

BOARD OF TRUSTEES
Minutes of the Board of Trustees Meeting
Marcum Conference Center 180/6, Oxford, Ohio
Friday, December 9, 2022

The Secretary to the Board of Trustees confirms that as specified in the Regulations of the Board of Trustees of Miami University, in compliance with Section 121.22 of the Ohio Revised Code, due notice was given prior to holding this meeting of the Board of Trustees.

The meeting was called to order at 9:00 a.m. with Chair Mary Schell presiding. Roll was called with a majority of Trustees present, constituting a quorum. In addition to the Trustees, attending for all or part of the meeting were – President Greg Crawford; Senior Vice President David Creamer; Vice Presidents Cristina Alcalde, Jayne Brownell, Brad Bundy, Ande Durojaiye, Sue McDowell, David Seidl, Amy Shoemaker, Brent Shock, and Randi Thomas; interim Vice President for UCM Jessica Rivinius; Director of Athletics David Sayler; Executive Assistant to the President Dawn Tsirelis; Associate Vice Presidents Kenya Ash, and Dawn Fahner; Director of Executive Communications, Ashlea Jones; Executive Fellow Stacey Lowery Bretz; and Ted Pickerill, Chief of Staff, and Secretary to the Board of Trustees; along with many others in attendance to assist or observe.

Roll call of Trustees:

Present:	Steve Anderson	Zachary Haines
	S. Biff Bowman (National Trustee)	Elizabeth McNellie
	Ryan Burgess	Dinesh Paliwal (National Trustee)
	Sandra D. Collins	John Pascoe
	Dawson Cosgrove (Student Trustee)	Mary Schell
	John Fazio (Student Trustee)	Mark Sullivan (National Trustee)
	Debbie Feldman	

Absent: Trustee Rod Robinson, and National Trustee Jeff Pegues

Public Study Session

Comments from the Public

The Board received no requests for public comment.

Diversity, Equity and Inclusion Update – Vice President Cristina Alcalde

Vice President for Institutional Diversity and Inclusion Cristina Alcalde provided the Board with a DEI, and Office of Diversity and Inclusion update.

She explained that the mission of the Office of Institutional Diversity and Inclusion is to advance Miami University's inclusive excellence and promote a welcoming community for all, by providing an integrated, holistic approach to diversity, equity and inclusion through structures, policies, initiatives, and programming. The approach involves:

- Capacity Building
- Structure
- Accountability and Transparency
- Recruitment and Retention

[The OIDI presentation is attached.](#)

Advancing Strategic Partnerships, Institutional Relations and Economy (ASPIRE) Update Vice President Randi Thomas

The Vice President for ASPIRE Randi Thomas provided the Board with an update on the focus and efforts on the Office of ASPIRE.

He relayed to the Board the goals for ASPIRE, which are to:

- Develop Relationships
- Increase Revenue
- Advance Reputation
- Increase Rankings.

Four pillars advance this mission:

- Building the economies of communities we serve
- Attracting and developing talent for Ohio
- Aligning resources with stakeholder priorities
- Elevating Miami's profile regionally, statewide, and nationally

He then provided an overview and examples of the results achieved by ASPIRE, and the partnerships it has developed.

[The ASPIRE presentation is attached.](#)

Public Business Session

Approval of Prior Meeting Minutes

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

Consent Calendar

Resolutions on the Consent Calendar, included:

- [Designation of Emerita and Emeritus](#)
- [Campus Naming](#)
- [Remediation Report](#)

- [Reappointment of National Trustee Jeff Pegues](#)
- [Honorary Degrees](#)

Trustee Haines moved, Trustee Collins seconded, and by voice vote the items on the Consent Calendar were unanimously approved, with all voting in favor and none opposed.

Associated materials are attached.

Chair's Comments

Chair Mary Schell relayed the following information:

Good morning and welcome to this meeting of the Miami University Board of Trustees.

I will begin by welcoming our newest member, Beth McNellie, to her first meeting as a Trustee. Beth is a Miami alumna who graduated from the Western College Program. As a student, she was a member of the Honors Program and Associated Student Government (ASG). Beth is a partner at BakerHostetler in Columbus where she specializes in motor vehicle franchise law and is the Columbus office's litigation coordinator. Most recently served on Miami University's Foundation Board. Welcome Beth, we're very glad you're here. Please with us a little more of your background.

Yesterday during our committee meetings, we received new sets of data and their measurements which will track priority performance metrics and university goals. Thank you, interim Provost Mullenix, Padma Patil, David Creamer, Dave Ellis, and everyone who contributed to the work in this area as we strive to achieve Miami's goals, measure progress along the way – and hold ourselves accountable.

We are building off the momentum of the Board's retreat in September. We will use the newly developed metrics to keep the Board and the Miami Community well informed of our progress in advancing Miami University – and as a result the State of Ohio - into a dynamic and evolving future.

Since our last meeting, there have been achievements, accomplishments, and Alumni contributions to acknowledge and celebrate.

In October, we announced that we received a commitment to bequeath a \$46 million gift – the largest in the history on the University. We are deeply appreciative of the generosity of John Metz, Class of 1957, and his husband, Ali Khan. In 2007 they gave a \$5 million bequest as part of a class gift. This new gift is designated for scholarships in support of students who are Pell Grant eligible. These are the students who have the greatest need for financial assistance and John and Li's generosity will impact the lives of students and their families for generations.

Miami's Art Museum has a new name.

A transformational gift from longtime donor Richard Cocks means our 24,000 square-foot teaching museum is now the Richard and Carole Cocks Art Museum. This is the museum's

largest gift ever and the new name honors Richard and his late wife Carole. We are truly appreciative for their support of Miami University and the arts.

Finally, I'm so pleased to express our gratitude in person to our national trustee Dinesh Paliwal and his wife Ila. Their most recent gift establishes the Dinesh and Ila Paliwal Endowed Dean of the College of Engineering and Computing. This is the first fully endowed position for the College and will support Dean Beena Sukumaran and the future deans in realizing the strategic direction of the college. In addition, their gift establishes a scholarship fund to support underrepresented students.

In athletics, the Miami football team is bowl-bound for the second consecutive year! They will travel to the Bahamas to play the University of Alabama Birmingham next week. The bowl our team is playing in is the very first game of this year's bowl season – Go RedHawks!

And, you may have seen it in local or national media – so a big shout out to our students, whose unbridled enthusiasm for the U.S. Men's National Soccer Team was captured on video and broadcast at the world cup stadium, and throughout the globe. They were having a lot of fun cheering for the U.S. team.

Since our last meeting, we've learned that Miami is ranked fourth in the nation for the total number of students studying abroad during the 2020-2021 academic year. That year, nearly 400 of our students earned study abroad credit, traveling to 19 different countries; most students who studied abroad attended the Miami University John E. Dolibois European Center in Luxembourg or were in faculty-led programs.

On November 9th, President Crawford, and Miami Tribe of Oklahoma Chief, Doug Lankford, along with many others, celebrated fifty years of partnership. A highlight was hearing from the grandnephew of Chief Forest Olds, and the grandson of President Phil Shriver, founders of our special partnership with the Tribe. To honor the historic first meeting between the Tribe and the University, Chief Lankford presented a statue of Chief Olds and President Shriver now displayed in Roudebush Hall.

Finally, I would like to thank Vice President Cristina Alcalde for her update on advancing diversity, equity, and inclusion at Miami. Thanks also to Vice President Randi Thomas for his report on our partnerships, institutional relations, and the regional economy.

Later in the meeting, President Crawford will share his remarks, during which he will introduce our new Director of Sustainability, Olivia Herron.

It is always such a pleasure to recognize our incredible students, faculty, staff, and alumni, and the whole Miami community for their achievements, efforts, commitment and support. It's a great way to head into commencement and wrap up the year.

Thank you, that concludes my remarks.

Love and Honor.

Reports, Ordinances and Resolutions

Report of the Chair of University Senate Executive Committee,

Chair Schell welcomed Dr. Poetter who relayed the following information:

Thank you for the opportunity to share some notes with you regarding Miami University Senate's work during the first semester of the 2022-2023 academic year.

Over the past several years, university senate has held "retreats" for senators during January and August. These are unofficial meetings, during which no attendance is taken and no official business occurs. The retreats have helped the university senate to build capacity, know-how, understanding, and community as we make our way forward each year. Our next retreat is scheduled for January 17, 2023, on the Hamilton Campus. In that meeting, we plan on focusing on building senate's capacity to discuss complicated policy changes and to understand and to build our own senses of well-being on our campus as active participants in the university's mission and daily life.

Under the leadership of Senator Nathan French, the senate has hosted several "Senate Working Sessions" during off-weeks of senate. In these sessions, senators and Miami Community members meet to discuss important topics that may be percolating for senate action. This semester the university senate hosted sessions on a) "Undergraduate Research & Employment"; b) "The Myaamia Center, Miami University, and Tribal Sovereignty: FOCUS theme 2022-2023 and Beyond"; and c) and "Student, Faculty, and Staff Mental Health."

In terms of senate business, we have been discussing and acting on several issues in Senate Executive Committee and on the floor of senate. Since my last report for your September 2022 meeting, we passed Senate Resolutions supporting the graduate school's suggested changes to the formal functions of graduate council, on the academic integrity policy for graduate students, and on suggested changes to the summer stipend program for graduate assistants; we passed resolutions in support of new undergraduate majors in Cybersecurity and Music Composition; and we passed a resolution supporting changes to the natural science requirements in the Miami Plan. We have also have heard and discussed special reports on the floor of university senate from Susan McDowell, VP of Research and Innovation, on new internal research grant programs; from Leighton Peterson, Director of Liberal Education, on changes to the Miami Plan; from Mike Crowder, Dean of the Graduate School, on the status of new graduate programs and the summer stipend program for graduate assistants; from the Fiscal Priorities Committee of Senate co-chaired by Senators Brooke Flinders and Melissa Chase on the status of the university's financial profile; from Susan Zazycki on progress being made by the Climate Action Task Force; from Senator Rosemary Pennington on the Honors Course Recertification process that the campus will be engaged in this spring; and from Interim Provost Liz Mullenix on campus responses to student crises.

The current chair, chair-elect, and past chair of Miami's University Senate Executive Committee are members of the Ohio Faculty Council, the body representing the senate bodies of the 14, four-year state colleges and universities in Ohio. The Ohio Faculty Council (or OFC), chaired by Wright State's Laura Luehrmann, is recognized by the Chancellor and Ohio Board of Regents. Recently the council has been exploring ways to share information and progress in

addressing campus mental health, which included a special presentation by Miami's own Dean of Students Kimberly Moore on Miami's approaches to supporting students, staff, and faculty mental health. And also, at its November meeting the council honored Miami faculty member Andrew Jones (Chemical, Paper, and Biomedical Engineering), who was recognized as a recipient of the Ohio Faculty Council Technology Commercialization Award for his collaborative research work which included undergraduate students helping him to take research findings to product.

As always, we have several processes, policies, and issues requiring executive committee input and shaping for second semester. We begin our work formally on the second semester agenda of senate in mid-January ahead of our first meeting as a university senate body on January 23, 2023.

And last, let me again say how pleased we are to be working with interim Provost Liz Mullenix, who continues to be a trusted, outstanding colleague on the shared governance journey, and an effective leader in university senate throughout the first semester.

On behalf of university senate and senate executive committee, thank you for the opportunity to give a short update. I look forward to saying more about our progress as a university senate at your next meeting.

[The Senate report is attached.](#)

Report of the Student Body President

Chair Schell welcomed Amitoj Kaur who relayed the following:

Good morning, everyone!

It is good to be back, I have to admit, amongst the chaos that is finals week being in the Marcum with you all is always my happy place, and I have missed you all dearly. I joked to my mom this morning that our joint breakfast this morning is essentially the Thanksgiving I never got growing up.

But a lot has happened since my last report to you all in May. I am going to get right into it, because in my humble opinion, ASG has been killing it this semester.

Khenadi and I ran on three major platform points; increasing the student minimum wage, having free menstrual products available across campus, and implementing a peer-to-peer diversity program.

Right now, we are three for three, and some.

The moment we got elected, we scheduled a meeting with Dr. Creamer to understand what our options were, and start the conversation. We did our research and could not have been more honored when at the end of the meeting, Dr. Creamer offered us one undergraduate seat on the Student Wages committee, I was happy to fill the seat for the first time in Miami history, and by the end of the summer, the committee had raised student wages by 20%. As a student who

made minimum wage on this campus for two years, I knew how much this would impact students, particularly low-income students such as myself. However, I was still so pleasantly surprised at the amount of messages I received from students on how this has changed how they are able to afford college, and their general quality of life - we are beyond grateful to Dr. Creamer and Dawn Fahner for allowing us a voice on this integral committee and trusting us.

When we came back this fall, we went on our own tour of campus to make sure as many students as possible were aware that their student body was here for them, and visible. Even if that meant I was moving first year students in, in 90-degree weather on western campus. We visited many pre-semester programs, which was nostalgic considering Khenadi and I met at one of our own freshman year. Convocation this year was changed into a pep rally and I got to be one of the co-hosts of the evening with the Football team's punter!

We also revisited the menstrual product initiative, for those of you who may need a small reminder, Miami University is a cashless campus, so as someone who uses menstrual products, it didn't make sense to me why I would need a quarter for an essential hygienic product. During my time on the Armstrong Student Center Board, we piloted free products and it has been extremely successful. Since then, integral partners, and let's be honest, mentors have been Dean Conley and Dr. Steve Large from the Office of Wellness, President Crawford, and Cody Powell and Jerney Davis from PDF. I am excited to share that after literally years of work we will be looking at having free menstrual products in all academic buildings and high frequency student buildings such as the rec and Shriver. These products will go into all women and gender-neutral bathrooms. I am excited and so honored to finish this project with these incredible stakeholders before I finally leave campus in May.

This semester I also had the honor of sitting on the Provost Search Selection Committee as the sole undergraduate representative. It was a large responsibility, with a lot of classes missed, but it was a pleasure to serve this University and help shape such a large decision. I look forward to the selection of the new Provost.

After going to a lot of campus events together, Khenadi and I realized very quickly we needed a lesson in dining etiquette - because truly who needs that many utensils in a singular meal?! I digress, upon reflection we realized that if we felt self-conscious about our dining etiquette, that a lot of our peers probably did too. So, naturally, we hosted an etiquette dinner and hosted over 11 student organizations in Shriver for a full 3 course plated meal, and lesson from the Career Center. It was a phenomenal night spearheaded by Khenadi, and we learned so much!

Speaking of food, did y'all know? ASG conducted research with the entire student body and sorted thousands of data entries to provide the university with what National Brand we would like to see housed in Bell Tower. Our Secretary of On-Campus Affairs, Grace Payne spearheaded this, from the original form, consolidating into the top five, and then ultimately the winner of our survey that had thousands of votes. Any guesses on which brand won? Raising Cane's Chicken Fingers! I look forward to a Miami where a box combo is just a walk away for students.

However, with food often comes a lot of waste, and as a campus who strives to be as sustainable as possible, ASG has wondered how we can address these concerns. I am happy to

share that our Secretary of Sustainability and Infrastructure has partnered with Cafe Lux, the coffee shop in Armstrong, and they are now composting! This is the beginning of an amazing partnership with ASG and our dining services.

Last semester we saw a large burn out with the student body, but this semester has been unreal and the energy has been unmatched, campus has had a different vibe all fall.

I would also be remiss if I didn't say that so much of my success as Student body President has come from the connections and genuine love I have received during my own time as a Student Trustee. When I left my position, I knew the future of Student Trustees was in good hands. Dawson seeing you blossom into your role as the senior trustee has genuinely been such a joy to see. I am not your co-trustee anymore, but as a best friend, I could not be more proud of you, and the work you have done this semester.

Jack, we have been working together for months now, but let me say it officially on record, welcome to the family. You are going to be incredible - buckle in for the adventure of a lifetime, and as you know, get ready to work. You always have a built-in bestie with me, but honestly your co-trustee is much cooler.

To wrap up my report, it is the highest honor to serve this University. Whether that be as Student Body President, as a former Student Trustee, or even as an intern for UCM, I am grateful for every opportunity, thank you all for all you do for this university.

With Love and Honor, I conclude my report, and am happy to answer any questions.

President's Report

President Crawford updated the Board on three themes:

- Leading with Learners (Teacher-Scholar Model)
- Learning to Lead (Leadership Programs)
- Learning for Impact (Advancing Sustainability)

As he discussed each theme, he featured and highlighted many members of the Miami University community, including Miami's new Director of Sustainability, Oliva Herron, who he introduced to the Board.

[The President's presentation is attached.](#)

Student Trustee Reports

To enable the Student Trustees to depart the meeting early to attend final examinations, the agenda was adjusted to shift their presentations to an earlier time.

Chair Schell then called upon Student Trustees Cosgrove and Fazio to deliver their reports.

Student Trustee Cosgrove relayed the following:

It is my pleasure to be here with you all today. As always, it is so great to catch up with everyone at our dinners and receptions. Being the senior trustee, there are points where you become so familiar with the role that you tend to forget how special this opportunity really is. However, without fail, each meeting I am reminded how blessed I am to have the opportunity to be the voice of the students in these spaces. One thing I could never take for granted is the incredible people I have had the privilege of working with day in and day out, so many of whom are in this room today.

It is hard for me to comprehend or accept, whatever it may be, that another semester has come and gone. This semester was an exciting time for the student body, energies were different, and involvement has been as high as ever and it has been clear all over campus. Whether it be the thousands of students at career fairs, seeing students pack King for the Late-Night Breakfast, or the thousands of students that packed Brick Street for the U.S. world cup game. While it may seem trivial or even inappropriate for me to mention, I saw it as an embodiment of the community that can be built at Miami, and the community that had been impacted by COVID over the past couple of years is slowly yet surely recovering and coming together once again

However, the continued movement towards normalcy again in Oxford brings with it a new set of challenges for us, some that we may still not even know about. A post pandemic world is one we are still learning to navigate. For myself, learning how to have tough conversations with my peers on our mental health, addressing burnout, and in general planning for the future has been top of mind - I know many seniors can relate. As we continue to grow as a community, each class is going to have their own unique struggles, and we have to see how we can address them.

The end of every semester provides an opportunity for me to reflect on my overall experience the past 3 or 4 months and truthfully, further back than that. I was thinking about the place I was in when I gave my report exactly a year ago to date. For those who may not remember, I had worked myself beyond my means and was not in the best mental state. After that day, people reached out to me just to check in and let me know they cared for me. Since then, I have been able to truly prioritize my own well-being, and advocate for others. Which is why it has been a pleasure to work with ASG as we partner for the mental health forum next semester to make it larger than we ever have before.

I am looking forward to helping with this programming that encourages Miami University students to have tough conversations just like we had last year. Now here we are, a year later, seeing the tremendous strides we have made as a university to ensure that we can provide the best environment for all of our students. I said it earlier but, to me, it is a true testament to everyone here today and all your dedication to this wonderful university that I decided to call home four years ago.

After another successful semester I am looking forward to getting home, relaxing, and spending time with my family for the Holiday season. I am also looking forward to a J-term trip to London/Brussels with the Farmer School of Business for a few weeks after Christmas. After that trip, I will be back in Oxford for my last semester as an undergraduate college student.

Again, thank you all for everything you have done for this university, the students and for me personally. I hope everyone has a wonderful and much needed break and can enjoy the Holiday season. With Love and Honor, thank you.

Student Trustee Fazio relayed the following:

It's a privilege to finally have the opportunity to speak with you all. While I was appointed in June, and have already started working with many of the people in this room, I haven't had the opportunity to formally introduce myself to everyone. My name is John Fazio, but I go by Jack. I'm a sophomore microbiology student, hoping to go to medical school. Before I go any farther, I would like to thank everyone here today for welcoming me so warmly as I serve as a voice of the student body. During my time here, I look forward to advocating for the student body, and reporting on their needs and progress.

Throughout this semester, Dawson and I have had the privilege of working both with administrators and ASG. We've kept open dialogue regarding the welfare of the student body with the administrators we work closest with. We have also made strides in opening dialogue with administrators that student trustees had not previously had the pleasure of working with. We have worked with ASG to respond to student concerns and advance student interests. We have begun the search for the next student trustee. Dawson and I have also had the privilege of serving on Vice-President Brownell's mental health task force. In this role we have engaged in discussions on how best to invest the mental health fee to safeguard the mental and emotional well-being of our student body.

As we move forward, creating new initiatives and tools to invest in student wellness, we must focus on leaving no one behind. Progress in the area of student wellness will be impossible without open and clear communication with the entire student body. This communication needs to focus on how to access the help we offer, and will offer in the future. Without clear communication about how students can use the resources the University invests so much energy into, students will continue to struggle regardless of the help available to them. We've made great strides in this so far, like with the wellness navigator tool, a project from the office of Student Wellness. I look forward to seeing how we can continue to grow in this area.

As the semester comes to a close, I am excited to report that the student body is fully engaged with many of the opportunities we had shifted to Zoom during the pandemic. Clubs and intramural sports are in full swing, and intramural broomball was as competitive as ever. As unhappy as my early morning chemistry class may be, we no longer have to worry about moving classes online, bringing a sense of normalcy and consistency.

While I am disappointed to see the semester come to an end, I'm excited to spend time abroad this winter. I plan to spend two weeks in San Ignacio, Belize helping local healthcare professionals bring outpatient healthcare and public health education to underserved areas of the rural countryside. I am also excited to take some time to explore the nearby cave systems and Aztec ruins. I have to mention I am looking forward to taking some time to relax and regenerate after a challenging semester. I am optimistic to see what the winter and spring semesters will bring for the student body, and can't wait to return soon. I am looking forward to the journey that being a student trustee brings, and cannot wait to continue to serve the student body in that capacity.

With Love and Honor, I conclude my first report.

Academic and Student Affairs Committee

Report of the Committee Chair

Committee Chair John Pascoe relayed the following:

The Academic and Student Affairs Committee met yesterday in Marcum Conference Center.

The Committee heard updates from Academic Affairs, the Vice President for Student Life, the interim Vice President for University Communications and Marketing, and the Vice President for Enrollment Management and Student Success. The Committee also received written reports from Associated Student Government and University Senate.

The meeting began with updates and presentations from Academic Affairs. Topics included several resolutions; the annual remediation report to the State, honorary degrees for Commencement, and two new bachelor degrees – Music Composition, and Cybersecurity. The Committee recommends all for approval today. Honorary degrees and the remediation report were approved earlier today with the consent calendar, and the two degrees will be considered momentarily.

Interim Provost Mullenix relayed to the Committee her experience as dean of the College of Creative Arts, and the strategies and partnerships she employed to transform the College from subvention to self-sustainment. The Associate Vice Provost for Institutional Research and Effectiveness, Padma Patil, addressed the Committee on data and measures available for use in developing and tracking performance metrics. Vice President and Dean of the Regional Colleges, Ande Durojaiye, informed the Committee of strategies to advance the Regional Campuses, and to assist the communities which they serve.

Interim Vice President Jessica Rivinius provided a UCM update and presented upon the UCM five-year vision. She informed the Committee of the status of the “Power of Will” brand campaign, which has already exceeded its 57 million impressions goal. In discussing the five-year vision, she emphasized the value and importance of stability, predictability, planning, and a solid foundation. She also presented on building a national brand, marketing maturity, campus partnerships, telling impactful stories, and harnessing the power of data.

