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BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
Oxford Campus, Marcum Conference Center Rm 180's
Thursday, December 12, 2024

Committee Chair Ryan Burgess called the meeting to order at 12:15 p.m., with sufficient members present to constitute a quorum. The meeting was held in the Marcum Conference Center on the Oxford campus. Roll was called; attending with Chair Burgess were committee members; Trustees Bill Ebbing, Debbie Feldman, Zachary Haines, Beth McNellie, and Mary Schell; Trustee Lisa Peterson arrived at 12:45 p.m., and Student Trustees Nick McNeil and Peyton Morrow. Also attending were Trustees Steve Anderson and Rod Robinson; and National Trustee Rick McVey and Mark Sullivan, and National Trustee nominee Rick McVey. Committee member, National Trustee Jeff Pegues was absent.

In addition to the Trustees, attending for all or part of the meeting were Provost Liz Mullenix; Senior Vice President Jayne Brownell; Vice Presidents Rachel Beech, Ande Durojaiye, Sue McDowell, Jessica Rivinius, David Seidl, Amy Shoemaker, and Randi Thomas; along with the Director of executive Communications Ashlea Jones, Dean of the Graduate School Mike Crowder, Associate Vice President for Institutional Research Padma Patil, Special Assistant to the President Brent Shock, and Ted Pickerill, Chief of Staff and Secretary to the Board of Trustees. Also present to present to the Committee were; College of Arts and Science Dean Renee Baernstein; and the College of Education, Health and Society Dean Amity Noltmeyer; along with many others in attendance to assist or observe.

Public Business Session

Welcome and Approval of the Prior Meeting's Minutes

Trustee Burgess welcomed everyone to the meeting and introduced Trustee Bill Ebbing who was attending his first set of Board of Trustee meetings.

Approval of the Prior Minutes

Trustee Haines moved, Trustee McNellie seconded and by unanimous voice vote, with all voting in favor and none opposed, the minutes of the prior meeting were approved.

Student Life

Senior Vice President's Update

Senior Vice President Jayne Brownell relayed the following:

Happy December! We've had an excellent fall semester in Student Life. You'll know from my past remarks that each cohort of students since 2020 has been unique. The point they

were in high school and college when Covid restrictions took place impacted them both academically and in their personal development. This year's entering class, which was in 8th and 9th grade during 2020, feels the most like our pre-Covid classes to date in terms of engagement, but there are still things that reflect a new generation of students with different needs. In preparation for my report today, I asked each of the directors across Student Life to tell me their reflections on the students they served in their offices this fall. What they shared are general observations, and while each individual student is unique and may or may not fit these generalizations, there are three themes overall that I want to share with you.

The first is engagement. Students this year, particularly younger students, felt more engaged with campus life and more collaborative than we've seen in recent years. They are craving a sense of community, and looking for their out of class experience to include a healthy dose of both purpose and fun. However, they don't necessarily have the execution skills needed to build those community events and need more guidance from our staff than in the past. In addition, while Miami is known for building leaders and we are leaning into that goal, we are hearing some hesitancy from students about embracing a leadership role. Students are much more vocal about wanting to prioritize self-care to manage stress, and they are concerned about having balance and setting boundaries, which they are not sure is compatible with leadership. This is a new phenomenon for us. It is usually our staff making sure that students don't overload, are balancing their involvement with their academics, and taking care of themselves. Now we have students who are thinking about that proactively as they make choices about where and when to step into leadership roles. They are also less comfortable with the challenges that often come with leadership, such as managing conflict, or giving or receiving feedback. We know that these students are capable of so much, so we are working on skill building and the building of confidence and resilience with our students, helping them work past the fears that may keep them from taking a chance on stepping up into more responsibility and leadership.

A second theme that emerged this semester was a need to reinvigorate our education and communication about high-risk consumption of alcohol and other drugs. We saw a significant dip in alcohol violations over the last few years, and national and local data tell us that high school students drink less than in the past, and those trends continue into college. However, we are starting to see alcohol use climbing again, as reflected in increased hospital transports and Good Samaritan calls. Our staff also reports hearing more student chatter about alcohol in our offices than in recent years. However, as one person put it, there is less interest in the "wild party atmosphere" of the past. Although we need to keep an eye on trends, while alcohol use might be increasing, student activities aren't generally centered around alcohol, but are rather a supplement to the primary activity.

The final trend to talk about relates to student mental health, which is a recurring theme in my remarks. After seeing our utilization numbers in the Student Counseling Service (SCS) increase every year for 10 years, the 2023/2024 number showed a decrease in appointment utilization for the first time, which we thought might reflect a stabilization in demand. However, we've seen those numbers rebounding again this year, with our appointment count for October higher than any October since we started tracking in 2013 - followed by another record for November. In fact, looking at August to November of this year compared to last year, we are up

37% in the number of individual counseling appointments. We will watch this trend closely in the spring.

As I mentioned earlier, we are hearing from all of our offices, not just SCS, that students are looking for and wanting a sense of community, often seeking out dedicated spaces to help them connect in addition to looking to student organizations to find that sense of connection. They are also much more open about talking about their personal challenges with staff than in the past. This makes it all the more important that we focus on one-on-one support, but also those larger community-oriented experiences to help students find a sense of connection and belonging, which has a direct impact on retention and persistence.

Overall, there was much this fall to be excited and hopeful about with our student body, and we will continue to adapt our work to meet their interests and needs.

Academic Affairs

Update from the Provost

Provost Mullenix outlined the process for streamlining the curriculum. She explained the difference between majors (minimum of 30 credit hours and a required core curriculum), co-majors (minimum of 27 credit hours and a primary major), and minors (minimum of 15 credit hours, with at least nine being unique). She also reviewed the elimination of low enrolled majors, the deletion of low enrolled courses, and the reduction in low enrolled sections.

Low Enrolled Courses Update

College of Arts and Science Dean Renee Baernstein; Vice President and Regional Campus Dean Ande Durojaiye, and the College of Education, Health and Society Dean Amity Noltmeyer Updated the Committee on efforts to eliminate low enrolled courses and to reduce the number of low enrolled sections.

Dean Baernstein stated that 15 CAS majors are being deleted or consolidated by spring 2025, and that 6 graduate programs have been defunded, some deleted. Efforts to reduce low enrolled courses include:

- Consolidation of duplicate sections
- Reduction of elective offerings within majors
- Better estimation of demand using previous years' enrollments and current enrollment
- Revision of major requirements to be less specialized (longer term)

Vice President Durojaiye stated that three programs will be sunset by Spring 2025 and two others are being revised to meet enrollment targets. Strategies to address low enrolled courses include:

- Cancel section and reassign faculty member; reduce per credit hour instructors
- Consolidate sections

- Increase remaining section caps to account for lost seats in cancelled sections
- Push low-enrolled sections to later term to allow time to increase enrollment
- Move online (if face-to-face)

Dean Noltemeyer relayed that strategies for addressing low enrolled courses and programs include:

- Implementing a timeline for addressing low-enrollment courses, with limited exceptions granted for essential graduation requirements through Dean approval
- Patterns of repeated under-enrollment trigger a review leading to refined offerings, streamlined electives, or course elimination to maintain efficiency
- Proactively monitoring under-enrolled majors and graduate programs with weekly admissions data reviews, targeted outreach, and program adjustments

Dean Noltemeyer also updated the Committee on the progress of the Science of Reading. Efforts have included the revision and restructuring of 18 courses, communicating efforts across the campus, weekly leadership planning meetings, a visit from the audit team and submission of materials to the auditors. Next steps include a site visit from the auditors, student surveys, and delivery of the statewide report.

Resolutions

Provost Mullenix then presented a Bachelor of Science in Quantum Computing, one of the first of its kind in the nation. Following a motion by Trustee Schell and a second by Trustee Peterson, the resolution was unanimously recommended for approval by the full Board, with all voting in favor and none opposed.

Next, she presented the annual remediation report to the State. Following a motion by Trustee McNellie and a second by Trustee Ebbing, the resolution was unanimously recommended for approval by the full Board, with all voting in favor and none opposed.

Office of Research and Innovation

Vice President Sue McDowell and Associate Vice President Rick Page updated the Committee on external awards and research efforts. They reported that open awards currently total $157M, and that the annual trend in external award dollars has grown from $15.6M in FY2017 to $51M in FY2024. Over the same period research expenditures have grown from $17M to nearly $29M. During this time the portion of awards to staff has grown from 39% to 58% while the portion received by faculty has correspondingly been reduced from 61% to 42%.

Some of the strategies and efforts to continue to grow awards and research include the Cornerstone Program which provides matching funds, assisting grant writers through consultants, RAPID awards which fund preliminary data. A model program for award success is the Scripps Gerontology Center which is 80% funded through awards, receiving approximately 10% of all awards to Miami University.

Enrollment Management and Student Success

Vice President Beech provided a Fall 2025 Admission preview, stating applications overall exceed 36,500 total and are up 13.2% year over year. The profile of applicants remains strong with an average GPA of 3.81. Applications from first generation students also increased and now exceed 25% of all applications.

She also spoke of student success and retention efforts. Informing the Committee of the ElevateFirst program which supports incoming students whose high school GPA is below a 3.0 with support, such as; regular check-ins, mentoring, evaluations of progress, and partnerships with academic advisors, the Rinella Learning Center and other services. GradU8 Scholars is a program to support Ohio resident students identified as high need through the FAFSA. The program offers a first semester course on success at Miami, a learning partner/peer mentor, book scholarships when GPA goals are met, and connections with Miami faculty and staff through workshops.

Vice President Beech also provided an update on Career Fairs which are visited by nearly 500 unique organizations and nearly 6,000 student participants each year. Universities similar to Miami average 194 unique organizations. Finally, she concluded with a short update on Workday student, stating that implementation is on track.

University Communications and Marketing (UCM)

Vice President Jessica Rivinius updated the Committee on; strengthening marketing, enhancing messaging, amplifying our (good) stories, and launching new programs and products.

FY2024 strategies to strengthen marketing include continuous, year-round marketing and advertising, broader geographic reach and engagement, deeper in-state reach and engagement, content creation and sustainment, and improvements to the web and digital experience. Marketing plans for FY2025 include:

- Sustain previous strategies and investment but reevaluate priority markets
- Reallocate spending across tactics to optimize performance in alignment with enrollment goals
- Analyze audience segmentation data to identify lookalike markets
- Personalize messaging and engagement
- Explore AI technologies

One highly-visible marketing initiative new this year is branding the Cincinnati airport (CVG). Efforts include:

- Giant “M” with 6’X11’ illuminated sign
- Animated screens above baggage carousels
- Banner in front of exit escalator
- Animated “flight info” Ad at main escalators
- 3-pack sign at food court

- One of largest illuminated signs at the Security Exit.

Views at CVG are estimated at 40M.

FY2025 Enhanced messaging will:

- Emphasize ROI, outcomes, and leadership
- Continue and expand audience segmentation
- Personalize messaging and engagement

She reported that Miami's good stories are being amplified with media placements, growing from 900 in FY2021 to over 5,500 in FY2024, with national placements nearly doubling during that period to over 1,000. In social media follower growth is up 19.3% year-over-year.

New products launched include Miami Online, Apparel with a Re-Purpose, the Swine City Collaboration (Redhawk Razz and 1809 Pilsner), and the big "M" on campus.

Acceptance Rate Update

Vice Presidents Beech and Rivinius presented on acceptance rate. They outlined key marketing tactics by year from FY2021 to FY2026, with total applications growing from 28,400 for the Fall 2020 cohort to 39,500 for Fall 2024. EMSS and UCM strategies to increase applications include:

- Reach prospective students earlier
- Build trust with students' parents/families
- Invest in omnichannel marketing in key markets
- Personalize content and provide useful information
- Assess campaigns and measure results to optimize performance
- Build personal relationships with students and families

They then provided a historical look at admission rate since 1980 showing that it has averaged in the mid 70's. They also showed comparisons to Ohio State University, Indiana University, Ohio University, and the University of Cincinnati. With the exception of Ohio State University, the admission rates for this group were all near 85% following the COVID 19 pandemic.

Executive Session

Following a motion by Trustee Haines, a second by Trustee McNellie, by roll call vote with four voting in favor and none opposed, the Committee went into executive session to consult with counsel, and to consider matters required to be kept confidential, trade secrets.

Adjourn

With no other business to come before the Committee, following a motion by Trustee McNellie, and a second by Trustee Haines, by voice vote the Committee unanimously voted to adjourn, with all voting in favor and none opposed.

Written Updates

- SL – Student Life Newsletter
- SL - Title IX - Sexual and Interpersonal Violence Prevention and Response
- SL - Orientation and New School Year Activities
- SL - Student Counseling Service
- AA - Senate Update
- AA - Remediation Report to the State
- AA - Accreditation Update
- UCM – UCM Newsletter
- EMSS – EMSS Newsletter

Theodore O. Pickerill II
Secretary to the Board of Trustees

December 12, 2024

Provost Update

Academic and Student Affairs Committee

“Low-Enrolled Programs and Courses and Section Cancellation”

Low-Enrolled Programs

Streamlining the Curriculum

- **A**cademic **P**rogram **E**valuation, **I**mprovement, & **P**rioritization
  - 2021-2024: evaluation of all undergrad and grad programs
  - Data informed: internal data + EAB and Gray Associates
  - Both program eliminations and program improvements made
- **Department Planning and Improvement** [Program Review]
  - Focus on strategic goals for each Department's curriculum
  - Six year cycle with biennial progress reports
  - Continuous improvement model–Deans/Provost set goals w/ Dept.
- Curricular Ecologies Learning Lab (**CELL**)
  - Office of Liberal Ed work with majors (7 Depts.)
- **MAPI**

Defining our terms:

- Academic Programs
  - Majors: minimum of 30 credit hours
  - Co-majors: min of 27 credit hours and requires a primary major
  - Minor: min of 15 credit hours (9 unique hours)
- Courses: distinct curricular offerings (i.e. English 111)
- Sections: multiple sections of a course offered per semester
- Teach out: Ohio Administrative Code: Rule 3332-1-02
  - "Teach-out" means the process whereby a school fulfills its educational and contractual obligations to currently enrolled students prior to voluntarily closing their school or discontinuing any program. Among its options are a cessation of enrollments with continued operation until present students are graduated; or making an agreement with a school or a group of schools, in the same geographic area, to absorb its students at no additional cost to the affected students, except as may be permissible under regular financial aid eligibility requirements."

Low-Enrolled Programs

- Since the fall of 2020, 76 degree programs (majors, co-majors, and certificates) have been eliminated.
- Of the 76 programs:
  - 56 were majors: 37 UG and 19 Grad
  - 14 certificates
  - 4 co-majors
- NOTE: low-enrollment in a major do not mean the subject is unpopular. Students want to study these topics even if they do not choose to major in them.

Majors eliminated in 2023 and 2024

2023

- Biological Physics, B.S.
- Chinese Education, B.S.
- Education Studies, B.S.
- Engineering Physics, B.S.
- Environmental Earth Science, B.A.
- Experience Design, M.F.A.
- French Education, B.S. Ed.
- German Education, B.S. Ed.
- Inclusive Special Education, B.S.
- Latin Education, B.S.
- Spanish Education, B.S.

2024 [Red = Spring 2024, Black = Fall]

- American Studies, B.A.
- Athletic Training, B.S.
- Critical Race and Ethnic Studies, B.A.
- eSports Management, M.A.
- French, B.A.
- German, B.A.
- History, M.A.
- Health Communication, B.S.
- Health Information Tech, B.S.
- Instructional Design/Tech, M.A.
- Italian Studies, B.A.
- Latin American Studies, B.A.
- Management, M.S.
- Public Health, B.S.
- Religion, B.A.
- Russian, B.A.
- Social Justice Studies, B.A.
- Transformative Ed., M. Ed.

Majors to be eliminated in Spring 2025

2025

- Art & Architectural History, B.A.
- Geography & Sustainable Development, B.A.

Course Elimination

1,477 courses eliminated between fall 2020 and Spring 2024

During the same period, 391 new courses were approved (most for Boldly Creative programs), leading to a net loss of 1086 courses in less than 4 years.

Course Eliminations last 5 years

- **Courses deletions:**
  - Automatic– Registrar notifies departments every Fall of courses that have not been offered for the last four academic years, and will delete automatically after 5 years.
  - Departments can submit course deletions via our Course Information Management System
  - Once a course is deleted, it is no longer offered beginning the following semester or term.
  - On average, 300-350 courses each year are eliminated.

Why are courses deleted?

- Curriculum changes making some courses obsolete
- Little demand for a course or chronic low-enrollment
- Accreditation standards change
- State standards change [i.e. Science of Reading]
- Responding to changes in industry demands
- Faculty changes
- Systemic change (i.e. new Miami Plan)
- Desire to streamline and tighten programs (current project)

Low-Enrolled Sections

Bigger Issue: low-enrolled *sections* of courses:

- Courses can be low-enrolled for a variety of reasons:
  - Scheduling problems (too often)
  - Advanced curriculum in smaller majors with more flexibility
  - Facilities issues
  - Not enough students in programs
  - Too many offerings that fulfill same requirements
  - Going through a teach-out
  - Students choosing to self-advise rather than follow degree path
  - Difficulty with fall scheduling b/c of variables with new class

Strategies to cancel low-enrolled course sections

- Undergraduate Course sections: Moved threshold from 12 to 15 (Spr 2025); Graduate Courses: 7 students
- Provost & Deans pull report post registration. Chairs get notices after registration (4 typical).
- Faculty redeployed and sections cancelled
- Reasons for not cancelling a low-enrolled course:
  - Needed for graduation
  - Classroom facilities
  - Program is in “teach out”

Programs on the Horizon

- BS in Quantum Computing [resolution tomorrow]
- Ph.D programs in Computer Science and Engineering
- BS in Artificial Intelligence

QUESTIONS?

College of Arts and Science

Strategies for Course and Program Efficiency

Renee Baernstein, Dean

MIAMI UNIVERSITY

Reducing low-enrolled programs

- 15 CAS majors are being deleted or consolidated by spring 2025
- 6 graduate programs have been defunded, some deleted
- Deleted majors are in all cognate areas of the college:
  - Science: 2 deleted out of 17
  - Social Science: 3 deleted out of 16
  - Humanities: 10 deleted or consolidated out of 23

Reducing low-enrolled courses

- Consolidate duplicate sections
- Reduce elective offerings within majors
- Better estimate demand using previous years' enrollments and current enrollment
- Revise major requirements to be less specialized (longer term)

Low Enrolled Sections
CAS- Oxford

	Spring 2024 (as of 11/20/2023)	**Spring 2025** (as of 11/25/2024)	**Target for Week 1 of semester**
Undergraduate sections (including 400/500) - minimum is 15	172 sections 18% of CAS total	68 sections 8% of CAS total	57 sections 6% of CAS total
Graduate sections (600+)- minimum is 8	37 sections 35% of CAS total	27 sections 26% of CAS total	20 sections 20% of CAS total
All courses below 15	246 sections 24% of CAS total	134 sections 13% of CAS total	

Excluded: zero-enrolled courses; non-standard enrollment schedules; ROTC.

28/259

Managing Course Enrollments: Filling the Plane

- Students enroll over a period of weeks and continue to add and drop courses until Week 2 of the semester
- We adjust offerings in real time to respond to demand
- Demand is influenced by many factors (time of day, instructor, “cool” factor)

CAS Reductions and Reallocations: Ongoing

Faculty lines

- Reduced 4% since 2023-24 (425 to 406)
  - VAP lines reduced 10%
- Reduced 24% since 2018 (536 to 406)

GA lines

- Reduced 20% since 2018 (398 to 319)
- Additional 6% reduction for next year

December 2, 2024

BOT Updates

CLAAS

Low Enrolled Programs

PROGRAMS SUNSETTED IN SPRING 2024

Health Information Technology (HIT) (30)

- Students are on teachout - enrolled in existing courses

Health Communication (17)

- Students are on teachout - enrolled in existing courses

PROGRAMS TO BE SUNSETTED IN SPRING 2025

BIS

current enrollment ~ 20

REVISION OF THE PROGRAMS TO MEET THE ENROLLMENT TARGETS

Communication Studies

- (34) - reducing credit hours from 52 to 33, streamlining the program curriculum.

Community Arts and Cultures

- (32) – program has been redesigned for broader appeal.

Target of **45-55 students** has been set for fall 2026; if not met, programs will be taught out and ended.

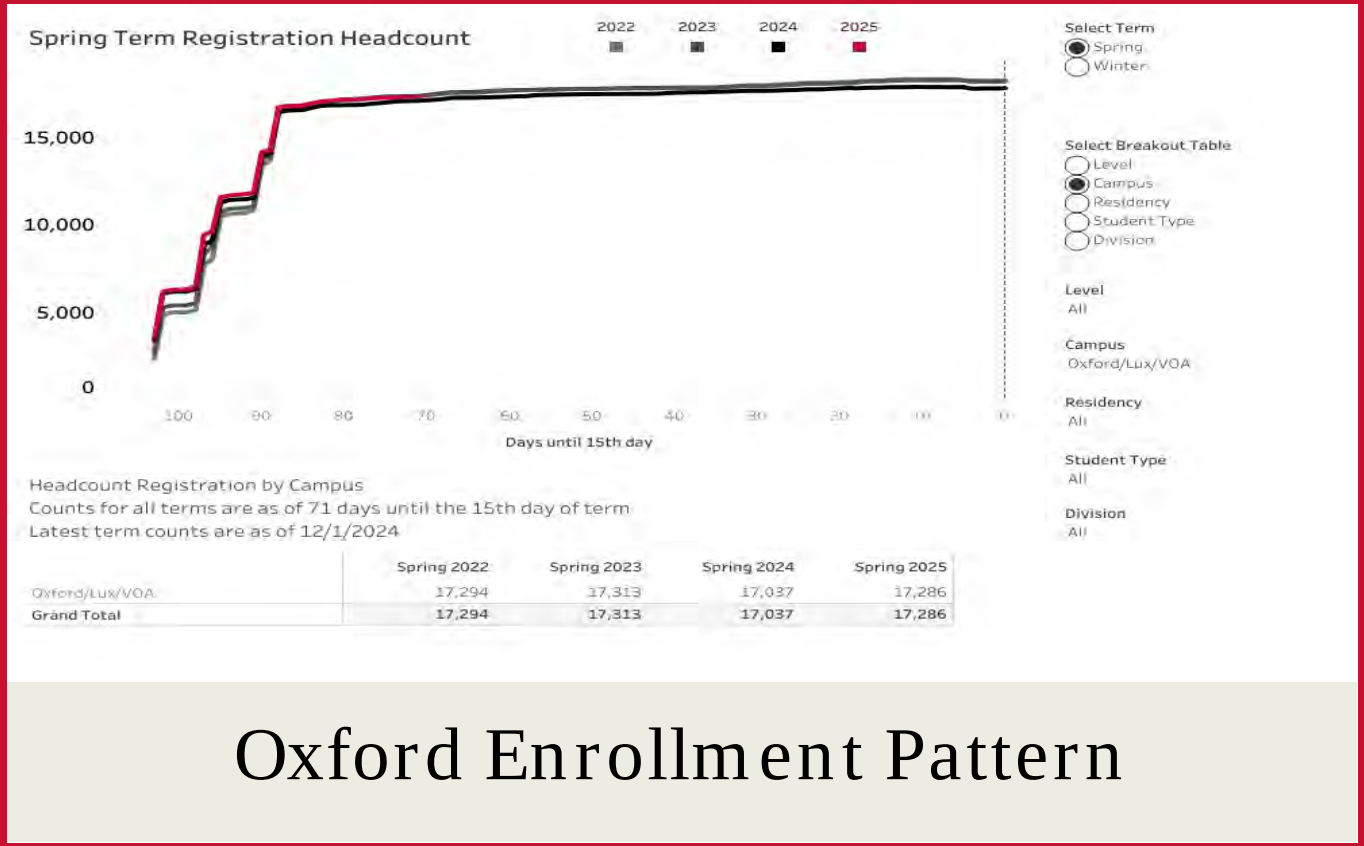
CLAAS

Enrollment Patterns

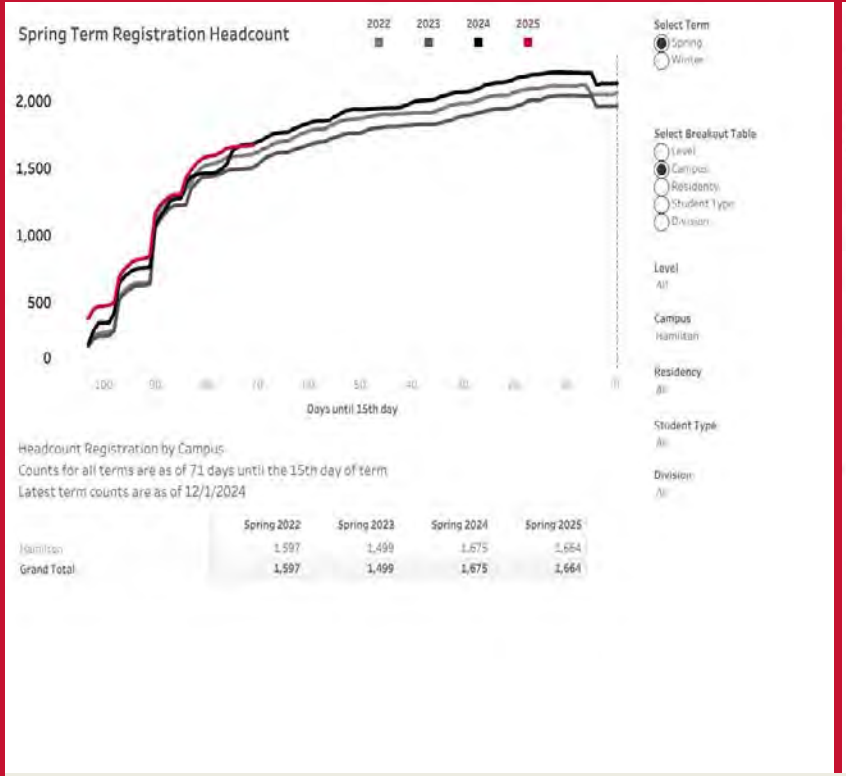
- Regional students sensitive to class cancellations
- 32% part-time; 11% take 3 hours or fewer; 9% take 4-6 hours.

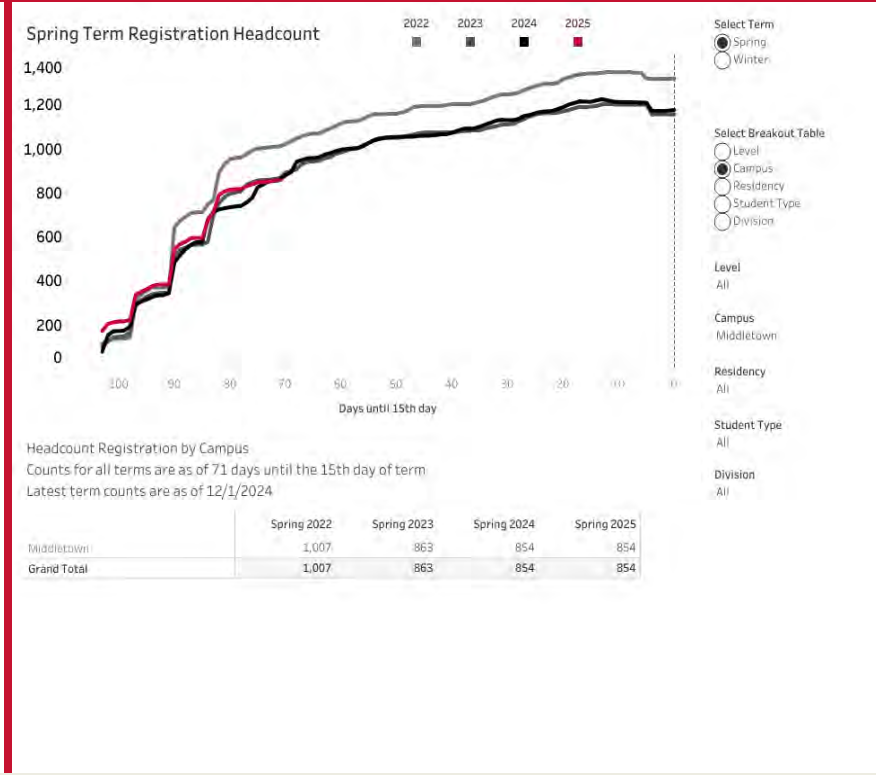
CLAAS ENROLLMENT PATTERNS

- 25% of our students have not yet enrolled as of 12/2/24
- 2110 currently enrolled; total projected to be above 2800 by January 15
- Spring SOAR sessions (for first-time, CCP, and transfer) begin on 12/9/24 and run until 1/23/24. Total of 10 sessions; over 70 students signed up to attend these sessions.
- Last year, between December and January 2024 we registered 200 new and transfer students; representing 90% of first time new and transfer for spring.
- Most new students for spring do not register until after December SOAR sessions



Oxford Enrollment Pattern





Regional Campuses (Ham and Mid) Enrollment Pattern

Spring 2025 Timeline for Cancellations

January 6 (3 weeks before start of full term classes)
– assess and cancel non-capstone upper level major-specific classes

January 13
– assess and cancel 200- and 300-level major-specific classes

January 17
– assess and cancel Miami Plan classes and any under-enrolled late-start classes; last day to cancel any sections with fewer than fifteen

January 28
– CLAAS Council of Chairs discusses impact of new minimum of 15 and plans accordingly for fall.

Note: We commit to not canceling any classes with less than one week before the class starts.

REGIONALS

Strategies to Address Low-enrolled Sections

1. Cancel section and reassign faculty member; reduce per credit hour instructors
2. Consolidate sections
3. Increase remaining section caps to account for lost seats in cancelled sections
4. Push low-enrolled sections to later term to allow time to increase enrollment
5. Move online (if F2F)

NOTE: CLAAS has created a template email that all CLAAS departments will use to notify students of the cancellation and minimize the damage (losses of enrollment due to section cancellations).

EXCEPTIONS

- Only capstones and courses necessary for student progression will be allowed to run with fewer than 15 students

REGIONALS

REGIONALS

Thank you

College of Education, Health, and Society (EHS) Updates:

Science of Reading and Low Enrollment Strategies

Amity Noltemeyer, Dean of EHS

Science of Reading Updates

Key Updates: July 2024 to Present

- Revised and restructured 18 individual courses (into 14 courses), while also revising program requirements
- Communication across campus, e.g.
  - Presented at University Senate (Sept 23)
  - Emailed EHS faculty/staff information on the audit process (Nov 1)
- Weekly meetings with key leadership to plan and problem-solve
- Visit from audit team (Nov 15)
- Submitted spring course and textbook information to auditors
- Preparing submission of all course syllabi and crosswalks (due Jan 15)

Curricular Changes: Examples

Primary PK-5 and Dual Licensure (4 courses/12 hours)		
Old Course	New SoR Course	
EDP 432 Assessment and Educational Planning	EDP 448	Literacy Assessment, Instruction, and Intervention (3)
TCE 246P Foundations of Reading, Language, & Literacy	TCE 247	Foundations of Literacy for Primary and Middle Childhood Education (3)
TCE 242P Phonics & Literacy Instruction for Teachers	TCE 347	Phonological Awareness and Phonics for Primary and Middle Childhood Education (3)
TCE 346P Language, Literacy, and Culture in Pk-5	TCE 447	Vocabulary, Comprehension, and Writing for Primary and Middle Childhood Education (3)

Middle Childhood Education (4 courses/12 hours)		
Old Course	New SoR Course	
EDP 301M Assessment and Evaluation in Education	EDP 448	Literacy Assessment, Instruction, and Intervention (3)
TCE 246M Foundations of Reading, Language, & Literacy	TCE 247	Foundations of Literacy for Primary and Middle Childhood Education (3)
TCE 442M Phonics and Reading Improvement in MCE	TCE 347	Phonological Awareness and Phonics for Primary and Middle Childhood Education (3)
TCE 448M Reading Practicum for Middle Childhood	TCE 447	Vocabulary, Comprehension, and Writing for Primary and Middle Childhood Education (3)

Intervention Specialist (GSEP) (4 courses/12 hours)		
Old Course	New SoR Course	
EDP 486/586 - Methods I: Learners with Mild/Moderate Disabilities	EDP 518 (winter)	Foundations of Literacy (3)
EDP 491/591 - Methods II: Learners with Mild to Moderate Disabilities	EDP 528	Phonological Awareness and Phonics (3)
EDP 650K - Seminar in Special Education (Literacy and AT)	EDP 538 (summer)	Vocabulary, Comprehension, and Writing (3)
EDP 532 Assessment and Educational Planning for Children in Preschool through Fifth Grade	EDP 548 (summer)	Literacy Assessment, Instruction, and Intervention (3)

Next Steps

Audit Activity	Date
~~IHE submission of relevant course schedule information and list of required course textbooks for relevant courses~~	~~Prior to pre-audit site visit~~
~~MCPER Audit Team conducts pre-audit site visits to IHEs to introduce the MCPER Audit Team and audit processes~~	~~November 2024~~
IHE submission of syllabi for relevant courses and administration information for student surveys	January 15, 2025
IHE submission of site visit schedule	January 31, 2025
MCPER Audit Team conducts IHE site visits • 90-minute interviews with EPP leadership and teaching faculty of relevant courses • Classroom observations of relevant courses	February–April 2025
Administration of student survey	April–May 2025
MCPER Audit Team presents individual IHE reports to EPP leadership	October 2025
Delivery of statewide report	November 2025

Broader Context

Legislative Compliance:
Reading Requirement
Dyslexia
Resident Educator
Ohio School Operating Standards
Value Added &OTES/OPES
Ohio Standards for PD
Computer Science
Substance Addiction
PBIS & SEL
Ohio Standards for the Teaching Profession, Principals, & Superintendents
Pre-Service Teacher Permit
Grade Band Changes*

Accreditation Compliance:
OAE Content Pass Rate
OPI/WPT Pass Rate
edTPA Pass Rate
edTPA Rubric Scores
CPAST Data
Dispositions Survey
Ohio Standards Modules
TPACK Survey Alumni Satisfaction Survey
Employer Satisfaction Survey
Supervisor Evaluations by Cooperating Teachers
Supervisor Evaluations by Student Teachers
GPA Tracking
Petitions
Alumni Employment Tracking
Student Teacher Placement Tracking
Supervisor Tracking
ODHE Preservice Survey
ODHE Resident Educator Survey
Enrollment Demographic Data
Inservice Alumni Observations

Low Enrollment Strategies

Strategic Course Management

- Implemented a timeline for addressing low-enrollment courses, with limited exceptions granted for essential graduation requirements through Dean approval
- Patterns of repeated under-enrollment trigger a review leading to refined offerings, streamlined electives, or course elimination to maintain efficiency

Nov. 30	First look at enrollment
Dec. 10	Final check for 300/400-level classes; notify chairs of low-enrolled classes to initiate cancel/redeploy plans
Dec. 30	Cancel low-enrolled 300/400-level classes and redeploy as appropriate
Dec. 30	Second look at 100/200-level classes; summer orientation runs through June
Jan. 5	Final check for 100/200-level classes; notify chairs of low-enrolled classes to initiate cancel/redeploy plans
Jan. 10	Cancel low-enrolled courses; redeploy faculty as appropriate

Examples of Courses EHS Hosts with Capacity ≤ 15

- Physical activity and lifestyle courses
  - Safety reasons/ratios limit course enrollment sizes
    - SLM 150E - Beginning Horseback Riding
    - SLM 150F - Intermediate Horseback Riding
    - SLM 150H - Advanced Horseback Riding
    - SLM 150A - Beginning Canoeing
    - SLM 150K - Intermediate Rock Climbing

- Other courses we serve as academic host for

Strategic Program Management

- Proactively monitor under-enrolled majors and graduate programs with weekly admissions data reviews, targeted outreach, and program adjustments
- Examples:
  - Unified public health program into one major in CAS
  - Consolidated small-enrollment language education majors into a single World Language Education program, preserving licensure pathways and creating opportunities for students to pursue double majors
  - Streamlined the undergraduate Integrated Science Education program and applying the same approach to develop a consolidated graduate-level program

Optimizing Resources

- Leverage dual-listed (400/500 level) courses to optimize resources by combining UG/G instruction with tailored graduate assignments
- Curricular planning to minimize electives and courses unique to programs

Courses Unique to Degree Program
Courses Also used in UG Program 400/500
Courses that overlap in 2 programs
Courses that overlap in 3 + programs

			MS in Sport Leadership & Mangement		Sport Management Certificate		Sport Psychology Certificate		Sport Analytics - Master of Sport Analytics		Sport Analytics Certificate	
Course	Title	Credit Hours	Degree Required	Degree Elective	Degree Required	Degree Elective	Degree Required	Degree Elective	Degree Required	Degree Elective	Degree Required	Degree Elective
SLM 513	Sport Economics	3				X				X		X
SLM 514	Facilities and Event Management ir	3				X						
SLM 516	Sport Marketing	3				X				X		X
SLM 517	Legal Issues in Sport Leadership an	3				X						
SLM 538	Principles of Effective Coaching	3								X		X
SLM 572	Sport Administration	3			X					X		X
SLM 621	Research Foundations in Sport Lea	3	X									
SLM 623	Qualitative Methodological Resear	3	X									
SLM 632	Psychological Foundations of Spor	3		X			X					
SLM 633	Psychological Interventions in Spo	3		X			X					
SLM 634	Social Psychology of Sport and Exe	3		X			X					
SLM 635	Strategic Management of Sport Org	3		X	X					X		X
SLM 636	Sport Communities & Public Relati	3		X	X					X		X
SLM 637	Sport Business Analytics	3							X		X	
SLM 638	Sport Performance Analytics	3							X		X	
SLM 640	Internship	6								X		
SLM 673	Developmental Perspectives on You	3		X				X				
SLM 676	Cultural Studies of Sport	3		X				X				
SLM 700	Research for Master's Thesis	6		X								
Courses From Other Departments												
ISA 512	Data Warehousing and Business Ir	3							X			
ISA 514	Managing Big Data	3							X			
ISA 591	Introduction to Data Mining in Bus	3							X			
ISA 616	Communicating with Data	3							X			
KNH 654	Physical Activity Motivation	3						X				
			Total Hours	30	Total Hours		Total Hours	12	Total Hours	30	Total Hours	12

Thesis students take 6 credit hours of SLM 700 and 6 credit hours of elective coursework. Select electives from KNH 583, KNH 654, or any SLM 500 or 600-level course, or other graduate course approved by advisor.
Non-thesis students take 12 credit hours of elective coursework. Select electives from KNH 583, KNH 654, or any SLM 500 or 600-level course, or other graduate course approved by advisor.

Questions?

Thank you!

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

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December 13, 2024
Academic and Student Affairs

RESOLUTION R2025-13

WHEREAS, University Senate on December 02, 2024 passed SR 25-07, endorsing a proposed degree and major, Quantum Computing - Bachelor of Science in Quantum Computing.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Quantum Computing - Bachelor of Science in Quantum Computing.

Approved by the Board of Trustees
December 13, 2024

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

EXECUTIVE COMMITTEE of 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

December 11, 2024

To: Gregory P. Crawford, President
From: Elise Radina, Secretary of the University Senate
Re: Curriculum Approval
SR 25-07 Quantum Computing - Bachelor of Science in Quantum Computing

On December 02, 2024, University Senate adopted SR 25-07:

BE IT HEREBY RESOLVED that University Senate endorses the proposed program, Quantum Computing - Bachelor of Science in Quantum Computing

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

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve: Quantum Computing - Bachelor of Science in Quantum Computing

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

Gregory P. Crawford, President

12-2-24
Date

cc: Rosemary Pennington, Chair, Executive Committee of University Senate
Elizabeth R. Mullenix, Provost, Chair University Senate
Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

New Program Proposal

Date Submitted: Thu, 14 Nov 2024 14:09:04 GMT

Viewing: : Quantum Computing - Bachelor of Science in Quantum Computing

Last edit: Thu, 14 Nov 2024 14:37:38 GMT

Changes proposed by: mal18

Contact(s)

Name	Phone	Email
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General Bulletin Edition
2025-2026
Proposed start date
Fall 2025

Level
Undergraduate

Program Type
Degree AND Major

Delivery site(s)
Oxford

CIP Code
11.0701 - 11.0701

Department
Comp Sci &Software Engineering
Related Department

College
Col of Engineering & Computing
Related College

General Bulletin Title

Quantum Computing - Bachelor of Science in Quantum Computing

Program Code

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

Licensure:
No

Endorsement:
No

Rationale for the proposal
The rationale for proposing a BS degree in Quantum Computing is rooted in the rapidly growing importance of quantum technologies in science, industry, and national security. As quantum computing is expected to revolutionize sectors such as pharmaceuticals, materials science, artificial intelligence (AI), and cybersecurity, there is a pressing need for professionals trained specifically in this field. The program aims to position Miami University as a leader in educating students to meet this demand by equipping them with the knowledge and skills to work on cutting-edge quantum computing applications.

