BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
Oxford Campus
Marcum Conference Center, Room 180's
Thursday, December 11, 2025

Committee Chair Beth McNellie called the meeting to order at 8:15 a.m., with sufficient members present to constitute a quorum. The meeting was held in the Marcum Conference Center on the Oxford campus. Roll was called; attending with Chair McNellie were committee members; Trustees Debbie Feldman, Zachary Haines, Lisa Peterson, and Mary Schell; and Student Trustees Arushi Agrawal, and Peyton Morrow. National Trustee Jeff Pegues was absent. Trustee Bill Ebbing arrived following the call of roll. Also attending were Trustees Ryan Burgess and Rod Robinson. National Trustee Rick McVey arrived following the call of roll.

In addition to the Trustees, attending for all or part of the meeting were President Crawford and President's Executive Cabinet members; interim Provost Chris Makaroff; Senior Vice Presidents Jayne Brownell and David Creamer; Vice Presidents Rachel Beech, Ande Durojaiye, Sue McDowell, Jessica Palatka, Jessica Rivinius, David Seidl, and Amy Shoemaker; along with interim Vice President Jill Gaby; Foundation Board President Brent Shock; 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.

Dean Amity Noltemeyer, and Nursing Department Chair Stephanie Nicely were there 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 McNellie welcomed everyone to the meeting.

Approval of the Prior Minutes

Trustee Peterson 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.

Academic Affairs

Provost's Update

Interim Provost Chris Makaroff presented to the Committee a set of policy changes to meet the requirements of Senate Bill 1. The polices included:

- [Faculty Performance Evaluation Policy](#)
- [Faculty Promotion and Tenure Policy](#)
- [Faculty Workload Policy](#)
- [Faculty Post-Tenure Review Policy](#)
- [Retrenchment Policy](#)

He also presented the Committee with the [annual report to the State on Remedial Education](#). The Committee considered all in a single vote. Trustee Ebbing moved, Trustee Peterson seconded, and by unanimous voice vote, with all voting in favor and none opposed, the Committee recommended approval by the full Board of Trustees.

Masters of Education in Health Professions Education (MEHPE)

Dean Amity Noltemeyer explained that the goal of the new degree is to prepare graduates to effectively design, implement, and evaluate educational programs in healthcare settings. The target audience is professionals in healthcare settings who; have educational responsibilities, access to applicable learners/programs, and who meet Miami's graduate admission requirements. In designing the degree, Miami received input from health sciences partner, the Cleveland Clinic.

Cohorts of 20 - 30 students are anticipated to start every other year. The 30-credit hour program will be online synchronous with market-driven tuition of $600/credit hour. She explained that Miami is anticipating the first cohort will begin in Fall 2026.

Trustee Haines then moved, Trustee Feldman seconded, and by unanimous voice vote, with all voting in favor and none opposed, to recommend approval of [the resolution](#) by the full Board of Trustees.

Miami Plan

Provost Makaroff outlined the structural changes, goals for streamlining, and considerations for a re-imaged Miami Plan. The reimagining of the Miami Plan is intended to modernize general education, strengthen alignment with career readiness, and respond to state mandates and institutional priorities. Central to the proposal is renaming the Miami Plan and the Office of Liberal Education to encourage fresh thinking and reduce misconceptions, while reinforcing the integration of high-quality teaching, high-impact practices, experiential learning, and career pathways. Structurally, a coordinated curricular hub with dedicated leadership is recommended to align curriculum, advising, and career-facing co-curricular experiences, while maintaining Miami University's national strengths in teaching and writing across the disciplines.

The proposed curricular framework streamlines the Miami Plan from its current 42–51 credit hours to approximately 33–39 hours, while ensuring full compliance with Ohio Transfer 36 (OT36) requirements and new legislative mandates. Core areas - including formal reasoning and communication, science and society, and arts and humanities - remain intact, but are made more adaptable. Advanced writing and capstone experiences may be integrated into majors, and elective hours may count toward majors, minors, or certificates, freeing students' schedules for internships, experiential learning, and deeper engagement. This approach preserves signature

inquiry experiences and learning outcomes while creating greater flexibility for diverse academic pathways.

A significant enhancement within the revised plan is the introduction of Applied Skills Courses (ASC), ePortfolios, and a co-curricular transcript to make career-ready competencies visible and intentional. Students would complete at least three applied skills courses, including one upper-division experience, designed around meaningful applied learning, feedback, reflection, and real-world deliverables. He also discussed an alternate delivery model using themed course clusters emphasizing reflection and applied learning to improve coherence, scheduling, and an enhanced connection between general education and real-world issues and professional skills.

Collectively, these changes position the reimagined Miami Plan as a more integrated, flexible, and career-relevant general education experience while sustaining academic rigor and institutional distinction.

The consensus of the Committee was that the revisions are positive changes to the Miami Plan, and that an incorporation of AI across disciplines should also be included.

NEOMED Update

Vice President Ande Durojaiye updated the Committee on the growing relationship with the Northeast Ohio Medical School. He was joined by Nursing Department Chair Stephanie Nicely, who described the proposed Miami Nursing program in the Cleveland-area. The program will accelerate six semesters of course work into 24 months by providing year-round attendance. Students who have completed the 36-hour Ohio core curriculum and nursing's required first-year science courses can apply for the program; students can begin via direct admission to Oxford, completion of course work through College Credit Plus in high school, or can transfer in from another college. The program will not just be Miami-led, it will be Miami's program, with Miami faculty, and our accredited curriculum.

Polytechnic Update

The Committee then received an update from Associate Vice President Melissa Thomasson on the Polytechnic campus initiative in Hamilton. She presented seven recommendations. The changes are expected to save $188,000 annually through reduced chair stipends. Existing staff should be maintained but will be better positioned to support faculty and students through single-line reporting.

Enrollment Management and Student Success

Vice President's Update

Vice President Rachel Beech provided updates on Enrollment Management and Student Success (EMSS) as of December 2025, with a primary focus on early indicators for the Fall 2026 admission cycle. She noted the challenging external environment, including declines in

international undergraduate and graduate applications and shifting applicant behavior influenced by labor market conditions. At the same time, the update highlighted positive momentum in key areas, including strong performance in Ohio, successful early outcomes from Indiana reciprocity, and emerging traction in selected out-of-state markets. She also reviewed application trends by residency, academic division, as well as early decision and tentative early action data, she also discussed transfer applications, regional campus applications, and graduate student applications.

Vice President Beech introduced the Academic Recruitment and Collaboration (ARC) model as a strategic framework to strengthen cross-divisional coordination in recruitment and yield efforts. ARC brings together academic recruitment and outreach teams, academic advising, divisional and central communications, EMSS operations, and undergraduate admission leadership.

Looking ahead to Fall 2026, the she outlined several focused initiatives - including the Red Brick Road Show in Cleveland (in partnership with the Cleveland Clinic), expanded use of Nearpeer for online peer engagement, enhanced admitted-student visit experiences by academic division, and broader access to Lewis Place receptions - to build affinity, improve yield, and support enrollment goals.

University Communications and Marketing (UCM)

Vice President's Update

Vice President Jessica Rivinius updated the Committee highlighting strong performance across digital marketing, direct mail, and social media engagement. Targeted digital advertising expanded Miami University's reach, driving increases in new website users, time on site, and engagement in both established and emerging markets. The smart mailer initiative demonstrated particularly strong results, combining postal and digital outreach to meaningfully increase application likelihood while also improving the collection of prospect data. Social media performance continued to excel, with Miami ranking among the top Division I institutions nationally, achieving year-over-year audience growth, more than 57 million impressions, and over one million interactions across platforms.

She also outlined UCM's strategic brand concept, distinguishing between long-term branding efforts, omnichannel campaigns, and targeted initiatives. The current brand concept, the Power of Will, provides a unifying message across admissions, marketing, and institutional communications and is being refreshed for a mid-summer 2026 launch in alignment with MiamiTHRIVE. Omnichannel campaigns such as Pride Points, Only in Oxford, and Miami Made reinforce Miami's academic quality, experiential learning model, leadership outcomes, and distinctive sense of place through coordinated use of digital, print, and video advertising. Complementary initiatives, including When I Grow Up, Great Minds, Meet Miami U, and Open Doors, support focused storytelling for specific audiences, from prospective students and families to peer institutions and higher education influencers.

Finally, Vice President Rivinius highlighted a series of "cool new things" that demonstrate UCM's continued innovation in creative execution and technology. These include

expanded use of motion graphics, high-impact out-of-home advertising in strategically selected markets, and increasing levels of hyperpersonalization across digital platforms. New personalized admission portals, AI-powered website navigation tools, and customized sticker postcards are designed to enhance user experience, strengthen belonging, and guide students through the enrollment journey.

Student Life

Senior Vice President's Update

Senior Vice President Jayne Brownell summarized the results from the Fall 2025 Transition Survey conducted by Miami University's Division of Student Life to assess first-year students' academic and social adjustment. The survey was administered between September 18 and October 13 and yielded 1,547 usable responses, representing a 35 percent response rate. Overall findings indicate strong first-year transition outcomes, with 84 percent of respondents agreeing or strongly agreeing that they are adjusting well academically, reflecting a three-percentage-point improvement over the previous year. Students also reported positive engagement with transition resources, including a structured workbook that supported reflection, goal setting, and awareness of academic and well-being services.

Social transition indicators were similarly positive, with large majorities of students reporting ease of social adjustment, successful friend-making, and a sense of belonging on campus. Approximately 76 percent indicated they are adjusting well socially, 89 percent reported having made friends, and 81 percent of respondents reported being able to identify at least one faculty or staff member who cares about their well-being. Notably, 79 percent stated they always or often feel a sense of belonging, an increase of six percentage points from 2024.

Sr. Vice President Brownell also addressed longitudinal data presented in the report which (other than the Covid year) reflected sustained improvements in belonging over time, with Fall 2025 showing the highest levels of students reporting they "always" or "often" feel they belong, since tracking began. Trends also indicate declines in reported loneliness and homesickness.

Adjourn

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

Written Updates

- Senate Report
- Academic Integrity Report
- Polytechnic Written Report
- EMSS Newsletter
- Financial Aid Report
- Student Life Newsletter

- [UCM Newsletter](#)

Theodore O. Pickerill II
Secretary to the Board of Trustees

December 12, 2025
ASA Committee

RESOLUTION R2026-16

WHEREAS, ORC 3345.452 states the Board of Trustees of each state institution of higher education shall adopt a faculty annual performance evaluation policy and submit the policy to the Chancellor of Higher Education.

THEREFORE BE IT RESOLVED, that the Board of Trustees hereby adopts the attached Faculty Evaluation policy, and directs the Provost to submit the policy to the Chancellor of Higher Education.

Approved by the Board of Trustees

December 12, 2025

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

Evaluation of Faculty and Instructional Staff
Scope: Full-time instructional staff

Policy

The university will conduct an annual evaluation of each of its full-time instructional staff members in accordance with this policy. The annual evaluation shall be comprehensive and include standardized, objective, and measurable performance metrics. Performance will be assessed for all evaluative categories that the faculty member is assigned at least five percent (5%) of their annual work time over the preceding year, as reflected in their annual workload document. These evaluative categories include: (1) Teaching, (2) Service, and (3) Research, Scholarship, Creative Achievement, and/or Commercialization ("RSCAC"), depending upon the faculty member's workload, as determined by the university.

Annual Report of Professional Activities

All full-time continuing faculty members shall submit to the chair or program director a written Annual Report of Professional Activities that includes information sufficient to address their contributions across each evaluative category including, but not limited to, publications, sponsored research, scholarship and creative achievements, commercialization, teaching responsibilities and performance, academic advising (as assigned), committee assignments, public service, and other professional activities. Failure to submit an annual report may result in an unsatisfactory performance evaluation in the chair or program director's sole discretion.

All full-time temporary faculty members, as well as administrative and staff members with teaching responsibilities, will submit a report of their teaching effectiveness to the respective department chair or director, including a summary table regarding the student evaluation questions referenced in Section 3345.451 of the Ohio Revised Code.

Frequency and Purpose of Evaluation

Faculty will receive a written annual evaluation based, at least in part, on data supplied in their Annual Report of Professional Activities. Evaluations shall serve three functions:
1. To guide the professional development of the individual;
2. To establish a projected work effort distribution for the next academic year in accordance with the university's workload policies; and,
3. To document performance and contributions for which personnel decisions and salary recommendations shall be made.

Department chairs or program directors shall prepare written evaluations to be delivered to the faculty member not later than May 1. Prior to delivery to the faculty member, the written evaluations are forwarded to the Divisional Dean for their review and approval or disapproval, and submitted to the Provost for review. If there is disagreement between the chairperson and the Divisional Dean, the Provost shall have final decision authority.

Annual evaluations are conducted in accordance with University, divisional, and departmental governance for performance evaluations. Each Division shall make information about the review process available, including the timing, procedures, and what faculty can expect to provide and receive in their annual evaluation. Each Division will determine the criteria for, the manner of,

and the faculty member's responsibilities in the evaluation process. However, student evaluations, as referenced in Section 3345.451 of the Revised Code, account for at least 25% of performance in the category of teaching.

Each annual evaluation shall set forth strengths, weaknesses, and specific recommendations for improvement, when applicable. For each evaluative category, the evaluator must include a summary assessment that reflects one of the three following outcomes: "exceeds performance expectations," "meets performance expectations," or "does not meet performance expectations/needs improvement." When a faculty member receives an evaluative category and/or an overall assessment of "does not meet performance expectations/needs improvement," the specific areas which need improvement shall be conveyed.

Faculty will have the opportunity to respond to their evaluation in writing. The results of annual evaluations shall be considered in subsequent decisions on promotion, pay, awards, benefits, post-tenure review, and other decisions related to continued employment.

Bargaining unit faculty members and their representative organization shall be made aware of any changes to the annual evaluation process in the fall of each academic year.

Appeal of Performance Evaluation

A faculty member may appeal the evaluation within 10 business days of receipt of the written evaluation from the chair. That appeal is submitted to the Divisional Dean and chair and shall include a written statement detailing the reason(s) for the appeal and providing any clarifying information or additional details that should be considered in the appeal. Within 10 business days of receipt of the written statement, the chair will be permitted to respond in writing to the Divisional Dean, and copying the faculty member, regarding the faculty member's written statement as well.

The Divisional Dean will review the information provided, determine if the original annual performance evaluation should be amended or revised, and communicate their decision to the faculty member promptly. If the Divisional Dean upholds the evaluation as originally submitted to the faculty member, without change, that decision is final. If the Divisional Dean recommends amending or revising the evaluation as originally submitted, that recommendation shall be forwarded to the Provost for further review. The Provost will review all the information provided and determine if the annual performance evaluation should be revised or stand as originally submitted to the faculty member. The decision of the Provost will be final.

Related Form(s)

Additional Resources and Procedures

FAQ

Policy Administration

Next Review Date

July 2030

Responsible Officer

Provost and Executive Vice President for Academic Affairs

Legal Reference

Ohio Revised Code 3345.452.

Compliance Policy

Recent Revision History

Effective: December XX, 2025

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December 12, 2025
ASA Committee

RESOLUTION R2026-17

WHEREAS, ORC 3345.454 states that each state institution of higher education Board of Trustees shall develop policies on tenure and retrenchment. Each state institution shall submit those policies to the Chancellor of Higher Education. Each state institution's Board of Trustees shall update those policies every five years.

THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby adopts the attached Tenure and Promotion policy, and directs the Provost to submit the policy to the Chancellor of Higher Education.

Approved by the Board of Trustees

December 12, 2025

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

Tenure and Promotion

Scope: Tenure-track and tenured faculty

Policy

Purpose of Tenure and Promotion

Tenure is awarded to those individuals in a tenure-eligible position whose record indicates that they are likely to continue to make significant academic contributions to the University throughout their professional careers. Tenure-eligible positions are reserved for those who are engaged in academic activities of Teaching, Service, and Research, Scholarship, Creative Achievement, and/or Commercialization ("RSCAC").

Within the limitations of Ohio laws and after the successful completion of the specified probationary period and the evaluative process called for in this policy, Miami University shall grant faculty members tenure as a means of ensuring academic freedom. The University recognizes the principles of academic freedom, as set forth in the University's Academic Freedom and Principles of Academic Freedom policies, which incorporate the American Association of University Professors 1940 Statement of Principles on Academic Freedom and Tenure.

Each candidate for tenure and/or promotion is judged individually on their own merits, not relative to other candidates. If a candidate demonstrates the high quality of professional performance expected by Miami, tenure will be conferred, regardless of how many other candidates may be considered in a given year. However, it is not anticipated that all individuals will be able to demonstrate the high-quality of professional performance required to achieve tenure.

Probationary Period

Ordinarily, tenure-track faculty shall initially be appointed at the rank of Assistant Professor, unless otherwise approved by the Divisional Dean (in consultation with the department) and Provost, and serve a probationary period of six years at Miami University.

For tenure-track faculty who begin service at the University after the start of an academic year, time counted toward their probationary period shall begin at the start of the faculty member's first full academic year of service.

Upon recommendation of the Divisional Dean (in consultation with the department), Provost, and President, the Board of Trustees may confer tenure to a newly hired faculty member hired at the rank of Associate Professor or Professor. Such conferral of tenure shall be at the University's sole discretion in lieu of a probationary period.

Waiver Towards Probationary Period

Tenure-track faculty may request, in writing, to waive part of their probationary period and apply for tenure before their sixth year, subject to approval by their Divisional Dean (in consultation with the department) and Provost. Notice of the decision will be provided to the faculty member in writing.

Credit Towards Probationary Period

At the time of hire, upon approval by the Provost, tenure-track faculty may receive up to two years credit towards tenure. This credit must be noted in the original appointment letter. At the

request of the candidate, this grant of credit or a portion thereof shall be rescinded subsequently during the probationary period. Full-time service in a different Miami department or an earlier discontinuous period of full-time Miami service may be credited in the same way as full-time service at other institutions.

Extension of the Probationary Period

Extension of the probationary period refers to extending the time during which a tenure-track faculty member is considered for tenure. Expectations of tenure for a probationary faculty member granted an extension remain the same as expectations for a probationary faculty member evaluated within the standard probationary period.

1. A one-year extension of the probationary period will be granted by the Provost upon request of a probationary faculty member who in the twenty-four (24) months prior to request for extension has (1) the birth, care or adoption of a child (under the age of five); (2) approved family medical leave in accordance with University policy; or (3) approved parental leave in accordance with University policy.
2. The University, at its discretion, may grant requests by tenure-track faculty to extend their probationary period in circumstances other than those set forth above. Depending on the nature and severity, examples of such circumstances may include (but are not limited to): loss or unavailability of research facilities, military service, or loss or uninhabitability of primary residence.
    a. To receive consideration, requests for extension must be made in writing, with supporting information and/or documentation. The request requires the approval of the department chair[1], the Divisional Dean, and the Provost. The Provost will notify the candidate of the decision in writing.
    b. A leave of absence of one (1) year or less will not be grounds for extending the probationary period, absent other extenuating circumstances that justify extending the probationary period.
3. In extenuating circumstances, the University may, in its sole discretion, grant a second extension of a tenure-track faculty member's probationary period. Denial of any request for a second extension shall not be subject to the grievance and arbitration procedures.
4. Extensions may be requested at any point between the start of the initial appointment and submission of the tenure/promotion dossier. A prior leave of absence shall not preclude a tenure-track faculty member from requesting an extension of their probationary period.

Annual Review of Probationary Members of the Faculty

1. Each department will establish a departmental tenure committee to initiate tenure recommendations. The membership of this tenure committee is to be determined by the department. In each year of the probationary period, the faculty member submits to the tenure committee their Annual Report of Professional Activities, which includes information sufficient to address their contributions across each evaluative category of Teaching, Service, and RSCAC.
2. The department chair, after consultation with the tenure committee, prepares an annual probationary evaluation of the member's accomplishments; an evaluation that will provide an assessment of the member's progress toward tenure, including strengths, weaknesses, and specific recommendations for improvement.

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[1]Throughout this policy the term 'departmental chair' shall be inclusive of 'program director' for those programs led by a program director.

3. The evaluation prepared by the department chair must be reviewed and formally acknowledged by the tenure committee and the probationer before forwarding to the Divisional Dean, so that errors of fact and omission might be eliminated.
4. In the event the tenure committee's evaluation differs from that of the chair, the tenure committee shall forward its evaluation to the probationer with a copy to the Divisional Dean. Such evaluations are subsequently reviewed by the Divisional Dean and then officially transmitted to the probationer.
5. Whenever the Divisional Dean's evaluation differs from that of the department chair or the tenure committee, the Divisional Dean must inform the faculty member, the chair, and the tenure committee, in writing, citing the basis for the evaluation.
6. Beginning in the third year of qualifying service and continuing throughout the candidate's probationary period, the tenure committee will also prepare a separate written evaluation of the faculty member's progress toward tenure, including strengths, weaknesses, and specific recommendations for improvement, and share that evaluation with the probationer and the department chair. The chair will also write an evaluation of the probationer's progress toward tenure.
7. The Provost reviews the dossiers and evaluations in the third, fourth, and fifth years of a candidate's probationary period and provides their own evaluation of the candidate's progress towards promotions and tenure. The Provost's evaluation will be reported in writing to the candidate, the department tenure committee, the department chair, and the Divisional Dean. The complete documentation should also be distributed to the Divisional Dean.

Collegiality
Chairs should address concerns regarding professional collegiality as promptly as possible with the person whose behavior is questioned. Notice of uncollegial behavior must be given to that person in writing no later than his or her next annual evaluation after the occurrence of the behavior considered uncollegial.

Third Year Review
Upon the initial evaluation by the Provost, which normally occurs in third year of their probationary period, unless the probationary period has been extended, a faculty member whose progress toward meeting criteria for tenure is deficient may be notified of their termination by July 1 of that year and offered a one-year terminal appointment following that year with no reduction in compensation.

Evaluation Categories Defined
1. "High-quality teaching and academic advising" is defined as meaning that the person has demonstrated the following:
   a. proficiency in classroom instruction
      i. through the discharge of such responsibilities as meeting scheduled classes on time; being prepared for each class; being able to present material clearly; integrating new developments in the field and new methods of instruction;
      ii. and through continuing evidence of favorable teaching evaluation.
   b. maintenance of regularly scheduled office hours and an interest in students indicated by availability for conferences, or one-to-one contact, etc.
   c. commitment to good teaching and maintenance of a continuing effort to improve teaching ability, including multiple measures of teaching effectiveness that are administered on a consistent basis.
   d. participation in scholarly discussion on teaching problems.

   e.   initiative and skill in the development and administration of teaching programs.
   f.   satisfactory fulfillment of academic advising responsibilities.
2.   "Research, scholarly, creative achievement, and/or commercialization ("RSCAC") of high quality and its prospective continuation" is defined as the development and presentation, through publication, performance, or other appropriate means, of a **sustainable** body of research, scholarship, creative achievement, or commercialization that is judged to be **substantive** and of **high quality** by others in the discipline.
   a.   The university values an inclusive view of RSCC in the recognition that knowledge is acquired and advanced through discovery, integration, and application. RSCC includes a comprehensive spectrum of intellectual and artistic endeavors, ranging from the systematic discovery of new knowledge and the creation of original works (research, creative achievement) to the critical analysis and public sharing of that knowledge (scholarship), and ultimately, its practical translation for societal benefit and economic impact (commercialization).
   b.   Given this perspective, promotion and tenure reviews, as detailed in the criteria of individual departments and divisions, will recognize original research and creative/artistic contributions in peer-reviewed outlets as well as high quality integrative and applied forms of scholarship that involve collaborations with business and community partners, including translational research, commercialization of discoveries, technology transfer activities, and patents.
3.   "Productive Professional Service" is defined as the effective engagement in structured activities which contribute to the operation and advancement of a person's department, division, campus, the University, scholarly and professional associations, and/or the educational enterprise. Professional service includes the use of one's professional expertise in community, state, national or international service.
4.   "Professional collegiality" is defined not as personal congeniality, but rather a quality manifested by behaviors such as willingness to serve on committees and perform work necessary to departmental operation, willingness to provide guidance and help to colleagues in their professional duties, adherence to professional ethics, respect for the ideas of others, and the conduct of one's professional life without prejudice toward others.

While departments, divisions, or campuses may define these terms or elaborate these definitions, all elaborations must be consistent in spirit and content with the above and must be published. The department, the department chair, the Divisional Dean, the University Promotion and Tenure Committee, the Provost, and the President will consider these elaborative definitions when making tenure and promotion decisions.

Eligibility for Tenure
Eligibility for tenure requires:
1.   Service as a full-time member of the faculty;
2.   An appointment with a tenure-eligible rank; and,
3.   At least fifty percent (50%) of the appointment engaged in regular teaching assignments and research, scholarship, creative achievement, and/or commercialization ("RSCAC").
   •   When, in the judgment of the department chair, Divisional Dean, and Provost; a faculty member's responsibilities warrant the protection of tenure, an exception to the 50% requirement may be made.

Criteria for Tenure

To secure and retain an exemplary faculty, the following University-wide criteria, as demonstrated by suitable evidence, shall be used to make tenure recommendations:
1. high-quality teaching and academic advising;
2. a record of RSCAC of high quality and its prospective continuation;
3. productive professional service; and,
4. professional collegiality within the department, division, campuses, and the University community.

High-quality teaching and academic advising, and a record of research, scholarly and/or creative achievement of high quality and its prospective continuation are of highest importance. Productive professional service, professional collegiality, while important, are of lesser importance.

The University places importance on both teaching and RSCAC. Neither aspect of a candidate's career should be neglected if tenure is to be achieved.

For regional campus faculty, the usual emphasis, in descending order of significance, shall be:
1. high-quality teaching and academic advising;
2. productive professional service;
3. a record of RSCA of high quality and its prospective continuation; and,
4. professional collegiality

For all tenure-track faculty, the emphasis may only differ from the above when, at the beginning of a faculty member's probationary period, or a significant change in their assigned responsibilities, the department chair Divisional Dean, and Provost agree, in writing, on the relative importance to be attached to each of the above criteria.

Promotion of Faculty

Full-time, tenure-track faculty will be promoted to Associate Professor upon the award of tenure. However, full-time, tenure-track faculty may apply for promotion to Associate Professor without making a simultaneous application for tenure.

Associate Professors with tenure may apply for promotion to Professor with tenure after three years in rank, provided that they meet all criteria set forth in University, divisional and departmental policy.

Progress toward promotion may be discussed as part of a faculty member's annual evaluation. All faculty members planning to apply for promotion to Professor are strongly encouraged to engage in a formative evaluation with their promotion committee prior to seeking promotion.

Eligibility for promotion does not require that the person be engaged at least fifty percent (50%) of their appointment in regular teaching assignments or RSCAC.

In the event that an Associate Professor with tenure is denied promotion to Professor with tenure, they may reapply for such promotion no earlier than one year following denial of promotion.

Academic Ranks

1. Assistant Professor (tenure-eligible rank)
   a. An Assistant Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university.
   b. For appointment to this rank, a candidate must demonstrate:
      i. ability to achieve effectiveness as a teacher and academic adviser;
      ii. ability to do RSCAC;
      iii. ability to perform productive professional service; and
      iv. ability to meet standards of professional collegiality.
2. Associate Professor (tenure-eligible rank)
   a. An Associate Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university.
   b. For appointment or promotion to this rank, a candidate must demonstrate:
      i. high-quality teaching and academic advising;
      ii. RSCAC of high quality and its prospective continuation;
      iii. productive professional service; and
      iv. professional collegiality within the department, division, campuses, and University community.
3. Professor (tenure-eligible rank)
   a. Appointment or promotion to the rank of Professor at Miami University will ordinarily be recommended to the Board of Trustees only for those members of the instructional staff who will enhance the excellence of this group and the academic standard of the University.
   b. A Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university.
   c. For promotion to this rank, a candidate must demonstrate excellence in the first and second criteria listed below and must demonstrate strength in the third:
      i. a cumulative record of high-quality teaching and academic advising;
      ii. a cumulative record of RSCAC, including recent work produced while at Miami University or since promotion at Miami University which has resulted in an established reputation within the discipline;
      iii. performance of productive professional service;
      iv. Note: Regional campus faculty may elect to demonstrate excellence in the first and third criteria and demonstrate strength in the second.

Formative Promotion Evaluations

In addition to the annual performance evaluation, all members of the faculty in a promotable rank may request a formative promotion evaluation once per academic year. Formative promotion evaluations are to guide the individual toward promotion and are not to be used for personnel or salary decisions.

Upon request, the evaluation shall be prepared by the department's promotion committee and by the chair (or only by the former if the chair is being evaluated).

Faculty members who request a formative promotion evaluation are responsible for providing cumulative information upon which the promotion committee and chair shall base their evaluation. These evaluations shall be based on the cumulative information provided by the candidate using the promotion dossier templates provided by the Provost's Office and any other relevant information. Department promotion committees and department chairs should provide their assessments similar to how they normally would evaluate the candidate, as if they were being considered for promotion.

Faculty with a dual appointment must elect their promotion-initiating division (Oxford or Regional Campus) prior to any application for a formative promotion evaluation.

The Tenure and Promotion Process

Tenure and promotion is conferred by the Board of Trustees upon the positive recommendation of the President. The process and criteria for promotion and tenure are set forth in this policy, Provost guidance, and divisional and departmental governance, as applicable. In the event of a change in University criteria for tenure during a faculty member's probationary period, a faculty member may seek tenure under the criteria in place at the time of initial appointment.

Candidate's Preparation of Tenure and Promotion Materials

Individuals in the final year of their probationary period and those tenured members of the faculty who wish to be considered for promotion are responsible for assembling and submitting a dossier of accomplishments and relevant supporting materials (the application) to their tenure-initiating unit (TIU). Faculty being considered for tenure and/or promotion are referred to as "Candidates" during the review process. Candidates may solicit suggestions from their department chair or program director as to appropriate materials.

A Candidate may amend or supplement the application at any time prior to the Divisional Dean's final recommendation (including reconsideration). Once the Divisional Dean has made a final recommendation, the application may not be amended or supplemented. If the Candidate elects to amend or supplement the application after the dossier has been forwarded from the TIU to the Divisional Dean for consideration, the Divisional Dean will share the amended/supplemented dossier with the TIU. The TIU may elect to amend, supplement, or reverse its recommendation based on the amended/supplemented application.

A Candidate may be considered for tenure only once.

Departmental Evaluation

To evaluate Candidates seeking tenure, members of the departmental promotion and tenure committee must hold the rank of associate or professor with tenure. To evaluate Candidates seeking promotion to professor, members of the departmental promotion committee must hold the rank of professor with tenure. Lecturers, Clinical and Teaching Faculty may not vote in matters involving the promotion and/or tenure of faculty in tenure-eligible ranks.

There shall be a minimum of three (3) members on the promotion and tenure committee. If a committee has fewer than three (3) members, the Divisional Dean will appoint additional members from the department or cognate departments as needed.

After receiving the positive or negative recommendation of the department tenure or promotion committee, the department chair makes a positive or negative recommendation on the application to the Divisional Dean. The department's recommendation to the Divisional Dean may be a joint report of the committee and the department chair. However, if the recommendations of the committee and the department chair differ, both are transmitted to the Divisional Dean.

Divisional Evaluation

The Divisional Dean of each division shall develop procedures for divisional handling of tenure and promotion matters. The Divisional Dean of the division is responsible for making a positive or negative recommendation on each application for tenure or promotion.

If the Divisional Dean's recommendation differs from the department chair or the department committee, the Divisional Dean will discuss the case with the department chair, or the committee, before the application is presented to the University Promotion and Tenure Committee.

A Candidate for tenure and/or promotion must receive at least one positive recommendation at the Department or Division level to proceed to University Promotion and Tenure Committee evaluation. Those Candidates who receive negative recommendations at each level (departmental committee, Chair, and Dean) will not proceed to UPT for further evaluation.

University Promotion and Tenure (UPT) Committee Evaluation

The Committee consists of the Provost as chair, the Divisional Deans of the six (6) academic divisions, the Vice President for Institutional Research, or their designee, and six tenured members of the instructional staff [one from each of the academic divisions] appointed by the Provost with the President's approval. Members serve staggered three-year terms. The Provost will appoint a representative from the Office of the Provost to serve as secretary without a vote.

The UPT is charged with making recommendations on the conferral of faculty tenure and promotion to the Provost. The Provost may seek recommendations from the UPT regarding promotion and tenure policies and procedures.

The Administrators of the UPT are the Divisional Deans and Vice President for Institutional Research, or their designee. This body receives post-tenure review recommendations from the Provost and issues final administrative action.

Procedure When a Negative Tenure Recommendation is about to be Made

In the event any Department or Divisional administrator or committee is about to make a negative tenure recommendation, the annual written evaluations described in the Annual Review of Probationary Members of the Faculty policy will be reviewed by the administrator or committee and appended to the candidate's tenure application.

Notification of Recommendation by Department or Divisional Administrator or Committee

A candidate who receives a positive recommendation is notified as soon as possible.
A candidate who receives a negative recommendation is notified in writing with a Statement of Reasons for the negative recommendation. This written Statement of Reasons, which becomes part of the record, must be given no later than ten (10) working days from the date the negative recommendation is made.

Effect of Degree Completion on Promotion

No promotion is affected solely by the completion of a degree. In those cases where an individual's appointment letter offers a rank contingent upon the completion of a degree, rank will be assigned as of the first day of the first regular academic term following award of the degree or the next July 1, whichever is earlier.

Reconsideration of a Negative Recommendation

In cases where a negative recommendation is made, the review process is stayed (paused) until the time for the faculty member to request reconsideration has lapsed, and until the reconsideration process, if requested, is completed. A Candidate may request reconsideration at each level (departmental committee, Chair, Dean, UPT) that gives a negative recommendation.

Within ten (10) working days of receipt of the written Statement of Reasons, the Candidate may request, in writing, reconsideration by the Departmental or Divisional administrator or committee that rendered the negative recommendation. Reconsideration is on the merits of the case.

The Candidate may respond, in writing, to the written Statement of Reasons prior to reconsideration. The Candidate's written response to the written Statement of Reasons must be submitted no later than ten (10) working days from the date of the request for reconsideration.

Reconsideration by the original decision-making body shall be completed within ten (10) working days of the receipt of the Candidate's response or, if no written response is given, within twenty (20) working days of the request for reconsideration.

A Candidate who receives a positive recommendation upon reconsideration is notified as soon as possible. A Candidate who receives a negative recommendation upon reconsideration is notified, in writing, with a Statement of Reasons for the negative recommendation. This written Statement of Reasons must be given no later than ten (10) working days from the date the negative recommendation is made.

The original application, written Statement of Reasons for the negative recommendation, request for reconsideration, candidate's response to the written Statement of Reasons, and recommendation upon reconsideration, including the written Statement of Reasons, if any, at every level conducted, becomes part of the record.

Provost, President, and Board of Trustees Evaluation
Candidates who receive a positive recommendation from the University Promotion and Tenure Committee are advanced to the Provost for consideration. Candidates who receive a positive recommendation from the Provost are advanced to the President for consideration. Candidates who have the positive recommendation of the President are advanced to the Board of Trustees. Final action is taken by the Board of Trustees. If granted, tenure and/or promotion is conferred effective the next July 1 and is not specific to a given campus.

Appeal of Negative Recommendation for Tenure and/or Promotion
Faculty members who have received a negative recommendation for tenure or promotion from the University Promotion and Tenure Committee and/or from the Provost or their designee, have the right to appeal such negative recommendation pursuant to the procedures set forth in Article 21, Section V, Part A of the Collective Bargaining Agreement. This section is republished here and will be updated as necessary to align with the CBA in effect.

> This Section V, Part A shall apply to tenured and tenure-track faculty.

> The parties acknowledge that the procedures described herein contain the sole appeal and/or grievance process available to bargaining unit faculty members seeking to appeal their negative recommendation for promotion or tenure.

> Bargaining unit faculty members, who receive a negative recommendation for promotion or tenure from the UPT Committee, may submit a written request for reconsideration by the UPT Committee. Bargaining unit faculty members shall submit the request for reconsideration to the UPT Committee within ten (10) working days of receipt of the Written Statement of Reasons from UPT.

If a bargaining unit faculty member receives a negative recommendation, upon reconsideration, the bargaining unit faculty member will receive a written Statement of Reasons from the UPT Committee no later than ten (10) working days from the date of the request for reconsideration. The Provost or their designee must accept any negative recommendation, upon reconsideration, by the UPT Committee.

A bargaining unit faculty member who receives a positive recommendation upon reconsideration by the UPT Committee will be notified of such positive recommendation as soon as possible.

Any bargaining unit faculty member whose negative recommendation from the UPT Committee has been ratified by the Provost or their designee, or who otherwise receives a negative recommendation from the Provost or their designee, has the right to appeal to the President of the University or their designee. The basis of the appeal must be an alleged procedural error or inequitable treatment. The appeal must be submitted, in writing, within fifteen (15) working days from the date of written notice of the denial of the bargaining unit faculty member's application for consideration or reconsideration for tenure or promotion.

If the President of the University makes a decision to deny a bargaining unit faculty member's appeal, the Union may submit the matter to arbitration consistent with the procedures set forth in Article 21, Section VIII of the Collective Bargaining Agreement.

Appeals may also be based on allegations of discrimination, covered by University policy. Appeals alleging discrimination should be presented, in writing, to the Office of Equal Employment and Opportunity.

Bargaining unit faculty members are urged to file such appeals within fifteen (15) working days from the date of written notice of the denial of the bargaining unit faculty member's application for consideration or reconsideration for tenure or promotion.

A Union representative may be present at any meeting at any step of the appeal process set forth in this Section.

Deadlines
The deadlines specified in the Reconsideration and Appeal sections of this policy may be extended by the Provost. The running of any time period specified in these procedures will be suspended during Thanksgiving Recess, Winter Recess, Spring Recess, and the interval between the end of final examinations for the spring semester and the date on which faculty are required to report for the ensuing Fall Semester.

Failure to Attain Tenure
Tenure-Track Faculty who have not been awarded tenure by the end of the last year of their probationary period will be notified of their termination by July 1 of that year and offered a one (1) year terminal appointment following the end of their probationary period.

Termination of Appointment or Tenure for Cause

Once awarded, the tenure and appointment of a faculty member shall continue until one of the following occurs: resignation, retirement, dismissal pursuant to the reason(s) contemplated by Financial Exigency and Academic Reorganization, or termination for just cause as provided by Discipline and Discharge, or death.

Related Form(s)

Additional Resources and Procedures

Collective Bargaining Agreement in full force and effect through June 30, 2026

FAQ

Policy Administration

Next Review Date

July 2030

Responsible Officers

Provost and Executive Vice President for Academic Affairs

Legal Authority

[Ohio Revised Code 4117](#)

Compliance Policy

Recent Revision History

Revised and consolidated December XX, 2025

MIAMI UNIVERSITY

OXFORD, OH • EST. 1809

BOARD OF TRUSTEES
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December 12, 2025
ASA Committee

RESOLUTION R2026-18

WHEREAS, ORC 3345.45 states the Board of Trustees of each state institution of higher education shall take formal action to adopt a faculty workload policy consistent with the standards developed under this section. The Board of Trustees of each state institution of higher education shall review the institution's policy on faculty tenure and update that policy to promote excellence in instruction, research, service, or commercialization, or any combination thereof.

WHEREAS, ORC 3345.45 further states that at least once every five years, each state institution of higher education shall update its faculty workload policy and submit the policy to the Chancellor. The updated policies shall be approved by the state institution's Board of Trustees each time it is submitted to the Chancellor.

THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby adopts the attached Faculty Workload policy, and directs the Provost to submit the policy to the Chancellor of Higher Education.

Approved by the Board of Trustees

December 12, 2025

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

Faculty Workload
Scope: Instructional staff

Policy

(A) Policy statement and purpose
In accordance with Ohio law, this policy intends to promote an equitable, transparent, and supportive workload framework focused on the following areas: (1) teaching; (2) research, scholarship, creative achievement, and/or commercialization ("RSCAC"); and (3) professional service; and any combination thereof.

Faculty workload assignments are guided by the institution's core mission: excellence in teaching; RSCAC; and service, with special emphasis on the undergraduate learning experience.

Consistent with this mission, all full-time tenured and tenure-track faculty are expected to contribute at the highest levels of quality across these areas.

Teaching, clinical, and professionally licensed faculty (TCPLs) also play a significant role, contributing with excellence in teaching and service.

Further, workload assignments are designed to ensure that faculty members' responsibilities and efforts are distributed fairly, transparently, realistically, and efficiently. The policy applies to all faculty ranks across all colleges and campuses.

This policy supersedes any conflicting departmental or divisional governance and is not subject to collective bargaining negotiation. It will be reviewed and updated at least once every five years, with approval by the board of trustees, and made publicly accessible in the University's online Policy Library. All workload assignments must be free from political or ideological considerations in accordance with section 3345.0217 of the Revised Code.

(B) Definitions

Faculty: Faculty refers to all persons holding faculty appointments with faculty rank and faculty status.

Workload equivalents (WLE): Teaching, RSCAC, and professional service duties are translated into "workload equivalents" (WLE). Workload equivalents are based on credit hours, as defined in 34 CFR 600.2, where 1 WLE represents a standard 3-credit-hour course, typically meeting for 3 lecture hours per week over a 14–15-week semester. Each WLE equates to 3 credit hours.

Full-time workload (nine-month): The standard full-time faculty workload is defined as ten workload equivalents (10 WLEs) per academic year. All full-time faculty workload allocations for teaching, scholarship/research/commercialization activity, and professional service are proportional to this "workload equivalents" (10 WLEs) baseline.

Justifiable credit hour equivalences: All components of faculty workload must be translated into workload equivalents (WLE), based on credit hour equivalencies, to facilitate equitable and transparent assignment of duties and compliance with this policy. RSCAC, as well as professional service, and other duties as appropriate, are assigned credit-hour based WLE based on qualitative and quantitative criteria and count toward the standard 10 WLEs full-time load.

Annual assignment and review: Each faculty member's workload distribution is initially set in the offer letter and is reviewed (and revised, when appropriate) annually as part of the annual performance evaluation process.

Professional Service: Activities that support the university community, society, and the faculty member's profession, going beyond official teaching and RSCAC duties. This could include a combination of both internal service, such as committee work and governance, and external service, such as community engagement or using academic expertise for public benefit. For purposes of this policy, creditable service must be approved by the Chair, and be executed with competence and commitment.

Research, Scholarship, Creative Achievement, and Commercialization (RSCAC)
RSCAC includes a comprehensive spectrum of intellectual and artistic endeavors, ranging from the systematic discovery of new knowledge and the creation of original works (research, creative achievement) to the critical analysis and public sharing of that knowledge (scholarship), and ultimately, its practical translation for societal benefit and economic impact (commercialization).

Faculty Workload Guidance: The Office of the Provost will maintain guidance documents to assist Chairs and Deans in assigning WLEs in the areas of teaching, RSCAC, and service based on the type of faculty and the unit in which the faculty is appointed. These guidance documents will be based upon the campus location as well as the assessed level of RSCAC activity of each faculty member. This guidance shall be reviewed annually by the Office of the Provost to ensure alignment with Miami's mission and goals under this policy.

(C) Policy

It shall be the policy of Miami university to establish workload in conformance with this policy, as informed by the Workload Guidance reviewed, revised as needed, and published by the Office of the Provost each year. Miami's policy employs the use of workload equivalents, which translates into units of credit hours, as the standard unit for measuring all faculty workload elements, including teaching, RSCAC, professional service, and other assigned duties. The intent of this policy is not to require the same level and type of activity of every faculty member but to recognize that differentiation of roles is necessary to allow academic units to carry out the University's educational mission.

