: The Disappearance of Tracking Stocks" with Travis Davidson, Southern Finance
        Association, November, 2010
"Predicting Superior Asset Returns from Model Parameter Estimations" with Antonio Camara,
        Financial Management Association, October 2009
"Board of Trustee Composition and Investment Performance of US Public Pension Plans" joint
        conference of ICPM and NetSPAR, November 2007.
"Implicit Contract Modification or Wealth Expropriation: Evidence from Pension Terminations
        and Cash Balance Conversions" with Stephen Treanor, Southern Finance Association,
        November 2007.
"Domestic Company Exposure to Exchange Rate Risk" with Raj Aggarwal, Financial
        Management Association, October 2007.
"Comparative Analysis of Pension Plans: Asset Allocation, Funding Changes, and Actuarial
        Assumptions" with John Polonchek, Southern Finance Association, November 2006.
"The Effect of the Pension Funding Equity Act on Corporate Value" Financial Management
        Association, October 2006.
"Pension Fees and Performance: An Empirical Analysis of Public Defined Benefit Plans," with,
        Tom Gosnell, Financial Management Association, October 2006.
"Bank Lending to the Private Sector in the Former Communist Countries: Some Comparative
        Evidence" with James E. McNulty, 2005 Financial Management Association
"Pension Fees and Performance: An Empirical Analysis of Public Defined Benefit Plans," with
        Tom Gosnell, 2005 Southern Finance Association,
"Variation in Fees Paid for Investment Management by Defined Benefit Pension Plans,"
        Southern Finance Association meeting, 2004.
"Interaction Between Short Sales and Potential Inside Sales in the IPO Aftermarket" with Jeff
        Madura and Jarrod Johnston, Financial Management Meeting, 2004
"Volatility and Equity Value" with Wm R. McDaniel, Southern Finance Association meeting,
        2002 and Financial Management Association meeting, 2004
"Performance Evaluation of Exchange-Traded Funds" with Jeff Madura and Oliver
        Schnusenberg, Financial Management Association meeting, 2001
"Sources of Unlocked Hidden Value from the Creation of Tracking Stocks" with Jeff Madura,
        Eastern Finance Association meeting, 2001
"Price Discovery in Czech Voucher Privatization Auctions" with Raj Aggarwal, Eastern
        Finance Association meeting, 2001
"Cross-border Mergers and Acquisitions among US Utilities: An Empirical Analysis of Foreign
        Direct Investment," Financial Management Association meeting, 2000
"The Performance of Privatized Firms in the Czech Republic," Financial Management
        Association meeting, 1999
"ADRs as Portfolios: A Risk-Return Analysis," Southern Finance Association meeting, 1999
"Short-Run Initial Effects of Privatization on Firms in the Czech Republic," Eastern Finance
        Association meetings, 1999
"Firm Valuation and Information in the Czech Voucher Privatization Auctions," with Raj
        Aggarwal, Financial Management Association meetings, 1997

"Comparison of Changes after Privatization in the First and Second Czech Republic Voucher Privatization Waves," Southern Finance Association, 1997

"Short-Term Effects of Privatization on Operating Performance in the Czech Republic," Southwestern Finance Association Meeting, 1997

"Ownership Effects on Privatized Firms in the Czech Republic," Woodrow Wilson Center's Junior Scholars Training Seminar in East European Studies, Washington DC, 1996

"Ownership Structure Effects on Restructuring Privatized Firms," Southern Finance Association, Key West, 1996.

"Market Differences in Foreign Listings on U.S. Markets," Multinational Finance Conference, Philadelphia, 1995

"Agency Cost Reduction Using Interest Rate Swaps: An Empirical Test," with John Wingender, Midwest Finance Association, Chicago, 1994

"Asymmetric Changes in the CD Yield with Respect to Changes in the Eurodollar Yield," Southwest Finance Association, Dallas, 1994

Professional Presentations and Testimony:
US House Subcommittee on Social Security (Field Hearing)
City of Tulsa Panel on Effects of Credit Crisis on Municipalities

International Experience:
Erskine Fellow, University of Canterbury, Christchurch, NZ, 2013
Study in the Czech Republic as a NSEP Fellow, 1994-95
Semester study in Florence, Italy, Harding University, 1989

Honors and Awards:
College of Business Researcher of the Year, Assistant Professor Rank, 2002
Teaching Incentive Program (TIP) Award, 2001, Florida Atlantic University
Entrepreneurship Research Grant, 2000, College of Business, Florida Atlantic University
Research Initiation Award, 1999, Florida Atlantic University
Summer Research Grant, 2002, and 1999, College of Business, Florida Atlantic University
National Security Education Program (NSEP) Fellowship, 1994 and 1995
        for study in the Czech Republic
Paul D. and Lois Phillips Doctoral Dissertation Fellowship, 1995-1996
Presidential Scholarship, 1991, Oklahoma State University

Service:
University / College / Department
        College Undergraduate Curriculum and Policy Committee, 2015 – present
        University Graduate Policy Committee, 2016 – present
        Director, Friends of Finance, University of Tulsa 2016 - present
        Faculty Senate Financial Review Committee, 2016 - present
        Spears School Dean Search Committee
        SSB Technology Committee 2005-2007, 2010-2015
        SSB Ph.D. Committee, 2008 – 2015, Chair 2012-2015
        Executive Ph.D. Steering Committee
        Southwest Finance Symposium Coordinator

Faculty Search Committee (OSU)
Undergraduate Council Committee (Department representative), 2002 - present
Finance Faculty Search Committee Chair, 2002
Computer and Technology Committee, College of Business, FAU
Student Financial Management Association, Faculty Advisor 1999 – 2001

Profession - Practitioner
Exam Grader/Senior Grader/Team Captain, CFA Exam, CFA Institute
Council of Examiners, CFA Institute
President (2002 – 2003), Vice-President (2001 - 2002) and Education Director (2000 -
2001), Financial Analyst Society of South Florida

Profession - Academic
Director, Southern Finance Association 2004 – 2005
Corporate Area Track Chair, Southern Finance Meetings, 2004
Investments Track Chair, Southern Finance Association Meetings, 2001
Ad Hoc Reviewer for
Journal of Corporate Finance
Journal of Banking and Finance
Financial Management
Financial Review
Journal of International Business Studies
Journal of Economics and Business
International Journal of Economics and Business
Global Finance Journal
Journal of Comparative Economics
Journal of Pension Economics and Finance
Journal of Economics of Transition
Empirical Economics
Journal of Applied Finance

