

**BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
Marcum Conference Center, Oxford, Ohio
Thursday, December 8, 2022, 8:00 a.m.**

Committee Chair John Pascoe called the meeting to order at 8:00 a.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 Pascoe were committee members; Trustees Ryan Burgess, Deborah Feldman (arrived following the call of roll), Zachary Haines and Mary Schell; and Student Trustees John Fazio, and Dawson Cosgrove (arrived following the call of roll). Also attending were; Trustees Steve Anderson and Sandra Collins; and National Trustee Mark Sullivan. Committee member, National Trustee Jeff Pegues was absent.

In addition to the Trustees, attending for all or part of the meeting were interim Provost Liz Mullenix, Vice Presidents Cristina Alcalde, Jayne Brownell, Brad Bundy, Ande Durojaiye, Sue McDowell, David Seidl, Brent Shock, and Amy Shoemaker; along with interim Vice President for UCM Jessica Rivinius, Executive Fellow Stacey Lowery Bretz, and Ted Pickerill, Chief of Staff and Secretary to the Board of Trustees. Also present to present to the Committee were; Associate Vice Provost of Institutional Research and Effectiveness Padma Patil, Assistant Vice President and Director of Admission Bethany Perkins, and Director of Counseling Services John Ward; along with many others were in attendance to assist or observe.

Public Business Session

Welcome and Approval of the Prior Meeting's Minutes

Trustee Pascoe welcomed everyone to the meeting, relaying:

To begin, I would first like offer our gratitude for all who planned, worked, and adapted to complete this Fall semester. It will be so nice to conclude the term with the Commencement ceremony this Friday.

I would next like to recognize and welcome our newest Trustee, Beth McNellie from Columbus, Ohio. Welcome, Beth, we look forward to working with you.

It has been several months since our last Committee meeting. However, in the interim, the Board met at an energizing Retreat in September. The vision for the university expressed by campus leaders at that Retreat was revitalizing, and we look to building upon that momentum today, as Padma Patil tells us of sets of data and measures which can be applied to track important performance metrics. Through following performance metrics, we will be able to keep the Miami community and the Board of Trustees better informed of the progress towards achieving Miami's goals.

In addition to this presentation, we will also hear from interim Provost Mullenix and the strategies created and partnerships forged to transition the College of Creative Arts, from subvention to self-support. Vice President Ande Durojaiye will also tell of the strategies to advance the Regional Campuses.

We will hear from interim Vice President Jessica Rivinius, who will update us on the five-year vision for University Communications and Marketing. Vice President Shock and Assistant Vice President Bethany Perkins will provide an enrollment update, which shows applications running well ahead of last year.

Vice President Brownell will update us on student affairs, and Director of Student Counseling Services John Ward will present on mental health and student support.

We look forward to hearing these reports, presentations, and updates, and we welcome everyone to this meeting.

Thank you.

Approval of the Prior Minutes

Following the Chair's remarks, Trustee Burgess moved, Trustee Haines seconded and by unanimous voice vote, with all voting in favor and none opposed, the minutes of the prior meeting were approved.

Reports

The Committee previously received a written reports from [University Senate](#) and [Associated Student Government](#), there were no questions regarding these reports.

The reports are included as attachments.

Academic Affairs Update

Interim Provost Liz Mullenix spoke to the Committee about several proposed resolutions:

- [Annual Remediation Report to the State](#)
- [Honorary Degrees](#)
- [Bachelor Degree in Music Composition](#)
- [Bachelor Degree in Cybersecurity](#)

The remediation report is an annual requirement of the State. There were several questions regarding the elements of the report, and Padma Patil will be providing additional information for the Committee.

The degree in Music Composition was created to meet an accrediting request to specifically break out composition from the music degree, there was no new curriculum created for the degree.

The degree in cybersecurity was a Boldly Creative initiative to meet evolving student requests, and workforce needs.

The honorary degrees were for three alumni; David Dauch, Stephanie Byrd, and Nina Krueger, scheduled to receive the awards at Fall Commencement.

The resolutions were considered in a single vote. Trustee Haines moved, Trustee Burgess seconded and by unanimous voice vote, with all voting in favor and none opposed, the resolutions were recommended for approval by the full Board of Trustees.

College of Creative Arts

Interim Provost Mullenix then provided the Committee with some of the key strategies and partnerships utilized to transition the College of Creative Arts (CCA) from subvention to self-sustainment. She applied strategies to rebrand, recruit to capacity, and review curriculum. CCA focused on successful, in-demand areas, such as design, business (in partnership with the Farmer School of Business (FSB)), and technology.

CCA stood up an Alumni Advisory Board, and engaged with parents to better inform them of career possibilities and outcomes for CCA students.

The “Come Play with Us” campaign was started to engage non-CCA students in CCA programs, activities, courses, minors, and co-majors. Curriculum and enrolments were reviewed to align offerings and curriculum with student demand. The Emerging Technologies in Business and Design (ETBD) Department and major were created, a fashion major was created, CCA partnered with FSB to create the Art Management major; and with the College of Arts and Science to create an Art Therapy major.

Associated materials are attached.

Data-Driven Decision Making

Padma Patil, Associate Vice Provost for Institutional Research and Effectiveness provided an overview of the role of the Institutional Research and Effectiveness Office, and updated the Committee on data available for decision making. One significant data resource is the Integrated Postsecondary Education Data System (IPEDS). Supplying organizational data to IPEDS is mandatory for all colleges and universities receiving Federal financial assistance.

Given the extensive use by nearly all higher education institutions, and the standardized questions and measures, IPEDS is considered the official source of data. She then reviewed some types of information available there, and informed the Board that the categories are strictly defined, and the data available is limited to what is measured; for example, one can review first

to second year retention of students, but not second to third, because it is not a reporting requirement.

She concluded by reviewing the considerations in data-informed decision making, which include:

- What is the research question?
- What data are appropriate to answer the question?
- Are accurate and accessible data available?
- Is data confidentiality a concern (e.g., FERPA, other protections)?
- Are there benchmarks that would provide insight into the data?
- Are the appropriate individuals on the team?

Associated materials are attached.

Regional Campus Strategies

Vice President and Dean of the Regional Campuses Ande Durojaiye updated the Committee on strategies being applied to advance the College of Liberal Arts and Applied Science (CLAAS). He stated that the primary goals of CLAAS are to increase access, retain students and to uplift the associated communities.

For those older than 25 years of age, within the Hamilton and Middletown communities, 15% and 14%, respectively, hold college degrees. The regional campuses are an opportunity and pathway for members of those communities to receive an advanced degree. To remove barriers, CLAAS is creating K-12 partnerships, including the Early College Academy, and is bringing Hamilton and Middletown High School juniors to the regional campuses, to make possible the simultaneous completion of their final two years of high school and the first two years of college.

CLAAS has also expanded College Credit Plus (CCP) opportunities, which greatly enhance the probability that at-risk students will attend college. Efforts include facilitating teaching some of the college curriculum within the high school. In addition to enhanced high school to college pathways, CLAAS is also expanding opportunities for community college students, and has signed agreements with all Kentucky community colleges, and has partnered with Cincinnati State College to offer the use of regional campus facilities to teach Cincinnati State courses in Middletown.

Vice President Durojaiye also spoke of workforce development efforts, which include an expansion of the Work + program into municipalities and healthcare, the creation of microcredentials, meeting with local business chambers, and online offerings (50% of regional campus courses are offered online).

Associated materials are attached.

University Communications and Marketing (UCM)

UCM Update

Interim Vice President Jessica Rivinius informed the Committee that the Brand Campaign, “the Power of Will” has launched. She stated that total digital impressions have already exceed the 55 million goal, and have reached 57 million. The initial digital launch is in Chicago, Hartford, New York City, Kansas City, and Minneapolis. Billboards have been placed in Chicago and New Haven, CT. She also informed the Committee of some of the planned campus engagements, including branded construction fencing, chalkboards for student expression, and selfie locations.

UCM Five-Year Vision

She then updated the Committee on UCM and the vision for the next five years. The goals include:

- Launch a national brand campaign
- Support recruitment efforts with timely, high-quality, effective marketing and communications
- Complete the second and third phases of the website redesign project
- Complete the realignment of communications across the university
- Create a culture that is welcoming and supportive of community and diversity

She emphasized the value and importance of stability, predictability, planning, and a solid foundation. She also presented on building a national brand, the marketing maturity model, campus partnerships, telling impactful stories, and harnessing the power of data.

Associated materials are attached.

Enrollment Management and Student Success (EMSS) Update

Vice President Shock reported the following:

Thank you, Chair Pascoe and good morning, everyone. In just a few minutes you will hear from Assistant Vice President Bethany Perkins who will bring you an update on how our Fall 2023 recruitment efforts are progressing. I’m pleased with where we are to-date, and with the progress that we are making on the goals and metrics that we set out for the Board in September. We have much work to be do, but we are off to a great start.

It’s been a busy Fall semester and promises to be a busy spring semester:

- We hosted five unique career fairs during the fall, in which we saw a record 329 employers participate and just over 4,200 student attendees.

- We are gearing up for the Spring career fair, scheduled for February 15, and we anticipate 200 organizations at that event. We will follow that fair with three industry specific events:
 - Architecture and Design (virtual and in-person)
 - Sports (virtual - this fair was in-person in the fall term)
 - Education, Government, Non-profit, and Human Services (in-person)
- Before that, this winter term the Career Center will launch the Presidential Career Leadership Series “Into the Queen City”. For the last four years, [SmartAsset](#) has ranked Cincinnati as one of the best cities for new college graduates. From January 17 to the 20th, students will stay downtown and have the opportunity to network with employers like Great American Insurance, FC Cincinnati, the Federal Reserve Bank, and others. During the trip they will connect with Miami alumni and network with employers.
- On the student success front - working collaboratively with Academic Affairs and Student Life, we’ve outreached to nearly 4,200 students via text, email, and 1:1 conversation about their academic success as a student at Miami. These retention and student success efforts continue to represent the very best of Miami - our focus on our fellow Miamians individually in order to assist them with successful outcomes.
- We completed a review of our visit experience, and have just received the results. While I feel we do visits extraordinary well, we know that there is always room for improvement and we are just beginning to digest the recommendations.

Next, I would like to draw your attention to the written reports.

You will see our annual update on student loan debt at Miami. For Miamians who graduated with loans between July 1, 2021 and June 30, 2022, the average loan debt increased 2.5% to \$29,434, up \$723 from last year’s average debt of \$28,711. Over the last six years, Miami student indebtedness has remained flat, decreasing slightly from 2017. Only 43.3% of our most recent graduates borrowed loans. While it is difficult to find national statistics that compare to Miami undergraduate debt data, most research indicates that the average debt balance is somewhere north of \$35,000. Miami continues to provide counseling services both in terms of student debt and for broader financial wellness. You will note that we outlined an increase in the use of our Financial Wellness Center.

I’m mindful of the time and the topics at hand, so I will conclude here and stop for any questions.

If none, I would like Bethany Perkins to deliver the Enrollment Update.

[Enrollment Update](#)

Assistant Vice President and Director of Admission Bethany Perkins provided an enrollment update, stating applications to date exceed 30,000 - more than 4,000 above this time last year. She then reviewed applications by region. She was asked about the increased domestic non-resident applications, and explained it was the results of a multi-year strategy to reach students earlier in high school, and to not wait until their senior year.

International applications increased with many coming from a few nations where the students apply to many schools seeking full scholarships, and have very low yield. She relayed Miami is continuing efforts with India, China and Vietnam. In China, continuing Covid protocols make recruiting efforts difficult. She added that the strong U.S. dollar is also creating difficulty.

The increase in applications have not come with a decrease in quality or demographics. Miami is still attracting highly accomplished students, with the diversity profile and applications from first generation students increasing. The average GPA is essentially constant, and the strength of curriculum is up. The increases are across the board and are occurring across the academic divisions.

She stated that the admission focus has been on areas they can impact, such as growing the applicant pool, and increasing the number of prospects. With a growing applicant pool it is anticipated that the acceptance rate can gradually be lowered year over year. For yield, Admissions in enhancing efforts to make accepted students aware of what Miami offers, through red brick roadshows, campus visits, and other means.

She concluded by stating that transfer admissions for the Spring are tracking upwards, while graduate admissions are tracking downward, likely because of the strong job market.

Associated materials are attached.

Student Life Update

Vice President Brownell relayed the following:

There are years that feel like they have a dominant theme in our work in Student Life. Some years it's alcohol, or sexual assault prevention, or DEI. While all of those are important and a part of our work every year, this year is definitely the year of mental health and well-being. It seems to be talked about everywhere I go.

As someone who is a student of students, this has been a fascinating year as our current students are so different from those we saw on campus even five years ago. Even more, each class has a very distinct character based on where they were when the pandemic began. That was true last year as well, but this year we're seeing yet another shift.

For the most part, the energy of campus is back, and maybe even greater than before. Seniors are determined to make up for lost time and are making the most of their remaining time here, and first-years are engaged and enthusiastically getting involved with the life of campus. Juniors, who are the class who had a disrupted senior year of high school and first year of college, still feel a bit less engaged, and sophomores still feel somewhat reticent as well. But overall, the majority of our students are doing well. They tend to socialize in smaller groups, and are more interested in community building activities than more educational programs outside of the classroom than in the past, but

they are looking for connection and engagement.

Where we are seeing a difference is in those students who aren't doing as well. We aren't necessarily seeing more students in distress, but those who are, are deeper in distress than usual. Their issues are more complex and more sustained, and they are having a greater impact on the communities around them. They are requiring more follow up themselves, and more follow up with parents, faculty, and peers. Faculty also seem to be more likely to pass along their concerns to our Dean of Students team. That might be because of the education we've done with campus on this issue, or because of a greater awareness of mental health struggles in general, but reports to the CARE Team are up 12% compared to last fall, which was previously our highest number on record.

The resources available due to the new student mental health fee have been very helpful. We added counseling staff, which was to be expected, and you'll hear more about the work of the Student Counseling Service (SCS) shortly. But the other additions have also been great. We have a new health educator, Katelyn Howell, who is focused exclusively on mental health prevention and education who really hit the ground running. We were able to add another access coordinator, Penny Yan, in the Miller Center for Students with Disabilities, since we're now serving more than 2,500 students in that office, and psychological disabilities are the fastest growing category for registrations. And finally, Alex Wood joined the Office of the Dean of Students as a Case Manager, working with our students of concern, students who have experienced a crisis during the semester, and coordinating communication and care for students on medical leave. These have been valuable additions to our team at a time when they are needed so much.

This semester we've also been hard at work with the Institutional Task Force on Student, Faculty, and Staff Mental Health and Emotional Well-Being. The task force is co-chaired by Brooke Flinders on the Regional campuses and myself, and we have a steering committee that includes the co-chairs of each of three workgroups, one focused on students (John Ward and Claire Ruberg), one on faculty and staff (Cricket Meehan and Sharon Custer), and one focused on our community as a whole (Steve Large and Dee Kinney). We've been looking at a range of issues for our campuses including prevention, early detection and allyship, communication, access and equity, treatment, and interestingly, culture. The faculty, staff, and students on this task force, as well as other groups we've been meeting with around campus, have been asking a lot of questions about what in Miami's culture supports the mental health of our community, and what might detract from our well-being. We've been generating a lot of ideas that will be developed into recommendations this spring, and we'll have a report for you at the end of the academic year. This feels like important and timely work, and I'm grateful to be a part of it, and to work with such a dedicated and engaged team.

Before I turn the floor over to Dr. John Ward to talk about the counseling center, I also want to add information about one more piece of our network of support for students, which is TriHealth and the psychiatric care they offer through Student Health Services (SHS). Some of you may remember that for a number of years we employed a psychiatrist in

SCS. However, the wait time for a psychiatry appointment sometimes was as long as 10-12 weeks, and many of those appointments were for routine medication management. A few years ago, we changed that model, shifting psychiatric care out of SCS and into SHS. There are now three levels of support. Our M.D.s can see students who primarily need medication management. The second level is a psychiatric nurse practitioner who can see students with greater need or are new to psychiatry but who have fairly straightforward needs. And then for those with more complex needs. Dr. Auvel at TriHealth is readily available for consultation. This system has worked extremely well. We haven't turned away a single student this term, and we've seen more than 1,200 psychiatric appointments in the past year. That has been a tremendous asset to our community.

Now I'm happy to welcome John Ward to do a deeper dive into the workings of the Student Counseling Service. John has been very creative in his time as director, tweaking processes to assist as many students as possible, maximizing financial resources, including gift funds, to supplement our staff with temporary and one-year appointments, and paying attention to staff retention by offering professional growth opportunities and more competitive compensation strategies. I look forward to your questions as we continue to update you on our recent efforts

Student Counseling Service and Mental Health

Dr. John Ward, Director of Student Counseling Service updated the Committee the services provided.

He stated that although virtual counseling is available, the Office is finding that students prefer face-to-face counseling. The Office has also found that many of the students were unaware of other methods of effective care in addition to one-on-one. Those methods are employed through a stepped care approach to better serve all students effectively and appropriately based upon the level of care required.

Dr. Ward then reviewed the levels of stepped care, from the least resource intensive service – online programming – to those requiring increased levels of resources. He then focused on the top three levels - consultation, group therapy, and individual therapy.

Group therapy provides an opportunity to not only learn from counselors, but also from their peers, and to realize that they are not alone. There are three categories of group counseling; support groups, workshops and skill building, and process groups.

He described several programs on campus, including Campus Care, Suicide Prevention, the Mental Health Ally Program, and Dog Therapy. He also reviewed counseling trends, and utilization rates. He relayed that the new mental health services fee has allowed the hiring of additional counselors, and the reduction in wait times to an average of 1.55 days for an initial appointment – less than half that of the national average.

Associated materials are attached.

Written Updates

- [AA – Miami Online](#)
- [AA – Honors Program](#)
- [AA – Boldly Creative](#)
- [AA - MiamiRISE](#)
- [UCM – University Communications and Marketing Newsletter](#)
- [SL - Student Life Newsletter](#)
- [SL – Orientation and New Student Activities](#)
- [EMSS - Student Debt Report](#)
- [EMSS - EMSS Newsletter](#)

Adjournment of Meeting

With no other business to come before the Board, Trustee Burgess then moved, Trustee Haines seconded, and by unanimous voice vote, with all in favor and none opposed, the Board, adjourned at 12:00 p.m.



Theodore O. Pickerill II
Secretary to the Board of Trustees



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Liz Mullenix, , Chair & Interim Provost, University Senate

Tom Poetter, Chair, Senate Executive Committee

Tracy Haynes, Chair Elect, Senate Executive Committee

Jen Green, 20212022 Chair, Senate Executive Committee

University Senate Website: <https://www.miamioh.edu/academicaffairs/universitysenate>

November 28, 2022

To: Board of Trustees, Academic and Student Affairs Committee

From: Tom Poetter, Chair, Senate Executive Committee

RE: University Senate Report to Board of Trustees December 9, 2022 Meeting

Executive Committee of University Senate membership:

- Tom Poetter, (Educational Leadership), Chair
- Tracy Haynes (Biology), Chair Elect
- Jen Green, (Psychology), Past Chair
- Rosemary Pennington, (Media, Journalism, & Film), At Large Member
- Amitoj Kaur, (Student Body President), Undergraduate
- Evan Gallagher, graduate student
- Liz Mullenix, Chair & Interim Provost, University Senate
- Dana Cox, (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 May 13, 2022.

- **New Business, Special Reports and Updates delivered to University Senate:**
 - **August 29, 2022**
 - SR 2301 Curriculum & Instruction, Master of Education – Scott Sander, Associate Clinical Professor Enrollment Update – Brent Shock, Vice President of Enrollment and Student Success
 - Myaamia Center Report – Kara Strass, Director of Miami Tribe Relations and Daryl Baldwin, Director of Myaamia Center
 - Introduction to Senate Working Sessions – Nathan French, Senator
 - **September 12, 2022**
 - Mental Health Task Force – Jayne Brownell, Vice President for Student Life
 - University Senate Benefits Committee Update – John Bowblis, Professor, Economics
 - Remote Proctoring Committee Update – Amy Bergerson, Associate Provost and Dean of Undergraduate Education & Brenda Quaye, Assistant Director of Academic Integrity
 - **September 26, 2022**
 - Discussion of the submitted LEC Meeting Minutes from 08.23.2022 and 08.30.2022
 - Research and Innovation Update Susan McDowell, Vice President for Research and Innovation
 - **October 10, 2022**
 - SR23–02 Proposal to Change the Senate Bylaws with respect to the Function of Graduate Council – Amity Noltemeyer, Associate Dean, Graduate School
 - Michael Crowder, Associate Provost and Dean for Graduate School Update on Boldly Creative Graduate Programs and changes to our practices on Summer Stipend
 - Fiscal Priorities Committee – Brooke Flinders, Regional Associate Dean and Melissa

- Chase, SLM
 - Executive Session – Three candidates for honorary degrees were approved to be forwarded to the Office of the President.
- **November 07, 2022**
 - SR23-03 Curriculum Proposal for MUS–Music Composition, Bachelor of Music, Chris Tanner, Chair and Professor of Music
 - SR 23-04 Degree proposal CSE Cybersecurity, Bachelor of Science in Cybersecurity; Eric Bachmann, Professor and Chair, Department of Computer Science and Software Engineering & Scott Campbell, Senior Director of Technology and Instructor
 - SR 23-05 Proposal for Graduate Academic Integrity Policy Revision – Amity Noltemeyer, Associate Dean of the Graduate School
 - SR 23-06 Proposal for Graduate Summer Fellowship Policy – Amity Noltemeyer, Associate Dean of the Graduate School
 - SR 23-07 Proposal to Change the Natural Science Requirements in the Miami Plan – Liz Mullenix, Chair & Interim Provost, University Senate
 - Miami University FY22 Sustainability Accomplishments and Next Steps Suzanne Zazycki
- **November 21, 2022**
 - New Process for Honors Course Recertification – Rosemary Pennington, Associate Professor of Media, Journalism and Film
- **Approved Minors, Revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:**
 - **September 12, 2022**
 - New Minor, ACC/CPB Climate Accounting and Engineering Minor
 - Revision of an Existing Minor, CCA/MGT Arts Management & Arts Entrepreneurship Minor
 - Revision of an Existing Minor, FRI Classical Studies Minor
 - Revision of an Existing Minor, FRI Italian Minor
 - Revision of an Existing Major, ART Experience Design, Master of Fine Arts
 - Revision of an Existing Major, BIO Botany, Bachelor of Arts
 - Revision of an Existing Major, BIO Botany, Bachelor of Science
 - Revision of an Existing Major, CIT Computer and Information Technology, Associate in Applied Science
 - Revision of an Existing Major, CIT Information Technology, Bachelor of Science in Information Technology
 - Revision of an Existing Major, EDT Chinese Education, Bachelor of Science in Education
 - Revision of an Existing Major, EDT French Education, Bachelor of Science in Education
 - Revision of an Existing Major, EDT German Education, Bachelor of Science in Education
 - Revision of an Existing Major, EDT Latin Education, Bachelor of Science in Education
 - Revision of an Existing Major, EDT Primary Education PK5, Bachelor of Science in Education
 - Revision of an Existing Major, HCA Community Arts and Cultures, Bachelor of Arts
 - Revision of an Existing Major, ISA Information and Cybersecurity Management, Bachelor of Science in Business
 - Revision of and Existing Major, PHY Physics, Bachelor of Science
 - **September 26, 2022**
 - New Minor, CMR Hospitality Management Minor
 - Revision of an Existing Major, EDP Special Education, Master of Education
 - Revision of an Existing Major, IES Environmental Science, Master of Environmental Science
 - **October 10, 2022**
 - Revision of an Existing Co-Major, Analytics Co-Major

- **November 07, 2022**
 - Revision of an Existing Major, KNH – Nutrition, Bachelor of Science in Kinesiology, Nutrition and Health
 - Revision of an Existing Major, MJF – Journalism, Bachelor of Arts
 - Revision of an Existing Degree, FSW – Social Work, Master of Social Work
 - New Certificate, TCE- Teaching English to Speakers of Other Languages (TESOL) Endorsement Certificate
- **Senate Resolutions**

SR 23-01

Master of Education, Curriculum & Instruction

September 12, 2022

BE IT HEREBY RESOLVED that University Senate endorse the proposed program, Curriculum & Instruction, Master of Education, College of Education, Health, and Society.
AND FURTHERMORE, that the endorsement by University Senate of the proposed program will be forwarded to the Miami University Board of Trustees for consideration.

SR 23-02

Proposal to Change the Senate Bylaws with respect to the Function of Graduate Council

October 10, 2022

Rationale:

- **Whereas** In the 20212022 academic year, Graduate Council drafted and approved Operating Procedures and Guidelines to improve consistency and clarity in practices.
- **Whereas** as a part of this process, it became apparent that there are tasks Graduate Council has been engaged in that are not explicitly outlined in the [function statement](#) in Senate bylaws.
- **Whereas** Graduate Council seeks to ensure that (a) its practices are aligned with the functions Senate has charged it with carrying out, and (b) it continues to carry out functions it sees as important,

Proposed Changes (Tracked):

BE IT HEREBY RESOLVED that University Senate approves changes to Senate ByLaws 6.B.9, Graduate Council, as outlined below:

6.B.9.d The functions of the Graduate Council shall be to review all changes in graduate courses proposed by academic units and to recommend their approval or rejection to University Senate; to consult with the Provost and make recommendations to Senate on the establishment of graduate programs, and on policies pertaining to methods of instruction, evaluation of instruction, advising and counseling, admissions and retention of graduate students, and on other policies pertaining to the administration of graduate programs; [to review student petitions \(unless they have been determined by Graduate Council to be under the purview of the Graduate Dean\) and recommend their approval or denial; to and](#) ~~to~~ share responsibility with the Dean of the Graduate School for consulting with the Provost about financial aid and employment of graduate students and on the use and distribution of educational and research resources for graduate programs and graduate students; [and to serve in an advisory capacity to the Graduate School on matters related to procedures or policies not covered above.](#)

Actions of Graduate Council which require the approval of University Senate, such as new degrees, shall be reported to the Executive Committee of University Senate, which shall place them on the agenda of University Senate. All actions of Graduate Council shall be recorded in its minutes which shall be distributed to all members of University Senate, who may raise questions about any actions at the meeting of University Senate which follows the distribution of the minutes. Except for the unusual occurrence of University Senate referring an action back to Graduate Council, the actions shall be considered passed upon the adjournment of the first University Senate meeting after the distribution of the minutes."

BE IT HEREBY RESOLVED that University Senate approves changes to Senate ByLaws 6.B.9, Graduate Council, as outlined below:

6.B.9.d The functions of the Graduate Council shall be to review all changes in graduate courses proposed by academic units and to recommend their approval or rejection to University Senate; to consult with the Provost and make recommendations to Senate on the establishment of graduate programs, and on policies pertaining to methods of instruction, evaluation of instruction, advising and counseling, admissions and retention of graduate students, and on other policies pertaining to the administration of graduate programs; to review student petitions (unless they have been determined by Graduate Council to be under the purview of the Graduate Dean) and recommend their approval or denial; to share responsibility with the Dean of the Graduate School for consulting with the Provost about financial aid and employment of graduate students and on the use and distribution of educational and research resources for graduate programs and graduate students; and to serve in an advisory capacity to the Graduate School on matters related to procedures or policies not covered above.

Actions of Graduate Council which require the approval of University Senate, such as new degrees, shall be reported to the Executive Committee of University Senate, which shall place them on the agenda of University Senate. All actions of Graduate Council shall be recorded in its minutes which shall be distributed to all members of University Senate, who may raise questions about any actions at the meeting of University Senate which follows the distribution of the minutes. Except for the unusual occurrence of University Senate referring an action back to Graduate Council, the actions shall be considered passed upon the adjournment of the first University Senate meeting after the distribution of the minutes."

SR 23-03

Curriculum Proposal for MUS – Music Composition, Bachelor of Music

November 21, 2022

BE IT HEREBY RESOLVED that University Senate endorses the proposed degree, Music Composition, Bachelor of Music.

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 23-04

Degree proposal CSE – Cybersecurity, Bachelor of Science in Cybersecurity

November 21, 2022

BE IT HEREBY RESOLVED that University Senate endorses the proposed degree, CSE Cybersecurity, Bachelor of Science in Cybersecurity.

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 23-05
Graduate Academic Integrity Policy
November 21, 2022

BE IT HEREBY RESOLVED that University Senate endorses the proposed Graduate Academic Integrity Policy amended from the Academic Integrity Policy as set forth below.

General

Miami University is a scholarly community whose members believe that excellence in education is grounded in qualities of character as well as of intellect. We respect the dignity of other persons, the rights and property of others, and the right of others to hold and express disparate beliefs. We believe in honesty, integrity, and the importance of moral conduct. We defend the freedom of inquiry that is the heart of learning and combine that freedom with the exercise of judgment and the acceptance of personal responsibility.

Miami demands the highest standards of professional conduct from its students, faculty, and staff. As a community of scholars, our fundamental purpose is the pursuit of knowledge. Integrity ~~in research and creative activities and~~ in academic study is based on sound disciplinary practices and expectations, as well as a commitment to the values of honesty and integrity. I

The faculty have the right and the obligation to set standards for ethical and honest academic study ~~and research and creative activity.~~ The graduate faculty are responsible for communicating and discussing these standards with their graduate students. Students are also responsible for knowing and understanding these standards and misunderstanding does not justify the violation of academic integrity. If a student is in doubt about appropriate academic conduct in a particular situation, ~~he or she~~ they should consult with the instructor in the course, the department chair/program director, or the Dean of the Graduate School in order to maintain the highest standards of academic honesty.

~~As appropriate to their area of academic study and research or creative activities, graduate students should receive instruction on responsible conduct of research that includes but is not limited to the following:~~

- ~~• Research involving human subjects (Institutional Review Board for Human Subjects Research)~~
- ~~• Research involving vertebrate animals (Institutional Animal Care and Use Committee)~~
- ~~• Research involving radiation (Radiation Safety Committee)~~
- ~~• Laboratory safety~~
- ~~• Security including issues related to the handling of transgenic plants and pathogenic organisms (Institutional Biosafety Committee)~~

- ~~Ethical collection, analysis, attribution, and sharing of data and results of research.~~
- ~~Compliance with applicable state and federal regulations, conflicts of interest and grant and contract requirements.~~

~~Violation of responsible conduct of research guidelines may be considered a violation of research/creative activity integrity.~~

SR 23-06
Proposal for Graduate Summer Fellowship Policy
November 21, 2022

BE IT HEREBY RESOLVED that University Senate endorses the changes for the Graduate Summer Fellowship Policy as set forth below.

Graduate Summer Research Fellowships (Students who started Fall of 2020)

The purpose of the Graduate Summer Research Fellowship is to provide financial support for fulltime graduate students to engage in meaningful scholarly activities during a 6week summer period. The summer research fellowship is intended for students who have no additional means of summer support during the sixweek summer period (e.g., grantfunded assistantship; external, paid internships; teaching assignments, etc.). The awarding of these fellowships is competitive and are subject to availability of funds.

Eligibility

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

- Student held a fulltime (1820 hour per week) graduate assistantship, ~~a~~-residence hall personnel assistantship, or a dissertation scholarship/fellowship for at least one full semester during the fall or spring semester preceding the summer research fellowship period.
- Student completed at least nine (9) graduate credit hours in each of the two semesters prior to the summer research fellowship period.
- Student has made satisfactory progress toward the graduate degree, including:
 - Earned a 3.0 GPA or above (cumulative and in each of the fall and spring semesters prior to the summer research fellowship period)~~Met the Graduate School's requirement of a 3.0 GPA~~
 - Met departmental milestones on time, including for example: plan of study, research proposal defense, and comprehensive exams, etc. The completion of milestones needs to be documented by the student's department or program
- Student must not be receiving additional Miami University funded support, from the following sources:
 - Externallyfunded research assistantship that already pays the student in the summer
 - Fulltime, paid external internship that already pays the student in the summer
 - Teaching course(s) in the summer and the student was paid for teaching the course(s)
- Student must either (a) be pursuing a thesis master's program, specialist program, or doctoral program, or (b) be enrolled in a program that has a required research project or experience.
- Student must be engaged in meaningful research activity as described below in Fellowship expectations

Time Limits

- Master thesistrack (and specialisttrack) students are eligible for a total of two years of summer support.

- PhD candidates are eligible for a total of four years of summer support including their years as master's degree candidates.

Maximum Number of Awards

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

Fellowship Expectations

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

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

Note: Courses taken for P, S, and ~~X~~-CR1 grades count toward eligibility for the summer research fellowship; they are not, however, computed in students' grade point averages. Students who receive F, U, or ~~Y~~-NCR in such courses will not receive credit towards the summer research fellowship.

Through an online Graduate School form, students are required to submit a 1 paragraph description of what was accomplished to the Graduate School before the start of fall semester classes. Students who do not submit this description will not be eligible to apply for a future Graduate Summer Research Fellowship.

FullTime Summer Study Defined

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

Graduate Summer Research Fellowship Payments

Eligible students who are selected for a fellowship will receive \$1,500 (if GA for 2 semesters) or \$750 (if GA for 1 semester) for engaging in fulltime study as defined by the Graduate School and their academic department. The Graduate Summer Research Fellowship does not come with a tuition waiver; therefore, if a student chooses to register for more than 0 credit hours in the summer, they are

responsible for paying all tuition and fees unless their division or department decides to cover these.

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

~~The Instructional Fee and outofstate tuition surcharge (if applicable) for summer terms are waived for Graduate Summer Research Fellowship recipients. Therefore, the General Fee (reduced) and the Registration Fee must be paid at the time in which students register or are billed. If required in their courses, students must pay certain laboratory fees and artistic supply costs. All fees must be paid by the deadlines established by the One Stop to avoid cancellation of students' registration and loss of their Graduate Summer Research Fellowship.~~

Processing of Graduate Summer Research Fellowships

Graduate students who wish to be considered for a Graduate Summer Research Fellowship must apply through an online Graduate School form no later than February 1 for the upcoming summer. Late submissions will not be considered. The Graduate School will share the application data with graduate programs and work with departments them to verify eligibility and select the students who will receive the Graduate Summer Fellowship (incorporating feedback or ranked lists from the graduate program if they choose to provide them). When more eligible students apply than there is funding to support, the following may be used to select recipients: (a) ranked lists submitted by the graduate program, (b) the importance and impact of the proposed activities as described in the application, and (c) whether the student has received a Graduate Summer Research Fellowship previously (those who have not will be prioritized). When more students apply than there is funding to support, eligible students who have not yet received a Graduate Summer Research Fellowship will be prioritized over those reapplying for an additional year of support. Students will be notified as soon as possible in the spring semester if they are receiving a Graduate Summer Research Fellowship. Graduate School Programbased ranked lists of all eligible students will be submitted to the Graduate School by May 1st. Based on availability of funds, each program will be notified as to the number of Graduate Summer Research Fellowships that will be awarded to that program. Late submissions of ranked lists will not be accepted.

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

Proposal to Change the Natural Science Requirements in the Miami Plan

November 21, 2022

BE IT HEREBY RESOLVED that University Senate endorses the proposed change to the Natural Science Requirements in the Miami Plan as set forth below.

Students complete at least six credits of natural science courses with at least one course being a laboratory course. ~~At least three of the six credits must be from the biological sciences, and at least three of the six credits must come from the physical sciences.~~ **Natural science courses may include courses from the biological and/or physical sciences.**

The following are items of business Executive Committee anticipates that Senate will discuss during the 20222023 academic year:

- New degrees
- Discussions related to budget

Cc: Liz Mullenix, Chair & Interim Provost, University Senate
Tom Poetter, Chair, Senate Executive Committee
Dana Cox, (Associate Provost), Secretary of University Senate
Tammy Patterson, (Assistant for Admin Services), Recording Secretary



Cathleen McLaughlin
Secretary for Academic Affairs
Associated Student Government
mclaug24@miamioh.edu

TO: Board of Trustees Academic/Student Affairs Committee
FROM: Cathleen McLaughlin
DATE SUBMITTED: November 27, 2022

Members of the Board,

I hope everyone is enjoying a happy and healthy holiday season! It is a pleasure to be addressing you all for the first time. My name is Cathleen McLaughlin, and I am currently serving as Miami University's Associated Student Government (ASG) Secretary for Academic Affairs. I am a senior studying political science and journalism. I hail from Dayton, Ohio, but I am fortunate to call Oxford my home away from home.

Looking at the past semester, much work has been done to continue initiatives championed by my fantastic predecessor, Ruku Pal, as well as build (and maintain) the relationship between ASG and the incredible academic and divisional staff that are devoted to supporting exceptional student learning.

This is an important moment in time for ASG. We have welcomed many new members into our ranks that are eager to affect consequential change and comprehensively address the concerns of the student body. Nowhere is this enthusiasm more pronounced than within the Academic Affairs committee. In addition to addressing weekly student matters, we have had meaningful conversations about pursuing favorable initiatives. So far this semester, our work has included proposals for constructive reform to the UNV 101 curriculum, exploring the possibility of establishing a syllabi repository, and discussing ways to enhance diversity in course offerings and instruction. Additionally, I have worked to delegate responsibilities to committee members in ways that suit their interests, including appointing senators to the University Senate and fostering the realization of individual goals.

Conversations surrounding Miami's use of the remote proctoring service Proctorio continue. As has been established, this issue has been on ASG's radar for some time. This has no doubt been an extensive process driven by faculty, students, and administration that are dedicated to finding the proper way to address concerns raised from the use of such software. In October, the University Senate announced its intention to establish short, medium, and long-term plans. Miami will complete the RFP to first decide which software to utilize in the coming years. Subsequently, a new committee will be formed to identify and train faculty on alternative pedagogies. These measures will be implemented with the eventual goal being the replacement of remote proctoring with other methods ensuring academic integrity. Miami University's

continued commitment to equitable student success persists, and ASG will continue to involve itself in these invaluable discussions.

Working in tandem with our outstanding Student Trustees, our Chief of Staff and other members of Cabinet leadership have led a search for a qualified undergraduate student to serve as the next student member on the Board of Trustees. As of now, we have extended the application period to allow for more qualified candidates to apply. In the coming weeks, we will hold interviews and send recommendations to Governor DeWine for further deliberation. We are honored to be involved in such a consequential decision and do not doubt that the next Student Trustee will be an outstanding advocate for students and the University's successful and continuous operation.

In an exciting development for Miami's academic standing, the University has announced four highly accomplished finalists for the position of Provost and Executive Vice President for Academic Affairs. Amid this intensive nationwide search, Interim Provost Dr. Elizabeth Mullenix has demonstrated a keen interest in bringing an entrepreneurial mindset and commitment to diversity and student development to the position. We have been fortunate to work with such an accomplished scholar and leader. Moving forward, ASG is excited to establish a productive relationship with this important steward of the University's academic mission upon the announcement of a permanent officeholder.

Other members of the Associated Student Government Cabinet and their respective committees have been hard at work this semester. Our Secretary for On-Campus Affairs, Grace Payne, worked to establish creative outreach events and championed excellence in food services as the chair of the Student Dining Hall Advisory Committee. Our Secretary of Governmental Relations, Cameron Tiefenthaler, led a coalition of civic engagement groups on campus in facilitating GOTV programming for the midterm elections. Our Secretary of Diversity, Equity, and Inclusion, Kennedy Hughes, improved DEI training methods for student leaders and organizations and, in conjunction with the Diversity Affairs Council, hosted the successful 2022 Inclusion Forum. Our Secretary for Safety and Wellness, Ryan Parker, established a Student SIV Advisory Committee. Our Secretary for Off-Campus Affairs, Danielle Stein, distributed hundreds of personal safety alarms. Our Secretary for Infrastructure and Sustainability, Jules Jefferson, worked to increase awareness of composting efforts on campus. These are just a few of the many accomplishments that ASG's Executive Cabinet has proudly overseen since the start of the school year.

As we welcome with open arms an (almost) complete return to the "normal" Miami experience filled with endless opportunities for personal growth in knowledge and service as well as rich human connection, it is difficult not to reflect on the challenges we have worked to overcome in recent years as well as the many lessons we have learned. Through such hardship, the spirit of this community has remained steadfast and optimistic about what the future holds.

Thank you for your unwavering devotion to Miami University and its many stakeholders. As always, we are honored to serve the student body and represent Miami University. I hope you

have a rewarding rest of your year, and I look forward to corresponding with you all again in the spring.

Love and Honor,

Cathleen McLaughlin

Cathleen McLaughlin

ASG Secretary for Academic Affairs

December 9, 2022
Consent Calendar

RESOLUTION R2023-14

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

*Approved by the Board of Trustees
December 9, 2022*



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

**Miami University Recommendation
To the Board of Trustees
For Action**

Date: November 28, 2022

Title: REPORT OF REMEDIAL EDUCATION

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

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

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

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

FOR BOARD OFFICE USE ONLY:

Recommendation Number _____

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

2022 University Remediation Report

Name of University:

Miami University

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

1. The number of enrolled students that require remedial education (FY22 actual).

Number of Students	Description (if needed)
447	All first-time students entering fall 2021 with one or more scores indicating need for remediation. The threshold ACT scores indicating the need for remediation are reading less than 22, English less than 18, and math less than 22. This includes Oxford Scholastic Enhancement Program (SEP,) Oxford American Culture and English Program (ACE,) and regional campus students. For regional campus students without ACT scores, remediation is required based on scores of alternative tests. Specifically, WritePlacer (scores of less than 5), Accuplacer Next Gen (scores of less than 250), and STEM Accuplacer (scores of less than 263).

2. The cost of remedial coursework that the state university provides (FY22 actual).

Please select the type of cost in the following areas and describe.

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

Cost Type	Amount	Description
Costs to the university	\$ 485,485	Instructional costs for remedial courses for FY 2021
Costs to the university	\$ 957,255	Estimated costs of Advising & Learning Center on the regional campuses for FY 2021 multiplied by the percent of students on the regionals needing some form of remedial education
Costs to the state	\$ 76,057	State share of instruction for remedial courses for FY 2021
Costs to the student	\$ 3,385	Tuition and fees for regional full-time students in first semester
Costs to the student	\$ 1,868,948	Tuition and fees for Oxford ACE full-time students in first semester
Costs to the student	\$ 8,352	Tuition and fees for Oxford SEP full-time students in first semester

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

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

4. Causes for remediation.

Please select all that are relevant from the following categories and provide detail.

- Lack of student preparation at the K-12 level
- Prescriptive placement policies (over reliance on a single assessment measure)
- Deferred entry into higher education (adult students returning to higher education)
- Other (any other cause identified by the university)

Cause	Description
-------	-------------

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

December 9, 2022
Consent Calendar

RESOLUTION R2023-16

BE IT RESOLVED; that the Board of Trustees hereby approves the awarding of an honorary degree of Doctor of Humane Letters (L.H.D.) to:

Stephanie Byrd '81
Nina Leigh Krueger '83
David Dauch '86

Approved by the Board of Trustees
December 9, 2022



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



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Liz Mullenix, , Chair & Interim Provost, University Senate

Tom Poetter, Chair, Senate Executive Committee

Tracy Haynes, Chair Elect, Senate Executive Committee

Jen Green, 2021-2022 Chair, Senate Executive Committee

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

November 16, 2022

To: Miami University Board of Trustees

From: Liz Mullenix, Chair & Interim Provost, University Senate *LM*

Re: Support for Honorary Degrees

The Awards and Recognition Committee met on September 29, 2022 to review the materials for Three (3) nominees for honorary doctorates:

- Stephanie Byrd
- Nina Leigh Kruger
- David Dauch

All three candidates were unanimously approved and sent to University Senate. An Executive Session was convened during the previously scheduled Senate meeting on October 10, 2022 at which time all three candidates were discussed. I am pleased to report that University Senate endorsed all three of these remarkable candidates for honorary doctorates.

cc: Dana Cox, Associate Provost and Secretary, University Senate

Thomas Poetter, Chair, Executive Committee of University Senate

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

Stephanie Byrd '81

Education:

1981 BA Public Administration
MA Health and Hospital Administration, Xavier University

Experience:

- Joined Miami University Foundation Board in 2020
- Regional CEO, Central & Southern Ohio Region of the American Red Cross
- Responsible for board, volunteer efforts, and governmental relations. She manages the blood donation network for her region.
- United Way, kindergarten readiness program
 - Success by 6 Executive Director,
 - Senior VP of Early Learning Strategies
 - Interim Executive Director of the Cincinnati Preschool Promise
- Cincinnati of the Year
- Champion of Children
- YWCA Career Woman of Achievement
- Member, Ohio Early Childhood Advisory Council and YWCA of Greater Cincinnati
- 2022 Black is Excellence Unsung Hometown Hero, City of Cincinnati

Rational:

- Strong leader who has mobilized Red Cross resources to respond to local crises; embodies and personifies the principles of the Code of Love and Honor (Sharon Janosik Mitchell, Foundation Board Chair)
- Volunteers her time and talent to advance the University Foundation in an inspiring way (Brad Bundy, Miami)
- Works tirelessly as a volunteer; many speak to her impact in Greater Cincinnati (David Koschik '79)

Nina Leigh Krueger '83

Education:

1983 BS. Marketing, Miami University

1994 MBA Olin Business School, Washington University, St. Louis

Experience:

- CEO, President of Nestlé Purina PetCare for the Americas
- 27 years with the company
- First woman to serve in this position
- Member of the St. Louis Community Foundation Board of Directors.
- Featured in the Farmer School's The Journey magazine in the summer of 2017.
- Received a Distinguished Alumni Award from Olin School.

