

**UNIVERSITY SENATE**  
**Meeting Minutes**  
**September 23, 2024**

The University Senate was called to order at 3:30 p.m., in 111 Harrison Hall on Monday, September 23, 2024. Members absent: Will Brinley, Mastano Dzimbiri, Amie Earls, Caleb Eckhardt, John Forren, Nya Hodge, David Motta, Theodore Peters, Andrea Ridilla, Bev Wilgenbush

1. **Call to Order and Announcements and Remarks** – Rosemary Pennington, Chair of University Senate Executive Committee
  - a. Ohio Faculty Council Update
    - i. Analysis of the Economic Impact and Return on Investment of Education–The Public Universities in Ohio - Full report on page 17
      1. FY 2021-2022 Ohio Publics added almost 69 billion dollars to the Ohio economy and supported about 867 jobs in the state.
      2. This was larger than healthcare and social assistance contributed to the state according to this study.
      3. 1 out of every 8 jobs in Ohio is supported in some way by universities or students.
    - ii. SB83 may be brought back; so it is worth keeping an eye on.
    - iii. There are many universities that are also undergoing the consolidations of divisions. For example Toledo just announced they are merging the college of education and arts and letters. We all know what is happening here, but I thought you may want to know what is happening regarding higher education at large as we are not the only ones looking at this.
2. **Approval of University Senate Minutes**
  - a. University Senate Full Meeting Minutes\_09.09.2024 (Results: 46-Yes, 00-No, 03-Abstain)
3. **Consent Calendar:** The following items were received and accepted on the Consent Calendar:
  - a. Curricular Items\_09.11.2024
    - i. Pulling Deep Learning and Generative AI Graduate Certificate
  - b. Graduate Council Minutes\_09.10.2024
  - c. LEC Meeting Minutes\_09.03.2024
4. **Old Business**
  - a. SR 25-02 Ad Hoc Committee on Athletic Attendance Policy, Nathan French, Associate Professor and Lead Departmental Advisor, Comparative Religion - ***Discussion and Anticipated Vote on September 23, 2024*** (Results: 49-Yes, 00-No, 00-Abstain)
    - i. Senator Questions and Comments

1. Senator: If the First meeting is Oct 7. Who is in charge of getting that started and together?(A) If passed today it is our understanding that by getting this ad hoc committee together the leadership of academic policy and athletic policy committee be tasked with establishing the co-chair leadership as one person from each body should be selected for that committee. Then those chairs would be in charge of setting that up.
2. Senator: Would it be beneficial to have a representative from SBS on the committee also? They are doing a lot of things with absences right now. I don't have a strong opinion on this, but a constituent asked about it. (A) We can add a friendly amendment to add a representative in or add comment to the membership that we strongly recommend, but I feel that the bottom regarding the remaining members of the committee shall be at the discretion and agreement of the co-chairs. I believe that language would bring in those personal. I welcome either.
3. Senator: Instead of just a regular member that could be an expertise member?(A) I think that sentence covers that but if we want to add that friendly amendment we can.

## 5. Special Reports

- a. EHS Curricular Change Overview, Amity Noltemeyer, Interim Dean, College of Education, Health, and Society
  - i. Agenda
    1. The big picture: educator preparation requirements
      - a. New and recent changes
    2. Science of Reading legislation
      - a. Overview of requirements
      - b. How departments are addressing the requirements
  - ii. Recent Context
    1. Science of Reading (ORC 3333.048)
    2. Grade Band Changes (ORC 3319.22)
    3. Pre-Service Teacher Permit (ORC 3319.0812)
  - iii. In addition to...
    1. Reading Requirements, Dyslexia, Resident Educator, Ohio School Operating Standards, Value Added & OTES/OPES, Ohio Standards for PD, Computer Science, Substance Addiction, PBIS & SEL, Ohio Standards for the Teaching Profession, Principals, & Superintendents
    2. Teacher Education Program:
      - a. OAE Content Pass Rate
      - b. OPI/WPT Pass Rate
      - c. edTPA Pass Rate
      - d. edTPA Rubric Scores
      - e. CCAST Data