Community / Other
Domestic Violence Intervention Services (DVIS) of Tulsa – Board Trustee, Finance
Committee, Audit Committee
NSEP Business Fellowship Reviewer 2003, 2005, 2006, 2011
Mayoral Task Force on Pension Reform, City of Tulsa

Professional Associations:
American Finance Association
CFA Institute
CFA Society Cincinnati
Financial Management Association
Southern Finance Association

Overview | Definitions | Filters | Scoring Criteria | Score Breakdown | Program Rank | Program Scorecard | Program x Market Matrix | Competitors | Data Table | Historical Data | Workplace Requirements | Crosswalks

Current Selections

Award Level — Bachelors
Market — National
6-Digit CIP — 52.1501

Program Scorecard: 52.1501 - Real Estate

GRAYASSOCIATES

Overall Score — 25

Percentiles: < 40% | 40%+ | 70%+ | 90%+ | 95%+ | 98%+

Category		Criterion	Value	Score	Total
Student Demand	Inquiries	Total (12 months)	0	0	
		Online (included in Total)	0		
		Year-over-Year Change (Units)	-1	-1	
		Year-over-Year Change (%)	-100.0%	-1	
	Google Search*	Total (3 months)	453,840	7	8
		Year-over-Year Change (Units)	93,930	2	
		Year-over-Year Change (%)	26.1%	0	
	Completions	Total (12 months)	1,382	0	
		Year-over-Year Change (Units)	177	1	
		Year-over-Year Change (%)	15%	0	
Competitive Intensity	Institutions	Campuses with Graduates**	46	3	
		Year-over-Year Change (Units)**	-3	1	
	Cost Per Inquiry	Average Cost per Inquiry**		0	
	Market Saturation	Completions per 1,000 Pop**	0.02	0	
	Google Search*	Cost per Click**	56	0	5
		Competition Index**	0.61	0	
	Program Size	Average Completions/Institution	30	0	
		Median Completions/Institution	24	0	
		Year-over-Year Change (Units)	3	1	
		Year-over-Year Change (%)	12%	0	
		Insts. with Program Online**	1		
	Nat'l Distance Education	% of Institutions	3%	0	
		Online Completions**	44		
		% of Completions	3%	0	
Degree Fit	NHEBI Nat'l 2-Yr	Cost Index**	NA	0	
		Student:Faculty Index	NA	0	
	Completions	National Completions by Level		0	0
	Workforce	National Workforce Ed Attainment		0	

Category		Criterion	Value	Score	Total
Employment	Job Postings*	Total (12 months)	105,338	4	
	burning	Year-over-Year Change (Units)	22,739	0	
		Year-over-Year Change (%)	27.5%	0	
		Job Postings per Graduate*	20.3	3	
	BLS*	Current Employment	297,252	3	
		Year-over-Year Change (%)	2.7%	-1	
		3-Year Historic Growth (CAGR)	1.5%	0	
		5-Year Historic Growth (CAGR)	0.3%	-2	
		10-Year Forecast CAGR	0.2%	0	12
		Annual Job Openings	30,134	0	
		Job Openings per Graduate*	5.8	3	
		Share of Generalist Employme...	1,784	0	
		Share of Generalist Openings	169	0	
		10th-Percentile Wages	$30,668	0	
	Nat'l ACS* (Bachelors)	Wages (Age < 30)	$46,168	2	
		Wages (Age 30-60)	$94,761	2	
		% with Any Graduate Degree	22%	0	
		% with Masters	18%	0	
		% with Doct/Prof Degree	4%	0	
		% Unemployed (Age < 30)**	4%	0	
		% Unemployed (Age 30-60)**	4%	-2	
		% in Direct Prep Jobs	54%	0	
	Nat'l Gainful Emp.	GE Wages - Assoc. & Cert	NA	0	
		Placement Rate - Assoc. & Cert	NA	0	

CIP Description

A program that prepares individuals to develop, buy, sell, appraise, and manage real estate. Includes instruction in land use development policy, real estate law, real estate marketing procedures, agency management, brokerage, property inspection and appraisal, real estate investing, leased and rental properties, commercial real estate, and property management.

Program Search Box

Selections

Market		
Market	35-Mile Radius	
	National	
6-Digit CIP	Ohio	
Award Level		
CIP Title		
4-Digit CIP		
2-Digit CIP		
Current Programs		

MU Program Enrollment, 2015-19

Program Name	'15	'16	'17	'18	'19	Unit Ch...	CAGR

MU Program Completions, 2015-19

Program Name	'15	'16	'17	'18	'19	Unit Ch...	CAGR

* - Google search, employment data and JPG Ratio do not filter by award level.
** - Color scale in reverse.
NA - No data available/not currently tracked.
2-Yr - Associates & certificate programs only.

Award Level Breakdown by Source

Inquiries and Completions

Award Level	Inquiries (Market)	Completions (Market)	Completions (National)
Post-masters Certificate	0%	0%	0%
Postbaccalaureate Certificate	0%	1%	1%
Masters	100%	21%	21%
Certificate	0%	46%	46%
Associates	0%	5%	5%
Bachelors	0%	27%	27%

Job Postings (Market) - Edu Requested

Award Level	Minimum Education Requested
High School/Certificate	30%
Associates	9%
Bachelors	21%
Masters	10%
Doctoral	9%
Unspecified	54%

BLS Workforce Educ. Attainment (Nat'l)

Award Level	Educational Attainment
No College	14%
Some College	26%
Associates	10%
Bachelors	38%
Masters	10%
Doctoral	2%