   (1) Annual workload

   a) Annual workload is defined as the faculty work assignment for the fall and spring semesters, based upon the standard assignment of 10 WLEs per academic year. This workload will typically be assigned based upon a standard of 5 WLEs in Fall Semester and 5 WLEs in Spring semester.

b) The allocation in each area depends on the discipline and faculty member's expertise. A tenured/tenure-track faculty member will typically have assigned duties in each of the areas of teaching, RSCAC, and service and a TCPL faculty member will typically have assigned duties in each of the areas of teaching and service.

c) Faculty Workload Guidance defines faculty workload elements and their workload equivalents and includes credit hour equivalents for activities other than teaching, including RSCAC, clinical care, significant administrative roles, professional service, and other activities.

d) The workload for each faculty member is approved annually by the Divisional Dean and the Provost. Faculty members will submit their Annual report of Professional Activities, which will be used by the Chair in determining workload. Annually the Chair will complete a workload report using the standard university template, aligning with University policy, Faculty Workload Guidance, and divisional workload norms. Any deviations from these norms must be approved by the Chair, Dean, and Provost. The collective bargaining agreement provides the process for the annual faculty evaluations.

(2) Defined teaching workload expectations

a) <u>Standard tenured and tenure-track faculty workload</u>: The standard teaching load is 3/3 or 3/2 courses (5-6 WLEs per year). RSCAC and service are defined as percentages of a full load, with 20-30% for RSCAC (2-3 WLEs per year) and 10-20% for service (1-2 WLEs per year). While these percentages are typical, workload will vary depending on RSCAC productivity and departmental needs.

b) <u>Standard TCPL faculty workload</u>: The standard teaching load is 4/4 courses (8 WLEs or 24 credit hours per year), with 80% of the workload dedicated to teaching. Standard service levels are defined as 2 WLEs per year, with 1 WLE equating to roughly 4 hours of service per week.

c) The range of acceptable teaching assignments is determined through the procedures outlined in Faculty Workload Guidelines. The dean will ensure that the teaching workload of each faculty member, when added to the credit hour equivalents for non-teaching activities, meets the standard annual workload of 10 WLEs.

d) Workload expectations are subject to regular review and revision to ensure continued relevance and effectiveness in meeting the needs of the university and the faculty.

(D) Failure to Comply

If a faculty member fails to comply with this policy's requirements, the university may take administrative action including censure, remedial training, for-cause termination, or other disciplinary action, regardless of tenure status and in accordance with the discipline process detailed in the collective bargaining agreement. Termination for a violation of this policy requires the recommendation of the dean, provost, president, and approval of the board of trustees.

(E) Workload Equity and Flexibility

While this policy provides standard expectations, it allows flexibility to accommodate individual strengths, varying disciplines, and evolving responsibilities. Department chairs/ program directors may recommend, with dean approval, adjusted allocations for individual faculty to support greater emphasis on teaching, RSCAC, professional service, and other duties as appropriate, as long as the academic unit meets its overall instructional obligations. Any such differential assignments must be documented and aligned with the university's mission and needs as set out in Faculty Workload Guidelines [provide hyperlink].

(F) Visiting Assistant Professors (VAPs) and Part-Time Faculty

VAPs and Part-Time faculty include those persons appointed to carry out instructional responsibilities dictated by enrollment demand or by special needs of an academic unit. Because their primary responsibility is teaching, such faculty are not usually expected to engage in other duties.

Related Form(s)

Additional Resources and Procedures

FAQ

Policy Administration

Next Review Date

July 2030

Responsible Officer

Provost and Executive Vice President for Academic Affairs

Legal Reference

Ohio Revised Code 3345.45.

Compliance Policy

Recent Revision History

Effective: December XX, 2025

December 12, 2025
ASA Committee

RESOLUTION R2026-19

WHEREAS, ORC 3345.453 states the Board of Trustees of each state institution of higher education shall adopt a post-tenure review policy and submit the policy to the Chancellor of Higher Education.

THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby adopts the attached Post-Tenure Review policy, and directs the Provost to submit the policy to the Chancellor of Higher Education.

Approved by the Board of Trustees

December 12, 2025

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

Post Tenure Review
Scope: Faculty holding tenure status

Policy

This policy establishes a post-tenure review (PTR) process for faculty who hold tenure status in compliance with ORC 3345.453.

For purposes of this policy, each "evaluative category" for which a faculty is evaluated should be reflected in their annual workload document.

Evaluative Categories include: (1) Teaching, (2) Service, and (3) Research, Scholarship, Creative Achievement, and/or Commercialization ("RSCAC"), depending upon the faculty member's workload as determined by the University.

I) A post-tenure review <u>shall be initiated</u> when:
   a) A tenured faculty member receives an evaluation of 'does not meet performance expectations' in the same evaluative category (teaching, RSCAC, and/or service) for two of the past three consecutive years as reflected in the faculty member's annual performance evaluation, or;
   b) A tenured faculty member, who has been subject to a post-tenure review within the prior two years, receives an evaluation or assessment of 'does not meet performance expectations' in any evaluative category on their annual performance evaluation.

Department Chairs who determine that a faculty member meets the requirements for PTR must communicate that determination and the rationale promptly to the Divisional Dean and the faculty member, but no later than 10 business days following the evaluation which triggers (a) or (b) above.

II) Immediate and For Cause PTR: A post-tenure review <u>may be initiated</u> by a department chair, dean, or provost for any tenured faculty member who has a documented and sustained record of significant underperformance outside the annual evaluation process. For purposes of this section, a "for cause" PTR shall not be triggered on the basis of a faculty member's expression of academic freedom as defined by University policy or Ohio law.

III) Post-Tenure Review Process:
   a) Initiation of the PTR:
      i) When required by section I above, the department chair will notify the Divisional Dean, in writing, of the need to initiate a PTR.
      ii) When prompted by section II above, the Provost, in consultation with the Divisional Dean, will make the determination to initiate an immediate and for cause PTR based on the information available to the university.
      iii) The Divisional Dean shall be responsible for overseeing the PTR process.

   b) The department chair will review the annual reports, evaluations, including student evaluations, peer evaluations and annual evaluations, and other relevant information, including prior assessments of all evaluative categories and prepare a report for the Divisional Dean summarizing the substantive issues with the faculty member's performance in all areas.

c) The Department Chair will timely submit the summary and relevant supporting documentation to the Divisional Dean and the faculty member. The faculty member shall have 10 working days to submit a response to the summary incorporating any relevant information or materials, for the purpose of providing context or serving as rebuttal to the matters included in the summary document, to their Divisional Dean. The Divisional Dean may extend the time for submitting a response for good cause shown.

d) The Divisional Dean shall promptly review the Department Chair's summary and accompanying materials along with the faculty member's response and accompanying materials, if any. The Divisional Dean and the Department Chair may elect to schedule a meeting for further discussion regarding the materials. The Divisional Dean, at their discretion, may also elect to schedule a meeting with the faculty member to discuss the Chair's summary, faculty's response, and materials submitted to them.

e) Following the review set forth above, the Divisional Dean shall promptly submit a report to the Provost outlining the information contained in the summary information submitted by the Chair and the information submitted by the faculty member. If the Divisional Dean met with the Chair and/or the faculty in the process of their review, they should note that in their report and include a brief summary of the information discussed.

f) The Provost shall promptly review the report presented to them by the Divisional Dean. If the Provost believes they need additional information in order to inform their review and recommendation, they or their designee may, at their sole discretion, meet with the Chair, faculty member or Divisional Dean to discuss the information contained in the materials provided to them.

g) Following a review of the Divisional Dean's report and additional information collected, if any, the Provost shall promptly issue a written recommendation regarding any administrative action to be taken in relation to the faculty member, along with a statement of reasons supporting that recommendation. The recommended administrative action may, for example, take the form of a Performance Improvement Plan (PIP), remedial training, formal censure, revocation of tenure, or for cause termination.

h) The Provost's recommendation for administrative action shall be provided to the Administrators of the University Promotion and Tenure Committee (UPT) for final decision of post-tenure review, and copied to the faculty member.

i) The Provost's recommendation shall become final and the administrative action shall be implemented in relation to the faculty member, unless the faculty member elects to appeal the recommendation within the time frame provided below.

IV) Post-tenure Review Due Process
   a) A faculty member may appeal the administrative action recommended by the Provost to the Administrators of the UPT before the recommendation becomes final.

   b) A faculty member's written appeal shall be submitted to the Office of the Provost, within ten working days of delivery of the Provost's recommendation, and include a written statement of reasons for appealing the recommendation. Upon request, an extension

may be granted to the faculty member by the Provost for purposes of submitting the appeal with good cause shown.

c) The Administrators of the UPT will review and consider the appeal based on the complete PTR record and submit a final decision. The decision of the Administrators of the UPT is final.

d) The university's post-tenure review due process period, from beginning to end, shall not exceed six months, except that a one-time two-month extension may be granted by the university's president.

Related Form(s)

Additional Resources and Procedures

FAQ

Policy Administration

Next Review Date

July 2030

Responsible Officers

Provost and Executive Vice President for Academic Affairs

Legal Authority

Ohio Revised Code 3345.453

Compliance Policy

Recent Revision History

Effective December XX, 2025

December 12, 2025
ASA Committee

RESOLUTION R2026-20

WHEREAS, ORC 3345.454 states that each state institution of higher education Board of Trustees shall develop policies on tenure and retrenchment. Each state institution shall submit those policies to the Chancellor of Higher Education. Each state institution's Board of Trustees shall update those policies every five years.

THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby adopts the attached Retrenchment policy, and directs the Provost to submit the policy to the Chancellor of Higher Education.

Approved by the Board of Trustees

December 12, 2025

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

Faculty Retrenchment
Scope: Full-time tenured, tenure-track, and TCPL faculty

Policy

I. Purpose

This policy ensures compliance with the requirements of section 3345.454 of the Ohio Revised Code, which mandates that each state institution of higher education develop a policy for faculty retrenchment.

II. Scope

This policy applies to all full-time tenured, tenure-track, and TCPL faculty at Miami University. Full-time faculty refers to those with an appointment of .80 FTE or greater.

III. Definitions

A. Retrenchment, as defined in section 3345.454 of the Revised Code, means a process by which a state institution of higher education reduces programs or services, thus resulting in a temporary suspension or permanent separation of one or more institution faculty, to account for a reduction in student population or overall funding, a change to institutional missions or programs, or other fiscal pressures or emergencies facing the institutions.

B. Financial Exigency, defined as fiscal emergencies that have two characteristics:
   1. They are long-term in nature, promising to persist, by all reasonable projections, into the foreseeable future; and
   2. They thereby threaten the fulfillment of the institution's academic mission and, eventually, its very survival. As such, financial exigency is to be distinguished from temporary fiscal fluctuations on the one hand, and insolvency on the other.

IV. Grounds for retrenchment:

A. The University may dismiss tenured bargaining unit faculty members during the term of their appointments due to the following:
   1. program, department or division elimination; or,
   2. financial exigency in accordance with the university's *Termination Under Financial Exigency of a Tenured Appointment* policy.
B. The University may dismiss or non-renew tenure-track and TCPL bargaining unit faculty members during the term of their appointments, at its discretion, for the following reasons:
   1. Financial exigency;
   2. Restructuring, reorganization or discontinuance of academic programs; or,
   3. Upon recommendation of the Dean with approval from the Provost: position elimination due to insufficiency of enrollment, curriculum change, lack of work, or lack of funding or financial resources.

V. Authority:
    A. Miami University's Board of Trustees shall update this policy every five years and has final authority on retrenchment decisions made under this policy.
    B. Nothing in this policy prevents faculty members from accepting any separation incentive that may otherwise be offered by Miami University, regardless of whether the incentive is contained in a Collective Bargaining Agreement.
    C. Miami University remains committed to academic freedom and non-discrimination. Retrenchment shall not be used as a means of endangering academic freedom or engaging in discrimination.

Related Form(s)

Additional Resources and Procedures

FAQ

Policy Administration

Next Review Date

July 2030

Responsible Officer

Provost and Executive Vice President for Academic Affairs

Legal Reference

Ohio Revised Code 3345.454.

Compliance Policy

Recent Revision History

Effective: December XX, 2025

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

December 12, 2025
Consent Calendar

RESOLUTION R2026-21

BE IT RESOLVED: that the Board of Trustees hereby accepts and approves the attached Annual Report of Remedial Education at Miami University, and directs the Provost to submit the report to the Ohio Department of Higher Education.

Approved by the Board of Trustees

December 12, 2025

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

Miami University Recommendation
To the Board of Trustees
For Action

Date: December 1, 2025

Title: REPORT OF REMEDIAL EDUCATION

Synopsis: Annual Report on Remedial Education for the Ohio Department of Higher Education

It is recommended that the Board of Trustees approve sending the attached report to the Ohio Department of Higher Education. This is in response to provision House Bill 49 which "requires the issuance of an annual report on the number of students that require remedial education, the costs of remediation, the specific areas of remediation provided by the university, and causes for remediation." This report has been reviewed and approved by the appropriate authorities.

Prepared by: _____
                Michael Light, Associate Director for the Office of Institutional Research

Reviewed by: _____
                Chris Makaroff, Interim Provost and Executive Vice President for Academic Affairs

FOR BOARD OFFICE USE ONLY:

Recommendation Number_____

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

2025 University Remediation Report

Name of University:	Miami University

Ohio Revised Code Section 3345.062 requires the president of each state university to issue a report by December 31, 2017, and each thirty-first day of December thereafter, regarding the remediation of students. The report must include the following areas:

1. The number of enrolled students that require remedial education (*FY25 actual*).

Number of Students	Description (if needed)
430	All first-time students entering fall 2022 with one or more scores indicating need for remediation or regional student having taken remediation courses during AY2023. The threshold ACT scores indicating the need for remediation are reading less than 22, English less than 18, and math less than 22. This includes Oxford Scholastic Enhancement Program (SEP,) Oxford American Culture and English Program (ACE,) and regional campus students. For regional campus students without ACT scores, remediation is required based on scores of alternative tests. Specifically, WritePlacer (scores of less than 5), Accuplacer Next Gen (scores of less than 250), and STEM Accuplacer (scores of less than 263).

2. The cost of remedial coursework that the state university provides (*FY25 actual*).

Please select the type of cost in the following areas and describe.
 - **Costs to the university**: Please include a description of all university resources allocated in support of and/or on behalf of remedial education, including but not limited to costs associated with the following: faculty & staff, buildings/classrooms, administration, and additional student advising, among others.
 - **Costs to the student**: Please include a description of tuition paid by students in pursuit of remedial education.
 - **Costs to the state**: Please include a description of state resources provided to your institution in support of remedial education. (*See Appendix A containing this information for all state universities* .)

Cost Type	Amount	Description
Costs to the university	$ 390,507	Instructional costs for remedial courses for FY 2025
Costs to the university	$ 770,497	Estimated costs of Advising & Learning Center on the regional campuses for FY 2025 multiplied by the percent of students on the regionals needing some form of remedial education
Costs to the state	$ 42,557	State share of instruction for remedial courses for FY 2025
Costs to the student	$ 3,745	Tuition and fees for regional full-time students in first semester (Fall 2024)
Costs to the student	$ 20,511	Tuition and fees for Oxford ACE full-time students in first semester (Fall 2024)
Costs to the student	$ 8,980	Tuition and fees for Oxford SEP full-time students in first semester (Fall 2024)

3. The specific areas of remediation provided by the university.

Subject Area	Description
Writing	ENG007 Fundamentals of Writing (3 credits)
Blended English	ENG007/ENG111 - Corequisite, development course plus College English Course taken concurrently (5 credits)
Reading	EDT002 College Reading II (3 credits)
Quantitative Reasoning	MTH049 Math Literacy (Quantitative Reasoning) 4 pre-college credits
Math	MTH 025 Algebra for Precalculus (Math for STEM) 5 pre-college credits
Academic Support	Miami regionals campus offer a range of support programs for students with high academic need, including: College Readiness Program (intensive support for math, reading, writing), co-remediation study skills courses that can be paired with commonly enrolled general education courses, tutoring/mentoring and career development guidance, TRiO program, online financial aid course, technology workshops, and first-year experience course (UNV 101).

4. Causes for remediation.

Please select all that are relevant from the following categories and provide detail.
 - **Lack of student preparation at the K-12 level**
 - **Prescriptive placement policies** (over reliance on a single assessment measure)
 - **Deferred entry into higher education** (adult students returning to higher education)
 - **Other** (any other cause identified by the university)

Cause	Description
Lack of student preparation	High percentages of incoming students on the regional campsues have academic need stemming from attending less rigorous high schools, challenging family situations, and lack of study skills and a college mindset.
Lack of student preparation	Many incoming students on the regional campuses have poor technology skills due to out-of-date or nonexistent technology at home, antiquated word processing software, and computers riddled with viruses.
Other	For most students on the regional campuses, future jobs are of utmost priority. Yet, because Miami stresses a liberal arts approach to higher education, the correlation between academic pathways and career pathways seems murky to students.
Other	All students on the regional campuses commute to school, and many have significant family and work commitments. Most students come to campus, attend class and leave which means that they have little opportunity to build meaningful relationships with faculty and advisors nor take advantage of support services available on the campuses.

MEd in Health Professions Education (MEHPE)

- Goal
  - Prepare graduates to effectively design, implement, and evaluate educational programs in healthcare settings
- Target Audience
  - Professionals in healthcare settings who:
    - Have educational responsibilities
    - Have access to learners/programs for application
    - Meet Miami's graduate admission requirements
- Steering Committee
  - Miami and Cleveland Clinic participation

Cleveland Clinic Team on Campus for Planning Meeting October 2025

MEHPE Program Details

- Department
  - Housed in EDP, developed in collaboration with KNH
- Cohorts
  - Start every other year; ideal size 20-30 students
- Curriculum
  - 30 credit hours
- Modality
  - Online synchronous
- Tuition
  - Market Driven tuition ($600/credit hour)
- Timeline
  - Anticipated fall 2026 start

EHS MEHPE team at Cleveland Clinic
June 2025

December 12, 2025
ASA Committee

RESOLUTION R2026-22

WHEREAS, University Senate on October 20, 2025 passed SR 26-02, endorsing a proposed degree and major, Health Professions Education, Master of Education, in the Educational Psychology Department, College of Education, Health and Society.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Health Professions Education, Master of Education, in the Educational Psychology Department, College of Education, Health and Society.

Approved by the Board of Trustees

December 12, 2025

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

December 01, 2025

To: Gregory P. Crawford, President
From: Elise Radina, Secretary of the University Senate
Re: Curriculum Approval
        S Rec 26-02 - EDP - Health Professions Education, Master of Education

On October 20, 2025, University Senate endorses S Rec 26-02:

BE IT HEREBY RESOLVED that University Senate endorses the proposed program, EDP - Health Professions Education, Master of Education

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

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve: EDP - Health Professions Education, Master of Education

✓	Approve	
	Forward to the Board of Trustees for action (copy to Secretary of University Senate)	
	Do Not Approve	
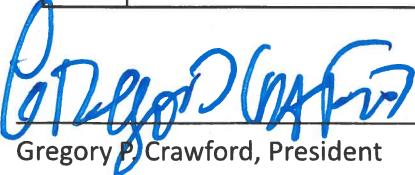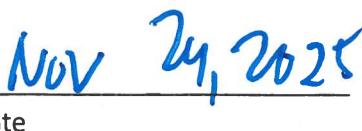
_____   ___Nov 24, 2025___
Gregory P. Crawford, President   Date

cc: Nathan French, Chair, Executive Committee of University Senate
        Christopher Makaroff, Interim Provost, Chair University Senate
        Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

1

New Program Proposal

Date Submitted: Sun, 24 Aug 2025 19:31:09 GMT

Viewing: : Health Professions Education - Master of Education

Last edit: Sun, 24 Aug 2025 19:31:08 GMT

Changes proposed by: bushkr

Contact(s)

Name	Phone	Email
Kevin Bush	5135290405	bushkr@miamioh.edu
Paul Branscum	513-529-3022	branscpw@miamioh.edu

General Bulletin Edition
2026-2027
Proposed start date
Fall 2026

Level
Graduate

Program Type
Major/Concentration within Existing Degree

Delivery site(s)
Other

Other delivery site:
The Health Professions Education Program will be an online program using synchronous and asynchronous learning modalities.

CIP Code
519999 - Health Professions and Related Clinical Sciences, Other.

Department
Educational Psychology
Related Department

1

College
Col of Educ, Health & Society
Related College

Degree
Master of Education

General Bulletin Title
Health Professions Education - Master of Education

Program Code

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

Licensure:
No

Endorsement:
No

Rationale for the proposal
This proposed program aligns with our collective mission to develop leaders in high impact areas by providing rich educational experiences with a collaborative and diverse ecosystem. More specifically, the proposed program will enhance our current offerings to professional educators by focusing this program on health professionals (e.g., Physicians, nurses, PT, OT, etc) who serve in various educator roles. This program also supports a strategic partnership with the Cleveland Clinic. The program includes hiring several Cleveland Clinic Staff as Adjunct Faculty to teach within the program.

Introduction

Brief summary of the request
The Program is a 30 credit hour, 10 course program with a cumulating portfolio seminar experience. While a similar degree currently exists at Cleveland State University (i.e., the program is not accepting new students and is closing), we are collaborating with the Cleveland Clinic and proposing a similar curriculum to what currently exists, building upon the existing syllabi/curriculum owned by the Cleveland Clinic (who previously collaborated with Cleveland State University, before the university ended the program). Our program is designed for professionals working in healthcare settings. The primary audience will be those working for the Cleveland Clinic (across their various campuses/settings) and other hospitals and healthcare organizations that have relationships with the Cleveland Clinic or Miami University. However, anyone in the health professions who meets admission requirements is eligible to apply.

2

Accreditation

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

Upload documentation of the notification

Academic Leadership

Organizational structure

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

The Health Professions Education Program will be housed in the College of Education, Health, and Society (EHS) and within the Department of Educational Psychology (EDP). Dr. Kevin Bush, director of the developing program, reports to Dr. Darrel Davis, Chair of EDP, who reports to Dean Noltemeyer of EHS. The onboarding of additional faculty members will work in collaboration with the director of the program and will report to the EDP chair.

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

The lead faculty member working on the development of this program is Dr. Kevin Bush, Professor and the Director of the Health Professions Education Program, with the support of Dean Amity Noltemeyer from the College of Education, Health, and Society (EHS), Dr. Darrel Davis, Chair of the Department of Educational Psychology (EDP), Dr. Sherrill Sellers, Associate Dean of EHS, and Dr. Paul Branscum, Professor of Kinesiology, Nutrition, and Health. Dr. Bush's responsibilities include the development of this proposal, curriculum development, and scheduling and management of the program. Dr. Paul Branscum also directly contributed to the development of the curriculum and course/program proposals.

Upload this individual's CV/resume
Kevin Ray Bush CV August 2025.docx

Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.

The EHS Dean's Office created a team to explore the opportunity for Miami to collaborate with the Cleveland Clinic via a Master's of Education in Health Professions Education. This Team consists of the Dean, Associate Deans, department chairs and other administrators

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from across campus. This team conducted the initial work on the development of this program, including submitting a proposal through MAPI.

Program development

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

The MEd in Health Professions Education aligns well with the missions of the university, college and department. For example, the mission of the College of Education, Health and Society includes preparing "graduates to generate knowledge, educate, serve, and promote health and well-being in diverse and global settings in order to respond to the complex problems societies face." Given that the MEd in Health Professions Education is a collaboration with the Cleveland Clinic, it is also aligned well with our values on cultivating community-engaged interdisciplinary and transdisciplinary collaborations.

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

This proposal went through the MAPI process, where a market analysis was conducted and feedback was obtained from the MAPI team. Overall, the feedback about the opportunity was positive. The Gray's scorecard data was not particularly useful, as there was no student demand data for this CIP code and the enrollment prediction tool
doesn't recognize this CIP code. However, because the Cleveland Clinic had strong enrollment in their former program and already have students waiting for this program (if it is approved), we feel confident in market interest.

If completed, upload the full analysis
Concept Paper Screening Rubric4-26-25.docx
PES Markets Miami University of Ohio Scorecard bf2b91c1-fd07-43eb-bb8e-3d93f7520873.pdf
AI report.docx

Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

We consulted a variety of employees at the Cleveland Clinic, alums of the Cleveland Clinic's former Master of Education in Health Professions Education, and a variety of partners within Miami University (e.g., in Miami Online, ASPIRE, Graduate School, etc).

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

4

No discipline specific accreditation applies to this program.

Collaboration with other Ohio institutions

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

We are open to potential collaboration with other member institutions, whether through informal settings such as conferences, symposia, professional organizations, etc as well as through formal collaborations.

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

We collaborated with the Cleveland Clinic team on the development of this program proposal.

Student Services

Admissions policies and procedures

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

The following are required for admission into the Master of Education in Health Professions Education MEHPE program:
1. Completion of MU Graduate School application.
2. Earned bachelor's degree (or higher) from a regionally accredited college or university.
3. A cumulative GPA of at least 2.75 out of 4.00 from last degree completed.
4. Official transcripts from all colleges and universities previously attended.
5. Current curriculum vita/resume.
6. One letter of recommendation from chairperson or supervisor.
7. One professional reference that speak to the applicant's career goals and ability to succeed in the program.
8. A one to two-page personal statement that summarizes your understanding of the two-year commitment to completing the MEd program as a member of a cohort that describes your prior educational work and explains how this degree aligns with your career and/or personal goals.
9. Attendance to a web informational session with the admission committee. The MEHPE program admissions committee will be comprised of three members: the Chair of the MEHPE program, an adjunct faculty representative from Cleveland Clinic (the partner

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organization for this program), and an at-large member (with at least a level B graduate level status) appointed by the Chair of Educational Psychology on an every-other year basis (this program will only admit students every other year due to its cohort design).

10. Applications are to be submitted to the MU graduate school by April 1st of the year before the program begins. For years no cohort will begin, applications will not be accepted or reviewed.

Student administrative services

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

The services offered by Miami University are appropriate for the master's program in health professions education. We do not foresee the need for additional services to support students.

Student academic services

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

The services offered by Miami University are appropriate for the master's program health professions education. We do not foresee the need for additional services to support students.

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

Miami's Master of Education degree offers students an opportunity to earn a graduate degree specializing in Health Professions Education. This program is specifically designed for healthcare professionals and practitioners who currently serve in educational roles or have responsibilities related to patient education. This will enable the application of learning to ongoing professional activities and allow students to bring real-world experiences into the academic setting. The curriculum aims to refine skills in the areas of adult learning, curriculum design and instruction, learner assessment and measurement, program evaluation and educational scholarship. The mission of the Health Professions Education program at Miami University is to prepare healthcare professionals for excellence in diverse educational roles.

Course offerings

6

Program Requirements

(30 semester hours)

Course List

Code	Title	Credit Hours
EDP 512	Course EDP 512 Not Found	
EDP 561	Course EDP 561 Not Found	
EDP 608	Course EDP 608 Not Found	
EDP 613	Course EDP 613 Not Found	
EDP 615	Course EDP 615 Not Found	
EDP 614	Course EDP 614 Not Found	
EDP 622	Course EDP 622 Not Found	
EDP 623	Course EDP 623 Not Found	
EDP 651	Educational Research	3
EDP 659	Course EDP 659 Not Found	

Plan of Study/ Roadmap

Plan of Study Grid
First Year

Fall

EDP 651

Educational
Research

EDP608: LEARNING IN ADULTHOOD

Course EDP

LEARNING I

ADULTHOO

Not Found

Credit Hours

Spring

7

EDP659: TEACHING & INSTRUCTIONAL PRINCIPLES IN HP

EDP613: EDUCATION TECHNOLOGY IN HP

Summer

EDP622: HEALTH PROFESSIONS PORTFOLIO II

Second Year
Fall

EDP614: LEARNER ASSESSMENT IN HP

EDP615: PROGRAM PLANNING AND DEVELOPMENT

Spring

EDP561: EVALUATION & MEASUREMENT IN THE HPS

Course EDP
TEACHING &
INSTRUCTIO
PRINCIPLES
HP Not Fou

Course EDP
EDUCATION
TECHNOLOG
IN HP Not
Found
Credit Hours

Course EDP
HEALTH
PROFESSION
PORTFOLIO
Not Found
Credit Hours

Course EDP
LEARNER
ASSESSMEN
HP Not Fou

Course EDP
PROGRAM
PLANNING A
DEVELOPME
Not Found
Credit Hours

Course EDP
EVALUATIO
MEASUREM
IN THE HPS
Found

8

EDP512: THEORIES & TECHNIQUES OF HEALTH BEHAVIOR CHANGE INTERVENTIONS (ELECTIVE)

Course EDP
THEORIES &
TECHNIQUE
OF HEALTH
BEHAVIOR
CHANGE
INTERVENTI
(ELECTIVE) I
Found
Credit Hours

Summer

EDP623: HEALTH PROFESSIONS PORTFOLIO II

Course EDP
HEALTH
PROFESSION
PORTFOLIO
Not Found
Credit Hours
Total Credit
Hours

Thesis

Off site program components
None

Assessment and Evaluation

Program assessment

Upload a copy of the assessment requirements/plan

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

For the current MED in Health Professions Education program, there are eight student learning outcomes. While all of them are important to the degree, the following three are considered overarching to student success, and thus have been identified for program assessment.

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By attending this program, students will be able to:

1. Design, develop, and deliver effective learning experiences relevant to populations and communities within appropriate professional contexts.

2. Utilize comprehensive evaluations to determine learner needs, evaluate programs, and use data to make systems improvements.

3. Apply scientific principles to health professions education issues using appropriate methodological approaches, and advocate for science-based decision making.

Identify courses (and examinations or assignments within them) or other culminating projects where these outcomes are emphasized and can be measured, especially near the point of graduation. If relevant, specify any licensing or external exams you intend to use.

SLO 1 (Design, develop, and deliver effective learning experiences relevant to populations and communities within appropriate professional contexts.) -- Students in this program are practicing health professionals in a variety of settings (e.g. doctors, physical therapists, nurses, etc), and it is expected that students take classroom materials and translate them into their own practice. In the course EDP 613 (Educational Technology in Health Professions), the final assignment includes students creating an online course, or set of modules, for their patients/clients that would be meaningful to enhance their health and/or overall well-being. This final project will serve as an evaluation tool for SLO 1.

SLO 2 and 3 (Utilize comprehensive evaluations to determine learner needs, evaluate programs, and use data to make systems improvements. & Apply scientific principles to health professions education issues using appropriate methodological approaches, and advocate for science-based decision making.) The courses EDP 622 (Health Professions Portfolio I) and 623 (Health Professions Portfolio II) are designed to help students prepare a portfolio of reflective narratives about their current and future roles as a Health Professions Educator. These reflections will culminate in scholarly project. Examples of such projects include developing a peer-reviewed journal article, creating a digital narrative that details their journey and philosophy as a health professions educator, or creating another approved form of scholarly product.

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

Student's level of mastery will be evaluated using rubrics which will be provided by the instructor of each course (SLO 1 - EDP 613; SLO 2&3 - EDP 622/623). With help from the instructor of each course, the MED program director the will be in charge of evaluating the assignments and reporting the final scores. Scores will be reported as a total average.

10

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

All enrolled Health Professions Education students (100%) will comprise our sample. Cohorts plan to average 12-20 students. Assessment of all students is possible and while the sample will be small, it does represent the whole.

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

Two assessments will be collected to evaluate students perceptions of their achievements of the programs learning outcomes. One will be implemented in EDP 622 (Health Professions Portfolio I) as a mid-program evaluation and the other will be implemented in EDP 623 (Health Professions Portfolio II) as an end-program evaluation. During both evaluations students will have the opportunity to comment on the program's strengths and weaknesses, materials they would like to see covered in the program going forward (mostly for the mid-program evaluation) and suggestions for improvements in the program.

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

The MED in Health Professions Education will only enroll students on a bi-annual basis, that starts in the Fall semester, and students will progress together in a cohort design. Therefore, data will be collected for each cohort bi-annually.

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

The program director will be responsible for scheduling faculty meetings for this program. At faculty meetings, the program director will invite the Chair of the Department of Educational Psychology, faculty who teach courses in the program (including adjunct faculty who are also employed by the Cleveland Clinic), and any representatives from Cleveland Clinic who wish to attend. Given this program is a new partnership between Miami University and Cleveland Clinic, faculty may meet more often in the first few years to establish a normal routine. The program director will be in charge of discussing the following elements at faculty meetings when the time is appropriate: admissions updates, recruitment efforts, course updates/changes, opportunities for students outside of the classroom, assessment and evaluation results, any pertinent fiscal updates, and anything else about the program that is important.

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

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For the MED in Health Professions Education program, the Program Director will be responsible for creating and submitting an annual assessment report to the assessment coordinator.

Other means of measuring student success

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

Student job advancement and placement will be tracked on an ongoing basis as a means for additional assessment of the MED program.

Faculty

Faculty appointment policies

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

Half (50% or 5 of 10) of the courses in the program will be taught by full-time tenured faculty in the College of Education, Health and Society, with ranks varying from Associate Professor to Professor. The other half of the courses (5 of 10) will be taught by part-time faculty (i.e., adjunct faculty or part-time instructors or visiting assistant professors) who are also employees of the Cleveland Clinic, as noted in the partnership agreement.

The program director will be Dr. Kevin Bush, a tenured Professor with a joint appointment in the departments of Educational Psychology and Family Science and Social Work, who will primarily teach three courses: (1) EDP608 (Learning in Adulthood: Theories, Models and Application in the HPs), EDP615 (Program Planning and Development in the Health Professions), and EDP659 (Teaching and Instructional Principles in Health Education) in the new program. Three other tenured professors in EDP (Dr. Darrel Davis, Aimin Wang and Dr. William Boone) who currently teach in the Learning Sciences program (which is no longer taking students and in the process of teaching out and closing) may also teach one or more of these three courses as needed. Dr Paul Branscum (Public Health program in Kinesiology, health and nutrition department) will also likely teach one or two courses, including EDP/KNH561 (Evaluation and Measurement in the HPs) and/or an elective for the program, such as EDP/KNH 512 (Theories and Techniques of Health Behavior Change Interventions). Additionally, other KNH/Public Health faculty, such as Dr. Karly Gellar, might also teach EDP/KNH561 or EDP/KNH512, as needed). Lastly, Drs Kevin Bush and WIlliam Boone are also qualified to teach EDP561 as needed.

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Out of the 10 courses in the curriculum, 5 will be taught by newly hired adjunct faculty (employees of Cleveland clinic who have taught similar courses in the past). The five courses include EDP651 (Educational Research), EDP613 (EducationTechnology in Health Professions), EDP622 (Health Professions Portfollio I), EDP614 (Learner Assessment in the Health Professions) and EDP623 (Health Portfolio II). Most of these 5 courses will tentatively be taught by Dr. Cecile Foshee, who serves as the Director of the Office of Interprofessional Learning (OIPL) at Cleveland Clinic. She also holds the rank of Associate Professor of Medicine at the Cleveland Clinic Lerner College of Medicine of Case Western Reserve University. When the MEd in Health Professions Education is approved, she will be hired as an adjunct faculty member in EDP, along with several other adjunct/part time faculty also employed at Cleveland Clinic, as noted in the contract.

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

All faculty will be qualified to teach Master's level students (i.e.,Graduate Faculty Levels of A, B or C) and have degrees/experience related to the content area that they assigned to teach.

Indicate whether the department will need to identify additional faculty to begin the proposed program. Also indicate the workload implications of the proposed program for existing faculty in the department. In particular, for existing faculty, explain how their workload will be adjusted to teach courses within the new program.

No, we do not foresee the need to hire any additional permanent faculty to staff the program, just a few part-time visiting faculty members (i.e., adjuncts) who are on staff at the Cleveland Clinic, consistent with the contract or partnership agreement between Miami University and the Cleveland Clinic.

Program faculty

Provide the number of existing faculty members available to teach in the proposed program.
Full-time:
5
Less than full-time:
5

Provide an estimate of the number of faculty members to be added during the first two years of program operation.
Full-time:
0
Less than full-time:
0

Expectations for professional development/scholarship

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

Faculty members teaching in the MEd in Health Professions Education program will follow the expectations of their department, college and the provost's office for their specific position. No specific requirements beyond these existing expectations will be imposed by the program. This program is not accredited, so there are not specific requirements related to accreditation, as there are with accredited programs. The program and department, college, university etc., expect faculty members to stay up to date in their field, especially related to the courses they teach.

Professional development funds are available to full-time faculty from the department (amount depends on faculty position), additionally, the college and university, as well as some university centers (e.g., The Doris Bergen Center for Human Development, Learning and Technology) also have small grants available to faculty to help support their research, external grant seeking, and teaching.

Upload a faculty handbook outlining the expectations and documenting support

Faculty matrix

Upload faculty matrix/CVs
MEd Course Matrix and Schedule.docx
Branscum CV.docx
Kevin Ray Bush CV August 2025.docx

Library Resources

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

The MEd in Health Professions Education program will incorporate support provided by the Educational Psychology Librarian, Jaclyn Spraetz, to help students in our program conduct research and utilize her knowledge as a virtual guest speaker in classes as needed to help students with writing, citation, and article searches. Additionally, the director of the Health Professions Education program will consult with our librarian to evaluate current resources and materials that are adequate for the program. Another goal of this meeting is to involve our librarian in the initial start-up phases to ensure we are prepared to support graduate students in the Health Professions fields.

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

The current library resources for Educational Psychology include a section within the library's website dedicated to the department. These resources include support for finding articles, books, and other advanced resources. Additionally, course guides can be added for particular courses within the department.

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

The Health Professions Education Program will not need any additional library resources and does not foresee the institution needing additional resources that would impact the library budget. However, we have set up an initial meeting with our librarian to review available resources and gather her expert opinion on whether the program will need additional resources.

Budget, Resources, and Facilities

Resources and facilities

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

The Health Professions Education Program will be offered online, using very little physical facilities and equipment. In terms of the library budget, many of the materials and resources that are already utilized for the department of EDP can be used for the counseling program. We do not foresee any additional expenses.

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

The Health Professions Education Program will incorporate support provided by the Educational Psychology Librarian, Jaclyn Spraetz, to support our students to conduct research and utilize her knowledge as a virtual guest speaker in classes to help students with writing, citation, and article searches.

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Budget/financial planning

Upload Fiscal Impact Statement for New Degree Programs
Fiscal Impact Statement Masters of Education in Health Professions Education Final.xlsx

Use narrative to provide additional information as needed

We plan to seek approval for a Market Driven Tuition rate, based on a careful analysis of market trends, projected expenses, and anticipated revenue. Initial analysis indicates that it will be feasible to propose an initial rate of $600 per credit hour, although this needs to go through the appropriate approval processes. Market Driven Tuition rates are typically re-evaluated every three years at Miami. Assuming the initial $600 rate is approved, the program would be revenue generating at 12 students (which is how it is modeled in the attached fiscal impact statement- additional revenue would be realized for cohorts larger than 12). In terms of our exit plan, we would not plan to start a cohort with fewer than 12 students. If a cohort was not started due to under-enrollment, Miami faculty would be re-assigned to teach other courses and part-time Cleveland Clinic faculty would not be hired; furthermore, discussions would commence about either changes to make the program more marketable or considering sunsetting.

Additional comments
Since this is a new program being proposed, we will also be completing the CCGS NEW PROGRAM PROPOSAL form and submitting that to the graduate school.

Reviewer Comments
Jennifer Cradduck (cradduj) (Fri, 22 Aug 2025 12:09:03 GMT): Rollback: The degree name should be listed in the bulletin title ("Health Professions Education - Master of Education"). Please update the program type as it is not a new degree - should be major/concentration within existing degree. Also, the bulletin table has been edited for bulletin consistency/format. The titles/credit hours will populate in the table once the courses are fully approved and built.

Supporting documents

Key: 604

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

Bundle Title: ☐

Course:
☐ Proposal A
Program:
☐ Proposal B

Proposed Miami Plan Revisions:

December 11, 2025

Recommended Structural Changes

1

Rename Miami Plan

Retire current name to encourage fresh thinking. Rebrand to integrate high-quality teaching, high-impact practices, and career pathways.

Potential names: Miami Compass, Miami Inquiry

2

Rename Office of Liberal Education

Combat misunderstanding of "liberal" and integrate with MiamiTHRIVE priorities.

Examples: *Office of Integrated Learning, Office of Learning and Connection*

3

Create Coordinated Hub

Align curriculum, career, and advising resources with Director overseeing revised plan and Associate Director coordinating co-curricular and career-facing aspects

Goals for streamlining MP

Meets OT36 mandates with 9 adaptable hours: full compliance, plus room to innovate.

Discretionary elective hours can count toward majors, compressing Miami Plan to 24-27 hours and freeing students for internships, minors, and deeper learning.

Create experiential and applied learning for **every student**.

Protect our #2 national ranking for teaching and writing in the disciplines.

