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MIAMI UNIVERSITY
BOARD OF TRUSTEES
Minutes of the Board of Trustees Meeting
Virtual via Zoom, as Authorized per Ohio House Bill 404
Friday, May 14, 2021

The Secretary to the Board of Trustees confirms that as specified in the Regulations of the Board of Trustees of Miami University, in compliance with Ohio House Bill 197 due notice was given prior to holding this meeting of the Board of Trustees.

The meeting was called to order at 9:00 a.m. via Zoom as authorized by Ohio House Bill 404, with Chair David Budig presiding. Roll was called with a majority of Trustees present, constituting a quorum. In addition to the Trustees, attending for all or part of the meeting were - President Gregory Crawford; Provost Jason Osborne; Senior Vice Presidents David Creamer, and Tom Herbert; Vice Presidents Jayne Brownell, Jaime Hunt, Anthony James (interim), Alicia Knoedler, David Seidl, Brent Shock, and Randi Thomas; General Counsel Robin Parker; David Sayler, Director of Athletics; and Ted Pickerill, Executive Assistant to the President, and Secretary to the Board of Trustees, were also present; along with many others in attendance to assist or observe.

Roll call of Trustees:

Present: S. Biff Bowman (National Trustee)
David H. Budig
Sandra D. Collins
Dawson Cosgrove (Student Trustee)
Zachary Haines
John C. Pascoe
Jeff Pegues (National Trustee)
Mary Schell
Mark Sullivan (National Trustee)

Trustees Deborah Feldman and Rod Robinson, and Student Trustee Amitoj Kaur arrived following the call of roll.

Public Study Session

Maturing Marketing and Communications at Miami University

Vice President Jaime Hunt

VP Hunt updated the Board on the value of marketing and communications as a growth driver, relating the role of marketing and communications in higher education has evolved significantly over the past 20 years. Increasingly, universities are recognizing the value of a strong brand and understanding the role of marketing as a driver of strategic growth. She stated for Miami to be viewed as a national brand and to compete with other national brands, Miami must market itself as such.

She stated in an environment with increasing competition for students, growing importance of consistent messages and branding of the University, and declining public support

for higher education, it is critical to optimize and better coordinate the university's marketing and communications efforts.

A more coordinated approach will allow the University to most effectively recruit and retain high-quality students; ensure policymakers understand the university's unique value proposition; build and reinforce the university's brand; and encourage giving and corporate partnerships.

She proposed four phases in enhancing coordination – Discovery, Structure, Implementation, and Evaluation. In discussing the current state and the phase, she introduced a Marketing Maturity Model which is included in Attachment A.

She concluded with five primary recommendations:

• Move to a UCM-led model for marketing and communications, including both staffing and budget
• Enhance efforts in the areas of web, media relations, branding, and internal communication
• Identify opportunities to centralize contracts and vendor agreements
• Create Centers of Excellence within UCM to better leverage expertise
• Invest in brand awareness efforts to elevate Miami to a national brand

VP Hunt's presentation is included as Attachment A.

Public Business Session

Approval of Prior Meeting Minutes

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

Consent Calendar

Resolutions on the Consent Calendar, included:

- Designation of Emerita/Emeritus
- Campus Naming
- Distinguished Professors

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

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

Chair's Comments

Chair David Budig relayed the following information:

Good morning and welcome to this semester's final meeting of the Miami University Board of Trustees - and hopefully our final virtual meeting.

It has been a year of challenges, so I believe it is important we celebrate our accomplishments and successes today.

We are pleased and thankful that last evening, after nearly a year's wait, the graduates of the Class of 2020 were recognized (and celebrated ***in person)*** at their Commencement ceremony in Yager Stadium. Over 500 graduates returned to campus for their long-awaited commencement ceremony.

And beginning this afternoon, the Class of 2021 will hold eight separate ceremonies as well as a doctorial hooding. We are holding these commencements separately so the graduates (and their family and guests) can celebrate in person. I would like to thank the many members of the Miami community who planned these events, and also thank the incredible team from university facilities who prepared Yager Stadium for last night, and who will be turning over the venue between events over the next two days – they are literally working around the clock to make this memorable occasion happen for the graduates and their families.

In addition, we should celebrate the great efforts of the Enrollment Management and Student Success team for working against all odds and obstacles, but still delivering the largest and most academically accomplished incoming class in Miami's history. I know President Crawford will elaborate on this further during his remarks.

To begin today, I would like to welcome Dawson Cosgrove, our newest Student Trustee. Dawson, a Business Economics major and a minor in Political Science, is from Kirtland, Ohio.

Dawson is incredibly engaged on campus - he is Head Student Instructor for the Economics Department at the Rinella Learning Center and is also a member of the Business Economics club, the Multicultural Business Association, and the Wilks' Leadership Organization. On top of this, he volunteers his time to community service….and I am hoping he is going to classes and studying between those commitments. Welcome Dawson. we look forward to hearing more from you later this morning and working with you over the next two years.

I would now like to honor and thank the many Miamians who have been recognized for their successes, achievements, and commitment this year.

University Distinguished Professors are individuals who have achieved national and international stature through their scholarship and have demonstrated excellence as a teacher and contributor to the life and mission of Miami University. This year, Dr. Tammy Kernodle and Dr. David Berg have been awarded this recognition.

Dr. Kernodle is a professor of musicology and affiliate faculty of American Studies, Black World Studies, and Women, Gender and Sexuality Studies. She is one of the most respected scholars in her field, and for the past three years, has served as president of the Society for American Music.

Dr. Kernodle has previously been honored for her accomplishments with the receipt of the Alumni Association's Effective Educator Award in 2014 and the Benjamin Harrison Medallion in 2018 which is the highest honor Miami bestows upon a faculty member.

Also in 2018, I was fortunate to be in Millett Hall for her moving musical performance as the commencement speaker at the December graduation ceremony. Thank you, Tammy, for your service and commitment to Miami University.

Dr. David Berg's expertise and stature in conservation genetics are well known. His research includes describing new species and providing critical information for those on the Endangered Species List. He has been awarded more than $4 million in external grants from agencies including the National Science Foundation (NSF), and the U.S. Fish and Wildlife Service.

He is chief advisor to the Department of Biological Sciences on our Regional Campuses and has been a leader in curriculum development and implementation for the Applied Biology major launched in 2018. It was the first science bachelor's degree offered fully at the Regional Campuses.

Dr. Berg's most notable contribution to the undergraduate experience is co-directing the NSF Research Experience for Undergraduates focused on "Ecology in Human-Dominated Landscapes" that has been running since 2001. This competitively funded program brings undergraduates from all over the country to Miami's Oxford campus each summer for a ten-week collaborative research project.

Thank you, David, for this program and for your service to Miami.

This University is very fortunate to have such dedicated, well-respected and successful faculty as Tammy Kernodle and David Berg.

Each year Miami also recognizes faculty members who demonstrate creative, innovative and engaging teaching methods at the undergraduate level through the E. Phillip Knox Distinguished Teaching Award. This year's recipient is Megan Gross, Associate Clinical Lecturer of Speech Pathology and Audiology.

She serves as the program coordinator for Miami's American Sign Language (ASL) curriculum. She teaches courses in ASL, Global Perspectives on Deaf Culture and ASL service-learning, among others, and trains and supervises graduate teaching assistants.

Megan has designed the American Sign Language curriculum to challenge students to develop conversational fluency upon completion of the four-semester language sequence. The curriculum includes an experiential aspect, and each language course requires students to attend an event in the Deaf community.

Megan, thank you for your service, dedication to our students and for advancing diversity, equity and inclusion.

Each year we also recognize faculty members for outstanding scholarly work. The Faculty Scholar Award honors faculty whose sustained excellence in research or other creative activity has achieved significant standing in their fields. This year's recipients of the University Faculty Scholar Award are:

- Dr. John Jeep, professor of German, Russian, and Middle East Languages and Cultures
- Dr. Rose Marie Ward, professor of Kinesiology, Nutrition and Health
- Dr. Ellen Yezierski, professor of Chemistry and Biochemistry

The University Junior Faculty Scholar Awards honor faculty members who have demonstrated great potential in research or artistry and have achieved significant standing in their fields. This year's recipients of the University Junior Faculty Scholar Awards are:

- Dr Carolyn Hardin, Assistant Professor of Media, Journalism and Film and Global and Intercultural Studies
- Dr. Andrew Jones, Assistant Professor of Chemical, Paper and Bioengineering
- Dr. Jessica McCarty, Assistant Professor of Geography

These six awardees are examples of our incredible faculty, and what makes Miami such a truly special university. Thank you to each of you for your contributions, service and dedication to our students. Well done.

My fellow Trustees who were on the Board in 2019 may recall Professor Jones. He, along with several students from his research team, presented on their research on the biosynthesis of psilocybin and other psychoactive molecules that occur naturally in certain plants and fungi, including magic mushrooms.

In May 2020, Professor Jones and Professor Matthew McMurray in the Department of Psychology were awarded a $1 million grant to provide start-up funding to further develop this work. Recently, they received an additional $1.5 million grant from PsyBio Therapeutics Corporation to expedite progress toward clinical trials of a portfolio of neuropsychiatric drugs. PsyBio is in the business of pioneering the next generation of psychoactive compounds for mental health treatment, called tryptamines, which are being studied to reverse the course of disease by rewiring the brain through contemplation and a change of perception.

Dr. Jones and Dr. McMurray, thank you, we are certain that your efforts, and those of the team of student researchers each of you lead, will positively impact many lives.

As we approach the fiftieth anniversary of our special partnership with the Miami Tribe of Oklahoma, I would like to highlight some initiatives of the Myaamia Center.

- The Chief Floyd Leonard Faculty Fellow is named after the Chief of the Miami Tribe from 1974-1982 and from 1989-2008. The inaugural fellow will be Sandra Garner, Associate Professor in the Department of Global and Intercultural Studies. She will help the Myaamia Center staff set up the faculty fellows program.

- The Aanchtaakia Graduate Fellowship. Aanchtaakia is the Myaamia word meaning "change maker." The fellowship is designed for tribal scholars motivated to make change in tribal communities and share their research or interests on Miami's campus.

- Together with the provost's office, a new position – Educational Outreach Specialist – has been created within the Myaamia Center with the goal of integrating more Myaamia content into the curriculum at Miami University. Andrew Sawyer (Miami class of 1994) will be joining the Myaamia team as the inaugural specialist on July 1. He will be responsible for strengthening relationships across the university.

We are pleased to see the role of the Myaamia Center continuing to grow and to engage the Miami community as we learn from each other.

In conclusion, I would like to share some perspectives of Miami from outside of Oxford.

Since our last meeting, there have been a few new ranking results released. The Princeton Review has included Miami University in the top 40 as one of the nation's "Best Value Public Colleges" and Miami is No. 37 among top public schools in its annual listing.

In addition, Miami also ranked in three other categories for undergraduate education.

No. 13 — "Top Public Best Schools for Internships"
No. 15 — "Top 50 in Entrepreneurship"
No. 35 — "Top 50 in Game Design"

Thank you to the Miami faculty and staff who work so diligently to serve our students and create the Miami Experience.

And to our city, and local community leaders and residents, we thank you as well. Yahoo! Life reports that PureWow named Oxford, Ohio the third best College town. They write of stately brick buildings and tree lined streets; ranking Miami and Oxford, Ohio ahead of towns such as Charlottesville, Berkley, Eugene, Chapel Hill, and State College Pennsylvania.

We have always known that Oxford is a very special place, and it is wonderful to see the town receiving national recognition.

You will soon hear of other efforts and achievements from President Crawford so I will end my remarks with a final thank you - a thank you to our faculty and staff, for the commitment and leadership that have created outstanding student experiences at Miami, despite the many challenges. To our students, for continuing to be adaptable and determined. And to public officials, alumni and local communities for their unwavering support. Together we have made it through 2020 and into 2021, and that gives me – and it should give all of us – optimism and hope for the Fall.

My hope is that at our next Board meeting on June 25th, we will be together in Oxford for our first face to face meeting in over sixteen months. It will be good to see all of you again.

Thank you. this concludes my remarks.

Love and Honor

Reports, Ordinances and Resolutions

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

Report of the Chair of University Senate Executive Committee,

Chair Budig welcomed Dr. Jennifer Green to her first meeting as the Chair of the Senate Executive Committee.

Dr. Green informed the Board of many of the activities and the focus of University Senate during the time since the last meeting of the Board.

The Senate report is included as Attachment C.

Report of the Student Body President

Chair Budig welcomed Madelyn Jett to her first meeting as Student Body President

Student Body President, Madelyn Jett, relayed the following:

I am so honored to have the opportunity to address the Board today and introduce myself to you all. My name is Madelyn Jett. I'm a junior marketing and entrepreneurship major from Cleveland, and I am beyond honored and humbled to serve Miami's incredible students this year as Student Body President.

When I decided to run, I did it out of love for this University. My mother is a proud Miami alum who graduated in 1993. I never imagined I'd follow so closely in her footsteps, but once I stepped foot onto campus, I knew I belonged here. I was even more excited when my best friend of ten years, Aidan McKeon, transferred to Miami as a second-year student. Little did I know when we met at 2nd grade theatre camp that we would make this journey together.

Back in March, Aidan and I dove head first into an incredibly competitive election alongside two other incredible tickets, and we learned so much along the way. We are honored to have the confidence of the student body, and are committed to empowering students to advocate for the changes they want to see.

Our goals are comprised of three pillars: Administrative Accountability, Student Wellness, and Diversity, and Equity & Inclusion.

Administrative Accountability is all about transparency with the student body. This goes

beyond parking and meal plan improvements. We want to ensure students are heard when issues arise, and work together to develop empathetic solutions to the many challenges students continue to face. Generally, we want to involve students in decisions that will affect their experiences and welcome them boldly into rooms like this one where such decisions are made.

Regarding student wellness, we recognize that this past year has only furthered the mental health crisis college students experience. Many students, myself included, are grieving their lost family members. Students are fatigued from online classes, and many of our incoming first- and second-year students are struggling to find a social foothold on campus. We aim to partner with student organizations in an effort to destigmatize mental health, and work to create a more fulfilling experience for first- and second-year students as we transition out of the COVID-19 pandemic to a more familiar year

Diversity, Equity and Inclusion is a major priority for us in this upcoming year. It remains a fact that year after year, marginalized students have a hard time finding a home at Miami, which is an issue we cannot ignore. Some of our goals include creating inclusive leadership training for Undergraduate Associates in all colleges, and appointing a Director of Transgender Equity and Inclusion within ASG. More than that, we want to ensure DE&I is present in every initiative we pursue, not just as a talking point but an actual mindset

This is just a snapshot of our goals, and I am so excited to see where this year takes us. This university has given me an incredible education, an amazing support system, and a place to call home. Aidan and I could not be more thankful for this opportunity to give back and build a brighter future for our Miami community. Thank you so much for your attention this morning. I'd be so happy to answer any questions you may have, and I am so looking forward to this year!

President's Report

President Crawford began by outlining his presentation which included the following topics:

- Fall 2021 Class
- Commencement
- Wayne Embry
- Other Updates

Other Updates included information on COVID 19 at Miami university during the spring semester, an announcement of the new dean of the College of Liberal Arts and Applied Science, Dr. Ande Durojaiye, news of Miamians making headlines, and several recent achievements.

He stated the Class of 2025 is the largest and most academically successful in Miami history, with over 4,600 confirmations.

He informed the Board that to meet physical distance requirements, the commencement ceremonies this year must have fewer in attendance. Therefore, there will a ceremony for the Class of 2020, eight ceremonies for the Class of 2021, and one doctoral hooding ceremony.

President Crawford praised Wayne and Terri Embry, for their leadership and inspiration

of others. He told the Board of the upcoming Freedom Summer of ’64 Award presentation to Wayne and to Terri (posthumously) and the unveiling of a statue to honor and recognize Wayne Embry.

President Crawford’s presentation is also included in Attachment C.

Academic and Student Affairs Committee

Report of the Committee Chair

Committee Chair John Pascoe relayed the following:

The Academic and Student Affairs Committee met yesterday via Zoom. During the meeting, one resolution was considered, a Bachelors degree in Art Management, and the Committee unanimously recommends its approval today.

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

We began the meeting with an update from Vice President Brownell, and a presentation on Student Wellness by Director Rebecca Baudry Young and two Miami students, which included information on Health Advocates for Wellness Knowledge and Skills (HAWKS) programing.

We then heard from Vice President Jaime Hunt. She updated the Committee on UCM’s enrollment efforts, national media placements, peer-to-peer influencing, and of the hire of Ashlea Jones, a senior-level communications professional to head our executive communication efforts.

Vice President Shock and Assistant Vice President Bethany Perkins updated the Committee on admission efforts for the Fall semester. They reported that Miami received a record number of confirmations, making the Fall 2021 incoming class the largest, and most academically accomplished, class in Miami history.

During the academic affairs update we learned of efforts to enhance the Global Miami Plan. Provost Osborne then provided background and information on shared governance. This is a very important subject, and I would like to provide more detail on the topic and the Provost’s presentation.

At our last Board meeting, Chair Budig charged the Academic and Student Affairs Committee with reviewing the Faculty Assembly Resolution demanding that shared governance at Miami adhere to the Statement on Government of Colleges and Universities by the Association of Governing Boards, the American Council on Education, and the AAUP. The Resolution specifically demanded: ‘the administration must meaningfully include faculty in decisions affecting the academic mission and must transparently share budgetary information relevant to those decisions.’

The Academic and Student Affairs Committee received an in-depth presentation on the University's shared governance system and processes from Provost Osborne. It was clear from the presentation, the University's shared governance structure and processes are clearly aligned with, and adhere to, the principles set forth in the ACE/AGB/AAUP Statement on the Governance of Colleges and Universities of 1966. The University and especially University Senate have a robust system of both standing and advisory committees on a wide range of strategic and important matters. In particular, the Faculty Welfare Committee is charged with working closely with the Fiscal Priorities and Budget Planning Committee and the Academic Policy Committee in order to ensure that faculty are included in matters affecting the academic mission and relevant budgetary decisions.

In his presentation Provost Osborne impressed upon us the importance of shared governance given the rapid pace of change in higher education and the increasing complexity of the challenges facing the University. Provost Osborne began these discussions with University Senate when he arrived and although they have been somewhat delayed by the pandemic, he will be continuing these discussions in the fall.

Thank you, that concludes my report.

Following Trustee Pascoe's remarks, Chair Budig replied:

Trustee Pascoe, thank you for the Committee's report. It is indeed reassuring to learn today our system of shared governance aligns with and adheres to the ACE/AGB/AAUP statement. By seeking faculty, staff and student input, as we consider important matters, such as strategic planning, we are positioning Miami for a better future.

Thank you, Provost Osborne, for your ongoing efforts and continuing discussions with University Senate in your effort to engage in effective and efficient shared governance.

Because the Academic and Student Affairs Committee has determined that we adhere to the ACE/AGB/AAUP statement on shared governance, I believe this Board has considered and addressed the resolution received in February from Faculty Assembly.

Resolutions

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

New Degree, Bachelor of Arts in Arts Management and Arts Entrepreneurship

Provost Osborne spoke in support of the resolution. Trustee Robinson then moved, Trustee Feldman seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

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

Finance Report

Report of the Committee Chair

Committee Chair Mark Sullivan relayed the following:

The Finance and Audit Committee met yesterday. The Committee considered one resolution and received several reports at the virtual meeting. The resolution is recommended for approval later in this meeting.

Each spring the Committee meets with the University's independent auditor to review the audit plan for the annual engagement. Matt Garvey from RSM discussed the audit plan with the Committee including upcoming changes to accounting standards. While the discussion was mostly routine, concerns about cyber security were discussed by the Committee and Dr. Creamer will meet with Mr. Garvey to determine if some added work by RSM in this area would be useful. It is expected that the auditors will present the audited financial statements and reports at the Committee's December meeting.

The Committee also met with the University's chief internal auditor to review the internal audit activity from the past year. While the internal audit department at Miami is small, much was accomplished this past year. Barbara Jena and her staff are to be congratulated on their excellent work. Unfortunately, Barbara recently announced that she will be retiring at the end of June. The Committee wants to thank Barbara for her many years of dedicated service and wish her much happiness as she begins this next stage of her life. Also, Dr. Creamer informed the Committee that the search to replace Barbara is progressing, and I will have an opportunity to meet with the finalist later this month or early next month.

The Committee received a presentation on the state of technology from the University's chief information officer, David Seidl. The report was informative, and I want to recognize the exceptional work done by Mr. Seidl and the technology staff during the pandemic. Our discussion with Mr. Seidl also addressed the topic of planning for a new enterprise information system for the University. Several of the Committee's members have endured the challenges of implementing a new ERP, and look forward to receiving a report on the plan sometime during the new academic year.

The only resolution considered at yesterday's meeting was an authorization for future grant submissions for Miami's airport. As a result of the new partnership agreement with the Kenton County Airport Board (CVG), federal and state grants will be sought to provide funding for improvements at the airport. These grants can fund as much as 95% of a project with the remaining match funded by CVG for all future allocations by the Federal Aviation Administration. The Committee unanimously endorsed the resolution.

In addition to the resolution, the facility, construction and real estate report included a presentation by Cody Powell on the status of capital projects and the annual facility condition index report.

The Committee also spent time yesterday reviewing the financial impact of the most recent class on next year's budget. While there is much to celebrate about the fall class, the

rising cost of scholarships remains a difficult financial issue for next year and beyond. Today's higher education market place is the most competitive that any of us have witnessed in our lifetimes and the pandemic certainly made the situation even more difficult this year but refinements to our enrollment strategies are needed and the Committee looks forward to hearing about the new strategies planned for the fall 2022 class and beyond later in this calendar year.

One very positive element of the discussion about next year's budget and the report of the Investment Subcommittee was the investment performance of the non-endowment and the endowment. An increased annual allocation to the budget from investment returns is likely for next year due to exceptional investment performance so far this year. Much of the Investment Subcommittee meeting last month was spent on how the investment performance from this year should be used in support of future budgets. However, the increased budget allocation from investment income is dependent on maintaining much of this year's investment return for the remainder of the fiscal year and making the needed new contribution to the investment stabilization fund.

Finally, the Committee discussed its charter and noted the receipt of several reporting updates with the meeting materials.

Mr. Chairman, that concludes the report for the Finance and Audit Committee.

Ordinances and Resolutions

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

Resolution

Miami University Airport

Senior Vice President Creamer spoke in support of the resolution and the partnership with CVG. He informed the Board that one obligation is for the airport to continue to operate as a general aviation airport.

Trustee Pascoe then moved, Trustee Robinson seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

The Finance and Audit Committee Ordinances and Resolutions are included as Attachment E.

Student Trustee Reports

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

Student Trustee Kaur relayed the following:

Good morning and Happy Last Day of the Spring Semester!

Though I thoroughly enjoy seeing you all virtually, from the bottom of my heart I hope this is the last time we have to do this via Zoom. It is so hard to believe the first year of my term has been up and I have yet to meet so many of you!

Today marks the last day of a whirlwind of a semester. I submitted my last final just a few hours after our Academic Affairs meeting yesterday- and wow, is there a lot to discuss.

