

**BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
Marcum Conference Center, Oxford, Ohio
Thursday, June 26, 2025**

Committee Chair Ryan Burgess called the meeting to order at 2:00 p.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 Burgess were committee members; Trustees Bill Ebbing, Debbie Feldman, Zachary Haines, Beth McNellie, and Mary Schell; and Student Trustee Peyton Morrow. Trustee Lisa Peterson; National Trustee Jeff Pegues; and Student Trustee Arushi Agrawal were absent. Also attending were Trustees Steve Anderson and Rod Robinson; and National Trustees Biff Bowman and Mark Sullivan.

In addition to the Trustees, attending for all or part of the meeting were President's Executive Cabinet members; interim Provost Chris Makaroff; Senior Vice President Jayne Brownell; Vice Presidents Rachel Beech, Sue McDowell, Jessica Rivinius, David Seidl, Amy Shoemaker, and Randi Thomas; along with Dean of the Graduate School Mike Crowder, Associate Vice Presidents Padma Patil and Melissa Thomasson; Senior Director of Executive Communications and Academic Marketing Ashlea Jones; and Ted Pickerill, Chief of Staff and Secretary to the Board of Trustees. Director of the Center for Student Disability Services Dan Darkow, Senior Associate Provost Carolyn Hayne, and Director of Experiential Education, Career Exploration and Success Brandon Prew were also present to present to the Committee; along with many others in attendance to assist or observe.

Public Business Session

Welcome and Approval of the Prior Meeting's Minutes

Trustee Burgess welcomed everyone to the meeting.

Approval of the Prior Minutes

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

Student Life

Senior Vice President's Update

Senior Vice President Jayne Brownell provided an end-of-year overview of divisional KPIs related to student care, academic support, and engagement.

Center for Student Disability Services Update

Dan Darkow, the Director of the Miller Center for Student Disability Services provided an update to the Committee on the Miller Center. The Miller Center supports students with disabilities by providing individualized access plans and advocating for accommodations across campus. Over the past year, staff engagement has been extensive, including 20 classroom visits, 15 campus programs, and numerous national conference presentations. The Center applies an interactive accommodation process whereby students self-disclose disability status, undergo individualized consultations, and receive tailored academic accommodations. In 2024-25 alone, staff conducted over 650 hours of access consultations with nearly 1,000 new students.

The demand for disability services has increased significantly, with a 40% rise in affiliated students over five years, and with 17% of Oxford students now engaged with the Center. 97% of students have non-apparent disabilities, and nearly half present with multiple diagnoses. With this growth, Miami's access coordinator-to-student ratio stands at 1:572 - exceeding the national average of 1:176. The impact on faculty includes 61% of classes enrolling at least one student eligible for accommodations, and 2,745 unique instructors having a student who requested accommodations. In response, the Center has begun streamlining processes and integrating AI tools to enhance operational efficiency and student outcomes.

Innovative programming, such as the CRE 101 course on strategic learning tools, supports students' personal and academic growth, while new AI-driven systems facilitate learning support. Additionally, the Center hosts an end-of-year celebration that honors student milestones and recognizes faculty and staff advocates. Emerging trends include increased family involvement, a rise in co-occurring conditions, and evolving student expectations. Looking ahead, the Miller Center plans to expand faculty education, implement summer transition programs for incoming students, and create a cohesive physical accessibility plan.

Enrollment Management and Student Success

Vice President's Update

Vice President Rachel Beech provided updates on Miami University's progress and strategy for student recruitment, retention, and system integration. As of June 15, Fall 2025 confirmations show 4,285 Oxford confirmations, with an additional 341 Pathways confirmations. Graduate student confirmations are trending below last year with 688 to date compared to 860 at the same time last year; however, this year a deposit is required when confirming, in an effort to better estimate the true enrollment for the Fall.

Current planning includes efforts to centralize enrollment functions across Oxford, Regional, Graduate, Online, and International programs to enhance efficiency and effectiveness. The division is also working closely with UCM, emphasizing hyper-personalized outreach, building new markets, and reinforcing return on investment (ROI).

The update also provided retention numbers, which have, over the past five years, averaged near 91% for 85 days to census, and slightly under 90% for the Fall-to-Fall official

number. Last year the Fall-to-Fall number was 90.14%. When asked as to a target goal for retention, VP Beech stated 92%,

She next updated the Committee on the implementation of Workday Student, which involves a multi-phase implementation timeline including configuration, testing, and deployment. Integration with existing tools like Slate is ongoing, and milestones include updates to academic programs, course catalogs, registration systems, financial aid processing, and payment systems. The rollout includes mock semesters and town halls, and communication initiatives to establish a strategic, audience-driven communication framework to enhance clarity, engagement, and alignment.

Center for Career Exploration and Success

Vice President Beech and Brandon Prew, the Director of Experiential Education, Career Exploration and Success, updated the Committee on the Center. They highlighted the growth in student engagement, with over 18,800 students interacting across the colleges, representing a 6.5% increase from the previous year. Last year, Miami's Career Fair hosted 396 unique employers -well above peer institution average of 109 - with over 6,000 student participants. High-impact employer engagement extended beyond fairs to include career programming, networking, employer-hosted events, and a Career Partner Program that generated over \$15,000.

CCES also expanded experiential learning and academic partnerships through internship/research grants totaling over \$437K and professional attire grants exceeding \$83K. Students benefited from job shadowing, micro-internships, Career Treks (including new destinations), and faculty engagement via the Career Champions program. In response to a shifting job market, CCES implemented initiatives like the "Ready, Set, Hired!" job search bootcamp, waived career fair fees for eligible nonprofits, and launched targeted outreach to 2025 graduates. CCES will be a part of MiamiTHRIVE Wave 1 with enhanced partnerships, urban bridges, experiential leaning and in creating hallmark experiences.

University Communications and Marketing (UCM)

Vice President's Update

Vice President Jessica Rivinius updated the Committee on recent communications and marketing initiatives. She outlined efforts in strengthening Miami University's brand through strategic digital marketing, social media growth, and expanded licensing. Collaborating closely with EMSS, UCM aligned campaigns with enrollment goals, resulting in a 93% increase in ad clicks, a 164% rise in click-through rate, and a 43% reduction in cost-per-click. Peer-to-peer campaigns boosted page views by 754%. Social media engagement rose 58%, with Miami ranked No. 4 nationally for Instagram engagement. UCM also expanded licensing efforts, generating \$3.4M in product sales and increasing royalties by 7%.

UCM enhanced internal communications and campus support by empowering stakeholders with tools, training, and strategic content. Initiatives like Brand Camp, CMS and media training, and refreshed web branding helped unify Miami's messaging. Over 13,200

webpages were migrated to new templates, reducing overall page volume by 50%. Miami Matters saw notable engagement gains, with open and click rates far exceeding national averages - especially among students. The division also expanded visual storytelling capacity using advanced AI tools and upgraded media asset infrastructure, leading to increased efficiency, reach, and cost savings.

To build a resilient and agile organization, UCM has focused on professional development, and improved operational systems. UCM has invested time and understanding in building a strong culture of care, which has supported team building and reduced attrition. A new project management platform, Asana, enabled the team to complete more projects with higher user engagement. A new ticketing system for operations increased clarity and accountability, resolving over 750 requests in FY2025. Looking ahead, UCM plans to maintain or increase marketing investments, identify new markets in partnership with EMSS, and implement hyper-personalized yield strategies. UCM also plans to continue high-impact marketing, such as Wrigleyville and Paycor Stadium.

Academic Affairs

Provost's Update

Interim Provost Chris Makaroff informed the Committee on Senate Bill 1, focusing on items which require Board action, and the areas likely to require confirmation of adoption.

In the proposed State biennial budget currently under consideration, the Senate proposed the following areas of SB 1 be reported on by each University's President:

- Completion of required trustee training provided by the Chancellor
- Syllabus posting requirements
- Incorporating specified statements into a statement of commitment
- Adopting a policy containing specified requirements and prohibitions regarding DEI, ensuring intellectual diversity, and other concepts
- Developing and requiring an American civic literacy course
- Establishing a written system of faculty evaluations
- Adopting and periodically updating a post-tenure review policy
- Enact a prohibition on accepting gifts or donations from the People's Republic of China and other related prohibitions and requirements.

SB 1 also requires institutions to submit a rolling five-year summary of institutional costs to be considered by the General Assembly when evaluating operating and capital project funding for each biennial main operating appropriations bill and capital appropriations bill.

In addition to the completion of Trustee training, each university Board of Trustees will adopt the following:

- University policy applying the requirements of 3345.0217
- A plan to offer an American civil literacy course

- Faculty Workload Policy
- Tenure Policy
- Faculty Evaluation Policy
- Post-Tenure Review Policy
- Retrenchment Policy

Resolutions

Interim Provost Makaroff introduced two resolutions to set Miami policy and to take action to adhere with SB 1.

Establishment of Miami Policy in accordance with SB1 3345.0217

Dissolution of the Senate Council on Diversity and Inclusion

The resolutions were considered in a single vote. Trustee Schell moved, Trustee Haines seconded, and by voice vote, the resolutions were unanimously recommended for approval by the full Board of Trustees.

HLC Accreditation

Senior Associate Provost Carolyn Haynes informed the Committee on the upcoming visit of the Higher Learning Commission review team. She listed the team members, the dates of the visit and the following key review areas:

- The Board is actively involved in the life of the University.
- The Board is consultative when making important decisions (enacting shared governance).
- Miami has fundamentally sound financial base which is monitored carefully.
- Decisions align with the mission.
- Miami has clear assessment/evaluation processes and data that guide decisions; clear quality measures are in place.
- Policies & practices are ethical

She also informed the Committee of the four criterion the HLC review team will assess:

- Criterion 1, Mission: The institution's mission is clear and articulated publicly; it guides the institution's operations.
- Criterion 2, Integrity: In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.
- Criterion 3, Teaching & Learning: The institution demonstrates quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission.
- Criterion 4, Sustainability: Miami's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

Adjourn

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

Written Updates

- [UCM Newsletter](#)
- [HLC Accreditation Report](#)
- [Student Life Newsletter](#)
- [Rinella Learning Center Report](#)
- [Miller Center Report](#)
- [EMSS Newsletter](#)



Theodore O. Pickerill II
Secretary to the Board of Trustees

STUDENT COUNSELING SERVICE

11,085

Individual counseling appointments

+

933

Individual psychiatric appointments through

STUDENT HEALTH SERVICES

ORIENTATION AND TRANSITION PROGRAMS

98%



Of new students signed up for a summer orientation session

ARMSTRONG STUDENT CENTER

26,000+

Study room reservations

STUDENT ENGAGEMENT, ACTIVITIES, AND LEADERSHIP

5,000+

Students in a fraternity or sorority

..... and

822

SEAL ambassador meetings

DEAN OF STUDENTS

899



Care reports



7/292

OFFICE OF RESIDENCE LIFE

2,545

Hall programs

LATE NIGHT MIAMI



39,000+

Event attendees

STUDENT WELLNESS

Reached nearly

6,000

Students with programs, workshops, and events

RINELLA LEARNING CENTER

7,242

Tutoring appointments

&

33,765

Supplemental Instruction attendees

MILLER CENTER FOR STUDENT DISABILITY SERVICES

17%



of Oxford students are affiliated with the center.



Miller Center for Student Disability Services

June 2025



OVERVIEW

01

About the Miller Center

02

By the Numbers

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Innovations and Future
Directions





We are committed to providing an accessible experience for disabled Miami students.

About the Miller Center

Meet the Miller Center Team



**Dan
Darkow**
Director



**Annastashia
Blesi**
Assistant
Director



**Emily
Cluen**
Access
Coordinator



**Jacqlyn
Schott**
Access
Coordinator



**Cynthia
Steidle**
Access
Coordinator



**Hope
Sweeney**
Access
Coordinator



**Chloe
VonLehmden**
Access
Coordinator



**Mitzie
Willis**
Admin.
Assistant



Internal and External Engagement by Staff

Over the last year, the Miller Center staff has completed:

- 20 classroom visits
- 15 campus programs
- 10 campus workshops and panels
- 9 classes taught
- 6 conference presentations
- 1 state award recipient

**Three staff members
are on the board of
regional and national
organizations.**



Disability Defined

The Americans with Disabilities Act defines *disability* as:

A physical or mental impairment that substantially limits one or more daily life activities.

We support students who experience both permanent and temporary disabilities.

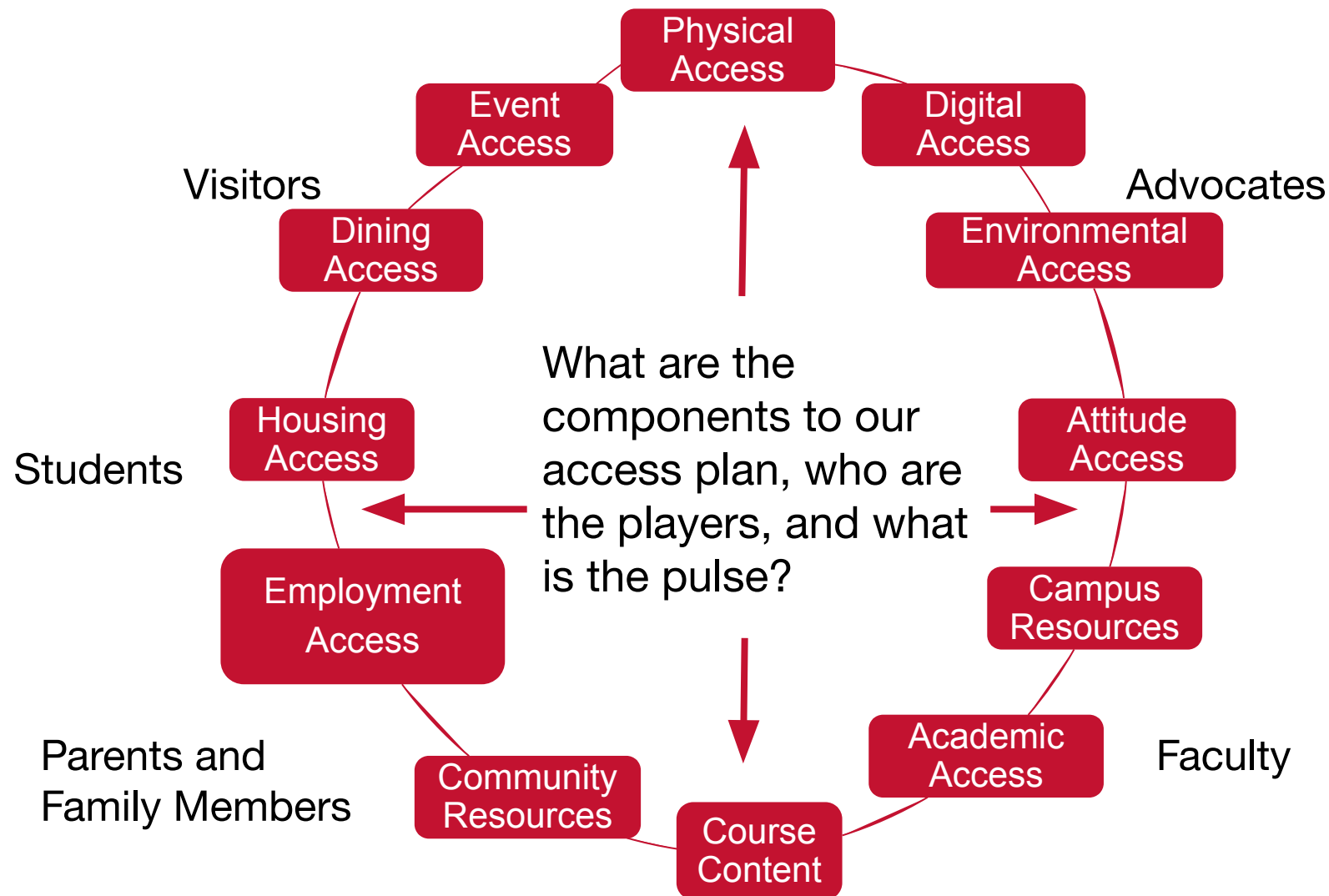
Daily life activities include:

- Walking
- Talking
- Thinking
- Learning
- Concentrating
- Eating
- Sleeping
- Etc.



Scope of Knowledge

**Miller Center Staff
have a responsibility
to understand the
entire scope as we are
viewed as the campus
experts on disability
and accessibility.**



Interactive Accommodation Process

Application for Services

- Students must self-disclose disability status and submit documentation.
- Most students participate in an access consultation where accommodation determinations are made based on access barriers experienced in the college environment.
- Access Coordinators spent over **650 hours** in access consultations with **943 new students** in 2024-25.

Accommodation Implementation

- We engage with faculty on an individual, case-by-case basis to facilitate appropriate implementation of accommodations.
- Students notify our office when an accommodation is not effectively mitigating barriers.
- Faculty engage with us when a student is not appropriately using the accommodation.





Our impact continues to rise.

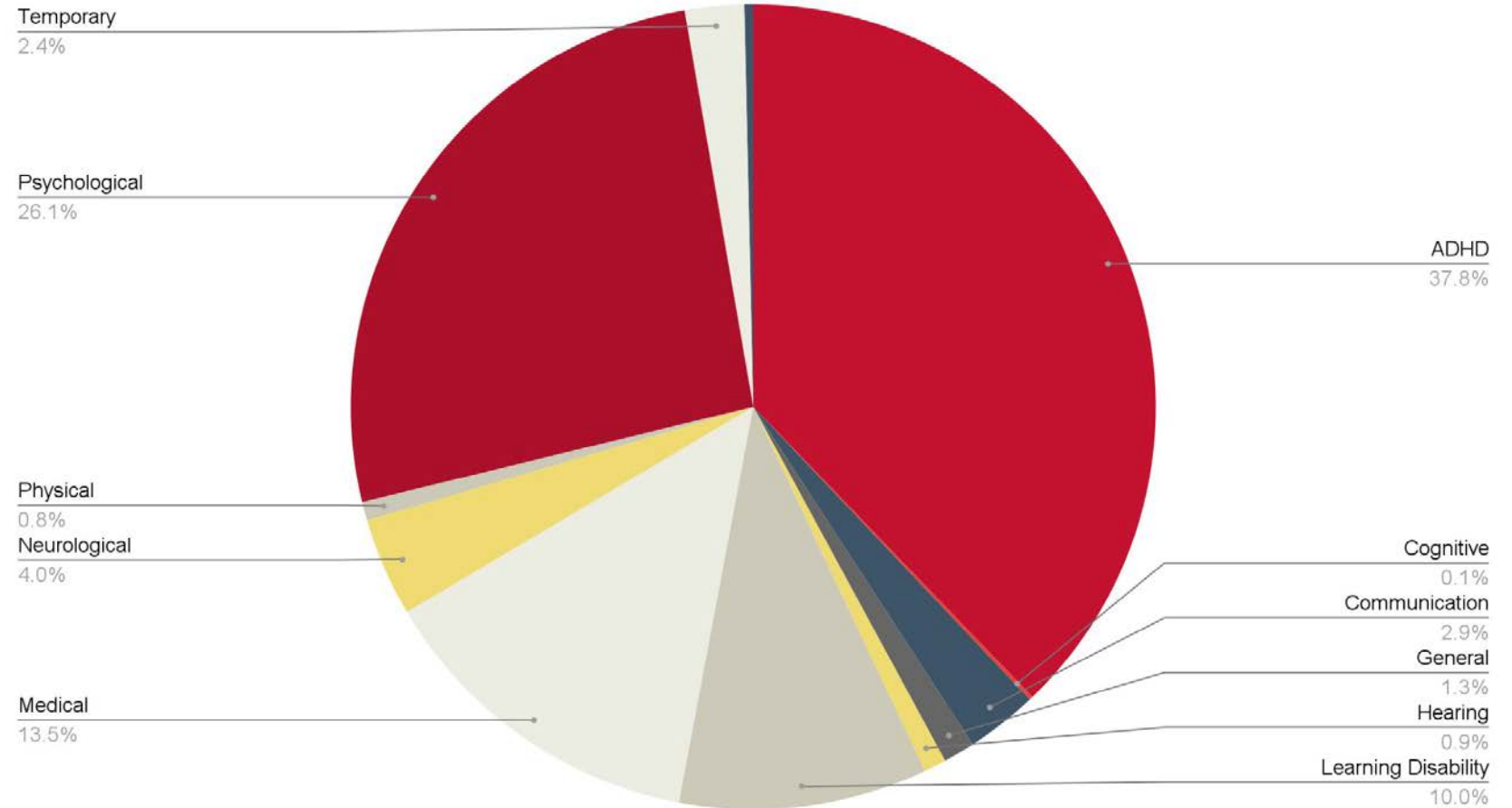
By the Numbers

Who We Serve

47% of affiliated students have 2+ diagnoses.

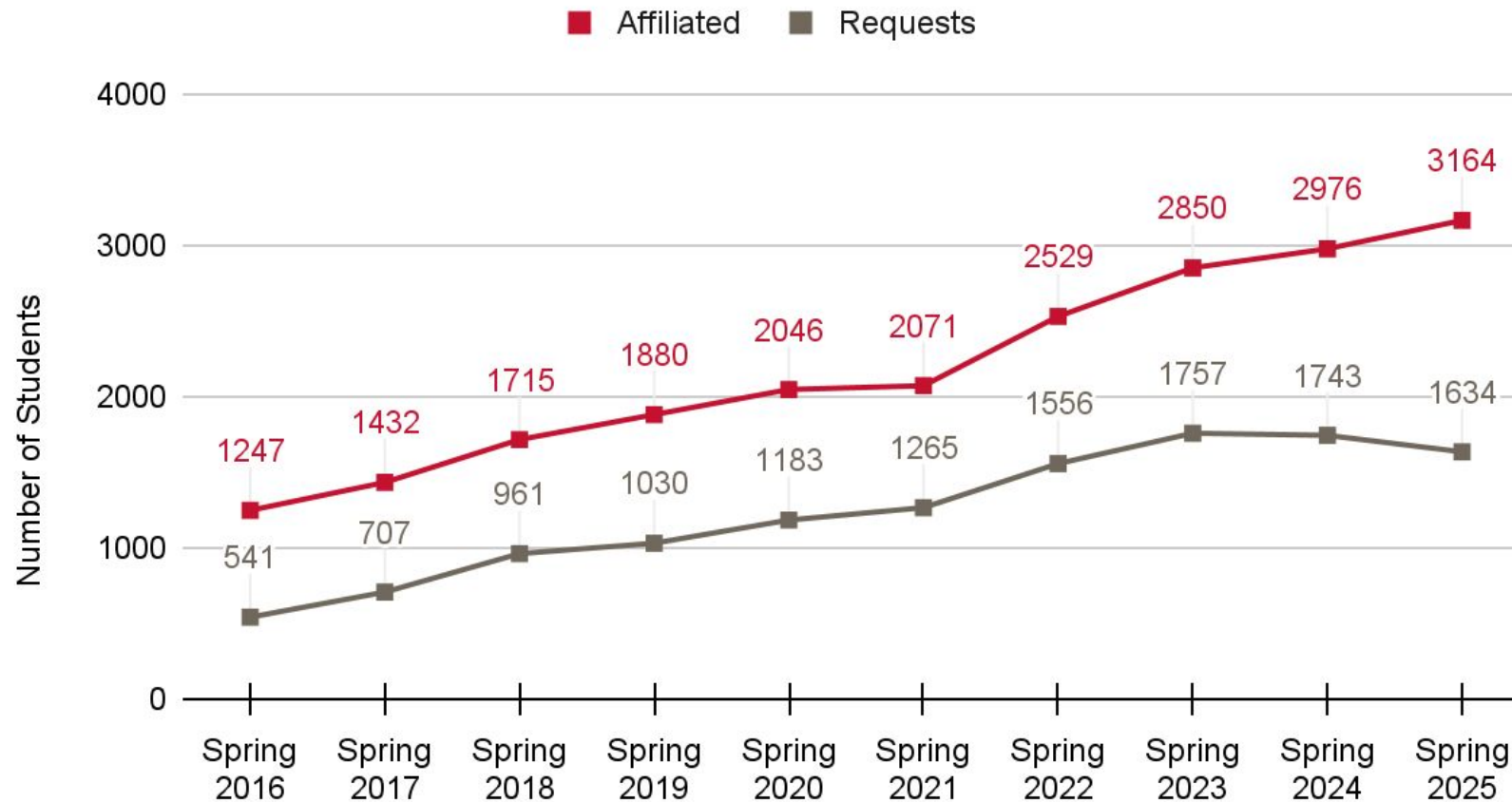
97% of affiliated students have non-apparent disabilities.

Primary Disability Group



Disability Services Affiliation Growth

Students Affiliated 2016 - 2025



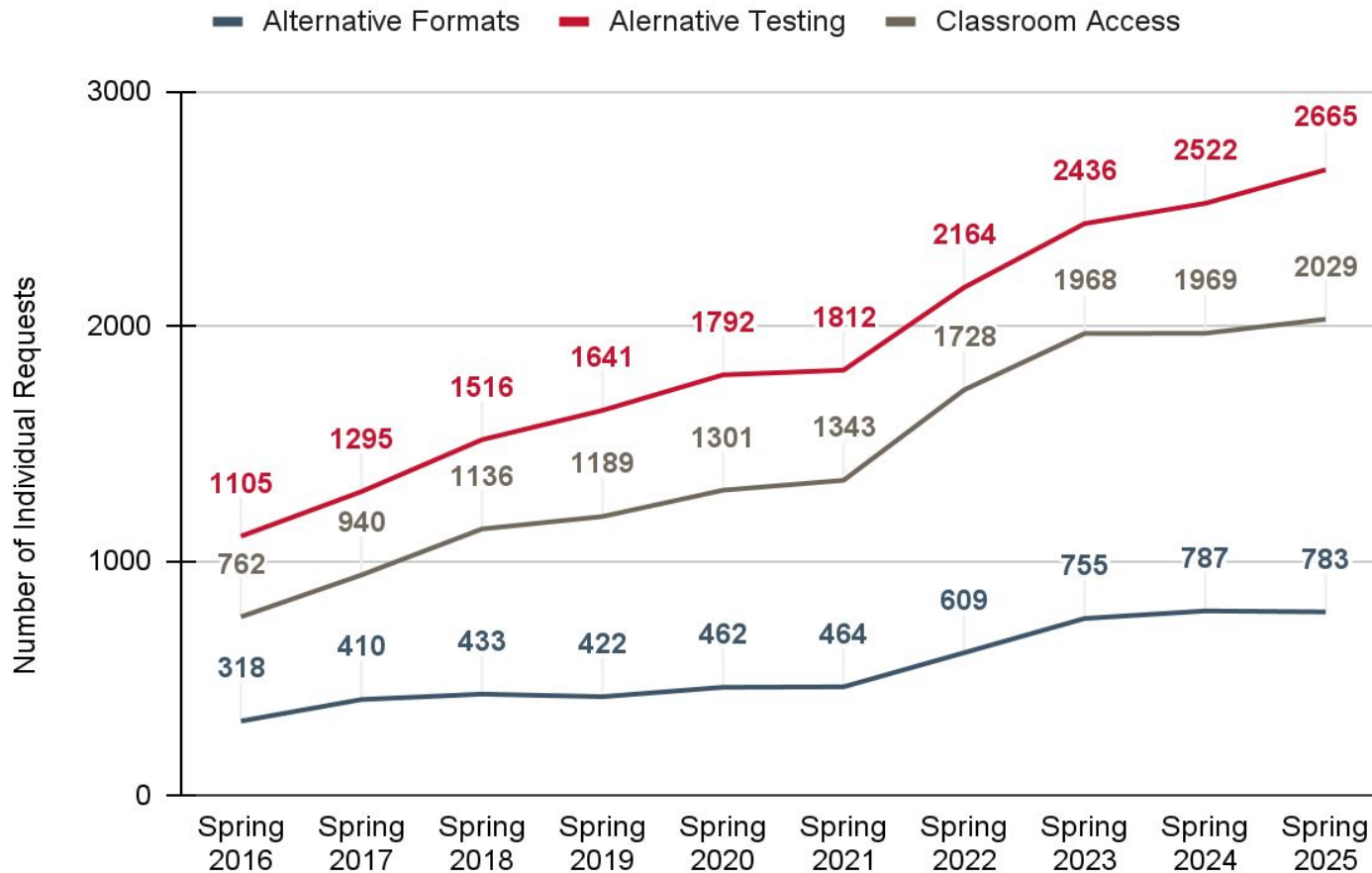
SDS is serving 40% more students today compared to 5 years ago.

17% of Oxford students are affiliated with the Miller Center.



Eligibility Group Trends

Common Accommodation Growth



Of students eligible for accommodations, approximately 55% of students request accommodations for any given semester.



Staff Impact

Miller Center Access Coordinators spent over **450 hours** in appointments during the Spring 2025 semester related to **1200+ unique students**.

Due to the mental health fee, we were able to hire **2 additional** full-time access coordinators (FT ACs) during 2022-23 and 2023-24, moving from 3 → 5 FT ACs.

Miami's access coordinator to student ratio is **1:572**. Latest AHEAD Biennial Survey (2022) data outlines a **national average of 1:176** for institutions with enrollment between 10 to 20K.



Faculty Impact

61% of classes had an enrolled student who was eligible for accommodations over the last academic year.

2,745 unique instructors had a student who requested accommodations for their course.

We are working on initiatives to streamline supporting faculty with this increasing demand for accommodations.



“

Through their resources, kindness, and consistent encouragement, I gained more than just access—I gained confidence. I learned how to speak up for what I need, not as a burden but as a right. Accommodations aren't about getting special treatment but about creating equitable opportunities. They're about removing the unnecessary barriers that prevent people from doing their best.

– Melissa Melone '25



Our current trends and where we're going.

Innovations and Future Directions

CRE 101: Intro to Strategic Learning Tools

- 20 enrolled students over the 24-25 academic year.
- Focuses on self-advocacy, academic success strategies, stress management, and career planning with a particular emphasis on supporting students with disabilities.
- Created and taught by Miller Center staff.

“Throughout my experience in this class, I have gained more insight into myself and have developed an essential set of skills to live by for the remainder of my life! This class has been a worthwhile lesson in my personal and academic growth, teaching me how to consider my challenges, improve my time management, and assert myself in a personal and professional setting.”

– Third-year business student



Streamlining Processes through Innovation

Accelerated Affiliation

- New method implemented in fall 2024.
- Does not require a formal meeting to implement accommodations.
- Students provide details that would traditionally be shared in an access consultation.
- Available for certain accommodation types.
- 170 students completed this process.

AI Tools for Access

- Note taking support with AI note summary and study tools.
- Executive functioning support.
- How to have a conversation with faculty or medical professionals.
- Transcription and caption generation.
- Visual assistance and image descriptions.



End of Year Celebration

- Provides formal closure to the Miller Center role in a student's Miami experience.
- Students receive a graduation cord.
- New awards celebrate access achievements by faculty, staff, and campus partners.
- New speakers and keynote.



"I am just so honored to even be nominated for this award. Receiving this award is the most important accolade I have received here at Miami."

Outstanding Faculty Disability Advocate

Jill Russell, Ph.D.

Associate Teaching Professor, Biology



Current Trends

- Students entering with more co-occurring conditions, requiring higher level of access coordination and case management.
- More students requesting housing and dining accommodations for preferences rather than access barriers.
- Increasing disconnect between high school expectations and college access.
- Family members have higher engagement within the process and are advocating *for* their student, rather than *with* their student.



Future Vision

- Increase education and training for faculty.
- Develop summer transition program for high school students to bridge the gap between high school expectations and college access.
- Create a cohesive physical accessibility plan that reinforces commitment to universal design.
- Establish peer support networks through affinity groups and a peer mentoring program.
- Institute advisory boards to inform our direction and support our forward momentum.





Questions, comments, and discussion.

Thank you!



June 2025

Enrollment Management and Student Success Update



New Student Enrollment Update

June 2025



Fall 2025 Confirmations

Residency and Pathways

	2021	2022	2023	2024	2025	Δ 2024 to 2025
Non-Resident - Oxford	1,736	1,641	1,559	1,658	1,492	-10.0%
Domestic Non-Resident	1,640	1,533	1,478	1,536	1,403	-8.7%
International	96	108	81	122	89	-27.0%
Ohio Resident - Oxford	2,967	2,578	2,543	2,789	2,793	0.1%
Grand Total - Oxford	4,703	4,219	4,102	4,447	4,285	-3.6%
Pathways	0	94	106	235	341	45.1%
Grand Total – Oxford & Pathways	4,703	4,313	4,208	4,682	4,626	-1.2%

Data as of June 15



Fall 2025 Confirmed

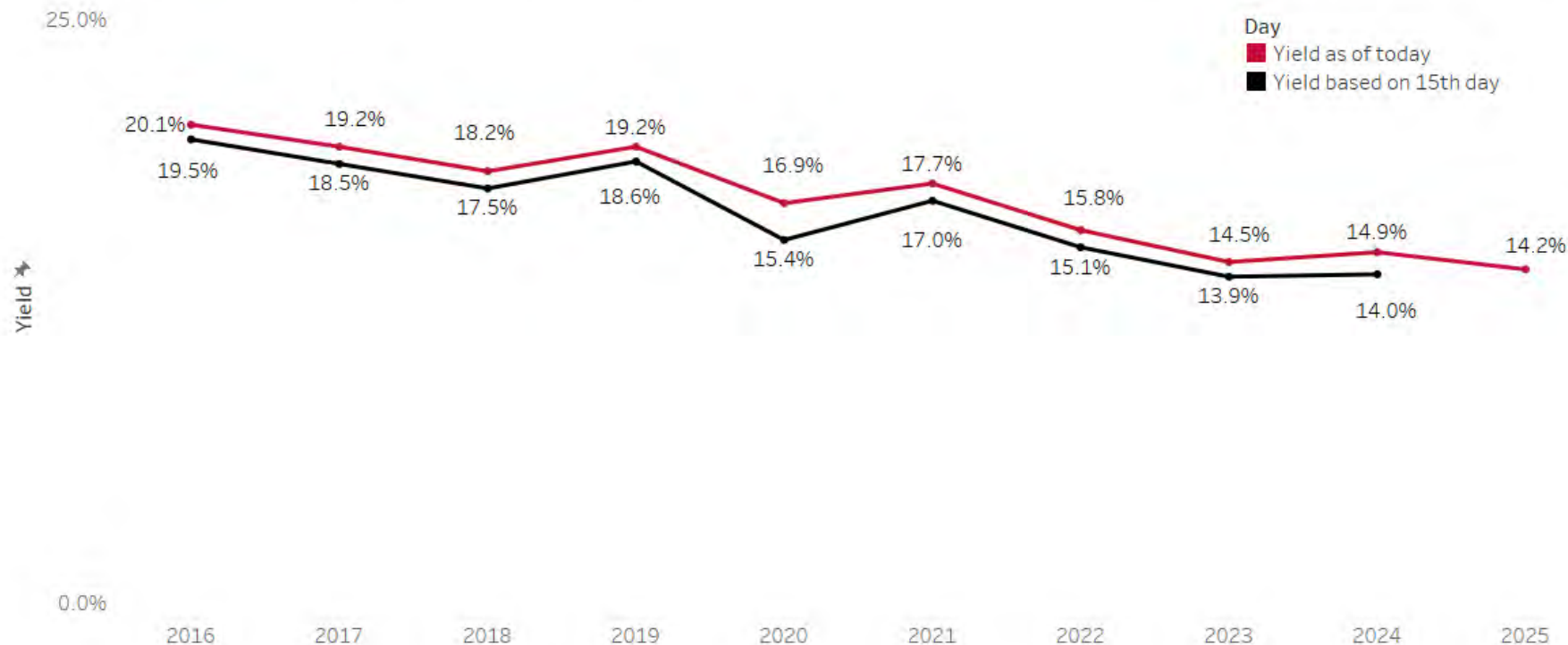
Academic Division

	2021	2022	2023	2024	2025	Δ 2024 to 2025
College of Arts and Science	2,070	1,687	1,481	1,649	1,722	4.4%
Farmer School of Business	1,338	1,210	1,318	1,321	1,273	-3.6%
College of Engineering and Computing	461	485	430	514	420	-18.3%
College of Education, Health and Society	481	408	451	493	488	-1.0%
College of Creative Arts	267	301	263	274	223	-18.6%
Nursing	86	128	159	196	159	-18.9%
Grand Total	4,703	4,219	4,102	4,447	4,285	-3.6%

Data as of June 15



Yield as of June 15th and 15th day



Fall 2025 Transfer

	2023	2024	2025	Δ 2024 to 2025
Two-Year Colleges				
Applications	276	240	221	-7.9%
Admits	172	166	148	-10.8%
Confirms	60	57	51	-10.5%
Four-Year Colleges				
Applications	441	500	455	-9.0%
Admits	272	325	293	-9.8%
Confirms	93	121	116	-4.1%
International/Other Colleges				
Applications	554	705	702	-0.4%
Admits	54	103	64	-37.9%
Confirms	15	19	19	0.0%
Total				
Applications	1,271	1,445	1,378	-4.6%
Admits	498	594	505	-15.0%
Confirms	168	197	186	-5.6%

Data as of June 15



Fall 2025 Regionals Update

	2023	2024	2025	Δ 2024 to 2025
Hamilton				
Applications	889	854	869	1.8%
Admits	655	634	641	1.1%
Confirms	527	501	491	-2.0%
Middletown				
Applications	482	425	368	-13.4%
Admits	356	299	243	-18.7%
Confirms	311	243	201	-17.3%
Total				
Applications	1,371	1,279	1,237	-3.3%
Admits	1,011	933	884	-5.3%
Confirms	838	744	692	-7.0%

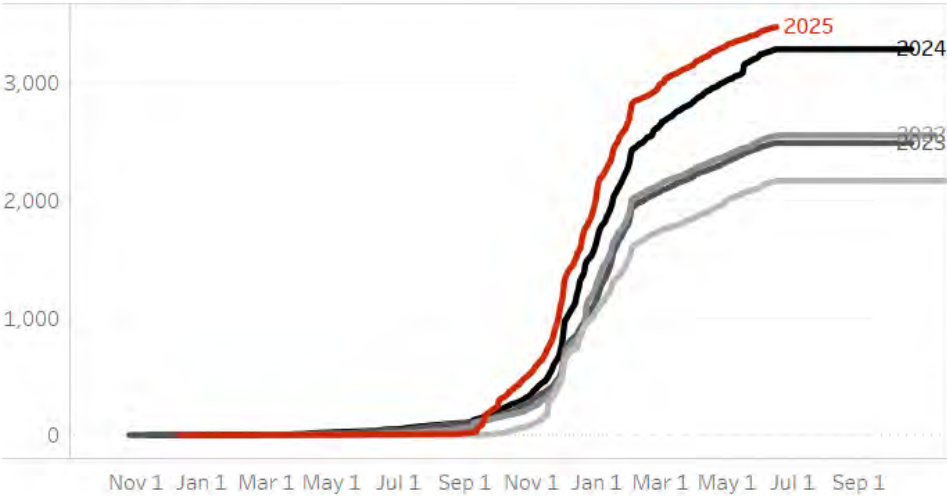
Data as of June 15



Graduate Applications - Fall

Based on a Slate query run on June 16, 2025 at 2:06 AM

Applications Running Totals
All Divisions (Includes Non-Degree and Certificate Programs)



Fall

Applications by Program Type - Year to Date as of June 15

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
BA/MA	79	66	59	64	52
Fee Paying Program	289	367	388	798	640
Fee Paying Program and BA/MA	50	119	95	116	163
Other Graduate Programs	1,752	2,005	1,950	2,313	2,624
Grand Total	2,170	2,557	2,492	3,291	3,479

Final Applications for Prior Years

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
BA/MA	83	86	72	74	52
Fee Paying Program	306	477	470	900	640
Fee Paying Program and BA/MA	53	125	108	126	163
Other Graduate Programs	1,944	2,108	2,085	2,467	2,624
Grand Total	2,386	2,796	2,735	3,567	3,479

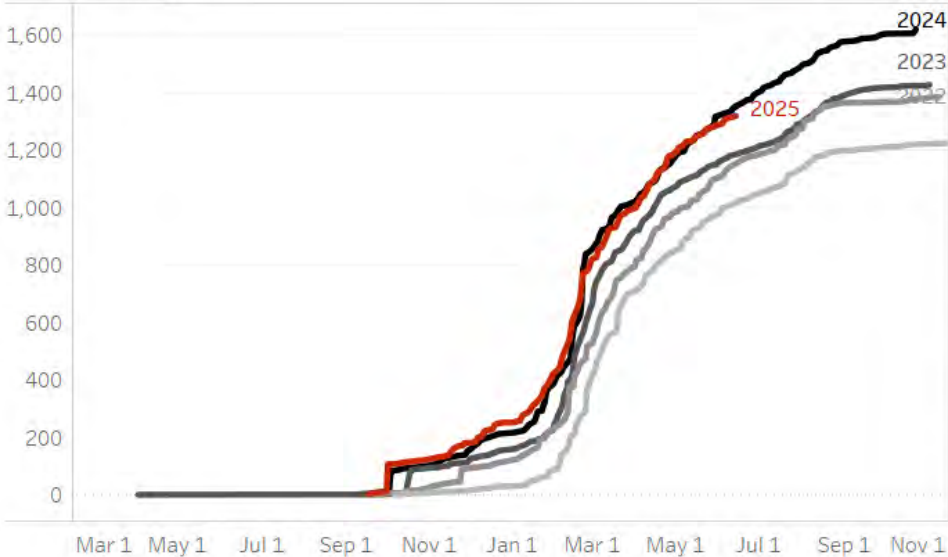
2021 2022 2023 2024 2025



Graduate Admits - Fall

Based on a Slate query run on June 16, 2025 at 2:06 AM

Admits Running Totals
All Divisions (Includes Non-Degree and Certificate Programs)



Fall

Admits by Program Type Year to Date as of June 15

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
BA/MA	53	59	44	47	44
Fee Paying Program	153	206	242	434	391
Fee Paying Program and BA/MA	45	101	83	107	142
Other Graduate Programs	770	790	820	770	744
Grand Total	1,021	1,156	1,189	1,358	1,321

Final Admits for Prior Years

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
BA/MA	71	74	67	69	44
Fee Paying Program	234	312	315	531	391
Fee Paying Program and BA/MA	51	119	98	119	142
Other Graduate Programs	890	881	949	902	744
Grand Total	1,246	1,386	1,429	1,621	1,321

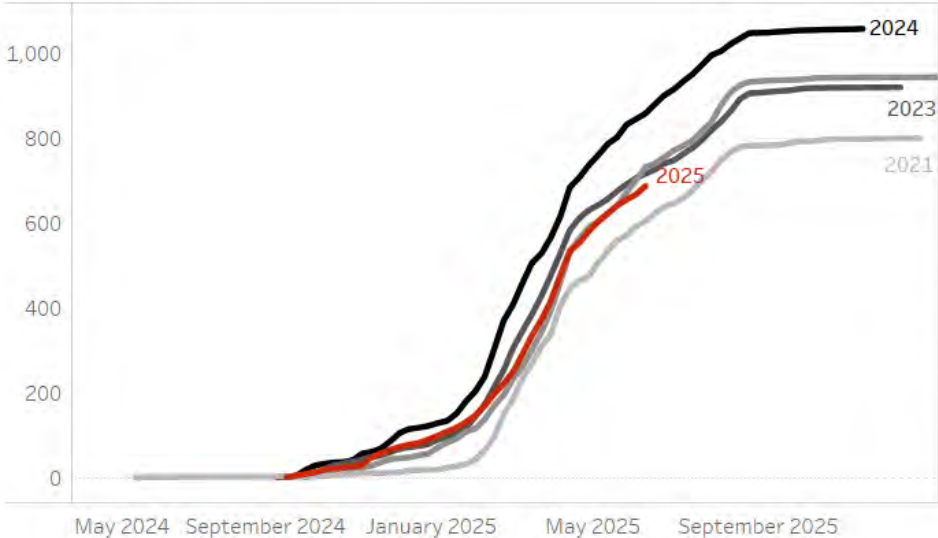
2021 2022 2023 2024 2025



Graduate Confirms - Fall

Based on a Slate query run on June 16, 2025 at 2:06 AM

Confirmed Running Totals
All Divisions (Includes Non-Degree and Certificate Programs)



Fall

Confirms by Program Type Year to Date as of June 15

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
BA/MA	48	55	38	34	42
Fee Paying Program	93	151	157	289	191
Fee Paying Program and BA/MA	43	91	78	97	129
Other Graduate Programs	423	438	444	440	326
Grand Total	607	735	717	860	688

Confirms as of Census for Prior Years

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
BA/MA	63	68	60	59	
Fee Paying Program	142	214	184	303	
Fee Paying Program and BA/MA	49	107	91	111	
Other Graduate Programs	463	440	480	434	
Grand Total	717	829	815	907	

2021 2022 2023 2024 2025



Planning for Fall 2026

- Centralizing Enrollment Management
 - Oxford, Regionals, Grad, Online & International
 - Transfer in partnership with Registrar
- Emphasis on Academic Divisions in yield
- Focus on enhancing reputation
 - Hyper-personalization
 - Counselor, family and constituent relations
 - Building markets
 - ROI
- Be ahead of the competition



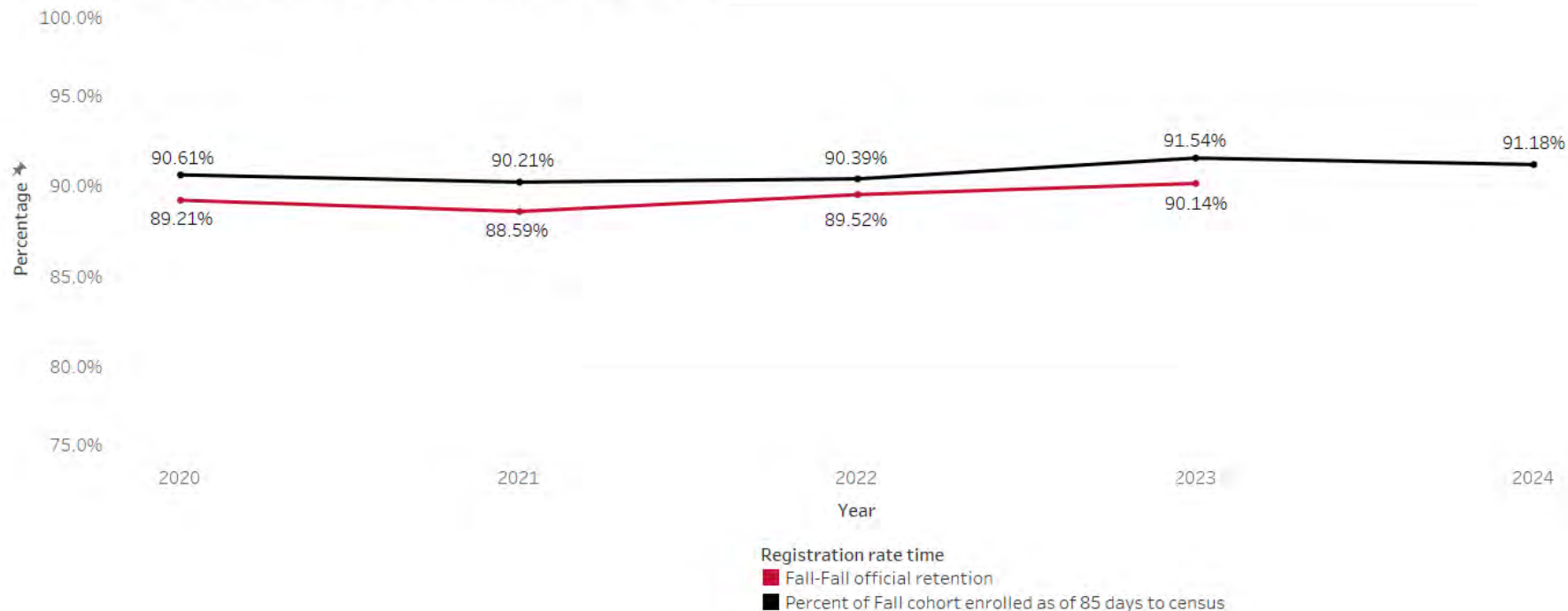
Retention Update

June 2025



Improvements in Retention Bring Students Back

Retention and Current Day enrollment - 5 Year Trend



Current Registration of FTFT Cohort

Academic Division in First Term

	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Fall 2024 Cohort	Δ 2024 to 2025
College of Arts and Science	90.2%	88.3%	89.4%	92.1%	90.4%	-1.7%
Farmer School of Business	94.0%	94.0%	93.7%	94.2%	94.7%	0.5%
College of Engineering and Computing	86.5%	89.1%	88.0%	89.2%	90.1%	0.9%
College of Education, Health, and Society	89.3%	89.7%	92.4%	89.6%	87.9%	-1.7%
College of Creative Arts	91.6%	90.9%	88.0%	91.0%	92.1%	1.1%
Nursing	100.0%	95.2%	93.0%	98.7%	96.9%	-1.8%
Exploratory - Business	79.6%	80.0%	82.4%	82.0%	83.6%	1.6%
Exploratory - Other programs	85.9%	89.8%	86.3%	82.6%	86.1%	3.6%
Grand Total	90.6%	90.2%	90.4%	91.5%	91.2%	-0.3%

Data as of 85 days to census

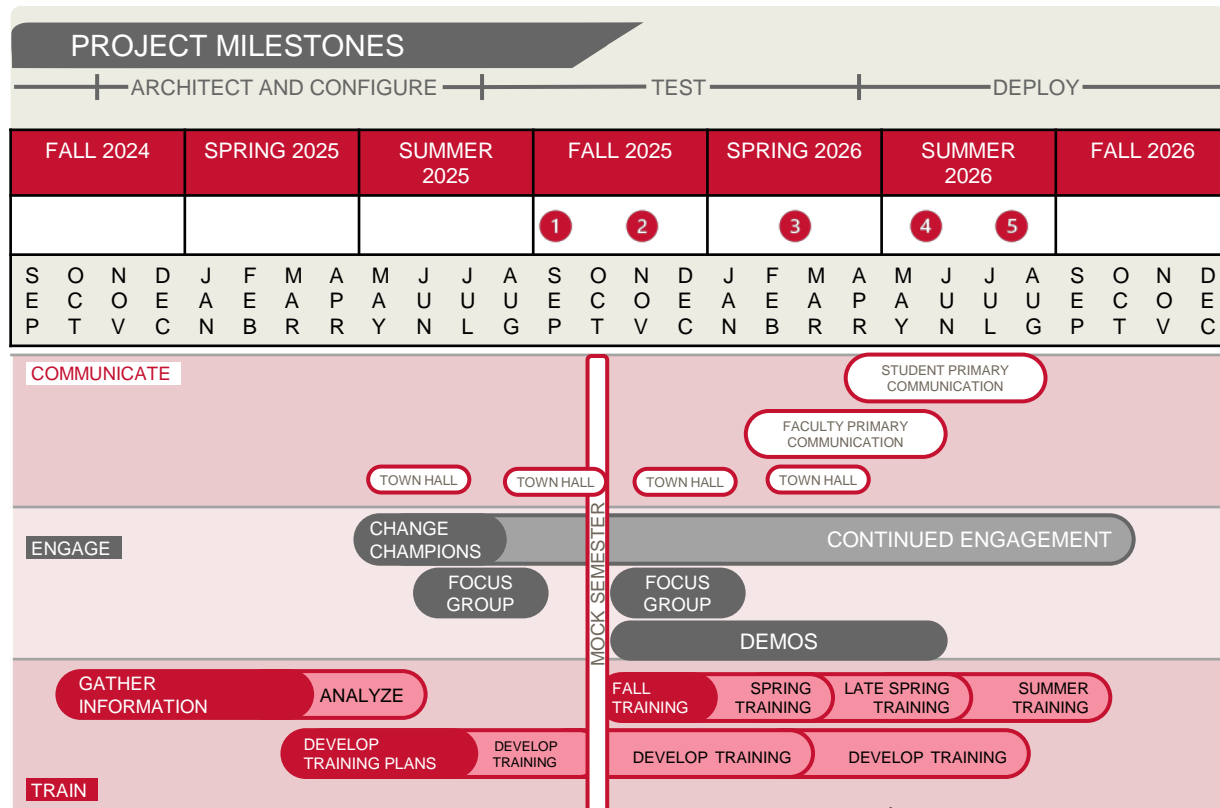


Workday Student Update

June 2025



Change Management Timeline



SERVICE LIVE IN WORKDAY

1

- Slate integration
- Academic units and levels
- Student personal info setup
- Programs of study
- Calendars
- Educational institutions
- Course catalog

2

- Verification, awarding, and packaging for new students
- ISIRs
- Class schedule

3

- Registration
- Student conversion (all)
- Verification, awarding, and packaging for continuing students
- Fee calculations, sponsors, and waivers

4

- Payments
- Cashiering integration
- Charge assessment
- Payment plans
- Disbursement
- R2t4
- Student financials balances
- Transcript generation

5

- Grading
- Graduation
- End-of-term processing



Communication Initiative

Goal: Establish a strategic, audience-driven communication framework to enhance clarity, engagement, and alignment.