- f. Dispositions Survey
  - g. Ohio Standards Modules
  - h. Computer Science/Computational Thinking Modules
  - i. Learning to Teach for Social Justice Survey
  - j. TPACK Survey
  - k. Alumni Satisfaction Survey
  - l. Employer Satisfaction Survey
  - m. Supervisor Evaluations by Cooperating Teachers
  - n. Supervisor Evaluations by Student Teachers
  - o. GPA Tracking
  - p. Petitions
  - q. Alumni Employment Tracking
  - r. Student Teacher Placement Tracking
  - s. Supervisor Tracking
  - t. ODHE Pre Service Survey
  - u. ODHE Resident Educator Survey
  - v. Enrollment Demographic Data
  - w. Inservice Alumni Observations
3. School Leadership Program:
- a. OAE Pass Rate
  - b. GPA Tracking (Admission, Term, and Completer)
  - c. Skills Data
  - d. Alumni Satisfaction Survey
  - e. ODHE Mentor Survey
4. Superintendent Program:
- a. Letters of Recommendation to Start Program
  - b. Letters of Recommendation for Licensure
  - c. Alumni Satisfaction Survey
  - d. Employer Satisfaction Survey
  - e. Mid-Point Evaluations (EDL 710S, 727, 782, and 729)
  - f. Skills Data
  - g. GPA (Completers)
  - h. Pass Rate
- iv. Science of Reading (SOR)
- 1. What it is
    - a. A collection of Research: Research, over time, from multiple fields of study using methods that confirm and disconfirm theories on how children best learn to read.
    - b. Teaching Based on the 5 Big Ideas:
      - i. Phonemic Awareness: The ability to identify and play with individual sounds in spoken words.

- ii. Phonics: Reading instruction on understanding how letters and groups of letters link to sounds to form letter-sound relationships and spelling patterns.
    - iii. Fluency: The ability to read words, phrases, sentences, and stories correctly, with enough speed, and expression.
    - iv. Vocabulary: Knowing what words mean and how to say and use them correctly.
    - v. Comprehension: The ability to understand what you are reading.
  - c. Ever Evolving: There is new research and evidence all the time. As populations, communities, and approaches evolve, so should practice.
- 2. What it is NOT
  - a. A program, an intervention, or a product that you can buy.
    - i. The Science of Reading could be considered an approach to teaching reading that is based on decades of research and evidence. It is NOT a specific program.
  - b. Phonics-based programs that drill phonics skills.
    - i. Phonics is an integral part of teaching reading based on science, but it is just one of the five big ideas that should be taught so all children can learn to read.
  - c. Complete and no more study needs to be done.
    - i. As with any science, it is never complete. We can always know more. More study happens all the time and researchers, teachers, and families can work together to bring the best research into classrooms.
- v. Ohio's House Bill 33 Updates to ORC 3333.048
  - 1. Higher Education
    - a. Coursework must include evidence-based strategies for literacy instruction aligned to the science of reading.
    - b. Clinical preparation must occur in classrooms where the teachers have training in strategies aligned to the science of reading and use instructional materials from the approved list.
    - c. Audits will begin in January 2025
  - 2. K-12
    - a. All teachers in school districts and community schools must complete required science of reading professional development by June 30, 2025.
    - b. Starting in the 2024-25 school year, districts will be required to use reading instructional materials only from an approved Department of Education and Workforce (DEW) list of approved materials aligned to the science of reading.

- vi. Science of Reading Progress - For more details as of June 2024, scan QR code shown in the presentation slides and click on "Miami University Testimony"
  - 1. Informal Audit -> Cross-department discussions -> Meeting with education leaders -> Student teaching grant -> Self-assessment -> Curriculum alignment grant -> Curriculum approvals -> Explore partnerships for additional training or credentials -> Professional development & learning community -> Implementation -> Audits -> Monitoring & continuous improvement.
- vii. Curricular Work: General Process
  - 1. Summer Grant Work
    - a. Grant team of three faculty from TCE and EDP worked on initial plan to revise/create new 12-hour literacy core courses
    - b. Grant team met and consulted with TCE and EDP faculty
    - c. Check-in meetings with Interim Dean and chairs
  - 2. Into the Fall Semester
    - a. Presentation of summer work at TCE and EDP retreats
    - b. Further information gathering of what state experts
    - c. Curricular work continued through the literacy committee and ongoing discussions
  - 3. Into the CIM Workflow
    - a. Faculty voting of proposed curriculum changes
    - b. CIM Workflow
    - c. Ready to act if there are issues that arise.
- viii. Curricular Work: Undergraduate
  - 1. 12-credit hour literacy core revisions for TCE Pk-5 and MCE programs:
    - a. Three new TCE courses will be proposed to satisfy the needs of two programs
    - b. Streamlining EDP 494, EDP 301M, and EDP 432 into SOR course EDP 448 (Assessment)
      - i. EDP 448 was approved by EDP and is awaiting COAD vote
  - 2. The TCE revisions will be presented to Pk-5 and MCE programs on September 25th for review
    - a. Expected TCE virtual faculty vote first week in October
- ix. Curricular Work: Graduate
  - 1. Course - Enhancing Student Experiences
    - a. EDP 518, 528, 538, and 548 submitted to CIM
    - b. SoR courses include field experiences
    - c. SoR courses include Assistive technology and focus on MTSS/UDL
  - 2. Program - Finding Efficiencies
    - a. Remove EDP 605 (field experience)

