Miami University
Board of Trustees
Minutes of the Board of Trustees Meeting
Oxford Campus
Marcum Conference Center Room 180's
Friday, December 12, 2025

The Secretary to the Board of Trustees confirms that as specified in the Regulations of the Board of Trustees of Miami University, in compliance with Section 121.22 of the Ohio Revised Code, due notice was given prior to holding this meeting of the Board of Trustees.

The meeting was called to order at 9:00 a.m. with Chair Mary Schell presiding. Roll was called with a majority of Trustees present, constituting a quorum. 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, Amy Shoemaker, and Randi Thomas; interim Vice President Jill Gaby; Foundation Board President Brent Shock; Director of Executive Communications Ashlea Jones; Associate Provost Padma Patil; Associate Vice President Melissa Thomasson; Athletic Director David Sayler; Assistant to the President Dawn Tsirelis, and Ted Pickerill, Chief of Staff and Secretary to the Board of Trustees; along with many others in attendance to assist or observe.

Roll call of Trustees:

Present:	Arushi Agrawal (Student Trustee)	Beth McNellie
	Steve Anderson	Rick McVey (National Trustee)
	Biff Bowman (National Trustee)	Peyton Morrow (Student Trustee)
	Ryan Burgess	Lisa Peterson
	Bill Ebbing	Rod Robinson
	Deborah Feldman	Mary Schell
	Zachary Haines	

Absent: Dinesh Paliwal (National Trustee), and Jeff Pegues (National Trustee)

Public Study Session

Chair's Comments

Chair Mary Schell relayed the following information:

Good morning,

Thank you for attending today's meeting. We are bringing the Fall semester to an end today and celebrating Commencement later this afternoon. During Commencement, Miami will award degrees to approximately 1,000 students representing 41 states and 13 countries. These ceremonies are very special for our students and the entire Miami Community, and area reminder

of why we are here.

Next, I'll share some of the recent success of Miami THRIVE.

In an expansion of our quantum computing partnership with The Cleveland Clinic, and with a shared goal of supporting students and training the next generation of healthcare workers, Miami University named the Cleveland Clinic Health Sciences and Wellness facility in a ceremony this Fall.

Over the past year, the partnership between Miami and Cleveland Clinic has grown substantially in alignment with state and healthcare workforce needs, as well as student demand. The partnership has advanced collaborations in a number of areas including entrepreneurship, healthcare education, and nursing. I'd like to congratulate President Crawford and his team for the incredible speed with which they have implemented the partnership with the Clinic and for taking advantage of opportunities that have presented themselves beyond those related to quantum computing.

Yesterday, we heard the proposal to partner with Northeast Ohio Medical School to create a Miami University accelerated nursing program located in Northeast Ohio. Students can begin after one year of school here, and attend classes year-round to complete six semesters of Miami nursing courses and clinicals in only two years of study.

This proposal strengthens our evolving ties with NEOMED, which began with an early assurance program for Miami graduates to attend NEOMED's College of Medicine, and the groundbreaking educational partnership with NEOMED, The Christ Hospital Health Network of Cincinnati, and Miami University to establishes pathways for future generations of nurses and physicians to train for a medical career in Ohio.

In athletics, we also have good news to share! The Miami University football team will face Fresno State University in the Snoop Dogg Arizona Bowl in Tucson, Arizona. We will be making our 17th all-time bowl appearance and play in a bowl game for the sixth consecutive full season. We also enter the game as the defending – and only - Snoop Dogg Bowl Champions.

If you attended the Toledo game this year, you saw that the RedHawks traded their traditional red and white for a special uniform celebrating the university's fabled Cradle of Coaches timeless tradition of leadership and excellence in sports. The uniforms were a dramatic departure from the traditional including a red Miami helmet sporting a new gold face mask.

While the Cradle of Coaches uniform made its debut in football, other Miami sports are following suit with the distinctive look throughout the athletic calendar.

In Field Hockey, Miami made history this season, as we defeated No.4 Virginia in a 2-1 victory to advance to our first NCAA Elite Eight round in RedHawk field hockey history.

In Europe, Miami captured the 2025 Friendship Four title in Belfast by defeating No. 20 Union College 3-2 in the championship game to win the Belpot Trophy. The RedHawks' victory capped an impressive and memorable weekend in Northern Ireland for our student-athletes, fans and alumni.

Men's basketball improved to 9–0 with an overtime win at UNC Asheville yesterday, making them one of only eight NCAA Division I teams still undefeated this season. Their 9–0 start is the best since the 1995–96 season for the RedHawks.

Women's basketball defeated the University of Cincinnati 75–71 in overtime on December 3, overcoming a 13-point fourth-quarter deficit to secure the road win.

Congratulations to the entire athletics program.

Miami alumni continue to achieve great success. Miami is ranked No. 45 overall and No. 19 among public universities in TIME's America's Best Colleges for Future Leaders 2026 list. TIME teamed with Statista, a leading international provider of market and consumer data and rankings, to produce the rankings.

According to the study, America's Best Colleges for Future Leaders was created based on the analysis of 4,800 of the most influential leaders in the United States from business, government, academia, and society. Miami is the top-ranked school from Ohio on the 125-member list, ahead of Ohio State University, Case Western Reserve University, and Dennison – and everyone else!

Also in Europe, students, faculty, and staff on Miami University's Luxembourg campus were part of a historic visit in September. The farewell tour for Luxembourg's Grand Duke Henri made its way to the Miami University John E. Dolibois European Center (MUDEC) this Fall, when the Grand Duke stopped at Miami's Château de Differdange prior to the transfer of power from Grand Duke Henri to Prince Guillaume, Hereditary Grand Duke of Luxembourg's royal family. We continue to enjoy solid support for our campus from the Royal Family, government and others all over the country.

Thank you, that concludes my remarks.

Love and Honor.

Comments from the Public

The Board received comments from one member of the public.

Public Business Session

Election of David Dafoe as a National Trustee

The Board invited alumnus David Dafoe to attend the December Committee meetings, and the meeting of the full Board. As the first order of business, the Board considered the appointment of David Dafoe as a National Trustee.

Trustee Burgess moved, Trustee Anderson seconded, and by voice vote, David Dafoe was unanimously elected to serve as a National Trustee for a term of three years, with all voting in favor and none opposed.

Approval of Prior Meeting Minutes

Trustee Burgess moved, Trustee Peterson seconded, and by voice vote, the minutes of the prior meeting of the Board of Trustees were unanimously approved, with all voting in favor and none opposed.

Consent Calendar

Resolutions on the Consent Calendar, included:

- Emerita/Emeritus
- Campus Naming
- Resolution of Appreciation for Jeff Pegues

Trustee Robinson moved, Trustee Anderson seconded, and by voice vote the consent calendar was unanimously approved, with all voting in favor and none opposed.

Reports

Report of the Chair of University Senate Executive Committee

In the absence of Senate Executive Committee Chair, Nathan French, who was administering a final examination, Executive Committee member, Ginny Boehme, delivered Chair French's remarks to the Board, she relayed:

Before I begin, please allow me to express my personal apologies for my absence today. As my faculty colleague and fellow Senator Ginny Boehme knows, I am administering a final examination for my students in my Religion 101, "Rethinking Religion," course. My thanks to her for this delivery and to the Board for receiving this update.

Each December for the past few decades, my predecessors have had the opportunity to address the Board of Trustees and the broader university committee at this meeting. A review of those remarks echoes a reminder that the Miami University Senate – composed of administrators, faculty, staff, and students from across the institution - remain committed to the principles of shared governance. This commitment was reinforced by several Senators and the representatives of the Higher Learning Commission's accreditation team when we sat together to discuss and affirm the realization of shared governance at Miami on September 9, 2025.

Shared governance is not an easy project in a time of significant institutional change. Miami's sixteenth president, John D. Millett (1912-1993) observed as much when, as chair of the ACE Commission on Administrative Affairs, he worked with the American Association of University Professors in 1966 to co-author one of our nation's foundational statements on the necessity of shared governance in which boards of trustees are the "final institutional authority"

alongside faculties possessing "primary responsibility" on matters of curriculum with both "exercis[ing] effective influence in decision-making" for the institution as a whole.

This fall, adapting shared governance to new laws was the central business of the University Senate. We revised our Enabling Act in consideration of Ohio Revised Code 3345.457 which entered effect on September 30, 2025 and ended the delegation by the Board of Trustees of all matters of curricular approval to the University Senate. On September 8, 2025, the University Senate established an Ad Hoc Committee on the University Senate Enabling Act, co-chaired by Rosemary Pennington, Chair Ex Officio of the University Senate and Chair and Professor of the Department of Media, Journalism, and Film and Chelsea Green, Chair of the Governance Committee of the University Senate and Associate Clinical Professor of Finance and Business Legal Studies. Consisting of undergraduate, student, staff, and faculty representatives – and with input from Provost Chris Makaroff and Associate Provost Elise Radina – this committee worked quickly to propose amendments to the Senate's Enabling Act bringing it into alignment with Ohio law.

Following the presentation of their full report to the Senate and a public hearing at which undergraduate students and faculty spoke firmly in support of the ongoing continuation of the University Senate at Miami, we approved the revisions to our Enabling Act at our November 17, 2025 meeting. The introductory article of the act will now read as follows, pending the approval of this Board:

"University Senate is the primary University governance body where students, faculty, staff, and administrators debate University issues and make recommenda1ons 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."

We are hopeful that the Board will agree that this revision to the Enabling Act aligns the University Senate's activities with our state's laws and recognizes, as President Millett once said, this Board's "final institutional authority."

At that same meeting, the University Senate approved an updated curricular review process, drafted in coordination with the Office of the Provost and the Council of Academic Deans to enhance the ability of the University Senate to provide an earlier advisory role in the curricular approval process at Miami.

For the University Senate to serve in this advisory capacity, our Senate has had to revisit the nature of its systems of resolution and legislation. On a trial basis this fall, we adopted a "Senate recommendation" system, in which the Senate, recognizing that the ultimate decision-making over curriculum rests with this Board, deliberates on whether to recommend or decline to recommend curriculum and policies presented to it. In the future, the Board should anticipate receiving principled recommendations or considerations from the Senate on possible decisions that might be taken by the Board on matters of curriculum and policy. Such principled

recommendations may include disagreement, but such a disagreement comes from a place of our principled commitment to our shared stewardship and responsibility to this institution.

This fall, the Senate recommended and supported the decision by Amity Noltemeyer, Dean of the College of Education, Health, and Society to increase the cap placed upon the percentage of TCPLs in her division, noting that such flexibility will meet the needs of the division but noting that if Miami's commitment to research is to be sustained, each division will need to assess its faculty portfolio closely. On October 20, the Senate also recommended the proposed Master of Education in Health Professions Education, praising our partnership with the Cleveland Clinic and this remarkable innovation but noting that starting expenses may take time for recovery.

While the Senate recommended the minimum enrollment policy proposed by the Graduate School, it declined to recommend the new policy on administration of graduate awards. In its considerations on this policy, passed on November 17, 2025, the Senate expressed support for the Graduate School's work to continue to advance our graduate students in a timely manner, but it noted that this policy might work at cross purposes to the university's hopes to strengthen graduate doctoral programs and its possible pursuit of Carnegie 1 Research classification.

At our December 1, 2025 meeting, the University Senate heard a presentation from faculty in the College of Liberal Arts and Applied Science on two new associate's degree programs – an Associate in Applied Science for Engineering Technology and an Associate in Applied Science for Mechatronics Engineering Technology. During the Senate's deliberations and discussion of the presentation, Senators expressed support both for these programs as well as for the polytechnic initiative, however, as the Senate is still operating under its prior curricular approval processes, Senators declined to vote on a recommendation for either degree program until the spring semester.

We heard several reports and presentations this fall. Liz Wardle, Roger and Joyce Howe Distinguished Professor of Written Communication and the Director of the Howe Center for Writing Excellence and Marko Dumančić, Associate Provost of Undergraduate Education, visited the University Senate and led several Senate working sessions as part of their work on the Miami Plan Revision Committee on which I also sit. Elizabeth Hoover, Director of the Office of Liberal Education, provided updates on the current implementation of the Miami Plan. Zeb Baker, Honors College Dean, provided an update on the ongoing successes of his college and its students. In early October, we welcomed David Sayler, Director of Intercollegiate Athletics, for an update on the on-the-field and off-field successes of our student athletes. Rachel Beech, Vice President of Enrollment Management and Student Success updated the Senate on our policies of program of study assignment and cross-campus registration. Most recently, Vice President for Strategic Initiatives and Professor of Economics, Melissa Thomasson and Interim Dean of the College of Liberal Arts and Applied Science Moira Casey offered an update on the restructuring of the Miami Regionals and the Miami Polytechnic initiative. And, finally, Ellen Yezierski, Professor of Chemistry, ACS Fellow, and Director for the Center for Teaching Excellence presented their findings on university teaching evaluation systems and metrics with Sara Watt, Associate Professor of Educational Psychology and Claire McLeod, Associate Professor of Geology and Environmental Earth Science.

University Senate will hold its winter retreat on January 26, 2026 with the first official meeting of the body for the Spring 2026 semester taking place on February 9, 2026. We anticipate a robust conversation on our ongoing revisions to the Senate with an eye toward improving its efficiencies.

As we prepare for the second half of our school year, I would like to echo past chair Rosemary Pennington's invitation to meet with any of you to talk over Senate practices and procedures, especially in this time of institutional change. The University Senate aspires to be an indispensable part of this institution and to be a source of principled advice to this Board. I believe that the Board of Trustees and the University Senate share a deep commitment and sense of responsibility to Miami. I look forward to continuing my work with you in the coming semester and the 2026-2027 academic year as Chair of the University Senate Executive Committee.

Thank you.

Report of the Student Body President

Student Body President Daniel Martin relayed to the Board:

Good Morning Trustee Members

Merry Christmas and happy Holidays. I hope y'll have had a wonderful morning. I won't lie; I have trekked through one of those journeys that our parents exaggerate about whenever we complained as kids but this time it was real. I walked through the freezing cold and I can assure you it was up hill both ways!

All jokes aside, thank you for allowing me to give an update on the Student Body. Student government passed a variety of legislations ranging from academic to quality of life.

-The Wellness Series: encouraging healthy habits and well-being among students, collaboration across various wellness-centered groups
- Overload Fee Resolution: highlights many pieces of legislation that are in collaboration with admin, opening up discussions about academic policies and their impacts on students
- Winter Lights: unanimous ASG support, spreading cheer on campus and also more admin collaboration

My Vice President Kirsten Osteboe and I have also found ways to help student life on campus. Together we host a connections dinner where we brought student leaders, administrators, and even faculty from all corners of campus and they all sat down and were able to connect over a meal and discuss the future of Miami University.

Students' relationship with the city have improved as well. Kirsten, student life staff, the inter fraternity council, my secretary of community engagement, and I now have monthly meetings with the chief of police and the city planner in a new partnership. I know as a member of a fraternity myself this will go a long way in improving the town and gown relationship.

Before I mention what Kirsten and I are looking forward to accomplishing in the coming semester, I must address the concern that has been on everyone's lips. The new Cook Field arena district there are quite a few students who are displeased with the entire notion and have asked me to express their concerns for a loss of recreational space, the overall campus design and look, but also logistical concerns over parking, traffic, etc.

Looking toward the future, Kirsten and I ran on a platform of leading from behind where we promised to make a conscious effort to always have the time to create new initiatives that address student concerns as campus and student culture changes. In that spirit, we are now working on an aluminum can drive to help Greek Life and student groups both make a lasting impact on philanthropy and charity while also cleaning up the city. We are also working on mental health awareness after the devastating loss of our peers here during the semester. We are also focusing our attention on our Out of Office Hours where we will be sitting in a public space to gain feedback and connect with as many community members not just students as possible. And lastly, we are also planning a festival for philanthropy where we will bring together all the charity and philanthropic organizations on campus and raise money and awareness to all groups that we support as a unified student body.

With all that said, I wanted to leave y'll with one more thing. I will be entering my last semester here at Miami and I could not ask for a better experience. Miami is truly a special place where students grow into the leaders and the success stories of tomorrow. I hope we can continue to work together to keep Miami special and as like to say as Love and Honor as possible.

Merry Christmas and happy holidays.

Report from the President

President Crawford provided an update to the Board focusing on; MiamiTHRIVE, Research, and Athletics.

President Crawford outlined Miami University's strategic momentum through MiamiTHRIVE. Key initiatives include: Urban Bridges in Cleveland, Columbus, and Cincinnati; new healthcare programs, and the partnerships with Cleveland Clinic, NEOMED, and Christ Hospital; the expansion of applied and polytechnic programs; growth in online and workforce-aligned offerings; and targeted investments in disruptive technologies such as quantum computing, artificial intelligence, data, and cybersecurity.

He highlighted sustained progress toward elevating Miami's research profile, with a clear focus on growth in external funding, doctoral education, and national classification. The multi-pronged research growth strategy includes increasing proposal submissions, diversifying the funding portfolio, strengthening partnerships with clinical and medical institutions, investing internally in high-potential areas, and expanding graduate programs in engineering and computer science.

President Crawford underscored Miami's "Gold Standard of Excellence," presenting athletics as a gateway to mission, a unifying force, and an economic and leadership catalyst. He highlighted a record year for RedHawk athletics, including multiple conference championships,

strong academic performance with a 3.3 average GPA, high graduation rates, and extensive community engagement through service and advocacy.

Academic and Student Affairs Committee

Report of the Committee Chair

Committee Chair Beth McNellie relayed the following:

The Academic and Student Affairs Committee met yesterday in Marcum Conference Center. Seven resolutions were considered; all are recommended for approval today.

The Committee heard updates from the Senior Vice President for Student Life, the Vice President for Enrollment Management and Student Success, the Vice President for University Communications and Marketing, and the interim Provost.

The meeting began with Provost Makaroff providing an overview of five policy changes directed by Senate Bill 1. The policies covered: Faculty Evaluation, Promotion and Tenure, Faculty Workload, Post-Tenure Review, and Retrenchment. All are recommended for approval today. The Committee also recommends approval of the annual Remediation Report to the State.

The Committee also heard from Provost Makaroff regarding proposed changes to the Miami Plan, including its name. The changes would simplify the requirements and permit students more flexibility in course selections, while retaining Miami's commitment to writing and completion of a capstone course. In addition, the revised program would be intentional in connecting Plan courses to applied skills and career outcomes and was well-received by the Committee.

The Committee heard from Dean Amity Noltmeyer regarding the proposed Masters Degree in Health Professions Education, which is also recommended for approval.

The Committee then received an update from Associate Vice President Melissa Thomasson on the Polytechnic campus initiative in Hamilton, followed by an update from Vice President Ande Durojaiye 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.

Vice President Rachel Beech then updated the Committee on this year's applications to date, which other than international applications, are ahead of last year, once we account for the change in status of neighboring county Indiana applicants who are now listed as being in-state. She also discussed the Academic Recruitment Collaborative which brings undergraduate admission leadership, advising leads, divisional communicators, new divisional recruitment and

outreach teams, and operations teams together for strategic discussions and initiatives relative to each phase of the admissions cycle.

Vice President Rivinius provided updates on Performance Highlights on digital marketing targeting, smart mailers, and social media engagement. She also presented materials about current and changing Brand Concepts, Campaigns, and Initiatives, which include overarching messages, omnichannel marketing, and focused storytelling. She concluded by sharing "Cool New Things," such as motion graphics, high-impact ads, hyper personalization and AI, and sticker postcards.

Senior Vice President Jayne Brownell updated the Committee with the results of the recent student Transition Survey, which showed a very strong (and increased) sense of belonging among Miami students.

The Committee also received several written reports, which will be included in the meeting's minutes.

Thank you, that concludes my report.

Resolutions

Policies and Reports

Five policy resolutions and a report to the Chancellor of Higher Education were considered in a single vote:

- [Faculty Performance Evaluation Policy](#)
- [Faculty Promotion and Tenure Policy](#)
- [Faculty Workload Policy](#)
- [Faculty Post-Tenure Review Policy](#)
- [Retrenchment Policy](#)
- [Annual Remediation Report to the State](#)

Interim Provost spoke in support of the resolutions. Trustee Burgess then moved, Trustee McNellie seconded, and by voice vote, the six resolutions were unanimously approved, with all voting in favor and none opposed.

[Masters in Health Professions Education](#)

Interim Provost spoke in support of the resolution. Trustee McNellie then moved, Trustee Ebbing seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

Finance and Audit Committee

Report of the Committee Chair

Committee Chair Ryan Burgess relayed the following:

Madam Chairperson and Members of the Board of Trustees.

The Finance and Audit Committee met yesterday afternoon at the Marcum Conference Center. The Committee considered seven resolutions at the meeting. All of the resolutions are recommended for approval later in this meeting.

The Committee began the meeting with a presentation by the University's independent auditor regarding the results of the fiscal year 2025 financial audit. Jim Creeden from FORVIS covered all the required communications with the Committee. At the end of the presentation, the Committee met in a private session with the independent auditor.

Following the Committee's meeting with the independent auditor, Senior Vice President Creamer reviewed some financial highlights with the Committee from fiscal year 2025. The financial condition of the university remained strong for fiscal year 2025, due primarily to investment performance.

The Committee then received a report on the current year budget. There were no issues to report as the current year's forecast is consistent with the adopted budget.

Vice Presidents Seidl and Beech provided the Committee with an update on the Workday student implementation. They reported that due to limitations with the student financial aid capabilities in Workday that an additional software tool needs to be implemented to maintain the required functionality for administering student financial aid in Workday. This unplanned software implementation will necessitate a one-year delay in the Workday student implementation.

Vice President Powell provided the committee with a status report on all major construction projects and informed the Committee that planning for a possible new arena is proceeding as planned. Mr. Powell also informed the Committee that he expects to present a completed plan for the arena at the Committee's February meeting. In order for the arena project to be available for the 2028-2029 basketball season, the project and the related debt authorization to fund the project will need to be adopted by the Board of Trustees at their February meeting.

Vice President Powell also introduced four facility resolutions for the Committee's consideration. The resolutions authorize the removal of four buildings near Spring Steet, the replacement of the ice refrigeration system at the Goggin Ice Center, the renovation of the three MET quad residence halls over the next three summers, and the submission of the biennial capital appropriation request to the Ohio Department of Higher Education for facility improvements on the Hamilton Campus. All four resolutions were endorsed by the Committee.

The Committee then received a report from Associate Vice President David Ellis on the efficiency report that must be submitted annually to the Ohio Department of Higher Education.

The report requires the approval of the Board of Trustees. The Committee unanimously endorsed the report and recommends its adoption later in this meeting.

The University's chief internal auditor, Terry Moore, presented the annual internal audit plan to the Committee for its consideration and approval. Mr. Moore also presented a resolution to amend the Internal Audit Charter. The resolution and the audit plan were both approved by the Committee.

The final agenda item from yesterday's meeting was a report by Trustee Bowman about the Investment Subcommittee meeting. The Subcommittee met just prior to the full Committee. Mr. Bowman informed the Committee about another strong investment performance by the University's outsourced chief investment officer, Strategic Investment Group. During the subcommittee meeting a resolution to authorize the allocation of $35 million from the Investment Fluctuation Fund for the THRIVE Strategic Plan was also considered and recommended to the full committee. This brings the allocation for Thrive initiatives to a total of $70 million. The resolution was then endorsed by the full committee for adoption by the Board of Trustees today.

While the agenda for yesterday's meetings was quite full, the discussion was robust, resulting in two very productive meetings.

Madam Chairperson, that concludes the report of the Finance and Audit Committee.

Ordinances and Resolutions

Facilities Resolutions

Four facilities resolutions were considered in a single vote:

- Spring Street Facilities Removal
- Goggin Ice Center Refrigeration Replacement
- Morris, Emerson, Tappan Quad Renovation
- 2027 - 2032 Capital Improvements

Sr. Vice President Creamer spoke in support of the resolutions. Trustee Burgess then moved, Trustee Peterson seconded, and by voice vote, the four resolutions were unanimously approved, with all voting in favor and none opposed.

Efficiency Report

SVP Creamer spoke in support of the resolutions. Trustee Burgess then moved, Trustee McNellie seconded, and by unanimous voice vote with all voting in favor and none opposed, the resolution was unanimously approved.

Internal Audit Charter

Changes to the Internal Audit Charter were proposed in order to better incorporate industry-recognized best practices. SVP Creamer spoke in support of the resolution. Trustee

Burgess then moved, Trustee Anderson seconded, and by unanimous voice vote, with all voting in favor and none opposed, the resolution was approved.

MiamiTHRIVE Strategic Initiative Funding

The resolution to provide an additional $35M in funding for MiamiTHRIVE initiatives was presented. As recommended by the Investment Subcommittee and endorsed by the Finance and Audit Committee, the proposed resolution was amended to add the Academic Affairs Committee Chair, the Investment Subcommittee Chair, and the Provost to the group authorized to collectively approve expenditures for THRIVE initiatives. Along with these new additions, the group also includes the President, the Chair of the Board of Trustees, the Chair of the Finance and Audit Committee, and the Sr. Vice President for Finance and Business Services.

Following a motion by Trustee Haines and a second by Trustee Anderson, by unanimous voice vote, with all voting in favor and none opposed, the resolution was approved.

Student Trustee Reports

Student Trustee Morrow relayed the following:

I appreciate the opportunity to share a brief update on the work that Arushi and I have been engaged in over the past several months. One of the most meaningful parts of my role this semester has been my involvement with the Student Wellness Advisory Group, where our focus has centered on improving student mental health support and strengthening opportunities for connection on campus. I'm excited to share that this spring we will be launching a new initiative called "I'm Listening." The idea behind it is simple yet powerful: create spaces across campus where students can sit down with trained student or staff listeners; no agenda or formal program, just a conversation about whatever is on a student's mind. Conversations may range from academic stress to personal challenges to celebrations of things going well. We hope to demonstrate and provide what students value most: being heard, seen, and appreciated when the University shows up in a human, accessible way. We're excited to roll out this initiative and use what we learn to inform future wellness and engagement efforts.

Arushi and I also had the opportunity to sit down with the Associate Provost for Undergraduate Education to discuss the formation of a new Miami Plan. Students are curious, at times anxious, about what these changes will mean for their degree progress, advising experiences, and course availability. We talked through strategies for clearer communication and how to ensure that the updated Miami Plan continues to support academic flexibility while remaining practical and succinct for students. During this meeting, we also spent time discussing ongoing concerns related to the student attendance policy. Many students and faculty have expressed a desire for clearer expectations and more consistency across departments. Continued dialogue will be important as we work to balance academic attendance with the recognition that students' lives and circumstances are variable.

Additionally, the student trustees met with Vice President Sidel, who provided updates on the Workday Student project and Miami's shift to a new operating system. These transitions will impact nearly every student interaction with university systems, from registration to advising to financial aid. We are appreciative of the time he took to meet with us, and his recognition of

student concerns and how they can be rectified with the rollout of Workday Student. We look forward to the clarity that can be brought to many aspects of the student experience with the introduction of this new system, and we will continue to advocate for students each step of the way.

Before closing, I want to acknowledge a topic of critical importance. This semester, our campus community has experienced the profound loss of multiple students. These tragedies have left many of us grieving, searching for answers, and reflecting on what more must be done. As a peer and member of this community, I extend my deepest sympathies to the families, friends, and student groups who are navigating these unimaginable emotions. As a student trustee, I ask all of us to remain committed to continuing the ongoing work to strengthen prevention, expand access to mental health resources, and build a culture in which students feel supported, valued, and heard. This work is not finished, nor can it be. There is no final destination when it comes to mental health. It demands our continued attention, compassion, and action.

Thank you all for your collaboration and dedication to the student experience. I look forward to one final update in February.

With Love and Honor,

I conclude my remarks

Student Trustee Agrawal relayed the following:

Thank you and good morning,

I'd like to take a brief moment to reintroduce myself, as this is only my second full board meeting. For those I haven't yet had the pleasure of meeting, my name is Arushi Agrawal. I am a junior majoring in Spanish, and I'm from Centerville, Ohio, where I first served as a student representative on my district's board of education. That experience is where I discovered my passion for student advocacy and the power of student voices in decision-making.

It is an honor to now serve as a student trustee for Miami. It has been wonderful getting to know many of you and to work alongside Peyton. We've learned that we both care deeply about advocating for students, and that we're both crossing our fingers for medical school acceptances in the not-so-distant future.

Speaking of which, we are both preparing to take the MCAT in a few months. It's surreal how quickly that date is approaching. But earlier this semester, at least for me, it didn't feel quick at all; it felt heavy. Truly heavy. I was under immense pressure from classes, MCAT studying, and a few personal challenges. And like so many students, I was trying to balance all of that while still being a sister, friend, daughter, and human being.

After hitting what felt like a breaking point, I decided to try counseling for the first time. Miami offers an initial consultation plus three free counseling sessions through Student Counseling Services, and honestly, my experience was wonderful and grounding. It helped me realize something I've never allowed myself to admit: I have always defined myself as a student

before anything else. For the first time it feels like I learned to see myself as a person first and a student second.

It also made me wonder: How many students are actually using this resource? I met with Dr. John Ward, the Director of Student Counseling Services, earlier this semester to learn more, and I'm grateful for the time he took to talk with me. While appointment numbers are rising, fewer than 10% of students utilize counseling.

I wanted to understand why. So, I created a short, anonymous survey and shared it with my classes and friends. I received 96 responses. I know this is not a large enough or diverse enough sample to represent our university. Most respondents were likely from STEM courses simply because that's where I could reach the most students. I plan to keep the survey open next semester, expand outreach to more academic areas, and possibly set up a table with free snacks in Armstrong to better engage students, explain our role, and gather more feedback. After all, there are two words college students never ignore: "free" and "food."

So far, the responses have been telling. Many students said they simply didn't need therapy. Some didn't know counseling services were available at all. Others felt it wasn't "for them" or doubted it would help. A number preferred outside therapy. And many admitted they just didn't feel comfortable talking about their personal lives.

That resonated with me. As a Resident Assistant last year, I saw firsthand the diverse silent struggles students carry. In just my small community, I supported students dealing with sexual assault, parents battling cancer, and even bullying within their own organizations. Many never reached out for help— they were just trying to survive each week.