Vice President Brent Shock provided an EMSS update, and Associate Vice President and Director of Admission Bethany Perkins updated the Committee on admission efforts to date. The enrollment update showed early positive trends for the Fall 2023 class. Applications were up over 20% overall, with domestic non-resident applications up 22% and Ohio applications up 14%. International applications are up 85.5%, with much of the growth in Nigeria, Ghana, and Uzbekistan where a US-based education is in high demand. The overall quality of the total application pool is on par with the last several years. To date, Miami has received just over 90,000 inquiries, almost a 14% increase.

Vice President Jayne Brownell provided a Student Life update, and Dr. John Ward, Director of the Student Counseling Service, presented on counseling services for students. He explained the stepped care approach to mental health services, and the different levels of care. He also discussed utilization numbers, and future directions for mental health and student counseling services.

Finally, the Committee received several written reports, including reports on MiamiRISE, Boldly Creative, Orientation, eLearning, and student debt. These and the other written reports received will be included in the meeting's minutes.

Thank you, that concludes my report.

Resolutions

Associated material is attached.

Bachelor Degree in Music Composition

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

Bachelor Degree in Cybersecurity

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

Finance and Audit Committee

Report of the Committee Chair

Committee Chair Mark Sullivan relayed the following:

The Finance and Audit Committee met yesterday at the Marcum Conference Center. The Committee considered one ordinance and three resolutions at the meeting. All of these items were discussed and endorsed by the Committee yesterday and are recommended for approval later in this meeting.

The Committee had its annual meeting with the independent auditor to review the results of the fiscal year 2022 financial audit. Matt Garvey from RSM covered all of the required communications with the Committee, and there were no observations that required communication with the Committee. Unfortunately, this is the last year that RSM can serve as the University's independent auditor due to the required rotation of the IPA. The University is in the process of working with the Auditor of State to select a new IPA prior to the start of next year's audit.

Over two years ago, the Committee began working with the administration on an eventual replacement of the current enterprise resource planning system. At yesterday's meeting vice presidents Creamer, Shock and Seidl presented their recommendation for the new ERP and

a budget for the nearly four-year project. A move to the software as a service product provided by Workday is a necessary change as the current ERP is nearing its end of life and is no longer fully meeting the University's data and reporting needs. This situation is only expected to become more problematic in the future if this change is not made.

This project requires substantial financial and employee investments for the proposed ERP to be implemented but in order to fully meet the needs of our students in the future and efficiently accomplish the administrative and regulatory requirements of the University, this change must be made and the Committee recommends the approval of the resolution authorizing this change.

Associate vice president Cody Powell provided the Committee with an update on the status of capital projects. While some problems are occurring due to supply chain issues, most projects remain on schedule and on budget. One problem not related to supply chain difficulties has been encountered with the Ogden Hall renovation that will delay the completion of that project until November 2023. Unexpected structural weaknesses were uncovered during the interior demolition of the building. While the project remains on budget, several weeks of added work to correct these issues has made it impossible for the building to be available at the beginning of next fall. All of the needed repairs have now been completed and the project is proceeding as planned except for the delay in the completion.

Mr. Powell also presented a resolution for the renovation of the Bell Tower Dining facility for the Committee's consideration. This project is recommended by the Committee for approval.

The Committee devoted significant time yesterday to discussing the university budget. Dr. Creamer previewed the dashboards that have been developed to assist trustees in tracking budget trends and asked the committee members for their input on the new dashboards. Dr. Creamer also reviewed some financial highlights from the fiscal year 2022 financial statements since the Committee did not meet in September.

In regard to this year's budget, the Committee received and discussed proposed revisions to the fiscal year 2023 budget. The revisions are needed given a higher forecast for salary and benefit spending by Academic Affairs and a shortfall in Regional Campus tuition revenue. These negative adjustments reflect the ongoing challenges with Miami's budget given the current difficulty in growing tuition revenue year over year. The budget revisions were endorsed by the Committee and are recommended for approval.

Annually, Miami University must submit an efficiency report to Ohio's Chancellor of Higher Education. The reporting priorities that must be met through this report are established by the Chancellor each year. Associate vice president David Ellis provided the Committee with some highlights from this year's report. With the adoption of the accompanying resolution, the report will be submitted to the Chancellor of Higher Education in compliance with this legislative requirement.

Annually, the Committee reviews the internal audit plan with the university's chief audit officer. Mr. Moore shared the plan with the committee and provided the committee with a brief update on the status of this year's plan. While the Committee received the opportunity to

suggest changes to the plan, it was comfortable with the plan as presented.

The final agenda topic at yesterday's meeting was a report from Trustee Bowman on the Investment Subcommittee meeting that took place Wednesday afternoon in 104 Roudebush Hall. During the meeting the Committee received an update on this year's investment performance from the Strategic Investment Group. The preliminary results for November were strong, reversing the 2% investment loss for the fiscal year through October. Rising interest rates due to sustained inflation continues to hamper market performance resulting in increased volatility that likely will remain throughout this fiscal year.

Strategic Investment Group also reviewed investment manager fees for the previous fiscal year. Fee negotiations and asset aggregations with other clients resulted in an estimated savings of about \$796,000 for the non-endowment in fiscal year 22. The Committee also received information about the influence ESG has on investing today. The Committee found this information to be helpful as it continues to study how climate issues are influencing investment performance and investment practices at other universities and foundations. Given the growing influence of ESG, the Subcommittee will continue to follow this matter as it continues to evolve.

Madam Chairperson that concludes the report of the Finance and Audit Committee.

Ordinances and Resolutions

Associated material is attached.

Ordinance

Revised FY2023 Appropriation Ordinance

Senior Vice President Creamer spoke in support of the ordinance. Trustee Feldman moved, Trustee Anderson seconded, and by roll call vote, the ordinance was unanimously approved, with eight voting in favor and none opposed.

Resolutions

ERP Authorization

Senior Vice President Creamer spoke in support of the resolution and stated, if approved, Workday would be contracted and work would proceed almost immediately. Trustee Burgess moved, Trustee Anderson seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

Ogden Hall and Bell Tower Place

Senior Vice President Creamer spoke in support of the resolution. Trustee Haines moved, Trustee Burgess seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

Annual Efficiency Report

Senior Vice President Creamer spoke in support of the resolution. Trustee Burgess moved, Trustee Anderson seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

Report of the Nominating Committee and the Election of Officers

The nominating Committee was composed of Trustees Robinson, Bowman, and Feldman. Trustee Rod Robinson served as chair. In the absence of Trustee Robinson, National Trustee Bowman reported that the Committee recommended the following slate of officers:

- Chair, Mary Schell
- Vice Chair, Deborah Feldman
- Treasurer, Rod Robinson
- Secretary, Sandra Collins

Trustee Burgess then moved, Trustee Haines seconded, and by unanimous voice vote, with all voting in favor and none opposed, the slate of officers for calendar year 2023 was approved.

Executive Session

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

Return to Public Session

Other Business

No additional business was conducted.

Adjournment of Meeting

With no other business to come before the Board, Trustee Burgess then moved, Trustee Pascoe seconded, and by unanimous voice vote, with all voting in favor and none opposed, the Board, adjourned at 12:45 p.m.

Written Reports

[The Office of Institutional Diversity and Inclusion Annual Report](#)

Associated material is attached.

A handwritten signature in black ink, appearing to read 'T. O. Pickerill II', with a long horizontal flourish extending to the right.

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



Advancing DEI at Miami: Office of Institutional Diversity and Inclusion Report

M. Cristina Alcalde, Ph.D.

Vice President for Institutional Diversity and Inclusion

December 9, 2022

Our Inclusive Excellence Approach

Capacity
Building

Structural

Accountability
and
Transparency

Recruitment
and
Retention

Mission

To advance Miami University's inclusive excellence and promote a welcoming community for all by providing an integrated, holistic approach to diversity, equity, and inclusion through structures, policies, initiatives, and programming.

Faculty

Students

Staff

Climate

DEI in the Global Marketplace, and Region

Organizational Change Management

Structures & systems

Data-informed

Recruitment vs. Climate & Retention

Capacity-Building

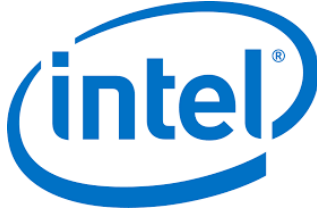
Talent Development

Inclusive Leadership

Surveys



DEI in the Global Marketplace, and Region



Diversity and inclusion are instrumental in driving innovation and delivering strong business growth.

2030 Goals include:

- Doubling the # of women and underrepresented minorities in senior leadership roles.
- Increase # of women in technical roles to 40%.
- Advance accessibility and increase the percentage of employees who self-identify as having a disability to 10%.
- Embed inclusive leadership practices



We believe that we are stronger together by valuing our differences.

Goals include:

- Increase representation of women and racially diverse talent.
- Double investment in diversity recruitment.
- Ensure 100% of managers complete DEI training within one year of hire or promotion.
- Actively support ERGs.
- Measure employee sentiment on inclusion and belonging through regular engagement surveys.



Miami as an Intentionally Inclusive Community

- Miami's core values.
- Without inclusion, diverse teams cannot be successful.
- Common mismatch between aspirations and on-the-ground everyday practices among leaders.

"In our research we have seen a remarkable correlation between an employee's feeling of safety, belonging, and job satisfaction and how much their company prioritizes DEI" (Melinda Epler, CEO, Change Catalyst)

"Working alongside people from different backgrounds makes us smarter, more innovative, and hardworking." (Phillips, "How Diversity Makes Us Smarter," 2017)

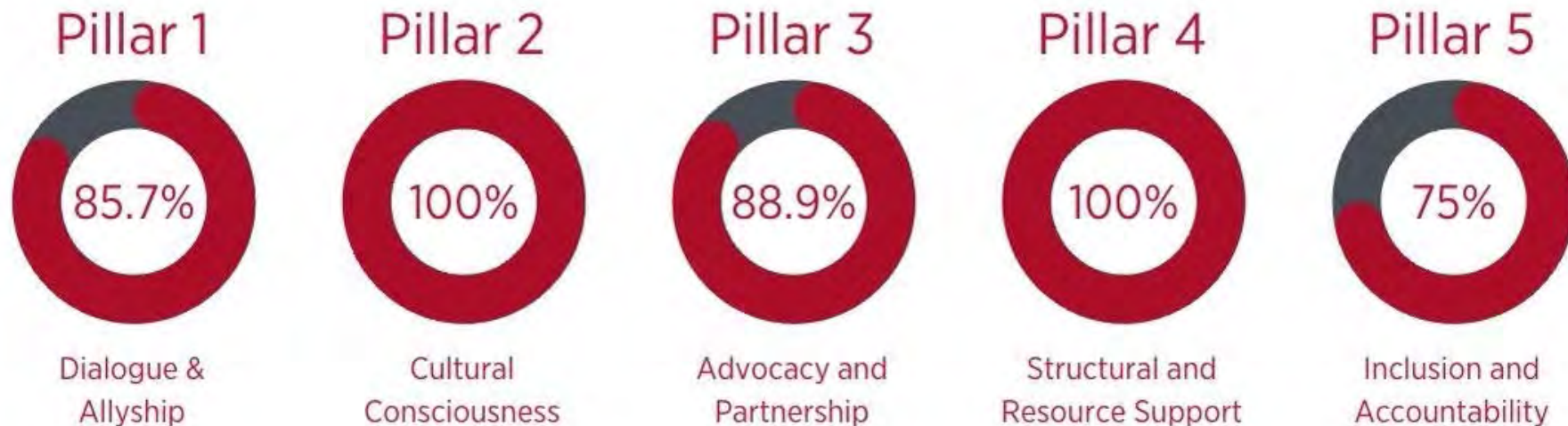
"Nearly all employers (96 percent) agree that 'all college students should have experiences that teach them how to solve problems with people whose views are different from their own.'" (Falling Short? College Learning and Career Success, 2015).



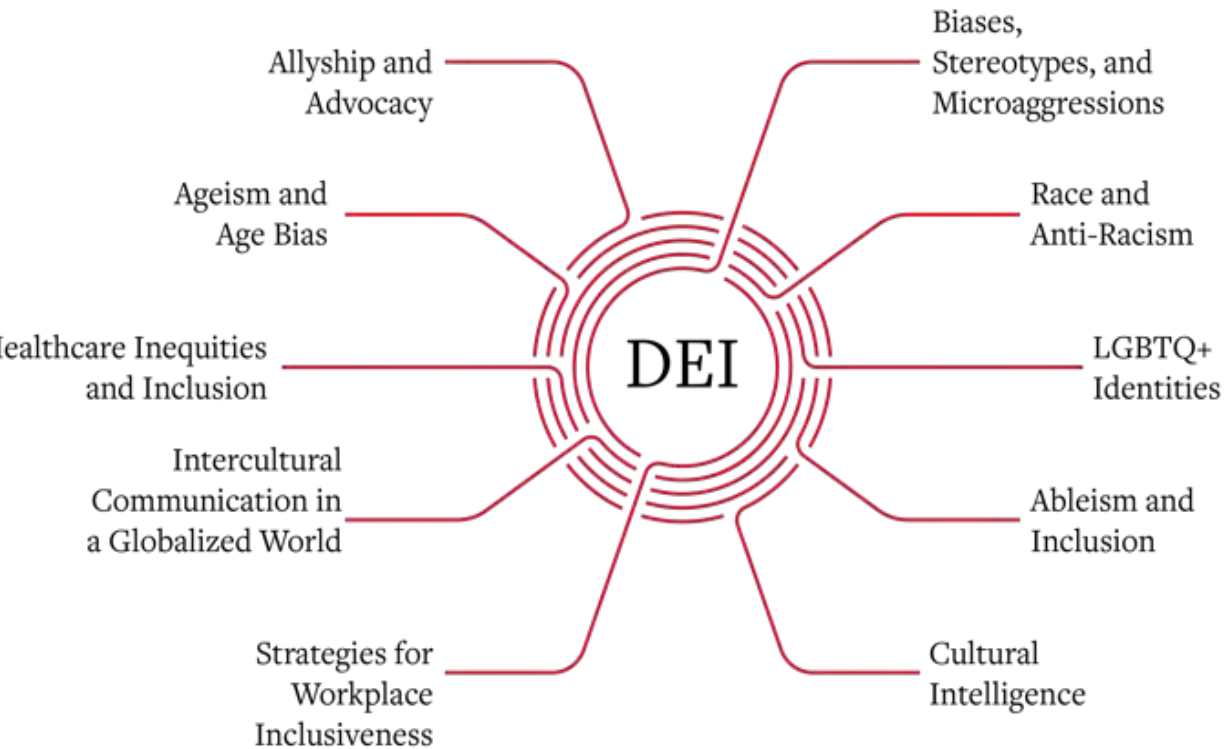
DEI Taskforce Recommendations

- **Progress**

- 91.9% completion rate across 44 recommendations (April 2022)



DEI Module Series



- Re-Launch Early Spring 2023
- Miami faculty and staff expertise
- Knowledge and Strategies

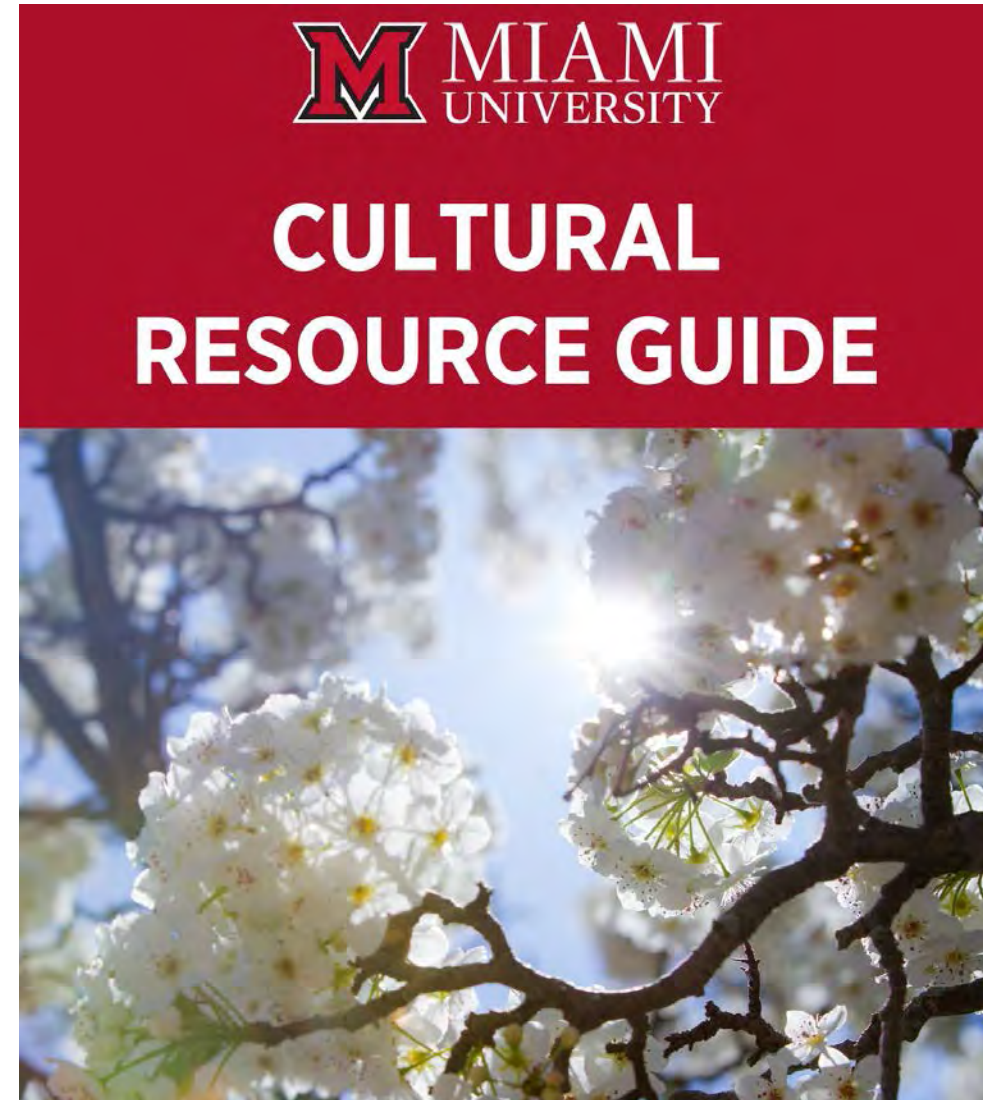


Embedding DEI in Search Processes

- Revised processes and resources
- Why Faculty?
 - **650 individuals** trained since Sept. 2021
- Why Staff?
- Cultural Resource Guide
- Student Equity Ambassadors Program

Faculty Candidate Diversity Statement

Miami University is committed to creating an inclusive and effective teaching, learning, research, and working environment for all. Applicants should include a 1 page statement addressing past and/or potential contributions to advancing diversity, equity, and inclusion through research, teaching, and/or service.



OLDI Communication and Coordination

Communication and Support

- Annual Report Focused on Accountability and Transparency
- Quarterly Newsletter
- Central DEI Calendar
- Religious and Holy Days Inclusive Scheduling Calendar and Social Media Messaging
- Social media

DEI Leadership Councils: Coordination

- Academic DEI Officers Leadership Council
- Divisional DEI Officers Leadership Council
- DEI Student Advisory Council
- Council on Diversity and Inclusion (Senate)
- *Roles and Expectations for DEI Officers*



Embedding DEI through Workshops, Trainings, Discussions

Anti-Racism Workshop

- **Leadership:** PEC, Provost's Office, Deans, Moonshot
- 356 participants (Summer 2022 – Fall 2022)

Diversity Statement Workshops

- Graduate and undergraduate students
- 67 participants (Fall 2022)

Safe Zone Training (CSDI/LGBTQ+ Initiatives)

- **Leadership:** PEC, Provost's Office, Deans
- Faculty, Staff, Students

DEI Module Series

- Faculty, staff, students, alumni

Building an Inclusive Miami: Facilitated Discussion

- Leadership teams

Intergroup Dialogue

(Global Initiatives/ Center for American and World Cultures)

- Faculty, staff, students



Embedding DEI and Supporting Continued Professional Development

DEI Faculty Fellows

- Starting Fall 2023
- 3 Faculty Selected

Graduate Student Professional Development Series (with Graduate School)

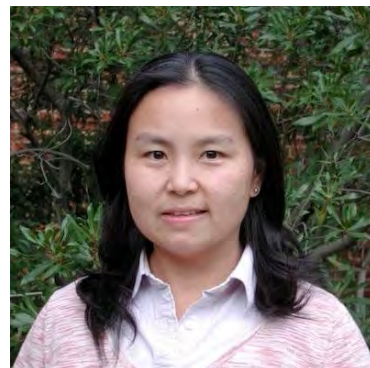
- 4 Workshops (Fall 2022)
- 85 attendees



Anita Mannur, Ph.D



Fauzia Ahmed, Ph.D.



Haifei Shi, Ph.D.



Talent Support and Belonging



Women of Color Leadership Support Network

MISSION

To support the leadership journeys of women of color at Miami University by fostering networking and collaboration among women of color leaders in support of leaders' professional goals and Miami's commitment to inclusive excellence and diversity, equity, and inclusion; identify and develop resources to explore and broaden leadership skills; and create a space for community, collaborative leadership, and self-care to contribute to and model these for the broader Miami community. Miami University does not discriminate on the basis of race or gender, all staff and faculty who meet the listed criteria are welcome to apply.

CRITERIA

- Commitment to Miami core values of diversity, equity, and inclusion as central to leadership
- Staff or faculty leadership position in a Miami unit
- Can commit to attending all sessions: pre-launch lunch session in May and six monthly sessions (first Tuesday of the month, 4-5:30 pm) during 2022-2023

WORKSHOP / DISCUSSION TOPICS:

- Leadership Panel and Discussion
- Inner work of Equity and Justice Workshop, Part I and II
- Setting Boundaries and Saying "No"
- The Cycle of Renewal
- Saboteurs and Mindtraps
- Additional Topic to be Decided by Group

DEADLINE

Friday, April 22

Application:



OFFICE OF INSTITUTIONAL DIVERSITY AND INCLUSION



Asian/Asian-American Faculty and Staff Association

We are the Asian/Asian-American Faculty and Staff at Miami University, as well as their allies.

Black Faculty and Staff Association

The Miami University Association of Black Faculty and staff stands for diversity, equality, solidarity and change for the campus at large, students, and the Oxford community. We promote inclusion for all Miami students, staff, faculty and all Americans.

Association of

Black Faculty and Staff

ALFAS

Association of Latinx Faculty And Staff

Association of Latinx Faculty & Staff

This organization has been formed by employees of Miami University (Hamilton, Middletown, and Oxford campuses) to foster Latinx, Latin American and Caribbean, and Ibero, Luso-American representation, improve work conditions, and enrich the social and cultural environment for all Miami faculty, staff, and students.

International Faculty and Staff Association

Established in 2018, the International Faculty and Staff Association at Miami University (IFSAM) focuses on supporting international faculty/staff at Miami University.



QTfSA @ MiamiOH

Proudly Showing Out into the community

Queer & Trans Faculty/Staff Association

In August 2020, the QTfSA was officially recognized by the Office of Institutional Diversity & Inclusion with the intention of creating community and visibility for queer and trans employees at Miami University.