Campaign Personas

Tailored messaging by audience.

- Students (New and Continuing)
- Parents and Family
- Advisors
- Faculty
- Department Chairs
- Schedulers and Curriculum Managers
- Change Champions
- Support Groups

Strategic Categorization

Clear, purposeful content organization.

- Need to Know vs. Nice to Know
- Push vs. Pull

Delivery Modalities

Thoughtful use of channels and formats.

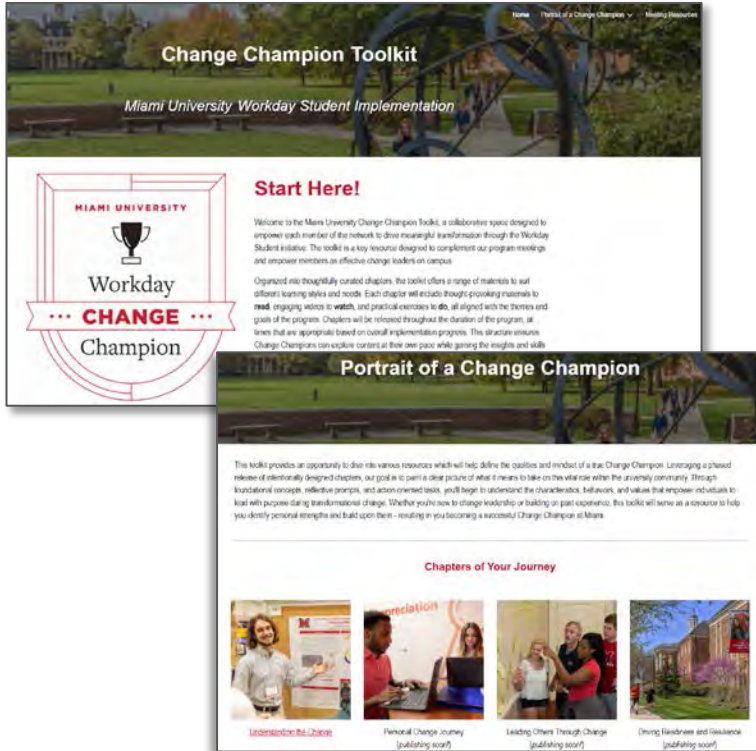
- Leverage Existing Channels/Senders*
- Workday Newsletter
- Miami Matters
- Workday Info Website
- Email
- Coordinated Engagement Activities

Focus Areas:

Consistent messaging from leaders; Aligned to student lifecycle; Clear process crosswalks

Career Champion Engagement

Change Champions are Miami faculty/staff who actively support, promote, and drive the Workday initiative. They are enthusiastic advocates for the change, helping encourage others to embrace the new processes that come with a Workday implementation.





Functional Demos

TENTATIVE CALENDAR



November 2025

Demo 1

Course Sections/Permissions

Demo 2

Student Profiles, Course Permissions

December 2025

Demo 3

Viewing Academic Progress Reports (DARS), Cohorts, Student Profiles, Course Permissions

Demo 4

Student Profiles and Athletic Teams

January 2026

Demo 5

Viewing and Updating Information

Demo 6

My Courses, Course Schedule, Viewing Course Roster

Demo 7

Academic Progress Reports (DARS) and Academic Plans

Demo 8

Viewing Courses and Registration

May 2026

Demo 9

Financial Aid and Billing

Demo 10

Attendance Verification and Grading (Midterm and Final)

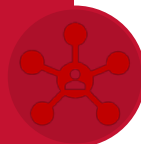
Training Execution Information

FALL 2025				SPRING 2026				SUMMER 2026				
S	O	N	D	J	F	M	A	M	J	J	A	S
E	C	O	E	A	E	A	P	A	U	U	U	E
P	T	V	C	N	B	R	R	Y	N	L	G	P
FALL TRAINING				SPRING TRAINING		LATE SPRING TRAINING		SUMMER TRAINING				



Role-Based Training Plans

Defined training objectives aligned to Miami's needs, with tailored content for each user group which drives role-specific proficiency from day one.



Distributed Training Model

Deliberately activate and empower embedded trainers to deliver process-specific instruction and reinforce learning within their teams.



Targeted Peer Enablement

Establish a network of power users and frontline managers in key areas to surface real issues early and accelerate adoption through trusted, internal guidance.



Clear Support Navigation

Deploy intuitive, role-aware visuals and prompts to direct employees to the correct help resources, minimizing confusion and dependency on central support.



Audience-Aligned Resource Hub

Curated toolkits organized by role to ensure employees access the right resources at the right time, improving self-sufficiency and reducing rework.



Questions?



June 2025

Career Exploration & Success



Understanding Career Interest via Career Clusters



Accounting and
Financial Services

3,362



Arts, Communication,
Media, and Design

3,837



Economics and
Data Analytics

3,419



Education, Nonprofit,
and Human Services

3,324



Engineering and
Technology

2,566



Health and
Science

4,705



Law and
Government

2,307



Management, Sales,
and Consulting

4,797



Students
Exploring

2,457

Student Engagement with CCES

	2024	2025	CHANGE OVER YEAR
COLLEGE OF ARTS AND SCIENCE	6,415	6,761	↑ 5.4%
FARMER SCHOOL OF BUSINESS	5,024	5,344	↑ 6.4%
COLLEGE OF ENGINEERING AND COMPUTING	1,892	2,099	↑ 10.9%
COLLEGE OF EDUCATION, HEALTH, AND SOCIETY	2,569	2,703	↑ 5.2%
COLLEGE OF CREATIVE ARTS	1,266	1,419	↑ 12.1%
COLLEGE OF LIBERAL ARTS AND APPLIED SCIENCE	1,511	1,842	↑ 21.9%
GRAND TOTAL	17,726	18,871	↑ 6.5%

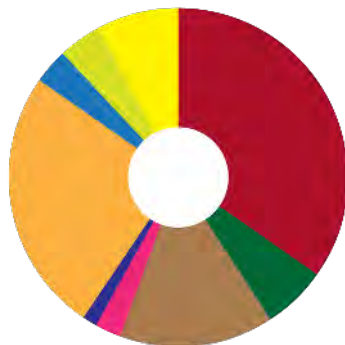


Career Fair by the Numbers

396

Unique Employers

AVG. EMPLOYERS ATTENDING PEER INSTITUTIONS: 109

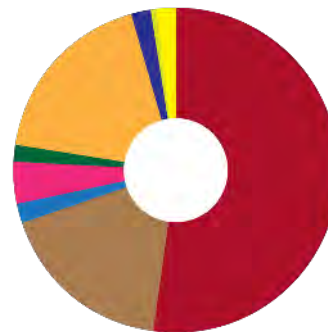


- 2024 FALL CAREER FAIR: 206
- 2024 STEM FAIR: 37
- 2024 NETWORKING EVENT: 87
- 2024 SPORT CAREER EXPO: 14
- 2025 CAS NETWORKING: 8
- 2025 SPRING FAIR: 150
- 2025 DESIGN FAIR: 20
- 2025 COMMON GOOD FAIR: 24
- 2025 TEACHER JOB FAIR: 46

6,131

Student Participants

↑ 19% HIGHER THAN PREVIOUS YEAR: 5,843



- 2024 FALL CAREER FAIR: 3,931
- 2024 STEM FAIR: 1,327
- 2024 NETWORKING EVENT: 148
- 2024 SPORT CAREER EXPO: 308
- 2025 CAS NETWORKING: 115
- 2025 SPRING FAIR: 1,358
- 2025 DESIGN FAIR: 154
- 2025 COMMON GOOD FAIR: 37
- 2025 TEACHER JOB FAIR: 140



Engaging with in Demand Employers

396

Unique employers
attended career fairs at
Miami in 2024-2025

109

Avg. # Employers
attending career fairs
at similar institutions

High Impact Employer Engagement beyond the Fair

- Career Programming
- Networking
- Employer-Hosted Events
- Career Partner Program

\$15+K

Revenue from the
Career Partner Program

11,000+

Employer-Hosted
Events



Alumni Engagement, Careers for All Miamians

Academic Partnerships Power Career Opportunities

CEC First-Year Professional Development Day

Creative Career Day

Family Science and Social Work Professional Development Day

Global and Intercultural Studies Career Day

Government and Non-Profit Career Day

International Student Career Day

Mallory-Wilson Center for Healthcare Education

Mathematics Career Day

“Spill the Tea” Languages Career Day

Sport Leadership and Management Professional Development Day

Teacher Professional Development Day



Driving Experiential Learning

2024-2025 Pilot Programs

- J-Term Job Shadow Program
(140 applicants, 92 participants)
- Micro-Internship Program
- Miami University Career Champions
(100 Faculty/Staff Participants)
- Expanded Career Trek Destinations (Cleveland)
- McCullough-Hyde Memorial Hospital Experiential Learning Program

High Impact Immersive Opportunities

- Presidential Career and Leadership Series Career Treks
- J-Term Job Shadow Program
- Capstone Projects and Class Presentations

204

Internship/Research
Grants awarded to
students

\$437K+

Internship/Research
Grants awarded to
students

279

Professional Attire
Grants awarded to
students

\$83K+

Professional Attire
Grants awarded to
students



CENTER FOR CAREER
EXPLORATION AND SUCCESS



AKRON



MARYSVILLE



CLEVELAND



COLUMBUS

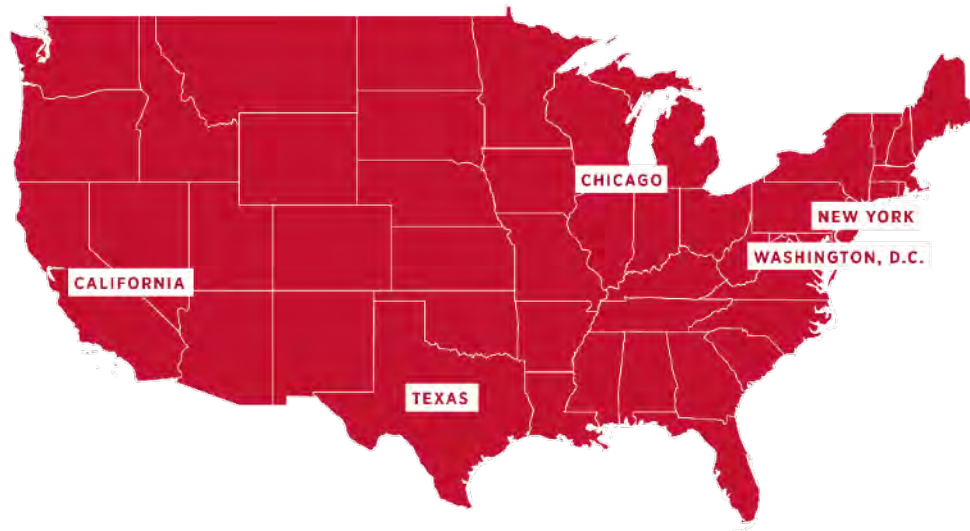


CINCINNATI



CALIFORNIA

GALLO | intel | protiviti



CHICAGO



NEW YORK



TEXAS



WASHINGTON, D.C.



Responding to a Changing Job Market

Students



Calls to all
May 2025 graduates



Indeed Job Search Academy



Ready, Set, Hired!
A Job Search Bootcamp



Coaching students impacted
by job/market/hiring freeze

Employers



Creatively engaging government
partners in programming to build
and maintain their brand on
campus despite hiring freeze



Waiving career fair registration
fees for nonprofit orgs whose
budgets were cut



Early career fair invitations



Miami

THRIVE

Aligning CCES with Wave 1 Implementation

- Bold Value Statement
- Experiential Learning
- Hallmark Experience
- Partnerships
- Urban Bridges
- Young Alumni Engagement





Questions?



UCM Update

June 2025



Introduction | Topics

- **Strengthening our Brand II**
 - Digital marketing, social media, licensing
- **Improving Internal Communications**
 - Campus partner support, strategic content, new formats
- **Building a Resilient, Agile Organization**
 - Talent retention, project management, operational support
- **Looking Forward**



Strengthening our Brand II

Digital marketing, social media, licensing



Aligning Digital Marketing Campaigns

Over the past few years, UCM has worked closely with EMSS to align our overall brand strategy and marketing investments with our enrollment strategy (specifically, key markets)

- Top-level Brand
- Peer-to-Peer
- Miami Online
- Blog



Digital Marketing: Brand

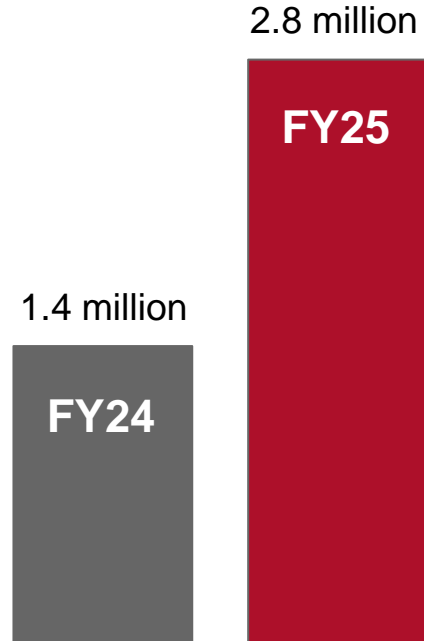
Comparing Oct. 1 to May 30 in FY25 to same timeframe in FY24:

- Increased Clicks on Ads: \uparrow **93%** to 2.8 million
- Increased Click-through-Rate: \uparrow **164%** to 3.22%
- Decreased Cost-per-Click: \downarrow **43%** to \$0.13



Better,
Tested
Creative = Better,
Results

Ad Clicks





Digital Marketing: Brand

FY25 Only (July 1, 2024 - May 30)

2,000,000 visitors to Brand webpage

Top locations of visitors:

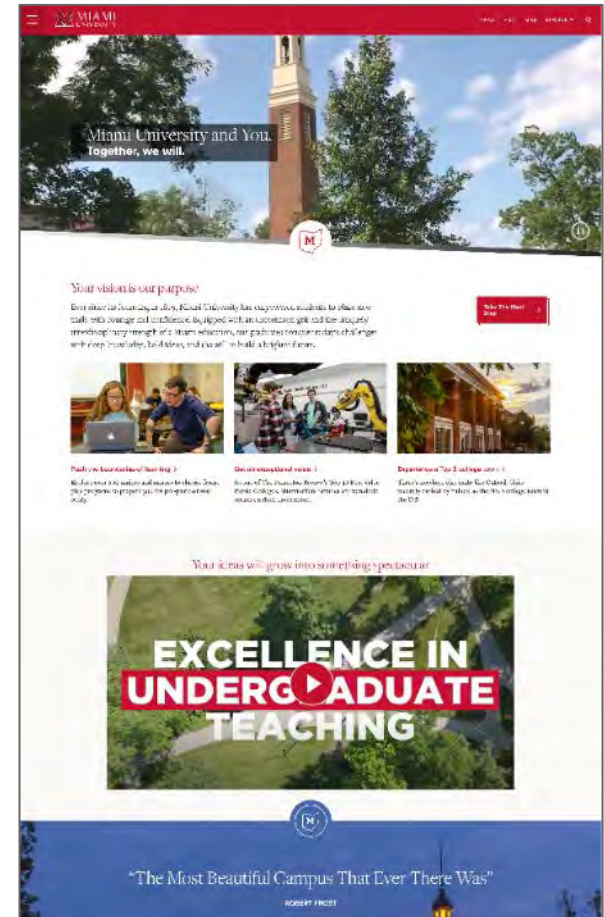
#1: Chicago: 625,000

#2: Dallas: 350,000

#3: Atlanta: 300,000

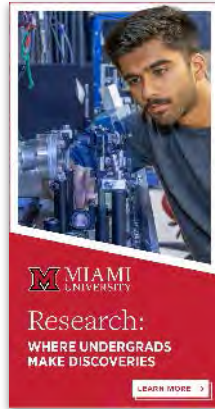
#4: Philadelphia: 260,000

#5: Houston: 250,000



Digital Marketing: Peer-to-Peer

Designed to amplify miami differentiators and elevate brand reputation among peers.



July 1, 2024 to March 31, 2025

- Page views increased **754%**
- Active users grew **231%**
- Engagement with key content rose **87.5%**
- Total interactions on the landing page increased **611%**
- LinkedIn audience grew **2.2%**



Digital Marketing: Miami Online



Launched Unified Miami Online Brand

- Conducted user experience research for the website.
- Completed in-depth marketing and audience research.
- Redesigned website that improves navigation.
- Launched a brand campaign tailored to a broad audience.



STUDY
what you want
Enjoy the
FLEXIBILITY
you need

LEARN MORE >



MIAMI
UNIVERSITY

ONLINE



Welcome to Miami Online

Request Information

What type of program are you interested in?

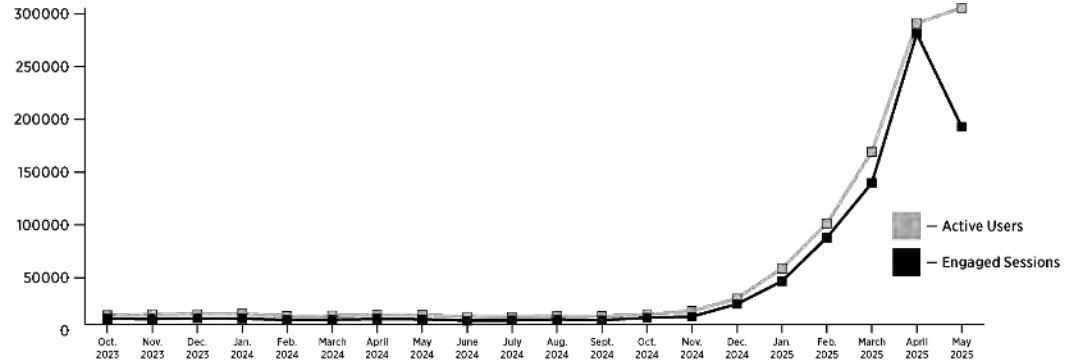
Flexible and Affordable Online Degrees and Certificates at Miami University

With Miami Online, you receive a nationally recognized Miami University education that fits your busy life. Our flexible online programs allow you to earn a degree, build in-demand skills, or complete a Microcredential on your schedule. Whether you're pursuing a bachelor's or master's degree or a certificate, Miami Online empowers you to achieve your educational and career goals with the same dedication to quality found on our Ohio and Luxembourg campuses.

Digital Marketing: Miami Online

Website traffic, active users, and engaged sessions have nearly doubled year-over-year (April 2024-April 2025):

- Active monthly users have increased by **over 5X**
- Engaged sessions have increased by **nearly 3X**



Digital Marketing: Graduate Programs



Significant Growth in Graduate Applications

- Graduate student RFIs have increased **310%** since 2022 (up over 2,000% since 2020)
- Applications for fall 2025 are currently up **70%** over 2021 and **10%** over 2024.

Request Information

Fields marked with * are required fields.

First Name*

Last Name*

Email Address*

Phone Number*

Are you a U.S. citizen or Permanent Resident?*

☐ Yes
☐ No

Intended Degree Type*

☐ Doctorate
☐ Master's
☐ Certificate

On-campus or online delivery?

☐ On-campus
☐ Online

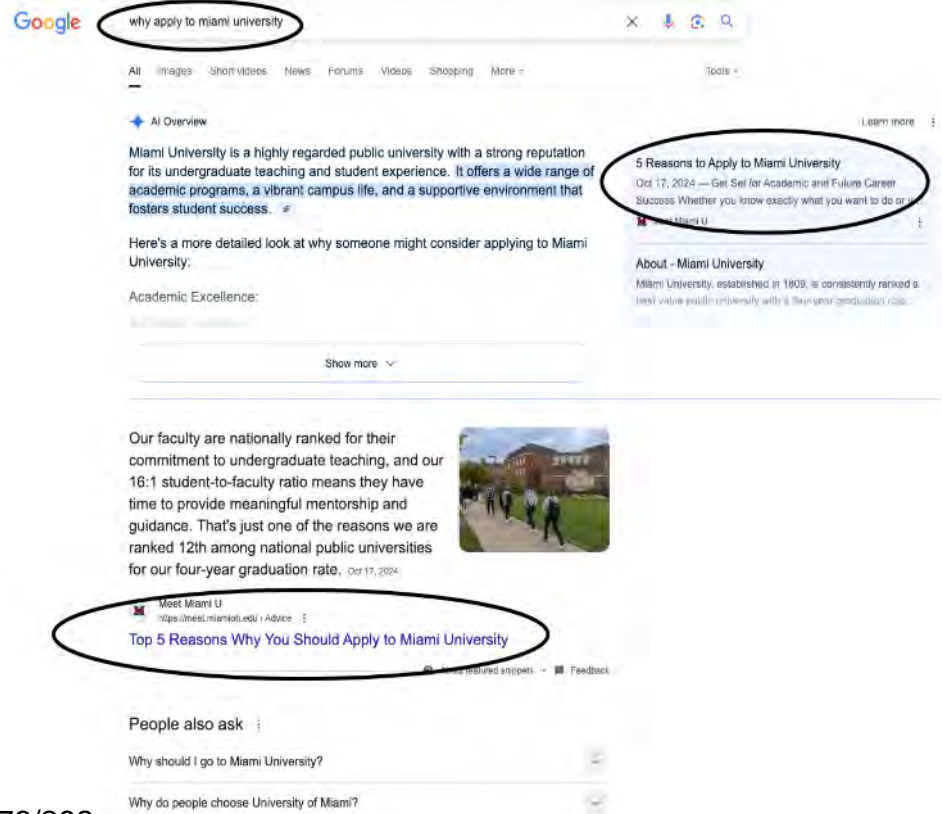
Program of Interest*

I acknowledge that, by clicking the "Submit" button below, I consent to representatives of Miami University and its Educational Partners to contact me about educational opportunities via email, text, or phone, at the phone number above, using an automatic dialer or pre-recorded message. I understand that my consent is not a requirement for enrollment, and I may withdraw my consent at any time.

SUBMIT

Digital Marketing: Meet Miami U Blog

- Search engine algorithms see the blog as a key resource
 - **81/100 SEO** site score (80+ is strong)
- Meet Miami U blog appears at the **top of search engine results pages**
 - Top posts include “Why You Should Apply to Miami” and “Why Miami”
 - 63,000+ homepage views in the first 90 days



MEET MIAMI U *Serving up stories, tips, and insider info*

[Academics](#) [Podcast](#) [Advice](#) [Campus Life](#) [About Miami](#)



Top 5 Reasons Why You Should Apply to Miami University

Top Stories



Maximizing Social Media

In 2024, Miami social engagements/ interactions increased **58%**.

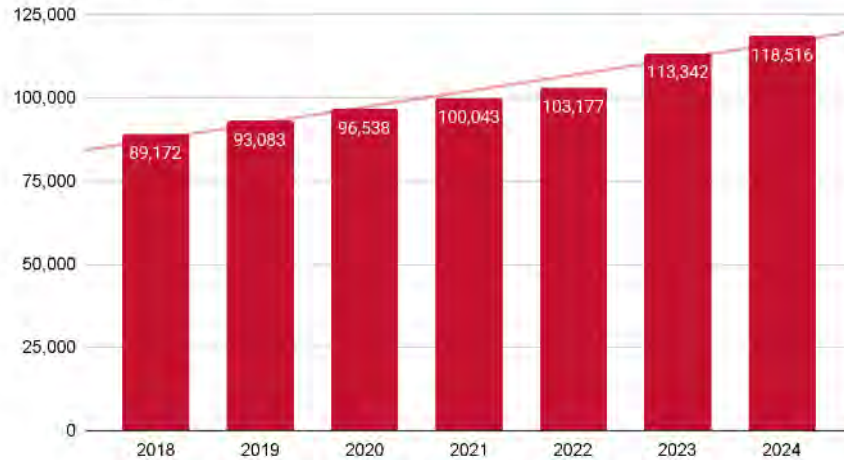
- Ranked **No. 4** nationally for engagement on Instagram.
- Recognized as **No. 13** most engaged Division I school on social media by RivallQ. (Up from No. 85 in 2021-2022).



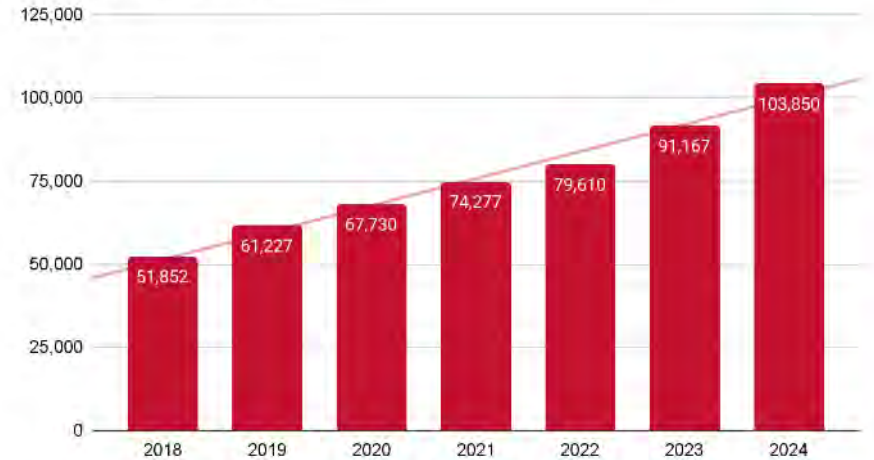
Social Media: Follower Growth



FB Follower Growth YOY



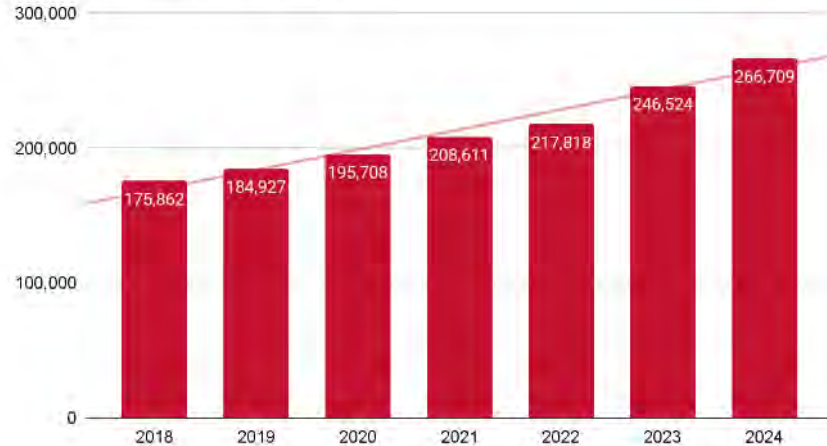
IG Follower Growth - YOY



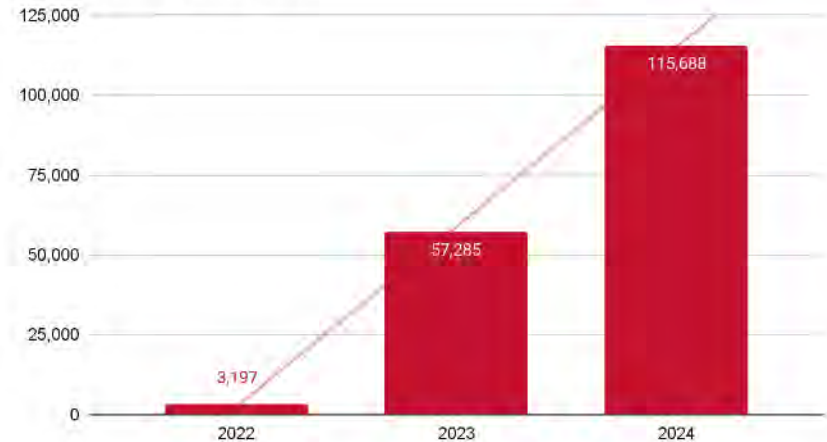
Social Media: Follower Growth



Follower LinkedIn Growth - YOY



TikTok Follower Growth - MOM



Social Media: Engagement

Miami outperforms social media benchmarks for engagement (1-5%)

Event / Post	# of Engagements	Engagement Rate
Snoop Dogg Arizona Bowl	95.8K	7.8%
MAC Championship Games	36.6K	6.8%
Bengals Partnership	74.5K	6.8%
Western Homecoming	17K	7%
Move-In Day	108K	7.3%
RedHawk 50	5.2K	8.6%

TikTok Tops



Leveraging Licensing

While maintaining focus on protecting our brand, UCM has worked with campus partners to seek out **new sources of revenue** from licensing over the past few years.

- Onboarding new vendors
- Creating new products
- Launching an online storefront



PROTECT,
PROMOTE,
AND PROFIT.



Increases in Sales and Royalties

- Expanded and diversified vendors and products
- Product sales totaled **\$3.4M** July 2024-April 2025
 - **\$70,000** increase from the same previous timeframe
 - University's royalties increased by 7% to **\$516K**



New Products

Collaborated with Van Wagner and ICA to licensing alcohol products with Swine City Brewing.

- Both beverages surpassed sales expectations, including a sell-out at the debut event.
- RedHawk Razz ousted Michelob as the most sold beer at athletics venues.
- 1809 Pilsner continues to be a top seller at venues.





Licensed Products

Miami University strives to bring a wide variety of socially responsible and ethically sourced products aligned with the university's environmental stewardship.

- QUICK LINKS
- New and Notable
 - Retail Locations
 - Buy Online
 - Unique Collections

New



Improving Internal Communications (and Campus Partner Support)



Empowering Campus Partners

UCM aims to connect and support all university communicators in effectively implementing brand standards across all platforms. This ensures **consistent and impactful messaging and design.**

- Events: Brand Camp, Creative Summit
- Tools: Canva, Media Valet, Photo Shelter, Brand review process
- Training: CMS (web) training, Media training







Brand Camp

Year	Attendees	Divisions
2022	68	19
2023	120	24
2024	130	23





Canva and Brand Review

Trained Canva users increased to as many as **300 in FY25**, up from 250 users in FY24.



Refreshed Branding across Website

- Migrated **13,200 pages** to the refreshed branded templates in less than one year.
- Reduced the overall number of pages by **more than 50%**.
 - *For example:* 4,000 College of Arts and Science pages reduced to 1,500.



Equipping Stakeholders with Content

UCM's storytelling team works across the division and campus to capture the most compelling content and share it so that stakeholders are in the know and can further amplify.

- Miami News and Miami Matters
- Visual Storytelling
- Podcasts

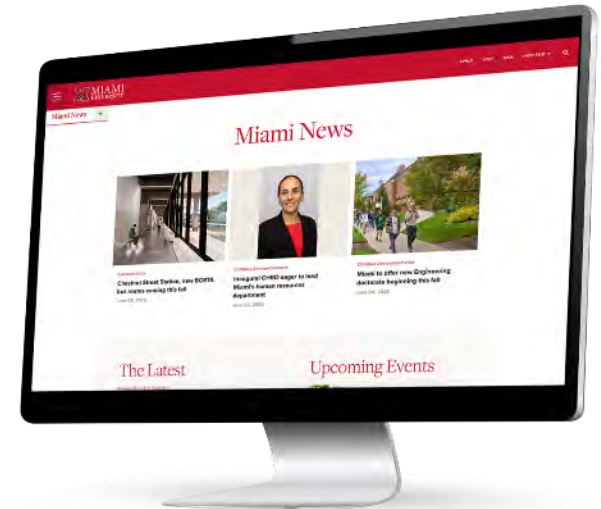


Miami News

More Eyes on Miami News

Jan 1, 2024 to May 21, 2025



- Total users increased **15.3%**
- Sessions increased **18.4%**
- Engaged sessions increased **18.3%**
- Sessions per user increased **2.4%**



Miami Matters

April 2024 to March 2025

- **52.7%** open rate for the main send.
 - *National average of 20-25%*
- **11.1%** click rate for faculty/staff.
 - *National average of 1-5%*
- **21%** click to open rate.
 - *National average of 6-17%*
- **44.3%** open rate for students.
 - *National average of 20-25%*




Sights, sounds from spring commencement

Miami University honored nearly 4,800 degree candidates during its May 17 spring commencement ceremony at Yager Stadium. View our special feature with photos and video, and hear audio from the event

[View the special feature](#)

Top Stories



Board of Trustees approves four new degrees during May 16 meeting

New degrees include a Bachelor of Science in

Photo/Video

- Implementation of advanced AI tools in PhotoShelter has helped the team go from **1,000 individuals identified in photographs to over 200,000**.
- Strategic partnership with IT Services to build a cost-effective and redundant photography archive led to a projected budget savings of approximately **\$3,000** annually.
- Installation of a 70 TB network-attached storage (NAS) video asset management system that increases access and efficiency to the university's video assets.

Photo/Video

Telling Miami's Story With Visuals

	2023	2024	2025 (as of April 10)
Photoshoots	756	872	698
Video Projects	54	143	39



The background of the page is a photograph of a brick clock tower with a white clock face and a small balcony. A vibrant rainbow arches across the sky behind the tower. The word 'Welcome!' is written in a large, white, serif font, with the rainbow passing through the letters.

Welcome!

MIAMI UNIVERSITY'S DIGITAL PHOTO ARCHIVE

is home to images that capture the life and energy of our campus community. From special events to stunning scenery, these images are created by a talented team of University Communications and Marketing photographers.

Miami University holds the copyright to these images. These digital files are intended for official use, and may not be sold, licensed for sale, or published outside official university purposes without permission from University Communications and Marketing.

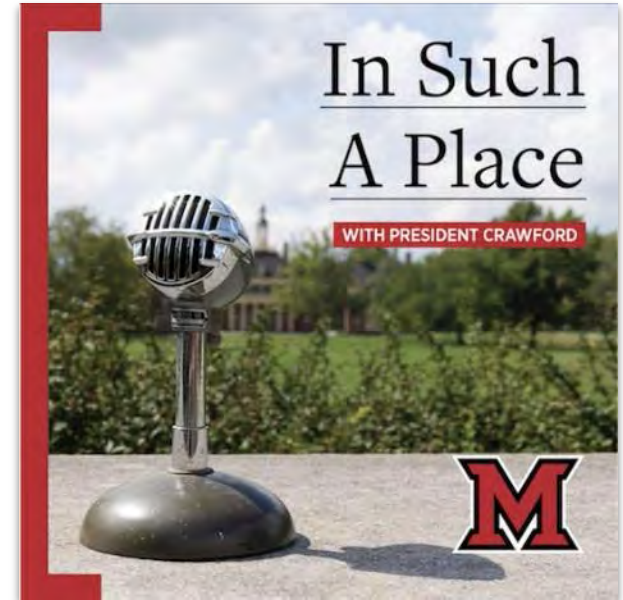


College Showcase Videos

- Pride points videos reside on six departmental homepages.
- Nearly **15,000 views** on YouTube since January 2025.



Podcasts



Building a Resilient, Agile Organization



Culture of Care and Career Development

- ♥ Over the past few years, UCM has invested time in understanding and improving organizational culture, seeking to offer opportunities for professional development, leadership roles, and team building
 - Annual survey reveals improvements and opportunities
 - Cross-departmental committees work together to solve issues, anticipate future challenges
 - Attrition rate has decreased significantly

Project Management

- In the first eight months using new project management system, Asana, we have built out **783 projects**, compared to 610 over two years in previous system.
- Of the **70** users in Asana, **60** of them are regular users (compared to 49 regular users in our previous system).



Fall Sprint

Open: July 21-Sept. 19

Paused: Sept. 20-Nov. 2

Earliest Project Due Date: Sept. 22



Winter Sprint

Open: Nov. 3-Dec. 12

Paused: Dec. 13-Jan. 18

Earliest Project Due Date: Jan. 5



Spring Sprint

Open: Jan. 19-Feb. 27

Paused: Feb. 28-April 12

Earliest Project Due Date: March 23



Summer Sprint

Open: April 13-May 22

Paused: May 23-July 19

Earliest Project Due Date: June 15

Project Management



Industry Certifications for Project Managers

- Two PMs hold the Project Management Professional (PMP) certification.
- One PM holds the Certified Associate in Project Management (CAPM) certification.



Operations



Ticketing System for Operations Requests

- Until Spring 2024, operations requests were sent directly to individual team members, causing confusion about responsibilities, lost or delayed requests, and limited visibility into progress.
- New ticketing system has **improved clarity**, **accountability**, and **response times**. So far, we have received and resolved over **750 requests** in FY25.

Looking Forward

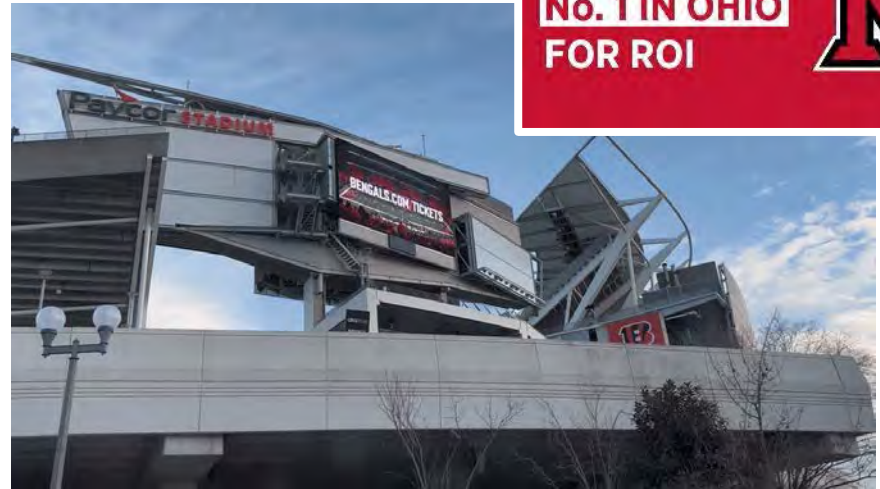




Continued High-Impact Marketing



Wrigleyville (Chicago)



Paycor Stadium (Cincinnati)

Plans for Fiscal Year 2026

- Sustain investment in marketing at current or increased levels
- Work with EMSS to
 - Identify new geographic markets
 - Secure investment in, and implementation of, a hyper-personalized yield strategy that includes marketing and additional on the ground team members to engage admits
- Onboarding and adoption of MarketView

Thank you!

Jessica Rivinius rivinius@miamioh.edu





OFFICE OF THE PROVOST

Senate Bill 1 Updates



Senate Bill 1 Requirements

High Priority Compliance Items - (*Based upon Senate's proposed Biennial Budget Language**)

- (1) Completion of required trustee training provided by the Chancellor
- (2) Syllabus posting requirements
- (3) Incorporating specified statements into a statement of commitment
- (4) Adopting a policy containing specified requirements and prohibitions regarding DEI, ensuring intellectual diversity, and other concepts
- (5) Developing and requiring an American civic literacy course
- (6) Establishing a written system of faculty evaluations
- (7) Adopting and periodically updating a post-tenure review policy
- (8) Enact a prohibition on accepting gifts or donations from the People's Republic of China and other related prohibitions and requirements.

**Ties above Compliance Items to SSI Funding in FY27*

3333.045 – Trustee Training

ODHE must develop and provide annual trainings for Boards of Trustees

- The annual trustees conference, scheduled for September 18, 2025, in Columbus, will focus on the role, duties, and responsibilities of trustees across 17 topics in SB1.



Senate Bill 1 Requirements

3345.029 - Syllabus Requirements

For each undergraduate course, a syllabus must be available on a publicly available website and include: faculty qualifications, contact information, course schedule, etc.

Syllabi must be available from main page with a three link limit, searchable, first day of class.

Syllabi posting requirement takes effect the **2026-2027** academic year (Aug 26)

- ODHE will provide a syllabi compliance report form due to ODHE by July 31, 2026

Provost's Office is developing a plan with IT; it may require purchasing a commercial platform.

- Planned test run Spring semester.



Senate Bill 1 Requirements

3345.0216 – Statement of Commitment

Each state institution of higher education, shall incorporate all of the following into a statement of commitment:

To (1) Educate students by means of free, open, and rigorous intellectual inquiry to seek the truth. (2) Equip students with the opportunity to develop the intellectual skills they need to reach their own, informed conclusions. (3) Not require, favor, disfavor, or prohibit speech or lawful assembly. (4) Create a community dedicated to an ethic of civil and free inquiry, which respects the autonomy of each member, supports individual capacities for growth, and tolerates the differences in opinion that naturally occur in a public higher education community. (5) Treat all faculty, staff, and students as individuals, to hold them to equal standards, and to provide them equality of opportunity, with regard to those individuals' race, ethnicity, religion, sex, sexual orientation, gender identity, or gender expression.

Each state institution of higher education shall prominently post the statement of commitment developed under this section on its publicly accessible web site and alongside the state institution's mission statement

Senate Bill 1 Requirements

3345.0217 - Prohibition on DEI Training

Prohibits: 1) DEI training*, 2) DEI offices, 3) DEI job descriptions, 4) use of third parties to promote admissions, hiring, or promotion based on DEI; and 5) DEI scholarships

- *All waiver requests will be collected centrally and screened prior to submission.

Senate Bill 1 Requirements

3345.0217 – BOT Policy

Not later than ninety days after the effective date of this section, the board of trustees of each state institution of higher education shall adopt and the institution shall enforce a policy that requires the institution to **prohibit** [“DEI” orientations, trainings*, offices or departments, job descriptions; contracting with consultants who promote DEI in admissions, hiring, or promotion; institutional scholarships; political or ideological litmus tests in hiring] and **affirm and demonstrate** [intellectual diversity; that Miami not endorse or oppose as an institution any controversial belief or policy; that Miami will not encourage, discourage, require, or forbid students, faculty, or administrators to endorse, assent to, or publicly express a given ideology, political stance, or view of a social policy,...]

*Exceptions: state/federal law/professional licensure and research grants. A waiver template has been developed by ODHE staff.

Senate Bill 1 Requirements

3345.382 - American Civic Literacy Course

Requires each institution to develop a 3-credit hour course in American Civic Literacy that includes a specific set of readings.

Board of Trustees must adopt a resolution approving a plan to offer the course
Chancellor must review and approve, courses must meet requirements of SB1 and OT36.

- Course(s) will be taught primarily by Center for Civics, Culture & Democracy with some sections offered through Political Science and History.
- UNV 105: The American Political Tradition and UNV 205: Dimensions of American Civic Thought, have been developed and pilot sections will be offered Fall2025.

Senate Bill 1 Requirements

3345.45 - Faculty Workload Policy

Each state institution must take formal action to adopt a faculty workload policy consistent with standards adopted by the Chancellor, review and update its policy on faculty tenure, include multiple pathways to tenure, and update its faculty workload policy every five years

Workload standard policy will be revised by IUC and approved by ODHE by September 30, 2025.

Institutional workload policies should be adopted by the Board of Trustees by December 31, 2025

- Miami recently established workload standards that should be in compliance with pending IUC policy. We are monitoring actual classroom teaching relative to projections and refining the model to measure impactful service and to ensure that impactful student mentoring is recognized and maintained.

Senate Bill 1 Requirements

3345.451 - Faculty Evaluation

Each state institution must have a system of faculty evaluations completed by students with a focus on teaching effectiveness and student learning. The following questions must be included in student course evaluation of faculty:

Does the faculty member create a classroom atmosphere free of political, racial, gender, and religious bias?

Yes

No

Are students encouraged to discuss varying opinions and viewpoints in class?

Yes

No

Not applicable

On a scale of 1-10, how effective are the teaching methods of this faculty member?

Senate Bill 1 Requirements

3345.452 - Faculty Annual Performance Evaluations

Adopt and submit to the Chancellor a faculty annual performance evaluation policy with an appeals process.

- Comprehensive, standardized, objective and measurable performance metrics
- Include summary assessments of “exceeds performance expectations,” “meets performance expectations,” or “does not meet performance expectations”
- Student evaluations must account for a minimum of 25% of teaching evaluation

Senate Bill 1 Requirements

3345.453 – Post-Tenure Review

Requires state institutions adopt a post-tenure review policy containing an appeals process for faculty to appeal the final evaluation.

- Universities must conduct a post-tenure review if a faculty member receives a “does not meet performance expectations” evaluation for two out of the past three years.
- Repeats post-tenure review if another “does not meet” evaluation occurs.
- Gives department chairs, deans and provost immediate post-tenure review of faculty with documented underperformance

Senate Bill 1 Requirements

3345.454 – Tenure, Retrenchment and Program Elimination

The board of trustees of each state institution of higher education shall develop/review policies on tenure* and retrenchment. Each state institution shall submit those policies to the Chancellor of Higher Education.

(*include multiple pathways for faculty tenure, one of which may be a commercialization pathway)

- Retrenchment and program elimination policies and procedures are part of our CBA

Senate Bill 1 Requirements

3345.454 – Retrenchment and Program Elimination

Eliminate any UG degree program if it confers an average of fewer than 5 degrees in that program annually over any 3-year period.

Due: August 26, 2025. In subsequent years, programs subject to elimination must be reported to ODHE 60 days after the completion of the academic year that triggered the average of fewer than five degrees annually over any three-year period.

Institution may apply for a waiver from chancellor and the chancellor may approve conditionally for two years and determine whether eligible for SSI funding.

- **Miami has eliminated/modified all continuing programs with fewer than 30 graduates over a three year period. We will review again in July.**

Senate Bill 1 Requirements

3345.591 - Interactions with China

- Prohibits, with certain exceptions, state institutions from accepting gifts, donations, or contributions from the People's Republic of China or any organization that the institution reasonably suspects is acting on behalf of the People's Republic of China.
- Requires state institutions to submit to the Chancellor a copy of the foreign gifts report that it is already required to send to the U.S. Department of Education
- Requires state institutions to notify the Chancellor within 30 days of any new or renewed academic partnership with an academic or research institution located in China.



Senate Bill 1 Requirements

3345.80 - 5-Year Institutional Cost Summaries

Requires institutions to submit a rolling five-year summary of institutional costs to be considered by the General Assembly when evaluating operating and capital project funding for each biennial main operating appropriations bill and capital appropriations bill.

It will be utilized for the FY27-28 capital bill, which will require submission to ODHE by the end of the 2025 calendar year.

Senate Bill 1 Requirements

3345.88 - Equal Opportunity and Prohibitions

Each institution shall...

- Treat all faculty, staff and students as individual with regard to race, ethnicity, religion, sex, sexual orientation, gender identity or gender expression
- Provide no advantage or disadvantage on the basis of these classes in admissions, hiring, promotion, tenure, or workplace conditions

No institution shall provide or require training that advocates

- One race or sex is inherently superior
- An individual is inherently racist, sexist, oppressive, whether consciously or unconsciously
- An individual should be discriminated against or receive adverse treatment solely/partly due to race
- And similar provisions

Senate Bill 1 Requirements

3345.88 - Equal Opportunity and Prohibitions

- These policies apply to classrooms, orientation ceremonies, and graduation ceremonies.
- Requires disciplinary sanctions to enforce the law.
- Requires an annual report on violations, admissions statistics (by race, sex, academics, retention).
- Requires a complaint response process from students and faculty.