Rationale:

- Outstanding Leadership at Purina (Name)
- Worked to reinvent and modernize the marketing arm of the company and doubled the size of the Tidy Cats brand. (Steve Degnan, Purina)
- Commitment to St. Louis and Economic Development; an outspoken supporter of the metro's recent Build Back Better Regional Challenge win, recently announced by President Joe Biden.
- Board member, St. Louis Children's Hospital and St. Louis Police Foundation (Jason Hall)
- Generous mentor of students at Miami and frequent contributor to programming including the 2018 FSB Executive Speaker Series (Jenny Darroch, Kirk Bogart)

David Dauch '86

Education:

1986 B.S. Management, Miami University
2007 EMBA Michigan State University

Experience:

- Chairman and CEO of American Axle and Manufacturing (AAM)
- 27 years with the company
- Multiple board positions including Business Leaders for Michigan, the Detroit Economic Club, the Detroit Regional Chamber (Executive Committee), the Great Lakes Council Boy Scouts of America, and the Boys & Girls Club of Southeast Michigan.
- The impact he has had on Miami's football program is well known but he has also supported track and field, baseball and volleyball (Bob Simpson, Alumni)
- The David & Anita Dauch Indoor Sports Center has benefited all of our athletic programs in immeasurable ways and has worked to raise more than \$80 million to support student-athletes. (David Saylor, Miami)
- David spends time mentoring our athletes and his personal involvement with the program should not go unnoticed.
- He epitomizes the very best in our alumni in his dedication to Miami. (Chuck Martin, Miami)

December 9, 2022
Academic and Student Affairs

RESOLUTION R2023-17

WHEREAS, University Senate on November 21, 2022 passed SR 23-03, endorsing a proposed degree; Music Composition, Bachelor of Music.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a degree; Music Composition, Bachelor of Music, College of Creative Arts.

*Approved by the Board of Trustees
December 9, 2022*



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



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Tom Poetter, Chair, Senate Executive Committee
Tracy Haynes, Chair Elect, Senate Executive Committee
Jen Green, Past Chair, Senate Executive Committee

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

November 29, 2022

To: Gregory P. Crawford, President
From: Dana Cox, Secretary of the University Senate
Re: Curriculum Approval
SR 23-03, Curriculum for Music Composition, Bachelor of Music, College of Creative Arts.

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

On November 11, 2022, University Senate adopted SR 23-03:

SR 23-03

BE IT HEREBY RESOLVED that University Senate endorses the proposed degree. Music Composition/ Bachelor of Music.

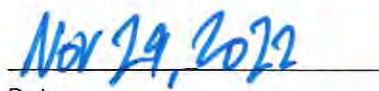
AND FURTHERMORE, that the endorsement by University Senate of the proposed degree will be forwarded to the Miami University Board of Trustees for consideration.

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve the Bachelor Degree of Music in Music Composition, College of Creative Arts.

<input 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: Tom Poetter, Chair, Executive Committee of University Senate
Elizabeth R. Mullenix, Interim Provost, Chair University Senate
Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

SR 23-03

Curriculum Proposal for MUS-Music Composition, Bachelor of Music

November 21, 2022

BE IT HEREBY RESOLVED that University Senate endorses the proposed degree, Music Composition, Bachelor of Music.

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



Department of Higher Education

Mike DeWine, Governor
Randy Gardner, Chancellor

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

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

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

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

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

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

25 South Front Street
Columbus, Ohio 43215

phone 614.466.6000
fax 614.466.5866
web www.OhioHigherEd.org

**REQUEST FOR APPROVAL
SUBMITTED BY:**

Miami University

Bachelor of Music in Music Composition

16 December 2022

REQUEST

Date of submission: 16 December 2022

Name of institution: Miami University

Degree/degree program title: Bachelor of Music in Music Composition

Six-digit CIP code: 50.0904

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

Art, 50.0701

Art & Architecture History, 50.0703

Arts Management & Arts Entrepreneurship, 50.1002

Communication Design, 50.0409

Community Arts, 50.1002

Experience Design, 50.0402

Fashion, 50.0407

Film Studies 50.0601

Games + Simulation, 50.0411

Music, 50.0901

Music Performance, 50.0903

Theatre, 50.0501

Total Number of Hours in Program: 124

Primary institutional contact for the request

Name: Carolyn Haynes

Title: Senior Associate Provost

Phone number: 513 529 6717

E-mail: haynesca@miamioh.edu

Delivery sites: Oxford Campus

Date that the request was approved by the institution's governing board (e.g. Board of Trustees, Board of Directors): 9 December 2022

Proposed start date: August 2023

Institution's programs: associate, bachelor's, master's, educational specialist, doctoral degrees (total 210 degree/majors)

Educator Preparation Programs:

Licensure No

Endorsement No

SECTION 1: INTRODUCTION

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

A concentration in Music Composition was added to the Bachelor of Music in Music Performance degree program in Fall 2016. The rationale for adding this concentration at that time was that demand for this program of study existed, and that the department could increase music major enrollment by attracting a new cohort.

Miami University is accredited by NASM (National Association of Schools of Music), and the institution recently underwent an accreditation review in Spring 2022. In the report delivered to the institution, the visiting team stated, with respect to the concentration in Music Composition:

"The title and content of this degree are inconsistent. The degree is presented in the Self-Study as a "Bachelor of Music in Music Performance (Composition). As a result, it is not clear how the institution meets the NASM standard stating that "Program and degree titles shall be consistent with content" (see NASM Handbook 2021-22, Standards for Accreditation II.I.1.g.). The visitors strongly encourage the institution to re-submit the curriculum to NASM as a Bachelor of Music in Composition via an Optional Response."

The report further stated, "The growth of the program suggests there is a potential student cohort. The growth in enrollment and the strength of the student compositions in the student recital demonstrate that the intended degree offering is notably effective."

In response to the call for action as expressed by our accrediting body, we propose that the program of study in Music Composition be a stand-alone degree program. Hence we are submitting this proposal for a new degree: Bachelor of Music in Music Composition. Simultaneously, if approved, we would amend the BM in Music Performance degree to eliminate the concentration in Music Composition.

SECTION 2: ACCREDITATION

2.1 **Regional accreditation**

- *Original date of accreditation: 1913*
- *Date of last review: 2019*
- *Date of next review: 2025-2026*

2.2 **Results of the last accreditation review**

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

Miami University is accredited by the [Higher Learning Commission](#) (HLC). HLC accredits degree-granting post-secondary educational institutions in the North Central region of the United States. Miami's most recent comprehensive [accreditation review](#) was in 2015 with a mid-cycle review in 2019, and the next reaccreditation review will occur in 2025-2026. Miami was granted full accreditation with no concerns or monitoring at its last review.

2.3 Notification of appropriate agencies

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

HLC has authorized Miami to offer this degree program, and it is not subject to any specialized accreditation process. Please see HLC Institutional Status Report in Appendix.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

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

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

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

-- June 20, 2008

See: <https://miamioh.edu/policy-library/mission-values/>

3.2 Organizational structure

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

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

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

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

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

This degree program will be housed within the College of Creative Arts, in the Department of Music. All of the courses are offered on the Oxford Campus. Faculty and staff in the Department of Music report to the department chair, who reports to the Dean of the College of Creative Arts.

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

The title of the lead administrator for this program is Chris Tanner, Chair of the Department of Music.

The duties and responsibilities of this position include academic and administrative leadership of department and programs (educational planning, scheduling, monitoring, and accreditation activities), faculty and staff performance evaluation, recruitment and retention of faculty and staff members, faculty and staff development, promotion and tenure guidance and evaluation, recruitment (including outreach) and retention of students, resource management, routine departmental administration (chair faculty meetings, implement curricular and program decisions made in faculty meetings, assignment of committees), program development and publicity, liaison with various constituencies (e.g., academia, alumni, prospective students).

See CV in Appendices.

- *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 department's Executive/Curriculum Committee is the elected, representative body that serves as an advisory committee to the chair for purposes of setting policies and priorities. The committee consists of eight voting members of the faculty. The Associate Chair/Director of Undergraduate Studies, the Director of Graduate Studies and the Lead Departmental Advisor serve ex officio. Remaining members are elected, one each from the following areas: applied music, ensembles, music education, academic areas, and one member elected at-large. Faculty members must be full-time in order to be eligible for election. Each elected member serves a three-year term.

The committee reviews and acts on all curriculum proposals submitted by the faculty. The committee will report its recommendations to the department Chair and to the full faculty for departmental action in accordance with procedures outlined in the Miami University Policy Library.

Once the proposal for this program was approved at the departmental level, it moved to the College Undergraduate Curriculum Committee which must review and approve the proposal. This body is a University Senate committee and includes faculty representation from all academic divisions. It was also approved by the Council of Academic Deans, University Senate, and the Board of Trustees.

The department also has identified appropriate faculty to coordinate assessment process for the program to ensure its quality over time. Program faculty are involved in developing the assessment plan, reviewing assessment data, and identifying strategies for improvement.

4.2 Program development

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

Miami University's Mission Statement states that Miami "...provides the opportunities of a major university." Robust opportunities in the arts, including music, are an integral feature of every major university across the nation, and Miami is no exception. The Department of Music offers professional degrees in Music as well as a liberal arts degree (BA in Music), in concordance with Miami's identity as a public university committed to liberal arts undergraduate education.

Focused study in music composition is an important component in the department's portfolio of professional degree offerings, which also include music performance and music education. The Bachelor of Music in Music Composition degree program appeals to students who wish to pursue content creation in a dynamic and fast-changing creative landscape in the 21st century.

As the university's Mission Statement indicates, "Miami's faculty are nationally prominent scholars and artists who contribute to Miami, their own disciplines and to society by the creation of new knowledge and art." The faculty of the Department of Music embody this statement, as they perform in national and international venues, publish in top-tier academic journals, present at national conferences of professional societies, and create new original works of music that are performed and recorded by nationally-recognized solo artists and ensembles.

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

Miami requires ideas for new programs and majors be reviewed by the Miami Academic Program Incubator which conducts a needs assessment on each program idea. See the Gray Scorecard in the appendices which demonstrates that the degree is in demand by employers in the state.

Enrollment in the Music Composition concentration has steadily increased since 2016, as hoped and expected. Whereas there was only one student enrolled in Fall 2016 (a current student who then declared the newly available degree plan), there are a total of twenty enrolled in Fall 2022. Our goal, in fact, is twenty students in this degree program, and so we have met our goal in six years.

- *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 Department has consulted its curricular advisory and external advisory groups to gain support for the new program.

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

In developing the program, the department used the guidelines for a BM in Music Composition outlined by the National Association of Schools of Music (NASM). Faculty in the department consulted with representatives from peer institutions that offer both this degree program.

This program was developed in accordance with the guidelines for a BM in Music Composition specified by the National Association of Schools of Music. The department will submit an application for Plan Approval of this curriculum in its Optional Response to the NASM Visitors Report. The Optional Response is due October 15, 2022, and will be reviewed by the NASM Commission on Accreditation in November 2022.

4.3 Collaboration with other Ohio institutions

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

There are no public institutions within a 30 mile radius that offer the same program. University of Cincinnati offers a similar program, but it is located more than 30 miles from Miami University's main campus.

- *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.*

As stated above, the degree program has existed at Miami University since 2016, and is by all measures successful and thriving. With this proposal we are requesting that the program exist as a stand-alone degree, in accordance with NASM standards.

This was not developed in collaboration with any other institution.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

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

Admission to Miami University is based on academic performance (strength of curriculum, class rank, and grade point average), secondary school experience and community activities, personal essay, and recommendations of the high school. In making admission decisions, Miami also considers the diversity of the student body and applicants' special abilities, talents, and achievements. Miami believes that the diversity of the student body enhances the quality of the education students receive. Therefore, diversity may include socioeconomic factors, under-enrolled minority group membership, career interest, artistic ability, geographical background, and other special characteristics of the population.

Beyond the admission requirements of Miami University as a whole, the department requires all applicants to the Music Composition program to submit a portfolio of 2-4 recent examples of their creative work. Scores of original compositions and arrangements may be included. Applicants must also perform an audition in a performance medium (e.g., instrument, voice). Lastly, applicants must submit letters of recommendation.

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

The program being proposed will abide by all applicable transfer credit policies. Policies governing the transcription of credit are authorized by Miami's Academic Policy Committee and University Senate and are aligned with the ODHE transfer and articulation policies. Described in the [General Bulletin](#), these policies articulate the standards for AP and CLEP credit, minimum length of study requirements, credit-hour equivalency, the process of evaluating credit and applying transfer courses to the general education requirements, and clear parameters for graduation requirements, including the number of credits that must be completed at Miami. The Bulletin also explains the specific course credit students receive for completion of the OT36 (which is a set of core courses equivalent to 36-40 semester hours that all Ohio public colleges and universities have agreed count for credit at any Ohio school) as well as Transfer Assurance Guides, Military Transfer Assurance Guides and Career-Technical Assurance Guides. All Miami courses that count for TAG, MTAG, CTAG or OT36 credit must advance specific outcomes and be approved by a statewide panel of faculty in the discipline. Miami also has a procedure for students to propose other courses taken at other universities to count for degree and major

program requirements. Students provide syllabi and assignment prompts which are reviewed by the appropriate department for possible course equivalencies.

Thus, applicability of accepted transfer work will be determined through consultation between the Department of Music lead departmental advisor and the College of Creative Arts lead academic advisor in accordance with the Ohio Articulation and Transfer Policy established by the Ohio Department of Higher Education. A course which is not applicable for degree requirements may transfer as elective credit but may not count towards the total credits required for the degree (e.g. duplicate credit would not count).

5.2 Student administrative services

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

The student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program.

5.3 Student academic services

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

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

SECTION 6: CURRICULUM

6.1 Introduction

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

The Bachelor of Music in Music Composition offers instruction in the craft and art of composing music. It is designed to prepare students for freelance work as composers, arrangers, and copyists, for graduate work, and for a wide variety of professions in related fields. As an academic degree within the department of music, there is a strong emphasis on musical analysis, critical thought, and the wider undergraduate liberal arts curriculum for which Miami University is so highly ranked.

All Composition majors undertake private study with Composition faculty. Early lessons serve to introduce the skills and concepts necessary to successfully realize coherent original compositions. Lessons include review of works in progress, discussion of relevant repertoire and current compositional trends, and preparation for a final concert. Composition students work

directly with student and guest performers and with Composition faculty to realize new works effectively in a concert setting.

6.2 Program goals and objectives

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

The program's student learning outcomes are described below:

#1: Students will demonstrate knowledge of compositional craft and orchestration through the creation of art music using a variety of techniques.

#2: Students will hone and critically reflect on their personal voice as a composer.

#3: Students will develop the interpersonal, musical, and technical skills required to curate and manage a concert of their own works.

#4: After completing a two-semester sequence, students will be able to identify significant genres, composers, and repertoires in an established canon of Western music and explain political, cultural, philosophical, artistic and social contexts in order to also question and diversify that canon through processes of research in music.

#5: Through the music theory and aural skills sequence, students will explore a variety of musical styles to develop proficiency in analyzing, conceptualizing, recognizing, interpreting, and researching common elements and organizational patterns related to melody, rhythm, harmony, form, and composition.

#6: Students will demonstrate proficiency in functional piano skills through the performance of repertoire; scales, arpeggios, and chord progressions; sight reading; score reading; harmonization and transposition; improvisation; and accompaniment.

#7: Students will demonstrate progressive technical and artistic abilities in a primary performance medium, through individual study in an applied studio and ensemble participation.

The primary series of courses in which these skills are emphasized and measured is the Applied Composition series – MUS 244/344/444Z. Students present works in progress to their instructor in one on one lessons in preparation for a culminating performance near the end of the semester. Compositions are vetted for a variety of characteristics including complexity, orchestration (SLO #1), and originality (SLO #2). Students are responsible for recruiting performers, organizing and leading rehearsals, and managing their part of the final concert (SLO #3).

Applied Composition and Composition Seminar (MUS 171) both require students to digest a

broad range of music. They are regularly assessed on this through written assignments and discussion (SLO #4).

A range of compositional techniques is introduced in Composition Seminar (MUS 171) and explored more fully in Applied Composition (MUS 244/344/444). In the latter classes students are required to demonstrate competency with these techniques. These competencies are assessed by individual instructors over the course of each semester (SLO #1).

The History of Western Music sequence (MUS 211 and 212) further reinforces this broad range of repertoire, as do Diverse Worlds of Music (MUS 185) and Global Popular Music (MUS 186). Student success in achieving the outcomes expressed in SLO #4 is evaluated through 1) direct, graded course assessment; and, 2) indirect assessment conducted through a mixed methods approach, collecting both quantitative and qualitative data regarding student perception of learning. Indirect assessment consists of a formative Student Assessment of Learning Gains (SALG) survey at the end of semester 1, and a summative survey at the end of semester 2. (SLO #4).

The sequence of Music Theory courses includes the core series (MUS 101/102 and 201/202), Counterpoint (MUS 301), and Advanced Analysis (MUS 406). Common elements and organizational patterns in various styles of music explored through this sequence are assessed directly via examinations and projects in these courses, and indirectly via an end-of-sequence survey (SLO #5).

Students develop proficiency in functional piano skills through a series of courses: MUS 160, 161, 260, 261. Students must pass a proficiency examination in MUS 261 to complete the course sequence (SLO #6).

Students develop their technical and artistic abilities as performers through applied music study in a primary performance medium (i.e., an instrument or voice), and through participation in music ensembles. Composition majors are required to enroll in applied music for four semesters, and proficiency is evaluated through end-of-semester jury examinations. At the end of the second semester of applied study, students must pass a Standing jury examination, to advance to the 200-level.

The Senior Recital (MUS 494) serves as a culminating composition experience. In preparation for their recital, each student must pass a recital hearing involving three music faculty members, two of which must be from the Composition area. The work and prior preparation of the composer is assessed for their incorporation of each of the SLOs. The recital itself is similarly assessed.

6.3 Course offerings/descriptions

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

Course (name/number)	No. of credit hours (q/s)	Major/ Core/ Technical	General Education	Elective	OTM, TAG or CT ² equivalent course	New/Existing Course
MUS 101, Theory of Music I	3	X				Existing
MUS 102, Theory of Music II	3	X				Existing
MUS 151, Theory of Music: Aural Skills I	1	X				Existing
MUS 152, Theory of Music: Aural Skills II	1	X				Existing
MUS 185, Diverse World of Music OR MUS 186, Global Popular Music	3	X	X			Existing
MUS 201, Theory of Music III	3	X				Existing
MUS 202, Theory of Music IV	3	X				Existing
MUS 211, History of Western Music I	3	X	X			Existing
MUS 212, History of Western II	3	X				Existing
MUS 221, Music Technologies	3	X	X			Existing
MUS 251, Theory of Music: Aural Skills III	1	X				Existing
MUS 252, Theory of Music: Aural Skills IV	1	X				Existing
MUS 301, Counterpoint	3	X				Existing
MUS 306, Electroacoustic Music	3	X				Existing
MUS 352, Conducting I	2	X				Existing
MUS 370, Orchestration	3	X				Existing
MUS 406, Advanced Analysis	3	X				Existing
MUS 451, Advanced Aural Skills	1	X				Existing
MUS 452, Advanced Aural Skills	1	X				Existing

MUS 494, Senior Recital	0	X				Existing
MUS 171, Composition Seminar	6	X				Existing
MUS 244Z, Applied Music Composition I	6	X				Existing
MUS 344Z, Applied Music Composition II	6	X				Existing
MUS 444Z, Applied Music Composition III	6	X				Existing
MUS 142, Applied Music I	4	X				Existing
MUS 242, Applied Music II	4	X				Existing
MUS 100Z, Laptop Ensemble	2	X				Existing
Large Ensemble Requirement – MUS 100A Collegiate Choir, MUS 100B Men's Glee Club, MUS 100C Symphony Orchestra, MUS 100D Choraliers, MUS 100E Marching Band, MUS 100F Symphony Band, MUS 100G Wind Ensemble, MUS 100K Jazz Ensemble, MUS 100M Percussion Ensemble, MUS 100N Steel Band, MUS 100Q Chamber Singers	3	X				Existing
MUS 140 Recital Requirement (seven semesters)	0	X				Existing
MUS 139 Chamber Music Requirement (one time)	0	X				Existing
MUS 261 Functional Piano IV	1	X				Existing

Brief Course Descriptions

Note: Please find course syllabi as appendix items.

MUS 101. Theory of Music I. (3)

A study of music's structural elements and their usage, directed toward intelligent interpretation and informed performance. [MUS 101](#) covers the fundamentals of musical construction, including scales, keys, chords, meter, and species counterpoint. Recommend taking concurrently with [MUS 151](#). Required of music majors and open to all students with permission of instructor. Students must be able to read music fluently in at least one clef before enrolling in this course.

MUS 102. Theory of Music II. (3)

A study of music's structural elements and their usage, directed toward intelligent interpretation and informed performance. [MUS 102](#) covers diatonic harmony, phrase and period structure, sequences, and applied dominants. Recommend taking concurrently with [MUS 152](#). Prerequisite: successful completion of [MUS 101](#).

MUS 151. Theory of Music: Aural Skills I. (1)

Practice in rhythmic and melodic reading of music and its reproduction through singing, dictation, and contextual listening of musical excerpts. Content is correlated with [MUS 101](#). Required of all music majors. Recommend taking concurrently with [MUS 101](#).

MUS 152. Theory of Music: Aural Skills II. (1)

Practice in rhythmic and melodic reading of music and its reproduction through singing, dictation, and contextual listening of musical excerpts. Content is correlated with [MUS 102](#). Required of all music majors. Recommend taking concurrently with [MUS 102](#). Prerequisite: [MUS 151](#).

MUS 185. The Diverse Worlds of Music. (3) (MPF)

An investigation of music as it exists in diverse areas around the world. The approach will be ethnomusicological, best defined as an exploration of music and its relationship to human culture.

MUS 186. Global Popular Music. (3) (MPF)

This course is a survey of popular music throughout the world. Through the study of specific cultures and repertoires, students will explore and engage in popular music in various cultural contexts in the United States, Europe, Asia, Africa and Latin America. The goal is to give students a broad understanding of what exactly is popular music, how it can be defined, and the differences and similarities amongst diverse popular music traditions.

MUS 201. Theory of Music III. (3)

A study of music's structural elements and their usage, directed toward intelligent interpretation and informed performance. [MUS 201](#) covers modulation, chromatic harmony, tonality in popular music, and traditional tonal forms. Recommend taking concurrently with [MUS 251](#). Required of music majors and open to all students with permission of instructor. Prerequisite: [MUS 102](#).

MUS 202. Theory of Music IV. (3)

A study of music's structural elements and their usage, directed toward intelligent interpretation and informed performance. [MUS 202](#) covers post-tonal techniques used in music of the twentieth century and beyond, including pitch-centricity, pitch-class sets, serialism, and sonic experimentalism. Final project is a researched analysis of a complete piece as part of Departmental Assessment Plan. Recommend taking concurrently with [MUS 252](#). Required of music majors and open to all students with permission of instructor. Prerequisite: [MUS 201](#).

MUS 211. History of Western Music. (3)

History of Western music from antiquity to the present placed in global context. Music and society; analysis of representative styles from scores. Prerequisite: [MUS 201](#)-202 or permission of instructor.

MUS 212. History of Western Music. (3)

History of Western music from antiquity to the present placed in global context. Music and society; analysis of representative styles from scores. Prerequisite: [MUS 201](#)-202 or permission of instructor.

MUS 221. Music Technologies. (3)

Introduces students to the fundamentals of music technology in the context of its historical and cultural use. Scientific foundations of acoustics, digital audio, and audio engineering as well as technical skills for music production and notation will be addressed. Participants will learn the skills-based foundations of music technology through hands-on projects. Critical discussion will consider the social impact of contemporary and historical systems of recording, notation, and dissemination. Applications in the fields of interaction design, music entertainment, game design, digital signal processing, electrical engineering, music education, acoustics, and mass communications will be explored.

MUS 251. Theory of Music: Aural Skills III. (1)

Practice in rhythmic and melodic reading of music and its reproduction through singing, dictation, and contextual listening of musical excerpts. Content is correlated with MUS 201. Required of music majors in the BM in Music Education, BM in Performance, and BM in Composition. Recommend taking concurrently with MUS 201. Prerequisite: MUS 152.

MUS 252. Theory of Music: Aural Skills IV. (1)

Practice in rhythmic and melodic reading of music and its reproduction through singing, dictation, and contextual listening of musical excerpts. Content is correlated with [MUS 202](#). Required of music majors in the BM in Music Education, BM in Performance, and BM in Composition. Recommend taking concurrently with [MUS 202](#). Prerequisite: [MUS 251](#).

MUS 301. Counterpoint. (3) (MPT)

Writing of species counterpoint and its application to common practice harmony. Project compositions in the style and smaller forms of 18th century polyphony. Prerequisite: [MUS 201](#).

MUS 306. Electroacoustic Music. (3)

This second-level electronic music class emphasizes composition and technical skills, with a focus on Electroacoustic music, a term used to describe a broad range of modern classical electronic music. Students further develop skills and knowledge covered in MUS/[IMS 221](#), such as the use of Digital Audio Workstations such as Ableton Live and Reaper, more advanced areas of acoustics, and issues of production, mixing, and mastering. There is a particular focus on synthesis, explored through the use of our analog modular synthesizer and a music programming language called Max/MSP. Students are granted access to the Miami University Electronic Music Studios. Prerequisites: MUS/[IMS 221](#) or permission of instructor.

MUS 352. Conducting I. (2)

Principles of baton technique, instrumental transpositions, study of musical factors involved in leading instrumental and choral ensembles, and score study. Prerequisite: completion of all first- and second-year music courses.

MUS 370. Orchestration. (3)

An introduction to the technique of scoring for a variety of instruments and instrumental combinations. Students will learn instrument ranges and transpositions, timbre qualities, idiomatic writing, and arranging for ensembles of varying sizes. Involves analyses of works from various eras of instrumental music and exercises in scoring technique for individual instruments and ensembles. The role of extended techniques in contemporary practice will be highlighted. These techniques will be presented during class discussions and incorporated in written exercises. Prerequisite: [MUS 202](#) or with permission of instructor.

MUS 406. Advanced Analysis. (3) (MPC)

Study of advanced analytical methods, including an introduction to Schenkerian analysis, hypermeter, melodic forces, and narrative. The relationship between analysis and performance is emphasized. Prerequisites: [MUS 301](#) or [MUS 202](#) and permission of instructor.

MUS 451. Advanced Aural Skills I. (1)

Required of all music performance majors. Continuation of [MUS 251-252](#), with addition of atonal and jazz idioms. Prerequisite: [MUS 251-252](#).

MUS 452. Advanced Aural Skills II. (1)

Required of all music performance majors. Continuation of [MUS 251-252](#), with addition of atonal and jazz idioms. Prerequisite: [MUS 251-252](#).

MUS 494. Senior Recital. (0)

Performance of senior degree recital.

MUS 171. Composition Seminar. (3; maximum 6)

This course provides young composers with practical technical training in composition through direct work with Miami Composition Faculty and student performers. It is designed to allow Composition majors to advance to private lessons, and to set Composition minors and other interested students on the path to a productive independent composition practice. Composers will work directly with Miami University composition faculty and student performers to realize their compositions. Class content will include review of works in progress, discussion of relevant repertoire and current compositional trends, and preparation for a final concert. Prerequisite: status as a Composition major or minor, or permission of instructor.

MUS 244Z. Applied Music-Composition. (3)

Composers will work directly with Miami University composition faculty and student performers to realize their compositions. Lesson content will include review of works in progress, discussion of relevant repertoire and current compositional trends, and preparation for upcoming performance opportunities.

MUS 344Z. Applied Music-Composition. (3)

Composers will work directly with Miami University composition faculty and student performers to realize their compositions. Lesson content will include review of works in progress, discussion of relevant repertoire and current compositional trends, and preparation for upcoming performance opportunities.

MUS 444Z. Applied Music-Composition. (3)

Composers will work directly with Miami University composition faculty and student performers to realize their compositions. Lesson content will include review of works in progress, discussion of relevant repertoire and current compositional trends, and preparation for upcoming performance opportunities.

MUS 142. Applied Music. (2)

You must audition to qualify for studio lessons in applied music. Study in applied music consists of one-hour private lessons, given weekly, and periodic studio classes.

MUS 242. Applied Music. (2)

You must audition to qualify for studio lessons in applied music. Study in applied music consists of one-hour private lessons, given weekly, and periodic studio classes.

MUS 100Z. Laptop Ensemble. (1; maximum 8)

The Miami University Laptop Ensemble (MULE) provides students the opportunity to perform electro-acoustic and digital music using laptops, tablets, various sensors, controllers, synths, and other electronic instruments. Students will gain an understanding of how to use computers and other emerging music

technologies to create music in an ensemble environment. Additionally, they will develop music industry strategies for ensemble development, such as publicity, booking, and promoting music.

MUS 100A. Collegiate Chorale. (1-2)

Mixed chorus of 75 to 125 voices. May be repeated for credit.

MUS 100B. Men's Glee Club. (1-2)

Membership: 75. May be repeated for credit.

MUS 100C. Symphony Orchestra. (1-2)

Open to all students by audition only. Membership: 80 string, wind, and percussion players. Study and performance of main symphonic literature. May be repeated for credit.

MUS 100D. Choraliers. (1-2)

Treble chorus. Membership: 80. May be repeated for credit.

MUS 100E. Marching Band. (1-2)

Membership: 200 wind and percussion players. May be repeated for credit.

MUS 100F. Symphony Band. (1-2)

Membership: 72 wind and percussion players. May be repeated for credit.

MUS 100G. Wind Ensemble. (1-2)

Membership: 55 wind and percussion players. May be repeated for credit.

MUS 100K. Jazz Ensemble. (1-2)

Open to all students by audition only. Contemporary jazz ensemble literature is covered in this performance group. Two sections are available: advanced and intermediate. May be repeated for credit.

MUS 100M. Miami University Percussion Ensemble. (1)

Open to all with necessary proficiency. Admittance determined by audition or instructor recommendation. Study and performance of literature for varied combinations of percussion instruments. Literature ranges from percussion ensemble classics to pop arrangements. May be repeated for credit.

MUS 100N. Steel Band. (1-2)

Open to all students by audition only. Two sections are available: advanced and beginner. Advanced ensemble focuses on performance of steel band literature; beginner ensemble is for students with little or no experience playing steel drum instruments. May be repeated for credit.

MUS 100Q. Chamber Singers. (1-2)

Chamber choir; 20-25 mixed voices. Auditions open to all students. May be repeated for credit.

MUS 140. Recital Requirement. (0)

Required recital attendance as nonparticipant for undergraduate music majors consisting of seven semesters of verified attendance at minimum of 12 approved events per semester.

MUS 139. Chamber Music Experience. (0)

Completion of a chamber music experience.

MUS 261. Functional Piano IV. (1)

Intermediate level group piano instruction for music majors preparing to meet piano proficiency requirement. Students will fulfill the piano proficiency requirement by passing the final examination. Open to music majors only.

Prerequisite: [MUS 260](#) or permission of instructor.

6.4 Program sequence

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

Time period	Curriculum component	Time period	Curriculum component
<i>Year 1 Fall Semester</i>	Courses/Activities	<i>Year 1 Spring Semester</i>	Courses/Activities
	MUS 101 Theory of Music I		MUS 102 Theory of Music II
	MUS 151 Aural Skills I		MUS 152 Aural Skills II
	MUS 142 Applied Music I		MUS 142 Applied Music
	MUS 100 Music Ensemble		MUS 100 Music Ensemble
	MUS 160 Functional Piano		MUS 160 Functional Piano
	MUS 151 Composition		MUS 171 Composition Seminar
	ENG 111 Composition & Rhetoric		MUS 221 Music Technologies
	Miami Plan (General Education) Requirement		Miami Plan (General Education) Requirement
Time period	Curriculum component	Time period	Curriculum component
<i>Year 2 Fall Semester</i>	Courses/Activities	<i>Year 2 Spring Semester</i>	Courses/Activities
	MUS 201 Theory of Music III		MUS 202 Theory of Music IV
	MUS 251 Aural Skills III		MUS 252 Aural Skills IV

	MUS 242 Applied Music		MUS 242 Applied Music
	MUS 244 Composition		MUS 244 Composition
	MUS 100 Music Ensemble		MUS 100 Music Ensemble
	MUS 260 Functional Piano		MUS 261 Functional Piano
	MUS 306 Advanced Electronic Music		MUS 185 Diverse Worlds of Music OR MUS 186 Global Popular Music
	Miami Plan (General Education) Requirement		Miami Plan (General Education) Requirement
Time period	Curriculum component	Time period	Curriculum component
<i>Year 3 Fall Semester</i>	Courses/Activities	<i>Year 3 Spring Semester</i>	Courses/Activities
	MUS 211 History of Western Music I		MUS 212 History of Western Music II
	MUS 344 Composition		MUS 344 Composition
	MUS 100 Music Ensemble		MUS 100 Music Ensemble
	MUS 301 Counterpoint OR MUS 451 Advanced Aural Skills I		MUS 406 Advanced Analysis OR MUS 370 Orchestration AND MUS 452 Advanced Aural Skills II
	MUS 352 Conducting		Miami Plan (General Education) Requirement
	Miami Plan (General Education) Requirement		Miami Plan (General Education) Requirement
	Miami Plan (General Education) Requirement		
Time period	Curriculum component	Time period	Curriculum component
<i>Year 4 Fall Semester</i>	Courses/Activities	<i>Year 4 Spring Semester</i>	Courses/Activities
	MUS 444 Composition		MUS 444 Composition
	MUS 100 Music Ensemble		MUS 100 Music Ensemble
	MUS 301 Counterpoint OR MUS 451 Advanced Aural Skills I		MUS 406 Advanced Analysis OR MUS 370 Orchestration AND MUS 452 Advanced Aural Skills II
	Miami Plan (General Education) Requirement		MUS 494 Senior Recital
	Free Elective		Miami Plan (General Education) Requirement
			Free Elective

Total Number of credits in the program 124

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

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

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

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

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

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

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

- Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following:
 - Name of the unit/position responsible for directing assessment efforts;
 - Description of any committees or groups that assist the unit;
 - Description of the measurements used;
 - Frequency of data collection;
 - Frequency of data sharing; and
 - How the results are used to inform the institution and the program.

Assessment efforts are directed by the Office of the Provost. Because of the accreditation standards of the Higher Learning Commission, each academic department at Miami University is required to implement a full cycle assessment program for each undergraduate major or degree program, free-standing certificate, and graduate program or major.

Each major or degree program specifies at least three learning outcomes to assess, and other units specify at least three major goals or objectives to assess. Each year, data related to the outcomes or goals are collected and analyzed and used for program improvement. When beginning the process of assessment for the first time, departments and units create an assessment plan. Annually or biennially, the assessment data for the three or more learning

outcomes or goals are analyzed and discussed and plans for improving teaching and learning based upon those findings are articulated. The summary of the data collected, the analysis and the steps for improvement are recorded in an assessment report which is submitted each year. Plans and reports are reviewed regularly by a university-level assessment committee.

Success in each of the courses listed for assessment will indicate successful completion of each of the SLOs (#1-6). An additional overall assessment of each of the SLOs will be gathered during the Senior Recital Hearing.

All Music Composition majors will complete MUS 494, involving a preliminary hearing and the organization of a full recital of their works. Composition faculty will attend both the hearing and the recital. Present faculty will complete an assessment questionnaire for each student.

All students graduating with a degree in music are presented with a Senior Exit Survey. Graduating composers will receive additional questions customized to assess student perception of the composition classes and their own progress and achievements.

The data collected after each Senior Recital (MUS 494) and through the Senior Exit Survey will be compiled at the end of each academic year.

Once annually the faculty of the Department of Music will convene to review and discuss student outcomes. Review will include student recitals, recital assessment questionnaires, and Senior Exit Surveys.

The Associate Chair of the department submits the annual program assessment report, with summary data and commentary provided by the area coordinator for Music Composition.

7.2 Measuring student success

- *Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following:*
 - *Name of the unit/position responsible for directing these efforts;*
 - *Description of any committees or groups that assist the unit;*
 - *Description of the measurements used;*
 - *Frequency of data collection;*
 - *Frequency of data sharing;*
 - *How the results are used to inform the student as they progress through the program; and*
 - *Initiatives used to track student success after program completion.*

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

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

SECTION 8: FACULTY

8.1 Faculty appointment policies

- *Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.*
- *Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).*
- *Describe the institution's load/overload policy for faculty teaching in the proposed program.*
- *Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.*

Faculty designations include:

1. Tenured/tenure-track faculty (with responsibilities including teaching, scholarship and service) in the ranks of Professor, Associate Professor, Assistant Professor;
2. Continuing faculty (with responsibilities including teaching and service) in the non-tenurable ranks of Teaching Professor, Associate Teaching Professor, Assistant Teaching Professor, Clinical Professor, Associate Clinical Professor, Assistant Clinical Professor, Senior Lecturer, Associate Lecturer, Assistant Lecturer, Senior Clinical Lecturer, Associate Clinical Lecturer, Assistant Clinical Lecturer;
3. Faculty in one-semester and one-year appointments (with responsibilities only for teaching) holding the titles of Visiting Assistant Professor or Instructor.

Faculty holding the title of Professor, Associate Professor, Assistant Professor, Clinical Professor, and Visiting Assistant Professor must have a doctoral degree and prior teaching experience at the collegiate level. Faculty whose titles include the word Lecturer or Instructor must hold a Master's degree in the discipline of the program or related field.

Guidelines for Faculty Qualifications are available on the [Office of Provost website](#).

Coursework in Music Composition will be taught by the current Music Composition faculty, which includes one Associate Professor, one Visiting Assistant Professor, and one adjunct professor. Supporting coursework in Music will be taught by the current faculty in the department's various areas (e.g., applied music, ensembles, music theory, musicology). Faculty in the department include full professors, associate professors, assistant professors, TCPL, Visiting faculty, adjunct faculty, and graduate students in the MM in Music Performance degree program.

Faculty teaching coursework in Music Composition must possess at least a Masters degree in Music Composition.

8.2 Program faculty

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

Full-time: 22

Less than full-time: 13

- 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: 1

As stated previously, the program is already running, and no additional faculty are required to maintain the program at current levels of enrollment. As the program grows some adjunct faculty may need to be utilized to teach applied composition.

8.3 Expectations for professional development/scholarship

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

Miami's teaching, scholarly and service expectations for promotion of tenure-track faculty can be found here: <https://www.miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/index.html>

The expectations for teaching faculty can be found here: <https://miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/tcpl.html>

The key difference is that teaching faculty are not expected to engage in research or scholarship. Part-time faculty are not generally expected to engage in research, scholarship or service.

All faculty who teach in the BM Composition degree program will follow existing guidelines for teaching, research, and service. Faculty may take advantage of University resources to support professional development or scholarship activities.

8.4 Faculty matrix

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

See Appendices for the Faculty Matrix.

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

- *Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).*
- *Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).*
- *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.*

Barry Zaslow, the Music Librarian for the Amos Music Library on the Miami University Oxford campus was consulted regarding the adequacy of current resources. As this program does not require any new course offerings and no new faculty, the current library resources fulfill all the needs of the proposed program. No additional budget is needed for library resources or services.

Resources held in the Amos Music Library in support of the Department of Music are sufficient to support the BM in Music Composition.

The library maintains a collection of composers' complete works and other monuments of music, thematic catalogs, as well as print and e-reference materials supporting the music curriculum. The library currently orders about 50% of its monographs as e-books, with the library system supporting a variety of platforms. The library participates in the OhioLINK consortium which connects almost 100 institutions in Ohio including almost all colleges and universities, some public and special libraries and the state library in cooperative lending of books, scores, and media and provides the ability to purchase databases cooperatively in a cost-effective manner.

The library currently has five audio streaming databases such as Naxos Music Library, as well as

seven research databases including Music Index Online, RILM Abstracts, Oxford Music Online and Oxford Bibliographies Online: Music. These are accessible through the library web site and highlighted in the Music LibGuide: <http://libguides.miamioh.edu/music>. The University Libraries also has access to several video streaming services such as Kanopy which may include music-related titles.

The library still subscribes to approximately thirty print journal titles, maintaining a small core collection on display for those not yet available in electronic format, while patrons have access to hundreds online, whether through specific Miami University subscriptions or as part of larger packages from OhioLINK Electronic Journal Center, JSTOR, or full-text databases through EBSCO, ProQuest, or other aggregators.

No additional library resources are needed.

9.2 Information literacy

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

The Department of Music offers a Music-specific UNV 101 course. This course contains a module that introduces students to the Music Library resources and staff. ENG 111 which is required for all students also includes a library orientation.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

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

There are no new resources or facilities proposed at this time.

10.2 Budget/financial planning

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

See appendices for Fiscal Impact Statement.

APPENDICES

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

Course Catalog: <https://bulletin.miamioh.edu/>

Student Code of Conduct: [Link](#)

Undergraduate Student Policies [Link](#)

Accreditation Status: <https://miamioh.edu/academic-affairs/accreditation/>

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

[illegible]

Commitment to Program Delivery

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

Verification and Signature

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

A handwritten signature in black ink, appearing to read 'Elizabeth Mullenix', written over a horizontal line.

Elizabeth Mullenix, Interim Provost and Executive Vice President, Academic Affairs

December 9, 2022
Academic and Student Affairs

RESOLUTION R2023-18

WHEREAS, University Senate on November 21, 2022 passed SR 23-04, endorsing a proposed degree; CSE - Cybersecurity, Bachelor of Science in Cybersecurity.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a degree; CSE - Cybersecurity, Bachelor of Science in Cybersecurity, College of Engineering and Computing.

*Approved by the Board of Trustees
December 9, 2022*



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



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Liz Mullenix, , Chair & Interim Provost, University Senate

Tom Poetter, Chair, Senate Executive Committee

Tracy Haynes, Chair Elect, Senate Executive Committee

Jen Green, 2021-2022 Chair, Senate Executive Committee

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

November 22, 2022

To: Gregory P. Crawford, President
From: Dana Cox, Secretary of the University Senate
Re: Degree Program Approval
SR 23-04, Degree - CSE-Bachelor of Science in Cybersecurity, College of Engineering and Computing

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

On November 21, 2022, University Senate adopted SR 23-04:

SR23-04

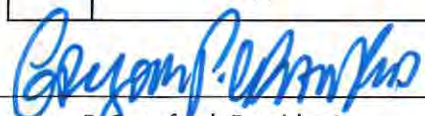
BE IT HEREBY RESOLVED that University Senate endorses the proposed degree, CSE-Cybersecurity, Bachelor of Science in Cybersecurity.

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

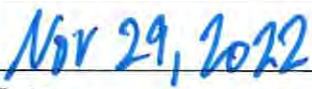
Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve the Bachelor of Science in Cybersecurity, College of Engineering and Computing.

<input 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: Tom Poetter, Chair, Executive Committee of University Senate
Elizabeth R. Mullenix, Interim Provost, Chair University Senate
Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

SR 23-04

Degree proposal CSE - Cybersecurity, Bachelor of Science in Cybersecurity

November 21,2022

BE IT HEREBY RESOLVED that University Senate endorses the proposed degree, CSE-Cybersecurity, Bachelor of Science in Cybersecurity.

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



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

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

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

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

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

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

REQUEST FOR APPROVAL

SUBMITTED BY:

Miami University

Bachelor of Science in Cybersecurity

December 2022

REQUEST

Date of submission: December 16, 2022

Name of institution: Miami University

Degree/degree program title: Bachelor of Science in Cybersecurity

Six-digit CIP code (format: XX.XXXX): 11.1003

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

Information Technology, 11.0103

Games and Simulation, 11.0204

Computer Science, 11.0701

Computer Technology, 11.0301

Health Information Technology, 11.0103

Total Number of Hours in Program: 124

Primary institutional contact for the request

Name: Carolyn Haynes

Title: Senior Associate Provost

Phone number: 513 529 6717

E-mail: haynesca@miamioh.edu

Delivery sites: Oxford Campus and Regional Campuses

Date that the request was approved by the institution's governing board (e.g. Board of Trustees, Board of Directors): 9 December 2022

Proposed start date: August 2023

Institution's programs: associate, bachelor's, master's, educational specialist, doctoral degrees (total 210 degree/majors)

Educator Preparation Programs:

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

Licensure No

Endorsement No

SECTION 1: INTRODUCTION

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

In December of 2020, the U.S. government acknowledged that hackers acting on behalf of a foreign government broke into a range of key government networks, including in the Treasury and Commerce Departments, and had free access to their email systems [2]. Cybersecurity is a rapidly growing area of vital importance in industry, military, government, and academia. Ransomware attacks have crippled cities and businesses [3] and have resulted in death when hospitals were targeted [4]. Smart power grids are increasingly under the threat of malicious cyber attacks [5]. The importance of cybersecurity will continue to grow with the more widespread deployment of Internet of Things (IoT) devices.