Miami has incredible student support resources. The Dean of Students, counseling, academic services, and compassionate staff. But the reality remains: many students will never take the first step to seek help. Sometimes the best way to support students is to meet them where they already are. Often, that's the classroom.

One of my professors implemented a policy I will never forget; one that, to me, represents compassionate curriculum at its best. His policy was straightforward: if a student scored higher on the final exam than on their exam average, the final exam grade would replace that average.

It seems simple, but its impact is profound. It gives students who struggled—whether due to life circumstances, mental health, or family challenges—a genuine opportunity to recover. It allows students to care for themselves when needed while still being able to succeed. And importantly, this policy is still academically rigorous. To earn a higher score on a cumulative final, a student must truly understand the material. What this policy recognizes is learning, growth, and resilience. It motivates students to study hard for the final, seek tutoring, and re-engage with the material. Some might worry that students could take advantage of it, but realistically, most wouldn't risk their grade on a single high-stakes exam. It's a policy that fosters hope, not shortcuts.

Dr. Rock's policy was compassionate, human, and still held high standards. It didn't lower expectations. It acknowledged that learning and life are rarely linear. I wanted to explore

how we might encourage more practices like this across campus. In my survey, I asked students to share whether they had ever experienced a policy that made a meaningful difference for them. Responses ranged from "no such policy" to exam corrections to flexible sick-day structures.

Peyton and I met with the Associate Provost for Undergraduate Education to discuss how we can encourage faculty to consider these kinds of approaches. Because small choices (simple flexibility and deliberate understanding) can change the way students experience their education.

At the end of the day, supporting our students is not only about offering resources. It is about creating a campus culture where students feel seen, supported, and believed in— even when they can't quite bring themselves to ask for help.

Thank you all for your time, and I wish each of you a very happy and restful holiday season!

Other Business

Report of the Nominating Committee and the Election of Officers

The Nominating Committee was composed of Trustees Robinson (Chair), Bowman and Burgess. Trustee Rod Robinson reported that the Committee recommended the following slate of officers:

- Chair, Mary Schell
- Vice Chair, Steve Anderson
- Treasurer, Deborah Feldman
- Secretary, Zac Haines

Trustee McNellie then moved, Trustee Burgess seconded, and by unanimous voice vote, with all voting in favor and none opposed, the slate of officers for calendar year 2026 was approved.

Recognition of Departing National Trustee Mark Sullivan

Having served a three-year term and a subsequent three-year reappointment, the maximum term of service per Board of Trustees regulations, National Trustee Mark Sullivan was recognized for his service by the Board of Trustees.

Every member of the Board recognized and praised Trustee Sullivan, and as his resolution of appreciation was read and approved, he was met with a standing ovation by all in attendance.

After the reading of the resolution of appreciation for Trustee Sullivan, Trustee Schell moved, Trustee Peterson seconded, and by unanimous voice vote, with all voting in favor and none opposed, the resolution was approved.

Executive Session

Trustee McNellie moved, Trustee Burgess seconded, and by unanimous roll call vote, with nine voting in favor and none opposed, the Board convened to Executive Session to consult with counsel; review pending litigation; for security matters; for personnel matters, the evaluation, compensation, and employment of public employees; and for matters required to be kept confidential - trade secrets, as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

Return to Public Session

Other Business

Fiscal Year 2026 Salaries and Bonus

President Gregory, and Dr. Renate Crawford's salaries for FY 2026, and President Crawford's annual bonus were considered.

Trustee Robinson moved, Trustee Anderson seconded and by unanimous voice vote, with all voting in favor and none opposed, the resolutions setting the Crawfords' salaries and President Crawford's bonus were approved.

Memorandum of Understanding with the Ohio Department of Medicaid

Trustee Schell moved, Trustee McNellie seconded and by unanimous voice vote, with all voting in favor and none opposed, the tri-party agreement between Cleveland Clinic, Miami University and the Ohio Dept of Medicaid, was approved.

Adjournment of Meeting

With no other business to come before the Board, Trustee Peterson moved, Trustee Robinson seconded and by unanimous voice vote, with all voting in favor and none opposed, the Board adjourned at 1:30 p.m.

Written Reports

- Information Security Annual Report
- Miami THRIVE Report
- Advancement Report

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

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

BOARD OF TRUSTEES

ROUDEBUSH HALL ROOM 212
OXFORD, OHIO 45056
(513) 529-6225 MAIN
(513) 529-3911 FAX
WWW.MIAMIOH.EDU

December 12, 2025
Other Business

RESOLUTION R2026-12

BE IT RESOLVED: that the Board of Trustees hereby appoints David Dafoe as a National Trustee for a three-year term beginning December 11, 2025, and ending December 11, 2028.

Approved by the Board of Trustees

December 12, 2025

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

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MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

Approved by the Board of Trustees

December 12, 2025

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

December 12, 2025
Consent Calendar

RESOLUTION R2026-13

BE IT RESOLVED, that the Board of Trustees hereby approves the following for the rank of Professor Emerita effective on the formal date of retirement:

Kathleen Killian
Biology

BE IT RESOLVED, that the Board of Trustees hereby approves the following for the rank of Professor Emeritus effective on the formal date of retirement:

Douglas Meikle
Biology

Dana Saulnier
Art

BE IT RESOLVED, that the Board of Trustees hereby approves the following for the rank of Clinical Lecturer Emeritus effective on the formal date of retirement:

Patrick McCafferty
Commerce

BE IT RESOLVED, that the Board of Trustees hereby approves the following for the rank of Administrator Emerita effective on the formal date of retirement:

Brenda Curry
Director of Staff Development

Judy Eaton
Budget & Operations Coordinator

Lois Brown
TRIO Project Director

Kristen Zomchek
Director Personnel Planning & Operations

Cheryl Johnson
Director finance & Operations

Cynthia Govreau
Specialist Instructional Designer, Online & Distance Education

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Administrator Emeritus effective on the formal date of retirement:

Brad Bundy
Advancement

Pat Powers
IT Contract and Vendor Management Coordinator

Richard Dusha
Assistant Director, Environmental Health & Safety & University Fire Marshal

William Modrow
Head Steward/Sustain; Associate Librarian

John Winkler
Fire Safety Specialist

December 12, 2025
Consent Calendar

RESOLUTION R2026-14

BE IT RESOLVED: that the Board of Trustees hereby approves the following naming recommendations of the Committee for Naming Campus Facilities:

Makino Subtractive Lab
Located in the Advanced Manufacturing Workforce and Innovation Hub

Approved by the Board of Trustees

December 12, 2025

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

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Approved by the Board of Trustees

December 12, 2025

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

December 12, 2025
Other Business

RESOLUTION R2026-15

Resolution of Appreciation for
Jeffrey D. Pegues '92

WHEREAS, Jeffrey D. Pegues was appointed a Miami University National Trustee on February 1, 2020; and

WHEREAS, Miami University Board of Trustees Regulations set the length of this appointment, which expires on January 31, 2026; and

WHEREAS, Jeff Pegues has thoughtfully and ardently served Miami University as a tireless Miami supporter, alumnus, and Trustee; and

WHEREAS, as a Miami student, he majored in Mass Communication and was a wide receiver on the Miami University football team; and

WHEREAS, following graduation from Miami in 1992, Jeff gained reporting experience working for seven network affiliates across the country, including WABC in New York City, before joining CBS News in 2013; and

WHEREAS, he has over three decades of reporting experience covering stories of national and international importance, including terrorist attacks, active shooting incidents, hurricanes, superstorms, presidential conventions, and election interference; and

WHEREAS, Jeff was a key member of the CBS News team that earned Edward R. Murrow Awards in 2017 for overall excellence and for investigative reporting; and

WHEREAS, Jeff is world-renowned for his coverage of justice and homeland security, he has interviewed the directors of the FBI and the CIA, and traveled with CIA Director John Brennan as the Director contemplated the U.S. response to foreign cyberattacks attributed to Russia; and

WHEREAS, he is the recipient of numerous awards, including three Emmy Awards and the Sigma Delta Chi Award from the Society of Professional Journalists; and

WHEREAS, Jeff is the author of the critically-acclaimed books: *Kompromat: How Russia Undermined American Democracy*, and *Black and Blue: Inside the Divide between the Police and Black America*; and

WHEREAS, through Jeff Pegues Media, he produces a multi-platform portfolio of compelling and engaging content reaching over a million viewers in the past three months alone; and

WHEREAS, Jeff steadfastly applied his many leadership skills as a Trustee, and during his tenure, Miami saw the construction of the Cleveland Clinic Health Sciences and Wellness Building, the McVey Data Science Building, and the renovation and transformation of the previously shuttered Elm Street Building into the Lee and Rosemary Fisher Innovation College@Elm; and

WHEREAS, his tenure also saw the most challenging of times as the university assembled a Safe Return to Campus Planning and Coordinating Committee to meet the COVID 19 global pandemic; and

WHEREAS, the Miami Trustees, faculty, staff, and students will miss Jeff's strong commitment to service, his wisdom, experience, and extraordinary insight.

NOW, THEREFORE BE IT RESOLVED, that the members of the Miami University Board of Trustees do hereby express their sincere gratitude, and deepest appreciation for Jeffrey D. Pegues's service and leadership; and

BE IT FURTHER RESOLVED, that the members of this Board offer their best wishes for Jeff's continued good health and success in all future endeavors and extend an open invitation to Jeff to visit often in the years ahead.

Done, by the Miami University Board of Trustees, this Twelfth Day of December, Two Thousand Twenty-Five at Miami University, in the City of Oxford, County of Butler, State of Ohio, during the Two Hundred and Sixteenth year of the University's Charter.

Board of Trustees Update
December 2025

Today's Outline

(#1) MiamiTHRIVE

→ Transformative Ideas
→ Committed to Excellence
→ Operational Efficiency

(#2) Research

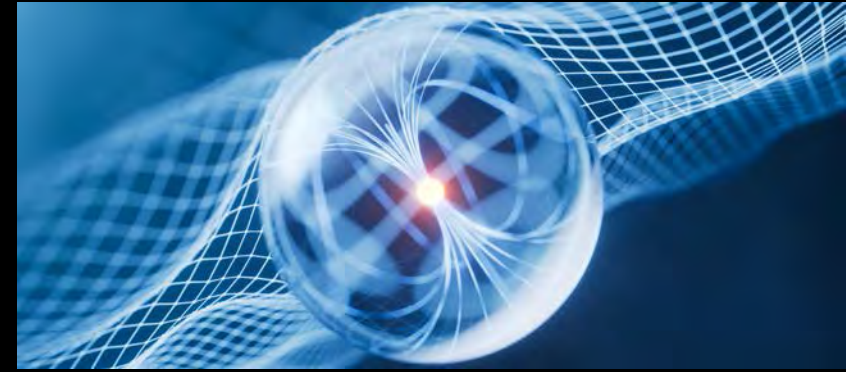→ Strategic Growth
→ Carnegie Classifications

(#3) Athletics

→ Power of Athletics
→ Record Year
→ Gold Standard Excellence

Strategic Transformation

Partners

Paper (=42)

CADS (=4)

Work+ (=20)

AM Hub (=35)

ECA (=10)

$$\text{Whole} > \sum_{j=1}^{N} (\text{parts})_j$$

TriHealth

stryker

Lilly

Ohio MEANS Jobs

bt

Cleveland Clinic

NORTHEAST OHIO MEDICAL UNIVERSITY · EDUCATION · SERVICE · RESEARCH · 1973
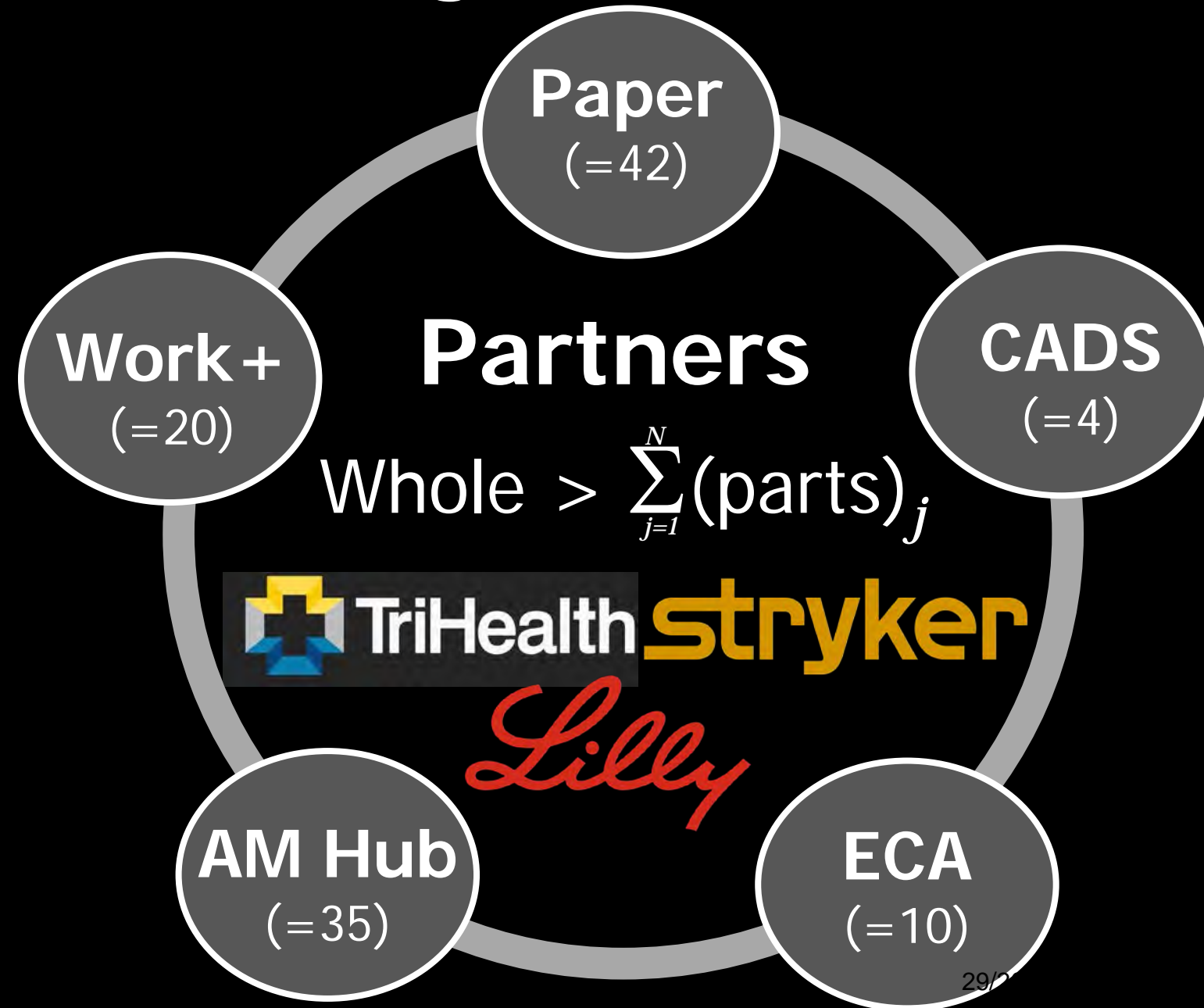
Urban Bridges

Collaboration

Elevate
Expand academic excellence, access, & reputation

Ignite
Grow research & commercialization through discovery & expertise

Accelerate
Drive economic impact through talent, expertise, & Innovation

Cleveland

Columbus

Cincinnati

Cleveland Clinic Partnership

Partnership
Quantum Degree (B.S.)
Ohio Quantum Computing Institute (State Funded)
Quantum Interns
Entrepreneurship Interns
Joint Masters Degree
Research Collaborations
Naming Clinical Health & Wellness Building

Cleveland Clinic

Cleveland Innovation District

Medical Partnership

Partnership
Clinical Placements (M3 & M4)
Campus (Games, Events)
Early Assurance Program
Research Collaborations

Polytechnic

Miami Polytechnic (Hamilton)

Workforce

Values

Partners

Appl. Eng. & Tech

Nat. Appl. Sci.

Appl. Bus. Com.

Crit. Prof. Studies

Ed. Soc. Bhv. Sci.

Nursing

Experiential Learning

Work+

Early College Academy

Industry Partners

Industry/State Input

Cycle Back

Experiential

Stakeholders

Frontiers

Online Expansion

Workforce
- M.S.N Psychiatric MH
- 3-Year Commerce
- 3-Year Information Tech
- Clinical Engineering
- M.Ed. Medical Ed
- M.Ed. Counseling Ed

Innovations
- Multiple Start Dates
- Innovation Grants
- Reskill & Upskill

Microcredentials
- Quantum Literacy
- Generative AI
- AI Basics
- Stackable MBA

Early Outcomes
- Unified Office & Resources
- 800 Registered
- Partnerships
- Fully Online Degrees

Workforce

Innovations

Microcredentials

Oxford Regionals

Partners
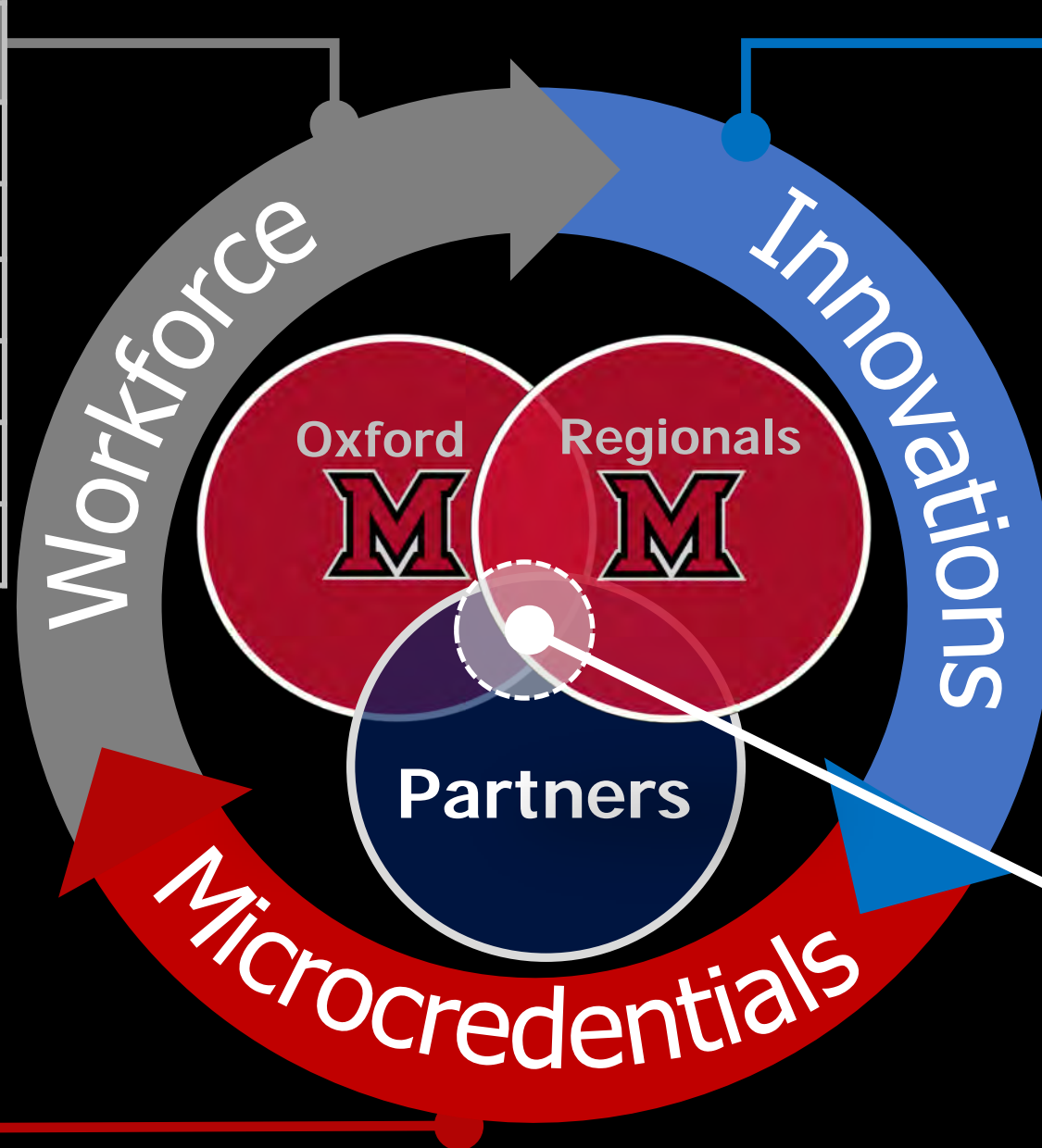
Disruptive Technology Initiatives

Quantum

Data

AI
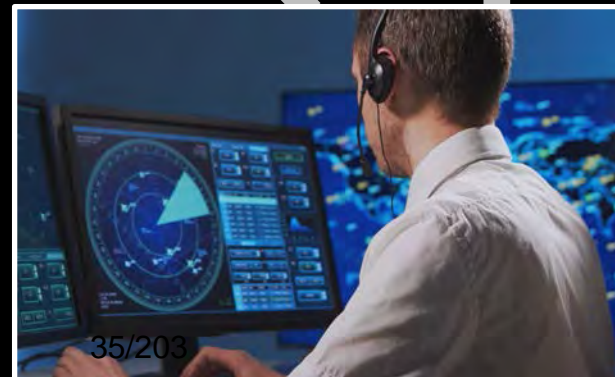
Cyber

The Last Mile (Expanding Access)

In-State Tuition

$18.6 K

$14.6 K

$12.6 K

$8.0 K

Last Mile

OCOG

State & Fed Grant

RedHawk

Stacking Grants & Aid

Chrissy Taylor '98

ENTERPRISE HOLDINGS
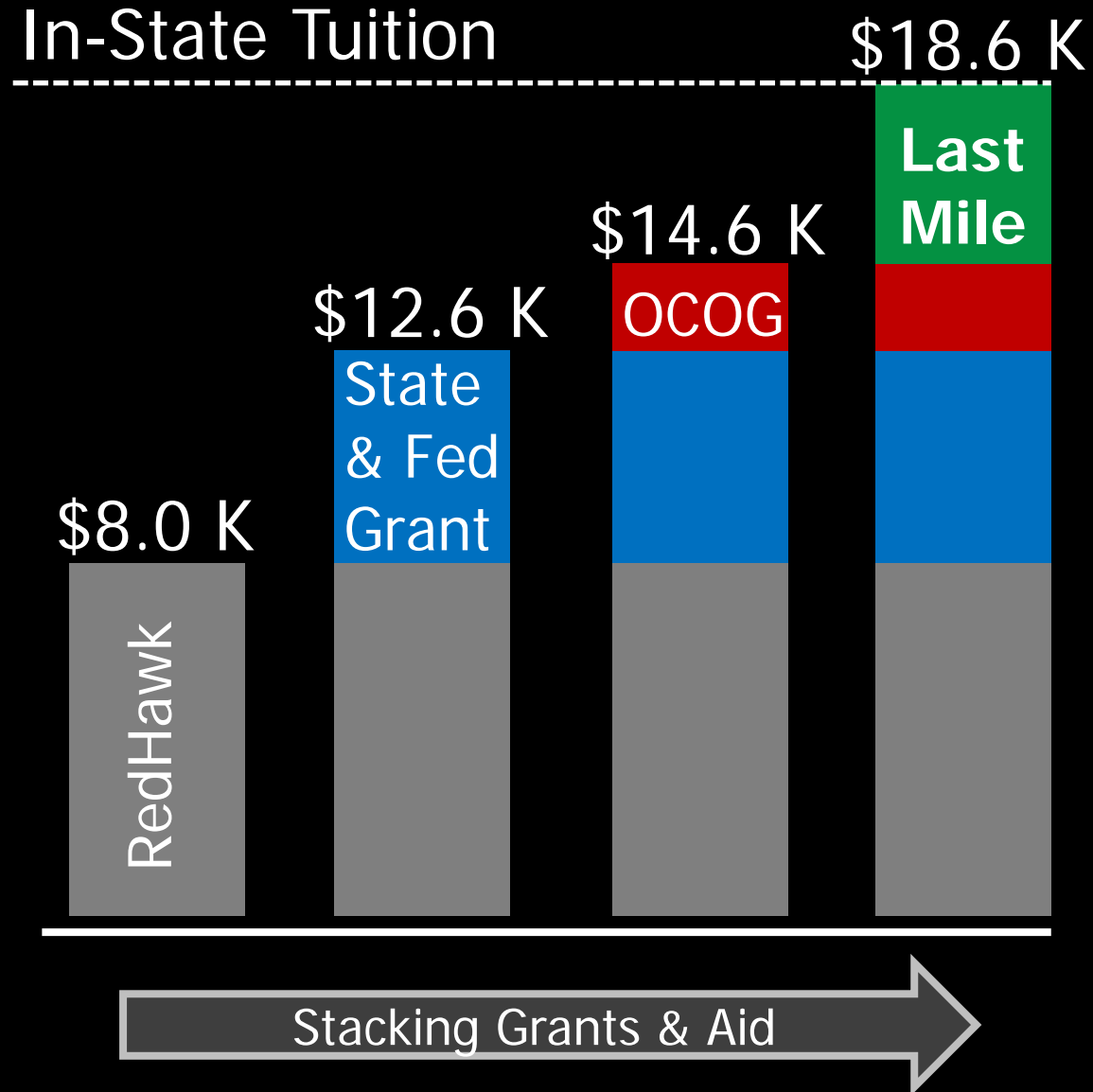
Blended Budget Model

$$\sum_{l=1}^{N} \$B_l(\text{Department}) \geq 0$$

Outcome (16%)

Major (40%)

Instructor (44%)
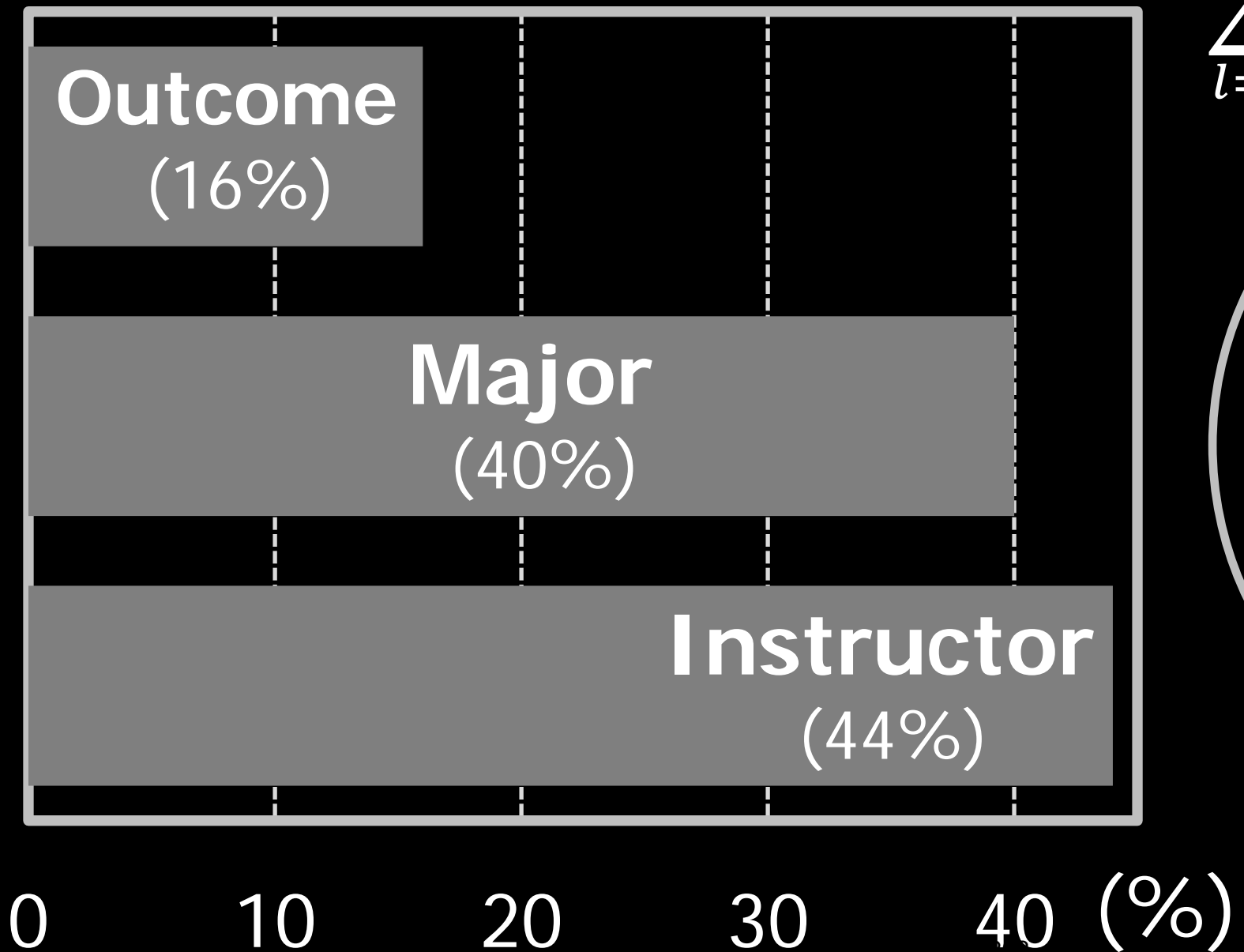
0   10   20   30   40   (%)
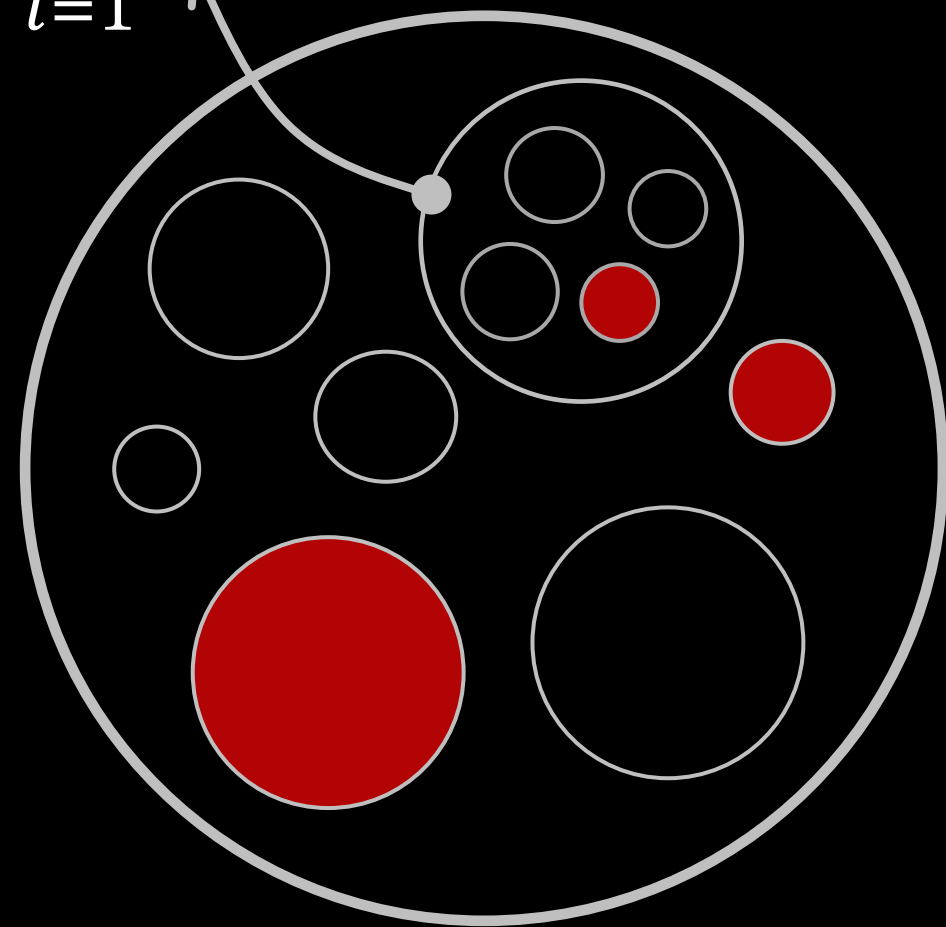
○ "In the Black" $B ≥ 0$
● "In the Red" $0 ≥ \$B)$