Senate Bill 1 Compliance: Website

- Added
 - Statement of Commitment (www.miamioh.edu/mission)
 - (to add) syllabi repository
 - (to add) list of speaker fees
- Removed
 - Office of Transformational and Inclusive Excellence (OTIE) website
 - Center for Student Diversity and Inclusion (CSDI) website
 - Miami Regionals Center for Diversity, Equity, and Inclusion.
- Revised and Updated
 - Content that linked to former centers
 - Outdated information and links



Senate Bill 1 Compliance: Timeline per ODHE

August 26, 2025

- Program Deactivation

Compliant

September 25, 2025

- Statement of Commitment
- DEI Prohibitions Policy

Compliant (www.miamioh.edu/mission)

6/27 Board Resolutions – DEI Prohibitions Policy

September 30, 2025

- American Civic Literacy Plan

Courses complete, plan in development

December 31, 2025

- Faculty Annual Performance Evaluation Policy
- Faculty Workload Policy
- Five-Year Institutional Cost Summary Report
- Faculty Tenure Policy
- Post-Tenure Review Policy
- Retrenchment Policy

Planned for September BoT Meeting

Planned for September BoT Meeting

Planned for September BoT Meeting

Planned for September BoT Meeting

In CBA, Policy planned for September BoT Meeting

June 30, 2026

- Equal Opportunity and Non-Discrimination Report
- Syllabi Compliance Report

Questions?



OFFICE OF THE PROVOST

Approved by the Board of Trustees

June 27, 2025



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

June 27, 2025
ASA Committee

RESOLUTION R2025-51

WHEREAS, the 136th General Assembly of the State of Ohio passed Senate Bill 1, the Enact Advance Ohio Higher Education Act, which becomes effective on June 27, 2025. And;

WHEREAS, Senate Bill 1 requires Ohio public university Boards of Trustees to enact a specific policy encompassing the requirements as outlined in statute;

THEREFORE, BE IT RESOLVED that Miami University, as directed by Senate Bill 1, sets the following policy:

Miami University Senate Bill 1 Policy

It shall be the policy of Miami University, and Miami University shall enforce such policy, that requires the following:

A. Miami University will prohibit the following:

- (i) Any orientation or training course regarding diversity, equity, and inclusion, unless the institution submits a written request for an exception to the chancellor of higher education because the institution determines the orientation or training course is exempt from that prohibition because all aspects of the orientation or course are required to do any of the following: (I) Comply with state and federal laws or regulations; (II) Comply with state or federal professional licensure requirements; or (III) Obtain or retain accreditation.
- (ii) The continuation of existing diversity, equity, and inclusion offices or departments;
- (iii) Establishing new diversity, equity, and inclusion offices or departments;
- (iv) Using diversity, equity, and inclusion in job descriptions;
- (v) Contracting with consultants or third-parties whose role is or would be to promote admissions, hiring, or promotion on the basis of race, ethnicity, religion, sex, sexual orientation, gender identity, or gender expression;
- (vi) The establishment of any new institutional scholarships that use diversity, equity, and inclusion in any manner. For any institutional scholarships existing on the

effective date of this section, Miami shall, to the extent possible, eliminate diversity, equity, and inclusion requirements. If Miami is unable to do so because of donor requirements, the institution may continue to offer those institutional scholarships. However, Miami shall not accept any additional funds for the operation of institutional scholarships that have diversity, equity, and inclusion requirements;

- (vii) The use of political and ideological litmus tests in all hiring, promotion, and admissions decisions, including diversity statements and any other requirement that applicants describe their commitment to any ideology, principle, concept, or formulation that requires commitment to any controversial belief or policy.

B. Miami University affirms and declares following:

- (i) that its primary function is to practice, or support the practice, discovery, improvement, transmission, and dissemination of knowledge and citizenship education by means of research, teaching, discussion, and debate;
- (ii) that it shall ensure the fullest degree of intellectual diversity;
- (iii) declare that faculty and staff shall allow and encourage students to reach their own conclusions about all controversial beliefs or policies and shall not seek to indoctrinate any social, political, or religious point of view;
- (iv) that it will not encourage, discourage, require, or forbid students, faculty, or administrators to endorse, assent to, or publicly express a given ideology, political stance, or view of a social policy, nor will the institution require students to do any of those things to obtain an undergraduate or post-graduate degree;
- (v) that no hiring, promotion, or admissions process or decision shall encourage, discourage, require, or forbid students, faculty, or administrators to endorse, assent to, or publicly express a given ideology or political stance;
- (vi) that it will not use a diversity statement or any other assessment of an applicant's political or ideological views in any hiring, promotions, or admissions process or decision;
- (vii) that no process or decision regulating conditions of work or study, such as committee assignments, course scheduling, or workload adjustment policies, shall encourage, discourage, require, or forbid students, faculty, or administrators to endorse, assent to, or publicly express a given ideology or political stance;
- (viii) that it will seek out invited speakers who have diverse ideological or political views

- C. Miami University declares that it will not endorse or oppose, as an institution, any controversial belief or policy, except on matters that directly impact the institution's funding or mission of discovery, improvement, and dissemination of knowledge.
- D. Miami University will demonstrate intellectual diversity for course approval, approval of courses to satisfy general education requirements, student course evaluations, common reading programs, annual reviews, strategic goals for each department, and student learning outcomes.
- E. Nothing in this policy prohibits faculty or students from classroom instruction, discussion, or debate, so long as faculty members allow students to express intellectual diversity

Exceptions

- F. It shall be the policy of Miami University that Sections B(i)-(iii) and Section D above do not apply to the exercise of professional judgment about how to accomplish intellectual diversity within an academic discipline, unless that exercise is misused to constrict intellectual diversity.
- G. It shall be the policy of Miami University that Section B (iv) and Section C above do not apply to the exercise of professional judgment about whether to endorse the consensus or foundational beliefs of an academic discipline, unless that exercise is misused to take an action prohibited in division (C) of this section.

Definitions

"Controversial belief or policy" means any belief or policy that is the subject of political controversy, including issues such as climate policies, electoral politics, foreign policy, diversity, equity, and inclusion programs, immigration policy, marriage, or abortion.

"Intellectual diversity" means multiple, divergent, and varied perspectives on an extensive range of public policy issues.

Reference: ORC 3345.0217

June 27, 2025
ASA Committee

RESOLUTION R2025-52

WHEREAS, the Board of Trustees established the University Senate as “the primary University governance body where students, faculty, staff, and administrators debate University issues and reach conclusions on the policies and actions to be taken by the institution. It is the legislative body of the University in matters involving educational programs, requirements, and standards; faculty welfare; and student conduct. The Board of Trustees delegates to the Senate primary responsibility for curriculum, programs, and course offerings and advisory responsibility on all matters related to Miami University.”

WHEREAS, the Regulations of the Board of Trustees, Art. IX, and the Enabling Act of the University Senate reflect the powers of the Board of the Trustees and its right to consider, approve, modify, or reject actions taken by the University Senate or Faculty Assembly;

WHEREAS, the Ohio Legislature passed legislation in the 136th Session of the General Assembly, referred to as Senate Bill 1, which prohibits the continuation of existing diversity, equity, and inclusion offices or departments;

WHEREAS, the University Senate has maintained a Council on Diversity and Inclusion, which according to the minutes of the April 28th meeting of the University Senate reflect that said Council has been inactive for the past two years;

THEREFORE BE IT RESOLVED: that the Board of Trustees hereby administratively dissolves the University Senate Council on Diversity and Inclusion as of today’s date in accordance with Senate Bill 1.

Approved by the Board of Trustees

June 27, 2025



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



OFFICE OF THE PROVOST

Preparing for HLC Review Visit

Carolyn Haynes, Accreditation Liaison Officer; Senior Associate Provost

Review Team Members

- » Kristina S. Binard, Colorado State University (retired VP for Enrollment Management) (team chair)
- » Doug Franklin, Director of Academic Affairs and Accreditation, School of Medicine, Southern Illinois University Carbondale
- » Pamela S. Stuerke, Associate Professor of Accounting, University of Missouri-Saint Louis
- » Gregory D. Carlson, Institutional Researcher - Special Projects, University of North Dakota
- » Jennifer P. Bott, Professor of Management, Western Michigan University

Review Team Visit

September 8-9, 2025



- » Schedule determined by team chair a few weeks prior to visit
- » Interviews will be focused on each of the criteria plus anything else of interest to team members
- » We will invite persons with expertise in the criterion to attend meetings but meetings are typically open to anyone
- » Teams will likely want to interview Board members separately.

Key Messages

- » Board is actively involved in the life of the University.
- » Board is consultative when making important decisions (enacting shared governance).
- » Miami has fundamentally sound financial base which is monitored carefully.
- » Decisions align with our mission.
- » We have clear assessment/evaluation processes and data that guide decisions; clear quality measures are in place.
- » Policies & practices are ethical.





Possible Interview Questions

Criterion 1, Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

- » How would you describe Miami's mission? What do you see as Miami's core values?
- » What are the MiamiTHRIVE priorities?
- » Are budget decisions based on the strategic goals of the university?
- » What have been Miami's major accomplishments in past few years?
- » How do Miami's activities reflect attention to global and civic engagement?
- » How does Miami support the public good or community at large?

Criterion 2, Integrity

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

- » How would you describe Miami's climate? Is there a culture of trust?
- » How are Trustees prepared for their roles? How are they evaluated?
- » How does the Board ensure that it embodies and advances ethics and integrity?
- » How does Miami promote freedom of expression?
- » How does Miami advance research and creative activity among faculty and students?

Criterion 3, Teaching & Learning

The institution demonstrates quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission.

- » What is the Miami Plan? Are you familiar with the Miami Plan learning outcomes (i.e., four pillars: civic mindedness; collaboration; communication; critical thinking)?
- » How does the Board evaluate its effectiveness? What changes have you made for improvement?
- » How do you ensure that Miami's curriculum is of high quality?
- » How do you ensure that students are supported?

Criterion 3, Teaching & Learning

Continued

- » What processes are used to ensure that faculty and staff are well qualified?
- » Are faculty and staff provided with professional development opportunities?
- » Are students provided with adequate support services?
- » How would you characterize the relationship between faculty and the Trustees?
- » Are facilities appropriately maintained?

Criterion 4, Sustainability

Miami's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

- » Describe the financial management of the University.
- » How does Miami ensure it is prepared for the future?
- » Are program review and assessment data used to make important budgetary decisions?
- » How does Miami enact shared governance?
- » Were data used to inform the strategic plan and other important decisions?

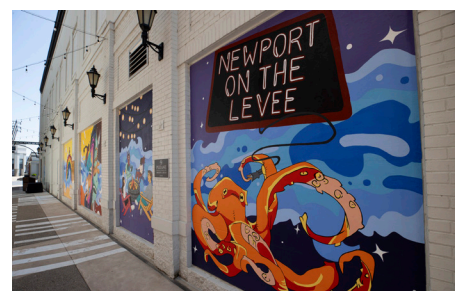
Questions?





University Communications and Marketing

JUNE 2025



▲ Miami students create a mural at Newport on the Levee, adding vibrancy to the community and gaining invaluable real-world experience.

MIAMI STUDENTS, LOCAL COMMUNITY FORGE UNIQUE PARTNERSHIP WITH MURAL

Newport on the Levee has a new, striking 50 by 9-foot mural thanks to the talent and hard work of a first-of-its-kind art class of Miami students, and UCM documented the year-long process with multiple stories, photos, and video. A feature story was posted in January, prior to the mural's completion, followed by a news story in May during the ribbon-cutting ceremony that featured the mayor of Newport sharing praise for the city's partnership with Miami. UCM photographers and videographers made multiple trips for footage and photos and produced a video detailing how students gained real-world experience while also contributing to the vibrancy of a nearby community. This story was featured by local news outlets such as FOX-WXIX and CityBeat.

CELEBRATING MIAMI GRADS

UCM led a multi-platform campaign to elevate the spring 2025 commencement, producing 98 posts across Instagram, Facebook, X, and LinkedIn, with more than 1 million combined impressions (up 284% year-over-year). Content included

a senior spotlight video series featuring graduating students, content with commencement speaker Jeff Berding (president and co-CEO of FC Cincinnati), and Instagram and Facebook takeovers that provided real-time commencement coverage. A video recap and a post linking to the Miami News multimedia gallery further extended the campaign's reach. The initiative strengthened Miami's digital presence and reinforced the university's commitment to honoring and celebrating student achievement.

TOTAL COMBINED
IMPRESSIONS UP
284%
YEAR-OVER-YEAR

MENTAL HEALTH STORIES GARNER MEDIA ATTENTION

A recent Miami News story about the horse therapy program offered by Student Counseling Service (SCS) attracted local media attention (WCPO-TV) and was featured by CNN Regional News. The pilot program at Miami's Equestrian Center supports students through unmounted therapy, with a student and counselor engaging one-on-one with each other while

grooming the horse. The horse therapy story followed recent coverage about the many ways SCS helps students maintain their mental health. In May, a Major Insight podcast episode explored how students can normalize the conversation about mental health in college. The episode was shared in the Ohio Department of Mental Health and Addiction Services newsletter, which reaches 15,000 recipients.

UCM TAKES PROACTIVE APPROACH TO FELLOWSHIP ANNOUNCEMENTS

This year, several Miami undergraduate students were named as finalists for three prestigious, national fellowships: the Goldwater, Astronaut, and Truman scholarships. To prepare for the public announcements of award winners, UCM conducted video interviews, took still photos, and wrote news stories weeks ahead of time. Because of their

proactive work in interviewing all six finalists, Miami News and social media channels were able to broadcast these stories immediately, which included three students being named Goldwater Scholars and two students being named Astronaut scholars. UCM shared these stories with hometown papers for each student using the Merit platform.

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

Sept. 1, 2024 – May 18, 2025

SOCIAL MEDIA

102.5M

Total social media impressions on the university's primary accounts

X 961K **IG** 36M **T** 10.8M**f** 51.1M **in** 3.5M**3.5M**

Total social media engagements

X 29K **IG** 1.4M **T** 1.2M**f** 440K **in** 268K**648K**

Total social media followers

X 61K **IG** 109K **T** 118K**f** 121K **in** 237K

WEBSITE

9.5M

Total website users

6.1M

New website users

59M

Website page views

1.7M

Organic clicks (Google)

29.5M

Search impressions

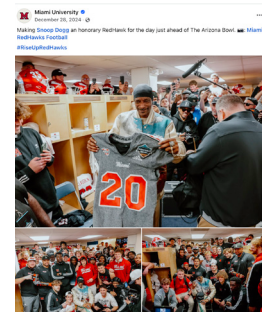
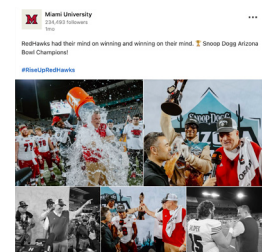
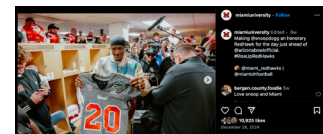
CONVERSION TRACKING

44.7KApplications from
Sept. 1, 2024 –
April 30, 2025**10K**

Requests for information

Social Media top highlights

Sept. 1, 2024 – May 18, 2025

f **20.5K** Total engagements**X** **1.5K** Total engagements**in** **13.6K** Total engagements**IG** **13.2K** Total engagements**T** **877K** Total engagements

News by the numbers

Sept. 1, 2024 – May 18, 2025

676

News media pitches

66.4M

News reach

4.7K

News mentions

\$166M

PR value

2.4K

National news media mentions

The Conversation

21Articles
Sept. 1, 2024 –
May 18, 2025**15**Authors
Sept. 1, 2024 –
May 18, 2025**172**Publishers
Sept. 1, 2024 –
May 18, 2025**626.8K**

Reads

Sept. 1, 2024 –
May 18, 2025

Merit

10.4K

Personalized student stories

3.8KStudent achievement press releases
sent via Merit**20.6M**

Merit-generated impressions on social

Final Preparations for Miami University's Reaffirmation for Accreditation

Carolyn Haynes, Senior Associate Provost & Accreditation Liaison Officer
June 2025

Introduction

Miami is in the final stages of preparation for its comprehensive evaluation for reaffirmation of accreditation with the Higher Learning Commission. The evaluation consists of:

- 1) Review of materials that demonstrate that we have met all criteria, core components and federal regulations that HLC oversees. These materials include Assurance Argument, Multi-Campus Report and a worksheet that explains how we meet key federal regulations.
- 2) Site visit by review team members which will occur on September 8-9, 2025 and consists of interviews focusing on the criteria and core components.

You can help by taking the following steps:

- 1) Be familiar with Miami's [new mission statement](#) that was approved last semester.
- 2) Review the Executive Summary of the Assurance Argument below.
- 3) If possible, be available to meet with HLC review team members in person on September 8-9, 2025.
- 4) Skim the key accreditation documents (which can be found following the Assurance Argument Executive Summary):
 - a. Assurance Argument (revised since the May meeting)
 - b. Multi-Campus Report

Assurance Argument Executive Summary

Miami University's Assurance Argument provides a comprehensive demonstration of its alignment with the criteria for continued accreditation, as defined by the Higher Learning Commission. This document reflects Miami's commitment to academic excellence, ethical governance, public service, and continuous improvement.

The summary below outlines key highlights from the institution's self-assessment:

1. Mission and Integrity

- **Mission Alignment:** Miami's mission, revised in 2024, emphasizes liberal arts, student success, public service, diversity, and a transformative learning environment. It is consistently reflected in strategic planning, academic programming, and institutional operations.
- **Mission & Public Good:** The university actively serves the public through partnerships with the Myaamia tribe, K-12 schools, businesses, and civic organizations. Initiatives like the ASPIRE office, Advancement Manufacturing Workforce & Development Hub, and College@Elm advance regional economic development.
- **Mission & Diversity of Society:** Miami prioritizes inclusive excellence through strategic recruitment and retention strategies, climate surveys, and university-wide cultural engagement initiatives such as the Constructive Dialogues Initiative and the Freedom Summer Celebration. It promotes civic and global learning through its Miami Plan and other curricula, education abroad, student organizations, faculty development, and globally-oriented research.

2. Integrity and Ethical Conduct

- **Integrity & Transparency:** Miami maintains robust systems for communicating accurate information to the public, students, and stakeholders via bulletins, policy libraries, and consumer information pages. Institutional data and financial practices are transparent and regularly audited.
- **Board Governance:** The university's Board of Trustees operates within legal mandates and ethical frameworks and participates actively in the life of the University. Policies are in place to manage conflicts of interest and ensure compliance with state and federal regulations.
- **Academic Freedom:** The university promotes inclusive decision-making through University Senate, shared governance and numerous policies which affirm academic freedom. The Miami Plan and academic programs advance the power and joy of intellectual inquiry.
- **Knowledge Acquisition & Discovery:** Miami fosters an environment of inquiry through its liberal education plan, support for student and faculty research, focus on responsible conduct in research, and promotion and tenure criteria.

3. Teaching and Learning: Quality, Resources, and Support

- **Educational Programs:** Miami offers a wide array of undergraduate, graduate, and professional programs that have clear learning outcomes and multiple quality assurances.
- **Exercise of Intellectual Inquiry:** The Four Pillars underpinning the recently revised Miami Plan (critical thinking, communication, collaboration and social engagement) prompt all Miami students to tackle authentic problems facing our world today.
- **Sufficiency of Faculty & Staff:** Miami prides itself on the level of support that faculty and staff provide to students, including academic interventions and close faculty-student interactions. Quality faculty and staff are assured through rigorous appointment, professional development and continuous performance measures.
- **Support for Student Learning:** Student support is extensive, including advising, mental & clinical health services, tutoring, career development and accessibility programs.
- **Assessment Practices:** Miami has well-established assessment of student learning outcomes at the program and institutional levels. These assessments inform curricular and pedagogical improvements.

- **Program Review:** Miami engages in ongoing data-driven evaluation of its academic programs and departments via the Academic Program Evaluation, Improvement & Prioritization (APEIP) process and the recently-instituted Department Planning & Improvement process.
- **Student Success:** Guided by Miami's Completion Plan, the University offers a wide range of success initiatives – including early alert progress reports, Winter Thrive, Spring Launch, GradU8, and a comprehensive advising approach – to achieve outstanding success outcomes for its students.

4. Sustainability: Institutional Effectiveness, Resources, and Planning

- **Effective Administrative Structures:** Miami promotes shared governance through its deliberative bodies such as Board of Trustees, President's Executive Committee, University Senate and divisional and departmental governance documents as well as the wide-ranging involvement of faculty, students, staff and other constituents in key decisions and initiatives such as the revision of the mission and the development of MiamiTHRIVE.
- **Resource Base & Sustainability:** The institution demonstrates sound fiscal management with comprehensive budget oversight, investment policies, and transparent reporting. Its financial practices support long-term sustainability. Miami invests in personnel development and maintains high-quality facilities and technology infrastructure to support its academic mission.
- **Future-Focused Planning:** The university incorporates demographic, economic, and educational trends in its planning efforts, ensuring readiness to meet evolving student and societal needs. Informed by an in-depth environmental scan, the university's strategic plan, *MiamiTHRIVE*, outlines priority areas including experiential learning, inclusivity, research excellence, and affordability. Continuous improvement is embedded in institutional practices.

Conclusion: Miami University presents a compelling assurance argument for reaffirmation of accreditation. The document illustrates a vibrant academic community driven by a clear mission, ethical governance, student-centered values, and strategic vision. With demonstrated excellence in education, public service, and continuous improvement, Miami affirms its position as a leading institution dedicated to fostering learning, discovery, and societal impact.

Assurance Argument (Complete Version)

Note: The links found in this Argument will not work as they are connected to documents within the HLC portal.

Welcome Message for Review Team

it is our great pleasure to extend a warm welcome to each of you. We are deeply honored to participate in this comprehensive evaluation, and eager to showcase the engaged and student-focused community that is Miami.

Through our preparations for this evaluation, we reflected on our institution's mission, accomplishments and areas for growth. We were continuously reminded of the incredible dedication and talent of our faculty and staff and of our high-achieving students. Miami has long been committed to fostering an exceptional education and growth experience for our students with an emphasis on liberal arts, close faculty-staff interaction, the teacher-scholar model, a welcoming and vibrant community, beautiful campus, and an abiding commitment to serving the public good.

We are proud of our national reputation for student success, inclusion and outstanding academic programs, and we are also committed to continuously improving by leveraging assessment and data to galvanize new and innovative learning opportunities, partnerships, and support structures to ensure that we are preparing our students for an increasingly complex, dynamic and global society.

As you know, the landscape of higher education is in tremendous flux. For example, the recently approved state legislation -- Ohio Senate Bill 1, "Enact Advance Ohio Higher Education Act" -- includes provisions relating to the curriculum, public posting of legislation, faculty evaluations, and more. We are continuing to interpret the bill and implementing strategies for compliance, including closing the Office of Transformative & Inclusive Excellence and centers for diversity on the Oxford and Regional campuses in July 2025. Shifting federal guidelines relating to research, admission and other aspects of our operations will also require significant and immediate changes. As a result, some of the information provided in the Assurance Argument may be subject to change.

We understand that now more than ever, Miami must focus on its mission and core values while also being flexible, nimble and smart in our decisions. We look forward to affirming our strengths and gaining new insights into future directions throughout the process of re-affirmation for accreditation with the Higher Learning Commission.

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A. Mission Alignment

The institution's educational programs, enrollment profile and scope of operations align with its publicly articulated mission.

Mission

Since being chartered by the Ohio General Assembly in 1809, Miami University has focused on providing an exemplary liberal education supported by a stunning residential environment, high-achieving students, vibrant campus community and co-curricular life, and outstanding faculty with an abiding commitment to student success.

These important tenets were reaffirmed in 2024 when Miami revised its [mission](#). Drafted by a faculty and staff committee with broad input from faculty, staff, students, and the community, the mission underwent a [multi-step development process](#) and was formally approved by the [University Senate](#) and the [Board of Trustees](#) in 2024.

The mission statement is introduced to new faculty and staff during their orientations (see [New Hire Toolkit](#), [New Faculty Orientation](#)). It is complemented by other guiding documents, including the [Code of Love & Honor](#), [University Statement Asserting Respect for Human Diversity](#), and [University Values Statement](#). The mission and Code are introduced to students at New Student Orientation and in the General Bulletin and New Student Guidebook.

Miami's mission is consistent with its quality curriculum, the strong academic profile of its students, and its operations.

Academic Programs

The mission asserts that Miami promotes “growth and excellence in a transformative learning environment.” One of Miami's hallmarks is its liberal education program, [the Miami Plan](#), which was revised in 2023 to promote four pillars of learning that embody Miami's mission and prepare students for lifelong success: (1) civic-mindedness and social engagement; (2) collaboration and innovation; (3) communication and expression; and (4) critical and integrative thinking. These pillars are based on the [National Association of Colleges & Employers' career-ready competencies](#).

Miami offers 16 associate, 129 bachelor's, 69 master's, 1 specialist, 43 certificate, and 13 doctoral degree programs, with 57% of programs being baccalaureate. The College of Arts & Science is the largest division, awarding the majority of degrees. This portfolio of academic programs is consistent with Miami's “R2: Doctoral Universities – High Research Activity” Carnegie Classification.

In 2021, Miami created the [Miami Academic Program Incubator \(MAPI\)](#) which provides a consultation service for faculty exploring new academic programs. All new program ideas are carefully researched to advance mission fit, strong enrollments and employer demand. An informational scorecard or feasibility study is created for each program idea utilizing research tools from [GrayDI](#) and EAB ([sample](#)).

When departments undergo the Department Planning & Improvement review process every six years, they [review](#) their departmental mission statement and its relationship to the university mission. Departments and academic support units also use the mission statement as a starting point in developing [assessment plans](#).

Enrollment Profile

As noted in the mission, Miami attracts strong students. In fall 2024, Miami's enrolled first-year students on the Oxford campus has an average ACT "Best" Score of 28.0; 64.7% came from Ohio. Over 22, 500 students were enrolled with a 90.8% being undergraduate students. The graduate student population is purposefully limited to ensure that the primary focus is undergraduate education. Unlike undergraduate students, roughly half of graduate students are in online programs. See 3G for additional information.

Scope of Operations

Miami has seven vice-presidential divisions: academic affairs, student life, information technology services, finance & business services, research & innovation, university advancement, and enrollment management & student success. Academic Affairs encompasses seven divisions: College of Arts & Science; College of Creative Arts; College of Education, Health, and Society; College of Engineering & Computing; College of Liberal Arts & Applied Sciences; Farmer School of Business; and the Graduate School. Each vice presidential and academic division's [mission statement](#) is aligned with the university mission.

Oxford students meet a two-year residency requirement and select from [different living options](#) — including living learning (LLC), affinity, and student-created communities—which foster engagement and a sense of belonging. LLCs typically focus on a broad theme, integrate curricular and co-curricular experiences, and feature faculty and resident interaction. Affinity communities are composed of residents who share a common characteristic (e.g., ROTC or first-generation status), while student-created communities are for groups of 8-30 second-year students who share an interest in living together. Undergraduate students may join one of over [600 student organizations and leadership opportunities](#).

The mission statement also explicitly notes Miami's commitment to serving the public. Toward that end, Miami is proud of its two regional campuses located in Hamilton and Middletown, with an educational site in West Chester (Voice of America Learning Center). The Regional Campuses are home to the College of Liberal Arts & Applied Science whose mission is to promote "opportunity and accessibility" through applied and professionally-oriented degree programs, flexible class schedules, and small class sizes.

The quality of faculty teaching, research and creative activity is integral to Miami's faculty promotion and tenure criteria. Faculty have received awards and grants from renowned professional and national organizations and foundations, including the [National Science Foundation](#), [National Institutes of Health](#) and [Mellon Foundation](#).

The mission underpins the new [MiamiTHRIVE strategic plan](#) (created with input from hundreds of faculty, staff, and students and approved by the [Board of Trustees](#)- see [process](#)). The plan is specifically crafted to build on the foundational tenets of our mission: teacher-scholar model; writing, critical thinking & liberal arts; campus beauty and sustainability; student life, undergraduate excellence, student-athletes, alumni engagement and inclusive excellence. These foundational strengths are woven into the plan's recommendations which are organized into "opportunity areas": (1) building lifelong

skills; (2) expanding experiential learning; (3) developing a partnership ecosystem; (4) marketing our value; (5) leveraging our regional campuses; (6) strengthening the student experience; (7) increasing academic program flexibility and interdisciplinarity; (8) growing high-demand programs; (9) developing research excellence; and (10) ensuring an affordable cost of attendance. The opportunity areas take into consideration the dynamic educational context, future University priorities, and student needs.

Finally, Miami's mission shapes policies and decisions. For example, in 2024, a [policy on co-operative education programs](#) was created to align with our growing emphasis on career development and experiential learning; the class attendance policy was revised to ensure success of an increasingly diverse population of students, and a new [ASPIRE office](#) was created to enhance external partnerships.

Mission Effectiveness

Our mission-guided operations lead to strong student outcomes. Miami's first-to-second-year retention rate of 90% (2023 cohort) is among the best in the nation. Miami's four-year graduation rate at 70% ranks in the top 20 among public colleges and universities in the U.S. and first among publics in Ohio. The six-year graduation rate (2018 cohort) is 80%.

Miami ranks 69 in public schools, according to the [U.S. News & World Report 2024-25 Best Colleges rankings](#). The university is 136th among all national universities, public and private, and ranks [third](#) among public schools in best undergraduate teaching, ninth for best undergraduate engineering and for learning communities, and forty-seventh among public schools in best undergraduate business. Miami's part-time MBA program and education graduate programs are also highly [ranked](#). The 2024 Princeton Review ranked our undergraduate [entrepreneurship program](#) seventh in the nation, and in 2025, Miami was listed in the top ten for its [games and simulation program](#).

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1.B. Mission and Public Good

The institution's operation of the academic enterprise demonstrates its commitment to serving the public good.

Miami's commitment to the public good has existed since the university was founded with the aim of serving Ohio citizens. In addition to producing leaders for the state, nation and world, our public commitment is focused on serving: the Miami Tribe of Oklahoma which originally resided in southwest Ohio and form our legacy; members of the communities of Oxford, Hamilton and Middletown; the Ohio Department of Higher Education and Ohio schools, businesses and nonprofit organizations; alumni and partners across the nation and globe.

In his 2023 testimony to the Ohio Senate Small Business & Economic Opportunity Committee, President Crawford noted, "Miami University is proud to produce graduates to fuel Ohio's employment needs. Our students are well-prepared for the Ohio workforce, as is evident in the fact that 98% of our 2020-21 graduates were employed, serving in the military, in a service program, or enrolled in additional studies within six months of their graduation. We are equally proud of the economic impact that we have on advancing the Ohio economy. An . . . economic impact study conducted for the Inter-University

Council by Lightcast found that in fiscal year 2021-2022, Miami University activities added \$3.8 billion in income to the Ohio economy, the equivalent of 52,401 jobs.”

The previous strategic plan (MiamiRISE, 2019-2024) and the newly developed one (MiamiTHRIVE 2025) reinforce our public mission. “Engagement” served as one of four [MiamiRISE emphases](#), and several [MiamiTHRIVE](#) opportunity areas promote our service mission, including expanding experiential learning, developing a partnership ecosystem and urban bridges, growing programs that meet employer demands, and strategically leveraging our regional campuses.

Our dedication to public engagement has been recognized nationally. Miami was named a “[Voter Friendly Campus](#)” in 2023-2024 by the Campus Vote Project (one of 258 campuses nationwide). In 2024, Miami received the “[Outstanding Peer Education Program Award](#)” from NASPA for “Students Fight Back: Stepping Up Against Violence” which was a collaborative effort involving the HAWKS Peer Health Educators, Miami's Intercollegiate Athletics, and It’s on Us Miami chapter.

Oversight & Infrastructure

In addition to each academic and vice-presidential division having one or more external advisory boards, Miami launched [ASPIRE](#) in 2020 which is an office for Advancing Strategy, Partnerships, Institutional Relations, and Economy. ASPIRE oversees partnerships across government, community, and education and has launched ambitious projects including the [Fisher Innovation College@Elm](#) whose mission is to galvanize economic development and anchor people to live and work in Oxford, Butler County, and Southwest Ohio. Projections indicate the start-up businesses affiliated with College@Elm have brought in over \$3M in new payroll since opening in 2022. ASPIRE recently forged a [partnership between the university and the Cleveland Clinic](#) that will serve as a pivotal component to the new degree in quantum computing by providing experiential learning opportunities for engineering and entrepreneurship students.

In 2023, Ohio Lt. Governor Jon Husted announced that Miami would be part of a new Southwest Ohio regional hub, “[REDI Cincinnati JobsOhio Region](#),” one of six regional hubs created to expand Ohio’s Broadband and 5G Sector Partnership’s efforts. This strategy aims to promote a skilled Ohio workforce to fill needs for the broadband industry.

The University also has the Miami Transfer Collaborative which oversees an agreement approval workflow as well as a [Learning Management System](#) site available to all departments featuring procedures, agreement templates and best practices relating to partnership agreements with secondary and post-secondary educational institutions. The Collaborative has created over 100 new agreements in the past year alone.

Additional resources:

- [Center for Career Exploration & Success](#) – which won the inaugural [Career Services Pursuit of Excellence Award](#) by the Career Leadership Collective in 2023 - provides career development resources, including an annual career fair with over 300 employers. Miami offers four times as many employer interviews as other similarly-sized universities.

- [Center for Public Management and Regional Affairs](#) engages in applied public policy and management research and training for non-metropolitan cities, townships, and counties.
- [Center for the Study and Support of Children and Families of the Incarcerated](#) offers research and support to benefit returning citizens and their children and families.
- [Center for Supply Chain Excellence](#) fosters cutting-edge research, industry partnerships and student engagement.
- [Continuing Education](#) coordinates credit and non-credit programs to promote job skills, explore a creative interest, or maintain certification.
- [Institute for Learning in Retirement](#)
- [Menard Family Center for Democracy](#) sponsors on-campus and community-based experiences to promote civic education and engagement.
- [Miami Hamilton Downtown](#) is a multi-use center for arts and civic engagement.
- The [award-winning Center for Community Engagement](#) establishes collaborations between Miami and community groups in urban Cincinnati, catalyzing opportunities for student, faculty, and community learning.
- [Ohio School-Based Center of Excellence for Prevention and Early Intervention](#) offers applied research, pre-service education of future clinicians, in-service training of educators and mental health professionals, and direct clinical and consultative service to school districts and community partners. In 2023, the Center secured a [\\$1.2 million grant](#) from the Ohio Department of Mental Health to advance Project AWARE.
- [Ohio Small Business Development Center](#) provides guidance to local business owners and entrepreneurs.
- Miami's Rec Center offers year-round and summer [programs for local youth](#).
- [Sixty Plus Program](#) enables Ohio seniors to attend selected classes without tuition or admission fees.
- [Speech & Hearing Clinic](#) meets the speech and audiology needs of tri-state residents.
- [Voice of America Learning Center](#) is located midway between Cincinnati and Dayton and offers courses, corporate training, professional development, graduate certificate programs, and a part-time professional MBA program. Its facilities are frequently used by area businesses, government and non-profit organizations.
- [Wilks Institute for Leadership and Service](#) provides leadership education, civic engagement, and community service among Miami students.

Admission and Financial Aid

To better ensure that interested Ohio and other students have access to a college education, Miami offers such support as [Miami Tuition Promise](#), [Miami Access Fellows](#), [Miami Oxford Match Scholarships](#), and [National Pathways Program](#).

Curriculum

The Miami Plan features a “[Knowledge-in-Action](#)” requirement that consists of two engagement-related components:

1. Experiential Learning Requirement which focuses on the “process of making meaning from direct experience in a real world or an ‘out of the traditional classroom’ context.”
2. Capstone Requirement which includes a major student-driven project, many of which are client-based.

Many degree programs focus on community or public engagement such as cybersecurity BS, public health BA, public administration BA, speech pathology & audiology bachelor’s and master’s programs, criminal justice bachelor’s program, professional writing BA, nursing, BS, urban & regional planning BA, real estate BS as well as physician’s assistant and nurse practitioner master’s programs. In 2023, the U.S. Department of Education awarded our social work programs almost [\\$5 million](#) to increase social worker support among several high-need Ohio K-12 public schools in the Cincinnati-Dayton corridor.

In 2019, Miami launched the innovative [Work+ Program](#) which was created by State Senator Bill Coley and enables students to earn an associate or bachelor's degree with paid tuition. Students work approximately 20 hours per week with a [Work+ employer](#) and take classes in a major of their choice. This pipeline approach has significantly reduced turnover with our partnering industries.

Miami also offers [TechCred programs](#) which are credentials for students and adult working professionals to upskill their technological capacities (e.g., agile project management, digital marketing, data analytics, ICAgile Certified Professional, cybersecurity, advanced manufacturing, robotics and automation).

Additionally, Miami engages employers through custom training solutions such as a modern healthcare supply chain course for Bon Secours Mercy Health and data analytics courses for the Cleveland Clinic. We also license miniMBA content to Tri-Delta's alumni network. The [Scripps Gerontology Center](#) offers [emotion-focused communications training to caregivers](#), and Miami Online offers non-credit credentials for employers and professionals focused on business and leadership in the workplace. With collaboration from ODHE, Miami faculty and staff created free online [computer science and computational thinking modules](#) to prepare students and teachers in Ohio and nationwide.

Many of our traditional degree programs encourage [internships or Parker Dewey Gigs](#) to advance students’ engagement with the community and their professional success.

Co-Curricular & Academic Support Programs

Miami offers credit- and non-credit programs that encourage student engagement:

- [Grand Challenge Scholar Program](#) enables students to study a major global problem.
- [Highwire Brand Studio](#) is a capstone course in which student teams work on industry-sponsored branding projects.
- [Inside Washington](#) is a summer or semester-long program in which students meet with dignitaries and participate in internships in the D.C. area.
- [Institute for Food](#) offers students internships and curricular opportunities on a local farm.
- [Lilly Leadership Institute](#) is a four-year curricular program to cultivate leadership skills through real-world projects.

- [Miami & Cleveland Research Co. “Stock Pitch” Competition](#) enables students to demonstrate their investment ideas and knowledge of the financial markets.
- [Ohio Public Leaders Fellowships](#) provide students practical experience to deepen their understanding of state and local governments.
- [Opening Minds Through Art](#) is an award-winning art program in which trained students work with persons with dementia.
- [Over the Rhine Residency Program](#) enables students to live in urban Cincinnati, take courses, and participate in experiential learning.
- [Service Learning Courses](#) enroll more than 1500 students annually.
- [Social Innovation Weekend](#) is an immersive experience where students create actionable solutions to real-world challenges.
- [StrategyWorks](#) is a marketing capstone in which student teams tackle a client problem.
- [Student Management Investment Fund](#) enables finance students who are mentored by the alumni advisory board and alumni investment advisory group to provide advice on the Endowment’s Pooled Investment Fund.
- [Urban Leadership Internship Program](#) combines professional practice and civic engagement in the Dayton community.

Currently over [110 student organizations](#) self-identify as service & philanthropy organizations, covering topics including health, environment, education, and poverty reduction. Through activities such as Adopt-a-School and Greek Spring Service, [Miami’s fraternities and sororities](#) donate thousands of hours and dollars to both local and national charities. From 2019 to 2021, Miami’s student-athletes were recipients of the prestigious [Mid-American Conference Dr. Carol A. Cartwright Award](#) for excellence in academics, athletics and citizenship/community service.

Miami also sponsors community engagement programs, including: [America Reads and America Counts](#), which allow Federal College Work Study students to tutor children in schools while earning money; [Suicide Prevention Week](#); and [Alternative Spring Breaks](#) which are service-oriented, immersion trips over academic breaks.

Public Activities

Virtually every day of the year features an intellectual or cultural program which is open to the public. Examples:

- [Fantastic Free Fridays](#) provides free opportunities for students in area schools and local residents to enjoy live performances.
- [Janus Forum](#) provides a place for community members to discuss opposing views freely.
- [University Lecture Series](#), [Anderson Lecture Series](#), [Executive Speaker Series](#), and [Altman Program Lecture Series](#) bring prominent leaders to our campuses.
- [Michael J. Colligan History Project](#) advances historical understanding through lectures, exhibits, prizes and research.
- [Performing Arts Series](#) features the world’s premier artists and performers.
- [Student performances](#) abound in the College of Creative Arts.

- [Rise Against Hunger Event](#) is part of an international humanitarian initiative involving students and staff who package meals to be sent worldwide.

Research for Public Engagement

Many faculty engage in corporate-sponsored research and provide knowledge that serves external partners or society-at-large. The [Office of Research & Innovation \(ORI\)](#) assists researchers with grant funding and corporate and industry agreements and supports IT and technology transfer and other intellectual property matters including invention disclosures, non-disclosure agreements, material transfer agreements, and data use agreements. Miami's [promotion and tenure criteria](#) recognize the importance of commercial research.

Miami is home to [20 research centers and institutes](#) which promote world-class research of social value. Three centers – the [Scripps Gerontology Center](#), the [Center for Structural Biology & Metabonomics](#), and the [Institute for Entrepreneurship](#) – are Ohio Centers of Excellence. Miami also features centers and programs, such as the [Ohio Writing Project](#), [Project Dragonfly](#) and the [Discovery Center for Evaluation, Research and Professional Learning](#) that serve educators across the state and nation.

Key Miami Partners

Although Miami is proud of its many partnerships, several are particularly significant:

Miami Tribe of Oklahoma:

Since 1972, the sovereign tribal nation and Miami have enjoyed a close partnership. Key projects include the creation of the [Myaamia Center](#) to conduct research to preserve language and culture; summer language-based camps for tribal youth in Oklahoma; and the [Myaamia Heritage Award Program](#), which provides a tuition waiver and heritage courses for tribal students. In 2016, the director of the Center, Daryl Baldwin was named a MacArthur Fellow and awarded a “[genius grant](#)” for his pioneering work on the Myaamia language.

Regional and Local Schools:

Leaders from Miami and the Talawanda School District meet monthly to develop partnership activities and discuss concerns. Recent collaborations include the creation of partnership bylaws and the [Miami Connections project](#) which is an on-campus, half-day alternative school program that enhances the transition from middle to high school.

Recent collaborations with Butler Tech have forged pipelines to high-demand fields. The [1+3 nursing program](#) allows students to start their Miami coursework while finishing their high school requirements. The [Advanced Manufacturing Workforce and Innovation Hub](#) will enable high school and college students and those working in the field to access next-gen industry-driven processes and skill development resources.

In 2022, Miami partnered with Cincinnati Public Schools to pilot [Transformative Educators Advocating Change or TEACH Cincinnati](#), a program designed to address critical teacher shortages. In 2023, Miami also secured a [\\$1.89 million gift](#) to provide scholarship support for future science & math teachers.

Miami participates in [College Credit Plus](#), a statewide dual enrollment program, which enables nearly 700 eligible students who are enrolled in Ohio middle and high schools (grades 7-12) to enroll in Miami courses each academic year. The student's high school covers the cost of the program.

The Department of Teaching, Curriculum & Educational Inquiry offers the [Urban Cohort](#) in which faculty and students collaborate with high-need schools and community-based organizations to prepare teachers who are grounded in the life of their community.

Miami University Regionals recently launched the [Early College Academy](#) which partners with local area high schools to select a cohort of incoming juniors for the Academy who can earn an associate degree in four semesters. The high school provides transportation and all of the associated fees for Academy participants.

Miami's Department of Entrepreneurship has a longstanding curriculum partnership with Uncharted Learning, NFP, creators of the innovative [INCubatoredu entrepreneurship program](#) for high schools. The department partners with Uncharted Learning to integrate specific tools, experiential exercises, and practices from its [nationally-acclaimed undergraduate curriculum](#).

Colleges and Universities

Miami makes connections with two- and four-year colleges and universities through articulation agreements; research & transfer-related collaborations such as the [Moonshot for Economic & Social Mobility Initiative](#) (with Cincinnati State Technical & Community College, Northern Kentucky University and Gateway Community & Technical College) (see [goals](#) and [2025 update](#)); and joint professional development programs such as the [Mid-American Conference Academic Leadership Development Program](#). Each semester since 2019, Miami has taken the lead in organizing a regional [Transfer Summit](#) which focuses on transfer student success, involves two- and four-year educational partners in the Southwest Ohio/Northern Kentucky area, and has led to increased numbers of transfer students.

Ohio Department of Higher Education (ODHE)

Miami participates in ODHE transfer initiatives and has been recognized by ODHE for our 90% compliance rate:

- [Career Technical Assurance Guides](#) enable students to transfer agreed-upon technical courses from one Ohio institution to another.
- [Credit When It's Due](#) ("Reverse Transfer") awards associate degrees to students who earned credits at a community college, did not earn their associate degree, and completed degree requirements after transferring to Miami.
- [Guaranteed Transfer to Degree Pathways](#) are statewide agreements from two-year institutions to Miami's baccalaureate degree programs in a wide range of disciplines.

- [Ohio Transfer 36](#) is a block of 36 semester hours of general education courses. Students who complete the block or even a portion of it at one Ohio institution receive credit for the same general education requirements upon transferring to Miami.
- [ATS Pathway](#) enables graduates from an Ohio Technical Center to earn a block of credit toward an Associate of Technical Studies.
- [Transfer Assurance Guides](#) are outcomes for beginning major or general education courses in all Ohio public universities to enable meaningful transfer.

Local and Regional Cities

The City of Oxford and Miami enjoy a long history of effective cooperation. The Town-Gown Initiatives Team was formed in 2016 as a coordinating body to develop mutually beneficial initiatives. In 2019, Miami and the City of Oxford received the [International Town and Gown Association's Larry Abernathy Award](#) for outstanding town-gown relations. In 2021, Miami and the city of Oxford received [\\$1.5 million in assistance from a JobsOhio Vibrant Community grant](#) for the creation of the College@Elm designed to fuel economic growth.

Miami University Regionals is strongly connected to the Hamilton and Middletown communities. The members of the local communities serve on the Miami Regionals Community Advisory Council and provide feedback on major initiatives. The Dean of the Regionals is a member of the chambers of commerce in Hamilton, Middletown and other regional cities and participates in the strategic planning for the region. Additionally, Miami Regionals faculty and staff serve on the board of local groups such as Rotary, Kiwanis, and Altrusa. Responding to the predicted future workforce and applied research needs of Southwest Ohio manufacturers, Butler Tech, Miami University, County Board of Commissioners, and city of Hamilton are collaborating to establish a new Advanced Manufacturing Workforce and Innovation Hub (described above).

Miami works closely with key Cincinnati organizations (e.g., REDI Cincinnati which is a JobsOhio Network Partner, Cincinnati USA Chamber, Cintrifuse venture capital organization, Cincinnati Business Committee, Cincinnati Minority Business Accelerator, and Cincinnati European American Chamber of Commerce) with the goal of leveraging our research strengths and programs to increase Ohio's economic vitality.

Recent collaborations with the Dayton community support economic development. Fisher Innovation College@Elm aligned their advanced air mobility projects with the [Dayton Development Coalition](#). Beginning in 2026, and as part of a federal grant, the Masters of Social Work program will host a Dayton-based MSW cohort at Dayton Children's Hospital to expand school-based mental health placements.

Military & Veterans

In 2022, the ODHE awarded Miami the [Purple Star](#) for its support of military-affiliated and veteran students. In 2024, Miami's College of Education, Health & Society was awarded a [grant](#) by the Ohio Department of Education and Workforce for its commitment to military personnel and their spouses through teacher education programs. Miami has several related support structures, such as the [Center for](#)

[Veteran Services](#), [Military Transfer Assurance Guides](#), a [Prior Learning Assessment Portfolio](#) opportunity, and special [military benefits and policies](#).

Alumni

Finally, Miami involves alumni meaningfully in the life of the university and enriches their lifelong learning. Currently, there are more than 244,000 alumni throughout the world. The alumni office supports regionally-based [alumni chapters](#), [academic groups](#), affinity groups, and lifetime engagement groups. Combined, these chapters and groups host hundreds of activities throughout the year, engaging thousands of alumni (in Oxford and beyond).

The Alumni Association annually hosts an [Alumni Weekend](#). In 2024, more than 1200 alumni, friends, and family members returned to Oxford for the weekend's activities, including receptions, continuing education programs, tours, and special group open houses. The Association sponsors the [Miami Explorers Travel Program](#), exposing alumni to new international experiences. Domestically, Miami organizes lifelong learning programs -- [Homecoming](#), [Book Club](#), [Love.Honor.Learn](#) webinar platform, [Love and Honor Weekend](#), and [Grandparents College](#). The Alumni Association provides content for career enrichment with online webinars, [Miami Alumni Connect](#) (online mentoring platform for alumni and students), and one-on-one career counseling. The Association also co-sponsors events and speakers on and off campus. Communications to alumni are achieved through targeted emails, social media channels, a [monthly e-newsletter](#), [alumni magazine](#), alumni directory, website, and other event-specific print communications.

Through ongoing benchmarking and evaluation of best practices, the Alumni Association and its Advisory Board of Directors regularly adjusts its programming to meet the changing needs of a growing population. Staff members partake in professional organization membership, conference attendance, and survey participation, designed to promote ongoing reflection and continuous improvement within the profession.

Awards & Recognition

Miami has put in place several incentives and awards to recognize the outstanding contributions of alumni, faculty, students and staff in serving others. For example, [faculty promotion & tenure dossiers](#) include the opportunity for instructional staff to document their engagement with the public and community. Additionally, several awards, such as the [Love & Honor Awards](#), [18 of the Last 09 Award](#), [Distinguished Service Award](#), and [Student Service Awards](#), recognize these efforts.

