

**MIAMI UNIVERSITY  
BOARD OF TRUSTEES  
Minutes of the Board of Trustees Meeting  
Oxford Campus, Marcum Conference Center, Rooms 180-186  
Thursday, June 27, 2019**

The Secretary to the Board of Trustees confirms that as specified in the Regulations of the Board of Trustees of Miami University, and 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 1:00 p.m. in the Marcum Conference Center, on the Oxford Campus with Board Chair, David Budig presiding. Roll was called with a majority of Trustees present, constituting a quorum. In addition to the Trustees, President Gregory Crawford; Provost Phyllis Callahan; Senior Vice Presidents David Creamer, and Tom Herbert; Vice Presidents Jayne Brownell, Ron Scott, and David Seidl; General Counsel Robin Parker; Cliff Peale, Executive Communications; David Sayler, Director of Athletics; Randi Thomas, Director of Institutional Relations; Dawn Tsirelis, Assistant to the President; incoming Provost Jason Osborne; and Ted Pickerill, Executive Assistant to the President, and Secretary to the Board of Trustees; along with many members of the Miami University community who were present to observe or assist.

Roll call of Trustees:

|  |                                     |
|--|-------------------------------------|
| Present: C. Michael Armstrong (National Trustee) | Terry Hershey (National Trustee)    |
| David H. Budig                                   | Will Kulis (Student Trustee)        |
| Megan Cremeans (Student Trustee)                 | John C. Pascoe                      |
| Robert E. Coletti (National Trustee)             | Diane Perlmutter (National Trustee) |
| Sandra D. Collins                                | Mark E. Ridenour                    |
| Thomas W. Gunlock                                | Rodrick Robinson                    |
| Zachary Haines                                   | Mary Schell                         |
|  | Robert W. Shroder                   |
| Absent: John W. Altman (National Trustee)        |                                     |

**Executive Session**

Trustee Ridenour moved, Trustee Pascoe seconded, and by unanimous roll call vote, with nine voting in favor and none opposed, the Board of Trustees convened into Executive Session for Personnel Matters, the employment of a public employee, and matters required to be kept confidential – Trade Secrets, as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

## **Enrollment Update**

Director of Admission and interim Assistant Vice President for Enrollment Management, Bethany Perkins, provided an overview of Fall 2019 admissions to date. She stated the acceptance rate is up 9% over last year, with an increase in non-residents, and a steady academic profile. The number of domestic students of color has increased, however, the percent is down slightly due to the larger class size.

For next year, it is expected additional recruiters will be hired, and there will increased digital interaction with potential applicants.

*The admission presentation is included as Attachment A.*

## **Public Private Partnerships**

Senior Vice President Creamer informed the Board of potential opportunities for public private partnerships. He stated JLL Consultants assisted the university earlier in the academic year to identify possible opportunities, they include:

Marcum Center – The center is aging and renovation is required. Continued operation as a convention center and hotel is challenging due to the small number of rooms. Senior Vice President Herbert provided insight on how the location could possibly become an Alumni Center in the future.

Millett area – A potential location from a new, larger hotel.

Elm Street building – This is a relatively large facility which has been essentially vacant for the past approximately fifteen years. An arrangement had been struck to sell the facility outright, however the necessary rezoning was not approved by Oxford City Council and there was no sale. The location remains a possible location for sale, or potential corporate partnerships.

Airport – A 70 year old facility on a 300 acre site. While the university no longer owns an airplane, and there are fewer activities at the airport, prior FAA grants require continued operation and limit the possibilities. CVG has expressed interest in the facilities, and there have been some discussions.

Fryman Farm on Bonham Road – Another large property, limited in part with a portion located within a flood plain. A retirement community is a possibility, but mitigation for the flood plain would be required for development.

Old Talawanda High School - A 26 acre site currently be used for student parking, a BCRTA facility, and as the Talawanda School District school bus operating hub. The location has also been proposed as a possible train stop for Amtrack, or as a transit hub.

*The Public Private Partnership presentation is included as Attachment B.*

### **Strategic Conversations**

President Crawford provided the Board with an overview of the changes and trends in higher education. He then highlighted strategic planning to power the future. The plan is forward looking and aspirational; and in addition to strategies to enhance student opportunities and increase revenue, aspects also include improved operational efficiencies. The plan is also adaptable, and it will be continuously reviewed and adjusted.

*President Crawford's presentation is included as Attachment C.*

### **Adjournment of Meeting**

With no other business to come before the Board, Trustee Haines moved, Trustee Ridenour seconded, and by unanimous voice vote, the Board adjourned at 4:30 p.m.



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

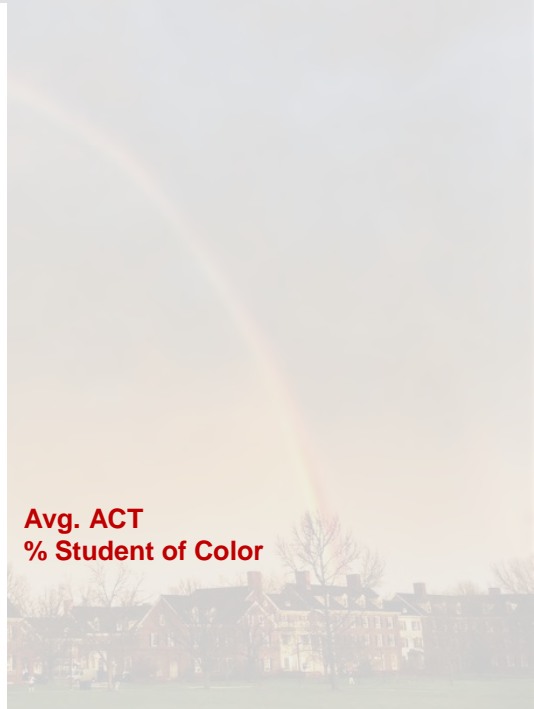
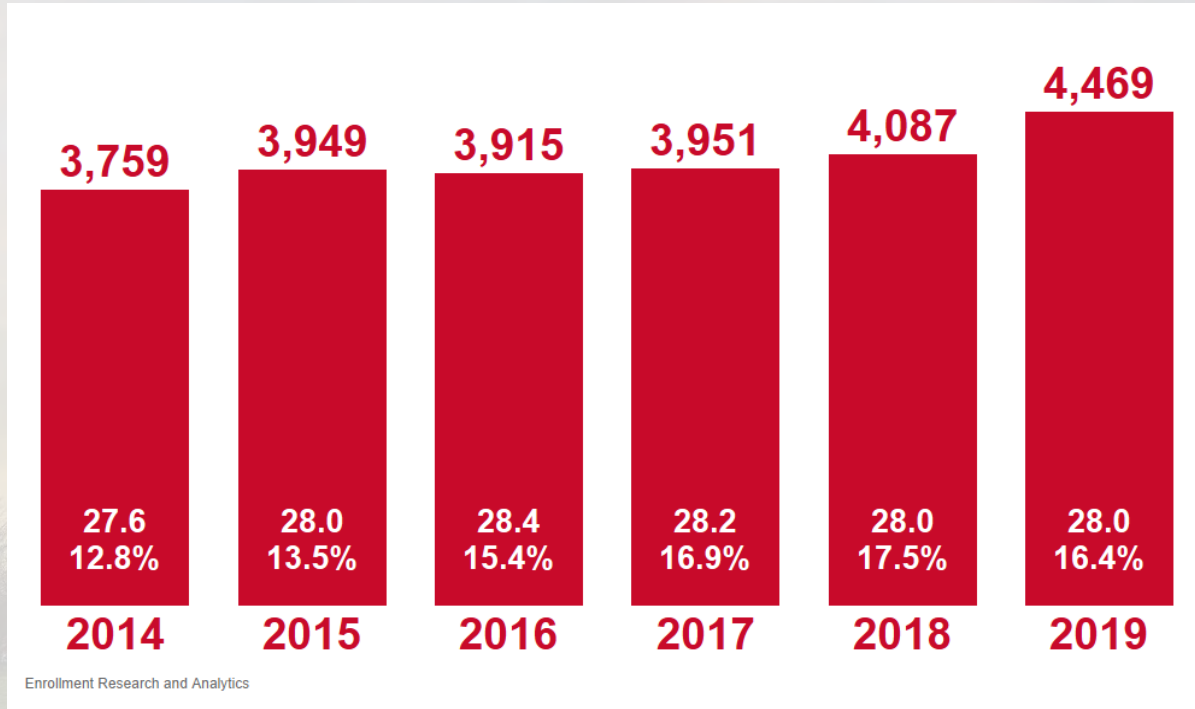


**Enrollment Update**

Enrollment Management & Student Success

June 27, 2019

# CONFIRMATION TRENDS



Avg. ACT  
% Student of Color

Data as of 6.17.2019

# GEOGRAPHIC TRENDS

## 2019 vs. 2018



**Non-Resident:**  
41.8% vs. 40.2%

**International:**  
4.8% vs. 8.3%

**Countries:**  
30 vs. 25

**States:**  
41 vs. 41

**High Schools:**  
1,430 vs. 1,359

# ACADEMIC QUALITY METRICS

## 2019 vs. 2018



**ACT Best:**  
28.0 vs. 28.0

**GPA:**  
3.78 vs. 3.76

**Curriculum Strength:**  
13.9 vs. 14.0

# DIVERSITY METRICS

## 2019 vs. 2018

**Domestic Diversity:**  
16.4% vs. 17.5%  
(732 vs. 715)

**Pell Eligible:**  
568 vs. 559

**First Generation:**  
611 vs. 667



# FALL 2019 CONFIRMATIONS

## *by Residency*

|                       | 2018         | 2019         | △ 2018 to 2019 |
|-----------------------|--------------|--------------|----------------|
| <b>Non-Resident</b>   | 1,642        | 1,869        | 13.8%          |
| Domestic Non-Resident | 1,304        | 1,653        | 26.8%          |
| International         | 338          | 216          | -36.1%         |
| <b>Ohio Resident</b>  | 2,445        | 2,600        | 6.3%           |
| <b>Grand Total</b>    | <b>4,087</b> | <b>4,469</b> | <b>9.3%</b>    |

Data as of 06.17.2019

# FALL 2019 CONFIRMATIONS

## *by Academic Division*

|                           | 2018         | 2019         | Δ 2018 to 2019 |
|---------------------------|--------------|--------------|----------------|
| CAS                       | 1,986        | 1,891        | -4.8%          |
| FSB                       | 885          | 1,257        | 42.0%          |
| CEC                       | 504          | 572          | 13.5%          |
| EHS                       | 435          | 418          | -3.9%          |
| CCA                       | 211          | 235          | 11.4%          |
| Oxford Nursing<br>(CLAAS) | 66           | 96           | 45.5%          |
| <b>Grand Total</b>        | <b>4,087</b> | <b>4,469</b> | <b>9.3%</b>    |

Data as of 06.17.2019

# FALL 2019 PROJECTED ENROLLMENT

## October 15, 2019

---

**Total Pre-Melt Confirmations: 4,608**

Current melt slightly above last year

**Current Active Confirmations: 4,469**

Resident: 2,600

Domestic Non-Resident: 1,653

International: 216

**Expected first-year class range on October 15, 2019:**

6.2% melt: 4,322

6.5% melt: 4,308

6.8% melt: 4,295

7.0% melt: 4,285

**Data as of 06.17.2019**

# 2019 IN REVIEW



**Continued  
Application  
Decline**



**Deeper Admit Pool**



**Significant Decline  
in China**



**Increased Merit  
Aid Made a Major  
Impact**

# KEY INITIATIVES FOR FALL 2020



## STAFF

Hiring of additional regional recruiters



## MERIT

Inclusion of 26 ACT on merit guarantee



## WEBSITE

New majors & minors website utilizing Academic & Career Clusters to promote Miami's majors

# KEY INITIATIVES FOR FALL 2020



## COMM

Tailored messaging  
by student interests

Responsive to web  
engagement

Highlighting new, in-  
demand and value-  
add programs



## DIGITAL

New digital outreach  
to target prospects  
and inquiries



## OUTREACH

Expanded outreach  
and visit events to  
sophomores through  
rising seniors



# QUESTIONS



**Enrollment Update**

Enrollment Management & Student Success

June 27, 2019



# Public-Private Partnership Opportunities

- Marcum Hotel Conference Center
- Millett Hall Site
- Elm Street Building
- Miami University Airport
- Fryman Farm Property on Bonham Road
- Former Tallawanda High School Site



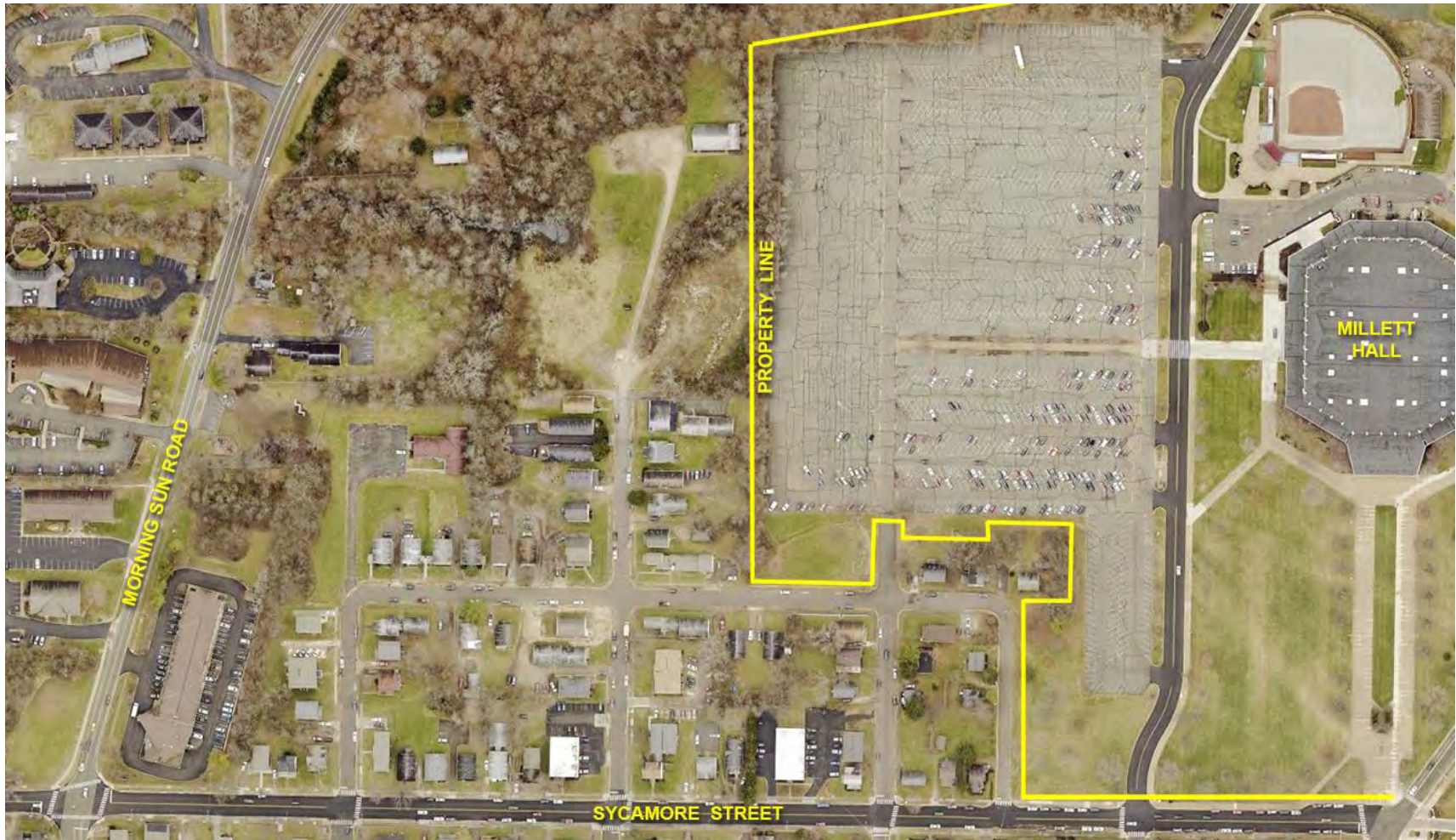
# Public-Private Partnership Opportunities Marcum Hotel Conference Center

## Issues:

- (1) Facility needs renewed
- (2) Occupancy rate won't sustain additional investment

## Opportunities:

- (1) Seek an external operator willing to make the investment in the facility?
- (2) Consider repurposing the facility for an alumni center funded through donations?



# Public-Private Partnership Opportunities Millet Hall Site

## Issues:

No amenities and services located near the major athletic facilities in this area.

## Opportunity:

Possible site for a hotel conference facility in the event the Marcum is converted to an Alumni Center?



# Public-Private Partnership Opportunities Elm Street Building

## Issues:

- (1) Facility was largely vacated 15 years ago when the Demske Building was purchased.
- (2) Recent development opportunity did not secure re-zoning.
- (3) Building is not located adjacent to campus (was associated with Ox College) and needs significant investment to be operated again (\$8-10 million).

## Opportunities:

- (1) Seek economic development funds to repurpose the building for commercial purposes? A potential partner has been identified for the facility.
- (2) Potential site for innovation facility?





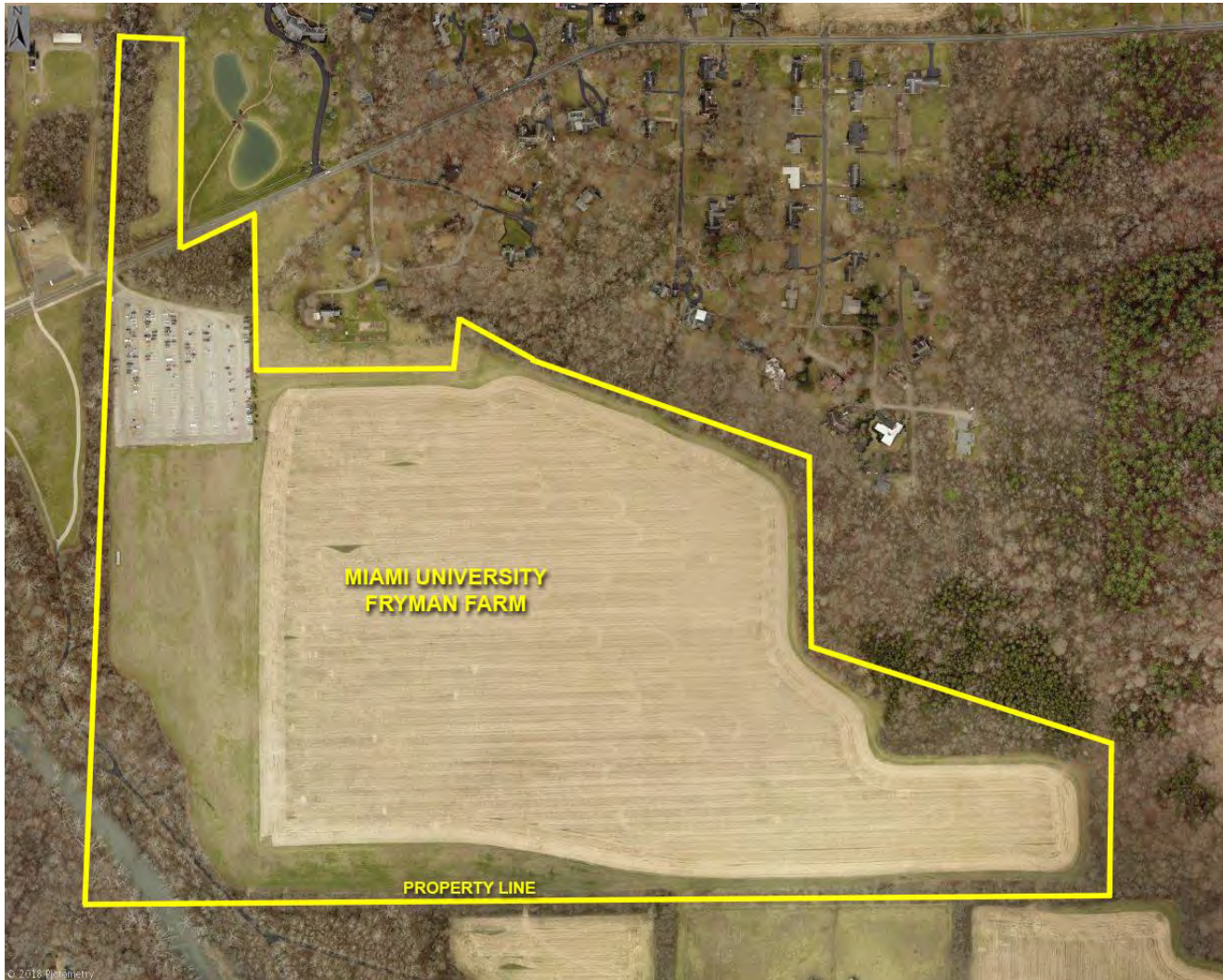
# Public-Private Partnership Opportunities Miami University Airport

## Issues:

- (1) The 300 acre airport is greatly underutilized requiring modest subsidization for capital improvements (match for grants).
- (2) Prior grants created an obligation to operate as a general aviation airport for the life of the improvements.

## Opportunities:

- (1) Seek an operating partner—currently discussing with CVG?
- (2) Increase the subsidy until grant obligations have been met and re-purpose the site? FAA and AOPA will actively fight the closing of an airport.



# Public-Private Partnership Opportunities Fryman Farm Property

## Issues:

The 100 acre site along Bonham Road is currently contracted out for crops. The site is partially in the flood plane and will require mitigation for any development.

## Opportunities:

- (1) A public private partnership with a retirement community developer? Such a facility could provide additional philanthropic opportunities.
- (2) Other commercial development possibilities have not been identified?



# Public-Private Partnership Opportunities Former Tallawanda High School Site

## Issues:

Rare 26 acre site in the city but partially located on a former dump site and is physically located near a railroad crossing.

## Opportunities:

Currently viewed as a site for a grant funded facility for the Butler County Regional Transportation Authority. The site is also viewed as a location for a train stop and the possible relocation of the university's facility operations.



# Board of Trustees – June 2019



# Outline of Presentation

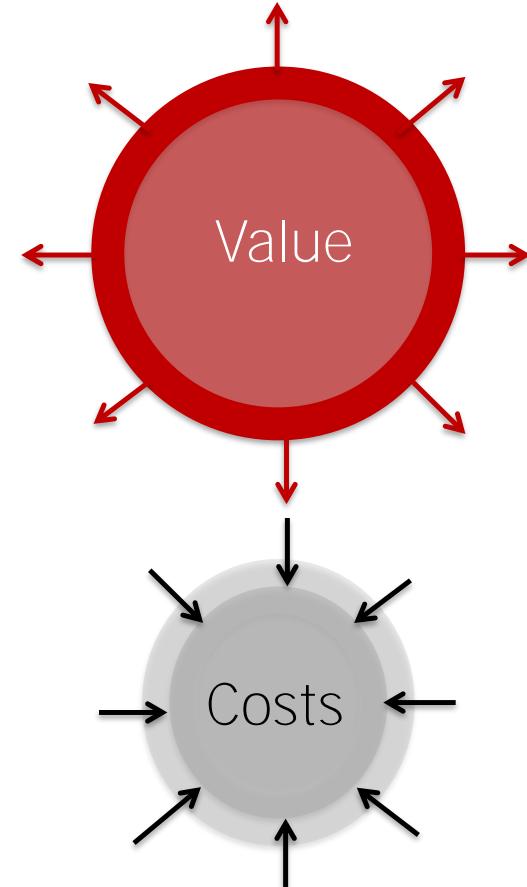
- Challenges & positioning Miami
- Dynamically-poised organization
- New & dynamic strategic vision



# Landscape Changes in Higher Education



- High school demographic shifts
- Aggressive discounting (survival)
- State support downward trend
- **Int'l competition & market collapse**
- Affordability & inclusivity
- Uncertainties in market (shakeout)

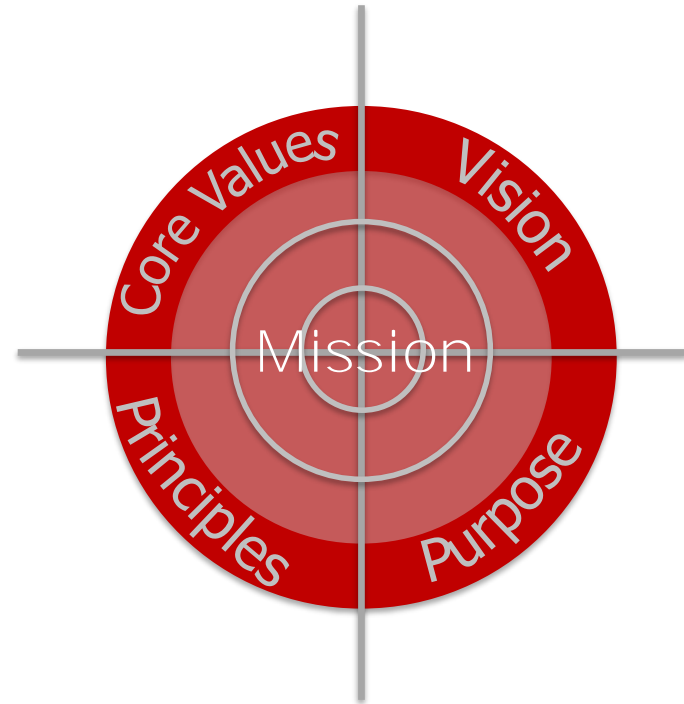




# Landscape Changes in Higher Education



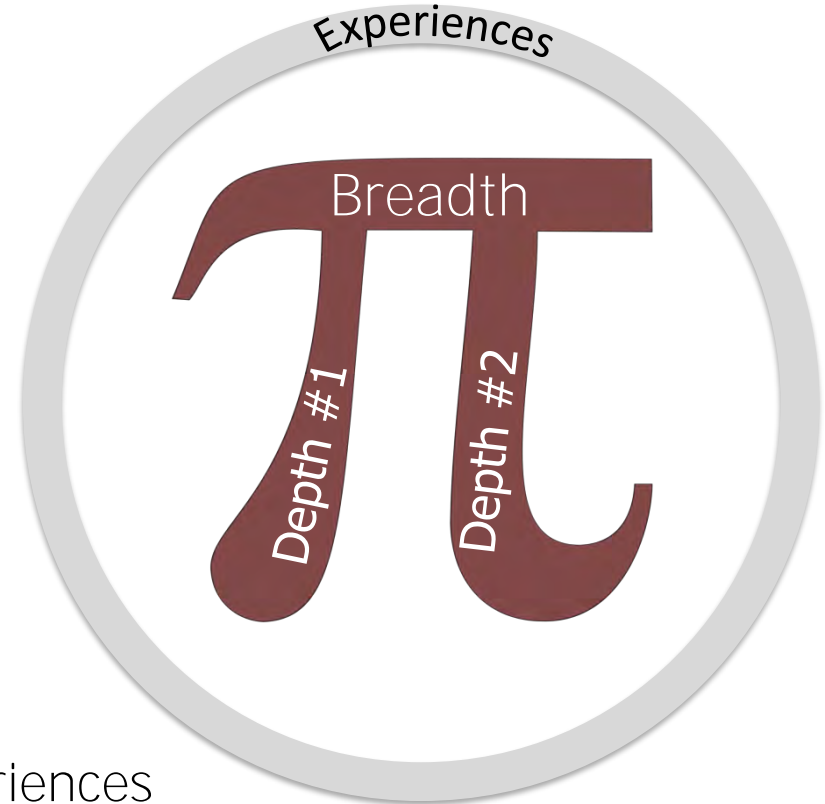
- Brand is everything
- Negative perceptions
- Ideological disagreement
- Anti-Intellectualism (social media)
- Rapid technological change (I-4.0)
- Basic student needs & success





# Academic Trends in Higher Education

- Trans-/Multi-/Inter-Disciplinary
- Interest in degrees shifting
- More focus on career
- Post-graduate market growth
- Driver of economy/e-ship
- Deep, deeper & broad, broader
- Architects of curriculum & experiences



# >> Great Reputation & Institution



Great institutions are not immune to impending volatility, but great institutions plan & position themselves accordingly.

Miami is Well Positioned:

- **Nat'l & Distinctive Academic Reputation**
- Extraordinary Faculty & Staff
- Impressive Physical Infrastructure
- Boldly Creative, Campaign & Strategic Plan



# >> Five Strategies Set in Motion

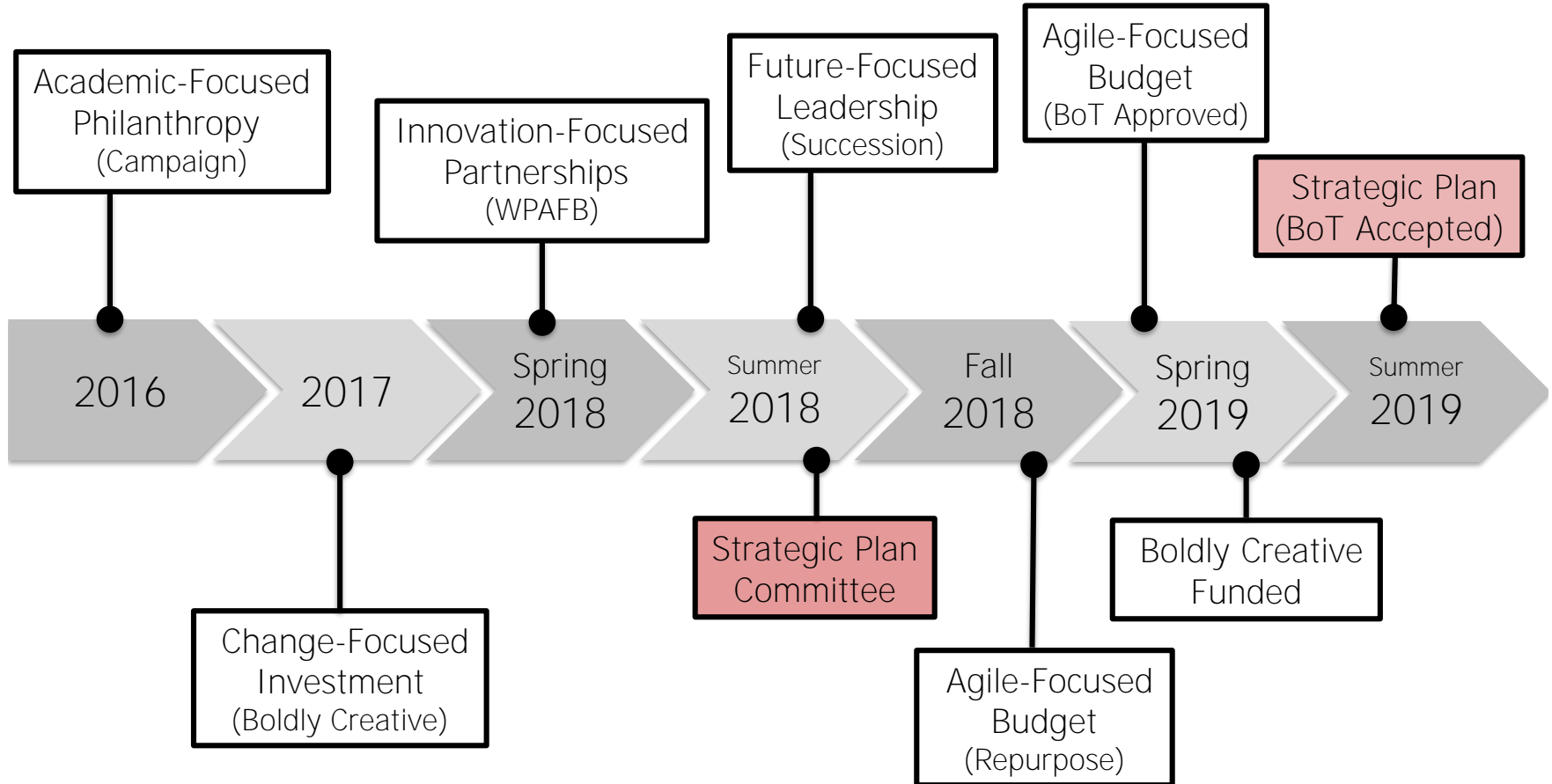


- Agility-Focused Budgeting
- Change-Focused Investment
- Academic-Focused Philanthropy
- Future-Focused Leadership Readiness (Succession Planning)
- Innovation-Focused, Partnership-Oriented Development (“Pull”)



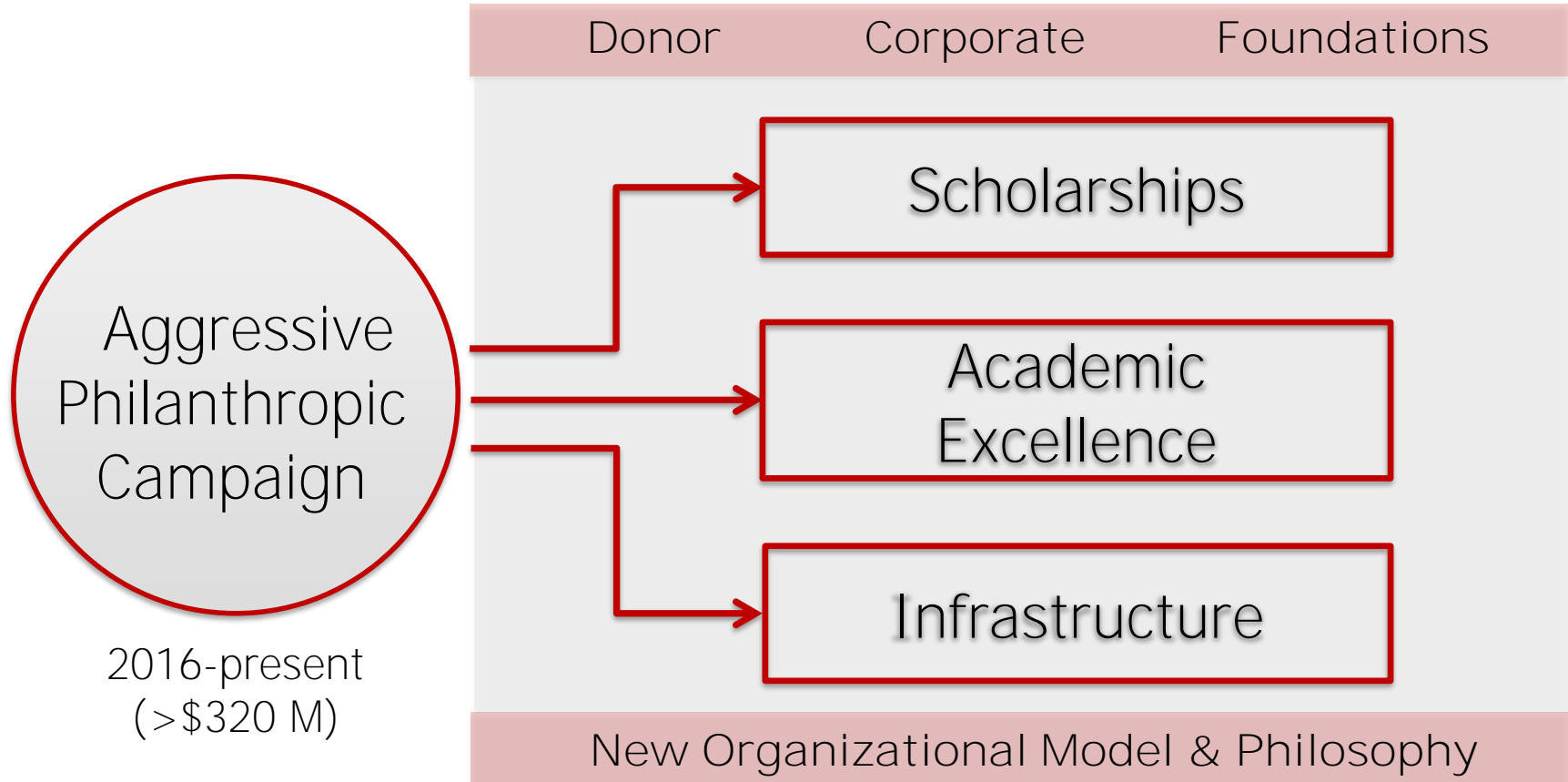


# Timeline & Alignment



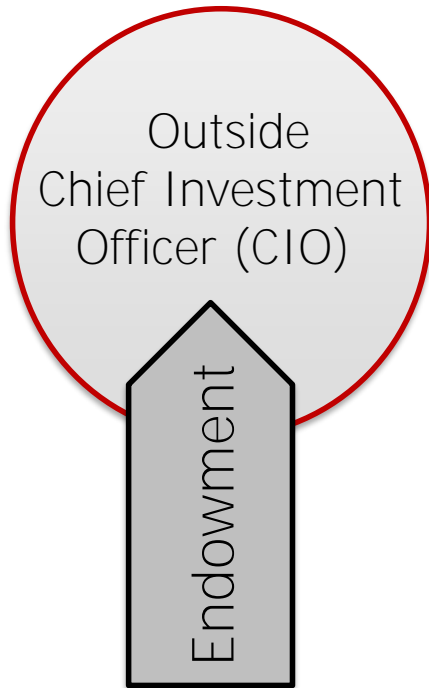


# Academic-Focused Philanthropy

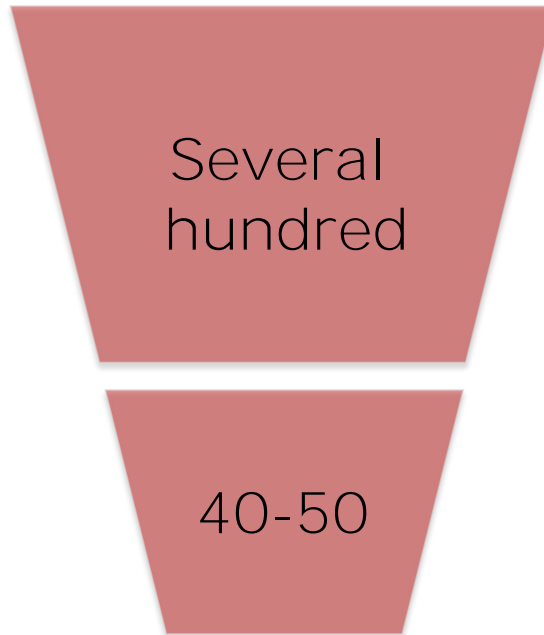


# Strategy: Transformative (Re) Organizations **M**

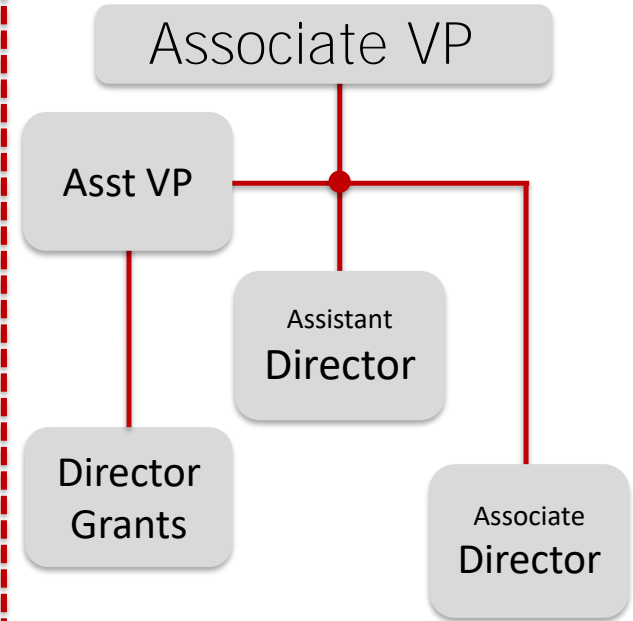
## Outside CIO



## Focused Portfolio

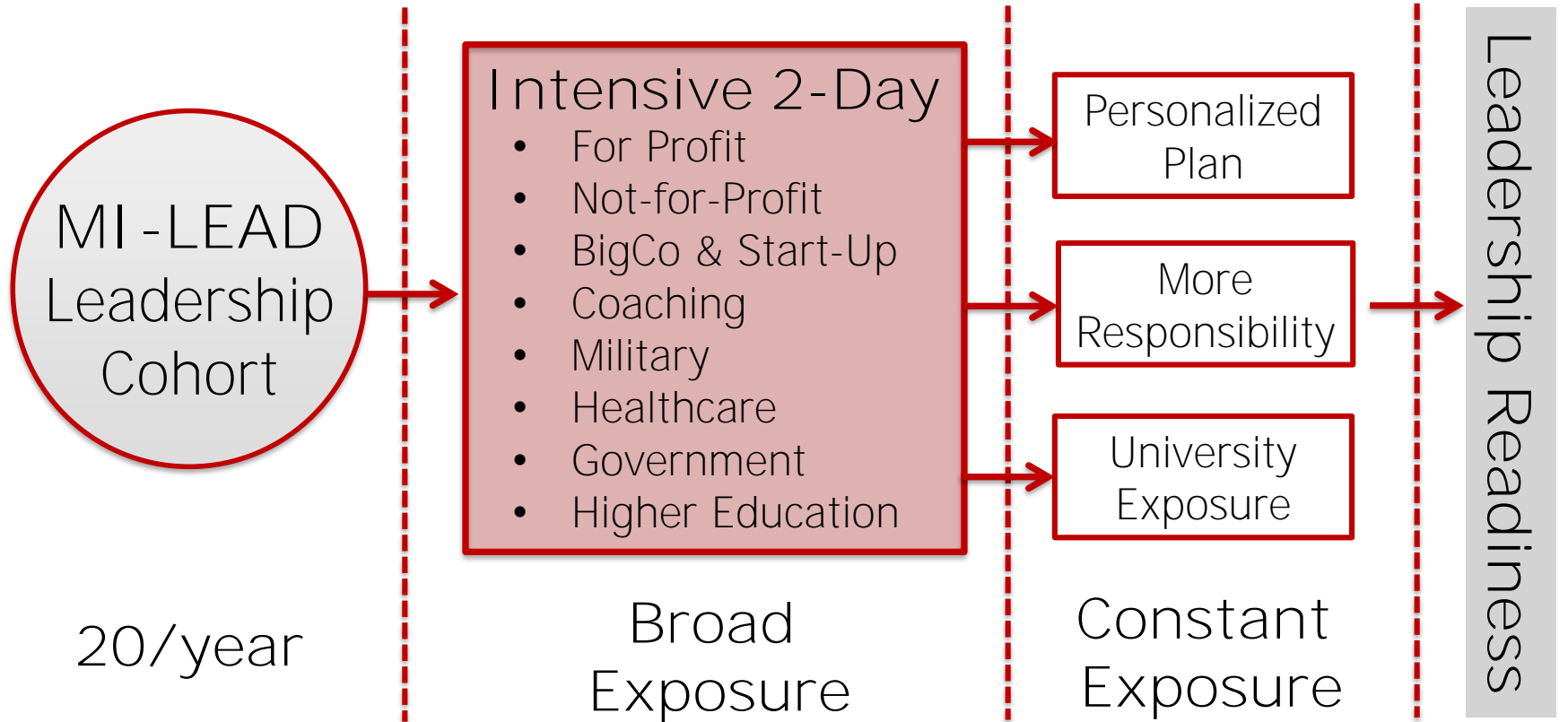


## Corporate & Foundation *(new office)*





# Future-Focused Leadership Readiness





# Succession Planning: MI-LEAD Cohort 1



## Academic Affairs

- Pat Haney
- Chris Tanner
- Amit Shukla
- Moira Casey
- Kevin Bush
- Barnali Gupta
- Aaron Shrimplin
- Rose Marie Ward
- Cathy Bishop  
Clark
- Liz Mullenix

