

**Miami University Board of Trustees
Board Retreat
Renaissance Columbus Downtown Hotel
50 North Third Street
Columbus, Ohio**

10:00 a.m. Wednesday, September 18, 2024

9:00 a.m. Thursday, September 19, 2024

Wednesday, September 18, 2024

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 Section 121.22 of the Ohio Revised Code, due notice was given prior to holding this meeting of the Board of Trustees.

The meeting was called to order at 10:00 a.m. with Chair Mary Schell presiding. Roll was called with a majority of Trustees present, constituting a quorum. In addition to the Trustees, members of the President’s Executive Cabinet attending for all or part of the meeting were President Greg Crawford; Provost Liz Mullenix; Senior Vice Presidents Jayne Brownell and David Creamer; Vice Presidents Jessica Rivinius and Randi Thomas; Special Assistant to the President Brent Shock; and Ted Pickerill, Chief of Staff, and Secretary to the Board of Trustees.

Roll call of Trustees:

Present:	Steve Anderson	Jeff Pegues (National Trustee)
	Biff Bowman (National Trustee)	Lisa Peterson
	Ryan Burgess	Rod Robinson
	Zachary Haines	Mary Schell
	Beth McNellie	Mark Sullivan (National Trustee)

Trustee Deborah Feldman arrived at 9:05, following the call of roll

Absent: National Trustee Dinesh Paliwal, Student Trustees Nick McNeil and Peyton Morrow

Public Business Session

Approval of Prior Meeting Minutes

Trustee Haines moved, Trustee Burgess 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:

- [Campus Naming](#)
- [Emerita/Emeritus](#)
- [Conferral of Degrees](#)
- [Allocation of Unrestricted Funds](#)
- [Local Administration](#)
- [Mission Statement](#)

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

Resolutions

Strategic Initiatives Fund

The Board discussed the establishment of a fund to support the recommendations of MiamiTHRIVE. Trustee Robinson then moved, Trustee Burgess seconded, and by voice vote the resolution was unanimously approved, with all voting in favor and none opposed.

Chair's Comments

Appointment of the Nominating Committee

According to the Board of Trustees Regulations, the Chair of the Board is directed to appoint a nominating committee at the September Board meeting for the purpose of nominating a slate of officers for the next year's Board. The nominating committee is charged with presenting their recommendations to the Board at the December meeting. At the December meeting, the Board will vote on the nominations, and the new officers will take office on January first.

Chair Schell announced that this year's nominating committee will include Trustee Robinson, Trustee Feldman and Trustee McNellie. Trustee Robinson will serve as Chair, and the committee's recommendations are to be presented to the Board at the December meeting.

Executive Session

Trustee Robinson moved, Trustee Burgess seconded, and by unanimous roll call vote, with eight voting in favor and none opposed, the Board convened to Executive Session to consult with counsel, review pending litigation, for matters required to be kept confidential - trade secrets, and for preparations for negotiations with public employees, as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

Return to Public Session

Other Business

No additional business was considered.

Adjournment of Meeting

With no other business to come before the Board, Trustee Schell moved, Trustee Peterson seconded, and by unanimous voice vote, with all voting in favor and none opposed, the Board adjourned at 4:00 p.m.

Thursday, September 19, 2024

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 Section 121.22 of the Ohio Revised Code, 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. with Chair Mary Schell presiding. Roll was called with a majority of Trustees present, constituting a quorum. In addition to the Trustees, members of the President's Executive Cabinet attending for all or part of the meeting were President Greg Crawford; Provost Liz Mullenix; Senior Vice Presidents Jayne Brownell and David Creamer; Vice Presidents Brad Bundy, Jessica Rivinius and Randi Thomas; Athletic Director David Sayler; Special Assistant to the President Brent Shock; and Ted Pickerill, Chief of Staff, and Secretary to the Board of Trustees.

Roll call of Trustees:

Present:	Steve Anderson	Jeff Pegues (National Trustee)
	Biff Bowman (National Trustee)	Lisa Peterson
	Ryan Burgess	Rod Robinson
	Deborah Feldman	Mary Schell
	Zachary Haines	Mark Sullivan (National Trustee)
	Beth McNellie	

Absent: National Trustee Dinesh Paliwal, Student Trustees Nick McNeil and Peyton Morrow

Public Business Session

Executive Session

Chair Haines moved, Trustee Burgess seconded, and by unanimous roll call vote, with nine voting in favor and none opposed, the Board convened to Executive Session to; consult with counsel; for matters required to be kept confidential - trade secrets; for the purchase or sale of property – real estate; and personnel matters – the evaluation, appointment and compensation of public employees; as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

Return to Public Session

Licensing Opportunity

Vice President Jessica Rivinius informed the Board that ongoing work with ICA and Van Wagner (corporate sponsorships and media sales for ICA) identified opportunities to generate revenue that can support scholarships and student athlete. They identified a new opportunity with an alumni brewery to create a Miami branded craft beer to be sold at Miami athletic events and at the brewery.

Athletics would be a primary financial benefactor from the sales. The (proposed) sales would add an additional 3% royalty that would directly benefit Athletics scholarships and student athlete support (alcohol awareness and other appropriate avenues). The total royalty would be 15% (12% standard royalty, plus the additional 3%).

Beyond income, the licensing will help cultivate identity. By associating the Miami brand with a local brewery and alumni, it reinforces the university's identity and values, creating a strong emotional connection with stakeholders. This can serve as a point of pride for all who are affiliated with our institution. It also promotes community engagement. A branded beer can provide a platform for fostering community engagement and alumni relations. Alumni gatherings, sporting events, and social functions can be enriched by the presence of a beverage that symbolizes shared experiences and values.

The licensing agreement will be with Swine City Brewery. Swine City is located in Fairfield, Ohio and was co-founded by Miami alumni investors. Swine City currently has products in Yager Stadium, Millett Hall, and Goggin (licensed through Van Wagner). They are invested in growing their business in alignment with the Miami brand.

Vice President Rivinius also shared concerns which had been raised regarding the sensitivity surrounding alcohol consumption, particularly in an academic environment. However, proposed approach and launch of the product would emphasize responsible drinking practices and strict adherence to legal age restrictions. Furthermore, by associating Miami's brand with the product, it can reinforce Miami's commitment to promoting responsible behavior. Miami will work closely with Athletics, PR, and campus police to create a safe drinking message. In addition, a portion of royalties will go back to safe drinking initiative for students.

Compensation of Dr. Renate Crawford

A resolution was proposed to increase the Academic Year (AY) 2023 salary for University Ambassador, Dr. Renate Crawford to \$59,000 (retroactive to July 1, 2024).

Compensation of President Gregory Crawford

A resolution was proposed to increase the Academic Year (AY) 2024 salary for President Gregory Crawford by 3%, to \$572,335 (retroactive to July 1, 2024); and, to award a bonus payment for his performance in Academic Year 2023 - 2024 of \$75,000, payable per the employment agreement.

President Crawford's Employment Agreement

A resolution was proposed to delegate authority to Board Chair Mary Schell to negotiate with Dr. Gregory Crawford the terms of his employment agreement and an extension as Miami University President to June 30, 2029.

It was proposed that the resolutions be considered in a single vote; hearing no objections Trustee Anderson moved, Trustee Schell seconded and by unanimous voice vote, with all voting in favor and none opposed, the three resolutions were approved.

Adjournment of Meeting

With no other business to come before the Board, Trustee Feldman then moved, Trustee Burgess seconded, and by unanimous voice vote, with all voting in favor and none opposed, the Board, adjourned at 3:00 p.m.

Written Reports

- [Advancement Report](#)
- [Boldly Creative Annual Report](#)
- [Campus Safety Report](#)
- [Capital Projects Report](#)
- [Constructive Dialogues Initiative](#)
- [EMSS Report](#)
- [Enrollment Report](#)
- [Honors College Report](#)
- [Occupancy Report](#)
- [Senate Report](#)
- [Student Life Newsletter](#)
- [UCM Newsletter](#)



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

September 18, 2024
Consent Calendar

RESOLUTION R2025-01

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

Dauch Academic Advising Center
Located in the Farmer School of Business

Sharon and Graham Mitchell Sustainability Park
New solar field to be located adjacent to the geothermal plant on Western Campus

Approved by the Board of Trustees

September 18, 2024



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

Approved by the Board of Trustees

September 18, 2024



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

September 18, 2024
Consent Calendar

RESOLUTION R2025-02

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:

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

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

Kristal Humphrey
Assistant Director Enrollment Marketing & Communication

Amanda Euen
University Registrar

Lynne Myers
Director Project Dragonfly Program

Anne Schauer
Director, Research and Sponsored Programs

Martha Weber
Coordinator, Research Administration

Theresa Perkins
Metadata Digital Librarian, associate Librarian

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:

David Kuentz
Manager of Geochemistry & Mass Spectroscopy Laboratory

September 18, 2024
Consent Calendar

RESOLUTION R2025-03

BE IT RESOLVED: that the Board of Trustees hereby approves the conferring of all appropriate degrees, honors, and distinctions, as recommended by the Faculty Assembly, for all Commencement exercises scheduled during the 2024-2025 academic year, and during Summer 2025.

Approved by the Board of Trustees

September 18, 2024



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

September 18, 2024
Consent Calendar

RESOLUTION R2025-04

BE IT RESOLVED, by the Board of Trustees that the below stated funds be allocated from unrestricted contributions to the Miami University Fund for the period July 1, 2024 to June 30, 2025:

<u>University Division/Office</u>	<u>Amount</u>
University Advancement	\$247,063.02
Office of the President	<u>\$247,063.02</u>
Total	\$494,126.04

Approved by the Board of Trustees
September 18, 2024



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

September 18, 2024
Consent Calendar

RESOLUTION R2025-05
Local Administration Competency Certification Program

WHEREAS, the 135th Ohio General Assembly enacted H.B. 2 which appropriates \$23,857,620 to Miami University for capital improvement projects for the 2025-26 biennium; and

WHEREAS, the Local Administration Competency Certification Program allows institutions of higher education to administer state-funded capital facilities projects pursuant to section 3345.51 of the Revised Code without the supervision, control, or approval of the Ohio Facilities Construction Commission; and

WHEREAS, the University maintains its desire to participate in the Local Administration Competency Certification Program, and administer its own capital facilities projects;

THEREFORE, BE IT RESOLVED: that the University is authorized to participate in the Local Administration Certification Program; and

BE IT FURTHER RESOLVED: that the appropriate University officials are directed to take all necessary steps to accomplish that purpose, including, without limitation, giving written notice to the Ohio Department of Higher Education pursuant to R.C. 3345.51 (A)(2), of the Board's request to administer a capital facilities project within sixty days after the effective date of the section of an act in which the General Assembly initially makes an appropriation for the project; and

BE IT FURTHER RESOLVED: that pursuant to the requirement set forth in R.C. 3345.51(A)(3), the University intends to comply with section 153.13 of the Revised Code, policy and procedure guidelines for contract documents established pursuant to section 153.16 of the Revised Code, and all laws that govern the selection of consultants, preparation and approval of contract documents, receipt of bids, and award of contracts with respect to the applicable project; and

BE IT FURTHER RESOLVED: that pursuant to the requirement set forth in R.C. 123.24 (D)(6), the University agrees to indemnify and hold harmless the State and the Ohio Facilities Construction Commission for any claim of injury, loss, or damage that results from the University's administration of a capital facilities project pursuant to the Local Administration Certification Program; and

BE IT FURTHER RESOLVED: that pursuant to the requirement set forth in R.C. 123.24 (D)(5), the University will conduct biennial audits of the University's administration of capital facilities projects in accordance R.C. 3345.51(C); and

BE IT FURTHER RESOLVED: that pursuant to the requirement set forth in R.C. 123.24 (D)(2), the University will select new employees to participate in the Local Administration Certification Program as necessary to compensate for employee turnover.

Approved by the Board of Trustees

September 18, 2024



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

Approved by the Board of Trustees

September 18, 2024



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

September 18, 2024
Consent Calendar

RESOLUTION R2025-06

WHEREAS, this Board of Trustees received a presentation on suggested changes to the University's Mission Statement proposed by a committee led by Co-Chairs Gwen Fears and Amy Bergerson, charged with reviewing the University's Mission Statement, and;

WHEREAS, on September 9, 2024, the University Senate, in SR 25-01, approved the proposed revisions.

NOW THEREFORE BE IT RESOLVED, that the revisions to Miami University's Mission Statement, as listed below, are approved.

MIAMI UNIVERSITY – Mission Revision Proposal – Fall 2024

Miami University ~~is~~ a student-centered, public university, guided by the principles of Love and Honor. ~~founded in 1809, has built its success through an unwavering commitment to~~ Leading with integrity, compassion, and respect, we pursue growth and excellence in a transformative learning environment. We embrace a holistic and personalized approach to education, infused with the humanities and liberal arts, ~~to 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~~ lifelong learners ~~its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve leadership, creativity, and innovation to shape 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 Our teacher-scholars model, and highly engaged staff inspire curiosity, intellectual depth, and career preparation across our communities through instruction, by inviting students into the excitement of research, scholarship, experiential learning, co-curricular experiences, and civic engagement. 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 We foster a diverse, inclusive, and welcoming community, Miami strives to cultivate an environment where each individual is valued, diversity and difference are respected, and appreciated and respected.~~

~~Our students, faculty, staff, and alumni develop skills and knowledge to lead with confidence and courage and to provide solutions 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 for local and global challenges now and in the future.~~

~~—June 20, 2008 September 2024~~

MIAMI UNIVERSITY – Mission Revision Proposal – Fall 2024
(Clean Version)

Miami University is a student-centered, public university, guided by the principles of [Love and Honor](#). Leading with integrity, compassion, and respect, we pursue growth and excellence in a transformative learning environment. We embrace a holistic and personalized approach to education, infused with the humanities and liberal arts, to empower lifelong learners who use leadership, creativity, and innovation to shape the future. Our [teacher-scholars](#) and highly engaged staff inspire curiosity, intellectual depth, and career preparation across our communities through instruction, research, scholarship, experiential learning, co-curricular experiences, and civic engagement. We foster a diverse, inclusive, and welcoming community where each individual is valued, respected, and appreciated. Our students, faculty, staff, and alumni develop the skills and knowledge to lead with confidence and courage and to provide solutions for local and global challenges now and in the future.

Approved by the Board of Trustees

September 18, 2024

September 18, 2024



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

**Strategic Initiatives Fund
Resolution R2025-07**

WHEREAS, the environment surrounding higher education is changing faster than at almost any time in the history of higher education, affecting what academic programs and student services are needed and how they are delivered; and

WHEREAS, for Miami University in order to keep pace with the changing needs of its current and future students and the citizens of Ohio has undertaken a new strategic plan that aligns with this challenging future outlook for higher education; and

WHEREAS, in order to execute the changes that the new strategic plan will require, new investments in academic programs and services will be required that cannot be sufficiently funded through the university's normal budgeting process and will require the establishment of a special one-time fund for fully funding the new investments or to provide bridge funding until the financial benefits from these new programs and services begin to be derived; and

WHEREAS, the Investment Subcommittee of the Board of Trustees has worked with the Strategic Investment Group to stress test the non-endowment investment portfolio and have determined that \$35 million could be reallocated on a one-time basis from the reserve for investment fluctuation fund with only modest risk that a market correction or a severe economic event would result in a market loss exceeding the remaining balance in the fund;

NOW, THEREFORE BE IT RESOLVED: The Board of Trustees direct the Senior Vice President for Finance and Business Services to establish a Strategic Initiatives Fund of \$35 million from the reserve for investment fluctuation fund of the University for the purpose of funding new initiatives as identified through Miami Thrive; and

BE IT FURTHER RESOLVED: that all commitments from the Strategic Initiatives Fund must be approved collectively by the Chair of the Board of Trustees, the Chair of the Finance and Audit Committee, the President, and the Senior Vice President for Finance and Business Services; and

BE IT FURTHER RESOLVED: that the Senior Vice President for Finance and Business Services is to report to the Finance and Audit Committee at each meeting on the use of these funds, the metrics that have been established for determining the return and outcomes generated by these new initiatives, the eventual final outcome of the initiative; and

BE IT FURTHER RESOLVED: that the Senior Vice President for Finance and Business Services shall annually, as a part of the approval of the new budget for the University, identify the progress made towards incorporating any new ongoing spending from bridge funding into the University's annual budget.

Approved by the Board of Trustees September 19, 2024



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

September 19, 2024
Other Business

RESOLUTION R2025-08

BE IT RESOLVED, that the Board of Trustees hereby approves an Academic Year 2024 - 2025 salary of \$59,000 for University Ambassador Dr. Renate Crawford, retroactive to July 1, 2024.

Approved by the Board of Trustees September 19, 2024



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

September 19, 2024
Other Business

RESOLUTION R2025-09

BE IT RESOLVED; that the Board of Trustees hereby approves an Academic Year 2024-2025 salary of \$572,335 for President Gregory Crawford, retroactive to July 1, 2024.

BE IT FURTHER RESOLVED; that the Board hereby also approves a bonus payment for his performance in Academic Year 2023 - 2024 of \$75,000 to President Gregory Crawford, payable per the employment agreement.

September 19, 2024
Other Business

RESOLUTION R2024-10

BE IT RESOLVED; that the Board of Trustees hereby delegates authority to Board Chair Mary Schell to negotiate with Dr. Gregory Crawford the terms of his employment agreement and an extension as Miami University President to June 30, 2029.

*Approved by the Board of Trustees
September 19, 2024*



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



For love.
For honor.
FOR THOSE WHO WILL.

The Campaign for Miami University

Brad Bundy
Vice President, University Advancement

University Advancement Update



Agenda

- Recent Successes
- \$1B Campaign Update
- FY '24 Final Results
- FY '25 Progress to Date

Recent Successes & Updates

- Sustainability commitment to be announced in late September
- \$1million additional gift from Bob Johnson
- #MoveInMiami results: 4,939 gifts, \$5,954,596 raised in support of 615 funds across all of Miami's campuses
- New campaign counsel hired and onboarded (BWF)
- 3 year campaign plan developed



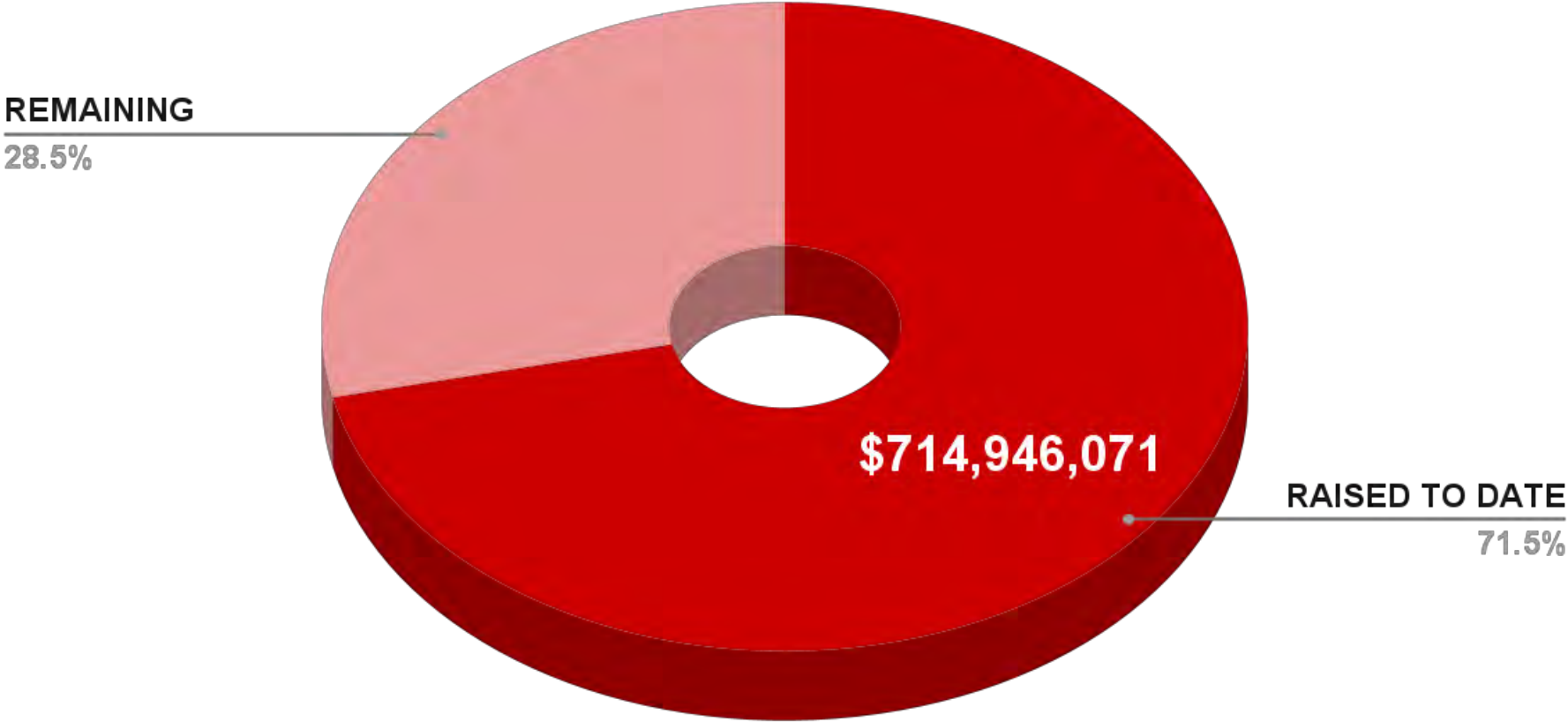
For love.
For honor.
FOR THOSE WHO WILL.

The Campaign for Miami University

\$1B Campaign Update



Campaign Progress



September 5, 2024



Campaign Total By Initiative

Initiative	Total to Date
Scholarships	\$280.8M
Academic and Programmatic Support	\$287.8M
Capital Projects	\$75.4M
Unrestricted - University	\$20.4M
Unrestricted - Colleges	\$22.9M
Undesignated	\$24.3M
Technology and Equipment	\$3.4M

As of Sept 5, 2024





For love.

For honor.

FOR THOSE WHO WILL.

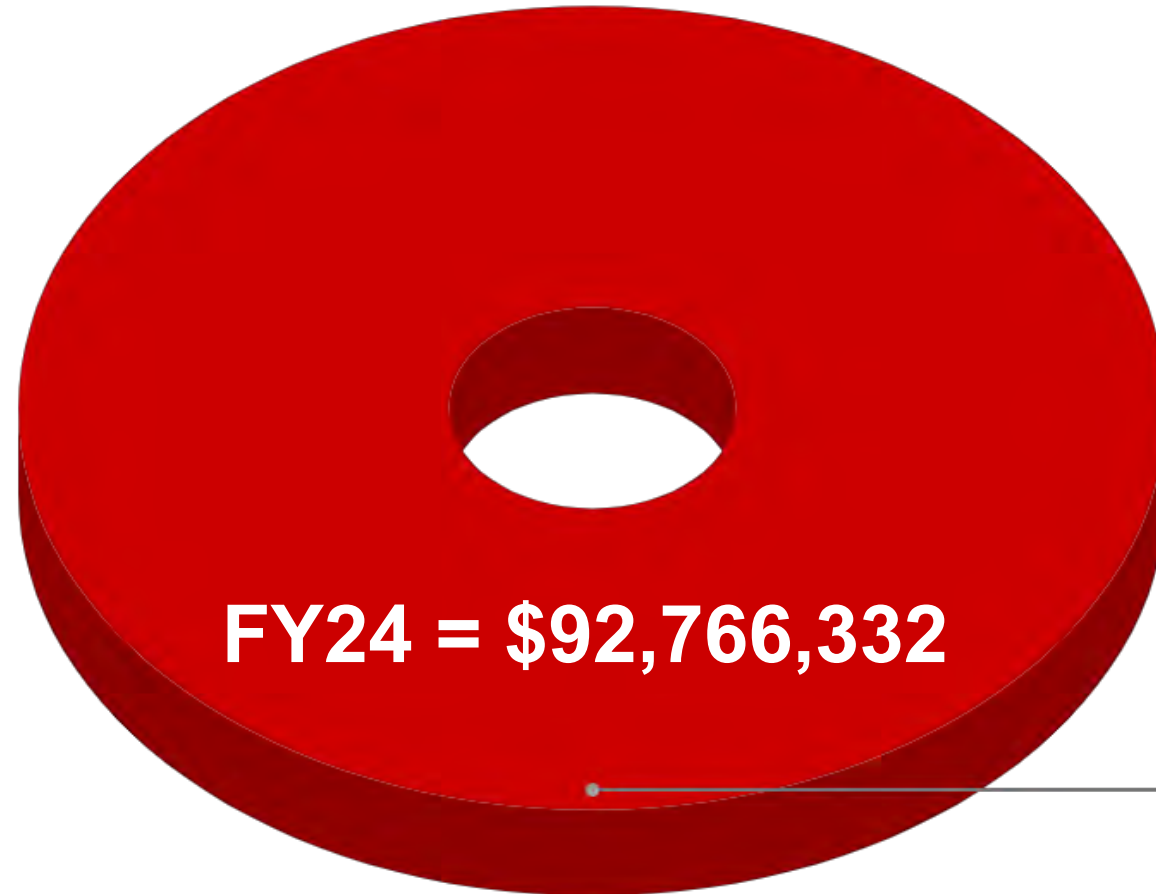
The Campaign for Miami University

FY '24 Final Results



FY '24 Final Fundraising Results

Goal: \$80MM



RAISED TO DATE
100.0%

As of June 30, 2024



FY '24 Final Fundraising Results

Fundraising Totals	Raised (\$)	Goal	Goal (%)
Fundraising Progress	\$ 92.8M	\$80M	116%
Principal Gifts Closed (>\$5M)	\$19M (2)	(4)	40%
Leadership Gifts (\$1-4.9M)	\$35M (20)	\$30M (20)	116%
Cash Received	\$69.7M	\$40M	174%
Cash to Endowment	\$40.0M	\$30M	133%





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FOR THOSE WHO WILL.