Considerations For Re-Imaged Miami Plan

- **OT36 requirements**
- **New legislative mandates**
    - Civics, Culture, and Society class;
    - artificial intelligence, STEM, and computational thinking;
    - entrepreneurship and the principles of innovation; and
    - workforce readiness
- **Miami Thrive- Experiential Learning Initiative**
- **Reduced credit-hour** (and 90-hour) bachelor's degrees
- **Visible/required career-ready competencies**
- **High-Impact Practices**

OT36 Requirements

- **Core Requirements (24 hours)**
  - English Composition (3 hours)
  Specific TAGs
  - Mathematics (3 hours)
  - Natural Science (6 hours)
  - Social Science (6 hours)
  - Arts and Humanities (6 hours)
- **General Education Electives (12 hours)**
  - Second writing class or oral communication (3 hours)
  - Civics & Democracy class (3 hours)

Social Science
6 hours

Gen Ed
Electives
12 hours

Mathematics
3 hours

English
Composition
3 hours

Natural
Science
6 hours

Arts and
Humanities
6 hours
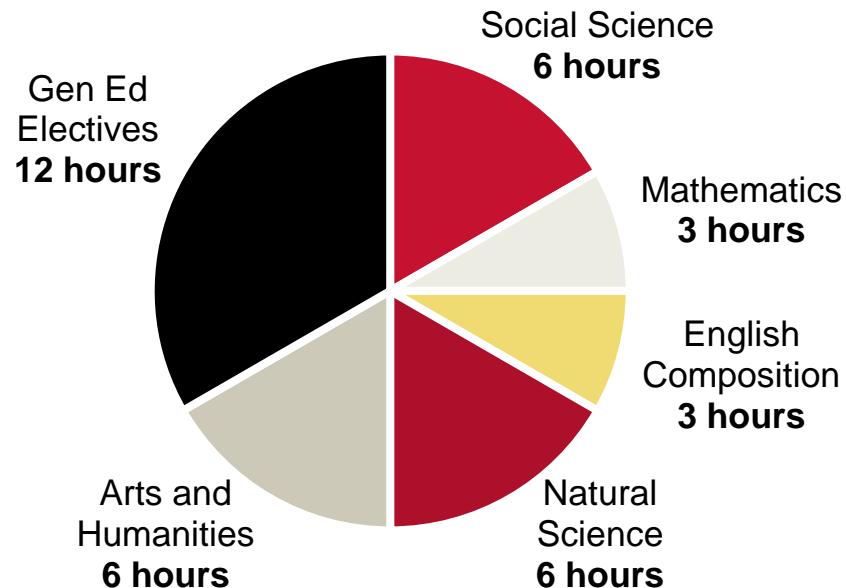
Current Miami Plan (42-51 hrs)

Perspectives Areas (39+ hours total)

- **Area 1: Formal Reasoning & Communication (9 hours)**
  - Mathematics & Formal Reasoning (3 hrs)
  - Composition (3 hrs)
  - Advanced Writing (3 hrs)
- **Area 2: Science & Society (12+ hours)**
  - Social Sciences (6 hrs)
  - Natural Sciences (6+ hrs, must include lab)
- **Area 3: Arts & Humanities (6 hours)**
  - Creative Arts (3 hrs)
  - Humanities (3 hrs)
- **Area 4: Global Citizenship (12 hours)**
  - Diversity, Equity & Inclusion (3 hrs)
  - Intercultural Consciousness (3-6 hrs)
  - Global Inquiry (3-6 hrs)

SI + Knowledge in Action (12+ hours)

Signature Inquiries (9 hours)

- 5 different topic areas to choose from
- Must be from 3 different departments
- Can overlap with Perspectives Areas

Knowledge in Action (3+ hours)

- Experiential Learning (0+ hours, various formats)
- Senior Capstone (3 hours)

Proposed Revision for Miami Plan (33-39 hrs)

Perspectives Areas (27 hours)

- **Area 1: Formal Reasoning & Communication (9 hours)**
  - Mathematics & Formal Reasoning (3 hrs)
  - Composition (3 hrs)
  - Advanced Writing (3 hrs)*
- **Area 2: Science & Society (12+ hours)**
  - Social Sciences (6 hrs)
  - Natural Sciences (6+ hrs, must include lab)
- **Area 3: Arts & Humanities (6 hours)**
  - Creative Arts (3 hrs)
  - Humanities (3 hrs)
- ~~**Area 4: Global Citizenship (12 hours)**~~
  - ~~Diversity, Equity & Inclusion (3 hrs)~~
  - ~~Intercultural Consciousness (3-6 hrs)~~
  - ~~Global Inquiry (3-6 hrs)~~

Core Competency Electives & Knowledge in Action (12 hours)

~~**Signature Inquiries (9 hours)**~~

- ~~5 different topic areas to choose from~~
- ~~Must be from 3 different departments~~
- ~~Can overlap with Perspectives Areas~~

Knowledge in Action (3+ hours)

- Experiential Learning (0+ hours, various formats)
- Senior Capstone (3 hours)*

Electives (9 hours)

Revised Miami Plan Coursework Distribution

Arts & Humanities (6 hrs)
Study of culture, history, and expression.

Writing (3 hrs)
Fundamental composition and communication skills.

Social & Behavioral (6 hrs + Lab)
Understanding human society and individual behavior.

Core Requirements (27 Hours)

Civics Course (3 hrs)
At Miami, will be a separate requirement

Sciences (6 hrs)
Exploration of natural and physical phenomena.

Math/Logic (3 hrs)
Quantitative reasoning and problem-solving abilities.

Advanced Writing (3 hours): may be integrated into the major

Electives (9 hours): may be courses in the major, count toward a minor or certificate, etc.

Capstone (3 hours): may be integrated into the major

Advanced Writing & Capstone Classes
High Impact Practices

- Miami ranks **#2 nationally** for Writing in the Disciplines among public universities. Keeping this requirement sustains that competitive advantage.

- 33 of 58 (**56%**) departments already have integrated Advanced Writing into their majors

- 66+ courses currently deliver discipline-specific writing instruction

- **51 out of 58 departments** already have capstone courses built into their major **(87%).**

Recommended Additions to the Foundation:
Applied Skills Courses (ASC) + ePortfolios + Co-Curricular Transcript

Students complete:

- At least three **ASC courses** (minimum one upper-level)

- Complete an **ePortfolio (HIP) in a required capstone** connecting class experiences to career competencies

- Complete a **co-curricular transcript** (software already being purchased as a THRIVE effort)

Applied Skills Courses (ASC)

Applied Skills Courses give students structured opportunities to **apply knowledge in real-world or hands-on ways** that build career-ready skills during their academic journey.

- **Requirement:** Students complete **three ASC courses (9hrs)**, with **at least one at the 300/400 level**.
- These courses would appear both on the official transcript as well as the **co-curricular transcript.**
- Could be in-major, **streamlining the MP requirements** for majors with high credit-hour requirements (such as nursing, engineering, and education)

Minimum Quality Standards for Applied Skills Courses

- **Meaningful Applied Learning Outcome-** must include at least one **learning outcome** that explicitly involves applying knowledge through inquiry, creation, problem-solving, fieldwork, or community engagement.

- **Module-Length Applied Component-** must run across a minimum 6 sessions in a 2-day schedule or 9 sessions in a 3-day schedule), culminating in a real product, performance, or deliverable.

- **Feedback and Iteration-** Students must receive at least one round of feedback during the applied module, ensuring growth rather than a one-and-done experience.

- **Reflection Linking Skills to Career Readiness-** A reflective activity that helps students articulate how the applied experience connects to transferable skills and prepares them for future professional settings and advanced coursework.

Applied Skills Class Eligible Formats

- Project-based learning with real-world deliverables
- Undergraduate research or independent inquiry
- Internships or field-based experiential work
- Service learning with community or external partners
- Practicum, studio, or performance-based application
- Clinical, laboratory, or design-build applied modules
- Study abroad or study away with applied components

Alternate Model: Theme Course Clusters

Short, themed course clusters emphasizing reflection and applied learning.

Students complete **two** required clusters with integrated reflection

connecting general education to real-world issues and professional skills.

Foundational Cluster

Within 27 OT36 core hours

- Two linked lower-division courses around

  a shared theme
- Drawn from existing OT36 areas
- Brief reflection connecting courses

Advanced Cluster

Within 9 Miami Plan hours + Capstone

- Two upper-division courses with applied
- One may be the Capstone with ePortfolio
  learning

  reflection on integration

Themed Course Clusters: A *Delivery* Option

- Not a requirement of the MP, just a delivery system to provide coherence, ease of scheduling and a value add.
- Could initial offer for **select groups** of students as a **pilot:**
  - To support retention: Pathways, Undeclared
  - To differentiate: Honors
- Incoming students in these groups could be pre-registered for classes by advisor.

- Examples: *Technology and Society, Evaluating and Presenting Evidence, Art and the Environment, Futures in Healthcare.*

Miami University & Northeast Ohio Medical University Partnership

Strategic Partnership

Miami University (MU)

- Nationally ranked university known for academic and research excellence

- Robust programs in the health sciences research and quantum computing

- Commitment to innovation, collaboration and talent development

Northeast Ohio Medical University (NEOMED)

- High-performing public medical university

- Highly ranked NIH-funded research and innovation programs

- Multiple Centers of Excellence advancing translational science
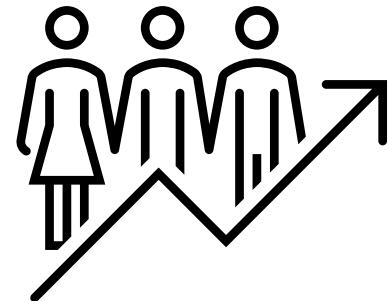
Expanding Ohio's Healthcare Workforce

Train and retain a healthcare workforce to serve the growing needs of Ohio (Current nursing demand exceeds 4000 annually in NE Ohio)

Establish a sustainable talent pipeline for Ohio residencies & fellowships

Integrate education, research, & clinical excellence to elevate statewide health

Create a leading medical college that drives health outcomes, discovery, & innovation

Northeast Ohio Medical University

Ohio's Health & Sciences University
- 4—Colleges
- 4—Centers of Excellence
- 7—Institutes
- 9—Major Research Focus Areas
- Graduate-Level Education
  - 5—Doctoral Degrees
 - 11—Master's Degrees

Northeast Ohio Medical University

Medicine
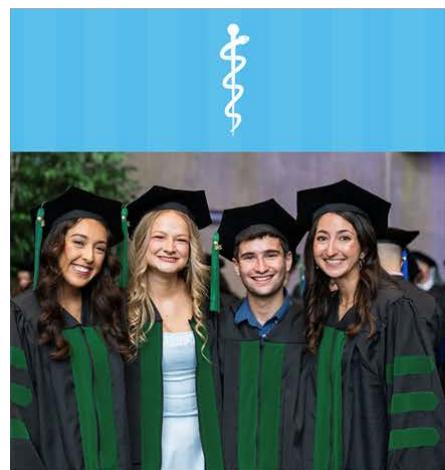
Pharmacy

Graduate Studies
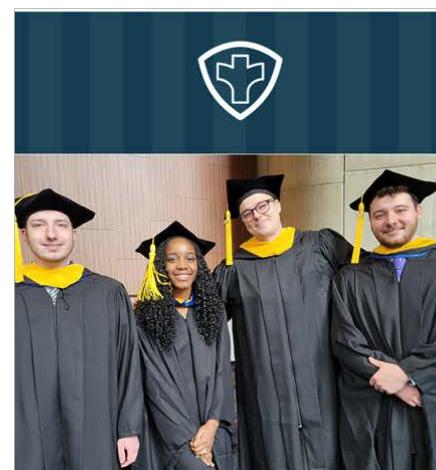
Dentistry

Miami-NEOMED Medical Campus

Strategic Partnership Implementation (Medical)

- **Phase-1**
    - 3rd year medical student rotations in SW Ohio
    - Academic appointments for clinical faculty
    - NEOMED faculty concierge/curriculum coordinator in SW Ohio
    - New VP regional campus development to support partnership
    - Miami University Early Assurance Program
    - Miami University Graduate Student support

Strategic Partnership Implementation (Medical)

- **Phase-2**
  - Create full 4-year NEOMED-MU medical school in Oxford
  - Grow academic support resources
  - Shape curriculum to train the future
    - AI and data sciences
    - Precision medicine
    - Drug discovery
    - Innovation and entrepreneurship
  - Expand joint research programs and support resources

Miami THRIVE

Miami-NEOMED Nursing Expansion

Nursing Expansion Strategy

- Addresses regional nursing shortage
- Expands Miami's reach and reputation
- Strengthens partnerships with regional healthcare systems
- Creates economic and workforce benefits for NE Ohio
- Supports program growth at a time of high demand
- Strategic position in a healthcare-dense region

Miami Nursing at NEOMED

Miami Nursing Accredited Program

Admission criteria same as current nursing program

Follow current approved curriculum plan

Complete degree in 27 months; take courses during fall, spring, and summer

Physical space in NE Ohio to house all nursing courses

Taught by Miami faculty and administered by Associate Chair to lead all operations and maintain Miami brand

Clinical rotations across the lifespan at Cleveland Clinic, University Hospitals, Metro Hospitals etc.

Strategic Partnership Implementation (NSG)

Miami Nursing- Oxford Direct Admission Pathway

- High School Direct Admission Pathway

- Student begins at Miami Oxford; transfers to NE Ohio to complete BSN in 27 months

Miami Nursing- Northeast Ohio Direct Admission Pathway

- High School Direct Admission Pathway for NE Ohio students

- Students complete OT 36 and required sciences as high school student

- Students enter Miami NE Ohio Nursing Program and complete in 27 months

Miami Nursing-Transfer Pathway

- Transfer admission from another higher education institute

- Students would have completed all nursing prerequisites prior to admission

- Students enter NE Ohio Nursing Program and complete BSN in 27 months

Nursing Department Capacity

- Additional Investments through MiamiTHRIVE
- Associate Chair
- Nursing Faculty (3-4 FTE)
- Clinical Faculty
- Classroom and Simulation space (NEOMED & Miami)
- Simulation equipment (NEOMED)
- Clinical Placement Coordination (Miami, NEOMED, Hospitals)

Enhancing the Research Enterprise

- Joint faculty appointments allow for recruitment of nursing and medical faculty with strong research portfolios
- Supports the creation and expansion of PhD programs that drive sustained research involvement
- Shared investment in research infrastructure
- Enables joint applications for NIH, NSF and DOD funding
- Continued IGT payments
- Elevate the brands of both institutions

Questions?

Report on Recommendations to Restructure Departments at Miami's Regionals to Transition to a Polytechnic

Dr. Melissa Thomasson
Associate Vice President for Strategic Initiatives & Professor of Economics

Charge

- To develop a proposal for a polytechnic program and structure under the "Streamlined Process for Academic Unit Restructuring" (R2026-11) approved by the Board of Trustees on September 17, 2025.

Restructuring Steps Under R2026-11

Restructuring Steps

Step 1: Proposal Development The process coordinator, under the direct guidance of the **Provost**, will work with affected units and relevant administrators to develop a detailed proposal. This proposal will include a course of action, a timeline, and an impact analysis assessing the benefits and impacts on the university mission, budget, and all constituents.

Step 2: Stakeholder Consultation and Final Decision The process coordinator will ensure the proposal is presented to all affected administrators and departments for review and to the University Senate for **advisory feedback,** in accordance with the timelines established by the Provost. The Provost will consider all input and advisory feedback from the Senate. The **Provost** holds the final authority to approve, deny, or modify the proposal developed by the Program Coordinator.

Step 3: Provost Recommendation to the Board The Provost will present the proposal to the Board, at which time the Board shall have the overriding authority to approve, reject or suggest modifications to the proposal, which shall constitute the final decision and be implemented by the University. In the event the Board recommends modifications to the proposal, the Board may request that the modified proposal be presented at a subsequent meeting with the goal of the proposal being approved by the Board.

Process: Listen to Stakeholders

10/7: Council of Chairs
10/9: Whitney Womack-Smith (Chair of LLW)
10/10: John Forren (Chair of JCS)
10/13: David Berg (Chair of BSC)
10/13: Tom Mays (Chair of CMR)
10/14: Council of Chairs
10/16: Jeff Kuznekoff (Chair of ICS)
10/16: Open Forum
10/16: Susan Spellman (Chair of HCA)
10/16: Peter Mkhatshwa (Chair of MPS)
10/22: Meeting with regionals staff
10/22: Open Forum
10/22: CIT faculty meeting
10/23: Open Forum
10/28: Council of Chairs
10/29: John Schaefer (Chair of PSS)
11/12: Mohammad Mayyas (Chair of ENT)
11/17: Presentation to University of Senate
12/1: Sent revisions based on feedback to Senate; unable to present due to long agenda

Process: Consider Data and Best Practices

- Data on enrollment and degrees awarded (Oliver Davis, Regionals Data Analyst)
- Data on financials (Andrew Mascari, Regionals Director fo Business Administration)
- Data produced by the State of Ohio (Top Jobs)
- Personal experience gained on visits to polytechnics in FL and WI

Current Model: 12 Departments

Department	Permanent Faculty	Bachelor's Enrollment Fall 2025	Total Enrollment (Bach + Assoc) Fall 2025	Bachelor Degrees awarded 2021-2025
Nursing (NUR)	27	915	915	558
Engineering Technology (ENT)	8	216	295	265
Mathematical and Physical Sciences (MPS)	11	N/A	N/A	N/A
Biological Sciences (BSC)	11	130	130	75
Humanities and Creative Arts (HCA)	12	30	30	33
Languages, Literatures, and Writing (LLW)	17	100	100	147
Interdisciplinary and Communications Studies	6	130	130	359
Social and Behavioral Sciences (SBS)	11	214	214	218
Education and Society (EDS)	8	350*	38	N/A
Justice and Community Studies (JCS)	5	112	137	183
Commerce (CMR)	10	457	517	796
Computer Information Technology (CIT)	11	219	283	151

*EDS has only an Associate's Degree but enrolls 350 students who are in the pipeline to transfer to 4-year degrees in Oxford.

Current Model: Degrees

- These departments currently offer:
    - 14 different 4-year majors
    - 9 associate degrees

- Several programs are in the process of being sunsetted and are being "taught out":
    - Bachelor's: 7
    - Associate's: 3

Guiding Principles

Emerging recommendations balance several considerations:

- Ability to foster collaborations that match workforce needs
- Alignment with existing cognate structures and patterns of existing faculty collaboration.
- Maintenance of viable department sizes and program identities.
- Flexibility to allow faculty realignment where disciplinary overlap exists.

Recommendation 1: Reduce units from 12 to 6

- Two units - Nursing (NSG) and Commerce (CMR) will remain the same.
- Most departments will merge into a larger unit
- Only the Mathematical and Physical Sciences (MPS) department will have faculty move into different places:
  - Math/Stats/Physics will join Engineering Technology (ENT)
  - Chem/Geol will join Applied Biological Sciences (BSC)

Proposed new unit structure

*finalized names TBD

Unit	Combination of:	Permanent Faculty	Student Enrollment
Applied Engineering & Technology	Eng Tech, Math, Stats, Physics	22	578
Natural & Applied Sciences	Biological Sciences, Chem, Geology	10	130
Applied Business/Commerce	No change	11	517
Critical & Professional Studies	Literature, Languages & Writing, Humanities and Creative Arts, Integrated and Communication Studies	30	258
Education and Social & Behavioral Sciences	Education & Society, Social & Behavioral Sciences, Justice and Community Studies	21	389
Nursing	No change	27	915

Additional Recommendations

- Workforce "hubs/areas" of focus should be horizontally threaded through school/departments to increase opportunities for collaboration.
- Faculty should hold a true joint or at least an affiliation with another polytechnic department to facilitate interdepartmental engagement.
- Proposed programs need solid partners to ensure success.

Recommendation 2: Create workgroup "hubs" to further opportunities for interdisciplinarity

- Health, Environment, Sustainability, and Community
- Digital Communication, Analytics, and Visual Storytelling
- Intelligent Systems and Advanced Manufacturing

In addition, faculty should consider affiliations with other units or true joint appointments to increase meaningful engagement.

Matrix of Overlap and Highlight of State Skills Competencies

Unit	Health, Environment, Sustainability, Community	Digital Communication, Analytics, & Visual Storytelling	Intelligent Systems & Advanced Manufacturing
Applied Engineering & Technology	X	X	X
Natural & Applied Sciences	X	X	
Applied Business/Commerce	X	X	X
Critical & Professional Studies	X	X	
Education & Social/Behavioral Sciences	X		
Nursing	X		

Green: AI/Computational thinking

Blue: Enterpreneurship

Recommendation 3: Develop Program Advisory Committees for each new or revised program and ensure each has identified industry/external partners.

- Creates a valuable feedback loop by engaging industry leaders, employers and alumni who provide ongoing insights into discipline-specific trends and practices, and more opportunities for students.

Recommendation 4: Establish clear program success metrics and a minimum three-year period for new programs to demonstrate viability

- Provides clarity, focus, and motivation for faculty as they build curriculum, recruit students, and strengthen industry partnerships.
- Protects student confidence and educational continuity.

Recommendation 5: Consider a revised budget model and tuition structure for the polytechnic to ensure its long-run sustainability

- The current model encourages programs to identify efficiencies and justify resource use, but a divisional model may encourage greater collaboration.
- It also gives the dean greater flexibility to direct resources to emerging fields.

Recommendation 5, continued

- The current tuition model poses a risk to the polytechnic as the Regionals' tuition is significantly lower than the posted Oxford tuition.
- Raising tuition or fees could help support higher-cost faculty and labs.
- Newly centralized enrollment team could redevelop a scholarship strategy for the Regionals to offset access issues.

Recommendation 6: Ensure faculty and staff are appropriately resourced to facilitate student needs and success.

- In a residential model, students may require a more robust student support model.
- Increasing CCP enrollment and high school pathways requires increased support, as these students have different needs than other students.

Recommendation 7: As the polytechnic grows, consider joint programs with Oxford and pursue program realignment when it strengthens quality and opportunity

- EDS programs that pipeline students to Oxford show the benefits of cross-campus collaboration.
- Some programs currently housed in Oxford may be better positioned in an applied, industry-facing environment.
- Alignment should be approached strategically and transparently.

Impact Analysis

- Expected to save $188,000 annually through reduced chair stipends.

- Existing staff should be maintained but will be better positioned to support faculty and students through single-line reporting.

Recommended Timeline

- January – May 2026
  - Evaluation of P&T procedures for each unit
  - Changes to Workday delegations, sup orgs etc to take effect by July 1, 2026, along with restructuring and mapping of unit budgets.
  - Chair searches for new departments
  - Evaluation of need for assistant chairs, departmental advisors and program coordinator positions
  - Stakeholder communication strategy formulated

Recommended Timeline

- July-December 2026
    - New unit governance finalized, and chair development as needed
    - Units determine committee structures and membership
    - Curricula examined for redundancies. Unit course codes established if needed, accreditation impact assessed
    - Communication strategy implemented

QUESTIONS?

December 2025

Enrollment Management and Student Success Update

Fall 2026 Admission Preview

The headline: International applications (undergrad & grad) are down and job market factors are changing applicant patterns.

The good news: Miami is gaining momentum in Ohio, Indiana reciprocity is working, and there is traction in emerging out of state markets.

Fall 2026 Oxford Applications
Residency

	2022	2023	2024	2025	2026	Change Year Over Year
Non-Resident	12,596	15,512	16,607	19,186	18,014	-6.1%
Domestic Non-Resident	11,306	13,311	14,331	16,633	16,251	-2.3%
International	1,290	2,201	2,276	2,553	1,763	-30.9%
Ohio Resident	13,512	14,929	16,120	17,791	18,456	3.7%
Indiana Reciprocity	--	--	--	--	471	--
Total	**26,108**	**30,441**	**32,727**	**36,977**	**36,470**	**-1.4%**

Data as of December 9, 2025

Fall 2026 Oxford Applications
Key Indicators

	2022	2023	2024	2025	2026
Applications	26,108	30,441	32,727	36,977	36,470
GPA	3.86	3.84	3.79	3.79	3.81
Curriculum Strength	13.6	13.1	12.7	12.9	13.7
% Non-Resident	48.2%	51.0%	50.7%	51.9%	49.1%
% First Generation	19.8%	23.5%	24.0%	25.5%	26.5%

Data as of December 9, 2025

Fall 2026 Oxford Applications
Academic Divisions

	2022	2023	2024	2025	2026	Change Year Over Year
College of Arts and Sciences	10,027	10,516	11,052	12,250	11,740	-4.2%
Farmer School of Business	7,427	8,662	9,496	11,019	11,032	0.1%
College of Engineering and Computing	3,348	4,297	4,564	4,883	4,137	-15.3%
College of Education, Health, and Society	2,444	3,368	3,493	4,037	4,384	8.6%
College of Creative Arts	1,457	1,721	1,845	1,756	1,733	-1.3%
Nursing	1,405	1,877	2,277	3,032	3,444	13.6%
Total	**26,108**	**30,441**	**32,727**	**36,977**	**36,470**	**-1.4%**

Data as of December 9, 2025

Oxford Early Decision and Tentative Early Action I Admits

	Early Decision	International	Early Action 1 (tentative)
Non-Resident	92	212	11,970
Domestic Non-Resident	92	–	11,970
International	–	212	–
Ohio Resident	355	–	12,808
Indiana Reciprocity	5		323
Grand Total	**447**	**212**	**24,778**

Data as of December 9, 2025

Spring 2026 Oxford Transfer

	2024	2025	2026	Δ 2025 to 2026
Two-Year Colleges				
Applications	63	77	57	-26.0%
Admits	37	39	37	-5.1%
Confirms	21	20	16	-20.0%
Four-Year Colleges				
Applications	177	195	180	-7.7%
Admits	98	102	104	2.0
Confirms	43	36	44	22.2%
International/Other Colleges				
Applications	355	436	241	-44.7%
Admits	41	37	22	-40.5%
Confirms	9	6	8	33.3%
Total				
Applications	**595**	**708**	**478**	**-32.5%**
Admits	**176**	**178**	**163**	**-8.4%**
Confirms	**73**	**62**	**68**	**9.7%**

Data as of December 9, 2025

Fall 2026 Oxford Transfer

	2024	2025	2026	Δ 2025 to 2026
Two-Year Colleges				
Applications	62	45	34	-24.4%
Four-Year Colleges				
Applications	87	83	44	-47.0%
International/Other Colleges				
Applications	287	341	154	-54.8%
Total				
Applications	**436**	**469**	**232**	**-50.5%**

Data as of December 9, 2025

Fall 2026 Regionals Update

	2024	2025	2026	Δ 2025 to 2026
Hamilton				
Applications	341	366	300	-18.0%
Middletown				
Applications	159	150	75	-50.0%
Total				
Applications	**500**	**516**	**375**	**-27.3%**

Data as of December 10, 2025

Graduate Applications - Fall

Based on a Slate query run on December 10, 2025 at 2:10 AM

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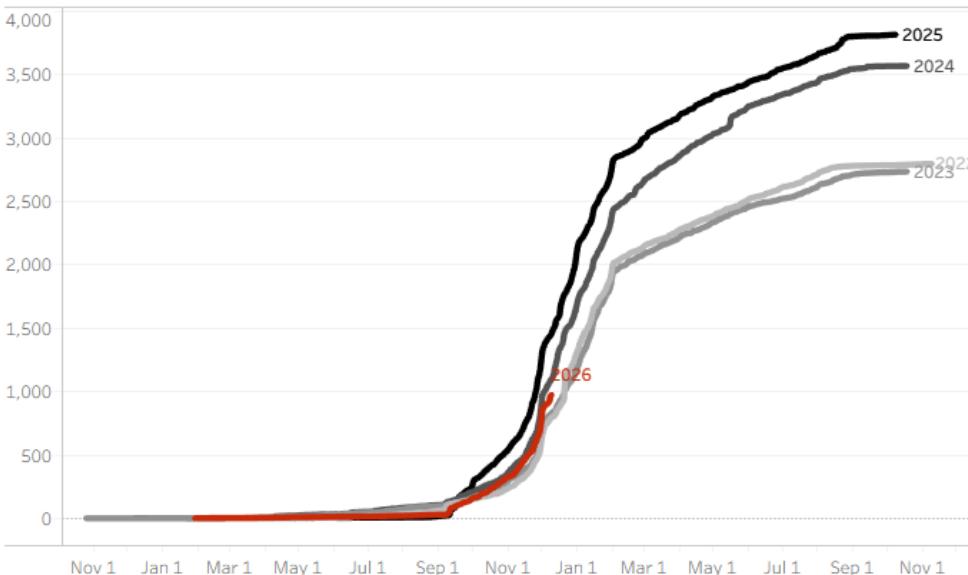
Fall ▼

Applications by Program Type - Year to Date as of December 9

	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026
BA/MA	33	5	26	50	56
Fee Paying Program	43	66	140	170	110
Fee Paying Program and BA/MA	11	36	36	44	44
Other Graduate Programs	709	722	899	1,189	764
Grand Total	796	829	1,101	1,453	974

Final Applications for Prior Years

	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026
BA/MA	187	96	120	144	56
Fee Paying Program	369	431	832	705	110
Fee Paying Program and BA/MA	24	84	80	94	44
Other Graduate Programs	2,216	2,124	2,536	2,872	764
Grand Total	2,796	2,735	3,568	3,815	974

2022   2023   2024   2025   2026

Bringing in the Class, Focus on Yield

Introducing "ARC"

Academic Recruitment Collaborative

In higher education, our strategy is only as good as our level of collaboration.

- Led by Academic Recruitment and Outreach
- ARC team
    - Academic advising leads
    - Divisional and central communicators
    - EMSS Operations teams
    - Undergraduate admission leadership
- Admission Playbook
- Yield Academy

Focus on Fall 26

New Efforts to Bring in the Class

- Red Brick Road Show Cleveland
  - In partnership with the Cleveland Clinic
- Introducing Nearpeer
  - Online peer engagement builds affinity to Miami
- Extended Admitted Student Visits
  - Highlights each academic division
- Opening Lewis Place receptions to more students

Questions?

UCM Update
December 2025

Introduction | Topics

- **Performance Highlights**
  - Digital marketing targeting, smart mailer, social media engagement
- **Brand Concept, Campaigns, and Initiatives**
  - Overarching messages, omnichannel marketing, focused storytelling
- **Cool New Things**
  - Motion graphics, high-impact ads, hyperpersonalization and AI, sticker postcards

Performance Highlights

Improvements in Digital Marketing Targeting

- **83%** of those who click on ads are **new users to our website**;
  - Increased 23% over last year.

- Time on site for all users is up **600%**

- Online advertising brought:
  - **19,000 new users** from Chicago
  - **6,000 new users** each from Dallas, Charlotte, Orlando, and Phoenix (new markets over last few years)
  - **5,000** from Detroit

Smart Mailer Success

Households on the mailing list are served digital ads before and after they receive the postal mailing.

On the day it arrives at their home, a digital Miami ad appears at the top of their USPS Informed Delivery email.

Feb. 2025 smart mailing to **300,000** high school sophomores and juniors
- **9.69%** engagement rate
- **20,071** digital engagements
- **18.4** impressions per piece

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Smart Mailer Success

- Students and families who received the smart mailer were **1.8x more likely to apply.**

- If they engaged with digital components of the smart mailing—mail tracking, QR code scans, or lead match—they were **3x to 8x times more likely to apply.**

- Allowed us to collect **head-of-household** names and email addresses for **60% of prospects.**

Social Media Achievements

- **No. 3** D1 Higher Ed Institution on Social Media

- Up **11% year-over-year audience growth,** bringing Miami University to **673K** total followers

- Exceeded **57 million** impressions

- **Over 1.1 million** interactions this year across channels, including **40.7K** shares

Miami Social Media Total Net Followers

LinkedIn:
- May 2022: 214,755
- November 2022: 222,588
- May 2023: 229,501
- November 2023: 220,674
- May 2024: 225,508
- November 2024: 232,550
- May 2025: 237,733
- November 2025: 244,939

Facebook:
- May 2022: 102,596
- November 2022: 107,243
- May 2023: 107,803
- November 2023: 112,643
- May 2024: 115,787
- November 2024: 116,568
- May 2025: 120,805
- November 2025: 124,096

TikTok:
- May 2023: 4,733
- November 2023: 51,195
- May 2024: 101,652
- November 2024: 113,719
- May 2025: 118,437
- November 2025: 117,699

Instagram:
- May 2022: 77,995
- November 2022: 81,220
- May 2023: 84,138
- November 2023: 90,078
- May 2024: 96,496
- November 2024: 101,935
- May 2025: 109,956
- November 2025: 116,936

X:
- May 2022: 57,533
- November 2022: 58,497
- May 2023: 58,949
- November 2023: 59,791
- May 2024: 60,720
- November 2024: 61,131
- May 2025: 61,576
- November 2025: 60,827

YouTube: (low values near bottom)

Brand Concept, Campaigns and Initiatives

Overarching messages, omnichannel marketing, focused storytelling

Brand Concept (Power of Will):

- An overarching messaging and visual structure
- Crosses direction across all marketing, admissions, general materials for the university
- Current state utilizes **"will"** as a powerful promise

Campaigns (omnichannel):

- A series of aligned messages to aid in awareness and recruitment for the university through purchased media
- Variety of modalities [e.g. out-of-Home (OOH), radio, connected TV (CTV), and digital advertising, etc]

Initiative (focused channels):

- Specific advertising for storytelling
- Especially strong on targeted channels

Power of Will

A brand concept will usually run from 3-6 years (on average) across all mediums.

- *"Once you are sick of working with a brand concept (internally) is when your external audience will just begin to get comfortable with the messaging."*

Rooted in **MiamiTHRIVE**, we are creating the next variation of this **to launch mid-summer 2026.**

Power of Will

The brand concept is the overarching messaging. It can be used in its entirety, as a headline, maybe only as a CTA (call to action).

This spans across campaigns, modalities, and fiscal years.

MIAMI UNIVERSITY

Ready to change your world?
AT MIAMI, YOU WILL.

MiamiOH.edu/YouWill

MIAMI UNIVERSITY

READY TO CHANGE YOUR WORLD?

At Miami, You Will.

Learn more:
MiamiOH.edu/AtMiamiYouWill

Pride Points

Proven results (rankings and statistics) reinforce Miami's position as a top-tier university focused on experiential learning, leadership, and outcomes.

Attract prospective students and reassure families by highlighting Miami's national recognitions, outcomes, and strengths across disciplines.

OOH   **Print**   **Display ad**

Top 50

National Public University

U.S. News & World Report, 2022-2023

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No.
6
Honors College
IN THE
U.S.

Find out why.

VISIT MIAMI >

MIAMI UNIVERSITY
OXFORD, OH · EST. 1809

Undergraduate search ad example

MIAMI UNIVERSITY
No. 1 IN OHIO FOR ROI

LEARN MORE >

In-state brand ad example

Only in Oxford

Oxford, Ohio is more than a location, it's a launchpad for future success and a great college experience.

Oxford helps create experiences that become the foundation for lifelong connection, learning, and achievement.

OOH

Print

Display ad

Video (limited)

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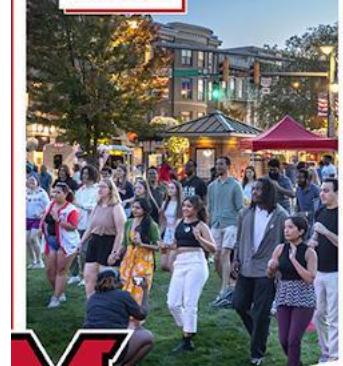
Miami Made

At Miami, leadership isn't just a title. Leadership is a way of thinking, acting, and inspiring. Our graduates rise to lead Fortune 500 companies, launch startups, change industries, and drive innovation.

The campaign leads with Fortune 500 CEOs and expands to more stories online

Video **Print** **Display ad** **Web Content** **OOH (limited)**

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Initiative

When I Grow Up

When students dream big, we deliver more than an education. Increase awareness in Miami's potential to make dreams come to life through the transformational journeys of Miami students.

College isn't just about choosing a major. College is about discovering who you're meant to become. That's why every "I wanna be…" becomes "I am."

Shooting for the STARS

MIAMI UNIVERSITY

MIAMI UNIVERSITY LAUNCHES DREAMS

Miami provides students with the tools they need to take their passions into flight. For Mechanical Engineering major Sarah Freeman '25, that passion was written in the stars. Ever since attending space camp at age nine, she's dreamed of working with NASA. She brought that dream to life by working as a sustainable aviation intern at NASA's Glenn Research Center. By seizing the opportunities she found at Miami, Sarah exceeded her childhood aspirations and landed herself a promising future.

Explore the Possibilities

Video

Print

Web Content

Initiative

Great Minds (Peer to Peer)

Targeted to peer institutions and academic leaders

Builds awareness for Miami University in higher ed. and influence decisions in U.S. News & World Report Rankings

Showcases that Miami empowers the great minds that change the world (faculty-focus)
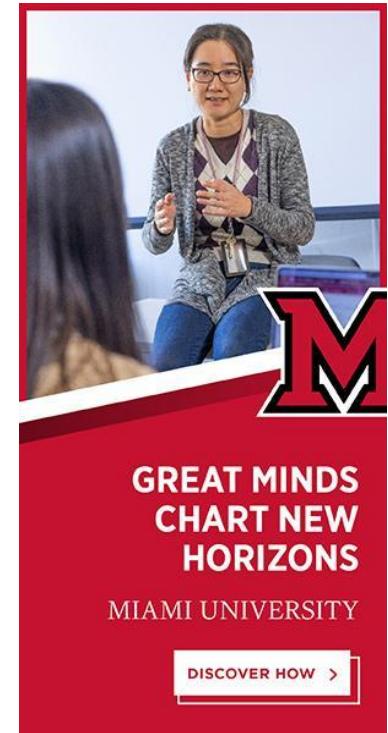
Display ad

Book mailing

Web Content

Podcast

Initiative

Meet Miami U (blog)

Honest and authentic advice for college-bound families.

Insider info to help families navigate their path to college.

Serves as a trusted resource for students and parents.

Answers common questions about college for families.

Academics

Taking Steps Toward the Future: My Diplomacy Lab Research and Trip to D.C.

College of Arts and Science
Student Organizations   Student Stories

Academics

The Anthropology of Ghost Hunting: Miami Students Explore the Paranormal

College of Arts and Science   Faculty Stories
Student Stories

Video

Web Content

Podcast

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Initiative

Open Doors

PSA (video) showcases the limitless opportunities available to Miami University students and alumni

Metaphor of 'opening doors' and crossing thresholds

Showcases how Miami will open doors
for a lifetime

Coming soon!

Video **CTV**

Cool New Things

Motion graphics, high-impact ads, hyperpersonalization and AI, personalized postcards

Motion Graphics and More

- November Newsletter
- Campus TV Ads
- EA Sports Uniform Promo
- Black Out Game Promo Video
- Uniform Teaser Video
- September Newsletter
- Promo Boxes Insert Cards
- NFC Animation Video
- Digitize the jersey for EA Sports
- Millett Hall Columns
- Student Life Boxes
- Social Media
- Web Edits
- Promotional Giveaway Designs
- Jersey Design
- News Article
- Cradle of Coaches Wall Updates and Digital Display
- Outdoor Signage

High-Impact Out-of-Home Advertising

- Continuing to pursue strategy **pairing digital and traditional** marketing in **10 key markets.**
  - Past few years have demonstrated most significant increases in applications and better yield in markets where omnichannel strategy is employed.
  - **Digital only in about 30 other markets.**

- Pursuing additional high-impact ad buys in select markets: Charlotte, Chicago, Cincinnati, Cleveland, New Haven.

Cincinnati

- Downtown Cincinnati at Aronoff Center, within six blocks of five Fortune 500 companies
- 81.k daily workers in downtown Cincinnati
- 24k daily vehicles; 1.8M annual foot traffic
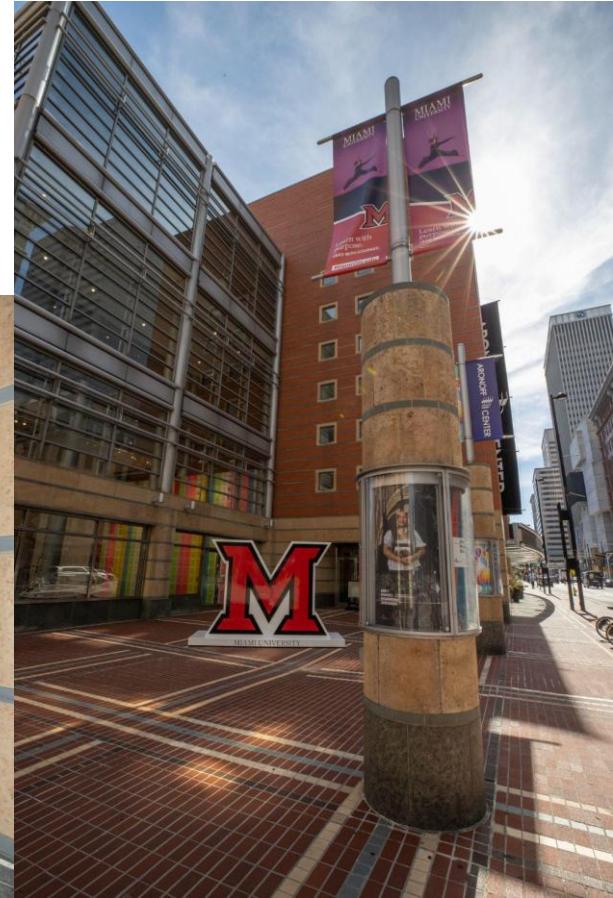
Cleveland

- Major intersection in downtown Cleveland near Progressive Field and Playhouse Square

- 276,708 monthly impressions

Charlotte

- Uptown Charlotte's busiest intersection

- Market primed for growth

- 1.3M monthly impressions

Chicago

- Downtown Chicago, near the United Center (Home of the Chicago Bulls and Chicago Blackhawks)
- 347k monthly impressions

MIAMI UNIVERSITY

Training tomorrow's all-stars

MiamiOH.edu

No. 2 for teaching undergraduates among public universities

U.S. NEWS & WORLD REPORT, 2025

West Chester at VOA Learning Center

- High traffic area in West Chester, near major health care facilities

- 596,820 monthly impressions

- $3,600 paid ad equivalency monthly

West Hartford, Connecticut

- Premier shopping center in region, anchored by Nordstrom and Macy's and luxury stores such as Louis Vuitton, Coach, and Tiffany & Co.

- 452,360 monthly impressions (sky banner); 550,960 monthly impressions (ad panels)
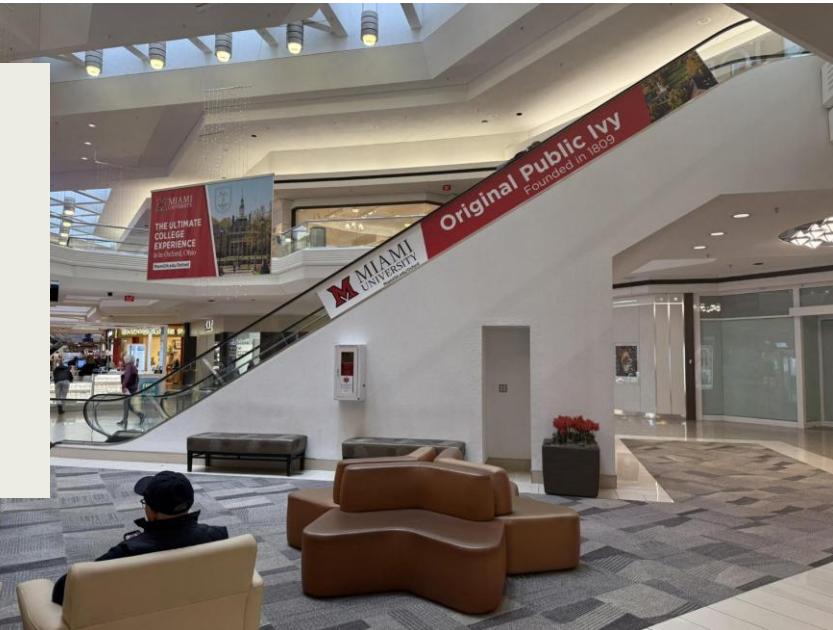
Hyperpersonalization

Refreshed Content for Dec. 1 Launch

- Hyperpersonalized portal where students receive admission decision, access financial aid offers.

- At decision release, content updates to include welcome message and content based on student's persona (Dart), academic division, and major.

- Same portal they use to register for events and access personal information - from their unique ID number to their assigned Admission representative.

Student admitted
to Primary Education

Hyperpersonalization

Future Content Planned throughout the next year:

- **Question/FAQ feature:** Begin to gather interests (in campus life, academics, etc) for future engagement opportunities
- **Next Steps visual nudges** - will build in ways to encourage students towards the next step in the process.
- Working with EMSS to pilot a vendor to **replace RedHawk Connect** to build belonging among admitted students.

AI Powered 404 Errors

Page returns URLs that are similar aiming to **get people where they want to go.**

Because this page is inside of a folder called "development", the AI is recommending pages that also include the word development either in the URL or in the page content.

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Personalized (Sticker) Postcards

- **Personalized, campus- and modality-specific**

- Began as idea for grad and evolved with system-wide collaboration

- First batch mailed last month

Thank you!

Jessica Rivinius rivinius@miamioh.edu

Transition Survey for BOT

Final Report - Fall 2025

MIAMI UNIVERSITY | STUDENT LIFE

🔎 Week 3 | Resources for Success

Digital Resources: Link and Learn

Not started ▾

Tutoring	Rinella Workshops	Weekly 3
Of your current classes, list all that are covered by tutoring: **Your Answer:** **Source URL:**	Which Rinella workshop topic are you most interested in? Why? **Your Answer:** **Source URL:**	What three topics were covered in last Thursday's Weekly 3? **Your Answer:** **Source URL:**

Mental Health and Well-being	Miller Center	Student Counseling Service
What is one resource on the "Find Support" tool on the Mental Health and Well-being website that you are	What accommodation or service were you unaware of?	Which therapy groups are offered on Wednesdays?