- b. Create new Assessment and Math Intervention course
    - c. Aligns better with CEC professional standards
  - 3. Department/ College - Supporting Innovation
    - a. Certified faculty trainers via Institute of Multisensory Education (IMSE)
    - b. Options for 4+1
    - c. Options for Certificate in Reading/Dyslexia
    - d. Claim SoR\*
- x. Special Acknowledgements
  - 1. TCE - Michelle Cosmah, Lena Lee, Racheal Banda Rothrock, Catherine Haerr, TCE Literacy Committee (Alexis Young, Susan Vincent, Amie Earls), Ganiva Reyes
  - 2. EDP - Sarah Watt, Ashley Johnson, Darrel Davis
  - 3. Dean's Office - Gina Parker, Sherrill Sellers
- xi. Senator Question and Comments
  - 1. Senator: How many classes should we expect to come through?(A) TCE we are looking at 3 new courses and 1 revised, and at the Grad level there will be 4.
  - 2. Senator: You mention that Student teaching may need a temporary license will that affect pathology too?(A) I believe we followed up and confirmed that they did not but I will look back in my emails to confirm and will follow up with you.
  - 3. Senator: Thank you for all your labor over the summer. There may be a misperception that our work begins in August and ends in May, but in reality it continues throughout the summer too. This is incredible and important work as these are students we will have in class down the road.
  - 4. Senator: Is this going to create a need for Faculty lines?(A) No
  - 5. Senator: When I look at the academic calendar for this fall it says that the spring schedule will be available Oct 7. Will all these changes be in CIM by then?(A) Yes, we will get it done
  - 6. Senator: ODHE changed things with the Grade Band and did a redesign. Do you anticipate a waterfall of pop down changes coming by newly elected people? Do you think this is just the beginning of what to expect?(A) I am not sure what to expect as it has been unpredictable. I hope in the future we get more time. I was asked to come to testify and they did ask about the Grade Band changes and they did partially reverse the Grade Band change based on the feedback they received.
  - 7. Senator: Do you know the larger ideas behind this? Was literacy rates dropping in Ohio or something?(A) Yes, literacy rates have been dropping and are concerning. There has been success in some places and I think that has played a role in it.

8. Senator: Do we know how this might impact diverse students? (A) That is a conversation that we have had and think about culture diverse students and all walks of life students so we integrate that and maintenance that value and blend those different perspectives.
- b. Enrollment Update for the AY 2024-2025, Rachel Beech, Vice President of Enrollment Management and Student Success
  - i. Fall 2024 Confirmations - Residency and Pathways
    1. Non-Resident - Oxford
      - a. 2022: 1534
      - b. 2023: 1463
      - c. 2024: 1486
      - d. 2023 to 2024: 1.6%
    2. Domestic Non-Resident
      - a. 2022: 1450
      - b. 2023: 1415
      - c. 2024: 1448
      - d. 2023 to 2024: 2.3%
    3. International
      - a. 2022: 84
      - b. 2023: 48
      - c. 2024: 38
      - d. 2023 to 2024: -20.8%
    4. Ohio Resident - Oxford
      - a. 2022: 2501
      - b. 2023: 2474
      - c. 2024: 2705
      - d. 2023 to 2024: 9.3%
    5. Grand Total - Oxford
      - a. 2022: 4035
      - b. 2023: 3937
      - c. 2024: 4191
      - d. 2023 to 2024: 6.5%
    6. Pathways
      - a. 2022: 87
      - b. 2023: 92
      - c. 2024: 196
      - d. 2023 to 2024: 113.0%
    7. Grand Total - Oxford & Pathways
      - a. 2022: 4122
      - b. 2023: 4029
      - c. 2024: 4387
      - d. 2023 to 2024: 8.9%

