

**BOARD OF TRUSTEES  
MIAMI UNIVERSITY  
Minutes of the Academic and Student Affairs Committee Meeting  
Oxford Campus, Marcum Conference Center Rm 180's  
Thursday, February 27, 2025**

Committee Chair Ryan Burgess called the meeting to order at 2:00 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, Lisa Peterson, and Mary Schell; and Student Trustee Peyton Morrow. Also attending were Trustees Steve Anderson; and National Trustees Rick McVey and Mark Sullivan; Committee members, Student Trustee Nick McNeil, and National Trustee Jeff Pegues were absent.

In addition to the Trustees, attending for all or part of the meeting were President Crawford; Provost Liz Mullenix; Senior Vice President Jayne Brownell; Vice Presidents Cristina Alcalde, Rachel Beech, Brad Bundy, 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; Dean and University Librarian Jerome Conley, Special Assistant to the Provost Chris Makaroff, and Director Student Counseling Service John Ward; 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. Trustee Haines then moved, Trustee Ebbing seconded and by unanimous voice vote, with all voting in favor and none opposed, the minutes of the prior meeting were approved.

**University Communications and Marketing (UCM)**

Vice President Jessica Rivinius updated the Committee on UCM highlights - including recent new projects, and on graduate student marketing. Some of the new projects include Paycor (Bengals) in-stadium signage, and divisional eNewsletters, which are part of Miami's peer influence campaign engaging more than 1,500 vice presidents, deans and senior faculty around the nation.

She provided a history of graduate student admission which was housed within Academic Affairs until 2020, when it transferred to EMSS, then to UCM in 2022. Today, graduate marketing functions as a partnership of EMSS, UCM, the Graduate School, and the Academic Divisions. Applications have increased about 30% over 2024 and about 50% since 2021.

Marketing and communication efforts include digital marketing, alumni and undergraduate outreach, and nurturing, program-specific connections. Resources include a three-person UCM grad team, the use of external agencies, including internationally, and supporting brand and localized campaigns.

Vice President Rivinius also updated the Committee on the brand campaign, with digital marketing increasing from 20 cities and 11 states in 2021 to 39 cities in 20 states this year. Traditional/out-of-home efforts have also risen from five cities in three states in 2022 to 15 cities in eight states this year. The Campaign also includes increased advertising in Ohio to increase Miami's in-state market share.

She reported that graduate student website inquiries have increased by over 2,000% since 2020. Digital marketing to graduate students has also been effective, with digital-attributed applications nearly double that of last year, and up from 171 total in 2021 to 3,818 year-to-date thus far. The strongest showing is in Illinois and Ohio.

Vice President Rivinius concluded with a "sneak peek" at the upcoming Cradle of Coaches documentary.

### **Academic Affairs**

#### **Provost's Update**

Provost Mullenix provided an overview of the Promotion and Tenure process. She explained that there is an annual evaluation, which includes a review by the Provost in years three through five, in the sixth year faculty are considered for tenure. To support the consideration for tenure, a minimum of four external review letters are required. The faculty member is then reviewed for tenure by their Promotion and Tenure Committee, their Department Chair, and their Dean; if one of the three is a positive review, it moves to the University Promotion and Tenure Committee, if their review is positive, it moves to the Provost, then to the President, and finally to the Board of Trustees for final approval. Once a faculty member is tenured, they are evaluated annually. During the process, faculty members are evaluated for teaching, research, and scholarly/creative achievement.

Special Assistant to the Provost, Chris Makaroff then presented to the Committee on low-enrolled programs and courses. Since the Fall of 2020, 76 degree programs (majors, co-majors, and certificates) have been eliminated. Programs with fewer than fifty students are monitored. Of the 76 programs eliminated, 58 were majors (37 undergraduate and 19 graduate), 14 were certificates, and four were co-majors.

He then discussed efforts to reduce the number of low-enrolled sections. Efforts include streamlining the curriculum, raising the minimum section size from 12 to 15, an earlier review of registration data, and sharing the data with deans and supporting divisional strategies.

He next explained that some low-enrolled sections are unique and are excluded from the review, some examples include; independent study, internships, ROTC courses, and nursing

clinical. Taking this into consideration, total included low-enrolled (<15) sections have been reduced from 654 in Fall 2023 to 431 for Fall 2025, a 13% reduction.

Next, Provost Mullenix presented on the Miami Plan. She relayed that the Global Miami Plan was changed two years ago, and it only applies to students who entered in Fall 2022 or earlier. In the Fall of 2023, a new Miami Plan was implemented. She told the Committee that in 2024 65 Miami Plan courses were removed (must to taught every two years), and in 2025 an additional 121 courses will be removed, and 43 will be deactivated. The new plan also eliminated the thematic sequence requirement. Finally, she also explained that the requirements of the plan can overlap, such that one course could fulfil more than one Miami Plan requirement.

### **Resolutions**

Provost Mullenix presented the [Promotion and Tenure resolution](#). Following a motion by Trustee Feldman and a second by Trustee McNellie, the resolution was unanimously recommended for approval by the full Board, with all voting in favor and none opposed.

Next, two new degrees were presented for consideration, [Master's Degree in Engineering](#), and a [PhD in Engineering](#). Dean Sukarman explained that the masters is a non-thesis degree, and the PhD is all-encompassing with concentration areas, which helps in recruiting faculty because it provides access to doctoral students for their research. Following a motion by Trustee Haines and a second by Trustee McNellie, the resolutions were unanimously recommended for approval by the full Board, with all voting in favor and none opposed.

### **University Libraries**

University Librarian and Dean Jerome Conley updated the Committee on the University Libraries. Dean Conley reviewed several areas, including:

- Strategic Planning
- Master Planning
- Advancement
- Budget
- Collections Management
- OhioLINK ROI
- New ILS
- Facilities Update
- Leadership
- Affordability
- Faculty Collaboration
- Event Highlights

He reported that the Libraries have raised over \$6M to date towards their \$10M campaign goal. He told the Committee of funding challenges in managing the Library's collection of publications and journals, one solution for which is leveraging OhioLINK. OhioLINK is a shared resource program amongst Ohio's public universities. The total value of all materials in

the system used by Miami in 2023 was over \$330M, while the cost to member universities was \$30M, making for a more than 11 to 1 value-to-cost ratio.

Some recent facilities projects include the start of HVAC renovation for the special collections vault, moving the music collection from the Center for Performing Arts, and King Library window replacement. Some upcoming projects include sensory rooms and study rooms, circulation desk upgrades, Mansfield Conference Room renovation, and HVAC upgrades. Dean Conley also reported that the Library's effort to reduce its required space has yielded a reduction of nearly 60,000 sq ft since 2017.

He also highlighted the new Student Leadership Academy which is currently on its third cohort. The Academy is donor-funded and developed by students. Its purpose is to engage student worker alumni, to recruit and retain new students, and to provide an inclusive opportunity for leadership growth. When fully implemented, it will include four pillars; personal leadership, professional leadership, service leadership, and mentorship.

Dean Conley also addressed affordability, which is a focus of the Libraries and over \$1.7M in cost savings for students have been obtained through the Library's educational resource/affordable grant work. He concluded by highlighting faculty collaborations and featured events.

## **Student Life**

### **Senior Vice President's Update**

Senior Vice President Jayne Brownell relayed the following:

There is always something new in Student Life. Every semester, we look for new ways to engage with students, communicate with them, and support them— because they keep changing year to year and so do their needs. Today you're going to hear from Dr. John Ward about trends and updates in the Student Counseling Service, and you also received our divisional newsletter about health and wellness. Before he does that, I want to share more about a new resource that we are in the process of rolling out. When the Mental Health Task Force made its recommendations two years ago, the topic that we felt was most urgent was improving the accessibility of information related to mental health and emotional well-being for students, faculty, and staff. Our web pages list lots of services, but students told us that they didn't know how to find what they needed, when they needed it. Staff and faculty pages outline employee benefits, but I realized that even I didn't know a lot of what was available. We wanted to move beyond a simple listing of services to include both a message of care for our community and more self-service, educational resources. The result is a new, comprehensive [mental health and well-being website](#), which we were able to develop thanks to the grant we received last year from the Ohio Department of Education.

*SVP Brownell then provided a website demonstration, taking the Committee through many of the resources offered. She concluded by stating:*

I want to thank the team that worked so hard to plan and implement this site, especially Jen O'Brien, the director of Student Life Communications, who led this idea every step of the way. The website had a soft launch in November, and we had more than 1,500 viewers visit the site in the first two weeks. Since then, we've continued to gather feedback and tweak the site, and we are planning a campaign to fully launch the site to campus in the coming weeks. Now, it's my pleasure to turn the podium over to John to tell us more about what is new in the Student Counseling Service.

### Student Counseling Service

Student Counseling Service Director John Ward updated the Committee on the office and the services it provides. He focused on the student health survey, institutional updates, and partners in mental health.

Regarding mental health challenges our students face, the survey shows:

- 66% of students report experiencing depression
- 56.5% of student report experiencing anxiety
- 24.7% screened positive for eating disorder
- 15.4% seriously thought about attempting suicide in the past year
- 4.5% made a plan to attempt suicide in the past year
- 1.2% attempted suicide in the past year

Regarding their experiences and the support provided by Miami, the survey indicates:

- 69.4% agree with the statement: *The culture at Miami supports mental health and well-being among students*
- 67.3% report having the ability to successfully handle life's stresses and adapt to change and difficult times.
- 79.1% of students report an experience of positive emotions, psychological functioning, and social functioning, most of the time

He reported that Miami has received new grants and donor funding, and implemented a student fee to help fund the necessary counseling and support for Miami students. He discussed institutional updates and stated that some new additions and enhancements include, the revamped website, online scheduling, a crisis text line, parent videos, and student of concern reporting.

### Enrollment Management and Student Success

Vice President Beech provided a Fall 2025 Admission update, stating applications overall exceed 40,000 total for the first time ever, with over 42,000 applications received to date. The largest percentage of year-over-year growth is for the Nursing program, with is up by 33% over last year. Thus far, confirmations are also up by more than 5% over last year. She also highlighted yield efforts which include:

- Divisional Events: Continuing to add tours/sessions tailored to student interests.
- Family Programs: Student health and wellness, orientation, housing.
- Exploratory Studies Programs: Tailored communications and events for students who did not get into FSB or nursing.
- Pathways: Partnering with the Student Success Center to offer more robust communications and events throughout the spring and summer.

She also provided updates on transfer admission, graduate student admission and Regional Campus admission before updating the Committee on Miami's admission test policy. She explained that test scores were required for admission to Oxford as a part of admission review until Fall 2021. During the pandemic, almost all selective colleges and universities, including Miami, suspended test score requirements. As of today, no IUC school has returned to requiring test scores as a part of admission review. The national trend is to maintain test optional with some exceptions, including; Ivy League schools, and highly-ranked (top 25) private and public universities.

Since going test optional, Miami has seen a 57% increase in applications, increased admission selectivity, and a retention rate increase from 89.2% to 90.1%. She reported that the intention is to make test optional Miami's permanent policy. If provided, test scores will still be welcomed as a part of holistic and contextual review. For select programs for which no score is provided, the Office of Admission may utilize more scrutiny of factors such as GPA, curriculum rigor, and AP scores.

VP Beech concluded with an update on Workday Student implementation. Resulting practices and changes will include:

- Stricter enforcement of home campus designation and course registrations by program of study
- An Integrated Academic Progress Report will replace uAchieve/DARS
- More consistent billing and course registration management for market driven tuition programs
- Dual system of record overlap during the transition period of Fall 2025 to Fall 2026

The current timeline is for completion of implementation by the end of calendar year 2026.

### Acceptance Rate Update

In December, the Committee received a presentation on Acceptance Rate. Because several of the attending Trustees had to leave that meeting early in order to attend a conflicting committee meeting, Vice Presidents Rivinius and Beech repeated their presentation. They first explained the definition of admission rate (admissions divided by applications) which is simple, however the calculation of each of the components is not straightforward and is inconsistent from university to university.

They next 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 all voting in favor and none opposed, the Committee went into executive session to consult with counsel, for personnel matters, promotion of public employees, 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 Haines, and a second by Trustee Ebbing, by voice vote the Committee unanimously voted to adjourn, with all voting in favor and none opposed.

### **Written Updates**

- [UCM – UCM Newsletter](#)
- [AA - Senate Update](#)
- [AA – Study Abroad/Away](#)
- [SL – Student Life Newsletter](#)
- [SL – Residence Life, Living Learning Communities](#)
- [SL – Occupancy Update](#)
- [EMSS – EMSS Newsletter](#)
- [EMSS - Financial Aid and Student Debt](#)



Theodore O. Pickerill II  
Secretary to the Board of Trustees



**UCM Update**  
*Focus on Graduate Marketing*

February 2025

# Introduction | Topics



## UCM Highlights

- Recent New Projects
- Sneak Peek (end of slide deck)



## Graduate Marketing

- History and Context
- Marketing Mix and Campaigns
- Analysis and ROI

# Recent New Projects





# Undergraduate: Search Mailer



# Undergrad: Yield Surprise and Delight Marketing

- Nearly **90K organic impressions** served via social media
- **16.1K tap backs** from the Instagram stories of the five (of six) recipients who shared their unboxing on Instagram stories





# Paycor In-Stadium Signage





# Paycor Stadium Sign



MIAMI UNIVERSITY

**No. 1 IN OHIO**

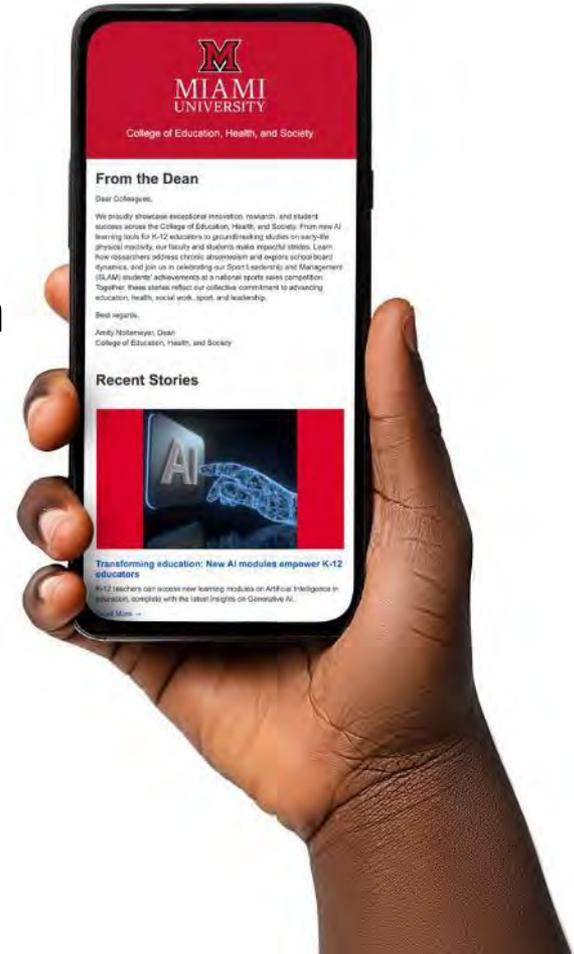
**FOR ROI**





# Divisional eNewsletters

- Peer influence campaign (quarterly)
- Engages more than 1,500 vice presidents, deans, and senior faculty around the nation
  - Academic divisions
  - Research offices
  - Graduate schools
- Collection of stories highlighting the division's awards, research, and thought leadership



# Graduate Marketing



# Graduate Recruitment and Marketing Background

2020

Graduate admission transitions to EMSS. Launched the graduate Slate CRM.

2021

Miami Online begins marketing grad. Tableau reporting launched. Admission team launched, then transitioned to EducationDynamics.

2022

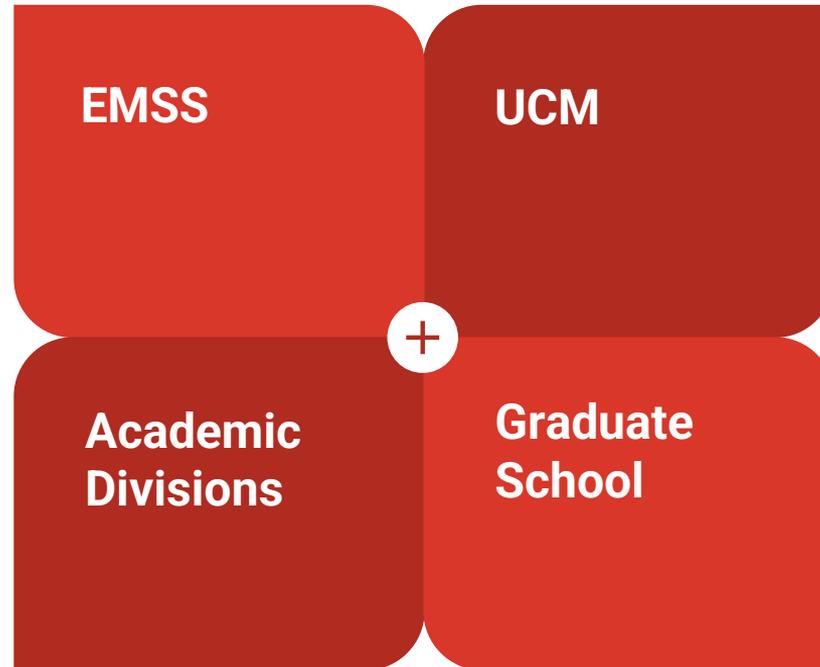
Grad marketing transitions to UCM. Lead nurturing begins for all targeted programs. Enhanced events in Slate with data tracking.

2023

Grad marketing team fully staffed. Email drip campaigns begin. Graduate School Dean hosts regular updates, admission meetings, and coordinates goal-setting.



# Graduate Recruitment and Marketing Today





# Final Graduate Enrollment Trends

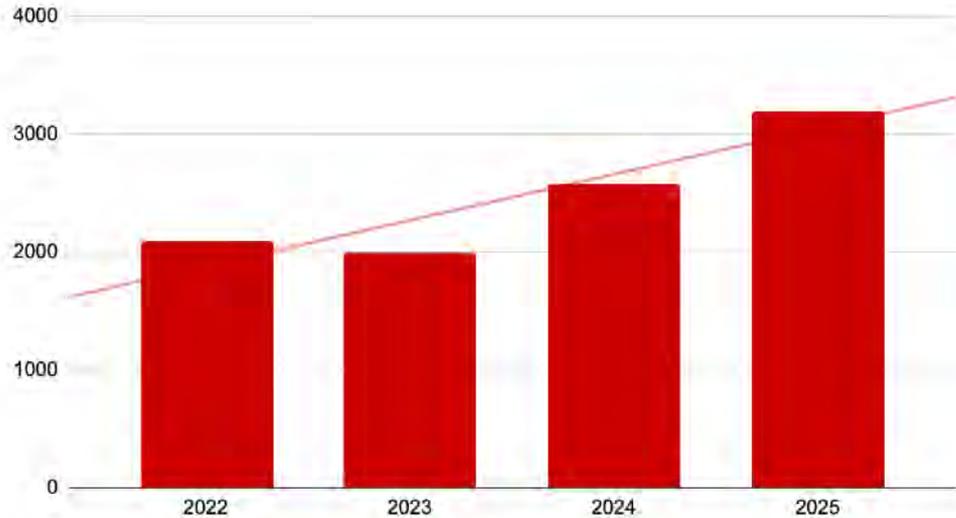
AY 2023-2024

	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Submitted Applications	2,295	2,711	2,669	3,524
Completed Applications	2,251	2,608	2,570	3,336
Admits	1,158	1,304	1,364	1,579
Admit Rate	51.4%	50.0%	53.1%	47.3%
Confirms	652	743	752	649
Confirmed as of Census	652	757	761	876
Enrolled at Census - GR	484	483	447	468
Enrolled at Census - UG	98	161	147	164
Confirmed But Not Enrolled at Census	70	113	167	244

**Applications increased about 30% over 2024 and about 50% since 2021.**



# YOY Graduate Enrollment Trends



## Apps increased:

- **23.5%** over 2024
- **52.7%** over 2022

Confirms up over 2023, down over 2024 as expected given new deposit requirement.

	2022	2023	2024	2025
Applications	2090	1994	2585	3193
Confirms	207	258	310	269



# Marketing and Communication

- **Digital marketing**
  - Build awareness
  - Generate leads
  - Increase applications
  - 20+ prioritized grad programs
- **Alumni and undergraduate outreach**
  - Email campaigns
  - Guaranteed admission to combined programs - UG yield
- **Lead nurturing — program-specific**
  - Email - recruitment and yield
  - Events - in-person and virtual
  - Divisional/departmental communication requests



# Current Graduate Marketing Resources

- Three-person UCM grad team
- External agencies — domestic and international
- Prioritize marketing spend on revenue generation
- Supporting Marketing Campaigns:
  - Brand
  - Overall Grad
  - Localized (Miami Students)
  - Program Specific

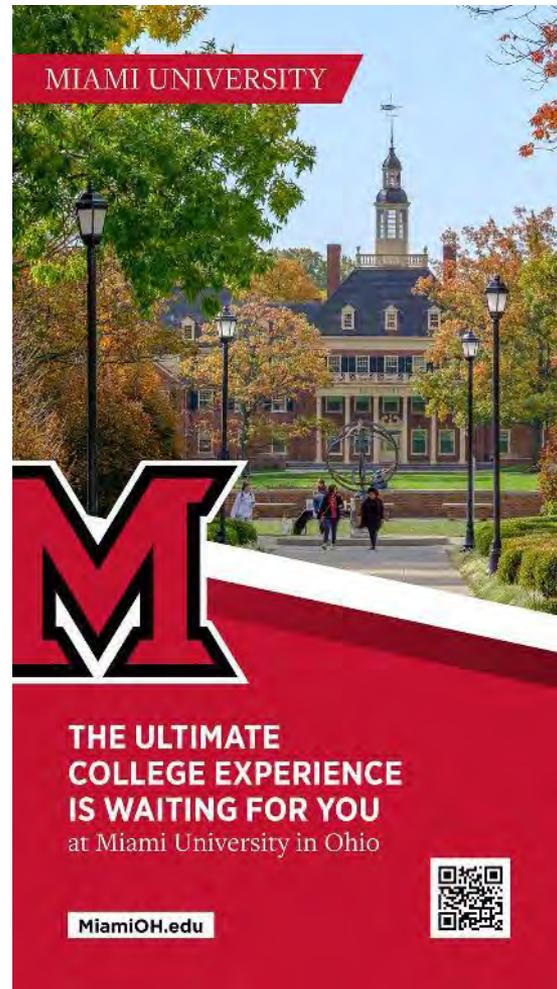
# Campaign Overview





# Brand Campaign

- Digital marketing:
  - 2021: 20 cities (11 states)
  - 2023/24: 36 cities (19 states)
  - 2025: 39 cities (20 states)
- Traditional/out of home:
  - 2022: 5 cities (3 states)
  - 2023/24: 13 cities (6 states)
  - 2025: 15 cities (8 states)
- Increased advertising dollars and number of buys in Ohio to increase market share in state



MIAMI UNIVERSITY

**No. 1 IN OHIO**

**FOR ROI**



**THE ULTIMATE  
COLLEGE  
EXPERIENCE**

is in Oxford, Ohio

[MiamiOH.edu/AtMiamiYouWill](https://MiamiOH.edu/AtMiamiYouWill)



Top 10 college  
for producing

**FORTUNE  
500 CEOs**

MONEY 25/240



*Brian Niccol '96*  
Chairman and CEO of Starbucks Coffee Company

# Overall Graduate Online

ONLINE *learning* endless POSSIBILITIES

FROM MIAMI UNIVERSITY  
GRADUATE SCHOOL

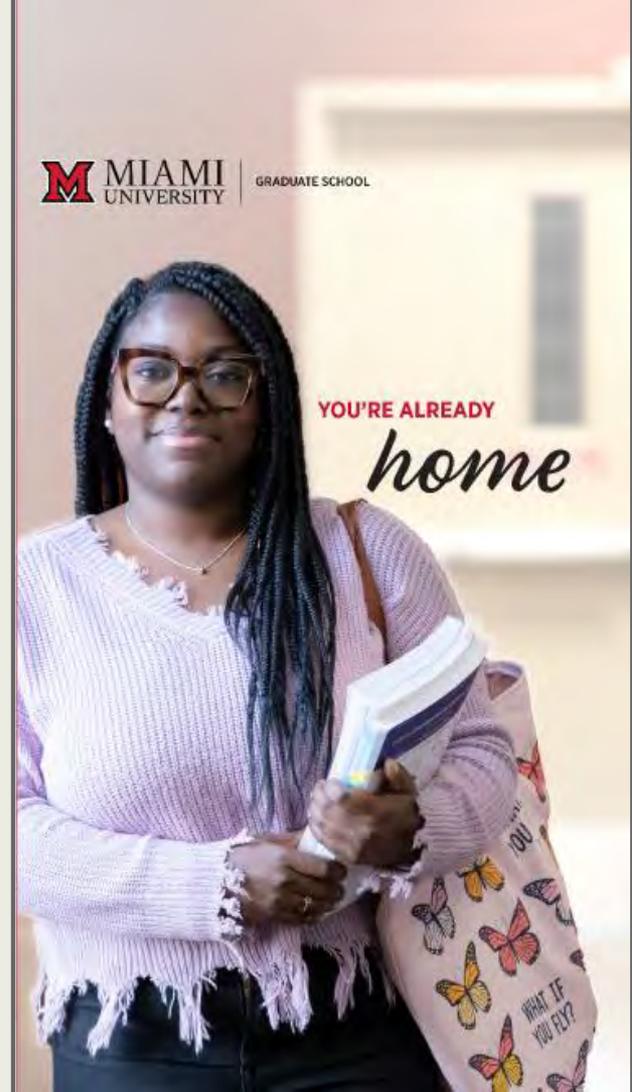
**M**

APPLY NOW >>

# Localized

(Miami undergrads)

27/240



# Program Specific



**M** MIAMI UNIVERSITY | FARMER SCHOOL OF BUSINESS

**POWERFUL**  
*outcomes*

Master of  
Business  
Administration

**APPLY NOW >>**

The advertisement features a portrait of a woman with blonde hair on the left side. The background is dark with a red border on the top-left and bottom-right corners. The text is white and yellow, with the word 'outcomes' in a yellow script font.

# Miami Online



Earn the **DEGREE** you want  
with the **FLEXIBILITY** you need

[LEARN MORE >](#)



**Miami Online** is designed  
with you in mind.

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**STUDY**  
what you want  
Enjoy the  
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Boost your resume  
Build your skills  
**Become a go-getter**

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MIAMI UNIVERSITY

**STUDY** what you want  
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[LEARN MORE >](#)

Boost your resume. Build your skills.  
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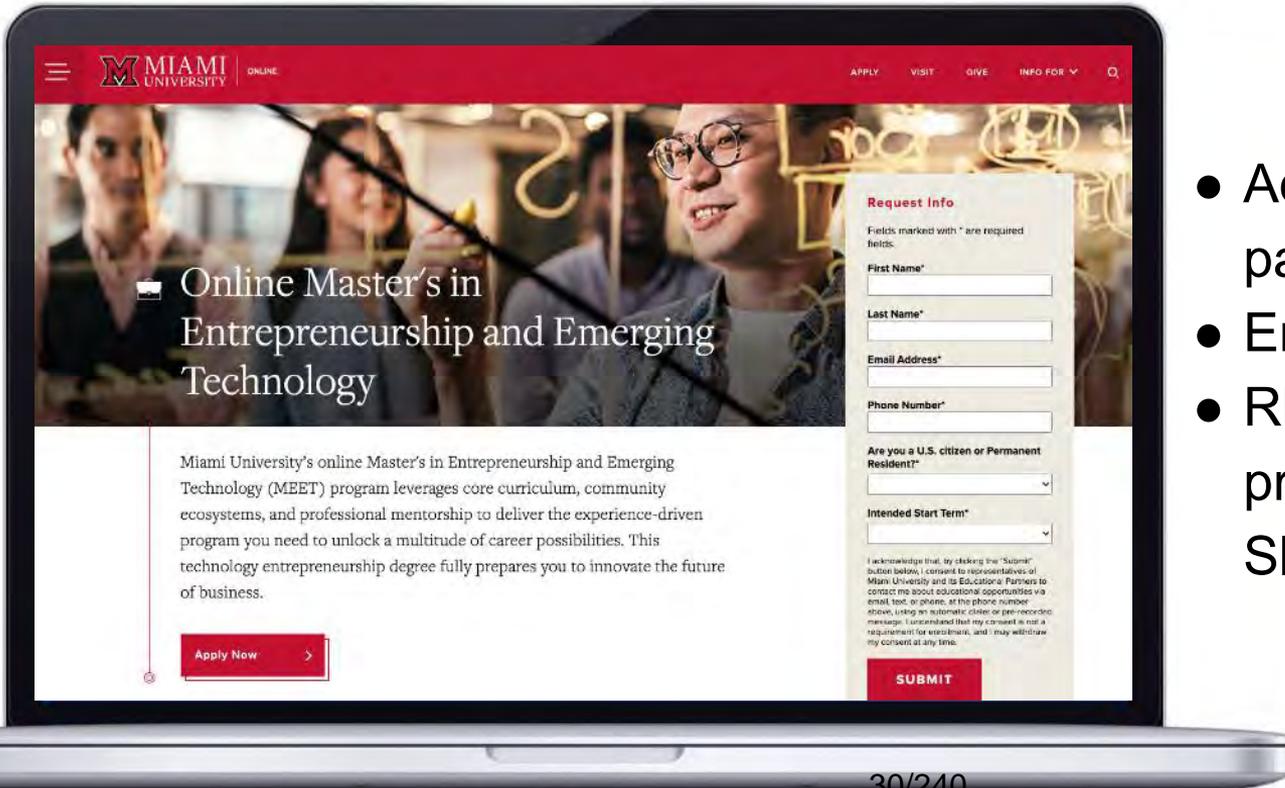


[LEARN MORE >](#)

Target Demographic: **Ages 20-25**

Target Demographic: **Ages 25-45**

# Campaign Landing Pages



- Ads point to landing pages
- Embedded RFI
- RFI submission = program attribution in Slate (CRM)

# Other Graduate Communication

- Miami Online website
- Recruitment one-sheeter
- Recruitment/yield emails
- Facilitate divisional email requests
- SEO for landing pages

**MIAMI UNIVERSITY** GRADUATE SCHOOL

**EDUCATIONAL LEADERSHIP, Ed.D.**

The Doctorate of Education (Ed.D.) in Educational Leadership from Miami University is designed for practitioners and leaders in P12 and higher education who seek to increase their knowledge of school leadership, policy, and practice while attaining a degree commensurate with their high level of scholarship and intellectual ability.

**BUILDING LEADERSHIP CAPACITY**

Students include P12 teachers and administrators, school psychologists, counselors, academic advisors, college instructors, school superintendents, community leaders, and parents. The Doctorate of Education program is student-centered, and our faculty provide students with individual attention and support.

**FLEXIBLE CAREERS**

Graduates of Miami's Ed.D. in Educational Leadership program pursue leadership roles at all levels of education, from early childhood to high school to higher education. Our alumni hold influential positions as teachers, administrators, superintendents, and directors. A doctorate increases your opportunities for career advancement, a higher salary, and leadership responsibilities.