THRIVE Tracking (Preliminary)
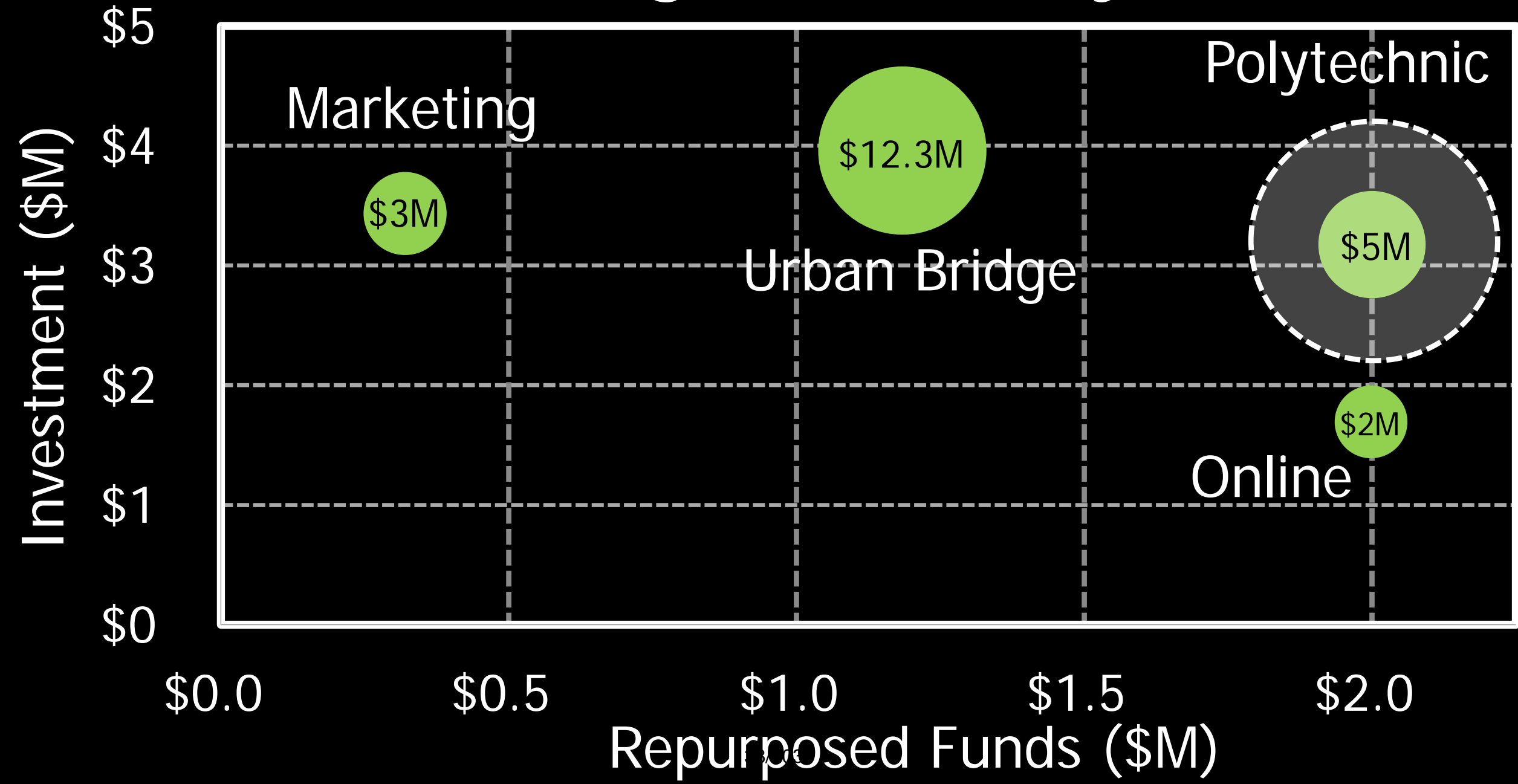
Investment ($M) vs. Repurposed Funds ($M)

- Marketing — $3M
- Urban Bridge — $12.3M
- Polytechnic — $5M
- Online — $2M
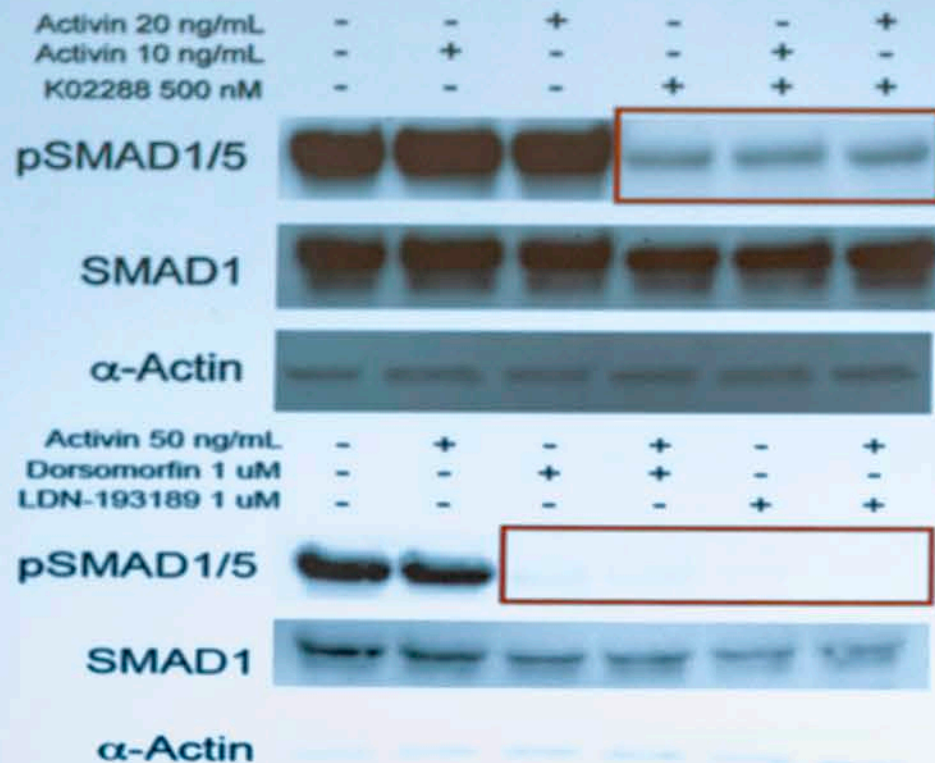
Carnegie Classification

Research Expenditures ($M)

Carnegie R2
High Research Activity
Doctoral Granting

Carnegie R1
Very High Research Activity
Doctoral Granting

AAU
$280M
260 Ph.Ds
<..¼..>

Top R1
AAU Research
Institutions
(69) USA

R1
$50M
70 Ph.Ds

M
$28M
66 Ph.Ds

R2
$5M
20 Ph.Ds
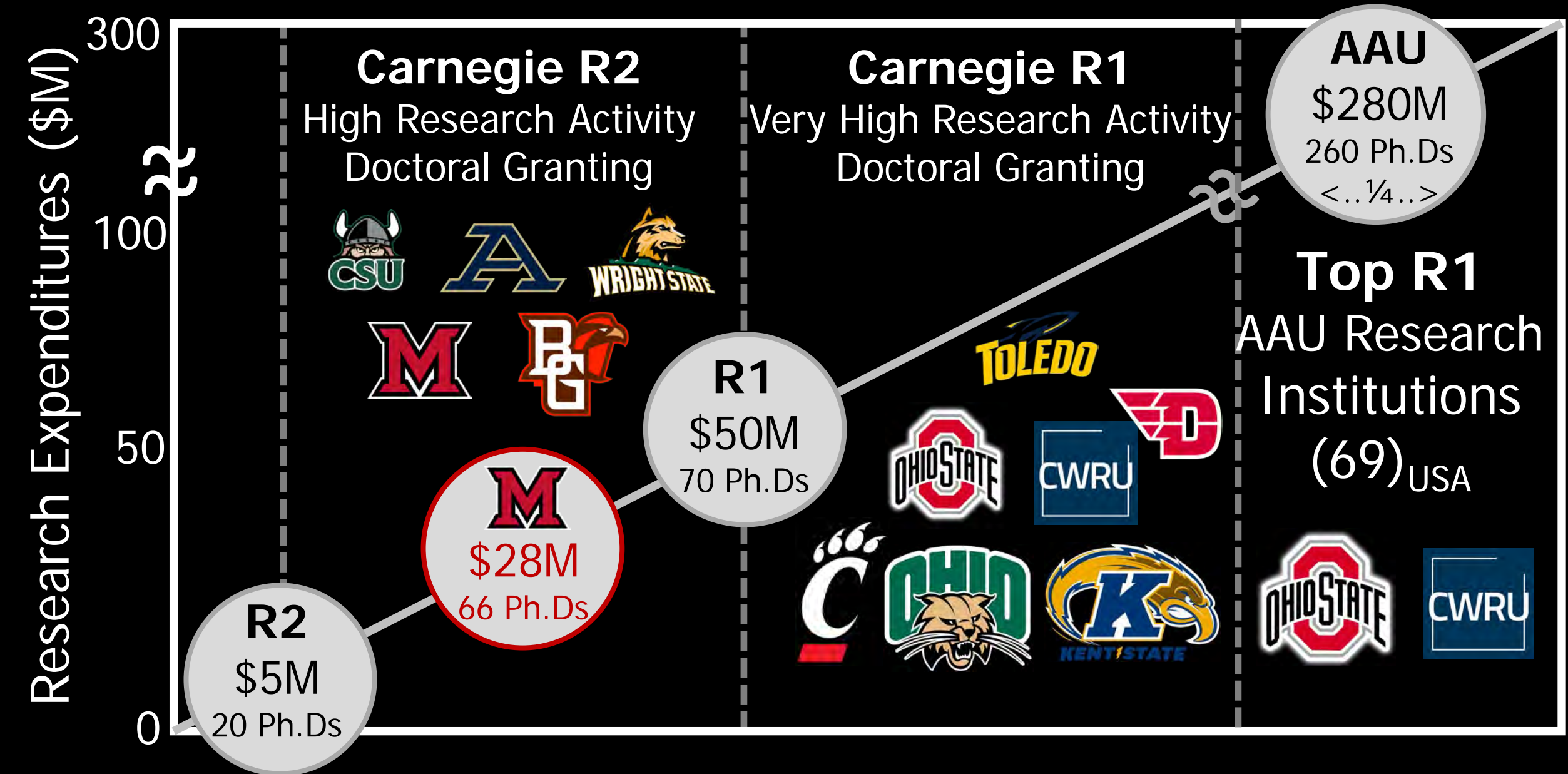
Research Progress
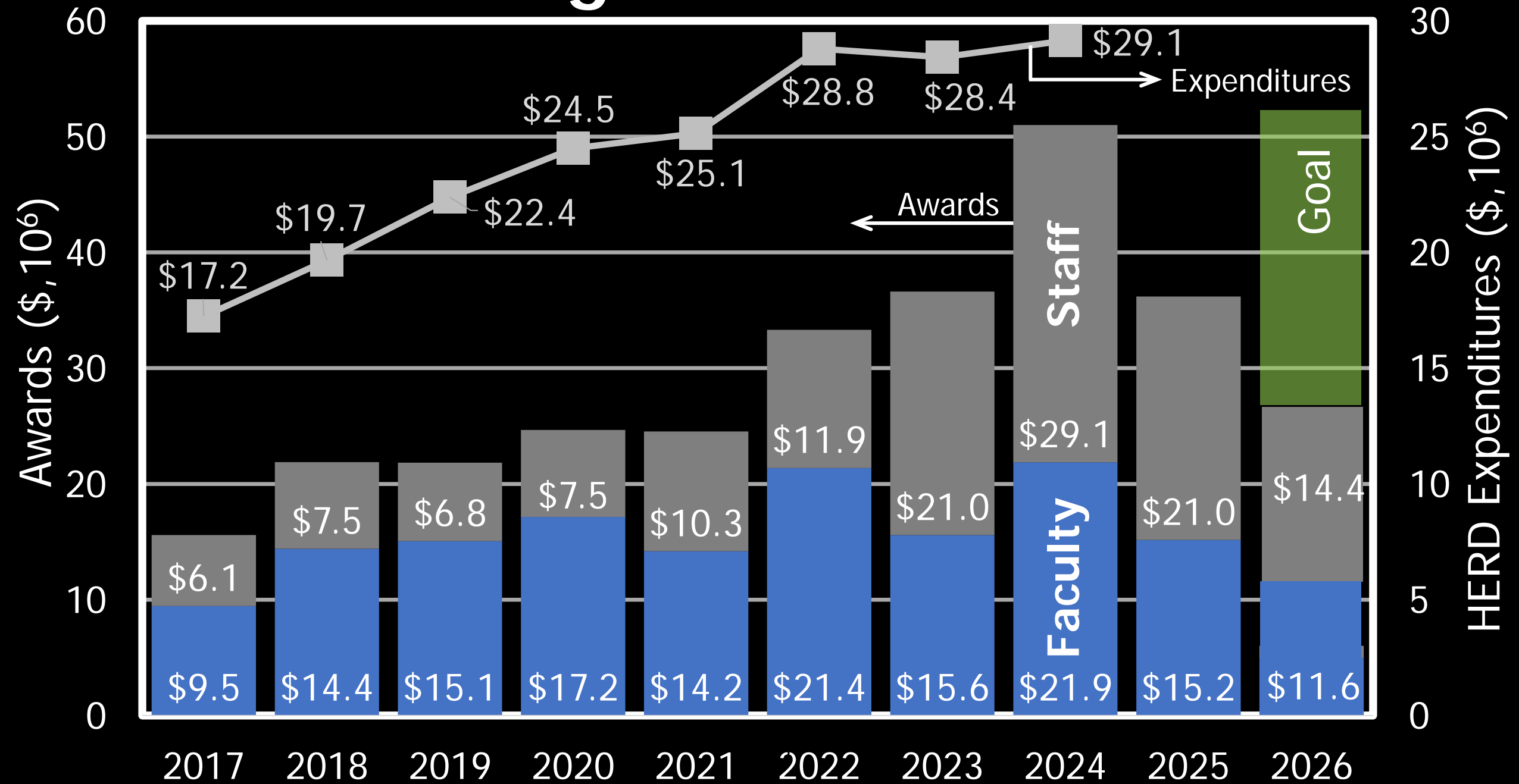
Research Growth Strategy

Strategy #6
Internal Investments
Started with Scripps

Invest

Strategy #4
Partnerships
Clinic & NEOMED

Strategy #5
Graduate Programs
Engineering & CS PhD

Strategy #2
Audit Internal Spend
Align Workday

Expand

Strategy #3
Diversify Portfolio
Breadth, End-to-End

Sharpen

Strategy #1
Expectations
Increase Submissions

Student-Athlete Majors by College

Other (1.9%)
CLAAS (6.8%)
Nursing (1.9%)
CEC (8.1%)
CCA (2.8%)

CAS (21.7%)
EHS (29.1%)
FSB (27.8%)

533 Student-Athletes
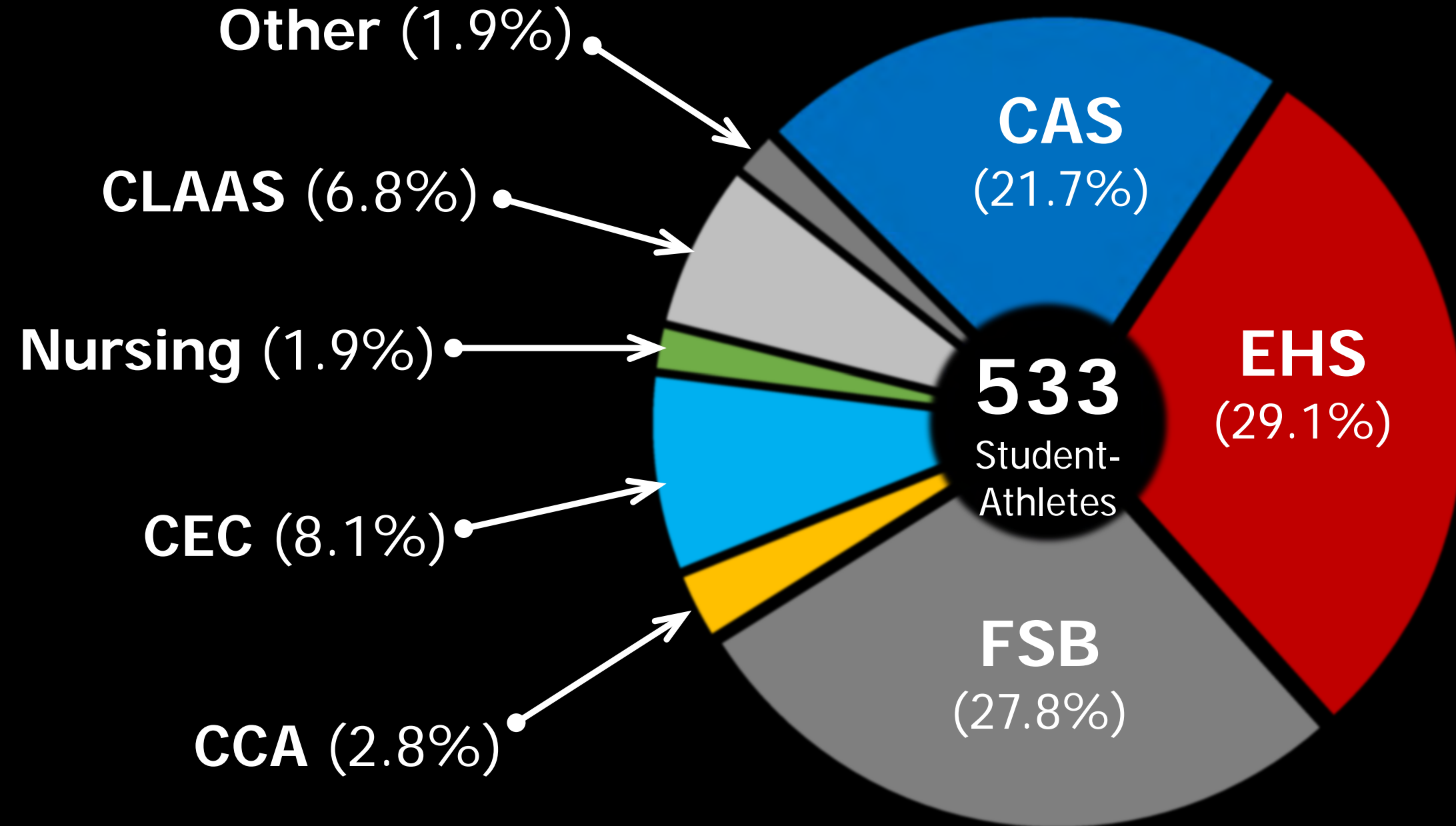
Record Year for RedHawks

Softball (2)

Field Hockey (2)

Swim & Dive

Tennis

Syncro

Football

Baseball (2)

10
Championships
3.3
<GPA>

Coaches of the Year

Results 2025-2026 So Far

Team	Record	MAC Standing	MAC Tourney	Post Season
Field Hockey	17-5	#1	Champion	MAC/Elite 8
Volleyball	16-15	#5 (tie)	Lost Match 1	MAC
Soccer	11-5-3	#2	Lost Game 1	MAC
X-Country	—	—	W(#5)—M(#2)	Reg-NCAA
Football	7-6	#2	Lost	MAC/Bowl
Ice Hockey	10-6-0	NCHC—#8	NCHC—Spring	Friendship 4
W—Basketball	7-3	—	—	—
M—Basketball	9-0	—	—	—

7,889
Crowd

Advancing Miami Athletics

- Gateway to Mission
- Platform for Purpose
- Unifying Force
- Economic Catalyst
- Crucible for Leadership
- Intersection with Academics

Gateway to Mission

→ Last Decade,
~1.8 M Visits to Oxford

→ Special Uniform
Western, Myaamia, Cradle of Coaches

→ International Visibility
Student Athletes, Belfast, Virgin Islands

→ Ohio Game ~500 K viewers
More than California-Louisville game

→ Snoop Dogg Arizona Bowl
Band & $225 M in Market Value

Social Media	
Event	Views
Snoop Dogg Bowl	~3.5 M
Football MAC Championship	~500 K
Baseball MAC Championship	~500 K

Unifying Force

→ Student Experience
Cheering on team, giveaways, Roger Rewards

→ Alumni Experience
MUDEC, Black Alumni, Student-Athletes

→ Special Recognition
Harper, McVay, Harbaugh, Embry, Szczerbiak

→ One Miami Weekend
More than California-Louisville game

→ Community
Talawanda Elementary & Middle Schools

Platform for Purpose

→ Community Service Volunteerism
~5,800 Service Hours

→ Disease Awareness & Advocacy
Diabetes, Cancer, Transplants

→ Light Up the Night

→ Love. Honors. Care.

→ RIDE Cincinnati

→ Bear Toss

Economic Catalyst

→ Hotels & Restaurants
Family/Homecoming Hotels Nearly Sold Out
High Volume of Restaurant Activity

→ Tax Oxford (6%)
~350 K Annually

→ Fundraising Campaign
~$100 M to date

→ Enrollment Impact
Snoop Dogg Bowl (Confirms up 46% & 266%)
Wisconsin Game (Apps up in WI >60%)
Northwestern Game (Apps up in IL >20%)

Crucible of Leadership

→ **RedHawks Council**

Campus, Conference, NCAA Level

→ **Cradle of Coaches**

3 NFL Superbowl Winners (Ewbank, Harbaugh, McVey)
Documentary Soon

→ **CEOs (Student Athletes)**

Dauch (Am. Axle), Kruger (Purina), Taylor (Enterprise),
McVey (MarketAxess), Whan (USGA), etc.

→ **Champions4Life**

>150 Student-Athletes Participate Annually

→ **Pro Ownership**

Rales (Commanders), Taylor (SL City SC), Berding (FC Cincy)

