UNIVERSITY SENATE Meeting Minutes November 04, 2024

The University Senate was called to order at 3:30 p.m., in 111 Harrison Hall on Monday, November 04, 2024. Members absent: Kenya Ash, Amie Earls, Kelsey Ellis, Brad Goldie, Patrick Houlihan, Peter Mkhatshwa, Theodore Peters, Nelchi Prashai, Ganiva Reyes

Two Minutes Speech: From Senator Liz Wardle (Attachment A/pg. 17)

- 1. <u>Call to Order and Announcements and Remarks</u> Rosemary Pennington, Chair of University Senate Executive Committee
 - a. Reminder to everyone: Please just ask one question at a time to our speakers to allow us to get through the room. This will allow everyone a chance to ask questions. We want to make sure we are being fair and that everyone feels like they are being heard. If we have time we can circle back to you for you to ask a follow-up question.
 - b. Kudos to Kevin Reuning as a poll that was put together by some political science students and led by Kevin was linked on 538 website. They were polling residents about the presidential and senate votes along with some other information, but 538 captured the political election.
 - c. Tomorrow is election day and I think we should all be prepared to support our students regardless of which side we are personally on. I know that we are not parents, counselors or pushing an agenda in a particular way, but we want to support them however we can if they are upset regarding the results.
 - i. Ohio State made classes asynchronous for Election Day and that I hoped Miami would consider doing the same in the future as an important part of our mission is educating and encouraging our students to be civically minded.

2. Approval of University Senate Minutes

- a. University Senate Full Meeting Minutes_10.21.2024 (Results: 49-Yes, 00-No, 01-Abstain)
- 3. **Consent Calendar:** The following items were received and accepted on the Consent Calendar:
 - a. Curricular Items 10.21.2024
 - b. Graduate Council Minutes 10.22.2024
 - c. LEC Meeting Minutes 10.15.2024
 - d. University Committee on Internationalization 10.18.2024

4. Old Business

- a. SR 25-03 Policy Revision Graduate Council, Mike Crowder, Ph.D., Dean of the Graduate School and Professor (Results: 50-Yes, 00-No, 00-Abstain)
 - i. Senator Question and Comments
 - 1. No questions or Comments

- b. SR 25-04 Organization of the Graduate School, Mike Crowder, Ph.D., Dean of the Graduate School and Professor (Results: 50-Yes, 00-No, 00-Abstain)
 - i. Senator Question and Comments
 - 1. No questions or Comments

5. New Business

- a. Ad Hoc Committee for MiamiTHRIVE Facilitation, Nathan French, Associate Professor and Lead Departmental Advisor, Comparative Religion - *Presentation only; Discussion and Anticipated Vote on November 18, 2024*
 - i. Description & Change
 - The University Senate convenes this Ad Hoc Committee for MiamiTHRIVE Facilitation to establish a formal liaison among the MiamiTHRIVE Committees (upon which many Senators have served), the MiamiTHRIVE governance membership (including the Steering Committee), and the University Senate.

As a strategic undertaking, MiamiTHRIVE offers our university community an opportunity for substantial innovation and transformation. This will require collaboration by all divisions and all institutional offices to ensure successful implementation. We recognize that "University Senate is the primary University governance body where students, faculty, staff, and administrators debate University issues and reach conclusions on the policies and actions to be taken by the institution. It is the legislative body of the University in matters involving educational programs, requirements, and standards; faculty welfare; and student conduct. The Board of Trustees delegates to the Senate primary responsibility for curriculum, programs, and course offerings and advisory responsibility on all matters related to Miami University."