According to Forbes, a global shortage of two million cybersecurity professionals was projected by the end of 2019 by ISACA. Forbes reports that 40,000 jobs for information security analysts go unfilled in the U.S. every year. Employers are struggling to fill 200,000 other cybersecurity-related roles according to cybersecurity data tool CyberSeek. The occupation "Security Analyst" encompasses cybersecurity jobs and is in the top three highest paying jobs in computing fields with a median salary of about \$102,600 per year. Importantly, the US-BLS projects cybersecurity analyst to be the fastest-growing employment sector with a growth rate of 35% in the next ten years. Gray Associates data indicate that there is strong demand among potential students for cybersecurity education and that there is strong demand among employers for graduates of cybersecurity programs. Overall, cybersecurity is ranked in the 97th percentile nationally by Gray Associates.

As mentioned above, the growth in information security analyst positions is expected to be greater than any other computing related profession. At present, there are approximately 900 computer science and software engineering majors at Miami University. These two majors qualify graduates for positions as software developers. Based only on BLS statistics regarding the number of new jobs in this area, the number of majors can be expected to grow by at least 25% to a total of 1,125 students in the next ten years. During the same period, the data suggest that the number of information security analysts positions is predicted to be ~10% of the number of software development positions. Based on an assumption that the role of the university in preparing students as information security analysts will be at least equal in proportion to that of software developers, it can be estimated that undergraduate enrollment in a cybersecurity degree program will be at least 122 students within ten years. Gray Associates puts the current average total enrollment for in-resident four-year bachelor's degree programs in cybersecurity at 116 in the state of Ohio and 96 nationally. An enrollment number of 100 falls between these two numbers is thus considered a conservative estimate of undergraduate enrollment and can be used to estimate the cost of offering a proposed bachelor's degree program and the revenue it would produce. It should be noted that Information Security Analyst is the only cybersecurity related occupation listed among "Computer and Information Technology Occupations" by

BLS. In reality, there are a number of other cybersecurity related positions. According to Hanover Research --

"Labor projections and job postings suggest significant demand for individuals with relevant expertise, and postings more frequently require or prefer a bachelor's degree. Similarly, relevantly few institutions offer programs within Ohio specifically."

Given the robust demand and projected increasing need for Cybersecurity professionals, a new "BS in Cybersecurity" program is being proposed. The target audience for the new program is undergraduate students seeking a bachelor's degree that prepares them for work in the cybersecurity field and cybersecurity related certifications. The proposed BS in Cybersecurity degree follows the same structure of the current, accredited BS in Computer Science program structure as summarized below:

* 64 hours of coursework in Computer Science and Cybersecurity, 52 Core Hours and 12 Elective Hours (Current CS degree requires 38 Core Hours and 21 Elective Hours. To cover the range of CYB topics necessary to become a National Center of Academic Excellence in Cybersecurity (NCAE-C) program the degree includes a greater number of hours in its core than the BS in Computer Science degree).

SECTION 2: ACCREDITATION

2.1 Regional accreditation

- *Original date of accreditation: 1913*
- *Date of last review: 2019*
- *Date of next review: 2025-2026*

2.2 Results of the last accreditation review

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

Miami University is accredited by the [Higher Learning Commission](#) (HLC). HLC accredits degree-granting post-secondary educational institutions in the North Central region of the United States. Miami's most recent comprehensive [accreditation review](#) was in 2015 with a mid-cycle review in 2019, and the next reaccreditation review will occur in 2025-2026. Miami was granted full accreditation with no concerns or monitoring at its last review.

2.3 Notification of appropriate agencies

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

HLC has authorized Miami to offer this degree program. Please see HLC Institutional Status Report in Appendix. The department intends to seek accreditation for this program through its professional organization, ABET. The College of Engineering & Computing at Miami University has a strong track record of securing and maintaining ABET accreditation for its degree programs.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

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

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

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

-- June 20, 2008

See: <https://miamioh.edu/policy-library/mission-values/>

3.2 Organizational structure

Miami University is governed by a Board of Trustees which has 11 members appointed by the Governor with the consent of the Ohio Senate. The Board of Trustees delegates responsibility for

administration of the university to the President. The President is advised by an Executive Committee that includes the Provost and Executive Vice President for Academic Affairs, Vice President for Finance and Business Services, Vice President for Student Life, Vice President for Enrollment Management & Student Success, Vice President for University Advancement, Vice President for Information Technology, Vice President for Diversity & Inclusion, Vice President of ASPIRE, General Counsel, Secretary to the Board of Trustees, Vice President of University Communications & Marketing, and Director of Intercollegiate Athletics.

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

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

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

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

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

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

The Chair of Department of Computer Science and Software Engineering is Eric Bachmann, who has the typical duties and responsibilities of a department chair. The department chair is responsible for the following: assigning teaching duties, including determining the size of classes; establishing individual faculty workloads; ensuring annual evaluations of faculty; recommending merit salary increases to the dean; recommending approval or disapproval of external services; maintaining department personnel records; authorizing faculty absences; assuring that faculty meet assigned duties and professional responsibilities, including advising of known failures to comply with any applicable policies or guidelines, violations of standards of conduct, professional incompetence, or failure to carry out job responsibilities; addressing complaints about quality of instruction and hearing cases of alleged academic misconduct;

maintaining and operating the department within budget, including requisitioning of necessary supplies, services and equipment; recommending personal leaves, research appointments and faculty improvement leaves; recommending faculty rehiring after retirement; nominating faculty for graduate faculty standing and terminating graduate award holders; and recruiting and hiring administrative staff and the assistant chair, following University procedures.

- *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.*

All curricula in the College of Engineering & Computing is guided by the input of the College Advisory Board that includes industry leaders and alumni.

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

The Department of Computer Science and Software Engineering Undergraduate Curriculum Committee serves as the first point of contact for developing and approving the program and ensuring its quality. Meetings are held bi-weekly during the fall and spring semesters. The Committee Chair is Norm Krumpe, Senior Lecturer, CSE. The members are: Dr. Hakam Alomari, Assistant Professor, CSE; Dr. Scott Campbell, Instructor, CSE; Dr. Garrett Goodman, Assistant Teaching Professor, CSE; Dr. Vaskar Raychoudhury, Associate Professor, CSE.

A Cybersecurity Working Group which consists of specialists in this field also meet regularly to monitor the curriculum. Members include: Scott Campbell, Suman Bhunia, Khodakhast Bibak, Honglu Jiang, Samer Khamaiseh, and D.J. Rao.

Once the proposal was developed and approved by the department, it was reviewed by the College of Engineering and Computing Curriculum Committee, which is chaired by Dr. Timothy Cameron, Professor, Associate Dean, CEC.

Following approval at the departmental and divisional level, the proposal for this program moved to the College Undergraduate Curriculum Committee which reviewed and approved the proposal. This body is a University Senate committee and includes faculty representation from all academic divisions. It was also approved by the Council of Academic Deans, University Senate, and the Board of Trustees.

The department also has identified appropriate faculty to coordinate assessment process for the program to ensure its quality over time. Program faculty are involved in developing the assessment plan, reviewing assessment data, and identifying strategies for improvement.

4.2 Program development

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

The proposed Cybersecurity major will significantly enhance the reputation of Miami University as a leader in cybersecurity training and education. Courses offered through the program will enable Miami University students to graduate with four-year degrees and advanced knowledge, experience, and certifications that qualify them for work in diverse roles in industry, government, military, and academia. This program furthers Miami's mission of instilling intellectual depth, critical thinking, and global perspectives as it requires interdisciplinary thinking including human factors, societal issues, accessibility & privacy issues, socioeconomics, and geopolitics to name a few.

As discussed earlier, the job growth in this field is expected to be greater than any other computing-related profession and is of significant interest to current and potential students at large. Hence, this degree will attract students who would not otherwise come to Miami.

The undergraduate program will be offered in the traditional format that is a Miami Strength. The proposed program will foster interdisciplinary efforts and partnerships with ISA and POL departments in Miami. It is expected that the program will eventually allow Miami University to receive NSA certification as a Center for Academic Excellence, which will further boost Miami's national prominence as a leader in undergraduate education in the area of cybersecurity.

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

Miami requires ideas for new programs and majors be reviewed by the Miami Academic Program Incubator which conducts a needs assessment on each program idea. See the Gray Scorecard in the appendices which demonstrates that the degree is in demand by employers in the state.

Market analysis results from Gray Associates and Hanover Research are cited in "Rationale for the Proposal." The proposed Cybersecurity major builds on the core foundations of Computer Science. The existing BS in CS program is very successful as Gray Associate data indicate it should be. The proposed BS in Cybersecurity is designed to build on the successes of the existing model. Offering students the opportunity to study Cybersecurity in conjunction with Computer Science allows the department to offer something that may not be offered by competitors in the area.

- *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.*

In addition to Cybersecurity faculty in the CSE department, ISA department, POL department, the following list of persons were consulted in the development of this proposal:

- * Huw Read, Ph.D., Director, Centre for Cybersecurity and Forensics Education and Research (CyFER), Norwich University, Northfield, VT
- * David Siedl, Vice President for Information Technology & CIO, Information Technology Services, Miami University, Oxford OH
- * John Virden, Assistant Vice President, Security, Compliance, & Risk Management, CISO, Information Technology Services, Miami University, Oxford OH
- * CEC Advisory Board
 - Erik Baar, Senior Leader - Engineering, FIS Global, Cincinnati, OH.
 - John Bush, Executive Director, Ernst & Young, Tysons, VA.
 - Amy Buck, Global IT & Internal Audit, Procter & Gamble, Cincinnati, OH.
 - Larry English, President, Centric Consulting, Columbus, OH.
 - Mike Helmick, Senior Staff Software Manager, Google, Seattle, WA.
 - John Karro, Senior Software Engineer, Google, Murrysville, PA.
 - Mark MacNaughton, Chief Information Officer, EVERANA, Dublin, OH.
 - Gary Matrindale, Advisor-Information Security, Eli Lilly and Company, Indianapolis, IN.
 - Jim Niehaus, SVP & CIO, Great American Insurance, Cincinnati, OH.
 - Brian Minick, VP, Managed Security Services, Booz Allen Hamilton, Cincinnati, OH.
 - Jeff Northup, Director, Business Process, Concentrix, Cincinnati, OH.
 - Matt Warden, CEO, Double Line Inc, Hutto, TX.
 - Nora Winnestaffer, Senior Technologist, Eli Lilly and Company, Indianapolis, IN.

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

The proposed program has been developed to align with the accreditation requirements of the Computing Accreditation Commission of ABET, <https://www.abet.org>, and the Program Criteria

of ABET's lead society Computer Sciences Accreditation Board (CSAB) criteria for "Cybersecurity and Similarly Named Computing Programs" (see:

<https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-computing-programs-2022-2023/#2>). Each commission has its own eight accreditation criteria structured into two parts: General Criteria, which apply to all programs under the commission's purview, and Program Criteria, which add discipline-specific requirements to the criteria for Curriculum and Faculty.

ABET accreditation is a well-established and popular accreditation for Cybersecurity programs. Our peer institutions also pursue ABET accreditation. Hence, we plan to pursue programmatic accreditation from ABET for the proposed Cybersecurity major. ABET requires a program to have at least one graduate before it will review the program for accreditation. We will request the ABET accreditation review when that occurs. Once started, the accreditation review takes about 18-months to complete.

In addition, the program has been designed to meeting the criteria to become a National Security Agency National Centers for Academic Excellence in Cybersecurity (NCAE-A) in either Cyber Defense (CAE-CD) or Cyber Operations (CAE-CO) (<https://www.nsa.gov/Academics/Centers-of-Academic-Excellence/>). The NCAE-A program aims to create and manage a collaborative cybersecurity educational program with community colleges, colleges, and universities that:

- Establishes standards for cybersecurity curriculum and academic excellence,
- Includes competency development among students and faculty,
- Values community outreach and leadership in professional development,
- Integrates cybersecurity practice within the institution across academic disciplines,
- Actively engages in solutions to challenges facing cybersecurity education.

4.3 Collaboration with other Ohio institutions

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

We have conducted a detailed analysis and comparison of programs offered by several institutions in the area, even if they are beyond the 30-mile radius from Miami. None of the institutions offer a similar program (though some have considerable overlap and the program titles may appear to sound similar) and a brief summary of our analysis regarding each institution reviewed is included below.

The University of Cincinnati (~35 miles away): UC has two different cybersecurity-related programs.

* The first one is a "BS in Cybersecurity" offered in the "College of Education Criminal Justice, and Human Services (CECH)". This program is very

different from ours as it focuses more on information systems, cyberlaw, and justice. In contrast, this proposed program focuses on the important and core concepts of cybersecurity as it pertains to software and computer systems.

* The second degree in UC is a "BS in Cybersecurity Engineering" from "College of Engineering and Applied Science", department of EECS. Unlike the proposed program, this program at UC focuses more on the computer and electrical engineering aspects of cybersecurity and only has a small track on software and system security.

Cedarville University (~60 miles away): Cedarville has a "BS in Cyber Operations" offered by the "School of Engineering & Computer Science". Although there is overlap between their programs and this proposed one, Cedarville's program is more focused on operational aspects of cybersecurity versus the proposed program is focused on the broader and highly-valued Cybersecurity aspects of software, data communication networks, and computer systems. Hence, even though there is some overlap, the proposed program is conspicuously distinct from theirs.

Wright State University (~50 miles away): Wright state has a "BS in Information Technology and Cybersecurity" in the "College of Computer Science and Engineering". Their program is focused more in information systems and security as pertains to this area. On the other hand, our program focuses on the important and core concepts of cybersecurity as it pertains to software and computer systems.

Xavier University (~35 miles away): Xavier only has a "BA in CS" with a concentration in Cybersecurity offered by the "Computer Science department". This is not a degree program like the proposed one but is instead a concentration with a few courses in cybersecurity is not really a candidate for comparison.

Sinclair Community College (~42 miles away): Offers an associate's degree in "Cyber Investigation Technology". Unlike their associate's degree, the proposed program is a 4-year "BS in Cybersecurity" degree program and is not comparable.

The University of Dayton (~45 miles away): UD recently began to offer a Bachelor of Science in Computer Science with a Concentration in Cyber Defense.

The Central State University (~50 miles away): Central State does not have a cybersecurity program

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

The program was not developed in collaboration with another institution.

However, the following institutions were consulted (no collaboration) to inform the design and development of the proposed program:

- * Cedarville University
- * IvyTech Community College
- * Norwich University, Northfield, VT

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

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

There will be no change in the admissions requirements for this program compared to the current admission requirements for undergraduate students. Admission to the program will follow Miami University admissions standards. There is a direct admit to the major once the student is admitted to Miami University.

Admission to Miami University is based on academic performance (strength of curriculum, class rank, and grade point average), secondary school experience and community activities, personal essay, and recommendations of the high school. In making admission decisions, Miami also considers the diversity of the student body and applicants' special abilities, talents, and achievements. Miami believes that the diversity of the student body enhances the quality of the education students receive. Therefore, diversity may include socioeconomic factors, under-enrolled minority group membership, career interest, artistic ability, geographical background, and other special characteristics of the population.

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

The program being proposed will abide by all applicable transfer credit policies. Policies governing the transcription of credit are authorized by Miami's Academic Policy Committee and University Senate and are aligned with the ODHE transfer and articulation policies. Described in the [General Bulletin](#), these policies articulate the standards for AP and CLEP credit, minimum length of study requirements, credit-hour equivalency, the process of evaluating credit and applying transfer courses to the general education requirements, and clear parameters for

graduation requirements, including the number of credits that must be completed at Miami. The Bulletin also explains the specific course credit students receive for completion of the OT36 (which is a set of core courses equivalent to 36-40 semester hours that all Ohio public colleges and universities have agreed count for credit at any Ohio school) as well as Transfer Assurance Guides, Military Transfer Assurance Guides and Career-Technical Assurance Guides. All Miami courses that count for TAG, MTAG, CTAG or OT36 credit must advance specific outcomes and be approved by a statewide panel of faculty in the discipline. Miami also has a procedure for students to propose other courses taken at other universities to count for degree and major program requirements. Students provide syllabi and assignment prompts which are reviewed by the appropriate department for possible course equivalencies.

5.2 Student administrative services

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

The student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program.

5.3 Student academic services

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

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

SECTION 6: CURRICULUM

6.1 Introduction

The Bachelor of Science in Cybersecurity degree emphasizes core concepts, principles, skills, and robust practices for designing, developing, and maintaining highly-secure computing systems and protecting them from diverse threats and attacks. The program also emphasizes best practices of cybersecurity from a societal, organizational, ethical, and human-factors perspective to provide a comprehensive understanding of this multifaceted field. The courses in the degree program are carefully-tuned from the ground-up to provide the necessary depth and breadth to maximize opportunities for graduates to find employment in diverse industries (including hardware, software, health, finance, etc.), the government, military, and academia. Moreover, the curriculum prepares students to pursue professional certifications (such as Network+, Security+, etc.) as needed.

A high school background in computers is not necessary to major in cybersecurity because the program includes introductory courses needed for the major. However, it is desirable to have an interest in analytical thinking and problem solving, an aptitude for mathematics, and a curiosity to delve into the workings of computers and technology.

Graduates with the BS in Cybersecurity work in a variety of roles such as "Security analyst", "Cyber defense analyst", "Cybersecurity Analyst", and "Data security analyst", to name a few.

6.2 Program goals and objectives

The program's learning outcomes are listed below.

SLO #1 Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.

SLO #2 Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.

SLO #3 Communicate effectively in a variety of professional contexts.

SLO #4 Recognize professional responsibilities and make informed and inclusive judgments in computing practice based on legal and ethical principles.

SLO #5 Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

SLO #6 Apply security principles and practices to maintain operations in the presence of risks and threats.

SLO #1, #2, and #6 are addressed through the breadth and depth of the curriculum through the following foundational and advanced coursework:

- CYB 134: Introduction to Cybersecurity (3 credit hours)
- CYB 234: System administration and Scripting for Security (3 credit hours)
- CYB 235: Computer networks (3 credit hours)
- CYB 236: Data security (3 credit hours)
- CYB 331: Software security (3 credit hours)
- CYB 332: Human, organizational, and societal security (3 credit hours)
- CYB 334: Network Security (3 credit hours)
- CYB 335: Defensive security (3 credit hours)

- CYB 435: Offensive security (3 credit hours)
- CYB 437: Capstone Project (3 credit hours)

SLO #4 is emphasized by "CYB-134:Introduction to Cybersecurity," "CSE-262: Ethics" and "CYB-437: Capstone" courses as well as throughout the curriculum.

SLO #3 and #5 are emphasized in the "CSE-201: introduction to SE" course and the capstone course as well as other courses.

6.3 Course offerings/descriptions

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

Course (name/number)	No. of credit hours (q/s)	Major/ Core/ Technical	General Education	Elective	OTM, TAG or CT ² equivalent course	New/Existing Course
MTH 151 Calculus I	4	X	X		X	Existing
MTH 231 Elements of Discrete Mathematics	3	X			X	Existing
STA 261 Statistics or STA 301 Applied Statistics	4	X			X	Existing
CEC 111 Imagination Ingenuity Impact I	2	X				New
CEC 112 Imagination, Ingenuity, and Impact II	2	X				New
CSE 174 Fundamentals of Programming and Problem Solving	3	X				Existing
CSE 271 Object-Oriented Programming	3	X				Existing
CYB 134 Introduction to Cybersecurity	3	X				New
CSE 274 Data Abstraction & Data Structures	3	X				Existing
CYB 234 System Administration and Scripting for Security	3	X				New
CSE 201 Introduction to Software Engineering	3	X				Existing

CYB 235 Computer Network Design and Administration	3	X				New
CYB 236 Data Security	3	X				New
CYB 331 Software Security	3	X				New
CYB 334 Network Security	3	X				New
CYB 332 Human, Organizational, and Societal Security	3	X				New
CSE 262 Technology, Ethics & Global Society	3	X				Existing
CYB 335 Defensive Security	3	X				New
CYB 435 Offensive Security	3	X				New
CYB 437 Cybersecurity Capstone	3	X				New
Take four major elective courses: CSE 383, POL 437, CSE 486, CSE 385, CSE 485, CSE 381, CSE 374, CSE 382, CSE 311, CSE 432, CSE 321 or ISA 412	12	X		X		Existing
ENG 313 Technical Writing	3	X				Existing
STC 135 Principles of Public Speaking	3	X			X	Existing

Course Descriptions:

MTH 151. Calculus I. (4)

Topics include limits and continuity, derivatives and their applications, and early integration techniques of polynomial, rational, radical, trigonometric, inverse trigonometric, exponential, and logarithmic functions. It is expected that students have completed a trigonometry or pre-calculus course and possess the following pre-requisite knowledge: factoring polynomials, working with fractional exponents, finding the domain of functions, properties of common functions such as polynomial, absolute value, exponential, logarithmic, trigonometric, and rational functions, solving a variety of types of equations, inverse functions, graphing, and other related topics. Credit is not awarded for both MTH 141 and MTH 151. Prerequisite: Successful completion of MTH 125 with a C- or better, or an ACT Math score of at least 27, or an SAT Math score of at least 640, or score of at least 17 on the Miami Math Placement Test.

MTH 231. Elements of Discrete Mathematics. (3) (MPT)

Service course. Topics, techniques and terminology in discrete mathematics: logic, sets, proof by mathematical induction, relations, counting. Credit does not count toward a major in the department of Mathematics or Statistics. Prerequisite: MTH 151 or permission of instructor.

STA 261. Statistics. (4) (MPF, MPT)

Service course. Descriptive statistics, basic probability, random variables, binomial and normal probability distributions, tests of hypotheses, regression and correlation, analysis of variance. Emphasis on applications. Note: Credit for graduation will not be given for more than one of STA 125, ISA 125, STA 261, STA 301, or STA 368. Prerequisite: None Listed

CEC 111. Imagination, Ingenuity and Impact I (2)

This course is for first-year students interested in exploring engineering and computing. Students engage in hands-on, interdisciplinary design that addresses societal and environmental challenges. Students work in teams to design innovative solutions and develop communications skills. The course facilitates student transition to college by introducing key information, resources, and skills needed to succeed. It addresses issues including information literacy, academic integrity, personal responsibility and career development; and identifies key campus resources to enhance academic success. Prerequisite: None

CEC 112. Imagination, Ingenuity and Impact II (2)

Students engage in hands-on interdisciplinary design that addresses societal and environmental challenges. Students work in teams to apply design thinking principles and computing to solve open-ended problems related to socio-environmental issues. Students acquire computational and engineering skills and develop their communication abilities. Prerequisite: CEC-111

CSE 174. Fundamentals of Programming and Problem Solving. (3) (MPT)

Algorithm development and refinement in problem solving. Modular programming using sequence, selection, and repetition control structures. Program debugging and testing. Formatted input/output. Data files. Fundamental data types. User-defined data types: structured and enumerated. Arrays and arrays of structures. Simple sorting and searching algorithms. Character data and string processing. Algorithm efficiency considerations. Classes, objects, and introduction to object-oriented programming. 2 Lec. 1 Lab.

Prerequisite: Earn a grade of C or better in MTH 102, or an ACT Math Score of 22 or higher, or an SAT Math Score of 530 or higher, or a Miami International Math Placement Test score of 8 or higher, or a Miami Precalc Placement Test score of 8 or higher, or successful completion of MTH 025.

Prerequisite or Co-requisite: MTH 125 or MTH 151 or MTH 249 or MTH 251.

CSE 271. Object-Oriented Programming. (3) (MPT)

The design and implementation of software using object-oriented programming techniques including inheritance, polymorphism, object persistence, and operator overloading. Students will analyze program specifications and identify appropriate objects and classes. Additional programming topics include

dynamic memory recursion, using existing object libraries, and binary/ASCII file processing.

Prerequisite: CSE 174 with a grade of C- or better or equivalent.

CYB 134. Introduction to Cybersecurity (3)

This course focuses on the Societal Security knowledge area of cybersecurity. Cybercrime, law, ethics, policy, privacy and their relation to each other are the key concepts of this knowledge area. The threat of cybercrime across the global society is incredibly serious and growing. Laws, ethics and policies are vital to the security of corporate and government secrets and assets, as well as to the protection of individual privacy and identity. Prerequisite: None

CSE 274. Data Abstraction and Data Structures. (3) (MPT)

Abstract data types and their implementation as data structures using object-oriented programming. Use of object-oriented principles in the selection and analysis of various ADT implementations. Sequential and linked storage representations: lists, stacks, queues, and tables. Nonlinear data structures: trees and graphs. Recursion, sorting, searching, and algorithm complexity. Prerequisites: C- or higher in CSE 271.

CYB 234. System Administration and Scripting for Security (3)

Introduction to Linux and Windows system administration tasks focusing on system administration skills, administering user capabilities, the file system, access controls, and other system services (e.g., firewall and networking). Students are introduced to Windows-specific tasks such as Active Directory and Group Policies and to scripting for system administration tasks using bash, Python and PowerShell.

Prerequisite: CYB-134

CSE 201. Introduction to Software Engineering. (3)

Principles of software engineering: Introduction to all phases of the software development life cycle and associated tools and engineering methods including the unified modeling language (UML).

Prerequisite: CSE 271, Corequisite CSE 274

CYB 235. Computer Network Design and Administration (3)

This course introduces students to the fundamentals of computer networking, the OSI stack, and the practical and conceptual skills needed to build simple local area networks, perform basic device configurations, and implement subnet schemes and their IP addressing. Students will also configure and troubleshoot simulated networks consisting of end devices, switches and routers. Prerequisite: CYB 234 or CSE 278

CYB 236. Data Security (3)

Data security is the study of techniques for protecting data (against cyberattacks, data breaches, etc.) at rest, during processing, and in transit. Data security is connected to almost all aspects of cybersecurity. This course presents the techniques and tools used in data security. Prerequisites: MTH 231, CYB 134

CYB 331. Software Security (3)

This course focuses on the development and use of software that reliably preserves the security properties of the information and systems. The topics emphasized in this course include secure software design, implementation, testing, deployment, documentation, and maintenance. The ethics surrounding cybersecurity are also discussed from a software development and maintenance perspective.

Prerequisites: CYB 134; CSE 201

CYB 334. Network Security (3)

The course addresses topics related to network security. It starts with studying general network vulnerabilities and progresses to using techniques to protect networks. The use of cryptography is addressed in many of the different tools and techniques for protecting networks. The course relies heavily on lab exercises to both understand and deploy countermeasures that protect systems against network attacks. Prerequisites: CYB 235, CYB236, CYB174

CYB 332. Human, Organizational, and Societal Security, (3)

This course discusses human, organizational, and societal aspects of cybersecurity. The human part focuses on protecting individuals' data and privacy in the context of organizations (i.e., as employees) and personal life, as well as the study of human behavior as it relates to cybersecurity. The organizational part focuses on protecting organizations from cybersecurity threats and managing risk to support the successful accomplishment of the organization's mission. Finally, the societal part discusses aspects of cybersecurity that broadly impact society as a whole with a focus on various aspects of privacy. Prerequisites: CYB 236

CSE 262. Technology, Ethics, and Global Society. (3)

Inquiry into a wide range of information technology issues, from moral responsibilities affecting professionals to wider ethical concerns associated with information technology in day-to-day living. Topics include general aspects of ethics; common ethical theories; professional codes of ethics in IT; privacy, security and reliability in using computer systems and the internet; issues and responsibilities in internet usage; legal issues in IT; global perspectives of computing issues; and general problems related to ethical and responsible computing. Not open to first-year students. IIB, IIC.

Prerequisites: ENG 109 or ENG 111.

Cross-listed with CIT 262.

CYB 335. Defensive Security (3)

This course introduces students to the role and techniques of cyberdefense including attack identification, analysis, mitigation, and response. This course uses hands-on labs to build important applied skills for cyberdefense. Prerequisite: CYB 334

CYB 435. Offensive Security (3)

This course introduces students to the techniques of offensive security through hands-on exercises using tools for evaluating system and network security. This course covers the techniques and principles of exploitation of computer and network vulnerabilities, monitoring tools, and identifying potential defensive measures. Prerequisite: CYB 334

CYB 437. Cybersecurity Capstone (3)

The cybersecurity capstone requires students to conduct a semester-long project that provides hands-on practice and assessment of their cybersecurity skills. Prerequisites: Senior Standing; CYB 331 Software Security; CYB 335 Defensive Security; CYB 332 Human, Organizational and Societal Security; CYB 435 Offensive Security

CSE 383. Web Application Programming. (3)

An introduction to the software, concepts and methodologies necessary to design and implement web applications. Students will design and construct web applications utilizing remote servers on multiple platforms. Projects will be used to enable the students to apply the principles and techniques presented in class.

Prerequisite: CSE 278.

POL 437. Cyberlaw. (3)

Introduces the student to the legal issues surrounding e-commerce and cyberspace. Will develop awareness as to how the internet functions; the legal restrictions and limitations placed upon providers of internet service and those who do business on the internet; also explores issues raised in the area of intellectual property and information privacy.

CSE 486. Introduction to Artificial Intelligence. (3)

Basic concepts of artificial intelligence (AI) including problem solving, search knowledge representation, and rule-based systems covered with symbolic AI language such as PROLOG or LISP. Application areas (natural language understanding, pattern recognition, learning and expert systems) are explored.

Prerequisite: CSE 274 or equivalent and MTH 231.

CSE 385. Database Systems. (3)

Overview of database management, database system architecture, and database modeling principles. Logical database design. The relational database model, relational integrity constraints, and relational algebra. Relational commercial database management systems and languages. Interactive database processing, view processing, and database application programming. Database integrity. Relational

database design by normalization. File structures for database systems.

Prerequisite or Co-requisite: CSE 274.

CSE 485. Advanced Database Systems. (3)

Relational algebra. Query processing and optimization. Database security. Data warehouses, column stores, and ETL. NoSQL database systems, including document and graph stores. Emerging database technologies.

Prerequisites: CSE 385 and (MTH 231 or MTH 331).

CSE 381. Systems 2: OS, Concurrency, Virtualization, and Security. (3)

Introduction to operating systems concepts. The operating system as a resource manager. The principles for the design and implementation of operating systems. Process scheduling and deadlock prevention. Memory management, virtual memory, paging, and segmentation. Interrupt processing. Device management, I/O systems and I/O processing. Concurrency and multithreading. Virtualization and cloud services. Security and protection.

Prerequisite: CSE 278.

CSE 374. Algorithms I. (3)

Design, analysis and implementation of algorithms and data structures. Dynamic programming, brute force algorithms, divide and conquer algorithms, greedy algorithms, graph algorithms, and red-black trees. Other topics include: string matching and computational geometry.

Prerequisites: CSE 274 and MTH 231.

CSE 382. Mobile App Development. (3)

Implementation of cross-platform applications for mobile platforms such as iOS and Android. Programming languages, development environments, debugging, testing, and application design. Development of applications that: provide an effective graphical interface, access internet resources, permanently store data, access the device's hardware, and display graphical elements.

Prerequisite: CSE 278.

CSE 311. Software Architecture and Design. (3)

An in-depth look at software design. Study of software architecture, design patterns and software product lines. Designing for quality attributes such as performance, safety, security, reusability, reliability, etc. Measuring internal qualities and complexity of software designs. Evolution of designs. Basics of software evolution, reengineering, and reverse engineering. Application of formal methods to specify and evaluate designs.

Prerequisite: CSE 201.

CSE 432/CSE 532. Machine Learning. (3)

This course introduces the process, methods, and computing tools fundamental to machine learning. Students will work on large real-world datasets to write code to accomplish tasks such as predicting outcomes, discovering associations, and identifying similar groups. Students will complete a term project showcasing the different steps of the machine learning process, from data cleaning to the extraction of accurate models and the visualization of results.

Prerequisite: CSE 274.

CSE 321. Software Quality Assurance and Testing. (3)

Quality: how to assure it and verify it, and the need for a culture of quality. Avoidance of errors and other quality problems. Inspections and reviews. Testing, verification, and validation techniques. Product and process assurance. Formal verification. Statistical testing.

Prerequisite: CSE 201.

ISA 412/ISA 512. Data Warehousing and Business Intelligence. (3)

The first part of this course deals with the design of data warehouses for business intelligence purposes. In particular, students learn about different design practices and architectures of data warehouses, how to design multidimensional databases, and how to create data integration workflows (ETL processes) to populate and update data warehouses. After learning how to design and populate data warehouses, students learn in the second part of the course how to perform descriptive analytics using different querying languages and tools, and how to create business reports and dashboards based on data from data warehouses.

Prerequisite: Math concepts covered in ISA/STA 250.

ENG 313. Technical Writing. (3)

Introduction to the principles of technical writing. Attention to defining purpose, analyzing audience, developing document structure, creating visual design, drafting and revising communications. Practice in varieties of technical communication. ADVW.

Prerequisite: ENG 109 or ENG 111 (or AP and other placement credit).

STC 135. Principles of Public Speaking. (3)

Develops fundamentals of analyzing, organizing, adapting, and delivering ideas effectively in public contexts. Special emphasis placed upon informative and persuasive discourse.

6.4 Program sequence

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

Time period	Curriculum component	Time period	Curriculum component
<i>Year 1 Fall Semester</i>	Courses/Activities	<i>Year 1 Spring Semester</i>	Courses/Activities

	CEC 111 Imagination, Ingenuity & Impact I		CEC 112 Imagination, Ingenuity & Impact II
	CSE 174 Fundamentals of Programming and Problem-Solving		CYB 134 Intro to Cybersecurity
	MTH 151 Calculus I		CSE 271 Object-Oriented Programming
	ENG 111 College Composition		Miami Plan Creative Arts Elective
			Free Elective
Time period	Curriculum component	Time period	Curriculum component
<i>Year 2 Fall Semester</i>	Courses/Activities	<i>Year 2 Spring Semester</i>	Courses/Activities
	MTH 231 Elements of Discrete Mathematics		STA 261 Statistics OR STA 301 Applied Statistics
	CSE 274 Data Abstraction and Data Structures		CSE 201 Intro to Software Engineering
	CYB 234 System Administration and Scripting for Security		CYB 235 Computer Network Design and Administration
	Miami Plan Social Science Elective		CYB 236 Data Security
			Miami Plan Social Science Elective
Time period	Curriculum component	Time period	Curriculum component
<i>Year 3 Fall Semester</i>	Courses/Activities	<i>Year 3 Spring Semester</i>	Courses/Activities
	CYB 331 Software Security		CSE 262 Technology, Ethics & Global Society
	CYB 334 Network Security		CYB 332 Human, Organizational, and Societal Security
	Major Elective		CYB 335 Defensive Security
	STC 135 Principles of Public Speaking		ENG 313 Technical Writing
	Miami Plan Physical Science Elective		Miami Plan Signature inquiry Elective
Time period	Curriculum component	Time period	Curriculum component
<i>Year 4 Fall Semester</i>	Courses/Activities	<i>Year 4 Spring Semester</i>	Courses/Activities
	CYB Elective		CYB Elective
	CYB Elective		CYB 437 Capstone
	CYB 435 Offensive Security		Miami Plan DEI Elective

	Miami Plan Signature Inquiry Elective		Miami Plan Global or Intercultural Consciousness Elective
	Miami Plan Intercultural Consciousness Elective		Miami Plan Biological Science Elective

Total Number of credits in the program 124

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

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

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

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

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

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

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Assessment efforts are directed by the Office of the Provost. Because of the accreditation standards of the Higher Learning Commission, each academic department at Miami University is required to implement a full cycle assessment program for each undergraduate major or degree program, free-standing certificate, and graduate program or major.

Each major or degree program specifies at least three learning outcomes to assess, and other units specify at least three major goals or objectives to assess. Each year, data related to the outcomes or

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

The assessment plan for this program is described below.

Graduates of the BS in Cybersecurity major will be able to:

- 1) Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
- 2) Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- 3) Communicate effectively in a variety of professional contexts.
- 4) Recognize professional responsibilities and make informed and inclusive judgments in computing practice based on legal and ethical principles.
- 5) Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
- 6) Apply security principles and practices to maintain operations in the presence of risks and threats.

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.

SLO #1, #2, and #6 are addressed through the breadth and depth of the curriculum through the following foundational and advanced coursework:

- CYB 134: Introduction to Cybersecurity (3 credit hours)
- CYB 234: System administration and Scripting for Security (3 credit hours)
- CYB 235: Computer networks (3 credit hours)
- CYB 236: Data security (3 credit hours)
- CYB 331: Software security (3 credit hours)
- CYB 332: Human, organizational, and societal security (3 credit hours)
- CYB 334: Network Security (3 credit hours)
- CYB 335: Defensive security (3 credit hours)
- CYB 435: Offensive security (3 credit hours)
- CYB 437: Capstone Project (4 credit hours)

SLO #4 is emphasized by "CSE-262: Ethics" and "CYB-437: Capstone" courses as well as throughout the curriculum.

SLO #3 and #5 are emphasized in the "CSE-201: introduction to SE" course and the capstone course as well as other courses.

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

The assessment process will be similar to our ABET-accredited CS program in that similar data is collected from the majors and the data will be used to evaluate students in a manner consistent with the ABET accreditation requirements.

7.2 Measuring student success

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

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

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

SECTION 8: FACULTY

8.1 Faculty appointment policies

- *Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.*
- *Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).*
- *Describe the institution's load/overload policy for faculty teaching in the proposed program.*

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

Faculty designations include:

1. Tenured/tenure-track faculty (with responsibilities including teaching, scholarship and service) in the ranks of Professor, Associate Professor, Assistant Professor;
2. Continuing faculty (with responsibilities including teaching and service) in the non-tenurable ranks of Teaching Professor, Associate Teaching Professor, Assistant Teaching Professor, Senior Lecturer, Associate Lecturer, Assistant Lecturer;
3. Faculty in one-semester and one-year appointments (with responsibilities only for teaching) holding the titles of Visiting Assistant Professor or Instructor.

Faculty holding the title of Professor, Associate Professor, Assistant Professor, and Visiting Assistant Professor must have a doctoral degree and prior teaching experience at the collegiate level. Faculty whose titles include the word Lecturer or Instructor must hold a Master's degree in the discipline of the program or related field.

Guidelines for Faculty Qualifications are available on the [Office of Provost website](#).

For this program in particular, teaching faculty are expected to hold an MS or a Ph.D. in cybersecurity, computer science, software engineering, or a closely related discipline or a graduate degree and extensive professional experience in cybersecurity, computer science, software engineering, or a closely related discipline. The director of cybersecurity will hold a Ph.D. and have extensive professional and administrative experience in cybersecurity.

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

The CSE department has already planned to increase its TT and TCPL faculty to manage the anticipated increase in workload from the proposed program. Consequently, the department does not envision any changes to the faculty workloads and will continue to maintain the existing student-to-faculty ratio. The plan to manage the additional workload includes growing its tenure-track and TCPL faculty by hiring:

- * A director of cybersecurity who will work closely with the department chair to administer the program
 - * One tenure-track faculty with an emphasis on Cybersecurity teaching and research (BC funded)
- And to handle the overall increase in load for the department (funded by the department and division):

- * Two TT faculty with a focus on CS and/or SE
- * Two TCPL faculty

8.2 Program faculty

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

Full-time: 35

Less than full-time: 0

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

Full-time: 1

Less than full-time: 0

8.3 Expectations for professional development/scholarship

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

Miami's teaching, scholarly and service expectations for promotion of tenure-track faculty can be found here: <https://www.miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/index.html>

The expectations for teaching faculty can be found here: <https://miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/tcpl.html>

The key difference is that teaching faculty are not expected to engage in research or scholarship. Part-time faculty are not generally expected to engage in research, scholarship or service.

8.4 Faculty matrix

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

See Appendices for faculty matrix.

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

Computing and Science Librarian Kristen Adams was consulted concerning the adequacy of library resources for the proposed BS in Cybersecurity program. The librarian concurred that the present collection of resources would be adequate to support the new program and that no new resources would be necessary.

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

The Miami University's Libraries provide an excellent collection of books, journals, magazines, bibliographic resources, indices, and databases in general, and particularly relative to the needs of the computer science program and our faculty. The university maintains a license to the ACM Digital Library and to the IEEE Xplore, the Safari Tech Books Online service, and a number of other resources for access to books and journals relevant to computer science.

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

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

9.2 Information literacy

ENG 111 which is a required course for students includes a library orientation.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

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

This proposed BS in Cybersecurity is being funded via Miami's Boldly Creative initiative. We have already secured funding for the following faculty lines:

- * Four (4) full-time tenure-track or TCPL faculty
- * One (1) director position (will be tenured faculty) to administer the program

The new Cybersecurity program builds on the infrastructure, facilities, and equipment already available in the CSE department. This includes current lecture rooms, laboratories, and associated software tools. Existing programs such as the Amazon Web Services (AWS) Educate program and

the Microsoft Azure Student Credit program will be heavily utilized to create machines with no cost to this program. Miami already has necessary agreements in place to utilize these services.

In order to develop a sophisticated cyber-range for conducting training exercises and cybersecurity-related projects, and missions, the following additional resources will be acquired. Funding for these resources has already been obtained via Miami's boldly creative initiative.

- * Four (4) dedicated servers
- * Cloud billing for lab development
- * Remote lecture lab

In addition, we have secured funding (via Miami's Boldly creative initiative) to develop a more customized virtual-laboratory environment that will be used as a cyber-range for conducting exercises, operations, and projects related to various cybersecurity operations.

Moreover, we have already obtained approval for a "Secure-computing laboratory" in the new McVey building. The aforementioned resources will continue to be used in the new "Secure-computing laboratory" once the facilities are ready for occupancy.

This program requires students to take several math courses. We consulted with the Chair of Mathematics and Statistics, Anna Ghazaryan about the expected increase in students enrolling in these courses. She indicated this increased enrollment should not be a problem. CSE is also talking to ISA about possible collaborations.

10.2 Budget/financial planning

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

See Appendices for Budget Template.

APPENDICES

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

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

Course Catalog: <https://bulletin.miamioh.edu/>

Student Code of Conduct: [Link](#)

Undergraduate Student Policies [Link](#)

Accreditation Status: <https://miamioh.edu/academic-affairs/accreditation/>

Additional Appendices are listed below:

Appendix	Description
----------	-------------

A	CVs of Faculty
B	CV Department Chair
C	Gray Associates Marketing and Employment Demand Data for Program
D	Fiscal Impact Statement
E	Syllabi
F	Faculty Matrix

Commitment to Program Delivery

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

Verification and Signature

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



Elizabeth Mullenix, Interim Provost, Miami University



December 8, 2022

Academic and Student Affairs Committee of the Board of Trustees

Provost General Update

- Resolutions:
 - Annual Remediation Report
 - Honorary Degrees
 - Music Composition
 - Cybersecurity





Research and Innovation Good News

External Grants and Contracts

FY23 Goal: \$37.0M

Awards to date FY23: \$18.2M

Awards to date FY22: \$15.7M

Global Initiatives Good News

- Institute for International Education Open Doors report **total number of students studying abroad ranked Miami as #4 for 2020-21** (up from #26 in 2019-20, and #30 in 2018-19).