Intersection with Academics/Others

→ Student Participation
Band, Glee, Cheer, Dance, Shakarettes, ROTC

→ Student Internships
SLAM ~50 per year, 200 students in total

→ Utilizing XR Stage & Collaboration
Photoshoots, Videos, for promotion

→ Research & Scholarship
Faculty Research Projects, health, wellness

→ Honor Faculty & Staff
Recognize Faculty & Staff at Games

→ Student-Athletes $<GPA>_{2025}$=3.3

Gold Standard

56/203
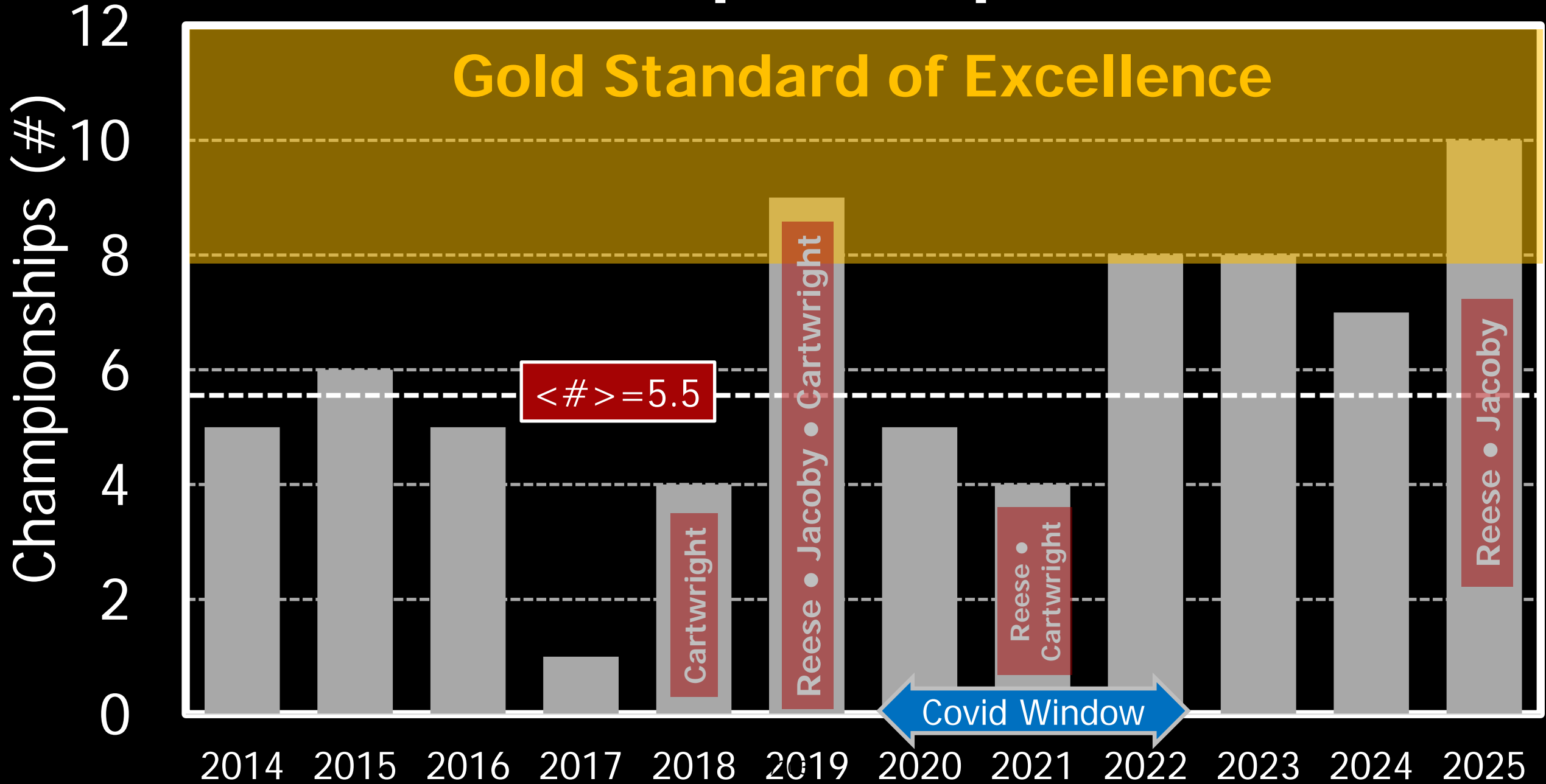
Number of Coaches of the Year
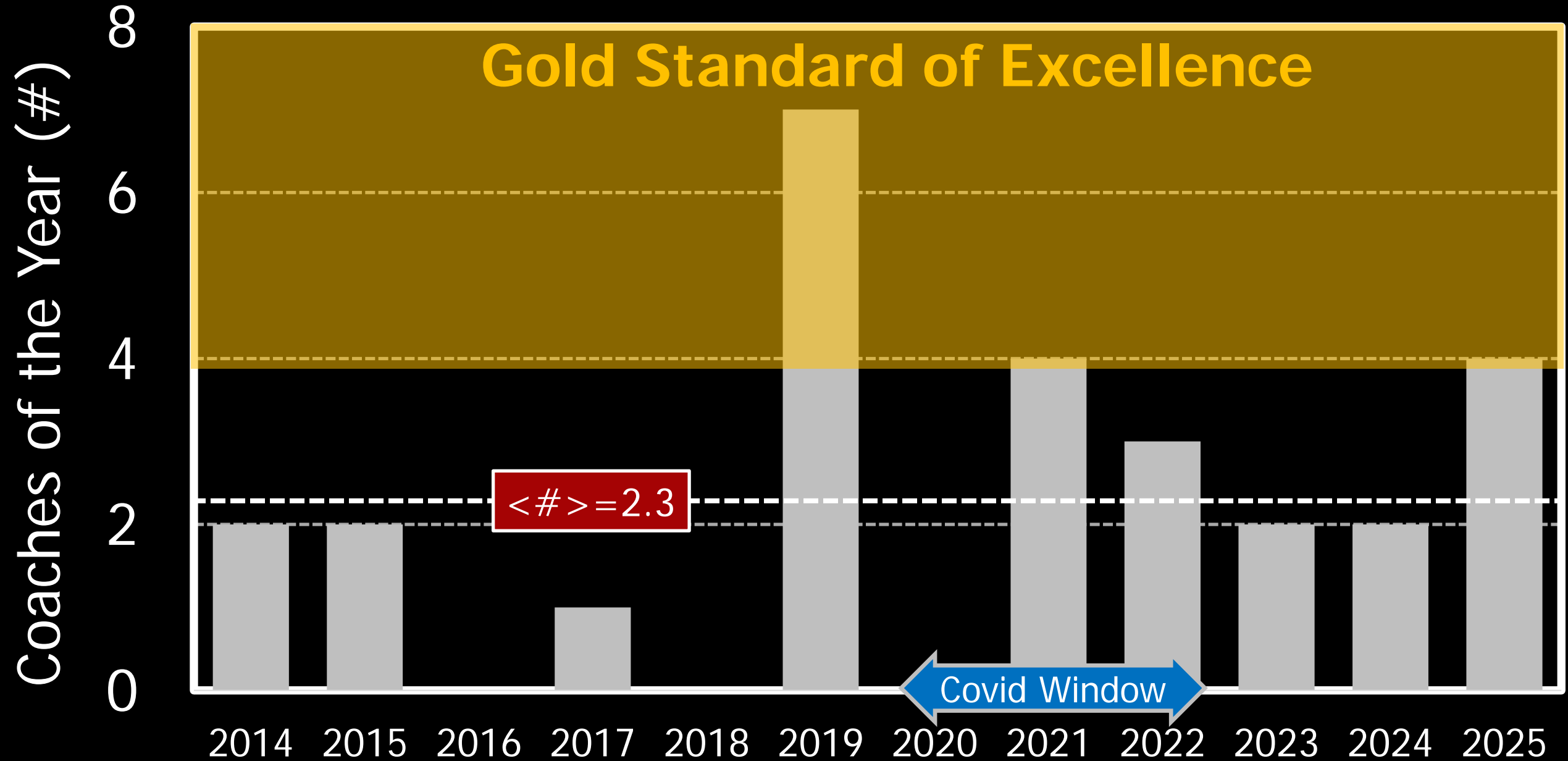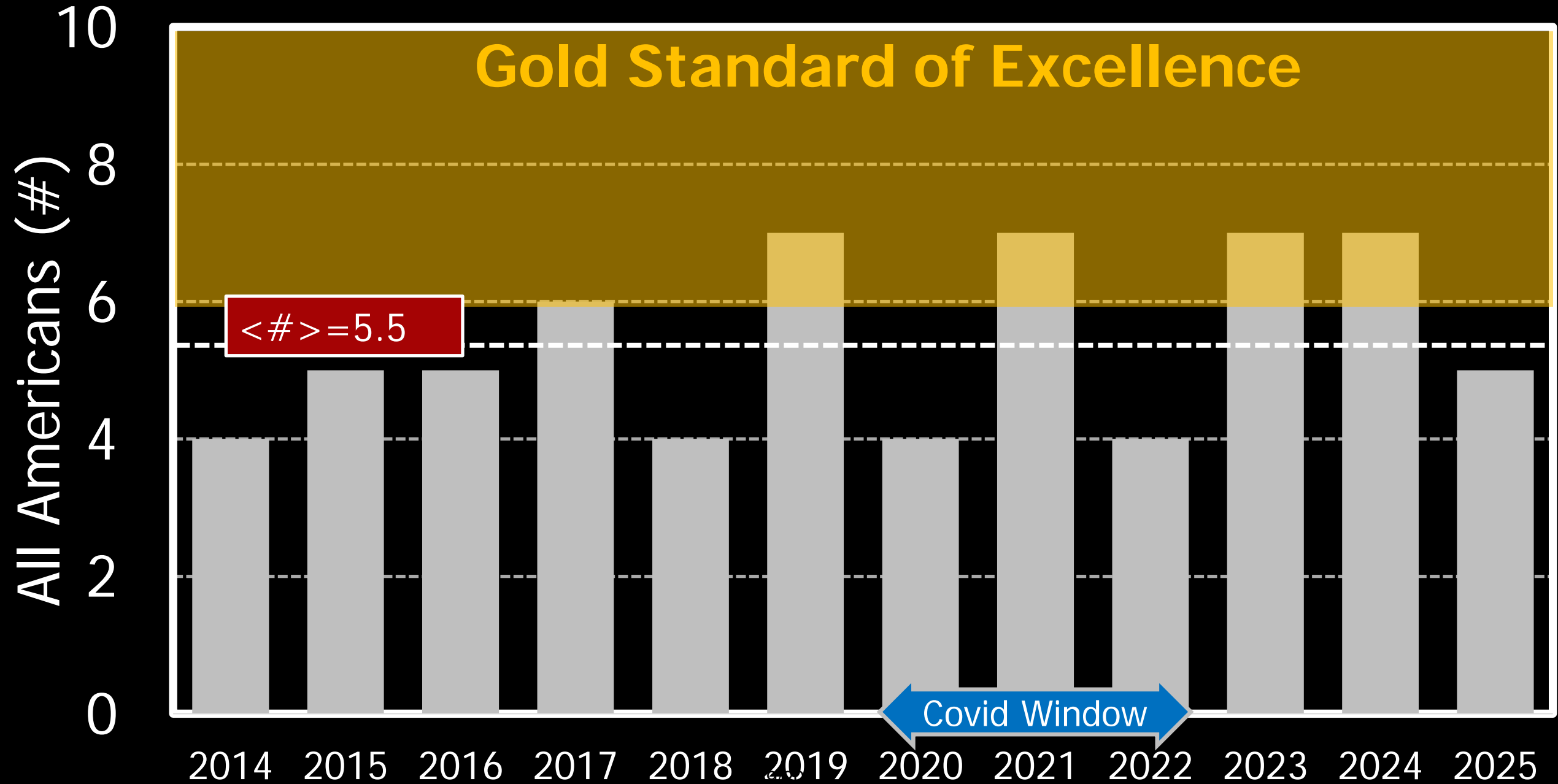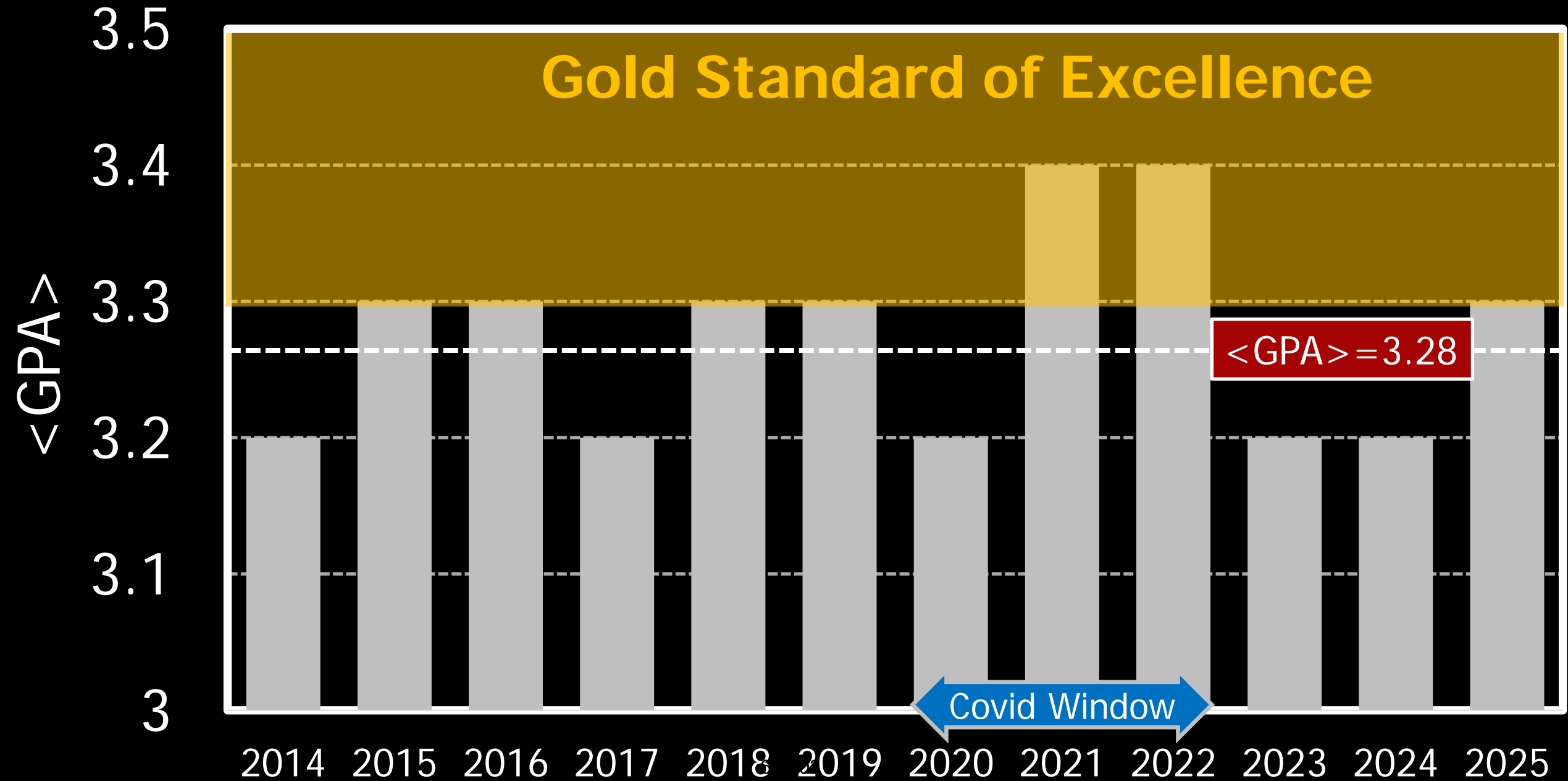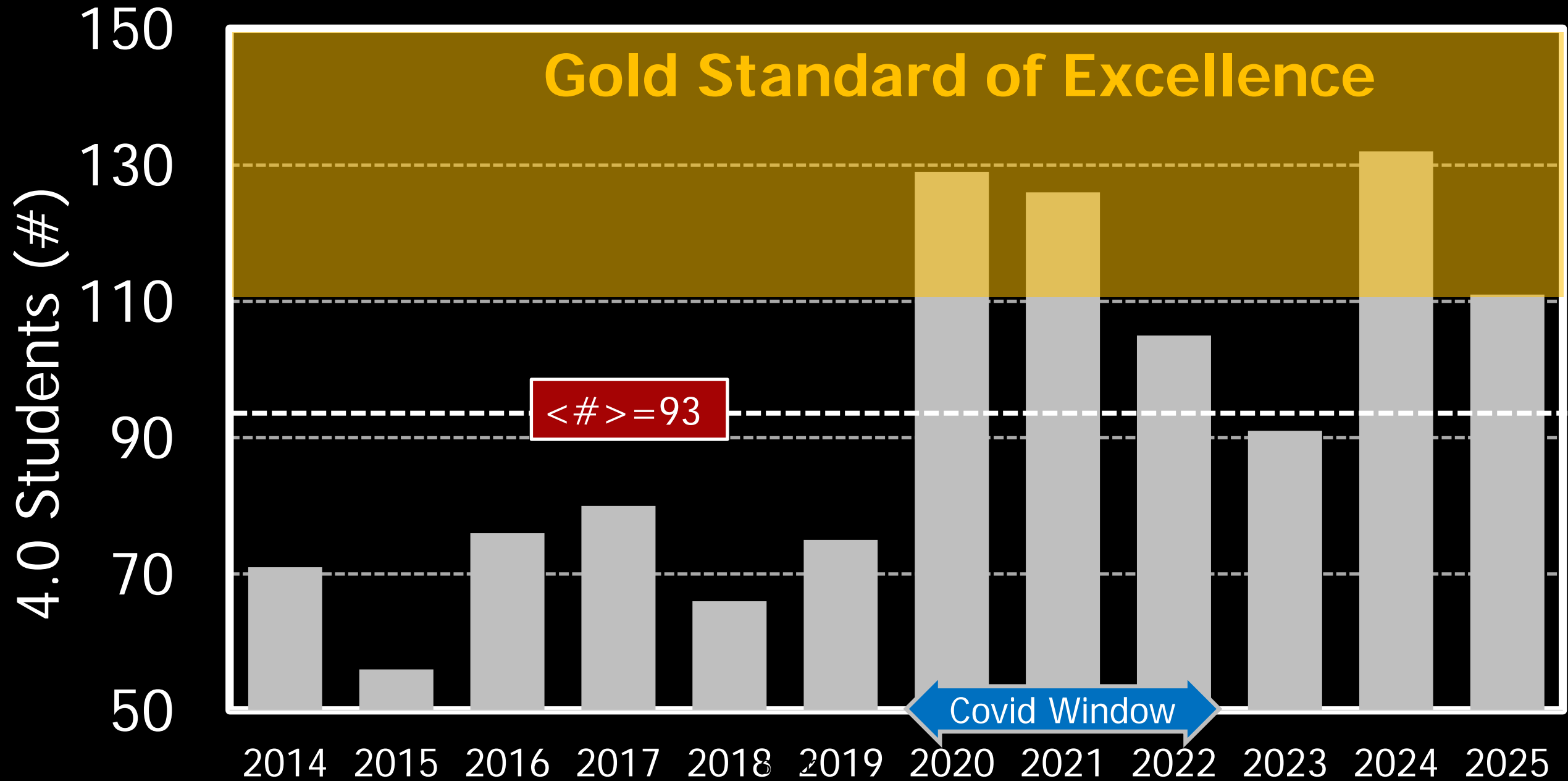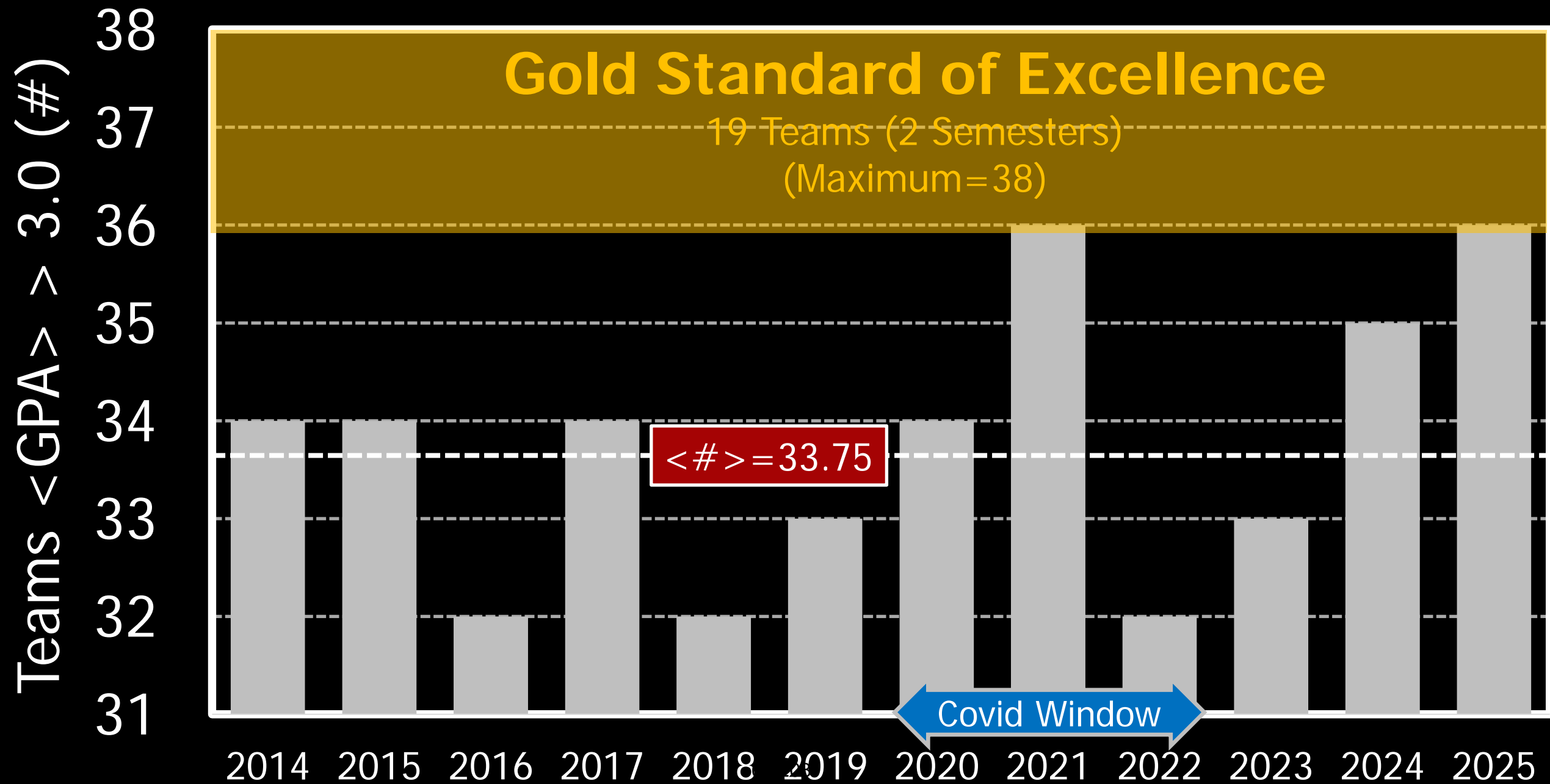
Coaches of the Year (#)

Gold Standard of Excellence

<#>=2.3

Covid Window

2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025

Number of All Americans

Gold Standard of Excellence

All Americans (#)

<#>=5.5

Covid Window

2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025

Student Attendance

Student Attendance (#, 10^3)

Gold Standard of Excellence

<#>=23,000

Not Tracked

Covid Window

2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025
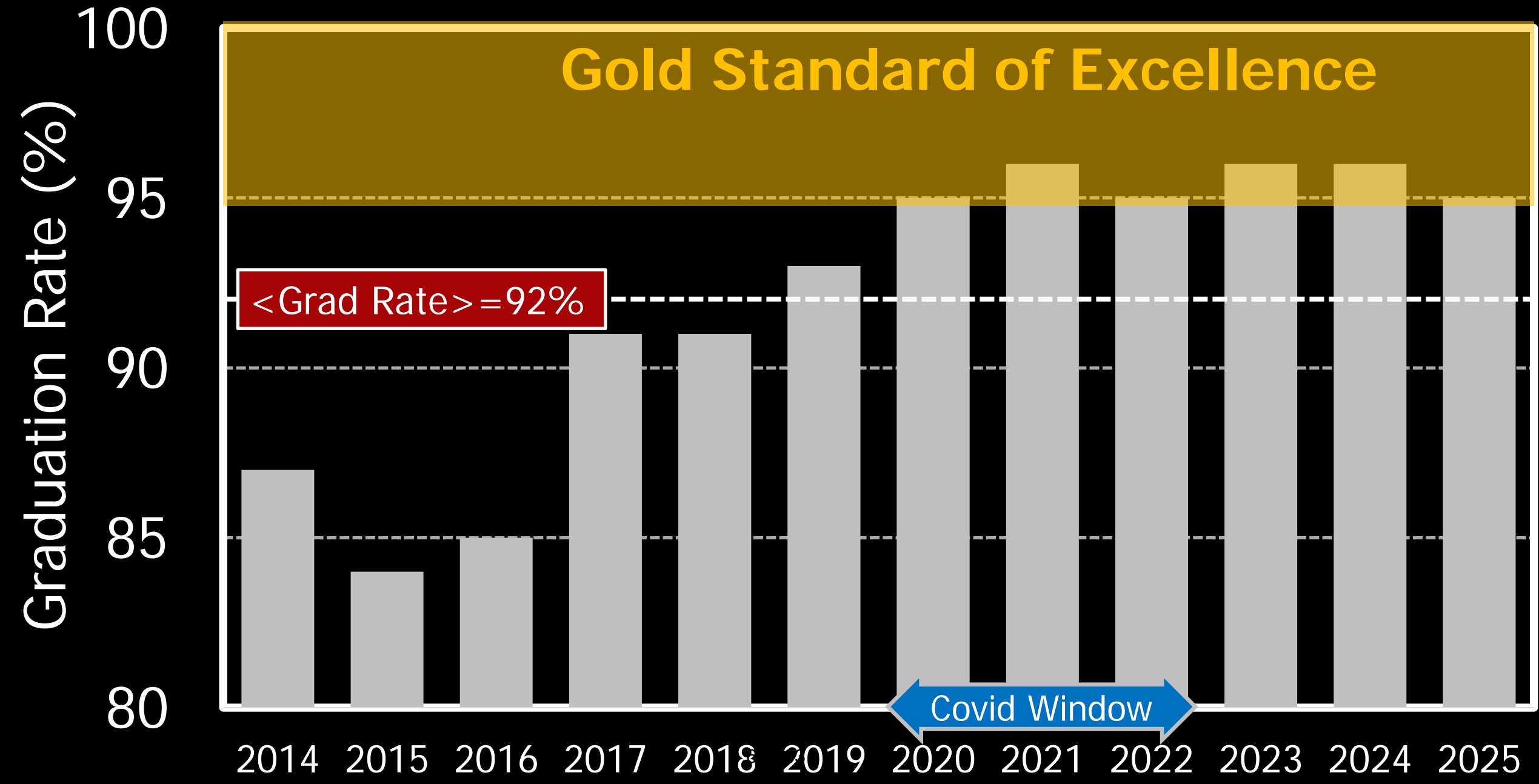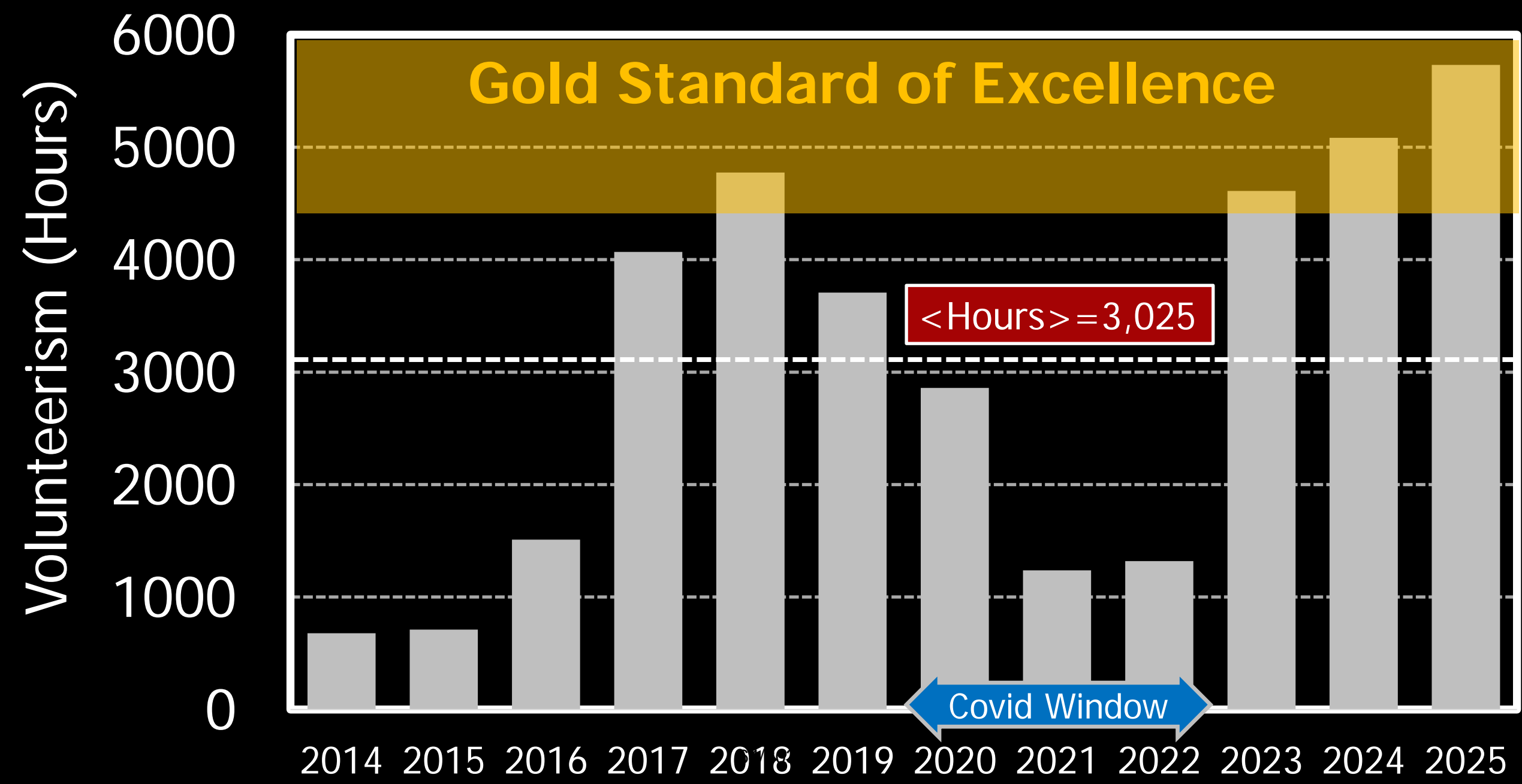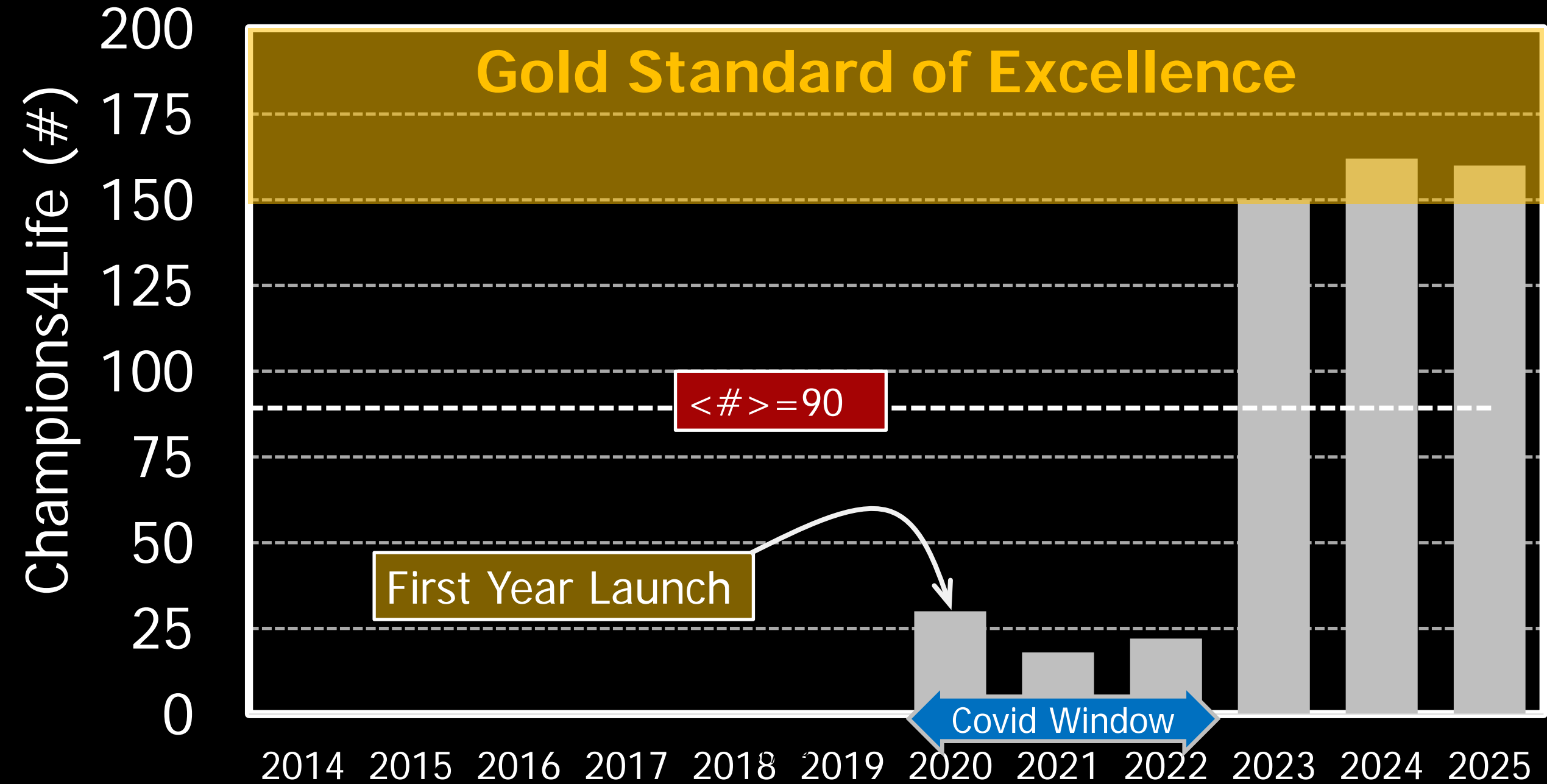
Total Attendance

Total Attendance ($\#$, 10^3)