The Campaign for Miami University

FY '25 Results to date



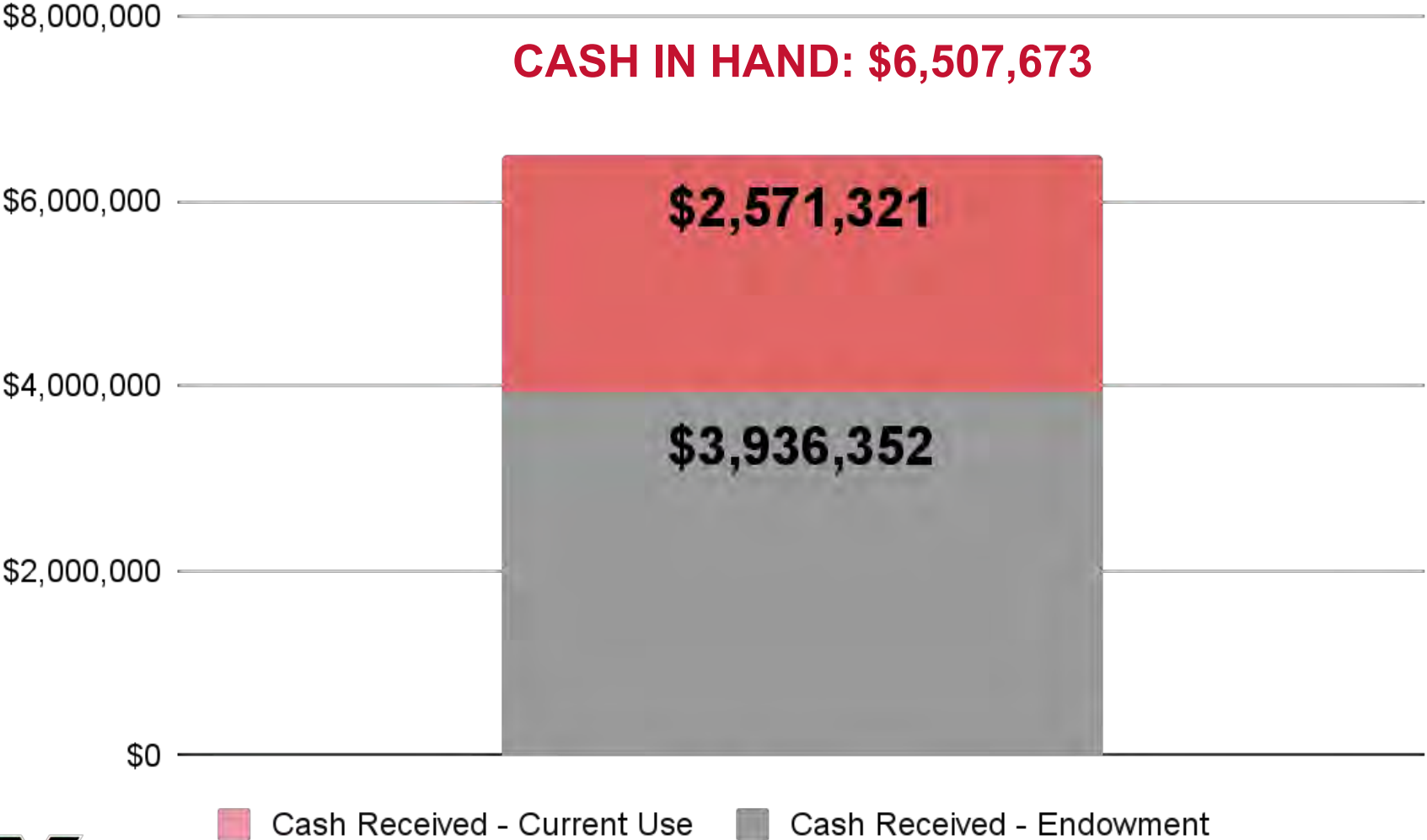
FY '25 Fundraising Results To Date

Fundraising Totals	Raised (\$)	Goal	Goal (%)
Fundraising Progress	\$ 10.1M	\$100M	10%
Principal Gifts Closed (>\$5M)	\$5M (1)	\$35M (5)	14%
Leadership Gifts (\$1-4.9M)	\$1M (1)	\$30M (18)	3%
Cash Received	\$6.5M	\$40M	16%
Cash to Endowment	\$3.9M	\$30M	13%

As of Sept 5, 2024



FY '25 Cash Received To Date



Goal: \$40,000,000

As of Sep 5, 2024



Campaign Ledger

	Gifts	Pledges	Total	Present Value
Bequests		260,009,707.59	260,009,707.59	125,183,464.68
Cash				
cash, checks, credit cards, EFT	135,299,720.29	176,702,605.52	312,002,325.81	
stocks, securities	9,874,897.22	666,614.79	10,541,512.01	
payroll deduction	523,153.88	411,762.29	934,916.17	
matching gifts	2,377,852.94	-	2,377,852.94	
realized bequests	29,770,653.62	-	29,770,653.62	
other campaign commitments	-	28,990,573.64	28,990,573.64	
Planned Gifts				
insurance premium	266,230.60	1,731,926.86	1,998,307.46	
lead trusts	2,000.00	1,035,848.00	1,037,848.00	
externally managed	860,971.94	4,430,000.00	5,290,971.94	3,219,060.00
charitable gift annuities	464,497.54	-	464,497.54	312,207.85
charitable remainder trusts	4,741,543.32	3,975,568.00	8,717,111.32	2,661,730.01
Grants	33,464,138.67	-	33,464,138.67	
Gifts in Kind	16,090,347.61	3,380,246.51	19,470,594.12	
Real Estate	-	-	-	
Membership Dues	16,860.22	-	16,860.22	
SUB TOTAL	233,753,017.85	481,334,853.20	715,087,871.05	
<i>(manual adjustments/post 10-year pledges)</i>			<i>(141,800)</i>	
REPORTED TOTAL			\$714,946,071.05	

FY '25 Ledger To Date

	Gifts	Pledges	Total	Present Value
Bequests		6,105,000.00	6,105,000.00	1,737,011.50
Cash				
cash, checks, credit cards, EFT	2,705,511.37	642,956.00	3,348,467.37	
stocks, securities	46,368.24	-	46,368.24	
payroll deduction	3,396.70	-	3,396.70	
matching gifts	6,677.00	-	6,677.00	
realized bequests	328,880.79	-	328,880.79	
other camp commitments	-	-	-	
Planned Gifts				
insurance premium	150.00	-	150.00	
lead trusts	-	-	-	
externally managed	37,612.00	-	37,612.00	
charitable gift annuities	-	-	-	
charitable remainder trusts	225,814.56	-	225,814.56	
Grants	-	-	-	
Gifts in Kind	13,047.53	-	13,047.53	
Real Estate	-	-	-	
Other	-	-	-	
SUB TOTAL	3,367,458.19	6,747,956.00	10,115,414.19	
REPORTED TOTAL			\$10,115,414.19	



For love.

For honor.

FOR THOSE WHO WILL.

The Campaign for Miami University

Thank You!



BOLDLY CREATIVE UPDATE

September 2024

INTRODUCTION

Boldly Creative, a multi-year competitive process (from 2019-2021), was designed to generate and fund promising new academic programs and projects that meet the following criteria:

- advance knowledge in fields considered most in demand throughout Ohio, the region, and the nation;
- prepare students with the versatile skills and mindset to meet the needs of a dynamic workforce, with an emphasis on 21st century liberal education outcomes for success;
- advance Miami's reputation for excellence and innovation;
- develop/enhance partnerships from the government, non-profit, corporate, higher education and/or health care sectors; and
- demonstrate a long-term sustainability plan that generates net new revenue by increasing enrollment beyond the residential capacity of the Oxford campus or from external sources.

Over a two-year span, projects were proposed by faculty and staff teams. Funded projects included academic programs and five projects relating to Diversity, Equity & Inclusion. For more information, see: <https://miamioh.edu/boldly-creative/>

Administrative marketing and positions in EMSS are not included in the descriptions of project below. We have significant investment in that added infrastructure and marketing: A total of \$7,050,628 in cumulative one-time operational & \$80,910 in annual permanent personnel have already been invested. The \$7M cumulative amount includes an [FY25 transfer of \\$1,730,000](#) (already approved due to Workday implementation). This link provides what UCM is going to market, but not a breakdown of the spend by program.

Below is a summary of the progress steps of the Boldly Creative projects.

For copies of the full reports and budget requests, see the [Boldly Creative Initiative Google Folder](#).

ROUND 1 (APPROVED IN 2019-2020; COMPLETED YEAR 5)

CLINICAL HEALTH - NURSING

This project is to expand our current undergraduate nursing program and develop two graduate nursing programs (MSN and DNP).

TARGET ENROLLMENTS: 320 for bachelor's program; graduate programs have a minimum of 20 students with cap at 60.

CURRENT ENROLLMENT in bachelor's program is 485 (50% increase over original target); anticipating 666 students by fall 2024. Graduate student enrollment (MSN and DON) is 37.

TOTAL AMOUNT FUNDED: **\$4,017,320** in cumulative one-time operational & **\$1,736,220** in annual permanent personnel (this is for nursing only); Marketing spend - not part of total above: (2021-22: \$69K (not sure of source); 2022-23: \$219K (BC - maybe more from Regionals); 2023-24: \$100K (BC))

PROGRESS STEPS:

- Expanded nursing program to Oxford campus; increasing nursing enrollment by more than 200 % since the project inception and more than 300% since 2017.
- Realigned undergraduate nursing curriculum to support the program's expansion and seamless delivery of program curriculum across 5-6 cohorts of students across two campuses
- Completed full development of three graduate degree nursing program tracks; including Family Nurse, Practitioner, Nurse Executive Leader, and Nurse Educator
- Completed full development of doctoral program, including 11 new doctoral courses
- Successfully hired, mentored, and supported 15 tenure-track faculty and 4 TCPL faculty to support program growth; anticipate 3 additional TCPL faculty to begin 2024-2025; expanding the department of nursing faculty staffing by 22 members to support program expansion
- Hired multiple staff (clinical placement coordinator, simulation coordinators, clinical simulation assistants, graduate director, systems operations specialists, administrative assistants).
- Established multiple preceptor contract agreements
- Oversaw development and design of new buildings
- Coordinated accreditation efforts and visit, and received accreditation (May 2024)
- Developed multiple skills labs and simulation centers.

CHALLENGES:

- Increase in enrollment led to greater and critical need for additional staffing
- Accreditation standard changes, particularly impacting graduate programs and graduate enrollment
- Securing preceptor agreements in a competitive climate
- Decline nationwide in nurse educator graduate programs, led to decision in May 2023 to suspend the MSN Nurse Educator program at Miami University
- Critical need for strategic marketing for grad programs
- Support for moving into Clinical Health Science & Wellness Building

ACTION STEPS FOR FUTURE:

- Explore additional graduate degree pathways: Adult/Gerontology Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner.
- Evaluate the organizational structure of the Department of Nursing; examine structures that would better support/sustain the program's expansion
- Plan and prepare for DNP accreditation site visit in Fall 2025
- Prepare for Ohio Board of Nursing continued program approval site visit for undergraduate nursing program; scheduled for Fall 2025

BUDGET

The Department of Nursing did not request additional monies but did request that funds that were unspent in the designated BC account for nursing (\$371,086.20) be reallocated to support continued Department of Nursing operations and the high-fidelity simulation center and multi-bed skills lab. The current Boldly Creative remaining fund balance is over 1.2M.

RECOMMENDATIONS:

- Approve the request to retain monies
- Create more "on ramps" into the MSN program.
- Create plan for ensuring sustainability in relation to preceptorships and placements
- Check on marketing budget for program

CLINICAL HEALTH – M.M.S. PHYSICIAN ASSOCIATE, M.M.S. BIOMEDICAL SCIENCES, PRE-MEDICAL POST-BACCALAUREATE CERTIFICATE

This project is to develop and implement a M.M.S. Physician Associate, M.M.S. Biomedical Science, and post-baccalaureate certificate program in premedical studies. The project goal is to be self-funding by year 4.

TARGET ENROLLMENTS:

- PA Program: 20 students in the first cohort and 36 in the second and third cohorts.
- Biomedical Science program adjusted targets are 10 in first year, 20 in year 2 and 30 in year 3
- Certificate revised enrollment targets are 5 in year 1, 7 in year 2, and 10 in year 3

CURRENT ENROLLMENT: 61 students currently in PA program; Biomedical Studies program currently has 6 students.

TOTAL AMOUNT FUNDED: \$1,522,191 in cumulative one-time operational & \$1,361,155 in annual permanent personnel (this is for PA only);

PROGRESS STEPS:

M.M.S. Physician Associate

- Obtained required affiliation agreements with 476 sites
- Completed mock site visit with consultants, and completed ARC-PA accreditation site visit (awarded provisional accreditation); continuing to work on accreditation standards
- Hired remaining faculty and staff members, academic director, director of clinical education, SIM/cadaver technician
- Purchased capital/resource materials for building and required software for the program
- Moved into new building
- Admitted first cohort of students, and recruited second cohort (36 students)

M.M.S. Biomedical Studies

- Secured full approval for program
- Created marketing plan and began marketing
- Identified program co-coordinator (Ann Hagerman)
- Recruiting to the various tracks (physician associate, leadership, general studies) has begun
- Seven students are currently enrolled or confirmed

Post-Baccalaureate Certificate

- Create marketing plan and began marketing
- Defined market driven tuition model for program, and application protocol
- Identified program coordinator (Joe Carlin) and needs for advising staff
- First graduates of program anticipated spring 2025

CHALLENGES:

- Timeline adjusted due to staff turnover and hiring challenges
- Time involved in collaborating with a range of stakeholders on marketing and planning of the building
- Lack of preceptors/clinical sites

GOALS FOR UPCOMING YEAR:

M.M.S. Physician Associate

- Recruit third cohort of students
- Complete self-study report and undergo site visit for accreditation
- Recruit VAP and adjunct faculty
- Continue program operations (software upgrades, budget plans, retention of affiliation agreements, etc.)

M.M.S. Biomedical Science

- Recruit second cohort of students
- Submit proposal for biotechnologies

Post-Baccalaureate Certificate

- Ensure advisement support
- Complete application cycle

BUDGET:

Total request: \$833,633 in FY25 operational cost. Continuation of funding to staff/faculty salaries and benefits plus new expenses: adjunct faculty (\$60,000), equipment/tools (\$200,000), software (\$90,000), and additional record-keeping (\$25,000); marketing for Biomedical Studies and Post-Bacc: \$50-70K requested in 2023-24 (BC-UCM).

RECOMMENDATIONS:

- Provide more information about revenue projections for MMS Biomedical Science program, particularly since they are considering a new biotechnologies program.
- Increase preceptorships/clinical sites (down 100 spaces)

CYBERSECURITY: B.S. AND M.S. CYBERSECURITY

This project is to create a B.S. and M.S. focused on cybersecurity and to develop a center that can galvanize collaborations relating to cybersecurity across and outside of the University.

ORIGINAL ENROLLMENT TARGET: 52 students in BS in year 1 moving to 260 by year 5

CURRENT ENROLLMENT: Despite being unable to fully advertise the new degree until the spring of 2023, there are 50 students enrolled in the B.S. cybersecurity major; M.S. program not yet developed.

TOTAL AMOUNT FUNDED: \$405,918 in cumulative one-time operational & \$362,700 in annual permanent personnel

PROGRESS STEPS:

- Hired a director for the Center for Cybersecurity, who started on August 1, 2023.
- Recruited industrial advisory board for Center and held first meeting in February 2024.
- Joined the NSA Center of Academic Excellence candidate program and reached step 2 of 5 of their process.
- Improved cybersecurity in the City of Oxford. Students from all three Miami cybersecurity programs worked with the City of Oxford to perform a cybersecurity vulnerability assessment and a security policy review in spring 2024.
- Held 16 cybersecurity events on campus with participation from all three Miami cybersecurity programs, including guest lectures, webinars, and panel events. Industry partners included 5/3rd Bank, Encore, Enduir, ISSA, Procter & Gamble, Siemens, and US Bank.
- Engaged in intensive recruitment efforts, including traditional “Make It Miami” events, as well as participating in a large number of other on-campus and off-campus events. On-campus events included four Bridges events, CIQS Day,

an Edgewood high school visit, the PLTW teacher visit, and the Spring CEC Open House, while off-campus events included visits to multiple high schools, including Lakota, Mercy McAuley, Talawanda, and Walnut Hills, and the Dayton STEM high school career fair, as well as the INTERAlliance's TechOlympics conference.

- Setup the cybersecurity lab in the McVey Data Science Building and held spring 2024 cybersecurity classes in the new lab.
- Ordered cyber range hardware from the Boldly Creative proposal and the SuperRAPIDS grant, including networking gear, UPSes, Storage Area Network (SAN), and compute servers, and installed the hardware in the small server room attached to the cybersecurity lab.
- Taught two new 300-level classes (Data Security and Defensive Cybersecurity) that are part of the BS in Cybersecurity degree and prepared to teach the last 300-level class (Software Security) in Fall 2024. We plan to offer the 400-level classes in 2025.
- Established dual major requirements for students combining majors in computer science or software engineering with cybersecurity. Having these requirements will allow our first students to graduate from with B.S. in Cybersecurity degrees in spring 2025.
- Awarded a SuperRAPIDS grant with funding for cybersecurity hardware. In the grant budget, \$78,735.06 was awarded for cybersecurity.
- Awarded a Choose Ohio First grant for \$1 million to fund scholarships for students in several technical majors including cybersecurity.
- Awarded a workforce development grant for \$25K from the Duke Energy Foundation.
- Applied for a Google Cybersecurity grant to establish a cybersecurity clinic that would help nonprofit and governmental organizations improve their cyber resilience. Requested \$1 million in funding over a 6 year period. This grant proposal is under review.
- Applied for a \$200,000 grant from NIST's Regional Alliances and Multistakeholder Partnerships to Stimulate (RAMPS) Cybersecurity Education program. This grant is under review.
- Requested \$2,354,500 through a Congressional appropriation to enhance Cybersecurity education at Miami University. The money requested is to support the Center for Cybersecurity in its educational, outreach, and research efforts.

GOALS FOR FUTURE:

- Create a strategic plan for the Center for Cybersecurity, including curriculum development, NSA designation, marketing and recruitment efforts, outreach and workforce development activities, and a plan to identify and pursue funding opportunities.
- Continue recruitment and funding efforts, with modifications as directed by the strategic plan.
- Complete the setup of the cyber range in the McVey Data Science building.
- Become a Regional Programming Center (RPC) for the Ohio Cyber Range Institute (OCRI), creating opportunities for collaboration and funding through OCRI and its RPC partners.
- Complete the next two milestones in the NSA CAE application process. This includes the time-consuming process of mapping Miami's B.S. cybersecurity curriculum to NSA's knowledge units.
- Modify prerequisite requirements to make it easier for other majors to take CYB courses and create a minor and/or co-major in cybersecurity.
- Complete design and submit for approval graduate level coursework and programs in cybersecurity. It is intended that these program(s) will serve the needs of industry professionals as well as graduate students seeking to conduct research in cybersecurity related areas.
- Hire one additional tenure track or TCPL faculty in the area of cybersecurity.
- Offer the cybersecurity bootcamp funded by the Duke energy grant.

BUDGET:

No requests for budget changes at this time.

RECOMMENDATIONS:

- Develop collaborations and appropriate course-sharing and consolidation across CEC, ISA and CIT to advance success of all programs and possible consolidations.
- Enrollments are trending upward. Continue making this a priority.

DATA ANALYTICS - M.S. BUSINESS ANALYTICS

This project is to create a master’s program in business analytics.

ORIGINAL ENROLLMENT TARGET: One 30-person cohort in year 1, ramping up to multiple 30-person cohorts by year 5

CURRENT ENROLLMENT: 35 students in last cohort and on target for a cohort of 35 again for the coming year [Last year, dean noted that the cohort size would be at 60 this year.]

TOTAL AMOUNT FUNDED: \$151,419 in cumulative one-time operational & \$153,450 in annual permanent personnel; Marketing to date: \$117K in 2021-22; \$101K in 2022-23 (BC-UCM); \$23,248 in 2023-2024

PROGRESS STEPS:

- Delivered the program to a fourth cohort that began with and graduated 35 students. The average starting salary has grown to slightly over \$80,000. We have also recruited an incoming cohort that has 37 confirmed students for fall 2024.
- Conducted successful search for TCPL faculty (fourth try!)
- Leveraged marketing funds to advertise the program. We also formed an alliance through an articulation agreement with Ohio Wesleyan to provide a “plus one” option to good graduates who would like to upskill to further credential themselves. We envision more of these to come.
- Launched online versions of the four fall classes to support the online Sports Analytics Master’s Program. The students struggled mightily to learn this tough technical content in an online asynchronous class. Thus, now moving the sports analytics master’s program back to face to face.

CHALLENGES:

- Supporting the Sports Analytics master’s program without additional staffing
- Marketing the program

GOALS FOR FUTURE:

- Deliver the program to its fifth class.
- Continue to work on partnerships through articulation agreements with other small Ohio universities to create more of a steady flow of non-Miami students into the program.
- Further enhance the recruiting cycle process and relationships.
- Continue to work with Sports Management on their Masters in Sports Analytics as they struggled this year with ensuring students were appropriately prepared academically for the coursework in the ISA classes.

BUDGET:

TCPL Position	\$139,500
Coordinator Salary	\$41,998
Marketing Total	\$39,048
Total	\$220,546

RECOMMENDATIONS:

- Create strategy for creating multiple cohorts to increase revenue. Last year, dean noted that the cohort size would reach 60 in fall 2024 and then move to online program. Can this be achieved?

- Could the TCPL Faculty teach additional sections and still be in load?
- Need to be sure we look at hiring plan to determine whether all hires are needed and to gauge whether we have funds for this.

DATA ANALYTICS - CENTER FOR ANALYTICS & DATA SCIENCE (CADS)

This project is to create a Center for Analytics & Data Science to foster collaborations related to data analytics across and outside of the University. In particular, the chief aim of CADS is to build external partnerships in the Analytics domain and serve as “the single-entry point for external stakeholders (ranging from high-school students to industry partners) to learn about all of Miami’s Analytics initiatives.”

TOTAL AMOUNT FUNDED: \$34,695 IN CUMULATIVE ONE-TIME OPERATIONAL

PROGRESS STEPS:

- Offered DataFest in person again with 45 students and 8 faculty in attendance and partly funded by a Proctor & Gamble grant
- Provided workshops, coding bootcamps, Excel workshop series
- Extended agreement with Cleveland Clinic (\$100,000) to provide analytic training to its incumbent workforce
- Secured agreement with donors (Greg and Karen Gonzalez) to name the center, The Gonzalez Center for Analytics and Data Science Learning Lab.

GOALS

- Develop additional workshops for CADS Training Academy and Corporate Analytics Training Program
- Approach new corporate partners
- Reconnect with LSAMP program to drive new DEI goals
- Identify collaborations on campus

BUDGET:

- None requested

RECOMMENDATIONS:

- Continue developing industry partnerships for professional education; set metric or target number of industry partnerships.

DATA ANALYTICS – B.A. DATA ANALYTICS

To develop a bachelor’s and master’s program in data analytics.

ORIGINAL ENROLLMENT TARGET: 150 students in year 1 ramping up to 650 by year 7 for bachelor’s program

CURRENT ENROLLMENT: 160 IN BACHELOR’S PROGRAM (UP FROM 52 IN SPRING 2021); MS PROGRAM IS NOT BEING DEVELOPED.

TOTAL AMOUNT FUNDED: \$43,872 IN CUMULATIVE ONE-TIME OPERATIONAL & \$110,442 IN ANNUAL PERMANENT PERSONNEL

PROGRESS STEPS:

- Increasing enrollment (with popular concentrations in social data and sports analytics) making it the 11th highest enrolled major in College of Arts & Science

CHALLENGES

- Staffing challenges in partnering departments led to difficulties offering the social data concentration

GOALS

- Make scheduling adjustments to avoid bottlenecks in social data concentration

BUDGET

- No funds sought

NOTES & RECOMMENDATIONS:

- Work with FSB for possible course sharing.

DATA ANALYTICS – M.S. SPORTS ANALYTICS

This project is to advance sports analytics curriculum, including a concentration in the Bachelor of Arts in Data Analytics, a minor and a new master's degree program, M.S. Sports Analytics. The target enrollment for the M.S. program was 10 students per cohort in year 1 and ramping up to 12 students in year 5.

ORIGINAL ENROLLMENT TARGET: 10 students per cohort in year 1 ramping up to 12 students in year 5; did not reach graduate enrollment target

CURRENT ENROLLMENT: 5 students (with number of applications at 18 which is triple the number for last year)

- Sport Analytics Minor – (goal 30 students) – Exceeded with 53 students, from 14 different majors on campus.
- Sport Analytics concentration (BADA) - (goal 25 students) - Exceeded with 62 students, an increase from 45 students in Year 4.
- Sport Analytics, graduate program - (goal 7 MSA and 3 Certificate students) - Met Target at the start of fall, two students switched to other graduate programs. Exceeded goal for certificate students with four students. Past enrollments for Sports Analytics: Fall 2021: 2; Fall 2022: 5; Fall 2023: 10.

TOTAL AMOUNT FUNDED: \$126,709 IN CUMULATIVE ONE-TIME OPERATIONAL & \$98,480 IN ANNUAL PERMANENT PERSONNEL

PROGRESS STEPS:

- Engaged in recruitment of new undergraduate students to Miami University specifically interested in the sport analytics minor or BADA - sport analytics concentration.
- Developed and strengthened strategic partnerships (internal and external) – e.g., met with FC Cincinnati, Columbus Crew, Cleveland Browns, Cleveland Cavaliers, Columbus Blue Jackets throughout the year. Worked well with ISA department on graduate program and with Data Analytics program on Bachelor of Arts in Data Analytics.
- Meet regularly with ICA staff and coaches
- Developed new departmental websites and materials

CHALLENGES:

- Enhanced recruitment and marketing
- Staffing turnover
- Limited opportunity for international students in online program

GOALS FOR UPCOMING YEAR:

- Continue to strengthen strategic internal and external partnerships
- Expand marketing and promotion of M.S. program

BUDGET:

- No new funds are requested for the upcoming year.
- Request for one tenure track Assistant Professor position to be converted to a Visiting Assistant Professor for 2024 - 2025.

RECOMMENDATIONS:

- Please identify ways of scaling the graduate program enrollment beyond the projected target enrollment. A goal of 10-12 students per year is very modest. While the minor/undergraduate enrollments are growing, they do not bring any new revenue to the University.
- If enrollment cannot be increased in the master's program, consider consolidating MS Sports Leadership and Management and MS Sports Analytics into one program – moving from two to one program.

M.S. eSPORTS MANAGEMENT & eSPORTS VARSITY TEAM

This project is to advance eSports learning opportunities, including creating a master's program in eSport management, supporting the eSport varsity team, and developing certificate programs in eSport management (which may be stacked toward the degree).