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- Advanced Manufacturing Workforce and Innovation Hub
- Center for the Study and Support of Children and Families of Incarcerated
- Center for Public Management and Regional Affairs
- Center for Supply Chain Excellence
- Institute for Learning in Retirement
- Menard Family Center for Democracy
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- Opening Minds Thru Art Award
- New Venture Capstone and Venture Pitch Competition
- Service Learning Courses
- Social Innovation Weekend
- Student Managed Investment Fund

- Urban Leadership Internship Program (ULIP)
- Cartwright Award
- America Reads America Counts
- 2024 Suicide Prevention Week
- Alternative Spring Break
- Fantastic Free Fridays
- The JANUS Forum
- University Lecture Series
- Executive Speaker Series
- 2024 Anderson Distinguished Lecture Series
- Altman Program 2024-2025
- The Michael J. Colligan History Project
- Performing Arts Series
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1.C. Mission and Diversity of Society

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

Introduction

University's [mission](#) states, "We foster a diverse, inclusive, and welcoming community where each individual is valued, respected, and appreciated. Our students, faculty, staff, and alumni develop the skills and knowledge to lead with confidence and courage and to provide solutions for local and global challenges now and in the future." These tenets are reinforced in our [Values Statement](#) and [Statement Asserting Respect for Human Diversity](#).

The University's "[Code of Love and Honor](#)" appears on the University website, Miami gear, and at key events, including presidential messages (see [reflections](#)). The Code emphasizes respecting "the dignity, rights, and property of others and their right to hold and express disparate beliefs" and welcoming "a diversity of people, ideas, and experiences."

Miami strategically focuses on sustainable structural change relating to inclusion. This is why one of the Foundational Strengths underpinning the new strategic plan is "Inclusive Excellence." The President constituted a special subcommittee to ensure that this strength is embedded in our future strategic priorities (see [report](#)).

Miami's Oxford campus has made strides to increase the number of degree-seeking diverse domestic students (from 12.6% in 2014 to 14.6% in 2024). At the regional campuses, the number of degree-seeking diverse domestic students increased (from 16.0% in 2014 to 25.8% in 2024), as did the number of international students (from 0.3% in 2014 to 4.5% in 2024). Among regional undergraduate first-time, full-time students, the number of degree-seeking diverse domestic students increased (from 14.9% in 2014 to 30.9% in 2024), as did the number of international students (from 0.1% in 2014 to 0.8% in 2024). Miami's Oxford campus, by contrast but in keeping with national trends, has experienced a decrease in the number of international students (from 7.49 in 2014 to 3.8% in 2024).

Oversight

The Vice President and Office for Transformational & Inclusive Excellence (OTIE) has been responsible for advancing an holistic vision of inclusive excellence. OTIE set mission-driven strategic goals and oversaw the [Climate Survey](#), [heritage months](#), [consultations](#), [RedHawk Equity Leadership Series](#), [Cultural Resource Guide](#), [climate-related task forces](#), awards, conferences, and [search committee training](#). Over the past year, OTIE presented climate survey findings at multiple venues and followed-up with specific recommendations for developing action plans to all academic divisions. Programs such as [Freedom Summer '64](#) encourage students to learn about civic engagement.

The Associate Vice President for Global Initiatives oversees international support services and study abroad programming. Deputy Title IX Coordinators on the Oxford and regional campuses train supervisors, faculty and staff on [Title IX](#) and issues relating to discrimination and harassment.

Miami promotes inclusive excellence throughout the students' entire educational experience.

Recruitment Efforts

- [Miami Tuition Promise](#) holds tuition and fees constant over the four years of a first-time, full-time student's undergraduate experience, enabling families to plan financially.
- [Miami Access Fellows](#) is a grants and scholarships program for first-year Ohio students who have total family income equal to or less than \$35,000.
- [Need- and merit-based scholarships](#) (including Ohio Governor's Scholarship) as well as transfer student scholarships are targeted to Ohio students to further broaden socioeconomic enrollment.
- [International Student Scholarships](#) are renewable merit-based scholarships (\$2,000-\$16,000 per year).
- [Summer Scholars Program](#) provides an early college experience for academically-talented high school juniors and seniors from Ohio and the U.S.
- [Bridges](#) is a visit program for high-achieving, diverse high school seniors.
- [Miami Tribe Relations](#) supports tribal students through the application and transition process.

Transition to College

To promote a successful college transition, Miami offers support for first-year students of all backgrounds:

- [Orientation](#) and [Welcome Weekend](#) include academic advising, social, and service opportunities as well as family member engagement.
- [Transfer Student Orientation](#) includes online and face-to-face components.
- [Orientation for International Students](#) features information on immigration requirements, health and safety, taxes, healthcare, and other issues related to living in the U.S..
- [Love & Honor Convocation](#) introduces incoming students to the mission and Code of Love & Honor.
- [MADE at Miami](#) offers mentoring, success resources and social activities to entering undergraduate students.
- [Louis Stokes Alliance for Minority Participation \(LSAMP\) Early Arrival Program](#) is funded by a National Science Foundation grant and includes programming, housing and meals for students from underrepresented backgrounds who plan to pursue a STEM degree.
- [GradU8 Scholars](#) is an early arrival program for students who are first in their family to earn a bachelor's degree.
- [UNV 101 and other transition courses](#) enroll 95% of entering first-year students and promote college success skills (including intercultural perspectives and bystander training).
- [International Student & Scholar Services](#) offers programming and advising (immigration and Visa resources, transitional issues) for international students.

- [Global Friendship Programs](#) provide mentoring for international students.
- [Miller Center for Student Disability Services](#) partners with disabled students to develop individualized access plans and support for success.
- [LEADS Institute](#) and the [Koschik & Hara Summer Bridge to Success](#) offers high-touch programming to improve students' potential for graduate and professional school or employment.

Curriculum & Co-Curriculum

Once students have transitioned into college, they can take advantage of numerous opportunities to prepare them for a global, dynamic society:

- [Constructive Dialogue Initiative](#) equips students with skills to communicate across differences of perspectives. It reached 2,100 Miamians during fall 2024.
- [DEI in Leadership Certificate](#) prepares inclusive leaders for our globally interconnected society. It earned a [bronze medal](#) in the 2023 Telly Awards.
- [Education Abroad](#) includes orientation, advisement and support for the many different types of study abroad opportunities (semester long, winter or summer short-term) which more than 2000 students complete annually.
- [Miami University Dolibois European Center \(MUDEC\)](#) is housed in a 15th-century château in Differdange, Luxembourg and offers approximately 150 students each semester academic study, community engagement, and faculty-guided and independent travel opportunities. Students live in a homestay arrangement; and courses are focused on Europe.
- [Center for Student Diversity & Inclusion](#) (Oxford campus) enhances the academic success, retention, and personal development of diverse student populations, including LGBTQ+, and the Open Doors Clothes Closet. The Regional Campuses has a [Center for Diversity, Equity & Inclusion](#) which oversees similar programs. Both centers are closed, effective July 2025.
- [English Language Learning Writing Center](#) provides writing support for non-native English speakers.
- [Myaamia Center](#) provides support for tribal students.
- [American Culture and English Program](#) (Oxford) and [English Language Center](#) (Regionals) (which are merging into one office) offer intensive English language instruction and prepare students for full admittance to Miami.
- [Over-the-Rhine Residency Program](#) is a semester-long academic and community service experience in Cincinnati.
- [Havighurst Center for East European, Russian and Eurasian Studies](#) promotes research and learning relating to this region.
- [Interfaith programming](#) - including a [Religious Observances and Inclusive Scheduling Calendar](#) and educational videos - raise awareness of religious pluralism.

Miami coordinates a website that lists opportunities for [students](#) and for [faculty and staff](#). There are over 100 student organizations such as the Diversity Affairs Council (part of Associated Student Government), Asian American Association, Black Student Action Association, Hillel, etc. which foster inclusion. In 2023, Miami University Libraries launched “[Lived Experiences](#)” which is a storytelling project that chronicles the history of racial dynamics at Miami. MUL won the 2024 and 2025 [Library](#)

[Excellence in Access and Diversity \(LEAD\) Award](#) from *Insight Into Diversity* magazine (see list of additional [MUL initiatives](#)).

Miami has integrated civic and global learning into its curriculum. All courses in the [Miami Plan](#) advance four pillars of learning, with one being “Civic Mindedness & Social Engagement.” The MP also has a foundational component called “Global Citizenship” (12 credits). Courses in this category foster “ethical citizenship and an awareness of globalization.” This category includes three subcomponents: Diversity, Equity & Inclusion; Intercultural Consciousness; and Global Inquiry. DEI courses investigate identities, histories, and global processes as they relate to the US (broadly conceived). Intercultural Consciousness courses facilitate self-reflection and continued intercultural learning by focusing on a deeper understanding of self and others in a multicultural world. Global Inquiry courses foster critical thinking about global power relations, international systems, and their consequences.

To culminate the students’ undergraduate experience, the Miami Plan asks students to complete the Knowledge-in-Action component that includes a capstone course (featuring a major project addressing a real-world problem or issue) and experiential learning.

Academic divisions and many majors advance global and intercultural outcomes in their programs. The Farmer School of Business requires its students to complete an [integrated core of courses](#) that advance (among several outcomes): ethical thinking and cultural intelligence. The College of Arts & Science has a [foreign language requirement](#), and the Honors College [mission](#) is to cultivate “Citizen Scholars” who “travel to the far reaches of the globe to put theory into practice, develop projects that create new knowledge, and join an enriching residential environment.”

Several majors, minors and certificates specifically focus on civic engagement in a globally connected world such as Anthropology, Business in the Global Market, Climate Accounting & Engineering, Diplomacy & Global Politics, Environmental Science, Food Systems & Food Studies, Global Health, International Studies and World Languages & Cultures.

Faculty & Staff

Critical to fostering a diverse and inclusive environment is the recruitment of diverse faculty and staff and the professional development of all faculty and students on intercultural understanding.

Miami provides [training](#) on best practices in recruitment, hiring and retention to all search committee members for tenure-track faculty members and administrators. All newly hired faculty and staff complete a training module in their first week of employment that addresses harassment prevention and inclusion in the workplace.

Human Resources seeks to diversify the staff through workshops to increase intercultural understanding and an advertising plan for classified positions. It places and funds advertisements for hourly paid positions in a variety of locations in the region. In addition, HR staff attends job fairs across the region to market hourly and salaried positions to a more inclusive workforce, including veterans and those with disabilities. Many offices make additional efforts such as the Student Counseling Center which utilizes a

national match program to recruit diverse psychology interns who will hopefully apply for permanent Miami positions in the future.

New faculty participate in a [three-day orientation](#) which includes sessions on promoting safety and well-being, advancing an inclusive classroom climate and understanding relevant laws. All staff and faculty complete [online training in Title IX](#) reporting. In 2017, Miami opened the [AccessMU Center](#) which provides training on fostering accessible learning environments for all students.

The retention of minority faculty is aided by [affinity groups](#), the [Inclusive Excellence Faculty Fellows Program](#), the [Heanon-Wilkins Fellows Program](#), [Tenure Line Faculty Mentoring Program](#), and [Women of Color Leadership Support Network](#).

All faculty and staff academic advisors complete [required training](#) on best practices in student success & advisement as well as guidance on working with special populations of students, including students with racial and ethnic identities, LGBTQ students, international students, transfer students, and students from low socioeconomic statuses. The [Miami University Academic Support & Advising Association \(MUASAA\)](#) offers monthly sessions and an annual advising symposium on advising-related topics.

Since 2019, Student Life employees have completed an online Diversity, Equity and Inclusion module offered through Everfi. The Student Life Professional Development Committee plans workshops and an annual summit to share ideas and learn from one another. The [January 2025 Summit](#) focused on such topics as “interrogating barriers to supporting LGBTQIA+ students” and “building a neuro-inclusive campus.”

Faculty and staff may participate in a range of professional development opportunities:

- The [Center for Teaching Excellence](#) on the Oxford campus and the [Center for Teaching and Learning](#) on the regional campuses offer [Learning Communities](#), a [New Faculty Teaching Enhancement Program](#), a [national conference on college teaching](#) with multiple sessions on civic engagement and inclusion, and [workshops](#).
- [Safe Zone Training](#) engages students, staff, and faculty to create a supportive social and educational campus climate for all LGBTQIA+ students, faculty, and staff.
- [Mental Health Ally Program](#) and [Mental Health First Aid](#) provide faculty and staff with guidance on engaging students experiencing emotional or mental health concerns.

Outcomes & Future Steps

These important steps seem to be working. Since 2018, the percentage of domestic minority full-time faculty at Miami has increased from 16.4% in 2018 (n=263 of 1604 total) to 19.8% (n=197 of 997) in 2024. The percentage of domestic minority staff at Miami has made a modest increase from 8.0% (n=214 of 2677 total) in fall 2012 to 11.0% (n=227 of 2060 total) in fall 2024.

Miami ranked [fourth](#) in the 2024 Open Doors report for undergraduate participation in study abroad among public doctoral universities. We also received the [2019 Senator Paul Simon Award for Campus Internationalization](#) by NAESA: Association of International Educators.

Additional recognitions include [Forbes America's Best Employers for Diversity 2024 list](#) as No. 16 overall and the only "Education" industry listed in the top 29; [HEED Award recipient](#) for four consecutive years; [Inspiring STEM Award](#) for LSAMP; a [supplier diversity recognition award](#) from *Insight into Diversity*; [Inspiring Programs in Business Award](#); [Excellence in Diversity & Inclusion in International Education](#) (EDIIE) award; [CIO 100 Award](#); and CEC Bronze-Level Status in the American Society for Engineering Education (ASEE) Diversity Recognition Program.

In comparison to the 2017 Campus Climate Survey, the 2023 Campus Climate Survey found that the communities that experienced an increased sense of feeling welcome on campus (in order of highest to lowest) are (1) International individuals (+14.3 percentage points), (2) Women (+11.45 percentage points), (3) LGBTQIA+ individuals (+6.1 percentage points). The survey found that 51.26% of Miami employees and 60.35% of students felt very comfortable or comfortable with the overall climate and diversity at Miami University within the past year.

Despite these progress steps, Miami has room for significant improvement:

- The Climate Survey found that although the majority of employees felt very comfortable or comfortable with the overall climate and diversity at Miami in the past year, less than 50% of employees who identify as LGBTQ, international or people of color reported feeling very comfortable or comfortable.
- The survey found that 48.6% of LGBTQIA felt very comfortable or comfortable with the overall climate and diversity.
- Additionally 44.50% of employees and 54.77% of students reported having experienced some form of discrimination, bias, or harassment while at Miami – with the top issue being discrimination, bias or harassment based on gender.

Miami is continuing to gather data for improvement through the continued use of stay interviews with faculty and staff, climate interviews with students, and discussions through the LGBTQ+ and Accessibility Task Forces.

Sources

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- Inclusive Consultations
- Redhawk Equity Leadership
- Climate Related Task Forces
- University Inclusive Excellence Awards
- DEI in Leadership Certificate
- Title IX Staff

- Tuition Promise
- Miami Access Fellows
- Scholarship Opportunities
- Transfer Scholarships
- International Scholarships
- MADE at Miami
- Summer Scholars Program
- Bridges Program for Visiting High School Students
- Miami Tribe Relations
- First-Year Orientation Oxford Campus
- Welcome Week and First 50 Days
- Transfer Student Orientation
- International Student Orientation
- Louis Stokes Alliance for Minority Participation
- GradU8 Scholars
- First Year Experience
- International Student and Scholar Services
- Global Friendship Programs
- Miller Center Student Disability Services
- LEADS Institute
- Summer Bridge to Success
- Constructive Dialogue Initiative
- Global Initiatives
- MUDEC
- Center for Student Diversity and Inclusion
- LGBTQ+ Initiatives
- Open Door Clothes Closet
- Center for DEI MU Regionals
- English Language Learner Writing Center
- Myaamia Center
- American Culture and English (ACE) Program for International Students
- English Language Center _ Regionals
- Over the Rhine Residency Program
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- First Year Integrated Core FSB
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- Honors College Mission
- Search Committee Training OTIE
- First Month Staff Training Diversity
- New Faculty Orientation
- Title IX Training Materials

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- Faculty Staff Affinity Groups OTIE
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- Heanon Wilkins Faculty Fellows
- WOC Leadership Support Network
- Academic Advisor Overview and Training
- MUASAA
- Student Life Summit 2025
- Center for Teaching Excellence
- Center for Teaching and Learning _ Regionals
- Faculty Learning Communities
- New Faculty Teaching Enhancement Program (NFTEP)
- Original Lilly Conference
- CTE Workshops on Demand
- Safe Zone Training
- Mental Health First Aid
- Mental Health Ally Program
- Inclusive Excellence _ Foundational Strengths THRIVE Report
- Telly Award
- MUL Inclusive Excellence Initiatives
- LEAD Award MUL 2024
- Tenure Line Faculty Mentoring
- Religious Observances and Inclusive Scheduling Calendar
- Cultural Resource Guide
- Climate Approach and Task Forces
- Freedom Summer '64
- Love and Honor Convocation

Criterion 1 Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Miami ensures that our mission is embraced by members of our community and serves as the foundation for our strategic priorities and operations. The mission affirms our commitment to serving the public good, preparing students to lead in a dynamic global world and fostering a welcoming community. These commitments are demonstrated through the Miami Plan, innovative and continuously improving curricula, cutting-edge research, long-standing partnerships, and numerous centers and support programs; and they have led to extraordinary outcomes.

A university study based on research, surveys, and national data found that 98.1% of 2020-2021 Oxford graduates were employed or furthering their education by fall 2022. In the *Princeton Review's* 2024 edition of "Colleges That Pay You Back," Miami was recognized as one of the [Top 50 Best Value Colleges](#) (Public Schools). More than 40 data points were used to calculate the ROI (Return on Investment) ratings of the schools comprising the ranking lists.

Not only is Miami the largest employer in Butler County (with over 3,700 employees), but it is highly regarded. Forbes has listed Miami as among the [top employers in Ohio](#) for the past five years . In 2024, Miami University is featured among Forbes' [Best Employers for Women](#) in the nation.

Sources

- Forbes 2024 America's Best Employers For Diversity - Ranked List
- HEED Award Recognition
- Inspiring STEM Award
- FSB Diversity Award
- Simon Internationalization Award
- Supplier Diversity Award
- EDIIE Award
- Miami Study Abroad Ranking
- CIO 100 Award
- The Best Colleges for Future Leaders _ TIME
- Best Employers for Women Forbes
- Forbes Ohio Best Employers
- Princeton Review Best Value College

2 - Integrity: Ethical and Responsible Conduct

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

2.A. Integrity

Actions taken by the institution's governing board, administration, faculty and staff demonstrate adherence to established policies and procedures.

Introduction

As evident in our [values statement](#), Miami aims to operate in accordance with the highest ethical standards and in compliance with law and university policy. Miami believes that every community member—students, faculty, and staff—shares in this responsibility.

Board of Trustees

The State of Ohio has vested responsibility for the government of the university in the Board of Trustees ([Ohio Revised Code 3339.01](#)). The board conducts its affairs and the affairs of the university with integrity. The preamble of the regulations of the Board of Trustees states:

“Miami University enjoys an invaluable heritage of high scholastic standards and a reputation for the development of the whole person as a contributing member of society. To maintain these assets, an environment must be provided where individuals are not exempt from the consequences of their own actions or inactions, but where at the same time maximum freedom of scholastic inquiry is assured.”

The board is vested with the authority to “take all actions necessary for the successful and continuous operation of the University” ([Ohio Revised Code 3339.01](#) and [Board Regulations, Article 1](#)). To ensure that no conflict of interest exists among board members, members must file an [annual financial disclosure](#) and ethics statement with the Ohio Ethics Commission and complete an [annual ethics survey](#) which includes a written survey and interview with the general counsel. Potential sources of conflict are documented and monitored.

The Board's efforts are further supported through:

- [Board Regulations](#) which articulate Board responsibilities and processes;
- Board's [Finance and Audit Committee Charter](#) which enables the committee to function in an oversight capacity for financial and administrative operations of the university;
- Board's [Academic and Student Affairs Committee Charter](#) which describes the committee's charge to oversee student and academic affairs initiatives and make recommendations to the board;
- Board's [Complaint Communication Protocol](#);

- General Counsel's Annual Compliance and Risk Report;
- Ohio Ethics Laws ([Ohio Revised Code, Chapter 102](#) and [Section 2921.42](#));
- [Miami University Policy Library](#);
- [EthicsPoint](#) (anonymous reporting hotline).

Business Services

The Division of Finance and Business Services employs accepted accounting principles and collaborative decision-making to ensure consistent and ethical financial processes. The [budget framework](#) is reviewed throughout its development by key administrative leaders as well as the president's executive cabinet and the fiscal priorities committee of University Senate, and it is approved by the board's finance and audit committee and the Board of Trustees. [Tuition and fee ordinances](#) along with budget highlights are published on the University's website, and the approved budget is available in the university budget office.

The approved budget is loaded into the ERP system at the beginning of the fiscal year and reviewed again by individual fund managers. Each month, operating reports are produced comparing actual to budget for the current month and year to date. The general accounting department verifies the reports' accuracy.

The treasury services office oversees the cash, investments, and debt obligations. The Miami University Foundation Board of Directors sets investment policy and allocation of endowment assets, and oversees the management of Foundation assets. It meets quarterly to scrutinize investment performance and progress toward investment goals. The Investment Subcommittee of the University Board of Trustees meets five times per year to review performance of the University's investment portfolio. Both the University and Foundation have engaged an outside firm which has discretionary authority over the implementation of investment policy and allocation strategy.

The university's resources are monitored through preparation of annual audited financial statements coordinated with external auditors by the controller's office. Additionally, the [Office of Internal Audit and Consulting Services \(OIACS\)](#) independently and objectively determines whether internal controls are in place and functioning effectively. The OIACS financial statements and reports are presented to the Board of Trustees' finance and audit committee (see [sample minutes](#)).

Administration

Integrity is also promoted through shared governance. The Board of Trustees has the authority to appoint the president, and it assigns the execution of university policies to the president. The [University Senate](#) is the primary governance body where students, faculty, staff, and administrators discuss major university issues and policies.

The president has an [executive cabinet](#) which meets regularly throughout the academic year and includes all vice presidents and leaders who directly report to him to ensure effective inter-divisional communication, and the provost chairs the [Council of Academic Deans](#) which meets biweekly.

The Office of Student Financial Assistance is reviewed regularly by the Department of Education and adheres to its regulations, and the Office of Admission is a member of the [National Association for College Admission Counseling](#), and its staff and volunteers adhere to NACAC principles and policies. Miami underwent a voluntary audit by a National Association of Student Financial Aid Administrators consultant in 2018 to gain insights on improving its consumer information.

The [athletic policy committee](#), which is a University Senate committee and also advisory to the president, ensures that Miami's intercollegiate athletics operate in accordance with the National Collegiate Athletic Association, Mid-American Conference, and National Collegiate Hockey Conference regulations. An independent Athletics Appeals Committee adjudicates complaints (see [student athlete handbook](#)).

Faculty & Staff

The university's general counsel serves as the chief ethics officer. The university offers an anonymous external hotline ([EthicsPoint](#)) for reporting illegal and unethical behavior and issues a [memorandum on ethical conduct](#) and [questionnaire](#) annually to faculty and unclassified staff. [Crime logs](#), along with other consumer information, are posted publicly on the University website. The university has an array of offices, committees, and personnel dedicated to compliance, including the Office of Equity and Equal Opportunity, Office of Community Standards, Student Disability Services, Crisis Management Team, and Enterprise Risk Committee. The Office of General Counsel oversees a university-wide compliance committee to ensure that staff with compliance-related responsibilities are coordinated and informed about key ethics standards and policies. University employees who are found responsible for violations of university policy are afforded due process to determine appropriate discipline. This includes suspension and termination for serious violations.

To ensure fairness and consistency in its employee practices, Miami is reconfiguring its human resources functions under a [single office](#) and creating a new position in the form of a Vice President and Chief Human Resources Officer who will oversee the policies and procedures related to our faculty and staff, including our unionized employees (AFSCME and FOP) and non-unionized SATSS and unclassified employees.

In 2023, the University faculty, as well as the librarians, voted to [unionize](#) through an affiliation with the AAUP/AFT. These two new unions represent our faculty and librarians in relation to their terms and conditions of employment. In April 2025, following [18 months of bargaining](#), a first [contract](#) was ratified between Miami and the two unions. The union contract sets out the new policies and procedures for employment terms and conditions with these two valued categories of employees at Miami.

Miami's Policy Library includes policies and procedures for [reporting and addressing illegal activity and misconduct](#), [redressing grievances](#), preventing or redressing sexual and interpersonal violence – including domestic violence, dating violence and stalking, harassment or discrimination for [employees](#) and for [students](#), [resolving conflicts of commitment and/or interest](#), the [responsible use of technology](#) and [reporting concerns](#).

All new employees are required to take online education regarding harassment and discrimination as well as Title IX (see 1C narrative). New faculty members receive education on relevant ethical policies and resources, including best teaching practices and copyright policy, at an orientation led by the Office of the Provost. Department chairs and other administrative directors are provided guidance on these matters at the provost's fall retreat. All new employees receive a copy of Ohio's ethics laws. The Office of the General Counsel provides training to departments and offices regarding conflicts of interest and ethics. All unclassified employees and full-time faculty are required to participate in a mandatory annual conflict of interest, ethics, and external services survey. Incoming students are provided information on the "[I Am Miami](#)" code, [student code of conduct](#), [FERPA](#), [student rights & responsibilities](#), and other policies and resources relating to safety, wellness, and ethical behavior via the One Stop website and at New Student Orientation.

Communication

To ensure that University community members are kept informed of initiatives, challenges, and successes, the president and provost leverage several important venues and communication outlets, including public Board of Trustee meetings. Twice each year, the president gives an [address](#) to all members of the university which is also made available through video. The president chairs [Faculty Assembly](#) meetings which occur three times a year and are designed to share issues of major significance. Assembly members may raise questions, offer comments, and forward recommendations based on votes taken during meetings or by mail ballot.

The provost holds meetings of all academic administrators three or four times each semester to provide and seek insights on key initiatives and challenges (see [sample agenda](#)). Both the president and provost maintain various forms of electronic communication, including weekly [Miami Matters](#), podcasts, announcements, [Provost's Weekly 3 email messages](#), and websites. The Provost and the Senior Vice President of Finance & Business present an [Annual Budget Symposium](#) to promote clarity on the university's budget, policies and procedures, and financial condition.

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- Board of Trustee Regulations _ Appendix B | Acad Student Affairs Committee
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- Chapter 102 Ohio Ethics Laws
- Section 2921.42 - Ohio Revised Code _ Ohio Laws
- Policy Library _ Miami University
- EthicsPoint Reporting
- Understanding the Budget
- Tuition & Fees

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- OIACS Audit Process
- Reporting and Addressing Illegal Activity and Misconduct _ Policy Library
- Sexual Misconduct Protocol Employees
- Sexual Misconduct Protocol for Students _ Policy Library
- Conflicts of Interest_Commitment _ Policy Library
- Responsible Use of University Computing Resources _ Policy Library
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- Student Athlete Compliance Website
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- Academic Administrators' Breakfast Agenda April 2025
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- T_TT and TCPL Faculty Union Updates _ News at Miami University

2.B. Transparency

The institution presents itself accurately and completely to students and the public with respect to its educational programs and any claims it makes related to the educational experience.

As is evident in our motto, “[Prodesse Quam Conspici](#),” which means "to accomplish without being conspicuous," Miami is committed to transparent, accurate communication without bravado.

Outlets

In addition to the [General Bulletin](#) which communicates academic policies, programs, requirements, costs, and external accreditation status, Miami has an online policy library which encompasses key documents:

- [Undergraduate Student Policies](#) which includes [undergraduate academic regulations](#), [code of student conduct](#), [residency and housing requirements](#), [policies relating to health and safety](#), [motor vehicles](#), and [student life](#);
- [Policies for Graduate Students & Faculty](#) such as [academic regulations](#), [degree requirements](#), and [health and safety](#)
- All other [policies related to Miami employees](#).

Miami leverages multiple other media to share information internally and externally, including a “[Consumer Information](#)” webpage which displays information about tuition, fees and refunds, net price calculator as well as health and security, fire safety, and student outcomes.

The One Stop site provides critical information for admitted students relating to [tuition payment](#), [academic records](#), [degree audit reports](#), [financial aid information](#), and [personal information & privacy rights](#). It also enables students to [register for classes](#), [add and drop courses](#), [withdraw from the University](#), and [schedule advising appointments](#). Other University webpages, marketing materials, newsletters, magazines, and social media are also important outlets.

Procedures

[New academic policies or changes to existing academic policies](#) must be approved by the University Senate, the general counsel, and the president. The policy library is updated annually by stakeholders (e.g., Dean of the Graduate School, University Registrar, Office of the Provost, and general counsel) and is available to community members via Miami’s website.

Miami webpages on the Miamioh.edu domain that are intended for an external audience are created by University Communications & Marketing (UCM) in concert with the department or unit head and other staff who have been assigned web responsibility. All webpages are part of a Content Management System (Cascade Server or WordPress) and conform to the common templates as well as the Miami [style and brand guidelines](#) and [web-related policies](#). Materials are reviewed by UCM for

accuracy and conformity to [guidelines](#). New sites are audited by UCM and the responsible unit before they are launched.

UCM in partnership with the [AccessMU Center](#) conducts regular web accessibility testing using Level Access' Accessibility Management Platform, to ensure Miami webpages meet [standards](#) as outlined in Web Content Accessibility Guidelines (WCAG) 2.1AA and ATAG 2.0.

Once the sites are live, they fall under the purview of the department head and ultimately the supervising dean or vice president. UCM trains “web publishers” in the requirements outlined in [Section 508 of the Rehabilitation Act](#) as well as Cascade and other requirements and best practices.

UCM periodically audits sites to find information that might be inaccurate, inaccessible or outdated. The university has a web policy requiring that sites be updated every six months, or they may be removed until current information is provided. UCM also deploys a “search” function that is tested for accuracy on a regular basis and maintains all the headers and footers that are common to the entire university with accurate contact information and links.

The “[Consumer Information](#)” webpage is reviewed twice each year and updated by the Office of the Provost. The [Office of Institutional Research](#) website displays institutional data, such as fact books and common data sets. OIRE also has a [data access policy](#) to minimize misuses of institutional data.

Although the policy library and institutional research data are comprehensive and accurate, they are sometimes difficult for new students and their family members to navigate. To address this concern, Enrollment Management & Student Success (EMSS) designed the [main home page website](#) for prospective students and their families with easy-to-access information about academic programs, tuition costs, scholarships, and student life. Once they are admitted to the University, students can gain information from the [Orientation & Transition Programs website](#) which features orientation information and the “[Guidebook for New Students](#)” which has basic information for incoming students. Each year, the Guidebook undergoes an extensive review and revision process that includes advisors and other stakeholders from all academic divisions along with Enrollment Management & Student Success and Student Life divisions. Led by the Office of the University Registrar, the [General Bulletin](#) also undergoes a significant review and revision process every year with representatives from all academic divisions and other vice presidential divisions involved.

EMSS staff employs [NACAC's Statement of Principles of Good Practice](#) to ensure that the information they convey is accurate, and recruitment activities are aligned to industry best practices. Staff members are aided by a committee of faculty and staff liaisons from academic divisions and University Communications and Marketing staff who review and update all marketing and information conveyed in the paper and electronic recruitment materials to further ensure accuracy and transparency in messaging. Training (which includes guidance on providing ethical and accurate information) and a [confidentiality agreement](#) is given to all [Miami University Community Outreach and Recruitment Program](#) (MUCORP) alumni volunteers.

In an emergency and as required by the Clery Act, Miami sends information to students and faculty via the [emergency \(text or email\) message system](#). In the event that a crime is reported on the University's campus property, non-campus property, or on the public property surrounding campus that constitutes

an on-going serious or continuing threat to the campus community, a [Safety Bulletin](#) is issued. Additionally, Miami posts information on its website and over its VOIP system.

Social media such as Facebook, Instagram, Pinterest, Snapchat, and YouTube sites convey reminders about critical events or issues and offer timely messages. Members of the Miami community follow [social media policies](#) and [guidelines](#) to guide responsible use.

The [Office of Parent & Family Programs](#) supports a website and closed Facebook group for Miami parents, which are regularly updated and under the supervision of the director and the University Communications & Marketing staff. This office published the [eeweemakiki](#) (myaamia word for "my relatives"), a monthly email newsletter for parents of all students until summer 2024, as well as the [Miami Family Calendar](#) and other resources. Beginning in summer 2024, the Office of Parent & Family Programs shifted the delivery platform from the eeweemakiki to the [Miami Family Connection](#) powered by CampusESP which delivers tailored information to families online in a portal as well as in regular e-newsletters. The Miami Family Connection allows for campus stakeholders to build content directly within the portal and allows parents to select additional areas of information specific to their student's needs.

University Advancement produces several alumni publications, including a [monthly e-newsletter](#), the [Giving Tribute report](#) which provides donors with an update on the university, and the [Miamian magazine](#) which features alumni as well as students and faculty who exemplify the core values of the university. Information for these publications is verified through ongoing research and database maintenance, including routine address update tools, contact reports maintained by Advancement staff, standard accounting practices related to gifts, and direct interviews with story subjects.

Sources

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- Undergraduate Student Policies _Policy Library Home Page
- Academic Regulations Undergraduate Students Policy Library
- Housing Policies _ Students _ Policy Library
- Health and Safety Policies _ Students _ Policy Library
- Employee Policies - Policy Library
- Proposed New or Revised Academic Policy
- Miami Brand Guide
- Miami Brand Identity & Style Guide _
- Web Policies Policy Library
- Brand Marketing Review and Approval Process
- Accessibility Standards
- WebAIM_ Section 508 Checklist
- Consumer Information
- Office of Institutional Research and Effectiveness
- Miami Home Page

- Data Access Policy _ OIRE
- Academic Programs Finder Home Page
- Tuition and Cost of Attendance
- Life at Miami _ Student Life Home Page
- New Student Guidebook Home Page
- One Stop Home Page
- Academic Records _ One Stop
- Degree Audit Report _ One Stop
- Personal Information and Privacy Rights _ One Stop
- Registration _ One Stop
- Add Drop Course Registration One Stop
- Withdrawing From_Not Returning to Miami _ One Stop
- Find Academic Advisor _ One Stop
- NACAC-Guide-to-Ethical-Practice-in-College-Admission_Aug-2024
- Confidentiality Agreement - MU Alumni Association
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- Timely Warning Safety Bulletin
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- Calendars _ Parent and Family Programs
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- Miami Family Connection
- Giving Tribute Fall 2024
- Miamian Magazine - Fall_Winter 2024
- Graduate Student Degree Requirements
- Academic Regulation Policies _ Graduate Students _ Policy Library
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- Academic Regulation Policies _ Undergraduate Students _ Policy Library
- Motor Vehicles _ Policy Library
- Code of Student Conduct _ Policy Library
- Changes to the Academic Curriculum _ Policy Library
- Financial Aid Guide One Stop
- AccessMU Center
- Emergency Notification and Response
- Miamian Express - March 2025
- Orientation and Transition Office

2.C. Board Governance

In discharging its fiduciary duties, the institution's governing board is free from undue external influence and empowered to act in the best interests of the institution, including the students it serves.

Board of Trustees

Miami's [Board of Trustees members](#) are appointed by the Ohio Governor with the Ohio Senate's consent. The board consists of nine voting members and two students who are non-voting members; all eleven must be Ohio residents. The voting members' term of office is nine years, while the student members' term is two years, with the seats being vacated in alternating years. A maximum of six national trustee members, who are non-compensated advisors to the Board of Trustees, may be appointed by the board for a period of three years, with eligibility for one reappointment, making six years the maximum term of service. National trustees may chair and serve as voting members on the board's advisory committees. They have a voice but may not vote at board meetings. Their selection is based on these attributes: Miami alumna/alumnus; reside outside of Ohio; success in chosen field or business, state, or national prominence; and capacity to advocate for higher education. The [Board of Trustees regulations](#) articulate board policies and practices.

The Board has the power to "take all actions necessary for the successful and continuous operation of the University." This power includes conferring academic degrees and promotion and tenure and engaging in other appropriate educational and fiduciary responsibilities, including approving new degree programs, overseeing the university's policies and operations, approving the university budget, naming campus facilities, authorizing building construction, and hiring and evaluating the president.

Board Activities

The board fulfills its responsibilities through a standing committee structure, with each committee pursuing defined goals and duties:

- **Finance and Audit Committee** oversees the university's long-term financial plans; the financial reporting, internal controls, and the independent audit; the general university budget; capital expenditures for facilities and property; investment policies and results; internal audit activities; processes for monitoring compliance with university policies and state and federal laws; and the university's risk assessment process. The senior vice president for finance and business services participates in the meetings; and additional faculty and staff members often present reports (see [sample minutes](#)).
- **Academic and Student Affairs Committee** oversees the long-term academic plans; enrollment plans; retention and degree completion plans; research activities; the university's role in the University System of Ohio; student life; and campus safety and student life risk management. The senior vice president for student life, vice president for enrollment management & student success, vice president of university communications and marketing, and provost participate in meetings, and additional faculty and staff members regularly present reports on specific topics (see [sample minutes](#)).

At least one month prior to each meeting, the secretary to the board asks senior leaders for suggestions for agenda items which are then forwarded to the board chair for revisions and approval. [Notice of board meetings and minutes](#) are posted on the university website. The board chair presides at all meetings, and, other than executive sessions of the board, meetings are open to the Miami University community and the general public.

Although the board strives to be transparent and inclusive in its decision-making deliberations, the regulations state that the board “reserves the right of final approval” and must keep in mind “its dual responsibility to represent the citizens of the State of Ohio and to promote the best interest of the academic community.” It ensures integrity and independence from undue influence by conducting its business affairs in public meetings in compliance with [Ohio’s Open Meetings Act](#) and by the adoption of a program of purchasing independence utilizing requests for proposals and competitive bidding for the purchases of all goods and services for \$10,000 to \$49,999 and above \$50,000 unless waived by the vice president for finance and business services. The board does not generally approve the purchase of any goods and services unless related to construction projects. The General Counsel serves as the board’s chief ethics officer, administers an annual ethics survey, and conducts an annual conflicts interview with each trustee.

The board is actively involved in key strategic priorities. For example, the board offered input into and eventually adopted the [revised mission](#) of the university (see [May 24, 2024 minutes](#)). Board members provided feedback at each stage of the MiamiTHRIVE plan’s development (see summaries of [February 2024](#) and [September 2024](#) meetings). It has provided input on the University’s [2040 Climate Action Plan](#), a [new multi-use arena](#), the [Advanced Manufacturing Workforce and Innovation Hub](#), and [Low-Enrolled & Duplicate Program Report](#).

Delegation of Responsibilities

According to its regulations, the [board appoints the president](#) and authorizes him or her to serve as the university’s chief administrative officer, including the ability to sign on behalf of the university all necessary documents pertaining to the operating needs of the university. The president is supported by an executive cabinet which includes the provost, all vice presidents, AVP for equity and equal opportunity & Title IX, AVP for institutional research, president of Miami University Foundation, general counsel, athletic director, executive assistant to the president, and secretary to the board.

The board delegates to [University Senate](#) responsibility for curriculum, programs, and course offerings, and advisory responsibility on all matters related to the university. Senate includes [students, faculty, staff, and administrators](#) from all campuses and is guided by an executive committee that includes the provost; three elected faculty members of senate; one undergraduate student who is the president of Associated Student Government; and one graduate student. The provost and secretary of University Senate serve as an ex officio, non-voting members of the executive committee.

Sources

- Board of Trustees Membership

- Board of Trustees Agenda May 2024 approval mission
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- Trustees approval of multi-use arena
- Trustees approval of Advanced Manufacturing Hub
- Board of Trustees Agenda June 2022 Low Enrolled Report Approval
- Sample Finance Audit Committee Minutes- Dec 2024
- Sample Academic Student Life Committee Minutes Dec 2024
- Board of Trustees _ Posting of Meeting Minutes
- Section 121.22 - Ohio Revised Code _ Ohio Open Meetings Act
- University Senate Home Page
- University Senate Membership
- The Board of Trustees Regulations | Policy Library
- Mission Statement Revision Process Summary
- President's Executive Cabinet
- Board Selection of President

2.D. Academic Freedom and Freedom of Expression

The institution supports academic freedom and freedom of expression in the pursuit of knowledge as integral to high-quality teaching, learning and research.

Mission & Planning

Freedom of inquiry and the pursuit of knowledge are at the foundation of our University. The [mission statement](#) underscores the importance of fostering a welcoming community and of engaging students in pursuing “solutions for local and global challenges now and in the future.” In his [2016 inaugural address](#), President Crawford noted:

“True to its mission, Miami upholds an unwavering commitment to liberal arts undergraduate education . . . We honor the original meaning of a liberal arts education—focused on the effective formation of free persons and citizens—while applying modern design thinking to shape students with the characteristics and competencies for 21st-century success.”

He also stresses the importance of free and civil discourse in public statements. In his 2021 message on Martin Luther King, Jr. Day, President Crawford noted, “we are called to work together to ensure that we continue to grow as a place where all are welcomed, all are respected, and all are valued.”

Miami’s new strategic plan, [MiamiTHRIVE](#), has identified “liberal arts & critical thinking” as one of the University’s foundational strengths that should underpin future goals. The liberal arts THRIVE subcommittee noted in its [report](#), “Rapid, unpredictable change is coming for all of us, our students most of all . . . Luckily, the key to our students’ future flourishing is already part of Miami’s DNA. We excel

at providing the lifelong skills students need for strategic adaptation: the deep inquiry and disciplinary breadth that are the essence of a robust liberal arts curriculum.”

The “Teacher-Scholar” model is another foundational strength of MiamiTHRIVE. Its committee begins its [report](#): “Central to Miami’s mission are the primary commitments to teaching, research, and service. The Teacher-Scholar (T-S) model operates in the overlap. The intersection produces a synergy that expands and improves the fulfillment of these commitments to support our primary mission -- the development and transformation of students, faculty, communities, and society.” As President Crawford noted in an [essay](#) for the magazine of the American Association of Colleges and Universities, “faculty can also use the teacher-scholar model to make discoveries about teaching and learning and apply their findings to their work with students, collaborating with colleagues to develop new concepts and put them into practice.”

Policies

Freedom of inquiry and expression are embedded in Miami’s policies and practices. The “[Statement of Essential Teaching Practices](#)” reinforces principles of free inquiry by “treating students with courtesy and respect at all times” and “endeavoring to ensure that the classroom learning environment is free of discrimination and harassment.” The “[Professional Ethics & Responsibilities](#)” policy states: “As teachers, professors encourage the free pursuit of learning in students. Teachers exemplify the best scholarly standards of their disciplines. They demonstrate respect for students as individuals, and adhere to their proper roles as intellectual guides and counselors. . . . Professors protect their academic freedom.”

Miami has an [academic freedom policy](#) which asserts that “The teacher is entitled to full freedom in research and in the publication of the results, subject to the performance of his or her other academic duties.” Promotion and tenure criteria reinforce these values. The policy asserts: “Tenure is a means of assuring academic freedom: that is, the freedom to teach, to inquire, to create, to debate, to question, and to dissent. . . . Such activity is the essence of the search for truth and knowledge, and is primary to the University.” Miami also has policies relating to [intellectual property](#), [conflict of interest standards](#), and [company participation in commercializing university research](#).

The academic integrity policy for [undergraduate](#) and [graduate](#) students reads: “We defend the freedom of inquiry that is the heart of learning and combine that freedom with the exercise and the acceptance of personal responsibility.” Miami has a robust process for adjudicating [cases of academic dishonesty](#) and educating the faculty and students on advancing integrity.

Teaching & Learning

The [Miami Plan for Liberal Education](#), which is required for all undergraduate students, is purposefully designed to galvanize academic inquiry and exploration among students and faculty. For example, one of the four MP pillars features “critical & integrative thinking,” and senior capstone courses require students to leverage multiple sources to complete a student-initiated project that addresses real world problems. While all faculty are required to promote the pillars and the specific learning outcomes of

each of the MP components in their MP courses, they are also encouraged to promote them in unique ways, aligned with important concepts and questions of their field of study.

Miami also encourages faculty to explore new research and teaching horizons. An example is the [“Boldly Creative” multi-year initiative](#) (2019-2023) which was a \$50 million investment in developing and enhancing academic programs and research that span traditional disciplines, promote innovation and expand the Ohio economy. Teams of Miami faculty generated proposals for investment, all aimed at sustaining a premier undergraduate experience and creating new partnerships with industry and government. Some of the key [outcomes](#) of this initiative included a new physician associate program, [new cybersecurity programs and center](#), analytics & data science programs, and the [Center for Kickglass Skills](#).

Miami offers co-curricular programs that prompt students to wrestle with differing perspectives. The [Janus Forum](#) encourages members of the community to discuss opposing views on public affairs freely and passionately. Past topics have included the death penalty, legalization of marijuana, and cryptocurrency. The [Menard Center for Family Democracy](#) offers a variety of programs designed to promote civic education and engagement, including a civic scholars program for high school students, civics undergraduate fellows program and a pre-semester immersion program (see [report](#)). In 2024, as part of Ohio HB 33, Miami University received \$4 million from the state of Ohio to create a new [Center for Civics, Culture and Society](#) housed on the Oxford Campus that will focus on civic education, civic research and the exploration of the ideas, traditions and texts that have shaped America’s constitutional order.

The [Focus Program](#) features an annual theme (e.g., artificial intelligence, sovereignty, racial justice) that engages students, faculty, staff and community members on a topic, question or problem of importance to the University, region, and world. Miami also holds lectures (e.g., [University Lecture Series](#), [Anderson Distinguished Lecture Series](#), [Casper Lecture Series](#), [Altman Series](#)) that aim to catalyze critical inquiry of topical issues.

Students may express their perspectives and pursue inquiry not only in Miami courses but also in multiple [student publication outlets](#), including the [award-winning student newspaper](#) and literary journals.

Finally, the University Libraries provide all members of the University valuable [resources and tools for inquiry, investigation and research](#), including research guides and workshops, information literacy modules, citation tools, scholarly commons, and a MakerSpace.

Outcomes

Perhaps because of Miami’s emphasis on academic inquiry in the curriculum, co-curriculum and policies, first-year students and seniors report in the National Survey of Student Engagement that they form new ideas or understanding from various pieces of information and connect ideas from their courses to their prior experiences or knowledge at higher rates than students at Carnegie peer institutions ([NSSE 2023](#)).

Sources

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- Knowledge in Action Course Proposals
- Boldly Creative Home Page
- Inquiry and Discovery All Around _ AAC&U Article on Teacher Scholar
- Boldly Creative Projects
- Center for Cybersecurity
- Center for KickGlass Skills
- High School Civic Scholars Program
- Center Civics Culture Society Announcement
- Focus Program
- University Lecture Series
- Casper Lecture Series
- Miami University Student Publications -
- Freedom of Expression
- Statement of Essential Teaching Practices _ Policy Library
- Professional Ethics and Responsibilities _ Policy Library
- Academic Freedom _ Policy Library
- Tenure and Promotion _ Policy Library
- Participation in Companies Commercializing University Research _ Policy Library
- Academic Integrity Undergraduates _ Policy Library
- Academic Integrity | Graduate Students | Policy Library
- Academic Integrity Process and Policies
- Research and Support _ Miami University Libraries
- NSSE 2023 Engagement Indicators Report
- Miami Plan Perspectives Areas and Outcomes
- The JANUS Forum
- Menard Family Center for Democracy
- 2024 Anderson Distinguished Lecture Series
- Conflicts of Interest _ Commitment _ Policy Library
- Intellectual Property _ Policy Library
- Altman Program 2024-2025
- MiamiTHRIVE Overview and Teams
- MiamiTHRIVE Liberal Arts Foundational Strength Report
- MiamiTHRIVE Teacher Scholar Foundational Strength Report
- Miami Student Newspaper Award
- Academic Integrity Caseload report 23-24

2.E. Knowledge Acquisition, Discovery and Application

The institution adheres to policies and procedures that ensure responsible acquisition, discovery and application of knowledge.

Introduction

With a mission focused on engaged learning, Miami is committed to encouraging scholarly and creative inquiry in students and faculty. “Research, scholarship and artistry” were one of four emphases in the prior strategic plan, [MiamiRISE](#), and the [MiamiTHRIVE strategic plan](#) has “developing ecosystems of excellence in research and scholarship” as one of its “opportunity areas.”

Oversight

The Office of Research & Innovation (ORI) facilitates and supports all forms of research by overseeing external funding requests and ensuring federal research compliance and the ethical conduct of research.

ORI coordinates:

- [Human Subjects & IRB](#), including overseeing Miami’s Federalwide Assurance (FWA) with the Office for Human Research Protections (OHRP) in the Department of Health and Human Services (DHHS). The Miami University Institutional Review Board for Human Subjects Protections (IRB) adheres to federal, state, local, and institutional guidelines as applicable to the responsible conduct of research. In addition to the required online training, Miami requires that all human subjects research is reviewed and the methods approved for compliance with the standards of ethical behavior. Over the past two years, IRB has reviewed 667 protocols featuring 432 unique PIs, including 103 faculty PIs and an average of 143 student-led and faculty-mentored projects each year.
- [Export Control](#), providing guidance on international travel (for teaching and/or research) and for work with non-US persons in domestic and international locations.
- [Animal Care Use and IACUC](#), including maintaining training requirements, application and review process, and post-approval monitoring. The Institutional Animal Care & Use Committee approves all interactions with and provisions for the care or use of animals in research, teaching, and testing by Miami personnel or on property controlled by the university.
- [Biosafety](#), including establishing and overseeing the Institutional Biosafety Committee (IBC) which follows the NIH Guidelines and provides local review and oversight of nearly all forms of research utilizing recombinant or synthetic nucleic acid molecules. The IBC also provides review and oversight of experimentation that involves infectious agents and other potentially hazardous biological materials.
- [Responsible Conduct of Research](#) which informs and supports professional and ethical standards for research at Miami University, including training, investigation of research misconduct allegations as well as determining (after reviewing the evidence) whether a formal investigation is warranted. For all programs involving students, part of the training certification

process is an assurance by their faculty advisor that the student researchers are competent to perform assigned tasks.