Gold Standard of Excellence

$<\#>=145$ K

Covid Window

200 — 175 — 150 — 125 — 100

2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025
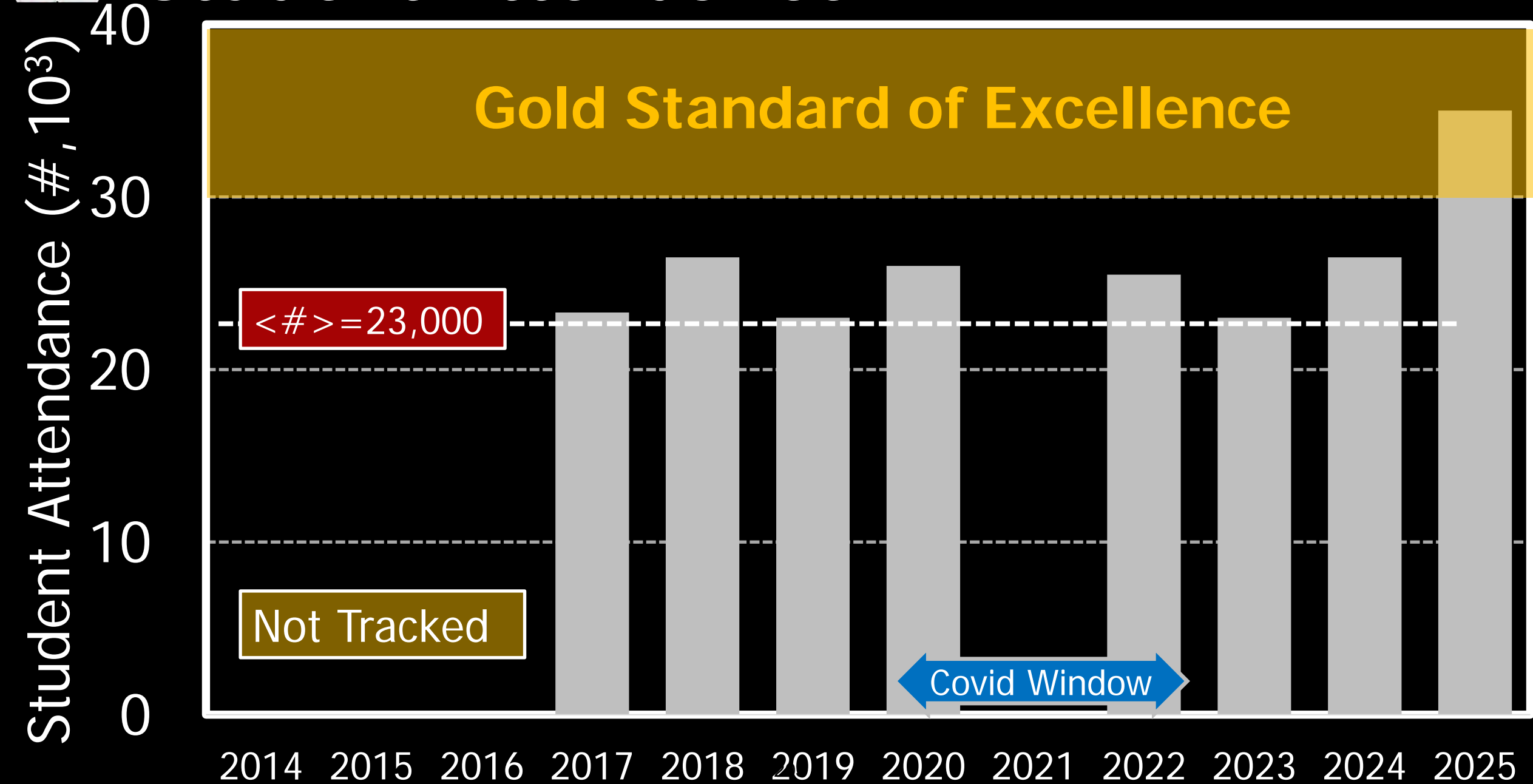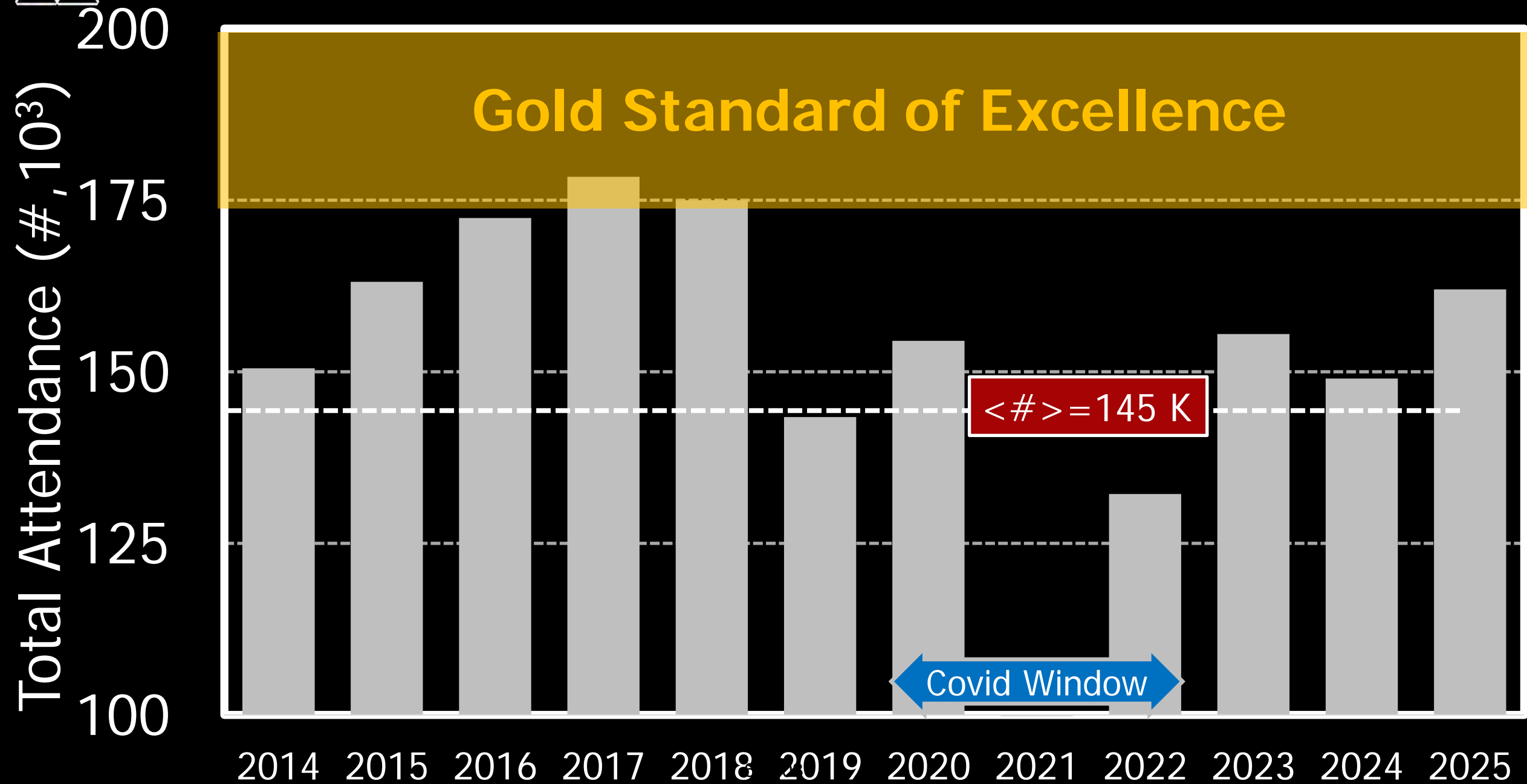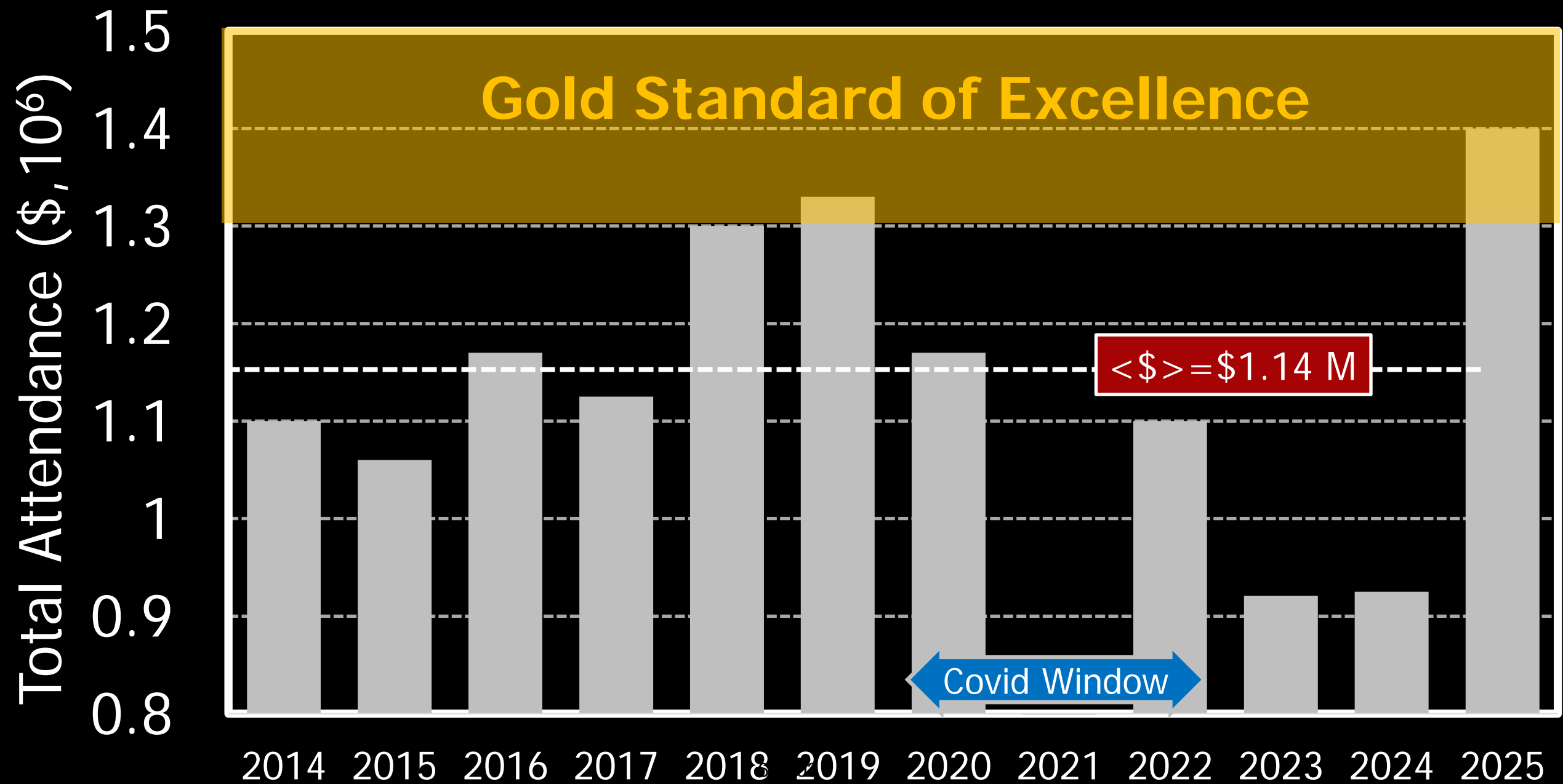
"Who Let the Dogs Out?"
—The Glee Club

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

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

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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

MIAMI UNIVERSITY
OXFORD, OH · EST. 1809

BOARD OF TRUSTEES
ROUDEBUSH HALL ROOM 212
OXFORD, OHIO 45056
(513) 529-6225 MAIN
(513) 529-3911 FAX
WWW.MIAMIOH.EDU

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

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

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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.

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:
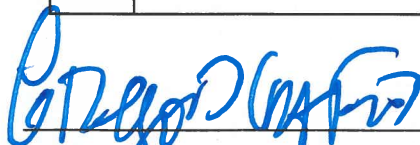
> **BE IT HEREBY RESOLVED** that University Senate endorses the proposed program, EDP - Health Professions Education, Master of Education
>
> **AND FURTHERMORE**, that the endorsement by University Senate of the proposed degree will be forwarded to the Miami University Board of Trustees for consideration.

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

5

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

EDP608: LEARNING IN ADULTHOOD

Educational Research

Course EDP

LEARNING I

ADULTHOO

Not Found

Credit Hours

Spring

7

EDP659: TEACHING & INSTRUCTIONAL PRINCIPLES IN HP

Course EDP TEACHING & INSTRUCTIO PRINCIPLES HP Not Foun

EDP613: EDUCATION TECHNOLOGY IN HP

Course EDP EDUCATION TECHNOLOG IN HP Not Found

Credit Hours

Summer

EDP622: HEALTH PROFESSIONS PORTFOLIO II

Course EDP HEALTH PROFESSION PORTFOLIO Not Found

Credit Hours

Second Year
Fall

EDP614: LEARNER ASSESSMENT IN HP

Course EDP LEARNER ASSESSMEN HP Not Foun

EDP615: PROGRAM PLANNING AND DEVELOPMENT

Course EDP PROGRAM PLANNING DEVELOPMI Not Found

Credit Hours

Spring

EDP561: EVALUATION & MEASUREMENT IN THE HPS

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)
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.

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

13

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.

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

MIAMI UNIVERSITY
OXFORD, OH · EST. 1809

BOARD OF TRUSTEES
ROUDEBUSH HALL ROOM 212
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WWW.MIAMIOH.EDU

December 12, 2025
Finance and Audit

RESOLUTION R2026-23

WHEREAS, Miami University's has identified improved operational efficiencies that the Spring Street Removals and Hot Water Conversions project will address; and

WHEREAS, Miami University's Utility Master Plan has identified an effective and responsible plan to reduce energy consumption, reduce specialized labor requirements, address deferred maintenance of capital equipment and systems, and provide flexibility of fuel sources in order to achieve these goals; and

WHEREAS, the planned hot water conversions of Macmillan Hall, Warfield Hall and Armstrong Student Center are contingent on the removal of Williams and Wells Hall to accomplish the next steps of the Utility Master Plan; and

WHEREAS, Miami University has determined that the cost to renovate Wells Hall would not result in the quality of product or experience deemed appropriate or comparable to other residence halls; and

WHEREAS, Miami University has determined that the removal of Williams Hall, Wells Hall, Hanna House and Joyner House will reduce Miami's deferred maintenance liability, reduce operating costs and create an optimal future academic building site adjacent to the Health District; and

WHEREAS, Miami University has determined that reduced cost, speed of implementation, and coordination of highly specialized design and equipment installation may be achieved through the Construction Manager at Risk project delivery method; and

WHEREAS, Miami University has determined the overall total project budget of the removal of four structures and conversion of three buildings to be estimated at $7,000,000; and

WHEREAS, Miami University has selected an architecture/engineering firm to produce drawings for the removals, mechanical conversions and site restoration, and is in the selection process for a Construction Manager at Risk through a Best Value Method in accordance with Ohio Revised Code 153;

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees authorizes the Senior Vice President for Finance and Business Services and Treasurer, to proceed in executing contracts for an amount up to a total of $7,000,000, for removal of four structures and conversion of three buildings.

Approved by the Board of Trustees, December 12, 2025

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

Executive Summary
for the
Spring Street Removals and Hot Water Conversions
December 12, 2025

This project will deconstruct Williams Hall, Wells Hall, Hanna House and Joyner House. The site will be re-designed considering the potential for future buildings. Since the project is addressing utility tie-ins close to the sundial, the work will include some renovation of the hardscape in the sundial area. The project will also convert Warfield Hall, MacMillan Hall, and Armstrong Student Center from off campus steam to heating hot water loops. This will provide redundancy, resiliency, and opportunity for more efficient operation of the systems.

The University planned for the removal of Williams Hall after the Media Journalism and Film Department moves to Bachelor Hall. During the development of the Long-Range Housing Master Plan, it previously was determined that Wells Hall's significant deferred maintenance and high costs to renovate led to the determination that it should be removed from the long-term housing master plan. Hanna House and Joyner House are both small structures that are inefficient to maintain. The removal of these structures will take place during the summer of 2026.

The selection process for Construction Manager at Risk is underway and are expected to be under contract by the end of the year.

Project component:	Budget:	Funding Source:
Est. Design and Administration:	$ 5,650,000	Local Funding
Est. Cost of Work:	$750,000	Local Funding
Est. Owner's Costs:	$100,000	Local Funding
Est. Contingency:	$500,000	Local Funding
Est. Total:	$7,000,000	

December 12, 2025
Finance and Audit

RESOLUTION R2026-24

WHEREAS, the Goggin Ice Center Refrigeration Replacement project will replace and upgrade the refrigeration system in the facility; and

WHEREAS, the existing refrigeration system is at the end of its useful life and a new system will improve the efficiency and safety of providing ice to both ice pads; and

WHEREAS, Miami University has identified local funds in the amount of $3,500,000 for the Goggin Ice Center Refrigeration Replacement project; and

WHEREAS, summer 2026 ice rental schedules have been prepared over a year in advance for the logistics required to install the new systems; and

WHEREAS, the Board of Trustees desires to award a contract to the most responsive and responsible contractor;

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees hereby authorizes the Senior Vice President for Finance and Business Services and Treasurer, to proceed with the award of contracts for the Goggin Ice Center Refrigeration Replacement project with a total project budget not to exceed $3,500,000.

Approved by the Board of Trustees

December 12, 2025

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

Executive Summary
for the

Goggin Ice Center Refrigeration Replacement
December 12, 2025

This project will replace the existing Freon-based system that refrigerates both ice pads. The existing system is nearing the end of its useful life and has multiple leaks. These leaks create a significant safety risk and are very costly. The existing refrigerant in the system is no longer an accepted substance for new systems. System discharges and leaks require purchase of freon that is no longer commercially available, which creates risk for the continuation of providing ice.

The new design will utilize an ammonia-based system in lieu of freon, and will be set up to control the two ice pads at different temperatures, or completely independently. The design is complete and construction services are being bid for work to take place in the spring and summer of 2026.

The implementation of the design will require a rental chiller to allow the facility to make and maintain ice for several weeks while the construction is completed.

This project is currently being advertised for bids.

Funding for this project will be from local funds:

Project component:	Budget:	Funding Source:
Est. Design and Administration:	$150,000	Local Funds
Est. Cost of Work:	$3,000,000	Local Funds
Est. Owner's Costs:	$50,000	Local Funds
Est. Contingency:	$300,000	Local Funds
Est. Total:	$3,500,000	

December 12, 2025
Finance and Audit

RESOLUTION R2026-25

WHEREAS, Morris, Emerson and Tappan Halls were originally constructed in 1969 and 1970 and have not had major improvements except for life safety and technology upgrades since they were constructed; and

WHEREAS, Morris, Emerson and Tappan Halls cannot be removed from service but need to be fully renovated as part of the Long-Range Housing Master Plan for logistical and budgetary reasons; and

WHEREAS, Miami University has determined that a series of summer projects is the most effective approach for these residence halls; and

WHEREAS, Miami University has previously approved $15,200,000 for work in all three buildings during the summer of 2025; and

WHEREAS, a scope of work for the remaining three summers of 2026, 2027, and 2028 in all three buildings has been identified; and

WHEREAS, Miami University has determined that reduced cost, speed of implementation, and coordination may be gained by using the Design-Build project delivery method; and

WHEREAS, Miami University has identified funds in the amount of $74,800,000 for the remainder of the work in all three buildings; and

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees authorizes the Senior Vice President for Finance and Business Services and Treasurer, to proceed with the award of a contracts not to exceed a total of $90,000,000 for Morris, Emerson, and Tappan Halls Multi Phased Renovation.

Approved by the Board of Trustees

December 12, 2025

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

Executive Summary
for the
Morris, Emerson and Tappan Multi Phased Renovation
December 12, 2025

This project will accomplish a limited scope renovation of three residence halls over the course of three years. The work will include building envelope repairs, interior finishes, introduction of study/lounge space throughout the buildings, introduction of fresh air into student rooms, and replacement of fan coil units.

These three residence halls received electric and life safety upgrades in 2011, but no other significant renovation has been made in any of the halls. These halls serve primarily first year students and are often used heavily during the summer months. These halls are also some of the largest residence halls on campus in terms of the number of student beds.

A sequencing plan has been developed to identify the scope of work for each summer from 2025 through 2028. The work for the first summer will focus on preparation in the attic spaces for HVAC equipment, roof repairs, masonry repairs, and waterproofing around the foundations. This work will support the upcoming phases to bring fresh air into student rooms and the eventual replacement of the fan coil units in each student room.

The construction documents for the remainder of the project are near completion.

Project component:	Budget:	Funding Source:
Est. Design and Administration:	$ 3,000,000	Local Funding
Est. Cost of Work:	$77,000,000	Local Funding
Est. Owner's Costs:	$ 3,000,000	Local Funding
Est. Contingency:	$ 7,000,000	Local Funding
Est. Total	$ 90,000,000	

December 12, 2025
Finance and Audit

RESOLUTION R2026-26

WHEREAS, each biennium Ohio's public colleges and universities are asked to submit a six-year Capital Improvements Request in accordance with capital funding guidelines provided by the Ohio Office of Budget and Management and the Ohio Department of Higher Education; and

WHEREAS, the proposed Capital Improvements Plan proposes renovations to support a transition to a Polytechnic Institute on the Hamilton Campus in the first biennium, construction on the Oxford Campus to support healthcare programs in the Second Biennium, and additional construction supporting the Polytechnic Institute for the Third Biennium; and

WHEREAS, the proposed Capital Improvements Plan aligns with the criteria identified in the solicitation for submission, the university's current academic priorities, and existing facility condition needs; and

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees hereby authorizes the 2027-2032 Capital Improvements Plan and 2027-2028 funding request; and

BE IT FURTHER RESOLVED: that the Senior Vice President for Finance and Business Services and Treasurer is hereby authorized to amend the 2027-2032 Capital Improvements Plan and Funding Request as may be required to conform to changes in the allocation distribution made by the Ohio Office of Budget and Management and 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

Six-Year Capital Program Request
FY 2027 - FY 2032

Oxford Campus	
	Project Amount
FY 2027 - FY 2028	
Hamilton Campus Polytechnic Institute	$40,000,000
FY 2029 - FY 2030	
Construction to support Healthcare programming	$40,000,000
FY 2031 - FY 2032	
Hamilton Campus Polytechnic Institute	$40,000,000

December 12, 2025
Finance and Audit

RESOLUTION R2026-27

WHEREAS, Miami University is dedicated to efficient operations, offering an education of equal or higher quality while decreasing their costs; and

WHEREAS, Section 3333.95 of the Ohio Revised Code requires all boards of trustees of Ohio's state institutions of higher education to complete an efficiency report annually for the Chancellor of Higher Education which is compiled by the chancellor into a statewide report shared at year end with the governor and legislature; and

WHEREAS, there are a number of other topics that are required to be addressed in the report per the Ohio Revised Code, including Section 3333.951(C) requires institutions to report on their annual study on the cost of textbooks for students enrolled in the institution, 3333.951(B) requires Ohio's co-located colleges and universities to annually review best practices and shared services, Section 3345.59(E) requires information on efficiencies gained as a result of the "regional compacts,"; and

WHEREAS, Miami University recognizes with the adoption of this resolution continues to progress with its efficiency actions and affordability consistent with objectives originally outlined by the Ohio Task Force report; and

WHEREAS, the institution's efficiency report was presented to Miami's Fiscal Priorities committee; and

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees of Miami University accepts the FY 2025 efficiency report; and

BE IT FURTHER RESOLVED: that the Board of Trustees directs the Senior Vice President for Finance and Business Services to submit the accompanying report and the related recommendations to the Chancellor of Higher Education by the legislated deadline.

Approved by the Board of Trustees

December 12, 2025

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

Department of Higher Education

HigherEd.Ohio.Gov

Mike DeWine, *Governor*   **Jim Tressel**, Lt. *Governor*   **Mike Duffey**, *Chancellor*

FY25 Efficiency Reporting Template

Introduction:

Ohio Revised Code section 3333.95 requires the chancellor of the Ohio Department of Higher Education (DHE) to maintain an "Efficiency Advisory Committee" that includes an "efficiency officer" from each state institution of higher education (IHE). Each IHE must then provide an "**efficiency report**" updated annually to DHE, which is compiled by the chancellor into a statewide report shared at year end with the governor and legislature. The committee itself meets at the call of the chancellor.

There are a number of topics that are required to be addressed per the Ohio Revised Code. Specifically, ORC Section 3333.951(C) requires IHEs to report on their annual study to determine the cost of textbooks for students enrolled in the institution. ORC 3333.951(B) requires Ohio's co-located colleges and universities to annually review best practices and shared services and report their findings to the Efficiency Advisory Committee.   ORC 3345.59(E) requires information on efficiencies gained as a result of the "regional compacts" created in 2018.

The reporting template also requests information regarding college debt and debt collection practices, among other things.

*Your Efficiency Report Contact: **Alex Penrod***, Special Assistant to the Chancellor for External Affairs, 614-995-7754 or apenrod@highered.ohio.gov.   Please provide your institution's efficiency report by **Friday, November 21, 2025** via email.

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As in previous years, the Efficiency Reporting Template is structured into the following sections:

- **Section I: Efficiency and Effectiveness –** This section captures information on progress made from strategic partnerships and practices that are likely to yield significant savings and/or enhance program offerings.

- **Section II: Academic Practices –** This section covers areas more directly related to instruction, with an emphasis on actions taken to reduce the costs to students of textbooks, including the options of Inclusive Access and Open Educational Resources.

- **Section III: Additional Practices** – This section requests information about ways to create efficiencies that have not been captured in the previous sections.

For purposes of this report, efficiency is defined on a value basis as a balance of quality versus cost:

- Direct cost savings to students (reducing costs)
- Direct cost savings to the institution (reducing costs)
- Cost avoidance for students (reducing costs)
- Cost avoidance to the college/university (reducing costs)

- Enhanced advising, teaching (improving quality)
- IP commercialization (improving quality)
- Graduation/completion rates (improving quality)
- Industry-recognized credentials (improving quality)
- Experiential learning (improving quality)

These are examples only. Please consider your responses to address broader measures of efficiency, quality, cost and value. Please also note that this is only a template. Feel free to respond in any additional way you believe is helpful.

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Department of Higher Education

Miami University

Section I: Efficiency and Effectiveness

Benchmarking

Each institution should regularly identify and evaluate its major cost drivers, along with priority areas that offer the best opportunities for efficiencies. Institutions should also track their progress in controlling costs and improving effectiveness.

1. Other than HEI, what other data, metrics, or benchmarks does your institution utilize to evaluate operational efficiencies and the appropriate balance of instructional vs. administrative expenses?

   Miami University participates in an administrative benchmarking consortium of 72 institutions of higher education from across the United States and Canada. Seven other Ohio-based universities are also part of the consortium. The Helio Campus tool uses a standard activity model to assess a variety of measures of efficiency covering approximately 200 fiscal years from FY14 through FY24.

   Key performance indicators (KPIs) have been developed and deployed across both our facilities and auxiliary units. Broadly speaking, these KPIs fall into the following categories:

   1.)   Cost of the Operation
   2.)   Productivity
   2.) Quality
   3.) Safety

   Cost of the Operation comprises new revenue generation, cost avoidance and cost reduction initiatives. Each business unit has a specific cost of operation target or goal each year. Revenue generation target or goal is reserved for auxiliary units. Productivity comprises labor required to deliver services (e.g., FTE/GSF of space). In FY25, the target or goal was substantially exceeded as $3.05 million dollars in cost avoidance, cost reduction, revenue generation and productivity improvements were achieved. Quality is important to measure considering that decreasing the cost of the operation and increasing productivity may easily be achieved by reducing the quality of services provided. However, Miami's expectation is to retain equal or improved quality of services

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during cost reduction or productivity improving initiatives. Safety has been a point of focus for several years. In 2016, Miami's third party administrator Sheakley reported 40 recordable safety incidents and a worker's compensation payout of over $460,000. In the calendar year 2024, Sheakley reported 9 recordable safety incidents and worker's compensation payout of $26,000. The trend between these years reflects the outcomes measuring and working to reduce serious safety incidents.

Goals are set in all business units related to aspects of specific to the business. For example, fleet operations has a fuel consumption goal each year. In FY16 Miami consumed 60,097 gallons of fuel. In FY25, Miami consumed 31,458 gallons of fuel. For FY26, Miami has a goal to reduce fuel consumption by 3%. To reach this goal, various initiatives are executed in fleet operations. Examples include monitoring vehicle activity, which includes actively managing vehicle idling, allowing only efficient routes, and geofencing the campus to reduce unneeded vehicular trips. Other initiatives include reducing redundant vehicles from our fleet and replacing existing vehicles with more fuel-efficient options.

Utilities are a substantial cost to the university. Miami has actively managed utility consumption and cost to minimize the administrative impact. Miami has tracked utility consumption in thousands of British Thermal Units per gross square foot (KBTU/GSF) campus wide for several years. Each year a new target is set to reduce the campuswide consumption of energy. Consistent focus on In FY09, Miami consumed 168 KBTU/GSF. In FY25, Miami consumed 81.97 KBTU/GSF. This indicates that the energy intensity of Miami's buildings was reduced by more than 50%.

2. How is such data utilized by your institution? Please summarize and provide an overview of your performance based on each measure.

   Miami University's administrative units generally outperform other institutions in the Helios consortium on various measures of efficiency and has among the highest levels of centralization of administrative services tracked in the database.

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Department of
Higher Education

Facilities Planning

1. Has your institution changed the use of campus space to reduce costs and increase efficient use of capital resources? If so, please describe. Approximately how many buildings have been affected and what is the projected average annual savings of the efforts?

Miami combines departmental offices when multiple programs exist in a building being renovated or constructed new. This practice allows leadership in each department to share resources which includes, but is not limited to – secretarial and administrative assistance, computing equipment, audio visual equipment, general office equipment, and reduces overall space requirements through consolidation. This was most recently deployed with renovation of Bachelor Hall. The planning process for this renovation included combining leadership suites including the Humanities Center, Media, Journalism and Film, Comparative Religion, History, Philosophy, and English. This practice has now been implemented in three major building renovations and the construction of two new major academic buildings.

Several years ago, Miami developed a long-range housing master plan (LRHMP), which intended to renovate, replace, and remove aging housing and dining building stock in a manner that is most efficient for the university. This was a major initiative, which has been executed over a decade of time. Planning has been a crucial part of optimizing a capital spend of over $750 million and minimizing operational costs as part of this effort. This planning effort has dramatically reduced energy spend (described in greater detail below), labor spend, and supplies and materials spend. During this reporting fiscal year, two residence halls have been removed from campus as it does not make practical sense to reinvest in these particular buildings. The annual operating expense saved by removing these two residence halls exceeds $290,000 and avoids $21.6 million in deferred maintenance.

