

**UNIVERSITY SENATE**  
**Meeting Minutes**  
**October 07, 2024**

The University Senate was called to order at 3:30 p.m., in 111 Harrison Hall on Monday, October 07, 2024. Members absent: Rodney Coates, Darrel Davis, Patrick Houlihan, David Motta, Carrie Powell, Caitlin Spyra, Cheryl Young, Liz Mullenix

Two Minute Speeches:

Voting Registration Information Speech - **(Attachment/ pg. 20)**

French's Speech - **(Attachment/pg. 29)**

1. **Call to Order and Announcements and Remarks** – Rosemary Pennington, Chair of University Senate Executive Committee
  - a. Reminder, if you have things you would like to bring to the floor of the Senate please reach out to someone on the Senate Executive Committee. We set the agenda and that is based on what we know is happening around the university, COAD meetings, and things that you bring forth to us. I bring this up as I think it is easy to overlook the importance of shared governance and the work that is done here. At the end of last year the University of Kentucky's university senate was dissolved. They are reconstituting a faculty senate that is going to serve as an advisory committee body, but the power that they had isn't the same as here. I think it is important that we are reminded of the work we do here and the importance of it as there is no guarantee that we'll always have it.
2. **Approval of University Senate Minutes**
  - a. University Senate Full Meeting Minutes 09.23.2024 (Results: 51-Yes, 00-No, 02-Abstain)
    - i. Revision: Removed Peter Mkhathshwa from absentee list
3. **Consent Calendar:** The following items were received and accepted on the Consent Calendar:
  - a. Curricular Items
  - b. Graduate Council Minutes
  - c. LEC Meeting Minutes
  - d. Deep Learning and Generative AI Graduate Certificate
    - i. Pulled Curricular Item from 09.23.2024 Senate meeting; added back to Consent Calendar for 10.07.2024
4. **Special Reports**
  - a. Middletown Campus Update, Ande Durojaiye, Vice President and Dean of the College of Liberal Arts and Applied Science at Miami University Regional Campus
    - i. Middletown Repositioning Committee Report: Journal News Article July 8, 2024  
Declining Enrollment at Miami Regionals

- ii. Regional Headcount 2014-2024: Graph in slide presentation showing Middletown and Hamilton headcounts from 2014-2024
- iii. Middletown Revenue Trend: Graph in slide presentation showing revenue trends, expense, gross surplus, and net surplus from 2020-2027
- iv. Middletown Repositioning Committee: Building upon our existing mission statement for the Regional campuses, the committee has been charged with developing a clear vision for a reimaged Middletown Campus. This vision should reflect the goals and values of the Regional campuses and articulate the benefits and opportunities that are possible for the campus.
  - 1. Members::
    - a. Jeff Kuznekoff - ICS, Co-Chair
    - b. Andrew Mascari - Co-Chair
    - c. Devin Birt - NSG
    - d. Garry Bowyer - EDS
    - e. Kelli Bray - HR
    - f. Scott Brown - PFD
    - g. Michael Carrafiello - HCA
    - h. Marianne Cotugno - LLW
    - i. Beth Dietz - SBS
    - j. Gary Drigel - ENT
    - k. D.J. Ferguson - BSC
    - l. Yolanda Hart - Advising
    - m. Stephanie Hughes - E-Campus
    - n. Yvette Kelly-Fields - Development
    - o. Crystal Walker - Admissions
    - p. David Woods - CIT
- v. Committee Assumptions
  - 1. The Engineering Technology program will move to the newly acquired Advanced Manufacturing Workforce and Innovation Hub facility.
  - 2. The Commerce Department will move to the Hamilton campus.
  - 3. All academic programs will have their “home” on the Hamilton campus.
  - 4. Thesken Hall on the Middletown campus will be deactivated; however, we seek to either rent it out or find additional revenue-generating opportunities for it.
  - 5. Consolidation of specific athletic programs
  - 6. Middletown Repositioning Committee recommendations should result in a budget savings of at least \$1.6M.
  - 7. The repositioning plan will be fully implemented no later than July 2026.
- vi. Summary of Key Recommendations
  - 1. Deactivate Thesken Hall.

2. Strategically re-allocate existing administrative resources and personnel to capitalize on our strengths and exploit untapped opportunities for growth and revenue enhancement.
  3. The Hamilton campus will be designated the “home” campus for all academic departments and support units (except for the Nursing program, which is located on the Oxford Campus).
  4. Focus on face-to-face courses at the 100 and 200-level (i.e., Miami Plan courses) that primarily serve ECA/CCP or degree-seeking students.
  5. Offer certain face-to-face courses through a Hybrid-Flexible (HyFlex) delivery mode.
  6. Adjust the in-person staffing of student-facing services (OneStop, Financial Aid, Advising, and Counseling) on the Middletown campus to better accommodate the current enrollment.
  7. Reduce Middletown Operating Budget.
  8. Explore the feasibility of using a primary scheduler to schedule all Miami Plan courses.
  9. Utilize Johnston Hall to accommodate all scheduled courses, where applicable, on the Middletown campus.
  10. If interest in sports programs continues to decline on the Middletown campus, move all remaining sports teams to the Hamilton campus and deactivate Bennett Recreation Center, seeking out renting the building out.
  11. Review food service operations costs while supporting student needs.
- vii. Senator Question and Comments
1. Senator: I know that Cincinnati State is also in Middletown. Does that affect the enrollment at Middletown?(A) It doesn't because we don't offer the same courses that we offer.
  2. Senator: What is the current status of renaming/ rebranding of the class department and will the senate hear about that soon?(A) We are having those conversations and it is an ongoing conversation. How we build that talent pipeline and feed that talent workforce we do really, really great, but we don't brand that or communicate that broadly. So we are having discussions around that and how we can better communicate that broadly. We need to leverage the things we do really great and we need to think about how we bring that out so we can have a bright future at the regional campus.
  3. Senator: Have you thought about shutting down the middletown campus?(A) I don't have the power to shut down the campus. That would be an act of the legislature to do that. As all of the regional campuses were created by the Ohio legislature, we can't just walk in and shut them down. So, to answer your question, no, we have not considered shutting down any of the regional campuses.

4. Senator: Would you recommend doing that?(A) No, I would not recommend that. To me that would be a terrible thing to do. We have them in communities that need them the most and I believe that it sends the wrong statement. Again that is my personal opinion.
5. Senator: In regards to your slide where it says “The Hamilton campus will be designated the “home” campus for all academic departments and support units (except for the Nursing program, which is located on the Oxford campus)” Does that mean that Nursing would be relocated to have Oxford as its home campus?(A) Nothing has changed with our nursing program.
6. Senator: Sounds like the committee is making really excellent recommendations. Do you have room for the faculty at the Hamilton campus and do you have the space?(A) Yes, that is not an issue at all.
7. Senator: Could you say a little about the athletic programs on the Middletown campus like what they cost and what are the benefits to having them there?(A) We get a lot of students from the area that want to continue their college career, so our basketball, volleyball, and baseball teams have been around for a very long time and really serve a huge community. If you go to a Hamilton and Middletown basketball game for example it is a big tradition in the community and they really pack it out. Plus they have been wildly successful. Just last year our Hamilton basketball team made it to the final four in their division and the year before it was the Middletown team. It is an engagement for the students and our community.
8. Senator: You spoke about many of the Middletown High School students that don't go to college. Are there plans to work with them to improve that? (A) We are doing a lot. We are actually up 37% just this year from the high school going on to the regional campus. Understanding the culture and community has helped us engage better and understand it better in order to help us improve those numbers.

b. ASG Highlights for 2024-2025, Will Brinley, Student Body President

i. Table of Contents

1. ASG Overview
2. SBP x SBVP Campaign
3. Update on ASG in 2024
4. What's to come

ii. ASG History

1. Founded in 1974
2. Non-Partisan Organization
3. Alongside voicing student concern, ASG allocates money to the 600+ student organizations on campus
4. The founders aimed to strengthen the student experience by:

- a. Enhancing communication between students and the university
  - b. Expanding student participation in education and campus life
  - c. Coordinating beneficial services and activities
  - d. Protecting student rights and freedoms
- iii. ASG Overview
  - 1. Structure of ASG
    - a. Legislative
      - i. Speaker
      - ii. Speaker Pro Tempore
      - iii. Parliamentarian
      - iv. Senators
    - b. Executive
      - i. President
      - ii. Vice President
      - iii. Chief Of Staff
      - iv. Secretaries
  - 2. ASG has two branches: Executive (13 Cabinet members) and Legislative (50 Senators).
  - 3. The Executive Cabinet collaborates with administrators on student life and academic matters.
  - 4. The Legislative branch addresses student concerns, writes, and votes on legislation weekly.
- iv. ASG Notable Initiatives
  - 1. Student Wages Increase
  - 2. Meal Swipe Donations
  - 3. Free menstrual products in all women's and gender neutral restrooms
  - 4. Armstrong Student Center
  - 5. Leadership x Mental Health Dinner!!
  - 6. Recently Celebrated the 10th Anniversary
- v. Will & Babs Connecting Our Paths
  - 1. Meet Will (He/Him) Student Body President
    - a. Currently a fourth-year student from Charlotte North Carolina
    - b. Majoring in Marketing, minoring in Sports Management
    - c. Involved in: IFC, Club Tennis, Delta Sigma Phi
    - d. "I beat Warren Buffett in a newspaper throwing contest"
    - e. Phone #: (980) 390-8282 or Email: brinlewh@miamioh.edu
  - 2. Meet Babs (She/Her) Student Body Vice President
    - a. Currently a fourth-year student from Loveland, Ohio
    - b. Majoring in Sport Communication and Media, minoring in Journalism

- c. Involved in: The Miami Student, The Miami Student, Club Tennis, Tour Guide
  - d. "I went to Scotland for five months and went to over ten different countries"
  - e. Phone #: (513)800-7468 or Email: dwyerb@miamioh.edu
- vi. "Connecting Our Paths"
  - 1. We ran on "Connecting Our Paths" because we believe in and are passionate about increasing the relationship between students, organizations, administrators, and ultimately the Associated Student Government that oversees so many important aspects of Miami. With our connections and involvement in a variety of student organizations on campus, we will take on this goal. Connecting and communicating with the student body was a major aspect of our campaign and we look forward to continuing on this goal while in office!
- vii. Our Four Pillars- #ConnectingOurPaths
  - 1. Student Relations Overview
    - a. Leaders in the community, connecting a variety of students and organizations.
    - b. Foster collaboration and inclusivity among student groups.
    - c. Organize events and initiatives to strengthen campus unity (ex: Meet your peers luncheon)
    - d. Act as liaison between students and administration to address concerns effectively.
    - e. Hold office hours to make it easier for all students to express their point of view.
  - 2. Mental Health Overview
    - a. Introduce "Redhawk Retreat (Health and Wellness Wellbeing)" to showcase campus mental health resources.
    - b. Host mental health retreats to educate students about available support services.
    - c. Collaborate with Steve Large, AVP of Health and Wellness, to implement initiatives.
    - d. Normalize conversations around mental health and reduce stigma.
  - 3. Civic Engagement Overview
    - a. Lead nonpartisan efforts to promote civic engagement.
    - b. Support voter registration initiatives in collaboration with Wilks.
    - c. Strengthen ASG's relationship with Wilks to enhance student involvement in politics.
    - d. Utilize existing relationships with student activities staff (Kim and Colton) to expand outreach.
  - 4. Accessibility Services Overview

- a. Improve campus accessibility for individuals with disabilities.
  - b. Develop and interactive map highlighting wheelchair routes, elevators, etc.
  - c. Include safe spaces for LGBTQ+ and minority students on the map.
  - d. Identify gender-neutral bathrooms and defibrillator locations for inclusivity and safety.
- viii. RedHawk Day of Service - Community Partners
  - 1. Outdoor Pursuit Center
  - 2. Thread Up Oxford
  - 3. Animal Adoption Foundation
  - 4. Miami University Equestrian Team
  - 5. Animal Friends Humane Society
  - 6. Oxford Citizens for Peace & Justice
  - 7. Miami University Natural Areas
  - 8. TOPSS
  - 9. Silvoor Biological Sanctuary - Miami University Natural Areas
- ix. Voter Registration
  - 1. Today is the last to register to vote or update your address to vote in Ohio.
  - 2. Today also kicks off National Voter Education Week. Check out the ASG and Student Life Instagrams for voting information throughout the week.
  - 3. Registration has been great well so far. Our approach has focused on tabling in dining halls and doing outreach with student orgs.
  - 4. Meeting students where they are and giving them a space to ask questions has been more effective than traditional tabling at the student center.
- x. Suicide Prevention Week
  - 1. Out of Darkness Walk
    - a. Raised over \$6,100 for the American Foundation for Suicide Prevention (AFSP) v.s. \$800 last year
  - 2. Be Well Fair
    - a. Around 200 students participated with many engaging with three or more booths, including the SCS booth offering quick mental health assessments.
- xi. Leadership x Mental Health Dinner
  - 1. Co-sponsored Event with IFC and PA
  - 2. Featured 120 student leaders with a student panel moderated by AVP Steve Large
- xii. Other Initiatives going on inside ASG
  - 1. Green Event Funding

- 2. MUDEC Sweatshirts
  - 3. AdHoc Committee
  - 4. Birdie Alarms
- xiii. Things to come
  - 1. Accessibility Map
  - 2. Sustainability week Oct. 19th-25th
  - 3. Rec Center Crowd Index
  - 4. Inclusion Forum
- xiv. Senator Question and Comments
  - 1. No questions or comments
- c. MiamiTHRIVE Update, Brent Shock, Special Assistant to President
  - i. MiamiTHRIVE Phases
    - 1. Phase 1: Environmental scan and where to focus (Nov.2023 - Mar.2023)
      - a. 4 broad working groups to gather/ generate ideas ( ~ 50 members)
      - b. Environmental scan
      - c. Potential long-term ambition for Miami
      - d. Areas of potential opportunity
      - e. ~ 400 members of Miami community engaged for ideas and feedback
    - 2. Phase 2 (Current phase): Strategy and opportunity development (Apr. - Fall 2024; phased rollout)
      - a. ~ 19 working groups formed & focused on the opportunity areas and Miami strengths identified in Phase 1
      - b. Phased launching of working groups (April/July/September)
      - c. Begin to launch initial actions
      - d. Approval of strategies and plans, including prioritization & resource allocation of priority initiatives
    - 3. Phase 3: Implementation ( ~ Fall 2024 onwards)
      - a. Initiative launch and implementation
      - b. Iterative refinement of opportunity areas and initiatives
  - ii. Opportunity area update: Working groups mobilization and onboarding: Team Updates - Opportunity area, Onboarding, Key deliverables, and Current status of team. Please see the graph that shows current status of the below areas in slide presentation
    - 1. Building Lifelong skills
    - 2. Expand experiential learning
    - 3. Develop partnership ecosystem & urban bridges
    - 4. Market and communicate value proposition
    - 5. Strategically leverage the regional campuses
    - 6. Strengthen student exp. & support growing segments
    - 7. Increase academic flexibility & interdisc. Pathways