ORIGINAL TARGET ENROLLMENT: 25 per cohort for the master's program; now believes that this target is not realistic

CURRENT ENROLLMENT: 2 students

TOTAL AMOUNT FUNDED: \$699,910 in cumulative one-time operational. Marketing spend: \$193K in 2021-22; \$76K in 2022-23 (BC); \$0 in 2023-2024

PROGRESS STEPS:

2019: original proposal submitted

2021: Program approval and start recruiting first class

2022: ETBD & SLAM signed a program MOU, one student (Spring)

AY23: enrollment = 6, academic program net positive

AY24: enrollment = 10, academic program net positive

AY25: confirmed enrollment (05/29/24) = 2

CHALLENGES

Budget source (~\$150,000/year) to support a top-notch Varsity Esports.

- First D1 varsity program o important for recruiting students
- President Crawford's role as Chair of the MAC's Esports League
- Miami esports competes in multiple championships every year also ranking as #1 University for Esports Challenges

GOALS FOR UPCOMING YEAR:

- Sunset the master's program due to low enrollment

- Identify alternate funding source for the esports varsity program.

BUDGET

Use remaining boldly creative funds to account for the sunset window and fund the esports varsity program (~\$140k) for AY 25.

RECOMMENDATIONS & NOTES

- Agree with proposed sunsetting.
- Need to develop plan for supporting the varsity team that does not rely on BC funds

MICROCREDENTIALS

Create a slate of microcredentials for net new students.

ORIGINAL ENROLLMENT TARGET: 100 students from industry partners by year 1 and ramping up to 400 by year 5; 50 new degree seeking students by year 1 and moving to 150 by year 5

CURRENT ENROLLMENT: 9 net new students since its inception

TOTAL AMOUNT FUNDED: \$0

PROGRESS STEPS:

- Launched over 30 for-credit microcredentials since funded
- Signed four MoUs with Interapt, Chicago Lighthouse, Credential As you Go and MCTA
- Initiated badging software (Accredible) in spring 2022
- Began three non-credit offerings (developing digital professional profile; mental health first aid; regional leadership co-curricular certificate)
- Created new marketing materials including video, email campaign

CHALLENGES

- Students are not eligible for federal financial aid
- Getting the word out that IMAP and TechCred are good options for students

FUNDING:

- None requested

RECOMMENDATIONS:

- Continue to consolidate online units and develop strategic plan for professional education and microcredentials.

M.S. IN MANAGEMENT (REFFETT) – SUSPENDED

This project is to develop a 30-credit, one-year master's program (on ground and online) to provide non-business majors with a broad introduction to business with the goal of enhancing students' career paths.

ORIGINAL ENROLLMENT TARGET: 30 in year 1, increasing to 50 by year 5; with online delivery offered by year 3

CURRENT ENROLLMENT: 14 students in on-ground program; 4 currently in online program and 2 confirmed for online program

TOTAL AMOUNT FUNDED: \$541,725 in cumulative one-time operational; marketing spend: \$348K in 2021-22 (not sure of source); \$227K in 2022-23 (BC)

PROGRESS STEPS:

- Took a number of steps to improve enrollment including exploring possibility of tracks leading to career paths and moving program to be only F2f.
- Suspended online version of program.
- Now planning to suspend F2F version due to dropping enrollment.

CHALLENGES

- Online program enrollment dropped; FSB has opted to suspend online version of program (Sp 2023)
- Program has no clear career paths
- Program seemed to attract mostly Miami students who graduated recently with baccalaureate degree; evening course offerings are not appealing to this sector of students

GOALS FOR UPCOMING YEAR:

- Suspend in-person and online program and its courses due to dropping enrollment

BUDGET:

- No funding requested since program is being eliminated.

ENGINEERING LANDSCAPE

ROBOTICS - ADVANCED INTEGRATED MANUFACTURING CERTIFICATE

To create a professional education certificate in advanced integrated manufacturing

ORIGINAL ENROLLMENT TARGET: 10 in year 1 increasing to 30 in year 5

CURRENT ENROLLMENT: 12 students (client is Wright Patterson Air Force Base);

TOTAL AMOUNT FUNDED: \$447,878 IN CUMULATIVE ONE-TIME OPERATIONAL

PROGRESS STEPS:

- Created pathway for registering for workshops as noncredit option via Global Initiatives
- Increased engagement with industry, including developing a fixed price contract and workshop for Wright Patterson AFB with 15 attendees
- Pursued range of strategies to promote certificate, including sponsoring a table at Dayton Region Manufacturers Association, participating in interview on weekly podcast by the Advanced Manufacturing Industry Partnership led by Milacron Plastics
- Ensuring listing of courses on Ohio TechCred website
- Worked with CEC industry liaison to promote certificate with industry partners (Applied Research Solutions, Nuvasive, Village of Evendale Manufacturers)

CHALLENGES

- Creating greater awareness of the program, and developing initial client base

GOALS

- Expand industry collaboration via workshops and internship training programs
- Pursuing new workshops with new partners such as Intel project OASIS

BUDGET

- No funds requested

RECOMMENDATIONS:

- Continue to develop a strategic list of potential industry partners and a timeline of action steps.

ROBOTICS – B.S. ROBOTICS ENGINEERING TECHNOLOGY (REGIONALS)

This project is to start and implement an ABET-accredited Bachelor of Science in Applied Science Degree Concentration Program in Robotics Engineering Technology (RET) within the Engineering Technology major. Alongside, it is aimed to implement a series of Certificate and micro-credentials programs in collaboration with local industries. The project aims to address the workforce talent gap and create transdisciplinary educational opportunities in industrial robotics and advanced manufacturing.

ORIGINAL ENROLLMENT TARGET: 10 in year 2 and increasing to 70 in year 5

CURRENT ENROLLMENT: 22 total (across all cohorts)

Total Amount Funded: \$546,396 in cumulative one-time operational & \$87,193 in annual permanent personnel

PROGRESS STEPS:

- Developed curriculum and courses for the robotics and certificate program; and gained full approval
- Created assessment plan for the program
- Purchased capital equipment.
- Designed and constructed classroom and lab space for industrial robot training
- Hired part-time lab technician and faculty
- Developed articulation agreements with two-year feeder schools

CHALLENGES:

- Lack of upper level students in the program, thus preventing the ability to offer the major courses at the 300 and 400 level

GOALS FOR UPCOMING YEAR:

- Start preparing for external accreditation of the BAS-RET program.
- Promote RET program at distance partner community colleges, and continue developing articulations with additional community colleges.
- Offer ENT 417 and continue developing new lecture and laboratory modules.
- Submit the new Industrial Robotics Professional certificate program proposal and seek approval from the Miami University Curriculum Committee and the Ohio Department of Higher Education.
- Move the ENT Robotics Laboratory equipment acquired for supporting the RET program from Miami University's Hamilton and Middletown campuses to VORA.

BUDGET:

Requesting the release of capital equipment funds of \$10,000 for use in maintaining the robotics equipment to support the robotics laboratory in Miami University Middletown. Continue supporting part time lab coordinator.

RECOMMENDATIONS:

- This program is in critical difficulty and needs immediate attention. Consider EAB 360° Program Assessment as well as program elimination and possible consolidation with Oxford BS Robotics Engineering.

- Funding request denied due to low enrollment

ROBOTICS – B.S. ROBOTICS ENGINEERING (OXFORD)

This project is to develop a bachelor's degree program in robotics engineering.

ORIGINAL ENROLLMENT TARGET: 10 in year 1 moving to 60 by yr 5 and eventually 100

CURRENT ENROLLMENT: 23 students, with 66 applications with 37 acceptances and 7 confirmations for fall 2023. In the fall 2024 application cycle, 89 students applied, 59 were accepted, and 14 were confirmed. This major has the highest yield (23.7%) among all CEC majors. The enrollment is expected to increase after this program is accredited.

TOTAL AMOUNT FUNDED: \$769,186 IN CUMULATIVE ONE-TIME OPERATIONAL & \$255,101 IN ANNUAL PERMANENT PERSONNEL

PROGRESS STEPS:

- Launched Industrial Robotics Laboratory, and purchased equipment for Computer Vision Lab
- Offered all required Robotics Engineering classes at least once.
- Highlighted program in a Spectrum 1 newscast
- Received \$276k was received through three Ohio RAPIDS equipment grants to purchase equipment to support this project.
- Submitted ABET Accreditation application

GOALS FOR UPCOMING YEAR:

- Prepare for ABET accreditation.
- Work with CEC and university partners to enhance recruitment of students
- Write additional RAPIDS proposal for equipment
- Apply for ABET accreditation; visit is scheduled for October 2024.
- Closely work with CSE and MME departments to improve the curriculum.
- Build more high-visibility projects, including a robot quarterback.
- Develop proposals for external grants to further improve the program.

BUDGET:

- The total expenditure of this project is \$260,856.20. The major portion of the expense is for equipment and computers. \$116,854.92 was spent on equipment to build the Industrial Robotics Lab, and \$50,491.47 was used to purchase computer servers for machine learning applications.
- As this is the end of the five-year project, there are no plans to request further support.

RECOMMENDATIONS:

- Explore ways of consolidating this program with the concentration on Regional Campuses and moving appropriate equipment to Oxford.
- Create exit strategy with timeline in case the program fails to meet enrollment goals.

ROUND 2 (APPROVED 2020-2021 – COMPLETED YEAR 4)

M.S. CLINICAL ENGINEERING & UNDERGRADUATE MINORS

This project is to develop two minors (clinical engineering and regulatory affairs) and a unique master's program in clinical engineering. The project goal is to be self-funding by year 4.

ORIGINAL TARGET ENROLLMENT: 24 FTE in year 1 moving to 480 FTE by year 5; 35 students enrolled in the clinical engineering and regulatory affairs minors and 25 students enrolled in the clinical engineering MS program.

CURRENT ENROLLMENT: 5 students enrolled in program (program launched in Jan 2023); 44 students total enrolled in two undergrad courses for minor

TOTAL AMOUNT FUNDED: \$731,836 IN CUMULATIVE ONE-TIME OPERATIONAL

PROGRESS STEPS:

- Creation of the clinical engineering MS program, including approval from the State of Ohio in January, 2023 and two associated minors (minors in clinical engineering and regulatory affairs).
- Creation and initial offering of six clinical engineering courses: CPB 402/502 Introduction to Clinical Engineering (offered in fall, 2022 and fall, 2023), CPB 448/548 Hospital Rotation (offered in winter, 2022, winter, 2023, and winter, 2024), CPB 445/545 Hospital Instrumentation (offered in spring, 2024), CPB 452/552 Introduction to FDA Regulations and Medical Device Laws (offered in spring, 2023 and spring, 2024), CPB 453/553 Medical Device Development and Regulatory Considerations (offered in fall, 2023), and CPB 622 Engineering of Clinical Devices (offered in spring, 2024). In fall, 2024, CPB 435/535 Clinical Engineering Laboratory and CPB 614 Clinical Trials and Data Analysis will be offered for the first time. This will mean that every new course proposed for the clinical engineering MS program will have been offered at least once.
- Development of a fully online version of CPB 402/502 Introduction to Clinical Engineering in summer, 2023. Online versions of CPB 614 Clinical Trials and Data Analysis and CPB 428/528 Engineering Principles in Medical Device Design are currently under development.
- Building of connections with industry and hospitals. With the assistance of Colleen Bush (CEC Director of Industry Relations), we have built connections with Stryker, Cincinnati Children's Hospital, Crothall Healthcare, and Sodexo while continuing connections with Johnson and Johnson (Ethicon). Stryker employees have been teaching the two regulatory affairs courses (CPB 452 and CPB 453) for the past two years. These courses have been popular with our students (25 students enrolled in CPB 452/552 in spring, 2023, 9 in CPB 453/553 in fall, 2023, and 14 in CPB 452/552 in fall, 2024). In addition, students in these courses are connecting with the two instructors (John Rossman and Katie Suprenant), leading to internship and full-time employment offers. Salim Kai, Director of Clinical Engineering at Cincinnati Children's Hospital Medical Center, taught CPB 445/545 Hospital Instrumentation in spring, 2024 and has also been actively recruiting Miami students for internships. Crothall Healthcare hired one of our clinical engineering MS students to work as a BMET II (Biomedical Equipment Technician) this fall. Sodexo USA provides facility management to hospitals, and has hired two clinical engineering MS students this summer. None of these connections would have been possible without the clinical engineering programs.
- Recruitment of the initial class of students pursuing the MS in clinical engineering. Seven students were recruited into the program in 2022-2023. The first student (Meghan Arnold) just completed the program this spring and five more students are expected to graduate next year (one student will not be completing her clinical engineering MS).

CHALLENGES:

- We have not yet hit our goals for number of students in the two minors or in the clinical engineering MS. Tim Cameron, Associate Dean of CEC, has been working on finding a path for international students to enter the clinical engineering MS program.
- While getting external students to apply to the MS program is critical for its long-term success, we believe that our own students will have a significant interest in the program. We have established a pathway for students to complete the program as a BS/MS 4+1 program. We are seeing success for our current students in getting internships and full-

time jobs because of the program, so a major effort will be in communicating this with current students to get them to consider the program.

GOALS FOR UPCOMING YEAR:

- Offer the last new courses in the curriculum, CPB 614 and CPB 435/535.
- Graduate 4-5 students from the MS program.
- Hold a recruiting event to recruit the next class of students from within Miami, highlighting the ability of students to complete the program as a BS/MS student. Further, we will create three more online courses for the program.

BUDGET:

- Requested funds to cover the cost of adjuncts to teach three courses (\$11,250 for salary and \$4331 for fringe benefits for a total of \$15,581) and for the development of one online course (\$5000). At the end of the next academic year, we plan to have seven online courses developed (CPB 502, CPB 528, CPB 552, CPB 553, CPB 545, CPB 614, and CPB 622). One is already developed, two are in development using funds from last year, and we still have funds from last year that can be used to develop three more. That leaves one course to be developed with new funds.

RECOMMENDATIONS:

- Carefully consider whether this program as well as graduate programs in biomedical engineering are both viable. Conduct EAB study to determine revisions and viability.
- Approve funding request.

MASTERS IN ENTREPRENEURSHIP & EMERGING TECHNOLOGY (MEET)

This project is to develop and launch the Masters in Entrepreneurship and Emerging Technology, a 30-credit hour, one-year degree designed for recent college graduates (from all universities) as well as early to mid-career professionals that are seeking advancement, a change of jobs, or starting their own company. This mostly online degree includes 2 experiences, a launch and a bootcamp to introduce students to the Cincinnati and San Francisco ecosystems, respectively.

ORIGINAL TARGET ENROLLMENT: 20 by year 1 increasing to 75 by year 5

CURRENT ENROLLMENT: Cohort 1 had 9 students (8 full-time and 1 part-time) who graduated May 2023. 24 new enrolled students in Fall 2023 with 7 receiving degrees in Spring 2024 and 8-10 on schedule to receive degrees in Summer 2024. This is in line with cohort one projections in the proposal. The current incoming cohort for Fall 2024 is 14 confirmed, 2 admitted, and 4 applications in progress for a projected cohort of 18-20 students.

TOTAL AMOUNT FUNDED: \$555,864 in cumulative one-time operational & \$36,864 in annual permanent personnel; Marketing spend: \$91K for 2021-22 (not sure of source); \$93K for 2022-23 (BC)

PROGRESS STEPS:

- Online courses developed in AY22.
- An associate director was hired in Spring/Summer 2022 to facilitate recruiting and planning. This was late for the AY23 cohort recruiting.
- A cohort of 9 students (8 full time) joined in Summer 2022. This is below target but had an extremely short recruitment and marketing cycle.
- First San Francisco bootcamp completed in January 2023,
- The first cohort graduated 7 from Spring-Fall 2023.
- The second boot camp was held in January 2024. We were able to get into companies such as Unity, Snowflake, Appliovin, Chargepoint and ThredUp. We also had speakers from venture capital, Alfi, Google, and LinkedIn.
- In Fall 2024, the program director left Miami. A new director was hired in February 2024.

CHALLENGES:

- Lack of interest in certificate (first part of master’s program is a certificate)
- The loss of the program director and a five-month vacancy in the position greatly impacted the administration and recruiting efforts of the program. Director Russ Hamer is new to Miami and has ramped up quickly and is largely responsible for the increase in the Fall cohort over the last 1-2 months. Due to this change, a realistic goal for AY25 is a cohort of 18-20 instead of the original goal of 24.
- Continued challenges with effective digital marketing for the program.
- Some revenue discrepancies were found in AY24 due to continuing undergraduates not being coded correctly in courses. This has been corrected for AY 25.
- In terms of academics, the type of students enrolled have not been looking to launch startups. Our new program director is working with faculty to help maintain a startup focus for all students. This includes an increased emphasis on the graduate project and a decreased focus on the internship aspects.
- The “break even” year was scheduled to be this year. The program is projected to be net positive, but the budget model is currently not sustainable. The CCA cannot absorb program expenses, particularly the staff positions

GOALS FOR UPCOMING YEAR:

- Program Goal: Maintain a sustainable Professional Master’s Program that provides a deep introduction to core principles and practices of ETBD and ESP at an ongoing enrollment of 20-28 students per cohort.
- Objectives for AY25:
 - Graduate the third cohort.
 - Establish the program as financially sustainable (net positive).
 - Establish a pipeline for students from Corporate partners.
 - Continuous improvement of the degree experience.

BUDGET

None requested

RECOMMENDATIONS:

- Enrollment targets have not been met and have been adjusted downward. Now hoping for 24 students per cohort but that target has not been met.
- Report claims that a sustainable cohort of 24-28 will cover investment in program in AY25 and generate \$400-500K annual net revenue. Conduct analysis as to whether this is correct.
- Set up exit strategy to deploy if target of 24 non-BAMA students not met in next year.
- Recommended marketing spend for 2024-2025: \$63,000 (BC)

ROUND 3 (APPROVED 2021-2022; COMPLETED YEAR 3)**ENHANCING MIAMI ONLINE OFFICE**

This project is to expand Miami’s reach in the online space by developing and launching new programs and courses from the Oxford campus's Miami Online office.

TOTAL AMOUNT FUNDED: \$525,481 in cumulative one-time operational & \$652,485 in annual permanent personnel; Marketing spend for “general” Graduate Online: \$73K in 2021-22 (not sure of source); \$80K in 2022-23 (BC)

PROGRESS STEPS

- Increasing full-time enrollments. Note: According to Slate admission data, Miami Online supported programs generated 97 new full-time enrollments in FY24 – the third year of our Boldly Creative project. If we combine actual

enrollments for FY22, FY23, and FY24 with FY25's current confirmed students (as of June 13), we can identify 364 cumulative new enrollments which exceeds your goal of 350 new enrollments.

- Generating \$99,141 in professional education enrollments in FY24 (which represents a significant increase from prior year);
- Expanding the existing partner network for the miniMBA as well as adding the Association of Junior Leagues International to our partner list;
- Working on developing partnerships with two additional fraternal organizations, one of which is potentially interested in providing their members access to Miami Online's entire catalog of Professional Education courses.

CHALLENGES

- Significant staff eliminations in the past year.

GOALS

- Determine fee structure for credit-bearing and non-credit courses in the unified Miami Online, along with working with Provost, Dr. Creamer, and others to establish an appropriate funding structure
- Support new enrollments in credit-bearing online and hybrid programs (both BC funded and non-BC funded)
- Continue to develop and launch online courses and programs
- Develop 3 new non-credit Professional Education courses during FY25, including continued growth in microcredential program and advancing the digital health solutions master's program.
- Generate new organic and net revenue
- Continue to create new employer partnerships to drive enrollment for existing and new non-credit courses

BUDGET

Requesting to retain the unspent Boldly Creative funds amounting to \$276,265 from FY23 and FY24 for use in FY25 for such expenses as marketing, equipment and technology infrastructure, faculty professional development funds, and institutional memberships.

Also requesting \$50,000 in new funding for FY25 to be strictly reserved for funding costs associated with consolidating two staffs.

Expenses may include:

- The addition of new technologies to manage new processes involved with consolidating staffs
- New administrative costs associated with managing a consolidated staff
- Marketing for brand launch of the rebranded Miami Online. UCM is planning a campaign but there may be unanticipated costs associated with smaller target campaigns needed to further differentiate Miami Online's brand with market segments

RECOMMENDATIONS:

No additional funding

M.S. CURRICULUM & INSTRUCTION

This project is to create a new M.Ed. Curriculum & Instruction degree program which provides students with an in-depth understanding of research on issues related to student development, curriculum development, learning theories, justice, and culturally responsive pedagogy. The degree program includes two specific tracks, designed for the specific needs of two groups of educators. The first track provides advanced learning and career support necessary for early career teachers to advance their pedagogical skills crucial for developing resiliency in their new profession. The second track is aimed at providing leaders in community-based organizations with the advanced pedagogical knowledge and skills necessary to advance educational programming in their organizations.

ORIGINAL TARGET ENROLLMENT: 20 by yr 1 moving to 45 by yr 5

CURRENT ENROLLMENT: Due to multi-year delays in the curriculum approval process the program is several years behind the initial proposal timeline. As of summer 2024, there is one cohort of 12 students that is set to graduate in August and another cohort of 11 students set to begin their studies. Starting in 2025-2026 anticipated annual enrollments are closer to 25-30 students a year.

TOTAL AMOUNT FUNDED: \$69,900 IN CUMULATIVE ONE-TIME OPERATIONAL

PROGRESS STEPS:

- Secured approval for the program, and finalized design of program
- 10 courses fully developed
- Began recruitment efforts
- Appointed program coordinator in 2023
- Developed outreach plan that including contacting 612 public school districts in Ohio
- Developed innovative partnership with Mt Healthy City Schools which covers 50% of tuition for some students; partnership, however, has ended
- Efforts are underway to replicate the model with several other districts including Hamilton, Loveland, Mason, Sycamore, and Princeton.
- 10 courses developed in collaboration with Miami Online

CHALLENGES

- Slow course development due to backlog in Miami Online

GOALS FOR UPCOMING YEAR:

- Recruit a strong cohort of students to begin in 2024
- Develop and extend learning activities across courses and cohorts

BUDGET:

No new funding requested.

RECOMMENDATIONS:

- Gray Associates predicts that the program will do well.
- Establish exit strategy to deploy in the event that the enrollment does not create a positive P/L

M.B.A. - ONLINE DELIVERY OF EXISTING PROGRAM

This project is to develop a flexible, adaptable 36-credit MBA program for working professional

ORIGINAL TARGET ENROLLMENT: 40 in yr 1 moving to 100 by yr 5

CURRENT ENROLLMENT: As of May 2, applications are up at 57 received YTD (47 same time last year); admits are up at 33 YTD (16 same time last year); Confirmations are at 16 up YTD (11 same time last year).

TOTAL AMOUNT FUNDED: \$2,039,106 in cumulative one-time operational; Marketing spend: \$493K in 2021-22 (not sure of source); \$400K in 2022-23 (BC; FSB may have spent more)

PROGRESS STEPS:

- Established a partnership with the College of Engineering and Computing to allow their students entry into the program as third- and fourth-year undergraduate students. CEC students now can take courses that count towards

the Financial Acumen micro-credential while undergraduates and then complete the remainder of the program coursework as graduates.

- Merged the online MBA and in-person MBA programs into a single, flexible adaptable program that allows students to complete the MBA program with the mix of in-person and online coursework that best suits both their learning styles and busy schedules. This change makes the program more appealing and feasible for a wider range of prospective students.
- Changed program leadership and structure
- Established an MBA program steering committee composed of MBA leadership, faculty, alums and current students.
- Added Alex Tosolini as the MBA Program Executive Advisor with a \$10,000 annual stipend as compensation.
- Worked with Provost Mullenix, Graduate School Dean Crowder and UCM to reallocate funds from our existing marketing budget from digital marketing to hire an individual to work as the MBA Program Business Development Manager.
- Managed expenses over the last several years by 1) eliminating the FSB Graduate Program Director position; 2) phasing out the practice of the program covering the costs of course materials for students; and 3) reducing curriculum development expenditures.

CHALLENGES:

- Adjusted marketing strategy which shifted away from direct corporate outreach which limited recruitment opportunities

GOALS FOR UPCOMING YEAR:

- Continue implementation of program, shift in marketing efforts toward direct corporate outreach. Note that FSB is contributing marketing costs. Shift marketing to targeted (geofencing) approach.
- Improve communication with students about course scheduling
- Working to finalize a pipeline program for medical doctors who will participate in a Healthcare Administrators Leadership & Management (HALM) Fellowship program to be offered at St. Rita's Hospital (Mercy Health Network) in Lima, OH.

NOTES:

- Plan was to become self-sustaining by 2024. But still requesting funds

BUDGET REQUEST

The preliminary FY 2024 MBA Program Profit and Loss report (see appendix) indicates total revenue of \$1.738M and total expenses of \$1.445M for a surplus of \$293.7K. Revenue is composed of \$1.328M tuition and an estimated \$410,000 SSI (41 graduates * estimated \$10k per graduate per the graduate school). Expenses are composed of \$749.6K of direct expenses (salaries and benefits + support expenses (mostly marketing expense)) and \$695.6K in support center cost (i.e. overhead) allocations.

- Faculty Overload Pay \$300,000
- Faculty Overload Benefits \$49,500
- Associate Director of Professional Development for Graduate Programs Salary \$56,732
- Associate Director of Professional Development for Graduate Programs Benefits \$22,409
- MBA Program Executive Advisor salary \$10,000
- MBA Program Executive Advisor benefits \$1,650
- Director of Industry Partnerships Salary \$113,622
- Director of Industry Partnerships Benefits \$44,881
- Grand Total **\$598,795**

RECOMMENDATIONS:

Approve funding (temporary positions only).

GEOSPATIAL CERTIFICATE – ONLINE DELIVERY OF EXISTING PROGRAM

This project is to move GIScience Certificate program for online delivery. The program is designed for individuals seeking to broaden their professional skills by venturing into the field of geospatial technologies. The program consists of 4 online non-overlapping asynchronous sprint courses so that individuals can complete the program easily over 2 semesters. The program was officially launched in Spring 2022.

