BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
Marcum Conference Center, Oxford, Ohio
Thursday, December 14, 2023

Committee Chair John Pascoe called the meeting to order at 9:00 a.m., with sufficient members present to constitute a quorum. The meeting was held in the Marcum Conference Center on the Oxford campus. Roll was called; attending with Chair Pascoe were committee members; Trustees Zachary Haines, Beth McNellie and Mary Schell; and Student Trustees Jack Fazio and Nick McNeil. Also attending were; Trustees Sandra Collins and Rod Robinson; and National Trustees Biff Bowman and Mark Sullivan. Committee members, Trustees Ryan Burgess and Deborah Feldman; and National Trustee Jeff Pegues were absent.

In addition to the Trustees, attending for all or part of the meeting were President Greg Crawford; Provost Liz Mullenix; Senior Vice Presidents Jayne Brownell and David Creamer; Vice Presidents Cristina Alcalde, Ande Durojaiye, Sue McDowell, Jessica Rivinius, David Seidl, Brent Shock, Amy Shoemaker, and Randi Thomas; along with Director of Executive Communications Ashlea Jones, and Ted Pickerill, Chief of Staff and Secretary to the Board of Trustees. Also present to present to the Committee were; Assistant Vice President and Director of Admission, Bethany Perkins; Dean of Undergraduate Studies Amy Bergerson; and Assistant Vice President Gwen Fears; along with many others in attendance to assist or observe.

Public Business Session

Welcome and Approval of the Prior Meeting's Minutes

Trustee Pascoe welcomed everyone to the meeting, relaying:

It has been several months since our last Committee meeting. And we all look forward to learning more about the activities and initiatives that have occurred in the interim.

Today we will consider three resolutions, two for new graduate degrees, and one for the annual submission of the remediation report to the State of Ohio.

Assistant Vice President Gwene Fears and Dean Amy Bergerson will tell us of the efforts to review the University Mission Statement. Vice President Brent Shock will update us on student loans, and Assistant Vice President Bethany Perkins will provide the enrollment update.

Vice President Jessica Rivinius will inform us of marketing efforts and their impact. Vice President Jayne Brownell will update us on what has been an eventful year in higher education, and Assistant Vice President Gwen Fears will update us again, this time on the annual student transition survey.

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

Thank you.

Approval of the Prior Minutes

Trustee Haines moved, Trustee Schell seconded and by unanimous voice vote, with all voting in favor and none opposed, the minutes of the prior meeting were approved.

Reports

The Committee previously received a written report from [University Senate](); there were no questions regarding the report.

Academic Affairs

Provost's Update

Provost Mullenix discussed low enrolled majors, advancing a new liberal arts vision at Miami, and the results of a Pan-Humanities workshop, led by the HumanitiesFUTURES Steering Team. A listing of possible short-term tangible outcomes and possible longer-term outcomes are included in the Provost's attached presentation.

Resolutions

Provost Mullenix then presented resolutions for two new Masters degrees ([Biomedical Engineering]() and [Chemical Engineering]()); and a resolution for the Board to accept the annual [remediation report](), as required by the State of Ohio. The three resolutions were considered in a single vote. Following a motion by Trustee McNellie, and a second by Trustee Haines, the Committee recommended by unanimous voice vote, with all voting in favor and none opposed, that the resolutions be approved by the full Board of Trustees.

Miami Mission Review

Provost Mullenix was then joined by Amy Bergerson, the Dean for Undergraduate Studies, and Gwen Fears the Assistant Vice President for Student Life - Assessment, Planning, and Transition. Dean Bergerson and AVP Fears explained why it is important that Miami now review its mission statement:

- The current mission statement was written in 2008
- It is an HLC accreditation requirement
- Provides inspiration for an anticipated new strategic plan

They outlined the timeline and stated that they expect to return before the Board at the May meeting to present the revised mission statement for the Board's consideration. At the June meeting the final version will be presented with a request for approval by the Board.

Enrollment Management and Student Success

Vice President's Update

Vice President Shock relayed the following:

Thank you Chair Pascoe, and good morning everyone. In just a few minutes, you will hear from Assistant Vice President Bethany Perkins, who will update you on how our Fall '24 recruitment efforts are progressing. I'm pleased with where we are to date. We have much work to do, but we are off to a great start.

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

- We hosted five unique career fairs during the fall, in which 325 employers participated and we had just over 4,700 unique student attendees.
- We are gearing up for the Spring Career and Internship Fair, scheduled for February 20th, and we anticipate 200 organizations at that event. We will follow that fair with three industry-specific events that will likely attract 150 additional organizations:
    - Architecture and Design (virtual and in-person)
    - Education, Government, Non-profit, and Human Services (in-person)
    - Teacher Job Fair
- CCES is also continuing and expanding the Presidential Career and Leadership Series they started last year with a program they call, *Into the Queen City* that took place during Fall Break. Here, they hosted over 30 students in downtown Cincinnati for three days and two nights. This immersive experience featured four employer visits, two cultural outings, and the opportunity to sample some of Cincinnati's well-known food establishments. CCES is also offering this same experience during the January Term in Columbus to showcase yet another premier Ohio city. Into the Capital City will occur from January 24 to January 26 and they will meet Columbus employers representing the Law and Government and Management, Sales, and Consulting Career Clusters. During the experience, they will connect with Miami alumni, network with employers, and take in *The Color Purple* at the Garden Theater.
- With Into the Capital City and planning for the large Spring Career Fair, CCES is quite busy but the work to provide experiential and meaningful career services won't stop there during the winter term. We have also developed a pilot program called the Ohio Internship Preview Program. Students in this program will participate in several job shadows or micro-internships that will take place in Ohio. This initial program will expand this Spring with year-round opportunities. In the initial offering, we expect about 25 students to participate with solid growth expected for next winter term.

Finally, this is my last report to the Board of Trustees as the Vice President of Enrollment Management and Student Success. While I am thrilled to continue working with President Crawford, members of the board, and the University community for several more months on the MiamiTHRIVE project, I would be remiss if I didn't take a moment to publicly thank President Crawford, the Board of Trustees, and my colleagues on the President's Cabinet for their unwavering support of me, my team and EMSS. I'm grateful and proud of the accomplishments in the division. The next leader who comes after me will be the happy recipient of a senior leadership team in EMSS who are among the very finest leaders - anywhere. I know that the same support and encouragement you have extended to me will be extended to the next leader and to Bethany Perkins as she serves as interim vice president until a replacement is hired.

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

Student Loan Debt

Vice President Shock then updated the Committee on the level of debt held by Miami students. For the past six years the level (for those students who take on debt) has remained fairly steady at approximately $29,000. This level is consistent with the other public universities in Ohio, however, for Miami far fewer students take on debt; 42.3% at Miami, and more than 60% for over half of the other Ohio publics.

He informed the Committee that, by law, Miami cannot deny a student the right to take on student debt, however Miami does offer an online debt summary, and counseling services to assist in informed decision making. He also explained the types of student loans, and loan debt by subgroups, such as by college and residency.

Enrollment Update

Assistant Vice President and Director of Admission, Bethany Perkins, provided an overview of the incoming cohort. She reviewed applications by residency (domestic non-resident, Ohio resident, and international); and by the academic division of their declared primary major, for each category, applications were up, year-over-year.

She highlighted the strong increase in applications in the primary targeted areas, where the main differentiating factors are increased marketing, advertising and recruiting trips.

The profile of the class is near steady academically, but is up 2.1% year-over-year in diversity (23.2%, up from 21.1% last year).

She was then joined by Vice President Shock who discussed applications by declared majors. The top declared majors are Biology, Nursing, Psychology, Mechanical Engineering, and several Business majors. Also, a top major is Exploratory Studies, which is consistent with a nationwide trend, as evidenced in the PSAT data.

AVP Perkins then discussed recruitment. She stated that recruiting trips year-to-date have exceed 1,780, up 15% from a year ago, and inquiries are up 9%. This year, the Make it Miami yield events will be adjusted to include separate programing for parents and students. Red Brick Roadshows will be hosted at eight locations this year. Additional new yield initiatives this year include:

- Admission Joining CEC and FSB for Regional Ohio Receptions
- Virtual Celebration and Next Steps
- Exploratory Studies Yield Outreach
- Enhanced Program-Specific Communications
- Travel Grants
- Student Call Campaigns

University Communications and Marketing (UCM)

Vice President's Update

Vice President Jessica Rivinius updated the Committee on recent communications and marketing initiatives. She discussed new efforts and those continuing from prior years. New efforts, made possible through an increased marketing spend, include:

- Continuous, year-round marketing and advertising
- Broader geographic reach and engagement
- Deeper in-state reach and engagement
- Content creation and sustainment (aimed at yield)
- Improvements to web and digital experience (including SEO and darted/segmented content)

She then featured some efforts to enhance marketing and Miami's brand. She discussed the Google 360 Mapping initiative to overcome the difficulty that most of campus is highly footpath centric rather than being roadways; this initiative makes it possible for one to virtually explore the campus and its beauty. She highlighted the mobile "Big M" which will be stationed at the visitor's center and will travel around campus for photo opportunities at major events. She shared with the Committee a recent mailer for admitted students, and ROI brochures.

VP Rivinius then reviewed several analytic measures and discussed results for the website, email, social media, earned media, advertising and applications, and digital advertising.

With a goal to drive inquires, applications, admissions, confirmations, and enrollment, the early results are promising. Applications and inquiries are up, the Fiona video has received 80 million views, web traffic is up 44% overall (50% in target markets), and there is a 346% increase in clicks. In the area of earned media, there has been a 740% increase over the past five years. At the May meeting, she will report on the impact to confirmations.

Student Life

Senior Vice President's Update

Senior Vice President Brownell relayed the following:

This fall has been a busy semester, with lots of highs and lows along the way. I would be remiss if I didn't start my update by talking about the impact the war in the Middle East has had on our community the past three months. Here on campus, emotion has been running high during this time. Our Jewish students, supported by Chabad and Hillel, have held vigils and educational events. Students concerned about what is happening on the ground in Gaza have also held vigils, demonstrations, and programs. We have been fortunate compared to other campuses that while our students have been active expressing their views, there have been no physical confrontations, and we are grateful to MUPD for being on site each day and for working closely with the FBI, other law enforcement, and the Attorney General's office to continually scan for threats to our campus. But however peaceful, this activity has stoked the fear and anxiety of our student community, and we've received hundreds of emails from concerned parents and alumni wondering what is happening on campus or asking us to shut down the speech of the opposite group.

My team has done listening sessions with each group of students to hear about their experiences and fears, which I'd be happy to tell you more about, and we have received reports of hate speech, antisemitism or Islamophobia, and harassment from both groups. As I've said before in other contexts, unfortunately, every societal ill that exists in the world exists on our campus. Students bring their prejudices with them to college, and I am sorry to say that expressions of hate and antisemitism in particular are present here at Miami as they are throughout our society. It seems that just as when we saw more open expressions of racism across the U.S. a few years ago which emboldened others to express their own hate, the same is true now for antisemitism, and we are not immune to that.

Miami has sent messages to our community, first making sure that students, staff, and faculty know about their resources for support. Our second campus wide message clearly condemns antisemitism, Islamophobia, hate, and violence. It also sought to clarify many of the questions we had been receiving about the actions we could take related to speech and the First Amendment because some of the speech experienced on campus has clearly been hateful and hurtful. Yet as last year's free expression law in Ohio states, as a state institution we cannot suppress ideas put forth even if they are considered "offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed." This has been a challenge for us and our community at times this fall as we work to offer as much support to students as possible.

Let me repeat clearly– I, my team in Student Life, and all of us at Miami are appalled by and condemn any expression of antisemitism, Islamophobia, or any other expression of hate based on a person's identity. We will continue to offer education to our community on these topics. We will actively offer support to our students, and do our best to ensure their safety. Someone from my staff has been present at every event these groups have hosted this semester to

have another set of eyes present for support and safety and will continue to do so. And we will do that within the confines of the law, protecting the right to free expression, even when we disagree with it. This has been a challenging time and I don't expect that to change soon. I want to thank my team who has been on site supporting these students and events every day and responding to concerns from the community, especially Dean of Students BaShaun Smith, AVPs Scott Walter and Steve Large, Assistant Dean of Students Ben Williams, and the 30 other Student Life staff members who have been part of our response team.

Transitioning topics to other things happening this semester, student mental health continues to be a focus for us. You received reports in your packet from the Student Counseling Service and about sexual and interpersonal violence prevention and response. In addition, I want to share some exciting news about new resources we received from the State of Ohio to support student mental health. Earlier this year, Governor DeWine announced that universities could apply for two years of funding to support new initiatives related to student mental health. As part of this initiative, Miami submitted an application and recently received about $980,000 to be spent by June 2025. Knowing that this funding has an expiration date, we didn't want to propose any services that we would not be able to continue after this two-year period. Instead, we used this opportunity to accelerate the plans we made for the student mental health fee that was established last year, but won't be fully available until the next two entering classes enroll at Miami. Specifically, this allows us to hire additional staff two years sooner, increase training programs on- and off-campus, and leverage technology in new ways. We also focused on the recommendations related to students from last year's Mental Health Task Force, and are using funds to implement some of those ideas, particularly around improving communication and education about our resources. We are so grateful for this opportunity to bolster our efforts to support mental health and well-being.

I also wanted to highlight other campus engagement this semester, because our students have been busy! When looking at our engagement numbers, student involvement is finally rebounding to pre-Covid levels. Using data from The Hub, student organizations added 9,809 new members this fall, knowing that some students joined more than one organization. 4,916 of those reflect first-year student membership, so more than half of new organizational membership came from continuing students, which is very exciting. We also have 17 SEAL Ambassadors this year, which is a new high for us. These are students who are trained to meet with their peers individually to help them explore their engagement and leadership opportunities, and to help them connect if they've been having trouble finding their place at Miami. It is encouraging to see so many students bringing energy and life to our campus.

Finally, I want to make comments about two staff members in Student Life. First, if you haven't had a chance to meet BaShaun Smith yet, I hope you will get some time with him today and tomorrow. Dr. Smith joined Miami as the Associate VP of Student Life and Dean of Students in August, and he has jumped into the life of campus with both feet. Second, I want to publicly congratulate and thank Dr. Vicka Bell-Robinson, who will be leaving Miami after 17 years to serve as the Associate Vice President for Involvement and Belonging at Indiana University. Vicka has served as the director of Residence Life for the last 6 years, and you've seen her at nearly every Board meeting in that time. Between her service in Student Life and

serving as the co-chair of the President's DEI Task Force in 2020, she is leaving a strong legacy here at Miami, and we wish her success and happiness in her new role.

I'm happy to take any questions you might have!

Student Transition Survey

AVP Fears then informed the Committee on the annual Student Transition Survey. She explained that the survey addresses several areas of transition, including:

- Academic
- Social
- Financial and work
- General feelings
- Obstacles/barriers
- Opportunity to reflect on first six weeks

The survey has been administered since 2015, typically during the 5th of 6th week of the semester. Surveyed students include all first semester students, including transfer students. The typical response rate is 20%, and over the eight years more than 7,500 responses have been received.

In general, new students feel more confident about their academic transition than their social transition. Friends, student organizations, and feeling welcomed/accepted are key elements in creating a sense of belonging. The general trend in feeling a sense of belonging has been upwards, with the exception of the COVID-19-impacted Fall of 2021 entering cohort.

She also informed the Committee that Student Life monitors the results as they are received, in near real-time. Any concerning replies will initiate a rapid and direct outreach. Other responses, such as "I don't know how to contact my academic advisor" will initiate sending information to assist the student.

Adjourn

With no other business to come before the Committee, following a motion by Trustee McNellie, and a second by Trustee Haines, by voice vote the Committee unanimously voted to adjourn, with all voting in favor and none opposed.

Written Updates

- University Communications and Marketing Newsletter
- Sexual and Interpersonal Violence Prevention and Response Report
- Student Counseling Services Report
- Student Life Report

- [Biannual Student Disability Services Report](#)
- [Student Transition Survey Report](#)
- [EMSS Newsletter](#)

Theodore O. Pickerill II
Secretary to the Board of Trustees

To: Miami University Board of Trustees
From: Tracy Haynes, Senate Executive Committee Co-Chair
Date: December 4, 2023

University Senate Report:

1. The University Senate voted to approve a policy for *Establishment of Centers and Institutes* presented by Associate Provost for Strategic Initiatives, Carolyn Haynes, at the Senate meeting on September 11. This policy aligns with the current practice and accreditation expectations of the Higher Learning Commission. The Senate also voted to approve changes to the policy for *Management of Conflicts of interest in Projects with External Funding* presented by Sue McDowell, VP Research and Innovation at our November 6 meeting. These changes were necessary to be in compliance with the NIH guidelines. Lastly, Senate voted to approve revisions to the *Internship Policy (Undergraduate)* presented by Carolyn Haynes at our meeting on November 6. These revisions more clearly defined roles for the student, Miami supervisor, and the Internship sponsor as well as a process for students with undeclared majors to pursue an internship without an advisor in a specific major and a clarification of the zero-credit option for students completing an internship during the summer.

2. The Senate voted to approve two new Master of Engineering Programs in Biomedical Engineering and Chemical Engineering. Currently, these are combined into one research-based degree with a non-thesis option. Splitting into two distinct non-thesis degrees with recognizable titles will increase student recruitment efforts and increase the number of fee-paying students.

3. The membership for an Ad Hoc Senate Committee for Midterm Grade Reporting was confirmed on November 2. The membership includes: Amy Bergerson, Associate Provost and Dean for Undergraduate Education and Amanda Euen, Registrar, Co-Chairs; Lewis Magruder, CCA; Lea Minitti, Assistant Dean from EHS for the Student Success Committee representative; Donna Evans, Regionals faculty; Carol Fabby; CAS (elected Senator); Andrew Hebard, CAS (elected Senator); Katherine Allison, ASG; Vivian Chen, FSB; David Hartup, CEC, Ted Peters, Assistant Dean from CAS, and Chanelle White, Assistant Dean from FSB. The formation of the committee was approved by Senate on April 10, 2023 (SR 23-16) in response to questions raised on the Senate floor about the timing and information included in the current midterm reporting during a discussion led by Amy Bergerson last April. As stated in the resolution, the committee's charge is to examine the University's approach to attendance, early alerts, mid-term progress reports and other student success related policies and bring back to the Senate information regarding best practices and recommendations for future efforts to support students' academic progress. The Ad Hoc Committee will also examine the current attendance policy.

4. I represent Miami University on The Ohio Faculty Council (OFC) which consist of Senate leaders from the 14, four-year Ohio universities and colleges. The OFC meets monthly via zoom. However, in September, OFC met in person with the Ohio Faculty Senate (consisting of Senate leaders from two-year and technical colleges) for a special Workshop on Mental Health. Invited speakers lead discussions about the challenges faced by the steadily increasing number of students attending our universities with mental health issues especially anxiety and depression. In October, OFC discussed the value of higher education, the increase in online courses/degrees, and the value of CCP courses for high school students with the Chancellor of Higher Education, Randy Gardner, and Senator Catherine Ingram, member of the Ohio Senate Committee on Workforce and Higher Education. The November meeting discussed the 11th version of SB83 which eliminates the no strike provision and allows institutions rather than the chancellor to develop the American Government/History course. It still contains language about controversial beliefs or policies (climate change, politics, diversity, etc); bargaining cannot occur over retrenchment; post-tenure reviews; annual faculty evals with weighted parameters; and detailed syllabi and instructor information still accessible and searchable on university websites. Also at this meeting, the guidelines for a new award to be given by OFC for outstanding leadership was discussed. The call for this award will be going out early next semester.

5. On behalf of Senate and Senate Executive Committee, I thank you for the opportunity to provide a report of our work. I look forward to personally meeting all of you at the next meeting.

EXECUTIVE COMMITTEE of UNIVERSITY SENATE
Liz Mullenix, , Chair & Provost, University Senate
Tracy Haynes, Chair, Senate Executive Committee
Rosemary Pennington, Chair Elect, Senate Executive Committee
Tom Poetter, Past Chair, Senate Executive Committee
University Senate Website: https://www.miamioh.edu/academicaffairs/universitysenate

November 29, 2023

To: Board of Trustees, Academic and Student Affairs Committee
From: Tracy Haynes, Chair, Senate Executive Committee
RE: University Senate Report to Board of Trustees December 13, 2023 Meeting

Executive Committee of University Senate membership:
- Tracy Haynes (Biology), Chair
- Rosemary Pennington,(Media, Journalism, & Film), Chair Elect
- Tom Poetter, (Educational Leadership), Past Chair
- Nathan French,(CAS), At Large Member
- Nyah Smith, (Student Body President), Undergraduate
- Nelchi Prashali, graduate student
- Liz Mullenix, Chair & 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, 2023.

- **New Business, Special Reports and Updates delivered to University Senate:**
  - **September 11, 2023**
    - SR 24-01 Establishment of Centers & Institutes Policy Proposal, Carolyn Haynes, Senior Associate Provost
    - BaShaun Smith, Associate Vice President & Dean of Students
    - EMSS/Admissions Update, Brent Shock, Vice President, Enrollment Management and Student Success and Bethany Perkins, Assistant Vice President and Director of Admission
    - Humanities Futures Committee and Initiatives, Tim Melley, Director of the Humanities Center and Liz Mullenix, Provost & Executive Vice President
  - **September 25, 2023**
    - SR 24-02 CPB - Biomedical Engineering - Master of Engineering, Keith Hohn, Professor and Chair Department of Chemical, Paper, and Biomedical Engineering
    - SR 24-03 CPB - Chemical Engineering - Master of Engineering, Keith Hohn, Professor and Chair Department of Chemical, Paper, and Biomedical Engineering
    - LEC Miami Plan Update - Leighton Peterson, Director of Liberal Education and Associate Professor of Anthropology
  - **October 09, 2023**
    - Mental Task Force - Jayne Brownell, Vice President of Student Life and Brooke Flinders, Associate Provost of Faculty Affairs

1

- Process for New Majors and Sunsetting Majors - Nathan French, Associate Professor and Lead Departmental Advisor, Religion and Carolyn Haynes, Senior Associate Provost
- Change in Voting Laws Announcement - Liz Wardle, Howe Distinguished Professor of Written Communication

- **October 23, 2023**
    - LECMeeting Minutes_09.19.2023 - Tracy Haynes, Teaching Professor
    - SR 24-04 Management of Conflicts of Interest in Projects with External Funding Policy Update - Sue McDowell, VP Research & Innovation
    - Report from Climate Task Force - Jonathan Levy, Director, Institute for the Environment and Sustainability, and Olivia Herron, Director of Sustainability in Physical Facilities
- **November 06, 2023**
    - SR 24-05 Proposed Revisions to Internship Policy (Undergraduate) - Carolyn Haynes, *Senior Associate Provost*
    - Studying Abroad - Cheryl Young, Associate Vice President, Global Initiatives
- **November 20, 2023**
    - Library Programs for Retention - Jason Ezell, Head, Learning and Engagement, Nate Floyd, Student Success Librarian for Foundational Learning and LauraBirkenhauer, Student Success Librarian for Campus Engagement
- **Approved Minors, Revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:**
    - **September 11, 2023**
        - Revision of an Existing Minor, ENG English Literature Minor
        - Revision of an Existing Minor, GIC Diversity, Equity and Inclusion Minor
        - Revision of an Existing Minor, SLM Sport Analytics Minor
        - Revision of an Existing Major, CAS Physician Associate Studies, Master of Medical Science
        - Revision of an Existing Major, EDL School Leadership, Master of Education
        - Revision of an Existing Major, GEO Geography and Sustainable Development, Master of Arts
        - Revision of an Existing Major, NSG Nursing, Master of Science in Nursing
        - Revision of an Existing Major, SLM Sport Communication and Media, Bachelor of Science in Sport Leadership and Management
    - **September 25, 2023**
        - Revision of an Existing Minor, GRE German Minors
        - Revision of an Existing Minor, SGE Sociology Minors
        - Revision of an Existing Major, Strategic Communication Bachelor of Arts Analytics, Master of Sport Analytics
        - Revision of an Existing Co-Major, BIO Premedical and Pre-Health Studies Co-Major
        - New Certificate, SPA Speech Pathology and Audiology Certificate
    - **October 09, 2023**
        - Revision of an Existing Major, ECO Economics, Master of Arts
        - Revision of an Existing Major, HST History, Master of Arts
    - **October 23, 2023**
        - Revision of an Existing Minor, IMS Digital Innovation Minor
        - Revision of an Existing Minor, PHL Ethics, Society, and Culture Minor
        - Revision of an Existing Minor PHL Philosophy and Law Minor
        - Revision of an Existing Major, CIT Computer and Information Technology, Associate in Applied Science
        - Revision of an Existing Major, ENT Electrical and Computer Engineering Technology, Associate in Applied Science

- Revision of an Existing Major, ENT Mechanical Engineering Technology, Associate in Applied Science
- Revision of an Existing Major, FSW Social Work, Master of Social Work
- Revision of an Existing Major, ISA Information Systems and Cybersecurity Management, Bachelor of Science and Business
- Revision of an Existing Major, NSG Nursing Practice, Doctor of Nursing Practice
- Revision of an Existing Major, SGE Organizational Leadership, Bachelor of Arts
- New Certificate, MTH Financial Mathematics Certificate
    - **November 06, 2023**
        - New Certificate, MTH Mathematical Modeling Certificate
    - **November 20, 2023**
        - Revision of an Existing Minor JCS Forensic Investigation Minor
        - Revision of an Existing Major, CIT Computer Technology, Associate in Applied Science
        - Revision of an Existing Major, IMS/ESP Entrepreneurship and Emerging Technology, Master of Entrepreneurship and Emerging Technology
- **Senate Resolutions**
    - SR 24-01 Establishment of Centers & Institutes Policy Proposal, Carolyn Haynes, Senior Associate Provost **(page4)**
    - SR 24-02 CPB - Biomedical Engineering - Master of Engineering, Keith Hohn, Professor and Chair Department of Chemical, Paper, and Biomedical Engineering **(page9)**
    - SR 24-03 CPB - Chemical Engineering - Master of Engineering, Keith Hohn, Professor and Chair Department of Chemical, Paper, and Biomedical Engineering **(page10)**
    - SR 24-04 Management of Conflicts of Interest in Projects with External Funding Policy Update - Sue McDowell, VP Research & Innovation **(page11)**
    - SR 24-05 Proposed Revisions to Internship Policy (Undergraduate) - Carolyn Haynes, *Senior Associate Provost* **(page21)**

Establishment of Centers & Institutes Policy (New)
September 25, 2023

BE IT HEREBY RESOLVED that University Senate approves the proposed new Establishment of Centers & Institutes Policy as it appears below:

Introduction

Centers and Institutes provide opportunities to explore interdisciplinary collaborations within Miami and often benefit from partnerships with external organizations. The work of Centers and Institutes enhances Miami's strengths and expands its research and educational horizons by drawing together faculty, scholars, staff, students as well as external audiences (e.g., community members, scholars from other institutions) for academic inquiry, problem-solving and training. All Miami Centers and Institutes advance the mission and values of the University.

Definitions

Centers are organized to conduct research and/or provide a specific educational or public service, usually focused on a specific interdisciplinary theme or topic. They may involve faculty from one or more departments and divisions, but also may include individuals from within the same department or division of the University. Because Centers are meant to be flexible units, their scope, their mission and their size vary considerably. Centers may be involved in the offering of continuing education activities related to its area(s) of interest, community outreach, service learning or clinical services. The "Center" structure may facilitate efforts of the college or university to obtain extramural funding in specific areas.