The proposed BS in Quantum Computing program would complement existing majors, minors, and certificates in the Department of Computer Science and Software Engineering (CSE). The department already offers programs that build a strong foundation in computer science, software engineering, and cybersecurity, all of which are essential for understanding quantum computing.

Given that quantum computing is a rapidly advancing field, the proposed BS degree is essential to provide specialized education that cannot be fully achieved through current programs. A dedicated degree ensures that students receive a deep and focused education in quantum computing principles, such as quantum algorithms and applications, which are not adequately covered in classical computing curricula. This program is crucial for students who want to pursue careers or further studies in quantum technology, offering them a competitive advantage in a niche but growing market. Furthermore, the inclusion of this program within the department aligns with strategic goals to innovate and stay ahead in high-demand areas.

By integrating quantum computing into the curriculum, Miami University can provide a unique, forward-looking educational offering that distinguishes it from peer institutions.

Introduction

Brief summary of the request

The BS in Quantum Computing is an interdisciplinary program that combines Quantum Computing with a chosen track, such as Life Science and Bioinformatics, Physics, Artificial Intelligence (AI), Cybersecurity, Neuroscience, Finance, and more. The program requires a core of 15 credit hours in Quantum Computing paired with minimum 18 credit hours in the chosen track. Additionally, the program includes 21 credit hours in Mathematics and Physics, 15 credit hours in Fundamental Computing, and courses in AI/ML, Cybersecurity, and Entrepreneurship to ensure a broad technical foundation. Students also complete a Capstone project (3 credit hours) to apply their knowledge in real-world contexts. Combined with the Miami Plan for Liberal Education, the program offers a well-rounded education. This combination of Quantum Computing and flexible tracks prepares students for leadership roles in both industry and research, enabling them to apply quantum technologies across diverse fields.

Accreditation

Notification of appropriate agencies. Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program.

Upload documentation of the notification

Academic Leadership

Organizational structure

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

The proposed BS in Quantum Computing degree will be housed in the Department of Computer Science and Software Engineering (CSE) within the College of Engineering and Computing. The organizational structure and hierarchy for the new degree are the same as for the existing BS in Computer Science degree.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities.

Chair, Department of Computer Science and Software Engineering: Liran Ma, who has the typical duties and responsibilities of a department chair.

Upload this individual's CV/resume
CV - Liran Ma.pdf

Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by

position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.

1. Department of Computer Science and Software Engineering Undergraduate Curriculum Committee.
- Meetings are held bi-weekly during the fall and spring semesters.
- Committee Chair: Dr. Alan Ferrenberg, Assistant Teaching Professor, CSE
- Dr. Suman Bhunia, Assistant Professor, CSE
- Kaylynn Borror, Instructor, CSE
- Dr. Garrett Goodman, Assistant Teaching Professor, CSE
- Dr. Michael Zmuda, Associate Professor, CSE

2. Quantum Computing Working Group
- Adhoc Meetings developing and maintaining curriculum
- Khodakhast Bibak
- Liran Ma

3. Department of Computer Science and Software Engineering Faculty.
-Meetings are held bi-weekly during the fall and spring semesters.

4. Department Chair: Dr. Liran Ma, Professor, CSE

5. College of Engineering and Computing Curriculum Committee
- Committee Chair: Dr. Timothy Cameron, Professor, Associate Dean, CEC

6. CEC Advisory Board
- Erik Baar, Senior Leader - Engineering, FIS Global, Cincinnati, OH.
- John Bush, Executive Director, Ernst & Young, Tysons, VA.
- Amy Buck, Global IT & Internal Audit, Procter & Gamble, Cincinnati, OH.
- Larry English, President, Centric Consulting, Columbus, OH.
- Mike Helmick, Senior Staff Software Manager, Google, Seattle, WA.
- John Karro, Senior Software Engineer, Google, Murraysville, PA.
- Mark MacNaughton, Chief Information Officer, EVERANA, Dublin, OH.
- Gary Matrindale, Advisor-Information Security, Eli Lilly and Company, Indianapolis, IN.
- Jim Niehaus, SVP & CIO, Great American Insurance, Cincinnati, OH.
- Brian Minick, VP, Managed Security Services, Booz Allen Hamilton, Cincinnati, OH.
- Jeff Northup, Director, Business Process, Concentrix, Cincinnati, OH.
- Matt Warden, CEO, Double Line Inc, Hutto, TX.
- Nora Winnestaffer, Senior Technologist, Eli Lilly and Company, Indianapolis, IN.

Program development

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

The proposed BS degree in Quantum Computing aligns closely with Miami University's mission by advancing its commitment to providing rigorous academic programs, fostering innovation, and preparing students to excel in a rapidly changing global landscape. Here's how the program supports key aspects of the institution's mission:

- Academic Excellence: Miami University emphasizes high-quality education and rigorous academic programs. The proposed BS in Quantum Computing would offer a cutting-edge curriculum, giving students specialized knowledge and skills in a rapidly evolving field. This aligns with the university's goal to maintain academic rigor and to offer programs that challenge students intellectually.

- Innovation and Research: One of the pillars of Miami University's mission is to foster creativity and innovation through research and scholarship. Quantum computing represents the next frontier in computing technology, with applications in fields such as healthcare, AI, cybersecurity, finance, etc. The proposed program would contribute to Miami's research ecosystem by promoting interdisciplinary collaborations and cutting-edge research in quantum technologies, positioning the university as a leader in this emerging field.

- Career Readiness and Global Competitiveness: Miami University is committed to preparing students for successful careers in an increasingly interconnected and technologically advanced world. The proposed BS in Quantum Computing will equip students with the skills necessary to excel in high-demand sectors such as cybersecurity, AI, pharmaceuticals, and finance. By providing students with a competitive edge in quantum technologies, the program directly supports the institution's mission of preparing students for leadership in a rapidly evolving job market.

- Interdisciplinary Collaboration: Miami University values cross-disciplinary education, encouraging students to explore connections between different fields of study. Quantum computing inherently requires knowledge of computer science, mathematics, physics, and engineering. The program's interdisciplinary nature fosters collaboration across departments, enriching the academic environment and contributing to a holistic educational experience.

- Diversity and Inclusion: The proposed program aligns with Miami University's commitment to fostering an inclusive academic environment. Quantum computing is a growing field that offers opportunities to attract a diverse pool of students, including those from underrepresented groups in STEM fields. The program will actively support diversity in the student body and faculty, contributing to Miami's goal of building a more inclusive academic community.

In summary, the proposed BS in Quantum Computing aligns with Miami University's mission by promoting academic excellence, advancing innovation and research, preparing students for global careers, fostering interdisciplinary learning, and supporting diversity and inclusion in education.

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings.

The BS in Quantum Computing program may not require a traditional market analysis or assessment to determine its necessity due to several key factors:

- Emerging Field with High Demand: Quantum computing is an emerging and rapidly evolving field with a clear trajectory towards becoming a critical area in computing and scientific research. Major tech companies (like IBM, Google, and Microsoft) and governmental organizations are investing heavily in quantum technologies, and there is a growing global demand for professionals with expertise in this area. Given the lack of existing undergraduate programs in quantum computing, there is an inherent need to prepare the workforce for this cutting-edge field.

- Alignment with National and Global Initiatives: Quantum computing is a strategic priority for many governments, including the United States, which has launched significant initiatives like the National Quantum Initiative (NQI). These programs aim to advance quantum technologies and train a future quantum workforce. As a result, universities are encouraged to develop academic programs to align with these national goals, meaning that the demand for such a degree is anticipated and supported by broader national strategies.

- Unique Academic Offering: As quantum computing is still a relatively nascent discipline, very few undergraduate programs exist globally, which means there is limited direct competition. This positions Miami University to become a pioneer in quantum computing education, potentially attracting students interested in groundbreaking technologies and further reducing the need for traditional market validation.

-Industry and Research Collaborations: Collaborations with organizations such as Cleveland Clinic and other high-tech industries suggest that the BS in Quantum Computing will serve both research and industry needs. The involvement of such prominent partners indicates a need for graduates with quantum computing skills, further affirming that there is a strong market demand, even if not formally assessed through conventional tools.

- High-Impact Research and Development Opportunities: Quantum computing opens opportunities for high-impact research and development, particularly in fields such as cryptography, drug discovery, and artificial intelligence. Universities that offer programs in this area will attract research funding and partnerships, creating a robust ecosystem for both students and faculty.

Thus, given the combination of national priorities, emerging technological needs, and institutional partnerships, the necessity of the BS in Quantum Computing is clear without needing a typical market analysis.

If completed, upload the full analysis

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

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

Collaboration with other Ohio institutions

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

None.

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

The proposed BS in Quantum Computing program was developed in collaboration with Cleveland Clinic. The Cleveland Clinic was involved throughout the development process, offering valuable suggestions, particularly in the selection of life science courses. Their expertise in healthcare and advanced research helped shape the program's curriculum to ensure it aligns with industry needs. Cleveland Clinic's input also extended to other critical aspects of the program, ensuring it integrates cutting-edge applications of quantum computing in life sciences, thereby preparing students for roles in both research and industry.

Student Services

Admissions policies and procedures

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

No differences.

Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT2) initiatives; and other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).

The transfer credit policies that are used by the CSE department will apply for this new program as well. This is because the core courses in the Computer Science and Software Engineering majors are the same as those proposed in the new BS in Quantum Computing major. In addition, the existing petition-based approach facilitated by Transferology will continue to be used for transferring credits in other courses.

Student administrative services

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

Existing University-level student-administrative services (such as admissions, financial aid, registrar services, etc.) are adequate to support the proposed program. No new services will be required.

Student academic services

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

Existing student academic services are adequate to support the program.

Curriculum

Introduction

Description of the program to display in the General Bulletin.

The Bachelor of Science in Quantum Computing at Miami University is designed to prepare students for the emerging and transformative field of quantum technologies. This interdisciplinary program integrates the foundations of computer science, mathematics,

physics, life sciences and more to equip students with the knowledge and skills needed to solve complex problems using quantum computing principles.

Students will explore topics such as quantum algorithms, quantum cryptography, and advanced quantum applications, while also gaining hands-on experience with quantum computing platforms. The program also incorporates relevant life science applications, developed in collaboration with Cleveland Clinic, ensuring that students are prepared for cutting-edge roles in both industry and research.

Graduates will be well-positioned for careers in quantum computing, advanced research, healthcare innovation, and other high-tech industries, or for further graduate study in quantum computing or related fields.

Program goals and learning outcomes

List the specific student learning outcomes that students are to achieve by the time they complete this program.

Student learning outcomes

	Outcome:
SLO #1	Analyze complex computing problems and apply principles of computer science, quantum computing, and other relevant disciplines to identify innovative solutions.
SLO #2	Design, implement, and evaluate quantum computing-based solutions to meet specific requirements in various domains, leveraging both classical and quantum computational models.
SLO #3	Communicate effectively in a variety of professional contexts.
SLO #4	Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
SLO #5	Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
SLO #6	Apply computer science theory, quantum algorithms, and software development fundamentals to produce computing-based solutions.
SLO #7	Acquire and apply new knowledge as needed, using appropriate learning strategies.

Describe how the Program Learning Outcomes are operationalized in the curriculum.
SLO #1, #2, #6 and #7 are addressed through the breadth and depth of the curriculum through foundational and advanced coursework.

SLO #4 is emphasized by ethics and capstone courses as well as throughout the curriculum.

SLO #3 and #5 are emphasized in the introduction to SE course and the capstone courses as well as other courses.

Course offerings

Bulletin Requirement Listing

Program Requirements

(88 semester hours minimum)

Course List		
Code	**Title**	**Credit Hours**
Core Requirements		
Engineering Core		
CEC 111	Imagination, Ingenuity and Impact I	2
CEC 112	Imagination, Ingenuity, and Impact II	2
Computer Science Core		
CSE 174	Fundamentals of Problem Solving and Programming	3
CSE 271	Object-Oriented Programming	3
CSE 274	Data Abstraction and Data Structures	3
CSE 201	Introduction to Software Engineering	3
CSE 374	Algorithms I	3
Quantum Computing Core		
QTM 161	Course QTM 161 Not Found	3
QTM 261	Course QTM 261 Not Found	3
QTM 361	Course QTM 361 Not Found	3
QTM 461	Course QTM 461 Not Found	3
QTM 462	Course QTM 462 Not Found	3
Cybersecurity		
CYB 134	Introduction to Cybersecurity	3
CYB 236	Data Security	3

Course List

Code	Title	Credit Hours
AI/ML		
CSE 432	Machine Learning	3
Mathematics, Statistics, and Physics		
MTH 151	Calculus I	4
MTH 251	Calculus II	4
MTH 246	Linear Algebra and Differential Equations for Engineers	4
MTH 231	Elements of Discrete Mathematics	3
STA 261	Statistics	3-4
or STA 301	Applied Statistics	
PHY 281	Contemporary Physics I: Foundations	3
Entrepreneurship		
ESP 201	Introduction to Entrepreneurship and Business Models	3
ESP 252	Entrepreneurial Mindset: Creativity and Organization	3
Tracks		
Complete one of the following tracks:		18-21
1 - Artificial Intelligence		
Select at least 18 hours of the following:		
CSE 262	Technology, Ethics, and Global Society	
CSE 268	Introduction to Knowledge Representation	
CSE 433	Deep Learning	
CSE 434	Generative Artificial Intelligence	
CSE 468	Applied Knowledge Representation	
CSE 478	Course CSE 478 Not Found	
CSE 486	Introduction to Artificial Intelligence	
CSE 488	Image Processing & Computer Vision	

Course List

Code	Title	Credit Hours
2 - Cybersecurity		
Complete all of the following:		
CYB 234	System Administration and Scripting for Cybersecurity	
CYB 235	Computer Network Design and Administration	
CYB 332	Human, Organizational, and Societal Security	
CYB 334	Network Security	
CYB 335	Defensive Security	
CYB 435	Offensive Security	
3 - Neuroscience		
Complete the required coursework for the minor in Neuroscience		
4 - Finance		
Complete the required coursework for the minor in Finance		
5 - Life Science and Bioinformatics		
Complete all of the following:		
BIO/MBI 116	Biological Concepts: Structure, Function, Cellular, and Molecular Biology	
BIO 203	Introduction to Cell Biology	
CHM 141	College Chemistry	
CHM 144	College Chemistry Laboratory	
CPB 402	Introduction to Clinical Engineering	
CSE/CHM/BIO/MBI 466	Bioinformatics Computing Skills	
BIO 342	Genetics	
6 - Physics		
Complete all of the following:		
PHY 181	General Physics I	

Course List

Code	Title	Credit Hours
PHY 182	General Physics II	
PHY 183	General Physics Laboratory I	
PHY 184	General Physics Laboratory II	
PHY 282	Contemporary Physics II: Frontiers	
PHY 286	Introduction to Computational Physics	
PHY 293	Contemporary Physics Laboratory	
Total Credit Hours		88-92

Plan of Study/ Roadmap

Plan of Study Grid

First Year		
Fall		**Credit Hours**
CEC 111	Imagination, Ingenuity and Impact I	2
CSE 174	Fundamentals of Problem Solving and Programming	3
CYB 134	Introduction to Cybersecurity	3
MTH 151	Calculus I	4
Miami Plan Elective		3
	Credit Hours	15
Spring		
CEC 112	Imagination, Ingenuity, and Impact II	2
CSE 271	Object-Oriented Programming	3
MTH 231	Elements of Discrete Mathematics	3
MTH 251	Calculus II	4
QTM 161	Course QTM 161 Not Found	3
	Credit Hours	15
Second Year		
Fall		
CSE 274	Data Abstraction and Data Structures	3
MTH 246	Linear Algebra and Differential Equations for Engineers	4
STA 261 or STA 301	Statistics or Applied Statistics	3-4
Track Course		3
Miami Plan Course		3
	Credit Hours	16-17

	Spring	
CSE 374	Algorithms I	3
QTM 261	Course QTM 261 Not Found	3
PHY 281	Contemporary Physics I: Foundations	3
CYB 236	Data Security	3
Track Course		3
	Credit Hours	15
	Third Year	
	Fall	
QTM 361	Course QTM 361 Not Found	3
CSE 432	Machine Learning	3
ESP 201	Introduction to Entrepreneurship and Business Models	3
Track Course		3
Miami Plan Courses		6
	Credit Hours	18
	Spring	
QTM 462	Course QTM 462 Not Found	3
ESP 252	Entrepreneurial Mindset: Creativity and Organization	3
Track Course		3
Miami Plan Courses		6
	Credit Hours	15
	Fourth Year	
	Fall	
QTM 461	Course QTM 461 Not Found	3
Track Course		3
Elective or Track Course		3
Miami Plan Courses		6
	Credit Hours	15
	Spring	
Capstone Course		3
Track Courses		6
Miami Plan Courses		6
	Credit Hours	15
	Total Credit Hours	124-125

Alternative delivery options
100% Face to face

Off site program components
Co-op/Internship/Externship

Brief description of Co-op/Internship/Externship component
Summer co-op/internships at the Cleveland Clinic are available to some students but are not required.

Assessment and Evaluation

Program assessment

Upload a copy of the assessment requirements/plan

List at least 3 specific student learning outcomes (SLOs) that the students are expected to achieve by the time they complete the program. If the program includes liberal education course(s), articulate any specific linkages between your stated SLOs and Miami Plan principles or competencies.

Graduates of the B.S. in Quantum Computing degree will be able to:
1. Analyze complex computing problems and apply principles of computer science, quantum computing, and other relevant disciplines to identify innovative solutions.
2. Design, implement, and evaluate quantum computing-based solutions to meet specific requirements in various domains, leveraging both classical and quantum computational models.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply computer science theory, quantum algorithms, and software development fundamentals to produce computing-based solutions.
7. Acquire and apply new knowledge as needed, using appropriate learning strategies.

Identify courses (and examinations or assignments within them) or other culminating projects where these outcomes are emphasized and can be measured, especially near the point of graduation. If relevant, specify any licensing or external exams you intend to use.

Many of the 400 level courses in the program are project based. In particular, the senior capstone sequence involves completion of a project over the course of two semesters. These projects get at the learning outcomes and will be used to assess the program. We also access all graduates through a senior exit survey.

Describe how you intend to evaluate the learning outcomes by means of the assignment(s)—e.g., rubric(s) or answer key(s) to exam.

The SLOs are evaluated in at least two points in the required curriculum in one beginning and one advanced course to provide benchmark indicators of student achievement. The faculty provide an assessment instrument (such as an exam or lab project) and each student

is evaluated for achievement of the SLO on this instrument. Though it is not intended that this be an accredited degree program, the same data that is collected from majors in the accredited BS in Computer Science and BS in Software Engineering programs will be collected and evaluated for students in the BS in Quantum Computing program.

Describe the sampling procedure. What percentage of your student body will comprise your sample? If the sample size is small, make the case that they adequately represent the whole.

At least one section of each of the evaluated courses in the major will be sampled. For a course with three sections, this represents approximately 30% of the students.

Describe how you intend to collect student perceptions of their achievement of the program learning outcomes.

Online surveys including the senior exit survey and mid-course assessments including Small Group Instructional Diagnosis (SGIDs).

Describe your plans for regular (annual or biennial, depending on program size) collection and summary of data.

We will rotate classes in which to do the assessment and focus on varying outcomes as it makes sense from year to year. Each semester, approximately six courses will be sampled.

Describe your plans for a regular faculty meeting in which faculty discuss assessment data findings and make plans for improvement of teaching and learning based upon the data.

The department has standing assessment committee that reports at each faculty meeting. The faculty who teach courses with multiple sections will also meet regularly to discuss assessment findings and adjustments.

Identify who will be responsible for creating and submitting an annual assessment report to the assessment coordinator at the end of each academic year.

The assessment committee chair coordinates all assessment efforts including the annual assessment report.

Other means of measuring student success

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

We will use placement percentages and average starting salary as key metrics. This information will be collected annually. We will also discuss the capabilities of our students with our key industry partners who hire them.

Faculty

Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty.

Tenured and tenure track, lecturers, and teaching professors.

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

Teaching faculty are expected to hold a Ph.D. in computer science or a closely related discipline or a graduate degree and extensive professional experience in quantum computing, computer science, or a closely related discipline. The directory of quantum computing will hold a Ph.D. and have extensive professional and administrative experience in quantum computing.

Indicate whether the department will need to identify additional faculty to begin the proposed program. Also indicate the workload implications of the proposed program for existing faculty in the department. In particular, for existing faculty, explain how their workload will be adjusted to teach courses within the new program.

The CSE department has planned to hire TT faculty to manage the anticipated increase in workload from the proposed program. These are not new positions as they are intended to fill vacancies from previous years that we were unable to hire. Consequently, the department does not envision any changes to the faculty workloads and will continue to maintain the existing student-to-faculty ratio.

If external funding is available, we hope to grow tenure-track faculty by hiring:
* A director of QC who will work closely with the department chair to administer the program.
* Six tenure-track faculty with an emphasis on QC teaching and research.

Program faculty

Provide the number of existing faculty members available to teach in the proposed program.
Full-time:
33

Less than full-time:

Provide an estimate of the number of faculty members to be added during the first two years of program operation.
Full-time:
3-7
Less than full-time:

Expectations for professional development/scholarship

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

Professional development and scholarship expectations will be the same as those for the existing BS in Computer Science program.

Upload a faculty handbook outlining the expectations and documenting support

Faculty matrix

Upload faculty matrix/CVs
CSE Faculty Matrix.pdf
All Faculty CVs.pdf

Library Resources

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

The present collection of resources would be adequate to support the new program and that no new resources would be necessary.

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

The Miami University’s Libraries provide an excellent collection of books, journals, magazines, bibliographic resources, indices, and databases in general, and particularly relative to the needs of the computer science program and our faculty. The university maintains a license to the ACM Digital Library and to the IEEE XPlore, the Safari Tech Books

Online service, and a number of other resources for access to books and journals relevant to computer science.

The friendly, helpful, and knowledgeable librarians, access to physical books is quite easy and convenient. For resources that our libraries do not physically possess, the OhioLink System can provide books or copies of journal articles in a few days' time. With respect to electronic access to journals and eBooks, the library's website is easy to access and navigate from anywhere on campus. With a VPN connection, these electronic journals and eBooks can be accessed from anywhere off-campus.

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

No new library resources are needed to support the new BS in Quantum Computing program.

Budget, Resources, and Facilities

Resources and facilities

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

The new quantum computing program will leverage the existing infrastructure, facilities, and equipment within the CSE department, maximizing the use of current lecture rooms, laboratories, and associated software tools. The department already has access to robust cloud platforms, including the Amazon Web Services (AWS) Educate program and the Microsoft Azure Student Credit program, which will be integral to setting up virtual machines and cloud-based environments at no additional cost to the program. Miami University has established agreements with these service providers, ensuring seamless access to these resources for both students and faculty.

To further enhance the program's capabilities, especially in creating an environment for conducting cutting-edge quantum computing projects, additional resources, including access to qubits and specialized quantum hardware, will be acquired. Funding for these resources will be secured through support from the State of Ohio and Miami University, ensuring that the program is fully equipped to meet both the educational and research needs of this rapidly advancing field.

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

Library orientation and information literacy are introduced in the first year engineering and computing courses, CEC 111 and CEC 112, and reinforced throughout the curriculum.

Budget/financial planning

Upload Fiscal Impact Statement for New Degree Programs
Fiscal Impact Statement for BS in Quantum Computing V5.xlsx
Fiscal Impact Statement for BS in Quantum Computing - Miami Only.xlsx

Use narrative to provide additional information as needed

There are two Fiscal Impact Statements.

- One assumes that the new program is supported solely with internal resources within Miami, without any external funding. Under this model, we would not add any net new faculty or staff lines.
* This year, the CSE department has been approved to hire two tenure-track faculty members. These are not new positions; they are intended to fill vacancies from previous years that we were unable to hire.
* Prior to the start of this academic year, CSE lost two more faculty members. Additionally, one faculty member has announced her retirement at the end of this academic year, and another has expressed his intent to retire soon. We anticipate that this will open a third position, which we also hope to fill this year to maintain department coverage.

- The other is based on the assumption that we obtain external funding to cover program expenses. This version paints an inaccurately negative impression of the budget, as it only shows the anticipated growth expenses without including the potential external funding that would offset these costs. Therefore, it applies only if we secure the external funding.

Additional comments

Reviewer Comments
Liran Ma (mal18) (Mon, 04 Nov 2024 16:39:38 GMT): Rollback: Change ESP courses.
Liran Ma (mal18) (Mon, 04 Nov 2024 16:49:26 GMT): Rollback: Missing indentation
Brody Ruihley (ruihlebj) (Thu, 14 Nov 2024 00:34:15 GMT): Rollback: Sending this back prior to CUC meeting per the request of Senior Associate Provost Carolyn Haynes. "In reviewing the Quantum Computing proposal in CIM, I do not think the concentrations comply with

ODHE guidelines. So, it will need to be revised, and we will need to start the workflow approval process over again to ensure that all parties agree with the revised proposal."
Carolyn Haynes (haynesca) (Thu, 14 Nov 2024 15:34:41 GMT): Please work with CAS on the subject code
Brody Ruihley (ruihlebj) (Thu, 14 Nov 2024 17:28:42 GMT): Great discussion with Liran and Tim. The committee voted to move this forward. One note: While we know this was fast-tracked, we still would have liked to have had MAPI input into this program.

Supporting documents
All Quantum Courses.pdf
Quantum Computing concentration change (2024 11 13) .pdf

Key: 575

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

☐ Proposal A

Program:

☐ Proposal B

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

BOARD OF TRUSTEES
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(513) 529-3911 FAX
WWW.MIAMIOH.EDU

December 13, 2024
Academic and Student Affairs

RESOLUTION R2025-14

BE IT RESOLVED: that the Board of Trustees hereby accepts and approves the attached Annual Report of Remedial Education at Miami University, and directs the Provost and Executive Vice President to submit the report to the Ohio Department of Higher Education.

Approved by the Board of Trustees
December 13, 2024

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

Miami University Recommendation
To the Board of Trustees
For Action

Date: December 3, 2024

Title: REPORT OF REMEDIAL EDUCATION

Synopsis: Annual Report on Remedial Education for the Ohio Department of Higher Education

It is recommended that the Board of Trustees approve sending the attached report to the Ohio Department of Higher Education. This is in response to provision House Bill 49 which "requires the issuance of an annual report on the number of students that require remedial education, the costs of remediation, the specific areas of remediation provided by the university, and causes for remediation." This report has been reviewed and approved by the appropriate authorities.

Prepared by: Michael Light
Michael Light, Associate Director for the Office of Institutional Research

Reviewed by:
Elizabeth Reith Mullenix, Provost and Executive Vice President for Academic Affairs

FOR BOARD OFFICE USE ONLY:

Recommendation Number_____

Date of Board Approval: _____ Submitted By: _____
President Crawford

2024 University Remediation Report

Name of University: **Miami University**

Ohio Revised Code Section 3345.062 requires the president of each state university to issue a report by December 31, 2017, and each thirty-first day of December thereafter, regarding the remediation of students. The report must include the following areas:

1. The number of enrolled students that require remedial education (*FY24 actual*).

Number of Students	**Description** (if needed)
500	All first-time students entering fall 2022 with one or more scores indicating need for remediation or regional student having taken remediation courses during AY2023. The threshold ACT scores indicating the need for remediation are reading less than 22, English less than 18, and math less than 22. This includes Oxford Scholastic Enhancement Program (SEP,) Oxford American Culture and English Program (ACE,) and regional campus students. For regional campus students without ACT scores, remediation is required based on scores of alternative tests. Specifically, WritePlacer (scores of less than 5), Accuplacer Next Gen (scores of less than 250), and STEM Accuplacer (scores of less than 263).

2. The cost of remedial coursework that the state university provides (*FY24 actual*).

Please select the type of cost in the following areas and describe.
- **Costs to the university**: Please include a description of all university resources allocated in support of and/or on behalf of remedial education, including but not limited to costs associated with the following: faculty & staff, buildings/classrooms, administration, and additional student advising, among others.
- **Costs to the student**: Please include a description of tuition paid by students in pursuit of remedial education.
- **Costs to the state**: Please include a description of state resources provided to your institution in support of remedial education. (*See Appendix A containing this information for all state universities*.)

Cost Type	**Amount**	**Description**
Costs to the university	$ 471,984	Instructional costs for remedial courses for FY 2024
Costs to the university	$ 1,006,545	Estimated costs of Advising & Learning Center on the regional campuses for FY 2024 multiplied by the percent of students on the regionals needing some form of remedial education
Costs to the state	$ 48,369	State share of instruction for remedial courses for FY 2024
Costs to the student	$ 3,639	Tuition and fees for regional full-time students in first semester (Fall 2023)
Costs to the student	$ 19,912	Tuition and fees for Oxford ACE full-time students in first semester (Fall 2023)
Costs to the student	$ 8,804	Tuition and fees for Oxford SEP full-time students in first semester (Fall 2023)

3. The specific areas of remediation provided by the university.

Subject Area	**Description**
Writing	ENG007 Fundamentals of Writing (3 credits)
Blended English	ENG007/ENG111 - Corequisite, development course plus College English Course taken concurrently (5 credits)
Reading	EDT002 College Reading II (3 credits)
Quantitative Reasoning	MTH049 Math Literacy (Quantitative Reasoning) 4 pre-college credits
Math	MTH 025 Algebra for Precalculus (Math for STEM) 5 pre-college credits
Academic Support	Miami regionals campus offer a range of support programs for students with high academic need, including: College Readiness Program (intensive support for math, reading, writing), co-remediation study skills courses that can be paired with commonly enrolled general education courses, tutoring/mentoring and career development guidance, TRiO program, online financial aid course, technology workshops, and first-year experience course (UNV 101).

4. Causes for remediation.

Please select all that are relevant from the following categories and provide detail.
- **Lack of student preparation at the K-12 level**
- **Prescriptive placement policies** (over reliance on a single assessment measure)
- **Deferred entry into higher education** (adult students returning to higher education)
- **Other** (any other cause identified by the university)

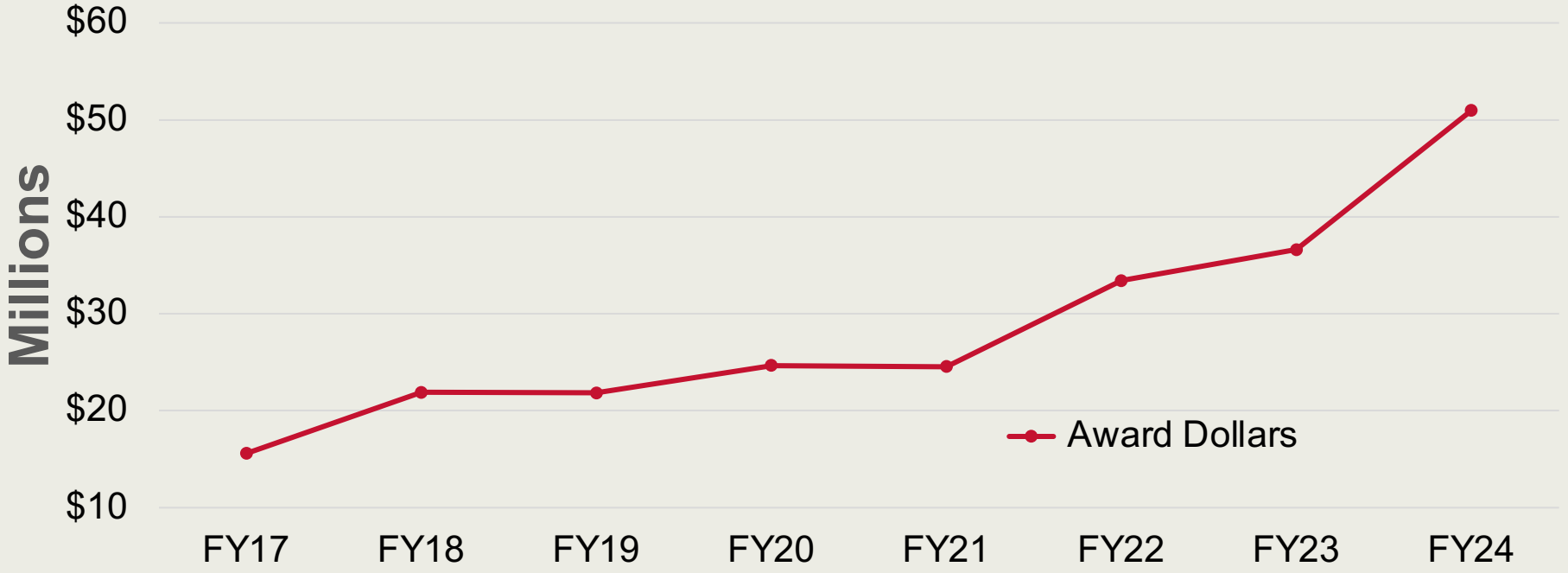
Cause	Description
Lack of student preparation	High percentages of incoming students on the regional campsues have academic need stemming from attending less rigorous high schools, challenging family situations, and lack of study skills and a college mindset.
Lack of student preparation	Many incoming students on the regional campuses have poor technology skills due to out-of-date or nonexistent technology at home, antiquated word processing software, and computers riddled with viruses.
Other	For most students on the regional campuses, future jobs are of utmost priority. Yet, because Miami stresses a liberal arts approach to higher education, the correlation between academic pathways and career pathways seems murky to students.
Other	All students on the regional campuses commute to school, and many have significant family and work commitments. Most students come to campus, attend class and leave which means that they have little opportunity to build meaningful relationships with faculty and advisors nor take advantage of support services available on the campuses.

MIAMI UNIVERSITY | OFFICE OF RESEARCH AND INNOVATION

Board of Trustees

December 2024

Upward Trend in Award Dollars



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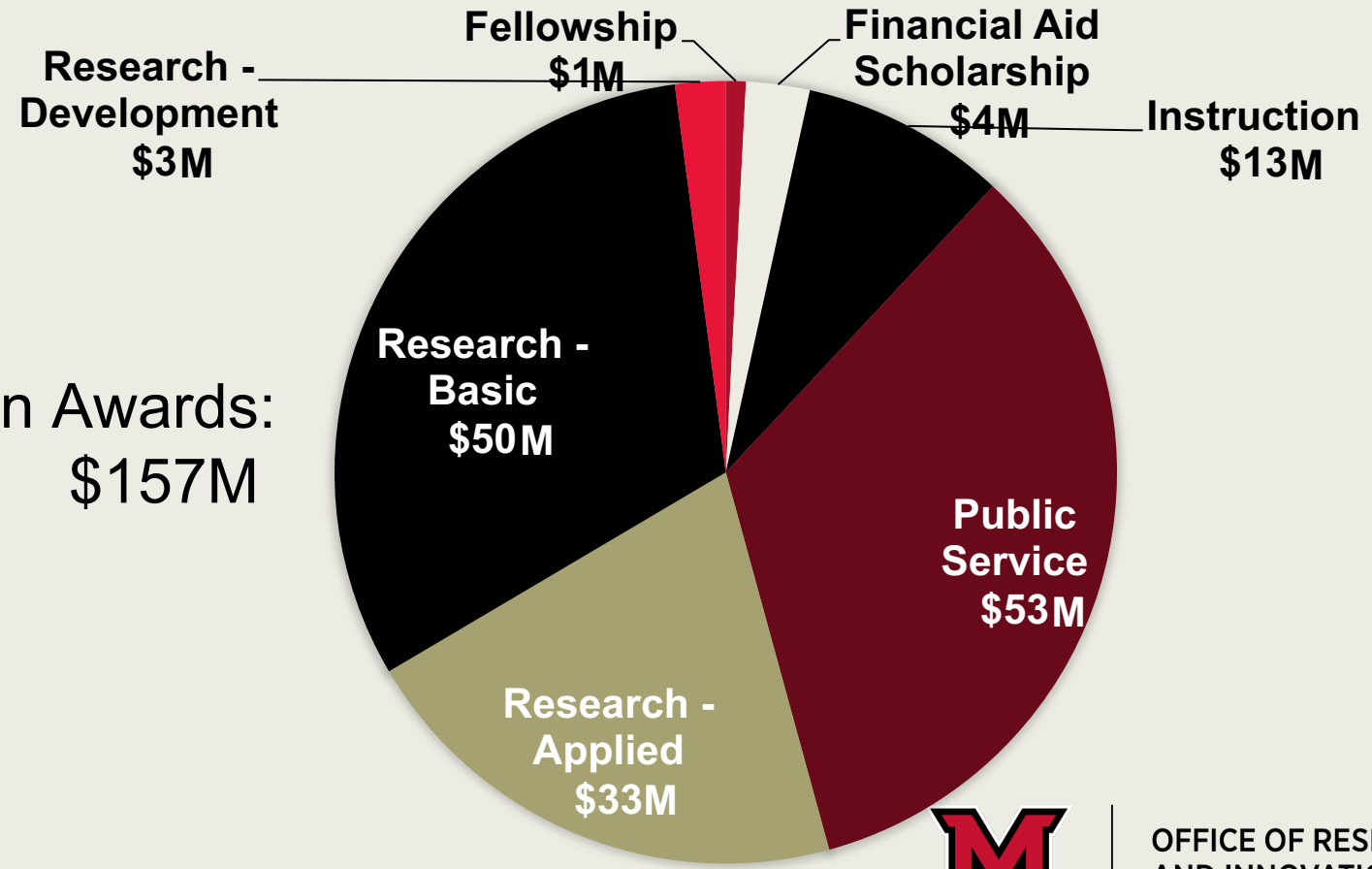
Open Awards:
$157M



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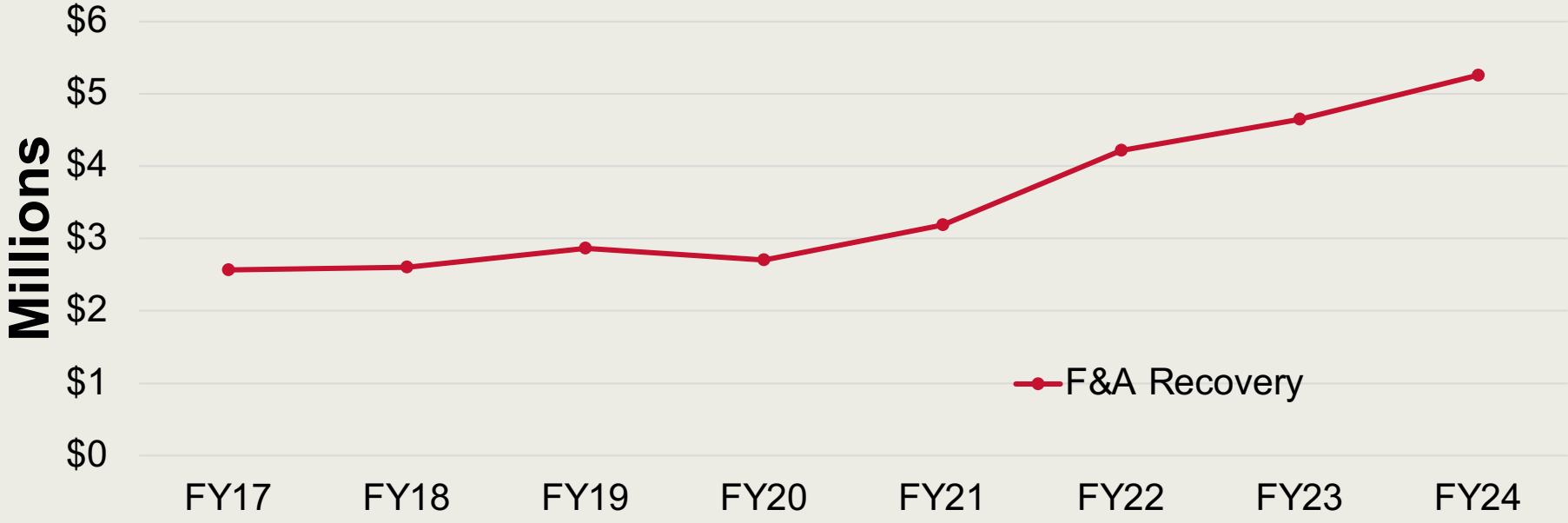
Upward Trend in Facilities & Administrative (F&A) Cost Recovery