- [Research Computing Support](#) which provides expertise on computational methods and resources and assistance with specific software packages.
- [Policies Governing Research & Sponsored Dollars](#), including ensuring the Organization Conflict of Interest Policy and the Financial Conflict of Interest policy are followed.

Non-compliance of any of research policies or practices is addressed in a timely manner and reported per federal requirements and Miami policy.

ORI also coordinates faculty support, including the Strategic Investment Fund, research grants, book publication grants, and the Rapid Investment Fund; and it also assists with external funding including grant templates, budget development, institutional identifiers and consultation.

The [Faculty Research Committee](#) (University Senate Committee) supports the development of externally funded research and oversees research programs and awards.

The [Radiation Safety Office](#) provides the means necessary for personnel to protect themselves, their coworkers, the general public, and the environment from detrimental effects of radioactive materials and radiation-generating equipment used within the university (see [training manual](#)).

Members of research-compliance committees (biosafety, IACUC, IRB) are appointed by the President. Day-to-day responsibility and signatory/institutional authority are delegated to the VPRI by the President. Scheduled reports of normal operations, current problems, and non-compliance are forwarded by the committees to the VPRI. Normal status reports (typically annual) and reports of non-compliance are submitted to funding agencies by the VPRI. Corrective action, including project closure, is taken to address the specific problem and avoid future issues. In accordance with Miami policy, intentional non-compliance is subject to sanctions by the Provost.

The [Office of Academic Integrity](#) is responsible for promoting academic honesty among students; it oversees changes in the integrity policy, procedures and communications. It provides [support for faculty](#) (including a [guidance document](#), [workshops](#), [process instructions](#), and consultations) and students (including an [explanation of the process](#) and consultation). Caseloads are carefully documented; data are used for improvement (see [2024](#) and [2020-2023](#) reports).

A variety of other units offer support for responsible research:

- [University Libraries](#) provides in-class and one-on-one services to assist faculty and students in effective use of resources.
- [Howe Center for Writing Excellence](#) assists faculty and students via [workshops and programs](#) to encourage effective assignments, AI policies and practices, and more.
- [Humanities Center](#) offers programs for research, cross-disciplinary inquiry, and public engagement, including scholarly grants and symposia.
- [Office of Research for Undergraduates](#) serves as a central clearinghouse for undergraduate research programs, offers grants and awards for student research and holds an annual Undergraduate Research Forum.

- [Center for Psychological Inquiry](#) provides support for inquiry-based student projects related to psychology.
- Multiple student research programs--Undergraduate Summer Scholars, [College of Arts & Science Dean's Scholars](#), [Doctoral-Undergraduate Opportunities for Scholarship \(DUOS\)](#), and [First-Year Research Experience](#) -- provide a strong basis for developing effective research practices.

Policies

Students are offered guidance on the ethical uses of information via numerous venues. An academic integrity website provides information on the nature of academic integrity, suggestions on how to avoid actions of dishonesty, and links to support services across campus. Integrity policies are codified and promoted to students and faculty in the policy library:

- [Use of Human Subjects, Animals, Radiation, Chemicals and Recombinant DNA in Research](#)
- [Research Involving Human Subjects](#)
- [Misconduct in Research](#)
- [Export Control](#)
- [Responsible Use of Computing Resources](#)
- [Unauthorized Use of Peer-to-Peer File Sharing](#)

Integrity as well as student rights and responsibilities in the context of the student code of conduct are discussed at summer orientation for incoming students. Additionally, once they arrive on campus, first-year students are given online instruction via [Credo Info Lit](#), an in-depth tutorial on topics of academic integrity and information literacy. The tutorial features a quiz that students must pass in order to receive a certificate of completion.

Academic integrity modules play key roles in key introductory courses, including UNV 101, as well as CAS 116 which is a course for international students on the fundamentals of the American university. All sections of the first year composition course, ENG 111, include a [scaffolded research proposal project](#) in which students must synthesize multiple sources to make an argument (including an [annotated bibliography](#)). All instructors include instruction in locating, evaluating, ethically integrating and citing sources as part of this project (CRAAP test). Most instructors also include guest visits by librarians and/or visits to the library to deepen student's information literacy.

Finally, the University has tools to promote integrity. “[TurnItIn](#)” is embedded within our Canvas learning management system and used by faculty not only to identify instances of academic misconduct, but also to help students avoid situations which may be interpreted as misconduct. Faculty using Canvas can also deploy [Proctorio](#) which is a remote proctoring system for online testing.

Outcomes

The [MiamiRISE](#) plan resulted in several research-related outcomes: creating a new Office for Research & Innovation with a new vice presidential position (VPRI); reaching an all-time high of \$51 million in

funded research in FY2024; creating establishment & evaluation guidelines for research centers and institutes; launching a variety of support structures for enhancing research funding, such as GrantForward (allows faculty to search for grant opportunities) and Cayuse (enables faculty to disclose new inventions and track patent and transfer applications).

Faculty and student scholarship is not only prioritized in MiamiTHRIVE but is also incorporated in annual performance evaluations as well as the tenure and promotion review of faculty. Tenure-eligible and tenured faculty are expected to demonstrate “research, scholarly and/or creative achievement of high quality” on a continuing basis (see [policy](#)).

Faculty consistently submit proposals and are the recipients of externally funded awards.

PROPOSALS		FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
Faculty	Total Proposed	77,655,068	72,865,500	71,290,636	63,030,719	65,149,738	69,104,972	76,311,831	76,891,725
	# Proposals	274	302	275	301	290	297	271	306
Staff	Total Proposed	16,998,218	11,531,986	7,536,057	11,915,321	16,095,966	26,493,206	28,136,740	32,636,990
	# Proposed	165	135	122	121	93	108	107	141
Total	Total Proposed	94,653,286	84,397,486	78,826,693	74,946,040	81,245,703	95,598,178	104,448,572	109,528,715
	# Proposals	376	387	349	384	350	370	342	389

AWARDS		FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
Faculty	Amount Awarded	9,460,471	14,406,508	15,064,162	17,156,247	14,185,404	21,381,475	15,587,701	21,866,662
	# of Funded Projects	143	147	162	151	147	176	173	165

AWARDS		FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
Staff	Amount Awarded	6,134,709	7,474,827	6,768,243	7,504,603	10,349,657	12,029,619	21,024,739	29,140,789
	# of Funded Projects	107	97	92	78	71	89	106	111
Total	Amount Awarded	15,595,180	21,881,335	21,832,405	24,660,850	24,535,061	33,411,093	36,617,441	51,007,450
	# of Funded Projects	211	212	223	206	189	245	251	247

Examples of FY24 faculty awards:

- Dr. Cheng received an \$845,000 grant from the Ohio Department of Job and Family Services to enable Miami to partner with Great Oaks Career Campuses, Cincinnati State, workforce development boards of Brown, Butler, Clermont, Hamilton, and Warren Counties, and Community Action Agency of Cincinnati to form a 5G node (one of only six in Ohio) to train the workforce for 5G and broadband technologies.
- Dr. Schultz and colleagues received a \$300,000 grant from the HCS Foundation to support the TEACH Cincinnati program which was a 2025 recipient of the "Increasing Educator Diversity: Promising Practice Award" from the American Association of Colleges for Teacher Education.
- Dr. Farrell received a \$648,000 grant from the National Science Foundation to investigate how early life experiences predispose adults to emotional fluctuations in response to common daily stressors.
- Dr. Lorigan received a \$1.9M grant from the National Institutes of Health to use biophysical methods, including the application of state-of-the-art pulsed electron paramagnetic resonance spectroscopy, to probe the structural and dynamic properties of integral membrane proteins and membrane solubilizing polymers. This research aims to address Long-QT syndrome, atrial fibrillation, sudden infant death syndrome, cardiac arrhythmias, and congenital deafness.
- Dr. Wang received a \$769,000 grant from the National Institutes of Health to support the development of beam-offset optical coherence tomography.

Faculty also are successful inventors as demonstrated by the following patents issued in FY24:

- Dr. Scott was awarded a U.S. patent titled “Non-Invasive Diagnostic Systems and Methods for Using the Same” which provides a method of measuring electromagnetic interference to noninvasively identify component degradation or failure in power electronics circuitry.
- Dr. Kerr’s U.S. patent, “Respiratory simulation system including an anatomical model of the human nasal cavity configured for in vitro inhalation studies and associated methods,” improves patient safety and accuracy by performing in vitro inhalation toxicological screening and intranasal drug delivery studies using a 3D-printed anatomical model.

Although Miami is proud of its tradition of scholarly excellence, President Crawford called for even greater “research competitiveness” in his 2024 update. Toward this end, MiamiTHRIVE emphasizes this goal, and the Provost in collaboration with academic deans recently developed [new guidelines for faculty workload](#) which are aligned with the [University’s workload norms](#) and also designed to enable differentiated teaching loads to promote greater productivity among research-active faculty.

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- Research Computing Support
- Responsible Conduct of Research
- Biosafety and IBC
- Animal Care and Use Program
- Export Control Program
- Human Subjects Research
- ORI External Funding Support
- Office of Academic Integrity
- Radiation Safety Manual
- Radiation Safety Office
- Faculty Research Committee
- Academic Integrity Process and Policies
- Library Instruction Support
- Academic Integrity Student Resources
- Guide to the Academic Integrity Policies and Process for Students
- Academic Integrity Faculty Support
- Academic Integrity Workshop Request
- Faculty Guide to Academic Integrity
- Faculty Workload Norms
- Getting Started with Proctorio
- Teaching Online with Turnitin
- Credo Info Lit
- Unauthorized Peer to Peer File Sharing _ Policy Library
- Export Control _ Policy Library
- Misconduct in Research _ Policy Library

- Research Involving Human Subjects _ Policy Library
- Use of Human Subjects, Animals, Radiation, Chemicals Policy
- First Year Research Experience
- Doctoral Undergraduate Opportunities for Scholarship DUOS
- CAS Deans Scholars
- Center for Psychological Inquiry
- Office of Research for Undergraduates _ Miami University
- Humanities Center
- HCWE Workshops and Programs
- Howe Center for Writing Excellence
- Responsible Use of University Computing Resources _ Policy Library
- ENG 111 Annotated Bibliography Assignment
- ENG 111 Research-Based Proposal Argument
- 2025 Faculty Workload Grid
- Academic Integrity Caseload Report 2023-2024
- Academic Integrity Case Load Report 2020 - 2023

Criterion 2 - Summary

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

Miami upholds a strong commitment to ethical conduct, transparency, and accountability through shared governance, Board of Trustees oversight, and clear policies. It promotes effective communication via digital platforms, publications and participatory events to ensure regulatory compliance and engagement.

A culture of free expression, inquiry, and civic engagement is embedded in its mission, strategic plans, co-curriculum and curriculum. Miami also prioritizes ethical, high-impact research through robust oversight, targeted support mechanisms, and strategic investments, leading to increased research funding and learning.

Sources

There are no sources.

3 - Teaching and Learning for Student Success

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

3.A. Educational Programs

The institution maintains learning goals and outcomes that reflect a level of rigor commensurate with college-level work, including by program level and the content of each of its educational programs.

As is evident in the MiamiTHRIVE's foundational strength of "[undergraduate excellence](#)," a high-quality learning environment is central to Miami's purpose. To advance academic excellence, Miami focused its Quality Initiative Project on "[Optimizing the Academic Program Portfolio](#)."

Program Development & Review

One component of the project was the [Miami Academic Program Incubator \(MAPI\)](#) which is a consultation service for departments considering new academic programs. MAPI aims to incentivize the creation of programs that: advance the University mission; are aligned with faculty expertise; meet student and market needs; and are high-quality and cost-effective. Led by a team of leaders, MAPI offers: data & research; curriculum coaching; opportunity to apply for seed funding; feedback on initial concept & preliminary budget; and research on future curricular trends in the discipline. MAPI uses published frameworks (e.g., [GrayDI](#), [EAB](#), [Lumina Foundation's DQP](#), [AAC&U VALUE rubrics](#)) to provide input on curricular plans (see [sample concept paper](#) and [feedback](#)). Because of this scrutiny, less than 20% of program ideas proposed to MAPI end up being formally proposed.

If the program idea is deemed viable, departments submit proposals for new programs (degrees, majors, minors, and certificates) via a [Curriculum Information Management System \(CIM\)](#). CIM proposal forms include information relating to third-party accreditation, departmental mission, support services, learning outcomes, courses and course sequence, delivery methods, assessment, quality and expectations of faculty, budgetary implications as well as library and other resources (see [sample](#)). These forms are reviewed periodically to ensure that they include needed information and meet HLC and ODHE expectations.

The Office of the Provost maintains a [website](#) for department chairs and curricular leaders that provides definitions, guidance on program and course approval processes, and other curricular aspects. The General Bulletin also provides [basic guidelines](#) for different degree programs and various levels of course numbers.

Proposals for degrees, certificates and majors undergo a rigorous, multi-step [review process](#) that includes: department or program, academic division curriculum committee, university-level curriculum committee (see [Graduate Council](#) and [Council for Undergraduate Curriculum](#) minutes), academic deans, University Senate, and the president. The associate provost reviews all proposals at the initial stage to ensure compliance with federal, regional and state regulations, and the Board of Trustees approves proposals, after all other internal bodies have granted approval (see [policy](#)).

Following internal approval, program proposals are forwarded to ODHE (undergraduate programs) or the Ohio Chancellor's Council on Graduate Studies (graduate programs). In its review, ODHE or CCGS uses the process and criteria for different levels of degree programs articulated in the "[Guidelines and](#)

[Procedures for Academic Program Review](#),” including posting proposals for public scrutiny before final approval from the Chancellor (see [sample proposal](#) and [ODHE review](#) evidence).

[Learning outcomes for each approved program](#) are posted on the Consumer Information and department websites. Program and course outcomes are available in CIM; plans are underway to include them in the General Bulletin.

Finally, a number of academic programs undergo regular disciplinary [accreditation reviews](#) to ensure that they are meeting rigorous quality standards.

Course Approval & Review

Individual courses also undergo a [multi-level review process](#) via CIM that includes department, division, dean, and University Senate. New and revised courses undergo an initial review by the associate provost to ensure compliance with regulations and to assess whether the proposed course unnecessarily duplicates an existing course. General education courses and their course content and outcomes are also reviewed by Liberal Education Council.

Courses are subject to various guidelines and processes:

- [Accelerated delivery courses](#) (e.g., winter, summer, sprint) must adhere to federal and Miami guidelines to ensure that the outcomes and quality of the course offered in a compressed format are similar to those offered in the same course across an entire semester. Faculty must seek approval from their department chair and dean to offer courses during the winter and summer terms.
- [MP courses](#) are reviewed for specific learning outcomes by the [Liberal Education Council](#) ([sample minutes](#)).
- [Honors courses](#) also are reviewed for specific criteria and approved by the [Honors College Advisory Committee](#).
- Graduate curricula are reviewed by the [Graduate Council](#) using [guidelines for graduate learning outcomes](#).
- [International/study abroad workshops and travel programs](#) are reviewed for best practices by Global Initiatives staff. See [travel](#), [workshop](#), [faculty](#), [communications](#) guidelines and [proposal form](#).
- [Multi-sectioned course guidelines](#)
- Courses for fully online programs are collaboratively developed, monitored for regulatory compliance, and reviewed by the Miami Online staff using a scorecard based on the [Quality Matters Higher Education Rubric](#) along with the [Online Learning Consortium OSCQR process](#). Every course that receives Miami Online's support has scored 85 percent or higher, surpassing expectations set by industry peers. Faculty engaging with Miami Online complete the Course Development Agreement which indicates that a course must meet or surpass quality standard expectations. If an online class does not meet these standards, it is not authorized for use in a Miami Online program. Miami has conducted studies in [2023](#) and [2025](#) comparing full semester versus accelerated courses to ensure quality consistency and is taking steps to address findings in the latest report.

- [Guidelines for courses offered off-site at approved additional locations](#) are in place to ensure consistency in quality. The guidelines for off-site and CCP courses articulate clear qualifications required for the instructors and ensure close supervision by the home department.

Over 300 introductory Miami courses have been approved by statewide ODHE disciplinary-based faculty review panels to meet outcomes of the “[Transfer Assurance Guides](#),” “[Career Technical Assurance Guides](#),” or the “[Ohio Transfer 36](#).” This approval process ensures that courses are advancing appropriate outcomes in the field and also enables the automatic transfer of course credit within the State of Ohio System for general education and other degree requirements. Miami participates in the [ODHE Guaranteed Transfer Pathways project](#) which has common degree pathways in over 70 academic areas across all Ohio public institutions ([sample](#)). Miami has a strong reputation across the state for advancing transfer enrollment and success (see [OATN newsletter](#) interview).

Miami participates in Ohio’s [College Credit Plus \(CCP\) Program](#) which enables eligible students who are enrolled in Ohio middle and high schools (grades 7-12) to earn high school and college credit simultaneously. Approximately 700 CCP students enroll in Miami courses annually. All but a few CCP courses are offered by Miami faculty on one of Miami’s campuses. Guided by a [College Credit Plus Committee](#) which is chaired by an associate provost, Miami has developed and implements [guidelines for CCP courses](#) offered at high schools or career technical centers to ensure consistency across locations and instructors.

Additional Quality Measures

From 2020-2024, and as an outgrowth of the prior strategic plan, Miami completed the [Academic Prioritization, Evaluation & Improvement project](#) which entailed a review of all academic degree programs at the undergraduate and graduate level, ratings by academic deans, and curricular plans for improvement or elimination ([summary](#)). Beginning in 2024, academic departments will undergo a [review](#) every 6 years (described in 3F) which includes curricular review for relevancy, rigor, and currency.

Miami’s degree programs are shaped by national standards, employer input, and best practices. Academic divisions have external advisory boards, and almost all departments have an advisory group to ensure that their degrees meet employer needs. For example, the Business Advisory Council was instrumental in shaping the revision of the first-year integrative core curriculum to advance outcomes related to effective communication, data-informed decision making, creative thinking and teamwork. The College of Engineering & Computing Advisory Boards have provided significant feedback on curricular ideas (see [responses to program idea](#)). The College of Arts & Science has partnered with the Center for Career Exploration & Success to advance [career development across its curriculum](#).

Miami participates in several national [surveys](#) (e.g., National Survey of Student Engagement, HERI Faculty Survey) that allow comparisons with benchmark institutions, including insight into the level of faculty-student engagement, perceptions about classroom and other types of learning, and the quality and rigor of academic learning. In the [2023 NSSE](#), Miami seniors, compared to students at peer institutions (same Carnegie Class), were more likely to report forming a new idea or understanding from various pieces of information, using numerical information to examine a real-world problem, evaluating

a point of view or information source, and collaborating with others in their learning process. Miami students also reported higher levels of student-faculty interaction and were more satisfied with faculty interactions than were their peers.

In addition to instituting quality controls, Miami aims to meet the future needs of our students. To address the changing employment landscape, Miami has developed new programs in the past five years focusing on applied mathematics, artificial intelligence, clinical engineering, cybersecurity, data analytics, physician associate studies, real estate, robotics engineering, and quantum computing.

In collaboration with deans and department chairs, the provost and other leaders from Enrollment Management & Student Success regularly use various tools, such as the Business Intelligence Toolt, [Gray DI Enroll Predict](#) (see [sample](#)), and EAB research (see [sample](#)), to analyze program enrollment trends and then reconfigure curricular offerings. These tools and analyses not only help shape divisional hiring plans for instructional staff, but they also provide data to revise curricula that better ensure strong enrollment patterns and timely college completion.

To further ensure our curricula is kept fresh, Miami raised the threshold for low-enrolled undergraduate course sections from 12 to 15 in 2024. Seven students must be enrolled in a graduate course section. We also have a [policy](#) for deleting minors and certificates with a five-year history of low or no enrollments (see [course](#) and [program](#) delete notifications) and employ the [PAVER \(Policy And Validation Effectiveness Report\) tool](#) which helps to maximize student class selection and efficiencies.

Finally, Miami submits a report to the Board of Trustees and the ODHE every three years that includes a careful review of low-enrolled programs and courses so that departments can delete outdated courses and programs and update continuing ones (see [2022](#) and [2025](#) report). The Graduate School submits an [annual report to the CCGS](#), which includes information about program reviews, new sites, and revised programs.

These steps have resulted in a substantial reduction in under-enrolled courses and sections. For example, from Fall 2020 until Spring 2024, 1,477 courses were eliminated, and 391 new courses were approved leading to a total net loss of 1,086 courses. It also resulted in the elimination of over 70 academic programs between 2020 and 2024.

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- Honors Course Proposal Process
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- Graduate Learning Outcomes Guidelines
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- CCGS_Annual Report - Miami U 2024
- Course Delete Email Notice
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- Travel Program Communication Guidelines
- Education Abroad Faculty Qualifications Guidelines
- Guidelines on Credit Workshops
- Gray DI Program Evaluation System
- EAB Rightsizing the Academic Program Portfolio Study
- Transfer Assurance Guides
- Career Technical Assurance Guides
- Council of Undergraduate Curriculum Annual Report 2024-2025

3.B. Exercise of Intellectual Inquiry

The institution's educational programs engage students in collecting, analyzing and communicating information; in practicing modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

Miami believes that a liberal education provides the best possible framework for life in a changing world. Toward that end, the university has devoted considerable energy and time to honing the [Miami Plan \(MP\)](#) .

Miami Plan for Liberal Education

The plan was revised in 2015 and 2023. The new plan underwent [multiple revisions](#) – with each version drawing upon feedback from the Miami community, via surveys, open sessions, public presentations, website communications, and divisional and departmental meetings – before being approved.

All undergraduate students complete the MP which totals 42 credits. Grounded in best practices and the NACE Competency Framework, the MP mission “empowers students to creatively transform the future with the tools to question assumptions, design solutions, exchange views with others, and become better global citizens.” Given the mission's emphasis on liberal education, the MP spans all four years of a student's undergraduate education and encompasses these requirements:

- **Perspectives Areas** (39 credits) focus on formal reasoning & communication (9 credits); science & society (12 credits); arts & humanities (6 credits); and global citizenship (12 credits).

- **Signature Inquiry** (9 credits; also count for Perspectives areas) feature interdisciplinary topics and innovative pedagogy, focusing on one of several topic areas: sustainability & resilience; power, justice & social change; technology, information & society; creativity, storytelling & design; and global health & wellness.
- **Knowledge-in-Action** (3 credits) includes a senior capstone course and experiential learning

All MP courses advance Four Pillars of Learning: critical & integrative thinking; innovation & collaboration; communication & expression; and civic-mindedness and social engagement as well as a set of specific learning outcomes for each MP requirement. When a course is proposed for the MP, the faculty must submit: syllabus with a weekly schedule, detailed explanations of how the course advances the Pillars and appropriate outcomes; and assessment examples (see [sample](#)).

Many MP outcomes promote the objectives embedded in 3B. Examples include:

- “Investigate human behavior, social relationships, and/or the interactions of people with their cultural, social, and political environments” (Social Science)
- “Apply scientific methods of inquiry appropriate to the discipline to gather data and draw evidence-based conclusions” (Natural Science)
- “Investigate through active, engaged, or authentic learning that applies knowledge and identifies problems that affect people or the world around us” (Signature Inquiry)

The Knowledge in Action requirement includes an experiential learning requirement which advances hands-on, integrative and lifelong learning and a capstone course that features a substantial project which encourages students to address a real-world problem, integrate knowledge gained throughout their undergraduate experience, conduct inquiry, and engage in written communication and critical thinking.

Almost 100 courses approved for the MP have also been approved for [Ohio Transfer 36](#). OT36 courses are reviewed by a statewide faculty panel to ensure that they meet [outcomes](#) for that component of OT36 (which are similar to MP outcomes). Faculty submit an explanation of how the course meets OT36 outcomes (see [sample](#)), a syllabus, and sample assignments.

As discussed in 3E, the Miami Plan is [assessed](#) using both direct and indirect measures (assessment of student work, syllabi review, standardized survey, and proposal review) to ensure that students are developing transferable skills, engaging in inquiry and communicating ideas. Assessment data are compiled into an annual report and analyzed by the Liberal Education Council (LEC) (see [2023](#) and [2024](#) reports). Using assessment data, improvements are made to the plan’s goals and criteria, faculty development programs, or assessment processes to ensure a high-quality liberal education program.

New MP courses undergo [review and approval](#) by LEC. If a proposal is deemed insufficient, LEC provides professional development or consultation to help the faculty align the course with expectations, and the Liberal Education website also includes tips and guidelines for course design.

Prior to the launch of the new MP, the Office of Liberal Education developed a [faculty fellows program](#). Fellows serve as MP ambassadors to their department and division, receive training on analyzing programs' curricular ecologies, and offer guidance on updating and developing MP courses.

Since 2023, the Office of Liberal Education has implemented two additional faculty development programs:

- [Miami Plan Innovation Lab](#) where teams of faculty come together to design innovative courses that meet Miami Plan requirements; and
- [Curricular Ecologies Learning Lab](#) where chairs and curricular leaders in departments receive consultation on streamlining their curriculum, identifying appropriate courses for inclusion in the MP, generating ideas for course revisions to align with MP expectations, and exploring possible collaborations with other departments.

Additional Support for Inquiry

The College of Arts & Science (CAS) also has a set of [divisional requirements](#), many of which overlap with the Miami Plan requirements. Requirements that are unique to the CAS include foreign language, quantitative literacy, as well as additional natural science credits. The Honors College [requires](#) its students to complete a major senior inquiry [project](#).

In addition to the MP, Miami ensures that students engage in creative and scholarly inquiry through:

- [Department Planning & Improvement](#) process in which the department must report – and is evaluated – on ways that it advances research and inquiry in their programs, including a list of student research outcomes (see [self-assessment template](#));
- Student research opportunities, such as an [undergraduate research forum](#) coordinated by the Office of Research for Undergraduates (see 3E and [report](#));
- [Writing Across the Curriculum programs](#), including a [Faculty Fellows Program](#), [disciplinary writing guides](#), [workshops](#), resources and award offered through the Howe Center for Writing Excellence (see [report](#));
- Support for graduate student research through [graduate assistantships & scholarships](#), [thesis and dissertation funds](#), a [graduate research forum](#), [graduate student development series](#), [three-minute thesis competition](#), and [graduate student achievement awards](#).

Faculty and student collaborative scholarship is also incorporated in annual performance evaluations as well as the tenure and promotion review of faculty.

Outcomes

Each year, more than [2,500 undergraduates](#) work with professors on funded research, many beginning in their first year. Approximately 32% of Miami seniors reported in 2023 (NSSE) that they have worked on a research project with a faculty member; and 68% worked on a culminating senior learning experience guided by a faculty member. Miami graduates have secured a number of [external scholarships and fellowships](#).

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- Three Minute Thesis
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- HCWE Assessment Report 2024
- ORU Annual Report 2024
- Honors College Academic Requirements

3.C. Sufficiency of Faculty and Staff

The institution has the faculty and staff needed for effective, high-quality programs and student services.

Miami University places a premium on faculty-student interaction. Its student-to-faculty ratio is 15 to 1, with 69.8% of undergraduate courses enrolling fewer than 30 students. Faculty (not graduate students) teach 96% of undergraduate credit hours.

Quality of Faculty

To further ensure the quality of its learning environment, Miami has two types of continuing instructional staff: tenurable faculty and teaching faculty (which are called “TCPL” and includes teaching assistant, associate and full professors as well as assistant, associate and senior lecturers or clinical faculty); and there are clear academic credentials for appointment, evaluation and promotion for all ranks (see “[Definitions](#)” for Tenure-Eligible Faculty and “[TCPL Faculty](#)”). Faculty titles are based upon academic credentials and promotion level. For TCPL faculty, the University has [guidelines for promotion](#), a [professional development plan](#), and [opportunities for mentoring](#). The University offers workshops for [tenure-eligible faculty on promotion](#) each year and provides guidance relating to [promotion](#) and [mentoring](#); similar workshops are offered for [promotion of TCPL faculty](#).

Nearly 97% of tenure-track and tenured professors hold an earned doctorate or other terminal degree from an accredited college or university and meet criteria related to teaching, research, service, and collegiality. Teaching faculty must hold at least a master’s degree or its equivalent from an accredited institution; however, nearly 91% of tenured, tenure-track and teaching faculty on all campuses hold terminal degrees.

To align hiring practices with federal faculty qualifications regulations, the Office of the Provost developed [guidelines relating to faculty qualifications](#) which were approved by academic deans and shared with all department chairs in 2017-2018. Faculty in tenure-eligible ranks should typically hold an earned doctorate or terminal degree in the field in which they will be teaching (see [policy](#)). For faculty appointed to the ranks of [TCPL faculty](#), [instructors](#), as well as [Visiting Assistant Professors \(VAP\)](#), a master’s degree or higher, or the equivalent serves as the standard acceptable faculty credential.

[Tested experience criteria](#) may be developed and used for part-time faculty and, in rare situations, for tenure-eligible, teaching and visiting faculty who exclusively teach undergraduate courses in highly applied or highly skilled professional disciplines. For teaching and visiting faculty, the minimum threshold to teach such courses is a bachelor’s degree plus at least five years of applied experience or equivalent certification or licensure in the field that clearly relates to the learning outcomes of the courses being taught along with a demonstration of teaching excellence. For tenure-eligible faculty, the threshold is a master’s degree plus five years of applied experience.

Departments wishing to use tested experience criteria for hiring instructional staff have developed [metrics](#) that articulate the degrees and applied experience needed. These metrics are approved by the dean and provost and kept on file in the Office of Provost. The Office of the Provost uses the guidelines and departmental metrics to review the credentials of instructional staff each year (see [2024](#) and 2025 reports). Faculty who do not meet the criteria set forth in these criteria are not hired or renewed.

All faculty teaching at the master’s or doctoral level must have [graduate faculty standing](#). Faculty apply to the graduate school to obtain graduate faculty standing and must satisfy specific criteria. To receive graduate standing, faculty must be nominated by their department chair, approved by their respective academic dean and then by the dean of the Graduate School using clearly specified criteria. Level C faculty are part-time faculty with appropriate expertise and credentials to teach graduate courses. Level A and B faculty may instruct graduate credit courses and serve on graduate committees; however, only

faculty with Level A standing may serve as thesis or dissertation directors. Level A faculty must hold a tenure-eligible or tenured position and remain active scholars. Level B and C faculty must have an approved terminal degree in the discipline or a master's degree plus five years of significant and relevant experience.

[Program accreditation](#) also ensures that faculty qualifications meet disciplinary standards. For example, the Farmer School of Business follows [AACSB guidelines](#) (see [report](#)), and the College of Engineering & Computing follows [ABET guidelines](#) (see [report](#)).

Instructional staff appointments are approved via an online workflow system by the department, dean, and provost; and other staff appointments are approved by the supervisor, dean (if applicable), and appropriate vice president (see [faculty](#) and [staff](#) search & appointment procedures). Recruitment plans, advertisements, the applicant data collection process, and the selection process are carefully screened by the Office of Equity and Equal Opportunity as well as the Department of Human Resources or the Academic Personnel Office to ensure consistency, clarity, fairness, and alignment with university priorities. Criminal background checks and degree verifications are conducted on any candidate for employment. Miami also has established [guidelines for dual enrollment \(College Credit Plus\)](#) to ensure the quality of offerings and instructional staff.

A [list of instructional staff](#) and their credentials is available on departmental websites ([sample](#)) and on the Consumer Information website.

Faculty Involvement in Curriculum

All [courses](#) and [academic programs](#) undergo a multi-step approval process involving faculty at the departmental, divisional, and university levels (see sample [deans agenda](#)). As stipulated in the enabling act, University Senate (which includes faculty from all divisions) has the “responsibility for curriculum, programs, and course offerings.”

As the Miami Plan was being revised, the director of liberal education presented regularly to University Senate to gain feedback and made revisions accordingly (see [February 22, 2021](#), [April 19, 2021](#), and [September 25, 2023](#) agendas). Open meetings, an interactive website, a faculty survey, and a departmental survey were conducted to gain additional broad input (see [process summary](#)).

Each time a new academic program is proposed, the proposer makes a presentation to (and receives approval from) University Senate (see [example](#)). Senate also approves all new courses as well as significantly revised courses and programs.

The [ODHE](#) also carefully reviews all new programs and programs that are significantly revised. It also requires Ohio public higher education institutions to comply with curricular initiatives at the course and program level to ensure meaningful transfer of credit throughout the state of Ohio. All courses that are transferable undergo review by disciplinary statewide faculty review panels, and numerous Miami faculty are members of these panels (see [list](#)).

[Grading guidelines](#) are articulated in the policy library; any changes to these guidelines must be approved by University Senate. As stipulated in the [Statement of Essential Teaching Practices](#), instructors are obligated to articulate grading and assessment criteria on syllabi, and [syllabus guidelines](#) which include information on grading and assessment are available to faculty on the provost's website. The [Center for Teaching Excellence \(CTE\)](#) has a range of assessment resources, including [mid-course evaluation tools](#), [hundreds of books and journal articles](#) as well as [workshops](#) on grading, assessment, and testing strategies (see [report](#)).

Faculty are involved in all stages of [student learning outcomes assessment](#). Departments are required to develop outcomes, assessment plans, and annual assessment reports for their graduate and undergraduate degree programs. All departments appoint at least one faculty member to serve as an assessment coordinator who oversees the department's assessment activity, including working with colleagues to create outcomes, plans, and reports and then using assessment data to guide program improvement. See 3E for more details.

Evaluation of Faculty

All Miami employees undergo an annual evaluation which includes a measurable professional plan (see policies for [hourly staff](#), [probationary faculty](#), and [other faculty](#)). The Office of the Provost [website](#) and the [Policy Library](#) articulate a detailed process and expectations for promotion and tenure, including “high-quality teaching and academic advising” which involves “integrating new developments in the field and new methods of instruction” and “maintenance for regularly scheduled office hours and an interest in students indicated by availability for conferences, or one-to-one contact. Tenure-track and tenured faculty should also produce “research, scholarly and/or creative achievement of high quality and its prospective continuation.” Faculty submit annual performance reports and are evaluated based in part on research criteria.

To further ensure the quality of faculty in delivering rigorous learning experiences, the [annual activity report](#) and [promotion dossier](#) require tenure-track and teaching faculty to demonstrate high quality teaching through multiple measures of teaching effectiveness such as [course evaluations](#), [peer reviews](#), [mid-course evaluations](#), and [teaching portfolios](#), and they are also expected to participate in teaching development programs.

Faculty Development

Professional faculty development is provided through programming offered by [CTE](#), the [Center for Teaching & Learning \(Regionals\)](#), the [Howe Center for Writing Excellence](#), [Miami Online](#), [Office of Liberal Education](#), [Humanities Center](#), [Office of Transformational & Inclusive Excellence](#), and other Miami divisions, offices, and centers. New faculty participate in a [multi-day orientation](#) sponsored by the Office of the Provost.

Tenured and tenure-eligible faculty may also apply for on or off-campus [Assigned Research Appointments](#) and [Faculty Improvement Leaves](#) which enable faculty to engage in disciplinary or pedagogical research and development. A total of 46 faculty took an ARA or FIL in the past

year. Funds are also available for conferences, [research-related travel](#), and other related expenses. The Office of Research & Innovation regularly offers research-oriented workshops and support for grants and other research activity.

Miami policy stipulates that instructional staff must establish and maintain regular [office hours](#), and office hours should be articulated on course syllabi, reported to department chairs, and posted publicly.

The Department of Human Resources provides opportunities for [leadership development](#) of staff and faculty, including a supervisor development series, topical workshops, and [job enrichment program](#). AccessMU in IT Services offers faculty consultation on making course materials accessible and sponsors an [annual symposium](#) (see [report](#)). Faculty and staff are also entitled to an [employee tuition fee waiver](#) to pursue courses and academic programs to further their professional and personal growth. 995 faculty and 397 staff used this benefit in the past year.

University-wide leadership development is offered through the [Mid-American Conference Academic Leadership Development Program](#) (which is a year-long, cohort-based program that includes all MAC schools) as well as the [Provost Faculty Fellows Program](#) offered by the Office of the Provost. Miami is also a member of the [National Center for Faculty Development and Diversity](#) which provides faculty development resources and programming.

Staff Development

Specialized professional development resources are provided for student life staff. As a part of the annual evaluation in the Division of Student Life, staff members identify local, regional, and national conferences, webinars, on and off campus trainings, or readings that can contribute to their professional development. Each unit submits an annual report describing its activities, including a comprehensive list of the staff's professional development activities ([sample](#)). On campus, the full division meets twice a year for professional and staff development activities. Additionally, the division has a [professional development committee](#) that organizes activities, speakers, and training throughout the year for any member of the division who wishes to participate.

The Division of Enrollment Management and Student Success provides staff on-campus (workshops, training programs) and off-campus (conferences or meetings of professional organizations or vendors such as Ohio Bursar's Association, NACUBO, College Board) development opportunities.

University Libraries staff must meet a set of personal and professional competencies and receive ongoing professional development through conferences, publications, workshops, and on-campus training (see [guide](#)).

IT staff development is tied closely to its intensive performance assessment process which includes quarterly meetings with a supervisor, an evaluation process, a review of goals, and completion of the university-based assessment form. IT managers make annual requests for funding for staff development based on the needs identified during goal setting. These expenses include onsite and offsite training and professional conferences, certification training, exams and renewals, memberships in professional organizations as well as training offered by Human Resources.

Academic advisors complete a [six-part training](#) that includes both in-person and online modules, focusing on Miami's advising philosophy, policies and procedures, general education and University requirements, special advising situations (financial aid, career development, study abroad - see [sample module](#)) and working with special populations of students (students with disabilities, transfer students, international students, etc.). The Undergraduate Academic Advising Council oversees assessment of academic advising and submits an [annual report](#).

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- Graduate Faculty Standing Eligibility
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- Miami Online Home Page
- Office of Transformational Inclusive Excellence Faculty Resources
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- Sample Advisor Training Module - Mental Health
- CTE Library
- Academic Program Approval ODHE
- Academic Deans' Meeting Agenda with Sample Curricular Items
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- TCPL Qualifications Criteria Policy Library
- Sample Student Life Assessment Report

- Global Travel Fund
- MULibraries Professional Development Guide Excerpt
- FSB AACSB Peer Review Report (Accreditation)
- IT Symposium Report

3.D. Support for Student Learning and Resources for Teaching

The institution provides student support services that address the needs of its student populations, as well as the teaching resources and infrastructure necessary for student success.

The [mission](#) of the university asserts: “Miami University is a student-centered, public university . . . Leading with integrity, compassion, and respect, we pursue growth and excellence in a transformative learning environment. We embrace a holistic and personalized approach to education . . . to empower lifelong learners who use leadership, creativity, and innovation to shape the future.” To promote this mission, a robust set of student support services is available.

Student Support

In 2022, Miami launched the [Early College Academy](#) which enables cohorts of high school students in their junior year to enroll in a minimum of 15 credit hours (per semester) for four semesters and earn an associate degree. The high school provides transportation and associated fees for Academy participants such as tuition and books.

Once students have been admitted, Miami offers a [multi-step orientation program](#) to all incoming students on the Oxford campus that follows the PATHS framework which encourages students to consider their own and other Perspectives; Ask questions about new ideas and topics as well as for support; explore what Thriving at Miami would mean; develop strong Habits of mind and behavior; and Spark new interests.

Orientation features both online and in-person experiences including a two-day orientation program on campus. It includes group sessions on college success topics (e.g., health and wellness, personal development, academic integrity, community expectations and campus resources) as well as academic advising by faculty and professional staff to assist with decisions about degree paths, academic opportunities, and courses. Additionally, orientation contains educational components for parents/families on key transitional issues. Before and after the orientation, students complete online educational modules that provide information about support programs and resources and address high-risk alcohol use as well as sexual and interpersonal violence and Title IX issues. On the regional campuses, all incoming students participate in a similar [SOAR](#) (student orientation, advising, and registration) program which is a hybrid program and facilitates a seamless transition to academic and student support systems. Surveys are conducted following the orientation to gather input for improvement.

Additional orientation programs are offered to [international](#) and [transfer](#) students on each campus each semester.

To get students off to a strong start, Miami offers early arrival programs, called [Miami Bound](#) programs, that include [MADE at Miami](#) as well as [HawkFit](#), [Discovery Bound](#), and [LSAMP](#).

Appropriate course placement is assured through [placement guides](#) as well as online examinations in [mathematics](#), [foreign language](#) and other subjects which students complete prior to summer orientation so that they can plan their schedule appropriately with their advisor.

Miami also awards course credit for students who earn particular scores on [Advanced Placement](#), [College Level Examination Program](#), and [International Baccalaureate](#) examinations. AP, IB and CLEP course credits are awarded based upon guidelines mandated by the Ohio Department of Higher Education.

Once the semester begins, students may utilize a wealth of support services suited to their needs:

- [First-Year Experience Courses](#) which are taught by faculty and Student Life staff (with master's degrees) and designed to systematically expose students to resources available to assist in their educational journey (see [report](#)).
- [Office of the Dean of Students](#) offers comprehensive resources to support students' intellectual growth, personal development and well-being, including assisting students through crises.
- [Orientation and Transition Programs](#) coordinates [Welcome Weekend and First 50 Days](#) – as well as an extended calendar of programming for the first half of the fall semester.
- [One-Stop Services](#) integrates the front-facing functions of the bursar, registrar, and student financial assistance to virtualize and provide services on a 24/7 basis.
- [Rinella Learning Center](#) (Oxford) offers tutoring, supplemental instruction, exam proctoring and academic coaching with learning specialists at no charge to students. Individualized support is also offered to students with learning disabilities or are at higher risk for attrition.
- [Global Initiatives](#) provides advising and support for international students, including visa and immigration information, orientation, newsletter, peer mentoring, and other resources.
- [Miller Center for Student Disability Services](#) provides reasonable accommodations and resources to ensure students with disabilities have equal access to university life.
- [Student Counseling Service](#) provides individual and group counseling appointments as well as workshops to promote healthy personal and psychological functioning. It also offers emergency assistance and drug and alcohol abuse treatment.
- [Student Health Services](#), operated in partnership with Tri-Health, supports students' health needs, including general medicine as well as psychiatry, injury care, immunization, gynecology, and physical therapy.
- [Student Success Center](#) focuses on increasing student persistence to graduation by assisting students navigating University policies and procedures and offering programs (e.g., Exploratory Studies) for students at risk of attrition.
- [Office of Residence Life](#) creates a safe and engaging residential community with ongoing educational and social programming for more than half of the undergraduate population.
- [Center for Career Exploration & Success](#) (Oxford) offers workshops, individualized consultations, and proactive career support.

- [Howe Center for Writing Excellence](#) provides consultations, workshops, and other programs to improve student writing and writing instruction.
- [Center for Student Diversity & Inclusion](#) offers programs and activities designed to enhance the academic success, retention, and personal development of diverse student populations, including LGBTQ+.
- [Office of Parent and Family Programs](#) offers programs, webinars, and e-newsletters to work in partnership with parents to support their students' success.
- Several other offices within Student Life feature educational and support programs and services to facilitate student engagement and success, such as the [Armstrong Student Center](#), [Student Activities](#) and the [Cliff Alexander Office of Fraternity and Sorority Life](#), the [Wilks Institute for Leadership & Service](#), and [Student Wellness](#).
- Support Services on the Regional Campuses include an [advising center](#), [tutoring and learning center](#), [counseling services](#), [veterans center](#), [multicultural services](#), and [career services](#).

Miami also has programs and forms for support for certain populations of students who are statistically at a higher risk of attrition: [National Pathways Program](#), [Rinella Academy](#), [GradU8 Scholars](#), [Bridges Scholars](#), [Exploratory Studies](#), [Miami Access Fellows](#), [American Culture & English Program](#), and support for student-athletes.

Since the last assurance review, additional activities have been implemented to provide enhanced support for international students, including a [new student center](#), [peer mentoring program](#), [friendship programs](#), and the [English Language Learner Writing Center](#).

All academic support units and units in the Division of Student Life conduct regular assessment of their services and submit annual reports to ensure that they are meeting the needs of students (see 3E and [sample](#)). For example, Residence Life conducts an annual surveys of students and uses data to generate improvement ([report](#)) and Orientation & Transitions also conducts [assessment](#) of students and orientation leaders.

Academic Advising

Miami features a university-wide academic advising approach that includes a [shared advising philosophy and outcomes](#). Upon matriculation, students who have declared a major are assigned an academic advisor in the department or division of their major; [exploratory studies](#) students are assigned a student success navigator in the [Student Success Center](#). Once they identify a primary major, they are assigned a [faculty or professional staff advisor](#) in the department or division of the major.

All advisors undergo [training](#) offered in a hybrid delivery mode, via the Learning Management System. The training addresses the following topics:

- Miami's Advising Philosophy & Outcomes
- Miami's Curriculum (Miami Plan & Divisional Requirements)
- Advising Resources
- Advising Policies & Procedures
- Advising Tools (Navigate, Degree Audit Report)

- Advising Conversations (First to Senior Year)
- Special Topics (Financial Aid, Career Development, Study Abroad, Mental Health)
- Advising Special Populations of Students (Student-Athletes, High-Ability Students, Transfer Students, Relocation Students, Students with Financial Need, Students with Academic Need, LGBTQ Students, Students of Diverse Racial & Ethnic Identities, etc.)

Advisors can attain four levels of achievement which are recognized at an annual reception hosted by the provost. The Undergraduate Academic Advising Council, which oversees the advising system and training, conducts annual assessment on academic advising (see [annual report](#)) and uses assessment data for improvement. To date, 314 advisors have completed all six training modules.

Additionally, advising tools are in place to advance student transition and success. The [Degree Audit Report \(DAR\)](#) displays the student's completed course work and current registration matched with degree requirements of the student's declared major(s) and minor(s); it identifies deficiencies and lists courses to satisfy specific requirements. Students also may access the "What-If DAR" to explore new degree paths. In 2017, Miami launched the Education Advisory Board's [Navigate](#) across all campuses. This tool provides analytics and predictive modeling to generate risk assessments for each Miami student; easily accessible dashboards for advisors; research on best practices in college completion; peer benchmarking; and consulting support. It also enables early alerts, communications from advisors to advisees, and note-taking on advising sessions.

The [Miami University Academic Support & Advising Association](#) offers monthly workshops, an annual symposium, advisor recognition events, and other communications for all advisors and support staff.

Infrastructure

Miami University Libraries (MUL) are foundational to supporting learning and teaching. It houses over 4 million books and journals and provides library instruction to approximately 20,000 participants each year. Miami has two libraries on the Oxford campus and a library on the Hamilton and Middletown campuses as well as access to library resources at MUDEC and the VOALC. MUL also maintains an off-site storage facility on the Middletown campus (created in partnership with the University of Cincinnati, Wright State University, and Central State University). MUL provides research assistance, extended hours access, open access publishing, study and meeting space, a café, and several premier learning centers including the [Create+Innovate MakerSpace](#) and partnerships with the [Howe Writing Center](#), and the [Office of Research for Undergraduates](#). MUL is guided by a robust, ongoing, and data-driven strategic planning process (see [Catalyst](#)) to ensure quality and also engages in ongoing assessment (see [report](#)).

The IT Services division (ITS) provides the underlying technology to support student learning and effective teaching. ITS supports systems and integrations used in the delivery of courses such as the Google Apps for Education platform, the Canvas learning management system, and classroom technology, and provides direct support for student technology needs via our online IT Help support desk and our in-person Tech Support Lounge. Miami has a fully redundant 100 Gigabit connection to Ohio's public network provider; OARNet with high speed connectivity to critical cloud providers, and campus-wide wireless and 10 gigabit networks for both University and residential use. ITS supports

Miami's on-premise high performance computing (HPC) cluster and facilitates access to both the Ohio Supercomputer Center and to on-demand high performance computing in the Amazon cloud and has partnered across the institution to receive NSF funding for advanced GPU computation capabilities to enhance AI and data-driven courses and research. Our AccessMU center provides and supports accessible technology for students, supporting over 1,100 students per year with over 2,200 individual accommodation requests per semester. ITS support both our new Workday ERP and former ERP, Banner as well as a business intelligence environment to allow access to data and analytics to assist in decision making at Miami. It has also been voted a “[Best Place to Work](#)” for four years in a row.

The university makes sure that it provides the resources necessary to support effective teaching and learning through a campus master plan that includes a long-range master housing plan, utility master plan, landscape master plan, circulation master plan, stormwater management master plan, and master lighting plan. The Space Utilization Group (SUG) includes representation from each vice presidential division and centralizes the assignment and utilization of space to attain the teaching, research, and public service goals of the university. Decisions made by SUG are also guided by departmental and divisional input and needs, Miami policy as well as [standards](#) set forth by the State of Ohio and ODHE. HEI physical structure data are used regularly to compare Miami's usage to peer institutions. In 2021, the University hired Perkins & Will to conduct a [study](#) on classroom usage that has informed our processes since then.

An Academic Space Utilization Subcommittee (which has representation from the Office of the Provost, all academic divisions & physical facilities) was formed in 2021 (see [sample minutes](#)) and has developed a [Learning Management Site](#) that is accessible to all academic leaders and includes principles for academic space utilization and procedures for creating or renovating spaces. It also conducts an [annual inspection tour](#) of instructional spaces using a rubric as a guide. All classrooms are given a red, orange, yellow or green color coding to indicate whether the space needs immediate or future attention; and renovations are made in priority order.