Intersectional, Educational Programming

Heritage Month Programming

- Away from 3 Fs
- 9 Events
- 602 attendees



Across the Divide Conference Planning

Engage, Educate, Empower

- Ex: NURFC, Sept. 2022 event



Climate: A Comprehensive, Multi-Method Approach for an Inclusive Miami

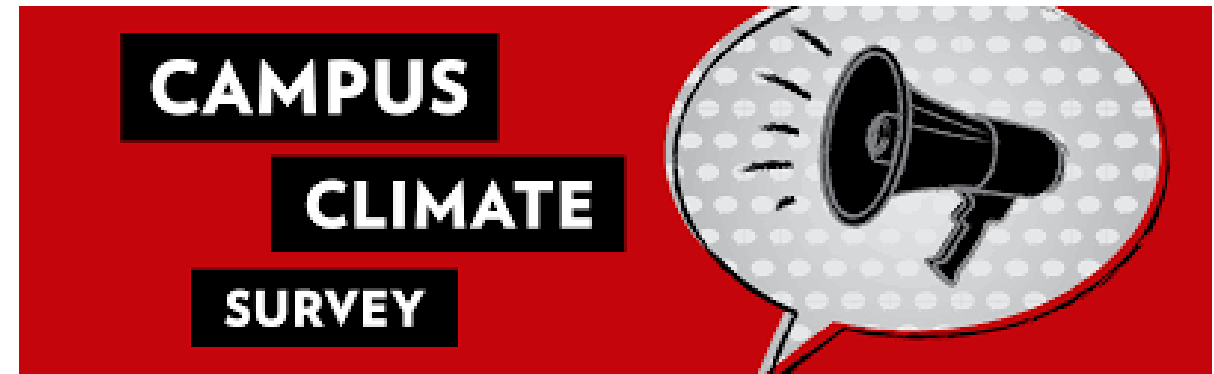
Qualitative Interviews

- Employee Stay Interviews
 - 34 interviews
 - 9 faculty
 - 25 staff
- Student Climate Interviews

Facilitated Discussions

- Organizational Change Management: Building an Inclusive Miami

Climate Survey



Recognizing Our Accomplishments, and Moving Forward to an Ever More Inclusively Excellent Miami





ASPIRE
LOVE & HONOR



MIAMI
UNIVERSITY

December 2022

ASPIRE GOALS

01

Develop
Relationships

-

02

Increase
Revenue

-

03

Advance
Reputation

-

04

Increase
Rankings

-



ASPIRE PILLARS

01

Building the economies of communities we serve



02

Attracting and developing talent for Ohio



03

Aligning resources with stakeholder priorities

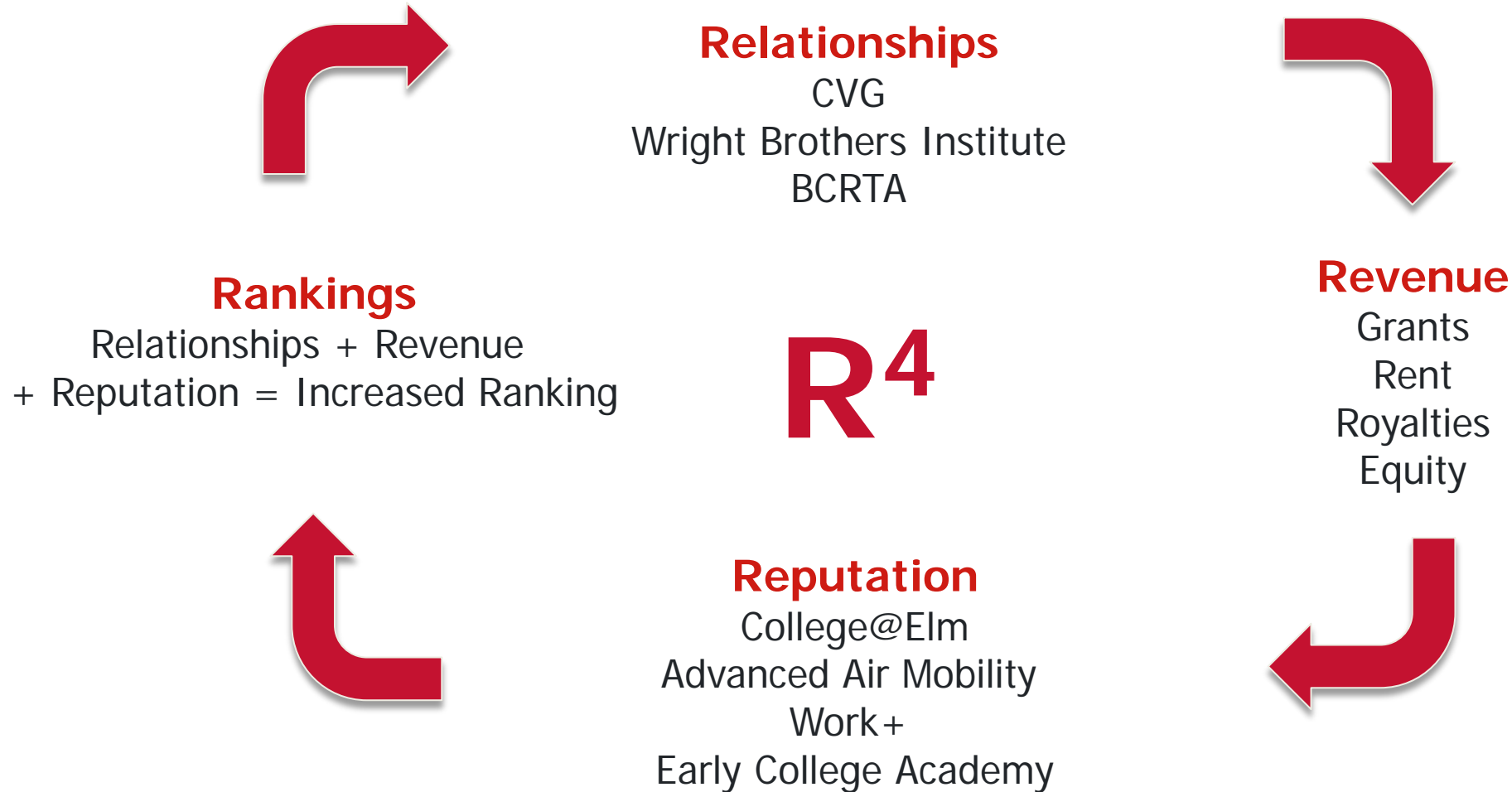


04

Elevating Miami's profile regionally, statewide, and nationally



ADVANCING THE “FOUR RS” OF ASPIRE





Write

\$33,168,000



Advocate

\$109,600,000



Partner

\$25,600,000

\$33,168,000

ASPIRE GRANT PRODUCTIVITY



Wrote

\$22.3M Clinical Health Facility

\$5M C&E Butler County Grant

\$2M Alumni Investors

\$1.5M JobsOhio

\$1.5M C&E Capital Budget

\$387K C&E City of Oxford

\$249K Microcredentials IMAP

\$150K ECA Ohio Dept of Ed.

\$75K ECA Capital Budget

\$6K Midwest HE Mini Grant

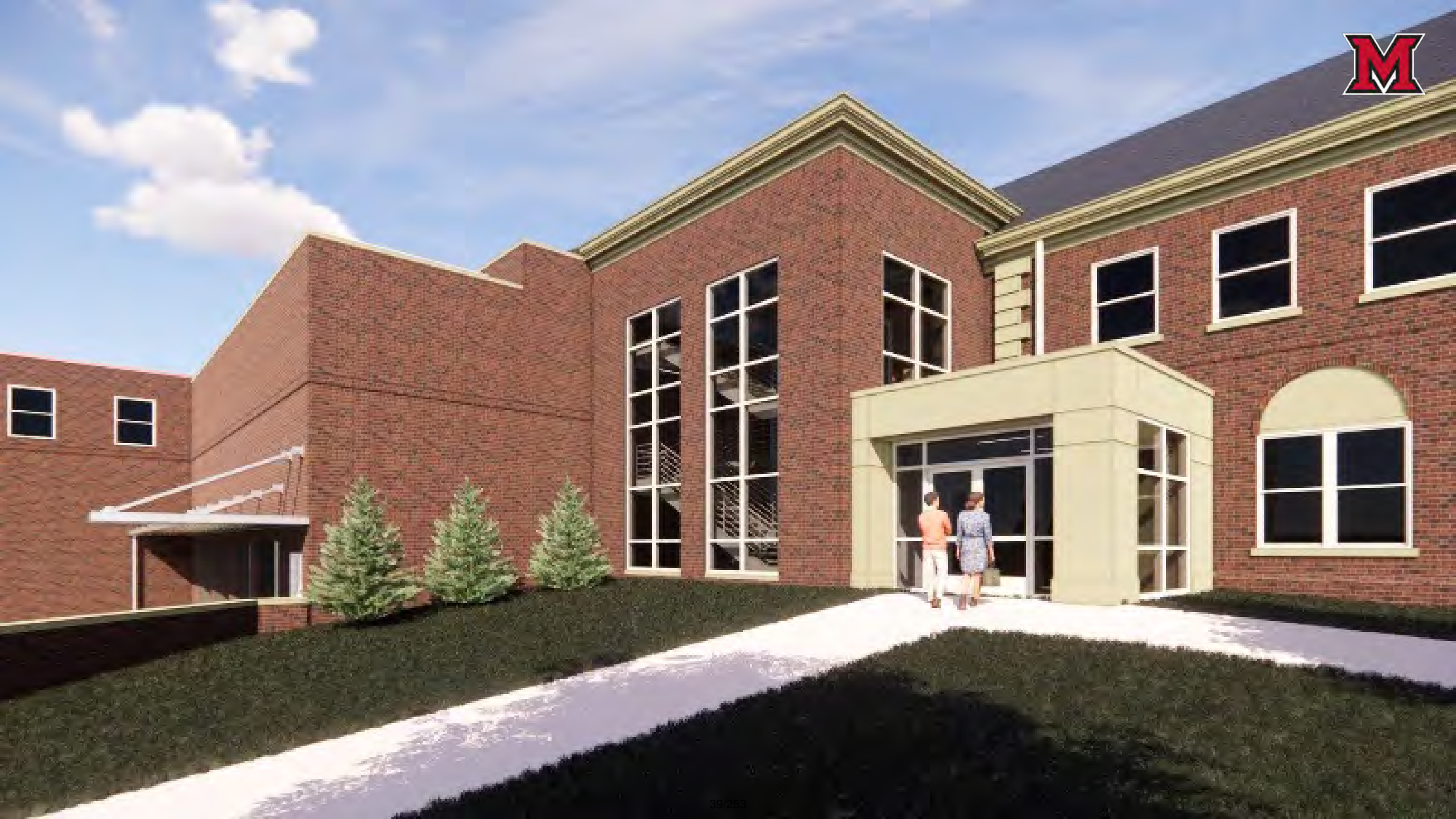
\$1K KY Problem Gambling



\$10,861,000

COLLEGE@ELM







CAPITAL INVESTORS

\$5M

Butler County
Commissioners

\$1.5M

JobsOhio
Vibrant Community
Grant

\$1.5M

State of Ohio

\$1M

Richard Smucker

\$1M

Chrissy Taylor

\$387K

Oxford & Oxford
Resident



TRAILBLAZING INVESTMENTS

\$5 Million

First Grant from Butler County
Board of County Commissioners



\$1.5 million

Only University to Receive
Vibrant Community Grant



COLLEGE@ELM ANCHOR TENANTS



Decade-long experience in product development, machine building, unique printing and manufacturing.



A financial return focused investment platform which leverages the impressive Miami Alumni network.



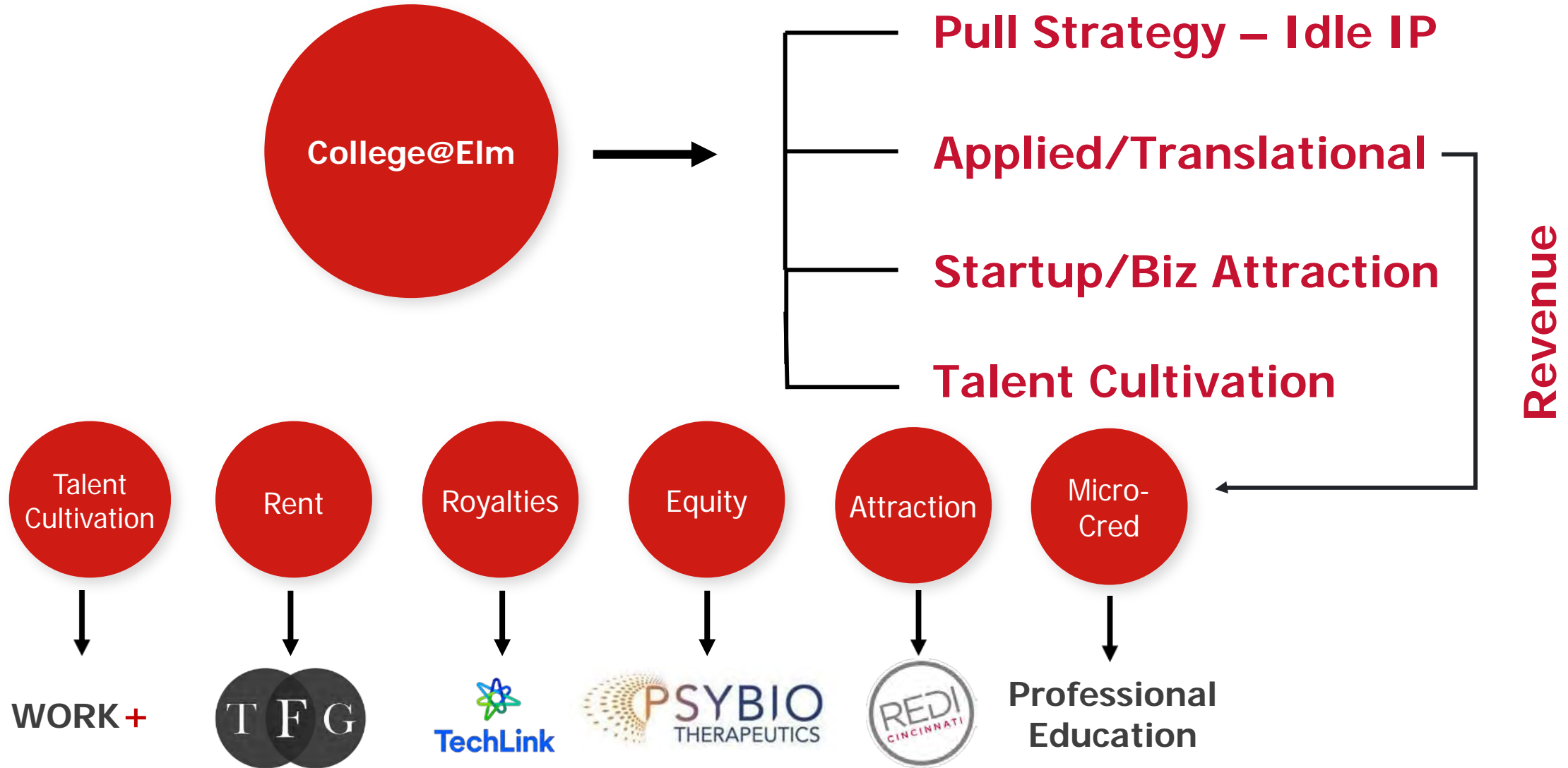
Small Business Development Centers provide counseling and training to small businesses including working with the SBA to develop and provide informational tools to support start-ups and existing business expansion.

COLLEGE@ELM @MIAMI



Entrepreneurialism
+
Talent Cultivation

INNOVATION STRATEGY



COLLEGE@ELM CATALYTIC IMPACT



ADVANCED AIR MOBILITY



ADDING \$11.4 BILLION TO OHIO'S GDP OVER 25 YEARS

OHIO'S AAM POTENTIAL IS MIAMI'S POSSIBILITIES



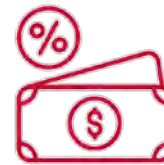
\$13B

Economic activity



15000

Additional Jobs



\$2.5B

Tax Revenue



\$11.4B

GDP Growth



2-years

2-degrees
(For free)

High School Junior
Enrolls at Miami
Regionals

College
Credit Plus

CCP

No Cost

High School
Diploma

Associate
Degree

Inaugural Partners (Fall 2022 start)

Hamilton City Schools

Middletown City Schools

Year 2 Partners (Fall 2023 start)

Madison City Schools

Franklin City Schools

Fairfield City Schools

Windsor City Schools

Carlisle City Schools

WORK + A FREE COLLEGE EDUCATION - REGIONALS



Free (Debt-Free) College



Salary & Spending Money



4-Year Resume



Strong Retention Rate



Signed into Ohio Law



\$109,600,000

ASPIRE GRANT PRODUCTIVITY



Advocated

\$82M Miami's SSI Operating Budget

\$22.6M OhioLink Library Capital Budget

\$5M Center for School Based Mental Health



\$82,051,961

SSI OPERATING BUDGET



\$22,617,000

**OHIO LINK LIBRARY
CAPITAL BUDGET**

\$5,000,000

**CENTER FOR SCHOOL
BASED MENTAL HEALTH**

\$25,600,000



Partnered

ASPIRE GRANT PRODUCTIVITY

\$13M Chestnut Fields Multimodal Hub, BCRTA

\$8M Manufacturing Hub, Butler Tech

\$2M Amtrak Platform Grant, City of Oxford

\$800K Choice Ohio First Grant, Miami

\$750K Middletown Regional Airport

\$400K Boys & Girls Club of Hamilton

\$400K Hillel Building Improvements

\$200K Manufacturing Hub, Butler Tech

\$50K Duke Site Readiness

\$13,000,000



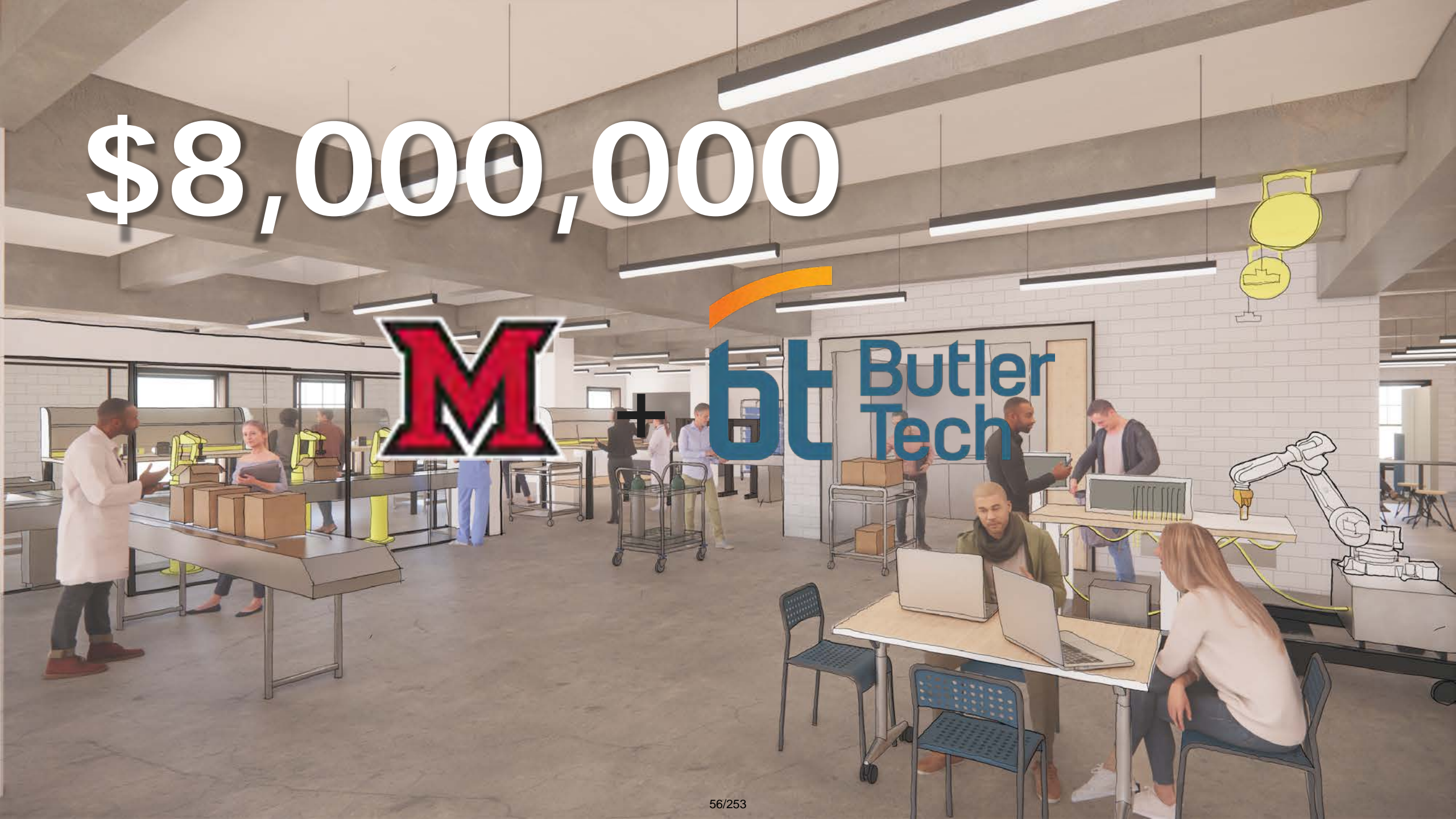
Amtrak Platform \$2,000,000



\$8,000,000



**Butler
Tech**



Business Leadership to Build a Better Ohio



PARTNERSHIP ECOSYSTEM

MIAMI IMPACT PARTNERSHIPS



SW OHIO MANUFACTURING PARTNERSHIP



THE INTER-UNIVERSITY COUNCIL OF OHIO





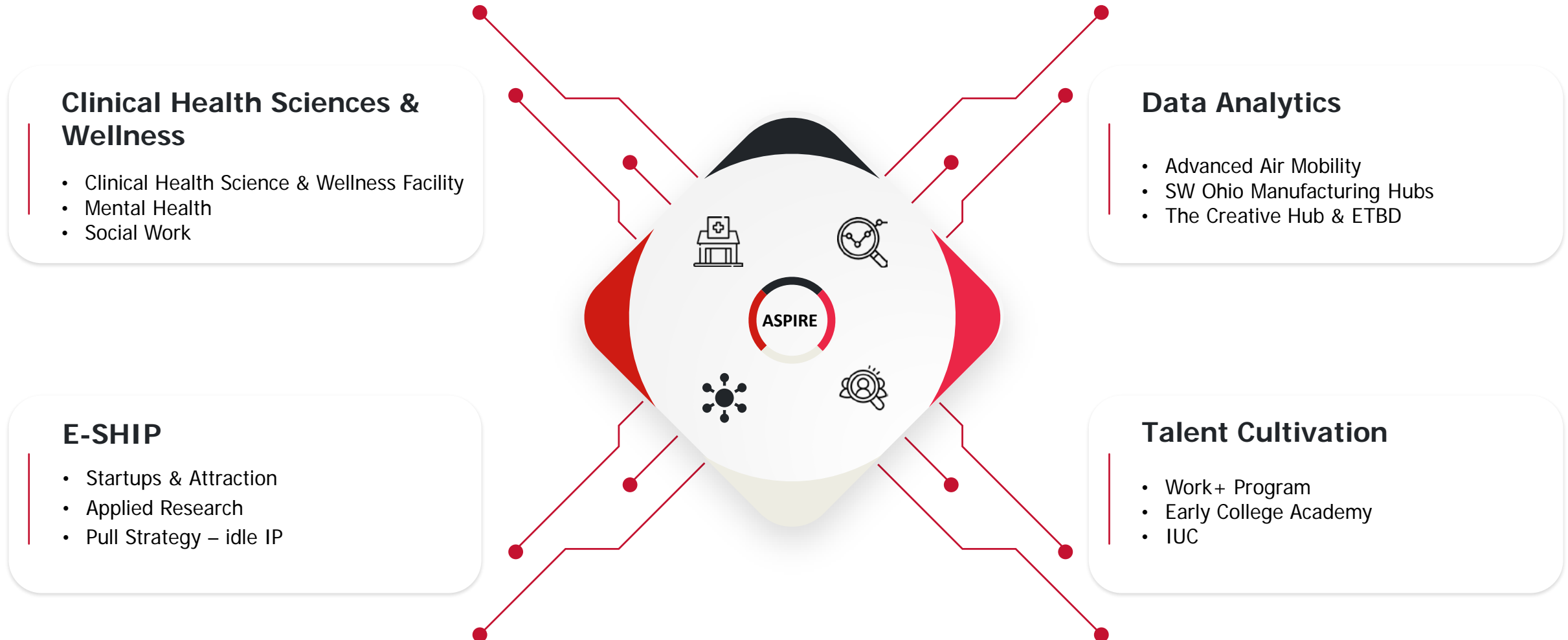
GOVERNMENT RELATIONS NETWORK

ADVOCACY CATEGORIES	STUDENT ONLY ADVOCACY MEETINGS
Ohio Senate	121
Ohio House	378
Executive & Judicial	3
Federal	10
Local & Other	25
Total	537

- Student Statehouse Day First Semester
- GRIP Conference
- Alternative Spring Break Second Semester
- Select Statehouse and Congressional Visits
- Living Learning Center part of the Neighborhood
- Instruct EDL 110 sprint course during the Fall semester



ALIGNMENT WITH CAMPAIGN



December 9, 2022
Consent Calendar

RESOLUTION R2023-12

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

Kathleen Haubrich
Nursing

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

Sanabria Sergio
Architecture and Interior Design

Craig Williamson
Biology

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

Mary Lynn Dille
Regional Student Services

Susan Gertz
Chemistry & Biochemistry

Judith Hannon
Gifts and Records Coordinator

Roxann Sommers
Education, Health & Society

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

Thomas Featherstone
Theatre

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



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

December 9, 2022
Consent Calendar

RESOLUTION R2023-13

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

Connie Micatrotto Multi-Bed Skills Lab

Located in the Clinical Health Sciences and Wellness Facility

Witham-Casner Speech Lab

Located in the Clinical Health Sciences and Wellness Facility

Linda Crumb Bresnan Faculty/Staff Office in honor of Aunt Betty Lou

Located in University Hall on the Hamilton campus

The Lee and Rosemary Fisher Innovation College@Elm

The Miami University facility on Elm Street - College@Elm

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



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

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 R2023-15
Reappointment of Jeff Pegues as a National Trustee

BE IT RESOLVED: that the Board of Trustees re-appoints Jeff Pegues for a second three-year term as a National Trustee, beginning at the conclusion of the current term on February 1, 2023, and ending on January 31, 2026.