A Center serves as a formalized link between the academic and professional communities in the area(s) of focus. It is most often housed within traditional administrative structures, such as a department or a division. However, in rare cases some centers can reach across several divisions and report directly to the Office of the Provost. A "Center" is not involved in the independent offering of credit courses or degree programs.

Research centers and laboratories are specifically focused on research, while service/consultation centers are usually focused on providing an academic or public service, such as faculty development, program evaluation/assessment, connecting with community stakeholders, or tutoring.

Centers may hire and appoint staff members but not faculty. Faculty may have appointments in centers and institutes but only in addition to their appointments in academic departments.

Institutes share the center's focus on research, provision of opportunity for interdisciplinary activity, involvement in continuing education activities, value in facilitating efforts to obtain extramural funding, advancement of diversity and equity principles, and service as a link between the academic and professional communities.

An Institute, however, is a far more formalized structure and may be equivalent to an autonomous unit within the internal structure of the college or university such as a department or division. However, it can also be housed within a division (but not a department). It may, unlike a "center," be involved in the offering of credit-bearing courses and may offer degree programs and formal credentials. An Institute may also include a number of centers or laboratories within it, and may also be involved in community outreach or clinical services.

Institutes may hire and appoint staff members. Faculty may have appointments in institutes (with the approval of the Chair, Academic Dean and Provost) but these are typically done in addition to their appointments in academic departments.

Approval Process

New Centers and Institutes must undergo a formal approval process that includes a proposal that is approved by appropriate stakeholders.

A proposal for a new Center or Institute first requires the approval of the relevant department chair (if applicable), Dean(s) and Vice President depending on where the Center or Institute resides.

Formal approval then must be given by the Provost and Council of Academic Deans.

The director of an Institute or Center that is housed within a division is appointed by the Dean, while directors of Institutes or Centers that are at the university level are appointed by the Vice President (if applicable) and Provost.

"Named" Centers and Institutes (i.e., those that are established in the name of a person or organization and are typically based on a gift) must also be approved by the Naming Committee within Advancement, the Vice President for Advancement, the President, and University's Board of Trustees.

A template and guidelines for proposals for new Centers and Institutes are available on the Office of the Provost website.

Additional Criteria for Centers and Institutes

1. Formal approval for a new Center or Institute is required before engaging in any marketing or publicity about the Center or Institute.

2. A Center or Institute must operate within the policies and procedures of Miami University. It is not an independent agency or autonomous administrative unit. This includes adhering to guidelines developed by University Communications

and Marketing on brand, image, and likeness and adhering to all academic personnel and human resource policies and procedures.

3. Except in the case of service & consultation Centers, the University normally will not use internal funds to operate, hire, or provide space for a Center or Institute. Whatever regular Miami personnel, spaces or funds are associated with a center simply represent the aggregation of the participants' times, spaces, and funds.

4. With Miami's endorsement, a Center or Institute may (and is expected to) apply for external funding which may be used for personnel, space, or programs of the unit.

5. Persons occupying positions funded from external sources have no guarantee of continuing employment at Miami University. Appointment letters offered to these persons will specify that the appointment carries no reappointment or tenure commitment by virtue of its association with the Center or Institute.

6. Each Center or Institute must have a director who manages the unit and is responsible for the day-to-day operation, including administrative review of expenditures and ensuring that a Miami website is created and updated regularly.

7. Faculty members associated with a Center or Institute will retain all rights and privileges of appointment in their home academic unit. All salary, promotion, and tenure considerations will be made by their home department and academic division within the regular review and evaluation process. Faculty with a joint appointment in a Center/Institute and an academic unit will hold their tenure in an academic unit. The home academic unit's annual review of faculty associated with a Center or Institute should include contributions of the faculty member to the Center or Institute. A faculty member's research, teaching, and service contributions to a Center or Institute should also be considered in their promotion and tenure decisions.

8. Classified and non-classified staff may be assigned to a Center or Institute. Any staff position supported completely or partially by soft funds (e.g., an externally-funded grant) is dependent on the availability of those funds. Each staff member must receive an annual evaluation from the Center or Institute Director or other Center or Institute supervisor.

9. Institutes are required to have an advisory board that includes internal and external membership, and Centers are strongly encouraged to have an advisory board. In order to benefit from the expertise offered by an advisory board, such boards should meet a minimum of once per year.

3

Evaluation Process

All Centers and Institutes must submit an annual report to the supervising administrator (Chair, Dean, Vice President, etc.) and the Office of the Provost. The report should follow the University template and include a summary of income and expenditures.

The supervising administrator (Dean, Vice President) or Provost may request a formal evaluation of the Center or Institute no more than once every five years.

Discontinuance of a Center or Institute

When faculty support for a Center or Institute no longer exists, if there is no interest among the faculty in participating in or leading the Center or Institute, or when a Center or Institute is no longer financially viable as judged by the appropriate Dean, Vice President or the Provost, the Center or Institute should be formally discontinued.

A Center or Institute may be discontinued through the review process; or the Director of the unit may propose the termination.

Requests to deactivate Centers or Institutes shall include a rationale for the deactivation of the unit, a detailed statement of the financial condition of the Center or Institute, a prospectus for fulfilling any contractual obligations of the center/institute, and a plan for phasing out the activities of the Center or Institute, including any recommendations for continuing activities of the deactivated center/institute through other organizational units of the University.

If there is a disagreement relating to the discontinuation of a Center or Institute, the Director may make a formal request to the Provost that the procedure described in Section 8.A. of the University Senate Bylaws "Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Departments, or Programs," be implemented.

When discontinuing a Center or Institute, consideration should be given to the termination or transfer of any contractual obligations; the employment status of any employees; the transfer of any capital equipment or space, and the transfer or reassignment of any funds, including foundation accounts.

Effective Date:
August 2023

Responsible Parties:
Provost

Related Policies:

Below are similar policies from other universities:

- Indiana University:
  https://policies.iu.edu/policies/rp-11-002-establishment-centers-institutes/index.html
- Syracuse University:
  https://policies.syr.edu/policies/faculty-teaching-and-research/centers-and-institutes-policy/
- University of Cincinnati:
  https://www.uc.edu/about/policy-new/centers-and-institutes.html
- University of Virginia: https://uvapolicy.virginia.edu/policy/prov-025

Additional References:

Guidelines for Centers and Institutes – link to webpage on Provost's website

5

<u>**SR 24-02**</u>
Master of Engineering, Biomedical Engineering

October 09, 2023

BE IT HEREBY RESOLVED that University Senate endorses the proposed program, Master of Engineering, Biomedical Engineering

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

1

<u>**SR 24-03**</u>
Master of Engineering – Chemical Engineering

October 09, 2023

BE IT HEREBY RESOLVED that University Senate endorses the proposed program, Master of Engineering, Chemical Engineering

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

1

SR 24-04

Management of Conflicts of Interest in Projects with External Funding

November 6th, 2023

BE IT HEREBY RESOLVED that University Senate approves the proposed Management of Conflicts of Interest in Project with External Funding as it appears below:

Scope: Who is Covered by this Policy?

Employees, ~~and~~ Students, ~~Miami University~~

Policy

General

Miami University requires investigators on proposals to all external agencies, public and private, to disclose to the University, via the ~~Associate Provost for~~ Vice President for Research and Innovation, prior to submittal of the proposal, any significant financial interest (including those of spouse and dependent children) that would reasonably appear to be affected by the activities proposed for funding. Such a disclosure is facilitated ~~by a question on the University's Proposal Approval Form~~ within the proposal submission process. **Financial conflicts of interest with externally funded projects are prohibited (or subject to University review/management) when there is a Significant Financial Interest as detailed within this policy**. ~~and, in the event of a possible conflict of interest, use of the University's Financial Disclosure Form.~~

Definition

"Investigator" means the project director or principal investigator and any other person, regardless of title or position, who is responsible for the design, conduct, or reporting of research which may include, for example, collaborators or consultants. For the purpose of clarity, graduate student researchers and undergraduate student researchers may qualify as an Investigator if they satisfy the elements of this definition.

"Senior Personnel" means any person (including a project director or principal investigator) who is identified by the University as senior or key personnel in a grant application, progress report, or other report submitted to the external funder.

"Significant Financial Interests" has the meaning set forth below.

Required Disclosures

1

Investigators must disclose ~~to Miami University~~ all significant financial interests. ~~.¶~~

~~that would reasonably appear to be affected by the research or educational activities funded or proposed for funding,¶~~

~~in entities whose financial interest would reasonably appear to be affected by such activities.¶~~

(1) A "~~s~~Significant ~~f~~Financial ~~I~~interest" is a financial interest consisting of one or more of the following held by the ~~interests of the~~ Investigator (or ~~and those of~~ the Investigator's spouse and dependent children) that reasonably appears to be related to the Investigator's ~~institutional responsibilities~~responsibilities at Miami:

(i) With regard to any publicly traded entity, a ~~s~~*Significant *~~f~~*Financial *~~i~~*Interest* exists if the ~~value of any remuneration~~ monetary amounts received from the entity in the twelve months preceding the disclosure and the value of any equity interest in the entity as of the date of disclosure, ~~when aggregated,~~ together, exceeds $5,000. ~~For purposes of this definition, remuneration includes salary and any payment for services not otherwise identified as salary (e.g., consulting fees, honoraria, paid authorship); e~~Equity interest includes any stock, stock option, or other ownership interest;~~, as determined through reference to public prices or other reasonable measures of fair market value;~~

(ii) With regard to any non-publicly traded entity, a ~~s~~*Significant *~~f~~*Financial *~~i~~*Interest* exists if the value of any monetary amounts ~~remuneration~~ received from the entity in the twelve months preceding the disclosure ~~, when aggregated,~~ exceeds $5,000, or when the Investigator (or the Investigator's spouse or dependent children) holds any equity interest (e.g., stock, stock option, or other ownership interest); or

(iii) ~~Intellectual property rights and interests (e.g., patents, copyrights), upon r~~Receipt of income by the Investigator (or the Investigator's spouse or dependent children) related to ~~such rights and interests.~~intellectual property rights and interests (e.g. patents, copyrights).

(2) Investigators also must disclose the occurrence of any reimbursed or sponsored travel related to their ~~institutional responsibilities~~responsibilities at Miami, <u>only if the Investigator was not reimbursed or sponsored by Miami or any of the following:</u> ~~, provided, however, that this disclosure requirement does not apply to travel that is reimbursed or sponsored by~~ a U.S. federal, state, or local government agency, a U.S. Institution of higher education, a U.S. academic teaching hospital, a U.S. medical center, or a U.S. research institute that is affiliated with a U.S. Institution of higher education. The details of this disclosure must include, at a minimum, the purpose of the trip, the identity of the sponsor/organizer, the destination, and the duration.

(3) Investigators must disclose all foreign financial interests (which includes income from seminars, lectures, or teaching engagements, income from service on advisory committees or review panels, and reimbursed or sponsored travel) received from any foreign entity, including foreign Institutions of higher education or a foreign government (which includes local, provincial, or equivalent governments of another country) when such income ~~meets the threshold for disclosure (e.g., income in excess of $5,000).~~is in excess of $5,000.

~~means anything of monetary value, including but not limited to salary or other payments for services (e.g., consulting fees or honoraria); equity interests (e.g., stocks, stock options, or other ownership interest); and intellectual property rights (e.g., patents, copyrights, and royalties). "Investigator" means the principal investigator, coprincipal investigator, and any other individual~~

2

~~at Miami University who is responsible for the design, conduct, or reporting of the research or educational activities funded or proposed for funding.~~ ¶

(4) Investigators are required to update these financial disclosures:

    (i) during the time in which the proposal is pending ~~and~~,

    (ii) ~~during the period of an award, on an annual basis~~ on an annual basis when awarded external funding, and

    (iii)~~and~~ within thirty (30) days of acquiring or discovering a new Significant Financial Interest or a when Significant Financial Interest ~~that was not disclosed timely.~~was not timely disclosed.

Subrecipient Disclosures

The University ~~Miami University~~ is responsible for ensuring any subrecipient's compliance and reporting identified financial conflicts of interests for subrecipient Investigators to the external funder. Subrecipients of an externally funded award to Miami University must enter into a written agreement with the University to establish whether this Policy or the financial conflict of interest policy of the subrecipient's institution will control for purposes of the subrecipient's compliance with conflicts of interest regulations. ~~The University must incorporate as part of a written agreement with a subrecipient terms that establish whether the Financial Conflict of Interest policy of the awardee Institution or that of the subrecipient will apply to subrecipient Investigators and include time periods to meet disclosure and/or Financial Conflict of Interest reporting requirements.~~

Subrecipient Institutions who rely on their ~~F~~financial ~~C~~conflict of ~~I~~interest policy must report identified financial conflicts of interests to ~~the awardee Institution~~Miami in sufficient time to allow ~~the awardee Institution~~Miami to report the ~~Financial Conflict of Interest~~conflict of interest to the funder to meet its reporting obligations.

Subrecipient institutions that ~~must~~agree to comply with ~~the awardee Institution's~~Miami's policy must submit all Investigator disclosures of Significant Financial Interests to ~~the awardee~~Miami in sufficient time to allow ~~the awardee~~Miami to review, manage and report identified financial conflicts of interest to the funder.

Miami University is responsible for monitoring subrecipient's compliance with ~~the F~~financial ~~C~~conflict of ~~I~~interest regulations, management plans, and for reporting all identified financial conflicts of interest to the funder.

Exempt~~ions~~ed From Disclosure

The term ~~,~~*Significant* ~~f~~*Financial* ~~i~~*Interest* does not include the following:~~ types of financial interests:~~

(i) S~~s~~alary, royalties, or other remuneration paid by ~~the U.S. Institution~~Miami to the Investigator ~~if the Investigator is currently employed or otherwise appointed by the Institution~~, including intellectual property rights assigned to ~~the Institution~~Miami and agreements to share in royalties related to such rights;

(ii)~~any ownership interest in the Institution held by the Investigator, if the Institution is a commercial or for-profit organization; i~~Income from investment vehicles, such as mutual funds and retirement accounts, as long as the Investigator does not directly control the investment decisions made in these vehicles;

(iii) ~~i~~Income from seminars, lectures, or teaching engagements sponsored by a U.S. federal, state, or local government agency, a U.S. Institution of higher education, a U.S. academic teaching hospital, a U.S. medical center, or a U.S. research institute that is affiliated with a U.S. Institution of higher education; or

(iv) ~~i~~Income from service on advisory committees or review panels for a U.S. federal, state, or local government agency, a U.S. Institution of higher education, a U.S. academic teaching hospital, a U.S. medical center, or a U.S. research institute that is affiliated with a U.S. Institution of higher education. ~~Investigators need not disclose:¶~~

~~salary, royalties, or other remuneration from Miami University;¶~~

Required Training

Each Investigator, including subrecipient Investigator(s), must complete training prior to engaging in funded research (and at least once every four years). Training is also required~~, and~~ immediately under the ~~designated~~ following circumstances:

(i) Miami's ~~Institutional~~ ~~f~~Financial ~~c~~Conflict of ~~i~~Interest policies change in a manner that affects Investigator requirements;

(ii) An Investigator is new to ~~an Institution~~Miami; or

(iii) ~~An Institution finds~~Miami finds that an Investigator is not in compliance with this Policy. ~~the Institution's Financial Conflict of Interest policy or management plan.~~

1. ~~ownership interest in a business enterprise which is an applicant under Phase I of the Small Business Innovation Research or Small Business Technology Transfer programs;¶~~
2. ~~income from lectures or teaching engagements sponsored by public or nonprofit entities;¶~~
3. ~~income from service on advisory committees or review panels for public or nonprofit entities;¶~~
4. ~~financial interests in business enterprises or entities if the value of such interests does not exceed $10,000, and represents more than a five percent (5%) ownership interest, for any~~

4

one enterprise or entity when aggregated for the investigator and the investigator's spouse and dependent children.¶

Investigators are required to update these financial disclosures during the time in which the proposal is pending and during the period of an award, on an annual basis and as new reportable significant financial interests are obtained.¶

Identification of Actual or Potential Conflicts of Interest

The ~~Associate~~ Vice President~~Provost~~ for Research and Innovation or their designee will review each disclosure ~~Financial Disclosure form~~ that is submitted in the Proposal Approval process. In consultation with the Office of General Counsel, the Vice President for Research and Innovation ~~Associate Provost for Research~~ will make a determination of whether a ~~s~~Significant ~~f~~Financial ~~I~~Interest

(i) ~~c~~Could be affected by the funded research; ~~or~~

(ii) ~~I~~Is in an entity whose financial interest could be affected by the research; or

(iii) ~~c~~Could directly and significantly affect the design, conduct, or reporting of the funded research.

~~a conflict of interest exists that could directly and significantly affect the design, conduct, or reporting of the proposed sponsored project. Principal I~~investigators may request review of this determination by the Office of General Counsel.

When an Investigator who is new to participating in the research project, failed to timely disclose, or ~~when an existing Investigator~~ discloses a new ~~s~~Significant ~~f~~Financial ~~i~~Interest, the Vice President for Research and Innovation shall within sixty (60) days review ~~disclosures of significant financial interests;~~the disclosures; determine whether a financial conflict of interest exists; and, if so, implement, on at least an interim basis, a management plan that shall specify the actions that have been, and will be, taken to manage such financial conflicts of interest.¶

~~Whenever a significant financial interest that was not disclosed timely by an Investigator or, for whatever reason, was not previously reviewed by the Vice President for Research and Innovation during an ongoing funded research project (e.g., was not timely reviewed or reported by a subrecipient), the Vice President for Research and Innovation shall within sixty (60) days review disclosures of significant financial interests, determine whether the significant financial interest is related to funded research; determine whether a financial conflict of interest exists; and if so, implement, at least on an interim basis, a management plan that specifies the actions that have been, and will be taken to manage such financial conflicts of interest going forward.¶~~

Actions as necessary are to be undertaken to manage financial conflicts of interest, including any financial conflicts of a subrecipient Investigator, if applicable, and Investigator compliance is to be monitored with management plans until completion of the project.

Plan for Addressing Conflicts of Interest

When an actual or potential financial conflict of interest has been determined to exist, the Investigator ~~principal investigator(s)~~ and the department chair will propose a plan for addressing and managing any financial conflict of interest, detailing what conditions or restrictions, if any, should be imposed by Miami ~~the institution~~ to manage, reduce, or eliminate the conflict of interest. Examples of conditions or restrictions that may be imposed to manage, reduce, or eliminate conflicts of interest include, but are not limited to:

1. public disclosure of ~~S~~significant ~~F~~financial ~~I~~interests;
2. monitoring of project by independent reviewers;
3. modification of the project plan;
4. disqualification from participation in the portion of the funded project that would be affected by the ~~S~~significant ~~F~~financial ~~I~~interests;
5. divestiture of ~~S~~significant ~~F~~financial ~~I~~interests; or
6. severance of relationships that create actual or potential conflicts.

Such plans must be agreed to by the ~~principal investigator~~Investigator, department chair, dean, ~~Associate Provost~~Vice President for Research and Innovation, and Provost prior to the beginning of the funded project~~, using the Miami University Financial Disclosure Form~~.

~~If the Associate Provost for Research, in consultation with the Office of General Counsel, determines that imposing conditions or restrictions would be either ineffective or inequitable, and that the potential negative impacts that may arise from a significant financial interest are outweighed by interests of scientific progress, technology transfer, or the public health and welfare, then the University may allow the project to go forward without imposing such conditions or restrictions.~~

Enforcement Policy

Violations of this Financial Disclosure Policy will be handled by the University in accord with the policy titled "Procedures for Disciplinary Action", which provides for sanctions where appropriate.

A retrospective review will be completed and documented within 120 days of ~~the Institution~~Miami's determination that either a financial conflict of interest exists or ~~of noncompliance~~ when a new or previously undisclosed Significant Financial Interest is disclosed to the University. The retrospective review shall determine whether any of the externally funded research that was conducted during the period of noncompliance with this Policy was biased in its design, conduct, or reporting. ~~significant financial interest is not disclosed timely or previously reviewed or whenever a financial conflict of interest is not identified or managed in a timely manner per the funder's requirements.~~

6

In instances whereby the ~~Ensure that in any case in which the~~ externally funded research project's ~~of clinical research whose~~ purpose is to evaluate the safety or effectiveness of a drug, medical device, or treatment ~~has been designed, conducted, or reported by an Investigator with a financial conflict of interest that was not managed~~ or reported by the Institution as required by regulation~~, Miami ~~the Institution~~ shall require any ~~the~~ Investigator involved that has a financial conflict of interest that was not timely reported to Miami to: d~~D~~isclose the financial conflict of interest in each public presentation of the results of the research, and to request an addendum to previously published presentations.

Notification of Funding Agency

~~Miami University will promptly notify the funding agency if it finds that it is unable to satisfactorily manage an actual or potential conflict of interest situation within a funded project.~~Annual (i.e., ongoing) and revised financial conflict of interest reports will be submitted to the funding agency~~, including all required information for the Institution and for subrecipients, if applicable, as required by the regulation and as stated below~~ as specified below:

> (i) Prior to the expenditure of funds;
>
> (ii) Within sixty (60) days of identification for an Investigator who is newly participating in the project;
>
> (iii) Within sixty (60) days for new, or newly identified, financial conflicts of interest for existing Investigators;
>
> (iv) At least annually, the annual report will provide the status of the financial conflict of interest and any changes to the management plan, if applicable, until the completion of the project;
>
> (v) After a retrospective review to update a previously submitted report, if new information is discovered following completion of the review.

The funder will be notified promptly if bias is found with the design, conduct or reporting of funded research and a mitigation report will be submitted to explain what action(s) have been or will be taken to mitigate the effects of the bias. Reporting will include at a minimum the following elements: entity name, name of the I~~i~~nvestigator with the financial conflict of interest, nature of S~~s~~ignificant F~~f~~inancial I~~i~~nterest, value of the S~~s~~ignificant F~~f~~inancial I~~i~~nterest, and any additional information required by the funder/regulation.

The funder will be notified promptly if an Investigator fails to comply with ~~the Institution's financial conflict of interest~~this p~~P~~olicy; a financial conflict of interest management plan; or appears to have biased in the design, conduct, or reporting of the funded research. Corrective action will be taken for noncompliance with ~~the Institution's~~this policy or the management plan.

Records

In accord with federal regulations, Miami University will maintain records of all financial disclosures (whether or not a disclosure resulted in ~~the Institution's~~a determination of a financial conflict of interest) and of all actions taken to resolve actual or potential conflicts of interest until at least three (3) years after the later of the termination or completion of the grant to which they relate, or until the resolution of any civil, government, or university action involving those records, or, where applicable, from other dates specified in 45 CFR 75.361 .~~.~~

~~Public Accessibility~~ Records Request ¶

~~Miami University's financial conflict of interest policy will be publicly accessible via the University website. Information concerning identified financial conflicts of interest will be publicly accessible prior to the expenditure of funds within 5 business days of request~~ Upon request by a member of the public for information on the financial conflicts of interest of Senior Personnel in an externally funded project, the University shall provide a written response, within five days of receipt of the request, that contains the following information regarding financial conflicts of interests for Senior Personnel:

(i)   The Senior Personnel's name;
(ii)   The Senior Personnel's role and title with respect to the research project;
(iii)   The name of the entity in which the Significant Financial Interest is held;
(iv)   The nature of the Significant Financial Interest; and
(v)   The approximate dollar value of the Significant Financial Interest (ranges are permissible) or a statement that the interest is one whose value cannot be readily determined.

Subrecipients that agree to comply with Miami's policy shall also be subject to this disclosure requirement. The University is only required to provide this information to the public when the following criteria are met: (1) a Significant Financial Interest was disclosed and is still held by the Senior Personnel; and (2) Miami has determined that the Significant Financial Interest is a financial conflict of interest.

Inquiries regarding financial conflicts of interest of Senior Personnel in an externally funded research project should be directed to the Office of Research and Innovation (or in the event of a name change, its equivalent).

Related Form(s)

Not applicable.

Additional Resources and Procedures

Not applicable.

8

FAQ

Not applicable.

Policy Administration

Next Review Date

~~7/1/2023~~¶

Responsible Officers

- Vice President for Research and Innovation
- Office of the Provost

Legal Reference

Compliance Policy

Yes

Recent Revision History

Reference ID(s)

- MUPIM 15.5
- OAC 3339-15-05

Reviewers

- Miami University Senate
- Vice President for Research and Innovation
- Office of the Provost

¶

Quick Links

General

Required Disclosures

Exempted From Disclosure

Identification of Actual or Potential Conflicts of Interest

Plan for Addressing Conflicts of Interest

Enforcement Policy

Notification of Funding Agency

Records

Equal Opportunity

Policy Library

Consumer Information

Land Acknowledgement

Privacy Statement

Title IX Statement

Report an Accessibility Issue

Annual Security and Fire Safety Report

Report a Website Problem

Jobs and Careers at Miami

Internship Policy Proposal Revision

November 20th, 2023

BE IT HEREBY RESOLVED that University Senate approves the proposed new Internship Policy Proposal Revision as it appears below:

Rationale:

The current policy on internships was developed in 2019, and it represented a major step forward in Miami University's support of internships. However, since its inception, several opportunities, issues and challenges have emerged that call for a revision to the existing policy.

Key revisions are:

1. **Revised terminology**, particularly the terms, "curricular," "co-curricular" and "extracurricular," which are confusing since they carry different connotations in the professional literature for experiential learning and student life;
2. **Consideration of students who are undecided in terms of major** or who may wish to pursue an internship not related to their major, or who cannot secure a faculty supervisor;
3. **Clarification of the "zero credit" option** for students who are pursuing internships in the summer (and thus do not need to pay)

Covered Parties: Undergraduate students

Defined Terms:

Internship: is a partnership between students, Miami University, and employers that formally integrates students' academic study with work or community service experience and that:
- Is of a specified and definite duration;
- Evaluates each participating student's performance in the internship position, both from the perspective of Miami University and the student's internship sponsor/employer;
- May provide participating students with academic credit upon successful completion of the internship, and may provide students with compensation in the form of wages or salaries.

Internship Sponsor: The organization or corporation in which the student completes the internship.

Internship Application: System that Miami (currently Handshake) uses to process student applications for credit for internships, review details of the experience, and manage communication between student, faculty/staff supervisor, and internship sponsor/ employer.

1

Miami supervisor: Students completing required, program-related Internships must have a faculty member in the department granting the internship serve as the Miami supervisor. Students pursuing optional, for credit Internships are strongly encouraged to seek a faculty member to serve as the Miami supervisor. <mark>In rare situations (when the student does not have a major or a faculty member is not available), students pursuing an optional, for credit internship can request a qualified professional staff member (with at least a master's degree) to serve as the Miami supervisor.</mark>

Proposed Revisions to Internship Policy (Undergraduate)

Overview

Miami University supports and encourages internship opportunities for students. The purpose of this policy is to identify the different types and features of internships available to Miami students and to set forth the responsibilities of the student, the University, and the Internship Sponsor.