Miami has planned for three buildings to be removed from campus that no longer serve the university efficiently. Williams Hall currently houses our Media Journalism and Film program, which will move into the newly renovated Bachelor Hall. Wells Hall is a residence hall that was decided would not meet the university's or student's expectations if renovated. Joyner House, a small inefficient residential structure that was being used as administrative space, was deemed to be removed and the administrative unit to be collocated with others in their department gaining staff operational efficiency. Miami expects to save over $255,000 in operating expenses annually by removing these facilities and avoiding deferred maintenance of $24 million.

Miami has also developed a utility master plan (UMP). The plan's overall goal is to develop a strategy to reduce our spend on energy through reduction in waste and to minimize the risk of major capital investments supporting infrastructure facing greater environmental regulation and cost. The strategy has been to convert the campus from an inefficient high-pressure

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steam production and distribution system to low-temperature heating hot water and simultaneous heating and cooling. This type of transition was only possible with integrated planning between the long-range housing master plan, other major capital renovations, and navigating end-of-life schedules of complicated infrastructure. During this past fiscal year, a new geothermal well field has been installed and conversion the North Chiller Plant to simultaneous heating and cooling supported by geothermal has begun. While the focus for the past ten years has been to convert Miami's thermal systems to lower cost, more efficient systems, our planning is now turning toward solar projects. Miami has just completed its first solar project and will start producing 2,000 megawatt hours annually. The planning work over the past decade has reduced our energy consumption on the entire campus by more than 50% per gross square foot of building space.

2. What benchmarks or data sources does your institution use to assess demand for physical space?

Space utilization decisions at Miami University are guided by principles and processes set forth by the Space Utilization Group (SUG) which also includes a subcommittee focused specifically on academic spaces. Decisions made by SUG are also guided by departmental and divisional input and needs, Miami policy as well as standards set forth by the State of Ohio and the Ohio Department of Higher Education.

In addition to advising on initiatives and policies relating to academic space, SUG reviews and analyzes academic spaces to assist University leadership and administrative units to use Miami University space assets in an efficient yet flexible manner with the goal of supporting the academic mission of the university. Each year, all classrooms, labs and other academic instructional spaces are inspected by members of IT Services, Physical Facilities & Planning and Academic Affairs for technology, structural, furniture and other related issues. Rooms are given a color code so that critical issues are addressed first.

Periodically, Miami hires outside consultants to provide recommendations on efficient uses of space. For example, in 2019, Perkins & Will conducted a major study on classroom usage; this study's findings guided our planning for new and existing academic buildings. Currently an effort is underway on the Hamilton Campus with outside consultants to assess the current use and suggest ways to use that campus' physical assets most efficiently. This effort is also looking at programs and operations to suggest efficiencies in those areas which will inform capital planning on that campus.

SUG serves as a professional resource for academic space items for all campuses of Miami University including making recommendations on policies, procedures and principles for academic space utilization; providing communication and advising decision-makers on appropriate policies and procedures to University academic stakeholders. It also provides advice

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on major project requests and capital improvement priorities related to academic affairs when requested. It reports to the President, the Provost, and the Vice President for Finance and Business Services.

Data on space utilization is benchmarked and then used to recommend consolidation of departments and space. Miami has been working to remove buildings that are underutilized or require reinvestment that is difficult to justify. In addition to the two residence halls mentioned in the above answer, Miami is currently planning to remove Williams Hall upon the completion of the Bachelor Hall renovation. Smaller administrative functions were consolidated during fiscal year 2024 allowing for their recent removal. These decisions better utilize existing space and remove liability for future renovations.

Also, Planning staff engage stakeholders to review remote work policies and review utilization of office space to identify areas where space can be reduced.

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Ohio Department of Higher Education

Regional Compacts

ORC Section 3345.59 requires regional compacts of Ohio's public institutions, with an executed agreement in place by June 30, 2018, for institutions to collaborate more fully on shared operations and programs. The section identifies areas to be addressed to improve efficiencies, better utilize resources and enhance services to students and their regions. Per paragraph E of that section:

(E) Each state institution of higher education shall include in its annual efficiency report to the chancellor the efficiencies produced as a result of each compact to which the institution belongs.

Specific to the Regional Compact in which your institution is a member, please describe collaborations that have occurred within the regional compacts and the efficiencies or enhanced services provided in any of the relevant categories below.

Category	Description
Reducing duplication of academic programming	Miami continues to take ambitious strides to ensure that it offers the optimum portfolio of academic programs and courses to align with the university's mission, to meet student needs and employer demand, to eliminate unnecessary duplication, and to prepare Miami students for professional and lifelong success. Below are four interrelated initiatives designed to advance the goal of delivering an exceptional curricular portfolio: 1) Academic Program Evaluation, Improvement & Prioritization (APEIP) Project is a response to a recommendation in MiamiRISE (Miami's outgoing strategic plan) to conduct a comprehensive, one-time evaluation of all undergraduate and graduate academic programs. In fall 2020, each department and division were provided detailed internal and external data on their programs and courses, including: student demand, employer demand, competitive intensity, application and information request trends, enrollment (head count & completions), student credit hours (by major, by faculty, and by lower vs. upper division), instructional cost per hour, section capacity and fill rates in departmental

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courses, DFW rates in courses, time to degree, degrees awarded, employment rates, and faculty data (course loads, research productivity, etc.).

Using the data provided, departmental faculty, department chairs, and deans collaboratively identified initial ratings for each program. Forty-three of 260 programs (16.5%) were given the rating "continuous improvement with potential additional resources," and 120 (55%) were given the "continuous improvement with minor difficulties" rating. Forty-nine programs (18.8%) were asked to engage in program restructuring due to significant difficulties in the program, and 34 programs (13.1%) were voluntarily eliminated by the faculty of the program's home department in consultation with the dean. An additional 14 programs, which had not been admitting students in recent years, were removed from the books through standard processes. Programs nominated for elimination were judged by departmental faculty as either outdated or duplicative, had histories of low enrollments, or were misaligned with the University's mission and faculty expertise.

In fall 2021, deans worked with their departments to develop 3-5-year curricular action plans to improve the programs that were not eliminated. Each May since then, departments have submitted progress updates on their plans; the Office of the Provost offered feedback on each report and developed an overall summary of the plans and actions taken which is shared with the deans, Provost, President and Board of Trustees. During this process, an additional five programs were voluntarily eliminated by the departments.

In fall 2023, the undergraduate programs with the lowest enrollment trends (total of 22) have been identified for program elimination or consolidation. Departments were asked to develop a concrete plan by the end of the fall 2023 semester. Twenty-one programs are being eliminated by the end of the fall 2024 semester.

Since 2020, the total number of program eliminations (including the dormant programs removed from the books) is 72.

2)   Launched in August 2021, the Miami Academic Program Incubator (MAPI) is a resource and consultation service for departments that aims to encourage, support and incentivize the rapid revitalization and creation of undergraduate and graduate programs that ensure Miami offers a high-quality and cost-effective portfolio of academic programs. Departments and divisions that are considering a new academic program or a significant revision to an academic program are required to participate in MAPI. MAPI is led by a steering team of University leaders who provide data and research on program ideas (data are gathered internally and externally from third-party vendors such as EAB and Gray Associates), curriculum coaching (including recommendations for collaborations with other departments, divisions and institutions), concrete narrative feedback on the program idea (as articulated in a brief concept paper prepared by the department) and the opportunity to apply for seed funding to jumpstart the program (if appropriate). The MAPI team also engages in research on future trends in higher education and provides recommendations to deans and chairs on potential new directions for existing programs as well as possible ideas for new programs.

Since its inception in fall 2021, MAPI has produced the following outcomes:
● 	Vetted 29 concept papers for new programs or significant revisions of existing programs. Following the review of the concept papers and data analysis and feedback from MAPI, 16 of the 29 projects were not advanced by the department or division. Twelve have been developed into full proposals for formal approval, and the remainder are still under consideration by the department or division. (Note: We see the fact that some concepts were not brought to fruition as positive. Prior to MAPI it is likely that all ideas would have been shaped into new programs, and many of those programs would likely not have succeeded, costing the University unnecessary resources and time.)
● 	Developed Guidelines for Cross-Divisional & Cross-Departmental Programs to encourage course and program sharing.
● 	Developed a new Learning Management Project site and website to provide information to departments on developing new programs (including glossary of curricular terms, information on best practices in program design, contact information for all key curricular needs, guidance on marketing and budget)
● 	Contracted with two external research consultation services, GrayDI and EAB, to assist in predictive enrollment analysis, market feasibility studies, program assessments,

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and future trends in higher education; secured a new "enroll predict" machine learning tool from Gray Associates to assist in more accurate enrollment predictions for individual programs
- Engaged in ongoing research on promising trends in academic programs which helped to shape revisions of existing programs (revising our math programs to become more applied in focus, shifting our manufacturing engineering programs to focus on "smart" technology, and enhancing our marketing program to leverage digital approaches) and to develop ideas for new programs (e.g., masters in counseler education, post-baccalaureate certificate in speech pathology, digital health solutions professional education program) which have been developed.
- Streamlined the procedure for approval and launch of new programs.

3) Department Planning & Improvement Process is a model for academic program review that was approved in April 2022 and is being launched in fall 2024 (as the APEIP project phases out). It focuses on continuous improvement (including a comprehensive review led by a team of internal and external faculty experts plus biennial updates) and features:
- Collaboratively developed strategic goals for each review (created in conversation with the department, dean and Office of Provost);
- Holistic emphasis (encompassing all aspects of the department, including its academic programs and curricula, and reports on assessment of student learning outcomes);
- Six-year cycle (with updates on progress every two years in between the comprehensive review);
- Review team members who provide consultation on strategic goals in addition to an evaluation of the department;
- Process customized for departments with professional accreditation reviews; and
- Robust support for the process (e.g., consultation, departmental orientation, data workbooks, team chair training).
Six departments were identified to participate in the pilot phase and are now completing their review visits. Each year, another seven to ten departments will embark on the two-year process.

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4)   In 2022, Miami University conducted a review of potential duplicate associate and baccalaureate programs with another university in the southwest Ohio region, specifically University of Cincinnati. Seventy programs were identified by the Ohio Department of Higher Education.

Although program-based collaboration is an exciting option for some programs, it is important to note that the main campuses of Miami University and University of Cincinnati are at least one hour driving distance from one another, and both campuses serve residentially based students who will be less inclined to commute that distance for courses. Online offerings at both institutions are limited.

The Office of the Provost compiled the program data and shared the information with the academic deans who offered feedback based upon their contextual understanding of the program's mission, purpose and effectiveness. Each academic dean consulted with the appropriate department to determine the recommendation action. Possible actions include:

●   No action: The program is well aligned with the University's liberal arts mission and/or experiencing strong enrollment and/or has a strong track record of student success outcomes.

●   Program elimination: The program is outdated, experiencing declining enrollments or deficient success outcomes.

●   Program restructuring: The program will undergo significant revisions for improvement.

●   Possible collaboration with University of Cincinnati.

Several programs were identified for possible collaboration with UC. These included: French, Classical Studies, Critical Race & Ethnic Studies, and Women's, Gender & Sexuality Studies. Since that time, these programs have been or are in the process of being eliminated.

HumanitiesFUTURES: In 2023, the Provost formed a group of faculty leaders in humanities disciplines to develop new initiatives and strategies for promoting humanities and liberal arts learning outcomes and programs that address the changing landscape of

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	higher education. This team has created new ideas on curricular innovations, career readiness, and communication strategies and initiatives to assist faculty in crafting cost-effective courses, programs and other learning opportunities that leverage the liberal arts while meeting the demands of students. As an example, the group created a proposal for a new honors core course on "enduring questions." Ten sections of these honors core courses will be piloted in 2025-2026. The HumanitiesFUTURES Steering Team is now being chaired by the Dean of the College of Arts & Science.
Implementing strategies to address workforce education needs of the region	Miami has submitted and received approval for over 250 Transfer Assurance Guides and is now 98.5% compliant for all Transfer Assurance Guides and has received approval for over 35 Career Technical Assurance Guides for which we are eligible, making us 93.9% compliant. Faculty are working on submitting materials for approval for the remaining TAG and CTAG matches in the fall 2024 semester. Miami actively participates in the One-Year Option and Ohio Guaranteed Transfer to Degree Pathways – all designed to obtain technical credits without unnecessary duplication or institutional barriers. Miami has developed over 30 OGTP pathways in business, arts & humanities, social and behavioral sciences, engineering and computer science. Miami has also developed articulation agreements with many Ohio public institutions in majors that are not part of the Ohio Guaranteed Transfer to Degree Pathways. See: https://miamioh.edu/academic-affairs/admin-resources/curriculum/partnerships/post-sec-acad-agreements.html Miami's senior associate provost serves on the Ohio Articulation & Transfer Advisory Board of the Ohio Department of Higher Education where she regularly collaborates with leaders from career technical centers as well as two- and four-year institutions across the state. She also served as co-chair (with the UC vice provost) of the statewide committee to revise the Ohio Transfer Module into the new OT36 model. One of the key goals of the new Ohio Transfer 36 is to ensure more meaningful credit that directly improves students' time to degree. Miami has already secured approval for 91 courses to be included in OT36. Miami has an innovative Work+ program which is designed for Miami University Regionals students to obtain an associate or bachelor's degree while working part-time

and getting their tuition paid. Work+ makes it possible for a student to earn a college degree debt-free. Twenty two current workforce partners include: Premier Health Atrium Medical Center, Kettering Health Hamilton, Butler County General Health District, Shape Corp, West Chester Township, Spirit Emergency Medical Services, Thyssenkrupp bilstein of America, BCRTA, Boys & Girls Club of West Chester, Community First Solutions, FasTest Labs, the Fischer Group, GMi Companies, Nation Coating Systems, Worthington Steel, Great Miami Valley YMCA, YMCA of Greater Dayton & Camp Kern, Lakota Family YMCA, Akers Packaging Service Group, Primary Health Solutions and Zahra Investments. .

During the 2023-2024 academic year, our Work+ partners paid $430,000 in tuition for students. See: https://miamioh.edu/regionals/student-resources/work-plus/index.html

Miami also offers a diverse array of TechCred opportunities for students which are credentials for students and adult working professionals to upskill their technological capacities. Miami offers credentials in agile project management, computer skills for the workplace, digital marketing, photoshop, data analytics, ICAgile Certified Professional, SQL Queries, cybersecurity, additive manufacturing, advanced manufacturing, CAD/CAM 1, manufacturing engineering materials, material science and machinability of materials, mechatronics technology, and robotics and automation. See: https://miamioh.edu/techcred/

Additionally, Miami directly engages employers through custom training solutions. Miami has developed a modern healthcare supply chain course for Bon Secours Mercy Health and data analytics courses for the Cleveland Clinic; we also continue to license miniMBA content to Tri-Delta's alumni network. More specifically, the Scripps Gerontology Center offers emotion-focused communications training to caregivers (particularly those providing care for patients with dementia). In addition to these courses, Miami offers non-degree programs focused on business, leadership, and inclusivity in the workplace that are available to employers and individual working professionals. See: https://miamioh.edu/professional

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	As a result of a grant funded by the Ohio Department of Higher Education, Miami faculty and staff collaborated on free online computer science and computational thinking modules to help prepare students and teachers in Ohio and nationwide.
Sharing resources to align educational pathways and to increase access within the region	Since 2018, Miami University's senior associate provost partnered with leaders from University of Cincinnati, Cincinnati State Technical & Community College, Southern State Community College, and Sinclair Community College to create a grant proposal for the "Tackling Transfer" Initiative through the Ohio Department of Higher Education. The grants have funded several all-day summits designed to promote transfer student success. To date, seven summits have been held at different campuses and institutions across the region. Over 40 persons have attended each summit. Key outcomes of these summits have included new bilateral agreements in variety of subject areas (sciences, technology, engineering), a SW Ohio Regional Transfer Summit website [https://www.uc.edu/aas/southwesttransfer.html], a charter and bylaws, and the development of a SW Ohio Transfer Toolkit which is now available on the website listed above. Miami partners with UC as a participant in the Southwest Regional Depository which is one of five regional depositories in Ohio that houses library materials of IUC members in lieu of new library space. In 2021, Miami formed the Miami University Transfer Collaborative which includes leadership from all campuses and several key units (admission, enrollment management, academic affairs, registrar, advisement and student success). This group has formulated a comprehensive strategic plan to promote greater access and success for transfer students and meaningful collaborations with our two-year institutional partners. Since its inception, the Transfer Collaborative has reviewed and revised the workflow procedure for transfer-related agreements, begun redesign of Miami's front-facing transfer web portal, developed a master list of agreements, hired a new transfer coordinator to serve as the single point of contact for our two-year partners, secured approval for an additional transfer evaluation coordinator to promote timely credit evaluations, aligned Miami's liberal education plan requirements with Ohio Transfer 36 and secured approvals for more than 75 courses to be included in OT36, and identified dedicated

	advisors for transfer students on all campuses as well as a new transfer coordinator on the Regional campuses. Finally, Miami has taken the lead to offer Southwest Ohio/Northern Kentucky Transfer Summits which bring together transfer champions from two- and four-year higher education institutions and career centers in the region. Summit meetings take place each semester. The last one occurred in September 2024 at the Sinclair Mason Campus and focused on breaking down barriers and opening up opportunities in the transfer student journey. Representatives from University of Cincinnati, Wright State University, University of Dayton, Cincinnati State University, Sinclair Community College and Cincinnati State (among others) were in attendance for the day-long meeting.
Reducing operational and administrative costs to provide more learning opportunities and collaboration in the region	Miami participates in a courier delivery service to provide requested library material to public libraries, colleges, universities and the State Library of Ohio. As members of OhioLINK, regional campuses can fully access both printed materials and OhioLINK's digital library through their library. Miami's Institute for Learning in Retirement engages in joint programming with the Osher Lifelong Learning Institute at the University of Cincinnati, in the West Chester area, to provide non-credit, enrichment programming for people age 50 and older. Over 400 persons are enrolled in this semester's courses. Representatives from all higher education institutions in Southwest Ohio continue to meet at OH-AHEAD with the goal of finding additional common services and efficiencies, such as alternative format production, to serve students with disabilities.
Enhancing career counseling and experiential learning opportunities for students	Miami Regionals (along with Cincinnati State, University of Cincinnati, and Southern State) is actively engaged in workforce education and pathway development through involvement with the Tech Prep Southwest Regional Center. Tech Prep staff members are located at Miami University Hamilton (along with Southern State Community College and Cincinnati State). Tech Prep also shares staff with a regional workforce development initiative, Partners for a Competitive Workforce, to further link the educational initiative with employers. College staff link their respective institutions to collaborative regional activities that address statewide goals focused on workforce education, pathway development and technical services. The center serves 16 secondary partner districts

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	including three of Ohio's largest Career Technical Planning Districts (CTPDs); four urban districts; six rural CTPDs and one Compact.
	Since 2015, Miami Regionals, Cincinnati State, and UC have collaborated to offer annual conferences targeted to high school juniors and seniors interested in engineering careers. More than 1000 students have been impacted by shared expertise, business engagement and access to regional resources.
	Miami's Center for Career Exploration & Success partners regularly with REDI Cincinnati to share best practices and procedures relating to internships in the Cincinnati area. Miami and UC have collaborated on several Ohio Means Internships & Co-Ops grants in the past five years to increase the number of internships and co-ops in the Southwest Ohio Region.
	Career Services & Professional Development at Miami Regionals uses MyMajors (career/academic assessment) to help students discover the best major to declare. This assessment has been folded into an online orientation for new students, guiding them in first-semester course selection. This unit has also more than doubled the number of students participating in internships since fall 2022. In 2023, there was a 27% increase in the number of internships and variety of locations.
Collaboration and pathways with information technology centers, adult basic and literacy education programs and school districts	Miami's Regional Campus in Hamilton is a site for the ODHE ASPIRE Program including access to our student services, libraries, and facilities for any ASPIRE participant. Miami's Regional Learning Center in West Chester is an ASPIRE ESOL (English for Speakers of Other Languages) site for family members recently relocated from international locations of global businesses in the area. These collaborations serve people in need of acquiring skills in post-secondary education and training, and employment. It has provided a supportive pathway for individuals going from GED or learning English, to post-secondary higher education.

Miami also participates actively in the statewide College Credit Plus program that offers qualified students grades seven through 12 the opportunity to take college courses while earning credit for both high school and college at little or no cost to students. Over 500 |

	students annually participate in Miami CCP courses on the Oxford and Regional campuses.
	Miami Regionals Early College Academy (ECA) was launched in Fall 2022. It originally served high school Juniors from Hamilton and Middletown school districts who enrolled full time in the college-level courses to pursue an Associate in Arts in General Studies degree. In Fall 2023, we expanded the ECA to include students from Hamilton, Middletown, Franklin, Madison, Winton Woods, and New Miami school districts, as well as from Greater Ohio Virtual School (GOVS). The total number of the ECA participants in Fall 2024 is 166. All of the associated fees for the ECA participants are covered by the program. The high schools provide transportation, lunch, and cover the cost of required textbooks. The ECA students will graduate with a minimum of 62 college credit hours, earning an Associate in Arts in General Studies, while simultaneously graduating with their high school diploma. These students will only have two years remaining to complete a Miami bachelor's degree significantly reducing the time and cost for degree attainment. Miami University offers the students specialized academic support and opportunities for involvement in co- and extracurricular activities. Upon completion of the first year in the ECA, the average GPA of the first cohort is 3.12.
Other initiatives not included above	To provide a seamless transition of students who relocate from one campus to another or to those taking classes on multiple campuses, Miami University's Oxford campus and Miami University Regionals share the same general education requirements, academic and student policies, curricular approval processes, and are governed by a single University Senate and Board of Trustees. In addition, many administrative and instructional staff work at multiple campuses and collaborate on curricular, research projects as well as community and University service projects. Miami Regionals allows diverse students including post-traditional learners to take their first two years locally, staying closer to their family and jobs. Besides access to a much larger array of programs, disciplines, and majors, this reduces the tuition before they relocate to the Oxford campus to complete their degree. With all campuses in close proximity, Butler County Regional Transit Authority (BCRTA) connects our campuses allowing students to take a specific course(s) at a different campus. Miami's Regional E-Learning (online courses and programs) allows any Miami student the chance to shorten

	their time toward graduation or the flexibility to add another course to their academic plan. Miami, UC and Cincinnati State are all members of the Greater Cincinnati Collegiate Connection (GC3) which enables students from all three (and other GC3) institutions to cross-register for courses and facilitates administrators, faculty and staff from all three as well as other GC3 member institutions to engage in joint professional development programming. Miami's National Pathways Program enables students who are not initially admitted to the Oxford campus to begin study on the Regional campuses. Students are co-enrolled in courses and receive specialized advising and support. If they meet all requirements, they are admitted to the Oxford campus in the spring semester of their first year. Over 100 students have participated in the Pathways Program over the past four years.

Department of Higher Education

Mike DeWine, *Governor*   Jim Tressel, Lt. *Governor*   Mike Duffey, *Chancellor*

Co-located Campuses

ORC Section 3333.951(B) requires Ohio's co-located colleges and universities to annually review best practices and shared services in order to improve academic and other services and reduce costs for students, and to report their findings to the Efficiency Advisory Committee.

> (B) Each state institution of higher education that is co-located with another state institution of higher education annually shall review best practices and shared services in order to improve academic and other services and reduce costs for students. Each state institution shall report its findings to the efficiency advisory committee established under section 3333.95 of the Revised Code. The committee shall include the information reported under this section in the committee's annual report.

Co-located campus: ___ Cincinnati State Technical & Community College _____

Type of Shared Service or Best Practice (IE: Administrative, Academic, etc.)	Please include an explanation of this shared service.	Monetary Impact from Shared Service
Academic	Beginning July 2023, Cincinnati State Technical & Community College opened a branch location on Miami's Middletown campus to ease student transfer, increase access to a college degree for students in the region, and forge deeper curricular and other collaborations across the two institutions. Middletown High School is also located in close proximity to Miami's Middletown campus, which creates an advantageous opportunity to support pipelines from high school through college and to career. With this collaboration, Cincinnati State students have access to the library, computer labs, Bennett Recreation Center, student activities, and more on Miami's Middletown campus. This partnership aims to forge alliances and innovations to ensure college completion among diverse students. Miami and Cincinnati State have already developed over a dozen pathways for students in a variety of degree programs.	Cincinnati State pays $20,000 for use of the campus resources.

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Section II: Academic Practices

This section covers areas more directly related to instruction, with an emphasis on savings strategies related to the cost of textbooks, and the expanded use of alternative instructional materials.

Textbook Affordability

Textbook Cost Study and Reducing Textbook Costs for Students

ORC Section 3333.951(D) requires Ohio's public colleges and universities to do the following on an annual basis:

(D) Each state institution of higher education shall conduct a study to determine the current cost of textbooks for students enrolled in the institution, and shall submit the study to the chancellor of higher education annually by a date prescribed by the chancellor.

ORC Section 3333.951(C) requires Ohio's public colleges and universities to report their efforts toward reducing textbook costs for students.

(C) Each state institution of higher education annually shall report to the efficiency advisory committee on its efforts to reduce textbook costs to students.

Your institution's submission of information via the annual Efficiency Report is used to satisfy these statutory requirements. **Please attach one spreadsheet with two tabs.** The first tab should include the analysis of textbook costs developed by your institution as shown in Table 1 below. The second tab should include the analysis of the number of courses that utilized other sources of information as shown in Table 2 below.

Table 1	
Category	Amount
Average cost for textbooks that are new	$83.49
Average cost for textbooks that are used	$44.79
Average cost for rental textbooks	$46.14
Average cost for eBook	$78.45

Table 2	
Category	Number of Courses
Did not require students to purchase course materials; includes OER and/or institutionally provided materials	8,075
Exclusively used OER materials	261
Used OER materials together with purchased course materials	181
Provided course materials through inclusive access	716

Other Textbook Affordability Practices

What other practices, if any, does your institution utilize to improve college textbook affordability?

Miami University uses e-Campus as a textbook provider of online textbooks and course materials. The e-Campus bookstore not only lowers the overhead cost of running a physical bookstore, but it provides faculty, at a glance, multiple textbook options so that they can ensure that they are selecting high quality, affordable and accessible course materials for their students. Because the virtual bookstore is linked to the SIS system, students can easily purchase new, used, rental and digital textbooks instantly upon registering for particular courses.

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Department of Higher Education

Miami (along with the other Southwest Ohio institutions) has OhioLINK which negotiates the purchase and enables the sharing of library materials. OhioLINK joined the Open Textbook Network in 2017. The OhioLINK system leaders, in conjunction with OTN staff, coordinate full-day "train the trainer" workshops. These workshops focus on developing campus leaders and aid in their efforts to reduce textbook costs for students. The Miami representative also helped coordinate an OhioLINK-sponsored OER summit in 2017, 2018, 2019, 2020 and 2022, and also presented sessions at several of these Summits. Additionally, as a system leader, Carla Myers, MU's Coordinator of Scholarly Communications, has given workshops focusing on copyright and OER and Creative Commons licensing at multiple OhioLINK institutions on request over the past five years and served as for the Open Textbook Network's Pub101 program from 2019-2024, providing training on open textbook publishing for colleagues across North America.

Miami's Affordable and Open Educational Resources Committee which includes faculty representation from all academic divisions has launched several programs and a set of resources designed to target faculty teaching courses with the highest cost textbooks and largest enrollments. See table below for initiatives led by this committee.

Please provide contact information for the person completing this section of the Efficiency Report, so that we may follow up if we have questions.

Miami's Online Bookstore Textbook Team - miamioh@ecampus.com

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Department of Higher Education

Section III: Additional Practices

Some IHE's may implement practices that make college more affordable and efficient, but which have not been the topic of a specific question in this reporting template. This section invites your institution to share any positive practices you have implemented that benefit student affordability and/or institutional efficiency.

1. Please share any additional best practices your institution is implementing or has implemented.

Thank you for completing the FY25 Efficiency Reporting Template. We appreciate the important role Ohio's colleges and universities play in supporting Ohio students, economic growth, world-class research and the overall success for our state.

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December 12, 2025
Finance and Audit

RESOLUTION R2026-28

WHEREAS, during the external review of Miami University's Internal Audit function recommendations were made to update the charter; and

WHEREAS, revisions to the Internal Audit Charter are desirable to reflect best practices;

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees of Miami University hereby adopts revisions made to the Internal Audit Charter set forth herein.

Approved by the Board of Trustees

December 12, 2025

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

Miami University
Internal Audit & Consulting Services
Internal Audit Charter

PURPOSE

The purpose of the Office of Internal Audit & Consulting Services (IACS) is to strengthen Miami University's ability to create, protect, and sustain value by providing the Board of Trustees (through the Finance & Audit Committee) and university leadership with independent, risk-based, and objective assurance, advice, insight, and foresight. IACS enhances the University's successful achievement of its objectives, governance, risk management, control processes, decision-making, oversight, reputation, credibility, and its ability to serve the public interest.

MISSION AND SCOPE OF WORK

The mission of IACS ~~Internal Audit & Consulting Services (IACS)~~ is to independently and objectively determine whether internal controls at Miami University are in place and functioning effectively. In addition, IACS performs consulting services for the University to proactively advise management on internal control.

To accomplish this mission, an audit risk analysis is performed to develop an internal audit plan that schedules audits by department or subject matter. Assurance audits evaluate the adequacy and effectiveness of the associated internal controls and identify the particular objectives included in the scope of the audit. The focus may include, but is not limited to, whether the University's network of risk management, control, and governance processes, as designed and represented by management, is adequate and functioning where:

- Risks are appropriately identified and managed.
- Significant financial, managerial, and operating information is accurate, reliable, and timely.
- Employees' actions are in compliance with policies, standards, procedures, and applicable laws and regulations.
- Resources are acquired economically, used efficiently, and adequately protected.
- Programs, plans, and objectives are achieved.
- Quality and continuous improvement are fostered in the University.

Opportunities for improving internal control may be identified during audits. They will be communicated to the appropriate level of management. Follow-up actions by management will be reviewed by IACS to determine whether appropriate actions have been taken.