After a rather emotional meeting earlier in the semester where I had to say Goodbye to a dear friend, Will Kulis, as his term on the board came to an end, and where he now prepares to graduate tomorrow- I was so anxious to find out who my new co-trustee would be. I remember thinking to myself, "What if they don't like me?" "What if we don't get along?", looking back I can't help but laugh- this is because Governor DeWine truly picked a phenomenal trustee- Dawson, I remember the pure joy I felt when you had reached out and shared the news with me. You are hardworking, responsible, and you already inspire me to do more, be better, and think bigger. Here is your official welcome to the trustee family, I cannot wait to continue working with you this semester.

We also have another new student on the call today! Madelynn Jett, our newly elected ASG Student Body President. Madelynn, I have loved getting to know you and Aidan- these two are hard workers and learning as much as they can every single day. I am so looking forward to getting to work with you and your team so together we can better our community for our peers.

As for our peers, this semester has been one that has been both beautiful and immensely difficult.

We have once again seen our student organizations go above and beyond to make the most of the current situation with the pandemic, an organization that I will be highlighting today is Miami's Men Glee Club. Recently, they went above and beyond to create an outdoor experience for their final concert of the year, their President shares, "Through connections with the university, a video company and our alumni organization we achieved a festival-like experience for our spring Home Concert. With senior's parents on stage as an in-person audience, video boards and 300+ people outside Hall Auditorium and an online audience that continues to grow, we were able to thrive during COVID-19 and bring about one of the most innovative and enthralling Home Concerts the Glee Club has ever performed. It has been an overwhelming semester, but the success and dedication of the Miami Men's Glee Club has and will always continue to endure."

Not only has the Glee Club been killing it with an outdoor concert format, but they also created a Love and Honor Day Video; they share, "Working on developing the video to be created for this year's first ever "Love and Honor Day" was truly enlightening. Delving into the

history and true beginnings of one of the most important organizations on campus brought me so much additional knowledge beyond the formation of the term, “Love and Honor”. Reading on the way the Men’s Glee Club persevered and overcame struggles and hardships throughout its 114 years (such as wars and pandemics) gave me hope for the way our organization could get through the current pandemic.”

Our students are truly phenomenal and I thank the Men's Glee Club for sharing their thoughts with me!

Though our students have been innovative and adapting to the pandemic, we still have many students that are grieving the state of the world. On April 15, 2021, just a day or two after the Punjabi New Year, a young man went into a FedEx and shot eight people, of those eight people, four were Punjabi. I share this horrific incident because I vividly remember not being able to get up the next morning, I remember my friends and family mourning with me- and it was a reminder that there are still so many of our own students of color who have to live through horrific killings of folks who share their identities and are expected to perform and behave as if everything is normal. We must educate ourselves as a community and understand that every day we have the chance to make a difference in this world.

While this may have been a low aspect of my semester, I remember the feeling when I had received President Crawford’s email following the Chauvin trial. Having University leadership that is divisive on where they stand with racial injustice, and taking a stance is rare at a predominantly white university, and I cannot tell you how seen I felt as a Student of Color, upon seeing that email, President Crawford. On behalf of the student body, I thank you for taking a stance and am excited to see you continue taking action against the large issues our students of color face.

Our students have persevered through one of the hardest times, and tomorrow many of our beloved seniors will celebrate graduation, in person with their families. I leaned in on one of my favorite seniors, Will Kulis, for a quote on his thoughts, “I am proud of Miami’s administration for working hard over the last year to bring back an in-person graduation. I am excited to be able to celebrate my time with my family and friends. While I am sad to go, I know I am fortunate for everything Miami has taught me and am excited to start a new chapter”

Another senior, shares, “As a university that has changed me more than I could have imagined, I’m thankful for Miami enabling me to grow into the kind of leader I always wanted to be. I am grateful for so many bold and empowering professors in Entrepreneurship and Music, and I cannot wait to see how my time at Miami will help me on my next journey in life.”

Truly, the leaving of our seniors is such a bittersweet moment- and I am so excited to see what these incredible students will accomplish on their next journeys.

This summer will act as a very much-needed reset for our student body, many will be interning, taking classes, or simply spending some well-deserved time with their families. I am looking forward to turning off my alarm for the unforeseeable future, and I hope you all are able to get some much-needed rest this summer.

With Love and Honor, I conclude my report.

Student Trustee Cosgrove then relayed:

I am incredibly excited to be here today although I wish it were in a different capacity in person. I want to begin by introducing myself. My name is Dawson Cosgrove and I am a Sophomore Economics major in the Farmer School of Business from Cleveland, OH. It is an honor to be here today, learning so much at my first meeting as a student trustee for Miami University. It is still surreal to me to have this invaluable opportunity to represent the wonderful community that has already given me so much in my short time here, despite the odds the world has faced this past year.

The past year has been incredibly challenging for everyone and this semester is no exception. However, everywhere I look I see the true resilience of the Redhawk community. As some classes have transitioned to in-person, I have had a newfound appreciation of the dedication and determination of the students and professors to make the most of our situation.

Here on campus, I work as the head student instructor for the economics department at the Rinella Learning Center. I was particularly nervous for this semester- at such a time I was not sure how students would be interacting with the Learning Center, but as always, my fellow peers continue to surprise me. In my role this semester, I have seen dozens of students that are excited and ready to learn despite the circumstances. A majority of these students are Freshman and have unfortunately not gotten to experience Miami in its full force. Despite the odds, our students continue to excel academically and try their hardest during such a time of global turmoil. I am looking forward to next semester to return to "normal" and see my students, and you all for the first time in person.

In order for us as a community to even think of returning to a normal semester in the fall, there are countless things that need to happen starting at the beginning of this year. One of those first steps is making sure students have the opportunity to stay safe and healthy while here on campus. Miami has done a phenomenal job with their vaccine implementation program. I was one of the thousands of students who was able to receive the vaccine thanks to the resources provided by Miami University. Not only have our students been vaccinated, but staff as well! Knowing that my peers and I can walk around campus feeling safer and more comfortable, truly is invaluable. The effort put in by the university shows how they prioritize the health and safety of the students here on campus.

When we think of safety and comfort on campus, however, we must not forget that our students of color are still grappling with the many horrific events in the world that directly affect their personal identities and wellbeing.

As of just a few weeks ago, the country was fixated on the murder trial of Derek Chauvin. I cannot speak on the experience of what it feels like to be a person of color on Miami's campus. However, I commend the quick response and email to our student body by President Crawford and his office. This email further exemplifies the devotion to making every student feel like they have a voice and a home here at Miami. I am a member of the Multicultural Business Association in Farmer here and we decided to make that Tuesday meeting about the environment here on Miami's campus. While we as a university still have much progress to make with our students of color, it was clear that many people acknowledged and appreciated the

effort President Crawford put in to make sure everyone understood where he and the university sit when it comes to racial injustice. While more can always be done, President Crawford's message was a very thoughtful and empathetic affirmation to the students.

As my first meeting as a student trustee comes to an end. I can say that I am going to do everything I can to best represent the student body in our meetings to help all of you make decisions that are beneficial to those who matter the most at Miami University; the students. As I stated before, it is an incredible honor to be a member of this board with all of you. Thank you for your time and I am looking forward to these two years with all of you!

With Love and Honor

Other Business

Other Business resolutions are included in Attachment F.

Appointment of Dinesh Paliwal as a National Trustee

Words of support were offered for the appointment of Dinesh Paliwal as a National Trustee. Trustee Schell then moved, Trustee Pascoe seconded, and by unanimous voice vote, with all voting in favor and none opposed, the resolution was approved.

Resolution of Appreciation to Dean Mike Curme

Before the presentation of the resolution of appreciation, Chair Budig relayed:

In normal times, prior to COVID-19, after the reading of the resolution we would call the honoree forward for their comments and so that the members of the Board could share accolades, words of congratulations, and gratitude for their service. Rather than forgoing this tradition, we have merely postponed it.

Today, we will read and officially consider the resolution for approval, but with optimism and hope for the future we will defer the many kind words, and expressions of thanks and gratitude to a later date when we will invite Mike to meet with us in person to appropriately express our thanks, gratitude and well-wishes face-to-face.

Trustee Pascoe then moved, Trustee Collins seconded, and by unanimous voice vote, with all voting in favor and none opposed, the resolution was approved.

Other Business resolutions are included in Attachment F.

Executive Session

Following a motion by Trustee Haines, a second by Trustee Robinson and unanimous roll call vote, with seven voting in favor and none opposed, the Board convened to Executive Session to consult with counsel, review pending litigation, and personnel matters; the terms of employment for a public employee, as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

Return to Public Session

Adjournment of Meeting

With no other business to come before the Board, Trustee Pascoe then moved, Trustee Haines seconded, and by unanimous voice vote, with all voting in favor and none opposed, the Board, adjourned at 11:30 a.m.

Written Reports

- Advancement Update, Attachment G

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

Maturing Marketing Communications at Miami

May 2021

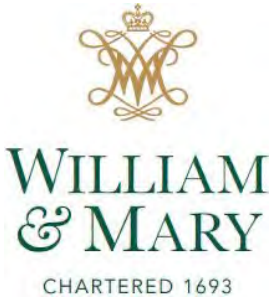
MIAMI UNIVERSITY

MarComm as a Growth Driver

The role of marketing and communications in higher education has evolved significantly over the past 20 years. Increasingly, university leadership is recognizing the value of a strong brand and understanding the role of marketing as a driver of strategic growth.

A "National" Brand

To compete with national universities, we must market like a national university.



Introduction

In an environment with increasing competition for students, growing importance of consistent messages and branding of the University, and declining public support for higher education, it is critical to optimize and better coordinate the university's marketing and communications efforts.

A more coordinated approach will allow the University to most effectively recruit and retain high-quality students; ensure policymakers understand the university's unique value proposition; build and reinforce the university's brand; and encourage giving and corporate partnerships.

PHASE I: DISCOVERY

Situation Analysis
Campus Needs Assessment
Best Practices Research

PHASE II: STRUCTURE

Org Structure Development
Identification of New Positions Needed
Plan Socialization

PHASE III: IMPLEMENTATION

Process Development
Position Descriptions and Hiring
Formalization of Reporting

PHASE IV: EVALUATION

Evaluation of Contracts
Evaluation of Services

Discovery

- Analyzing the current marketing and communications landscape at Miami
- Evaluating the gaps that exist between how marcomm is currently executed and the ideal
- Engaging in best practices research
- Conducting interviews of peers who have navigated this process
- Speaking with agency and for-profit CMOs

Current Model at Miami

- Highly decentralized
- UCM primarily serves EMSS and President's Office
- Insufficient resources for web or national brand awareness marketing
- At least seven different marketing vendors
- Undergraduate recruitment marketing confusion
- Significant leadership turnover in UCM
- Haves and have-nots

Drawbacks to the Existing Model

- Lack of UCM oversight on communications
- No laddering of goals and priorities to the institutional level
- Metrics of success are not standardized or reported
- Bandwidth limitations
- Massive duplication of effort and expense
- Units hiring their marketing vendors with little to no coordination negatively impacts the ability to execute an integrated strategy
- Little to no multi-purposing of content created by UCM or external communicators
- University messaging and visual identity are not uniformly leveraged

Maturing MarComm at Miami

Transforming marketing communications requires a fundamental reimagining of the way marcomm engages and adds value. To move from a transactional model that does not effectively leverage the university's brand, we must address these critical issues: messaging, standards, data influence, connection of work to institutional priorities, environment, operations, team expertise, and culture.

Marketing Maturity Model

	Transactional	Progressing	Competent	Accelerating	High-Performing
MESSAGING	**FRAGMENTED** Random with lack of consistency across channels	**ORGANIZATIONALLY FOCUSED** Comms are driven by organizational needs, not audience needs	**TARGETED AND CLEAR** Communications target appropriate audiences and are within brand	**RELEVANT AND UNIQUE** Research-driven messages distinct to brand and audience	**IMPACTFUL AND MEMORABLE** Personal journeys for segmented audiences
STANDARDS	**UNINFORMED** Communications do not consistently or rarely follow brand standards	**INFORMED BUT INCONSISTENT** Basic brand standards are followed but not clearly understood	**TIMELY AND COORDINATED** Message match audiences, journey points	**INTEGRATED** Communications are coordinated across units	**CENTRALIZED** Plans for units across the organization are connected
DATA INFLUENCE	**UNEXAMINED** Comms are not guided by research or data	**DATA USE IMPROVING** Silos on campus are using data to support decisions	**DATA DEPENDENT** Data is leveraged but there is little coordination across campus	**STRATEGIC** Data is leveraged across the organization; KPIs are global	**REAL-TIME** Near real-time data allows for optimization of campaigns
CONNECTION TO PRIORITIES	**REACTIVE** Projects are not connected to university priorities	**REACTIVE BUT IMPROVING** Campaigns may connect to university priorites but are still reactive	**CONNECTED** Campaigns are connected to business objectives and measured	**ALIGNED** Campaigns are connected to measurable institutional goals	**SHARED** Campaign outcomes inform decisions across the organization
ENVIRONMENT	**SILOED AND UNTRUSTING** Clear silos exist and trust is low to nonexistent	**TASK-ORIENTED** Collaboration is task-oriented and focused on tactics vs. relationships	**PROACTIVE** Projects are planned in advance and start with goals vs. tactics	**AGILE** Audience experience and external factors are embedded in strategy	**TRANSFORMATIONAL** Audience experience informs decisions outside of communications
OPERATIONS	**UNDOCUMENTED AND UNCLEAR** Practices are ill-defined and continually shifting	**NOT COMMUNICATED** Operational practices are improved but not well communicated	**DEFINED** Operational practices are in place and trust is growing	**CLEARLY ARTICULATED** Operational practices are clearly defined and understood; trust exists	**RESPECTED** Authentic relationships are built and a high level of trust exists
EXPERTISE	**GENERALISTS** Staff members are generalists and lack a depth of expertise	**NARROW EXPERTISE** Strategic hires for expertise exist in pockets across the organization	**GROWING SPECIALISTS** T-shaped individuals provide depth of expertise across most areas	**CENTERS OF EXCELLENCE** Majority of staff bring depth of expertise including in emerging areas	**LEVERAGED** Deep expertise exists and is leveraged beyond marcomm efforts
CULTURE	**FEAR AND MISTRUST** Culture of fear and mistrust; team members are afraid to share input	**INPUT BY HIERARCHY** Senior team members share input openly	**INPUT BASED ON EXPERTISE** Internal subject-matter experts provide input regardless of position	**SOLICITED INPUT** Input is solicited across the organization, regardless of position	**EXTERNAL VIEWS** External input is considered and incorporated
BRAND	**UNLEVERAGED** Brand is unleveraged, perceptions are driven by external voices	**PROGRESSING** Brand is informed by research, executiion is spotty	**ADVANCING** Brand position is well understood by communicators across campus	**STRONG** Brand position is understand by entire campus, ambassadors are activated	**EVOLVED** Brand position is understood by those external to the organization

Recommendations

The primary recommendations:

- move to a UCM-led model for marketing and communications, including both staffing and budget
- enhance efforts in the areas of web, media relations, branding, and internal communication
- identify opportunities to centralize contracts and vendor agreements
- create Centers of Excellence within UCM to better leverage expertise
- invest in brand awareness efforts to elevate Miami to a national brand

What Questions May I Answer?

MIAMI UNIVERSITY
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BOARD OF TRUSTEES
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OXFORD, OHIO 45056
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WWW.MIAMIOH.EDU

May 14, 2021
Consent Calendar

RESOLUTION R2021-38

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

C. Lee Harrington
Sociology & Gerontology

Mary Harris
Music

Thelma Horn
Sport Leadership & Management

Jacquelyn Rahman
English

Shubhasree Subedi
Social & Behavioral Science

Margaret Ziolkowski
German,Russian,Asian & Middle Eastern Languages and Cultures

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

Larry Collins
Art

R. Hays Cummins
Western Program & Geography

Gregory Phillips
Music

Robert Wicks
Art Museum

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

Cynthia Collins
Art Museum

Susan Hershberger
Center for Chemistry Education

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

Gerald Steelman
Regional Dean's Office

Perry Richardson
Regional Development

Mark DeGennaro
Art Museum

Approved by the Board of Trustees
May 14, 2021

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

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May 14, 2021
Consent Calendar

RESOLUTION R2021-39

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

DeLaet Family Multi-Bed Skills Lab
To be located in the Clinical Health Sciences and Wellness Building

Approved by the Board of Trustees
May 14, 2021

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

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May 14, 2021
Consent Calendar

RESOLUTION R2021-40

BE IT RESOLVED: that the Board of Trustees approves the recommendations from the President and Provost that the following individuals be awarded the appointment of University Distinguished Professor, to begin retroactively with the 2019-2020 Academic Year:

Lisa Ellram
Distinguished Professor of Management

Gary Lorigan
Distinguished Professor of Biochemistry

Approved by the Board of Trustees
May 14, 2021

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

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

May 14, 2021

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

Executive Committee of University Senate membership:

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

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

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

- Dr. Jason Lane, Incoming Dean, College of Education, Health & Society (3.40 p.m.)
- Miami's Statement on Professional Ethics and Responsibilities – Dr. Zevi Miller, Chair, Faculty Rights and Responsibilities
- Covid Ad-Hoc Committee Reports – Dr. Dana Cox, Co-Chair, Faculty Ad-Hoc Committee and Senator Troy Travis. Co-Chair, Staff Ad-Hoc Committee

o **April 5, 2021**

- Covid Ad-Hoc Committee Reports – Dr. Dana Cox, Co-Chair, Faculty Ad-Hoc Committee and Senator Troy Travis. Co-Chair, Staff Ad-Hoc Committee
- Global Miami Plan Revision – Dr. Shelly Jarrett Bromberg, Director, Office of Liberal Education and Dr. Leighton Peterson, Interim Associate Director, Office of Liberal Education
- TCPL Percentage – Dr. Dana Cox and Senator Jen Green

o **April 19, 2021**

- SR 21-26 - Global Miami Plan Revision – Dr. Shelly Jarrett Bromberg, Director, Office of Liberal Education and Dr. Leighton Peterson, Interim Associate Director, Office of Liberal Education
- SR 21-27 - TCPL Percentage – Dr. Dana Cox and Senator Jen Green
- SR 21-28 - Liberal Education Composition Change – Dr. Shelly Jarrett Bromberg, Director, Office of Liberal Education
- SR 21-29 - Honors Program Advisory Committee – Composition Change – Dr. Zeb Baker, Director, Honors Program
- SR 21-30 - Academic Policy Committee – Composition Change – Senator Tamise Ironstrack, Senate Liaison, Academic Policy Committee
- SR 21-31 - Arts Management and Arts Entrepreneurship Major - Senator Todd Stuart
- SR 21-32 - Promotion and Tenure Guideline Revisions – Dr. Dana Cox
- SR 21-33 - TCPL Guideline Revisions – Dr. Dana Cox
- SR 21-34 - Faculty Assembly Policy Library Changes – MUPIM 2.5 – Dr. Dana Cox

o **April 26, 2021**

- SR 21-28 - Liberal Education Composition Change – Dr. Shelly Jarrett Bromberg, Director, Office of Liberal Education
- SR 21-29 - Honors Program Advisory Committee – Composition Change – Dr. Zeb Baker, Director, Honors Program
- SR 21-30 - Academic Policy Committee – Composition Change – Senator Tamise Ironstrack, Senate Liaison, Academic Policy Committee
- SR 21-31 - Arts Management and Arts Entrepreneurship Major - Senator Todd Stuart
- ASG Year in Review – Jannie Kamara, President, Associated Student Government
- Return to Campus – Senator Dawn Fahner, PHR, Associate Vice President for Human Resources

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

- Revision to an Existing Minor, THE - Music Theatre Minor
- Revision to an Existing Major, ART - Experience Design, Master of Fine Arts
- Revision to an Existing Major, CHM – Chemistry, Doctor of Philosophy
- Revision to an Existing Major, CHM – Chemistry, Master of Science
- Revision to an Existing Major, MJF - Strategic Communication, Bachelor of Arts
- Elimination of an Existing Major, ART - Art Education, Master of Arts
- Elimination of an Existing Major, EDL - Student Affairs in Higher Education, Doctor of Philosophy
- Elimination of an Existing Major, MUS - Music Education- Master of Music
- Elimination of an Existing Major, THE - Theatre and Practice, Master of Arts

o **April 19, 2021**

- Revision of an Existing Major, ATH - Anthropology, Bachelor of Arts
- Revision of an Existing Major, ECE - Computer Engineering, Bachelor of Science in Engineering
- Revision of an Existing Major, EDP - Inclusive Special Education, Bachelor of Science in Education with Licensure
- Revision of an Existing Major, FIN – Finance, Bachelor of Science in Business
- Revision of an Existing Major, FRI - Classical Studies, Bachelor of Arts
- Revision of an Existing Major, FRI - French, Bachelor of Arts
- Revision of an Existing Major, FRI - Italian Studies, Bachelor of Arts
- Revision of an Existing Major, GLG - Geology, Bachelor of Science
- Revision of an Existing Major, ISA - Information and Cybersecurity Management, Bachelor of Science in Business
- Revision of an Existing Major, MJF - Journalism, Bachelor of Arts
- Revision of an Existing Major, MJF - Media and Communication, Bachelor of Arts
- Revision of an Existing Major, PHY - Engineering Physics, Bachelor of Science
- Revision of an Existing Major, POL - Diplomacy and Global Politics, Bachelor of Arts
- Revision of an Existing Major, PSY - Psychology, Bachelor of Arts
- Revision of an Existing Major, STA - Data Analytics, Bachelor of Arts
- Elimination of an Existing Major, BUS - Interdisciplinary Business Management, Bachelor of Science in Business
- Elimination of an Existing Major, CMR – Commerce, Associate of Applied Business
- Elimination of an Existing Co-Major, MJF – Comparative Media Studies Co-Major

o April 26, 2021

- Revision of an Existing Major, NSG – Nursing, Bachelor of Science in Nursing (4 year)

- **Senate Resolutions**

SR 21-21

February 22, 2021

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

Consensual Amorous Relationships Policy

What is Prohibited

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

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

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

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

> "Pursuit" means seeking a date or romantic relationship, making romantic or sexual comments to a student that a reasonable person would perceive as having intent toward such a relationship, or to seek out an amorous personal relationship. Mere presence or activity on an online dating application is not evidence of pursuit of amorous relationships prohibited under this policy.
>
> "Student" refers to persons who have been admitted to the University (beginning at their orientation) and continuing during academic terms for which they are enrolled, and during breaks between academic periods including University holidays and vacations, and during periods of suspension. A person is no longer deemed a student when they have completed their degree program and graduated, are not seeking re-enrollment, or following one semester of having not been enrolled.