- ii. Fall 2024 Confirmations - Academic Division
  - 1. College of Arts and Science
    - a. 2022: 1616
    - b. 2023: 1424
    - c. 2024: 1558
    - d. 2023 to 2024: 9.4%
  - 2. Farmer School of Business
    - a. 2022: 1163
    - b. 2023: 1267
    - c. 2024: 1255
    - d. 2023 to 2024: -0.1%
  - 3. College of Engineering and Computing
    - a. 2022: 452
    - b. 2023: 402
    - c. 2024: 461
    - d. 2023 to 2024: 14.7%
  - 4. College of Education, Health, and Society
    - a. 2022: 389
    - b. 2023: 437
    - c. 2024: 464
    - d. 2023 to 2024: 6.2%
  - 5. College of Creative Arts
    - a. 2022: 290
    - b. 2023: 251
    - c. 2024: 259
    - d. 2023 to 2024: 3.2%
  - 6. Nursing
    - a. 2022: 125
    - b. 2023: 156
    - c. 2024: 194
    - d. 2023 to 2024: 24.4%
  - 7. Grand Total
    - a. 2022: 4035
    - b. 2023: 3937
    - c. 2024: 4191
    - d. 2023 to 2024: 6.5%
- iii. Yield as of 15th day - Please see slide graph in presentation
- iv. FAFSA Delays and Impacts
  - 1. The DOE delivered all reprocessed FAFSAs by Tuesday, April 30th.
  - 2. Miami Timeline:
    - a. First release: Monday, April 29
    - b. Final release: Friday, May 3



3. Miami delivered email and video updates to families regularly leading up to each aid offer release.
- v. Partnerships Lead to Success
1. “Just Ask” Campaign
  2. Warm Welcome from the President
  3. Regular aid evaluation and reconsideration
  4. Admission representative outreach to targeted students
  5. Divisional and/or departmental outreach
  6. Waitlist reconsideration
- vi. Senator Question and Comments
1. Senator: Grants and where do we stand on the Pell grants?(A) About 17% of our incoming Fall 2024 class is receiving Pell grants, which is the highest it has been with growth in Pell recipients and first generation students in both the Pathways program and traditional Oxford class. The Student Success Center implemented the Gradu8 program to support these students with resources and skills to navigate the institution with the intention of increasing student retention in the first to second year. Historically, there is a gap of between 5-7% between non-Pell and Pell students first to second year retention. The Fall 2023 class overall retention rate was above 90% with Pell students retaining at over 86%. We are looking at our programs and resources to see what we can do to support their retention to the university.
  2. Senator: I saw where we stand in ranks as a party school and I was wondering if that is affecting us at all?(A) Good news is that we are the lowest ranking in Ohio. I think the reality is that any school you go to can be a party school if that is what you make it. Over 65% of our students identify as light drinking or non-drinker. We have fallen in that ranking which is great, but it is something to think about.
  3. Senator: College of liberal arts and applied sciences you didn’t address the 6 academic hurdles?(A) We are not responsible for enrollment at the College of Liberal Arts and Applied Science. We are, however, working closely with Ande and his team to look at Miami broadly and as a total. The pathways are students at the regionals as they come and then transition to Oxford their 2 trimester and after they meet the criteria to transfer. So, we are working with them very closely.
  4. Senator: Just to confirm you really are working to bring those efforts together which is exciting?(A) We are and have been focusing on going back to this idea of one Miami especially when it comes to recruiting. We want to bring marketing and everything into it so we are marketing as one Miami and providing the same message and information to students and parents. We want to promote what opportunities are

available and look at it more broadly so that all parts thrive not only at Oxford but the regionals as well.