**HYFLEX**  
On-campus and hybrid course options available

**\$995**  
Per credit hour  
\$35,700 investment

**APRIL 1**  
Summer term application deadline

**3 YEARS**  
Part-time completion

**COHORT-BASED MODEL**

The Ed.D. in Educational Leadership follows a cohort model, fostering relationships, networking, and support. Over three years of part-time study (60 credit hours), students progress through a structured course sequence, building a community of scholar-practitioners. Faculty and peers collaborate to sustain meaningful discussions, enriching learning and fostering mutual respect.

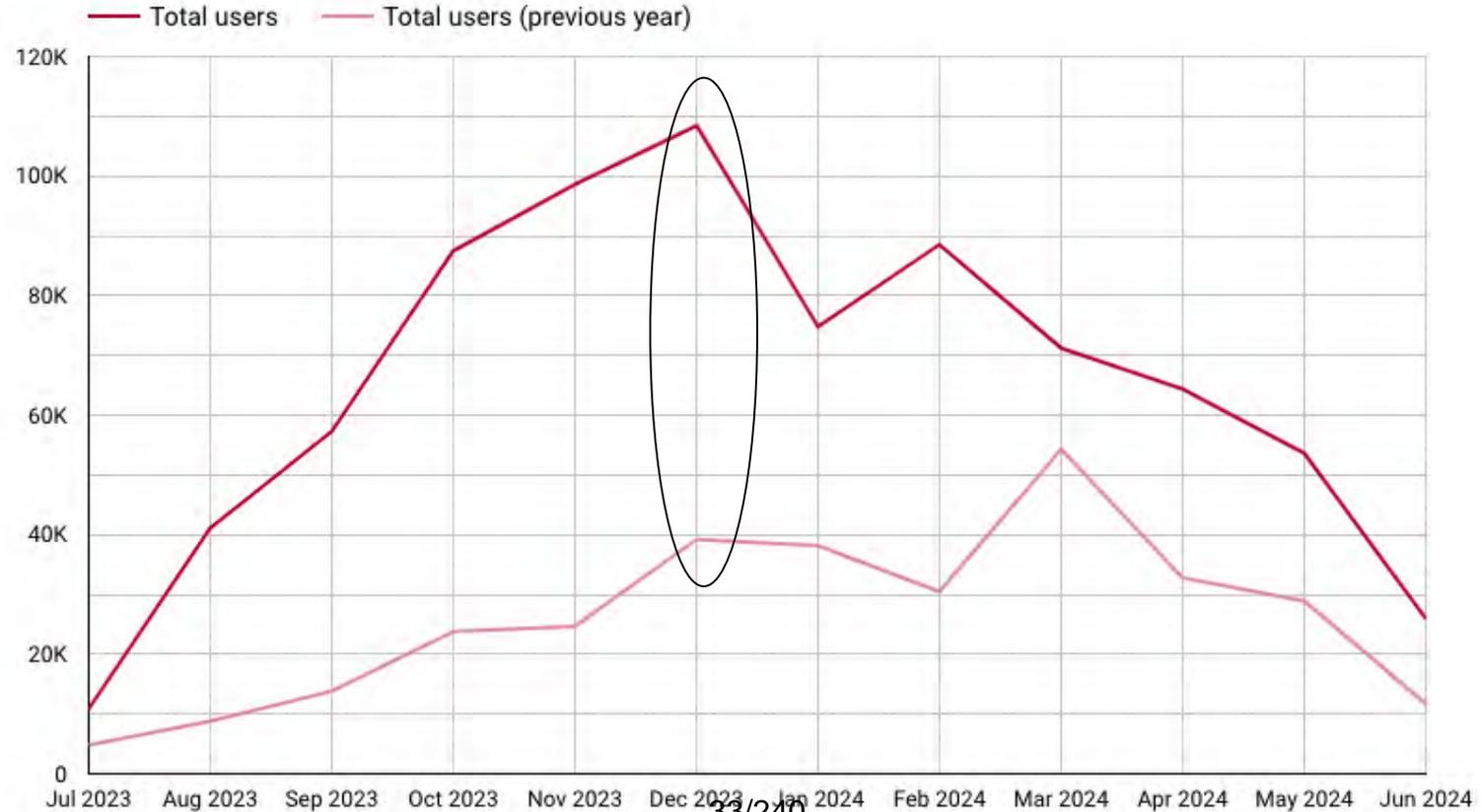
More information at [MiamiOH.edu/EdD](http://MiamiOH.edu/EdD)

# Marketing Analysis





# Web Visitor Traffic from Email\*

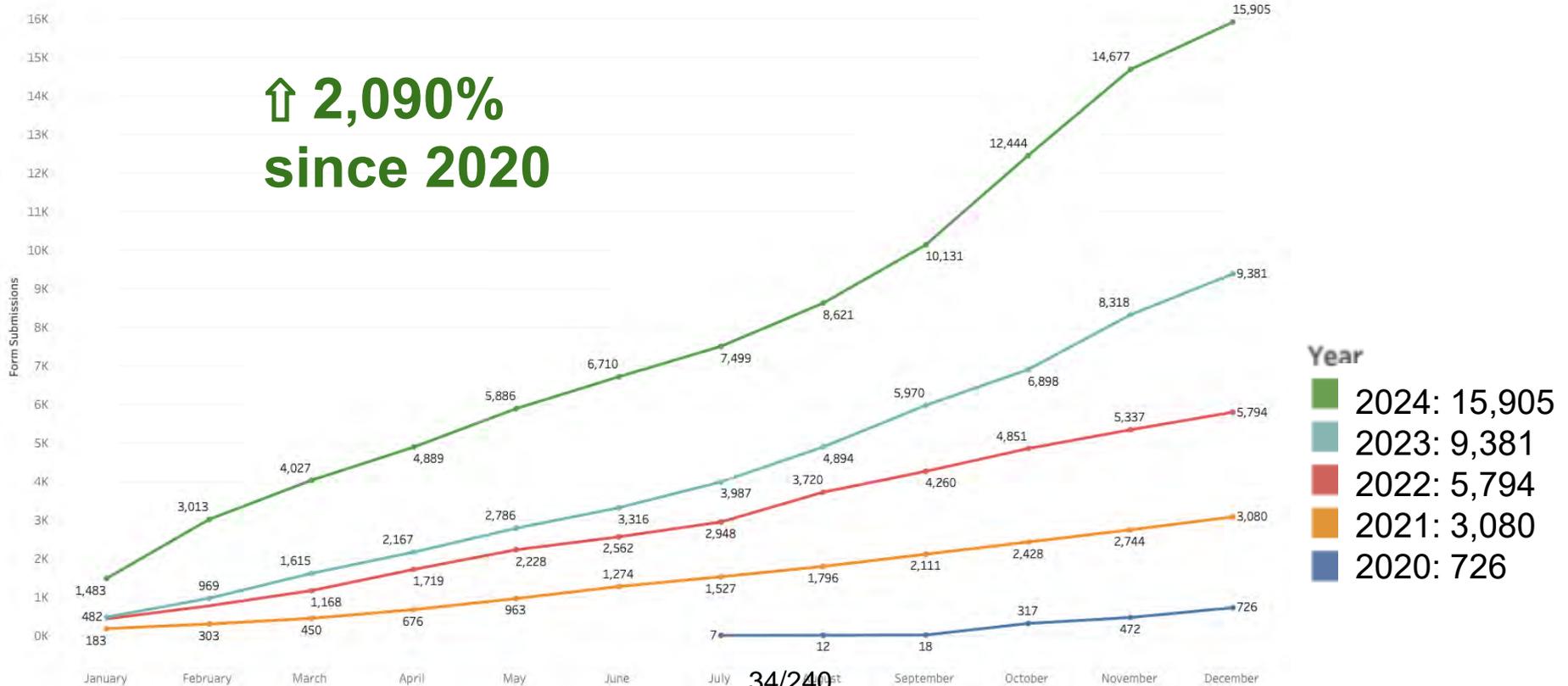


\*Undergrad search email campaigns excluded.



# Website Inquiries (Grad RFI Forms)

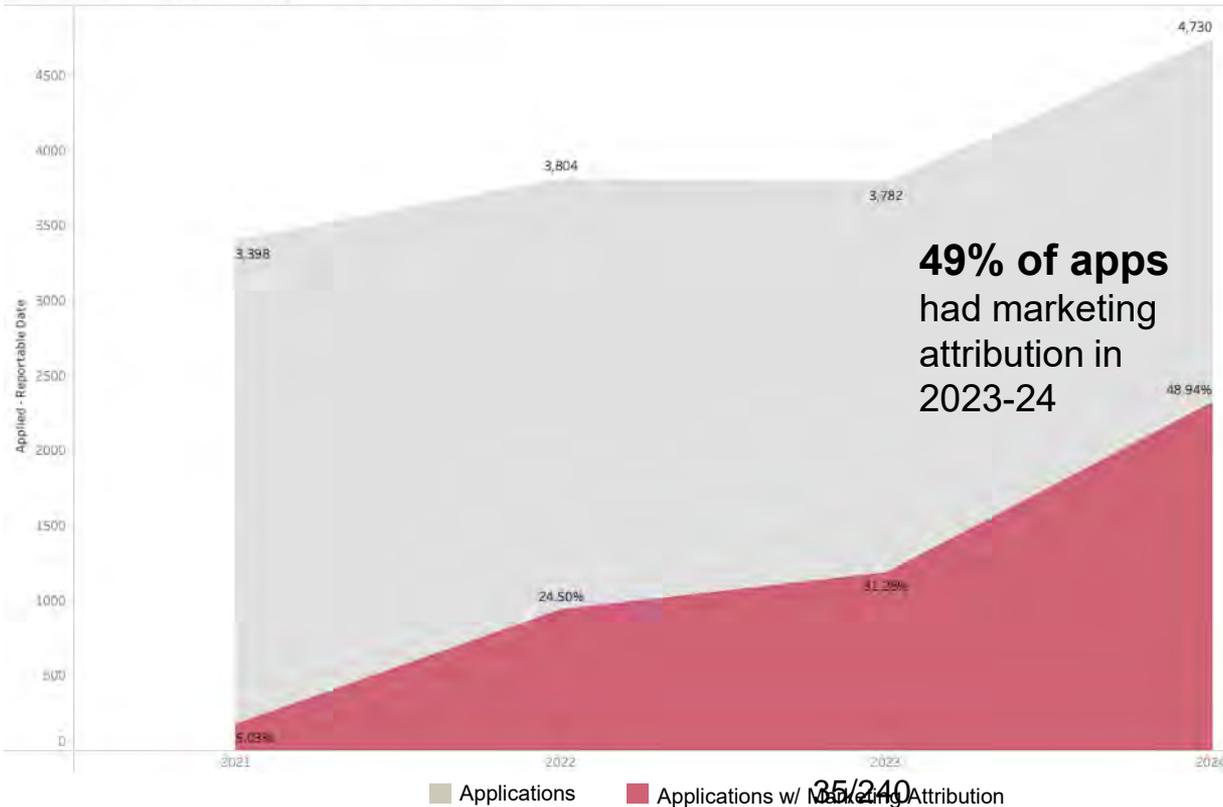
↑ 2,090%  
since 2020





# Digital Marketing Attribution in Applications\*

Marketing Attribution in Applications - Enrollment Year



↑ 95.69% YOY

## Apps w/ Marketing Attribution

2024-25: 3818 YTD

2023-24: 2315

2022-23: 1183

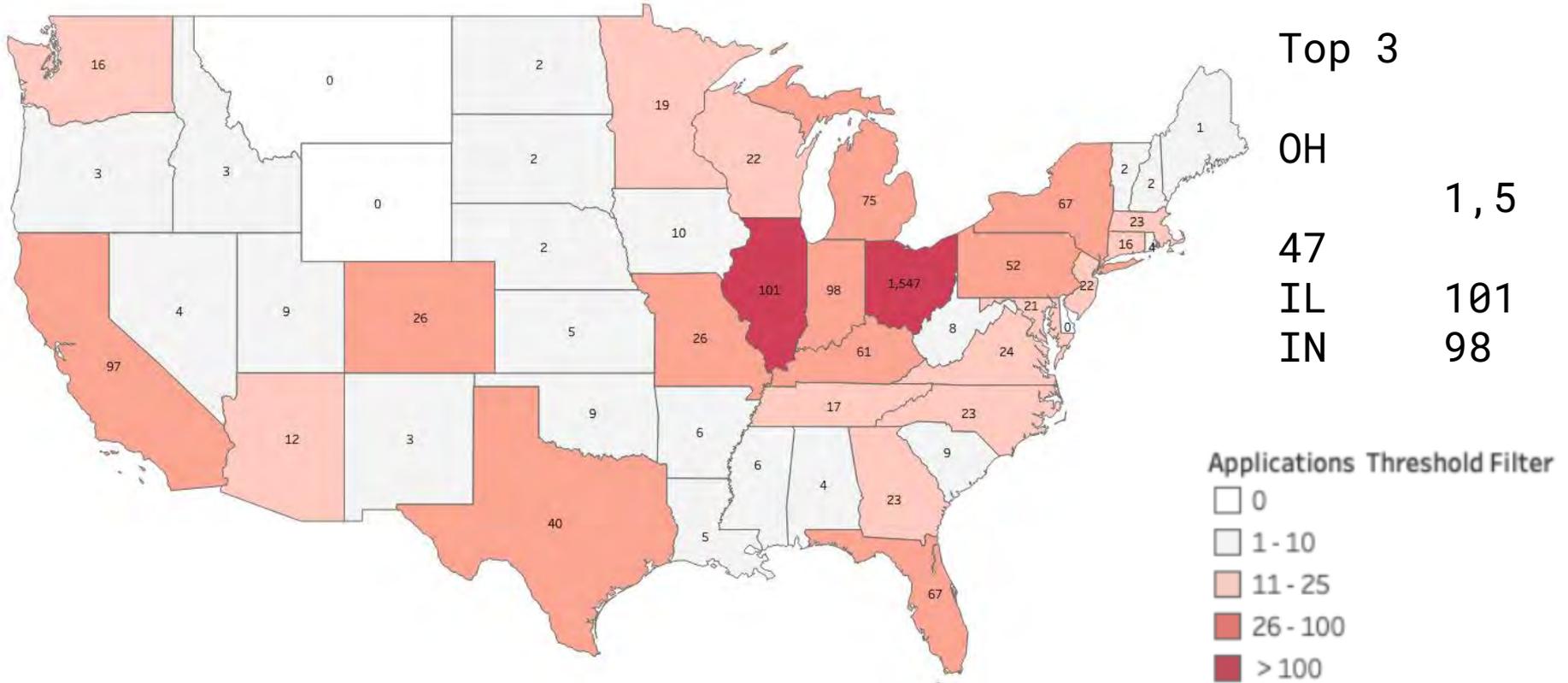
2021-22: 932

2020-21: 171

\* Includes some email marketing, but not all. Marketing attribution is based on at least 1 interaction. Excludes organic search.



# Distribution of Grad Applications 2023-24



# Case Study: Project Dragonfly

- Collaborative partnership
- Year-round digital campaign, greater impact
- **2025 applications up 25% over 2024**

RFI-to-app conversion rates		
	2024	2025
Advanced Inquiry Program	25%-52%	53%-82%
Global Field Program	24%	55%

How Project Dragonfly inspired me [🔗](#) [🔍](#)

Jamie Bercaw  
to me

8:59AM (9 hours ago) ☆ ↩ Reply ⋮



Dear Casey,

I'd like to introduce you to Kristin Molle, another one of our Miami University graduates.



# Case Study: Miami Online

In its first six weeks, the Miami Online marketing campaign generated:



More than **40 million** impressions



**43,000** clicks to Miami's website



**25** prospective students requesting information



**3** admitted students



# Moving Forward

## Strengthening data-informed decision making

- Marketing cost, ROI
- Geographic targeting
- Tactic analysis
- Marketing plans
- Discovery meetings (new programs)
- Annual check-ins (existing programs)

# Sneak Peek



# Documentary: Cradle of Coaches

- A feature documentary highlighting the historic Cradle of Coaches at Miami University featuring the 10 coaches memorialized at Yager Stadium.
- Joint effort between multiple divisions, led by Advancement, Athletics, and UCM
- Timeline:
  - 2025: Ongoing Production & Preliminary Editing
  - 2026: Post-Production & Film Festival Readiness
  - 2027: Film Festival Circuit & Public Release



# Thank you!

Jessica Rivinius [rivinius@miamioh.edu](mailto:rivinius@miamioh.edu)





February

# Provost's Updates: Academic and Student Affairs Committee

# Agenda:

- Overview of Promotion and Tenure Process
- Low-enrolled programs and courses
- Miami Plan updates

# Promotion and Tenure



# Tenure and Promotion: Process

- Annual evaluation:
  - Years 1 and 2: faculty reviewed by P&T Committee, Chair, Dean
  - Years 3-5: faculty reviewed *a/so* by the Provost
  - Faculty go up for tenure in their 6th year
- External Review: 4 letters (min) sought for research evaluation in summer of 5th year.
- Fall of 6th year: faculty reviewed by P&T Committee, Chair, & Dean
- If one of these 3 votes is positive, moves to UPT
- If positive, decision moves to Provost, President, and BOT
- Once faculty have achieved tenure, they are evaluated annually



# Promotion & Tenure: Definitions

Expectations (from the Policy Library)

In order to secure and retain an exemplary faculty, the following all-University criteria as demonstrated by suitable evidence, shall be used to make tenure recommendations:

1. **high-quality teaching and academic advising;**
2. **research, scholarly and/or creative achievement** of high quality and its prospective continuation;
3. **productive professional service;** and,
4. **professional collegiality** within the department, division, campuses, and University community.

# Tenure and Promotion: Teaching

Miami requires *multiple measures of teaching effectiveness*:

- Student course evaluation data
- Peer review of classes by Department Chair or colleagues
- [Mid-Term evaluation tools](#) administered by CTE
  - Online course evaluations, Bare Bones Questioning Technique (BBQT), Student Assessment of Learning Gains (SALG), etc.
- Outside review of course materials
- Summary of student comments

# Tenure and Promotion: Research

- “Research, scholarly and/or creative achievement of high quality and its **prospective continuation**” is defined as meaning that a person has developed and formally presented through publication, performance, or other appropriate means **a sustainable body of research, scholarship and/or creative work that is judged to be substantive and of high quality by others in the discipline.** The university values an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, and application. Given this perspective, promotion and tenure reviews, as detailed in the criteria of individual departments and divisions, **will recognize original research and creative/artistic contributions in peer-reviewed outlets** as well as high quality integrative and applied forms of scholarship that involve collaborations with business and community partners, including translational research, commercialization of discoveries, technology transfer activities, and patents.



# Faculty receiving **Tenure and Promotion:**

## Promotion to Associate Professor and Tenure candidates (18)

Sara Arter	Tricia Neu
Mithun Bhowmick	Paul Reidy
Jason Boock	Sujay Sabnis
Allison Farrell	Matthew
Jeffrey Hunger	Schwieterman
Elizabeth Hutton	Zhe (Jay) Shan
Jeffrey Kruth	Jingjuan She
Imran Mirza	Sydney Shu
Ally (Laila) Murphy	Anne Whitesell
	Yibo (James) Zhang

## Promotion to Full Professor candidates (22)

Elena Albarran	Jeff Kuznekoff
Katherine Batchelor	Hongmei Li
Dawn Blitz	Xi Liu
William Brink	Joel Malin
Joomi Chung	Pascal Massie
Caleb Eckhardt	Beth Miller
Mack Hagood	Rosemary Pennington
Elisabeth Hodges	Brody Ruihley
Tracey Hoffman	Lindsay Schakenbach Regele
Paul James	Kyle Timmerman
Kelly Knollman-Porter	David Woods



## Promotion to Associate Librarian and Continuing Contract candidates

Kristen Adams  
Laura Birkenhauer  
Cara Calabrese  
Sarah Nagle  
Meng Qu  
Jaclyn Spraez

# Low-Enrolled Programs and Classes



# Low-Enrolled Programs

- Since the fall of 2020, 76 degree programs (majors, co-majors, and certificates) have been eliminated. We continue to monitor programs with fewer than 50 majors. In 23/24 programs with under 35 majors were eliminated. SB 1 would have a state minimum of 20.
- Of the 76 programs:
  - 58 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 2025, Black = Fall 2024]

- American Studies, B.A.
- Art History, BA
- Athletic Training, B.S.
- Critical Race and Ethnic Studies, B.A.
- eSports Management, M.A.
- French, B.A.
- German, B.A.
- Geography, BA
- 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.



## Bachelors and Associates Degrees offered in peer schools: *\*by Academic Program CIP Code*

Ohio University	248	
Purdue		229
Ohio State		200
Indiana University	200	
Central Michigan	200	
Eastern Michigan	188	
Kent State University	187	
Wright State		160
University of Cincinnati	126	
Ball State		119
<b>Miami University</b>		<b>113</b>
University of Mass.	111	
Cleveland State		70

# Strategies for reducing low-enrolled **sections**

- Streamline curriculum
  - Liberal Ed's CELL initiative
  - Reduce # of capstone courses in the Miami Plan
  - APEIP
  - Net-zero philosophy for new curriculum
- Raised minimum section size from 12 to 15 (effective S2025)
- Increased the data pulls beginning 2 months out
- Sharing data with deans and supporting divisional strategies



# Low Enrolled Sections - All Campuses

## Total/All Sections

TERM	Enrollment	Total	Total Sections	All Sections % <15	Exclude	Include	Included Sections	Included Sections % under 15
Fall 2023	<15	<b>1,782</b>	<b>4,805</b>	<b>37%</b>	1,128	654	3,564	18%
	15+	3,023			113	2,910		
Spring 2024	<15	<b>1,901</b>	<b>4,679</b>	<b>41%</b>	1,264	637	3,310	19%
	15+	2,778			105	2,673		
Fall 2024	<15	<b>1,722</b>	<b>4,689</b>	<b>37%</b>	1,096	626	3,492	18%
	15+	2,967			101	2,866		
Spring 2025	<15	<b>1,528</b>	<b>4,444</b>	<b>34%</b>	1,097	431	3,269	13%
	15+	2,916			78	2,838		

# Course Types **Included** in Low Enrollment Count

- All Lecture classes (Cross-listed and stacked (graduate/undergraduate) courses are listed once with total enrollments), including:
  - Capstone courses
  - Graduate courses
  - ACE courses & ESL courses for international students
  - Lab courses (often limited by equipment)
  - All Foreign Language courses
  - Music courses
  - Remedial/support courses taught by faculty
  - Seminar courses, including UNV101
  - Field Experience courses\*

# Course Types **Excluded** from the Low Enrollment Count

- Independent Study, MS and Dissertation Research courses
- Internships
- Non-Credit Workshop courses
- ROTC courses (AES/NSC/MSC)
- CIN (Cincinnati consortium placeholder courses)
- Study Abroad and Luxembourg courses
- Nursing and PA Off site Clinical Site Rotation courses
- Nursing Clinical Lab courses (fixed at 10 due to accreditation)
- EHS courses by Rec Sports and/or Goggin staff



# Low Enrolled Sections - All Campuses

## Included Sections ONLY

TERM	Enrollment	Total	Total Sections	All Sections % <15	Exclude	Include	Included Sections	Included Sections % under 15
Fall 2023	<15	1,782	4,805	37%	1,128	<b>654</b>	<b>3,564</b>	<b>18%</b>
	15+	3,023			113	2,910		
Spring 2024	<15	1,901	4,679	41%	1,264	<b>637</b>	<b>3,310</b>	<b>19%</b>
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	15+	2,967			101	2,866		
Spring 2025	<15	1,528	4,444	34%	1,097	<b>431</b>	<b>3,269</b>	<b>13%</b>
	15+	2,916			78	2,838		





# Spring 2025 <15 Enrollment Course Type Breakdown

TERM	Enrollment	Exclude	Include	Included Sections	Included Sections % under 15
Fall 2023	<15	1,128	654	3,564	18%
	15+	113	2,910		
Spring 2024	<15	1,264	637	3,310	19%
	15+	105	2,673		
Fall 2024	<15	1,096	626	3,492	18%
	15+	101	2,866		
<b>Spring 2025</b>	<b>&lt;15</b>	<b>1,097</b>	<b>431</b>	3,269	13%
	15+	78	2,838		

		COURSE TYPE	GR	UG	UG/GR	Total
Exclude	Individual Studies		351	501		852
	Internship		16	59		75
	Lab		2	53		55
	Clinical		11	33		44
	Lecture/Lab			18		18
	Practicum		8	4		12
	Lecture		1	9		10
	Seminar		3	5		8
	Discussion		1	7		8
	Non Credit		7			7
	Other		3	2		5
	Recitation			2		2
	Field Experience		1			1
<b>Exclude Total</b>			<b>404</b>	<b>693</b>		<b>1,097</b>
Include	Lecture		58	121	15	194
	Studio		5	54	11	70
	Lab			45	1	46
	Lecture/Lab		11	31	3	45
	Seminar		29	13	2	44
	Discussion		22	5	1	28
	Discussion / Seminar		1			1
	Seminar / Studio			1		1
	Lecture/Lab / Studio			1		1
	Recitation			1		1
<b>Include Total</b>			<b>126</b>	<b>272</b>	<b>33</b>	<b>431</b>

How do we further reduce this 13% low enrolled section offering?

# Miami Plan Updates



**Old Plan**  
***Global Miami Plan***  
**Juniors and Seniors**

**New Plan**  
***Miami Plan***  
**Freshman and**  
**Sophomores**  
**New in Fall 2023**

# New Plan:

- **Focuses on NACE (employer) competencies**
- **Designed for flexibility:**
  - Signature Inquiries replaces Thematic Sequence (9 ch) but *double dips with Perspectives Areas*
  - Major courses embedded in the plan (i.e. Engineering)
- **High impact practices:**
  - UNV 101 (first year seminars)
  - Undergraduate research
  - Capstone
  - Writing intensive courses
- **Coursework focused on transferable skills**

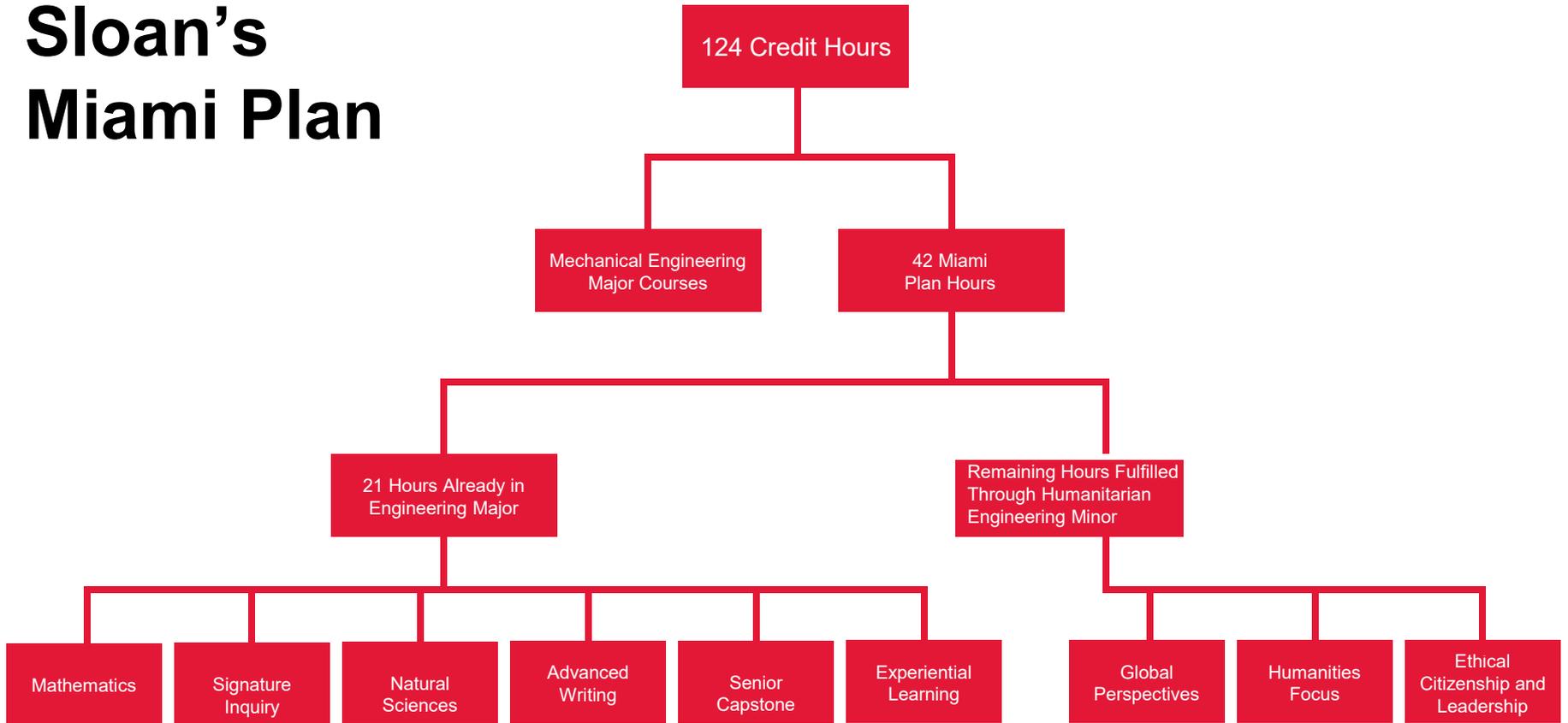
# Sloan's Academic Journey with MP

- **Meet Sloan** → Miami Engineering Student
- **Starting fresh:** 124 hours, worried about "extra" requirements
- **Smart Integration:** Major + Miami Plan
  - 21 of 42 Miami Plan hours built **right into** engineering courses
  - **Engineering requirements do double duty** - technical skills + core requirements
- **The Perfect Fit**
  - **Humanitarian Engineering minor** completes **ALL** remaining Miami Plan hours
  - No "extra" classes - every course serves multiple purposes
- **The Result**
  - Engineering degree + humanitarian focus
  - Zero "wasted" credits, maximum impact





# Sloan's Miami Plan



# Breaking it down:

- Perspectives Area = 39 credit hours (OT 36)
  - Miami requires 3 additional hours of Global Citizenship
- Signature Inquiries = 9 credit hours (all double dip w/ Perspectives)
- Capstone = 3
- Total minimal requirements = 42 hours (OT 36 + 6)

Within Sloan's Major/Minor: 21/6

- Perspectives: Math (4), Natural Science (4), Advanced Writing (3)
- Signature Inquiries: CEC 111/112 (4), CEC 222 (3), ATH 183 (3)
- Capstone: (3)





# Miami Plan Course Offerings

Division	2021-22	2024-25	Percentage Change (%)
CEHS	68	52	-23.5
CEC	23	12	-47.8
CLAAS	40	42	5.0
CAS	535	353	-34.0
CCA	84	69	-17.9
FSB	64	25	-60.9

# New Plan reduces complexity and CRNs

- 2024: 65 courses removed (must be taught every 2 years)
- 2025: 121 courses removed and 43 deactivated.
- Thematic sequences eliminated
- Advanced writing & capstone/experiential plus many Perspectives courses are embedded in the requirements for the major



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

 February 28, 2025  
 Academic Affairs

**RESOLUTION R2025-26**

**BE IT RESOLVED** that the Board of Trustees hereby approved the following faculty for promotion and tenure, and librarians for promotion and continuing contract, effective July 1, 2025:

First Name	Last Name	Division	Campus	Department	Promotion Recommendation
Sara	Arter	CLAAS	Hamilton	Nursing	Associate Professor and Tenure
Mithun	Bhowmick	CLAAS	Middletown	Mathematical and Physical Sciences	Associate Professor and Tenure
Jason	Boock	CEC	Oxford	Chemical, Paper, and Biomedical Engineering	Associate Professor and Tenure
Allison	Farrell	CAS	Oxford	Psychology	Associate Professor and Tenure
Elizabeth	Hutton	CAS	Oxford	English	Associate Professor and Tenure
Jeffrey	Kruth	CCA	Oxford	Architecture and Interior Design	Associate Professor and Tenure
Imran	Mirza	CAS	Oxford	Physics	Associate Professor and Tenure
Ally (Laila)	Murphy	CLAAS	Regionals	Education and Society	Associate Professor and Tenure
Tricia	Neu	CLAAS	Hamilton	Nursing	Associate Professor and Tenure
Paul	Reidy	EHS	Oxford	Kinesiology, Nutrition and Health	Associate Professor and Tenure
Sujay	Sabnis	EHS	Oxford	Educational Psychology	Associate Professor and Tenure
Matthew	Schwieterman	FSB	Oxford	Management	Associate Professor and Tenure
Zhe (Jay)	Shan	FSB	Oxford	Information System & Analytics	Associate Professor and Tenure
Jingjuan	She	CEC	Oxford	Mechanical & Manufacturing Engineering	Associate Professor and Tenure
Sydney	Shu	FSB	Oxford	Accountancy	Associate Professor and Tenure
Anne	Whitesell	CAS	Oxford	Political Science	Associate Professor and Tenure
Yibo (James)	Zhang	FSB	Oxford	Accountancy	Associate Professor and Tenure
Elena	Albarran	CAS	Oxford	History / Global and Intercultural Studies	Full Professor
Katherine	Batchelor	EHS	Oxford	Teaching, Curriculum and Educational Inquiry	Full Professor
Dawn	Blitz	CAS	Oxford	Biology	Full Professor
William	Brink	FSB	Oxford	Accountancy	Full Professor
Joomi	Chung	CCA	Oxford	Art	Full Professor
Caleb	Eckhardt	CAS	Oxford	Mathematics	Full Professor

Mack	Hagood	CAS	Oxford	Media, Journalism and Film	Full Professor
Elisabeth	Hodges	CAS	Oxford	French, Italian and Classical Studies	Full Professor
Tracey	Hoffman	CLAAS	Regionals	Education and Society	Full Professor
Paul	James	CAS	Oxford	Biology	Full Professor
Kelly	Knollman- Porter	CAS	Oxford	Speech Pathology and Audiology	Full Professor
Jeff	Kuznekoff	CLAAS	Middletown	Interdisciplinary and Communication Studies	Full Professor
Hongmei	Li	CAS	Oxford	Media, Journalism and Film	Full Professor
Xi	Liu	FSB	Oxford	Finance	Full Professor
Joel	Malin	EHS	Oxford	Educational Leadership	Full Professor
Pascal	Massie	CAS	Oxford	Philosophy	Full Professor
Beth	Miller	EHS	Oxford	Kinesiology, Nutrition and Health	Full Professor
Rosemary	Pennington	CAS	Oxford	Media, Journalism and Film	Full Professor
Brody	Ruihley	EHS	Oxford	Sport Leadership and Management	Full Professor
Lindsay	Schakenbach Regele	CAS	Oxford	History	Full Professor
Kyle	Timmerman	EHS	Oxford	Kinesiology, Nutrition and Health	Full Professor
David	Woods	CLAAS	Regionals	Computer and Information Technology	Full Professor
Kristen	Adams	University Libraries	Oxford	Advise & Instruct Dept.	Continuing contract and Associate Librarian
Laura	Birkenhauer	University Libraries	Oxford	Learning and Engagement Dept.	Continuing contract and Associate Librarian
Cara	Calabrese	University Libraries	Oxford	Access and Borrow Dept.	Continuing contract and Associate Librarian
Sarah	Nagle	University Libraries	Oxford	Create & Innovate Dept.	Continuing contract and Associate Librarian
Meng	Qu	University Libraries	Oxford	Web Services/Web Design Dept.	Continuing contract and Associate Librarian
Jaclyn	Spraetz	University Libraries	Oxford	Learning and Engagement Dept.	Continuing contract and Associate Librarian

February 24, 2025  
Academic and Student Affairs

**RESOLUTION R2025-27**

WHEREAS, University Senate on February 24, 2025 passed SR 25-10, endorsing a proposed degree and major, Electrical and Computer Engineering - Master of Engineering.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Electrical and Computer Engineering - Master of Engineering.