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

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

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

Exceptions

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

Process for Reporting Exceptions and Violations and Enforcing Consequences

Requesting and Reporting Exceptions

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

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

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

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

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

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

Reporting Potential Violations of the Policy

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

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

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

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

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

SR 21-22

Sense of the Senate

Investigating the use of Remote Proctoring Services

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

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

SR 21-23

March 8, 2021

Graduate Research Fellowship Policy

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

Graduate Summer Research Fellowships

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

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

Eligibility

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

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

Time Limits

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

Maximum Number of Awards

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

Fellowship Expectations

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

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

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

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

Full-Time Summer Study Defined

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

Graduate Summer Research Fellowship Payments

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

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

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

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

Processing of Graduate Summer Research Fellowships

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

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

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

SR 21-24

March 8, 2021

Dormant Graduate Programs

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

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

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

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

SR 21-24 was approved 56 Yes; 1 Abstention

SR 21-25

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

April 5, 2021

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

SR 21-25 was approved 56 Yes; 2 Abstentions

SR 21-26

April 19, 2021

Revisions to the Global Miami Plan

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

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

SR 21-27

April 19, 2021

Calculating Faculty Composition

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

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

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

Policy

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

Limitation on Number of Lecturers and Teaching Faculty

TCPLs may not exceed the following percentages of continuing faculty (full-time TCPL and Tenure/Tenure Track) within each division:

- CAS: 20%
- CCA: 20%
- EHS: 26%
- CEC: 20%
- FSB: 29%
- CLAAS: 23%

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

Appointment to a TCPL position requires either:

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

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

SR 21-28
April 26, 2021
Revision of Liberal Education Council Composition

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

Function

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

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

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

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

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

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

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

The Council shall form appropriate subcommittees as necessary.

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

SR 21-28 was approved 52 Yes; 2 No

SR 21-29

April 26, 2021

Revision of Honors Program Advisory Committee Composition

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

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

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

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

- Two (2) student members.

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

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

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

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

SR 21-29 was approved 56 Yes; 1 No

SR 21-30
April 26, 2021
Revision of Academic Policy Committee Composition

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

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

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

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

revisions of policies in the areas listed above, reviewing proposals for new or revised policies from others, and can also propose policies. It reports regularly to Senate; and ~~to~~ consults with and advises the Provost about all ~~other~~ matters of academic policy affecting the University.

SR 21-30 was approved 53 Yes; 3 No

SR 21-31

April 26, 2021

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

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

SR 21-31 was approved 52 Yes; 4 Abstentions

SR 21-32

April 19 2021
Promotion and Tenure Guidelines for Dossier Preparation 2021-2022

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

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

SR 21-33

April 19, 2021

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

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

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

SR 21-34

April 19, 2021

Revision of MUPIM 2.5, Faculty Assembly

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

Faculty Assembly

General

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

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

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

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

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

SR 21-35

April 26, 2021

Appointments to Standing and Advisory Committee of University Senate

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

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

SR 21-35 was approved 54 Yes; 1 Abstention

President's Board of Trustees Report

May 2021

MIAMI UNIVERSITY

Today's Agenda

- Fall 2021 Class
- Commencement
- Wayne Embry
- Other Updates

Class of 2025

Class of 2025 – At-A-Glance

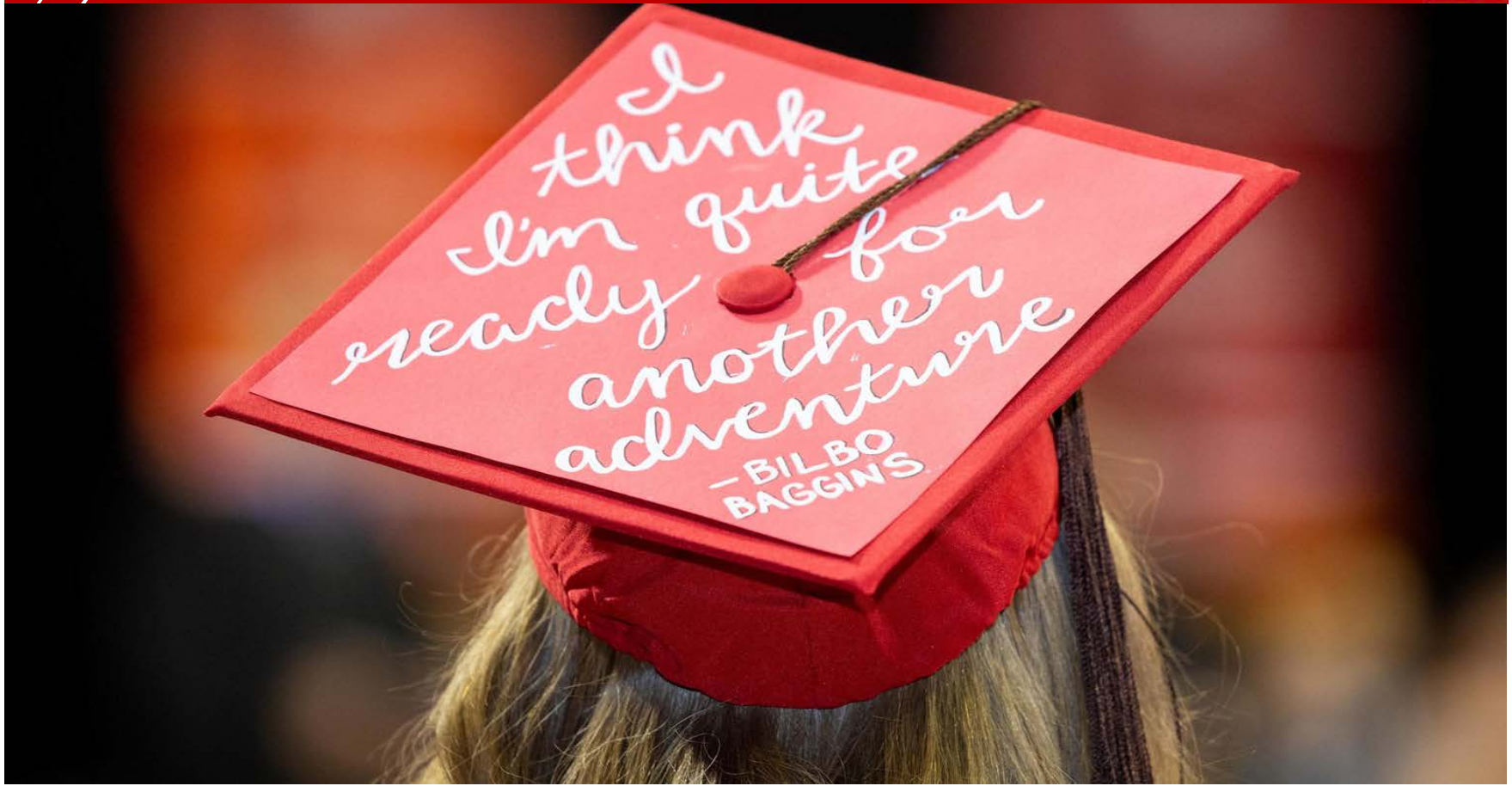
Fall 2025:

- Largest, most academically successful class in Miami history
- More than 4,600 confirmations
- GPA – 2% increase
- More Aid/Assistance

Representation:

- 85 of the 88 OH counties
- 43 States
- 28 Countries

Commencement 2021



Commencement 2021 | May 13-15

Celebrating the Classes of 2020 & 2021

- Class of 2020 – May 13 – Yager Stadium
  - ~600 graduates participating
- Class of 2021 – May 14-15 – Yager Stadium
  - 8 divisional ceremonies & graduate ceremony
  - 4,000+ graduates participating

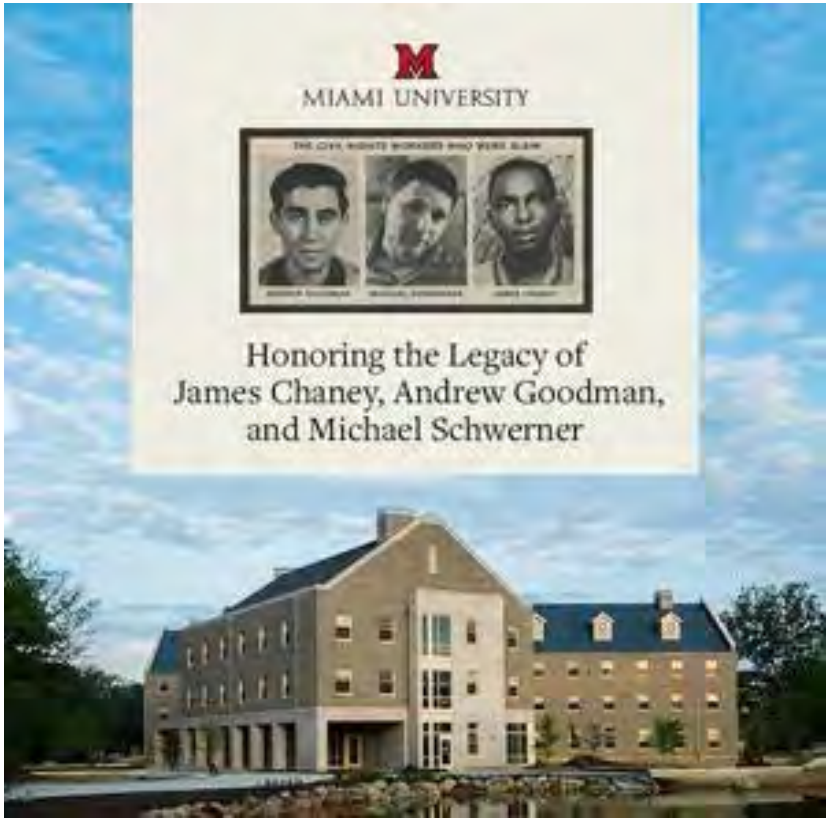
Honoring the Past: Wayne Embry Event

Wayne and Terri Embry Honored

- Freedom Summer of ‘64 Award
- Wayne Embry Statue
  - Location: In front of Millett Hall
  - Funding: Cavaliers, Raptors, Bucks and Gund Family

Date: Tuesday, May 18 at 11 a.m.

Honoring the Past: Freedom Summer Activists



Miami dedicates residence hall lobbies to honor slain Freedom Summer activists

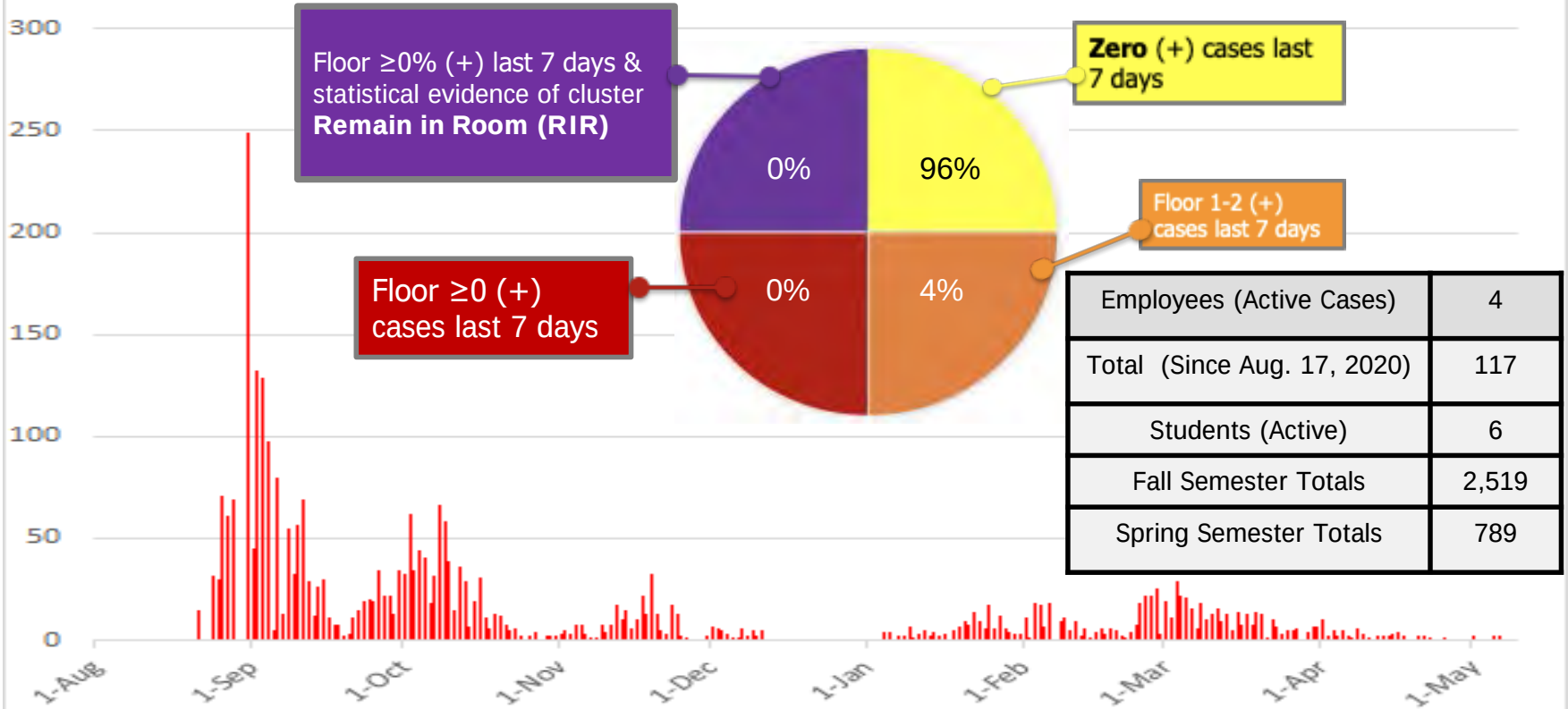
Miami University honored the lives of three slain Freedom Summer activists by dedicating residence hall lobbies after them near the grounds where they trained during Freedom Summer in 1964.

Michael Schwerner, 24, James Chaney, 21, and Andrew Goodman, 20, were among approximately 800 volunteers who trained at the Western College for Women, which is now part of Miami's Western campus.

All three were murdered by the Ku Klux Klan after arriving in Mississippi to register Black voters.

Other Updates

Daily COVID Positives (Miami-Oxford)



Employees (Active Cases)	4
Total (Since Aug. 17, 2020)	117
Students (Active)	6
Fall Semester Totals	2,519
Spring Semester Totals	789

Welcome Ande Durojaiye

Miami names Ande Durojaiye dean of the College of Liberal Arts and Applied Science at the Regionals

Ande Durojaiye has been named dean of Miami University Regionals, College of Liberal Arts and Applied Science (CLAAS). He will start July 1.

Durojaiye is the interim provost and executive vice president for academic affairs at Northern Kentucky University (NKU), a position he has held since January.

Previously, he served three years as vice provost for undergraduate academic affairs at NKU, where he provided oversight to undergraduate education and several offices, including accreditation and assessment, curriculum, academic advising, adult learners, testing, first-year programs, and the Center for Teaching and Learning.

Congratulations Daryl Baldwin

President Biden nominates Daryl Baldwin to National Council on the Humanities

President Joe Biden has nominated Myaamia Center Executive Director Daryl Baldwin — a leader in Native American language and cultural revitalization — to the National Council on the Humanities.

A citizen of the Miami Tribe of Oklahoma, Baldwin is an adjunct assistant professor in educational leadership and also serves as co-director of the National Breath of Life Archival Institute for Indigenous Languages, which is based in the Myaamia Center on Miami University's Oxford campus.

Miamians Making Headlines

Miami University junior Ethan Klein named a Goldwater Scholar

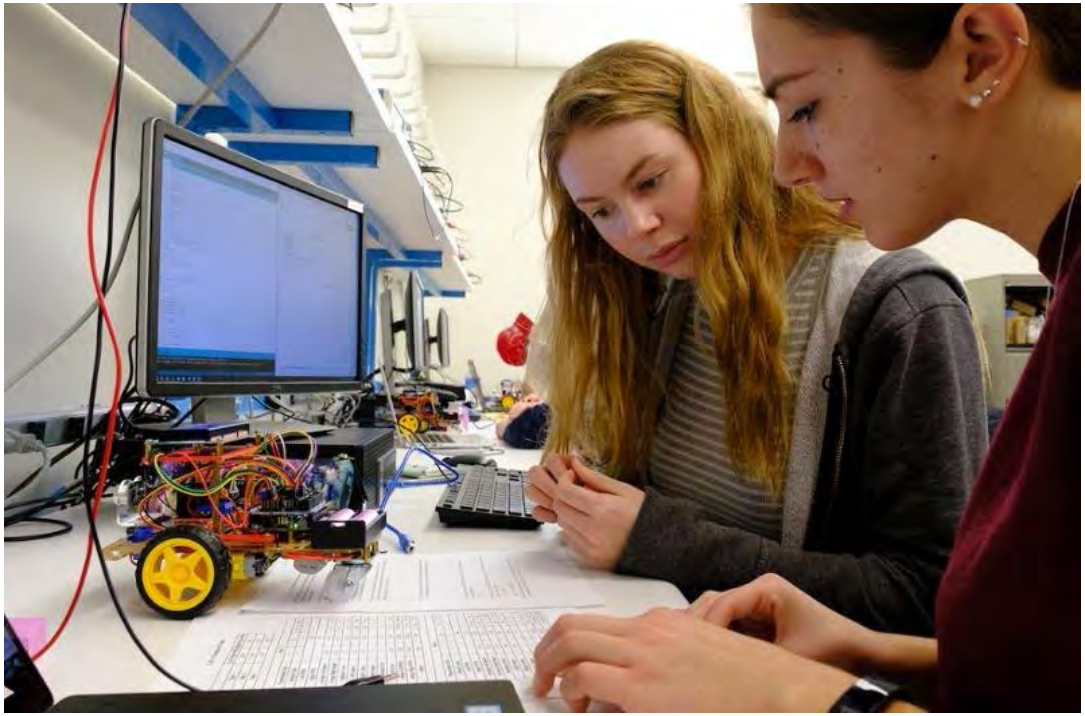
Miami University junior Ethan Klein has been named a Goldwater Scholar for 2021-22. He is among 410 students nationwide to receive the scholarship, the premiere undergraduate award of its type in the fields of mathematics, natural sciences and engineering. Klein, from Stevenson Ranch, California, is one of seven students from an Ohio public university to receive the award. He is a geology major with an environmental science co-major, pursuing a certificate in geographic information science.

Nethmi De Alwis receives Global Marie Curie Fellowship for post-doctoral research

Nethmi De Alwis, a doctoral student in chemistry at Miami University, received a Global Marie Curie Global Fellowship from the Marie Sklodowska-Curie Actions (MSCA) Programme.

De Alwis, a native of Sri Lanka, is a fifth-year doctoral student with adviser Dominik Konkolewicz, assistant professor of chemistry and biochemistry. Her research focuses on different dynamic chemistries and how polymer architectural features can affect the properties of dynamic materials.

Miamians Making Headlines



Miami awarded nearly $600K to support in-state STEM students

The Ohio Department of Higher Education (ODHE) has awarded Miami University nearly $600,000 to help improve Ohio's workforce development capacity by supporting in-state students in the fields of science, technology, engineering and mathematics (STEM).

With the new Choose Ohio First grant, Miami's College of Engineering and Computing will recruit and support more than a dozen Ohio students per year studying robotics, manufacturing or automation.

Making Headlines

Net-zero emissions: Here's how UD, Miami plan to get there (Dayton Business Journal)

Adam Sizemore, director of sustainability, and Tim LaGrange, associate director of engineering, are quoted throughout this article that features Miami's sustainability efforts and its plan to heat and cool every campus building with geothermal energy by 2026.

Awards & Recognitions

Miami receives national award for investing in supplier diversity

Miami University has been awarded the inaugural Jesse L. Moore Supplier 2021 Diversity Award from INSIGHT Into Diversity magazine. The national award honors colleges and universities that take proactive steps to support and engage with minority-owned businesses through supplier diversity offices, unique programs and leading initiatives.

Miami recognized as ”Age-Friendly University”

Miami University has been accepted into the Age-Friendly University (AFU) global network, comprising more than 70 universities that have endorsed the 10 Age-Friendly University Principles and committed themselves to becoming more age-friendly in their programs and policies. Miami is only the second university in Ohio to receive such a designation.

MAC Champions - Congratulations!

Men's Outdoor Track | Softball | Field Hockey | Men's Swimming & Diving

Coaches of the Year

Inako Puzo
Field Hockey

Hollie Bonewit-Cron
Swimming & Diving

Tom Chorny
Track & Field

Kirin Kumar
Softball

Graduating Champions

- **Spring 2020**
  GPA: Record 3.64
- **Fall 2020**: 3.57
- **32 Straight Semesters**: Above a 3.0 GPA for ICA
- **Graduation Success Rate:** 93%

  Highest in the MAC

Thank You

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

BOARD OF TRUSTEES
ROUDEBUSH HALL ROOM 212
OXFORD, OHIO 45056
(513) 529-6225 MAIN
(513) 529-3911 FAX
WWW.MIAMIOH.EDU

May 14, 2021
Academic and Student Affairs

RESOLUTION R2021-41

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

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

Approved by the Board of Trustees
May 14, 2021

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

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

April 26, 2021

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

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

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

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

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

Approval of the President

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

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

Gregory P. Crawford, President

April 27, 2021
Date

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

Ohio | Department of Higher Education

Mike DeWine, Governor
Randy Gardner, Chancellor

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

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

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

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

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

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

25 South Front Street
Columbus, Ohio 43215

phone 614.466.6000
fax 614.466.5866
web **www.OhioHigherEd.org**

REQUEST FOR APPROVAL
SUBMITTED BY:

Miami University

Bachelor of Arts in Arts Management & Arts Entrepreneurship

(May 2021)

REQUEST

Date of submission: May 17, 2021

Name of institution: Miami University

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

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

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

Total Number of Hours in Program: 124

Primary institutional contact for the request

Name: Carolyn Haynes
Title: Associate Provost
Phone number: 513 529 6717
E-mail: haynesca@miamioh.edu

Delivery sites: Oxford campus

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

Proposed start date: August 2021

Institution's programs:
Associate, Bachelor's, Master's, Doctorate

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

Licensure ***No***

Endorsement ***No***

SECTION 1: INTRODUCTION

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

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

SECTION 2: ACCREDITATION

2.1 Regional accreditation

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

2.2 Results of the last accreditation review

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

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

2.3 Notification of appropriate agencies

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

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

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

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

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

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

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

3.2 Organizational structure

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

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

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

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

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

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

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

  Biographical information can be found at:
  https://www.miamioh.edu/cca/about/leadership/stuart-todd/index.html

His CV is also in the Appendices.

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

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

  The curriculum committee for the unit is comprised of all permanent Arts Management & Entrepreneurship faculty. The curriculum committee forwards proposals for approval to the College of Creative Arts Curriculum Committee described here: https://miamioh.edu/cca/faculty-staff/cca-governance-document/2.0-organization/index.html#committees.

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

4.2 Program development

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

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

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

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

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

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

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

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

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

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

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

4.3 Collaboration with other Ohio institutions

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

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

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

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

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

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

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

- *Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred*

  - *according to the Department of Higher Education' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT^2) initiatives; and*
  - *other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).*

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

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

5.2 Student administrative services

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

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

5.3 Student academic services

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

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

SECTION 6: CURRICULUM

6.1 Introduction

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

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

6.2 Program goals and objectives

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

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

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

Description of how the student learning outcomes are operationalized:

SLO #1 - The courses in arts management & arts entrepreneurship and business or entrepreneurship are all essential in the field.
SLO #2 - Students take 15 credits in one or more arts disciplines.
SLO #3 - All courses focus content and practice on this outcome.
SLO #4 - The practicum, internship, and arts business studios require project development and analysis.
SLO #5 - Students are introduced and start working on their portfolio in the first semester and continue work in each arts management & arts entrepreneurship studio. They complete their portfolio in their senior year.

6.3 Course offerings/descriptions

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

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

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

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

CCA 101. The Entrepreneurial Artist

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

CCA 111. Innovation, Creativity and Design Thinking

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

CCA 201. Introduction to Arts Management.

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

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

CCA 220. Arts Management & Entrepreneurship Studio I.