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

By charge, this committee will:

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

- c. Upload University Senate's responsibilities as a legislative body at the University
- ii. Committee Structure, Frequency, and Report
 - This Ad Hoc Committee will consist of University Senate members who have served on MiamiTHRIVE's Foundational Strengths, Opportunity Areas, or other committees. The Ad Hoc Committee will be chaired by a Senator, nominated by Senate, who has served on one of the same. It is anticipated that this committee will meet with regular frequency for the duration of the implementation of MiamiTHRIVE to review upcoming initiatives and provide consultation. Upon closure of the implementation phase of MiamiTHRIVE, Senate will review the continuing need for the Ad Hoc committee as initiatives are sustained. The Committee Chair will make regular reports to Senate's Executive Committee to ensure the timely arrival of new business related to MiamiTHRIVE onto the University Senate agenda. The Chair will also make presentations to University Senate, as requested by the Senate Executive Committee, to ensure that the Senate is informed as to Senate's role and responsibilities toward MiamiTHRIVE implementation.
- iii. Senator Question and Comments
 - Senator: How many people are you expecting to have on this Ad Hoc Committee? (A) We are expecting to have 3-4 plus a chair.
 - 2. Senator: Is there a role for Senate assessment in the impact of Miami THRIVE? Are we meeting the goals of the THRIVE committee? (A) I think the second sentence under charge, where it notes, "It is anticipated that this committee will meet with regular frequency for the duration of the implementation of MiamiTHRIVE to review upcoming initiatives and provide consultation. Upon closure of the implementation phase of MiamiTHRIVE, Senate will review the continuing need for the Ad Hoc committee as initiatives are sustained;" phase opens that opportunity for us to have that conversation at a later date.
 - 3. Senator: You said some initiatives, but in the slides it just says initiatives. Is it intended to be every initiative that comes forward or just the ones that apply to the Senate? (A) There is no way of knowing which ones will apply to senate. So, it is going to come down to the senators that are serving on these committees being able to identify which policies are falling under Senate purview.
 - Senator: Could you say more about the makeup of the committee? I am also curious: how many of us are already on THRIVE committees? (A) I did not get access to a complete list before we came today.
 - 5. Presenter: By a show of hands, who has served on THRIVE Committees? Response: That is outstanding. We would welcome your voluntary

participation on this committee, and we would like to settle that before we vote on that, and that is why it is still a little open-ended.

- 6. Senator: It was my thought that they wanted to put a senator on each of these committees? (A) Yes, they were largely successful with that.
- Senator: Concern is the open end of this? I would like to see some sort of annual review at least once a year or something like that. (A) Okay, we can get that language added.
- 8. Senator: How were senators placed on these committees?(A) SEC asked Brent to add to each of these committees. We asked them to add relevant senators to the work on the committees. Then, SEC mapped out senators' expertise in various areas that aligned with committees, as our main concern was making sure that we had representation on each committee.
- Senator: Are there staff representatives on these committees too? (A) There are staff members that are in the room that are part of the committees. We tried to work very hard to make sure that we had both staff and faculty representatives.
- 10. Senator: Should this be successful and advance to Phase 3, which is the implementation phase, I would suggest working again with SEC to make sure we have at least one representative on those teams.

6. Special Reports

- a. BS in Quantum Computing, Beena Sukumaran, The Dinesh & IIa Paliwal Dean of the College of Engineering & Computing
 - i. What is Quantum Computing?
 - Quantum computers solve complex problems by exploring multiple solutions in parallel rather than sequentially. To visualize this, consider a two-dimensional maze with multiple paths leading to a single exit.
 - a. A classical computer navigates one path at a time, checking each possible route individually until it finds the exit.
 - b. In contrast, a quantum computer can analyze all possible paths simultaneously.
 - ii. Why quantum computer is faster?
 - 1. Quantum computers can solve many problems much faster than classic computers.
 - 2. A bit can only be either 0 or 1, but a qubit (quantum bit) can be in a superposition of both.
 - 3. This allows quantum computers to evaluate a function for multiple inputs simultaneously.
 - iii. How will quantum technology change the world?
 - 1. Top 10 Game Changing Applications of Quantum Computing
 - a. Revolutionizing Artificial Intelligence
 - b. Enhancing Machine Learning