It is important to remember that Miami University awards academic credit for the learning outcomes gained through the experience, rather than for the *experience itself*. To receive academic credit the internship must be a legitimate learning experience benefitting the student with measurable learning outcomes and not just a work experience in a degree-related field. While the majority of internship sponsors will be organizations and businesses external to Miami, Miami University may sponsor internships and co-ops if the work experience advances measurable learning outcomes and the professional development of the student.

Students should complete the application for the appropriate type of internship in consultation with the faculty advisor and site supervisor. For internships that are required as part of a degree program, the faculty should also develop a Memorandum of Understanding with the internship organization.

Although internships can be paid or unpaid, research shows that paid interns are more likely to gain meaningful employment upon graduation. Students may receive credit for both paid and unpaid internships. International students wishing to pursue internships in the United States should consult the guidelines for Curricular Practical Training and Miami's International Student & Scholar Services.

Minimum Eligibility Qualifications

Students must:

1. Be in good academic standing with Miami University and have maintained at least a 2.00 cumulative grade point average prior to applying for and enrolling in an internship. Individual departments/colleges or programs may require a higher GPA; and
2. Have completed at least two full-time semesters with a minimum of 24 GPA hours earned at Miami (for continuing students); or completed at least 12 GPA hours earned at Miami (for transfer students); and

3. Understand that academic credits may only be awarded in the term during which the internship is conducted; they may not be awarded retroactively; and
4. Be currently enrolled at Miami University and have been enrolled for at least one full semester prior to beginning an internship.

The department, program or internship sponsor may require a criminal record background check or a review of the student's University disciplinary record and take that information into account when awarding internships.

General Expectations for Students:

Before and during an Internship, students must:

1. Complete the appropriate Internship Application which includes the Learning Plan.
2. Communicate with their faculty advisor if there are concerns with the internship, including notifying the advisor if they are not able to participate in or complete the internship and reporting when they are in an uncomfortable work environment or experiencing discrimination or harassment as a protected class;
3. Abide by the Code of Student Conduct at all times.
4. Understand and follow the policies, procedures, rules and regulations of the Internship Sponsor.
5. Perform the internship duties for the hours and duration specified. Failure to maintain the internship hours may result in a loss or reduction of academic credit hours, a reduced or failing grade or administrative withdrawal from the internship.
6. Fulfill all of the academic assignments and reporting requirements of the Independent study or internship course. Failure to meet the goals of the Learning Plan may result in a loss or reduction of academic credit or a reduced or failing grade.
7. Complete the appropriate Human Subjects or Animal Research Training as required, if the internship involves research with human subjects (e.g., interviewing, collecting data) or animals.
8. Understand they are solely responsible for any financial obligations incurred by for their participation in the internship; this includes, but is not limited to, tuition and fees for credit hours, travel and housing arrangements, and the cost of background checks (if required).
9. Understand they are solely responsible for the payment of any medical care for injuries alleged to have resulted from their internship experiences.

Note: Students pursuing an internship may be considered for Title IV Aid if the internship is credit-based and a required part of the degree program.

General Expectations for Internship Sponsors

3

For credit-bearing internships, internship sponsor/ employers should

1. Complete the appropriate portion of the Internship Application.
2. Enter into the Learning Plan with the student and the University as articulated in the Internship Application
3. Submit to the faculty or staff mentor a final evaluation of the student by the deadline specified by the department.
4. Designate a full-time professional as the Internship Supervisor.
5. Provide pertinent policies and procedures to the student before they begin the internship.
6. Provide the agreed upon relevant education/training to the student. Maintain regular communication about the student's work activities during the internship. Any conflicts should be quickly resolved by communication among the student, instructor, and employer
7. When the internship is unpaid, maintain the intern status of the student, to be distinguished from employment status.
8. Make individual arrangements, if agreed upon between the student and organization, for any stipend or other benefit of service deemed appropriate.
9. Notify the department of any decision to remove the student from the internship prior to the agreed upon time (including the situation when a student is offered and accepts an internship and the internship opportunity is withdrawn prior to the beginning of the internship period) and provide a written report to the department specifying the reasons for terminating the internship.
10. Ensure the student understands Title IX policy and where and to whom the student should report any concerns regarding the internship experience including but not limited to discrimination, sexual misconduct or harassment.
11. Fully comply with all applicable state and federal laws including wage and hour laws. See, for example: https://www.dol.gov/whd/regs/compliance/whdfs71.pdf

Expectations for Miami Internship Supervisors

For credit-bearing internships, Miami supervisors should:

1. Ensure that the appropriate Internship Application has been completed, including the Learning Plan and all portions by the employer and student.
2. Complete a fully executed Memorandum of Understanding with the University to provide internships required for the degree program or major.
3. Maintain regular communication about the student's work activities during the internship. Any conflicts should be quickly resolved by communication among the student, instructor, and sponsor.
4. Assign appropriate credits for the internship experience.

4

5. Ensure that the student understands where and to whom the student should report any concerns regarding the internship experience, including but not limited to discrimination, sexual misconduct or harassment.

Expectations for Career Services

1. Maintain Internship Application (currently Handshake), the software that collects student requests for internship/co-op credit and enables the workflow to gather internship approvals from Internship Sponsors and Internship Supervisors.
2. Assist students in internship/co-op position searches without guaranteeing placements. Career Services will cultivate relationships with new and existing employers in line with student interests and academic program offerings.
3. Document communications with the student and the employer regarding internship expectations and activities.
4. During the internship experience, serve as a resource to students, internship sponsor and internship supervisor. Assist in the completion and collection of evaluations and help resolve any conflicts among the student, sponsor, and instructor.
5. Ensure that the student understands where and to whom the student should report any concerns regarding the internship experience, including but not limited to discrimination, sexual misconduct or harassment.

Types of Internships

Internships involve a partnership between students, Miami University, and employers that formally integrates students' academic study with work or community service experiences and that:

● Are of a specified and definite duration and are posted for a recognized academic term or part of a term and follow all academic calendar deadlines;

● Evaluate (when completing credit-bearing internships) each participating student's performance in the internship position, both from the perspective of Miami University and the student's internship sponsor/employer;

● May provide participating students with academic credit upon successful completion of the internship, and may provide students with compensation in the form of wages or salaries.

Internships at Miami can come in three different forms:

5

1. Optional, Noncredit Internships are internships that are initiated by the student, are not required for the degree and do not receive academic credit. Students do not enroll in any Miami internship-related course.
2. Optional, For Credit Internships are not required for the student's academic degree or major, but because they relate to the student's program of study, these internships qualify for undergraduate academic credit. These internships may count for the degree requirements, if the academic program requirements include that opportunity.
3. Required, Program-Related Internships are a requirement for the student's declared degree or major and carry academic credit.

Specific Expectations for Different Types of Internships

1. **Optional, Noncredit Internships**
    1. Are initiated by the student, are not required for the degree and do not receive academic credit. In this situation, students do not enroll in any internship courses.
    2. May be pursued during academic terms in which students are enrolled in other classes or during breaks between periods of enrollment.
    3. Need not be related to the student's program of study. No faculty supervision or written Learning Plan is required for an Optional, Noncredit Internship.
    4. Do not involve an agreement between Miami University and the Internship Sponsor.
    5. May be listed on the student's resume, but do not appear on the student's academic transcript.
2. **Optional, For Credit Internships**
    1. Are not required for the student's academic degree or major. However, because these internships relate to the student's program of study (e.g., major, minor, certificate program), they qualify for undergraduate academic credit. Note: The internship must meet a degree requirement to qualify for federal financial aid.
    2. May not exceed six (6) credit hours per semester/ term, nor more than ten (10) credit hours per academic year, and must follow the required minimum time commitments:
        1. 0 credits = less than 37.5 work hours
        2. 1 credit = 37.5 total work hours
        3. 2 credits = 75 total work hours
        4. 3 credits = 112.5 total work hours
        5. 4 credits = 150 total work hours
        6. 5 credits = 187.5 total work hours
        7. 6 credits = 225 total work hours
    3. Must involve an internship course (typically numbered 340, type N) in which the student is enrolled and which is supervised by an assigned faculty supervisor or a qualified career services staff member. This course appears on the transcript and may be offered as credit/no credit or for a letter grade. It adheres to the normal registration schedule and course-add deadline for the semester or term in which the internship is taken. Note: Students may elect to take a zero-credit internship course. A zero-credit internship may be a cost-effective option for students particularly during the summer or winter term. In consultation with the faculty supervisor, students may also take an independent study course (X77 with the I designation)

for one or more credits during the semester following the internship experience to reflect on the learning gained during the internship experience.

4. Complete assessments, which are strongly encouraged.

5. May not be substituted for degree requirements.

3. **Required, Program-Related Internships**

    a.   Are a requirement for the student's declared degree program or major.

    b.   Must be for academic credit. Academic credit may not exceed 15 credit hours per semester or summer term.

    c.   May not exceed 3 credits during the winter term and are often preceded or followed by a full-semester.

    d.   Abide by the following minimum time commitments:

1. 0 credits = less than 37.5 work hours

2. 1 credit = 37.5 total work hours

3. 2 credits = 75 total work hours

4. 3 credits = 112.5 total work hours

5. 4 credits = 150 total work hours

6. 5 credits = 187.5 total work hours

7. 6 credits = 225 total work hours

8. 7 credits = 262.5 total work hours

9. 8 credits = 300 total work hours

10. 9 credits= 337.5 total work hours

11. 10 credits = 375 total work hours

12. 11 credits = 412.5 total work hours

13. 12 credits = 450 total work hours

14. 13 credits = 487.5 total work hours

15. 14 credits = 525 total work hours

16. 15 credits = 562.5 total work hours

    e.   Have assigned faculty supervision that includes ongoing communication and guidance by the responsible faculty member.

    f.   Have concurrent integrated coursework that appears on the student's transcript and may or may not be offered as credit/no credit or for a letter grade.

    g.   Have a completed Internship Application which includes a written Learning Plan.

    h.   Involve appropriate education by Miami University to better ensure that the student is prepared for the internship experience. This may include clinical and other hands-on training provided by Miami University.

    i.   Have a fully executed Memorandum of Understanding between the internship organization and Miami University.

7

j.   Ensure that the required internship experience is related to the program of study by regular interaction with the student.

k.   Require the student to report on a regular basis throughout the internship.

l.   Complete on-site assessments for all Required, Program-Related Internships. If personal visits are not feasible, the instructor should regularly converse with the intern electronically including skype, phone, Internet and/or e-mail.

m. Obtain the Internship Sponsor's site supervisor's completed Internship Evaluation.

4. **Internships Outside of the United States**
   1. Require students taking an internship for academic credit outside of the United States to register in the Miami University Independent Travel Program system at least 30 days prior to departure.
   2. Strongly encourage students engaging in noncredit internships to register in the Miami University Independent Travel system.
   3. Require enrollment in Miami University's international travel supplemental health and safety insurance plan and in the S. Department of State Smart Traveler Enrollment Program (STEP). Students will also be expected to provide documentation regarding housing, transportation, and emergency contact information.
   4. Require faculty supervisors to consult with Global Initiatives prior to approving an internship in a country listed on the S. Department of State Travel Advisory List.
   5. Understand and abide by visa requirements and labor laws relevant to engaging in an internship in the host country.

Effective Date: January 2024

Responsible Parties:

Center for Career Exploration & Student Success (Oxford Campus)

Career Services & Professional Development (Regionals)

University Registrar

Academic Departments

Office of Provost

Implementation:

Application and guidelines will be put on the Center for Career Exploration & Student Success website by January 1, 2024.

Related References and Resources:

Center for Career Exploration & Student Success (Oxford Campus)

Career Services & Professional Development (Regional Campuses)

Miami University Internship Application (via Handshake)

December 2023

Provost Update to the Board of Trustees

Low Enrolled Programs

- Programs (total of 22 undergraduate programs) with average enrollments of 40 or fewer headcount enrollments asked to re-envision their programs and fields (e.g., consolidating into other programs, eliminating the program, focusing on other credentials such as a major or certificate; focusing on new Miami Plan contributions and course innovations)
- Departments submitted ideas in early December
- Ideas will be analyzed, and decisions made in collaboration with deans and departments

Majors @ MU = 110

- University of Cincinnati: 350
- Ohio State University: 200+
- Indiana University: 200+
- University of Illinois: 137
- Ohio University: 125 majors/250 programs
- Kent State University: 165
- Ball State University: 120
- William and Mary: 115

Advancing a New Liberal Arts Vision at Miami

- Responding to these unprecedented challenges by advancing a proactive, bold new vision for academic affairs that infuses the *power of interdisciplinarity and collaboration* into the way we teach, serve and work so that our graduates across all majors are ready to thrive as leaders in their professions and fields and enjoy a fulfilling life
- **Streamlining** and updating our academic program **portfolio** while **infusing liberal arts outcomes across the curriculum**

Pan-Humanities Workshop (Nov 7)

- ***Included interested liberal arts faculty***
- ***Led by HumanitiesFUTURES Steering Team***
- Focused on:
  - Changing higher education landscape
  - New vision for liberal arts at Miami
  - Working groups and projects – brainstorming potential tangible outcomes
  - Interdisciplinary courses and certificates with FSB, CEC, CAS, EHS

Short-Term Tangible Outcomes

- Elimination/consolidation of majors
- Develop plan for comprehensive and coordinated faculty development that advances interdisciplinary outcomes, collaborations across divisions (team-designed), career readiness.
- Create "toolkit" for departments to revise their communications to students and parents to promote the value of humanities & liberal arts.
- Create plan for Career Readiness Faculty Fellows Program.

Short Term Tangible Outcomes

- Apply for Teagle Foundation Cornerstone grant.
    - Supports redesign of general education curriculum, especially First Year Seminars (big ideas) with subsequent curriculum clusters thematically organized around STEM and pre-professional
    - Model developed at Purdue University (pre-professional orientation, critical thinking & communication
- Create budget and plan for a humanities-oriented Honors Curriculum/First Year Seminars (to be launched fall 2025).
- Identify ten outstanding faculty teaching Miami Plan courses (humanities, social science, global, Intercultural, advanced writing, DEI, Signature Inquiry) for possible retooling – i.e., theme-based, interdisciplinary, or topic geared toward STEM/pre-professional students. Invite to join Miami Plan Incubator Lab.
- Offer "meet-up" and design thinking workshop(s) to forge new partnerships across divisions for new courses and academic programs (microcredentials, certificates, co-majors, majors) that leverage liberal arts outcomes in ways that appeal to pre-professional students.
- Audit of non-humanities majors for humanities-type courses

Longer Term Outcomes

- Modular, interdisciplinary curriculum
- New Institute focused on Interdisciplinarity & Innovation (curricular sandbox where new cross-divisional, widely interdisciplinary curricular and other learning ideas can be explored and piloted) Review and revise structures, policies and practices to better advance interdisciplinarity.
  - Interdisciplinary degree programs
  - Western Program (open curriculum)
- Audit existing marketing materials, and work with UCM to make revisions.
- Work with academic advising leaders to create new advising model that focuses on coaching students to create customized academic and cocurricular plans that promote professional success *and a good life*.

Resolutions

- Masters in Biomedical Engineering
- Masters in Chemical Engineering
- Annual Remediation Report

December 15, 2023
Academic Affairs

RESOLUTION R2023-15

WHEREAS, University Senate on October 09, 2023 passed SR 23-02, endorsing a proposed program, Master of Engineering, Biomedical Engineering.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Master of Engineering, Biomedical Engineering.

Approved by the Board of Trustees

December 15, 2023

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

December 01, 2023

To: Gregory P. Crawford, President
From: Dana Cox, Secretary of the University Senate
Re: Curriculum Approval
        SR 24-02, CPB - Biomedical Engineering - Master of Engineering

On October 09, 2023, University Senate adopted SR 24-02:

> **BE IT HEREBY RESOLVED** that University Senate endorses the proposed program, Master of Engineering, Biomedical Engineering
>
> **AND FURTHERMORE**, that the endorsement by University Senate of the proposed degree will be forwarded to the Miami University Board of Trustees for consideration.

Approval of the President

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

✓	Approve Forward to the Board of Trustees for action (copy to Secretary of University Senate)
	Do Not Approve

_____   Dec 4, 2023
Gregory P. Crawford, President   Date

cc: Tracy Haynes, Chair, Executive Committee of University Senate
        Elizabeth R. Mullenix, Provost, Chair University Senate
        Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

<u>**SR 24-02**</u>
Master of Engineering, Biomedical Engineering

October 09, 2023

BE IT HEREBY RESOLVED that University Senate endorses the proposed program, Master of Engineering, Biomedical Engineering

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

1

New Program Proposal

Biomedical Engineering - Master of Engineering

General Bulletin Edition
2024-2025
Proposed start date
Fall 2024

Level
Graduate

Program Type
Degree AND Major

Delivery site(s)
Oxford

CIP Code
140501 - Bioengineering and Biomedical Engineering.

Department
Chem, Paper & Biomed Engineer
Related Department

College
Col of Engineering & Computing
Related College

General Bulletin Title
Biomedical Engineering - Master of Engineering

Program Code

Educator Preparation Programs:
Indicate the program request leads to educator preparation licenses or endorsements

Licensure:
No

Endorsement:
No

Rationale for the proposal

Miami University currently offers an ABET accredited undergraduate program in Biomedical Engineering in the Department of Chemical, Paper and Biomedical Engineering (CPB). The department also offers a Master of Science in Chemical and Biomedical Engineering, which includes courses from both disciplines and requires a research thesis in either Chemical Engineering or Biomedical Engineering field. The proposed Master of Engineering (MEng) in Biomedical Engineering is a course-intensive graduate degree that includes culminating experience (an internship, an industrial practicum, or a non-thesis project). This MEng in Biomedical Engineering will prepare graduates with versatile skills and mindset to meet the needs of a demanding and dynamic workforce in the medical device industry and related fields.

This new MEng degree aims to attract recent Bachelor of Science (BS) graduates, as well as part-time and non-traditional students, by enabling them to pursue an MEng degree at their own pace. Furthermore, this program will attract international applicants who seek advanced training and coursework that could be completed in a short period of time (e.g., one year). All students enrolled in this program will be fee-paying and ineligible for Graduate Assistantships. Offering several options for culminating experience (an internship, an industrial practicum, or a non-thesis project) can attract working professionals while offering opportunities for recent graduates who wish to gain real-word experience in industrial settings.

Emergo by UL reports that the United States is the world's largest medical device market, which shows no signs of slowing. The US medical device industry was valued at US$147.7 billion in 2016 and US$176.7 billion in 2020. The medical device market is anticipated to exhibit a compound annual growth rate (CAGR) of 5.0% between 2021 - 2028 (Market Report ID: GVR-3-68038-032-3). The chronic diseases in the geriatric population are the key market drivers. In addition, according to The Bureau of Labor Statistics' labor market, employment of bioengineers and biomedical engineers is projected to grow 6 percent from 2020 to 2030, about as fast as the average for all occupations. Nevertheless, the employment of orthotists and prosthetists is projected to grow 18 percent from 2020 to 2030, much faster than the average for all occupations. Orthotists and prosthetists design and fabricate medical supportive devices and typically need a master's degree.

Biomedical engineering is one of the top choices among engineering students due to employment and career opportunities in a fast-growing market. The proposed program addresses the need for biomedical engineers with advanced problem-solving skills and internship/hands-on experience, who are prepared to join the workforce with qualifications required to be successful in industrial settings. The share of the biomedical industry as a percentage of the GDP continues to grow. This is also the case in Ohio as evidenced by a strong presence of biomedical and pharmaceutical companies in the BioOhio network.

Miami University has demonstrated excellence in training students who wish to pursue a

medical degree, given the strengths of its Premedical Studies and the Biomedical Engineering major. Miami graduates in Biomedical Engineering have been relatively successful in securing jobs in the biomedical industry. The proposed MEng in Biomedical Engineering will offer our graduates additional skillsets to make them more competitive in the job market. Furthermore, Miami students graduating in kinesiology, physics, biology, microbiology, chemistry, biochemistry, electrical engineering, and computer engineering will be potential candidates for the proposed MEng in Biomedical Engineering. This pool of candidates will be in addition to external applicants who are anticipated to apply to this MEng program.

Faculty expertise in the CPB department ranges from tissue engineering and drug delivery to medical devices, biomaterials, biomechanics, bioinstrumentation, biomedical optical imaging and sensing, and cardiac electrophysiology. Other departments in the College of Engineering and Computing (CEC) will bring in expertise in image processing, machine learning, and high performance computing. The proposed program will create opportunities for all STEM fields at Miami and statewide, while the culminating experience can attract applicants nationwide as well as international applicants.

Introduction

Brief summary of the request

At least 50% of the courses for the Master of Engineering (MEng) in Biomedical Engineering will overlap with our existing Master of Science (MS) in Chemical and Biomedical Engineering. Students pursuing an MEng in Biomedical Engineering can earn their degree at their own pace by fulfilling the course-work requirements laid out in this proposal. The curriculum is designed to provide students with a solid background in biomedical engineering, biomedical device design, engineering analysis, image processing, FDA regulations and medical device laws, as well as project management. Another strong feature of the program is the incorporation of culminating experience. This includes an internship, an industrial practicum, or a non-thesis project. The MEng in Biomedical Engineering will consist of 30 credit hours, could be completed within a year, or pursued over a longer period of time for working professionals and non-traditional students.

Accreditation

Notification of appropriate agencies. Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program.

Upload documentation of the notification

Academic Leadership

Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.

The program will be housed in the department of Chemical, Paper and Biomedical Engineering (CPB). The Graduate Program Director (GPD, currently Dr. Steve Keller) and the CPB Chair (Dr. Keith Hohn) will be responsible for the administration of this program. The faculty involved in supporting the program will primarily be the BME faculty (Dr. Justin Saul, Dr. Hui Wang, Dr. Amy Yousefi, and Dr. Shijie Zhou) as well as other CPB/CEC faculty who teach the 5XX or 6XX courses listed in this proposal.

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

The administrator for this MEng program will be the GPD (currently Dr. Steve Keller), who will be responsible for communicating with prospective applicants about the program. The GPD will work with the CPB Chair (Dr. Keith Hohn), and the CEC Director of Industrial Relations to advertise the program and prepare a list of internship opportunities for the MEng students.

Upload this individual's CV/resume
23 DS KellereCV.pdf

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.

Program development

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

- Miami has identified healthcare (e.g., the medical device industry) as a field of interest in its institutional mission. Our students have been hired by leading medical device companies in the past few years, and this program could make our MEng graduates more competitive in the job market.
- A key element of Miami's strategic planning is to "advance knowledge in the professional fields considered most in-demand throughout Ohio, the region and the nation." BioOhio is a key player in the state and includes a large number of biomedical and pharmaceutical companies enlisted as its members.

- As described in this proposal, this MEng program will help to prepare students with versatile skills and mindset to meet the needs of a demanding and dynamic workforce. **Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings.**

If completed, upload the full analysis
Concept Paper Screening Rubric MEng Chem Biomed Egr.docx
Response to MAPI Feedback to Proposed Masters of Engineering in Chemical Engineering and Master in Engineering in Biomedical Engineering.docx

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 program was reviewed by MAPI. MAPI comments and our response to those comments are included in the uploaded documents.

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

This MEng program does not require accreditation. Nevertheless, the program and course outcomes will be assessed according to the CPB department's guidelines while following the general criteria established by ABET for engineering programs. The GPD, the CPB Chair, and the BME faculty will be responsible for the assessment of the program and course outcomes. These assessments will be reported annually to Miami University.

Collaboration with other Ohio institutions

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

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.

Student Services
Admissions policies and procedures

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

A Bachelor of Science (BS) degree is required for admission to this program. Applicants must have completed their BS degree to enroll in this program, and no BS/MS double counting of courses is allowed. Similar to the Master of Science in Chemical and Biomedical Engineering at Miami University, the requirements for the current Miami students are a minimum GPA of 2.75, a curriculum vitae, a statement of purpose, and three letters of recommendation. For non-Miami applicants, the requirement is a minimum GPA of 2.75, a curriculum vitae, a statement of purpose, three letters of recommendation, GRE, as well as a TOEFL score of at least 95 for international applicants.

This program will be of interest to engineering graduates of Miami University and other national and international academic institutions. Furthermore, potential applicants of this program are those holding a BS degree in kinesiology, biology, microbiology, physics, chemistry, biochemistry, electrical engineering, and computer engineering. Non-engineering students will be required to complete the following prerequisites before formally being admitted to this MEng program:

(i) Differential Equations for Engineers (MTH 245) or Linear Algebra and Differential Equations for Engineers (MTH 246),
(ii) Electrical Circuit Analysis I (ECE 205),
(iii) Statics and Mechanics of Materials (CPB 219) or Static Modeling of Mechanical Systems (MME 211),
(iv) Chemical and Bio- Engineering Computation and Statistics (CPB 324) or equivalent (MME 202 or CSE 271 or ECE 302).

Students who wish to enroll in any elective listed under "Permission Required" (see the Course Offerings below) will need additional prerequisites or the permission of instructor.

Student administrative services

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

acquiring/implementing such services.

The existing services are adequate.

Student academic services

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

The existing services are adequate.

Curriculum

Introduction

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

The Master of Engineering in Biomedical Engineering offers a course intensive program and culminating experience (internship, industrial practicum, or non-thesis project). The mission of the program is to prepare graduates with the versatile skills and mindset to meet the needs of a demanding and dynamic career in the biomedical industry. Students have the opportunity to gain experience in areas such as tissue engineering, drug delivery, biomaterials, biomechanics, bioinstrumentation, biomedical optical imaging and sensing, cardiac electrophysiology, and FDA regulations.

Program goals and learning outcomes

List the specific student learning outcomes that students are to achieve by the time they complete this program.

Student learning outcomes

Outcome:
SLO #1 Apply knowledge of physics, mathematics, and engineering to formulate and solve biomedical engineering problems
SLO #2 Apply modern biomedical engineering tools and techniques for engineering practice
SLO #3 Collect, interpret, and analyze experimental data in industrial settings

SLO #4 Examine and ensure compliance with FDA regulations for approval of medical devices

Describe how the Program Learning Outcomes are operationalized in the curriculum. The Department of Chemical, Paper and Biomedical Engineering offers ABET accredited programs in (i) Chemical Engineering and (ii) Biomedical Engineering. Furthermore, the department offers a Master of Science (MS) Program in Chemical and Biomedical engineering. The assessment of these programs is performed each year, and the reports are submitted annually to Miami.

The program outcomes will be assessed according to the CPB department's guidelines while following the general criteria established by ABET for engineering programs. This will include the assessment of learning outcome by course instructors based upon student performance on exams and class assignments. Furthermore, the External Advisory Council of the department will be involved in the assessment of the program. Students' feedback regarding the achievement of program goals will also be collected for the assessment of this MEng program.

Course offerings

Bulletin Requirement Listing

Program Requirements

The total credits needed for the program is 30.