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

CCA 320. Arts Management & Entrepreneurship Studio II

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

CCA 420. Arts Management & Entrepreneurship Studio III

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

CCA 202. Introduction to Music Business.

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

CCA 302. Arts Marketing.

Effective marketing is essential in developing sustainable arts enterprises. This course introduces students to the fundamentals of marketing the arts and the tools utilized by arts marketers to communicate with the audience.
Prerequisite: CCA 201.

CCA 304. Financial Management in the Arts.

Understanding and applying sound financial management tools are fundamental in creating and maintaining sustainable arts enterprises. This course focuses on understanding the financials challenges faced by the arts and the necessary tools to plan, control, interpret and communicate the financial position of the arts enterprise.
Prerequisite: CCA 201.

CCA 306. Arts Entrepreneurship.

In this course students will engage in the practice of arts entrepreneurship and develop the ability to recognize and create opportunities for arts enterprises.
Prerequisite: CCA 201.

CCA 308. Policy & Advocacy in the Arts.

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

CCA 401. Strategic Planning for the Arts.

Strategic planning is fundamental to organizational success. Planning, based on the mission statement, details both artistic and business strategies in order to fulfill the goals of the enterprise. Planning should be entrepreneurial, organized and ongoing. In this course, we will study elements used in planning and create plans for an arts enterprise.
Prerequisite: CCA 201 and at least 9 additional credit hours in Arts Management course work.

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

Topics focus on a range of contemporary arts subjects, themes, or issues related to arts management, ethics and leadership; museum studies and practices; creative enterprise and entrepreneurship; among others as extensions of ideas in presented in College of Creative Arts courses and programs.
Prerequisites: CCA 201, CCA 340 or permission of the instructor.

Other Requirements:

Arts Expertise

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

Business Expertise

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

6.4 Program sequence

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

Time period	Curriculum component	Time period	Curriculum component

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

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

Total Number of credits in the program 124

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

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

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

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

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

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

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

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

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

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

Below are the student learning outcomes that will be assessed:

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

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

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

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

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

7.2 Measuring student success

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

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

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

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

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

SECTION 8: FACULTY

8.1 Faculty appointment policies

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

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

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

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

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

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

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

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

  This program will follow Miami's guidelines for faculty qualifications: https://www.miamioh.edu/academic-affairs/admin-affairs/fac-qualifications/index.html

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

  Tested experience would be used on a limited basis, in accordance with university policy, and would follow this metric:
  - Relevant Degree(s): Bachelor's degree in business, arts, or other related field
  - Years of Professional Experience: 5 years
  - Type of Experience: Managerial or executive-level professional experience or highly applied professional experience in managing arts or cultural institutions or creative enterprises; or professional experience in entrepreneurial (start-up, social, corporate, or creative) organizations.

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

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

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

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

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

8.2 Program faculty

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

  Full-time: 4

  Less than full-time: 3

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

  Full-time: 2

  Less than full-time: 3

8.3 Expectations for professional development/scholarship

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

Tenured and tenure-track faculty are expected to meet the following criteria for promotion: https://www.miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/definitions.html. See also: https://www.miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/definitions.html#assistant-prof

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

All faculty have opportunities for professional development which are articulated here: https://miamioh.edu/academic-affairs/admin-affairs/fac-development/index.html

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

8.4 Faculty matrix

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

  See Appendices for matrix and CVs for faculty.

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

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

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

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

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

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

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

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

9.2 Information literacy

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

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

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

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

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

10.2 Budget/financial planning

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

See Appendix.

APPENDICES

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

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

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

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

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

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

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

Jason Osborne, Provost and Executive Vice President, Academic Affairs

Miami University

Dr. William Knight’s commentary on the Gray Scorecard

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

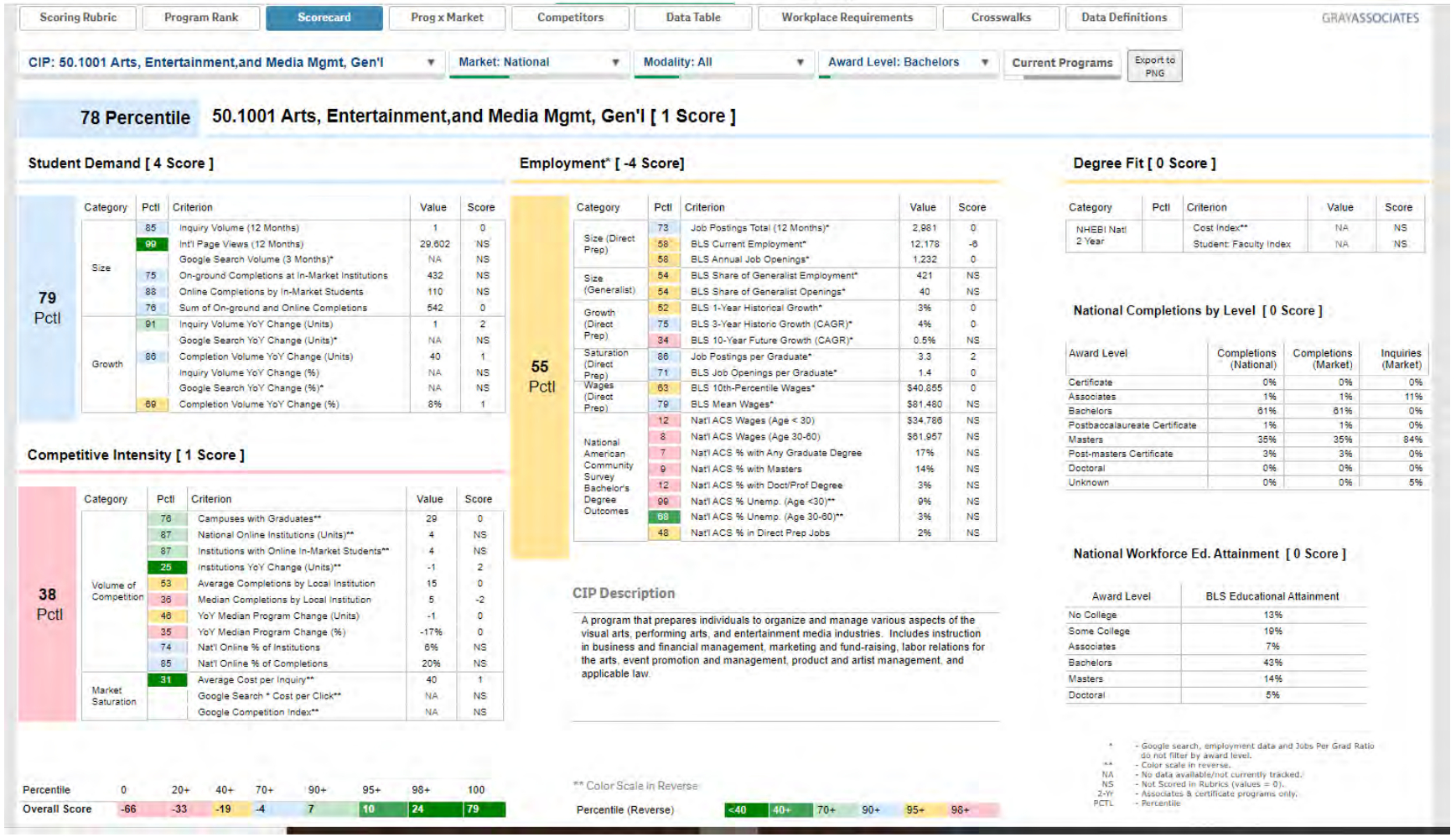
I should also note that the employment scores are lower than we would likely expect them to be because relatively few jobs specifically require bachelor's degrees in these areas; this is not the same thing as saying that people with these degrees do not get jobs. In a field such as Nursing the correspondence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

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

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

Bachelor's Degree in Arts Management

Program Scorecard



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

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

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

Student Demand [4 Score]

79 Pctl

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

Competitive Intensity [1 Score]

38 Pctl

Category	Pctl	Criterion	Value	Score
Volume of Competition	76	Campuses with Graduates**	29	0
	87	National Online Institutions (Units)**	4	NS
	87	Institutions with Online In-Market Students**	4	NS
	25	Institutions YoY Change (Units)**	-1	2
	53	Average Completions by Local Institution	15	0
	36	Median Completions by Local Institution	5	-2
	48	YoY Median Program Change (Units)	-1	0
	35	YoY Median Program Change (%)	-17%	0
	74	Nat'l Online % of Institutions	6%	NS
	85	Nat'l Online % of Completions	20%	NS
Market Saturation	31	Average Cost per Inquiry**	40	1
		Google Search * Cost per Click**	NA	NS
		Google Competition Index**	NA	NS

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

Employment* [-4 Score]

55 Pctl

Category	Pctl	Criterion	Value	Score
Size (Direct Prep)	73	Job Postings Total (12 Months)*	2,981	0
	58	BLS Current Employment*	12,178	-6
	58	BLS Annual Job Openings*	1,232	0
Size (Generalist)	54	BLS Share of Generalist Employment*	421	NS
	54	BLS Share of Generalist Openings*	40	NS
Growth (Direct Prep)	52	BLS 1-Year Historical Growth*	3%	0
	75	BLS 3-Year Historic Growth (CAGR)*	4%	0
	34	BLS 10-Year Future Growth (CAGR)*	0.5%	NS
Saturation (Direct Prep)	86	Job Postings per Graduate*	3.3	2
	71	BLS Job Openings per Graduate*	1.4	0
Wages (Direct Prep)	63	BLS 10th-Percentile Wages*	$40,855	0
	79	BLS Mean Wages*	$81,480	NS
National American Community Survey Bachelor's Degree Outcomes	12	Nat'l ACS Wages (Age < 30)	$34,786	NS
	8	Nat'l ACS Wages (Age 30-60)	$61,957	NS
	7	Nat'l ACS % with Any Graduate Degree	17%	NS
	9	Nat'l ACS % with Masters	14%	NS
	12	Nat'l ACS % with Doct/Prof Degree	3%	NS
	99	Nat'l ACS % Unemp. (Age <30)**	9%	NS
	68	Nat'l ACS % Unemp. (Age 30-60)**	3%	NS
	48	Nat'l ACS % in Direct Prep Jobs	2%	NS

CIP Description

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

** Color Scale in Reverse

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

Degree Fit [0 Score]

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

National Completions by Level [0 Score]

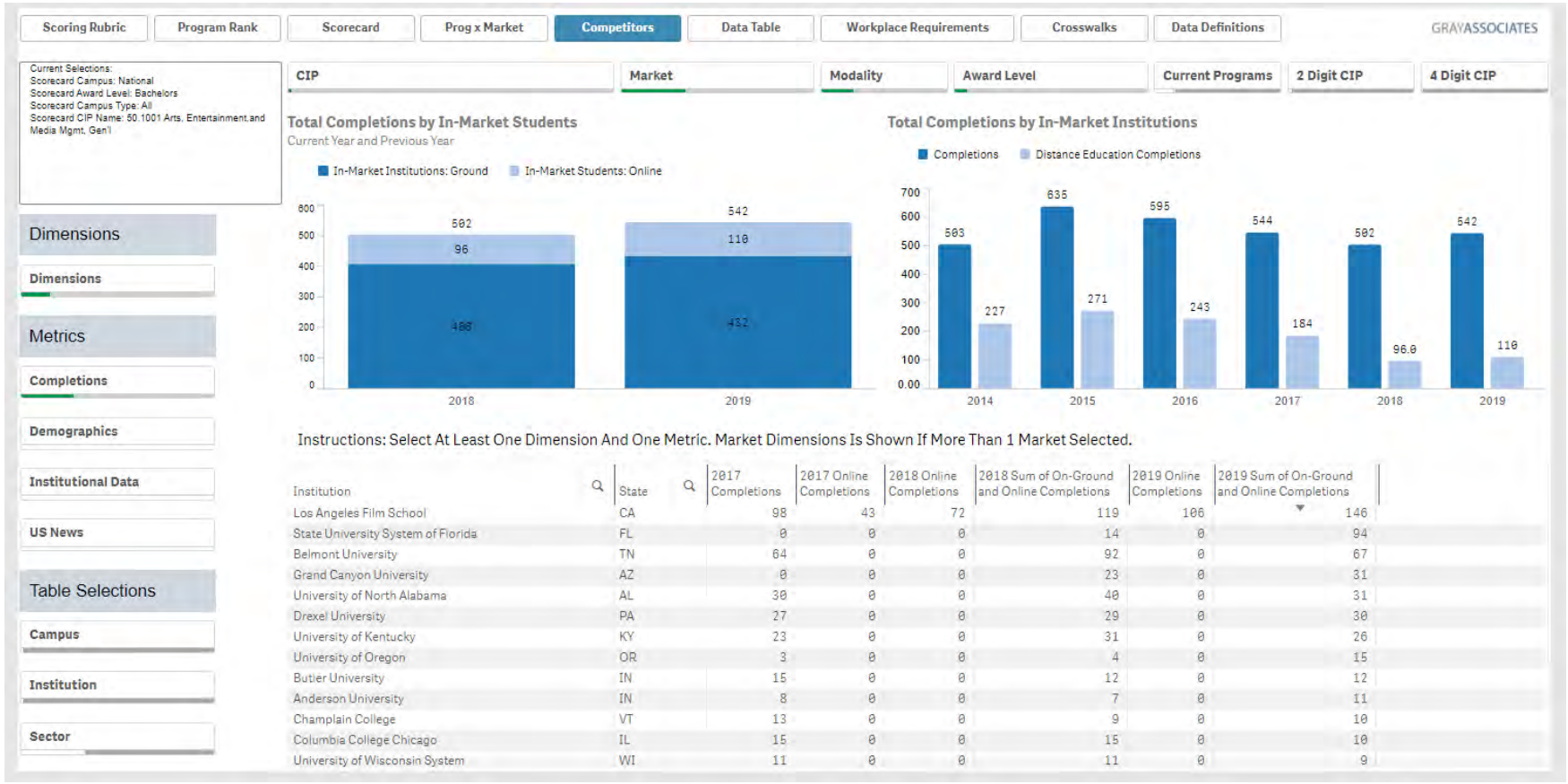
Award Level	Completions (National)	Completions (Market)	Inquiries (Market)
Certificate	0%	0%	0%
Associates	1%	1%	11%
Bachelors	61%	61%	0%
Postbaccalaureate Certificate	1%	1%	0%
Masters	35%	35%	84%
Post-masters Certificate	3%	3%	0%
Doctoral	0%	0%	0%
Unknown	0%	0%	5%

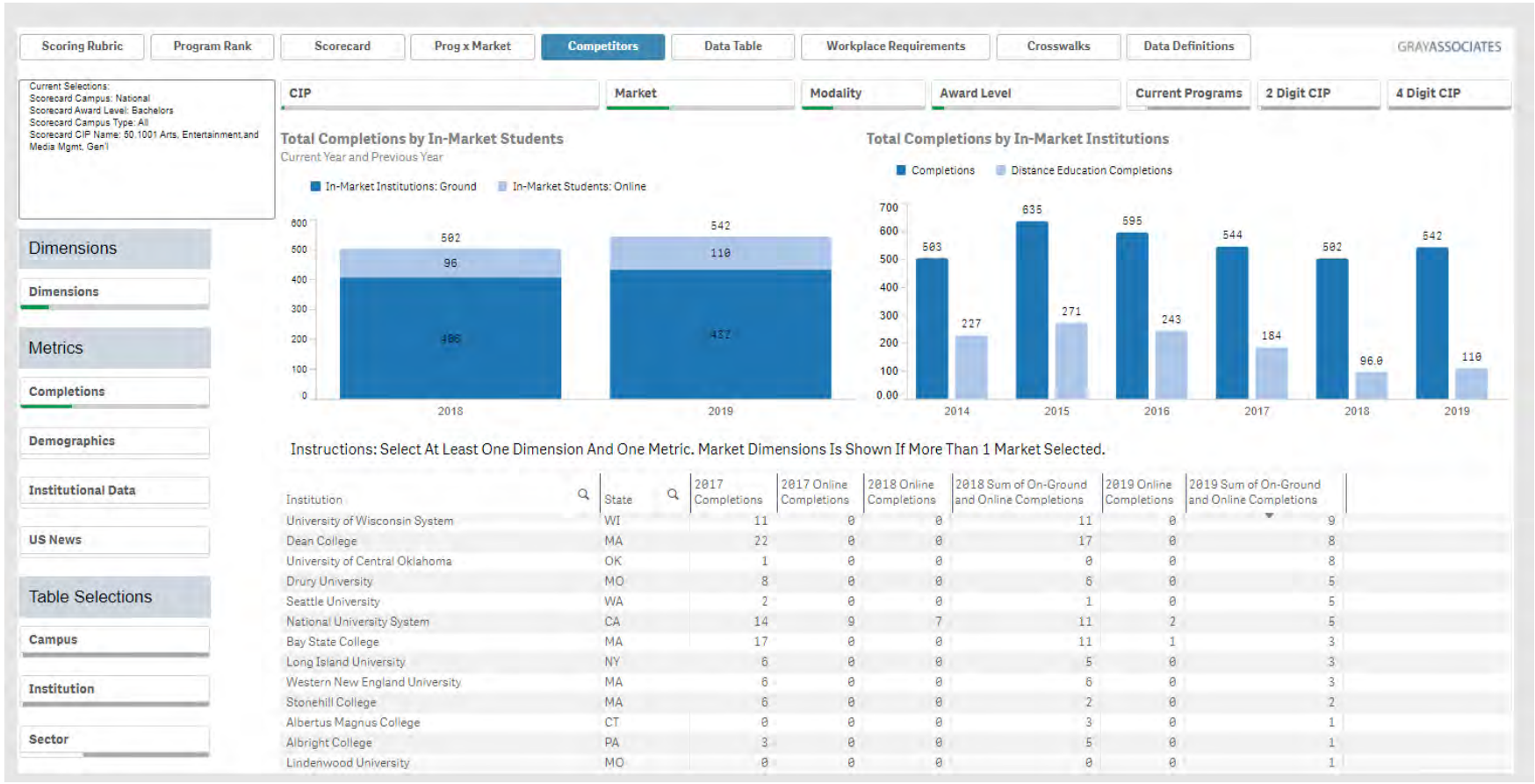
National Workforce Ed. Attainment [0 Score]

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

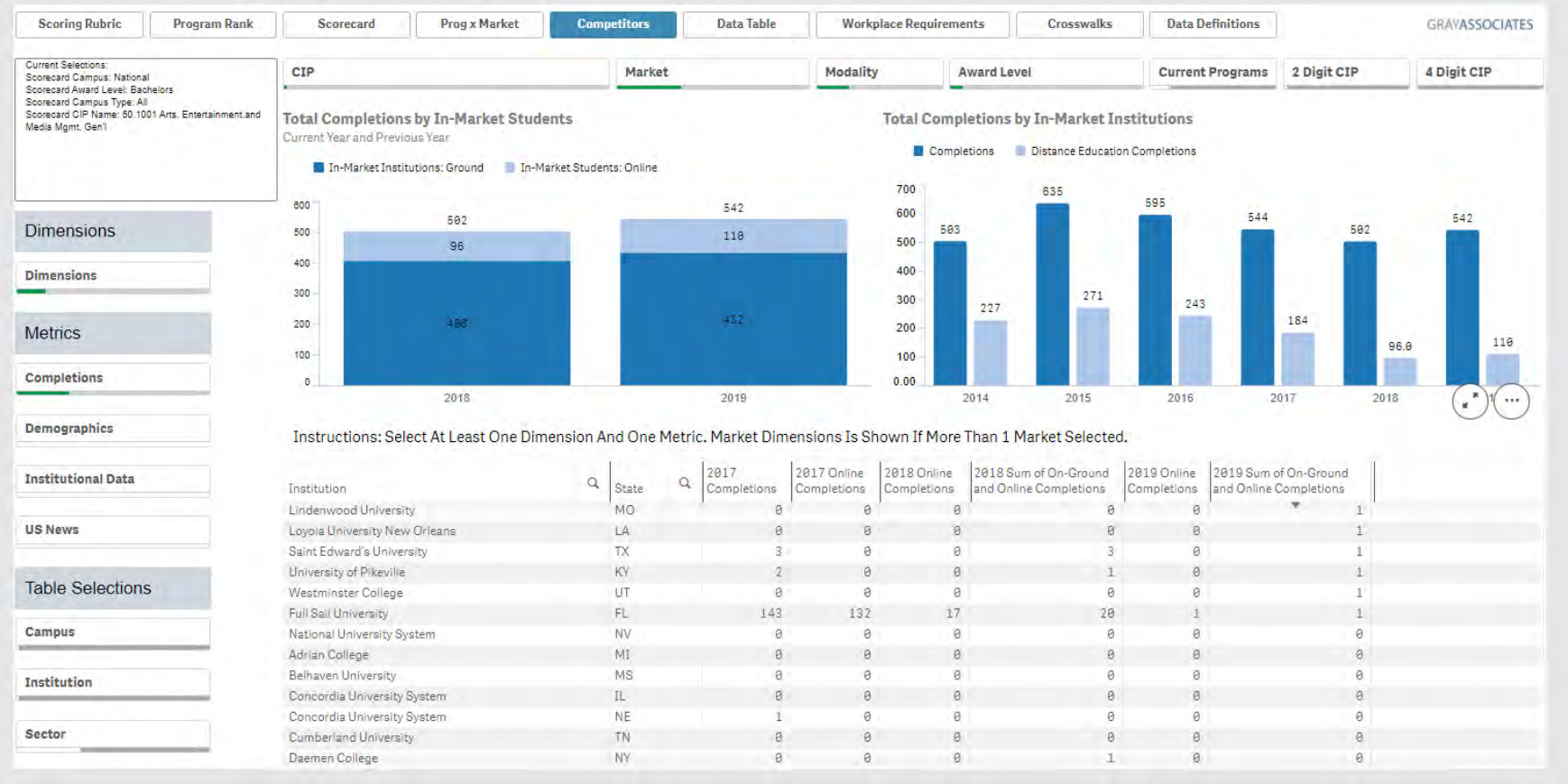
* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
** - Color scale in reverse.
NA - No data available/not currently tracked.
NS - Not Scored in Rubrics (values = 0).
2-Yr - Associates & certificate programs only.
PCTL - Percentile

Competitors





Institution	State	2017 Completions	2017 Online Completions	2018 Online Completions	2018 Sum of On-Ground and Online Completions	2019 Online Completions	2019 Sum of On-Ground and Online Completions
University of Wisconsin System	WI	11	0	0	11	0	9
Dean College	MA	22	0	0	17	0	8
University of Central Oklahoma	OK	1	0	0	0	0	8
Drury University	MO	8	0	0	6	0	5
Seattle University	WA	2	0	0	1	0	5
National University System	CA	14	9	7	11	2	5
Bay State College	MA	17	0	0	11	1	3
Long Island University	NY	6	0	0	5	0	3
Western New England University	MA	6	0	0	6	0	3
Stonehill College	MA	6	0	0	2	0	2
Albertus Magnus College	CT	0	0	0	3	0	1
Albright College	PA	3	0	0	5	0	1
Lindenwood University	MO	0	0	0	0	0	1