Competitor Table

Total Completions

Campus	6-Digit CIP Code	Award Level	2016 Completions	2017 Completions	2018 Completions	2016 Online Completions	2017 Online Completions	2018 Online Completions	IPEDS Freshman Applicants	IPEDS % of Accepted Students Enrolled	IPEDS Student-Faculty Ratio	IPEDS Total UG Enrollment	IPEDS Total Grad Enrollment	IPEDS % of UG Students 25 or older	IPEDS % of Freshman from Out of State
Florida State University	52.1501	Bachelors	104	98	131	0	0	0	35,334	37.5%	22	33,008	8,354	5%	12%
University of Wisconsin-Madison	52.1501	Bachelors	73	95	124	0	0	0	35,596	34.5%	18	31,358	11,619	4%	44%
University of Georgia	52.1501	Bachelors	75	93	97	0	0	0	24,165	44.6%	17	28,848	8,758	3%	13%
CUNY Bernard M Baruch College	52.1501	Bachelors	57	36	66	0	0	0	21,432	25.6%	19	15,253	3,036	25%	7%
New York University	52.1501	Bachelors	6	35	49	0	1	0	64,007	34.0%	9	26,417	24,706	4%	
Texas Christian University	52.1501	Bachelors	34	42	48	0	0	0	19,740	24.1%	13	9,011	1,478	5%	57%
University of South Carolina-Columbia	52.1501	Bachelors	33	16	47	0	0	0	26,015	31.3%	17	26,362	8,369	6%	52%
University of Central Florida	52.1501	Bachelors	19	29	45	0	0	0	37,693	36.6%	30	56,853	9,206	15%	9%
University of Northern Iowa	52.1501	Bachelors	27	37	44	0	0	0	5,494	41.3%	18	9,961	1,900	8%	10%
Ashford University	52.1501	Bachelors	39	61	44	39	61	44			14	31,546	4,907	88%	
University of Denver	52.1501	Bachelors	11	19	42	0	0	0	19,904	13.0%	11	5,765	5,669	4%	69%
University of San Diego	52.1501	Bachelors	30	36	42	0	0	0	14,739	16.5%	14	5,774	3,131	5%	48%
Ohio State University-Main Campus	52.1501	Bachelors	17	28	42	0	0	0	47,782	31.4%	19	45,946	13,891	7%	31%
Virginia Polytechnic Institute and State University	52.1501	Bachelors	20	43	40	0	0	0	27,423	35.6%	14	27,193	7,247	2%	35%
Villanova University	52.1501	Bachelors	37	30	39	0	0	0	21,123	22.7%	11	6,950	4,017	5%	82%
University of Southern California	52.1501	Bachelors	21	17	37	0	0	0	56,676	37.1%	9	19,170	26,517	3%	
Baylor University	52.1501	Bachelors	25	31	33	0	0	0	37,083	23.0%	14	14,316	2,743	2%	36%
Southern Methodist University	52.1501	Bachelors	18	30	32	0	0	0	13,126	22.2%	11	6,452	5,337	3%	65%

| Overview | Definitions | Filters | Scoring Criteria | Score Breakdown | Program Rank | **Program Scorecard** | Program x Market Matrix | Competitors | Data Table | Historical Data | Workplace Requirements | Crosswalks |

Current Selections

Award Level	⊗	Bachelors
Market	⊗	Ohio
6-Digit CIP	⊗	52.1501

GRAYASSOCIATES

Program Scorecard: 52.1501 - Real Estate

Overall Score   28

Percentiles: < 40%   40%+   70%+   90%+   95%+   98%+

Student Demand / Competitive Intensity / Degree Fit

Category	Criterion	Value	Score	Total
Inquiries	Total (12 months)	0	0	
	Online (included in Total)	0		
	Year-over-Year Change (Units)	0	0	
	Year-over-Year Change (%)		0	
Google Search*	Total (3 months)	7,601	3	8
	Year-over-Year Change (Units)	1,461	2	
	Year-over-Year Change (%)	23.8%	0	
Completions	Total (12 months)	64	0	
	Year-over-Year Change (Units)	29	2	
	Year-over-Year Change (%)	83%	1	
Institutions	Campuses with Graduates**	2	3	
	Year-over-Year Change (Units)**	0	0	
Cost Per Inquiry	Average Cost per Inquiry**		0	
Market Saturation	Completions per 1,000 Pop**	0.02	0	
Google Search*	Cost per Click**	$7	0	8
	Competition Index**	0.59	0	
Program Size	Average Completions/Institution	32	0	
	Median Completions/Institution	32	2	
	Year-over-Year Change (Units)	15	2	
	Year-over-Year Change (%)	83%	1	
	Insts. with Program Online**	1		
Nat'l Distance Education	% of Institutions	3%	0	
	Online Completions**	44		
	% of Completions	3%	0	
NHEBI Nat'l 2-Yr	Cost Index**	NA	0	
	Student:Faculty Index	NA	0	
Completions	National Completions by Level	0	0	0
Workforce	National Workforce Ed Attainment		0	

Employment

Category	Criterion	Value	Score	Total
Job Postings* (burning glass)	Total (12 months)	2,996	4	
	Year-over-Year Change (Units)	971	0	
	Year-over-Year Change (%)	48.0%	0	
	Job Postings per Graduate*	5.5	0	
BLS*	Current Employment	10,899	3	
	Year-over-Year Change (%)	-2.7%	-2	
	3-Year Historic Growth (CAGR)	-1.0%	0	
	5-Year Historic Growth (CAGR)	8.1%	2	
	10-Year Forecast CAGR	0.6%	0	
	Annual Job Openings	1,121	0	
	Job Openings per Graduate*	2.1	3	
	Share of Generalist Employme...	63	0	
	Share of Generalist Openings	6	0	
Nat'l ACS* (Bachelors)	10th-Percentile Wages	$28,246	0	
	Wages (Age < 30)	$46,168	2	12
	Wages (Age 30-60)	$94,761	2	
	% with Any Graduate Degree	22%	0	
	% with Masters	18%	0	
	% with Doct/Prof Degree	4%	0	
	% Unemployed (Age < 30)**	4%	0	
	% Unemployed (Age 30-60)**	4%	-2	
	% in Direct Prep Jobs	54%	0	
Nat'l Gainful Emp.	GE Wages - Assoc. & Cert	NA	0	
	Placement Rate - Assoc. & Cert	NA	0	

CIP Description

A program that prepares individuals to develop, buy, sell, appraise, and manage real estate. Includes instruction in land use development policy, real estate law, real estate marketing procedures, agency management, brokerage, property inspection and appraisal, real estate investing, leased and rental properties, commercial real estate, and property management.

Q Program Search Box

Selections

Market	**Market**
	30-Mile Radius
	National
6-Digit CIP	Ohio
Award Level	
CIP Title	
4-Digit CIP	
2-Digit CIP	
Current Programs	

MU Program Enrollment, 2015-19

Program Name	'15	'16	'17	'18	'19	Unit Ch...	CAGR

MU Program Completions, 2015-19

Program Name	'15	'16	'17	'18	'19	Unit Ch...	CAGR

* –Google search, employment data and JPG Ratio do not filter by award level.
** – Color scale in reverse.
NA - No data available/not currently tracked.
2-Yr - Associates & certificate programs only.