ORIGINAL TARGET ENROLLMENT: 10-19 STUDENTS

CURRENT ENROLLMENT: 6 since program began (with one graduated)

TOTAL AMOUNT FUNDED: \$34,380 IN CUMULATIVE ONE-TIME OPERATIONAL

PROGRESS STEPS:

- Developed four successful online courses (in collaboration with Miami Online) to match current software and job market expectations
- Secured 2022 Award for Excellence in Instructional Design from UPCEA for one course (GEO 543) focusing on Python Programming
- Worked with UCM to build comprehensive marketing campaign; secured funding through Department of Geography to advertise program in ESRI ArcUser magazine (international publication)
- Worked with Regionals to enable new incoming online students to complete online courses at Regionals
- Created plan for assessment of student learning

CHALLENGES:

- Marketing the program with a limited budget
- Staffing limitations make it impossible to offer online and F2F versions of same course.

GOALS FOR UPCOMING YEAR:

- Maintain existing course content for geospatial students
- Continue to promote program with limited available resources

BUDGET:

- No funding requested

RECOMMENDATIONS AND NOTES:

- Program needs to continue making concerted efforts to meet (and hopefully exceed) target goal of 10-19 students completing the program each year.
- Consider noncredit professional education program with Miami Online

B.A. ORGANIZATIONAL LEADERSHIP – ONLINE DELIVERY

TOTAL AMOUNT FUNDED: \$77,085 IN CUMULATIVE ONE-TIME OPERATIONAL & \$72,331 IN ANNUAL PERMANENT PERSONNEL;

This project (to create an online version of the program) was suspended as the data did not suggest that there would be a strong Return on Investment.

M.S. SPECIAL EDUCATION

This project is to: (1) extend the reach of the Graduate Special Education Program (GSEP, formerly known as SEOH) through fully-online course delivery to meet statewide and regional demand for intervention specialists, and (2) establishing strategic partnerships with K-12 schools that create innovative pathways to licensure and degree for K-12 school personnel and provide opportunities for authentic learning experiences for all SEOH students.

ORIGINAL TARGET ENROLLMENT: 20 in year 1 and increasing to 35 by year 4

CURRENT ENROLLMENT: 51 in online version alone (up from 26 three years ago and 48 last year)

TOTAL AMOUNT FUNDED: \$65,114 IN CUMULATIVE ONE-TIME OPERATIONAL; MARKETING: \$167K IN 2021-22 (NOT SURE OF SOURCE); \$162K IN 2022-23 (BC)

PROGRESS STEPS:

- Extended reach of program through completely online delivery
- Established new partnerships and deepened existing partnerships with K-12 schools (Middletown City Schools, Warren County ESC, Hamilton City Schools, New Miami School District, Hamilton County ESC)
- Completed course development – e.g., 12 courses were developed for fully online delivery. Course updates expected to begin in Summer 2024 using previously allocated funds.
- Eliminated the spring start admissions to reduce instructional cost and also to alter the overall enrollment trends that we have observed since creating the spring-start option several years ago.
- Garnered three externally funded awards: (1) Dean’s Compact for Exceptional Children: Partnership Models for Collaborative Recruitment and Retention of BIPOC Intervention Specialists (\$300,000, PI: Abbitt, J., Co-PI: Watt, S). Grant ends June 2023; (2) iEducate Dayton Region - ODHE Teacher Shortage (\$62,236, PI: Abbitt, J., Co-PI: Watt, S.). Grant ends June 2024’ (3) PELEA (Preparing English Learner Educational Allies) (\$2.5 million, PI: Castaneda, M.). Grant ends June 2026.

CHALLENGES:

- Limited faculty and staff time to dedicate to deepening partnerships – faculty stretched thin
- Retention in M.Ed. program given that the licensure demands are 12 fewer credits

GOALS:

- Develop partnership with Fairfield City Schools

BUDGET:

- No requested additional funding for AY 2024-25.
- The funds remaining in index AA0809 (approximately \$16,700) will be expended in summer 2024 to support course revisions and new course development.

RECOMMENDATIONS:

- This project shows promise but enrollment trajectory is slowing down. What steps might you take to improve program retention? Conduct research and create strategies.

ROUND 4 (APPROVED 2022; COMPLETED YEAR 2)

FOR GREATER GOOD (FACULTY DEVELOPMENT FOR STUDY ABROAD)

To establish affordable study away programs focused on grand challenges.

TOTAL AMOUNT FUNDED: \$16,542 IN CUMULATIVE ONE-TIME OPERATIONAL

PROGRESS STEPS:

- Developed and implemented community of practice which led to development of several “Greater Good” education (domestic) abroad programs. None have actually been offered yet as credit workshops.
- Other funds were used for course development

CHALLENGES:

- At this point, interest in these programs appears to be limited.

GOALS FOR UPCOMING YEAR:

- Program ended due to lack of interest

BUDGET:

None requested

KICKGLASS CENTER (CENTER FOR ADVANCING DEI EFFORTS)

Establish a center that will operate at the intersection of Diversity and Inclusion, Future Work Skills, Technological Advancement, and Transdisciplinarity to promote social change - a blue ocean space, especially for higher education. The interdisciplinary Center for KICKGLASS Change is based in the Farmer School of Business to provide social change programming to all Miami University students, faculty, and staff, with the additional use of technology to offer Executive Education and credentials to non-Miami participants. The Farmer School of Business provides a professional platform for the Center’s high-tech/ high-touch, building the Center’s initiatives on the model of BQ Model of Future Work Skills that was the foundation of the Farmer School’s first-year core and the new BEYOND READY CQ Diversity, Equity and Inclusion skills program.

TOTAL AMOUNT FUNDED: \$320,325 IN CUMULATIVE ONE-TIME OPERATIONAL

PROGRESS STEPS:

- Continued to support CQ Foundation as well as Cognitive Diversity & Whole-Brain Thinking in BUS 101, serving 1400 students in 2022-2023
- Offered “Kickglass Dialogues Across Difference” in partnership with CAWD, serving 31 students; offered “CQ Drive – Developing Cultural Awareness” co-credential for 15 students
- Began working on Kickglass Careers pipeline through internships to employment with Center for Career Exploration and Success
- Provided CQ101 training for new faculty at faculty orientation (for 25 faculty)
- Provides support for marketing and human capital management classes
- Negotiated license with Hermann International for unlimited access to their cognitive diversity and whole brain thinking assessment and tools
- Published article in AACSB Insights

CHALLENGES:

- Motivating faculty to incorporate DEI as core area of learning

ACTION STEPS FOR UPCOMING YEAR:

- Continue existing programs and workshops to students and faculty
- Expand offerings to other programs outside of FSB (e.g. nursing, engineering, residence life)
- Launch CQ Foundations to non-FSB students

- Launch KickGlass Forum which enable students to learn from global DEI experts
- Offer Kickglass Changemakers Intergroup Dialogues in partnership with CAWC to faculty
- Identify corporate partners for potential new funding
- Explore use of BodySwaps technology for deeper learning

BUDGET:

No funds requested.

RECOMMENDATIONS

- Applaud that the Center is serving FSB well and moving into supporting other divisions and units across the University.
- The cost efficiency steps are commendable.
- Work with key leaders to develop a university level plan for incorporating DEI into the curriculum.

LIVING ARCHIVES (ONLINE ARCHIVES ON DIVERSE MIAMI HISTORY & STORYTELLING)

This project is to draw on the techniques used in the successful *Miami Stories* history project to chronicle the stories of Miami trailblazers who, with resilience and perseverance, changed Miami and our larger community for the better. Target population for the project is Miami students, faculty, staff, the Greater Oxford community and Miami alumni.

TOTAL AMOUNT FUNDED: \$135,708 IN CUMULATIVE ONE-TIME OPERATIONAL

PROGRESS STEPS:

- Developed a plethora of materials, including:
 - New website with short accessible videos on common themes
 - Database of over 40 oral history interviews, with recent additions relating to black women in Oxford
 - Digitized over 10,000 pages of archival materials, including materials in the Jennie Elder Suel Collection
 - Wrote and sourced 73 new stories about Black Miamians
 - Created four short documentaries about Black faculty and administrators
 - Produced feature documentary “Bittersweet” which has already been viewed over 6,000 times on social media platforms
 - Uploaded 11 short scenes on themes related to reflective teaching on history
- Presented materials at various venues, including Alumni Board, academic administrators and general public
- Partnered with OIDI in panel events
- Received a \$16,000 grant from the Oxford Community Foundation to host a Story Center Workshop (which provides a venue for participants to tell their own stories and gain skills in teaching story-telling)
- Participated in a special workshop funded by Oxford Community Foundation grant on the black experience in the Oxford community and surrounding region; stories developed via this workshop were added to archive
- Created a “Lived Experiences” exhibit on black history in Oxford, co-sponsored by Smith Library of Regional History, Lane Libraries and Miami University Libraries (August – December 2023) with Carolyn Jefferson-Jenkins as keynote
- Held “History Harvest” at Bethel African Methodist Episcopal Church to celebrate the lives of black people in Oxford, including creating an archival guide on the Oxford Black History Collection
- Held student symposium on May 8, 2024 to showcase the public and digital history work of Jazma Sutton’s Black Women in America history course. Students in this course contributed original research and new materials for digital archives.

CHALLENGES

- One of the lead researchers experienced a medical emergency. Some parts of the project had to be postponed to begin in May 2024. Moved the completion date of the project to May 2025.

- Needed to identify a contractor to create a professional completion of graphics, titles, and score for the film.
- Needed to reorganize an advisory board that can review the oral history interviews and respond to scenes and cuts as they are made.
- Fostering a sense of trust with members of the Oxford, Ohio Community, identifying faculty, staff and students to participate in the oral history interviews.

ACTION STEPS FOR UPCOMING YEAR:

To add more information to the website featuring short, accessible videos, a database of oral history interviews, searchable transcripts, and an archive of photographs and documents about Black life at Miami and in Oxford, OH with a focus on Black Women in Oxford.

BUDGET:

No requested funds

RECOMMENDATIONS

Commend the excellent work.

STUDENT SUCCESS (ADVISING & ACADEMIC SUPPORT FOR DIVERSE STUDENTS)

This project is to galvanize holistic support of student success through ambitious institutional coordination and intentionality, focusing particularly on academic support and advisement.

TOTAL AMOUNT FUNDED: \$220,071 in cumulative one-time operational & \$142,084 in annual permanent personnel

PROGRESS STEPS:

- Revised UNV 101
- Developed guidelines related to appointment scheduling
- Developed advising goals and student learning outcomes
- Selected themes for experiential major maps
- Created a coordinated care working group
- Created communication plan for Office of Exploratory Studies students
- Hired and trained navigators
- Participated in yield events

CHALLENGES:

- Fostering the willingness to enact cultural change related to advising and student success

ACTION STEPS FOR UPCOMING YEAR:

- Begin rethinking curriculum with Experiential Major Maps, and work with IT to develop online template for maps
- Conduct assessment of interventions and advisement
- Implement communication plan

RECOMMENDATIONS:

- Consolidate offices and centers with similar student success missions for greater simplification, more powerful outcomes, and cost efficiencies.
- Fund one-time temporary staff “Navigator”

Campus Safety

Division of Student Life | Board of Trustees Report

September 2024

Campus safety at Miami University can be measured in several ways. Information provided by the Miami University Police Department in the form of the [Annual Security and Fire Safety Report](#) provides crime statistics for the previous three years and is the most comprehensive report regarding incidents reported to law enforcement or other responsible employees on campus. Statistics in the report are divided by campus and organized under the crime statistics tab.

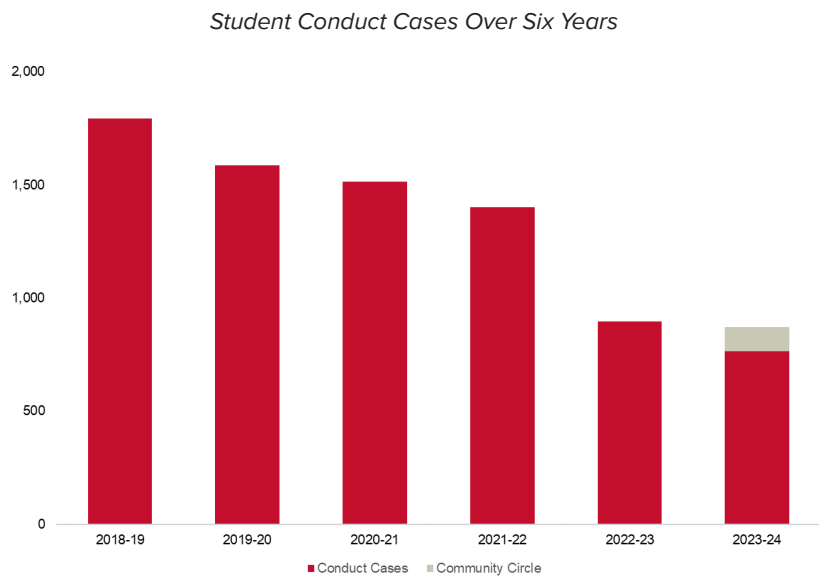
As required of all institutions that participate in federal financial assistance programs, Miami provides statistics in several categories of crimes, including criminal offenses, hate crimes, VAWA offenses (Violence Against Women Act), and arrests and referrals for disciplinary actions in specified categories.

Student Conduct Data 2023-24

Student conduct cases resolved through the Office of Community Standards (OCS) are another metric for gauging campus safety. Though not all student conduct cases rise to the level of a crime, these incidents often contribute to campus climate and students' perceptions of campus safety.

Consistent with national trends in student conduct, Miami has experienced a steady decline in cases since the pandemic. In 2018-19, there were 1,793 conduct cases. In 2019-20 and 2020-21 (COVID years), case numbers dropped to 1,586 and 1,515, respectively. In 2021-22, numbers dropped again to 1,403. In 2022-23, conduct cases declined an additional 36% to 895, representing a 50% decrease from pre-pandemic numbers.

In 2023-24, conduct cases declined another 15% to 765. This decline is largely attributed to the Community Circle Program. The program gives students the opportunity to meet with the Office of Community Standards in small groups for low level, first-time alcohol violations without receiving formal discipline. The program aims to engage students in a meaningful, reflective process that focuses on student accountability, recognizing and repairing harm caused by violations, and restoring trust with the university community. Community Circle accounted for an additional 106 cases this year, which would have resulted in only a 3% decline in conduct cases overall.



While it is unclear what accounts for the decline in conduct from pre-pandemic numbers, student risk-taking behaviors post-pandemic may continue to play a part in this trend. As student conduct numbers remained relatively steady this year over last year (taking into account Community Circle cases), this could potentially represent the new, post-pandemic norm for student conduct.

Violations and Sanction Breakdown

A conduct case can carry multiple charges (e.g., a student may be charged with both Alcohol Violations and False Identification). Of the 765 cases last year, there were 880 charges. Of the 880 charges, students were found "responsible" 634 times (72%). This represents an 8% increase in the rate of violations from 2022-23 (64%).

Prohibited Conduct	2023-24 Charges Brought	2023-24 Violations (Responsible findings)	2022-23 Violations (Responsible findings)
Abuse of Technology	0	0	1
Alcohol Violations	374	276	326
Complicity	34	32	43
Damage and/or Theft of Property	68	53	54
Discrimination/Harassment	0	0	0
Dishonesty	2	1	0
Disorderly Conduct	35	21	35
Drug Violations	62	32	27
Endangering Health or Safety	19	11	17
Failure to Comply	26	13	23
False Identification	77	74	76
Hazing	2	1	2
Interfering with a University Function	1	0	0
Non-Title IX Sexual Misconduct	2	0	0
Retaliation	0	0	0
Title IX Sexual Misconduct	4	0	5
Trespass or Unauthorized Use of Facilities	4	3	7
Unauthorized Use of University Access Device	0	0	0
Violation of Law	51	38	19
Violation of Sanctions	0	0	3
Violation of University Policy	116	79	52
Weapons	3	0	3
TOTAL	880	634	693 (of 1075)

Sanctions Issued	2023-2024
Alcohol Alternatives	203
Alcohol Assessment	11
Alcohol CAEP*	17
Drug Assessment	1
Drug CAEP*	25
Disciplinary Probation	397
Suspension	2
Dismissal	0

*CAEP: Chemical Abuse Education Program

Investigations and Resolutions

Organizational investigations increased 53% over last year (23 in 2023-24 compared to 15 in 2022-23), while sexual misconduct investigations resulting from formal complaints remained relatively steady (8 in 2023-24 compared to 7 in 2022-23). The number of reports of all forms of sexual misconduct (including sexual harassment, dating and domestic violence, stalking, and sexual assault) submitted to our Title IX Coordinator for Students slightly increased this year, from 191 reports in 2022-23 to 206 reports in 2023-24. As has always been true, few students opt to go through a formal conduct process but instead request accommodations and support. We continue to encourage reporting and ensure that students know the resources and options available to them.

The majority of conduct cases (89%) were resolved with an administrative hearing, made up of one hearing officer. Students potentially facing suspension may choose to have their case adjudicated with a three-person Community Standards board; three eligible students chose this option (.4% of total conduct cases in 2023-24).

Conduct Case Overview	2023-2024
Conduct Cases Processed	765
Organization Investigations	23 (17 Greek)
Sexual Misconduct Investigations	8 (15 students) *
Other Student Investigations	5 (6 students)
Administrative Hearings	678
Community Standards Board Hearings	3
Sexual Misconduct Hearings	2 (4 students)
Appeals	14

* For the categories above that have more students than cases, more than one student was assigned a case number in our system relating to the same incident/hearing.

In addition to conduct cases, OCS also resolves matters relating to student behavior outside of the traditional disciplinary process, such as Community Circle, Good Samaritan, and Good Neighbor cases.

Cases Processed By Case Type	2023-2024
Conduct	765
Community Circle Program*	106
Good Samaritan (Alcohol and Drug)	94
Good Neighbor Cases**	175
TOTAL	1140

* Low-level, first time alcohol violations treated as non-disciplinary through meetings with OCS.

** Cases initiated from City of Oxford noise and trash citations.

Referral Sources

Top Referral Sources	Reports Referred in 2023-24
Office of Residence Life	682
Oxford Police Department	324
Office of Residence Life and MUPD (joint referral)	201
MUPD	88
Oxford Fire Department	22

Adjudication Timeline

OCS has dramatically and steadily improved its efficiency over the past two years, resulting in a 45% to 57% improvement in several key case turnaround metrics this year compared to 2021-22.

OCS Timeframes	Average Number of Days 2021-22	Average Number of Days 2022-23	Average Number of Days 2023-24
Report to Case Creation	6.99	5.00	3.01 (↓57%)
Report to Adjudication	26.69	20.78	14.76 (↓45%)
Investigations (report to close)	100.23	98.43	44.97 (↓54%)

Recidivism

Recidivism has remained steady over last year, with a 3.8% recidivism rate this year compared to 3.5% in 2022-23.

Looking Forward

In the coming year, the Office of Community Standards will continue to serve students through fair and equitable implementation of the conduct process, focusing on student accountability, growth, development, and community building.

Status of Capital Projects Executive Summary
September 18, 2024

1. Projects completed:

Four major projects were completed since the last report. The Benton Hall First Year Experience Classroom Renovation brought project-based instruction onto the first floor to demonstrate the interesting engineering work occurring in the building. The King Library Window Replacement project addressed 210 windows original to the building. The library is already seeing a reduction in energy consumption and tighter control of temperature and humidity. On-going maintenance and repairs were made in both parking garages located on campus. Finally, the second phase of the Yager West Accessibility Improvements project is complete in time for the new football season. No projects under \$500,000 were completed since the last report.

2. Projects added:

No new major projects and seven projects under \$500,000 were added since the last report.

3. Projects in progress:

The Bachelor Hall Renovation project is making headway with demolition and abatement. Foundation work is occurring in the basement in anticipation of excavating out the courtyard area and elevator shaft walls are being constructed. The North Chiller Plant Geothermal Conversion 2025 project is making progress drilling wells. Prior to the start of the fall semester, the drilling near the west entryway into Millett Hall was completed and restored to permit entry into the building from the West Millett parking lot. The boring operation for distribution piping under the roadway intersection was also completed prior to the start of the fall semester.

Respectfully submitted,

Cody J. Powell, PE
Associate Vice President –
Facilities Planning & Operations

Miami University
Physical Facilities Department
Status of Capital Projects Report

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	<u>Number of Projects</u>	<u>Value</u>
Under Construction	3	\$130,850,000
In Design	1	\$19,100,000
In Planning	3	\$26,500,000
Projects Under \$500,000	66	\$11,458,182
	<hr/>	
	Total	\$187,908,182

<u>New Projects Over \$500,000</u>
No new projects this report

<u>Projects Completed Since Last Report</u>	
Benton Hall – First Year Experience Classroom Renovation	\$1,100,000
King Library Window Replacement	\$1,100,000
Parking Garage Repairs	\$735,100
Yager West Accessibility Improvements, Phase 2 & Repairs	\$1,408,000
	<hr/>
Total	\$4,343,100

Miami University
Physical Facilities Department
Status of Capital Projects Report

UNDER CONSTRUCTION

(Under Contract)

Projects Requiring Board of Trustees Approval

1. Bachelor Hall Renovation: (BOT Jun '22) (BOT Mar '23)

Porchowsky

This project will provide for the renovation of Bachelor Hall. Built in 1979, this general academic building contains over 180 offices and 22 classrooms. The facility has not had a major renovation since its opening. Bachelor Hall currently houses the departments of Mathematics, Speech Pathology and Audiology, and English, as well as the Humanities Center and the American Cultures and English (ACE) program for international students. Speech Pathology and Audiology will be moving out of the building. This project will identify new occupants for the building through a comprehensive look at the humanities programs and alignment of departments within the College of Arts & Sciences across the campus. The project will renovate the entire 112,418 GSF facility with new mechanical systems and upgraded fire suppression, electrical and plumbing systems. The project will explore covering the existing open courtyard to increase building efficiency and create much needed collaboration and updated instructional spaces.

Mass demolition is 60% complete and will continue through the remainder of the year. Foundation work continues in the courtyard and elevator shaft walls are being constructed. The project is tracking a few weeks ahead of schedule.



Under Construction

Miami University
Physical Facilities Department
Status of Capital Projects Report

Bachelor Hall Renovation (continued):

Delivery Method: Design-Build

Project Cost	
Design and Administration	\$7,227,332
Cost of Work	\$56,459,873
Contingency	\$4,262,795
Owner Costs	\$4,250,000
Total	\$72,200,000

Funding Source	
Local	\$27,576,140
State	\$44,623,860
Total	\$72,200,000

Contingency Balance: \$4,262,795

Construction Complete: 11%

Project Completion: June 2026

2. **McGuffey Hall – Roof Replacement:** (BOT Jun '24)

Heflin

This project will replace the clay tile roof on McGuffey Hall. An architectural firm will perform a full audit of the roof to determine any additional work necessary to repair dormers, cupolas, or knee walls.

The work will start on the south wings of McGuffey Hall and then move to the north. Mobilization will begin in mid-September 2024 followed by existing roof tear off and then tile installation. The work on the south wing will be completed prior to moving to the central and north wings.

Delivery Method: Single Prime Contractor

Project Cost	
Design and Administration	\$400,000
Cost of Work	\$2,670,000
Contingency	\$250,000
Owner Costs	\$330,000
Total	\$3,650,000

Funding Source	
Local	\$3,650,000
Total	\$3,650,000

Contingency Balance: \$250,000

Construction Complete: 0%

Project Completion: August 2025

Under Construction

Miami University
Physical Facilities Department
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3. **North Chiller Plant (NCP) Geothermal Conversion 2025:** (BOT Mar '23)

Van Winkle

This project will install 520 geothermal wells, 850 feet deep, in the lawn south of Millett Hall, replace two old chillers in the North Chiller Plant (NCP) with heat pump chillers, and convert Millett Hall and the Student Athlete Development Center from steam heat to low temperature heating hot water. When completed, the NCP will operate in a simultaneous heating and cooling mode and use the geothermal wellfield as a heat source or heat sink to meet the demands of the north campus.

Additionally, this project will convert twelve (12) dorm buildings off of Natural Gas for Domestic Hot Water production, and DHW will instead be generated with heat produced by the North Chiller Plant. This design is underway, and the work will represent the third GMP for this project.

Geothermal well drilling is in progress, and we will be adding an additional drilling rig in September to increase production. The project must drill 20 wells each week to stay on schedule. The jack and bore operation to install piping beneath the Sycamore, Tallawanda, and Bonham roadway intersection is complete. The design of the building conversion inside Millett and the Gross Student Athlete Development Center is complete. Once completed, the second GMP is expected to be executed by the end of September 2024.



Under Construction

Miami University
Physical Facilities Department
Status of Capital Projects Report

North Chiller Plant (NCP) Geothermal Conversion 2025 (continued):



Delivery Method: Construction Manager at Risk

Project Cost	
Design and Administration	\$4,500,000
Cost of Work	\$45,250,000
Contingency	\$3,000,000
Owner Costs	\$2,250,000
Total	\$55,000,000

Funding Source	
Local	\$55,000,000
Total	\$55,000,000

Contingency Balance: \$3,000,000
Construction Complete: 9%
Project Completion: August 2026

Under Construction

Miami University
Physical Facilities Department
Status of Capital Projects Report

UNDER CONSTRUCTION

(Under Contract)

Projects Between \$500,000 and \$2,500,000

Intentionally blank

Under Construction

Miami University
Physical Facilities Department
Status of Capital Projects Report

**IN DESIGN
(Pre-Contract)**

1. The Advanced Manufacturing Workforce and Innovation Hub: (BOT Jun '24)

Heflin

Responding to the current and predicted future workforce and applied research needs of Butler County and Southwest Ohio manufacturers, Butler Tech and Miami University are leading a unique effort to establish a new advanced manufacturing hub in Butler County. A collaboration among Miami University, Butler Tech, the Butler County Board of Commissioners, and the City of Hamilton, the hub will bolster the region's strong manufacturing base and serve the needs of industry and students through education, training and research. Miami will acquire the Vora Technology Park on Knightsbridge Drive in Hamilton to house the new hub, per the approval of Ohio's Controlling Board.

This project will focus on approximately 70,000 square feet of renovation. Significant renovation, deferred maintenance, and utility infrastructure upgrades are required to convert the space from an office environment to an educational manufacturing environment.

The Design Development phase is complete and the design team is working on Construction Documents. Multiple bid packages will go out starting with an early equipment package for long lead time items, followed by a demo/abatement package and then the balance of construction package. Demo/Abatement is anticipated to begin in October 2024.