Scoring Rubric
Program Rank
Scorecard
Prog x Market
Competitors
Data Table
Workplace Requirements
Crosswalks
Data Definitions
GRAYASSOCIATES
Current Selections:
Scorecard Campus: National
Scorecard Award Level: Bachelors
Scorecard Campus Type: All
Scorecard CIP Name: 50.1001 Arts, Entertainment,and Media Mgmt, Gen1
CIP
Market
Modality
Award Level
Current Programs
2 Digit CIP
4 Digit CIP
Total Completions by In-Market Students
Current Year and Previous Year
In-Market Institutions: Ground
In-Market Students: Online
502
96
486
542
110
432
2018
2019
Total Completions by In-Market Institutions
Completions
Distance Education Completions
503
227
635
271
595
243
544
184
502
96.0
542
110
2014
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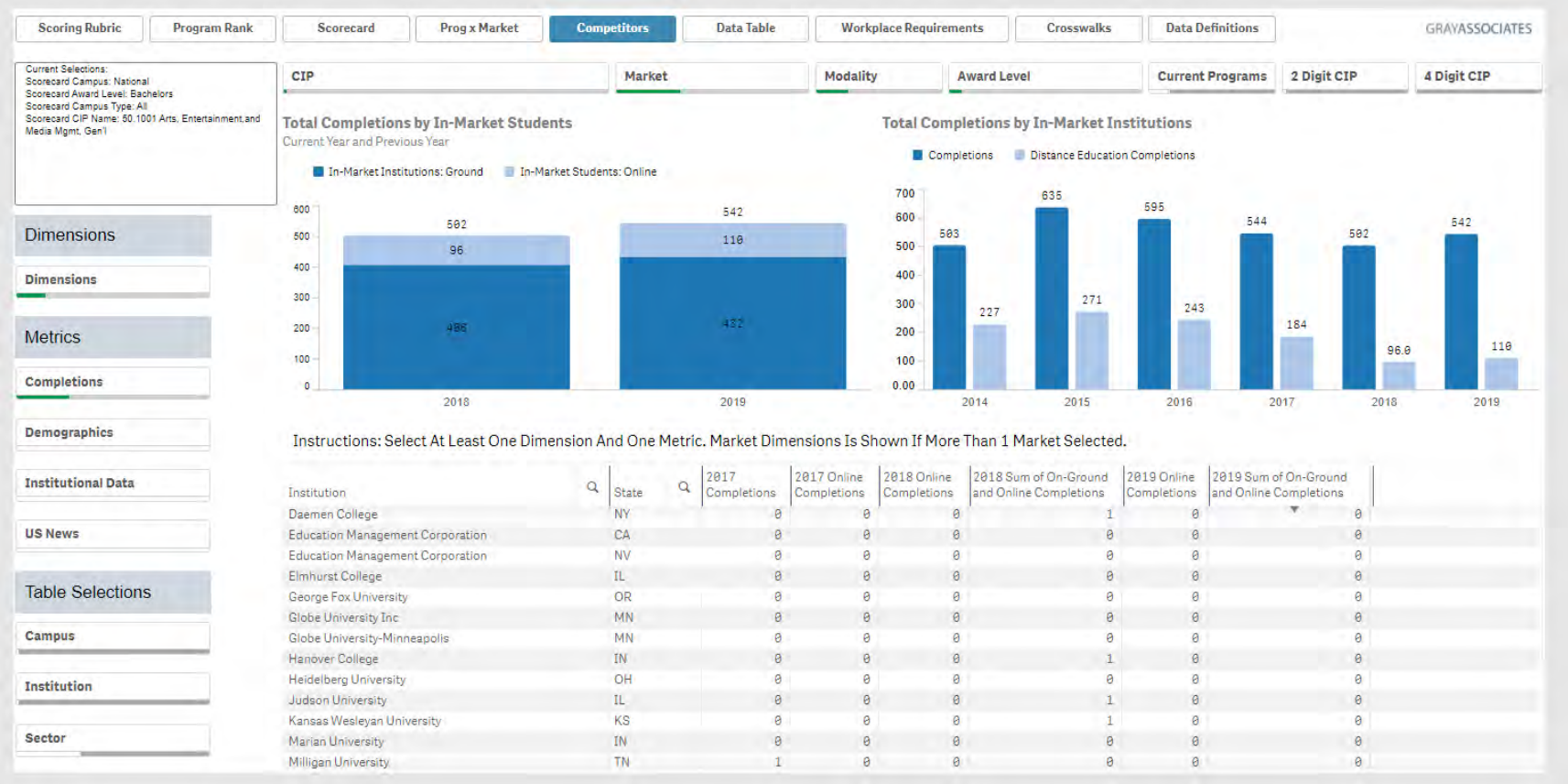
Dimensions
Dimensions
Metrics
Completions
Demographics
Institutional Data
US News
Table Selections
Campus
Institution
Sector
Instructions: Select At Least One Dimension And One Metric. Market Dimensions Is Shown If More Than 1 Market Selected.
Institution
State
2017 Completions
2017 Online Completions
2018 Online Completions
2018 Sum of On-Ground and Online Completions
2019 Online Completions
2019 Sum of On-Ground and Online Completions
Lindenwood University MO 0 0 0 0 0 1
Loyola University New Orleans LA 0 0 0 0 0 1
Saint Edward's University TX 3 0 0 3 0 1
University of Pikeville KY 2 0 0 1 0 1
Westminster College UT 0 0 0 0 0 1
Full Sail University FL 143 132 17 20 1 1
National University System NV 0 0 0 0 0 0
Adrian College MI 0 0 0 0 0 0
Belhaven University MS 0 0 0 0 0 0
Concordia University System IL 0 0 0 0 0 0
Concordia University System NE 1 0 0 0 0 0
Cumberland University TN 0 0 0 0 0 0
Daemen College NY 0 0 0 1 0 0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502
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2018 Online Completions
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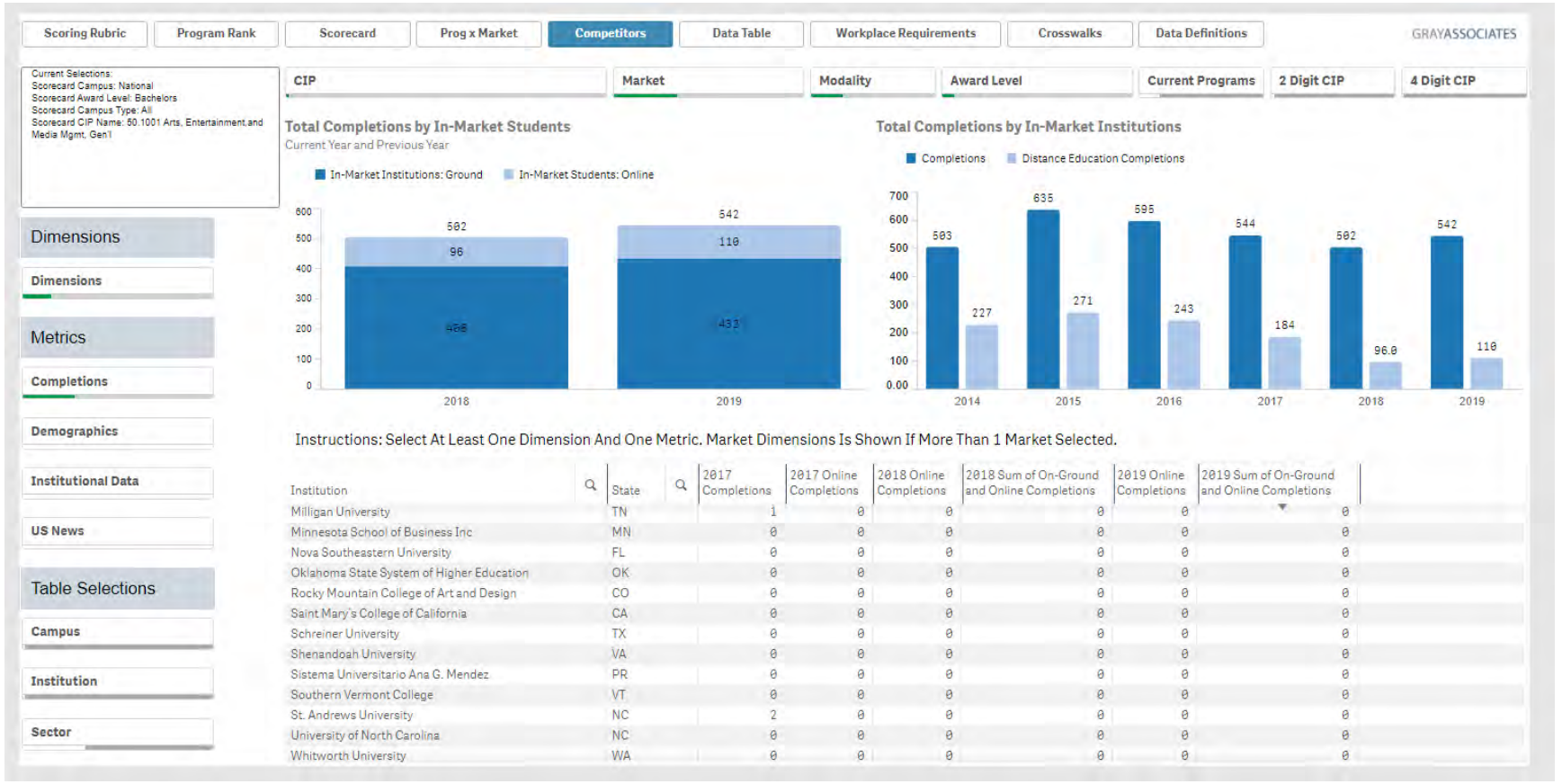
2019 Sum of On-Ground and Online Completions
Daemen College NY 0 0 0 1 0 0
Education Management Corporation CA 0 0 0 0 0 0
Education Management Corporation NV 0 0 0 0 0 0
Elmhurst College IL 0 0 0 0 0 0
George Fox University OR 0 0 0 0 0 0
Globe University Inc MN 0 0 0 0 0 0
Globe University-Minneapolis MN 0 0 0 0 0 0
Hanover College IN 0 0 0 1 0 0
Heidelberg University OH 0 0 0 0 0 0
Judson University IL 0 0 0 1 0 0
Kansas Wesleyan University KS 0 0 0 1 0 0
Marian University IN 0 0 0 0 0 0
Milligan University TN 1 0 0 0 0 0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2018 Sum of On-Ground and Online Completions
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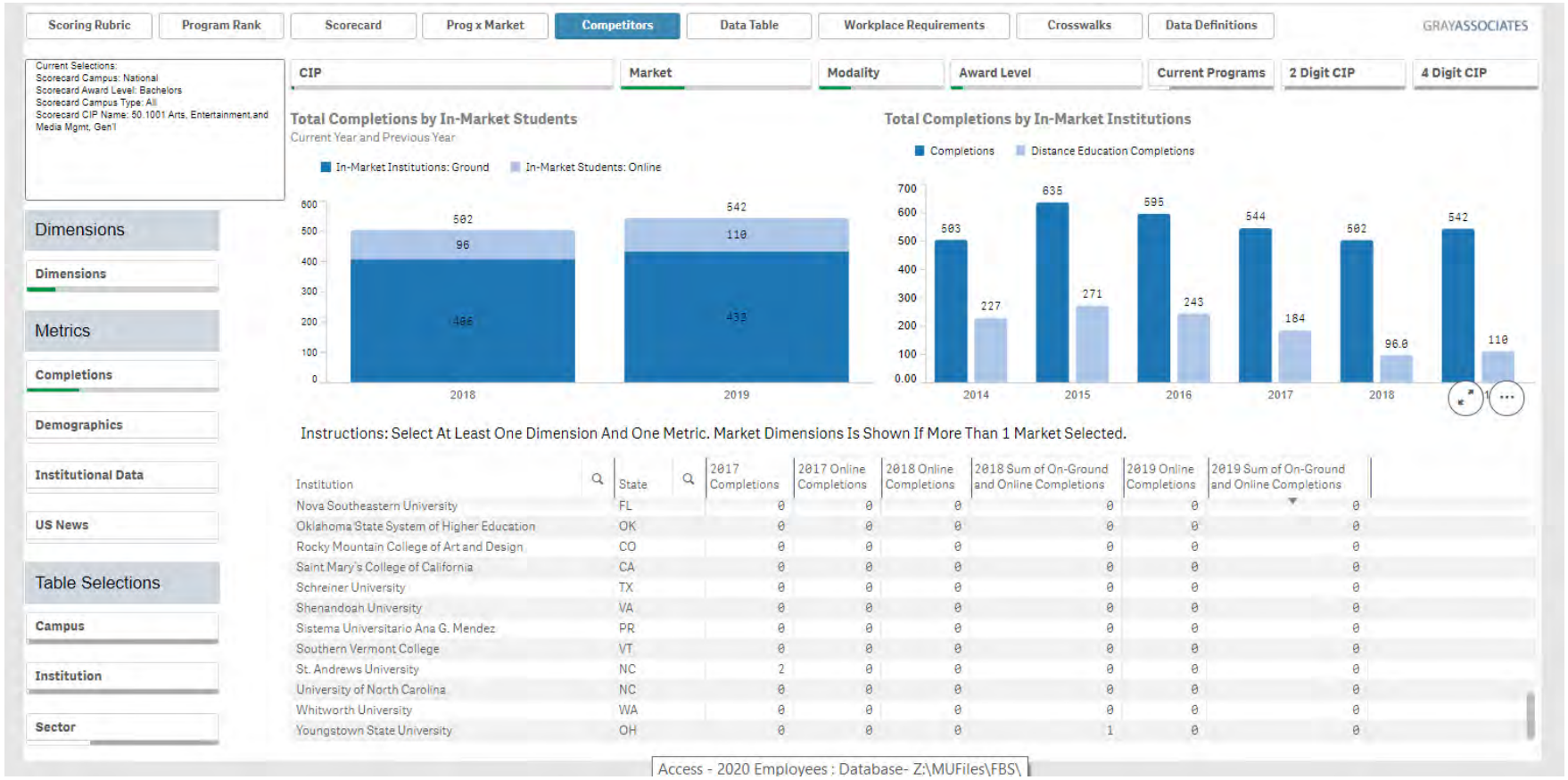
Milligan University TN 1 0 0 0 0 0
Minnesota School of Business Inc MN 0 0 0 0 0 0
Nova Southeastern University FL 0 0 0 0 0 0
Oklahoma State System of Higher Education OK 0 0 0 0 0 0
Rocky Mountain College of Art and Design CO 0 0 0 0 0 0
Saint Mary's College of California CA 0 0 0 0 0 0
Schreiner University TX 0 0 0 0 0 0
Shenandoah University VA 0 0 0 0 0 0
Sistema Universitario Ana G. Mendez PR 0 0 0 0 0 0
Southern Vermont College VT 0 0 0 0 0 0
St. Andrews University NC 2 0 0 0 0 0
University of North Carolina NC 0 0 0 0 0 0
Whitworth University WA 0 0 0 0 0 0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2019 Online Completions
2019 Sum of On-Ground and Online Completions
Nova Southeastern University FL 0 0 0 0 0 0
Oklahoma State System of Higher Education OK 0 0 0 0 0 0
Rocky Mountain College of Art and Design CO 0 0 0 0 0 0
Saint Mary's College of California CA 0 0 0 0 0 0
Schreiner University TX 0 0 0 0 0 0
Shenandoah University VA 0 0 0 0 0 0
Sistema Universitario Ana G. Mendez PR 0 0 0 0 0 0
Southern Vermont College VT 0 0 0 0 0 0
St. Andrews University NC 2 0 0 0 0 0
University of North Carolina NC 0 0 0 0 0 0
Whitworth University WA 0 0 0 0 0 0
Youngstown State University OH 0 0 0 1 0 0
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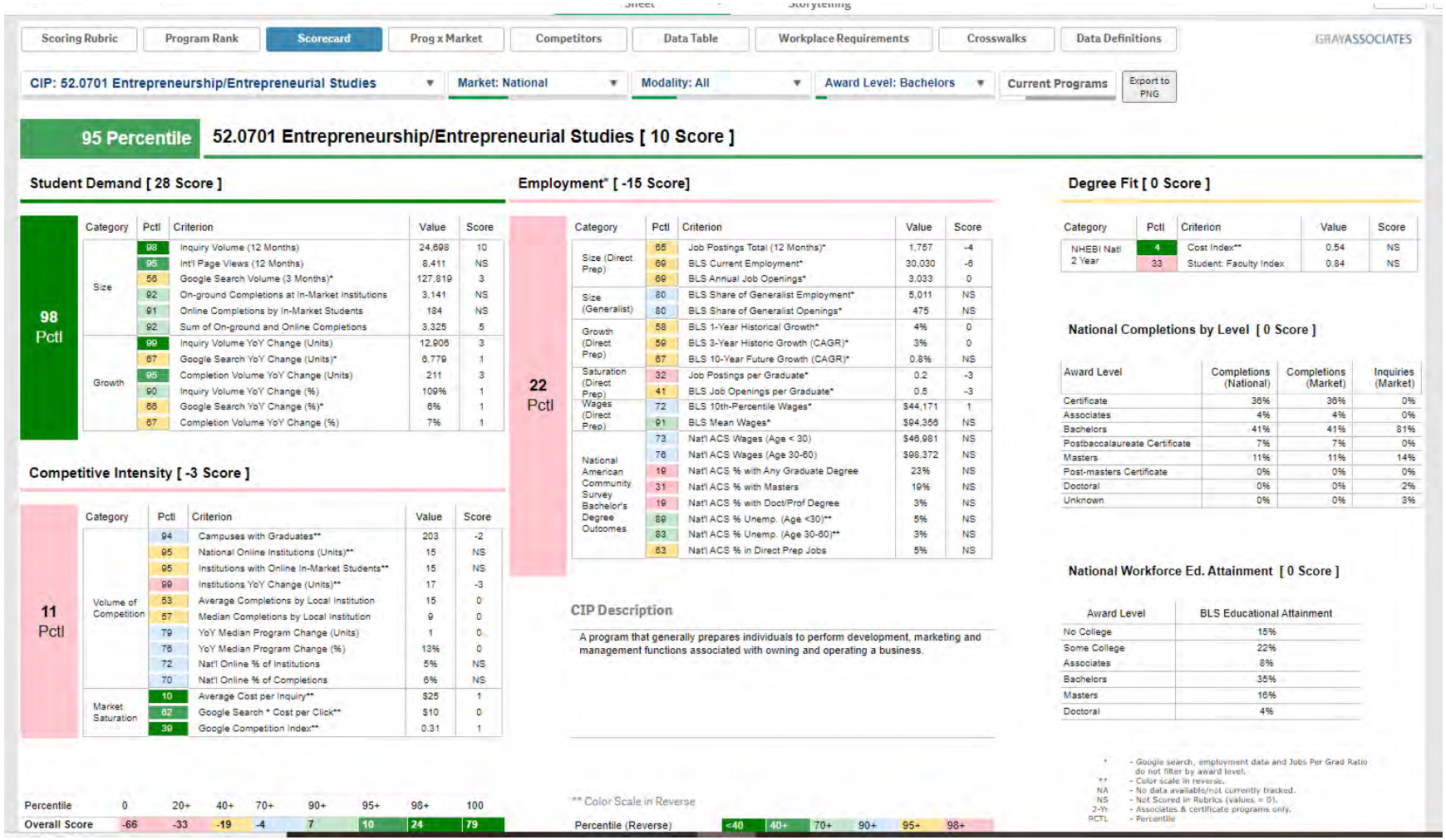
Bachelor's Degree in Entrepreneurship

Program Scorecard



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

GRAYASSOCIATES

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

95 Percentile — **52.0701 Entrepreneurship/Entrepreneurial Studies [10 Score]**

Student Demand [28 Score]

98 Pctl

Category	Pctl	Criterion	Value	Score
Size	98	Inquiry Volume (12 Months)	24,698	10
	95	Int'l Page Views (12 Months)	8,411	NS
	56	Google Search Volume (3 Months)*	127,819	3
	92	On-ground Completions at In-Market Institutions	3,141	NS
	91	Online Completions by In-Market Students	184	NS
	92	Sum of On-ground and Online Completions	3,325	5
Growth	99	Inquiry Volume YoY Change (Units)	12,906	3
	67	Google Search YoY Change (Units)*	6,779	1
	95	Completion Volume YoY Change (Units)	211	3
	90	Inquiry Volume YoY Change (%)	109%	1
	66	Google Search YoY Change (%)*	6%	1
	67	Completion Volume YoY Change (%)	7%	1

Competitive Intensity [-3 Score]

11 Pctl

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

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

Employment* [-15 Score]

22 Pctl

Category	Pctl	Criterion	Value	Score
Size (Direct Prep)	65	Job Postings Total (12 Months)*	1,757	-4
	69	BLS Current Employment*	30,030	-6
	69	BLS Annual Job Openings*	3,033	0
Size (Generalist)	80	BLS Share of Generalist Employment*	5,011	NS
	80	BLS Share of Generalist Openings*	475	NS
Growth (Direct Prep)	58	BLS 1-Year Historical Growth*	4%	0
	59	BLS 3-Year Historic Growth (CAGR)*	3%	0
	67	BLS 10-Year Future Growth (CAGR)*	0.8%	NS
Saturation (Direct Prep)	32	Job Postings per Graduate*	0.2	-3
	41	BLS Job Openings per Graduate*	0.5	-3
Wages (Direct Prep)	72	BLS 10th-Percentile Wages*	$44,171	1
	91	BLS Mean Wages*	$94,356	NS
National American Community Survey Bachelor's Degree Outcomes	73	Nat'l ACS Wages (Age < 30)	$46,981	NS
	76	Nat'l ACS Wages (Age 30-60)	$96,372	NS
	19	Nat'l ACS % with Any Graduate Degree	23%	NS
	31	Nat'l ACS % with Masters	19%	NS
	19	Nat'l ACS % with Doct/Prof Degree	3%	NS
	89	Nat'l ACS % Unemp. (Age <30)**	5%	NS
	83	Nat'l ACS % Unemp. (Age 30-60)**	3%	NS
	63	Nat'l ACS % in Direct Prep Jobs	5%	NS

CIP Description

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

** Color Scale in Reverse

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

Degree Fit [0 Score]

Category	Pctl	Criterion	Value	Score
NHEBI Nat'l 2 Year	4	Cost Index**	0.54	NS
	33	Student: Faculty Index	0.84	NS

National Completions by Level [0 Score]