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



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

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)



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 specialistrack) 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

Board of Trustees

Miami University
December 2022



Learning with Leaders

Teacher-Scholar Model



Learning to Lead

Leadership Programs



Learning for Impact

Advancing Sustainability



A woman with short dark hair and glasses, wearing a black and white checkered blazer over a black top, is standing and speaking to a group of students. She has her hands raised in a gesturing motion. The students are seated at desks with laptops. One student in the foreground has a laptop with several stickers, including a 'MIAMI' sticker. Another student in the background is wearing a black t-shirt with 'MIAMI' in red letters. The setting appears to be a modern classroom or lecture hall with a red wall and a staircase in the background.

Learning with Leaders

Our teacher-scholar model ensures that students gain the wisdom, experience, and inspiration of leaders in their fields.



Scholars in
Classroom

Evolution
Leader-Learners

Scholarship in
Classroom

Tangible
Outcomes

Pedagogy
Research

- Integrating Teaching & Scholarship
- Empowering Collaborative Learning
- Introducing Research in Classroom
- Relationship-Driven & Mentoring
- Advancing Experiential Learning
- Evolving Leader—Learners



Jinjuan She
Assistant Professor of Engineering
Mechanical & Manufacturing

Steven Conn
Professor of History



Rodney Coates
Professor of GIS



Annie Farrell
Professor of Accountancy



Ashley Goos
Visiting Assistant Professor of Theatre
“Dance Moves”





Dave Berg
University Distinguished Professor



Learning to Lead

Our intentional leadership training programs empower students to become tomorrow's leaders.



Fortune 1000
CEOs

Not-for-Profit
CEOs

Accomplished
Coaches

- Global Miami Plan
- Teacher-Scholar Model
- Student Organizations/Clubs
- Residential Environment
- Leadership Programs

Military
Officers

Entrepreneurial
Founders

Elected Gov't
Officials



Megan Gerhardt
Professor of Management
Director, Isaac & Oxley Center for Business Leadership



Authentic
Leadership

Trusted
Relationships

Practical
Solutions

*To build a transformative
undergraduate business leadership
development experience that
emphasizes innovative, interdisciplinary
thinking & ethical values-based
problem solving.*

Holistic
Perspective

Inclusivity
& Diversity

Integration
& Interdisciplinary



Louise Morman
Director, Lilly Leadership Institute

Strategic Leadership

Systems thinking, customer focus,
Industry analysis, external environmental
analysis & strategic planning

*To cultivate STEM leaders who will
flourish in their professions & lives
by: Thinking strategically; working
collaboratively; effectively
communicating; finding solutions to
society's complex problems.*

People Leadership

Teams on real world projects, crucial
conversations, listening, inclusion & focus

Personal Leadership

Self-awareness, emotional intelligence,
blind spots & biases, growth mindset



Kimberly Vance
Director of SEAL
Wilks Institute for Leadership & Services

Experiential-
Based

Ethical
Leadership

Character
Leadership

We are committed to creating leaders of tomorrow, from the moment their Miami experience begins, our students are part of a culture of leadership. We believe leadership & service are an integral part of equipping students with the necessary skills to prepare & inspire them to serve & lead during their undergraduate career & beyond their days at Miami. Discovery. Professional. Servant Leadership.

Discovering
Passions

Civic
Engagement

Understanding
Your Value

Miami



Jennie Gilbert
Associate Athletic Director
Champions 4 Life Leadership Academy



Teamwork

Attitude

Tenacity

A progressive & robust curriculum, starting with incoming freshmen and bi-monthly lessons, that cohesively teaches student-athletes what it means to be an ethical, servant-leader—not just for the betterment of their teams, but for the world as citizens after their graduation.

Integrity

Focus

Empathy



Christina Grote
Regional Director New Student Programs & Engagement
Regional Leadership Co-Curricular Certificate



Strengths Based Leadership

Gallup Strengths Assessment

The Leadership Co-Curricular Certificate develops cross-cultural & transformational leadership in Miami students to ensure graduates are prepared & inspired to grow and lead beyond the university.

Leadership Philosophy

Brand, Personal Values & Virtues,
Statement to be shared with employers

Leadership Styles

Servant, Transformative, Delegative,
Transactional, Participatory, etc.



Lt. Colonel Eric Cring (U.S.A.F)
Captain Jeffrey Lamphear (U.S. Navy)
Lt. Colonel Leslie Stanfield (U.S. Army)

Reserve Officer Training Corps (ROTC)



Duty

Integrity

Ethics

Loyalty

Courage

Honor



U.S. ARMY

ROTC



Honor

Courage

Commitment



Integrity First

Service Before Self

Excellence in All We Do

A woman with her hair in a bun, wearing a white baseball cap, a light blue t-shirt, a dark blue vest, and tan waders, is wading through a shallow marsh. She is holding a blue net in her right hand. The background shows a body of water with some greenery on the right side. The foreground has some green plants.

Learning for Impact

Our dedication to protecting the environment through research, investment, & action provides a model for sustaining the planet locally & globally.



Olivia Herron
Director of Sustainability

Sustainability Milestones & Journey



Geothermal
Investment

2011



PCLC
Signed

2020



Gold
STARS
Ranking

2022

Stopped
Burning
Coal

2017

Training
Module
Created

2021



Produce



Buy



Waste



**Climate Action
Task Force**



Commute

**Sustainability
Committee**



Procurement



Food

Measuring Carbon Neutrality (PCLC)



Greenhouse Gas Emissions

CO₂

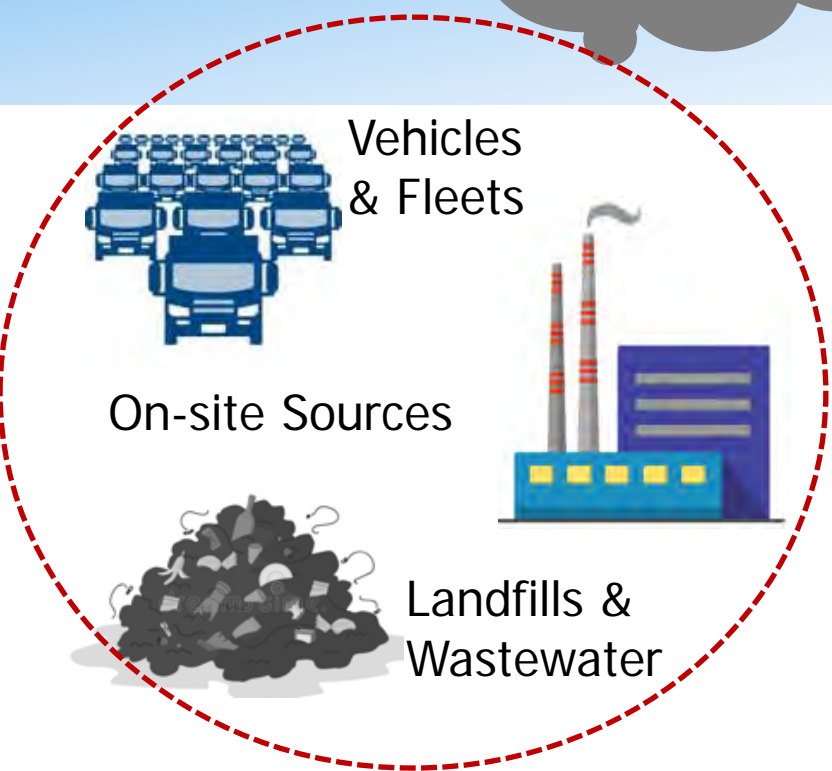
SF₆

CH₄

N₂O

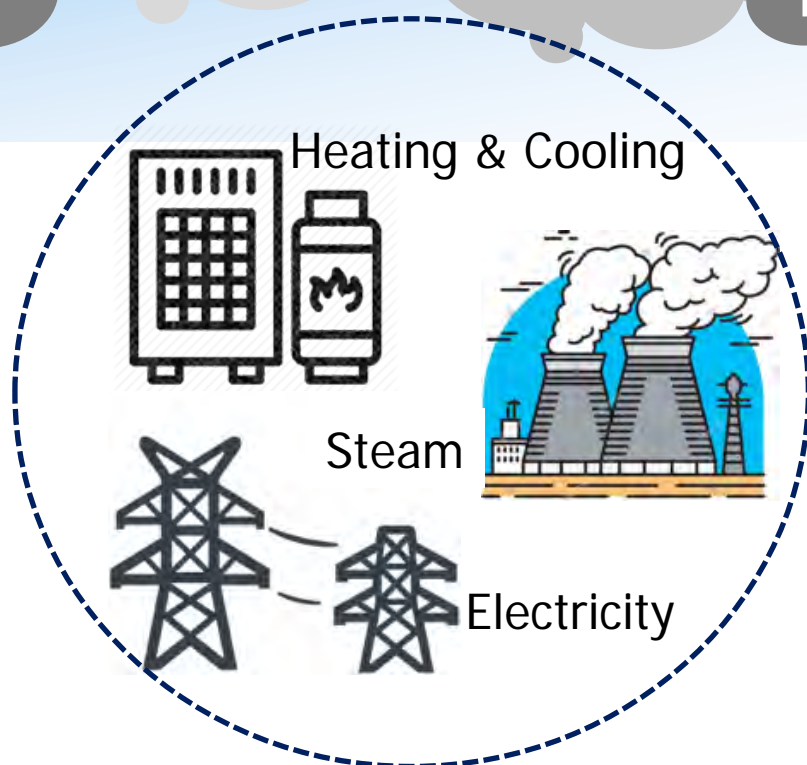
HFCs

PFCs



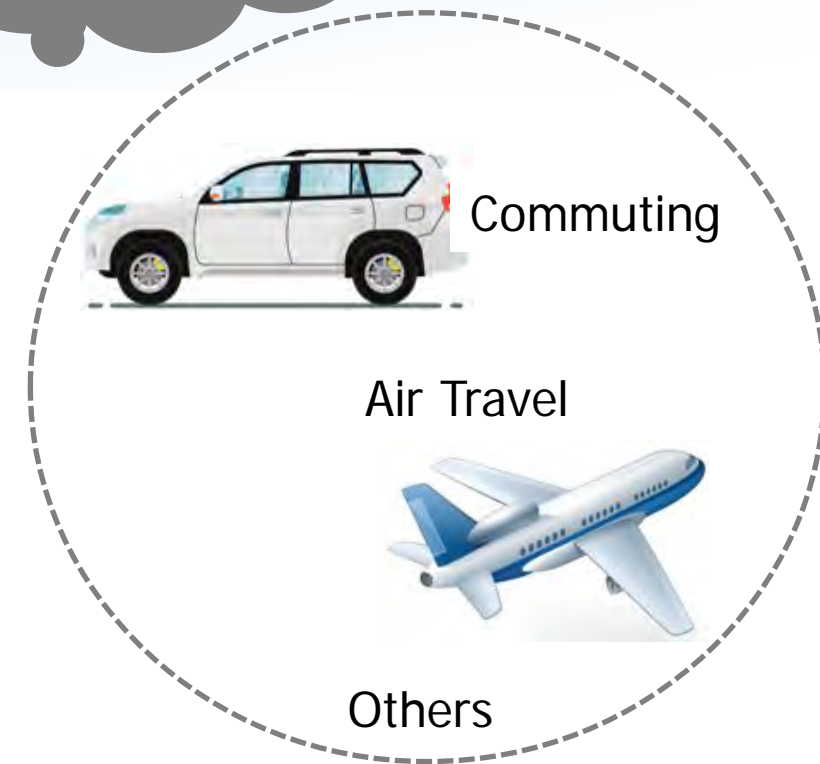
Scope 1

Owned & Controlled



Scope 2

Purchased & not-Controlled



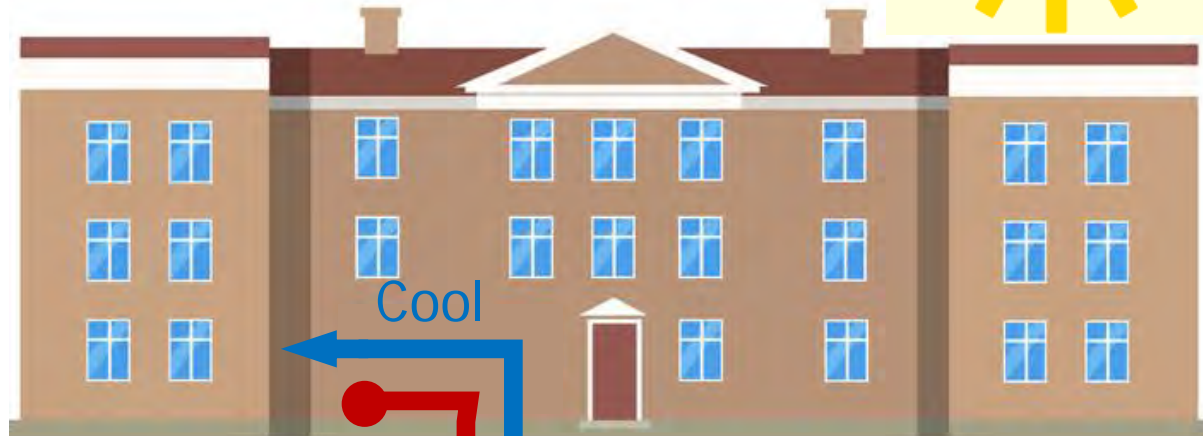
Scope 3

Not-Owned & not-Controlled

Geothermal Technology Investment

Summer

$CoP = 6-20$



$$CoP = \frac{\text{Energy Output}}{\text{Energy Input}}$$

Cool

Winter

$CoP = 4.2$



Warm



2008-Present
~ \$33 M

2020

Strategic Planning Carbon Neutrality

2023

Central Campus HHW Conversion

2025

Geothermal Phase III Western

2026

North Chiller Conversion to Geothermal

2027

Steam Plant Conversion to HHW

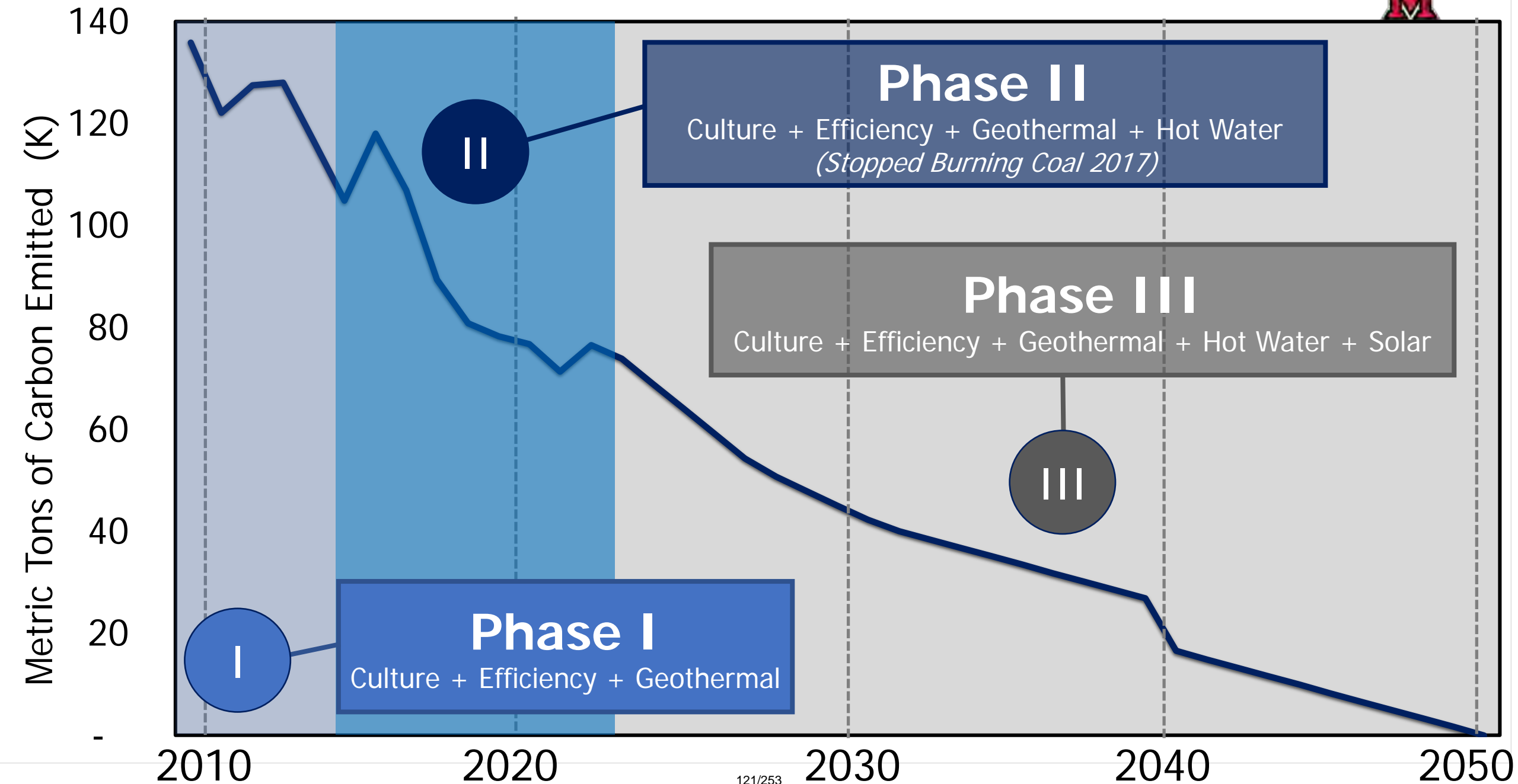
Planned Investment ~ \$80 M

Solar Study Underway

An aerial photograph of a large-scale solar farm. The solar panels are arranged in neat, parallel rows across a green field. The panels are tilted at an angle to maximize sunlight absorption. In the background, there are various agricultural fields, including a large yellow field (possibly corn) and a green field (possibly soybeans). A small white building is visible near the center of the solar field. The overall scene is a mix of modern technology and traditional agriculture.

Solar Fields

Success & Plan to Reduce Carbon Emissions



Climate Resilience Plan: Ability to anticipate, prepare for, and respond to hazardous events, trends, or disturbances related to climate change.

May 2023
Draft

August 2023
Final

Dec 2023
Draft

May 2024
Final

Climate Action Plan: Decarbonize campus through scope 1, 2 & 3, related to eliminating greenhouse gases on campus.

City of Hamilton buys
Hydroelectric Power



Sustainability, Tracking, Assessment, Rating System STARS



28%

Faculty engaged in sustainability research

79%

Departments one faculty in sustainability



56%

Departments offer at least one sustainability course

ALL

Signature inquiry as part of Global Miami Plan Requirement



Jason Rech
Professor of Geology & EES



Catherine Almquist
Professor of Chemical, Paper & Biomedical Engineering



Mark Krekeler
Professor of Mathematical & Physical Sciences



Social Innovation
Weekend
Climate Change & Impact

Associated Student
Government
Coffee Grinds Composting

Student
Engagement

Geothermal
Signs around campus (Tours)

Sustainability Office
20 students Waste Audit ASC

Thank You—Have a Wonderful Winter Break

2021-2022



- Record Applications
- Record Research Grants
- Record Fundraising
- Largest Single Gift
- Record Media Placements

2022-2023

- Another Great Year



Lewis Place

Art
Exhibition



Students, faculty
& Alumni

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)

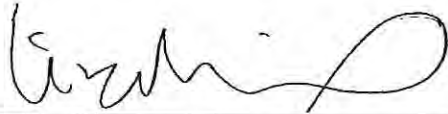
[illegible]

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

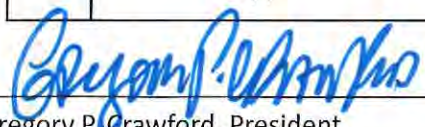
BE IT HEREBY RESOLVED that University Senate endorses the proposed degree, CSE-Cybersecurity, Bachelor of Science in Cybersecurity.