Award Level Breakdown by Source

Inquiries and Completions

Award Level	Inquiries (Market)	Completions (Market)	Completions (National)
Post-masters Certificate	0%	0%	0%
Postbaccalaureate Certificate	0%	1%	1%
Masters	100%	0%	21%
Certificate	0%	84%	46%
Associates	0%	3%	5%
Bachelors	0%	12%	27%

Job Postings (Market) - Edu Requested

Award Level	Minimum Education Requested
High School/Certificate	30%
Associates	11%
Bachelors	21%
Masters	12%
Doctoral	10%
Unspecified	56%

BLS Workforce Educ. Attainment (Nat'l)

Award Level	Educational Attainment
No College	14%
Some College	26%
Associates	10%
Bachelors	38%
Masters	10%
Doctoral	2%

Competitor Table

GRAYASSOCIATES

Current Selections
Award Level — Bachelors
Market — Ohio
6-Digit CIP — 52.1501

Total Completions

Completion Trends for Current Selections

2018 YoY Growth	2018 5-Year CAGR
83%	22%

Data Table

Campus	6-Digit CIP Code	Award Level	2016 Completions	2017 Completions	2018 Completions	2016 Online Completions	2017 Online Completions	2018 Online Completions	IPEDS: Freshman Applicants	IPEDS: % of Accepted Students Enrolled	IPEDS: Student-Faculty Ratio	IPEDS: Total UG Enrollment	IPEDS: Total Grad Enrollment	IPEDS: % of UG Students 25 or older	IPEDS: % of Freshman from Out of State
Ohio State University-Main Campus	52.1501	Bachelors	17	28	42	0	0	0	47,782	31.4%	19	45,946	13,891	7%	31%
University of Cincinnati-Main Campus	52.1501	Bachelors	8	7	22	0	0	0	21,593	32.7%	16	26,559	10,596	12%	19%
University of Akron Main Campus	52.1501	Bachelors	0	0	0	0	0	0	15,109	24.6%	18	16,872	3,297	12%	10%
University of Rio Grande	52.1501	Bachelors	0	0	0	0	0	0			17	1,753	59	30%	

Selections

Market — Ohio
6-Digit CIP
Award Level
CIP Title
4-Digit CIP
2-Digit CIP
Current Programs

Table Components

Dimensions, Completions, US News Metrics, IPEDS Institutional, IPEDS Program De..., Growth Metrics, Table Selections

Campus / Institution / Sector

Sector:
Private for-profit, 2-year
Private for-profit, 4-year or above
Private for-profit, less-than 2-year
Private not-for-profit, 2-year
Private not-for-profit, 4-year or above
Private not-for-profit, less-than 2-year
Public, 2-year
Public, 4-year or above
Public, less-than 2-year

Real Estate Program Assessment Plan

Map of Course Outcomes to Program Outcomes

SLO #1:   Gather and interpret data about the surrounding real estate environment to determine the
           suitability of a real estate investment or development

   GEO 441 Learning Outcomes tied to SLO #1
      Demonstrate the ability to acquire, create, update and/or manage spatial data from disparate
         sources.
      Demonstrate the basic ability to visualize, summarize, analyze and interpret spatial data
      Recognize real-world applications of a Geographic Information System (GIS)

   GEO 451 Learning Outcomes tied to SLO #1
      Describe and explain the forces that shape the urban form and affect urban activity
      Apply analytical techniques (both qualitative and quantitative) that support the planning process
      Identify contemporary planning issues and explain how planners currently approach them

   FIN 331 Learning Outcomes tied to SLO #1
      Describe types of real estate properties and their legal descriptions

SLO #2:   Apply valuation techniques and make objective decisions

   FIN 303 Learning Outcomes tied to SLO #2
      Build integrated financial statements and produce valuations for public and private firms
      Build complex personal financial models, particularly related to house loan, car loan, and retirement
         planning
      Use dynamic formulas to access data from tables

   FIN 331 Learning Outcomes tied to SLO #2
      Construct financial statements for real estate investments
      Calculate and amortize mortgage instruments
      Compare the relative value of financing and refinancing options for real estate

   FIN 431 Learning Outcomes tied to SLO #2
      Conduct a market analysis for a real estate investment as an input into valuation.
      Estimate the value of a real estate investment based on a discounted cash flow analysis.

SLO #3:   Assess risk and return characteristics of real estate opportunities

   FIN 303 Learning Outcomes tied to SLO #3
      Build integrated financial statements and produce valuations for public and private firms

   FIN 331 Learning Outcomes tied to SLO #2
       Analyze investment decisions associated with real estate

   FIN 431 Learning Outcomes tied to SLO #3
      Incorporate different financing structures and leverage into a real estate investment decision.
      Evaluate publicly traded securities based on real estate assets for inclusion into a portfolio.

SLO #4:   Determine the effect of legal and regulatory requirements, and ownership and organizational structures on real estate investment and development

> BLS 443 Learning Outcomes tied to SLO #4
>> Understand the core principles of landlord/tenant, land use, redevelopment, environmental, and contract law
>> Understand of how legal issues impact and shape the selection, acquisition, development, financing, ownership, and management of real property
>> Understand the statutory framework regarding landlord/tenant relationships and in which real estate development takes place

SLO #5:   Effectively communicate the analysis of real estate investment and development.

> FIN 331 Learning Outcomes tied to SLO #5
>> Compare the relative value of financing and refinancing options for real estate
> FIN 431 Learning Outcomes tied to SLO #5
>> Evaluate publicly traded securities based on real estate assets for inclusion into a portfolio.

Assessment Plan

The above map informs instructors which learning outcomes in the course are used to assess the program learning outcomes. Instructors will identify appropriate assignments or exam questions assess the course and the program. Data will be collected on a periodic basis and program learning objectives will be assessed every other year.

Real Estate Program Faculty Matrix

Required Courses

BLS 443	FIN 303	FIN 331	FIN 431	GEO 441	GEO 451
Becker	Goldie	Marshall	Roberts	Davis	Davis
Green	Gempesaw	Biggerstaff		Maingi	
	Yin				

Elective Courses

FIN 302	FIN 401	FIN 403	FIN 408	FIN 461
Biggerstaff	Liu	Kassa	Brunarski	Boulton
Schonlau	Wang	Liu		
Brunarski	Harman	Harper		
	Nixon			
	Kassa			

GEO 442	GEO 454	GEO 459
Abbitt	Prytherch	Prytherch

Financial Impact Statement

The new major makes use of existing courses that are currently taught in Finance and Geography. The estimated financial impact depends on the assumptions of who will declare this major and do the existing courses have capacity to accommodate the number of majors. Data were collected from area universities of peer and aspirational schools that have either a Real Estate major or a Real Estate minor, or a Finance major with a real estate track. Most programs had under 100 majors.