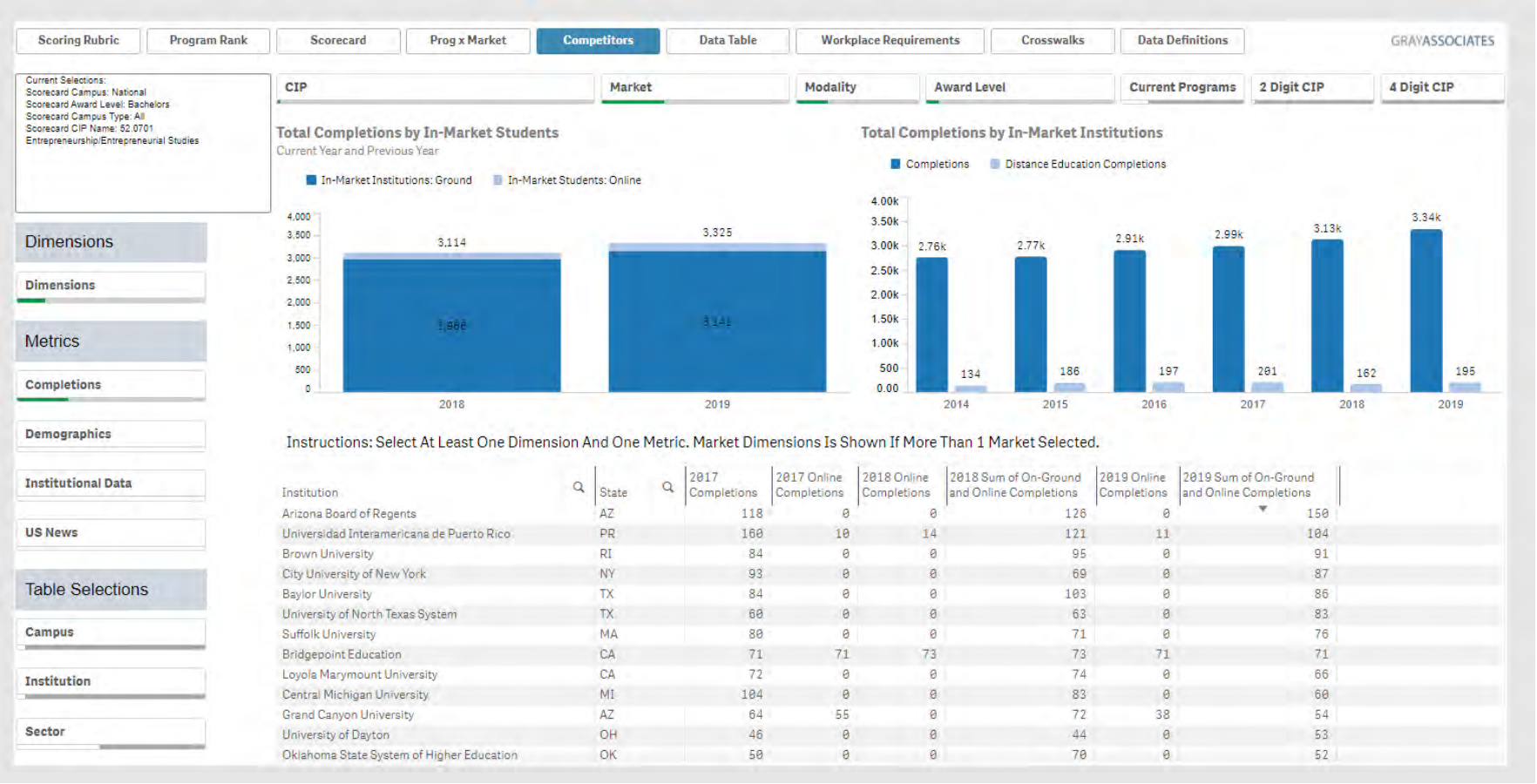
Award Level	Completions (National)	Completions (Market)	Inquiries (Market)
Certificate	36%	36%	0%
Associates	4%	4%	0%
Bachelors	41%	41%	81%
Postbaccalaureate Certificate	7%	7%	0%
Masters	11%	11%	14%
Post-masters Certificate	0%	0%	0%
Doctoral	0%	0%	2%
Unknown	0%	0%	3%

National Workforce Ed. Attainment [0 Score]

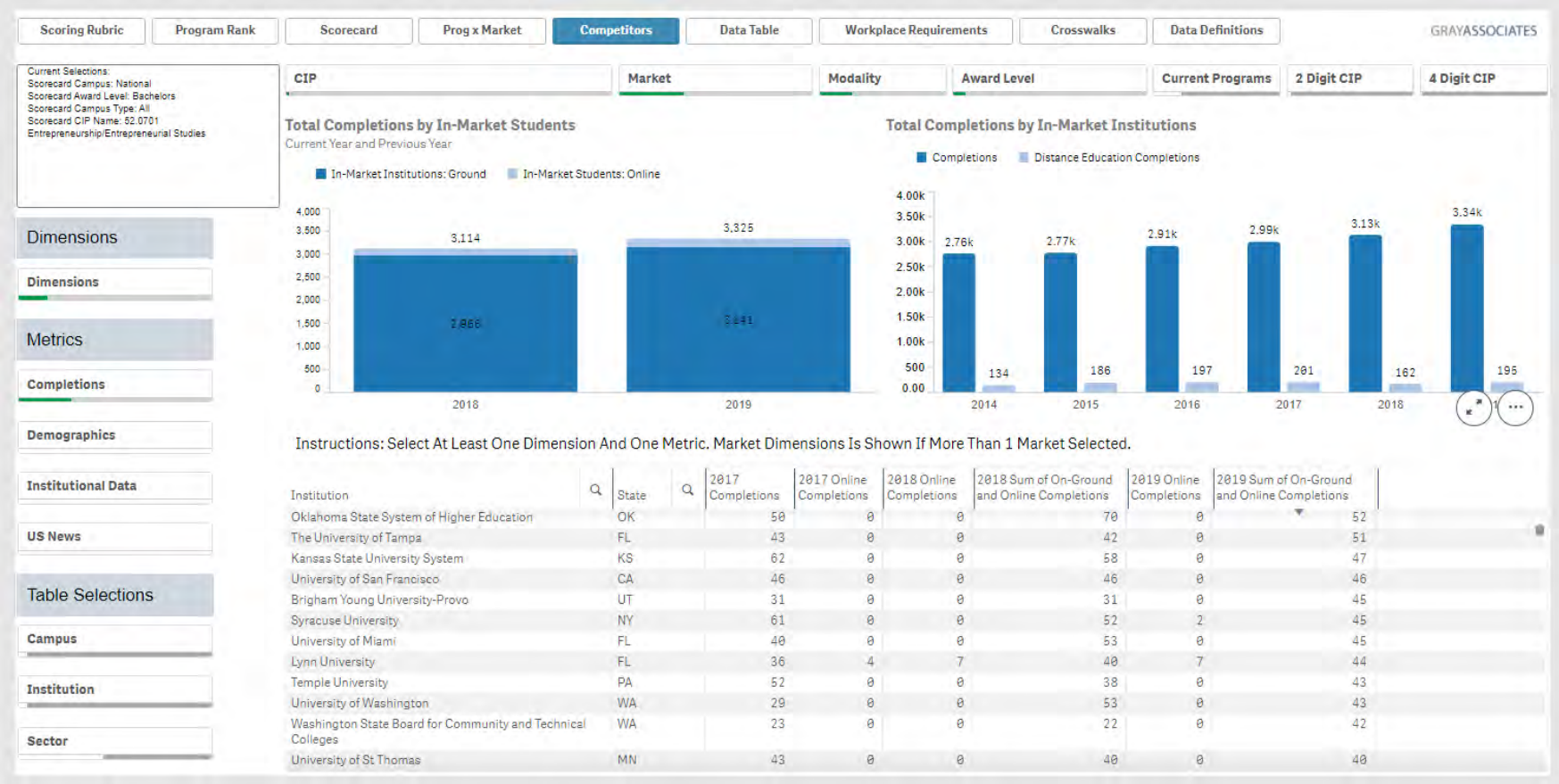
Award Level	BLS Educational Attainment
No College	15%
Some College	22%
Associates	8%
Bachelors	35%
Masters	16%
Doctoral	4%

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

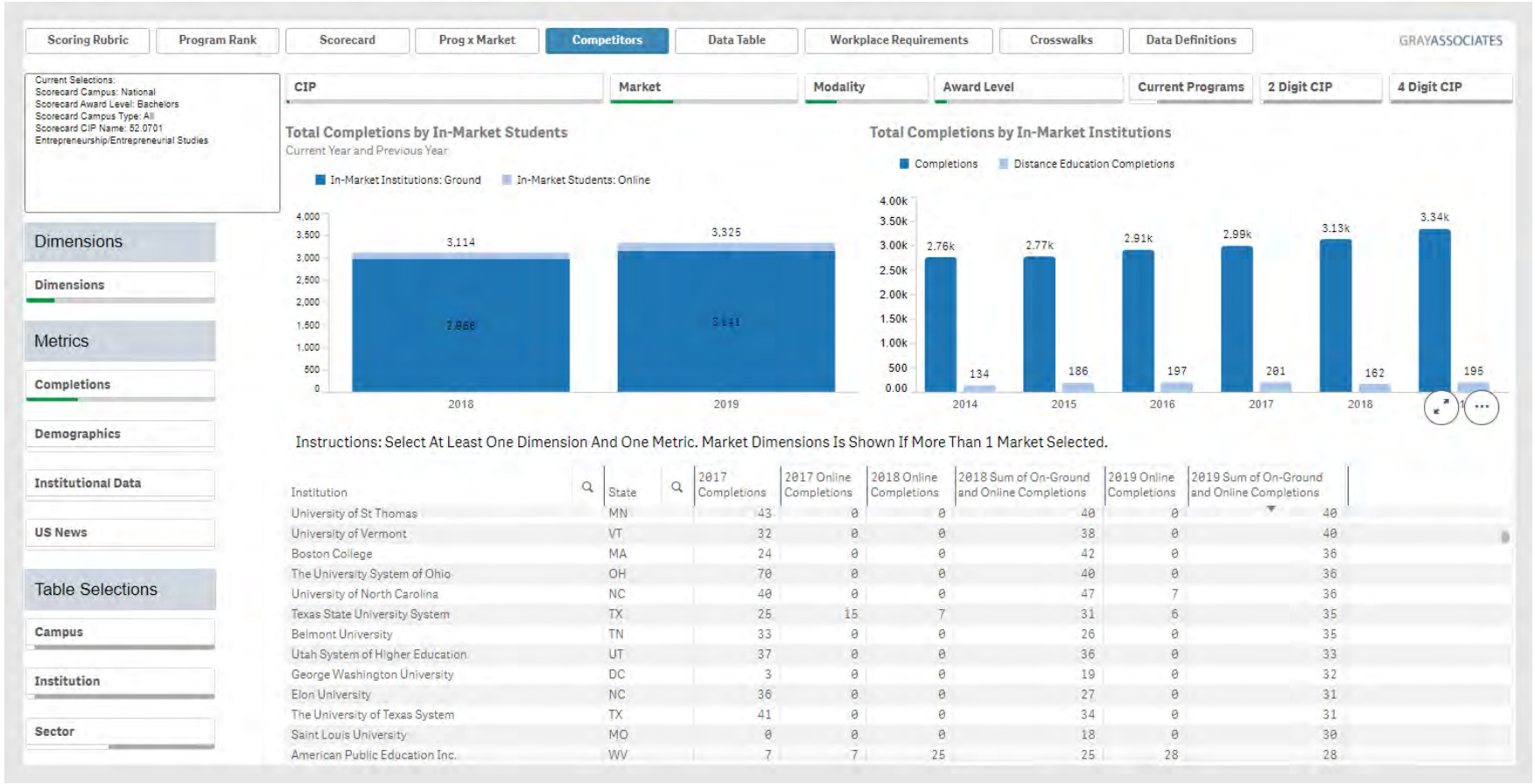
Competitors



Institution	State	2017 Completions	2017 Online Completions	2018 Online Completions	2018 Sum of On-Ground and Online Completions	2019 Online Completions	2019 Sum of On-Ground and Online Completions
Arizona Board of Regents	AZ	118	0	0	126	0	150
Universidad Interamericana de Puerto Rico	PR	160	10	14	121	11	104
Brown University	RI	84	0	0	95	0	91
City University of New York	NY	93	0	0	69	0	87
Baylor University	TX	84	0	0	103	0	86
University of North Texas System	TX	60	0	0	63	0	83
Suffolk University	MA	80	0	0	71	0	76
Bridgepoint Education	CA	71	71	73	73	71	71
Loyola Marymount University	CA	72	0	0	74	0	66
Central Michigan University	MI	104	0	0	83	0	60
Grand Canyon University	AZ	64	55	0	72	38	54
University of Dayton	OH	46	0	0	44	0	53
Oklahoma State System of Higher Education	OK	50	0	0	70	0	52



Institution	State	2017 Completions	2017 Online Completions	2018 Online Completions	2018 Sum of On-Ground and Online Completions	2019 Online Completions	2019 Sum of On-Ground and Online Completions
Oklahoma State System of Higher Education	OK	50	0	0	70	0	52
The University of Tampa	FL	43	0	0	42	0	51
Kansas State University System	KS	62	0	0	58	0	47
University of San Francisco	CA	46	0	0	46	0	46
Brigham Young University-Provo	UT	31	0	0	31	0	45
Syracuse University	NY	61	0	0	52	2	45
University of Miami	FL	40	0	0	53	0	45
Lynn University	FL	36	4	7	40	7	44
Temple University	PA	52	0	0	38	0	43
University of Washington	WA	29	0	0	53	0	43
Washington State Board for Community and Technical Colleges	WA	23	0	0	22	0	42
University of St Thomas	MN	43	0	0	40	0	40


Scoring Rubric
Program Rank
Scorecard
Prog x Market
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Data Definitions
GRAYASSOCIATES
Current Selections:
Scorecard Campus: National
Scorecard Award Level: Bachelors
Scorecard Campus Type: All
Scorecard CIP Name: 52.0701 Entrepreneurship/Entrepreneurial Studies
CIP
Market
Modality
Award Level
Current Programs
2 Digit CIP
4 Digit CIP
Total Completions by In-Market Students
Current Year and Previous Year
In-Market Institutions: Ground
In-Market Students: Online
3,114
3,325
2018
2019
Total Completions by In-Market Institutions
Completions
Distance Education Completions
2.76k
2.77k
2.91k
2.99k
3.13k
3.34k
134
186
197
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Dimensions
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Campus
Institution
Sector
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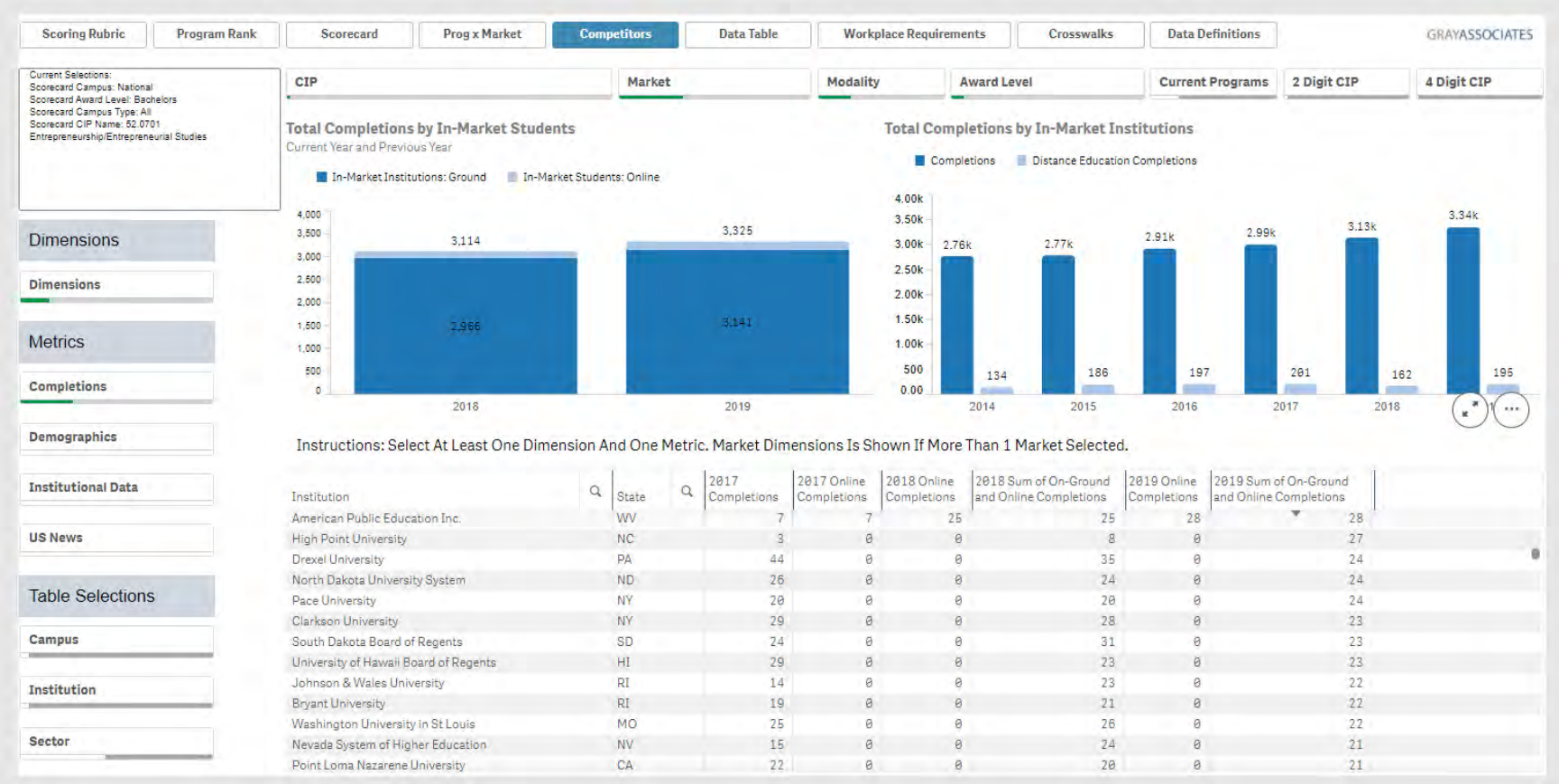
State
2017 Completions
2017 Online Completions
2018 Online Completions
2018 Sum of On-Ground and Online Completions
2019 Online Completions
2019 Sum of On-Ground and Online Completions
University of St Thomas MN 43 0 0 40 0 40
University of Vermont VT 32 0 0 38 0 40
Boston College MA 24 0 0 42 0 36
The University System of Ohio OH 70 0 0 40 0 36
University of North Carolina NC 40 0 0 47 7 36
Texas State University System TX 25 15 7 31 6 35
Belmont University TN 33 0 0 26 0 35
Utah System of Higher Education UT 37 0 0 36 0 33
George Washington University DC 3 0 0 19 0 32
Elon University NC 36 0 0 27 0 31
The University of Texas System TX 41 0 0 34 0 31
Saint Louis University MO 0 0 0 18 0 30
American Public Education Inc. WV 7 7 25 25 28 28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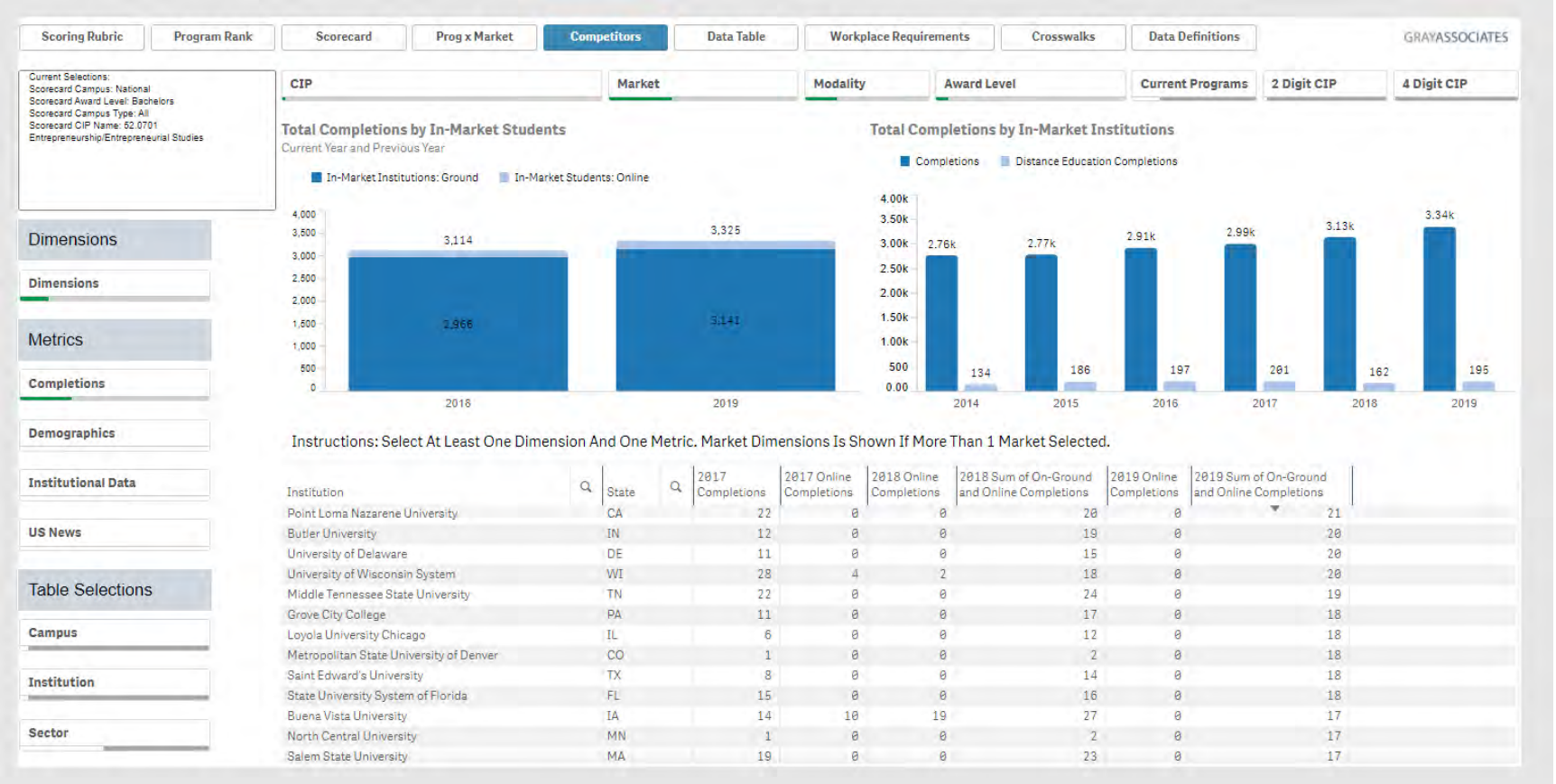
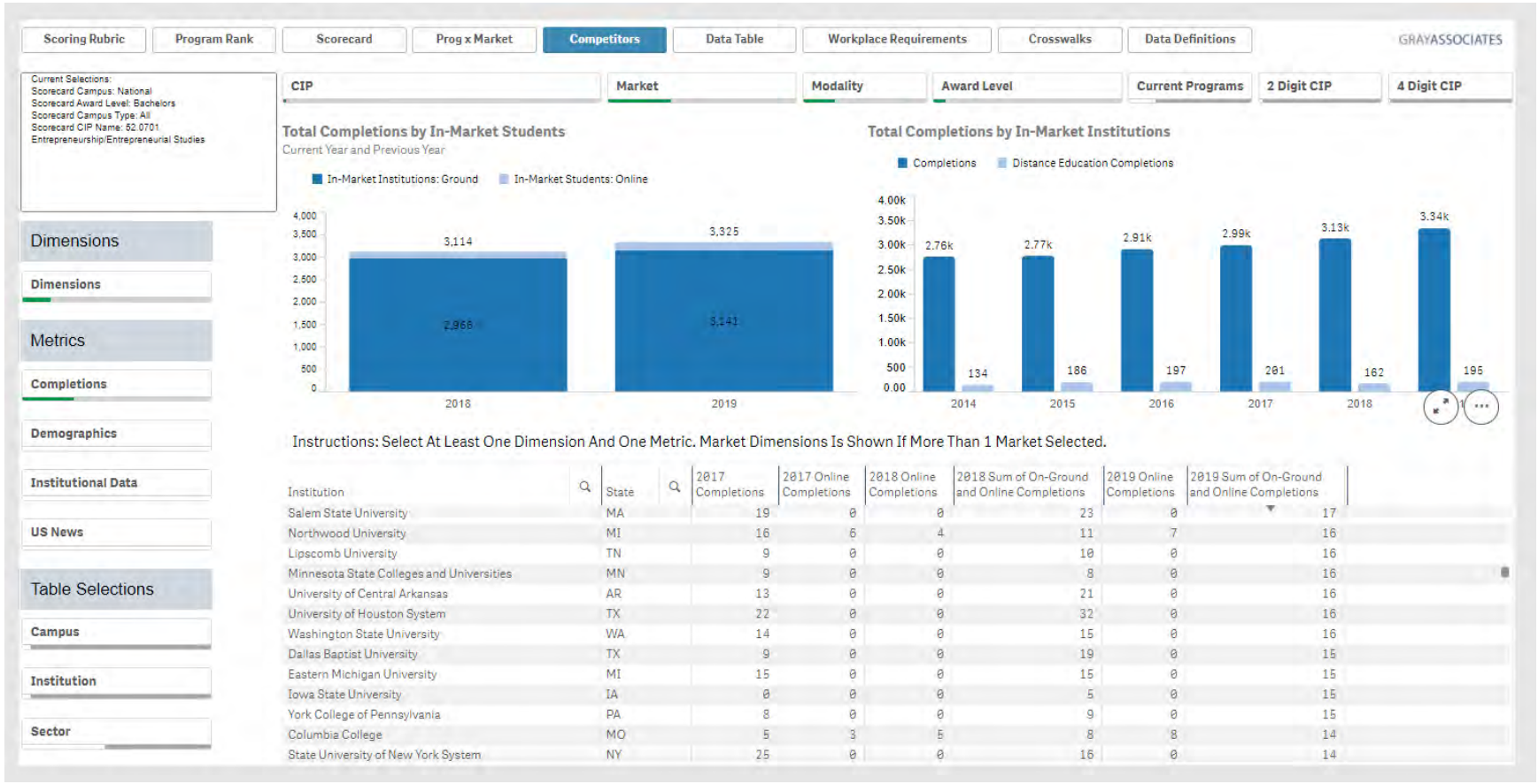
2017 Online Completions
2018 Online Completions
2018 Sum of On-Ground and Online Completions
2019 Online Completions
2019 Sum of On-Ground and Online Completions
American Public Education Inc. WV 7 7 25 25 28 28
High Point University NC 3 0 0 8 0 27
Drexel University PA 44 0 0 35 0 24
North Dakota University System ND 26 0 0 24 0 24
Pace University NY 20 0 0 20 0 24
Clarkson University NY 29 0 0 28 0 23
South Dakota Board of Regents SD 24 0 0 31 0 23
University of Hawaii Board of Regents HI 29 0 0 23 0 23
Johnson & Wales University RI 14 0 0 23 0 22
Bryant University RI 19 0 0 21 0 22
Washington University in St Louis MO 25 0 0 26 0 22
Nevada System of Higher Education NV 15 0 0 24 0 21
Point Loma Nazarene University CA 22 0 0 20 0 21