Delivery Method: Design-Build

Proposed Budget: \$19,100,000

Desired Start: Fall 2024

Desired Completion: December 2025

Funding Source	
Local	\$17,100,000
Butler Tech	\$2,000,000
Total	\$19,100,000

In Design

Miami University
Physical Facilities Department
Status of Capital Projects Report

IN PLANNING
(Pre A&E)

1. Bonham House – Myaamia Center Expansion:

Morris

This project will fully renovate and expand Bonham House to accommodate the Myaamia Center program. The Center, a Miami Tribe of Oklahoma initiative, serves the needs of the Myaamia people, Miami University, and partner communities through research, education, and outreach that promote Myaamia language, culture, knowledge and values. The Myaamia Center has two main purposes: 1) to conduct in-depth research to assist tribal educational initiatives aimed at the preservation of language and culture; and 2) to expose undergraduate and graduate students at Miami University to tribal efforts in language and cultural revitalization.

This project will include spaces for classrooms, offices, meeting and activity space, indoor and outdoor gathering and cultural practice areas, as well as areas for hands on learning workshops and support/circulation spaces. The project will evaluate the existing structure and add square footage of new construction to accommodate the program. The existing facility received interior renovations and limited building upgrades in 2022. This work included interior finishes, new lighting, roof replacement, and additional lateral support to the basement walls. An additional project also converted the building off steam to a new residential-style furnace system.

The Bonham House has significance to the history of Miami University. The north façade and general appearance of the original structure will be maintained, while new construction will reflect the culture of the Myaamia people as best as possible. Great care will be taken to understand what features are relevant to the Myaamia culture, and the university’s vernacular, and how both can be sensitively integrated.

The project has only been funded to complete programming and schematic design. This work will generate plans and renderings that will be used for fundraising needed to cover the costs of the facility improvements. Programming is complete and Architect is working on Conceptual Design.

Delivery Method: Construction Manager at Risk

Proposed Budget: \$7,500,000
Desired Start: January 2025
Desired Completion: March 2026

Funding Source	
Local	\$7,500,000
Total	\$7,500,000

Miami University
Physical Facilities Department
Status of Capital Projects Report

2. **Goggin Ice Center – Refrigeration System Replacement:**

Van Winkle

This project will replace the existing Freon-based system that refrigerates both ice pads. The existing system is nearing the end of its useful life and has had multiple leaks. These leaks cause a significant safety risk and are very costly. The existing refrigerant in the system is no longer an accepted substance for new systems. The project will explore options for alternative refrigeration methods. The system will be designed to separate production of ice for each pad for more flexibility.

The project is now in design. The work is planned to occur in 2026.

Delivery Method: Construction Manager at Risk

Proposed Budget: \$2,000,000
Desired Start: April 2026
Desired Completion: June 2026

Funding Source	
Local	\$2,000,000
Total	\$2,000,000

3. **Richard and Carole Cocks Art Museum – Renovation/Expansion:**

Heflin

This project is exploring the possibility of an addition to the Art Museum to handle the overcrowded stored collection, and renovation of existing collections space for additional instructional space and more efficient staff space. The renovation would also address several deferred maintenance issues with the building, as well as increase accessibility.

Miami has engaged the original architect as a consultant to propose a concept plan. A concept plan has been developed for an addition and renovation of existing spaces. A physical and digital model were created by Miami architecture students of the concept design. The concept design was reviewed by a construction manager for cost estimation, feasibility and phasing advice. The Request for Qualifications were evaluated and the selection team has shortlisted 3 architectural firms. Interviews will be held in mid-September 2024.

Delivery Method: Construction Manager at Risk

Proposed Budget: \$17,000,000
Desired Start: TBD
Desired Completion: TBD

Funding Source	
Local	\$17,000,000
Total	\$17,000,000

Miami University
Physical Facilities Department
Status of Capital Projects Report

COMPLETED PROJECTS

1. Benton Hall – First Year Experience Classroom Renovation:

Heflin

This renovation project was designed to provide project-based instruction and be prominently located within Benton Hall to demonstrate the dynamic engineering coursework that takes place in the college.

The renovation occurred on the first and second floors, impacting a total of 10,583 square feet. The work included selective demolition of interior walls, reconfiguration of space, casework, new finishes and rearrangement of existing building systems including: mechanical, electrical, plumbing, fire alarm, fire suppression, and data cabling.

The project was completed in August and ready for class use at the beginning of the fall semester.



Delivery Method: Construction Manager at Risk

Project Revenue	
Design and Administration	\$113,000
Cost of Work	\$767,000
Contingency	\$40,000
Owner Costs	\$180,000
Total	\$1,100,000

Project Expense	
Design and Administration	\$96,990
Cost of Work	\$764,910
Contingency	\$6,000
Owner Costs	\$178,641
Total	\$1,046,541

Estimated Contingency Balance Returned: \$34,000
 Est. Contingency Balance Returned, Percent of Total: 85%
 Est. Bid Savings / VE Returned: \$19,459
 Estimated Final Total Returned: \$53,459

Miami University
Physical Facilities Department
Status of Capital Projects Report

2. King Library Window Replacement:

Heflin

After a delay due to supply chain issues, this project addressed the removal and replacement of 210 windows at King Library. The four-story building was built in two phases, with the southern half of the building constructed in 1965, and the northern half in 1973. Throughout the nearly 60-year life of the building, there have been several renovations; however, the windows were original to the building.

The project is substantially complete with all windows installed in early August.



Delivery Method: Single Prime Contractor

Project Revenue	
Design and Administration	\$58,400
Cost of Work	\$940,000
Contingency	\$70,000
Owner Costs	\$31,600
Total	\$1,100,000

Project Expense	
Design and Administration	\$41,935
Cost of Work	\$930,686
Contingency	\$14,988
Owner Costs	\$8,934
Total	\$996,543

Estimated Contingency Balance Returned: \$55,012
 Est. Contingency Balance Returned, Percent of Total: 79%
 Est. Bid Savings / VE Returned: \$48,445
 Estimated Final Total Returned: \$103,457

Miami University
Physical Facilities Department
Status of Capital Projects Report

3. Parking Garage Repairs:

Morris

This project will provide repairs phased over a four-year span to both the Campus Avenue and North Campus Garages. The Campus Avenue Garage work included miscellaneous concrete repairs, façade coping mortar joint replacement, masonry repairs (tuckpointing and water repellant), expansion joint replacements, post-tension cabling pocket repairs and painting, stair tower glass replacement, pressure washing of the exterior cast stone cladding and drain repairs. The North Campus Garage repairs included miscellaneous concrete floor slab repair, water repellant, line striping, expansion joint seal replacement, and general masonry repairs.

Delivery Method: Single Prime Contractor

Project Revenue	
Design and Administration	\$71,300
Cost of Work	\$610,000
Contingency	\$48,800
Owner Costs	\$5,000
Total	\$735,100

Project Expense	
Design and Administration	\$63,200
Cost of Work	\$355,000
Contingency	\$48,800
Owner Costs	\$18,000
Total	\$485,000

Estimated Contingency Balance Returned: \$0
 Est. Contingency Balance Returned, Percent of Total: 0%
 Est. Bid Savings / VE Returned: \$250,100
 Estimated Final Total Returned: \$250,100

4. Yager West Accessibility Improvements, Phase 2 & Repairs:

Morris

This project implemented recommendations made in an Americans with Disabilities Act (ADA) study performed in 2018. This project provided ADA compliant handicap seating areas in front of the West Stands seating. This work included expanding the front aisle and construction of a new supporting concrete field wall. It also improved the accessible route from handicap parking to the seating areas, added improved ramps, new handrails and guardrails. Existing service counters for ticket booths and concessions were modified in order to adjust to ADA compliant heights. Maintenance work, such as concrete repairs and sealant joint replacement was implemented on the west stands as well. Additional maintenance repair and restoration work is slated for each of the coming three years on the west stands at a rate of about \$650,000 to \$700,000 each year through the summer of 2027.

Miami University
Physical Facilities Department
Status of Capital Projects Report

Yager West Accessibility Improvements, Phase 2 & Repairs (continued):



Delivery Method: Single Prime Contractor

Project Revenue	
Design and Administration	\$46,500
Cost of Work	\$1,200,000
Contingency	\$102,000
Owner Costs	\$59,500
Total	\$1,408,000

Project Expense	
Design and Administration	\$46,500
Cost of Work	\$1,187,000
Contingency	\$60,000
Owner Costs	\$59,500
Total	\$1,353,000

Estimated Contingency Balance Returned: \$42,000
 Est. Contingency Balance Returned, Percent of Total: 41%
 Est. Bid Savings / VE Returned: \$13,000
 Estimated Final Total Returned: \$55,000

Miami University
Physical Facilities Department
Status of Capital Projects Report

Projects Between \$50,000 and \$500,000

Project	Budget
Airport Pavement Project 2022	\$302,000
Airport Pavement Project 2023	\$158,000
Alumni Hall Additional Fire Suppression Upgrades 2023	\$200,000
Armstrong Student Center – Wayfinding	\$200,000
Art Building – Room 245 Refresh 2023	\$119,821
Art Building – Emergency Generator Replacement 2020	\$111,645
Benton Hall – 016 Smart Manufacturing Lab 2024	\$80,000
Beta Bell Tower Structure Repair	\$221,600
Demske Culinary Support Center – Boiler & BAS Upgrade 2020	\$148,849
E&G LED Conversions 2024	\$80,000
Equestrian Center – East Pastures Fence Painting 2024	\$140,250
Equestrian Center – Site Work Improvements	\$85,000
Ernst Nature Theater Improvements 2023	\$200,000
Farmer School of Business – Lighting Controls Upgrade 2024	\$140,000
Farmer School of Business – Memorial Parklet	\$200,000
Farmer School of Business – Misc. Improvements	\$176,546
Garden Commons Dining Hall – Market to Dining Conversion	\$450,000
Heritage Commons – LED Conversion 2020	\$125,000
Hoyt Hall – Roof Replacement 2024	\$201,500
Hughes Hall – EMR Liebert Unit Replacement	\$125,000
Hughes Hall- Exterior Door Replacement 2022	\$200,000
Hughes Hall – Lab Air Compressor Replacement 2022	\$125,000
Hughes Hall – Refinish Faculty Offices	\$50,000
King Library – 100C Howe Center Refresh	\$50,000
King Library – Air Handling Unit #1 & #2 Fan Replacement	\$450,000
Laws Hall – Rooms 016-017 Library Work 2023	\$55,020
Laws Hall – Room 100 Minor Refinish	\$50,000
MacMillan Hall – Myaamia Indoor Classroom	\$104,220
McGuffey Hall Corridor Repaint	\$60,000
McKie Field – Baseball Scoreboard Upgrade 2023	\$500,000
Millett Hall – Volleyball Locker Room Upgrades	\$270,000
MUH – Mosler Hall – Second Floor Refresh	\$51,500
MUH – Schwarm Hall – Rentschler Library Study Room	\$110,000
MUM – Johnston EM System Upgrade 2024	\$85,000
MUM – Regional Book Depository Upgrades 2022	\$330,000
MUO – Demolitions – Summer 2024	\$180,000
MUO – E&G Carpet Replacements 2024	\$150,000
MUO – ERRCS Upgrades 2024	\$350,000
MUO – Hood Cleaning 2022-25	\$52,000
MUO – Masonry and Limestone Repairs 2024	\$200,000
MUO – Painting – E&G Exterior	\$180,000
MUO – Painting – Campus Services Exterior	\$150,000
MUO – Provost Classrooms Upgrades 2024	\$116,800

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Projects Between \$50,000 and \$500,000 (continued)

MUO Rentals Refresh 2022: 15 N. University		\$170,000
MUO Rentals Refresh 2022: 163 Shadowy Hills		\$52,000
MUO Rentals Refresh 2024: 4719 Bonham Road		\$75,000
MUO – Residence Hall Carpet Replacements 2024		\$450,000
MUO – Western Sculpture		\$67,609
MU Regionals – Early College Academy 2023		\$100,00
North Campus Garage Improvements 2020		\$464,500
Oxford Area Trails – Phase 3		\$303,922
Phillips Hall - 212 Lab Exhaust Upgrade 2021		\$150,000
Presser Hall – Exterior Door Replacement		\$120,000
Presser Hall – Misc. Sound Attenuation		\$53,000
Psychology Building – Animal Facility Floor Phase 2		\$144,400
Recreational Sports Center – Equipment Replacement 2024		\$265,000
Recreational Sports Center – Resurface Climbing Wall		\$163,000
Sesquicentennial Chapel – HVAC Upgrades 2024		\$500,000
Shriver Center – MiTech-Admissions Renovation 2024		\$100,000
Soccer Lighting 2023		\$435,000
South Refrigerant Plant – Cooling Tower Fill Replacement 2023		\$100,000
Track & Field Mobile Trailer		\$75,000
Varsity Tennis Resurfacing 2023		\$55,000
Walks & Drives 2024		\$100,000
Yager Stadium – Hydrotherapy Tanks Replacement		\$220,000
Yager Stadium – Presidents Box Refresh Phase 2		\$60,000

***Bold** denotes newly added projects

Projects Closed Between \$50,000 and \$500,000

Project	Original Budget	Returned Funds

Miami University
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Glossary of Terms

Construction Manager at Risk (CMR) – is a delivery method which entails a commitment by the construction manager to deliver the project within a Guaranteed Maximum Price (GMP). The owner contracts the architectural and engineering services to perform the design from concept through construction bid documents using the construction manager as a consultant. The construction manager acts as the equivalent of a general contractor during the construction phase. CMR arrangement eliminates a "Low Bid" construction project. This method will typically be used on projects with high complexity and demanding completion schedules.

Contingency – includes both owner contingency and the D/B or CMR contingency where applicable.

Cost of the Work – is the cost of construction. This includes general condition fees, contractor overhead and profit, D/B or CMR construction stage personnel.

Design & Administration – includes all professional services to support the work. This consists of base Architect/Engineer (A/E) fees, A/E additional services, A/E reimbursables, non-error/omission A/E contingency fees, geotechnical services, special inspection services partnering services, multi-vista photo documentation of projects, D/B or CMR pre-construction services, third party estimator, and local administration fees.

Design Build (D/B) – is a project delivery method in which the design and construction services are contracted by a single entity and delivered within a Guaranteed Maximum Price (GMP). Design Build relies on a single point of responsibility contract and is used to minimize risks for the project owner and to reduce the delivery schedule by overlapping the design phase and construction phase of a project. This method will typically be used on projects with less complexity and have demanding completion schedules.

Guaranteed Maximum Price (GMP) – is the negotiated contract for construction services when using D/B or CMR. The owner negotiates a reasonable maximum price for the project (or component of the project) to be delivered within the prescribed schedule. The D/B firm or CMR is responsible for delivering the project within the agreed upon GMP. This process eliminates bidding risks experienced by the owner, allows creative value engineering (VE) to manage the budget, and permits portions of the work to begin far earlier than traditional bidding of the entire project.

Multiple Prime Contracting – is a project delivery method historically allowed by the State of Ohio. The owner contracts the architectural and engineering services to perform the design from concept through construction bid documents. The construction services are divided into various trade specialties – each bid as a separate contract (general, plumbing, mechanical, electrical, sprinkler, etc.). The owner is responsible for managing the terms of each contract and coordinating the work between the multiple contractors.

Owner Costs – are costs directly borne by the owner to complete the project. This includes furniture, fixtures, and equipment (FF&E), audio/visual (A/V), IT networking, percent for art (applicable on State funded projects exceeding \$4 million), printing and advertising expenses, and any special moving or start-up funds.

Preconstruction Services – are the development and design services provided by a D/B firm or CMR to the owner. These services are typically performed for an identified cost prior to the negotiation of a GMP. These services are included in "Design and Administration."

Single Prime Contracting – is a project delivery method in which the owner contracts the architectural and engineering services to perform the design from concept through construction bid documents. The construction services are contracted separately, but through a single entity. Single Prime Contracting is beneficial on projects with specialized construction requiring more owner oversight or control. This method will typically be used on projects with high complexity and low schedule importance.



Constructive Dialogue Initiative

The Office of Transformational and Inclusive Excellence (OTIE) is excited to lead the Constructive Dialogue Initiative at Miami University as part of our intentional, evidence-based approach to a more welcoming and inclusive Miami community. The goal of this initiative is to embed effective and respectful communication across differences in perspectives, values, and beliefs within the Miami community. This will decrease polarization, provide Miami students with critical professional and personal life skills, and support a more inclusive climate for all.

Miami University has partnered with the [Constructive Dialogue Institute](#) for this initiative. The Constructive Dialogue Institute's Perspectives program, made up of short online modules and in-person peer-to-peer activities, directly teaches several of the NACE-outlined competencies that align with career readiness. These competencies include communication, critical thinking, equity and inclusion, leadership, and teamwork.

At present, the Constructive Dialogue Initiative includes partners across every College and the majority of Divisions. Working with OTIE, our partners embed constructive dialogue in the classroom and in co-curricular opportunities for students at all levels. Our comprehensive, three-pronged approach includes components for students, faculty, and staff. As part of this initiative, students who complete the full program can earn a Constructive Dialogue Certificate. Eligible employees can participate in the Constructive Dialogue Initiative as part of the Job Enrichment Program.

Why Constructive Dialogue?

As global citizens and future leaders, Miami students need personal and professional skills to effectively communicate across differences in perspectives, values, and beliefs. Through constructive dialogue skills, we can decrease polarization, division, and conflict. This contributes to a greater sense of belonging and success for all. Constructive Dialogue Institute's Perspectives program teaches key concepts from psychology to explain where our differences in beliefs, worldviews, and values come from, and equips students with clear strategies to navigate difficult conversations more effectively. Against the backdrop of our divisive national climate, at Miami we support students in bridging and effectively communicating across differences.

If you have any questions about Constructive Dialogue, we invite you to reach out to OTIE@miamioh.edu, and an OTIE staff member will be in touch to address your questions. You can also schedule an [Inclusive Excellence Consultation](#), to discuss ways of incorporating Constructive Dialogue in your classroom, leadership program, or staff professional development offerings.



Students

Constructive Dialogue is a helpful learning tool that supports students' development of their dialogue skills across differences. [Constructive Dialogue Institute](#), our partner in this initiative, uses cutting-edge behavioral science research to inform their educational tools, resources, and frameworks. Their focus is on equipping schools, universities, and workplaces with a shared language, and a practical set of skills to build inclusive cultures and engage constructively across differences. The organization has over 50,000 learners, 900+ institutions involved, and are active in 48 states.

The Constructive Dialogue Program has two educational options: Track 1 or Full Perspectives. The program is currently being offered in some UNV101 courses (Oxford and Regionals), living learning communities, internships, and much more. There are many ways you may engage with this program through your coursework at Miami or through your leadership development programs outside of the classroom.

If you are interested in participating but have not been able to do so yet, please see the opportunities below. We also offer dialogue-based events throughout the year for students to come together and practice their dialogue skills to discuss various hot topics.

In addition to reviewing the information below, we encourage students who are interested in staying up to date on our offerings and opportunities to sign up for our [Constructive Dialogue Listserv](#) to get email updates of opportunities on campus.

Why Constructive Dialogue?

Track 1 Open Sessions

[Register for a Track 1 Open Session](#)

- Thursday, Oct. 3 | 6:00 - 7:00 pm | King Library
- Wednesday, Oct. 23 | 5:30 - 6:30 pm | King Library
- Monday, Nov. 4 | 6:00 - 7:00 pm | Zoom
- Monday, Nov. 18 | 11:00 am - 12:00 pm | Zoom
- Wednesday, Nov. 20 | 5:00 - 6:00 pm | Hamilton Campus
- Thursday, Nov. 21 | 10:00 - 11:00 am | Zoom
- Monday, Nov. 25 | 3:00 - 4:00 pm | Zoom
- Tuesday, Nov. 26 | 1:00 - 2:00 pm | Zoom
- Tuesday, Dec. 3 | 6:00 - 7:00 pm | Zoom

Fall Full Perspectives Open Session

[Register for the Fall Full Perspectives Open Session](#)

- Session 1 - Tuesday, October 29
- Session 2 - Tuesday, November 5
- Session 3 - Tuesday, November 12

Constructive Dialogue Structure & Learning Approach

Constructive Dialogue uses a blended learning approach, which includes both online courses and in-person peer-to-peer conversations to practice skills learned. At Miami, we have Track 1 and Full Perspectives as options for students to participate in constructive dialogue.

Track 1 is composed of two online courses (30 minutes each) and a peer-to-peer conversation (30 minutes), for a total time commitment of 1.5 hours. This part of the program centers behavioral science concepts that help students to understand the necessary mindset for constructive dialogue across differences.

Full Perspectives is six online courses (30 minutes each) and three peer-to-peer conversations (30 minutes each), for a total time commitment of 4.5 hours. This robust offering explores psychological concepts to understand how the brain processes information during conflict and learn practical skills for engaging in dialogue, while using real-life scenarios and interactive activities.

Undergraduate Student Constructive Dialogue Certificate

Students who complete the Full Perspectives (6 online courses and 3 peer-to-peer conversations) are able to receive the Constructive Dialogue Certificate. Students who complete this requirement through their coursework or co-curricular activities will automatically receive it at the end of the semester (Fall and Spring). The Office of Transformational and Inclusive Excellence (OTIE) will also provide various opportunities for students not connected via a class or out-of-classroom experience to meet all of the requirements to get a certificate. To learn more about these opportunities check-out our upcoming events section, sign up for the [Constructive Dialogue Listserv](#) or email OTIE@MiamiOH.edu to get more information.

Graduate Student Constructive Dialogue Certificate

The Office of Transformational and Inclusive Excellence and the Graduate School will be offering a Graduate Student Constructive Dialogue Certificate. The program will be composed of six online courses with a culminating experience at the end of each semester (fall and spring). The culminating experience will be a workshop through the [Graduate Student Development Series](#). Graduate Students are expected to have completed both parts before they can receive the Graduate Student Constructive Dialogue Certificate. To sign up for the online courses by using the following link for the [GSCD Certificate](#) and visit the [Graduate Student Development Series](#) website to sign up for the workshop (this will only be offered once a semester). If you have any issues signing up for the online courses please contact OTIE@miamioh.edu and if you have any questions about the workshop through the Graduate Student Development Series reach out to gradpd@MiamiOH.edu.

Get Involved @ Regionals

The Constructive Dialogue Program will have various opportunities at the Regional Campuses. Students at the Regional campuses can take full advantage of Constructive Dialogue's online course content. There will also be in-person (Oxford campus) and virtual (i.e. zoom) peer-to-peer conversations made available throughout the semester for students who wish to participate in this facet of the program. Regional students will also be eligible to participate in the Constructive Dialogue Certificate, as long as they complete all six online courses and participate in the three peer-to-peer conversations set up by the Office of Transformational and Inclusive Excellence (OTIE). To learn more about the peer-to-peer conversations (in-person and virtual) check out our upcoming events, sign up for our [Constructive Dialogue Listserv](#) or email OTIE@miamioh.edu if you have a specific question about this opportunity.



Faculty

Constructive Dialogue is a helpful learning tool that supports students' development of their dialogue skills across differences. [Constructive Dialogue Institute](#), our partner in this initiative, uses cutting-edge behavioral science research to inform their educational tools, resources, and frameworks. Their focus is on equipping schools, universities, and workplaces with a shared language, and a practical set of skills to build inclusive cultures and engage constructively across differences. The organization has over 50,000 learners, 900+ institutions involved, and are active in 48 states.

The Constructive Dialogue Program has two educational options: Track 1 or Full Perspectives. The program is currently being offered in some UNV101 courses (Oxford and Regionals), living learning communities, internships, and much more. There are many ways you may engage with this program through your coursework at Miami or through your leadership development programs outside of the classroom.

If you are interested in participating but have not been able to do so yet, please see the opportunities below. We also offer dialogue-based events throughout the year for students to come together and practice their dialogue skills to discuss various hot topics.

In addition to reviewing the information below, we encourage students who are interested in staying up to date on our offerings and opportunities to sign up for our ¹⁵ [Constructive Dialogue Listserv](#) to get email updates of opportunities on campus.

Current Partners: Units and Individuals

Constructive Dialogue Classes

- [The University and the Student](#), Nicole Hoyer (Director of State Relations, ASPIRE)
- [Community Health Nursing-A](#), Katy Gilb (Assistant Professor, Department of Nursing)
- [Community Health Nursing-B](#), Katy Gilb (Assistant Professor, Department of Nursing)
- [Diversity and Cross-Cultural Management](#), Darryl Rice (Associate Professor, Department of Management)
- [Well-Being and Thrive: Disability Access at Miami](#), Anastashia Blesi (Assistant Director, Miller Center for Student Disability Services)

Current Partners: Units and Individuals (cont.)

- [Introduction to Art Education-A](#), Stephanie Danker (Associate Professor, Department of Art)
- [Introduction to Art Education-B](#), Tracy Haynes (Faculty, Department of Art)
- [College Chemistry](#), Ellen Yeziarski (Director of the Center for Teaching Excellence and Professor, Department of Chemistry and Biochemistry)
- [Strength Through Cultural Diversity](#), Bennyce Hamilton (Regional Director of Diversity, Equity and Inclusion Initiatives and Deputy Title IX Coordinator, College of Liberal Arts and Applied Science)
- [Introduction to Managerial Accounting](#), Eric Marinich (Associate Teaching Professor, Department of Accountancy)
- [Gateway to Global Health](#), M. Cameron Hay-Rollins (Professor and Chair, Department of Anthropology & Global Health Research Innovation Center)
- [Doctor of Nursing Practice \(DNP\) Role Seminar II](#), Jennifer Rode, (Associate Professor and Director of Graduate Nursing Programs, Department of Nursing)
- [University Studies 101 Courses - Regionals](#), Monica Rothe (Academic Success Coach, Tutoring and Learning Center)
- [ACES Program](#), Keisha Norris (Asst. Director of Advising and Student Initiatives, College of Engineering and Computing)
- [UNV101-Art](#), Mary Rogero (Chair & Associate Professor, Department of Architecture and Interior Design)
- [EDL110 A/B/C - HawkFit](#), Mike Amos (Senior Director, Programs and Academic Partnerships, Miami Recreation) and Erin Jennings (Associate Director of Fitness, Miami Recreation)
- [GER252: The German Jewish Experience](#), Joseph O'Neil (Associate Professor, Department of German, Russian, Asian, and Middle Eastern Languages and Cultures)
- [CJS233 - Free Speech: Crime, Campus, Cops](#), Daniel Hall (Professor, Department of Political Science)

Academic Departments and Divisional Partners

- [ASPIRE](#)
- [Department of Nursing](#), College of Liberal Arts and Applied Science
- [Department of Management](#), Farmer School of Business
- [Miller Center for Student Disability Services](#), Student Life
- [Department of Art](#), College of Creative Arts
- [Department of Chemistry and Biochemistry](#), College of Arts and Science
- [Department of Accountancy](#), Farmer School of Business
- [Department of Anthropology](#), College of Arts and Science
- [College of Engineering and Computing](#)
- [Department of Architecture and Interior Design](#), College of Creative Arts
- [Miami Recreation](#), Finance and Business Services
- [Department of German, Russian, Asian, and Middle Eastern Languages and Cultures](#), College of Arts and Science
- [Department of Political Science](#), College of Arts and Science
- [Farmer School of Business](#), Ryan Family Scholars and Passport Program

25+ Constructive Dialogue Classes
15 Department/Divisional Partnerships

Upcoming Events

Event information coming soon! To learn more about our programming [visit our Events Calendar](#). If there is a dialogue-based event you are interested in collaborating on, we invite you to reach out to OTIE@MiamiOH.edu so we can connect and discuss opportunities for collaboration.