*Approved by the Board of Trustees*

*February 28, 2025*



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>

February 24, 2025

To: Gregory P. Crawford, President  
From: Elise Radina, Secretary of the University Senate  
Re: Curriculum Approval  
SR 25-10 Electrical and Computer Engineering - Master of Engineering

On February 24, 2025, University Senate adopted SR 25-10:

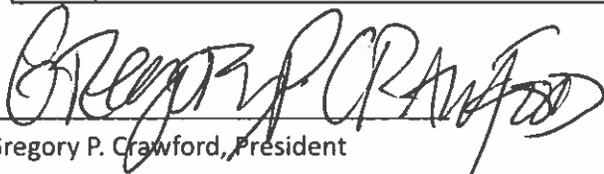
**BE IT HEREBY RESOLVED** that University Senate endorses the proposed program,  
Electrical and Computer Engineering - Master of Engineering

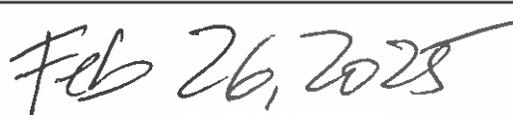
**AND FURTHERMORE**, that the endorsement by University Senate of the proposed  
degree will be forwarded to the Miami University Board of Trustees for consideration.

**Approval of the President**

I, Gregory P. Crawford, President of Miami University, approve/do not approve: Electrical and Computer  
Engineering - Master of Engineering

<input checked="" type="checkbox"/>	Approve Forward to the Board of Trustees for action (copy to Secretary of University Senate)
<input type="checkbox"/>	Do Not Approve

  
Gregory P. Crawford, President

  
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, 26 Sep 2024 13:14:27 GMT

## Viewing: : **Electrical and Computer Engineering - Master of Engineering**

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Last edit: Thu, 26 Sep 2024 17:48:35 GMT

Changes proposed by: camerotm

### Contact(s)

Name	Phone	Email
Mark Scott	5135290745	scottmj3@miamioh.edu
Chi-Hao Cheng	513-529-0752	chengc@MiamiOH.edu

### General Bulletin Edition

2025-2026

### Proposed start date

Fall 2025

### Level

Graduate

### Program Type

Major/Concentration within Existing Degree

### Delivery site(s)

Oxford

### CIP Code

141001 - Electrical and Electronics Engineering

### Department

Electrical & Computer Engineer

### Related Department

### College

Col of Engineering & Computing

### Related College

### Degree

Master of Engineering

**General Bulletin Title**

Electrical and Computer Engineering - Master of Engineering

**Program Code****Educator Preparation Programs:**

**Indicate the program request leads to educator preparation licenses or endorsements**

**Licensure:**

No

**Endorsement:**

No

**Rationale for the proposal**

This program provides the department, the division, and the university with a way to increase revenue from fee-paying students with a 'minor incremental cost' of managing the non-thesis completion options described below.

## Introduction

**Brief summary of the request**

Aside from the culminating experience coursework, all of the courses for the Master of Engineering (M. Eng.) in Electrical and Computer Engineering overlap with our existing Master of Science (M.S.) in Electrical and Computer Engineering. Students pursuing an M. Eng. in Electrical and Computer Engineering can earn their degree by fulfilling the coursework requirements laid out in this proposal at their own pace. The curriculum is designed to provide students with a solid background in Electrical and Computer Engineering. Another strong feature of the program is the incorporation of culminating experience. This includes an internship, an industrial practicum, or a non-thesis project. An M. Eng. in Electrical and Computer Engineering consists of 30 credit hours, can be completed within a year on a full-time basis, or pursued over a longer period of time by working professionals and non-traditional students.

## 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 program is housed in the Department of Electrical and Computer Engineering (ECE). The Graduate Program Director (GPD, currently Dr. Mark Scott) and the ECE Chair (Prof. Chi-Hao Cheng) are responsible for the administration of this program. The faculty that support the program are the Electrical and Computer Engineering faculty listed in this proposal (Chi-Hao Cheng, Veena Chidurala, Dmitriy Garmatyuk, Peter Jamieson, Gokhan Sahin, Mark Scott, Brian Swanson, Bryan Van Scoy, and Qihou Zhou) as well as other ECE or CEC faculty who teach the 500-level or 600-level courses listed as electives.

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

The administrators for this M. Eng. program are the Graduate Program Director (GPD), the ECE Department Chair, and the CEC Graduate Council Chair. The GPD, currently Mark Scott, is responsible for communicating with prospective applicants about the program. The GPD also works with the ECE Chair (Prof. Chi-Hao Cheng), the CEC Graduate Program Coordinator (Prof. Tim Cameron), and the CEC Director of Industrial Relations (Colleen Bush) to advertise the program and prepare a list of internship opportunities for the MEng students.

**Upload this individual's CV/resume**

ABET\_Scott\_2024\_CV.docx

ABET\_Cheng\_2024\_CV.docx

**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.**

ECE Faculty meetings - meets biweekly during fall and spring

ECE Industrial Advisory Council - meets once a year

## Program development

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

A key element of Miami's strategic planning is to "advance knowledge in the professional fields considered most in-demand throughout Ohio, the region, and the nation." For example, according to Intel.com (retrieved on June 22, 2022) "Intel is planning to invest more than \$20 billion in the construction of two new leading-edge chip factories in Ohio to boost production to meet the demand for advanced semiconductors, power a new generation of innovative products from Intel, and serve the needs of foundry customers." This M. Eng. program can potentially train highly-skilled professionals for Ohio industries. As

described in this proposal, this MEng program will help to "prepare students with the versatile skills and mindset to meet the needs of a demanding and dynamic workforce".

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

**If completed, 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.**

The ECE department consulted with its Industrial Advisory Board during its annual meeting in, and they strongly support the proposal.

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

This M. Eng. program does not require ABET accreditation. Nevertheless, for the HLC, the program and course outcomes will be assessed according to the ECE department's guidelines while following the general criteria from Miami University's assessment process, and those established by ABET for engineering programs. The GPD, the ECE Chair, and the Electrical and Computer Engineering faculty will be responsible for the assessment of the program and course outcomes. These assessments will be reported annually to Miami University.

## Collaboration with other Ohio institutions

**Indicate opportunities for collaboration with Chancellor's Council on Graduate Studies (CCGS) member institutions.**

Unknown

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

n/a

## 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.**

Applicants must have completed their B.S. degree to enroll in this program, and no B.S./M.S. double counting of courses is allowed. Potential applicants for the program can hold a B.S. degree in other engineering disciplines, computer science, mathematics, or physics. Similar to the Master of Science (M.S.) in ECE, the requirements are a minimum GPA of 2.75, a curriculum vitae, a statement of purpose, and three letters of recommendation. For international applicants, a TOEFL score of at least 95 or equivalent English proficiency test as allowed for by the graduate school. Non-engineering students will be required to complete the following prerequisites before formally being admitted to this M. Eng program:

- i. Differential Equations for Engineers (MTH 245) or Linear Algebra and Differential Equations for Engineers (MTH 246),
- ii. ECE 205
- iii. ECE 306
- iv. A subset of those courses as per the advisor and graduate committee's permission

Students who wish to enroll in any electives offered by the other CEC departments will need additional prerequisites or the permission of the instructor.

## Student administrative services

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

The existing services are adequate.

## Student academic services

**Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If**

**new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.**

The existing services are adequate.

**Description of the program to display in the <i>General Bulletin.</i>**

The Master of Engineering (M. Eng.) in Electrical and Computer Engineering offers a course-intensive program with a culminating experience (internship, industrial practicum, or a non-thesis project). The program's mission is to prepare graduates with the versatile skills and mindset to meet the needs of a demanding and dynamic career in electrical/electronic, computer, and robotics industries. Students have the opportunity to gain experience in areas including artificial intelligence, machine learning, communications and networking, computer engineering, robotics and control, electromagnetics, power conversion, radars, signal processing, and others.

## Course offerings

### Bulletin Requirement Listing

# Program Requirements

---

(30 semester hours required)

Students design a program of study in consultation with a faculty advisor.

**Note:** Applicants must have completed an undergraduate degree to enroll in this program, and no BS/MS double counting of courses is allowed.

Course List		Credit Hours
Code	Title	
Culminating Experience <sup>1</sup>		3-6
<a href="#">ECE 640</a>	Internship	
<a href="#">ECE 704</a>	Non-Thesis Project	
<a href="#">ECE 711</a>	Industrial Practicum	
Electrical and Computer Engineering Courses <sup>2</sup>		15
Select from the following:		
<a href="#">ECE 511</a>	Sensors and Data Fusion with Robotics Applications	

Course List

Code	Title	Credit Hours
<a href="#"><u>ECE 514</u></a>	Design and Modeling of Robotic Systems	
<a href="#"><u>ECE 525</u></a>	Digital Signal Processing	
<a href="#"><u>ECE 526</u></a>	Biomedical Signal Analysis and Machine Learning	
<a href="#"><u>ECE 527</u></a>	Radar Signal Processing	
<a href="#"><u>ECE 529</u></a>	Digital Image Processing	
<a href="#"><u>ECE 530</u></a>	Electromagnetics in Wireless Sensing and Communications	
<a href="#"><u>ECE 536</u></a>	Control of Dynamic Systems	
<a href="#"><u>ECE 553</u></a>	Communication Systems	
<a href="#"><u>ECE 561</u></a>	Network Performance Analysis	
<a href="#"><u>ECE 570</u></a>	Special Topics	
<a href="#"><u>ECE 587</u></a>	Computer Aided Design Tools for Computer Engineering	
<a href="#"><u>ECE 591</u></a>	Power Systems Engineering	
<a href="#"><u>ECE 593</u></a>	Power Electronics	
<a href="#"><u>ECE 597</u></a>	Electric Vehicle Technology	
<a href="#"><u>ECE 601</u></a>	State Variables for Engineers	
<a href="#"><u>ECE 625</u></a>	Course ECE 625 Not Found	
<a href="#"><u>ECE 661</u></a>	Advanced Optical Network Architectures	
Elective Courses		
Select 12 hours from unused ECE courses (above) or elective courses (below).		12
Total Credit Hours		30-33

1

Students must register for at least 3 credit hours of ECE 640, ECE 704, or ECE 711 for their culminating experience. The student will write a summary report and make a formal presentation, which should be evaluated and approved by a committee of at least two (2) members with Miami University graduate-level A or B standing.

2

Students design a program of study in consultation with their faculty advisor. Students are required to complete a minimum of 15 ECE credit hours but may take up to 27 credit hours to fulfill the requirements for the degree.

## Elective Courses

While not required, students may select up to 12 credit hours in related disciplines. In addition, students may petition the ECE Graduate Committee to approve courses outside of the list below.

<b>Code</b>	<b>Course List Title</b>	<b>Credit Hours</b>
<a href="#"><u>CPB 612</u></a>	Engineering Analysis	3
<a href="#"><u>CSE 532</u></a>	Machine Learning	3
<a href="#"><u>CSE 543</u></a>	High Performance Computing & Parallel Programming	3
<a href="#"><u>CSE 556</u></a>	Bioinformatic Principles	3
<a href="#"><u>CSE 564</u></a>	Course CSE 564 Not Found	3
<a href="#"><u>CSE 565</u></a>	Comparative Programming Languages	3
<a href="#"><u>CSE 567</u></a>	Course CSE 567 Not Found	3
<a href="#"><u>CSE 573</u></a>	Automata, Formal Languages, and Computability	3
<a href="#"><u>CSE 584</u></a>	Algorithms II	3
<a href="#"><u>CSE 586</u></a>	Introduction to Artificial Intelligence	3
<a href="#"><u>CSE 588</u></a>	Image Processing & Computer Vision	3
<a href="#"><u>CSE 616</u></a>	Simulation of Physical Systems	3
<a href="#"><u>CSE 617</u></a>	Advanced Networks	3
<a href="#"><u>MME 595</u></a>	Introduction to Applied Nonlinear Dynamics	3
<a href="#"><u>MME 612</u></a>	Engineering Analysis	3
<a href="#"><u>MTH 525</u></a>	Number Theory	3
<a href="#"><u>MTH 532</u></a>	Optimization	3
<a href="#"><u>MTH 537</u></a>	Game Theory and Related Topics	3
<a href="#"><u>MTH 538</u></a>	Theory and Applications of Graphs	3
<a href="#"><u>MTH 551</u></a>	Introduction to Complex Variables	4

Code	Course List Title	Credit Hours
<a href="#"><u>MTH 553</u></a>	Numerical Analysis	3
<a href="#"><u>MTH 591</u></a>	Introduction to Topology	3
<a href="#"><u>MTH 632</u></a>	Advanced Optimization	3
<a href="#"><u>MTH 638</u></a>	Advanced Graph Theory	3
<a href="#"><u>MTH 641</u></a>	Functions of a Real Variable	4
<a href="#"><u>MTH 651</u></a>	Functions of a Complex Variable	4
<a href="#"><u>PHY 541</u></a>	Optics and Laser Physics	4
<a href="#"><u>PHY 561</u></a>	Electromagnetic Theory	4
<a href="#"><u>PHY 571</u></a>	Course PHY 571 Not Found	3
<a href="#"><u>PHY 623</u></a>	Course PHY 623 Not Found	3
<a href="#"><u>PHY 691</u></a>	Modern Quantum Physics	4
<a href="#"><u>PHY 692</u></a>	Modern Quantum Physics	4
<a href="#"><u>STA 527</u></a>	Introduction to Bayesian Statistics	3
<a href="#"><u>STA 562</u></a>	Inferential Statistics	3
<a href="#"><u>STA 563</u></a>	Regression Analysis	4
<a href="#"><u>STA 567</u></a>	Statistical Learning	3
<a href="#"><u>STA 583</u></a>	Analysis of Forecasting Systems	3

### Plan of Study/ Roadmap

This program offers flexibility in choosing electives that meet the career goals of students. The road map depends on the courses each student chooses and the prerequisites for those courses.

### Thesis

Non-Thesis

### Non-Thesis Explanation

Students will have the option to take either 3-6 credit hours of ECE 704 (a non-thesis project mentored by an engineering faculty) or choose between 3-6 credit hours of ECE 640 (Internship) or 3-6 credit hours of ECE 711 (Industrial Practicum).

Students who choose the non-thesis project must present their project to a committee

formed by a minimum of two faculty members and will need to take an additional 24 - 27 credit hours towards the coursework requirement.

### **Off site program components**

Co-op/Internship/Externship

#### **Brief description of Co-op/Internship/Externship component**

Students who choose an internship experience will be required to spend at least 8 weeks in industry. The College of Engineering and Computing (CEC) has a designated Director of Industrial Relations. This has resulted in identification of internship opportunities for CEC students. During the course of the internship, students will enroll in ECE 640. At the conclusion of the internship, students are required to submit an extensive report detailing the relationship between the work experience and the objectives of the MEng program, along with a self-evaluation survey. Furthermore, a detailed student performance report will be sought from the employer. The student's and employer's report will enable the instructor of the class to submit a letter grade for the student. ECE currently offers non-mandatory internship experiences for students (0 credit hours).

Students who choose an industrial practicum will apply their engineering coursework or research methodologies to the analysis and solution of an industrial problem in the electrical and computer engineering fields for at least 8 weeks. During the course of the industrial practicum, students will enroll in ECE 711. At the conclusion of the practicum, students are required to submit an extensive report detailing the relationship between the work experience and the objectives of the MEng program, along with a self-evaluation survey. In addition, a detailed student performance report will be sought from the employer. The student's and employer's report will enable the instructor of the class to submit a letter grade for the student. ECE currently does not offer industrial practicum experiences for students.

## 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.**

- SLO #1: Apply analytical techniques to solve engineering problems.
- SLO #2: Demonstrate the ability to define a problem, perform background research, identify a project or research methodology to address the problem, and contribute towards solutions or further understanding of the problem.
- SLO #3: Communicate effectively, in writing and presentations, the results of research or

project work.

- SLO #4: Demonstrate the ability to apply knowledge, beyond the undergraduate level, of electrical and computer engineering.

**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.**

Most 500-level and 600-level classes

**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 same evaluations that are currently used in our M.S. 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.**

The same procedure that is currently used in our MS program.

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

The same procedure that is currently used in our MS program.

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

The same procedure that is currently used in our MS program.

**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 same procedure that is currently used in our MS program.

**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 ECE Graduate Director (Currently, Dr. Mark Scott)

## 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.**

1. Confidential exit surveys (every year)
2. Confidential interviews (every year) with:
  - (i) Program Director or Department Chair, and
  - (ii) ECE External Advisory Council
3. Job placement data (every year)

## Faculty

### Faculty appointment policies

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

The same criteria as the existing M.S.

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

The same criteria as the existing M.S.

**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.**

No

### Program faculty

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

**Full-time:**

13

**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:**

0

**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.**

The faculty in Electrical and Computer Engineering department will be involved in this program. Expectations for professional development and scholarship activities will be the same as for any faculty in the department, as laid out in the departmental governance documents.

**Upload a faculty handbook outlining the expectations and documenting support**

## Faculty matrix

**Upload faculty matrix/CVs**

Faculty\_Matrix\_MEng\_ECE.docx

## 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 current Miami University Library holdings are sufficient to support the proposed M. Eng. in Electrical and Computer Engineering.

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

Print and digital media currently serving the existing Electrical and Computer Engineering program will also serve the proposed M.Eng. program.

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

Not applicable

## 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 existing teaching and research facilities within the department of electrical and computer engineering are sufficient for the M. Eng. Program. No additional equipment or resources is anticipated for offering this course-intensive M. Eng. program.

**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.**

Not applicable.

## Budget/financial planning

**Upload Fiscal Impact Statement for New Degree Programs**

Fiscal Impact Statement for MEng ECE.xlsx

**Use narrative to provide additional information as needed**

Not applicable.

**Additional comments**

Removed the "Thesis and Project Research Courses" table.  
Changed program type to new major within existing degree.

**Reviewer Comments**

**Jennifer Craddock (cradduj) (Thu, 12 Sep 2024 20:14:02 GMT):** Rollback: Please update the program type as this is not a new degree (MEng already exists). Also, please make sure the program requirements are clear as to the minimum number of hours required for the ECE courses and the elective courses. Can a student complete all 27 hours of ECE courses without any from the elective list? That's what it seems in the table, but the description for the electives is unclear.

**Mark Scott (scottmj3) (Thu, 12 Sep 2024 21:12:27 GMT):** I tried adding the footnote below for the 'Program Requirements', but it did not save. Could you alter the workflow for me? 2. Students are required to complete a minimum of 15 ECE credit hours but may take up to 27 credit hours to fulfill the requirements for their degree.

**Jennifer Craddock (cradduj) (Fri, 13 Sep 2024 12:06:38 GMT):** Rollback: The text below "Elective Courses" indicates 6-9 credit hours must be taken. Please clarify.

**Chi-Hao Cheng (chengc) (Fri, 20 Sep 2024 13:56:53 GMT):** ECE 711 : Industrial Practicum is in the CIM system to be approved by the Senate and should be ready before this program is implemented.

**Courtney Thompson (kuhlmac) (Tue, 24 Sep 2024 21:28:45 GMT):** Rollback: Is the "Thesis and Project Research Courses" table necessary? These are the same courses as those in the "Culminating Experience".

**Courtney Thompson (kuhlmac) (Thu, 26 Sep 2024 12:49:52 GMT):** Rollback: Please correct the program type. This is a new major under an existing degree.

### Supporting documents

Key: 565

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

February 24, 2025  
Academic and Student Affairs

**RESOLUTION R2025-28**

WHEREAS, University Senate on February 24, 2025 passed SR 25-11, endorsing a proposed degree and major, Engineering - Doctor of Philosophy.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of an Engineering - Doctor of Philosophy.

*Approved by the Board of Trustees*

*February 28, 2025*



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>

February 24, 2025

To: Gregory P. Crawford, President  
From: Elise Radina, Secretary of the University Senate  
Re: Curriculum Approval  
SR 25-11 Engineering - Doctor of Philosophy

On February 24, 2025, University Senate adopted SR 25-11:

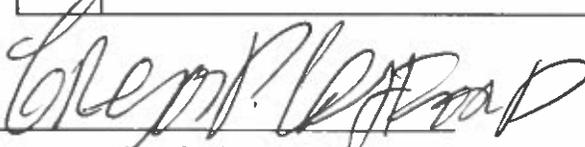
**BE IT HEREBY RESOLVED** that University Senate endorses the proposed program, Engineering - Doctor of Philosophy

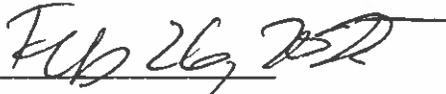
**AND FURTHERMORE**, that the endorsement by University Senate of the proposed degree will be forwarded to the Miami University Board of Trustees for consideration.

**Approval of the President**

I, Gregory P. Crawford, President of Miami University, approve/do not approve: Engineering - Doctor of Philosophy

<input checked="" type="checkbox"/>	Approve Forward to the Board of Trustees for action (copy to Secretary of University Senate)
<input type="checkbox"/>	Do Not Approve

  
Gregory P. Crawford, President

  
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: Tue, 12 Nov 2024 21:51:20 GMT

Viewing: : **Engineering- Doctor of Philosophy**

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Last edit: Tue, 25 Feb 2025 14:26:55 GMT

Changes proposed by: camerotm

**Contact(s)**

Name	Phone	Email
Tim Cameron	90713	camerotm@miamioh.edu

**General Bulletin Edition**

2025-2026

**Proposed start date**

Fall 2025

**Level**

Graduate

**Program Type**

Major/Concentration within Existing Degree

**Delivery site(s)**

Oxford

**CIP Code**

14.0101, 14.9999 - 14.0101, 14.9999

**Department**

Col of Engineering & Computing

**Related Department**

Physics

**College**

Col of Engineering & Computing

**Related College**

College of Arts and Science

**Degree**

Doctor of Philosophy

**General Bulletin Title**

Engineering- Doctor of Philosophy

## Program Code

### Educator Preparation Programs:

Indicate the program request leads to educator preparation licenses or endorsements

#### Licensure:

No

#### Endorsement:

No

### Rationale for the proposal

1. Strong Demand: According to Gray Decision Intelligence, there is strong demand among employers and prospective students for PhDs in the engineering disciplines Miami offers. These disciplines are in percentiles 91-99 for overall market demand at the PhD level in the nation (percentiles 88-99 in Ohio) among all academic disciplines by CIP code.
2. Increase in fee-paying students: Many prospective graduate students, especially internationals, only consider schools with PhD programs. We believe the PhD program will increase the number of fee paying students (master's and entry-level Ph.D. students) who will come with the hope of receiving GA support after demonstrating their capability.
3. Recruit and retain high quality faculty: A PhD in Engineering will help CEC recruit and retain high quality faculty. Several faculty members have left CEC for PhD-granting institutions saying that they need PhD students to be successful in their research. Several prospective faculty have turned down offers from CEC saying that they wanted/needed to be in a PhD-granting institution for their research and Miami would have been their first choice if we had a PhD program.
4. Greater support for undergraduate research: CEC faculty have limited bandwidth to mentor UG research. A PhD program will expand the research activities of CEC and provide more opportunities for UGs to work with graduate students and post-docs on research, as well as with faculty.
5. State financial support: As part of the Miami Thrive initiative, Dr. Crawford is seeking significant state support for this program.
6. Federal grant opportunities: 90% of federal grants from NSF, NIH, etc., go to institutions with Ph.D. programs. A Ph.D. program will increase our competitiveness for grants from federal agencies.

## Introduction

### Brief summary of the request

CEC requests approval to offer a Doctor of Philosophy (Ph.D.) degree in Engineering with concentrations that align with department and faculty expertise: Biomedical Engineering, Chemical Engineering, Electrical and Computer Engineering, Mechanical and Manufacturing Engineering, and Robotics and Automation engineering. We also propose to include an Engineering Physics concentration in collaboration with the Department of Physics.

## 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 PhD in Engineering will be housed in the College of Engineering and Computing, but will include representation from the Department of Physics. From top to bottom the reporting structure is: University President -> University Provost and Executive Vice President for Academic Affairs -> Dean of the College of Engineering and Computing(\*) -> Associate Dean for Graduate Studies, Research and Innovation -> CEC Graduate Council(\*) -> department chairs (CPB, CSE, ECE, MME, PHY) -> department faculty.

(\*) The CEC Dean will consult the CAS Dean on any significant matters affecting the Physics concentration. A Physics representative will be added to the CEC Graduate Council for matters relating to the Physics concentration. The Physics representative will inform the CAS Dean and Physics Chair of any pertinent matters affecting the Physics concentration.

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

[CEC] Associate Dean for Graduate Studies, Research, and Innovation: The Assoc Dean chairs the CEC Graduate Council and serves on the Graduate Coordination Committee. Division-level [CEC] policies for the PhD in Engineering are decided by the CEC Graduate Council with representatives from each department (CPB, CSE, ECE, MME, and PHY(\*)). The Assoc Dean, with the CEC Graduate Council, oversees the admission process, the awarding of GAs, curricular policies, the petition process (for accepting transfer credits or allowing alternatives for fulfilling any requirements), and candidacy, dissertation and dissertation defense requirements.

(\*) Rather than creating separate grad councils for different programs, we propose to use the existing CEC Grad Council, with the addition of a Physics representative. The CEC Grad Council Governance Document will be revised to clarify the role of each representative and identify matters on which each member has voting privileges.

- This Assoc Dean position is currently vacant, but the position is approved. A search is underway with on-campus interviews anticipated for December 2024. The position may be filled as early as January 2025, but fall 2025 is more likely.

### **Upload this individual's CV/resume**

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

The CEC Graduate Council comprises the CEC Assoc Dean for Graduate Studies, Research, and Innovation, the Graduate Directors of CPB, CSE, ECE, and MME, and a representative of PHY. The PHY representative, appointed by the PHY Dept, will be added for matters affecting the PHY concentration. The CEC and CAS deans, other associate deans, and department chairs are ex officio members. The CEC Grad Council meets as needed, but at least once a semester. Members serve one-year appointments and may be re-appointed indefinitely.

## Program development

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

In keeping with the mission, values, and liberal education tradition of Miami University, the overarching objective of the Ph.D. in Engineering program is to equip and “empower students to use their knowledge and skills with integrity and compassion to improve the future of our global society.” The Ph.D. in Engineering will require students to demonstrate the broader impact of their work toward meeting a societal need in one or more of the following co-curricular areas: (1) an application to a problem facing industry in Ohio that provides an improvement to the quality or efficiency of a product or process, (2) an entrepreneurial opportunity arising from a new product or process that can create new jobs in Ohio, (3) an application to a social or humanitarian problem that improves the quality of life for people dealing with injuries, physical or mental health problems, natural disasters, access to adequate food, shelter, or clothing, clean air and water, etc., or (4) a pedagogical innovation that promotes learning and equips the graduate and others for teacher-scholar roles.