5. Senator: We always hear about the Demographic cliff. Can you talk specifically about Ohio and the midwest in terms of that ?(A) Greater outcomes of completion numbers for high school students and understand that to mean that we need to prepare more high school graduates. Places where we do most recruitment are going to go down due to the number of people living in those places. In about 2030 is when we expect to see a deep decrease. However we are also looking at people immigrating into the Cincinnati and Dayton area causing a pocket of growth opportunity for Ohio. One ability of the regional campuses is that it gives us more adult learners and focuses on transfer students in a way that Miami has done before. Looking at places that we haven't recruited before for those students wanting to change what environment they currently live in. So, possibly looking at places that have direct flights here like Houston for example are great opportunities for us and show them what a value of a Miami degree can give them.
6. Senator: For international students is there possibly a cultural shift in the value of a degree from an American school?(A) Short answer is yes but the more complicated answer is that the rest of the world has caught up to us along with some other factors that play into that as well along with the incentives they are offering.

c. Honors College Update, Zeb Baker, Executive Director of Honors College

- i. #6 in the Nation
  1. In College Transitions' list of 50 Best Honors College for 2024, the Miami University Honors College was ranked sixth-best in the nation - and the top Honors College in the Midwest
- ii. College Transitions: College Transitions is a service to college-bound students and their families that provides data-driven counseling about college choice.
- iii. What is College Transitions' Methodology?
  1. "In order to evaluate and subsequently rank the hundreds of honors programs and colleges currently in existence within U.S. higher education, we relied on three general factors - namely those encompassing selectivity, benefits offered, and program rigor - and for which each institution/program was scored. Scores were then standardized, weighted, and totaled."
    - a. Selected (25%)
    - b. Rigor (25%)
    - c. Benefits (50%)
- iv. College Transitions Top 10 for 2024
  1. Morehead Honors College, University of Georgia

2. Schreyer Honors College, Penn State
  3. University Honors Program, Texas A&M University
  4. University Honors Program, University of Connecticut
  5. Barrett, The Honors College, Arizona State University
  6. Miami University Honors College
  7. University of South Carolina Honors College
  8. John Martinson Honors College, Purdue University
  9. Echols Scholars Program, University of Virginia
  10. LSA Honors Program, University of Michigan
- v. Miami vs. Our Midwest Competitors
1. #6: Miami University Honors College
  2. #8: John John Martinson Honors College, Purdue University
  3. #10: LSA Honors Program, University of Michigan
  4. #15: Honors and Scholars, The Ohio State University
  5. #25: University Honors Program, University of Minnesota
  6. #40: Hutton Honors College, Indiana University
  7. #42: Honors Tutorial College, Ohio University
  8. #49: L&S Honors Program, University of Wisconsin-Madison
- vi. Miami vs. Other Public Ivy Institutions
1. #6: Miami University Honors College
  2. #9: Echols Scholars Program, University of Virginia
  3. #10: LSA Honors Program, University of Michigan
  4. #12: Leahy Honors College, University of Vermont
  5. #14: Honors Carolina, UNC-Chapel Hill
  6. #24: Plan II Honors Program, University of Texas at Austin
- vii. The proliferation of honors colleges, 1992-2025
1. 1992 - Only 23 honors colleges nationwide
  2. 2002 - 65 honors colleges nationwide
  3. 2012 - 95 honors colleges nationwide
  4. 2021 - 149 honors colleges nationwide
  5. 2025 - Upwards of 200 honors colleges nationwide
- viii. In the 2024 rankings, Purdue was rated #8
1. Associate Vice Provost and Dean of the John Martinson Honors College  
Purdue University, West Lafayette, Indiana
    - a. Additional key responsibilities include: Create a bold vision, set & meet ambitious, achievable goals to raise the profile of the college to the top five nationally, all while fostering and ensuring an enhanced climate of academic excellence.
- ix. What did College Transitions highlight?
1. "The mission of the Miami University Honors College is to produce citizen scholars, who emerge from their honors education equipped not only with a lifelong love of learning, but also a lifelong commitment to

use their talents, interests, and ambitions to advance the common good. MU's Honors College offers unique courses, study abroad programs, opportunities for faculty mentorship, and a supportive residential experience in which students thrive. Honors College students complete rigorous, scholarly curricular requirements and produce an Honors Senior Project that meets the equality of publishable or professional work by the time that they graduate. "