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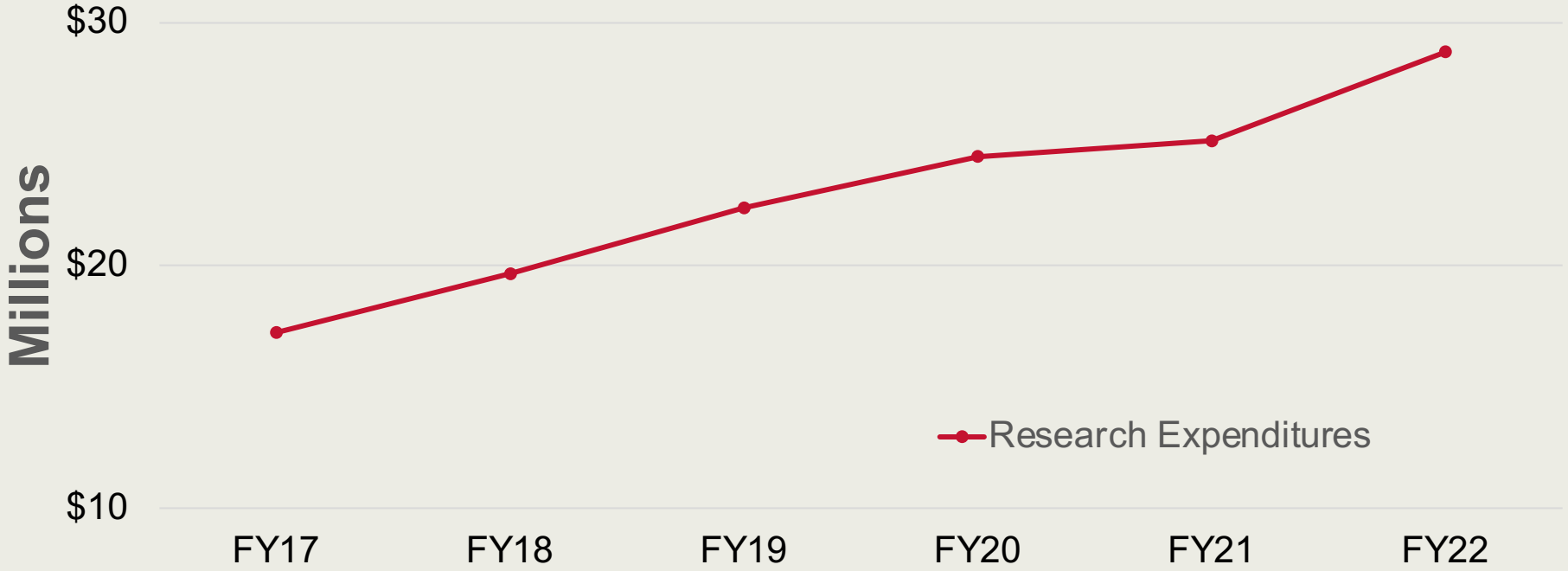
Upward Trend in Research Expenditures



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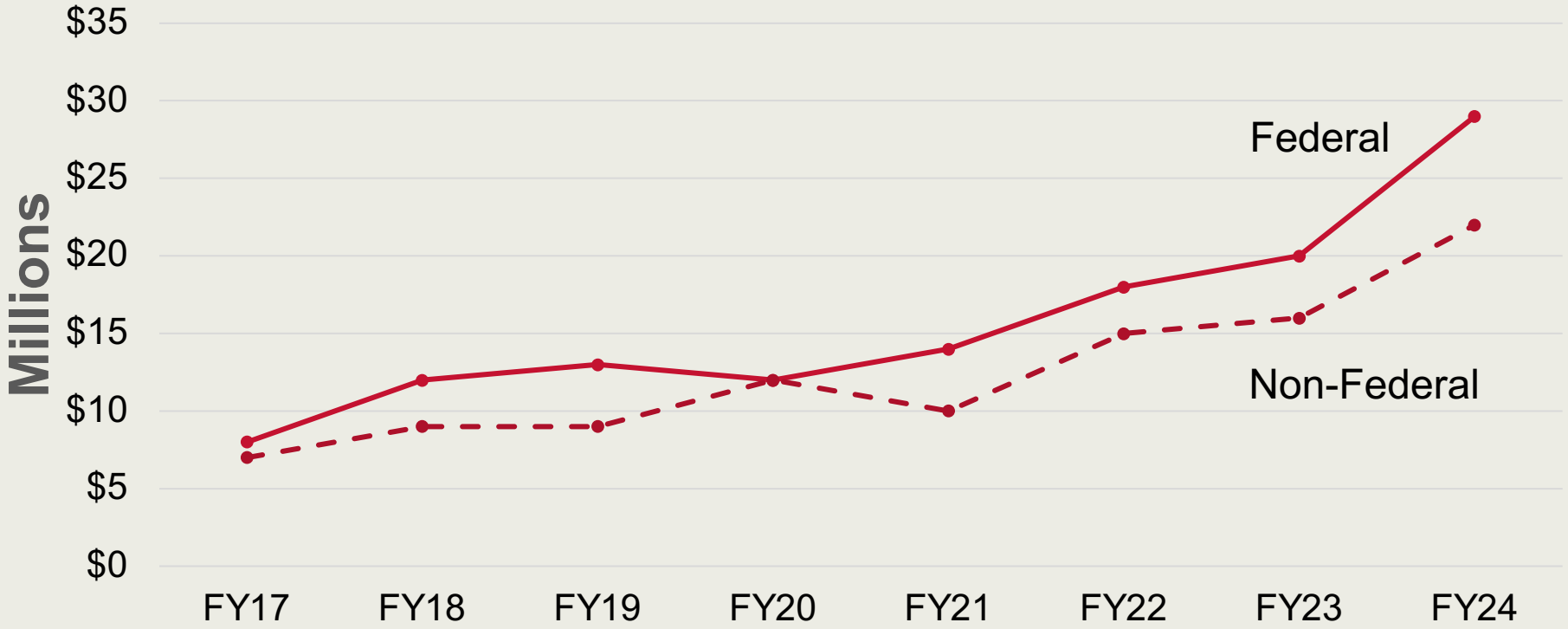
Upward Trend in Federal and Non-Federal Awards



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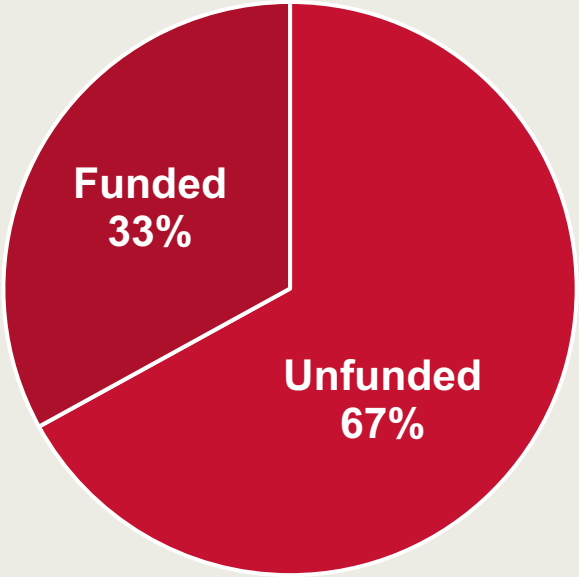
Doubling and Tripling over Seven Years:

Award Dollars
$15.6M to $51M

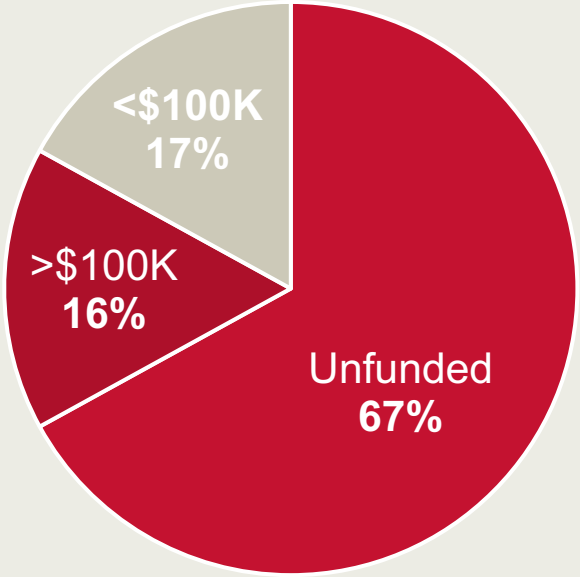
F&A Recovery
$2.6M to $5.2M

Research Expenditures
$17M to $29M

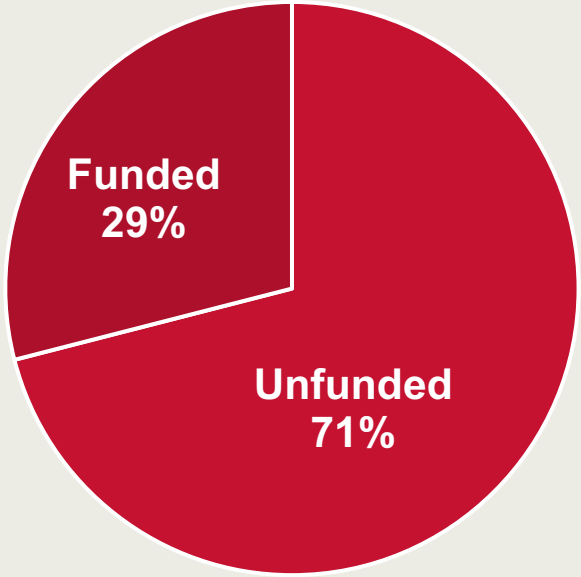
Federal Awards
$8.4M to $29M



FY21-24

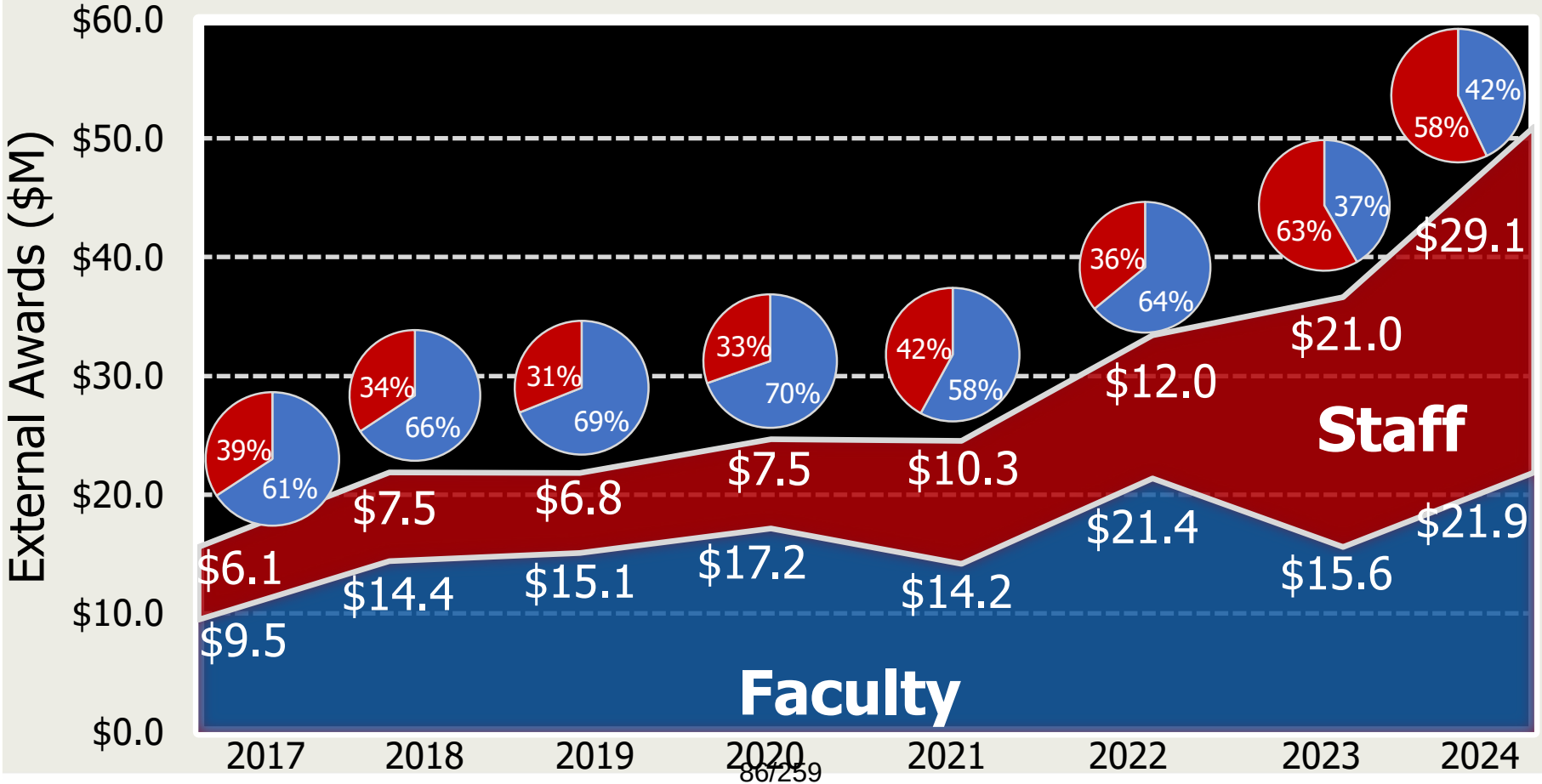


FY21-24



FY23-24

Full-Time Tenure/Tenure Track


External Awards ($M)
$60.0
$50.0
$40.0
$30.0
$20.0
$10.0
$0.0
2017
2018
2019
2020
2021
2022
2023
2024
Staff
Faculty
$6.1
$7.5
$6.8
$7.5
$10.3
$12.0
$21.0
$29.1
$9.5
$14.4
$15.1
$17.2
$14.2
$21.4
$15.6
$21.9
39%
61%
34%
66%
31%
69%
33%
70%
42%
58%
36%
64%
63%
37%
58%
42%

Largest Award in Miami History

$10M

Co-PIs
Ande Durojaiye
Randi Thomas

Top Funded Awards

Unit	FY23	FY24	Grand Total
ASPIRE	$6,500,000	$9,000,000	**$15,500,000**
Chemistry and Biochemistry	$4,242,284	$3,857,657	**$8,099,941**
Regional Dean's Office	$80,000	$5,001,000	**$5,081,000**
Psychology	$2,318,338	$2,020,488	**$4,338,826**
School-Based Center of Excellence	$3,271,575	$2,511,832	**$4,012,927**
Scripps Gerontology Center	$1,296,503	$2,564,298	**$3,860,801**
Family Studies and Social Work	$1,015,435	$2,187,404	**$3,202,839**
Biology	$1,304,079	$1,855,693	**$3,159,772**
Chemical Paper and Biomed Engineering	$789,061	$2,142,515	**$2,931,576**
Electrical and Computer Engineering	$333,445	$1,304,298	**$1,637,743**
Physics	$155,507	$1,336,417	**$1,491,924**

Top Proposals

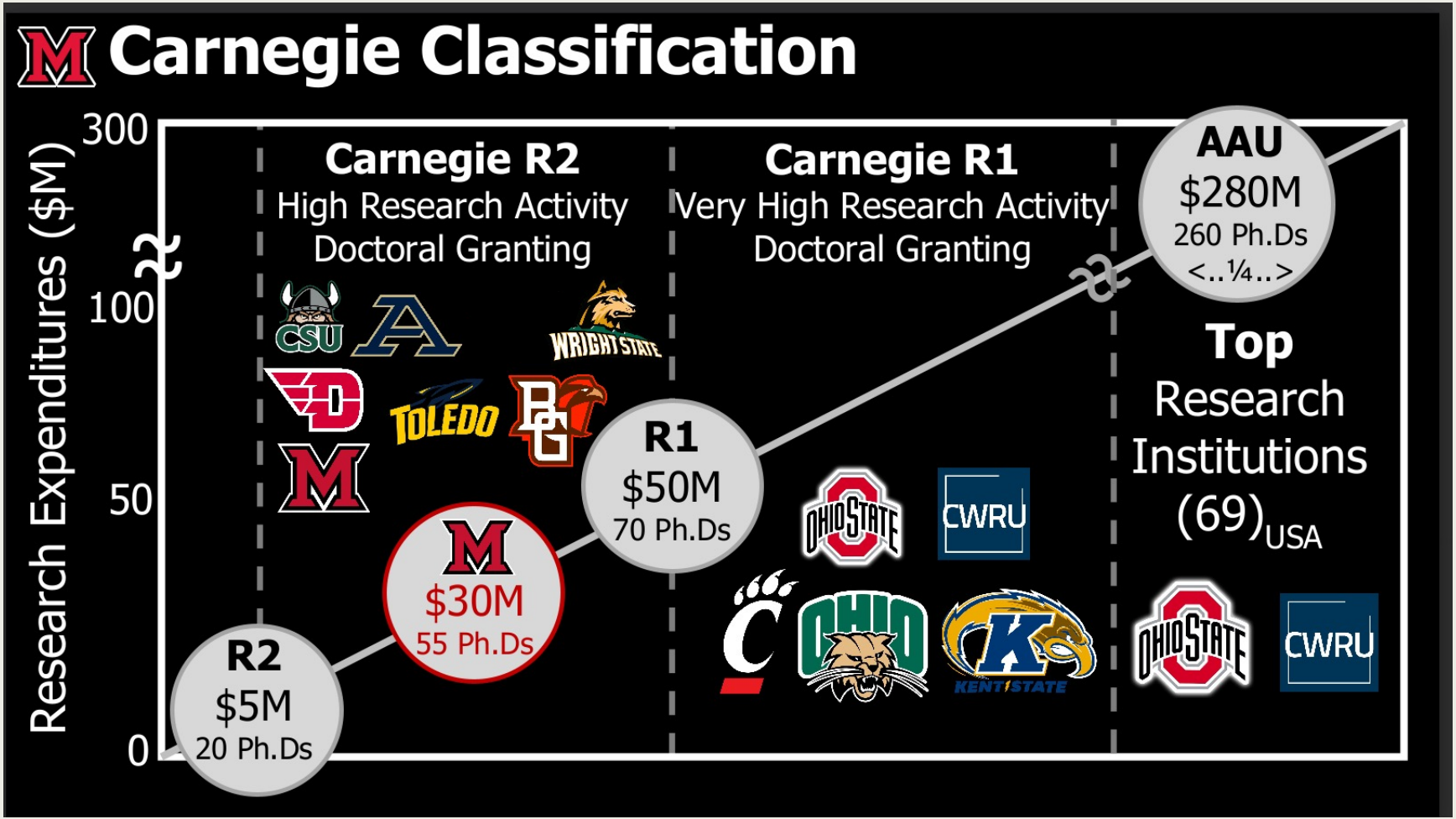
Lead Principal Investigator	Proposed
Randi Thomas	$38,740,000
Ande Durojaiye	$22,885,660
Randi Thomas	$5,000,000
Vaskar Raychoudhury	$3,000,000
Michael Robinson	$2,229,527
Daryl Baldwin	$2,096,373

OFFICE OF RESEARCH AND INNOVATION

Providing Opportunities for Student Engagement

Stipends/Wages	Source	FY21	FY22	FY23	FY24
Graduate Assistant Stipends	Internal	$10,452,287	$10,155,806	$10,316,377	$9,990,386
Graduate Assistant Stipends	Grants	$1,997,195	$2,188,113	$2,161,123	$2,384,888
Undergraduate Students Wages	Internal	$260,000	$260,000	$320,000	$320,000
Undergraduate Students Wages	Grants	$421,503	$350,558	$296,885	$557,554

OFFICE OF RESEARCH AND INNOVATION


Carnegie Classification
Research Expenditures ($M)
300
100
50
0
Carnegie R2
High Research Activity
Doctoral Granting
Carnegie R1
Very High Research Activity
Doctoral Granting
AAU
$280M
260 Ph.Ds
Top
Research
Institutions
(69)USA
R1
$50M
70 Ph.Ds
R2
$5M
20 Ph.Ds
$30M
55 Ph.Ds
CSU
WRIGHT STATE
TOLEDO
OHIO STATE
CWRU
OHIO
KENT STATE

Carnegie Classification Correlations

Top 50 Institutions		
#	R1 (#)	R1 (%)
52	50	96%

Top 50 Engineering		
#	R1 (#)	R1 (%)
52	52	100%

Top 100 Institutions		
#	R1 (#)	R1 (%)
104	84	81%

Top 50 Business (P&Q)		
#	R1 (#)	R1 (%)
50	32	64%

Top 50 Public Institutions		
#	R1 (#)	R1 (%)
50	46	92%

Top 50 Honors College (CF)		
#	R1 (#)	R1 (%)
50	43	86%

Top 50 UG Teaching		
#	R1 (#)	R1 (%)
61	39	64%

Top 50 E-ship (Princeton,EM)		
#	R1 (#)	R1 (%)
50	33	66%

Carnegie Classification Correlations

Athletics (Power 4)		
#	R1 (#)	R1 (%)
68	65	96%

Athletics (MAC)		
#	R1 (#)	R1 (%)
13	4	31%

Top 50 ARL (Libraries)		
#	R1 (#)	R1 (%)
104	99	95%

Top 50 UG Research		
#	R1 (#)	R1 (%)
54	34	63%

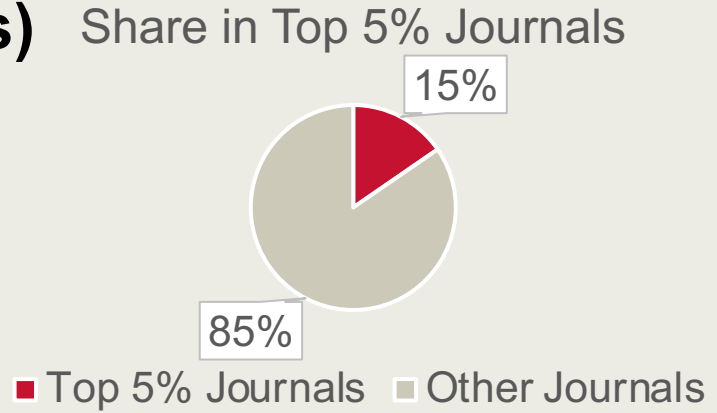
Carnegie R2 Rankings			
Rank	School	Exp ($)	PhD (#)
1	Thomas Jefferson	$322 M	34
2	Wake Forest	$269 M	38
3	Wichita State	$262 M	30
4	Vermont	$216 M	74
5	Dayton	$211 M	49
6	Alaska—Fairbanks	$203 M	32
65	Ill. Inst. Tech.	$30 M	86
66	Morgan State	$30 M	70
67	**Miami**	**$29 M**	**63**
68	Rutgers—Newark	$28 M	69
69	Puerto Rico	$28 M	86
70	Western Michigan	$28 M	126

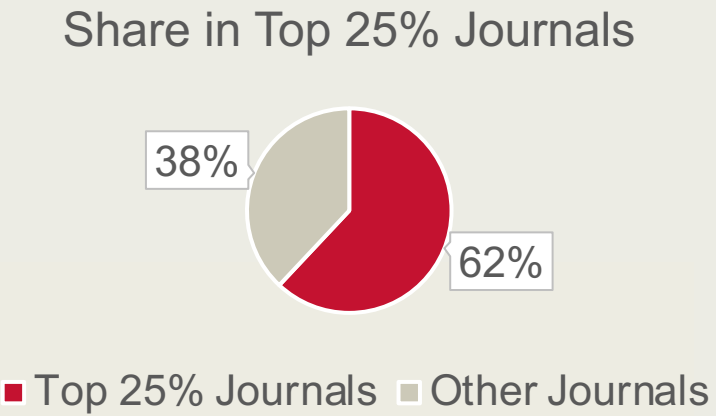
Bibliometric Ranking (US News)

Miami #192

- UC - #52
- OSU - #61
- OU - #103
- Toledo - #161
- Kent St - #163
- Akron - #195
- Wright St - #207

Threshold: 5000/5 years
Miami: 4161/5 years





Moving Forward: What is Working Growth Strategies

OFFICE OF RESEARCH AND INNOVATION

What is Working – Providing Matching Funds

Cornerstone Program: $2.6M (FY23-FY25)
Yield: $15.6M

FY23-25	Strategic Investment Fund (matching funds)	Research, Scholarship, and Artistry (seed funding)	Advanced Research Teams (cross-disciplinary)	Senior Research Staff (post-docs, research scientists)	Totals
Internal Spend	$1,209,678	$333,846	$480,831	$512,288	$2,536,643
# Proposals	21	40	15	18	94
# Awards	21	7	2	10	40
Awards	$13,290,074	$931,194	$36,640	$1,361,628	$15,619,536
ROI	1099%	279%	8%	266%	616%

What is Working – Assisting Grant Writers

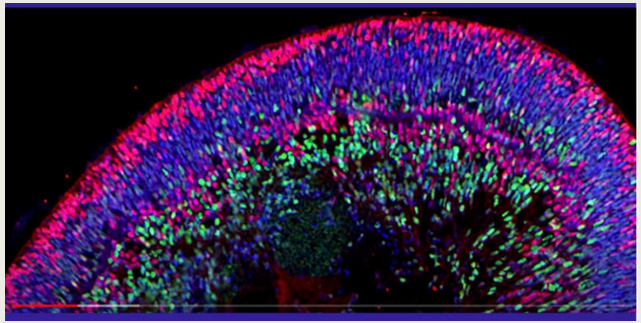
Grant Consultants
Federal/State - ORI
Foundation/nonprofits – Advancement Team Writers

Grant Consultants	Invested	Awarded (#)	Not Funded (#)	Pending (#)
FY23	$8,200	$4,852,319 (2)	$808,145 (3)	$686,990 (2)
FY24	$15,503	$1,541,891 (2)	$916,964 (2)	$3,837,111 (4)
Total	**$23,703**	**$6,394,210 (4)**	**$1,725,109 (5)**	**$4,524,101 (6)**

What is Working – Funding Preliminary Data

RAPID Awards (FY22-24)

Invested: $484,863
Yield: $3,518,831



Sex chromosome and gonadal hormone contributions to binge-like and aversion-resistant ethanol drinking behaviors in Four Core Genotypes mice

Elizabeth A Sneddon [1 2], Brianna M Masters [1 2], Kiara D Ream [1 2], Kaila A Fennell [1 2], Jenelle N DeMedio [1 2], Miranda M Cash [1 2], Brynn P Hollingsworth [1 2], Sai Pandrangi [1 2], Chloe M Thach [1 2], Haifei Shi [2 3], Anna K Radke [1 2]

Model Scripps Gerontology Center

Track record:

Operating budget

80% funded through awards

Magnitude

~10% of all awards to Miami

MIAMI UNIVERSITY | OFFICE OF RESEARCH AND INNOVATION

Scripps Script for Success

- Structure
  - Non-faculty positions (research scientists)
  - Cluster hires (focus on aging)
  - Strong leadership (maintains accountability)
  - Clear expectations (mini-milestones)
  - Increases grant funding (# and size of awards)
  - Advances bibliometric ranking (quality and quantity of pubs)

OFFICE OF RESEARCH
AND INNOVATION

Scripps Publishes – contributes to bibliometric ranking

Publication Count	Scripps Staff	Scripps Faculty Fellows	Scripps Staff & Fellows Co-Authored	Total
2020	3	33	6	**42**
2021	12	38	3	**53**
2022	15	26	4	**45**
2023	17	25	8	**50**
2024	11	21	4	**36**
Total	**58**	**143**	**25**	**226**

Work from Strengths

- Motivation
  - Moving to the next tier of research productivity will require more large grants and more researchers who support the educational mission through research, not through “traditional” teaching
- Approach
  - No silos
  - Earn your spot in the lineup
  - No time for turf wars
- Oversight
  - Clusters report to a single lead, in an group to realize efficiencies, cross-cutting themes, and areas for collaboration
- Vision
  - Each cluster likely as a Center, possibly Institute
  - Each cluster leading to a $5M+ grant proposal within 5 years
    - Ramped onset, some will be ready sooner

Advanced Materials

Research Areas

- Soft Matter
- Semiconductors
- Quantum materials
- Sustainable materials
- Computational modeling

Investment

- Electron Microscopy (EM)
- Cryo-EM, SEM, Tomography
- Computing cluster
- Research Scientists/Engineers (8)
- Tenure Track (4)
- Staff (1)

Return

- NSF Science and Technology Centers (STC)
  - $6M over 5 years
- NSF Designing Materials to Revolutionize and Engineer our Future (DMREF)
  - $1.5M-$2M over 4 years
- AFRL Multidisciplinary Research Program Of The University Research Initiative (MURI)
  - $1.5M/yr for 3-5 years

CAS

CEC

CLAAS

Climate + Sustainability

Research Areas

- Scales of time & space
  - Accelerating changes
- Environmental transitions
- Public policy
- Environmental economics

Investment

- Cluster hires
- Epidemiology, multivariate statistics, hydrology
- Support staff & postdocs
- Ecology Research Center, Center for Bioinformatics and Functional Genomics, Center for Advanced Microscopy and Imaging enhancements

Return

- Multi-PI grants
  - USDA, NIH, US Fish and Wildlife, EPA, NASA
- NSF Design for Environmental Sustainability in Computing (DESC)
  - $2M over 4 years

CAS
CCA
CEC
CLAAS
FSB

Next-Generation Manufacturing

Research Areas

- Assistive devices
- Agnostic manufacturing
- Workforce development
- Rapid prototyping
- Healthcare
- Safety

Investment

- Cluster hires
- Research engineers
- Tenure Track
- Staff
- Industry liaison
- Machinists
- Postdocs

Return

- NSF Science and Technology Centers (STC)
  - $6M over 5 years
- NSF Future Manufacturing Research Grants (FMRG)
  - $3M over 4 years
- NSF Experiential Learning for Emerging and Novel Technologies (ExLENT)
  - $1M over 3 years
- Ohio Department of Development - Ohio Manufacturing Extension Partnership
  - Varied, $1M over 5 years

CAS

CEC

CLAAS

EHS

Aging is Living

Research Areas

- Preference-based person-centered care
- AI for health monitoring
- Virtual/Augmented reality
- Driving, falls
- National health services research
- Workforce development

Investment

- College @Elm
- Software engineers
- Staff
- Statisticians
- Clinical trials managers
- Purchase national datasets

Return

- Multi-PI grants
  - NIH, NSF, Patient Centered Outcomes Research Institute (PCORI), Centers for Medicare & Medicaid Services (CMS), USDOT, Ohio Arts Council
- OhioTechCred

CAS
CCA
CEC
CLAAS
EHS
FSB

Quantum Science

Research Areas

- Quantum sensing
- Quantum metrology
- Quantum optics
- Quantum materials
- Quantum-enabled microelectronic devices
- Quantum information theory
- Workforce development

Investment

- Cluster hires
- Research engineers
- Tenure Track
- Staff
- Postdocs

Return

- Expansion of relationship with Airforce Research Laboratory
- Cooperative Research and Development Agreements (CRADAs)

CAS

CEC

CLAAS

Addiction

Research Areas

- Neuroscience mechanisms of addiction
- Psychosocial impacts of addiction
- Family, work, and societal impacts

Investment

- Graduate research assistants
- Postdoctoral fellows
- Research Scientists
- Cluster hires

Return

- NIH Program Project Grants
  - $1.5M per year over 5 years
- NSF Research Traineeship
  - $3M over 5 years
- Robert Wood Johnson Foundation

CAS
CCA
CLAAS
EHS
FSB

Protein Folding

Research Areas

- Cancer
- Protein translation – antibiotics
- Protein design

Investment

- Electron Microscopy (Cryo-EM)
- High Field NMR upgrades
- Computing cluster upgrades
- Research Scientists/Engineers (3)
- Tenure Track (1)
- Staff (1)

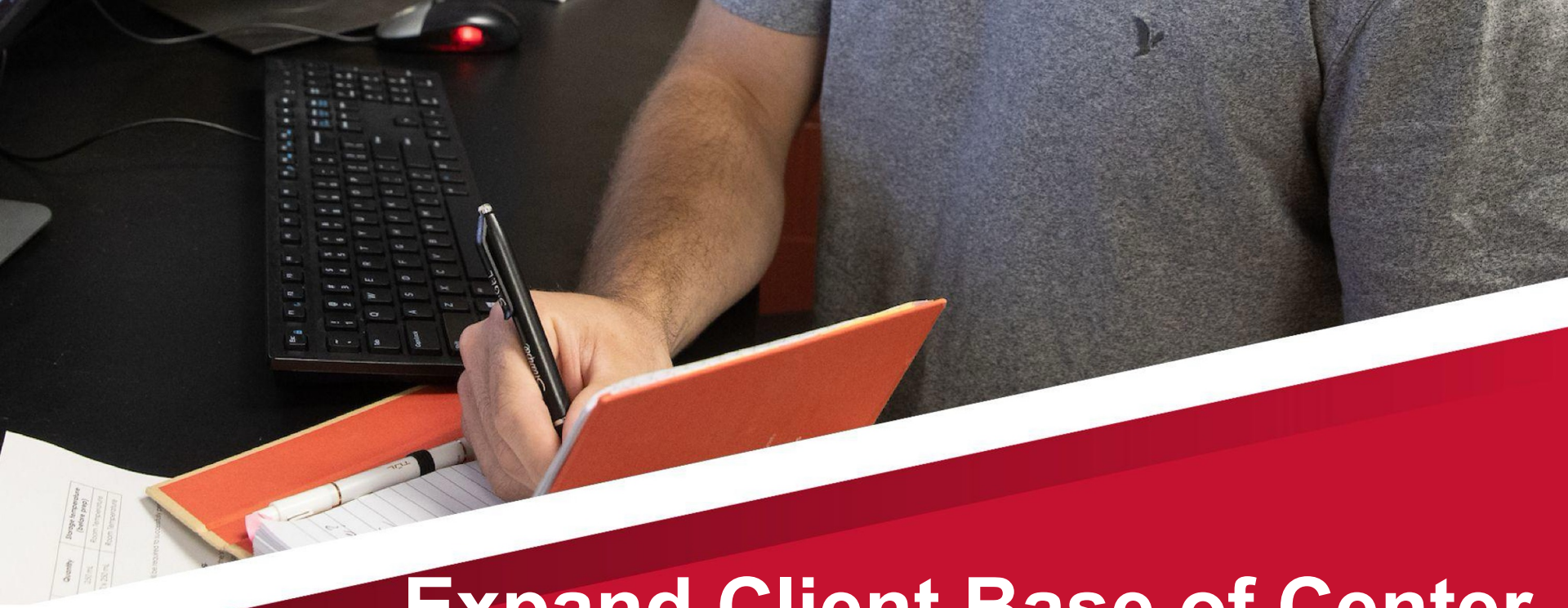
Return

- NIH Program Project Grants
  - $1.5M per year over 5 years
- NSF Research Traineeship
  - $3M over 5 years

CAS

CEC

CLAAS



Expand Client Base of Center for Analytics and Data Science

OFFICE OF RESEARCH AND INNOVATION

Through Corporate Analytics Academy

Center for Analytics and Data Science (CADS)

- Bridge the data-to-knowledge gap for all majors
  - Corporate Partner Projects
  - Bootcamps & Workshops
  - DataFest
- Cost of student offerings are offset by CADS revenue
  - External Grants
  - Gifts
  - Corporate Analytics Training Academy

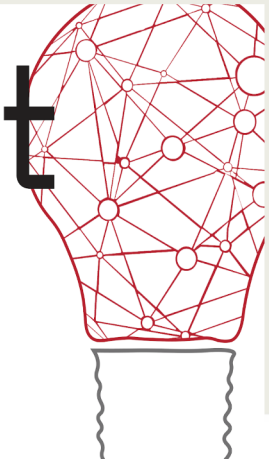
ASA DataFest

SAVE THE DATE!