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's 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

Approved by the Board of Trustees December 9, 2022



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

ORDINANCE O2023 - 01

December 9, 2022
Finance and Audit

REVISED FY2023 APPROPRIATION ORDINANCE

WHEREAS, compensation expenses in the academic units on the Oxford Campus are higher than anticipated in the original budget; and

WHEREAS, instructional revenues for the Regional Campuses were less than budgeted due lower enrollments; and

AND, WHEREAS, the Oxford Campus will draw an additional \$4.9 million from carry forward reserves than anticipated in the original budget and the Regional Campuses will draw an additional \$1.3 million from carry forward reserves than anticipated in the original budget; and

NOW, THEREFORE, BE IT ORDAINED: by the Board of Trustees that the Operating Budget for Fiscal Year 2022-23 be revised, as presented at this meeting, and be it hereby enacted with the following current expenditures and transfers for the major purposes as follows:

	FY2023 Original	Change	FY2023 Revised
General Fund Expenditures			
Salaries	\$217,204,466	\$4,025,738	\$221,230,204
Staff Benefits	\$76,650,490	\$883,948	\$77,534,438
Scholarships, Fellowships & Fee Waivers	\$186,864,498	\$0	\$186,864,498
Less Financial Aid Discount	(\$149,792,895)	\$0	(\$149,792,895)
Utilities	\$15,145,054	\$0	\$15,145,054
Support Expense	\$30,391,291	\$0	\$30,391,291
Sub-Total General Fund Expenditures	\$376,462,904	\$4,909,686	\$381,372,590
General Fund Transfers			
Debt Service (Mandatory)	\$15,084,463	\$0	\$15,084,463
General Fee & Other (Non-Mandatory)	\$60,061,393	\$96,670	\$60,159,063
Total General Fund	\$451,608,760	\$5,007,356	\$456,616,116
Designated Funds	\$53,161,409	\$0	\$53,161,409
Restricted Funds	\$62,242,736	\$0	\$62,242,736
Auxiliary Enterprises:			
Expenditures	\$118,650,482	\$0	\$118,650,482
Debt Service (Mandatory)	\$47,522,844	\$0	\$47,522,844
Other Transfers	\$25,684,372	\$0	\$25,684,372
Total Auxiliaries	\$191,857,699	\$0	\$191,857,699
TOTAL AUTHORIZED SPENDING	\$758,870,604	\$5,007,356	\$763,877,960
TOTAL REVENUE	\$748,834,171	(\$1,200,658)	\$747,633,513
TRANSFER IN FROM RESERVES	\$10,036,433	\$6,208,014	\$16,244,447
ENDING BALANCE	\$0	\$0	\$0

BE IT FURTHER ORDAINED: that the Senior Vice President for Finance and Business Services and Treasurer, with the approval of the President, may make such adjustments as are necessary in the

operating budget within the limits of available funds or within the limits of additional income received for a specific purpose ("restricted funds"); and

BE IT FURTHER ORDAINED: that the appropriation for fiscal year 2023 includes funding for a 4% increment pool consisting of a standard 3% pool for employees whose performance meets expectation and a 1% meritorious pool for employees whose performance exceeds expectations to be awarded as determined by the President of the University.

Approved by the Board of Trustees December 9, 2022



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

December 9, 2022
Finance and Audit

RESOLUTION R2023 - 19

AUTHORIZATION FOR NEW ENTERPRISE RESOURCE PLANNING SYSTEM

WHEREAS, the efficient and effective operation of a university in the 21st century requires a robust “enterprise resource planning” (ERP) system that supports a wide-range of financial functions including accounting, budget, procurement and accounts payable; human resource functions such as hiring, performance management, employee benefit administration, and employee payroll and tax activities; critical student functions including enrollment, registration, student aid, and student billing; and the data and reporting activities that impact almost every aspect of Miami University ; and

WHEREAS, Miami University last replaced its ERP in 1999 with the Ellucian-Banner ERP that was initially developed in 1992 and was a market leader at the time but relies largely today on its historic customer base that is gradually being eroded by new software products developed for today’s cloud based technology environment; and

WHEREAS, Miami University’s Board of Trustees in May 2019 in recognition of the critical nature of these systems in the operation of a university asked the administration to begin planning for the eventual replacement of the thirty-year-old Ellucian-Banner system by assessing the state of ERP products available to colleges and universities today and to identify one-time funds that can be used to fund this essential project without negatively impacting the academic mission and the operating budget of the University; and

WHEREAS, Miami’s administration presented its ERP assessment at the February 2022 meeting of the Finance and Audit Committee following a delay caused by the world-wide pandemic; and

WHEREAS, the assessment was completed with support from the Huron Consulting Group with the resulting recommendation that Miami move to “software as a service” (SAS) for its ERP platform before the conclusion of its Ellucian-Banner contract in July of 2027; and

WHEREAS, Miami’s administration reviewed the state of SAS software options available to higher education and concluded as Ohio State University and the University of Akron that the Workday solution is the most developed and broadly implemented ERP available to colleges and universities and recommends that a contract be awarded to Workday based on the statewide Inter-University Council contract between Workday and the University of Akron; and

WHEREAS, Miami’s administration also conducted a review of potential implementation partners following a request for proposals and is prepared to award an implementation contract for services that will commence the Workday implementation in early calendar year 2023 allowing for a full Workday implementation before July 2027; and

WHEREAS, Miami’s administration has developed a proposed budget of \$38 million from accumulated balances that is sufficient for funding the almost five-year implementation period without the need to draw on the resources provided by the annual operating budget of the University; and

WHEREAS, in addition to the implementation budget, it is expected that several administrative functions will need staff augmentation services during the implementation period, requiring these administrative units to draw on their “carry forward” funds to cover the cost of these services in addition to the proposed budget; and

WHEREAS, Miami’s administration is also evaluating the implementation of a CRM system that is needed to better support advancement and similar relationship activities that will need to be integrated with the new ERP but is not included in the proposed budget for the ERP and will also be funded through the departmental carry forward funds of these administrative units; and

WHEREAS, as directed by the Board of Trustees, the post implementation of the new ERP must result in a more efficient administrative structure that delivers both enhanced services and increased administrative efficiency providing an appropriate return on investment from the project;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees authorize Miami’s administration to award a ten-year contract to Workday for an ERP system and to proceed to contract for the services necessary to implement the new system for a budget as described above; and

BE IT FURTHER RESOLVED, that in implementing the new SAS based ERP that Miami’s administration shall be guided by best practices during the implementation and achieve a post implementation transformation of administrative functions that is more efficient than existing operations while delivering improved services and reporting capabilities for students, the public and internal users.

5 Year Workday Implementation Budget

5-Year Total Cost	\$37,991,949				
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	FY23	FY24	FY25	FY26	FY27	
Total Cost	\$ 5,319,944	\$11,351,678	\$ 6,792,521	\$ 7,638,456	\$ 6,889,351	\$37,991,949

Workday Software Cashflow Breakdown						
Area	FY23	FY24	FY25	FY26	FY27	
Workday Software	\$1,003,741	\$1,959,427	\$2,396,760	\$2,444,695	\$2,493,590	
Training Credits	\$138,382	\$39,382	\$39,382	\$39,382	\$39,382	
Delivery Assurance Platform	\$200,000					
Delivery Assurance Student		\$275,000				
Total	\$1,342,123	\$2,273,809	\$2,436,142	\$2,484,077	\$2,532,972	\$11,069,123

Implementation Cashflow Breakdown						
Area	FY23	FY24	FY25	FY26	FY27	
Platform	\$ 2,822,278	\$ 5,644,555				
Student		\$ 1,051,449	\$ 3,154,346	\$ 3,154,346	\$ 3,154,346	
OCM (Change management)	\$ 667,039	\$ 667,039	\$ 667,039	\$ 667,039	\$ 667,039	
Testing		\$ 600,000		\$ 700,000		
Contingency (14%)	\$ 488,504	\$ 1,114,826	\$ 534,994	\$ 632,994	\$ 534,994	
Total	\$ 3,977,821	\$ 9,077,869	\$ 4,356,379	\$ 5,154,379	\$ 4,356,379	\$26,922,826

Allocation of the Cost of a New ERP

Unit	FY22 Revenue	% Share	ERP Cost	Allocation
Oxford Education & General	\$626,355,215	73.1%	\$38,000,000	\$27,778,000
Regional Campuses	57,087,667	6.7%	38,000,000	2,546,000
Auxiliary Enterprises	149,401,310	17.5%	38,000,000	6,650,000
Miami University Foundation*	<u>23,129,405</u>	<u>2.7%</u>	<u>38,000,000</u>	<u>1,026,000</u>
	\$855,973,597	100%	N/A	\$38,000,000

*This is the average noninvestment revenue from
FY 2021 and FY 2022 for the Foundation.

December 9, 2022
Finance and Audit

RESOLUTION R2022-20

WHEREAS, the Ogden Hall and Bell Tower Place Renovation project involves the renovation of an existing residence and dining hall that are combined in one structure; and

WHEREAS, Miami University has determined that cost control, speed of implementation, and best value may be gained by utilizing the Design-Build project delivery method for this project; and

WHEREAS, Miami University had previously determined that because of construction market conditions at the time and the likelihood of dining operations at this location being reimagined in a partnership with its new dining operator, the project as approved by the Board of Trustees called for the fully renovation of the residence hall portion of the building but a very limited scope renovation of the dining hall until a more complete renovation could be designed with the new dining partner; and

WHEREAS, Miami University's administration has recently completed the design process for the Bell Tower Place dining hall that will result in the build-out of a 'ghost kitchen' concept providing menu flexibility supported by mobile ordering with a reduced seating area for prompt, flexible service; and

WHEREAS, Miami University is in receipt of and is in the process of reviewing the Guaranteed Maximum Price (GMP) of about \$12 million for the dining hall portion of the project; and

WHEREAS, Miami University's Board of Trustees has previously authorized execution of a Guaranteed Maximum Price of \$27,000,000 for the residence hall portion of the renovation project; and

WHEREAS, Miami University is in receipt of and is in the process of reviewing the Guaranteed Maximum Price (GMP) of about \$12 million for the dining hall portion of the project; and

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees authorizes the Senior Vice President for Finance and Business Services and Treasurer to proceed in executing the Guaranteed Maximum Price (GMP) for the dining portion of the Ogden Hall and Bell Tower Place renovation project not to exceed \$12,000,000.

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



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

Executive Summary
for the
Ogden Residence Hall/Bell Tower Place Dining Renovation
December 9, 2022

This project will result in the renovation of Ogden Hall as part of the Long-Range Housing Master Plan. The work in Bell Tower Place was initially limited to preparing the space for future renovation. The overall project will be delivered using Design-Build methodology to reduce time taken from design through construction, reduce the cost of construction, and minimize the risk to the University.

This resolution seeks approval to amend the project to include the renovation of Bell Tower Place dining facility in conjunction with the residence hall. The design of this dining facility differs from other university venues. The completed space will offer a full-scale “ghost kitchen” providing ultimate flexibility in adapting to changing student dining demand. The concept further promotes mobile ordering, self-serve meal pick-up, and efficiency of the customer experience.

The project cost below reflects the original cost of the Ogden Hall renovation with an added \$12,000,000 for the renovation of the Bell Tower Place dining hall renovation.

<u>Project component:</u>	<u>Budget:</u>	<u>Funding Source:</u>
Est. Design and Administration:	\$3,855,228	Local Funding
Est. Cost of Work:	\$28,475,746	Local Funding
Est. Owner’s Costs:	\$3,339,594	Local Funding
Est. Contingency:	<u>\$1,891,150</u>	Local Funding
Est. Total:	\$37,561,718	

December 9, 2022
Finance and Audit

RESOLUTION R2022-21

WHEREAS, the Board of Trustees of Miami University is committed to improving efficiency as originally called for in a Governor's task force report and as continues to be prioritized by an Efficiency Advisory Committee reporting to the Chancellor of the Department of Higher Education; and

WHEREAS, Section 3333.95 of the Ohio Revised Code requires all boards of trustees of Ohio's state institutions of higher education to submit an annual efficiency report to the Ohio Department of Higher Education which is compiled by the Chancellor into a statewide report delivered by December 31 each year to Ohio's Governor and the Ohio General Assembly; and

WHEREAS, there are a number of other topics that are required to be addressed in the report per the Ohio Revised Code, including Section 3333.951(C) which requires institutions to report on their annual study on the cost of textbooks for students enrolled in the institution, Section 3333.951(B) which requires Ohio's co-located colleges and universities to annually review best practices and shared services, Section 3345.59(E) which requires information on efficiencies gained as a result of the "regional compacts," Section 3345.027 which requires policies to be established granting potential student employers access to transcripts, and Section 3333.127 which requires Ohio's public colleges and universities to implement a "Second Chance Grant" program; and

WHEREAS, Miami University recognizes with the adoption of this resolution that it must continue to progress with its efficiency actions and affordability goals consistent with the objectives originally outlined by the Governor's Task Force report and as updated annually by the Chancellor and the Efficiency Advisory Committee;

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees of Miami University accepts the FY 2022 efficiency report; and

BE IT FURTHER RESOLVED: that the Board of Trustees directs the Senior Vice President for Finance and Business Services to submit the accompanying report and the related recommendations to the Chancellor of Higher Education by the legislated deadline.

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



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



Department of
Higher Education

Mike DeWine, Governor
Randy Gardner, Chancellor



Affordability & Efficiency

FY22 Efficiency Reporting Template

Introduction:

Ohio Revised Code section 3333.95 requires the chancellor of the Ohio Department of Higher Education (DHE) to maintain an “Efficiency Advisory Committee” that includes an “efficiency officer” from each state institution of higher education (IHE). Each IHE must then provide an “**efficiency report**” updated annually to DHE, which is compiled by the chancellor into a statewide report shared at year end with the governor and legislature. The committee itself meets at the call of the chancellor.

The first several Efficiency Reports were heavily influenced by and structured around the Ohio Task Force on Affordability and Efficiency’s October 2015 report “Action Steps to Reduce College Costs” (Task Force). The Task Force report provided many good recommendations that sharpened our focus and set a course for increasing efficiency throughout public higher education in Ohio. Since then, the Efficiency Reports have transitioned to other timely issues. This year’s report will continue that practice.

In addition, there are a number of topics that are required to be addressed per the Ohio Revised Code. Specifically, ORC Section 3333.951(C) requires IHEs to report on their annual study to determine the cost of textbooks for students enrolled in the institution. ORC 3333.951(B) requires Ohio’s co-located colleges and universities to annually review best practices and shared services and report their findings to the Efficiency Advisory Committee. ORC 3345.59(E) requires information on efficiencies gained as a result of the “regional compacts” created in 2018.

The reporting template also requests information regarding college debt and debt collection practices, among other things.

Your Efficiency Report Contact: David Cummins, Advisor, 614-752-9496, dcummins@highered.ohio.gov Please provide your institution’s efficiency report by **Friday, October 14, 2022** via email to OdheFiscalReports@highered.ohio.gov

As in previous years, the Efficiency Reporting Template is structured into sections:

- **Section I: Efficiency and Effectiveness** – This section captures practices likely to yield significant savings or enhance program offerings through strategic partnerships. This section captures information on progress made from such partnerships.
- **Section II: Academic Practices** – This section covers areas more directly related to instruction, with an emphasis on actions taken to reduce the costs to students of textbooks, including the options of Inclusive Access and Open education Resources.
- **Section III: Policy Reforms** – This section captures state IHE responses to suggested policy reforms originating from state initiatives, including transcript withholding and Second Chance Grants as created in Sub. SB 135.
- **Section IV: Future goals** – In the spirit of continuous improvement, the DeWine-Husted administration continues to request feedback on steps the state can take to support your institution's goals.

For purposes of this report, efficiency is defined on a value basis as a balance of quality versus cost:

- Direct cost savings to students (reducing costs)
- Direct cost savings to the institution (reducing costs)
- Cost avoidance for students (reducing costs)
- Cost avoidance to the college/university (reducing costs)
- Enhanced advising, teaching (improving quality)
- IP commercialization (improving quality)
- Graduation/completion rates (improving quality)
- Industry-recognized credentials (improving quality)
- Experiential learning (improving quality)

These are examples only. Please consider your responses to address broader measures of efficiency, quality, cost and value. Please also note that this is only a template. Feel free to respond in any additional way you believe is helpful.

Insert College/University Name Here

Section I: Efficiency and Effectiveness

Each institution should regularly identify and evaluate its major cost drivers, along with priority areas that offer the best opportunities for efficiencies. Institutions should also track their progress in controlling costs and improving effectiveness.

What ratios, metrics, or benchmarks does your institution utilize to evaluate operational efficiencies and the appropriate balance of instructional vs. administrative expenses? How is such data utilized by your institution? Please summarize and provide an overview of your performance based on each measure.

Miami University participates in an administrative benchmarking consortium of 72 institutions of higher education from across the United States and Canada. Seven other Ohio-based universities are also part of the consortium. The Helio Campus tool uses a standard activity model to assess a variety of measures of efficiency covering approximately 200 fiscal years from FY14 through FY21.

Miami University's administrative units generally outperform other institutions in the consortium on various measures of efficiency and has among the highest levels of centralization of administrative services tracked in the database.

For definitional purposes, what IPEDS (or other uniformly accepted) expense categories, or subset(s) therein, would you include in instructional expenses and administrative expenses? Please explain.

Administrative Expenses include: Academic Support; Student Services; Institutional Support; Operation and Maintenance of Plant; and Auxiliary.

Instructional Expense includes: Instruction and Departmental Research; Separately Budgeted Research; Public Service; and Scholarships and Fellowships.

The categories included in instructional expense include traditionally reported direct expense for instruction and categories and those that directly benefit the student (scholarships). The category also includes costs that indirectly benefit the student through the advancement of knowledge (separately budgeted research), and community engagement and experiential learning opportunities (public service)

Are you aware of national models used to benchmark institutional efficiencies? If so, please provide.

In addition to the Helio Campus benchmarking initiative described above, Miami University has also participated in an administrative benchmarking project hosted by the Southern Association of College and University Business Officers and Central Association of College and University Business Officers.

Template

In the last year, has your institution received positive media coverage about operational efficiencies? If so, please provide.

9/15/2021. "Duke Energy boosts local giving; awards \$217,500 to 16 inventive educational initiatives in Greater Cincinnati." <https://news.duke-energy.com/releases/duke-energy-boosts-local-giving-awards-217-500-to-16-inventive-educational-initiatives-in-greater-cincinnati>. duke-energy.com

12/1/2021. "Cincinnati Int'l assumes operation of local university airport" <https://airportimprovement.com/article/cincinnati-int-l-assumes-operation-local-university-airport>. Airportimprovement.com.

3/8/2022. "Miami University Regionals program allows Hamilton, Middletown high schoolers to earn credits." https://news.yahoo.com/miami-university-regionals-program-allows-193700320.html?guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2xlLnNvbS8&guce_referrer_sig=AQAAAMa04Y4XWUXScDD4E70ibFcPqEaCV1vSi9s77j-cbBeKRjLV_t99WbgUw71q1fxblvsCV9OWrGUmfI3lmerH4_UTqpfxsFj0JgWATIWu3hFlzSUSIOVduF-paCWBafJmQ2urq_eo4pmNaFPeYwVg8NcoSv1daJDMaBzS3FSdow_a&guccounter=2. Yahoo News! (Journal-News story).

3/29/2022. "Miami partners with Aramark to innovate campus dining." <https://miamioh.edu/news/2022/03/miami-partners-with-aramark-to-innovate-campus-dining.html>. Miami University website.

4/12/2022. "Miami University Regionals offers two perfect bachelor's degree completion programs." <https://local12.com/sponsored/miami-university-regionals-offers-two-perfect-bachelors-degree-completion-programs>. WKRC.

4/23/2022. "Dining outsourced to Aramark Corporation to improve quality." <https://www.miamistudent.net/article/2022/04/dining-outsourced-to-aramark-corporation-to-improve-quality>. The Miami Student.

5/13/2022. "Outreach program connects students through a computer refurbishing effort." <https://miamioh.edu/cec/news-events/2022/05/outreach-program-connects-students-through-a-computer-refurbishing-effort.html>. Miami University website

5/27/2022. "Local universities granted over \$1.5M for K-12 tutoring programs." <https://www.daytondailynews.com/local/local-universities-granted-over-15m-for-local-k-12-tutoring-programs/5GZQR5AB4JEN3NJHUD4Y7L2VRE/>. Dayton Daily News.

Regional Compacts

ORC Section 3345.59 requires regional compacts of Ohio's public institutions, with an executed agreement in place by June 30, 2018, for institutions to collaborate more fully on shared operations and programs. The section identifies nine areas to be addressed to improve efficiencies, better utilize resources and enhance services to students and their regions. Per paragraph E of that section:

(E) Each state institution of higher education shall include in its annual efficiency report to the chancellor the efficiencies produced as a result of each compact to which the institution belongs.

Please discuss efficiencies gained or opportunities for future partnerships in any of the relevant categories below.

Category	Description
Reducing duplication of academic programming	<p>Miami has taken aggressive steps to ensure that it offers the optimum portfolio of academic programs and courses to align with the university's mission, to meet student needs and employer demand, to eliminate unnecessary duplication, and to prepare Miami students for professional and lifelong success.</p> <p>Below are four interrelated initiatives designed to advance the goal of delivering an exceptional curricular portfolio:</p> <ol style="list-style-type: none"> 1) Academic Program Evaluation, Improvement & Prioritization (APEIP) Project is a response to a recommendation in MiamiRISE (Miami's strategic plan) to conduct a comprehensive, one-time evaluation of all undergraduate and graduate academic programs. <p>In fall 2020, each department and division were provided detailed internal and external data on their programs and courses, including: student demand, employer demand, competitive intensity, application and information request trends, enrollment (head count & completions), student credit hours (by major, by faculty, and by lower vs. upper division), instructional cost per hour, section capacity and fill rates in departmental courses, DFW rates in courses, time to degree, degrees awarded, employment rates, and faculty data (course loads, research productivity, etc.).</p> <p>Using the data provided, departmental faculty, department chairs, and deans collaboratively identified initial ratings for each program. Forty-three of 260 programs (16.5%) were given the rating "continuous improvement with potential additional resources," and 120 (55%) were given the "continuous improvement with minor difficulties" rating. Forty-nine programs (18.8%) were asked to engage in program restructuring due to significant difficulties in the program, and 34 programs (13.1%) were voluntarily eliminated by the faculty of the program's home department in consultation with the dean. An additional 14 programs, which had not been admitting students in recent years, were removed from the books through standard processes. Programs nominated for elimination were judged by departmental faculty as either outdated or duplicative, had histories of low enrollments, or were misaligned with the University's mission and faculty expertise.</p> <p>Deans worked with their departments to develop 3-5-year curricular action plans to improve the programs that were not eliminated. These Plans were developed by August</p>

2021. During Fall 2021, feedback was offered by the dean and Office of Provost to provide additional guidance. Moving forward, departments are required to submit annual updates on their curricular action plans.

- 2) Launched in August 2021, the **Miami Academic Program Incubator (MAPI)** is a resource and consultation service for departments that aims to encourage, support and incentivize the rapid revitalization and creation of undergraduate and graduate programs that ensure Miami offers a high-quality and cost-effective portfolio of academic programs.

Departments and divisions that are considering a new academic program or a significant revision to an academic program are required to participate in MAPI. MAPI is led by a steering team of University leaders who provide data and research on program ideas (data are gathered internally and externally from third-party vendors such as EAB and Gray Associates), curriculum coaching (including recommendations for collaborations with other departments, divisions and institutions), concrete narrative feedback on the program idea (as articulated in a brief concept paper prepared by the department) and the opportunity to apply for seed funding to jumpstart the program (if appropriate). The MAPI team also engages in research on future trends in higher education and provides recommendations to deans and chairs on potential new directions for existing programs as well as possible ideas for new programs.