Course List

Code Title Credit Hours Required Courses

Select the following:

CPB 517 Biomedical Engineering 3 CPB 612 Engineering Analysis 3 or CPB 614 Clinical Trials and Data Analysis

or STA 672 Statistical Modeling and Study Design

Elective Courses 18-21 Recommended Electives:

CPB 516 Biochemical Engineering

CPB 519 Biomaterials

CPB 523 Biomechanics

CPB 526 Fundamentals of Tissue Engineering

CPB 528 Engineering Principles in Medical Device Design

CPB 552 Introduction to FDA Regulations and Medical Device Laws

CPB 611 Transport Phenomena in Engineering

CSE 556 Bioinformatic Principles

Course List

Code Title Credit Hours CSE 570 Special Topics in CSE (Computational Genomics (3))

CSE 616 Simulation of Physical Systems

ECE 526 Biomedical Signal Analysis and Machine Learning

Other Electives - permission required (no more than 2 courses):

EGM 511 Leading and Managing Projects

ECE 525 Digital Signal Processing

ECE 529 Digital Image Processing

CSE 532 Machine Learning

CSE 543 High Performance Computing & Parallel Programming

CSE 588 Image Processing & Computer Vision

Any 500 or 600 level course in CPB, CSE, ECE, or MME.

Culminating Experience [1] 3-6 Select one of the following:

CPB 640 Internship

CPB 704 Non-Thesis Project

CPB 710 Industrial Practicum

Total Credit Hours 27-33 [1]

Students must register for 3-6 credit hours of CPB 640, CPB 704, or CPB 710, which will serve as their culminating experience. The student will write a summary report and make a formal presentation, which should be evaluated and approved by a committee of a minimum of two (2) members with Miami University graduate level A or B standing.

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

Plan of Study/ Roadmap

This program offers flexibility in choosing electives that meet the career goals of students. The road map will depend on the courses each student will choose, as long as the prerequisites are respected.
Thesis
Non-Thesis

Non-Thesis Explanation
Students have the option to take either 3 - 6 credit hours of CPB 704 (a non-thesis project mentored by an engineering faculty) or choose between 3 - 6 credit hours of CPB 640 (Internship) or 3 - 6 credit hours of CPB 710 (Industrial Practicum).

Students who choose the non-thesis project must present their project to a committee formed by a minimum of two faculty members, and must take an additional 24 - 27 credit hours towards the coursework requirement.

Alternative delivery options
100% Face to face

Off site program components
Co-op/Internship/Externship

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

Students who choose an industrial practicum will apply their engineering coursework or research methodologies to the analysis and solution of an industrial problem in biomedical fields for at least 8 weeks. During the course of the industrial practicum, students will enroll in CPB 710. At the conclusion of the practicum, students are required to submit an extensive report detailing the relationship between the work experience and the objectives of the

MEng program, along with a self-evaluation survey. In addition, a detailed student performance report will be sought from the employer. The student's and employer's report will enable the instructor of the class to submit a letter grade for the student. CPB currently offers non-mandatory industrial practicum experiences for students (1 - 12 credit hours).

Assessment and Evaluation

Program assessment

Upload a copy of the assessment requirements/plan

List at least 3 specific student learning outcomes (SLOs) that the students are expected to achieve by the time they complete the program. If the program includes liberal education course(s), articulate any specific linkages between your stated SLOs and Miami Plan principles or competencies.

- Apply knowledge of physics, mathematics, and engineering to formulate and solve biomedical engineering problems
- Apply modern biomedical engineering tools and techniques for engineering practice - Collect, interpret, and analyze experimental data in industrial settings - Examine and ensure compliance with FDA regulations for approval of medical devices

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.

CPB 5XX/6XX courses - These are the same courses with the same SLOs as in the current M.S. program. This proposal for the M.Eng. uses the same courses as the M.S., but provides a non-thesis path for self-supporting students.

CPB 640 - description below
CPB 704 - description below
CPB 710 - description below
Students have the option to take either 3 - 6 credit hours of CPB 704 (a non-thesis project mentored by an engineering faculty) or choose between 3 - 6 credit hours of CPB 640 (Internship) or 3 - 6 credit hours of CPB 710 (Industrial Practicum).

Students who choose the non-thesis project must present their project to a committee formed by a minimum of two faculty members, and must take an additional 24 - 27 credit hours towards the coursework requirement.

Describe how you intend to evaluate the learning outcomes by means of the assignment(s)—e.g., rubric(s) or answer key(s) to exam.

The same evaluations that are currently used in our MS program.

Describe the sampling procedure. What percentage of your student body will comprise your sample? If the sample size is small, make the case that they adequately represent the whole.

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

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

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

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

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

Describe your plans for a regular faculty meeting in which faculty discuss assessment data findings and make plans for improvement of teaching and learning based upon the data.

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

Identify who will be responsible for creating and submitting an annual assessment report to the assessment coordinator at the end of each academic year.

Dr. Keith Hohn (CPB Chair)

Other means of measuring student success

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

1. Confidential exit surveys (every year)
2. Confidential interviews (every year) with:
(i) Program Director or Department Chair, and
(ii) CPB External Advisory Council
3. Job placement data (every year)
4. Employer survey (every three years)

Faculty

Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct,

instructor, clinical, etc.) for the proposed program's faculty.

Please see the attachment (faculty matrix).

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

Please see the attachment (faculty matrix).

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.

N/A

Program faculty

Provide the number of existing faculty members available to teach in the proposed program.
Full-time:
6
Less than full-time:
1

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

Less than full-time:

Expectations for professional development/scholarship

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

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

Upload a faculty handbook outlining the expectations and documenting

support CPB Governance Document approved 4_6_21.pdf

Faculty matrix

Upload faculty matrix/CVs
Faculty Matrix_MEng_BME.docx
23 DS KellereCV.pdf

Library Resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program). Please list the name of the librarian consulted.

The current Miami University Library holdings are sufficient to support the proposed MEng in Biomedical Engineering.

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

Print and digital media currently serving the existing Biomedical Engineering program will also serve the proposed MEng program.

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

Not applicable

Budget, Resources, and Facilities

Resources and facilities

List the facilities/equipment currently available for the program. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

No additional equipment or resources is anticipated for offering this course-intensive MEng program.

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

Not applicable.

Budget/financial planning

Upload Fiscal Impact Statement for New Degree Programs
Fiscal Impact Statement for MEng BME 071122.xlsx

Use narrative to provide additional information as needed

Not applicable.

Additional Graduate Information

Describe the prospective enrollment for this program.

We anticipate an enrollment of about 15 students.

Describe efforts to enroll and retain underrepresented groups in the given discipline.

Efforts will be made to recruit more women and students of color. The Assistant Director of CEC outreach has been actively involved in helping to recruit students of color and minority groups into the CEC programs. In particular, we will reach out to HBCU institutions and participate in grant-writing efforts to make additional opportunities available to under represented minorities.

Additional comments

Reviewer Comments
Carolyn Haynes (haynesca) (Wed, 03 Aug 2022 12:36:10 GMT): Rollback: Please confer with Dean Crowder all new degree programs need to undergo the Miami Academic Program Incubator before the proposal is developed and submitted in CIM.
Courtney Thompson (kuhlmace) (Fri, 07 Jul 2023 19:44:22 GMT): Rollback: Please select a CIP code.
Courtney Thompson (kuhlmace) (Tue, 22 Aug 2023 16:15:28 GMT): Rollback: To update the bulletin title as discussed. Thanks, Keith!

Supporting documents
MEng in Biomedical Engineering.docx

Key: 507

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A
Program:
Proposal B

December 15, 2023
Academic Affairs

RESOLUTION R2023-14

WHEREAS, University Senate on October 09, 2023 passed SR 23-03, endorsing a proposed program, Master of Engineering, Chemical Engineering.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Master of Engineering, Chemical Engineering.

Approved by the Board of Trustees

December 15, 2023

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

December 01, 2023

To: Gregory P. Crawford, President
From: Dana Cox, Secretary of the University Senate
Re: Curriculum Approval
        SR 24-03 CPB – Chemical Engineering - Master of Engineering

On October 09, 2023, University Senate adopted SR 24-03:

> **BE IT HEREBY RESOLVED** that University Senate endorses the proposed program, Master of Engineering, Chemical Engineering
>
> **AND FURTHERMORE**, that the endorsement by University Senate of the proposed degree will be forwarded to the Miami University Board of Trustees for consideration.

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve: Chemical Engineering – Master of Engineering

✓	**Approve** **Forward to the Board of Trustees for action (copy to Secretary of University Senate)**
	Do Not Approve

Gregory P. Crawford, President   Dec. 4, 2023

                                        Date

cc: Tracy Haynes, Chair, Executive Committee of University Senate
        Elizabeth R. Mullenix, Provost, Chair University Senate
        Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

<u>**SR 24-03**</u>
Master of Engineering – Chemical Engineering

October 09, 2023

BE IT HEREBY RESOLVED that University Senate endorses the proposed program, Master of Engineering, Chemical Engineering

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

1

New Program Proposal

Chemical Engineering - Master of Engineering

General Bulletin Edition
2024-2025
Proposed start date
Fall 2024

Level
Graduate

Program Type
Degree AND Major

Delivery site(s)
Oxford

CIP Code

150615 - Chemical Engineering Technology/Technician.

Department
Chem, Paper & Biomed Engineer
Related Department

College
Col of Engineering & Computing
Related College

General Bulletin Title
Chemical Engineering - Master of Engineering

Program Code

Educator Preparation Programs:
Indicate the program request leads to educator preparation licenses or endorsements

Licensure:
No

Endorsement:
No

Rationale for the proposal

This proposed M.Eng. program has the advantage of leveraging existing M.S. courses in Chemical Engineering, but with a non-thesis path for fee-paying students. This program provides the department, division and university with a way to increase revenue from fee paying students with a minor incremental cost of managing the non-thesis completion options described below.

Miami University currently offers an ABET accredited undergraduate program in Chemical Engineering in the Department of Chemical, Paper and Biomedical Engineering (CPB). The department also offers a Master of Science in Chemical and Biomedical Engineering, which includes courses from both disciplines and requires a research thesis in either Chemical Engineering or Biomedical Engineering field. The proposed Master of Engineering (MEng) in Chemical Engineering is a course-intensive graduate degree that includes culminating experience (an internship, an industrial practicum, or a non-thesis project). This MEng in Chemical Engineering will prepare graduates with the versatile skills and mindset to meet the needs of a demanding and dynamic workforce in the chemical industry and environmental agencies.

This new MEng degree aims to attract recent Bachelor of Science (BS) graduates, as well as part-time and non-traditional students, by enabling them to pursue an MEng degree at their own pace. Furthermore, this program will attract international applicants who seek advanced training and coursework that could be completed in a short period of time (e.g., one year). All students enrolled in this program will be fee-paying and ineligible for Graduate Assistantships. Offering several options for culminating experience (internship, industrial practicum, or a non-thesis project) can attract working professionals while offering opportunities for recent graduates who wish to gain real-word experience in industrial settings.

A 2022 report of the chemical industry outlook indicates that the "US chemical industry is poised for a strong recovery in 2022 as economies reopen and restrictions are lifted". "US chemical exports are also expected to grow significantly as major economies reopen and import demand in partner economies improves" (Deloitte.com, retrieved June 22, 2022). According to The Bureau of Labor Statistics' labor market, employment of chemical engineers is projected to grow 9 percent from 2020 to 2030, about as fast as the average for all occupations. The median annual wage for chemical engineers was $105,550 in May 2021, which is among the highest-earning engineering professions. The proposed program addresses the need for chemical engineers with advanced problem-solving skills and internship/hands-on experience, who are prepared to join the workforce with qualifications required to be successful in industrial settings. It is anticipated that the share of the chemical industry as a percentage of the GDP will continue to grow.

Miami University has demonstrated excellence in training engineering students given the strength of its engineering programs. Miami graduates in Chemical Engineering have been successful in securing jobs in the chemical industry. The proposed MEng program will offer

our graduates additional skillsets to make them more competitive in the job market. Furthermore, Miami students graduating in chemistry and biochemistry will be potential candidates for the proposed MEng in Chemical Engineering. This pool of candidates will be in addition to external applicants who are anticipated to apply to this MEng program.

Faculty expertise in the CPB department ranges from biochemical and biomolecular engineering to environmental engineering, renewable energy, paper science and engineering, thermodynamics modeling, and finite element simulation. The proposed program will create opportunities for all STEM fields at Miami and statewide, while the culminating experience will attract applicants nationwide as well as international applicants.

Introduction

Brief summary of the request
At least 50% of the courses for the Master of Engineering (MEng) in Chemical Engineering overlap with our existing Master of Science (MS) in Chemical and Biomedical Engineering. Students pursuing an MEng in Chemical Engineering can earn their degree by fulfilling the course-work requirements laid out in this proposal at their own pace. The curriculum is designed to provide students with a solid background in chemical engineering. Another strong feature of the program is the incorporation of culminating experience. This includes an internship, an industrial practicum, or a non-thesis project. The MEng in Chemical Engineering consists of 30 credit hours, can be completed within a year on a full-time basis, or pursued over a longer period of time by working professionals and non-traditional students.

Accreditation

Notification of appropriate agencies. Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program.

Upload documentation of the notification

Academic Leadership

Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.

The program will be housed in the department of Chemical, Paper and Biomedical

Engineering (CPB). The Graduate Program Director (GPD, currently Dr. Steven Keller) and the CPB Chair (Dr. Keith Hohn) are responsible for the administration of this program. The faculty involved in supporting the program are primarily the Chemical Engineering faculty listed in this proposal (Dr. Catherine Almquist, Dr. Jason Berberich, Dr. Jason Boock, Dr. Alim Dewan, Dr. Keith Hohn, Dr. Andrew Jones, Dr. Shashi Lalvani, and Dr. Andrew Paluch) as well as other CPB/CEC faculty who teach the 5XX or 6XX courses listed as electives.

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

The administrators for this MEng program are the Graduate Program Director (GPD), who is responsible for communicating with prospective applicants about the program. The GPD will also work with the CPB Chair (Dr. Keith Hohn), the CEC Graduate Program Coordinator (Dr. Tim Cameron), and the CEC Director of Industrial Relations (Colleen Bush) to advertise the program and prepare a list of internship opportunities for the MEng students.

Upload this individual's CV/resume
23 DS KellereCV.pdf

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.

CPB Faculty meetings - meets biweekly during fall and spring
CPB Industrial Advisory Council -- meets once a semester

Program development

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

A key element of Miami's strategic planning is to "advance knowledge in the professional fields considered most in-demand throughout Ohio, the region and the nation." For example, according to Intel.com (retrieved on June 22, 2022) "Intel is planning to invest more than $20 billion in the construction of two new leading-edge chip factories in Ohio to boost production to meet demand for advanced semiconductors, power a new generation of innovative products from Intel, and serve the needs of foundry customers." This MEng program has the potential of training highly-skilled professionals for Ohio industries. As described in this proposal, this MEng program will help to "prepare students with the versatile skills and mindset to meet the needs of a demanding and dynamic workforce".

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

This program was reviewed via the MAPI procress. The results of that review and our response to the issues they raised are included in the uploaded documents.

If completed, upload the full analysis
Response to MAPI Feedback to Proposed Masters of Engineering in Chemical Engineering and Master in Engineering in Biomedical Engineering.docx
Concept Paper Screening Rubric MEng Chem Biomed Egr.docx

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 CPB department consulted with its Industrial Advisory Board, which strongly supports the proposal.

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

This MEng program does not require accreditation. Nevertheless, the program and course outcomes will be assessed according to the CPB department's guidelines while following the general criteria established by ABET for engineering programs. The GPD, the CPB Chair, and the Chemical Engineering faculty will be responsible for the assessment of the program and course outcomes. These assessments will be reported annually to Miami University.

Collaboration with other Ohio institutions

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

Unknown

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

N/A

Student Services

Admissions policies and procedures

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

A Bachelor of Science (BS) degree is required for admission to this program. Applicants must have completed their BS degree to enroll in this program, and no BS/MS double counting of courses is allowed. Similar to the Master of Science in Chemical and Biomedical Engineering at Miami University, the requirements for the current Miami students are a minimum GPA of 2.75, a curriculum vitae, a statement of purpose, and three letters of recommendation. For non-Miami applicants, the requirement is a minimum GPA of 2.75, a curriculum vitae, a statement of purpose, three letters of recommendation, GRE, as well as a TOEFL score of at least 95 for international applicants.

This program could be of interest to engineering graduates of Miami University as well as other national and international academic institutions. Furthermore, potential applicants of this program could be those holding a BS degree in chemistry and biochemistry. Non engineering students will be required to complete the following prerequisites before formally being admitted to this MEng program:

(i) Differential Equations for Engineers (MTH 245) or Linear Algebra and Differential Equations for Engineers (MTH 246),
(ii) Mass and Energy Balances I (CPB 204),
(iii) Transport Phenomena (CPB 318),
(iv) Chemical and Bio- Engineering Computation and Statistics (CPB 324) or equivalent (MME 202 or CSE 271 or ECE 302).

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

Student administrative services

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

The existing services are adequate.

Student academic services

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

The existing services are adequate.

Curriculum

Introduction

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

The Master of Engineering in Chemical Engineering offers a course-intensive program and culminating experience (internship, industrial practicum, or a non-thesis project). The mission of the program is to prepare graduates with the versatile skills and mindset to meet the needs of a demanding and dynamic career in the chemical industry and environmental agencies. Students have the opportunity to gain experience in areas ranging from biochemical and biomolecular engineering to environmental engineering, renewable energy, paper science and engineering, thermodynamics modeling, and finite-element simulation, among others.

Program goals and learning outcomes

List the specific student learning outcomes that students are to achieve by the time they complete this program.

Student learning outcomes

Outcome:
SLO #1 Apply knowledge of physics, mathematics, and engineering to formulate and solve chemical engineering problems
SLO #2 Apply modern chemical engineering tools and techniques for engineering practice
SLO #3 Collect, interpret, and analyze experimental data in industrial settings

Describe how the Program Learning Outcomes are operationalized in the curriculum. The Department of Chemical, Paper and Biomedical Engineering offers ABET accredited programs in (i) Chemical Engineering and (ii) Biomedical Engineering. Furthermore, the department offers a Master of Science (MS) Program in Chemical and Biomedical

engineering. The assessment of these programs is performed each year, and the reports are submitted annually to Miami.

The program outcomes will be assessed according to the CPB department's guidelines while following the general criteria established by ABET for engineering programs. This will include the assessment of learning outcome by course instructors based upon student performance on exams and class assignments. Furthermore, the External Advisory Council of the department will be involved in the assessment of the program. Students' feedback regarding the achievement of program goals will also be collected for the assessment of this MEng program.

Course offerings

Bulletin Requirement Listing

Program Requirements

The total credits needed for the program is 30.

Course List

Code Title Credit Hours Required Courses

Select the following:

CPB 611 Transport Phenomena in Engineering 3 CPB 612 Engineering Analysis 3 Chemical Engineering Course - select one of the following: 3-4 CPB 512 Chemical Engineering Thermodynamics

CPB 514 Mass Transfer and Unit Operations

CPB 515 Chemical Kinetics and Reactor Design

Elective Courses 14 - 18 Any 500 or 600 level courses in CPB, CSE, ECE, or MME.

Culminating Experience [1] 3-6 Select one of the following:

CPB 640 Internship

CPB 704 Non-Thesis Project

CPB 710 Industrial Practicum

Total Credit Hours 26-34 [1]

Students must register for 3-6 credit hours of CPB 640, CPB 704, or CPB 710, which will serve as their culminating experience. The student will write a summary report

and make a formal presentation, which should be evaluated and approved by a committee of a minimum of two (2) members with Miami University graduate level A or B standing.

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

Plan of Study/ Roadmap

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

Thesis
Non-Thesis

Non-Thesis Explanation
Students will have the option to take either 3 - 6 credit hours of CPB 704 (a non-thesis project mentored by an engineering faculty) or choose between 3 - 6 credit hours of CPB 640 (Internship) or 3 - 6 credit hours of CPB 710 (Industrial Practicum).

Students who choose the non-thesis Project must present their project to a committee formed by a minimum of two faculty members, and will need to take an additional 24 - 27 credit hours towards the coursework requirement.

Alternative delivery options
100% Face to face

Off site program components
Co-op/Internship/Externship

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

Students who choose an industrial practicum will apply their engineering coursework or research methodologies to the analysis and solution of an industrial problem in chemical engineering fields for at least 8 weeks. During the course of the industrial practicum,

students will enroll in CPB 710. At the conclusion of the practicum, students are required to submit an extensive report detailing the relationship between the work experience and the objectives of the MEng program, along with a self-evaluation survey. In addition, a detailed student performance report will be sought from the employer. The student's and employer's report will enable the instructor of the class to submit a letter grade for the student. CPB currently offers non-mandatory industrial practicum experiences for students (1 - 12 credit hours).

Assessment and Evaluation

Program assessment

Upload a copy of the assessment requirements/plan

List at least 3 specific student learning outcomes (SLOs) that the students are expected to achieve by the time they complete the program. If the program includes liberal education course(s), articulate any specific linkages between your stated SLOs and Miami Plan principles or competencies.

- Apply knowledge of physics, mathematics, and engineering to formulate and solve chemical engineering problems
- Apply modern chemical engineering tools and techniques for engineering practice - Collect, interpret, and analyze experimental data in industrial settings

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.

CPB 5XX/6XX courses - these are the same courses with the same SLOs as in the existing M.S. program, with the same outcomes assessment instruments and methods.

CPB 640 - description below
CPB 704 - description below
CPB 710 - description below
Students who choose an internship experience will be required to spend at least 8 weeks in industry. The College of Engineering and Computing (CEC) has a designated Director of Industrial Relations. This has resulted in identification of internship opportunities for CEC students. During the course of the internship, students will enroll in CPB 640. At the conclusion of the internship, students are required to submit an extensive report detailing the relationship between the work experience and the objectives of the MEng program, along with a self-evaluation survey. Furthermore, a detailed student performance report will be sought from the employer. The student's and employer's report will enable the instructor of the class to submit a letter grade for the student. CPB currently offers non-mandatory internship experiences for students (0 credit hours).

Students who choose an industrial practicum will apply their engineering coursework or research methodologies to the analysis and solution of an industrial problem in chemical engineering fields for at least 8 weeks. During the course of the industrial practicum, students will enroll in CPB 710. At the conclusion of the practicum, students are required to submit an extensive report detailing the relationship between the work experience and the objectives of the MEng program, along with a self-evaluation survey. In addition, a detailed student performance report will be sought from the employer. The student's and employer's report will enable the instructor of the class to submit a letter grade for the student. CPB currently offers non-mandatory industrial practicum experiences for students (1 - 12 credit hours).

Describe how you intend to evaluate the learning outcomes by means of the assignment(s)—e.g., rubric(s) or answer key(s) to exam.

The same evaluations that are currently used in our MS program.

Describe the sampling procedure. What percentage of your student body will comprise your sample? If the sample size is small, make the case that they adequately represent the whole.

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

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

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

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

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

Describe your plans for a regular faculty meeting in which faculty discuss assessment data findings and make plans for improvement of teaching and learning based upon the data.

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

Identify who will be responsible for creating and submitting an annual assessment report to the assessment coordinator at the end of each academic year.

Dr. Keith Hohn (CPB Chair)

Other means of measuring student success

In addition to program assessment, describe the other ways that individual student

success in the proposed program will be measured (e.g., exit interviews, job placement, alumni surveys). Describe the measurements to be used, frequency of data collection and how the results will be shared and used for program improvement.

1. Confidential exit surveys (every year)
2. Confidential interviews (every year) with:
(i) Program Director or Department Chair, and
(ii) CPB External Advisory Council
3. Job placement data (every year)
4. Employer survey (every three years)

Faculty

Faculty appointment policies

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

Please see the attachment (faculty matrix).

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

Please see the attachment (faculty matrix).

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.

Not applicable.

Program faculty

Provide the number of existing faculty members available to teach in the proposed program.
Full-time:
8
Less than full-time:

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

Less than full-time:

Expectations for professional development/scholarship

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

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

Upload a faculty handbook outlining the expectations and documenting support CPB Governance Document approved 4_6_21.pdf

Faculty matrix

Upload faculty matrix/CVs
Faculty Matrix_MEng_ChE.docx
23 DS KellereCV.pdf

Library Resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program). Please list the name of the librarian consulted.

The current Miami University Library holdings are sufficient to support the proposed MEng in Chemical Engineering.

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

Print and digital media currently serving the existing Chemical Engineering program will also serve the proposed MEng program.

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative

arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

Not applicable

Budget, Resources, and Facilities

Resources and facilities

List the facilities/equipment currently available for the program. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

No additional equipment or resources is anticipated for offering this course-intensive MEng program.

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

Not applicable.

Budget/financial planning

Upload Fiscal Impact Statement for New Degree Programs
Fiscal Impact Statement for MEng ChE 071122.xlsx

Use narrative to provide additional information as needed

Not applicable

Additional Graduate Information

Describe the prospective enrollment for this program.

We anticipate an enrollment of about 15 students.

Describe efforts to enroll and retain underrepresented groups in the given discipline.

Efforts will be made to recruit more women and students of color. The Assistant Director of CEC outreach has been actively involved in helping to recruit students of color and minority groups into the CEC programs. In particular, we will reach out to HBCU institutions and participate in grant-writing efforts to make additional opportunities available to under

represented minorities.

Additional comments

Reviewer Comments
Carolyn Haynes (haynesca) (Wed, 03 Aug 2022 12:36:33 GMT): Rollback: Please confer with Dean Crowder to see if this program needs to undergo MAPI.
Courtney Thompson (kuhlmace) (Fri, 07 Jul 2023 19:44:33 GMT): Rollback: Please select a CIP code.
Courtney Thompson (kuhlmace) (Tue, 22 Aug 2023 16:16:02 GMT): Rollback: To update the bulletin title as discussed. Thanks, Keith!

Supporting documents
MEng in Chemical Engineering.docx

Key: 509

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A
Program:
Proposal B

December 15, 2023
Consent Calendar

RESOLUTION R2024-13

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 15, 2023

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

Miami University Recommendation
To the Board of Trustees
For Action

Date: December 6, 2023

Title: REPORT OF REMEDIAL EDUCATION

Synopsis: Annual Report on Remedial Education for the Ohio Department of Higher Education
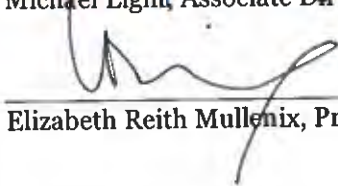
It is recommended that the Board of Trustees approve sending the attached report to the Ohio Department of Higher Education. This is in response to provision House Bill 49 which "requires the issuance of an annual report on the number of students that require remedial education, the costs of remediation, 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, Provost and Executive Vice President for Academic Affairs

---

FOR BOARD OFFICE USE ONLY:

Recommendation Number_____

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

2023 University Remediation Report

Name of University:	Miami Univeristy

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 (*FY23 actual*).

Number of Students	Description (if needed)
556	All first-time students entering fall 2022 with one or more scores indicating need for remediation or regional student having taken remediation courses during AY2023. 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 (*FY23 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	$ 475,292	Instructional costs for remedial courses for FY 2023
Costs to the university	$ 1,338,195	Estimated costs of Advising & Learning Center on the regional campuses for FY 2023 multiplied by the percent of students on the regionals needing some form of remedial education
Costs to the state	$ 66,450	State share of instruction for remedial courses for FY 2023
Costs to the student	$ 3,536	Tuition and fees for regional full-time students in first semester (Fall 2022)
Costs to the student	$ 19,147	Tuition and fees for Oxford ACE full-time students in first semester (Fall 2022)
Costs to the student	$ 8,632	Tuition and fees for Oxford SEP full-time students in first semester (Fall 2022)

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.