- x. Honors College Organizational Structure and Aligned Programs, 2024-25: This structure empowers the Honors College to deliver on a university-wide strategy to support Miami's most engaged learners. Please see the graph provided in the slide presentation.
  - 1. Honors College: Zeb Baker, Teresa Radomski-Bomba, & Valerie Butterfield
    - a. Administration, Advising, and Admission
  - 2. Urban Leadership Internship Program : Jordyn Clark
  - 3. Honors Residential College: Jonathan James and ORL Staff
  - 4. Honors Abroad: Erin Wahler
  - 5. Lilly Leadership Institute: Louise Morman
  - 6. Honors College's Involvement in Major University Initiatives
    - a. HumanitiesFUTURES (with AAO and CAS)
    - b. Constructive Dialogues Initiative (with OTIE, ASPIRE, and Menard Family Center for Democracy)
    - c. Hometown Talent Initiative (with ASPIRE)
    - d. McNair Undergraduate Research Program
  - 7. Honors Research: Fourth Program Coordinator (TBD)
    - a. Honors Senior Project
  - 8. Honors Enrollment Data
    - a. Total number of Honors College students in Fall 2024: 2,019 (12.1% of Oxford undergraduates)
    - b. Total number of incoming Honors College students in Fall 2024 (direct high school admits and transfer students): 700
  - 9. PHI BETA KAPPA: Whitney Womack Smith
  - 10. National Fellowships: Karla Guinigundo and Paul Urayama
  - 11. Presidential Fellows Program: Renate Crawford and Christian Morrow
  - 12. Scholar Leaders Community: Noah Montague
  - 13. Affiliated Student Organizations (with advisors)
    - a. Honors Student Advisory Board (Jonathan James)
    - b. Presidential Fellows Project (Christian Morrow)
    - c. Ohio Intercollegiate Leadership in Government (Zeb Baker)
  - 14. Divisional & Departmental Honors: Jan Taylor and Beth Troy (FSB); John Cinnamon (CLAAS)
  - 15. Special Faculty Involvement:

- a. Honors Faculty-in-Residence: Carolyn Haynes
  - b. Fulbright Scholar: Michelle Navakas (24-25)
  - c. STEM Research Mentorship: Mark Krekeler
- xi. If the Honors College were a division in AY 24-25, it would be Miami's fourth-largest academic division.
  - 1. CAS: 6321
  - 2. FSB: 5075
  - 3. EHS: 2421
  - 4. Honors College: 2019
  - 5. CEC: 1841
  - 6. CCA: 1443
  - 7. CLAAS: 569
  - 8. Totals: 16,729
  - 9. Honors College students represent 12.1% of the undergraduate student body in AY 24-25
- xii. There are 2019 total Honors College students in AY 24-25, majoring in fields in all six academic divisions.
  - 1. CAS:
    - a. Total # of Honors students majoring in division: 1011
    - b. % of overall Honors College enrollment: 50.1%
    - c. % of division's overall undergrad enrollment: 16%
  - 2. FSB
    - a. Total # of Honors students majoring in division: 489
    - b. % of overall Honors College enrollment: 24.2%
    - c. % of division's overall undergrad enrollment: 9.6%
  - 3. CEC
    - a. Total # of Honors students majoring in division: 321
    - b. % of overall Honors College enrollment: 15.9%
    - c. % of division's overall undergrad enrollment: 17.4%
  - 4. EHS
    - a. Total # of Honors students majoring in division: 179
    - b. % of overall Honors College enrollment: 8.9%
    - c. % of division's overall undergrad enrollment: 7.4%
  - 5. CCA
    - a. Total # of Honors students majoring in division: 153
    - b. % of overall Honors College enrollment: 7.6%
    - c. % of division's overall undergrad enrollment: 10.6%
  - 6. CLAAS
    - a. Total # of Honors students majoring in division: 34
    - b. % of overall Honors College enrollment: 1.7%
    - c. % of division's overall undergrad enrollment: 6%