Institution	State	2017 Completions	2017 Online Completions	2018 Online Completions	2018 Sum of On-Ground and Online Completions	2019 Online Completions	2019 Sum of On-Ground and Online Completions
Point Loma Nazarene University	CA	22	0	0	20	0	21
Butler University	IN	12	0	0	19	0	20
University of Delaware	DE	11	0	0	15	0	20
University of Wisconsin System	WI	28	4	2	18	0	20
Middle Tennessee State University	TN	22	0	0	24	0	19
Grove City College	PA	11	0	0	17	0	18
Loyola University Chicago	IL	6	0	0	12	0	18
Metropolitan State University of Denver	CO	1	0	0	2	0	18
Saint Edward's University	TX	8	0	0	14	0	18
State University System of Florida	FL	15	0	0	16	0	18
Buena Vista University	IA	14	10	19	27	0	17
North Central University	MN	1	0	0	2	0	17
Salem State University	MA	19	0	0	23	0	17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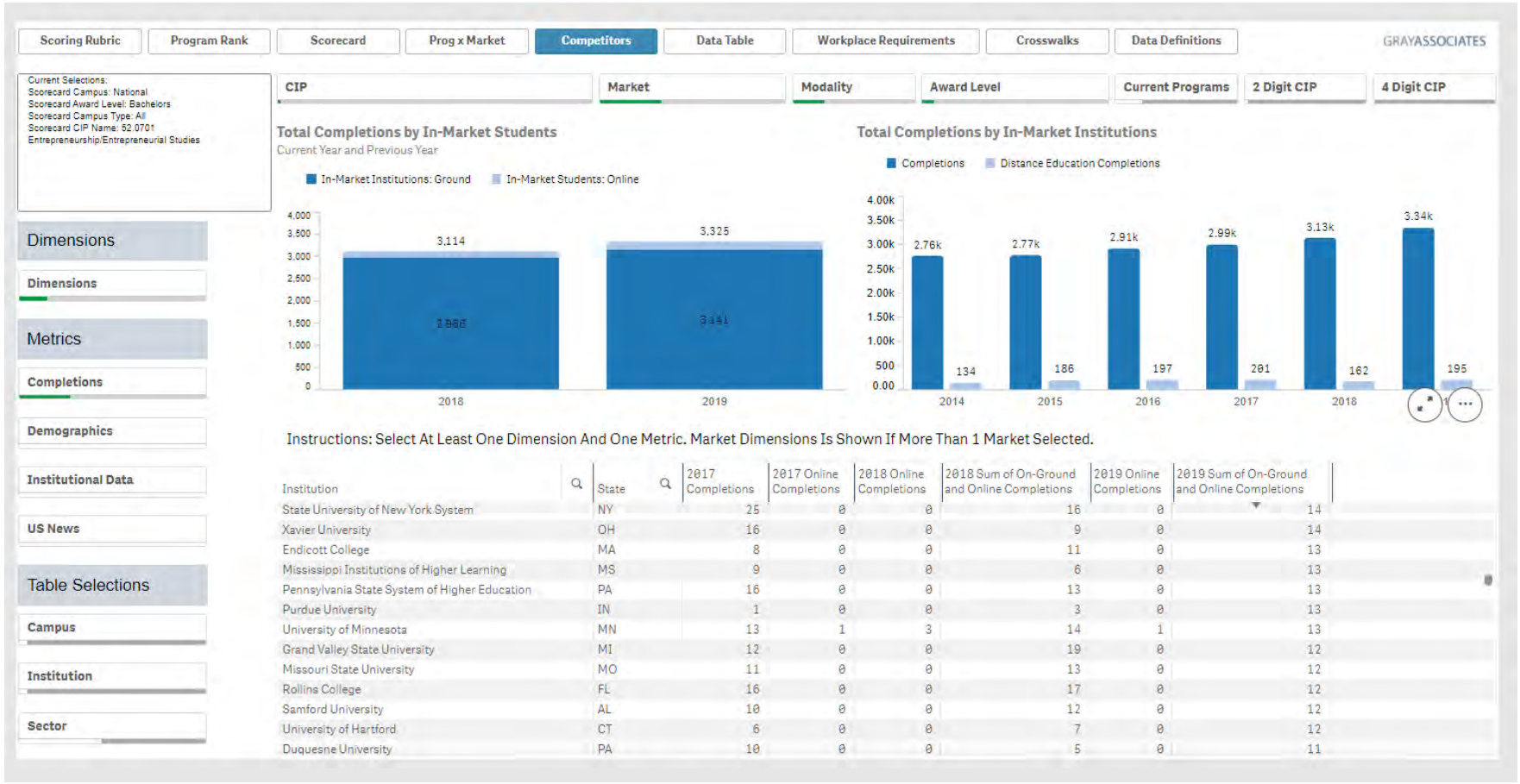
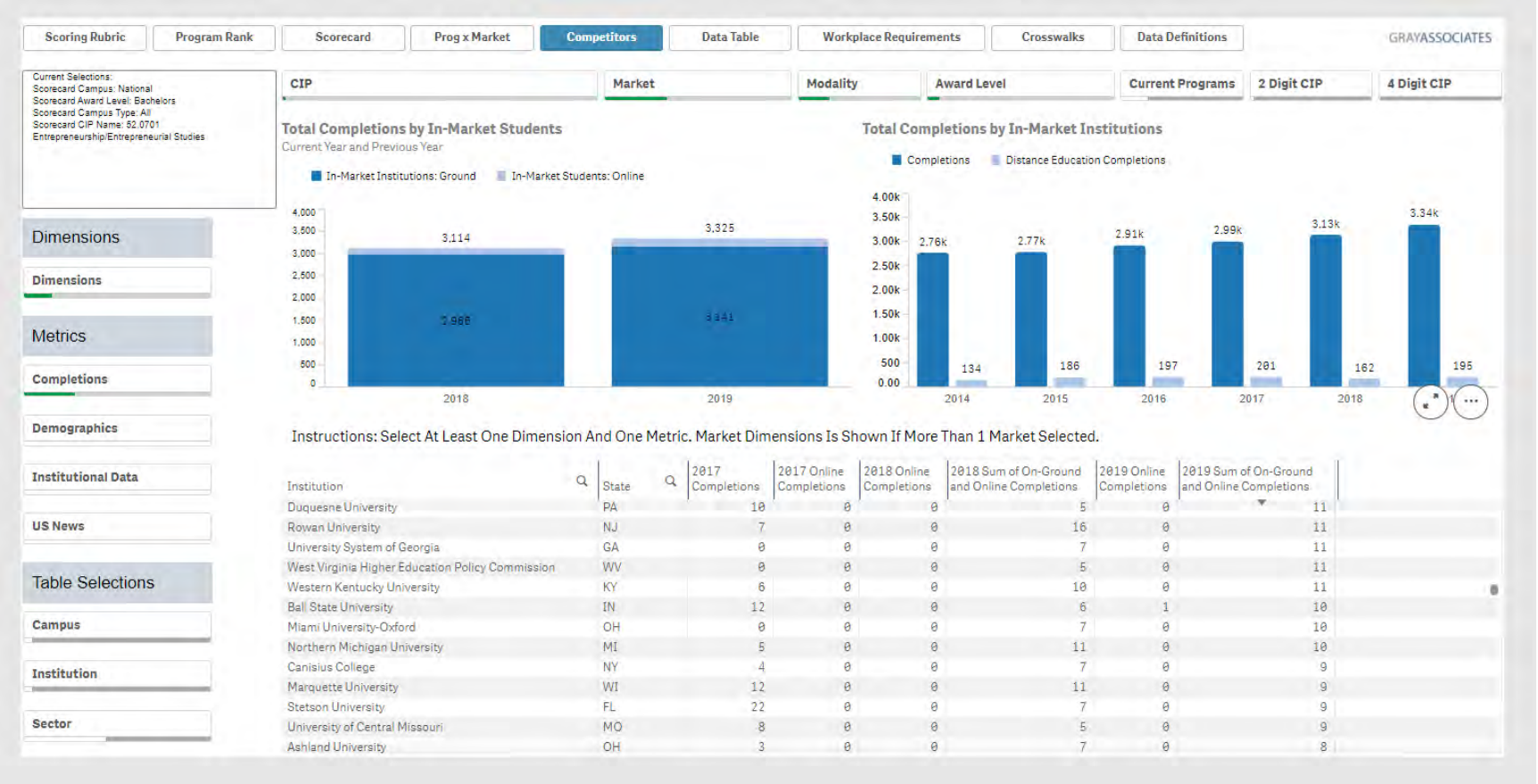
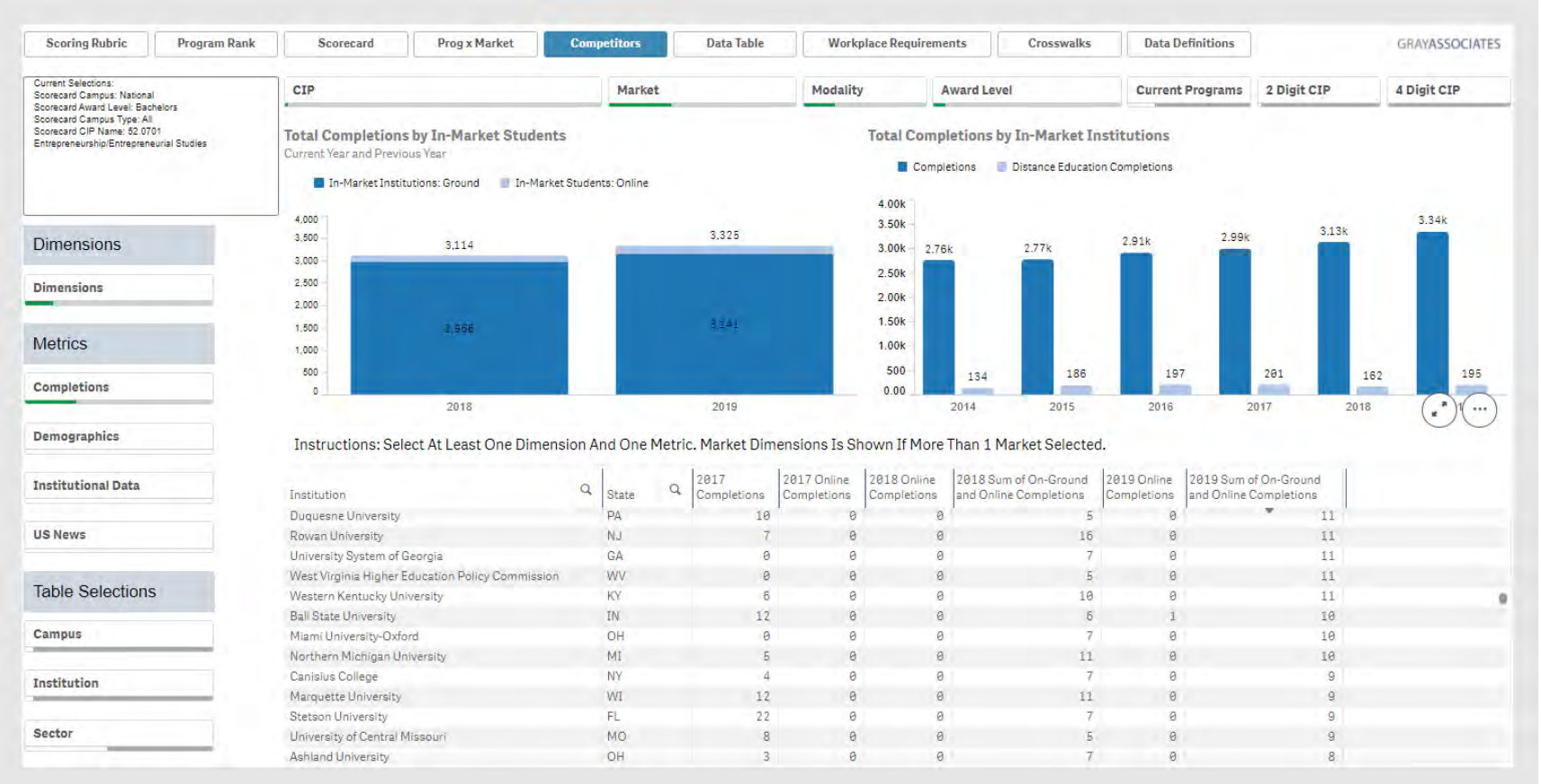
2019 Online Completions
2019 Sum of On-Ground and Online Completions
Salem State University MA 19 0 0 23 0 17
Northwood University MI 16 6 4 11 7 16
Lipscomb University TN 9 0 0 10 0 16
Minnesota State Colleges and Universities MN 9 0 0 8 0 16
University of Central Arkansas AR 13 0 0 21 0 16
University of Houston System TX 22 0 0 32 0 16
Washington State University WA 14 0 0 15 0 16
Dallas Baptist University TX 9 0 0 19 0 15
Eastern Michigan University MI 15 0 0 15 0 15
Iowa State University IA 0 0 0 5 0 15
York College of Pennsylvania PA 8 0 0 9 0 15
Columbia College MO 5 3 5 8 8 14
State University of New York System NY 25 0 0 16 0 14



Institution	State	2017 Completions	2017 Online Completions	2018 Online Completions	2018 Sum of On-Ground and Online Completions	2019 Online Completions	2019 Sum of On-Ground and Online Completions
State University of New York System	NY	25	0	0	16	0	14
Xavier University	OH	16	0	0	9	0	14
Endicott College	MA	8	0	0	11	0	13
Mississippi Institutions of Higher Learning	MS	9	0	0	6	0	13
Pennsylvania State System of Higher Education	PA	16	0	0	13	0	13
Purdue University	IN	1	0	0	3	0	13
University of Minnesota	MN	13	1	3	14	1	13
Grand Valley State University	MI	12	0	0	19	0	12
Missouri State University	MO	11	0	0	13	0	12
Rollins College	FL	16	0	0	17	0	12
Samford University	AL	10	0	0	12	0	12
University of Hartford	CT	6	0	0	7	0	12
Duquesne University	PA	10	0	0	5	0	11



Institution	State	2017 Completions	2017 Online Completions	2018 Online Completions	2018 Sum of On-Ground and Online Completions	2019 Online Completions	2019 Sum of On-Ground and Online Completions
Duquesne University	PA	10	0	0	5	0	11
Rowan University	NJ	7	0	0	16	0	11
University System of Georgia	GA	0	0	0	7	0	11
West Virginia Higher Education Policy Commission	WV	0	0	0	5	0	11
Western Kentucky University	KY	6	0	0	10	0	11
Ball State University	IN	12	0	0	6	1	10
Miami University-Oxford	OH	0	0	0	7	0	10
Northern Michigan University	MI	5	0	0	11	0	10
Canisius College	NY	4	0	0	7	0	9
Marquette University	WI	12	0	0	11	0	9
Stetson University	FL	22	0	0	7	0	9
University of Central Missouri	MO	8	0	0	5	0	9
Ashland University	OH	3	0	0	7	0	8