Miami University

2023-24 Mission Review

Why

- Current mission statement written in 2008
- HLC accreditation requirement
- Provide inspiration for new strategic plan

Process and Timeline

**Oct.-
Nov. 2023**

**Dec. 2023.-
Jan. 2024**

Feb. 2024

March 2024

Survey students, staff, faculty; query stakeholders through surveys and focus groups; establish committee.

Prepare and analyze data; produce content analysis of **key concepts**.

Open forums with faculty, staff, and students to present and refine key concepts.

Develop mission statement from refined key concepts.

Process and Timeline, continued

April 2024	May 2024	June 2024

Present new mission statement to University Senate.

Present new mission statement for Board of Trustees approval.

Board of Trustees vote.

Current Status

- Survey responses

  - Students: 340

  - Faculty and staff: 611

  - Key stakeholders: 18

- Focus group conversations

  - Parents of current students; alumni; college advisory boards; City of Oxford; employers

Committee

Gwen Fears

Amy Bergerson

Anna Abey

M. Cristina Alcalde

Michael Bailey-Van Kuren

Adam Beissel

Kasie Bowman

Edgar Caraballo

Amy Cooper

Jason Ezell

Cathy Heinz

Nicole Hoyer

Jack Isphording

Jeff Kuznekoff

Emily Legg

Kevin Marks

Lindsay Marnell

Marina Mendes

Alicia Miller

Amity Noltemeyer

Sofia Olaya

Kirsten Osteboe

Carrie Powell

Darryl Rice

Cassandra Scott

Dawn Tsirelis

Robin Vealey

Katie Wilson

Chauncey Winbush

Brian Woodruff

December 14, 2023

Student Loan Debt
Board of Trustees Meeting

Miami Student Loan Debt by Fiscal Year

$28,656 $29,652 $29,331 $28,711 $29,434 $29,407

Average Loan Debt for Borrowers-All Campuses

47.2%   44.7%   43.9%   45.2%   43.3%   43.5%

% of Borrowers

2018   2019   2020   2021   2022   2023
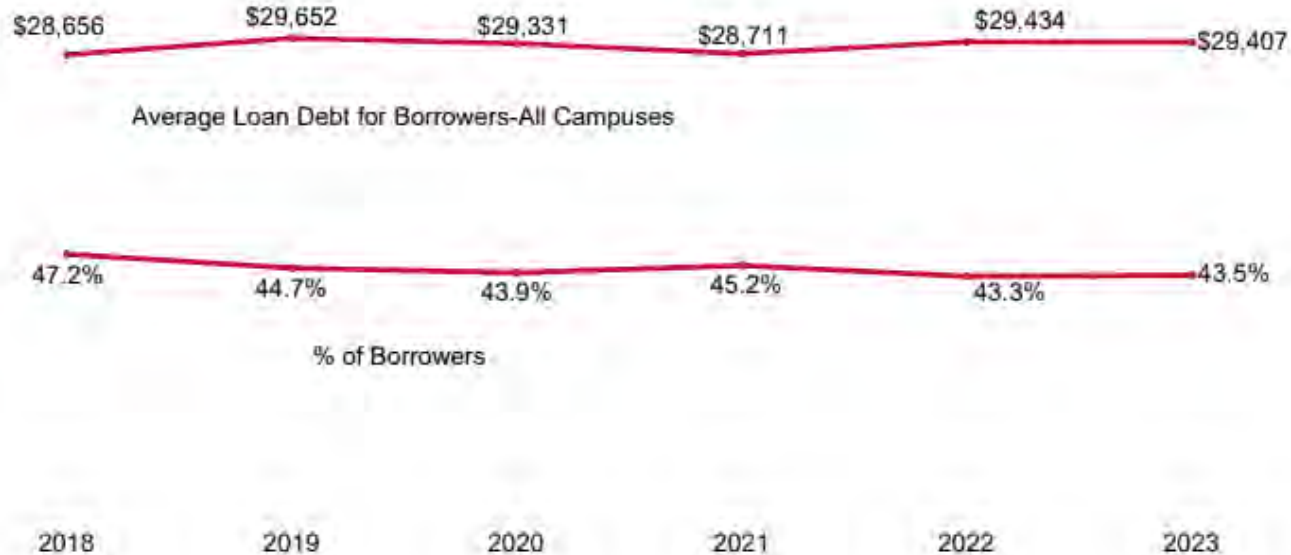
Ohio Student Loan Debt 2021-2022

Institution	Average Debt	% of Borrowers
Bowling Green State University	$30,581	71.0%
Cleveland State University	$27,736	58.8%
Kent State University	$31,141	69.0%
Miami University	$29,434	43.3%
Ohio University	$28,748	65.9%
Ohio State University	$26,772	46.0%
University of Akron	$26,510	62.0%
University of Toledo	$25,229	75.0%
University of Cincinnati	$25,062	57.0%
Wright State University	$26,393	61.0%

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

2023 Loan Debt Types

Bar chart showing 2023 loan debt by type:
- Federal Loan Debt: $36,569,999
- Private Loans: $17,744,847
- PLUS Loans: $21,894,399
- Student + Parent Loan: $76,209,245

2023 Loan Debt Distribution

2023 Loan Debt by Subgroup

Loan Debt - Fiscal Year 2023 Graduates

	Average Loan Debt by Subgroup	Percent of Graduates Who Borrowed	
Average Debt	◆ $29,407	43.5% ◆	4,247
Ohio Resident	$28,458 ◆	53.3% ◆	2,632
Non-Resident	$32,414 ◆	◆ 27.4%	1,614
College of Arts and Science	◆ $30,193	◆ 45.2%	1,392
College of Creative Arts	◆ $29,782	◆ 48.7%	279
College of Engineering and Computing	◆ $26,489	41.6% ◆	425
College of Education, Health and Society	$29,174 ◆	◆ 47.2%	595
Farmer School of Business	$31,863 ◆	36.0% ◆	1,092

2023 Loan Debt by Subgroup

	Average Loan Debt by Subgroup	Percent of Graduates Who Borrowed	
Average Debt	$29,407	43.5%	4,247
Student of Color	$27,062	36.8%	872
Asian	$28,833	14.0%	357
Black	$28,084	70.4%	135
Hispanic	$25,448	47.9%	219
Multiracial	$26,640	44.2%	154
White	$29,896	47.1%	3,300
Pell	$26,175	80.4%	444
MAI	$20,409	76.9%	39

Online Debt Summary

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

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

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

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

Estimated Monthly Payment

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

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

Educational Loans at Miami University

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

How Much Debt is Too Much?

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

Default Prevention Support with Attigo

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

Outbound Calls Made	Inbound Calls Received	1:1 Conversations with Borrowers	Outbound Emails Sent	Inbound Emails Received
2,084,712	59,194	187,462	4,497,967	1,905

Source: Activities and Outcomes Summary from March 2020 to September 2023

Questions?

December 2023: Board of Trustees

Enrollment Update

Fall 2024 Applications
Residency

	2021	2022	2023	2024	Δ 2023 to 2024
Non-Resident	13,313	12,393	15,338	16,520	7.7%
Domestic Non-Resident	12,175	11,157	13,202	14,213	7.7%
International	1,138	1,236	2,136	2,307	8.0%
Ohio Resident	12,472	13,385	14,847	15,957	7.5%
Grand Total	**25,785**	**25,778**	**30,185**	**32,509**	**7.7%**

Data as of December 3

Fall 2024 Applications
Markets and States

		2021	2022	2023	2024	Δ 2023 to 2024	% Δ 2023 to 2024
Primary	Illinois	3,205	2,950	3,657	3,728	71	1.9%
	New York	568	521	619	713	94	15.2%
	Connecticut	434	320	419	454	35	8.4%
	Total	*4,207*	*3,791*	*4,695*	*4,895*	*200*	*4.3%*
Secondary	Missouri	421	410	429	438	9	2.1%
	Minnesota	303	353	338	355	17	5.0%
	Wisconsin	237	196	203	245	42	20.7%
	Total	*961*	*959*	*970*	*1,038*	*68*	*7.0%*
Tertiary	Pennsylvania	555	564	651	733	82	12.6%
	California	435	372	451	430	-21	-4.7%
	Maryland	446	356	393	381	-12	-3.1%
	Massachusetts	395	328	389	451	62	15.9%
	New Jersey	401	330	364	415	51	14.0%
	Texas	197	180	230	273	43	18.7%
	Total	*2,429*	*2,130*	*2,478*	*2,683*	*205*	*8.3%*
Ohio		12,524	13,456	14,903	16,054	1,151	7.7%
Other/International		5,664	5,442	7,139	7,839	700	9.8%
Grand Total		**25,785**	**25,778**	**30,185**	**32,509**	**2,324**	**7.7%**

Data as of December 3

Fall 2024 Applications
Top Countries

	2021	2022	2023	2024	Δ 2023 to 2024	% Δ 2023 to 2024
Nigeria	73	80	455	380	-75	-16.5%
Ghana	27	47	192	315	123	64.1%
Uzbekistan	9	30	147	171	24	16.3%
India	135	165	159	162	3	1.9%
Nepal	36	45	130	107	-23	-17.7%
Pakistan	49	37	46	97	51	110.9%
Ethiopia	27	28	83	94	11	13.3%
China	129	95	93	81	-12	-12.9%
Bangladesh	47	99	133	76	-57	-42.9%
Vietnam	285	166	143	73	-70	-49.0%
Brazil	26	41	44	53	9	20.5%
Kazakhstan	12	26	26	43	17	65.4%
Afghanistan	2	4	3	39	36	1200.0%
Kenya	9	19	20	33	13	65.0%
The Gambia	3	1	8	24	16	200.0%
Egypt	22	8	16	24	8	50.0%
Cameroon	2	5	16	24	8	50.0%
Rwanda	5	9	19	22	3	15.8%
Morocco	8	5	4	22	18	450.0%
Zimbabwe	7	14	23	21	-2	-8.7%
Other Countries	225	312	376	446	70	18.6%
Total International Apps	**1,138**	**1,236**	**2,136**	**2,307**	**171**	**8.0%**

Data as of December 3

Fall 2024 Applications
Key Indicators

	2021	**2022**	**2023**	**2024**	**Δ 2023 to 2024**
Applications	25,785	25,778	30,185	32,509	7.7%
GPA	3.85	3.86	3.84	3.80	-0.04
Curriculum Strength	14.2	13.6	13.1	13.2	0.1
% Non-Resident	51.6%	48.1%	50.8%	50.8%	0.0%
% Diversity	18.7%	19.7%	21.1%	23.2%	2.1%
% First Generation	15.4%	19.5%	23.3%	23.8%	0.5%

Data as of December 3

Fall 2024 Applications
Academic Divisions

	2021	2022	2023	2024	Δ 2023 to 2024
CAS	10,416	9,903	10,424	10,953	5.1%
FSB	7,082	7,348	8,604	9,437	9.7%
CEC	3,317	3,296	4,249	4,523	6.4%
EHS	2,363	2,419	3,344	3,470	3.8%
CCA	1,318	1,432	1,707	1,836	7.6%
NURSING	1,289	1,380	1,857	2,290	23.3%
Grand Total	**25,785**	**25,778**	**30,185**	**32,509**	**7.7%**

Data as of December 3

Majors with Low Application and Cohort Enrollment Counts

Based on majors with applications in 2015 and 2023, sorted ascending by total across all years 2015 - 2023

	Applications			New Cohort Census Enrollment		
	2015	2023	Δ 2015 to 2023	2015	2023	Δ 2015 to 2023
Latin Education	2	2	0.0%	1	0	-100.0%
Critical Race and Ethnic Studies	1	6	500.0%	0	1	-
Russian, East Eur and Eurasian St	6	1	-83.3%	1	1	0.0%
French Education	6	3	-50.0%	2	1	-50.0%
Chinese Education	4	7	75.0%	1	0	-100.0%
Religion (Comparative)	6	7	16.7%	1	0	-100.0%
German	10	4	-60.0%	0	1	-
Individualized Studies	9	9	0.0%	2	6	200.0%
French	16	10	-37.5%	1	2	100.0%
Spanish Education	14	14	0.0%	4	1	-75.0%

Final Data

Fall 2024 Applications – Top Majors

Based on majors with applications in 2023 and 2024, sorted descending by number change

	2023	2024	Δ 2023 to 2024	% Δ 2023 to 2024
Nursing	1,857	2,290	433	23.3%
Finance	1,568	1,940	372	23.7%
Architecture	307	567	260	84.7%
Biology	2,114	2,343	229	10.8%
Psychology	1,758	1,948	190	10.8%
Exploratory Studies	578	751	173	29.9%
Business Analytics	1,204	1,368	164	13.6%
Undeclared: Business	1,902	2,031	129	6.8%
Marketing	1,630	1,756	126	7.7%
Mechanical Engineering	917	1,027	110	12.0%

Data as of December 3

PSAT Data 2021- 2023 – Top Responses

Sorted descending by 2023 responses

Major Selection	2021	2022	2023	Δ 2021 to 2023	% Δ 2021 to 2023
Business, Management, Marketing, and Related Support Services	143,081	157,501	165,782	22,701	15.87%
Health Professions and Related Clinical Sciences	193,775	169,713	157,531	-36,244	-18.70%
Undecided	124,732	140,121	143,459	18,727	15.01%
Engineering	119,666	114,593	116,487	-3,179	-2.66%
Biological and Biomedical Sciences	107,023	117,931	113,769	6,746	6.30%
Computer and Information Sciences and Support Services	62,091	75,303	83,526	21,435	34.52%
Visual and Performing Arts, General	72,656	63,917	63,040	-9,616	-13.23%
Psychology, General	48,143	55,388	57,755	9,612	19.97%
Education	37,945	39,023	36,827	-1,118	-2.95%
Security and Protective Services	37,317	29,681	26,630	-10,687	-28.64%

Data as of November 28

Recruitment

Fall Highlights

- Reps completed 1,785 travel events, a 15% YOY increase

- Inquiries are up 9% YOY

- Readers are 14% ahead YOY to date in applications read

- Launched new virtual and campus tours

Fall Open House

- Over 600 students attended

- 66% increase YOY

- 87% of students have
  applied for admission

Yield

Visits and Events

- Make it Miami! will now include separate programming for parents and students
- Red Brick Roadshows return, with **eight** locations this year
- Admission will be joining CEC and FSB for regional Ohio receptions

New this Year

- Virtual Celebration and Next Steps
- Exploratory Studies Yield Outreach
- Enhanced Program-Specific Communications
- Travel Grants
- Student Call Campaigns

Questions

Dec. 2023

UCM Update

Introduction | Topics

- Recap of FY24 Marketing Plans

- Examples

- Analysis
    - Web
    - Email
    - Social

- Return on Advertising
    - Very early data
    - Plans for future measurement

Continued Efforts from FY22, FY23

- Enrollment marketing (digital and direct mail)
- Brand marketing (digital and traditional)
- Multicultural marketing (traditional)
- Peer-to-Peer (digital and direct mail)
- Improvements to campus "brandscape"
- Audience segmentation
- Web improvements

RECAP

Increased marketing spend FY24

- Continuous, year-round marketing and advertising
- Broader geographic reach and engagement
- Deeper in-state reach and engagement
- Content creation and sustainment (aimed at yield)
- Improvements to web and digital experience (including SEO and darted/segmented content)

RECAP

Digital Advertising Channels and Cities

Northeast and Mid-Atlantic
Boston, MA
Buffalo, NY
Bridgeport/Stamford/Norwalk/New Haven, CT
Philadelphia, PA
DC/VA/MD
Baltimore, MD
Pittsburgh, PA
Newark, NJ/PA area
Nassau and Suffolk counties, NY
White Plains NY/NJ

Midwest
All Ohio
Chicago, IL
Detroit, MI,
Elgin, IL
Lake and Kenosha Counties, WI
Milwaukee, WI
Minneapolis/St. Paul, MN
St. Louis, MO

South
Atlanta, GA
Charlotte, NC
Louisville, KY
Nashville, TN

West
LA/Long Beach/Glendale/San Diego, CA
Denver, CO

RECAP

Tactics to Bolster Enrollment Marketing

New/Boosted Campaigns:

- "Always on" continuous Undergrad, transfer, and future international digital campaign
- Paid PR campaign
- Ohio/in state/Regional campaign "own our backyard"
- Geotargeted hyperlocal transfer campaign in Cincinnati area
- Location campaign to build national brand awareness
- Increased digital and traditional advertising in key OOS markets

New Content:

- New (awesome) virtual tour
- New Admission recruitment video and presentation video assets
- Video content creation for social/web campaigns
- Written content creation for yield
- User-generated campaign for organic social, paid social, streaming, web, email

Other:

- Website translation: Chinese and Spanish
- Google Map the campus
- Update branding on campus prioritizing key Admission/tour areas
- Updated first yield mailing for a memorable mailer (with gift/item)

RECAP

Examples

Google 360 Mapping
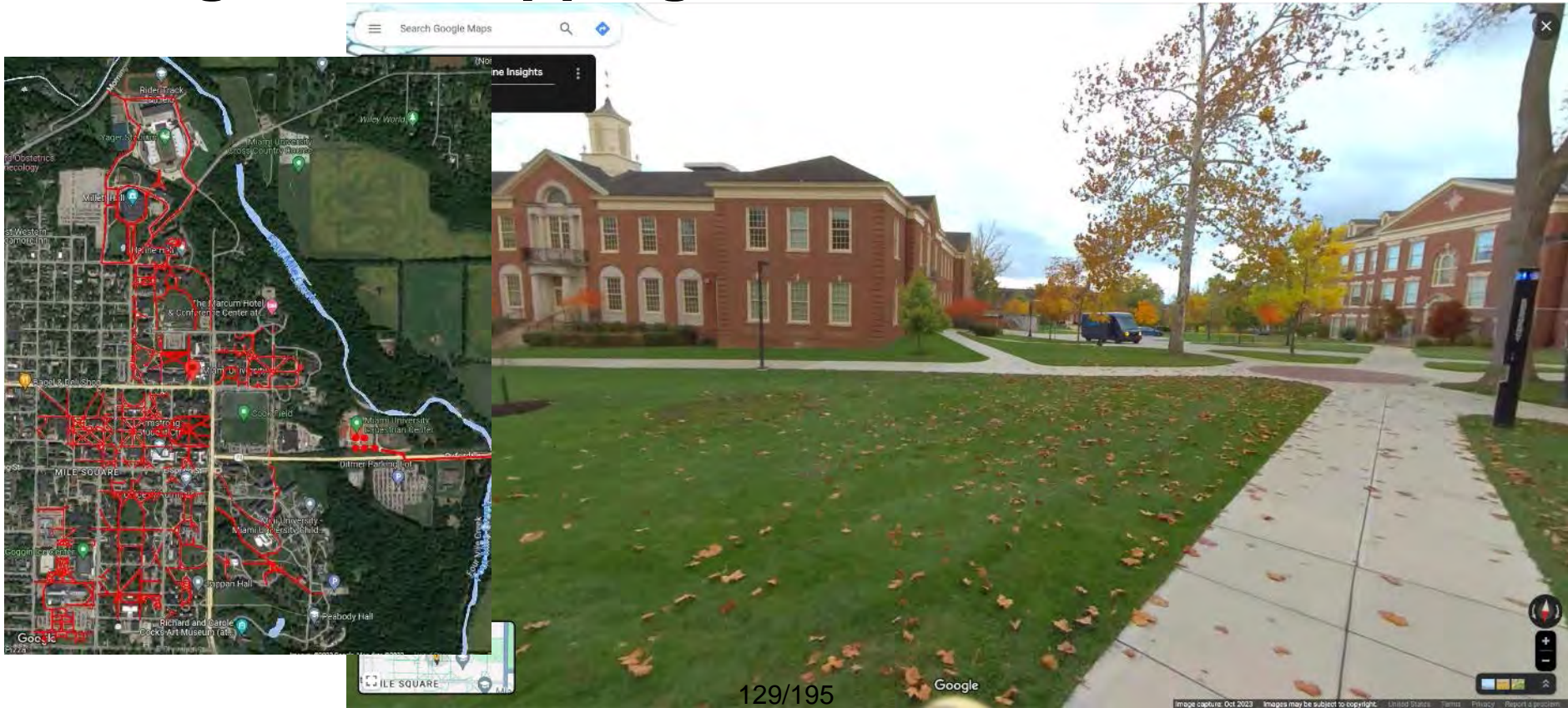
Big M

Memorable Mailer

- Confetti (that can be planted!)
- Fun stickers/ laptop and water bottle decals
- Tear-off bucket list
- Pop up beveled M
- Exciting inclusive imagery and language

ROI Brochure (Apply)

ROI Brochure (Yield)

ROI/Outcomes Site (Apply, Yield)

Is it "working"?

Early data says yes. And no*.

*When something isn't working, we analyze, discuss, and reallocate as appropriate.

Key KPIs

- **Website**
  - Traffic
  - Referral (source) traffic
  - Average Search Position
  - Google Search Impressions
- **Email**
  - Open rate
  - Click through rate
- **Social Media**
  - Engagement
  - Impressions
  - Net new audience
- **Earned Media**
  - Audience size
  - Ad equivalency
  - # outlets, # stories
- **Paid Marketing**
  - Conversions
  - Cost per click
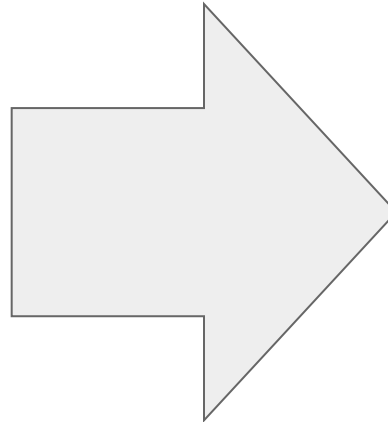
- Inquiries
- Applications
- Admits
- Confirms
- Enrolled Students

Analytics: Website
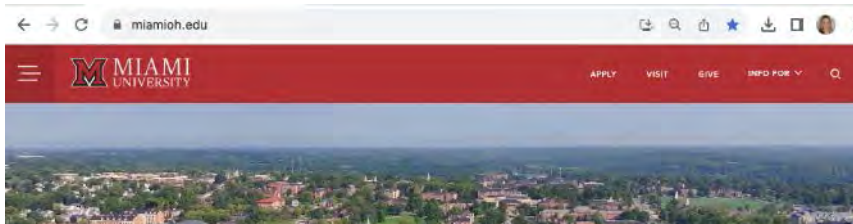
- **Referral Traffic**
  - Direct: +52.5% to 2.9M
  - Organic Search: +18% to 2.3M
  - Email: +388% to 291k
  - Paid Search: +101% to 255k
  - Referral: +5% to 202k
  - Organic Social: +24% to 147k

- **Google Search Stats**
  - Google Search Impressions up 335% to 62.7M YOY
  - Clicks up 346% to 2.17M (CTR up to 3.5%)
  - Average Search Position improved to 25 from 26 YOY
  - Avg Keyword Position: 16

Analytics: Website

- Website traffic up 44% overall
    - Over 50% in quarter of target markets
    - Over 20% in two-thirds

- Steepest decline in NYC, likely given dramatic jumps in private traffic

- OOH advertising not yet in play

- Not just traffic up, engagement rates up as well

City	July-Oct 2022	July-Oct 2023	% Diff
Atlanta, Georgia	30,011	63,969	113.15%
Elgin, Illinois	554	1,038	87.36%
Buffalo, New York	2,819	5,155	82.87%
New Haven, Connecticut	1,646	2,978	80.92%
Columbus, Ohio	115,794	189,377	63.55%
Boston, Massachusetts	11,735	18,905	61.10%
Stamford, Connecticut	1,860	2,799	50.48%
Saint Paul, Minnesota	929	1,369	47.36%
Nashville, Tennessee	5,574	7,866	41.12%
Baltimore, Maryland	4,490	5,830	29.84%
Louisville, Kentucky	11,351	14,654	29.10%
Denver, Colorado	8,644	11,125	28.70%
San Diego, California	5,091	6,471	27.11%
Newark, New Jersey	591	722	22.17%
White Plains, New York	500	610	22.00%
Cincinnati, Ohio	145,757	177,078	21.49%
Chicago, Illinois	141,475	168,949	19.42%
Cleveland, Ohio	36,638	42,183	15.13%
Indianapolis, Indiana	16,278	18,409	13.09%
Charlotte, North Carolina	8,090	9,016	11.45%
Norwalk, Connecticut	3,322	3,693	11.17%
Minneapolis, Minnesota	5,748	5,859	1.93%
Detroit, Michigan	11,983	12,151	1.40%
Los Angeles, California	21,962	20,787	-5.35%
Washington, District of Columbia	11,389	10,553	-7.34%
Milwaukee, Wisconsin	4,394	3,565	-18.87%
Bridgeport, Connecticut	3,132	2,443	-22.00%
New York, New York	194,107	84,469	-56.48%

Analytics: Website

Traffic by unique users
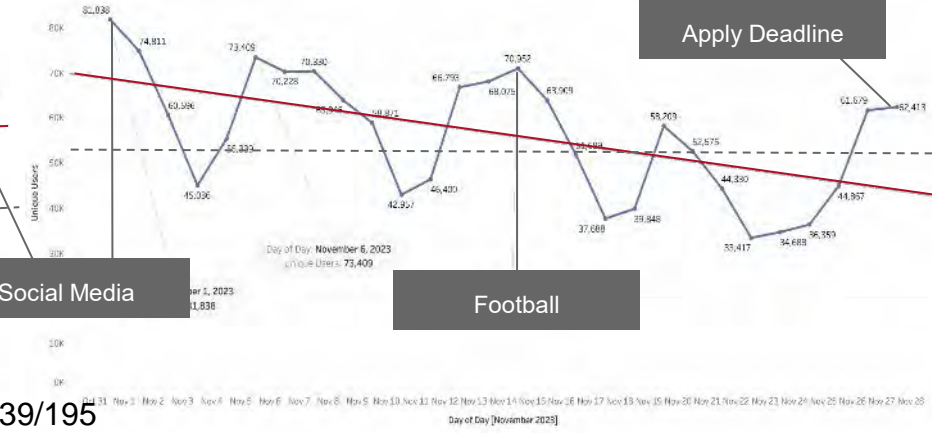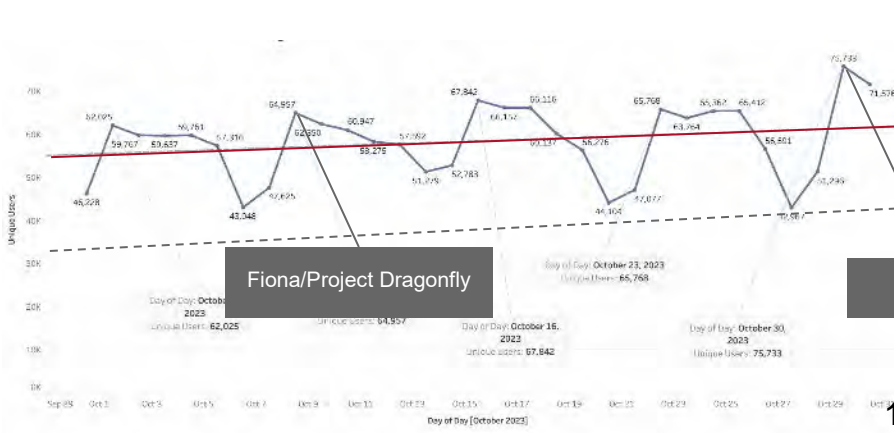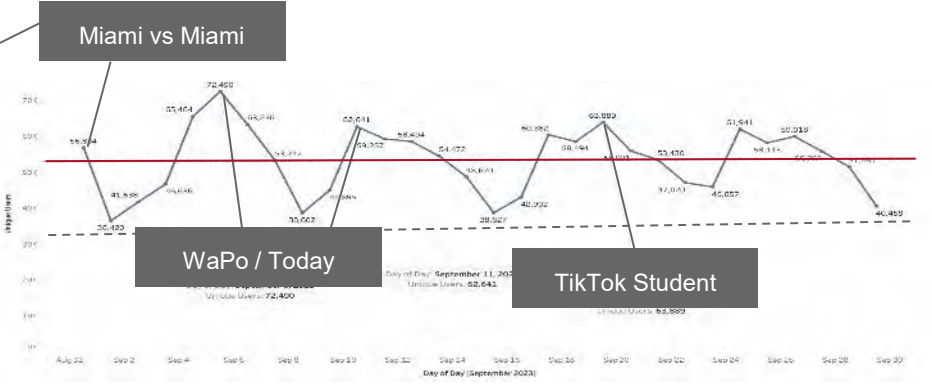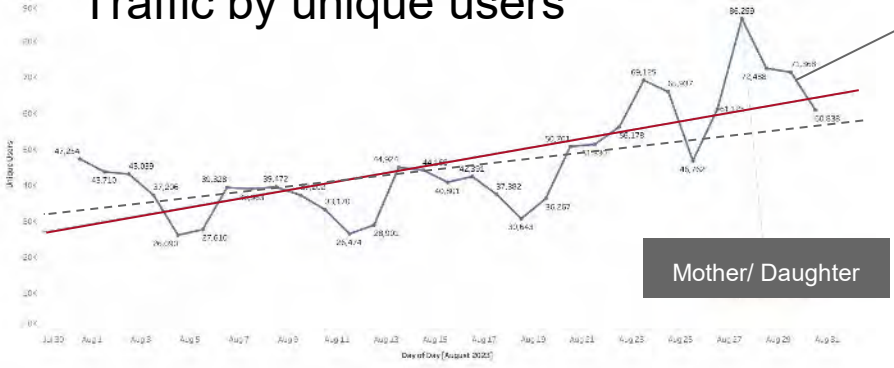
Miami vs Miami