**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.**

Gray Decision Intelligence market demand analysis was performed for National and Ohio markets for Ph.D.-level programs in the main engineering disciplines at Miami. These disciplines are all ranked in percentiles 91-99 compared to all Ph.D.-level CIP codes for the National market (percentiles 88-99 for the Ohio market). The Gray analysis accounts for employment prospects, student demand, and competitive intensity. U.S. Bureau of Labor

Statistics data were also consulted for most of the concentration areas to determine projected job growth rates. Job growth projections for 2023-2033 range from 7% to 11% for these engineering disciplines. (BLS does not separate job growth projections by BS, MS, or PhD level.) These data are in the attachment.

**If completed, upload the full analysis**

CEC PhD Market Demand Summary for CCGS.pdf

**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.**

Dean Sukumaran and department chairs have consulted their advisory boards concerning opportunities for PhD-level industry internships/co-ops, collaborative research opportunities, and philanthropic possibilities. President Crawford has also been a major driver for this program based on his familiarity with the needs of Ohio business and industry as well as the interests of the state government. No immediate philanthropic support is expected, but advisors note that many government agencies (e.g., national labs, NASA, DoD, DoE) and some corporations (e.g., AT&T, Google, Microsoft) will support employees in Ph.D. programs and cover some or all of their expenses. One advisor noted that the challenge with outside support is finding a faculty advisor with the appropriate interest and expertise, but faculty would likely need to be the initiators of the relationship that attracts a student with external support. One advisor also recommended aligning the concentration areas with DoD critical technology areas, which we seek to do within the broad areas of faculty expertise.

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

N/A. (ABET, which accredits engineering programs, only accredits the lowest-level program offered by an institution in any particular engineering discipline. Because Miami's bachelor's degree programs are accredited by ABET, a Ph.D. program is not eligible for accreditation.)

## Collaboration with other Ohio institutions

**Indicate opportunities for collaboration with Chancellor's Council on Graduate Studies (CCGS) member institutions.**

Department chairs and faculty are reaching out to their contacts and collaborators at CCGS member institutions regarding opportunities for collaboration.

**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.**

Other Ohio institutions were not directly involved in the development of this program.

## 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.**

Admission requires either a bachelor's degree, with at least a 2.7 out of 4.0 GPA (or equivalent), or a master's degree, with at least a 3.0 out of 4.0 GPA (or equivalent), in engineering, physics, or a closely-related field. The Graduate Record Exam is recommended, but not required. Prior coursework must include college-level Calculus 1, Calculus 2, Linear Algebra, Differential Equations, statistics, a programming language and/or computational methods course, and discipline-specific courses appropriate to one of the Ph.D. concentration areas. Students whose native language is not English must demonstrate English proficiency with a minimum score of 80 for TOEFL, 6.5 for IELTS, 54 for PTE, or 110 for Duolingo. These requirements are consistent with the admission requirements for other Ph.D. programs at Miami.

### 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.**

Current student administrative services are adequate to support the program.

### 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.**

Current student academic services are adequate to support the program.

**Description of the program to display in the <i>General Bulletin.</i>**

The Doctor of Philosophy in Engineering prepares graduates to be innovative thinkers capable of performing cutting-edge research, synthesizing and creating new knowledge, and finding novel solutions to complex problems in their specialties. Doctoral students are also challenged to demonstrate the broader impact of their work for meeting needs in society.

## Course offerings

### Bulletin Requirement Listing

# Program Requirements

The Ph.D. degree requires a minimum of 60 semester hours beyond the master's degree (or its equivalent) or 90 semester hours beyond the bachelor's degree (or its equivalent).

Code	Title	Credit Hours
Coursework <sup>1</sup>		
The minimum coursework is six (6) letter-grade graduate courses comprising at least fourteen (14) credit hours, with at least two (2) of the letter-grade credit hours in courses numbered 600 or above.		
Up to four (4) additional courses in the student's designated area of research may be required as determined by the student's faculty committee.		
Seminars		
Students are required to enroll in at least one graduate seminar each semester.		
Select from the following:		
<a href="#"><u>CPB 600</u></a>	Graduate Seminar	
<a href="#"><u>ECE 610</u></a>	Graduate Seminars	
<a href="#"><u>MME 610</u></a>	Graduate Seminar	
<a href="#"><u>PHY 500</u></a>	Physics Seminar	
Conferences		
Students must select an advising committee during year 1 to approve their plan of study, and must hold a conference with that committee at the end of year 1 to discuss their proposed research.		
Annual Reports		

Course List

Code	Title	Credit Hours
Students must submit and pass annual progress reports commencing at the end of second year in the graduate program.		
Written and Oral Exams		
Students must write and pass a written proposal document, which serves as the Written Examination. <sup>2</sup>		
Students must orally defend the proposal, typically at the end of the second year, which serves as the Oral Examination. <sup>2</sup>		
Original Research		
Students must complete at least 30 credit hours of Research for Doctoral Dissertation (see below). Students must write and defend a dissertation regarding the findings of their research.		
Select from the following, by concentration:		
Biomedical Engineering		
CPB 850	Course CPB 850 Not Found	
Chemical Engineering		
CPB 850	Course CPB 850 Not Found	
Electrical and Computer Engineering		
ECE 850	Course ECE 850 Not Found	
Robotics and Automation Engineering		
ECE 850	Course ECE 850 Not Found	
or MME 850	Course MME 850 Not Found	
Mechanical and Manufacturing Engineering		
MME 850	Course MME 850 Not Found	
Engineering Physics		
PHY 850	Course PHY 850 Not Found	

1

For students earning a master's degree in engineering, physics, or computer science at Miami University, all graded coursework taken toward the master's also counts

toward the Ph.D. graded coursework requirement, but is not factored into the 60 hours required beyond the master's degree.

2

The proposal may be in the student's research area and should form the narrative for a grant proposal to a federal or state agency or to industry.

### **Plan of Study/ Roadmap**

The minimum required coursework (other than "Research for Doctoral Dissertation") is typically completed within the first two years of the doctoral program. Students are typically expected to complete candidacy requirements no later than the fifth semester and defend the dissertation by the end of the tenth semester.

### **Thesis**

Thesis

### **Off site program components**

Co-op/Internship/Externship

### **Brief description of Co-op/Internship/Externship component**

Graduate co-ops and internships with industry are encouraged, but not required. Work performed for companies may produce trade secrets or other proprietary results, but may not prevent the student from publishing the dissertation research in the public domain.

## Assessment and Evaluation

### Program assessment

#### **Upload a copy of the assessment requirements/plan**

Assessment Plan - Engineering PhD.pdf

**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.**

By the time they graduate, students have the ability to...

SLO 1: Apply creativity and skill in design, analysis, and innovation to plan and execute original research leading to new knowledge and/or a novel solution to a complex problem.

SLO 2: Demonstrate depth of knowledge in the dissertation concentration area.

SLO 3: Communicate results of research effectively orally and in writing to both technical and non-technical audiences.

**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.**

The learning outcomes are emphasized in the research requirements of the degree and are measured by the doctoral committee's assessments of the required deliverables including the annual reports, written and oral proposal, written dissertation, and the oral defense of the dissertation.

**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.**

Expert judgment of the doctoral committee as relevant to the student's dissertation (more details are in the attached Assessment Plan)

**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.**

All doctoral students (100%) are assessed and must meet the requirements (see attached Assessment Plan)

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

Students may provide feedback to their advisors, committees, the CEC Graduate Council, Department Chairs, the Associate Dean for Graduate Studies, Research, and Innovation, and/or to the CEC Dean.

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

The CEC Graduate Council will summarize the status of student progress in the doctoral program on an annual basis, typically at the end of the spring semester (see the attached Assessment Plan for more details).

**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 CEC Graduate Council meets regularly, at least once a semester, to discuss graduate programs and plans for assessment and improvement.

**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 Department Chair and Graduate Director of each department (CPB, ECE, MME, PHY) will create and submit assessment reports based on the doctoral advisors' and dissertation

committees' assessment reports of students in their concentration areas. The Associate Dean for Graduate Studies, Research, and Innovation will coordinate the reporting activities and serve as the liaison to the university's assessment officer.

## 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.**

Student success will be measured by students completing the required elements of the degree, the success of grant funding from the dissertation proposals, and the job placement of graduates. Data are collected annually and reviewed by the CEC Graduate Council, Department Chairs, and the Dean and Associate Dean(s) for the purpose of program assessment and improvement.

## Faculty

### Faculty appointment policies

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

Graduate Level Standing (as prescribed by university and Graduate School policies)

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

Graduate Level Standing (as prescribed by university and Graduate School policies)

**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.**

Other than approved faculty positions for which recruiting is currently underway, no additional faculty are needed to begin the proposed program. University and divisional workload policies apply. Teaching graduate courses and advising graduate students (Ph.D. and M.S.) are included in the workload model.

### Program faculty

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

**Full-time:**

56

**Less than full-time:**

3

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

**Full-time:**

6

**Less than full-time:**

0

## 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.**

Expectations for faculty scholarship and professional development are established by university policies and departmental and divisional governance documents.

**Upload a faculty handbook outlining the expectations and documenting support**

## Faculty matrix

**Upload faculty matrix/CVs**

Faculty CVs for Engineering PhD Proposal v3.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 librarians and library resources that are currently available for faculty research are sufficient for the program.

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

The librarians and library resources that are currently available for faculty research are sufficient for the program.

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

No additional library resources are needed at present.

## 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 facilities and equipment of CEC (CPB, CSE, ECE, MME) and the Department of Physics are currently available for the program. These includes offices, laboratories, and equipment in Kreger, Benton, Garland, and Hughes (C-Wing, floors 2-4) Halls, the Engineering Building, and a portion of the McVey Data Science Building. Expansion space is available in the Engineering Research Annex (formerly the Miami recycling facility) on OH-73 east of campus and the "College@Elm" innovation building west of campus. Current library resources supporting faculty research are sufficient to support the proposed program.

**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.**

Faculty advisors will provide orientation to students on using existing library and other information resources.

### Budget/financial planning

#### **Upload Fiscal Impact Statement for New Degree Programs**

Final FIS PhD in Eng.xlsx

#### **Use narrative to provide additional information as needed**

The fiscal impact statement assumes that there is no state subsidy and that 1/3 of faculty salaries and benefits is allocated for the Ph.D. program.

### Additional comments

Per the request from the Registrar's office to add specific courses for DAR programming: under Bulletin Requirements, specific graduate seminar courses were added to item #2, and specific "Research for Doctoral Dissertation" courses were added to item #6. Based on prior correspondence with the Registrar, the "Research for Doctoral Dissertation" courses do not get entered into CIM Courses. I tried that and the Registrar rolled it back saying that these courses are created by the Registrar once the Ph.D. program is approved.

### Reviewer Comments

**Carolyn Haynes (haynesca) (Wed, 30 Oct 2024 13:39:54 GMT):** Start date is likely too ambitious. Just FYI.

**Mike Crowder (crowdemw) (Mon, 04 Nov 2024 16:12:53 GMT):** Per Tim Cameron, I have uploaded revised Fiscal Impact and faculty cv files.

**Courtney Thompson (kuhlmace) (Fri, 08 Nov 2024 18:06:51 GMT):** Rollback: Are there specific courses that can be listed and used to code the degree audit?

**Courtney Thompson (kuhlmace) (Mon, 11 Nov 2024 20:51:39 GMT):** Rollback: The program requirements have been entered into a bulletin table - please review for accuracy. Also, 850 is the only 'Doctoral Dissertation' number. We would not build any of these under 860.

**Ted Peters (petersts) (Tue, 25 Feb 2025 14:26:55 GMT):** Final FIS document uploaded at the request of the division.

### Supporting documents

Key: 581

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:

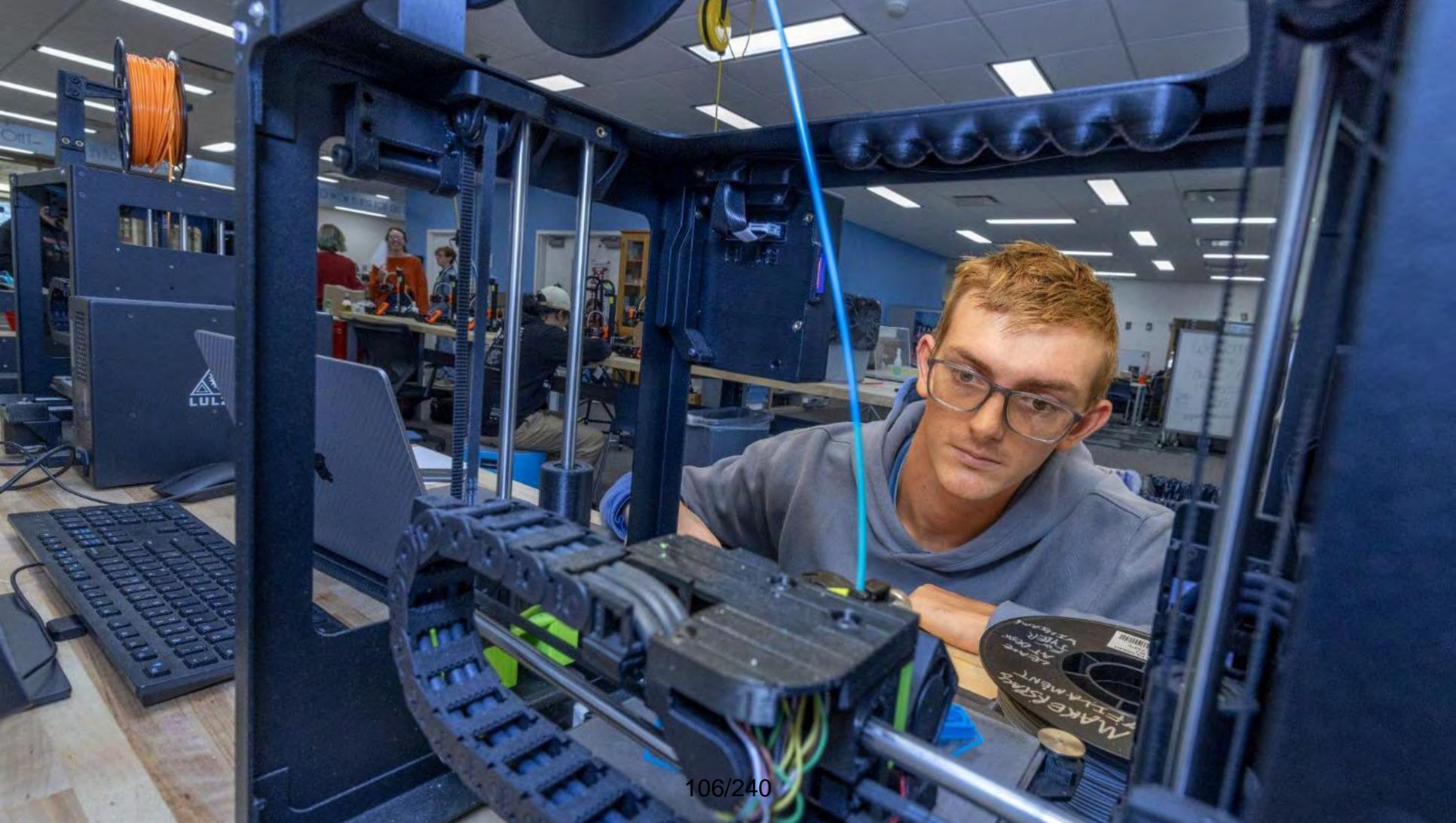
Proposal B



LIBRARIES

Thursday, February 27, 2025

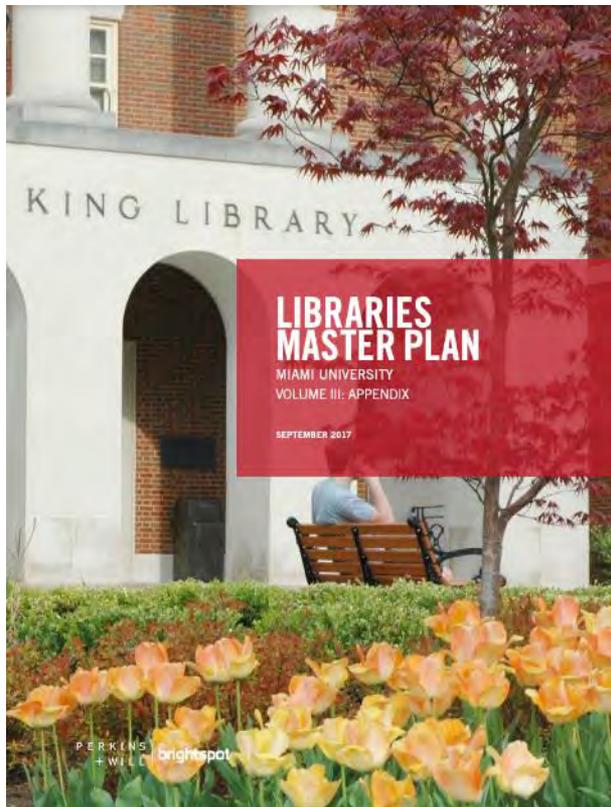
# Board of Trustees



# Topics

- Strategic Planning
- Master Planning
- Advancement
- Budget
- Collections Management
- OhioLINK ROI
- New ILS
- Facilities Update
- Leadership
- Affordability
- Faculty Collaboration
- Event Highlights





# CATALYST

Strategic Plan  
for the '24-25 Academic Year

## MiamiTHRIVE



# Advancement



LIBRARIES

# Report on Libraries Fundraising

## FY25 Totals as of 12/31/2024

	Goal	As of 12/31/2024	% of Goal
Campaign Total	\$10,000,000	\$6,046,723	60.5%

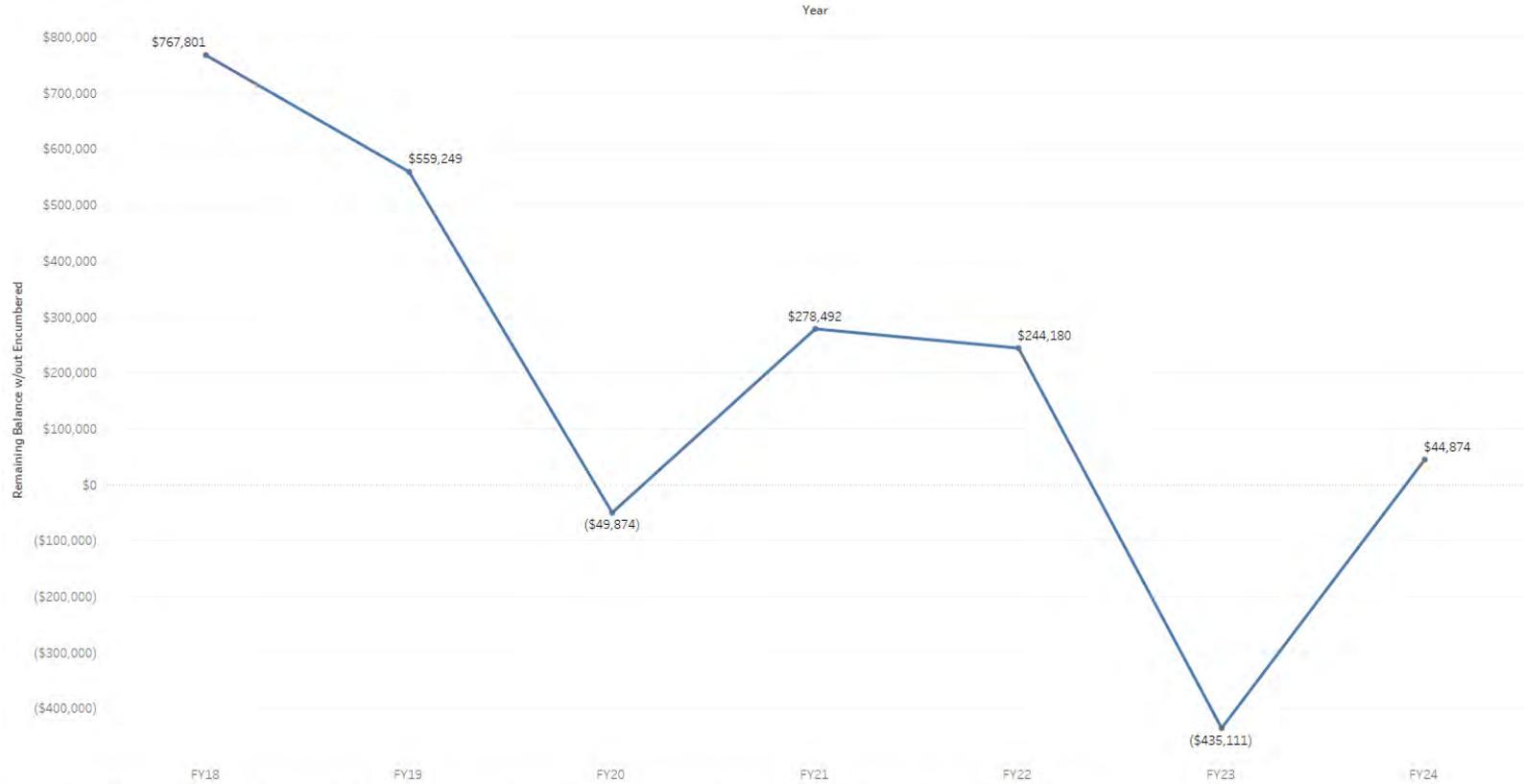


# Budget



LIBRARIES

# Remaining Balances



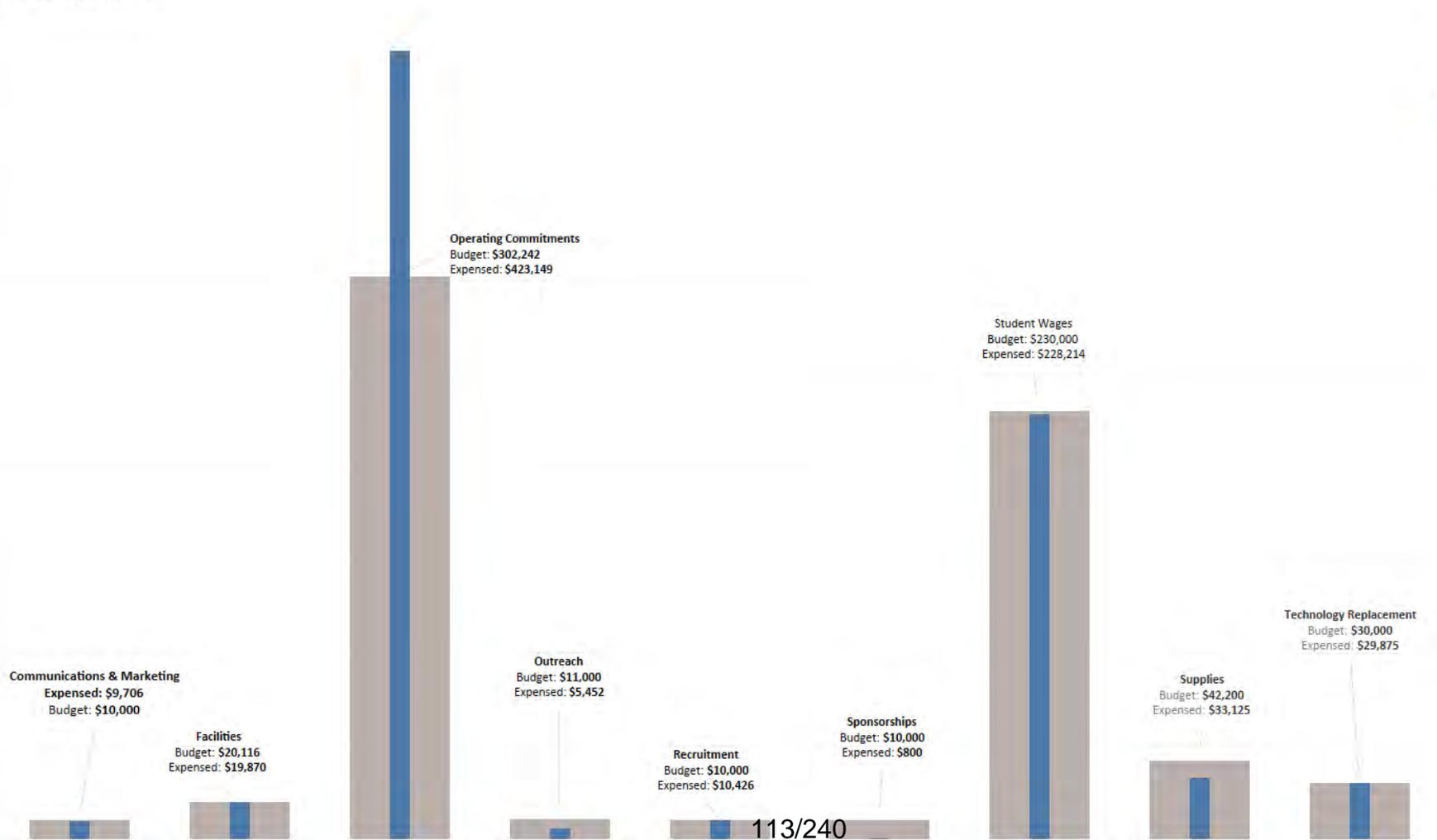
The trend of sum of Remaining Balance w/out Encumbered for Year. The marks are labeled by sum of Remaining Balance w/out Encumbered. The view is filtered on Year, which keeps 7 of 7 members.



# FY24 Operations

Measure Names  
Expended  
Budget

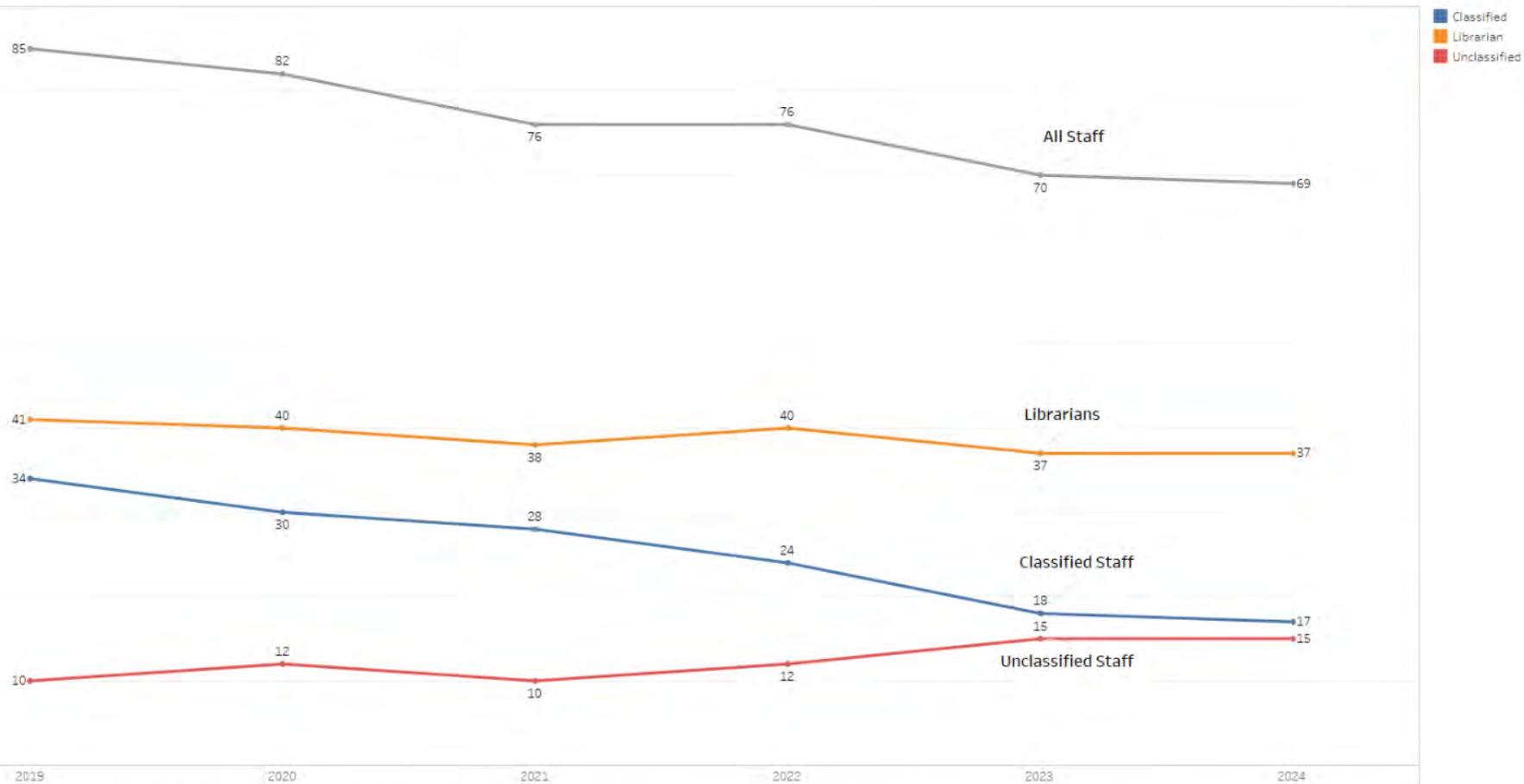
Measure Names  
Expended  
Budget



113/240

Expended and Budget for each Index Title. Color shows details about Expended and Budget. Size shows details about Expended and Budget. The view is filtered on Index Title, which keeps 9 of 18 members.

# Staff Counts



The trends of sum of Count and sum of Count for Fiscal Year Year. The marks are labeled by sum of Count. For pane Sum of Count: Color shows details about Classification.