8. Grown programs in high-demand fields
9. Develop ecosystems in rsch/scholarship
10. Reset the cost of attendance
- iii. MiamiTHRIVE Progress Update
  1. Foundational Strengths Committees
    - a. Teacher-Scholar
    - b. Writing
    - c. Liberal Arts
    - d. Campus Beauty & Sustainability
    - e. Student Life
    - f. Excellence in Undergraduate Education
    - g. Student-Athlete
    - h. Alumni Engagement
    - i. Inclusive Excellence
  2. Strategy and Transformation Office
    - a. Build lifelong skills
    - b. Expand experiential learning
    - c. Develop a partnership ecosystem & related urban bridges
    - d. Market and communicate our differentiated value proposition
    - e. Strategically leverage the regional campuses
    - f. Strengthen the student experience and support growing segments
    - g. Increase academic program flexibility and interdisciplinary pathways
    - h. Grow programs in high-demand fields
    - i. Develop ecosystems of excellence in research and scholarship
    - j. Reset the cost of attendance
    - k. A-D Progress Update
      - i. Co-chairs selected & notified 3/20
      - ii. Committees finalized 4/10
      - iii. Meeting all summer
      - iv. 18 initiatives advanced
      - v. Work to be completed by mid-September
- iv. Focus/ Themes of First Four Committees
  1. Build Lifelong Skills - Jennifer Benz, Assistant VP, CCES and Elizabeth Hoover, Professor, Music
    - a. How can Miami's courses and curriculum be shaped to enhance the support and the development of lifelong skills and professional leadership?
- v. Build Lifelong Skills - Please review graph in slide presentation
  1. Initiative

- a. Redefine the 4 Pillars of the Miami Plan to align with the 8 NACE Career Competencies
      - i. Goal(s): Career readiness and ROI proof points
    - b. Integrate the Pillars (and thus the NACE Competencies) across every course taught at Miami and all co-curricular opportunities
      - i. Includes ability for students to track their development of their skills
      - ii. Goal(s): Career readiness and ROI proof points
    - c. Prioritize Interdisciplinary & Cross-Divisional & Curricular Design
      - i. Goal(s): Career readiness and ROI proof points
      - ii. Students acquire expertise in interconnected fields
  - 2. Status
    - a. Strong support from the Steer Co
    - b. Will be taken up by up OA #7 Committee - Increase Academic Program Flexibility & Interdisciplinary Pathways
    - c. Software to track skills has broad application and is in the implementation phase
    - d. Implementation plan and initiative funding request present to President Crawford, Provost Mullenix, and Dr. Creamer
  - 3. Authentic Self-Formation
    - a. Critical Thinking
    - b. Equity and Inclusion
  - 4. Critical Thinking and Communication
    - a. Career and Self-Development
    - b. Communication
  - 5. Ethical Leadership and Collaboration
    - a. Leadership
    - b. Professionalism
  - 6. Civic, Career, and Community Responsibility
    - a. Teamwork
    - b. Technology
- vi. Focus/ Themes of First Four Committees
  - 1. Expand Experiential Learning: Adam Beissel, Associate Professor, Sport Leadership & Management, and Artie Kuhn, Teaching Professor, ETBD
    - a. How can Miami's current strengths in experiential learning be cataloged and expanded to continue to provide our students with real-world experiences that will enhance their learning and professional and leadership development?
  - 2. Expand Experiential Learning: Initiative and Status -Please review graph provided
    - a. Initiative:
      - i. Establish Office of Experiential Learning

1. Needed to tie together many Miami efforts already underway
2. Close ties to Partnership Office
3. Close ties to Academic Affairs
- ii. Required Experiential Learning Certificate (credit hours and hours of experiences TBD)
  1. 4 Leadership Pathways:
    - a. Lifelong Skills: Global Readiness Pathway
    - b. Academia Readiness: Research Readiness Pathway
    - c. Impact/ Service Learning: Leadership and Service Readiness Pathway
    - d. Industry Readiness: Industry Readiness Pathway
  2. Completed by students over their 4 years at Miami
    - a. Year 1 - Expanding Vision
    - b. Year 2- Exploration
    - c. Year 3 - Refinement
    - d. Year 4 - Launch
- iii. Career, Experiential Learning, & Leadership Seminar Program (CELLS)
  1. Credit-bearing micro-experiences that students complete to enhance career readiness
  2. Key component of required Experiential Learning Certificate
  3. Includes visits to industry partners and external orgs, Career Treks, resume reviews, research, etc.
- iv. Professional development in Experiential Learning for Faculty & Staff
  1. Provide for industry exposure by providing for reduced workloads
  2. Goal(s): ensure faculty are up-to-date on industry standards
- v. Ensure Equity & Access for all students to participate in experiential learning
  1. Goal(s): ensure all students, regardless of financial means, can participate
- b. Status:

- i. Implementation plan and initiative funding request present to President Crawford, Provost Mullenix, and Dr. Creamer
- vii. Focus/ Themes of First Four Committees
  - 1. Develop a Partnership Ecosystem & Related Urban Bridges: Colleen Bush, Assistant Dean, CEC, and Lee Weldon, SR. AVP, Development
    - a. How can we identify and grow university-wide partnerships and develop opportunities to scale for Miami students to explore, study, and work in urban areas?
  - 2. Initiative
    - a. Centralized Office to manage partners (with ties to experiential learning)
      - i. Manage top ~ 15 partners to build deep, multi-faceted, university-wide partnerships that create transformative opportunities for Miamians
      - ii. Goal(s): Provide mechanism(s) to capture University-wide partner engagement
      - iii. Support division leads who will maintain partnerships not identified as “key accounts”
    - b. Create framework for tiering and assessing partners across the University
    - c. Build an urban presence in Columbus to enhance existing offerings at Miami
      - i. Establish a scaled physical presence in Columbus where students can participate in real-world experiences to engage in hands-on experiential learning and gain exposure to certain careers or sectors
      - ii. Columbus will serve as a hub to connect with alumni in the city and partners
    - d. Expand Miami’s urban presence in Cincinnati to enhance existing offerings
    - e. Strengthen the engagement of younger Miami alumni (within ~10 years of graduation)
      - i. Establish deeper and more comprehensive relationships with young alumni who graduated within the last 10 years from Miami
      - ii. Identify ways to connect with young alumni early on (e.g., while they are still at Miami) by identifying key touchpoints across the student experience and developing programming and messaging to target engagement at those points

- iii. Engage more alumni to shape and support academic programs & other initiatives (e.g. Having alumni contribute to modules and courses, experiential learning opportunities and corporate research partnerships);
- 3. Status
  - a. Final Stages of refinement
  - b. To be presented to President Crawford, Provost Mullenix, and Dr. Creamer
- viii. Focus/ Themes of First Four Committees
  - 1. Market & Communicate Our Differentiated Value Proposition: Jen O'Brien, Director of Communications, Student Life, and Jessica Rivinius, VP and Chief Marketing & Communication Officer
    - a. What are the new ways we can push our marketing efforts to rise above the noise of our competition
  - 2. Initiative
    - a. Activate a bold value proposition statement through targeted engagement
      - i. Develop hyper-personalized, multi-channel marketing campaigns focusing on the brand positioning attributes of exploratory flexibility, accelerated achievement, and vibrant campus life
      - ii. Integrate the value proposition into all recruitment materials throughout the enrollment funnel, consistent with the brand position
      - iii. Collaborate with academic divisions to highlight unique programs that align with the value proposition
      - iv. Engage alumni to share their success stories and demonstrate the lifelong value of a Miami education
    - b. Hyper Personalization and Segmentation: Customizing the audience web experience
      - i. Differentiated home page and top 3 admission pages based on in-state/ out-of-state IP address. Long-term: differentiated home page and top 10 most visited pages based on audience personas
      - ii. Users will have an improved experience on the web
      - iii. Web content will support key actions (visit, apply, confirm)
      - iv. Web experience underscores Miami's commitment to a personalized experience
    - c. Expanding reach and capturing untapped audiences

- i. Engage peers, family members, and other student decision influencers through advertising, events, and touch points throughout the enrollment funnel
  - ii. Centralize alumni data to easily identify and leverage alumni stories in marketing and communication
  - iii. Expand and enhance parent communications to ensure families are well-informed about Miami's unique value proposition
  - iv. Continuously revisit and refine segmentation to systematically measure ROI investing in systems and tools to streamline and accelerate planning, execution, and management of marketing efforts prioritizing demand and ROI
- d. Activating Internal and Alumni Stakeholders: University-wide communications and implementation plan for a bold new differentiated value statement
  - i. Strategize and implement a comprehensive campaign to deliver messaging to all employees and alumni community, ensuring they understand its implications for their roles
  - ii. Deliverables include: A comprehensive cross-functional outreach and education plan, adaptable to various levels (college/unit, division, department, individual); Ongoing collateral materials (print, environmental, digital) to support and reinforce objective; Regular updates and adjustments based on feedback and metrics
- e. Student News Bureau: Empowering students to tell our story (ties to Opportunity Area #2 Experiential Learning)
  - i. Fund a student-staffed multimedia newsroom/news bureau housed in, and working alongside, UCM to provide professional experience and bylines to students, while also having the student experience accurately reflected in marketing materials
  - ii. Provide students with professional development and experiential learning opportunities
  - iii. Expand UCM and divisional capacity for storytelling
  - iv. Create authentic content that resonates with prospective and current students