7. Honors College students are not a population apart. They are essential to undergraduate enrollment in each division.
- xiii. Where do we go from here?
1. Growth and its impacts on selectivity
    - a. Fall 2023: 468
    - b. Fall 2024: 694
    - c. Students seeking the combination of honors education with their major
  2. Developing a more dynamic curriculum
    - a. Signature Inquiry and Advanced Writing
    - b. HumanitiesFUTURES proposals
    - c. More meaningful faculty participation in the Honors College
  3. Leaning into our competitive advantages
    - a. Creating signature programming in each division for honors students
    - b. Opportunities that fully integrate honors education into major/division
- xiv. Senator Question and Comments
1. Senator: Challenge of faculty labor and finding people to teach them. What is the impact on their department?(A) It is the biggest challenge. It is not that people don't want to do, it is more of them being able to release faculty to do. It would be easier for everyone if the entire class was honored. Because these are not extra students these are the students that are already at this university. They are not extra students and that is where we need to do rethinking. We got to be proactive in respecting faculty time rather than reactive. This is where I think our thinking has to go when thinking about the honors curriculum.
  2. Senator: If you want miami plan classes many of them are a part of the receiving end of cuts , but I am wondering how that message can be more clearly community. We want a large honors department but there have to be humans to teach those classes. Have you spoken to the board about that?(A) I do not talk to the board. What I would say is that the growth areas of the honors college are not in the areas that those types of classes are being taught. We want to give everyone a liberal education but I am also sympathetic to the business students that are being told we are special during recruitment but not seeing any growth in that area. It is where we are going in the areas that are actually growing in the honors college that is scarier to me because there is nothing there for those students in the long run if we don't start offering more classes and more opportunities for them to learn more honor experiences in those areas.

3. Senator: With the renewed emphasis on careers can we embrace that through honors programing?(A) They would rather capture them through their outreach through the division areas.
4. Senator: What do you think about that approach?(A) I don't think that is the best way to approach. I think that is a place where we can try to turn that back a little bit. We need to work with students where they are at and give them as much exposure to career recruitment as we possibly can.
5. Senator: In terms of thinking of Miami THRIVE, what have you heard that you want us to do more regarding honors?(A) We have got to make sure that we provide a strong foundation for how an honors education and liberal education comes together. Which I think the honors college can really help with and I think honors is already doing some of this but that we still need to innovate in that space above what honors have already done. I believe that connecting beyond the campus and reaching out to organizations that can provide our students with meaningful learning experiences that are beyond the classroom itself. In this plan it is nice to be able to respond to the good ideas out there and areas that Thrive is going to go to.

## **6. Provost Update**

- a. Humanities Future is still going on and is being taken over by Dean Baernstein and Tim Melley to the college where most of the humanities programs sit. They are working on a plan right now, and conducting working groups. So, we should hear something soon about that.
- b. 2 merges between the online regional campuses and Oxford campus. So we are working on bringing them together and there will be a story done about that coming out in October. Also, we are doing a national search for an Assistant Vice President for Online Learning and that is being conducted by Storbeck.
- c. Merging to IEP (intensive english program)
  - i. ACE is what Oxford's intensive english program is called now and then the Regional campuses have their own program too. We originally had thousands of students in these programs but now only have very few students in those programs. The reason we have decided to bring them together is not because of the number of students now but we are hoping to wrap accreditation around both of these programs. Whole countries that will not sponsor a student if the program is not accredited. So we are trying to get some of those international students back to Miami. We are also doing a search for that position and that search is being administered through Cheryl Young's office.
- d. Just a thank you to all involved with the reimagining of the academy conference. I thought it was wonderful and a great collaboration with Bowling Green and Ken State

- e. Grand opening is occurring tomorrow after for a new sustainability park that is over on western campus. Two alumni donors Gram and Cheryl Mitchell have given Miami a very generous gift to start a sustainable park there.
- f. This week we are doing Airport Interviews via zoom for the Dean of College Education Health and Society on Thursday and Friday for that search and we are hoping to have that position filled by the spring semester.
- g. State of University Address is Wednesday and starts at 3:30 pm on Wednesday. Both Faculty and student art will be displayed. Also, the glee club will be singing and they never disappoint.
- h. Effective in the Spring just for the Fall and Spring raise the minimum class size from 12 to 15. We are the only public university that doesn't have 15 as a minimum. For many of you that doesn't seem like a big deal, but for some of you it can be hard cause sometimes it is hard to get to 12 sometimes. If a student needs a class to graduate one always makes those rational to their chairs and dean and that is fine as this is a transition. Also this doesn't apply to summer or winter terms. We had just this fall over 800 low enrolled sections so the idea is that this will help in this area.
- i. Senator Questions and Comments:
  - 1. Senator: Why Spring of 2025 when courses were already scheduled? Why not start this next academic year when we as small departments can adjust as we don't have the ability now to adjust? (A) That is a good point and we understand that some may need more time to adjust and deans will be working with chairs to discuss that.
  - 2. Senator: Does that apply for grad class (A) only undergraduate classes.
  - 3. Senator: Can we send you additional questions about this? (A) Yes, you may.

## **7. Adjournment**