We estimate the initial size of the major after approval will be 50 to 60 students, growing to 100 students. Some of these majors will be students who would have chosen another major in FSB, primarily Finance, and decided to take this new major. We also believe there will be a number of students who choose to double major in Real Estate and either Finance or Urban Planning. Initially, we believe we can accommodate this number of majors with existing instructional resources as well as administrative and student services. As the major grows and gains a foothold, we believe the major will attract additional students to Miami. In this case, there may be a need for additional sections of some but not all classes. At that time, additional funding will be needed for instruction, and data will be provided to justify the funding request.

This academic year, the Finance department received a $100,000 gift from a donor to help fund additional Real Estate offerings in the department. This helped launch FIN 431 (Real Estate Investments and Finance course). This gift will be sufficient to support the initial introduction of the major.

As mentioned above, the introduction of the major provides an opportunity to attract and recruit additional students to Miami, as well as provide additional skills to existing Miami students that provides a platform to launch careers in real estate. The ability to attract students to Miami that have not considered Miami, but chosen Ohio State or Cincinnati as alternatives because of existing Real Estate programs is an important consideration in adding this major.

University	Home Department/College	Real Estate Major (Y/N)	Real Estate Track within Finance (Y/N)	Number of Real Estate Majors	Avg. Starting Finance Salary	Avg. Starting Real Estate Salary
Data/Benchmarking against Area and Peer Institutions **Undergraduate Real Estate Degree Programs or Real Estate Course Offerings**						
Indiana	Finance/Business	Yes	No	67	$65,328 (incl. Real Estate)	na
Notre Dame	Finance/Business	No	Yes	na	$72,500	na
Virginia	Finance/Business	No	Yes	38 (track)	$80,823	$70,000
Wisconsin	Real Estate & Urban Economics/Business	Yes	No	374	$64,792	$54,263
Ohio State	Finance/Business	Yes	No	91 majors 142 minors	$56,650 (2016)	$42,750
Cincinnati	Finance/Business	Yes	No	98	$55,110	$59,258 (double majors)
Real Estate Course Offerings without Degree Program or Track						
Kentucky	Finance/Business					
Illinois	Finance/Business					
Penn State	Risk Management/Business					
Kent State	Finance/Business					
Michigan	Finance/Business					
W. Michigan	Finance/Business					

College of Arts and Science 2020 Updates/Key Accomplishments

Student Scholarly Engagement & Success
- 1300 CAS UG students engaged in research, internships, scholarly and creative works in AY19/20
- 95 CAS UG students received Miami Research Awards (USS, URA, DUOS, Cancer Research, IDEA)
- UG National awards: two Gilman Scholarships, eight Fulbright Awards, two U.S. Department of State Critical Language Scholarships, two Goldwater Scholarships, two Beckman Scholarships
- Graduate students published 118 scholarly articles in CY 2019

Faculty Scholarship & Success
- Published: 19 books and monographs, 460 journal and review articles, made 376 professional presentations and received 164 awards (internal, state and national) in CY 2019
- Received $12.1M in extramural funding in FY20

Development (Campaign total to date: $75.6M of $200M Target)
- $7.6M in donations, bequests and grants in FY20, including:
  - Pledge to endow the IES Director position
  - Teagle Foundation Grant for Student Citizens program
  - Menard Foundation Grant for Center For Democracy (with CLAAS)
- Large Estate Gift (>$10M) pending

New Programs: Launched and in Development
- BA in Public Health in partnership with EHS: launched in F18, currently 175 majors in CAS
- BA in Critical Race & Ethnic Studies: launched S20
- BA in Organizational Leadership: launched F20
- BA in Data Analytics: STA, GEO, GLG, POL, SOC/GTY, BIO, MBI, CHM, ENG, MTH, PHL, GIC, HST, MJF, SLAM (in EHS); launched F20
- M.S. in Biomedical Science, in development: will launch F21
- M.S., Physicians Associate, delayed because of delay in CHS Building: will launch S23
- Doctor of Science, Physicians Associate, in planning: will launch 2025

Diversity, Equity, and Inclusion
- Reallocated resources to hire a Director of Diversity, Equity, Inclusion and Belonging

CAS Strategic Goals for 2020-2021

- APEIP: Complete process to streamline curriculum, re-align resources and improve student success.
- DE&I: Align and implement CAS DE&I efforts consistent with University Taskforce recommendations.
- Honors College: Partner to support and launch new Honors College and Prodesse Scholars Program.
- Curricular initiatives: Build out programming and enrollments in three degrees launched in AY19/20; achieve State accreditation for M.S. degrees in Biomedical Science and Physicians Associate.
- Strategic Planning: Complete the Miami RISE Strategic Plan for CAS.
- Recruitment: Implement virtual recruitment events and initiatives to increase applications and yield.
- Pandemic: Support faculty and students as they reimagine higher education under pandemic conditions

College of Creative Arts

CCA Strategic Goals for 2020-2021

1) **Curriculum**: Complete the A-PEIP process, thus establishing future curriculum goals for the CCA.
2) **Diversity/Equity/Inclusion**: Complete DE&I recommendations based on the work of the new CCA Social Justice Task Force, and weave those into the new RISE Strategic Plan.
3) **Honors College**: Establish CCA relationship to the Prodesse Society and transition CCA Scholars Program.
4) **Programming**: Keep Arts Alive on campus through live/virtual/livestreamed performances and exhibitions
5) **Strategic Planning**: Complete the Miami RISE Strategic Plan for CCA.
6) **Recruitment**: Implement virtual recruitment events and initiatives for applications and yield to match last year (all-time high for the division).