Transforming the College of Creative Arts



Divisional RCM Ending Balance Before Subvention

Fiscal Year	Ending Balance before Subvention
FY14	(\$4,298,976)
FY15	(\$3,333,744)
FY16	(\$3,623,335)
FY17	(\$3,700,926)
FY18	(\$3,064,597)
FY19	(\$2,811,605)
FY20	(\$1,718,439)
FY21	\$249,191
FY22	\$1,033,916



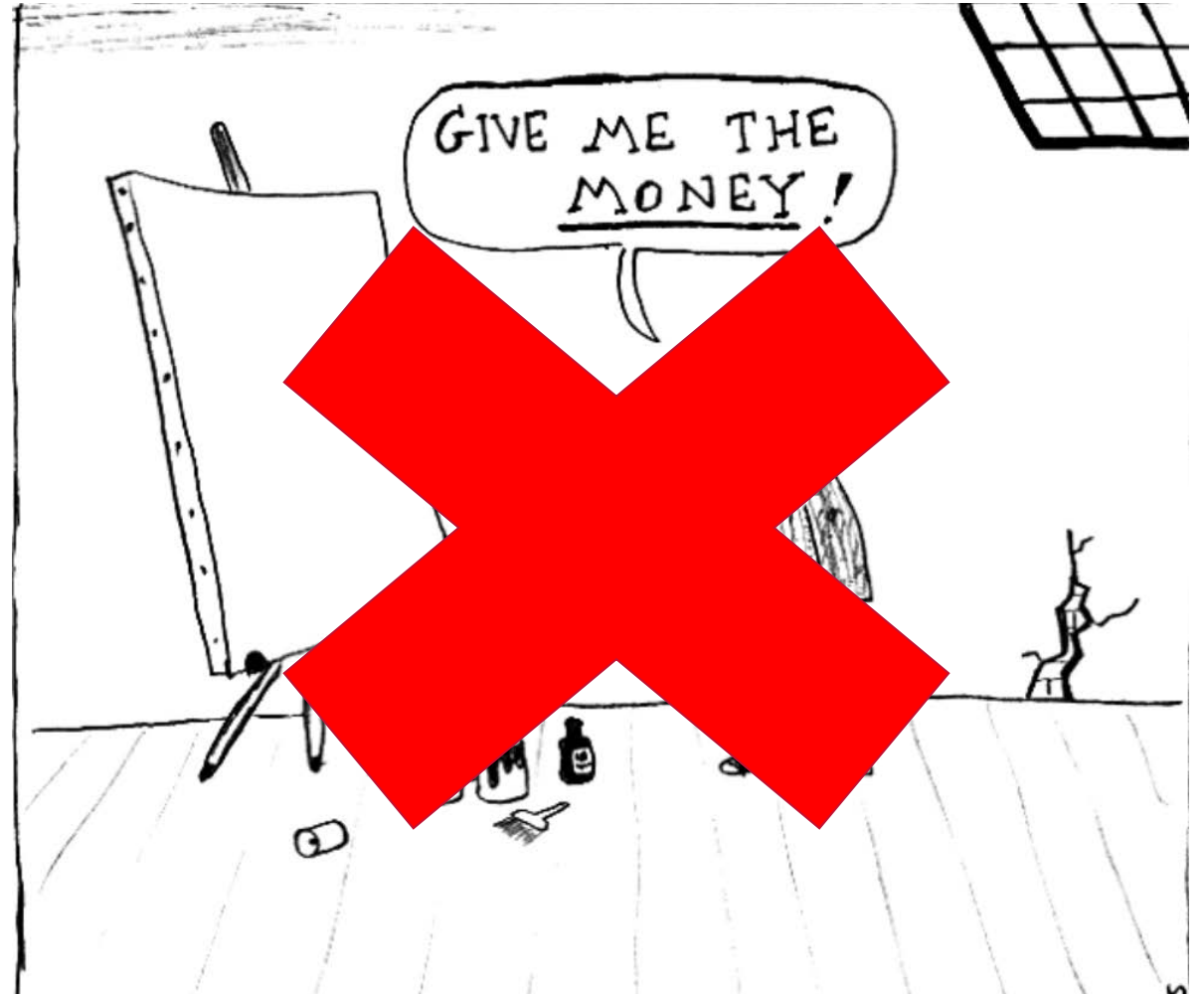
Strategy

- Rebrand
- Recruit
- Review
- Revise
- Reimagine



Changing the narrative = Rebrand

- **#thrivingartists**
- **Focus on:**
 - Design
 - Business
 - Tech



Rebrand

- Alumni Advisory Board
- Focus on Career Outcomes
- Work with Partners
 - Admissions
 - Career Center
- Success Stories
- #thrivingaristts Network

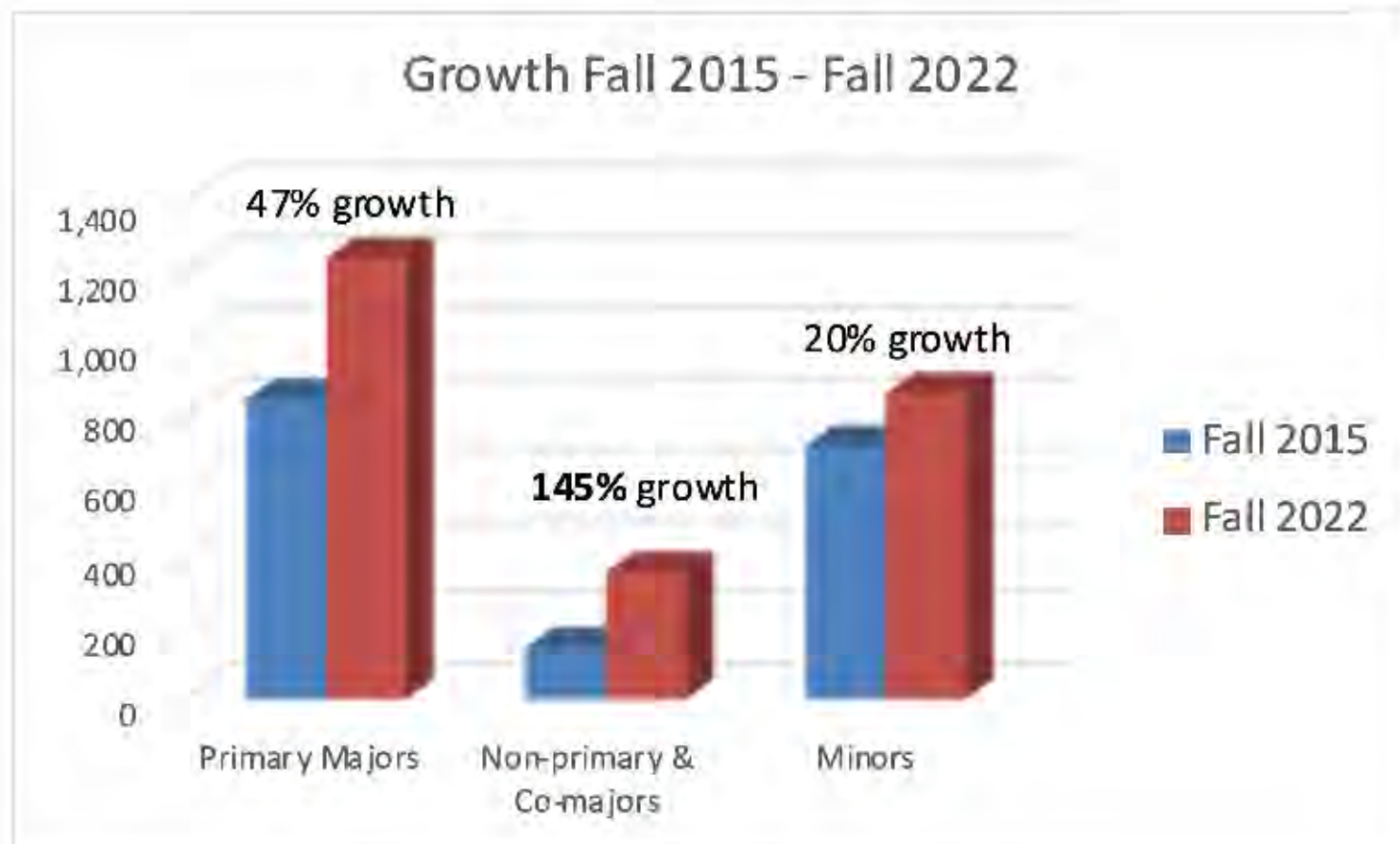


Recruit to Capacity

- Arts Day
- National Conferences
- College Fairs
- Grass Roots efforts
- Come Play Campaign



Recruiting/ Enrollment momentum



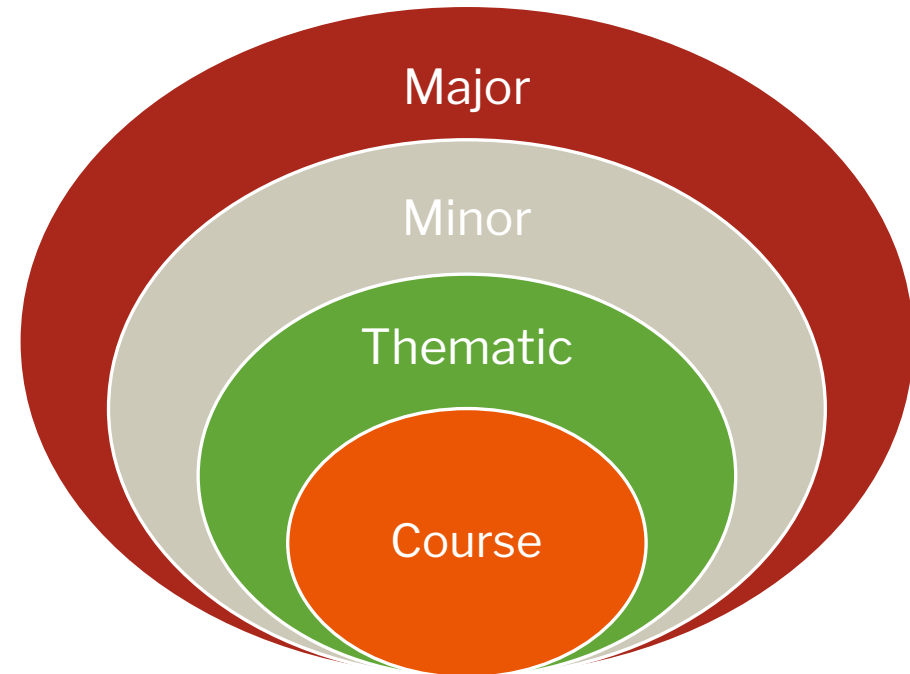
REVIEW the Curriculum

- **Review Enrollments**
- **Align with Mission**
 - **Relevancy!**
- **Align with student demand**
- **Be distinctive**



Strategies

- Nest
- Stack
- Lower credit hours
- Right-size
- BA vs. BFA/BM



Revise and Reimagine



ARC



ART

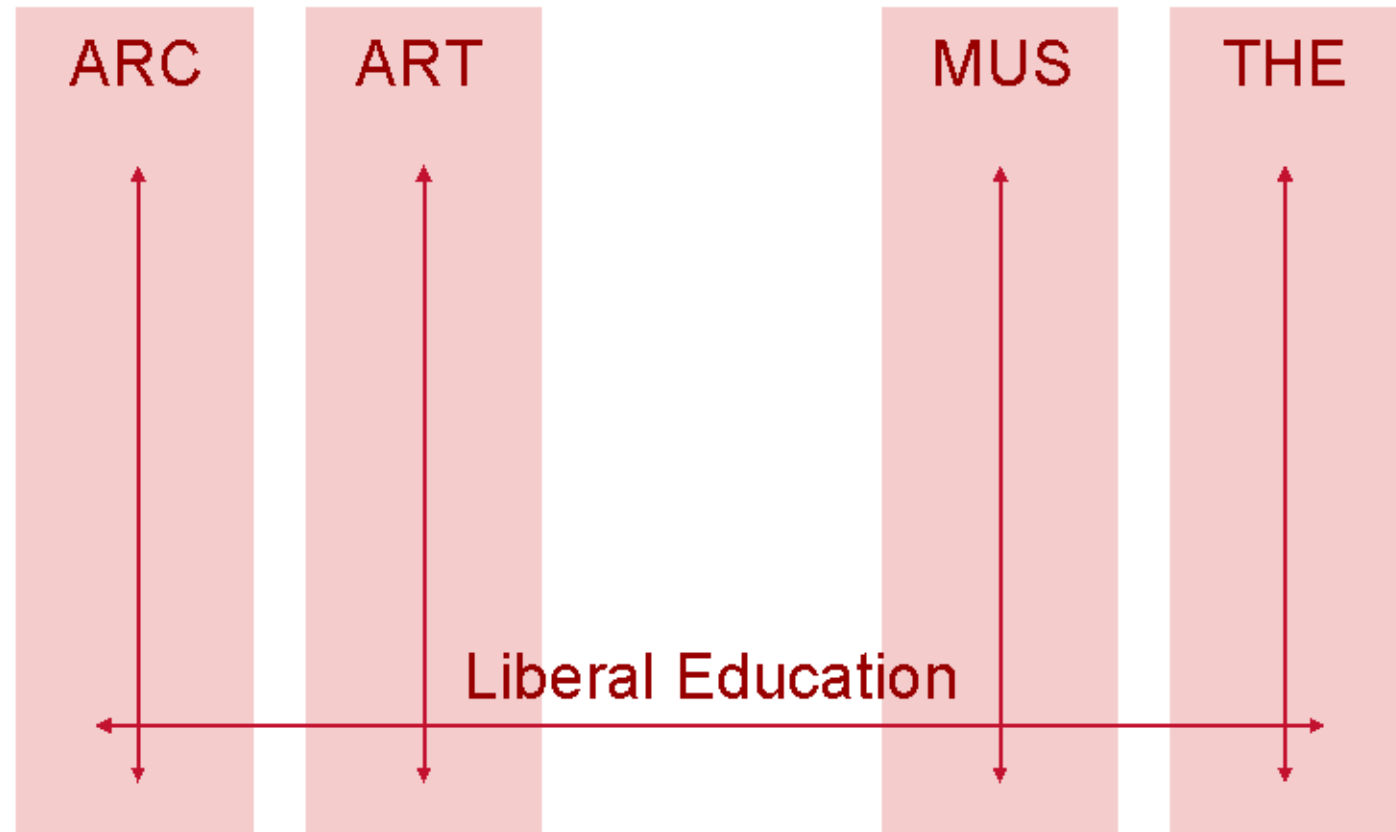


MUS



THE





ARC



ART



ETBD

MUS



THE



ARC

ART

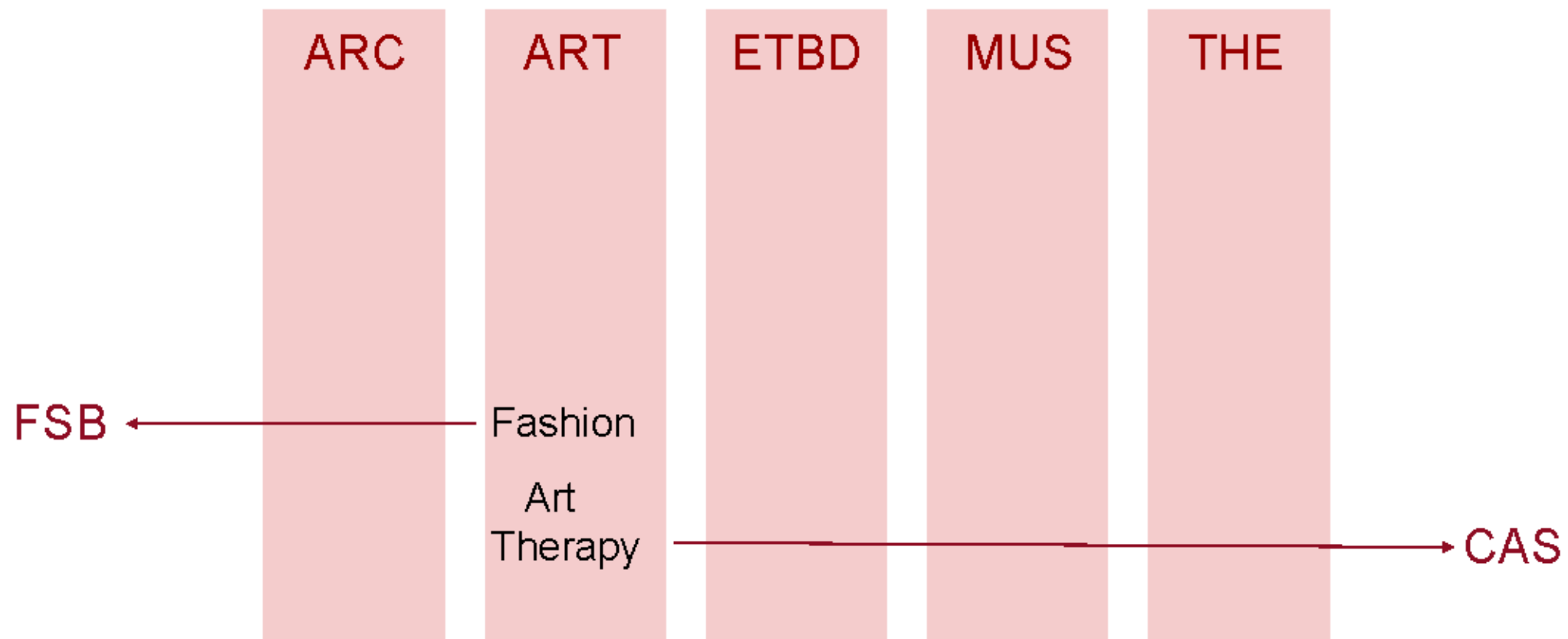
ETBD

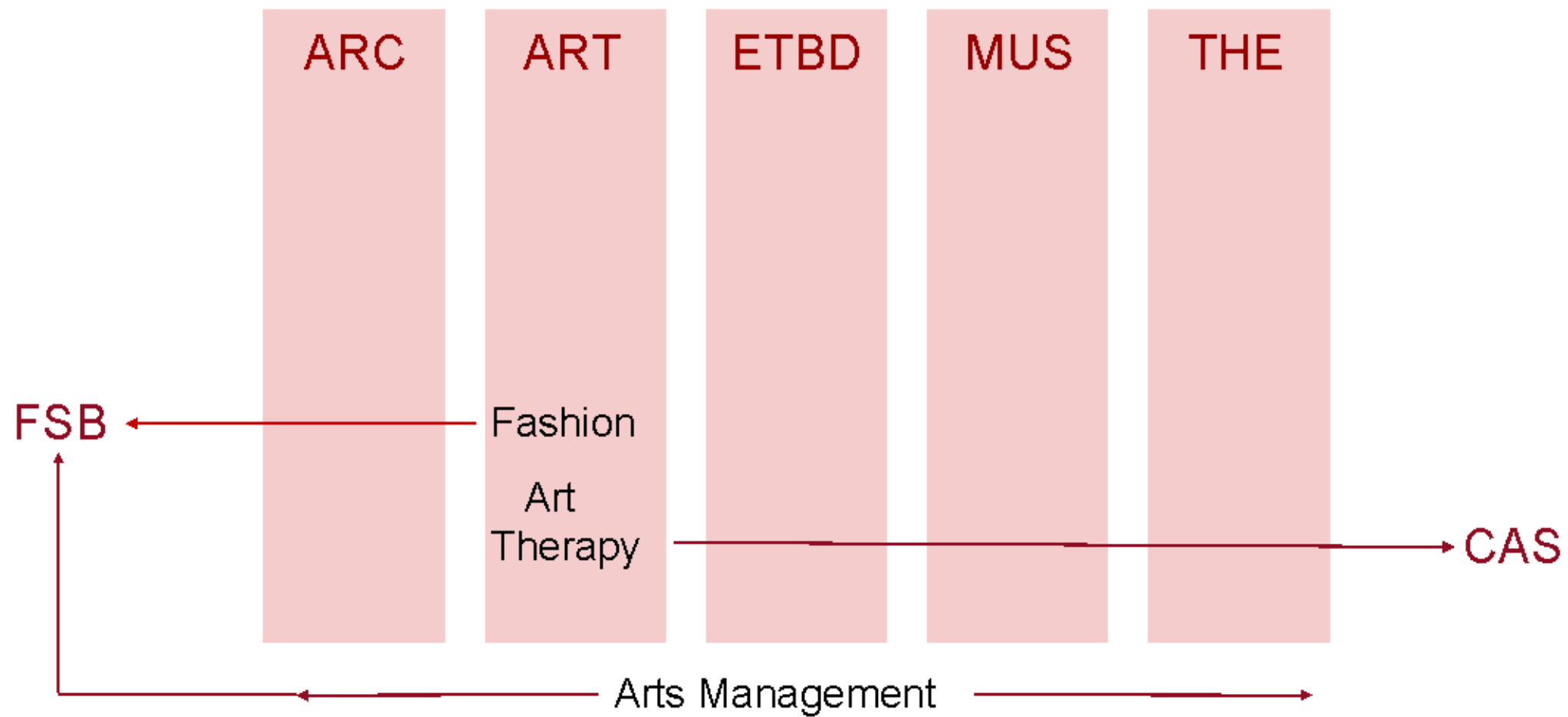
MUS

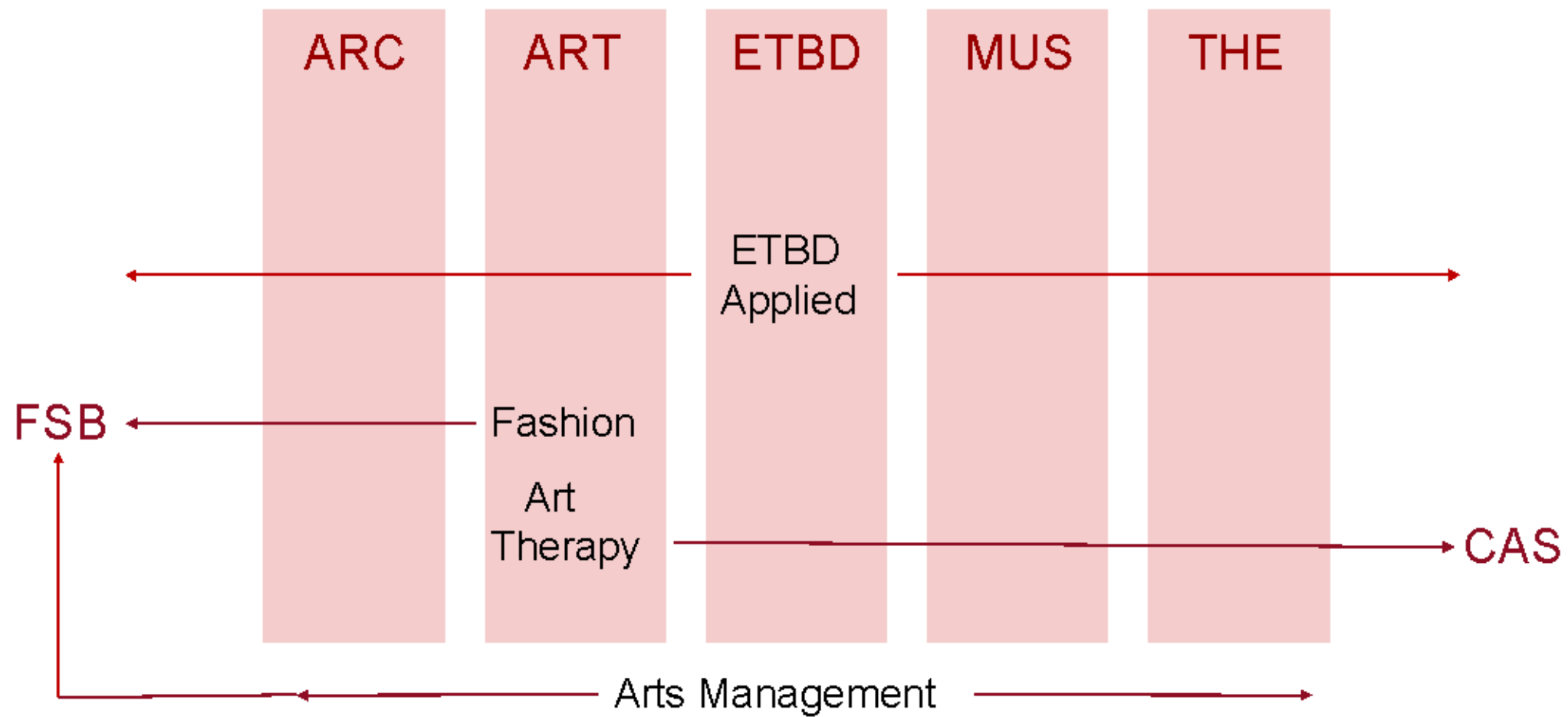
THE

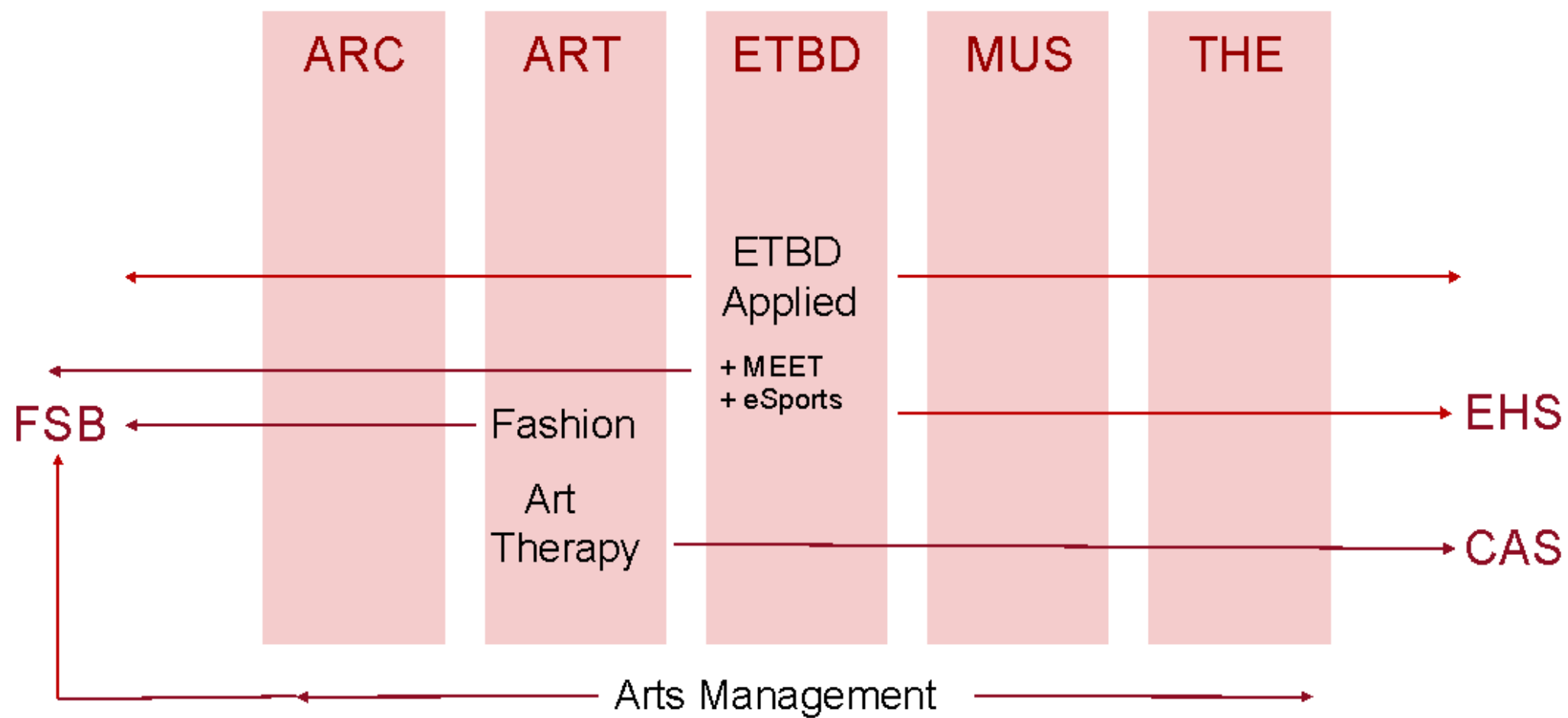
FSB

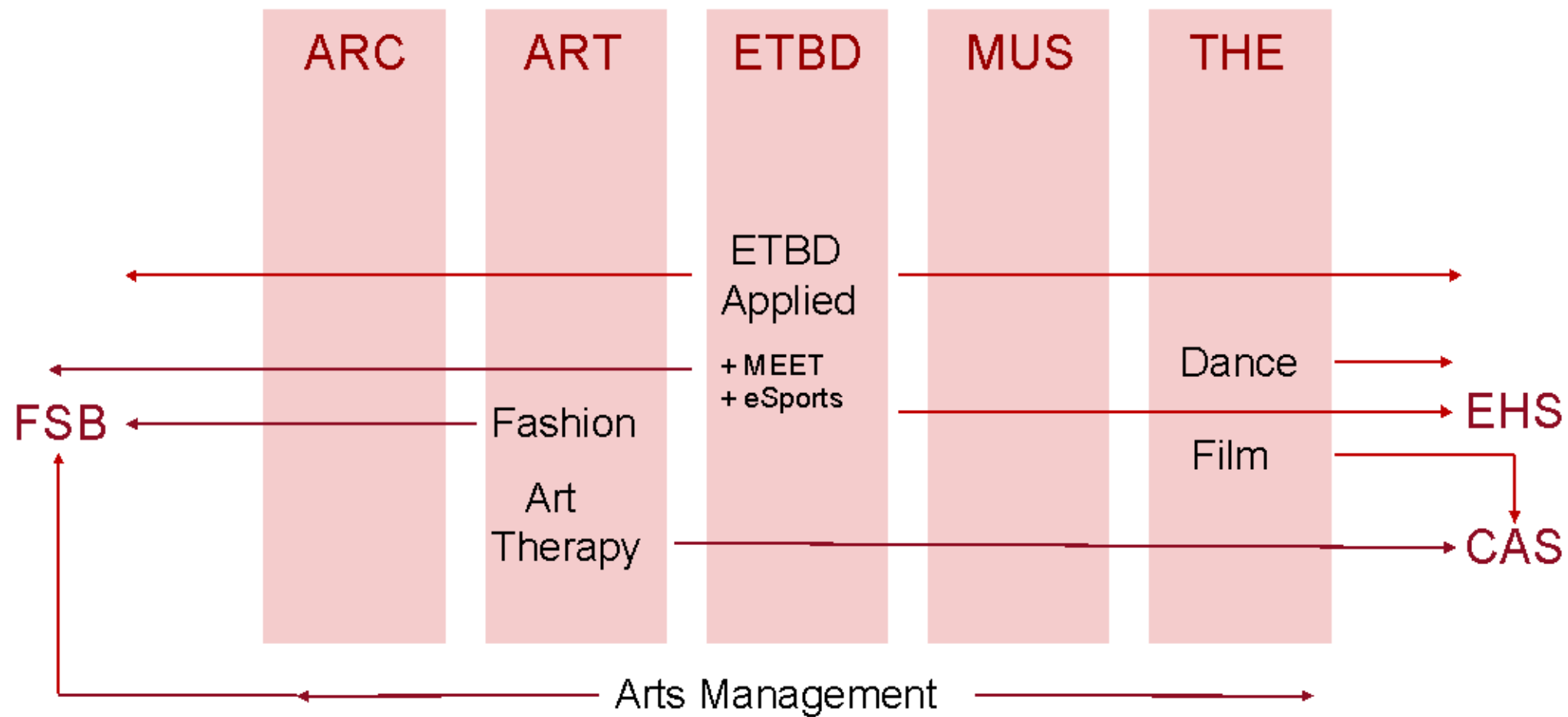
Fashion

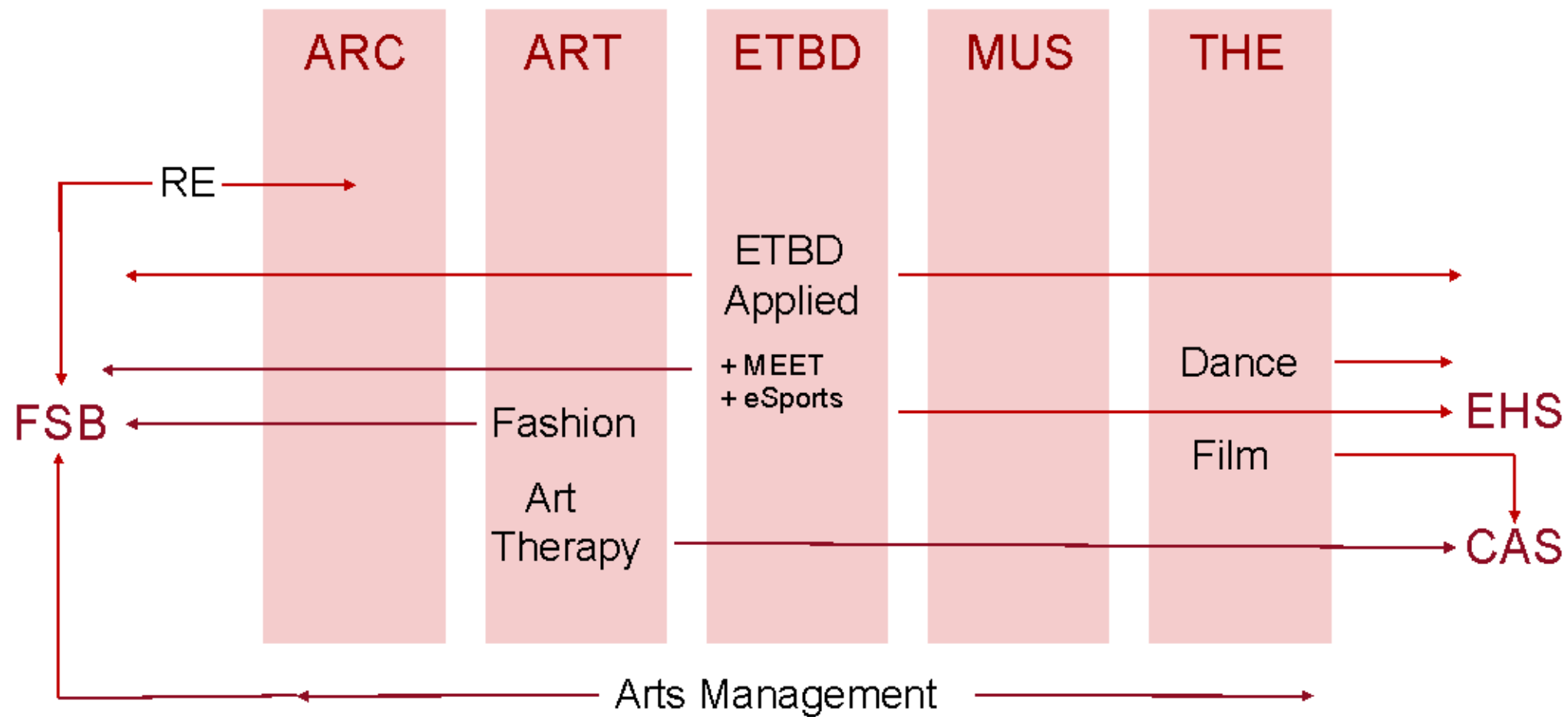


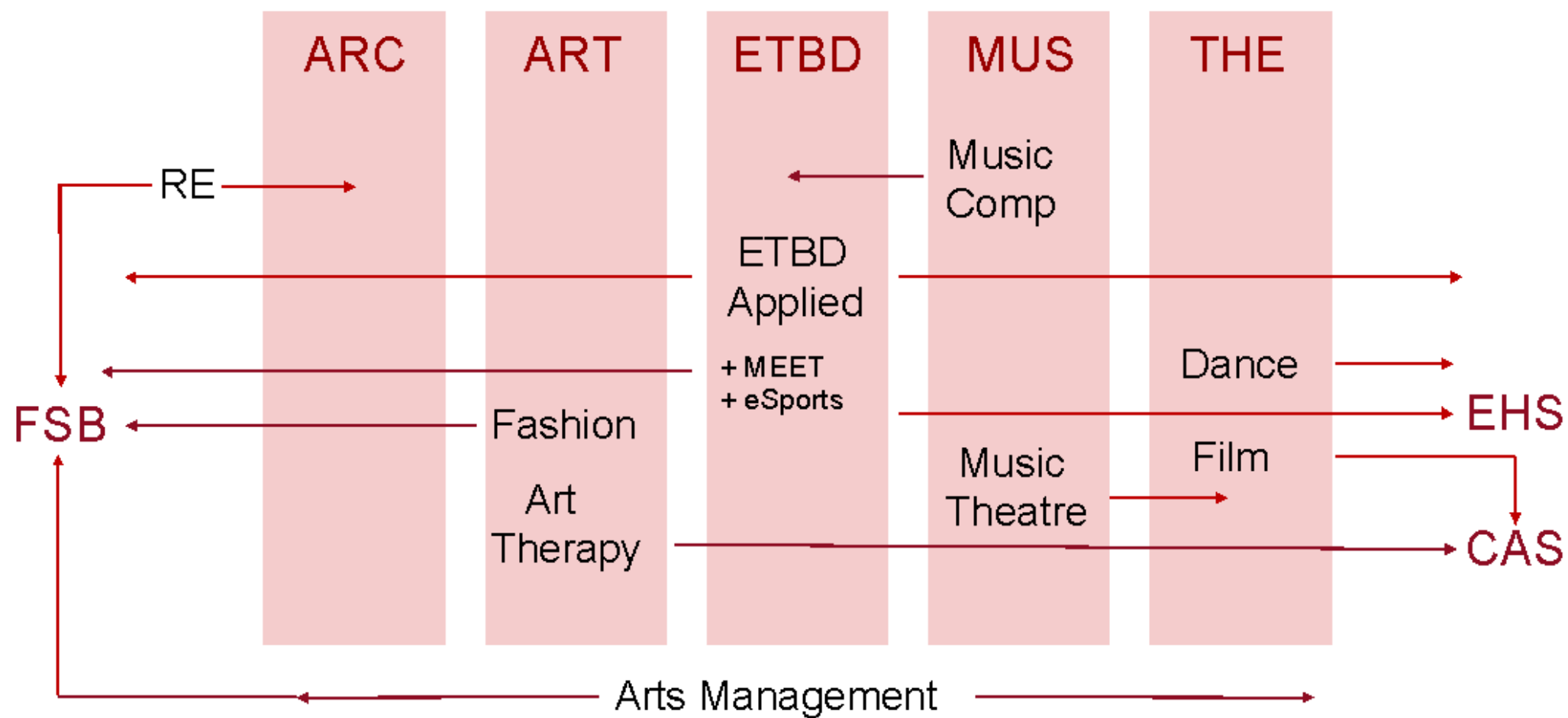










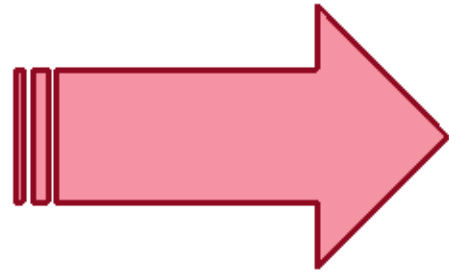


New Programs in the CCA [since 2013]

- IMS became **ETBD** and Department was added in 2019
 - Added Gaming major and revised Digital Tech major
- **Arts Management and Arts Entrepreneurship**
 - minor, co-major, major (250 students in 5 years)
- **Fashion Design and Fashion Business**
 - minor and a co-major
 - Named institute
- **Art Therapy**
 - minor and co-major
- **Dance**

Key Points

- **Relevance and industry needs**
- **Alignment with student demands**
- **Interdisciplinary partners**
- **Curriculum that is**
 - **flexible**
 - **right sized**
 - **fits with other majors**
- **Realigned resources to match student demand**



+ 60% enrollment 2012-2022

+ \$4.5M CCA RCM improvement

Customize Your Creativity



In Miami's CCA, you don't have to be conventional or predictable. You can be whatever the best version of yourself looks like. And you don't have to focus on just one area of study. You can combine a major in the creative arts with another major (or co-major or minor) inside or outside of CCA. Want to start your own graphic design business? Get a degree in Communication Design. Add a co-major in Arts Management and Entrepreneurship. Open up shop.

**DESIGN YOUR
OWN STORY**



Using Data in Higher Education Decision Making



Data-driven versus Data-informed Decision Making

Data-driven

- Decisions based primarily on the conclusions reached by data analysis

Data-informed

- Decisions incorporate context and goals when reviewing data analysis

Example – three academic programs have suffered steady enrollment declines over the past five years. Should they be eliminated?



Higher Education Data

Student

Human
resources

Research &
development

Budget/
finance

Internal
operations

Alumni/
development

Information
technology

Data answers questions such as:

Student enrollment/outcomes

Who graduates from Miami and when?

Who leaves Miami and why?

How does course enrollment and program selection affect academic outcomes?

What do Miami students do after receiving their degrees?

Human resources

Who works at Miami and in what roles and divisions?

How diverse are Miami's faculty and staff?

How effective is Miami in advancing the careers of its employees?

Which employees leave Miami?

How competitive are Miami's compensation and benefits?

Academic affairs

Which programs are growing in enrollment and which ones are decreasing?

Where are opportunities for new program development?

Does current faculty headcount support current enrollment?

How does Miami compare to its peers?

Integrated Postsecondary Education Data System (*IPEDS*)

- Mandatory data reported annually to the U.S. Department of Education
- Required by all colleges and universities receiving Federal financial assistance program authorized by Title IV of the 1965 Higher Education Act
- Includes data related to student enrollment, demographics, and outcomes; human resources; budget and finance; and admissions
- Main data source for higher education research organizations, student/parent college guides and websites; media outlets

Integrated Postsecondary Education Data System (*IPEDS*)

Benefits

- Public accessibility at <https://nces.ed.gov/ipeds/use-the-data>
- Ability to query all higher education institutions
- Historical data available
- Data feedback reports
- Statistical tables

Limitations

- Data categories limited
- Limited selection of measures
- Lag in data publication
- IPEDS categories don't always align with institutional categories
- Gaps in data based on annual reporting requirements

Other Publicly-accessible Higher Education Data Sources

- National Student Clearinghouse
 - A collective of U.S. colleges and universities that share enrollment pathways of individual students
 - Permits the tracking of Miami students who transfer to other institutions or continue graduate school after earning a Miami undergraduate degree.
 - Provides enrollment data for students who are admitted to Miami but choose to attend other institutions
 - Reports available at <https://nscresearchcenter.org/>
- Ohio Department of Higher Education
 - Mandated reporting by all State of Ohio public universities
 - Permits the comparison of measures among Ohio schools
 - Reports available at <https://highered.ohio.gov/data-reports>

Other Publicly-accessible Higher Education Data Sources

- Higher Education Research and Development Survey (HERD)
 - Sponsored by the National Science Foundation
 - Collects information on the annual research and development expenditures at U.S. colleges and universities
 - Identifies the funding sources of research and development at individual institutions
 - Reports available at <https://www.nsf.gov/statistics/srvyherd/>

Considerations in Data-informed Decision Making

- What is the research question?
- What data are appropriate to answer the question?
- Are accurate and accessible data available?
- Is data confidentiality a concern (e.g., FERPA, other protections)?
- Are there benchmarks that would provide insight into the data?
- Are the appropriate individuals on the team?

Questions?