- c. Financial Intermediation
- d. Reinventing Cybersecurity
- e. Optimizing Route and Traffic Management
- f. Advancing Drug and Chemical Research
- g. Revolutionizing Battery Technology
- h. Transforming Weather Forecasting
- i. Maximizing Resource Utilization
- j. Leading Environmental Modeling Innovations
- iv. Four industries expected to see the first impact Graph included in slideshow presentation.
 - 1. Value at stake with the incremental impact of QC by 2035, \$ billion
 - a. McKinsey, 2023
 - i. Chemicals
 - 1. Lower Estimate 123
 - 2. Upper Estimate 324
 - ii. Life Sciences
 - 1. Lower Estimate 74
 - 2. Upper Estimate 183
 - iii. Automotive
 - 1. Lower Estimate 29
 - 2. Upper Estimate 63
 - iv. Financial Services
 - 1. Lower Estimate 394
 - 2. Upper Estimate 700
 - v. Total
 - 1. Lower Estimate 620
 - 2. Upper Estimate 1,270
 - 2. \$1.3T is estimated to be the impact of Quantum Computing in just four application areas.
- v. Global Quantum Push
 - 1. According to the State of Quantum 2024 Report:
 - a. Over 30 national governments have committed more than \$40 billion in public funding to quantum technologies, to be deployed in the next 10 years.
 - b. Of these governments actively involved in quantum technologies, over 20 have formulated coordinated policies, funding and roadmaps.
- vi. What is the Global Investment in Quantum Tech? Graph provided in slideshow presentation
 - 1. Quantum Technology is a rapidly expanding global market.
 - 2. To the left shows investments through federally funded programs and is expected to grow as more stakeholders enter the field continually.

- vii. Why Quantum Computing Education is Important
 - 1. Just as the transistor revolutionized classical computing, quantum computing can change the future of computing.
 - 2. A Bachelor's degree in Quantum Computing addresses Ohio's workforce needs and also provides economic resilience through innovation in quantum technology.
 - 3. Our current cybersecurity systems are all vulnerable to quantum attacks. Quantum Computing Cybersecurity is critical to strengthening national security.
 - 4. It has the potential to accelerate discoveries in many scientific and non-scientific fields.
- viii. Example: Quantum Computing Cybersecurity
 - 1. Our current cybersecurity systems are all vulnerable to quantum attacks. Quantum Computing Cybersecurity is critical for the National Security:
 - 2. The White House's National Security Memorandum
 - 3. In August 2024, NIST announced Post-Quantum Cryptography (PQC) Standards (FIPS-203, FIPS-204).
 - 4. The Office of the National Cyber Director (ONCD) "projects that the total government-wide cost required to perform a migration of prioritized information systems to PQC between 2025 and 2035 will be approximately \$7.1 billion in 2024 dollars."
 - 5. White House Report on Post-Quantum Cryptography
 - 6. Given that many organizations now need to transition to Quantum Security Standards, this opens a lot of jobs as well.
 - ix. Curriculum Structure (Quantum Computing + X)
 - 1. Distribution of 91 Credit Hours of non-Miami Plan Credits
 - a. Quantum Computing = Credit Hours 15
 - b. Mathematics and Physics = Credit Hours 21
 - c. Fundamental Computing = Credit Hours 15
 - d. X-Concentration = Credit Hours 18
 - e. Cybersecurity = Credit Hours 6
 - f. AI/ML = Credit Hours 3
 - g. Entrepreneurship = Credit Hours 6
 - h. CEC 111 and 112 = Credit Hours 4
 - i. Capstone = Credit Hours 3
 - j. Total Credit Hours = Credit Hours 91
 - 2. X-Concentration Areas
 - a. Life Science and Bioinformatics for Cleveland Clinic
 - b. Other concentration areas include Physics, Finance, Neuroscience, AI, Cybersecurity, etc.
 - 3. With Miami Plan (Liberal Education) Course Credit Hours, the total is 124.