# Collections Management



LIBRARIES

# Collections

## Meeting ongoing challenges

- 2023 – cancelled ~120 journal titles for savings of ~\$160K
- 2024 – cancelled ~104 titles and packages for savings of ~\$180K
- Leveraging remaining Carry Forward balances
- More aggressive deployment of endowments
  - Nearly \$200,000 in one-time or annual distribution (approx 50/50)
- Ongoing Serials Review
- No sacred cows
  - SciFinder, Web of Science, Nature Complete, Lexis/Nexis, NYT, WSJ, Government Documents
- Solutions: leverage Ohiolink, new acquisition models (get it now, DDA, etc), ROI and usage data, growing endowments



# Boldly Creative Initiative Health Sciences Programs

- Return of BS Nursing to Oxford campus, add MSN, DNP, MS Physician Associate, MS Medical Science programs
- \$80,000 allotment for new library resources provided for 3 years (FY23-25)
- Enrollment well beyond early expectations for BSN (30 -> 200/cadre) and encouraging for other programs so far
- Resource costs outpacing even general serials inflation, ~\$110K expenditure in FY24
- Difficult to absorb needs into flat collections budget, especially in context of the broader libraries budget picture
- Worked with Provost to secure additional funding of \$250K to be used over FY26 and 27



# OhioLINK ROI



LIBRARIES

**Table 2: OhioLINK Value to Cost Ratio**

<b>Category</b>	<b>Total Value of Materials Used in 2023</b>	<b>Cost to Colleges</b>	<b>Value to Cost Ratio</b>
Ejournals	\$305,303,669	\$27,695,798	<b>11.02</b>
EBooks	\$14,325,316	\$2,283,185	<b>6.27</b>
Ejournals + EBooks	\$319,628,985	\$29,978,983	<b>10.66</b>
Print Book Sharing*	\$8,201,182	\$0	--
Open Access Fees Saved	\$3,665,323	\$0	--
<b>All Materials</b>	<b>\$331,495,290</b>	<b>\$29,978,983</b>	<b>11.06</b>

\* OhioLINK central budget funds 100% of statewide courier delivery

# Value of OhioLINK Membership for Miami University

**\$1.4M**

2023 MU Cost for EJC and EBC

**\$12.4M**

2023 List Price for MU Usage

**11** cents on the Dollar

**\$9** of value for every **\$1** spent

**\$308K**

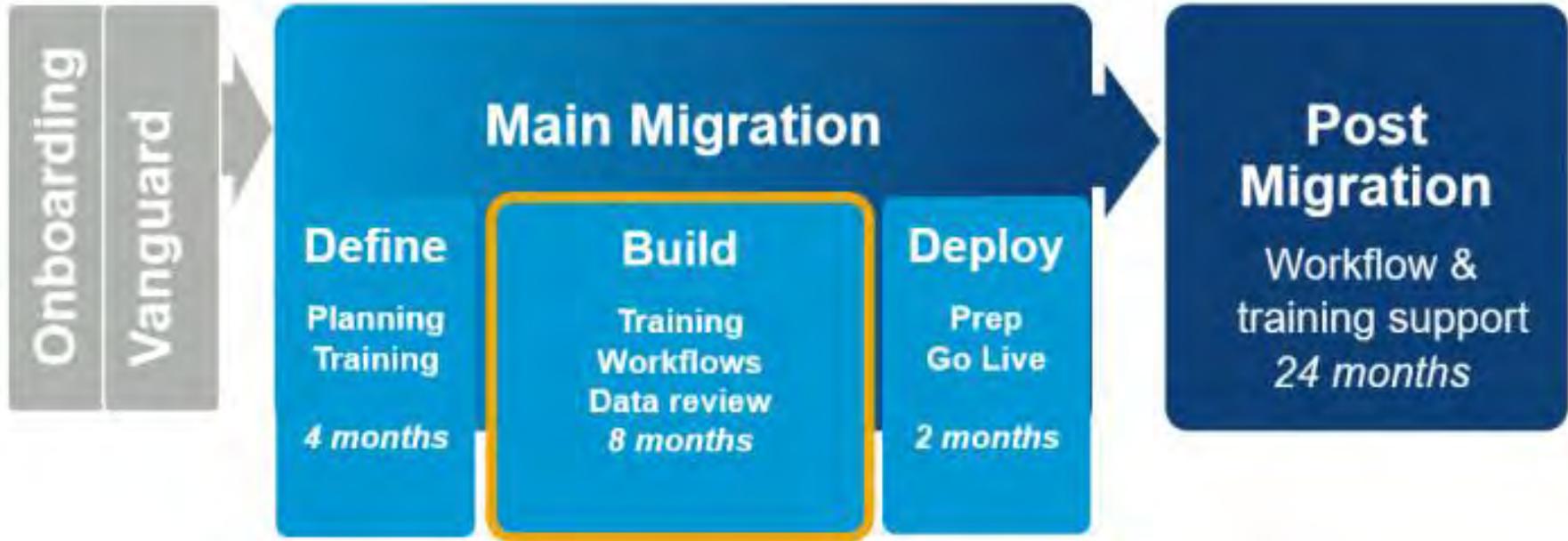
2024 Publication Charges saved



# New ILS



LIBRARIES



# Projects for 2023-2024

## SPEC Vault HVAC

Beginning Design

## Music Collection Move from CPA

Oct. '23 - Spring '24

## Laws Hall Rooms 16 & 17

Construction Aug. '23- Nov. '23

## King Window Replacement

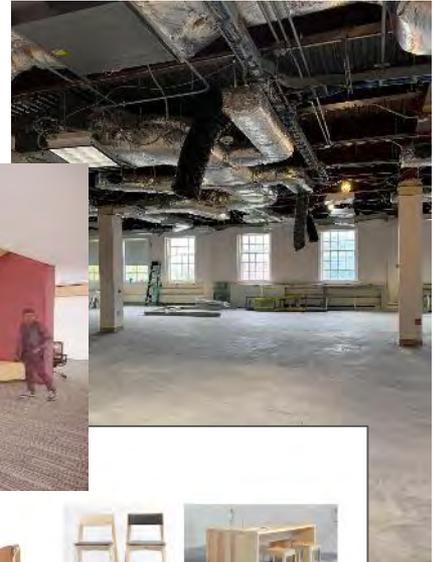
Construction: May '24- Aug. '24

## Kamm/CIM Re-Imagining

Construction Oct. '23 - Jan. '24

## King Kickstart Renovation

Interior Renderings



# Temperature sensor data from Special Collections/Archives area

Graph Type  
View Single Reading

Sensor  
Stacks - c002091

Reading  
Temperature °F

Date Range

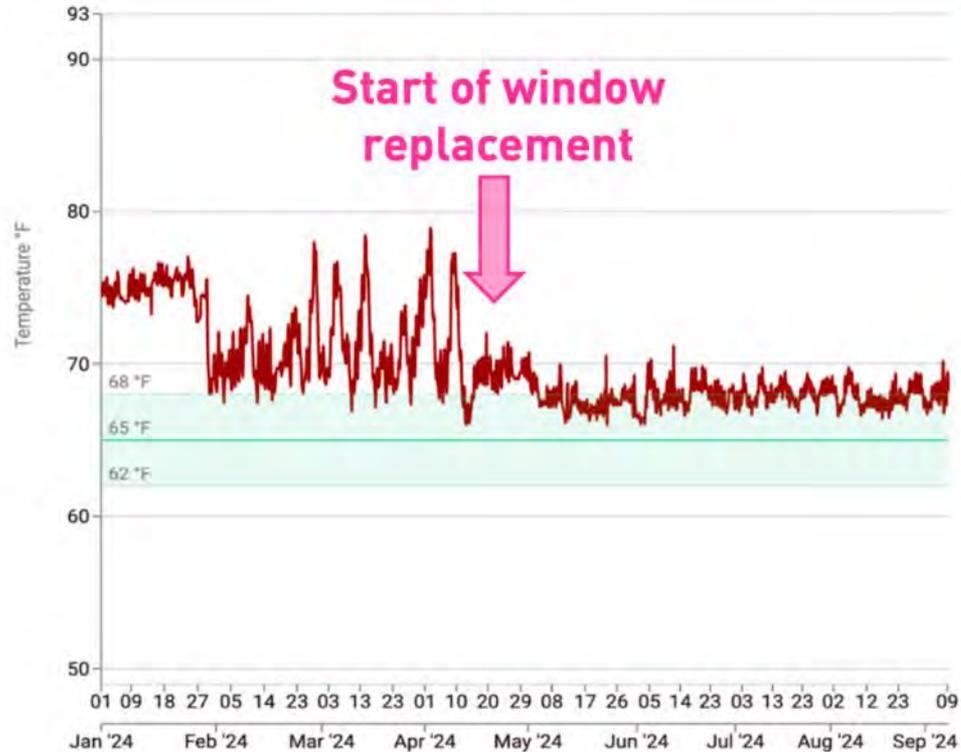
Range  
This Year

Aggregate By  
Hourly

Start  
2024-01-01

End  
2024-09-09

Additional



26%

49%

6%

46%

77%

756.6k lx.h

Mold Low

Conserv Score B

TWPI 40.37x





# Projects 2025

## -Sensory Study Rooms 242 & 243

-Lighting, Carpet, Paint, Furniture, Privacy Film, Window Treatments



## -Donor Study Rooms 103, 107 & 124

-Lighting, Carpet, Paint, Furniture, Privacy Film



## -Mansfield Conference Room

-Lighting, Carpet, Paint, Acoustic Tre



## -Circulation Desk Upgrades

-Replace worn carpet and seating in King



## -Facility Condition Report

-Evaluate all areas as to age of finishes, furniture & lighting

## -Air Handlers 01 & 02 (summer)

-Replace main intake fans, upgrade controls



# University Libraries Vacated Sq. Ft. Since 2017

<b>Building</b>	<b>Area/Rm. No.</b>	<b>Sq. Ft./Area</b>	<b>Total Bldg.</b>
Hughes Hall-Brill Science Library	2nd floor	13902	
	3rd floor	9765	
	4th floor	3632	27299
Withrow Archives	1st floor	8191	8191
Peabody-DeWine Collection	17	234	
	19	383	617
CPA-Music Library	120/1st Floor	2406	
	218/2nd Floor	1963	4369
Laws BEST Library	Basement	3781	
	1st Floor	9782	
	2nd Floor	4727	18290
<b>Total Vacated Space</b>		58766	58766



# Leadership



LIBRARIES

# Student Leadership Academy

- Funded by donor, developed by students
- Purpose
  - Recruitment/Retention
  - Engaged student worker alumni
  - Inclusive opportunity for leadership growth
- Future
  - Currently on third cohort
  - Second pillar in AY25-26
  - Four pillars when complete
    - Personal Leadership, Professional Leadership, Service Leadership, Mentorship



# Affordability



LIBRARIES

# On-Demand Circulation of Software Licenses

## Checking Out Software on Patrons' Own Devices

Ken Irwin and Michael Bomholt

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### ABSTRACT

*The Miami University Libraries (MUL) developed an open-source Software Checkout system to allow patrons to make use of software licenses owned by the library. The system takes advantage of user-based licensing under the Software as a Service (SaaS) license model and vendor-created APIs to easily and legally assign access to users. The service currently supports Adobe Creative Cloud, Final Cut Pro, and Logic Pro software. MUL has successfully used this software for three years. This article describes the expansion of offerings and the increasing use of the service over that time. Built on a model developed by Pixar for managing employee software licenses, the Software Checkout system is believed to be the first of its kind for circulating licenses to library patrons. Both this lending model and the open-source software developed by MUL are available to other libraries. This paper is intended to prompt libraries to take advantage of the legal and technical environment to expand software license sharing to other libraries.*

### INTRODUCTION

Libraries have been in the “checking things out” business for a long time. With the rise of personal



# Affordable Learning Initiatives

- Over \$1,650,000 in cost savings for students through our open educational resource/affordable grant work
- Programs that support affordable learning include
  - OER Explore
  - OER Adopt
  - OER Create
  - Course Pack Consultation Service
  - Alternate Textbook Program
- Partnership with Affordable Learning Committee



# Faculty Collaborations



LIBRARIES

# Faculty Plan Capstone Workshop Series

In Spring 2025, the University Libraries will offer a 3-part workshop series for Miami Plan Capstone faculty.

The goal of the series is to collaboratively design ways of integrating library services and resources into each course in order to support student success with the interdisciplinary research and applied projects required in these capstones.

Four faculty will be admitted into this Spring 2025 cohort, and each will receive \$500 in professional development funds.





## Information Literacy and Artificial Intelligence

- Librarians partnering with Howe Center for Writing Excellence, Ginny Boehme, Katie Gibson, Stefanie Hilles and Roger Justus
- Created ready-to-use lesson plans for faculty use in the classroom
- Presented at IFLA/WLIC conference in the Netherlands (2023)
- Upcoming presentation at LIDA conference in Croatia in 2025



# Events Highlights



LIBRARIES



NATIONAL POETRY MONTH

## University Libraries Presents

A Virtual Conversation  
with Pulitzer Prize-Winning Author

# Rita Dove, '73

Thursday, April 25, 4-5 pm  
Heritage Room, Shriver Center

*Free!*

#### THANK YOU TO OUR SPONSORS

Office of the President, Office of the Provost, Alumni Association,  
Humanities Center, Marjorie Cook Poetry Lectureship, Miami Family Fund,  
Office of Transformational and Inclusive Excellence, Department of English,  
Performing Arts Series







# Questions



STUDENT LIFE

# Mental Health and Emotional Wellness

Current Trends and Future Directions

# Agenda

1. Student Health Survey
2. Institutional Updates
3. Partners in Mental Health



# Student Counseling Service Team



# Student Health Survey

Current trends in the emotional wellness of Miami students



STUDENT LIFE

# Student Health Survey Data

## PHQ-9

66% of students report experiencing depression.

## GAD-7

56.5% of student report experiencing anxiety.

## SCOFF

24.7% screened positive for eating disorder.



# Student Health Survey Data

## Suicide

- 15.4% seriously thought about attempting suicide in the past year.
- 4.5% made a plan to attempt suicide in the past year.
- 1.2% attempted suicide in the past year.



# Student Health Survey Data

## MH Culture

- 69.4% agree: *The culture at Miami supports mental health and well being among students.*

## Emotional Wellbeing

- 67.3% report having the ability to successfully handle life's stresses and adapt to change and difficult times.

## Flourishing

- 79.1% of students report an experience of **positive** emotions, psychological functioning, and social functioning, most of the time.



# Institutional Mental Health Updates

Responding and Innovating



STUDENT LIFE

# Institutional Updates

## Stepped Care

Comprehensive focus on treatment, prevention, and response.

## New Resources

Financial support from new grants, donors, and fees.

## Mental Health Committee

Focused on Miami's faculty, staff, and students' mental health.

## Student Synergy

Student Government, Greek-affiliated and other student orgs all rowing together.



# Recent Additions and Enhancements

- Revamped website
- Online scheduling
- Crisis text line
- Parent videos
- Student of concern reporting



# New Mental Health Website

Wellbeing.MiamiOH.edu

The screenshot shows the homepage of the Miami University Mental Health and Well-Being website. At the top, there is a red navigation bar with the Miami University logo and the text "SUPPORT & SERVICES APPLY VISIT GIVE". Below this is a white header with "Mental Health and Well-Being" and navigation links: "Find Support", "Wellness Navigator", "Media and Events", and "Get Urgent Help". The main content area features a large, light-colored banner with the text "Today, I feel Overwhelmed". Below the banner, there is a paragraph: "Take the first step on your mental health journey to get the resources and support systems that will help you feel and perform your best. Your mental health matters to us, and we are here to help." and a red "Find Support" button with a right-pointing arrow.

The screenshot shows the "Find Support" search results page. The header is identical to the homepage. The main content area is titled "Find Support" and shows "Showing 71 Results". There is a search bar with the text "Search" and a red "Submit" button. The results are displayed in a list format with filters on the left and search results on the right. The filters include "Locations", "Audiences", "Types Of Care", and "Topics", each with a red header and a list of checkboxes. The search results include "Study Strategies >", "Study Strategies - Remote learning >", "Sustainability at Miami >", and "Note Taking >". Each result shows its location and audience.

Filter Category	Filter Item	Count
Locations	All Locations	48
	Oxford Campus	22
	Regional Campuses	7
Audiences	Everyone	27
	Faculty/Staff	0
	Students	42
Types Of Care	Education	52
	Emergency	0
	Organized Activities	12
	Personalized Care	10
	Self-Guided	28
Topics		

Result Title	Location	Audience
Study Strategies >	All Locations	Students
Study Strategies - Remote learning >	All Locations	Students
Sustainability at Miami >	All Locations	Everyone
Note Taking >	All Locations	Students



# Wellness Navigator



## Miami University Wellness Navigator

Connecting you to campus health and safety resources.

It's important to take care of your physical, mental, and emotional health as you navigate university life. Miami University offers a variety of resources to support your well-being. See what support options are available for you.

Before we get started, what is your home campus?

Oxford

Regional (Hamilton, Middletown, VOA)

Luxembourg

Other (I am not a student)



The Wellness Navigator will help you find resources to address mental health concerns. It is not uncommon to be faced with challenges or emotional distress during college, and getting connected to the right information quickly can help. Which of the following best describes your situation?

Thoughts of suicide.

I'm concerned about my alcohol, tobacco, or other drug use.

I think (or know) I'm depressed.

I'm having a lot of anxiety or stress.

Something else.



# Partners in the Work

Mental Health is an institutional priority



STUDENT LIFE

# Other Campus Initiatives

- Dean of Students and CARE reports
- Incubator fund collaborations
- Regional campus efforts



[MiamiOH.edu/StudentConcern](https://miamiOH.edu/StudentConcern)



# Summary

The emotional well-being of all university community members bolsters the engaged scholarship, creativity, and innovation on which the university thrives. Our collective efforts are integral to creating a campus where mental health is prioritized and everyone feels empowered to seek support when needed.



# Questions?

John Ward, PhD  
513-529-4634, wardja2@MiamiOH.edu  
MiamiOH.edu/counseling



STUDENT LIFE

# Enrollment Management and Student Success Update Board of Trustees Meeting

February 2025



ENROLLMENT MANAGEMENT  
AND STUDENT SUCCESS



# Oxford First Year Enrollment Update



ENROLLMENT MANAGEMENT  
AND STUDENT SUCCESS

# Fall 2025 Applications

## *Residency*

	2021	2022	2023	2024	2025	Δ 2024 to 2025
Non-Resident	16,272	15,800	19,085	20,547	23,008	12.0%
Domestic Non-Resident	14,033	13,124	14,957	16,221	18,838	16.1%
International	2,239	2,676	4,128	4,326	4,170	-3.6%
Ohio Resident	14,279	15,039	16,255	17,630	19,058	8.1%
<b>Grand Total</b>	<b>30,551</b>	<b>30,839</b>	<b>35,340</b>	<b>38,177</b>	<b>42,066</b>	<b>10.2%</b>

Data as of February 26



# Fall 2025 Applications

## *Academic Division*

	2021	2022	2023	2024	2025	Δ 2024 to 2025
College of Arts and Science	12,463	11,868	12,192	12,906	14,012	8.6%
Farmer School of Business	8,076	8,487	9,742	10,654	12,132	13.9%
College of Engineering and Computing	4,166	4,293	5,452	5,886	5,909	0.4%
College of Education, Health and Society	2,696	2,790	3,754	3,947	4,461	13.0%
College of Creative Arts	1,677	1,764	2,065	2,185	2,091	-4.3%
Nursing	1,473	1,637	2,135	2,599	3,461	33.2%
<b>Grand Total</b>	<b>30,551</b>	<b>30,839</b>	<b>35,340</b>	<b>38,177</b>	<b>42,066</b>	<b>10.2%</b>

Data as of February 26



# Fall 2025 Admits

## *Residency*

	2021	2022	2023	2024	2025	Δ 2024 to 2025
Non-Resident	11,285	11,894	12,604	14,107	14,532	3.0%
Domestic Non-Resident	10,311	10,988	12,042	12,851	13,729	6.8%
International	974	906	562	1,256	803	-36.1%
Ohio Resident	9,727	11,518	13,314	13,795	13,287	-3.7%
<b>Grand Total</b>	<b>21,012</b>	<b>23,412</b>	<b>25,918</b>	<b>27,902</b>	<b>27,819</b>	<b>-0.3%</b>

Data as of February 26



# Fall 2025 Admits

## *Academic Division*

	2021	2022	2023	2024	2025	Δ 2024 to 2025
College of Arts and Science	9,426	10,313	10,375	11,804	12,534	6.2%
Farmer School of Business	5,538	6,089	6,947	6,760	6,247	-7.6%
College of Engineering and Computing	2,812	2,991	3,419	3,947	3,843	-2.6%
College of Education, Health and Society	1,851	2,116	2,851	3,016	3,312	9.8%
College of Creative Arts	1,036	1,256	1,445	1,166	1,136	-2.6%
Nursing	349	647	881	1,209	747	-38.2%
<b>Grand Total</b>	<b>21,012</b>	<b>23,412</b>	<b>25,918</b>	<b>27,902</b>	<b>27,819</b>	<b>-0.3%</b>

Data as of February 26



# Fall 2025 Confirmations

## *Residency and Pathways*

	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>Δ 2024 to 2025</b>
Non-Resident - Oxford	286	324	335	342	376	9.9%
Domestic Non-Resident	277	311	315	305	346	13.4%
International	9	13	20	37	30	-18.9%
Ohio Resident - Oxford	720	686	743	860	887	3.1%
<b>Grand Total - Oxford</b>	<b>1,006</b>	<b>1,010</b>	<b>1,078</b>	<b>1,202</b>	<b>1,263</b>	<b>5.1%</b>
Pathways	0	0	12	35	52	48.6%
<b><i>Grand Total – Oxford &amp; Pathways</i></b>	<b>1,006</b>	<b>1,010</b>	<b>1,090</b>	<b>1,237</b>	<b>1,315</b>	<b>6.3%</b>

Data as of February 26



# Fall 2025 Confirmed

## *Academic Division*

	2021	2022	2023	2024	2025	Δ 2024 to 2025
College of Arts and Science	386	388	362	405	493	21.7%
Farmer School of Business	335	310	347	386	373	-3.4%
College of Engineering and Computing	74	95	112	117	118	0.9%
College of Education, Health and Society	125	116	151	169	141	-16.6%
College of Creative Arts	60	65	61	63	70	11.1%
Nursing	26	36	45	62	68	9.7%
<b>Grand Total</b>	<b>1,006</b>	<b>1,010</b>	<b>1,078</b>	<b>1,202</b>	<b>1,263</b>	<b>5.1%</b>

Data as of February 26



# Yield Efforts

Tactics are very similar to last year's, without the challenges of managing FAFSA uncertainty.

-  **DIVISIONAL EVENTS:** We continue to add tours/sessions tailored to student interests.
-  **FAMILY PROGRAMS:** Student health and wellness, orientation, housing.
-  **EXPLORATORY STUDIES PROGRAMS:** Tailored communications and events for students who did not get into FSB or nursing.
-  **PATHWAYS:** We will partner with the Student Success Center to offer more robust communications and events throughout the spring and summer.

## {VISITS AND EVENTS}

Registrations for Make it Miami are up 16% over last year at this time. Over 900 students have attended Red Brick Roadshows this year.



# Transfer Update



ENROLLMENT MANAGEMENT  
AND STUDENT SUCCESS

# Spring 2025 Transfer First Day Enrollment

	2023	2024	2025	Δ 2024 to 2025
<b>Two-Year Colleges</b>				
Applications	92	67	87	29.9%
Admits	56	45	53	17.8%
Confirms	21	25	28	12.0%
<b>Four-Year Colleges</b>				
Applications	197	201	231	14.9%
Admits	125	129	147	14.0%
Confirms	64	79	77	-2.5%
<b>International/Other Colleges</b>				
Applications	384	366	424	15.8%
Admits	68	53	40	-24.5%
Confirms	6	17	7	-58.8%
<b>Total</b>				
<b>Applications</b>	<b>673</b>	<b>634</b>	<b>742</b>	<b>17.0%</b>
<b>Admits</b>	<b>249</b>	<b>227</b>	<b>240</b>	<b>5.7%</b>
<b>Confirms</b>	<b>91</b>	<b>121</b>	<b>112</b>	<b>-7.4%</b>

Data as of January 27



# Fall 2025 Transfer

	2023	2024	2025	Δ 2024 to 2025
<b>Two-Year Colleges</b>				
Applications	130	128	125	-2.3%
Admits	68	77	63	-18.2%
Confirms	16	13	12	-7.7%
<b>Four-Year Colleges</b>				
Applications	204	240	217	-9.6%
Admits	87	128	103	-19.5%
Confirms	12	20	20	0.0%
<b>International/Other Colleges</b>				
Applications	397	463	468	1.1%
Admits	6	50	24	-52.0%
Confirms	1	6	5	-20.0%
<b>Total</b>				
<b>Applications</b>	<b>731</b>	<b>831</b>	<b>810</b>	<b>-2.5%</b>
<b>Admits</b>	<b>161</b>	<b>255</b>	<b>190</b>	<b>-25.5%</b>
<b>Confirms</b>	<b>29</b>	<b>39</b>	<b>37</b>	<b>-5.1%</b>

Data as of February 26



# Graduate Admission Update



ENROLLMENT MANAGEMENT  
AND STUDENT SUCCESS

# Spring 2025 New Graduate First Day Enrollment

	2023	2024	2025	Δ 2024 to 2025
Fee Paying Programs *				
Applications	92	104	129	24.0%
Admits	69	72	103	43.1%
Confirms	55	54	69	27.8%
BA/MA				
Applications	42	51	46	-9.8%
Admits	38	42	39	-7.7%
Confirms	35	37	32	-13.5%
<b>Total</b>				
<b>Applications</b>	<b>282</b>	<b>316</b>	<b>375</b>	<b>18.7%</b>
<b>Admits</b>	<b>209</b>	<b>197</b>	<b>264</b>	<b>34.0%</b>
<b>Confirms</b>	<b>149</b>	<b>136</b>	<b>135</b>	<b>-0.7%</b>

\* Fee Paying programs are degree programs where less than 50% of tuition and fees are paid by a graduate assistantship or other internal funds. This includes all Market Driven Tuition, all online and some on-campus programs

Data as of January 27



# Fall 2025 Graduate Update

	2023	2024	2025	Δ 2024 to 2025
Fee Paying Programs *				
Applications	280	521	522	0.2%
Admits	171	300	255	-15.0%
Confirms	112	193	176	-8.8%
BA/MA				
Applications	93	102	136	33.3%
Admits	75	87	109	25.3%
Confirms	63	77	90	16.9%
<b>Total</b>				
<b>Applications</b>	<b>2,069</b>	<b>2,631</b>	<b>2,982</b>	<b>13.3%</b>
<b>Admits</b>	<b>615</b>	<b>848</b>	<b>799</b>	<b>-5.8%</b>
<b>Confirms</b>	<b>265</b>	<b>365</b>	<b>332</b>	<b>-9.0%</b>

\* Fee Paying programs are degree programs where less than 50% of tuition and fees are paid by a graduate assistantship or other internal funds. This includes all Market Driven Tuition, all online and some on-campus programs

Data as of February 26



# Regionals Enrollment Update



ENROLLMENT MANAGEMENT  
AND STUDENT SUCCESS

# Spring 2025 Regionals First Day Enrollment

	2023	2024	2025	Δ 2024 to 2025
Hamilton				
Applications	186	144	166	15.3%
Admits	96	92	96	4.3%
Registered	44	62	68	9.7%
Middletown				
Applications	163	139	115	-17.3%
Admits	102	103	59	-42.7%
Registered	38	59	27	-54.2%
<b>Total</b>				
<b>Applications</b>	<b>349</b>	<b>283</b>	<b>281</b>	<b>-0.7%</b>
<b>Admits</b>	<b>198</b>	<b>195</b>	<b>155</b>	<b>-20.5%</b>
<b>Registered</b>	<b>82</b>	<b>121</b>	<b>95</b>	<b>-21.5%</b>

Data as of January 27



# Fall 2025 Regionals Update

	2023	2024	2025	Δ 2024 to 2025
Hamilton				
Applications	572	521	565	8.4%
Admits	413	366	397	8.5%
Confirms	242	194	247	27.3%
Middletown				
Applications	318	249	255	2.4%
Admits	230	176	173	-1.7%
Confirms	155	112	113	0.9%
<b>Total</b>				
<b>Applications</b>	<b>890</b>	<b>770</b>	<b>820</b>	<b>6.5%</b>
<b>Admits</b>	<b>643</b>	<b>542</b>	<b>570</b>	<b>5.2%</b>
<b>Confirms</b>	<b>397</b>	<b>306</b>	<b>360</b>	<b>17.6%</b>

Data as of February 26



# Admission Test Requirement Policy Update



ENROLLMENT MANAGEMENT  
AND STUDENT SUCCESS



# Test Score Requirements: Brief History and Context

Test scores were required for admission to Oxford as a part of admission review until Fall 2021

In the pandemic, almost all selective colleges and universities, including Miami, suspended test score requirements

As of today, no IUC school has returned to requiring test scores as a part of admission review

The national trend is to maintain test optional with some exceptions including:

- 5 out of 8 Ivy Leagues
- 4 out of 11 top privates
- 9 out of 25 top publics (Note: 3 are in states that required scores in COVID)

# Enrollment Trends at Miami Post-Test Optional

- Applications have increased 56.6%
  - First-generation applications have increased by 154%
  - Average GPA is 3.82 vs. 3.85
- Admit rate has decreased from 92% to 75%
- Retention rate has increased from 89.2% to 90.1%
  - Retention trends were an important factor in determining a permanent policy



# Test Score Policy and Practices Fall 2026 and beyond

Miami University-Oxford will make permanent the test optional policy

Test scores will still be welcomed as a part of holistic and contextual review

- For select programs, the Office of Admission may utilize more scrutiny of factors such as GPA, curriculum rigor, and AP scores when a test score is not provided

Students will continue to be enrolled in student success programming that has a track record of canceling out calculated retention risks

# Workday Student Update



ENROLLMENT MANAGEMENT  
AND STUDENT SUCCESS



# WORKDAY STUDENT CHANGES

- Stricter enforcement of home campus designation and course registrations by Program of Study
- Integrated Academic Progress Report will replace uAchieve/DARS
- More consistent billing and course registration management for Market Driven Tuition programs
- Dual System of Record overlap during Fall 2025 to Fall 2026 transition period



# MIAMI WORKDAY IMPLEMENTATION

## System of Record Transition Timeline



### SERVICE LIVE IN WORKDAY

1

- SLATE INTEGRATION
- ACADEMIC UNITS AND LEVELS
- STUDENT PERSONAL INFO SETUP
- PROGRAMS OF STUDY
- CALENDARS
- EDUCATIONAL INSTITUTIONS
- COURSE CATALOG

2

- VERIFICATION, AWARDING AND PACKAGING FOR NEW STUDENTS
- ISIRS
- CLASS SCHEDULE

3

- REGISTRATION
- STUDENT CONVERSION (ALL)
- VERIFICATION, AWARDING, AND PACKAGING FOR CONTINUING STUDENTS
- FEE CALCULATIONS, SPONSORS AND WAIVERS

4

- PAYMENTS
- CASHIERING INTEGRATION
- CHARGE ASSESSMENT
- PAYMENT PLANS
- DISBURSEMENT
- R2T4
- STUDENT FINANCIALS BALANCES
- TRANSCRIPT GENERATION

5

- GRADING
- GRADUATION
- END-OF-TERM PROCESSING

# External System Changes

## Replaced by Workday

- Banner
- uAchieve - DARS
- Photo Roster
- Withdrawal app
- Change of Program app
- Course Repeat app
- Re-enrollment app
- Student info FERPA app
- eCRT Effort Reporting
- Academic Advisor Assignment
- BDM (for most student docs)

## Keeping

- Canvas
- Slate
- EAB Navigate
- CourseLeaf – CIM & CAT
- Nelnet – Student Payments
- Flywire – International Payments
- National Student Clearinghouse
- Terradotta
- The Hub
- 25Live
- Maxient
- Handshake
- ESCI (1098-T processing)
- eCampus
- Sunapsis
- myMiami
- Cayuse Grant Manager

## Still Under Review

- LobbyCentral
- Paver
- Teamworks/ARMS
- AIM
- Cvent
- Grade Submission
- TutorTrac





**Thank you**



ENROLLMENT MANAGEMENT  
AND STUDENT SUCCESS



February 2025

# Admission Rate Context and History

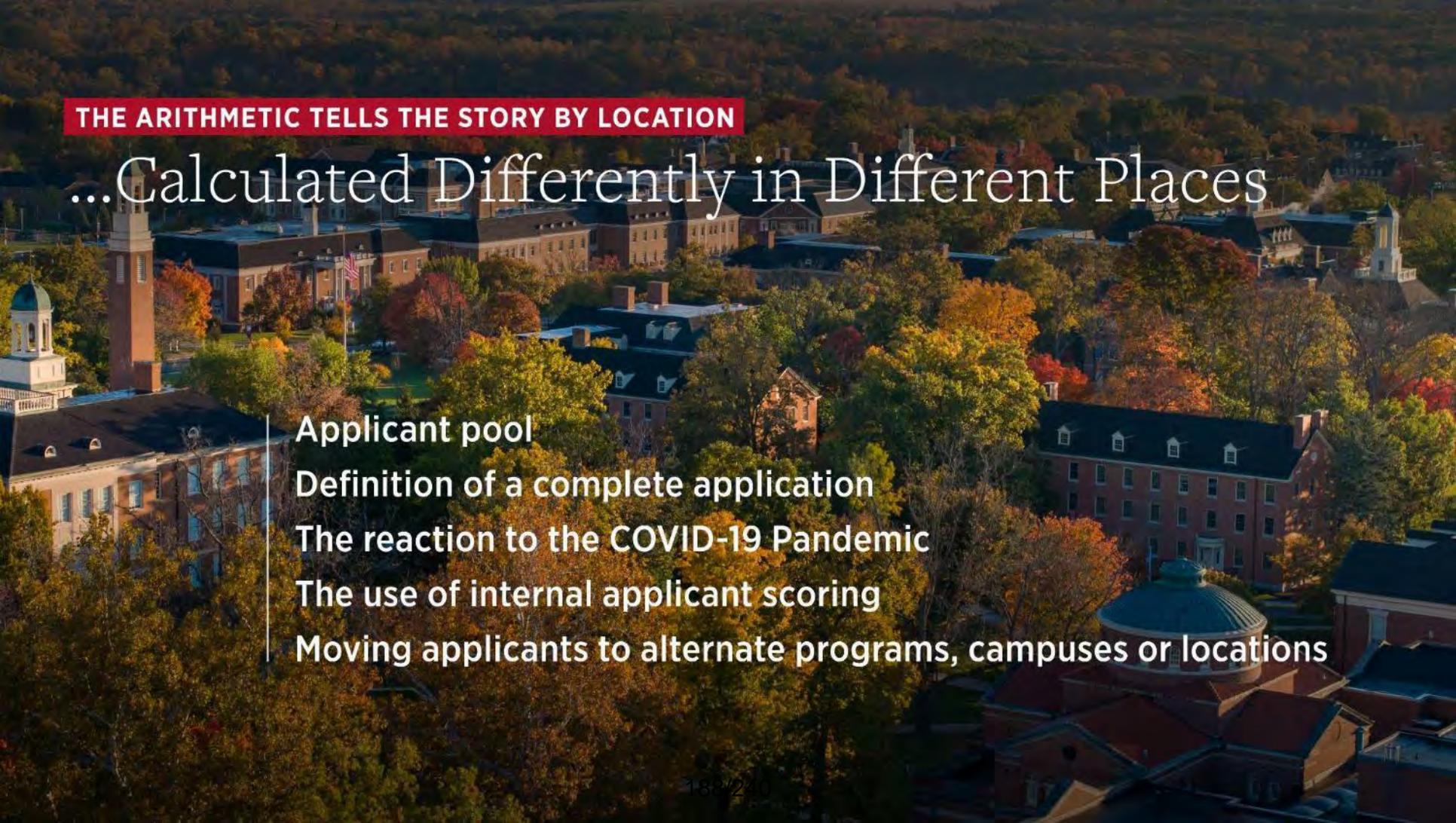
# What is Admission Rate?