April 4-6, 2025

Hosted in McVey

Regional Event (5+ universities)



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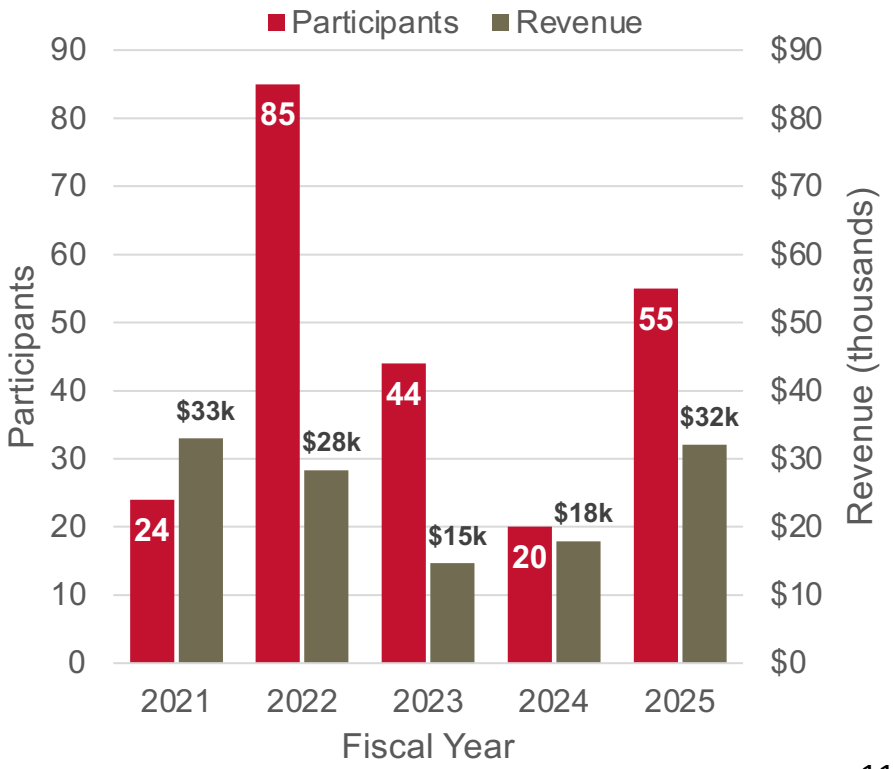
Center for Analytics and Data Science (CADS)

Corporate Analytics Training Academy



- All courses Ohio TechCred-approved
- Offerings are the right size, right time, right format, right content

FY2024 and FY2025	Cohorts	Total Participants
Power BI	1	20
Storytelling w/ Data	2	39
Data Lit & Comp	1	16

Launch Myaamia Center Capital Campaign

To expand research into
indigenous language and culture
associated health benefits

MIAMI UNIVERSITY | OFFICE OF RESEARCH AND INNOVATION

Growth Strategies – Leverage Strengths

Tactic- Invest in Successful and Emergent Areas	Strategic Investment	Estimated ROI
• Knightsbridge • Quantum • Advanced Materials • Addiction studies • Sustainability • Aging • Manufacturing	**Center Director** (per center) • $150K/yr **Research Scientist** (per hire) • $146k/yr • (after year 3, $60k/yr) • + 400k start up/	**Per Center:** • $1-3M/yr award dollars • F&A recovery • 10-15 publications/yr **Per Hire:** • $300k/yr award dollars • F&A recovery • 3-7 publications/yr

Growth Strategies – Incentivize Research Active Faculty

Tactic – Provide Central Supports	Strategic Investment	Estimated ROI
• Equitable workload policy • Provide support personnel	Differential workload Postdoctoral Fellows ($80k/hire) Central Services ($90k/hire)	Increase in faculty awards 10%/year

Growth Strategies – Assist Publication

Tactic	Strategic Investment	Estimated ROI
Cover publication costs	$50,000/yr Additional savings through OhioLINK APC agreements	Increased bibliometric (increased quality and quantity of publications) – 25 pubs per year Increased grant funding (funders seek publication of results) Increased US News Ranking

Growth Strategies

- Leverage Strengths Areas
- Provide Matching Funds on Funded Awards
- Assist Grant Writers
- Fund Preliminary Data
- Incentivize Research Active Faculty
- Assist Publication by Faculty, Staff, and Students

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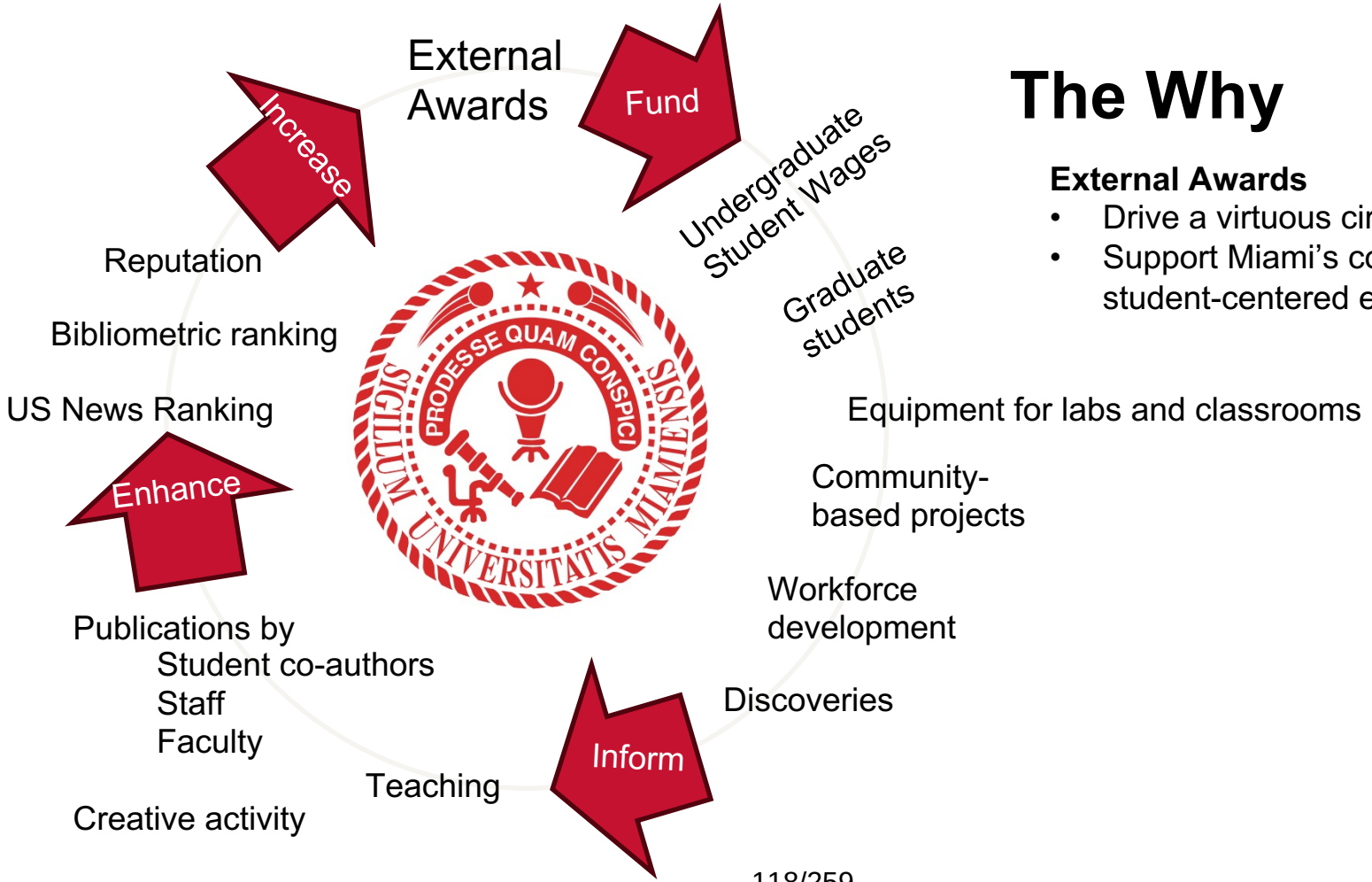


The Why

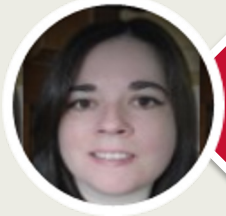
External Awards

- Drive a virtuous circle
- Support Miami's commitment to student-centered education

The Compliance Team

Amy Balk

Julie Robinson



Mandy Stewart

Lab and studio inspections
600+ protocols for human subjects research/yr
50+ protocols for biohazards/yr
50+ protocols for animal research/yr
Trainings
- Responsible Conduct of Research
- Human Subjects
- Ethical Treatment of Research Animals

Administrators for Research Committees

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The Proposal Development and Research Administrative Teams

Amy Stander

Vanessa Gordon

Erin Overholt

+2 Vacancies

~350 proposals/year
- Budgets
- Institutional data

~$157M open awards

Intellectual Property

Contract Review

Proposal Development

Proposal Editing

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Sue McDowell

Rick Page

Judy Eaton

Beth Davidson

Tim Kuykendoll

Jens Mueller

Central Services

Internal funding programs
Compliance administration

- Export control
- Controlled substances
- Sponsor reporting

Data analytics
High Performance Computing support

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AND INNOVATION

Acknowledgements … it takes a village

Grants and Contracts
Linda Manley
Cindy Green
Taylor Kwalton
Paula Murray

Risk Management
Roseanne Gulley
Andrea Crane-Coyle

Global Initiatives
Karla Guinigundo
Molly Heidemann

Academic Affairs
Lindsay Carpenter
Carolyn Haynes
Padma Patil
Elise Radina
Cheryl Young

PEC

Audit
Terry Moore
Barb Bradley
Kristen Smythe

Graduate School
Michael Crowder
Jason Abbitt
Meggan Davison

Research Committees
Joe Carlin
Carla Myers
Michael Robinson
Sherrill Sellers

Physical Facilities
Cody Powell
Robert Bell
Jeff Johnson

Laboratory Animal Resources
Jazzminn Hembre

Advancement
Ryan Elias
Lee Weldon
Michele Thomas
Riece Drew
Vince Frieden
Samantha Lane
Kate McCann

Divisions
Renee Baernstein
Jenny Darroch
Ande Durojaiye
Ryan Fisher
Amity Noltemeyer
Beena Sukumaran
Associate Deans
Chairs
Faculty
Staff

Office of General Counsel
Sara Kelley
John Woodard
Adam Ares
Aimee Smart

Procurement
Accounts Payable
Academic Personnel
Human Resources
Treasurer
Controller

University Libraries
Jerome Conley
Roger Justus
Kevin Messner
Carla Myers

Information Security
John Virden
Tony Kinne

ASPIRE
Randi Thomas
Sharon Custer
Nicole Hoyer
Chris Lawson

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Thank you!

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AND INNOVATION

December 2024

Enrollment Management and Student Success Update

Fall 2025 Admission Preview

Fall 2025 Applications

Residency

	2021	2022	2023	2024	2025	Change Year Over Year
Non-Resident	13,493	12,637	15,551	16,655	19,579	17.6%
Domestic Non-Resident	12,319	11,338	13,337	14,361	16,936	17.9%
International	1,174	1,299	2,214	2,294	2,643	15.2%
Ohio Resident	12,627	13,547	14,951	16,160	17,581	8.8%
Grand Total	**26,120**	**26,184**	**30,502**	**32,815**	**37,160**	**13.2%**

Data as of December 11, 2024

Fall 2025 Applications

Academic Divisions

	2021	2022	2023	2024	2025	Change Year Over Year
College of Arts and Sciences	10,545	10,057	10,540	11,079	12,288	10.9%
Farmer School of Business	7,159	7,442	8,677	9,514	11,041	16.1%
College of Engineering and Computing	3,365	3,360	4,312	4,576	4,915	7.4%
College of Education, Health, and Society	2,396	2,450	3,372	3,504	4,030	15.0%
College of Creative Arts	1,345	1,461	1,722	1,856	1,787	(-3.7%)
Nursing	1,310	1,414	1,879	2,286	3,099	35.6%
Grand Total	**26,120**	**26,184**	**30,502**	**32,815**	**37,160**	**13.2%**

Data as of December 11, 2024

Fall 2025 Applications

Key Indicators

	2021	2022	2023	2024	2025
Applications	26,120	26,184	30,502	32,815	37,160
GPA	3.85	3.86	3.84	3.79	3.80
Curriculum Strength	14.1	13.6	13.1	12.6	13.1
% Non-Resident	51.7%	48.3%	51.0%	50.8%	52.7%
% Diversity	18.8%	19.9%	21.2%	23.5%	24.1%
% First Generation	15.6%	19.9%	23.5%	24.1%	25.7%

Data as of December 11, 2024

Early Decision and Tentative Early Action I Admits

	Early Decision	International	Early Action 1 (tentative)
Non-Resident	89	212	12,404
Domestic Non-Resident	89	–	12,404
International	–	212	–
Ohio Resident	271	–	11,650
Grand Total	**360**	**212**	**24,054**

Data as of December 11, 2024

Recruitment

BUILDING TOMORROW

Fall Highlights

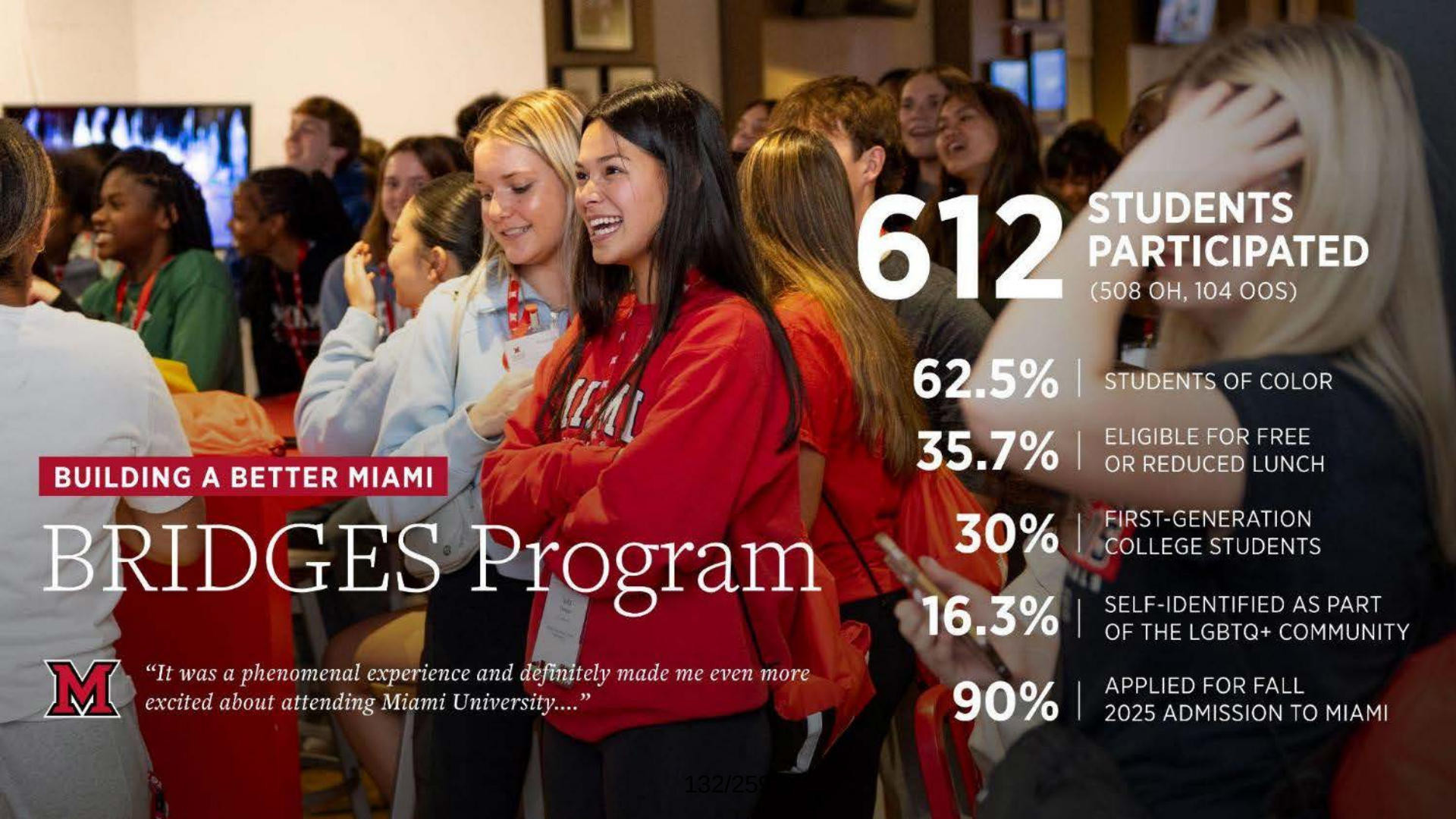
Reps completed **1,800** travel events

Inquiries increased **56.6%** YOY

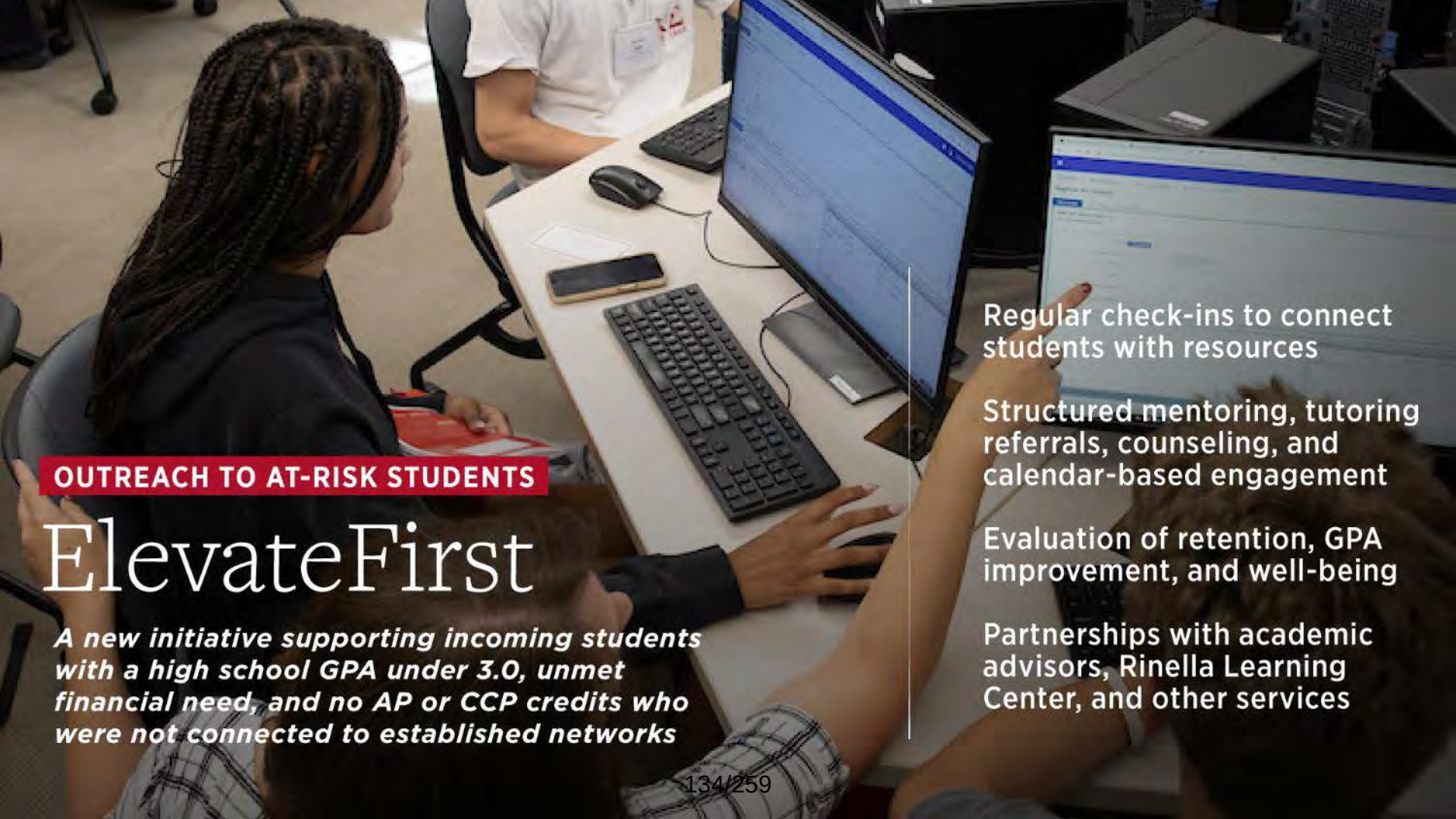
Readers are **33.6%** ahead YOY to date in applications read

Over **17,000** seniors have visited campus, increased **3%** YOY

1,112 students attended Fall Open Houses this year, increased **38%** YOY


612 STUDENTS PARTICIPATED
(508 OH, 104 OOS)
62.5% | STUDENTS OF COLOR
35.7% | ELIGIBLE FOR FREE OR REDUCED LUNCH
30% | FIRST-GENERATION COLLEGE STUDENTS
16.3% | SELF-IDENTIFIED AS PART OF THE LGBTQ+ COMMUNITY
90% | APPLIED FOR FALL 2025 ADMISSION TO MIAMI
BUILDING A BETTER MIAMI
BRIDGES Program
"It was a phenomenal experience and definitely made me even more excited about attending Miami University...."

Student Success and Retention



OUTREACH TO AT-RISK STUDENTS

ElevateFirst

A new initiative supporting incoming students with a high school GPA under 3.0, unmet financial need, and no AP or CCP credits who were not connected to established networks

Regular check-ins to connect students with resources

Structured mentoring, tutoring referrals, counseling, and calendar-based engagement

Evaluation of retention, GPA improvement, and well-being

Partnerships with academic advisors, Rinella Learning Center, and other services

OUTREACH TO AT-RISK STUDENTS

GradU8 Scholars

A program that supports Ohio resident students identified as high need on the FAFSA

Take a first semester course on success at Miami

Matched with a learning partner/peer mentor

Through meeting GPA goals, can earn book scholarships

Connect with Miami faculty and staff through workshops and other opportunities

Fall 2023 Comparing GRADU8/High Contact and All Beginners

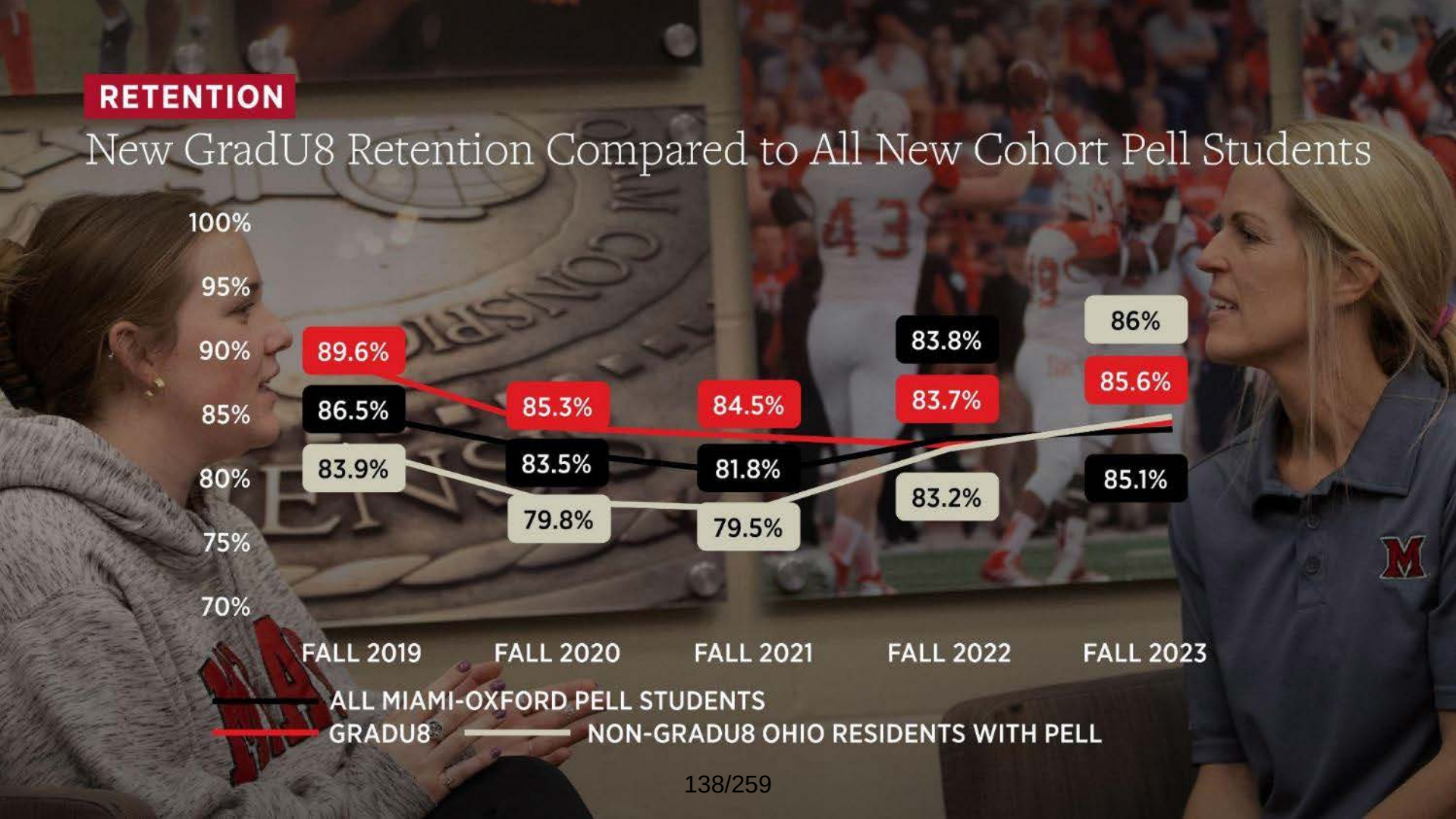
	GRADU8 and High Support	Not GRADU8 or High Support	All Fall 2023 New Cohort
High School GPA*	3.44	3.97	3.85
Academic Read Score*	7.61	14.73	13.38
Best Test Score*	23.5	26.6	26.2
Pell Eligible*	38%	9%	15%
First-Generation*	29%	15%	17%
Traditionally Underrepresented*	18%	10%	12%
Athlete	3%	3%	3%
Female*	43%	54%	52%
Fall GPA*	2.84	3.32	3.23
Retention Rate*	83%	92%	90%
Counts	744	3,182	**3,926***

Fall 2024 Comparing GRADU8/High Contact and All Beginners

	GRADU8 and High Support	Not GRADU8 or High Support	All
High School GPA*	3.35	3.91	3.83
Academic Read Score*	9.63	13.4	12.87
Best Test Score*	23.7	26.8	26.4
Pell Eligible*	48%	11%	16%
First-Generation*	34%	14%	17%
Underrepresented Minority*	19%	12%	13%
Athlete*	0%	3%	3%
Female*	47%	55%	54%
Counts	**597**	**3,587**	**4,184**

RETENTION

New GradU8 Retention Compared to All New Cohort Pell Students



Continued Success in Career ROI for Students

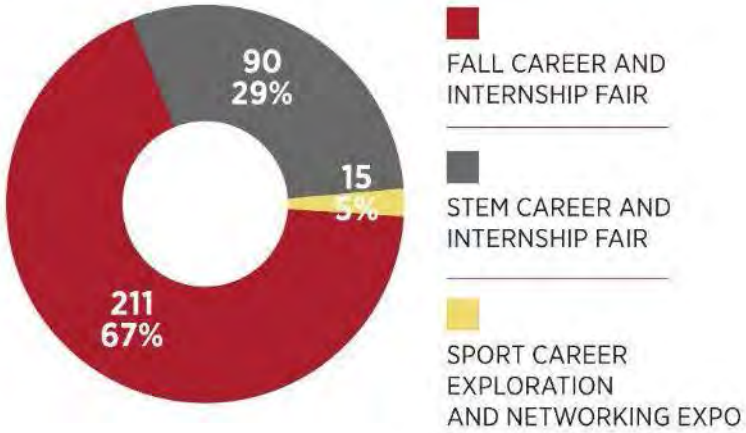
WHERE THE BEST MEET THE BRIGHTEST

2024 Fall Career Fairs

24% | UNDERGRADUATES ATTENDED AT LEAST ONE CAREER FAIR

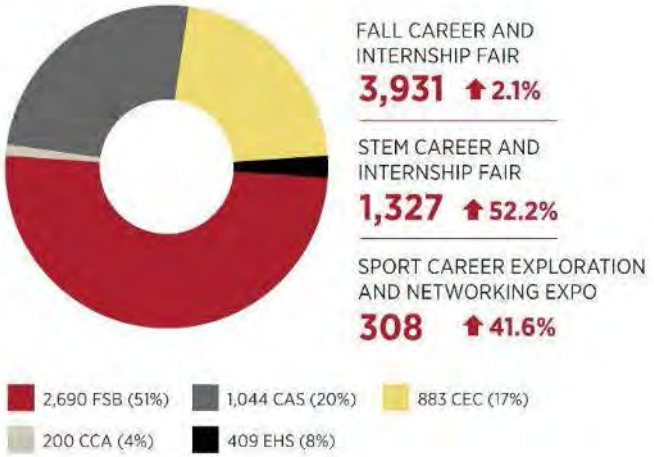
290
UNIQUE EMPLOYERS

AVERAGE EMPLOYERS ATTENDING PEER INSTITUTIONS: **150**



5,150
STUDENT PARTICIPANTS

⬆ **8.8%** OVER LAST YEAR



THE RESEARCH STORY FOR 2023 - 24

Employer/Student Engagement in Career Fairs Compared to R1 Institutions

487 UNIQUE ORGANIZATIONS

5,843 UNIQUE STUDENTS

R1 INSTITUTIONS

194 UNIQUE ORGANIZATIONS

1,261 UNIQUE STUDENTS

BUILT TO SUCCEED FROM THE GROUND UP

What Makes Miami Career Fairs Unique?

HIGH STUDENT PARTICIPATION + **CAREER READINESS**

1,552 STUDENTS RECEIVED A PROFESSIONAL NAME BADGE

1,400 STUDENTS REQUESTED FREE RESUME PRINTING BEFORE THE 2024 FALL CAREER FAIRS

CAREER FAIR POP-UP SHOP FROM SEPTEMBER 9 – 17

CCES AWARDED $35,000 IN JCPENNEY SUIT-UP GRANTS TO STUDENTS FROM LOW-INCOME BACKGROUNDS

AKRON

GOODYEAR

MARYSVILLE

HONDA

CLEVELAND

AVERY DENNISON

Cleveland Clinic

COLUMBUS

Abercrombie & Fitch

BATTELLE

CardinalHealth

Nationwide

CINCINNATI

1451°

Cincinnati Children's

FC CINCINNATI

FIFTH THIRD

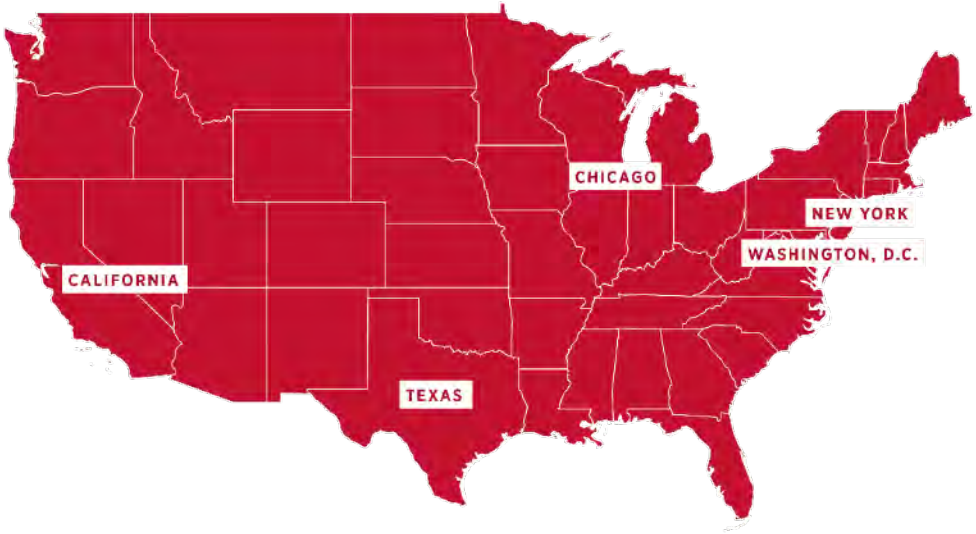
Kroger

MEDPACE

P&G

CALIFORNIA

GALLO | intel | protiviti



CHICAGO

ALDI | genesisONE | RSM

NEW YORK

Deloitte. | EY | KPMG

TEXAS

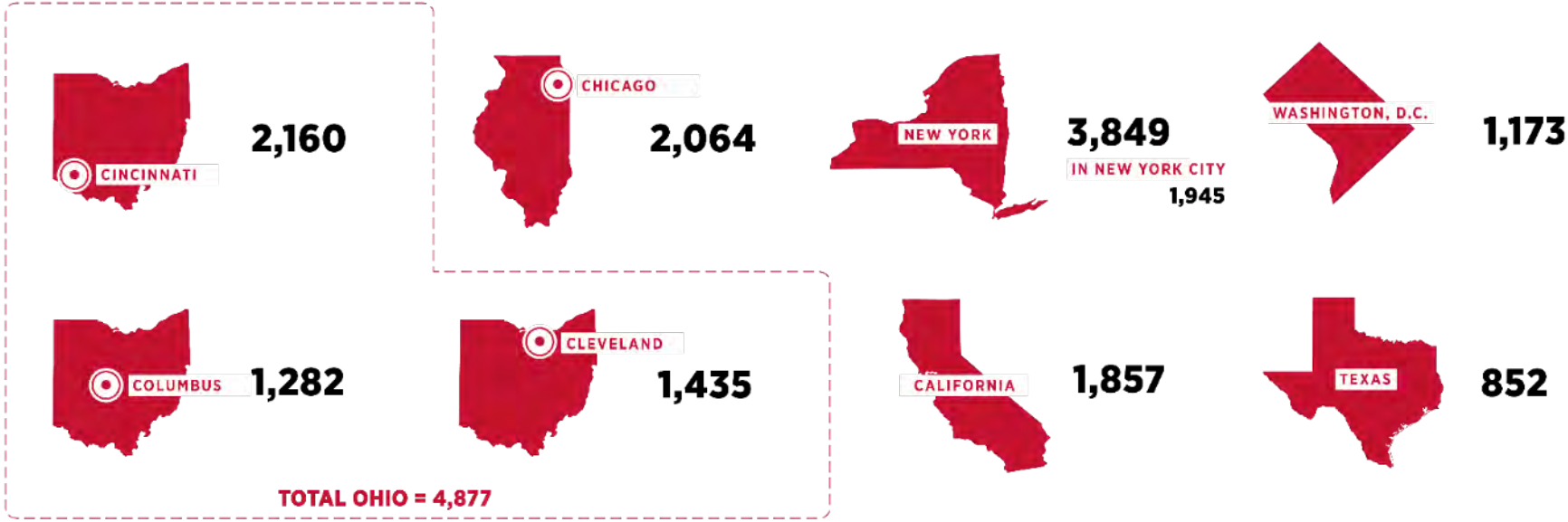
charles SCHWAB | Kimberly-Clark | TEL

WASHINGTON, D.C.

SIEMENS

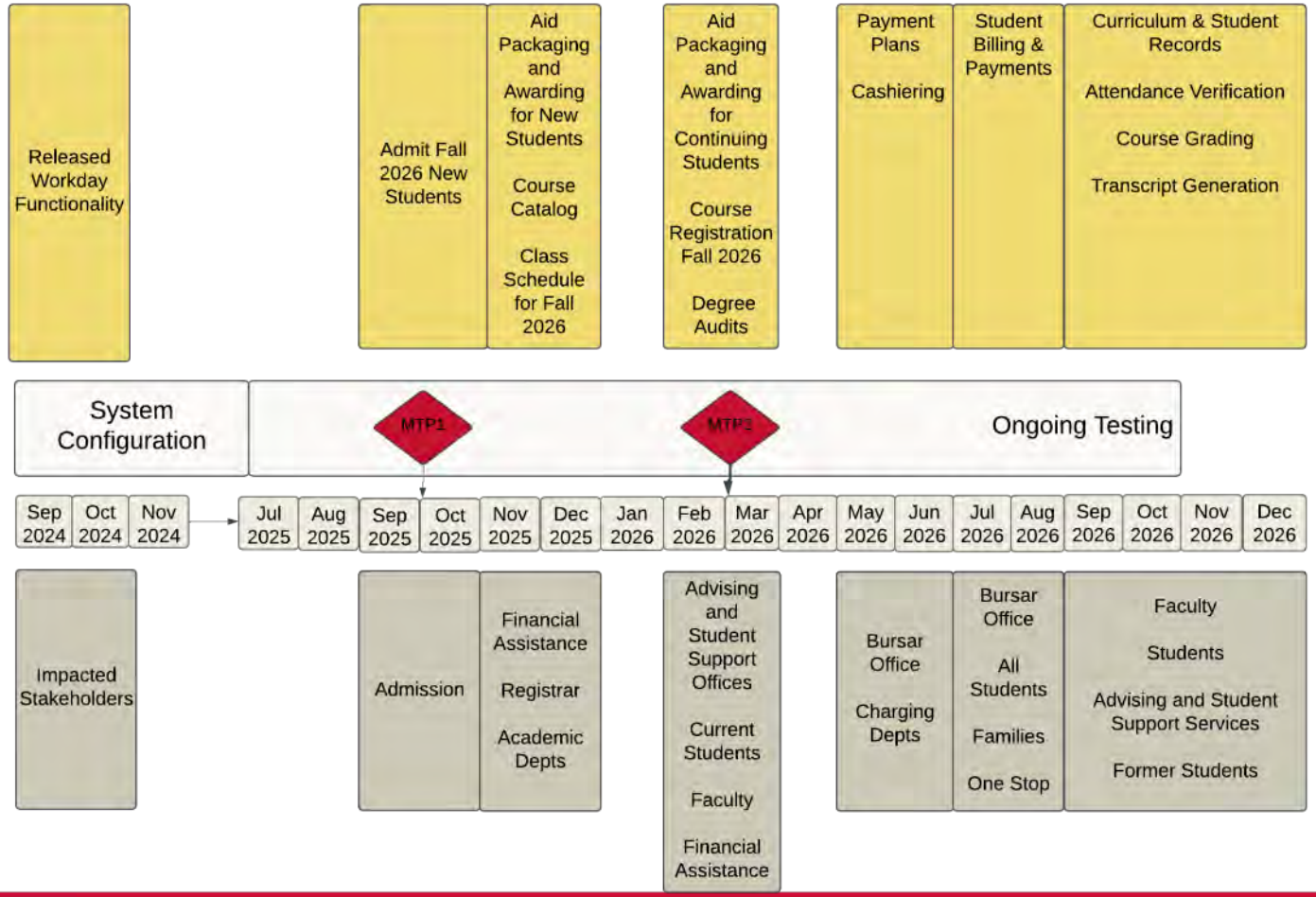
NATIONAL RENOWN

Connected Employers by City/State in Handshake



Workday Student Implementation

workday.
LESS THAN ONE YEAR TO GO
On Track
ADVANTAGES
UNIFIED SYSTEM FOR REGISTRATION, PLANNING, AND DEGREE AUDIT
BUSINESS PROCESS EFFICIENCY, ESPECIALLY IN TRANSFER CREDIT
SHOULD ALLOW FOR BETTER COURSE PLANNING AND REGISTRATION PRACTICES
OPPORTUNITIES
UNDERSTAND HOW FUNCTIONALITY MAY REPLACE CURRENT PRACTICE AND CUSTOMIZATIONS
INSTITUTIONAL ADMINISTRATIVE AND ACADEMIC POLICY MAY NEED TO CHANGE
TRAINING ROLLOUT MUST INCLUDE CAMPUS PARTNERS


Released Workday Functionality
Admit Fall 2026 New Students
Aid Packaging and Awarding for New Students
Course Catalog
Class Schedule for Fall 2026
Aid Packaging and Awarding for Continuing Students
Course Registration Fall 2026
Degree Audits
Payment Plans
Cashiering
Student Billing & Payments
Curriculum & Student Records
Attendance Verification
Course Grading
Transcript Generation
System Configuration
MTP1
MTP2
Ongoing Testing
Sep 2024
Oct 2024
Nov 2024
Jul 2025
Aug 2025
Sep 2025
Oct 2025
Nov 2025
Dec 2025
Jan 2026
Feb 2026
Mar 2026
Apr 2026
May 2026
Jun 2026
Jul 2026
Aug 2026
Sep 2026
Oct 2026
Nov 2026
Dec 2026
Impacted Stakeholders
Admission
Financial Assistance
Registrar
Academic Depts
Advising and Student Support Offices
Current Students
Faculty
Financial Assistance
Bursar Office
Charging Depts
Bursar Office
All Students
Families
One Stop
Faculty
Students
Advising and Student Support Services
Former Students

Questions?