In addition to performing assurance audits, such as financial, information technology, and operational audits, IACS provides consulting services. Consulting may range from formal engagements with defined scope and objectives, to advisory activities, such as participating in standing or ad hoc committees or project teams. Consulting may also include informal guidance provided on an as needed basis. In all cases, IACS functions only as an advisor, with management deciding on final direction.

ACCOUNTABILITY

The Chief Audit Officer shall be accountable to management and the Finance and Audit Committee of the Board of Trustees to:

- Report significant issues related to the processes for controlling the activities of the University, including potential improvements to those processes, and provide information concerning such issues through resolution.
- Periodically provide information on the status and results of the annual audit plan and the sufficiency of department resources.
- Coordinate with other control and monitoring functions, i.e., Police, Information Security Office, General Counsel, and external audit.

INDEPENDENCE

To provide for the independence of IACS, its personnel report to the Chief Audit Officer, who reports functionally to the Board of Trustees through the Finance and Audit Committee, of the Board of Trustees and administratively to the Office of the President Senior Vice President for Finance and Business Services. The Chief Audit Officer meets privately with the Finance and Audit Committee on a periodic basis, at least annually.

RESPONSIBILITY

The Chief Audit Officer and staff of IACS have responsibility to:

- Develop a flexible annual audit plan using an appropriate risk-based methodology, including any risks or control concerns identified by management, and submit that plan to the Senior Vice President for Finance and Business Services for review, as well as periodic updates.
- Present to the Finance and Audit Committee the annual plan and scope of internal audit activities for approval. Also, present budget and staffing for the current year, and review any significant changes during the year.
- Implement the annual audit plan, as approved, including as appropriate any special tasks or projects requested by management and the Board of Trustees.
- Maintain a professional audit staff with sufficient knowledge, skills, and experience, to meet the requirements of this Charter.
- Issue reports to management and the Finance and Audit Committee.
- Review all significant issues raised in reports to University administrators, including the administrators' responses to internal audit recommendations with the Finance and Audit Committee.
- Establish a quality assurance program by which the Chief Audit Officer assures the operation of internal auditing activities.
- Perform consulting services, beyond internal auditing's assurance services, to assist management in meeting its objectives.
- Assist in the investigation of significant suspected fraudulent activities in the University and notify management and the Finance and Audit Committee of the results.
- Consider the scope of work of the external auditors and regulators, as appropriate, for the purpose of providing optimal audit coverage to the University at a reasonable overall cost.

AUTHORITY

The Chief Audit Officer and staff of IACS are authorized to:

- Have unrestricted access to all functions, records, property, and personnel.

- Have full and free access to the Board of Trustees through the Finance and Audit Committee.
- Allocate resources, set frequencies, select subjects, determine scopes of work, and apply the techniques required to accomplish audit objectives.
- Obtain the necessary assistance of personnel in University departments where they perform audits, as well as other specialized services from within or outside the University.

The Chief Audit Officer and staff of IACS are not authorized to:

- Perform any operational duties for the University.
- Initiate or approve accounting transactions external to IACS.
- Direct the activities of any University employee not employed by IACS.

PROFESSIONALISM

IACS will adhere to department and university policies and ~~govern itself by adherence~~ to The Institute of Internal Auditors' Global Internal Audit Standards and Topical Requirements. ~~mandatory guidance including the Core Principles for the Professional Practice of Internal Auditing, the Code of Ethics, the International Standards for the Professional Practice of Internal Auditing (Standards), and the Definition of Internal Auditing. This mandatory guidance constitutes principles of the fundamental requirements for the professional practice of internal auditing and for evaluating the effectiveness of IACS's performance. The Institute of Internal Auditors' Implementation Guidance and Supplemental Guidance will also be adhered to as applicable to guide operations. In addition, IACS will adhere to Miami University and IACS's relevant policies and procedures.~~ The Standards guide the worldwide professional practice of internal auditing, are principle-based, and serve as a basis for evaluating and elevating the quality of the internal audit function. Topical Requirements increase the professionalism of internal auditors' performance and enhance the consistency and quality of internal audit services by providing minimum criteria for a comprehensive approach to assessing governance, risk management, and control processes in specific risk areas (the topics).

Last Approved February 22, 2019 by the Board of Trustees of Miami University via Resolution R2019-29

Miami University
Internal Audit & Consulting Services
Internal Audit Charter

PURPOSE

The purpose of the Office of Internal Audit & Consulting Services (IACS) is to strengthen Miami University's ability to create, protect, and sustain value by providing the Board of Trustees (through the Finance & Audit Committee) and university leadership with independent, risk-based, and objective assurance, advice, insight, and foresight. IACS enhances the University's successful achievement of its objectives, governance, risk management, control processes, decision-making, oversight, reputation, credibility, and its ability to serve the public interest.

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To accomplish this mission, an audit risk analysis is performed to develop an internal audit plan that schedules audits by department or subject matter. Assurance audits evaluate the adequacy and effectiveness of the associated internal controls and identify the particular objectives included in the scope of the audit. The focus may include, but is not limited to, whether the University's network of risk management, control, and governance processes, as designed and represented by management, is adequate and functioning where:

- Risks are appropriately identified and managed.
- Significant financial, managerial, and operating information is accurate, reliable, and timely.
- Employees' actions are in compliance with policies, standards, procedures, and applicable laws and regulations.
- Resources are acquired economically, used efficiently, and adequately protected.
- Programs, plans, and objectives are achieved.
- Quality and continuous improvement are fostered in the University.

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ACCOUNTABILITY

The Chief Audit Officer shall be accountable to management and the Finance and Audit Committee of the Board of Trustees to:

- Report significant issues related to the processes for controlling the activities of the University, including potential improvements to those processes, and provide information concerning such issues through resolution.
- Periodically provide information on the status and results of the annual audit plan and the sufficiency of department resources.
- Coordinate with other control and monitoring functions, i.e., Police, Information Security Office, General Counsel, and external audit.

INDEPENDENCE

To provide for the independence of IACS, its personnel report to the Chief Audit Officer, who reports functionally to the Board of Trustees through the Finance and Audit Committee, and administratively to the Office of the President. The Chief Audit Officer meets privately with the Finance and Audit Committee on a periodic basis, at least annually.

RESPONSIBILITY

The Chief Audit Officer and staff of IACS have responsibility to:

- Develop a flexible annual audit plan using an appropriate risk-based methodology, including any risks or control concerns identified by management, and submit that plan to the Senior Vice President for Finance and Business Services for review, as well as periodic updates.
- Present to the Finance and Audit Committee the annual plan and scope of internal audit activities for approval. Also, present budget and staffing for the current year, and review any significant changes during the year.
- Implement the annual audit plan, as approved, including as appropriate any special tasks or projects requested by management and the Board of Trustees.
- Maintain a professional audit staff with sufficient knowledge, skills, and experience, to meet the requirements of this Charter.
- Issue reports to management and the Finance and Audit Committee.
- Review all significant issues raised in reports to University administrators, including the administrators' responses to internal audit recommendations with the Finance and Audit Committee.
- Establish a quality assurance program by which the Chief Audit Officer assures the operation of internal auditing activities.
- Perform consulting services, beyond internal auditing's assurance services, to assist management in meeting its objectives.
- Assist in the investigation of significant suspected fraudulent activities in the University and notify management and the Finance and Audit Committee of the results.
- Consider the scope of work of the external auditors and regulators, as appropriate, for the purpose of providing optimal audit coverage to the University at a reasonable overall cost.

AUTHORITY

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- Have full and free access to the Board of Trustees through the Finance and Audit Committee.

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- Direct the activities of any University employee not employed by IACS.

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IACS will adhere to department and university policies and to The Institute of Internal Auditors' Global Internal Audit Standards and Topical Requirements. The Standards guide the worldwide professional practice of internal auditing, are principle-based, and serve as a basis for evaluating and elevating the quality of the internal audit function. Topical Requirements increase the professionalism of internal auditors' performance and enhance the consistency and quality of internal audit services by providing minimum criteria for a comprehensive approach to assessing governance, risk management, and control processes in specific risk areas (the topics).

As Amended for Approval by the Board of Trustees of Miami University via Resolution R2026-##

December 12, 2025
ASA Committee

RESOLUTION R2026-29

WHEREAS, Resolution R2025-07 established a Strategic Initiatives Fund of $35 million from Miami University's reserve for investment fluctuation for the purpose of funding new initiatives as identified through the Miami Thrive strategic plan; and

WHEREAS, additional investments in programs and services have been identified as the Thrive strategic plan has grown that cannot be sufficiently funded through the University's normal budgeting process and will require additional special one-time funds; and

WHEREAS, the Investment Subcommittee of the Board of Trustees has worked with the Strategic Investment Group to stress test the non-endowment investment portfolio and have determined that an additional $35 million could be reallocated on a one-time basis from the reserve for investment fluctuation fund with only modest risk that a market correction or a severe economic event would result in a market loss exceeding the remaining balance in the fund;

NOW, THEREFORE BE IT RESOLVED: The Board of Trustees authorize the Senior Vice President for Finance and Business Services to add $35 million to the Strategic Initiatives Thrive Fund from the reserve for investment fluctuation of the University for the purpose of funding additional initiatives approved collectively by the Chair of the Board of Trustees, the Chair of the Finance and Audit Committee, the Chair of the Investment Subcommittee, the Chair of the Academic and Student Affairs Committee, the President, the Provost, and the Senior Vice President for Finance and Business Services.

Approved by the Board of Trustees

December 12, 2025

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

BOARD OF TRUSTEES
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OXFORD, OH • EST. 1809

Approved by the Board of Trustees

December 12, 2025

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

December 12, 2025
Other Business

RESOLUTION R2026-30

Resolution of Appreciation for
Mark D. Sullivan '81

WHEREAS, Mark D. Sullivan was appointed a Miami University National Trustee on September 19, 2019; and

WHEREAS, Miami University Board of Trustees Regulations set the length of this appointment, which expired on September 18, 2025; and

WHEREAS, Mark Sullivan has thoughtfully and ardently served Miami University as a tireless Miami supporter, alumnus, Miami parent, and National Trustee; and

WHEREAS, as a Miami student, he majored in Business Economics, was a member of Phi Gamma Delta Fraternity, and studied abroad at Maimi University's Luxembourg Campus; and

WHEREAS, following graduation from Miami in 1981, Mark began his career on Wall Street with Citigroup in their commodity trading and arbitrage business; and

WHEREAS, he led Citi's U.S. Interest Rate Derivative Business as Managing Director, and subsequently their Global Equity Derivatives Business until 1997, and was a member of the Global Derivatives Management Committee; and

WHEREAS, Mark then ran Equity Derivatives with D.E. Shaw, a global hedge fund; and

WHEREAS, Mark next joined KBC Financial Products, a global financial services business and hedge fund platform, where he served until his retirement in 2009. At KBCFP Mark served on the Executive Committee and was responsible for Structured Businesses; and

WHEREAS, Mark has generously advanced his Alma Mater through the endowment and support of countless scholarships, experiential learning opportunities, athletics, student engagement and support, and Miami University's Dolibois European Center in Luxembourg; and

WHEREAS, he has served Miami University not only through his service on the Board of Trustees, but also, for more than a decade, with the Foundation Board, as a

Director, Treasurer, Investment Subcommittee Chair, Board of Trustees representative to the Foundation, and as the Vice Chair and the Chair of the Foundation Board; and

WHEREAS, Mark continues to serve Miami University as a member of the National Campaign Steering Committee for Miami's $1 Billion Campaign, *For Love. For Honor. For Those Who Will*; and

WHEREAS, Mark is joined in his support of Miami University by his wife, Elaine, who has been honored for her service through the receipt of Miami University's Honorary Alumni Award; and

WHEREAS, he expertly chaired the Finance and Audit Committee to lead Miami through the challenges of the COVID 19 global pandemic and the current declining student demographics. Through his leadership, Miami has not only weathered these challenges but has emerged stronger, well-resourced and better prepared to meet the coming challenges of the future; and

WHEREAS, his time as Chair of the Finance and Audit Committee also saw the construction of the McVey Data Science Building, the Cleveland Clinic Health Sciences and Wellness Building, and the renovation of the Lee and Rosemary Fisher Innovation College@Elm; and

WHEREAS, the Miami Trustees, faculty, staff, and students will miss Mark's strong commitment to service, leadership, expertise, and extraordinary insight.

NOW, THEREFORE BE IT RESOLVED, that the members of the Miami University Board of Trustees do hereby express their sincere gratitude, and deepest appreciation for Mark D. Sullivan's service and leadership; and

BE IT FURTHER RESOLVED, that the members of this Board offer their best wishes for Mark's continued good health and success in all future endeavors and extend an open invitation to Mark and Elaine to visit often in the years ahead.

Done, by the Miami University Board of Trustees, this Twelfth Day of December, Two Thousand Twenty-Five at Miami University, in the City of Oxford, County of Butler, State of Ohio, during the Two Hundred and Sixteenth year of the University's Charter.

BOARD OF TRUSTEES
ROUDEBUSH HALL ROOM 212
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MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

December 12, 2025
Other Business

RESOLUTION R2026-31

BE IT RESOLVED; that the Board of Trustees hereby approves an Academic Year 2025-2026 salary of $589,505 for President Gregory Crawford, retroactive to July 1, 2025.

BE IT FURTHER RESOLVED; that the Board hereby also approves a bonus payment for his performance in Academic Year 2024 - 2025 of $75,000 to President Gregory Crawford, payable per the employment agreement.

Approved by the Board of Trustees

December 12, 2025

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

December 12, 2025
Other Business

RESOLUTION R2026-32

BE IT RESOLVED, that the Board of Trustees hereby approves an Academic Year 2025 - 2026 salary of $60,770 for University Ambassador Dr. Renate Crawford, retroactive to July 1, 2025.

Approved by the Board of Trustees

December 12, 2025

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

December 12, 2025
Other Business

RESOLUTION R2026-33

BE IT RESOLVED: that the Board of Trustees hereby approves the attached Memorandum of Understanding with the Ohio Department of Medicaid, and authorizes Senior Vice President David Creamer to sign on behalf of Miami University.

Approved by the Board of Trustees

December 12, 2025

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

OHIO DEPARTMENT OF MEDICAID
NEW STATE DIRECTED PAYMENT
INTERGOVERNMENTAL AGREEMENT/MEMORANDUM OF UNDERSTANDING

This Intergovernmental Agreement/Memorandum of Understanding for New State Directed Payments ("Agreement") is entered into by and among the Ohio Department of Medicaid ("ODM"), the health care provider ("Provider") identified on the signature page of this Agreement, and, if applicable, the public entity ("Public Entity") identified on the signature page of this Agreement. ODM, the Provider, and, if applicable, the Public Entity, are each a "Party," and collectively, the "Parties."

Whereas, ODM is the single state agency to administer the Medicaid program in Ohio; and

Whereas, ODM, as part of its administration of the Medicaid program, is authorized by 42 CFR 438.6(c) to make physician and other professional supplemental payments and/or hospital and other professional supplemental payments to Provider, as applicable, provided that the preprint is approved by the U.S. Centers for Medicare and Medicaid Services (CMS); and

Whereas, state directed payments must advance the goals and objectives of ODM's quality strategy; and

Whereas, ODM may make payments to Provider that consist of the total computable amount through the use of intergovernmental transfers (IGT) as the source of state share as authorized in 42 CFR 433.51(b); and

Whereas, Public Entity, if identified on the signature page of this Agreement, is a public entity affiliated with Provider; and

Whereas, Provider has demonstrated the gap in physician and other professional payments and/or hospital and other professional payments for care provided to Medicaid patients; and

Whereas, ODM is seeking CMS approval for ODM to make supplemental payments to Provider for physician and other professional services and/or hospital and other professional services using Provider's, or if applicable, Public Entity's, IGTs as the source of state share for such payments, as described in the preprint to be submitted to CMS.

Now, THEREFORE, the Parties agree as follows.

ARTICLE I. RESPONSIBILITIES OF THE PARTIES

A. For physician and other professional supplemental payments and/or hospital and other professional supplemental payments as described herein, Provider, or, if identified on the signature page of this Agreement, Public Entity, will submit the IGT to ODM to pay the state share within the timeframe specified by ODM during the term of this Agreement. ODM, upon receipt of the IGT, will draw down the federal share and pay it to Provider, either directly or through managed care.

B. Provider shall maintain necessary records and supporting documentation applicable to payments made under the approved preprint to assure that claims for federal funds are in accordance with applicable federal requirements.

C. Provider agrees to be responsible for those damages or losses that arise directly from the negligent acts or omissions of Provider's employees in performance of this Agreement, as may be determined by a court of competent jurisdiction.

D. If any funds transferred to ODM by Provider or Public Entity, as applicable, are not used for purposes outlined in this Agreement, ODM will return such funds to Provider or Public Entity, as applicable.

E.   If any funds transferred by Provider or Public Entity, as applicable, are determined to be derived from provider-related donations or health care-related taxes such that CMS adjusts future grant awards to ODM or disallows any expenditures claimed by ODM, then Provider agrees to reimburse ODM upon demand by ODM, in the amount of the adjustment or disallowance that is attributable to the impermissible provider-related donation and/or health care-related tax.

F.   In accordance with Ohio Administrative Code 5160-1-98, Provider or Public Entity, as applicable, shall remit an amount of the calculated IGT amount to ODM as an administrative fee. ODM will provide a letter to Provider or Public Entity, as applicable, detailing the IGT amount along with the additional fee amount for each program payment period.

G.   ODM shall establish average commercial rate reporting requirements. Provider shall report its average commercial rate in accordance with the requirements set by ODM.

H.   Provider shall comply with requirements for the quality component established by ODM, including an administrative and quality measure set and metrics and targets to advance the goals and objectives specified in ODM's Medicaid quality strategy. A portion of the funds to be paid by ODM to Provider under this Agreement may be based on Provider meeting the quality measure targets set by ODM. ODM may publicly report the results of the measure set.

I.   Provider shall support and participate in a Medicaid statewide learning network as specified by ODM.

J.   Provider shall cooperate with any evaluation or reporting requirements established by ODM related to the requirements set forth in 42 C.F.R. 438.6(c)(2)(ii)(D) and (F).

ARTICLE II. AGREEMENT PERIOD

A.   This Agreement shall be in effect from January 1, 2026, until otherwise directed by CMS or terminated by ODM in accordance with state or federal statutes, regulations, or executive orders that relate to state directed payments under 42 CFR 438.6, or terminated at the convenience of any party at any time, with or without cause, by providing 30 days written notice to the other Parties.

B.   The confidentiality provisions of this Agreement shall survive the termination of this Agreement.

ARTICLE III. NOTICES

A.   The Agreement Manager for ODM is Monica Coleman, or successor.

B.   Any written notice required by this Agreement, including any notice of termination, shall be sent to the other Parties at the addresses appearing on the signature page of this Agreement, with a copy to ODM Chief Legal Counsel, 50 West Town Street, Ste. 400, 5th Floor, Columbus, OH 43215.

ARTICLE IV. GENERAL PROVISIONS

A.   **Entirety of Agreement.** All terms and conditions of this Agreement are embodied herein. No other terms and conditions will be considered a part of this Agreement unless expressly agreed upon in writing and signed by all Parties.

B.   **Amendments.** This Agreement may be modified or amended provided that any such modification or amendment is in writing and is signed by the Parties to this Agreement. It is agreed, however, that any amendments to laws, rules, or regulations cited herein will result in the correlative modification of this Agreement, without the necessity for executing written amendments.

C. **Breach.** Upon breach or default of any of the provisions, obligations, or duties embodied in this Agreement, the Parties may exercise any administrative, contractual, equitable, or legal remedies available, without limitation, except arbitration. The waiver of any occurrence of breach or default does not constitute waiver of subsequent occurrences, and the Parties retain the right to exercise all remedies mentioned herein.

D. **Confidentiality of Information.** The Parties agree that they shall not use any information, systems, or records made available to any Party for any purpose other than to fulfill the obligations specified herein. The Parties specifically agree to be bound by the same standards of confidentiality that apply to the employees of the Parties and the State of Ohio. The terms of this section shall be included in any subcontracts executed by the Parties for work under this Agreement.

   The Parties agree to comply with all federal and state laws, rules, regulations, and auditing standards which are applicable to the performance of this Agreement. The Parties are responsible for obtaining copies of all applicable rules governing confidentiality and for assuring compliance with the rules by employees and contractors of the Parties. The Parties agree to current and ongoing compliance with Title 42 of the United States Code, Sections 1320d through 1320d-8 and the implementing regulations found at Title 45 of the Code of Federal Regulations, Sections 164.502(e) and 164.504(e) regarding disclosure of protected health information under the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").

E. **Public Records.** The Parties agree and acknowledge that the information provided by one or more Parties may be considered confidential or proprietary under the laws of the State of Ohio or under federal law. If any Party to this Agreement, as a public entity, receives a public records request for information related to this document, the Party receiving the request ("Party A") will promptly notify the other Party ("Party B") of the request. If Party B believes there is information that is confidential or proprietary and should not be released, Party A will provide a reasonable period of time for Party B to seek to have the confidential or proprietary information withheld from the document prior to releasing the document.

F. **Records Retention.** All records relating to this Agreement shall be retained and made available by Provider for examination by the State of Ohio (including, but not limited to ODM, the Auditor of State of Ohio, Inspector General or any other duly authorized law enforcement officials) and agencies of the United States government for a minimum of three (3) years after termination of this Agreement. If an issue is raised during this time period, Provider shall retain such records until the audit is concluded and all issues resolved.

G. **Governance.** This Agreement is made and entered into in the State of Ohio and shall be governed and construed in accordance with the laws of Ohio.

H. **Counterpart.** This Agreement may be executed in one, or more than one counterpart, and each executed counterpart shall be considered an original, provided that such counterpart is delivered to the other Parties by facsimile, mail courier or electronic mail, all of which together shall constitute one and the same Agreement.

ARTICLE V. CONSTRUCTION

This Agreement will be governed, construed, and enforced in accordance with the laws of the State of Ohio. Should any portion of this Agreement be found unenforceable by operation of statute or by administrative or judicial decision, the remaining portions of this Agreement will not be affected as long as the absence of the illegal or unenforceable provision does not render the performance of the remainder of the Agreement impossible.

OHIO DEPARTMENT OF MEDICAID
NEW STATE DIRECTED PAYMENT
INTERGOVERNMENTAL AGREEMENT/MEMORANDUM OF UNDERSTANDING

SIGNATURE PAGE

To show their agreement, the Parties have executed this Agreement as of the date of the signature of the Director of the Ohio Department of Medicaid.

Provider **The Cleveland Clinic Foundation**

Ohio Department of Medicaid

Authorized Signature

Authorized Signature

Dennis L. Laraway
Executive Vice President,
Chief Financial Officer

Scott Partika, Director

Printed Name

Printed Name

12/16/25

December 29, 2025

Date

Date

9500 Euclid Ave.
Cleveland, OH 44195

50 West Town Street
Columbus, Ohio 43215

Address

Address

Approved as to Form - CCF Legal
Contract ID 4340587 - JMI - 12/16/25

U-2627-08-0377

ODM Contract Number

Public Entity *Miami University*

David K. Creamer
Authorized Signature
David K. Creamer
Senior Vice President for
Finance and Business Services
Printed Name Miami University

December 16, 2025
Date

501 East High Street

Oxford, OH 45056
Address

From: AVP, Chief Information Security Officer
To: Miami University Board of Trustees
Date: December 1, 2025

2025 Annual Gramm-Leach-Bliley Act (GLBA) Report to Miami University Board of Trustees

Overview and Purpose

This report is prepared pursuant to the requirements of 16 Code of Federal Regulations (CFR) 314.4(i)(1)-(2) (Gramm-Leach-Bliley Act (GLBA) as amended December 9, 2021) and is intended to provide an overview of Miami's University Information Security and Assurance Program ("the Program") related to the safeguarding of student financial aid information. At Miami, this entails the provision of financial services to students (past or present), e.g., administering or aiding in the administration of Title IV programs; making institutional loans, including income share agreements; or certifying or servicing a private education loan on behalf of a student. The GLBA sets forth standards for developing, implementing, and maintaining reasonable administrative, technical, and physical safeguards to protect the security, confidentiality, and integrity of customer information.

The report must be delivered, as noted in 16 CFR 314.4(i)(1)-(2), by Miami University's designated "qualified individual" to the board of directors or equivalent governing body in writing at least annually and must include the overall status of the Program and any material matters related to it. These matters include elements such as risk assessment, risk management and control decisions, service provider arrangements, results of testing, security events and violations and management's response thereto, and recommendations for changes to the Program. As noted in 16 CFR 314.4(a), the institution shall "designate a qualified individual responsible for overseeing and implementing [the] information security program and enforcing [the] information security program."

Information in this report is believed true and accurate as of December 1, 2025.

Overall Status of the Information Security Program

Broadly, the Program is responsible for supporting the confidentiality, integrity and availability of Miami University data and the systems that store, process, or transmit it. This includes the following discrete components: Security operations and incident response, enterprise security architecture, identity and access management, governance, risk management, compliance, strategic planning, privacy program development, and awareness and training. Security operations include network security operations, endpoint detection and response, vulnerability management, cloud security, incident response, and data restoration and recovery.

Compliance with Gramm-Leach-Bliley Act Safeguards Rule

There are currently nine major elements (a-i) of the GLBA Safeguards that are further broken down into subcomponents. It is the understanding of the Chief Information Security Officer that **Miami University is in compliance with the GLBA Safeguards**.

Material Matters Related to the Information Security Program

The Ohio Administrative Code (OAC) Rule 3339-3-22 Confidential Information Policy, Ohio Revised Code (ORC) Chapter 1347 Personal Information Systems, ORC Chapter 1354 Businesses Maintaining Recognized Cybersecurity Programs, and Miami University Confidential Information Policy require the protection of Miami University confidential information.

Risk Management and Control Decisions

The Miami University information security risk management program follows both a standards-based and risk-based approach to information security to ensure the university meets industry, government and regulatory requirements while also properly scoping controls and making appropriate investment decisions. The Information Security Office incorporates a subset of controls based on National Institute of Standards and Technology Special Publication (NIST SP) 800-171, NIST SP 800-53, International Organization for Standardization (ISO) 27001, and ISO 27002 that align with and support the university mission of teaching, research, public service, and health care. The Program also addresses legal requirements associated with the Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), the Payment Card Industry Data Security Standard (PCI DSS), and other state and federal regulations and includes requirements needed to qualify for certain grants that are essential to university research funding (NIST SP 800-171). Additionally, the Program's risk-based approach guides the allocation of resources by evaluating risk and assessing the cost and benefit of risk management.

Risk Assessment

The Information Security Office conducted a GLBA scoped risk assessment during Q4 of 2025 which included an information security review of financial services, primarily financial aid systems including our enterprise resource planning (ERP) systems and its related integrations, and the Slate student success system. Notable findings include improvements in the areas described below. Additionally, and in keeping with Miami's Internal Audit and Consulting Services office direction, the ISO will include in the annual risk assessment an external assessor's review recommendations to help maintain or enhance the university's security posture in an environment of evolving threats. The Information Security Office has also incorporated a State of Ohio recommended Nationwide Cybersecurity Review (NCSR) self-assessment. GLBA assessment findings and improvement plans follow:

- **Asset management.** Although over the last year some automation of hardware asset inventory has been implemented, there is a need to continue adding additional automated maintenance and sustainment of hardware, software applications, and cloud service asset inventories. Inventory accuracy along with requirements for detection of and response to unauthorized asset access is imperative to a strong information security program.
  - **Improvement plan**. Automation of inventory updates from some sources has been put in place, and efforts continue to implement automation that meets new inventory standards requiring the implementation of active and passive discovery tools, and automated upkeep of the centralized inventory from various asset management data sources. Standards and procedures for unauthorized device response, software asset inventory, and periodic audit and review of the inventory will also be established.
- **Doctrinal maturity**. Though a number of standards and best practice guidance has been published over the last year, the university still has room to grow by adopting new standards, procedures, guidelines, and best practices in multiple categories. Notable added controls for continued maturation include areas such as periodic risk assessments and security reviews, system logging, log analysis of access attempts, personnel transfer access changes, and penetration testing.
  - **Improvement plan**. The ISO has identified a set of areas in which matured standards are desirable, applied a risk-based prioritization to the list, and are working with stake-holders and technical teams to define, publish, and implement them.

Service Provider Arrangements

Security reviews are conducted upon acquisition of or significant change to an existing implementation and periodically afterward based on the sensitivity classification of the data involved. The review process includes assessment of contracts and agreements in place with service providers, past security incidents and the provider's response, and the provider's security practices described by the provider in a higher education cybersecurity assessment framework tool when appropriate.

Examples of service providers we use for financial aid business processes include Ellucian Banner enterprise resource planning technologies and Technolutions Slate student success platform.

Our arrangements and practices with our service providers conform to GLBA requirements as seen in appropriate contractual documentation, agreements, privacy policies, and security reviews.

Results of Testing

IT Services has participated in or sponsored numerous information security audits, assessments, and reviews over the years, including an annual financial external audit and a Finance and Business Services (FBS) sponsored external-vendor penetration test every two years. Findings and mitigations are always addressed in a timely manner incorporating risk-based prioritization giving consideration to vulnerability severity, impact, operational disruption, and available resources.