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✅ Week 15 | Bringing it Together and What's Next

Reflection

We have covered a lot of topics in this course over the semester. Review your goals and workbook entries from the semester and answer the following questions.

Not started ▾ **Revisit your goals from Week 1. How have you made progress towards your goals?**

1. **Academic Goal Progress:**

2. **Co-Curricular Goal Progress:**

Not started ▾ **Are there changes, additions, or modifications that you need to make as you think about your journey at Miami?**

🔴 Stop	1. 2.
▶️ Continue	1. 2.
🚀 Start	1. 2.

First-year student responses regarding the workbook

Legend: Moderately/strongly disagree · Neither agree nor disagree · Strongly agree/Moderately agree

Categories: Helped engage more deepy · Plan to use in future · Format easy to use
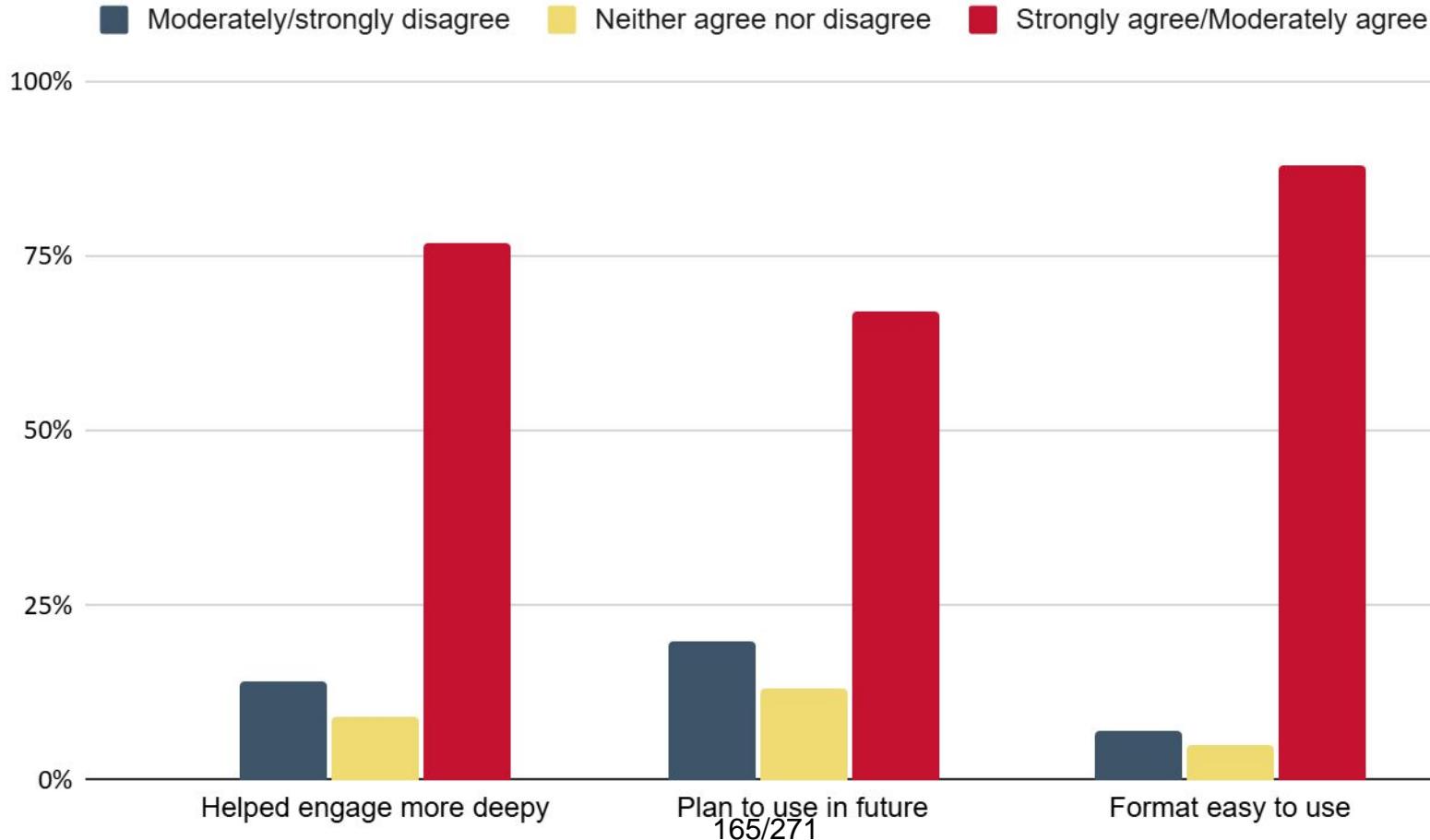
STUDENT LIFE

Survey Overview

Transition Survey
- Fall semester - Sept. 18-Oct. 13
- 1,547 usable responses
- 35% response rate

Academic Transition

84%

Strongly agree/agree that they are finding it easy to adjust academically.

⬆3% from 2024

First-year social transition

76%

Agree that they finding it easy to adjust **socially**

↑ **6%**

from 2024

🏆

89%

Have made **friends**

↑ **1%**

from 2024

79%

Feel they **ALWAYS** or **OFTEN** belong

↑ **6%**

from 2024

🏆

81%

Can identify at least one fac/staff member who **cares** about their well-being

↑ **3%**

from 2024

Campus Departure and Friendmaking

Times left campus	Moderately/Strongly Agree they have friends	Percentage of response
Have not left: 623	572	92%
Once: 362	326	90%
Twice: 194	173	89%
Three times: 87	74	85%
Four or more times: 57	46	81%

Belonging, Homesickness, and Loneliness

Belonging Over Time

Bar chart titled "Belonging Over Time" showing percentages from 0 to 80 across years 2017, 2018, 2019, 2021, 2022, 2023, 2024, 2025 for three categories: Seldom/Never, Sometimes, Always/Often.
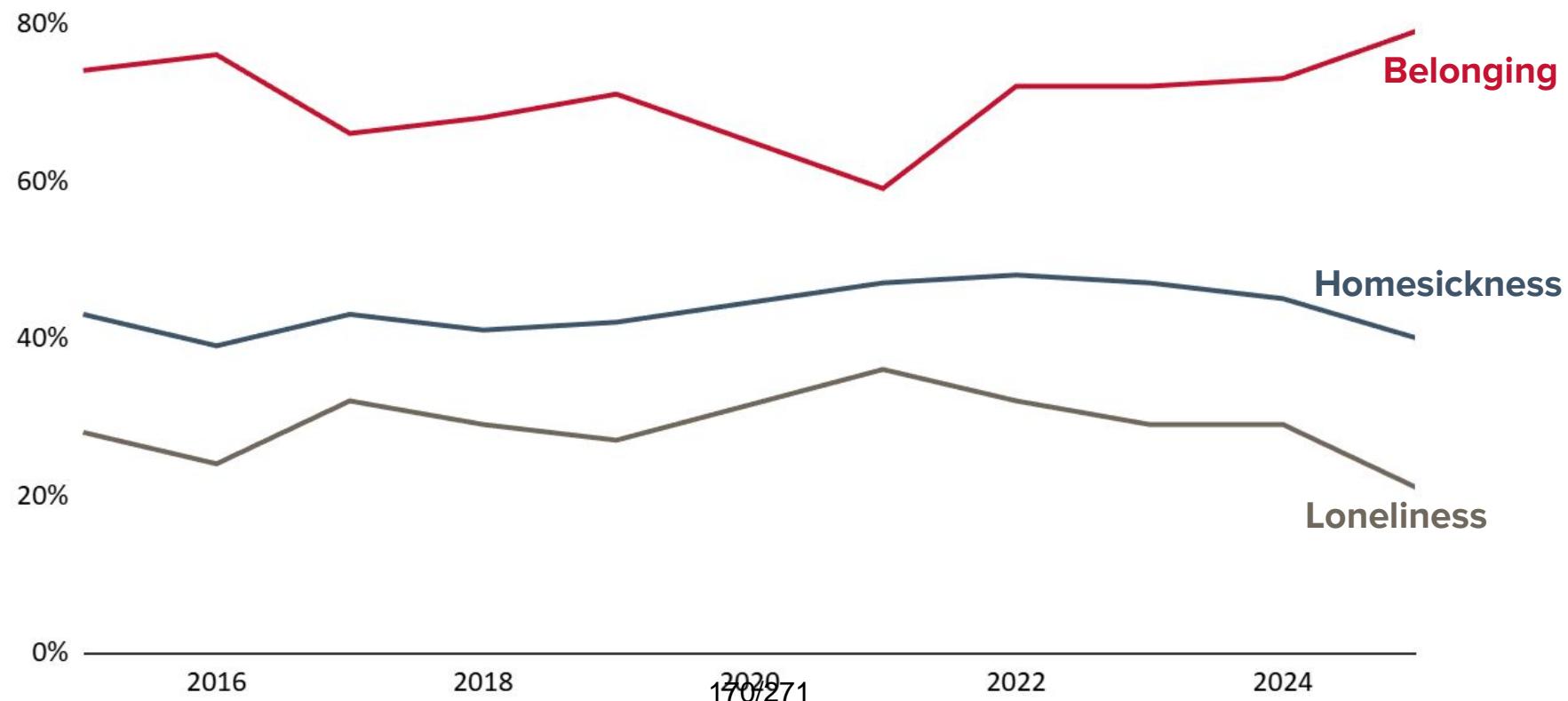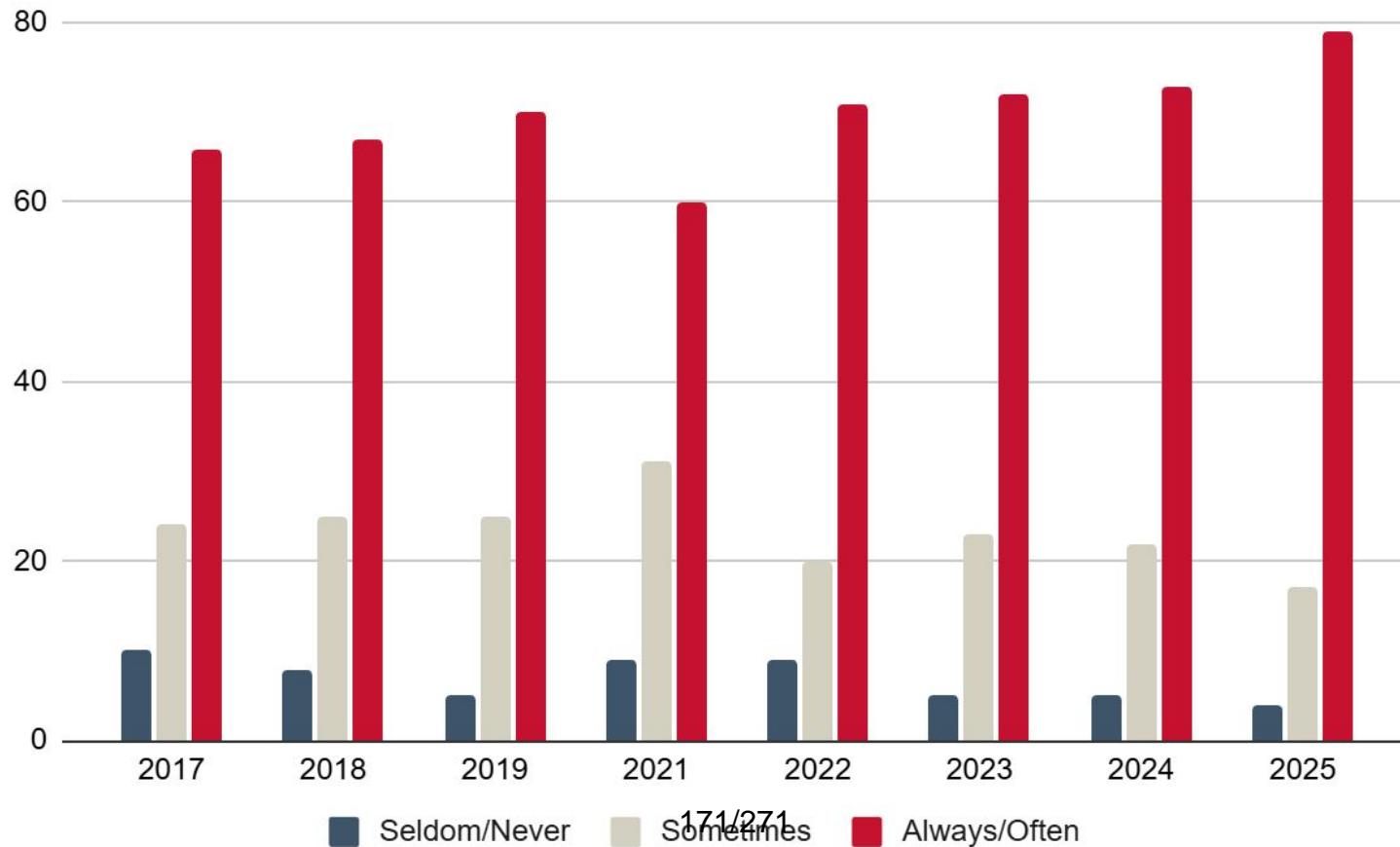
Always/Often Belong Responses
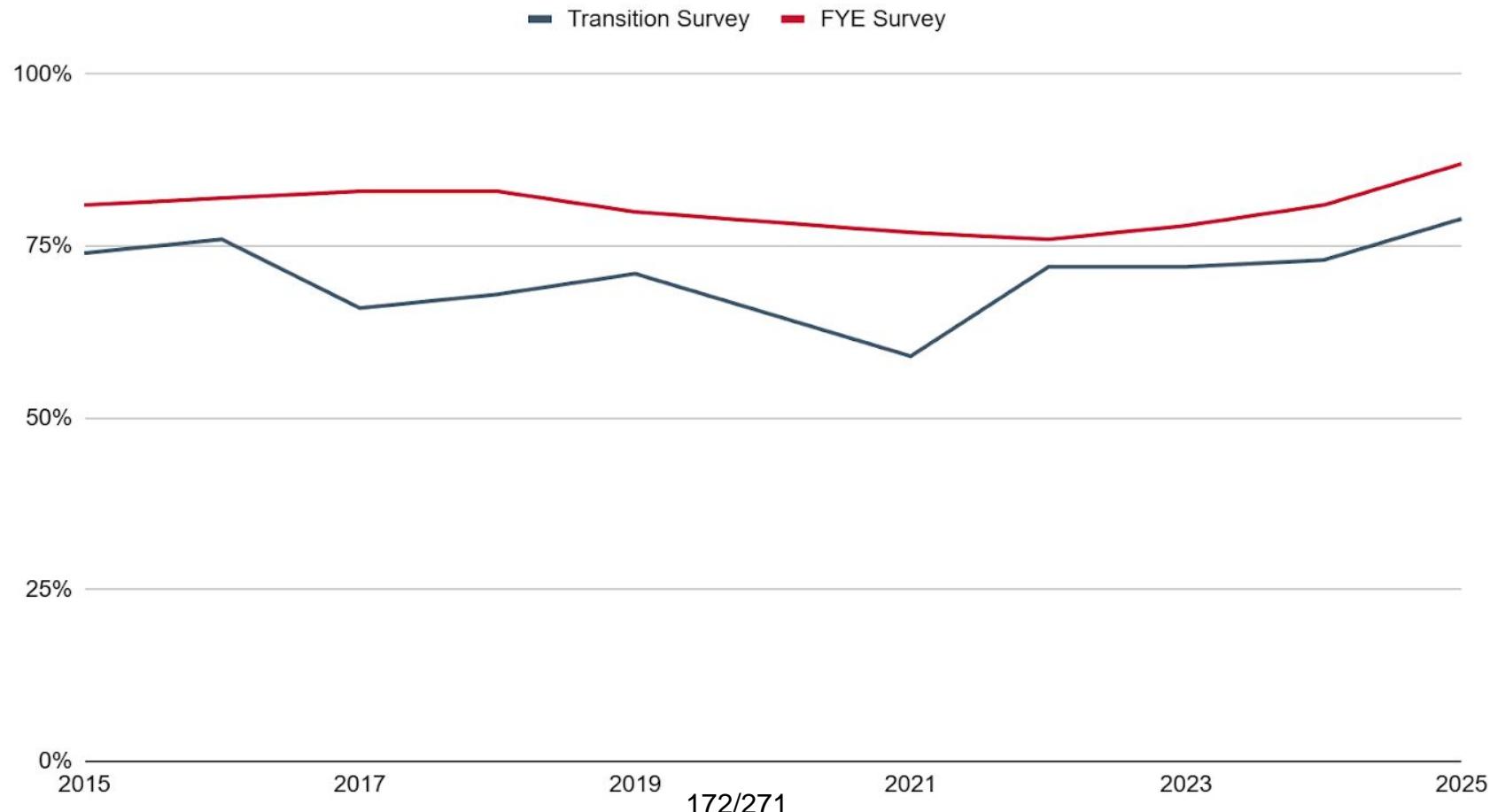
EXECUTIVE COMMITTEE of UNIVERSITY SENATE
Chris Makaroff, , Interim Chair & Provost, University Senate
Nathan French, Chair, Senate Executive Committee
Nathan French, Chair Elect, Senate Executive Committee
Rosemary Pennington, Past Chair, Senate Executive Committee
University Senate Website: hps://www.miamioh.edu/academic affairs/university senate

December 01, 2025

To: Board of Trustees, Academic and Student Affairs Committee
From: Nathan French, Chair, Senate Executive Committee
RE: University Senate Report to Board of Trustees December 01, 2025 Meeting

Executive Committee of University Senate membership:
- Nathan French ,(CAS), Chair
- Nathan French,(CAS), Chair Elect
- Rosemary Pennington, (Media, Journalism, & Film), Past Chair
- Ginny Boehme, (LIB), At Large Member
- Rod Northcutt, (CCA), At Large Member
- Troy Travis, Staff Member
- Daniel Martin, (Student Body President), Undergraduate
- Ayodeji Adedejii, Graduate Student
- Chris Makaroff, Interim Chair & Provost, University Senate
- Elise Radina, (Associate Provost), Secretary of University Senate
- Tammy Patterson, (Assistant for Admin Services), Recording Secretary

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on December 01, 2025.

- **New Business, Special Reports and Updates delivered to University Senate:**
  - **September 22, 2025**
    - Miami Plan Update, Elizabeth Hoover, Director of the Office of Liberal Education
    - Honors College Update, Zeb Baker, Honors College, Academic Deans
    - Proposed Policy Change: Teaching, Clinical Professors, & Lecturers (TCPLs) -Amity Noltemeyer, Dean, College of Education, Health, and Society

- **Approved Minors, Revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:**
  - **September 22, 2025**
    - Revision to Existing Major - ATH - Anthropology, Bachelor of Arts
    - Revision to Existing Major - TCE - Middle Childhood Education, Bachelor of Science in Education
    - New Certificate - SPO - Medical Spanish and Latino Health Certificate

- **New Business, Special Reports and Updates delivered to University Senate:**
  - **October 06, 2025**
    - S. Rec 26-01 Teaching, Clinical Professors, & Lectures (TCPLs) - Nathan French, Chair of Senate Executive Committee
    - Intercollegiate Athletic Update - David Sayler, Director of Intercollegiate Athletics
    - EDP - Health Professions Education, Master of Education, -Amity Noltemeyer, Dean, College of Education, Health, and Society

- **Approved Minors, Revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:**
  - **October 06, 2025**
    - Revision to Existing Major - EDL - Student Affairs & Higher Education, Master of Science
    - Revision to Existing Major - IDS - Professional Studies, Bachelor or Arts
    - Revision to Existing Major - IDS - Professional Studies, Bachelor of Science
    - New Certificate - EDL - Counseling and Crisis Management in Higher Education Graduate Certificate
    - New Certificate - EDL - Higher Education Administration Graduate Certificate
    - New Certificate - EDL - Student Affairs in Higher Education Graduate Certificate

- **New Business, Special Reports and Updates delivered to University Senate:**
  - **October 20, 2025**
    - S. Rec 26-02 EDP - Health Professions Education, Master of Education, -Amity Noltemeyer, Dean, College of Education, Health, and Society
    - Policy on Campus Affiliation, Program of Study (POS) Assignment, and Cross-Campus Registration - Rachel Beech, VP Enrollment Management and Student Success
    - Minimum Enrollment - Mike Crowder, Dean of the Graduate School; Professor; Director of Graduate Studies, M.M.Sc. Biomedical Science, and Jason Abbitt, Professor, EDP; Associate Dean of the Graduate School
    - Administration of Graduate Awards - Mike Crowder, Dean of the Graduate School; Professor; Director of Graduate Studies, M.M.Sc. Biomedical Science, and Jason Abbitt, Professor, EDP; Associate Dean of the Graduate School
    - SR 26-02 Senate Resolution to Advance Revised Enabling Act to Public Hearing - Rosemary Pennington, past Chair of Senate Executive Committee, and Chelsea Green, Associate Clinical Professor Finance and BLS - Enabling Act Revisions
    - Ad Hoc Committee on the University Senate Enabling Act - Rosemary Pennington, past Chair of Senate Executive Committee, and Chelsea Green, Associate Clinical Professor Finance and BLS - Revised Curricular Process

- **Approved Minors, Revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:**
  - **October 20, 2025**
    - Revision to Existing Major - GIC - International Studies, Bachelor of Arts in International Studies
    - Revision to Existing Major - NSG - Nursing, Master of Science in Nursing
    - Revision to Existing Major - POL - Diplomacy and Global Politics, Bachelor of Arts
    - Revision to Existing Major - POL - Political Science, Bachelor of Arts
    - Revision to Existing Major - POL - Public Administration, Bachelor of Arts
    - EDP - Health Professions Education, Master of Education

- **New Business, Special Reports and Updates delivered to University Senate:**
  - **November 04, 2025**
    - S. Rec. 26-03 Minimum Enrollment - Mike Crowder, Dean of the Graduate School; Professor; Director of Graduate Studies, M.M.Sc. Biomedical Science, and Jason Abbitt, Professor, EDP; Associate Dean of the Graduate School

- **Approved Minors, Revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:**
  - **November 04, 2025**
    - Revision to Existing Certificate - MKT/KNH - Healthcare Sales Certificate
    - Elimination of Major - CMR - Hospitality Management, Bachelor of Science in Commerce

- **New Business, Special Reports and Updates delivered to University Senate:**
  - **November 17, 2025**
    - Preliminary Proposal: Miami Regionals Restructuring - Melissa Thomasson, Professor, Vice President for Strategic Initiatives & Professor of Economics

- S. Rec. 26-04 Administration of Graduate Awards - Mike Crowder, Dean of the Graduate School; Professor; Director of Graduate Studies, M.M.Sc. Biomedical Science, and Jason Abbitt, Professor, EDP; Associate Dean of the Graduate School
- SR 26-03 Ad Hoc Committee on the University Senate Enabling Act - Revised Curricular Process - Rosemary Pennington, past Chair of Senate Executive Committee, and Chelsea Green, Associate Clinical Professor Finance and BLS
- SR 26-04 Senate Resolution In Favor of Proposed Changes to University Senate Enabling Act, Standing Rules, and By Laws - Rosemary Pennington, past Chair of Senate Executive Committee, and Chelsea Green, Associate Clinical Professor Finance and BLS

- **Approved Minors, Revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:**
  - **November 17, 2025**
    - Revisions to Existing Major - ART - Graphic + Experience Design, Bachelor of Fine Arts
    - Revisions to Existing Major - CIT - Information Technology, Bachelor of Science in Information Technology
    - Revisions to Existing Major - CSE - Cybersecurity, Bachelor of Science in Cybersecurity
    - Revisions to Existing Major - MUS - Music, Bachelor of Arts in Music
    - Revisions to Existing Major - THE - Performing Arts, Bachelor of Arts
    - Revisions to Existing Degrees - CIT - Information Technology - Accelerated Bachelor of Science in Information Technology
    - New Minor - ARC/CEC - Construction Management Minor
    - New Minor - ISA - Artificial Intelligence for Business Minor
    - New Minor - NSC - Military and Strategic Leadership Minor
    - Elimination of Major - BUS - Management, Master of Science in Management
    - Elimination of Major - EDL - Educational Leadership, Doctor of Philosophy

- **New Business, Special Reports and Updates delivered to University Senate:**
  - **December 01, 2025**
    - Planned Merger between the departments of FIC & GRAMELAC, Mila Ganeva, Chair and Professor of German, and Mark McKinney, Professor, and Acting Chair Lead Departmental Advisor of French
    - Miami University Polytechnic & Preliminary Proposal: Miami Regionals Restructuring, Moira Casey, Interim Dean of the College of Liberal Arts and Applied Science Melissa Thomasson, Professor, Vice President for Strategic Initiatives & Professor of Economics
    - Center for Teaching Excellent Presentation - Ellen Yezierski, Professor of Chemistry, Director, Center for Teaching Excellence, Sarah Watt, Associate Professor, EDP; CHDLT Faculty Associate, and Claire McLeod, Associate Professor, Geology, and Environmental Earth Science
    - S. Rec. 26-XX ENT - Engineering Technology, Associate in Applied Science - Reza Abrisham Baf, Associate Professor, Coordinator of EMET Program & Mohammad Mayyas, Associate Dean for Strategic Initiatives, Chair, and Professor
      - Motion to **waive standing Senate waiting period for a same day vote** on each curricular item. Motion to waive **did not pass**. Neither degree considered for advice. **Standard Senate waiting period applies.** Curricular items considered for advice at next meeting.
    - S. Rec. 26-XX ENT - Mechatronics Engineering Technology, Associate in Applied Science - Reza Abrisham Baf, Associate Professor, Coordinator of EMET Program & Mohammad Mayyas, Associate Dean for Strategic Initiatives, Chair, and Professor.
      - Motion to **waive standing Senate waiting period for a same day vote** on each curricular item. Motion to waive **did not pass**. Neither degree considered for advice. **Standard Senate waiting period applies.** Curricular items considered for advice at next meeting.

- **Approved Minors, Revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:**
  - **December 01, 2025**
    - ENT - Engineering Technology, Associate in Applied Science
    - ENT - Mechatronics Engineering Technology, Associate in Applied Science

- Revision to Existing Major - ART - Art, Bachelor of Fine Arts
- Revision to Existing Major - CPB - Clinical Engineering, Master of Science in Clinical Engineering
- Revision to Existing Major - CSE - Quantum Computing, Bachelor of Science in Quantum Computing
- Revision to Existing Major - EDL - Educational Leadership, Doctor of Education
- Revision to Existing Major - ENT - Electrical and Computer Engineering Technology, Associate in Applied Science
- Revision to Existing Major - ENT - Mechanical Engineering Technology, Associate in Applied Science
- Revision to Existing Major - MUS - Music, Bachelor of Music
- Revision to Existing Major - PSY - Psychology, Master of Arts
- Revision to Existing Major - SPO - Spanish, Master of Arts
- Revision to Existing Degree - ENT - Engineering Technology, Bachelor of Science in Engineering Technology
- New Minor - FIN- Financial Planning and Wealth Management Minor
- Revision to Existing Minor - CSE - Cybersecurity Minor
- New Certificate - BUS - Business Foundation Graduate Certificate
- New Certificate - BUS - Business Operations Graduate Certificate
- New Certificate - BUS - Strategic Management Graduate Certificate
- Revision to Existing Certificate - BUS - Financial Acumen Graduate Certificate
- Revision to Existing Certificate - EDL - Principal Licensure Graduate Certificate

- **Senate Resolutions and Senate Recommendations**
  - S. Rec 26-01 Teaching, Clinical Professors, & Lectures (TCPLs) - Nathan French, Chair of Senate Executive Committee
  - S. Rec 26-02 EDP - Health Professions Education, Master of Education, -Amity Noltemeyer, Dean, College of Education, Health, and Society
  - S. Rec. 26-03 Minimum Enrollment - Mike Crowder, Dean of the Graduate School; Professor; Director of Graduate Studies, M.M.Sc. Biomedical Science, and Jason Abbitt, Professor, EDP; Associate Dean of the Graduate School
  - S. Rec. 26-04 Administration of Graduate Awards - Mike Crowder, Dean of the Graduate School; Professor; Director of Graduate Studies, M.M.Sc. Biomedical Science, and Jason Abbitt, Professor, EDP; Associate Dean of the Graduate School
  - SR 26-02 Senate Resolution to Advance Revised Enabling Act to Public Hearing - Rosemary Pennington, past Chair of Senate Executive Committee, and Chelsea Green, Associate Clinical Professor Finance and BLS - Enabling Act Revisions
  - SR 26-03 Ad Hoc Committee on the University Senate Enabling Act - Revised Curricular Process - Rosemary Pennington, past Chair of Senate Executive Committee, and Chelsea Green, Associate Clinical Professor Finance and BLS
  - SR 26-04 Senate Resolution In Favor of Proposed Changes to University Senate Enabling Act, Standing Rules, and By Laws - Rosemary Pennington, past Chair of Senate Executive Committee, and Chelsea Green, Associate Clinical Professor Finance and BLS

S.Rec 26-01
On the TCPL Cap Increase in the College of Education, Health, and Society
October 6, 2025

BE IT HEREBY KNOWN that the University Senate, after thoughtful consideration, reflection, and discussion has elected to RECOMMEND WITH RESERVATIONS the decision by the Office of the Dean in the College of Education, Health, and Society to raise the TCPL percentage to 40% in the division.

The Senate adopted this stance through majority vote for the following reasons:

- Considering the growing need for faculty with differing specializations and professional expertise, flexibility in faculty lines will be needed to meet the differing needs of the university's divisions. This proposal advances that goal.

And, in addition we add the following relevant considerations:

- A growing dependence on TCPL lines, positions often not required to do research, may harm a division – especially considering budgetary allocations and incentives that prioritize research output. Further, this may create challenges to stated institutional strategies to improve our research profile.

- For several years, each time the matter of TCPL cap increases is raised, the Senate has noted that it would be useful to have a full accounting of all teaching faculty – including visiting and part-time faculty – in calculations of the distribution of faculty in a given division.

1

S.Rec 26-02
Senate Recommendation on EDP – Health Professions Education, Master of Education
October 20, 2025

BE IT HEREBY KNOWN that the University Senate, after thoughtful consideration, reflection, and discussion has elected to RECOMMEND the proposed EDP – Health Professions Education, Master of Education, noting the following reasons and considerations.

The Senate adopted this stance through majority vote for the following reasons:

- The Senate acknowledges this is an innovative effort by the faculty and leadership of the College of Education, Health, and Society and welcomes this new partnership with the Cleveland Clinic.

And, in addition, we add the following considerations:

1. How does the emerging partnership with the Cleveland Clinic differ from prior attempts at this program with other institutions?
2. Might decision-makers clarify the ultimate ownership of the curriculum and intellectual property?

1

S.Rec 26-03
On the Minimum Enrollment Policy for the Graduate School
November 3, 2025

BE IT HEREBY KNOWN that the University Senate, after thoughtful consideration, reflection, and discussion has elected to RECOMMEND the Minimum Enrollment policy proposed by the Office of the Dean of the Graduate School and the Senate's Graduate Council.

1

S.Rec 26-04
Senate Recommendation on the Administration of Graduate Awards
November 17, 2025

BE IT HEREBY KNOWN that the University Senate, after thoughtful consideration, reflection, and discussion has elected to **decline to recommend** the Graduate School's proposed policy for the administration of graduate awards.

The Senate membership came to this recommendation based on the following considerations:

Summary:
The Senate supports the Graduate School's efforts to help departments move their doctoral candidates to graduation in a timely manner. However, we are concerned that the proposed funding changes may negatively impact recruitment of top graduate students, efforts to earn Carnegie Research 1 classification, and US News and World Report rankings. We encourage the Graduate School to 1) not distinguish between Master's earned at Miami and elsewhere, 2) allow one additional year of funding for doctoral students, and 3) not have external grants count against funding limits.

Explanation:
The proposed policy:
- Limits Miami doctoral students to 4 years of assistantship or grant funding if they enter with an MA from another institution.
- Limits Miami doctoral students to 5 total years of assistantship or grant funding at Miami (ie, if they complete both an MA and a PhD at Miami, they can only receive 5 total years of funding for both degrees).
- Does not permit *external* grants to extend years of funding.

This policy does not appear to recognize that some disciplines offer stand-alone Master's and PhD programs, and some PhD programs require first obtaining a stand-alone Master's. The model of the combined program, leading to a PhD directly from a Bachelor's degree, is more common in STEM fields, but is also not the norm for all STEM fields (for example, in Geoscience, it is more common for students to earn a Master's degree prior to entering a PhD program).

The data in the Senate presentation about time to degree suggests students take over 7 years to complete their degrees. However, the slide titled "average time to degree" does not clarify what degree was obtained in the time period. The slide seems to compare dissimilar degree types, and may also include part-time students. Regardless, national data demonstrates that the usual time taken to complete any PhD is 5.7 years (Survey of Earned Doctorates). For example, the national average is 5.3 years for Engineering and 5.8 years for Psychology, two of Miami's current doctoral priorities. To complete their degrees, students in all fields need support for the required duration of time.

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Miami may be seeking to strengthen and increase its doctoral programs and perhaps earn a Carnegie Research 1 Classification (Very High Spending and Doctorate Production), which requires $50 million on research and development and at least 70 research doctorates awarded annually. Miami currently offers 12 PhD programs. In order to meet the goal of 70 awards, each of these programs must be competitive in bringing in, graduating, and placing top students. The revised funding policy may detract from Miami's goal of strengthening doctoral education at Miami:

- If students or programs receive external grant funding, the student poses no expense to Miami *and* the grant contributes to Miami's overall grant totals. Those grant totals positively impact US News and World Report rankings. Counting internal and external funding in the same way, then, appears to undermine Miami's goals for both Carnegie classification and national rankings.

- Miami doctoral programs may lose top students to other institutions that offer more competitive assistantship packages, most of which offer more funding for stand-alone PhDs. (For example: the new package for Purdue doctoral students in English promises 5 years of funding, not inclusive of funding for the separate Master's degree; OSU does not name an overall funding limit, and their College of Education and Human Ecology limits funding to 2 years for Masters, 4 years for PhD, and 6 years for students entering directly from a Bachelor's; OU limits tuition scholarships, but does not limit stipend funding).

- This policy may encourage top students who have earned stand-alone Master's degrees at Miami to attend PhD programs elsewhere, since their funding would be more limited at Miami.

- Stand-alone doctoral programs requiring qualitative or field research and/or clinical placements are challenging to complete in 4 years without sacrificing coursework, research quality, or accreditation standards. Limiting years of funding for these fields will decrease program quality and affect job placement.

2

SR 26-02
Senate Resolution to Advance Revised Enabling Act to Public Hearing
October 20, 2025

BE IT HEREBY RESOLVED that the University Senate, after thoughtful consideration, reflection, and discussion has elected to accept the proposal presented by the *Ad Hoc* Committee on the University Enabling Act on October 20, 2025 for possible amendments to the language of the University Senate's Enabling Act responsive to ORC 3345.457.

Pursuant to the Miami University Senate Enabling Act, Article VII, Sec. 3, this proposal will be presented at a public hearing on the amendments during a special meeting of the University Senate on November 3, 2025 with an anticipated motion to amend the *Enabling Act* in accordance with the proposal to follow at the University Senate's November 17, 2025 meeting.

SR 26-03
Senate Resolution In Favor Proposed Revisions to Curricular Approval Process
November 17, 2025

BE IT HEREBY RESOLVED that the University Senate, after thoughtful consideration, reflection, and discussion supports the proposed changes to the curricular approvals process as proposed by the *Ad Hoc* Committee on the University Enabling Act.

SR 26-04
Senate Resolution In Favor of Proposed Changes to University Senate Enabling Act,
Standing Rules, and By Laws
November 17, 2025

BE IT HEREBY RESOLVED that the University Senate, after thoughtful consideration, reflection, and discussion has elected to approve the amendments to the University Senate Enabling Act as proposed by the Ad Hoc Committee on the University Enabling Act responsive to ORC 3345.457.

BE IT HEREBY RESOLVED that the University Senate has also elected to approve the committees proposed changes to the body's standing rules and by laws.

BE IT ALSO RESOLVED that, its work being completed, the Ad Hoc Committee on the University Enabling Act is dissolved

Ad Hoc Committee on the University Senate Enabling Act
Report to Miami University Senate Executive Committee on October 13, 2025

The Ad Hoc Committee on the University Enabling Act is comprised of the following:
Rosemary Pennington, Co-Chair, Member of Senate Executive Committee
Chelsea Green, Co-Chair, Chair of the Governance Committee
Kevin Reuning, representative from University Senate
Cheryl Young, representative from University Senate, presidential appointee
Tracy Haynes, faculty
Kevin Bush, faculty
Tom Poetter, past chair of University Senate Executive Committee (2022-2023)
Daniel Martin, undergraduate student
Kingsley Udeh, graduate student

The *Ad Hoc* Committee on the University Enabling Act reviewed the Ohio Revised Code, ORC 3345.457, taking effect September 30, 2025, and the current University Senate Enabling Act as approved by the Board of Trustees, most recently, on May 13, 2022, to review ORC 3345.457, the University Senate Enabling Act, and any elements of the University Senate's Bylaws and Standing Rules that it deemed relevant to the purposes of amendment and proposal with special attention to the matter of University Senate committees and their service to the institution.This *Ad Hoc* Committee also reviewed shared governance policies at public institutions in Ohio, and other public universities as it considered revisions to Miami's University Senate Enabling Act.

Therefore, the *Ad Hoc* Committee hereby authors, presents and proposes an amended version of the University Senate Enabling Act.

Attached please find the following documents, or excerpts thereof, with suggested edits.
-Miami University Enabling Act

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-Miami University Senate Bylaws
-Miami University Senate Standing Rules

In addition, at the request of the Provost, the Committee has drafted a Proposed Curricular
Approval Process to reflect the requirements of ORC 3345.457. This Proposed Curricular
Approval Process is attached hereto for the Executive Committee's review.

Ad Hoc Committee on the University Senate Enabling Act
Report to Miami University Senate Executive Committee on October 13, 2025
The following documents, or excerpts thereof, with suggested edits.
-Miami University Enabling Act
-Miami University Senate Bylaws
-Miami University Senate Standing Rules

Miami University Enabling Act
(as approved by the Board of Trustees most recently, on May 13, 2022)

Introductory Article

University Senate is the primary University governance body where
students, faculty, staff, and administrators debate University issues
and make recommendations~~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; employee~~faculty~~ welfare; and
student
conduct. It is the primary advisory body on the establishment and modification of
academic programs, curricula, courses, general education requirements, and degree
programs. ~~The Board of Trustees delegates to the Senate primary
responsibility for curriculum, programs, and course offerings~~ other than the
~~establishment of new academic programs, schools, colleges, institutions, departments,
and centers at the University. he Senate has and advisory~~ University Senate reviews,

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discusses, and provides recommendations on policies, programs, and curriculum prior to their

responsibility on all matters related to Miami University., including policies, programs, and curriculum prior to presentation to the Council of Academic Deans and, ultimately, the Board of Trustees.

Faculty Assembly is composed of all members of the faculty who hold tenure or a tenure-track position; all librarians who hold the rank of Principal Librarian, Associate Librarian, or Assistant Librarian (Librarians); and Teaching, Clinical Professors and Lecturers (TCPLs). The Faculty Assembly hears reports from its committees and from the President, the Chair of University Senate, and Vice Presidents. It may propose, debate, and recommend matters for University Senate consideration or for presentation to other officials or administrative bodies. It may also challenge and refer back to the Senate any Senate action. The Faculty Assembly has the right of initiative and Referendum.

The Board of Trustees reserves the right to consider, approve, modify, or reject recommendations of actions taken by the University Senate or Faculty Assembly.

Article One - University
Senate Membership

Section 1: University
Senate shall be composed of sixty-nine (69) voting members and shall have the following composition

1. Ten (10) members of Faculty Assembly elected by members of Faculty Assembly, University-wide, by single transferable vote, as specified in the *Bylaws of University Senate*;

2. Thirty-four (34) members of Faculty Assembly apportioned to the Colleges and School, regional campuses, and Library (hereinafter referred to as divisions) and elected by majority vote by members of Faculty Assembly within those divisions on the basis of representational units as specified in the *Bylaws of University Senate*;

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3. The Provost of the University (who shall be the Chair of University Senate) and seven (7) other administrators and/or unclassified staff members appointed by the President of the University as indicated in the *Bylaws of University Senate*;

4. One (1) classified staff member, appointed by the Classified Personnel Advisory Committee and one (1) unclassified staff member, appointed by the Unclassified Personnel Advisory Committee;

5. Eleven (11) undergraduate students, one of whom shall be the Student Body President, and ten (10) of whom shall be selected as provided by Associated Student Government;

6. Two (2) undergraduate students, one each from the Hamilton and Middletown campuses, selected as provided by the Miami University Hamilton Student Government Association and by the Miami University Middletown Student Advisory Council; and

7. Two (2) graduate students selected as provided by the Graduate StudentAssociation.

Section 2: Terms of office. All terms of office shall begin on the first day of the first semester of the academic year following the year in which the member is selected

1. The term of office for members of University Senate elected from Faculty Assembly as in Article 1, Section 1.A shall be for three (3) years, all ten (10) terms running concurrently.

2. The term of office for members of University Senate elected from Faculty Assembly as in Article 1, Section 1.B shall be for three (3) years, with approximately one-third of these members elected each year.

3. The term of office for members of University Senate selected as in Article 1, Section 1.C above, with the exception of the Provost who serves as a voting *ex officio* member of Senate continually, shall be for one year with the possibility of Reappointment.

4. The term of office for members of University Senate selected as in Article 1, Section 1.D above shall be as specified in the selection procedures approved by Senate.

5. The term of office for members of University Senate selected from the student body as in Article 1, Section 1.E, 1.F, and 1.G shall be for one year.

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Section 3: University
Senate Leadership

1. The Provost shall serve as the Chair of University Senate. The Chair of the Executive Committee shall serve as the Vice Chair of University Senate.

2. The University Senate Executive Committee shall call Senate meetings as needed, set Senate agendas, and generally manage the business of Senate.

3. The Chair of University Senate shall designate a person to serve a three- year term without vote as Secretary of University Senate. This appointment shall be confirmed by University Senate.

Article Two - University Senate Committee Structure

Section 1

Executive Committee of University Senate shall manage the business of Senate Membership shall include the Provost, four (4) faculty members and one (1) staff member of Senate elected as specified in the Bylaws of University Senate, one (1) undergraduate student who shall be the Student Body President, and one graduate student who is a member of University Senate. The Secretary and Recording Secretary of University Senate shall serve as *ex officio*, non-voting members of the Executive Committee.

Section 2

University Senate shall create such standing and advisory committees as it deems necessary to carry out its responsibilities as outlined in the Introductory Article.

Section 3

Ad hoc committees shall be created by University Senate as needed for particular purposes if there is not an appropriate standing committee for that issue or purpose.

Section 4

So far as is possible, all University-wide matters upon which the advice and/or action of faculty, administrators, and students are to be sought should be referred to the committees of University Senate.

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Section 5

All actions of the committees of University Senate shall be reported to Senate.

Section 6

Operating rules and procedures of committees may be formulated by University Senate and promulgated in its *Standing Rules of University Senate*, subject to the limitations in the descriptions of the committees in the *Bylaws of University Senate*.