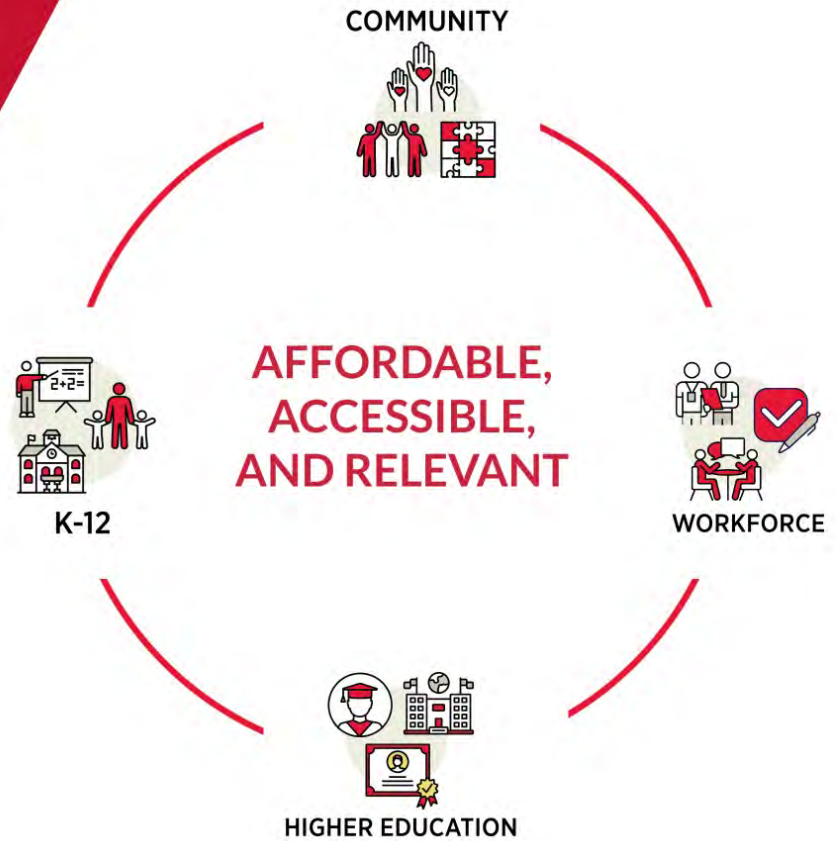




Vice President and Dean Ande Durojaiye

Board of Trustees

December 8, 2022





K-12

- Early College Academy (ECA)
- CCP Expansion
- Pre-college experience



HIGHER EDUCATION

- Student success and college partnerships
 - Community college and technical schools
 - International
 - Moon Shot for Equity
- Student engagement and retention



WORKFORCE

- Workplace development
 - Microcredentials
- Chamber engagement
- Work+ Expansion (municipalities and healthcare)
- Online education

COMMUNITY



- Lifelong learning
- Quality of life
- Social mobility
- Convener for community issues



December 2022

UCM Update

Activating the Power of Will



Power of Will: Campaign Goals

- **Build awareness in key OOS markets**
 - 57M impressions
- **Push traffic to new campaign microsite and Miami website**
 - CTR to exceed industry standard of 2.2%
- **Increase traffic to refreshed Visit and Apply sites, and new Brand microsite web pages**
 - Increase RFI by 15%
 - Increase secondary engagement to by 5%
- **Increase social media presence, influence, and engagement**
 - Increase follower growth by 5% and engagement by 10%
 - Increase impressions by 50%



Final artwork

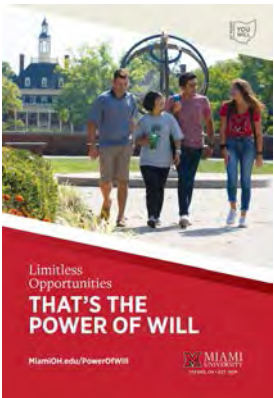
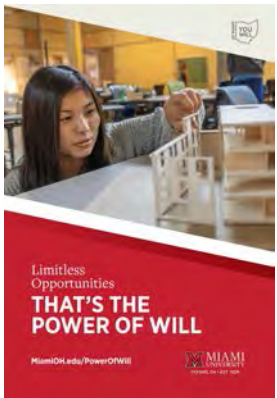
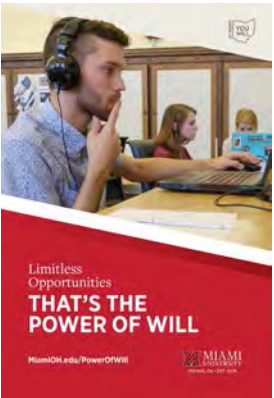
Billboards



Sizes developed:
48x14' and 60x20'

Final artwork

Bus
shelter
ads



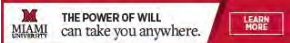


Final artwork

Multicultural digital ads



Programmatic digital ads



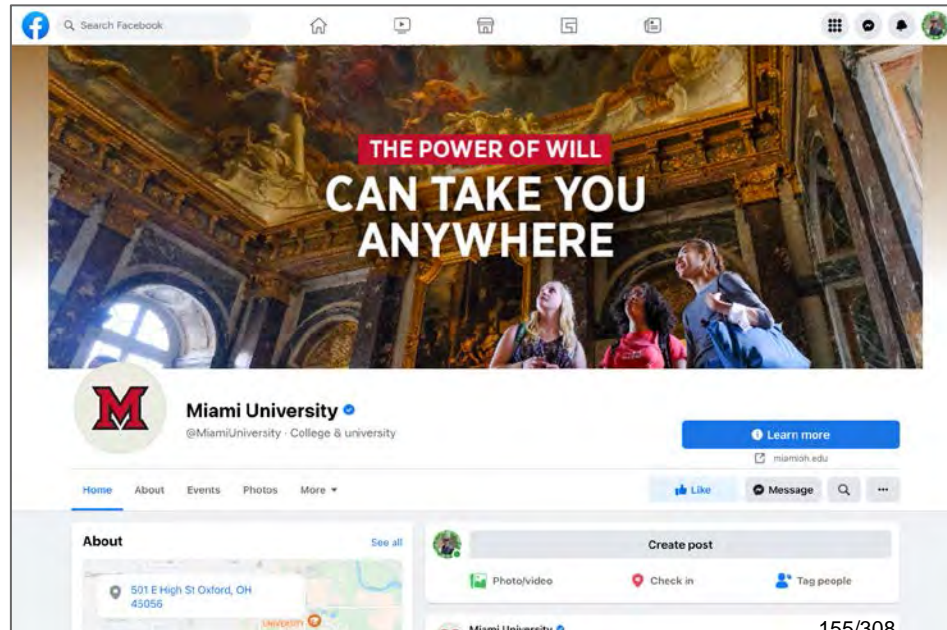
Peer to Peer digital ads



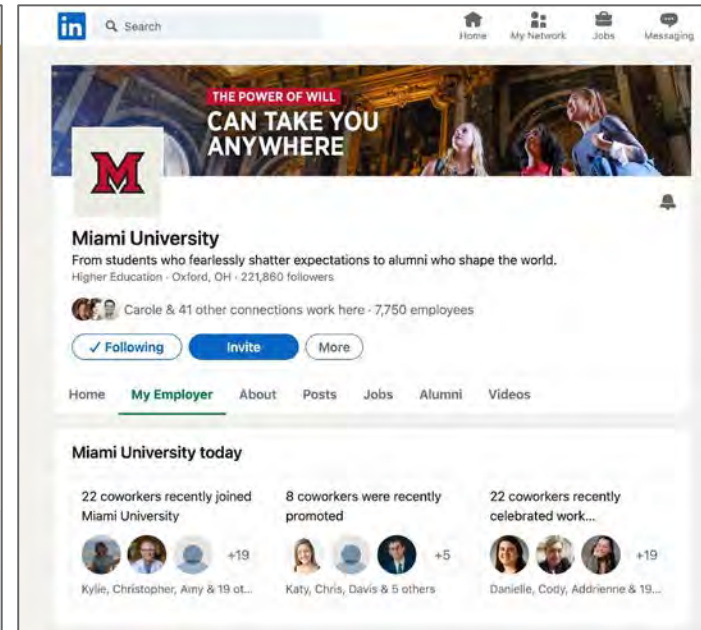


Final artwork

Facebook cover photo



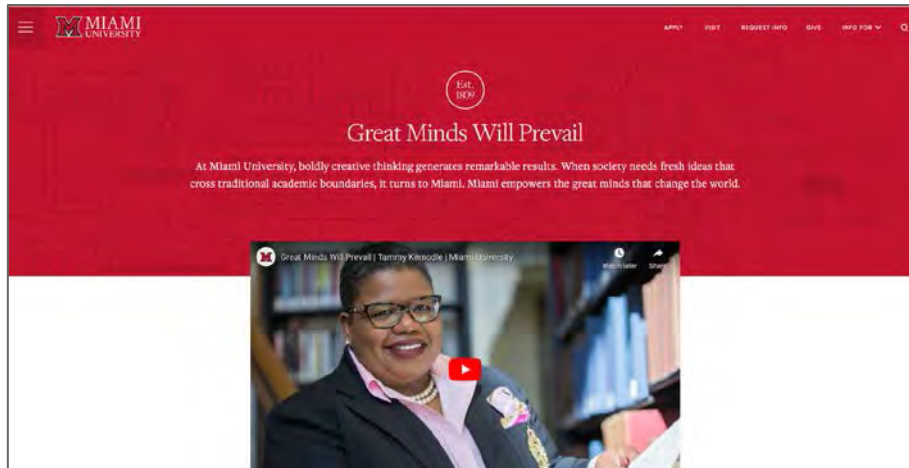
LinkedIn cover photo



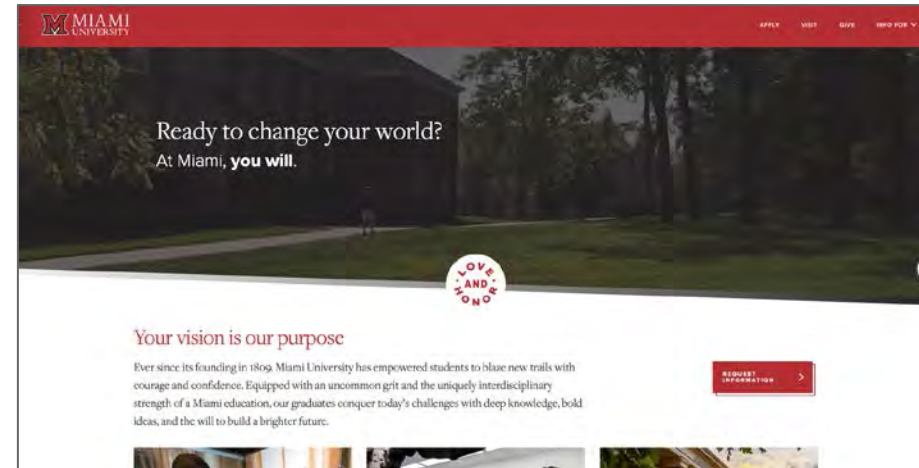


Final artwork

MiamiOH.edu/GreatMinds



MiamiOH.edu/PowerOfWill



Power of Will: Out of State, Out of Home



Total digital impressions:

57,784,147



Markets for the digital campaign:

**Chicago, Hartford,
New York City,
St Louis, Kansas
City, Minneapolis**



Total number of billboards:

7
(3 in Chicago and 4
in New Haven, CT)



Total number of bus shelters:

16
in Chicago



Billboard deployment

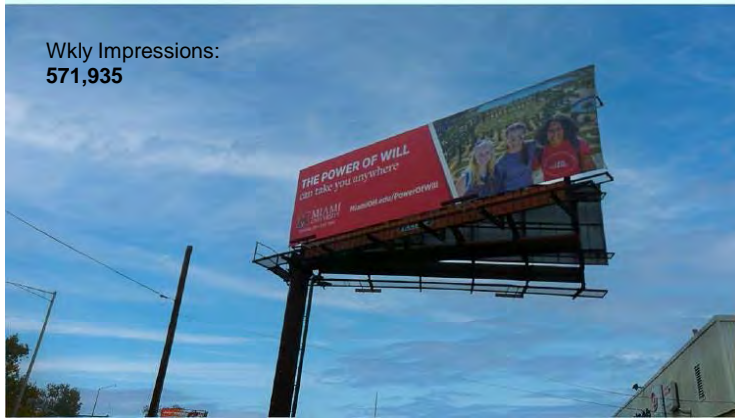
I-84 @ 277 NEW PARK AV @ W HARTFORD TOWN LN



I-91, 200' S/O RESERVE RD. (LOC. A)



Wkly Impressions:
571,935



Wkly Impressions:
611,380

158/308



ASHER AGENCY
Report date:
10/25/2022

Bus shelter deployment



Chicago






Campus Activation Plans

Enhancing the Power of Will messaging on
campus through temporary takeovers and
brandscaping



Branding our campus environment

Branded physical spaces should follow some simple best practices:

-  **Be Impactful** — It can be impactful to show people what the brand is about through a relevant experience.
-  **Be Authentic** — It is important to extend loyalty on connection with a brand through physical spaces and those interactions within.
-  **Be Engaging** — They can be informational, entertaining, or helpful or inspiring

Building Takeovers

CONCEPT

What: Outdoor Power of Will signage

Why: Create immersive graphics during key times of the year (Fall Semester Orientation)

Rationale: New students will be coming to the university for orientation during specific times of the year. Creating a brand-immersed experience that continues Power of Will messaging that they have seen in yield materials will help to reinforce the narrative across print and digital to our physical environments. Short term banner takeovers will create a welcoming and spirit-filled experience.



CONCEPT: Construction Fencing

What: Construction fence covering

Why: Create Power of Will signage

Rationale: Utilize existing construction fencing to expand the Power of Will messaging across campus. Potentially incorporate QR codes to help envision the future building or the improvements taking place



CONCEPT

Student Engagement

(At Miami, I will...)

What: Large chalkboard outside located at key points across campus

Why: Create opportunities for photos and for individuals to leave their mark at Miami.

Rationale: An interactive piece not only allows current and prospective students to write messages across the community at this location. Outside Shriver and Starbucks, this will be a high-traffic area. Other areas across campus can be populated with similar boards.

Note: Harkening back to the popular “Before I Die” interactive art piece, this community piece invites those to reflect on what they will do at Miami.

CONCEPT





Selfies for Social



CONCEPTS



Thank you.





December 2022

UCM Today and in the Next Five Years



UCM's Path Forward

Stable.



UCM's Path Forward

Stable. Predictable.



UCM's Path Forward

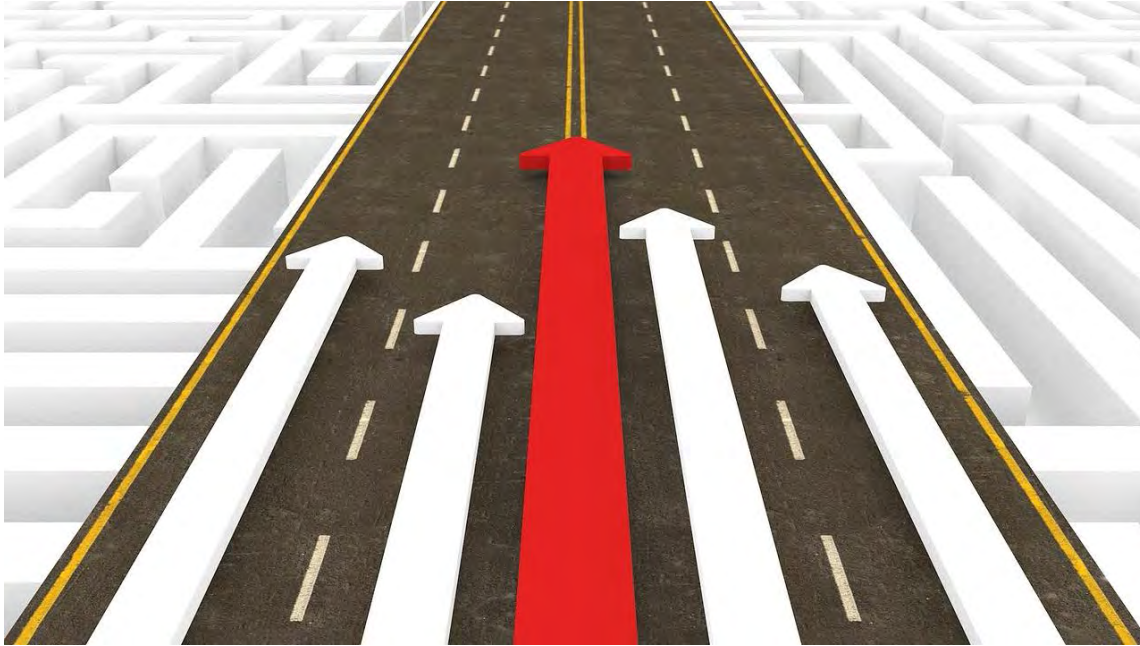
Stable. Predictable. Planned.

Stable. Predictable. Planned.

- Consistency and continuity are critical in establishing a brand.
- Creates space to innovate.
- Challenges the status quo.



Stable. Predictable. Planned.



- Always improving
- Data informed decisions
- Measurement and analysis
- Ability to adapt

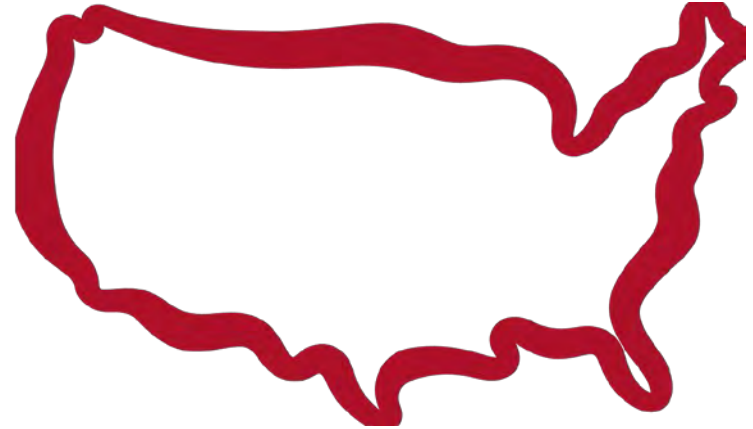
Steady excellence while charting new paths.

Goals

- Launch a National brand campaign.
- Support recruitment efforts with timely, high-quality, effective marketing and communications.
- Complete the second and third phases of the website redesign project.
- Complete the realignment of communications across the university.
- Create a culture that is welcoming and supportive of community and diversity.

To achieve our goals, UCM must:

- Innovate operations
- Add value to campus partnerships
- Tell impactful stories
- Harness the power of data
- Take chances



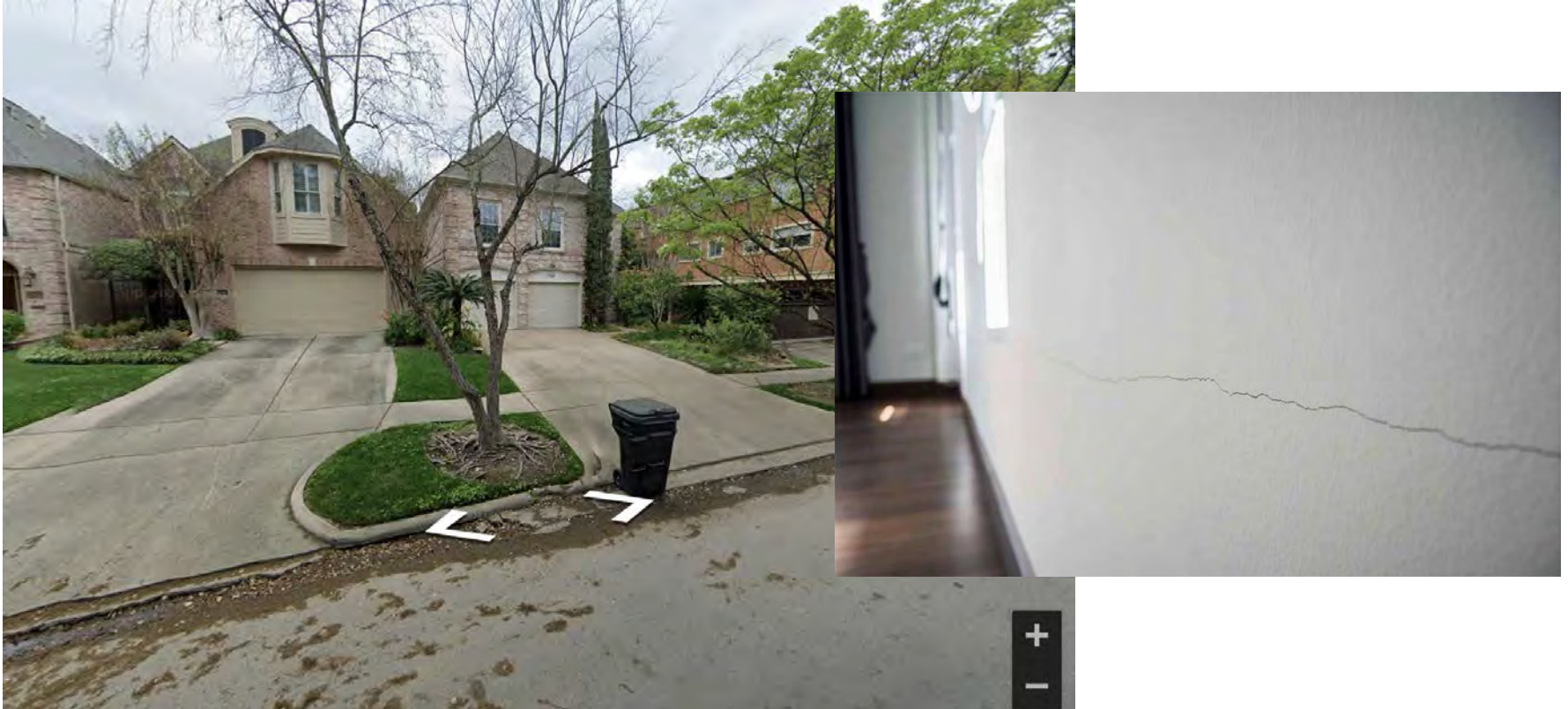
Approach



Foundation Matters



Foundation Matters



Foundation Matters



Foundation Matters



Fix your faulty foundation first.



Marketing Maturity Model

	TRANSACTIONAL	PROGRESSING	COMPETENT	ACCELERATING	HIGH-PERFORMING
MESSAGING	Fragmented <i>Random with lack of consistency across channels</i>	Organization focused <i>Communications are driven by organizational needs, not audience needs</i>	Targeted and clear <i>Communications target appropriate audiences and are within brand</i>	Relevant and unique <i>Research-driven messages distinct to brand and audience</i>	Impact and memorable <i>Personal journeys for segmented audiences</i>
ALIGNMENT	Uninformed <i>Communications do not consistently or rarely follow brand standards</i>	Informed but inconsistent <i>Basic brand standards are followed but not clearly understood</i>	Timely and coordinated <i>Message match audiences, journey points</i>	Integrated <i>Communications are coordinated across units</i>	Centralized <i>Plans for units across the organization are connected</i>
DATA INFLUENCE	Unexamined <i>Communications are not guided by research or data</i>	Data use improving <i>Silos on campus are using data to support decisions</i>	Data dependent <i>Data is leveraged but there is little coordination across campus</i>	Strategic <i>Data is leveraged across the organization; KPIs are global</i>	Real-time <i>Near real-time data allows for optimization of campaigns</i>
PRIORITY CONNECTION	Reactive <i>Projects are not connected to university priorities</i>	Reactive but improving <i>Campaigns may connect to university priorities but are still reactive</i>	Connected <i>Campaigns are connected to business objectives and measured</i>	Aligned <i>Campaigns are connected to measurable institutional goals</i>	Shared <i>Campaign outcomes inform decisions across the organization</i>
COLLABORATION	Siloed and un-trusting <i>Clear silos exist and trust is low to nonexistent</i>	Task-oriented <i>Collaboration is task-oriented and focused on tactics vs. relationships</i>	Proactive <i>Projects are planned in advance and start with goals vs. tactics</i>	Agile <i>Audience experience and external factors are embedded in strategy</i>	Transformational <i>Audience experience informs decisions outside of communications</i>
OPERATIONS	Undocumented and unclear <i>Practices are ill-defined and continually shifting</i>	Not communicated <i>Operational practices are improved but not well communicated</i>	Defined <i>Operational practices are in place and trust is growing</i>	Clearly articulated <i>Operational practices are clearly defined and understood; trust exists</i>	Respected <i>Authentic relationships are built and a high level of trust exists</i>
EXPERTISE	Generalists <i>Staff members are generalists and lack a depth of expertise</i>	Narrow expertise <i>Strategic hires for expertise exist in pockets across the organization</i>	Growing specialists <i>T-shaped individuals provide depth of expertise across most areas</i>	Centers of excellence <i>Majority of staff bring depth of expertise including in emerging areas</i>	Leveraged <i>Deep expertise exists and is leveraged beyond marcomm efforts</i>
CULTURE	Fear and mistrust <i>Culture of fear and mistrust; team members are afraid to share input</i>	Input by hierarchy <i>Senior team members share input openly</i>	Input based on expertise <i>Internal subject-matter experts provide input regardless of position</i>	Solicited input <i>Input is solicited across the organization, regardless of position</i>	External views <i>External input is considered and incorporated</i>
BRAND	Unleveraged <i>Brand is leveraged; perceptions are driven by external voices</i>	Progressing <i>Brand is informed by research, execution is spotty</i>	Advancing <i>Brand position is well understood by communicators across campus</i>	Strong <i>Brand position is understood by entire campus, ambassadors are activated</i>	Evolved <i>Brand position is understood by those external to the organization</i>



Marketing Maturity Model

	TRANSACTIONAL	PROGRESSING	COMPETENT	ACCELERATING	HIGH-PERFORMING
MESSAGING	Fragmented <i>Random with lack of consistency across channels</i>	Organization focused <i>Communications are driven by organizational needs, not audience needs</i>	Targeted and clear <i>Communications target appropriate audiences and are within brand</i>	Relevant and unique <i>Research-driven messages distinct to brand and audience</i>	Impact and memorable <i>Personal journeys for segmented audiences</i>
ALIGNMENT	Uninformed <i>Communications do not consistently or rarely follow brand standards</i>	Informed but inconsistent <i>Basic brand standards are followed but not clearly understood</i>	Timely and coordinated <i>Message match audiences, journey points</i>	Integrated <i>Communications are coordinated across units</i>	Centralized <i>Plans for units across the organization are connected</i>
DATA INFLUENCE	Unexamined <i>Communications are not guided by research or data</i>	Data use improving <i>Silos on campus are using data to support decisions</i>	Data dependent <i>Data is leveraged but there is little coordination across campus</i>	Strategic <i>Data is leveraged across the organization; KPIs are global</i>	Real-time <i>Near real-time data allows for optimization of campaigns</i>
PRIORITY CONNECTION	Reactive <i>Projects are not connected to university priorities</i>	Reactive but improving <i>Campaigns may connect to university priorities but are still reactive</i>	Connected <i>Campaigns are connected to business objectives and measured</i>	Aligned <i>Campaigns are connected to measurable institutional goals</i>	Shared <i>Campaign outcomes inform decisions across the organization</i>
COLLABORATION	Siloed and un-trusting <i>Clear silos exist and trust is low to nonexistent</i>	Task-oriented <i>Collaboration is task-oriented and focused on tactics vs. relationships</i>	Proactive <i>Projects are planned in advance and start with goals vs. tactics</i>	Agile <i>Audience experience and external factors are embedded in strategy</i>	Transformational <i>Audience experience informs decisions outside of communications</i>
OPERATIONS	Undocumented and unclear <i>Practices are ill-defined and continually shifting</i>	Not communicated <i>Operational practices are improved but not well communicated</i>	Defined <i>Operational practices are in place and trust is growing</i>	Clearly articulated <i>Operational practices are clearly defined and understood; trust exists</i>	Respected <i>Authentic relationships are built and a high level of trust exists</i>
EXPERTISE	Generalist <i>Staff members are generalists and lack a depth of expertise</i>	Narrow expertise <i>Strategic plans for expertise exist in pockets across the organization</i>	Growing specialists <i>T-shaped individuals provide depth of expertise across most areas</i>	Centers of excellence <i>Majority of staff bring depth of expertise including in emerging areas</i>	Leveraged <i>Deep expertise exists and is leveraged beyond marcomm efforts</i>
CULTURE	Fear and mistrust <i>Culture of fear and mistrust; team members are afraid to share input</i>	Input by hierarchy <i>Senior team members share input openly</i>	Input based on expertise <i>Internal subject-matter experts provide input regardless of position</i>	Solicited input <i>Input is solicited across the organization, regardless of position</i>	External views <i>External input is considered and incorporated</i>
BRAND	Unleveraged <i>Brand is unleveraged; perceptions are driven by external voices</i>	Progressing <i>Brand is informed by research, execution is spotty</i>	Advancing <i>Brand position is well understood by communicators across campus</i>	Strong <i>Brand position is understood by entire campus; ambassadors are activated</i>	Evolved <i>Brand position is understood by those external to the organization</i>



“Determined to Progress”: Jessica vs the Marketing Maturity Model



Marketing Maturity Model

	TRANSACTIONAL	PROGRESSING	COMPETENT	ACCELERATING	HIGH-PERFORMING
MESSAGING	Fragmented <i>Random with lack of consistency across channels</i>	Organization focused <i>Communications are driven by organizational needs, not audience needs</i>	Targeted and clear <i>Communications target appropriate audiences and are within brand</i>	Relevant and unique <i>Research-driven messages distinct to brand and audience</i>	Impact and memorable <i>Personal journeys for segmented audiences</i>
ALIGNMENT	Uninformed <i>Communications do not consistently or rarely follow brand standards</i>	Informed but inconsistent <i>Basic brand standards are followed but not clearly understood</i>	Timely and coordinated <i>Message match audiences, journey points</i>	Integrated <i>Communications are coordinated across units</i>	Centralized <i>Plans for units across the organization are connected</i>
DATA INFLUENCE	Unexamined <i>Communications are not guided by research or data</i>	Data use improving <i>Silos on campus are using data to support decisions</i>	Data dependent <i>Data is leveraged but there is little coordination across campus</i>	Strategic <i>Data is leveraged across the organization; KPIs are global</i>	Real-time <i>Near real-time data allows for optimization of campaigns</i>
PRIORITY CONNECTION	Reactive <i>Projects are not connected to university priorities</i>	Reactive but improving <i>Campaigns may connect to university priorities but are still reactive</i>	Connected <i>Campaigns are connected to business objectives and measured</i>	Aligned <i>Campaigns are connected to measurable institutional goals</i>	Shared <i>Campaign outcomes inform decisions across the organization</i>
COLLABORATION	Siloed and un-trusting <i>Clear silos exist and trust is low to nonexistent</i>	Task-oriented <i>Collaboration is task-oriented and focused on tactics vs. relationships</i>	Proactive <i>Projects are planned in advance and start with goals vs. tactics</i>	Agile <i>Audience experience and external factors are embedded in strategy</i>	Transformational <i>Audience experience informs decisions outside of communications</i>
OPERATIONS	Undocumented and unclear <i>Practices are ill-defined and continually shifting</i>	Not communicated <i>Operational practices are improved but not well communicated</i>	Defined <i>Operational practices are in place and trust is growing</i>	Clearly articulated <i>Operational practices are clearly defined and understood; trust exists</i>	Respected <i>Authentic relationships are built and a high level of trust exists</i>
EXPERTISE	Generalists <i>Staff members are generalists and lack a depth of expertise</i>	Narrow expertise <i>Strategic hires for expertise exist in pockets across the organization</i>	Growing specialists <i>T-shaped individuals provide depth of expertise across most areas</i>	Centers of excellence <i>Majority of staff bring depth of expertise including in emerging areas</i>	Leveraged <i>Deep expertise exists and is leveraged beyond marcomm efforts</i>
CULTURE	Fear and mistrust <i>Culture of fear and mistrust; team members are afraid to share input</i>	Input by hierarchy <i>Senior team members share input openly</i>	Input based on expertise <i>Internal subject-matter experts provide input regardless of position</i>	Solicited input <i>Input is solicited across the organization, regardless of position</i>	External views <i>External input is considered and incorporated</i>
BRAND	Unleveraged <i>Brand is unleveraged, perceptions are driven by external voices</i>	Progressing <i>Brand is informed by research, execution is spotty</i>	Advancing <i>Brand position is well understood by communicators across campus</i>	Strong <i>Brand position is understood by entire campus, ambassadors are activated</i>	Evolved <i>Brand position is understood by those external to the organization</i>

Innovating Operations

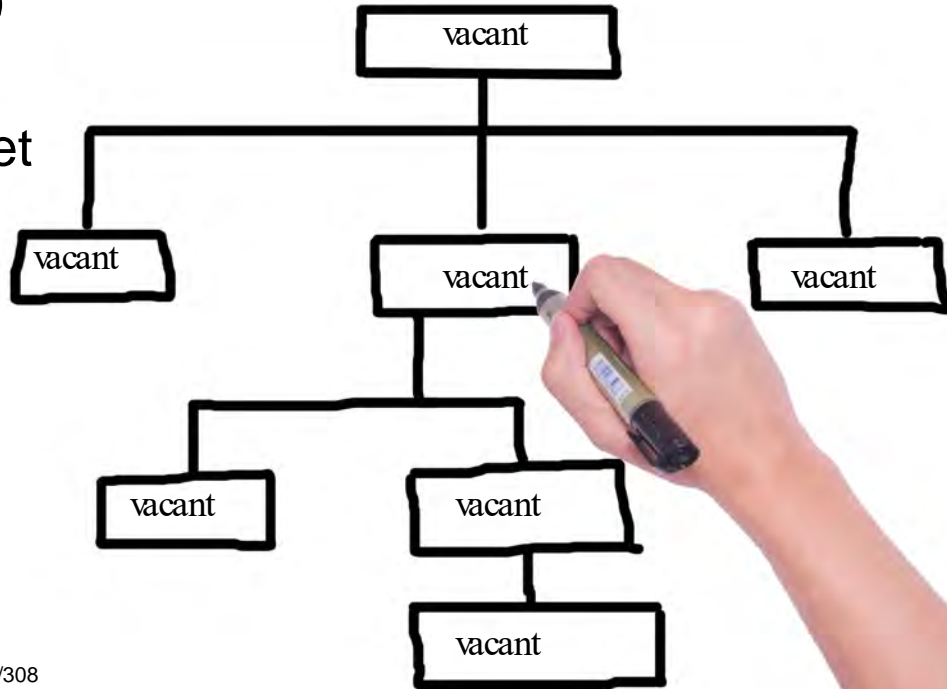


Marketing Maturity Model: Culture

- Three task forces
 - - Work from Home (now Team Building)
 - - Process Planning
 - - Career Pathways
- Facilitating Collaboration program
 - - Maximize benefit of remote and in-person work
- Informal collaborations
 - - Idea Cafe
 - - Slack Channels
 - - Huddles

Marketing Maturity Model: Operations

- Identified issues
 - High vacancy rate (20%)
 - Leadership turnover
 - Ineffective internal budget forecasting
 - No SOPs
- Unarticulated/unfollowed project management process



Marketing Maturity Model: Operations

- Revamped project management process
 - Project intake meetings
 - Influencing/Engagement
 - Revenue Generation
 - Recruitment
 - Project debriefs
 - Retention
 - Internal Relations
 - Diversity Equity, and Inclusion
- Agile project management
- Senior director of strategic operations and resource management

Marketing Maturity Model: Brand

BRAND FOUNDATION

Brand pillars are the foundation of the brand. They express what sets us apart from our competitors and how we provide value to the world. As you're communicating with audiences:

- Align your style, tone, and messaging to at least one brand pillar.
- Carry Miami's purpose and key differentiators based on the pillars.
- Do not use brand pillars as taglines.

UNDERSTAND DEEPLY

Timeless, Inspired, Influential
As a public university with a global reach, we champion cutting-edge research, meaningful partnerships, and life-changing experiences that produce trailblazing tomorrow.

LEARN BROADLY

Comprehensive, Precise, Transformational
We provide expertise that is informed by the most comprehensive range of knowledge and skills on the most pressing level of need.

THINK ENTREPRENEURIALY

Driven, Perceptive, Innovative
We empower people in each field of study and every line of work to lead, learn from each other, and change the status quo.

SERVE PURPOSEFULLY

Ambitious, Generous, Crucial
We harness the liberal intellect and capabilities of a world-class institution and direct our energy toward solving the world's greatest problems.

CONNECT INTENTIONALLY

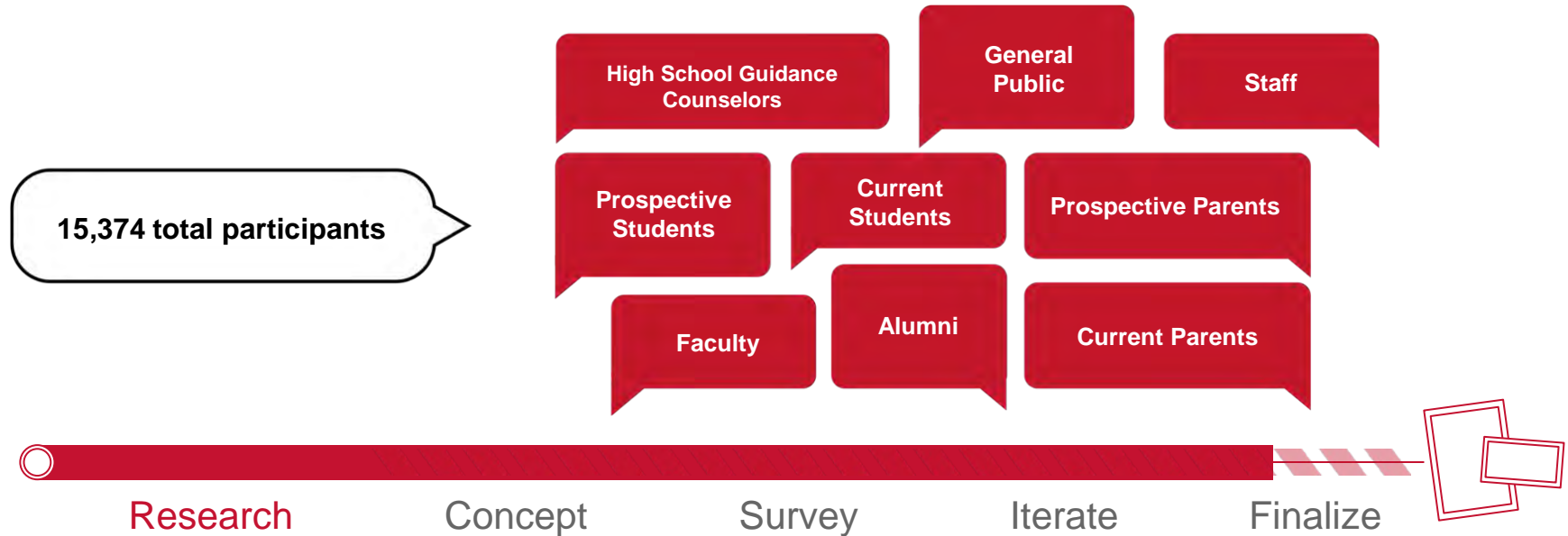
Interconnected, Distinct, Collaborative
We nurture interconnected partnerships and celebrate the distinct value brought by all people.

Minimum Standards				
	External Materials	Internal Materials	Event Materials	Student Organization Materials
UNIVERSITY LOGO/LOCK-UP	All materials must include either an official university logo or lock-up.			Logo not required. May use logo in secondary location, with approval.
BRAND PILLARS	At least one of the university's brand pillars must be portrayed in all materials.			N/A
TYPOGRAPHY	Official brand typefaces or an alternate digital typeface must be used.			N/A
COLOR	Brand color palette used according to the color color guide.	Brand color palette used.	Brand color palette encouraged but not required.	N/A
EDITORIAL STANDARDS	Editorial style guide must be followed.			N/A
BRAND CONCEPT (THE POWER OF WILL)	Required for all materials.	Optional.	Optional.	N/A

- Established a brand platform and made it accessible across campus
 - Trained 200+ campus partners
 - Canva and templates available
 - Launched asynchronous online training
 - Brand Camp this fall
- Launched our first-ever Miami multicultural marketing campaign.
 - Key messages: authenticity, belonging, and success
 - Brand personality traits: power and service
 - Radio spots (English and Spanish), digital marketing (display and OTT), and two microsites.

Marking Maturity Model: Brand

Engaging almost every part of the university and our community at every step of the process.





Marketing Maturity Model: Brand



THE POWER OF WILL

You have the dream.
WE HAVE THE CONNECTIONS.

"I reached out to a career advisor, and she helped me through the whole process."

Katie Gabe's ambition to study marine wildlife became a reality when Miami's career center helped her land an internship with the Mote Marine Lab.

 **MIAMI UNIVERSITY**

 Harness the power
[MiamiOH.edu/apply](https://miamiOH.edu/apply)

2 Miami University

Want to live
your best life
in the ideal learning
environment?

**AT MIAMI,
YOU WILL.**

100+ majors & minors

1,500 students a year study abroad

\$107K median, mid-career income for Miami alumni*

*Payscale.com



Marketing Maturity Model: Brand



Marketing Maturity Model: Brand

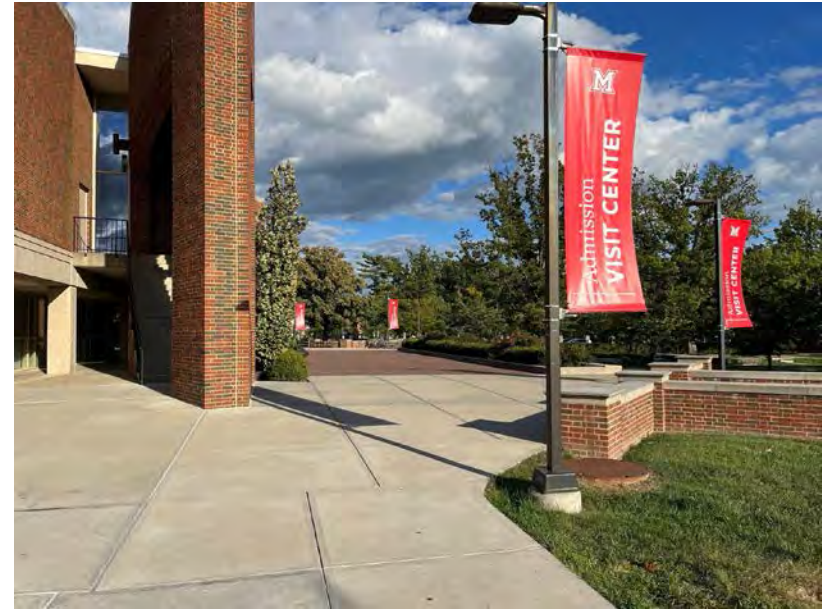
Experiential Design

Experiential encompasses all communication in the built environment and utilizes a mix of design skills: wayfinding, placemaking, exhibition design, industrial design, architecture, research and master planning.

Principles of a good experiential design:

- Highly engaging
- Simplicity
- Impact

The goal is to connect people to a place.



Adding value to campus partnerships



Enrollment Management and Student Success

Personalize Your Campus Visit Experience

Your college search is an exciting journey, and you want to know more about how Miami University can help you achieve your academic and professional goals. With campus visit opportunities throughout the year, we're ready to welcome you whenever you're ready to explore what you can achieve at Miami.

[GET STARTED](#)

Search by Date or Area of Interest

We want you to make the most of your time on campus, so it's important to us that you're able to see all of your visit options. Below you can choose if you want to search for events by a specific date or by an area of interest. Once you find the event you want to attend, you'll be able to add other events to your registration that are taking place on the same day.

Know when you'd like to visit?
Search for everything available on that date.

[SEARCH BY DATE](#)

Meet with a specific department?
Find available events by your interest.

[SEARCH BY AREA OF INTEREST](#)

- Maintain close relationship to support strategic enrollment management
- Bolster data and analysis capability
- Build national brand to support Miami as first choice school

Athletics

- More consistent communication
- Environmental Graphics



Athletics: Environmental Graphics

EXTERIOR DOORS



Some with graphics ...



some without.

INTERIOR DOOR



Some had older graphics ...

ABOVE LOCKERS



Athletics: Environmental Graphics

WOMEN'S LOCKER ROOM LOUNGE



... and some with none.

POSTERS, WHITEBOARDS, AND GRAPHICS



Others had a couple different generations of graphics.







RISE
UP
RED
HAWKS









Advancement



For love.

For honor.

FOR THOSE WHO WILL.

The Campaign for **Miami University**

Academic Divisions

- Build stronger relationships throughout UCM teams to support work of academic divisions.
- Work with Advancement team to apply lessons learned from the development model of centralization.
- Support academic marketing and recruiting efforts.
 - Colleges send major-specific emails to admitted students for yield
 - Gather and hone data
 - Over next few years, well established system and calendar

Telling impactful stories



Impactful Stories: Media Relations

- Placements
 - Averaging 1.5K media mentions per month
 - 33 national placements per month
- Goals
 - Increase state and local placements by 10%
 - Increase national placements by 5%
- Tactics
 - Hire a media relations team member
 - Conduct an out-of-state media relations campaign
 - Highlight undergrad and grad research opportunities
 - Continue to promote faculty expertise

Impactful Stories: Brand Pillars

Miami has the resources of a dynamic, global institution while retaining the individualized touch that's built into Miami's DNA.