### 3. Status

- a. Implementation plan and initiative funding request present to President Crawford, Provost Mullenix, and Dr. Creamer

- ix. MiamiTHRIVE Progress Update: Strategy and Transformation Office
  - 1. Building Lifelong skills
  - 2. Expand experiential learning
  - 3. Develop partnership ecosystem & urban bridges
  - 4. Market and communicate value proposition
  - 5. Strategically leverage the regional campuses
  - 6. Strengthen student exp. & support growing segments
  - 7. Increase academic flexibility & interdisc. Pathways
  - 8. Grown programs in high-demand fields
  - 9. Develop ecosystems in rsch/scholarship
  - 10. Reset the cost of attendance
  - 11. 5 & 6
    - a. Co-chairs selected & notified 3/20
    - b. Committees finalized 4/10
    - c. Opportunity areas 5 & 6 launched early August
    - d. Work to be completed in late November
  - 12. 7-10
    - a. Co-chairs selected & notified 3/20
    - b. Committees finalized 4/10
    - c. Launched 9/4, 9/9, 9/11
    - d. Work to be completed by end of December
    - e. ~110 faculty & staff serving on the 10 Opportunity Area Committees
- x. Upcoming Priorities: Campus-Wide THRIVE Symposium - October 14 & 15  
Shriver ADM Auditorium & Streamed
  - 1. October 14 from 3:30pm to 5pm
    - a. Build Lifelong Skills
    - b. Partnerships and Urban Cohorts
  - 2. October 15 from 10:30am to 12:30pm
    - a. Excellence in Undergraduate Education
    - b. Teacher Scholar
  - 3. October 15 from 3:30pm to 5pm
    - a. Expanding Experiential Learning
    - b. Market & Communicate our Differentiated Value Proposition
- xi. Senator Question and Comments
  - 1. Presenter: I just want to say how proud I am of our committees and the work that they have done. I am really pleased by the leadership and the participation of these committees and I hope that I can convey that to you about how good the work they have done has been.
  - 2. Senator: Are we at the point that decisions are being made and getting implemented?(A) We are getting close to that point. Before we get to that point we will be rolling out these ideals to the community at three

different times. So wave 1 is just about finished, so we will roll that out to the community in a broader fashion. We are having a symposium that we will be streaming and recorded so that we can have that available for everyone along with a feedback mechanism. As a reminder every committee has at least 1 member of the senate serving on it and some had more.

3. Senator: Role of Senate for experimental committee they think these things will come back to Senate?(A) Yes, it will come to the senate and we will follow all protocols for things that need to come to senate and continue to be transparent with things.
4. Senator: So, you have had 4 committees go so far and make recommendations? For the October 15th for the Excellence in Undergraduate Education and Teacher Scholar have they already made their recommendations?(A) Yes, regarding the 4 committees. Those committees are 2 of the foundational strength committees and they have talked about overall strength at Miami and will be featured in the remaining 2 symposiums to help opportunity areas to build out ideas around our place of strength and we remain who we are in those initiatives.

d. Miami Plan Update, Leighton Peterson, Director of Liberal Education and Associate Professor  
**(Handouts Attachment C/pg. 30)**

i. Update on Miami Plan Implementation

1. Has been in operating for 1 year and 2 months
  - a. 72 course removed due to infrequency of offers or other reasons
  - b. Created 13 course team taught Designed Transdisciplinary Signature Inquiry Courses
  - c. Approved 257 courses for the Miami Plan.
    - i. Which includes 81 signature inquiry courses. The signature inquiry courses are the transdisciplinary courses designed for all students regardless of their major or minor. Features active learning, career focus outcomes, communication and student lead inquiry. It is like giving them the good stuff early in their careers versus having them wait until their 3 or 4 year.
- d. Signature Inquiries: Sustainability and Resilience - Choose your Signature Inquiry courses from one or more of these topic areas:
  - i. Sustainability and Resilience
  - ii. Power, Justice, and Social Change
  - iii. Technology, Information, and Society
  - iv. Creativity, Storytelling, and Design
  - v. Global Health and Wellness



2. Miami Means Leaders: At Miami, our focus is on you. As one of the top universities for undergraduate education, a Miami degree means:
  - a. Leadership through Innovation
  - b. Career and Life Focused Classes
  - c. Global Connections
3. Miami Plan Innovation Lab
  - a. Programmatic Goals/ Outcomes:
    - i. Leverage existing resources & the interests and expertise of Miami's teacher-scholars to support areas of institutional strength, growth, and opportunity.
    - ii. Create high-impact courses that serve specific curricular needs and student interests to ensure student success.
    - iii. Support interdisciplinary collaboration and team-design for deep change to help programs experiment and reach new audiences.
    - iv. Experiment with teaching models and team-design to a scale that aligns with budgetary constraints and workload expectations.
  - b. Previous Signature Inquiry cohorts have leveraged these collaborations with amazing results: Faculty have innovated their approach to course offerings and overall curricula for deep change. MPIL facilitates these efforts and directly addresses Provost and institutional goals by:
    - i. Supporting humanities faculty as they transform course offerings
    - ii. Fostering collaboration between Divisions
    - iii. Supporting units and divisions in "curricular outreach" efforts (e.g. integrating courses into other programs and majors)
    - iv. Providing meaningful faculty development with measurable outcomes that align with specific institutional goals
4. Curricular Ecologies Learning Lab (CELL)
  - a. Objective - Doing what's best for students
  - b. Goals
    - i. Support departments with repositioning MP offerings and/or integrating MP outcomes and/or courses into curricula;
    - ii. Support departments with broader curricular realignment, including streamlining offerings and integrating MP Pillars and outcomes into programs outcomes;