Article Three - University Senate Legislative Procedures

Section 1

A quorum for conducting business of University Senate is forty-six (46). Main motion is considered to have passed or failed upon the affirmative or negative vote of a simple majority of the members present.

Section 2

Meetings are ordinarily called by the Executive Committee of University Senate. Additional meetings shall be called by the Chair of University Senate upon the written request of any ten (10) members of Senate.

Section 3

The actions of University Senate become final with the approval of the minutes at the next meeting of Senate or by electronic ballot.

All passed final actions of University Senate on these final actions upon a main motion shall be included in the summary of each Senate meeting which is reported on digital media that is accessible by members of the Faculty Assembly and other interested members of the University community including but not limited to the University webpage on the University website.

Section 4

The effective date of any final action of University Senate upon a main motion which alters the status quo shall be no earlier than the tenth class day following the distribution

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of the summary of Senate action indicated in Article 3, Section 3. In extraordinary cases where an action must be put into effect before the elapse of ten (10) class days, as attested by an affirmative vote of at least two-thirds of the members of Senate, the action becomes effective immediately.

Section 5

During the ten class days after distribution of an action, if at least twenty-five (25) members of Faculty Assembly file a petition so stating with the Office of the Provost, an action of University Senate shall be considered challenged and its implementation suspended (see Article 6).

Section 6

After a final action of University Senate is effective, the Chair of University Senate or, at the request of the Chair, the Vice Chair, shall represent the position of the action to other bodies, including the Board of Trustees.

Article Four - Faculty Assembly Membership

Section 1

Faculty Assembly is chaired by the President of the University, who has responsibility for the preparation of the agenda for meetings.

Section 2

Faculty Assembly is composed of all members of the faculty who hold tenure
or tenure-track positions; all librarians; and and TCPL Faculty.

Article Five - Faculty Assembly Committee Structure

The Committee on Faculty Rights and Responsibilities is a standing committee of Faculty Assembly, composed of eight (8) tenured members of the faculty without official administrative appointment who may not serve concurrently on University Senate. The term of membership is three (3) years, with election accomplished as set forth in Article 5, Section 2, below.

The Committee is charged to do the following:

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- Formulate and recommend standards defining the professional rights and responsibilities of the faculty and propose legislation and/or procedures appropriate to their enforcement.

- Conduct grievance and disciplinary hearings as outlined in the *Miami University Policy Library*.

- Consider and, at its discretion, report to the President and the Provost alleged infractions of faculty rights and responsibilities.

- Act as a continuing advisory body to the President on matters of University policy and operation that affect the professional rights and responsibilities of the faculty.

- Review the *Miami University Policy Library* on matters pertaining to faculty rights and responsibilities and recommend changes, as appropriate, to the President.

- Review departmental and divisional definitions and elaborations of University promotion and tenure criteria, when requested to do so by a faculty member, in order to decide whether those departmental and divisional policies are consistent with all-University policy.

- Report annually to the Faculty Assembly on matters considered by the Committee.

The Chair and individual members of the Committee are available to any member of the University community who wishes to discuss aspects of faculty rights and responsibilities in general or as related to his or her personal situation, or who wishes to report alleged infractions or to file a grievance or complaint through the *Miami University Policy Library*.

Faculty Assembly expects all members of the Miami University community to cooperate with the Committee on Faculty Rights and Responsibilities in the discharge of its mandate from Faculty Assembly and the Board of Trustees, including meeting reasonable requests for information relevant to general issues and specific cases before the Committee, meeting with the Committee at mutually convenient times and places to discuss general issues and specific cases, and to respond to reasonable questions relating to matters before the Committee. Incidents of refusal to cooperate shall be reported by the Committee to Faculty Assembly for its consideration and action. While reasonable requests for information should be honored, the Committee shall be given access to the relevant contents of faculty personnel files only when such access is

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necessary to conduct a disciplinary hearing under the *Miami University Policy Library*, to process a formal grievance under the *Miami University Policy Library*, or to resolve an informal complaint or problem brought to the Committee.

Section 2
Election of Members of the Committee on Faculty Rights and Responsibilities,

A. Eligibility to serve on the Committee on Faculty Rights and Responsibilities:

1. All tenured members of the faculty except department chairs are eligible to serve on the Committee on Faculty Rights and Responsibilities.

2. A faculty member may not serve concurrently on both University Senate and the Committee on Faculty Rights and Responsibilities.

B. Nominations

1. All incumbent members of the Committee on Faculty Rights and Responsibilities who are eligible for the Committee shall have their names automatically placed in Nomination.

2. Other tenured members of the faculty may be nominated, to bring the total number of nominations to seventeen (17), by a University-wide nomination election, which uses the method of the single transferable Vote.

3. Members of the tenure-eligible ranks may vote in the nomination election.

C. General Election

1. The general election, held every three (3) years, shall be a University-wide election using the method of the single transferable vote.

2. Members of the tenure-eligible ranks may vote in the general election.

3. The term of membership is three (3) years.

Section 3

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All-University Faculty Committee for
Evaluation of Administrators.

1. An All-University Faculty Committee for Evaluation of Administrators shall review the Provost, all academic deans, the associate provost for research and dean of the Graduate School, the dean and University Librarian, and the University Director of Liberal Education in years three (3) and five (5) of their five-year administrative Appointments.

2. Committee reports are intended to serve two functions:

a. to guide the professional development of the individuals; And

b. to record part of the evidence upon which future personnel decisions may be based.

3. The Committee shall consist of seven (7) members of Faculty Assembly: one (1) to be chosen by each academic division for a total of six (6) and one (1) to be chosen by the library faculty. The Committee shall elect one of its members to serve as chair. Members of the Committee who are on probationary status (i.e. non-tenured or who do not hold continuing contract status) are not eligible to serve as chair of the Committee.

4. The members of the Committee shall be elected by the faculty with election procedures to be set by University Senate. Electors may only vote for members of this committee within their academic division or librarian status. Electors with dual appointments must vote according to their selected representational unit.

5. Each member shall serve a non-renewable three-year term beginning July 1. The terms shall be staggered so that one-third of the Committee is elected each year.

6. Each fall semester, the Committee shall prepare a questionnaire for the evaluation of each administrator it is scheduled to evaluate during the academic year. Administrators in year five (5) of their five-year administrative appointment will be evaluated in the fall of the evaluation year. Administrators in year three (3) of their five-year administrative appointment will be evaluated in the spring of the evaluation year The Committee shall distribute the questionnaire to members of Faculty Assembly assigned to or served by the administrator's unit and it shall prepare an evaluation report to be submitted to the administrator's supervisor.

Section 4

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In the event of the resignation of a member of the Committee on Faculty Rights and Responsibilities or the All-University Faculty Committee for the Evaluation of Administrators before the end of his or her term, that seat shall be filled by the candidate (who had not been previously elected) who received the largest number of votes when the ballots are retabulated after the votes for the person who has resigned have been deleted. In the event no such candidate is available, a new election will be held for the vacated seat.

Article FiveSix - Faculty Assembly Legislative Procedures

Section 1

A quorum shall be twenty-five percent of the membership of Faculty Assembly. This number shall be determined by the Office of the Provost and announced at the first meeting of the Assembly each year. The number constituting a quorum shall be the same for every meeting during an academic year.

Section 2

Faculty Assembly normally meets in the fall. Additional meetings may be called upon request of fifty (50) members of Faculty Assembly filed with the Office of the Provost or upon the call of the President. The exact time and location of the meetings will be determined by the President.

The first meeting of Faculty Assembly in the fall shall be designated and announced as a business meeting at which Assembly shall vote to confer degrees for the winter, spring, and summer commencements for that academic year.

Section 3

The agenda shall be distributedmailed to each member of Faculty Assembly at least seven (7) class days prior to the meeting and shall provide sufficient detail for reasonably clear identification of the nature of the items.

Section 4

All passed final actions of University Senate upon a main motion and voiceroll-call votes on these final actions upon a main motion shall be included in the summary of each Senate meeting. The actions of Senate are subject to the authority of Faculty Assembly to review and refer actions back to Senate. Faculty Assembly may additionally propose,

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debate, and recommend matters for Senate's consideration or for presentation to other administrators or bodies based on votes taken during meetings (see Introductory Article).

Section 5

Faculty Assembly hears reports from its committees and from the President, the Chair of University Senate, and Vice Presidents. It may propose, debate, and recommend matters for University Senate consideration or for presentation to other officials or administrative bodies. It may also challenge and refer back to Senate any Senate action. Faculty Assembly has the right of initiative and referendum. Such action shall be considered as tantamount to Senate action.

Faculty Assembly may raise questions, offer comments, debate, and forward recommendations based on votes taken during meetings or by mail or electronic ballot. It may discuss matters affecting Miami University and its environment.

Section 6

During the ten (10) class days after distribution of an action, if at least twenty-five (25) members of Faculty Assembly file a petition so stating with the Office of the Provost, an action of University Senate shall be considered challenged and its implementation suspended. Such a challenged action shall be placed on the agenda for the next regularly scheduled meeting of Faculty Assembly, where the action may be debated and may be returned to Senate for reconsideration of such revisions as the Assembly may recommend. A special meeting of Faculty Assembly for earlier consideration and potential return to Senate of a challenged action may be called by Senate or by a petition signed by at least fifty (50) members of Faculty Assembly filed with the Office of the Provost.

Section 7

A quorum must be present in order for Faculty Assembly to return an action to University Senate. If a quorum is not present at a duly scheduled or called meeting of Faculty Assembly for which a challenged Senate action is on the agenda, said action by Senate shall be deemed to be sustained.

Section 8

Voting in Faculty Assembly is on a motion to refer back to University Senate one of its items and to provide opinions to individuals or groups on issues as the Assembly deems

appropriate. The usual method of taking a vote in Faculty Assembly shall be by voice or by show of hands. Voting shall be by secret ballot if requested by at least ten (10) members of the Assembly or by the President with general consent.

Section 9

The membership of Faculty Assembly has the right of initiative and referendum according to the following provisions:

1. A written proposal must be accompanied by a petition signed by at least ten (10) percent of the membership of Faculty Assembly and presented to the Office of the Provost before the proposal shall be considered for initiative or referendum.

2. Following the receipt of the petition and the proposal, Faculty Assembly must meet within one (1) calendar month at a regular or called meeting to discuss the proposal. Provided that a quorum is present, Faculty Assembly may vote to amend the original written proposal.

3. Following the discussion of the proposal by Faculty Assembly, within ten (10) working days the Office of the Provost shall distributemail a copy of the written proposal to each member of Faculty Assembly who shall be asked to vote "yes" or "no" on a ballot to be returned to the Office of the Provost within another ten (10) working days.

An initiative or referendum matter presented to the membership of Faculty Assembly should be framed and worded in a straightforward manner that makes clear and unambiguous the substance of the issue and the meaning of an affirmative or negative vote (e.g., not worded with a double negative; rather worded so that a "yes" vote means approval of a new or revised policy and a "no" vote means rejection of a new or revised policy).

Normally initiative proposals shall be provided a forum for discussion by interested parties (e.g., Faculty Assembly and University Senate and its committees such as the Academic Policy Committee would provide such a forum) and, where substantially differing viewpoints exist, opportunity for expression of these viewpoints shall be provided and included with the initiative as distributed for vote.

4. The proposal shall be considered to have passed if it receives an affirmative vote of a simple majority, provided the said affirmative vote constitutes at least a quorum of Faculty Assembly. Such action shall be considered as tantamount to University Senate action and shall be subject to the limitations specified in the Introductory Article.

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Article Sixeven - Amendment

Section 1

A proposal to consider amending the Enabling Act must receive the affirmative vote of a simple majority of the members of University Senate at a duly called meeting, a quorum being Present.

Section 2

At the time of the final approval of such a proposal in the minutes of University Senate, a hearing on the proposal shall be announced for a specified time and place not less than ten (10) class days after the distribution of the summary of Senate actions and not more than fifteen (15) class days after the distribution of the summary of Senate actions. At least twenty (20) Senate members must attend the hearing, at which any faculty member, student, or administrator of Miami University may comment.

Section 3

At the next meeting of University Senate after the Senate hearing, a motion to amend the Enabling Act in accordance with the proposal shall be placed on the agenda. To become effective, the proposal must receive an affirmative vote of two-thirds of the membership of Senate. Such action is subject to challenge by Faculty Assembly as provided in Article 6, Section 6.

Section 4

The procedures of Article 6, Section 8 may also be used to amend the *Enabling Act*.

University Bylaws - Excerpt:

6.B.11.a. The Council for Undergraduate Curriculum shall be composed of:

Six (6) faculty members one from each academic division.

At least one (1) of these faculty members shall be a member of University Senate.

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Two (2) undergraduate students.

Eight (8) ex officio nonvoting members:

One (1) co-chair of Fiscal Priorities

One (1) representative from Academic Affairs.

One (1) representative of the Office of the University Registrar.

Six (6) divisional representatives one from each of the divisional academic deans' office (typically, an associate dean).

6.B.11.b. The functions of tthe Council for Undergraduate Curriculum are to review, in light of established academic policies of the University, all changes in curricula, degree requirements, and new majors and new degrees proposed by academic divisions and forwarded to University Senate by the academic deans, along with their budget implications, and to recommend to University Senate on how to advise The Council of Academic Deansthe approval or rejection of on tthose changes. The Council for Undergraduate Curriculum, along with the Academic Policy Committee, shall advise the Provost on criteria for the establishment of new majors and new degrees. The process for elimination of programs and degrees is specified in Senate Resolution SR 14-01 (Appendix A, Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Departments, or Programs). The Council for Undergraduate Curriculum shall report regularly, at least every yeartwo years, to Senate. The report will include information on programs proposed and recommended since the last report, along with any suggestions on how the curricula process could be improved.

Standing Rules - Excerpt

Meeting Procedures of University Senate

1. Senate meetings will be scheduled on Monday afternoons during the fall and spring semesters. Meeting dates will be determined by the Executive Committee of University Senate and announced to members of the new Senate at the end of the spring semester preceding that in which the new Senate will begin to serve.

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Unless otherwise announced, Senate meetings will commence at 3:30 p.m. Adjournment will generally be at 5:00 p.m.

2. Senate seating arrangement:

- **Fall semester**. The Senate seating arrangement shall be alphabetical order (A-Z) starting from the front row to the back row of the room.
- **Spring semester**. The Senate seating arrangement shall be reverse alphabetical order (Z-A) starting from the front row to the back row of the room

3. Any member of the University community should be permitted to address Senate for a maximum of two minutes before the formal business of the Senate meeting begins - up to a maximum of five (5) two-minute addresses per meeting. Speakers who wish to address Senate must inform the Chair and Secretary of University Senate prior to the beginning of the announced meeting. The addresses will be given prior to the opening of the Senate meeting and are therefore not considered official business of the Senate. However, the Chair will open the meeting by informing the Senate of the speaker(s) that addressed the Senate so that the name(s) will appear in the minutes. Transcripts of the address, if provided by the speaker(s), will be made available to the Senate as an appendix to the meeting minutes. If the speaker(s) desire(s) a transcript of the address be recorded in the appendix, a copy of the transcript of the address must be provided at least one hour before the start of the Senate. The transcript will be checked during the address by the Chair and any modifications noted for the record. If the Senate Executive Committee deems an address is unrelated to the University, neither the speaker(s) name(s) nor the transcript will be included in the appendix to the minutes. If Senators take exception with the omissions of the name(s) or transcript, Senators may email the Senate Executive Committee after the meeting in which the omission is noted with an objection to that omission. The Senate Executive Committee will take up the matter at its next meeting and

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will invite the objecting Senator(s) to attend and discuss the omission.

4. The final vote on any substantive issues to come before University Senate shall be recorded by voice~~roll call~~ vote ~~and the results shall be reported in the *Miami Matters* (i.e., the daily electronic newsletter of Miami University) or any such regular University publication distributed to the Miami University community.~~ These results will be reported in the meeting minutes circulated to the university community.

~~4.~~5.   If the voice vote is indeterminate, the Parliamentarian or Secretary of Senate shall ask for a show of hands. If a member of Senate feels the vote is inconclusive or inaccurately called, they may call for a division of the house or a roll -call vote.

~~5.   The roll-call vote shall only be on the final vote of a resolution. It shall not be required for votes on amendments or for any incidental motion.~~

6. For a roll-call vote, the Secretary of University Senate or the Parliamentarian of University Senate shall read the roll, rotating the alphabet by ten members with each vote and each member present shall vote "aye," "nay," or "abstain~~present~~" ~~(but not voting)~~. The Secretary or the Parliamentarian shall record these votes and also shall record absent members of Senate as "absent."

~~The following categories of resolutions shall be omitted from the roll-call requirement: receipt of committee reports, committee membership assignments, filling of vacancies on committees during the summer, and procedural motions.~~

7. Any senator may call for a roll call vote on any matter brought before Senate.

8. A roll call vote will be taken before University Senate goes into executive session, the motion to enter executive session must include a reason for entering executive session.

~~7.~~

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When considering curriculum and policy matters, University Senate must be briefed on the budget implications for all curriculum and policy changes brought as recommendations to be considered on the floor of Senate.

8.9.   No same day votes will be taken on curriculum items that require budget projections.

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Proposed Curricular Approval Process

New Program	Revision to Current Program (This process is to be followed only if the revisions are cross-divisional)
MAPI (only for new programs) University Senate provided MAPI report on any new programs which are approved to move forward.	Departmental Curriculum Committee Follows current practice
University Senate – information only Following MAPI approval, the new program will be presented to University Senate for informational purposes only before it moves on to the department.	Divisional Curriculum Committee Follows current practice. Also prepares budgetary implication report for submission to Senate committee.
Departmental Curriculum Committee Follows current practice	Council for Undergraduate Curriculum/Graduate Council Votes to recommend, recommend with reservations, not recommend curriculum before it moves to Senate Provides reasons for vote
Divisional Curriculum Committee Follows current practice. Also prepares budgetary implication report for submission to Senate committee.	University Senate Senate votes to -- Recommend, Recommend with reservations, Not recommend -- to COAD Senate will provide a report of reasons why it did or did not recommend
Council for Undergraduate Curriculum/Graduate Council Votes to recommend, recommend with reservations, not recommend curriculum before it moves to Senate Provides reasons for vote	COAD Votes and sends program up to BoT or back to the division, or it dies
University Senate – vote Senate votes to -- Recommend, Recommend with reservations, Not recommend -- to COAD Senate will provide a report of reasons why it did or did not recommend	Board of Trustees Current practice
COAD Votes and sends program up to BoT, back to the division, or it dies	
Board of Trustees Current practice	

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Ad Hoc Committee on the University Senate Enabling Act
Report to Miami University Senate Executive Committee on October 13, 2025

The Ad Hoc Committee on the University Enabling Act is comprised of the following:
Rosemary Pennington, Co-Chair, Member of Senate Executive Committee
Chelsea Green, Co-Chair, Chair of the Governance Committee
Kevin Reuning, representative from University Senate
Cheryl Young, representative from University Senate, presidential appointee
Tracy Haynes, faculty
Kevin Bush, faculty
Tom Poetter, past chair of University Senate Executive Committee (2022-2023)
Daniel Martin, undergraduate student
Kingsley Udeh, graduate student

The *Ad Hoc* Committee on the University Enabling Act reviewed the Ohio Revised Code, ORC 3345.457, taking effect September 30, 2025, and the current University Senate Enabling Act as approved by the Board of Trustees, most recently, on May 13, 2022, to review ORC 3345.457, the University Senate Enabling Act, and any elements of the University Senate's Bylaws and Standing Rules that it deemed relevant to the purposes of amendment and proposal with special attention to the matter of University Senate committees and their service to the institution.This *Ad Hoc* Committee also reviewed shared governance policies at public institutions in Ohio, and other public universities as it considered revisions to Miami's University Senate Enabling Act.

Therefore, the *Ad Hoc* Committee hereby authors, presents and proposes an amended version of the University Senate Enabling Act.

Attached please find the following documents, or excerpts thereof, with suggested edits.
-Miami University Enabling Act
-Miami University Senate Bylaws
-Miami University Senate Standing Rules

In addition, at the request of the Provost, the Committee has drafted a Proposed Curricular Approval Process to reflect the requirements of ORC 3345.457. This Proposed Curricular Approval Process is attached hereto for the Executive Committee's review.

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Ad Hoc Committee on the University Senate Enabling Act
Report to Miami University Senate Executive Committee on October 13, 2025
The following documents, or excerpts thereof, with suggested edits.
-Miami University Enabling Act
-Miami University Senate Bylaws
-Miami University Senate Standing Rules

Miami University Enabling Act
(as approved by the Board of Trustees most recently, on May 13, 2022)

Introductory Article

University Senate is the primary University governance body where students, faculty, staff, and administrators debate University issues and make recommendations 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; employee welfare; and student conduct. It is the primary advisory body on the establishment and modification of academic programs, curricula, courses, general education requirements, and degree programs.   University Senate reviews, discusses, and provides recommendations on policies, programs, and curriculum prior to their presentation to the Council of Academic Deans and, ultimately, the Board of Trustees.

Faculty Assembly is composed of all members of the faculty who hold tenure or a tenure-track position; all librarians who hold the rank of Principal Librarian, Associate Librarian, or Assistant Librarian (Librarians); and Teaching, Clinical Professors and Lecturers (TCPLs). The Faculty Assembly hears reports from its committees and from the President, the Chair of University Senate, and Vice Presidents. It may propose, debate, and recommend matters for University Senate consideration or for presentation to other officials or administrative bodies. It may also challenge and refer back to the Senate any Senate action. The Faculty Assembly has the right of initiative and Referendum.

The Board of Trustees reserves the right to consider, approve, modify, or reject recommendations of the University Senate or Faculty Assembly.

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Article One - University
Senate Membership

Section 1: University
Senate shall be composed of sixty-nine (69) voting members and shall have the
following composition

1. Ten (10) members of Faculty Assembly elected by members of Faculty Assembly,
University-wide, by single transferable vote, as specified in the *Bylaws of University
Senate*;

2. Thirty-four (34) members of Faculty Assembly apportioned to the Colleges and
School, regional campuses, and Library (hereinafter referred to as divisions) and
elected by majority vote by members of Faculty Assembly within those divisions on the
basis of representational units as specified in the *Bylaws of University Senate*;

3. The Provost of the University (who shall be the Chair of University Senate) and seven
(7) other administrators and/or unclassified staff members appointed by the President of
the University as indicated in the *Bylaws of University Senate*;

4. One (1) classified staff member, appointed by the Classified Personnel Advisory
Committee and one (1) unclassified staff member, appointed by the Unclassified
Personnel Advisory Committee;

5. Eleven (11) undergraduate students, one of whom shall be the Student Body
President, and ten (10) of whom shall be selected as provided by Associated Student
Government;

6. Two (2) undergraduate students, one each from the Hamilton and Middletown
campuses, selected as provided by the Miami University Hamilton Student Government
Association and by the Miami University Middletown Student Advisory Council; and

7. Two (2) graduate students selected as provided by the Graduate StudentAssociation.

Section 2: Terms of office. All terms of office shall begin on the first day of the first
semester of the academic year following the year in which the member is selected

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1. The term of office for members of University Senate elected from Faculty Assembly as in Article 1, Section 1.A shall be for three (3) years, all ten (10) terms running concurrently.

2. The term of office for members of University Senate elected from Faculty Assembly as in Article 1, Section 1.B shall be for three (3) years, with approximately one-third of these members elected each year.

3. The term of office for members of University Senate selected as in Article 1, Section 1.C above, with the exception of the Provost who serves as a voting *ex officio* member of Senate continually, shall be for one year with the possibility of Reappointment.

4. The term of office for members of University Senate selected as in Article 1, Section 1.D above shall be as specified in the selection procedures approved by Senate.

5. The term of office for members of University Senate selected from the student body as in Article 1, Section 1.E, 1.F, and 1.G shall be for one year.

Section 3: University
Senate Leadership

1. The Provost shall serve as the Chair of University Senate. The Chair of the Executive Committee shall serve as the Vice Chair of University Senate.

2. The University Senate Executive Committee shall call Senate meetings as needed, set Senate agendas, and generally manage the business of Senate.

3. The Chair of University Senate shall designate a person to serve a three- year term without vote as Secretary of University Senate. This appointment shall be confirmed by University Senate.

Article Two - University Senate Committee Structure

Section 1

Executive Committee of University Senate shall manage the business of Senate Membership shall include the Provost, four (4) faculty members and one (1) staff member of Senate elected as specified in the Bylaws of University Senate, one (1) undergraduate student who shall be the Student Body President, and one graduate student who is a member of University Senate. The Secretary and Recording Secretary

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of University Senate shall serve as *ex officio*, non-voting members of the Executive Committee.

Section 2

University Senate shall create such standing and advisory committees as it deems necessary to carry out its responsibilities as outlined in the Introductory Article.

Section 3

Ad hoc committees shall be created by University Senate as needed for particular purposes if there is not an appropriate standing committee for that issue or purpose.

Section 4

So far as is possible, all University-wide matters upon which the advice and/or action of faculty, administrators, and students are to be sought should be referred to the committees of University Senate.

Section 5

All actions of the committees of University Senate shall be reported to Senate.

Section 6

Operating rules and procedures of committees may be formulated by University Senate and promulgated in its *Standing Rules of University Senate*, subject to the limitations in the descriptions of the committees in the *Bylaws of University Senate*.

Article Three - University Senate Legislative Procedures

Section 1

A quorum for conducting business of University Senate is forty-six (46). Main motion is considered to have passed or failed upon the affirmative or negative vote of a simple majority of the members present.

Section 2

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Meetings are ordinarily called by the Executive Committee of University Senate. Additional meetings shall be called by the Chair of University Senate upon the written request of any ten (10) members of Senate.

Section 3

The actions of University Senate become final with the approval of the minutes at the next meeting of Senate or by electronic ballot.

All passed final actions of University Senate shall be included in the summary of each Senate meeting which is reported on digital media that is accessible by members of the Faculty Assembly and other interested members of the University community including but not limited to the University webpage on the University website.

Section 4

The effective date of any final action of University Senate upon a main motion which alters the status quo shall be no earlier than the tenth class day following the distribution of the summary of Senate action indicated in Article 3, Section 3. In extraordinary cases where an action must be put into effect before the elapse of ten (10) class days, as attested by an affirmative vote of at least two-thirds of the members of Senate, the action becomes effective immediately.

Section 5

During the ten class days after distribution of an action, if at least twenty-five (25) members of Faculty Assembly file a petition so stating with the Office of the Provost, an action of University Senate shall be considered challenged and its implementation suspended (see Article 6).

Section 6

After a final action of University Senate is effective, the Chair of University Senate or, at the request of the Chair, the Vice Chair, shall represent the position of the action to other bodies, including the Board of Trustees.

Article Four - Faculty Assembly Membership

Section 1

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Faculty Assembly is chaired by the President of the University, who has responsibility for the preparation of the agenda for meetings.

Section 2

Faculty Assembly is composed of all members of the faculty who hold tenure or tenure-track positions; all librarians; and TCPL Faculty.

Article Five - Faculty Assembly Committee Structure

The Committee on Faculty Rights and Responsibilities is a standing committee of Faculty Assembly, composed of eight (8) tenured members of the faculty without official administrative appointment who may not serve concurrently on University Senate. The term of membership is three (3) years, with election accomplished as set forth in Article 5, Section 2, below.

The Committee is charged to do the following:

- Formulate and recommend standards defining the professional rights and responsibilities of the faculty and propose legislation and/or procedures appropriate to their enforcement.

- Conduct grievance and disciplinary hearings as outlined in the *Miami University Policy Library*.

- Consider and, at its discretion, report to the President and the Provost alleged infractions of faculty rights and responsibilities.

- Act as a continuing advisory body to the President on matters of University policy and operation that affect the professional rights and responsibilities of the faculty.

- Review the *Miami University Policy Library* on matters pertaining to faculty rights and responsibilities and recommend changes, as appropriate, to the President.

- Review departmental and divisional definitions and elaborations of University promotion and tenure criteria, when requested to do so by a faculty member, in order to decide whether those departmental and divisional policies are consistent with all-University policy.

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- Report annually to the Faculty Assembly on matters considered by the Committee.

The Chair and individual members of the Committee are available to any member of the University community who wishes to discuss aspects of faculty rights and responsibilities in general or as related to his or her personal situation, or who wishes to report alleged infractions or to file a grievance or complaint through the *Miami University Policy Library*.

Faculty Assembly expects all members of the Miami University community to cooperate with the Committee on Faculty Rights and Responsibilities in the discharge of its mandate from Faculty Assembly and the Board of Trustees, including meeting reasonable requests for information relevant to general issues and specific cases before the Committee, meeting with the Committee at mutually convenient times and places to discuss general issues and specific cases, and to respond to reasonable questions relating to matters before the Committee. Incidents of refusal to cooperate shall be reported by the Committee to Faculty Assembly for its consideration and action. While reasonable requests for information should be honored, the Committee shall be given access to the relevant contents of faculty personnel files only when such access is necessary to conduct a disciplinary hearing under the *Miami University Policy Library,* to process a formal grievance under the *Miami University Policy Library*, or to resolve an informal complaint or problem brought to the Committee.

Section 2
Election of Members of the Committee on Faculty Rights and Responsibilities,

A. Eligibility to serve on the Committee on Faculty Rights and Responsibilities:

1. All tenured members of the faculty except department chairs are eligible to serve on the Committee on Faculty Rights and Responsibilities.

2. A faculty member may not serve concurrently on both University Senate and the Committee on Faculty Rights and Responsibilities.

B. Nominations

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1. All incumbent members of the Committee on Faculty Rights and Responsibilities who are eligible for the Committee shall have their names automatically placed in Nomination.

2. Other tenured members of the faculty may be nominated, to bring the total number of nominations to seventeen (17), by a University-wide nomination election, which uses the method of the single transferable Vote.

3. Members of the tenure-eligible ranks may vote in the nomination election.

C. General Election

1. The general election, held every three (3) years, shall be a University- wide election using the method of the single transferable vote.

2. Members of the tenure-eligible ranks may vote in the general election.

3. The term of membership is three (3) years.

Section 3

All-University Faculty Committee for
Evaluation of Administrators.

1. An All-University Faculty Committee for Evaluation of Administrators shall review the Provost, all academic deans, the associate provost for research and dean of the Graduate School, the dean and University Librarian, and the University Director of Liberal Education in years three (3) and five (5) of their five-year administrative Appointments.

2. Committee reports are intended to serve two functions:

a. to guide the professional development of the individuals; And

b. to record part of the evidence upon which future personnel decisions may be based.

3. The Committee shall consist of seven (7) members of Faculty Assembly: one (1) to be chosen by each academic division for a total of six (6) and one (1) to be chosen by the library faculty. The Committee shall elect one of its members to serve as chair.

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Members of the Committee who are on probationary status (i.e. non-tenured or who do not hold continuing contract status) are not eligible to serve as chair of the Committee.

4. The members of the Committee shall be elected by the faculty with election procedures to be set by University Senate. Electors may only vote for members of this committee within their academic division or librarian status. Electors with dual appointments must vote according to their selected representational unit.

5. Each member shall serve a non-renewable three-year term beginning July 1. The terms shall be staggered so that one-third of the Committee is elected each year.

6. Each fall semester, the Committee shall prepare a questionnaire for the evaluation of each administrator it is scheduled to evaluate during the academic year. Administrators in year five (5) of their five-year administrative appointment will be evaluated in the fall of the evaluation year. Administrators in year three (3) of their five-year administrative appointment will be evaluated in the spring of the evaluation year The Committee shall distribute the questionnaire to members of Faculty Assembly assigned to or served by the administrator's unit and it shall prepare an evaluation report to be submitted to the administrator's supervisor.

Section 4

In the event of the resignation of a member of the Committee on Faculty Rights and Responsibilities or the All-University Faculty Committee for the Evaluation of Administrators before the end of his or her term, that seat shall be filled by the candidate (who had not been previously elected) who received the largest number of votes when the ballots are retabulated after the votes for the person who has resigned have been deleted. In the event no such candidate is available, a new election will be held for the vacated seat.

Article Six - Faculty Assembly Legislative Procedures

Section 1

A quorum shall be twenty-five percent of the membership of Faculty Assembly. This number shall be determined by the Office of the Provost and announced at the first meeting of the Assembly each year. The number constituting a quorum shall be the same for every meeting during an academic year.

Section 2

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Faculty Assembly normally meets in the fall. Additional meetings may be called upon request of fifty (50) members of Faculty Assembly filed with the Office of the Provost or upon the call of the President. The exact time and location of the meetings will be determined by the President.

The first meeting of Faculty Assembly in the fall shall be designated and announced as a business meeting at which Assembly shall vote to confer degrees for the winter, spring, and summer commencements for that academic year.

Section 3

The agenda shall be distributed to each member of Faculty Assembly at least seven (7) class days prior to the meeting and shall provide sufficient detail for reasonably clear identification of the nature of the items.

Section 4

All passed final actions of University Senate shall be included in the summary of each Senate meeting. The actions of Senate are subject to the authority of Faculty Assembly to review and refer actions back to Senate. Faculty Assembly may additionally propose, debate, and recommend matters for Senate's consideration or for presentation to other administrators or bodies based on votes taken during meetings (see Introductory Article).

Section 5

Faculty Assembly hears reports from its committees and from the President, the Chair of University Senate, and Vice Presidents. It may propose, debate, and recommend matters for University Senate consideration or for presentation to other officials or administrative bodies. It may also challenge and refer back to Senate any Senate action. Faculty Assembly has the right of initiative and referendum. Such action shall be considered as tantamount to Senate action.

Faculty Assembly may raise questions, offer comments, debate, and forward recommendations based on votes taken during meetings or by mail or electronic ballot. It may discuss matters affecting Miami University and its environment.

Section 6

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During the ten (10) class days after distribution of an action, if at least twenty-five (25) members of Faculty Assembly file a petition so stating with the Office of the Provost, an action of University Senate shall be considered challenged and its implementation suspended. Such a challenged action shall be placed on the agenda for the next regularly scheduled meeting of Faculty Assembly, where the action may be debated and may be returned to Senate for reconsideration of such revisions as the Assembly may recommend. A special meeting of Faculty Assembly for earlier consideration and potential return to Senate of a challenged action may be called by Senate or by a petition signed by at least fifty (50) members of Faculty Assembly filed with the Office of the Provost.

Section 7

A quorum must be present in order for Faculty Assembly to return an action to University Senate. If a quorum is not present at a duly scheduled or called meeting of Faculty Assembly for which a challenged Senate action is on the agenda, said action by Senate shall be deemed to be sustained.

Section 8

Voting in Faculty Assembly is on a motion to refer back to University Senate one of its items and to provide opinions to individuals or groups on issues as the Assembly deems appropriate. The usual method of taking a vote in Faculty Assembly shall be by voice or by show of hands. Voting shall be by secret ballot if requested by at least ten (10) members of the Assembly or by the President with general consent.

Section 9

The membership of Faculty Assembly has the right of initiative and referendum according to the following provisions:

1. A written proposal must be accompanied by a petition signed by at least ten (10) percent of the membership of Faculty Assembly and presented to the Office of the Provost before the proposal shall be considered for initiative or referendum.

2. Following the receipt of the petition and the proposal, Faculty Assembly must meet within one (1) calendar month at a regular or called meeting to discuss the proposal. Provided that a quorum is present, Faculty Assembly may vote to amend the original written proposal.

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3. Following the discussion of the proposal by Faculty Assembly, within ten (10) working days the Office of the Provost shall distribute a copy of the written proposal to each member of Faculty Assembly who shall be asked to vote "yes" or "no" on a ballot to be returned to the Office of the Provost within another ten (10) working days.

An initiative or referendum matter presented to the membership of Faculty Assembly should be framed and worded in a straightforward manner that makes clear and unambiguous the substance of the issue and the meaning of an affirmative or negative vote (e.g., not worded with a double negative; rather worded so that a "yes" vote means approval of a new or revised policy and a "no" vote means rejection of a new or revised policy).

Normally initiative proposals shall be provided a forum for discussion by interested parties (e.g., Faculty Assembly and University Senate and its committees such as the Academic Policy Committee would provide such a forum) and, where substantially differing viewpoints exist, opportunity for expression of these viewpoints shall be provided and included with the initiative as distributed for vote.

4. The proposal shall be considered to have passed if it receives an affirmative vote of a simple majority, provided the said affirmative vote constitutes at least a quorum of Faculty Assembly. Such action shall be considered as tantamount to University Senate action and shall be subject to the limitations specified in the Introductory Article.

Article Seven - Amendment

Section 1

A proposal to consider amending the Enabling Act must receive the affirmative vote of a simple majority of the members of University Senate at a duly called meeting, a quorum being Present.

Section 2

At the time of the final approval of such a proposal in the minutes of University Senate, a hearing on the proposal shall be announced for a specified time and place not less than ten (10) class days after the distribution of the summary of Senate actions and not more than fifteen (15) class days after the distribution of the summary of Senate actions. At least twenty (20) Senate members must attend the hearing, at which any faculty member, student, or administrator of Miami University may comment.

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Section 3

At the next meeting of University Senate after the Senate hearing, a motion to amend the Enabling Act in accordance with the proposal shall be placed on the agenda. To become effective, the proposal must receive an affirmative vote of two-thirds of the membership of Senate. Such action is subject to challenge by Faculty Assembly as provided in Article 6, Section 6.

Section 4

The procedures of Article 6, Section 8 may also be used to amend the *Enabling Act*.

University Bylaws - Excerpt:

6.B.11.a. The Council for Undergraduate Curriculum shall be composed of:

   Six (6) faculty members one from each academic division.

At least one (1) of these faculty members shall be a member of University Senate.

   Two (2) undergraduate students.

   Eight (8) ex officio nonvoting members:

One (1) co-chair of Fiscal Priorities

One (1) representative from Academic Affairs.

   One (1) representative of the Office of the University Registrar.

      Six (6) divisional representatives one from each of the divisional academic deans' office (typically, an associate dean).

6.B.11.b. The functions of the Council for Undergraduate Curriculum are to review, in light of established academic policies of the University, all changes in curricula, degree requirements, and new majors and new degrees proposed by academic divisions and forwarded to University Senate by the academic deans, along with their budget

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implications, and to recommend to University Senate on how to advise The Council of Academic Deans on those changes. The Council for Undergraduate Curriculum, along with the Academic Policy Committee, shall advise the Provost on criteria for the establishment of new majors and new degrees. The process for elimination of programs and degrees is specified in Senate Resolution SR 14-01 (Appendix A, Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Departments, or Programs). The Council for Undergraduate Curriculum shall report regularly, at least every year, to Senate. The report will include information on programs proposed and recommended since the last report, along with any suggestions on how the curricula process could be improved.

Standing Rules - Excerpt

Meeting Procedures of University Senate

1. Senate meetings will be scheduled on Monday afternoons during the fall and spring semesters. Meeting dates will be determined by the Executive Committee of University Senate and announced to members of the new Senate at the end of the spring semester preceding that in which the new Senate will begin to serve. Unless otherwise announced, Senate meetings will commence at 3:30 p.m. Adjournment will generally be at 5:00 p.m.

2. Senate seating arrangement:
   - **Fall semester**. The Senate seating arrangement shall be alphabetical order (A-Z) starting from the front row to the back row of the room.
   - **Spring semester**. The Senate seating arrangement shall be reverse alphabetical order (Z-A) starting from the front row to the back row of the room

3. Any member of the University community should be permitted to address Senate for a maximum of two minutes before the formal business of the Senate meeting begins - up to a maximum of five (5) two-minute addresses per meeting. Speakers who wish to address Senate must inform the Chair and Secretary of University Senate prior to the beginning of the announced meeting. The

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addresses will be given prior to the opening of the Senate meeting and are therefore not considered official business of the Senate. However, the Chair will open the meeting by informing the Senate of the speaker(s) that addressed the Senate so that the name(s) will appear in the minutes. Transcripts of the address, if provided by the speaker(s), will be made available to the Senate as an appendix to the meeting minutes. If the speaker(s) desire(s) a transcript of the address be recorded in the appendix, a copy of the transcript of the address must be provided at least one hour before the start of the Senate. The transcript will be checked during the address by the Chair and any modifications noted for the record. If the Senate Executive Committee deems an address is unrelated to the University, neither the speaker(s) name(s) nor the transcript will be included in the appendix to the minutes. If Senators take exception with the omissions of the name(s) or transcript, Senators may email the Senate Executive Committee after the meeting in which the omission is noted with an objection to that omission. The Senate Executive Committee will take up the matter at its next meeting and will invite the objecting Senator(s) to attend and discuss the omission.

4. The final vote on any substantive issues to come before University Senate shall be recorded by voice vote These results will be reported in the meeting minutes circulated to the university community.

5. If the voice vote is indeterminate, the Parliamentarian or Secretary of Senate shall ask for a show of hands. If a member of Senate feels the vote is inconclusive or inaccurately called, they may call for a division of the house or a roll call vote.

6. For a roll-call vote, the Secretary of University Senate or the Parliamentarian of University Senate shall read the roll, rotating the alphabet by ten members with each vote and each member present shall vote "aye," "nay," or "abstain". The Secretary or the Parliamentarian shall record these votes and also shall record absent members of Senate as "absent."

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7. Any senator may call for a roll call vote on any matter brought before Senate.

8. A roll call vote will be taken before University Senate goes into executive session, the motion to enter executive session must include a reason for entering executive session.

9. When considering curriculum and policy matters, University Senate must be briefed on the budget implications for all curriculum and policy changes brought as recommendations to be considered on the floor of Senate.

10. No same day votes will be taken on curriculum items that require budget projections.

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Proposed Curricular Approval Process

New Program	Revision to Current Program (This process is to be followed only if the revisions are cross-divisional)
MAPI (only for new programs) University Senate provided MAPI report on any new programs which are approved to move forward.	Departmental Curriculum Committee Follows current practice
University Senate – information only Following MAPI approval, the new program will be presented to University Senate for informational purposes only before it moves on to the department.	Divisional Curriculum Committee Follows current practice. Also prepares budgetary implication report for submission to Senate committee.
Departmental Curriculum Committee Follows current practice	Council for Undergraduate Curriculum/Graduate Council Votes to recommend, recommend with reservations, not recommend curriculum before it moves to Senate Provides reasons for vote
Divisional Curriculum Committee Follows current practice. Also prepares budgetary implication report for submission to Senate committee.	University Senate Senate votes to -- Recommend, Recommend with reservations, Not recommend -- to COAD Senate will provide a report of reasons why it did or did not recommend
Council for Undergraduate Curriculum/Graduate Council Votes to recommend, recommend with reservations, not recommend curriculum before it moves to Senate Provides reasons for vote	COAD Votes and sends program up to BoT or back to the division, or it dies
University Senate – vote Senate votes to -- Recommend, Recommend with reservations, Not recommend -- to COAD Senate will provide a report of reasons why it did or did not recommend	Board of Trustees Current practice
COAD Votes and sends program up to BoT, back to the division, or it dies	
Board of Trustees Current practice	

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To: Miami University Board of Trustees

From: Brenda R. Quaye, Assistant Director for Academic Integrity

Re: Academic Integrity Case Reports

Date: September 19, 2025

Academic Integrity case numbers have fluctuated over the past five years due to several factors, including changes in classes due to COVID, the introduction of accessible Artificial Intelligence in Spring 2023, a few cases that involved a large number of students, instructors modifying assignments in ways that deter academic dishonesty, and increased education around academic integrity issues.

Case numbers were higher during COVID but decreased when classes resumed their pre-COVID modality. Cases increased after the introduction of ChatGPT and other AI tools. Cases decreased in the 2024-2205 academic year; however, AI-related cases made up 52% of that caseload.