Since its inception in fall 2021, MAPI has produced the following outcomes:

- Vetted 19 concept papers for new programs or significant revisions of existing programs. Following the review of the concept papers and data analysis and feedback from MAPI, six of the 19 projects were not advanced by the department or division. Five are being or have been developed into full proposals for formal approval, and the remainder are still under consideration by the department or division. (Note: We see the fact that some concepts were not brought to fruition as positive. Prior to MAPI it is likely that all 19 ideas would have been shaped into new programs, and many of those programs would likely not have succeeded, costing the University unnecessary resources and time.)
- Developed Guidelines for Cross-Divisional & Cross-Departmental Programs to encourage course and program sharing.
- Developed a new Learning Management Project site and website to provide information to departments on developing new programs (including glossary of

	<p>curricular terms, information on best practices in program design, contact information for all key curricular needs, guidance on marketing and budget)</p> <ul style="list-style-type: none"> • Contracted with two external research consultation services, Gray Associates and EAB, to assist in market feasibility studies, program assessments, and future trends in higher education; secured a new “enroll predict” machine learning tool from Gray Associates to assist in more accurate enrollment predictions for individual programs • Engaged in ongoing research on promising trends in academic programs which helped to shape revisions of two programs (i.e., marketing and manufacturing engineering bachelor programs) and to develop ideas for new programs (e.g., masters in fintech, masters in counseling psychology, post baccalaureate certificate in speech pathology) which are being considered • Streamlined the procedure for approval and launch of new programs. <p>3) Department Planning & Improvement Process is a new model for academic program review that was approved in April 2022 and will be launched in 2024 (as the APEIP project phases out). Its focus will be on continuous improvement (including a comprehensive review led by a team of internal and external faculty experts plus biennial updates). It will feature:</p> <ul style="list-style-type: none"> • Collaboratively developed strategic goals for each review (created in conversation with the department, dean and Office of Provost); • Holistic emphasis (encompassing all aspects of the department, including its academic programs and curricula, reports on assessment of student learning outcomes, and success in the advancement of DEI goals); • Six-year cycle (with updates on progress every two years in between the comprehensive review); • Review team members who provide consultation on strategic goals in addition to an evaluation of the department; • Process customized for departments with professional accreditation reviews; and • Robust support for the process (e.g., consultation, departmental orientation, data workbooks, team chair training). <p>4) Finally, Miami University has conducted a review of potential duplicate associate and baccalaureate programs with another university in the southwest Ohio region, specifically University of Cincinnati. Seventy programs were identified by the Ohio Department of Higher Education.</p>
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	<p>Although program-based collaboration is an exciting option for some programs, it is important to note that the main campuses of Miami University and University of Cincinnati are at least one hour driving distance from one another, and both campuses serve residentially based students who will be less inclined to commute that distance for courses. Online offerings at both institutions are limited.</p> <p>The Office of the Provost compiled the program data and shared the information with the academic deans who offered feedback based upon their contextual understanding of the program’s mission, purpose and effectiveness. Each academic dean consulted with the appropriate department to determine the recommendation action. Possible actions include:</p> <ul style="list-style-type: none"> • No action: The program is well aligned with the University’s liberal arts mission and/or experiencing strong enrollment and/or has strong track record of student success outcomes. • Program elimination: The program is outdated, experiencing declining enrollments or deficient success outcomes. • Program restructuring: The program will undergo significant revisions for improvement. • Possible collaboration with University of Cincinnati. <p>Several programs were identified for possible collaboration with UC. These include: French, Classical Studies, Critical Race & Ethnic Studies, and Women’s, Gender & Sexuality Studies. Plans are underway for faculty leaders of these programs to meet in the fall semester to discuss possible course sharing and other curricular and research collaborations.</p>
<p>Implementing strategies to address workforce education needs of the region</p>	<p>Miami has submitted and received approval for 249 out of 253 Transfer Assurance Guides and is now 98% compliant for all Transfer Assurance Guides and has received approval for all Career Technical Assurance Guides for which we are eligible. Faculty are working on submitting materials for approval for the remaining TAG course matches in the fall 2022 semester.</p> <p>Miami actively participates in the One-Year Option and Ohio Guaranteed Transfer to Degree Pathways – all designed to obtain technical credits without unnecessary duplication or institutional barriers. Miami has developed over 25 OGTP pathways in business, arts & humanities, as well as social and behavioral sciences. Miami has also developed articulation agreements with many Ohio public institutions in majors that are not part of the Ohio Guaranteed Transfer to Degree Pathways.</p>

	<p>See: https://www.miamioh.edu/partnerships/ed-institutions/postsecondary-partners/existing-postsecondary-agreements/index.html</p> <p>Miami's senior associate provost serves on the Ohio Articulation & Transfer Advisory Board of the Ohio Department of Higher Education where she regularly collaborates with leaders from career technical centers as well as two- and four-year institutions across the state. She also served as co-chair (with the UC vice provost) of the statewide committee to revise the Ohio Transfer Module into the new OT36 model. One of the key goals of the new Ohio Transfer 36 is to ensure more meaningful credit that directly improves students' time to degree.</p> <p>Supported by State Senator Bill Coley, Miami has an innovative Work+ program which is designed for Miami University Regionals students to obtain an associate or bachelor's degree while working part-time and getting their tuition paid. Work+ makes it possible for a student to earn a college degree debt-free. The thirteen current workforce partners include: Avery Dennison, Millat Industries, Libra Industries, Fastest Labs, YMCA (Greater Miami Valley, Lakota Family, Dayton), Fischer Group, thyssenkrupp Bilstein, BCRTA, Nation Coating Systems, Worthington Industries and Community First Solutions. During 2021-2022, our Work+ partners provided over \$150,000 in tuition for students. See: https://www.miamioh.edu/regionals/admission/work-plus/index.html</p> <p>Miami also offers TechCred opportunities for students which are credentials for students and adult working professionals to upskill their technological capacities. Miami offers credentials in business technology, information technology, manufacturing technology and robotics and automation. See: https://miamioh.edu/techcred/index.html</p>
<p>Sharing resources to align educational pathways and to increase access within the region</p>	<p>Since 2018, Miami University's senior associate provost partnered with leaders from University of Cincinnati, Cincinnati State Technical & Community College, Southern State Community College, and Sinclair Community College to create a grant proposal for the "Tackling Transfer" Initiative through the Ohio Department of Higher Education. The grants have funded several all-day summits designed to promote transfer student success. To date, seven summits have been held at different campuses and institutions across the region. Over 40 persons have attended each summit. Key outcomes of these summits have included new bilateral agreements in variety of subject areas (sciences, technology, engineering), a SW Ohio Regional Transfer Summit website [https://www.uc.edu/aas/southwesttransfer.html], a charter and bylaws, and the development of a SW Ohio Transfer Toolkit which is now available on the website listed above.</p> <p>Miami partners with UC as a participant in the Southwest Regional Depository which is one of five regional depositories in Ohio that houses library materials of IUC members in lieu of new library space.</p>

	<p>In 2021, Miami formed the Miami University Transfer Collaborative which includes leadership from all campuses and several key units (admission, enrollment management, academic affairs, registrar, advisement and student success). This group has formulated a comprehensive strategic plan to promote greater access and success for transfer students and meaningful collaborations with our two-year institutional partners. Since its inception in fall 2021, the Transfer Collaborative has reviewed and revised the workflow procedure for transfer-related agreements, begun redesign of Miami's front-facing transfer web portal, developed a master list of agreements, hired a new transfer coordinator to serve as the single point of contact for our two-year partners, secured approval for an additional transfer evaluation coordinator to promote timely credit evaluations, aligned Miami's liberal education plan requirements with Ohio Transfer 36 and secured approvals for more than 40 courses to be included in OT36, and identified dedicated advisors for transfer students on all campuses.</p> <p>Miami also has partnered with several other institutions in the Southwest Ohio region to participate in the EAB Moonshot for Equity initiative (described below).</p>
Reducing operational and administrative costs to provide more learning opportunities and collaboration in the region	<p>Miami participates in a courier delivery service to provide requested library material to public libraries, colleges, universities and the State Library of Ohio.</p> <p>Miami's Institute for Learning in Retirement engages in joint programming with the Osher Lifelong Learning Institute at the University of Cincinnati, in the West Chester area, to provide non-credit, enrichment programming for people age 50 and older. Over 400 persons are enrolled in this semester's courses.</p> <p>Representatives from all higher education institutions in Southwest Ohio continue to meet at OH-AHEAD with the goal of finding additional common services and efficiencies, such as alternative format production, to serve students with disabilities.</p>
Enhancing career counseling and experiential learning opportunities for students	<p>Miami Regionals (along with Cincinnati State, University of Cincinnati, and Southern State) is actively engaged in workforce education and pathway development through involvement with the Tech Prep Southwest Regional Center. Tech Prep staff members are located at Miami University Hamilton (along with Southern State Community College and Cincinnati State). Tech Prep also shares staff with a regional workforce development initiative, Partners for a Competitive Workforce, to further link the educational initiative with employers. College staff link their respective institutions to collaborative regional activities that address statewide goals focused on workforce education, pathway development and technical services. The center serves 16 secondary partner districts including three of Ohio's largest Career Technical Planning Districts (CTPDs); four urban districts; six rural CTPDs and one Compact.</p>

	<p>Since 2015, Miami Regionals, Cincinnati State, and UC have collaborated to offer annual conferences targeted to high school juniors and seniors interested in engineering careers. More than 1000 students have been impacted by shared expertise, business engagement and access to regional resources.</p> <p>Miami's Center for Career Exploration & Success partners regularly with REDI Cincinnati to share best practices and procedures relating to internships in the Cincinnati area. Miami and UC have collaborated on several Ohio Means Internships & Co-Ops grants in the past five years to increase the number of internships and co-ops in the Southwest Ohio Region.</p>
Expand alternative education delivery models such as competency-based and project-based learning	<p>Since 2019, Miami has developed 27 microcredentials and professional education programs. Microcredentials are credit-bearing programs offered on Miami's Regional Campus that typically include nine credits of courses focusing on a workforce-related topic or skill set. Almost all of them are delivered online to provide students with maximum flexibility. Microcredential topics span business, communication & culture, engineering and technology; all were developed in collaboration and consultation with local businesses from those specific fields. Currently, over 700 students have earned more than 1,200 credentials. See: https://www.miamioh.edu/regionals/academics/elearning/campaigns/microcredentials/index.html</p> <p>Miami's Oxford campus offers several professional development programs which are typically non-credit-bearing, online or hybrid, and customized for particular industries and employer and/or alumni needs. Miami has developed programs focused on data analytics, professional writing, business, advanced manufacturing, and DEI (diversity, equity & inclusion) topics. Over 2000 persons have completed one or more of these programs in the past three years. See: https://miamioh.edu/online/programs/professional-education/index.html</p> <p>Miami currently offers a Prior Learning Assessment Portfolio opportunity for veterans and military students to meet general education requirements. Miami's Transfer Collaborative has begun the process of researching and developing a more robust portfolio option for Prior Learning Assessment to reach a greater diversity of students and to better ensure that students who have gained competency in the workplace can also secure appropriate credit for relevant and appropriate general education courses and courses in the major. The portfolio option would supplement other prior learning assessment opportunities currently offered at Miami (e.g., departmental proficiency examinations, College Level Examination Program).</p>
Collaboration and pathways with information technology centers, adult basic and literacy education programs and school districts	<p>Miami's Regional Campus in Hamilton is a site for the ODHE ASPIRE Program including access to our student services, libraries, and facilities for any ASPIRE participant. Miami's Regional Learning Center in West Chester is an ASPIRE ESOL (English for Speakers of Other Languages) site for family</p>

	<p>members recently relocated from international locations of global businesses in the area. These collaborations serve people in need of acquiring skills in post-secondary education and training, and employment. It has provided a supportive pathway for individuals going from GED or learning English, to post-secondary higher education.</p> <p>Miami also participates actively in the statewide College Credit Plus program that offers qualified students grades seven through 12 the opportunity to take college courses while earning credit for both high school and college at little or no cost to students. Over 500 students annually participate in Miami CCP courses on the Oxford and Regional campuses.</p> <p>This fall, Miami Regionals is launching the “Early College Academy” which is made possible through partnerships with Hamilton and Middletown City School Districts. The Academy will welcome a group of 50 Hamilton and Middletown high school incoming juniors who will complete a minimum of 15 credit hours (per semester) for four semesters. All of the associated fees for Academy participants such as tuition and books will be covered by the program. The high school will be providing transportation, lunch, and will cover the cost of required textbooks. ECA students will graduate with a minimum of 62 college credit hours, earning as Associate in Arts in General Studies, while graduating with their high school diploma. These students will only have two years remaining to complete a Miami bachelor’s degree significantly reducing the time and cost for degree attainment. Miami will also offer the students specialized academic support and opportunities for involvement in co- and extra-curricular activities.</p>
Enhancing the sharing of resources between institutions to expand capacity and capability for research and development	<p>Miami and UC faculty have collaborated to secure eight external research grants in the past six years. Grants have focused on such diverse topics as increasing the participation of women in STEM fields, understanding bipolar disorder, investigating racial bias, evaluating STEM in the play space, and advanced turbine cooling. In addition, Miami, UC, and Cincinnati State have collaborated on four regional submissions to the ODHE RAPIDS grant program, providing approximately \$3M in equipment used for education, research, and workforce training in SW Ohio.</p>
Identifying and implementing the best use of university regional campuses	<p>To provide a seamless transition of students who relocate from one campus to another or to those taking classes on multiple campuses, Miami University’s Oxford campus and Miami University Regionals share the same general education requirements, academic and student policies, curricular approval processes, and are governed by a single University Senate and Board of Trustees. In addition, many administrative and instructional staff work at multiple campuses and collaborate on curricular, research projects as well as community and University service projects.</p> <p>Miami Regionals allows diverse students including post-traditional learners to take their first two years locally, staying closer to their family and jobs. Besides access to a much larger array of programs, disciplines, and majors, this reduces the tuition before they relocate to the Oxford</p>

	<p>campus to complete their degree. With all campuses in close proximity, Butler County Regional Transit Authority (BCRTA) connects our campuses allowing students to take a specific course(s) at a different campus. Miami's Regional E-Learning (online courses and programs) allows any Miami student the chance to shorten their time toward graduation or the flexibility to add another course to their academic plan.</p> <p>Miami, UC and Cincinnati State are all members of the Greater Cincinnati Collegiate Connection (GC3) which enables students from all three (and other GC3) institutions to cross-register for courses and facilitates administrators, faculty and staff from all three as well as other GC3 member institutions to engage in joint professional development programming.</p> <p>The Pathways Program enables students who are not initially admitted to the Oxford campus to begin study on the Regional campuses. Students are co-enrolled in courses and receive specialized advising and support. If they meet all requirements, they are admitted to the Oxford campus in the spring semester of their first year. Over 100 students have participated in the Pathways Program over the past four years.</p>
Other initiatives not included above	<p>In September 2021, Miami University, Cincinnati State, Gateway Technical & Community College along with Northern Kentucky University announced their participation in the EAB Moon Shot for Equity Initiative. This is a national initiative that aims to close equity gaps within regional cohorts of two- and four-year colleges and universities by 2030. Each institution has formed leadership teams that are now in the process of implementing more than a dozen research-based practices proven to remove systemic barriers to student success. Moonshot goals focus on transformative change relating to campus climate (equity-focuses professional development, climate assessment), access and enrollment (securing financial assistance, leveraging degree maps and pathways for transfer students), and student support and belonging (proactive advising and coordinated care).</p>

Co-located Campuses

ORC Section 3333.951(B) requires Ohio's co-located colleges and universities to annually review best practices and shared services in order to improve academic and other services and reduce costs for students, and to report their findings to the Efficiency Advisory Committee.

(B) Each state institution of higher education that is co-located with another state institution of higher education annually shall review best practices and shared services in order to improve academic and other services and reduce costs for students. Each state institution shall report its findings to the efficiency advisory committee established under section [3333.95](#) of the Revised Code. The committee shall include the information reported under this section in the committee's annual report.

Co-located campus: Not Applicable

Type of Shared Service or Best Practice (IE: Administrative, Academic, etc.)	Please include an explanation of this shared service.	Monetary Impact from Shared Service
	Not Applicable	

Section II: Academic Practices

This section covers areas more directly related to instruction, with an emphasis on savings strategies related to the cost of textbooks, and the expanded use of alternative instructional materials.

Textbook Affordability

Textbook Cost Study

ORC Section 3333.951(D) requires Ohio's public colleges and universities to annually conduct a study to determine the current cost of textbooks for students enrolled in the institution and submit the study to the Chancellor.

(D) Each state institution of higher education shall conduct a study to determine the current cost of textbooks for students enrolled in the institution, and shall submit the study to the chancellor of higher education annually by a date prescribed by the chancellor.

Please attach the analysis of textbook costs developed by your institution labeled "[Institution Name – Academic Year – Textbook Cost Study]" and summarize the results of your institution's study below.

Category	Amount
Average cost for textbooks that are new	\$74.66
Average cost for textbooks that are used	\$48.28
Average cost for rental textbooks	\$41.09
Average cost for eBook	\$65.36

Reducing Textbook Costs for Students

ORC Section 3333.951(C) requires Ohio's public colleges and universities to report their efforts toward reducing textbook costs for students.

(C) Each state institution of higher education annually shall report to the efficiency advisory committee on its efforts to reduce textbook costs to students.

Please discuss all initiatives implemented, including those referenced below that ensure students have access to affordable textbooks.

ORC Section 3345.025 requires the board of trustees of each state IHE to adopt a textbook selection policy for faculty to use when choosing and assigning textbooks and other instructional materials.

3345.025 The board of trustees of each state institution of higher education as defined in section [3345.011](#) of the Revised Code shall adopt a textbook selection policy for faculty to follow in selecting and assigning textbooks and other instructional materials for use in courses offered by the institution. The policy shall include faculty responsibilities and actions faculty may take in selecting and assigning textbooks and other instructional materials.

In addition, the biennial budget bill, Am. Sub. HB 110, enacted Section 733.20 requiring state institutions of higher education to evaluate textbook affordability initiatives to ensure compliance with Title I, Section 133 of the federal “Higher Education Opportunity Act of 2008.”

SECTION 733.20. (A) In furtherance of the State of Ohio's intent to improve affordability in higher education, and in recognition of the positive achievements of the Ohio Faculty Council's October 2017 resolution supporting textbook affordability initiatives, the State of Ohio hereby tasks Ohio's institutions of higher education with evaluating their respective implementation of textbook affordability initiatives.

(B)(1) Consistent with requirements in Title I, Section 133 of the federal "Higher Education Opportunity Act of 2008," institutions of higher education receiving federal financial aid shall disclose required and recommended textbooks not later than the time at which students can first begin to register for a course.

(2) Prior to academic year 2022-2023, the administration of each state institution of higher education, as defined in section 3345.011 of the Revised Code, shall work collaboratively with the institution's faculty senate, or equivalent body, to consider adopting a formally recognized textbook auto-adoption policy.

(C) Not later than August 15, 2022, the board of trustees of each state institution of higher education shall adopt a resolution or otherwise formally vote to affirm or decline adoption of the policy. If the board of trustees adopts the policy as agreed upon by the administration and faculty senate, the state institution shall formally transmit a copy of its resolution to the Chancellor of Higher Education.

1. Has your institution's board of trustees adopted a textbook selection policy consistent with Ohio Revised Code 3345.025? If so, please attach the policy in full length and label the file as “[Institution Name – Academic Year – Textbook Selection Policy].”

Miami University's University Senate approved a revised version of the textbook policy in April 2022, and the Board of Trustees approved the policy at its meeting on May 20, 2022. The revised policy is entitled “Textbooks and Learning Materials” and is attached and can be found at: <https://miamioh.edu/policy-library/employees/faculty/academic-policies-procedures-for-instructional-staff/textbooks.html>

2. Has your institution's board of trustees adopted a textbook auto-adoption policy to ensure compliance with federal law that requires faculty to select textbooks for courses no later than the first day of class registration? If so, please attach the policy and label the file as “[Institution Name – Academic Year – Text Auto-adoption Policy].” Please also describe the mechanisms for tracking compliance.

The Miami University Board of Trustees considered the adoption of an auto-adoption textbook policy at its May 20, 2022 meeting and declined to adopt it.

3. If the board has not adopted an auto adoption policy, please explain the major reasons that the board declined to adopt such a policy.

The rationale for the Board's decision was based on concerns expressed by members of University Senate that the policy is onerous and would result in many negative impacts on faculty and students. Senators report that they often can identify texts that are better aligned with the outcomes of the course (resulting in deeper learning and greater satisfaction with the educational experience) and more cost-effective than texts selected in prior semesters.

Open Educational Resources

1. Has your institution adopted practices/policies to formally encourage the use of OER materials in lieu of purchased materials? Please explain and please include links to information on your institution's website.

In 2017, Miami University selected a provider of online textbooks and course materials, e-Campus, which signaled a shift away from the traditional brick and mortar bookstore approach toward a virtual approach. The e-Campus bookstore not only lowers the overhead cost of running a physical bookstore, but it provides faculty, at a glance, multiple textbook options so that they can ensure that they are selecting high quality, affordable and accessible course materials for their students. Because the virtual bookstore is linked to the SIS system, students can easily purchase new, used, rental and digital textbooks instantly upon registering for particular courses. Miami faculty are provided training (via workshops and online videos) on how to use the software platform as well as how to select appropriate and cost-effective textbooks. In addition, when faculty submit their textbook selections in compliance with the Higher Education Opportunity Act (HEOA), it allows our staff and e-Campus vendor to suggest standardized materials, more affordable editions, or alternative resources. In the past five years, faculty on all campuses increased their compliance by as much as 65%. In 2020, Miami University renewed its contract with e-Campus, allowing both students and faculty to take advantage of these options that promote cost savings.

Miami (along with the other Southwest Ohio institutions) has OhioLINK which negotiates the purchase and enables the sharing of library materials. OhioLINK joined the Open Textbook Network in 2017. The OhioLINK system leaders, in conjunction with OTN staff, coordinate full-day "train the trainer" workshops. These workshops focus on developing campus leaders and aid in their efforts to reduce textbook costs for students. The Miami representative also helped coordinate an OhioLINK-sponsored OER summit in 2017, 2018, 2019, 2020 and 2022, and also presented sessions at several of these Summits. Additionally, as a system leader, she has given workshops focusing on copyright and OER and Creative Commons licensing at multiple OhioLINK institutions on request over the past five years.

2. Has your institution provided support to faculty for the development of OER materials. Please explain and please include links to information on your institution's website.