Program Structure and Options

Constructive Dialogue uses a blended learning approach, which includes both online courses and in-person peer-to-peer conversations to practice what has been learned. At Miami, we have Track 1 and Full Perspectives as options for students to participate in constructive dialogue. The online courses are all housed on the Constructive Dialogue Institute website, in which faculty partners are provided an account and information on how to navigate it as an instructor.



Program Structure and Options (cont.)

Constructive Dialogue at Miami has two options: Track 1 or Full Perspectives. Track 1 primarily centers behavioral science concepts that help students to understand the necessary mindset for constructive dialogue across differences. This program is shorter and only entails a 1.5 hour time commitment. Full Perspectives is a robust offering that explores psychological concepts to understand how the brain processes information during conflict and learn practical skills for engaging in dialogue, while using real-life scenarios and interactive activities. This option is a 4.5 hour time commitment but provides a stronger foundation for developing dialogue skills. Students who complete the Full Perspectives option (i.e. 6 online courses, 3 peer-to-peer conversations) will receive a certificate at the end of the semester (fall and spring). There is also a Graduate Student Constructive Dialogue Certificate, with similar parameters for completion. The breakdown of components for both options is outlined below:

- **Track 1:** composed of two online courses (30 minutes each) and a peer-to-peer conversation (30 minutes), for a total time commitment of 1.5 hours.
- **Full Perspectives:** composed of six online courses (30 minutes each) and three peer-to-peer conversations (30 minutes each), for a total time commitment of 4.5 hours.



The course content for both options can be divided up throughout a semester, or clustered together to shorten the timeframe of completion. Depending on the needs of your course, Track 1 or Full Perspectives might be a better fit. To learn more about how to sign-up to have your courses included in Constructive Dialogue or to learn more about this process, visit the section [Leveraging Constructive Dialogue in the Classroom](#).

Professional Development Opportunities

In July 2023, Constructive Dialogue Institute launched a new initiative - Faculty/Staff Constructive Dialogue Certificate - to support campus partners, like Miami University, in its capacity-building efforts. The certificate program includes six online courses that cover the major concepts and strategies developed by constructive dialogue, with faculty and staff in mind through real-life scenarios and interactive activities. If you are interested in participating, you can join this new opportunity by creating an account and completing all the courses - [Faculty/Staff Certificate](#).

Current Partners

- University Communications and Marketing, DEI Committee
- IT Services, DEI Committee
- Miami Recreation, Staff Team
- Student Life, Dean of Students



Leveraging Constructive Dialogue in the Classroom

As part of the Office of Transformational and Inclusive Excellence (OTIE) strategy for embedding Constructive Dialogue at Miami, there has been intentional thought put into partnering with faculty. Faculty are at the forefront of developing students' communication skills and career-readiness at Miami. The pre-built content in Constructive Dialogue can be a valuable tool in the classroom, to provide common language and easily accessible virtual content for students. The tools and strategies provided through the program can be leveraged by faculty to facilitate difficult conversations, provide students with skills they can use in their internships/practicums, and develop leadership skills for the rest of their life. Constructive Dialogue also supports our students' career-readiness skills based on the [National Association of Colleges and Employers Competencies](#): communication, critical thinking, equity & inclusion, leadership, professionalism, and teamwork. If you would like to incorporate Constructive Dialogue into your course, we invite you to fill out our [CD Course Development Form](#) to share some points of information so we can begin the process of working with you. Once the form is submitted, within 3-4 business days you will receive an email from an OTIE staff member with more information on next steps and how to navigate the Constructive Dialogue Institute platform as an instructor. Faculty are also encouraged to schedule an [Inclusive Excellence Consultation](#), with OTIE, if you would like to learn more about the program and explore ways of embedding it into your curriculum or co-curricularly. Consultations can be 15-30 minutes, and offer faculty a space to strategize with an OTIE staff member in considering the best ways of leveraging constructive dialogue content and resources.

2024-2025 Faculty Learning Community

For 2024-2025, the Office of Transformational and Inclusive Excellence (OTIE) has partnered with the Center for Teaching Excellence (CTE) to support faculty engagement with Constructive Dialogue through the Faculty Learning Community (FLC), "Teaching and Learning Across Differences" to support Miami faculty in incorporating Constructive Dialogue skills in classes.

Co-Leads

M. Cristina Alcalde, Ph.D.

Vice President for Transformational and Inclusive Excellence and Professor of Global and Intercultural Studies

Dana Cox, Ph.D.

Professor of Mathematics, College of Arts and Science

Program Goals

- Examine and discuss discipline-specific research and literature on facilitating and incorporating constructive dialogue in the classroom.
- Examine and discuss Constructive Dialogue Institute resources, including the online program Perspectives, online workshop materials, and instructor guides.
- Develop toolkits to equip instructors with actionable strategies across disciplines to enhance student-to-student and faculty-to-student interactions in teaching complex, and potentially divisive, topics.



Program Description

In our increasingly divided society, the ability to constructively discuss complicated issues is important to effective and inclusive teaching and learning. Participants of this FLC will collaboratively work to bring together discipline-specific literature and [Constructive Dialogue Institute](#) (CDI) resources and tools. The ultimate goal of regular meetings and discussions will be to develop toolkits for how to constructively approach different perspectives, and teach across differences, in Miami courses. Toolkits developed by participants will provide faculty in the social sciences, natural sciences, and arts and humanities with actionable strategies for incorporating and facilitating constructive dialogue in the classroom across differences in backgrounds, viewpoints, and values.

2024-2025 Cohort

- Jason Ezell, Ph.D. (Head of Learning and Engagement, Miami University Libraries)
- Érica Fernández, Ph.D. (Associate Professor, Department of Educational Leadership, College of Education, Health, and Society)
- Saruna Ghimire, Ph.D. (Associate Professor, Department of Sociology and Gerontology, College of Arts and Science)
- John Cinnamon, Ph.D. (Associate Professor, Department of Social and Behavioral Sciences, College of Liberal Arts and Applied Science)
- Kaneesha Ogle, Ph.D., R.N., M.S.W., L.S.W. (Assistant Professor, Department of Nursing, College of Liberal Arts and Applied Science)
- Shen Yue Jia, Ph.D. (Assistant Professor, Department of Geography, College of Arts and Science)
- Brandy Reeves-Doyle, Ph.D. (Assistant Professor, Department of Kinesiology, Nutrition, and Health, College of Education, Health, and Society)
- Abigail Morgan (Social Sciences Librarian, Miami University Libraries)
- David Yin, Ph.D. (Assistant Professor, Department of Finance, Farmer School of Business)

If you have any questions about Constructive Dialogue, we invite you to reach out to OTIE@MiamiOH.edu, and an OTIE staff member will be in touch to address your questions. You can also schedule an [Inclusive Excellence Consultation](#), to discuss ways of incorporating Constructive Dialogue in your classroom, leadership program, or staff professional development offerings.





Staff

Staff are invited to explore Constructive Dialogue both for student programming and for employee professional development.

Constructive Dialogue is a valuable tool for Miami students' development of communication skills and their career-readiness skills. The program touches on six of the eight [NACE-competencies](#): communication, critical thinking, equity & inclusion, leadership, professionalism, and teamwork. The program also provides students with common language and a framework to draw on when dialoguing in our community.

One recent study found Constructive Dialogue to be a “promising intervention for reducing affective polarization, fostering intellectual humility, and to some extent, improving conflict resolution tactics” ([Welker et al., 2023, p. 452](#)). The study included over 35,000 users of Perspectives 1.0 and Perspectives 2.0, with this dataset being primarily of US users (86.10%) and higher education students (84.64%). This robust dataset found that Constructive Dialogue has the potential to effectively reduce bias against opposing political parties, cultivate intellectual humility, and enhance individuals' ability to resolve conflicts constructively ([Welker et al., 2023](#)). Through this tool, our community can work together to effectively implement a scalable intervention to facilitate dialogue and collaboration across differences.

To support the integration of Constructive Dialogue at Miami University, OTIE has taken a three-pronged approach with developing initiatives for (1) students, (2) faculty, and (3) staff. By starting educational opportunities for students in our major roll-out, Fall 2024, we start to engage students at all levels (i.e. first-year students, sophomores, juniors, seniors, and graduate students). We have also created capacity-building opportunities for faculty and staff, in the form of a Faculty Learning Community, Staff Leadership Cohort, and much more. There will also be more dialogue-based events offered in this upcoming year, so students, faculty, and staff can be in conversation together more frequently on a variety of topics.

The Office of Transformational and Inclusive Excellence (OTIE) has intentionally partnered with departments, units, and individual staff to implement various co-curricular and leadership development opportunities. We currently are working with the Office of Student Wellness, Miami Recreation, Honors College Living Learning Community, and many others.

We invite new partners to explore our offerings below, and to reach out if you have any questions at OTIE@miamioh.edu.

Current Partners: Units and Individuals

Constructive Dialogue Classes with Co-Curricular Component

- **Graduate Student Constructive Dialogue Certificate**, Elise Radina (Associate Dean and Professor, Department of Family Science and Social Work, Graduate School) and Jason Abbitt (Acting Associate Dean, Professor of Department of Educational Psychology, Graduate School)
- **Honors Residential College**, Jonathan James (Assistant Director for Student Engagement, Honors College) and Zeb Baker (Executive Director, Honors College)
- **Office of Student Wellness - Peer Educators**, Rebecca Young (Director of Student Wellness, Office of Student Wellness)
- **Office of Student Wellness**, Katelyn Howell (Associate Director, Office of Student Wellness)
- **CDEI Regional Campus - Student Employees**, Bennyce Hamilton (Regional Director of Diversity, Equity and Inclusion Initiatives and Deputy Title IX Coordinator, College of Liberal Arts and Applied Science)
- **Louis Stokes Alliance for Minority Participation (LSAMP)**, Carolyn S. Craig (Director of Inclusive Excellence Strategies and Initiatives, College of Arts and Science)
- **Leadership Excellence Achievement Diversity Scholars (LEADS) Institute**, Carolyn S. Craig (Director of Inclusive Excellence Strategies and Initiatives, College of Arts and Science)
- **Masters' of Accountancy**, Michele Frank (Associate Professor, Department of Accountancy) and Anne Farrell (Chair & PricewaterhouseCoopers Professor of Accountancy, Department of Accountancy)
- **Beta Alpha Psi**, Michele Frank (Associate Professor, Department of Accountancy), Mark Ross (Executive-in-Residence, Department of Accountancy), and Anne Farrell (Chair & PricewaterhouseCoopers Professor of Accountancy, Department of Accountancy)
- **National Association of Black Accountants**, Eric Marinich (Associate Teaching Professor, Department of Accountancy) and Anne Farrell (Chair & PricewaterhouseCoopers Professor of Accountancy, Department of Accountancy)
- **Women in Accounting**, Anne Farrell (Chair & PricewaterhouseCoopers Professor of Accountancy, Department of Accountancy)
- **Accounting Association**, Billy Brink (Associate Professor, Department of Accountancy) and Anne Farrell (Chair & PricewaterhouseCoopers Professor of Accountancy, Department of Accountancy)
- **Scholar-Leaders (Spring 2025)**, Noah Montague (Resident Director, Office of Residence Life)
- **Club Sport Officers**, Jeremy Bardon (Associate Director of Club Sports and Youth Gymnastics, Miami Recreation) and Mike Arnos (Senior Director, Programs and Academic Partnerships, Miami Recreation)
- **Recreation Student Managers**, Mike Arnos (Senior Director, Programs and Academic Partnerships, Miami Recreation)
- **National Society of Black Engineers**, Keisha Norris (Asst. Director of Advising and Student Initiatives, College of Engineering and Computing)
- **Hillel Student Leadership**, Devra Sadler (Assistant Director, Hillel at Miami University) and Whitney Fisch (Executive Director, Hillel at Miami University)
- **Jewish Business Leadership Council**, Devra Sadler (Assistant Director, Hillel at Miami University) and Whitney Fisch (Executive Director, Hillel at Miami University)
- **International Peer Orientation Leaders (iPOLs)**, Dan Sinetar (Assistant Director, International Student and Scholar Services) and Laura Desmond (Program Manager, International Student and Scholar Services)

Academic Departments and Divisional Partners

- **Graduate School**, Academic Affairs
- **Honors College**, Academic Affairs
- **Office of Student Wellness**, Student Life
- **Center for Diversity, Equity, and Inclusion**, College of Liberal Arts and Applied Science
- **College of Arts and Science**
- **Department of Accountancy**, Farmer School of Business
- **Office of Residence Life**, Student Life
- **Miami Recreation**, Finance and Business Services
- **College of Engineering and Computing**
- **Hillel at Miami University**
- **International Student and Scholar Services**, Global Initiatives
- **Intercollegiate Athletics**



18+ Constructive Dialogue Classes
12 Department/Divisional Partnerships

Upcoming Events

Event information coming soon! To learn more about our programming [visit our Events Calendar](#). If there is a dialogue-based event you are interested in collaborating on, we invite you to reach out to OTIE@MiamiOH.edu so we can connect and discuss opportunities for collaboration.

Program Structure and Options

Constructive Dialogue uses a blended learning approach, which includes both online courses and in-person peer-to-peer conversations to practice what has been learned. At Miami, we have Track 1 and Full Perspectives as options for students to participate in constructive dialogue. The online courses are all housed on the Constructive Dialogue Institute website, in which staff partners are provided an account and information on how to navigate it as an instructor.

Constructive Dialogue at Miami has two options: Track 1 or Full Perspectives. Track 1 primarily centers behavioral science concepts that help students to understand the necessary mindset for constructive dialogue across differences. This program is shorter and only entails a 1.5 hour time commitment. Full Perspectives is a robust offering that explores psychological concepts to understand how the brain processes information during conflict and learn practical skills for engaging in dialogue, while using real-life scenarios and interactive activities. This option is a 4.5 hour time commitment but provides a stronger foundation for developing dialogue skills. Students who complete the Full Perspectives option (i.e. 6 online courses, 3 peer-to-peer conversations) will receive a certificate at the end of the semester (fall and spring). There is also a Graduate Student Constructive Dialogue Certificate, with similar parameters for completion. The breakdown of components for both options is outlined below:

- **Track 1:** composed of two online courses (30 minutes each) and a peer-to-peer conversation (30 minutes), for a total time commitment of 1.5 hours.
- **Full Perspectives:** composed of six online courses (30 minutes each) and three peer-to-peer conversations (30 minutes each), for a total time commitment of 4.5 hours.



The content for both options can be divided up throughout a semester, or clustered together to shorten the timeframe of completion. Depending on the needs of your leadership team or co-curricular offering, Track 1 or Full Perspectives might be a better fit. To learn more about how to sign-up to have your courses included in Constructive Dialogue or to learn more about this process, visit the section Leveraging Constructive Dialogue in Programming and Leadership Development.

Professional Development Opportunities

In July 2023, Constructive Dialogue Institute launched a new initiative - Faculty/Staff Constructive Dialogue Certificate - to support campus partners, like Miami University, in its capacity-building efforts. The certificate program includes six online courses that cover the major concepts and strategies developed by constructive dialogue, with faculty and staff in mind through real-life scenarios and interactive activities. If you are interested in participating, you can join this new opportunity by creating an account and completing all the courses - [Faculty/Staff Certificate](#).

Current Partners

- University Communications and Marketing, DEI Committee
- IT Services, DEI Committee
- Miami Recreation, Staff Team
- Student Life, Dean of Students

Leveraging Constructive Dialogue in Programming and Leadership Development

As part of the Office of Transformational and Inclusive Excellence (OTIE) strategy for embedding Constructive Dialogue at Miami, there has been intentional thought put into partnering with staff across the university. Staff support students through capacity-building trainings, leadership development opportunities, and other out-of-classroom experiences. Through the various offerings across Miami, students are able to strengthen their communication and career-readiness skills. The pre-built content in Constructive Dialogue can be a valuable tool across Miami, that can be embedded into leadership development programs, student employee onboardings, and so forth.

The program offers common language and easily accessible virtual content for students, that provides tools and strategies for students. Miami staff can leverage this resource to support with the facilitation of difficult conversations, provide students with skills they can use in their internships/practicums, and develop leadership skills for the rest of their life. Constructive Dialogue also supports our students' career-readiness skills based on the [National Association of Colleges and Employers Competencies](#): communication, critical thinking, equity & inclusion, leadership, professionalism, and teamwork.

If you would like to incorporate Constructive Dialogue to a student group, leadership development program, or other co-curricular offering, we invite you to fill out our [CD Course Development Form](#) to share some points of information so we can begin the process of working with you. Once the form is submitted, within 3-4 business days you will receive an email from an OTIE staff member with more information on next steps and how to navigate the Constructive Dialogue Institute platform as an instructor.

Staff are also encouraged to schedule an [Inclusive Excellence Consultation](#), with OTIE, if you would like to learn more about the program and explore ways of embedding it into your programming, leadership development training, or more broadly through your units co-curricular offerings. Consultations can be 15-30 minutes, and offer staff a space to strategize with an OTIE staff member in considering the best ways of leveraging constructive dialogue content and resources.

Supervisor Resource

As a professional development opportunity for teams at Miami University, we now offer the Faculty/Staff Constructive Dialogue Certificate. The program encompasses six online modules that cover the concepts, tools, and strategies developed by Constructive Dialogue Institute. This capacity-building opportunity will provide your team with a common language and enhance their communication skills to strengthen your team's ability to talk to each other and work as a team. The Office of Transformational and Inclusive Excellence (OTIE) can build a course just for your team and provide you instructor access so you can see your team's progress through the program.

OTIE is inviting all teams, departments, and divisions to join this initiative to support our goal of reaching 25% of employee completion of the program. Based on research completed by Constructive Dialogue Institute, once this threshold is reached we can begin to see widespread benefits as we reach culture change on campus.

To begin the process and start your team's journey at growing their skill sets and improving the lines of communication, reach out to OTIE@miamioh.edu.

Staff Leadership Cohort

For 2024-2025, the Office of Transformational and Inclusive Excellence (OTIE) has launched the Staff Leadership Cohort (SLC) to support Miami staff in incorporating Constructive Dialogue skills in their co-curricular offerings throughout the institution.

Co-Leads

Tekeia N. K. Howard

Director, Programming,
Office of Transformational
and Inclusive Excellence

Gwen Fears, Ed.D.

Assistant Vice President for
Student Life - Assessment,
Planning, and Transition

Program Goals

- Develop an understanding of the researched backed outcomes of the Perspectives program.
- Learn about different strategies that can be applied in different settings at Miami University.
- Empower student-facing staff with skills to confidently facilitate difficult conversations on campus as they arise.
- Develop and sharpen facilitation techniques and intervention strategies to support high pressure moments on campus.
- Connect with other staff leaders who are doing similar work, identify collaborators, and allies to advancing the work.
- Identify/develop best practices and goals for Miami University.

Blueprint for Dialogue on Campus: Staff Leaders Cohort Expectations

- Identify an area of opportunity for constructive dialogues and skill building that can be implemented in your department/area to enhance the skills of students to navigate dialogue across differences.
- Attend all 7 sessions and complete all prep work for each session.
- In the Spring, attend all check in meetings, provide updates and outline of projects.
- Contribute to best practices and toolkits to continue the growth of Constructive Dialogue across Miami.

2024-2025 Cohort

- Jennifer Benz (Assistant Vice President, Center for Career Exploration & Success, Enrollment Management and Student Success)
- Jonathan James, M.A. (Assistant Director for Student Engagement, Honors College)
- Jasmine Hardy (Assistant Director of Fraternity and Sorority Life, Center for Student Engagement, Activities, and Leadership, Student Life)
- Liz Walsh-Treviño (Director of Orientation and Transition, Office of Orientation and Transition, Student Life)
- Chauncey Winbush (Deputy Athletic Director/Chief of Staff, Intercollegiate Athletics)
- Lois Gillis Brown (Director, TRIO Student Support Services, The Tutoring and Learning Center, College of Liberal Arts and Applied Science)
- Robert Abowitz (Interim Director, Residence Life, Student Life)
- Carolyn Craig (Director of Inclusive Excellence Strategies and Initiatives, College of Arts and Science)



If you have any questions about Constructive Dialogue, we invite you to reach out to OTIE@miamioh.edu, and an OTIE staff member will be in touch to address your questions. You can also schedule an [Inclusive Excellence Consultation](#), to discuss ways of incorporating Constructive Dialogue in your classroom, leadership program, or staff professional development offerings.



Spring 2024 Pilot Program

In Spring 2024, [over 100 student leaders participated in the student pilot](#), across political, racial, religious, and cultural backgrounds, from a variety of student organizations. This initiative was spearheaded by the Office of Transformational and Inclusive Excellence (OTIE), in partnership with [ASPIRE](#), [the Honors College](#), and [the Menard Family Center for Democracy](#). Student leaders completed all six online courses and participated in three peer-to-peer conversations in small groups of 3-4 students over a three-week period. To celebrate the completion of the program, students attended a closing ceremony where they received certificates of completion.

Based on student feedback and reporting from Constructive Dialogue Institute, we learned that students experienced a 78% improvement in affective polarization (dislike, distrust, and avoidance those who hold different political views), 58% improvement in dichotomous thinking (meaning the tendency to think in terms of polar opposites, without accepting possibilities that lie between these two extremes), and overall improvement in conflict resolution (how individuals address and resolve disagreements and conflict) and communication across difference. Students shared that they felt equipped to handle difficult conversations and navigate conflict management. They gave a 9 out of 10 average overall satisfaction with the program.

The goal for the pilot was to gain student feedback and perspective about the Full Perspectives program, in order to inform whether and how we might roll this out to students and the Miami community more broadly in Fall 2024. The extreme success of the pilot resulted in a major investment in embedding Constructive Dialogue at Miami University by OTIE.

Constructive Dialogue Resources

Miami Resource

Our current political climate includes a great deal of divisive and heated discourse that affects everyone. Should course topics or issues or even comments or questions from class members lead to “hot moments” that jeopardize learning, it is important to be prepared to constructively facilitate instruction. This guide and collection of resources aim to support Miami instructors in our current political climate so that they can effectively manage class environments to be productive learning spaces for all. While the guide refers to strategies for hot topics in the classroom, these strategies may also be useful to those facilitating workshops and discussions in other learning, development, and advising spaces with students. A collaborative initiative sponsored by the Center for Teaching Excellence, the Office of the Provost, and the Office of Transformational and Inclusive Excellence. To learn more about this initiative, [visit Teaching in the Current Political Climate](#).

Activities and Exercises

- Hopes and Concerns
- Spotlight
- Structures for Group Dialogue
- Listening Sessions
- ‘The Debrief
- Minute Meetups
- Co-Creating Resilient Group Norms
- The Questions Game
- Spectrum of Beliefs
- My Political Values

Webinars

- A Culture of Dialogue: How Students can Practice Talking about Things that Matter
- The Third Way: Navigating the Tension between Free Speech and Inclusion
- Sitting with Conflict: Redefining the Goal of Dialogue
- Resources for Teaching with Perspectives
- Why Conservative Students Feel Silenced (and What You Can Do About It)
- Reshaping the Discourse: Strategies to Integrate Free Speech and Inclusion
- Maintaining a Positive Campus Climate During the 2024 Election

Publications

- Maintaining Campus Community During the 2024 Election: A Guide for Leaders, Faculty, and Staff
- The Online Educational Program ‘Perspectives’ Improves Affective Polarization, Intellectual Humility, and Conflict Management
- Political Polarization and Its Repercussions for Public School Teachers
- Building Bridges in the Context of Inequality
- 2022 Back-to-School Playbook: Five Practices to Foster Constructive Dialogue in Your Classroom
- Turning Down the Heat on Campus: How an Online Educational Program can Reduce Polarization and Improve Dialogue in College Classrooms
- Bridging Political Divides in Local Government
- The Role of Intellectual Humility in Leadership and Promoting Workplace Diversity, Equity, Inclusion, and Belongingness: Leadership Intellectual Humility
- Using Perspectives to Foster Intellectual Humility in Teaching Business Ethics
- Transforming Conflict on College Campus
- Intellectual Humility is Reliably Associated with Constructive Responses to Conflict

[Resource Web Page](#)





ENROLLMENT MANAGEMENT
AND STUDENT SUCCESS

The 2023-2024 year was one of transition for Enrollment Management & Student Success, with the change in VP leadership, FAFSA simplification disrupting our new student enrollment cycle, and the retirement of the University Registrar. As we shift into 2024-2025, we are engaging in divisional planning, forward thinking and process improvement to help students achieve their goals. This year will also launch the Workday Student implementation. This is a chance for us to review our policies with a specific goal of better supporting students. Change is on the horizon, and it is an opportunity to become a national leader in the work that we do.

Below are the highlights from across Enrollment Management & Student Success since the June report by divisional unit.

Admission

We are happy to report that the melt of the incoming class was within expected margins. As of September 9 the entering cohort for fall 2024 in comparison to the same point in time for 2022 and 2023 stands as:

	2022	2023	2024
Non-Resident Oxford	1534	1463	1486
<i>Domestic</i>	<i>1450</i>	<i>1415</i>	<i>1448</i>
<i>International</i>	<i>84</i>	<i>48</i>	<i>38</i>
Ohio Resident Oxford	2501	2474	2705
Total Oxford	4035	3937	4191
Pathways	87	92	196
Grand Total Oxford & Pathways	4122	4029	4387

In addition to our enrollment outcomes, Admission has had a busy summer. 455 rising juniors and seniors attended Miami's weeklong summer camp, the Summer Scholars Program. Historically, 36-42% of the students who attend this program enroll as first-year students at Miami. Additionally, daily visits from May through August are up 14%, with 3,842 prospective students touring campus this summer.