The decrease in the overall number of cases in 2024-2025 may be attributable to a number of factors. First, the office of academic integrity and multiple other offices across the institution are providing education to instructors, staff, and students about AI. Many instructors incorporated AI into their teaching, emphasized the rules and parameters for AI use in their classes, or altered assignments to deter AI use if AI was not to be used. We helped students understand that the rules around AI use are class-based, focused on appropriate uses of AI, and explained the pitfalls of using AI inappropriately. Another factor potentially related to the decrease in overall cases may be that some suspected violations are not reported due to a lack of evidence.

Trends in academic integrity cases:
- From AI-related cases
  - Students submitting factually inaccurate information or citing fake sources
  - Student making assumptions about or misinterpreting instructor parameters
  - Students using AI to "make it better"
  - Students not acknowledging AI use
  - Students using AI as a starting point or tutor
- AI-related cases replaced traditional plagiarism cases and cases involving students using work from peers
- Lack of understanding related to source use and citation resulting in plagiarism
- Poor time management leading to mistakes or poor decisions
- Lack of confidence in own skills and knowledge
- Students using AI or other websites during computer/Canvas-based tests and quizzes

Academic Integrity Caseload Report: Fall 2020 - Spring 2023

	2020-2021		2021-2022		2022-2023	
Total Incidents Referred through Full Process	635		435		544	
	Number	Percent	Number	Percent	Number	Percent
Responsible	559	88.03%	385	88.51%	474	87.13%
Not Responsible	75	11.81%	48	11.03%	70	12.87%
Pending	1	0.16%	2	0.46%	0	0.00%
Withdrawn Cases (do not go through full process)	43		43		93	
Total Caseload	678		478		637	
Gender of Students Referred						
Female	195	30.71%	161	37.01%	194	35.66%
Male	440	69.29%	274	62.99%	350	64.34%
Classification of Students Referred						
Freshman	136	21.42%	110	25.29%	203	37.32%
Sophomore	181	28.50%	123	28.28%	145	26.65%
Junior	162	25.51%	87	20.00%	96	17.65%
Senior	143	22.52%	90	20.69%	87	15.99%
Masters	5	0.79%	16	3.68%	3	0.55%
Doctorate	2	0.31%	0	0.00%	3	0.55%
Non-Matriculate	6	0.94%	9	2.07%	7	1.29%
Campus of Incident						
Regional Campuses	124	19.53%	95	21.84%	121	22.24%
Oxford	511	80.47%	340	78.16%	423	77.76%
Division of Incident						
College of Arts & Science	289	45.51%	184	42.30%	208	38.24%
Farmer School of Business	80	12.60%	65	14.94%	91	16.73%
College of Creative Arts	14	2.20%	23	5.29%	63	11.58%
College of Education, Health, & Society	12	1.89%	14	3.22%	34	6.25%
College of Engineering & Computing	116	18.27%	54	12.41%	27	4.96%
College of Liberal Arts & Applied Science	124	19.53%	95	21.84%	121	22.24%
Division of Student Major/Program						
College of Arts & Science	226	35.60%	157	36.00%	189	34.70%
Farmer School of Business	100	15.70%	90	20.70%	143	26.30%
College of Creative Arts	8	1.30%	16	3.70%	10	1.80%
College of Education, Health, & Society	46	7.20%	45	10.30%	72	13.20%
College of Engineering & Computing	155	24.40%	59	13.60%	48	8.80%
College of Liberal Arts & Applied Science	94	14.80%	59	13.60%	76	13.90%
Course Level of Incident						
100	214	33.70%	218	50.11%	313	57.54%
200	278	43.78%	113	25.98%	145	26.65%
300	88	13.86%	61	14.02%	51	9.38%
400	48	7.56%	27	6.21%	28	5.15%
500	3	0.47%	7	1.61%	4	0.74%
600	4	0.63%	9	2.07%	3	0.55%
Number of Cases Resolved by Hearing	260	40.94%	172	39.54%%	197	36.21%
Responsible outcome through hearings	185	71.15%	123	71.51%	120	60.91%
Not Responsible	75	28.85%	48	27.91%	70	35.53%

In Spring 2023, 35% of reported cases were related to unauthorized AI usage

	2020-2021		2021-2022		2022-2023	
Number of Students Suspended	41	6.46%	36	8.28%	27	4.96%
Number of Students Dismissed	8	1.26%	2	0.46%	2	0.37%

Academic Dishonesty Incidents Report Fall 2023 - Spring 2025
current as of September 18, 2025

	2023-2024 563			2024-2025 410		
Total Incidents Referred through full process	Number	Percent of cases fully pocessed	Percent of total caseload	Number	Percent of cases fully pocessed	Percent of total caseload
Responsible	461	81.88%	76.71%	349	85.12%	77.04%
Not Responsible	99	17.58%	16.47%	40	9.76%	8.83%
Pending	3	0.53%	0.50%	21	5.12%	4.64%
Withdrawn Cases	38	6.32% of total caseload		43	9.49%	of total caseload
Total Caseload	601			453		

Gender of Students Referred

Female	196	34.81%		144	35.12%
Male	367	65.19%		266	64.88%

Classification of Students Referred

Freshman	145	25.75%		122	29.76%
Sophomore	169	30.02%		115	28.05%
Junior	123	21.85%		79	19.27%
Senior	105	18.65%		78	19.02%
Masters	7	1.24%		1	0.24%
Doctorate	0	0.00%		2	0.49%
Non-Matriculate	14	2.49% 10 CCP Students		13	3.17% 13 CCP Students

Campus of Incident

Regional Campuses	113	20.04%		124	30.24%
Oxford	450	79.79%		286	69.76%

Division of Incident

College of Arts & Science	223	39.61%		173	42.20%
Farmer School of Business	118	20.96%		26	6.34%
College of Creative Arts	40	7.10%		23	5.61%
College of Education, Health, & Society	14	2.49%		13	3.17%
College of Engineering & Computing	55	9.77%		51	12.44%
College of Liberal Arts & Applied Science	113	20.07%		124	30.24%

Course Level of Incident

100	203	36.06%		185	45.12%
200	240	42.63%		151	36.83%
300	77	13.68%		48	11.71%
400	35	6.22%		22	5.37%
500	2	0.36%		0	0.00%
600	5	0.89%		3	0.73%
other	1	0.18%		1	0.24%

Division of Student Major/Program

College of Arts & Science	170	30.20%		119	29.02%
Farmer School of Business	162	28.77%		61	14.88%
College of Creative Arts	19	3.37%		16	3.90%
College of Education, Health, & Society	48	8.53%		52	12.68%
College of Engineering & Computing	71	12.61%		67	16.34%
College of Liberal Arts & Applied Science	80	14.21%		82	20.00%

Cases in Online or Hybrid Courses	124	22.02%		164	40.00%
Cases involving AI	203	36.06%		212	51.71%
Number of Cases Resolved by Hearing	217	38.54%		122	31.36% of resolved cases to date
Responsible outcome through hearings	118	54.63%		82	67.21%
Not Responsible	99	45.83%		40	32.79%
Number of students Suspended	33	5.89%		18	4.63% some pending cases could result in suspension
Number of students Dismissed	2	0.36%		1	0.26%

Process Coordinator's Report on Restructuring the Departments at the Miami University Regional Campuses to Align with a Polytechnic

Prepared by:

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Associate Vice President of Strategic Initiatives and Professor of Economics

Submitted to:

Christopher Makaroff, PhD
Interim Provost

December 4, 2025

I. INTRODUCTION

Given the unprecedented pace of change facing higher education Miami engaged Bain in Fall 2023 to facilitate its new strategic plan, called MiamiTHRIVE, which sought to build on the university's existing strengths to fuel differentiation and broaden its appeal to future students. In Phase 1 of the process, four working groups engaged roughly 400 members of the Miami community to conduct an environmental scan, identify potential long-term ambitions, and highlight areas of opportunity across the institution. Phase 2 built on that work through 19 targeted working groups that focused on identifying foundational strengths and proposing strategic initiatives in areas of opportunity. Broad campus engagement continued throughout the process with workshops, focus groups, and feedback sessions. Overall, an estimated 1500 people participated in the process.

One of the opportunity areas identified in Phase 1 to build out in Phase 2 was an initiative to "Strategically Leverage the Regional Campuses." Miami's Regional campuses trace their roots to 1946, when the university began offering classes in Hamilton and Middletown to serve returning veterans under the GI Bill and provide access to students unable to attend the Oxford campus. Permanent campuses were established in Middletown (1966), Hamilton (1968), with a learning center in West Chester (2009). These campuses have focused on providing applied programs anchored in the liberal arts to serve workforce needs. Over their history, they have been restructured several times in response to changing enrollment dynamics and budgetary pressures, most recently in 2016. Despite these changes, which have included offering four-year degrees, enrollment has continued to trend downward, as shown in Figure 1 below:

Figure 1: Regionals Student Headcount

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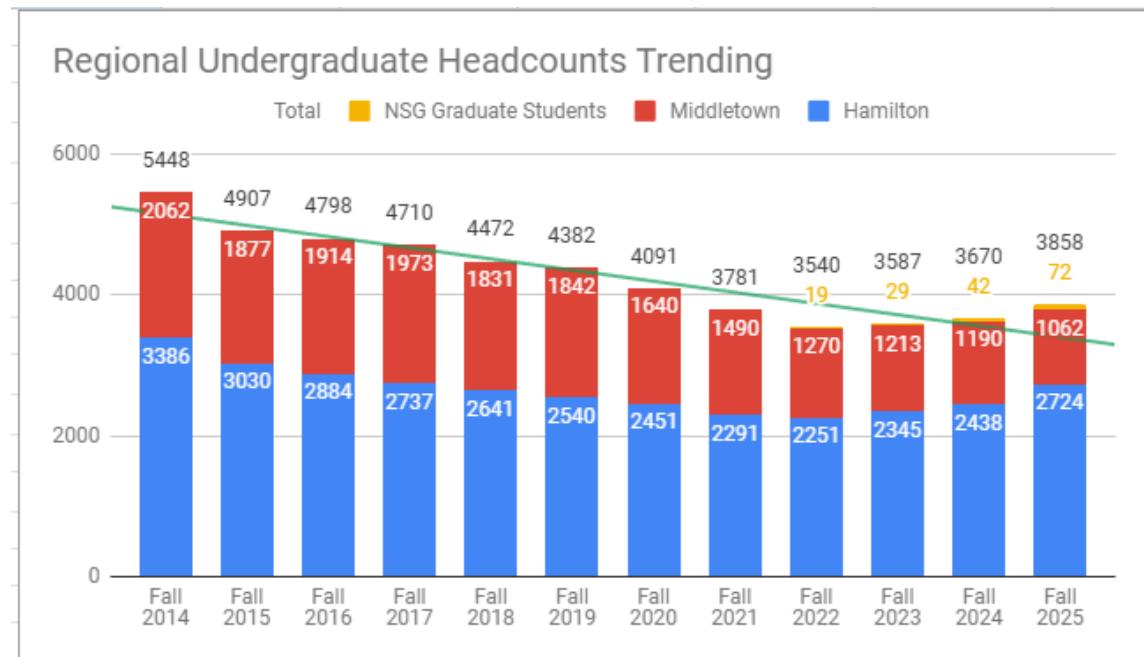
Furthermore, under the current RCM budget model, the College of Liberal Arts and Applied Sciences are facing a $4.6 million deficit, with three departments struggling with deficits of over $1 million (Nursing (NSG), Languages, Literatures and Writing (LLW), and Mathematical and Physical Sciences (MPS), as shown in Appendix A.

The THRIVE working group was chaired by Ande Durojaiye, then Vice President and Dean of the College of Liberal Arts and Applied Sciences, and Bethany Perkins, Assistant Vice President and Director of Admission. The following faculty and staff also served on the committee:

- Michael Carrafiello, Professor of History, Regionals
- Marianne Cotugno, Professor of English, Regionals
- Steven Feldmann, Professor of Commerce, Regionals
- Cathy Heinz, Assistant Vice President of Enrollment Marketing and Communications, University Communications and Marketing
- Brenda Homan, Associate Lecturer, Entrepreneurship, Oxford
- Thembinkosi Mkhatshwa, Associate Professor of Mathematical and Physical Science, Regionals
- Cathy Moore, Coordinator of Transfer Partnerships, Regionals
- Liza Skryzhevska, Associate Dean, Regionals
- Denny Sundermeier, Senior Budget Analyst, University Budget and Institutional Research
- Rachel Valerio, Video Production Specialist, Miami Online

In the charter for their initiative, available in Appendix B, they recommended that the university explore rebranding the regionals into Miami Online and a polytechnic campus to increase enrollment of nontraditional students, differentiate offerings from Miami's Oxford campus, and provide new opportunities for industry partnerships.

This initiative was approved in Spring 2025 and a new implementation committee began working on building out the polytechnic in Summer 2025.

As part of the transition to a polytechnic, Interim Dean Moira Casey asked Interim Provost Chris Makaroff to begin the process to restructure the regionals to streamline departments and facilitate greater development of programs aligned with a polytechnic and workforce needs in accordance with the "Streamlined Process for Academic Unit Restructuring" approved by the Board of Trustees on September 15, 2025. This document, provided in Appendix C, requires that the Provost designate "a process coordinator to oversee the restructuring proposal. This person should be a neutral, tenured, full professor with no formal ties to the affected units."

The responsibilities of the process coordinator include:

- Ensuring the decision-making process is fair and transparent
- Acting as a liaison, gathering information and advisory feedback from affected units and other stakeholders, including the University Senate.

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- Assisting in the development of a formal proposal.

Accordingly, in September 2025, Interim Provost Makaroff named Dr. Melissa Thomasson, Associate Vice President of Strategic Initiatives and Professor of Economics, to serve as the process coordinator.

II.   PROCESS

In her role as process coordinator, Dr. Thomasson arranged meetings with faculty and staff of the Regionals in order to ensure that all stakeholders were able to share their perspectives and concerns. After developing a preliminary proposal, she also presented it to University Senate to receive their feedback. In addition to the meetings held below, she had individual meetings with several faculty and received numerous emails:

10/7: Council of Chairs
10/9: Whitney Womack-Smith (Chair of LLW)
10/10: John Forren (Chair of JCS)
10/13: David Berg (Chair of BSC)
10/13: Tom Mays (Chair of CMR)
10/14: Council of Chairs
10/16: Jeff Kuznekoff (Chair of ICS)
10/16: Open Forum
10/16: Susan Spellman (Chair of HCA)
10/16: Peter Mkhatshwa (Chair of MPS)
10/22: Meeting with regionals staff
10/22: Open Forum
10/22: CIT faculty meeting
10/23: Open Forum
10/28: Council of Chairs
10/29: John Schaefer (Chair of PSS)
11/12: Mohammad Mayyas (Chair of ENT)
11/17: Presentation to University of Senate
12/1:   Sent revisions based on feedback to Senate; unable to present due to long agenda

Overall, faculty and staff engagement in the process was high, and the many meetings and discussions revealed their strong commitment to Miami's mission and to student success. Faculty expressed pride in existing interdisciplinary teaching and research and openness to further collaboration across departments. There is widespread recognition that stronger connections among programs could enhance responsiveness to student interests and workforce needs.

III. BACKGROUND DATA AND CONTEXT

Currently, the regionals house 12 departments. The table below lists each department, the number of permanent (tenured/tenure-track and TCPL faculty) housed in the department in 2025, and the total number of bachelor's degrees awarded in that department over the period 2021-2025.

Table 1: Regionals Departments, by Size, Current Enrollment, and Total Bachelor's Degrees Awarded over 5 years

Department	Permanent Faculty	Bachelor's Enrollment Fall 2025	Total Enrollment (Bach + Assoc) Fall 2025	Bachelor Degrees awarded 2021-2025
Nursing (NSG)	27	915	915	558
Engineering Technology (ENT)	8	216	295	265
Mathematical and Physical Sciences (MPS)	11	N/A	N/A	N/A
Biological Sciences (BSC)	11	130	130	75
Humanities and Creative Arts (HCA)	12	30	30	33
Languages, Literatures, and Writing (LLW)	17	100	100	147
Interdisciplinary and Communications Studies	6	130	130	359
Social and Behavioral Sciences (SBS)	11	214	214	218
Education and Society (EDS)	8	350*	38	N/A
Justice and Community Studies (JCS)	5	112	137	183
Commerce (CMR)	10	457	517	796
Computer Information Technology (CIT)	11	219	283	151

Mathematical and Physical Sciences is a support department that does not offer terminal degrees. Education and Society offers associate degrees and pathway programs for teaching and social work at the College of Education, Health, and Society on the Oxford campus.

The regionals offer a combination of certificates, associate degrees and bachelor's degrees. Table 2 lists the numbers of bachelor's degrees awarded, by department, over the past five years. The regional campuses have strived to innovate over time by introducing new programs and ending programs that do not sustain enrollment.

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Table 2: Bachelor Degrees Awarded by Department: 2021-2025
(* denotes a degree designated as sunsetting)

Department	Degree	2021	2022	2023	2024	2025
Biological Sciences	Applied Biology	7	15	17	13	23
Commerce	Small Business Management	179	156	151	116	95
Commerce	Sales Management		3	8	21	18
Commerce	Digital Commerce			3	14	25
Commerce*	Hospitality Management			1	2	4
Computer & Information Technology*	Health Information Technology	7	7	8	5	6
Computer & Information Technology	Information Technology	26	26	13	28	24
Computer & Information Technology	Cybersecurity & Networking				1	
Engineering Technology	Engineering Technology	66	53	47	51	48
Humanities & Creative Arts*	Community Arts	8	9	6	5	5
Interdisciplinary & Communication Studies	Communication Studies	16	13	16	11	11
Interdisciplinary & Communication Studies*	Health Communication	13	13	11	9	3
Interdisciplinary & Communication Studies*	Integrative Studies	8	12	6	5	8
Interdisciplinary & Communication Studies	Liberal Studies - BA	17	24	19	33	22
Interdisciplinary & Communication Studies	Liberal Studies - BS	9	19	16	24	21
Justice & Community Studies*	Civic & Regional Development/Nonprofit & Community Studies	9	3	2	2	1
Justice & Community Studies	Criminal Justice	38	22	20	17	27
Justice & Community Studies*	Forensic Investigation	5	5	6	5	2
Justice & Community Studies*	Forensic Science	4	6	3	6	
Language, Literatures, & Writing	English Studies	23	16	42	36	30
Nursing	Nursing (Includes Oxford)	62	107	137	121	122
Social & Behavioral Sciences*	Applied Social Research	11	8	3	0	
Social & Behavioral Sciences	Psychological Science	41	24	53	53	51

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Similarly, Table 3 lists associate degrees awarded by department over the same time period.

Table 3: Associates Degrees Awarded by Department: 2021-2025
(* denotes a degree designated as sunsetting)

Degree (AA)	2021	2022	2023	2024	2025
Accounting Technology*	2	2			
Business Management Technology	23	25	23	25	13
Computer and Information Technology	15	15	20	18	26
Computer Technology	2	2		1	3
Criminal Justice	8	10	5	3	7
Digital Business Systems*					1
Electrical & Computer Eng Tech	4	8	4	2	7
Liberal Arts & Appl Sci - AA	9	9	13	16	19
Marketing Management Tech*	7	9	4	1	
Mechanical Engineering Tech	17	13	9	10	12
Pre-Kindergarten	9	12	8	7	6
Commerce				2	12

For the most part, these numbers are largely flat or declining, which is not uncommon among open access campuses when the economy is strong. Newer programs such as cybersecurity and networking are showing strong growth, with first-year enrollment double that of last year.

IV. METHODOLOGY

The proposed recommendations balance several considerations. First, they emphasize the ability to foster collaborations that align with workforce needs in Ohio, using Ohio's "Top Jobs" data (https://topjobs.ohio.gov/top-jobs-list) and identifying shared skillets or competencies that span multiple departments. Second, they reflect existing cognate structures and patterns of faculty collaboration, building on areas where interdisciplinary work already occurs. Finally, the recommendations aim to maintain viable unit sizes and distinct identities, ensuring that structural adjustments strengthen rather than dilute each unit's capacity and long-term sustainability.

If individual faculty see a stronger alignment with a unit outside of this proposed structure, they should submit a rationale for the change to the Interim Dean and the Provost, who will review their request.

The recommendations that follow provide the data and a rationale for each proposed unit, along with how the recommended structure might align workforce needs identified by the State of Ohio.

V.   RECOMMENDATIONS

We provide seven recommendations to consider as the regionals restructure.

RECOMMENDATION 1: Reduce the number of units from 12 to 6

In the current proposal, faculty in departments are left largely intact, with the exception of Mathematical and Physical Sciences (MPS). In this proposal, faculty with disciplines in Math, Physics, and Statistics would combine with the departments of Engineering Technology (ENT) and Computer and Information Technology (CIT), while faculty with degrees in chemistry and geology would join with the department of Biological Sciences.

Faculty with joint appointments at the Oxford campus should keep them, as it adds another touchpoint for collaboration.

Proposed unit names are illustrative only. Faculty and staff should work in concert with the Interim Dean of the Regionals and the Office of the Provost to determine the final names of the units.

The rationale for each unit is described below.

Table 4: Proposed Units, Faculty, and Enrollment (2- and 4- year programs), Fall 2025

Unit	Permanent Faculty	Student Enrollment
Applied Engineering & Technology	22	578
Natural & Applied Sciences	10	130
Applied Business/Commerce	11	517
Critical & Professional Studies	30	258
Education and Social & Behavioral Sciences	21	389
Nursing	27	915

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Two units will be left as-is: Nursing and Commerce. Wave 2 of MiamiTHRIVE includes a proposal to establish a College of Clinical Health Sciences that would house Nursing. In light of this possible realignment, the Nursing department should remain a distinct and independent unit. It will continue to provide instruction across both the Regional and Oxford campuses.

Commerce already services a large number of majors, and its applied orientation positions it to collaborate effectively with several other units across the division.

The recommended units (which may be called schools or departments) are:

1. ***Applied Engineering and Technology***: Combines faculty from Engineering Technology (ENT), those faculty from Mathematical and Physical Sciences (MPS) with fields in mathematics, statistics, and physics, and the department of Computing and Information Technology (CIT). Currently, only ENT and CIT offer degrees.

   This group of departments share foundational content, but also support in-demand jobs that require cross-training in math, physics, coding, and engineering fundamentals. Together, these fields prepare students for roles that increasingly require hybrid skill sets across mechanical, electrical, computational, and analytical areas. Students need to understand both physical systems (mechanics, circuits, and thermodynamics) and digital systems (programming and networks). These skills prepare students for jobs in robotics, industrial automation, and intelligent systems. In-demand workforce needs identified in Ohio include (but are not limited to) jobs such as:

   - Robotics and mechatronics technicians (SOC 17-3024; 17-3023; 49-2094)
   - Electro-Mechanical technologists (SOC 17-3024)
   - Industrial automation specialists; industrial engineering technicians (SOC 17-3026)
   - Cybersecurity support specialists (SOC 15-1212)
   - Computer network specialists (SOC 15-1231)

   Figure 1 below shows the number of bachelor degrees awarded annually in both ENT and CIT over the period 2021-2025. Over this 5-year period, ENT awarded 265 degrees and CIT awarded 15. Figure 2 below shows annual enrollment in 4-year programs:

**Figure 2: Total enrollment in CIT and ENT, 2021-2025**
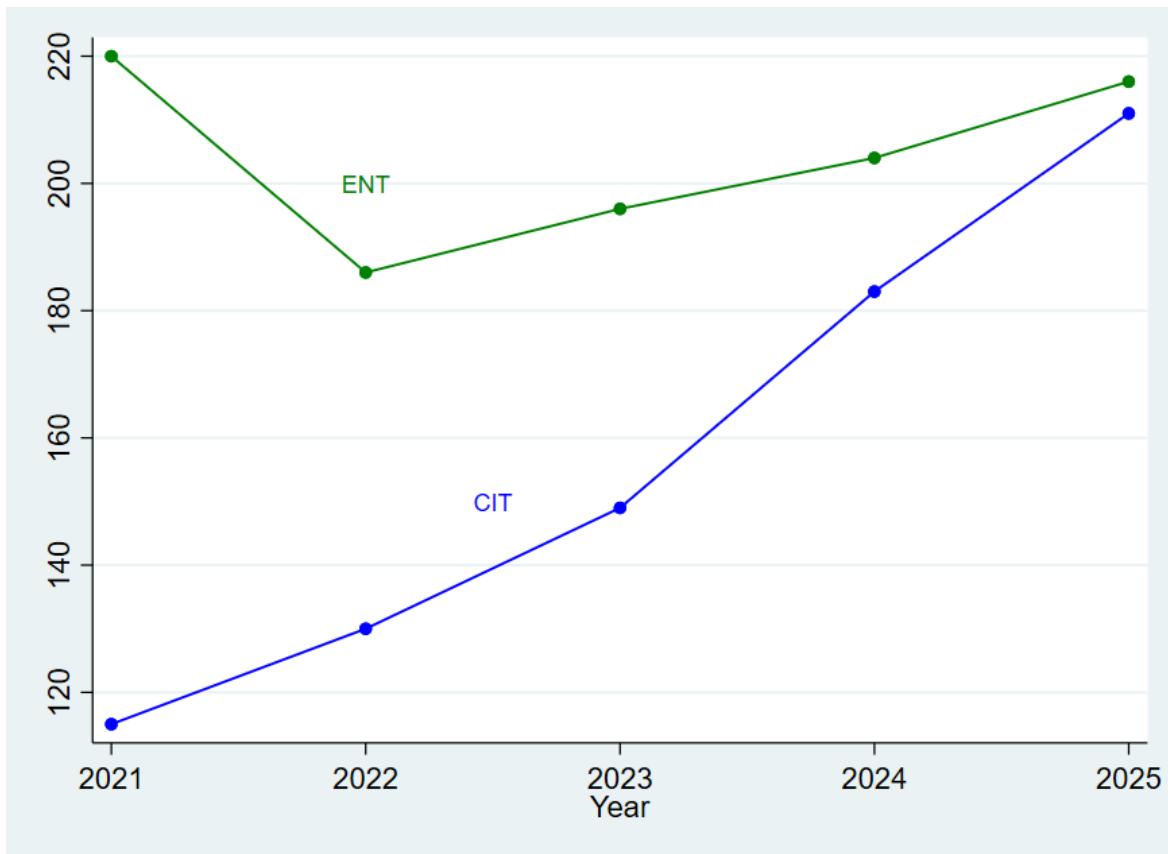
2. **Natural and Applied Sciences**: Combines the department of Biological Sciences (BSC) with faculty from Mathematical and Physical Sciences with fields in Chemistry (CHM) and Geology (GLG).

These departments have synergy because they each rely on empirical, laboratory-based methods, have shared equipment, and are the foundation of many interdisciplinary degree pathways and careers, including careers in environmental science and sustainability, public and environmental health, water quality, soil science, and natural resource management, and energy and materials science. They prepare students for workforce pipelines listed among Ohio's top jobs, including (but not limited to):

- Biological technicians (SOC 91-4021)
- Environmental scientists & specialists (SOC 19-2041)
- Chemical technicians (SOC 19-4031)
- Chemists (SOC 19-2031)
- Occupational health & safety specialists (SOC 19-5011)

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Currently, only Biological Sciences offers a four-year degree (in Applied Biology, with three concentrations). It has been growing in recent years, and 75 total degrees were awarded over the period. Enrollment in the bachelor's degree has been steadily rising as shown in Figure 3:

Figure 3: Total enrollment in Applied Biology, 2021-2025
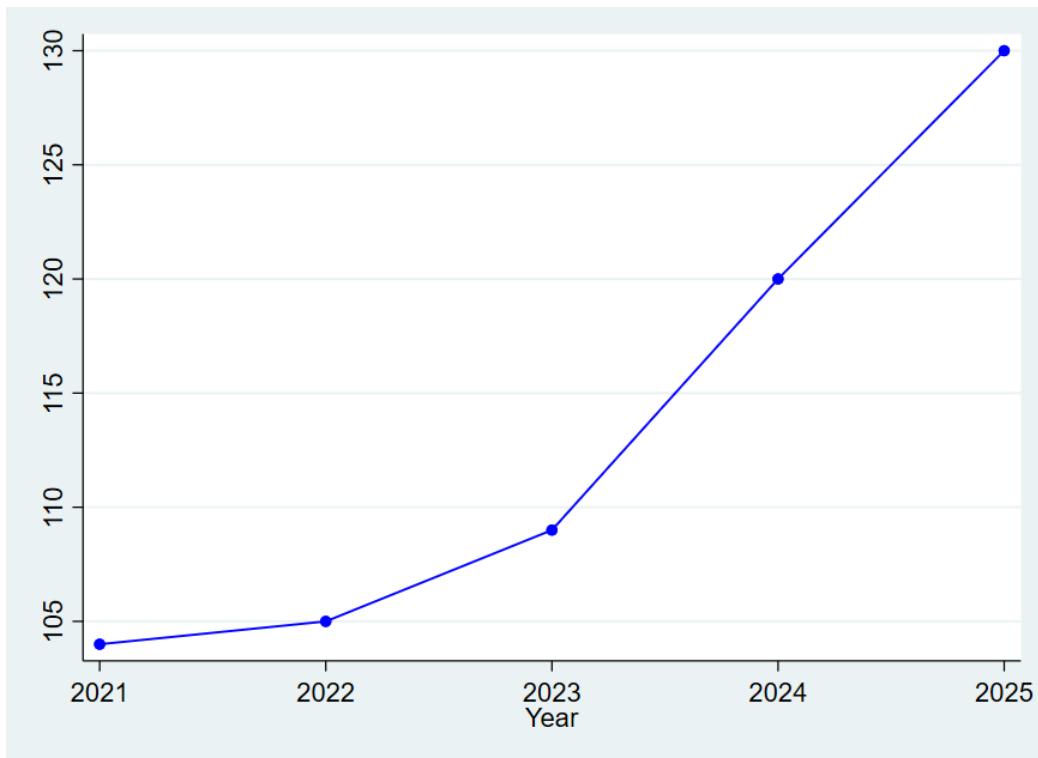
3. *Applied Business (Commerce)*: Given the large size of this unit and its ability to add workforce alignment by collaborating with all other units, this department will remain its own school. It focuses on the practical, interdisciplinary, and workplace-facing aspects of business that complement technical, scientific, and creative programs across the polytechnic. It specializes in industry-integrated programs that cut across sectors and directly support workforce readiness in Ohio.

In 2021, Commerce offered a degree in Small Business Management and enrolled 179 majors. Beginning in 2022, the department began to diversify its offerings. Total degrees awarded in Commerce grew to 189 in 2025. However, this growth masks a significant erosion in the number of degrees awarded in Small Business Management, which awarded only 95 degrees in 2025. It may be that the other offerings are cannibalizing Small Business Management, requiring extra resources in the form of course offerings without true growth in students enrolled in a bachelor's program, as seen in Figure 4:

Figure 4: Total Enrollment in Commerce: 2021-2025
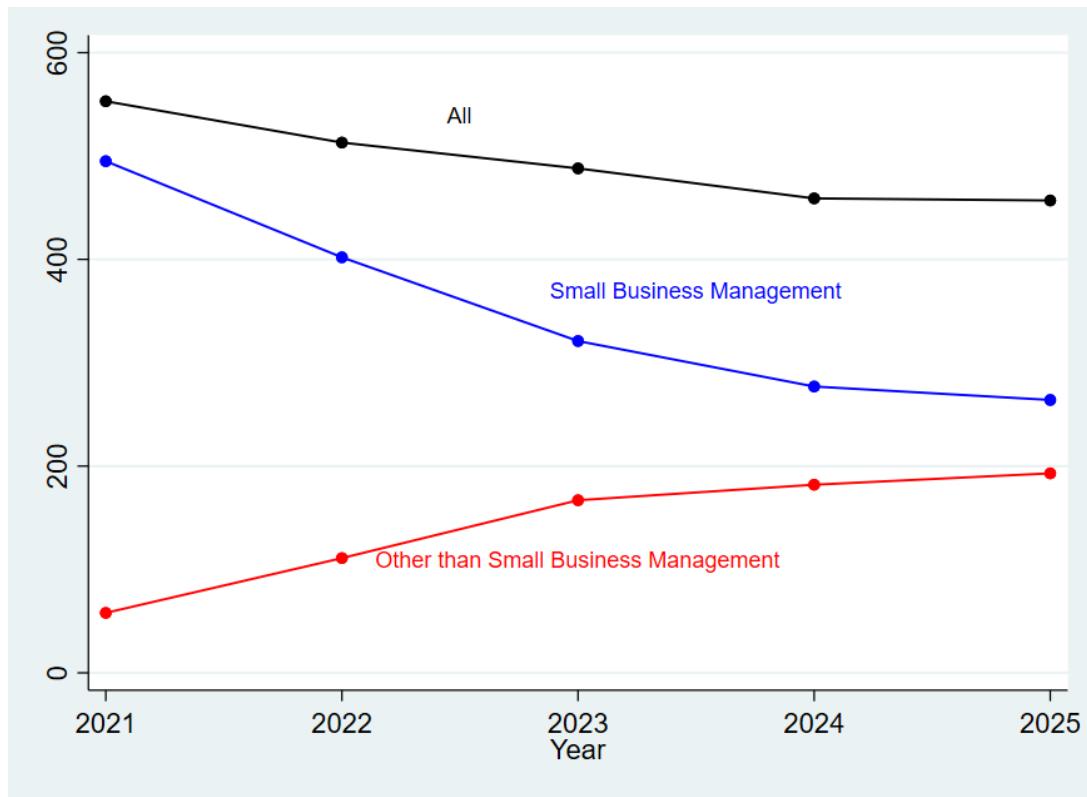
The department should evaluate whether it is expending unnecessary resources by adding majors that cannibalize existing offerings. Figure 5 shows the growth in other degrees than Small Business Management:

Figure 5: Total Enrollment in Commerce, excluding Small Business Management, 2021-2025
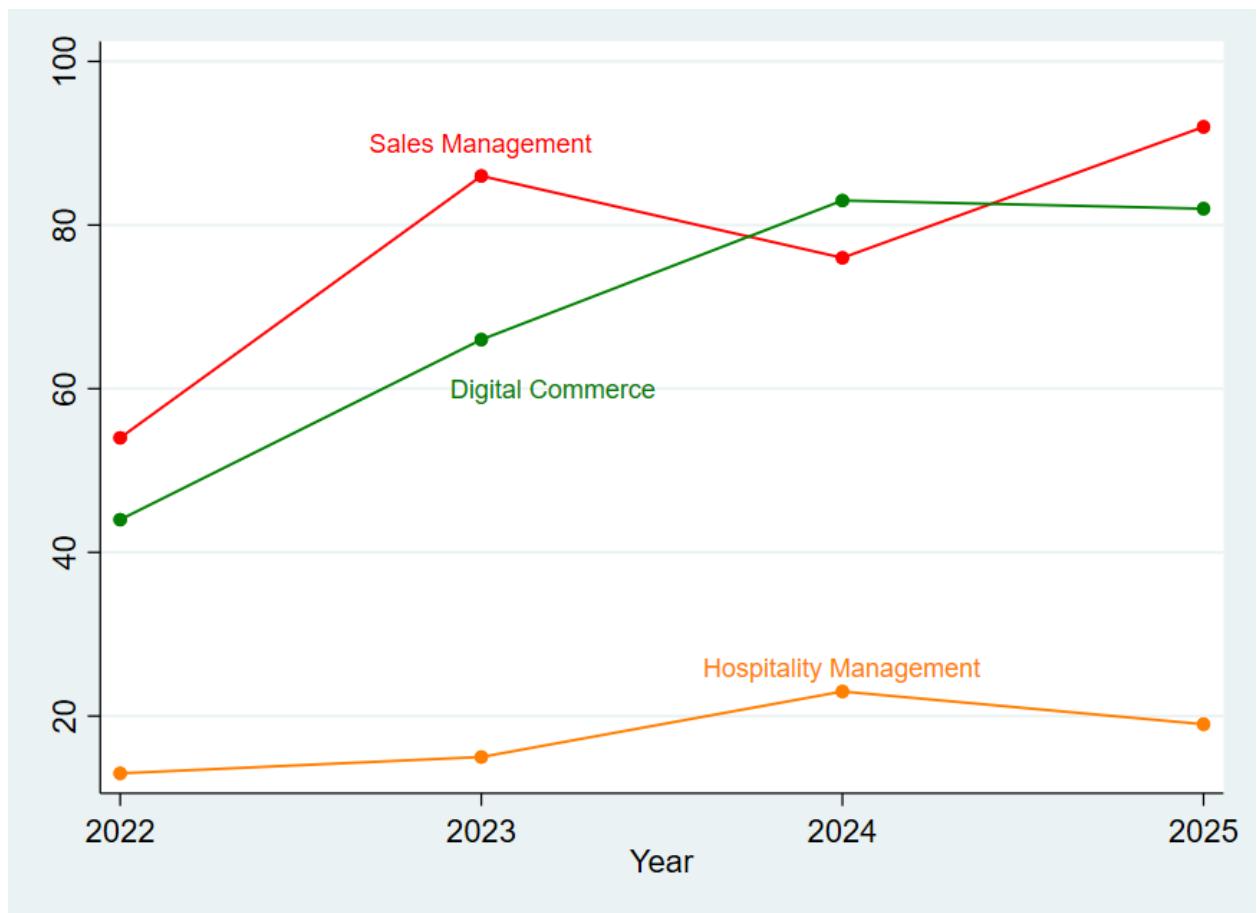
While the hospitality management major may be sunsetted because of slow growth, this degree is strong at other schools and may do better if the department finds an industry partner to support its growth.

4.   *Critical and Professional Studies*: This unit merges the departments of Interdisciplinary and Communication Studies (ICS), Language, Literature & Writing (LLW), and Humanities, Cultures and Arts (HCA) to provide needed skills and opportunities to students. Communication Studies has strong synergies with English, which already offers courses in workplace writing, technical writing, medical writing, and grant writing. Professional studies (formerly liberal studies) is a key degree completion major. This unit will provide highly important professional training to students in the areas of critical thinking, cultural perspectives, writing and communication, ethics, and civics. The unit should continue to offer independent majors when they are sustainable. For example, English Studies is an in-demand major that averages around 30 degrees awarded each year. Similarly, Professional Studies (formerly liberal studies) is a degree completion

major, with two degrees (BA and BS) that average 23 and 18 degrees awarded per year, respectively.

The Interim Dean recommended that HCA's current major of Community Arts and Culture be sunset, but the department voted against the recommendation. As a result, the process coordinator was asked to evaluate the recommendation. In a department meeting, faculty expressed the value of the program and the opportunity it provides students. However, the number of degrees awarded has been trending downward and the three-year average is five degrees. Senate Bill 1 requires programs with fewer than an average of five degrees awarded annually in any three-year period to be terminated. Given the low enrollment and the new orientation of the division to a polytechnic, the process coordinator supports the Interim Dean's request to sunset the program.

Figure 6 shows enrollment in each major over time, excluding majors that will no longer be offered, and Figure 7 shows the combined enrollment in four-year degree programs for the proposed unit:

Figure 6: Total Enrollment in LLW and ICS, 2021-2025
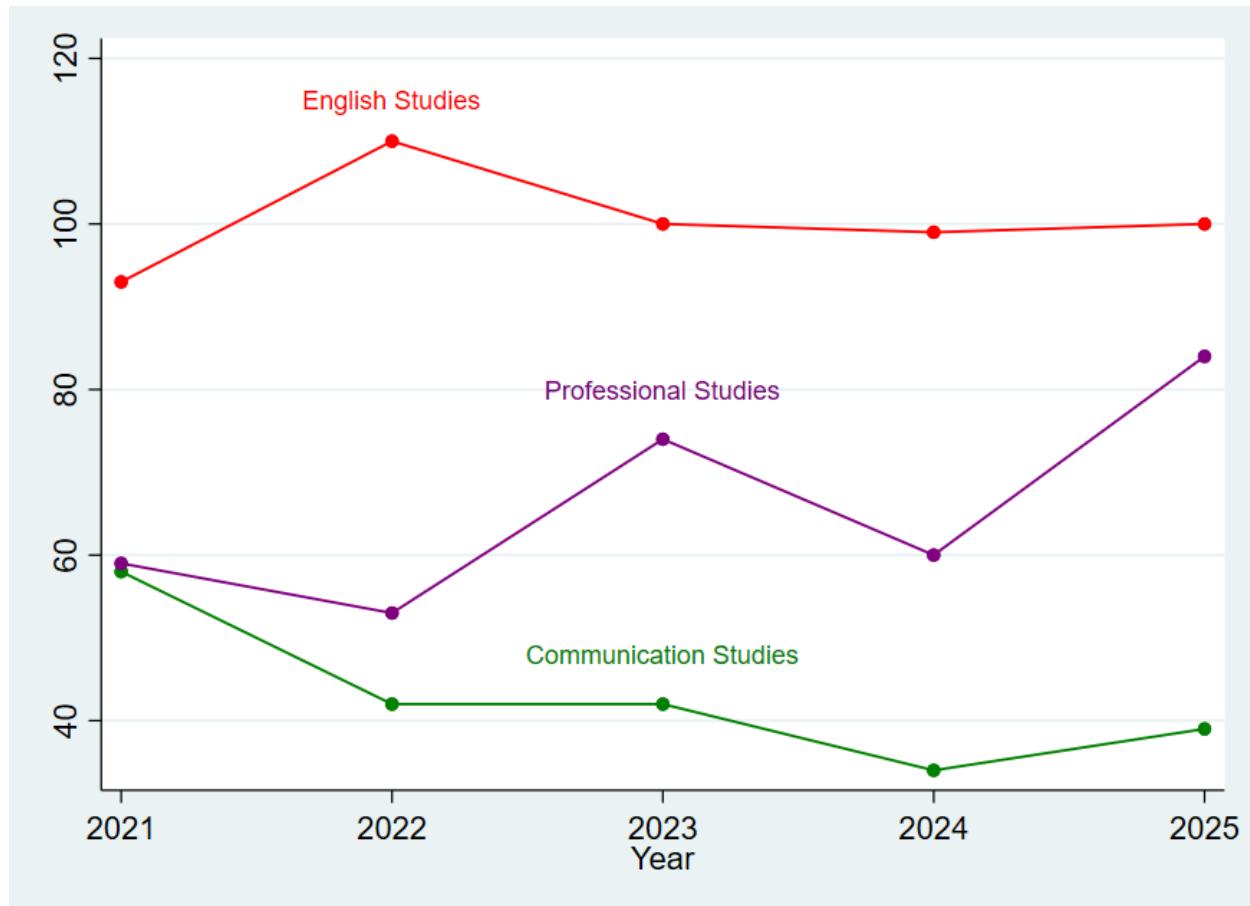
In order to get a better sense of the proposed unit size, Figure 7 shows the number of degrees for the whole unit, had these majors been combined from 2021-2025.