- Understand Deeply
- Learn Broadly
- Think Entrepreneurially
- Serve Purposefully
- Connect Intentionally

Understand Deeply



- Andrew Jones lab and the new mental health therapies uncovered by psilocybin research
- Partnership with the USAF Research Lab to bring patents to market

Learn Broadly



- Games + Simulation degree program is top 10 in United States.
- Each year, approximately 60% of undergrads have double majors/minors

Think Entrepreneurially

- College@Elm
- Work+, Service+
- Altman Institute for Entrepreneurship



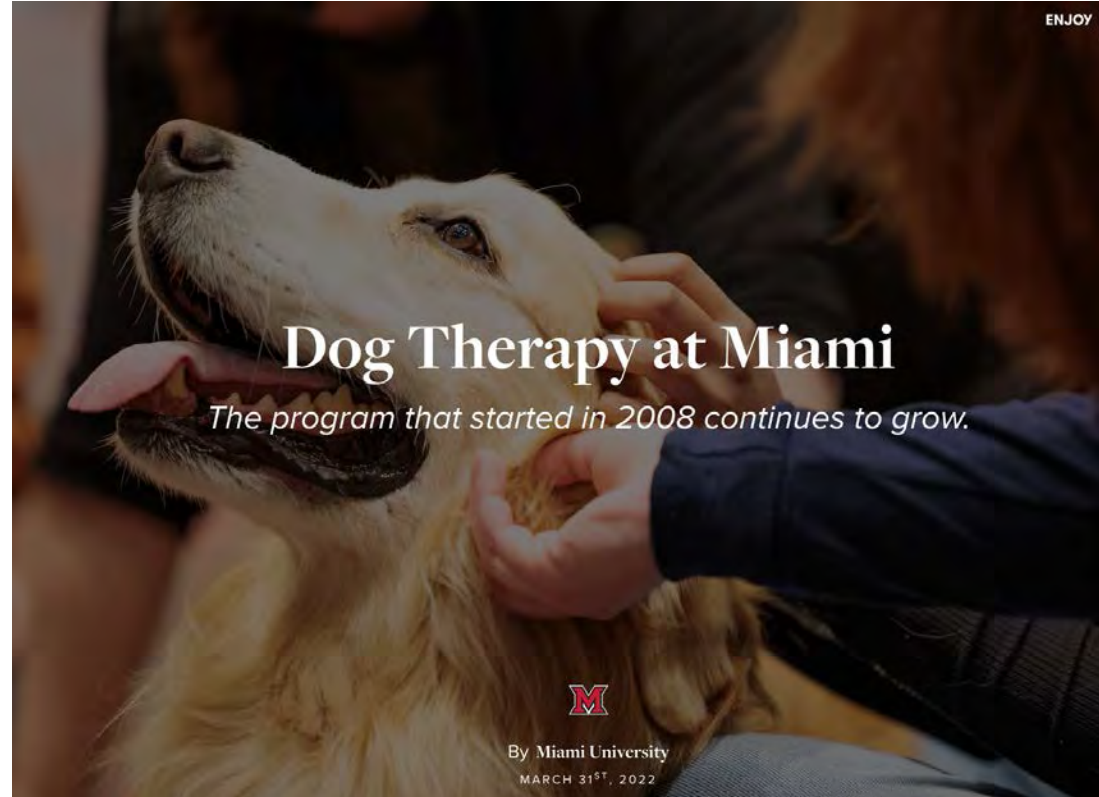
Serve Purposefully

- Ohio School Wellness Initiative
- Truth and Reconciliation Project
- MU Teach program



Connect Intentionally

- Early College Academy
- Progress on DEI Task Force Recommendations
- Focus on caring for mental health



Harnessing the power of data

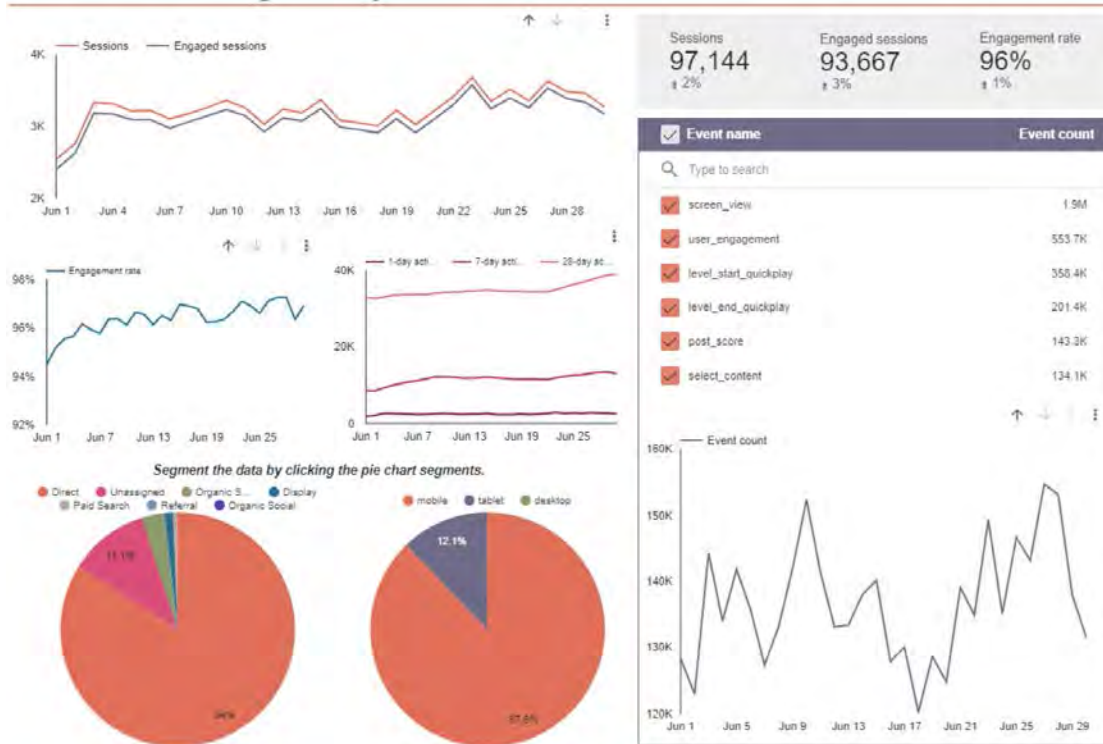


Harnessing the power of data



- Current focus on data to support enrollment management and student success goals.
- Long-term goal to create a data rich culture to inform marketing and communication decisions across the university.

Harnessing the power of data



- Centralize and organize data
- Implement GA4 and integrate with Slate
- Define ideal user journeys
- Standardize UTMs on digital campaigns and strengthen our ability to capture metrics

Goal Metrics

- **Launch a National brand campaign**
 - - Generate at least 57 million impressions
 - - Increase national news media mentions by 5%
- **Support recruitment efforts with timely, high-quality, effective marketing and communications.**
 - - Email, ad open, CTR to exceed industry benchmarks
 - - RFIs to increase by 15%
- **Complete the second and third phases of the website redesign project**
 - - Redesign to drive increase in RFIs
 - - Content will be rewritten on at least 100 marketing-level pages

Goal Metrics

- **Complete the realignment of communications across the university**
 - - Develop centralized KPIs
 - - At least 10% of UCM staff will earn a micro-credential or certificate
- **Create a culture that is welcoming and supportive of community and diversity.**
 - - 100% of UCM staff will attend at least one DEI workshop
 - - At least 10% of UCM staff will earn a micro-credential or certificate

Taking chances



Taking chances



Transforming Transition Areas

What: Branded living wall

Why: Create a stronger brand immersion to the Miami experience through large scale branding through a living plant wall.

Rationale: Utilize existing non-branded plain walls create high impact visuals at transition points in Shriver. Plant walls can increase productivity and creativity and can help to create a community feel.¹



See slide Current State Audit for current photo examples

¹ <https://www.conserve-energy-future.com/benefits-of-green-walls.php>

Selfless Selfies

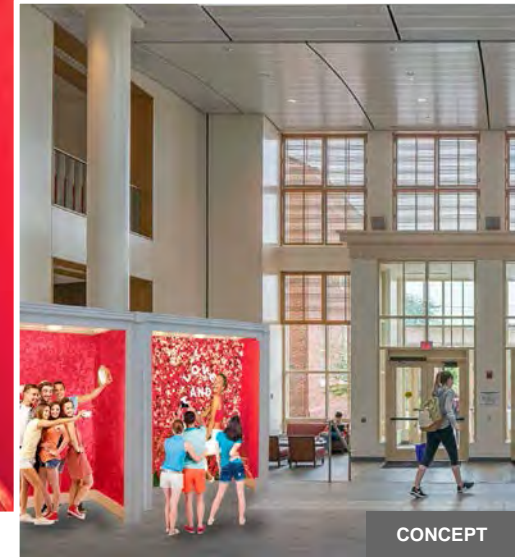
What: Take a selfie and commit to doing something selfless for the world. Temporary selfie booths as part of a give back to Oxford campaign.

Why: Create a set of 5 unique Miami-branded selfie stations that are unveiled one each day at a key location (e.g. Armstrong atrium). High social media impact/reach.

Rationale: Create a unique experience to draw students to a central place. Use the experience to link student organizations focused on good for the community/world and/or Miami-focused community efforts.



220/308



CONCEPT

In Summary

- UCM will continue down the course we've set (Marketing Maturity Model).
- We will become better partners as we organize our internal operations.
- We cannot wait to tell your stories.
- We will measure and analyze everything, and adapt as needed.
- We will take calculated risks and make good faith efforts.



In Summary

Stable. Predictable. Planned.



In Summary

Stable. Predictable. Planned.

Innovative. Renowned. Awesome.

Thank you





December 2022: Board of Trustees

Enrollment Update

Domestic First-Year Recruitment



Fall 2023 Applications

Residency

	2019	2020	2021	2022	2023	Δ 2022 to 2023
Non-Resident	11,993	12,156	13,194	12,290	15,356	24.9%
Domestic Non-Resident	11,022	11,119	12,072	11,089	13,164	18.7%
International	971	1,037	1,122	1,201	2,192	82.5%
Ohio Resident	11,120	11,281	12,401	13,309	14,798	11.2%
Grand Total	23,113	23,437	25,595	25,599	30,154	17.8%



Data as of 12.01.22

Applications

WEST				
2019	2020	2021	2022	2023
938	909	925	814	960
Mountain				
391	334	413	396	435
Pacific				
547	575	512	418	525

Western Region and Divisions



Applications

MIDWEST

2019	2020	2021	2022	2023
16,767	17,028	18,704	19,380	22,019

East North Central

16,054	16,205	17,883	18,521	21,147
--------	--------	--------	--------	--------

West North Central

713	823	821	859	872
-----	-----	-----	-----	-----

Midwest Region and Divisions



Applications

SOUTH

2019	2020	2021	2022	2023
2,052	2,111	2,460	2,149	2,554

East South Central

688	630	759	636	808
-----	-----	-----	-----	-----

South Atlantic

1,200	1,289	1,474	1,298	1,478
-------	-------	-------	-------	-------

West South Central

164	192	227	215	268
-----	-----	-----	-----	-----

South Region and Divisions



Applications

NORTHEAST				
2019	2020	2021	2022	2023
2,422	2,419	2,420	2,105	2,492
Mid Atlantic				
1,508	1,501	1,512	1,405	1,628
New England				
914	918	908	700	864

Northeast Region and Divisions



Ohio Regional



Applications

OHIO				
2019	2020	2021	2022	2023
11,146	11,310	12,453	13,378	14,875
Northern				
3,881	4,067	4,392	4,648	5,358
Central				
3,647	3,528	4,015	4,317	4,702
Southern				
3,618	3,715	4,046	4,413	4,815

Fall 2023 Applications

Top Countries

	2019	2020	2021	2022	2023	Δ 2022 to 2023
Nigeria	12	39	72	79	480	507.6%
Ghana	11	16	27	47	200	325.5%
India	81	86	134	158	162	2.5%
Uzbekistan	1		9	30	148	393.3%
Vietnam	170	290	280	163	141	-13.5%
Bangladesh	6	19	47	96	135	40.6%
Nepal	14	28	36	41	129	214.6%
China	511	345	125	95	91	-4.2%
Ethiopia	13	9	26	27	83	207.4%
Other Countries	152	205	366	465	623	34.0%
Grand Total	971	1,037	1,122	1,201	2,192	82.5%

Data as of 12.01.22



Fall 2023 Applications

Key Indicators

	2019	2020	2021	2022	2023	Δ 2022 to 2023
Applications	23,113	23,437	25,595	25,599	30,154	17.8%
GPA	3.81	3.84	3.85	3.87	3.85	-0.02
Curriculum Strength	14.4	14.5	14.2	13.6	13.9	0.3
% Non-Resident	51.9%	51.9%	51.5%	48.0%	50.9%	2.9%
% Diversity	18.5%	18.6%	18.6%	19.5%	21.0%	1.5%
% First Generation	16.0%	15.9%	15.2%	19.4%	23.3%	3.9%



Data as of 12.01.22

Fall 2023 Applications

Academic Division

	2019	2020	2021	2022	2023	Δ 2022 to 2023
CAS	9,253	9,638	10,336	9,834	10,430	6.1%
FSB	6,314	6,280	7,040	7,316	8,553	16.9%
CEC	3,238	3,088	3,295	3,264	4,265	30.7%
EHS	2,135	1,994	2,349	2,403	3,336	38.8%
CCA	1,108	1,272	1,297	1,415	1,716	21.3%
CLAAS	1,065	1,165	1,278	1,367	1,854	35.6%
Grand Total	23,113	23,437	25,595	25,599	30,154	17.8%



Data as of 12.01.22

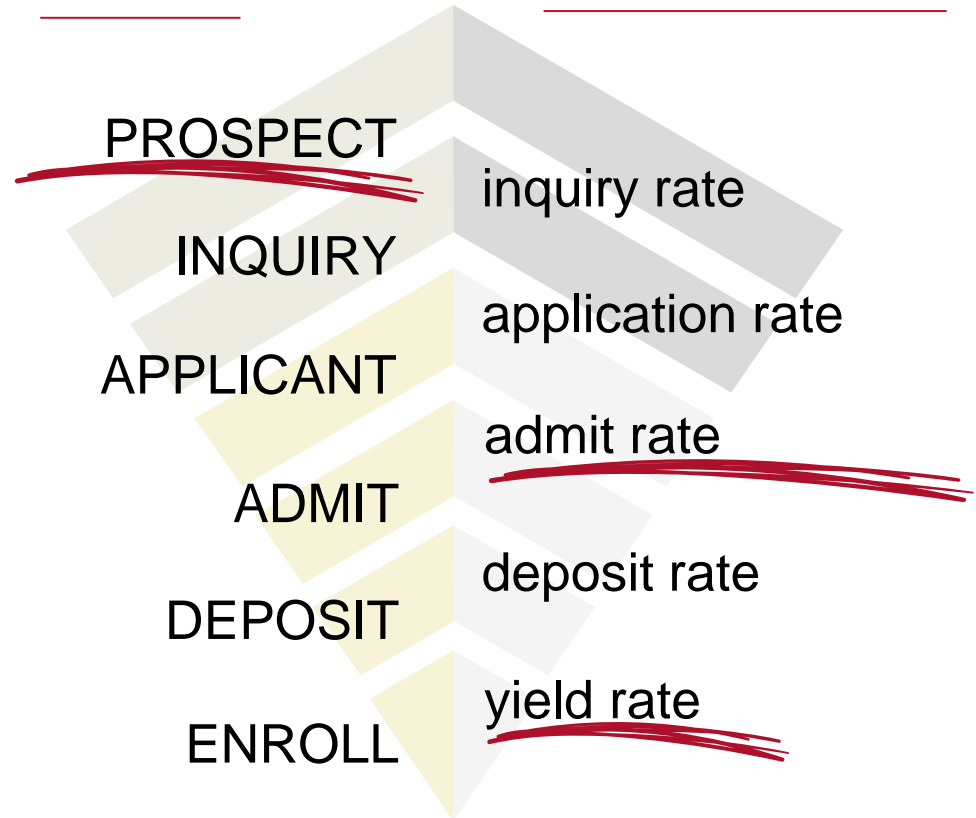
THE FUNNEL

The work of recruitment is organized and accomplished through the “funnel”. This SEM plan will focus on three key stages.



STAGE

CONVERSION



Lead Generation

- Over 97,000 Fall 2023 inquiries to date, up 20.2% year
- Admission representatives have completed over 1,550 travel events compared to 1,400 last year
- Search campaigns are exceeding engagement expectations, and web request-for-information submissions are up over 25%



Visits and Events

- Daily visits are down YOY to date from a record-breaking year, but up ~5% to date over the 2021-2022 cycle
- Launched personalized visit experience on October 1
- Students may search by interest and design their day
- Piloted fall Red Brick Roadshows and divisional receptions



Application Generation

- Application fee was waived for all through November 1, then for all visitors through December 1
- Campaign is exceeding engagement expectations
- Application completion rate remains high, at 96% a few days ahead of a major deadline



Visits and Events

- Make it Miamis and Red Brick Roadshows return
- Offering weekday Admitted Student Information Sessions
- Increasing opportunity for meaningful engagement



International Recruitment



Strategic Initiatives

- QS Analytics: STARS Rating, rankings, marketing, and events
- EM Powerhouse: Strategic planning and rapid agent expansion
- India
 - In-country representative
 - Graduate recruitment
- China
 - In-country representative
 - Ping Pong Digital



Transfer & Graduate





**ENROLLMENT MANAGEMENT
AND STUDENT SUCCESS**



Questions



December 2022

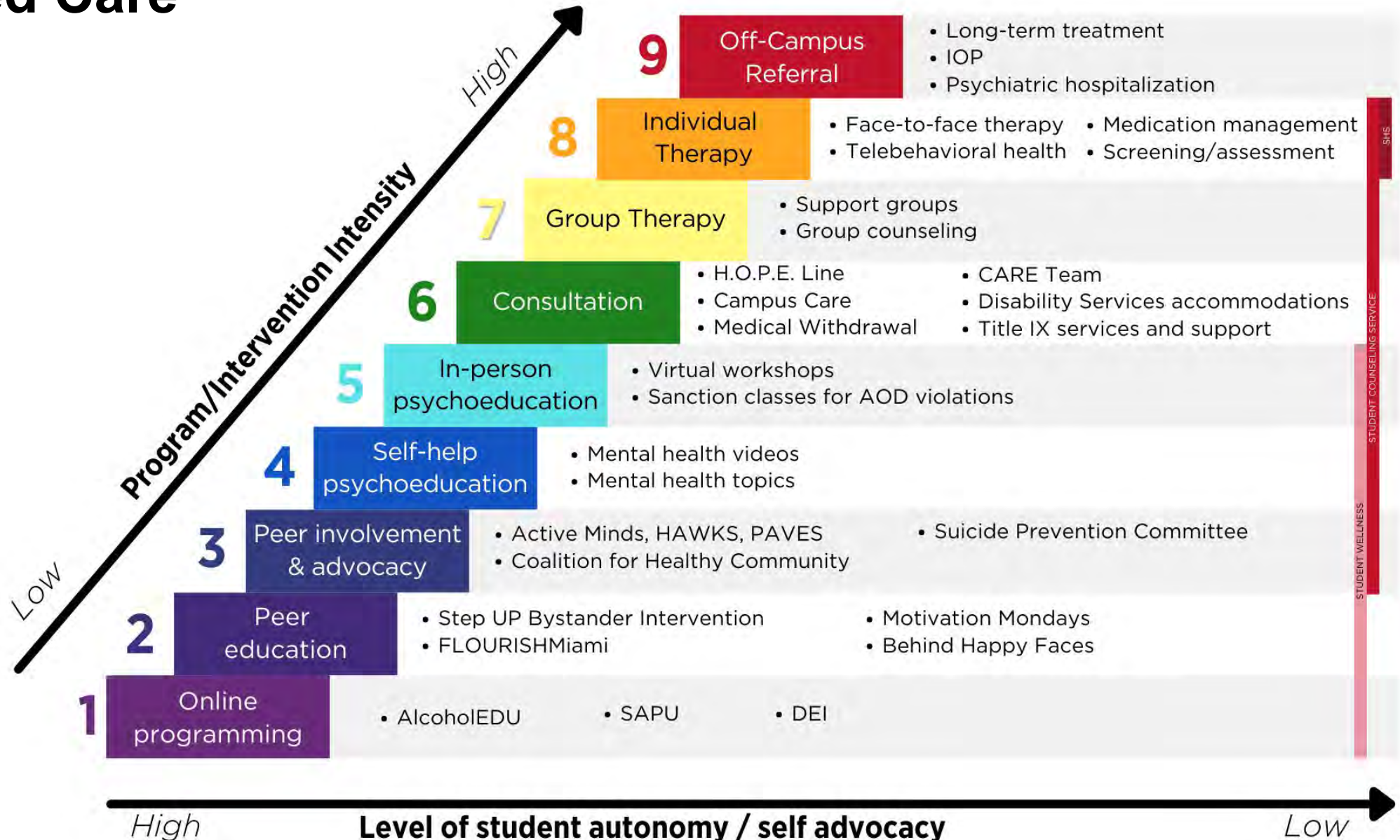
Student Counseling Service



We are facing a crisis of access as opposed to a mental health crisis...



Stepped Care



Stepped Care



Group Therapy

- Support groups
 - Student of Color
 - Lavender Connections
 - Student Athlete
- Workshops and skill building
 - Stress Less
 - Coping Mindfully
- Process groups
 - Grief
 - Art
 - DARE



Campus Care

- Open to all Oxford students
- Brief support
- Locations
 - International Student and Scholar Services
 - Center for Student Diversity and Inclusion
 - King Library



Suicide Prevention Team

- Research collaboration with Ed. Psych
 - Mental health needs assessment
- Suicide Prevention Week
 - Depression screenings
 - Out of the Darkness Walk
 - Behind Happy Faces
- Stress Less Week
 - Collaboration with campus partners



SUN. Oct. 16

**Out of the
Darkness Walk**

Oxford Uptown Park,
1 p.m.

afsp.org/OxfordOH

Mental Health Ally Program

- Classroom Connections
- Mental Health Ally
 - Question Persuade Refer (QPR)
 - Mental Health First Aid (MHFA)
 - Consultation sessions



Dog Therapy

- Weekly at SCS
- Midterms and finals events
- Residence hall outreach
- Grief and trauma support



Counseling Trends

- **Depression** and generalized **anxiety** rates are starting to level off.
- **Eating concerns** and **family distress** have slightly increased.
- Students want **transparency** about the services that can be realistically provided to students.
- Counseling center staff encounter scenarios where they deliver reduced care to students with **high intensity needs**.

Utilization

	National Average	Miami
Avg. number of individual appointments per client.	5.22	7.73
Avg. wait time for initial appointment.	3.42 days	1.55 days
Attended counseling for mental health concerns prior to college.	19.6%	24.8%
Used a prescribed medication prior to college.	7.9%	10.2%

Utilization

	National Average	Miami
Experienced a traumatic event.	7.1%	2.1%
Felt the need to reduce AOD use.	27.7%	9.0%
Seriously considered attempting suicide.	10.9%	7.8%
Made a suicide attempt.	3%	0.2%

Future directions

- Increase staffing
- Case management
- Training partnerships
- Clinical health science academic partnerships



Thank you! Questions?



Miami Online Summary

November 2022

Executive Summary

Prior to Greg Brainard leading Miami Online Oxford (previously eLearning) in July 2021, eLearning had not established a foundation of operations nor created a sustainable plan for growth and long-term success in the national online marketplace for higher education. Greg, his leadership team, and Miami Online Oxford staff have since created and begun implementing a proven foundation for future and ongoing sustainability and growth. Below you will find current and ongoing efforts reflecting Miami Online's commitment to online education excellence and becoming a future national leader in credit and non-credit online education. Early success has lead to two national awards for Miami Online Oxford: the DEI course earned a Telly Award for content excellence. In September 2022, Miami Online Oxford staff members were recognized by UPCEA (the University Professional and Continuing Education Association) for excellence in course design and quality. One of the important goals of Miami Online Oxford is to develop a national reputation in the online education space.

Miami Online Oxford leaders are experts in national and international online educational needs and trends, which make for larger revenue-generating opportunities beyond the Boldly Creative programs. Miami Online Oxford has worked very hard with senior leadership at the Oxford campus to develop and launch credit and non-credit (Professional Ed) programs, modules, etc., that will expand Miami University brand recognition in the online marketplace, generate larger and diverse streams of revenue, and help Miami's individual colleges with nationally-ranked online offerings.

Progress on For-Credit Programs

We are continuing development and revision of several online graduate programs that were proposed through Boldly Creative and are currently enrolling students:

- Master of Business Administration
- Master of Science in Management
- M.Ed. in Special Education
- Masters in Entrepreneurship and Emerging Technology
- Master of Esports Management
- Master of Sport Analytics

In addition, we have developed summaries of several online graduate programs that our research suggests would be in high demand, if they were to be approved and launched:

- M.Ed. in Postsecondary Online Teaching (evaluated by MAPI and forwarded to Dean Lane in EHS)
- Master in Computer Science (evaluated by MAPI and forwarded to Dean Sukumaran in CEC)
- Master in Supply Chain Management (soon to be submitted to MAPI)
- M.S. in Biodesign Tech (soon to be submitted to MAPI)

Miami Online Oxford has also enhanced efforts to improve program quality and resource allocation:

- Collaboration with the Graduate School to produce student testimonial videos for recruitment to our programs. Using our in-house Media Team will ensure the quality of videos and also save some money, compared with external production.
- Collaboration with the Provost's office and CAS to terminate development on the planned online undergraduate degree in Organizational Leadership, based on revised forecasts indicating weak demand. This example demonstrates our commitment to focusing resources on programs that will succeed. We are in discussions with senior leadership at CAS to discover ways of turning Org Leadership content into other, more lucrative offerings, possibly in Professional Education.
- Representatives from our Learning Design and Media Team have attended and presented at regional and national conferences to build their skills, bring back new ideas about efficient, effective technology, and communicate Miami Online's message to peers in Higher Education. In March, representatives from Learning Design will attend the HLC Annual Conference to further strengthen our understanding of accreditation and regulatory issues in online education.

Progress on Professional Education

- Total number of participants in Canvas Catalog (Launch date Sept. 1, 2022): **194**
 - Courses include: CADS Foundations of Data Science, CADS Stats 101, Emotion-Focused Communication Training (EFCT), Miami Writing Institute (MWI), and miniMBA
 - An additional 329 users in platform in non-Prof Ed, internal (Miami) trainings
 - Courses include: OEEO Duty to Report Refresher Training and Teach Online: Delivering a Quality Online Course
- Total number of certificates awarded in Accredible (Launch date Oct. 1, 2022): 23
- In-progress: Faculty being recruited for Leadership Essentials & Digital marketing
- [Link](#) to our current live Catalog page. 3 (miniMBA, MWI, & EFCT) courses are live and open for registration
- miniMBA faculty, who created original modules, have been recruited to make necessary improvements. "[shells](#)" have been created in Catalog and will be ready to go live once the first updated block is available
- "shells" ([foundation + courses](#) and [stackable courses](#)) for the DEI offerings, and these course will be available to go live in mid-January
- We are currently working with several faculty on future potential offerings. These include:
 - A suite of healthcare options with Scripps's Gerontology
 - Several bootcamps and a full suite of options with CADS
 - Healthcare Supply Chain - FSB
 - Business Ethics - FSB
 - Mandated Reporting - EHS
 - Ethical Leadership - EHS
- Representatives from the Professional Ed Team have attended (and presented) at regional and national conferences

Progress on Student Success and Faculty Support

Miami Online's Student Success team supports the effective use of learning technology for students and faculty, serving as Tier 2 support for the Canvas learning management system. We help both constituencies overcome technical barriers and vet and make available additional learning technologies.

We also support greater student success and faculty development through our online program quality standards, based on industry standards (Quality Matters and Online Learning Consortium), with additional stipulations specific to Miami. Quality reviews ensure that courses meet students' learning outcomes. We are currently piloting this process with the online M.S. in Management.

In addition to learning technology and quality assurance, we develop guides and resources for students and faculty, often partnering with the Learning Design team for faculty development. We have launched an online teaching resource site that we hope to serve as thought leadership on a national level: [MiamiOH.edu/teachonline](https://miamiOH.edu/teachonline).

Members of all teams — Learning Design, Media, and Student Success — are partnering with the Center for Teaching Excellence, the Howe Center for Writing Excellence, and others to offer faculty development workshops related to online teaching. In addition, we are delivering quarterly webinars to extend Miami's reputation for online teaching. An upcoming example focuses on proving student mastery while ensuring regulatory compliance with Department of Education standards for instructor-led interaction in the online classroom.

The Student Success and Learning Design teams have fully rebuilt our faculty development course — focused on online course design and delivery – to assist faculty in offering higher quality online courses across the University (whether part of a fee-driven online graduate program or not).

The Student Success team is also at the forefront of teaching and learning analytics. It has developed custom queries to ensure that online graduate students at risk of falling behind can receive the support they need from faculty and program coordinators. We are exploring ways to further this process with automation and more robust data collection.

Representatives from the Student Success team also represented Miami University at the WCET (WICHE Cooperative for Educational Technologies) annual meeting, which concerns digital learning best practices, distance education policy, and state authorization. The Student Success team also presented at a regional conference.



MIAMI UNIVERSITY
HONORS COLLEGE

Year One (2021-2022)

BY THE NUMBERS



1817

Total Honors College
students in 2021-2022



26

National Fellowship
winners, including Miami's
first-ever Gates
Cambridge Scholar



354

Total Honors College
graduates in May 2022



82%

May 2022 Honors
graduates earning a 3.5
cumulative G.P.A. or above



300+

Miami faculty who taught
or mentored honors
students in 2021-2022



3

Brand new Honors
Exclusive Study Abroad
programs at Miami's
Luxembourg campus



11

Urban Leadership
Internship Program interns
working for non-profits in
Dayton in Summer 2022



\$1 MILLION

Committed by Honors alumni
donors for endowed funds to
support faculty development
and student research



2

Honors Faculty-in-
Residence living and
working in the Honors
Residential College



491

Incoming Honors College
students, beginning in the
Fall of 2022



**Want to learn more about
our first year? Scan below**



Click [here](#) to view the 2021-2022 Honors College video



HONORS COLLEGE

Honors College Annual Assessment Report For the 2021-22 Academic Year

Dr. Zeb Baker, Executive Director

Teresa Radomski-Bomba, Associate Director

Erin Wahler, Assistant Director for Student Enrichment

Jonathan F. James, Assistant Director for Student Engagement

Jordyn Clark, Academic Advisor

Christian Morrow, Academic Advisor

Valerie Westin, Academic Advisor

Shannon Schweitzer, Administrative Assistant

This annual assessment report is the first ever submitted by the Honors College, which launched on July 1, 2021. The final two annual reports submitted by the University Honors Program (UHP) in 2020 and 2021 were lengthy dispatches from the planning efforts underway to launch the Honors College by that date, which was a goal that served to focus and organize the work of honors education, even amid the COVID-19 pandemic. The Honors College successfully met this goal, with 508 incoming students taking their place in its inaugural cohort when classes began in August. The planning soon shifted to execution, as this year would be entirely about bringing the Honors College vision to life, especially in three areas – curriculum, advising, and residential education – that represent the core aspirations which inform its intended place and purpose in Miami’s culture of undergraduate learning. Over this past year, the Honors College has put into place the policies, practices, and personnel to eventually translate its good intentions into good outcomes. In turn, this annual report outlines the Honors College’s efforts in these three areas to implement essential methods and mechanisms for measuring and evaluating the efficacy of this vision, seeking to cultivate a culture of assessment at the heart of honors education.

Area 1: Curriculum

The Honors College was conceived as an essentially academic endeavor, functioning as a vehicle for challenging participating students with rigorous learning opportunities. This aspiration begins with its curriculum. Honors courses have been a fundamental feature of Miami’s undergraduate curriculum since the late 1950s, but, in recent years, it has been a tricky exercise to demonstrate how they differ from non-Honors classes. Here, in entering this academic year, the Honors College recognized how it needed to better define the qualities and characteristics differentiating its courses from those available elsewhere in Miami’s curriculum. Once those characteristics were determined, then the Honors College could proceed in constructing a curriculum of its own, with mechanisms for assessing its effectiveness.

This effort to define the basic characteristics of Honors College courses was the primary task of the newly-instituted [Honors College Advisory Committee](#) (HCAC) across the Fall Semester. The faculty, staff, and student members of this committee collaborated across the semester in identifying “defining characteristics,” which ideally shape the pedagogical spirit of each Honors course. HCAC issued its list of three characteristics in December, requiring each course to include research, connections to contexts beyond the classroom, and student-directed learning [see Appendix]. During the Spring Semester, the committee’s work turned to the development of a course approval process that accounts for the ways in which the three defining characteristics are integrated into new Honors courses, as well as existing Honors courses recertified for inclusion in the Honors College curriculum. The new approval process was finalized by the end of the semester, alongside [a new course proposal form](#), which was designed so that faculty who are proposing new Honors courses would have to demonstrate how they are intentionally incorporating these three defining characteristics into their syllabi. A similar form is being developed for divisions and departments to use when recertifying existing courses in the Honors College curriculum.

Moving forward, HCAC and the Honors College intend at least two measures to assess the ways in which faculty are incorporating these characteristics into their classes. First, the Honors College will be tasked with collecting course syllabi to evaluate them for evidence of how the characteristics are finding their way into lessons, readings, and assignments. Second, HCAC will compose additional questions to include on Honors course evaluations, which will ask students to gauge how these three characteristics have been foregrounded across the term. With this information in hand, HCAC and the Honors College will develop annual reports on the ways in which these characteristics are shaping the pedagogical spirit of honors education inside the classroom. These reports will then be used to evaluate whether and how the Honors College curriculum is shaping the intellectual development of students.

Area 2: Advising

In this academic year, the Honors College underwent an organizational restructuring, which resulted in the addition of one net new academic advisor and three dynamically new roles of Associate Director, Assistant Director for Student Enrichment, and Assistant Director for Student Engagement. This reorganization is rightly leading to a re-division of advising caseloads (to be determined and publicized to students by August) that enables each staff member to effectively and efficiently advise students, while also carrying out their respective administrative roles. As a result, this reorganization allows for the construction of a new assessment plan, which will equip the Honors College with approaches for analyzing and understanding the overall impact and effectiveness of its advising policies and practices.

This assessment plan is divided into quantitative and mixed-methods reporting metrics, detailed below. The Honors College intends to implement this plan in the coming AY22-23.

A. Quantitative Reporting Metrics:

- (1) Advising appointments: This metric will measure appointments conducted both in-person and virtually. This data will be reported in aggregate for the Honors College, and then disaggregated by each individual advising professional. With this data in hand, the Honors College will evaluate how frequently they are advising students based on their assigned caseload; and how frequently students are participating in Honors advising. All of this data can be collected from Navigate.
- (2) Student standing: This data is intended to show a student's progress towards the completion of their Honors College requirements. All students are required to complete eight Honors experiences and this reporting metric will allow the advising team to identify a range of factors that contribute to a student's failure to progress through these requirements. This data will be collected from our internal database.
- (3) Attrition rates: The inception of the Honors College has brought a new curriculum and changing attrition rates provide valuable insight into the impacts of the new curriculum. With the inception of the Honors College, a 3.25 GPA threshold was instituted for all students to clear in order for them to maintain their status as a participant in the Honors College, which is being measured by the Honors College advising staff on an annual basis for first-year students and on a semester-by-semester basis thereafter. Students are removed from the Honors College if they do not maintain this GPA and this data will be gathered after each review. Similar to the GPA requirement, the Honors College will track how many students are removed because they have failed to make sufficient regular progress in fulfilling their eight required Honors experiences. Additionally, a number of students each year choose to withdraw from the Honors College, and this number is collected and stored internally, using our Honors Withdrawal Form. It will be beneficial to further disaggregate attrition rates between UHP and Honors College admits, as students continue to progress through the Honors College.
- (4) Transcript notation: Any Honors College student who graduates with a cumulative GPA of 3.50 or higher earns University Honors, as well as the Honors transcript notation. This is an important metric to report, revealing the overall success of honors students in progressing through their Honors College requirements and their degree plans. This data about individual students will be collected after each graduation period (May, August, and December) and housed in our internal alumni database. On a university level, the Honors College will collaborate with EMSS to appropriately place graduating honors student achievement within the context of Miami's overall four- and six-year graduation rates using its data analytics tools. These reports will be pulled annually.¹

¹ It should be noted here that, until AY24-25, most graduates earning University Honors (or University Honors with Distinction, if they have completed the optional culminating project) are likely to have been admitted first into the UHP and completing UHP requirements. Until students admitted directly into the Honors College (those who began in Fall 2021 and later) start to graduate, we will disaggregate UHP and Honors College data, continuing this practice until all UHP admits are graduated.

B. Mixed Methods Reporting Metrics:

This metric is a work-in-progress, which is being developed to launch in Fall Semester 2022. The Honors College (and the UHP before it) has not yet had a formal metric that gathers qualitative feedback from its students, and several options are being explored. For instance, in the coming months, Navigate will introduce a feature that permits simple post-attendance surveys to be sent to all students. Such a survey would be an ideal method for data collection and student feedback; however, this method is being developed externally and the timeline is not our own. Several other campus advising departments offer their own versions of post-attendance surveys: indeed, an interdepartmental committee has recently been formed under the auspices of the Miami University Academic Support and Advising Association to connect and enhance departmental and campus-wide advising assessment efforts. Both of the Honors College's Assistant Directors are members of this committee and they are working to develop a survey to offer to honors students after their advising appointments to gather real-time, qualitative feedback.

Area 3: Residential Education

The inaugural year of the Honors College simultaneously witnessed the launch of the Honors Residential College (HRC), housed in Hillcrest, Stonebridge, and Young (formerly Beechwoods) Halls on Western Campus. Serving as the fundamental building block for community in the Honors College, the HRC was established through partnership and planning with key campus stakeholders, particularly the Office of Residence Life (ORL) and the Campus Services Center. This first year was generally taken as one in which the Honors College staff, our new Honors College faculty-in-residence, and our partners could learn what it will take to support residential programming and develop enhanced opportunities for faculty and staff engagement in HRC spaces where students live and learn. The lessons of this year will assist the Honors College to develop residential education that will become a foundational experience for first-year honors students, as well as for rising second-year honors students who wish to continue their HRC experience. These enhanced opportunities will ensure that the HRC is a prime location for involvement, collaboration, and leadership development.

These lessons learned will assist the Honors College in its future efforts to establish a robust partnership agreement with ORL heading into AY22-23. This agreement will lay out the responsibilities for each functional area and articulate a framework for collaboration between ORL and the Honors College on the development of a four-semester residential curriculum, a maximized role for the Honors Faculty-in-Residence, an enduring basis for faculty/staff engagement, and an avenue for involvement by the Honors Student Advisory Board in building community.

Efforts to review data from ORL's Assessment of Living and Learning (ALL Survey) is being used to better understand the student experience from this first year of the HRC. This data is being used in the separate but collaborative efforts from the Honors College and ORL to develop and fulfill a partnership agreement ahead of AY22-23. Furthermore, the Honors College will be collaborating with ORL in AY22-23 to assess specific efforts put in place through the enactment of the holistic residential curriculum.

The months ahead will see continued efforts between Jonathan James, Assistant Director for Student Engagement, and Dr. Carolyn Haynes, Honors College Faculty in Residence, to finalize an articulated mission and vision for the HRC. These collaborative efforts will greatly assist in bringing the development of a specific residential curriculum to fruition. The HRC residential curriculum will maximize efforts from all HRC stakeholders and enhance our students' residential education and Honors College experience.

Appendix: **Defining Characteristics of Honors College Courses**

Honors education is characterized by in-class and extracurricular activities that are measurably broader, deeper, or more complex than comparable learning experiences typically found at institutions of higher education. Honors experiences include a distinctive learner-directed environment and philosophy, provide opportunities that are appropriately tailored to fit the institution's culture and mission, and frequently occur within a close community of students and faculty.

– National Collegiate Honors Council (NCHC), “Definition of Honors Education,” 2019.

The Miami University Honors College offers a rigorous, engaging, and distinctive learning experience for its honors students, utilizing the NCHC’s definition above as the foundation for its academic mission. The Honors College fosters an academic environment within its course offerings that builds community and inspires and challenges honors students to build their academic competence by connecting classroom learning to their learning outside the four walls of a classroom, and integrating intellectual concepts and tools to assume deeper relevance and application to the world at large. To this end, Miami faculty, staff, and student members of the Honors College Advisory Committee (HCAC) have developed the following set of defining characteristics of Honors College courses, to be used by faculty to shape the pedagogical spirit of their course.

Faculty who propose new Honors College course offerings, and those who teach existing courses, integrate these characteristics into their plans and approaches for their courses. Although these characteristics are defined here individually, it is the judgment of HCAC that each of them can be conceived as working well in conjunction with one another. These characteristics will assist faculty in developing courses into a learning experience distinct from non-Honors versions of the same course and/or other non-Honors courses in their cognate areas. These characteristics are also designed to be flexible enough to give faculty the freedom to design lessons, projects, and assignments that align with their particular cognate area. HCAC recognizes that there is no one way to teach an Honors course. However, these characteristics acknowledge that there are best practices and approaches which each faculty member should consider when designing Honors courses, which makes an Honors learning experience distinguishable.

From the following list of characteristics, faculty are required (A) to incorporate research at some level; and (B) to demonstrate how they will embed at least one (1) of the other characteristics into the course.

Research

A unique component of an Honors student’s education is engaging in a research experience that builds from a semester-long course and accumulates across a student’s time in the Honors College. In Honors courses, students will be exposed to various methods and approaches to conducting research, whether in a laboratory, classroom, library, school, or field setting. Within the disciplinary and subject constraints of a particular course, the faculty member will provide students with some degree of freedom in research topic, design, activities, and/or write-up. This degree of freedom is necessary to facilitate student curiosity, the ability to delve into ideas at greater depth, and encourage ownership of their intellectual adventures across courses.

Connections to concepts outside the classroom

Honors students connect course material to larger issues beyond the classroom, appreciating the reach and relevance of their learning to local and/or global issues and concerns. Faculty challenge students to reflect on what they have learned, identify gaps in their current knowledge, and understand how their learning to date can be applied in the world.

Student-directed learning

Honors students are encouraged to take initiative in their learning. They are given a variety of opportunities to become active participants in the exploration and application of course material. With activities such as data collection and analyses, critiquing various sources of information, leading class discussions, and peer editing work, faculty allow for honors students, individually and collectively, to intensively explore ideas, topics, and material throughout the semester. Student-directed learning contributes to academic competence and intellectual curiosity, engaging in projects that are both challenging and rewarding as they are on the path to becoming critical thinkers and active learners.

BOLDLY CREATIVE UPDATE

November 2022

GENERAL STRATEGIES FOR PROGRAM SUCCESS

- 1) Make sure each program has a metric for success. Set a timeline for program to meet outcomes (e.g., 5 years after program launch), and ask deans to work with department chair and faculty to establish exit strategy.
- 2) Relocate the program into a different department or division which has the appropriate support mechanisms to increase chances for success.
- 3) Merge the program with other similar programs.
- 4) Revise program using data (e.g., 360° Program Assessment with EAB; deep dive analysis in to Gray Scorecard; benchmarking with similar programs with greater success)
- 5) Request a Department Planning Improvement review.
- 6) Sunset programs that do not have a clear chance of success.

NOTE: ADMINISTRATIVE MARKETING AND POSITIONS IN EMSS ARE NOT INCLUDED IN ANY OF THE ABOVE. WE HAVE SIGNIFICANT INVESTMENT IN THAT ADDED INFRASTRUCTURE AND MARKETING: \$4,102,199 IN CUMULATIVE ONE-TIME OPERATIONAL & \$394,545 IN ANNUAL PERMANENT PERSONNEL

ROUND 1 (APPROVED IN 2019-2020)

CLINICAL HEALTH - NURSING

ORIGINAL TARGET ENROLLMENTS: 320 for bachelor's program; 50 for MSN programs (combined); 8 for DNP

CURRENT ENROLLMENT: 241 in bachelor's program (Oxford only); 20 students (total) in all MSN programs

TOTAL AMOUNT FUNDED: \$4,592,442 in cumulative one-time operational & \$2,877,222 in annual permanent personnel (this is for all clinical health – nursing and graduate programs)

PROGRESS STEPS:

- Courses developed, approved and implemented; faculty and staff searches completed, building plans developed and tuition structure approved; Miami Online Regionals working very well with program, UCM, and EMSS on marketing/enrollment
- Undergrad enrollment has exceeded target, and master's program enrollment is very near target.

CHALLENGES:

- Need more streamlined support for marketing efforts
- Delay in building renovations in Oxford due to supply chain issues
- Accreditation will not occur until Fall 2023 (rule of national accreditation board) – first two cohorts start program without program being accredited

ACTION STEPS FOR THIS YEAR:

- Complete two searches: director of simulation, nursing operations specialist, tenure-track faculty
- Complete course development for DNP for Fall 2024 launch
- Complete self-study for accreditation and preceptor agreements
- 2021-22 marketing budget: \$105K; 2022-23 digital marketing budget: \$219K

RECOMMENDATIONS:

- Continue benchmarking to identify cost efficiencies.

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

ORIGINAL TARGET ENROLLMENTS: 20 for PA program in year 1 moving to 60 by year 7; 15 for Certificate by year 2 moving to 50 by year 7; 20 for MMS Biomed Sci moving to 40 by year 4.

CURRENT ENROLLMENT: Programs not yet launched

TOTAL AMOUNT FUNDED: SEE ABOVE.

PROGRESS STEPS:

- Searched and hired clinical education director, academic director, department admin, medical director, and primary faculty
- Secured internal approvals for MS Biomed, MM Physician Associate, Certificate
- Participated in building plans
- Received initial provisional approval from professional accrediting body and request approved by Higher Learning Commission
- Website for Pre-medical post Bacc. Up; marketing for certificate and M.M.S. Biomedical Sci. developed and launched

CHALLENGES:

- Timeline adjusted due to accreditation requirements and building delay due to COVID; initial consultant who was hired did not work out; marketing needs

GOALS FOR UPCOMING YEAR:

- Secure affiliation agreements, hire remaining faculty and staff, and admit first cohort of students for PA (20 students) and M.M.S. Biomedical Sciences (10 students)
- Finalize building plans

NOTES:

These programs are now on track following COVID-related delays. However, they have adjusted enrollment targets downward. CAS now has a plan for administering the MS and certificate programs, and the MMS Biomedical Science and Post-Baccalaureate Certificate rely on existing courses and faculty.

B.S. AND M.S. CYBERSECURITY

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

CURRENT ENROLLMENT: N/A; B.S. program is undergoing approval; M.S. program not yet developed

TOTAL AMOUNT FUNDED: \$155,918 in cumulative one-time operational & \$443,200 in annual permanent personnel

PROGRESS STEPS:

- Completed proposal for the BS Cybersecurity (now seeking Trustees' approval); expected to launch in fall 2023
- Hired three new faculty with one serving as the center director

GOALS FOR THIS YEAR:

- Hire additional faculty member (TCPL or T/TT)
- Complete development of graduate level courses and lab designs.
- Create external advisory board, and establish funding streams

RECOMMENDATIONS:

- Work on developing collaborations and appropriate consolidation across CEC, ISA and CIT to advance success of all programs.