2020 Updates/Key Accomplishments

Diversity, Equity, and Inclusion
Social Justice Task Force formed specifically to create action steps for new CCA Strategic Plan
Establish goals for DE&I for each Department in CCA and annual report cards beginning in 2021
Will implement mandatory racial consciousness module (RC101) for entire division, Spring 2021
Freedom Summer teaching module used throughout the CCA (education and artistic response) this Fall

Fundraising
Funds raised for the College of Creative Arts since 2013: $24,889,792; 2020 to date: $2.7m
College of Creative Arts Advisory Board Fund developed as part of #MoveInMiami
#MoveInMiami: CCA had 10 initiatives that averaged 52% achievement of goals
#MoveInMiami: CCA Advisory Board had highest level of advisory board participation for MU
Major public art acquisition: Jun Kaneko's "Capturing the Scent of Rain"

Recruitment and Retention
Enrollment growth (undergrad) since 2013: applications increased 71.3%; confirmations increased 75.7%
Retention rate in the CCA high each year: 2019-2020 = 92.7%
Divisional size, 2020: 2,442 student majors, co-majors, minors (up from 1,413 in 2013)

Career Services/Student Success
#thrivingartists: continued growth of all career-oriented initiatives in the College, including alumni network
ROI: 93.4% of CCA #thrivingartists were employed or furthering their education by Fall of 2019
100% job placement in art and music education programs

New Program Growth (3 of the fastest growing programs at MU—all interdisciplinary)
Department of Emerging Technology in Business and Design added to CCA in 2019 [with FSB]
Art Therapy added to CCA in 2018 [partnership with Psychology]
Arts Management/Arts Entrepreneurship added to CCA in 2015 [partnership w/ Farmer School of Business]
Fashion (Design + Business) added to CCA in 2014 [partnership with Farmer School of Business]

Good News 2020
Architecture/ID students won Grand Prize in the 2020 Solar Decathlon Design Challenge
Architecture students win first place in the AIA (American Institute of Architects) Ohio student competition
Game Design Program ranked first in the nation in intelligent.com
Miami Symphony Orchestra was a national finalist for the prestigious American Prize

College of Education, Health and Society

Brief Summary Update

The College of Education, Health and Society continues to make significant progress in our work in developing school to university pipelines especially in the area of teacher education. We have made strides in creating such partnerships especially with Cincinnati Public Schools and Aiken High School specifically. A brief description of this work follows.

The College of Education, Health & Society has a number of school-college partnerships that focus on preparing K-12 students for college success. The one we have most recently developed based on research and in collaboration with Cincinnati Public Schools is *MU Teach*.

MU Teach is a multi-year program that begins with 8th and 9th graders interested in becoming teachers. The program provides a 5- year pre-college experience that includes near peer mentoring, regular campus visits, weekly course work taught by school-based *MU Teach* faculty, College Credit Plus course work with Miami-based *MU Teach* faculty, and a Summer Scholars component designed specifically for *MU Teach* students.

Those who matriculate through the program with a minimum GPA of 3.0 on a college preparatory track will be admitted to Miami's teacher education program as a cohort, where they will find continued mentorship, resources, and support from *MU Teach* faculty and student mentors. We are committed to evaluating and developing further avenues for research on all aspects of this intensive Grow Your Own model, from the collaboration process to the point where *MU Teach* graduates are welcomed back into Cincinnati Public Schools as new teachers.

The College is also considering avenues to extend this partnership to include other departments in EHS including majors in Social Work, Sport Leadership and Management, Nutrition and Dietetics, and Kinesiology and Exercise Science.

College of Engineering & Computing (CEC) Fall 2020 Report
Academic and Student Affairs Committee

Committee members, it was my honor to join the College of Engineering and Computing here at Miami University this summer. Dean Marek Dollár has created an engineering and computing gem in southwest Ohio and it is my intent to help grow, diversify, and build the college on the foundation he has set. I look forward to meeting you personally in the near future. Until that time, I would like to provide this CEC Academic and Student Affairs written report for the Fall 2020.

We are very excited about our new BS degree in robotics engineering approved by the State this fall. We are currently teaching robotics courses this academic year. We will officially bring our first class into the program during this admission cycle with the first-year robotic engineers starting in the Fall of 2021. The robotics degree is a collaboration between three departments (Mechanical & Manufacturing, Electrical & Computing, and Computer Science & Software Engineering), emphasizing the highly multidisciplinary nature of future engineering and computing graduates. With the increase in artificial intelligence/robotics in manufacturing, medicine, transportation, and defense, robotics engineering will be a key skill needed in the Ohio work force. By summer of 2021, we intend to have an Industrial Robotics Laboratory up and running and we will use this asset with outside companies.

The COVID crisis has clearly highlighted the importance of technical medical equipment and properly mandated federal regulations. Members of the CEC faculty have proposed a Boldly Creative Clinical Engineering master's program. This is a non-traditional hybrid program aimed at medical and/or engineering professionals who need the technical degree to maintain the equipment and the regulatory background to ensure the equipment meets federal requirements. In my short time on campus, I have heard loud and clear from the medical device community including from the CEO of Stryker, that there is a definite need for this type of program. An added benefit of creating this graduate program is the ability to offer a Clinical Engineering minor for our undergraduate students in nursing, gerontology, and political science in addition to our engineering and computing majors.

We are also exploring three new academic programs you should be aware of at this time. We are exploring a degree in Industrial Engineering. We will be working on this program with our Engineering Management Steering Committee and we will report our findings in a future meeting. I am also excited to announce that we are working with the Farmer School of Business administrators and faculty to develop collaborative degree programs between our two divisions. The intent is to develop a modified 4+1 or 3+1 program that would allow a CEC student to get their technical CEC degree with a master's in Business Management. Finally, the Computer Science and Software Engineering (CSE) department is exploring a Bachelor of Arts in Computing. This would enable students to become CSE majors later in their time at Miami. The reduced degree requirements would better fit the needs of dual degree programs; serve the state of Ohio by producing more computing professionals, and support breadth of education (BA) as opposed to technical depth in the Bachelor of Science (BS) degree.

This college has a strong teacher/scholar tradition that is a draw for our undergraduate students. By increasing our faculty and graduate research, our undergraduates will have more opportunities to engage in research. This will ensure their success as evidenced by our students receiving prestigious scholarships such as the Goldwater Scholarship and Astronaut Scholarship. Our research also has real life impact and advances knowledge in critical and wide-ranging areas such as treatment of depression, quantum computing, tissue regeneration, automated vehicle navigation, radar technology and identifying suitable medicines to treat Covid-19, to name a few. This research also allows us to develop and expand our tech commercialization program like our work with the patents provided by the Air Force Research Lab. Through this collaboration, we developed a belay apparatus and an artificial nose, both of which have market potential. We look forward to expanding our research footprint and technology commercialization.