Finally, the Honors College hosted a celebratory breakfast on August 16 in honor of Amy Beissel, Associate Director of Admission who oversees high-achieving student recruitment, which includes the Summer Scholars Program, Scholars Showcase, and honors admission, as she was recognized as the Honors College's campus partner of the year for 2023-2024.

Student Financial Assistance

Student Financial Assistance has continued to manage issues arising from FAFSA Simplification. Their work ensuring student's aid was applied to their bills has been critical in our ability to maintain our significant enrollment gains. There is hope that the 2025-2026 FAFSA process will be easier than this year, and the team is ready to manage what may come.

Since January, Student Financial Assistance has also worked with the Department of Education on Recertification, a once every five year process required for continued eligibility to participate in the Title IV student financial aid program. We have submitted the required material and are on track to award our approximately \$100million/year in federal student aid.

This summer brought a number of new state grants for students in the 2024-2025 academic year. These include:

- Great Minds; for students in social work and mental health related programs
- Governor's Merit Award; for students in the top 5% of high school class
 - Miami has 289 qualified students with a total award of \$1.5M
- Work Ready; for regional campus students to support workforce needs
- Choose Ohio First; for students in STEM programs

Bursar

During fiscal year 2023, together with our vendor, Flywire, we introduced the ability to accept 529 payments electronically and have seen an increase in electronic 529 payments by 35% since its introduction. This has reduced the administrative burden, minimized the potential for errors and streamlines the payment process for families.

The office has made significant improvement to the process of handling past due accounts by streamlining the placement of these accounts with the Attorney General. This helps in meeting state regulations and ensuring that past due balances are addressed in a timely manner.

Registrar

EMSS is pleased to welcome Ted Peters to the division as our new University Registrar. Ted joins us from the College of Arts and Science where he served as Senior Associate Dean of Advising. His long relationship with Miami and his deep connections to the Office of the Registrar made him the ideal candidate for the position, especially given the critical role he will play in the Workday Student Implementation project. Ted's first day in EMSS was September 4.

The Office of the University Registrar processed a total of 531 students with 534 degrees and certificates in August.

Student Success Center

The Student Success Center collaborates closely with academic divisions to ensure that students are registered and enrolled in a full-time load of courses. This outreach includes direct calls, emails, campaigns through EAB Navigate, and text messages. As of July 1, 2024, 312 students who were registered the previous spring semester but did not graduate or withdraw, along with 600 students who were enrolled in fewer than 12 hours were identified for outreach. While some students remain part-time and others wait to finalize their schedules upon arriving to campus, our collective outreach successfully reduced the number of unregistered students to 118 unregistered students and 246 under-registered students by August 16.

The Miami Cares Food Pantry, located in Nellie Craig Walker Hall, established a partnership with Shared Harvest to provide monthly deliveries of between 650-1200 pounds. This is a first of its kind partnership for Shared Harvest who is excited about adding a University to their portfolio, echoed by our excitement to provide additional resources for students. The food received is distributed via the MCFP and the Nutrition Department Pick List Pantry. Weekly use of the Food Pantry and Pick List Pantry is typically between 75-100 students.

Center for Career Exploration and Success

As a result of hiring the Director of Experiential Education, CCES is launching a new Career Champions program for interested faculty and staff which recognizes that students receive career advice from multiple stakeholders and our desire to empower the community with critical career information. Throughout the year, CCES will deliver workshops designed to equip faculty and staff with career development advice to share with students. All Career Champions will receive a quarterly newsletter and information about upcoming workshops. The more a Career Champion attends in a year, the greater the level (bronze, silver, gold, platinum) which will be recognized at the end of each academic year.

During the last academic year, CCES was able to track that 93% of first year students engaged in career development. The EMSS Research and Analytics team then studied the 7% of first year students who did not engage and this data is driving targeted strategies for this year's incoming class. One of the interesting data points discovered through this research is that first year students are more likely to be retained into the second year when they attended at least one career fair.

Research & Analytics and Operations

The EMSS Research and Analytics Team has advanced its collaborations with internal and external partners, to assure that enrollment related data and data definitions are used consistently for better decision making including a comprehensive analysis of factors associated

with engagement in Career Services activities during the first year. The results will be used by CCES staff to develop programming and outreach efforts. The team will continue these efforts to create resources for university stakeholders including the academic deans as they partner in the outreach and retention efforts of Miami students.

EMSS Operations is taking a lead role in the Workday Student Implementation. Taking lessons from the successful launch of Workday Platform we are working with partners across campus to identify how best to move the system forward. Beginning in July, groups selected for their expertise came together with our partners at AVAAP to understand how we are using the current student information system, what tools we will need to maintain, and how we can adapt our practice as Workday rolls out. The first components of Workday Student will go live in October 2025 with the full transition occurring by July 2026.

I am proud of the EMSS team for focusing on the student experience throughout this year and am inspired by their commitment to our students. As we continue to plan and implement new ideas, we are excited to be a part of shaping Miami toward its future.



September 2024 Enrollment Management & Student Success

New Student Enrollment Update

Fall 2024 Confirmations

Residency and Pathways

	2022	2023	2024	Δ 2023 to 2024
Non-Resident - Oxford	1,534	1,463	1,486	1.6%
Domestic Non-Resident	1,450	1,415	1,448	2.3%
International	84	48	38	-20.8%
Ohio Resident - Oxford	2,501	2,474	2,705	9.3%
Grand Total - Oxford	4,035	3,937	4,191	6.5%
Pathways	87	92	196	113.0%
<i>Grand Total – Oxford & Pathways</i>	4,122	4,029	4,387	8.9%

Data as of September 9



Fall 2024 Confirmations

Academic Division

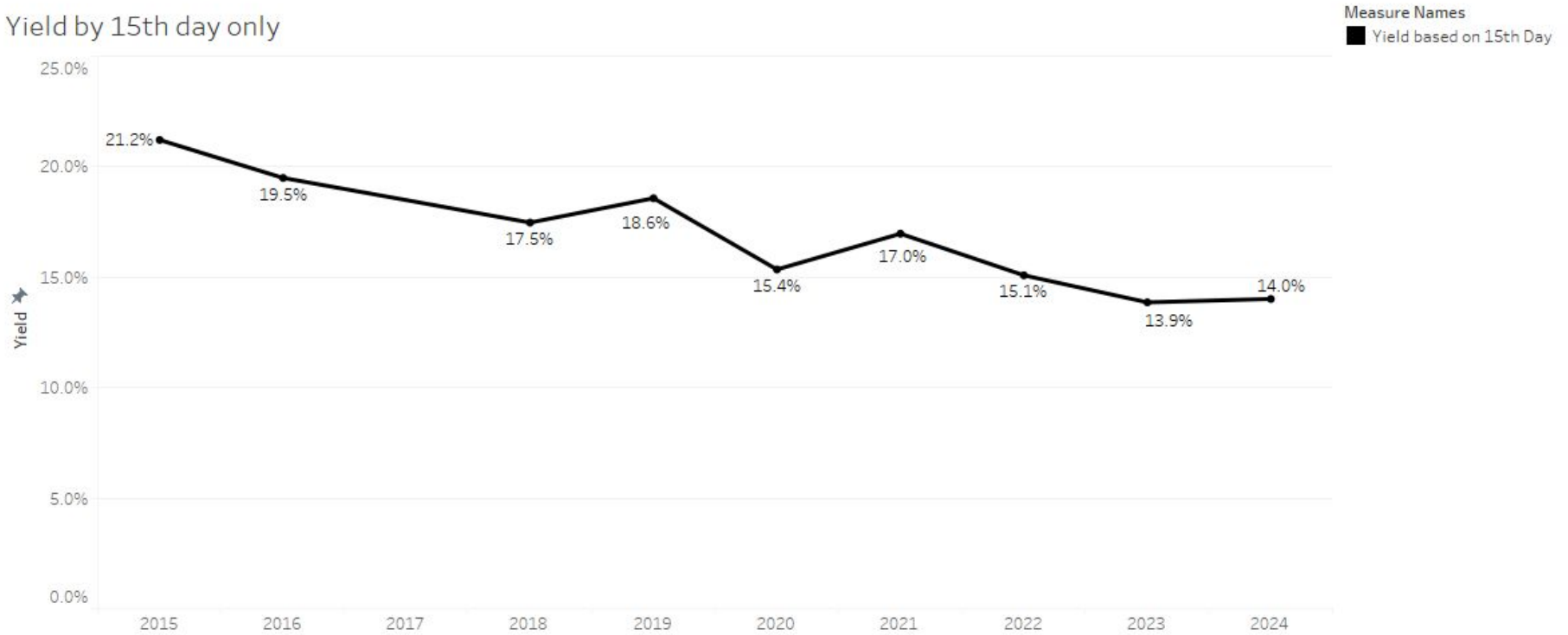
	2022	2023	2024	Δ 2023 to 2024
College of Arts and Science	1,616	1,424	1,558	9.4%
Farmer School of Business	1,163	1,267	1,255	-0.1%
College of Engineering and Computing	452	402	461	14.7%
College of Education, Health, and Society	389	437	464	6.2%
College of Creative Arts	290	251	259	3.2%
Nursing	125	156	194	24.4%
Grand Total	4,035	3,937	4,191	6.5%

Data as of September 9



Yield as of 15th day

Yield by 15th day only



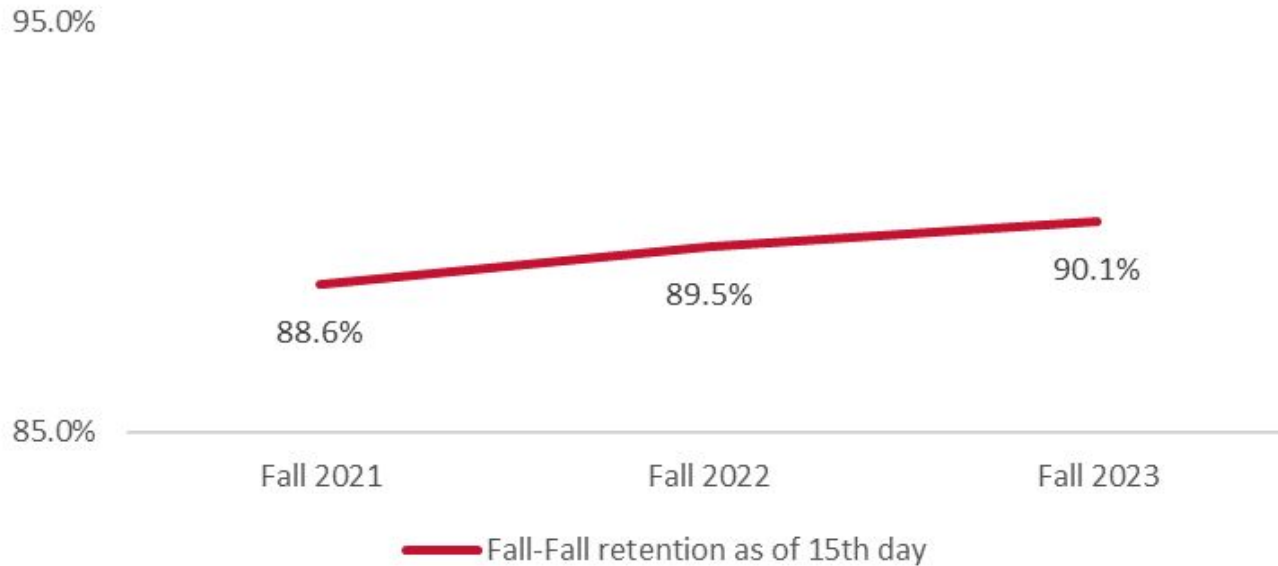


September 2024 Enrollment Management & Student Success

Retention and Persistence Update

Retention as of 15th Day

Retention and Current Day Enrollment - 3 Year Trend





HONORS COLLEGE

Board of Trustees Report

Miami University Honors College

September 2024

Prepared by Dr. Zeb Baker, Founding Executive Director of the Honors College

On May 9, *College Transitions*, the leading rankings organization in the field of honors education, released its 2024 list of the 50 Best Honors Colleges.¹ These rankings held exciting news for Miami, as our honors college, which was then wrapping up only its third academic year since launching on July 1, 2021, was rated the sixth-best honors college in the nation – and the top honors college in the Midwest. These favorable rankings punctuated an academic year in which our honors college attracted Miami’s largest-ever incoming cohort of high-ability students (688), welcomed the university’s largest-ever group of inductees into its Phi Beta Kappa chapter (162), and celebrated the largest-ever number of national fellowship recipients in a single year in university history (37). Taken together, these data points indicate how the Honors College has quickly amassed a national reputation for excellence in honors education.

The achievements of the past year validate the direction in which the Honors College is growing, providing positive momentum for the future of honors education at Miami. Accordingly, this report will briefly supply data and insight that indicate what the Honors College has accomplished to earn its newfound national stature in the key sectors of current student performance, recruitment and yield, mission and execution, and programs of distinction.

Current Student Information and Performance

In the current 2024-25 academic year, there are **2019** students enrolled in the Honors College. All of these students are enrolled on the Oxford campus – including those who are enrolled in the College of Liberal Arts and Applied Science (CLAAS), as they are majoring exclusively in Nursing. Examining primary and non-primary majors, our current students divide up across divisions in these ways:

Division	Total # of Honors College students majoring in this division	% of overall Honors College enrollment	% of division’s overall undergraduate enrollment
CAS	1011	50.1%	16%
FSB	489	24.2%	9.6%

¹ “50 Best Honors Colleges – 2024,” *College Transitions*, May 9, 2024, <https://www.collegetransitions.com/blog/best-honors-colleges>.

CEC	321	15.9%	17.4%
EHS	179	8.9%	7.4%
CCA	153	7.6%	10.6%
CLAAS	34	1.7%	6%

These numbers indicate how firmly embedded Honors College students are within each division: Honors College students equal 10% or more of their undergraduate enrollments in each Oxford-based academic division, excepting EHS. Honors College students have become essential to each division being able to meet its enrollment imperative.

The same is true for the university as a whole. Honors College students comprise **12.1%** of Miami’s overall undergraduate enrollment in AY 24-25 (up from 11.1% in AY 23-24). As a point of comparison, the chart below shows the Honors College’s current enrollment alongside the six academic divisions.

CAS	6321
FSB	5075
EHS	2421
Honors College	2019
CEC	1841
CCA	1443
CLAAS	569

Seen from this vantage point, the Honors College would be Miami’s fourth-largest academic unit if it was a standalone division.

Honors College students are succeeding academically at a significantly high level. Our four-year graduation rate for those students who completed their degrees in the May/August 2024 graduation cycle was **90%**. Our retention rate for the Class of 2022 (the most recently assessed cohort) was **96.2%**. The overall average cumulative GPA for the three upper-division cohorts is a **3.74**. Putting aside our recently-enrolled incoming cohort (Class of 2028), the average cumulative GPAs for our three upper-division classes confirm the widespread academic achievement of honors students.

Cohort	Average Cumulative Undergraduate GPA
Class of 2025	3.79
Class of 2026	3.88
Class of 2027	3.74

It should be noted that each student must maintain a 3.25 cumulative GPA in order to remain in Good Standing in the Honors College. Currently, **93.2%** of all Honors College students have cumulative GPAs that are either at or above this 3.25 threshold. There are 1.4x as many honors students in the Honors College with perfect 4.0 cumulative GPAs (213) than students with cumulative GPAs that fall below this 3.25 threshold (90). It should come as no surprise, then, that eight of the 10 recipients of the 2024 Provost Student Academic Achievement Award – the university’s highest recognition of undergraduate academic excellence – are Honors College students.

The Honors College seeks to function as a big-tent proposition. We welcome engaged learners from all backgrounds and walks of life. To this extent, the Honors College has long worked to maintain a vibrant and diverse student community. Approximately one-in-five current Honors College students – or **19.6%** – are students of color. Our current diversity numbers for AY 24-25 look this way:

IPEDS Race/Ethnicity	Student Count
American Indian or Native Alaskan	5
Asian	83
Black or African American	52
Hispanic/Latino	111
Multiracial	116
Native Hawaiian or Pacific Islander	1
Non-Resident Alien	27
Unknown	21
White	1569

Along the same lines, fully **60%** of currently-enrolled Honors College students are female or female-identifying. **9.8%** are first-generation students. **41.6%** are domestic non-residents.

Honors Admission (F24 funnel)

The Honors College does not manage a separate application process for admission. Rather, the Office of Admission coordinates this process, making all of the selections for admitted students. Interested students simply click a box asking to be considered for admission to the Honors College on the Common Application, which then triggers a holistic review of their record by Admission staff. The Honors College partners with the Office of Admission on all recruitment and yield activities, including its regular weekday meetings with prospective students who visit campus; Fall and Spring open house events; Bridges events; and Make It Miami days. The Honors College was represented at all of the Red Brick Roadshow events in January and early February, and even paid for one of the event sessions.

For Fall 2024, the Honors College welcomed the university’s largest-ever incoming cohort of high-ability students – **688** (680 direct high school admits and eight transfer students). This cohort was a 220-student increase over the confirmed class for Fall 2023 (468), revealing healthy demand and competition for Honors College admission. The direct high school admits sported an overall average high school GPA of **4.41**. In terms of division, the direct high school admits broke down in this way:

Division	# of students	% of incoming cohort
CAS	313	46.1%
FSB	165	24.3%
CEC	121	17.8%
EHS	42	6.2%
CCA	25	3.7%
CLAAS (Nursing)	20	2.9%

The overall diversity of these incoming direct high school admits is **16.9%**, which tracks lower than the diversity of the Honors College community more generally.

IPEDS Race/Ethnicity	Student Count
American Indian or Native Alaskan	3
Asian	31
Black or African American	18
Hispanic/Latino	31
Multiracial	32
Unknown	5
White	560

Female and female-identifying students comprise **61.5%** of the cohort; **13.1%** are first-generation; **34.4%** are domestic non-resident; and **1.5%** are international students.

In this cohort were also the **17** incoming Presidential Fellows, who were all directly admitted from high school. Their average cumulative high school GPA was a **4.35**. Of this cohort, **13** are female and female-identifying; **1** is first-generation; **13** are domestic non-resident; and **1** is an international student (Kazakhstan).

The eight transfer students arrive at varying points in their college careers, although none of them are more than four semesters into their postsecondary educations. Six of them are majoring in fields in CAS; one was admitted to FSB; and another one to CEC. Two of them are students of color; and another two are first-generation students. Two others enrolled in the Honors College through our articulation agreement with the honors program at Sinclair Community College. All eight of them are Ohio residents.

Overall, the yield rate for the full admitted cohort (FY and TR) was **11.5%**, based on an admit rate of **30.5%**. Here are the admit and yield rate statistics since the Honors College’s launch for Fall 2021:

Year	# of Honors Applications	# of Honors Admits	Admit Rate	# of Honors Confirmations	Yield Rate
Fall 2024	19,604	5,983	30.5%	688	11.5%
Fall 2023	15,934	3,839	24.1%	468	12.2%
Fall 2022	3,916	2,388	61.0%	478	20.0%
Fall 2021	4,788	2,314	48.3%	501	21.7%

Mission and Execution

Honors education at Miami originates within the Honors College’s mission to produce *citizen scholars* – students who not only have a lifelong love of learning, but who possess a lifelong obligation to use their talents, interests, and abilities to advance the common good. This mission is a summons to a higher calling, supporting students as they emerge from their Miami experience ready to apply their honors education in ways that meaningfully contribute to their chosen fields and communities. We want to develop young people who appreciate their responsibility to pursue lives and careers of meaning and purpose. This mission, as one of our current seniors, Abby Jackson, recently observed, is “what the Honors College is all about.” “The Honors College is not just about learning tough topics,” she averred,

“but to become educated on certain topics so that we can help our fellow human beings as much as we can.”

This mission imbues every aspect of our work. It is also a key feature of what *College Transitions* highlighted in its ranking for our honors college – a mission-centered experience that drives our “rigorous, scholarly curricular requirements,” marked by “unique courses, study abroad programs, opportunities for faculty mentorship, and a supportive residential experience in which students thrive.” There are too many aspects of these particular features of the Honors College to be examined in this report. Accordingly, we will take a deeper dive into the Honors Residential College (HRC), located in Hillcrest, Hodge, and Young Halls on Western Campus. The HRC provides the environment for a comprehensive and transformative experience by combining an engaged community of residential learners, committed Residence Life professional and para-professional staff, student-centered activities and engagements, rigorous academic courses, and enhanced academic support provided by the Honors College Advising Team.

A major question with which we have been confronted is how to measure the student experience and benefits of the HRC. Because the HRC serves as a foundation for building community within the Honors College, a desire to quantify the student experience with hard data drawn from the Assessment of Living and Learning (ALL Survey), distributed by the Office of Residence Life (ORL), was inaugurated in the 2023-24 academic year. We reviewed the ALL Survey data from Fall 2023 in the aggregate, and for all first-year student responses, comparing them to the specific feedback received from the Honors College students living in the HRC during that semester. Additionally, in partnership with ORL, we developed a specific set of HRC-related questions that we were able to incorporate into the Spring 2024 ALL Survey specifically for Honors College students living in our exclusive residential community.

Fall 2023 ALL Survey Comparisons			
Survey Question with Sum of Agree and Strongly Agree Response	ALL Survey - Aggregate Response	ALL Survey - All First Year Student Responses	ALL Survey - All Honors Residential College
Q24 - I feel connected to my LLC.	79.67%	77.67%	88.41%
Q25 - I have had unique opportunities as a result of my LLC.	78.49%	75.93%	95.11%
Q26 - I have interacted with faculty or staff that I would not have otherwise as a result of my LLC.	69.09%	69.30%	80.14%
Q28 - My LLC has met my expectations.	86.17%	84.31%	94.36%
Q39 - My academic transition to college has been easy.	83.81%	82.81%	88.44%
Q41 - My social transition to college has been easy.	79.86%	78.01%	79.65%

Spring 2024 ALL Survey – HRC Related Questions				
Living in the Honors Residential College...	Strongly Disagree	Disagree	Agree	Strongly Agree
has benefited my experience as an Honors College student at Miami University.	4.55%	11.36%	27.27%	56.82%
has provided me with opportunities that I would not have received if I were to live elsewhere.	2.27%	11.36%	34.09%	52.27%

has allowed me to gain more from my Honors College experience in and out of the classroom.	4.55%	20.45%	31.82%	43.18%
has provided me with a solid connection with other Honors College students that I plan to sustain into the years ahead of me.	4.55%	9.09%	27.27%	59.09%
has enhanced my academic success.	4.55%	11.36%	43.18%	40.91%

These results indicate that the vast majority of Honors College students living in the HRC are having a positive experience. Focusing on the percentage sum of the agree and strongly agree responses, these results confirm that our students regard the HRC residential experience and co-curricular experience it provides through various programmatic elements as a benefit. In nearly every category that we highlight, the student experience in the HRC has a higher agreement percentage than that of nearly every aggregately-reported finding of the entire on-campus population and all first-year percentages also presented for comparison.

Three specific results warrant a special highlight here:

- 95.11% of HRC students indicated agreement that they have had unique opportunities as a result of the HRC, compared to 78.49% from the all on-campus student response;
- 80.14% of HRC students indicated agreement that they interacted with faculty or staff that they would not have otherwise as a result of living in the HRC, compared to 69.09% from the all on-campus student response;
- 94.36% of HRC students indicated agreement that the HRC has met their expectations, compared to that of 86.17% from the all on-campus student response.

This feedback affirms the valued-added benefits from the residential experience we have built into the Honors College from day one – readying them to take the next steps in becoming citizen scholars.

Programs of Distinction

The Honors College is responsible for supporting all Miami students in two areas of particular academic achievement: advising them around competing for, and winning, national fellowships; and identifying them as inductees into the university’s chapter of Phi Beta Kappa, the highest degree of undergraduate academic distinction in American higher education. In both areas, the Honors College’s vision and leadership increased the ability of Miami’s best and most engaged students to earn their rightful place among the finest undergraduate leaders in the country.

A. National Fellowships

In the past year, current students and recent alumni were awarded **37** national fellowships, which is the most that Miami candidates have ever won in a single competition cycle in the university’s history. The recipients, finalists, and semi-finalists were as follows:

Award	Recipients
Astronaut	Zachary Abrahms Cecelia Meinking
Beckman Scholars Program	Lake Ernst Cecelia Meinking
Boren	Alex Massa (Brazil)

Freeman-Asia	Amber Kimmel Jacqueline Martini
Fulbright (English Teaching Assistantships unless otherwise specified)	Hanah Bloom (Fulbright Research Award, Japan) Ally Britton-Heitz (alternate) Alexandra Cardwell Adam Debevec (semi-finalist) Blair Hassett '22 Claire Kormanik (semi-finalist) Kristina Mijkovic '22 Emma Murabito '21 (semi-finalist) Natasha Netzorg '23 Kelsey Norris Victory Oguntuyi (semi-finalist) Natasha Reinhardt '16 '17 (alternate) Teryn Scott (alternate)
Gilman	Jenah Calderhead Logan Carmack Skylar Corder Maribel Gonzaga Shelby Hannahs Medi Kabengele Natasha Netzorg '23 Maria Rust Marissa Suhayda Charles Tetteh Jacob White Ashley Wickline Garrett Wright
Joanna Jackson Goldman Memorial Prize	Samuel Fouts
Goldwater	Audrey Allen Cecelia Meinking Chanakya Pandya
NSF Graduate	Akanksha Das Alex Dunahoo Keaka Farleigh Jordan Lea Rubin-McGregor Katherine Stahlhut
Phi Beta Kappa Key into Public Service Scholars Program	Mollie Duffy
Charles B. Rangel Graduate Fellowship	Sinait Sarafino '22
Truman	Evelyn Morrison (finalist, Ohio) Peren Tiemann (finalist, Oregon)

Since Miami reinvested time, energy, and effort in supporting students to compete for fellowships in 2010, the university's candidates have been awarded **303** such awards, including the Goldwater, Marshall, Truman, Fulbright, and Gates Cambridge Scholarships (and three Rhodes finalists). Here is the statistical breakdown for the past 20 years of Miami fellowship recipients:

Academic Year	# of recipients
2004-05	11
2005-06	9
2006-07	7
2007-08	7
2008-09	11

2009-10	5
2010-11	12
2011-12	18
2012-13	20
2013-14	19
2014-15	13
2015-16	21
2016-17	22
2017-18	26
2018-19	20
2019-20	29
2020-21	16
2021-22	24
2022-23	26
2023-24	37

B. Phi Beta Kappa

The Phi Beta Kappa Society is a beacon of academic excellence in the liberal arts. As the nation’s oldest academic honor society, election into Phi Beta Kappa is the highest honor that an undergraduate student can earn in American higher education. Only 10% of American universities have a chapter of Phi Beta Kappa, and only 10% of arts and science students at those institutions are elected as members each year. Having a chapter of Phi Beta Kappa signals that a university and its students demonstrate the highest commitment to liberal education.