## Athletics

- Jude Killy
- Jennie Gilbert
- **D'Angelo Solomon**
- Bre Robinson

## Advancement

- Brad Bundy

## EMSS

- Brent Shock
- Susan Schaurer
- Jen Franchak

## Student Life

- Gwen Fears
- Vicka Bell-Robinson

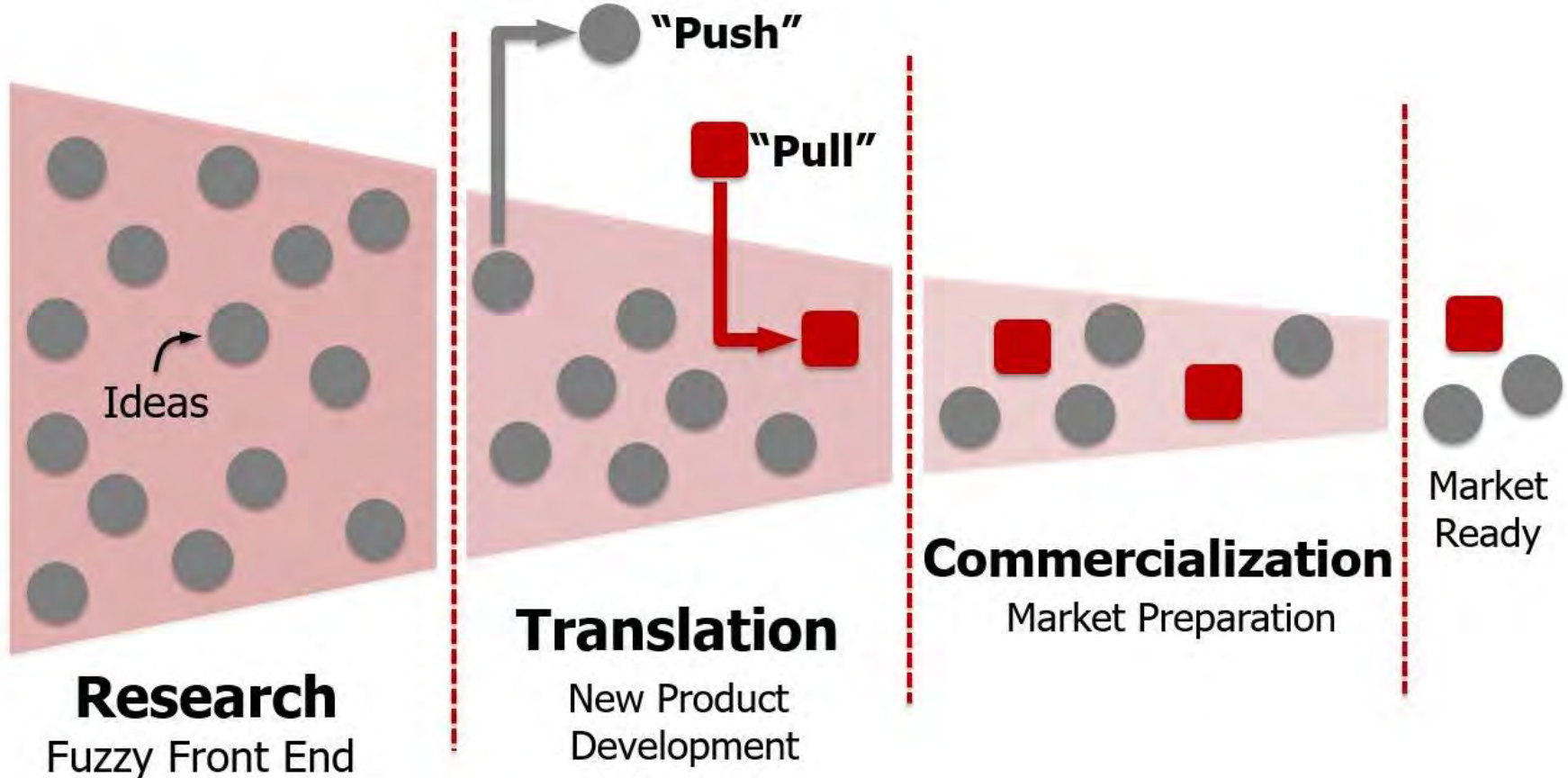
## Institutional Diversity

- Kenya Ash
- Bennyce Hamilton

## Finance & Biz Services

- Cody Powell
- Dave Ellis
- Larry Pinkelton

# >> Innovation-Focused, Partnership-Oriented <<<





# Early Projects Underway (Year 1)

Dose(E)

Oral care for holistic health

DeTox

Surface coatings for disease control

Descendably

First responders descent device

BUNKR

Gunshot location detector

LumiRED

Infrared Vein Locater (IV)

## Our Ohio Partners





# Last June BoT Meeting – Plan to Align



## **Not much was in place June '18:**

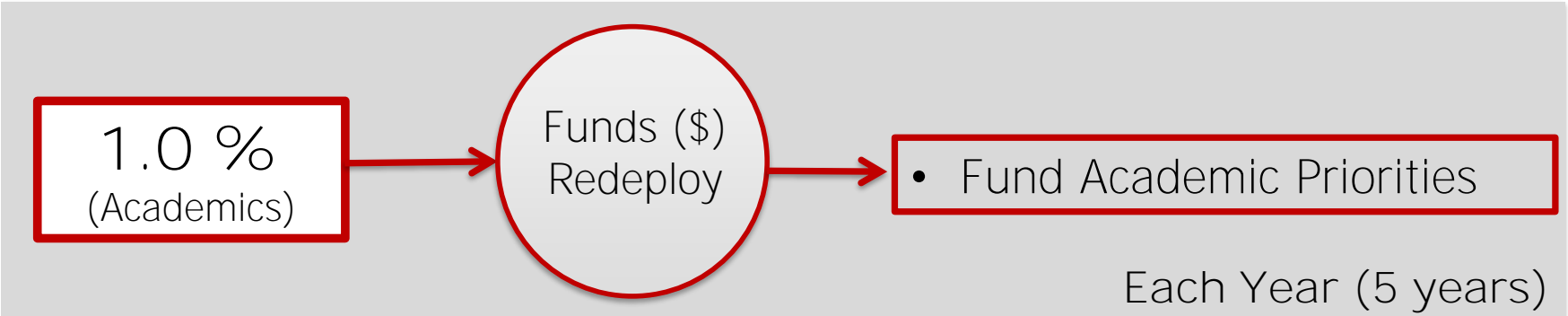
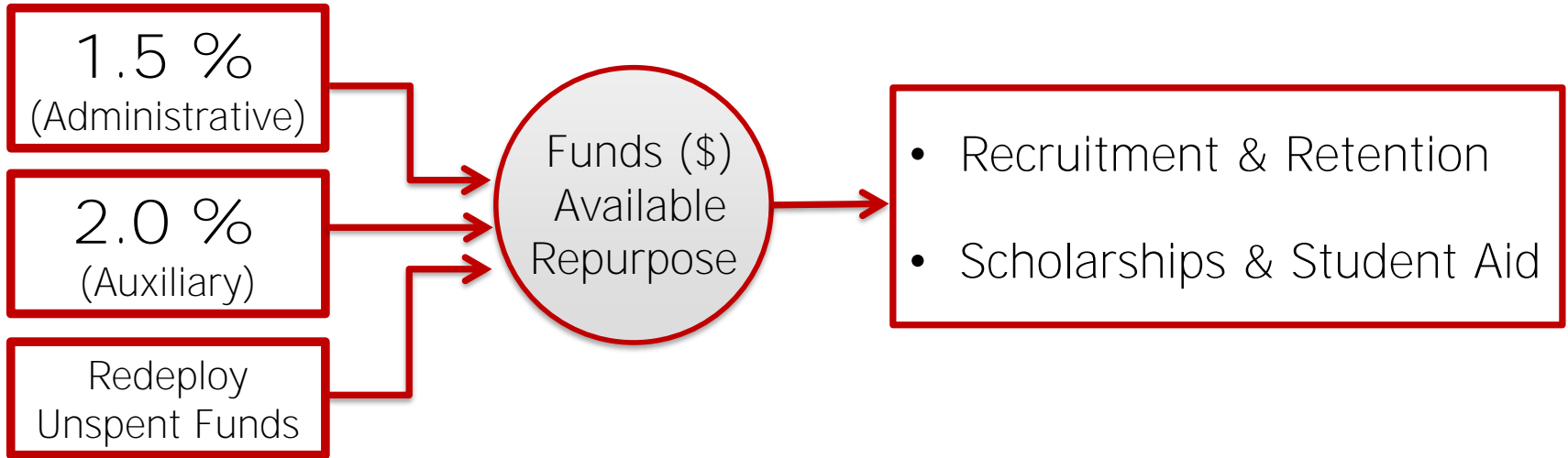
Some vision & aspirations, knowing we must coordinate & align resources

## Our Position Today:

- Strategic Plan (Presented this week)
- Boldly Creative (First round May)
- Facilities (Early planning complete)
- Campaign (Scholarship focus)
- Unit Invest (Now units know direction)
- Agile Budget (Approved Feb, starts July)

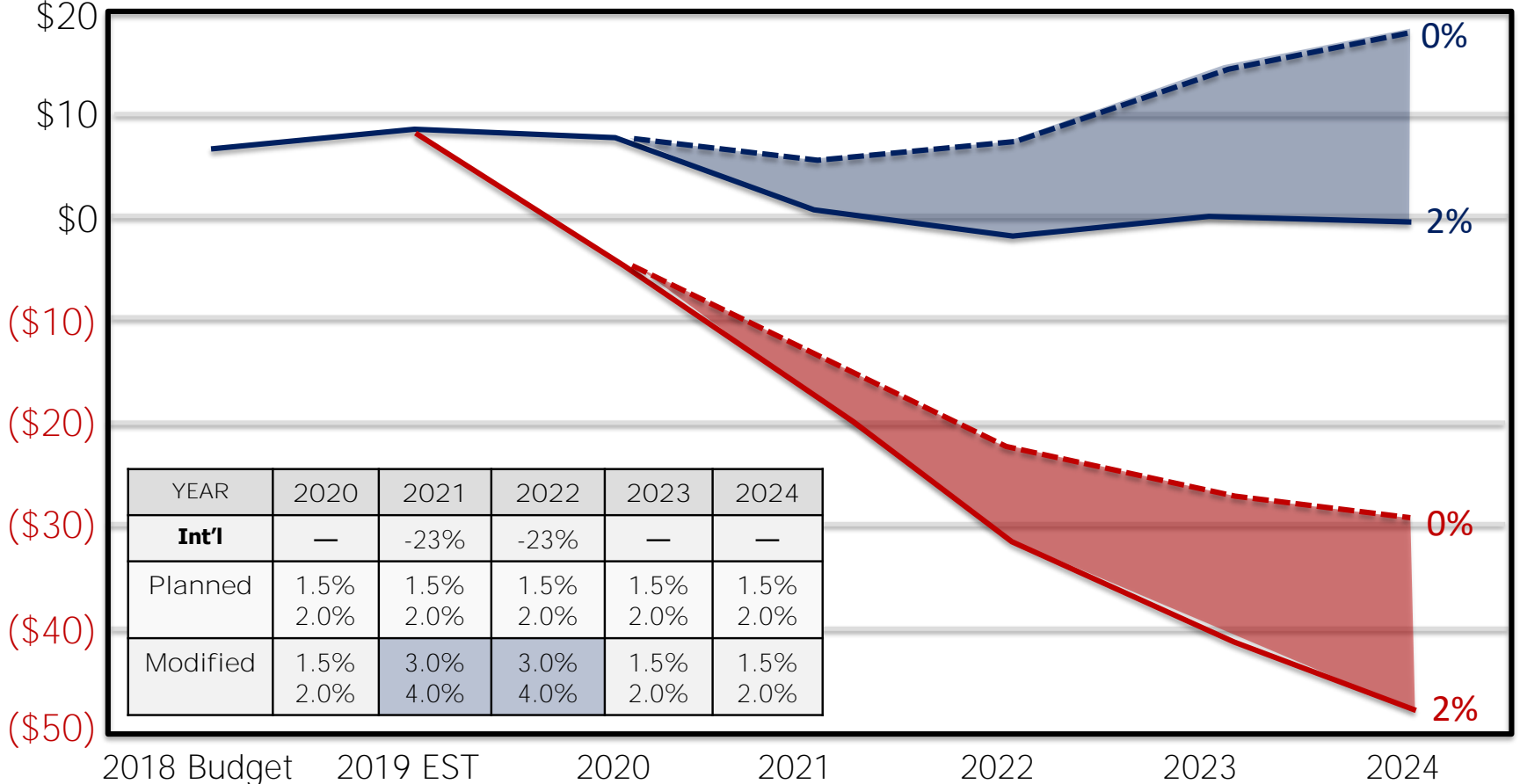


# Agility-Focused Budgeting

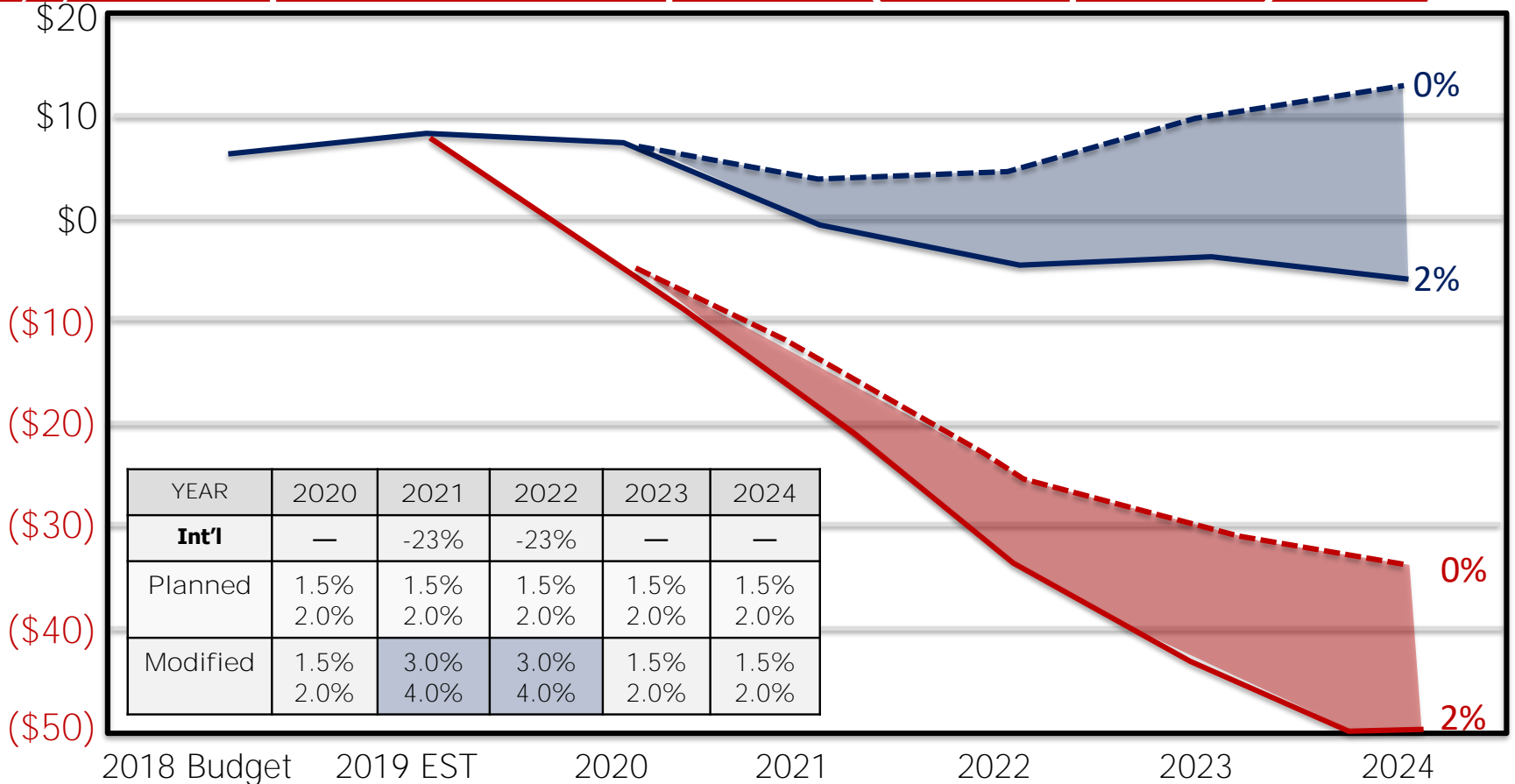


Each Year (5 years)

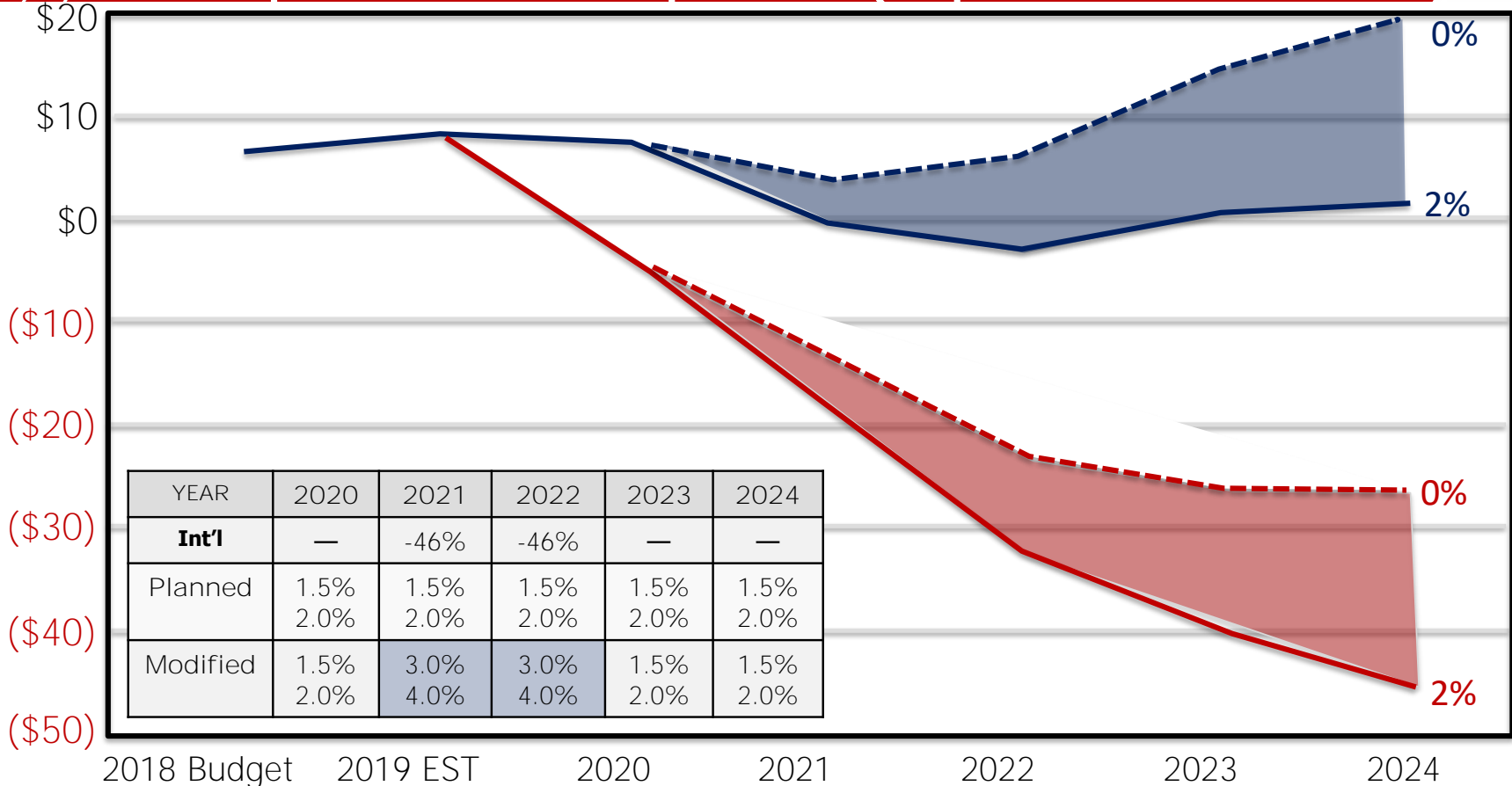
# Example: 46% drop Int'l (replaced domestic) **M**



# Example: 46% drop Int'l (not replaced) M

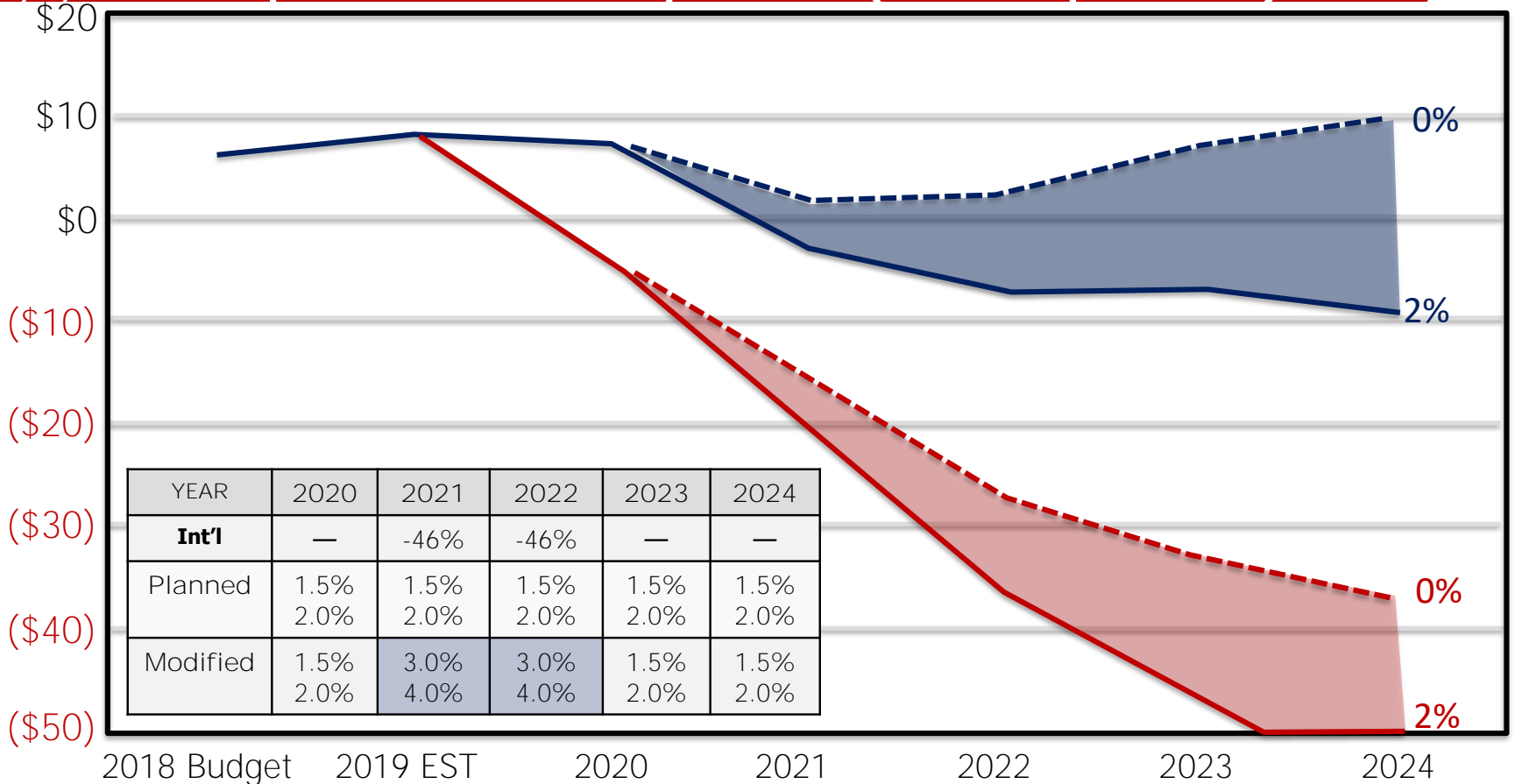


# Example: 92% drop Int'l (replaced domestic) **M**





# Example: 92% drop Int'l (not replaced) M



# Organizational Design (non-academic)



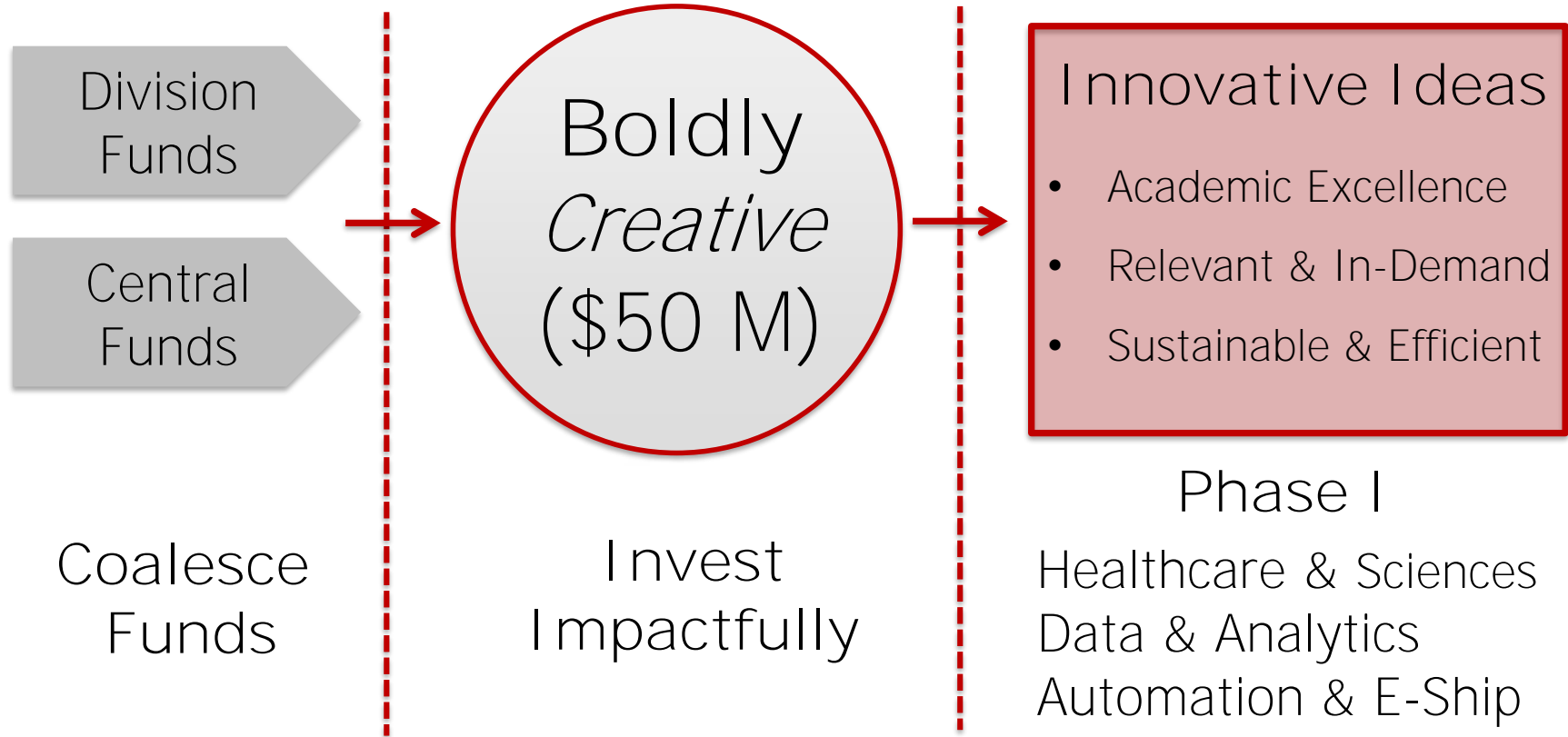
**“Organizational Redesign offers the largest savings but is unpalatable at most institutions.” - EAB**

- Charge Dr. Creamer
- Examples:
  - Shared Service (Centralize)
  - Management Layers & Controls
  - Technology
  - Procurement
- Not Easy - must be Sturdy Hearted





# Change-Focused Investment



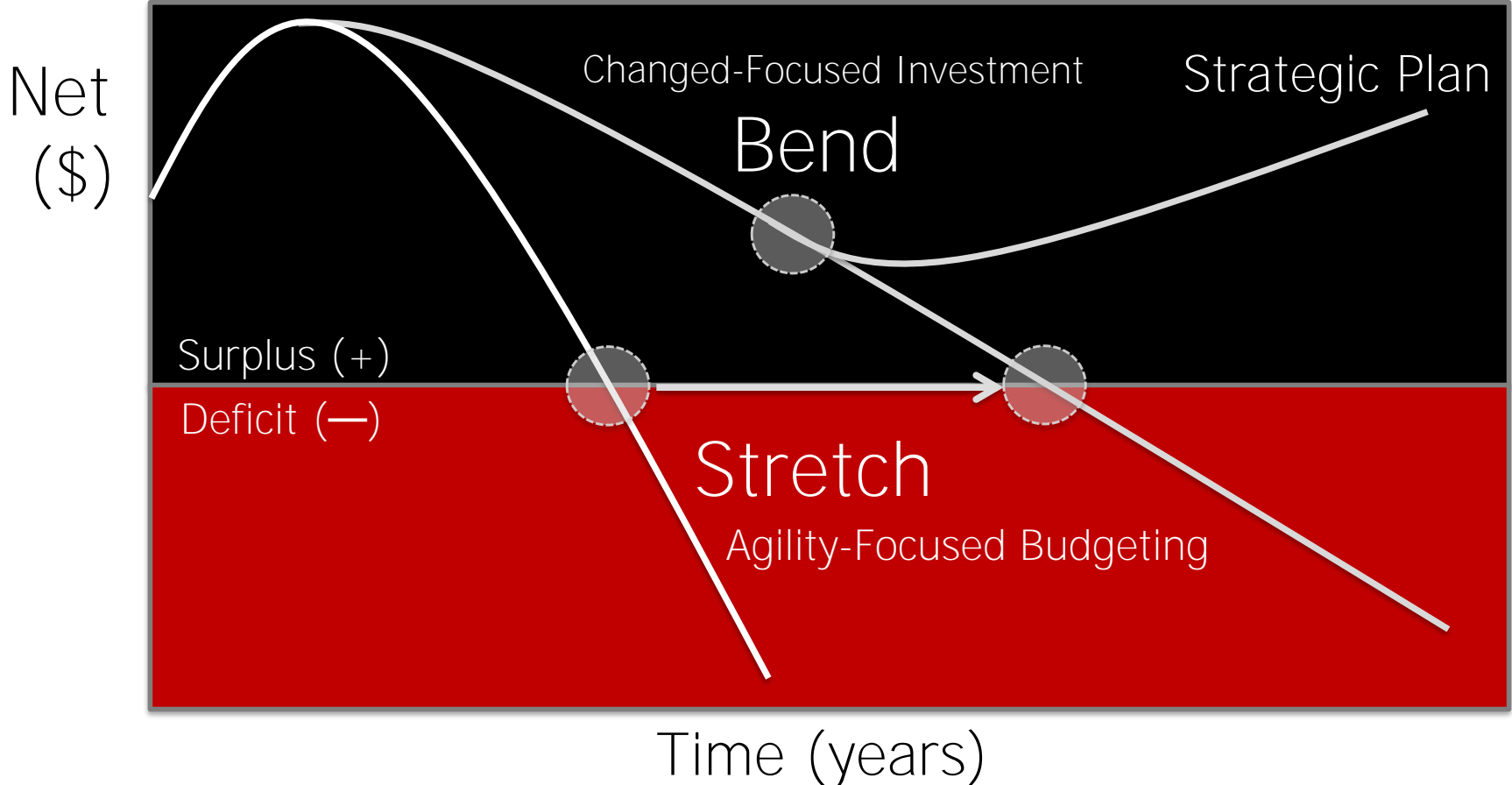
# Busy Year: New Programs at Miami



| Degree or Program Name                           | US | BoT | State | Done |
|--|----|-----|-------|------|
| B.S. Games & Simulation                          | ●  | ●   | ○     | No   |
| B.A. Organizational Leadership                   | ●  | ●   | ○     | No   |
| B.A. Data Analytics                              | ●  | ●   | ○     | No   |
| B.S. Data & Statistics                           | ●  | →   | →     | Yes  |
| M.S. Business Analytics                          | ●  | ●   | ●     | Yes  |
| Master of Entrepreneurship & Emerging Technology | ○  |     |       | No   |
| Western Program Social Impact & Innovation       | ●  | →   | →     | Yes  |
| Department of Interactive Media Studies          | ●  | ● → | →     | Yes  |



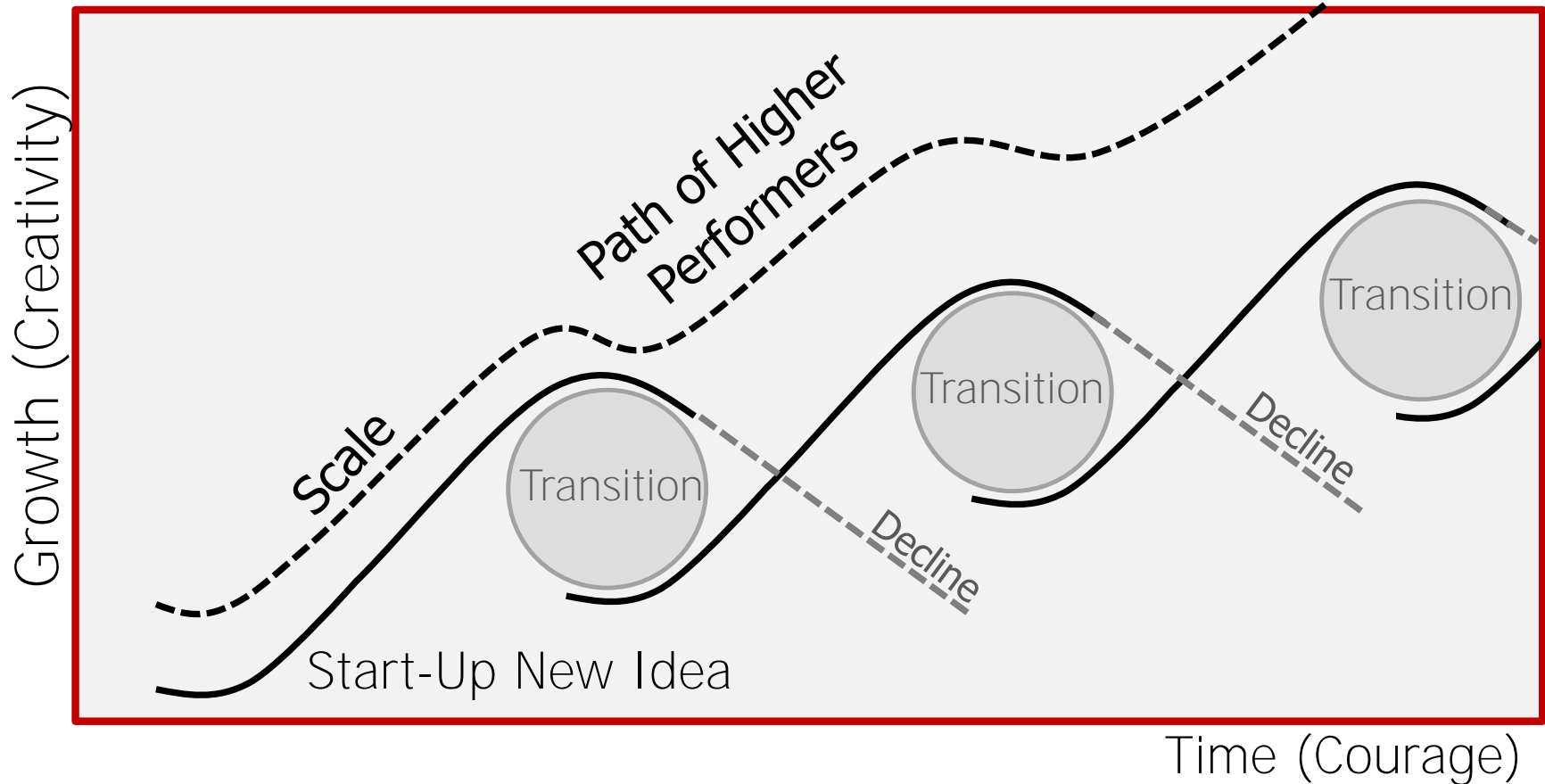
# Strategy: Stretch & Bend



# Advancing Miami's Future - aanceelintaakani

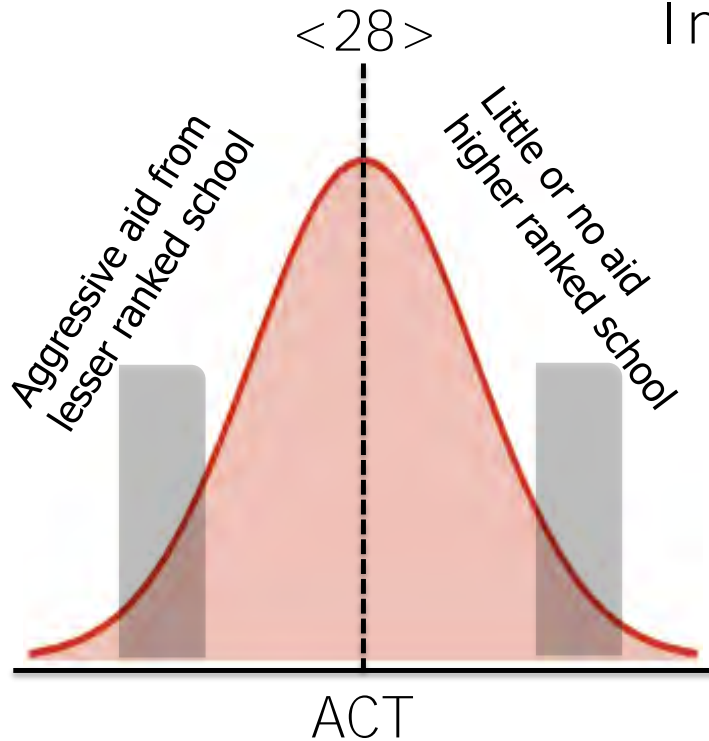


# Strategic Plan: Innovation & Disruption





# Tuition & Aid



## Improving Net Tuition Revenue

- Unique Programs
- Highly-Ranked Programs
- In-Demand Programs
- Return on Investment (ROI)
- Overarching Brand & Reputation