- x. Quantum Computing Courses
 - 1. Quantum Computing Basics (QTM 161)
 - 2. Quantum Information Processing (QTM 261)
 - 3. Quantum Algorithms (QTM 361)
 - 4. Quantum Security Standards: FIPS 203 and FIPS 204 (QTM 461)
 - 5. Advanced Quantum Computing Applications (QTM 462)
 - 6. Total: 15 credit hours
 - 7. Note: Each course is worth 3 credits unless otherwise specified.
- xi. Mathematics and Physics Foundation
 - 1. Calculus I (MTH 151) 4 credits
 - 2. Calculus II (MTH 251 or 249) 4 credits
 - Linear Algebra and Differential Equations for Engineers (MTH 246) 4 Credits
 - 4. Discrete Mathematics (MTH 231) or Proofs (MTH 331)
 - 5. Statistics (STA 261) or Applied Statistics (STA 301) 3 or 4 credits
 - 6. Contemporary Physics I: Foundations I (PHY 281)
 - 7. Total: 21-22 credit hours.
- xii. Fundamental Computing
 - 1. Fundamentals of Programming & Problem Solving (CSE 174)
 - 2. Object-Oriented Programming (CSE 271)
 - 3. Data Abstraction and Structures (CSE 274)
 - 4. Introduction to Software Engineering (CSE 201)
 - 5. Algorithms I (CSE 374)
 - 6. Total: 15 credit hours
- xiii. Life Science and Bioinformatics Concentration
 - 1. Biological Concepts: Structure, Function, Cellular, and Molecular Biology (BIO 116) 4 credits
 - 2. Microorganisms and Human Disease (MBI 111)
 - 3. College Chemistry (CHM 141)
 - 4. College Chemistry Laboratory (CHM 144) 2 credits
 - 5. Introduction to Cell Biology (BIO 203)
 - 6. Bioinformatics Computing Skills (CHM/BIO/CSE/MBI 466)
 - 7. Introduction to Clinical Engineering (CPB 402)
 - 8. Total: 21 credit hours.
- xiv. Physics Concentration
 - 1. General Physics I (PHY 181) 4 credits
 - 2. General Physics II (PHY 182) 4 credits
 - 3. General Physics Laboratory I (PHY 183) 1 credit
 - 4. General Physics Laboratory II (PHY 184) 1 credit
 - 5. Contemporary Physics II: Frontiers (PHY 282)
 - 6. Computational Physics (PHY 286)
 - 7. Contemporary Physics Laboratory (PHY 293) 2 credits

- 8. Total: 18 credit hours
- xv. Finance Concentration
 - 1. Program Requirements (18 semester hours)
 - a. ACC 221 Introduction to Financial Accounting = 3
 - b. ECO 301 Money and Banking = 3
 - c. FIN 301 Introduction to Business Finance = 3
 - FIN 303 Financial Principles and Introduction to Modeling with Excel = 3
 - e. FIN 401 Principles of Investments and Security Markets
 - 2. Select three hours of the following:
 - a. FIN 381 Intermediate Financial Management
 - b. FIN 402 Fixed-Income Portfolio Management
 - c. FIN 403 Portfolio Management
 - d. FIN 408 Commercial Bank Management
 - e. FIN 417 International Business Finance
 - 3. Total Credit Hours = 18
 - 4. Note: Additional prerequisites may be required for specific courses in the minor
 - 5. Complete required coursework for the minor
- xvi. Neuroscience Concentration
 - 1. Program Requirements (19 semester hours)
 - a. Required Courses
 - BIO 203 or MBI 365 Introduction to Cell Biology or Molecular and Cell Biology = 3
 - BIO 305 or BIO 161 Human Physiology or Principles of Human Physiology = 4
 - iii. PSY 251 Introduction to Blopsychology = 3
 - b. Select at least three courses of the following: = 9-11
 - i. BIO 361 Patterns in Development
 - ii. BIO 452 Neuromodulation: Cells to Circuits
 - iii. BIO 454 Endocrinology
 - iv. BIO 457 Neuroanatomy
 - v. BIO 464- Laboratory in Cell and Molecular Biology
 - vi. BIO 465 Animal Behavior
 - vii. BIO 466 Bioinformatics Computing Skills
 - viii. BIO 469 Neurophysiology
 - ix. BIO 471 Molecular Physiology
 - x. PSY 351 Advanced Biopsychology
 - xi. PSY 356 Psychopharmacology
 - xii. PSY 451 Cognitive Neuroscience
 - xiii. PSY 452 Structured Research Experience in Behavioral Neuroscience II