In my short time here and through my conversations with our students and alumni, I have learned that the college produces graduates that are well-rounded and have exemplary leadership skills through valuable programming offered by the Lockheed Martin Leadership Institute and other curricular and extracurricular activities. We will continue to provide this hands-on, minds-on education that produces entrepreneurs and leaders of the engineering and computing profession.

In closing, it is imperative that we increase the diversity of this college. Engineering and computing graduates will be critical to solving both technical and social justice issues in the future. To create inclusive solutions for a globalized world, we need to have diverse engineers and computer scientists. To make this a reality, we will continue to expand our Socially Engaged Engineering and Computing programs. I will encourage our faculty to be inclusive in their teaching methods and promote a climate that values and embraces both visible and invisible differences. It is my intent to bring in national level scholars focused on engineering and computing education to work with our faculty as we adjust our teaching to the new modality. I look forward to serving Miami University in the years to come.

Beena Sukumaran, Dean, College of Engineering and Computing

We are delighted to welcome our students back to campus on September 21. We do believe that this situation presents us with a unique opportunity to provide our students with skills and abilities, like agility and the skill to innovate and pivot, that will elevate them and make them even more Beyond Ready to succeed.

Our faculty have shown tremendous creativity and resourcefulness in preparing for the different teaching scenarios that may be required. Many faculty say that the courses they are delivering now are better than any course they have delivered prior because they have been forced to challenge everything they do in order to create a positive learning environment. We also hear faculty comment that the technology enables them to do things they couldn't do before – e.g., have speakers participate via video conference from anywhere around the world, or get better student participation by using breakout rooms.

We have also managed to continue the hallmarks of a Farmer School education, including global experiences, client projects and experiential learning. We currently have more than two dozen students participating in our Fall Virtual Global Internship program. Internship placements span seven countries in seven different career fields. Junior accountancy major Alex Stan, who is interning with BitBoom Fund Management in China, noted, *"The internship has been going great! I am quickly learning a lot about international finance specifically in regard to blockchain and private equity funds. I am also learning a lot about Chinese business culture and how it compares/differs from that of the US. Overall, the experience has been valuable and I am excited to continue through the journey."*

When the Blockchain Club's 2020 conference was handed a pandemic, they took their conference worldwide. The event had 60 speakers and panelists, joining a Zoom meeting from around the world to talk about enterprise, banking and finance, government, supply chain logistics, healthcare, social impact, and digital currencies topics. More than 2,500 messages were passed over the course of the conference.
In March, the day before Miami University announced it was transitioning to remote class delivery, Dr. Gillian Oakenfull's marketing capstone class was to meet with Procter & Gamble's Secret Deodorant brand team to receive their client brief. *"Dr. Oakenfull made the transition seamless. She turned this somewhat-negative experience, especially as a senior, into a positive, relatable work-life experience,"* student Brianna Woods explained. Innovations by other faculty members include integrating simulations such as GooseChase, a virtual scavenger hunt platform; TopHat, MarketGames and even an online improvisation workshop with Cincinnati Playhouse.

I am pleased by how enthusiastic our business partners, including recruiters, are about connecting with our students. Even though the pandemic has had a significant negative impact on employers and hiring nationwide, with a recent study reporting 80% of employers have either reduced or paused hiring, our students are getting hired – for internships and full-time employment. We compiled preliminary statistics from the graduating class of 2020, and they are impressive – with 75% of respondents reporting full-time employment - with an average starting salary of $61,127 – approximately $5,000 more than last year, or continuing education! Please note – this data was gathered at graduation, and will be updated six months post-graduation, which will allow us to compare to prior years' data.

This fall, we welcome four "A List" business leaders from around the world, starting with the CEO of Foot Locker EMEA (Amsterdam) to discuss Cross-Cultural Brand Management and Social Justice; followed by the Google's Head of Cyber Security & Global Policy for Google Play and Android (San Francisco), talking about Cyber-Security, and Race and Equality in Technology; Credit Karma's Co-Founder and Chief Revenue Officer (San Francisco), discussing Financial Technology and Women in Entrepreneurship; then, from Singapore, the CEO of Deloitte, Asia Pacific talking about the importance of having a global mindset.

In addition to supporting students during our phased return to campus, and showcasing our School and alumni, one substantive priority this fall is the need to prepare the Farmer School for AACSB reaccreditation. The AACSB peer review team "visits" mid-April and our report to AACSB needs to be completed by the end of the calendar year. As part of the reporting process, we are required to develop a strategic plan to guide the School until 2025. As a new dean, the timing could not be more opportune. We are currently working through discussions with numerous stakeholders to articulate where we want to be in five years' time and, in particular, how we continue to deliver on our promise of ensuring our students graduate Beyond Ready.

Love and Honor,
Jenny Darroch

Report for the Board of Trustees
The Graduate School
September 2020

Michael Crowder became the Associate Provost and Dean of the Graduate School on July 1, 2020.

Due to COVID-19, many of our entering international graduate students were unable to have their visa paperwork processed, and over 100 students have deferred admissions until January 2021. Most graduate students who are doing research have been back in their laboratories since early June, and they are making progress towards their degrees.

We held our August graduation, at which we often hood most of our doctoral students, virtually. Many of the doctoral advisors provided short and personal comments to their students. You can watch the ceremony at: https://www.youtube.com/watch?v=wlao4T73e5Q. We will be holding our December graduation virtually, and we anticipate over 200 masters and over 40 doctoral students to earn their degrees in December.

For the upcoming year, the Graduate school, along with divisional deans, will be evaluating existing programs through the APEIP process. In an effort to increase the national reputation of our graduate programs, we will be selectively reallocating resources into the programs that could be stronger with some investment and sunsetting programs that no longer have sufficient enrollments or job opportunities. To generate new revenue, we will also evaluate our portfolio of graduate programs and develop new fee-paying graduate programs/certificates in high demand areas. Finally, we are evaluating our policies and practices to ensure that all of our graduate programs are inclusive and are welcoming to all graduate students.