# >> The Strategic Plan

- Categories
- Innovate
  - Invest
  - Invigorate
  - Implement



# Tactical Aspects of Plan



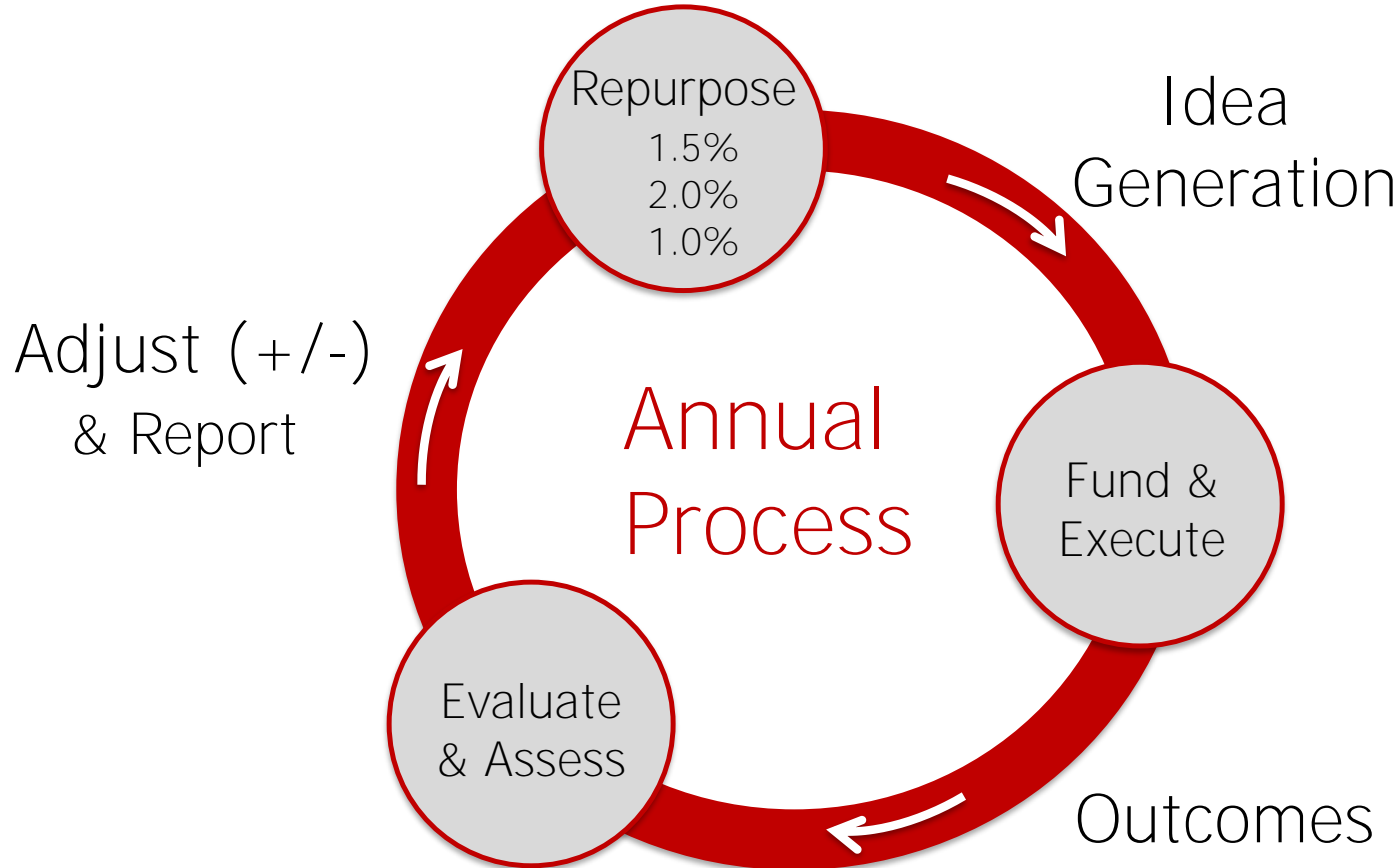
It is tactical. *The plan provides direction to enhance excellence and operational efficiency, thereby improving productivity and making way for the repurposing and optimal use of valuable resources.*

- Curriculum Review UG & Graduate
- Align Facilities Planning with Strat Plan
- Enhance City of Oxford
- Establish Ongoing Strategic Plan Comm
- Revise Program Review Goals





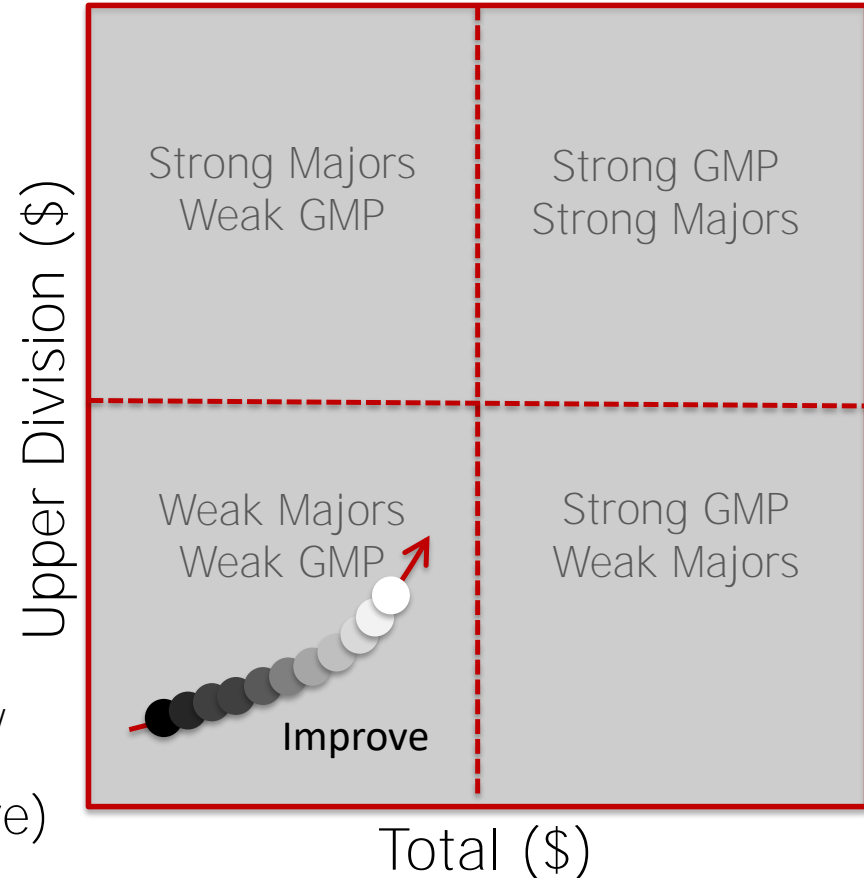
# Evaluate Annually & Adjust (New Reality)





# Review & Prioritizing Resources

- 'No Regrets' Analysis (EAB)
- All Depts, subset of CAS
- Scorecards & Metrics (BI Tool)
  - Workload Summary
  - Major/Minor Summary (sorted)
  - Bulletin Courses Summary (GMP, etc.)
  - Enrollment Foundation Courses
  - Thematic Sequences
  - Major/Sequence Requirements
  - Research/Graduate Program Productivity
- Map onto Finances (track & move)

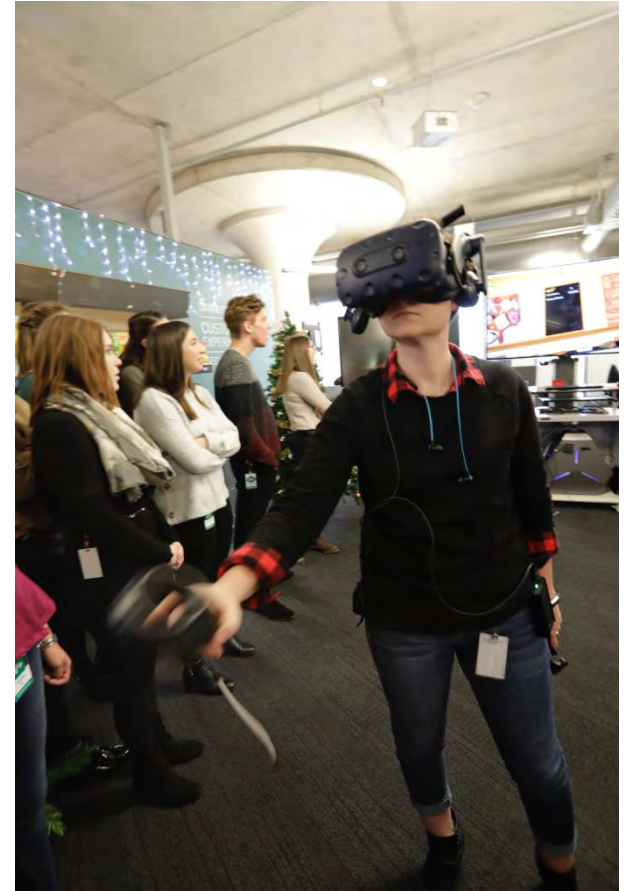




# Forward Looking Aspects of Plan

It is forward-looking. *The plan recognizes that we have to change how we do things in the future, to enhance our speed and ability to experiment while advancing our curriculum in unique and innovative ways through processes and investment.*

- Curricular Innovation Lab
- Reimagine Academic Advising
- Renew Student Life & Academics
- Transform Global Miami Plan
- Enhance Visibility & Funded Research



# Enhance Visibility & Funded Research



- Well-defined goal for award \$
- Incentivize engagement in funded research
- Promotion & tenure criteria
- Competitive transdisciplinary efforts
- Expand portfolio (corporate, foundations, DoD)
- Support faculty more (red teams, pre, post)
- Intentional focus on national faculty awards

Measures  
Awards (\$)  
Expenditures (\$)  
Scholarly Product  
Impact/Quality  
# Grant Submissions  
Grants > \$1 M  
Interdisciplinary teams  
Invention Disclosures  
National Awards Faculty



# Aspirational Parts of Plan

It is ambitious. *The plan inspires big thinking and boundaryless learning by creating effective units and envisioning new organizational structures to enhance cross-collaborations for innovative learning and transdisciplinary scholarship.*

- Honors College
- Cross-Disciplinary Research
- Professional Graduate Programs
- Elevate & Reimagine e-Learning
- Reorganize Academic Structures



# >> Honors College



- National visibility
- Coordinate & better utilize resources
- Unique & residential experience
- **“Drag” makes Miami better as whole**
- Philanthropy target
- Influence through Miami Plan (Liberal Arts)
- Unique experiences (research, study in SF, Luxembourg, etc.)

Measures  
Quality <ACT>  
% Non-residents  
Rankings  
Philanthropy \$  
Enhanced Diversity  
NTR



# >> Professional Masters (& certificates)



- Practical ("study what you love")
- Usually transdisciplinary
- **Projects/Thesis "pie in the sky"**
- On-line and/or hybrid
- Philanthropy target
- Best 3/4 + 1 in country, offer online in SF
- Attract a company sponsor
- Use to attract first-years (guaranteed admits)

## Measures

NTR

Corporate Interactions

# Students extra year

# Useful theses

Student Placement

Student ROI

# >> Plan & Provost Engagement



- Engage campus community
- Prioritize recommendations
- Formulate milestones & metrics
- Execute & early wins
- Plan longer term, ambitious plans
- Create ongoing SP committee
- Present at Sept/Dec BoT meeting



# >> Phyllis Callahan for City Council



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Roll call of Trustees:

|  |                                     |
|--|-------------------------------------|
| Present: C. Michael Armstrong (National Trustee) | Terry Hershey (National Trustee)    |
| David H. Budig                                   | Will Kulis (Student Trustee)        |
| Megan Cremeans (Student Trustee)                 | John C. Pascoe                      |
| Robert E. Coletti (National Trustee)             | Diane Perlmutter (National Trustee) |
| Sandra D. Collins                                | Mark E. Ridenour                    |
| Thomas W. Gunlock                                | Rodrick Robinson                    |
| Zachary Haines                                   | Mary Schell                         |
|  | Robert W. Shroder                   |
| Absent: John W. Altman (National Trustee)        |                                     |

**Comments from the Public**

There were no requests from the public to address the Board.

**Public Study Session**

Chair Budig welcomed everyone to the meeting, and introduced Senator Bill Coley, the first of three presenters scheduled for the Public Study Session.

**Work Plus**

Senator William P. Coley II, Ohio Senate District 4, addressed the Board about a “Work Plus” program to partner businesses with college students to create workforce opportunities and

financial support to cover college expenses. The program will begin on Miami's regional campuses, with several local businesses and nearly one hundred students participating.

*A press release for Senator Coley's program is included as Attachment A.*

It is expected that the Academic and Student Affairs Committee will receive a written report updating them on this program, following its start at the beginning of the academic year.

### **Athletics Update**

Athletic Director Saylor updated the Board on Intercollegiate Athletics' accomplishments during the past year. Student athletes' academic success remains strong, achieving their 29<sup>th</sup> straight semester with an average GPA above 3.00. The students and coaches also achieved great athletic success, with nine championships, seven coaches of the year, ten players of the year, and 37 first-team all-MAC student athletes.

Miami, for the first time ever, earned both the 2018-2019 Jacoby (women's) and Reese (men's) Conference Championship trophies in the same year. Miami also earned the 2017-2018 MAC Cartwright Award, for the number one university in the conference for excellence in academics, athletics, and citizenship. It is the first time ever for a MAC university to concurrently hold the Conference's top three trophies.

*Athletic Director Saylor's presentation is included as Attachment B.*

### **Report of the Strategic Planning Steering Committee**

Strategic Planning Steering Committee co-Chair Julia Guichard officially presented the Committee's final report to the Board. Co-Chair Guichard had previously, on Wednesday, June 26, at a meeting of the full Board of Trustees, delivered the report and guided an in-depth discussion on the Steering Committee's process and the development of the report.

*The Steering Committee's Strategic Report is included as Attachment C.*

### **Public Business Session**

#### **Report of the Strategic Planning Steering Committee**

Following Dr. Guichard's presentation, the Board transitioned to the Public Business Session, and Chair Budig thanked Dr. Guichard, co-Chair Applebaum, the members of the Strategic Planning Steering Committee, the subcommittee members, and the many members of the Miami community who participated in the process.

President Crawford then spoke to the report, also thanking all involved, and stating the report is bold and aspirational and will advance Miami University. It is forward-looking and designed for a dynamic world, with the ability to be continuously reviewed to adapt and evolve. He also found the efforts of the Committee to be incredible in their ability to engage with so many community and campus members, and to incorporate their input. In closing, President Crawford stated he enthusiastically embraces the report.

Trustee Shroder then moved, Trustee Pascoe seconded, and by voice vote, the Board unanimously voted to receive the report, with all in favor and none opposed.

### **Approval of Prior Meeting Minutes**

Trustee Ridenour moved, Trustee Haines 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:

- Designation of Emerita/Emeritus
- Campus Naming

Trustee Robinson moved, Trustee Ridenour seconded, and by voice vote, the resolutions on the Consent Calendar were unanimously approved, with all voting in favor and none opposed.

*All resolutions from the Consent Calendar are included as Attachment D*

### **Comments by the Chair**

Chair David Budig relayed the following information:

Good morning and welcome to this meeting of the Miami University Board of Trustees.

We have now wrapped up the 2018-19 academic year and with this being our final board of trustees meeting in that year, it provides an opportunity for productive reflection. First, we are grateful to Governor DeWine and the General Assembly for their support of Ohio higher education – their collaboration and innovation are accelerating positive change in the state.

President Crawford and I have chosen to focus on Miami University's impact in and on the great state of Ohio today. I will discuss our contributions as a university in 5 areas.

#### **Specifically, how Miami University is:**

1. Creating a Thriving Economy
2. Educating Workforce-Ready Graduates
3. Adding Value to College Investment
4. Transcending Research Boundaries
5. Impacting Ohio Communities Now

#### *CREATING A THRIVING ECONOMY*

First, creating a thriving economy in Ohio is vital to our future and higher education has a leading role to play. Miami continues to have a measurable economic impact on Ohio that

exceeds \$2 billion a year, with a significant portion of these monies coming from out of state.<sup>1</sup>

Another area is Miami's excellence in entrepreneurship, which pervades all that we do – from the classroom to our own thinking as an Ohio institution.

We have instituted a new flexible and agile budgeting model in order to be more effective and productive as a university, while focusing our investments in big ideas through our \$50M Boldly Creative Fund. We believe Miami is on the leading edge of higher education with prudent resource allocation, entrepreneurial prowess, and forward-looking investment strategies. I would like to thank Senior Vice President David Creamer and his team for leading us through this strategy that will launch in the upcoming academic year.

Miami also significantly contributes to the intellectual and entrepreneurial ecosystem of southwest Ohio. President Crawford just completed his first year on the board of Cintrifuse, the Cincinnati-based innovation hub helping incubate, launch, and develop new companies and partner with large corporations in our region. President Crawford also works closely with the Cincinnati USA Regional Chamber of Commerce, REDI Cincinnati, and many other partners, including the presidents of local universities to support entrepreneurship, innovation, creativity, and cross-collaboration with industry in southwest Ohio.

We recently learned our John W. Altman Entrepreneurship Institute was ranked #14 in the country and #7 among publics by *Entrepreneur Magazine* and the *Princeton Review* for our focus on undergraduates. This year, more than 4,200 students from all colleges and majors took an entrepreneurship class.

This provides a transformative educational journey for nearly one-fourth of our students – forcing them to get outside their comfort zone, deal with ambiguity, embrace failure as a steppingstone to success, and become a more creative and imaginative individual. This exponential growth in entrepreneur training – up 67% from just a year ago – could not have happened without the support and passion of John Altman.

This type of entrepreneurial thinking advances Ohio and its economy. It instills a mindset that everything is possible and that our graduates can solve some of Ohio's most challenging issues through entrepreneurship.

More than 150 of our students this past year launched 35 startup companies through the RedHawk Launch Accelerator, Technology Commercialization and Startup Launch Courses, and the Venture Pitch Competition.<sup>2</sup>

Another one of our entrepreneurial strategies is to pull technologies into our research and development ecosystem, such as working with Wright-Patterson Air Force Base and with Proctor and Gamble. We expect more of this partnering in the future where our students and faculty

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<sup>1</sup> Miami University's impact on Ohio economy: [The Economic Value of Miami University Fact Sheet](#)

<sup>2</sup> We define a "startup" as a *temporary* operating entity designed to *search for* and *validate* repeatable and scalable business models that create *sustainable* value. We **don't distinguish** between operating entities that have established legal structures (i.e., LLP, LLC, C corp, etc.) and those that do not.

“pull” in ideas from partners’ idle patents and inventions or conceive commercial applications for defense-oriented inventions.

Entrepreneurship is one way to bring creative ideas to market for societal good and accelerate Ohio’s economy but we all understand that not all of these start-up companies survive. We often use the hockey metaphor “Shots on Goal” at Miami. That’s our strategy – to provide the support, framework, and training that empower our students and graduates to take a shot at contributing to our Ohio economy.

A few years ago, President Crawford testified on entrepreneurship before a congressional subcommittee in Washington. He told them that our new metric is not only how many students we place in jobs – important as that is – but how our entrepreneurial graduates can create hundreds and thousands of new jobs. As interest in entrepreneurship grows on our campus, we expect to see this happen in the future.

### *EDUCATING WORKFORCE-READY GRADUATES*

Second, we deliver workforce-ready talent to Ohio – our graduates are among the best in the state. Our goal however is to find ways to keep them in the state and we must train them with skills that align with our high-tech economy. As President Crawford often says, “We must make our graduates robot-proof to compete in this new economy.” My Board colleague Rod Robinson characterizes jobs for our graduates this way – not blue collar or white collar, but “new collar” jobs.

Provost Callahan has worked diligently with our team of deans to make change-focused investment through our Boldly Creative \$50M fund and other mechanisms for new programs that address these new-collar jobs in Ohio. These investments include nursing and healthcare sciences, robotics and automation, data and analytics, cybersecurity, e-sports and gaming and new master’s degrees in analytics, business management, emerging technology and entrepreneurship. We are also creating new certificate programs that I mentioned during the May meeting to contribute to Ohio’s attainment goal of 65% by 2025. Many are now in the approval pipeline.

This year, we placed talent in cities all across Ohio— approximately 76% of our resident students from the 2019 graduating class are now working in the state and 18% of our out-of-state graduates stayed in Ohio for employment. Our students are highly sought-after as was demonstrated by nearly 600 companies participating in the career fair this year which was a 19% increase from last year.

It is easy to understand why our students are so desirable to employers. They are highly trained and knowledgeable in their disciplines as well as broadly educated because of our commitment to a liberal arts education through the Global Miami Plan. They are excellent communicators thanks to the Howe Writing Program which provides an enhanced writing prowess across the curriculum for all majors – a skill employers seek today.

Also, our graduates are leaders. We are among a handful of schools in the country that



produce the most Fortune 500 CEOs and we are No. 1 for Fortune 500 women CEOs.<sup>3</sup> Our graduates have opportunities to learn leadership through our Wilks Institute for Leadership, William Isaac and Michael Oxley Center for Business Leadership and the Lockheed Martin Leadership Institute.

We will continue to advance our broad liberal arts education and our leadership experiences. Currently, more than 70% of our students do at least one internship before they graduate; our new Center for Career Exploration and Student Success aims for them to have two internships before they graduate. This experiential learning cannot be replicated in the classroom. It is synergistic – students take their theoretical understanding and training from Miami and put it into practice in their internships. We also believe that students who intern in other states bring back that experience to enhance Ohio companies and those who intern in Ohio might be more likely to stay in Ohio after graduation. Placing our students in Ohio companies through internships is critically important to us and to the state.

### *ADDING VALUE TO COLLEGE INVESTMENT*

Third, adding value to college investment. The cost of quality higher education is always a concern and we are focusing on the return of a family's investment.

Our first focus is cost. The top priority of our philanthropic campaign is scholarships to make our education more affordable. During 2018-2019, we raised more than \$28 million for scholarships, and we are continuing this focus. One \$6 million gift, which was given by Mike and Anne Armstrong, called the Armstrong Interactive Media Studies (IMS) Scholars Program, provides support for students in our Interactive Media Studies degree that combines technology, entrepreneurship, and design. I would also like to remind everyone that Mike will be recognized in July with the Ernest T. Stewart Award for Alumni Volunteer Involvement as the Philanthropist of the Year from the Council for Advancement and Support of Education. Thank you, Mike and Anne for your continuous generosity to Miami and congratulations again on your well-deserved recognition by CASE.

I would also like to recognize and thank senior Vice President Tom Herbert and his team for their commitment in making a Miami education more affordable for Ohio families through these scholarships.

As an institution, we must direct our money to what matters most to us – scholarships and student support. We spent almost \$120 million this past academic year on our students through various aid programs.

Senator Bill Coley's earlier announcement is a game changer for Miami's regional campuses. Our new Work Plus program at Miami-Hamilton provides our students with tuition, a living and book stipend and a part-time job – essentially a debt-free education, part-time job and significant work experience. We are grateful to our first three company sponsors in Butler

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<sup>3</sup> Miami University's is one of the top schools for producing the most Fortune 500 CEOs: Cincinnati Business Courier Journal.

County, Deceuninck, The Fischer Group and Thyssenkrupp .<sup>4</sup> And a special thank you to Senator Coley and the other legislators who are supporting our efforts to create this debt free education – Senators Steve Wilson, Bob Hackett, and Joe Uecker and Representative Sara Carruthers.

The other critical area is our return. Randi Thomas, director of our Office of Institutional Relations, promotes the motto “Quality, Quality, Quality.” Randi is absolutely correct – we must continually focus on quality. No online low-cost education can replace what we offer at Miami – leadership training and experiences, internships, research with faculty, study abroad opportunities, workforce readiness certificates, broad liberal arts education and an exceptional writing program are just some of the great assets we offer– all in an institution where the faculty are passionately dedicated to our undergraduates. As an alum engaged for many years with Miami, I know firsthand how dedicated our faculty are. That quality is the basis of our Return on Investment that far surpasses other institutions. I am happy and proud to report that Miami is once again the top school in Ohio for our Return on Investment.<sup>5</sup> We achieve this through our prudent, entrepreneurial mindset and we are still ranked No. 1 nationally for efficiency by *U.S. News*.<sup>6</sup>

### *TRANSCENDING RESEARCH AND DISCIPLINE BONDARIES*

Fourth, we are transcending boundaries between traditional disciplines both in the classroom and in research while reaching out to provide this expertise to companies and industries in Ohio. Our teacher-scholar model is unique in higher education – we do research and engage undergraduates deeply in this experiential learning opportunity. We want them to engage in research and address a problem that has not been solved before. This experience of wrestling with a hard problem, ambiguity, uncertainty, and creating new knowledge and solutions is a cornerstone to our Miami education.

We created a new department this year – Interactive Media Studies (IMS) – with a degree for students wishing to work across disciplinary boundaries and in the digital space upon graduation. It unites the skills of technology, entrepreneurship, and design – you might say it is like combining engineering, business and the arts. It is designed for students to cross-train and become highly competent in multiple disciplines. This department is housed in our College of Creative Arts with faculty from different colleges around campus supporting it.

Another example is our Center for Analytics and Data Science (CADS), which is a cross-disciplinary co-major program combining computer science and software, business and statistics with over 120 students enrolled. The center also offers its transdisciplinary expertise to many companies in Ohio and this academic year, we had 11-member companies. We give them expertise and assistance, tackling some of their problems with our coding and quantitative tools. I would like to welcome our new CADS director, Sandy Steiger, who joined us from 84.51° in

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<sup>4</sup> Miami University partners with state senators, driven by Senator William Coley, on debt-free college education: [Local 12 Miami University Partners with Businesses to Help Students Graduate Without Debt](#) .

<sup>5</sup> **Miami University’s is one of the top schools for** Return on Investment: <https://affordableschools.net/50-affordable-colleges-best-return/>

<sup>6</sup> Every few years U.S. News ranks the most efficient and high reputation universities for efficiencies and Miami University is again number 1 in the country: [Most Efficient Among Top National Universities](#) .

Cincinnati where she was Vice President for Insights.

Our Miami University expertise in research and faculty scholarship aligns closely with the Governor's priorities. We have many faculty working on various topics such as addiction - including opioids; water quality in our lakes, Great Lakes, rivers and aquifers; children's initiatives and education; STEM Education; and aging. These groups are highly transdisciplinary, converging expertise from multiple areas to find solutions. Importantly, our faculty continue to be a resource to our Ohio government.

### *IMPACTING COMMUNITIES NOW*

Finally, our Miami University faculty, staff and students seem to do it all. Miami University students contributed nearly 42,000 hours of community service this year. The Federal Agency for Service and Volunteering places the monetary impact of this level of volunteerism at close to \$920,000. This is up by more than 30% compared to the 32,000 hours of service last year. We estimate that 95% or more of these volunteer hours are served in Ohio which benefits our state in many areas. You may have seen that our student-athletes from Miami Football helped clean up Dayton after the recent devastating tornados. My thanks to Chuck Martin for coordinating this effort. Student-athletes as a whole served more than 4,500 volunteer hours, mostly in Butler County, Cincinnati, and Dayton. These qualities of service and empathy are Love and Honor in action.

Another example of how we impact communities is our Miami University Government Relations Network. Our students advocate in Columbus for higher education and other issues that impact students' lives. This year, they had more than 500 advocacy interactions with federal and state elected officials and stakeholders. Of those, more than 200 were students alone, including nearly 150 at the statehouse in Columbus and more than 50 at the federal level. I am also proud to report that three recent Miami University Government Relations Network graduates were selected for the highly competitive Ohio Legislative Service Commission Fellowship Program – this provides them with a 13-month contract to work with the majority or minority party caucus in either the Ohio House or the Ohio Senate.

Additionally, our College of Education, Health and Society graduates, serve as teachers throughout Ohio. Last year, 141 of our teacher education graduates remained in Ohio, and over the last three years, Miami has placed over 485 teachers in the state.

These are among the many positive ways we are impacting Ohio. Again, we at Miami are grateful for our state's leadership and we want to give back. We share in our state's vision – their priorities are our priorities. Collectively, we want to advance our great state to an even greater prosperity.

### *FINAL WORDS*

A few final words of gratitude and congratulations:

First, an unconditional thank you to our fellow Board members, Terry Hershey and John Altman for your service to Miami University. Your commitment, loyalty, and generosity to this institution is immeasurable and we will truly miss you on the board of trustees. It has been a

pleasure to serve with you and we hope you will come back soon.

Thank you as well to Phyllis Callahan for your many years of dedicated service to Miami University. Your hard work as Provost in creating such an incredible portfolio of new degrees to address in-demand areas in Ohio and our nation is second to none and we look forward to these programs' launching soon. Congratulations on your retirement and the best to you in the future.

Congratulations again to Mike Armstrong for his CASE award. The organization notes that he has been one of Miami's most involved volunteers for 40 years, since he joined the Business Advisory Council in 1979. He has been generous not only with his resources, but with his time, serving on the Farmer School Board of Visitors as well as the Board of Trustees.

Congratulations to Professor Ellen Yeziarski, Department of Chemistry and Biochemistry, on her recent grant from the National Science Foundation's Discovery Research Pre—K through 12 program totaling \$1.9 million over 5 years. This is a transformative grant for Miami. Ellen's grant is entitled "Design Research on the Teaching and learning of Conceptual Understanding in High School Chemistry Through the Use of Dynamic Visualizations of Physical and Chemical Changes." Tremendous job Ellen in advancing our teacher-scholar model through your passion for teaching and research excellence and training more teachers in innovative ways for Ohio and our nation.

Congratulations to our Men's Glee Club for their incredible performances in Italy. They sang at a mass at St. Peter's Basilica in Vatican City where they were welcomed by the presiding Cardinal. You exemplify Love and Honor as our ambassadors around the world.

Congratulations as well to Caroline Grace Williams, Class of 2017 (B.A.) and current master's student, staff member, and counselor in Miami's Admissions Office, on being crowned Miss Ohio! Caroline studied theatre and music in the College of Creative Arts. An extraordinary talented singer, she performed the Italian aria "O Mio Babbino Caro" during the talent competition. The Miami University family is cheering you on, Caroline – best of luck & much Love and Honor to you in the Miss America competition!

And finally, congratulations to our RedHawks student-athletes, Athletic Director David Saylor and his leadership team and to our fans. What a year it has been in athletics – winning the 2019 Cartwright Award, followed by the all-sports trophies for both women's and men's sports, the Jacoby and Reese trophies respectively, and seven coaches of the year. This is the first time in MAC history that a school has won all three awards in one year. Kudos to Athletics on a job well done.

I am so proud of all of the people and programs I have mentioned. They are Love and Honor.

This concludes my remarks.

Love and Honor.

## **Reports, Ordinances and Resolutions**

### **President's Report**

President Crawford spoke of Miami University's positive impact upon Ohio:

- Creating a thriving economy
- Educating workforce-ready grads
- Adding value to college investment
- Transcending research boundaries
- Impacting Ohio communities now.

*President Crawford's presentation is included as Attachment E.*

### **Academic and Student Affairs Committee**

#### **Report of the Committee Chair**

Committee Chair Diane Perlmutter relayed the following information:

The Academic and Student Affairs Committee met yesterday in Marcum Conference Center. During the meeting, two resolutions were considered. The Committee voted to recommend approval for both resolutions by the full Board.

To provide time for the Retreat, the agenda for the meeting was reduced. The Committee heard from the Provost, and from the Vice President for Student Life, and received several written Reports.

Provost Callahan provided an update on Boldly Creative, and Secretary Pickerill introduced Bethany Perkins, Director of Admission, to the Committee. Bethany later addressed the full board with an enrollment update at the Board's afternoon meeting.

Thank you, that concludes my report.

### **Resolutions**

*The Academic and Student Affairs Committee Resolutions are included as Attachment F.*

#### **Miami University Art Museum**

Provost Callahan spoke in support of the resolution, stating it documents The Board of Trustees' support for the Art Museum, and will be presented to the accreditation team assessing the Art Museum for reaccreditation.

Trustee Haines then moved, Trustee Pascoe seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

## **TCPL Appointment Policy**

The resolution adopts an appointment policy for lecturers, clinical lecturers, teaching, and clinical faculty (TCPL). Provost Callahan spoke in support of the resolution.

Trustee Ridenour then moved, Trustee Shroder seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

*The resolutions are included as Attachment F.*

## **Finance and Audit Committee**

### **Report of the Committee Chair**

Chair Armstrong relayed to the Board:

The Finance and Audit Committee met yesterday at the Marcum Conference Center. The Committee considered five ordinances at the meeting. All of the ordinances are recommended for approval later this morning.

The preparation of these ordinances was made more difficult this year by the normal delay in the first year budget of a new governor. While both bodies of the Ohio General Assembly have passed a budget bill, the conference committee process and a final vote by the Ohio House and Senate is not expected until later today or this weekend. The final Ohio budget is not expected to affect the ordinances that the Trustees will consider but the ordinances have been drafted in such a manner that any legislative limitations or restrictions will automatically be incorporated in the outcomes of the ordinances that you approve.

The tuition recommendations that have been proposed for Ohio residents are based on the most restrictive language in the current legislation. While increases in tuition are being proposed for the new enrollment cohorts, it is important to note that the majority of Miami's undergraduate students will not experience any increase in tuition. On the Oxford campus over 90 percent of the current undergraduate students will not see an increase in tuition because of the Miami Tuition Promise program. While new students will see an increase of either 3% or 3.5% in their tuition when compared to students in last fall's class, the growth in the scholarships provided to these new students will actually exceed the average increase in their tuition, ensuring that affordability will actually improve for many of these students. These new Miami students will also have the assurance that their tuition will not rise during the four years of their undergraduate experience.

In February the Finance and Audit Committee worked with the administration to adopt a five year budget plan that is intended to enable the University to quickly adapt to the dynamic changes in student recruitment that are occurring at most universities across the United States. While this was done in anticipation of a modest impact on enrollment this year, in actuality, the changes in international enrollment were greater than originally expected. Thanks to an exceptional job by the Admissions staff and our faculty and staff, who supported the recruitment efforts, the enrollment and budget issues reported by many universities were largely avoided by Miami and another large, talented, and diverse class will enroll this fall. And the modest budget impact that did occur was able to be accommodated due to the budget preparedness that our early

planning provided.

Given what we know about high school demographics in our region and the nation, changing immigration policies, and increased price sensitivity by families, some enrollment planning issues are likely to be with Miami for the foreseeable future. However, if we continue to plan and prepare for such issues utilizing our new strategic plan, Boldly Creative initiatives, and our agile budgeting approach as the foundation for our preparation and adapt as quickly as we did this year, we can not only successfully manage these challenges but continue to build on our past success.

Finally, the committee received its regular written reports and there were also a few presentations at the meeting.

Mr. Chairman, that concludes the report for the Finance and Audit Committee.

### **Ordinances and Resolutions**

*The Finance and Audit Committee Ordinances and Resolutions are included as Attachment G.*

#### **Ordinances**

##### **Oxford, Undergraduate Tuition**

Senior Vice President Creamer spoke in support of the ordinance, explaining the Miami Tuition Promise, and the cohort-based tuition levels. Trustee Ridenour then moved, Trustee Robinson seconded, and by roll call vote, the resolution was unanimously approved, with nine voting in favor, none opposed.

##### **Regional, Undergraduate Tuition**

Senior Vice President Creamer spoke in support of the ordinance, explaining the regionals now also have the Miami Tuition Promise. Trustee Ridenour then moved, Trustee Pascoe seconded, and by roll call vote, the resolution was unanimously approved, with nine voting in favor, none opposed.

##### **Graduate Tuition**

Senior Vice President Creamer spoke in support of the ordinance, explaining tuition for the market-based tuition programs are treated separate from the general levels. Trustee Shroder then moved, Trustee Ridenour seconded, and by roll call vote, the resolution was unanimously approved, with nine voting in favor, none opposed.

##### **Miscellaneous Fees**

Senior Vice President Creamer spoke in support of the ordinance, explaining the list includes no new fees. Trustee Robinson then moved, Trustee Haines seconded, and by roll call vote, the resolution was unanimously approved, with nine voting in favor, none opposed.

## **Budget Appropriation**

Senior Vice President Creamer spoke in support of the ordinance, explaining it some reasonable assumptions regarding the state budget, which is not yet approved. Trustee Ridenour then moved, Trustee Pascoe seconded, and by roll call vote, the resolution was unanimously approved, with nine voting in favor, none opposed.

*The Finance and Audit Committee Resolutions are included as Attachment G.*

## **Student Trustee Reports**

*Student Trustee Cremeans relayed the following information:*

Good morning and thank you.

I am thrilled to be with you again today during one of my favorite times in Oxford. The summer months welcome so many beautiful, quiet moments, still abuzz with anticipation and never truly stalled. There is no off-season for discovery.

One group doing their own discovery in partnership with Miami University is the Research Experience for Undergraduates (REU) program. This program is funded by the National Science Foundation. Students come from all over the country to Miami to partake in collaborative research projects and mentorship over the summer. This prestigious program has brought talented students to Miami to study chemistry, ecology, and for the first time this year, physics! One said, "I enjoy the REU physics program because I get to be a part of a supportive community that is working together to learn new things and helping me become a physicist." The physics cohort this year is working on optical spectrometry and imaging for biomedical purposes. The work these students conduct is exciting and beyond my understanding, contributing to a community of research and shining a light on Miami's programs nationally.

Miami is one of those special places because of its dedication to expanding towards the future while also honoring the heritage of a rich past. I believe my peers are fully engaged in this balancing act. One such student is a BA-MA student who recently traveled south with other students and faculty to present the Summer of '64 Award to Mt. Zion Church in Philadelphia, Mississippi. As you may know, that church was where the Goodman, Chaney, and Schwarz were before they were killed by the KKK. The presentation of this award was incredibly special in remembering the lives of the three men who took a risk to make a positive and lasting impact in our country.

Following the presentation, the students traveled to Alabama for a civil rights conference. One said, "The civil rights conference allowed me to converse with people of different backgrounds about today's social justice issues, and the various ways they can be addressed. It shows the importance that collaboration and understanding have in moving forward in today's society." These experiences are profoundly impactful to the lives of our students as individuals and to Miami's community as a whole. Students drive our culture into beautiful, creative spaces and I am so fortunate to see the impact of our ever-developing student body.

Back in Oxford, our newest cohort is coming quickly, impossible to miss with bright



smiles and red drawstring bags, I spoke to one student who will join us as a University Studies major in the fall. She has only been on campus twice, but already the seeds of a Miami education are taking root. She told me that coming from a small town, she feels that she has been isolated from the world. By attending Miami, she hopes to broaden her horizons and “gain knowledge through new experiences to help [herself] develop into a successful and aware individual.” She was so excited to be attending orientation and was happy to start to feel like part of the Miami family. I’m a bit further into my career here and my interpretation of Love and Honor has evolved since I was a first year, so I asked Morgan what “Love and Honor” means to her. I think she nailed it. She said, “It is symbolic of the support provided by all to ensure that everyone who is a part of the Miami family strives for excellence in helping each other find their purpose in this world.”

I am impressed by this bright young woman as she enters Miami, and although I know she is one of the thousands of dedicated, smart students that will be joining us in the fall, I can’t help but feel a real sense of pride in talking to her. Miami is doing what it does best; it is shining brightly) as a place of community, opportunity, and education. The mission matters.

And although I try to focus on the student portion of the mission, I would be remiss if I did not say some thanks to those joining us for their last Board meeting.

Trustee Altman is not here with us today, but I wish to publicly express my sincere gratitude to his service to Miami University. John, it is with certainty I say that I would not be where I am today without your support.

Provost Callahan, you have and will continue to receive many thanks for your hard work and dedication to the university. I echo these sentiments, but offer my sincerest gratitude for your wit and humor. The fire in your spirit certainly makes these meetings more enjoyable, but also only adds to your leadership. I admire you and thank you for your service.

Trustee Hershey, you have given us all a great gift. You have provided wisdom, strength, and composure to the Board. You are a quintessential Miami alumna and a devoted, thoughtful leader. I look to you as a role model. I will never forget the advice you gave me a year ago, when you told me to trust my intuition and believe in serendipity. I think of your advice often as I navigate this transformative period in my life and I am quite sure the Board and the University will reflect on your wisdom as new challenges and opportunities arise.

With that, I conclude my report.

Love and Honor.

*Student Trustee Kulis relayed the following information:*

As I drove back into Oxford last week, I was immediately hit by the unmistakable feeling of being on this campus. It is a feeling that is unique and lives in every Miamian, something they take with them all over the world. While summer is, indeed, a needed time for my fellow students and I to rest from the rigor of classes, it does not mean the campus gets a break. Even though the hustle and bustle of our campus during the regular semester isn’t evident, there are still strong learning experiences happening every day.

One example that I have been able to be part of for the last two years, in my role as OPC staff for Miami's high ropes course, is the Butler County Chiefs of Police Association's RESPECT FOR LAW Camp. This camp is designed for local children, ages 11-14, and is staffed by federal, state, and local law enforcement. The goal of the camp is to teach the campers confidence, discipline, respect, and, of course, respect for law. The activities include firearm training simulators, Bomb Squad demonstrations, driving simulators and many more. This camp takes place on and around our campus, using facilities such as our dorms, auditoriums, dining halls, and high ropes courses.

Another exciting experience Miami has the honor of hosting is Ohio's Buckeye Boys State, a program sponsored by the American Legion. This week-long experience provides 1,200 rising high school seniors from around the State of Ohio an educational and leadership program that exposes young men to the rights and privileges, the duties and responsibilities, and the love for God and Country necessary to be self-governing citizens. By the end of the week, the camp is transformed into a fully-functioning state government with participants filling positions from governor, congressman, sheriffs, OSP officers, mayors, and so many more. The Buckeye Boy State program is the premier Boys State program in the nation, and it happens right here on our campus, after being hosted many years at BGSU. What an excellent opportunity for prospects to see what Miami offers!

My fellow students are keeping themselves very busy and taking what they learned in Miami's classrooms and lecture halls to the test! Thanks to our "Inside Washington" program that takes place during the semester, students get a close look at Capitol Hill. I spoke to one student, who said she was spending her summer in Tim Ryan's Office. She was very surprised during her first weeks of training on the Hill this summer to find she was in good company; she met a fellow Miamian who is interning for Lauren Underwood, and another working for Rep. Troy Balderson! I think it is fair to say we have a strong group of Miamians on the Hill!