As part of our prior strategic plan, MiamiRISE, Miami constructed two new state-of-the art buildings: [McVey Data Science Building](#) (which houses a cybersecurity lab and XR stage) and [Clinical Health Sciences and Wellness Building](#), and it significantly renovated [University Hall](#) (on Hamilton Campus) which features a simulation education center). Bachelor Hall which will house humanities departments is undergoing extensive [renovation](#) and will be re-opened in 2026. In collaboration with Butler Tech, the [Advanced Manufacturing & Innovation Hub](#) is currently under construction at the Knightsbridge Building on the Hamilton campus and is expected to be ready for use in January 2026. The deans and chairs of the units in the building were integrally involved in the planning and design of the buildings to ensure that the facilities would meet the needs of students.

Miami has research and teaching laboratories for a wide range of fields, including human performance, dietetics, high field magnetic resonance spectroscopy, molecular microspectroscopy, neuromuscular performance, biological anthropology, archaeology, cultural and linguistic anthropology, robotics, rapid prototyping, and nursing.

The information below summarizes Miami's space for laboratories in the 2024-2025 academic year:

Type of Space	Total Number	Total Net Square Feet
Class Laboratories	199	251,475
Class Laboratory Service Areas	201	48,190
Research (Non-Class) Laboratories	293	136,289
Research (Non-Class) Laboratory Service Areas	365	66,678
Open Laboratories	114	45,773
Open Laboratory Service Areas	22	3,889

Please note: “service” areas refer to storage areas, observation rooms, prep areas, etc.

The university has three on-site clinics—a psychology clinic, speech and hearing clinic and student health clinic—located on the Oxford campus. Several programs, such as microbiology, nursing, physician associate and psychology, also utilize clinical practice sites throughout the southwestern Ohio region. Clinical space is summarized below.

Type of Space	Total Number	Total Net Square Feet
Clinic Areas	26	2,854
Clinic Service Areas	19	2,839
Student Health Clinic	30 (plus 13 support spaces)	9,817 (plus 3,912 for support spaces)

Miami features: the [Richard and Carole Cocks Art Museum](#) which is [accredited by the American Alliance of Museums](#) and features a sculpture park, five gallery spaces, and approximately 17,000 works (see [highlights](#)); [McGuffey Museum](#) which exhibits materials relating to life of William Holmes McGuffey, the McGuffey Eclectic Reader series, and the history of Miami University; the [Limper Geology Museum](#) which presents context- and specimen-rich displays centered on fundamental aspects of geology (see [report](#)); and the [Hefner Museum of Natural History](#) which promotes an understanding of nature and the human place in it for K-12 students (see [activities](#)).

The university also has the [Hiestand Galleries](#) for works by students, alumni, faculty, and artists on the national and international scale, along with exhibit spaces in several buildings across various campuses, including MacMillan Hall, Voice of America Learning Center, King Library, and Alumni Hall.

Exhibition space is summarized below.

Type of Space	Total Number	Total Net Square Feet
Exhibition Areas	41	20,789
Exhibition Service Areas	22	9,829

Miami has a range of performance and production spaces on the Oxford and regional campuses, including:

- [Wilks Theatre](#) which is a 500-seat theatre featuring a balcony level and is suited, with its state-of-the art sound and video systems, to host films and artistic talent from students and professionals;
- [Center for Performing Arts](#) which houses most of the production facilities;
- Gates-Abegglen Theatre which is a traditional proscenium theatre that seats 385 patrons and is equipped with a 35 line fly system, hydraulic pit lift, modest wing space, and a Strand 520i light board;
- Sidney W. Souers Recital Hall which is a 150-seat hall and provides an intimate performance space with a green room for the presentation of recitals and chamber ensemble concerts and adjacent audio and recording facilities;
- Hall Auditorium which has a seating capacity of 735, and is the site of the music department's major concerts, as well as many concerts supported by the university's performing arts series and lecture series;
- [Millett Hall](#) which can vary from 2,900 seats to 10,857 for full concerts;
- W. Paul Zimmerman Experimental Theatre (Studio 88) which is the home for student-generated productions, has a flexible seating arrangement, and accommodates up to 150 patrons.

Type of Space	Total Number	Total Net Sq Feet
Auditorium Areas	19	46,905
Auditorium Service Areas	118	42,040

Sources

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- First-Year Orientation Oxford Campus
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- Transfer Student Orientation
- MADE at Miami
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- Discovery Bound
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- Placement Guides
- Language Placement - French
- Math Placement
- Cleveland Clinic Partnership - Quantum Computing
- College Level Examination Program - General Bulletin
- International Baccalaureate - General Bulletin
- First Year Experience
- Dean of Students
- Orientation and Transition Office
- Welcome Week and First 50 Days
- One Stop Home Page
- Rinella Learning Center
- Global Initiatives
- Miller Center Student Disability Services
- Student Counseling Service
- Student Health Services
- Student Success Center
- Office of Residence Life
- Center for Career Exploration and Success
- Howe Center for Writing Excellence
- Center for Student Diversity and Inclusion
- LGBTQ+ Initiatives
- Parent and Family Programs
- Armstrong Student Center
- Cliff Alexander Office of Fraternity and Sorority Life
- Wilks Institute for Leadership and Service
- Student Wellness
- Regionals Academic Advising
- Regionals Tutoring and Learning Center
- Student Counseling Services _ Regionals
- Center for DEI MU Regionals
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- Career Services and Professional Development _ Regionals
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- GradU8 Scholars

- Bridges Scholars
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- University Hall Nursing Facilities
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- McGuffey House and Museum
- Karl E. Limper Geology Museum
- Hefner Museum of Natural History
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- Art Museum Highlights 2024
- Art Museum Accreditation Letter 2022
- Limper Museum Annual Report 2024

3.E. Assessment of Student Learning

The institution improves the quality of educational programs based on its assessment of student learning.

University Level Assessment

Over the past decade, Miami has taken active steps to advance its [university assessment plan](#) and cultivate a culture of assessment of student learning outcomes. The university plan includes assessment of academic degree programs, co-curricular and academic support units, centers and institutes as well as the Miami Plan.

When the 2023 Miami Plan was revised, the redesign committee ensured that all courses advance four “Pillars of Learning” which are outcomes aligned with the [Career Readiness Competencies](#) of the National Association of Colleges & Employers: critical & integrative thinking; communication & expression; collaboration & innovation; and civic-mindedness & social engagement. Additionally, each requirement within the plan has specific learning outcomes.

The [MP assessment plan](#) (overseen by the Liberal Education Council and Miami Assessment Fellows Committee) includes multiple measures: (1) review of course proposals (e.g., syllabus, concrete descriptions of outcomes, and assessments of outcomes); (2) direct assessment of student artifacts from one component of the plan; (3) review of syllabi of already approved courses for various components of the plan; (4) standardized survey data (analysis of relevant NSSE survey questions); and (5) periodic student focus groups. A timeline and rubrics have been created for each component of the MP to be assessed. Rubrics are normed, reviewed and tested by the Assessment Fellows Committee prior to use. Using data collected during the academic year, an annual assessment report is drafted in the summer, finalized by both committees in the following fall semester (see [2023](#) and [2024](#) reports) and then submitted to University Senate consent calendar.

Assessment reports include outcomes to be assessed as well as a summary of the methods, data collection, data analysis, recommendations for improvement based upon data and tracking of improvement strategies implemented in prior years. A summary of the assessment report is posted on the [Liberal Education website](#).

Findings from the 2024 report include:

- Miami students' perceptions of their learning experiences are statistically higher in the following areas (which have been aligned with the four MP Pillars): (1) collaboration & innovation (e.g., asking another student to help you understand course material; explaining course material to other students; working with others on assignments); (2) communication & expression (e.g., giving course presentation); (3) critical & integrative thinking (e.g., forming a new understanding from pieces of information, using numerical information to examine a real-world problem); and (4) civic mindedness & social engagement (e.g., developing a personal code of values or ethics)
- Almost all (49 of 51 assessed) syllabi reviewed in 2024 included an explanation of the Miami Plan, its Pillars or other requirements.
- While most syllabi provided an explanation of the Pillars and/or requirement-specific outcomes, the explanation's connection to actual course activities and assignments was uneven.
- The descriptions of how courses met the Civic Mindedness and Social Engagement Pillar tend to be vague.
- Most capstone courses include an individual or group project that focuses on a significant problem, issue or question and requires students to generate a solution or hypothesis informed by outside sources. Capstone assessment demonstrates that overall, students are able to communicate ideas clearly. However, some capstone assignment prompts are vague, brief and open-ended.
- Almost all capstone projects require outside sources, but 20% of students do not always provide a works cited list or cite sources appropriately.

Using the findings, Liberal Education Council identified and is implementing the following strategies for improvement:

- Remind faculty teaching MP courses to include in their syllabi an explanation of the Pillars and the requirement-specific outcomes and how they are advanced. Share sample syllabi and assignments.
- Work with CTE to provide resources and programs for faculty on promoting the four pillars (particularly Civic Mindedness & Social Engagement and the Collaboration & Innovation Pillars).
- Offer workshops with: (1) the Howe Center for Writing Excellence & University Libraries on developing [Miami Plan-aligned assignment prompts](#) which also invite interdisciplinary inquiry and diverse source engagement, and (2) the Office of Academic Integrity to integrate opportunities for students to engage support in identifying and using information sources responsibly and appropriately.

Departmental Level Assessment

Miami also conducts full-cycle assessment for each academic program. Departments appoint a coordinator or committee to coordinate assessment activity for the department's degrees, majors or free-standing certificates. Departmental assessment committees or liaisons are provided support (described below).

An [assessment plan](#) is required for each program which includes multiple measures of assessment for at least three student learning outcomes, with at least one of the measures being direct. Once the plan is created, the program follows a two-year reporting cycle. [Year 1 assessment reports](#) focus on refining the outcomes and measures and reporting on data collection in the last year. [Year 2 assessment reports](#) focus on “closing the loop” with further data collection, data analysis, identification of strategies for improvement of teaching and learning, and reflection on strategies implemented previously. After the two years, the program can either revise and submit a new assessment plan or submit a Year 1 assessment report. Coordinators gather and share data with their faculty colleagues and work with them to identify improvements. In the past two years, the Committee instituted a new requirement for co-majors (which are “second majors” that can only be pursued in tandem with a primary major) to follow the same assessment process as majors and free-standing certificates.

Department coordinators are provided templates for plans and reports as well as a host of sample plans and reports, guidelines and resources via the Learning Management System [<https://miamioh.instructure.com/courses/26341>]. Rather than require departments to use a prescribed set of rubrics and processes, each department is encouraged to identify outcomes and assessment measures that are authentic to the discipline and that are meaningful and efficient. Annual feedback and one-on-one consultations are provided to coordinators to assist them in developing plans and reports and continuing to deepen their assessment work. A [rubric](#) is used to ensure consistency in the feedback offered on reports and plans. When a program receives a low score on the rubric, the associate provost reaches out to the assessment coordinator and their chair and schedules a one-on-one meeting to formulate steps for improvement. She also meets individually with new assessment coordinators to ensure that they understand the expectations. Finally, assessment coordinators are encouraged to contact the associate provost or members of the Assessment Fellows Committee anytime they need assistance.

All programs (total of 198 majors and free-standing certificates) submit either a plan or report each year. Examples of assessment reports and feedback:

- Computer Science, M [Report](#) and [Feedback](#)
- Criminal Justice BS & AAS [Plan](#) and [Feedback](#)
- Microbiology BS & BS [Report](#) and [Feedback](#)

Our compliance rate on submissions is high; in 2024, for example, 100% of these programs submitted either a report or plan.

The associate provost sends out [reminders](#) to assessment coordinators and chairs multiple times a year to ensure compliance. She also maintains an online filing system ([Google Drive](#)) for assessment plans and reports with a dashboard (spreadsheet) for tracking progress.

Not only do departments receive annual feedback from the Council, but they also report on their general assessment activity as part of the Department Planning & Improvement process (see [DPI Self-Assessment Template](#)).

Assessment of Co-Curricular and Academic Support Units

High quality academic programs can only be possible with a vibrant co-curriculum and appropriate forms of support that advance learning outside of the classroom, such as libraries, undergraduate research, and tutoring centers. These learning opportunities are typically overseen by units in Academic Affairs, Student Life or Enrollment Management & Student Success, and each is required to engage in assessment activities to advance continuous improvement.

Since 2018, the University Assessment Fellows Council has required academic support units to create annual assessment reports that include:

- At least three concrete goals or objectives for the unit;
- Method for assessing how well the goals/objectives were met;
- Summary of data collection and analysis of data;
- Reflections on findings, including strategies for improvement based on data analysis;
- Evidence that findings are discussed widely among faculty/staff of the unit;
- Improvement strategies tracked over time.

Support units are provided a report [template](#), and reports (total of 28) are reviewed annually by the University Assessment Fellows Council (see [rubric](#) used for evaluation), and brief feedback is provided to each unit (see sample [report](#) and [feedback](#)).

In the past two years, the Council instituted a new requirement for all centers and institutes (total of 29) to engage in assessment activity and submit annual reports using a template (see sample [report](#) and [feedback](#)).

Assessment Support

In the 2015 comprehensive HLC review, the team report noted an inconsistency in the quality of assessment activity. To address this concern, an Assessment Fellows Committee was formed in 2015 which is chaired by an associate provost and includes representation from all academic divisions as well as Student Life, University Libraries, and Liberal Education. It promotes a culture of assessment of student learning outcomes in which data are used to improve the quality of the educational experience. Toward that end, the committee (see [sample meeting minutes](#)):

- Advises on assessment-related policies, procedures, and professional development efforts;
- Annually collects assessment reports from departments, offices and programs;
- Annually reviews the effectiveness of plans and reports for assessing student learning;
- Communicates about assessment of student learning;
- Provides guidance on and assists in the assessment of the Miami Plan.

The [Assessment Fellows Committee](#) provides the following forms of support:

- Canvas (LMS) Site for Assessment which includes templates for and samples of departmental assessment plans and reports, sample rubrics across multiple disciplines, templates and samples of evaluation reports of departmental assessment activity;

- Annual feedback on all assessment reports which are insights on strengths and areas for improvement given to each unit annually (see [sample feedback](#));
- Tracking and storing all assessment plans and annual reports (see [sample spreadsheet dashboard](#) or go to: https://docs.google.com/spreadsheets/d/1Ykx_4x_GtqiMuXrO2eyZlQ_QlRoBBN0c/edit?gid=554671542#gid=554671542;
- Quarterly [assessment spotlights](#) which provide assessment success stories, tips and findings (see [sample](#));
- Departmental consultations to assist units in improving their assessment plans;
- [Annual Assessment Award](#) which is given to units with outstanding or highly improved assessment activity.

Examples of assessment reports and feedback:

- Computer Science, M [Report](#) and [Feedback](#)
- Criminal Justice BS & AAS [Plan](#) and [Feedback](#)
- Microbiology BS & BS [Report](#) and [Feedback](#)

To ensure that the Council is providing appropriate support to departments and programs, it periodically surveys assessment coordinators for feedback. Using [results from the 2023 survey](#), the Council began implementing the following improvement steps:

- Provide [annual thank you letters](#) to coordinators, copied to the chair and dean.
- Routinely offer individual “orientation” meetings with new assessment coordinators to ensure that they are off to a good start.
- Offer individual meetings with coordinators to “check in” at least once every two years, and offer strategies that might be less time consuming and more meaningful.
- Generate assessment processes that are efficient and meaningful and that tend to engage faculty; share those in Assessment Spotlights and individual consultations.

The Office of Institutional Research also supports assessment efforts through systematic administration of the HERI survey, National Survey of Student Engagements and an internal graduation survey.

Closing the Loop

A few examples of various units using assessment data for program improvement include:

- The [Howe Student Writing Center](#) found that even though the confidence in undergraduate writing consultants’ ability to tutor other students on their writing is generally strong, a few consultants’ level of confidence was lower than desired. The director responded by sharing more student evaluations of tutoring sessions with consultants and including in the consultant training more time for self-reflection.
- [Assessment of the strategic communication bachelor’s program](#) showed that students need more work in formatting, editing and design. As a result, faculty now offer more instruction in Canva

use and emphasize the importance of visualizing data and brevity in professional communication assignments.

- The [assessment of the graduate program in school psychology](#) found that students need more instruction on assessment, and students noted in the indirect assessment that they would benefit from additional mentoring. The faculty responded by improving instruction on assessment (new webinar) in EDP 612, and applying for an internal grant to create case studies to better prepare students for their practica.
- The [biomedical engineering program assessment](#) uncovered deficiencies in students' writing. As a result, faculty created an integrated design experience to advance consistency and quality across all sections. They also sent a team to the Howe Center for Writing Excellence Faculty Fellows program to infuse better writing instruction across their curriculum.
- The [psychological sciences BA program's assessment work](#) discovered gaps in students' understanding of research methods and biopsychology. The faculty are working on incorporating a new review module in capstone courses.
- When the [BFA in Studio Art assessment](#) revealed that students need more color theory and digital art experience, the faculty developed a new unit addressing art theory and additional professional outreach practice.

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3.F. Program Review

The institution improves its curriculum based on periodic program review.

Program review is a longstanding Miami practice.

Academic Program Evaluation, Improvement & Prioritization

[MiamiRISE strategic plan](#) included a recommendation that all graduate and undergraduate degree programs undergo a one-time review. Launched in 2020 and continuing until 2025, this review process, called the [Academic Program Evaluation, Improvement & Prioritization \(APEIP\)](#) project, replaced the prior academic program review process and advanced these goals:

- Create high quality and sustainable academic program portfolio;
- Develop and support curricula that advance student success outcomes;
- Leverage the expertise of faculty via purposeful workload assignments to enable fairness & strong teaching and research;
- Ensure good stewardship of financial resources (via strong course enrollments, streamlined curricular requirements, cross-departmental collaborations).

The APEIP process was developed by a committee which included faculty and University Senate representation. Through intensive research and consultation, the committee developed process [guidelines](#) which were vetted and approved by the academic deans in March 2020. The committee chair provided regular updates to members of [academic administrators](#) and the [University Senate](#).

Process steps:

1. Departments were provided robust workbooks that included data relating to student and employer demand for the department's program(s), competitive intensity, application and information requests, enrollment trends (cohort head count, completions), student credit hours (by major, faculty, lower and upper levels), instructional cost per credit hour, section capacity and fill rates, courses with high DFW rates, time to degree by program, degrees awarded, faculty demographic data as well as course loads and research productivity of faculty.
2. Deans reviewed data, provided an initial rating for programs in their division, and offered input on important issues for each department to consider.
3. A team of faculty consultants was trained on the data sources, and then, these team members met with chairs and departments to assist them in understanding and interpreting data so that more meaningful goals for the plans could be formed.
4. Departments identified key findings from the data analysis as well as strategic improvement goals for the department's curricula. Deans provided feedback on goals.
5. Using deans' input as well as broad participation from the faculty in the department, departments developed curricular action plans. All plans included three strategic goals, specific action steps for meeting goals, and measurable outputs for determining whether the goal has been reached. Each plan also included a timeline for reaching outputs (see [sample](#)). Goals and action steps needed to be in the department's locus of control, and if the department offered one or more "courses of concern" (courses with high DFW rates), one of the goals needed to focus on the course(s). Departments were also asked to review and revise the department's current workload policy to align with relevant policies and achieve greater equity.
6. Departments could also opt not to submit a curricular action plan for a given program if the program faculty determined that the program was not viable and agreed to eliminate it.
7. The Office of the Provost offered [virtual workshops for chairs](#) and provided [tips](#) and [strategies](#) on developing action plans and revising workload policies.
8. Departments submitted revised workload policies as well as curricular action plans for continuing programs. All curricular action plans advanced one or more of the following goals: (a) enhance enrollment; (b) promote student success; (c) streamline curriculum; (d) promote cost efficiencies; (e) generate revenue; and/or (f) enhance faculty development and support. After reviewing the plans, deans issued summative program ratings. The Office of the Provost also reviewed plans and offered narrative input for consideration.
9. Departments submitted annual progress reports (following a [template](#)) through 2024 for review and feedback from the dean and Office of Provost.

See sample APEIP annual reports and feedback from the Office of the Provost: Anthropology [report](#) and [feedback](#); Music [report](#) and [feedback](#); Management [report](#) and [feedback](#).

Since the launch of APEIP in 2020, a total of 72 programs have been eliminated. Of these, 54 were degree programs or majors with 37 of these being at the bachelor's level and 17 at the graduate level.

Fourteen were certificates, and four were co-majors. Some of the eliminated programs have been merged or consolidated into another program. During that same period, twenty-five new majors were developed and approved – which amounts to a net loss of 22 bachelor degrees.

Of the programs remaining, many instituted thoughtful outcomes designed to enhance program and section enrollments, boost student success, improve program quality, and generate additional revenue. Some examples:

- The [Accountancy Department](#) assembled an external engagement committee that developed new content for use on social media, including 40+ interviews of students, faculty and alumni. Using this content, they developed six videos for the website and social media and many shorter videos. In one year, they grew from zero followers across social media platforms to 1,450 on LinkedIn, 450 on Instagram, and over 400 on Facebook. Their posts on social media now achieve thousands of views.
- The [Department of Anthropology](#) and the [Department of History](#) simplified their curricular requirements and also concentrated on creating greater uniformity in outcomes, practices and expectations across multi-sectioned courses leading to a significant boost in section fill rates.
- The [Department of Emerging Technology, Business + Design](#) was facing continuing staffing shortages. The faculty in the BA program undertook a major curricular review which resulted in implementing a modular approach to its curriculum. The review revealed gaps between faculty expertise and student demand, provided new avenues to collaborate on curriculum with other departments, and led to curricular advising guides for students.
- The [Department of Literatures, Languages & Writing](#) instituted retention strategies including conducting outreach from continuing faculty to every applicant to the English Studies major; offering online open sessions for potential transfer students from other institutions; assigning transfer students a designated faculty advisor; enhancing marketing; making retention a department-wide priority (engaged advising and mentoring, frequent outreach, connecting to stop out students); developing microcredentials; creating a senior exit survey; targeting appropriate courses for online delivery; and developing a new assessment plan. These steps led to an increase in transfer students to the program as well as improved retention rates. The number of students minoring in the program had a 118% increase over a two-year span.
- The [Department of Media, Journalism & Film](#) changed the name of one of their majors (Media & Communication) to make it more legible to students, removed the requirement for that major to pursue a second major, revised the curriculum, and leveraged scholarships to enable more students to receive funds – all of which led to a 15% increase in the students enrolling in the major. MJF also began promoting the film studies co-major in the highly enrolled introductory course; and as a result, the co-major experienced an increase from 27 enrolled students in spring 2020 to 69 in spring 2024.
- The [Department of Geology & Environmental Earth Science](#) instituted a number of student success strategies in their highly enrolled GLG 111/115L course, including proactive early interventions, a peer mentoring program, professional development for faculty on inclusive pedagogy, and an expanded cohort model for incoming students. The course now boasts a 2-year DFW rate of 3.4% for GLG 111 and 2.1% for 115L.

The Provost provided annual APEIP updates to the Board of Trustees (see [2023](#) and [2024](#) reports).

Department Planning & Improvement

Beginning in 2019-2020, the Academic Program Review Committee of University Senate embarked on a redesign of its academic program review process which would be based on relevant research and best practices and could take effect once the APEIP process ended. The new approach, called the [Department Planning & Improvement \(DPI\) process](#), was approved by [University Senate](#) and the [Board of Trustees](#) in spring 2022.

Key features:

- Focus on continuous improvement (including comprehensive review plus biennial updates and a review team that engages in consultation and evaluation rather than only evaluation);
- Collaboratively developed strategic goals (among department, dean and Provost);
- Holistic scope (encompassing all aspects of department plus assessment of student learning);
- 6-year cycle (~ 10 department visits per year) with a schedule developed in collaboration with deans and chairs;
- Additional support (e.g., consultation, departmental orientation, data).

Some degree programs also undergo third-party accreditation evaluations; in those situations, departments work with their dean and the Office of the Provost to incorporate this evaluation into the DPI process. The Office of Institutional Research and the University Registrar provide [data guidelines and data](#) to departments relating to faculty FTE, course offerings and enrollments, number of majors, etc. to aid in the review. The DPI committee chair (associate provost) meets with department chairs and faculty to provide an [overview](#) and [handout](#) and offers consultation along the way. A [Learning Management Site](#) which is made available to the department includes guidelines, templates for self-assessments and review team reports, tips and a timeline of steps.

To ensure that review team recommendations will be instituted, the department chair, Office of Provost and Office of the Dean meet prior to the creation of the Self-Assessment to collaboratively agree upon strategic improvement goals to guide the review team's work (see [post-meeting email](#)), and they meet again after the review visit to discuss which recommendations will be implemented. The department submits a report two years following the team visit to ensure progress (see [template](#)).

The first "pilot" cohort (Departments of Architecture & Interior Design, Anthropology, Education & Society, Family Science & Social Work, Microbiology, and Political Science) completed the process in fall 2024. Input from the department chairs and deans was gathered and used to hone the process for the future. Approximately 10 departments will [complete the process](#) each academic year. See sample Self-Assessments ([EDS](#) , [MBI](#)), Review Team Reports ([EDS](#), [MBI](#)) and Departmental Responses ([EDS](#), [MBI](#)).

Additional Quality Mechanisms

Policies governing the transcription of credit are authorized by the Academic Policy Committee, Office of the University Registrar, and University Senate and aligned with the [ODHE transfer and articulation policies](#) . Described in the [General Bulletin](#), these policies articulate the standards for [AP](#), [IB](#) and

[CLEP](#) credit, minimum length of study requirements ([undergraduate](#); [graduate](#)), [credit-hour equivalency](#), the process of evaluating credit and applying transfer courses to the general education requirements, and clear parameters for [undergraduate](#) and [graduate](#) graduation requirements, including the number of credits that must be completed at Miami.

The Bulletin also explains the specific course credit students receive for completion of the [Ohio Transfer 36](#) (which is a set of general education courses equivalent to 36 semester hours that count for credit at any public Ohio college or university) as well as [Transfer Assurance Guides](#) and [Career-Technical Assurance Guides](#). All Miami courses that count for TAG, CTAG or OT36 credit must advance specific outcomes and be approved by a statewide panel of faculty in the discipline. Miami has comprehensive data in the “[Transferology](#)” system (a nationwide online tool which students determine how well their college credits will transfer to Miami and other colleges and universities).

Miami also participates in the “[Credit When It’s Due](#)” initiative which is a process to award associate degrees to students who earned credits which satisfied residency requirements at a community college, did not earn their associate degree, and subsequently transferred to Miami.

In 2023, Miami developed a [Prior Learning Assessment \(PLA\) portfolio option](#) to ensure nontraditional students receive course credit for prior military and appropriate work experience.

[Evaluations of undergraduate credits](#) are conducted by the University Registrar. Students may petition for transcription of credit. Petitions require detailed information about the course for which credit is being sought and approval by the relevant department. Miami is currently working on developing a single workflow and form to be used across all divisions and departments.

To better ensure that Miami’s curricula are compliant with state, federal and regional accrediting regulations, the Associate Provost reviews proposals for [new and revised courses](#) and [academic programs](#). If the course or program proposal has any compliance implications (relating to online or accelerated delivery, off-site location, co-op or internship, consortial arrangement, faculty qualifications), the faculty proposer is referred to the appropriate office for consultation before the proposal is advanced.

Learning outcomes, rigor, and prerequisites in courses and degree programs are also safeguarded through the approval process (which includes department, division and university levels) described in the 3A narrative. All new courses as well as existing courses undergoing significant revisions must be reviewed at multiple levels.

Many introductory level and Miami Plan courses also undergo the appropriate ODHE faculty panel review and approval to ensure that the expectations, outcomes, and rigor are aligned with other similar courses across the state of Ohio. Curricula are also reviewed during the DPI process. As noted in 3C, [dual enrollment \(College Credit Plus\) policies and guidelines](#) are in place to ensure consistency in academic quality and outcomes.

Miami’s Transfer Collaborative oversees the development and quality of partnerships with high schools and other colleges and universities, including creating and promoting guidelines, templates and consultation for sustained and mutually beneficial partnership activities (see [sample](#)

[minutes](#)). [Memoranda of Understanding](#) and [articulation agreements for academic programs](#) undergo approval in an online approval platform and are posted on the University website with links to departmental sites (see [list](#) and [sample agreement](#)).

Proposals for new degree programs and majors include a description of the faculty and their qualifications who will deliver the curriculum as well as a description of additional learning resources needed to support students. These rationales are reviewed at all levels of the approval process, including ODHE (see [sample ODHE proposal](#)).

Course descriptions and expectations are included in the [General Bulletin](#). Each year, departments review course offerings and descriptions during the process of revising the General Bulletin.

The quality of faculty in delivering rigorous learning experiences is further assured through the [annual evaluation for tenure-track and teaching faculty](#). To be promoted, faculty must demonstrate high quality teaching through multiple measures of teaching effectiveness such as [course evaluations](#), [peer reviews](#), and [mid-course evaluations](#), and they are also expected to participate in teaching development programs through [CTE](#), the [Howe Center for Writing Excellence](#), or other venues. Finally, the university offers a number of teaching awards, including the [Knox Distinguished Teaching Award](#) and the [Associated Student Government Outstanding Professor Award](#).

Miami maintains an extensive infrastructure to support student learning, as described in the 3D narrative. Authority over these resources is maintained through collaboration among the provost, vice president for student life, vice president for enrollment management & student success, and vice president of information technology services. These leaders communicate regularly in the President's Executive Council and with the dean of the University Libraries, dean of students, and other academic deans in the Council of Academic Deans meetings.

Further quality assurance is advanced by [specialized accrediting bodies](#) which have approved the over 40 Miami academic programs.

Outcomes

A study conducted by Miami's Office of Institutional Research & Effectiveness revealed an overall success rate for the 2022-2023 graduating class of 99.7%. According to NACE, nationally 85.7% of the previous year's bachelor's graduates (2021-2022) were successfully placed.

52.8% of Miami's graduating class are employed full-time, with an average salary of \$58,356. Among those who are employed (full-time or part-time):

- 66.4% are employed in their field of study.
- 56.1% worked for their employer previously.
- 100% are employed in a position that requires a college degree.

Of graduates providing outcome data 31.3% are enrolled in graduate or professional school while 2.7% are pursuing additional undergraduate study. An additional 3.7% are continuing their education, but did

not specify what level of education they were pursuing. Of graduates providing location information 45.0% live in Ohio, 52.7% live in a different U.S. state or territory, and 2.3% live in a foreign country.

Graduates must be employed, serving in the military, serving in a volunteer or service program, or enrolled in additional studies by Dec. 31, 2023 in order to count as successfully placed. These data are based on multiple sources, including online surveys, phone surveys, national databases, data from Miami University offices, direct employer confirmation, and/or public sources.

Finally, Miami ranks favorably among top tier publics nationally. See 3S narrative for more details.

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3.G. Student Success Outcomes

The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.

Students' collegiate, personal and professional success figures prominently in Miami's mission and planning documents. In his fall 2024 address, President Crawford emphasized that "our students and their success" are at the heart of both MiamiRISE and MiamiTHRIVE.

Student Profile

As of fall 2024, 18,825 students were studying on the Oxford campus. The regional campuses in Hamilton, Middletown, and the Voice of America Learning Center in West Chester enrolled a combined total of 3,683 students.

Of the Oxford first-year class, 54.1% are female; 64.7% are residents of Ohio, and 98.6% were born in 2005 or 2006. 0.9 percent are international students, with 10.3% of this group from India and 7.7% from China.

Domestic students of color make up 15.5 percent of the first-year class and 14.4 percent of the undergraduate student body (based on fall 2024 Oxford campus enrollment). The breakdown of the undergraduate population is:

- 3.0% Black or African-American
- 4.8% Hispanic/Latino
- 2.6% Asian, Native Hawaiian, or other Pacific Islander.

3.8% identify themselves as Multi-Racial, and of these:

- 20.7% include American Indian or Alaskan Native as one of their races
- 54.1% include Asian as one of their races
- 5.0% include Native Hawaiian or other Pacific Islander as one of their races
- 27.8% include Black as one of their races.

Sixteen percent of Oxford first-year undergraduates are Pell Grant recipients; 41% have financial need, and 99% of first-year students with need received financial aid offers.

Miami's student body is generally high achieving. Of the fall 2024 first-year Oxford campus students, 34 percent of the freshmen graduated in the top 10% of their high school class. Sixty-five percent entered Miami with college credit from Advanced Placement, dual enrollment (College Credit Plus), and other programs, with the average credit received being 19.6 hours. The average ACT score of the 2024 entering freshman class was 27.8.

The first-year student retention for full time students (2023 cohort) is 90.1%. The six-year graduation rate (2018 cohort) is 79.8%.

While also focused on a liberal arts education, Miami's regional campuses serve a more diverse, place-bound, and non-traditional student population. Thirty-three percent of the students are part time, and 67% are full-time. Sixteen percent of the students on the regional campuses are non-traditional students (25 years or older); 55.7% are female, and 44.3% are male. 19.7% of the students on the regional campuses are high school students seeking college credit through the College Credit Plus (dual enrollment) program. Students on the Hamilton campus have a first-year student retention rate of 53.4%, and Middletown campus students have a first-year student retention rate of 66.7% (for the 2023 cohort). Those pursuing bachelor's degrees (2018 cohort) have a six-year graduation rate of 23.6% for the Hamilton campus and 29.8% for the Middletown campus.

Although the academic profile and completion rate of Miami's Oxford campus students remain very strong overall and exceed national norms, data show that certain populations of students still lag in terms of academic success, including graduation rates (see [Common Data Set](#)). In particular, international students, students who are the first in their family to attend college, students who identify as African-American/Black or LatinX, and students who come from families with high financial need graduate at lower rates than other students.

To address these gaps, Miami has a [College Completion Plan](#) which is updated and submitted to the ODHE and Board of Trustees every two years and features this metric: "Miami will achieve a six-year

graduation rate of 85% and a four-year graduation rate of 75%.” Although the specific numbers for the regional campuses are different, the goal, to increase the graduation rate by 10%, is equally ambitious.

The divisions of Enrollment Management & Student Success, Student Life and Academic Affairs as well as two university committees (described below) work to achieve these metrics:

- Student Success Committee includes an associate provost, SVP of student life, VP of enrollment management and student success as well as faculty, staff, and student representatives. It guides academic and co-curricular success initiatives, and it regularly undertakes special projects ([sample minutes](#)). It also has developed the Coordinated Action Team.
- Undergraduate Academic Advising Council (UAAC) oversees academic advising, including coordinating advisor training and recognition and assessing undergraduate advising efforts (see [agendas](#)). It also supports the Miami University Academic Support & Advising Association which provides professional development and networking opportunities. Monthly meetings with all academic advisors are also held to provide additional training, share best practices and inform advisors of changes in policies or procedures.

The work of these committees is informed by advanced analytics from Miami’s Office of Institutional Research & Effectiveness as well as other sources:

- EAB Navigate360 (CRM) provides: data analytics and predictive modeling to generate risk assessments for each student; dashboards for advisors; consulting and research on best practices in college completion; and a communication network that brings together students, advisors and other faculty and staff to ensure students’ success.
- Oracle Business Intelligence Enterprise Edition has a student success dashboard so that data can be readily gathered.
- Transition Student Survey: For the past decade, the Division of Student Life has administered a [survey](#) of new students annually to gain insights into students’ experience inside and outside the classroom (see [2023](#) and [2024](#) reports), to analyze for trends, and to modify practices and services as appropriate. Students who grant permission on the survey to review their individual responses receive personalized outreach if their survey responses indicate a need for support.

Recently Developed Opportunities

Each year, the Student Success Committee and UAAC review policies and procedures to advance student success and make policy recommendations to the Senate's Academic Policy Committee. Policies developed or revised in the past three years include: (1) foreign language deficiency to better support international students; (2) “two strikes” policy for academic dishonesty; (3) midterm grades policy to include sophomore students; and (4) attendance policy to support students of differing faiths.

Success initiatives developed in the past five years include:

- [Early College Academy](#) enables college pathways for high school students in the region. Cohorts of students from local high schools have the opportunity to enroll in 15 credits of college courses each semester and complete an associate degree without the cost of tuition. ECA has grown from

its first-year enrollment of 27 students from two high schools to a current enrollment of over 100 students from six high schools.

- [Office of Exploratory Studies](#) provides advisement and support for students who were not admitted to a direct-admit program and those who have not selected their primary major. Prior to the Office's creation, the fall-to-fall retention rate for undecided students in the 2022 cohort was 79%, significantly lower than for students who start at Miami with a selected major. Once the Office was launched, the 2023 cohort retention rate improved to 92%.
- [EAB Navigate360](#): Miami is working to ensure use of Navigate360 (CRM) as an institutional expectation for all professional advisors and included in the advisors' annual performance review process. Navigate Student was launched in fall 2023 allowing students to see holds, schedule with advisors, and receive notifications/messages based on a campaign by department, office, or advisor. 3558 new users signed into Navigate Student in 2024, with 9140 all-time users. Beginning fall 2023, Miami launched an intake survey within Navigate 360. Students complete the survey on their first login to Navigate each academic year. Data are used to improve academic advising and support.
- [Advising Community Standards and Advising Outcomes](#) have been developed, and an assessment plan has been implemented (see [2024 UAAC Assessment Report](#)).
- Updated Advisor Training – A hybrid professional development program for academic advisors and academic support staff is available on the [Canvas LMS Site](#); all academic advisors are expected to complete the training. The training is updated annually.
- Early Alert intervention asks faculty in selected gateway courses (with high DFW rates) to provide progress reports for enrolled students twice in the semester. Advisors and residence life staff receive the notifications and send outreach to the students (email and then phone call) to provide support. Faculty receive notification of closed cases. Data show that this initiative has improved retention rates and overall GPAs.
- High-Support Student Initiative was launched in Fall 2024. Admissions data are used to identify over 500 students who have pre-college characteristics that are correlated with academic performance in the first semester of college. Academic advisors are asked to prioritize these students in their outreach efforts and advising appointment availability.
- [Winter Thrive](#): Invitations to enroll in a student success course (TCE 110) over the winter term are sent to all students with a 2.00 – 2.49 GPA in December. Data show that students who participated in the program have a significantly increased cumulative GPA in the spring semester and higher retention rates than students with a similar GPA who chose not to participate.
- [Spring Launch](#) is an online success program for first-year students with a 1.00 – 1.99 GPA that occurs directly before the spring semester. Students receive intensive support and consultation. Spring launch has similar success outcomes as Winter Thrive.
- Courses of Concern: As part of the APEIP project described in 3F, departments that had one or more gateway courses with higher than expected DFW rates were asked to include improvement strategies for the course(s) in their Curricular Action Plan. DFW rates declined in over 60% of the identified courses.
- [Constructive Dialogue Project](#): This program includes online modules and in-person peer-to-peer activities to help faculty, students and staff gain effective communication skills across differences. In spring 2024 alone, over 100 student leaders completed the program.

Initiatives that are currently in development include:

- Comprehensive website on academic advising to serve as a common platform for information about academic advising, policies, and registration information, with links to Divisional advising websites;
- Experiential Major Maps which will allow students to plan for academic and co-curricular experiences throughout their undergraduate journey and provide the foundation for the UNV101 course.

Transition Opportunities

Miami offers a [multi-step orientation](#) (including a two-day, in-person session as well as required online materials) to all incoming students on the Oxford campus. The majority (97%) of domestic, first-time Oxford students attend a June orientation session. International students attend orientation when they arrive on campus in mid-August, and the remaining 3% of domestic students attend a one-day session in August before the start of [Welcome Weekend](#).

Orientation features sessions on college success topics (e.g., health and wellness, personal development, involvement and activities) as well as advising by faculty and professional staff to assist with decisions about degrees, academic opportunities, and courses. Additionally, contains components aimed at educating students' parents on key transitional issues; and later in the summer, students must complete an online educational module about high-risk alcohol use and Title IX issues.

On the regional campuses, incoming students participate in the [SOAR](#) (Student Orientation, Advising, and Registration) Program, which facilitates a seamless transition to the regional campuses' academic support systems and includes the same elements as in the Oxford orientation course tailored to this population.

Upon arrival in August, students participate in a series of programs and activities during Welcome Weekend. There are also optional [Miami Bound](#) programs available immediately prior to Welcome Weekend to help ease the transition into Miami. These 2-3 day programs have a variety of themes, such as leadership, navigating college as a student with a disability, college success strategies, or community building through outdoor recreation experiences.

Additionally, 95% of incoming students on the Oxford campus are enrolled in UNV 101 or a customized version of this course for the major, designed to extend knowledge gained in Orientation.

[TCE 110: Learning Strategies for College](#) is offered through the Rinella Learning Center and the Regional Tutoring and Learning Center each semester and addresses topics such as metacognition, time management, test taking, writing, and decision-making, and annotation.

Financial Support

Because data show that financial anxieties can impede students' academic success, Miami has instituted the [Miami Access Fellows Program](#) and the [Miami Tuition Promise](#). The Tuition Promise provides all

first-time undergraduate students and their families the certainty that tuition, room and board, and fees are frozen over the four years of a student's Miami experience.

Since 2010, Miami has strategically leveraged institutional aid to meet enrollment and retention goals. Miami's scholarship program recognizes both merit and financial need. For the last several years, almost 70% of the incoming fall class has received some type of scholarship or grant. In 2023-2024, 43.1% of Miami scholarship dollars went to support students with financial need. While Miami's tuition has risen an average of 2% per year for the last 17 years, the amount of tuition paid by the average Ohio resident for fall 2023 is actually lower (\$371) than what a first-time student paid in the fall of 2006 due to the increase in institutional aid.

Miami continues to monitor student debt at graduation and to provide students with financial aid counseling to diminish student's overall educational costs. The One Stop website includes a student-friendly [guide for applying for financial aid](#) (including an estimated family cost contribution calculator) as well as a "[Know Before You Owe](#)" student loan information page.

In 2024, the average loan indebtedness was \$30,757, with 43.1% of graduates borrowing. Statewide, the average in 2024 was \$34,721. The three-year default rate for Miami's 2021 cohort is 0%.

Miami also has a list of initiatives to promote [Open Educational Resources and more affordable course texts](#) (described in 4A) to further reduce costs for families.

Finally, "resetting the cost of attendance" is one of the major opportunity areas in the new MiamiTHRIVE strategic plan.

Curricular Programs & Opportunities

A degree completion program, the [Liberal Studies major](#), provides students with more than 120 academic credits and have either stopped out or stalled in their degree progress to graduate with professional skills for career success.

As part of a state initiative, Miami has created [pathways](#) for over 70% of its academic programs to enable students to complete these degree programs in three years.

Miami also offers a winter term. Among meeting other goals, the winter term assists students in meeting degree requirements in a timely manner. In the past two years, over 150 students have used courses taken during this term to complete graduation requirements.

Miami Online regularly conducts research to ensure that in-demand degree programs, credentials and courses are offered in a fully online mode to enable greater flexibility and degree pathways for nontraditional adult learners, and the Regional Campuses also offers courses in evenings and on weekends to serve working students.

Miami participates in the [Ohio Strong Start to Finish](#) initiatives in [science](#) and [math](#) which aim to improve gateway courses in mathematics and science to promote college completion.

Opportunities for Special Populations

- The [Honors College](#), which is [ranked sixth in the nation](#) by *College Transitions*, provides special curricular and co-curricular opportunities and academic support for approximately 1800 high-ability students on all campuses.
- [TRiO Student Support Services](#) is an educational support program located on the Regionals and funded by the U.S. Department of Education. It helps eligible students (Pell Grant) graduate on schedule with the lowest amount of financial debt.
- [GradU8 Scholars](#) is a specialized transition program created for students who are first in their family to earn a bachelor's degree, are recipients of the RedHawk Grant (Pell eligible), or have had limited exposure to pre-college and professional enrichment experiences.
- [Support for first generation college-going students](#) is available via the Student Success Center as well as the [Miami Firsts](#) student organization.
- Bridges is a visit program for high-achieving, high school seniors. Students who successfully complete the Bridges Program and apply, receive acceptance, and enroll full time at Miami's Oxford campus are considered for a Bridges Program scholarship. Scholarships are renewable for up to four years if the student maintains a 2.50 GPA. Bridges Program alumni are invited to participate in two exclusive programs: [Bridges Scholars](#) and [Bridges Scholars Early Arrival programs](#).
- [Miami Cares](#) provides support to students with a range of challenges, including food scarcity and support for students who self-disclose as foster or emancipated.
- [American Culture & English Program](#) serves international students whose English language test scores fall just below the level for Miami admission, but who otherwise meet the requirements for admission. It offers high-quality English language instruction and the cultural and co-curricular experiences necessary to achieve academic success. Located on the Regionals, the [English Language Center](#) provides conditionally admitted students with five levels of intensive English language instruction and prepares them with college, social, cultural, soft, and life skills. These two units will be combined in fall 2025.
- [English Language Learner Writing Center](#) offers best practice and expert knowledge to empower multilingual students to read, speak and write proficiently in the English language.
- Student Athlete Support Services (SASS) offers academic support services to help student-athletes achieve their highest level of academic and personal development. Each student is assigned an academic coordinator who assists with degree progress monitoring and individualized learning interventions. The Gross Athletic Center offers tutoring services and study tables and provides a [summer bridge program](#) to help prepare incoming student athletes on certain teams to excel in the classroom. All first-year student athletes are registered for SLM 112 in both the fall and the spring for 1 credit hour each. This is in addition to their other first-year seminar classes that they may take such as BUS 106, CEC 111, or UNV 101. These strategies have proven successful as 75% of student-athletes earned a term GPA of 3.00 or higher in fall 2024. The Class of 2024 alone has earned 21 MAC team championships; four are All-Americans, and 22 have won an individual MAC Champion title. Twenty-one of our student-athletes are also receiving a master's degree.

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- Early College Academy
- Office of Exploratory Studies
- Winter Thrive and Spring Launch
- Constructive Dialogue Initiative
- SOAR Miami Regionals Orientation
- First-Year Orientation Oxford Campus
- TCE 110_ Learning Strategies for College Success
- Miami Access Fellows
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- Financial Aid Guide One Stop
- Know Before You Owe
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- Liberal Studies, Degree Requirements
- Three-Year Pathways
- Miami Online Home Page
- Ohio Strong Start in Science
- Ohio Mathematics Initiative (OMI) Strong Start in Math
- Ohio Strong Start To Finish ODHE
- Honors College Ranking
- Honors College
- TRIO Student Support Services
- GradU8 Scholars
- First Generation Students Support
- Miami Firsts - The Hub
- Bridges Scholars
- Bridges Program for Visiting High School Students
- Miami Cares _ Student Success Center
- American Culture and English (ACE) Program for International Students
- English Language Center _ Regionals
- English Language Learner Writing Center
- Miami University College Completion Plan 2024
- Common Data Set
- Advisor Training Modules
- Welcome Week and First 50 Days
- Miami Bound
- Athletes Summer Bridge Program Article
- 2024-2025 UAAC Running Meeting Agenda

Criterion 3 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

Miami University provides an exemplary curriculum and co-curriculum fueled by committed faculty and staff and a wealth of support services and quality facilities. Quality assurance is advanced through multiple mechanisms, including multi-level review and approval processes, ongoing assessment of student learning outcomes, Academic Program Evaluation, Improvement and Prioritization project, the new Department Planning & Improvement process, Miami Academic Program Incubator, specialized accreditations and an array of relevant guidelines, policies and support structures.

In 2023, *TIME* magazine named Miami one of the “[Best Colleges for Future Leaders](#).” The 2025 *U.S. News & World Report* rankings recognize Miami as the [third highest public university in the United States in the category of “Strong Commitment to Undergraduate Teaching.”](#) Miami University is among [America’s Best Colleges 2025](#), according to *The Wall Street Journal*, *College Portal* and *Statista*; this ranking is based upon its learning environment, years to pay off net price, degree completion rates, likelihood of higher salaries post-graduation, and diversity. Miami was featured in the 2024 *Princeton Review*’s “Best 390 Colleges,” and it appeared on *Forbes*’ list of America’s Top Colleges for 2024.

Key challenges relating to this criterion include:

- Ensuring that the curriculum meets the needs of our students, is rigorous and cost-effective;
- Continuing to infuse e-learning into appropriate academic programs while maintaining the focus on residential education;
- Maintaining a research-productive faculty during a time of diminished funding for research;
- Continuing to enhance support for all students;
- Improving needed learning spaces (e.g., creative performance spaces);
- Continuing to raise the standards for Greek life through better education on bystander training, alcohol abuse, and hazing prevention.

Sources

- The Best Colleges for Future Leaders _ TIME
- USNWR Top Undergrad Teaching Ranking
- Miami Wall St Journal Ranking

4 - Sustainability: Institutional Effectiveness, Resources and Planning

The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

4.A Effective Administrative Structures

The institution's administrative structures are effective and facilitate collaborative processes such as shared governance; data-informed decision making; and engagement with internal and external constituencies as appropriate.

Administrative Structures & Shared Governance

As noted in 2C, the Board of Trustees is actively involved in the life of the university. Although the President (as authorized by the [Board of Trustees](#)) oversees the university's operations, he does not make decisions unilaterally. He is aided by an [executive cabinet](#) which includes the provost, all vice presidents, secretary to the Board of Trustees, intercollegiate athletics director, Graduate School dean, vice president for institutional research, executive director for the Miami University Foundation, and chief human resources officer.

The [University Senate](#) is the primary governance body where students, faculty, staff, and administrators discuss major issues and provide advice on academic policies and actions. The senate is chaired by the provost, and the agenda is managed by an elected executive committee consisting of four faculty members, staff member, president of the undergraduate student government, and graduate student. The Trustees delegate to University Senate responsibility for curriculum and advisory responsibility on university matters (see Senate [Enabling Act](#), [Standing Rules](#), and [ByLaws](#)). [Minutes and agendas](#) are posted on the Senate website for public viewing. University Senate also features a significant number of [committees](#) focusing on a wide range of topics and issues (e.g., academic policy, governance, liberal education). Recent Senate actions include: approval of a new quantum computing major, creation of an ad hoc committee on MiamiTHRIVE to facilitate communication and informed decisions, and recommendations for our campus planning process.