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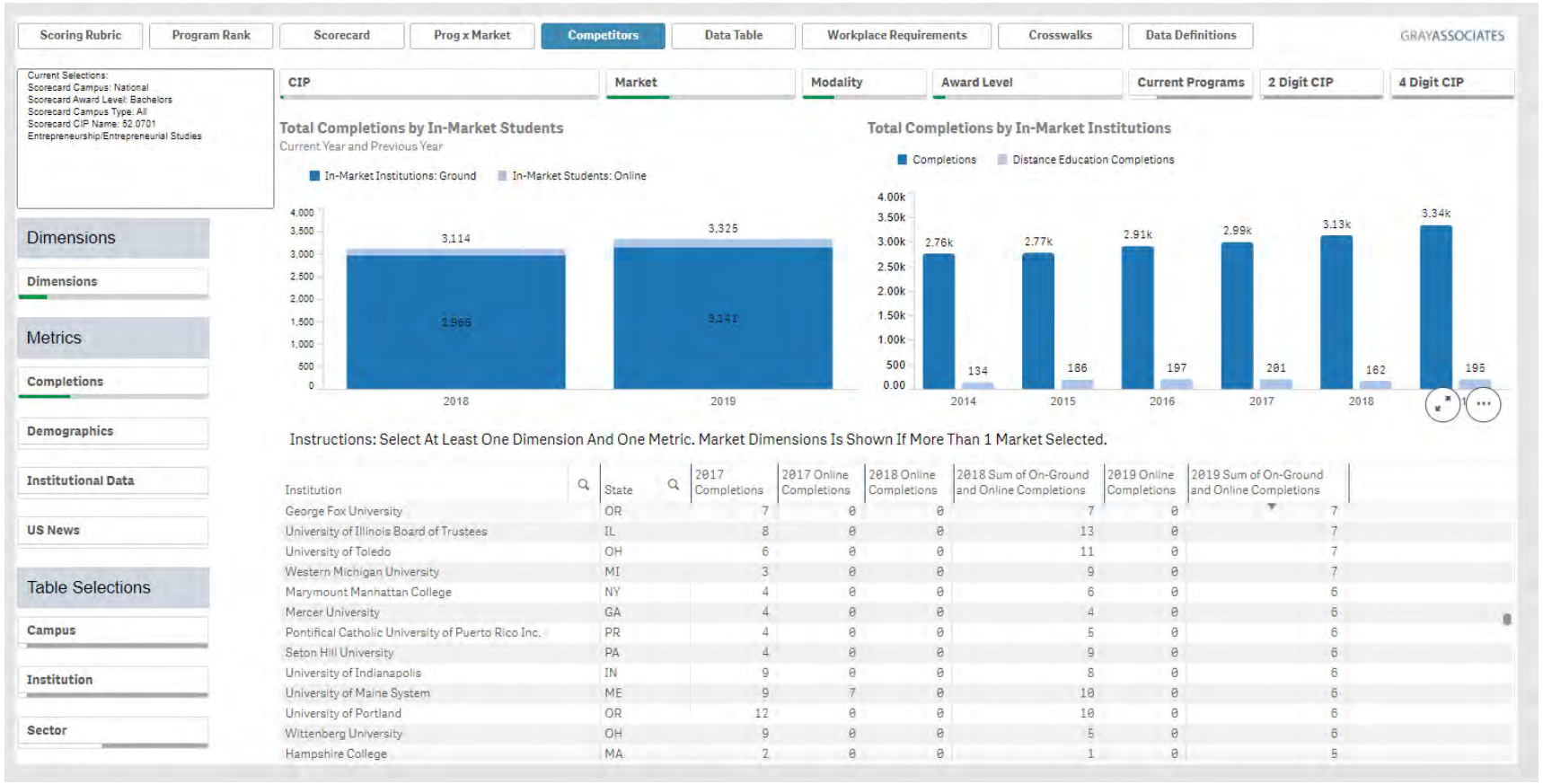
Duquesne University	PA	10	0	0	5	0	11
Rowan University	NJ	7	0	0	16	0	11
University System of Georgia	GA	0	0	0	7	0	11
West Virginia Higher Education Policy Commission	WV	0	0	0	5	0	11
Western Kentucky University	KY	6	0	0	10	0	11
Ball State University	IN	12	0	0	6	1	10
Miami University-Oxford	OH	0	0	0	7	0	10
Northern Michigan University	MI	5	0	0	11	0	10
Canisius College	NY	4	0	0	7	0	9
Marquette University	WI	12	0	0	11	0	9
Stetson University	FL	22	0	0	7	0	9
University of Central Missouri	MO	8	0	0	5	0	9
Ashland University	OH	3	0	0	7	0	8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GRAYASSOCIATES
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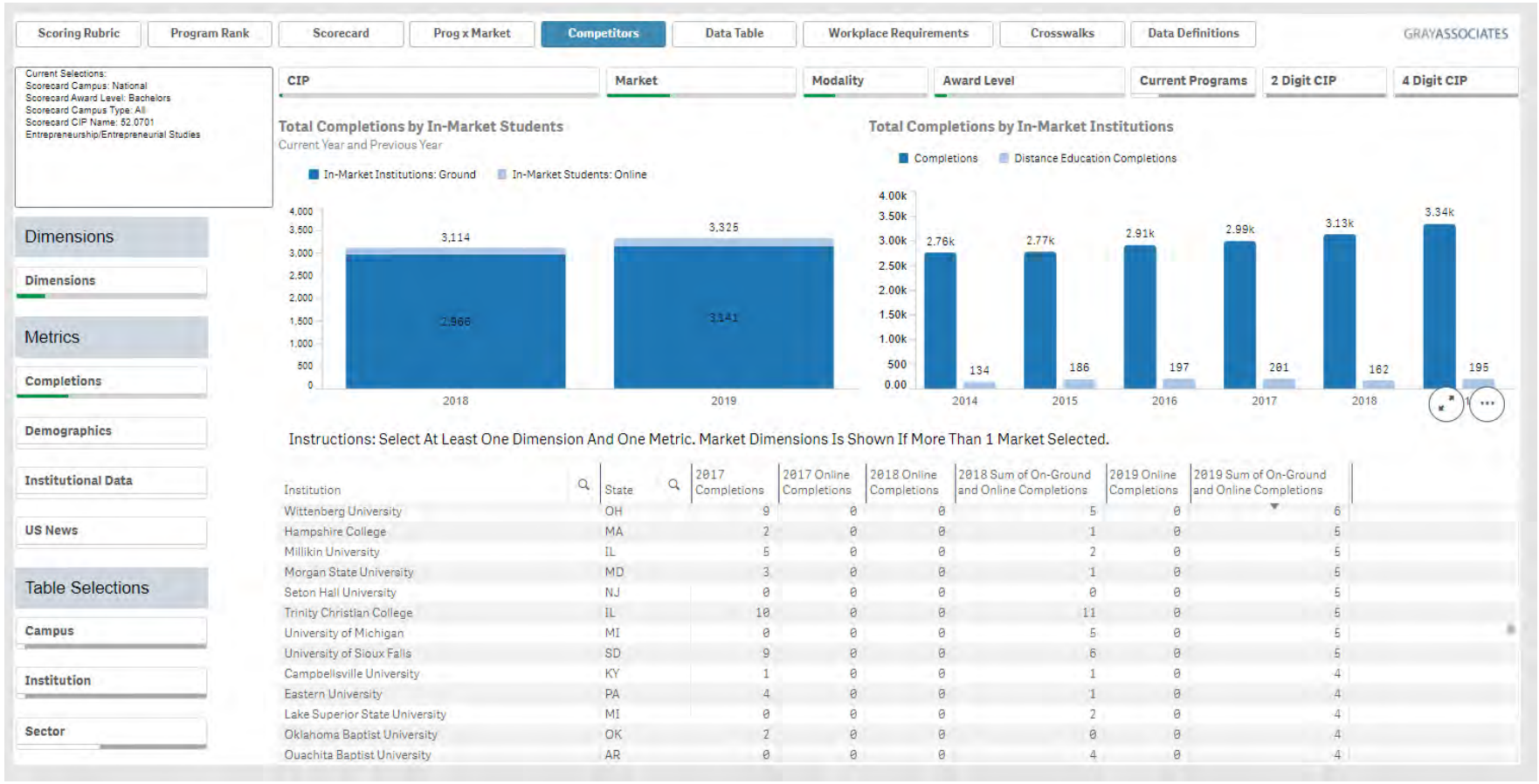
2017 Online Completions
2018 Online Completions
2018 Sum of On-Ground and Online Completions
2019 Online Completions
2019 Sum of On-Ground and Online Completions
George Fox University OR 7 0 0 7 0 7
University of Illinois Board of Trustees IL 8 0 0 13 0 7
University of Toledo OH 6 0 0 11 0 7
Western Michigan University MI 3 0 0 9 0 7
Marymount Manhattan College NY 4 0 0 6 0 6
Mercer University GA 4 0 0 4 0 6
Pontifical Catholic University of Puerto Rico Inc. PR 4 0 0 5 0 6
Seton Hill University PA 4 0 0 9 0 6
University of Indianapolis IN 9 0 0 8 0 6
University of Maine System ME 9 7 0 10 0 6
University of Portland OR 12 0 0 10 0 6
Wittenberg University OH 9 0 0 5 0 6
Hampshire College MA 2 0 0 1 0 5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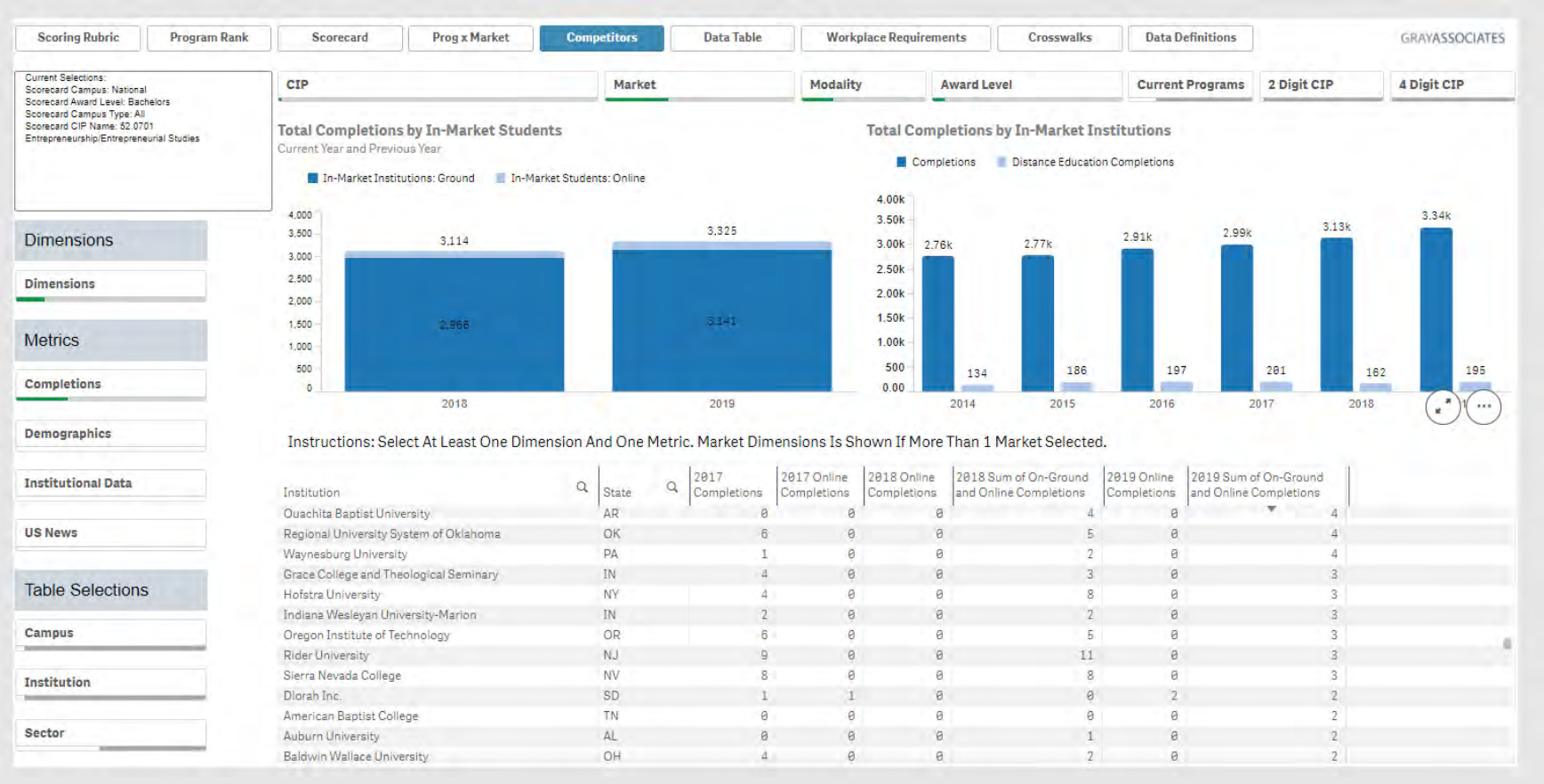
2019 Sum of On-Ground and Online Completions
Wittenberg University OH 9 0 0 5 0 6
Hampshire College MA 2 0 0 1 0 5
Millikin University IL 5 0 0 2 0 5
Morgan State University MD 3 0 0 1 0 5
Seton Hall University NJ 0 0 0 0 0 5
Trinity Christian College IL 10 0 0 11 0 5
University of Michigan MI 0 0 0 5 0 5
University of Sioux Falls SD 9 0 0 6 0 5
Campbellsville University KY 1 0 0 1 0 4
Eastern University PA 4 0 0 1 0 4
Lake Superior State University MI 0 0 0 2 0 4
Oklahoma Baptist University OK 2 0 0 0 0 4
Ouachita Baptist University AR 0 0 0 4 0 4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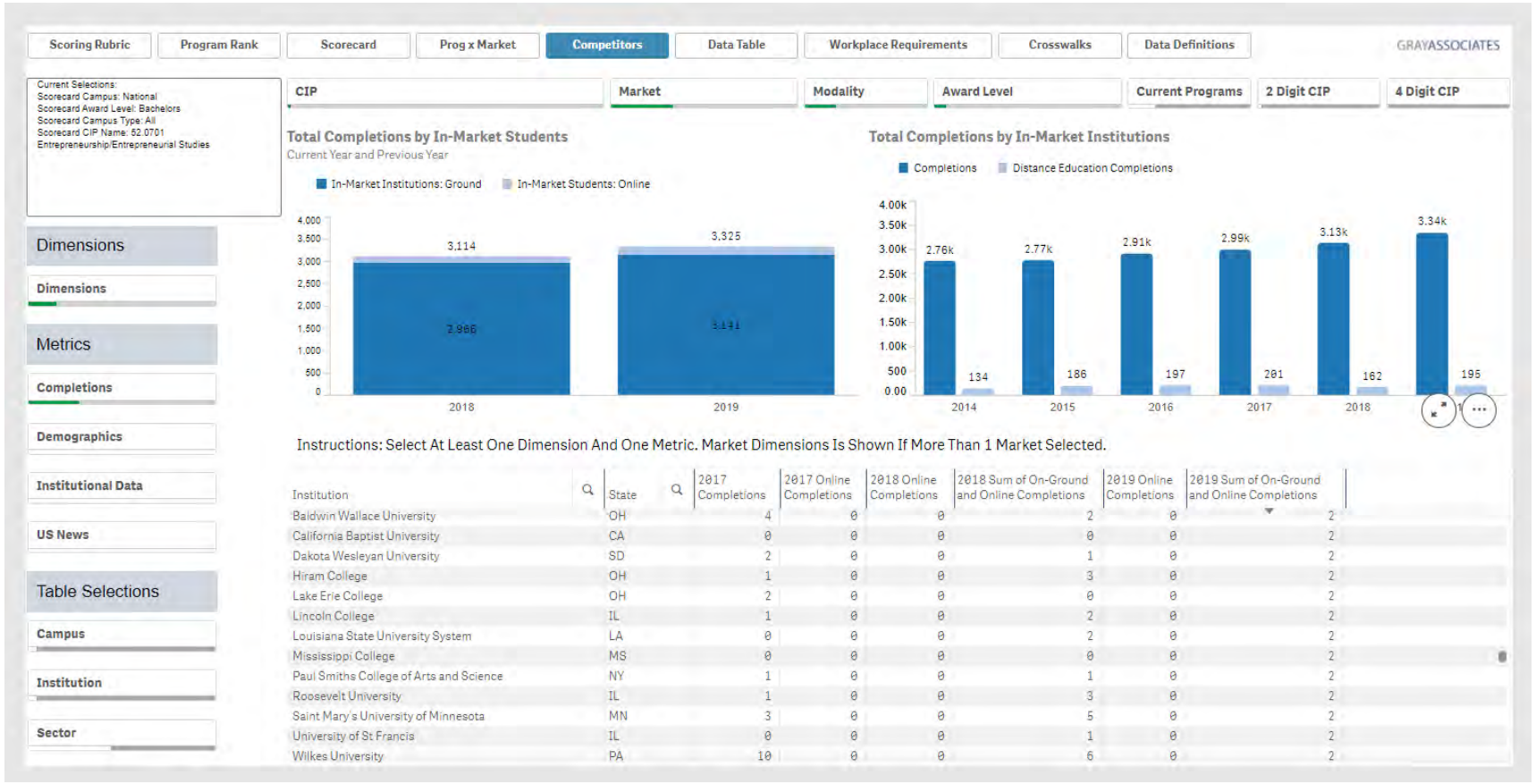
2019 Sum of On-Ground and Online Completions
Ouachita Baptist University AR 0 0 0 4 0 4
Regional University System of Oklahoma OK 6 0 0 5 0 4
Waynesburg University PA 1 0 0 2 0 4
Grace College and Theological Seminary IN 4 0 0 3 0 3
Hofstra University NY 4 0 0 8 0 3
Indiana Wesleyan University-Marion IN 2 0 0 2 0 3
Oregon Institute of Technology OR 6 0 0 5 0 3
Rider University NJ 9 0 0 11 0 3
Sierra Nevada College NV 8 0 0 8 0 3
Dlorah Inc. SD 1 1 0 0 2 2
American Baptist College TN 0 0 0 0 0 2
Auburn University AL 0 0 0 1 0 2
Baldwin Wallace University OH 4 0 0 2 0 2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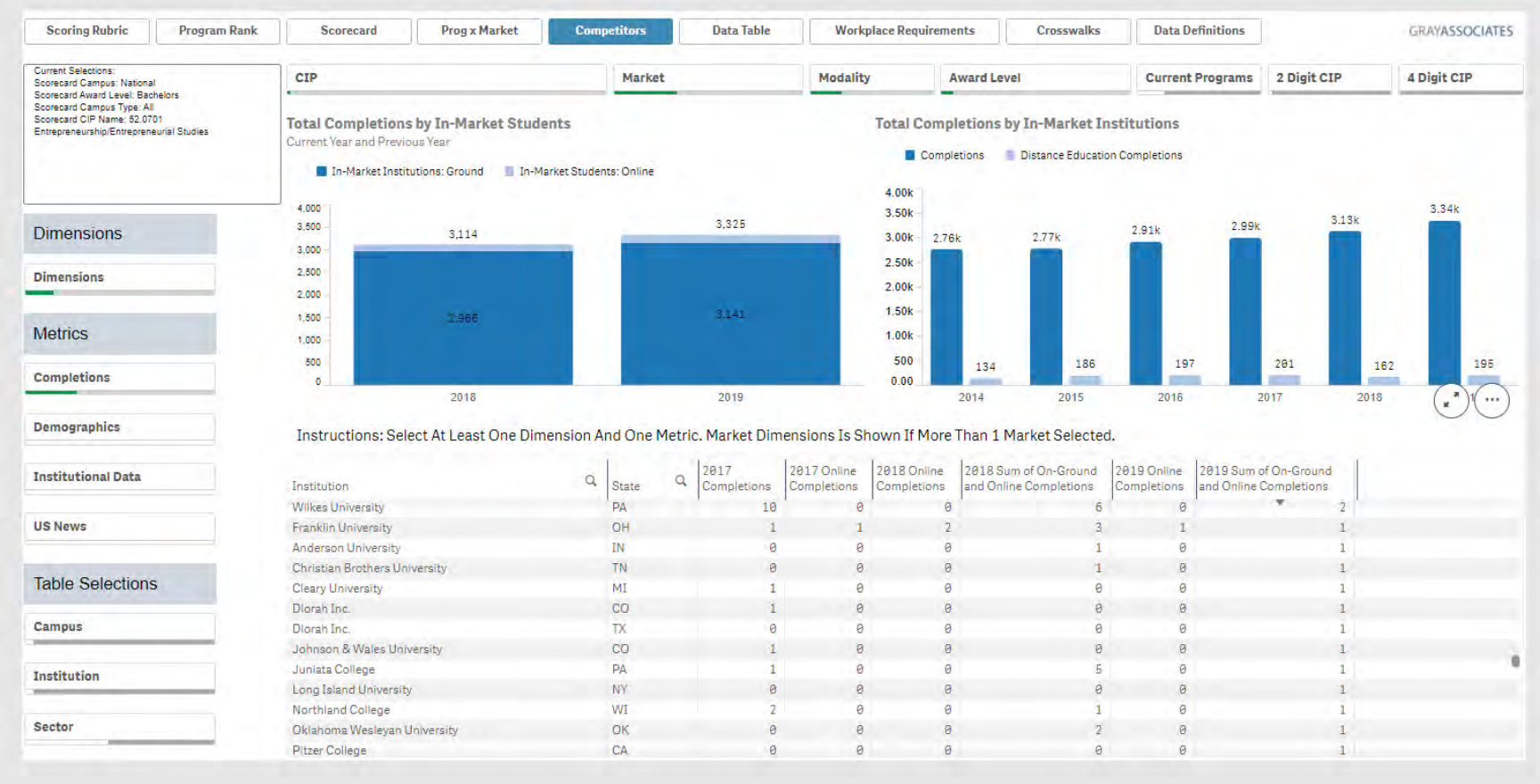
California Baptist University CA 0 0 0 0 0 2
Dakota Wesleyan University SD 2 0 0 1 0 2
Hiram College OH 1 0 0 3 0 2
Lake Erie College OH 2 0 0 0 0 2
Lincoln College IL 1 0 0 2 0 2
Louisiana State University System LA 0 0 0 2 0 2
Mississippi College MS 0 0 0 0 0 2
Paul Smiths College of Arts and Science NY 1 0 0 1 0 2
Roosevelt University IL 1 0 0 3 0 2
Saint Mary's University of Minnesota MN 3 0 0 5 0 2
University of St Francis IL 0 0 0 1 0 2
Wilkes University PA 10 0 0 6 0 2



Institution	State	2017 Completions	2017 Online Completions	2018 Online Completions	2018 Sum of On-Ground and Online Completions	2019 Online Completions	2019 Sum of On-Ground and Online Completions
Wilkes University	PA	10	0	0	6	0	2
Franklin University	OH	1	1	2	3	1	1
Anderson University	IN	0	0	0	1	0	1
Christian Brothers University	TN	0	0	0	1	0	1
Cleary University	MI	1	0	0	0	0	1
Diorah Inc.	CO	1	0	0	0	0	1
Diorah Inc.	TX	0	0	0	0	0	1
Johnson & Wales University	CO	1	0	0	0	0	1
Juniata College	PA	1	0	0	5	0	1
Long Island University	NY	0	0	0	0	0	1
Northland College	WI	2	0	0	1	0	1
Oklahoma Wesleyan University	OK	0	0	0	2	0	1
Pitzer College	CA	0	0	0	0	0	1

Faculty Matrix

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

College of Creative Arts

Arts Management & Entrepreneurship

Financial Impact

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

Cumulative Surplus

* Art Management & Entrepreneurship Faculty core course delivered only.

Year 4
25
18
18
12
546

$	400
$	**218,400**

$	-
$	25,000
$	10,000
$	25,000
$	**60,000**

$	**158,400**

$ 188,100

MIAMI UNIVERSITY
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May 14, 2021

Consent Calendar

RESOLUTION R2021-42

Grant Agreement Authorization for Miami University's General Aviation Airport

WHEREAS, Miami University has entered into a 5-year agreement with the Kenton County Airport Board (KCAB), owner/operator of the Cincinnati/Northern Kentucky International Airport (CVG), to operate the University's general aviation airport (OXD); and

WHEREAS, Miami University remains the OXD's sponsor related to Federal Aviation Administration (FAA) and Ohio Department of Transportation (ODOT) matters; and

WHEREAS, the agreement expects KCAB to work in partnership with the University seeking federal, state, and local grant opportunities to maintain and improve the airport facilities; and

WHEREAS, there exists the possibility that Miami University as OXD's sponsor may receive grant agreements from the FAA or other federal, state, local granting authorities and/or funds for the fiscal years 2019-2025 which may provide funding for eligible safety and improvement projects at OXD;

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees hereby authorizes, adopts, approves, accepts, and ratifies the execution of grant agreements from the FAA or other federal, state, local granting authorities and/or funds for fiscal years 2019-2025 which may provide funding for eligible safety and facility improvement projects at OXD; and

BE IT FURTHER RESOLVED: that the Board of Trustees authorizes the Senior Vice President for Finance and Business Services and Treasurer to execute said grant agreements and any necessary payment requests.

Approved by the Board of Trustees
May 14, 2021

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

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May 14, 2021
Other Business

RESOLUTION R2021-43

BE IT RESOLVED: that the Board of Trustees hereby appoints Dinesh Paliwal as a National Trustee for a three-year term beginning June 1, 2021, and ending May 31, 2024.

Approved by the Board of Trustees
May 14, 2021

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

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May 14, 2021
Other Business

RESOLUTION R2021-44

Resolution of Appreciation for
Michael A. Curme

WHEREAS, Dr. Michael A. Curme has loyally and steadfastly served Miami University through teaching and research as a tenured member of the Economics Department, through administrative service and counsel as Associate Dean for Undergraduate Programs in the Farmer School of Business, and through unparalleled contributions to student life and the Miami community as Associate Vice President and Dean of Students; and

WHEREAS, Dr. Curme will be retiring after a long, respected and distinguished career; and

WHEREAS, he earned his Bachelor of Arts in Economics, Master of Science in Economics, and doctorate in Economics from the University of Illinois, and joined Miami University in 1988 as an Assistant Professor in the Department of Economics; and

WHEREAS, Dr. Curme served Miami students and the Miami community from 2013 to 2018 as Associate Vice President and Dean of Students, and through his efforts significantly enhanced student well-being, the life-changing value and positive impact of the student experience, and the partnership with the City of Oxford; and

WHEREAS, Dean Curme joined with university and city leaders to promote a shared vision of becoming the healthiest college town in the United States, focusing their efforts upon public health policy and infrastructure planning, mental and physical health, economic and community health, and climate health; and

WHEREAS, these efforts contributed significantly to Oxford, Ohio being named America's Best College Town by WalletHub; and

WHEREAS, the Oxford – Miami partnership championed and led by Dean. Curme also directly contributed to the City of Oxford and Miami University's receipt of the International Town and Gown Association's (ITGA) Larry Abernathy Award for the town – gown partnership which best represents the true spirit of ITGA; and

WHEREAS, he maintained a focus throughout his tenure as Dean of Students on the student experience and student wellness to enable students to address the interpersonal and behavioral challenges to student success, working one on one with individual students and implementing policies which will positively impact generations of Miami students to come; and

WHEREAS, Dean Curme was a driving force behind “I Am Miami” and the creation of the Code of Love and Honor; and

WHEREAS, he has earned the respect and admiration of faculty, staff and students and has been recognized with the Richard T. Farmer SBA Teaching Effectiveness Award, named an Outstanding Professor by Associated Student Government, and received the 2020 Miami University’s Distinguished Service Award.

NOW, THEREFORE BE IT RESOLVED that the members of the Miami University Board of Trustees do hereby express to Dr. Michael A. Curme their sincere gratitude and warm regard for his service and leadership to Miami University; and

BE IT FURTHER RESOLVED that the members of this Board offer their best wishes for his continued success in all future endeavors and extend an open invitation to Mike and Linda to visit often in the years ahead.

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

Approved by the Board of Trustees
May 14, 2021

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

University Advancement Update

Tom Herbert, J.D.

Senior Vice President, University Advancement

President, Miami University Foundation

MIAMI UNIVERSITY

Topics for Today

- ***$1B Campaign Progress***
- **FY'21 Results to date**