Mother/ Daughter

WaPo / Today

TikTok Student

Apply Deadline

Fiona/Project Dragonfly

Social Media

Football
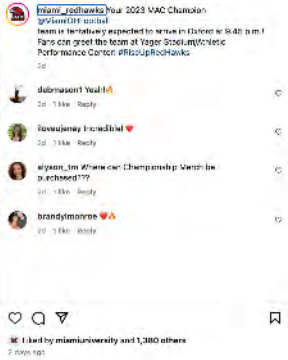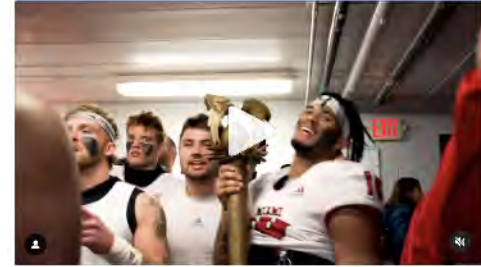
Analytics: Email

- Increase in referral traffic from email: +388% to 291k
- (not surprising) Data demonstrating that segmented "Darted" email content having a better than average open rate

Example - Freshman/Sophomore Search (Prospects):

	Average Open Rate
Carnegie Partners	39.49%
Miami University (UnDarted)	39.81%
Miami University (Darted)	**46.55%**

Analytics: Undergrad Email (Example)

Generated 2x the number of inquiries as a dozen search emails from last year

Analytics: Grad Email (Example)

- Graduate email marketing +157.65% over 2022

- 44% more inquiries

- 43% more applications

Volume Over Time

Email campaign to current students and alumni

Grad Marketing joins UCM

Team assembled

143/195

*As of 11/21/2023

Analytics: Social Media

Cross Channel KPI	RESULTS
Total Engagement (number of likes, comments, and shares of posts)	2,161,316 **(+308.8% YOY)**
Net New Audience	56,427 **(+311.3% YOY)**
Total Impressions	27,274,736 **(+142.6% YOY)**
Total Posts	534 **(+17.1% YOY)**
Total Audience	538,308 **(+12.9% YOY)**

TikTok
- Followers = 43K

- 616% increase in TikTok audience (+37K followers) during quarter

- 16 posts yielded
  - 54M video views
  - 690K engagements
  - 191K profile views

Analytics: Social Media

- Rival IQ studied 150 universities and calculated the average engagement rate of a higher education post.

- Total engagements/total number of followers = average engagement rate per post.

Channel	Miami Avg	Industry Avg
Facebook	0.40%	0.15%
Twitter (X)	0.14%	0.058%
Instagram	19.31%	2.58%
TikTok	103.85%	16.26%
LinkedIn	0.16%	0.41%

Analytics: Social Media (Examples)

|	miamiuniv	Miami University	Miami University	Miami University
	Fri 10/6/2023 1:57 pm EDT	Thu 11/9/2023 6:31 pm EST	Mon 10/9/2023 11:49 am EDT	Thu 9/14/2023 7:38 pm EDT
		Miami University visiting assistant professor of Architecture and Interior Design Terry Welker and 9...	Miami University's Project Dragonfly and the Cincinnati Zoo & Botanical Garden celebrated a 20-year...	And it's official! The ribbon cutting for Miami University's Clinical Health Sciences and Wellness Facility too...
Total Engagements	642,147	16,268	9,379	9,112

Analytics: Social Media (Example)

- Tied social media "day in life" trend to enrollment marketing Early Decision
  - "Never too early to apply to Miami"

- 71K views across channels

- Shared organically 694 times
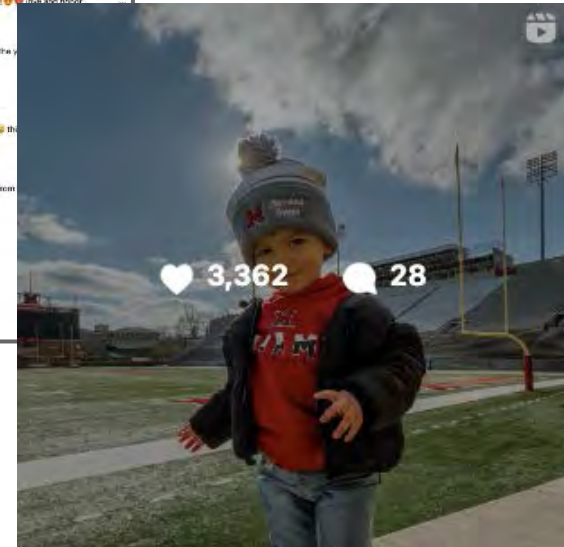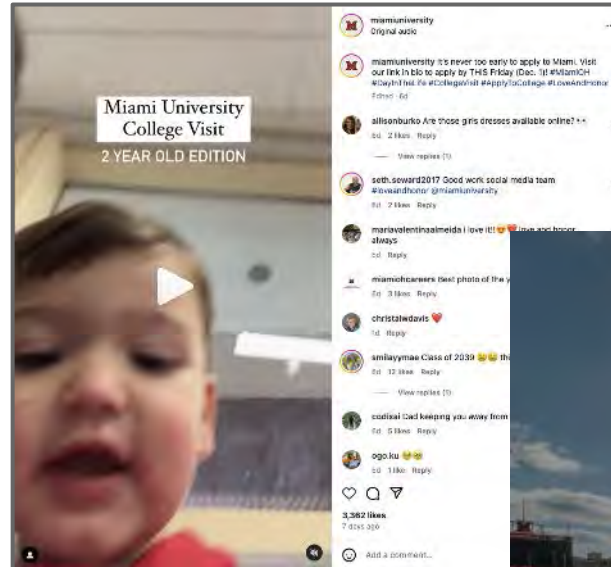
Analytics: Earned Media

Year	# Placements	Monthly Avg	# Nat'l placement	Monthly Avg National
2019	250	20.83	116	9.67
2020	235	19.58	109	9.08
2021	900	75.00	603	50.25
2022	1,400	116.67	753	62.75
2023	2,115	176.25	1,400	116.67

- Significant increase (740%) over 5 years
- 85% increase national placements since last year
- Factors for growth:
  - Intentional strategy
  - The Conversation
  - Integration of social/news

(Early) Analytics: Advertising and Applications

| A | 2021 | | 2022 | | 2023 | | 2024 | | 2024 vs 2021 |
| | 3 Years Ago | | 2 Years Ago | | 1 Year Ago | | Current Year | | |
	Applications	% Change	Applications	% Change	Applications	% Change	Applications	% Change	
Buffalo-Niagara Falls, NY	150	1.40%	144	-4.00%	158	9.70%	195	23.40%	30.00%
Boston-Cambridge-Quincy, MA-NH	343	8.50%	279	-18.70%	341	22.20%	413	21.10%	20.41%
Baltimore-Towson, MD	131	1.60%	97	-26.00%	122	25.80%	147	20.50%	12.21%
Milwaukee-Waukesha-West Allis, WI	154	19.40%	128	-16.90%	137	7.00%	158	15.30%	2.60%
Louisville/Jefferson County, KY-IN	252	8.60%	219	-13.10%	277	26.50%	319	15.20%	26.59%
New York-Northern New Jersey-Long Island, NY-NJ-PA	677	-7.60%	635	-6.20%	725	14.20%	822	13.40%	21.42%
Pittsburgh, PA	377	-6.50%	400	6.10%	453	13.30%	513	13.20%	36.07%
Detroit-Warren-Livonia, MI	596	6.60%	608	2.00%	688	13.20%	777	12.90%	30.37%
Nashville-Davidson-Murfreesboro-Franklin, TN	147	28.90%	117	-20.40%	117	0.00%	132	12.80%	-10.20%
Minneapolis-St. Paul-Bloomington, MN-WI	285	2.90%	331	16.10%	319	-3.60%	348	9.10%	22.11%
Bridgeport-Stamford-Norwalk, CT	326	-24.00%	265	-18.70%	349	31.70%	375	7.40%	15.03%
Atlanta-Sandy Springs-Marietta, GA	203	10.90%	176	-13.30%	203	15.30%	207	2.00%	1.97%
Charlotte-Gastonia-Concord, NC-SC	94	11.90%	124	31.90%	149	20.20%	148	-0.70%	57.45%
St. Louis, MO-IL	397	-7.70%	393	-1.00%	441	12.20%	427	-3.20%	7.56%
Los Angeles-Long Beach-Santa Ana, CA	151	-14.70%	135	-10.60%	155	14.80%	149	-3.90%	-1.32%
San Diego-Carlsbad-San Marcos, CA	68	-6.80%	51	-25.00%	63	23.50%	60	-4.80%	-11.76%
Washington-Arlington-Alexandria, DC-VA-MD-WV	549	-10.10%	515	-6.20%	521	1.20%	493	-5.40%	-10.20%
Denver-Aurora, CO	230	23.70%	236	2.60%	254	7.60%	231	-9.10%	0.43%
Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	166	5.10%	148	-10.80%	165	11.50%	186	12.70%	12.05%

(Early) Analytics: Digital Advertising

200 UG applicants created or submitted applications between **launch and Nov. 1** who interacted with at least 1 Carnegie campaign

- 96 applicants interacted with PPC campaigns
- 78 applicants interacted with Clarity campaigns
- 30 applicants interacted with Display campaigns
- On average, applicants interacted with at least 2 different mediums between PPC, Clarity, Display, and email

$250 / per applicant

Over 275 graduate applicants created or submitted applications between **launch and Nov. 1** who interacted with at least 1 Carnegie campaign

- 14 applicants interacted with PPC campaigns
- 5 applicants interacted with Display or Discovery campaigns
- 1 Carnegie LinkedIn lead has converted into an admitted student
- 250+ applicants interacted with Clarity's personalization campaigns, primarily the customized admission page for graduate students

$189 / per applicant

(Early) Analytics: Digital Advertising (Example)

Hyperlocal Transfer Campaign

Geotargeting:
- Race Street Cincinnati (2+mile radius) bordering Nippert Stadium
- Over the Rhine and The Banks

Age: 18-23
**Interests (based on pages liked):** college, higher education, university
Education Level: In College

Early Analytics (through 11/21):
- More than 10K visitors
- More than 13K sessions
- 93.4% engagement rate
- 6 on-site conversions

2024 Application/Enrollment data:
- Already have 17 applications; 5 confirms (breakeven was 3)
  - 2019: 6 confirms
  - 2020: 18 confirms
  - 2021: 11 confirms
  - 2022: 6 confirms
  - 2023: 10 confirms
- Second push in Spring to recruit for fall
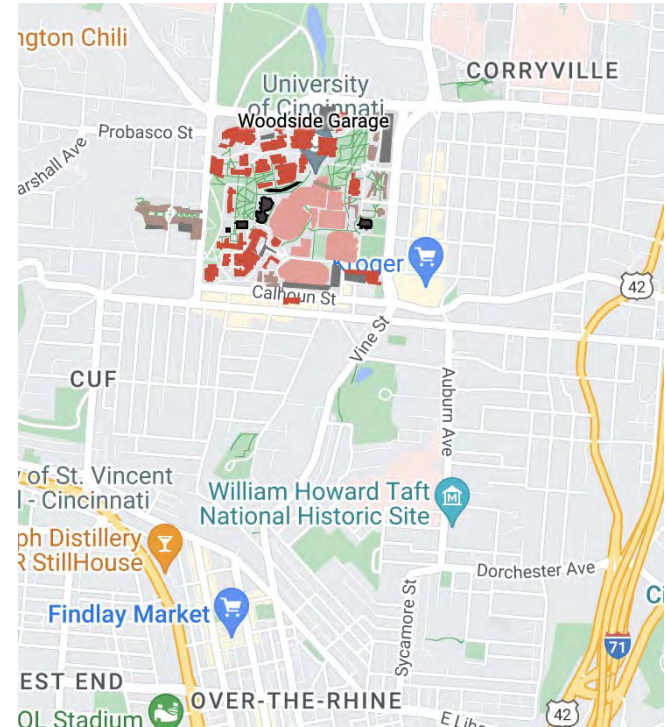
(Future) Analytics: Advertising and Applications

- What we're watching for:
  - Plateau in RFIs or applications in target cities
    - Reallocate to city with rates growing
  - Low conversion rates in digital advertising
    - Retool ad (language, wording, image)
  - High/increasing cost per conversion
    - Reallocate funds to lower cost, high yield target
- Plans to improve analysis:
  - Better data linking to understand real cost per inquiry, applicant, confirm
  - Structure data to project resulting NTR
  - Tracking dollar spend across customer journey
  - Consistent reporting across vendors, UCM team

Thank you.
rivinius@miamioh.edu

Fall 2023 Board of Trustees

Transition Survey

Transitioning to Miami

- Academic
- Social
- Financial and work
- General feelings
- Obstacles/barriers
- Opportunity to reflect on first six weeks

Survey Overview

- Administered since 2015 (except 2020)
- Typically in weeks 5 and 6 of the semester
- First semester students at Miami, including transfers
- 20% response rate
- Over 7,500 total responses received over 8 years

Process

Electronic survey - personalized invitation

Review of responses

Referrals made based on answers

Email campaign

Academic - High Level Findings

- Students feel more confident about their academic transition than their social transition

- Contradictions in the data

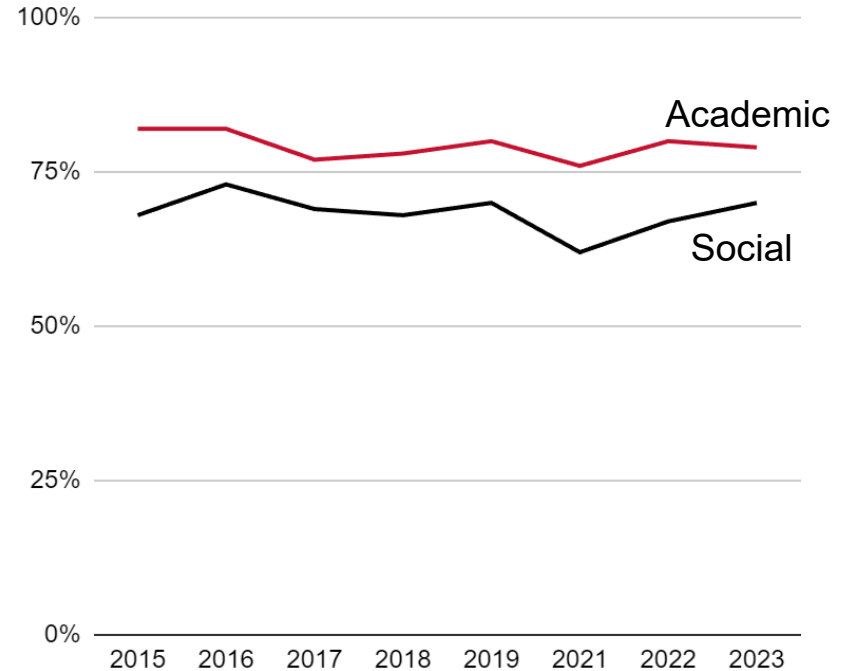| 62%	79%	66%
are studying effectively	are struggling in at least one class	are studying less than 15 hours a week

Social: High Level Findings

- Students feel less confident about their social transition than their academic transition

  - Homesickness
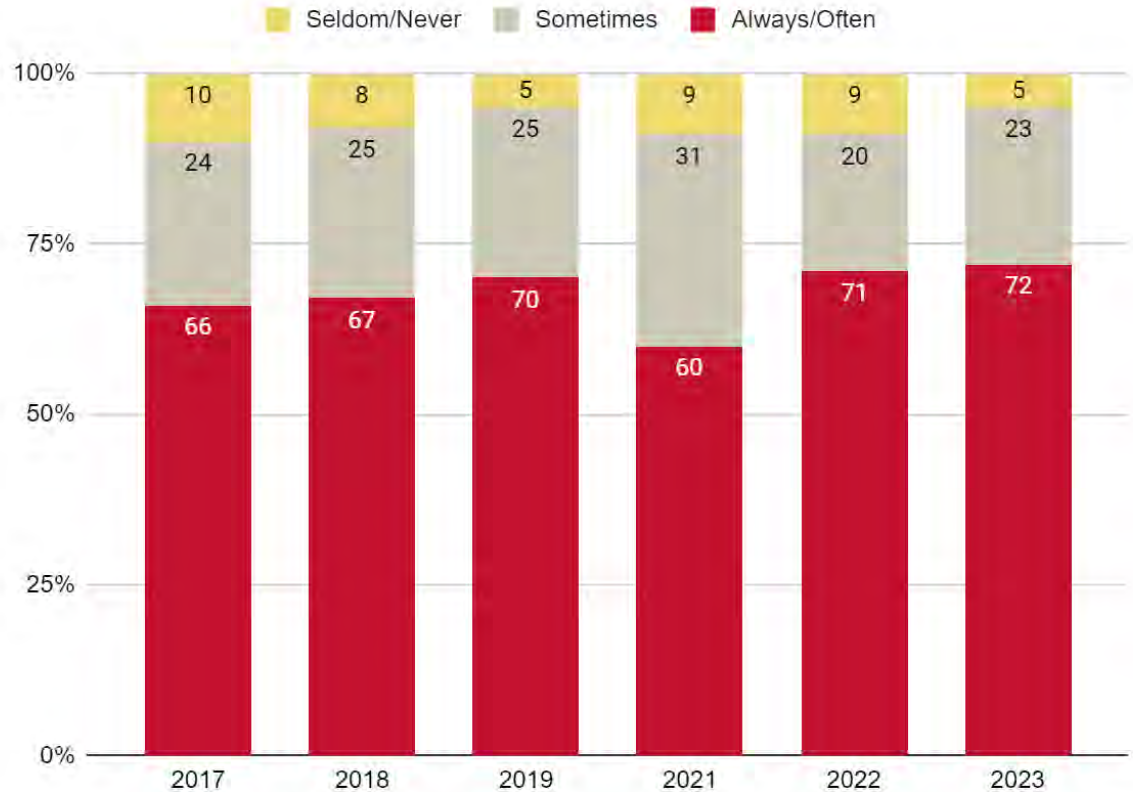
  - Friend making

  - Belonging

  - Engagement

Social Transition

- Friends, student organizations, and feeling welcomed/accepted are key elements in creating a sense of belonging.

- An increase focus on "fit" and "finding your people" in this year's responses.

Belonging - 6 year comparison of first-year students

I **belong** because…

" Being included and having friends.

" I just have that feeling that I'm exactly where I'm meant to be.

" Academics. I've never enjoyed learning more than I have here.

" The groups and clubs are all so welcoming and kind, super easy to try new things and get involved.

" I feel like Miami has a special environment that makes me feel like I can succeed. I also love the physical environment of Miami, meaning the green spaces and beautiful landscape.

I **belong** because… (continued)

"

I feel at home here. Whether it is during my classes that I enjoy learning about, playing in my soccer intramural, having a movie night with some friends, and even just walking around campus feels like home.

"

I have found friends with similar interests/experiences as me, plenty of clubs that I'm interested in, I enjoy my classes and am excited about my major, I feel comfortable and at home on campus, I don't ever find myself wishing I was at a different school.

I am **struggling** to belong because…

> Hard time creating connection with people here, feel like I do not fit in.

> I feel that in some ways, I am not academically capable of belonging here.

> Socioeconomic status.

> I never felt like I belonged anywhere, so I'm not sure I understand what belonging feels like.

Finances: High Level Findings

- Continued concern about expenses

- Increased interest in working

- Variability in this area by demographic - transfer, change of campus, commuter students

Barriers / Obstacles

What's getting in their way?

Obstacles Identified

28% Academic

Extensive academic work. Study habits.

16% Homesick/family

Being extremely homesick. Missing people at home.

15% Social

Finding friends and meeting people.

14% Physical health

Health issues/chronic illness. Getting sick.

10% Time management

Learning how to study and do large amounts of work.

9% Mental health

Loneliness and depression. Mental health.

What are you proud of since coming to Miami?

New Question this Year

Points of Pride

Academic performance

Attended all my classes.
Done well on first 2 exams.

Involvement

Attended a lot of organization meetings.

Network/ friendships

I have made more friends than I thought I would.

Getting out there

I was able to consistently leave my comfort zone in order to meet friends or understand classes.

Independence

Figuring things out on my own.

Time management

Managed my time better than ever before.

What we learn impacts practice

How we use this data for continuous improvement

Thank you!

University Communications and Marketing

DECEMBER 2023

ONGOING PROJECTS

Rodney Coates — Global and Intercultural Studies

THE CONVERSATION HELPS MIAMI PROMOTE TOP SCHOLARS

Through a partnership with The Conversation — a non-profit, independent news organization that publishes research-based news written by faculty scholars — Miami can promote the university to a larger audience of prospective students and parents, while increasing our share of voice on trending topics.

Miami published two stories in May: one by Liz Wilson in Comparative Religion, and one by Rodney Coates in Global and Intercultural Studies. The two articles combined received over 10,821 reads and have been picked up by 18 publishers with an estimated reach of over 2 billion. We plan to publish five additional articles in the coming weeks.

CUSTOM PORTAL INCREASES ACADEMIC VISITS

A new online campus visit registration portal has helped increase visits with the Farmer School of Business, the College of Engineering and Computing, and the Honors College a combined 78% since the portal was implemented in October 2022. UCM collaborated with EMSS to create a portal through which prospective students build custom agendas for their campus visits by registering for one event and adding additional activities with a single click. Previously, students registered for multiple events independently. The portal has increased visibility for academic programming, allowing more students to engage with Miami students and faculty earlier in their college search.

NEW WEBSITE HIGHLIGHTS TEACHER-SCHOLARS

To celebrate and promote Miami's commitment to teaching and faculty excellence, UCM launched the teacher-scholar website (**MiamiOH.edu/teacher-scholar**) in early May. Communicated through the voices of Miami's nationally renowned faculty members, the site details the strategies that make Miami a global leader in a student-centered approach to education. The website features more than 25 faculty profiles, descriptions of Miami's cutting-edge resources, and examples that illustrate the profound success that our students enjoy. The target audience — prospective students and their parents — are prompted to opt in to receive more admission communications.

Helaine Alessio — Kinesiology, Nutrition, and Health

MULTICULTURAL MARKETING CAMPAIGN, TV SPOT WIN AWARDS

UCM is consistently recognized by our peers for our outstanding work in marketing and communications. This spring, Miami earned two prestigious honors.

The multicultural campaign — featuring digital and outdoor advertising, a website, and radio spots — received the Award of Distinction from the Communicator Awards in the Integrated Multi-Channel Marketing Campaign category. Selected from more than 5,000 entries, Miami was honored for its clear and impactful storytelling.

Also, Miami's 30-second public service announcement — Together We Will — was a bronze winner in the category General-Regional TV in the 2023 Telly Awards. The Telly Awards annually showcases the best work created within television and across video, and receives more than 12,000 entries from 50 states and five continents.

UCM'S GOAL To establish and grow Miami University's influence, reputation, and ranking as a leading public university that prepares students for lifelong success in a vibrant campus community that values academic rigor, character, intellect, and serving the public good. Miami University's success depends upon messaging and visual identity strategies that are compelling and consistent across all communication outlets in order to grow enrollment and increase brand awareness.

Marketing
by the numbers
September 1 – November 17, 2023

SOCIAL MEDIA

27.3M +142.6% YOY
Total social media impressions on the university's primary accounts
*Does NOT include TikTok or YouTube

X 610K | Instagram 19.9M
Facebook 6.1M | LinkedIn 694K

2.2M +308.8% YOY
Total social media engagements

X 16K | Instagram 1M | TikTok 690K
Facebook 372K | LinkedIn 63K | YouTube 773

538K +12.9% YOY
Total social media followers

X 60K | Instagram 90K | TikTok 43K
Facebook 119K | LinkedIn 220K | YouTube 7K

56K +311.3% YOY
Total net new audience

WEBSITE

1.75M
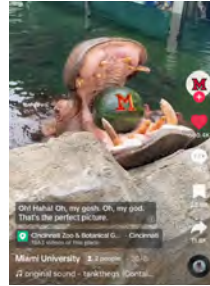New website users

18.2M
Website pageviews

78%
Engagement Rate

1.1M
Clicks
(up 11% from 2022)

26.6M
Impressions
(up 11.5% from 2022)
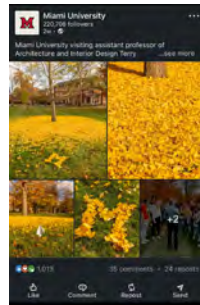
Organic (Google) Search

Social Media
top highlights
September 1 – November 17, 2023

TikTok **642,147** Total engagements

LinkedIn

16,268
Total engagements

9,379
Total engagements

Facebook **9,112** Total engagements

Instagram **9,096** Total engagements

News
by the numbers
September 1 – November 17, 2023

133
News media pitches

413M
News reach

16.3K
News mentions

$14.2M
PR value

356
National news media mentions

Merit

468
Personalized student stories

248
Student achievement press releases sent via Merit

70.3K
Merit generated impressions on social

Sexual and Interpersonal Violence

Division of Student Life | Board of Trustees Report
*December 2023*

Our Commitment

Miami University is committed to maintaining a healthy and safe learning, living, and working environment and to creating a culture that promotes responsibility, dignity, and respect in matters of sexual and interpersonal conduct. At Miami, the Office of Student Wellness, the Office of the Dean of Students, and the Office of Community Standards work collaboratively to lead Miami's sexual and interpersonal violence (SIV) prevention and response efforts. This report highlights a combination of both prevention and response efforts and the ongoing evaluation of data to inform our decisions.