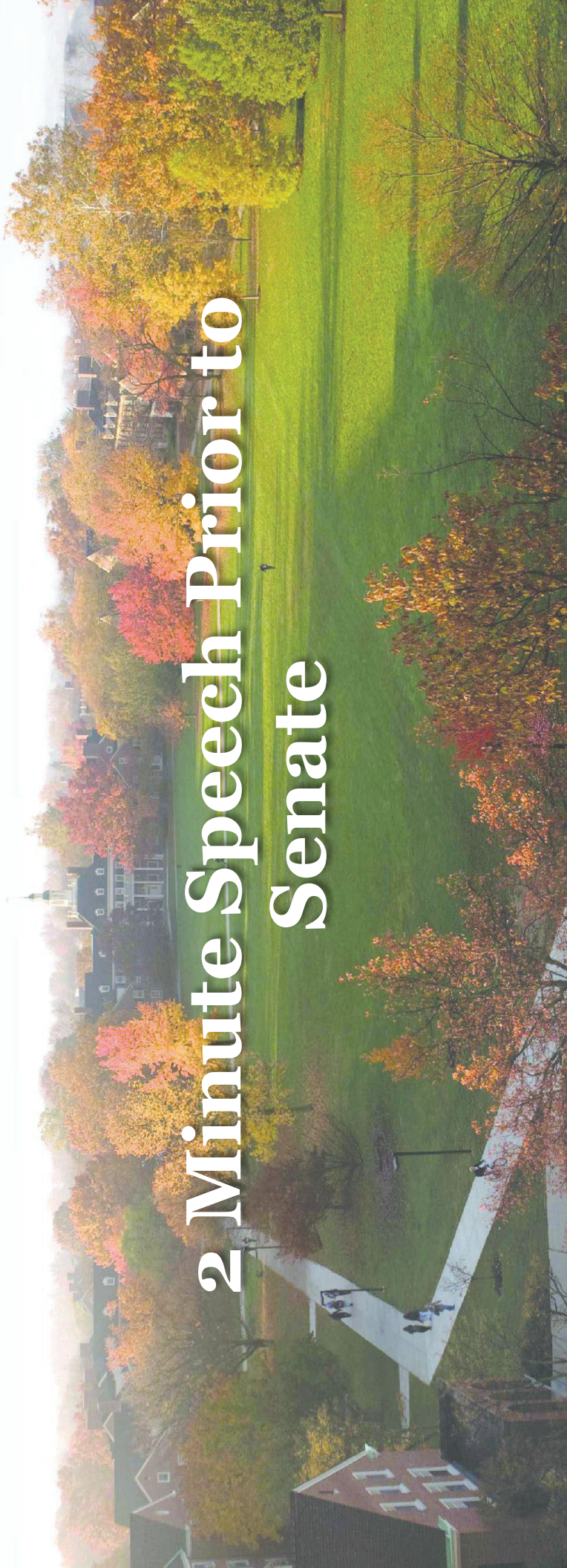
- iii. Facilitate transdisciplinary among units and divisions to create novel initiatives, leverage expertise, and mitigate redundancy; and
    - iv. Implement new curricular directions reflecting student needs and institutional initiatives.
  - c. The Curricular Ecology Action Plan: Each department cohort will be responsible for designing and implementing a Curricular Ecology Action Plan specific to their needs, which include:
    - i. An action plan for repositioned and/or redesigned Miami Plan courses and interventions for identified “courses of concerns;”
    - ii. An ADVW and Senior Capstone plan tied to programmatic & LIB ED outcomes;
    - iii. Revised curricular offerings reflecting current faculty expertise and resources, and revised programmatic outcomes reflecting the “total curriculum;”
    - iv. A strategic plan to include all departmental faculty in major curricular changes (i.e. supporting broader faculty participation and “buy in”);
    - v. A strategic plan and recommendations for institutional decision-makers and the new external review process; and
    - vi. Direct evidence of your Plan’s implementation.
- 5. What is your story? So what does this mean for you? As you look through your course options and register for classes - whether it’s for this semester or in the next 4 years, remember this:
  - a. Be curious
  - b. Live your story
  - c. Learn for a lifetime
- 6. Sustainable Development Goals - Provided in handouts
- ii. Senator Question and Comments
  - 1. Senator: Could you please tell us the relation of your committee and the MiamiTHRIVE committees? (A) I was not formally asked to be on any THRIVE Committees, and the LEC has not had a formal update.
  - 2. Senator: I have noticed a lot of progress for a plan that has only been in place for 14 months now. How are you going to engage upperclassmen students in this plan as we are getting an old/new plan version currently?(A) All the courses that are available in the new plan will also be available to you. The learning outcomes and pillars are actually good for both plans. We made sure it would be a smooth transition this time, so that they may be working for you and you don’t know of it.

3. Senator: Will these new opportunities still be applicable to their degree without messing up their degree process? (A) Yes, all of that is still built in and it may look differently on the degree audit, but behind the scenes the registrars and advisor have done a lot of work to make this smooth. When you go to search for classes click on the Signature inquiry and see what pops up for fun and see if you are interested in any of them.
4. Senator: This is more of a statement but, we need to work on our branding as it was not clear to me that this CELL was different then the other CELLS that was discussed in earlier presentation. (A) That is not really my job. What we do is in terms of presenting the Miami Plan and what it means for students. Also, as a reminder the protocol for any changes come through the Liberal Education council, then to the Senate for anything curricular.
5. Senator: Is there a plan to present this to our student body to get the word out there of what you just explained to the other senator? (A) I think this goes back to communication and that there have been more than one story taught or talked about regarding the Miami Plan. So, if you have any ideas on how to make this story stronger when communicating to all our students. I personally can come out and talk if you would like and I did speak to undeclared incoming students last August and we did present "What's your story with them".
6. Senator: New courses that have been approved. Is there backwards compatibility for them? (A) Yes, you guys did approve that and we can go back.
7. Senator: We have the president of ASG here, so I think we have the person we need right here to help us convey this message to the students.

## 5. Adjournment



# 2 Minute Speech Prior to Senate







# LWW

## League of Women Voters® of Oxford

The League of Women Voters, founded in 1920, is a nonpartisan political organization that encourages informed and active participation in government, and works to increase understanding of major public policy through education and advocacy. Complementing it is the League of Women Voters Education Fund. The League of Women Voters provides nonpartisan information and educational services to citizens.

Learn more about the  
League of Women Voters of Oxford  
**LWVOxford.org**  
and on Facebook at [facebook.com/lwvoxford](https://facebook.com/lwvoxford)

# GENERAL ELECTION DAY IS NOVEMBER 5, 2024

Polls are open from 6:30 a.m. to 7:30 p.m.

**Last Day to Register to Vote: October 7**

**Early In-Person Voting:** Begins October 8 and concludes on November 3. Find the schedule at [VoteOhio.gov](https://VoteOhio.gov)

**Absentee Voting By Mail:** Application must be received by the Board of Elections by October 29; ballot must be postmarked by November 4.

**SCAN TO REGISTER ONLINE**



[olvr.ohiosos.gov](https://olvr.ohiosos.gov)

**SCAN TO CHECK YOUR REGISTRATION**



[VoteOhio.gov](https://VoteOhio.gov)

## BALLOT CHECKLIST

**President**

- ☐ Kamala Harris (Dem)
- ☐ Timothy Walz
- ☐ Vanessa R. Cummings (Dem)
- ☐ Donald J. Trump (Rep)

**47th District Ohio State Representative**

- ☐ Diane Mullins (Rep)

**Butler County Commissioner**

- ☐ J.D. Vance
- ☐ Richard Duncan
- ☐ Mitchell Preston (Rep) *(no party)*
- ☐ Chase Oliver
- ☐ Mike Ier Mai (Libertarian)
- ☐ Peter Somki
- ☐ Lauren Onak (Other party)
- ☐ Jill Stein
- ☐ Anita Rios (Other party)

**US Senator**

- ☐ Sherrod Brown (Dem)
- ☐ Bernie Moreno (Rep)
- ☐ Donald Kinicki (Libertarian)

**8th District U.S. Congressional Representative**

- ☐ Vanessa Ench (Dem)
- ☐ Warren Davidson (Rep)

**4th District Ohio State Senator**

- ☐ Thomas Cooke (Dem)
- ☐ George Lang (Rep)

**40th District Ohio State Representative**

- ☐ Bobbie Arnold (Dem)
- ☐ Robbey Crecchi (Rep)

**46th District Ohio State Representative**

- ☐ Benjamin McCall (Dem)
- ☐ Thomas Hall (Rep)

**Butler County Sheriff**

- ☐ Richard K. Jones (Rep)

**Butler County Recorder**

- ☐ Danny N. Crank (Rep)

**Butler County Treasurer**

- ☐ Michael McNamee (Rep)

**Butler County Engineer**

- ☐ Gregory Wilkins (Rep)

**Butler County Coroner**

- ☐ Lisa K. (Rep)

**Butler County Auditor**

- ☐ Nancy Nix (Rep)

**Justice of the Supreme Court (Full Term Commencing 1/1/2025)**

- ☐ Michael P. Donnelly (Dem)
- ☐ Megan E. Shanahan (Rep)

**Justice of the Supreme Court (Full Term Commencing 1/2/2025)**

- ☐ Melody J. Stewart (Dem)
- ☐ Joseph T. Deiers (Rep)

**Justice of the Supreme Court (Unexpired Term Ending 12/31/2026)**

- ☐ Lisa Fischer (Dem)
- ☐ Daniel R. Hawkins (Rep)

**12th District Judge of the Court of Appeals (Full Term Commencing 2/9/2025)**

- ☐ Melina Siebert (Rep)