Another really interesting internship I heard about was in Detroit. A rising junior told me about his time in Kautex, which is a Textron company, that manufactures gas tanks for automobiles. He is working with their capital expenditures and trying to pioneer an easier way to track purchase orders and invoices. He said, "It's super interesting because the automobile industry is so fast paced, every day is different and it keeps me on my toes!"

Finally, I would like to close with something I think is key to what this university stands for, preparing young adults to enter the workforce. I asked a recent Miami graduate what Miami had done for him as he prepared to start his new position this month in Chicago. He told me Miami had instilled in him the confidence in himself and pushed him academically to seek enrichment in and out of the classroom. He feels as if he has learned the skills needed to make a difference in his company and is excited to represent his family and Miami.

These are a few of the many ways Miami reaches out to prospective attendees, impacts current students and becomes part of the success stories told by our proud alumni.

Thank you, this concludes my report.

### **Other Business**

*The Resolutions considered during Other Business are included as Attachment H.*

### **Election of Provost**

President Crawford provided background information on Dr. Jason Osborne and his qualifications to become Provost. President Crawford stated that he enthusiastically endorsed his election.

Trustee Pascoe then moved, Trustee Shroder seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

### **Resolutions of Appreciation**

The Board considered three resolutions of appreciation; for Phyllis Callahan, Terry Hershey, and John Altman. After the reading of each, members of the Board praised each and thanked them for their dedicated service. Each was also met with a standing ovation from all in attendance.

### **Provost Phyllis Callahan**

Trustee Ridenour then moved, Trustee Shroder seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

### **National Trustee Terry Hershey**

Trustee Shroder then moved, Trustee Robinson seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

### **National Trustee John Altman**

Trustee Robinson then moved, Trustee Ridenour seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

*The Other Business Resolutions are included as Attachment H.*

### **Written Reports**

Tom Herbert, Senior Vice President for Advancement submitted a written report which is included as Attachment I.

### **Executive Session**

Trustee Pascoe moved, Trustee Ridenour 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, and for Personnel Matters, the appointment of a public official, and matters required to be kept confidential – Trade Secrets, as provided by the Open

Meetings Act, Ohio Revised Code Section 121.22.

**Other Business**

The Board returned to public session.

**Adjournment of Meeting**

With no other business to come before the Board, Trustee Shroder moved, Trustee Haines seconded, and by unanimous voice vote, the Board adjourned at 1:30 p.m.



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

***Coley Outlines Plan for Workforce Partnership with Ohio's Public Universities and Colleges  
May 29, 2019***



**COLUMBUS**—State Senator Bill Coley (R-Liberty Township) today held a press conference in Columbus to outline new legislation that aims to create a workforce-education partnership program modeled after the Metropolitan College program in Louisville and new Miami University program which is expected to begin in Fall 2019.

Coley was supported during today's conference by Senate colleagues representing southwest Ohio including Senators

Steve Wilson (R-Maineville), Bob Hackett (R-London) and Joe Uecker (R-Miami Township) who anticipate this will be a great opportunity for students in their districts.

It is not unusual for students to work part-time while attending school. However, this program is unique in that partner businesses who hire students part-time would then make an even greater investment in their future workforce by covering the cost of tuition (after scholarships and grants are applied) and help cover some housing costs while they are attending school and working part-time.

"The way I see it, this program is a win-win for all parties involved," said Senator Coley, sponsor of the legislation. "Employers are provided with a consistent and motivated work force, and with mentoring from both the employers and within the university, students can complete their education with less debt or hefty family financial contribution—all while building their skills and forging a lasting relationship with the company."

President of Miami University, Dr. Gregory Crawford, and the Ohio Manufacturers Association also expressed their support and optimism regarding the positive impact this program would have for both higher education and job creators in the community.

"This program is just a great idea, and when Senator Coley brought it to us we took-off with it. We have been finding business partners and developing our program for about a year, and I am eager for its implementation this Fall," stated Dr. Crawford. "For new students coming in, this program will solve a lot of problems by allowing them to graduate with the degree they choose, be debt free and make a little money along the way. Miami University is excited and grateful to be taking the lead on this in Ohio."

The Louisville model partners with UPS Worldport, where the student works as a 3rd shift, part-time package handler getting paid a regular wage, in addition to the tuition reimbursement.

"The partnership is a wonderful way for employers to not only invest in their workforce, but for students to be invested in their own future and have a sense of loyalty and passion for the industry or company they may continue to work for post-graduation," Senator Wilson commented. "Rather than a part time-job they may be disinterested in, they will building skills and relationships they will use for the rest of their lives."

Ohio Senate District 4, News Website  
<http://www.ohiosenate.gov/senators/coley/news>

# INTERCOLLEGIATE ATHLETICS TRUSTEE REPORT



## *DAVID SAYLER, DIRECTOR OF ATHLETICS*



June 28, 2019

# ICA MISSION



# GRADUATING CHAMPIONS

EST 1809

TEAMWORK • FOCUS • ATTITUDE • TENACITY • INTEGRITY



# GRADUATING CHAMPIONS



Intercollegiate Athletics' mission is to **Graduate Champions** by providing guidance and support to Miami students committed to their unyielding pursuit of academic and athletic excellence.



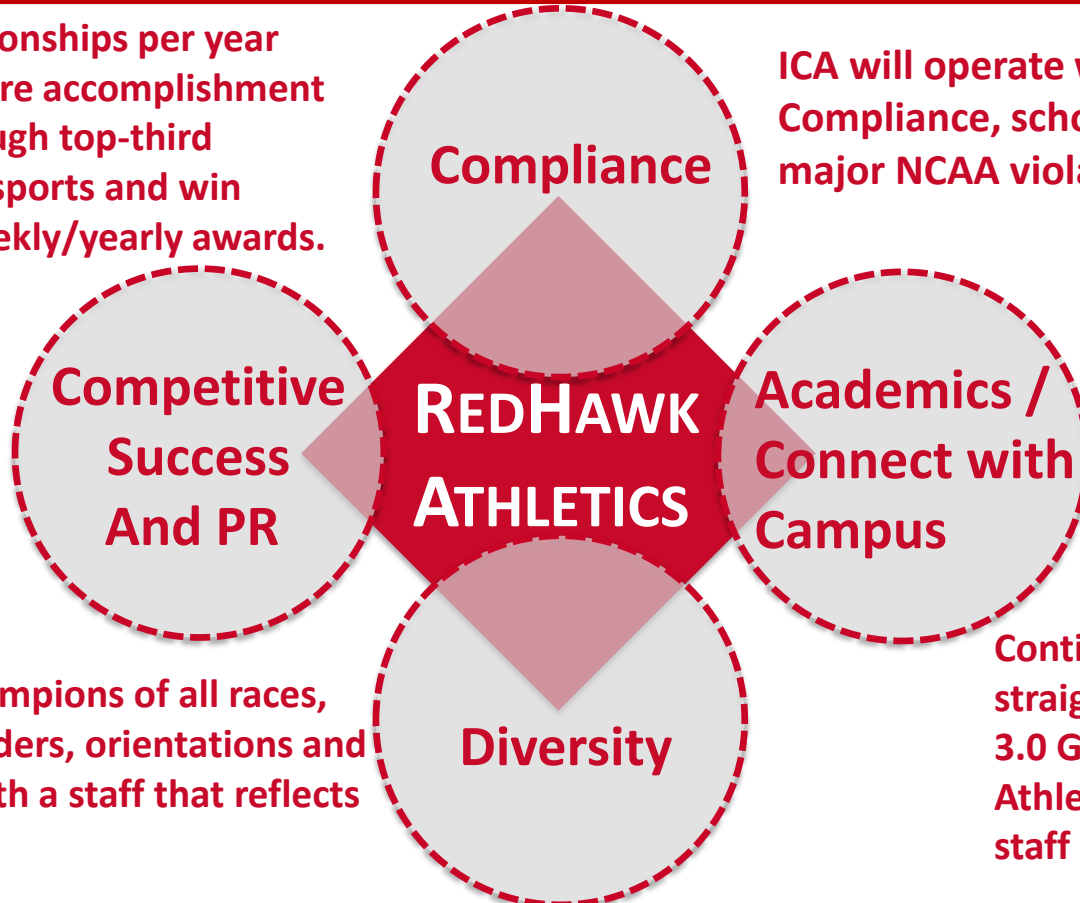


# ICA 5 YEAR GOALS – NEW STRATEGIC PLAN



Win 5 Championships per year with 1 signature accomplishment annually through top-third finishes in all sports and win numerous weekly/yearly awards.

ICA will operate with a culture of Compliance, school has never had a major NCAA violation.



Graduate Champions of all races, religions, genders, orientations and ethnicities with a staff that reflects that diversity.

Continue streak of 29 straight semesters above 3.0 GPA for Student-Athletes. Grow faculty & staff interaction w/ICA.

# BEST OVERALL ATHLETIC DEPARTMENT IN THE MAC



2017-18

## CARTWRIGHT AWARD WINNER

*"RECOGNIZING FOR ITS EXCELLENCE IN ACADEMICS, ATHLETICS AND CITIZENSHIP"*

- SECOND IN JACOBY STANDINGS
- THIRD IN REESE STANDINGS
- 4,800 HOURS OF COMMUNITY SERVICE
- 205 STUDENT-ATHLETES ON THE DEAN'S LIST
- 136 ACADEMIC ALL-MAC SELECTIONS
- FOUR MAC CHAMPIONSHIPS, EIGHT INDIVIDUAL MAC CHAMPIONS AND FOUR MAC PLAYER OF THE YEAR AWARDS



# ICA STRATEGIES



- Graduating Champions Campaign Momentum
- Build Connections Across Campus
- Be Integral Part of the Community
- Elevating Faculty / Staff at ICA Events
- Celebrating Success to Promote Brand



# STRATEGY 1 – MOMENTUM FROM GC CAMPAIGN



## ***Strategy 1: Leverage our Resources.***

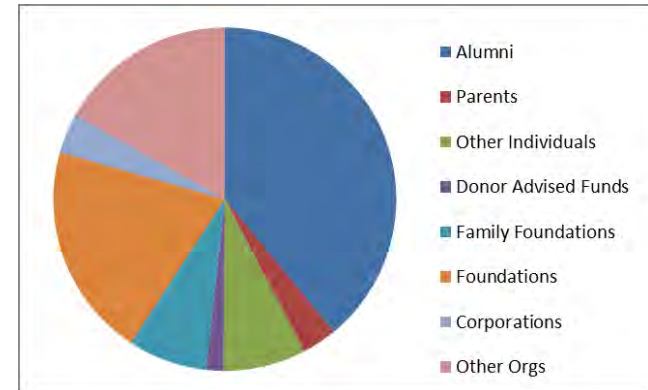
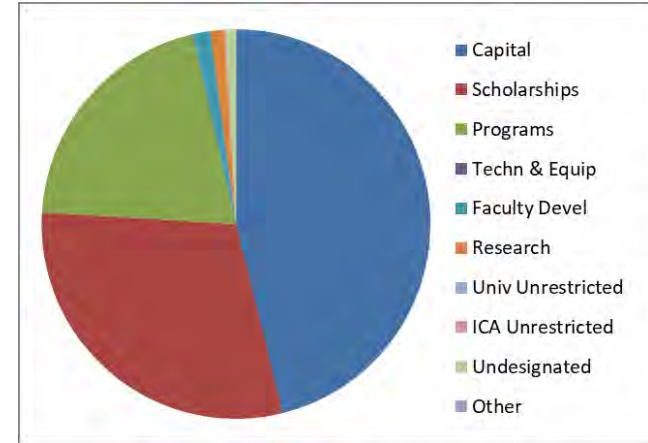
With the support of investments from the Campaign, we will elevate our profile, build our fan/alumni base, advance our recruiting, earn greater visibility for Miami, and pursue philanthropy that will sustain our programs, boost our comprehensive excellence, and accelerate an upward spiral of success and support.



# CAMPAIGN ACCOMPLISHMENTS



- ICA Surpassed the \$80M campaign goal
- Goal was 50% Capital and 50% Budget
- Endowed Golf Scholarships and Head Coaching Position for Cross Country
- Surpassed \$1M Mark in Red & White Club Funding for First Time Ever
- Held Inaugural “Night for Red and White” Auction that Raised \$275,000
- 10 Facility Improvement Projects



## STRATEGY 2 – CONNECTIONS ACROSS CAMPUS



**Strategy 2: *Unite our Campus.*** We will establish ourselves as a space for connection across boundaries and disciplines, focus on academic excellence and connectivity to research, establishing an open culture and collaborating across campus to strengthen the University's identity as One Miami.



# ACADEMIC SUCCESS AND INTEGRATION



- Student Success
  - 91% GSR
  - 85% FGR
- Spring Term Cumulative GPA of 3.2
- Above 3.0 Each Semester Since 2004 (29 straight semesters)
- 16 Teams Above at 3.0 GPA Led By Women's Cross Country at 3.61
- Summer Bridge Program

| Term GPA                     |         |          |
|------------------------------|---------|----------|
| Fall                         | Overall | Athletes |
| 2014                         | 3.03    | 3.12     |
| 2015                         | 3.05    | 3.14     |
| 2016                         | 3.03    | 3.11     |
| 2017                         | 3.15    | 3.19     |
| 2018                         | 3.17    | 3.21     |
| Cumulative GPA               |         |          |
| Fall                         | Overall | Athletes |
| 2014                         | 3.12    | 3.16     |
| 2015                         | 3.14    | 3.19     |
| 2016                         | 3.15    | 3.19     |
| 2017                         | 3.16    | 3.23     |
| 2018                         | 3.18    | 3.25     |
| 6-Year Grad Rate % by Cohort |         |          |
| Fall                         | Overall | Athletes |
| 2014                         | 79      | 76.6     |
| 2015                         | 79.9    | 80.3     |
| 2016                         | 78.4    | 81.2     |
| 2017                         | 79.1    | 82.7     |
| 2018                         | 80      | 81.8     |

Overall = Oxford undergrads

# STRATEGY 3 – BE INTEGRAL PART OF COMMUNITY



## ***Strategy 3: Lead with Purpose on Campus and in Community.***

Our athletes will lead off the field as well as on, serving others, advocating for causes aligned with Miami's mission, and standing up for those who need support in a way that has a real impact on our community, state and world.





# Community Outreach



Student-athletes exceeded **4,500** hours invested in the local community.

Partners included:

Animal Friends Society

Be the Match

Best Buddies

Bogan Recess Walk for Fitness

Borderline Volleyball Club Coaching

Boys/Girls Clubs

Cancer Survivors Picnic

Childcare at Cobblestone Church

Cincinnati Children's Hospital

Convocation

Dragonfly Foundation

Dayton Area Tornado Clean-Up



# Community Outreach



Free Softball Kids Camp  
Goals for Life Game and Programming  
Hamilton Elementary Field Day  
Hamilton Food Pantry  
HOPE Mission House  
Interfaith Center  
Jr. RedHawks  
Kids Fest at Miami  
Kiwanis Food Drive and Pancake Breakfast  
Knolls Grandparents Day Fair and Oxford Visits  
Kramer Carnival, Elementary Field Day, Reading and Miami Mile  
Kroger Bagging  
Leukemia Lymphoma Light the Night Walk  
Love. Honor. Care. T-shirt Sale and Donations  
Love Your Melon  
Luna Cares



# Community Outreach



Make A Wish Foundation  
Marshall Elementary Recess Walk  
McCullough Hyde Cancer Fundraising and Hospital Volunteerism  
Memorial Run for Victims of 9/11 with ROTC  
Miami Chabad  
Miami Connections and Move In Day  
Miami Orchestra Collaboration  
Mini U Basketball Camp  
MOVE Bootcamp  
Move-in Miami  
National Girls & Women in Sport Day Clinics  
Open Hands Food Pantry  
Opening Minds through Art (OMA)  
Oxford Beer/Wine Festival Set-Up/Take Down  
Oxford Chamber of Commerce and Awards Banquet  
Oxford Diversity Festival



# Community Outreach



Oxford Empty Bowls  
Oxford Family Resource Center  
Oxford Food Pantry  
Raking Leaves for Oxford's Elders  
Reading with the RedHawks  
Rise Against Hunger  
SAY Soccer Oxford Event  
Senior Citizen Day at the Knolls  
St. Mary's Church  
Susan G. Komen Race for the Cure Run  
Talawanda Anti-Bullying Campaign  
Team Impact and Local Youth Support – Liam, Tyler and Quintin  
Tutoring at Hamilton Community Center  
Uptown Carnival



# ICA POINTS OF PRIDE



**Women's Basketball:** Helped raise \$60,000 for Luna Cares, an Oxford charity that supports women diagnosed with cancer.

**MAC Medal of Excellence:** **Kendall McCoy** (women's basketball) and **James Wray** (men's swimming and diving) won this year's awards from the conference.

**President's Distinguished Service Awards:** **Ella Moynihan** (women's swimming and diving) for her leadership on RedHawk Council and as the representative to the Mid-American Conference.



# STRATEGY 4 – ELEVATING FACULTY/STAFF AT EVENTS



## ***Strategy 4: Uplift our Community.***

We will devote our platform at athletic events to championing diversity and inclusion and to honoring our faculty, staff, and the whole Miami community for all they do for the University.



# FACULTY/STAFF AT EVENTS



- Inclusive Excellence Awards
- Spotlight on Academic Units at football & big hockey/basketball games
- One Miami Day provides platform to celebrate all campus achievements
- Celebrating Miami: Tribe and University at Hockey weekend
- Miami Orchestra/Exchange



# STRATEGY 5 – COMPETITIVE SUCCESS AND BRANDING



***Strategy 5: Uplift our Students, Faculty, and Staff, competitive success & elevate brand.*** We will expand visibility and earned media through competitive excellence, expanding brand, cultivating a culture of collegiality and camaraderie and conducting a campaign to nominate individuals, teams, and units among our student-athletes, coaches, and staff for external awards.





# COMPETITIVE SUCCESS



***In 5 Year span.....Win 25 Conference Championships + 5 signature wins and CELEBRATE SUCCESS!***

- **Win multiple Cartwright awards**  
*Won for first time in 2017-18*
- **Win multiple Coach of the Year awards**
- **Win multiple Players of the Year awards**
- **Win multiple MAC - All Sport trophies**  
*Women Finished 2<sup>nd</sup> & Men Finished 3<sup>rd</sup> in 2017-18*
- **Goal of top 3rd finishes in all sports, every year will position ICA to achieve these.**



# 2018-19 CHAMPIONS



## 9 Championships: Tied for Most Ever in A Single Year

- Volleyball (MAC regular season)
- Field Hockey (MAC regular season & tournament)
- Men's Cross Country
- Men's Swimming and Diving
- Softball (MAC regular season)
- Tennis (MAC regular season & tournament)
- Synchronized Skating (national champions)



# SIGNATURE MOMENTS



## Signature Wins and Moments

- **Football:** 6-2 in league play with three rivalry wins vs. Ohio, NIU and Ball State
- **Field Hockey:** School record for wins, earned first national ranking and won NCAA Tournament 1<sup>st</sup> Round
- **Softball:** Clinched first regular season championship in school history
- **Men's Cross Country:** Won first MAC title since 1998
- **Volleyball:** Won 3<sup>rd</sup> straight MAC championship



# COACHES OF THE YEAR



## 7 Coaches of the Year: The Most Ever in A Single Year

- Tennis: **Ricardo Rosas**
- Volleyball: **Carolyn Condit**
- Field Hockey: **Inako Puzo**
- Softball: **Clarisa Crowell**
- Men's Cross Country: **Tom Chorny**
- Men's Diving: **KR Li**
- \*Men's Swimming: **Hollie Bonewit Cron**



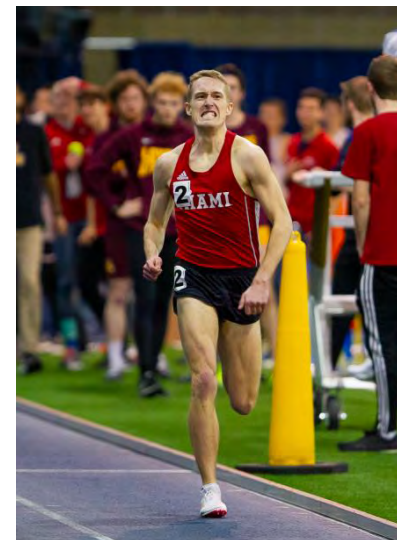
\*Became the first female head coach in Mid-American Conference history to lead a men's team to a MAC championship

# MAC PLAYERS OF THE YEAR



## 10 Players of the Year: The Most Ever in A Single Year

- Tennis: **Brindtha Ramasamy** (Newcomer)
- Volleyball: **Gaby Harper** (Newcomer)
- Field Hockey: **Paula Portugal** (Offensive Player)  
• and **Mariona Heras** (Defensive Player)
- Men's Swimming: **Iago Moussalem** (Swimmer)
- Men's Diving: **Harrison Moncino** (Diver)
- Women's Track and Field: **Olivia Bechtel** (Most Outstanding Performer)
- Men's Track and Field: **Sean Torpy** (Most Valuable Performer) and **Ryan Smith** (Field Freshman)
- Baseball: **Sam Bachman** (Freshman)

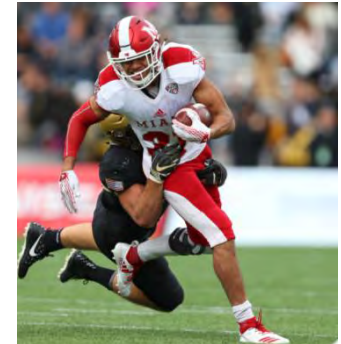
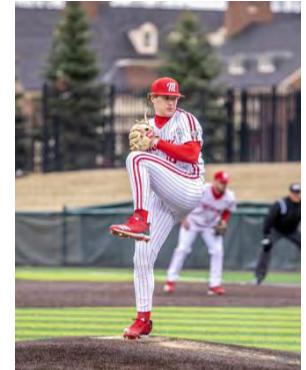


# ALL-MAC FIRST-TEAM



# 37

**First-Team All-MAC  
Student-Athletes**



# Conference Progress



**Reese and Jacoby MAC Standings:** Finished 3<sup>rd</sup> in Reese (men) and 2<sup>nd</sup> in Jacoby (women) Cup standings; highest combined finish by programs since 2005.

| <u>Year</u> | <u>Men</u>       | <u>Women</u>    |
|-------------|------------------|-----------------|
| 2012-13     | 12 <sup>th</sup> | 1 <sup>st</sup> |
| 2013-14     | 11 <sup>th</sup> | 3 <sup>rd</sup> |
| 2014-15     | 11 <sup>th</sup> | 3 <sup>rd</sup> |
| 2015-16     | 10 <sup>th</sup> | 4 <sup>th</sup> |
| 2016-17     | 7 <sup>th</sup>  | 3 <sup>rd</sup> |
| 2017-18     | 3 <sup>rd</sup>  | 2 <sup>nd</sup> |



# History! – 2018-19



**Reese and Jacoby MAC Champions:** Finished 1st in Reese (men) and 1st in Jacoby (women) standings in the same year for the **first time in school history.**

| <u>Year</u>    | <u>Men</u>            | <u>Women</u>          |
|----------------|-----------------------|-----------------------|
| 2012-13        | 12 <sup>th</sup>      | 1 <sup>st</sup>       |
| 2013-14        | 11 <sup>th</sup>      | 3 <sup>rd</sup>       |
| 2014-15        | 11 <sup>th</sup>      | 3 <sup>rd</sup>       |
| 2015-16        | 10 <sup>th</sup>      | 4 <sup>th</sup>       |
| 2016-17        | 7 <sup>th</sup>       | 3 <sup>rd</sup>       |
| 2017-18        | 3 <sup>rd</sup>       | 2 <sup>nd</sup>       |
| <b>2018-19</b> | <b>1<sup>st</sup></b> | <b>1<sup>st</sup></b> |







## CONCLUDING REMARKS

A university must foster community, and a sense of solidarity. One important aspect of community is athletics - building loyalty, common cause, and camaraderie on campus, within the university's community, with its alumni, and beyond.





# Miami University's Strategic Plan

June 26-28, 2019

Presented to the Board of Trustees

From the Strategic Planning Steering Committee

*Miami University*

**Miami University**  
**Honoring Our Past and Present, Creating Our Future**  
**The Strategic Plan**

We are inspired by the Myaamia phrase *aanceelintaakani* – meaning  
“an instrument used to change how one thinks.”

The Strategic Planning Steering Committee:

|                     |                           |
|---------------------|---------------------------|
| Bob Applebaum       | Julia Guichard            |
| Renee Baernstein    | Denise Taliaferro Baszile |
| Stacey Lowery Bretz | Moira Casey               |
| Diane Delisio       | David Ellis               |
| William Even        | Elise Radina              |
| Vaishali Raval      | Aaron Shrimplin           |
| Sherrill Sellers    | John Weigand              |

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## Acknowledgements

Developing a strategic plan for a university is an important and complex job. Accomplishing this task in an eight-month time period only happens when a dedicated team of hard-working individuals join forces. To start, we recognize the incredible work of the 12 steering committee members and the 74 subcommittee members. Their work provided the foundation of ideas; this plan rests on their shoulders. All of them had full-time jobs before signing up to serve the university in this planning process. We also acknowledge more than 600 faculty, staff, students and community members who attended our open listening sessions and provided comments via our website. The spirit of Miamians to make our university even better truly inspired us throughout the process. We thank our colleagues at the Myaamia Center for providing our plan name and Ted Pickerill for his ongoing administrative support. Cliff Peale provided his invaluable wordsmithing skills over the course of this plan development. Finally, we thank Provost Callahan and President Crawford for supporting us at each step of the planning journey. We are proud to have had the opportunity to serve the university in this capacity.

Bob Applebaum and Julia Guichard, Steering Committee co-chairs

## Our Statement of Purpose

*The Miami University strategic plan imagines a transformed university. We will position Miami to honor our legacy of distinguished teaching and learning as we create experiences relevant to today's students and confront the challenges facing all of higher education. Headwinds of demographics, financial realities and erosion of popular support have made our strategic imperative clear: Standing still is not an option. Now is the time for Miami to transform for a new era, building an adaptive, responsive and financially sustainable foundation, with students immersed in academic and co-curricular experiences that prepare them to succeed in today's interconnected world. We will welcome students, faculty and staff of all backgrounds to a united Miami community, always learning and committed to a culture of investment and continuous improvement.*

## Executive Summary

### **Honoring Miami's Past and Present**

The world for an entering Miami University first-year student is different from any previous generation. Yet today's first-year student walks onto campus with the same hopes and dreams as students have done throughout our history. Excitement about learning, career expectations, contributions to community and the possibilities of tomorrow abound. Miami University's challenge is to support the aspirations of students and to prepare them for lifelong learning, even as the world around them continues to change. This strategic plan will position Miami to ensure that our students of today and tomorrow will continue to have the chance to pursue their dreams, opportunities Miami has helped students fulfill for more than two centuries.

### **Planning Miami's Future**

In October 2018, President Greg Crawford appointed a 14-person steering committee to lead Miami's strategic planning efforts. The president identified six areas of focus: academic excellence; research and scholarly success; transformative student experience; diversity, equity and inclusion; financial sustainability; and Miami as a national university. The committee's work was based on the principle that success will depend on broad input from the entire Miami community.

The committee's charge from President Crawford: "We are asking the committee to develop a five-year strategic plan that builds on the many strengths of Miami University, but recognizes the need for change and innovation. Our charge to the committee is to take a hard look at our current approaches and to recommend transformational change. We believe that incremental changes to our current strategy and tactics – as valuable as they have been – will not prepare Miami for the new world of higher education. ..."

### **Strategic Recommendations**

As we present our recommendations, it is important to recognize the context of our work. Higher education is changing so quickly that Miami already has launched several strategic initiatives to address some of the issues raised in this strategic plan. A new development campaign, a feasibility assessment for new buildings, regional campus reform including a major shift to offering both two-year and four-year degrees in the traditional classroom setting and online and even changes to our budget model all are in process. The world is moving too fast to

explore one strategy at a time, so coordination and communication have never been more important across the Miami community.

We know that Miami University is living in a new era of financial accountability. As you will read throughout this report, Miami cannot afford every program or service we might wish to provide. Every decision we make must be fully informed by the financial implications. It is imperative that we manage our resources wisely, develop diversified revenue streams to reduce dependence on tuition and align every resource with the university's broader strategic initiatives. In today's world of higher education, this is the job of every Miami division, department and administrative unit.

We observe a common theme across the various recommendations in this report. Our current decision-making processes are too often decentralized and disconnected, and it will be important moving forward to rethink our strategic planning as a process that can make these connections in real time. As we seek to create a transformational experience for students, we must strengthen the connections between academic and co-curricular decision-making. A standing Strategic Planning Committee can help to make these connections while also providing strategic direction for the university.

In this context, we offer the following recommendations categorized into four groups that include cross-cutting strategies. We will **innovate** to position Miami to thrive in a rapidly changing environment. We will **invest** in proactive solutions. We will **invigorate** our process and culture to clear pathways for creative solutions. And we will act decisively to **implement** the reforms envisioned in this plan. Table 1 includes a summary of recommendations for implementation. We recognize that Miami cannot act upon all of the recommendations at once, so this plan is a living document that will require constant adaptation as higher education continues to evolve.

| <b>Innovate</b>  | <b>Invest</b>   | <b>Invigorate</b>  | <b>Implement</b>   |
|--|---|--|--|
| #1-Establish Honors College                                  | #8-Improve infrastructure to support research & scholarship                                     | #16-Reorganize academic structure  | #24-Establish ongoing Strategic Planning Committee                       |
| #2-Enhance cross-unit curricular collaborations              | #9-Improve faculty culture for involvement in externally funded research                        | #17-Transform the Global Miami Plan                                      | #25-Establish Diversity, Equity and Inclusion Committee                  |
| #3-Cultivate cross-disciplinary research                     | #10-Improve approach to how faculty resources are allocated to align with strategic initiatives | #18-Redesign curricular process  | #26-Coordinate facilities planning with strategic plan                   |
| #4-Position Miami as a teaching & learning national resource | #11-Enhance student retention strategies  | #19-Complete curriculum review: undergraduate                            | #27-Improve allocation of resources to align w/strategic plan priorities |
| #5-Develop a curricular “innovation lab” for experimentation | #12-Substantially increase endowment to support scholarships                                    | #20-Complete curriculum review: graduate                                 | #28-Develop strategic enrollment management plan                         |
| #6-Renew partnership between academics & residence life      | #13-Provide necessary resources to Miami students studying abroad or away                       | #21-Develop master plan for e-learning                                   | #29-Clearly define and market Miami strengths                            |
| #7 Redesign our student academic advising system             | #14-Enhance the relationship between Miami and the city of Oxford                               | #22-Create plan for revenue-generating graduate degrees & certificates   | #30-Enhance external visibility of research                              |
|  | #15-Review recommendations from existing Sustainability Committee and align with plan           | #23-Revise program review goals and process to align with strategic plan |  |



## **A Commitment to Implementation**

Change is difficult for both human beings and organizations. It requires more than agreement on priorities and action steps. Our community must commit to meaningful and lasting change. Throughout the planning process, we often heard about barriers created by a Miami culture that was resistant to change. Frequently, our first administrative reaction goes to why an idea cannot be implemented, rather than asking why it is important, and if so, how we can make it happen. We began our planning process by emphasizing Miami's position of strength. In fact, as we complete this document, we have seen news about our large and accomplished incoming Class of 2023. This success is a good thing, which will allow us to continue to invest in our future. But that should not conceal our long-term reality: Miami must adapt to future challenges faced by higher education across the nation. We believe this strategic plan is a step in that direction.

# **Miami University**

## **Honoring Our Past and Present, Creating Our Future**

### **The Strategic Plan**

#### **Part One – Honoring Miami’s Past and Present**

Fifty years ago, a first-year student moving into a dorm room on the Oxford campus had a clock radio to plug in, and maybe one or two other items. Today’s student brings 20-30 plug-in products, from the Amazon Echo to Z-Wave network security. Neither students nor faculty had imagined personal computers in 1969, and the well-crafted letter was state-of-the-art communication. Clearly the world has changed. Some popular majors of today – strategic communications, interactive media studies and international studies, to name just a few – did not exist. To support students in 1969, Miami received more than half of its operating budget from the state. Today, state support is less than 10%. Higher education faces other challenges as well: fewer high-school graduates, higher operating costs and eroding popular support. Employers are looking for workers with transferrable skills that cross traditional academic boundaries, including data, automation, communication and ethics. The magnitude of societal change and its impact on higher education cannot be overstated.

Yet despite these dramatic changes, today’s first-year student walks onto campus with the same hopes and dreams as the student 50 years ago. Excitement about learning, career expectations, contributions to community and the possibilities of tomorrow abound. Miami University’s challenge is to support the aspirations of students and to prepare them for lifelong learning, even as the world around them continues to change. This strategic plan will position Miami to ensure that our students of today and tomorrow will continue to have the chance to pursue their dreams, opportunities Miami has helped students fulfill for more than two centuries.

Our plan builds on Miami’s areas of strength:

- **Academic excellence** in undergraduate education, including a well-rounded liberal arts education, faculty mentoring and undergraduate research opportunities.
- **A high-achieving and motivated student body** that continues to excel in and out of the classroom.

- **A defined market position** as a university that values both teaching and research, nurturing Miami's long tradition of the teacher-scholar model.
- **An established reputation for producing leaders** in industry, government, sports and the non-profit sector.
- **Strong residential life** and co-curricular programs designed to integrate the academic, social and service components of the college experience.
- **Accessibility for a diverse population of learners** at one of Miami's two regional campuses or through online degrees.
- **National and international reputation**, resulting in the largest proportion of undergraduate out-of-state students of any Ohio public university.
- **Supportive, engaged alumni** and employer communities committed to providing internship and employment opportunities to our graduates.
- **A strong return on tuition investment** recognized by national publications.
- **Extensive career services** from the first year to graduation and beyond.
- **Effective stewardship** with a strong financial foundation to launch new initiatives.
- **Nationally recognized and broadly accessible study abroad and study away** programs, including a campus in Luxembourg.
- **Community partnerships**, including our regional campuses that work closely with their local communities.

These strengths have served Miami well, and continue to do so. Yet we also face significant challenges, some decades old but many a product of recent changes faced by higher education.

- **Demographic projections** indicating that there are fewer traditional college-age students on the horizon, particularly in Ohio and the region. In addition, growth in our older population will result in increased public resources allocated to health and retirement.
- **Greater competition** for high-achieving students that results in many universities now marketing themselves as doing what Miami does. Miami has fallen behind in strategic investments in programs and academic infrastructure that have distinguished us in the higher education landscape.

- **Reduced public support for higher education**, making tuition our major source of revenue today. This has resulted in substantial cost increases for students and their families and increased efficiency expectations for all of higher education.
- **Questions about the value of higher education** that have reduced Miami's ability to sustain the traditional economic model. Students, families and policymakers are increasingly measuring higher education based on return on tuition investment.
- **A disruptive environment of online education** and other delivery models, which are often less expensive and more convenient for some students.
- **The growing cost of higher education** that mandates larger and larger scholarships to attract the best students, resulting in substantial budgetary pressure.
- **An existing business model** that needs to be modified as costs are projected to increase faster than revenue under the current structure.
- **A focus on careers** that has driven some students to shift away from traditional liberal arts majors, forcing universities to continually adapt curriculum in response to societal changes.
- **The need to balance** an educational experience that prepares students for their first job and their future jobs.
- **Working across disciplines** has become more important as students are increasingly trying to navigate between career opportunities and their choice of an academic major. Miami's curriculum, organizational structure and financial model have stressed departmental and divisional success, and working across disciplines at the departmental or divisional levels has been a secondary goal.
- **External funding for research support** that has become more competitive. Miami has stressed the integration between teaching and research but has not developed a strong research infrastructure compared to other national universities.
- **Substantial leadership turnover** that often brings new initiatives with limited commitment from faculty and staff and mixed success. To move the university forward, faculty and staff must be on board.

## **Part Two – Planning Miami’s Future**

In October 2018, President Greg Crawford appointed a 14-person steering committee to lead Miami’s strategic planning efforts. The president identified six areas of focus: academic excellence; research and scholarly success; transformative student experience; diversity, equity and inclusion; financial sustainability; and Miami as a national university. Each of the six subcommittees was chaired by two steering committee members; the subcommittees included 62 faculty and staff, 10 students and two community representatives. Subcommittees held more than 100 meetings from January through March 2019. During this same period, the steering committee co-chairs hosted more than 30 listening sessions attended by more than 600 people. The steering committee also responded to ongoing comments on the strategic planning website. During April and May 2019, the steering committee developed the final recommendations. This final report and recommendations were reviewed by subcommittee members prior to submission. The committee’s work is based on the principle that success will depend on broad input from the entire Miami community.

The committee’s charge from President Crawford: “We are asking the committee to develop a five-year strategic plan that builds on the many strengths of Miami University, but recognizes the need for change and innovation. Our charge to the committee is to take a hard look at our current approaches and to recommend transformational change. We believe that incremental changes to our current strategy and tactics – as valuable as they have been – will not prepare Miami for the new world of higher education. ... This plan will advance our vision to be one of the nation’s best student-centered liberal arts universities focused on undergraduate education with select premier graduate programs, promote diversity and inclusion and ensure financial sustainability. To achieve this goal, the plan must foster synergistic collaborations among disciplines, departments, divisions and campuses, and with external partners.”

The work of the Strategic Planning Committee was framed by Miami’s mission as a student-centered public university with an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life. Miami is deeply committed to student success and empowers its students to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.

As the committee developed the strategic plan, a series of questions guided our recommendations. We recognize that in today’s dynamic world, strategic plans will provide a road map, but they must always be living and ever-changing documents. These questions provided our anchor for the strategic plan.

**Our guiding questions**

- Will our strategy differentiate Miami?
- Does the strategy tap into our advantages?
- Is our strategy targeted to the right population(s)?
- Does our strategy put us ahead of trends?
- Is our strategy empirically based?
- Does our strategy recognize uncertainty?
- Does our strategy balance commitment and flexibility?
- Does our strategy help ensure financial viability?
- Can we act on the strategic plan?

**Part Three – Strategic Recommendations**

As we present our recommendations, it is important to recognize the context of our work. Higher education is changing so quickly that Miami already has launched several strategic initiatives that address some of the issues raised in this strategic plan. For example, the university has embarked on “Boldly Creative,” a \$50 million academic development fund to bring forward and fund proposals for interdisciplinary academic programming. Proposals have been solicited and a first round of projects selected. A new development campaign, a feasibility assessment for new buildings, regional campus reform including a major shift to offering both two-year and four-year degrees in the traditional classroom setting and online, and even changes to our budget model all are in process. The world is moving too fast to explore one strategy at a time, so coordination and communication have never been more important across the Miami community.

As part of this planning process, we also observed a common theme that our current decision-making processes are too often decentralized and disconnected. As we move forward, it will be important to use our strategic planning process as a tool to coordinate these connections. We know that Miami University is living in a new era of financial accountability. As you will read throughout this report, Miami cannot afford every program or service we might wish to provide. Every decision we make must be fully informed by the financial implications, with a detailed plan for future revenue increases or cost efficiencies. It is imperative that we manage our resources wisely, develop diversified revenue streams to reduce dependence on tuition and align every resource with the university’s broader strategic initiatives. In today’s world of higher education, this is the job of every Miami division, department and administrative unit.

At the same time that we face new and ever-changing challenges, we also have a talented and energetic student body, loyal and accomplished alumni who are generous with time and spirit, and a dedicated faculty and staff. In our more than 30 listening sessions with faculty, staff and students, the commitment to Miami and to making good even better was clear and consistent. Miami has a long history of faculty and staff governance and a University Senate that is actively involved in university policy. We believe that a strong University Senate is critical to successful plan implementation and recommend that many of the plan implementation committees include Senate representation. There are a few instances in the plan where we propose that a standing Senate committee might not be the best mechanism for addressing a specific reform, and we have discussed that in the plan. Finally, we also believe that it is imperative to incorporate into our planning process ongoing mechanisms to hear the voices of our students (past, present and future), faculty, staff and the communities we serve.

Many of the recommendations included in this report are primarily focused on the Oxford campus. However, we believe we are One Miami – encompassing Oxford, the regional campuses and Luxembourg. For a strong Miami University, strategic planning must be aligned to capitalize on the diversity of strengths across all divisions and campuses.

In this context, we offer the following recommendations categorized into four groups of cross-cutting strategies. We will **innovate** to position Miami to thrive in a rapidly changing environment. We will **invest** in proactive solutions. We will **invigorate** our process and culture to clear pathways for creative solutions. And we will act decisively to **implement** the reforms envisioned in this plan. Table 1 includes a summary of recommendations for implementation. We recognize that Miami cannot act upon all of the recommendations at one time; we also include a suggested timeline for implementation. We know the plan will be a living document that will require constant adaptation as higher education continues to evolve.