DATA ANALYTICS - M.S. BUSINESS ANALYTICS

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

CURRENT ENROLLMENT: 22 STUDENTS

TOTAL AMOUNT FUNDED: \$135,619 IN CUMULATIVE ONE-TIME OPERATIONAL & \$63,710 IN ANNUAL PERMANENT PERSONNEL

PROGRESS STEPS:

- Program launched on time – in third year now
- Strong placement rate for graduates
- Now in third year of program with enrollments trending upward and meeting targets (first cohort graduated 18 students; second cohort graduated 13; and incoming cohort has 25 confirmations)

CHALLENGES:

- Marketing

GOALS FOR UPCOMING YEAR:

- Hire TCPL faculty
- Enhance marketing strategy and recruitment efforts; marketing spend 2021-22: \$117K; for 2022-23: \$256K

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

TOTAL AMOUNT FUNDED: \$34,695 IN CUMULATIVE ONE-TIME OPERATIONAL & \$207,750 IN ANNUAL PERMANENT PERSONNEL

PROGRESS STEPS:

- A new Director, David Scoville, was hired in 2022
- A new contract was signed with the Cleveland Clinic for CADS to continue offering data science training and up-skilling courses to Cleveland Clinic Employees
- CADS student project courses were initiated with Cardinal Health, Fifth Third, and Cleveland Clinic

RECOMMENDATIONS:

- Continue developing industry partnerships for professional education.

DATA ANALYTICS – B.A. AND M.S. DATA ANALYTICS

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

CURRENT ENROLLMENT: 89 IN BACHELOR'S PROGRAM; MS PROGRAM WAS NOT DEVELOPED.

TOTAL AMOUNT FUNDED: \$43,872 IN CUMULATIVE ONE-TIME OPERATIONAL & \$152,350 IN ANNUAL PERMANENT PERSONNEL

PROGRESS STEPS:

- All courses developed and approved and program launched
- Master's degree and additional concentrations for undergraduate program have been suspended due to lower than expected enrollment in bachelor's program

NOTES & RECOMMENDATIONS:

- Development of MS program was suspended since the bachelor's program enrollment was lower than expected.
- Continue benchmarking to identify cost efficiencies.
- Consider collaborations with MS Business Analytics.

DATA ANALYTICS – M.S. SPORTS ANALYTICS

ORIGINAL ENROLLMENT TARGET: 10 students per cohort in year 1 ramping up to 12 students in year 5

CURRENT ENROLLMENT: 5 students

TOTAL AMOUNT FUNDED: \$118,766 IN CUMULATIVE ONE-TIME OPERATIONAL & \$109,650 IN ANNUAL PERMANENT PERSONNEL

PROGRESS STEPS:

- Launched sports analytics summer academy (meeting target of 15 students)
- Hired new assistant professor
- Secured approval of master's program and launched program last spring
- Four of the MS Business Analytics courses developed as online for this program to be 100% online

CHALLENGES:

- Enhanced recruitment and marketing
- Time consuming nature of building online versions of courses

GOALS FOR UPCOMING YEAR:

- Develop new and revise existing courses for online delivery
- Forge strategic industry partnerships, and boost marketing efforts (develop partnership with OHSAA)
- Exceed target enrollment goals for graduate program (20 students by 2025-2026)
- Working on partnership with Lunex University in Luxembourg for student exchange program

RECOMMENDATIONS:

- Work with department to identify ways of scaling the enrollment beyond the projected target enrollment.

M.S. eSPORTS MANAGEMENT

ORIGINAL TARGET ENROLLMENT: 25 per cohort for the master's program

CURRENT ENROLLMENT: 5 students

TOTAL AMOUNT FUNDED: \$699,910 IN CUMULATIVE ONE-TIME OPERATIONAL

PROGRESS STEPS:

- Centralized marketing efforts including social media marketing efforts as well as efforts to engage all Miami May 2022 graduates
- Began working with Miami Online Oxford to revise delivery mode for courses
- Established a new relationship with Greenberg Traurig to develop an Esports law course.

CHALLENGES:

- Six students are currently enrolled to start the degree in Fall 2022

GOALS FOR UPCOMING YEAR:

- Use student feedback on courses and internships and enrollment data to make adjustments.
- Launch second cycle of marketing and admissions to build our second cohort for 2023, with targeted advertisement at established esports events such as conferences or tournaments (spend: \$50K); marketing spend for 2022-23: digital: \$70K; partnership with OHSAA: \$25K.

RECOMMENDATIONS & NOTES

- Department is making progress on meeting goals, but enrollment targets are very modest, have been lowered to 15 per cohort, and need to be boosted for Return on Investment
- Need a P/L spreadsheet run for program based on enrollment projections

MICROCREDENTIALS (HURN)

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

CURRENT ENROLLMENT: 10 net new students since its inception in 2020

TOTAL AMOUNT FUNDED: \$0

PROGRESS STEPS:

- Launched 30 microcredentials and a webpage over past three years
- Number of applicants has increased each year

RECOMMENDATIONS:

- Rebrand these as “badges” for already matriculated students as a strategy for advancing student success (rather than external industry partnerships/professional education)

M.S. IN MANAGEMENT

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

CURRENT ENROLLMENT: 10 STUDENTS IN ONLINE PROGRAM

TOTAL AMOUNT FUNDED: \$366,975 IN CUMULATIVE ONE-TIME OPERATIONAL & \$63,710 IN ANNUAL PERMANENT PERSONNEL

PROGRESS STEPS:

- Staffing reorganization to provide more infrastructural support for program
- Increased enrollment in program by more than 30% (total of 19 students in last cohort) but this is still below target of 40 students (likely due to COVID). Hybrid approach may have impacted students who wanted full online program.

GOALS FOR UPCOMING YEAR:

- Enhanced recruitment efforts
- Enhanced marketing strategy: digital marketing spend 2021-22: \$135K F2F and \$213K online; for 2022-23: online: \$137K and F2F \$89K (plus a \$80K spend for all online graduate programs)

RECOMMENDATIONS:

- Focus on creating 3+1 and 4+1 pathways and marketing this program to matriculated undergraduate students who can complete program following completion of baccalaureate degree
- Consider combining this program with other professional master’s “management” program such as ESport Management.

ROBOTICS - ADVANCED INTEGRATED MANUFACTURING CERTIFICATE

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

CURRENT ENROLLMENT: Program launches this winter term with 12 students (client is Wright Patterson Air Force Base)

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

PROGRESS STEPS:

- Gained approval for the Graduate Certificate.
- Developed three in-person workshops and six online courses
- Developed mechanism for simultaneous offerings of these courses to students choosing to pursue graduate credit and students/professionals choosing to take these courses as non-credit towards their professional development.
- Working on industry and government contacts
- Working on developing online courses

RECOMMENDATIONS:

- Ask program to develop a strategic list of potential industry partners and a timeline of action steps. WPAFB has indicated interest in continuing program.

ROBOTICS – BS ROBOTICS ENGINEERING TECHNOLOGY (REGIONALS)

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

CURRENT ENROLLMENT: Zero this fall

TOTAL AMOUNT FUNDED: \$540,960 IN CUMULATIVE ONE-TIME OPERATIONAL & \$86,568 IN ANNUAL PERMANENT PERSONNEL

PROGRESS STEPS:

- Launched concentration and certificate program
- Began work on articulation agreements with feeder institutions

CHALLENGES:

- COVID hindered enrollment and retention; online format did not work well for some of the courses in the program

GOALS FOR UPCOMING YEAR:

- Hire laboratory staff member
- Develop proposal for Industrial Robotics Certificate
- Complete articulation agreements with feeder institutions
- Begin preparing for accreditation, and implement assessment plan
- Enhance marketing efforts

NOTES:

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

ROBOTICS - BS ROBOTICS ENGINEERING (OXFORD)

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

CURRENT ENROLLMENT: 25 students

TOTAL AMOUNT FUNDED: \$793,656 IN CUMULATIVE ONE-TIME OPERATIONAL & \$237,955 IN ANNUAL PERMANENT PERSONNEL

PROGRESS STEPS:

- The Industrial Robotics Laboratory launched
- Offered two required Robotics Engineering classes (ECE317 and 414) for the first time.
- Obtained a \$216K Ohio RAPIDS4 equipment grant to augment the budget.

CHALLENGES:

- In the current application cycle, 60 students applied, 48 were accepted and 10 confirmed. This is still below target.

GOALS FOR UPCOMING YEAR:

- Work with CEC and university offices to recruit students.
- Begin offering upper level classes
- Augment the Industrial Robotics Lab and Computer Vision Lab, and write another RAPIDS proposal to obtain additional lab equipment.
- Prepare for ABET accreditation.

RECOMMENDATIONS:

- Continue benchmarking to identify cost efficiencies, and explore collaborations with Robotics Engineering Technology program.

ROUND 2 (APPROVED 2020-2021)

M.S. CLINICAL ENGINEERING

ORIGINAL TARGET ENROLLMENT: 24 FTE IN YR 1 MOVING TO 480 FTE BY YR 5

CURRENT ENROLLMENT: N/A; program has not launched

TOTAL AMOUNT FUNDED: \$641,255 IN CUMULATIVE ONE-TIME OPERATIONAL

PROGRESS STEPS:

- Two new minors approved
- Proposal developed for MS program, and internal approvals secured
- Outreach to hospitals and companies

CHALLENGES:

- Unanticipated delay in approval at state (CCGS) – approval expected by January 2023

GOALS FOR UPCOMING YEAR:

- Recruitment for programs
- Begin offering courses and workshops

DIGITAL INNOVATIONS & MEET

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

CURRENT ENROLLMENT: 8 students

TOTAL AMOUNT FUNDED: \$332,255 IN CUMULATIVE ONE-TIME OPERATIONAL & \$132,884 IN ANNUAL PERMANENT PERSONNEL

PROGRESS STEPS:

- Worked with David Hunt on social media marketing efforts as well as efforts to engage all Miami May 2022 graduates; 2021-22 digital marketing spend \$91K
- Worked with the Graduate School and graduate admissions to launch all of the appropriate weblinks and degree options required for admissions. MEET program personnel worked with graduate admissions to recruit and admit students to the program.
- One student will graduate from the program in August 2022.
- All program courses were initiated with Online Learning in AY 2022.

CHALLENGES:

- Personnel issues: Three different point persons in Graduate Admissions and change in personnel in Miami Online; the hiring of an Associate Director for ETBD Programs was delayed due to failing a search on a technicality.
- Eleven students are currently enrolled to start the degree in Summer 2022 (Goal was 15) (nine currently enrolled).

GOALS FOR UPCOMING YEAR:

- Graduate first full cohort in May 2023. All courses will be taught for the first time including the boot camp experience and internships. This inaugural cohort will provide valuable feedback on the program logistics and student experience.
- Complete second cycle of marketing and admission to build our second cohort for Summer 2023. With enhanced face-to-face recruiting by new associate director

- Develop a P/L spreadsheet to evaluate all expenses and projected enrollments
- 2022-23 digital marketing spend: \$93K

NOTES:

- Enrollment targets have not been met and have been adjusted downward. Adjusted enrollments to 11, 24, 36, 48 for years 1-4 from 3, 30, 45, 60.
- Adjusted student costs to make tuition all inclusive to \$4800/student. This covers travel costs for boot camp and Oxford based kick off, as well as course materials. We cannot continue this practice.
- Break even is year 2 (2023-2024). Need to set up exit strategy.

ROUND 3 (APPROVED 2021-2022)

ENHANCING MIAMI ONLINE OFFICE

TOTAL AMOUNT FUNDED: \$341,456 IN CUMULATIVE ONE-TIME OPERATIONAL & \$824,241 IN ANNUAL PERMANENT PERSONNEL

PROGRESS STEPS:

- Adjusted enrollment projections
- Made progress on online development of all Boldly Creative Round 3 programs
- Created new plan for professional education; launched 2 PE programs on Canvas Catalog
- Staff reorganization
- Developing master plan for online education at Miami

CHALLENGES:

- Leadership turnover which led to unmet promises
- Staffing shortages in key areas of need
- Professional ed challenges: sales tax laws, contract issues, policy revisions
- Marketing

GOALS FOR UPCOMING YEAR:

- Complete BC3 projects
- Create new professional ed programs and enhanced infrastructure that will be revenue generating
- Complete implementation of Miami online master plan

M.S. CURRICULUM & INSTRUCTION – NEW ONLINE PROGRAM

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

CURRENT ENROLLMENT: N/A; program has not launched

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

PROGRESS STEPS:

- Completed proposals for 13 courses, and began online development of courses
- On track to reach enrollment target of 20 students per cohort by summer 2024
- Program approved at state; awaiting formal letter from Chancellor (expected by late December 2022)

CHALLENGES:

- Shortened funding cycle
- Delay in course development due to backlog in Miami Online

GOALS FOR UPCOMING YEAR:

- Complete online development of courses

- Develop partnerships with school districts
- Recruit and enroll first cohort

NOTES:

Gray Associates predicts that the program will do well. Can we set more ambitious enrollment goals?

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

ORIGINAL TARGET ENROLLMENT: 40 in yr 1 moving to 10 by yr 5 10 IN YEAR 5? DO YOU MEAN 100?

CURRENT ENROLLMENT: 54 STUDENTS

TOTAL AMOUNT FUNDED: \$1,277,183 IN CUMULATIVE ONE-TIME OPERATIONAL

PROGRESS STEPS:

- MBA curriculum developed for online delivery
- Launched program in fall 2021 (cohort of 30 students enrolled)
- Secured new online marketing partner (Carnegie); 2021-22 market spend: \$158K F2F and \$335K online
- Reorganization of staffing to support program

CHALLENGES:

- Pandemic, making enrollment forecasting difficult

GOALS FOR UPCOMING YEAR:

- Continue implementation of program, increased marketing efforts (2022-23 marketing spend: \$336K online and \$256K F2F).

NOTES:

- Plan to become self-sustaining by 2024

GEOSPATIAL CERTIFICATE – ONLINE DELIVERY OF EXISTING PROGRAM

ORIGINAL TARGET ENROLLMENT: 10-19 STUDENTS

CURRENT ENROLLMENT: N/A; program not launched yet

TOTAL AMOUNT FUNDED: \$25,380 IN CUMULATIVE ONE-TIME OPERATIONAL

PROGRESS STEPS:

- Developing four fully online courses in collaboration with Miami Online
- Crafting a marketing strategy with University Communications and Marketing

GOALS FOR UPCOMING YEAR:

- Increasing enrollment
- Creating assessment plan

NOTES:

- Program needs to continue making concerted efforts to meet (and hopefully exceed) target goal of 10-19 students completing the program each year.

B.A. ORGANIZATIONAL LEADERSHIP – ONLINE DELIVERY OF EXISTING PROGRAM

ORIGINAL TARGET ENROLLMENT: 30 IN YEAR 1 MOVING TO 60 BY YEAR 5

CURRENT ENROLLMENT: N/A – ELECTED NOT TO MOVE PROGRAM ONLINE DUE TO DATA ANALYSIS

TOTAL AMOUNT FUNDED: \$77,085 IN CUMULATIVE ONE-TIME OPERATIONAL & \$71,812 IN ANNUAL PERMANENT PERSONNEL

PROGRESS STEPS:

- Created an online version of SOC 153 and have started an online version of SOC 262.

CHALLENGES:

- Leadership change in Miami Online delayed work on online delivery

ACTION STEPS FOR UPCOMING YEAR:

- Suspend development of online delivery since Gray Associate data did not seem promising

NOTES:

- This project was suspended as the data did not suggest that there would be a strong Return on Investment.

M.S. SPECIAL EDUCATION – ONLINE DELIVERY OF EXISTING PROGRAM

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

CURRENT ENROLLMENT: 71 in online version (up from 26 three years ago)

TOTAL AMOUNT FUNDED: \$65,114 IN CUMULATIVE ONE-TIME OPERATIONAL

PROGRESS STEPS:

- Course development for the program is now complete
- Two grants secured to support diverse student enrollment in program
- Overall enrollment in program (both F2F and online enrollment) as well as applications for fully online version has increased over past three years
- Digital marketing developed: 2021-22 spend: \$167K; 2022-23 spend: \$162K

NOTES:

- This project shows promise but we need to continue to be vigilant about scaling up the enrollment.

ROUND 4 (APPROVED 2022)**FEEDBACK LOOPS (ASSESSMENT OF DIVERSITY EFFORTS)**

TOTAL AMOUNT FUNDED: \$12,119 IN CUMULATIVE ONE-TIME OPERATIONAL

PROGRESS STEPS:

- The project proposal objective included holding a series of feedback loop sessions via focus groups with various student groups from underrepresented communities. The second objective was to train and support graduate students in research through this project.

CHALLENGE:

- Due to COVID, the method shifted from focus groups to one-on-one interviews with students.

ACTION STEPS FOR UPCOMING YEAR:

- Continue analyzing data from the focus groups and interviews, with the aim to turn this into a research paper, conference presentation, and executive summary.

NOTES:

- This project has been completed; no additional funding to be provided.

FOR GREATER GOOD (FACULTY DEVELOPMENT FOR STUDY ABROAD)

TOTAL AMOUNT FUNDED: \$80,000 IN CUMULATIVE ONE-TIME OPERATIONAL

PROGRESS STEPS:

- Call for proposals issued
- Six faculty submitted proposals and were accepted and formed a community of practice.

CHALLENGES:

- Faculty from only two divisions applied suggesting that greater encouragement of faculty from other divisions is needed.

GOALS FOR UPCOMING YEAR:

- Recruit an additional 3-5 faculty to develop FGG programs, with an emphasis on more equal divisional representation and greater faculty diversity.
- Identify a program provider that can assist in the development of “FGG hubs” in cities like Chicago, Houston, Washington, DC and Los Angeles where multiple FGG programs can be rotated.

NOTES:

- This project will be supported by the Education Abroad Office in the future.

KICKGLASS CENTER (CENTER FOR ADVANCING DEI EFFORTS)

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

PROGRESS STEPS:

- Launched Beyond Ready CQ program and integrated it into first year business core
- Created online resources for students and training programs for faculty, advisors and alumni
- Launched KICKGLASS verified internships
- Offered Dialogues Across Difference program for students (7-week program)

CHALLENGES:

- Post-pandemic environment makes it challenging to generate revenue through fees from curricular credentials.

ACTION STEPS FOR UPCOMING YEAR:

- Offer “CQ Drive | Developing Cultural Awareness” as a co-credential for students who have completed CQ Foundations
- Launch CQ Foundations for non-FSB students
- Develop Kickglass Careers pipeline through internships to employment opportunities with the KICKGLASS VERIFIED stamp.
- Provide CQ 101 training at new faculty orientation and provide additional online faculty resources for integrating CQ/DEI in their courses and classroom
- Offer “Kickglass Changemakers” Intergroup Dialogues in partnership with the Center for American and World Cultures
- Work with recruiters to develop Kickglass Careers pipeline through internships to employment opportunities
- Received a \$19,670 grant from the M.I.A.M.I Women’s Giving Circle (WGC) to fund the cost of the CQ assessments for students and faculty.
- Used \$30,662 in funds from a student technology fee grant to create a video conference and training space

NOTES:

- This Center will be supported in the future by the Farmer School of Business.

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

TOTAL AMOUNT FUNDED: \$70,708 IN CUMULATIVE ONE-TIME OPERATIONAL

PROGRESS STEPS:

- Interviewed African American faculty, staff, students, alumni and community members
- Began archival work in Walter Havighurst Special Collections
- Hired students to assist with interviews. During the upcoming Reunion Weekend, we will meet with alumni in Williams Hall and conduct interviews.
- Established the Advisory Committee with Co-Chairs Dr. Curtis Ellison and Dr. Yvette Harris

ACTION STEPS FOR UPCOMING YEAR:

- Create a digital library that features exhibits and stories about African Americans at Miami University.
- Teach about diversity and inclusion and how the Miami University Community articulates that experience of the past and present.

NOTES:

- Need to be sure that the project outcomes are clearly articulated as the project continues..

STUDENT SUCCESS (ADVISING & ACADEMIC SUPPORT FOR DIVERSE STUDENTS)

TOTAL AMOUNT FUNDED: \$75,626 IN CUMULATIVE ONE-TIME OPERATIONAL & \$182,820 IN ANNUAL PERMANENT PERSONNEL

PROGRESS STEPS:

- Created Office of Exploratory Studies, and hired staff
- Organized working group to explore block scheduling (now called pre-registration)
- Implemented early alert intervention initiative with EMSS
- Implemented first iteration of Miami THRIVE program over winter term

CHALLENGES:

- Cultural change needed to move the dial on advising and student success
- Possible duplicative missions of several student success units (Office of Exploratory Studies, Student Success Center, Rinella Center) and lack of cost efficiencies

ACTION STEPS FOR UPCOMING YEAR:

- Set up comprehensive plan for proactive advisement of exploring students.
- In partnership with Center for Career Exploration and Success, develop career exploration programming plan.
- Along with larger academic advising community, develop institutional academic advising learning outcomes and assessment plan.
- Conduct an overall review of registration processes

NOTES & RECOMMENDATIONS:

- Consider consolidation of offices and centers with similar student success missions for greater simplification and cost efficiencies..

MiamiRISE Original 30 Recommendations

November 2022 Progress Update

#1 - Establish Honors College

Progress Steps

- Honors College developed by a committee of faculty, students and administrators from across the Oxford campus and launched in fall 2021. Enrollment since its inception has met or exceeded targets.
- College features an engaged residential experience in four residence halls on the Western Campus with offices and classrooms in Peabody Hall.
- New honors program specifically designed for regional students created and launched in 2021-2022.
- New Prodesse Scholars Program created by a committee of faculty representatives and initiated in fall 2020.

Future Actions Needed or Planned

- New plan to integrate multiple high-ability programs on Oxford campus (Presidential Fellows, Prodesse Scholars, etc.) being considered

#2 - Establish Cross-Unit Curricular Collaborations

Progress Steps

- Support for several cutting-edge and cross-unit academic programs (e.g., M.S. Sports Analytics, M.S. eSport Management, and Masters in Entrepreneurship and Emerging Technology) provided via Boldly Creative initiative
- Miami Academic Program Incubator (MAPI) launched in September 2021 and is providing support jointly developed programs (e.g., new sport communication and media major).
- Guidelines for cross-divisional programs (which include recommendations for different types of degree programs, joint appointments and mentoring faculty with joint appointments or interdisciplinary fields of study) were developed by MAPI in spring 2022
- Feedback offered by the Office of the Provost and Deans on all Academic Program Evaluation, Improvement and Prioritization Project (APEIP) Curricular Action Plans with strong encouragement to share courses and programs.
- The Honors College, the Signature Inquiry component of the Miami Plan, and the Miami Plan Course Innovation Lab are sites and supports for faculty to develop new interdisciplinary courses.

Future Actions Needed or Planned

- Several significant barriers to cross-divisional programs (e.g., faculty salary disparities, RCM incentives, infrastructural support) need to be examined and addressed more fully

#3 - Cultivate Cross-Disciplinary Research

Progress Steps

- New guidelines for developing and reviewing cross-disciplinary research centers and institutes developed in fall 2021 and overseen by VPRI; guidelines include ongoing review of centers and institutes with target outcomes.
- New RFP for "[Cornerstone](#)" research grants for faculty with strong emphasis on cutting-edge, interdisciplinary scholarship and projects involving faculty from diverse departments issued in fall 2022
- New centers such as the Center for Analytics & Data, Center for Cybersecurity, and Armstrong Institute along with some new interdisciplinary buildings have been developed with a major goal of promoting cross-disciplinary collaboration and scholarship.

Future Actions Needed or Planned

- Additional supports and incentives for cross-disciplinary research are needed

#4 - Position Miami as a Teaching & Learning National Resource.

Progress Steps

- Howe Center for Writing Excellence's Writing Across the Curriculum program selected by the WAC Clearinghouse and Association for Writing Across the Curriculum (national organizations for the advancement of writing instruction) to be 2022 Exemplary Enduring WAC Program.
- Two additional national awards -- CCCCs Certificate of Excellence (for both the writing center and WAC program) and the Council of Writing Program Administrators' 2022 Outstanding Scholarship Award -- for [a chapter on our Faculty Fellows program](#) in 2022 garnered by the HCWE.
- Launched the [Miami Writing Institute](#) (free, one-of-a-kind, self-paced interactive and multimodal writing course) in January 2022 and enrolled 900 Miami alumni, faculty, and staff.
- Liberal education program revised significantly to advance measurable and innovative outcomes and assessment measures to ensure a high-quality learning experience. Two new and exciting faculty development programs relating to the Miami Plan: [Miami Plan Faculty Fellows](#) and [Miami Plan Course Innovation Laboratory](#) developed and launched in 2022.
- Continued the Lilly Conference, our strong historical track record of Faculty Learning Communities, and two national peer-reviewed journals.

Future Actions Needed or Planned

- Develop greater support and recognition for Scholarship of Teaching & Learning
- Develop strategic approach to enhancing our national reputation (e.g., board memberships of national organizations, presentations at major conferences such as AAC&U, publications in major journals)
- Create a unique definition of the Teacher-Scholar Model that is aligned with Miami's brand.

#5 - Develop Curricular "Innovation Lab" for Experimentation.

Progress Steps

- Miami Academic Program Incubator launched in fall 2021 to encourage successful and innovative new programs and innovative revisions of existing programs. Example: B.S. Engineering, Manufacturing Engineering used incubator to gather research on revising its program to focus on smart technology.
- [Miami Plan Course Innovation Lab](#) to launch in fall 2022 to support innovative liberal education courses, and the Signature Inquiry component of the Miami Plan which is specifically aimed to encourage interdisciplinary, innovative courses and clusters of courses.
- Completed Academic Program Evaluation, Improvement, and Prioritization (APEIP) Project which advanced goal to create curricular action plans that promote innovation and student success.

Future Actions Needed or Planned

- Explore sites and incentives for cross-disciplinary, innovative programs, particularly at the graduate level

#6 - Renew Partnership Between Academics & Student Life

Progress Steps

- New connections between Academic Affairs and Student Life forged through the COVID crisis (e.g., testing protocols, marketing and communication campaigns, policy changes) with renewed emphasis on advancing student wellness and success.
- Funding from Ohio Department of Higher Education to advance student health and wellness (supporting peer education programs around health and wellness) has led to increase collaborations among faculty and Student Life staff
- New Honors College features a vibrant residential college experience with a mission to advance learning inside and outside the classroom and ongoing engagement among faculty, students and staff. New faculty-in-residence program launched in 2021
- New student success interventions (early alert, additional student communications) developed in collaboration with Student Life, Academic Affairs and Enrollment Management & Student Success

Future Actions Needed or Planned

- Additional collaborations (e.g., block registration of incoming students) are underway. Assessment data should be used to forge new student success initiatives.

#7 – Redesign student academic advising system.

Progress Steps

- New advising system launched in fall 2022 with greater reliance on professional staff advising and a revised UNV 101.
- New Office of Exploratory Studies with dedicated advisors to serve students who have not declared a major as well as College Credit Plus students opened in fall 2022.
- Designated advisor position for prospective transfer students on the Regional Campuses approved.

Future Actions Needed or Planned

- New advising metrics and assessment measures needed to ensure continuous improvement.
- Designated advisement for prospective transfer students inquiries (Oxford) needed.

#8 – Improve infrastructure to support research & scholarship.

Progress Steps

- First Vice President for Research & Innovation hired in fall 2020
- New Office of Research & Innovation launched in 2021 which advances a new mission to “encourage, facilitate, and support the Miami University community in its effort to obtain external funding for all forms of research, education, scholarly, creative, service, and outreach activities.”
- Research-related policies, incentive structures, and support programs (rapid investment grants, CFR programs, DEI grants) have been developed or undergone revision in last two years, leading to highest amount of external funding ever received in 2021-2022.
- New research centers (Center for Analytics & Data, Center for Cybersecurity) approved and opened since 2020.

Future Actions Needed or Planned

- Continued and enhanced support for scholarship needed

#9 – Improve faculty culture for involvement in externally funded scholarship.

Progress Steps

- New [supports](#) put in place to promote research during the COVID pandemic (funding, additional time on promotion clock).
- New strategies including rapid investment grants \$1M, revision of CFR and new RFP for a multitude of grants to support research instituted
- New faculty-oriented mission along with new opportunities to showcase faculty research (e.g., [blog](#), press releases) have been instituted at the Office of Research & Innovation.
- Differential workload policies at the department level were put in place with the goal of transparently specifying course release requirements to enhance research among tenure-track faculty.

Future Actions Needed or Planned

- Continued monitoring of tenured/tenure-track faculty workloads to ensure research productivity needed

#10 – Improve approach to how faculty resources are allocated to align with strategic initiatives.

Progress Steps

- Reallocation of faculty lines and resources coordinated centrally by Office of Provost and in collaboration with deans to ensure that resources are reallocated to advance strategic priorities.
- Boldly Creative Initiative reallocated over \$50 million to strategic priorities.
- Academic Program Evaluation, Improvement and Prioritization (APEIP) project (2020-2025) designed specifically to advance this goal. Trained consultants made available to chairs to help them understand and analyze data and use data to develop curricular improvement goals and differential faculty workload norms.
- New Academic Program Review Process (Department Planning & Improvement Process) developed (and to begin in 2024) to promote continuous improvement goals aligned with strategic priorities.

Future Actions Needed or Planned

- Improve use of enrollment, market and other data in making staffing and other resource-related decisions

#11 – Enhance student retention strategies.

Progress Steps

- First Dean of Undergraduate Education and Associate Provost hired in 2021.
- Funded project to advance diverse student success through the Boldly Creative initiative, featuring additional emphasis on professional staff advisement, advisor training and support, and assessment of advising to ensure continuous improvement.
- Office of Exploratory Studies opened in fall 2022 to provide additional support for students who have not decided on a major, College Credit Plus students, and National Pathways students
- Miami selected for EAB's Moonshot for Equity initiative, along with three other partnering institutions in the SW Ohio region, in spring 2022 with the aim of promoting seamless transfer pathways as a means for closing completion gaps for diverse students.

- Developed College Completion Plan in 2022 with strategic goals and progress updates and submitted to the Ohio Department of Higher Education.
- Action plans for courses with high “D, F, W” rates created by relevant departments as part of the APEIP effort, now in first year of implementing plans.
- New GradU8 program for Pell grant recipients instituted in Miami’s Student Success Center in 2019 and already experiencing positive outcomes for students who complete the program.

Future Actions Needed or Planned

- Expansion of early alert initiative planned
- Initial planning for block registration (to ensure incoming students enroll in courses likely to enhance success) underway

#12 – Substantially increase endowment to support student scholarships.

Progress Steps

- New and enhanced programming (MIAMI WOMEN, Hawk Tank, Leadership Symposium, Alumni Weekend, and Grandparents College) and a reorganized staffing structure instituted in University Advancement beginning in 2020, all of which helped Miami to set a [new fundraising record](#) in FY 2022 at more than \$98.7 million.
- Increased scholarship fundraising (with a total of \$46.8 million) including one of the largest individual gifts in the university’s history.

Future Actions Needed or Planned

- Continue to ensure that scholarships are top priority of Capital Campaign.

#13 – Provide necessary resources to Miami students studying abroad and away.

Progress Steps

- New “Family Fund” created to support students in study abroad and away programs (see [one example](#)).
- New faculty development program, “[For the Greater Good](#)” launched by Education Abroad Office which is designed to help faculty create affordable study abroad and away programs focused on interdisciplinary grant challenges.
- [Global Connects program](#) launched in 2021 to promote virtual global learning.
- Significantly revised MUDEC’s curriculum to attract additional Miami students and enhanced its [scholarship opportunities](#).

Future Actions Needed or Planned

- Continue innovating to provide affordable study abroad and study away opportunities for students.

#14 – Enhance relationship with City of Oxford.

Progress Steps

- Received (along with the City of Oxford) \$1.5 million in assistance from JobsOhio Vibrant Community grant for a startup initiative – College@Elm -- that will create more than 50 Ohio jobs and boost new companies in region
- Worked closely with the city of Oxford government and chamber of commerce to advance a unified approach to addressing the challenges of the COVID pandemic

- Brokered plan with the City of Oxford and Cincinnati-Northern Kentucky Airport for CVG to assume responsibility for the airport in Oxford
- Collaboration with the Oxford [City Council](#) to advance economic development and environmental sustainability goals, along with public events (creative place making events, Red Brick event, litter-free yard campaign, etc.)

Future Actions Needed or Planned

- Continue collaborations to make city of Oxford one of the best small towns in which to live and retire.
- Explore additional opportunities for Miami faculty, students and staff to serve the local community.

#15 – Review recommendations from Sustainability Committee

Progress Steps

- Joined more than 400 other colleges and universities in 2021 to sign [Second Nature's](#) PCLC commitment to carbon neutrality as well as 111 schools that have also committed to resilience through the climate commitment. Resilience assessment now underway.
- Selected in 2022 for Hannon Armstrong Foundation's inaugural [Climate Solutions Scholarship](#) which is a new *needs-based scholarship to support underrepresented communities at Miami*.
- Thirty-two LEED Gold- or Silver-Certified buildings, accounting for 31 percent of building square footage on the Oxford campus, achieved
- Utility Master Plan revised in 2022 to move away from steam heating toward more sustainable forms of power with goal of achieving carbon neutrality.
- New Miami Plan which features a Signature Inquiry component which includes a sustainability theme approved and to be launched in 2023.
- Instituted a [dashboard](#) to track progress on meeting our sustainability goals in 2020.

Future Actions Needed or Planned

- Continue implementing strategic sustainability goals including greater incorporation of sustainability principles, processes and concepts into the curriculum.

#16 – Reorganize academic structure.

Progress Steps

- New Honors College created in 2021.
- New vision for "[corridors of excellence](#)" advanced by President Crawford to empower greater interdisciplinary and transdisciplinary collaboration – with new clinical health sciences and wellness building and new building focused on data analytics and technology as two signature components of this vision.
- Strategic decisions about new, combined or eliminated departments made by some divisions in the past few years to provide more support for departments with growing enrollments and greater collaborative opportunities for departments with flat or declining enrollments (e.g., Department of French & Italian is now Department of French, Italian and Classical Studies; the Department of Sports Leadership & Management is a new department that is distinct from the Department of Kinesiology, Nutrition and Health).

Future Actions Needed or Planned

- Continue innovating academic structures to enhance our mission and to advance wise stewardship of resources.

#17 – Transform the Global Miami Plan.

Progress Steps

- Significant revision of Miami’ liberal education program which was guided by an enhanced committee of Liberal Education Council approved April 2021 with an expected launch date of fall 2023. Key features of new plan include: measurable outcomes for each component of the plan, new components (DEI, signature inquiry), new focus on innovative teaching and learning.
- Three-part structure (perspectives, signature inquiry, knowledge in action) of new plan included to increase transparency and understanding among students
- New faculty development support instituted, including a Miami Plan Innovation Laboratory, Miami Plan Faculty Fellows Program, and ongoing workshops on innovative, engaged teaching
- New assessment plan being finalized to ensure continuous improvement, high quality learning and student success outcomes

Future Actions Needed or Planned

- Staged process for re-proposing existing general education courses to align with new Miami Plan outcomes is underway
- Continuous monitoring will be needed to ensure the plan advances student success and learning.

#18 - Redesign curricular process.

Progress Steps

- Quality Initiative Project (a required component for accreditation with the Higher Learning Commission due in 2023) focused on optimizing Miami’s curriculum and curricular processes.
- Miami Academic Program Incubator created in 2021 to provide a data-driven, concierge service for departments considering new academic programs or significant revisions to academic programs. Departments given access to consultation and curriculum coaching, external and internal sources of data (EAB, Gray Associates and Miami’s Office of Institutional Research and Budget Office)
- Newly designed academic program review process called the Departmental Planning & Improvement process designed to assist in more purposeful curricular planning and to launch in 2024.

Future Actions Needed or Planned

- Continue working on creating an integrated program approval and launch procedure to advance a more expeditious launch of new programs

#19 & #20 – Complete curriculum review of undergraduate and graduate programs.

Progress Steps

- Academic Program Evaluation, Improvement and Prioritization (APEIP) project created and implemented (2020-2025) with the goal of developing a portfolio of high-quality academic programs that prepare students for lifelong success, meet employer demand and steward resources. Project guided by committee with University Senate and faculty representation with each program required to undergo data analysis and evaluating using a robust set of criteria, a rating by academic deans, and a curricular action plan for programs that were not slated for sunseting.

- Total of 1156 courses deleted from the University's catalog with only 446 added – resulting in Miami removing more than 700 courses from the catalogue since 2019. 34 of 260 programs eliminated by the faculty of the program's home department(s), and additional 14 programs that recently ceased admitting students formally removed from the books. Curricular action plans developed for all programs that were not eliminated (total of 226 programs), and the first annual progress reports have been submitted and feedback offered.
- Departments to submit annual progress updates through 2024, and feedback by the Office of Provost is offered on updates

Future Actions Needed or Planned

- Continue monitoring APEIP plans and the future Department Planning & Improvement reviews to ensure Miami maintains a strong, competitive portfolio of academic programs.

#21 – Develop master plan for e-Learning.

Progress Steps

- A major review and report on the state of online learning at Miami developed by Dean Jerome Conley and Assistant Provost Bill Knight in 2020, with recommendation to continue with two online units—one on the Oxford campus and a second one on the Regional Campuses--while also promoting greater collaborations between the two units.
- New senior director of Miami Online hired in 2022.
- Under the guidance of Dean Crowder, leaders of both units collaborating on distinct but complementary ways of advancing online learning along with microcredentials and professional education.

Future Actions Needed or Planned

- Additional strategic planning to advance net-revenue-generating professional education programs on the Oxford campus is underway.
- New policies, guidelines and processes needed to promote online and professional education opportunities on the Oxford campus that generate revenue yet also align with residential campus brand

#22 – Develop plan for revenue-generating graduate degrees and certificates.

Progress Steps

- Boldly Creative initiative and Miami Academic Program Incubator developed by the Office of the Provost and academic deans with the goal of revenue generating academic programs.
- New graduate degrees including M.S., Management, M.S. Business Analytics, Master of Entrepreneurship & Emerging Technology, M.S. Nurse Practitioner, M.S. ESport Management, M.M.S., Physician Associate, M.M.S. Biomedical Science, M.S. Clinical Engineering created since 2019.
- New graduate certificates developed, including child life specialist, sport analytics, advanced manufacturing, analytics and big data economics.
- Several professional education opportunities, such as the Mini MBA and Miami Writing Institute, launched.

Future Actions Needed or Planned

- Revision of policies, processes and practices to advance revenue-generating graduate degrees and professional education programs are underway

#23 – Revise program review goals and process.

Progress Steps

- New model of program review (called Department Planning & Improvement or DPI) developed in 2022 by the Academic Program Review Committee which is a University Senate committee and chaired by Senior Associate Provost with a pilot of the new model commencing in 2024.
- Distinctive characteristics of the new model include a focus on strategic improvement goals, emphasis on continuous improvement, enhanced support for departments, shift in team member roles to focus on consultation (in addition to evaluation), more holistic approach, customizable process and streamlined reporting.

Future Actions Needed or Planned

- Additional resources and support for departments undergoing review are being planned and needed.

#24 – Establish ongoing Strategic Planning Committee.

Progress Steps

- New Accreditation & Planning Council, chaired by Carolyn Haynes (Miami's Accreditation Liaison Officer and Senior Associate Provost for Strategic Initiatives) formed in spring 2022 with representation from all academic and vice-presidential divisions. Key activities of Council: conducting audit to evaluate how well Miami is meeting accreditation core components and the recommendations of MiamiRISE; preparing the HLC Quality Initiative Project Report; and creating communications on progress made or needed on accreditation criteria and strategic plan recommendations

Future Actions Needed or Planned

- Prepare for HLC comprehensive evaluation in 2025.
- Begin initial steps for Miami's next strategic plan.

#25 – Establish Diversity, Equity & Inclusion Committee.

Progress Steps

- New Vice President for Diversity & Inclusion hired
- More robust infrastructure to advance DEI efforts at Miami put in motion, including additional staff, a reorganized [council of academic diversity leaders](#), a new [student diversity council](#), a new [divisional leaders advisory council](#), new [campus partners and connections](#), and many new programs and initiatives (heritage month programming, training workshops and programs, "across the divide" conference, truth and reconciliation project, etc.).

Future Actions Needed or Planned

- Engage in pioneering and systemic efforts to advance DEI inside and outside the classroom, and find ways to publicly communicate our progress internally and externally
- Review and revise key policies (e.g., dual career hiring, parental leaves) to advance DEI principles

#26 – Align facilities planning with strategic plan.

Progress Steps

- New Academic Space Utilization Subcommittee created in spring 2022 to focus more purposefully on aligning the planning and utilization of academic spaces with strategic priorities of the University and academic divisions. Co-chaired by Robert Bell and Carolyn Haynes, this group includes representatives from each academic division and seeks

to develop criteria and transparent processes to ensure that Miami is optimizing its use of classrooms and academic offices to promote our academic mission.

- Contracted with Perkins & Will to create a Classroom Utilization Study to ensure good stewardship of classroom spaces and to advance deeper learning among students.

Future Actions Needed or Planned

- Develop transparent procedures, principles and policies relating to academic space utilization and planning, including procedures and practices for building and spaces that are shared by multiple divisions and departments
- Explore additional opportunities to support departments and divisions in maintaining classrooms and office spaces

#27 – Improve allocation of resources to align with strategic planning priorities.

Progress Steps

- Contracted with Gray Associates and EAB to gain critical data on enrollment trends in current and potentially new programs and to guide program development and revision. Tools include new Enroll Predict machine learning tool which provides future enrollment predictions with a 95% accuracy rate; market feasibility studies on possible new and current programs; market opportunity scans, academic program portfolio health check; and 360° program assessment
- Robust data workbook provided to departments during APEIP project for shaping curricular action plans for program improvement.

Future Actions Needed or Planned

- Implement u.Direct tool which will assist in advanced scheduling and planning for course enrollments and staffing.
- Continue to ensure that Fiscal Priorities Committee aligns budget planning with strategic plan recommendations.

#28 – Develop strategic enrollment management plan.

Progress Steps

- Ongoing effort by the Division of Enrollment Management & Student Success in partnership with academic and other divisions to plan for enrollment each year each year, including regular presentations by the VP for Enrollment Management & Student Success presents regularly on goals and progress to the Board of Trustees, Council of Academic Deans and President's Executive Cabinet.

Future Actions Needed or Planned

- Enhance strategic efforts to recruit transfer students, international students, students for professional education programs, and fee-paying graduate students.

#29 – Clearly define and market Miami strengths.

Progress Steps

- Hired Art & Science Partners to assist in defining Miami's strengths and crafting a plan for marketing them.
- New and highly successful effort at increasing the appearance of faculty in the news as experts on major themes, issues and events developed and underway
- New online credentials targeted to Miami alumni and other adult working professionals such as the MiniMBA and Miami Writing Institute developed and designed for increasing Miami's visibility and reach

- New marketing professionals hired with the goal of supporting new graduate programs that were supported by Boldly Creative and MAPI efforts via social media, digital media, website, and public relations through the use of analytics, user feedback, and general ROI responses.

Future Actions Needed or Planned

- Develop and implement a strategic approach to improving Miami's U.S. News & World Report rankings.

#30 – Enhance external visibility of research.

Progress Steps

- New strategies to showcase faculty and student research implemented under the leadership of a new vice president, including a [blog](#) focusing on research projects, annual reports, new [webpages](#) that feature research in each of the academic divisions, etc.
- Major efforts made in the last two years to enhance the number of faculty who are cited in the news (e.g., supply chain impact on holiday shopping, U.S. troop withdrawal from Afghanistan, Russia's invasion of Ukraine, and ever increasing gas prices) with over 900 faculty cited in the news in the past year.

Future Actions Needed or Planned

- Benchmark additional strategies for communicating research efforts, and continue innovating in this area.

University Communications and Marketing

DECEMBER 2022

ONGOING PROJECTS



▲ A family on a fall Make it Miami campus tour. First-year student applications were up more than 20% over Nov. 1, 2021.

NEW TRANSFER GUIDE PROVIDES COMPREHENSIVE INFORMATION

With the goal of enrolling more transfer students, University Communications and Marketing is partnering with Enrollment Management and Student Success, Miami Regionals, and Miami Online to develop a more comprehensive approach to transfer student recruitment. The first step in the strategy was to create a print piece that admission counselors from any part of Miami can use to persuade prospective transfers. The “Guide for Transfer Students” uses easy-to-find facts and differentiators to help families decide what kind of Miami education is best for their student. The

overarching message? There’s a Miami for every student.