**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**

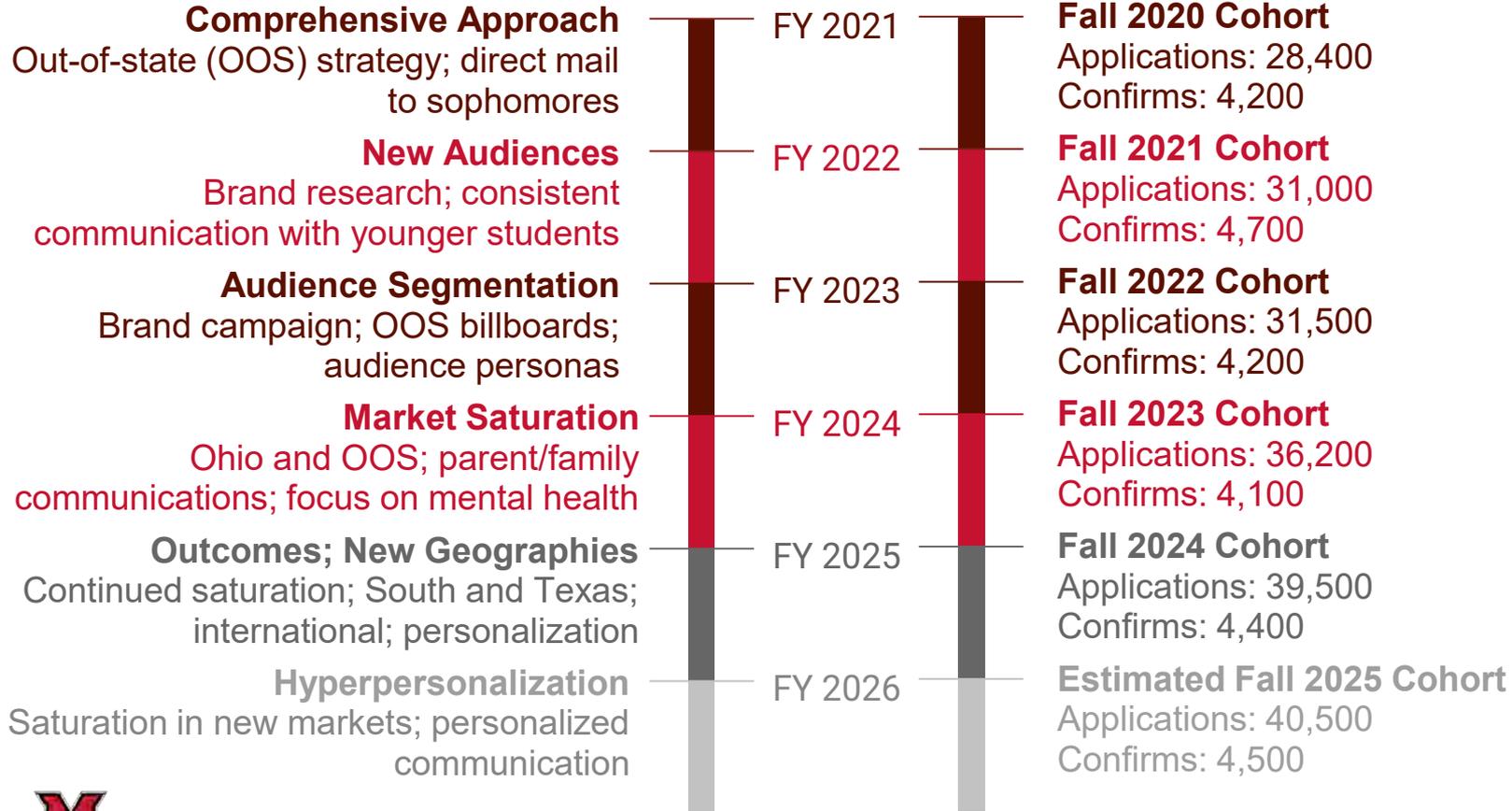
**The use of internal applicant scoring**

**Moving applicants to alternate programs, campuses or locations**

# Driving Applications



# Key Marketing Tactics by Year



# 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

Explore Miami University:  
You just have to  
see for yourself!

No. 3  
College Town  
IN THE U.S.

It's time to search for the college where you belong! Here at Miami, you will experience a superior education, creativity, and community — all in a campus setting that offers beautiful perspectives and lively traditions. And, since employers and graduate schools love Miami students, a Miami education is an investment that pays dividends for a lifetime.

We offer campus visit programs throughout the year. Check out how Miami can help you achieve your academic and professional goals and set you up for a bright future.

Discover Miami  
[MiamiOH.edu/visit](http://MiamiOH.edu/visit)

MIAMI UNIVERSITY  
OFFICE OF ADMISSION (MSCT009)  
321 South Canfield Avenue  
Oxford, OH 45056-3834

Greetings from  
**MIAMI**  
~~Florida~~  
Oxford, Ohio

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



Find your  
**PERFECT PLACE**

**THE POWER TO STAND OUT**

**BE THE BEST** version of you

**35+**  
PROGRAMS TO EARN A BACHELOR'S AND MASTER'S IN 4 OR 5 YEARS

**Top 30**  
OF ALL U.S. UNIVERSITIES FOR ALUMNI WEALTH  
2020

**No. 35**  
BEST COLLEGES FOR FUTURE LEADERS  
2024

**No. 15**  
FOUR-YEAR GRADUATION RATE AMONG PUBLIC UNIVERSITIES

**99%** POST-GRADUATION SUCCESS RATE

**Abbey Stoltraus '24**  
Double Major: Political Science, Sociology  
"When I was in high school, I pictured a place where I belonged, where I could grow, and where I could find myself. I feel like Miami is just that place."

**D.J. Henry '24**  
Major: Marketing  
"The first time I stepped on campus was a magical experience. It felt very at home to me. I feel like I belonged at Miami University."

**Eric Kronz '24**  
Major: Mechanical Engineering; Co-Major: Sustainability  
"When Career Fair coming up, I've had employers reaching out to me almost every day throughout the week leading up to it."

Prepare for an **AMAZING FUTURE**





# 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



Overcome challenges.  
Blaze your own trail.

"I joined RedHawk Ventures the fall of my sophomore year. Coming in as someone who knew they wanted to be involved with entrepreneurship to someone who has really gotten a view of where they want their career to go has been my most rewarding part of my college career."

Jack Marks '24  
Major: Marketing

You're driven to lead. Discover your  
clear path to a successful career!



Chat or call 1-855-485-2211 or  
from just 10 to 100 miles  
receive Miami 3000  
[MiamiOH.edu/1125-07-2024](http://MiamiOH.edu/1125-07-2024)



Apply to excel  
[MiamiOH.edu/apply](http://MiamiOH.edu/apply)



OFFICE OF ADMISSION (MS21003)  
501 South Campus Avenue  
Oxford, OH 45056-2454

www.miami.com/apply



# Useful Information

**MIAMI UNIVERSITY**

## Maximize Your Success

**AT MIAMI, YOU WILL**

## SERIOUS EARNING POTENTIAL

Now and forever

<p>Early-career alumni median salary</p> <p><b>\$69,100</b></p> <p>(0-5 YEARS)</p> <p>PAIDSCALE.COM</p>	<p>Mid-career alumni median salary</p> <p><b>\$132,800</b></p> <p>(10+ YEARS)</p> <p>PAIDSCALE.COM</p>
---	--

**Top 30**

AMONG UNIVERSITIES IN THE U.S. FOR ALUMNI WEALTH

APR 2024

**Top 35**

BEST COLLEGES FOR FUTURE LEADERS

TIME

### Merit scholarship opportunities

When you apply for admission to Miami University by our Dec. 1 priority application deadline, you will automatically be considered for merit scholarship based on the criteria below. Students who apply later will be considered on a case-by-case basis.

**Fall 2024 Merit Scholarships**

WEIGHTED HIGH SCHOOL GPA	NON-RESIDENT ANNUAL VALUE*
4.30+	Starting at \$3,000

\*OFFICE OF ADMISSIONS (PREFERRED): 30 South Campus Avenue, Oxford, OH 45056-3434

**MIAMI UNIVERSITY**

Our campus inspires top students

## OUR SCHOLARSHIPS REWARD THEM

## HIT THE GROUND RUNNING

Far and wide

Recent Miami grads have earned impressive titles such as:

- GLOBAL OPERATIONS MANAGER (FACEBOOK)
- CO-FOUNDER & CHIEF CREATIVE OFFICER (SUBURBY)
- FOREIGN SERVICE OFFICER (U.S. DEPARTMENT OF STATE)
- ASSOCIATE PRODUCER (JERRY KIMBLE LIVE)
- EPIDEMIOLOGIST (CINCINNATI CHILDREN'S HOSPITAL)
- RESEARCH ENGINEER (NASA)
- CO-FOUNDER (MAD RABBIT)
- DIRECTOR OF TECHNOLOGY (BUGGABLE)

In 2021, graduates accepted jobs in

48 / 26

States / Countries

### Merit scholarship opportunities

When you apply for admission to Miami University by our Dec. 1 priority application deadline, you will automatically be considered for merit scholarship based on the criteria below. Students who apply later will be considered on a case-by-case basis.

You must also be a U.S. citizen or permanent resident to be eligible for Miami's Ohio Scholarship. A full academic record for the previous year is required. All merit scholarships are awarded on a case-by-case basis. Merit scholarships are awarded on a case-by-case basis.

**24 Merit Scholarships**

WEIGHTED HIGH SCHOOL GPA	NON-RESIDENT ANNUAL VALUE*
4.30+	Starting at \$4,000
3.95 to 4.29	Starting at \$5,000
3.75 to 3.94	Starting at \$2,000
3.50 to 3.74	Starting at \$1,000

\*OFFICE OF ADMISSIONS (PREFERRED): 30 South Campus Avenue, Oxford, OH 45056-3434

**College**

Students at Miami College can also apply for merit scholarships. For more information, visit [MiamiOH.edu/merit](https://www.miamioh.edu/merit)



# 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	514	407	492	533	570	6.9%
	Illinois	3,550	3,309	3,981	4,072	4,963	21.9%
	New York	721	707	772	870	1,118	28.5%
	<b>Subtotal</b>	<b>4,785</b>	<b>4,423</b>	<b>5,245</b>	<b>5,475</b>	<b>6,651</b>	<b>21.5%</b>
Secondary	Minnesota	351	407	386	404	476	17.8%
	Missouri	468	452	466	474	452	-4.6%
	Wisconsin	262	227	233	275	324	17.8%
	<b>Subtotal</b>	<b>1,081</b>	<b>1,086</b>	<b>1,085</b>	<b>1,153</b>	<b>1,252</b>	<b>8.6%</b>
Tertiary	California	551	510	541	537	567	5.6%
	Maryland	516	427	453	438	545	24.4%
	Massachusetts	477	414	461	559	698	24.9%
	New Jersey	475	397	433	496	683	37.7%
	Pennsylvania	653	659	741	839	953	13.6%
	Texas	250	244	288	355	425	19.7%
	<b>Subtotal</b>	<b>2,922</b>	<b>2,651</b>	<b>2,917</b>	<b>3,224</b>	<b>3,871</b>	<b>20.1%</b>
Ohio		14,347	15,121	16,320	17,669	19,217	8.8%
Other/International		7,416	7,558	9,773	10,656	11,075	3.9%
<b>Grand Total</b>		<b>30,551</b>	<b>30,839</b>	<b>35,340</b>	<b>38,177</b>	<b>42,066</b>	<b>10.2%</b>

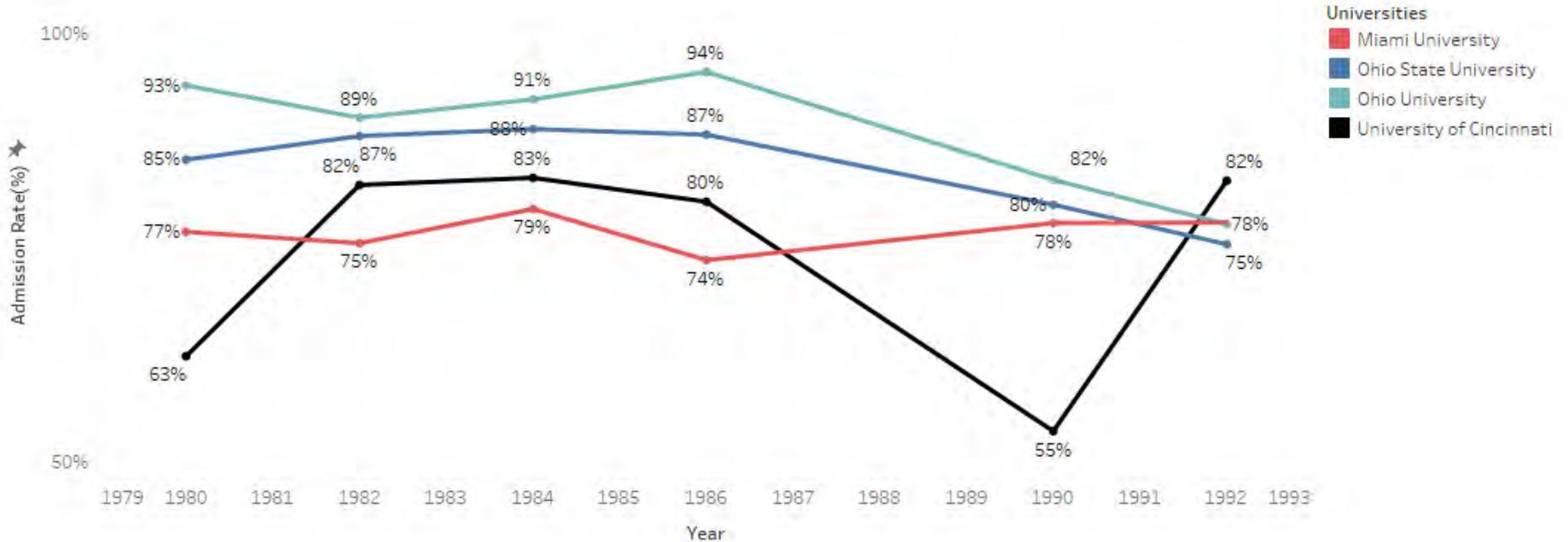
Data as of February 26  
Reflects students' state at time of application.



# Reviewing the Data History and Context



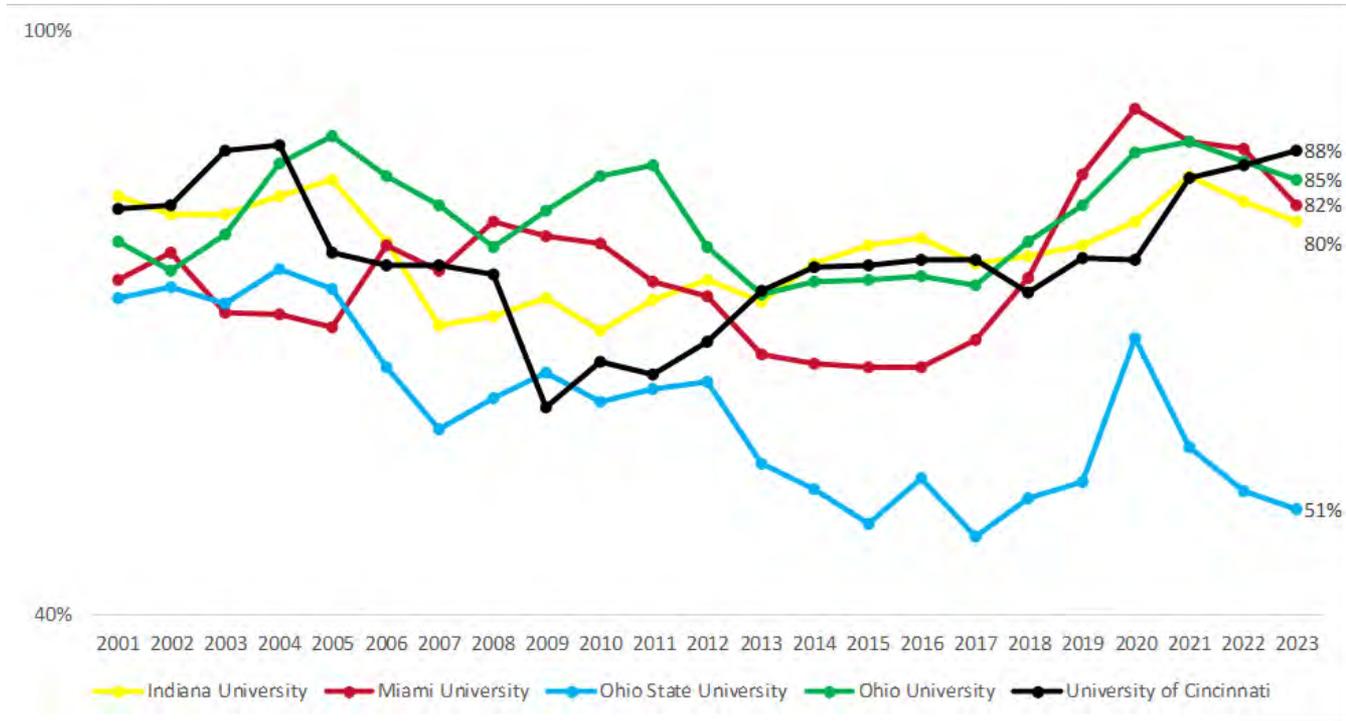
# Historical Admit Rate Data for Miami University



\* 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 2019 – 2023

	2019	2020	2021	2022	2023
<b>Miami University</b>	<b>85.3%</b>	<b>92.0%</b>	<b>88.6%</b>	<b>87.9%</b>	<b>82.1%</b>
Indiana University	77.9%	80.4%	85.0%	82.4%	80.4%
Ohio State University	53.7%	68.5%	57.2%	52.7%	50.8%
Ohio University	82.1%	87.5%	88.6%	86.5%	84.8%
University of Cincinnati	76.7%	76.4%	84.8%	86.2%	87.7%

Source: Integrated Postsecondary Education Data System





# Questions?





NEWS AND UPDATES

# University Communications and Marketing

FEBRUARY 2025



▲ Players and coaches enjoying their Snoop Dogg Arizona Bowl win.

## BOWL GAME VICTORY SPARKS INTEREST IN MIAMI

With the RedHawks football team being crowned as Snoop Dogg Arizona Bowl champions, media and marketing results added to the celebration. From Dec. 8 to Dec. 31, 2024, UCM measured an estimated ad value totaling more than \$225 million.

One day after the bowl game win, Miami saw an increase in point-in-time admission confirmations of 266%. Three days after the game, Miami saw a 12.6% year-over-year increase in domestic applications for fall 2025, as well as a 46% year-over-year increase in students confirming their enrollment. These results showcase the value of brand and athletics marketing.

## UCM PARTNERS WITH DIVISIONS TO CREATE eNEWSLETTERS

Miami University Regionals, Innovation and Research, and the Graduate School, along with the Colleges of Arts and Science; Creative Arts; Education, Health, and Society; Engineering and Computing; and the Farmer School of Business worked collaboratively to launch an eNewsletter system to publicize the achievements of each division. The first editions

of these eNewsletters were sent in January.

With a goal of improving reputation scores and national rankings, each eNewsletter contains a collection of stories highlighting the division's awards, research, and influence. More than 1,500 vice presidents, deans, and senior faculty around the nation will receive the eNewsletters on a quarterly basis.

## MARKETING BOLSTERS GRADUATE SCHOOL APPLICATIONS

In 2022, UCM assumed responsibility for marketing the Graduate School — focusing on increased awareness of, and applications for, targeted programs. By 2024, graduate applications had increased 24.5% over 2022, and applications for 2025 are on track for another record year. As of Jan. 15, 2025, graduate applications were up 23.5% compared to the same time in 2024, an increase of 52.7% over 2022.

Each year, UCM partners with the Graduate School, the Office of

STRONG START

**23.5%**

MORE APPLICATIONS  
JANUARY 2025 VS. 2024

Admission, and academic divisions to prioritize graduate programs for marketing — supporting over 20 programs with digital advertising, program-specific emails, and other communication initiatives.

## COMMUNITY ENGAGEMENT YIELDS MILLIONS IN PR VALUE

In an effort to build awareness in the Cincinnati area, UCM has engaged in partnerships with community organizations and recognizable partners in the region.

Miami's sponsorship of the Cincinnati Reds "Bark in the Park" night resulted in 230,000 social media impressions, a TV broadcast that reached 100,000 viewers, and 22,000 fans who attended

the game. This strategic investment returned more than \$4 million in PR value.

Other partnerships include high school scoreboards and football coverage, signage at the Spooky Nook sports facility in Hamilton, the iHeart Radio Make-a-Wish fundraiser, and television coverage of the solar eclipse and election results.



▲ President Greg and Dr. Renate Crawford at Great American Ball Park with their dogs Newton and Ivy.



**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

Nov. 16, 2024 - Jan. 31, 2025

## SOCIAL MEDIA

# 26M

Total social media impressions on the university's primary accounts

X 190K Instagram 8.1M TikTok 1.3M

Facebook 15.6M LinkedIn 936K

# 452K

Total social media engagements

X 5.7K Instagram 198K TikTok 60K

Facebook 126K LinkedIn 61K

# 633K

Total social media followers

X 61K Instagram 105K TikTok 114K

Facebook 119K LinkedIn 234K

## WEBSITE

# 2.9M

Total website users

# 1.8M

New website users

# 17M

Website page views

# 422K

Organic clicks (Google)

# 8.8M

Search impressions

## CONVERSION TRACKING

# 42,832

Applications from Sept. 1, 2024 - Feb. 10, 2025

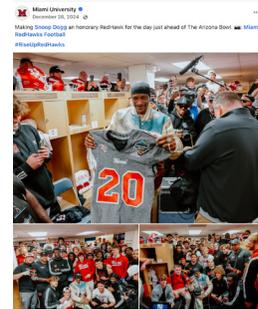
# 4,191

Requests for information

# Social Media top highlights

Nov. 16, 2024 - Jan. 31, 2025

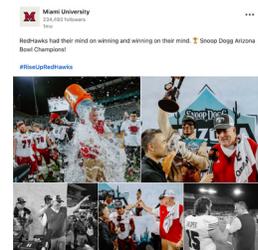
20.5K Total engagements



1.5K Total engagements



13.7K Total engagements



11.1K Total engagements



8.7K Total engagements



# News by the numbers

Nov. 16, 2024 - Jan. 31, 2025

# 212

News media pitches

# 95.4M

News reach

# 4,306

News mentions

# \$14M

PR value

# 1,739

National news media mentions

## The Conversation

# 11

Articles  
67 articles  
May 1, 2023 - Jan. 31, 2025

# 10

Authors  
36 authors  
May 1, 2023 - Jan. 31, 2025

# 113

Publishers  
215 publishers  
May 1, 2023 - Jan. 31, 2025

# 228,458

Reads

2.1M reads  
May 1, 2023 - Jan. 31, 2025

## Merit

# 7.4K

Personalized student stories

# 2.6K

Student achievement press releases sent via Merit

# 18.7M

Merit-generated impressions on social



## EXECUTIVE COMMITTEE of UNIVERSITY SENATE

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

University Senate Website: <https://www.miamioh.edu/academic-affairs/university-senate>

February 17, 2025

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 February 17, 2025.

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

- **February 10, 2025**

- SR 25-08 Sense of the Senate Resolution: Pause Implementation of New Workload Guidelines - Cathy Wagner, Ph.D., English Professor, and Ginny Boehme, Science Librarian; Associate Librarian
- SR 25-09 Sense of the Senate Resolution: Affirming the Role of Shared Governance in Drafting Workload Guidelines - Liz Wardle, Roger and Joyce Howe Distinguished Professor of Written Communication and Director, Howe Center for Writing Excellence, and Kevin Reuning, Associate Professor, Political Science, Center for Analytics and Data Science
- Electrical and Computer Engineering - Master of Engineering, Tim Cameron, Associate Dean and Professor - **Presented but not voted on**
- Engineering - Doctor of Philosophy, Tim Cameron, Associate Dean and Professor - **Presented but not voted on**

- **February 24, 2025**

- SR 25-10 Electrical and Computer Engineering - Master of Engineering  
- Beena Sukumaran, Dinesh & Ila Palival Dean of the College of Engineering & Computing
- SR 25-11 Engineering - Doctor of Philosophy, Beena Sukumaran, Dinesh & Ila Palival Dean of the College of Engineering & Computing
- CSE - Computer Science, Doctor of Philosophy, Tim Cameron, Associate Dean and Professor, Marnie Saunder, Associate Dean and Professor, and Beena Sukumaran, Dinesh & Ila Palival Dean of the College of Engineering & Computing - **Presented but not voted on**

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

○ **February 10, 2025**

- Revisions to Existing Majors -CIT - Computer and Information Technology, Associate in Applied Science
- Revision to Existing Major- CIT - Cybersecurity & Networking, Bachelor of Science in Information Technology
- Revision to Existing Major- CIT - Information Technology, Bachelor of Science in Information Technology
- Revision to Existing Major- IMS - Games + Simulation, Bachelor of Science
- Revision to Existing Major- KNH -Nutrition, Bachelor of Science in Kinesiology, Nutrition and Health
- Revision to Existing Major- MJF - Media and Communication, Bachelor of Arts
- Revision to Existing Major- ART - Bachelor of Arts in Art
- Revision to Existing Minors - ART - Communication Design Minor
- Revision to Existing Minors - CSE - Computer Science Minor
- Revision to Existing Minors - CSE - Deep Learning and Artificial Intelligence Minor
- Revision to Existing Minors - ESP - Entrepreneurship Minor
- Revision to Existing Minors - GIC - Comparative Race and Ethnic Studies Minor
- New Certificate - EDP - Learning, Cognitive, and Brain Sciences Graduate Certificate
- New Certificate - ENG - Computational Linguistics Certificate
- Revision of Existing Certificate - MKT/KNH - Healthcare Sales Certificate

○ **February 24, 2025**

- New Minor- GRE - Russian, East European, and Eurasian Studies (REEES) Minor
- Revisions to Existing Majors -ATH - Anthropology, Bachelor of Arts
- Revisions to Existing Majors - CSE - Computer Science, Master of Computer Science
- Revisions to Existing Majors -CSE - Computer Science, Master of Science in Computer Science
- Revisions to Existing Majors - EDP - Special Education, Master of Education
- Revisions to Existing Majors -ENG - Linguistics, Bachelor of Arts
- Revisions to Existing Majors - SPA - Speech Pathology and Audiology, Bachelor of Science
- New Certificate - MTH/TCE - Mathematics Education Certificate (non-licensure)

● **Senate Resolutions**

- SR 25-08 Sense of the Senate Resolution: Pause Implementation of New Workload Guidelines - Cathy Wagner, Ph.D., English Professor, and Ginny Boehme, Science Librarian; Associate Librarian
- SR 25-09 Sense of the Senate Resolution: Affirming the Role of Shared Governance in Drafting Workload Guidelines - Liz Wardle, Roger and Joyce Howe Distinguished Professor of Written Communication and Director, Howe Center for Writing Excellence, and Kevin Reuning, Associate Professor, Political Science, Center for Analytics and Data Science
- SR 25-10 Electrical and Computer Engineering - Master of Engineering - Beena Sukumaran, Dinesh & Ila Palival Dean of the College of Engineering & Computing
- SR 25-11 Engineering - Doctor of Philosophy, Beena Sukumaran, Dinesh & Ila Palival Dean of the College of Engineering & Computing

SR 25-08  
Sense of the Senate Resolution:  
Pause Implementation of New Workload Guidelines  
February 24, 2025

WHEREAS Miami University administration has circulated a document with the title “Faculty Workload Guidelines. Oxford Campus. December 3, 2024 DRAFT,” and is in the process of implementing new workload assignments, and

WHEREAS the December 3 Draft states that it incorporates a “new methodology” for categorizing faculty activity, introducing wholly new vocabulary, percentages, and criteria to place faculty into one of seven new “faculty type” categories, and

WHEREAS the December 3 Draft deviates from existing University policy, for example by placing advising under service rather than under teaching (MUPIM 7.4; OAC 3339-7-04; ORC 3345.45), and

WHEREAS Miami University Policy ([MUPIM 5.6](#), OAC-3339-5-06) states that “there is no policy on teaching load that applies absolutely throughout the University,” that “within academic divisions and departments, differences in teaching load reflect the differing commitments to research, administration, teaching, and the tenure and experience of the instructional staff, as well as the differing market conditions, accrediting standards, and academic traditions of the disciplines,” and that, furthermore, the University Senate has review over changes to that policy, and

WHEREAS the Enabling Act declares University Senate to be “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; [and] faculty welfare...,” and

WHEREAS the [“Faculty Workload Norms”](#) web page published by Academic Affairs cites [University Senate actions](#) on March 22, 2010 and in 2008, indicating then-Provost

Jeffrey Herbst's work before Senate, COAD, divisional committees, and Faculty Assembly to establish these norms through shared governance (including a Senate vote and stipulating an annual review by University Senate), and

WHEREAS departments have existing governance on workload assignments approved through normal channels that has not been updated, and yet assignments are currently being made according to different guidelines that are not part of approved governance; and

WHEREAS although the new workload guidelines and criteria have implications for educational programs, faculty welfare, evaluation and promotion, and potentially discipline and discharge, they have not been presented to Senate for review,

**RESOLVED:** that Miami University administration shall pause implementation of new workload guidelines until after the Provost has made a full presentation to Senate—including furnishing the peer comparison data that informs the guidelines—and Senate has had the opportunity for questions, discussion, and further action under established shared governance procedures.