UCM Update

Strengthening our Brand

December 2024

Introduction | Topics

- **Strengthening Marketing**
  - Complementary Digital and Traditional Campaigns
  - Website Analytics
  - Advertising and Applications
- **Enhancing Messaging**
- **Amplifying our (Good) Stories**
  - News Media
  - Organic Social Media and Blog
- **Launching New Programs and Products**
  - Miami Online
  - Licensing

Strengthening Marketing

Recap of Marketing Strategy and Tactics

Continued Efforts from FY22, FY23

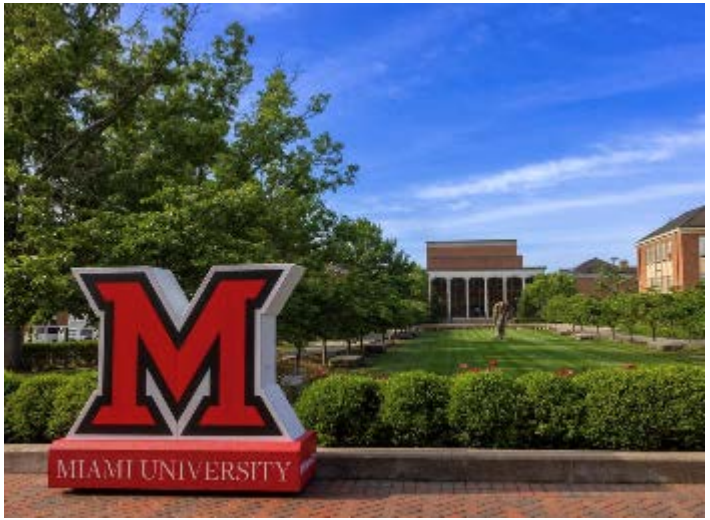
- Enrollment marketing
- Brand marketing
- Multicultural marketing
- Peer-to-Peer
- Improvements to campus “brandscape”
- Audience segmentation
- Web improvements

New Efforts in FY24

- Continuous, year-round marketing and advertising
- Broader geographic reach and engagement
- Deeper in-state reach and engagement
- Content creation and sustainment
- Improvements to web and digital experience (SEO, segmentation)

Marketing Plans FY25

- Sustain previous strategies and investment but reevaluate priority markets
- Reallocate spending across tactics to optimize performance in alignment with enrollment goals
- Analyze audience segmentation data to identify lookalike markets
- Personalize messaging and engagement
- Explore AI technologies



Traditional Marketing

Billboards (outdoor), Broadcast, Print

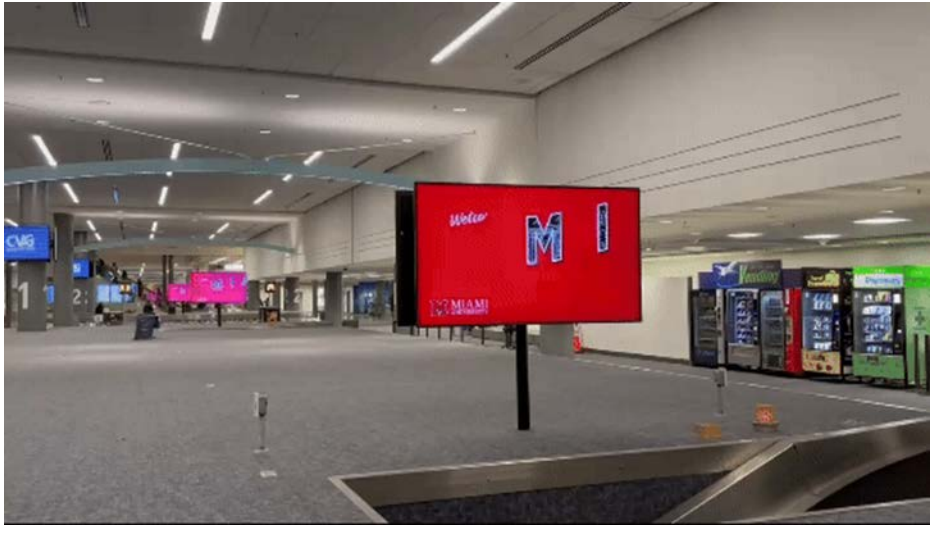
- Increasing saturation in key markets from 2024
- Adding additional city
- Amplifying hometown and home state presence
- Increase TV presence and exposure during marquee broadcasts

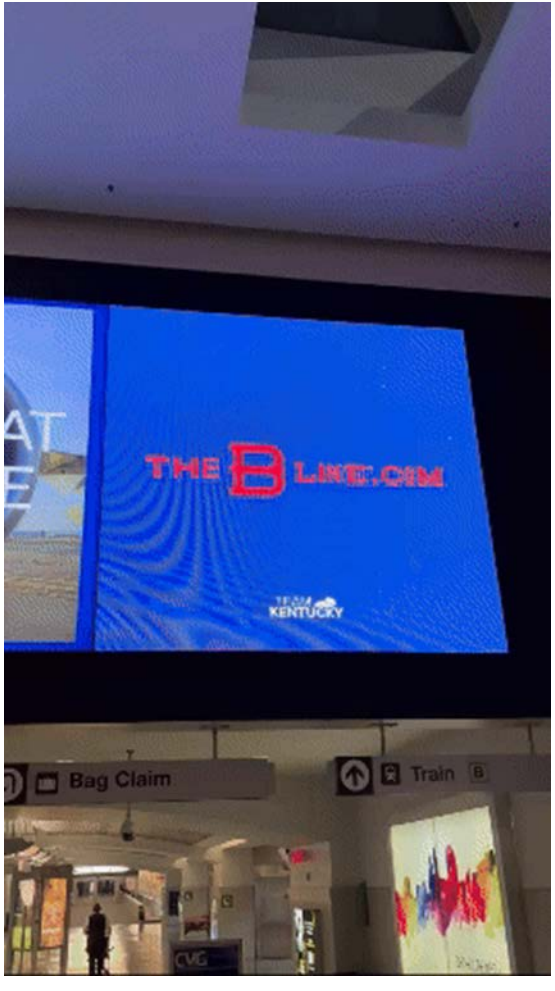
Cincinnati Airport

1. **Giant “M”** with 6’X11’ illuminated sign
2. **Animated screens** above baggage carousels
3. **Banner** in front of exit escalator
4. **Animated “flight info” Ad** at main escalators
5. **3-pack sign** at food court
6. **One of largest** illuminated signs at Security Exit. (Starts 1/1)

Total 40M estimated views through June 30

Cincinnati Airport





Cincinnati Airport

RENDERING

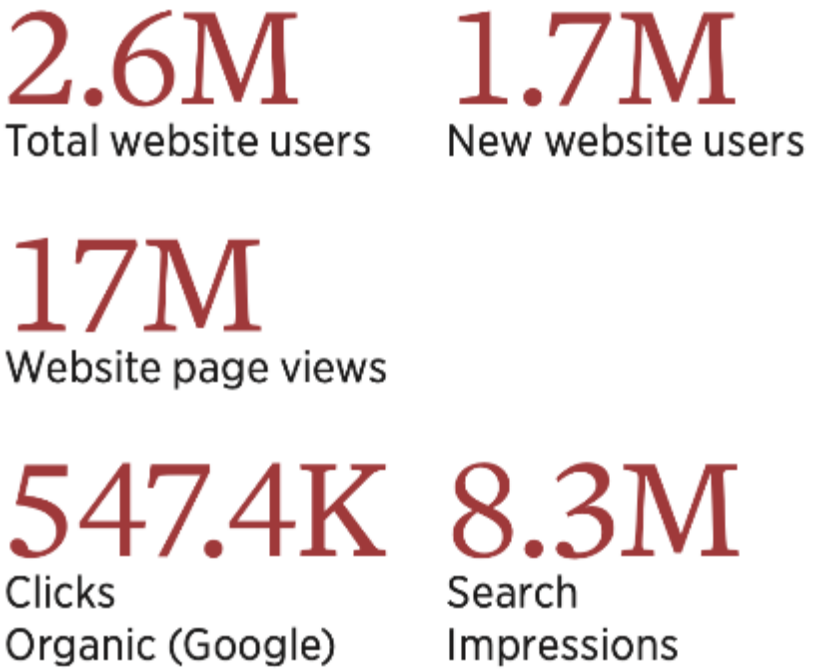
Digital Marketing Metrics

July 1-Nov. 15

- Over **53.5 million** impressions
- **1.7 million** clicks to the website
  - **537%** increase in Oct.: **494,290 clicks** (2024) / **86,221** (2023)
  - Dallas now ranks third in clicks with 10,575
- Direct inquiries: Undergraduate **+54%**, Graduate **+44%** YOY

Additional Web Analytics

- Increase in traffic to academic program pages
  - 40% increase page views
  - 66% increase # of people
- Larger increases and new users from markets with advertising



Advertising and Applications

For FY25, digital advertising planned for 35 metro areas in 21 states; traditional advertising planned for 10 metro areas in 8 states.

By State, since 2023:

- **Applications increased in all states with advertising** except one (down 10 apps)
- Up by more than **16%** in states with omnichannel campaigns

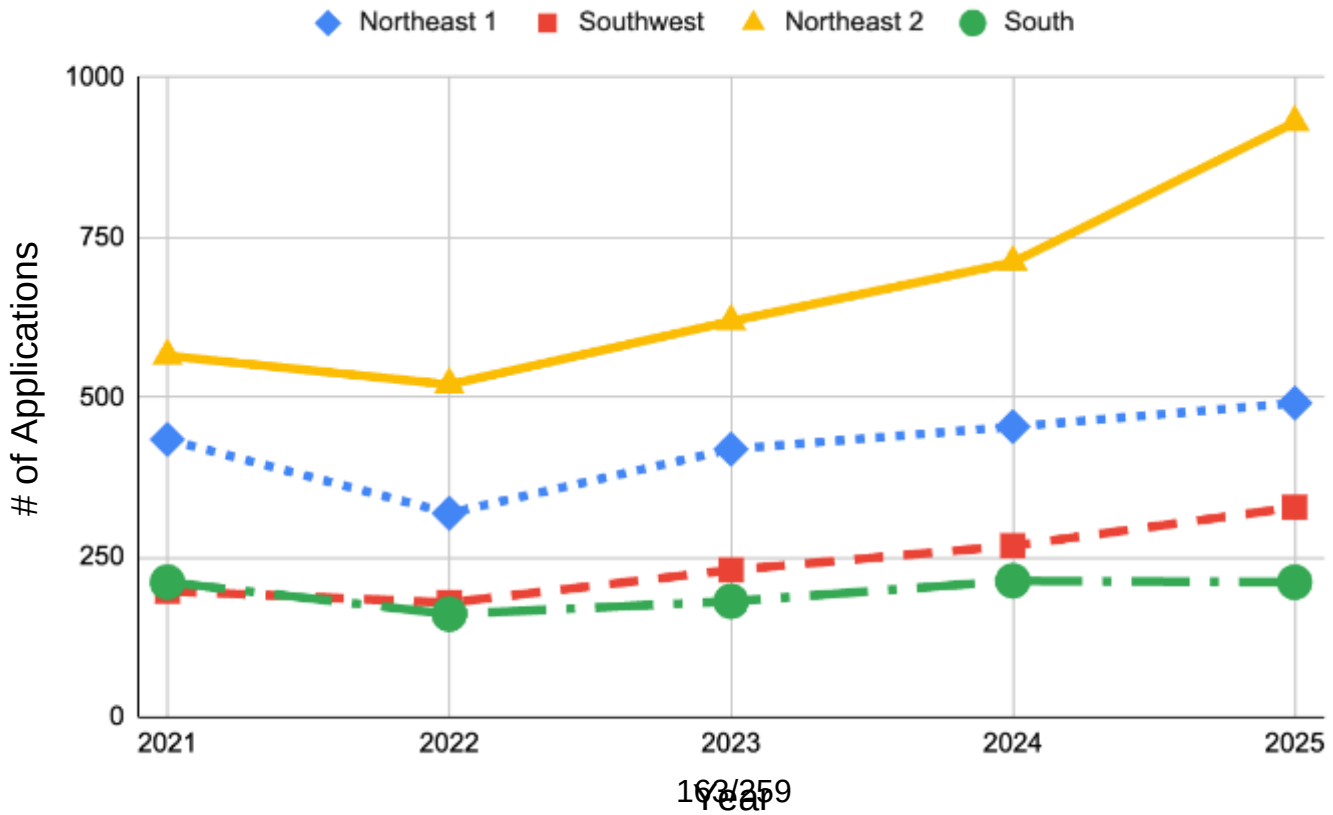
Advertising and Applications

For FY25, digital advertising planned for 35 metro areas in 21 states; traditional advertising planned for 10 metro areas in 8 states.

By City, since 2023:

- **Applications increased** in all but two cities
- Up by more than **10%** in cities with omnichannel campaigns; half which have increased more than **20%**

Advertising and Applications: Four Examples



Enhancing Messaging

Enhancing Messaging

Based on recommendations of strategic planning process:

- Emphasize ROI, Outcomes, Leadership
- Continue and expand audience segmentation
- Personalize messaging and engagement

No. 8 PUBLIC UNIVERSITY FOR ALUMNI WEALTH ALTRATA

No. 14 PUBLIC UNIVERSITY BEST COLLEGES FOR FUTURE LEADERS TIME

SUCCESS

See the Miami difference

MIAMI UNIVERSITY 90% students who return for second year

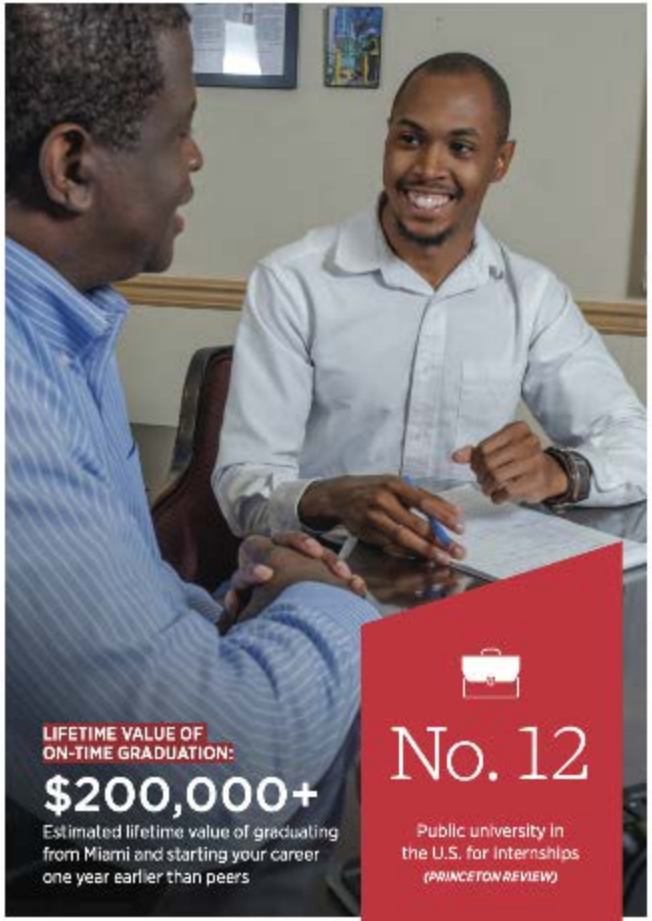
OTHER PUBLIC UNIVERSITIES 76.5%

MIAMI UNIVERSITY 73% graduate within four years

OTHER PUBLIC UNIVERSITIES 45.3%

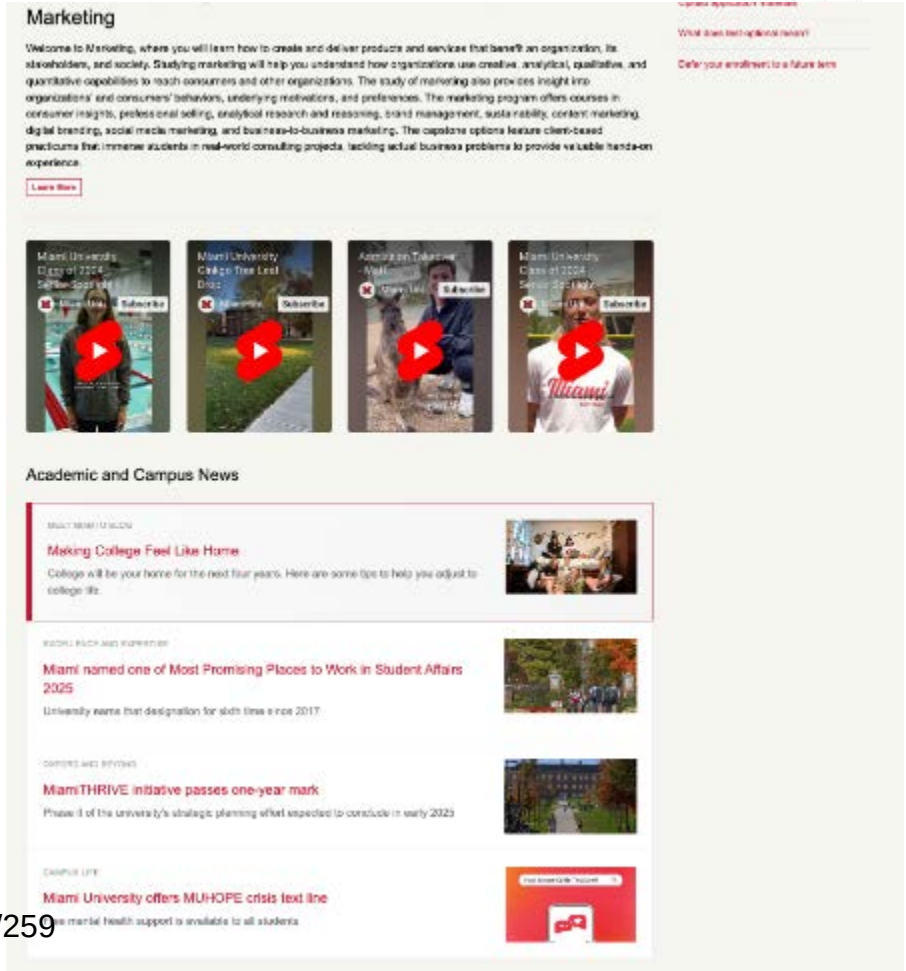
No. 12 Among public universities in the U.S. FOR FOUR-YEAR GRADUATION RATE

No. 1 Among public universities in Ohio FOR FOUR-YEAR GRADUATION RATE



Personalization

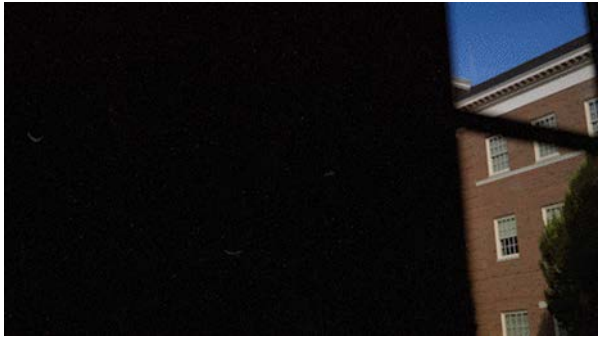
- Custom portal for admitted students
  - Darted introduction and news feed
  - Division- and major-specific content
  - Personalized with: MiamiID; Admission Rep; Event registrations



Personalization

- Printed postcards (darted)
- Ads (darted)
- Admission events: Customizable agendas
- Email: Darted; Academic communities; Custom email messages
- Web pop-up messages

College Showcase Videos



Amplifying our Stories

Miami in the Media

Year	# Placements	Monthly Avg	# Nat'l placement	Monthly Avg National
2021	900	75	603	50
2022	1,400	117	753	63
2023	2,115	176	1,400	117
2024	**5,591**	**508**	**1,013**	**92**

Factors for growth:

- Intentional strategy
- Great engagement with faculty
- The Conversation
- Integration of social/news

Earned media has increased 521% since 2021, and national placements increased 68%.

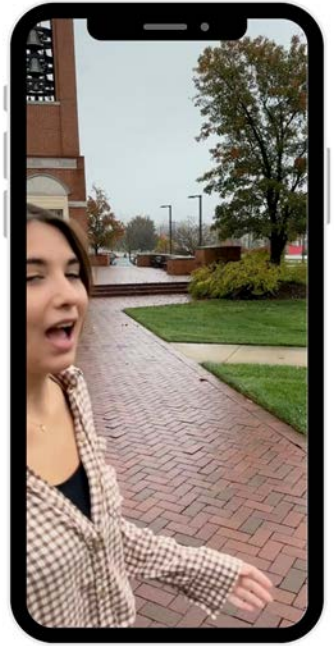
Social Media Stays Strong

- **Growing follower base**
  - Follower growth is up **19.3%** YOY
  - LinkedIn grew by 9K followers
- **Outperforming key competitors**
  - Miami 2024 avg. **63K** engagements to competitor's 37K
- **Ranking #2 for share of voice** against in-state competitors
  - Brand sentiment is more than **90% positive** when looking at more than +21K public messages.

High Performing Content

Trending sound turns into brand collaboration

1.4M video views

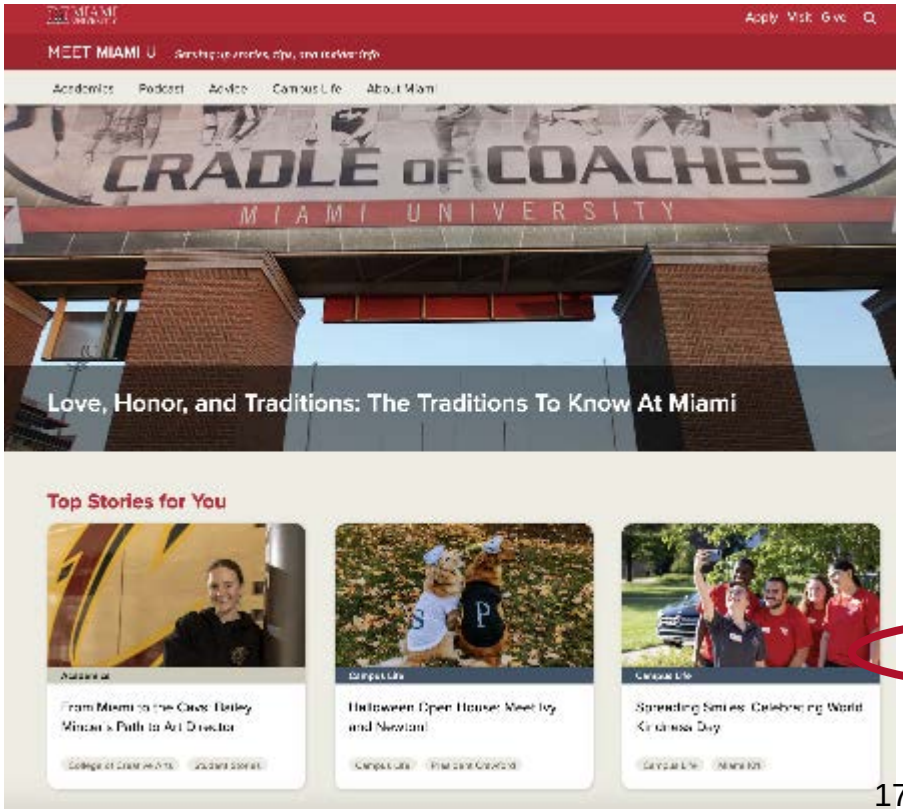


Pulley Tower Hot-To-Go trend grabs audience attention.

50K video views

Big athletic wins always generate good engagement.

Student-centered, Student-produced Blog



From Miami to the Cavs: Bailey Mincer's Path to Art Director

ACADEMICS

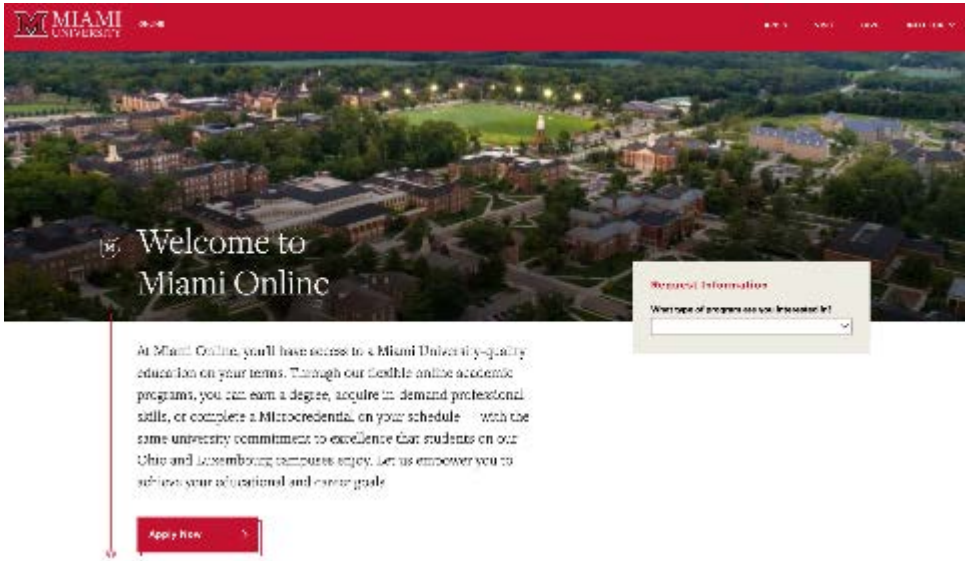
October 22, 2024

***By:** Natalie Silk, senior at Miami University*

If you're from Cleveland or Ohio or just a basketball fan in general, you know working for the Cleveland Cavaliers is a very cool opportunity. So how does one start working for the Cavs? Bailey Mincer, a 2019 Miami alumna, tells us how she landed her role as Art Director for the Cleveland Cavaliers.

Launching New Programs and Products

Miami Online



Miami Online: Top-Ranked and Award-Winning

Top 10

Best Online Bachelor's Programs in Ohio

100%

Post-Graduation Success Rate

27+

Grants and awards received since 2015

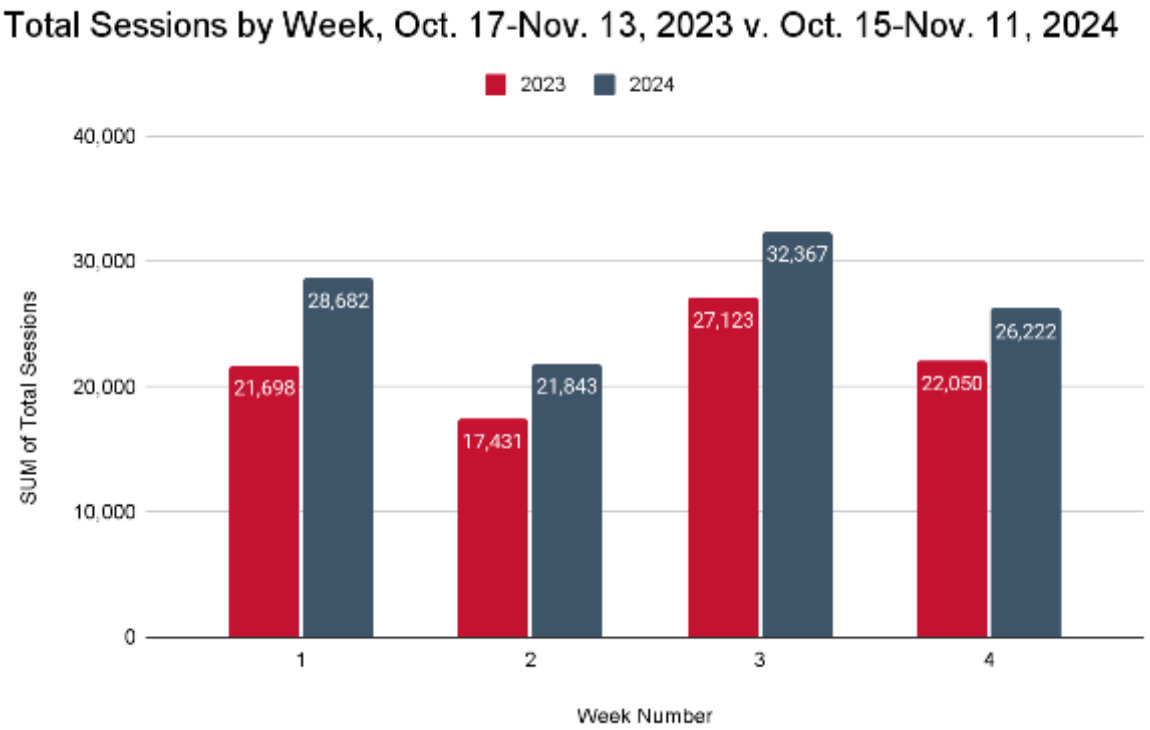
Undergraduate Programs >

Graduate Programs >

Microcredentials >

Professional Education >

Miami Online



MIAMI
REDHAWKS
PROUD
MIAMI
DAD
MIAMI
ALUMNI
MIAMI
1
513
Miami
Ohio
REDHAWKS
CRADLE
of COACHES
MIAMI MERGER
MIAMI
REDHAWKS

Apparel with a Re-Purpose

Refried's mission is to repurpose surplus inventory and deadstock from brands through creating unique, sustainably made products in the USA.

Refried will take Miami's surplus inventory and upcycle it into sustainable, reimagined product that's ready to wear.

Swine City Collaboration

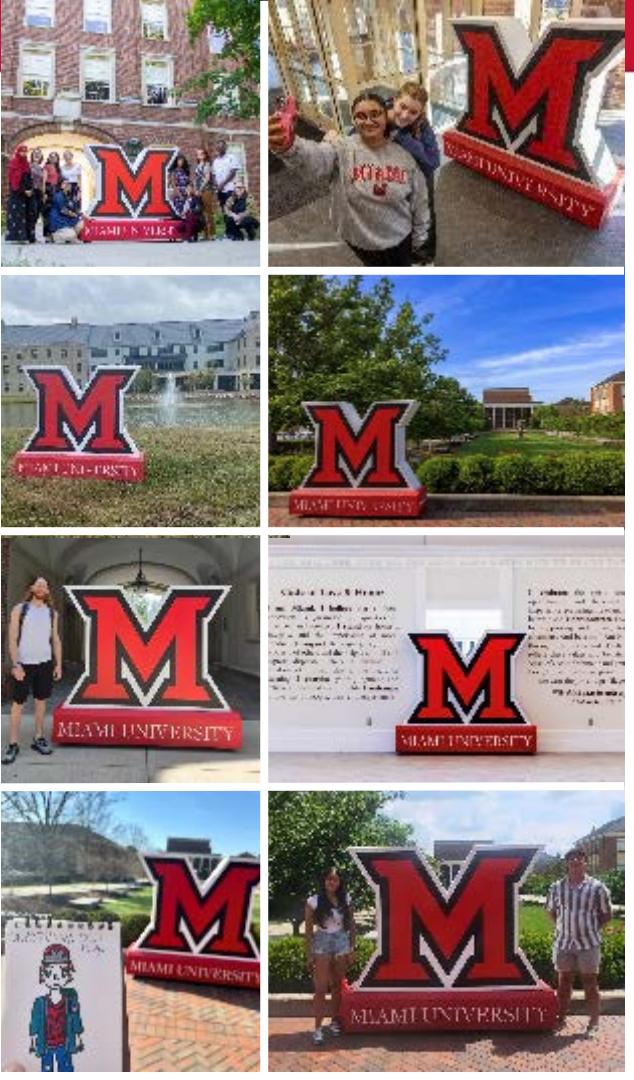
Van Wagner received a lot of positive feedback from customers, with many expressing how much they loved the new Swine City options.

Opening weekend, the seltzer outsold all beers including Michelob Ultra both days (the first time anything has outsold it in venue). The seltzer continues to be a bestseller in venue as well as at the brewery taproom.

Sales data from the opening weekend (Hockey and Football)

Name	Transactions
50 West	33.00
Blue Moon 12oz	61.00
Blue Moon 16oz	11.00
Bud Light	67.00
Coors Light	176.00
Michelob	221.00
Miller Lite	203.00
Modelo	141.00
Nutrl	160.00
SC 1809	139.00
SC 3 Days Ride Mexican Lager	1.00
SC Bohemian	9.00
SC Dripping with Alchemy IPA	54.00
SC Lemon	15.00
SC Pineapple	46.00
SC Razz	233.00
Stella	6.00
[illegible]	30.00

Brand Visibility on Campus(es)



RedHawk
50
MIAMI UNIVERSITY
MIAMI UNIVERSITY

MIAMI UNIVERSITY

MIAMI UNIVERSITY

AMI UNIVERSITY

MIAMI UNIVERSITY

Thank you!

Jessica Rivinius rivinius@miamioh.edu

December 2024

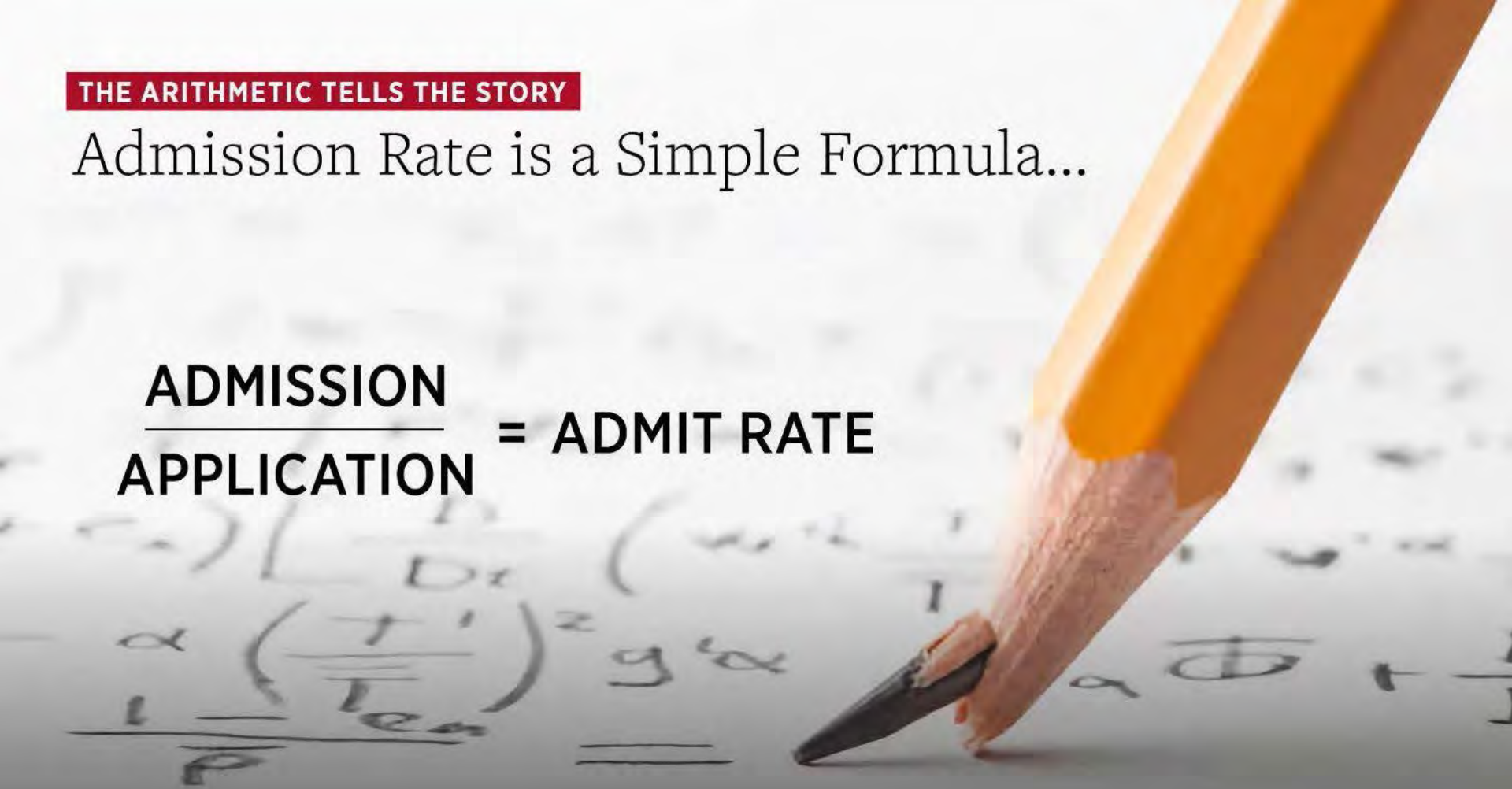
Admission Rate Context and History

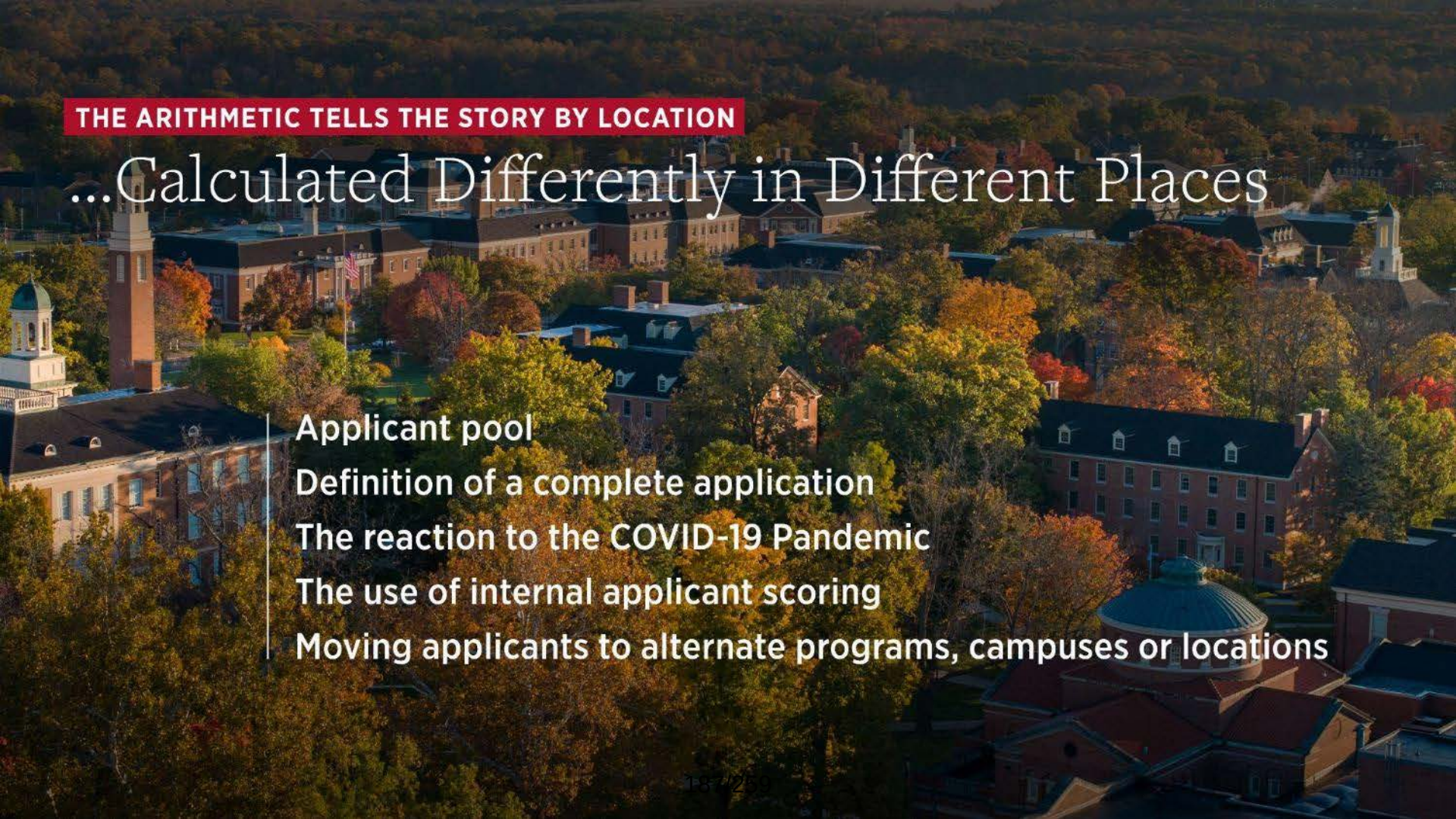
What is Admission Rate?

THE ARITHMETIC TELLS THE STORY

Admission Rate is a Simple Formula...

$$\frac{\text{ADMISSION}}{\text{APPLICATION}} = \text{ADMIT RATE}$$





THE ARITHMETIC TELLS THE STORY BY LOCATION

...Calculated Differently in Different Places

- Applicant pool
- Definition of a complete application
- The reaction to the COVID-19 Pandemic
- The use of internal applicant scoring
- Moving applicants to alternate programs, campuses or locations

Driving Applications

Key Marketing Tactics by Year

Comprehensive Approach
Out-of-state (OOS) strategy; direct mail to sophomores

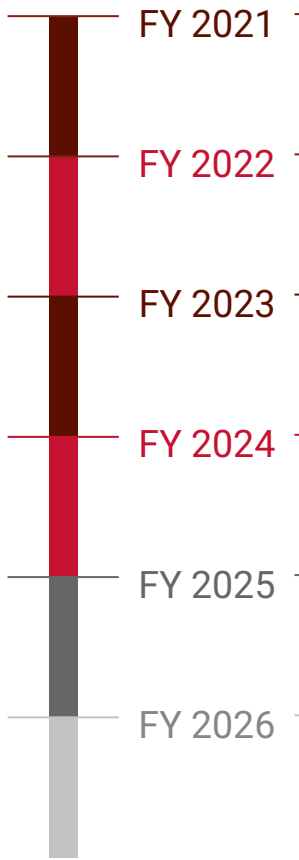
New Audiences
Brand research; consistent communication with younger students

Audience Segmentation
Brand campaign; OOS billboards; audience personas

Market Saturation
Ohio and OOS; parent/family communications; focus on mental health

Outcomes; New Geographies
Continued saturation; South and Texas; international; personalization

Hyperpersonalization
Saturation in new markets; personalized communication



Fall 2020 Cohort
Applications: 28,400
Confirms: 4,200

Fall 2021 Cohort
Applications: 31,000
Confirms: 4,700

Fall 2022 Cohort
Applications: 31,500
Confirms: 4,200

Fall 2023 Cohort
Applications: 36,200
Confirms: 4,100

Fall 2024 Cohort
Applications: 39,500
Confirms: 4,400

Estimated Fall 2025 Cohort
Applications: 40,500
Confirms: 4,500

Strategies to Drive Applications

EMSS and UCM partner to

- Reach prospective students **earlier**
- Build trust with students' **parents/families**
- Invest in **omnichannel marketing** in key markets
- **Personalize** content and provide useful information
- Assess campaigns and **measure results** to optimize performance
- Build **personal relationships** with students and families

Earlier Outreach

Current Sophomore inquiries:

- **+69%** for entry year 2027 vs. entry year 2026
- Non-Resident: **+79.3%**

Current junior inquiries:

- **+52.8%** for entry year 2026 vs. entry year 2025
- Non-Resident: **+61.9%**

Parent/Family Communication

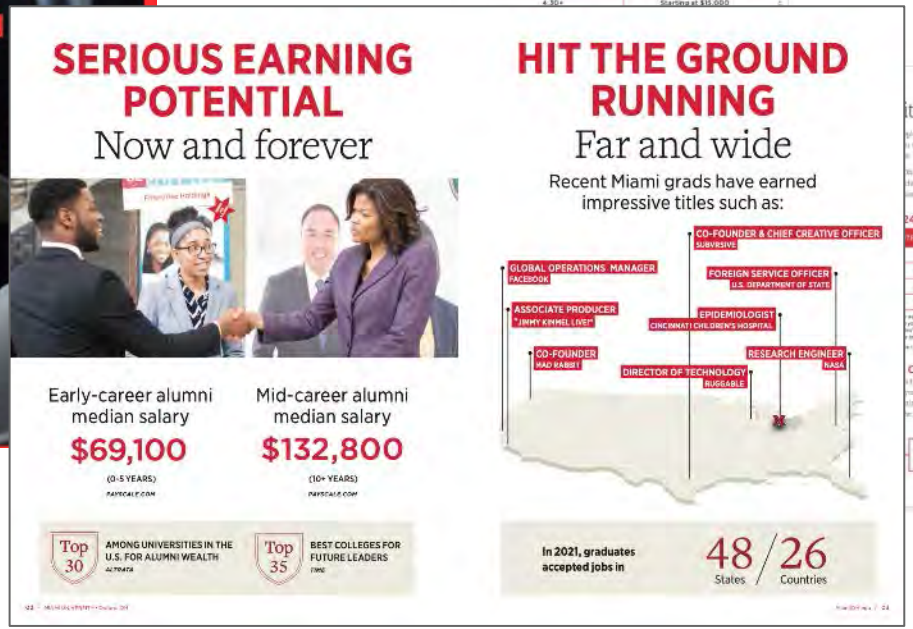
- Parents are top influencers in student college choice
- We communicate with families directly as early as ninth grade
- We are actively pursuing expanding our parent audience

Omnichannel Marketing and Multimedia

- Investment in outreach across platforms and media
  - Owned Media: Email/SMS, Web, Social Media
  - Paid Advertising: Digital, Out-of-Home, Broadcast, Over-the-Top TV
  - Earned: News media coverage, Organic and User-Generated Social Media
  - Other: Postal Mail, Third-Party College Search Platforms

Personalized Content

Useful Information



Assessments and Metrics

Campaign Performance

- Advertising
  - cost per click, click through rate, exposure, impressions, etc.
- Website
  - traffic, unique visitors, conversion, bounce rate, etc.
- Social Media
  - engagement rate, share of voice, reach, follower, etc.
- Email
  - open rate, click through rate, unsubscribe rate, etc.