**Table 1. Miami's Strategic Plan Recommendations by Category**

| <b>Innovate</b>  | <b>Invest</b>  | <b>Invigorate</b>  | <b>Implement</b>   |
|--|--|--|--|
| #1-Establish Honors College                                  | #8-Improve infrastructure to support research & scholarship                                      | #16-Reorganize academic structure  | #24-Establish ongoing Strategic Planning Committee                       |
| #2-Enhance cross-unit curricular collaborations              | #9-Improve faculty culture for involvement in externally funded research                         | #17-Transform the Global Miami Plan                                      | #25-Establish Diversity, Equity and Inclusion Committee                  |
| #3-Cultivate cross-disciplinary research                     | #10- Improve approach to how faculty resources are allocated to align with strategic initiatives | #18-Redesign curricular process  | #26-Coordinate facilities planning with strategic plan                   |
| #4-Position Miami as a teaching & learning national resource | #11-Enhance student retention strategies   | #19-Complete curriculum review: undergraduate                            | #27-Improve allocation of resources to align w/strategic plan priorities |
| #5-Develop a curricular "innovation lab" for experimentation | #12-Substantially increase endowment to support scholarships                                     | #20-Complete curriculum review: graduate                                 | #28-Develop strategic enrollment management plan                         |
| #6-Renew partnership between academics & residence life      | #13-Provide necessary resources to Miami students studying abroad or away                        | #21-Develop master plan for e-learning                                   | #29-Clearly define and market Miami strengths                            |
| #7 Redesign our student academic advising system             | #14-Enhance the relationship between Miami and the city of Oxford                                | #22-Create plan for revenue generating graduate degrees & certificates   | #30-Enhance external visibility of research                              |
|  | #15-Review recommendations from existing Sustainability Committee and align with plan            | #23-Revise program review goals and process to align with strategic plan |  |



| <b>Table 2. Timeline for Strategic Plan implementation</b>    |  |
|---|--|
| <b>Time Period 1 Recommendations<br/>(Years 1 &amp; 2)</b>    | <b>Time Period 2 Recommendations<br/>(Years 2 &amp; 3)</b> |
| Honors College #1   | Position as teaching national resource #4                  |
| Cross-unit curricular collaborations #2                       | Redesign student academic advising #7                      |
| Cross-disciplinary research* #3                               | Provide resources for students studying abroad or away #13 |
| Develop curricular sandbox #5                                 | Enhance relations with city of Oxford #14                  |
| Renew partnership between Academics & Residence Life #6       | Review recommendations from Sustainability Committee #15   |
| Improve research infrastructure #8                            | Redesign curricular process #18                            |
| Improve research culture #9                                   | Create plan for revenue-generating graduate degrees #22    |
| Improve resource management to invest in growing programs #10 | Revise program review #23                                  |
| Enhance student retention strategies #11                      | Coordinate facility planning #26                           |
| Increase endowment for scholarships #12                       | Define and market Miami strengths #29                      |
| Reorganize academic structure* #16                            | Enhance research visibility #30                            |
| Transform Global Miami Plan #17                               |  |
| Complete curriculum review- undergraduate #19                 |  |
| Complete curriculum review-graduate #20                       |  |
| Develop e-learning master plan #21                            |  |
| Establish standing Strategic Planning Committee #24           |  |
| Establish Diversity, Equity, Inclusion Committee #25          |  |
| Align resources with plan #27                                 |  |
| Develop strategic enrollment plan #28                         |  |

- **We have highlighted two sets of recommendations that should be implemented simultaneously.**

## **We will innovate to position Miami to thrive in a rapidly changing environment.**

Our initial group of recommendations focuses on innovation strategies. The problems of the world are not solved by single disciplines, but by multi-disciplinary teams. Today's workplace and the research and development approaches in both the public and private sectors recognize this evolution. Our students have recognized this complexity – consider their efforts to add majors, co-majors and minors. To address these opportunities, we offer the following recommendations:

***Recommendation #1: We recommend that Miami enhance and revise the current University Honors program to become an exceptional and more selective Honors College on the Oxford campus. We propose an Honors College Planning Committee composed of divisional representatives, honors program leadership, a representative from Enrollment Management and Student Success, current honors students and residence life staff, appointed by the president to develop an implementation plan. We also propose that advising and support for National Fellowships be integrated with honors administration.***

As a university with a reputation for excellence in undergraduate education, Miami has a long history of attracting undergraduate students who are high-ability learners. Successfully recruiting these students has a number of important benefits, including elevating Miami's national reputation, improving recruitment, increasing the intellectual climate and attracting strong faculty who enjoy being challenged by talented students.

The competition for high-ability students has become increasingly fierce. Many peer institutions already have their own honors colleges. Development of an Honors College should not be done on its own, separate from other needs. Miami's Honors College should create a strategy to attract a diverse group of high-ability students, other "honors/scholars" programs should be evaluated and coordinated, and advising for fellowships should be supported. We can build on our strength in honors programming to create an Honors College on the Oxford campus and associated programs that support selectivity, diversity and equity. This planning process should include ideas for developing an appropriate format for an honors experience on the regional campuses.

***Recommendation #2: We recommend that Miami develop new strategies to enhance interdisciplinary and cross-unit collaborations. The strategies should facilitate cross-unit curriculum design, encourage joint appointments, create a structure for innovative programs and earmark some portion of faculty leaves for cross-unit activity.***

One of the biggest challenges in any large university is organizational structure. We are organized by department and division, allowing experts to hire and review peers, common language for curriculum development and shared research interests. However, the structure also leaves Miami primarily organized in single-discipline departments, when the world is organized around collaborations and partnerships. The Strategic Planning Committee struggled with the question: How can we promote and encourage cross-unit collaborations?

- The universities and students of the future will be more integrative and interdisciplinary. Many of our students are already creating their own cross-cutting programs. Collaborations such as the recent new BA and BS degrees in public health provide examples of programs that are leveraging cross-unit strengths. A more flexible degree structure could include a major that is constituted of at least 50% core in a skill or competency, with the remainder of the major offering a related area or application of the skill. Additional applications (tracks/concentrations) could then be added without having to create a new degree, allowing for more nimble development to respond to changing demand. An example of this approach is the new BA in data analytics, a degree with advanced concentrations that can span all divisions as needs and interests evolve.
- Difficulties in creating and sustaining faculty joint appointments are a major obstacle to interdisciplinary research and teaching. Deans and the provost may be well-positioned to identify promising opportunities for joint appointments and should devote some portion of new hiring to those positions, including temporary joint appointments. For example, health economists (ECO) and biostatisticians (STA) would be natural candidates for joint appointments in a division that includes a health focus. In today's complex environment, the use of joint appointments is becoming a critical strategy to enhance interdisciplinary teaching and research. Miami's resistance to this model is a barrier to our efforts to advance in this area.
- Miami should create an umbrella instructional and research "discovery or innovation lab" to enable more rapid response to student demand and as a space for testing new ideas. Faculty could be assigned temporarily (three to five years) with a focus on a particular program or curriculum initiative. The Humanities Center provides a possible model for creation of the umbrella structure, an opportunity to refine proof-of-concept

with low risk and low expense at the beginning. Depending upon the outcomes of the “lab” phase, next steps for promising ideas might include expanding into a co-major or minor or moving into a department as a full major.

- Some research leaves should be redirected to faculty who commit to working on an innovative, interdisciplinary or cross-unit academic program or co-curricular academic structure based in a residence hall.

***Recommendation #3: We recommend that Miami develop areas of specialization and interdisciplinary collaboration that capitalize on our diverse forms of research, cross disciplinary boundaries and promote collaboration. We propose that Miami complete a comprehensive review of centers and institutes, identify those that focus on research and scholarship and have these centers report to the Office for the Advancement of Research and Scholarship (OARS) – specifically the associate provost for research – to promote interdisciplinary collaboration.***

A key step in strengthening Miami’s research profile is to develop specific areas of specialization that reflect the expertise of Miami faculty and involve undergraduate students. These areas can use existing centers and institutes, opportunities created by Boldly Creative initiatives and efforts that support interdisciplinary research.

We also suggest exploring other support opportunities including:

- Mechanisms to support groups of faculty organized around a central issue with the goal of producing a deliverable such as data acquisition or grant writing.
- Development of new PhD programs (based on the graduate program review in recommendation #20) that support niche areas of interdisciplinary research and have high potential for increasing external funding.
- Identification of societal challenges that could be addressed through multi-disciplinary collaboration.

***Recommendation #4: We recommend that Miami University develop and implement a plan to become the premier destination for developing and disseminating innovations in teaching and learning that catalyze student success.***

Miami's national reputation emphasizes excellence in undergraduate teaching and learning and a significant return on investment for the student. This recommendation leverages current strengths and envisions strategic investments to further improve student success while positioning Miami as the standard bearer for advancing and disseminating knowledge of effective pedagogy and student learning in the disciplines.

A hallmark of the Miami faculty is the teacher-scholar identity, and the scholarship of teaching and learning has long been an essential element of the faculty learning communities run by the Center for Teaching Excellence. Faculty who conduct research on the cognitive and social dimensions of teaching and learning span multiple departments. This research transcends the "scholarship of teaching and learning" and its focus on reflective practice to investigate how people learn the concepts, values, practices and ways of knowing within a discipline. Research on cognition and effective pedagogy could be strengthened by cross-cutting initiatives and partnerships with such existing initiatives as the Center for Teaching Excellence and Lilly Conference, the Miami Regionals Center for Teaching and Learning and the Howe Center for Writing Excellence.

***Recommendation #5: We recommend Miami develop a mechanism for experimentation using a curricular innovation lab. The president should task the provost's office and the university registrar to develop a process to create experimental curriculum. We recognize that barriers do exist to such an approach, but we believe Miami can create a solution by making this an organizational priority.***

A challenge to revising curriculum is the impact on academic programs. Innovation is difficult because changes can impact a student's ability to meet university requirements. Miami should explore the concept of the "sandbox," an experimental model that allows academic units to beta-test versions. Assuming assessment and approval processes are put in place to monitor these models, faculty would be encouraged to innovate and the best ideas could be adopted more broadly. The curriculum will be more nimble and a process for experimentation will help

ensure continuous innovation, improve faculty engagement in the process and ultimately strengthen the relevancy of the curriculum.

***Recommendation #6: We recommend that Miami develop a strategy to reinvigorate the partnership between academics and the residential experience. We should review and enhance the student life experience with a focus on campus living, off-campus connections, the town-gown relationship and reimagining and updating the living-learning community structure on campus. We propose a student life, faculty and student advising committee appointed by the president to develop a plan for improvement.***

Miami has long promoted a transformational student experience as a strength of the university. Many of our graduates reflect fondly on their experiences with faculty both inside and outside the classroom; opportunities to pursue their own interests through co-curricular activities, independent projects or off-campus study; and so many other experiences that made their time at Miami meaningful and memorable. Miami has always attracted engaged students in search of diverse, challenging experiences as well as faculty committed to teaching and to making a difference in the lives of their students.

The student experience remains a strength at Miami. However, competitor schools now match the student experiences we promote. A decentralized operational model has likely created silos between students' curricular and co-curricular experiences. Increasingly, faculty are not incentivized to engage with students outside the classroom in their promotion criteria or in the assignment of workload. Our students increasingly demand a more customized academic experience that combines the academic and co-curricular components of our educational model at a time when our efforts are becoming less integrated.

Miami Oxford's campus is "all-in" as a residential campus, and we need to ensure that the experience is value-added for our students. Miami created the living-learning communities (LLCs) and we were at the forefront in this area a decade ago. Can we lead the way again? We must shift the questions about our location as a liability and instead embrace Oxford as a college town and Miami as a campus where living and learning intersect to create a seamless and cohesive learning experience – 24/7, four-year, immersive and transformative.

The above-mentioned committee should propose strategies for better integrating curricular, co-curricular and career experiences, explore mechanisms for implementation and envision programs that would set Miami apart from its peers. We note that a current project is exploring this question, and the committee should build on this work.

This committee should also take steps to bring to fruition Miami's goal to be a leading health and wellness community. It should enhance and support all comprehensive, collaborative initiatives that bring together faculty, staff and students to address alcohol and drug misuse, sexual assault and interpersonal violence, and mental and physical health within the Miami/Oxford community.

The effort should leverage current co-curricular and academic partnerships and examine ways to highlight and acknowledge faculty and staff for engaging with students outside the classroom. Miami should strengthen the LLCs by better connecting them to the academic experience and to faculty through incentivizing faculty engagement. Tactics could include a stronger social network integration of the first-year and second-year experience, better connections between the living and learning experience for off-campus students and a co-curricular portfolio.

A strength of the Miami experience is that students already participate actively in student organizations (often in leadership positions), pursue off-campus study abroad and internship experiences, engage in undergraduate research and are involved in numerous activities that build on their curricular experience. A proposal to define in more detail how these attributes could be completed and tracked is currently underway.

***Recommendation #7: We recommend that Miami redesign student advising to ensure that students are getting state-of-the-art academic advising that provides value, empowers success, ensures effective communication across units and leverages modern data analytics. The revision should clarify and clearly articulate the roles and coordination of residence life, professional advisors, chief departmental advisors and faculty advisors. We recommend the president appoint this committee to develop a revised student advising system that would distinguish Miami from peer and aspirational institutions. This committee should be composed of professional advisors, faculty, Student Life staff, students and a representative from Enrollment Management & Student Success.***

Our current system of advising is too often disconnected. Gaps between curricular, co-curricular and career-preparation advising have been identified, and there was some concern that this has been heightened by the shift away from first-year advisors in the residence halls. A more integrated advising system could enhance students' sense of engagement in the college experience and thus improve retention. The current approach and effectiveness vary dramatically by division. Some divisions have a staff of advisors, while others rely on faculty as primary advisors and some have a combination. Faculty have varying levels of skill and experience in advising outside the academic realm.

The committee should:

- Evaluate the approach now being implemented.
- Develop metrics for assessing benefits and costs of a revised system.
- Examine implications of a professionalized system for the delivery of UNV101 content, summer orientation, the Center for Career Exploration & Success, the honors program and other advising entities that function independently in the current system.



### **Miami will invest in proactive solutions.**

Through our review process, the Strategic Planning Committee identified a series of recommendations that require additional institutional investment. In each of these areas, we believe the investment will result in both quality and financial improvements for Miami. In some areas, such as support for Miami's research infrastructure, our institutional investment lags behind peer universities, and improvements are essential if plan goals are to be achieved. Miami has been praised for careful monitoring of expenditures. While we applaud such an approach, it systematically limits our investment in program development.

***Recommendation #8: We recommend that Miami increase institutional investment to enhance research and scholarship, developing targeted initiatives to strengthen a culture of research, including research infrastructure. Working with the provost, the associate provost for research should develop a plan to increase institutional financial investment in research (e.g., increase staffing in OARS) to compete for more external funding. We should centralize research infrastructure for better coordination of activities related to external research.***

Across divisions, we have faculty at the forefront of cutting-edge research in their fields, including those who engage in diverse forms of research and creative output, enhancing the possible avenues for interdisciplinary collaborations. Additionally, we have Miami undergraduate and graduate students who are talented and highly motivated to engage in research. Despite these strengths, there are roadblocks that make it challenging to engage in research at Miami. Our major area of weakness is limited resources devoted to research, including the lack of dedicated research space, the need for increased Office for the Advancement of Research and Scholarship staffing and the need for clearly articulated course buy-out provisions. Despite having faculty highly engaged in research, we lack an institutional culture of research that is ingrained across divisions and levels of faculty. Faculty members have expressed that substantially more institutional resources are devoted toward the teacher in the teacher-scholar model, incentivizing teaching over research. For example, faculty with external funding cannot take salary from externally funded grants during January term because they are considered under contract, but faculty can be compensated for extra teaching during that time period. Substantial teaching, advising and service responsibilities also make it challenging for research-active faculty to devote time to research and scholarship.

Our current infrastructure includes limited staffing for proposal submission and post-award support, limited PhD programs and lack of integration of research and funding-related activities. These limitations make it challenging to submit proposals for external funding and to administer successful grants.

***Recommendation #9: We recommend that Miami improve its approach to incentivizing faculty engagement in externally funded research where relevant and ensure that departments and/or divisions enforce clear criteria for measuring research productivity in the allocation of workload.***

Research and scholarship are vital to Miami's reputation and its ability to attract and retain high-quality faculty. Although we view external funding as important, we also recognize that departments without external funding are doing important research that is valuable to the university. Nevertheless, the university would benefit if more researchers would seek and receive external funding when it is available. To this end:

- Faculty engagement in externally funded research should be more clearly specified in promotion and tenure criteria.
- Faculty mentoring programs need to be more fully developed, and the overall research culture needs to be enhanced and supported.
- Faculty workload needs to be formally addressed. Many departments do not actually implement a differential workload policy that incentivizes external funding. To measure research productivity, the review process should occur on a regularly scheduled basis and departmental workload policies need to be better defined and implemented.

***Recommendation #10: We recommend that Miami improve its approach to how faculty resources are allocated to optimize the alignment of resources with strategic initiatives.***

One of the most difficult issues that any university faces is how to best use its personnel. The importance of tenure dates back to the dawn of university systems, guaranteeing a free academic voice deemed critical for a free society. Our committee reinforces the importance of the concept, yet recognizes the challenge of how to balance this important principle with the

need to respond to market changes and student demand. Using teaching and clinical faculty have been one strategy used to address this challenge. The approach attempts to preserve the principles of tenure while providing Miami with workforce flexibility. Given the changes in the economy and higher education, this tension is likely to increase. Miami should take steps to ensure that the dialogue and planning necessary to create the proper balance remain at the forefront of the planning process.

We recommend the improved approach include:

- Aligning academic hiring plans with strategic priorities in order to reallocate resources to targeted areas of expertise. Consider “cluster” hires across disciplines to foster interdisciplinary teaching and research.
- Enhancing faculty contributions through required, purposeful professional development. Provide opportunities for faculty to retool as changes occur in the curriculum and in disciplines.
- Training and empowering department chairs to make difficult decisions that impact the financial viability of their programs. Changing policies to create a more agile faculty workforce will require department chairs to act upon those policies.
- Providing instruments for data-informed decision making and training chairs to use them effectively.
- Identifying faculty through succession planning as potential department chairs, then training or mentoring them to ensure success.
- Developing multiple measures for evaluation of chairs to provide a more balanced assessment of performance.

***Recommendation #11: We recommend that Miami increase and coordinate student retention efforts with technology and effective intervention strategies. We should leverage predictive analytics to direct and implement early targeted interventions based on best practices, creating a culture of data-informed intervention and support.***

On the Oxford campus, each one percentage point increase in retention generates approximately \$500,000 in net tuition revenue (per cohort, per year, for a class of 3,900 students with 39% non-residents). Our first-to-second year retention rate in 2017 was 92% in

Oxford. On the Middletown campus, first-year retention rates remained steady at 68.6% for the 2017 cohort, while first-year retention rates in 2017 on the Hamilton campus were 72.4%. While we aspire to improve our first-year retention rates, we need to recognize that even maintaining current retention rates is a growing challenge.

Miami has invested significantly in acquiring industry-leading student success tools from Civitas and EAB. Miami has initiated efforts to identify and engage those students identified through these tools as most at risk of not persisting and graduating. Enhancing these tools and their application will engage students with the goal of improving student persistence and satisfaction, leading to increased academic success.

***Recommendation #12: We recommend that Miami prioritize scholarships as the top goal of endowment growth in order to reduce dependence on undergraduate tuition, particularly scholarships that can be used to recruit the incoming class as the highest priority advancement initiative.***

Scholarships provide a direct benefit to our students, reduce our discount rate and lessen the draw on the operating budget. As states continue to face resource demands from an array of areas such as health and long-term services, K-12 education and infrastructure support, small increases to the higher education budget seem the norm. The top universities in the nation have used student scholarships as a way to support the institution without shifting the burden of reductions in state tuition support directly to students and their families. Miami has development needs in a wide array of areas, but we believe it is critical at this juncture that the bulk of development activities be targeted to scholarships. To achieve success in this area, a substantial increase in the size of the endowment targeted toward scholarships will be necessary.

***Recommendation #13: We recommend that Miami provide the necessary resources to ensure that our students have the opportunity to study abroad or study away during their years at the university. Miami should task Global Initiatives and Advancement with generating the necessary resources to support this recommendation.***

Miami has become a national leader in providing students with the opportunity to study abroad or away. As we prepare students to participate in a global society, these experiences away from our region are critical in developing intercultural skills. However, these experiences are also expensive and too often beyond the reach of many students and their families already struggling to afford a college education. As we strive for diversity, Miami must ensure that all students, regardless of income, will be able to take advantage of this study option.

***Recommendation #14: We recommend that Miami strengthen its relationship with the city of Oxford. Miami and Oxford should develop a plan that will ensure a fruitful partnership.***

It is critical that Miami and the city of Oxford engage in a productive partnership. Miami and Oxford depend on each other to support students' residential experience. We see great potential for development and other activities that can showcase Oxford as a destination. To enhance the quality of life for all members of the Miami community – students, faculty, staff and area residents – we recommend a plan be developed to facilitate the identification, exchange and pursuit of mutually beneficial opportunities and activities to jointly enhance the Miami and Oxford communities.

There are many town-gown coordinating groups that currently exist, but they do not appear to be well-positioned or they lack the authority to address specific operational areas including business communication, off-campus living and promotional efforts. Goals and areas of enhancement should include: securing a vibrant local economy that meets the needs of students, year-round residents and visitors in a dynamic world, encouraging community members and Miami students in community service efforts to help those most in need, leveraging our recent Town-Gown Association award to promote a healthy community, and advancing sustainability. Together, these goals would create meaningful progress toward making Miami and Oxford the healthiest, most sustainable college community in the nation.

***Recommendation #15: We recommend that Miami continue its efforts as a leader in environmental sustainability. We support the work of the existing Sustainability Committee and suggest that its report be reviewed by the newly created ongoing Strategic Planning Committee (See Recommendation #24.) to ensure alignment with the overall university strategic plan.***

Previous initiatives, including the Strategic Priorities Task Force in 2010, identified strategies that have helped to position Miami as a leader in environmental sustainability. In addition to the moral imperative to prioritize these initiatives, there are real long-term benefits to the bottom line in identifying and adopting environmentally responsible strategies. Currently, the Sustainability Committee is tasked with presenting a sustainability report by June 2019.

**We will invigorate our process and culture  
to clear pathways for creative solutions.**

The engaged student learner has been the foundation of our academic philosophy at Miami. But today, many universities have adopted a similar approach. We must clearly distinguish what a Miami education can offer today's students to differentiate their Miami experience and actively communicate this to our target audiences. We must run on parallel tracks, building on our strengths while responding to student demand as our academic programs evolve. To better serve our students, we will:

- Make a Miami education more flexible, more multi-disciplinary and cross-disciplinary, more problem-based and more integrative.
- Ensure that our academic offerings are responsive to the needs of today's students.
- Build upon and enhance our core strength in liberal arts education.
- Generate new and exciting opportunities for academic excellence.
- Enhance the development of select new programs in areas of growing student interest.
- Right-size the existing curriculum to generate resources and institutional will for innovative academic programs.

To accomplish our goals in this area, we propose the following recommendations.

***Recommendation #16: We recommend that Miami reorganize its academic structure to incentivize interdisciplinary collaboration and create synergies between departments and divisions. We propose the president appoint a committee in the summer of 2019 to develop a reorganization plan, including design, process, cost and timeline for an improved structure to achieve strategic plan goals.***

The basic divisional and departmental configuration of Miami has not changed much in the past 50 years – but the world around us has changed. The challenges that we now face suggest that structural changes are necessary to thrive in our third century.

Reorganizing divisions and departments comes with costs. In order for any reorganization to be worth it, the new structure must facilitate Miami's larger strategic goals, provide a distinct advantage compared to the current structure and be financially sustainable. Any new structure must focus our resources strategically, increasing our visibility while enabling us to be nimble and responsive to changing environments. Our biggest challenge involves creating an interdisciplinary environment that recognizes the need for both disciplinary depth and cross-discipline breadth.

Miami is developing new programs in health sciences and in data and information sciences. Creating an Honors College (*See Recommendation #1.*) will affect institutional structure as well. These examples illustrate the need to align our academic structures to respond to a changing landscape. Any new academic structure should meet the following criteria:

- **Process.** Any reorganization must prioritize large-scale change; our current policies are written for small-scale incremental change. The process must include all stakeholders.
- **Collaboration.** The new configuration should facilitate research and teaching among multiple disciplines and open new possibilities for students, faculty, outside partners and donors.
- **The right size.** Any new or newly structured divisions should rest on a viable financial base, be of sufficient size and complexity to constitute a full division, while remaining small enough to clearly focus on a coherent shared vision.
- **Leadership.** Recruiting, mentoring and accountability systems for chairs and deans should be strengthened to ensure visionary, constructive leadership.
- **Student success.** The new structure should clearly define student pathways to graduation.

- **Finances.** New structures should improve the financial position of the university, either through efficiencies, increased access to external funding or attracting new students.
- **Holistic.** There should be a realistic plan for divisions or departments that might be “left behind” when a unit is disbanding, ensuring all faculty can continue to thrive and contribute to Miami’s success.
- **Divisional curriculum.** Any restructuring should identify and address consequences that may result from shifts in divisional curricular requirements.
- **Innovation and entrepreneurship.** These are key elements that extend across all divisions. These values should permeate and anchor all programs, not be warehoused into a single unit that becomes another silo.
- **Faculty composition.** The faculty should align with individual program needs, adding more divisional flexibility and control. For example, the proportion of teaching or clinical faculty currently is limited by Senate rule.

***Recommendation #17: We recommend transforming the Global Miami Plan to better prepare students for success. We propose that the provost create a committee with broad representation to engage in a comprehensive review of the Miami Plan and recommend revisions. (This process should be in addition to the ongoing work of the Liberal Education Council.)***

While acknowledging the important contributions of the Global Miami Plan to the education of our students, the committee received consistent feedback that Miami’s general education core is no longer particularly innovative or included among national best practices. Many elite universities have a strong focus on their core that brands them. We have been known for our liberal arts education core, but our review finds that our approach no longer differentiates Miami. In a recent report by the American Council of Trustees and Alumni (ACTA), Miami’s liberal education program received a grade of “C.” More importantly, feedback from students suggests that the Miami Plan is not viewed as a distinguishing feature of their Miami education or a reason for attending Miami. We must transform the Miami Plan to be more innovative and impactful, with more distinguishing characteristics and fewer requirements to simply check boxes.



We suggest that the committee take the following steps:

- **Review best practices to ensure that we examine all options, and revisit reports from the previous review committee.** Although positive changes came from the recent Miami Plan revision (advanced writing, experiential learning, etc.), a more transformational revision is needed to meet the needs of a constantly changing world.
- **Simplify the plan.** The Miami Plan Foundation course list (27+ credit hours) may be too extensive and disconnected, and is often perceived by students as a continuation of the traditional distribution model. There are too many categories, too many approved courses in each category and possibly too many core competencies. A simplification of core requirements would give students more opportunities to customize their education, produce financial efficiencies and reduce time to degree as mandated by the state.
- **Remove the thematic sequence (TS) requirement. Consider other ways to encourage or require a secondary area of breadth or expertise beyond the major.** There is benefit in developing secondary expertise outside the major and providing students a credential that furthers their careers. However, a great many students now meet the TS requirement with a second degree or a minor, and many thematic sequences already are anchored in a single discipline (such as a minor).
- **Ensure students have an in-depth experience in at least one of the areas described below, where Miami already has demonstrated success.** Given our track record in the areas listed below, we suggest that our Miami Plan include an opportunity for students to develop a recognized track record in at least one of these areas. Demonstrated expertise could be achieved through a combination of core Miami Plan courses, experiential learning, independent studies, special programs and courses meeting major requirements. Miami should be known for producing students who have core training in at least one of these subject areas:

Undergraduate research  
Leadership and teamwork  
Communication (writing, speaking)  
Entrepreneurial thinking  
Cultural competency in a diverse world

- **Prioritize cross-disciplinary and project-based learning.** Much emphasis has been placed on the value of cross-disciplinary, project-based “horizontal” learning that connects students across disciplines, and with collaborators outside the university, in solving complex “big idea” problems. Both the thematic and capstone requirement in

the current Miami Plan support this in concept, but neither really does a good job of incentivizing this type of learning experience outside the student's major, since many thematic sequences and capstones are within the major and often double-dip for major requirements. Such a requirement in the core also could connect Miami students to the university initiatives (research, leadership, entrepreneurial thinking, cultural competency and communication) discussed above.

***Recommendation #18: We recommend redesigning the current process for curriculum review in order to make it more flexible, efficient and responsive. To address these challenges, we propose that Miami create a new standing committee charged with providing curricular vision and vetting all proposals for new programs and significant program revisions.***

One of Miami's current challenges is the absence of a partnership between the academic departments that create curriculum and the administrative units such as Enrollment Management and Student Success that hear directly from students about interest and demand, and Career Services that connects to the needs of employers. In addition, the process for development, revision and deletion of programs and courses is cumbersome. Despite an extended process, rarely does the review end in program denial or major modifications.

To ensure input from all stakeholders, we recommend the standing committee include faculty, divisional leadership, Enrollment Management & Student Success, Office of Institutional Research, Finance & Business Services and University Communications & Marketing. It would review proposed new programs and significant program revisions with a focus on university-wide benefits, efficiencies, competitive advantage and potential markets. This review would be completed before development of a detailed proposal for new curriculum that would continue to require University Senate approval. This committee should replace the Council on Undergraduate Curriculum and also coordinate with the Boldly Creative proposal initiative for new programs. We further suggest that the process for minor changes to curriculum be streamlined and approved at lower levels of review.

***Recommendation #19: We recommend a one-time comprehensive review of all undergraduate majors. We propose a committee appointed by the provost to oversee this review, with subcommittees organized by broad subject areas to include field expertise. We do not recommend a review of minors, co-majors or individual courses at this time, as they are covered by existing sun-setting provisions and such a review would be inordinately time-consuming.***

In order to grow strategically, resources must be reallocated. While a rich and varied curriculum benefits students and helps draw a diverse student body to Miami, the committee believes that a reduction in the number of undergraduate majors is appropriate. Miami has 138 undergraduate majors (as counted in the list of bachelor's degree majors in the 2018-19 Bulletin). We do not have the luxury and financial capacity to be all things to all people.

This review must be transparent and implemented in consultation with key stakeholders including faculty, Enrollment Management & Student Success and community partners. Programs should be grouped by broad subject area and reviewed as a grouping. A triage approach is anticipated, where programs or areas that appear to be misaligned with the criteria below receive a more extensive or accelerated review.

The criteria for this review should include:

- Alignment with Miami University's core mission, including cultivating a culture of inclusive excellence.
- Demonstrated high quality, as measured by faculty research and scholarship, levels and types of high-impact practices and participation of external stakeholders.
- Contribution to undergraduate research experiences and opportunities.
- Contribution to external funding.
- Contribution to the greater community – including our Miami environment, local, state, national and international.
- Documented student demand that includes actual and projected enrollments. Destination majors and programs that attract high-achieving students to Miami are particularly important in the current competitive higher education landscape.
- Uniqueness at Miami. In cases of significant similarity, those programs will be reviewed together within a subject area, and consolidation considered.

- Clearly articulated and realized student outcomes. Are students successful in pursuing their next step beyond graduation, including additional training, the first job or a career opportunity?
- Actual budget impact. Simply stated, curriculum has costs. These costs should be articulated. Calculated per-student costs for each program should take into account actual faculty salaries, space, facilities, support staff, graduate assistantships (if they impact the undergraduate program), class sizes and curriculum sharing with other programs.

***Recommendation #20: We recommend a one-time comprehensive review of graduate programs. We propose a separate committee be appointed by the provost to complete this review, evaluating existing graduate programs and considering reallocation of existing assistantships.***

At the graduate level, Miami supports a large number of small master's programs and should prioritize a better mix of those supported by the university and those that generate revenue. The review should focus on the same criteria used for undergraduate programs (*See Recommendation #19.*), plus the following additional criteria:

- Does the existence of the program improve the undergraduate program? Do graduate students assist with undergraduate research? Do high-performing undergraduates enroll in some of the graduate courses? Does the existence of the graduate program enhance undergraduate student recruitment or undergraduate student opportunities in other ways?
- What is the effect of the graduate program on faculty research productivity, particularly through external funding or publications?
- What is the net cost of the program, taking into account external funding, graduate assistantships, contribution to teaching and opportunity costs for faculty?

***Recommendation #21: We recommend that Miami create a master plan for e-learning that carefully articulates university policy, divisional responsibilities, target audiences and overall leadership – building on the leadership role taken by the College of Liberal Arts & Applied Science. This master planning process should evaluate the benefits and costs of a new administrative structure for Miami’s e-learning efforts.***

E-learning curricular options should enhance the quality of existing programs and expand Miami’s reach and audience in strategically selected areas, particularly those critical to workforce development. Online-only education is a promising space for the development of professional certificates that in some areas can stack into a master’s degree. At the undergraduate level, programs for online or hybrid development should be carefully selected to complement, not compete with, the residential face-to-face experience. It is critical that Miami have a comprehensive online strategy, one that balances the growth in online course offerings, especially on the regional campuses, with the significant investment in the residential experience on the Oxford campus.

As part of the e-learning strategy, Miami should develop an array of lifelong learning opportunities for alumni and working professionals. Such efforts require an alternative organizational structure, resources for administration and marketing, infrastructure support and a recognition that such programs require an investment of university resources.

***Recommendation #22: We recommend that Miami launch a systematic plan, led by the provost’s office in conjunction with divisions, to diversify revenue streams by developing additional educational experiences such as professional graduate degrees and certificates, specialized workshops and training opportunities. The plan should include expansion into additional areas that could tap into Miami’s extensive alumni network.***

Because of Miami’s emphasis on undergraduate education, our location and our value placed on direct faculty involvement with students, Miami – particularly on the Oxford campus – has remained focused on our long-standing traditional student target population. Given some of our areas of expertise and the development of the online market, there could be select areas of the graduate and certificate market that would be a good resource investment, as would

educational activities that target our alumni. Activities could include professional graduate programs, certificates, continuing education and micro-credentials for workforce development. Miami could also explore exam prep services. However, such an investment requires both a university strategy and a shift in our approach. Miami currently serves undergraduate students in the traditional classroom model, and our existing processes mirror this focus. For any plan for additional graduate degrees and certificates to succeed, we must shift our mindset to resolve issues such as the application process, university calendar, fee structure, startup investment, marketing budget and faculty compensation.

***Recommendation #23: We recommend that Miami revise program review goals and processes to align with the strategic plan. We propose that the current program review approach be suspended and that a new process be developed after the proposed reorganization and curricular reviews are completed.***

Miami's program review process was originally developed as part of an effort to reduce the number of programs or majors. Over time, it was modified to become a process to help departments improve, with the most recent iteration focusing heavily on strategic planning. Although this shift has been useful, the goals of program review remain unclear. To the departments participating in program review, the process still feels like resource allocation is the primary goal, and the program review document is crafted accordingly. Consequently, the program review process and documents have been criticized for not being closely tied to departmental or divisional improvement actions. A revised program review should be a more holistic process in alignment with national best practices that also acknowledges requirements of the Higher Learning Commission (HLC).

**Miami will act decisively to *implement* the reforms envisioned in this plan.**

Expectations of strategic planning have changed. Given the dynamic nature of higher education, it is no longer viable to develop a formal 5-10 year strategic plan that can be followed in lock-step. Plans are now ideas that require continual updating and adjustment. The vision and goals remain critical, but tactics evolve much more rapidly in today's environment. To this end, it will be critical that the entire Miami community is committed to implementation of this plan. The recommendations in this section are designed to move Miami forward in its efforts to ensure plan success.

***Recommendation #24: We recommend formation of an ongoing Strategic Planning Committee to monitor and coordinate plan actions and to update strategic efforts based on implementation experience and internal and external environmental developments. We propose that the president appoint a committee in the summer of 2019. We also suggest staggered three-year terms by members representing faculty and staff from across campuses to ensure a productive committee.***

Some have argued that strategic planning as a concept should be replaced by strategic thinking, because a static five-year plan is no longer viable. Regardless of perspective, what is clear is that the plan is a living document that has to be monitored, coordinated, adapted and modified on an ongoing basis. We believe a standing Strategic Planning Committee that reports to the president and provost is critical. We propose that the ongoing Strategic Planning Committee include members who would also serve as co-chairs or members of key committees recommended throughout this plan. Coordination and communication between committees is essential to minimize disruption and maximize efforts through large-scale transformation.

We observe a common theme across the various recommendations in this report. Our current decision-making processes are too often decentralized and disconnected, and it will be important moving forward to rethink our strategic planning as a process that can make these connections in real time. For example, as curriculum and organizational structure are revised, this will have an immediate impact on facilities decisions. As we seek to create a transformational experience for students, it will be important to strengthen the connection between academic and co-curricular decision-making. A standing Strategic Planning Committee can help to make these connections while also providing strategic direction for the university.

***Recommendation #25: We recommend that Miami establish a Diversity, Equity and Inclusion (DEI) Leadership Committee with primary responsibility to oversee diversity, equity and inclusion policy, programming and evaluation across the university. The DEI would report directly to the president; we propose that it replace the existing Council on Diversity and Inclusion (CODI).***

Diversity, equity and inclusion are core values of Miami. We have invested significant time and effort to identify, critique and emphasize change in the climate on our campuses. However, there has not been a holistic approach to move the university community effectively and efficiently from recommendation to policy to coordinated action to actual climate changes that matter in everyday experiences.

One reason for our limited progress is that there is no central committee structured or empowered to effectively evaluate and respond to inequities and oversights in policy and practice across the university. The membership and structure of CODI are not designed to implement DEI audits, to establish necessary DEI trainings or to evaluate the progress on DEI initiatives.

The proposed DEI Committee should include representatives from each of the current six academic divisions, students and classified staff, as well as members from Enrollment Management & Student Success, Finance & Business Services, Athletics, the President's Office, Libraries, Student Life, Advancement and Information Technology.

The committee's attention should be directed to key policy and practice issues that need immediate attention, including but not limited to:

- Completing diversity, equity and inclusion audits of key policy and practice.
- Deciding on a coordinated approach to diversity, equity and inclusion that will guide the development of primary goals and metrics.
- Tracking diversity, equity and inclusion outcomes over time to celebrate success and to highlight areas for improvement.
- Investigating diversity, equity and inclusion training options and making recommendations where needed.
- Implementing a process for reflective evaluation by all divisions and units and for evaluating the effectiveness of all diversity, equity and inclusion-specific programming.



- Establishing a clearinghouse of best practices compiled across academic divisions and campus units.
- Providing timely feedback on unresolved recommendations, ongoing diversity, equity and inclusion issues, and progress to the campus community.

***Recommendation #26: We recommend that Miami coordinate and align facility planning with the overall strategic plan.***

As Miami implements its strategic planning efforts, there will be long-term impacts on the use of and need for academic buildings. Whether it be the development of new academic programs, such as those now under consideration in the Boldly Creative initiative, or changes that occur as a result of departmental or divisional realignment, facility and strategic planning activities must be aligned.

We recommend that a facility master plan be developed in concert with the strategic plan and be made public to constituents. The facility master plan should reflect the strategic plan's recommendations (especially #16 – Reorganization of Academic Structure), address and prioritize both new and renovation projects, and be updated on a regular basis to reflect changes to the strategic plan.

We also recommend that a revised process be developed for planning and approval of facilities work, specifically the creation of a central and strategic Facilities Committee with appropriate representation from constituent groups. Facility planning should reflect the needs associated with curricular and co-curricular innovations. We observe that the current review process is fragmented and typically decentralized. Current review committees (e.g. Space Utilization Group, Campus Planning Committee) are typically more reactive than proactive. A more comprehensive and strategic planning process would be managed by Physical Facilities, but closely coordinated with efforts of the proposed Facilities Committee.

***Recommendation #27: We recommend that Miami improve its system for managing resources to enable agile, strategic investment in growing and high-demand programs using data to inform assessment and decision-making processes. Dashboards that demonstrate progress in both academic and administrative performance should be regularly distributed to the university community.***

The guiding principles for future funding decisions should use the following criteria:

- All activity must be strategically aligned.
- Quality outcomes must guide all programming and services.
- Processes and programs must demonstrate agility and responsiveness to demand and societal needs.
- Productivity and efficiency must be enabled through continuous improvement.
- Data should inform all assessment and decisions regarding resource allocation.
- Miami should leverage technology to reduce low-enrolled or under-enrolled course sections and maximize instructional productivity.

To implement improvements, we propose that Miami:

- Explore technologies that maximize enrollment and minimize empty seats by asking students to indicate demand, followed by departments creating a schedule to respond to that demand, and then assigning students to class times.
- Monitor the financial performance of each academic division during 2019-20 through the transition from the original implementation of responsibility centered management (RCM) to the new budget model to (1) review this transition, (2) identify mechanisms to proactively preclude the risks of an RCM budget model, and (3) recommend adjustments to the new model that are aligned with the final report emerging from the Strategic Planning Committee.
- Measure and evaluate the productivity of auxiliary and administrative units, including the quality of their services. Use a benchmarking consortium and technology platform to enable this evaluation.
- Include Intercollegiate Athletics and other auxiliaries as active participants in the budget reallocation process, focusing on productivity contributions from the staff and operating

budgets for select units. The daily health, safety and well-being of student-athletes must not be compromised. ICA should look to strategically enhance revenue opportunities while reducing expenses.

***Recommendation #28: We recommend that Miami develop a strategic enrollment management plan to achieve specific, measurable short-term and long-term enrollment targets for the quality and diversity of the incoming class – with particular attention to net tuition revenue. The plan should include a strategy for sustainable tuition discounting and prioritize net tuition revenue while Miami works to diversify revenue. It should prioritize university targets for quality and diversity over specific enrollment goals for academic units, manage resources to achieve these priorities and communicate the priorities to the university community.***

Each year, we strive to improve the quality (ACT, curricular strength, etc.) and diversity (under-represented minorities, first-generation students, students from low socioeconomic backgrounds) of the incoming class. We examine the size and composition of the incoming class by considering the scholarship spending necessary to generate the class, the percentage of non-resident students and the resulting net tuition revenue. The interdependence of these elements – quality, diversity, net tuition revenue – presents a significant challenge. Miami's scholarship budget increased 59% from 2014-15 to 2018-19. **This rate of growth is unsustainable.** Our brand – how well we are known and what we are known for – impacts all three elements. A strong Miami brand can help lower our discount rate on quality and perhaps on diversity because the brand will carry us forward. There are competing aspirations and difficult choices to be made, but it is imperative to set priorities.