SR 25-09  
Sense of the Senate Resolution:  
Affirming the Role of Shared Governance in Drafting Workload Guidelines  
February 24, 2025

WHEREAS Miami University administration has circulated a document with the title “Faculty Workload Guidelines. Oxford Campus. December 3, 2024 DRAFT,” and is in the process of implementing new workload assignments, and

WHEREAS the December 3 Draft states that it incorporates a “new methodology” for categorizing faculty activity, introducing wholly new vocabulary, percentages, and criteria to place faculty into one of seven new “faculty type” categories, and

WHEREAS a need exists to establish a consistent pathway in shared governance for ensuring that faculty workloads meet institutional needs, comply with state laws, and are equitable while comporting with differences in disciplines and faculty roles, and

WHEREAS, according to the Enabling Act, the Board of Trustees “has delegate[d] to the Senate primary responsibility for curriculum, programs, and course offerings and advisory responsibility on all matters related to Miami University,” and whereas adjustments to workload norms will alter course offerings and curriculum planning at the university, and

WHEREAS the Enabling Act further declares University Senate to be “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 [and is] the legislative body of the University in matters involving educational programs, requirements, and standards [and] faculty welfare...,” and

WHEREAS Miami University Policy (MUPIM 5.6, OAC-3339-5-06) states that “there is no policy on teaching load that applies absolutely throughout the University,” that “within academic divisions and departments, differences in teaching load reflect the differing commitments to research, administration, teaching, and the tenure and experience of the instructional staff, as well as the differing market conditions, accrediting standards, and academic traditions of the

disciplines,” and that, furthermore, the University Senate has review over changes to that policy, and

WHEREAS the [“Faculty Workload Norms”](#) web page published by Academic Affairs cites [University Senate actions](#) on March 22, 2010 and in 2008, indicating then-Provost Jeffrey Herbst’s work before Senate, COAD, divisional committees, and Faculty Assembly to establish these norms through shared governance (including a Senate vote and stipulating an annual review by University Senate), and

WHEREAS the new guidelines incorporate assumptions categorizing faculty workload equivalents for venue, impact and quality of research productivity that are relevant to promotion and tenure, but are not always aligned with criteria previously established in university and departmental governance, and

WHEREAS according to the [Statement on Government of Colleges and Universities](#) approved by the Association of Governing Boards, the American Council on Education, and the American Association of University Professors, the “faculty has primary responsibility for such fundamental areas as...research [and] faculty status, [and] on these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty,” and

WHEREAS the Board of Trustees determined in 2021 that Miami’s policies “align” with the above-linked Statement on Governance of Colleges and Universities, which according to the chair “provides an excellent framework to help institutions shape effective shared governance systems” and that “Miami’s shared governance systems are sound and in clear conformity with these principles,” and that Miami intends to continue to pursue shared governance in alignment with the statement ([Minutes, Board of Trustees Meeting, May 9, 2021](#), pp. 7–9), and

WHEREAS fair and consistent implementation of workload policies necessitates a university-level process for appeal and reconsideration of workload assignments to ensure they are appropriate and equitable, and

**RESOLVED:** that the [charge of the Academic Policy Committee](#), which “consults with

and advises the Provost about all matters of academic policy affecting the University,” shall be amended to insert the following sentence before the final sentence:

“It [the Committee] develops and, when appropriate, updates recommendations on workload norms and guidelines for teaching, research and service that heed applicable laws, are informed by peer benchmarking, take into account differences in disciplines and roles, and consider potential effects on curriculum planning, course offerings and educational quality.”

**RESOLVED:** that Academic Policy Committee shall 1) draft recommended workload norms and guidelines in line with its new charge, 2) design a university-wide grievance policy based on those norms and guidelines for handling requests for reconsideration of work assignments and 3) submit both to Senate for review by January 1, 2026 **with a return to its consideration for the responsibilities of the Faculty Welfare Committee if and or when that Committee is restored to tasking.**

**Appendix: Full charge of [Academic Policy Committee](#) with proposed amendment:**

The functions of the Academic Policy Committee are to advise the Provost and make recommendations to the academic deans, University Senate or other University Senate committees on educational policies found in: the Policy Library related to curriculum and research such as but not limited to: course registration, course repeat, re-enrollment, transfer credit, examinations, grading system, academic integrity, attendance, classification of students, degree honors and graduation requirements; and wording in the General Bulletin that relates to the policies under consideration. The Committee is responsible for reviewing revisions of policies in the areas listed above, reviewing proposals for new or revised policies from others, and can also propose policies. It develops and, when appropriate, updates recommendations on workload norms for teaching, research and service that heed applicable laws, are informed by peer benchmarking, take into account differences in disciplines and roles, and consider potential effects on curriculum planning, course offerings and educational quality. It reports regularly to Senate; and consults with and advises the Provost about all matters of academic policy affecting the University.

**SR 25-10**

**Electrical and Computer Engineering - Master of Engineering**

**February 24, 2025**

**BE IT HEREBY RESOLVED** that University Senate endorses the proposed program,  
Electrical and Computer Engineering - Master of Engineering

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

**SR 25-11**

**Engineering - Doctor of Philosophy**

**February 24, 2025**

**BE IT HEREBY RESOLVED** that University Senate endorses the proposed program,  
Engineering - Doctor of Philosophy

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

**Miami University – Board of Trustees**  
**Global Initiatives Update** February 2025

**Cheryl D. Young**

Associate Vice President, Global Initiatives; Interim Director, Education Abroad

Under a mission to lead and support the comprehensive internationalization of Miami University, Global Initiatives focuses on student success with a commitment to globally focused experience, and acts as the connective tissue for all institutional internationalization and global learning realms of the university experience for faculty, staff, and students.

Global Initiatives centers include Education Abroad, Miami University Dolibois European Center (MUDEC), International Student & Scholar Services, the Miami University International Student Center, the English Language Learner Writing Center, and Continuing Education (including the Institute for Learning in Retirement and the Global Partner Summer School). Each of these units contributes significantly to the commitment to international education through academic programs and courses, experiential learning, co-curricular activities and programs, and global initiatives aligned with institutional strategies.

**Education Abroad**

The **Education Abroad** office at Miami supports Study Abroad programs as well as the growing number of domestic Study Away programs. The Education Abroad team and leadership use their global learning and international education expertise in collaboration with faculty and staff to develop meaningful and impactful faculty led programs, support the Miami University Dolibois European Center, and other experiential global learning realms such as internships, service learning, and student research projects and interests.

Miami University is a national leader in education abroad, and in the top five ranked schools in the U.S. for the total number of students choosing to study abroad for academic credit. The primary destinations for Miami students include Luxembourg, Italy, Spain, Costa Rica, and the United Kingdom. Many students are traveling with our outstanding faculty in programs that are developed collaboratively with the academic departments and divisions, Project Dragonfly, FSB Global, as well as the Honor's College. In 2024-25 over 140 faculty led programs have been proposed and approved, with every academic division represented, and many interdisciplinary efforts offered in the growing areas of global health, leadership management, and global internships.

**Miami University Dolibois European Center (MUDEC)**

The European Center continues to experience a significant growth in enrollments with more housing options, a more focused curriculum allowing students to advance in their academic path, and increased experiential learning opportunities. In 2023-24, MUDEC hosted 398 students, and enrollment is expected to reach 420 in the current academic year, 2024-25. During winter term 2025 MUDEC hosted the Department of Nursing Honor's program, *Servant Leadership: Caregiving in a Crisis*. Led by Dr. Anna Ressler (and previously by Ms. Britt Cole and Dr. Sara Arter), the students spent three weeks at MUDEC, and then traveled to Geneva, Switzerland for an experiential immersion experience at the United Nations. This outstanding program has been

nominated for the Institute for International Education (IIE) Heiskell Award to recognize the interdisciplinary nature of the program, the robust partnership with UNITAR and the Red Cross, as well as the excellent feedback from the U.N. about Miami student engagement.

### **International Student & Scholar Services**

The **International Student & Scholar Services** (ISSS) office leads the effort to support international students and scholars from the point of commitment to Miami through alumni status. Currently there are approximately 1,110 international students studying at Miami across all campuses, at the graduate or undergraduate level, or in Optional Practical Training (OPT) opportunities.

In the spring of 2024 Provost Elizabeth Mullenix appointed a task force to make recommendations toward an English Language Program and accreditation of that program through CEA. Recommendations were submitted in May 2024 and noted that the urgency for a revitalized and centralized center is found in the necessity to increase international student enrollment (particularly sponsored students whose sponsoring organization will require accreditation) and to present a unified effort representing teaching excellence and the unique strengths of Miami University. This effort is in its final planning stages, with curriculum developed and a planned opening date of July 1, 2025. The program will be offered in three terms: fall, spring, and summer. The unit will reside within Global Initiatives, and work collaboratively across the College of Arts & Sciences and the College of Liberal Arts & Applied Science, as well as the English Language Learning Writing Center, and International Student Center.

### **Continuing Education**

The **Continuing Education** office continues to offer robust non-credit and credit learning opportunities across the campus and community. Examples include: Ohio Writing Project master's degree program courses, the manufacturing process workshop on material selection, Career Exploration opportunities in the U.S. and abroad, and not for credit study abroad opportunities in Zambia, Guatemala, and Europe. The Institute for Learning in Retirement (ILR) continues to grow with an 11% enrollment increase this year. Enrollments have reached over 675, attending a variety of 136 non-credit courses, and 25 special events. The average age of the participants is 75 years. The ILR has over 300 unpaid volunteers, including 230 instructors and speakers. Each semester, our lifelong learners are presented with a diverse array of subjects to explore. Some of our most popular classes this year included: The Imminent Solar Eclipse, Politics in the Age of Twitter, Let it Go: Declutter to Downsize, Renewing Your Mind by Training Your Brain, Pundits, Polls, and Politics, Electric Vehicles, and the ever-popular lunchtime lecture series, just to name a few.

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# Division of Student Life

## NEWS AND UPDATES | February 2025

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

The Division of Student Life supports student health and wellness through a variety of resources, services, and programming. While much of this report focuses on mental health, we recognize that wellness is influenced by many factors, including physical health, social connection, and academic support.

### BetterMynd

The **Student Counseling Service** recently expanded student access to counseling through the online therapy platform BetterMynd. BetterMynd connects students with a licensed, insured counselor for one-on-one teletherapy sessions. This service provides support during evenings, weekends, and school breaks when the Student Counseling Service is closed. It also provides an opportunity for students who are out-of-state on a study-away experience to engage with therapy remotely.

### Mental Health Dinner and Panel

In October 2024, the **Office of Student Wellness** and the **Student Counseling Service**, with the Associated Student Government, Interfraternity Council, and Panhellenic Association, hosted a mental health-focused dinner and panel discussion for student leaders. The event brought together over 100 student leaders for a moderated discussion on how to support mental well-being within their organizations. The student participation reflects a growing commitment among student leaders to prioritize mental health, reduce stigma, and foster a culture of well-being within the campus community.

### Communications Coordinator for Student Health and Wellness

The Division of Student Life added a full-time, 10-month position in January 2025 to focus on elevating awareness, understanding, and perception of mental health resources on campus and making our culture of care more visible. The coordinator will ensure that resources, initiatives, stories, and updates related to health and wellness are shared in ways that are proactive, creative, and effective.

### Academic Counseling on the Rise

Over 440 students engaged with academic counseling services in fall 2024 through the **Rinella Learning Center**, for a total of 1,814 appointments. This was a 10% increase over the previous fall semester. Academic counseling offers personalized support to help students overcome challenges like academic anxiety, test-taking stress, time management, and procrastination. Students work with their counselor to set achievable goals and develop strategies for success. This process helps students build academic skills and promotes overall well-being, focusing on both personal and academic growth. Regular one-on-one meetings and follow-up support empower students to manage tasks effectively and thrive academically and emotionally in college.



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

Students unwind at the Stress Less fair, finding matching affirmations in a game of duck pond.

# Mental Health Committee and Grant Funding

Building on the insights from the 2022-23 Mental Health Task Force report, Student Life has established a comprehensive approach to mental health and emotional well-being through the university-wide Mental Health Committee. The committee work includes implementing the task force's recommendations and continuing to explore new initiatives related to mental health.

## MENTAL HEALTH COMMITTEE ACHIEVEMENTS

### Online Scheduling for Student Counseling Appointments

Students can now schedule their first in-person counseling appointment online. Previously, first appointments needed to be made over the phone or in person. The online scheduling option is for initial consultations only; after the first appointment, students will schedule their next meetings at the end of each appointment.

### Parent and Family Support

The **Office of Parent and Family Programs**, with the **Office of Student Wellness** and the **Student Counseling Service** created a series of videos to help parents whose students are experiencing mental health challenges. The videos provide practical tips and conversation prompts for parents and families to engage with students around mental health topics.

### Expanded Student of Concern Form

The **Office of the Dean of Students** expanded access to the student of concern form to both students and community members in 2023-24 rather than being accessible to faculty and staff only. The form is a simple outlet to identify and support Miami students who are struggling with mental health, financial challenges, etc. Students can also use the form to self-identify a concern. Submitted concerns are routed through the CARE Team, where the appropriate outreach office is identified and dispatched.

### WellTrack Boost App

WellTrack Boost is a self-guided, clinically supported, cognitive behavioral therapy-based set of tools that help students assess, understand, and work on their own behavioral health and wellness. The app is part of the **Student Counseling Service's** strategy to increase access to student care in more informal ways than individual therapy.

### Increased Communication between Oxford and Regionals Counseling

The Oxford and Regional offices for **Student Counseling Service** began collaborating on data collection methods to better serve students on all campuses. All campuses are exploring improved ways to facilitate student care as students transition between campuses as well.

### Health and Wellness Topics in Miami Matters

In collaboration with University Communications and Marketing, the Miami Matters newsletter to the Miami community will now contain a regular cadence of content related to health and wellness. These articles will include updates on resources and services, as well as tips, tools, and strategies to support student, faculty, and staff well-being.

## Ohio Department of Higher Education Grant Updates

In fall 2023, Miami received grant funding of nearly \$980,000 from the Ohio Department of Higher Education to pursue student mental health initiatives. Some recent accomplishments made possible through the grant include:

### Crisis Text Line

Students now have access to a Miami-sponsored, free, mental health text line (MUHOPE) managed by the national Crisis Text Line. The text line serves any student in any type of situation, providing access to free, 24/7 mental health support in a comfortable and convenient format.

### Mental Health Incubator Fund

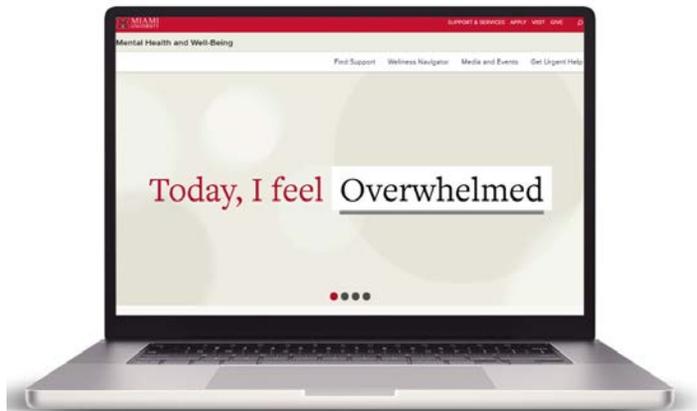
The mental health incubator fund has been an opportunity for any member of the Miami community to develop new initiatives to enhance mental health support for students. Nearly 40 projects have been funded, totaling \$126,824. Example projects include:

- Creating sensory-friendly study rooms in King Library.
- Enhancing the EMSS food pantry.
- Developing a series of art therapy events.
- Funding professional development and training opportunities for faculty, staff, and students across the university.

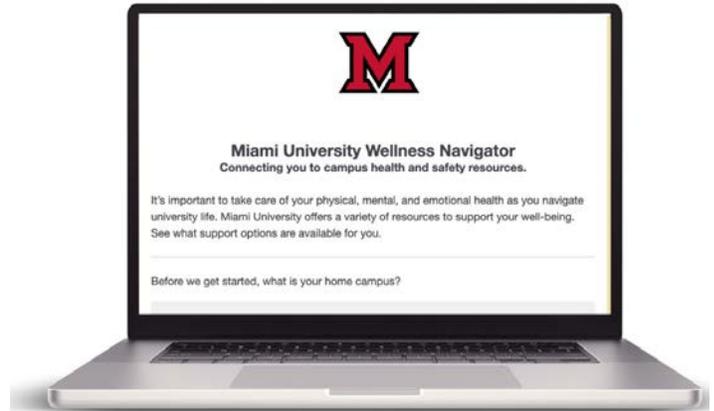
# Mental Health and Well-Being Website

A subset of the Mental Health Committee spent much of the 2024 year developing a new mental health and well-being website for the entire university. Led by representatives from Student Life and University Communications and Marketing, the site launched in November to serve as a central location for mental health and wellness resources.

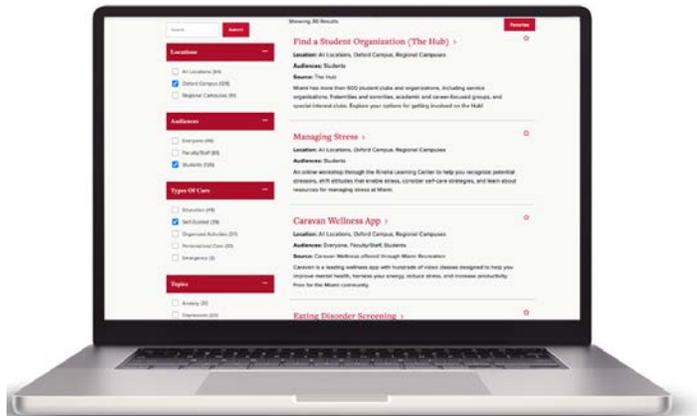
The site features the wellness navigator, which helps users find tailored resources based on their needs, as well as a comprehensive collection of over 125 tools, services, and support options users can browse, filter, and save. Funded in part by the grant from the Ohio Department of Higher Education, this initiative ensures that students, faculty, and staff across all Miami campuses have easy access to mental health resources in one location.



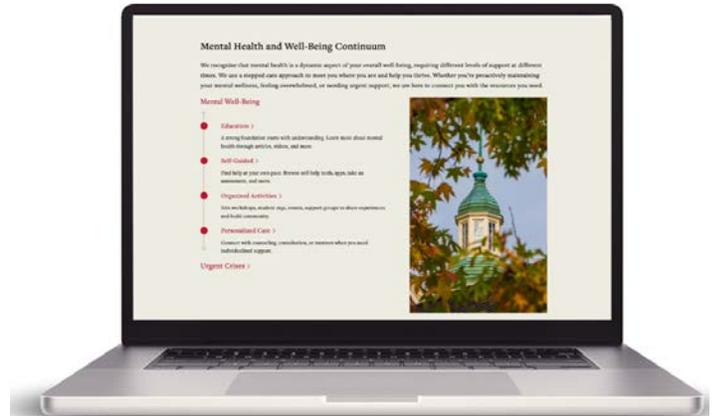
▲ The website homepage features an interactive slider with different emotions. Users can click on the randomized words for a list of related services and resources.



▲ The Wellness Navigator asks users to answer a few simple questions to find the resources and services they need.



▲ The Find Support tool allows users to filter what they need and customize their search. Filters include campus location, audience type, types of care, and topics.



▲ The mental health and well-being continuum explains the various levels of care and support, including education, self-guided, organized activities, and personalized care.

## Campaign Launch

While the mental health and well-being site went live in November 2024, it has not been publicized widely as we have continued to refine and enhance the site based on user feedback. We plan to launch a digital and print campaign this spring to raise awareness of the site.



Visit the site  
[WellBeing.MiamiOH.edu](http://WellBeing.MiamiOH.edu)

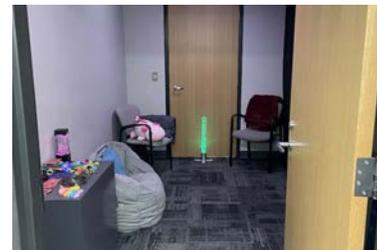
**1,500**  
unique users visited the site in  
the first two weeks after launch.

# Wellness Spaces

The Division of Student Life has created several wellness spaces and sensory-friendly rooms to support students' well-being. Designed for relaxation, reflection, and focus, these spaces provide a calm environment where students can recharge, study, or take a break from the demands of campus life.

## Miller Center Sensory Room

The **Miller Center for Student Disability Services** established a permanent sensory room in spring 2024, providing a dedicated space for relaxation and sensory regulation for visitors. The space is open to any student any time the center is open. The space features dim lighting, weighted blankets, fidgets, and comfortable furniture. Over the past year, the Miller Center has also collaborated on sensory-friendly study rooms in the library. More than 100 students have utilized these spaces.



## TriHealth Wellness Room

Students who live on campus or who have a roommate sometimes need a private space for telehealth appointments. **Student Health Services** now has a small, private room that can be used for these appointments. The room also contains aromatherapy, sensory-friendly activities, magnetic putty, and a zen garden for relaxation and stress reduction. Students can register to use the space at the front desk of Student Health Services.



## CSDI Wellness Room

In fall 2024, the **Center for Student Diversity and Inclusion** enhanced its existing wellness room through funding from the Mental Health Incubator Fund. Improvements include new seating options, artwork for guided breathing, aromatherapy, and a smart television with pre-programmed meditation apps. These updates have significantly increased student use, nearly doubling the number of average daily visitors.



## Ford Meditation and Reflection Room

Located in the **Armstrong Student Center**, the Ford Meditation and Reflection Room has been updated to create a sensory-friendly space for prayer, relaxation, and meditation. Enhancements include new lighting, comfortable furnishings, books, and meditation materials. The space aims to create a calm environment for quiet prayer, stress reduction, improved focus, and emotional balance.



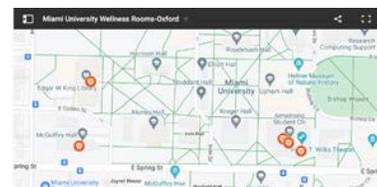
## Oxford Wellness Studio

The Wellness Studio, managed by the **Office of Student Wellness**, is located in the Clinical Health Science and Wellness building. The Wellness Studio hosts regular weekly events such as dog therapy, mental health workshops, and mindful movement yoga. The studio is also open during the day when there is not an event. Students can drop by to crochet, finish a puzzle, paint or color, connect with others, and more.



## Wellness Spaces Interactive Map

To make it easier for students to find wellness spaces across campus, Student Life created a new interactive wellness spaces map. This user-friendly tool highlights the locations of designated wellness and sensory-friendly spaces, providing descriptions and photos of each space. Students can also use the map for driving or walking directions to each space.

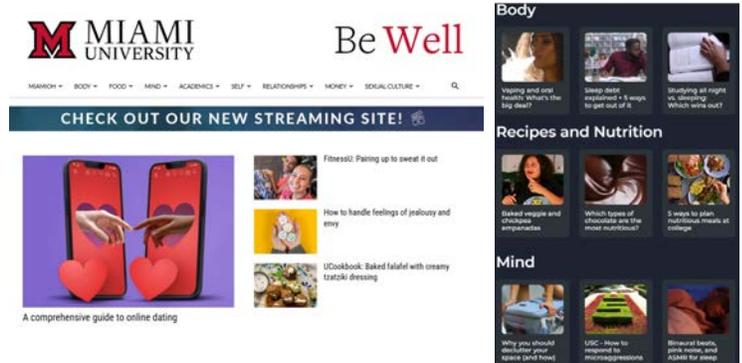


# Beyond Mental Health

While this report has focused on mental health, we know that health and wellness encompasses more than mental well-being. A wide range of factors—physical activity, access to healthcare, and community engagement—all play a role in shaping health and wellness. This page highlights additional initiatives that contribute to student wellness.

## Be Well Miami

Miami students now have free access to Be Well Miami, a comprehensive online resource offering expert-driven content on mental health and wellness. Through a partnership between the **Office of Student Wellness** and CampusWell, the site features over 1,200 articles and 250 short videos covering a wide range of topics relevant to college life. Designed to be engaging, relatable, and actionable, Be Well Miami equips students with science-backed strategies to support their well-being. The platform is open to all Miami community members, with no login required.



## New Student Health Insurance Provider

Miami’s student health insurance carrier is now United HealthCare Student Resources (UHCSR). This relationship has provided insured students with a wide network of providers locally and nationally, improved customer service, a health vending kiosk in the Armstrong Student Center, and an on-site student health insurance coordinator role to support and problem solve situations as they arise.

## PROGRAM SPOTLIGHT: PICKLEBALL IN THE PARKS

In September 2024, the **Center for Student Engagement, Activities, and Leadership**, with MAP and the City of Oxford, hosted a student-focused pickleball tournament in the Oxford city park. Over 150 students participated, with 32 doubles teams and open court play. The event also featured a food truck and a DJ. By combining physical activity, social connection, and outdoor recreation, this event promoted both physical and mental well-being, encouraging students to engage in healthy, active lifestyles.



## DATA SNAPSHOT

**\$8,492**

donor-supported funds provided to 13 students with financial need to support medical or mental health treatment. (July-December, 2024)

**90.4%**

of first-year students in first-year experience courses agreed at the end of the course that they know what mental health services are available at Miami (n=703).

**7,633**

office visits to **Student Health Services** this academic year, through January 2025, including 617 mental health visits and 835 Healthy Miami visits (employees).

# Office of Residence Life

## Division of Student Life | Board of Trustees Report

*February 2025*

The Office of Residence Life (ORL) has five core functions: (1) to provide safe and healthy homes, (2) to assist in increasing persistence and retention, (3) to promote inclusive and diverse communities, (4) to extend the learning environment beyond the classroom, and (5) to ease students' transition to adulthood. Our approach to residential education includes formal strategies, informal interactions, crisis response, and after-crisis care.

### Mental Health Interventions

The number of mental health interventions in the residence halls has nearly doubled from last year, with 47 “mental health situations” reported in fall 2023 compared to 89 in fall 2024. These situations include a wide range of incidents. Minor incidents include panic attacks, sleeplessness, or loneliness. More significant incidents include suicidality, suicide attempts, and severe depression. ORL staff find out about these incidents in a variety of ways: direct contact with the student, a call from a parent, or outreach from a friend or roommate.

ORL staff continue to meet individually with these students, listen to their concerns, and make referrals to the Student Counseling Service and other offices across campus as necessary.

### Parent Phone Calls

There was also an increase in phone calls handled by the in-hall professional staff from fall 2023 (109 calls) to fall 2024 (136 calls). We work with parents as partners in supporting their students. Sometimes parents just need clarification on policies and procedures. Other times they want to know how we are specifically addressing their student’s concerns.

### Alcohol Incidents

The number of alcohol incidents also increased from fall 2023 (94) to fall 2024 (177). The numbers in this category are difficult to interpret; alcohol-related incidents range in severity. The incident can be a simple possession discovered during health and safety room inspections or a serious alcohol poisoning incident where a student was transported to the hospital. All residence halls are required to hold at least one alcohol education program each semester. Many also add passive programming (bulletin boards) to their strategy for mitigating the disruptive impacts of high-risk alcohol use.

### ALL Survey

The Assessment of Living and Learning (ALL) survey is sent to all residential students each fall. The survey asks students about their RAs, professional staff, Living Learning Community, and the residential environment. More than 1,000 students responded in November 2024.

More than 90% of students agree they are having a positive experience in their residential community, and that they are able to study and sleep where they live. The results also revealed two dynamics which we intend to address in the coming semesters. We asked students, “How often are you bothered

by someone in your residential community who is violating a policy (for example: noise, trash, vandalism, etc.)?” They responded as follows:

How often are you bothered by someone violating a policy?	Responses
Daily	9.9%
Frequently (1-2 times per week)	21.3%
Sometimes (1-2 times per month)	24.3%
Rarely (1-2 times per semester)	29.2%
Never	15.3%

We also asked students, “When someone in my corridor is violating a policy (for example: noise, trash, vandalism, etc.) to the degree that it bothers me, the first thing I do is....” They responded as follows:

Action students take when someone is violating a policy	Responses
Directly confront the resident to express my concern	12.2%
Talk to my RA or RD	22.6%
Talk about the incident with other residents on the corridor	18.1%
Other (please specify)	6.6%
Do nothing	40.4%

In the coming semesters, we will explore ways to shift the number of students who are impacted by policy violations down and the number of students who take action in these situations up. How can we build students’ ability to directly confront each other in a constructive and civil manner?

### Living Learning Community (LLC) Updates

**Wellness Is Living Drug-free (WILD) LLC.** WILD started in fall 2024 in partnership with Student Wellness and a generous \$10,000 grant from the Klunk Family Foundation to create a substance-free LLC. Though all residence halls are substance free for those under 21, students in WILD wish to abstain from alcohol and drugs all the time, not just in the residence halls. This has created a unique and vibrant community, with 100% of WILD residents reporting they are glad they chose to live in WILD.

**Consolidation of engineering-related LLCs for 2025-26.** Next year, all engineering- and computing-related LLCs will consolidate into Marcum Hall, located near the Engineering Building and Benton Hall. Additionally, there will be a second-year housing selection process for rising CEC sophomores to live alongside the first-year engineering and computing LLCs. Having Marcum Hall as the focal point of engineering and computing students in housing will lead to an even stronger connection between students’ academic program and LLC.

**Honors College LLC.** Three Resident Directors and 24 RAs support the Honors College LLC. Students in the Honors College LLC report having an excellent and enriching experience in their residential community; 97.1% report that living in the LLC has benefited their experience as an Honors College student. We continue to partner with the Honors program staff to support these communities.

## Programming

In fall 2024, we allocated more funds towards programming and adapted our programming training. As a result, there was a notable increase in the number of residential programs and student participation.