- xiv. PSY 456 Advanced Biological Bases of Behavior
- xv. PSY 458 Capstone Seminar in Neuroscience
- c. Other relevant work
 - i. Course work in calculus, statistics, chemistry, computer science, and philosophy of science
- d. Total Credit Hours = 19-21
- 2. Select at least one course from each department.
- An independent research project (with PSY 477 or BIO 320) is recommended.
- 4. Complete required coursework for the minor
- xvii. Al Concentration
 - 1. Complete 6 of the following courses:
 - a. CSE 262 Technology, Ethics, and Global Society
 - b. CSE 268 Introduction to Knowledge Representation
 - c. CSE 433 Deep Learning
 - d. CSE 434 Generative Artificial Intelligence
 - e. CSE 468 Applied Knowledge Representation
 - f. CSE 478 Soft Computing Techniques for Optimization
 - g. CSE 486 Introduction to Artificial Intelligence
 - h. CSE 488 Image Processing & Computing Vision
 - i. Total: 18 credit hours
- xviii. Cybersecurity Concentration
 - 1. CYB 234 System Administration and Scripting for Security
 - 2. CYB 235 Computer Network Design and Administration
 - 3. CYB 332 Human, Organization, and Societal Security
 - 4. CYB 334 Network Security
 - 5. CYB 335 Defensive Security
 - 6. CYB 435 Offensive Security
 - 7. Total: 18 credit hours

xix. Entrepreneurship

- 1. Select from the following courses:
 - a. Entrepreneurship Foundations (ESP 101) 1 credit
 - b. Entrepreneurial Immersion: From Idea to Opportunity (ESP 102)
 1 credit; maximum 2
 - c. Introduction to Entrepreneurship and Business Models. (ESP 201)
 - d. Entrepreneurial Value Creation and Capture. (ESP 251)
 - e. Entrepreneurial Mindset: Creativity and Organization. (ESP 252)
 - f. Total: 6 credit hours.
- xx. Additional Slides
- xxi. Quantum Computing + X at IBM
 - 1. IBM and collaborators have formed five working groups to design novel

Quantum Algorithms for applications in Healthcare & Life Sciences, Materials Science, High Energy Physics, Optimization [--> AI/ML], and Sustainability:

https://www.ibm.com/quantum/blog/quantum-working-groups

- 2. Our **Quantum Computing + X** proposal works in a similar way but for now we are mainly focusing on education and workforce development.
- xxii. Quantum vs. Classical Computers Illustrated
 - 1. Power increases exponentially in proportion to the number of qubits
 - 2. Power increases in a 1:1 relationship with the number of transistors
 - 3. Quantum computers have high error rates and need to be kept ultracold
 - 4. Classical computers have low error rates and can operate at room temp
 - <u>https://www.cbinsights.com/research/quantum-computing-classical-computing-comparison-infographic/</u>
- xxiii. Exploring Quantum Technology
 - 1. Quantum Sensing
 - A quantum sensor utilizes properties of quantum mechanics, such as quantum entanglement, quantum interference, and quantum state squeezing, which have optimized precision and beat current limits in sensor technology.
 - 2. Quantum Computing
 - A quantum computer is a computer that exploits quantum mechanical phenomena. On small scales, physical matter exhibits properties of both particles and waves, and quantum computing leverages this behavior using specialized hardware.
 - 3. Quantum Networking
 - Quantum networks form an important element of quantum communication systems. Quantum networks facilitate the transmission of information in the form of quantum bits, also called qubits, between physically separated quantum processors.
- xxiv. How will quantum technology change the world?
 - Systems manifesting quantum phenomena are strongly anticipated to become disruptive technologies in sensors, imaging, computation, networking, and telecommunication.
 - 2. To the right are some areas where a quantum supremacy advance is expected to disrupt current technology in the next 30 years.
 - 3. Quantum Warfare Graph provided in slideshow presentation
- xxv. Internships and Co-ops
 - 1. 1-2 day exploration visit for first-year students
 - 2. Possibility of a summer internship sophomore year with a winter break prep course
 - 3. Co-op experience in junior or senior year