***Recommendation #29: We recommend that Miami clearly define and aggressively market our brand as closely coupled with student success and the dedication of talented faculty and staff.***

A common theme heard throughout the planning process was that Miami could do an even better job of telling our story of student and faculty success. With more than 40% of our students from outside of Ohio, there is widespread knowledge about Miami. But a consistent

message could facilitate progress toward the university's strategic goals. The message should emphasize the value of the Miami experience. There is a place in the higher education market for a strong liberal arts education featuring a four-year plan for intentional entry into careers.

Miami should prioritize transparency about student success outcomes through marketing and websites. For example, career placement data for every major should be readily available and consistently located on department websites for prospective students and parents. We should develop a plan to help faculty and staff refine our messaging about our brand and articulate it to multiple audiences. We should market faculty and staff success stories to external audiences. These stories should recognize and promote the diversity of exemplary teacher-scholars across the disciplines.

***Recommendation #30: We recommend that Miami increase the external visibility of its research and reputation, focusing on the strength of cutting-edge research of Miami faculty and students. The university should develop strategies to enhance Miami's reputation and external visibility as an institution where meaningful research takes place.***

Just as Miami must market its academic message aggressively, we also must do a better job marketing our research. Although Miami's reputation for teaching excellence is rightfully strong, our faculty includes top researchers. The committee believes that the message about their work and the work with student research partners could be disseminated more effectively. Miami should increase external visibility of research through its website, social media and press releases.

### **Implementation Timeline**

The committee recognizes that this plan includes an array of strategies that will require an extensive effort by faculty and staff across the university. We also recognize that this is a five-year plan and that the 30 recommendations need to be prioritized. This is always a difficult challenge in any planning process, since every recommendation is viewed as important to organizational success. Because many of the recommendations will be carried out by different faculty and staff across campus, we do propose that a large number of our recommendations can be implemented during the first two years of the plan. We have placed our recommendations into two time periods to recognize that we cannot implement every recommendation at once. Because some recommendations build on others, the implementation time period does not reflect level of importance. We also assert that some of

the recommendations need to be implemented simultaneously and that these efforts be coordinated. *(See highlighted recommendations in Table 2.)* We recommend that the ongoing Strategic Planning Committee serve this coordinating function, similar to the work of the current steering committee. The new ongoing committee members would serve as co-chairs on the various implementation committees recommended in the plan in order to ensure coordination. As a living document, the plan will need to be adapted over the course of the next five years, but our recommended timeline is included at the top of the recommendations section:

### **A Final Note: A Commitment to Implementation**

Change is difficult for both human beings and organizations. It requires more than agreement on priorities and action steps. Our community must commit to meaningful and lasting change. Some of the recommendations in this report are not new. Several actually appeared in our 2010 Strategic Priorities Committee report, including increased endowment funds for scholarships, a systematic review of majors, maintenance and support of a smaller number of graduate programs and a careful review of department and divisional structures. These are difficult areas to address. But given the external environment Miami faces today, it is critical that we move forward and carefully assess these areas of change. Throughout the planning process, we often heard about barriers created by a Miami culture that was resistant to change. Frequently, our first administrative reaction goes to why an idea cannot be implemented, rather than asking why it is important, and if so, how we can make it happen. The planning and innovation literature talks about “culture eating strategy for breakfast.” In order to innovate, it will be necessary for Miami to address the cultural barriers that have evolved. We began our planning process by emphasizing Miami’s position of strength. In fact, as we complete this document, we have seen news about our large and accomplished incoming Class of 2023. This success is a good thing, which will allow us to continue to invest in our future. But that should not conceal our long-term reality: Miami must adapt to future challenges faced by higher education across the nation. We believe this strategic plan is a step in that direction.

### **Listing of Subcommittee Members**

#### **Academic Excellence Subcommittee**

Renée Baernstein, HST and CAS, co-chair

Sherrill Sellers, FSW and EHS, co-chair

John Bailer, STA

Terri Barr, MKT and University Senate

Megan Cremeans, Undergraduate Student

Thomas Mays, CMR

Kevin Messner, Libraries  
Jonika Moore, EMSS  
Steve Norris, HST and Havighurst Center  
Brody Ruihley, KNH  
Joshua Smith, Hamilton City Manager  
Andrew Sommers, MME  
Scott Sportsman, EMSS  
Todd Stuart, CCA Arts Management  
Thai Wright, Graduate Student  
Ellen Yeziarski, CHM and Center for Teaching Excellence

#### **Diversity, Equity and Inclusion Subcommittee**

Denise Taliaferro-Baszile (Educational Leadership), co-chair  
Moira Casey, (English/Languages, Literatures and Writing), co-chair  
Fauzia Ahmed (Sociology and Gerontology)  
Tim Greenlee (Farmer School of Business)  
Nishani Frazier (College of Arts & Science)  
Jacqueline Johnson (Miami University Libraries)  
Jennie Gilbert (Athletics)  
Gwen Fears (Student Life)  
Steve Large (Student Life)  
Amy Yousefi (Chemical, Paper and Biomedical Engineering)  
Courtney Rose (Student)

#### **Excellence in Research and Scholarship Subcommittee**

Bill Even (ECO), co-chair  
Vaishali Raval (PSY), co-chair  
Katy Abbott (SOC/GTY)  
Naz Bautista (EDT)  
Devon Delvecchio (MKT)  
Annika Fowler (ASG, Student Representative)  
Jeff Kuznekoff (CLAAS)  
Amanda McVety (HIS)  
John Millard (Library Representative)  
Rick Page (CHM/BIOCHM)  
Kumar Singh (MME)  
Pepper Stetler (ART)

#### **The National University Subcommittee**

Aaron Shrimplin (University Libraries), co-chair  
Diane Delisio (College of Engineering and Computing), co-chair  
Sara Al-Zubi (Undergraduate Student/National Fellowships)  
Zeb Baker (Honors)  
Patrick Carroll (Grad student/PHY)  
Mike Crowder (CHM & BIOCHM/CAS)  
Karla Guinigundi (Global Initiatives)  
Barnali Gupta (ECO/FSB)  
Tim Holcomb (Entrepreneurship/FSB)  
Fazeel Khan (MME/CEC)  
Cody Powell (AVP, PFD)  
Susan Schauer (EMSS)  
D'Angelo Solomon (Associate AD, ICA)  
Kim Tavares (AVP, Alumni)

Rose Marie Ward (Associate Dean, Grad School/KNH)  
Steve Wright (STA/CAS)

**Transformative Student Experience Subcommittee**

Elise Radina (FSW), co-chair  
John Weigand (ARCH), co-chair  
Kimberly Moore (Dean of Students)  
Vicka Bell-Robinson (Director, Residence Life)  
Craig Bennett (EMSS)  
Jen Franchek (Career Exploration)  
Bre Robinson (Associate AD)  
Pete Haverkos (Assistant Dean)  
Dr. Doug Ross (MD –Tri Health)  
Amy Macechko (Community)  
Megan Gerhardt (MGT)  
Cheryl Young (Assistant Provost)  
Brian Kirkmeyer (CEC)  
Anna Klosowska (FRE-ITL)  
Edith Liu (student, RHA, NRHH, ASG Senator)  
Jacob Bruggeman (Student, Humanities)

**Financial Sustainability Subcommittee**

Stacey Lowery Bretz (CHM), co-chair  
David Ellis (FBS), co-chair  
Pat Haney, (Associate Dean, POL) – RCM Committee  
Bob Davis (Regionals)  
Thomas Poetter (EDL)  
Jude Killy (ICA)  
Brent Shock (EMSS)  
Amit Shukla (MME – former chair Fiscal Priorities)  
Mary Ben Bonham (ARCH)  
Bruce Guiot (Chief Investment Officer)  
Dawn Fahner (Associate VP)  
Ruth Groom Assistant Provost)  
Caroline Weimer (Student, ASG)



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June 28, 2019  
Consent Calendar

**RESOLUTION R2019-39**

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

Phyllis Callahan  
Biology

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

Lou Haines  
Graduate School & Research Office

Kimberly Ernsting  
Enrollment Management and Student Success

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:

Joseph Martin  
Miami Bookstore

Stephen Moore  
Information Technology

*Approved by the Board of Trustees  
June 28, 2019*

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





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June 28, 2019  
 Consent Calendar

**RESOLUTION R2019-40**

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

**Bobby Kramig Soccer Field**

To be located in the new soccer facility

**Jim and Linda Barr Soccer Donor Wall**

To be located in the new soccer facility

**The Menard Family Center for Democracy**

To be located in Harrison Hall

*Approved by the Board of Trustees  
 June 28, 2019*

A handwritten signature in black ink, appearing to read 'T. O. Pickerill II'.

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

# >> Board of Trustees – June 2019



## Miami Excellence Ohio Impact

Gregory P. Crawford  
Miami University

# Miami's Imprint on Ohio



- Creating a thriving economy
- Educating workforce-ready grads
- Adding value to college investment
- Transcending research boundaries
- Impacting Ohio communities now



# Creating a Thriving Economy



(Image: Shutterstock)



# Creating a Thriving Economy

35 startup companies,  
feeding entrepreneurial  
pipeline

4,200 students take an  
entrepreneurship course



\$2.3B

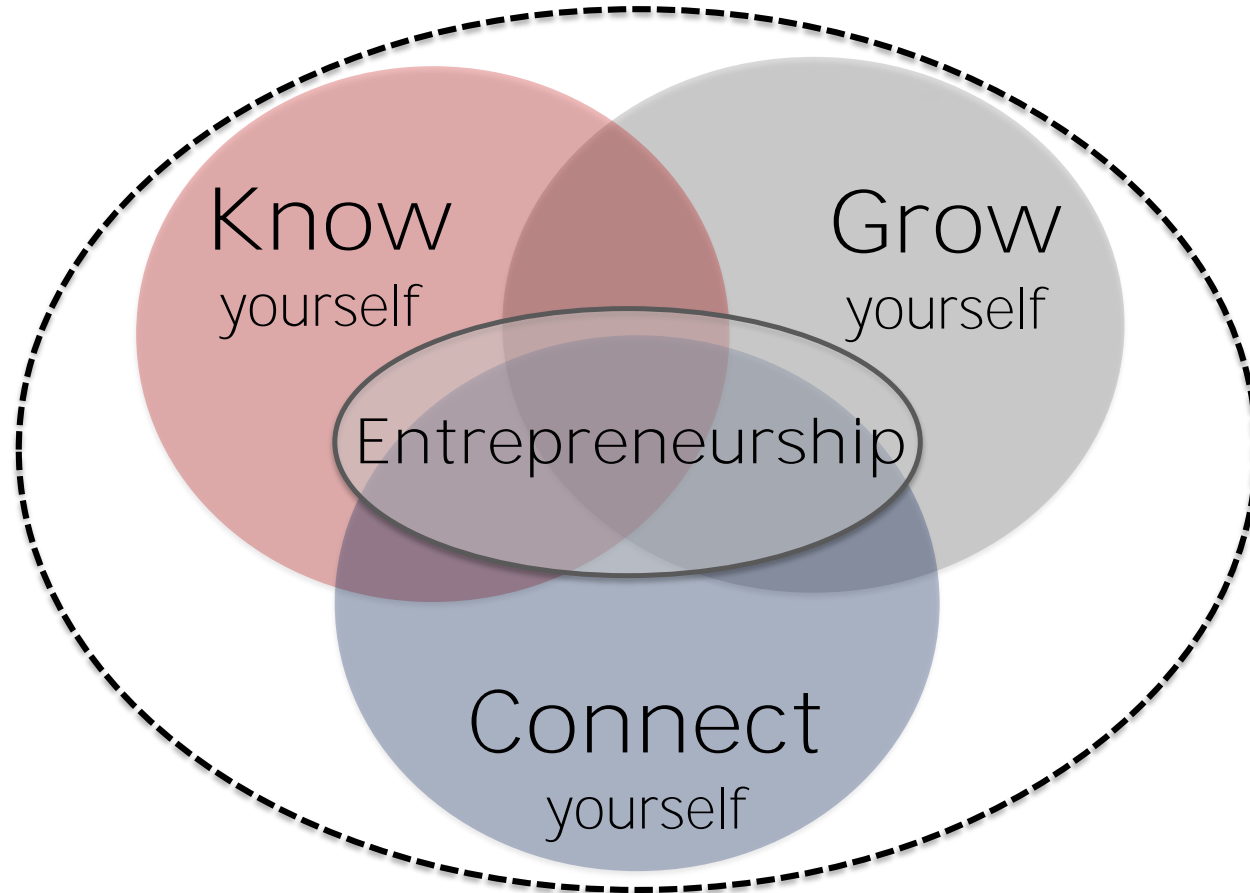
economic impact  
for Ohio

Top 10 entrepreneurship  
program – 12 years  
running

#1 ranked nationally  
for efficiency



# >> An Entrepreneurial Education



# >> Undergraduate Engagement in E-ship



- **>4,200** in one class
- Complementary to major
- **~300** co-majors & minors
- **~450** next year
- Deliver creative talent to Ohio

**Boundary-crossing**

**114 of 122** majors

*Experienced one e-ship class  
1/4 of Miami (**67%** increase)*

# Altman Internship E-ship Program



- Live entrepreneurship
- Rising sophomores/juniors
- 30 interns summer 2019
- 22 interns in Ohio
- Chicago (6) & San Fran (2)





# Startup Companies from Miami Programs



- 150 student founders
- 35 startup companies\*
- Multiple campus programs

\*A "startup" defined as a *temporary* operating entity designed to *search for* and *validate* repeatable and scalable business models that create *sustainable value*. We don't distinguish between operating entities that have established legal structures (i.e., LLP, LLC, C corp., etc.) from those that do not.





Kamilah Dotson  
—*KCD Industries*—  
Cosmetics for Women of Color



# >> Innovation-Focused Partnership Model

Dose(E)

Oral care for holistic health

DeTox

Surface coatings for disease control

Descendably

First responders descent device

BUNKR

Gunshot location detector

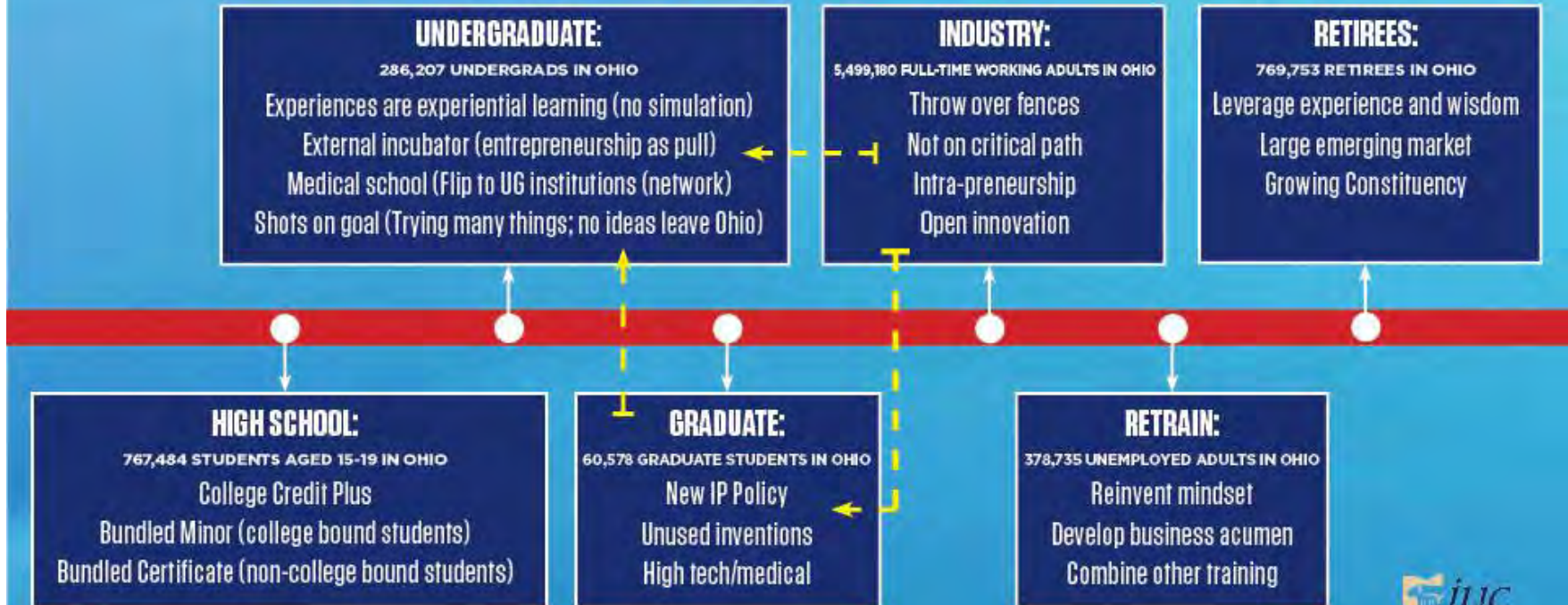
LumiRED

Infrared Vein Locater (IV)

## Our Ohio Partners



# IUC Effort: 1 Million Certificates by 2030



(Image: Shutterstock)



# Educating Workforce-Ready Graduates

# 》》Educating Workforce-Ready Graduates

96% of students  
employed or in graduate  
school

Presidential Career  
Leadership Series links  
students & companies,  
offers certificates



70% of students  
complete an  
internship

Highly ranked programs  
in business, engineering  
& gaming

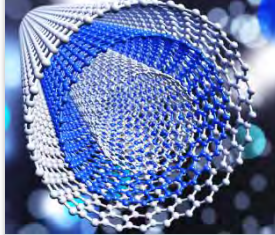


# 4.0 – Emerging Industrial Revolution

Biotech



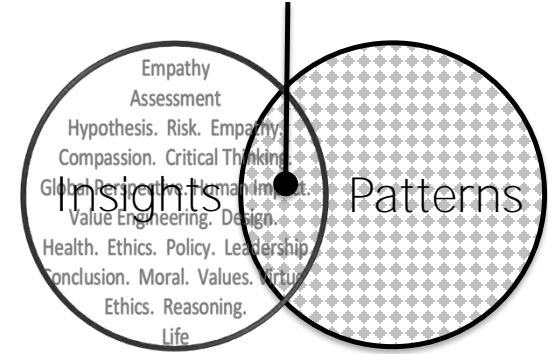
Materials



Energy



Human—Machine  
Interface



Genome

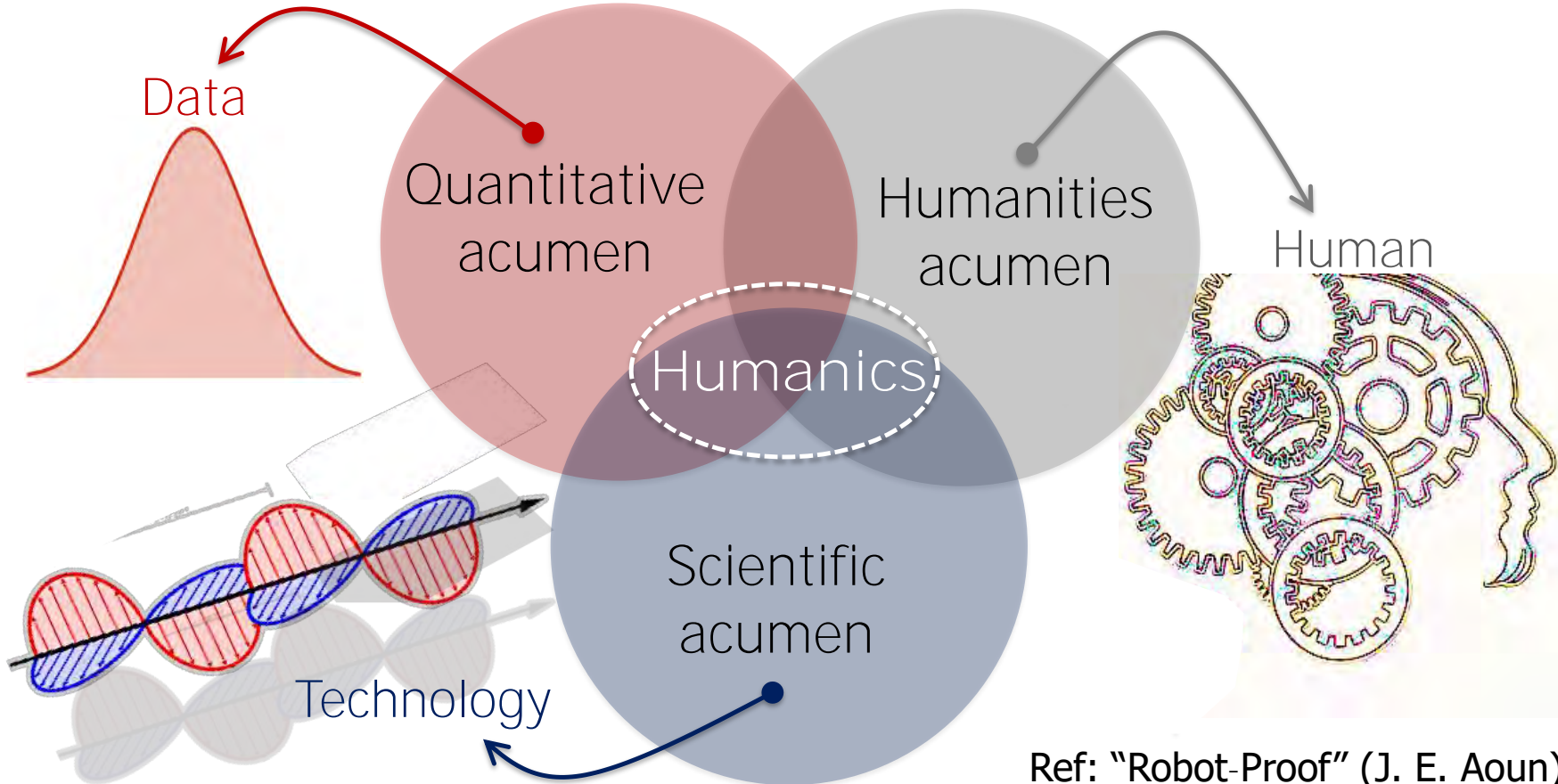
Modeling

Smart  
grids



Artificial Intelligence

# >> Must Educate Students in Humanics <<<



Ref: "Robot-Proof" (J. E. Aoun)



# Strategy: Boldly Creative Investments (yr 1)



- Healthcare & health sciences
- Engineering, automation & robotics
- Data & analytics



- 
- MS – Business Management
  - Micro-credentials
  - Seed cybersecurity & eSports

# >> In-Demand Career Market Signals



## Forecasting Career Opportunities<sup>(1)</sup>

| Profession                              | CAGR<br><i>(Industry)</i>     | Growth<br><i>(Jobs)</i> | Median<br>Salary |
|---|-------------------------------|-------------------------|------------------|
| Nursing                                 | 20%<br><i>(Business Wire)</i> | 15%<br><i>(438,100)</i> | \$70,000         |
| Big Data &<br>Analytics <sup>(2)</sup>  | 45%<br><i>(Market Watch)</i>  | 28%<br><i>(700,000)</i> | \$105,000        |
| Robotics &<br>Automation <sup>(3)</sup> | 19%<br><i>(Market Watch)</i>  | 9%<br><i>(50,000)</i>   | \$84,190         |

(1) Most data from Bureau of Labor Statistics (BLS)

(2) Data from Forbes IBM Predictions (2017)

(3) BLS data but not explicitly robotics— No category yet. Mechanical & electrical engineering estimates



# >> New Career Exploration & Success

Career Exploration & Success  
(New & Forward-Looking Model)

Learn by doing, grow through experience, improve with practice

Early

Often

High Level

Career Advisor  
Discern Career Goals  
Apply Assessment Tools

Multiple Internships  
Investigate Multiple Paths  
Across Organizations

Taught by Practitioners  
Engage Real World Wisdom  
Value Added Certificates

# Career Exploration: Quality. Quality. Quality

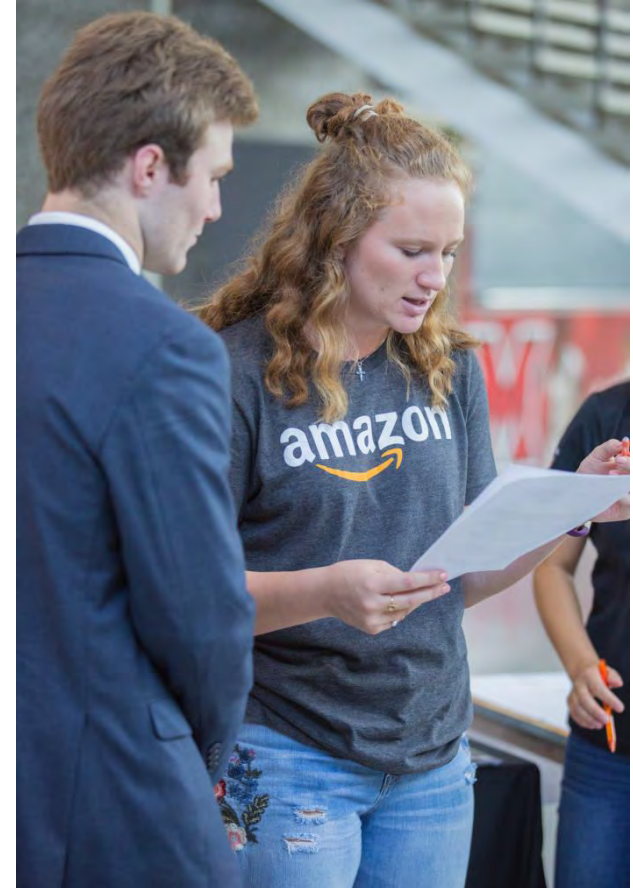


- 592 companies recruited on campus
- 6,046 employers posted a job or internship
- 20% growth in Ohio companies
- 76% of Ohio students stayed in Ohio
- 20% of non-residents stayed in Ohio
- 70% of students have at least one internship



# >> New Model Career Exploration – Engage Early **M**

- 84% of first-years engaged
- 30% attended Career Fair
- 76% of first-years attended events
- Increase of 351% first-years posting a resume



# Certificates – Presidential Series



New certificate program taught by industry professionals

- Elevate: Diversity & Inclusion
- Start-Up & entrepreneurship (Cincy)
- Design thinking
- Career Expo
- Technology, Innovation & Design Expo



# Intern in Most Innovative Places in World



- Semester away San Francisco
- Experiential learning interns
- 51 students in 2018-19
- 56% of those Ohio students
- Bringing innovation mindset back to Ohio



# Adding Value to College Investment



(Image: Shutterstock)



# >> Adding Value to College Investment

\$122M in student aid  
this year

Nearly 50% of  
students study abroad



#1

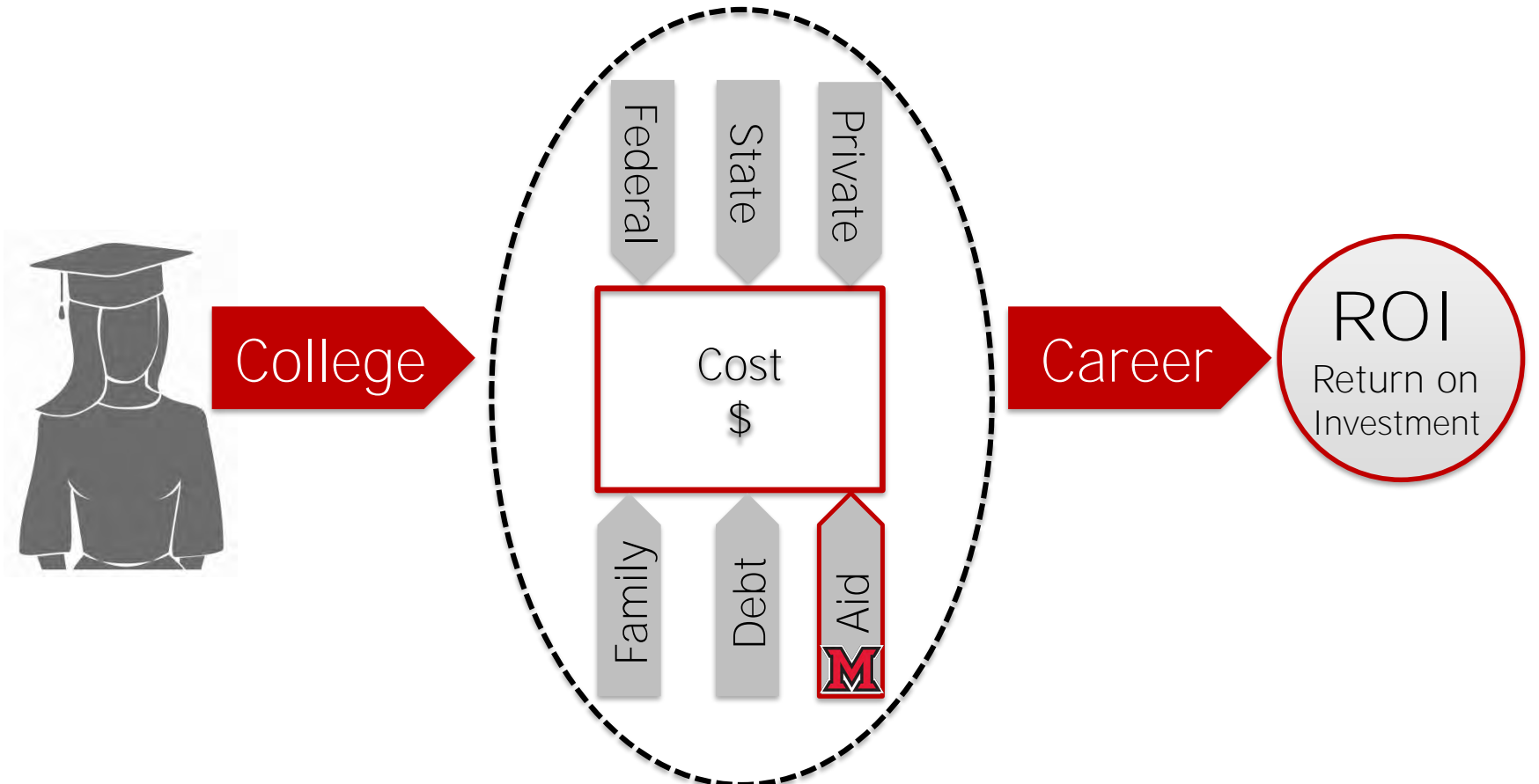
ranking for  
efficiency

Miami launches  
debt-free education:  
Work+

Miami leads in return on  
investment (ROI)



# Cost & Return on Investment



# Academic-Focused Campaign

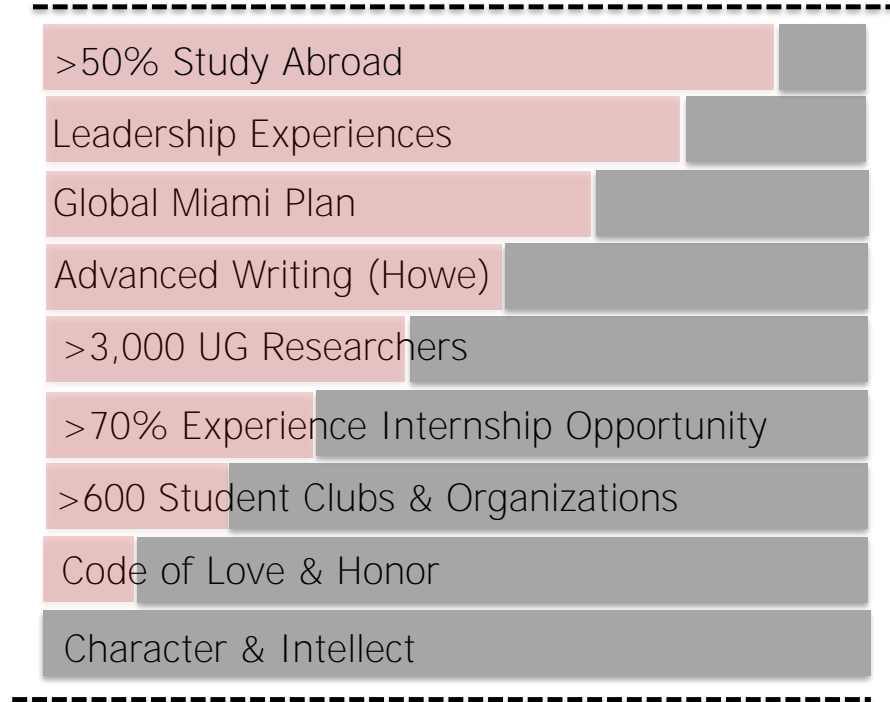


- Philanthropy: focused on scholarships
- \$145M out of \$341M to date
- \$28M raised for scholarships in 2018-19
- Cash, pledges & bequests
- Armstrong IMS Scholars (\$6M)

# Why Our Students Are Sought After

- Globally connected
- Trained in leadership
- Broadly educated
- Communication-equipped
- Experienced in research
- Practically minded
- Socially engaged
- Ethically formed
- Brand-identified

## Workforce Ready



## College Bound

# >> Return on Investment (ROI)



- Led by teacher-scholars
- Liberal arts breadth: empowering
- Linked to loyal alumni
- Living a full life on campus
- Leveraging the Miami brand

## \$485,000

**Miami's 20-year return on  
students' investment**  
*(AffordableSchools.net)*



# Work+ Program – Debt-Free Education



- Miami University Hamilton
- Debt-free education
- Part-time job, tuition & stipend
- Three Ohio company pioneers



# Transcending Disciplinary Boundaries



# Transcending Disciplinary Boundaries

\$1.9 million NSF grant for  
STEM education

Filling demand for data,  
analytics & AI skills

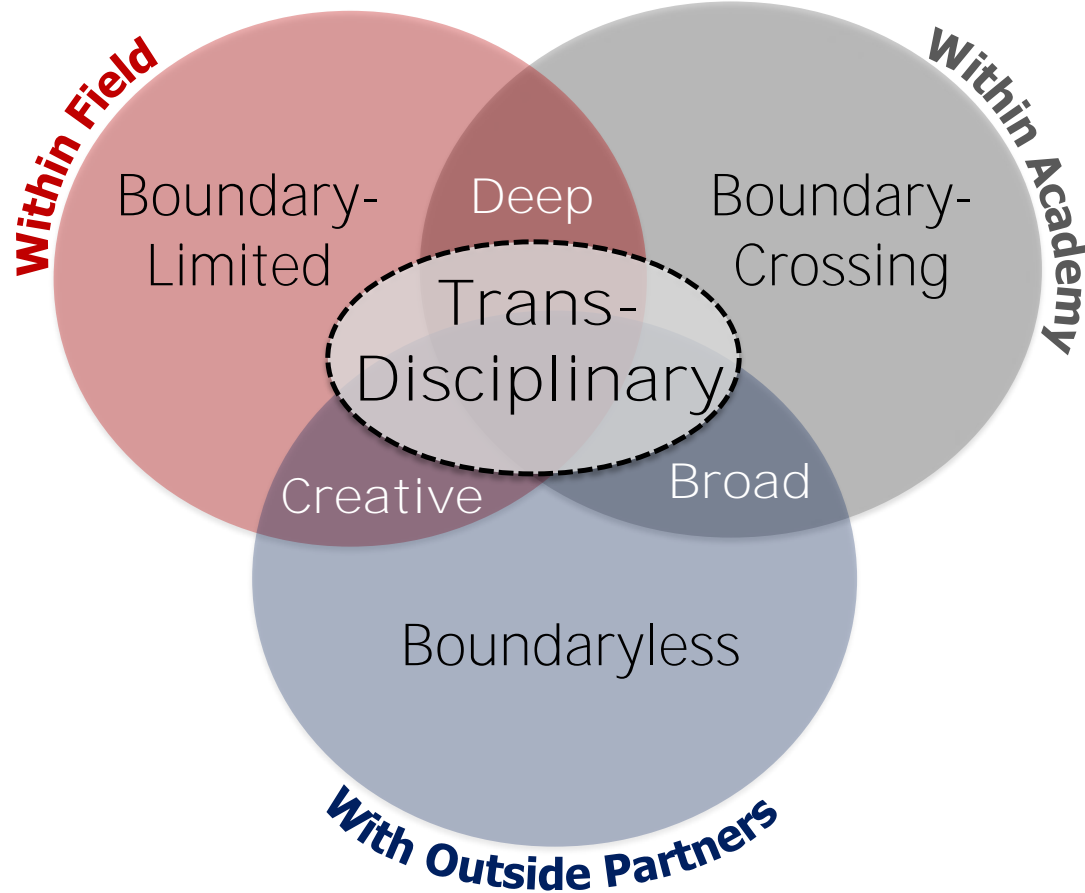


Helping address  
**Ohio's opioid crisis**

New department to  
advance digital  
economy (IMS)



# >> Transdisciplinary



# Center for Analytics & Data Science (CADS)



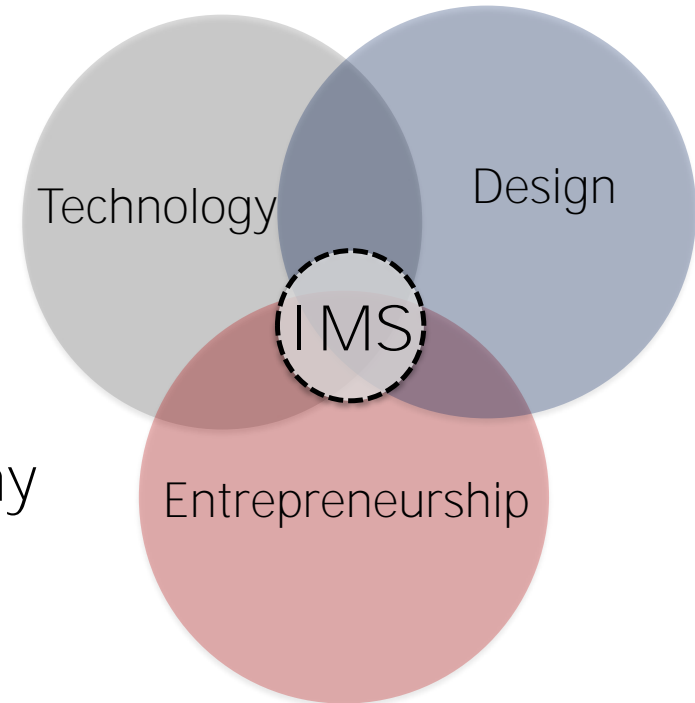
- Transdisciplinary
- Statistics, Computer Science & Information Systems
- 121 co-majors or minors
- 11 member companies
- Eight companies from Ohio



# >> New Department: Interactive Media Studies



- Transdisciplinary & integrated
- Armstrong (AIMS)
- Highly experiential training
- Positions grads for digital economy
- New options – gaming



# Addiction & Opioid Crisis in Ohio



- Governor introduced Recovery Ohio
- Risk of vulnerable populations
- Neuro-compulsive opioid use
- Outcomes of children, addicted during pregnancy
- Infrastructure for those in recovery



Faculty (Radke, McMurry Keil, Cummins, Heston, Sellers, Trauth, Bowblis & Hay)

Expertise (Psychology, neuroscience, gerontology, family science & social work, economics, anthropology)

(Image: Shutterstock)



Impacting Ohio Communities Now

# Impacting Ohio Communities Now

489 Ohio teachers placed in three years

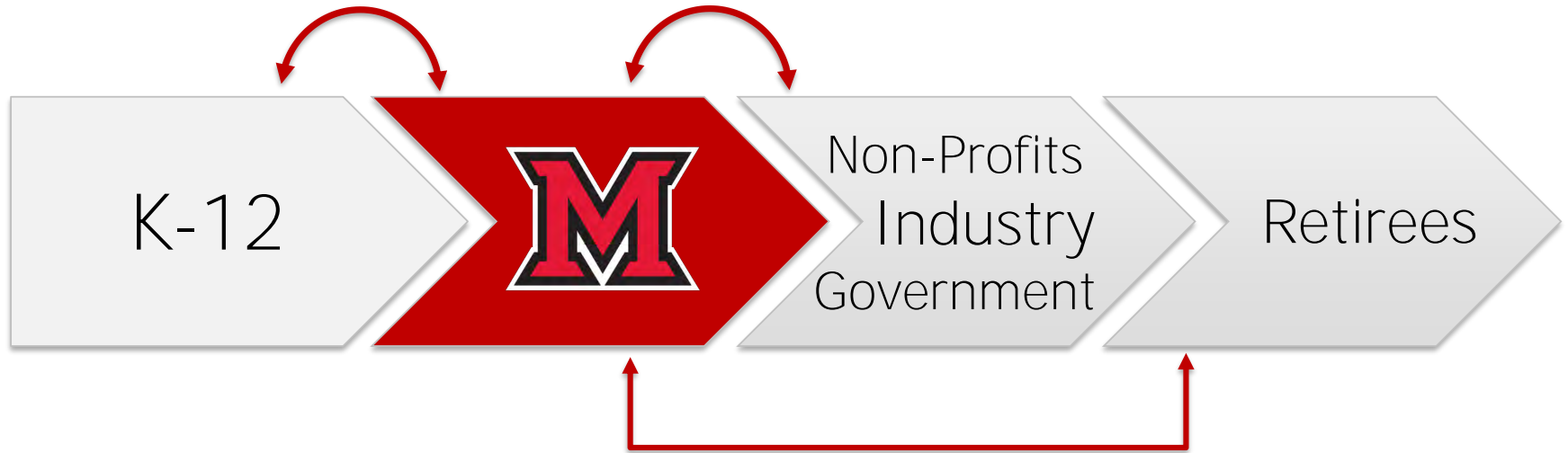
> 500 student visits w/public officials



Improving lives of older Ohioans through art

Teaching entrepreneurship to Ohio HS students & retirees

# >> End-End



# >> Volunteerism as a Value at Miami



- Miami students  
compassionate
- >42,000 volunteer  
hours/year
- Valued at >\$900,000
- Student Athletes  
>5,000 hours



Photo courtesy of Journal-News



# >> Reaching Out to High School – E-ship Mindset **M**

- New partnership with IncubatorEdu
- High school curriculum: e-ship
- Miami touched >200 high schools
- 22 states & three countries
- Approximately 40 high schools in Ohio



# >> Opening Minds Through Art (OMA)



- Helping older Ohioans express themselves through art
- >2,000 Miami students since inception
- Engaged 1,340 Ohio students last year

# Education – Training Teachers for Ohio



- Miami graduates about 200 teachers per year.
- Last year, 141 stayed in Ohio.
- During the last three years, Miami placed 489 in Ohio.