Miami's Affordable and Open Educational Resources Committee which includes faculty representation from all academic divisions has launched several programs and set of resources designed to target faculty teaching courses with the highest cost textbooks and largest enrollments:

- **OER Explore** is a two-hour workshop designed to help faculty better understand textbook affordability issues and possible solutions for addressing them. The workshop concludes with an overview of Miami University's OER and Affordable Learning grant programs. Following the workshop, faculty write and publish a review of an OER textbook in their field or investigate and reflect on inclusive access electronic textbook possibilities and then receive a modest stipend. Since its inception in 2016, almost 130 faculty members have completed the program. At least two instances of this program will be offered in the 2022-2023 academic year, providing 20-30 faculty the opportunity to get involved with this grant program.
 - **OER Adopt.** This selective grant program supports faculty in replacing their commercial textbook with an OER. Faculty submit an application; those selected must complete a three-phase program and receive professional development funds when each phase is successfully completed. Phase 1 entails teaching the course with the commercial textbook and investigating other open education substitutes; phase 2 involves teaching the course with the chosen OER and assessing its impact on student learning; and phase 3 focuses on the faculty creating a report and disseminating their findings to their colleagues in the department or field of study. Over 20 faculty have participated in the program which has led to approximately \$1,209,000.00 in cost savings for their students.
 - **OER Create** grant program supports faculty who wish to write and publish their own OER textbook and learning materials. Faculty are provided professional development funds as well guidance and support for publishing the OER (e.g., editorial services, layout, and electronic publishing). To accomplish this, the University agreed to be an inaugural partner (with nine other higher education institutions) in the OTN Publishing Cooperative. OER published as part of this grant program will be published to the OER Collection in Miami's institutional repository, the Scholarly Commons, and in the Open Textbook Library (OTL). Several projects are currently being considered as a pilot for this program.
3. What courses did your institution offer during the 2021-22 academic year that used OER? Please fill out the attached template completely. This template will be used to inform a statewide landscape analysis of OER adoption and will be publicly shared in a report.

See spreadsheet attached.

Inclusive Access

Inclusive access is defined as an arrangement between an institution, through faculty, and students to offer college textbooks and materials as "included" within tuition and/or a fee assessment, rather than purchased individually by the student. The benefit to faculty and students of inclusive access typically includes a significantly reduced cost per textbook for students, as compared to students buying a new copy of the textbook, and confidence that all students will possess the necessary textbook and/or materials on "day one." Federal law provides the statutory right for students to "opt-out" of inclusive access if they prefer, which preserves the right of the student to source materials.

1. Does your institution formally encourage faculty to offer inclusive access acquisition of college textbooks as a cost-savings for students? If yes, what mechanisms are in place help promote this strategy with faculty?

In 2017, Miami University selected a provider of online textbooks and course materials, e-Campus, which signaled a shift away from the traditional brick and mortar bookstore approach toward a virtual approach. The e-Campus bookstore not only lowers the overhead cost of

running a physical bookstore, but it provides faculty, at a glance, multiple textbook options so that they can ensure that they are selecting high quality, affordable and accessible course materials for their students. Because the virtual bookstore is linked to the SIS system, students can easily purchase new, used, rental and digital textbooks instantly upon registering for particular courses. Miami faculty are provided training (via workshops and online videos) on how to use the software platform as well as how to select appropriate and cost-effective textbooks.

e-Campus is our outsourced bookstore and currently does not offer inclusive access, and Miami University is engaging with how best to implement that functionality to our faculty and students. Currently, faculty may individually work with eCampus to arrange the inclusive access option for students. Miami is working with eCampus to offer more incentives for faculty to participate, including pursuing VitalSource as a vehicle for Inclusive Access.

In addition, when faculty submit their textbook selections in compliance with the Higher Education Opportunity Act (HEOA), it allows our staff and e-Campus vendor to suggest standardized materials, more affordable editions, or alternative resources. In the past five years, faculty on all campuses increased their compliance by as much as 65%.

2. What courses did your institution offer during the 2021-22 academic year that participated in an inclusive access program? Please fill out the attached template completely. This template will be used to inform a statewide landscape analysis of the utilization of inclusive access and will be publicly shared in a report.

N/A

3. How are students at your institution made aware of their right to opt out of utilizing inclusive access?

Inclusive Access textbooks is not yet available on the eCampus website so that students can select the appropriate textbooks.

Please provide contact information for the person completing this section of the Efficiency Report, so that we may follow up if we have questions.

Carolyn Haynes, Senior Associate Provost, haynesca@miamioh.edu; 513 529 6717

Other Textbook Affordability Practices

What other practices, if any, does your institution utilize to improve college textbook affordability?

See table below for several other opportunities Miami offers to advance affordable texts and learning materials.

Please provide any relevant information in the table below.

Initiative	Explanation of Initiative	Cost Savings to Students
Alternate Textbook Service	Alternate Textbook Service involves a collaboration between the course instructor, Library liaison, and the Coordinator of Scholarly Communications to replace the instructor's commercial textbook with an "alternate" textbook comprised of resources pulled from the library's electronic collections, from legal online resources, and reading selections made available in compliance with US copyright law. Faculty participating in this grant program are provided modest professional development funds.	Since the program's inception, three faculty members have used the service, resulting in \$90,608.00 in cost savings for students.
Revision of Policy & Procedures	Miami has revised the annual report and dossier format for faculty to include a specific mention of open and affordable educational resources under the category relating to innovative teaching. It also added a question relating to affordable course materials to the online proposal forms for all new courses.	Not Applicable
Affordable Education Leader Award	Affordable Education Leader Award is an annual award to be given to a continuing faculty member on any campus who demonstrates compelling and significant impact in areas related to affordable and open educational resources. The award has been given for the past two years.	Not Applicable
Course Pack Consultation Service (CPCS)	Course Pack Consultation Service (CPCS) allows faculty to reduce or eliminate the costs associated with course packs. The Coordinator of Scholarly Communications reviews the list of materials included in the course pack to determine which readings can be made freely available to students through the library's purchased electronic collections (eBooks and electronic articles) or through other freely and legally accessible online outlets (e.g., linking to archival materials on state historical society website). Links to these works are posted on to a page in the instructor's LMS course site for students to access. Faculty participating in the CPCS are awarded modest professional development funds after the consultation.	Since launching the program in fall 2017, twenty consultations have been completed, amounting to \$143,944.62 in cost savings for students.

Section III: Policy Reforms

Transcript Access

It is common for IHEs nationally to withhold transcripts from students who owe any amount of debt to the institution. Transcript withholding blocks students from re-enrolling both at the debt-holding institution and at other institutions. Transcripts are sometimes withheld in their entirety even when students have fully paid all or most tuition charges, earned their credits through successful completion of coursework and only incurred a nominal debt such as a parking ticket, library fine or other relatively minor assessment.

ORC Section 3345.027 was newly enacted in HB 110 and requires IHE's to release transcripts to potential employers even if the student has an outstanding balance owed to the institution.

Sec. 3345.027. A state institution of higher education, as defined in section 3345.011 of the Revised Code, shall not withhold a student's official transcripts from a potential employer because the student owes money to the institution, provided the student has authorized the transcripts to be sent to the employer and the employer affirms to the institution that the transcripts are a prerequisite of employment.

1. Has your institution updated its policy on transcript withholding to assure compliance with ORC 3345.027?

Yes, this has been Miami's practice for more than 5 years. In the past year, we fielded and released 15 transcripts to employers.

2. Has your institution taken additional action(s) beyond what is minimally required by section 3345.027 to provide students with access to their transcripts, even if the student owes money to the institution? If so, please describe.

Miami has established payment plans that allow the transcript to be released to the student before the balance is paid.

Second Chance Grants

ORC Section 3333.127 was newly enacted in Sub. SB 135 to create the Second Chance Grant program. The program will provide one-time grants of up to \$2,000 to eligible students that "while in good standing, disenrolled from a qualifying institution and did not transfer to a qualifying institution or an institution of higher education in another state in the two semesters immediately following the student's disenrollment."

1. Has your institution implemented the "Second Chance Grants" program as described in SB 135? If so, what is the status of the program and approximately how many students have been impacted to date at your institution?

Miami has applied to the program and received our notification of eligibility to participate on August 31, 2022.

Miami University strongly believes that not allowing students to unenroll due to small outstanding balances is a best practice and that resources utilized in this approach provide for better persistence outcomes. Thus, each semester before registration, we identify students with balances of ~\$1,500 and perform outreach. As part of that outreach, we will often award a microgrant to students based on need, merit, or other factors to boost persistence to resolve the outstanding balance. We typically spend between \$30,000 and \$50,000 per semester on such grants.

2. What efforts has your institution made to identify and attract such students that will be able to take advantage of this new initiative?

We have identified 49 students that we will target for this program, with a goal of enrolling a subset of those students for our Spring 2023 semester.

Additional Practices

Some IHE's may implement practices that make college more affordable and efficient, but which have not been the topic of a specific question in this reporting template. This section invites your institution to share any positive practices you have implemented that benefit student affordability and/or institutional efficiency.

Please share any additional best practices your institution is implementing or has implemented.

Miami University Lean Initiative

Miami University started its Lean Initiative in 2009. Since 2009, Miami employees have completed 1,886 projects valued at \$110,959,974 in cost avoidance, cost reduction, and new revenue. In FY 2022, Miami employees completed 113 projects valued at \$7,690,191 in cost avoidance, cost reduction, and new revenue.

Miami has developed a Lean structure, Lean database with dashboard reporting, and standardized processes for Lean project management. Three full-time staff are dedicated to Lean. All of the other employees have other non-related Lean responsibilities. Presently, all divisions of the university have employees engaged in Lean.

Student Loans

Between 2015 and 2021, the average indebtedness of Miami's graduates who borrowed loans decreased from \$30,008 to \$28,711 - a decrease of 4.3%. During the same period, the percentage of those with debt went from 50.9% to 45.2%. Miami continues to offer individual loan counseling, entrance, and exit counseling, along with individualized student loan debt tracking for each student at MiamiOH.edu/KnowBeforeYouOwe.

In addition, Miami implemented a financial literacy effort in the last two years, and this effort is included in our campus-wide wellness efforts. Last year, 1,925 students completed 2,666 financial literacy modules. The modules cover the basics (budgeting, saving) but also move to advanced topics (401(k)s, insurance shopping, FIRE - Financial Independence, Retire Early movement.)

Section IV: Future Goals

The DeWine-Husted administration recognizes that each IHE faces unique challenges and opportunities with respect to the institution's highest priority goals over the next several years. With that in mind, please provide any suggestions about possible roles the state could play in supporting your institutional goals.

1. Please provide your thoughts and suggestions regarding ways the State of Ohio can further support strength, resiliency and reputational excellence in Ohio's post-secondary education system.

Thank you for completing the FY22 Efficiency Reporting Template. We appreciate the important role Ohio's colleges and universities play in supporting Ohio students, economic growth, world-class research and the overall success for our state.



INCLUSIVE EXCELLENCE AT MIAMI

An Integrated and Structural Approach

Office of Institutional Diversity and Inclusion Report | 2021 - 2022



LAND ACKNOWLEDGEMENT

Miami University is located within the traditional homelands of the Myaamia and Shawnee people, who along with other indigenous groups ceded these lands to the United States in the first Treaty of Greenville in 1795. The Miami people, whose name our university carries, were forcibly removed from these homelands in 1846.

In 1972, a relationship between Miami University and the Miami Tribe of Oklahoma began and evolved into a reciprocal partnership, including the creation of the Myaamia Center at Miami University in 2001. The work of the Myaamia Center serves the Miami Tribe community and is dedicated to the revitalization of Miami language and culture and to restoring that knowledge to the Myaamia people.

Miami University and the Miami Tribe are proud of this work and of the more than 140 Myaamia students who have attended Miami since 1991 through the Myaamia Heritage Award Program.

OFFICE OF INSTITUTIONAL DIVERSITY AND INCLUSION (OIDI)

Mission Statement

To advance Miami University’s inclusive excellence and promote a welcoming community for all by providing an integrated, holistic approach to diversity, equity, and inclusion through structures, policies, initiatives, and programming.

Vision and Purpose

To lead among peers as a diverse, equitable, accessible, and inclusive learning and working community representative of our broader society, and in which students, faculty, and staff feel connected, accepted, and valued.





INTRODUCTORY MESSAGE FROM THE VICE PRESIDENT FOR INSTITUTIONAL DIVERSITY AND INCLUSION

M. Cristina Alcalde, Ph.D. (she, her, hers)

In 2021-2022, the Office of Institutional Diversity and Inclusion focused on restructuring and reorganizing internally, and on centering university-wide efforts that contribute to **capacity-building, systemic change, and cultural transformation**.

One report cannot do justice to all the amazing initiatives, projects, and events made possible by students, faculty and staff across Miami. We are thankful for these efforts and accomplishments. Cultivating a diverse, inclusive, and equitable Miami is the responsibility of each of us, and we look forward to our continued work together as we grow stronger and make more change to strengthen our excellence, access, and sense of belonging for all.

As we hold ourselves accountable as an institution and individually, and we center transparency and accountability, we share this report to highlight some of the efforts within and from the Office of Institutional Diversity and Inclusion. We have organized the report into **ten areas** to reflect main areas of focus and areas of ongoing work and opportunity.

We are proud of the work accomplished this year, which builds on past progress and reflects new opportunities for implementation of best practices and innovation. As part of our steadfast commitment to diversity, equity, and inclusion and understanding that change must be systemic, we also acknowledge the work that remains to be done.

Thank you for making this work possible, and for continuing to push Miami forward. I look forward to continuing to share our progress and impact moving forward, and welcome your ideas and feedback as we work together towards an ever more inclusive Miami.



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I. Building the Team: Advancing Diversity, Equity, and Inclusion

We have had significant developments in building the Office of Institutional Diversity and Inclusion (OIDI) Team this year. To start the year, on July 1, 2021, Dr. **Cristina Alcalde** joined Miami as **Vice President for Institutional Diversity and Inclusion**. In mid-Fall 2021, **Vicki Mumma** joined as the first full-time **Administrative Assistant** for the Office for Institutional Diversity and Inclusion. In February 2022, following a national search, **two Directors of Programming and Strategic Initiatives** joined the OIDI team as part of our efforts to strengthen and better reflect our Diversity, Equity, and Inclusion (DEI) commitments. Joining the Vice President of Institutional Diversity and Inclusion, the Directors help lead, coordinate, and support university-wide initiatives for students, faculty, and staff. Dr. **Hiram Ramirez** joins us from California State University Channel Islands, where he previously served as Director of Inclusive Student Services and Multicultural Dream Center. Dr. **Samuel Kwapong** joins us from Point Loma Nazarene University, where he previously served as Director of the Offices of Multicultural and International Student Services.

This year we also solidified plans for the OIDI team to include **graduate and undergraduate students**. Through collaboration with Academic Affairs and the Graduate School, and as a way to ensure graduate students play a role in planning OIDI university-wide efforts and have opportunities for professional development in the DEI realm, OIDI will now have two Graduate Assistants for 2022-2023. **Laura Carroll**, a Masters of Music, Vocal Performance student joined OIDI during 2021-2022 and will continue with OIDI next year and **Braelyn Bean**, a Sports Leadership and Management student will join OIDI in Fall 2022. We also have two undergraduate social media interns as part of the OIDI team. **Evelyn Morrison**, a Public Administration, Data Analytics, and Sustainability major and **Logan Harvey**, an Art & Architecture History and Data Analytics major, joined OIDI as social media interns this year.

Starting April 2022, **Spencer Izor**, Senior Director of Development, is lending her expertise to OIDI as the **first DEI Officer for OIDI in Advancement**. We are excited to collaborate with Advancement and Spencer as we create OIDI's first Advancement Plan to better support DEI efforts.

As we move forward, OIDI is excited to have this energized, innovative, and collaborative team focusing on university-wide efforts and cultural transformation systemically.



II. Educational Programming and Resources

HISTORY AND HERITAGE MONTH PROGRAMMING

An inclusive, welcoming environment includes programming that recognizes, values, and educates about the rich diversity of identities within the Miami community. This Fall, we launched [comprehensive month-by-month Heritage Month Programming](#) and an accompanying [website](#). The programming



recognizes, examines, and educates about a rich array of intersecting identities and experiences and is geared to students, faculty, and staff. Between September and November and February and March, OIDI hosted over [18 Heritage Month events](#). In September, for example, we hosted Gabby Rivera, who spoke on “Empowering Young, Diverse Voices to Tell Their Own Stories,” in collaboration with Spectrum, Unidos, and Associated Student Government (ASG), as well as hosted a panel on what it means to be Latinx in 21st century higher education. For Disability Identity and Culture Month, OIDI partnered with the Miller Center for Student Disability Services to host Imani Barbarin, who spoke on “Able-bodied are Weird, Working Towards Disability Representation and Fighting Ableist Microaggressions,” and a panel on Communication Access and the Power of Transparent Masks. This Spring, with the addition of Director positions, OIDI was able to take this programming to the next level and has a robust plan in place for 2022-2023.

INCLUSIVE PEDAGOGICAL APPROACHES SERIES

In an effort to amplify and support inclusive pedagogical approaches as central to an inclusive environment, OIDI launched the first in our Series on Inclusive Pedagogical Approaches. Shauna Morgan, Ph.D., provided a [workshop](#) on [Beyond Diversity and Inclusion: A View Towards Decolonizing the Curriculum](#) on April 22 as a [lunch and learn](#) opportunity, with the co-sponsorship of the Center for Teaching Excellence. These experiences are a space for faculty to learn, discuss, collaborate on, and discover best practices to engage students from all backgrounds and reflect Miami’s DEI values and commitments.

OIDI WEBSITE

We invite all Miami community members to visit our revamped OIDI webpages, to learn more about the [OIDI team, initiatives, and resources](#), including a new [DEI Resource Page](#) to promote self-learning in areas of allyship, antiracism, and intersectionality for the Miami community. We have plans underway for [Diversity Dashboards](#), which OIDI is developing in collaboration with the Office of Institutional Research, and for a [One-Stop DEI Workshop and Trainings Webpage](#) with links to all available Miami DEI educational engagements, workshops, and trainings for faculty, staff, and students.



SOCIAL MEDIA

We invite you to follow OIDI on our newly launched social media. OIDI launched [three social media platforms](#) during Spring 2022 to improve lines of communication with students, faculty, and staff about DEI programming and initiatives across Miami University and to expand educational reach through silent programming. Our newly launched Instagram account now has 1,271 followers, and we look forward to sharing programming and updates with more Miamians. Follow us on Instagram ([@MiamiOH_OIDI](#)), Facebook ([@MiamiOH_OIDI](#)), and Twitter ([@MiamiOH_OIDI](#)).

RELIGIOUS OBSERVANCES AND INCLUSIVE SCHEDULING INITIATIVES

OIDI's new [Religious Observances and Inclusive Scheduling Initiative](#) and [website](#) serves as a resource for more inclusive scheduling. This resource complements the Academic Affairs calendar. This initiative will be expanded in the coming year, with tools, resources, and educational information to further strengthen our engagement with religious and spiritual inclusion at Miami.

FREEDOM FILM FESTIVAL

In November 2021, OIDI hosted the [Freedom Film Festival](#), a week-long movie and discussion program following the presentation of the Freedom Summer of '64 Award to Hollywood film producer Reginald Hudlin. Each evening of the Film Festival, which focused on Black representation on screen, one film was introduced and discussed by a Miami faculty member or featured guest. The Festival, which took place at Peabody Hall, included "A Patch of Blue," "Carmen Jones," "Imitation of Life," "Shaft," and "The Butler." Free copies of Wil Haygood's critically acclaimed book, [Colorization: One Hundred Years of Black Films in a White World](#) were available throughout the Festival and distributed to faculty, staff, and students.



III. Capacity-Building, Workshops, and Trainings

FACULTY RECRUITMENT AND SEARCH COMMITTEES

We have taken several steps to strengthen diversity and inclusion in faculty recruitment and retention. For example, OIDI added institutional memberships to [Insight into Diversity](#) and the [National Registry of Diverse and Strategic Faculty](#) to ensure a broader reach of Miami job postings. In September 2021, Miami launched a [new diversity statement requirement](#) for faculty candidates and [revised search committee evidence-based training sessions](#) to focus on implicit bias, strategies for mitigating bias, and the evaluation of diversity statements. As of Spring 2022, we are proud to have had [43 training sessions for 72 search committees with a total of 407 committee members](#) participate in the revised training sessions. We have complemented these structural and capacity-building efforts with [workshops on diversity statements for students](#) preparing to enter the job market.

In an effort to streamline the [search committee composition approval and training process](#) and ensure transparency and efficiency, in collaboration with the Office of Equity and Equal Opportunity we have a [new form](#) to support a seamless experience. To facilitate planning and scheduling, we offer [pre-set dates](#) for faculty search trainings for the 2022-2023 academic year.

DIVERSITY STATEMENTS WORKSHOP

We complement the structural and capacity-building efforts made in Faculty Searches with [workshops on diversity statements for students](#). This new workshop offering supports both undergraduates and graduate students entering our increasingly competitive and diverse job market. The workshop will also include elements on developing a diversity statement for graduate programs, to support students aspiring for entry into graduate programs.

STUDENT EQUITY AMBASSADORS PROGRAM

As we move forward in inclusive hiring practices, we are proud to announce the [Student Equity Ambassadors Program](#). OIDI, alongside OEO and the Academic Diversity Officers Leadership Council, has launched this new initiative to prepare and include students to serve on faculty search committees. Students go through rigorous training to prepare them for participation on search committees. Evaluation of the program as it continues to develop will help determine next steps.



PRESIDENT’S EXECUTIVE CABINET DEI TRAININGS

In line with best practices nationally and reflective of our DEI commitments, senior leadership groups at Miami, including the President’s Executive Cabinet and Deans, have participated in [anti-racism sessions](#) this Fall and Spring. The PEC has also participated in [Safe Zone training](#) this Spring, and other senior leadership will be participating in this training during the coming academic year.

ANTI-RACISM WORKSHOPS

In Spring 2022, OIDI launched a new [Anti-Racism Workshop for faculty, staff, and students](#). Between its launching in March 2022 and May 2022, 71 Miamians across units participated in five workshops. Trainings will be hosted monthly, on an open enrollment basis. Unit-specific workshops are also available. Starting Fall 2022, an online option will become available.



FACULTY AND STAFF AFFINITY GROUPS

[Faculty and Staff Affinity Groups](#) are a vital component of enhancing a sense of belonging and providing a space for networking, support, and collaboration at institutions. OIDI provides funding to support groups’ goals and programming, including speakers, workshops, and gatherings. This year OIDI also hosted a session on mental health well-being for the groups in collaboration with Dr. John Ward, Director, and Dr. Joshua Abraham, Coordinator of Multicultural Services, from Student Counseling Services. OIDI also developed a [one-page guide on affinity groups](#) to share with incoming faculty and staff.



IV. Leadership Recognition, Support, and Development

DEI LEADERSHIP COUNCILS

With so many great efforts across units, coordination and leadership become especially important in building sustainable DEI efforts university-wide. This Fall and Spring we have created three new DEI Leadership Councils: (1) **Academic Diversity Officers Leadership Council**, (2) **Divisional Diversity Officers Leadership Council**, and (3) **DEI Student Advisory Council**. These groups convene throughout the year to communicate about and collaborate on DEI efforts, needs, and goals ([link](#)).

WOMEN OF COLOR LEADERSHIP SUPPORT NETWORK

Reflecting our commitment to inclusion and diversity, OIDI has also launched a new **Women of Color Leadership Support Network** for faculty and staff. Launched in [Spring 2022](#), the 2022-2023 cohort includes **eighteen participants** from Student Life, UCM, Myaamia Center, Advancement, CEC, Regionals, FSB, EHS, CAS, and EMSS. This experience will be an opportunity for participants to reflect on their leadership journey with others who have engaged in similar ways as women of color in leadership roles. It will be a space for community building, honest conversations, and support.