- xxvi. Senator Question and Comments
 - Senator: Have they offered any quantum computing courses for Sophomores and Juniors? (A) They have offered some. I believe Professor Jim Kiper offered some before he retired and now CAS offers some in Quantum Computing. These are the 5 new courses.
 - 2. Senator: Does this mean there will be a cohort of students or double majors?(A) No, they would be quantum computing majors with their concentration in one of these areas.
 - 3. Senator: Can I suggest that the social sciences be included in this and urban planning and communities? Also, how would this impact campaigning, and so forth? Have we looked at other areas that this might impact? From what I can tell this could have an impact in a lot of different areas, so the more we can include the more we can figure out how we can partner with computer science on the other side of the equator. (A) I can't speak for computer science or for our whole division, but I can say that we are very open to + X for anyone who can identify relevant courses.
 - 4. Senator: How many resources are we going to need to do this?(A) we have 3 vacancies and those vacancies will be focused on this. There was a request to the state asking for additional resources.
 - Senator: Were the science departments consulted to determine if they could handle an increase in student demand for the required courses?
 (A) We have had conversations with the mathematics and science departments. This is from the Cleveland Clinic the only other quantum computer that is in a public institution in the US is at RPI and when they got the computer they got a 100% increase in applications. I have not verified that information personally. If we can carve out a space in this area we might be able to see more students coming.
 - 6. Senator: This degree program even though it is a + X program is kinda specific to computing and software. ECE, Electrical, and Computer Engineering departments are already in conversation with the Physics department about additional programs in quantum information systems engineering. I think there could be potential for multiple degree programs coming down the road.
 - Senator: How much is this going to cost? You said that no one else in the country has this. I am just curious how we are going to pay for this? In CIM it says you need 6 hires and a director and computing equipment.
 (A) Where it mentions in CIM the 6 faculty and a director that are additional lines we would like to get if we get state funding. Which is very possible as this is such a unique degree. So that is where we were coming at this from. This is high risk, but if we don't do it we would get left behind based on how the world is changing. Also, if we don't get

the state funding there are also other avenues we can seek out to obtain funding from like Cleveland Clinic for example.

- b. US News & World Report Ranking, Padma Patil, Associate Vice President, Office of Institutional Research and Effectiveness
 - i. Miami ranks #136 in the latest U.S. News rankings
 - 1. National Universities
 - a. Overall Rank (public & private)
 - i. 2025 Ranking 136
 - ii. 2023 Ranking 105
 - iii. Change -31
 - b. Public Rank
 - i. 2025 Ranking 69
 - ii. 2023 Ranking 48
 - iii. Change -21
 - 2. Undergraduate Teaching Ranking
 - a. Overall Rank (public & private)
 - i. 2025 Ranking 10
 - ii. 2023 Ranking 18
 - iii. Change +8
 - b. Public Rank
 - i. 2025 Ranking 3
 - ii. 2023 Ranking 5
 - iii. Change +2
 - ii. Miami's US News Ranking 20-Year Decline Graph provided in slideshow presentation
 - 1. Miami University US News Ranking 2006-25
 - a. 2025 -136
 - b. 2006 66
 - iii. US News Peer Rankings
 - 1. Categories & Weighting
 - a. Subject Area Ranking
 - i. UG Teaching
 - 1. 2025 Ranking = #10
 - 2. 2024 Ranking = #11
 - 3. Change = +1
 - ii. UG Engineering
 - 1. 2025 Ranking = #23
 - 2. 2024 Ranking = #30 (tied)
 - 3. Change = +7
 - iii. Entrepreneurship
 - 1. 2025 Ranking = #31
 - 2. 2024 Ranking = No rank