Figure 7: Combined Total Enrollment in Proposed Unit of LLW, ICS, and HCA, 2021-2025
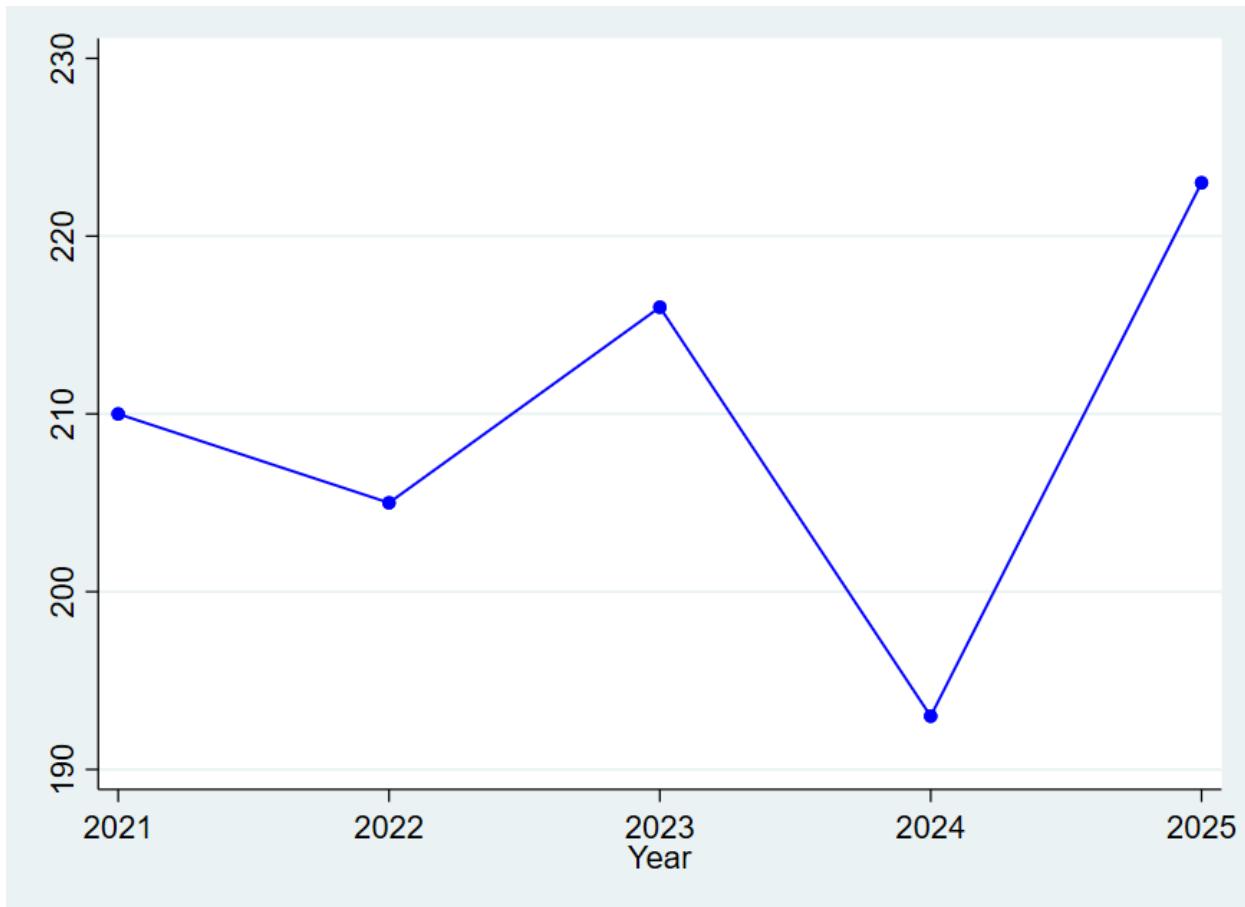
5. ***Education, Social and Behavioral Sciences***: Aligns Social and Behavioral Sciences (SBS), Justice & Community Studies (JCS), and Education & Society (EDS) to capitalize on growth in social science, a strong education program and mental-health–related fields. EDS has a pre-K associate's degree, which is already listed as an in-demand job (SOC 25-2011, with 1,820 openings). It also funnels cohorts to the Oxford campus in education, which are also very workforce aligned. EDS has awarded an average of 28 degrees in these programs over the past five years. Figure 8 shows total four-year degree enrollment in JCS and SBS from 2021-2025:

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Figure 8: Total Enrollment in JCS and SBS, 2021-2025
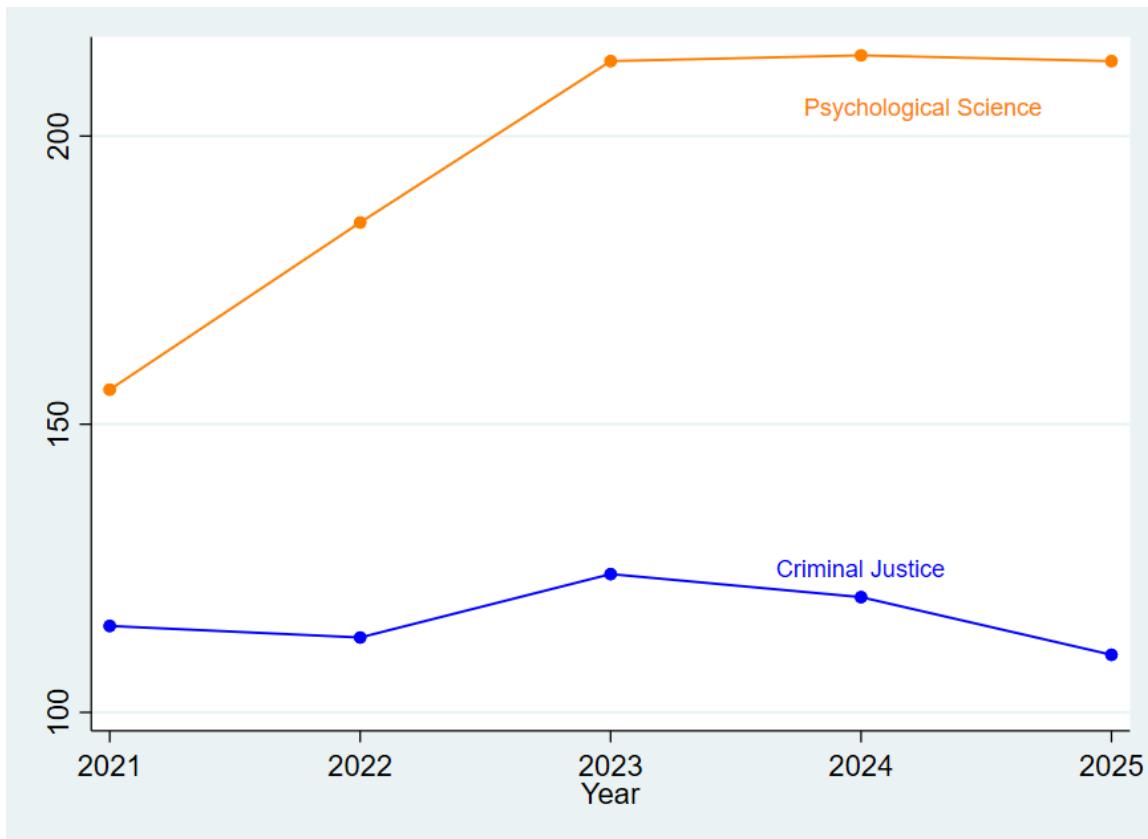
6.   *Nursing:* Nursing (NSG) will remain its own unit. In addition to working on increasing the size of the major by identifying other clinical partners, a College of Clinical Health Sciences that would include nursing has been proposed in Wave 2 of MiamiTHRIVE, and it makes sense to keep this department independent. It will continue to offer classes at both the Regionals and the Oxford campus. Nursing currently enrolls 915 students.

Each unit will have a chair, granted course releases according to the University's workload policy. I recommend that units with multiple disciplines have program coordinators for each subdiscipline, with each program coordinator granted one course release per year. These duties should be determined by the Interim Dean of the Regionals in conjunction with the Interim Provost.

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RECOMMENDATION 2: **Increase opportunities for interdisciplinarity by creating workgroup "hubs"**

This is not the first time that the university has reorganized the regional campuses. Past experience suggests that simply regrouping faculty does not necessarily generate collaboration that translates into increased enrollments. To further incentivize cross-disciplinary program development in a way that is centered on preparing students for the workforce, I also recommend that three workforce-aligned working groups be structured to assess and develop programmatic opportunities in areas of high demand.

Ohio's Top Jobs List provides data on 259 in-demand jobs in Ohio. Grouping these jobs by Standard Occupational Classification (SOC) code and analyzing overlap with the proposed polytechnic structure and strengths indicates that developing three workforce-aligned clusters would provide opportunities for faculty from across units to collaborate on curricular innovation.[1] If successful, these hubs could be formalized into centers or institutes, but it is imperative that they are agile and able to evolve with workforce needs. The proposed hubs are:

1. **Health, Environment, Sustainability, and Community**

   This hub encompasses Life, Physical, and Social Science Occupations (SOC 19-0000), Community and Social Services Occupations (SOC 21-000), and Education/Training (SOC 25-0000), but also could include occupations such as Health and Safety Engineers (SOC 17-2111). While SOC categories provide a very rough cut of the data and overstate applicable openings since many occupations would not be relevant to the degree programs offered at the proposed polytechnic, the Ohio Top Jobs report lists approximately 20,000 openings in Associate- and Bachelor- level occupations in these categories.

2. **Digital Communication, Analytics, and Visual Storytelling**

   Jobs in this hub sit at the intersection of technology, data interpretation, creative design, and strategic communication. These occupations focus on building and maintaining digital platforms, analyzing user and audience data, creating visual and narrative content, and translating information into stories that support organizational goals. Roles in this space include web development and user experiences, data analytics, network and information systems support, market research, digital design, and professional communications. These jobs would fit into SOC categories 15-0000 (Computer and Mathematical Occupations, with 12,110 openings at the Associate and Bachelor level),

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[1] Occupations are standardized work roles, defined by the U.S. Bureau of Labor Statistics through SOC codes, that represent clusters of similar skills, duties, and credential expectations. Mapping academic programs to occupations helps institutions ensure that curricula align with real labor-market demand, build pathways into strong employment sectors, and demonstrate workforce relevance to students, employers, and accreditors.

and 27-000 (Arts, Design, Entertainment, Sports, and Media Occupations, with 1,462 openings at these levels).

3.   Intelligent Systems and Advanced Manufacturing

Jobs in this hub would focus on the operation and improvement of technology-enabled production systems. These roles center on applied engineering technology, automation, robotics, precision manufacturing, industrial data systems, and quality control. Typical work includes building and troubleshooting equipment, applying digital controls and mechatronics, interpreting performance data, and supporting efficient, safe, and adaptable production environments. These roles would include SOC codes 17-0000 (Architecture and Engineering Occupations), with 6,376 openings - although many of these openings would be for theoretical - as opposed to practical - engineering.

In addition, faculty should consider affiliations with other units or true joint appointments to increase engagement across the units. Joint appointments with the Oxford campus should be maintained.

Table 4 demonstrates how cross-discipline engagement would increase with these hubs. In addition, shading indicates where state-identified skills in entrepreneurship (light blue), AI and computational thinking (light green) could work across hubs to extend these core competencies across units.

Table 4: Cross-Disciplinary Engagement with Workforce Hubs

Unit	Health, Environment, Sustainability, Community	Digital Communication, Analytics, & Visual Storytelling	Intelligent Systems & Advanced Manufacturing
Applied Engineering & Technology	X	X	X
Natural & Applied Sciences	X	X	
Applied Business/Commerce	X	X	X
Critical & Professional Studies	X	X	
Education & Social/Behavioral Sciences	X		
Nursing	X		

RECOMMENDATION 3: Develop program advisory committees for each new or revised program and ensure each has identified industry/external partners.

Program Advisory Committees connect academic programs with professional expertise by engaging industry leaders, employers, and alumni who can provide ongoing insights into discipline-specific trends, practices, and workforce needs. Their involvement will foster program rigor, relevance, and responsiveness while expanding opportunities for students, faculty, and staff. These committees are common at other polytechnics.

Committee contributions would include:

- Guiding program vision and long-term goals
- Providing feedback on curriculum, student learning outcomes, and workforce readiness
- Sharing current workplace practices, technology trends, skills demand, and professional standards
- Supporting guest lectures, case studies, mentoring, panels, and other engagement opportunities
- Identifying collaborative projects, employer connections, and continuing education needs

Identifying external partners for each program will also achieve similar outcomes, with the addition of providing rich connections and applied learning for students.

RECOMMENDATION 4: Establish clear program success metrics and a minimum three-year period for new programs to demonstrate viability.

All newly proposed academic programs should be launched with clearly defined performance metrics related to enrollment, majors, retention, completion, and post-graduation outcomes. These benchmarks should be developed collaboratively with program faculty, informed by labor-market alignment, and measured through transparent annual reporting. Once approved, new programs should be granted a minimum three-year growth period before being considered for modification, scaling, or sunsetting.

Setting upfront targets provides clarity, focus, and motivation for faculty as they build curriculum, recruit students, and develop industry partnerships. It also strengthens accountability by ensuring that expectations for viability and impact are known from the outset. Most importantly, it protects student confidence and educational continuity by allowing programs sufficient time to mature, demonstrate demand, and cultivate reputation before decisions are made about their long-term future.

RECOMMENDATION 5: Consider a revised budget model and tuition structure for the polytechnic to ensure its long-run sustainability.

The current hybrid, zero-based unit budget model encourages programs to identify efficiencies and justify resource use. However, to encourage greater collaboration across units, it may be helpful to center the model at the divisional level to reduce this pressure and to encourage faculty to build programs together, share courses, and innovate across academic areas. It also gives the dean greater flexibility to direct resources toward emerging fields and high-need disciplines, ensuring that investments remain responsive to student interest and regional economic needs.

The regional campus's posted tuition is also significantly lower than the tuition charged at the Oxford campus. This disparity impairs the regional programs' ability to hire more expensive faculty in STEM and engineering technology disciplines, as the resulting Net Instructional Revenue (NIR) will not cover the cost of these faculty positions, as demonstrated by the current NIR deficit within the regional nursing program. While raising tuition or fees could risk reducing access for lower-income students, the newly centralized enrollment team can support a redeveloped scholarship strategy for regional programs. This strategy would reflect the Net Tuition Revenue (NTR) model utilized by the Oxford campus, driving enrollments while hitting a necessary funding goal. Currently, the regional scholarship program is a fixed budget line item within the CLASS budget, rather than being driven by philanthropic gifts, as is the case in Oxford. There are clear opportunities to address concerns around increased costs by developing and driving a philanthropic campaign for gift aid dollars specific to the new Polytechnic program model. Additionally, increasing tuition for these in-demand programs opens opportunities for the utilization of other state aid programs, like Choose Ohio First, which provides grants to STEM students that fund cost-of-attendance gaps after federal programs, like Pell, are applied. Currently, the regional tuition model often results in student aid packages already meeting the program's low cost of attendance, or the programs are not designated in STEM fields, preventing the application of these state grants.

RECOMMENDATION 6: Ensure faculty and staff are appropriately resourced to facilitate student needs and success.

The polytechnic is already considering adding residential students, and enrollment is expected to grow along several dimensions: more students seeking a true polytechnic degree, and more pathways for high-school students throughout the state. Several faculty shared that teaching CCP and ECA courses requires different skills as an instructor than for older students, or students with more college experience. Existing student affairs functions and staffing need to be examined to ensure that these different students have rich experiences and obtain the resources necessary to allow them to succeed.

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RECOMMENDATION 7: As the polytechnic grows, consider joint programs with Oxford and pursue program realignment when it strengthens quality and opportunity.

As the polytechnic campus expands, opportunities for joint programs with Oxford should be explored. Models already in place, such as the EDS programs that pipeline students to Oxford, show that cross-campus collaboration can expand access, reduce duplication, and strengthen the overall academic portfolio. Some programs currently housed in Oxford may be better positioned in an applied, industry-facing environment where lab space, equipment, partnerships, and experiential learning can be more fully leveraged. By approaching alignment strategically and transparently, the institution can build a true polytechnic that complements Oxford, and ensures that program location supports quality, student success, and regional industry needs.

VI.   IMPACT ANALYSIS

Budget

Overall, combining departments into bigger units will have a modest impact on the budget at the Miami Regionals; Interim Dean Moira Casey and Andrew Mascari, Regionals Director of Business Administration calculated that the merger savings will save about $188,000 annually through reduced chair stipends.

Staff

The primary impact of the reorganization will be on administrative staff who support the departments. Currently, 7.5 staff members support 12 departments (Nursing has one staff support person at both the Regionals and the Oxford campus). Staff are fully utilized, with some engaging in overtime to meet their duties. The current need to support multiple departments leads to complexities in administrative jobs due to Workday, as well as different expectations and needs across department chairs. With the proposed structure, Workday complexities will be reduced and staff will be better able to serve the needs of faculty and students. Each new unit should have one dedicated staff member, with the exception of Nursing (which should maintain two), and Critical and Professional Studies, which should have 1.5 given the size of its proposed faculty. The Interim Dean should work with staff and department chairs to determine how staff will be assigned. If possible, staff should be assigned to their current units to minimize disruption.

Physical Location

A number of staff and faculty raised concerns about moving offices or labs. To the extent possible, this kind of disruption should be minimized.

VII. RECOMMENDED TIMELINE

With the formal launch of the polytechnic occurring in Fall 2027, mergers should occur prior to June 30, 2026 when this fiscal year ends.

January-May 2026:
- Evaluation of P&T procedures for each new unit
- Changes to Workday delegation, sup orgs, and other functions to take effect July 1, 2026
- Restructuring and mapping of department budgets to take effect July 1, 2026
- Chair searches for new departments (recommending continuation of the current chairs of NSG, BSC, ENT, and CMR)
- Evaluation of and proposal for assistant chairs, lead departmental advisors, and program coordinator positions as determined by established need in multi-program units in consultation with the Interim Dean and Provost
- Stakeholder communication strategy formulated
  - Students
  - Staff and Faculty
  - Alumni, Donors, and local partners
  - EMSS should be consulted for how admissions information needs to change

July-December 2026:
- New unit governance finalized
- Undertake community-building process to create unified unit identities
- New units determine committee structures and membership
- New chair development as needed
- Curricular integration: redundancies and cross-over curriculum examined, unit course codes established if needed, accreditation impact assessed
- Student, donor, and alumni communication plan implemented

Appendix A: FY 25 RCM 4.0 Budget Model: College of Liberal Arts and Applied Science

FY25 RCM 4.0 Model by Department 34% Primary / 6% Non-primary $38M Incentive Pool 100% Required & LL Service 52% MP and Elective	Biological Sciences	Commerce	Computer & Information Technology	Education & Society	Engineering Technology	Humanities & Creative Arts	Interdisciplinary & Communication Studies	Justice & Community Studies	Languages, Literatures & Writing	Mathematical & Physical Science	Nursing	Social & Behavioral Science	Other CLAAS Departments	CLAAS Total
Undergraduate														
Major Net Instructional Revenue (primary)	$363,147	$1,341,491	$506,848	$494,309	$777,749	$170,449	$242,933	$192,073	$188,632	$110,117	$4,117,585	$491,431	$1,375,209	$10,371,971
Major Net Instructional Revenue (non-primary)	$48,571	$285,356	$388,569	$230,713	$461,426	$121,428	$18,214	$103,214	$48,571	$0	$18,214	$157,856	$394,641	$2,276,774
Instructor Net Instructional Revenue	$651,925	$1,771,481	$576,617	$853,700	$430,628	$1,733,845	$436,455	$353,160	$1,577,570	$1,315,508	$2,578,230	$707,511	$118,865	$13,105,493
Undergraduate Net Instructional Revenue	$1,063,642	$3,398,327	$1,472,035	$1,578,722	$1,669,803	$2,025,722	$697,602	$648,447	$1,814,773	$1,425,625	$6,714,028	$1,356,798	$1,888,714	$25,754,238
Other Departmental Allocation	$86,718.60	$287,566	$157,664	$147,225	$184,978	$150,080	$51,997	$59,973	$136,945	$113,129	$388,132	$124,307	($1,888,714)	$0
Total Undergraduate Net Instructional Revenue	$1,150,361	$3,685,893	$1,629,699	$1,725,947	$1,854,782	$2,175,802	$749,599	$708,420	$1,951,717	$1,538,755	$7,102,160	$1,481,105	$0	$25,754,238
Graduate														
Major Net Instructional Revenue	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$173,730	$0	$0	$173,730
Instructor Net Instructional Revenue	$0	$0	$0	$373,320	$0	$0	$0	$0	$0	$0	$265,559	($524)	$0	$638,355
Graduate Net Instructional Revenue	$0	$0	$0	$373,320	$0	$0	$0	$0	$0	$0	$439,290	($524)	$0	$812,086
Other Departmental Allocation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Graduate Net Instructional Revenue	$0	$0	$0	$373,320	$0	$0	$0	$0	$0	$0	$439,290	($524)	$0	$812,086
Total Student Revenue	$1,150,361	$3,685,893	$1,629,699	$2,099,267	$1,854,782	$2,175,802	$749,599	$708,420	$1,951,717	$1,538,755	$7,541,450	$1,480,581	$0	$26,566,324
State Share of Instruction	$531,959	$2,086,587	$672,020	$590,300	$948,924	$723,853	$1,326,712	$564,304	$821,618	$430,255	$2,051,048	$1,249,776	$1,786,939	$13,784,295
State Share of Instruction - Other Allocation	$99,448	$289,320	$93,802	$125,809	$111,919	$144,010	$59,723	$47,182	$158,656	$152,330	$385,460	$119,280	($1,786,939)	$0
Other Revenues	$155,787	$335,718	$112,362	$153,600	$130,065	$183,924	$71,045	$56,530	$186,902	$166,765	$568,080	$134,405	$0	$2,255,184
Total Revenues	$1,937,555	$6,397,519	$2,507,883	$2,968,976	$3,045,690	$3,227,589	$2,207,078	$1,376,435	$3,118,893	$2,288,104	$10,546,039	$2,984,042	$0	$42,605,803
Incentive Pools														
Degree Pool Revenue	$29,585	$449,511	$150,062	$0	$190,746	$11,266	$194,179	$80,216	$81,386	$0	$470,244	$118,464	$159,348	$1,935,007
Research Pool Revenue	$94,606	$99,724	$0	$39,032	$84,073	$7,520	$0	$36,200	$0	$18,173	$14,803	$0	$572,622	$966,752
Scholarship Pool Revenue	$71,127	$0	$0	$0	$25,450	$0	$13,206	$0	$0	$70,612	$34,378	$21,590	$0	$236,363
Academic Year Salaries Paid by Grants Pool Revenue	$71,625	$0	$0	$0	$0	$0	$0	$70,255	$0	$0	$0	$0	$0	$141,881
In College Incentive Pool Allocation	$76,684	$157,778	$43,108	$11,213	$86,258	$5,397	$59,575	$53,625	$23,380	$25,505	$149,214	$40,233	($731,970)	$0
Total Revenues + Incentive Pools	$2,281,182	$7,104,532	$2,701,052	$3,019,220	$3,432,216	$3,251,773	$2,474,038	$1,616,730	$3,223,659	$2,402,394	$11,214,678	$3,164,329	$0	$45,885,805
Labor														
Tenured/Tenure Track	$1,195,576	$667,284	$871,290	$452,560	$1,011,251	$990,536	$627,902	$643,548	$1,438,316	$986,742	$2,779,231	$1,168,846	$0	$12,833,084
TCPLs	$0	$596,510	$349,464	$234,006	$0	$246,146	$161,045	$161,900	$356,615	$306,632	$630,568	$0	$0	$3,042,886
In College TCPL Allocation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Other Faculty & Graduate Assistants	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$25,530	$0	$540,775	$566,304
Staff	$291,049	$70,015	$31,076	$60,557	$102,224	$33,180	$35,806	$35,806	$65,866	$65,040	$862,455	$48,446	$10,600,360	$12,301,881
Total Labor	$1,486,625	$1,333,810	$1,251,831	$747,123	$1,113,475	$1,269,862	$824,753	$841,254	$1,860,798	$1,358,415	$4,297,783	$1,217,292	$11,141,134	$28,744,155
Operating Budget	$44,100	$15,920	$18,550	$10,340	$40,941	$22,600	$11,375	$16,575	$18,450	$28,353	$96,550	$16,625	$5,112,606	$5,452,985
In College Administration Allocation	$825,206	$2,651,004	$810,290	$1,253,226	$1,023,169	$1,196,785	$882,880	$509,495	$1,287,196	$1,067,816	$3,586,199	$1,160,476	($16,253,740)	$0
Fellowship Allocation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Support Centers	$609,087	$1,958,393	$617,563	$908,512	$771,156	$919,284	$669,319	$385,306	$963,158	$773,715	$2,885,162	$871,792	$0	$12,332,446
Transfers	$166,465	$527,410	$191,006	$227,818	$205,146	$358,219	$118,795	$96,144	$305,167	$220,132	$1,390,038	$194,657	$0	$4,000,999
Total Uses	$3,131,483	$6,486,536	$2,889,240	$3,147,019	$3,153,887	$3,766,750	$2,507,122	$1,848,774	$4,434,768	$3,448,431	$12,255,732	$3,460,841	$0	$50,530,585
Net Sources/(Uses)	($850,301)	$617,996	($188,188)	($127,799)	$278,329	($514,977)	($33,083)	($232,044)	($1,211,109)	($1,046,037)	($1,041,054)	($296,513)	$0	($4,644,780)
FY25 Majors (UG Primary HC)	148	579	217	358	310	78	150	152	118	34	635	288	1,133	4,200
FY24 Grants Awarded	$340,948	$462,984	$0	$117,617	$254,107	$0	$0	$288,750	$0	$3,720	$10,480	$0	$5,971,624	$7,450,231
FY24 FT HC Faculty (T/TT & TCPL)	8	12	9	7	5	11	7	6	15	14	27	9	0	130
T/TT	8	4	6	4	5	8	5	4	11	10	23	9	0	97
Majors/Faculty	19	48	24	51	62	7	21	25	8	2	24	32	0	32
Grants/Faculty	$42,619	$38,582	$0	$16,802	$50,821	$0	$0	$48,125	$0	$266	$388	$0	$0	$57,309
VAPs	3	0	2	1	2	3	0	0	4	2	0	2	0	19
Average T/TT Workload	4	6	5	6	4	6	6	6	6	7	7	5	0	6
Average TCPL Workload	0	8	6	9	0	8	7	8	7	7	6	0	0	7

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Appendix B: Polytechnic Charter from MiamiTHRIVE

Initiative #8	**Miami University Polytechnic Institute**
	Description: Building on the partnership with Butler Tech in the area of advanced manufacturing that is already in place, establish Miami University's Polytechnic Institute to provide access to every student on each campus with the opportunity to pursue an applied education, rooted in a liberal arts foundation, that prepares them to solve current and emerging challenges through the use of technology. This institute would be deeply committed to economic and social mobility, emphasizing practical problem-solving, critical thinking, and fostering deep connections with industry to produce graduates who are career-ready from day one, supporting the state's highest demand fields. A more "no-frills" approach to housing will be developed in Hamilton, not to offer this aspect of student life programming offered at the Oxford campus, which is still Miami's only truly residential experience, but to meet both a regional and city of Hamilton need for a mixed-use housing development that offers apartments rather than traditional residence hall living, tailored to students who need the flexibility to stay year-round and live with their families.
	
	Key activities:
	● **Continue to Serve the Community with a Strong Physical Presence**
	    ● Create a Workforce Development and Research Center in Hamilton that will identify and promote new opportunities for applied degree demand, create pathways for Butler Tech students, and be a hub for exploring private partnerships in Hamilton
	    ● Reposition Middletown with initiatives that serve the local community and provide upskill training and microcredentials
	● **Establish workforce and innovation hub anchored around advanced manufacturing**
	    ● Partnership with Butler Tech to establish a curriculum pathway that leads to Associate and Bachelor of Applied Science in Engineering Technology and beyond
	    ● Includes renovation of 70,000 sq feet out of ~300,000 sq feet Knightsbridge building
	● **Develop career-focused programs, including industry-recognized credentials (microcredentials), around in-demand jobs identified by the state**
	    ● Ensure learning modalities reflect current and future profiles of learners across the state
	    ● Course development and refresh include industry engagement to ensure career readiness
	● **Sunset the "Regionals" brand, focusing instead on the Miami Online brand and the Polytechnic Institute**
	    ● Establish clear programming, messaging, and target populations
	    ● Audit all areas that will need to be refreshed and reframed to ensure a successful brand launch
	    ● Develop a realistic marketing budget and launch campaigns to establish both online and applied learning opportunities at Miami
	● **Partnership Focus**
	    ● Leverage partnerships with industry and state leaders (JobsOhio, REDI, Columbus, etc.) to create a college/institute to prepare learners to meet the state highest demand job fields
	    ● Leverage local partners (K-12, City of Hamilton, Chambers) to create a framework for talent pipeline cultivation
	    ● Recruit small manufacturers to the land adjacent to Miami Hamilton
	    ● Working with the City of Hamilton to create the Miami Innovation District that will offer mixed-use space for residential and retail opportunities around Miami's existing facilities.
	● **Establish schools or departments within the Institute dedicated to applied learning in the following areas:**
	    ● Nursing
	    ● Applied Science and Technology
	    ● Commerce
	    ● Social Science and Human Services
	    ● Arts, Humanities, and Communication
	● **Key Student Life Feature: Housing**
	    ● Apartment style with kitchen - not residence hall
	    ● May be on campus property or in surrounding area
	    ● Serves all students, post-traditional, international, student parents, etc.
	    ● Affordable and fits student needs: academic calendar.
	    ● 10 or 12 month standard - not assumed go home for the summer
	● **Provide Career-focused Student Life Services**
	    ● Facilitate transition into the workplace by establishing career-focused student life services team
	    ● Develop programming that supports students from the first day of classes to the first job offer

- **Leverage JobsOhio/REDI Cincinnati/TechSolve**
  - Design academic program around state's identified workforce sectors
  - Build stackable credentials focused on supporting business' relocating to Southwest Ohio

Deliverables
- Reposition physical spaces to serve the surrounding community and to educate primarily nontraditional students
- New partnerships that facilitate career-ready graduates in high-need career fields
- Sunset the "Regionals" brand and launch new brands
- New curricular programs that align with state and industry needs, starting with associate and bachelor of applied science in engineering technology
- Establish dedicated student life, career advising, partnership, and academic advising staff to support students in new programs

Desired Outcomes
- Growth in enrollments and NTR from nontraditional student populations in applied majors
- Miami is regarded as a trusted industry partner to provide educational programming and student development needed for employees to be career-ready day one in Ohio's highest demand jobs
- Reduction in Ohio's workforce gap as Miami graduate enter into high-demand fields, career ready on day one
- Retention, graduation, and career success rates of Miami's nontraditional learners that signal quality, intentionality, and student success over other commutable options in the region
- Expanded market share as Miami serves learners currently not served with existing programs and modalities
- Strengthened physical presence that is mutually beneficial to Regionals campuses' communities

Metrics and Milestones
- Completion of Knightsbridge renovation by January 2026
- Launch of Workforce Development and Research Center in Hamilton by January 2026
- Transition Middletown programming to serving local community and upskilling programs January 2026
- Approval and launch of 6 applied degree programs within one year of launching this initiative
- Establishment of new schools and Institute within 2 years of proposal approval
- Staffing to support student experience is in place prior to the first day of students' enrollment in the Polytech's new programs
- Grow enrollments by15% for nontraditional students, in nontraditional programs
- $25M in funding through opportunities such as the Ohio Department of Development Grant, EDA and state appropriations
- 30 new industry partners working with Miami on curricular development and experiential learning opportunities by 2026
- Reduction in Ohio's workforce gap as Miami graduate enter into high-demand fields, career ready on day one
- Growing number of graduates for new degree programs, Higher retention,, and career success rates of Miami's learners

Criteria for evaluating opportunity area initiatives	
Strategic Alignment	Establishing a Polytechnic Institute at Miami University is far from business as usual. The transition of the Regionals brand to the Miami University Polytechnic Institute is transformational, expanding possibilities for Miami to meet the needs for significantly more students, employers, and community stakeholders through applied programs across the university. Expansion of Miami's offerings will also lead to expanded opportunities for revenue growth and new funding streams currently reserved for initiatives tied to high-demand workforce areas. In fact, this initiative is so bold that there is not even consensus on the committee about some of the details proposed, outlined in the risks below. Leveraging Miami's foundational strengths of undergraduate teaching excellence, this exceptionally bold initiative claims that the liberal arts are a foundational strength, not antithetical, to an applied education that prepares students to be career ready in technical jobs from day one.

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	Deeply committed to social and economic mobility, the Institute will model inclusive excellence with applied programs that open educational and career doors for students who are not currently served by Miami's traditional offerings, yet need advanced training to secure good jobs in high-demand fields in the state and region. Each campus will be repositioned to serve community and educational needs that optimize Miami's physical presence in more sustainable ways.
Impact	**Financial Benefits** **Cost Savings** ● Savings from repositioning to expand in the Advanced Manufacturing Workforce and Innovation Hub to meet demand and enrollment trends **Revenue** ● Enrollment growth in new applied programs and upskilling/microcredential programs formed in partnership with local and regional industry ● External funding and grant opportunities from the uniqueness of the Butler Tech - Miami consortium ● Opportunities like our Head Start classroom opened in the lower level of Verity Lodge with a major grant from the Middletown Community Foundation
	Non-Financial Benefits ● The creation of a **model** not seen anywhere else in Ohio will garner attention from the state of Ohio and put Miami in a differentiated market position, poised to serve a larger population of students in Ohio. ● By tying programs, student services, and the provision of affordable housing in the Hamilton area, Miami will directly impact workforce gaps and socioeconomic mobility in this region. ● Students will benefit from career-focused support from day one, leading to higher career success outcomes.
Resources & Return on Investment (ROI)	A transformation of this size will require significant resources across multiple divisions within the university, including but not limited to academic affairs, university communications and marketing, enrollment management and student success, student life, and finance and business services. Additional staff will need to be hired, some staff who may be reallocated to serve within the Institute may need further professional development and training on all student needs. Miami will need to analyze which programs need to be offered at locations, at times, and in modalities that support working students. The Institute will need to secure willing, early industry partners to begin work on program development that meets employers' needs. The university will likely need to secure a marketing firm to support sunsetting the Regionals brand and launching the Polytechnic Institute. While the initial investment to make such a transformational shift in both the brand and the educational offerings is significant, a center dedicated to these populations could yield the following benefits: ● Advance Manufacturing Innovation Hub/Engineering Technology ● Fundraising and opportunities to secure grants: Ohio has invested in excess of **3 billion dollars** in workforce development over past 4 years ● Provides significant return on investment for the state's economy, workforce, business community and the education landscape ● Prepares Ohio residents for "good jobs" The timeline for realizing return on investment in tuition revenue may be three to five years from the launch of this initiative, as significant time will go into developing partnerships and programs for approval and repositioning infrastructure and brand to align with the Polytechnic Institute. Brand awareness, strong reputational impact from industry partnerships, and service to the community are likely to noticeably increase within the first year.

Scope & Scalability	By establishing programs and partnerships that would be available to every student on every campus, the Institute's scope is universitywide, providing an opportunity for interdisciplinary transformation and impact as Miami expands the kinds of students and industry needs we support.
Timing	**Initiative Implementation Timeline: Launch to Rebranding Announcement** ● January 2026: Establish workforce and innovation hub in Hamilton ● The rest of the timeline is still to be determined. **Costs and Benefits** This initiative will require significant upfront investment in the appropriate research, exploration, partnership and curricular development, and marketing and project planning required to successfully manage this organizational change. Benefits will be realized upon securing grant funding and generating revenue from applied program(s) tied to the Butler Tech partnership. **Risk** This initiative does present significant risk, as the upfront costs are high, and it is hard to "undo" such an organizational and marketing leap of this magnitude. Existing internal resources to continue business as usual are also limited, so to mitigate this risk, the committee recommends consulting with industry experts to consult on and even lead some phases of this transformation. This initiative also poses a risk of pushback from internal and external stakeholders who may not be so quick to adopt a liberal arts institution leaning into applied programs and staying true to its liberal arts foundation. To mitigate this risk, significant effort will need to be put into curricular development, communications, and campaigns that address these concerns head-on and win people over. There is also risk that regional and internal stakeholders remember tech concerns from past Hamilton campus programming and University of Akron's failed launch as "Ohio's polytechnic university" in recent years. To mitigate this risk, Miami will need to clearly show how this initiative is different than what University of Akron attempted, and is more in line with recent success at better-fit institutional peers for Miami, like University of Oklahoma and Purdue University, and builds on the prestige and quality that can be built into a "Polytech" brand, much like we've seen at the #1 public university in the Southeast according to USNWR, Florida Polytech. Incorporating housing into this initiative also poses a risk of internal competition between Oxford and the Hamilton campus. It is possible to avoid this occurrence by implementing some of the initiatives proposed within this charter, but also by engaging university partners to develop policies, practices, and clear boundaries that ensure students find the best options for them with the limited housing available between both campuses, and engaging the university community with facts and projections regarding our current state of housing availability both in Oxford and in Hamilton that limit our ability to grow enrollment and serve nontraditional students who need affordable housing.

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Miami University Polytechnic Institute

Description: Building on the partnership with Butler Tech in the area of advanced manufacturing that is already in place, establish Miami University's Polytechnic Institute to provide access to every student on each campus with the opportunity to pursue an applied education, rooted in a liberal arts foundation, that prepares them to solve current and emerging challenges through the use of technology. This institute would be deeply committed to economic and social mobility, emphasizing practical problem-solving, critical thinking, and fostering deep connections with industry to produce graduates who are career-ready from day one, supporting the state's highest demand fields. A more "no-frills" approach to housing will be developed in Hamilton, not to offer this aspect of student life programming offered at the Oxford campus, which is still Miami's only truly residential experience, but to meet both a regional and city of Hamilton need for a mixed-use housing development that offers apartments rather than traditional residence hall living, tailored to students who need the flexibility to stay year-round and live with their families.

Key activities:
- **Continue to Serve the Community with a Strong Physical Presence**
  - Create a Workforce Development and Research Center in Hamilton that will identify and promote new opportunities for applied degree demand, create pathways for Butler Tech students, and be a hub for exploring private partnerships in Hamilton
  - Reposition Middletown with initiatives that serve the local community and provide upskill training and microcredentials
- **Establish workforce and innovation hub anchored around advanced manufacturing**
  - Partnership with Butler Tech to establish a curriculum pathway that leads to Associate and Bachelor of Applied Science in Engineering Technology and beyond
  - Includes renovation of 70,000 sq feet out of ~300,000 sq feet Knightsbridge building
- **Develop career-focused programs, including industry-recognized credentials (microcredentials), around in-demand jobs identified by the state**
  - Ensure learning modalities reflect current and future profiles of learners across the state
  - Course development and refresh include industry engagement to ensure career readiness
- **Sunset the "Regionals" brand, focusing instead on the Miami Online brand and the Polytechnic Institute**
  - Establish clear programming, messaging, and target populations
  - Audit all areas that will need to be refreshed and reframed to ensure a successful brand launch
  - Develop a realistic marketing budget and launch campaigns to establish both online and applied learning opportunities at Miami
- **Partnership Focus**
  - Leverage partnerships with industry and state leaders (JobsOhio, REDI, Columbus, etc.) to create a college/institute to prepare learners to meet the state highest demand job fields
  - Leverage local partners (K-12, City of Hamilton, Chambers) to create a framework for talent pipeline cultivation
  - Recruit small manufacturers to the land adjacent to Miami Hamilton
  - Working with the City of Hamilton to create the Miami Innovation District that will offer mixed-use space for residential and retail opportunities around Miami's existing facilities.
- **Establish schools or departments within the Institute dedicated to applied learning in the following areas:**
  - Nursing
  - Applied Science and Technology
  - Commerce
  - Social Science and Human Services
  - Arts, Humanities, and Communication
- **Key Student Life Feature: Housing**
  - Apartment style with kitchen - not residence hall
  - May be on campus property or in surrounding area
  - Serves all students, post-traditional, international, student parents, etc.
  - Affordable and fits student needs: academic calendar.
  - 10 or 12 month standard - not assumed go home for the summer
- **Provide Career-focused Student Life Services**
  - Facilitate transition into the workplace by establishing career-focused student life services team
  - Develop programming that supports students from the first day of classes to the first job offer
- **Leverage JobsOhio/REDI Cincinnati/TechSolve**

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- Build stackable credentials focused on supporting business' relocating to Southwest Ohio

Deliverables
- Reposition physical spaces to serve the surrounding community and to educate primarily nontraditional students
- New partnerships that facilitate career-ready graduates in high-need career fields
- Sunset the "Regionals" brand and launch new brands
- New curricular programs that align with state and industry needs, starting with associate and bachelor of applied science in engineering technology
- Establish dedicated student life, career advising, partnership, and academic advising staff to support students in new programs

Desired Outcomes
- Growth in enrollments and NTR from nontraditional student populations in applied majors
- Miami is regarded as a trusted industry partner to provide educational programming and student development needed for employees to be career-ready day one in Ohio's highest demand jobs
- Reduction in Ohio's workforce gap as Miami graduate enter into high-demand fields, career ready on day one
- Retention, graduation, and career success rates of Miami's nontraditional learners that signal quality, intentionality, and student success over other commutable options in the region
- Expanded market share as Miami serves learners currently not served with existing programs and modalities
- Strengthened physical presence that is mutually beneficial to Regionals campuses' communities

Metrics and Milestones
- Completion of Knightsbridge renovation by January 2026
- Launch of Workforce Development and Research Center in Hamilton by January 2026
- Transition Middletown programming to serving local community and upskilling programs January 2026
- Approval and launch of 6 applied degree programs within one year of launching this initiative
- Establishment of new schools and Institute within 2 years of proposal approval
- Staffing to support student experience is in place prior to the first day of students' enrollment in the Polytech's new programs
- Grow enrollments by15% for nontraditional students, in nontraditional programs
- $25M in funding through opportunities such as the Ohio Department of Development Grant, EDA and state appropriations
- 30 new industry partners working with Miami on curricular development and experiential learning opportunities by 2026
- Reduction in Ohio's workforce gap as Miami graduate enter into high-demand fields, career ready on day one

  - Design academic program around state's identified workforce sectors

Growing number of graduates for new degree programs, higher retention, and career success rates of Miami's learners

Strategic Alignment

Establishing a Polytechnic Institute at Miami University is far from business as usual. The transition of the Regionals brand to the Miami University Polytechnic Institute is transformational, expanding possibilities for Miami to meet the needs for significantly more students, employers, and community stakeholders through applied programs across the university. Expansion of Miami's offerings will also lead to expanded opportunities for revenue growth and new funding streams currently reserved for initiatives tied to high-demand workforce areas. In fact, this initiative is so bold that there is not even consensus on the committee about some of the details proposed, outlined in the risks below.

Leveraging Miami's foundational strengths of undergraduate teaching excellence, this exceptionally bold initiative claims that the liberal arts are a foundational strength, not antithetical, to an applied education that prepares students to be career ready in technical jobs from day one.

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Deeply committed to social and economic mobility, the Institute will model inclusive excellence with applied programs that open educational and career doors for students who are not currently served by Miami's traditional offerings, yet need advanced training to secure good jobs in high-demand fields in the state and region
Each campus will be repositioned to serve community and educational needs that optimize Miami's physical presence in more sustainable ways.

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Appendix C
Board of Trustees Resolution R2026-11

MIAMI UNIVERSITY
OXFORD, OH · EST. 1809

September 17, 2025
Consent Calendar

RESOLUTION R2026-11

BE IT RESOLVED, that the Board of Trustees hereby approves the attached process for the consolidation, partition, transfer, or elimination of academic divisions, departments, or programs within the Miami Regionals to serve the university in developing a polytechnic model and structure.