Phi Beta Kappa was founded on December 5, 1776, by five students at the College of William and Mary in Williamsburg, Virginia. It was the first Society to have a Greek letter name. In its initial period, Phi Beta Kappa included an oath of secrecy, a badge, mottos in Latin and Greek, a code of laws, an elaborate form of initiation, a seal, and a special handshake, which we will demonstrate later. The Greek letters Phi Beta Kappa are the initials of the Greek motto *Philosophia Biou Kubernetes*, which means “the love of learning is the guide of life.” The Phi Beta Kappa key included three stars that indicate the fundamental principles of our Society — Fraternity, Morality, and Literature — and an index finger pointing to a star representing the high aspirations of the members.

Miami University’s chapter, Iota of Ohio, was chartered on June 14, 1911. The inaugural banquet was held in Hepburn Hall, with President Guy Potter Benton presiding. “Greetings and long life to the Iota Chapter of Ohio of Phi Beta Kappa,” he proclaimed. “No greater honor can come to a son or daughter of ‘Old Miami’ than to wear the key which stands for something actually accomplished.”

This year’s induction ceremony for the Iota of Ohio chapter took place on May 2, 2024. The **162** graduating seniors who joined the Iota of Ohio chapter during that ceremony represents the largest induction class in Miami’s history.

Beginning in 2019, the then-Honors Program partnered with Miami’s chapter of Phi Beta Kappa, Iota of Ohio, to increase its total number of inductees annually. Accounting for slight decreases in the COVID years of 2020 and 2021, the now Honors College has assisted our PBK chapter to recognize record-

numbers of Miami students with this honor, culminating in the largest-ever cohort of inductees accepting the invitation to join this year.

Over the past 10 induction cycles, here are the statistics for annual inductees:

Year	# of inductees
2015	80
2016	91
2017	104
2018	97
2019	129
2020	105
2021	99
2022	91
2023	132
2024	162
TOTALS	1090 inductees

MIAMI UNIVERSITY

Campus Services Center

2024-2025 Occupancy Report #2 (End of Week 2)

9/6/2024

Building Name	Standard Capacity	Residents	Occupancy %	Vacancies	Doubles Sold as Singles
Anderson	217	211	97%	6	0
Bishop	94	91	97%	3	0
Brandon	144	140	97%	4	0
Clawson	120	117	98%	3	0
Collins	145	141	97%	4	0
Dennison	270	261	97%	9	0
Dodds	196	190	97%	6	0
Dorsey	212	199	94%	13	0
Elliott	35	35	100%	0	0
Emerson	337	322	96%	15	0
Etheridge	237	233	98%	4	0
Flower	266	255	96%	11	0
Hahne	366	341	93%	25	0
Hamilton	180	176	98%	4	0
Havighurst	332	323	97%	9	0
Hepburn	267	258	97%	9	0
Heritage Commons					
Blanchard House	72	68	94%	4	0
Fisher	72	70	97%	2	0
Logan	70	66	94%	4	0
Pines Lodge	72	66	92%	6	0
Reid	72	69	96%	3	0
Tallawanda	72	71	99%	1	0
Hillcrest	260	248	95%	4	8
Hodge	252	242	96%	0	10
MacCracken	175	166	95%	9	0
Maplestreet Station	90	89	99%	1	0
Marcum	348	342	98%	6	0
McBride	138	136	99%	2	0
McFarland	143	136	95%	7	0
McKee	79	67	85%	12	0
Minnich	253	251	99%	2	0
Morris	352	342	97%	10	0
Ogden	158	152	96%	4	2
Peabody	153	144	94%	9	0
Porter	181	179	99%	2	0
Richard	212	204	96%	7	1
Scott	253	248	98%	5	0
Stanton	203	192	95%	10	1
Stoddard	45	45	100%	0	0
Symmes	197	193	98%	4	0
Tappan	293	288	98%	5	0
Wells (Offline)	0	0	0%	0	0
Withrow	281	272	97%	9	0
Young	259	246	0%	7	6
	8173	7885	96.5%	260	28

Grand Totals	8173	7885	96.5%	260	28
One Year Ago	8279	7579	92.0%	580	120



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Liz Mullenix, , Chair & Provost, University Senate
Rosemary Pennington, Chair, Senate Executive Committee
Nathan French, Chair Elect, Senate Executive Committee
Tracy Haynes, Past Chair, Senate Executive Committee

University Senate Website: [https://www.miamioh.edu/academic affairs/university senate](https://www.miamioh.edu/academic%20affairs/university%20senate)

September 09, 2024

To: Board of Trustees, Academic and Student Affairs Committee
From: Rosemary Pennington, Chair, Senate Executive Committee
RE: University Senate Report to Board of Trustees September 09, 2024 Meeting

Executive Committee of University Senate membership:

- Rosemary Pennington,(Media, Journalism, & Film), Chair
- Nathan French,(CAS), Chair Elect
- Tracy Haynes (Biology), Past Chair
- Brad Goldie,(FSB), At Large Member
- Troy Travis, Staff Member
- Will Brinley, (Student Body President), Undergraduate
- Mastano Dzimbiri, Graduate Student
- Liz Mullenix, Chair & Provost, University Senate
- TBD, (Associate Provost), Secretary of University Senate
- Tammy Paerson, (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 May 07, 2024.

- **New Business, Special Reports and Updates delivered to University Senate:**

- **September 09, 2024**

- SR 25-01 Miami University Mission Statement, Gwen Fears, Assistant Vice President for Student Life; Mission Statement Committee Co-Chair
- Ad Hoc Committee on Athletic Attendance Policy, Nathan French, Associate Professor and Lead Departmental Advisor, Comparative Religion
- CAS Curriculum Preview, Renee Baernstein, College of Arts and Science Dean
- Data Access Policy, Padma Patil, Ph.D., Associate Vice President, Office of Institutional Research and Effectiveness, & Sue McDowell, Ph.D., Vice President for Research and Innovation

- **Approved Minors, Revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:**

- **September 09, 2024**

- Revisions to Existing Minors - SBS - Applied Social Science Minor
- Revisions to Existing Majors - BIO - Biology, Master of Arts
- Revisions to Existing Majors - CIT - Computer and Information Technology, Associate in Applied Science
- Revisions to Existing Majors- CPB - Chemical and Biomedical Engineering, Master of Science in Chemical and Biomedical Engineering
- Revisions to Existing Majors - FSW - Social Work, Master of Social Work

- **Senate Resolutions**

- SR 25-01 Miami University Mission Statement, Gwen Fears, Assistant Vice President for Student Life; Mission Statement Committee Co-Chair

SR 25-01
Miami University Mission Statement
September 09, 2024

BE IT HEREBY RESOLVED that University Senate approves changes to the Miami University Mission Statement as outlined below:

MIAMI UNIVERSITY – Mission Revision Proposal – Fall 2024

Miami University, is a student-centered, public university, guided by the principles of Love and Honor. founded in 1809, has built its success through an unwavering commitment to Leading with integrity, compassion, and respect, we pursue growth and excellence in a transformative learning environment. We embrace a holistic and personalized approach to education, infused with the humanities and liberal arts, to 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 lifelong learners its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve leadership, creativity, and innovation to shape 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 Our teacher-scholars model, and highly engaged staff inspire curiosity, intellectual depth, and career preparation across our communities through instruction, by inviting students into the excitement of research, scholarship, experiential learning, co-curricular experiences, and civic engagement. 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~~ We foster a diverse, inclusive, and welcoming community, Miami strives to cultivate an environment where each individual is valued, diversity and difference are respected, and appreciated and respected.

~~Our students, faculty, staff, and alumni develop skills and knowledge to lead with confidence and courage and to provide solutions 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~~ for local and global challenges now and in the future.

~~— June 20, 2008~~ September 2024

MIAMI UNIVERSITY – Mission Revision Proposal – Fall 2024 (Clean Version)

Miami University is a student-centered, public university, guided by the principles of [Love and Honor](#). Leading with integrity, compassion, and respect, we pursue growth and excellence in a transformative learning environment. We embrace a holistic and personalized approach to education, infused with the humanities and liberal arts, to empower lifelong learners who use leadership, creativity, and innovation to shape the future. Our [teacher-scholars](#) and highly engaged staff inspire curiosity, intellectual depth, and career preparation across our communities through instruction, research, scholarship, experiential learning, co-curricular experiences, and civic engagement. We foster a diverse, inclusive, and welcoming community where each individual is valued, respected, and appreciated. Our students, faculty, staff, and alumni develop the skills and knowledge to lead with confidence and courage and to provide solutions for local and global challenges now and in the future.

Division of Student Life

NEWS AND UPDATES | September 2024

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

The Division of Student Life aims for every student to feel a sense of belonging at Miami and to create meaningful connections in the Miami and Oxford communities. Through a wide array of initiatives and programs, we foster environments where students can grow, learn, and succeed on campus and beyond. This report highlights our ongoing efforts to cultivate a vibrant, inclusive community that supports each student's journey at Miami University.

Knock and Talks with Residence Life

During the first week of class in August, all members of the **Office of Residence Life** professional staff conducted *Knock and Talks* for at least two hours. Staff members visited all hallways in their residential buildings, knocked on student doors, welcomed students to the building, asked about their first week of class, and normalized the professional staff interacting with students at their doors.

Wellbeing and Thrive

The **Miller Center for Student Disability Services** received a \$20,000 grant in May 2024 from the MIAMI Women Giving Circle. The grant will fund the Wellbeing and Thrive initiative, which aims to enhance the persistence and success of students with diagnosed disabilities by focusing on wellbeing, disability management, and fostering a sense of belonging on campus. The program kicked off with a two-day early arrival experience this fall and will expand to include a one-credit-hour course during the fall semester, along with additional support such as identity-specific groups and ongoing mentoring relationships with full-time professionals.

Campus Care

This fall, **Student Counseling Service** will bring back the *Campus Care* program for Miami students. Campus Care provides an opportunity for students to meet with a trained mental health professional in an informal, convenient setting. The program is not therapy, but it offers a way to help students debrief and process emotions related to tense or difficult happenings in the world, the country, or on campus. Campus Care is being offered twice per week at King Library throughout the fall semester.

New Director of Armstrong Student Center

Geoff Combs is the new director of the **Armstrong Student Center**. Combs joins Miami from the University of Limerick, Ireland. Over the last year he served as the student life project manager to plan the opening of a new state-of-the-art, \$37 million-dollar student center at Limerick. Combs previously served as the executive director of the Campus Center and Event Services at the University of Massachusetts in Boston. Prior to UMass Boston, he served as assistant director of student activities and leadership, and assistant director of Student Center Operations at Northeastern University in Boston. Combs is a native Ohioan and completed his graduate and undergraduate work at Ohio University.



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

Welcome to Miami

The start of the academic year is filled with opportunities for students to connect, engage, and find their place in the Miami community. From large-scale events to more intimate gatherings, these activities aim to help students navigate campus life, build meaningful relationships, and create a foundation for belonging.

Mega Fair

The 2024 Mega Fair, coordinated by the **Center for Student Engagement, Activities, and Leadership**, featured 450 student organization tables and 21 community partner tables. Mega Fair gives both new students and returning students a chance to meet and mingle with student organizations, club sports, and community groups. As one of the most significant events of the academic year, Mega Fair plays a crucial role in fostering a sense of community and belonging on campus. By bringing together a diverse array of organizations and community partners, the fair offers an unparalleled opportunity for students to explore their interests and connect with like-minded peers.



▲ Mega Fair was held Sept. 1 in Academic Quad this year.

Welcome Weekend and RedHawk Ready

Welcome Weekend, featuring a newly shortened, jam-packed weekend, successfully engaged new students in a variety of activities designed to help them acclimate to campus life and build connections. The weekend featured many of the staples from previous years (Welcome Home with MAP, Saturday Under the Stars, Love and Honor Convocation), and added the new *RedHawk Ready* day. Instead of a one-size-fits-all schedule, RedHawk Ready offered more than 50 small and medium-scale events, allowing students to customize their experience. With options ranging from high-energy activities to more relaxed, low-commitment events, students could engage in ways that best suited their interests and comfort levels. This approach emphasized student choice and provided opportunities for deeper social connections and personal exploration.



▲ RedHawk Ready activities ranged from an arcade room in Armstrong (pictured) to scavenger hunts, kayaking or canoeing, sand volleyball, group fitness, and more.

Armstrong Wayfinding Program

The **Armstrong Student Center** created and installed a new wayfinding and signage program in February 2024. The new signage is Miami branded and enhances building navigation. Effective wayfinding can help newcomers feel welcome and reduce the anxiety associated with getting lost or feeling out of place.



▲ The project won a design award through the University and College Designers Association.

Rainbow Reception and CSDI Mixer

The **Center for Student Diversity and Inclusion (CSDI)** kicked off the year with two major events aimed at fostering community and belonging. The Rainbow Reception welcomes over 145 new and returning LGBTQIA+ and allies to campus each year. The event features speakers, student organizations, campus resources, and refreshments, making it the largest LGBTQIA+ event of the year. CSDI also hosts a faculty, staff, student mixer in September, bringing together 100+ Black students, professionals, and supporters for mingling, organized games, and networking, with food catered from a local Black-owned business. Both events provide opportunities for students to build connections and engage with their communities early in the semester.

Finding Their People

Belonging is often felt most deeply through personal relationships and small, supportive communities. Student Life regularly offers programs that help students find “their people,” those who will support them and contribute to Miami feeling more like home. Mentorship, peer support, and small group interactions are crucial in helping students form these connections.

Wellness Is Living Drug Free (WILD)

The WILD residential affinity community, new for the 2024-25 academic year, is for students who have a clear and strong desire not to use alcohol or other drugs during their college experience. The community empowers students to be their authentic selves, build connections, and have fun while navigating their college without alcohol and other drugs. WILD is supported by the **Office of Student Wellness**. It serves as a place for students to find each other and build friendships without worrying about the social pressure of “partying.” The community, funded by a gift from the Klunk Family, is serving 12 students in its pilot year.



▲ The group's first event of the year was a nature hike in August.

Mentoring Programs

Student Life is expanding its commitment to fostering community and belonging through new and existing mentoring programs. This year, three new mentoring initiatives are launching to support diverse student populations:

- The Commuter Center Mentor Program, through the **Armstrong Student Center**, connects first-year commuters with peers and an upper class mentor to talk about commuting, adjusting to campus, and finding their place on campus. 30 students are participating.
- **Miami Tribe Relations'** new peer-mentorship program partners first-year Myaamia students with an upper class student to aid in their transition to Miami and to cultivate a sense of belonging.
- The **Center for Student Diversity and Inclusion** is developing a mentorship program for LGBTQIA+ students to find connection through co-curricular experiences and social engagements.

These new programs complement existing mentoring efforts through the **Center for Student Diversity and Inclusion** that focus on finding community and connection through social activities, meaningful conversation, and wellness-focused events. These programs help students build relationships, find resources, and build a sense of belonging in the Miami community.

Therapy Groups

While there are many opportunities in place for students to meet and make friends, some students still find themselves struggling with the social aspect of their experience. **Student Counseling Service** offers several therapy groups that promote community and foster social resilience. Some examples include:



▲ Most therapy groups meet weekly for 60-90 minutes.

- *Social serenity*, a new group in fall 2024, provides space for students to build social confidence. Students learn to cope with social anxiety, build meaningful relationships, and reflect on social experiences.
- The *graduate student support group* is for graduate students of different programs to share experiences and process stressful situations.
- In the *international student support group*, members discuss their cultural adjustment to Miami and the United States. The group space allows for exploration of culture and how it impacts issues related to trust, vulnerability, belonging, conflict, and well-being.
- *Talking it out: Men's group* provides a supportive space for male-identified students to connect, deepen self-awareness, and actively explore positive masculinity.
- *Understanding self and others* aims to help members address challenges related to developing and maintaining satisfying relationships with friends, family, partners, etc.

Citizenship and Community

In addition to building communities on campus, we encourage students to develop community connections and grow as responsible, ethical citizens who contribute positively to their communities.

Rise Against Hunger

The **Office of Orientation and Transition Programs** coordinated the Rise Against Hunger service event during Welcome Weekend. Approximately 175 incoming students and Student Life staff helped assemble 35,000 meal packages during the event. Rise Against Hunger is an international humanitarian organization that sends packaged meals to 38 countries. The event introduces students to Miami's commitment to service and helps foster a sense of citizenship and social responsibility from the very start of students' college journey. Participants connect with one another while also making a positive impact on the global community.



▲ Miami's Welcome Weekend has included the Rise Against Hunger event every year since 2017 (except COVID years).

RedHawk Day of Service

Building on the momentum from Rise Against Hunger during Welcome Weekend, students had another opportunity to engage in meaningful service just after their first week of classes. In collaboration with the Associated Student Government, the **Center for Student Engagement, Activities, and Leadership** coordinated the second annual RedHawk Day of Service on August 31. Participants volunteered at eight locations across Oxford and Butler County. This event sets a strong foundation for students at the beginning of the year for connecting and serving within the local community. Notably, half of the 80 student participants were first-year, first-semester students.



▲ Service locations included the Animal Adoption Foundation, Animal Friends Humane Society, Thread Up, TOPSS, the Miami Equestrian Center, Miami Natural Areas at Pepper Park, and the Outdoor Pursuit areas.

Good Neighbor

The **Office of Community Standards** initiated 175 *Good Neighbor* communications to off-campus students to highlight the importance of their relationships with their neighbors and the City of Oxford. The letters are sent in response to student citations for noise and litter at their off-campus residence.

Voting Navigator and the 2024 Election

In fall 2023, the Division of Student Life created and published the Voting Navigator, an interactive tool designed to assist students in understanding and navigating their voting options. The tool guides students step-by-step through the process of determining their eligibility to vote, checking their voter registration status, locating their polling place, and understanding voter ID requirements.

In addition to the navigator, Student Life will provide non-partisan voter education throughout the election season on social media, including Q&A sessions with faculty experts, voter registration with the **Wilks Institute for Leadership and Service**, and information on voting rights.



▲ Students will have opportunities to register to vote at various events this fall.

Community Circle

The **Office of Community Standards** introduced the Community Circle program in fall 2023 as an alternative to the traditional disciplinary process. Community Circle allows eligible students to participate in meaningful, reflective group conversations to consider the importance of ethical citizenship while building community and enhancing students' development, growth, and learning. 106 students participated during the 2023-24 pilot year.

The Residential Experience

Programming in the residence halls has become a cornerstone in fostering a sense of belonging and community among students. Over the past year, the **Office of Residence Life** increased its focus on creating opportunities for social interaction and connection within the halls, recognizing the crucial role these experiences play in students' college experience. Additionally, Living Learning Community programs and faculty-involved events provide avenues for deeper engagement and connection, ensuring that students feel supported and integrated into the campus community.

1,200+

Small corridor programs held by RAs in 2023-24

650+

All-hall programs held in 2023-24, including social, educational, diversity, adulting and recreational events.

70+

Programs in which faculty members were present in the halls during the 2023-24 year.



▲ Students battled for a dozen Oxford Doughnut Shoppe doughnuts at a ping pong tournament in Porter Hall.



▲ New first-year students in Porter Hall play a huge game of Uno during Welcome Weekend.



▲ Students in Dorsey Hall enjoy a visit from one of the Student Counseling Service Therapy Dogs.



▲ Scholars Leaders from Stoddard and Elliott Halls visit the Oxford Farmers Market and meet Larry Slocum, the president of the Farmers Market Board.



▲ Students in the Mallory-Wilson Center Pre-Medical LLC participate in a suture workshop in Brandon Hall.



▲ Members of the Environmental Awareness Program LLC in Hahne Hall buried [new] underwear then later dug it up to compare the fabric degradation and learn about microbial presences in the soil.

Belonging Data

The Division of Student Life is preparing to conduct the New Student Transition Survey in late September for this year's incoming class. The annual survey provides insight into new students' experiences during their first four to six weeks on campus. The fall 2023 data indicated 72% of first-year students expressed feelings of belonging. For both students who feel like they belong and those who do not, social connections are the most important factor.

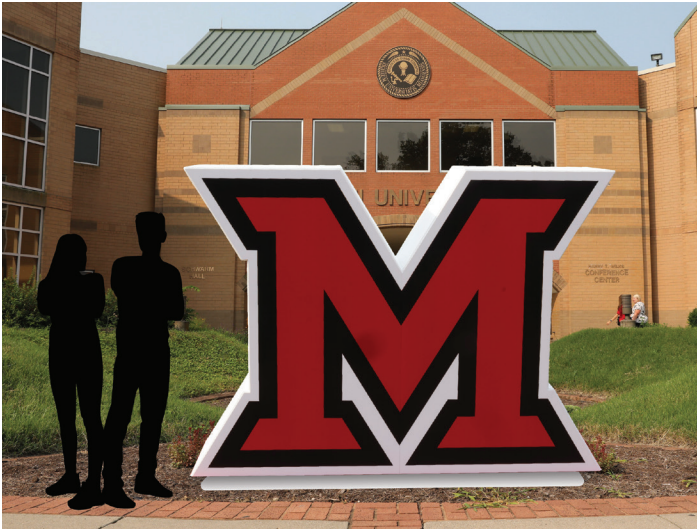
- Students who feel they have found friends and social networks, and who have felt welcomed and accepted, are likely to say they belong at Miami.
- Students who feel "different" than other students are more likely to say that they don't belong.
- The development of friendships is the most commonly cited reason for why students feel a sense of belonging, followed by feeling welcomed and having a sense of community on campus.

Insights from the Transition Survey are continually used to inform Student Life's work in creating opportunities for students to build community and to find belonging.



University Communications and Marketing

ONGOING PROJECTS



▲ In a digital rendering, visitors to Miami Hamilton pose with a life-sized M.

REGIONALS UNVEIL BRANDING ELEMENTS

After 10 months of planning and development, Miami Regionals is rolling out its most visible branding initiatives in Hamilton, Middletown, and West Chester. Highlights include environmental graphics; an eight-foot, stationary M-logo in front of Wilks Conference Center in Hamilton; updated parking lot maps; and new road signage — including one on Cox Road in West Chester. The project aims to enhance navigation, boost brand visibility, and foster a sense of Miami pride among visitors. Most of this work will be completed by November 2024.

UCM EARNS NATIONAL AND INTERNATIONAL RECOGNITION

Miami earned six honors in the global 2024 Circle of Excellence Awards, given by the Council for the Advancement and Support of Education (CASE). Among Miami’s honors was UCM’s Gold distinction in the video category of Student Audience (Short) for the entry “Exploring Miami University: A Toddler’s Instagram Takeover.” Miami also was one of five national finalists in the category of Media Relations Campaign during the 2024 Social Media, Digital, and Content Marketing Awards. Miami’s nomination was for its story about a mother and daughter who shared the same residence hall room assignment 33 years apart.

POMPEII RESEARCH GENERATES MEDIA BUZZ

Steven Tuck, professor of history and classical studies in the College of Arts and Science, was featured in an episode of the PBS series “Pompeii: The New Dig,” which chronicled the most extensive archaeological excavation in Pompeii in a generation. UCM pitched Tuck’s expertise to The Conversation, which resulted in Tuck writing an article that garnered over 284,000 reads, and was picked up by 34 republishers and multiple media outlets. UCM also coordinated a special screening of the PBS episode and a Q&A session with Tuck at the Cincinnati Museum Center.

UCM STOCKS STUDENT SUCCESS PANTRY

In an effort to support students experiencing food insecurity, UCM collected donations of food and personal hygiene products for the Office of Student Success Miami Cares Pantry. UCM coordinated the drive with Nancy Stewart, manager of the pantry. Donations were generous and also came from FSB staff and faculty. Stewart said that due to the generosity of UCM’s donations, she was “inspired to prioritize the pantry — a result of the tremendous, positive feedback we had from students in need after we stocked it with items from your drive.”

▼ Donations collected in UCM’s office suite await transport to the Student Success Center.



FALL 2024 GRADUATE ENROLLMENT SOARS

Two years ago, UCM assumed primary responsibility for marketing Miami’s graduate programs. After our investment in staffing, and with support of Boldly Creative funding, Miami is realizing record growth in applications and confirmations. UCM directly supports over 20 graduate degree or certificate programs with program-specific digital advertising campaigns and email campaigns to follow up with students who inquire. As of Aug. 14, fall 2024 graduate applications were up 31.5% over fall 2023, and confirmations were up 13.9% year over year. Miami continues to invest in graduate marketing, with campaigns for spring, summer, and fall 2025 enrollment well underway.

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



Marketing by the numbers

June 2 - Aug. 30, 2024

SOCIAL MEDIA

25.6M

Total social media impressions on the university's primary accounts

X 180K Instagram 3.4M TikTok 12.9M

Facebook 8.3M LinkedIn 1M

484K

Total social media engagements

X 5.8K Instagram 164K TikTok 185K

Facebook 77.5K LinkedIn 58.8K

618K

Total social media followers

X 78.4K Instagram 99.4K TikTok 112K

Facebook 116K LinkedIn 259K

WEBSITE

2.7M

Total website users

1.8M

New website users

15M

Website page views

920K

Clicks

Organic (Google) search

29.7M

Impressions

CONVERSION TRACKING

275+

Applications from 9/1/24 forward EO/EMSS

33.8K

Requests for information EO/EMSS

Social Media top highlights

June 2 - Aug. 30, 2024

Facebook 6.6K Total engagements



X 1.3K Total engagements



LinkedIn 9K Total engagements



Instagram 39.4K Total engagements



TikTok 22K Total engagements



News by the numbers

June 2 - Aug. 30, 2024

82

News media pitches

467.6M

News reach

4.9K

News mentions

\$8.3M

PR value

216

National news media mentions

The Conversation

51

Articles

10 articles June 2-Aug. 20

28

Authors

8 authors June 2-Aug. 20

185

Publishers

105 publishers June 2-Aug. 20

1.7M

Reads

597K reads June 2-Aug. 20

Merit

10.9K

Personalized student stories

4.2K

Student achievement press releases sent via Merit

4.78M

Merit-generated impressions on social