**Butler County Judge Court of Common Pleas (Full Term Commencing 1/1/2025)**

- ☐ Keith M. Spurch (Rep)

**Butler County Judge Court of Common Pleas (Full Term Commencing 1/2/2025)**

- ☐ Kelly Heile (Rep)

**Butler County Judge Court of Common Pleas (Full Term Commencing 1/3/2025)**

- ☐ J. Gregory Howard (Rep)

**Ohio Issue 1: Proposed Amendment to Replace the Current Politician-Run Redistricting Process**

- ☐ Yes
- ☐ No

**Issue 2: City of Oxford Fire and EMS (Additional) 2.6 mill/10 years**

- ☐ Yes
- ☐ No

**Issue 10: Lane Public Library: (Renewal) - Current expenses - .75 mill/continuing period of time**

- ☐ Yes
- ☐ No

**Issue 12: Mental Health and Addiction Recovery Board (Renewal with increase) - .5 mill/5 years**

- ☐ Yes
- ☐ No

**• For a complete ballot checklist for other areas, please visit <https://www.vote411.org>**

**• Verify Your Polling Place:** [https://elections.bosho.gov/where\\_to\\_vote](https://elections.bosho.gov/where_to_vote)

**• Polls are open 6:30am to 7:30 pm on Tuesday, November 5, 2024**

# VOTE 411

ELECTION INFORMATION YOU NEED

For a complete ballot checklist for other areas, please visit <https://www.vote411.org>



22

22



# To vote in person in Ohio, you need one of these forms of *unexpired* ID:

- Ohio driver's license or ID card issued by State of Ohio (address does not need to be current; your voter registration must have your current address)
- US military ID
- US passport



## **If you don't have the required ID, request an *absentee ballot***

- Ohio requires you to **request the absentee ballot using a *paper form***.
- On the absentee ballot request form, you may use the **last four digits of your social security number** as your ID.



# Follow Up & Follow Through

- Put a **reminder** in your calendar to vote as/when you have planned.
- **Check** your voter registration online.
- **Track** your absentee ballot request.  
Call your board of elections if you don't receive it.
- **Mail back** your absentee ballot as soon as you receive it.

Check your registration



Track your absentee ballot



# Political Intimidation is a Serious Concern This Year



## Opportunities for Legal Professionals

Are you a lawyer, paralegal, law student or other legal professional? Sign up to volunteer with Election Protection

SIGN UP



## Join Our Poll Monitoring Program

If you aren't a legal professional, sign up with Election Protection with our nonpartisan poll monitoring program

SIGN UP



<https://866ourvote.org/volunteer/>

# ELECTION PROTECTION

HOTLINE

866-OUR-VOTE

ENGLISH : 866-687-8683

SPANISH 888-VE-Y-VOTA

888-839-8682

ARABIC 844-YALLA-US

844-925-5287

ASIAN\* 888-API-VOTE

LANGUAGES 888-274-8683

\*BENGALI, CANTONESE, HINDI, URDU, KOREAN, MANDARIN, TAGALOG, VIETNAMESE

I am here today in my capacity as the Co-President of Voter Services for the League of Women Voters of Oxford with a few reminders and requests, which I hope you will pass along to your students, classmates, and colleagues.

Today is the last day to register to vote or change your address. Please remember and remind your students that college students are eligible to vote where they attend school.

Early voting begins tomorrow at the Board of Elections and the League would encourage you to vote early in person if you are able.

There is a lot on our ballot this year far beyond the presidential candidates: Ohio Supreme Court, senator, Issue 1 to put an end to gerrymandering in Ohio, a fire and EMS levy with a potential contribution from Miami, and library and mental health levies.

I'd encourage you to read the nonpartisan guide published by the League of Women voters on paper here or online at [Vote411.org](http://Vote411.org).

Keep in mind that Ohio changed its voting code last year and to vote in person you need one of three forms of unexpired ID: OH driver's license, US military ID or US passport. Digital drivers licenses are not acceptable.

Anyone without those forms of ID should request an absentee ballot. This must now be done with a paper form and you may use the last four digits of your social security number as your ID. I have paper forms today.

The Ohio Secretary of State has removed many voters from the rolls so I encourage you to check your registration and that of your family right now at [voteohio.gov](http://voteohio.gov).

If you request an absentee ballot, you should track it and follow up if you don't receive it.

You should mail your absentee ballot back as soon as you can, as the USPS has already said they will be overloaded.

The League of Women Voters has serious concerns about political intimidation and allegations of voter fraud to disrupt this year's election. We encourage you to volunteer as a poll worker or with the organization Election Protection as a poll monitor. Go to [866ourvote.org](http://866ourvote.org) and you will find numerous volunteer opportunities.

We would also encourage you to share the election protection hotline wherever possible for anyone who may experience voter intimidation.

1-866-OUR-VOTE.

Colleagues, I rise today to acknowledge a grim date in our shared history.

I rise in remembrance and memorial of over 1,000 people killed in Israel one year ago today – a majority of whom were from Jewish communities, but also from varying faiths, backgrounds, and nationalities. Among them was Mila Cohen, ten months-old, shot and killed while held in the arms of her mother at Kibbutz Be’eri by Hamas gunmen from Gaza. Her father, Ohad Cohen, 43, died alongside Mila.

In acknowledgement of their loss, the horrors of that day, and in memory of the innocent, I ask you to observe a moment of silence with me.

Just a few weeks after the attacks, FBI Director Christopher Wray testified that antisemitism is reaching “historic levels” in the United States. In Oxford, Miami University’s Campus Hillel, a center dedicated to all aspects of Jewish life in our community, received a series of antisemitic threats. This is reprehensible. A threat to any member of our community is a threat to all of us.

No small measure of contemporary international humanitarian and international human rights law emerged from the experiences of communities faced with unimaginable violence. Each October 7, we should be reminded of the hateful antisemitism and threat of annihilation faced by Jewish communities across the globe during the Second World War and we should be called to our individual and collective responsibilities to prevent atrocity crimes and genocide whenever and wherever they are found.

Miamians of varying faiths, national backgrounds, and political persuasions continue to be deeply affected by what has occurred. Students on our campus have called for us to remember our responsibilities to justice and mercy.

All of them, I believe, would agree that we – collectively – have failed and continue to fail in achieving a just future for Israelis and Jewish communities. We must do more.

Nathan S. French  
Associate Professor, Comparative Religion  
Senator, History, Philosophy, and Religion

7 October '24

### University Senate Presentation Handout

Leighton C. Peterson, University Director of Liberal Education  
Elizabeth Hoover, Associate Director of Liberal Education

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#### OLE/LEC By the numbers:

Time since “new” Miami Plan went live: 1 year, 2 months

Reviewed GMP Petitions (2022-23): 867

MP/GMP Petitions (2023-24): 821

MP/GMP Petitions to-date (2024-25): 170

Courses removed from the MP (administrative and/or dept. deactivation) in 2024: 72

MPIL-Designed Transdisciplinary Signature Inquiry Courses: 13

Miami Plan Courses Approved by LEC: 245. Approvals by MP Attribute:

Signature Inquiry	81
Advanced Writing	18
Composition	1
Math/Formal Reasoning	8
Social Sciences	25
Natural Sciences	24
Creative Arts	19
Humanities	61
Global Inquiry	31
DEI	22
Intercultural Consciousness	47
Experiential Learning	21
Senior Capstone	18



## Miami Means Leaders

At Miami, our focus is on *you*. As one of the top universities for undergraduate education, a Miami degree means:

### Leadership through Innovation

Miami grads are innovative leaders, creative thinkers, and global problem solvers. That's because we start with great students like *you*. And, Miami's amazing teacher-scholars always have *you* in mind, offering the most cutting edge, transdisciplinary education possible. They support *your* development as an agile leader in a fast-changing world, connecting the arts with business, the sciences with culture, and engineering with sustainability in ways you can only get at Miami!