Prevention Efforts

New Space

The Clinical Health Sciences and Wellness building is home to a new Sexual and Interpersonal Violence Education and Outreach (SIVEO) space. The purpose of the SIVEO space is to centralize prevention, education, outreach, and survivor support services. The SIVEO space provides prevention initiatives, a community-based confidential advocate from Women Helping Women, and an office for student organizations whose work aligns with the SIVEO mission.

The new space is also home to survivor support initiatives and regular programming. In fall 2023, identity-specific community groups were formed so that students could find solidarity in their experience and participate in community building, trauma informed self-care, and peer support while navigating new experiences post trauma (socializing, intimate relationships, life skills, etc). The goal of this non-therapeutic engagement is for students to build friendships, have fun, and feel supported by Miami staff.
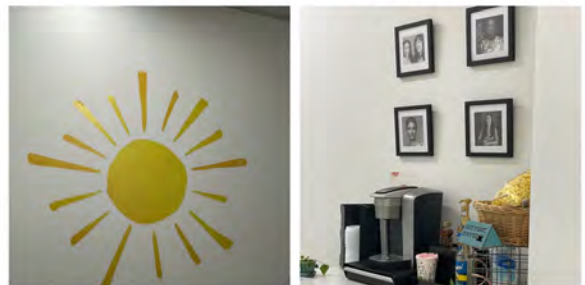
New Programming

It's On Us. A renewed relationship with the national It's On Us campaign was ignited by inviting Kyle Richard for a campus-wide speaking engagement. Kyle Richard is the Associate Director of Men's Engagement and Special Projects for It's On Us. He is also an advocate and national speaker for sexual violence prevention in sports. Following this engagement, he invited Miami athletics to participate in a study to create more effective and engaging education for college male leaders in

stopping sexual violence. The study hopes to identify strategies of empowering men to stop the male perpetrators that they see on their campuses. The conclusion of this study resulted in a new program called *Playbook* that Miami ICA athletics will implement in spring 2024.

Coffee and Conversations. Coffee and Conversations is a new series of informal meetups occurring twice a month to engage campus and community experts in open dialogue and helpful activities with survivors of interpersonal violence. Examples from this fall include providing trauma-sensitive yoga, a conversation on setting and navigating boundaries, and a workshop about intimacy after assault.

Students Fight Back. The national Students Fight Back program came to campus this fall, hosted by HAWKS Peer Health Educators, Miami Intercollegiate Athletics, and the Miami It's On Us chapter. The program taught students practical skills they can use to set and respect boundaries, de-escalate situations, use their voices with confidence, and defend themselves if necessary. Over 600 students attended the evidence based, trauma-informed, and victim-centered program.

Response Efforts

This year's response efforts focused on updating outreach to students, increasing reporting, building staff, and cross-training teams to better support students.

Title IX Regulations

The proposed Title IX regulations from the Biden administration were expected to be announced in May 2023 and again in October 2023. They are now set to be released sometime during the summer of 2024. Once the proposed regulations have been announced, the Title IX Compliance work group will review Miami's current sexual misconduct protocol for students. Their goal will be to ensure the policy not only reflects the regulatory changes, but is also easily understood by students.

SIV Reporting and Outreach Updates
- ➔ Over 1,300 students, staff, and faculty were trained on sexual and interpersonal violence (SIV) duty to report and related resources from January through November 2023.
- ➔ We reviewed and updated outreach letters sent to complainants and respondents to improve readability and to ensure a trauma-informed and equitable process for those needing accommodations.
- ➔ We evaluated and revised outreach practices resulting in a new process to call students at the end of three email outreach attempts. While preliminary, this revision is trending towards more successful response rates with over 100 virtual/in-person meetings with students scheduled since January 2023.
- ➔ The Office of the Dean of Students created a communication campaign (i.e., window clings, strategically placed posters and flyers, social media posts, etc.) to promote awareness on how and where to report SIV incidents.

Staffing and Training

In June 2023 Cecilie McGhehey, MSW was hired as the new Assistant Dean and Deputy Title IX Coordinator for students. Concluding a national search in August 2023, BaShaun Smith, Ed.D., was hired as the Associate Vice President and Dean of Students. Smith has previous higher education experience working as a Deputy Title IX Coordinator for students.

In an effort to better serve students, the Office of the Dean of Students and the Office of Community Standards participated in cross-training opportunities for staff on restorative justice and trauma-informed practices in Title IX response. Training aimed to build capacity and knowledge and to adjust practices based on feedback from students who had navigated the Title IX process in the past. There are continued efforts to identify Title IX training opportunities for staff to better assist marginalized and LGBTQIA+ students.

Data

For more than six years, Ohio colleges have worked to change the culture regarding sexual violence through the Changing Campus Culture initiative (www.OhioHigherEd.org/ccc). The initiative seeks to strengthen Ohio's ability to better respond to, and ultimately prevent, sexual violence on Ohio college and university campuses.

All Ohio campuses are expected to collect student survey responses on 14 benchmark questions each year to provide the Ohio Department of Higher Education (ODHE) with a common set of data. The data helps measure statewide progress in addressing prevention and response to sexual violence and track trends over time. Participants in the benchmarking project included 14 public university main campuses, 16 community colleges, and 24 private institutions. Responses included 15,354 students across the sampled institutions. Some highlights from the survey include:

➔ Students who reported being offered training on the prevention of sexual misconduct. **Miami average - 76.72%, Ohio public university average 68.96%**.

➔ Students who experienced stalking since attending college. **Miami average 5.75%, Ohio public university average 8.22%**.

➔ Students who experienced intimate partner violence since attending college. **Miami average 4.07%, Ohio public university average 6.51%**.

Summary

The creation of a healthy and safe learning, living, and working environment is a shared responsibility and value at Miami. With the above accomplishments and revisions in mind, we hope to increase knowledge on what Title IX is/is not and ensure students know how to submit these typically underreported violations.

Regardless of the everchanging landscape, our position is resolute: we remain committed to cultivating a safe and inclusive campus community that is free of sex discrimination, sexual harassment, and sexual violence.

Student Counseling Service

Division of Student Life | Board of Trustees Report

December 2023

Overview

The Student Counseling Service (SCS) is a comprehensive, accredited university counseling center serving as the primary source of mental health services for Oxford campus students. Our mission is to assist students in developing and maintaining healthy psychological functioning as they work to achieve academic and personal goals. We foster this development through individual and group therapy, outreach, programming, consultation, and training. SCS is committed to the appreciation and celebration of diversity and we strive to be an inclusive and accessible environment for all.

This report provides data pertaining to SCS' clinical and outreach efforts and summarizes some strategic service innovations that promote and enhance student mental health.

2022-23 SCS Data: Clinical

Over the last two decades, college counseling services have experienced a well-documented soaring demand for services. SCS utilization has mirrored this trend, progressively increasing year after year, and we continue to observe increased complexity of student's clinical presentation and noticeable deficits with coping and resilience skills. Many students start at Miami already having formal psychological diagnoses, past mental health treatment, and increased concern pertaining to trauma and safety. Because of this clinical complexity, many students seen at SCS require additional case management and follow-up care that is not easily reflected in the data.

2022-23 clinical service delivery closely aligned with the previous academic year, which may signal a stabilization of demand after years of increases. SCS had a total of 11,268 clinical service appointments and saw a 7.2% increase in group counseling appointments over the last year.

Additional Highlights

- 42% increase in individual counseling appointments compared to 10 years ago.
- 38% increase in total counseling appointments (group/individual) compared to 10 years ago.
- 6.25 average sessions per client, a 3.8% increase over last year.
- The HOPE Line provided 561 support calls to students, a 38% increase over the previous year.
- The top five diagnosed disorders

Total Appointments, 2012-2023
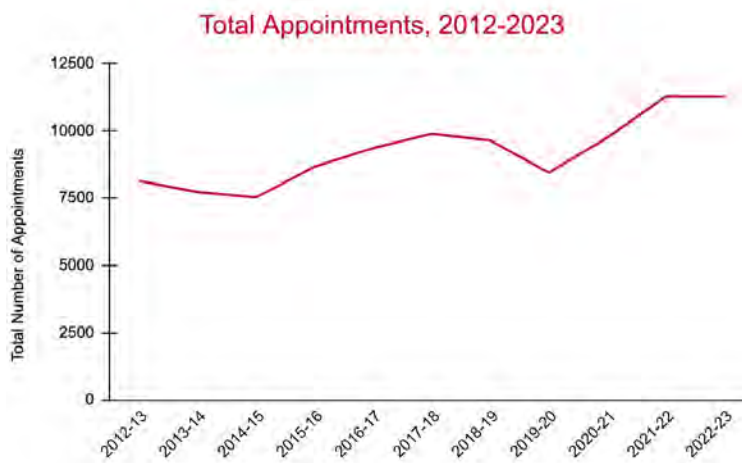
were anxiety disorders (30%), depressive disorders (21%), adjustment disorders (11%), PTSD and trauma related disorders (10%), and relational concerns (10%).

SCS Data: Outreach Efforts

In addition to clinical services, SCS regularly provides a variety of outreach and education throughout the year. During 2022-23 year, SCS provided 445 outreach programs attended by 17,920 students, faculty, and staff. Overall, the number of outreach programs offered increased by 44% over 2021-22; with a 77% increase in attendance.

Suicide Prevention Team. SCS continues to coordinate the efforts of the Suicide Prevention Team (SPT), consisting of approximately 40 faculty, staff, and students from across campus. Over 700 people participated in Suicide Prevention Week activities (depression screenings, QPR/suicide prevention training for students, mental health workshops and speakers, and the annual Out of the Darkness/ Suicide Prevention 5K Walk, which raised over $10,000 for suicide prevention efforts). The SPT also hosted "Stress Less Week" activities including Stress Less Day where over 500 students and 18 campus partners worked together to promote emotional well-being.

Faculty and staff training. In addition to our outreach efforts, SCS seeks to enhance the referral skills and confidence of faculty and staff who are often the first line of intervention for students facing mental health challenges through a variety of gatekeeper trainings:

- **Question, Persuade, Refer** (QPR) is a 90-minute training focused on suicide prevention. SCS offered 6 sessions for 54 faculty and staff. In written feedback, many respondents noted the relevance of what they learned in their roles at Miami and their own sense of increased confidence in responding to student mental health concerns.
- **Mental Health First Aid** (MHFA) is an 8-hour program designed to train participants in first line intervention for a wide range of mental health and substance abuse issues. SCS offered 7 sessions for 55 faculty, staff and students. 93% of participants found the course helpful and informative and prepared them for the work they do professionally.
- **Classroom Connections** is an SCS program developed to assist interested faculty in using brief activities in their classes to better emotionally connect with students. 59 faculty members facilitated a 2-3 minute stress management or mindfulness activity at the start of each of their classes. Evaluations were very positive, suggesting increased sense of connection from both students and faculty.
- Our **Mental Health Ally** program was re-introduced to meaningfully acknowledge Miami faculty who demonstrate a commitment to serving students with emotional challenges. To qualify as an ally, staff and faculty must attend both MHFA and QPR training, and attend an ally consultation session at SCS. Mental Health Allies represent a wide variety of departments who are committed and ready to assist students with mental health concerns.

Early intervention for mental health concerns is directly correlated to better outcomes for students. The competence of Miami faculty and staff allies contributes to our preparedness as a university to effectively intervene early for students who are experiencing or who might develop mental health challenges.

Strategic Service Innovations

The three initiatives and efforts described below highlights SCS' commitment to innovating and evolving to best serve the needs of Miami students.

Care Coordination

Thanks to Miami's student mental health fee, SCS welcomed our first Care Coordinator to the clinical team in August 2023. Given the increasing complexity of concerns that students present with at SCS, the Care Coordinator works closely with students who need longer-term or more specialized care. The goal of this position is to assist students with connecting to on- and off-campus resources to ensure they remain engaged in care. The Care Coordinator also maintains a small caseload of clients during times of peak student demand. Additionally, when students experience a one-week delay between their student's initial consultation at SCS and their first counseling appointment, the Care Coordinator sends a message reminding them of additional services (e.g., group therapy) and crisis services. The coordinator serves as a connection point until treatment is established. In the first three months of the position, the Care Coordinator supported nearly 50 students with 1:1 case management and consultation appointments, provided 75 individual crisis/emergency, initial consultation, and personal counseling appointments, and spent over 100 hours in care documentation inclusive of connecting with referral sources. Care coordination already has been an excellent addition to our service offerings providing timely care and referral for students.

WellTrack Boost

SCS has worked with generous donors to expand our stepped care model by adding WellTrack Boost, another high autonomy-low intensity care option for students. WellTrack Boost is a mobile app that is self-guided, clinically supported, and provides interventions based on cognitive behavioral theory. The set of tools (e.g., mood tracker, thought diary, relaxation exercises, etc.) helps students assess, understand, and improve their own behavioral health and wellness. SCS counselors can also integrate WellTrack Boost into student appointments to assign homework and track progress and HOPE Line clinicians can make referrals for students to use the app as one of their possible intervention strategies.

Wellness Rooms

Some students need a quiet, comfortable, and private space to have telehealth appointments with a therapist not affiliated with Miami's SCS. One of the recommendations of last year's Institutional Task Force on Student, Faculty, and Staff Mental Health and Well-being was to "provide dedicated private space for students to engage in telebehavioral health appointments." SCS, in collaboration with the Office of Student Wellness, recently established two rooms in SCS designated for general student use. These rooms provide space for students to engage in therapy sessions or other wellness activities such as meditation or mindfulness practices.

Summary

Mental health continues to be a shared priority across campus, evidenced by the student mental health fee, institutional task force and committee, support from the Governor's office and generous donors, and the consistent curiosity and championing from Miami's leadership. SCS is fortunate to add to the progress and conversation around mental health at Miami; we are positioned to continue responding to the increased attention on student mental health in innovative, nimble, and student-centered ways.

Division of Student Life

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

College is a transformative time for students, marked by academic, social, and personal transitions. From the transition to Miami as a new student to the evolving challenges faced throughout their experience, the Division of Student Life aims to provide a welcoming and inclusive environment, robust support, and an engaged community where students can learn, grow, and succeed.

New Dean of Students BaShaun Smith

The Division of Student Life welcomed our new Associate Vice President and Dean of Students, BaShaun Smith, Ed.D., to campus in August. BaShaun brings a focus on serving and connecting with students, and quickly began meeting regularly with students to discuss campus concerns, campus climate, and other topics. He is also holding monthly open forums to hear directly from students. BaShaun has a bachelor's degree in history from Bowling Green University, a master's degree in college student personnel from the University of Dayton, and a doctorate in education leadership from Western Carolina University. Prior to coming to Miami, BaShaun served as Dean of Students at Western Carolina University.

Weekly Socials in Residence Halls

The **Office of Residence Life** charged each residential community to provide weekly, low-pressure, low-cost opportunities for residents to get to know each other this fall. This programming focuses on social community development rather than academics or education. While participation in the weekly socials varies each week and by community, this type of programming has been well received by residents all over campus. For example, in Morris Hall, 30 students recently competed in a ping pong tournament called Battle Paddles Monster Mash. Flower Hall has averaged 25 participants to their weekly Mug Monday, where residents come to the lobby with their own mug and get it filled with a weekly treat (e.g., popcorn bar or edible cookie dough). The programs aim to address increased reports of loneliness among students over the past several years.

Increased Support During Orientation Advising and Registration

Based on 2019 data, the **Office of Orientation and Transition Programs** recognized the need for students to have more time with academic advisors, particularly for course registration, during orientation. In 2019, students met with advisors individually, but only received about 20 minutes of individualized support. In 2022 and 2023, orientation shifted from individual to group advising, increasing students' time with the same advisor from 20 to 150 minutes. Parents and family members were also encouraged to participate in the advising (not registration) session. The shift from individual to group advising at orientation, along with increased advising time and the involvement of parents and family members, have led to a much improved experience for students this year.

- 91.6% indicated their advising appointment helped them feel more comfortable about their area of study (compared to 69.8% in 2019).
- 92.5% of students agreed that their academic advisor helped them develop a plan for the fall semester (compared to 84.9% in 2019).
- 96.0% agreed that their advising appointment was very beneficial (compared to 70.1% in 2019).

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

Setting the Stage

Student Life plays a substantial role in supporting and guiding students through their transition to becoming a Miami student. During the summer through the orientation process and into fall semester through move-in, welcome weekend, and first-year experience courses, Student Life helps students feel confident in their ability to succeed at Miami, ready to connect with other students, and prepared to make the most of their experience.

Miami Bound

Nearly 700 students participated in 18 Miami Bound pre-semester programs in August 2023. Students arrive on campus early to participate, allowing them time to get acclimated before the official move-in. Each Miami Bound program provides topic-based activities and workshops geared toward facilitating a positive transition to Miami.

MADE at Miami

Approximately 150 incoming first-year students participated in MADE at Miami this year. Participants attended student leader and faculty panels, social activities, and breakout sessions related to mentoring, achievement, diversity, and excellence. The **Center for Student Diversity and Inclusion** coordinated the program, with several campus partners.

U-Lead

U-Lead saw 58 participants this year, up from 38 in 2022. Coordinated by the **Center for Student Engagement, Activities, and Leadership**, U-Lead teaches students about non-positional, strengths-based leadership through exploring values, teambuilding activities, and community engagement.

Myaamia Heritage Program

First-year Myaamia students move in early to spend time together, connect, and feel more comfortable with starting classes the following week. Coordinated by **Miami Tribe Relations**, the program saw 13 incoming students, 4 upperclass students, and 5 staff members participate this year.

First-year Map

The **Office of Orientation and Transition Programs** implemented an opportunity for students to set academic and co-curricular goals during orientation. Students were reminded of these goals just before the start of classes this semester, and continued to engage with and reflect on their goals through the first-year experience curricula. At the end of the semester, students will revisit their goals and create a plan for the next three semesters. By threading the goals throughout the first semester, students are reminded of their purpose in college and can make intentional decisions in support of those goals.

Academic Goals (examples)

"

To not be harsh on myself and allow myself to not get all A's.

"

I'd like to visit office hours and visit tutors if needed so I can fully gain and understand the material.

"

I would like to build good study habits and stay on top of my work.

"

To maintain at least a 3.75 GPA by using academic help and sources whenever I'm confused with anything.

Co-curricular Goals (examples)

"

Join at least three organizations my first year.

"

I would like to be a part of an engineering club, theatre club, and be active in creating a welcoming and heathy environment.

"

Try new things, step out of my comfort zone and go for it even when it is uncomfortable.

"

I am excited to say yes to things I might not normally do! Within the first 50 days, I really want to just say yes to as many things as I can!

Welcome Events

The **Office of Orientation and Transition Programs** led the efforts to welcome the Class of 2027 through Welcome Weekend and into the first few weeks of the semester. These events, highlighted below, provided opportunities for students to connect with peers, get more comfortable on campus, and prepare for the year ahead.

▲ 280 student volunteers helped incoming students move into their residence halls.

▲ Family Fun Zone, new this year on move-in day, was space for families to interact before leaving campus.

▲ Welcome Home with MAP on Friday, Aug. 25.

▲ Rise Against Hunger service activity.

▲ RedHawk Ready offered opportunities for wellness, connection-building, and campus exploration.

▲ Saturday Under the Stars featured a movie and photo booth on central quad.

▲ The variety of activities throughout Welcome Weekend ensured something for everyone.

▲ Students took "first day" photos outside Armstrong Student Center on day one of class.

▲ 431 organizations offered involvement opportunities for 6,000+ students during the 2023 Mega Fair.

Academic Transition

While this report focuses on the social transition to Miami, the division also coordinates initiatives to facilitate a smooth academic transition.

Registration Breakfasts

First-year and mixed residence halls hosted a registration breakfast on the first day of spring course registration (21 events in total). Students could bring their laptop to register for courses with **Office of Residence Life** staff present to answer questions and provide support during this possibly stressful time.

Academic Skill Building

The **Rinella Learning Center** presented about their services and/or academic skillbuilding to 12+ groups this year. They continue to support student academic success through tutoring, supplemental instruction, and proctoring exams for students who need accommodations.

Major Meetups

The **Office of Residence Life** arranged meetups for students in the same major to do homework and study together this fall. The meetups aimed to forge social connections between students in the same academic programs to make it easier for them to seek academic assistance in the future.

Social Transition

According to Miami's 2023 Transition Survey, social connections are a determining factor for both students who feel like they belong and those who do not. Students who have found friends and social networks, and who have felt welcomed and accepted, are likely to say they belong at Miami. Students who have not found people who are "like them," and who feel "different" than other students, are more likely to say that they don't belong. For this reason, Student Life is continually developing new opportunities for students to find these connections.

Commuter Students

Commuter students, having a less traditional Miami experience, often find themselves struggling with the social transition to college. To support students in meeting each other and feeling more comfortable, the **Armstrong Student Center** hosts an annual Commuter Prep Day in August to provide logistical information and advice while also fostering community bonds. Forty-four students attended in fall 2023.

New this year, Armstrong staff presented to all incoming commuter parents during orientation this summer. Sessions provided guidance on encouraging first year-students to actively participate and get involved on campus.

▲ Commuter Prep Day, August 2023.

The Commuter Center also held two new student transition programs during the early weeks of the fall semester. The first was a breakfast bar during the first week of classes to encourage students to come to the Commuter Center and learn more about opportunities for involvement and programming. The center also invited commuters to meet before Mega Fair to attend the event together, similar to how resident assistants bring their communities.

Rainbow Reception

The annual Rainbow Reception takes place at the beginning of each school year to welcome the new and returning Miami LGBTQ+ and ally community to campus. Coordinated by the **Center for Student Diversity and Inclusion**, this event is an opportunity for faculty, staff, and students to meet new people, build community, and learn more about LGBTQ+ initiatives and resources on campus in a celebratory and fun atmosphere. This year, 250 students, faculty, and staff attended.

▲ Rainbow Reception, September 2023.

Black 2 School

The **Center for Student Diversity and Inclusion** worked with the Black Leadership Coalition and Miami Activities and Programming to provide space for Black students and friends to connect with each other and relevant student organizations during the first week of classes. Over 150 students attended and 12 culturally-based organizations hosted information tables.

▲ Black 2 School, September 2023.

Friend Making

Last fall, the division developed new friend making content for first-year experience courses. Students have a candid discussion in the class about how their social transition is going and share what has and hasn't worked for them. The content is intended to help students feel less alone in building connections and develop concrete strategies to connect with others.

The **Office of Student Wellness** hosted a "Speed Friending" event in late September to help students make connections quickly with other students who are also interested in making friends.

▲ Single room meetup in Hillcrest Hall.

New this year, the **Office of Residence Life** facilitated an opportunity specifically for students in single occupancy rooms to connect and engage with one another. In communities with 10 or more students assigned to a single room, students were invited to attend a program to meet other students in single rooms.

Navigating Challenges

As students move through their transition into and through their college experience, it's natural and expected for challenges to arise. From academic hurdles and relationship issues and to mental health challenges and family emergencies, the division provides support in various ways to help students navigate these challenges.

Conflict Resolution

The division has expanded our efforts to help students navigate roommate issues and other conflicts this year. The **Office of the Dean of Students** developed a practical conflict resolution training program for both student staff and the general student population. The program addresses the challenges of conflict during transitional periods, and includes hands-on activities and real-world case studies. The office delivered six in-person trainings since July 1 to over 350 students.

The **Office of Community Standards** served on a Miami Bound panel to discuss student strategies on transitioning to college and resolving conflicts. Additionally, the **Office of Residence Life** produced an engaging Instagram video to encourage positive roommate relationships.

▲ **@MiamiOH_ResLife on Instagram.**

Student of Concern Process

The **Office of the Dean of Students** expanded the student of concern process during fall 2023 to provide students access to the student of concern form. Students now have a simple outlet to identify and support other students struggling with their transition related to mental health, financial challenges, etc. Students can also use the form to self-identify a concern. Submitted concerns are routed through the CARE Team, where the appropriate outreach office is identified and dispatched.

312

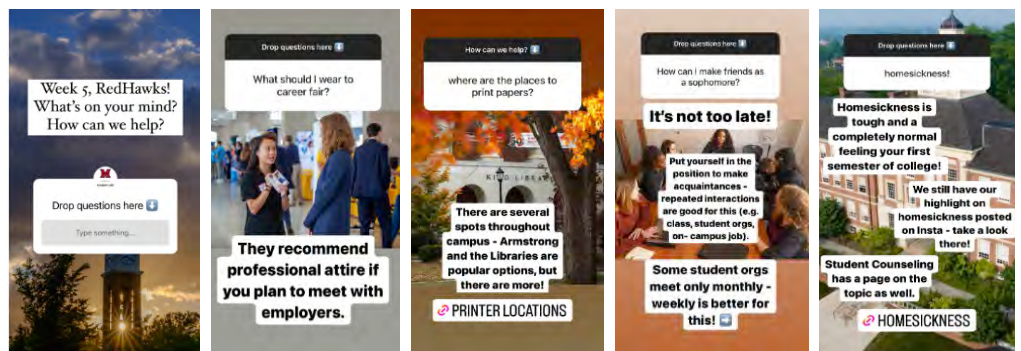reports to the students of concern form during the fall 2023 semester (as of Nov. 28)

Community Circle Program

A new initiative through the **Office of Community Standards** allows students to engage in meaningful and reflective group conversations following certain incidents of alleged misconduct instead of going through a formal disciplinary process. The Community Circle program focuses on student accountability, recognizing and repairing harm caused by violations of the Code of Student Conduct, and restoring trust with the university community. Forty-nine students have participated this year.

How Can We Help? Instagram Initiative

The Student Life Instagram, with more than 13.3K followers, has offered students increased support this year as they navigate the complexities of college life. Through the "How can we help" campaign, we post an invitation for questions each Monday, then answer as many questions as we can the following day. We've witnessed impressive engagement, with students posing over 500 questions since July. Ranging from logistical queries about payment deadlines to seeking guidance on academic challenges, and even delving into more personal concerns like homesickness and loneliness, the spectrum of questions is vast. By addressing these questions openly on the story, Student Life is not only providing practical solutions, but also working to normalize the diverse challenges students encounter and let students know they are not alone in their experiences.

789k

Impressions earned on "How can we help" stories, 26.3% higher per slide than other content.
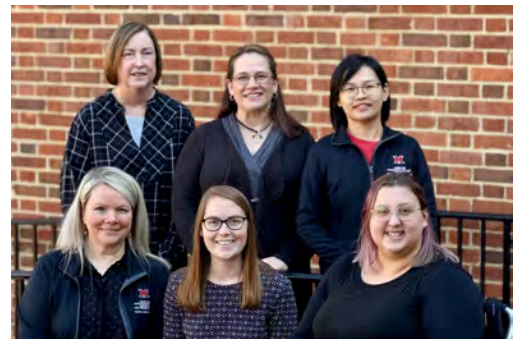
Miller Center for Student Disability Services

The Miller Center for Student Disability Services has experienced significant change over the last year. With the departure of both the director (Stephanie Dawson) and assistant director (Dan Darkow) in late spring, the Miller Center staff has worked hard to maintain a high level of service and support to Miami's students. Christina Carrubba-Whetstine, director of the Rinella Learning Center, agreed to serve as interim director for this academic year, strengthening the relationship between the Rinella and Miller Centers.