Assessments and Metrics

Big Picture Performance

- Applications
  - Increased in every state with advertising (except CO)
  - Applications are up more than 20% in 12 of 19 states
- Confirmations
  - Up 6% in states with advertising and down -8% in states without advertising since 2022
- Yield
  - Yield rate was 2 percentage points higher on average in states with advertising vs states without advertising

Fall 2025 Applications

Markets and States

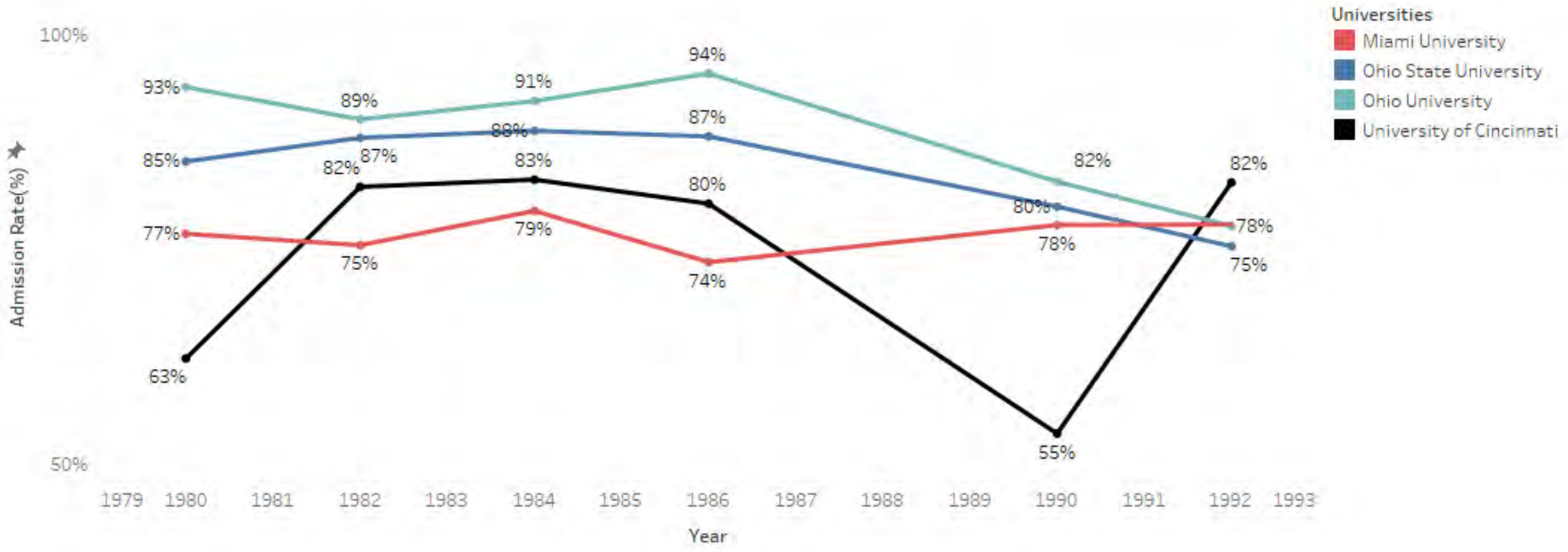
		2021	2022	2023	2024	2025	Change Year Over Year
Primary	Connecticut	443	324	426	460	496	7.8%
	Illinois	3,237	2,984	3,685	3,744	4,616	23.3%
	New York	579	545	632	726	949	30.7%
	Subtotal	***4,259***	***3,853***	***4,743***	***4,930***	***6,061***	***22.9%***
Secondary	Minnesota	305	357	338	359	423	17.8%
	Missouri	428	415	432	439	421	-4.1%
	Wisconsin	237	198	205	244	301	23.4%
	Subtotal	***970***	***970***	***975***	***1,042***	***1,145***	***9.9%***
Tertiary	California	441	379	456	428	484	13.1%
	Maryland	451	362	396	386	481	24.6%
	Massachusetts	399	338	392	452	610	35.0%
	New Jersey	406	336	371	421	600	42.5%
	Pennsylvania	566	571	657	740	839	13.4%
	Texas	202	185	237	279	338	21.1%
	Subtotal	***2,465***	***2,171***	***2,509***	***2,706***	***3,352***	**23.9%**
Ohio		12,679	13,619	15,006	16,194	17,712	9.4%
Other/International		5,747	5,571	7,269	7,943	8,890	11.9%
Grand Total		**26,120**	**26,184**	**30,502**	**32,815**	**37,160**	**13.2%**

Data as of December 11, 2024

Reflects students' state at time of application. Ohio residency determined separately for tuition purposes.

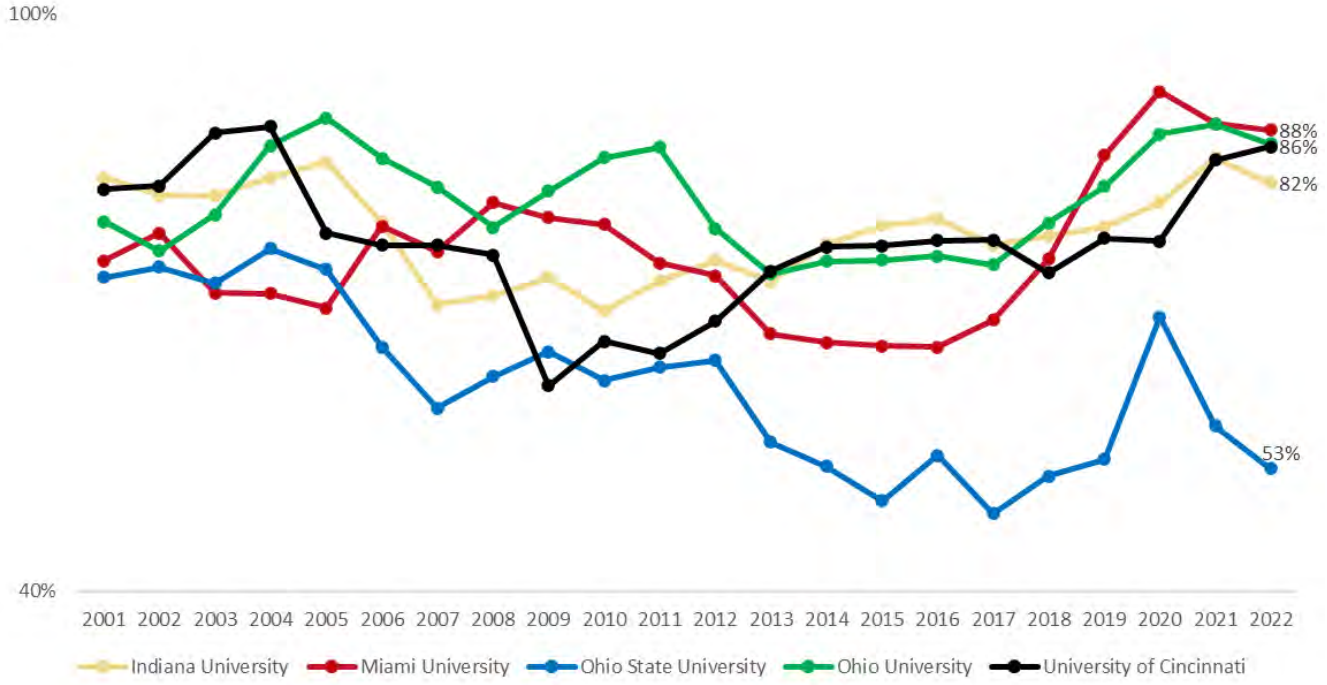
Reviewing the Data History and Context

Historical Admit Rate Data for Miami University



* Source: Basic Data Series, Ohio Board of Regents, 1981, 1983, 1985, 1987, 1993

Miami University in Context of Our Peers



* Source: Integrated Postsecondary Education Data System. 2001 was first year of admit rate data collection

Miami University in Context of Our Peers 2018 – 2022

	2018	2019	2020	2021	2022
Miami University	**74.6%**	**85.3%**	**92.0%**	**88.6%**	**87.9%**
Indiana University	76.9%	77.9%	80.4%	85.0%	82.4%
Ohio State University	52.0%	53.7%	68.5%	57.2%	52.7%
Ohio University	78.3%	82.1%	87.5%	88.6%	86.5%
University of Cincinnati	73.1%	76.7%	76.4%	84.8%	86.2%

Source: Integrated Postsecondary Education Data System

Questions?

Division of Student Life

NEWS AND UPDATES | December 2024

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

The Division of Student Life fosters a vibrant campus environment where students can explore, grow, and thrive as leaders. We provide extensive opportunities for students to develop skills, practice leadership, and participate in transformative experiences that prepare them to make a lasting impact on campus, in their communities, and beyond.

Involvement Week

The **Center for Student Engagement, Activities, and Leadership** aimed to enhance and simplify the process of getting involved this year through Involvement Week. Designed to complement Mega Fair, Involvement Week provided a lineup of 30 small and large events during the first two weeks of the semester, helping students find and connect with student organizations and opportunities without feeling overwhelmed. Highlights included involvement workshops, welcome events, and the new interactive Mega Fair map.

Armstrong Leadership Laboratory

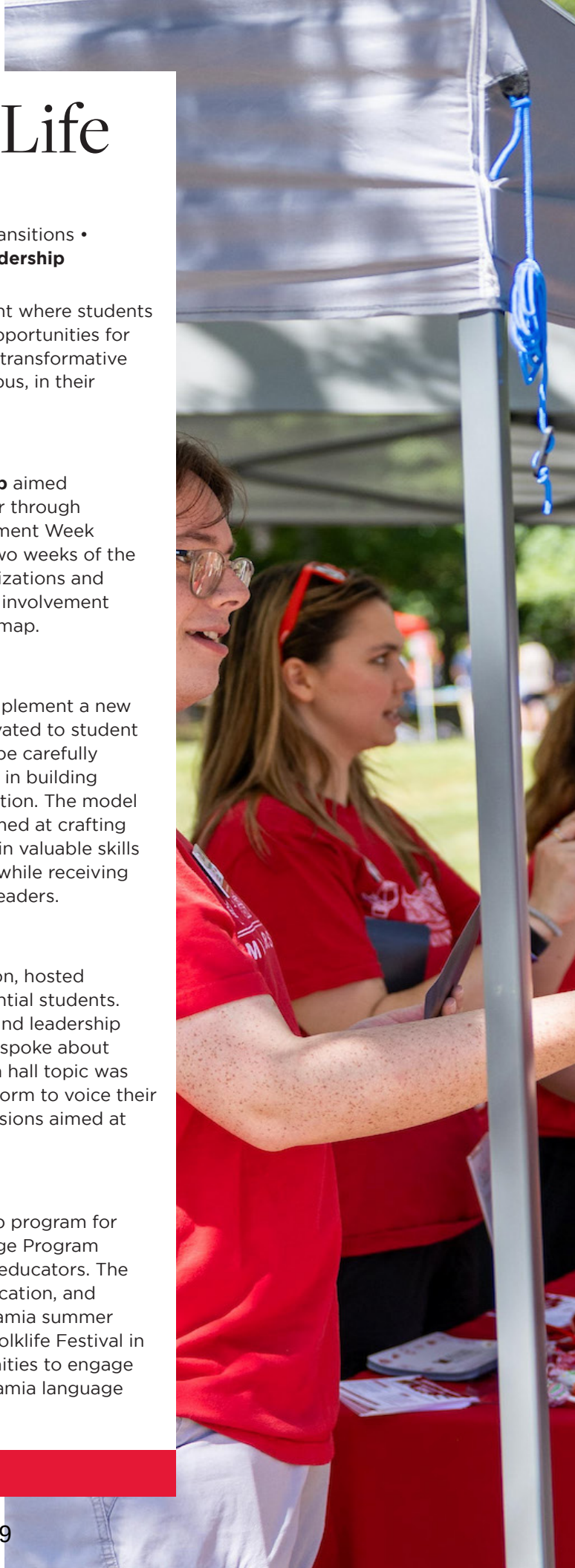
Beginning in spring 2025, the **Armstrong Student Center** will implement a new student staff model. A core group of student leaders will be elevated to student building managers and assistant managers. These students will be carefully selected and well trained before leading a team of 60+ students in building operation, customer service, and event support and implementation. The model follows best practices at student centers around the country, aimed at crafting student centers “run by students, for students.” Students will gain valuable skills such as problem solving, supervision, and facility management, while receiving training, mentorship, and coaching that will help them grow as leaders.

Residence Life Town Hall Meetings

The **Office of Residence Life**, with the Residence Hall Association, hosted three town hall meetings in fall 2024 on topics impacting residential students. September’s town hall focused on getting involved on campus and leadership opportunities. In October, the interim director of Residence Life spoke about the student experience living on campus. In November, the town hall topic was dining on campus. These meetings provide students with a platform to voice their experiences, share feedback, and engage in collaborative discussions aimed at enhancing the residential experience.

Akimaansa Internship Program

Miami Tribe Relations is developing a new Akimaansa Internship program for summer 2025, in which students enrolled in the Myaamia Heritage Program will deepen their cultural knowledge and develop skills as tribal educators. The program includes five weeks of training on leadership, communication, and cultural knowledge. The interns will serve as counselors for Myaamia summer youth programs and as ambassadors at the 2025 Smithsonian Folklife Festival in Washington, D.C. The festival offers Akimaansa interns opportunities to engage with thousands of visitors and share their experiences with Myaamia language and cultural revitalization.



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

Capacity and Skill Building

The Division of Student Life offers intentional opportunities for students to become confident and capable leaders and build their capacity to lead with purpose and impact.

Multicultural Leadership Training (MLT)

The Multicultural Leadership Training (MLT) program, a collaboration between the **Center for Student Engagement, Activities, and Leadership** and the **Center for Student Diversity and Inclusion**, equips culturally-based student organization leaders with essential skills and resources to excel in their roles. In fall 2024, 41 participants engaged in interactive discussions and reflections on topics such as programming, collaboration, accountability, and use of resources. The training not only prepared students for the responsibilities of their positions, but also fostered a community of leaders committed to creating a positive impact on campus. Participants left with a deeper understanding of leadership expectations and plans for future collaborations.

U-Lead

U-Lead is a three-day pre-semester program for incoming students to start thinking about and practicing leadership before classes begin. This year's program was attended by 54 new students and facilitated by two undergraduate coordinators and 14 small group leaders. Students explored their leadership styles and strengths, built relationships, and engaged with the Oxford community through a service project with Thread Up.

▲ U-LEAD family group leaders preparing a leadership exploration exercise.

Revamped Student Organization Training

The **Center for Student Engagement, Activities, and Leadership** changed their approach to training student organization leaders this year. Previously offered as a two-hour large group lecture, this year's training shifted to a half-day, conference-style format, allowing the 480 participants to choose from 25 sessions based on their interests and what their organization needed the most. Topics included "Turning Tension into Teamwork" with the **Office of the Dean of Students**, "Healthy Leaders, Thriving Orgs" with the **Office of Student Wellness**, and various sessions related to event planning, risk management, member retention, and Workday.

> "Being able to choose our path and what worked for our organization was so helpful."
> *- Student organization leader*

Retreats

Catalyst Scholar Leader Retreat

The **Center for Student Activities, Engagement, and Leadership**, with the LeaderShape Institute, facilitates an annual full-day Catalyst retreat for the Scholar Leader Living Learning Community. Through the retreat, 88 students participated in activities and experiences to help them understand and define their personal values and connected with groups and causes they care about.

▲ Catalyst took place this year in September.

Acropolis

Acropolis is a retreat for emerging leaders in Miami's fraternity and sorority community who want to engage in personal growth and leadership development. Participants gain knowledge and skills to better serve their chapters and the greater Miami and Oxford communities. The retreat is facilitated by upperclass members of the community.

▲ The 2024 Acropolis retreat served 100 student participants and 25 mentors.

> "I learned about my strengths and weaknesses as a leader and I made great connections with other Greek organizations."
> *- 2024 Acropolis Participant*

Expanding Peer Leadership

The Division of Student Life offers a variety of peer leadership opportunities, each tailored to address specific aspects of student success, involvement, and well-being. These programs impact not only the students who engage with the peer leaders, but also provide valuable practice and confidence-building among the leaders themselves.

Wellness Peer Educators

Peer education has long been the service delivery model for the **Office of Student Wellness**. For over 20 years, the Health Advocates for Wellness Knowledge and Skills (HAWKS) have led the country in innovative programming on wellness topics. Over the past five years, the landscape of wellness topics has become increasingly complex, and the office has added two peer education teams to complement the work of the HAWKS: Sexual Assault Prevention peer educators and Mental Health peer educators. Each student completes the national peer educator certification training and engages in track-specific specialized content. This model enables the office to deliver impactful programming, while providing meaningful leadership experience to the peer educators.

▲ Student Wellness currently employs 48 peer health educators.

Supplmental Instruction Leaders

The **Rinella Learning Center**'s Supplemental Instruction (SI) program has significantly expanded its reach over the past year. SI offers free regularly scheduled out-of-class review sessions to all students enrolled in historically difficult courses. Sessions are led by students who have successfully completed the course in the past. Through the 2023-24 academic year, the SI program supported roughly 4,200 students over 30,000 times. This is an increase of 23% over the previous year, and an enormous impact made by student leaders through the program.

82

Supplemental Instruction Leaders were hired and trained in the 2023-24 academic year. They averaged a 3.82 GPA.

SEAL Ambassadors

The SEAL Ambassador program, established in 2018, has evolved over the past year to encompass a broader scope. SEAL Ambassadors have traditionally hosted peer leadership trainings and met with students to discuss involvement opportunities. Over the past year, the **Center for Student Engagement, Activities, and Leadership** expanded the program to include further aspects of engagement. In addition to the existing team of 16 original SEAL Ambassadors (now rebranded to SEAL Ambassadors for Involvement), the team added 19 ambassadors to three new areas of focus, including leadership, service, and civic engagement. The integration of these new areas signifies a strategic step towards enhancing the overall student experience.

Undergraduate Associates

The Undergraduate Associates program (UA) for first-year experience (FYE) courses is coordinated by the **Office of Orientation and Transition Programs**. There are 135 UAs this fall, supporting 113 first-year experience courses as peer mentors and undergraduate teaching assistants. To enhance their impact in the classroom, UAs take TCE 310: Applications of Peer Education, an asynchronous online course designed to equip them with tools and strategies for effective peer education and leadership. This year, the program introduced an online leadership library, offering UAs expanded resources to deepen their understanding and application of leadership skills.

Residence Life by the Numbers

600+

Students activitely engaged in their hall's Community Leadership Team (CLT).

915

Events held in the residence halls in fall 2024, with over 14,500 attendees.

252

Resident Assistants in the 2024-25 academic year.

Leadership Conferences

The Division of Student Life provides opportunities for students to attend impactful leadership conferences both on and off campus, empowering them to build skills, connect with peers and professionals, and bring new ideas to campus.

External Conferences

CAACURH

In November 2024, the **Office of Residence Life** sent ten student leaders to Baltimore, MD, to attend the Central Atlantic Affiliate of College and University Residence Halls (CAACURH) regional leadership conference. This annual event provides transformative leadership development for residential student leaders through workshops, networking opportunities, and breakout sessions. The conference aims to empower, motivate, and equip residence hall leaders with skills and resources to excel and positively impact their campus communities.

Miami students earned several awards at the conference, including the distinguished delegate award, regional spirit award (third place), and multiple student and executive member of the month recognitions.

MBLGTACC

Several offices in Student Life collaborated to take 39 students to the Midwest Bisexual Lesbian Gay Transgender Asexual College Conference (MBLGTACC) in Marquette, MI in October 2024. The conference offered sessions on knowledge building, application and decompression, facilitated conversation, and skill-building labs.

MBLGTACC is America's largest and oldest continuously-held conference for queer and trans+ college students and young adults.

Miami Conferences

Intercultural Student Leadership Conference

The **Center for Student Diversity and Inclusion** and the **Center for Student Engagement, Activities and Leadership**, with the Center for Career Exploration and Success, hosted the third annual Intercultural Student Leadership Conference (ISLC) in November 2024. ISLC is a one-day immersive experience for students from all identities and cultural backgrounds. Students engaged in professional development opportunities and accessed tools to be successful. New this year, students could sign up for the "Leadership Pitch," and present their personal leadership philosophy to the entire conference. The pitch was capped at 20 participants and reached full capacity.

This year's conference served 89 partcipants.

Peer Academic Success Conference

The **Rinella Learning Center**, with Ball State University and Marietta College, coordinated the second annual MAC Peer Academic Success Conference in February 2024. The digital conference took place over four evenings, with 16 total sessions. Across all three campuses, 292 student staff members attended at least one session. Nine Miami student tutors and Supplemental Instruction (SI) leaders presented seven conference sessions, including:

- Tutoring and Coaching in Emergency Situations
- Creating a Supportive Learning Environment
- Marketing Your SI Experience

Family Fund Grants

The **Office of Parent and Family Programs** regularly provides grants to support students' professional and leadership development through the Family Fund. The office awarded 23 grants related to professional development to support 154 students in fall 2024. These grants primarily enabled students to attend conferences or travel for internships.

Student Engagement Data

There is a wealth of data that can measure and demonstrate the tangible impact of Student Life programs through participation numbers, survey feedback, and success stories. This is a snapshot of just a few of our leadership and engagement initiatives.

Involvement

One measure of engagement on campus is in the level of student organization involvement. The numbers below are current as of November 2024.

646
Student organizations registered on the Hub, with 17,298 members.

7,413
Student organization officer positions currently filled.

42
SEAL workshops held in fall 2024 to train and develop student leaders.

Strengths

The Miami Strengths Project, offered through the **Center for Student Engagement, Activities, and Leadership**, provides the Miami community with transformative team and individual coaching sessions based on the CliftonStrengths Assessment. Participants gain a deep understanding of their top five talent themes, develop strategies to maximize their strengths, and learn how to leverage their talents for personal and team success. The center expanded their reach in the past year, partnering with 15 departments and organizations to serve 452 participants. Some of the partnerships from fall 2024 include:

- **Enrollment Management and Student Success (EMSS)**. Ten professional staff learned about using strengths for effective team collaboration and goal achievement.
- **ROTC**. Workshops and coaching for over 35 Air Force, Navy, and Marine ROTC students introduced leadership development opportunities and personalized strengths applications.
- **Academic Programs**. CliftonStrengths sessions for 24 graduate students focused on team dynamics and strengths-based goal setting, and 11 student leaders in the Library Student Leadership Academy.

Event Spotlight

To conclude October being Disability Identity and Culture Month, the **Miller Center for Student Disability Services** hosted Hayden Krystal's *GaySL: A Crash Course in LGBTQ American Sign Language* for more than 110 students. The event was co-sponsored by the **Center for Student Diversity and Inclusion**, Department of Educational Psychology, and the Department of Speech Pathology and Audiology. The highly interactive, variable, and hilarious workshop taught attendees LGBTQ-related American Sign Language signs while fostering a group discussion about Deaf culture, intersectionality, accessibility, and more. The goal of this workshop was to engage students in thinking about Deafness, disability, and barriers faced by LGBTQ people who are also Deaf or disabled.

"[I can learn] correct signs for LGBTQ+ identities as part of my ASL education so I can describe people the way they want to be described in their language, and so they can hopefully feel more comfortable in environments we share."
-Participant reflection

98%
said they better understood the intersections of deafness/disability and LGBTQ identities than before attending this event.

▲ **Krystal is a Deaf, bisexual, Jewish activist and stand-up comedian.**

Sexual and Interpersonal Violence (SIV)

Division of Student Life | Board of Trustees Report

December 2024

Our Commitment

Miami University is committed to maintaining a healthy and safe learning, living, and working environment and to creating a culture that promotes responsibility, dignity, and respect in matters of sexual and interpersonal conduct. Sexual misconduct encompasses sexual harassment (misconduct on the basis of sex including gender, gender identity or expression, or sexual orientation), sexual assault (unwanted touching to rape), dating violence, stalking and sexual exploitation, indecent exposure, and retaliation.

The following report presents a combination of both prevention and response efforts and an overview of the data used to inform our decisions for programming, support services, and further assessments.

Partners in Prevention

The Office of Student Wellness (OSW) strives to be a reliably strong partner to offices within the Division of Student Life and across campus to address sexual assault prevention, sexual health, and healthy relationships. Utilizing our expertise in health promotion and the expertise of our partners, we deliver innovative opportunities for students, tailored to their unique lived experiences and common identities. The synergy of these partnerships results in a greater capacity for education and engagement while maximizing financial resources. Some examples of successful partnerships include:

- **Athletics:** The national “Playbook on Sexual Assault Prevention and Healthy Relationships” program for male student athletes includes five high-impact hybrid workshops, digital resources for players and coaches, and virtual 1:1 consultations with the national It’s On Us Director of Men’s Engagement, Kyle Richard. In October 2024, OSW and Intercollegiate Athletics partnered to bring Consent 101 - a presentation by Kyle Richard - to campus, with over 600 students attending. 95% of attendees described the program as valuable and 93% agreed the program resulted in actionable next steps.
- **Miami University Police Department (MUPD):** MUPD and OSW financially support the THRIVE Empowerment Self-Defense class. Participants of THRIVE gain a toolbox of immediate mental, verbal, and physical responses to risky situations, from boundary violations and harassment to physical assault.
- **Residence Life:** Historically, sexual assault prevention programming in the residence halls has been by request only. Resident Assistants (RAs) would submit a program request and peer educators would respond to deliver workshops and other activities. This year, to ensure more equitable access to these programs, RAs signed up for sexual assault prevention, substance use harm reduction, and mental health promotion programs during their August training. This approach created a semester calendar of workshops and allowed OSW and peer educators to

adequately staff 23 in-hall programs this fall.

- **Center for Student Diversity and Inclusion (CSDI):** Working alongside staff from the CSDI, OSW co-hosted a new workshop called “Struggle Love” during Black History Month. The term “struggle love” refers to a one-sided relationship. This program challenges the idea that Black women are responsible for uplifting and supporting their partners at all costs. Additionally, the program reviews characteristics of healthy and potentially unhealthy relationships.
- **Office of Transformation and Inclusive Excellence (OTIE):** As part of the “Mind, Body, and Community Series,” OTIE and OSW collaborated to bring renowned poet Simone Savannah, Ph.D. to campus. Savannah led a Legs, Hips, Body, and Poetry fitness and writing workshop dedicated to celebrating participants’ bodies and their poetry.

Response Efforts

This year’s response efforts were focused on training faculty, staff, and students on where to report sexual misconduct and sharing support measures available to students. In January 2024, the Deputy Title IX Coordinator for Students reached out to 63 department chairs across the university to provide quick, digestible training opportunities for faculty helping students navigate a Title IX process. Miami’s Title IX team also participated in extensive training to understand the changes to Title IX under the 2024 regulations.

Title IX Regulations

On April 19, 2024, the U.S. Department of Education released the Final Rule under Title IX. The new regulations were published on April 29, 2024, and were to take effect on August 1, 2024. On June 17, 2024, a preliminary injunction/stay filed by six plaintiff states (Tennessee, Kentucky, **Ohio**, Indiana, Virginia, and West Virginia) was **granted.** Specifically, the order enjoins and restrains the U.S. Department of Education from “implementing, enacting, enforcing, or taking any action in any manner to enforce” the 2024 Title IX regulations.

The Title IX team and the Office of the General Counsel is in the process of reviewing the new requirements to ensure that all necessary changes be made to university policies, procedures, practices, and resources, should the injunction be lifted. That being said, the university will continue to follow the 2020 regulations until further notice.

Current Outreach Practices

Once a report is received by the deputy, a complainant (any person who is reported to have experienced a sexual misconduct violation) receives initial outreach within 24 hours sharing options for formal/informal resolutions, university policies, supportive measures, and an invitation to meet with the deputy. Since last year’s SIV report to the Board of Trustees, there have been **134** virtual or in-person meetings with students.

If a formal complaint is made, the deputy makes initial outreach to the respondent(s) to offer the same opportunity to talk through the Title IX process and supportive measures.

Supportive measures are available regardless of whether a formal complaint is filed. Nearly **100** supportive accommodations were provided to students (e.g., rescheduling exams and

assignments, changing class schedule, short- and long-term housing accommodations, connecting to on- or off-campus counseling services, providing transportation/parking options, protecting a student's directory information at Miami University, and mutual no contact directive).

Data

Changing Campus Culture Initiative

The State of Ohio's "Changing Campus Culture Initiative" seeks to strengthen its ability to respond to, and ultimately prevent, sexual violence on Ohio college and university campuses. All Ohio campuses administer 14 common benchmark questions to provide the Ohio Department of Higher Education (ODHE) with an aggregated set of data to measure statewide progress in addressing prevention and response to sexual violence, and to track trends over time. Miami has received a perfect score for meeting the recommendations in each of the seven years since the initiative began.

Sexual Assault Prevention for Undergraduates (SAPU)

As a required pre-matriculation course, SAPU educates first-year students about Miami policies, reporting resources, common definitions, and strategies to reduce interpersonal violence. Data from SAPU indicates an increase in comprehension and knowledge of topics related to sexual and gender-based violence.

SIV Reporting and Training

- Over **450** staff and faculty were trained in person on SIV duty to report and resources from January 2024 through November 2024.
- **777** students have received in-person Title IX reporting and resources training this fall, at either a chapter meeting, classroom visit, or student employment training.
- Reports across the spectrum of sexual misconduct are trending more than **50% higher** than last academic year.

Although current Miami data illustrates an increase in **reports** of sexual misconduct, this increase could mean several things, including more students knowing how to report and feeling confident that Miami will respond to their report, and faculty and staff being increasingly aware of their need to report due to increased training and awareness opportunities.

Summary

The creation of a healthy and safe learning, living, and working environment is a shared responsibility and value at Miami. The Dean of Students office, the Office of Student Wellness, and the Office of Community Standards work collaboratively to lead Miami's SIV prevention and response efforts.

Regardless of the everchanging landscape, our position is resolute: we remain committed to cultivating a safe and inclusive campus community that is free of sex discrimination, sexual harassment, and sexual violence.

Orientation and Transition Programs

Division of Student Life | Board of Trustees Report

December 2024

Overview

The Office of Orientation and Transition Programs (OTP) supports new students and their families as they begin their Miami University experience. This process includes introducing university resources and support, fostering students' sense of belonging, promoting interdependence between students and support resources, and cultivating curiosity and action about new ideas, experiences, and possibilities through the academic and social transition to college.

We encourage students and their families to understand orientation as a process, not just a singular program. The orientation process includes email communication, online orientation modules, in-person fall semester orientation, pre-semester programs, Welcome Weekend, and First 50 Days programming.

Throughout the orientation process, new students are prompted to consider the PATHs they will take as they begin their Miami journey using the following prompts and concepts:

- **P**erspective: As a new Miami student, you will grow your own perspectives by considering the perspectives you'd like to share with others and the perspectives you'd like to learn about.
- **A**sk: While you're a Miami student, asking questions will be paramount to your success. Remain curious about new topics and experiences, and ask for support when you need it.
- **T**hrive: Consider what thriving at Miami University means to you. What does thriving through the ups-and-downs of college life mean to you.
- **H**abits: Having strong habits during the college experience will support your success. What habits do you have now that you'll keep? What new habits do you need to create in the new context of Miami?
- **S**park: How will your Miami experience spark new interests and create new paths?

As students consider their PATHs, they write their academic and co-curricular goals. They are reminded of their goals through the first-year experience courses in the fall, rounding out the orientation process.

Fall Semester Orientation 2024

Orientation and Transition Programs continues to impact students through fall semester orientation for new students. Fall semester orientation is held in 18 two-day, in-person orientation sessions in June and one session in August.

- 4,445 domestic first-year and National Pathways students attended fall semester orientation in summer 2024. This year, 98.2% of students who attended orientation were enrolled in classes on the first day of the semester.
    - 5,973 parents, family members, or other invited guests also attended.
- 217 domestic transfer students attended one of 10 online orientation sessions in summer 2024.
    - Transfer students were joined by 75 parents, family members, or other invited guests.

New students provided overwhelmingly positive feedback about their orientation experience. Data collected in 2024 was very similar to the data for the same questions in 2022 and 2023:

- Orientation met or exceeded expectations for 90% of new students.
- After attending orientation, 97% of students were confident that they made the right decision to attend Miami.
- After attending orientation, 95% of students felt a sense of belonging at Miami.
- After attending orientation, 98% of students felt prepared for their first year at Miami.

Data suggests that fall semester orientation programs are effective and worthwhile for student belonging, readiness, and matriculation to the fall semester.

Welcome Weekend

Welcome Weekend 2024 underwent notable adjustments in an effort to increase student participation, opportunity, and engagement. Changes to this year's Welcome Weekend included:

- An adjustment of the primary first-year move-in day from Thursday to Friday, thanks to partnership between Physical Facilities, Student Life, Finance and Business Services, and Academic Affairs. This change was friendlier for student programming, family work schedules and travel, office budgeting, and staff stamina in multiple departments.
- Instead of the First Night Block Party program, traditionally hosted on Thursday evening, partners in the Rec Center and Goggin Ice Center offered smaller, more relevant programs throughout the weekend.
- For the first time, students were invited to personalize their Welcome Weekend schedule. In addition to the required events, students could choose from more than 168 events throughout the weekend. More than 60% of first-year students took advantage of this option using the scheduling tool through Slate.

Welcome Weekend events aimed to provide programming to students with a variety of interests to help them find their communities. Event offerings included arts and crafts, intramural sports, wellness and fitness classes, games and brain teasers, an arcade room, a magician, an outdoor movie, opportunities to engage in the Oxford community, and a number of social events. Some of the events were new this year, and some have been long standing traditions.

Bingo with BaShaun was new this year. Dean of Students BaShaun Smith graciously offered to host bingo with new students during the individualized part of the Welcome Weekend schedule. More than 50 students attended multiple rounds of bingo. Many positive connections were made, including with students who asked BaShaun to advise the bingo club they were hoping to create as a result of the events.

Rise Against Hunger returned for the fifth year. This service event, in partnership with the Center for Student Engagement, Activities, and Leadership (C-SEAL), brings first-year students together to pack meals for those in need across the globe. About 175 students packaged 35,000 meals. Our work was featured in a Journal News article.

EDL 290F: The Nature of Group Leadership for Student Orientation Undergraduate Leaders (SOULs)

Each spring, newly selected Student Orientation Undergraduate Leaders (SOULs) are enrolled in the EDL 290F: The Nature of Group Leadership class, instructed by OTP staff.

The curriculum got a complete overhaul for the spring 2024 semester. In 2022 and 2023, the OTP staff noticed a shift in the SOUL student experience, both in expectations of the work environment and support-related needs. Through observation, individual feedback conversations, and focus groups with former SOULs, we identified the following needs of the SOUL team:

- Increased awareness of why we do what we do.
- Practice-based skill building before orientation begins.
- Additional opportunities for individual (not group) feedback and development.
- An understanding of what is expected of SOULs in the workplace environment, both in terms of effort and caring for themselves.
- More intentional fun inserted into the job.

As a result, EDL 290F was expanded from a 8-week to a 12-week course, allowing additional time for content synthesis and team development, and to consider Generation Z learning styles. Course topics fit into four themes, designed for SOULs to better understand their role and how to be successful:

- Why orientation exists and why SOULs are important.
- Team building and serving as good company for new students.
- Communication, including listening, initiating conversations, and facilitating group discussion.
- Workplace expectations and workplace wellness.

OTP staff also began a true performance evaluation process for SOULs as a means to share more regular and immediate feedback, and offer additional professional development.

Overall, SOULs engaged more fully in course content than previous years and were able to apply it to their work more intentionally in summer 2024. The course and associated assignments also jumpstarted a cohesive orientation experience for both SOULs and new students. As a result of the EDL 290F course, students reported the following:

- 100% felt confident in their ability to speak in front of small groups.
- 96% felt confident in initiating conversation with others they don't know.
- 96% felt confident facilitating activities in small groups.
- 100% felt confident in building connections among groups of people.

Looking Forward

Looking forward, the Office of Orientation and Transition Programs intends to build upon a successful orientation process by continuing to elevate resources, tools, and experiences to support successful student transitions to college. In particular, OTP staff will spend time in the near future working to adapt and customize the orientation process for transfer students and build on the success of Welcome Weekend 2024.

Student Counseling Service

Division of Student Life | Board of Trustees Report

December 2024

Overview

The Student Counseling Service (SCS) is a comprehensive university counseling center that serves as the primary source of mental health services for Oxford campus students, providing clinical services to over 1,500 students last year. The goal of SCS is to assist students in developing and maintaining healthy personal, emotional, and psychological functioning as they work to achieve academic goals. We foster this development through psychotherapy, preventive programming, outreach, consultation, and training. SCS has been accredited through the International Association of Counseling Services (IACS) since 1989, and the doctoral internship in health service psychology has maintained accreditation through the American Psychological Association (APA) since 1999.

This report summarizes some of the key advances and strategies SCS has deployed to promote student mental health and well-being, focusing on four key topics: national trends and data, campus-specific data, recent developments and innovation, and financial stewardship.

National Mental Health Trends and Data

The mental health of college students has been a longstanding concern in higher education. According to Cecil and Melidona (2022), university and college presidents across all institution types have identified student mental health as the top issue for seven consecutive years in the American Council on Education's Pulse Point Survey.

Center for Collegiate Mental Health

SCS collaborates annually with the Center for Collegiate Mental Health (CCMH) by contributing de-identified data to research trends in college student mental health. CCMH is a national research center that collects statistics on college counseling center utilization, best practices, and trends, which allows SCS to benchmark its operations and trends with peer institutions. The most recent CCMH annual report (2023) summarizes data from 195 college and university counseling centers and 185,114 unique college students. Data from the 2023 annual report indicates that more students are entering college with prior counseling and psychotropic medication usage. These rates are at their highest levels since this data was collected in 2012.

Association for University and College Counseling Center Directors

Another source of reputable and robust data originates from the international organization Association for University and College Counseling Center Directors (AUCCCD). AUCCCD is a higher education leader for collegiate mental health and produces an annual survey that monitors trends in collegiate mental health. In the most recent survey (2023), the following trends were identified:

- 69% of university counseling centers reported a decrease or no change in the number of unique clients seen.

- 62% of university counseling centers reported a decrease in the number of appointments.
- 77% of counseling sessions were provided in person, while 20% of sessions were provided via video platform, and 2.5% of sessions were provided by phone.
- The average wait time for the first clinical contact (i.e., intake, initial consultation) across all centers is 4.8 days. The average wait time for the first therapy appointment across all centers is 9.2 days.
- 70% of students report that services help with academic performance and help them stay in school.
- Since the pandemic, the use of telehealth vendors in colleges and universities to address mental health needs has surged, though recent evaluations highlight varying levels of effectiveness. 54% of directors reported that student usage of these third-party services fell far short of their expectations or goals.

Miami Mental Health Data

Similar to national trends, Miami has seen a significant increase in the demand for mental health care in recent years. As mental health challenges among students grow more prevalent, we have observed a rise in the number of individuals seeking support, particularly for issues involving mood instability (i.e., anxiety, depression), and stress.

SCS Utilization Data

SCS saw its first decline (9% decrease) in individual counseling utilization last year over the previous year, particularly during the spring 2024 semester, with numbers close to the 2018-19 “pre-pandemic” year. The recent decline in clinical demand was likely related to a few factors: 1) students have wider access to mental health services in their home communities, 2) the positive impact of mental health awareness and resilience campaigns, and 3) the equilibrium of years of unsustainable high demand. The clinical acuity of cases remained high, demanding more clinician time for the same or fewer cases.