Miami University advances collaborative governance through:

1. Clear organizational structure articulated in the [Board of Trustees regulations](#);
2. Shared governance maintained through deliberative bodies, such as:
 - [Council of Academic Deans](#) which serves as an advisory body to the Provost ([sample agenda](#));
 - [University Promotion and Tenure Committee](#) which makes P&T recommendations to the Provost;

- [Faculty Assembly](#) which is led by the president and “may propose, debate, and recommend matters for Senate consideration or for presentation to other officials or administrative bodies. It may also challenge and refer back any University Senate action” ([sample agenda](#));
- [Graduate Council](#) which recommends graduate policy and curricula to University Senate ([sample agenda](#));
- [Student Life Council](#) which has legislative authority in the realm of nonacademic student affairs ([minutes](#));
- [Unclassified Personnel Advisory Committee](#) ([sample agenda](#)) and [Classified Personnel Advisory Committee](#) ([sample agenda](#)) which advise on issues raised by staff;
- [Associated Student Government](#) which serves as the governing student body and as an intermediary body between the administration and students on the Oxford campus and Regional Student Government on the Regional Campuses ([sample minutes](#));
- [Graduate Student Association](#) which promotes graduate students' academic and other goals ([sample agenda](#)).

3. Additional support mechanisms:

- Divisional and departmental governance processes which adopt policies and procedures (aligned with university policies) for the discharge of responsibilities of the unit. A repository of documents is maintained by the Office of the Provost.
See: https://drive.google.com/drive/u/0/folders/1_IIBr00etohsP8XbZDOa6oJ9VEEFRkSy
- [Leadership development](#) spearheaded by Human Resources and featuring a variety of programs;
- Policies & procedures as articulated in the [Policy Library](#) and [Bulletin](#);
- Communication outlets such as annual [presidential addresses](#), [presidential email messages](#), [provost e-newsletters](#), [monthly academic administrator meetings](#), [Senate](#) and [Faculty Assembly](#) meetings, [Miami Matters reports](#), open forums, websites, and social media.

4. External input via committees such as:

- [Miami University Foundation](#) which is a separate, independent entity chartered by the State of Ohio as a 501 (c)(3) organization and serves as Miami’s official fundraising and gift-receiving entity to serve the educational and research activities of Miami University;
- [Miami University Alumni Association Advisory Board of Directors](#) which provides advice and organizes programming designed to increase alumni involvement in the University. It also oversees the [Miami University Student Foundation](#) which sponsors major campus programs, recruits top caliber students, raises scholarship funding, and strengthens student-alumni connections.
- [ASPIRE](#) which is a vice-presidential office that strategically works with community, corporate, and government partners to advance the Miami mission.

Miami continuously strives to improve its shared governance. In the past four years, University Senate began holding [annual retreats](#) to discuss university goals and priorities and plan future Senate activities. It also began instituting periodic working sessions to discuss issues of interest.

In 2015, an advocacy chapter for the AAUP was formed, and in 2023, a majority of Miami full-time tenure/tenure-Track and TCPL faculty voted to form the [Faculty Alliance of Miami, American](#)

[Association of University Professors-American Federation of Teachers](#) (FAM, AAUP-AFT), to serve as their representative union in relation to their Miami employment. Miami librarians similarly voted to be represented by the FAM union. [Negotiations](#) to form the first contract began in earnest in August 2023 and culminated with a tentative agreement ratified by the unions on March 10 and then [Board of Trustees](#) on April 3.. The University's bargaining team consisted of long-term administrators holding faculty rank to ensure a holistic approach to the benefit of the University and faculty. To ensure transparency, regular updates for [faculty](#) and [librarian](#) unions were issued via [email](#) and posted on the Miami website. FAM and Miami leaders continue to meet regularly to reshape structures to take into account the terms of the initial collective bargaining agreements and to continue to promote shared governance.

Shared, Data-Driven Decision-Making

Both [MiamiRISE](#) and [MiamiTHRIVE](#) involved numerous faculty, staff, students, and Trustees members in the plans' developments and implementations. MiamiRISE was led by two faculty members who organized six subcommittees focused on different goals of the plan. Not only did the process of developing the plan involve over 60 faculty and staff serving as members of the steering or subcommittees, but the two faculty also provided regular public updates and listening sessions.

In October 2023, the multi-staged [process](#) of developing our current strategic plan, MiamiTHRIVE, began. The University hired Bain Consulting to assist with the first phase (November 2023 - March 2024) which focused on an environmental scan and a data-driven review of the current higher education landscape (see [Bain presentation excerpt](#)). Four working groups involving 50 faculty, staff and students were formed focusing on: (1) bold strategy; (2) academic programs; (3) enrollment strategy; and (4) revenue/cost optimization. These groups sought input from over 400 individuals and developed potential efficiencies and enrollment actions to explore.

Phase 2 (April 2024 - June 2024) involved 19 working groups. Nine focused on Miami's foundational strengths (teacher-scholar model; writing & liberal arts; campus beauty and sustainability; student life; undergraduate excellence; student athletes; alumni engagement; inclusive excellence). Ten addressed opportunity areas identified in Phase I. Each committee -- chaired by a faculty or staff member and comprised of three or more members -- produced a written report detailing how their foundational strength has shaped Miami and could be enhanced in the future.

Foundational strengths reports were then made available to the ten opportunity area committees. The goal was to ensure that as the process progressed, we acknowledged and leveraged the strengths to empower our future. The opportunity areas committees used the research and ideas generated in Phase 1 to create possible initiatives which were presented to the university-wide THRIVE Steering Committee (including the president, his executive cabinet, deans, and four Board of Trustees members). This committee reviewed the initiatives, asked clarifying questions, and selected ideas for continued consideration. The opportunity areas then prepared a detailed cost/benefit analysis of the ideas and determined benchmarks and possible outcomes -- all of which were given to the president and his cabinet for further review.

Phase II involved 180 faculty, staff and student committee members and produced over 50 student success recommendations for consideration. The recommended initiatives were shared with the university community through campus-wide symposiums (live-streamed, recorded and accessible on the MiamiTHRIVE website). All 19 committees included a University Senate representative. Miami published 15 articles on the MiamiTHRIVE process and gave more than 50 public presentations. An estimated 1,500 faculty, staff, and students had the opportunity to participate and provide feedback.

Phase III which begins summer 2025 and will continue for the next ten years is led by an implementation team who will utilize the charter, cost analysis, and key benchmark work completed in Phase II to develop detailed implementation plans as well as quantitative and qualitative metrics.

Other examples:

- [Miami Plan revision](#) was led a redesign team that included faculty, students and staff from all academic divisions. The team used assessment data, best practices from the professional literature, as well as faculty and student input to draft plans which were vetted widely in open sessions, University Senate meetings, Council of Academic Deans meetings and virtual presentations. The [revised plan](#) was approved by [University Senate](#) and [Board of Trustees](#) in spring 2021 and implemented in fall 2023.
- Since 2023, IT Services has led an extensive process for changing our ERP to Workday guided by a [vision and principles](#). The transition process involved a project manager, steering team. plus [sixteen project teams](#) with faculty and staff representatives from across the University. Guided by a transition [timeline](#), comprehensive [training](#) process and regular communications, the steering team regularly sought feedback from potential users and used input for decisions.
- After reviewing feedback from more than 1500 Miamians as well as data from the Office of Planning, Architecture & Engineering changed the [proposed site for a multipurpose arena](#).

Miami remains committed to increasing the involvement of faculty, staff, students, and other stakeholders in its key initiatives and decisions, through digital, print, and face-to-face communication modes and participatory structures.

Sources

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- Standing Rules _ University Senate
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- The Board of Trustees Regulations | Policy Library
- Council of Academic Deans
- University Promotion & Tenure Committee
- Faculty Assembly _ University Senate Committee

- Graduate Council _ University Senate Committee
- Student Life Council
- Classified Personnel Advisory Committee (CPAC)
- Unclassified Personnel Advisory Committee (UPAC)
- Associated Student Government
- Regional Student Government (RSG) - The Hub
- Graduate Student Association - The Hub
- Professional Development for Staff Human Resources
- Miami University Foundation
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- ASPIRE
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- ASA Trustee Meeting May 2021 Approval of Miami Plan
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- Senate Retreat Jan 2025 Agenda
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- Sample Email on Continued Negotiations for an Initial Collective Bargaining Agreement (Feb. 12 2025 session)
- Miami Matters Sample
- Faculty Assembly Agenda Sept 5 2024
- Sample Presidential Email Message
- Academic Administrators' Breakfast Agenda April 2025
- Sample University Senate Meeting Minutes Feb 24 2025
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- Ohio Senate Bill 1
- Sample COAD Agenda April 2025
- Climate Survey Presentation for Divisions
- CPAC Meeting Minutes - February 2025
- Graduate Student Association Agenda March 2025
- ASG Minutes April 20 2025
- Graduate Council Meeting Agenda, April 1, 2025
- UPAC Business Meeting Agenda ('24-'25)
- MiamiTHRIVE Process Overview
- Student Life Council Minutes 23, 2025
- MiamiTHRIVE Environmental Factors Presentation

4.B Resource Base and Sustainability

The institution's financial and personnel resources effectively support its current operations. The institution's financial management balances short-term needs with long-term commitments and ensures its ongoing sustainability.

Overview

Through the Division of Finance and Business Services' stewardship, Miami vigilantly secures and leverages the appropriate human, fiscal, and physical resources to support its vision to “become the nation’s most influential and inspirational undergraduate institution with premier graduate programs.”

Miami’s overall financial picture is summarized in the following annual reports:

- Financial Reports ([2023](#), [2024](#))
- Operating Budget Books ([2023](#), [2024](#))
- Facilities Condition Reports ([2023](#), [2024](#))
- Investment Reports ([2023](#), [2024](#))

These reports indicate that the institution has a fundamentally strong financial base to support its operations. Additionally, the MiamiRISE and MiamiTHRIVE plans affirm that Miami engages in ongoing strategic planning and evaluation to ensure that educational purposes remain the top priority and resources are in place to advance its plans. Once the MiamiTHRIVE opportunity area committees developed their recommendations, budget analysis was conducted and recommendations were revised to align with available resources.

Miami relies on four main sources of revenue: (1) student tuition and fees; (2) auxiliary enterprises; (3) state appropriations; and (4) contracts, sales and services, temporary investments, endowment income, and gifts. From FY2023 to FY2024, revenues from tuition and fees, net of financial aid, decreased from

\$338.0 million to \$329.8 million, with students currently funding 55% of the total operating budget, but over 85% of the education and general fund budget. Auxiliary services resources have decreased from \$157.7 million to \$156.0 million. Annual changes in room and board costs have been targeted to offset inflationary pressures (see budget highlights).

Applications increased from approximately 29,990 in fall 2021 to over 34,000 in fall 2024, resulting in incoming first-time, full-time class sizes ranging from 3,937 to 4,519 each year. Also, the proportion of students in the incoming class from outside of Ohio is approximately 38% each year. Total state subsidies increased from \$83.9 to \$89.0 million.

Miami's financial profile is strong. "Net assets" is a commonly used indicator of the overall financial strength of an institution. Miami's net assets increased from \$1.559 billion in FY2022 to \$1.794 billion in FY2024, an increase of \$235 million and 15%. Within net assets, the expendable restricted net assets and unrestricted net assets increased by \$156 million, or 21%, from \$736 million in FY2022 to \$892 million in FY2024. As of 2024, Miami's bond rating from Moody's Investors Services is Aa3 and [AA from Fitch Ratings](#).

Since FY2015, the University has GASB 68, Accounting and Financial Reporting for Pensions—an amendment of GASB statement 27, which requires the University to record their proportionate share of the net pension liabilities for the State Teachers Retirement System (STRS) of Ohio and the Ohio Public Employees Retirement System (OPERS). The change resulted in a net pension liability of \$288 million on June 30, 2024. The University also implemented the provisions of GASB's statement No. 75, Accounting and Financial Reporting for Postemployment Benefits and Other Pensions which shows the University's share of liability in the STRS and OPERS. This statement was issued to improve the accounting and financial reporting by governments for postemployment benefits and other pensions. As of June 30, 2024, Miami reported a liability of \$0.

Fundraising

In 2022, under the guidance of a national steering committee, Miami kicked off the public phase of its [comprehensive fundraising campaign](#). With a financial goal of \$1 billion, the campaign is the largest in our history and is directly aligned with the mission and the priorities of the MiamiRISE and MiamiTHRIVE strategic plans. The campaign funding priorities (called cornerstones) focus on scholarships as well as expanding or creating programs in high-demand areas of study: clinical health sciences, business and entrepreneurship, and digital innovation and technology. As of March 2025, \$750 million has been raised, including 102 gifts of \$1 million or more (FY19-25). Among the accomplishments:

- [\\$40 million gift from the Farmer Family Foundation](#) to support faculty, students and programs in the Farmer School of Business;
- \$20 million gift for a new [data science building](#);
- [\\$106.3 million record](#) fundraising year in 2024;
- \$5 million gift to launch a [solar field and sustainability park](#);
- The largest outright gift in the [university art museum](#)'s more than 40-year history;

- \$2 million gift to establish the [Niccol Family Basketball Award for Excellence in Academics and Athletics](#);
- \$46 million gift for need-based scholarships, the single largest individual gift in Miami's history.

This success is partly due to committed alumni who regularly engage with Miami through signature programs such as [#MoveInMiami](#), [Grandparents College](#), [MIAMI Women](#), [Love & Honor Weekends](#), and [Alumni Weekend](#), which have garnered national acclaim. The twenty-two members of the [national steering committee](#) consist of volunteers who are industry leaders and provide guidance on campaign initiatives and strategies. Staffing increased and a newly created Advancement unit focusing on data and business intelligence have contributed needed resources to support the campaign's primary objectives. Since 2021, the Advancement team has increased from 105 FTEs to 135 FTEs to meet the campaign's ambitious goals.

Response to Challenges

Despite these accomplishments, the fluctuating Ohio economy, strict state restrictions to the tuition structure, inflation, and a declining population of high school students have challenged Miami to make prudent fiscal decisions while continuing high standards of service. Examples:

- Finance & Business Services promotes the [Lean Initiative](#) which advances a set of principles, concepts, and techniques designed for the elimination of waste and increased productivity and revenue. Over 2200 projects have been completed with over 70 currently in operation. Over 2,500 employees have been trained in this approach. Through this initiative, Miami has reduced costs by \$42,053,906, avoided \$69,091,783 in costs, and generated \$17,189,658 in revenue.
- Miami has also engaged in a comprehensive approach to sustainability (described in 4C).
- In 2013-2014, the institution adopted a responsibility centered management (RCM) approach to budgeting to encourage greater unit-level accountability, financial stability, and an entrepreneurial environment. Each year, the [Fiscal Priorities Committee](#) evaluates the system, and adjustments have been made as appropriate – e.g., updating the base year for indirect cost allocations and adjustments to subvention to minimize the impacts of the change to the cost allocation methodology.

Budget Process

FBS employs generally accepted accounting principles and collaborative decision-making to ensure consistent, transparent, and ethical financial processes. The [budget framework](#) is reviewed throughout its development by administrative leaders as well as the president's executive cabinet and Senate's fiscal priorities committee, and it is approved by the Board of Trustees' finance and audit committee (see [example](#)). Budget and [tuition ordinances](#) are published on the FBS website, and the approved budget is available through the university budget office.

The approved budget is loaded into the ERP system at the beginning of the fiscal year and reviewed regularly by fund managers. Each month, operating reports are produced comparing actual to budget for the current month and year to date. The general accounting department verifies the reports' accuracy.

The treasury services office oversees the cash, investments, and debt obligations. The [Foundation Board of Directors](#) sets investment policy and allocation of endowment assets and oversees the management of Foundation assets. It meets quarterly to scrutinize investment performance and progress toward investment goals. The Investment Subcommittee of the University Board of Trustees meets five times per year to review performance of the University's investment portfolio. Both the University and Foundation have engaged an outside firm which has discretionary authority over the implementation of investment policy and allocation strategy.

Miami's resources are monitored through preparation of annual audited financial statements coordinated with external auditors by the controller's office. Additionally, the [Office of Internal Audit and Consulting Services \(OIACS\)](#) independently and objectively determines whether internal controls are in place and functioning effectively. The financial statements and reports by the OIACS are presented to the Board of Trustees' finance and audit committee (see [example](#)).

Financial and budget statements are also discussed and reviewed annually by Senate's Fiscal Priorities Committee (see [annual presentation](#)) which includes faculty and staff representatives from all divisions. Budget performance is reported throughout the year to the dean's representative on the budget committee, Senate's fiscal priorities committee, and the Trustees' finance and audit committee. The Provost and the Vice President of Finance & Business Services give [annual presentations](#) on the budget on the Oxford and Regional campuses.

As described in 1B and 2A narratives, these budgetary plans and decisions have been made with considerable input as well as transparent and ongoing communication involving faculty, students, administrators, and staff across all divisions as well as regular reviews by the President's Executive Cabinet, Fiscal Priorities Committee, Council of Academic Deans, and Finance and Audit Committee. The inclusive approach not only ensures that all members of the community participate in key initiatives but it also ensures that the goals set forth are feasible to attain and that expenses are carefully monitored.

The process of building the budget each year is aligned with the university's mission and involves these steps:

1. Summer: Miami prepares an operating budget each year (a fiscal year is July 1 to June 30).
2. September: Room and board rates are approved for the next year in the Board of Trustees meeting.
3. Mid-fall: Enrollment targets are set through collaborations among the vice president of enrollment management and student success and the academic deans for the next year.
4. January -March: The university conducts budget discussions with vice presidents, deans, and other key constituents.
5. February: Tuition and fee rates are set at the Board of Trustee meetings.
6. April: The fiscal priorities committee presents on the financial picture at a University Senate meeting.

7. June: The budget for the next year is approved at the Board of Trustees meeting.
8. State operating appropriations are made for two years and are done in odd-numbered calendar years.
9. State capital appropriations are for two years and are done in even-numbered years.

Human Resources

Beyond a collaborative budget process, the key to a highly effective university is a superb set of employees. Toward this end, Miami uses a cyclical model of [performance management](#) which begins with the hiring process, continues with daily performance management, and extends to yearly performance appraisals. Specifically, when making a hiring decision, managers, committees, and individuals involved in the process are asked to consider the nine core competencies established by the university which are: adaptability, motivation, professional and self-development, job knowledge and quality of work, stewardship, service orientation, teamwork, communication, and inclusiveness. As a result of an effective performance management system, supervisors are able to provide factual, relevant performance assessments and to collaborate on a professional development plan with their employees to foster growth.

This system is further supported by [human resources staff development program](#) which offers many courses, workshops, and recognition for outstanding performance. The [Miami P.R.I.D.E Award](#), which stands for “Performance Resulting in Distinguished Excellence,” is a centrally-funded, monetary bonus program for classified and unclassified staff. A [job enrichment program](#) is available to help classified (hourly) staff become more aware of their strengths in relation to university career opportunities, and faculty and staff may participate in a variety of other professional development programs, such as the [DEI in Leadership Certificate](#) or [Green Zone Training](#).

Miami’s [Employee Health Clinic](#) provides employees and their dependents covered under the university health plan routine healthcare services at no cost with extended hours. [Fitness programs](#) are available on the Oxford and regional campuses free of charge, and wellness opportunities (including [tobacco cessation](#), [financial wellness](#), [mobile mammography](#)) are available to all staff and faculty. In addition, Miami offers eligible full-time and part-time employees and their dependents a [tuition fee waiver benefit](#) for courses taken at any of Miami's campuses. These opportunities coupled with recognition of achievements and contributions have a considerable impact on employee satisfaction and retention.

To ensure that Miami compensates employees fairly, in 2018-2019, Miami hired Sibson Consulting to conduct a major project on the compensation structure of Miami’s salaried (unclassified) staff members. The project goals were to create an effective, consistent and equitable compensation program and a comprehensive position description library. Each position description which includes the percent of time devoted to each responsibility was collaboratively developed by the staff member and supervisor and approved by the dean or vice president to ensure that staff responsibilities are aligned with divisional and University priorities. Sibson analyzed position descriptions against similar positions in the market and made recommendations for improvement. Positions with similar responsibilities are grouped together, and compensation packages are aligned with the job groupings and market trends.

Additionally, Miami participates in the College and University Professional Association for Human Resources (CUPA) Faculty in Higher Education Survey and uses survey data to regularly assess salaries for its instructional staff and unclassified staff. Additional salary data are gathered from the American Association of University Professors. Data from these sources are presented annually to the deans and faculty in public budget presentations.

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- National Campaign Steering Committee
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- \$40 million Farmer Gift
- McVey Gift
- Fundraising Record 2024
- Sustainability Park Announcement
- Art Museum Gift Announcement
- Basketball Gift
- #MoveInMiami projects
- Grandparents College
- MIAMI Women
- Love and Honor Weekend
- Alumni Weekend 2025
- Lean _ Finance and Business Services
- Fiscal Priorities _ University Senate Committee
- Understanding the Budget
- Tuition and Fee Ordinances
- Foundation Board of Directors
- OIACS Audit Process
- Performance Management
- Professional Development for Staff Human Resources
- P.R.I.D.E. Award Guidelines
- Professional Development _ Job Enrichment Program _ Miami University
- DEI in Leadership Certificate _
- Green Zone Training
- Employee Health Center
- Faculty, Staff, and Grad Student Fitness Programs
- Benefits and Wellness
- Tobacco Free Miami _ Benefits and Wellness

- Financial Wellness _ Benefits and Wellness
- Mobile Mammography _ Benefits and Wellness
- Tuition Fee Waiver
- Board of Trustees Meeting Minutes June 2024 - Approval of Budget
- Annual Budget Symposium Announcement
- Fiscal Priorities Annual Presentation to Senate 2024
- Trustees Finance Audit Committee Meeting Minutes Dec 2024 - Audit Presentations
- Facilities Condition Report 2024

4.C Planning for Quality Improvement

The institution engages in systematic strategic planning for quality improvement. It relies on data, integrating its insights from enrollment forecasts, financial capacity, student learning assessment, institutional operations and the external environment.

The university's mission, academic goals, objectives, and metrics drive operational decisions, budget plans, and resource allocations.

As noted in 4B, the [MiamiTHRIVE process](#) began with consideration of the university's mission and--throughout its development--was shaped by an environmental scan that was led by Bain Consulting and included financial, academic and administrative data including data from interviews with stakeholders focusing on the university's strengths, challenges, future needs, and capacities. In addition to relying upon internal data and insights from leaders, the MiamiTHRIVE steering team and Bain engaged in [extensive research on emerging trends](#) and anticipated challenges related to the economy, demographics, and higher education in general. The President has provided regular updates on the plan's development to the Miami community and Board of Trustees (see [example](#)) and in emails to the university community. In addition to student listening sessions and a university-wide symposium, the chair of MiamiTHRIVE has also given updates at Faculty Assembly, University Senate, divisional meetings, Alumni Advisory Board, and Parents Council.

Each year, the Board of Trustees asks key administrators to provide written and oral reports on progress relating to Miami's strategic plan goals (see [example](#)). These reports are included in Board of Trustees meeting minutes and are publicly posted on the Board's website, and summaries of reports are also included in Miami Matters (e-newsletter) on the [Miami News website](#).

Miami is undertaking a transformative shift from its existing Ellucian Banner ERP system to the cutting-edge [Workday ERP](#). This transition brings enhanced capabilities, particularly through Workday's Adaptive module, which enables dynamic, scenario-based budget planning, and its robust drill-down reporting, offering granular insights into both business and academic operations.

Complementing this modernization, Miami harnesses the power of Oracle Analytics Server (OAS) for sophisticated business intelligence and reporting functionalities. The university's dedicated business intelligence team remains at the forefront of developing and refining OAS dashboards and reports,

ensuring comprehensive analytical support for institutional decision-making. Historically, OAS initiatives have centered on critical financial and human resources data, with a strong emphasis on budgets, revenue streams, and strategic fiscal management—including the foundational support of Miami’s Responsibility Center Management (RCM) budget model. Currently and in the future, the university’s analytics strategy extends to pivotal areas such as budget-to-actuals comparisons, advanced enrollment and retention forecasting, and data-driven insights to bolster Advancement initiatives. These ongoing efforts underscore Miami University’s commitment to leveraging cutting-edge technology for informed, strategic decision-making.

For the past decade, academic deans have used their RCM divisional specific budget projections, produced by the University Budget Office, to plan for their divisional multi-year initiative spending. These divisional plans are shared with the provost to ensure both the plans and any spending is in alignment with the other divisions and with the MiamiTHRIVE’s goals and objectives.

Evidence that Miami’s planning and actions account for possible economic fluctuations, utilize data, and anticipate emerging trends in its planning initiatives includes:

1. **Strategic Enrollment Planning:** In collaboration with University Communications & Marketing, the division of Enrollment Management and Student Success regularly conducts assessment for improvement. For example, a recent Parent/Student Perception Study and a third-party assessment of Miami’s market position yielded new insights, leading to new projects such as a suite of “Pride Point” projects, a major website update, a new program-specific marketing strategy, and a comprehensive campaign for new engineering programs (see [presentation to Trustees](#)).
2. **Sustainability** has been a major priority for Miami since 2010 when it began moving away from a reliance on fossil fuels to simultaneous heating and cooling and geothermal systems. This process which has entailed building improvements as well as conservation and conversions of energy systems has resulted in over \$100 million in accumulated cost savings and a 50% reduction in energy-based emissions. Since 2008, carbon emissions have reduced by over 60% even though we have increased the square feet of building space by more than 20%. Miami intends to no longer operate its central steam plant by 2030. By 2040, Miami aims to achieve carbon neutrality (see [climate action plan](#)). Miami has [36 LEED-certified Gold and Silver buildings](#) and launched a major recycling initiative with computerized waste sorting stations that featured 10,000 pounds of waste elimination in the past year alone. Additionally, 100% of our academic programs have at least [one course](#) focused on sustainability goals. In 2019 and 2022, Miami has received a [gold STARS rating](#) by AASHE.
3. **Assessment:** [Academic Program Evaluation, Improvement & Prioritization project](#), described in 3F, resulted in elimination of more than 70 academic programs and reduction or reallocation of more than a dozen graduate assistantships. This project was followed by a newly revised academic program process, called the [Department Planning & Improvement](#), which focuses on continuous improvement goals, metrics and process. Summaries of the curricular plans and outcomes from these initiatives are shared with the deans, provost, president and trustees to shape future budgetary planning. Each year, feedback on assessment of student learning reports (see 3E) are also shared with chairs, deans and appropriate VPs.
4. **Boldly Creative Initiative** leveraged \$50 million in carry-forward funds to fund a variety of projects with the goal of creating and enhancing high-demand programs and educational

excellence. Proposals provided data relating to enrollment, marketing, staffing and other budgetary planning, and principal investigators submitted annual reports for four consecutive years reporting on progress. Project that did not meet expected annual outcomes were discontinued or revised, and feedback was offered on all annual reports. Projects included a new cybersecurity center and programs, a physician associate program, graduate programs in nursing, and more.

5. **Review of Low-Enrolled Programs & Courses:** Significant attention has been dedicated to reducing low-enrolled courses and programs. Data are reviewed each semester, and reports to the Trustees are given regularly. Miami also submits a formal report on this topic to the Ohio Department of Higher Education once every three years (see [2025 report](#)). Miami reached an all-time low of course sections with an enrollment under 15 in fall 2025 (13%). The total number of approved Miami Plan courses has also been decreased by over 30% from 814 in 2021-2022 to 550 in 2024-2025.
6. **Faculty Workload Study:** In 2024-2025, the Provost collaborated with academic deans and department chairs to carefully review and revise faculty teaching loads and develop [guidelines](#) to ensure that: faculty are teaching at capacity (aligned with [University workload norms](#)); and differentiated teaching loads are being enacted to support research-active tenured and tenure-line faculty and to reduce reliance on visiting and adjunct faculty. This project will lead to an estimated \$2.7 million in savings and an anticipated increase in research productivity.
7. **Open Educational and Affordable Resources:** Led by a university-wide committee of faculty and staff, Miami offers an array of programs and resources designed to target faculty teaching courses with the highest cost textbooks and largest enrollments, including [faculty development workshops](#), a [grant program](#) to incentivize faculty to replace commercial textbooks with OER, [consultation](#) on free or low cost options for course packs, and a textbook donation program in residence halls. These efforts have led to approximately \$1,600,000.00 in cost savings for students since 2017.
8. **IT Improvements:** IT Services is focusing on several major initiatives designed to ensure our current and future success: [ERP planning and implementation](#); [Artificial Intelligence](#) including advancing best practices and generative AI tools such as Google Gemini Chat, Zoom AI Companion, and Webex AI Assistant; [Google Workspace storage changes](#); [Identity & Access Management](#); [Cybersecurity Software](#); and [Accessible Technology](#).
9. **Human Resources:** For decades, Miami has featured two separate units dedicated to human resources. Beginning in 2025, we are [combining the two offices](#) to advance best practices and efficiencies; an interim vice president to lead this combined office has been selected, and a search is underway.
10. **Online Learning:** Similarly, Miami has historically had separate units for online education on the Oxford & Regional campuses. The two units have been combined, and a new [director](#) was hired in April 2025 to lead a strategic expansion and enhancement of our online curricular profile (see activities [report](#)).

As Miami continues to make substantive changes such as those listed above, it will be important to balance the impetus for flexible and rapid change with the need for careful deliberation and involvement of faculty, staff, students, and other stakeholders in decision making.

Sources

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- Adopt OER Program_ Open Educational Resource
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- Google Workspace Changes _ Miami University
- Identity and Access Management at Miami
- Security Software
- AccessMU Center
- Miami Matters Summary of Trustees Meeting
- Trustees ASA Meeting June 2024 - EHS Dean Presentation
- Board of Trustees Meeting Minutes Feb 2025 - MiamiTHRIVE update
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- Faculty Workload Norms
- New Online Leader Announcement
- Miami centralizes HR functions article
- LEED Gold and Silver Certified Buildings
- Sustainability Website
- Workday Vision and Guiding Principles
- Trustees ASA Meeting Minutes Feb 2025 - Enrollment Mgmt Presentation - page 5
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- Artificial Intelligence (AI) IT Services
- Workday Enterprise Management
- Department Planning and Improvement Process Website
- 2025 Faculty Workload Grid
- Miami Online Assessment Report - 2024
- MiamiTHRIVE Process Overview
- MiamiTHRIVE Environmental Factors Presentation

Criterion 4 - Summary

The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

Miami strives to cultivate a data-driven and fiscally sound organization that focuses on continuous improvement and aligns decision making with academic priorities and future trends. We must continue to:

- Enhance shared governance and mutual trust amidst a volatile climate for higher education, challenging legislative mandates, financial pressures and a new collective bargaining agreement;

- Address the needs of the next generation of students and the workforce without abandoning the best aspects of a liberal education.

Sources

There are no sources.

Multi-Campus Report

Introduction & History

Miami's regional campuses which include Hamilton (opened 1968) and Middletown (opened 1966) are designated by the Ohio Department of Higher Education to provide higher education access to citizens of Butler, Preble, and Warren Counties and the southwest Ohio region. Miami Regionals also offers an additional location at the Voice of America Learning Center in West Chester (opened 2009).

Student demographics differ from those on the Oxford campus. Although 87% of its students are traditionally aged, the regional campuses' open admission policy and flexible scheduling of courses enable them to serve students who are place-bound, financially restricted, or may not have followed traditional educational patterns. None of the students live on the regional campuses. Miami Regionals' tuition and fees differ from those on the Oxford campus and are among the lowest in Ohio.

From their inceptions, these campuses have offered two-year associate degrees as well as the first two years of pre-baccalaureate coursework enabling students to begin their degrees before relocating to the Oxford campus (which they may do after successfully completing 16 hours) or transferring to another university.

To advance efficiency and quality, the two campuses which historically had separate structures were merged into a single administrative unit, Miami Regionals (MR), in 2010. Three years later, Miami Regionals formed its own academic division, now called the College of Liberal Arts & Applied Science (CLAAS), to enable it to offer select bachelor's degrees which are distinct from those on the Oxford campus and designed to meet student needs and the regional workforce. Currently, MR/CLAAS offers multiple bachelor degrees, all of which have the Miami Plan at their core. Multiple associate degrees are also offered. See list and 15th-day headcount enrollments below.

NOTE: The table does not include enrollment data for eliminated programs or students who relocated to Oxford campus.

Degree/Major	Mode	Fall 2023 Enrollment	Fall 2024 Enrollment	Projected Enrollment (3 yrs)
B.S. in Applied Science in Engineering Technology	Hybrid	195	203	212
B.S. Commerce in Digital Commerce	Online	66	82	112
B.S. in Commerce in Hospitality Management	Online	14	19	24
B.S. in Commerce in Sales Management	Online	83	75	93

B.S. in Commerce in Small Business Management	Online	313	270	225
B.S. in Criminal Justice	F2F	114	111	116
B.S. in Information Technology in Cybersecurity & Networking	Online		45	50
B.S. in Information Technology in Information Technology	Online	145	132	136
B.S. in Nursing (jointly offered on Oxford)	F2F	289 [397 in Oxford]	314 [502 in Oxford]	320
B.A. in Applied Communication in Communication Studies	F2F	39	30	25
B.A. in Community Arts & Cultures	F2F	32	27	22
B.A. in English Studies	Online	99	98	93
B.A. in Liberal Studies	Online & F2F	33	19	21
B.A. in Psychological Studies	Online	207	208	222
B.S. in Applied Biology	F2F	108	115	127
B.S. in Liberal Studies	Online, F2F	20	24	29
A.A.B in Commerce	Online		52	57
A.A.S. in Computer & Information Technology	Online	63	62	65
A.A.S. in Computer Technology	Online	9	4	3
A.A.S. in Criminal Justice	F2F	24	23	25
A.A.S. in Electrical & Computer Engineering Technology	F2F	27	28	29
A.A.S. in Mechanical Engineering Technology	F2F	40	35	32
A.A.S. in Prekindergarten	Online	30	26	23

A.A. in Business	F2F	4	2	2
A.A. in Creative Arts	F2F	11	7	7
A.A. in Education, Health & Society	F2F	14	11	7
A.A. in Engineering & Computing	F2F	1		1
A.A. in Humanities	F2F	8	4	2
A.A. in Liberal Arts & Applied Science	F2F	15	12	13
A.A. in Natural Science & Mathematics	F2F	7	4	3
A.A. in Social Science	F2F	13	7	6
Doctor of Nursing Practice	Online		2	3
M.S. in Nursing – Family Nurse Practitioner	Online	24	33	51
M.S. in Nursing – Nurse Executive Leader	Online	5	6	9

In fall 2024, all MR locations (Hamilton, Middletown, West Chester) enrolled a combined total of 3,670 students (15th day headcount). Fifty-six percent of students are female, and 92% are residents of Ohio. Thirty-three percent of the students are part-time. Sixteen percent are non-traditionally aged students. Degree-seeking students range in age from 16 or 17 into their 60s. Top feeder schools are area high schools and local community colleges.

Organizational Structure & Governance

Miami Regionals use similar governance and organizational structures to the Oxford campus academic divisions. The VP/dean reports directly to the Provost and sits on the Council of Academic Deans and President’s Executive Council. Associate deans, director of external relations & communications, director of DEI initiatives, senior assistant dean for student and academic success, director of business & administration and director of enrollment management all report directly to the dean.

Miami Regionals faculty, staff, and students are represented on the University Senate and its councils and committees.

In addition, members of MR/CLAAS are governed by:

- **Regional Campus Executive Council** is chaired by the dean, includes his direct reports, and meets weekly to discuss relevant issues.
- **CLAAS Executive Committee** is chaired by the dean and consists of the associate deans, assistant dean, and six department chairs. It deals with matters unique to the academic division.
- **CLAAS Assembly** is chaired by the dean and composed of tenured/ tenure-eligible faculty, teaching (TCPL) faculty, visiting faculty, and jointly appointed faculty with at least a half-time appointment in the division. Assembly meetings serve as a forum to discuss divisional issues.
- **CLAAS Curriculum Committee** is chaired by an associate dean and approves curriculum changes within the division before they are advanced to the Council of Academic Deans and University Senate.
- **CLAAS Promotion and Tenure Advisory Committee** includes a faculty representative of each department and acts in an advisory capacity to evaluate candidates for tenure and promotion before materials are forwarded to the University P&T Committee.
- **CLAAS Grievance Committee** acts according to the criteria articulated in the [Policy Library](#).

Faculty are appointed to CLAAS departments which are led by chairs with the same duties as Oxford campus chairs (e.g., hiring and evaluation; course scheduling; budgetary duties; student concerns).

Miami Regionals follow policies in the Policy Library and General Bulletin; faculty and librarians have the right to be members of the FAM AAUP/ALT bargaining unit.

Educational Quality Assurance

MR/CLAAS curricula undergo the same rigorous and multi-level processes of approval deployed on the Oxford campus (described in 3A narrative). All CLAAS majors and free-standing certificates engage in assessment activity as described in 3E.

All academic departments on the regional campuses undergo the same academic program review (called Department Planning & Improvement) as on the Oxford campus. It occurs every 6 years which includes review of the curriculum for relevance, rigor, and currency (see 4A). The Department of Education & Society on Miami Regionals, for example, was in the cohort that piloted the DPI process.

Each year, departments across the University are required to review course offerings so that they can delete outdated courses and update continuing ones. A description of the learning goals of each degree program is available on the departmental websites and the Consumer Information webpage.

Additional reviews of degree programs are provided by accrediting agencies. The following MR/CLAAS programs are accredited by the Engineering Technology Accreditation Commission of ABET:

- Mechanical Engineering Technology, Associate Degree
- Electrical and Computer Engineering Technology, Associate Degree
- Electro-Mechanical Engineering Technology (Electro-Mechanical Engineering Technology Concentration) Bachelor Degree
- Mechanical Engineering Technology (Mechanical Engineering Technology Concentration) Bachelor Degree.

The nursing bachelor degree programs are accredited by the Commission on Collegiate Nursing Education and Ohio Board of Nursing.

The university also ensures that the quality and learning goals of programs are consistent across all modes of delivery and locations by adhering to university [guidelines for dual enrollment offerings](#) and [guidelines for Oxford-based courses that are offered on the regional campuses](#).

MR/CLAAS offers several programs in an online or hybrid format (see table above), with support from the Miami Online Office to ensure that online curricula are of the highest quality. Miami Online has developed a Quality Standards for Miami Online Courses scorecard which is a set of quality standards and draws from quality review processes (e.g., Quality Matters, Online Learning Consortium's OSCQR). Every course that receives Miami Online's full support scores 85 percent or higher, surpassing expectations set by industry peers.

Faculty

MR/CLAAS have 136 full-time and 287 part-time faculty members. Instructional staff appointments follow the same procedures and policies as on the Oxford campus (see 3C). Prior to 2013, faculty were tenured to the relevant department on the Oxford campus. Once the new division was created in 2013, faculty could either (1) be fully appointed to CLAAS/Miami Regionals, or (2) continue to have a home department on the Oxford campus. Those who selected the first path are reviewed annually by the department chair and the CLAAS dean. For those faculty members whose home departments reside in Oxford, their regional chair and the regional associate dean provide input to the Oxford chair and dean for their review.

Since August 2013, all newly hired tenure- and promotion-eligible faculty members have been assigned fully to the CLAAS and regional campuses.

The processes for evaluation, promotion, and tenure are the same as the Oxford processes. The only difference relates to the evaluation criteria. For tenure- and promotion-eligible faculty, the emphasis, in descending order of significance, is: (1) high quality teaching and academic advising; (2) productive professional service; (3) a record of research, scholarly, and/or creative achievement of high quality and its prospective continuation; and (4) professional collegiality. With the dean's approval, tenure-track faculty can elect to change the order of emphasis and put research second and service third (which is the order used on the Oxford campus).

MR/CLAAS also has teaching faculty, lecturers and clinical and professionally licensed (TCPL) faculty as well as some visiting and part-time faculty in subject areas with high student demand.

All faculty hold master's degrees or higher, are approved by academic departments, dean, and provost; and many are practicing or experienced professionals (particularly in technical programs).

MR/CLAAS faculty are productive in research and service, especially given the teaching loads (4-4 or 4-3 courses per semester); many faculty and staff members support their research and service with external grant funding. External funds have supported research or curriculum development in engineering technology, applied biology, communications, nursing, criminal justice, and information technology. Sponsored projects have provided paid student positions in undergraduate research in the sciences, co-ops and internships in local businesses, leadership and global citizenship summer jobs, and work as community health educators. Grants have also supported scholarships for child care for low-income student-parents, technology and community programming for the libraries, and suicide prevention training for the entire Miami community. Total external grant funding for the regional campuses in the past five years is \$17,432,548 (UC OLLI Report, 3/14/2025).

Additionally, faculty and staff have been recipients of university-level awards. Kelli Johnson received the 2025 University Assessment Award. In 2023, Liza Skryzhevska received a Creativity and Innovation Award, and Whitney Womack Smith received a University Distinguished Service Award. Additionally, MR/CLAAS faculty and staff receive recognition at the divisional level including the Faculty Achievement in Scholarship Award, Faculty Achievement in Service Award, and Excellence in Teaching Award.

Staff

MR/CLAAS is staffed by a team of qualified, dedicated professionals. Comprising 137 permanent staff and 104 temporary staff—including seasonal employees, athletic coaches, and professional tutors—the regional campuses operate under the leadership of the Executive Council which includes the VP/Dean, associate VP for online learning, associate and assistant deans, multiple directors (budget, enrollment management and external relations), and deputy Title IX coordinator.

The same cyclical model of performance management used on the Oxford campus applies to the regional campuses (see 3C). This system is further supported by the human resources staff development program which offers workshops, job enrichment program, and recognition for outstanding performance. MR/CLAAS staff are regular recipients of the Miami P.R.I.D.E Award which recognizes outstanding classified and unclassified staff.

Student Support & Other Services

MR/CLAAS feature a variety of offices to support student success that serve all MR/CLAAS campuses:

- [**The Regional Office of Admission & Financial Aid**](#): Because MR/CLAAS' student population is different from that on the Oxford campus, the MR/CLAAS admission office

has its own [admission criteria, procedures, deadlines](#) as well as recruitment and marketing materials. As mandated by the Ohio Department of Higher Education, MR/CLAAS is open admission for students with a high school diploma or GED. Admission for students who have completed college coursework is based on the student's grade point average (on a 4.0 scale), including courses which have been repeated. Transfer students are required to have at least a 2.0 cumulative GPA at their previous institution(s) or have been out of college for at least two years. To ensure accuracy in information, all print and online marketing materials undergo the same review process as applied to Oxford marketing materials (see 2B).

Financial aid staff are available on both campuses. While the Oxford-based Student Financial Assistance Office has oversight of financial aid awards, the regional staff assist first-time, current, re-enrolling, and transfer students as well as veterans. They also ensure that the website is updated with accurate [information about tuition and fees](#) as well as [scholarships and aid](#). A [net price calculator](#), [forms](#), and [FAQs](#) are also on the website.

- [The Office of Regional Academic Advising](#) offers guidance on the Miami Plan, major selection and requirements, and career planning. MR/CLAAS students have an assigned professional staff or faculty advisor who receives training provided by the Undergraduate Academic Advising Council (described in 3D).
- [The Tutoring & Learning Center](#) offers on both campuses: tutoring, intervention for students in academic peril, academic coaching, writing consultations, study skills resources, student success courses, and disability resources.
- [Regional Counseling Services](#) include personal counseling on both campuses focused on individual and relationship issues, anger or stress management, single parenting, career decision-making, Internet addiction, loneliness, depression, eating disorders, trauma, and wellness. Each campus/location has emergency protocols related to students in distress.
- [Career Services & Professional Development Office](#) helps students, graduates, and alumni find employment related to their academic major. It provides support for resume preparation, job correspondence, interviewing as well as internship support.
- [CLAAS Honors Program](#) allows students to join a close community of students and faculty dedicated to professional growth and development.
- [Intensive English Language Center](#) supports conditionally admitted students who lack language proficiency through noncredit and credit training in reading, writing, speaking, listening, and grammar at four levels of the English language. Once level 4 is

successfully completed, students are fully admitted to Miami. The center is in the process of merging with a similar office on the Oxford campus and will serve the entire University.

- [National Pathways Program](#) is an intensive learning program for students who apply to the Oxford Campus but are wait-listed. Students admitted into the program reside on the Oxford campus, receive enhanced support, enroll in classes on the Regional Campuses and pay regional tuition for the first year. After completing the fall and spring term requirements, they are admitted as fully matriculated students on the Oxford campus in the fall semester of their second year.
- [Veterans Services Center](#) is Yellow Ribbon- and Purple Heart-designated and helps students navigate through benefits paperwork and connect with other military-affiliated students.
- **Rentschler Library (Hamilton) and Gardner-Harvey Library (Middletown)** are part of the Miami University Libraries and have 80,000 books and DVDs along with access to thousands of full-text articles and e-books. In addition to providing students with computers, books and consultation, they offer information literacy instruction sessions for classes and embedded librarian assistance through the learning management system. The Middletown campus also is home to the Southwest Ohio Regional Depository which is a remote storage facility that houses less frequently used library materials.
- [Work+](#) helps students earn an associate or bachelor's degree while working part-time. Students work approximately 24 hours per week for at least a year with a Work+ employer and take classes in a major of their choice. In addition to paying the student an hourly wage, the employer covers tuition and fees.
- [Small Business Development Center](#) is located at the Voice of America Learning Center and advises local business owners and entrepreneurs on strategic planning, marketing, and gaining access to capital. It also offers Commerce majors internship and employment opportunities.
- [TRIO Student Support Services](#) is an educational support program funded by the US Department of Education, whose goal is to help eligible students graduate on schedule with the lowest amount of financial debt.
- Children of MR/CLAAS students, faculty, staff and alumni that are 18 months to five years have access to **on-site childcare**. All facilities are licensed by the Ohio Department of Job and Family Services. Campus Kids (Hamilton campus) is open during the

academic year and has been awarded gold level standing from Step Up to Quality, Ohio's child care rating system. Campus Kids is also accredited by- the Association for Early Learning Leaders. The Children's Center (Middletown) is operated through a partnership with the Middletown Area YMCA and is open year-round.

- **The Center for Social and Economic Empowerment** provides the tools, targeted resources and innovative programs necessary for students to achieve social and economic mobility.
- [Student Activities and Orientation](#) coordinates Student Orientation Advising & Registration (SOAR), a mandatory orientation program for all incoming first-year students. It also oversees student activities and organizations encouraging student growth through campus engagement and leadership development.
- [Student Disability Services](#) ensure qualified students with disabilities on both campuses have an equal opportunity to pursue their college education and serve as a faculty/staff resource.
- [Athletics Programs](#) consist of organized, intercollegiate sports. The Hamilton and Middletown student-athletes compete in the US Collegiate Athletic Association in men's and women's basketball as well as men's baseball. The Hamilton campus also fields women's softball and women's volleyball teams. The Hamilton Harriers and Middletown Thunderhawks have earned numerous honors throughout their histories.
- **Community Engagement** is supported by the [Center for Social Impact](#) which forges partnerships between MR/CLAAS and surrounding communities and develops outreach efforts for students. It features: (1) Service+ (AmeriCorps program where students can serve as AmeriCorps members at nonprofits and government organizations); (2) ReFUEL (Ohio Campus Compact AmeriCorps program which connects students with campus and community resources to help improve academic success); (3) AmeriCorps VISTA (enables students to address university challenges). MR/CLAAS has a [Downtown Center](#) in Hamilton for community engagement and cultural events.
- **Online learning** is supported by Miami Online (a university-wide office) with the goal of strategically designing, supporting, and implementing learning in online/hybrid courses and programs and providing ongoing academic technology support and training for faculty.

All offices, units, and programs listed above undergo regular evaluation and assessment. For example, the academic support units and centers (e.g., advising, tutoring & learning center, career services, honors, small business development) submit annual assessment reports for

review by the Assessment Fellows Committee as academic support units and centers do on the Oxford campus. SOAR utilizes student-submitted evaluations, performance, and persistence data to evaluate and enhance outcomes. Service+, VISTA, and TRIO programs provide yearly evaluations based on the grant parameters to retain funding. Campus Kids Child Care follows the State of Ohio Department of Human Services licensing protocols. Athletics follows and maintains eligibility requirements as outlined by the United States Collegiate Athletic Association (USCAA).

Physical Facilities and Technological Resources

The Middletown campus features nine buildings providing nearly 290,000 square feet of space. The Levey Science Building, added to the campus in 1999, provides space and technology to support the sciences. Other notable facilities include the renovated 671-seat Dave Finkelman Auditorium, and Johnston Hall, one of the two original buildings. Along with the Gardner-Harvey library, Johnston Hall was renovated in 2006. A 15,000 square foot addition to Johnston expanded the building's square footage to over 100,000 square feet. It is the largest building on the campus and includes classrooms, student life space, academic and administrative support, and the Miriam G. Knoll Campus Community Center.

The Hamilton Campus has 340,000 square feet in 12 buildings on a 100-acre site. University Hall was constructed in 2021 and features high-tech simulation spaces, nursing resource centers, and provides informal student study and amenity spaces. In collaboration with Butler Tech, the Advanced Manufacturing & Innovation Hub is currently under construction at the Knightsbridge Building on the Hamilton campus and is expected to open January 2026. The Hamilton campus also features a 450-seat Parrish Auditorium, a 7,700 square-foot Conservatory greenhouse and a 16,000 square-foot library.