# >> 2 Strengths @Miami – Aging & E-Ship



Innovators look at population aging  
and see an opportunity to change the world. **So can you.**



## LONGEVITY DIVIDEND

Leverage new market  
opportunities created by  
longer life & an  
expanding aging market



## PURPOSEFUL INNOVATION

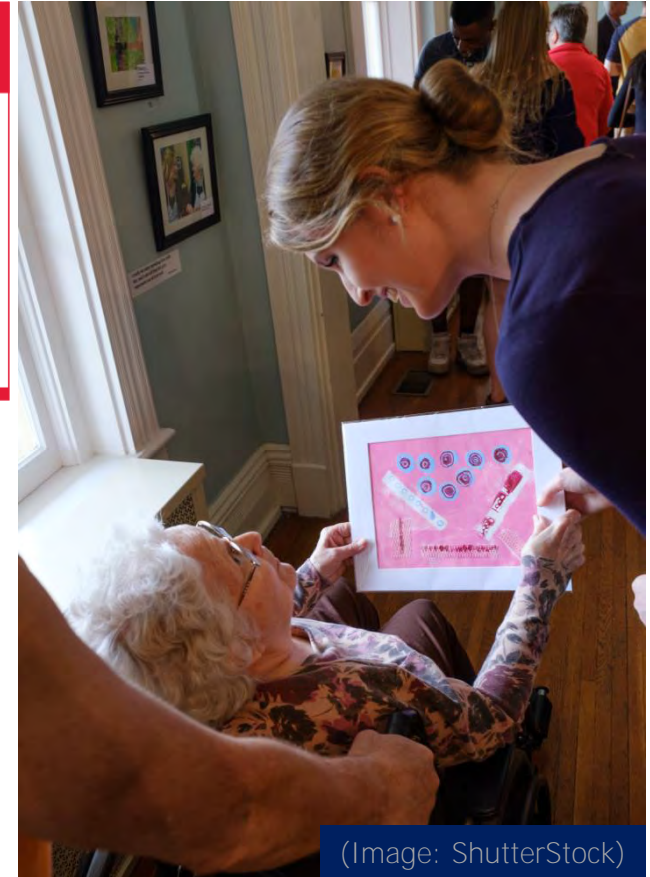
Develop product &  
service ideas that meet  
the needs of our growing  
older population



## SOCIAL ENTREPRENEURSHIP

Create an innovative  
business plan & pitch  
your ideas to experts in  
aging & entrepreneurship

- Year 1 cohort: Experimented with 7
- Fully online certificate
- Perfect for Ohio's growing population



(Image: Shutterstock)

# >> Government Relations Network (GRN)



- Students met >500 times w/state & federal officials
- 150 student-only visits at Ohio Statehouse (50 fed)
- 3 offered fellowships with Ohio Legislative Service Commission



# >> Final Remarks – Impacting Ohio



- Creating a thriving economy
- Educating workforce-ready grads
- Adding value to college investment
- Transcending research boundaries
- Impacting Ohio communities now





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June 28, 2019  
Academic and Student Affairs

### RESOLUTION R2019-41

WHEREAS, the mission of the Miami University Art Museum is to serve as a teaching museum that engages in dialogue with and about visual culture; and

WHEREAS, the Miami University Art Museum is dedicated to maintaining a strong permanent collection of original art representing diverse world traditions and making those resources available through display, study and publication in order to contribute to the cultural enrichment of the students, faculty and staff of Miami University as well as the Oxford and Southwest Ohio communities; and

WHEREAS, Miami University is committed to supporting the Miami University Art Museum and its mission, and to protecting the Museum's tangible and intangible assets. The University fully supports the highest museum field standards with regard to the Museum's collections, collecting and gift-acceptance policies and the use of deaccessioning proceeds.

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees recognizes the importance of the Miami University Art Museum to the educational mission of Miami University and hereby records its endorsement and support.

*Approved by the Board of Trustees  
June 28, 2019*

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



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## RESOLUTION R2019-42

WHEREAS, the University employs lecturers and clinical lecturers with the ranks of assistant, associate and senior lecturer as well as teaching and clinical faculty with the ranks of assistant, associate and full professor. Collectively, these positions are referred to as TCPL faculty; and

WHEREAS, TCPL faculty contribute significantly to the teaching and advising mission of the University and the Board wishes to provide additional job security to TCPL beyond their current one year academic appointments.

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby authorizes the adoption of a policy which provides for appointments to TCPL faculty positions at the rank of assistant on single academic year appointments not to exceed five (5) academic years; to thereafter provide those promoted to the associate level under appointments that are renewable in three year increments and those promoted to Senior lecturer or full Teaching Professor under appointments that are renewable in five year increments.

BE IT FURTHER RESOLVED, that such policy should also provide for non-renewal, termination and position elimination. Such policy is subject to the review and approval of the Provost, General Counsel and President.

*Approved by the Board of Trustees  
June 28, 2019*

A handwritten signature in black ink, appearing to read 'T. O. Pickerill II', with a long horizontal flourish extending to the right.

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





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## **TUITION ORDINANCE O2019-03**

### **Instructional, General, and Out of State Fees Undergraduate Students at the Oxford Campus 2019-2020 Academic Year**

WHEREAS, Miami University established the Miami University Tuition Promise program under Ohio Revised Code §3345.48; and

WHEREAS, the Ohio General Assembly's proposed legislation would limit the amount that tuition and fees may be increased by two percent (2%) for resident undergraduate students; and

WHEREAS, existing law also provides for tuition to rise for a tuition guarantee by the amount of change in the consumer price index for the past 60 months (1.5%) as of December 31, 2018; and

NOW, THEREFORE, BE IT ORDAINED: The Board of Trustees of Miami University authorizes an increase in the resident undergraduate tuition subject to any restrictions in the biennium budget bill in the amount of 3.5% for the fall 2019 resident cohort; and

BE IT FURTHER ORDAINED: The Board of Trustees of Miami University authorizes a 3.0% increase in tuition for the non-resident fall 2019 cohort as shown on the attached table; and

BE IT FURTHER ORDAINED: The Board of Trustees of Miami University authorizes a 2.0% increase in tuition for continuing students not included in the Miami Tuition promise as shown below; and

BE IT FURTHER ORDAINED: that the Senior Vice President for Finance and Business Services and Treasurer is hereby authorized to amend tuition and student fees for Academic Year 2019-2020 to align with the provisions of the enacted State of Ohio biennial operating budget within the limits authorized by this ordinance; and

BE IT FURTHER ORDAINED: The Senior Vice President for Finance and Business Services and Treasurer is hereby authorized to establish hourly rates consistent with this ordinance for part-time students and tuition rates for summer and winter terms; and

BE IT FURTHER ORDAINED: The Senior Vice President for Finance and Business Services and Treasurer is hereby authorized to allocate the distribution of tuition between instructional and general fees; and

BE IT FURTHER ORDAINED: The Board of Trustees authorizes the Senior Vice President for Finance and Business Services and Treasurer to determine the allocation of the general fee between the University Student Auxiliary Allocation and the Student Organization Allocation for the Oxford Campus; and

BE IT FURTHER ORDAINED: The Board of Trustees authorizes the Senior Vice President for Finance and Business Services and Treasurer to budget and expend, in accordance with general university procedures, the University Student Auxiliary Allocation for the Oxford Campus and authorizes the Vice President for Student Affairs to fund the Associated Student Government from the Student Organization Allocation.

*Approved by the Board of Trustees  
June 28, 2019*



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

| <b>Tuition Promise Per Term</b> |                    |           |            |                    |         |
|---------------------------------|--------------------|-----------|------------|--------------------|---------|
|                                 | FY19               |           |            | FY20               |         |
|                                 | (Fall 2018 Cohort) | %Increase | \$Increase | (Fall 2019 Cohort) | %Change |
| Resident Student                |                    |           |            |                    |         |
| Tuition                         | \$7,589.04         | 3.5%      | \$265.68   | \$7,854.72         | 3.5%    |
| Career Services Fee             | \$100.00           | 0.0%      | \$0.00     | \$100.00           | 0.0%    |
| Non Resident Student            |                    |           |            |                    |         |
| Tuition                         | \$17,347.32        | 3.0%      | \$520.44   | \$17,867.76        | 3.0%    |
| Career Services Fee             | \$100.00           | 0.0%      | \$0.00     | \$100.00           | 0.0%    |

| <b>Continuing On Campus per Term</b> |             |           |            |             |         |
|--------------------------------------|-------------|-----------|------------|-------------|---------|
|                                      | FY19        | %Increase | \$Increase | FY20        | %Change |
| Resident Student                     | \$7,131.50  | 2.0%      | \$142.54   | \$7,274.04  | 2.0%    |
| Non Resident Student                 |             |           |            |             |         |
|                                      | FY19        | %Increase | \$Increase | FY20        | %Change |
|                                      | \$16,421.70 | 2.0%      | \$328.26   | \$16,749.96 | 2.0%    |

| <b>Continuing Off Campus per Term</b> |             |           |            |             |         |
|---------------------------------------|-------------|-----------|------------|-------------|---------|
|                                       | FY19        | %Increase | \$Increase | FY20        | %Change |
| Resident Student                      | \$7,185.50  | 2.0%      | \$143.62   | \$7,329.12  | 2.0%    |
| Non Resident Student                  |             |           |            |             |         |
|                                       | FY19        | %Increase | \$Increase | FY20        | %Change |
|                                       | \$16,475.70 | 2.0%      | \$329.42   | \$16,805.12 | 2.0%    |



## TUITION ORDINANCE O2019-04

### Instructional, General, and Out of State Fees Undergraduate Students at the Regional Campuses 2019-2020 Academic Year

WHEREAS, Miami University established the Miami University Tuition Promise program under Ohio Revised Code §3345.48; and

WHEREAS, the Ohio General Assembly through its legislation has limited the amount that tuition and fees may be increased by two percent (2%) for resident undergraduate students; and

WHEREAS, existing law also provides for tuition to rise for a tuition guarantee by the amount of change in the consumer price index for the past 60 months (1.5%) as of December 31, 2018; and

NOW, THEREFORE, BE IT ORDAINED: The Board of Trustees of Miami University authorizes an increase in the resident undergraduate tuition subject to any restrictions in the biennium budget bill in the amount of 3.5% for the fall 2019 resident cohort; and

BE IT FURTHER ORDAINED: The Board of Trustees of Miami University authorizes a 1.3% increase in tuition for the non-resident fall 2019 cohort as shown in the attached table; and

BE IT FURTHER ORDAINED: The Board of Trustees of Miami University authorizes a 2.0% increase in tuition for continuing resident students not included in the Miami Tuition promise as shown in the attached table; and

BE IT FURTHER ORDAINED: The Board of Trustees of Miami University authorizes a 0.7% increase in lower division tuition and a 0.9% increase in upper division tuition for continuing non-resident students not included in the Miami Tuition promise as shown in the attached table; and

BE IT FURTHER ORDAINED: that the Board of Trustees approves comprehensive tuition for non-resident students participating in the fully on-line programs presented on the attached table;

BE IT FURTHER ORDAINED: that the Senior Vice President for Finance and Business Services and Treasurer is hereby authorized to amend tuition and student fees for Academic Year 2019-2020 to align with the provisions of the enacted State of Ohio biennial operating budget

within the limits authorized by this ordinance; and

BE IT FURTHER ORDAINED: The Senior Vice President for Finance and Business Services and Treasurer is hereby authorized to establish hourly rates consistent with this ordinance for part-time students and tuition rates for summer and winter terms; and

BE IT FURTHER ORDAINED: The Senior Vice President for Finance and Business Services and Treasurer is hereby authorized to allocate the distribution of tuition between instructional and general fees; and

BE IT FURTHER ORDAINED: The Board of Trustees authorizes the Senior Vice President for Finance and Business Services and Treasurer to determine the allocation of the general fee between the University Student Auxiliary Allocation and the Student Organization Allocation for the Oxford Campus; and

BE IT FURTHER ORDAINED: The Board of Trustees authorizes the Senior Vice President for Finance and Business Services and Treasurer to budget and expend, in accordance with general university procedures, the University Student Auxiliary Allocation for the Oxford Campus and authorizes the Vice President for Student Affairs to fund the Associated Student Government from the Student Organization Allocation.

*Approved by the Board of Trustees  
June 28, 2019*



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

| <b>Tuition Promise Per Term</b> |                               |           |            |                            |         |
|---------------------------------|-------------------------------|-----------|------------|----------------------------|---------|
|                                 | FY19<br>(Fall 2018<br>Cohort) | %Increase | \$Increase | FY20<br>(Fall 2019 Cohort) | %Change |
| Resident Student Tuition        | \$2,940.00                    | 3.5%      | \$102.96   | \$3,042.96                 | 3.5%    |
| Career Services Fee             | \$100.00                      | 0.0%      | \$0.00     | \$100.00                   | 0.0%    |
|                                 |                               |           |            |                            |         |
|                                 | FY19<br>(Fall 2018<br>Cohort) | %Increase | \$Increase | FY20<br>(Fall 2019 Cohort) | %Change |
| Non Resident Student Tuition    | \$8,235.86                    | 1.3%      | \$102.96   | \$8,338.82                 | 1.3%    |
| Career Services Fee             | \$100.00                      | 0.0%      | \$0.00     | \$100.00                   | 0.0%    |

| <b>Continuing Lower Division per Term</b> |            |           |            |            |         |
|---|------------|-----------|------------|------------|---------|
|   | FY19       | %Increase | \$Increase | FY20       | %Change |
| Resident Student                          | \$2,586.60 | 2.0%      | \$51.84    | \$2,638.44 | 2.0%    |
|   |            |           |            |            |         |
|   | FY19       | %Increase | \$Increase | FY20       | %Change |
| Non Resident Student                      | \$7,614.30 | 0.7%      | \$51.84    | \$7,666.14 | 0.7%    |

| <b>Continuing Upper Division per Term</b> |            |           |            |            |         |
|---|------------|-----------|------------|------------|---------|
|   | FY19       | %Increase | \$Increase | FY20       | %Change |
| Resident Student                          | \$3,909.60 | 2.0%      | \$78.24    | \$3,987.84 | 2.0%    |
|   |            |           |            |            |         |
|   | FY19       | %Increase | \$Increase | FY20       | %Change |
| Non Resident Student                      | \$8,972.69 | 0.9%      | \$78.24    | \$9,050.93 | 0.9%    |

| <b>Online Programs Non-Resident Tuition (Per Credit Hour)</b> |             |
|---|-------------|
|   | <u>FY20</u> |
| RN-BSN Completion Program                                     | \$350.00    |
| Bachelor of Science in Commerce                               | \$350.00    |
| Bachelor of Arts or Bachelor of Science, Liberal Studies      | \$350.00    |
| Associate of Applied Business                                 | \$350.00    |
| Bachelor of Science in Health Communication                   | \$350.00    |
| Bachelor of Arts in Health Information Technology             | \$350.00    |

**TUITION ORDINANCE O2019-05**

Instructional, General, and Out of State Fees, and Comprehensive Charges  
Graduate Students at all Campuses  
2019-2020 Academic Year

WHEREAS, Miami University is committed to providing a quality and affordable education and services to its graduate students; and

WHEREAS, the Board of Trustees of Miami University annually adopts tuition (instructional and general fees) and an out-of-state surcharge for graduate students on all campuses; and

WHEREAS, the University has identified new graduate program offerings that have unique costs and market conditions;

NOW, THEREFORE, BE IT ORDAINED: that the Board of Trustees adopts standard graduate tuition for Ohio residents (must meet Miami University's residency regulations) and combined tuition and out-of-state surcharge for non-resident graduate students at all campuses as presented on the attached table; and

BE IT FURTHER ORDAINED: that the Board of Trustees approves a program specific comprehensive tuition for the graduate certificates and degrees that have unique costs and market conditions presented on the attached table; and

BE IT FURTHER ORDAINED: that the Senior Vice President for Finance and Business Services and Treasurer is hereby authorized to amend tuition and student fees for Academic Year 2018-2019 to align with the provisions of the enacted State of Ohio biennial operating budget within the limits authorized by this ordinance; and

BE IT FURTHER ORDAINED: that the Senior Vice President for Finance and Business Services and Treasurer is hereby authorized to establish hourly rates consistent with this Ordinance including fees for part-time students and fees for summer and winter terms.

*Approved by the Board of Trustees  
June 28, 2019*

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

**Miami University  
Graduate Tuition  
Fall 2019**

**Academic Year Full-Time (12 or more credit hours per semester)**

|                                     | <u>Ohio Resident</u> |                   |                 | <u>Nonresident</u> |                    | <u>%<br/>Change</u> |
|-------------------------------------|----------------------|-------------------|-----------------|--------------------|--------------------|---------------------|
|                                     | <u>2018-19</u>       | <u>2019-2020</u>  | <u>% Change</u> | <u>2018-19</u>     | <u>2019-2020</u>   |                     |
| Basic Instructional and General Fee | \$6,704.40           | \$6,838.56        |                 | \$6,704.40         | \$6,838.56         |                     |
| Other General Fees:                 |                      |                   |                 |                    |                    |                     |
| Technology Fee                      | \$174.84             | \$178.30          |                 | \$171.36           | \$178.30           |                     |
| Facilities Fee                      | \$31.20              | \$31.81           |                 | \$30.60            | \$31.81            |                     |
| Transit Fee                         | \$68.64              | \$70.00           |                 | \$67.32            | \$70.00            |                     |
| Armstrong Student Center Fee        | \$64.92              | \$66.21           |                 | \$63.60            | \$66.21            |                     |
| Nonresident Surcharge               | <u>N/A</u>           | <u>N/A</u>        |                 | <u>\$8,694.48</u>  | <u>\$8,868.36</u>  |                     |
| Tuition                             | <u>\$7,044.00</u>    | <u>\$7,184.88</u> | <u>2.0%</u>     | <u>\$15,731.76</u> | <u>\$16,053.24</u> | <u>2.0%</u>         |

**Academic Year Part-Time (Per credit hour up to 11 credit hours)**

|                                     | <u>Ohio Resident</u> | <u>Nonresident</u> |
|-------------------------------------|----------------------|--------------------|
|                                     | <u>2019-2020</u>     | <u>2019-2020</u>   |
| Basic Instructional and General Fee | \$569.88             | \$569.88           |
| Other General Fees:                 |                      |                    |
| Technology Fee                      | \$14.86              | \$14.86            |
| Facilities Fee                      | \$2.65               | \$2.65             |
| Transit Fee                         | \$5.83               | \$5.83             |
| Armstrong Student Center Fee        | \$5.52               | \$5.52             |
| Nonresident Surcharge               | <u>N/A</u>           | <u>\$739.03</u>    |
| Tuition                             | <u>\$598.74</u>      | <u>\$1,337.77</u>  |

**Summer and Winter Term - Part-Time (Per credit hour)**

|                                     | <u>Ohio Resident</u> | <u>Nonresident</u> |
|-------------------------------------|----------------------|--------------------|
|                                     | <u>2019-2020</u>     | <u>2019-2020</u>   |
| Basic Instructional and General Fee | \$541.41             | \$541.41           |
| Armstrong Student Center Fee        | \$5.52               | \$5.52             |
| Nonresident Surcharge               | <u>N/A</u>           | <u>\$739.03</u>    |
|                                     | <u>\$546.93</u>      | <u>\$1,285.96</u>  |



**Program Specific Graduate Comprehensive Tuition (Per Credit Hour)**

| <b>New Programs:</b>                                      | <u>2017-18</u> | <u>2018-19</u> | <u>2019-20</u> |
|---|----------------|----------------|----------------|
| Master of Educational Psychology                          |                |                | \$ 650.00      |
| <b>Continuing Programs:</b>                               |                |                |                |
| Interdisciplinary Certificate in Aging & Entrepreneurship | \$600.00       | \$ 600.00      | \$ 600.00      |
| Experience Design Master of Fine Arts                     | \$964.00       | \$ 964.00      | \$ 964.00      |
| Special Education Online Hybrid (SEOH)                    | \$835.00       | \$ 835.00      | \$ 625.00      |
| Craftsummer   | \$285.00       | \$ 285.00      | \$ 285.00      |
| Ohio Writing Project Master of Arts in Teaching           | \$280.00       | \$ 280.00      | \$ 280.00      |
| Project Dragonfly Advanced Inquiry Program                | \$475.00       | \$ 475.00      | \$ 475.00      |
| Project Dragonfly Global Field Program                    | \$300.00       | \$ 300.00      | \$ 300.00      |
| Master of Science in Criminal Justice                     | \$525.00       | \$ 525.00      | \$ 525.00      |
| Graduate Certificate in Analytics                         | \$964.00       | \$ 964.00      | \$ 964.00      |
| Low Residency Master of Fine Arts                         | \$759.00       | \$ 759.00      | \$ 759.00      |
| Collaborative Master of Educational Psychology            | \$760.00       | \$ 760.00      | \$ 760.00      |
| Master of Arts in Social Work                             | --             | \$ 700.00      | \$ 700.00      |



BOARD OF TRUSTEES  
ROUDEBUSH HALL ROOM 212  
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**MISCELLANEOUS FEE ORDINANCE O2019-06**  
**2019-2020 Academic Year**

WHEREAS, Miami University (University) is committed to providing affordable access to a quality education and services for its students; and

WHEREAS, the University is authorized by the Ohio General Assembly to establish user fees for services not generally covered by tuition and not uniformly assessed to all students; and

WHEREAS, predictability in the cost of higher education is an important step to improving the affordability for students and families, and

WHEREAS, the University has adopted the Miami University Tuition Promise in accordance with Ohio Revised Code 3345.48 and is recommending separate miscellaneous fee schedules for each cohort under the Tuition Promise program while returning students will be assessed miscellaneous fees based on the historic fee schedule as modified by this ordinance;

NOW, THEREFORE, BE IT ORDAINED: that the Board of Trustees approves the attached changes to miscellaneous fees for academic year 2019-20, except as otherwise specified. The fees apply to all campuses, except as otherwise specified; and

BE IT FURTHER ORDAINED: that fees adopted by prior action of the Board are hereby reauthorized at their previously adopted rates; and

BE IT FURTHER ORDAINED: the miscellaneous fee schedule established for students enrolling for the first time in academic year 2019-20 will remain in effect for four years according to the provisions of the Miami University Tuition Promise; and

BE IT FURTHER ORDAINED: in case of dispute, fees must be paid in full unless specific arrangements have been authorized in writing by the Senior Vice President for Finance and Business Services or his designee; and

BE IT FURTHER ORDAINED: that the Senior Vice President for Finance and Business Services is authorized to approve changes in the fees stated above to align with the provisions of the enacted biennial operating budget and to approve new fees consistent with those stated above subject to annual confirmation by this Board.

*Approved by the Board of Trustees*  
*June 28, 2019*

A handwritten signature in black ink, appearing to read 'T. O. Pickerill II', written over a horizontal line.

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

**Miami University**  
**FY 2020 - Academic Year 2019 - 2020**  
**Miscellaneous Fees**

|                              |
|------------------------------|
| <b>New Fees</b>              |
| <b>Fee Increased</b>         |
| <b>Notification</b>          |
| <b>Fee Decreased/Removed</b> |

**Table 1: Changes to Non Cohort Based Fees**

| Fee   | Notes | 2018-2019       | Proposed 2019-2020 |
|---|-------|-----------------|--------------------|
| <b>Child Care Programs-Hamilton Campus-Faculty/Staff</b>      |       |                 |                    |
| Full-time Rate (4/5 day)                                      |       | 2907.00/2325.00 | 2994.00/2395.00    |
| Three Day Semester Rate                                       |       | 2218.00/1775.00 | 2285.00/1829.00    |
| Two Day Semester Rate   |       | 1683.00/1346.00 | 1734.00/1387.00    |
| <b>Child Care Programs-Hamilton Campus-Students</b>           |       |                 |                    |
| Full-time Rate (4/5 day)                                      |       | 2600.00/2085.00 | 2678.00/2142.00    |
| Three Day Semester Rate                                       |       | 1912.00/1530.00 | 1969.00/1576.00    |
| Two Day Semester Rate   |       | 1300.00/1040.00 | 1339.00/1071.00    |
| <b>Parking Fees and Fines-Oxford Campus</b>                   |       |                 |                    |
| Impoundment/immobilization (electronic or motorized scooters) |       |                 | 100.00             |
| <b>Student Orientation Program</b>                            |       |                 |                    |
| Orientation Housing per night                                 |       | 30.75           | 35.00              |

**Miami University**  
**FY 2020 - Academic Year 2019 - 2020**  
**Miscellaneous Fees**

|                              |
|------------------------------|
| <b>New Fees</b>              |
| <b>Fee Increased</b>         |
| <b>Notification</b>          |
| <b>Fee Decreased/Removed</b> |

**Table 2: Changes to Fees Applying to students matriculating prior to Fall 2016**

| Fee   | Notes | 2018-2019 | Proposed 2019-2020 |
|---|-------|-----------|--------------------|
| <b>Special Course/Lab Charges-Hamilton Campus</b>   |       |           |                    |
| Nursing-NSG 313                                     | 2,3   | 200.00    | 0.00               |
| <b>Special Course/Lab Charges-Middletown Campus</b> |       |           |                    |
| Nursing-NSG 313                                     | 2,3   | 200.00    | 0.00               |
| <b>Special Course/Lab Charges-Oxford Campus</b>     |       |           |                    |
| Teacher Education-EDP 419F TPA Testing              | 2,3   | 325.00    | 300.00             |

**Miami University**  
**FY 2020 - Academic Year 2019 - 2020**  
**Miscellaneous Fees**

|                              |
|------------------------------|
| <b>New Fees</b>              |
| <b>Fee Increased</b>         |
| <b>Notification</b>          |
| <b>Fee Decreased/Removed</b> |

**Table 3: Changes to Fees Applying to Miami Tuition Promise Fall 2016 Cohort**

| Fee   | Notes | 2018-2019 | Proposed 2019-2020 |
|---|-------|-----------|--------------------|
| <b>Special Course/Lab Charges-Hamilton Campus</b>   |       |           |                    |
| Nursing-NSG 313                                     | 2,3   | 200.00    | 0.00               |
| <b>Special Course/Lab Charges-Middletown Campus</b> |       |           |                    |
| Nursing-NSG 313                                     | 2,3   | 200.00    | 0.00               |
| <b>Special Course/Lab Charges-Oxford Campus</b>     |       |           |                    |
| Teacher Education-EDP 419F TPA Testing              | 2,3   | 325.00    | 300.00             |

**Miami University**  
**FY 2020 - Academic Year 2019 - 2020**  
**Miscellaneous Fees**

|                              |
|------------------------------|
| <b>New Fees</b>              |
| <b>Fee Increased</b>         |
| <b>Notification</b>          |
| <b>Fee Decreased/Removed</b> |

**Table 4: Changes to Fees Applying to Miami Tuition Promise Fall 2017 Cohort**

| Fee   | Notes | 2018-2019 | Proposed 2019-2020 |
|---|-------|-----------|--------------------|
| <b>Special Course/Lab Charges-Hamilton Campus</b>   |       |           |                    |
| Nursing-NSG 313                                     | 2,3   | 200.00    | 0.00               |
| <b>Special Course/Lab Charges-Middletown Campus</b> |       |           |                    |
| Nursing-NSG 313                                     | 2,3   | 200.00    | 0.00               |
| <b>Special Course/Lab Charges-Oxford Campus</b>     |       |           |                    |
| Teacher Education-EDP 419F TPA Testing              | 2,3   | 325.00    | 300.00             |

**Miami University**  
**FY 2020 - Academic Year 2019 - 2020**  
**Miscellaneous Fees**

|                              |
|------------------------------|
| <b>New Fees</b>              |
| <b>Fee Increased</b>         |
| <b>Notification</b>          |
| <b>Fee Decreased/Removed</b> |

**Table 5: Changes to Fees Applying to Miami Tuition Promise Fall 2018 Cohort**

| Fee   | Notes | 2018-2019 | Proposed 2019-2020 |
|---|-------|-----------|--------------------|
| <b>Special Course/Lab Charges-Hamilton Campus</b>   |       |           |                    |
| Nursing-NSG 313                                     | 2,3   | 200.00    | 0.00               |
| <b>Special Course/Lab Charges-Middletown Campus</b> |       |           |                    |
| Nursing-NSG 313                                     | 2,3   | 200.00    | 0.00               |
| <b>Special Course/Lab Charges-Oxford Campus</b>     |       |           |                    |
| Teacher Education-EDP 419F TPA Testing              | 2,3   | 325.00    | 300.00             |

**Miami University**  
**FY 2020 - Academic Year 2019 - 2020**  
**Miscellaneous Fees**

|                              |
|------------------------------|
| <b>New Fees</b>              |
| <b>Fee Increased</b>         |
| <b>Notification</b>          |
| <b>Fee Decreased/Removed</b> |

**Table 6: Fees Applying to Miami Tuition Promise Fall 2019 Cohort**

| Fee  | Notes | 2018-2019       | Proposed 2019-2020 |
|--|-------|-----------------|--------------------|
| <b>Admission Fee</b>   |       |                 |                    |
| Oxford Campus Enrollment Fee   | 1     | 95.00           | 95.00              |
| University Contract Confirmation Deposit   | 1     | 330.00          | 330.00             |
| <b>American Culture and English</b>  |       |                 |                    |
| American Culture and English (ACE) Program fee (Repeating Students)  |       | 500.00          | 500.00             |
| American Culture and English Program (ACE) program fee   |       | 1,000.00        | 1,000.00           |
| IHAWK Pre-Semester American Academic Culture (PAAC) program fee  |       | 750.00          | 750.00             |
| <b>Application Fee</b>   |       |                 |                    |
| Oxford Campus-Admission to Graduate Degree Programs  |       | 50.00           | 50.00              |
| Oxford Campus-Admission to Graduate Non-Degree Status  |       | 20.00           | 20.00              |
| Oxford Campus-Admission to Undergraduate Programs  |       | 50.00           | 50.00              |
| Oxford Campus-International Students   |       | 70.00           | 70.00              |
| Oxford Campus-Transient Students   |       | 50.00           | 50.00              |
| Oxford Campus-Unclassified Students  |       | 50.00           | 50.00              |
| <b>Bursar Miscellaneous Charges</b>  |       |                 |                    |
| Late Payment   |       | 150.00          | 150.00             |
| Late Registration (each Monday after the final date, an additional \$27.00)  |       | 27.00           | 27.00              |
| <b>Business School Premium</b>   |       |                 |                    |
| Oxford Campus Business School Courses, per credit hour   |       | 110.00          | 110.00             |
| <b>Career Exploration and Testing Center Charges</b>   |       |                 |                    |
| Career Testing, each career assessment   |       | 16.00           | 16.00              |
| Enrollment in EDL100 for Myers-Briggs and Strong Interest Testing (three standardized career assessments)          |       | 32.00           | 32.00              |
| <b>Career Fee</b>  |       |                 |                    |
| Career Fee   | 9     | 100.00          | 100.00             |
| <b>CEC Premium</b>   |       |                 |                    |
| Oxford Campus College of Engineering and Computing Majors, full-time, taking 12 or more credit hours, per semester |       | 400.00          | 400.00             |
| Oxford Campus College of Engineering and Computing Majors, part-time, taking 1-11 credit hours, per credit hour    |       | 33.25           | 33.25              |
| <b>Child Care Programs-Hamilton Campus-Faculty/Staff</b>   |       |                 |                    |
| Full-time Rate (4/5 day)   |       | 2907.00/2325.00 | 2994.00/2395.00    |
| Registration, one child/each additional  |       | 50.00/30.00     | 50.00/30.00        |
| Three Day Semester Rate  |       | 2218.00/1775.00 | 2285.00/1829.00    |
| Two Day Semester Rate  |       | 1683.00/1346.00 | 1734.00/1387.00    |
| <b>Child Care Programs-Hamilton Campus-Students</b>  |       |                 |                    |
| Full-time Rate (4/5 day)   |       | 2600.00/2085.00 | 2678.00/2142.00    |
| Registration, one child/each additional  |       | 50.00/25.00     | 50.00/25.00        |
| Three Day Semester Rate  |       | 1912.00/1530.00 | 1969.00/1576.00    |
| Two Day Semester Rate  |       | 1300.00/1040.00 | 1339.00/1071.00    |
| <b>Chinese Proficiency Tests - Confucius Institute</b>   |       |                 |                    |
| Chinese Proficiency Test (HSK, BCT, and YCT) -- fee based on candidate's level and test module                     |       | 20.00-70.00     | 20.00-70.00        |
| <b>Code of Conduct Violations</b>  |       |                 |                    |
| Code of Conduct Administration Charges, per incident   |       | 50.00           | 50.00              |
| Ethics and Integrity Mandatory Program   |       | 200.00          | 200.00             |



|  |   |                  |                  |
|--|---|------------------|------------------|
| <b>Commencement/Degree Application Fee</b>   |   |                  |                  |
| Certificate Program  |   | 10.00            | 10.00            |
| Diploma Replacement (re-issue)-With Case, Master's   |   | 34.00            | 34.00            |
| Diploma Replacement (re-issue)-With Case, Undergraduate  |   | 34.00            | 34.00            |
| Diploma Replacement (re-issue)-Without Case  |   | 29.00            | 29.00            |
| Doctoral Degree-Diploma and Hood   |   | 200.00           | 200.00           |
| Master's and Specialist's Degrees  | 1 | 35.00            | 35.00            |
| Thesis Microfilming and Binding  |   | 80.00            | 80.00            |
| <b>Community Engagement and Services</b>   |   |                  |                  |
| Community Plunge (early move-in experience)  |   | 130.00           | 130.00           |
| Service Learning Courses Utilizing Community Engagement and Services Office                              |   | 50.00            | 50.00            |
| <b>Compass Accuplacer Assessment-Hamilton Campus</b>   |   |                  |                  |
| Compass Accuplacer Assessment Retake Fee-one per semester, per subject                                   | 1 | 10.00            | 10.00            |
| <b>Compass Accuplacer Assessment-Middletown Campus</b>   |   |                  |                  |
| Compass Accuplacer Assessment Retake Fee-one per semester, per subject                                   | 1 | 10.00            | 10.00            |
| <b>Computer Printing Charge</b>  |   |                  |                  |
| Computer Printing Charge-Black and White, per copy   |   | 0.10             | 0.10             |
| Computer Printing Charge-Color, per copy   |   | 0.25             | 0.25             |
| <b>Conference Fee</b>  |   |                  |                  |
| Perlmutter Conference No Show Fee  |   | 21.00            | 21.00            |
| <b>Credit Workshops</b>  |   |                  |                  |
| iDiscovery Program Fee   |   | 200.00           | 200.00           |
| <b>Data and Video Network</b>  |   |                  |                  |
| Fee for Non-warranty computer and associated repair (including labor)                                    |   | Actual Cost      | Actual Cost      |
| Network copyright notification-First incident  |   | 100.00           | 100.00           |
| Network copyright notification-Second incident and more  |   | 200.00           | 200.00           |
| Workstation Remediation Fee for Non-Miami Laptops  |   | Actual Cost      | Actual Cost      |
| <b>Data and Video Network-Technology Fee (Undergraduate and Graduate, Fall and Spring Semester Only)</b> |   |                  |                  |
| Regional Campuses Network Fee-Per Semester Fee   |   | 18.00            | 18.00            |
| <b>Diversity Affairs</b>   |   |                  |                  |
| MADE Deposit   |   | 60.00            | 60.00            |
| <b>E-Learning-Hamilton Campus</b>  |   |                  |                  |
| All online, partially online (hybrid), and interactive video courses per credit hour                     |   | 35.00            | 35.00            |
| <b>E-Learning-Middletown Campus</b>  |   |                  |                  |
| All online, partially online (hybrid), and interactive video courses per credit hour                     |   | 35.00            | 35.00            |
| <b>English Department</b>  |   |                  |                  |
| English-Proficiency Exam   |   | 30.00            | 30.00            |
| <b>English Language Center</b>   |   |                  |                  |
| English Language Center Intensive English Program Fee Level 1-3 (19 contact hours)                       |   | 6,600.00         | 6,600.00         |
| English Language Center Program Fee Levels 1-4   |   | 1,000.00         | 1,000.00         |
| <b>Fine Arts Program Fee</b>   |   |                  |                  |
| Architecture/Interior Design Majors, per semester  |   | 50.00            | 50.00            |
| Music Majors, per semester   |   | 50.00            | 50.00            |
| <b>Global Initiatives</b>  |   |                  |                  |
| Graduate International Student Orientation and Integration Service Fee                                   |   | 100.00           | 100.00           |
| International Sponsored Student Fee - Per Semester   |   | 500.00           | 500.00           |
| International Student Exchange Student Deposit   | 9 | 1,000.00         | 1,000.00         |
| International Travel Insurance Pass Through Fee  |   | 58.00            | 58.00            |
| Non-credit Program Enrollment Fee  |   | 0.00 - 3,500.00  | 0.00 - 3,500.00  |
| Non-credit Program Materials Fee   |   | 0.00 - 350.00    | 0.00 - 350.00    |
| Program Fee  |   | 0.00 - 15,000.00 | 0.00 - 15,000.00 |
| Study Abroad Administration Fee (Non-Miami organized programs)   |   | 175.00           | 175.00           |
| Study Abroad/Away Administration Fee (Faculty-led Miami programs)  |   | 175.00           | 175.00           |
| Undergraduate International Student Orientation and Integration Service Fee                              |   | 200.00           | 200.00           |
| Workshop Administrative Fee  |   | 25.00            | 25.00            |

|   |   |                 |                 |
|---|---|-----------------|-----------------|
| <b>Goggin Ice Center</b>  |   |                 |                 |
| Intramural Leagues-Broomball (1 season with 8 games each)   |   | 175.00          | 175.00          |
| Intramural Leagues-Broomball (10 games)   |   | 200.00          | 200.00          |
| Intramural Leagues-Broomball (2 seasons with 6 games each)  |   | 155.00          | 155.00          |
| Intramural Leagues-Hockey (1 seasons with 8 games each)   |   | 410.00          | 410.00          |
| Intramural Leagues-Hockey (10 games)  |   | 500.00          | 500.00          |
| Intramural Leagues-Hockey (2 seasons with 6 games each)   |   | 365.00          | 365.00          |
| <b>Identification Card Replacement Charge</b>   |   |                 |                 |
| Identification Card Replacement Charge-Hamilton Campus  |   | 20.00           | 20.00           |
| Identification Card Replacement Charge-Middletown Campus  |   | 20.00           | 20.00           |
| Identification Card Replacement Charge-Oxford Campus  |   | 35.00           | 35.00           |
| <b>International Student Exchange Deposit</b>   |   |                 |                 |
| Exchange Student Deposit-Business   | 9 | 1,000.00        | 1,000.00        |
| <b>Intrafraternity Council</b>  |   |                 |                 |
| Fraternity Recruitment  |   | 30.00           | 30.00           |
| Sorority Recruitment  |   | 30.00           | 30.00           |
| <b>Learning Assistance Tutoring Charges</b>   |   |                 |                 |
| Learning Assistance-Oxford Campus-Tutoring sessions-no show fee   |   | 15.00           | 15.00           |
| <b>Library Fines and Fees</b>   |   |                 |                 |
| 3D Printing   |   | \$0.25 per gram | \$0.25 per gram |
| Camera Tripod, Maximum  |   | 15.00           | 15.00           |
| Camera Tripod, Overdue charge, per hour   |   | 0.50            | 0.50            |
| Camera Tripod, Processing fee   |   | 10.00           | 10.00           |
| Camera Tripod, Replacement cost   |   | 30.00           | 30.00           |
| Digital Translator Replacement Fee  |   | 160.00          | 160.00          |
| Digital Voice Recorder, Maximum   |   | 15.00           | 15.00           |
| Digital Voice Recorder, Overdue charge, per hour  |   | 0.50            | 0.50            |
| Digital Voice Recorder, Processing fee  |   | 25.00           | 25.00           |
| Digital Voice Recorder, Replacement cost  |   | 65.00           | 65.00           |
| Financial Calculator Overdue charge, per hour   |   | 0.50            | 0.50            |
| Financial Calculator, Maximum   |   | 15.00           | 15.00           |
| Financial Calculator, Processing fee  |   | 10.00           | 10.00           |
| Financial Calculator, Replacement cost  |   | 60.00           | 60.00           |
| Firewire Cable, Maximum   |   | 15.00           | 15.00           |
| Firewire Cable, Overdue charge, per hour  |   | 0.50            | 0.50            |
| Firewire Cable, Processing fee  |   | 10.00           | 10.00           |
| Firewire Cable, Replacement cost  |   | 5.00            | 5.00            |
| Graphing Calculator Overdue charge, per hour  |   | 0.50            | 0.50            |
| Graphing Calculator, Maximum  |   | 15.00           | 15.00           |
| Graphing Calculator, Processing fee   |   | 10.00           | 10.00           |
| Graphing Calculator, Replacement cost   |   | 130.00          | 130.00          |
| Head Phones-Maximum   |   | 15.00           | 15.00           |
| Head Phones-Overdue charge, per hour  |   | 0.50            | 0.50            |
| Head Phones-Processing fee  |   | 10.00           | 10.00           |
| Head Phones-Replacement cost  |   | 10.00           | 10.00           |
| IPad-(in library use only)-Billing fee (non-refundable)   | 4 | 25.00           | 25.00           |
| IPad-(in library use only)-Overdue IPad, per hour (maximum of \$100.00)   |   | 5.00            | 5.00            |
| IPad-(in library use only)-Replacement charge IPad  |   | 900.00          | 900.00          |
| Laptop Computer or Digital Camera (in library use only)-Billing fee (non-refundable) (6)                        | 4 | 25.00           | 25.00           |
| Laptop Computer or Digital Camera (in library use only)-Overdue laptop, per hour (maximum of \$100.00)          |   | 5.00            | 5.00            |
| Laptop Computer or Digital Camera (in library use only)-Replacement charge laptop - Macintosh                   |   | 1,300.00        | 1,300.00        |
| Laptop Computer or Digital Camera (in library use only)-Replacement charge laptop - Windows                     |   | 1,000.00        | 1,000.00        |
| Laptop Computer or Digital Camera (in library use only)-Replacement Charge-Digital Camera                       |   | 150.00          | 150.00          |
| Laptop Computer or Digital Camera (in library use only)-Replacement Charge-Digital Camera Accessories (at cost) |   | at cost         | at cost         |
| Laptop/data projector, Maximum  |   | 15.00           | 15.00           |