### Career and Life Focused Classes

Our classes are about *you*. From your first Signature Inquiry to your final Senior Capstone, all Miami Plan courses embed career readiness and lifelong learning to prepare *you* for your first job, and most importantly, to thrive in *your* leadership future. From biotech to digital design, global health to global literature, even your first Miami Plan classes are “real world” and experiential with lifetime takeaways like sustainability, teamwork, and effective communication.

### Global Connections

We don't just train the best business leaders, nurses, artists and engineers: Miami grads tackle the world with confidence. They grow, teach, travel and lead with a global perspective and awareness. Miami is already tops in study-abroad, internships, and experiential learning, and we're always bringing you even better regional, global, and urban connections and experiences - no matter your interests, passions, or desired career. At Miami, we bring the world to you, and *you* to the world.

## The Miami Plan

Since its inception in 1989, the Miami Plan has represented liberal education at Miami. Rather than a set core curriculum or a list of classes, the Miami Plan is a “total curriculum” philosophy that encapsulates and permeates all degree programs and majors. It supports student-centered courses and experiences, develops transferable skills, and facilitates lifelong learning across the curriculum. It fulfills requirements of various professional accreditation organizations. Both programmatic and Miami Plan outcomes frame student self-formation in the majors and are aligned in the culminating Senior Capstone.

The Miami Plan is both a philosophy and process towards liberal education outcomes committed to evolutionary and transdisciplinary curricular change. It is a “total curriculum” approach - a comprehensive and specific set of institutional commitments aimed at facilitating student success and self-formation. At the core of the Plan are Miami’s Four Pillars – the transferable, career enhancement skills and point of reference for considering the impact of liberal education on student success and advancement.

The Miami Plan also values diverse academic experiences within a comprehensive university. It recognizes the presence of teaching excellence and teacher-scholars at Miami, supports the faculty’s commitment to dynamic and emergent pedagogical practices, and encourages innovation and transdisciplinary pilot projects having results that can be assessed. It aims to improve the environment where learning takes place while advancing the intellectual quality of co-curricular life.

Responsibility for implementing the Miami Plan for Liberal Education - the “total curriculum” - is shared by academic divisions, departments, programs and the University Liberal Education Council. The Miami Plan’s administration, academic support, and faculty development initiatives are run by the Office of Liberal Education.



Revised from: MULEF (Miami University Liberal Education Forum). 1988. *The Miami Plan for Liberal Education*.  
Miami University: Oxford, OH.

## What is *your* story?

Welcome to Miami! You have joined the Miami community. Now, you can take advantage of what makes Miami distinct. Much of that difference is the **Miami Plan** - our “total curriculum” philosophy since 1989. The Miami Plan is not a list of classes to “check off.” Rather, it is integral to your majors and degrees and driven by your passions and interests, from your first MP class to your internships and transformative Senior Capstone. The Miami Plan:

- supports student-centered, transdisciplinary classes and experiences - like our amazing new Signature Inquiry courses;
- develops transferable skills across the curriculum that facilitate leadership, innovation, and lifelong learning;
- fulfills requirements of various professional accreditation organizations and employers’ desired skill sets; and
- is designed to support you in creating *your* story.

So what does this mean for you? As you look through your course options and register for classes - whether it’s for this semester or in the next 4 years, remember this:

**Be curious.** You can begin with basic requirements you need or the Signature Inquiry topic areas. What interests you? What topics would be beneficial to a future career? What problems and issues in the world do you want to investigate and solve? In your first year, you may not get all of your 1st choice classes. Is there something else you want to explore? Within each Miami Plan category there are options. And all Miami Plan courses include transferable skills - the “Four Pillars” - applicable to any career path or graduate or professional school.

**Live your story.** Each Miami Plan class you take should become part of your story, even if it wasn’t choice #1. How would you explain to a recruiter at P&G or Starbucks, a financial institution, or medical or law school how “MJF 105 Media, Culture, and You” or “ATH 155 What does it mean to be human?” impacted your thinking, creativity, and global perspectives? Make yourself distinct and show others you can learn from a variety of experiences. This will make you stand out as a leader.

**Learn for a lifetime.** The new CEO of Starbucks and Miami Alum Brian Niccol (’96) said the Miami Plan got him where he is today. He echoes scores of executives and job recruiters that one of the most important qualities in new leaders (that means you!) is the capacity for lifelong learning. Take it from Brian Niccol: The Miami Plan allows you to explore (he went from engineering to marketing), promotes lifelong learning, and gives you complex career, leadership, and life *enhancement* skills so you can craft *your* story for meaningful success!

## Miami Plan Innovation Lab

The Miami Plan Innovation Lab - MPIL - is a “curricular sandbox” for Miami’s teacher-scholars to innovate, explore, and collaborate in the development of high-impact, transdisciplinary liberal education courses. MPIL was developed by the Office of Liberal Education, reflecting a specific recommendation in the Miami RISE Strategic Plan.

MPIL’s focus is the creation of cutting-edge inter- and trans-disciplinary Signature Inquiry courses that align student interests and programmatic needs with faculty collaborations across units and divisions. Signature Inquiries feature active and engaged learning, embed interdisciplinarity, and promote student-led inquiry. They are organized around the 5 major topic areas that promote Miami’s strengths and opportunities.

### Programmatic Goals/Outcomes:

1. Leverage existing resources & the interests and expertise of Miami’s teacher-scholars to support areas of institutional strength, growth, and opportunity
2. Create high-impact courses that serve specific curricular needs and student interests to ensure student success
3. Support interdisciplinary collaboration and team-design for deep change to help programs experiment and reach new and audiences
4. Experiment with teaching models and team-design to a scale that aligns with budgetary constraints and workload expectations

Previous Signature Inquiry cohorts have leveraged these collaborations with amazing results: Faculty have innovated their approach to course offerings and overall curricula for deep change. MPIL facilitates these efforts and directly addresses Provost and institutional goals by:

- Supporting humanities faculty as they transform course offerings
- Fostering collaboration between Divisions
- Supporting units and divisions in “curricular outreach” efforts (e.g. integrating courses into other programs and majors)
- Providing meaningful faculty development with measurable outcomes that align with specific institutional goals

## Curricular Ecologies Learning Lab

*A Program of the Miami Plan Innovation Lab & MP Faculty Fellows*

Since its inception in 1989, the Miami Plan has represented liberal education at Miami. Rather than a set core curriculum or a list of courses, the Miami Plan is a “total curriculum” philosophy that encapsulates and permeates all degree programs and majors. It supports student-centered courses and experiences, develops transferable skills, and ensures lifelong learning across the curriculum.

The Curricular Ecologies Learning Lab - or CELL - provides direct support to faculty and departments to revisit, revise, and refresh programmatic offerings with a “total curriculum” approach. The paradigm of “ecology,” in relation to curriculum, is the interplay between a department or program’s inward and outward-facing presence and priorities, structural concerns mostly outside of a department’s control, and the institution’s overall vision, values, and liberal education paradigm. Building on processes developed in the Office of Liberal Education’s Miami Plan Faculty Fellows program and the Howe Writing Fellows, CELL assesses the complex, interwoven aspects of a given course or set of courses and its myriad relationships to other courses, faculty, students, departments, and the university. CELL is a component of MPIL - the Miami Plan Innovation Lab.

### **CELL Objectives - Doing what’s best for students**

CELL is designed to actualize the Miami Plan not as a separate curriculum or list of requirements, but rather as the transdisciplinary foundation of Miami’s “total curriculum,” where programmatic and Miami Plan outcomes frame the student experience in the major/minor and are aligned in outcomes and the culminating MP Senior Capstone. It facilitates curricular transformation by identifying opportunities and untapped potentials by e.g. aligning course offerings with program outcomes and leveraging course offerings from other units or divisions. This approach actualizes the potentials of the new Miami Plan, achieves institutional goals of resource-focused curricular innovation and inclusive excellence, and focuses efforts on what best serves Miami students. Thus the goals of CELL are to:

1. Support departments with repositioning MP offerings and/or integrating MP outcomes and/or courses into curricula;
2. Support departments with broader curricular realignment, including streamlining offerings and integrating MP Pillars and outcomes into program outcomes;
3. Facilitate transdisciplinarity among units and divisions to create novel initiatives, leverage expertise, and mitigate redundancy; and
4. Implement new curricular directions reflecting student needs and institutional initiatives.