EARLY OUTREACH CONTRIBUTES TO INCREASE IN APPLICATIONS

Following Miami’s Nov. 1 application deadline, first-year student applications were up more than 20% over Nov. 1, 2021, and UCM’s collaboration with the Office of Admission contributed to this increased interest in Miami. UCM oversees omnichannel outreach to support student recruitment and enrollment with efforts including digital advertising, email marketing, print communication, social media, web, and our interactive program finder, <https://programs.miamioh.edu/>, which allows

students to explore Miami majors based on their interests.

Most high school students make decisions before their senior year about where they want to attend college. Therefore, recruitment marketing and communication at Miami increasingly focuses on high school juniors and sophomores, building relationships with them and their families so that Miami is more likely to be at the top of their list when they are ready to apply.



NEW AMOR Y HONOR—SPANISH LANGUAGE LINE OF MERCHANDISING

UCM has worked with the Brick & Ivy Bookstore in collaboration with ALFAS (Association of Latinx Faculty and Staff), the Office of Institutional Diversity and Inclusion, and Global Initiatives to launch a new Amor y Honor (Spanish for Love and Honor) merchandise line. The new line of key chains and lanyards is available in the bookstore. Coffee mugs and travel mugs are arriving soon. The goals of the Amor y Honor product line are to instill cultural pride and a sense of belonging in our Miami

Hispanic/Latinx community and also help with our international and multicultural outreach efforts.

UCM PARTNERS WITH THE OFFICE OF RESEARCH FOR UNDERGRADUATES

UCM’s partnership with the Office of Research for Undergraduates and ORU Director Joyce Fernandes, Ph.D., is amplifying Miami’s reputation for undergraduate research through first-person storytelling. The collaboration was initiated through an Undergraduate Summer Scholar [USS] workshop series on the topic of communicating research with general audiences, and involved facilitating the workshop series, and providing mentoring and feedback to students on their narrative drafts.

The resulting research stories are supporting and elevating our Learn Broadly brand pillar. Other University partners included ASPIRE, Admissions, and Alumni Engagement.

Miami is the only institution in Ohio (and one of just 62 in the U.S.) selected in fall 2022 for the Council on Undergraduate Research’s Scholars Transforming Through Research (STR) program. STR provides professional development for students to gain communication and advocacy skills that enable them to leverage the impact of their research, thanks in part to this storytelling collaboration.

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

September 1 – November 15, 2022

SOCIAL MEDIA

10.8M

Total social media impressions on the university's primary accounts

 435K
  3.7M
 5.8M
  781K

503K

Total social media engagements

 11.4K
  130K
 329K
  32.9K

466K

Total social media followers

 58.6K
  81K
 104.3K
  222K

WEBSITE

6.8M

Unique website visitors

8.5M

Website page views

CONVERSION TRACKING

11.1K

App Gen to apply

4.6K


Common App apply clicks

10,142

Request for Information form submissions

Social Media top highlights

September 1 – November 15, 2022

 6,795 Total engagements



 1,292 Total engagements



 7,961 Total engagements



 7,562 Total engagements



News by the Numbers

September 1 – November 15, 2022

35

News media pitches

66.1M

News reach

971

News mentions

\$1.2M

PR value

313

National news media mentions

► Miami was mentioned in a variety of national outlets including: New York Times, BBC, Bloomberg, CBS News, CNBC, Forbes, Chronicle of Higher Education, Inside Higher Ed, Business Insider, NPR, ABC News, and LA Times.

98K

Merit-generated impressions on social media

29.8K

Subscribers to Miami Matters

Division of Student Life

NEWS AND UPDATES | December 2022

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

The Division of Student Life aims for every student to feel a sense of belonging at Miami and to create meaningful connections in the Miami and Oxford communities.

Understanding Our Community

In our goal to create a strong Miami community, it's important that we understand our students and their experiences. The **Office of the Dean of Students** conducted six "state of the student" presentations to various stakeholder groups in fall 2022. The presentations demonstrate how the student experience has rapidly changed over the last few years, highlighting challenges and opportunities for our community to address and embrace with innovation and creativity.

The **Office of Residence Life** held open forums this fall with students in each residential quad to better understand their experiences. They used feedback to address concerns (e.g. facility-specific issues, leadership opportunities) in the community to enhance the student experience. Residence Life also conducts a survey of residential students twice each year. The survey helps staff identify community issues and inform mid-year training.

Orientation Goal Setting

During summer orientation, first-year students participate in three small group discussions led by Student Orientation Undergraduate Leaders in the **Office of Orientation and Transition Programs**. During these sessions, students are encouraged to begin making connections with one another as they consider what they would like their Miami community to include. This year, students were asked to set academic and co-curricular goals for their first semester during these small groups. At the beginning of fall semester, students were reminded of their goals during Welcome Weekend, and had follow-up conversations about goals in first-year experience (FYE) courses.

Balancing Education and Fun

The **Office of Residence Life** is revisiting how in-hall programming can strike a better balance between educational programming and community development. In recent years, the scale has tipped toward more formal programs and education and away from simple just-for-fun activities. "As we see more and more of our students grappling with mental health challenges and stress-concerns, it's important that we offer simple low-stress/low-commitment opportunities for them to just have fun," said Director of Residence Life Vicka Bell-Robinson, Ph.D. These just-for-fun activities help students build community and connection.

Student Support Groups

Student Counseling Service offers a range of support groups to provide affirming spaces for students to address personal concerns, learn skills, receive support, and improve their lives. Support groups focus on unique identities, including groups for graduate students, male students (*Talking It Out*), female students (*BeYOUtiful Beings* and *Circle of Hope*), LGBTQ+ students (*Lavender Connections*), and students of color (*Students of Color Support*). The environment created in a support group helps students feel connected in their struggles while learning how to voice their needs and concerns in a safe social laboratory alongside a trained clinician.

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

Belonging for All Students

Some students struggle to develop a sense of belonging at Miami, especially during their first year. The division regularly finds new ways to help students meet each other, build community, and find belonging. These initiatives also communicate to students that we see them and they have a place here.

Identity Library

The **Center for Student Diversity and Inclusion** recently launched an identity library in the center. The library includes a collection of over 200 fiction and nonfiction books focusing on LGBTQ+ and intercultural identities and communities. The fiction collection centers on young adult and graphic novels that explore issues of systemic oppression. New books were purchased with a grant from the MIAMI Women's Giving Circle.



My Sisters' Keeper

My Sisters' Keeper was created through the **Center for Student Diversity and Inclusion** to serve undergraduate women of color at Miami. The initiative creates a haven for students to come together, build relationships, engage in meaningful dialogue, and participate in activities that promote growth as individuals and within their community. There are 17 women participating actively in the series this semester.

My Campus Brother

My Campus Brothers is a new student organization affiliated with the **Center for Student Diversity and Inclusion** (CSDI), founded by students who want more community and safe space for men of color. The group specializes in social engagement, collaboration with other identity-based organizations, and providing a voice to men of color on campus. Their events this semester have reached over 100 students.

The creation of My Campus Brothers was born out of the larger Brother 2 Brother initiative in the CSDI. The initiative aims to impact retention of men of color and Black men specifically, by building a collective community of students and professionals committed to the success of Black male students. The initiative consists of three focus areas: academic success, professional development, and social engagement.

Welcoming Students to Campus

Rainbow Reception

Rainbow Reception, hosted by the **Center for Student Diversity and Inclusion**, welcomes new and returning LGBTQIA+ individuals to Miami. With speakers, campus resource tables, queer student organizations, refreshments, and giveaways, Rainbow Reception is the largest LGBTQIA+ campus event of the year. The 2022 event engaged 248 attendees.



Black Student, Faculty, and Staff Mixer

The **Center for Student Diversity and Inclusion's** mixer event brought together Black students and Miami professionals at the beginning of the fall term. Casual mingling and organized games helped participants meet one another. During the event, 95 participants networked and fostered community while enjoying food catered from a local Black-owned business.



Myaamia Retreat

Every year, **Miami Tribe Relations** and the Myaamia Center host a five-hour retreat for all Myaamia students at the end of the first week of classes. Participants eat together, play games, practice language, and talk about the upcoming year. Over the decade since this event began, students report knowing each other better and having a stronger Myaamia community on campus.



Transfer Pre-Semester Program (coming fall 2023)

Transition survey data suggests that transfer students are more likely than first-year students to struggle with campus involvement and connection. In response, the **Office of Orientation and Transition Programs** brought together campus partners to examine transfer student needs throughout the orientation process. The student focus group was particularly insightful and will lead to several adjustments in the coming year(s). In particular, a new pre-semester program will be offered for transfer students in fall 2023, and will focus on the co-curricular transition to Miami.

Building Community

When students can relate to others in the campus community, they are more likely to have a sense of belonging, which positively affects student retention (McMillan & Chavis, 1986; Strayhorn, 2019). Much of our work in helping students belong involves creating opportunities to build community and make connections.

Commuter Student Engagement

The Commuter Center, located in the **Armstrong Student Center**, hosts regular events to help commuter students find each other, connect, and build community. The Commuter Prep day in August included bonding among students, reviewing class schedules, parking tips, and more. Other events in the center, such as pumpkin painting and cookie decorating, have focused on building social connections among students who do not live on campus.



Community Tables

In an effort to promote community development, the **Office of Residence Life** introduced designated space in each dining hall where students who are open to meeting new people can sit and gather. These community tables are marked with signage and each table is stocked with conversation starter cards to encourage discussion. The initiative aims to provide students with another place for connection and belonging.



Community Among Parents and Family Members

The **Office of Parent and Family Programs** helps parents and family members feel part of the Miami community starting with Parent and Family orientation, continuing with ongoing messaging, and into family weekend, engaging them as partners in student success. Regular communication through monthly newsletters, webinars, and social media further keep family members up-to-date with Miami events, resources, and services. Families can support our goals of community and belonging with their students when they are aware of opportunities and can reinforce university messaging to students.

In-Hall Programming

Programming in the residence halls, through the **Office of Residence Life**, provides students opportunities to build community with peers living in their building. Hundreds of these programs each semester encourage students to connect in a small, manageable setting.

Peabody Pizzeria

The goal of this program was to teach students how to make a simple affordable meal. It also gave the 18 residents in attendance an opportunity to get to know other people in the community while developing their tasty creations.

Don't be Afraid of Your Floormates; They're Not Werewolves

Dennison Hall residents participated in an interactive game of *Werewolf*. Players were assigned roles which determine what can happen to them during the game. 25 students participated in the program.

Community Leadership Teams

Community Leadership Teams (CLTs) plan community building events for students in residential communities and advocate for student needs. With funding from the Residence Hall Association, these efforts support community building and a sense of belonging in the residence halls.



Disability Identity and Culture Month

The **Miller Center for Student Disability Services** hosted eight events and common read experiences in partnership with various offices across campus for Disability Identity and Culture month. These events reached more than 500 participants and provided an opportunity for attendees to learn about disability-related experiences and for students with disabilities to build community with each other. Some events were particularly centered around building social connections (e.g. a bingo event, tie-dye, DIY de-stress activities), while others were more educational in nature.

Community Expectations

In line with our goal to help students create meaningful community connections at Miami and in Oxford, we help students understand their role and responsibility as members of any community. This includes understanding how their actions impact the community, and how they can use their voice to improve their various communities.

Good Samaritan Campaign

The **Office of Community Standards** held a fall campaign to promote the Good Samaritan policy and educate students on how to use the policy to support and protect themselves and their peers. The campaign included mythbusting posters about the policy in residence halls and connecting with faculty to discuss the policy in public health policy classes. Messages were also included in the Reverse Trick or Treat program with the **Office of Student Wellness**, where approximately 950 bags with candy and educational materials were distributed to off-campus students.

Campus Safety Fair

At this year's Campus Safety Fair, the **Office of Community Standards** and the **Office of the Dean of Students** educated students about the Code of Student Conduct and discussed how to be good community members.



Good Neighbor

The **Office of Community Standards** processed 39 Good Neighbor cases in fall 2022 (as of Nov. 17). These cases involve off-campus students cited for lower-level noise and/or trash violations. The process includes a facilitated conversation with residents and a staff member, with the goal to ensure that off-campus students understand their actions as a neighbor within the Oxford community, and help them repair harm they may have caused to the community.

Civic Engagement

Voter Turnout

Part of productive community membership is exercising the right to vote. The **Center for Student Engagement, Activities, and Leadership** (SEAL) and the **Office of the Dean of Students** both contributed to the largest national college voter turnout in history with community partnerships, sustained communication, and a resource rich website. According to the Ohio Voter Protection Project, college-aged students voted in record numbers for the 2022 election.

SEAL has relationships with three national nonpartisan civic engagement organizations who help guide voter engagement efforts: Campus Vote Project, Andrew Goodman Foundation, and Civic Influencers. This election season, they registered 173 voters throughout 34 counties in Ohio, spent 55 hours tabling for voter registration and get out the vote, and engaged with 150 voters on election day through Party at the Polls.



"My role as a Civic Engagement Fellow at Wilks has turned me into a community resource for voting policy across the country. I love that my position as a CE fellow has let me become a resource for members of Gen-Z looking for information on voting and how to get involved in their community."

-Mollie Duffy, Wilks Fellow and Civic Influencer



Community Expectations in Fraternity and Sorority Life

ACROPOLIS, held by the **Center for Student Engagement, Activities, and Leadership**, is a retreat for emerging leaders in the fraternity and sorority community. The 2022 retreat curriculum aimed to increase individual leadership skills and capacity and provide participants with the skills and support needed to challenge behavior that is inconsistent with community values.



The **Office of Community Standards** participated in the retreat to connect with members of Greek organizations, answer questions about organizational responsibility, and discuss how to build strong and safe Greek communities.

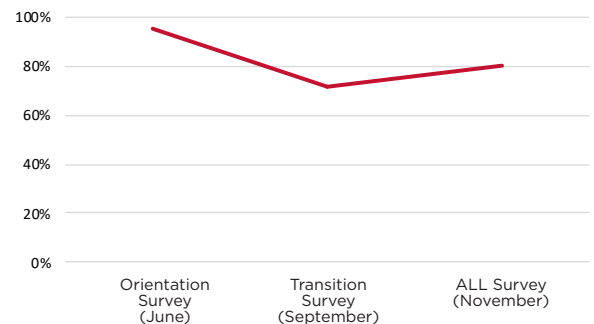
After the retreat, over 80% of participants felt equipped to engage in positive community change. One student wrote, "I learned that I have the courage to advocate for and think critically of the things I love the most."

Belonging Data

The Division of Student Life administers three major surveys that measure first-year students' sense of belonging during their transition to Miami: the post-orientation survey over the summer, the transition survey in weeks 4-6 of fall semester, and the assessment of living and learning (ALL) survey in late fall semester (residential students only).

While not a matched sample, we see a consistent trend in how the sense of belonging evolves over this time. Immediately following orientation in June, students report very high belonging (95.5%). As students settle in to fall semester, we see the average reported sense of belonging dip to 72% on the transition survey. Belonging starts to rebound by November, with 80% of students reporting on the ALL survey they always or often belong at Miami. This is expected; developing a sense of belonging takes time.

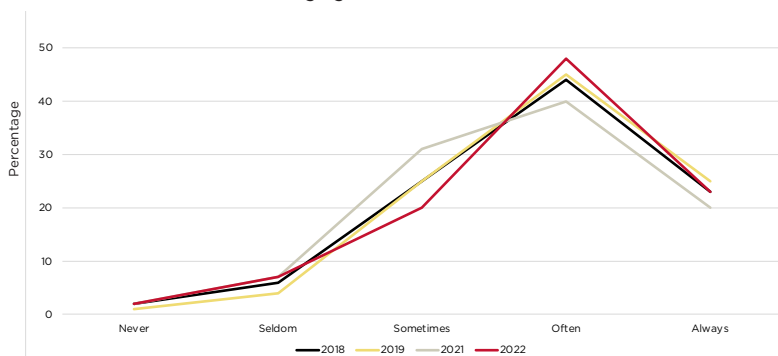
Percentage of first-year students reporting always or often belonging



4 Year Snapshot of Belonging

The Division of Student Life asks first-year students about their sense of belonging on the transition survey every year (no survey in 2020 during the pandemic). The timing of the survey has varied slightly from year to year, but typically occurs for a two-week period between the fourth and eighth week of the fall semester. A notable dip in belonging during 2021 has rebounded in 2022. The dip last year was likely due to the pandemic and an earlier timeline for the survey.

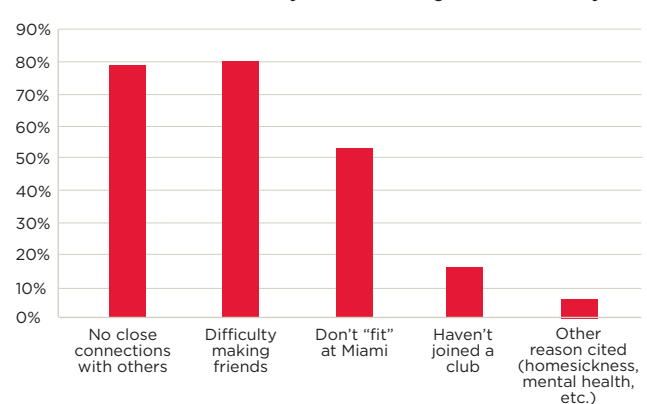
Belonging data over time 2018-22



Social Transition Relates to Belonging

Students continue to find it easier to transition to Miami academically (80%) than socially (67%). The reasons cited for difficulties in the social transition are mostly related to belonging, fit, and sense of community, as seen below. Of the 106 students who selected a reason for their social transition response, 85 selected multiple reasons.

Reasons cited for difficulty in transitioning to Miami socially



Referral Process

The final question on the transition survey asks if a staff member can review individual responses to connect them with campus resources. Of the 401 students (65%) who gave permission, 25% were identified by Student Life staff as warranting a direct outreach from a staff member. These referrals were sent to 31 staff members for follow-up, resulting in 55 direct conversations about their transition. In addition to targeted outreach, the division sent 1,472 resource emails to students based on their responses.

Transfer Students

Transfer and change of campus students were over-represented in students identified for referrals. While these students represented 12% of survey respondents (n=80), they made up 20% of the direct referrals. 39% of transfer and change of campus respondents received direct follow-ups compared to 23% of first-year students. The **Office of Orientation and Transition Programs** is reexamining the experience of transfer students through multiple data points, and has outlined a new orientation process for transfer students in 2023 that includes a new pre-semester program, regular transfer student socials, a more customizable experiences, and enhanced communication.

Orientation and Transition Programs

Division of Student Life | Board of Trustees Report

December 2022

Fall Semester Orientation 2022: Back in Person

Orientation and Transition Programs (OTP) was thrilled to offer in-person orientation sessions for new students during summer 2022 after facilitating orientation online during summers 2020 and 2021. New students provided positive feedback about their orientation experience this year. Data collected in 2022 was very similar to the data for the same questions in 2019, the last time in-person orientation programs were held.

- Orientation met or exceeded expectations for 95% of new students.
- After attending orientation, 96% of students were confident that they made the right decision to attend Miami.
- After attending orientation, 95.5% of students felt a sense of belonging at Miami.
- After attending orientation, 98% of students felt prepared for their first year at Miami.
- 95% of students indicated that their Student Orientation Undergraduate Leader had a positive impact on their orientation experience.
- 91.5% of students indicated that their small group had a positive impact on their orientation experience.



Group Advising

OTP and campus partners successfully implemented a shift from individual to group academic advising and registration for fall semester orientation 2022. The group advising model considers how today's students learn in community spaces and maximizes use of advisor time. Group advising provides an opportunity for students to share knowledge, get academic support, and ask questions. It also honors the important support role family members play in student experiences by providing them space to participate in the process.

Group advising and registration increased the time each student spent with an advisor from about 20 minutes in 2019 (last in-person program) to more than 2 hours in 2022. The increased time with advisors is intended to reduce anxiety around the academic course scheduling process reported in previous years.

Advisors supported the same number of students this year as in previous versions of the orientation program (about 8 students per session), while spending more time with each student. The increased

student to advisor contact time allows advisors to see the same students for both advising and registration. Previous versions of orientation advising and registration required significant independent preparation time for students. They could ask questions during individual course registration time to an advisor who had not necessarily worked with them previously. The group advising model allows advisors to focus on their small group of students resulting in more consistent and direct support.

The Group Advising Model

In order for the group advising model to be successful, Orientation and Transition Programs designed a process for students to engage thoughtfully with academic content. As part of the orientation group advising process, each student and their family experienced together:

- A large group session about the Global Miami Plan.
- A large group session with leaders in their academic college.
- A 45-minute small group academic advising workshop (groups between 3-5 students).
- A 90-minute group course registration period (family members do not attend this session).



Data collected in the post-orientation survey indicates that overall, the group advising model proved to be successful.

- 98% of student respondents indicated satisfaction with at least one of the following:
 - Advising appointment made me feel more comfortable about my area of study.
 - Advising appointment was very beneficial.
 - Advisor helped clarify questions about my area of study.
 - Advisor helped me develop an academic plan for the fall semester.
 - Advisor showed interest in me as a student.
- 96% of students indicated that their interactions with an academic advisor had a positive impact on their orientation experience (up ~3.5% from the same question in 2019).
- 98% of students reported that their fall courses will help them meet academic requirements (up ~1.5% from 2019).

Given the positive data, the group advising model will continue for fall semester orientation 2023. Based on qualitative feedback from both students and academic advisors, the group advising workshops will increase in time from 45 minutes to 60 minutes to allow for even more thorough information to be shared with students and their families.

Updated Student Staff Model

A new student staffing model for Student Orientation Undergraduate Leaders (SOULs) will provide SOUL staff with increased opportunities for breaks and will avoid overextending student employees.

Eighteen orientation sessions for first-year students will be offered in May and June 2023. In order to best serve new students and their families with time and energy, OTP's new staffing model allows each student staff member to work 12 of 18 sessions instead of all 18 sessions. In addition to increased staff wellness time, this model will allow the student staff to be more nimble and prepared for staff illness or unexpected circumstances. The number of SOULs will remain the same; OTP will hire 24 members of the team. Hourly student staff members will be hired to support administrative functions of orientation.



Thinking Forward: Transfer Student Transitions

Data from the recent transition survey shows that transfer students are more likely than first-year students to struggle with campus involvement and connection. They are less likely to join a student club or organization (60% of transfers have gotten involved compared to 82% of first-year students by week six of their first semester) and they report a lower sense of belonging during their initial transition (53% of transfer students report feeling like they always or often belong compared to 72% of first-year respondents). A focus group hosted by Orientation and Transition Programs supported this data and provided additional insight about the transfer transition to Miami. Broadly, individual transfer student experiences are unique, and the transition to Miami can feel isolating or misunderstood.

In response, Orientation and Transition Programs brought together a number of campus partners to examine the needs of transfer students throughout the orientation process. Beginning in 2023, transfer students will experience a revised orientation process, including the following:

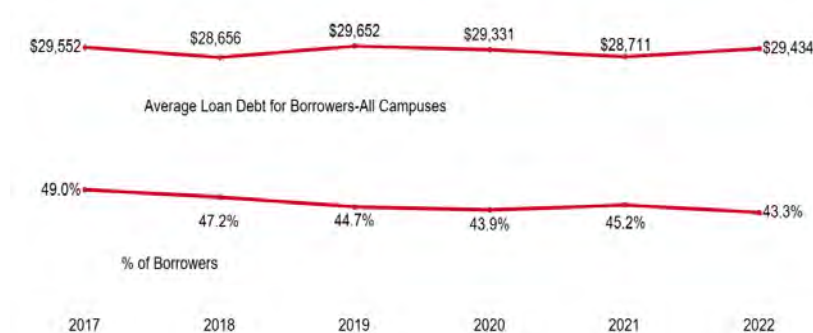
- The option to attend an orientation session in-person or online. Both will include customizable schedules through concurrent sessions and dedicated individual appointments with an academic advisor.
- Enhanced regular communication clearly outlining the transfer process, academic advising and registration, and the social transition to college.
- A Miami Bound pre-semester program designed for transfer students and focused on the social transition to college.
- A Welcome Weekend track for transfer students.
- Ongoing transfer student socials during the First 50 Days of the first semester.

OTP Staff Updates

The Orientation and Transition Programs team is thriving. After significant staff transition in 2020 and 2021, OTP is now fully staffed. Staff transition allowed for evaluation of the professional staffing model. Between 2021 and 2022, OTP moved to have one director, two assistant directors, and one program associate. This staffing model allows for additional collaboration and shared work instead of the previous more hierarchical staff structure. As of April 2022, all OTP positions are filled.

LOAN DEBT FOR GRADUATES

Students who graduated from Miami University between July 1, 2021 and June 30, 2022 averaged \$29,434 in student loan debt. 43.3% of students graduated with debt, a decrease of 1.9% from the previous year. The standard 10-year repayment plan would result in a monthly payment of about \$280 during the loan's life. Over the past five years, Miami's average student debt at graduation has slightly decreased. The below chart details the average loan debt since 2017. Be advised that this is the average debt of those who borrowed, not the entire graduating class.



LOAN DEBT TYPES, FY 2022

During the 2022 fiscal year, undergraduate students at Miami University borrowed nearly \$35 million in federal student loans and over \$16 million in private loans. Parents of undergraduate students borrowed just over \$21 million in federal loans. The resulting total borrowed by undergraduate students and their parents was \$72,090,505.

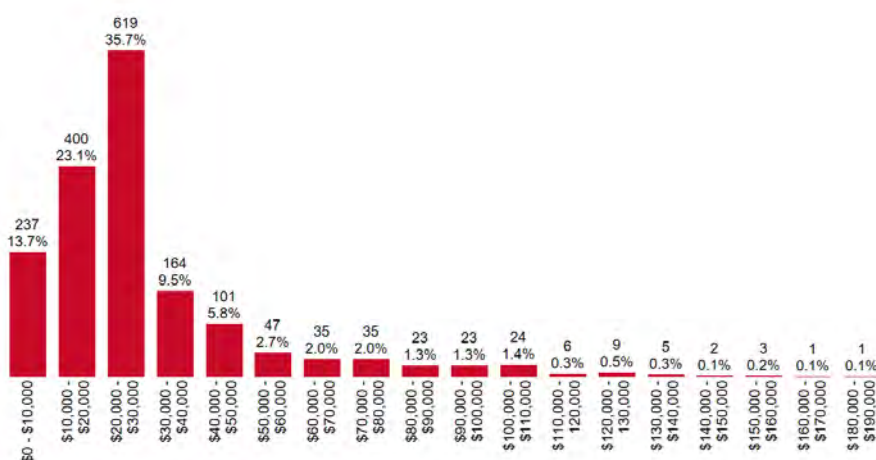


LOAN DEBT DISTRIBUTION

According to the Institute of College Access and Success, 62% of college students graduated with an average debt of \$28,950 across the nation in 2019*. In 2020, 59% of Ohio graduates averaged \$30,605 in debt.

The below chart illustrates the number of borrowers and their total debt upon graduation from Miami University in increments of \$10,000. Over 80% of graduates who borrowed left with less than \$40,000 in student loan debt. It is important to note that it is against federal regulations for Miami to prohibit students from borrowing.

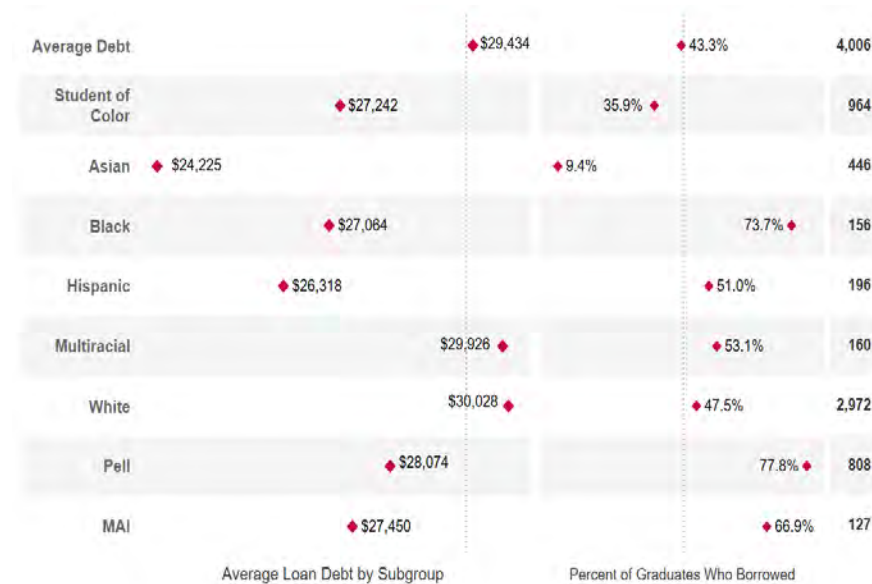
* This data is not available for 2020 graduates



LOAN DEBT BY SUBGROUP

The below charts illustrate the average loan debt by subgroup on the left and the percent of borrowers on the right. Over the past year, the average loan debt has increased while the percent of borrowers has decreased. Additional findings about Miami University student borrowers include:

- 35.9% of Black, Indigenous, and people of color accumulated an average debt of \$27,470.
- 77.8% of Federal Pell Grant recipients accumulated an average debt of \$28,074.
- 66.9% of Miami Access Fellows accumulated an average debt of \$27,450. This group of students has a median family income of \$22,000.

Loan Debt by Residency Classification and College**Loan Debt by Subpopulation**

One Stop

Search *Pages and Pages*

INFO FOR: [Veterans](#) [Graduate Students](#) [International Students](#)

[Your Money](#) [Your Registration & Academic Records](#) [Your Personal Information](#) [Other Resources / Services](#)

NSLDS

[Repayment Plans](#)

[Repayment Calculator](#)

[Your Salary Estimate](#)

[Calendars](#)

[MU Events Calendar](#)

[Academic Calendar](#)

[Your Money](#) [Scholarships and Financial Aid](#) [Types of Aid](#) [Loans](#) [Your Loan Debt Summary](#)

Your Loan Debt Summary

Student Information:

[Admin and Staff Links](#)

[ConfigMgr](#)

[AuthMan](#)

[Search](#)

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.

\$30,000 - Your Estimated Educational Loan Debt from Miami University

\$30,015 - Average Loan Debt for Graduates of Miami University

Estimated Monthly Payment

Total Educational Loans:	\$30,000
Standard Repayment Term:	10 years
Assumed Interest Rate:	6.8%*
Monthly Payment:	\$345.24*
Projected Interest Paid:	\$11,428.80
Cumulative Payments:	\$41,428.80

* 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:	\$25,600
Federal Perkins Loans:	\$3,000
Private Educational Loans:	\$0
University Loans:	\$1,400
Total Educational Loans:	\$30,000

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](#).

ONLINE DEBT SUMMARY

Miami University continues to be proactive in monitoring student debt.

When a student's loan is disbursed, the Office of Student Financial Assistance notifies the borrower of the amount. A student's loan debt summary can also be found on the One Stop website, which covers:

- Personalized statement of loan debt
- Comparison of current 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

One-on-one counseling is available to students who need additional assistance in understanding their debt summary.

LOAN CANCELLATION UPDATE

On August 24, 2022, President Joe Biden announced a Student Debt Relief Plan that would forgive up to \$10,000 for individuals making under \$125,000 annually and up to \$20,000 for Pell Grant recipients.

The 8th U.S. Circuit Court of Appeals, based in St. Louis, issued an injunction on November 14, 2022 that extended the temporary block placed on the loan forgiveness plan in October 2022. As a result, the U.S. Department of Education is unable to discharge debt for the 16 million borrowers who have been approved for debt relief. In addition, the U.S. Department of Education is no longer accepting new applications from borrowers.

The Justice Department has asked the Supreme Court to reverse the block placed by the 8th U.S. Circuit Court of Appeals. On November 22, 2022, Biden extended the pause on student loan repayment to June 30, 2023.

NEWS AND UPDATES

Board of Trustees Report | December 2022

CENTER FOR CAREER EXPLORATION AND SUCCESS: BY THE NUMBERS



- **4,239** students participated in one or more of the five 2022 Fall Career and Internship Fairs.
- **329** employers engaged in one or more of the five 2022 Fall Career and Internship Fairs.
- **889** students have used the Professional Headshot Photo Booth from the start of the Fall Semester to date.
- There was a **47%** increase in job, internship, fellowship, and co-op position postings in Handshake from September 2021 to September 2022.

• **134** students received a combined **\$37,150** in funding from the Professional Attire Grant to purchase clothing for upcoming interviews, job searches, internships, or leadership opportunities.

• **Six** Mock Interviews Days were held that allowed students to practice interviewing with Miami employer partners. The Mock Interview Days were branded as follows: All Majors, Analyst, Women in Business, Technical, Nursing, and First-Gen, GradU8 Scholars, and Bridges Scholars.

• In addition to February's Spring Career and Internship Fair, **five** boutique fairs will be offered next semester: the Architecture and Design Fair, the Virtual Sport Careers Exploration and Networking Event (S.C.E.N.E.), the Virtual Architecture and Design Fair, the Teacher Job Fair, and the Education, Non-Profit, and Human Services Fair.

SEMESTER START UP: AN INTEGRATED APPROACH TO STUDENT RETENTION

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

Bursar, Student Financial Assistance, and One Stop staff members called **350+** students on the cancellation list, a diverse group representing new/transfer students and cohort students.

Student Financial Assistance issued **50** microgrants totaling **\$65,000** to assist students with paying their balance.

The Student Success Center and One Stop collaborated with the Office of the Provost and the Office of International Student and Scholar Services to create an email/text campaign. Eight emails and three text messages were sent, including targeted emails from the Undergraduate and Graduate Deans 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 during this integrated approach to student retention.

The end result was a **14%** decrease in the number of Oxford undergraduates canceled, a total of **71**.



The **Office of Admission's** Bridges Program invites high-achieving high school seniors from historically underrepresented populations, as well as students who have a commitment to promoting a deeper understanding of and appreciation for diversity, to engage with current students, faculty, and staff. It attracts students who represent various diverse identities: racial/ethnic, sexual orientation and gender identity, and socioeconomic. It boasts an applications to admits conversion of **91.8%** and an admits to participants conversion of **84.5%**.

From 2021 to 2022, the Bridges Program saw an **11%** rise in participants and a **12%** increase in submitted applications.



MIAMI CELEBRATES FIRST-GENERATION STUDENTS

The achievements of Miami's 3,000+ first-generation students were celebrated during the week of November 7 as part of the [National First-Generation College Celebration](#). The **Student Success Center** collaborated with **President Gregory P. Crawford** and **Dr. Renate Crawford**, as well as multiple offices across campus, to organize a week of activities meant to foster a community of first-generation college students and their allies while recognizing their resilience, tenacity, and achievements.

"I'm proud to be a first-generation college student because, through the power of education, I'm able to live the life my parents always hoped I would live," said **Amitoj Kaur '23**, Student Body president.

Highlights of the celebratory week included the President's tailgate before the RedHawk football team's nationally televised game against Ohio, a celebratory dinner hosted by the Miami Firsts student organization and residential affinity community, and a picture day held on the Hamilton campus. The full schedule of events can be viewed on the [Miami First-Generation Students website](#).

CAREER CENTER SUPPORTS FIRST-GEN STUDENTS

The **Center for Career Exploration and Success** offered a new program meant to prepare first-generation college students for their future careers. Students were encouraged to attend five of the following seven programs to earn their First-Gen Career Readiness Certificate:

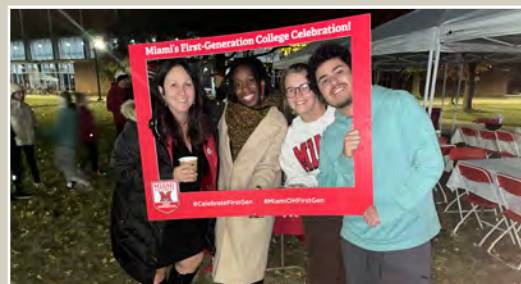
- Maximizing Your First-Gen Internship Experience
Employer Partner: Rocket Mortgage
- So You Want To Study Abroad? First-Gen Edition
Campus Partner: Education Abroad
- Navigating Graduate School: First-Gen Edition
- Resume Prep: The First-Gen Way
- Stand Out In Your Interview! First-Gen Edition
- Diversity and Inclusion Networking Event (D.I.N.E.)
- One of the five Fall Career and Internship Fairs

As part of the First-Gen Career Readiness Certificate program, the Career Center held group advising appointments on Wednesdays. Topics discussed included resumes, interviewing, identifying diverse employers, graduate schools, choosing a major, and general career exploration.

The Career Center also hosted a First-Gen Career Trek to the Cincinnati Zoo in October. The participating 38 students toured the zoo and botanical garden. They also networked with Miami alumni and Cincinnati Zoo crew members, many of whom were first-generation college students themselves.

FIRST-GEN WEEK CAMPUS PARTNERS

- Center for Career Exploration and Success
- Center for Student Diversity and Inclusion
- College of Arts and Science
- College of Education, Health, and Society
- College of Engineering and Computing
- Department of Architecture and Interior Design
- Department of Psychology
- Department of Statistics
- Education Abroad
- Farmer School of Business
- Honors College
- Miami Athletics
- Miami Alumni Association
- Office of Institutional Diversity and Inclusion
- Office of the President
- Office of Residence Life
- Office of Student Financial Assistance
- Regional Office of Student Activities and Orientation
- Student Counseling Service
- Student Success Center
- University Libraries
- University Marketing and Communications



MIAMI: A PURPLE STAR CAMPUS



Miami was among the first group of Ohio colleges and universities designated as Collegiate Purple Star campuses for its efforts to support students with military backgrounds.

Miami adheres to the national Principles of Excellence program by providing up-front information to veterans and military-affiliated students about the total cost of educational programming, giving an educational plan and timeline, allowing for absences due to service obligations for active-duty service members and reservists, and assigning points of contact that provide ongoing academic and financial support. Critical in these efforts are the **One Stop and Student Success Center**.

For the Fall Semester, the One Stop processed VA benefits for **395** military-affiliated students across all four campuses.

One Stop staff members helped revitalize the Oxford Student Veterans of America Chapter. **Kaitlyn Lipka '26** was select-



ed as the new student chair. She will work closely with the One Stop and Student Success Center to provide Green Zone Training to Oxford campus departments.

The One Stop hosted a Veterans Day Open House in the Student Veterans Center at 301 E. Spring Street. Student veterans connected with one another and met with members of Miami's veterans support team.

IN THE NEWS

Vice President Brent Shock was interviewed on student loan forgiveness by NPR and Cincinnati's Channel 19. He spoke live on NPR and was twice featured on Channel 19. Topics covered included how to apply for student loan forgiveness, and what to expect from the program.



The Center for Career Exploration and Success hosted its annual Diversity and Inclusion Networking Event (D.I.N.E.) during the evening of September's Fall Career and Internship Fair. Back in person for the first time in three years, it gave students an opportunity

to build relationships with employers who are committed to diversity, equity and inclusion. To draw the **250** participants, the Career Center collaborated with **40+** employers and **11** student organizations focused on inclusive excellence.

MIAMI CARES CONNECTS STUDENTS TO VALUABLE RESOURCES

As part of its Miami Cares program, the **Student Success Center** has awarded **980** meal swipes and **20** laptops to students in need since the Fall Semester's beginning. In addition, **55** Pepsi Book Grants totaling \$17,000 have been granted.

In partnership with the Office of the Dean of Students, the Office of International Student and Scholar Services, Student Health and Wellness Services, and Miami Regionals, the Student Success Center helped organize a meal swipe drive in November that allowed students to donate their unused meal swipes to assist their peers.

Oxford Empty Bowls increased their annual donation to the Miami Cares food pantry to \$750. Fliers about Miami Care's "Pick-List" program and Meal Swipe drive were distributed at this large Oxford community event.

FINANCIAL WELLNESS CENTER EDUCATES STUDENTS FOR LIFETIME SUCCESS

The Bursar's **Financial Wellness Center** is an online platform of interactive playlists designed to teach students how to make healthy financial decisions. Current modules include: Financial Learning for Higher Education, The Basics, Your Credit and You, and Working World. Two new modules are scheduled to be released next semester: Healthcare Finance, and Social Media Scams.

Due to a dedicated email marketing and social media campaign, the Financial Wellness Center boasts **2,456** active users and **21,023** tile views year to date. This is an increase from 2021's totals of 1,925 active users and 2,666 tile views.

DR. BRETZ JOINS EMSS LEADERSHIP TEAM

Dr. Stacey Lowery Bretz, Distinguished Professor of Chemistry and Biochemistry, is serving as the Director of Special Projects for EMSS. In this role, she works closely with **Vice President Brent Shock** and EMSS leadership to collaboratively develop and facilitate a broad range of special projects that support the enrollment and student success life cycles.

This year-long appointment is concurrent with Dr. Bretz's appointment as the inaugural President's Executive Fellow in the Office of the President. **President Gregory P. Crawford** invited Dr. Bretz to join his Executive Cabinet after she completed the prestigious ACE Fellows program, sponsored by the American Council on Education. She spent the 2021-22 academic year at the University of Illinois Urbana-Champaign, where she studied executive leadership in higher education while embedded in the Office of the Chancellor and the Office of the Provost.

CAREER CENTER PARTNERS WITH COLLEGE OF EDUCATION, HEALTH, AND SOCIETY

In October, the **Center for Career Exploration and Success** collaborated with the College of Education, Health, and Society to host a Professional Development Day for Teachers.

More than 250 students, representing graduating teacher education majors and students applying for field placements/student teaching, participated in a day of resume, interview, and job search preparation.

Because EHS embedded this event into its student-teaching program, the Career Center effectively scaled this new initiative to serve a large number of students at the same time.

The Career Center offered a similar event in collaboration with the EHS for Sport Leadership and Management (SLAM) majors. As part of the Career Center's commitment to supporting all future graduates, no matter their major or career aspirations, plans are in place to partner with other colleges for targeted professional development days.

FAFSA NIGHTS AID AREA HIGH SCHOOLS

The **Office of Student Financial Assistance** and **One Stop** led FAFSA outreach to high schools throughout southwestern Ohio. These events include FAFSA Night presentations and FAFSA Completion events. This fall, staff members hosted 295 attendees at 13 in-person events and 80 participants in seven virtual experiences. The 11 participating high schools were:

- Harrison
- Lakota East
- Lakota West
- La Salle
- Mason
- Miami Valley
- Mount Healthy
- Purcell Marian
- St. Xavier
- Talawanda
- Walnut Hills

TWO DIFFERENT PAYMENT PLANS HELP FAMILIES BUDGET FOR COLLEGE

Miami's payment plans, administered by the **Bursar**, give families the option to budget each semester's bill over a three- or four-month period with zero interest and no credit check. Almost 20% of families enroll in a payment plan. Based on feedback, the Bursar adjusted the four-pay date to later in the month, resulting in a 5% increase in payment plan participants from 2022 to 2023.

AWARDS

Dr. Stacey Lowery Bretz (Office of the Vice President): 2022 James Flack Norris Award for Outstanding Achievement in the Teaching of Chemistry from the Northeastern Section of the American Chemical Society (NESACS)

Michael Carson (One Stop): 2022 Donald Nelson Award for Outstanding International Student Support Nominee

Dr. Ashley Hopkins (Student Success Center): 2022 Donald Nelson Award for Outstanding International Student Support Nominee

Nancy Stewart (Student Success Center): 2022 Donald Nelson Award for Outstanding International Student Support Nominee

Michael Turner (Center for Career Exploration and Success): 2021-22 Midwest Association of Colleges and Employers "Standing Ovation" Gratitude Award Winner for work as its Professional Development Committee Leader

Center for Career Exploration and Success: 2022 Distinguished Service Diversity and Inclusion Award

PRESENTATIONS AND PROJECTS

Andrew Boehm (Office of Admission): Info with an Impact: The Importance of an Information Session for the Campus Visit at the 2022 Collegiate Information and Visitor Services Association (CIVSA) Conference

Kriss Cassano (Bursar): GradGuard: Building Confidence for Families in a World of Growing Medical Withdrawals at the 2022 Nelnet Campus Connect Conference

Jon Cherry (Enrollment Operations): Student Success: Maximize Slate for Current Student Processes and Workflows at the 2022 Slate Summit

Jon Cherry (Enrollment Operations): Technolutions on Student Success at the 2022 Connection Conference hosted by Carnegie Dartlet

Dr. Ashley Hopkins (Student Success Center): GradU8 Scholars: Utilizing Peer Mentors to Support First-Year Student Success at the 2022 NASPA Student Success in Higher Ed Conference

Dr. Ashley Hopkins (Student Success Center) and Miami regional students: Peck's Addition: A Forgotten Appalachian Neighborhood accepted for the 2023 Appalachian Studies Association Conference

Dr. Ashley Hopkins (Student Success Center) and Miami regional students: Urban Appalachian Community Coalition Story Gathering Project accepted for the 2023 Appalachian Studies Association Conference

CERTIFICATIONS

Sarah Mayer (Bursar): Bursar Certification through the Professional Development Group