MIAMI UNIVERSITY
REGIONALS

<div align="right">

Board Highlights • College of Liberal Arts
and Applied Science • Regional Campuses
SEPTEMBER 2020

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Updates/Select Highlights

Learning Hubs: The regional campuses continue their movement toward three innovation hubs in which select programs (commerce, nursing and engineering technology) are centralized on certain campuses. Located in the Voice of America Learning Center, the Commerce Innovation Hub provides business assistance to the Cincinnati-Dayton metroplex and booming areas of Butler and Wayne counties. It is also home to the Butler County Small Business Development Center. Planned for the Hamilton campus, the Nursing Innovation merges two (Hamilton and Middletown), technology-intensive nursing laboratories into one updated and expanded space, securing Miami's position as the destination of choice for this in-demand field of study. Renovations are planned to occur in summer 2021. Plans to create an Engineering Technology Hub on the Middletown campus are in development.

Development: CLAAS had a record fundraising year with 1,490 gifts totaling $2,020,677, with $1.2 million raised for scholarships and $200,000 for capital equipment. Thanks to a $2.9 million grant, the division joined Arts & Sciences in establishing the Menard Family Center for Democracy to promote civic engagement. TRIO student support services, which supports at-risk students, was recently awarded $1.3 million over five years.

Graduates: The division continued to increase the number of bachelor's degree recipients with 502 being awarded in 2020, up from 55 in 2009. CLAAS awarded 687 degrees in 2019-2020, the highest number to date.

Nursing: The first three cohorts of nursing students were admitted in Oxford between 2018-2020. The department recently hired a new director of its MSN and DNP program. Fifty new graduate courses were developed and recently submitted through Miami's curriculum approval process. In 2022, the department will launch an online master's program and a doctoral program in 2024.

Engineering Technology: ABET, the Accreditation Board for Engineering and Technology, completed its rigorous review and granted accreditation to all eligible ENT programs through September 30, 2026. The new curriculum for a robotics concentration was approved and launched in fall 2020. Like all of our engineering technology programs, students from Ohio Technical Centers can flow from an associate degree to a bachelor's degree into the program. ENT has secured additional state (ODHE-RAPIDS) grants for purchasing virtual and remote laboratory components. The new robotics program includes both a manufacturing foundations certificate (ready to launch) and an industrial robotics professional certificate (planned for fall 2021).

Computer and Information Technology and ICAgile: The department of computer and information technology is the first university in the country to offer ICAgile-accredited courses for certification as part of its coursework. By successfully accrediting its courses with ICAgile, we are ensuring their students are learning the core values and principles of agile and are building skills and competencies that help corporations build organizational agility. The department also just landed a $50,000 gift from the Nationwide Foundation.

E-Campus/Online Learning: The division launched two new online bachelor's degrees this year – Health Information Technology and English Studies – in fall 2020. Progress is underway to offer online programs for new majors in sales management and digital commerce. Thirteen microcredentials were also approved and money to support adult learners was recently awarded by the State of Ohio.

Recent Media on Innovative Teaching in a Covid world:
LOCAL 12 • "Professors get creative to teach students virtually during the pandemic"
Good Morning Cincinnati • Interview with Dr. Jeff Kuznekoff

MIAMI UNIVERSITY
UNIVERSITY LIBRARIES

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Board of Trustees Report
September 25, 2020

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Strategic Plan
Revisited our mission, vision, & values & created a strategic plan for the 20-21 academic year.
[**Lib.MiamiOH.edu/Strategic**]; five specific initiatives will drive progress toward three strategic goals.
Created a video introducing & affirming our values [**Bit.ly/mul-values**]

Diversity, Equity, and Inclusion
Created an antiracist resources guide in June [**LibGuides.Lib.MiamiOH.edu/Antiracist-Resources**]
Working on digesting and incorporating the President's DEI task force's recommendations
Exploring initiatives for Boldly Creative

Special Collections and University Archives
Developing a traveling exhibition around Freedom Summer to complement our existing digital Freedom Summer A/V [**Bit.ly/mul-fs-av**] and text/photo [**Bit.ly/mul-fs-tp**] collections
Digitization projects [**Lib.MiamiOH.edu/Digital-Collections**] are nearing completion for yearbooks, catalogs, etc. from Miami University, Western College, Oxford College, and the Middletown and Hamilton campuses.
Bearing Witness exhibition explored the ways the Holocaust and antisemitism intersected with the lives and experiences of 10 Miami alumni & faculty through personal stories. 360º tour: [**Bit.ly/mul-bw-360**]

Collections development
Accelerated emphasis on instructional support
 Streaming video becoming increasingly important; expanded capacity with vendors this current year.
 Librarians and staff producing more teaching & instructional resources [**Bit.ly/mul-instruct**]:
  Introductory data management modules, forming the core of a mini-course
  Comprehensive resource guide on researching SARS-CoV-2 & COVID-19
   [**LibGuides.Lib.MiamiOH.edu/Remote-Services/COVID-19**]
  Information literacy materials now incorporated into every section of ENG111
  Canvas modules & web guides on maker-oriented learning
New screen-sharing enhancements & Zoom integration enhance our online chat service

Virtual services [**Lib.MiamiOH.edu/Virtual**]
Completely redeveloped website [**Lib.MiamiOH.edu**]
 Designed from the ground up to meet & exceed accessibility standards
 Lays the foundation for the development of a personalized dashboard of resources for students
Developed a system for online checkouts of Adobe Creative Cloud Suite licenses for students to use on their own devices — e.g., Photoshop, Premiere Pro, Illustator, Dreamweaver, etc. [**Lib.MiamiOH.edu/Adobe**]
In partnership with IT Services and other campus partners:
 Launched a remote computer lab that gives Miamians access a Libraries computer's software and power from their own device. [**RemoteLab.MiamiOH.edu**, must be connected to Miami network or VPN]
 Created a touchless printing experience [**Bit.ly/mul-printing**]

Facilities and circulation services
Developed new methods of connecting Miamians with materials
 Dept. & dorm delivery via campus mail [**Lib.MiamiOH.edu/Use/Borrow/Department-Delivery**]
 Home delivery pilot program through USPS [**Lib.MiamiOH.edu/Use/Borrow/Home-Delivery**]
 Limited Online Library Access (LOLA): a service through which Miamians can request secure access to digitized copies of print materials through Canvas [**Lib.MiamiOH.edu/Use/Borrow/LOLA**]
 Curbside pickup [**Lib.MiamiOH.edu/Use/Borrow/Curbside**]

Communications
Published a 14-part video series [**Bit.ly/mul-ht**] & all-in-one video [**Bit.ly/mul-ht-1**], and created a comprehensive Healthy Together @ the University Libraries website
[**Lib.MiamiOH.edu/LibraryHealthy**]