	Fall 2023	Fall 2024	% change
Program report submissions	888	1,095	+23.3%
Program attendance	14,509	18,717	+29.0%

Students are more likely to attend events when food is provided. Popular programs include pancake making, Insomnia cookies, ice cream socials, and taco nights. Staff often find creative ways to engage students in community building or enriching activities while using food to attract students to the event. Recent examples include Hodge Hall's *Karaoke and Canes*, *Bishop Cafe* (weekly), Marcum Hall's *Two Truths, One Pie*, and *Dogs and Dogs*, a Minnich Hall program with hot dogs and therapy dogs.

Many residential programs include faculty and staff from around campus to discuss their areas of interest and expertise.



▲ Beth Zink (Career Services) leads a workshop in Flower Hall.

## Individual Attention - One on ones

One way staff enact our commitment to individual attention is by conducting one-on-one meetings with residents. Full-time professional staff aspire to conduct 90 one-on-one meetings with students over the course of a semester. Graduate assistants aspire to conduct 45. Undergraduate resident assistants attempt to meet with all of their residents at some point during the semester, with a target to meet 75% of their residents in the first six weeks of the semester.

One-on-one meetings with residents allow us to check in on how their semester is going, including academics, roommate relationships, and involvement on campus. Staff also offer referrals to campus partners for students who are struggling. Top referrals are to the Student Counseling Service, Miller Center for Student Disability Services, Center for Student Engagement, Activities, and Leadership, the Rinella Learning Center, and academic advisors. We also refer students to online resources and help call lines.

Staff submit notes from their one-on-ones in Navigate, a system accessible to academic advisers and other partners across campus. Academic partners have expressed how helpful these notes have been.

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"The insights provided by residence life staff through the Navigate system offer us a glimpse into students' lives beyond their grades and what they share during academic advising appointments. The more academic advisors understand about the whole student experience, the better positioned we are to support their academic success."

*Christa Branson, Interim Assistant Dean of the College of Arts and Science Academic Advising*

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Residence Life remains committed to fostering safe, supportive, and engaging residential communities that enhance student success and well-being.

**MIAMI UNIVERSITY**

*Campus Services Center*

**2024-2025 Occupancy Report #3 (Spring Semester)**

2/7/2025

Building Name	Standard Capacity	Residents	Occupancy %	Vacancies	Doubles Sold as Singles
Anderson	217	200	92%	16	1
Bishop	94	91	97%	3	0
Brandon	144	136	94%	7	1
Clawson	120	115	96%	5	0
Collins	145	132	91%	11	2
Dennison	270	253	94%	16	1
Dodds	196	186	95%	9	1
Dorsey	212	185	87%	25	2
Elliott	35	33	94%	2	0
Emerson	337	311	92%	23	3
Etheridge	237	220	93%	13	4
Flower	266	243	91%	23	0
Hahne	366	333	91%	31	2
Hamilton	180	176	98%	4	0
Havighurst	332	303	91%	28	1
Hepburn	267	253	95%	13	1
Heritage Commons					
Blanchard House	72	65	90%	7	0
Fisher	72	69	96%	3	0
Logan	70	64	91%	6	0
Pines Lodge	72	59	82%	13	0
Reid	72	68	94%	4	0
Tallawanda	72	66	92%	6	0
Hillcrest	260	250	96%	2	8
Hodge	252	240	95%	1	11
MacCracken	175	164	94%	10	1
Maplestreet Station	90	84	93%	4	2
Marcum	348	322	93%	24	2
McBride	138	133	96%	5	0
McFarland	143	125	87%	18	0
McKee	79	56	71%	23	0
Minnich	253	240	95%	11	2
Morris	352	320	91%	32	0
Ogden	158	143	91%	14	1
Peabody	153	122	80%	31	0
Porter	181	173	96%	8	0
Richard	212	196	92%	13	3
Scott	253	235	93%	18	0
Stanton	203	181	89%	20	2
Stoddard	45	40	89%	5	0
Symmes	197	188	95%	8	1
Tappan	293	271	92%	21	1
Wells (Offline)	0	0	0%	0	0
Withrow	281	247	88%	31	3
Young	259	247	0%	5	7
	<b>8173</b>	<b>7538</b>	<b>92%</b>	<b>572</b>	<b>63</b>

<b>Grand Totals</b>	<b>8173</b>	<b>7538</b>	<b>92%</b>	<b>572</b>	<b>63</b>
One Year Ago	8279	7253	88%	813	207

	Spring '24	Spring '25
<b>New Students Spring</b>		
First Year	23	27
Transfer & Exchange	72	65
Regional Relocation	4	6
Returning Upper-class	53	39
	<b>152</b>	<b>137</b>
<b>Students Who Left Housing</b>		
First Year*	171	205
Upper-class*	314	279
	<b>485</b>	<b>484</b>

*\*Graduates, Withdrawals, Suspensions, Study Abroad, Student Teaching, Job Co-op, Contract Releases*

	New	Left Us*
2024 - 2025	137	484
2023 - 2024	152	485
2022 - 2023	139	453
2021 - 2022	195	439
2020 - 2021	-	-
2019 - 2020	170	478
2018 - 2019	168	426
2017 - 2018	200	390
2016 - 2017	248	337
2015 - 2016	299	388
2014 - 2015	274	399
2013 - 2014	254	387
2012 - 2013	248	452
2011 - 2012	221	469
2010 - 2011	249	470
2009 - 2010	243	454
2008 - 2009	243	410

*\*Left Us includes: Graduates, Withdrawals, Suspensions, Study Abroad, Student Teaching, Job Co-op, Contract Releases*

<b>Total Occupancy</b>	<b>7,538</b>
Increase from Last Year	<b>285</b>

# NEWS AND UPDATES

Board of Trustees Report | February 2025

## JOB SHADOW PROGRAM GIVES STUDENTS GLIMPSE INTO PROFESSIONAL SETTINGS

The Center for Career Exploration and Success connects students with organizations from a variety of fields through its Job Shadow Program. This initiative's goal is to allow students to explore career opportunities, build professional relationships, and experience workplaces in a learning environment.



The Center for Career Exploration and Success partnered with departments across campus to promote this opportunity to students. During the 2025 Winter Term, 91 students completed job-shadow experiences with 28 Ohio employers, including:

- American Civil Liberties Union of Ohio
- Cleveland Orchestra
- Columbus Crew
- Cuyahoga County Probate Court
- KeyBank
- MarketVision Research
- Mertz Design Studio



## GRADU8 SCHOLARS SET UP FOR SUCCESS IN THE CLASSROOM AND BEYOND

The Student Success Center's GradU8 Scholars Program continues to deliver outstanding support to high-need Ohio students. This academic year, 211 students pursuing diverse academic interests have actively participated. The top majors are Biology, Psychology, and Marketing.

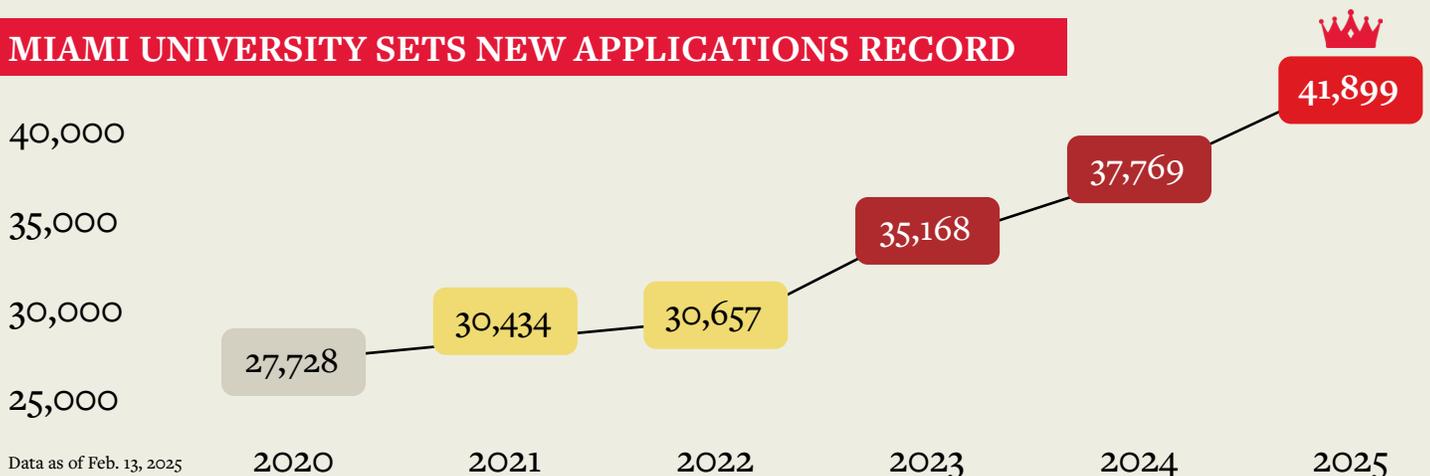
The program's requirements, designed to promote academic success and engagement, include earning 12+ credit hours, achieving a minimum 2.75 GPA, completing CAS 101, and participating in a one-on-one meeting with the GradU8 Coordinator. These efforts yielded impressive results:



- 69% of Scholars completed every requirement and were eligible for the \$300 book scholarship in the spring of 2025
- 92% earned at least 12 credit hours
- 71% achieved a minimum 2.75 GPA, with 62% earning a GPA of 3.0 or higher
- 98% successfully completed CAS 101, and 97% registered for the 2025 Spring Semester

These outcomes demonstrate this program's effectiveness in fostering student success and preparing participants for continued achievement at Miami University and beyond. GradU8 Scholars are a testament to Miami's commitment to empowering students of all backgrounds and improving retention and graduation rates.

## MIAMI UNIVERSITY SETS NEW APPLICATIONS RECORD





**MIAMI STUDENTS ENGAGE WITH OHIO EMPLOYERS**

President Gregory P. Crawford and the Center for Career Exploration and Success are proud to support Ohio communities by spotlighting career opportunities in Miami University’s home state as part of the Presidential Career and Leadership Series.

During the last week of the 2025 Winter Term, two student groups embarked on career treks to Cincinnati and Columbus. These multi-day, immersive experiences gave 41 participants representing 37 majors exposure to diverse career paths, networking opportunities with professionals and Miami alumni, and insights into life beyond college.

“We are grateful for our partnership with President Crawford,” said Jennifer Benz, the assistant vice president of the Center for Career Exploration and Success. “The Presidential Career and Leadership Series allows Miami students to explore the world of work in many ways. It is also exciting to watch them make lasting connections with employers, alumni, our staff, and their peers.”

For Hafsa El Harchi, a senior Biomedical Engineering major, Into the Capital City was a chance to embrace new opportunities. She was particularly struck by her experience at Battelle, saying, “Exploring their culture opened my eyes to things I never knew to look for when considering potential employers.”

Mia Hemingway, a first-year Medical Laboratory Science major, embarked on Into the Queen City. Like many of her peers, she was motivated to explore Cincinnati as a potential post-graduation home. She was most inspired by 3CDC, an organization dedicated to revitalizing the city’s downtown.

El Harchi and Hemingway agreed the career treks were an invaluable opportunity to step out of their comfort zones and make new connections, both professional and personal.

“This trip was a good bout of exposure therapy in meeting new people from different backgrounds and asking to stay in touch,” Hemingway said. “I not only expanded my professional network, I also made new friends.”

El Harchi echoed this sentiment, also sharing the trek reaffirmed her belief that graduating from college is just the beginning of her career journey.

The Presidential Career and Leadership Series continues this spring with Into the LAND, a March career trek to Cleveland, and a keynote address by Margaret Lee Shetterly, the best-selling author of *Hidden Figures*, in April.

**EMPLOYER PARTNERS**

**INTO THE CAPITAL CITY**

- American Electric Power
- Battelle
- Columbus Chamber of Commerce
- Columbus Crew
- Ohio Legislative Commission

**INTO THE QUEEN CITY**

- 3CDC
- Cincinnati USA Regional Chamber
- Cincinnati Museum Center
- Medpace
- UC Health

**TARGETED CAREER CLUSTERS**

**INTO THE CAPITAL CITY**

- Engineering and Technology
- Law and Government
- Management, Sales, and Consulting

**INTO THE QUEEN CITY**

- Education, Nonprofit, and Human Services
- Health and Science



**MIAMI CARES SUPPORTS STUDENTS IN NEED**

The Student Success Center’s Miami Cares Program is designed to help students navigate any challenges they may face during their college experience. The program most notably offers food resources, temporary housing, and the F5 Laptop Replacement Program.

Since the beginning of the 2024 Fall Semester, the Student Success Center has distributed 8,643 meal swipes donated by students to their peers. Over that same span, it tracked 589 visits to its redesigned Food Pantry, which is now located in 128 Nellie Craig Walker Hall.



During the fall of 2024, the Food Pantry received donations from every Enrollment Management and Student Success department, International Student and Scholars Services, University Communications and Marketing, the Farmer School of Business student organizations, Empty Bowls, and the campus Panera Bread.

The Student Success Center also received a \$2,800 Mental Health Incubator Grant from the Office of Student Wellness, which was used to create a Personal Hygiene Hub within the Food Pantry. The Personal Hygiene Hub is regularly replenished with personal hygiene products and cleaning supplies, among the most requested items by students in need.



The Student Success Center began to oversee Miami University’s Pathways Program in August of 2024.

This program is for students who have a solid academic record but were not initially admitted to selective majors on the Oxford campus. Through Pathways, students begin their Miami education as part of an exclusive student cohort on the Oxford campus.

At the end of the 2024 Fall Semester, over 80 percent of the 193 Pathways students had successfully met the criteria to become full Oxford students. The average GPA of this cohort was a 2.99.



**BY THE NUMBERS**

**December 2024**

- 683** Bachelor’s degrees awarded
- 253** Master’s degrees awarded
- 20** Doctoral degrees awarded
- 37** Associate’s degrees awarded
- 27** Certificate degrees awarded

**January 2025**

- 97** Bachelor’s degrees awarded
- 17** Master’s degrees awarded
- 1** Doctoral degree awarded
- 7** Associate’s degrees awarded
- 2** Certificate degrees awarded

**SEMESTER START UP: AN INTEGRATED APPROACH TO STUDENT RETENTION**

During the 2025 Spring 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. The end result was 91.8% of students at risk of being canceled were retained.



The Office of Student Financial Assistance issued 61 microgrants totaling \$86,056 to help students resolve their balances.

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

The Student Success Center and the One Stop collaborated with the Office of the Provost and the Office of International Student and Scholar Services to create a comprehensive email/text campaign, which included 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.

**WORKDAY STUDENT TRANSITION AND IMPLEMENTATION SUPPORTED BY EMSS**

EMSS Operations, the Bursar, the Office of Student Financial Assistance, and the Office of the University Registrar have delved more deeply into the following topics since the last Board of Trustees update in December of 2024:

- Stricter enforcement of home campus designation and course registrations by Program of Study
- Integrated Academic Progress Report replacing uAchieve/DARS
- More consistent billing and course registration management for Market Driven Tuition programs
- Dual System of Record overlap during the 2025 Fall to 2026 Fall transition period

The cross-divisional Workday Organizational Change Management (OCM) team has begun offering Overview Roadshows to the campus community. These roadshows discuss timelines, the Workday Student teams, and the Change Champion initiative. Other tailored roadshows will follow in the near future.

EMSS Research and Data Analytics have provided critical reports on financial aid, admissions, and more for various Workday Student publications and presentations.



**Rachel Beech**, vice president of Enrollment Management and Student Success, will present at the upcoming AC-PA-College Student Educators International conference.

Beech’s presentations are titled *Being an Authentic Leader*, *Finding Humanity in Tough Decisions* and *Enrollment Management is Student Success*.

**GRADGUARD HELPS FAMILIES PROTECT THEIR COLLEGE INVESTMENT**

Miami University partners with GradGuard to offer a tuition protection plan. It can reimburse tuition, room, board, and other eligible fees if a student withdraws due to a covered reason, such as medical and mental health challenges.

The Bursar promotes these optional plans to students and their families. In 2023-24, over 3,000 families participated in this program. A total of 23 claims paid over \$180,000.

**ONE STOP GAINS VALUABLE INSIGHT AT STUDENT VETERANS OF AMERICA CONFERENCE**

The One Stop’s **Matt Suber** attended the Student Veterans of America National Conference in January of 2025. Students and chapter advisors from across the country met to discuss chapter programming and engagement ideas.



Suber, the veterans services coordinator, gained a greater understanding of military culture and the challenges veterans may face as they transition to college life. He also learned about strategies to increase participation among student veterans and resources available to campus chapters through the Student Veterans of America’s national office.

Suber’s participation in this event was another step toward revitalizing Miami University’s Student Veterans of America chapter. In the fall of 2024, he held a series of meetings to formalize its constitution, identify student leadership positions, and brainstorm programming ideas.

**DUNN BECOMES OCEA BOARD MEMBER**

**Erin Dunn**, associate director of internships in the Center for Career Exploration and Success, was appointed to the Ohio Cooperative Education Association’s Board of Directors in January of 2025.



### CAREER SUCCESS STARTS WITH A HANDSHAKE

Handshake is a job/internship search platform designed for students to use in their career development. Employers from across the country, including Fortune 500 companies, post available positions, maintain organizational profiles and directories, and promote in-person and virtual events through this online platform. Vetted and maintained by the **Center for Career Exploration and Success**, Handshake also allows students to schedule appointments with career advisors and register for career and internship fairs, networking events, workshops, and other programs throughout the academic year.

The Center for Career Exploration and Success has made it easy for students to tailor their Handshake search with its Miami University Collections. Students start by updating their career interests to be connected to targeted opportunities. Examples of its job/internship lists include Opportunities Close to Campus and Opportunities with Social Impact. Each college also has a dedicated list.

### HANDSHAKE BY THE NUMBERS

 **35,528** unique employers on Handshake

3,177

FY24 new employers

236,223

FY24 position postings

74

average new employers per week

2,802

average new job postings per week

**77%** of Oxford students have activated their Handshake account

**64%** of all Miami students have activated their account



**49%** of Peer Institute students have activated their account  
all % from FY25 to date



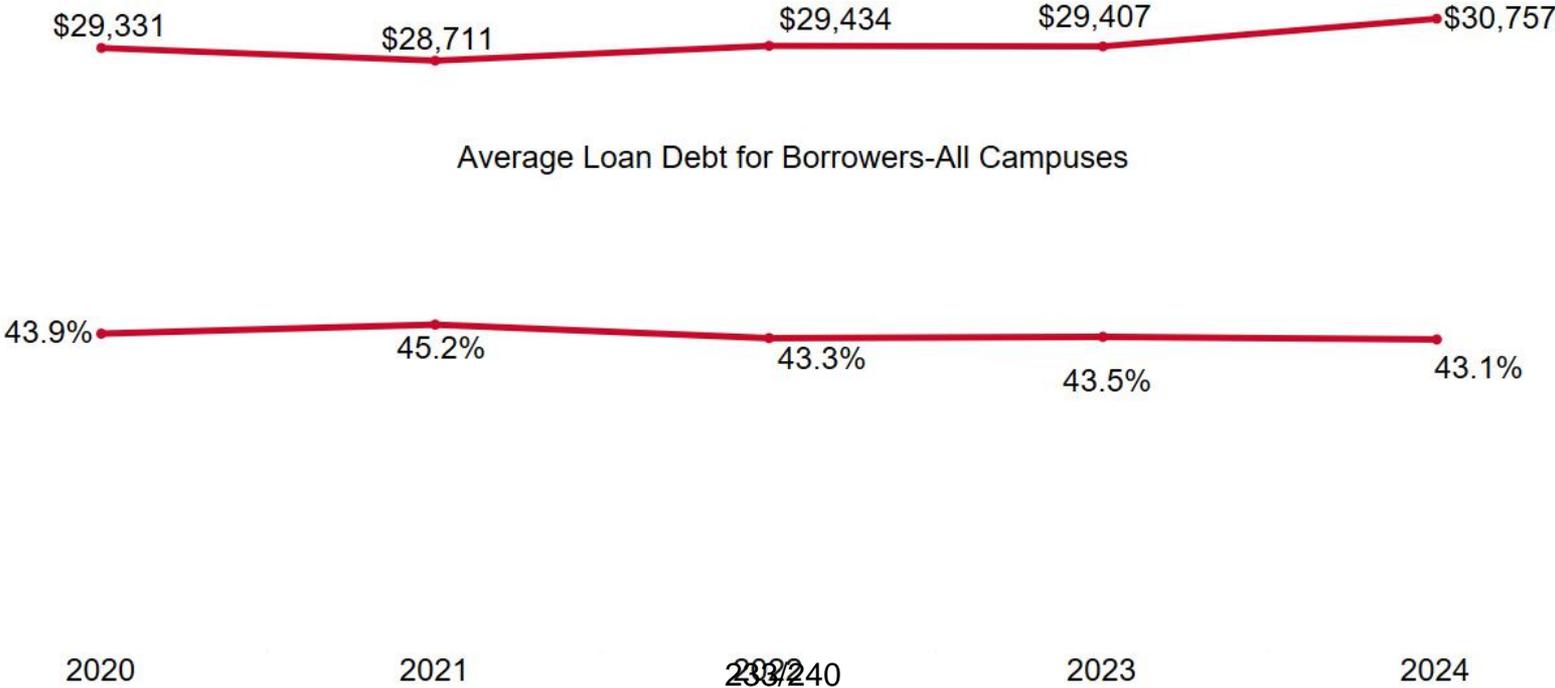
February 27, 2025

# Financial Aid and Student Loan Debt Report



# Miami Student Loan Debt by Fiscal Year

Loan Debt and % Borrowers





# Ohio Student Loan Debt 2023-2024

Institution	Average Debt	% of Borrowers
Bowling Green State University	\$30,260	66.0%
Kent State University	\$30,828	67.0%
Miami University	\$20,757	43.1%
Ohio University	\$26,968	61.4%
Ohio State University	\$24,817	42.0%
University of Akron	\$25,767	58.0%
University of Toledo	\$24,868	66.0%
University of Cincinnati	\$26,486	54.0%
Wright State University	\$27,759	59.0%

- Source: Common Data Set (CDS); Institutional Websites
- Data not available for Cleveland State, Shawnee State, Youngstown State or Central State



# 2024 Loan Debt Types

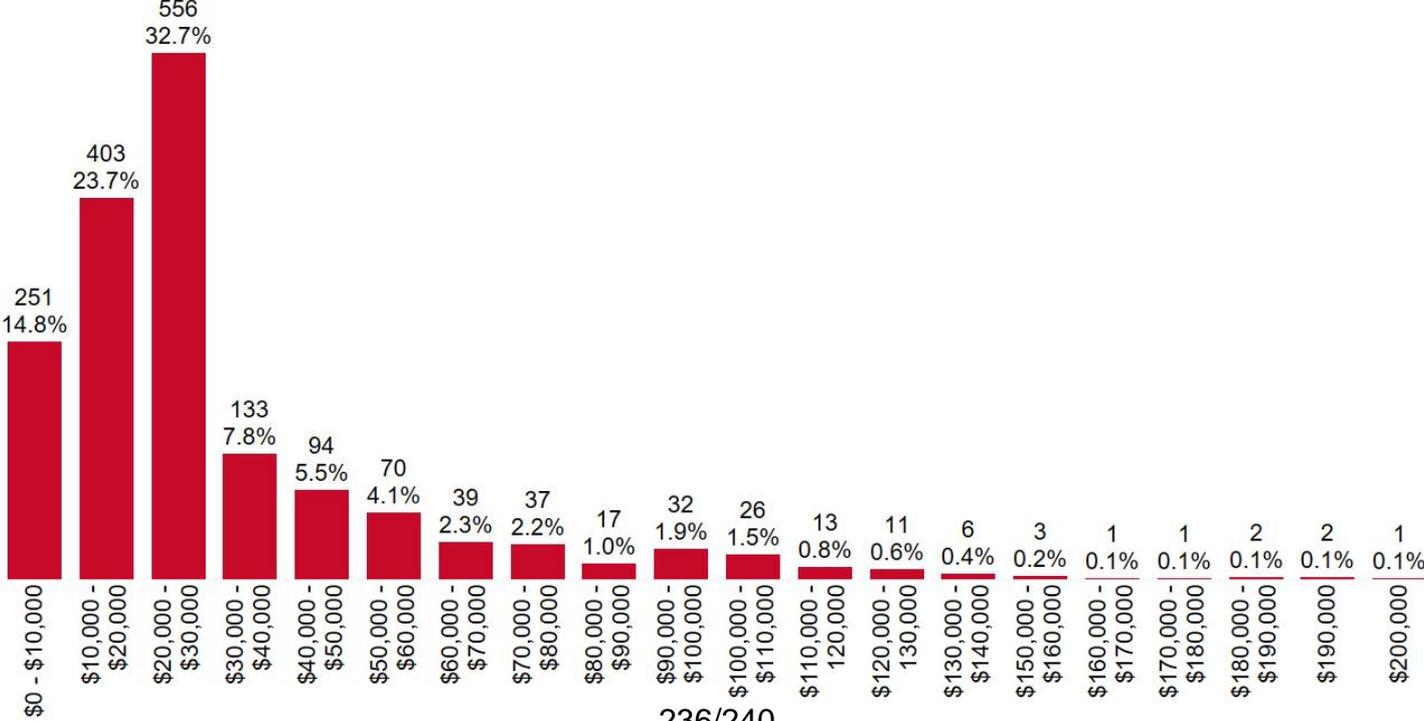
Totals





# 2024 Loan Debt Distribution

Loan Debt Distribution





# 2024 Loan Debt by Subgroup

Loan Debt - Fiscal Year 2024 Graduates

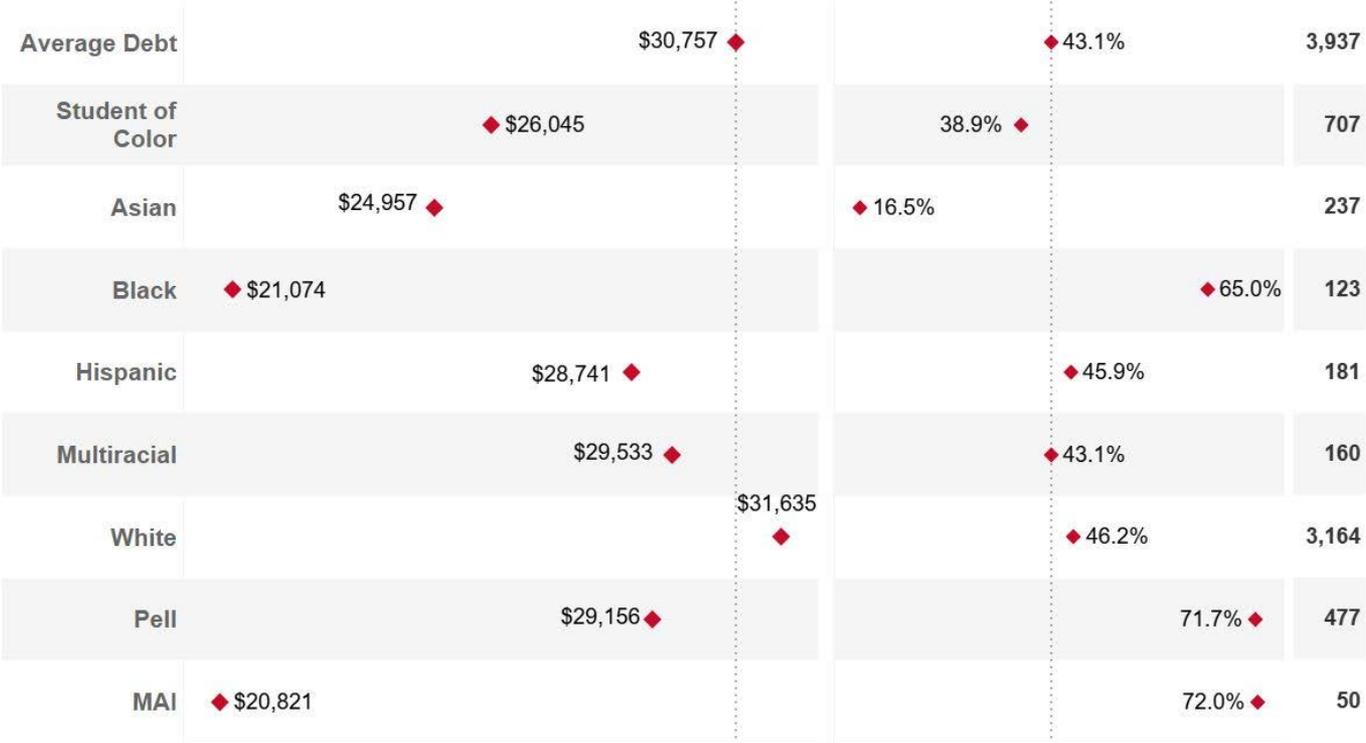
Subgroup	Average Debt	Percent of Graduates Who Borrowed	Count
Average Debt	\$30,757	43.1%	3,937
Ohio Resident	\$30,155	50.5%	2,458
Non-Resident	\$32,397	30.8%	1,479
College of Arts and Science	\$30,663	45.8%	1,322
College of Creative Arts	\$33,729	44.9%	276
College of Engineering and Computing	\$33,853	39.7%	365
College of Education, Health and Society	\$31,828	47.9%	545
Farmer School of Business	\$30,057	35.7%	970

Average Loan Debt by Subgroup  
237/240

Percent of Graduates Who Borrowed



# 2024 Loan Debt by Subgroup



Average Loan Debt by Subgroup  
238/240

Percent of Graduates Who Borrowed



# Online Debt Summary

- Personalized statement of loan debt
- Comparison of loan debt to-date to average debt at graduation
- Estimated monthly payment amounts
- Estimated total interest and total cost of the loan
- Estimated salary information

This is a representation of your estimated educational loan debt from Miami University. Please use this information, along with the resource information provided on the left, to help minimize your future borrowing.

## \$18,500 - Your Estimated Educational Loan Debt from Miami University

### \$29,434 - Average Loan Debt for Graduates of Miami University

#### Estimated Monthly Payment

Total Educational Loans:	\$18,500
Standard Repayment Term:	10 years
Assumed Interest Rate:	6.8%*
Monthly Payment:	\$212.90*
Projected Interest Paid:	\$7,048.00
Cumulative Payments:	\$25,548.00

\*Interest rates for student loans will differ due to various loan types and the date of loan origination. Miami University is using an estimated interest rate of 6.8% for the above calculations. If your estimated monthly payment is less than \$50, your servicer may require a minimum payment of \$50.

#### Educational Loans at Miami University

Federal Direct Subsidized and Unsubsidized Loans:	\$18,500
Federal Perkins Loans:	\$0
Private Educational Loans:	\$0
University Loans:	\$0
Total Educational Loans:	\$18,500

#### How Much Debt is Too Much?

As a general guideline, your student loan payments should be 10% or less of your salary. You can find your career salary estimates at the U.S. Department of Labor's [Occupational Outlook Handbook](#).



# Default Prevention Support with Attigo

- Targeted outreach, high-touch counseling, and personalized support to help borrower achieve repayment success
- Act as borrower advocate in calls with servicers and collection agencies
- School-branded communication
  - Engaging borrowers at grace, forbearance, and deferment end, throughout delinquency, and into default

Outbound Calls Made	Inbound Calls Received	1:1 Conversations with Borrowers	Outbound Emails Sent	Inbound Emails Received
2,270,825	63,752	201,840	4,838,886	2,070

Source: Activities and Outcomes Summary from March 2020 through December 2024