DEI MODULE SERIES

We are extremely proud of the [DEI Module Series](#), which highlights **Miami faculty and staff expertise on DEI** and just won a [Telly Award \(Bronze\)](#) in May 2022. The series is designed for mid and senior-level leaders in corporate, nonprofit, and education sectors. The concise, 45-minute modules focus on knowledge and strategies. **Over 860 alumni, faculty, staff, and students** registered for the course and plans are underway to expand and relaunch the series. We are grateful to all who have participated in the Series, including the Miami Foundation Board, and look forward to expanding the reach of the series as a way to better serve the community. We are in conversations with Human Resources to feature this series on their new **Miami Learn platform** in 2022-2023, to increase its visibility and engagement with employees at the institution.



DEI AWARDS

We are honored to uplift and recognize the award recipients of 2021 [University Diversity and Inclusion Awards](#). The first award, Ray of Light, recognizes members of the Miami University community who have demonstrated, advanced, or promoted activities, programs, or actions that have supported campus efforts to help enrich the experiences for faculty, staff, and students at the University. The recipients of this award were [Sara Acevedo, Mecca Abdul-Aziz, Amber Franklin, and Carrie Chambers](#). The second award is the Distinguished Service Award which recognizes the creative/academic contributions of a unit steeped in a consistent record of service that has highlighted or supported diversity and inclusion or directly shaped and positively affected the meaning and understanding of diversity and inclusion on campus. The 2021 recipients of this award were the [Farmer School of Business Student Organizations and Diversity \(Michelle Thomas\)](#) and the [Enrollment Management and Student Success Inclusive Excellence Committee](#). The final category was Institutional Excellence Award which recognizes an individual whose leadership has led to or impacted a policy shift, innovation programming, or demonstrated opportunities for the Miami community to engage in diversity and inclusion activities directly on campus. The 2021 recipient was [Gillian Oakenfull](#). Each of these individuals and units have been instrumental in moving forward DEI initiatives at Miami University, and we look forward to recognizing all the great work taking place here by recognizing individuals, groups, and/or units every year.

V. Accountability and Transparency

STRATEGIC PARTNERSHIPS

OIDI intentionally utilizes its expansive network across divisions to connect partners in different divisions to support cross-collaboration, amplify DEI initiatives, and facilitate bridge-building opportunities for programming, policy development, and climate improvement. In addition to the [three new Councils and to the Council on Diversity and Inclusion \(CODI\)](#) and to VP of IDI communications with partners, in OIDI each Director ensures regular communication with units, departments, and student groups that have a specific role in DEI or influence DEI initiatives through regularly scheduled meetings. These action-oriented meetings are a space for identifying strengths, strategic areas for collaboration and improvement, and opportunities for synergizing efforts.

DEI COMMUNICATIONS

OIDI has provided weekly updates on events, programming, and initiatives to the Miami community through its [“Weekly Three”](#) communications for the past two years. Starting Spring 2022, OIDI added three new [social media platforms](#) to the way it disseminates information. As OIDI continues to develop new initiatives and coordinate across units, and with newly established forms of communication and coordination in place, OIDI will be moving away from weekly updates and to a [more robust newsletter format](#). We are following the DEI Taskforce Recommendations to have a communications staff person focus on DEI communications and look forward to further expanding and strengthening OIDI communications and DEI communications more broadly.

ACROSS THE DIVIDE CONFERENCE

In [October 2021](#), Miami held the [Third Annual Across the Divide Conference](#). This fully hybrid conference featured Miami DEI expertise, accomplishments, and areas of continued focus. The conference had [134 in-person attendees](#) and [444 live-stream views](#).



PRESIDENTIAL DEI TASK FORCE AND PROGRESS REPORT

Since the [Presidential DEI Task Force](#) presented its 44 recommendations to the President and the President's Executive Cabinet in September 2020, Miami University has taken proactive and intentional steps to address these recommendations. Many of the completed and ongoing initiatives and efforts span various divisions, departments, and units. Based on these initiatives, OIDI put together the [Spring 2022 DEI Task Force Progress Report](#), which showed an **overall completion rate across all 44 recommendations of 91.9%**. It truly has been a community effort, and we are so grateful to everyone who has contributed to moving Miami forward. Many of the efforts accomplished during 2021-2022 directly addressed recommendations and built on those.

FREEDOM SUMMER OF '64 LEGACY AND ACTION

Miami proudly honors the legacy of the civil rights movement and its champions, represented by the Freedom Summer of '64, which took place at the Western College for Women (Miami University Oxford campus). OIDI is committed to honoring the Freedom Summer of '64 by educating about it and continued need for action. During 2021-2022, the virtual Martin Luther King Jr. Program, "[Honoring the Legacy](#)," featured the events of the Freedom Summer of '64 as a central theme in the program. In November 2021, the Freedom Summer of '64 Award, created to honor champions of civil rights and social justice, was awarded to [Reginald Hudlin](#), and OIDI organized an accompanying [Freedom Film Festival](#) focused on Black representation on screen. To ensure the Freedom Summer of '64 is part of what incoming Miami students learn about, in Spring 2022 OIDI has been in conversations with Student Life, Libraries, and the Provost's Office to explore possibilities for providing incoming students opportunities to watch and engage in critical discussions about the [Training for Freedom documentary](#) on the Freedom Summer of '64, which aired on PBS in Spring 2022.

EXPANDED DIVERSITY, EQUITY, AND INCLUSION "BEHIND THE SCENES" TOWN HALLS

OIDI hosts "[Behind the Scenes](#)" Townhalls to provide insights and details of how DEI is embedded in the decision-making processes and practices of each division. In Fall 2021, OIDI invited the Miami community to join an expanded DEI Behind the Scenes Townhall Series featuring College Deans.

BIAS INCIDENT REPORTING

In collaboration with the Office of Equity and Equal Opportunity and the Office of the Dean of Students, OIDI has streamlined, revamped, and clarified bias reporting processes and resources. While many of the updates are on the web page and form, we continue to examine ways to further improve the process and will be collaborating with these offices throughout the coming year on this ([link](#)).



VI. Data and Strategic Planning

CAMPUS CLIMATE STUDY

During Spring and Summer 2022, OIDI has been intensely preparing to launch a university-wide **Climate Study during Fall 2022**. OIDI staff examined and edited questions from our selected vendor, ViewFinder, and drafted new questions to address Miami-specific areas of interest and focus, based on the Recommendations from the Presidential DEI Taskforce, MiamiRise, meetings between the VP of IDI and Chairs, the 2017 climate survey results and recommendations, and discussions with existing OIDI DEI Councils and more broadly. The study includes questions on the experiences of specific populations (e.g. military/veterans, people of color, people with a disability, individuals who identify as LGBTQIA+, international individuals) and categories (i.e. race/ethnicity, gender, gender expression, sexual orientation, political views, religious/spiritual/beliefs, age, disability status), to better understand the climate and areas in need of improvement across Miami. All draft questions have been sent out to content and area experts across the University for input. During Summer 2022, the climate study is being piloted with Miami community members for additional feedback on the survey instrument.

STAY INTERVIEWS

As part of our climate study approach, OIDI is conducting stay interviews. We are focusing on racially minoritized faculty and staff to identify retention-related practices to prioritize and develop, and to identify specific actions Miami can take to strengthen the retention and overall climate for employees. Stay interviews also allow us to identify strategies and resources needed to support employees' professional goals.

DIVERSITY DASHBOARD

In an effort to support capacity-building efforts across the institution, and to facilitate accountability, transparency, and tracking of DEI progress, OIDI is partnering with OIRE to include **Diversity Dashboards** on the [OIDI web page](#). This effort, which began in Spring 2022, will result in a new easily accessible Dashboard that includes employee and student population data starting summer 2022.



VII. On The Horizon: Additional Projects and Initiatives We Are Looking Forward to Launching in 2022-2023

CAMPUS CLIMATE STUDY

All employees and students are invited to participate in a **climate study** to be launched **October-November 2022** to provide Miami with feedback on DEI climate, approaches, and initiatives. Results from the survey and **stay interviews** will be used to inform Miami's first **DEI Strategic Plan**.

STAFF SEARCHES

OIDI is collaborating with Human Resources and the Office of Equity and Equal Opportunity to embed Miami's DEI inclusive excellence approach in the staff search process. This effort is the result of discussions with staff and faculty affinity groups, CODI, the three new DEI leadership Councils, and UPAC and CPAC leadership teams. Similarly to faculty searches, staff searches will include DEI training sessions and information about diversity will be embedded in application and interview processes to support a more inclusive search process.

FACULTY/STAFF RECRUITMENT AND RETENTION HANDBOOK

The Faculty/Staff Recruitment Handbook is an initiative spearheaded by OIDI to align institutional policies with DEI best practices in the recruitment, hiring, and onboarding experiences of employees. Handbooks will intentionally spotlight approaches and strategies that search committees can engage in to support a more inclusive hiring process.

CULTURAL RESOURCE GUIDES

Cultural Resource Guides will be a valuable tool for faculty, staff, and students to learn about various cultural resources in the Oxford and greater Cincinnati area. The guide will include campus resources, local restaurants, ethnic grocery stores, beauty shops, non-profits, and other points of interest. These guides will provide new community members with a starting point as they enter the Miami community to learn about spaces that may make them feel more comfortable or at home while they transition into Ohio and Miami University.



CET-OIDI PARTNERSHIP: ACUE INCLUSIVE TEACHING FOR EQUITABLE LEARNING COURSE AND FLC

OIDI is excited to partner with the Center for Teaching Excellence to sponsor the ACUE Inclusive Teaching for Equitable [Learning Course and FLC](#) Fall 2022. This initiative also complements OIDI’s Inclusive Pedagogical Approaches Series. The Association of College and University Educators (ACUE) Inclusive Teaching for Equitable Learning (ITEL) FLC is an asynchronous online micro-credential course that focuses on developing a deeper understanding of implicit bias, microaggressions, stereotype threat, and imposter syndrome in an effort to continuously improve the ability to create inclusive and equitable learning environments that ensure every student has the opportunities necessary to succeed. The microcredential modules are complemented by five required face-to-face meetings with Miami colleagues.

EQUITY-MINDED SUPERVISION

In partnership with Human Resources, OIDI will create workshops to engage supervisors in conversations and best practices to ensure DEI is practiced in supervisory processes and a culture of inclusion is fostered across the institution. Supervisors will be able to attend workshops for specific strategies and tools to ensure that the supervisory styles and approaches across campus reflect the institution’s investment in DEI.



INTERFAITH DEI DIALOGUE SERIES

In recognition of religious diversity in our society, including those who do not practice a religion, OIDI will launch an Interfaith DEI Dialogue Series during 2022-2023. OIDI will develop an Interfaith Dialogue Series centered around understanding of religious diversity and inclusivity.

GRADUATE STUDENT DEI PROFESSIONAL DEVELOPMENT SERIES

In an effort to increase, sustain and support diversity within our graduate students OIDI will be providing DEI professionalization opportunities to graduate students this upcoming Fall semester. Graduate students will participate in 11 weeks of professional development, four of which will focus on diversity, equity and inclusion. The students will go through workshops on Bystander Allyship, Antiracism, Diversity Statement, and Safezone.

DEI EDUCATIONAL ENGAGEMENT OPPORTUNITIES WEBPAGE

As OIDI continues to offer different workshops for the university, we will be creating a web page listing all the workshops and opportunities for community participation. This webpage will include all workshops currently offered under OIDI (and future engagements). We will also include workshops from DEI partners across campus. For all workshops offered under OIDI, we will have both in-person and online versions. This webpage will be launched in fall 2022.



ACROSS THE DIVIDE CONFERENCE IS MOVING TO SPRING!

As we expand the reach and topics in the [Across the Divide Conference](#), we are excited to announce that the Across the Divide Conference is moving to Spring and will be held Friday, **March 31, 2023**. More details will be shared in Fall 2022.

FREEDOM SUMMER OF ‘64 AWARD CEREMONY AND “RACE: A NECESSARY DIALOGUE IN AMERICA” SYMPOSIUM

On **September 22, 2022**, Miami will hold the Freedom Summer of ‘64 ceremony to honor the [National Underground Railroad Freedom Center](#) for its efforts in advocating for social justice. The ceremony and an accompanying symposium on “Race: A Necessary Dialogue in America” will be held at the NURFC, where President Gregory Crawford will present NURFC President Woodrow Keown, Jr., with the award. The accompanying symposium will feature Wil Haygood, Joan Ferrante, and Cincinnati Mayor Aftab Pureval.



FREEDOM SUMMER OF ‘64 TRAINING FOR FREEDOM DOCUMENTARY AND UNV 101

OIDI is excited to partner with UNV101 to provide incoming students with the opportunity to watch and discuss Training for Freedom as one of the DEI options for UNIV 101 students. We are excited about this pilot year and look forward to building on these efforts.



VIII. Partner Highlights

ENGAGEMENTS/EVENTS

- Athletics hosted the first professional hockey player to come out as a member of the LGBTQ+ community, Brock McGillis, in the Step into the Arena IV- Empathy and Allyship event.
- Through Athletics and the Myaamia Center, the university celebrated the 50th anniversary of partnership between the Myaamia Tribe and Miami University.
- The IT department hosted the annual Diversity Film Festival and invited the community to participate through film screening and discussions afterwards.
- The International Student and Scholar Services hosted Global Friendship Day. 50 students made up of both international and domestic students participated in Global Friendship Day.
- 551 individuals visited the Patient No More exhibit and data shows 97% of participants gained new knowledge of US Disability Rights History.
- The UniDiversity Festival celebrates the valuable contributions of the Latin American, Latino, and Caribbean peoples and cultures in our community.
- The Farmer School of Business successfully organized DiscoverU Business, Mini Exploration Day, and Passport Program as part of their efforts to support underrepresented students.



AWARDS/RECOGNITIONS/SCHOLARSHIPS

- The College of Engineering and Computing (Dr. Kumar Singh) was awarded \$1.49 million grant from the National Science Foundation to help students with financial need obtain degrees in STEM-related fields.
- The Miami University Alumni office was honored with a nomination for the Case Platinum Award in 2021 for "Black Alumni Social Media Profiles".
- For implementing an original or highly effective Indigenous Student Affairs program or practice on our campus, the Myaamia Center was awarded the ACPA Indigenous Student Affairs Network Innovative Practice Award.
- Miami University's College of Engineering and Computing received Bronze-level recognition for the American Society for Engineering Education (ASEE) Diversity Recognition Program.
- The Farmer School of Business Student Organizations and Diversity (Director Michelle Thomas) received the Diversity and Inclusion Distinguished Service Award for 2021.

WORKSHOPS/INITIATIVES

- The Farmer School of Business created The Center for Kickglass Change and all FSB first-year students completed in-class lectures and activities and out-of-class assignments. Students performed over 15% higher on post-tests measuring their growth on 3 dimensions: knowledge, strategy, and action.
- In Fall 2021, 31 doctoral students were matched with 33 faculty/staff mentors in the Graduate School's Cross-Cultural Mentoring Program.
- Approximately 477 people have taken Safe Zone training this past academic year. In addition, 366 community members have taken the LGBTQ+ Allyship training. This is more participation than the last four academic years combined. Also the entire Miami University Police Department participated in the Safezone training and were able to work with Center for Student Diversity to better address the needs of LGBTQ+ students.
- 30-40 active members participated in the International Graduate Student Association events and meetings throughout the year.
- This past year, The Center for American and World Cultures presented eight cohorts of Voices Intergroup Dialogue for students and two cohorts of ChangeMakers Intergroup Dialogue for faculty and staff. The CAWC also provided thirteen interactive workshops to faculty and staff through partnership with community members.
- During the 2021-2022 academic year, Miami's Diversity, Equity & Inclusion Certificate Program was offered to 18 Faculty, Staff and Administrators. Participants were from 11 different departments/units. Some of the signature projects that emerged out of this certificate program include Diversity, Identity and Re-entry Study Abroad Experience, Accessibility Improvement Recommendations to incorporate in the new King Library design to enhance the experience for Miami students with disabilities and a diversity audit of courses in the Department of Spanish and Portuguese.



COMMUNITY SERVICE/PIPELINES

- Miami University Libraries joined other institutions in the community in an initiative designed to introduce students from underrepresented backgrounds to career opportunities in librarianship, information studies, and data sciences.
- The College of Engineering and Computing established a K-12 Outreach program in 2021-2022 and reached 500 students. The program educates and inspires a diverse group of future engineers and computer scientists through innovative thinking, problem solving, and career awareness.

IX. In the News

We are fortunate to have so many faculty and staff with DEI expertise at Miami. Through UCM’s efforts to track and document when faculty and staff are featured in the news, we highlight just a few within the past year to showcase the tremendous work around DEI our faculty and staff are doing across various industries and disciplines.

JUNE 2021

- [Katherine Cho on critical race theory](#)
Inside Higher Ed.com, June 9
- [Miami hosts the National Civil Rights Conference](#)
Fox WXIX Ch. 19, June 21
- [Cristina Alcalde named vice president of Institutional Diversity and Inclusion](#)
NPR WVXU, June 15

July 2021

- [Miami student-led investment fund adds pair of startups to portfolio targeting diversity, equity and inclusion](#)
Cincy Inno, July 8
- [Tammy Kernodle on Black music shaping the aspects of society across the world](#)
Essence Magazine, June 25

AUGUST 2021

- [Jason Lane on Miami Teach program](#)
Columbus Dispatch, Aug. 18
- [94% of Ohio’s teachers are white. Could that change any time soon?](#)
Cincinnati Enquirer, Aug. 19

SEPTEMBER 2021

- [Colleges and universities team up to improve equity in Greater Cincinnati higher education](#)
Spectrum News, Sept. 15
- [Ohio, Kentucky Join Moon Shot for Equity Effort](#)
Higher Ed Highlights, Sept. 23

OCTOBER 2021

[Miami University holding a Day of Reflection to mark the 175th anniversary of the Miami Tribe’s removal from its homelands](#)

NPR WVXU, Oct. 8

[Wil Haygood on his book Colorization: One Hundred years of Black Films in a White World \(Part 1\) \(Part 2\) \(Part 3\)](#)

NPR WGBH (Boston), Oct. 3

Additional reports on this topic appeared in:

- [Miami University holding a Day of Reflection to mark the 175th anniversary of the Miami Tribe’s removal from its homelands](#)
 - Our Community, Oct. 8
- [Day by day of the removal](#)
 - Aacimotaatiiyankwi, Oct. 11

[The Burnout is Real—But This is Nothing New for Women of Color](#)

Ms. Magazine, Oct. 28

NOVEMBER 2021

[Miami lands \\$2.5M grant to teach education students to better serve non-English speakers](#)

Journal-News, Nov. 4

[Freedom Film Festival](#)

Spectrum News, Nov. 5

Additional article on this topic:

- [Miami lands \\$2.5M grant to teach education students to better serve non-English speaker](#)
 - Yahoo News, Nov. 4.

[Indigenous History in Indiana: Treaties and the Complexity of Language Preservation](#)

Indiana Historical Society, Nov. 15

Additional article on this topic:

- [Miami bestows Freedom Summer Award on film producer and director](#)
 - Author and Artists Magazine, Nov. 5

DECEMBER 2021

[Strategies for increasing representation of girls in STEM & IT](#)

Science Meets Business, Dec. 6

[Colleges must redefine leadership](#)

Inside Higher Ed, Dec. 17

[She Supported Her Child Being Trans. So the State Separated Them](#)

New York Magazine, Dec. 15

JANUARY 2022

[Tammy Kernodle talks about developing the Harlem Renaissance Festival](#)

Dallas Art Dealers, Jan. 8

[Only Ten Disability Cultural Centers Exist in the U.S. Institutions](#)

Diverse Issues in Higher Education, Jan. 27

FEBRUARY 2022

[How these 4 US STEM universities are using diversity to create success](#)

Study International, Feb. 9

[‘Faculty Unhinged’ aims to help Miami Regionals staff, students think differently](#)

Journal-News, Feb. 16

MARCH 2022

[Inclusive Marketing, Front and Center](#)

Volt, March 9

[The Kissing Bug: The True Story of a Family](#)

Spectrum News, March 20

APRIL 2022

[Miami University helping improve high school education](#)

WXIX-CIN, April 8

[Opinion: We have met the enemy and, sadly, it’s us](#)

Cincinnati Enquirer, April 25

MAY 2022

[One model of tribal and university relations](#)

Diverse Education, May 17

[At Taco Bell, the Drag Brunch Goes Corporate](#)

New York Times, May 27

Additional article on this topic:

- [One model of tribal and university relations](#)
 - EdTechHub, May 18



X. Institutional Awards

During 2021-2022, Miami received national and international recognition across various areas of ongoing work; here we highlight a few of these awards. We are grateful for the work within the Miami community that made these possible.

CAMPUS PRIDE INDEX SCORE

The Campus Pride Index sets the bar higher for LGBTQ-inclusive policies, programs and practices.

The index is owned and operated by [Campus Pride](#), the leading national nonprofit organization for student leaders and campus groups working to create safer, more LGBTQ-friendly learning environments at colleges and universities. The index is supported under the Campus Pride Q Research Institute for Higher Education as well as benefits from strategic partnerships with professional organizations in higher education and related LGBTQ nonprofit organizations. In 2022, Miami University was awarded a 4 out of 5 Stars overall, in the Campus Pride Index. This rating is based on a review of the institution's policy inclusion, institutional support and commitment, academic life, student life, housing and residence life, campus safety, counseling and health, and recruitment and retention efforts.



GRAND GOLD CASE CIRCLE OF EXCELLENCE AWARD

Miami University is excited to announce that it has received the GRAND GOLD CASE Circle of Excellence Award this year.

Each year the CASE Circle of Excellence Awards recognize hundreds of institutions whose talented staff members advanced their institutions last year through innovative, inspiring, and creative ideas. This year they received a record-setting 4,511 award submissions, with fewer than 1% of entries (a total of 41 across all categories of the

contest) receiving the GRAND GOLD. The awards acknowledge superior accomplishments that have lasting impact, demonstrate the highest level of professionalism, and deliver exceptional results. Some winners are showcased on the CASE website, in Currents magazine, and at various CASE conferences.

The award was given in the Special Events category for A Day of Reflection: 175th Anniversary of Miami Tribe's Removal. This initiative was lead by various units throughout the institution. In particular, UCM developed the concept and led the execution of the event. While the Myaamia Center provided an immeasurable amount of guidance on the event and managed all communications with the Miami Tribe. As well as the Office of Institutional Diversity and Inclusion which assisted with the planning of the event. Physical facilities, campus services, procurement, Campus Police Department, Athletics, IT Services, the Art Museum, Regionals, Advancement, and Student Life all played crucial roles in the execution of this event as well.



THE TELLY AWARDS - BRONZE

Miami University’s online [Diversity, Equity, and Inclusion course](#) earned bronze from the [Telly Awards](#), the world’s largest honor for video and television content across all screens, in the [Online Series - Education and Discovery category](#). The self-paced, online course seeks to empower individuals to lead and support diverse, equitable, and inclusive workplaces and communities by providing fresh insights and best practices from experts. The breadth and depth of the modules, which range from microaggressions to anti-racism to ableism and to ageism, reflect Miami’s holistic and intersectional approach to diversity.



HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD

The INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award recognizes colleges and universities that demonstrate an outstanding commitment to diversity and inclusion. Miami University received this award in 2021 and 2020.





ARTHUR F. MILLER, CLASS OF 40
1929 — 2007
THROUGH HIS TIRELESS EFFORTS AND GENTLE PERSUASION
"THE FREEDOM SUMMER 1964" MEMORIAL EXISTS



OFFICE OF INSTITUTIONAL
DIVERSITY AND INCLUSION