- 3. Change = New
- iv. Most Innovative
 - 1. 2025 Ranking = #53
 - 2. 2024 Ranking = No rank
 - 3. Change = New
- v. UG Business Program
 - 1. 2025 Ranking = #77
 - 2. 2024 Ranking = #70 (tied)
 - 3. Change = -7
- vi. Best Colleges Veterans
 - 1. 2025 Ranking = #93
 - 2. 2024 Ranking = #87 (tied)
 - 3. Change = -6
- vii. UG Economics
 - 1. 2025 Ranking = #102
 - 2. 2024 Ranking = #99 (tied)
 - 3. Change = -3
- viii. UG Psychology
 - 1. 2025 Ranking = #180
 - 2. 2024 Ranking = #118 (tied)
 - 3. Change = -62

ix. Best Value

- 1. 2025 Ranking = #196
- 2. 2024 Ranking = #202
- 3. Change = +6
- x. UG Computer Science
 - 1. 2025 Ranking = #214
 - 2. 2024 Ranking = #210 (tied)
 - 3. Change = -4
- xi. Social Mobility
 - 1. 2025 Ranking = #363
 - 2. 2024 Ranking = #415
 - 3. Change = +52
- iv. 2025 Criteria Less Favorable to Miami
 - 1. 2023 Criteria
 - a. Neutral 44%
 - b. Strengths 36%
 - c. Weakness 20%
 - 2. 2025 Criteria
 - a. Neutral 49%
 - b. Strengths 16%
 - c. Weakness 35%

- v. Miami's Strengths Not Aligned with Criteria
 - 1. Changes in U.S. News Ranking Criteria
 - a. Strengths
 - i. 2022-2023 = 36%
 - ii. 2024-2025 = 16%
 - iii. Change = -20%
 - iv. Indicators = Class size, Terminal degree %, Alumni giving,High school rank, Debt/loan ratio, Graduation rate
 - b. Weaknesses
 - i. 2022-2023 = 20%
 - ii. 2024-2025 = 35%
 - iii. Change = +15%
 - iv. Indicators = PELL %, PELL grad rate, Faculty research impact/publications
 - c. Neutral
 - i. 2022-2023 = 44%
 - ii. 2024-2025 = 49%
 - iii. Change = +5%
 - iv. Indicators = Peer assessment, Standardized test scores, Faculty salaries, Full-time faculty
- vi. US News Category & Weighting Please see graph provided in the slideshow presentation
 - 1. Categories & Weighting
 - a. Metric
 - b. 2024-25 Weight
 - c. 2023-24 Weight
 - d. Change
 - e. Note
- vii. US News Peer Reputation Score
 - 1. 20% of total ranking score
 - 2. Peer survey sent to presidents, provosts, admissions leaders
 - 3. Research study analyzed predictors of score
- viii. 90% of the variance (R2) explained by:
 - 1. Structural Characteristics
 - a. Governance/Control
 - b. Age of institution
 - c. Total enrollment
 - d. Expenditures per student
 - 2. Faculty & Students
 - a. Student/faculty ratio
 - b. Average full professor salary
 - c. Percent faculty full-time