### **CELL Deliverables - The Curricular Ecology Action Plan**

Faculty and departments wishing to participate in CELL will analyze their curricular ecology in relation to Miami Plan outcomes and objectives and their own goals, outcomes, and accreditation concerns. They will think critically about course rationales, student learning outcomes, cognate and related curricula; design student-centered offerings; and initiate outreach to new kinds of students and adjacent programs. We draw from concrete enrollment and FTE data, SOTL scholarship, comparative analyses, and the dedication, expertise and creativity of faculty colleagues to re-imagine the educational experience at Miami.

Each departmental cohort will be responsible for designing and implementing a Curricular Ecology Action Plan specific to their needs, which include

1. An action plan for repositioned and/or redesigned Miami Plan courses and interventions for identified “courses of concern;”
2. An ADVW and Senior Capstone plan tied to programmatic & LIB ED outcomes;
3. Revised curricular offerings reflecting current faculty expertise and resources, and revised programmatic outcomes reflecting the “total curriculum;”
4. A strategic plan to include all departmental faculty in major curricular changes (i.e. supporting broader faculty participation and “buy in”);
5. A strategic plan and recommendations for institutional decision-makers and the new external review process; and
6. Direct evidence of your Plan’s implementation.

### **Continued Support**

This kind of curricular transformation is an ongoing process, and CELL will provide continued support for departments, chairs, and faculty in their efforts. The Howe Center for Writing Excellence (HCWE) and the Center for Teaching Excellence (CTE) also provide guidance and expertise to CELL, and some cohorts will be referred to HCWE or CTE for further faculty development on specific pedagogical or curricular issues. Participants can also be fast-tracked into MPIL’s Signature Inquiry course design program.

Departments and programs wishing to participate in CELL should begin with a consultation between the Chair and the Office of Liberal Education. Chairs should participate, and faculty participants should have a direct role or experience in their department’s curriculum, assessment, and/or advising. All must be willing to educate and engage their departmental colleagues to ensure implementation. Participants receive a professional development stipend upon completion of all required deliverables at the end of each semester’s work.

## MPIL-Designed Signature Inquiry Courses

### Sustainability & Resilience

- **BIO/GEO 266 *Climate Science Communication*** (PA1C; SI-01)  
“Climate change” is a heavily debated topic in the news and media today. Many myths and truths are circulated regarding climate change, making it difficult to decipher if the concerns are justified. Through this course, students explore and analyze the scientific data surrounding climate change and its effects on human health, the environment, and the economy. You will also learn to synthesize and communicate this knowledge to a variety of audiences.
- **BUS 217 *Sustainable Business Solutions*** (PA4C; SI-01)  
This course is for students who want to be stewards of our current resources, protect the world for future generations, and serve the greater good. Through active participation in simulations, debates, and activities students are encouraged to examine environmental, social, and governance (ESG) issues facing businesses in the world today.
- **BUS/GEO *The Business of Climate Change*** (PA1A, PA4C; SI-01, SI-03)  
This course provides a quantitative introduction to the ways in which climate and climate change influence businesses, organizations, and NGOs. Students examine and model cascading impacts of weather and climate change through business operations and evaluate how responses and decisions can be made strategically for both institutions and climate sustainability. Students engage in case studies, experiential learning, and a semester-long group project on an industry of students’ interest to develop perspectives on the local impacts of global climate change and the role of sustainability and resilience in organizations’ operations..
- **GEO/IES 222: *Sustainable Systems & Society*** (PA2A, PA4C; SI-01)  
In this course you will explore sustainability from multiple perspectives and at global and local scales. You will examine the social and ecological contexts of sustainability: spanning environment, economy, and social equity. You will learn to use multiple methods to understand impacts and motivations of stakeholder groups and the role of place in pressing sustainability challenges.
- **GEO/GER/CLS 11X - *Sustainable Cities*** - Fall ‘24 Cohort.

## Power, Justice, and Social Change

- **POL/BUS 266 *Advocacy and Policy for Health*** (PA4B; SI-02, SI-05)  
Who controls how laws are made that affect your physical and mental health? What influence do money, business, and lobbyists have? What power do we have as citizens? In this course you will choose a topic of public interest such as access to healthcare, epidemics, mental health, cancer, changing demographics, environment, gun control, LGBTQ+ rights, or abortion. You will learn how lobbying and influence operate to impact health policy and its disparate effects on dominant and marginalized communities and debate the role of business, advocate to impact policy-making, and critique and respond to policy making by the government.
- **ENG/PSY/SOC 188 *(your) Mental Health: A Community Project?*** (PA4B; SI-02, SI-05)  
In this course, we reconceptualize mental health and mental illness so that it is no longer a “me” problem, but rather a “we” problem. We then work to design interventions that sustain mental health more effectively.
- **REL/SLM 271 *Religion, Sport, and Policy*** (PA4C; SI-02, SI-03)  
Religion and sport are more than personal matters. They are a matter of public policy. Sport and religion are both local and global. They both change lives, affirm moods, and shape our political questions. Students with interests in business, economics, management, leadership, or public policy will consider matters of religious freedom, conscience, and protest to analyze how the intersection of sport and religion are an essential part of international relations, global human rights, and sustainable economic development.

## Technology, Information, & Society

- **CCA/LIN 195 *Creativity & Code Thinking*** (PA1A; SI-03, SI-04)  
Conventional programming courses teach coding with an eye towards industry standards, corporate agendas, and professional application. Courses like these necessarily emphasize efficiency and routine, while minimizing idiosyncrasy and expression. This course argues for programming as a tool for creative expression and thoughtful inquiry; as a means for cultivating capacities for critique, imagination, empathy, and justice.
- **CEC/PHL/REL 264 *Ethics in Science & Technology*** (PA3B; SI-03)  
Students acquire a language and set of approaches for identifying, analyzing, and working through ethical quandaries that arise with emergent scientific findings and technological advancements. Students analyze real-world case studies - individual, communal, corporate, and professional - to identify, evaluate, and analyze successes and failures in ethical decision-making.
- **BUS/GEO *The Business of Climate Change*** (PA1A, PA4C; SI-01, SI-03)

## Creativity, Storytelling & Design

- **CCA 218 Arts Thinking, Arts Writing** (PA1C; SI-04)  
How do the arts tell stories? How do they shape the world around us? How do we interpret these stories and put them in our own words? In this course you will learn different ways of analyzing the arts, practice interpretation, refine your ideas, and write across genres for various audiences. By engaging in thinking and writing about the arts, you will develop transferable skills that can be applied to any professional goals
- **CCA/LIN 195 Creativity & Code Thinking** (PA1A; SI-03, SI-04)

## Global Health and Wellness

- **ATH/BIO/PSY 258 The Sciences of Mental Health** (PA2B, PA4B; SI-05)  
Students examine the neurobiological, psychological, and cultural contributors to mental health disorders, including depression, anxiety, and substance abuse - as well as the ability of the brain to change in response to positive and negative experiences. Symptoms, mechanisms, diagnosis, treatment, and societal responses to mental health disorders will be covered with focus on resilience as students explore the ways their perception and engagement with the world impacts brain function, and vice versa.
- **THE 224 Acting for Medical Simulation** (PA4B; SI-05)  
Ever wonder how medical professionals prepare to care for real-world patients while still in school? They use real people trained to act as standardized patients in encounters that simulate different medical scenarios. In this course, students from any major will learn practical skills in improvisation, analyzing/memorizing a medical case, embodying patient symptoms, and giving effective feedback. They will apply their skills to portray a patient in a simulation with health care students, e.g. in nursing, speech pathology or the physician's associate program.
- **BUS/POL 248 Advocacy and Policy for Health** (PA4B; SI-02, SI-05)
- **ENG/PSY/SOC 188 (your) Mental Health: A Community Project?** (PA4B; SI-02, SI-05)