Our cybersecurity audits, assessments and reviews include:

- CISA and MS-ISAC Ransomware Guide assessment, 2020
- EDUCAUSE Higher Ed: Ransomware Playbook assessment, 2021
- Cisco Security Architecture for Everyone (SAFE) Architecture Workshop, 2021
- FBS-sponsored external vendor penetration test, 2021 and 2023
- RSM and FORVIS financial systems external audit, annually
- Center for Internet Security (CIS) critical controls assessment, 2021, 2023 and 2025
- Executive, financial, and IT tabletop exercises (TTX), 2021 and 2023
- DoD Zero Trust strategic capabilities assessment, 2023
- Rubrik Save the Data ransomware tabletop session, 2024
- Nationwide Cybersecurity Review (NCSR), 2025

Notable Security Events and Management Responses

The Information Security Office responded to a number of cybersecurity events in the last year including both internal university incidents and external third-party or supplier incidents. Some examples include:

University cyber-related events

- Phishing for user credentials resulting in compromising accounts
- Phishing, account compromise, and unauthorized direct deposit changes
- Cloned single sign-on (SSO) phishing leading to account compromise
- Credential phishing via Google Forms
- Student job scam phishing attempts
- Guacamole remote desktop system compromise

4

External third-party cyber-related events

- Mandiant RDWeb: A Russian-speaking threat actor, identified as "Pirat-Networks", advertised unauthorized access to 41 organizations via TOX chat, including Miami University. No confirmed exposure.
- Workday CRM Incident: A third-party customer relationship management system experienced a breach that exposed names and contact details of certain Miami University employees. No sensitive information involved.
- F5 Networks Security Breach: A compromise of F5 Networks systems resulted in the exfiltration of information related to undisclosed product vulnerabilities. No customer data was stolen, only product security flaws.

In all cases, incident response and recovery were handled well by IT Services, the Miami University Police Department, and all affected university divisions and colleges.

Significant Developments Since Previous Report

Demonstrating Miami's commitment to maintaining and improving its information security program, the following significant developments have occurred within the previous year.

- **Policy and Standards Published**
  - Standard: Security Requirements for Working with Sensitive Data
  - Best Practices: ISO Risk Assessment Matrix
  - Best Practice: Privacy / Verbal and in-person disclosure of sensitive information
  - Standard: ISO / Mass-emailing and third-party sender
  - Support Guide: SACM / Service Asset & Configuration (Application/Software)
  - Best Practice: SolDel Design / Security Compliance
- **Technology Advancements**
  - Implemented Workday enterprise resource planning (ERP) security program.
  - Implemented Security Onion as a security information and event monitor (SIEM) for new student-powered Security Operations Center (SOC).
  - Implement Abnormal Security for email and phishing security.
  - Continued enhancement to the new identity and access management (IAM) platform designed to enhance security and streamline access to digital resources.
  - Continued enhancement of automation capabilities in asset inventory.
- **Security Incident Response Exercises and Refinements**
  - Added AI security component to incident response plan.
  - Exercised both executive-level and divisional tabletop exercises identifying gaps in current plans, improving coordination, and educating on roles and responsibilities.

- **Compliance Audit Progress**
  - Updated and enhanced process for auditing of financial data access.
- **Collaboration Growth**
  - Collaborated with local industry and peer institutions to plan and develop a regional security operations center.
  - Enhanced processes for notifying institutions and organizations of compromised accounts and phishing campaigns targeting or originating from their environments.

Recommendations

We are confident about our current compliance level and general security posture. Our present information security state, combined with the proposed improvement plan mentioned above, will continue to enhance our cybersecurity protections in the financial services and financial aid domain.

Responsible Party Contact Information

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MiamiTHRIVE Progress Update

Over the course of the fall, initiative committees have continued to advance the strategic work associated with MiamiTHRIVE. Each committee has reported specific movement against goals, and all but two initiatives are fully on track, and some have made very strong progress. Overall "wins" since our last update include:

- Beginning implementation of AchieveIt, the software system that enables us to track initiative progress consistently and in a dashboard framework.
- Strong growth in AI and Quantum undergraduate programs (34 enrolled in AI and 26 in Quantum)
- Miami Online's growth
- Nursing had public signing with Warren County Career Center; Butler Tech partnership starting strong with 12 seniors beginning the NSG program at Hamilton next Fall.
- Sr. Director of Marketing Technology interviews have been completed for the Hyperpersonalization Initiative

Bain noted that some of the groups might be served better by being structured differently. After evaluating their notes, we decided to group the marketing- and Enrollment Management and Student Success (EMSS)- related groups into one "Strategic Enrollment Management" team that is co-lead by Vice President Jessica Rivinius and Vice President Rachel Beech. This will allow the teams to be nimbler and more strategic as they move forward.

The following narrative summarizes initiative-by-initiative progress using consistent categories of goals and progress, challenges, modifications, and additional notes.

Nursing Expansion (on track)

The Nursing team is assessing the feasibility and design of advanced nursing programs that address regional workforce need. They are currently focusing on developing two programs, the development of a Certified Registered Nurse Anesthetist program. Currently doing initial research into accreditation, space, enrollment projections, and required clinical infrastructure. Have identified space in Cleveland for a physical site for the 2+2 pathway.

Urban Bridges (50-75% on track)

Urban Bridges remains strongly focused on experiential immersion, employer relationships, alumni connectivity, and deeper regional presence in Cleveland. The committee reports visible, public-facing progress and strong early activation. One milestone includes a high-visibility wallscape. The team has also received 140 responses to a campus-wide and alumni survey assessing possible engagement and interest, and have concluded focus groups. A group of students from Education, Health, and Society will participate in a Winter Immersion at the Cleveland site and plans are being firmed up for a "Career Trek" for other students over Spring Break. In line with Bain's recommendations to augment support in this area, a job description for someone to direct the Urban Bridge activities has been developed and will be posted soon.

Polytechnic (50-75% on track)

The Polytechnic implementation team continues advancing departmental alignment, curriculum, and branding considerations. AmHub will open on February 2, 2026. The team submitted their capital appropriations request for the Hamilton campus, and have hired Jon Graft to establish further partnerships and pathways with statewide career and technical high schools. Several new partnerships in place with Makino, Johnson and Johnson, Cintas, Yaskawa, and Duke Energy. EAB has conducted SWOT, differentiation, and marketing perception workshops, and Heavy Content has been hired to do branding. External presentations include: the Regionals Community Advisory Board, Butler Tech Staff, and the Hamilton State of the City Address.

The group also noted some key challenges. First, they continue to experience challenges in the curriculum approval process from Oxford-based departments and divisions in the areas of logistics (FSB) and math (CAS). They note that an additional challenge is the unresolved issue of the name of the Polytechnic, which is being addressed.

Hallmark Experiences (on track)

The Hallmark Experiences initiative is moving through the final stages of contract execution with Ready Education. Some delays were noted with meeting Miami's accessibility requirements, so that the date of contract signing has been pushed to December. It should not impact their overall timeline.

Experiential Learning (on track)

Titles, competencies, and descriptions written for each of the four pathways (Research, Global, Industry, Service). This was an effort of 40+ faculty across the university. There are questions about how the initiative dovetails with the Streamlined Curriculum initiative as mentioned in the Bain report when that effort is finalized, and operational details that need to be addressed.

Strategic Enrollment Market Capitalization

- Bold Value Proposition
- Hyperpersonalization
- Untapped Audiences
- Student News Bureau
- Transfer Center

Bold Value Statement (on track)

The team has engaged Carnegie to conduct market research and testing to support development of a refreshed brand concept and differentiated value proposition, with the resulting insights informing in-house campaign development. This work will conclude in June 2026. They have continued proactive communication around MiamiTHRIVE, updated key outreach channels, and deployed MarketView and ERA data tools to assess market share, with baseline reports in progress. In addition, the group issued an RFP to evaluate centralized enrollment marketing communications to support Miami Online, Miami Polytech, and related areas.

Hyperpersonalization (on track)

Interviews have concluded for the Sr. Director of Marketing Technology. Now reviewing vendor questions and proposals for the CMS + Personalization RFP, while also moving toward finalizing the CollegeVine contract and scheduling onboarding. Website content work continues, with 13 academic program pages consolidated this month, and a comprehensive list of non-compliant PDFs compiled and organized by division for future remediation. In addition, we secured final stakeholder approval from EMSS on the new global header designs, with development wrapping up for implementation in December.

Untapped Audiences (on track)

Two of three new recruitment positions to expand geographic reach have been filled, with a third anticipated soon. EMSS partnered with Eduventures to participate in prospective parent and admitted student surveys to better understand brand perception relative to peer institutions, without drawing on the UA allocation. EMSS also established the Academic Recruitment Collaborative through THRIVE fund reallocations and partnerships with FSB and CEC. In addition, a Director of Online Recruitment was hired using resources from the Online THRIVE initiative and savings achieved when the Coordinator of Transfer Initiatives position was moved to EMSS funding.

Student-Staffed Multimedia Newsroom (on track)

Three students have accepted jobs for the Student News Bureau since our last update, and the team is also using four to five contributors. They have also included a link to the Student News Bureau on the Miami News landing page. You can check out their stories here. We have developed an inhouse solution for hosting Student News Bureau stories so the group is exploring how to reallocate that budget.

Transfer Center (on track)

Clear reporting and responsibility lines between EMSS and Academic Affairs have been established, and the Registrar's Office has been restructured to create a dedicated transfer team. Transcript evaluation tools have been deployed and strengthened, institutional transfer policy has been updated to meet state requirements, and work with faculty and registrar partners has accelerated credit evaluation timelines. Leadership transitions in the transfer portfolio present an opportunity to realign responsibilities across administrative and academic divisions to ensure continuity, eliminate single points of failure, and further strengthen Miami's transfer practice.

Strengthened Alumni Engagement (on track)

The Strengthened Alumni Engagement committee has met with several advisory boards and has now formalized four core objectives centered on alumni engagement, mentorship, philanthropic cultivation, and building a long-term volunteer pipeline. The group is developing metrics related to alumni participation and giving totals, targeting benchmarks through the 2025–2026 timeframe.

Choosing Miami Scholars (on track)

The Choosing Miami Scholars initiative has completed assessing scholarship amounts, eligibility, and income thresholds for a need-based scholarship intentionally structured to elevate recruitment and support access among high-achieving students with financial need. A donor-facing presentation deck has been developed and benchmarking against Ohio State's recent commitment has informed differentiation and pricing. They are looking forward to working with advancement to fulfill the needs.

Neighborhoods (on track)

The group is very far along in their planning process, with the major details all worked out. They are currently working on smaller facets such as marketing (with a new website update launching soon), programming, and changes within the housing software system to be ready for the changes that will take place next fall. They are working on filling some open staff positions, and revising bed counts based on new LLC locations within a neighborhood.

Disruptive Tech (on track)

Early indicators show strong traction for both AI and Quantum Computing, with 34 AI and 26 QC applications to date, despite limited recruitment. AI is attracting a balanced mix of domestic and international students, while QC reflects solid domestic interest, and both majors stand out against broader declines in CS enrollment. AI has also grown to approximately 55 minors. Research activity is rapidly accelerating, including the first quantum paper submitted by a CSE Ph.D. student, a major performance breakthrough by Dr. Zhang's team, one NSF proposal already submitted, and several additional NSF proposals in active development. Strategic partnerships are advancing as well, including a planned Cleveland Clinic–sponsored Ph.D. fellowship and acquisition of a quantum simulator to support education and research. AI research remains strong, with three NSF proposals submitted in November and several more underway.

Miami Online

> **Undergraduate Online Programs**
> Two accelerated (90-credit hour) undergraduate programs are ready for final Board of Trustees approval in December, with ODHE/HLC submissions to follow. Launch remains AY26–27, pending HLC timing. These programs meet the state requirement that each public university offer at least one 90-credit program by AY27–28, putting Miami a year ahead.
>
> Miami will also offer the BS in Criminal Justice fully online beginning Fall 2026, with marketing and admissions preparation underway. In alignment with the Polytechnic transition, the BA in Liberal Studies will become the BA in Professional Studies with an Applied Management cognate to support degree completion. Applied Communications will also be available fully online beginning Fall 2026.
>
> **Graduate Online Programs**
> CEC and the Graduate School have approved moving the MS in Clinical Engineering fully online in Fall 2026, with course development and marketing to begin after December BOT approval.
>
> The Online MSN Psych Mental Health Nurse Practitioner track remains on schedule for December BOT approval and external approvals this spring, with admissions and marketing planned for AY26–27.

FSB has completed MBA curricular updates to integrate stackable certificates, broaden access for recent Miami graduates, and serve working professionals starting in Fall 2026. A second phase will add executive-level certificates, and course development is underway.

AI Teaching & Learning Innovation
Applications are open for Provost-supported faculty grants to partner with learning designers to pilot AI in online course design (Spring/Summer 2026). Work is also underway on a FIPSE grant proposal with the Associate Provost and VP for IT to further advance AI applications in teaching and learning.

Marketing Transition to Education Dynamics
Digital marketing for online programs has transitioned to Education Dynamics, with close collaboration between UCM and Miami Online teams.

Undergraduate Online Admissions
As part of centralized regional admissions, Education Dynamics now handles Miami Online undergraduate admissions coaching. After procurement-related delays and coordination with the new Director of Online Recruitment, the transition launched on November 17.

For love.
For honor.
FOR THOSE WHO WILL.

The Campaign for Miami University

Jill Gaby
Interim Vice President, University Advancement

University Advancement Update

Agenda

- Recent Successes

- $1B Campaign Update

- FY '26 Progress to Date

- Campaign Key Initiatives

- Upcoming Signature Alumni Events

Recent Successes

- $1 M gift in support of an Equine Therapy Program in partnership with the Student Counseling and the Equestrian Centers

- $1 M for NIL support

- $2 M Bequest for Farmer School of Business Scholarship Support

$1B Campaign Update

Campaign Progress

REMAINING
19.5%

$194,709,759

$805,290,241

RAISED TO DATE
80.5%
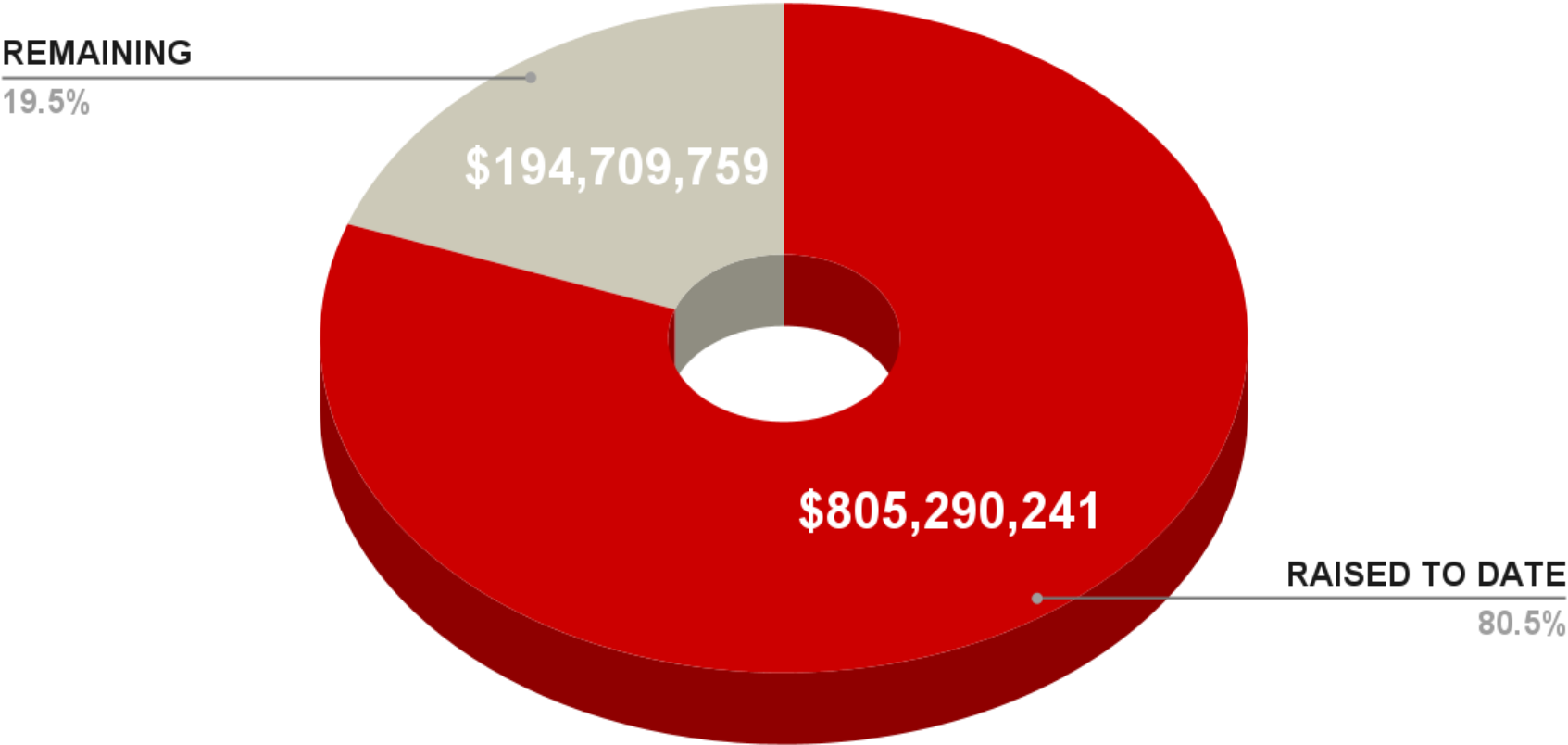
As of Nov 25, 2025

Campaign Total By Initiative

Initiative	Total to Date
Scholarships	$309.5M
Academic and Programmatic Support	$332.5M
Capital Projects	$85.4M
Unrestricted - University	$21.4M
Unrestricted - Colleges	$28.8M
Undesignated	$19.9M
Technology and Equipment	$7.8M

As of Nov 25, 2025

FY '26 Results to date

FY '26 Fundraising Results To Date

Fundraising Totals	Raised ($)	Goal	Goal (%)
Fundraising Progress	**$26.6M**	$100M	27%
Principal Gifts Closed (>$5M)	$0	$35M (5)	0%
Leadership Gifts ($1-4.9M)	$7.5M (6)	$30M (18)	25%
Cash Received	$23.6M	$40M	59%
Cash to Endowment	$10.8M	$30M	36%

As of Nov 25, 2025

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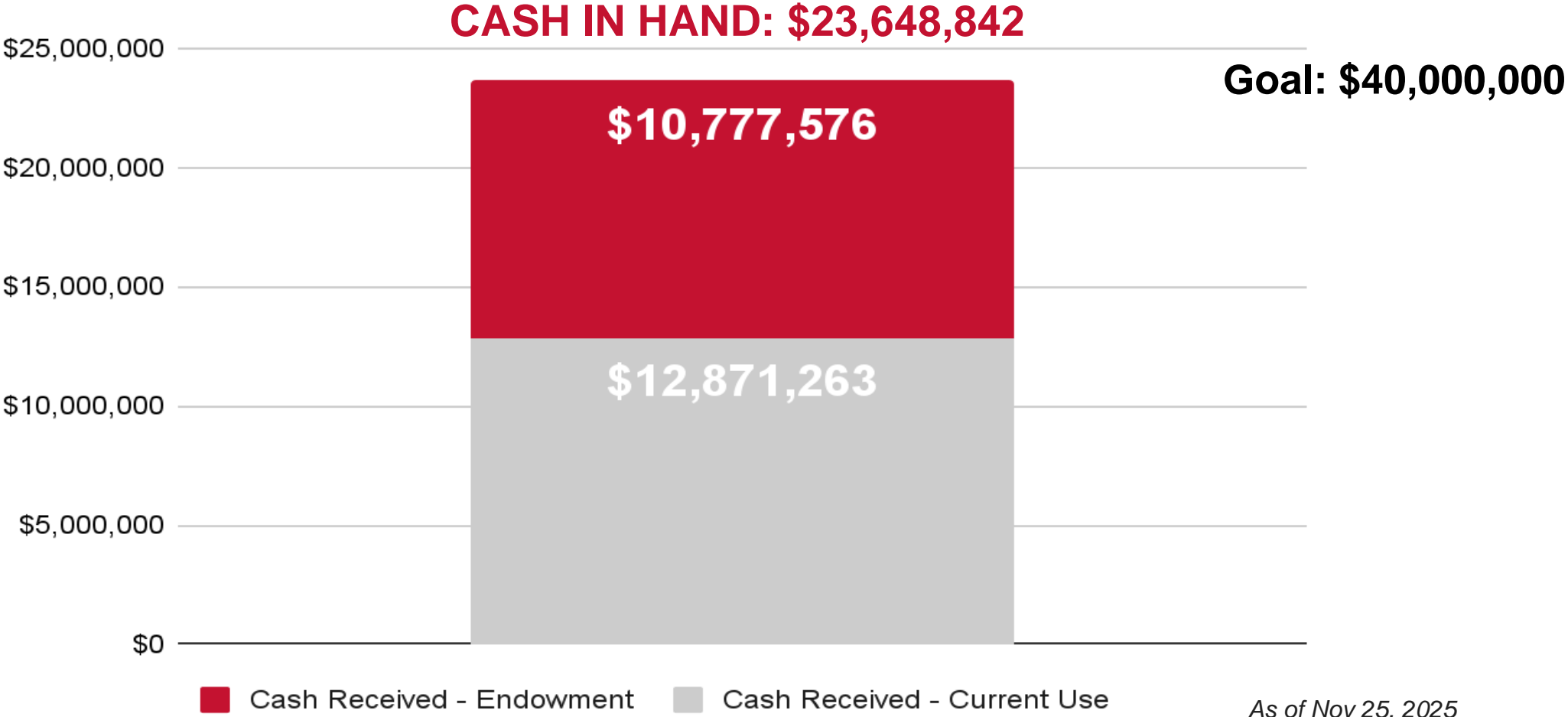
Campaign Key Initiatives

Infrastructure

- Hired six development officers
- Principal Gifts assignments have been made to chief development officers
- Partnering with BWF on regularly scheduled Principal Gifts strategy meetings
- Office of Solutions & Innovation has been established focusing on key areas of data, technology, analytics, prospect research and pipeline development

Engagement and Impact Phase

Leadership and principal gift fundraising

Faculty and Staff Campaign

Aug.`25 – June`27

Alumni Engagement and Impact Phase

Jan. `26 – June `27

Final Stretch and Celebration

June '27 - Dec. `27

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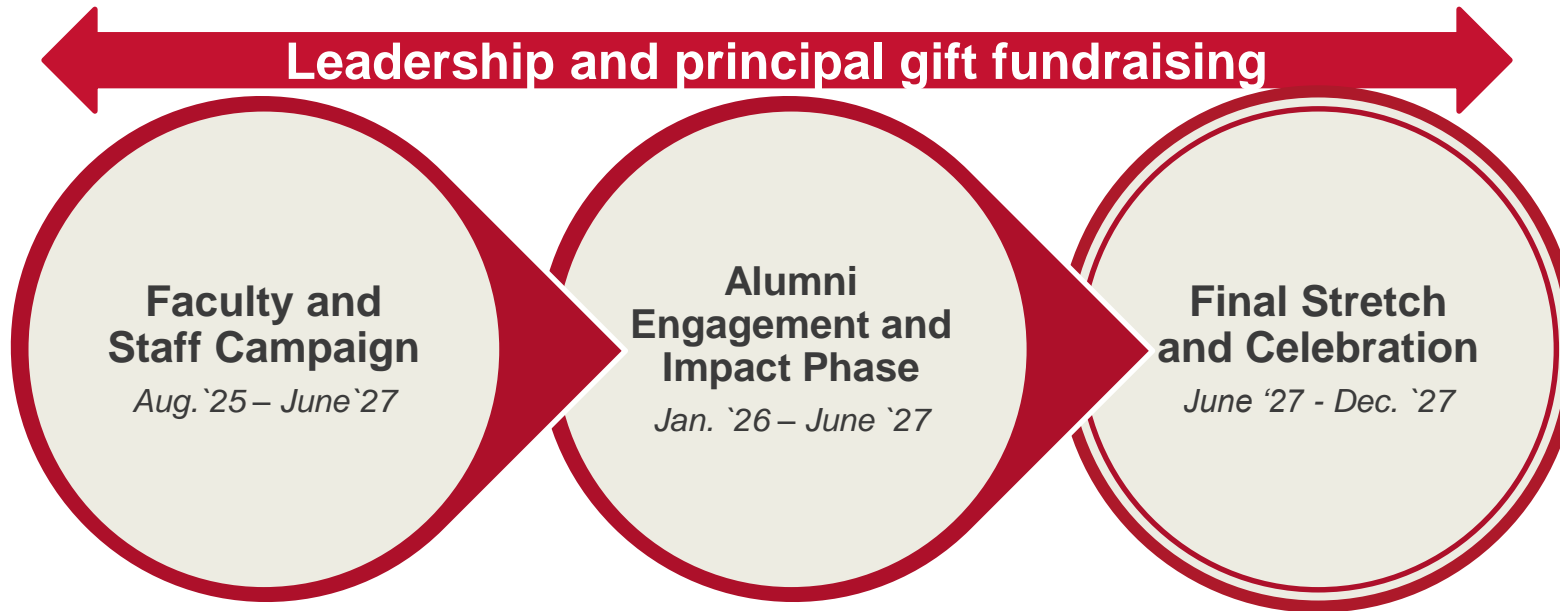
Campaign Salon Events

16	**Events (2023-2025)**
440+	**Attendees**
240	**Substantive contacts**
75	**Major gifts post-event**

2026:
➢ **Revamped invite strategy**
➢ **Targeted Initiatives**

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Faculty/Staff Campaign: #MoveInMiami

- ## 462 faculty/staff donors

- ## Totaling $126,138

- ## Supporting 183 funds across Miami's campuses

- ## 200 donors making more than one gift

MIAMI UNIVERSITY

From henceforth, a Miami squirrel has been named

Mayor Squirrel of the Hub

This squirrel has been promoted from anonymous scurrier to a creature of distinction, and shall now be known exclusively by the name bestowed upon it by this most esteemed squirrel-namer.

Leader of the Miami Squirrel Council

Gregory P. Crawford
President of Miami University

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Faculty/Staff Campaign: Steward & Engage

- **Matching Gift Incentive:** Gifts <$10K, matching designation (CY26-27, $500K)
- **Campaign Champions**: Identify and train influential faculty and staff (CAPP)
- **Sustained Giving**: Payroll deduction for long-term commitment
- **Celebration and Stewardship**: Celebrate and recognize donors at all levels throughout the campaign.

Key Dates/Events

Nov. 12: Holiday Appeal email

Dec. 4: SOME/R Holiday Lunch
Marcum Conference Ctr.

Feb. 17: Alumni & Donor Faculty Staff Appreciation event
McVey Data Sciences Bldg.

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Upcoming Signature Alumni Events
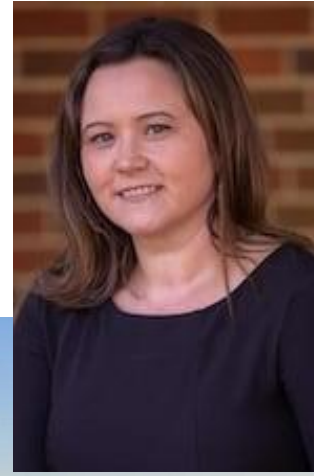
Miami University Day at the Bay

Naples Bay Resort and Marina
Thursday, Jan. 15, 2026

- Inaugural event, Winter College-ish
- Alumni within 150 miles of Naples, FL, but open to all
- 3 faculty presentations, lunch, university update, happy hour
- $125 pp
- Register online by Dec. 31 www.MiamiAlum.org

theknolls OF OXFORD

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SEE Y'ALL IN SAVANNAH

Love and Honor: Savannah
March 5-7, 2026, in Savannah, Georgia

- Fourth year of the program - à la carte weekend with 20+ events
- Alumni from U.S. + parents and prospective students
- Register online through 2/13 @www.MiamiAlum.org

For love. For honor. **FOR THOSE WHO WILL.**

Campaign Ledger

	Gifts	Pledges	Total	Present Value
Bequests		280,984,380.40	280,984,380.40	132,503,836.58
Cash				
cash, checks, credit cards, EFT	161,252,105.11	200,377,750.12	361,629,855.23	
stocks, securities	11,165,398.82	626,700.87	11,792,099.69	
payroll deduction	576,354.43	411,652.29	988,006.72	
matching gifts	2,612,618.64	-	2,612,618.64	
realized bequests	33,841,791.57	-	33,841,791.57	
other campaign commitments	-	25,240,240.28	25,240,240.28	
Planned Gifts				
insurance premium	324,388.02	1,776,900.46	2,101,288.48	
lead trusts	2,000.00	1,035,848.00	1,037,848.00	
externally managed	937,420.40	4,430,000.00	5,367,420.40	3,219,060.00
charitable gift annuities	1,657,261.82	2,300,000.00	3,957,261.82	2,645,861.39
charitable remainder trusts	4,771,371.44	3,975,568.00	8,746,939.44	2,661,730.01
Grants	39,464,760.10	-	39,464,760.10	
Gifts in Kind	23,312,094.06	4,498,576.21	27,810,670.27	
Real Estate	-	-	-	
Membership Dues	16,860.22	-	16,860.22	
SUB TOTAL	279,934,424.63	525,657,616.63	**805,592,041.26**	
(manual adjustments/post 10-year pledges)			(301,800)	
REPORTED TOTAL			**$805,290,241.26**	

Includes CASE counting exceptions of $86,942,690 (10.8% of campaign total)

As of Nov 25, 2025

FY '26 Ledger To Date

	Gifts	Pledges	Total	Present Value
Bequests		6,031,165.80	6,031,165.80	1,956,203.78
Cash				
cash, checks, credit cards, EFT	7,942,856.53	6,281,208.36	14,224,064.89	
stocks, securities	557,784.94	-	557,784.94	
payroll deduction	13,830.62	-	13,830.62	
matching gifts	81,627.55	-	81,627.55	
realized bequests	2,244,123.388	-	2,244,123.38	
other campaign commitments	-	-	-	
Planned Gifts				
insurance premium	-	-	-	-
lead trusts	-	-	-	-
externally managed	39,584.00	-	39,584.00	
charitable gift annuities	1,075,000.00	-	1,075,000.00	541,649.50
charitable remainder trusts	-	-	-	
Grants	-	-	-	
Gifts in Kind	2,367,373.53	-	2,367,373.53	
Real Estate	-	-	-	
Other	-	-	-	
SUB TOTAL	14,322,180.55	12,312,374.16	26,634,554.71	
REPORTED TOTAL			$26,634,554.71	

Includes CASE counting exceptions of $1,687,047 (6.3% of FY total)

As of Nov 25, 2025

For love.
For honor.
FOR THOSE WHO WILL.

The Campaign for Miami University

Thank You!