The average number of individual sessions per client was 5.83 for 2023-24, a 4.4% increase over the previous year, and SCS provided 174 crisis or emergency sessions. The vast majority (88%) of SCS sessions were conducted face to face.

SCS had no waitlist for services in the spring 2024 semester, the first time that was true in our decade of record keeping. The average wait for an ongoing therapy appointment (after initial consultation) in the fall 2024 semester was 3.12 days. In fall 2024 approximately 31% of students were seen for their first appointment on the same day it was scheduled, with 79% being seen within five business days. We attribute this development to the sustained investment from Miami in recruiting and retaining the necessary clinical staff to adequate staffing proportions.

During 2023-24 year, SCS provided 369 outreach programs attended by 26,404 students, faculty, and staff. Our most popular outreach program continues to be dog therapy, with 107 therapy dog programs and 3,588 in attendance. SCS continues to offer gatekeeper training to faculty and staff, assisting them with recognizing, responding, and referring students for mental health care. Three SCS staff members are certified trainers of Mental Health First Aid and five staff are Question Persuade Refer (QPR) trainers. Of note:

- 168 programs taught resiliency and prevention skills.
- 20 mental health training sessions were provided to students and staff from the Office of Residence Life.
- 466 ICA mental health screenings were provided to student-athletes.

SCS Client Satisfaction Data

Key findings from the 2023 SCS client satisfaction survey show high levels of satisfaction among respondents. Notably:

- 99% rated their overall experience at SCS positively.
- 91% found the wait time for appointments acceptable.
- 96% found their counselor helpful and would recommend the service to a friend.
- 93% believed the service was a valuable use of the student service fee.
- 77% felt counseling made them more likely to continue their education at Miami.
- 62% reported an improvement in academic performance as a result of counseling.

Developments and Innovation

Just as college students' mental health challenges and needs continuously evolve, so has SCS in its approach and offerings. The following are recent examples of various efforts being developed or pursued in an effort to enhance student mental health on campus:

Treatment Approaches

SCS now participates in Animal Assisted therapy (AAT), a form of therapy that incorporates a trained animal into the therapeutic process. Melanie Uy, Psy.D staff psychologist and associate director at SCS, along with therapy dog Poppy, provide students with another option for engaging in therapy that is used to enhance and complement the benefits of traditional therapy. Uy handles the therapy dog, sets therapeutic goals, guides the interaction between the client and Poppy, and measures and evaluates progress. To date, AAT has been well received by clients and non-clients alike, with 85% of AAT clients agreeing that as a result of receiving AAT, they were more likely to continue their education at Miami.

Technology Advancements

- WellTrack Boost is an interactive, online cognitive behavioral therapy-based tool that helps users assess and understand their behavioral health. The tool offers personalized recommendations for individual wellness. There have been a total of 144 users and 64 MoodCheck users since the tool was introduced on the Oxford campus in January 2024. Even within its first year, the program has benefited students, as 63% of users have reported symptom improvement after engaging with the app.

- Crisis Text Line: Students have different engagement needs when it comes to receiving on-demand crisis support, and the crisis text line provides an option for students who prefer to text rather than chat on the phone. Miami students can text MUHOPE to 741741 from anywhere

in the United States – 24/7, for free, confidentially. A live, trained volunteer crisis counselor receives the text and responds, all from the student's preferred mobile device. Miami's partnership with the Crisis Text Line allows us to receive aggregate data on text line usage and primary concerns.

Programming and Outreach

In an effort to honor incoming students' unique developmental needs, our approach to first-year orientation underwent significant changes this past summer. Instead of simply introducing students to campus services as in years past, we pivoted to lively discussions about mental health and wellness. These discussions encouraged and allowed students to be vulnerable, candid, and honest when thinking about their transition to college. The goal was to engage students on their level and provide practical tips to bolster resilience during their transition and throughout their first year.

Financial Stewardship

Promoting and advancing students' mental health is an institutional value and responsibility that many departments and people prioritize, including generous donors and friends of the university. In recent years, SCS has been fortunate to work closely with five separate donors to expand and sustain access to clinical care and innovative services.

As a result of donor-supported funds, SCS has been able to:

- Establish and maintain the H.O.P.E. Line, a 24/7 service that provides students with phone access for immediate support, crisis intervention, and stabilization.
- Hire per diem therapists to supplement SCS clinical staff during high-demand times of the year.
- Hire a behavioral health postdoctoral fellow, expanding SCS' training program and serving students through individual, group, and crisis intervention.
- Subsidize the cost of care for financially challenged students needing specialized or longer-term treatment.

Summary

SCS and our various campus partners have made significant strides in fostering a supportive environment for mental health, prioritizing well-being through accessible resources, awareness campaigns, and peer support programs. We are committed to upholding best practices by promoting a culture of openness, reducing stigma, and providing students with the tools and care they need to thrive.

By integrating evidence-based strategies, offering personalized care, and continually evaluating our approach, we ensure that mental health services are both effective and responsive to the evolving needs of our diverse student body. Our collective efforts, including collaboration across Student Life, academic departments, and active involvement from students, are integral to creating a campus where mental health is prioritized and everyone feels empowered to seek help when needed.

To: Miami University Board of Trustees
From: Dr. Rosemary Pennington, Senate Executive Committee Chair
Date: December 2, 2024

University Senate Report:

The Miami University Senate – composed of faculty, staff, and students from across the institution – remains committed to the principles of shared governance at Miami. Senators take their work seriously, respecting the charge to the body from the Board of Trustees. During Fall 2024, Senate heard several reports from deans and institutional leaders and voted on several curricular and governance items.

Our only curricular vote Fall semester was on a new BS in Quantum Computing on December 2, 2024. CEC Dean Beena Sukumaran visited Senate twice to first educate the body on the new program and then to formally introduce the major for a vote on November 18, 2024. In Senate, our process is to have an item to be voted on presented at one session and then the vote to happen at the next – this is designed to allow senators to take the information back to their constituents for feedback before a vote. Senators understandably had a number of questions regarding this new program, especially given the strategic planning process we are engaged in and the issue of the low enrolled programs last year. Senate voted in favor of the new major at our December 2, 2024 meeting.

Though not directly a curricular vote, on December 2, 2024, Senate did approve the creation of an ad hoc committee on THRIVE for Senate facilitation. This committee will consist of senators who participated on THRIVE committees and is meant to help facilitate the presentation and potential voting on THRIVE initiatives in Senate. Senators nominated and voted for Senate Executive Committee Chair-Elect Nathan French to serve as chair of the committee. He will begin immediately to fill the committee.

Also at that meeting, Senate voted on a Sense of the Senate resolution related to campus planning. At its prior meeting, on November 11, 2024, Campus Planning Committee Chair Kelly Knollman-Porter and committee member David Prytherch presented recommendations to Senate on the campus planning process at Miami. These recommendations include: 1) the creation of an Oxford campus comprehensive masterplan, 2) the inclusion of all stakeholders in the planning and decision making process in a robust manner, and 3) the pausing of major campus projects until recommendations one and two can be implemented. At its December 2, 2024 meeting Senate voted in support of these recommendations.

Other votes this semester have included votes to support minor changes in Graduate School policies on November 4, 2024; a positive vote to form an ad hoc committee to examine Miami University attendance policies on September 23, 2024; and a vote to approve the revised Miami University Mission Statement on September 9, 2024. Mission statement co-chair Gwen Fears came before Senate three times to educate senators, receive feedback, and present the statement. Senate appreciates her commitment to the process of shared governance.

We welcomed several presentations from university leaders, two of those – from Deans Ryan Fisher and Renee Baernstein – previewed curricular changes taking place in their divisions. In CCA, there is a revision being made to the BA in Art to create one art degree with multiple tracks, rather than having several, smaller programs. Senate anticipates beginning review of this revision early Spring semester. The revisions Senate has been seeing from CAS include those related to the low enrolled programs that were identified last year. Senators learned how certain one-time standalone majors were becoming minors and about how several language programs are being consolidated into one major with tracks.

On December 2, 2024, Senate heard from Assistant Vice President and Director of Admissions Bethany Perkins and Assistant Vice President of Research and Analytics Steve Graunke on admissions' decision to move to a permanent test-optional standard for applications. That same meeting, Vice President for Research and Innovation Sue McDowell and Associate Vice President of Global Initiatives Cheryl Young shared with Senate policies for traveling and collaborating with scholars from specific countries, including China. Other presentations included an explanation of the US News & World Report rankings from Associate Vice President, Office of Institutional Research and Effectiveness, Padma Patil on November 4, 2024; an update on the Center for Civics, Culture & Society from Special Assistant to the Provost Christopher Makaroff on October 21, 2024; and an update on THRIVE from Special Assistant to the President Brent Shock on October 7, 2024. This is not an exhaustive list of the presentations Senate heard this semester, but does represent the kinds of curricular matters Senate seeks to learn more about.

In my role as chair of Senate Executive Committee I have attended two Ohio Faculty Council meetings this fall. OFC is made up of university governance representatives from all of Ohio's public four year institutions. During these meetings we have discussed the challenges facing higher education – both here in Ohio and in the country more broadly. At the November 15, 2024 Ohio Faculty Council meeting, Chancellor Mike Duffy joined the group. Chancellor Duffy shared that he believes Ohio educators and lawmakers want the same things for education in Ohio.

University Senate will hold its winter retreat January 27, 2025, with the first official meeting of the body for Spring 2025 taking place on February 10.

As we prepare for the second half of the school year, I would be happy to meet with any of you to talk over Senate practices and procedures, especially as it seems likely that the curricular outcomes of the THRIVE process may begin coming to Senate next semester. I believe the Board of Trustees and University Senate share a deep commitment to this institution and want to see it continue to grow and thrive. I look forward to continuing to work with you in the coming year.

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: hps://www.miamioh.edu/academic affairs/university senate

December 11, 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 December 11, 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
- Elise Radina, (Associate Provost), Secretary of University Senate
- Tammy Patterson, (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 December 11, 2024.

- **New Business, Special Reports and Updates delivered to University Senate:**
  - **September 23, 2024**
    - SR 25-02 Ad Hoc Committee on Athletic Attendance Policy, Nathan French, Associate Professor and Lead Departmental Advisor, Comparative Religion
    - EHS Curricular Change Overview, Amity Noltemeyer, Interim Dean, College of Education, Health, and Society
    - Enrollment Update for the AY 2024-2025, Rachel Beech, Vice President of Enrollment Management and Student Success
    - Honors College Update, Zeb Baker, Executive Director of Honors College
  - **October 07, 2024**
    - Middletown Campus Update, Ande Durojaiye, Vice President and Dean of the College of Liberal Arts and Applied Science at Miami University Regional Campus
    - ASG Highlights for 2024-2025, Will Brinley, Student Body President
    - MiamiTHRIVE Update, Brent Shock, Special Assistant to President
    - Miami Plan Update, Leighton Peterson, Director of Liberal Education and Associate Professor
  - **October 21, 2024**
    - SR 25-03 Policy Revision - Graduate Council, Mike Crowder, Ph.D., Dean of the Graduate School and Professor
    - SR 25-04 Organization of the Graduate School, Mike Crowder, Ph.D., Dean of the Graduate School and Professor
    - Oxford Issue 2 Discussion, Mayor Bill Snavely

- ■ Update on the Center for Civics, Culture, and Society, Chris Makaroff, Special Assistant to the Provost
- ○ **November 04 2024**
  - ■ SR 25-05 Ad Hoc Committee for MiamiTHRIVE Facilitation, Nathan French, Associate Professor and Lead Departmental Advisor, Comparative Religion
  - ■ BS in Quantum Computing, Beena Sukumaran, The Dinesh & IIa Paliwal Dean of the College of Engineering & Computing
  - ■ US News & World Report Ranking, Padma Patil, Associate Vice President, Office of Institutional Research and Effectiveness
- ○ **November 18, 2024**
  - ■ SR 25-06 Sense of the Senate Resolution on Campus Planning Recommendations, Rosemary Pennington, Associate Professor in the Department of Media.
  - ■ SR 25-07 BS in Quantum Computing, Beena Sukumaran, The Dinesh & IIa Paliwal Dean of the College of Engineering & Computing
  - ■ Introduction and Update on the College of Creative Arts, Ryan Fisher, Dean and Professor of the College of Creative Arts
  - ■ Campus Planning Committee, Kelly Knollman-Porter, Chair, and David Prytherch, Professor of Geography
- ○ **December 02, 2024**
  - ■ Policies On Tech and International Travel, Sue McDowell, Vice President for Research and Innovation and Cheryl Young, Associate Vice President, Global Initiatives
  - ■ Admissions Policy Update, Bethany Perkins, Assistant Vice President, Director of Admission and Steve Graunke, Assistant Vice President of Research and Analytics, Enrollment Management and Student Success

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

- ○ **September 23, 2024**
  - ■ Revisions to Existing Majors - CSE - ENT - Engineering Technology, Bachelor of Science in Applied Science
  - ■ Revision to Existing Major- MTH - Mathematics, Master of Science
  - ■ New Minor - CSE - Deep Learning and Artificial Intelligence Minor
  - ■ Revision to Existing Minor - GIC - American Studies Minor
  - ■ New Certificate - CSE - Deep Learning and Generative AI Graduate Certificate
- ○ **October 07, 2024**
  - ■ Revisions to Existing Majors - EDL - Educational Leadership, Doctorate of Education
  - ■ Revisions to Existing Majors - ENT - Electrical and Computer Engineering Technology, Associate in Applied Science
  - ■ New Certificate - EDL - Principal Licensure Graduate Certificate
  - ■ New Certificate - EDL - Superintendent Licensure Graduate Certificate
- ○ **October 21, 2024**
  - ■ Revisions to Existing Majors - MUS - Music, Bachelor of Arts in Music
  - ■ Revisions to Existing Minor- BUS- International Business Minor
  - ■ Revision to Existing Certificate - Global Readiness Certificate
- ○ **November 04 2024**
  - ■ Revisions to Existing Majors - TCE - Middle Childhood Education, Bachelor of Science in Education
  - ■ Revisions to Existing Majors - TCE - Primary Education PK-5, Bachelor of Science in Education
- ○ **November 18, 2024**

- Revisions to Existing Majors - ICS - Communication Studies, Bachelor of Arts in Applied Communication
- Revisions to Existing Majors - MJF- Journalism Bachelor of Arts
- Revisions to Existing Majors - PSY- Psychology, Bachelor of Arts
- Revisions to Existing Minor- FRI - Italian Minor

○ **December 02, 2024**

- Revisions to Existing Majors - ART - Communication Design, Bachelor of Fine Arts
- Revisions to Existing Majors - NSG - Nursing, Master of Science in Nursing
- New Co-Major - GIC - Women's, Gender, and Sexuality Studies Co-major

● **Senate Resolutions**

- SR 25-02 Ad Hoc Committee on Athletic Attendance Policy, Nathan French, Associate Professor and Lead Departmental Advisor, Comparative Religion
- SR 25-03 Policy Revision - Graduate Council, Mike Crowder, Ph.D., Dean of the Graduate School and Professor
- SR 25-04 Organization of the Graduate School, Mike Crowder, Ph.D., Dean of the Graduate School and Professor
- SR 25-05 Ad Hoc Committee for MiamiTHRIVE Facilitation, Nathan French, Associate Professor and Lead Departmental Advisor, Comparative Religion
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- SR 25-07 BS in Quantum Computing, Beena Sukumaran, The Dinesh & Ila Paliwal Dean of the College of Engineering & Computing

SR 25-02
Ad Hoc Committee on Athletic Attendance Policy
September 23, 2024

BE IT HEREBY RESOLVED that this *Ad Hoc* Committee on the Athletic Attendance Policy to review the drafted policy as voted by the Athletic Policy Committee in Spring 2024 and make recommendations on:

Ad Hoc Committee on Athletic Attendance Policy

Description & Charge

The University Senate convenes this *Ad Hoc* Committee on the Athletic Attendance Policy to review the drafted policy as voted by the Athletic Policy Committee in Spring 2024 and make recommendations on:

- Any recommended adjustments to the policy as voted and advanced by the Athletic Policy Committee in Spring 2024. Specific attention should be paid to language involving varsity sport student-athletes.
- Any necessary adjustments to the extant University attendance policy, on matters related to student athlete absence and accommodation
- Best practices for Miami University to adopt – in terms of policy, institutional matters, or other strategies for academic success – following review of other universities in the Mid-American Conference and other near-peers deemed appropriate by the *Ad Hoc* committee

Committee Structure

The *Ad Hoc* Committee on Athletic Attendance Policy will be co-chaired by one (1) representative from the Academic Policy Committee and one (1) representative from the Athletic Policy Committee as selected from the membership of those committees by their respective memberships.

The remaining membership of the committee should include at least:

1. Two UG student members, who shall be selected from Miami University intercollegiate athletic teams, including one (1) competing as a female and one (1) competing as a male
2. One (1) UG student member, chosen by the Associated Student Government, who is not formally involved with intercollegiate athletics
3. Two (2) G student members, who shall be selected from Miami University intercollegiate athletic teams, including one (1) competing as a female and one (1) competing as a male
4. One (1) G student member, chosen by the Graduate Student Association, who is not formally involved with intercollegiate athletics.
5. One (1) representative from the Miami University Athletics Office, drawn from either senior administration or academic compliance
6. One (1) Academic, Associate, or Assistant Dean with expertise in Academic Policy
7. Two (2) faculty members, each one from a different division, and both will be from a different college than the Dean noted in #6 above.

Remaining members of the committee shall be at the discretion and agreement of the co-chairs. However, University Senate requests that the committee seat intercollegiate student athletes on the committee from the regional campuses, where appropriate.

Initial and Reporting Date

The *Ad Hoc* Committee on Athletic Attendance Policy will sit for its first meeting no later than Monday, October 7, 2024 and will submit its final report and recommendations to University Senate no later than December 2, 2024

SR 25-03
Policy Revision - Graduate Council
November 04, 2024

BE IT HEREBY RESOLVED that University Senate approves the Policy Revision - Graduate Council as outlined below:

Policy Revision - Graduate Council

Policy Title: Graduate Council

Proposer Name, Title and Email: Jason T. Abbitt, Acting Associate Dean of the Graduate School, abbittjt@miamiohedu

Rationale: The current policy differs from what has been standard practice regarding who serves as acting chair of the Graduate Council in the absence of the Dean.

Summary: This policy revision in limited to the last sentence in first paragraph. The phrase "the Associate Provost" is replaced with "an Associate Dean of the Graduate School"

Covered Parties: Instructional Staff and Graduate students.

Defined Terms: N/A

Proposed New or Revised Policy (Marked up Version):

Graduate Council

Scope: Instructional Staff and Graduate Students are covered by this policy.

Policy

The authority to recommend graduate program policy to the University Senate shall reside in the Graduate Council. The Graduate Council shall be composed of twelve (12) elected faculty representatives and three (3) graduate student representatives. Eligibility for faculty service on the Graduate Council shall be limited to faculty members with Level A graduate faculty status, and representation shall be limited to the college and schools offering graduate degree programs. The three (3) graduate student representatives in the Graduate Council shall be chosen in accordance with the procedures established by the Graduate Student Association. The Associate Provost and Dean of the Graduate School shall serve as chair of the Graduate Council, the Administrative Assistant shall serve as its secretary, and ~~the Associate Provost~~an Associate Dean of the Graduate School will serve as acting chair in the absence of the Dean.

Related Form(s)
Not Applicable.

Additional Resources and Procedures
Not Applicable.

FAQ
Not Applicable.

Policy Administration
Next Review Date
7/1/2023

Responsible Officer
- Dean of the Graduate School
- Provost and Executive Vice President for Academic Affairs

Legal Authority
Not Applicable.

Compliance Policy
No

Revision History

Reference ID
MUPIM 2.8

Reviewing Bodies
- Miami University Senate
- Dean of the Graduate School
- Provost and Executive Vice President for Academic Affairs

Effective Date: Upon final approval, we request an immediate policy library update so that policy matches current practice.

Proposed Revised Policy (Clean Version):

Graduate Council

Scope: Instructional Staff and Graduate Students are covered by this policy.

Policy

The authority to recommend graduate program policy to the University Senate shall reside in the Graduate Council. The Graduate Council shall be composed of twelve (12) elected faculty representatives and three (3) graduate student representatives. Eligibility for faculty service on the Graduate Council shall be limited to faculty members with Level A graduate faculty status, and representation shall be limited to the college and schools offering graduate degree programs. The three (3) graduate student representatives in the Graduate Council shall be chosen in accordance with the procedures established by the Graduate Student Association. The Associate Provost and Dean of the Graduate School shall serve as chair of the Graduate Council, the Administrative Assistant shall serve as its secretary, and an Associate Dean of the Graduate School will serve as acting chair in the absence of the Dean.

Related Form(s)

Not Applicable.

Additional Resources and Procedures

Not Applicable.

FAQ

Not Applicable.

Policy Administration

Next Review Date

7/1/2023

Responsible Officer

- Dean of the Graduate School
- Provost and Executive Vice President for Academic Affairs

Legal Authority

Not Applicable.

Compliance Policy

No

Revision History

Reference ID
MUPIM 2.8

Reviewing Bodies

- Miami University Senate
- Dean of the Graduate School
- Provost and Executive Vice President for Academic Affairs

Effective Date: Upon final approval, we request an immediate policy library update so that policy matches current practice.

Responsible Parties: The Graduate School

Implementation Procedures and Timeline

Additional Resources and Procedures:
N/A

SR 25-04
Organization of the Graduate School
November 04, 2024

BE IT HEREBY RESOLVED that University Senate approves changes to the Organization of the Graduate School as outlined below:

Organization of the Graduate School

Policy Title: Organization of the Graduate School

Proposer Name, Title and Email: Jason T. Abbitt, Acting Associate Dean of the Graduate School, abbittjt@miamioh.edu

Rationale: The current policy differs from the actual organization of the Graduate School. Current policy lists only one associate dean, whereas two associate dean positions exist.

Summary of Revision: This policy revision is limited to the second paragraph and bullet list items of the policy page. All other sections remain unchanged.

Covered Parties: Graduate students.

Defined Terms: N/A

Proposed New or Revised Policy (Marked-up Version):

Policy
The Graduate School is one division in the academic organization of Miami University. Although similar to other academic divisions of the University, the Graduate School has some fundamental differences because of the unique relationship of its members to the other divisions: the Graduate Faculty is composed of members who also serve as faculty members of the other divisions. The following sections describe the organization of the Graduate School, starting with the executive officers.

There are ~~two (2)~~three (3) - executive officers of the Graduate School:

- Dean of the Graduate School, who is responsible to the President through the Provost. The Dean of the Graduate School is appointed by the President with the approval of the Board of Trustees.
- The Associate Deans of the Graduate School, who ~~is~~are responsible to the Dean of the Graduate School.

After the executive officers, there are two (2) main decision-making bodies in the Graduate School: The University Senate and the Graduate Council. The University Senate is composed of

administrative, faculty, and student representatives, whereas the Graduate Council is composed of Graduate Faculty and graduate student representatives. Their composition and responsibilities are detailed below.

The University Senate

The University Senate is composed of administrative personnel, faculty, undergraduate students, as well as two (2) graduate student representatives. The two graduate students are chosen through the Graduate Student Association. The Dean of the Graduate School may be chosen to serve on University Senate as a Presidential Appointee.

The University Senate has legislative authority over graduate programs. The Senate reviews all policy recommendations that are made by Graduate Council.

These recommendations include those that have the force of legislation in graduate programs including the following:

1. New graduate programs and new graduate degrees.
2. Minimum requirements for earning candidacy in graduate degree programs and for completing graduate programs and graduate degrees.
3. Minimum requirements for the admission of students to graduate study.
4. Minimum requirements for the continuation of students in the Graduate School.
5. Academic regulations governing graduate students.
6. Regulations governing the making of graduate awards.
7. Standards for graduate curriculum and instruction.
8. Regulations governing the appointment of instructional personnel to offer graduate instruction.

Graduate Faculty and Graduate Council

The Directors of Graduate Programs meet at least once during each academic year. These meetings provide a forum for consultation and exchange of views about graduate programs. The Dean of the Graduate School serves as chair for the meetings. The Dean also consults with the Graduate Council members of the Graduate Faculty to establish meeting agendas. The members of the Graduate Council are also invited to attend the meeting.

The Graduate Council recommends graduate program policy to the University Senate. The Graduate Council consists of twelve (12) elected faculty representatives and three (3) graduate student representatives. The faculty representatives to the Graduate Council must hold Level A standing on the Graduate Faculty. These faculty representatives are elected for three-year terms through separate, divisional nominations and general elections, which uses the method of the single transferable vote. The following sections describe further the procedures for election to the, the duties of the Graduate Council, and the different committees under the Graduate Council.

Composition of the Graduate Council

Each of the colleges or schools offering graduate degree programs has at least one (1) elected faculty representative on the Graduate Council. The remaining faculty seats are apportioned among these academic divisions based on each unit's full-time equivalent graduate faculty size determined by the number of Level A and B graduate faculty. Specifically, the method of major fractions is used to determine the faculty seats, taking into account the guaranteed seats. Three (3) graduate student representatives are also chosen by the Graduate Student Association to serve on the Graduate Council.

Election to the Graduate Council
Faculty representatives to the Graduate Council must be faculty in the colleges and schools that offer graduate degree programs. To be eligible to vote in Graduate Council elections, faculty members must hold regular graduate faculty standing of Level A or B.

Selection of Nominees
Each college or school selects several nominees; the number selected should equal twice the number of faculty representatives to be elected plus one, and cannot be fewer than three (i.e., if only one seat is to be filled). The names of these nominees will appear on the general election ballot.

Terms of Office
The three-year terms of faculty representatives are staggered so that one-third of the representatives are chosen at each annual election, both for the Graduate Council as a whole and in the separate academic divisions that hold two (2) or more seats. The Dean of the Graduate School serves as chair of the Graduate Council, while the Associate Dean serves as acting chair in the absence of the Dean. The Administrative Assistant to the Dean of the Graduate School serves as secretary.

The three (3) graduate student representatives to the Graduate Council serve for one-year terms, with no limit on eligibility to serve successive terms. They are chosen according to procedures established by the Graduate Student Association. However, no more than two (2) graduate student representatives can serve from the same school or college.

Alternates to the Graduate Council Members
Two (2) graduate student alternates who represent two (2) different colleges or schools will be chosen by the GSA.

Faculty alternates to the Graduate Council are chosen within each division. After determining the elected faculty representatives, each division re-processes the ballots to determine the alternate. Divisions with three (3) or fewer representatives have one alternate, while those with four (4) or more seats have two alternates.

Alternates serve terms that coincide with those of the membership categories, and they are seated only to replace an absent member of their representative category.

Duties and Responsibilities of the Graduate Council
The Graduate Council meets at regular intervals or at the request of the Dean of the Graduate School. The following are the duties and responsibilities of the Graduate Council:

- Determining the standards of graduate curriculum, graduate instruction, and the standards for selecting instructional personnel at the graduate level.
- Deciding whether or not course content is appropriate to be offered for graduate credit.
- Formulating standards, policies, and procedures for admitting students to graduate study. The Council also formulates standards for a student's continuance in the Graduate School. The Council has the authority to dismiss from the Graduate School those who fail to maintain these standards and to dismiss from the University any student found responsible of academic dishonesty.
- Formulating academic regulations governing graduate students.
- Certifying all candidates who are qualified to receive their respective graduate degrees to the University.
- Considering petitions of graduate students.
- Promoting the advancement and improvement of graduate study at Miami University in all appropriate ways.
- Considering the approval of new graduate degrees and new graduate programs, including the following:
- New majors leading to existing degrees.
- Structural modifications in and suspension or discontinuation of existing programs that originate from a department, Divisional Graduate Committee, School, or Dean.

Requests for these programs or changes are given to the Dean of the Graduate School for review by Graduate Council. An appropriate Area Subcommittee may also review the proposals, making recommendations to the Graduate Council.

After compiling recommendations for new degrees and new programs, Graduate Council forwards its suggestions to the Council of Academic Deans and then the University Senate.

Committees of the Graduate Council
Committees of the Graduate Council include representatives from all academic divisions that have graduate degree programs. Current standing committees of the Graduate Council are the Graduate Student Petitions Committee, the Graduate Student Financial Assistance Committee, the Graduate Students' Achievement Fund Committee, and the Graduate School Scholar Assistantship Committee.

Graduate Student Petitions Committee of the Graduate Council
The Student Petitions Committee has five faculty members. It meets regularly to consider petitions and to make recommendations to the Graduate Council, which has the responsibility for final action.

The following petitions are handled at the divisional level and reported to Graduate Council at the end of each semester:

- First-time request for an extension of the time limit to finish a degree.
- Substitution of a course to fulfill degree requirements.
- Credit for coursework that is more than five (5) years old.
- Transfer of hours from one (1) degree program to another.
- Registration with a combination of graduate and undergraduate hours.

All petitions not mentioned above should be sent to the Student Petitions Committee of the Graduate Council. Examples of petitions that will be handled by the Subcommittee are the following:

- A second request for an extension of the time limit to finish a degree.
- Any request for a change to the academic record.
- A request to hold a graduate award without full graduate registration.
- A request to be reinstated in the Graduate School.
- Petitions are available on the Graduate School website under “Forms and Publications.”

Graduate Student Financial Assistance Committee
The Student Financial Assistance Committee has four (4) faculty members. It considers applications for graduate Grants-in-Aid, Marjorie Post Farrington Scholarship, and Travel Fund, and recommends to the Dean of the Graduate School who should receive these awards. This committee reports all actions that it takes to the Graduate Council as a matter of record.

Graduate Students’ Achievement Fund Committee
The Graduate Students’ Achievement Fund Committee consists of at least eight (8) graduate faculty members. This committee considers applications for Achievement Fund awards and recommends which students should receive the awards. The Graduate Students’ Achievement Fund Committee must report all actions that it takes to the Graduate Council as a matter of record.

Graduate School Scholars Assistantship Committee
A Graduate School Scholar Assistantship (GSSA) is a recruiting assistantship intended to be used to attract and matriculate the best and brightest prospective graduate students. The GSSA provides two semesters for a doctoral degree and one semester for a thesis-based master’s degree on a Graduate School funded research assistantship dedicated to full-time research related to the student’s dissertation or thesis.

The committee consists of four (4) graduate faculty members and is chaired by the Associate Dean of the Graduate School. The committee will evaluate the nominations and make recommendations for award recipients.

Divisional Graduate Committees

Divisional graduate committees are assembled at the discretion of the divisional deans. Such committees may submit recommendations to the Graduate Council for consideration and action and act on student petitions that are not handled by the Petitions Committee of Graduate Council.

Related Form(s)
Not Applicable.

Additional Resources and Procedures
Websites
Graduate School website

FAQ
Not Applicable.

Policy Administration
Next Review Date
7/1/2028

Responsible Officer

Legal Authority
Not Applicable.

Compliance Policy
No

Revision History

Reference ID
Graduate Handbook 6.1

Reviewing Bodies
Not Applicable.

Effective Date: Upon final approval, we request an immediate policy library update so that policy matches current practice.

Responsible Parties: The Graduate School

Implementation Procedures and Timeline: No additional implementation are required as this updated policy aligns with current practice and the Bylaws of Graduate Council.

Proposed Revised Policy (Clean Version):

Policy
The Graduate School is one division in the academic organization of Miami University. Although similar to other academic divisions of the University, the Graduate School has some fundamental differences because of the unique relationship of its members to the other divisions: the Graduate Faculty is composed of members who also serve as faculty members of the other divisions. The following sections describe the organization of the Graduate School, starting with the executive officers.

There are three (3) executive officers of the Graduate School:

- Dean of the Graduate School, who is responsible to the President through the Provost. The Dean of the Graduate School is appointed by the President with the approval of the Board of Trustees.
- Two Associate Deans of the Graduate School, who are responsible to the Dean of the Graduate School.

After the executive officers, there are two (2) main decision-making bodies in the Graduate School: The University Senate and the Graduate Council. The University Senate is composed of administrative, faculty, and student representatives, whereas the Graduate Council is composed of Graduate Faculty and graduate student representatives. Their composition and responsibilities are detailed below.

The University Senate
The University Senate is composed of administrative personnel, faculty, undergraduate students, as well as two (2) graduate student representatives. The two graduate students are chosen through the Graduate Student Association. The Dean of the Graduate School may be chosen to serve on University Senate as a Presidential Appointee.

The University Senate has legislative authority over graduate programs. The Senate reviews all policy recommendations that are made by Graduate Council.

These recommendations include those that have the force of legislation in graduate programs including the following:

1. New graduate programs and new graduate degrees.
2. Minimum requirements for earning candidacy in graduate degree programs and for completing graduate programs and graduate degrees.
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5. Academic regulations governing graduate students.
6. Regulations governing the making of graduate awards.
7. Standards for graduate curriculum and instruction.

8. Regulations governing the appointment of instructional personnel to offer graduate instruction.

Graduate Faculty and Graduate Council
The Directors of Graduate Programs meet at least once during each academic year. These meetings provide a forum for consultation and exchange of views about graduate programs. The Dean of the Graduate School serves as chair for the meetings. The Dean also consults with the Graduate Council members of the Graduate Faculty to establish meeting agendas. The members of the Graduate Council are also invited to attend the meeting.

The Graduate Council recommends graduate program policy to the University Senate. The Graduate Council consists of twelve (12) elected faculty representatives and three (3) graduate student representatives. The faculty representatives to the Graduate Council must hold Level A standing on the Graduate Faculty. These faculty representatives are elected for three-year terms through separate, divisional nominations and general elections, which uses the method of the single transferable vote. The following sections describe further the procedures for election to the, the duties of the Graduate Council, and the different committees under the Graduate Council.

Composition of the Graduate Council
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Election to the Graduate Council
Faculty representatives to the Graduate Council must be faculty in the colleges and schools that offer graduate degree programs. To be eligible to vote in Graduate Council elections, faculty members must hold regular graduate faculty standing of Level A or B.

Selection of Nominees
Each college or school selects several nominees; the number selected should equal twice the number of faculty representatives to be elected plus one, and cannot be fewer than three (i.e., if only one seat is to be filled). The names of these nominees will appear on the general election ballot.

Terms of Office
The three-year terms of faculty representatives are staggered so that one-third of the representatives are chosen at each annual election, both for the Graduate Council as a whole and in the separate academic divisions that hold two (2) or more seats. The Dean of the Graduate School serves as chair of the Graduate Council, while the Associate Dean serves as

acting chair in the absence of the Dean. The Administrative Assistant to the Dean of the Graduate School serves as secretary.

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- Formulating academic regulations governing graduate students.
- Certifying all candidates who are qualified to receive their respective graduate degrees to the University.
- Considering petitions of graduate students.
- Promoting the advancement and improvement of graduate study at Miami University in all appropriate ways.
- Considering the approval of new graduate degrees and new graduate programs, including the following:
- New majors leading to existing degrees.
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Requests for these programs or changes are given to the Dean of the Graduate School for review by Graduate Council. An appropriate Area Subcommittee may also review the proposals, making recommendations to the Graduate Council.

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The following petitions are handled at the divisional level and reported to Graduate Council at the end of each semester:

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- Substitution of a course to fulfill degree requirements.
- Credit for coursework that is more than five (5) years old.
- Transfer of hours from one (1) degree program to another.
- Registration with a combination of graduate and undergraduate hours.

All petitions not mentioned above should be sent to the Student Petitions Committee of the Graduate Council. Examples of petitions that will be handled by the Subcommittee are the following:

- A second request for an extension of the time limit to finish a degree.
- Any request for a change to the academic record.
- A request to hold a graduate award without full graduate registration.
- A request to be reinstated in the Graduate School.
- Petitions are available on the Graduate School website under "Forms and Publications."

Graduate Student Financial Assistance Committee
The Student Financial Assistance Committee has four (4) faculty members. It considers applications for graduate Grants-in-Aid, Marjorie Post Farrington Scholarship, and Travel Fund, and recommends to the Dean of the Graduate School who should receive these awards. This committee reports all actions that it takes to the Graduate Council as a matter of record.

Graduate Students' Achievement Fund Committee

The Graduate Students' Achievement Fund Committee consists of at least eight (8) graduate faculty members. This committee considers applications for Achievement Fund awards and recommends which students should receive the awards. The Graduate Students' Achievement Fund Committee must report all actions that it takes to the Graduate Council as a matter of record.

Graduate School Scholars Assistantship Committee
A Graduate School Scholar Assistantship (GSSA) is a recruiting assistantship intended to be used to attract and matriculate the best and brightest prospective graduate students. The GSSA provides two semesters for a doctoral degree and one semester for a thesis-based master's degree on a Graduate School funded research assistantship dedicated to full-time research related to the student's dissertation or thesis.

The committee consists of four (4) graduate faculty members and is chaired by the Associate Dean of the Graduate School. The committee will evaluate the nominations and make recommendations for award recipients.

Divisional Graduate Committees
Divisional graduate committees are assembled at the discretion of the divisional deans. Such committees may submit recommendations to the Graduate Council for consideration and action and act on student petitions that are not handled by the Petitions Committee of Graduate Council.

Related Form(s)
Not Applicable.

Additional Resources and Procedures
Websites
Graduate School website

FAQ
Not Applicable.

Policy Administration
Next Review Date
7/1/2028

Responsible Officer

Legal Authority
Not Applicable.

Compliance Policy

No

Revision History

Reference ID
Graduate Handbook 6.1

Reviewing Bodies
Not Applicable.

Effective Date: Upon final approval, we request an immediate policy library update so that policy matches current practice.

Responsible Parties: The Graduate School

SR 25-05
Ad Hoc Committee for MiamiTHRIVE Facilitation
December 02, 2024

BE IT HEREBY RESOLVED that University Senate approves the proposed Ad Hoc Committee for MiamiTHRIVE Facilitation as it appears below:

Ad Hoc* Committee for *MiamiTHRIVE Facilitation

Description & Charge

The University Senate convenes this *Ad Hoc* Committee for MiamiTHRIVE Facilitation to establish a formal liaison among the MiamiTHRIVE Committees (upon which many Senators have served), the MiamiTHRIVE governance membership (including the Steering Committee), and the University Senate.

As a strategic undertaking, MiamiTHRIVE offers our university community an opportunity for substantial innovation and transformation. This will require collaboration by all divisions and all institutional offices to ensure successful implementation.

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

As such a legislative and governance body, University Senate will likely have a central role to play in building consensus, facilitating, and implementing initiatives developed through MiamiTHRIVE's planning process.

By charge, this committee will:

- Work with the MiamiTHRIVE leadership (perhaps inclusive of the steering committee), where appropriate, to identify initiatives that may require Senate deliberation, facilitation, and implementation and provide consultation on the same
- Work with the University Senate Executive committee to ensure that MiamiTHRIVE initiatives appear before Senate in an ordered, timely fashion, securing robust engagement and consensus-building around new strategic opportunities
- Uphold University Senate's responsibilities as a legislative body at the University

Committee Structure, Frequency, and Report

This *Ad Hoc* Committee will consist of University Senate members who have served on MiamiTHRIVE's Foundational Strengths, Opportunity Areas, or other committees. The *Ad Hoc* Committee will be chaired by a Senator, nominated by Senate, who has served on one of the same.The Chair of the *Ad Hoc* committee will be responsible for identifying Senators with MiamiTHRIVE committee experience or expertise and inviting their participation on the committee as needed.

At a minimum, the Committee will consist of:

1. A Chair, nominated and elected initially by the University Senate from University Senate membership
2. At least two (2) Senators with experience with the MiamiTHRIVE Committees
3. Additional volunteers or members as invited or requested by the Chair or as appointed by University Senate Executive Committee or the University Senate

It is anticipated that this committee will meet with regular frequency for the duration of the implementation of MiamiTHRIVE to review upcoming initiatives and provide consultation. Upon closure of the implementation phase of MiamiTHRIVE, the Senate will review the continuing need for the *Ad Hoc* committee as initiatives are sustained.

The Committee Chair will make regular reports to the Senate's Executive Committee in order to ensure the timely arrival of new business related to MiamiTHRIVE onto the University Senate agenda. The Chair will also make presentations to the University Senate, as requested by the Senate Executive Committee, to ensure that the Senate is informed as to the Senate's role and responsibilities toward MiamiTHRIVE implementation. The University Senate expects at least one annual report from the Committee Chair to the general body and will consider the necessity of the *Ad Hoc* Committee annually in consultation with the University Senate's Executive Committee.