Annastashia Blesi stepped into the assistant director role shortly after the start of fall semester 2023 and the search for a new director will commence in December 2023. The Miller Center staff continues to foster positive working relationships with university and state partners, including IT Services (assistive technology), disability studies, College2Career, and regional campus counterparts in support of students with diagnosed disabilities.
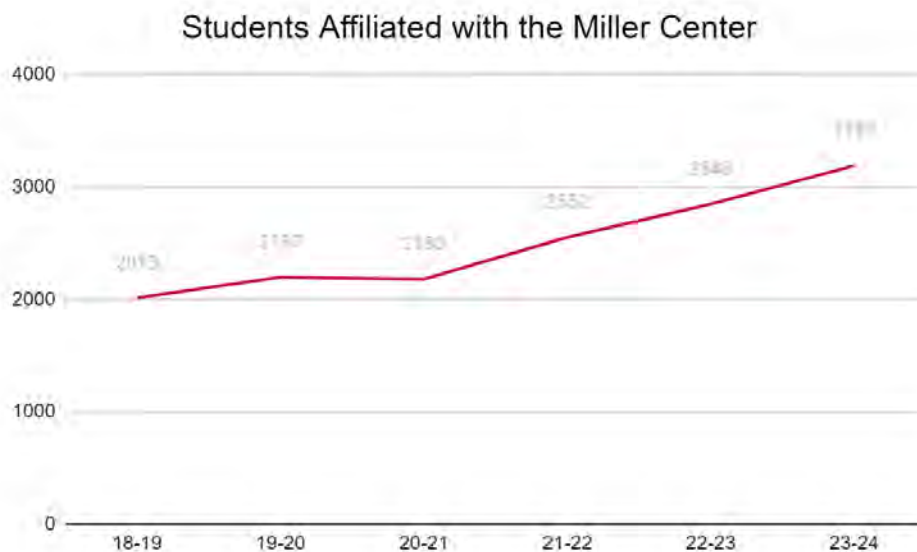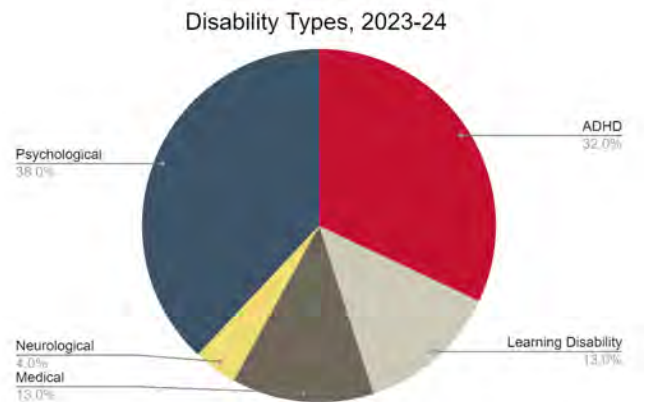

Successful Transitions to College

The Miller Center for Student Disability Services welcomed a record number of first-year students and families to an early arrival program in August designed to ease their transition to college. *Jumpstarting Disability Access at Miami* helped students better understand how to use accommodations in a higher educational context, navigate university systems, and create opportunities to connect with the disability community. Twenty-one students participated in fifteen structured sessions over three days. Sessions included:

- Getting to know your accommodations
- Disability management
- Door to classroom campus tours
- College2Careers
- Self advocacy 101
- Accessible technology

Areas of Growth

Over the last five years, the number of students affiliated with the Miller Center has increased significantly. The number of affiliated students for the current academic year represents more than 17% of all enrolled students. The most common diagnoses (in descending order) are ADHD, anxiety, depression, reading-related learning disabilities, and medical diagnoses. The complexity of student diagnosis is also growing. Nearly half (49%) of students affiliated with the Miller Center have more than one diagnosis.

Disability Types, 2023-24

Psychological 38.0%
ADHD 32.0%
Learning Disability 13.0%
Neurological 4.0%
Medical 13.0%


Students Affiliated with the Miller Center

Impact

Increases in the number of students affiliated with the Miller Center also significantly impacts other Miami departments and services.

Students of concern. During the 2022-23 academic year, the Dean of Students office responded to Student of Concern reports for 702 students. Of those students, 37% were affiliated with the Miller Center. The outreach process for students of concern requires significant coordination and intervention by staff.

Housing and dietary accommodations. The number of students seeking housing and/or dietary accommodations also continues to grow. Housing accommodations typically take the form of single rooms, single rooms with attached bathrooms, or access to a single use private bathroom. For the current academic year, 351 students are using housing accommodations, which accountings for 12% of all students affiliated with the Miller Center.

Test proctoring. The increase in affiliated students with the Miller Center has also impacted accommodated test proctoring services offered through the Rinella Learning Center (RLC). Accommodated test proctoring has skyrocketed since the 2015-16 academic year. Based on current usage, it is predicted that the RLC Testing Center will proctor over 12,000 exams during the current academic year; a 300% increase since 2016.
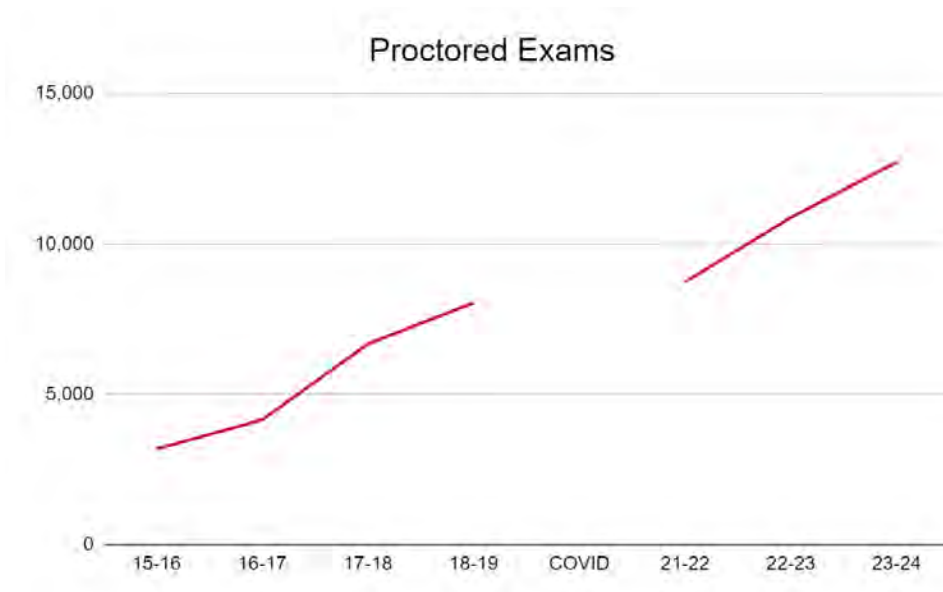
Initiatives and the Future

To better meet the needs of students, especially our neurodiverse student population, the Miller Center continues to create opportunities for students to find community and environments where they can destress and take care of their mental health. As an example, the Miller Center collaborated with the Armstrong Student Center to create a sensory space during final exams week. A sensory space allows students to get away from the stress of testing and relax using relaxation techniques and sensory-friendly devices. The inaugural sensory space attracted 35 students and received excellent feedback. With increased publicity, expanded collaboration, and enhanced sensory options, the Miller Center will provide another sensory space for fall 2023 final exams week in the Armstrong Student Center.

Looking forward, the Miller Center seeks to continue to meet the needs of an ever expanding population of affiliated students. This will require thinking creatively about how to meet diverse needs and maintain high standards of service and response time. Additionally, the Miller Center staff aims to continue educating the campus community (including faculty, staff, and administration) on enhancing the inclusive experience of our students. We look forward to the opportunity to expand collaborations, especially with Student Wellness, Student Counseling Service, Campus Services, and the academic advising community.

Transition Survey

Division of Student Life | Board of Trustees Report
December 2023

About the Transition Survey

The Division of Student Life's annual transition survey gathers feedback from new first-year and transfer students regarding their overall transition experience. Fall 2023 was the eighth year since 2015 for this initiative (there was no survey in fall 2020 due to the COVID-19 pandemic). The survey is administered during the fourth through sixth weeks of the fall semester. This timing allows us to address student concerns, transition difficulties, and barriers during the critical first six weeks of their college experience.

The survey is sent through a personalized invitation to all new students and students receive multiple reminders to complete the survey. The survey takes less than 10 minutes of their time. Response rates have been as high as 31% in 2016, but we have seen declining participation in the past three years to about 18%. That provides us with insight from more than 650 students each year, giving us a good snapshot of the new class.

The survey gathers feedback from students new to Miami about their transition, specifically related to their academic and social experience in the first month to six weeks on campus. Additional questions related to paying for college, working while in school, and living on or off campus are also included.

Survey Review and Outreach

The last question on the survey asks students if they would like for a university staff member to review their responses to better assist them and connect them to campus resources. Typically, around 60% of respondents elect to have their responses reviewed.

Student Life staff review and evaluate these students' responses to identify how to best assist them. All students who elect to have their responses reviewed receive a series of emails that include information specific to their answers. For example, if they indicate on the survey that they do not know who their academic advisor is, they will receive an email with instructions on how to find their advisor.

Some students (~25% of respondents) are identified as warranting a more direct outreach and conversation with a staff member about their experiences. These students have often expressed dissatisfaction or difficulty in multiple areas on the survey. In these situations, a university staff person reaches out directly to follow up on concerns or difficulties expressed in the survey.

Survey data is used in a number of different ways as we work to continuously improve our services and resources for students. The data has informed curriculum in the first-year experience courses, messaging during new student orientation, and social media campaigns to help students with navigating the university. Findings from the survey have also led to initiatives for specific populations (e.g., focus group conversations with commuter students, assessment of onboarding activities for transfer students).

There are ongoing opportunities to use this information alongside other data to enhance student retention and success. By collaborating with other university divisions dedicated to this work and using online platforms, we can explore new ways to connect information and coordinate outreach efforts for students facing challenges in their transition to Miami.

We plan to continue administering the transition survey each year as we seek to understand the current needs of Miami students and continuously improve our support of new students' transition. While this survey is coordinated by the Division of Student Life, numerous campus partners play an important role in the development of the survey and in the follow-up with students.

2023 Survey Questions

We perform a complete review of questions every year. We examine how each question's data was used to directly impact individual students and contribute to the continuous improvement of practices and programming. Some questions have been removed and some have been added to gain information about a timely topic (e.g, the impact of COVID-19). Other questions have emerged to provide data that offers new and different insight into current students. Largely, the questions have remained the same since 2015, allowing longitudinal data, changes, and trends to emerge.

We have listed all of the 2023 questions below, grouping them by theme rather than in the order on the survey. Most questions ask students to respond using a 5-point scale (e.g. strongly agree to strongly disagree) or a simple yes/no/unsure scale. Open-ended questions or those with more unusual scales are noted as such below.

Campus involvement and connection

1. Are you involved in at least one club or campus organization?
2. Do you plan to join a social fraternity or sorority at Miami?
3. Have you attended any campus events since the start of the semester that were not mandatory or associated with a class?
4. I can easily find things to do on campus during the weekends.
5. I can identify at least one faculty or staff member who cares about my well-being (social or academic) at Miami.
6. I regret coming to Miami.
7. I believe I will be successful at Miami.
8. Do you feel like you belong at Miami? *Always; Often; Sometimes; Seldom; Never*
   ○ In what ways do you feel that you do not belong at Miami? *[open-ended]*
   ○ Please tell us what contributes to your sense of belonging at Miami. *[open-ended]*
9. How likely are you to:
   ○ Recommend Miami to other students.
   ○ Transfer to another institution.
   ○ Graduate from Miami.

Academic

1. I am finding it easy to adjust to Miami academically.

2. Have you decided on a major(s)?
3. How certain are you that you will graduate with this major(s)?
4. Do you know the name of your academic advisor?
5. Do you know how to find your academic advisor when you need to arrange an appointment or ask an advising question?
6. Have you communicated with your advisor since orientation, by email, phone, virtual appointment, or in person?
7. Do you have a clear career goal(s) you are pursuing?
8. How certain are you about your career goal?
9. How challenging is your academic coursework?
   a. In what ways is your academic coursework more challenging than expected? (select all that apply): *course schedule is too demanding; pace of class(es) is too fast; not prepared for the rigor of the coursework; not spending enough time on academics; my course load is too heavy; Other (please specify).*
   b. *In what ways is your academic coursework less challenging than you expected? (select all the apply): course schedule is not demanding enough; pace of class(es) is not fast enough; coursework is repetitive of previous courses; schedule is too light – did not take enough courses; Other (please specify).*
10. Please indicate the number of classes in which you feel you are struggling or not performing as well as you would like: *0 classes; 1 class; 2 classes; 3 or more.*
11. On average, how many hours do you spend each week preparing for classes (homework, writing papers, reading, studying for an exam, conducting research, etc.)? *0-5 hours; 6-10 hours; 11-15 hours; 16-20 hours; 21-25 hours; more than 25 hours.*
12. How many individual class sessions have you missed this semester? *0 classes; 1-3 classes; 4-6 classes; 7-10 classes; more than 10 classes.*
13. Please indicate the primary reason(s) you have missed class (check all that apply): *overslept; could not find the room/class meeting; I was sick/didn't feel well; I was out of town; I didn't feel like going to class; I already knew the class material so didn't feel the need to go to class; personal/family emergency; I had to work; I wasn't prepared for class so I decided not to go; I had transportation issues and couldn't get to class; Other: - Text.*
14. I have figured out how to study effectively in order to succeed in my Miami courses.
15. I have taken/plan to take advantage of tutoring services at the Rinella Learning Center this semester.
16. I am managing my time well (i.e. keeping up with classes, getting enough sleep, managing relationships, exercising and taking care of myself).
17. Please select the answer that best represents how you feel regarding how you spend your time: *too much time on academics; too much time socializing; the right balance between academics and socializing; Other: - Text.*

Social
1. I am finding it easy to adjust to Miami socially.
   ○ In what way(s) has your social adjustment to Miami not been easy? (select all that apply) *Haven't made close connections with others; Difficulty making friends; Have not found a club or organization to join; Don't feel like I "fit" at Miami; Other text box.*

2. I have made friends at Miami.
3. I feel lonely at Miami.
4. I have felt homesick since starting at Miami.

Living Situation

1. Where are you living this year? *On campus; off campus with family; off campus with friends or on my own; my housing situation is uncertain.*
2. Please indicate your level of satisfaction with your living experience.
   - Satisfaction with your living experience so far.
   - Satisfaction with your relationship with your roommate(s).
   - Satisfaction with the community that has been built in your corridor/hall.
3. Have you returned to your hometown for an overnight stay since moving into the residence hall?
4. How many times have you returned to your hometown for an overnight stay since moving into the residence hall? *Once; twice; three times; four or more times.*
   a. Please indicate the reasons why you returned to your hometown for an overnight stay since moving into the residence hall (check all that apply): *Personal/family emergency; special event; personal illness; visit friends/family; work/employment commitments; Other: - Text.*
5. Has your roommate(s) left campus to return to their hometown overnight since moving into the residence hall?
   - How many times has your roommate(s) left campus to return to their hometown overnight since moving into the residence hall? *Once; twice; three times; four or more times.*
6. Where are you living?

Finances and work

1. Do you currently work a job for pay?
   a. Where do you work?
2. Are you currently looking for a job for pay or do you plan to look for work this semester?
3. On average, how many hours do you work for pay each week? *1-5 hours; 6-10 hours; 11-15 hours; 16-20 hours; more than 20 hours*
4. How often does your work schedule negatively impact your academics?
5. I am concerned about my ability to pay for all expenses related to attending Miami.

Other

1. Have you experienced a barrier or challenge in your first month here at Miami?
2. What was the barrier or challenge you navigated? *[open-ended]*
3. Do you need help or support in working through the barrier/challenge?
4. What is something you have done since arriving at Miami that you are proud of? *[open-ended]*

CAREER FAIRS CONNECT STUDENTS TO OPPORTUNITIES

The **Center for Career Exploration and Success** held three career fairs in Millett Hall during the fall of 2023, headlined by the All-Majors Career and Internship Fair on September 27.

The Science, Technology, Engineering and Mathematics (STEM) Career and Internship Fair took place the next day on September 28. The Sports Career Exploration and Networking Expo (SCENE) rounded out this fall's offerings on October 4.

A total of 4,736 unique students attended at least one career fair, representing a 12 percent increase from the fall of 2022. The 325 unique employers who participated across the three events is more than double Miami University's peers' average of 150 employers.

Many employers hire for full-time roles and summer internships during the fall, using university career fairs as a key way to identify candidates to later interview. Some participating organizations offered next-day interviews following the All-Majors Fall Career and Internship Fair and the STEM Career and Internship Fair.

"We had a very successful fall career fair season," said Jennifer Benz, assistant vice president of the Center for Career Exploration and Success. "Miami continues to attract quality employers who are interested in hiring a wide variety of majors for full-time and internship roles. We're excited to carry the momentum from our fall success into the spring, when we'll host five different career fairs that will target an array of disciplines from Miami's five colleges."

2024 SPRING CAREER FAIR CALENDAR

All-Majors Career and Internship Fair
Tuesday, February 20 | 1 – 5 p.m. | Millett Hall

Careers for the Common Good Fair
Wednesday, February 21 | 1 – 5 p.m. | Millett Hall

Architecture and Design Career and Internship Fair (**Virtual**)
Tuesday, February 27 | 3 - 5 p.m. | Handshake

Architecture and Design Career and Internship Fair (**In-Person**)
Wednesday, February 28 | 1 – 5 p.m. | Shriver Center

Teacher Job Fair
Friday, March 1 | 8:30 a.m. - 5 p.m. | Millett Hall

A SAMPLE OF EMPLOYERS

ALL-MAJORS CAREER FAIR
- Medpace (Presenting Sponsor)
- Cardinal Health
- Deloitte
- Fischer Homes
- Kroger
- National Youth Advocate Program
- RSM
- Talbert House

STEM CAREER FAIR
- ADM
- American Axle & Manufacturing
- Forge Biologics
- Intel
- Ohio Department of Agriculture

SCENE
- Cincinnati Bengals
- Cleveland Browns
- Cleveland Guardians
- Columbus Blue Jackets
- FC Cincinnati

MIAMI UNIVERSITY CELEBRATES ITS FIRST-GENERATION COLLEGE STUDENTS

During the week of November 8, Miami University took part in the National First-Generation College Celebration. This annual event recognizes the resilience, tenacity, and achievements of first-generation college students across the country.

The **Student Success Center** teamed with the Center for Student Diversity and Inclusion and the Miami Firsts student organization to organize a calendar of events designed to help first-generation students build connections with one another and with their campus communities. Some events included a reception, a student resource fair, and a seminar on navigating imposter syndrome. Groups that sponsored events in partnership with the organizing committee include:

- **Center for Career Exploration and Success**
- College of Education, Health, and Society
- Howe Writing Center
- Office of the Dean of Students
- Office of Student Wellness
- Regional Office of Student Activities and Orientation
- Regional Office of Student Diversity, Equity, and Inclusion
- Upward Bound

PROSPECTIVE STUDENTS EXPLORE MIAMI UNIVERSITY THROUGH FALL OPEN HOUSE

On September 23, the **Office of Admission** welcomed 804 prospective students and their guests to the Oxford campus through its Fall Open House.

After being addressed by **President Gregory P. Crawford** and student body president Nyah Smith in the Goggin Ice Center, guests engaged with faculty and current students in their academic area of interest. They also toured campus and attended panels to learn more about admission and financial aid, undergraduate research, career services, study abroad

programming, and the Honors College.

SEMESTER START UP: AN INTEGRATED APPROACH TO STUDENT RETENTION

During the Fall Semester's first weeks, the **Bursar**, **Office of Student Financial Assistance**, **Office of the University Registrar**, **One Stop**, and **Student Success Center** collaborated with campus partners to launch an outreach campaign to assist students with remaining balances owed. This initiative resulted in 97 percent of students who were in danger of losing their class registration and university services being retained.

Student Financial Assistance issued microgrants to assist students with paying their balance. Bursar, Student Financial Assistance, and One Stop staff members called students who were at risk of being canceled. The Student Success Center and One Stop also collaborated with the Office of the Provost and the Office of International Student and Scholar Services to create an email/text campaign, which included targeted emails from the Undergraduate and Graduate Deans and the Director of International Student and Scholar Services.

The Office of Residence Life, the Office of the President, and Finance and Business Services also assisted during this integrated approach to student retention.

In October, 26 students learned more about opportunities in Miami University's home state through Into the Queen City, an immersive trip to Cincinnati presented by **President Gregory P. Crawford** and the **Center for Career Exploration and Success**.

Into the Queen City kicked off this year's Presidential Career and Leadership Series programming. Participants met with representatives from 84.51°, the Cincinnati Regional Chamber, Kroger, and P&G. They also networked with Miami alumni and experienced Cincinnati's vibrant culture through a BB Riverboats cruise and a trip to the Cincinnati Museum Center.

The next Presidential Career and Leadership Series event is Into the Capital City, a career experience in Columbus, Ohio during Winter Term. Employers scheduled to participate include the Columbus Chamber of Commerce, the Columbus Crew, Nationwide, and the Ohio Credit League. Students will also tour the Ohio Statehouse.

ONE STOP SUPPORTS STUDENT VETERANS

Miami University has maintained its Collegiate Purple Star designation for its efforts to support students with military backgrounds.

The **One Stop** is critical to Miami's adherence to the national Principles of Excellence program, which mandates that schools provide up-front information to veterans and military-affiliated students about the total cost of educational programming, give an educational plan and timeline, allow for absences due to service obligations for active-duty service members and reservists, and assign points of contact that provide ongoing academic and financial support.

The One Stop held an Open House at the Student Veterans Center in September. At this event, military-affiliated students connected with one another and met members of their support team. The One Stop later partnered with Intercollegiate Athletics in the promotion of its Heroes Day games for the RedHawk football, volleyball, and hockey teams.

SUMMERS SCHOLARS GET GLIMPSE OF LIFE AT MIAMI UNIVERSITY

The Office of Admission hosted 440 prospective students for its annual Summer Scholars Program in July.

This program, which is the highest yielding admission initiative, invites rising high school juniors and seniors to experience Miami University for one to two weeks. With assistance from faculty and staff from all five colleges, as well as from the Office of Residence Life and the Office of Student Life, the Office of Admission provided these high-achieving students with a glimpse of what it is like to live and study in Oxford.

"This was truly the most fun I've had in a week," said one

CCES PARTNERS WITH CAS

The **Center for Career Exploration and Success** has partnered with the College of Arts and Science to implement a series of workshops for faculty and staff.

The first two sessions, Supporting Students' Internships and Job Search and Encouraging Career Exploration, took place during the Fall Semester. Two more workshops will take place this spring. The goal of this program is to equip faculty and staff with the tools they need to discuss career opportunities with students during advising and mentoring sessions.

Summer Scholar. "I made so many lifelong friends. We all plan on going to Miami together and hope to be roommates. I wish the week didn't have to end."

A total of 62 students were awarded a full scholarships to participate in this program from Miami, the Teagle Foundation, the Menard Family Center for Democracy, and the Scioto County Foundation.

EMSS EDUCATES AREA HIGH SCHOOL STUDENTS ABOUT FINANCIAL AID

Each year, the **Office of Student Financial Assistance** and the **One Stop** are involved in outreach to high schools throughout southwestern Ohio.

These events include Financial Aid Night presentations and FAFSA Completion events. Scheduled from September to March, both in-person and virtual sessions are offered depending on the constituents' needs. This year's participating high schools include:

- Eaton
- Harrison
- Lakota West
- La Salle
- Mason
- Mount Healthy
- Preble Shawnee
- Ross
- St. Ursula
- Sycamore
- Talawanda
- Walnut Hills
- Winton Woods

ENROLLMENT MANAGEMENT AND STUDENT SUCCESS HONOREES

CARRIE SCHADE AWARD

Craig Bennett, senior director of the Student Success Center, received the Carrie Schade Award for Service to the Profession, which is presented by the Midwest First-Year Conference to higher education professionals who exemplify outstanding service and leadership in working with first-year students.

Bennett was nominated for this honor by Dr. Amy Bergerson, associate provost and dean for undergraduate education. Bergerson highlighted his work on the Spring Launch and Winter Thrive programs, which helped first-year students who struggled academically find their footing in the classroom.

"I find Craig to be one of the most influential, creative minds on campus when it comes to developing initiatives to support student success," Bergerson said. "He also has the ability to break his ideas down into doable chunks that can be implemented in many places across campus. Several first-year student success initiatives Miami has implemented in the last two years came directly from Craig's ideas and collaborations with partners across campus."

SHRIVER ACADEMIC IMPACT AWARD

Katie Bowling Southwood, associate director and liaison to College of Education, Health and Society and Intercollegiate Athletics, earned the inaugural Shriver Academic Impact Award. Presented by Intercollegiate Athletics, it recognizes influential administrators, instructors, or faculty members who demonstrate exceptional commitment to the student-athlete experience in pursuit of Graduating Champions.

Bowling Southwood, who was nominated by a student-athlete, received her award at halftime of the RedHawk football team's October 7 game against Bowling Green. She was joined on the field by Scott and Vickie Shriver. Scott is the brother of the late Darcy Shriver, for whom this award is named.

HANDSHAKE SPARK AWARD

Miami University captured one of Handshake's inaugural Career Spark Awards behind the **Center for Career Exploration Success**'s student engagement data.

Miami ranks in the top two percent of career centers that guide students to actively participate in their college-to-career journey by completing their Handshake profiles, attending career fairs, and interacting with their career center. Handshake, the leading customer relationship management platform in early talent, serves as Miami's job and internship board. It also plays a key role in the promotion of the Center for Career Exploration and Success's many events and programs.

PRESENTATIONS AND PROJECTS

Jon Cherry (**EMSS Operations**): "Show and Share Student Success" at the 2023 Slate Summit

Jon Cherry (**EMSS Operations**): "How to Use Slate for Virtual Queuing" at the 2023 Slate Summit

Jon Cherry (**EMSS Operations**): "Tips and Tricks to Customize Axiom to Meet Business Needs" at the 2023 Axiom University Conference

Carol Jones (**Office of the University Registrar**): "Preparing Your Office for Retirements" at the 2023 Ohio Association of Collegiate Registrars and Admissions Officers Conference

Bethany Perkins (**Office of Admission**): Panelist for "Your Education, Your Way" at the 2023 BigFuture Live event

April Robles and Erin Dunn (**Center for Career Exploration and Success**): "Reimagining the Internship Experience" at the 2023 Midwest Association for Colleges and Employers Conference

Brent Shock (**Vice President of Enrollment Management and Student Success**): Panelist for "Better be Ready for a Better FAFSA" at the 2023 Sallie Mae Conference

Darryl Wright (**Research and Analytics**): "Tableau Technique for Avoiding Hard-Coded Values for Academic Year or Term" at the 2023 Analytics Day