- d. Median SAT score
- 3. Outcomes
 - a. Faculty productivity (publications/research expenditures)
 - b. Graduation rate
 - c. Alumni giving rate
- ix. Senator Question and Comments
 - 1. Senator: It says that I have until November 7th to submit mine. Why can't I just say that Miami is outstanding?(A) You absolutely can.
 - Senator: Does it count the discounts when assessing the affordability?
 (A) No, it is looking at the PELL percentage and not the net price
 - 3. Senator: Our strengths went down sufficiently because they eliminated what we do well in. (A) They did eliminate classroom size, high school rank, and alumni giving, so those metrics are no longer counting in our numbers. So, the ranks are now completely different.
 - 4. Senator: Is there an ask that we need to do here or is this just informational?(A) There is no ask here. The methodology changes every year and is not given to us until we receive the ranking. That is why it is just informational.
 - 5. Senator: Do we pay for this?(A) No, we do not.
 - 6. Senator: Are we doing things to get more PELL grants and make sure they graduate?(A) We are working on that. Rachel Beech our VP of enrollment management, who is new to Miami has really been focusing on this area and has made this her initiative.
 - 7. Senator: I think getting knowledge without an action item is discouraging because students look at these rankings when picking schools. Is there a way to work this in our favor to show them what makes Miami great? As I feel that it is so important. (A) It is very important, one area is increasing PELL students for example, but we do have a whole team working on this and the peer assessment. The peer assessment is a strategy to try and increase our ranking and we send a book that a faculty member wrote just like all the other universities do too. Those books get sent to every Provost, President, and etc.
 - 8. Senator: We should get some metrics for the success rates of our students and their average salary compared to other institutions. This is what students are looking for and if you can provide them with that information and make that our talking points. (A) That is why UCM is focused on ROI and what am I getting out of that experience and is it worth it. So we are seeing a trend of those types of metrics being slowly brought in.

7. Provost Update

- a. If you change the modality of your class please inform your chair. I am talking about a one-time change. I am referring to if your class is supposed to be taught in person, but you decide you want to teach online permanently instead of in person. As we have had some recent complaints about modality change come in, so we want to make sure you are having conversations with your chair prior.
- b. We have had great candidates for the Associate Provost, and we have 3 finalists who will begin coming to campus as early as next week.
- c. We had a wonderful student leadership symposium where we talked about issues and had a meal together. Brent talked about THRIVE and we got their feedback, which was wonderful and great.
- d. We talk a lot about mental health with students, but we also have a great faculty and staff program too. It is called the Employee Assistance Program (EAP) which offers free sessions as we feel that our employee mental health is also important. We encourage you to look this program up as there are many things that it can assist you with besides mental health, such as Work/Life Resources, Legal/Financial Assistance, and Medical Advocacy. We want everyone to take care of themselves and Miami wants to help provide some assistance with that.

8. Adjournment

9. <u>Reconvene</u>

 Executive Session - 05 candidates for honorary degrees were approved to be forwarded to the Office of the President.

11. Adjournment

To put last week's report about the new center on campus into perspective, consider reading an AAUP report from this May: *Manufacturing Backlash: Right-Wing Think Tanks and Legislative Attacks on Higher Education from 2021-2023.* <u>https://www.aaup.org/article/manufacturing-backlash</u>

It describes what has been a sustained and strategic attack on higher education by 11 well-funded think tanks and centers that began in the 1980s and ramped up after the Summer 2020 Black Lives Matter protests.

Their attacks on higher education have operated on numerous fronts, including:

- Influencing elections, voting laws, and gerrymandering
- Becoming appointed to and give more authority to Boards of Trustees: ACTA describes trustees as "primary guardians of educational quality and excellence..." and argue that "faculty cannot be the last and determining voice regarding academic value, academic quality, and academic strategy" (p. 48)
- They have also worked to weaken faculty and attack tenure
- Writing model legislation for implementation across states like SB 83
- Attacking and influencing accreditation bodies so that they cannot sanction colleges and universities that attack tenure and curriculum.

Specifically related to Chris's report last week:

- Civic or "intellectual diversity" centers are one of their strategies.
- This is directly related to their efforts to influence and control curriculum, one of their other strategic goals:
 - They argue for circumventing faculty governance and empowering "parents, students, trustees, alumni, and administrators" to claim larger roles shaping state higher education institutions.
 - Three of the centers (Ethics and Public Policy Center, the Civics Alliance, and the James Martin Center) wrote model legislation for their General Education Act, which provides a template for creating new Schools of General Education at public universities designed to remove the teaching of general education requirements from existing departments. It would create a parallel university outside of faculty control.

If you have not read the AAUP's report, I hope that you will. The attacks are accelerating and they are strategic and coordinated. We need to be informed and proactive in the face of strategic efforts that have been outlined and are already being implemented in other states.