Both campuses continuously improve the campus curb appeal by upgrading classrooms and common areas and maintaining attractive grounds. One particular area of focus has been to increase and improve student study and lounge space, both inside and outside the buildings. Miami Regionals is committed to providing a clean, safe, and conducive learning environment for our students, faculty, staff, and campus visitors.

The Miami University Regional Campuses offer courses and programs (commerce and MBA) at the Voice of America Learning Center in West Chester, Ohio.

The VOALC as well as the Middletown and Hamilton campuses employ state-of-the-art technological resources. All locations have Internet access to each desktop and wireless capability. There are nearly 600 computers in the various classrooms and computer labs at these locations, and the computer image or software use on all the computers is consistent. All faculty, staff, and student desktop computers are on a five-year renewal schedule, and laptops are on a four-year renewal schedule.

All 120 classrooms are mediated with a permanent instructor's workstation that includes a computer, digital presenter with a built-in camera that can be used for remote access to students or guest lecturer, access for instructor or student laptop, and DVD player. In addition, an LCD projector is mounted on ceilings in all rooms. Fourteen of the classrooms are computer

classrooms with 24 to 32 student computers in each room. Four open computer labs with approximately 100 computers are available for student use. Each campus has two laptop/Chromebook carts with 24 units in each to use.

Space utilization and planning are guided by Miami's Facilities Condition Reports, the long-range facilities plan overseen by the Physical Facilities Department, divisional input, Miami policy as well as [standards](#) set forth by the State of Ohio and ODHE. HEI physical structure data are used regularly to compare Miami's usage to peer institutions. The University's Space Utilization Group reviews MR/CLAAS project requests and oversees projects; and the MR/CLAAS associate dean serves on the Academic Space Utilization Subcommittee which conducts annual inspections of academic spaces.

Eleven full-time staff and approximately fifteen student workers from the Technology Services Department provide support at all locations. The Hamilton and Middletown campuses have a help desk for technical support; a network server room and a full-time staff member who provides technical support exclusively for the engineering technology program. Technology needs are addressed by the regional director of information technology, and reviewed annually through a survey. Requests for new or upgraded technology are then reviewed by the Regional Project Group.

Planning and Continuous Improvement

The dean presents annually on MR/CLAAS strategic priorities to the Board of Trustees, provost, and president. He is integrally involved in the strategic planning processes of the University. Not only does he serve on the MiamiTHRIVE steering committee, but CLAAS/regional campuses have faculty, staff or student representation on each of the THRIVE planning committees.

Goals relating to the advancement of the MR/CLAAS are also included in MiamiTHRIVE. The fifth opportunity area of MiamiTHRIVE focuses on "strategically leveraging the regional campuses," and several other opportunity areas directly align with Miami Regionals' public mission: expanding experiential learning, resetting the cost of attendance, building lifelong skills, and developing a partnership ecosystem.

MR/CLAAS prepares a long-range budget plan as well as an annual budget which follows the identical process used by other Miami deans. It is reviewed by the provost to ensure that it is accurate, appropriate, and aligned with strategic priorities. The regional campuses budget is included as part of the larger University budget and is reviewed throughout its development by key administrative leaders as well as the president's executive cabinet and the fiscal priorities committee of University Senate. It is approved by the board's finance and audit committee and then the full Board of Trustees (see 4B for more details).

Between 2020 and 2024, the regional campuses experienced a 10% decrease in student enrollment, declining from 4,091 to 3,670 in total fall student headcount (including high school or non-degree students.) The enrollment decline and annual tuition rate increases contributed to

a 14.4% decrease in regional tuition revenue, which fell from \$32.6 million to \$27.9 million. During the same period, state support (subsidies and appropriations) increased by 13.8%, rising from \$11.6 million to \$13.2 million. Other revenue (i.e. student fees, investment income, F&A recovery) during this same period rose by 76.9% from \$1.3 million to \$2.3 million.

Between 2020 and 2024, the regional campus's total revenue decreased from \$45.6 million to \$43.5 million, representing a 4.8% decline. While this decrease was mitigated by annual increases in tuition and state subsidy rates, it was primarily a result of declining enrollments. The regional campuses experienced a 20% decrease in the total fall student headcount (not including high school or non-degree students), moving from 3,665 in 2020 to 2,945 in 2024.

In response, MR/CLAAS has taken aggressive steps:

1. Launched in 2022, the Early College Academy enables high schoolers in the region to earn a Miami associates degree and credit hours toward a bachelor's degree, at no cost to them. The hope is that Academy graduates will matriculate to Miami to complete a baccalaureate degree.
2. In 2023, in collaboration with Miami Regionals, Cincinnati State opened [an additional location on Miami's Middletown Campus](#) to promote a seamless transfer of students from the two-year institution to Miami Regionals.
3. In 2024, after receiving a \$10 million grant from The Butler County Board of Commissioners, MR/CLAAS and Butler Tech Career Technical Center are creating the [Advanced Manufacturing Workforce and Innovation Hub](#) for workforce development. MR/CLAAS and Butler Tech students will have access to distinctive pathways, leading from associate degrees, industry-recognized credentials and microcredentials to bachelor degrees.
4. As part of Miami's APEIP (see 3F), several programs (integrative studies, health information technology, health communication) with declining enrollments have been eliminated. Others (e.g., community arts, communication studies) have streamlined their core and elective requirements.
5. In 2023, an Enrollment Funnel Team (chaired by the assistant dean) was created to ensure pathways from application to matriculation are seamless and student-focused. Key initiatives include: enhancing student communication workflows; improving placement testing via data analysis and advisement; and improving orientation.
6. In 2022, a Retention Core Analysis Team was formed to implement data-informed retention strategies which have led to a 3% increase in first to second-year retention. Strategies include:
 - Expanding "Courses in Common";
 - Establishing departmental student success liaisons and peer navigator program;
 - Implementing EAB Navigate Student Mobile Interface for timely student support;
 - Creating Canvas Back to Basics for in-person courses;
 - Provide Mental Health First Aid Training for employees;
 - Increasing mental health counseling;
 - Establishing a food pantry and mediation/quiet room.

7. MR/CLAAS took the lead in establishing the [EAB Moon Shot for Social and Economic Mobility initiative](#). Miami joined Cincinnati State Technical and Community College, Gateway Community and Technical College, and Northern Kentucky University to forge a student success partnership. Several teams were formed and achieved these outcomes:
- Elimination of 30 holds, improving timely course registration and time to degree completion. A hold maintenance and standards guide for remaining holds is under development.
 - 90% compliance with ODHE transfer initiatives
 - Creation of more than 100 program-specific transfer pathways
 - A transfer-friendly website and self-service resources and a revised site for returning students
 - Transfer equivalency policy and practice changes
 - SW Ohio/Northern Kentucky Transfer Student Success Summits held in Spring 2024, Fall 2024, and Spring 2025.

As a result, transfer student enrollment has increased by over 110 in the past year.

Other steps include:

- Reducing dependency on temporary faculty and eliminating vacant positions that no longer support the mission;
- Reducing E&G funding by reallocating student support salaries to be paid from student fees;
- Revising operational budgets to better align with area needs and initiatives;
- Increasing faculty professional development funding by 25%;
- Enhancing the microcredential program;
- Renewing focus on external events and catering to support capital improvements in those spaces.

Through all of these efforts, the regional campuses have reallocated approximately \$5.7 million from fiscal year 2024 through fiscal year 2026.

To address community needs and expand academic programming, \$4.1 million has been designated to support workforce development initiatives including the Advanced Manufacturing Workforce and Innovation Hub.

As of the end of fiscal year 2025, the regional campuses maintain a total carry-forward balance of \$13.4 million. This includes a \$2.6 million carry-forward reserve and a \$10.8 million capital and renovation reserve, ensuring available funding to support faculty start-up initiatives, new research endeavors, and student-centered programming.

By strategically investing in workforce development, fostering partnerships, expanding faculty research initiatives, increasing support for faculty development, and enhancing student programming, MR/CLAAS anticipate growth in both retention and enrollment. This growth will, in turn, enable further investment in research and enrollment expansion initiatives.

Conclusion

The Miami University Regional Campuses are at an exciting and pivotal moment in their history. Like other Ohio regional and community colleges, Miami's regional campuses are facing unprecedented enrollment fluctuations and resulting fiscal challenges. Not only is MR/CLAAS reshaping its academic program portfolio to align better with employer demand and market trends, but aggressive steps are being taken to forge new partnerships, develop innovative programs for nontraditional learners, and institute student success strategies. MiamiTHRIVE has incorporated a major focus on improving and leveraging the Regional Campus which will generate further recommendations to ensure that MR/CLAAS continues to thrive for many decades to come.

Division of Student Life

NEWS AND UPDATES | June 2025

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

Our final report for the 2024-25 academic year highlights divisional projects, key performance indicators, and select points of pride.

Disability Flexibility Plans

The **Miller Center for Student Disability Services** launched a new, streamlined process for managing flexibility-based accommodations, such as limited deadline extensions and attendance flexibility. These changes replaced a previously manual and inconsistent system, easing the administrative burden on staff and creating a more standardized and faculty-friendly approach. As a result, the center was able to efficiently complete 1,490 individual class plans for 442 students. This improved process has strengthened the university's ability to provide consistent, equitable support for students with disabilities, especially those facing occasional barriers to assignment completion or class attendance, while also enhancing faculty engagement.

Individualized Schedules for Welcome Weekend

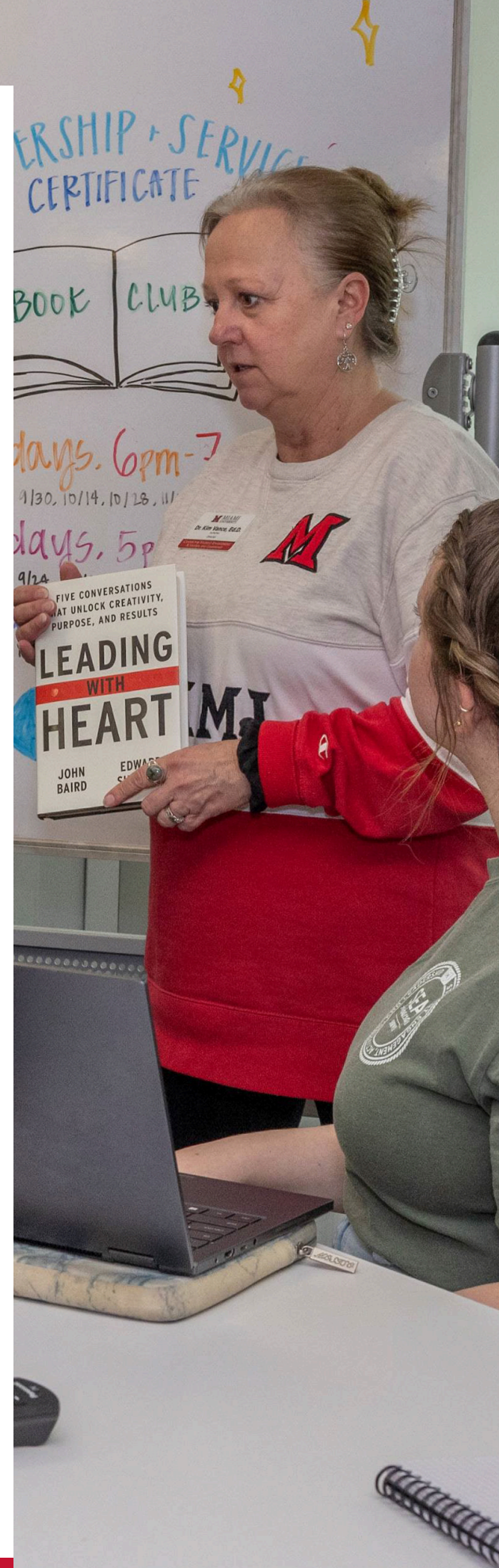
For the first time in August 2024, the **Office of Orientation and Transition Programs** invited new Miami students to create individualized Welcome Weekend schedules rather than following a one-size-fits-all itinerary. This innovation helped students navigate nearly 100 event options and choose programs aligned with their academic and co-curricular interests. More than two-thirds of incoming first-year students customized their Welcome Weekend experience. The office will offer the option to customize schedules again in August 2025.

Focus Theme: Health and Wellness

The university's Focus theme, an institutional initiative that organizes events, lectures, and projects around an annual theme, will highlight health and wellness during the 2025-26 academic year. The health and wellness theme presents meaningful opportunities for collaboration between Student Life and academic areas to support student well-being both inside and outside the classroom.

Armstrong Student Center Improvements

The **Armstrong Student Center** launched a comprehensive planning effort to guide its next chapter, conducting listening sessions and street interviews to gather insights on how the facility can better serve the campus community. Several improvements are underway, including transitioning to the university-wide 25Live reservation system to streamline space scheduling and enhance campus safety. The center also revised its fee structure to eliminate fees for student organizations, reduce rates for departments, and adjust pricing for external clients to encourage greater student-centered use. Physical enhancements include AV and lighting upgrades, outdoor furniture additions, new wayfinding, and improved functionality in key spaces. Together, these efforts reflect a renewed commitment to making Armstrong an inclusive, dynamic, and student-focused hub at Miami as it enters its second decade at Miami.



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

Staff Recognition and Leadership

Student Life staff actively contribute to the field of higher education through conference presentations, podcast features, and leadership roles in regional and national organizations. Our work is regularly recognized through awards and honors from professional associations, reflecting both individual excellence and the division's broader impact.

Presentations



Numbers Count: Developing a Strong Evaluation Plan for Peer Education Programs.
NASPA 2025 Strategies Conference. Leslie Haxby McNeill, with John Rick and Mark Rick.



Motivate and Elevate: Utilizing Performance Evaluations to Support Student Leader Development.
NODA - Association for Orientation, Transition, and Retention. Liz Walsh-Treviño, Andrea Howard, and Allyson Nakanishi.



Event Production: Shouldn't I Be Good at This by Now?
Association of College and University Housing Officers - International. Sarah Meaney.



Multilingualism as a Tool for Cultural Diplomacy.
Transatlantic Dialogue Conference. Shelby Exline.



Advisor Resources Training Level 2: Advising NRHH.
National Association of College and University Residence Halls (NACURH). Sasha Masoomi.

Podcast Appearances

College Bound: Clear Heads, Bright Futures!
Step Up to Save Our Children (podcast guest). Rebecca Young.

Part 1: Biscuits are a whole other thing... and Part 2: LEGOs, Spam, and a Big Surprise.
Higher Ed Breakfast Club (podcast guest). JS Bragg.

Leadership Positions

- **Jayne Brownell**, APLU - Council on Student Affairs chair elect.
- **Andrea Howard**, NODA - 2025 annual conference planning committee.
- **Sasha Masoomi**, ACUHO-I stars college chair.
- **Sarah Meaney**, GLACUHO chief of staff and interim treasurer.

34

positions held by Student Life staff in various professional associations and boards.

20+

conference presentations by Student Life staff in 2024-25

Staff Awards (state and national)



Rebecca Young, director for the **Office of Student Wellness**, has spent years helping students feel supported. Young's work was recognized with the 2025 Rachel Hutzel Prevention Partner Award from *PreventionFIRST!*. She also received a special commendation from the Ohio Senate for her efforts to create a culture of wellness on campus.



Anastashia Blesi, assistant director for the **Miller Center for Student Disability Services**, received the Lydia Block Rising Star award from the Ohio Association on Higher Education and Disability (OH-AHEAD) for her leadership in disability services. Blesi is a thoughtful strategist, dedicated mentor, and consistent advocate for students with disabilities.



Leslie Haxby McNeill, assistant director for the **Office of Student Wellness**, was honored with the prestigious Tom Goodale Award for Exceptional Advising in Peer Education by National Association of Student Personnel Administrators (NASPA). Her work with organizations like the HAWKS peer health educators has set a national standard for student involvement and well-being.

Student Life Standing Committees

Student Life has several divisional standing committees that include staff members from a variety of offices. This report offers an update on what was accomplished during the 2024-25 academic year.

Student Life Assessment Team

The Student Life Assessment Team met periodically throughout the 2024-25 academic year to review and refine reporting documents, assessment templates, and schedules for large-scale assessments, while also sharing results and insights from recent projects. Looking ahead to 2025-26, the team will explore professional development opportunities to strengthen assessment skills and confidence, while continuing to prioritize the review of departmental initiatives and alignment with best practices. The use of data continues to be a critical component of decision making and determining how to best serve students.

Student Life Communications Team

The Student Life Communications Team continued to play an important role in advancing the division's messaging and outreach this year. The team developed content for the external Student Life Scoop newsletter and published 22 news articles to highlight student experiences and departmental initiatives. The team also facilitated the migrations of Student Life forms from Formstack to alternative platforms, with the university's decision to sunset Formstack. Members also stayed informed on evolving state laws and federal guidance related to diversity and inclusion, helping the division adapt communications appropriately. The team engaged in continuous learning and training this year as well, sharing resources and training on Canva updates, Miami's brand camp, and new website features.

MOSAIC (Miami Oxford Substance Use Advisory and Information Committee)

MOSAIC met monthly during the 2024-2025 academic year to address substance use concerns within the Miami and Oxford communities. The committee provided consultative guidance to university and community leaders on a range of issues, including advising on the potential implications of launching Miami-branded craft beverages. MOSAIC continued to analyze and share student substance use data, using national benchmarks to inform prevention strategies and policy. The group also coordinated messaging around high-risk off-campus events and responded to emerging concerns, such as drink tampering, by strengthening collaboration between McCullough-Hyde Memorial Hospital and the Oxford Police Department. Looking ahead, MOSAIC will review the university's sanctioning practices to ensure they reflect current research, align with institutional values, and support student well-being.

Student Life Professional Development Committee

The Student Life Professional Development Committee supported staff learning and connection throughout the year by offering a variety of workshops, networking events, and informal gatherings. Weekly Student Life lunches in the fall and regular co-working sessions in the spring and summer created space for staff to build relationships across departments and collaborate in an informal setting. The committee hosted several learning opportunities as well. Examples include:

- A free speech primer and election considerations session with Legal Counsel.
- Constructive dialogue workshop tailored to Student Life staff.
- Rebuilding resilient campus communities webinar and watch party.
- A session reviewing results from the division's transition survey.

The committee also supported professional growth for graduate students through resume reviews and mock interviews in partnership with the Student Affairs in Higher Education graduate program, and played a key role in organizing the annual Student Life Summit.

Student Life Council

This year, Student Life Council welcomed several guest speakers and engaged in timely discussions relevant to student support and policy. Staff from the Miller Center joined a meeting to explain the accommodations process for students and answer questions. A representative from the Mental Health Committee presented the new mental health and well-being website, inviting feedback and ideas for how faculty and staff could use and promote the resource in their classes. The group also discussed the impact of Ohio Senate Bill 1 and related changes on campus. There were no significant changes to the Code of Student Conduct for the current year.

Divisional Priorities

Student Life aims to foster transformational opportunities, inclusive environments, and meaningful connections that drive student learning, growth, and success. We structure our mission around five core divisional priorities. These priorities serve as the framework for our reports to the Board of Trustees and guide how we practically fulfill our mission every day.

ACADEMIC SUPPORT

The division helps students develop goals and access resources in their pursuit of academic excellence.

2024-25 Highlights

- The **Miller Center for Student Disability Services** co-hosted a neurodiversity speaker in February. More than 170 members of the campus community engaged in thoughtful dialogue on how to best support neurodivergent students and staff.
- The **Office of Parent and Family Programs** maintained a dedicated academic success community in the Miami Family Connection portal. More than 25,000 family members received bi-weekly newsletters that included 25 posts related to supporting student academic success.
- The **Rinella Learning Center** maintained its Learning Center of Excellence certification, now extended through 2028, remaining one of only a few nationally-recognized centers.
- The **Office of the Dean of Students** conducted outreach to approximately 900 students of concern (students exhibiting concerning behavior or requiring additional support). Outreach focused on assessing individual needs and connecting students with appropriate on- and off-campus resources.

16,881

accommodation requests, impacting 5,183 classes and 2,371 instructors.

195

awards granted by the Family Fund to support experiential learning.



▲ The Office of Residence Life implemented more than 120 academic support programs in the halls, including registration breakfasts during course registration, shown above.

COMMUNITY AND BELONGING

The division aims for every student to feel a sense of belonging and to create meaningful connections in the Miami and Oxford communities.

2024-25 Highlights

- **Miami Tribe Relations** offered more than 20 events for Myaamia students this year, including discussion sessions, workshops, and trips. These programs help strengthen cultural identity, build community, and support student success.
- After piloting Community Circle in 2023-24, the **Office of Community Standards** codified the program this year. Community Circle is an alternative to the traditional disciplinary process. It allows eligible students to participate in meaningful, reflective group conversations to consider the importance of ethical citizenship while building community. 158 students participated this year.
- The **Center for Student Engagement, Activities, and Leadership** hosted 20 civic engagement events reaching more than 500 students in 2024-25. Events included voter registration tabling, workshops and discussions about voting, the Democracy Bus (which transported 40 students to vote early in Butler County), and Party at the Polls on Election Day.

142

first-year students participated in the MADE at Miami pre-semester program.

111

students benefited from the Good Samaritan program.

2,490

students attended one of 73 bystander training sessions offered by the **Office of Student Wellness**.

37,490

total community service hours performed by the Greek community.



Divisional Priorities, cont.

ENGAGEMENT AND LEADERSHIP

We help students pursue campus opportunities to extend their learning environment, build the skills and capacity to be leaders, and graduate career ready.

2024-25 Highlights

- The Intercultural Student Leadership Conference included a leadership pitch competition this year. Twenty students shared the leadership philosophy they crafted during the conference for a chance to win a prize.
- The **Armstrong Student Center** redesigned its student employment program with a new staffing structure and evaluation process, as well as an employee recognition program designed to celebrate and reward student leadership.

4,000+

students attended the "Welcome Home" event during Welcome Weekend.

58

students, advisors, and organizations were recognized at the 2025 SEAL awards.



- ▲ More than 1,000 students participated in this year's Greek Week, coordinated by the Center for Student Engagement, Activities, and Leadership.

HEALTH AND WELLNESS

We support and educate students to make decisions and seek resources to optimize their holistic health and well-being, developing lifelong self-care and self-advocacy strategies.

2024-25 Highlights

- The **Office of Student Wellness** served 1,711 students with programs in the Wellness Studio. Programs spanned all eight dimensions of wellness and included speed friending, nutrition programming, journaling, coping skills and resilience, and many more.
- Thanks to support from a donor, the **Student Counseling Service** piloted a weekly horse therapy program for clients and one open, drop-in horse therapy event in the spring. Both programs were well-received, with more than 110 attendees over the semester. The program will be offered again next year.



- ▲ The Office of the Dean of Students redesigned its suite to create a calm, trauma-informed space for students facing difficult challenges.

15,957

patient visits to **Health Services**, up 27.2% over last year.

11,840

total **Student Counseling Service** appointments, up 22.6% over last year.

STUDENT TRANSITIONS

We help students successfully navigate the social and academic transitions to Miami and become independent and engaged members of the local community and beyond.

2024-25 Highlights

- The **Office of Orientation and Transition Programs** launched the F.I.R.S.T. Award to recognize students, faculty, and staff who go above and beyond to support first-year and transfer students in their academic and social transition to college. Valerie Do (Class of 2028) and Chad Reynolds (assistant dean, College of Creative Arts) received the award this year.
- As part of supporting students living off campus, the **Office of Student Wellness'** HAWKS distributed 2,855 resource bags to student residences during two Hawk Walk events.

4,500+

incoming new and transfer students will attend orientation this summer.

400+

campus partners contribute in various ways to the orientation experience.



- ▲ The 2024-25 SOULs prepare to welcome students on the first day of orientation on May 28, 2025.

Rinella Learning Center

Division of Student Life | Board of Trustees Report

June 2025

The Rinella Learning Center continues to evolve in ways that are student-centered, equity-driven, and responsive to the shifting realities of higher education. We have expanded how we think about learning—who it is for, how it happens, and how we can build systems that honor the lived experiences of all students.

New Ways to Engage: Expanding Outreach and Access

Recognizing that not all students seek help in traditional ways, we have expanded our outreach through weekly student success informational campaigns. These campaigns, delivered by email, are designed to help students build academic skills through both passive and active engagement.

These micro-interactions matter. We're able to provide students with quick, helpful academic support whenever and however they need it. Many of these campaigns are connected to our *Learn, Adapt, and Thrive* initiative, a year-long focus on resilience, reflection, and effective learning behaviors. At the heart of this work is a belief that transformation happens not just through instruction, but by helping students rethink how they learn, recognize what they're capable of, and reimagine what support can look like.



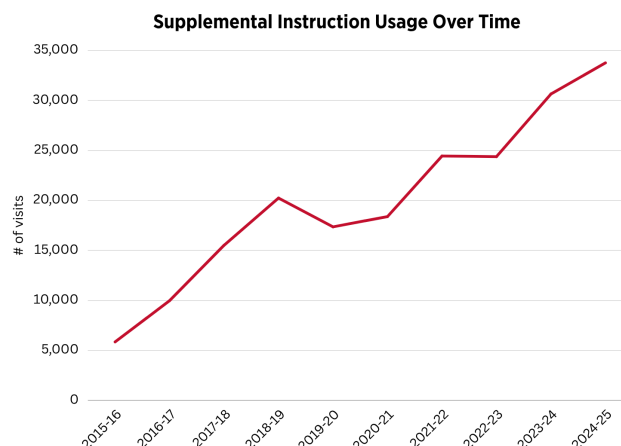
Rinella Academy and Self-Guided Support

This year, we made significant strides in building out **Rinella Academy**, a digital collection of subject-specific support resources, starting with chemistry and math, with an intention to build out additional content in future years. The academy includes videos and self-directed learning modules focused on content-heavy courses around academic topics frequently requested in tutoring. These tools, created by Miami students and in collaboration with faculty members, are designed to help students strengthen their understanding of key academic concepts outside of traditional tutoring sessions.

In addition, we offer a growing library of self-guided resources on the Rinella Learning Center website that focus on broader student success topics. Topics include learning strategies, time management, test taking strategies, etc., providing holistic learning support. Together, these offerings extend the reach of the Rinella Learning Center beyond our physical walls, meeting students where they are, whether on campus at midnight or at home on a weekend.

Supplemental Instruction: Growth and Recognition

The Supplemental Instruction (SI) program has seen record growth and impact in recent years. During the 2024-25 academic year, the Supplemental Instruction Program served 4,699 students for a total of 33,765 SI visits. This represents a 10% increase year-over-year, and an 84% increase over the last five years. For the first time in the center's history, the program has received official certification from the Supplemental Instruction International Association, marking a milestone in the quality and structure of peer-led learning on our campus.



SI continues to offer more than just review sessions; it is a community where students can ask questions, test ideas, and learn together.

Academic Counseling

Students continue to seek one-on-one support around time management, studying, test-taking, and motivation. Rinella's learning specialists offered **3,028** individual academic counseling appointments this year to 587 students. Many of these conversations reflect more than just a need for a new strategy; they reflect a need to be heard and understood as learners navigating courses and expectations that challenge their ways of knowing or doing.

Testing Trends

Testing numbers have stabilized following sharp increases post-COVID. This year, **11,618** exams were proctored for students with accommodations. While demand has leveled, we remain attentive to the importance of testing access and its role in educational equity.



Centering Student Persistence

Winter Thrive

In alignment with Miami University's commitment to student success and retention, the University Retention and Persistence Committee (URPC), in collaboration with the Rinella Learning Center, launched the *Winter Thrive* initiative to support a high-risk student population identified through predictive analytics.

Utilizing Civitas, a predictive analytics platform, the URPC identified first-time students earning a fall term GPA between 2.0 and 2.4 as having the highest risk for non-retention. In response, *Winter Thrive* was designed as an intensive three-week academic success course offered over winter term and delivered by the Rinella Learning Center. The course aims to equip students with essential academic strategies and self-regulation skills critical for college success.

Since its inception, four cohorts have participated in Winter Thrive. Evaluations of the initiative continue to show promising results. Participants demonstrate notable academic gains between the fall and spring semesters of their first year and retain at higher rates compared to their general first-year peers.

Longitudinal outcomes from the first cohort, now past the four-year graduation benchmark, further affirm the program's value. Of the students who participated, 57% have successfully graduated within four years, and an additional 21% are currently on track to complete their degrees in a fifth year. Given that this population was previously retaining at the lowest rates between the first and second year, these results reflect substantial progress, with a projected graduation rate of up to 78%.

In light of these encouraging findings, it is recommended that the Winter Thrive initiative continue to target and support this critical student population, ensuring continued progress in retention and graduation outcomes at Miami University.

	# of Participants	Retain to Year 2	Persist Year 3	Persist Year 4	Persist Year 5	Cumulative GPA	Graduate
Cohort 1	14	100%	79%	79%	21%	2.73	57%
Cohort 2	35	89%	89%	85%		2.73	
Cohort 3	29	100%	90%			2.71	
Cohort 4	30	100%				2.53	

Cincinnati Public Schools Student Success Initiative

For the past seven years, Miami has offered a targeted student success initiative focused on increasing college attendance, persistence, and graduation rates among Miami students from the Cincinnati Public Schools (CPS) district. Designed to address access and success gaps, this program provides comprehensive academic support, mentoring, and community-building experiences for CPS graduates pursuing a Miami education.

The Rinella Learning Center has led the initiative for the past four years, implementing data-informed strategies and tailored programming to better support students' academic and personal development. Under Rinella's leadership, outcomes have significantly improved. Notably, the first cohort to complete four years under this enhanced model (Cohort 4) achieved a 70% four-year graduation rate—a significant benchmark of success for an at-risk population.

Furthermore, the initiative has maintained impressive levels of first-to-second year retention and year-to-year persistence, with rates averaging 95%. These outcomes reflect the program's ability to foster a strong sense of belonging and academic momentum among CPS students, helping them navigate the transition to college and persist through to degree completion.

This initiative exemplifies Miami's commitment to educational equity and student-centered success. Continued investment and leadership will be critical to sustaining and scaling its impact in future cohorts.

Miller Center for Student Disability Services

Division of Student Life | Board of Trustees Report

June 2025

Mission

The J. Scott and Susan MacDonald Miller Center for Student Disability Services is passionate about fostering an inclusive and accessible experience for Miami students with disabilities. We partner with disabled students studying in Oxford and the campus community to develop individualized access plans, provide education opportunities, and implement strategic initiatives to promote disability understanding at Miami.

Office Structure

The Miller Center has experienced several staffing transitions over the past year that have strengthened our capacity to serve Miami's disabled student community. With the return of Dan Darkow as director and the addition of new staff with professional backgrounds in counseling, learning support, and disability services, the Miller Center is well-positioned to meet students' evolving needs.

The current Miller Center team includes a director, assistant director, five access coordinators, and an administrative assistant.



Section 504 and the ADA – Legal Framework of Disability Services

The work of the Miller Center is rooted in federal civil rights law that protects disabled individuals from discrimination in higher education. The primary statutes governing our work are the Americans with Disabilities Act of 1990 (ADA), as amended in 2008, and Section 504 of the Rehabilitation Act of 1973. These laws ensure that otherwise qualified individuals with disabilities are entitled to equal access to all programs, services, and activities offered by Miami University.

Section 504 and Title II of the ADA require that Miami provide reasonable accommodations to disabled students to level the playing field and eliminate barriers to full participation in the educational environment. Accommodations are determined on an individualized basis through an interactive process and are designed to provide equal opportunity—not to alter essential academic requirements or guarantee academic success.

The Miller Center facilitates this process while upholding the integrity of the university's academic programs. We work closely with students, faculty, and staff to implement accommodations that meet

legal standards and support access. Our efforts reflect the university's responsibility to uphold the civil rights of disabled students and ensure access.

What is an accommodation?

An accommodation is a modification or adjustment that removes or reduces barriers caused by a disability, allowing a student to access the same opportunities, services, and benefits available to their nondisabled peers. Accommodations are not intended to provide an advantage or alter the essential nature of a course or program. Instead, they serve to level the playing field by addressing disability-related limitations that affect a student's ability to fully engage in the academic environment.

While many accommodations occur in the academic classroom, disabled students may also require accommodations in other areas of university life. The Miller Center works closely with campus partners to support access in field placements, clinical rotations, study abroad programs, campus housing and dining, and university-sponsored events and programs. These accommodations might include accessible housing locations, modified dining plans, adapted transportation, or adjustments to standard policy in experiential learning settings without fundamentally altering the program requirements. Ensuring access in these spaces is essential to providing an accessible Miami experience that extends beyond the traditional classroom.

How are accommodation decisions made?

Accommodation decisions are made through a thorough, individualized process that ensures students meet established eligibility criteria and documentation standards. Students seeking accommodations must provide documentation of a disability and participate in our affiliation process. This process is designed to obtain general information, assess the functional limitations of the student's disability in relation to the academic and campus environment, and to determine what barriers may exist.

The Miller Center carefully reviews all submitted materials, including medical or psychological documentation, educational history, and the student's self-report. Accommodations are approved only when there is clear evidence of a disability-related need and when the requested adjustment is reasonable and does not compromise the essential requirements of a course or program. While the process is supportive and student-centered, it is also grounded in legal standards and institutional responsibilities. The goal is to ensure that accommodations are both appropriate and consistent with Miami's commitment to providing equal access for disabled students.

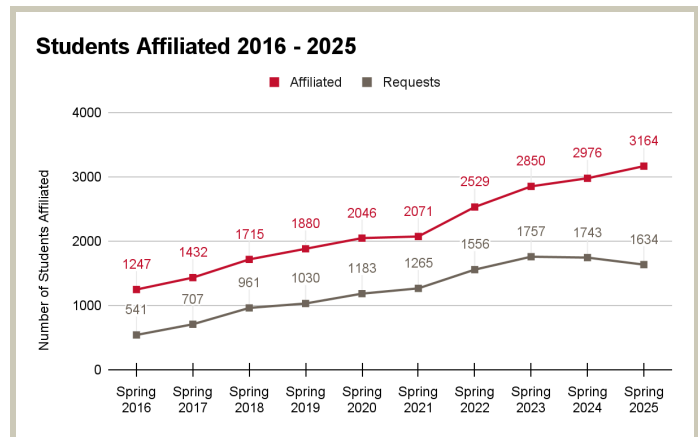
Data

Primary Disability Groups

The primary disability types among affiliated students reflect key support trends. ADHD is the most common, accounting for 37.8% of affiliated students at Miami, followed by psychological disabilities – anxiety, depression, PTSD – (26.1%) and medical conditions like Crohn's and diabetes (13.5%). This reflects a broader trend of increasing support needs related to executive functioning, attention regulation, and academic stamina. Other categories include learning disabilities (10%), neurological conditions (5%), and smaller percentages of communication, temporary, hearing, physical, vision, and cognitive disabilities. Notably, 47% of students have two or more diagnoses, highlighting the complexity of access needs and the importance of individualized, flexible support across campus.

Affiliation Growth

Over the past decade, the number of Oxford students affiliated with the Miller Center has increased significantly. As of spring 2025, 3,164 students are affiliated, a 40% increase over the past five years. While affiliation numbers continue to rise, the number of students making formal accommodation requests has begun to level off. Students have the right to affiliate at any point, which results in a steady flow of new students affiliating throughout the calendar year.



Accommodation Request Growth

Three common accommodation categories that impact faculty and their workload include:

- Alternative formats: requires faculty to provide students with access for course materials.
- Alternative testing: requires faculty to facilitate accessible testing in various ways.
- Classroom access: requires faculty to provide various forms of flexibility to disabled students.

An "accommodation request" is made when a student formally notifies their faculty of their intent to use an accommodation in their course. Since spring 2020, the following accommodation categories have seen significant increases.

- Alternative testing accommodations, including extended time and distraction-reduced environments, remain the most requested, rising 49% from 1,792 to 2,665 individual requests.
- Alternative format requests to create accessible PDFs of course texts for text-to-speech software, increased 69% from 462 to 783 individual requests. The data reflect a steady rise in both the volume and complexity of academic accommodation needs.
- Classroom access accommodations, such as recording lectures and accessible furniture, grew 56%, from 1,301 to 2,029 individual requests.

Key Partners

The Miller Center maintains strong cross-departmental partnerships to meet student needs.

- **AccessMU** delivers captioned media and accessible course materials, in addition to assistive technologies for note taking and reading.
- **Campus Services** plays an integral role on Miller Center's Housing Accommodation Committee, reviewing an increasing number of student requests for housing and dining accommodations on the basis of disability-related needs. In 2024-25 alone, 337 housing accommodations applications were submitted, a 33% increase from the previous year.
- Collaboration with **Physical Facilities** has led to regular accessibility reviews, universal design integration in renovations, and safety enhancements for students with hearing disabilities.

These partnerships reflect our commitment to a campus environment that promotes safety, autonomy, and inclusion for all.

NEWS AND UPDATES

Board of Trustees Report | June 2025

DREAM, DO, DELIVER: ENTREPRENEURSHIP SUMMIT INSPIRES STUDENTS

The Center for Career Exploration and Success hosted its third annual Entrepreneurship Summit on April 26, 2025. Titled iNVENT U, it inspired students at every stage of their entrepreneurial journey to dream, do, and deliver.

iNVENT U featured an action-packed schedule designed to allow participants to engage in real, unfiltered conversations about the challenges and successes of starting, sustaining, and advancing a growing business as a career.



iNVENT U's guest presenters included CEOs and founders from successful organizations based in southeastern Ohio, including Lightship Capital CEO Candice Matthews Brackeen. Miami alumni Kate deJesus '22, Kenny Glenn '19, and VaLandria Smith-Lash '23 also addressed the attendees.

A Resource and Vendor Fair featuring businesses at various stages in their development ran throughout the event. Entrepreneurs and student startups showcased their products and services, shared resources, and promoted available full-time, internship, and volunteer positions.

EMSS SHOWCASED AT ORIENTATION

During Orientation, multiple Enrollment Management and Student Success offices showcase how they support student success in a variety of ways.

The **One Stop** introduces students and their families to the areas it supports: billing/payment, financial aid, registration, and records. Staff members also discuss how the Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records, both financial and academic.

The **Center for Career Exploration** hosts two sessions. Students explore the nine career clusters, programs, and resources with career advising staff. Family members learn how this office will support their student's professional development throughout their time on campus.

The **Student Success Center** holds presentations for Exploratory Studies and Pathways students. Staff members discuss degree requirements, the Miami Plan, and how students can begin exploring their academic and career options.



The **Bursar** has a presence at orientation's resource fair, with staff members answering questions about the billing/payment process and promoting the University payment plans, RedHawk Refunds program, and Financial Wellness Center. Behind the scenes, the **Office of the University Registrar** plays a crucial role by creating registration time tickets for each group of incoming first years, lifting "first-time student" holds so they can register for classes, and assisting divisional advising offices by manually adding students who have additional barriers.



Student Success Center staff members Nancy Stewart and Cammi Caldwell earned a \$6,000 grant from the Miami Women's Giving Circle to expand the Miami Cares Food Pantry's Personal Hygiene Hub.

Caldwell presented at Hawk Tank on May 1, 2025, sharing how the Personal Hygiene Hub had made a difference for students in need.

Before the addition of the Personal Hygiene Hub ahead of the 2024-25 Academic Year, items like shampoo, toothpaste, and feminine products were among the most requested among students accessing emergency resources on the Oxford campus.



INTERNSHIP GRANTS SUPPORT STUDENT SUCCESS

The Center for Career Exploration and Success offers Internship and Research Grants to students on the Oxford campus, with applications being accepted on a rolling basis throughout each academic year. These grants, which range from \$500 to \$3,000, are meant to help offset the personal costs associated with internship or research completion.

The Center for Career Exploration and Success awarded 204 grants totaling \$437,960 from the 2024 Summer Term through the 2025 Spring Semester. There were three named grants available: the Jack and Karen Horrell Grant, the Gary M. and Julia Killian Grant, and the Zelten Grant.

Ashley Brockman '25 (above) interned for the Hueston Woods in the summer of 2024. She said working with the wildlife rehabilitation team taught her the value of communication, teamwork, and big-picture thinking. She encouraged other students to “be open to trying new things,” noting, “There were so many new things I experienced, from saving a goose tangled in a fishing line, to training a bobcat, to releasing a rehabilitated hawk. Each opportunity added value to what I was taking away from my internship.”

During that same time, Dhruv Birla '25 (right) built global connections as a Visteon Corporation intern. “I interacted with team members from Bulgaria, China, India, Portugal, and the USA,” he said. “I really enjoyed getting to know everyone across various time zones and countries. I built personal connections by relating specific parts of my background with others, for example, comparing the differences between my native Hindi and my manager’s Mandarin during down time in the lab.”

CAREER CHAMPIONS BRIDGE GAP BETWEEN ACADEMICS AND CAREER DEVELOPMENT

The Center for Career Exploration and Success’s Career Champions program empowers faculty and staff to serve as informed, approachable career advocates for students. It helps integrate career readiness into Miami’s academic and co-curricular experience by equipping campus partners with resources, tools, and foundational career knowledge.

During this initiative’s pilot year, nearly 100 participants engaged in workshops, seminars, and collaborative events with multiple academic colleges. Career Champions discovered how they can support students by providing resume feedback, offering referrals to career services, incorporating career conversations into their classrooms, and more.

To continue to bridge the gap between academics and career development, plans are in place to expand the Career Champions program for the 2025-26 academic year.

SAMPLE EMPLOYERS OF INTERNSHIP GRANT RECIPIENTS

- Cedar Point
- Cincinnati Children’s Hospital
- Cincinnati Insurance Companies
- Department of Homeland Security
- Helping Hands Health and Wellness Center
- Hueston Woods
- Konkuk University, South Korea
- Marshall Space Flight Center
- Messer Construction
- Nationwide
- Ohio Victim Witness Association
- Otis Elevator
- Q Laboratories
- RoviSys
- Wild Hearts African Farm



MIAMI: A PURPLE STAR CAMPUS

For its commitment to students connected to the United States military, Miami was designated as Collegiate Purple Star campus by the Ohio Department of Education and Workforce.



The **One Stop** plays a key role in Miami’s efforts by processing VA benefits for every campus, creating events for military-affiliated students, coordinating Green Zone Training for faculty and staff, and supporting Miami’s Student Veterans of America Chapter.

NEW EVENT BUILDS CAMARADERIE AMONG MILITARY-AFFILIATED COMMUNITY

On May 3, 2025, the **One Stop** teamed with Miami’s ROTC cadres to host Battle of the Branches, a new field-day event meant to build camaraderie among the military-affiliated community. Bragging rights were on the line as students representing all four ROTC cadres competed in dodgeball, ultimate frisbee, capture the flag, gridiron dash, and tug of war.

Though rainy weather necessitated a move to the Dauch Indoor Sports Center from Yager Stadium, the competition remained fierce. Navy was ultimately crowned the victor by winning three of the five events. Air Force captured the other two, including the event finale of tug of war.

President Gregory P. Crawford attended Battle of the Branches to support the competing ROTC cadets, student veterans, and military-affiliated students. As part of the One Stop’s commitment to fostering a sense of community among military-affiliated students on campus, participants also created new connections over lunch in the ROTC detachment spaces.



ADMISSION EVENTS YIELD NEW STUDENTS

The **Office of Admission’s** events are designed to showcase what Miami has to offer to prospective students and their families. Three 2024-25 events will bring a strong percentage of their participants to campus as members of the class of 2029.

The *Bridges Program*, which had a 46% yield, is an experience that provides an inside look at Miami to prospective first-generation students or students with demonstrated financial need. Participants engage with current students, faculty, and



BY THE NUMBERS

May 2025

- 3,895 Bachelor’s degrees awarded
- 400 Master’s degrees awarded
- 14 Doctoral degrees awarded
- 66 Associate’s degrees awarded
- 224 Certificate degrees awarded

Totals as of June 16, 2025

staff, and, if admitted, receive a scholarship of between \$2,500 to \$5,000 annually.

The *Summer Scholars Program*, which posted a 39% yield, is designed for high-achieving high school students who will be juniors or seniors the following fall. Over the course of a week, participants participate in hands-on projects with Miami’s faculty designed to prepare them for success in college.

The *Scholars Showcase*, which had a 45% yield, brings top admitted students to campus to learn about available University scholarships. Attendees interview for these opportunities with faculty and admission advisors.

In addition, *Make it Miami!* saw a 3% increase in attendance from last year. Throughout the spring, these sessions bring accepted applicants and their families to Oxford to experience life at Miami. Their day includes campus tours, divisional information sessions, student and family panels, advising sessions, and more.

TEXT CAMPAIGN PROMPTS STUDENTS TO REGISTER FOR FALL CLASSES

The **Student Success Center’s** text campaign in April and May 2025 catalyzed more than 200 unregistered students to register for 2025 Fall Semester classes.

This initiative included a series of text messages prompting unregistered students to complete their class registration before their time ticket ended. It also included a text reminder about the start of open registration and a targeted text to cohort students prompting them to reach out to the Student Success Center if they needed help registering or resolving any holds on their accounts.

EMSS CONTINUES TO SUPPORT WORKDAY STUDENT IMPLEMENTATION

With support from multiple Enrollment Management and Student Success offices, the Workday Student implementation continues on pace for Miami's initial Move to Production (MTP 1) in early September 2025.

The testing stage begins this June and will involve data conversion, building and testing of reports and integrations, a user readiness review, and end-user training. MTP 1 will allow the

Office of Admission to accept applications and the **Office of Student Financial Assistance** to package initial financial aid awards for the Fall 2026 cohort within Workday.

The Organizational Change Management (OCM) team continues to empower its 48 Change Champions to drive meaningful transformation. The Change Champions were given access to a toolkit that will help them best serve as a liaison between the project team and end users; they will be called on to share feedback to enhance the user experience and help the OCM team understand the training needs of their colleagues.

PRESENTATIONS

Alexis Andrews (CCES): "Inclusive Employer Visits: Career Treks for International Students" at the National Association of Colleges and Employers National Conference

Alexis Andrews (CCES): Panelist for the inaugural North American Language and Culture Assistants Program Alumni Panel hosted by the Spanish Ministry of Education, Professional Development, and Sport

Margaret Bennett-Swihart, Ron Blassingame, and Ashley Lomax (Admission): "Belonging 101: Recruitment Programming for Access" at the Ohio Association of College Admission Counseling Conference

Ron Blassingame (Admission): "Application Bootcamp: Empowering High School Seniors for College Application Success" at the Ohio Association of College Admission Counseling Conference

Michela Buccini and April Robles (CCES): "From Selfies to Engagement: Supporting Students to Learn and Engage before and during Career Fairs" at the National Career Development Association Global Conference and Virtual Conference

Valerie Carmichael (Admission): "Leveraging Internal and External Partners to Increase Net Tuition Revenue" at the Association for Graduate Enrollment Management (NAGAP) Summit

Kriss Cassano (Bursar): "Roundtable: Lessons in Leadership" at the Ohio Bursars Association Conference

Charlie Chen (CCES): Aligning Undergraduate Research with NACE Career Readiness Competencies poster presentation at the Ohio Academy of Science and Ohio Project Kaleidoscope Joint Conference

Jon Cherry (EMSS Operations): "Configurable Joins for Beginners," "Configurable Joins for Intermediate Users," and "Configurable Joins for Advanced Users" at the Ohio Slate User Group Conference

Lindsay Marnell, Nick Bakonyi, and Ellen Garner (Admission): "Population with Purpose: Boosting Accuracy and Efficiency in Communications, Reports, and Queries" at the Ohio Slate User Group Conference

Sarah Mayer (Bursar): "Bursar Basics: Financial Aid and Refunds" at the Ohio Bursars Association Conference

Scott Popham (Admission): "Mastering International Admission: Streamlining Visa and I-20 Tracking in Slate" at the Ohio Slate User Group Conference

April Robles (CCES): "Alumni Data: Get It, Got It, Use It!" at the National Association of Colleges and Employers Virtual Conference (co-presenter with Dr. Kim Yousey-Elsener, Binghamton University, and Alex Hochman, University of San Francisco)

April Robles (CCES): Panelist at the Cincinnati Women's Leadership Association Conference

Andrea Seward (Bursar): "Streamlining Campus Transactions: Unlocking the Power of Storefront" at the Nelnet Campus Connect Conference

Richard Tews (Admission): "Integrating CCP into the Transfer Experience" at the Ohio Transfer Council Conference

PROFESSIONAL ASSOCIATIONS

Margaret Bennett-Swihart (Admission): Ohio Association of College Admission Counseling Guiding the Way to Impact Conference Planning Committee member and Inclusion, Access, and Success Committee member

Beth Johnson (SFA): Board Member of the Dayton Montgomery County Scholarship Program

Brandi Lee (SFA): Co-Chair of the Choose Miami Scholars Thrive Committee

Ashley Lomax (Admission): Vice President of Membership for the Ohio Association of Blacks in Higher Education and Ohio Association of College Admission Counseling Guiding the Way to Impact Conference Planning Committee member

Loudine Louis (Admission): Treasurer for the Georgia Area Regional Network, Lead of the Black/African American Special Interest Group for the Southern Association for College Admission Counseling, and National Association for College Admission Counseling Atlanta National College Fair Committee member

Sarah Mayer (Bursar): Incoming secretary for the Ohio Bursars Association

Andrea Seward (Bursar): Outgoing treasurer for the Ohio Bursars Association

Joshua Stewart (SFA): Ohio Association of Student Financial Aid Administrators Outreach Committee member

Dauri Torres (Admission): Membership Chair for the New England Association for Regional Recruitment and Chair Elect of Summer Institute for the New England Association of College and Admission Counseling

Melissa Ward (Admission): Vice Chair of the SIG Committee and Ann Powell Mentor for the Potomac and Chesapeake Association for College and Admission Counseling

Kelly Young (Admission): Chair of the Nominations and Awards Committee and Website Manager for the New Jersey Association for College and Admission Counseling and Counselor Breakfast Planning Committee member for the Mid Atlantic Regional Counselor Association