Approved by the Board of Trustees

September 17, 2025

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

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Streamlined Process for Academic Unit Restructuring

This document outlines the process for the consolidation, partition, transfer, or elimination of academic divisions, departments, or programs within the Miami Regionals to serve the university in developing a polytechnic model and structure. The Board of Trustees shall maintain **full authority** for approval of all decisions, with the University Senate serving in an **advisory capacity only**. The process is designed to be efficient, while seeking to ensure that opportunities for advice, feedback and counsel are observed, with discussion and fact-finding beginning at the Provost-level, before being presented to the President and Board of Trustees.

Process Coordinator's Role

The Provost will designate a process coordinator to oversee the restructuring proposal. This person should be a neutral, tenured, full professor with no formal ties to the affected units.

In consultation with the Provost, the process coordinator's responsibilities include:

- Ensuring the decision-making process is fair and transparent.
- Acting as a liaison, gathering information and **advisory feedback** from affected units and other stakeholders, including the University Senate.
- Assisting in the development of a formal proposal.

Restructuring Steps

Step 1: Proposal Development The process coordinator, under the direct guidance of the **Provost**, will work with affected units and relevant administrators to develop a detailed proposal. This proposal will include a course of action, a timeline, and an impact analysis assessing the benefits and impacts on the university mission, budget, and all constituents.

Step 2: Stakeholder Consultation and Final Decision The process coordinator will ensure the proposal is presented to all affected administrators and departments for review and to the University Senate for **advisory feedback,** in accordance with the timelines established by the Provost. The Provost will consider all input and advisory feedback from the Senate. The **Provost** holds the final authority to approve, deny, or modify the proposal developed by the Program Coordinator.

Step 3: Provost Recommendation to the Board The Provost will present the proposal to the Board, at which time the Board shall have the overriding authority to approve, reject or suggest modifications to the proposal, which shall constitute the final decision and be implemented by the University. In the event the Board recommends modifications to the proposal, the Board may request that the modified proposal be presented at a subsequent meeting with the goal of the proposal being approved by the Board.

NEWS AND UPDATES

Board of Trustees Report | Dec. 2025

ADMISSION: BY THE NUMBERS

The **Office of Admission** has seen an increase of 4.2% in domestic applications, representing a total of 32,139 applicants for the incoming class of 2027 as of November 2025.

The Office of Admission drew prospective students and their families to campus throughout the fall of 2025 in a variety of ways. Its Fall Open Houses allowed students to build a custom agenda based on their unique interests. A total of 907 students visited Oxford through this program, which allowed them to tour campus, meet with admission, financial aid, and Honors College representatives, eat lunch in a dining hall, and more.

From January 1 to October 31, 2025, 26,685 visitors attended an Admission Information Session and Tour, representing a 7.5% year-over-year increase.

Over 530 prospective students participated in the 2025 Bridges Program, an overnight visit experience and scholarship program for high-school seniors. Of the participants, 35% are first-generation college-bound students and 52% self-reported having financial need. As of November 2025, 89.2% of participants have applied for admission.

GEOFF FALEN TO TAKE HELM OF CCES

Geoff Falen was selected as the Executive Director for the **Center for Career Exploration and Success**. Falen, who has over 20 years of career experience across four institutions, will assume his new role in January 2026.

Falen most recently served as the Director of Experiential Learning and Employer Engagement at St. Lawrence University. To engage students in experiential-learning and professional-development opportunities, he collaborated with faculty and staff to develop and coordinate new courses and co-curricular programs. In his previous role of Director of Career Connections, he developed the Sophomore Career Boot Camp to encourage early industry exploration and facilitate networking opportunities across the Laurentian community. He also designed and co-managed the SLU Public Interest Corps to connect students to local nonprofits for paid internships.

Before his time at St. Lawrence, Falen was a director in the Colorado College Career Center, an associate director of career development at Bryn Mawr College, and a coordinator for the Annenberg School at the University of Pennsylvania. He is an active member of the National Association of Colleges and Employers (NACE) and has publication credits in the *Wall Street Journal* and the *Huffington Post*.

Falen graduated from the University of Pennsylvania with an M.A. in European History and a B.A. in History and German Language and Literature.

During the 2024-25 academic year, the Miami Cares Pantry distributed 18,000+ pounds of food to 1,315 students in need. In October 2025 alone, the food pantry was visited 195 times.

This fall, the **Student Success Center** enhanced its partnership with Dining Services. Dining Services donated an industrial refrigerator that has allowed the Student Success Center to broaden the types of products available to students in need.

The Student Success Center has also implemented a "Hygiene Items to Go" pick-list program, using funds it received from a Women's Giving Circle grant in May 2025.

ASPIRING CREATIVES EXPLORE CAREER PATHS

The **Center for Career Exploration and Success** engaged with aspiring creatives through a variety of innovative programs during the 2025 Fall Semester. The largest was **Spill the Tea: Real Talk on Writing and Communication Careers**, which drew 230+ students to the Armstrong Pavilion on October 29, 2025.

Spill the Tea featured workshops, an alumni panel, and a networking session with 20+ employers representing news and publishing, broadcasting and production, marketing, creative and cultural organizations, public service, nonprofit and government, and business, technology and industry services.

Other 2025 fall events geared toward aspiring creatives included:

MJF Young Alumni Panel (**October 16**)
A conversation with recent graduates from the Department of Media, Journalism, and Film about navigating the transition from campus to career

Arts in Action: Cincy Career Trek (**October 17**)
A day-long career trek with three distinct tracks: #1 Non-Traditional/Business and Media, #2 Performing Arts and Entertainment, and #3 Arts Administration, Entrepreneurship, and Design

CCA Mock Interview Day (**October 30**)
An opportunity for CCA students to practice their behavioral-based interviewing skills through a 40-minute session

Unexpected Paths: Where ETBD Can Take You (**November 12**)
A panel with young alumni whose ETBD degrees took them to unexpected places

Creativity Meets Corporate (**November 17**)
A networking event with The Cincinnati Insurance Companies demonstrating how creativity, design, and innovation thrive in professional settings

Arts Advocacy: Funding and Communication Strategies (**November 18**)
A session on how to make confident, professional requests for funding or resources

Spotlight Your Work: Crafting a Standout Theatre Portfolio (**November 20**)
A workshop on what defines an effective portfolio from an employer's perspective

The Center for Career Exploration and Success will host its second Creative Career Day during the 2026 Spring Semester. The inaugural edition, held on March 3, 2025, featured skill-building sessions, a professional panel, and a networking hour.

INTO THE QUEEN CITY TAKES STUDENTS TO CINCINNATI

Held on October 10, 2025, Presidential Career and Leadership Series career trek Into the Queen City gave students a taste of what it is like to live and work in Cincinnati.

Participants visited the Cincinnati Bengals, the City of Cincinnati, and the Cincinnati Regional Chamber. Outside of their career-focused activities, they explored downtown Cincinnati, connected with Miami alumni over dinner, and enjoyed *Dracula: A Comedy of Terrors* by the Cincinnati Shakespeare Company.

"I was inspired by meeting with Bengals staff members, especially since many were Miami alumni," said sophomore particpant Abigail Jaramillo. "Working for the Bengals would be a dream come true, and now I have a better understanding of what it will take to achieve it."

MENTOR COLLECTIVE: STRENGTHENING CONNECTION AND RETENTION

The **Student Success Center** launched Ignite in October 2025 through its new partnership with Mentor Collective. This initiative pairs first-year students with trained upperclass peer mentors to foster meaningful connections and ensure early, sustained engagement in the Miami experience.

Research demonstrates that peer connection is a critical driver of student retention, especially in the first year. Mentor Collective leverages a national platform that uses data-informed matching to connect students based on shared interests, academic goals, and lived experiences.

The pilot cohort focused on first-year students served through the Student Success Center that traditionally need structured support during their college transition, including those in the Pathways, Exploratory Studies, GradU8 Scholars, and Bridges Scholars programs. Of note:

• 1,559 first-year students were invited to participate, with a 69.3% open rate on the initial communication

• 4,840 sophomores and juniors were invited to serve as mentors, achieving a 71.6% engagement rate

• Dozens of mentor signed up within the first 48 hours, with active matching still underway

• Real-time engagement dashboards will allow the Student Success Center to monitor connection frequency, satisfaction, and impact on persistence

MIAMI SEES RISE IN INDIANA APPLICANTS

In July 2025, Miami entered into a bilateral reciprocity agreement that allows students from 29 Indiana counties to attend any of its campuses for the same costs as Ohio residents.

"[This] is a game-changer for students in neighboring Indiana counties who are connected to Ohio communities," said **Rachel Beech**, vice president of Enrollment Management and Student Success. "This extension of the agreement to include the Oxford campus directly supports their academic ambitions by

The **One Stop** hosted the second-annual Red, White, and Blue 5K on November 11, 2025. Free and open to all Miami community members, it was scheduled for the week of Veteran's Day as a celebration of the university's student veterans.

To continue its engagement of Miami's military-affiliated students, the One Stop plans to hold its second Battle of the Branches Field Day during the 2026 Spring Semester.

increasing access to a wider range of affordable, quality degree pathways."

The **Office of Admission** reports that the number of applicants from these counties has doubled. As of November 205, 420 students from these counties have applied for admission in the incoming class of 2027.

SPRING CAREER FAIR SCHEDULE SET

Across the **Center for Career Exploration and Success**'s 2025 Fall Career and Internship Fairs, 4,894 students engaged with 247 organizations. In addition, participating employers held over 300 next-day interviews on campus.

The 2026 Spring Career and Internship Fair calendar is as follows:

Architecture + Design Career and Internship Fair
February 23 | 1 – 4 p.m. | Shriver JDOL
Draws architecture/construction firms and organizations hiring in communication and graphic design, digital marketing, interior design, and user interface and experience design

Spring Career and Internship Fair
February 24 | 1 – 5 p.m. | Millett Hall
The spring's signature networking event, designed for students of all majors and class years interested in full-time or internship roles

Southwest Ohio/Northern Kentucky Education Fair
March 31 | 9 a.m. – 4 p.m. | Xavier University's Cintas Center
A collaboration between universities, features teaching, psychology, social work, and counseling opportunities from 100+ school districts

NEW TEAM SUPPORTS MIAMI'S YIELD GOALS

This fall, the **Office of Admission** launched its Academic Recruitment and Outreach team, comprised of six admission professionals dedicated to divisional recruitment and yield efforts. Each staff member is assigned one to two academic divisions and will work to design tailored recruitment and yield initiatives for their students.

As part of this new initiative, the Office of Admission also launched the Academic Recruitment Collaborative, which brings admission, marketing, and advising staff together to coordinate recruitment efforts and share in strategic planning and initiatives.

To further its goal of educating and empowering faculty and staff to recruit and yield students effectively, the Office of Admission will host its first Yield Academy in January 2026. Sessions are projected to cover the admission cycle, recruitment landscape, yield communications, and more.

MIAMI HOSTS 2025 SOUTHWEST OHIO REGIONAL TRANSFER SUMMIT

Miami hosted the Southwest Ohio Regional Transfer Summit on September 26, 2025. The **Office of the University Registrar** played a key role in this event, which was coordinated by **Cathy Moore**, coordinator of transfer partnerships, articulation, and prior learning.

A cornerstone for regional collaboration, the transfer summit creates a space for high-impact dialogue among universities, community colleges, technical centers, and high schools. It also directly supports the state's priorities around seamless transfer pathways and increased credential completion.

Annual participation strengthens Miami's visibility and reputation as a leader in transfer partnerships and equity-focused student mobility. The transfer summit fosters ongoing collaborations that have led to new articulation agreements, smoother College Credit Plus-to-degree pathways, and stronger working relationships across institutional lines.

EAB ON SITE: LEVERAGING NAVIGATE TO KEEP STUDENTS ON TRACK

On December 5, 2025, **EMSS Operations** brought leaders from strategic partner EAB, an organization that specializes in research, technology, and marketing and enrollment solutions, to meet with representatives from every Miami campus.

EAB is the third-party developer of Navigate Student, an online platform that helps Miami students manage their academic and campus life. Most notably, students use Navigate to make advising appointments, set alerts and reminders, locate campus resources, and connect with potential "study buddies" in their classes.

Academic advisors, tutors, and staff members from student success officers like the **Student Success Center** were invited to EAB On Site to learn how Miami can use Navigate to help support students' college and career readiness. Sessions included technical training, workshops on how Miami can leverage Navigate data to make strategic decisions, and discussions about the Moonshot Initiative and Coordinated Care, wraparound support for at-risk students.

PAYMENT PLANS HELP STUDENTS AND FAMILIES EFFECTIVELY BUDGET

The **Bursar** administers payment plans that allow students and families to budget each semester's bill into monthly installments with zero interest and no credit check.

For the 2025 Fall Semester, 4,848 students enrolled in a payment plan and successfully completed all of their payments, up 16% from the previous fall. In addition, 227 Graduate Assistants signed for the new GA Payment Plan offering.

Rachel Beech, vice president of Enrollment Management and Student Success, was named one of the Top 50 Women Leaders in Education for 2025 by Women We Admire, an organization that comprises some of the most accomplished women executives across the United States and Canada.

"To be included in a group of individuals who are making change and trying to do the work we can to make the world a little bit better is amazing," Beech said. "It's such an honor. Miami has given me the chance to lead which brought this recognition my way."

MIAMI ENHANCES COMMUNITY'S FAFSA AND FINANCIAL AID LITERACY

The **Office of Student Financial Assistance** offers presentations and help sessions for high schools and organizations throughout southwestern Ohio. These events, which can take place in person or online, familiarize students and their families with the financial aid process and Free Application for Federal Student Aid (FAFSA) submission.

During the 2025 Fall Semester, the Office of Student Financial Assistance held 31 events, assisting approximately 1,067 individuals. Additional events will be held throughout the remainder of the academic year.

CLASS OF 2029: CAREER CONFIDENT

Through its annual Career Mindset Survey, the **Center for Career Exploration and Success** polls first years about their career confidence, anticipated career strategies, manners in which they plan to engage in experiential learning, and more.

Encouragingly, 99.9% of respondents from the class of 2029 indicated that they intend to complete experiential learning (internship, research, clinical, practicum, student teaching, etc.) while at Miami. In addition, on a scale from 1 representing "I have no idea what career I want to purse and am open to exploring opportunities" to 10 indicating "I know exactly what career I want to pursue and have a clear plan to achieve it," the respondents averaged a 7.75 in career-confidence level.

WORKDAY STUDENT GO-LIVE UPDATE

Miami extended the launch of Workday Student to the 2027-28 academic year, an adjustment that positions the institution for a stronger, more seamless transition.

The additional time allows every functional area of Workday Student to benefit from deeper refinement, expanded testing, and broader alignment with Miami's needs. It also ensures that workstream teams, with support from implementation partner AVAAP, can continue configuring, validating, and optimizing the system to deliver the comprehensive student experience expected from a next-generation platform.

The new timeline gives Miami space to elevate and modernize its business processes so they fully take advantage of the new toolset. Rather than adapting Workday to fit legacy workflows, workstream teams are re-engineering processes to support clearer, faster, and more student-centered operations.

A key part of the modernization is the selection of a purpose-built Financial Aid Management solution, which is now in the RFP process's final stage. When paired with Workday Student, this system will provide the robust financial aid functionality students deserve. Together, these efforts ensure Miami's digital transformation continues on a strong trajectory: thoughtful, deliberate, and designed for long-term success.

OCM TEAM ENGAGES THE MIAMI COMMUNITY

The Organizational Change Management (OCM) team continues to give the Miami community meaningful updates about the Workday Student project.

The Change Champion program resumed with a virtual meeting on November 5, 2025. The Change Champions reviewed the revised timeline, previewed the upcoming demos, and broke into small groups to offer feedback.

The Workday Info website was updated with important information about the project. The projected demo calendar for the spring of 2026 was unveiled. Detailed journey maps outlining how and when targeted groups will be impacted by this change were added to the Faculty and Staff and Students and Families pages. In addition, the Students and Families page was revamped with a "Top 5 Things to Know" section and answers to top-of-mind questions.

PRESENTATIONS AND PAPERS

Alexis Andrews and Shayna Smith (**CCES**): "Career Academy: Preparing Students for a Global World" at the 2025 Careers, Internships, and Global Learning Conference

Steve Graunke (**Research Analytics**): "Achievement Disparities in STEM: A 24-Year Longitudinal Study of General Chemistry" at the 2025 International Chemical Congress of Pacific Basin Societies with Partha Basu and David J. Malik

Steve Graunke (**Research Analytics**): *FVT/GE: What Happened and What Do We Do Now* at the 2025 Ohio Association for Institutional Research and Planning Fall Conference with R. Downs and S. Meadows

Cathy Moore (**Registrar**): "Designing a Prior Learning Assessment (PLA) Portfolio Course for Adult Learners: Lessons from UNV 102" at the 2025 Council for Adult and Experiential Learning (CAEL) Conference

Amy Newsom and Jay Barden (**One Stop**): "Road to Excellence: A Decade of Growth" at the 2025 Institute for Student Services Professionals (ISSP) Conference

April Robles, Melissa Brown, Serhan Al-Serhan, and Steve Graunke (**CCES and Research Analytics**): "From Insights to Impact: Using Analytics to Advance Career Strategies and Partnerships" at the 2025 Midwest Association of Colleges and Employers (Midwest ACE) Conference

Serhan Al-Serhan (**Research Analytics**): "Improving Data Consistency and Outcomes Assessment through Standardization" at the 2025 Assessment Institute

COMMITTEES

Loudine Louis (**Admission**): Committee Member and College Liaison for the National Association for College Admission Counseling (NACAC) Atlanta College Fair Committee, Co-Lead Georgia State and Area Initiatives for the Southern Association for College Admission Counseling (SACAC), Panelist at the 2026 SACAC Conference

MIAMI STUDENT LOAN DEBT BY FISCAL YEAR

The topic of student loan debt continues to be an important issue across the nation and the state of Ohio. The average student loan debt was $31,071 for Miami University graduates who left between July 1, 2024 and June 30, 2025, up $314 from the previous year. Over that same span, 45% of Miami students graduated with debt. The standard 10-year repayment plan would result in a monthly payment of about $350 during the loan's life. Over the past five years, Miami's average student debt at graduation has increased by 7.5%. The below chart details the average loan debt of Miami graduates over the past five years. Be advised that this is the average debt of those students who borrowed, not entire graduating classes.

Loan Debt and % Borrowers

	2021	2022	2023	2024	2025
Loan Debt	$28,711	$29,434	$29,407	$30,757	$31,071
% Borrowers	45.2%	43.3%	43.5%	43.1%	45.4%
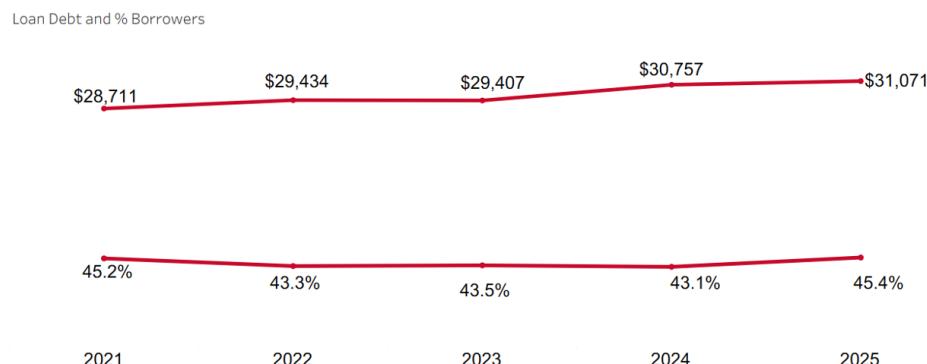
OHIO STUDENT LOAN DEBT

For comparison, the below chart shows the average loan debt for students from other four-year public institutions in Ohio. While Miami has the third-highest loan debt figure, it also has the second-lowest percentage of students borrowing.

Institution	Average Debt	% of Borrowers
Kent State University	$30,828	67.0%
Bowling Green State University	$30,260	66.0%
Miami University	$29,407	43.5%
Ohio State University	$26,971	43.4%
Ohio University	$26,739	57.2%
University of Cincinnati	$26,486	54.0%
Youngstown University	$25,797	58.0%
University of Akron	$25,767	58.0%
University of Toledo	$24,868	66.0%
Wright State University	$19,071	40.0%

Sources: 2023-24 Common Data Set (CDS) and Institutional Websites
No data available for Cleveland State, Shawnee State, and Central State

2025 LOAN DEBT TYPES

During the 2025 fiscal year, undergraduate students at Miami borrowed in excess of $38 million in federal student loans and $25 million in private loans. Parents of undergraduate students borrowed in excess of $23 million in federal loans for a total of $87,388,454 borrowed by undergraduate students and their parents.

Totals

|	Federal Loan Debt	Private Loans	PLUS Loans	Student + Parent Loan
	$38,706,562	$25,331,135	$23,350,757	$87,388,454

1
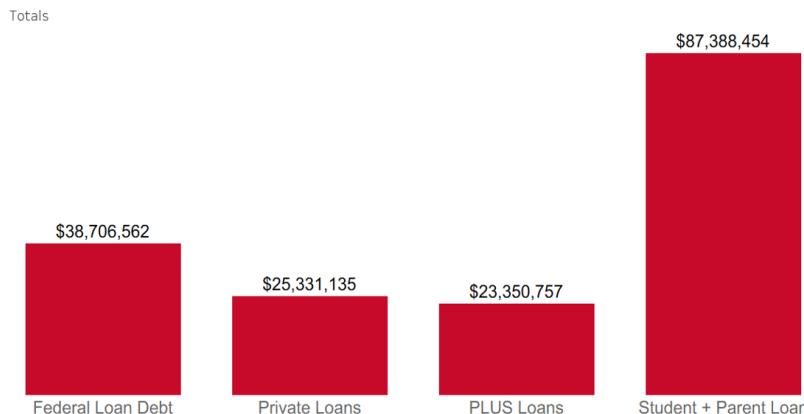
2025 LOAN DEBT DISTRIBUTION

According to data from the College Board, 47% of college graduates across the nation left with an average loan debt of $29,560 in 2023-24. The below chart shows the number of borrowers and their total debt upon graduation in increments of $10,000. Notably, 80% of students left with less than $40,000 in student loan debt. Of concern, 82 students borrowed in excess of $100,000. It is important to note that Miami cannot prohibit students from borrowing due to federal regulations.

Loan Debt Distribution

Range	Borrowers	Percent
$0 - $10,000	323	15.7%
$10,000 - $20,000	464	22.5%
$20,000 - $30,000	680	33.0%
$30,000 - $40,000	175	8.5%
$40,000 - $50,000	87	4.2%
$50,000 - $60,000	93	4.5%
$60,000 - $70,000	34	1.6%
$70,000 - $80,000	51	2.5%
$80,000 - $90,000	43	2.1%
$90,000 - $100,000	29	1.4%
$100,000 - $110,000	19	0.9%
$110,000 - $120,000	18	0.9%
$120,000 - $130,000	11	0.5%
$130,000 - $140,000	11	0.5%
$140,000 - $150,000	13	0.6%
$150,000 - $160,000	4	0.2%
$160,000 - $170,000	3	0.1%
$170,000 - $180,000	1	0.0%
$190,000	1	0.0%
$210,000	1	0.0%

2025 LOAN DEBT BY SUBGROUP

According to Sallie Mae's 2025 How America Pays for College, a national study of college students and parents, families expect to use loans to cover 23% of college expenses. Many families depend on educational loans to help students access and complete college. During the 2024-25 aid year, 48% of undergraduate families used loans. Among the families who borrowed, 66% said borrowing was a key part of their college funding strategy. In addition, 35% of borrowing families reported access to loans influenced them to consider more expensive schools.

The below chart depicts average loan debt by subgroup on the left and the percent of borrowers on the right. Over the past year, the average loan debt has gone up for both resident and non-resident students at Miami. The percent of borrowers has also increased. Students graduating from the College of Engineering and Computing and the College of Arts and Science borrow more than students in other divisions.

Loan Debt - Fiscal Year 2025 Graduates

Subgroup	Average Loan Debt by Subgroup	Percent of Graduates Who Borrowed	Count
Average Debt	$31,071	45.4%	4,539
Ohio Resident	$29,686	51.3%	2,955
Non-Resident	$34,925	34.4%	1,584
College of Arts and Science	$32,968	46.1%	1,490
College of Creative Arts	$26,813	54.0%	278
College of Engineering and Computing	$34,788	44.4%	399
College of Education, Health and Society	$30,948	51.0%	700
Farmer School of Business	$31,607	38.2%	1,225

2

ONLINE DEBT SUMMARY

Miami continues to be proactive in monitoring student debt.

When a student's loan is disbursed, the Office of Student Financial Assistance notifies the borrower of the amount. A student's loan debt summary can also be found on the One Stop website, which covers:

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

One-on-one counseling is available to students who need additional assistance in understanding their debt summary.

DEFAULT PREVENTION SUPPORT WITH ATTIGO

Miami partners with Attigo to provide comprehensive default prevention support designed to help borrowers successfully navigate loan repayment. Their services include:

- Targeted outreach
- High-touch counseling
- Borrower-focused advocacy during interactions with loan servicers and collection agencies

Using school-branded communication, Attigo engages borrowers at key points in the repayment cycle, including grace, forbearance, and deferment end, delinquency, and default. This practice ensures consistent support and guidance.

Outbound Calls Made	Inbound Calls Received	1:1 Conversations with Borrowers	Outbound Emails Sent	Inbound Emails Received	Borrower Cures
20,918	869	1,879	95,087	43	496

Source: Activities and Outcomes Summary
from October 1, 2024 through September 30, 2025

3

Division of Student Life

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

The Division of Student Life aims for every student to feel a sense of belonging at Miami and to create meaningful connections in the Miami and Oxford communities. This report highlights our efforts to build a vibrant community that supports each student's journey at Miami.

Engagement Opportunities in First-Year Experience Courses

In first-year experience courses such as UNV 101, students must participate in activities across four essential areas of student development: career development, campus involvement, health and wellness, and community and belonging. The community and belonging category introduces students to events and resources that help them connect with peers, build belonging, or feel part of the Oxford community. Students complete a written reflection for each experience. New this year, they also presented one of their experiences to the class, both to practice presentation skills and to help their peers learn about additional opportunities.

"Everyone there seemed proud of their work, and I liked being able to support people from the local community. While I was there, I felt calm and happy to be part of something that helps small farms and local families. I learned how much time and effort goes into producing local food and running a small business."
-UNV 101 student reflection, on visiting the Oxford Farmers Market

Residential Neighborhoods

As part of a MiamiThrive initiative, the **Office of Residence Life** will soon offer living learning communities (LLCs) in quad-based neighborhoods focused on nine broad themes. Themes include leadership, creativity, recreation and wellness, positive impacts, global, STEM+, honors, sorority, and exploration. The neighborhoods are intended to develop more transdisciplinary connections and increase students' sense of belonging and community within the residence halls. Many students will also be given an opportunity to affiliate with an LLC in other buildings across campus, which may create more opportunities for connections. The neighborhoods model will officially launch in fall 2026.

Celebrating Community Champions

For the first time in spring 2025, **Orientation and Transition Programs** offered the F.I.R.S.S.T. Award (Fostering Innovative Resources and Support for Student Transitions) for one student and one staff or faculty member who have demonstrated a dedication to fostering a welcoming and supportive environment that empowers new students to thrive. The spring 2025 recipients were Chad Reynolds, assistant dean in the College of Creative Arts, and graduating senior Valerie Do.

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

Finding Their Place and People

A strong sense of community doesn't happen by accident. Student Life designs experiences that help students meet new people, discover shared interests, and form friendships that anchor their experience at Miami. From major involvement events to smaller connection-building programs, we create multiple pathways for students to find their place and their people at Miami.

Mega Fair

The 2025 Mega Fair, coordinated by the **Office of Student Engagement and Activities**, featured 450 student organization tables. Mega Fair gives both new students and returning students a chance to meet and mingle with student organizations, club sports, and community groups. As one of the most significant events of the academic year, Mega Fair plays a crucial role in fostering a sense of community and belonging on campus. By bringing together a diverse array of organizations and community partners, the fair offers an unparalleled opportunity for students to explore their interests and connect with like-minded peers.

▲ **The Chess Club recruiting new members at the 2025 Mega Fair.**

Speed Friending

The Wellness Studio continues to foster community and connection through creative, student-centered programming. This year, the **Office of Student Wellness**' annual Speed Friending event brought together 28 students from a range of majors and residence halls to meet and build social connections early in the term. Many students lingered after the event, talking, laughing, and exchanging phone numbers, evidence that the event achieved its goal of helping students feel less isolated and more connected on campus.

▲ **Speed friending allowed students to meet many new people in a short amount of time.**

Sprite Dates

▲ **Sprite Dates are not required, but students are encouraged to visit as many chapters as possible.**

The Panhellenic Association, through the **Cliff Alexander Office of Fraternity and Sorority Life**, opened chapter suites to over 750 potential new sorority members over two Sprite Dates in early November. These events give women who are interested in participating in the formal recruitment process a chance to meet current chapter members in a casual, fun environment before official recruitment begins in the spring. This year, chapters from the Multicultural Greek Council and National Pan-Hellenic Council also set up information tables. By offering a welcoming, low-pressure way for students to connect, Sprite Dates help potential new members begin to discover communities where they might find belonging.

Residence Life Intramural Teams

The **Office of Residence Life** helped students form and fund more than 50 intramural teams in fall 2025, engaging hundreds of students in friendly competition, exercise, and community building. While Residence Life has provided funding for fall intramural teams in past years, this is the first year they implemented a formal way for staff members to promote and follow through with team creation. Reports from the Recreation Center and Goggin Ice Center indicate a substantial year-over-year increase in the number of fall intramural teams. By creating structured, accessible pathways for students to form enduring social connections, Residence Life is helping students quickly build friendships and a sense of belonging, strengthening their overall connection to campus.

▲ **RA Henrique Costa Souza helped organize a group of first-year Havighurst Hall students for intramural soccer.**

A Community that Cares

Caring for one another is a shared responsibility at Miami. Student Life offers students meaningful ways to contribute to their community while also demonstrating care for students in various ways as well. These efforts work together to build a safe, supportive environment where students can thrive.

Service in the Community

In collaboration with the Associated Student Government, the **Wilks Institute for Leadership and Service** hosted the third annual RedHawks Day of Service in September 2025. The event saw 86 students serve through eight community and campus partners to complete service projects impacting people in need.

▲ Services sites included TOPSS, Thread Up, City of Oxford, Butler County United Way, Animal Adoption Foundation, Miami Equestrian Center, Miami Trails, and the Rotary Club of Oxford.

Community Expectations and Conduct

The **Office of Community Standards** (OCS) supports the safety and well-being of the Miami community through an educational, holistic accountability process for students who have violated the Code of Student Conduct. This fall has seen a sharp increase in reporting and conduct cases (91.6% year-over-year), which has offered OCS staff the opportunity for more conversations with students about decision making, risk and harm reduction, and the impact their behavior has on themselves and the community.

Good Samaritan

Good Samaritan cases are initiated when members of the community seek help for a peer who may need medical intervention after consuming alcohol and/or other substances. OCS has met with over 40 students in Good Samaritan meetings this academic year (July 1-Nov. 17). These cases provide a particularly powerful opportunity for conversations of reflection, accountability, and helping students recognize an opportunity to redirect their path.

Academic Support and Student Success

The **Rinella Learning Center** continues to strengthen community and belonging through peer-led academic support and student success initiatives. This fall, the center welcomed and trained more than 140 tutors and Supplemental Instruction leaders, who together create a compassionate network of academic support for their fellow students. In addition, the center has expanded opportunities for Access Fellows and Cincinnati Public Scholars to build meaningful connections with one another and with Rinella staff. More than 300 first- and second-year students have engaged in programs designed to cultivate belonging, promote confidence, and reinforce their pathways to success.

Back-to-School and Holiday Shops

In fall 2024, the Rinella Learning Center created a free holiday shop for Access Fellows (students with high financial need). They gathered small, thoughtful gifts that students could take for themselves or share with their loved ones for the holidays. The response was overwhelming; students were grateful for the opportunity and nearly all the gifts were claimed by the end of the event. Building on the success of the holiday shop, Rinella hosted a free back-to-school shop at the start of the 2025 fall semester, which saw similar results. Rinella is expanding the holiday shop this fall and has invited campus partners to help stock the shop with gifts.

Out of the Darkness Suicide Prevention Walk

The Out of the Darkness walk, led by the Suicide Prevention Team and **Student Counseling Service**, brought together more than 150 participants in a powerful demonstration of community support and awareness this fall. Families who have lost loved ones to suicide shared their appreciation for the event and the compassionate presence of staff throughout the day. The walk raised over $2,400 for the American Foundation for Suicide Prevention, contributing to national efforts to advance suicide prevention, support survivors, and reduce stigma.

▲ This year's walk was held on September 28, 2025.

Armstrong Student Center

THE LIVING ROOM OF CAMPUS

Since opening in 2014, the **Armstrong Student Center** has served as the undisputed "living room of campus." It's a central place on campus where Miami students can connect with student activities, build community, and find a sense of belonging.

Armstrong creates community with intention and purpose. It aims to transform the campus experience by integrating co-curricular engagement with academic programs. The center's growing volume of student activity underscores its vital role as the hub of student life. Whether hosting major events, connecting students with organizations, or providing gathering and study space, Armstrong has a place for every student to engage, belong, and feel at home.

Armstrong by the Numbers, 2024-25

3,483	**24,129**	**25,300+**
events, meetings, and activities hosted.	study room reservations.	student employee hours.

The Armstrong commitment to belonging goes beyond numbers. Belonging is embedded in operations and strategic planning. In the past year, the center:

◦ Actively engaged 155 students through listening sessions and street interviews to gather direct feedback and determine how the facility can better serve the campus community.

◦ Removed financial barriers to participation by eliminating rental fees for all student organization events and most events with students as the primary audience.

◦ Developed predictable work schedules for student employees.

◦ Discontinued the use of the legacy EMS scheduling system and moved to the 25Live reservation platform, in alignment with the rest of the university.

Increased Foot Traffic with Chick-fil-A

Another recent change to the facility has been the October 2025 opening of Chick-fil-A in the building. The franchise was chosen by a student vote and has been overwhelmingly popular, drawing thousands of students into the center in its first few weeks. This increased foot traffic exposes students to leadership, event information, student life, and co-curricular opportunities.

What's Next for Armstrong?

The Armstrong Student Center is where Miami's investment in co-curricular life pays a high return, combining space, student involvement, leadership development, and student services to foster community and belonging. Here's what's next for Armstrong:

◦ Expanding student organization storage with new closets and future lockers.

◦ Installing a new sustainability display, featuring a real-time energy utilization dashboard and highlighting broader campus-wide conservation efforts.

◦ Transforming the Shade Family Room into a vibrant, flexible, and welcoming space that better serves the needs of students and the campus community.

▲ The Armstrong Student Center Advisory Board.

▲ Students participating in Armstrong's Gratitude Tree event.

▲ Students playing foosball in the Red Zone.

▲ Students studying together in an Armstrong lounge area.

Belonging Data

The Division of Student Life asks first-year students about their sense of belonging and contributing factors on the transition survey every year. This year's survey ran from Sept. 19-Oct. 13.

1. Record number of responses
There were 1,457 first-year student respondents this year, nearly double the number of respondents in 2024 (n=745). This is the highest response rate (35%) for first-year students in the 10-year history of the survey. We attribute the higher response rate to improved communication with first-year experience instructors and resident directors.

2. Increased belonging
We saw the highest ever percentage of students who always or often feel like they belong at Miami (79%), up six points over last year and three points higher than the previous high in 2016.

3. Decreased loneliness and homesickness
About one fifth (21%) of students reported feeling lonely at Miami, the lowest we've seen in the 10 year history of the survey, and 40% have felt homesickness, second lowest in survey history (39% in 2016).

4. Positive residential experiences
69% of respondents were satisfied with the community built in their residence hall, the highest since 2016 (when it was also 69%). More students are also satisfied with their relationship with their roommate than in previous years as well (86%, highest in survey history).

Respondents

Belonging, Homesickness, and Loneliness

Belonging

Homesickness

Loneliness

Residential Experience

Roommate satisfaction

Residential community

2015   2018   2022   2025
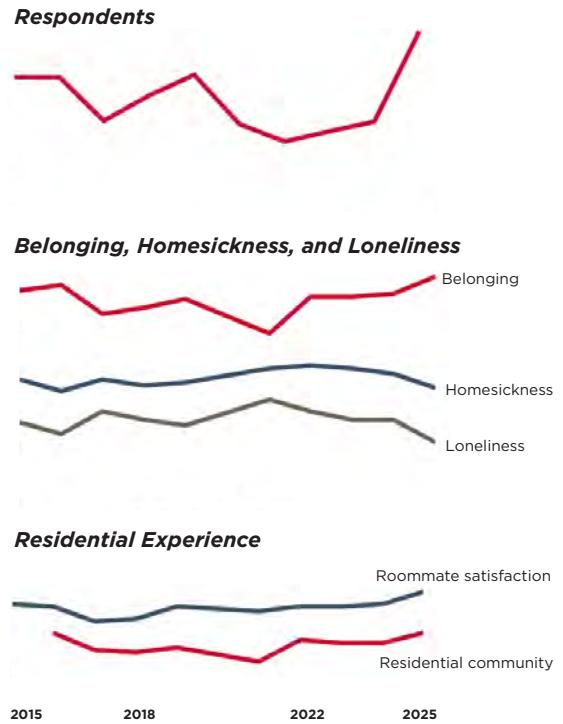
Belonging and Shared Purpose

Across Student Life, we create spaces where students can connect through shared backgrounds or lived experience. These programs share a common purpose: fostering belonging by bringing students together in community.

Myaamia Heritage Program
Coordinated by **Miami Tribe Relations**, the Myaamia Heritage Program has a primary goal of community building among citizens of the Miami Tribe of Oklahoma. The program brings together Myaamia students from across the country to connect with each other, starting with a pre-semester program before classes begin. The Myaamia Center has hosted 10+ cultural programs with students this year. The main goal of each discussion session, workshop, or trip is to create a space for students to engage with each other and learn more about their Myaamia heritage. Programs this year include game nights, genealogy sessions, shawl making workshops, and cooking nights, among others.

Disability Identity and Culture Month
The **Miller Center for Student Disability Services** offered a celebration of disability culture, creativity, and community in October. The keynote event, *Breaking Barriers: A Conversation with Squirmy & Grubs,* drew 120 attendees for a discussion about disability, relationships, and authenticity. Other events fostered connection and creativity, including DisBINGO, where 70 participants learned about disability culture through short videos. Puzzle and LEGO competitions invited students to explore accessible design through play. Additional events such as a DIY de-stress afternoon, drop-in hours with a therapy dog, and a screening of *The Ride Ahead: Love, Tattoos, And Other Disabled Things* rounded out the month.

▲ Myaamia students engage with each other through various on- and off-campus programs.

▲ The Squirmy & Grubs event featured influencers Shane and Hannah Burcaw.

University Communications and Marketing

DECEMBER 2025

▲ **The football team on the field in their special Cradle of Coaches uniforms.**

REDHAWKS DEBUT UCM- AND ICA-DESIGNED UNIFORMS

Miami's special Cradle of Coaches uniform design made its debut on Nov. 12 during the RedHawks' football game against Toledo. Designed by UCM and ICA, the black uniforms featured red, white, and gold stripes on both jersey and pants, while the red Miami helmet sported a new gold face mask — with gold symbolizing that Miami represents "the gold standard of coaching." The helmet has a throwback arched block "MIAMI" that was used from the 1920s through the 1970s. The uniforms also included a technology-infused Near-Field Communication chip gold patch commemorating the Cradle of Coaches. While the Cradle of Coaches uniform first appeared for football, other Miami sports will follow suit with the distinctive look.

SINGLE AGENCY UNITES ALL MARKETING FOR MIAMI ONLINE

UCM has centralized all paid digital marketing for online academic programs under the Miami Online sub-brand, assigning all efforts to a single agency — Education Dynamics (EDDY). EDDY was chosen for its 35 years of expertise in enrollment growth and marketing to non-traditional students (who they call modern learners).

Digital campaigns for select online graduate and undergraduate programs launched in October 2025, complementing EDDY's existing enrollment coaching services for Admission. This consolidation establishes critical efficiencies and cohesion for the expanding Miami Online program.

MIAMI COMMUNICATORS WIN CASE AWARDS

Miami's UCM and University Advancement teams combined to earn 17 honors in the 2025 Best of District V Awards given by the Council for Advancement and Support of Education (CASE). The university's work was recognized in several categories, including Advancement Services, Communications, Design, Fundraising, Magazines, Marketing, Special Events, Video, and Writing. Among UCM's initiatives honored were the "Meet Miami U" blog, the "Major Insight" podcast, marketing efforts for Miami football's appearance in the Snoop Dogg Bowl game, the revamped mental health and well-being website, and videos on an alumna working for the Cleveland Cavaliers and mid-December admission decision release.

NBC AND "PEOPLE" MAGAZINE SPOTLIGHT MIAMI CONNECTION

On Oct. 28, the "Today" show featured former Miami football greats Sherman Smith and Deland McCollough, highlighting their connection that goes far beyond coach, mentor, and player. The two football pros had many parallels in their careers, but neither of them had any idea that they had something much more significant in common — genetics. UCM worked with the producers at NBC by providing photos and videos of the two during their time at Miami. This broadcast news story aired more than 336 times and was picked up by "People" magazine, with an audience reach of at least 245 million and total earned media value of $318,092.

▲ **Sherman Smith and Deland McCollough at Yager Stadium.**

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 – Nov. 15, 2025

SOCIAL MEDIA

40.4M
Total social media impressions on the university's primary accounts

- 𝕏 187.6K
- ⬡ 11M
- ♪ 362K
- f 27.5M
- in 1.4M

474.3K
Total social media engagements

- 𝕏 8.1K
- ⬡ 144.2K
- ⓣ 1.3K
- f 192.3K
- in 111.6K
- ♪ 16.8K

730.1K
Total social media followers

- 𝕏 69K
- ⬡ 135.6K
- ⓣ 17.3K
- f 139K
- in 268.7K
- ♪ 117.8K

WEBSITE

3.4M
Total website users

1.7M
New website users

16M
Website page views

456K
Organic clicks (Google)

8M
Search impressions

CONVERSION TRACKING

35.5K
Applications from fall 2025

80.2K
Requests for information

Social Media
## top highlights
Sept. 1 – Nov. 15, 2025

f **15.5K** Total engagements
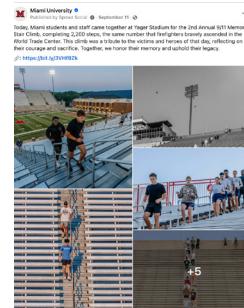

𝕏 **975** Total engagements

in **11.9K** Total engagements
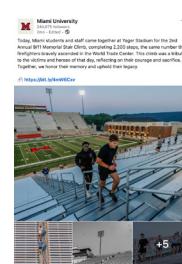
⬡ **6.9K** Total engagements

♪ **835** Total engagements

News
by the numbers
Sept. 1 – Nov. 15, 2025

136
News media pitches

526M
News reach

7.3K
News mentions

$7.5M
PR value

567
National news media mentions

The Conversation

8
Articles
Sept. 1 – Nov. 15, 2025

8
Authors
Sept. 1 – Nov. 15, 2025

98
Publishers
Sept. 1 – Nov. 15, 2025

183.7K
Reads
Sept. 1 – Nov. 15, 2025