SR 25-06
Sense of the Senate Resolution on the 2024 Recommendations of the Campus Planning Committee
December 02, 2024

Whereas we as representatives of the Miami community recognize the importance of the Oxford campus's natural and manmade beauty to recruitment efforts;

Whereas we believe in the importance of preserving some campus spaces for their historic value and out of our sense of environmental responsibility;

Whereas we also recognize the importance of developing campus to meet the needs and expectations of a changing university community;

Whereas we understand that the last Miami University campus masterplan was developed more than twenty years ago;

Whereas this body has charged the Campus Planning Committee of University Senate with reviewing project requests, proposed capital improvements, and patterns to serve as design guidelines;

Whereas University Senate, made up of representatives from across campus, has a deep commitment to the principles of shared governance;

We, the members of the Miami University Senate, endorse the recommendations of the Campus Planning Committee and urge the administration to adopt them before engaging in any further large scale campus development.

Campus Planning Recommendations:

1. *We reiterate the need for a long-term, strategic, comprehensive Campus Master Plan that will provide a framework for campus development decision making while allowing for flexibility and growth*. As we noted in our 2022 recommendation, Miami lacks an overarching master plan, and the most recent Campus Exterior Space and Landscape Master Plan is two decades old. We recognize the need for agility, but without a unifying plan it will be difficult for Miami to ensure that short-term decisions align with long-range vision and strategic plans, to encourage development where it's most appropriate, and preserve what is precious for future generations.

2. *Stakeholders and the community should be better engaged in planning and decision making.* The Campus Planning Committee offers basic transparency and representation for the Miami community in decisions that impact our physical campus. Its role may be advisory, but its charge envisions a key role in developing long-range plans and a meaningful voice at formative steps in decision-making, guided by clear decision criteria. A more robust process is necessary to ensure better decision making.

3. *Miami should proceed with major campus projects only with the utmost caution to ensure they are supported by updated planning and a robust planning process.* The university is considering the construction of major facilities – including a new indoor arena, hotel, and associated facilities – on areas that have historically been designated as campus preservation areas or historical sites. Without entering into the merits of these projects, we believe such lasting and irrevocable decisions should only follow from long-range planning and careful deliberation by the Campus Planning Committee and the University Senate, in consultation with key stakeholders and the public.

SR 25-07

Quantum Computing - Bachelor of Science in Quantum Computing

December 02, 2024

BE IT HEREBY RESOLVED that University Senate endorses the proposed program, Quantum Computing - Bachelor of Science in Quantum Computing

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

Higher Learning Commission Accreditation Report

Carolyn Haynes, Senior Associate Provost

December 2024

Introduction

Since 1913, Miami University has been accredited by the Higher Learning Commission (HLC), which is the largest of the six regional accrediting bodies in the United States. HLC has multiple processes for seeking and reaffirming accreditation. Miami follows the Open Pathway which typically is assigned to institutions with a long track record of successful accreditation reviews.

Accreditation is beneficial because it:

- Ensures quality as the evaluation process assesses quality standards
- Prepares students for the workforce (Much of the evaluation focuses on whether universities advance rigorous student learning that aligns with future success.)
- Increases recognition by employers, licensing boards and other colleges and universities (Universities need to be accredited for their courses to count for transfer credit at other institutions.)
- Enables eligibility for federal financial aid and state subsidy
- Helps universities improve because a main goal of the review is to gain insights into areas for improvement.

Accreditation Process

The Open Pathway is a ten-year process that includes:

1) Regular Monitoring (Annual and Ongoing)

Institutions submit an annual Institutional Update, which is reviewed by HLC to monitor organizational health, comply with certain federal requirements, and identify any changes that may require HLC follow up.

HLC also requires that institutions propose planned institutional developments for review, and it monitors institutions through reports, visits and other means as it deems appropriate. Examples of changes or developments that require a proposal as well as HLC approval include: new type of degree/credential level; free-standing certificate programs (Title IV eligible); academic programs requiring significant investment of finances (e.g., new medical school or clinical health college); new or acquired locations where more than 50% of a degree program can be completed; teach-out plans for closed programs; academic program where more than 25% is delivered by third party; major financial change; change in mission of the institution; or change in the selected accreditation pathway.

Some less significant changes simply require notification to HLC, such as: new academic programs/majors; cancellation of academic programs/majors; closure of an additional location; establishment of a location that offers five or fewer courses; program in which 25-50% is offered by another accredited institution.

2) Year 4 Assurance Review

Institutions complete an Assurance Review to ensure they are continuing to meet HLC's Criteria for Accreditation. The institution provides documentation demonstrating how it fulfills each Criterion and Core Component, and it must also justify that it meets all assumed practices. These materials are submitted online via a portal managed by HLC.

A peer review team evaluates these materials remotely and recommends whether the institution should continue in the cycle or whether additional monitoring is required. HLC's Institutional Actions Council (IAC) reviews and takes official action on the recommendation.

Miami completed this portion (which is a long Assurance Argument plus source evidence for the claims in the argument) in August 2019, and the institution was approved for continued accreditation.

Although no formal areas of concern were noted in this review, the reviewer's report did identify potential issues to be addressed prior to the next comprehensive review:

- Improvement of shared governance
- Information about tuition costs and fees readily visible and comprehensible on public websites
- Improved quality of assessment plans/reports and evaluation of assessment processes at the department/unit level
- Evaluation of non-degree granting units such as centers and institutes
- Increased efforts to improve diversity of students and staff
- Development and enforcement of Faculty Qualifications Guidelines
- Continued improvement of academic advising, including academic interventions, use of predictive analytics, and consistency in delivery.

3) Quality Initiative, Years 5-9

For this step, institutions design and undertake a Quality Initiative project. HLC peer reviewers approve an initial project proposal, as well as a report on the outcomes of the project. Typically, institutions choose a key theme or issue that was cited in a previous review as needing some attention or they select a major project or initiative that relates to accreditation standards.

Miami selected "Optimizing the Miami Curriculum" for its Qualitive Initiative. This project began in 2020 and continued until 2023. We focused on the Academic Program Evaluation, Improvement & Effectiveness Project as well as the Boldly Creative Initiative and our efforts at streamlining and reshaping our academic program portfolio to meet the dynamic needs of students and employers.

We submitted our report in 2023, and it was approved by HLC in the same year.

4) Comprehensive Evaluation, Year 10

Institutions undergo a comprehensive evaluation to ensure they are meeting the Criteria for Accreditation, pursuing institutional improvement and complying with certain requirements set by the U.S. Department of Education. This review leads to an action regarding the reaffirmation of the institution's accreditation.

This evaluation is much more intensive than the one in year 4. In addition to submitting the Assurance Argument, we must submit evidence of meeting a number of federal compliance regulations as well as complete a Multi-Campus Report (which focuses on how the regional campuses are different from the main campus). We also must be ready to show evidence of meeting the Assumed Practices and also plan and host a 4 or 5-day team visit. Team members visit all Miami campuses. They may also request to take a field trip to one or more of our additional locations such as the VOALC.

Upcoming action steps to prepare for this evaluation include:

1) Complete the draft of the Assurance Argument (which addresses all accreditation criteria and core components) (winter 2025 term)
2) Vet with key stakeholders (spring 2025 semester)
3) Complete Federal Compliance Workbook (spring 2025 semester)

4) Assemble evidence for all claims in Assurance Argument, and ensure all assumed practices are met.
5) Complete Multi-Campus Report (spring – summer 2025)
6) Plan and prepare review team visit (September 2025)
7) Load all materials into the HLC Portal (June- July 2025)
8) Final review of materials by Provost, President and Trustees, and lock down materials in HLC portal.

Accreditation Criteria

HLC recently revised its criteria for accreditation. Miami will be one of the first institutions to utilize the new criteria. See below:

Criterion 1. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.
As noted above in Institutional Mission, an institution's distinctive mission will inform how it demonstrates that it meets the following Core Components of Criterion 1.

1.A. Mission Alignment

The institution's educational programs, enrollment profile and scope of operations align with its publicly articulated mission.

1.B. Mission and Public Good

The institution's operation of the academic enterprise demonstrates its commitment to serving the public good.

1.C. Mission and Diversity of Society

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

Criterion 2. Integrity: Ethical and Responsible Conduct

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

As noted above in Institutional Mission, an institution's distinctive mission will inform how it demonstrates that it meets the following Core Components of Criterion 2.

2.A. Integrity

Actions taken by the institution's governing board, administration, faculty and staff demonstrate adherence to established policies and procedures.

2.B. Transparency

The institution presents itself accurately and completely to students and the public with respect to its educational programs and any claims it makes related to the educational experience.

2.C. Board Governance

In discharging its fiduciary duties, the institution's governing board is free from undue external influence and empowered to act in the best interests of the institution, including the students it serves.

2.D. Academic Freedom and Freedom of Expression

The institution supports academic freedom and freedom of expression in the pursuit of knowledge as integral to high-quality teaching, learning and research.

2.E. Knowledge Acquisition, Discovery and Application

The institution adheres to policies and procedures that ensure responsible acquisition, discovery and application of knowledge.

Criterion 3. Teaching and Learning for Student Success

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

As noted above in Institutional Mission, an institution's distinctive mission will inform how it demonstrates that it meets the following Core Components of Criterion 3.

3.A. Educational Programs

The institution maintains learning goals and outcomes that reflect a level of rigor commensurate with college-level work, including by program level and the content of each of its educational programs.

3.B. Exercise of Intellectual Inquiry

The institution's educational programs engage students in collecting, analyzing and communicating information; in practicing modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

3.C. Sufficiency of Faculty and Staff

The institution has the faculty and staff needed for effective, high-quality programs and student services.

3.D. Support for Student Learning and Resources for Teaching

The institution provides student support services that address the needs of its student populations, as well as the teaching resources and infrastructure necessary for student success.

3.E. Assessment of Student Learning

The institution improves the quality of educational programs based on its assessment of student learning.

3.F. Program Review

The institution improves its curriculum based on periodic program review.

3.G. Student Success Outcomes

The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.

Criterion 4. Sustainability: Institutional Effectiveness, Resources and Planning

The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

As noted above in Institutional Mission, an institution's distinctive mission will inform how it demonstrates that it meets the following Core Components of Criterion 4.

4.A. Effective Administrative Structures

The institution's administrative structures are effective and facilitate collaborative processes such as shared governance; data-informed decision making; and engagement with internal and external constituencies as appropriate.

4.B. Resource Base and Sustainability

The institution's financial and personnel resources effectively support its current operations. The institution's financial management balances short-term needs with long-term commitments and ensures its ongoing sustainability.

4.C. Planning for Quality Improvement

The institution engages in systematic strategic planning for quality improvement. It relies on data, integrating its insights from enrollment forecasts, financial capacity, student learning assessment, institutional operations and the external environment.

Assumed Practices

Foundational to the Criteria for Accreditation is a set of Assumed Practices that are not expected to vary by mission or context. Institutions must comply with all of these practices which were revised by HLC in June 2024.

They relate to: (1) ethical practices and responsible conduct; (2) quality, resources and support for teaching and learning; (3) evaluation and improvement of teaching and learning; and (4) resources and planning for institutional effectiveness.

For a complete list, see: https://www.hlcommission.org/accreditation/policies/assumed-practices/2025-assumed-practices/

Federal Compliance Requirements

As a federally recognized accrediting agency, HLC is required to assure that all its member institutions are meeting their Title IV program responsibilities as well as complying with the expectations of specific regulations accreditors must enforce as a part of their recognition by the U.S. Department of Education.

When the institution's Assurance Filing is locked and released to the peer review team, a Federal Compliance reviewer evaluates the materials in advance of the visit and refers any issues to the on-ground team for further exploration and confirmation.

While conducting the visit, the peer review team determines whether the preliminary findings made by the Federal Compliance reviewer accurately represent the institution's compliance with all applicable requirements and requests additional documentation from the institution, if needed. If the team has concerns about the institution's compliance with federal requirements, they may recommend follow-up monitoring or other action in accordance with HLC policy.

These regulations relate to: (1) assignments of credits, program length, and tuition; (2) institutional mechanisms for handling student complaints; (3) publication of transfer policies; (3) procedures for verifying student identity; (4) protection of student privacy; and (5) publication of student outcome data.

For a more comprehensive overview, see: https://download.hlcommission.org/FedCompOverview_2024_PRC.pdf

Multi-Campus Report

In preparation for the comprehensive evaluation, the institution prepares a report that addresses each campus being reviewed and any additional locations included in the review. The total report should be no longer than 5,000 words and begin with an overview that explains the governance and oversight of the institution's operations, including the processes for assuring and improving educational quality, resource allocation, evaluation and planning, staffing, services, and budget and revenue. The overview should also describe the patterns of administrative structures, resources, instructional delivery methods, and means of access to services and resources at different campuses.

In addition to the overview, the report provides data for each branch campus being reviewed, including programs offered, actual enrollments for each program, project program enrollments, numbers of faculty, staff and administrators, student services available at each campus, etc.

NEWS AND UPDATES

University Communications and Marketing

DECEMBER 2024

EARLY OUTREACH SHOWING RESULTS

The benefits of UCM's partnership with Admission on outreach to high school students and their families during their freshman and sophomore years is paying dividends. Applications for fall 2025 started strong, up 11% by the Nov. 1 application deadline.

A surge in August applications (up 45% over August 2023), when Admission's fall travel season had just begun, underscores that Miami's outreach to younger students is having an impact. The combination of brand marketing and sustained communication with students and their families from freshman year forward helps build relationships and trust so that Miami is more likely to be among the schools to which seniors apply.

STRONG START

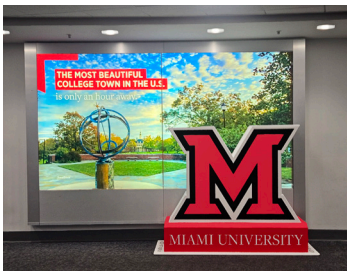
45%

MORE APPLICATIONS AUGUST 2024 VS. 2023

BRAND AWARENESS IS GROWING

Miami's brand awareness is growing at an exponential rate. In October, Miami's online brand campaign attracted 494,290 clicks, compared to 86,221 the previous October — a 537% increase. The brand is spreading geographically, as well. This year, working with Admission, three Texas cities were added to the targeted locations. This led to Dallas ranking third in October clicks with 10,575, compared to 291 last October (which ranked 20th).

In traditional brand advertising, the CVG takeover is complete. Six Miami ads are displayed throughout the airport, including animated digital ads, backlit signs, and a 300 pound beveled-M statue. By June 30, these ads will receive 40 million impressions.



▲ Miami prominently displays its brand at the Cincinnati and Northern Kentucky International Airport.

▲ Bailey Mincer '19 serves as the art director for the NBA's Cleveland Cavaliers.

NBA OPPORTUNITY KNOCKS FOR YOUNG ALUMNA

For Gen Z audiences, ROI is about more than career earning potential. It's also about pursuing dreams. That's why UCM staffers traveled to Cleveland to spotlight a young alumna working as the art director for the NBA's Cavaliers. To share Bailey Mincer's story, UCM has featured a video about her in Miami Matters, on the Meet Miami U blog, and through Miami's organic social media accounts. Content strategy efforts will also place the video on relevant web pages — such as the Communication Design page in the program finder, the College of Creative Arts homepage, and the Outcomes page.

WEBSITE AND PROGRAM FINDER TRAFFIC IS UP, UP, UP!

Miami has seen a significant increase in traffic to academic program pages across the website this semester when compared to the fall semester last year. There has been a 40% increase in page views and a 66% increase in the number of people visiting the pages. We can attribute these increases to marketing campaigns using paid search, video content, paid social media, display advertising, and email communications from the UCM Enrollment Marketing team. Increased traffic to our program pages from so many new users shows more awareness of, and interest in, Miami University — especially from the targeted regions where we have increased our national advertising.

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

Sept. 2 – Nov. 15, 2024

SOCIAL MEDIA

23M
Total social media impressions on the university's primary accounts

222.4K | 7M | 1.6M
12.7M | 1.5M

511K
Total social media engagements

1.2K | 77K | 16K
30.4K | 52K

760.4K
Total social media followers

78.4K | 133.5K | 113.7K
162.8K | 265K

WEBSITE

2.6M
Total website users

1.7M
New website users

17M
Website page views

547.4K
Clicks
Organic (Google)

8.3M
Search
Impressions

CONVERSION TRACKING

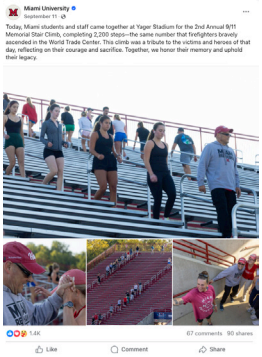
34,641
Applications from 9/1/24 forward
EO/EMSS

3,902
Requests for information
EO/EMSS

Social Media top highlights

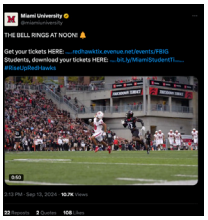
Sept. 2 – Nov. 15, 2024

7.2K Total engagements



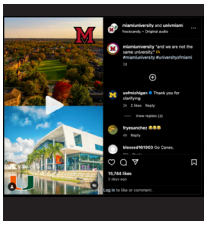
371 Total engagements

27.8K Total engagements



20.1K Total engagements

22.2K Total engagements



News by the numbers

Sept. 2 – Nov. 15, 2024

132
News media pitches

29.3M
News reach

1,077
News mentions

$13.3M
PR value

489
National news media mentions

The Conversation

5
Articles
56 articles
May 1, 2023–
Nov. 15, 2024

2
Authors
29 authors
May 1, 2023–
Nov. 15, 2024

100
Publishers
198 publishers
May 1, 2023–
Nov. 15, 2024

187,144
Reads
1.9M reads
May 1, 2023–
Nov. 15, 2024

Merit

299
Personalized student stories

479
Student achievement press releases sent via Merit

340K
Merit-generated impressions on social

CAREER FAIRS CONNECT STUDENTS TO OPPORTUNITIES

The **Center for Career Exploration and Success** held three career fairs during the fall of 2024, headlined by September 18's All-Majors Fall Career and Internship Fair in Millett Hall.

The Science, Technology, Engineering and Mathematics (STEM) Career and Internship Fair took place the next day in Millett Hall. October 16's Sport Career Exploration and Networking Expo (SCENE), held for the first time in the Goggin Ice Center, rounded out this fall's offerings.

A total of 5,150 unique students attended at least one career fair, representing an 8.8% increase from the fall of 2023's total. The 290 unique employers who participated across the three events is nearly double Miami University's peers' average of 150 employers.

Many employers hire for full-time roles and summer internships during the fall, using university career fairs as a key way to identify candidates to later interview. Some participating organizations offered next-day interviews following September 18's All-Majors Fall Career and Internship Fair and September 19's STEM Career and Internship Fair. Because students who intern while in college typically receive more job offers after college, the Employer Relations Team ensured that both full-time and internship positions were represented at the career fairs.

"We had an amazing turnout of both employers and students at our fall career fairs," said Jen Benz, assistant vice president of the Center for Career Exploration and Success. "All three fairs saw an increase in student participation from last fall. Our employers offered a great mix of full-time and internship positions, making these fairs beneficial for students of all majors and class years. I can't wait to build on this success in the spring as we continue to connect our students with meaningful opportunities."

2025 SPRING CAREER FAIR CALENDAR

All-Majors Career and Internship Fair
Wednesday, February 19 | 1 – 5 p.m. | Millett Hall

Architecture and Design Career and Internship Fair
Monday, February 24 | 1 – 4 p.m. | Shriver Center

Careers for the Common Good Fair
Tuesday, March 11 | 1 – 4 p.m. | Shriver Center

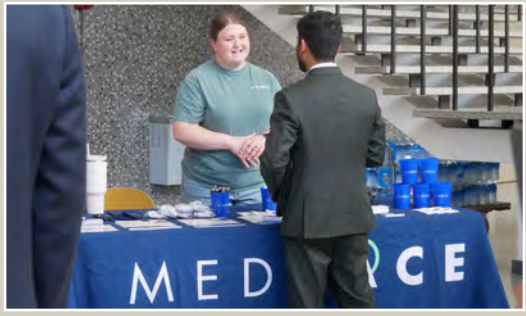
Teacher Job Fair
Friday, March 14 | 8:30 a.m. - 3 p.m. | Millett Hall

A SAMPLE OF EMPLOYERS

All-Majors Career and Internship Fair
- Medpace (*Presenting Sponsor*)
- City of Cincinnati
- Federal Bureau of Investigation
- GE Aerospace
- Honda
- KeyBank
- Nationwide
- Nucor
- Peace Corps
- Procter & Gamble

STEM Career and Internship Fair
- ABB
- Avery Dennison
- Johnson & Johnson
- National Air and Space Intelligence Center
- Q Laboratories & Clear Packaging

Sport Career Exploration and Networking Expo
- Cincinnati Bengals
- Cincinnati Reds
- Cleveland Cavaliers
- FC Cincinnati
- Penske Entertainment Corp.



ELEVATING AT-RISK STUDENTS TO SUCCESS

This academic year, the **Student Success Center** launched the ElevateFirst program. This initiative actively assists higher-risk incoming students who were not connected to established support networks such as the FSB Passport Program, the Louis Stokes Alliance for Minority Participation (LSAMP), or the GradU8 Program.

Students were identified based on:

- High school GPA under 3.0
- Initial enrollment in the Pathways Program
- Significant unmet financial need
- Landscape Challenge score of 7-10
- No AP or CCP credits

The program involved the following key components:

Early Outreach and Engagement: Regular check-ins to connect students with needed resources.

Data-Driven Identification: Annual refinement of criteria based on previous-year data.

Proactive Support: Structured mentoring, tutoring referrals, counseling, and calendar-based engagement.

Continuous Assessment: Ongoing evaluation of retention, GPA improvement, and student well-being.

Campus Collaboration: Partnerships with academic advisors, the Rinella Learning Center, and other services to provide comprehensive support.

As of November 11, 2024, 83% of ElevateFirst participants (120 students) have engaged with at least one campus resource, demonstrating strong utilization of advising, academic support, and residence life services. This level of engagement highlights the program's success in connecting students with critical campus resources.

EXPLORATORY AND PATHWAYS STUDENTS MAP THEIR ACADEMIC JOURNEYS

Beginning this academic year, the Office of Exploratory Studies, which provides holistic advising services to 386 students who are either undecided on a major or who were not admitted into their program of choice, moved under the **Student Success Center**'s direction. The Student Success Center also now supports Miami University's 212 National Pathways Students, who were provisionally admitted to the University as part of an exclusive cohort on the Oxford campus.

Each Exploratory Studies and Pathways student is assigned a Student Success Navigator who is familiar with the Miami Plan and academic programs. The Navigator helps the student create an exploratory action plan and declare a major within three semesters if not earlier, to improve their retention rates.

The Pathways students receive additional support as they work to gain full admission to the Oxford campus by completing at least 16 credit hours, nine hours of which must be Pathways designated courses, obtaining a 2.0 grade point average, and maintaining satisfactory academic and behavior standing.

Advising Exploratory Studies and Pathways students aligns with the Student Success Center's mission to support at-risk students from year one to graduation. Staff members look forward to enhancing their engagement with these vital audiences in the future.

The **Student Success Center** administers the Miami University Student Food Pantry in 134 Nellie Craig Walker Hall through the Miami Cares program. The pantry, which contains non-perishable food items and personal hygiene products, can be accessed by all students during University business hours.

The pantry accepts donations of these items in 128 Nellie Craig Walker Hall and monetary donations through GivetoMiamiOH.org. It also partners with the campus Panera Bread and Shared Harvest to support students facing food insecurity.

Since the beginning of the 2024 Fall Semester, the Student Success Center has tracked 437 visits to the pantry. Additionally, it distributed 6,085 meal swipes through the University's meal-swipe donation program between August 28 and November 21, 2024 to undergraduate and graduate students in need.

RED, WHITE (AND BLUE!): GIVING BACK TO MILITARY-AFFILIATED STUDENTS

The **One Stop** strives to support Miami University's student veterans and military-affiliated students. During the fall of 2024, veterans services coordinator Matt Suber held a series of meetings to revitalize the University's Student Veterans of America chapter. At these sessions, attendees formalized the chapter's constitution, identified student leadership positions, and brainstormed programming ideas for the chapter.

The One Stop partnered with Miami's Air Force and Navy ROTC detachments to hold a 5K and tailgate for student veterans, military-affiliated students, and their supporters during the week of Veteran's Day. The Red, White and Blue 5K launched from Leonard Howell Park and took participants along trails in the Three Valley Conservation. The tailgate was held between the 5K and the Miami-Kent State football game, giving attendees the chance to meet their support network while enjoying food and refreshments.

The One Stop plans to host another 5K with ROTC's support in the spring of 2025. Suber is also engaging with **Center for Career Exploration and Success** staff members to strengthen the dedicated career programming for student veterans.

SUMMER SCHOLARS PREVIEW COLLEGE LIFE AT MIAMI UNIVERSITY

The **Office of Admission** hosted 455 prospective students for its Summer Scholars Program in July 2024. The highest-yielding admission initiative, this program invites rising high school juniors and seniors to experience campus for one to two weeks.

With assistance from faculty and staff from every college, as well as from the Office of Residence Life and the Office of Student Life, the Office of Admission gave these high-achieving students a preview of what it is like to live and study in Oxford.

Following the program, 113 of these prospective students were awarded scholarships from Miami University, the Great Minds Foundation, the Menard Family Center for Democracy, the Scioto County Foundation, and the Teagle Foundation.

"This was an amazing program, and I loved it so much," said one participant. "My professors and counselor were amazing. I'd give the program a 100 out of 10."

Did you know students are most likely to ask their professors for career advice? Through its Career Champions program, the **Center for Career Exploration and Success** aims to empower Miami University faculty members to have these critical conversations.

The Career Champions initiative offers resources, support, and learning sessions designed to help faculty and staff members navigate the ever-changing professional landscape so they can best support students' career exploration and development. In the program's first month, 80 individuals signed up to participate.

eMARKET EXCEEDS $1M IN SALES

The **Bursar** supports the administration of a University-wide eCommerce product that allows departments and student organizations to offer products and services to the campus community. A sample of the services available on this website include event registration fees, membership dues, and product sales. Some student organizations also use this platform for their fundraising efforts.

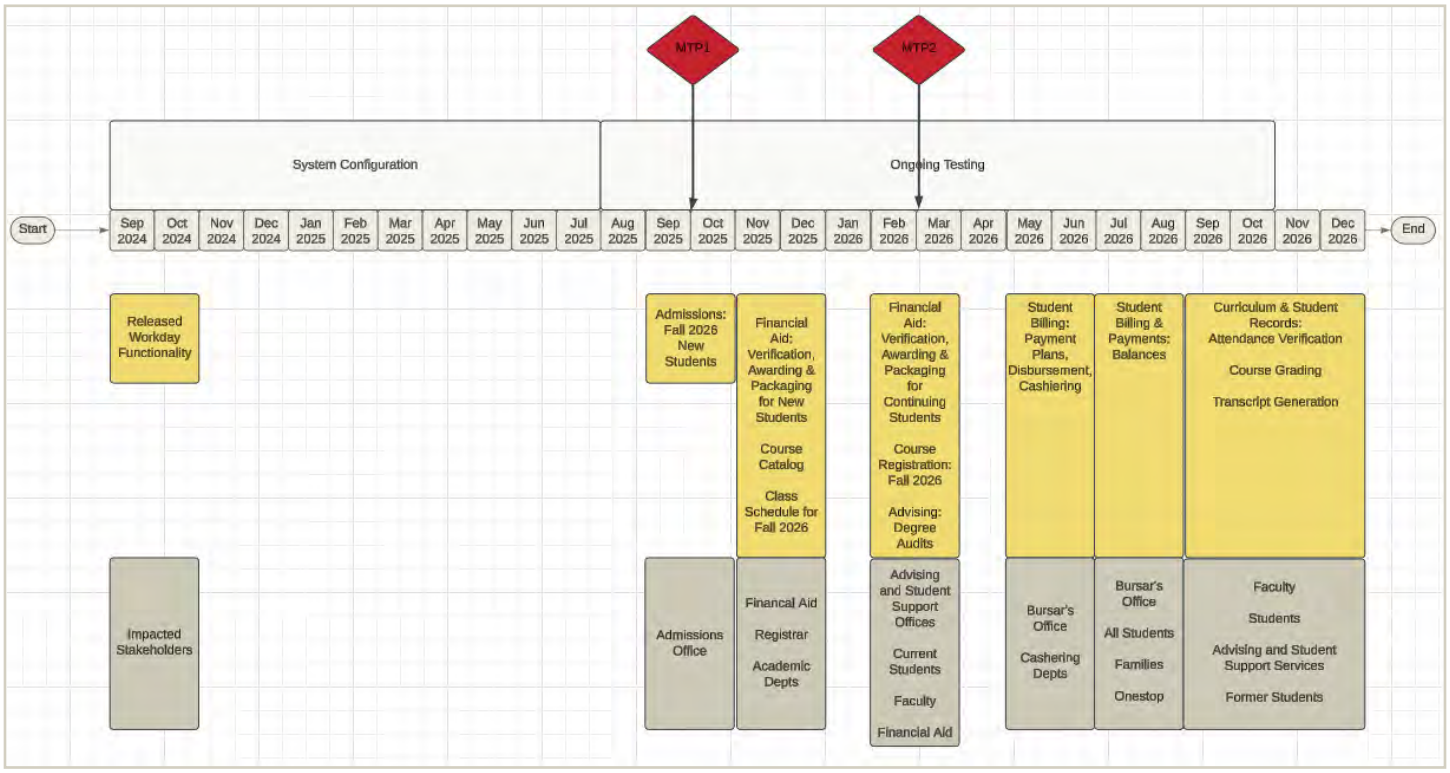
During the 2024 fiscal year, the Bursar processed over 4,200 transactions totaling $714,000. At present, there are 182 departments and organizations that use this product to sell over 530 products. Four months through the 2025 fiscal year, this site's use has seen tremendous growth, accumulating $1.2 million through over 9,000 transactions.

SOUTHWESTERN OHIO HIGH SCHOOLERS GAIN FINANCIAL AID KNOWLEDGE

Each year, the **Office of Student Financial Assistance** conducts Financial Aid Night presentations and FAFSA Completion events for high schools throughout southwestern Ohio.

This academic year, 31 events are scheduled from September to March, a nearly 20% increase from the 2023-24 total. To date, over 1,000 students have participated in Financial Aid Night presentations. The participating high schools include:

- Cincinnati Christian Schools
- Eaton HS
- Hamilton HS
- Harrison HS
- Lakota East HS
- Lakota West HS
- LaSalle HS
- Mason HS
- Mercy McAuley HS
- Middletown HS
- Mt. Healthy HS
- Northwest HS
- Preble Shawnee HS
- Ross HS
- Springboro HS
- St. Bernard Catholic School
- Sycamore HS
- Talawanda HS
- Taylor HS
- Walnut Hills HS
- Winton Woods HS



EMSS SUPPORTS TRANSITION TO WORKDAY STUDENT

Enrollment Management and Student Success departments are playing crucial roles in Miami University's transition to Workday Student. Offices currently working on cross-divisional teams include the **Office of Admission**, the **Bursar**, **EMSS Operations**, the **Office of Student Financial Assistance**, the **Office of the University Registrar**, and the **Office of the Vice President**.

Workset A's three-month configuration was successfully completed on schedule in November 2024. Three more Worksets will need to be completed before Workday Student's first Move to Production (MTP1) at the end of September 2025.

Admission and recruiting data will begin flowing into Workday from Slate in October 2025. The course catalog, academic calendars, and programs of study will be defined for admission purposes. Financial aid processing and packaging will also be implemented for the Fall 2026 class.

To leverage improved Workday functionality, existing business processes have been evaluated and revamped. A partnership with Iowa State University has proven beneficial to gaining an understanding of how daily financial aid work will be completed in the Workday system.

ORGANIZATIONAL CHANGE MANAGEMENT TEAM OFFERS VALUABLE INSIGHT

To gain insight on how to move forward with training users in and communicating changes about Workday Student, the cross-divisional Workday Organizational Change Management (OCM) team completed a user survey and interview process. The information received about the platform will help the team manage expectations entering the next phase of Miami's Workday transition.

Personalized responses have been sent to stakeholders who requested additional information or guidance. Moving forward, the OCM team will focus on identifying the groups impacted by each Workday Student release and communicating effectively to everyone through a dedicated website and a series of targeted emails.

OHIO REACH PARTNERSHIP: IMPROVING OUTCOMES FOR FOSTER-CARE ALUMNI

Miami University has partnered with Ohio Reach, a network of professionals, advocates, and students which provides resources to institutions of higher education, child welfare agencies, and foster-care alumni enrolled in higher education.

Students who have a foster-care history are among the most vulnerable groups in higher education. According to an *Inside Higher Education* article by Ashley Mowreader from June 28, 2023, "fewer than half persist through their first year of college compared to 75% of first-generation, low-income learners." Students with a foster-care history often are emancipated at age 18 (or 21 in some states) without family support and with little money to support themselves. Unfortunately, according to the National Foster Youth Institute, 20% of foster youth experience homelessness as soon as they are emancipated, with 25% becoming homeless within four years.

Through Miami's partnership with Ohio Reach, the **Student Success Center** has expanded its support of foster alumni on the Oxford campus. Programs held this fall include a welcome event in which students met their Student Success Advocate and explored campus resources and a webinar in which attendees heard from an **Office of Student Financial Assistance** representative about the process of filing the FAFSA as an independent and funding opportunities such as Miami's Risner-Leedy Scholarship Fund, the Education and Training Voucher (ETV) program, and Ohio Reach Emergency Funds.

The Risner-Leedy Scholarship Fund was endowed by former foster youth Kierra Williams '13, a 2021 18 of the Last 9 Honoree, in consultation with the Alumni Association, the Student Success Center, and the Office of Student Financial Assistance.

To improve outcomes for foster and emancipated students, universities must provide them with support structures that address their unique needs. With Ohio Reach's backing, the Student Success Center will continue to enhance how it engages members of this vulnerable group in the future.

SEMESTER START UP: AN INTEGRATED APPROACH TO STUDENT RETENTION

During the Fall Semester's first weeks, the **Bursar**, **Office of Student Financial Assistance**, **Office of the University Registrar**, **One Stop**, and **Student Success Center** collaborated with campus partners to launch an outreach campaign to help students address any remaining balances owed.

In result of these efforts, 84.4% of students who were in danger of being canceled were retained.

The Office of Student Financial Assistance issued 48 micro-grants totaling $68,734 to help students resolve their balance.

Bursar, Office of Student Financial Assistance, and One Stop staff members called nearly 200 students on the cancellation list, a diverse group representing new/transfer students and cohort students.

The Student Success Center and One Stop collaborated with the Office of the Provost and the Office of International Student and Scholar Services to create an email/text campaign. Eight emails and three text messages were sent, including targeted emails from the Graduate Dean, the Director of Student Success and Retention, and the Director of International Student and Scholar Services.

The Office of Residence Life, the Office of the President, and Finance and Business Services also assisted throughout this integrated approach to student retention.

The **Office of Admission** welcomed 1,112 prospective students and their guests to the Oxford campus through its 2024 Fall Open Houses on September 28 and October 25, a 38% increase from last year.

After being addressed by President Gregory P. Crawford in the Goggin Ice Center, guests engaged with faculty and current students in their academic area of interest. They also toured campus and attended panels to learn more about admission, career services, student life, study abroad, and undergraduate research.

Each college hosted an information session. The Department of Nursing and the Honors College also offered overviews of their innovative programs.

INCLUSIVE PROGRAMS HELP STUDENTS DISCOVER KEYS TO CAREER SUCCESS

The **Center for Career Exploration and Success** aims to support students from all backgrounds in their career exploration and development by offering inclusive resources and programming. This fall, its Career Education and Inclusion team offered three signature programs.

JCPenney Suit-Up was held at the JCPenney in Colerain Township leading up the Fall Career and Internship Fairs. Nearly 200 students attended the in-person event, which gave them the opportunity to purchase professional attire at a 30% discount. In addition, 101 students were awarded a grant of $350 to use at JCPenney Suit-Up based on financial need.

On the evening of the Fall Career and Internship Fair, the annual Diversity and Inclusion Networking Event connected students with employers committed to diversity, equity, and inclusion. To draw the 148 attendees, the Career Center collaborated with 39 employers and 11 student organizations focused on inclusive excellence. A sample of the employers include Cintas, Deloitte, Eli Lilly and Company, Fifth Third Bank, Gallo, and the Ohio Department of Natural Resources.

New this year, Keys for Career was designed to help students unlock their full potential. This DEI Professional Development Day gave 119 participants inside knowledge on navigating their careers through the lens of identity and diverse perspectives. They also learned how to strategically network, leverage alumni connections, and build cultural competencies needed to succeed in today's global workforce. Participating employers included Cincinnati Children's Hospital Medical Center, Microsoft, and Procter & Gamble. The keynote speaker was Akosua Boadi-Agyemang '19, a 2022 18 of the Last 9 Honoree.

AWARDS

Alexis Andrews (**CCES**)**:** Miami University's Donald Nelson Award for Outstanding International Student Support nominee

Madeleine Hood (**CCES**)**:** Best of Ohio Presentation by the Ohio Academic Advising Association (OHAAA) for *The Wedding Planner Meets an Advisor: Tips and Tricks on Intentional Programming*

Carol Jones (**Registrar**)**:** Honorary lifetime membership in the Ohio Association of Collegiate Registrars and Admissions Officers (OACRAO) in recognition of past work and leadership

Loudine Louis (**Admission**)**:** Inaugural National Association of College Admission Counselors (NACAC) Guiding the Way to Inclusion Conference Scholarship recipient

Brandon Prew (**CCES**)**:** Midwest Association of Colleges and Employers (MWACE) Impact and Innovation Award, given to an early-career professional who exhibits exemplary professional accomplishments, a positive impact on the Association, and innovation in the career services and recruiting field

Nancy Stewart (**SSC**)**:** Miami University's Donald Nelson Award for Outstanding International Student Support nominee

PRESENTATIONS AND PROJECTS

Alexis Andrews and Michael Turner (**CCES**)**:** *U.S. Experts: Career Development* for the U.S. Department of State, American Spaces: Zambia

Katie Bowling-Southwood (**CCES**)**:** *Using Sport Psychology Techniques in Career Development to Support Student Mental Health* at the National Career Development Association (NCDA) conference

Jon Cherry (**EMSS Operations**)**:** Interactive Query Challenge at the Slate Summit

Taylor Conteh and Shayna Smith (**CCES**)**:** *Miami University's DEI Mastermind Experience* for the Ohio Cooperative Education Association (OCEA)

Danielle Hart-Westbay (**CCES**)**:** *Graduate Student Career Development: Strategies and Resiliency* at the Graduate Student Experience Conference

Valarie Jacobsen (**CCES**)**:** *Efficient and Effective Strategies for Meaningful Employer Engagement* at the National Association of Colleges and Employers (NACE) conference

Brandi Lee (**SFA**)**:** *Financial Aid Updates for the 2025-2026 School Year* at the Ohio Association for College Admission Counseling (OACAC) Articulation (partnered with Sinclair College's Veronica Davidson)

Brandi Lee (**SFA**)**:** College Costs Made Clear: Financial Aid and 529 Savings Tips webinar through the Miami University Alumni Association

Craig Patrick, April Robles, Laura Rumpler, and Michel Turner (**CCES**)**:** *Process Management Hacks for Increased Collaboration and Student Success* at the Career Leadership Collective Virtual Conference

April Robles (**CCES**)**:** Working with Students, Employers and Marketing/Operations as a Handshake partner panel

April Robles (**CCES**)**:** Think Tank Panel on Data for the Career Leadership Collective

Dauri Torres (**Admission**)**:** *Pro Tips and Tricks for Tackling Travel* at the New England Association for College Admission Counseling (NEACAC) Winter Institute

LEADERSHIP ROLES AND COMMITTEES

Loudine Louis (**Admission**)**:** Treasurer for the Greater Atlanta Regional Network (GARN), Black and African American Special Interest Group Lead for Southern Association of College Admission Counseling (SACAC), and Committee Member for the Atlanta National College Fair for the National Association of College Admission Counselors (NACAC); also selected as first alternate for the SACAC Board of Directors and the NACAC NEXT Program

Dauri Torres (**Admission**)**:** New England Area Regional Representatives (NEARR) Membership Chair and New England Association for College Admission Counseling (NEACAC) Summer Institute Chair