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| Laptop/data projector, Overdue charge, per hour                        |  | 0.50        | 0.50        |
| Laptop/data projector, Processing fee                                  |  | 30.00       | 30.00       |
| Laptop/data projector, Replacement cost                                |  | 500.00      | 500.00      |
| Miami Libraries-Overdue Books, per book maximum                        |  | 15.00       | 15.00       |
| Miami Libraries-Overdue Books, per book/per day                        |  | 0.50        | 0.50        |
| Miami Libraries-Overdue Reserved Materials, each additional hour       |  | 0.75        | 0.75        |
| Miami Libraries-Overdue Reserved Materials, first hour                 |  | 2.50        | 2.50        |
| Miami Libraries-Overdue Reserved Materials, maximum                    |  | 24.25       | 24.25       |
| Miami Libraries-Recalled Books, per book (student)/maximum             |  | 24.25       | 24.25       |
| Miami Libraries-Recalled Books, per book (student)/per day             |  | 0.75        | 0.75        |
| Miami Libraries-Replacement, per book, actual cost                     |  | actual cost | actual cost |
| Miami Libraries-Replacement, per book, billing                         |  | 10.00       | 10.00       |
| Miami Libraries-Replacement, per book, cataloging and processing       |  | 30.00       | 30.00       |
| Miami Libraries-Replacement, per book, minimum                         |  | 75.00       | 75.00       |
| Microphone for Mac or PC, Maximum                                      |  | 15.00       | 15.00       |
| Microphone for Mac or PC, Overdue charge, per hour                     |  | 0.50        | 0.50        |
| Microphone for Mac or PC, Processing fee                               |  | 10.00       | 10.00       |
| Microphone for Mac or PC, Replacement cost                             |  | 15.00       | 15.00       |
| Miscellaneous Items for Sale-Batteries                                 |  | at cost     | at cost     |
| Miscellaneous Items for Sale-CD, blank                                 |  | 1.00        | 1.00        |
| Miscellaneous Items for Sale-Data storage device (Jump Drive)          |  | actual cost | actual cost |
| Miscellaneous Items for Sale-DVD, blank                                |  | 1.00        | 1.00        |
| Miscellaneous Items for Sale-Earplugs, per pair                        |  | 0.25        | 0.25        |
| Miscellaneous Library Fees-Private Study Carrels (re-key for lost key) |  | 25.00       | 25.00       |
| Miscellaneous Library Fees-Storage locker keys (replacement)           |  | 7.00        | 7.00        |
| Network Cables-Maximum   |  | 15.00       | 15.00       |
| Network Cables-Overdue charge, per hour                                |  | 0.50        | 0.50        |
| Network Cables-Processing fee  |  | 10.00       | 10.00       |
| Network Cables-Replacement cost  |  | 5.00        | 5.00        |
| Nintendo 3Ds Overdue charge, per hour                                  |  | 0.50        | 0.50        |
| Nintendo 3Ds, Maximum  |  | 15.00       | 15.00       |
| Nintendo 3Ds, Processing fee   |  | 10.00       | 10.00       |
| Nintendo 3Ds, Replacement cost   |  | 250.00      | 250.00      |
| OhioLINK Overdue Books, per book/Maximum                               |  | 50.00       | 50.00       |
| OhioLINK Overdue Books, per book/per day (1-30 days)                   |  | 0.50        | 0.50        |
| OhioLINK Overdue Books, per book/per day (31st day), late/overdue      |  | 35.00       | 35.00       |
| OhioLINK, Replacement, per book  |  | 75.00       | 75.00       |
| OhioLINK, Replacement, per book, cataloging and processing fee,        |  | 25.00       | 25.00       |
| Portable DVD Player, Maximum   |  | 15.00       | 15.00       |
| Portable DVD Player, Overdue charge, per hour                          |  | 0.50        | 0.50        |
| Portable DVD Player, Processing fee                                    |  | 10.00       | 10.00       |
| Portable DVD Player, Replacement cost                                  |  | 150.00      | 150.00      |
| Portable Public Address System, Maximum                                |  | 15.00       | 15.00       |
| Portable Public Address System, Overdue charge, per hour               |  | 0.50        | 0.50        |
| Portable Public Address System, Processing fee                         |  | 30.00       | 30.00       |
| Portable Public Address System, Replacement cost                       |  | 100.00      | 100.00      |
| Steady Cam, Maximum  |  | 15.00       | 15.00       |
| Steady Cam, Overdue charge, per hour                                   |  | 0.50        | 0.50        |
| Steady Cam, Processing fee   |  | 10.00       | 10.00       |
| Steady Cam, Replacement cost   |  | 150.00      | 150.00      |
| Study Room Keys-Maximum  |  | 15.00       | 15.00       |
| Study Room Keys-Overdue charge, per hour                               |  | 0.50        | 0.50        |
| Study Room Keys-Processing Fee   |  | 10.00       | 10.00       |
| Study Room Keys-Replacement Cost                                       |  | 10.00       | 10.00       |
| Tripod Dolly, Maximum  |  | 15.00       | 15.00       |
| Tripod Dolly, Overdue charge, per hour                                 |  | 0.50        | 0.50        |
| Tripod Dolly, Processing fee   |  | 10.00       | 10.00       |
| Tripod Dolly, Replacement cost   |  | 60.00       | 60.00       |
| Video Monitor Cable, Maximum   |  | 15.00       | 15.00       |
| Video Monitor Cable, Overdue charge, per hour                          |  | 0.50        | 0.50        |
| Video Monitor Cable, Processing fee                                    |  | 10.00       | 10.00       |

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| Video Monitor Cable, Replacement cost  |     | 5.00        | 5.00        |
| <b>MUDEC</b>   |     |             |             |
| Deposit upon application for the academic year (no refund)   |     | 25.00       | 25.00       |
| Housing deposit upon acceptance for the given semester   | 7   | 250.00      | 250.00      |
| Jumbo pass for MUDEC students, per semester Transportation Fee for MUDEC students, per semester                          |     | 105.00      | 105.00      |
| Luxembourg Student Residency Permit Fee, per semester  |     | 75.00       | 75.00       |
| Mobile Internet Access and Telephone, per semester   |     | 185.00      | 185.00      |
| MUDEC Study Tours, per semester  |     | 1,800.00    | 1,800.00    |
| Orientation fee (one-time per student)   |     | 90.00       | 90.00       |
| Partial Board (4 meal voucher per week), per semester  |     | 820.00      | 820.00      |
| Room and Continental Breakfast (reside w/host family)-Fall Semester  |     | 1,835.00    | 1,835.00    |
| Room and Continental Breakfast (reside w/host family)-Spring Semester  |     | 1,835.00    | 1,835.00    |
| Student Activity Fee, per semester   |     | 85.00       | 85.00       |
| Study Abroad Administration Fee  |     | 125.00      | 125.00      |
| <b>Music</b>   |     |             |             |
| Music-MUS 216, Applied Music for music theater minors  |     | 85.00       | 85.00       |
| Music-Music lesson fees  | 2,3 | 175.00      | 175.00      |
| <b>Oxford Pathways Program</b>   |     |             |             |
| Pathways Student Fee   |     | 90.00       | 90.00       |
| <b>Panhellenic</b>   |     |             |             |
| Sorority Recruitment - Late Registration   |     | 20.00       | 20.00       |
| <b>Parking Fees and Fines-Hamilton and Middletown Campuses</b>   |     |             |             |
| Blocking any access road   |     | 15.00       | 15.00       |
| Disregarding traffic control device  |     | 15.00       | 15.00       |
| Failure to display parking permit  |     | 15.00       | 15.00       |
| Hazardous operation  |     | 75.00       | 75.00       |
| Illegal Parking-Parking by a non-handicapped driver in a space reserved for the handicapped                              |     | 100.00      | 100.00      |
| Illegal Parking-Parking in a restricted area   |     | 15.00       | 15.00       |
| Illegal Parking-Parking on the grass   |     | 15.00       | 15.00       |
| Speeding   |     | 30.00       | 30.00       |
| Unregistered vehicle   |     | 10.00       | 10.00       |
| <b>Parking Fees and Fines-Oxford Campus</b>  |     |             |             |
| Event Parking-Lot Attendant-charged to MU Departments/Organizations, per hour  |     | 25.00       | 25.00       |
| Event Parking-Lot/Space Reservation Fee-charged to MU Departments/Organizations, fee per reserved space                  |     | 1.00 - 5.00 | 1.00 - 5.00 |
| Faculty and staff Garage permit, per year  |     | 425.00      | 425.00      |
| Faculty and staff RED area annual permit, per year   |     | 125.00      | 125.00      |
| Faculty and staff RED area annual permit, per year-2 person carpool  |     | 30.00       | 30.00       |
| Faculty and staff RED area daily permit, per day   |     | 2.00        | 2.00        |
| Faculty, Staff, or Department Dedicated Parking Space  |     | 425.00      | 425.00      |
| Failure to display valid permit/Improper display   |     | 35.00       | 35.00       |
| Handicap Parking Violation   |     | 250.00      | 250.00      |
| Illegal or improper parking (loading/service area, outside designated space, prohibited parking, prohibited yellow zone) |     | 75.00       | 75.00       |
| Illegal parking in restricted area   |     | 75.00       | 75.00       |
| Illegal parking on grass/sidewalk  |     | 75.00       | 75.00       |
| Impoundment/immobilization (cars, trucks, motorcycles, etc)  |     | 200.00      | 200.00      |
| Impoundment/immobilization (electronic or motorized scooters)  |     |             | 100.00      |
| Overtime at meter  |     | 10.00       | 10.00       |
| Overtime at timed zone   |     | 25.00       | 25.00       |
| Oxford campus parking garage rates-Campus Ave. garage-Daily maximum rate   |     | 10.00       | 10.00       |
| Oxford campus parking garage rates-Campus Ave. garage-Garage Parking Vouchers  |     | 5.00        | 5.00        |
| Oxford campus parking garage rates-Campus Ave. garage-Lost ticket fee  |     | 25.00       | 25.00       |
| Oxford campus parking garage rates-Campus Ave. garage-Parking rate per first hour/per additional hours                   |     | 1.00/.50    | 1.00/.50    |
| Oxford campus parking garage rates-Engineering Bldg. garage-Daily maximum rate   |     | 15.00       | 15.00       |
| Oxford campus parking garage rates-Engineering Bldg. garage-Garage Parking Vouchers                                      |     | 7.50        | 7.50        |
| Oxford campus parking garage rates-Engineering Bldg. garage-Lost ticket fee  |     | 25.00       | 25.00       |

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| Oxford campus parking garage rates-Engineering Bldg. garage-Parking rate per first hour/per additional hours |   | 2.00/1.00 | 2.00/1.00 |
| Oxford campus parking garage rates-Event parking rate  |   | 5.00      | 5.00      |
| Oxford campus parking garage rates-Overnight parking, per semester   |   | 520.00    | 520.00    |
| Oxford campus parking garage rates-Replacement for Garage Access Card  |   | 5.00      | 5.00      |
| Oxford campus students only-for a semester/academic year BLUE area permit                                    |   | 150.00    | 150.00    |
| Oxford campus students only-for a semester/academic year YELLOW area permit                                  |   | 100.00    | 100.00    |
| Oxford campus students only-for an academic year-Graduate Assistants-designated lots and student areas       |   | 50.00     | 50.00     |
| Oxford campus students only-for each summer term   |   | 60.00     | 60.00     |
| Oxford campus students only-for temporary permit (student - one week)  |   | 15.00     | 15.00     |
| Oxford campus-Contractor-Red parking permit-day  |   | 3.00      | 3.00      |
| Oxford campus-Contractor-Red parking permit-month  |   | 35.00     | 35.00     |
| Oxford campus-Contractor-Red parking permit-week   |   | 10.00     | 10.00     |
| Oxford campus-Visitor-parking permit-day   |   | 3.00      | 3.00      |
| Oxford campus-Visitor-parking permit-month   |   | 35.00     | 35.00     |
| Oxford campus-Visitor-parking permit-week  |   | 10.00     | 10.00     |
| Reproduction/illegal use of decal  |   | 300.00    | 300.00    |
| University Vehicles Parked in Red Permit Areas-Leased Vehicle  |   | 125.00    | 125.00    |
| University Vehicles Parked in Red Permit Areas-Reserved Space  |   | 425.00    | 425.00    |
| University Vehicles Parked in Red Permit Areas-State License Plate   |   | 125.00    | 125.00    |
| Unregistered vehicle lookup  |   | 2.50      | 2.50      |
| <b>Proficiency Examination</b>   |   |           |           |
| Additional credit hours, each  |   | 35.00     | 35.00     |
| Per examination (including first credit hour)  | 8 | 70.00     | 70.00     |
| <b>Program Fee</b>   |   |           |           |
| Summer Scholars Program Comprehensive Enrollment Fee (Deposit)   | 5 | 350.00    | 350.00    |
| Summer Scholars Program Comprehensive Program Fee  | 5 | 1,150.00  | 1,150.00  |
| <b>Recreational Sports Center</b>  |   |           |           |
| Equestrian-Club Team Riding Fee/Semester   |   | 950.00    | 950.00    |
| Intramural Semester Pass   |   | 35.00     | 35.00     |
| Intramural Yearly Pass   |   | 60.00     | 60.00     |
| Second Year (Pre-semester) Adventure Trip  |   | 335.00    | 335.00    |
| <b>Recreational Sports Center-Membership Fees</b>  |   |           |           |
| Branch campus (MUH-MUM), Couple-12 month pass  |   | 511.00    | 511.00    |
| Branch campus (MUH-MUM), Family-12 month pass  |   | 624.00    | 624.00    |
| Branch campus (MUH-MUM), Individual Plus-12 month pass   |   | 368.00    | 368.00    |
| Branch campus (MUH-MUM), Individual-12 month pass  |   | 279.00    | 279.00    |
| Emeritus/retiree (or spouse), Couple-12 month pass   |   | 681.00    | 681.00    |
| Emeritus/retiree (or spouse), Family-12 month pass   |   | 832.00    | 832.00    |
| Emeritus/retiree (or spouse), Individual Plus-12 month pass  |   | 491.00    | 491.00    |
| Emeritus/retiree (or spouse), Individual-12 month pass   |   | 372.00    | 372.00    |
| Faculty/Staff (eligible for medical benefits)-Couple, 12 month pass  |   | 851.00    | 851.00    |
| Faculty/Staff (eligible for medical benefits)-Family, 12 month pass  |   | 1,039.00  | 1,039.00  |
| Faculty/Staff (eligible for medical benefits)-Individual (or spouse), 12 month pass                          |   | 465.00    | 465.00    |
| Faculty/Staff (eligible for medical benefits)-Individual Plus, 12 month pass                                 |   | 613.00    | 613.00    |
| Faculty/Staff (not eligible for medical benefits)-Couple, 12 month pass                                      |   | 766.00    | 766.00    |
| Faculty/Staff (not eligible for medical benefits)-Family, 12 month pass                                      |   | 935.00    | 935.00    |
| Faculty/Staff (not eligible for medical benefits)-Individual (or spouse), 12 month pass                      |   | 419.00    | 419.00    |
| Faculty/Staff (not eligible for medical benefits)-Individual Plus, 12 month pass                             |   | 552.00    | 552.00    |
| Membership Joining Fee-Family  |   | 75.00     | 75.00     |
| Membership Joining Fee-Individual  |   | 50.00     | 50.00     |
| <b>Residence Hall</b>  |   |           |           |
| Temporary ID Card Fee  |   | 15.00     | 15.00     |
| <b>Residual ACT Testing Fee - Regional Campuses</b>  |   |           |           |
| Residual ACT Testing Fee   |   | 42.50     | 42.50     |
| <b>Second year program offerings</b>   |   |           |           |
| Second Year Pre-semester or Trip Fee   |   | 50.00     | 50.00     |

| <b>Special Course/Lab Charges-Hamilton Campus</b>    |     |        |        |
|--|-----|--------|--------|
| Art-ART 102  | 2,3 | 10.00  | 10.00  |
| Art-ART 103  | 2,3 | 10.00  | 10.00  |
| Art-ART 104  | 2,3 | 15.00  | 15.00  |
| Art-ART 105  | 2,3 | 10.00  | 10.00  |
| Art-ART 106  | 2,3 | 20.00  | 20.00  |
| Art-ART 111  | 2,3 | 30.00  | 30.00  |
| Art-ART 122  | 2,3 | 30.00  | 30.00  |
| Art-ART 147  | 2,3 | 15.00  | 15.00  |
| Art-ART 181  | 2,3 | 10.00  | 10.00  |
| Art-ART 221  | 2,3 | 30.00  | 30.00  |
| Art-ART 222  | 2,3 | 30.00  | 30.00  |
| Art-ART 231  | 2,3 | 30.00  | 30.00  |
| Art-ART 241  | 2,3 | 30.00  | 30.00  |
| Art-ART 255  | 2,3 | 20.00  | 20.00  |
| Art-ART 257  | 2,3 | 30.00  | 30.00  |
| Art-ART 271  | 2,3 | 50.00  | 50.00  |
| Art-ART 308E   | 2,3 | 20.00  | 20.00  |
| Art-ART 321  | 2,3 | 30.00  | 30.00  |
| Art-ART 322  | 2,3 | 30.00  | 30.00  |
| Art-ART 331  | 2,3 | 30.00  | 30.00  |
| Art-ART 341  | 2,3 | 30.00  | 30.00  |
| Art-ART 342  | 2,3 | 30.00  | 30.00  |
| Biology-BIO 115                                      | 2,3 | 25.00  | 25.00  |
| Biology-BIO 116                                      | 2,3 | 25.00  | 25.00  |
| Biology-BIO 161                                      | 2,3 | 25.00  | 25.00  |
| Biology-BIO 171                                      | 2,3 | 25.00  | 25.00  |
| Biology-BIO 172                                      | 2,3 | 25.00  | 25.00  |
| Chemistry-CHM 111.L                                  | 2,3 | 25.00  | 25.00  |
| Chemistry-CHM 131                                    | 2,3 | 25.00  | 25.00  |
| Chemistry-CHM 144                                    | 2,3 | 25.00  | 25.00  |
| Chemistry-CHM 145                                    | 2,3 | 25.00  | 25.00  |
| Chemistry-CHM 231                                    | 2,3 | 25.00  | 25.00  |
| Chemistry-CHM 244                                    | 2,3 | 25.00  | 25.00  |
| Chemistry-CHM 245                                    | 2,3 | 25.00  | 25.00  |
| Chemistry-CHM 332                                    | 2,3 | 25.00  | 25.00  |
| Chemistry-CHM 364                                    | 2,3 | 25.00  | 25.00  |
| Computer and Information Technology (CIT) course fee | 2,3 | 50.00  | 50.00  |
| Engineering Technology (ENT) course fee              | 2,3 | 50.00  | 50.00  |
| Geology-GLG 115L                                     | 2,3 | 25.00  | 25.00  |
| Geology-GLG 311                                      | 2,3 | 25.00  | 25.00  |
| Microbiology-MBI 123                                 | 2,3 | 25.00  | 25.00  |
| Microbiology-MBI 161                                 | 2,3 | 25.00  | 25.00  |
| Nursing-NSG 261                                      | 2,3 | 200.00 | 200.00 |
| Nursing-NSG 262                                      | 2,3 | 200.00 | 200.00 |
| Nursing-NSG 313                                      | 2,3 | 200.00 | 0.00   |
| Nursing-NSG 352                                      | 2,3 | 200.00 | 200.00 |
| Nursing-NSG 354                                      | 2,3 | 200.00 | 200.00 |
| Nursing-NSG 362                                      | 2,3 | 200.00 | 200.00 |
| Nursing-NSG 364                                      | 2,3 | 200.00 | 200.00 |
| Nursing-NSG 420                                      | 2,3 | 200.00 | 200.00 |
| Nursing-NSG 431                                      | 2,3 | 200.00 | 200.00 |
| Nursing-NSG 452                                      | 2,3 | 200.00 | 200.00 |
| Nursing-NSG 462                                      | 2,3 | 200.00 | 200.00 |
| Nursing-NSG 464                                      | 2,3 | 200.00 | 200.00 |
| Physics-PHY 161                                      | 2,3 | 25.00  | 25.00  |
| Physics-PHY 162                                      | 2,3 | 25.00  | 25.00  |
| Physics-PHY 173                                      | 2,3 | 25.00  | 25.00  |
| Physics-PHY 174                                      | 2,3 | 25.00  | 25.00  |
| Physics-PHY 183                                      | 2,3 | 25.00  | 25.00  |
| Physics-PHY 184                                      | 2,3 | 25.00  | 25.00  |

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| Physics-PHY 191                                      | 2,3 | 25.00  | 25.00  |
| Physics-PHY 192                                      | 2,3 | 25.00  | 25.00  |
| Teacher Education-EDT 181                            | 2,3 | 25.00  | 25.00  |
| Teacher Education-EDT 182                            | 2,3 | 25.00  | 25.00  |
| <b>Special Course/Lab Charges-Middletown Campus</b>  |     |        |        |
| Art-ART 102  | 2,3 | 10.00  | 10.00  |
| Art-ART 103  | 2,3 | 10.00  | 10.00  |
| Art-ART 104  | 2,3 | 15.00  | 15.00  |
| Art-ART 105  | 2,3 | 10.00  | 10.00  |
| Art-ART 106  | 2,3 | 20.00  | 20.00  |
| Art-ART 111  | 2,3 | 30.00  | 30.00  |
| Art-ART 122  | 2,3 | 30.00  | 30.00  |
| Art-ART 147  | 2,3 | 15.00  | 15.00  |
| Art-ART 181  | 2,3 | 10.00  | 10.00  |
| Art-ART 221  | 2,3 | 30.00  | 30.00  |
| Art-ART 222  | 2,3 | 30.00  | 30.00  |
| Art-ART 231  | 2,3 | 30.00  | 30.00  |
| Art-ART 241  | 2,3 | 30.00  | 30.00  |
| Art-ART 255  | 2,3 | 20.00  | 20.00  |
| Art-ART 271  | 2,3 | 50.00  | 50.00  |
| Art-ART 308E   | 2,3 | 20.00  | 20.00  |
| Art-ART 321  | 2,3 | 30.00  | 30.00  |
| Art-ART 322  | 2,3 | 30.00  | 30.00  |
| Art-ART 331  | 2,3 | 30.00  | 30.00  |
| Art-ART 341  | 2,3 | 30.00  | 30.00  |
| Art-ART 342  | 2,3 | 30.00  | 30.00  |
| Biology-BIO 115                                      | 2,3 | 25.00  | 25.00  |
| Biology-BIO 116                                      | 2,3 | 25.00  | 25.00  |
| Biology-BIO 161                                      | 2,3 | 25.00  | 25.00  |
| Biology-BIO 171                                      | 2,3 | 25.00  | 25.00  |
| Biology-BIO 172                                      | 2,3 | 25.00  | 25.00  |
| Chemistry-CHM 111.L                                  | 2,3 | 25.00  | 25.00  |
| Chemistry-CHM 131                                    | 2,3 | 25.00  | 25.00  |
| Chemistry-CHM 145                                    | 2,3 | 25.00  | 25.00  |
| Chemistry-CHM 231                                    | 2,3 | 25.00  | 25.00  |
| Chemistry-CHM 244                                    | 2,3 | 25.00  | 25.00  |
| Chemistry-CHM 245                                    | 2,3 | 25.00  | 25.00  |
| Chemistry-CHM 332                                    | 2,3 | 25.00  | 25.00  |
| Chemistry-CHM 364                                    | 2,3 | 25.00  | 25.00  |
| Computer and Information Technology (CIT) course fee | 2,3 | 50.00  | 50.00  |
| Engineering Technology (ENT) course fee              | 2,3 | 50.00  | 50.00  |
| Geology-GLG 115L                                     | 2,3 | 25.00  | 25.00  |
| Geology-GLG 311                                      | 2,3 | 25.00  | 25.00  |
| Microbiology-MBI 123                                 | 2,3 | 25.00  | 25.00  |
| Microbiology-MBI 161                                 | 2,3 | 25.00  | 25.00  |
| Nursing-NSG 261                                      | 2,3 | 200.00 | 200.00 |
| Nursing-NSG 262                                      | 2,3 | 200.00 | 200.00 |
| Nursing-NSG 313                                      | 2,3 | 200.00 | 0.00   |
| Nursing-NSG 352                                      | 2,3 | 200.00 | 200.00 |
| Nursing-NSG 354                                      | 2,3 | 200.00 | 200.00 |
| Nursing-NSG 362                                      | 2,3 | 200.00 | 200.00 |
| Nursing-NSG 364                                      | 2,3 | 200.00 | 200.00 |
| Nursing-NSG 420                                      | 2,3 | 200.00 | 200.00 |
| Nursing-NSG 431                                      | 2,3 | 200.00 | 200.00 |
| Nursing-NSG 452                                      | 2,3 | 200.00 | 200.00 |
| Nursing-NSG 462                                      | 2,3 | 200.00 | 200.00 |
| Nursing-NSG 464                                      | 2,3 | 200.00 | 200.00 |
| Physics-PHY 161                                      | 2,3 | 25.00  | 25.00  |
| Physics-PHY 162                                      | 2,3 | 25.00  | 25.00  |
| Physics-PHY 173                                      | 2,3 | 25.00  | 25.00  |
| Physics-PHY 174                                      | 2,3 | 25.00  | 25.00  |

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| Physics-PHY 183                                 | 2,3 | 25.00  | 25.00  |
| Physics-PHY 184                                 | 2,3 | 25.00  | 25.00  |
| Physics-PHY 191                                 | 2,3 | 25.00  | 25.00  |
| Physics-PHY 192                                 | 2,3 | 25.00  | 25.00  |
| Special Purpose Fee                             | 2,3 | 20.00  | 20.00  |
| Teacher Education-EDT 181                       | 2,3 | 25.00  | 25.00  |
| Teacher Education-EDT 182                       | 2,3 | 25.00  | 25.00  |
| <b>Special Course/Lab Charges-Oxford Campus</b> |     |        |        |
| ACC 695 HBDI Assessment Fee                     | 2,3 | 8.00   | 8.00   |
| Art-ART 102                                     | 2,3 | 10.00  | 10.00  |
| Art-ART 103                                     | 2,3 | 10.00  | 10.00  |
| Art-ART 104                                     | 2,3 | 15.00  | 15.00  |
| Art-ART 111                                     | 2,3 | 32.00  | 32.00  |
| Art-ART 121                                     | 2,3 | 32.00  | 32.00  |
| Art-ART 131                                     | 2,3 | 55.00  | 55.00  |
| Art-ART 140                                     | 2,3 | 58.00  | 58.00  |
| Art-ART 145                                     | 2,3 | 26.00  | 26.00  |
| Art-ART 146                                     | 2,3 | 26.00  | 26.00  |
| Art-ART 147                                     | 2,3 | 21.00  | 21.00  |
| Art-ART 149                                     | 2,3 | 26.00  | 26.00  |
| Art-ART 155                                     | 2,3 | 16.00  | 16.00  |
| Art-ART 160                                     | 2,3 | 37.00  | 37.00  |
| Art-ART 165                                     | 2,3 | 47.00  | 47.00  |
| Art-ART 170                                     | 2,3 | 42.00  | 42.00  |
| Art-ART 195                                     | 2,3 | 32.00  | 32.00  |
| Art-ART 221                                     | 2,3 | 53.00  | 53.00  |
| Art-ART 222                                     | 2,3 | 53.00  | 53.00  |
| Art-ART 231                                     | 2,3 | 32.00  | 32.00  |
| Art-ART 233                                     | 2,3 | 11.00  | 11.00  |
| Art-ART 241                                     | 2,3 | 79.00  | 79.00  |
| Art-ART 251                                     | 2,3 | 79.00  | 79.00  |
| Art-ART 252                                     | 2,3 | 79.00  | 79.00  |
| Art-ART 254                                     | 2,3 | 79.00  | 79.00  |
| Art-ART 255                                     | 2,3 | 100.00 | 100.00 |
| Art-ART 257                                     | 2,3 | 105.00 | 105.00 |
| Art-ART 261                                     | 2,3 | 105.00 | 105.00 |
| Art-ART 264                                     | 2,3 | 105.00 | 105.00 |
| Art-ART 271                                     | 2,3 | 105.00 | 105.00 |
| Art-ART 281                                     | 2,3 | 32.00  | 32.00  |
| Art-ART 285                                     | 2,3 | 11.00  | 11.00  |
| Art-ART 286                                     | 2,3 | 11.00  | 11.00  |
| Art-ART 295                                     | 2,3 | 32.00  | 32.00  |
| Art-ART 296                                     | 2,3 | 32.00  | 32.00  |
| Art-ART 309                                     | 2,3 | 11.00  | 11.00  |
| Art-ART 314                                     | 2,3 | 11.00  | 11.00  |
| Art-ART 315                                     | 2,3 | 11.00  | 11.00  |
| Art-ART 316                                     | 2,3 | 11.00  | 11.00  |
| Art-ART 317                                     | 2,3 | 11.00  | 11.00  |
| Art-ART 318                                     | 2,3 | 11.00  | 11.00  |
| Art-ART 319                                     | 2,3 | 11.00  | 11.00  |
| Art-ART 320                                     | 2,3 | 53.00  | 53.00  |
| Art-ART 320A                                    | 2,3 | 50.00  | 50.00  |
| Art-ART 320B                                    | 2,3 | 50.00  | 50.00  |
| Art-ART 320C                                    | 2,3 | 50.00  | 50.00  |
| Art-ART 331                                     | 2,3 | 32.00  | 32.00  |
| Art-ART 332                                     | 2,3 | 32.00  | 32.00  |
| Art-ART 341                                     | 2,3 | 105.00 | 105.00 |
| Art-ART 342                                     | 2,3 | 105.00 | 105.00 |
| Art-ART 343                                     | 2,3 | 20.00  | 20.00  |
| Art-ART 344                                     | 2,3 | 20.00  | 20.00  |
| Art-ART 345                                     | 2,3 | 20.00  | 20.00  |



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|---------------------|-----|--------|--------|
| Art-ART 350         | 2,3 | 32.00  | 32.00  |
| Art-ART 351         | 2,3 | 105.00 | 105.00 |
| Art-ART 352         | 2,3 | 105.00 | 105.00 |
| Art-ART 354         | 2,3 | 105.00 | 105.00 |
| Art-ART 357         | 2,3 | 105.00 | 105.00 |
| Art-ART 358         | 2,3 | 105.00 | 105.00 |
| Art-ART 361         | 2,3 | 105.00 | 105.00 |
| Art-ART 362         | 2,3 | 105.00 | 105.00 |
| Art-ART 364         | 2,3 | 105.00 | 105.00 |
| Art-ART 365         | 2,3 | 105.00 | 105.00 |
| Art-ART 371         | 2,3 | 105.00 | 105.00 |
| Art-ART 372         | 2,3 | 105.00 | 105.00 |
| Art-ART 386         | 2,3 | 11.00  | 11.00  |
| Art-ART 389         | 2,3 | 11.00  | 11.00  |
| Art-ART 395         | 2,3 | 32.00  | 32.00  |
| Art-ART 421         | 2,3 | 32.00  | 32.00  |
| Art-ART 422         | 2,3 | 32.00  | 32.00  |
| Art-ART 431         | 2,3 | 32.00  | 32.00  |
| Art-ART 432         | 2,3 | 32.00  | 32.00  |
| Art-ART 441         | 2,3 | 105.00 | 105.00 |
| Art-ART 442         | 2,3 | 105.00 | 105.00 |
| Art-ART 450         | 2,3 | 105.00 | 105.00 |
| Art-ART 451         | 2,3 | 105.00 | 105.00 |
| Art-ART 452         | 2,3 | 105.00 | 105.00 |
| Art-ART 455         | 2,3 | 11.00  | 11.00  |
| Art-ART 457         | 2,3 | 105.00 | 105.00 |
| Art-ART 458         | 2,3 | 105.00 | 105.00 |
| Art-ART 461         | 2,3 | 105.00 | 105.00 |
| Art-ART 462         | 2,3 | 105.00 | 105.00 |
| Art-ART 464         | 2,3 | 105.00 | 105.00 |
| Art-ART 471         | 2,3 | 105.00 | 105.00 |
| Art-ART 472         | 2,3 | 105.00 | 105.00 |
| Art-ART 480         | 2,3 | 11.00  | 11.00  |
| Art-ART 485/585     | 2,3 | 11.00  | 11.00  |
| Art-ART 486/586     | 2,3 | 11.00  | 11.00  |
| Art-ART 487/587     | 2,3 | 11.00  | 11.00  |
| Art-ART 489/589     | 2,3 | 11.00  | 11.00  |
| Art-ART 492         | 2,3 | 32.00  | 32.00  |
| Art-ART 493         | 2,3 | 32.00  | 32.00  |
| Art-ART 495         | 2,3 | 32.00  | 32.00  |
| Art-ART 541         | 2,3 | 100.00 | 100.00 |
| Art-ART 542         | 2,3 | 100.00 | 100.00 |
| Art-ART 555         | 2,3 | 10.00  | 10.00  |
| Art-ART 557         | 2,3 | 100.00 | 100.00 |
| Art-ART 561         | 2,3 | 100.00 | 100.00 |
| Art-ART 562         | 2,3 | 100.00 | 100.00 |
| Art-ART 564         | 2,3 | 100.00 | 100.00 |
| Art-ART 571         | 2,3 | 100.00 | 100.00 |
| Art-ART 585         | 2,3 | 10.00  | 10.00  |
| Art-ART 586         | 2,3 | 10.00  | 10.00  |
| Art-ART 587         | 2,3 | 10.00  | 10.00  |
| Art-ART 589         | 2,3 | 10.00  | 10.00  |
| Art-ART 640         | 2,3 | 100.00 | 100.00 |
| Art-ART 650         | 2,3 | 100.00 | 100.00 |
| Art-ART 660         | 2,3 | 100.00 | 100.00 |
| Art-ART 664         | 2,3 | 100.00 | 100.00 |
| Art-ART 670         | 2,3 | 100.00 | 100.00 |
| Art-ART 680         | 2,3 | 10.00  | 10.00  |
| Art-ART MPT/MPF 189 | 2,3 | 11.00  | 11.00  |
| Art-ART/IMS 259     | 2,3 | 32.00  | 32.00  |
| Art-ART/IMS 359     | 2,3 | 32.00  | 32.00  |

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|-------------------------------------|-----|--------|--------|
| Art-MPC 497                         | 2,3 | 11.00  | 11.00  |
| Art-MPC 498/598                     | 2,3 | 11.00  | 11.00  |
| Art-MPC 598                         | 2,3 | 11.00  | 11.00  |
| Art-MPF 185                         | 2,3 | 11.00  | 11.00  |
| Art-MPF 187                         | 2,3 | 11.00  | 11.00  |
| Art-MPF 188                         | 2,3 | 11.00  | 11.00  |
| Art-MPF 279                         | 2,3 | 11.00  | 11.00  |
| Art-MPT 311                         | 2,3 | 11.00  | 11.00  |
| Art-MPT 312                         | 2,3 | 11.00  | 11.00  |
| Art-MPT 381                         | 2,3 | 11.00  | 11.00  |
| Art-MPT 382                         | 2,3 | 11.00  | 11.00  |
| Art-MPT 383                         | 2,3 | 11.00  | 11.00  |
| Art-MPT 480M/580M                   | 2,3 | 11.00  | 11.00  |
| Art-MPT 480W/580W                   | 2,3 | 11.00  | 11.00  |
| Art-MPT 580                         | 2,3 | 10.00  | 10.00  |
| BIO/MBI 115                         | 2,3 | 25.00  | 25.00  |
| BIO/MBI 115H                        | 2,3 | 25.00  | 25.00  |
| BIO/MBI 116                         | 2,3 | 25.00  | 25.00  |
| BIO/MBI 424                         | 2,3 | 25.00  | 25.00  |
| Biology-BIO 155                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 161                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 204                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 205                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 305                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 305W                    | 2,3 | 25.00  | 25.00  |
| Biology-BIO 328                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 333                     | 2,3 | 60.00  | 60.00  |
| Biology-BIO 333W                    | 2,3 | 60.00  | 60.00  |
| Biology-BIO 351                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 361                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 364                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 402                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 403                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 407                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 407W                    | 2,3 | 25.00  | 25.00  |
| Biology-BIO 408                     | 2,3 | 60.00  | 60.00  |
| Biology-BIO 409                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 410                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 410W                    | 2,3 | 25.00  | 25.00  |
| Biology-BIO 411                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 415                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 425                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 429                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 453                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 455                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 458                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 459                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 463                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 463W                    | 2,3 | 25.00  | 25.00  |
| Biology-BIO 464                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 465                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 482                     | 2,3 | 25.00  | 25.00  |
| Biology-BIO 482W                    | 2,3 | 25.00  | 25.00  |
| Biology-BIO 483                     | 2,3 | 25.00  | 25.00  |
| Botany-BOT 244, Lab Fee-Wine Course | 2,3 | 175.00 | 175.00 |
| Chemistry - CHM 111L                | 2,3 | 30.00  | 30.00  |
| Chemistry - CHM 144                 | 2,3 | 30.00  | 30.00  |
| Chemistry - CHM 144H                | 2,3 | 30.00  | 30.00  |
| Chemistry - CHM 144M                | 2,3 | 30.00  | 30.00  |
| Chemistry - CHM 145                 | 2,3 | 30.00  | 30.00  |
| Chemistry - CHM 145H                | 2,3 | 30.00  | 30.00  |

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|---|-----|--------|--------|
| Chemistry - CHM 145M  | 2,3 | 30.00  | 30.00  |
| Chemistry - CHM 231L  | 2,3 | 30.00  | 30.00  |
| Chemistry - CHM 244   | 2,3 | 30.00  | 30.00  |
| Chemistry - CHM 332L  | 2,3 | 30.00  | 30.00  |
| Chemistry - CHM 375   | 2,3 | 30.00  | 30.00  |
| Chemistry - CHM 418   | 2,3 | 30.00  | 30.00  |
| Chemistry - CHM 438   | 2,3 | 30.00  | 30.00  |
| Chemistry-CHM 419   | 2,3 | 30.00  | 30.00  |
| CHM436/MBI436/CPB436  | 2,3 | 42.00  | 42.00  |
| Clinical Experience -Teacher Education-EDP 605                                  | 2,3 | 143.00 | 143.00 |
| Clinical Experience -Teacher Education-EDP 605 TPA Testing                      | 2,3 | 325.00 | 325.00 |
| EDL 195 Facilitation & Group Dynamics   | 2,3 | 150.00 | 150.00 |
| Education Leadership - EDL 290 R  | 2,3 | 50.00  | 50.00  |
| Family Studies and Social Work -FSW 762   | 2,3 | 50.00  | 50.00  |
| Family Studies and Social Work -FSW 763   | 2,3 | 50.00  | 50.00  |
| Family Studies and Social Work-FSW 412  | 2,3 | 50.00  | 50.00  |
| Family Studies and Social Work-FSW 661  | 2,3 | 50.00  | 50.00  |
| Fashion Design-FAS 211  | 2,3 | 40.00  | 40.00  |
| Fashion Design-FAS 212  | 2,3 | 40.00  | 40.00  |
| Fashion Design-FAS 221A   | 2,3 | 90.00  | 90.00  |
| Geology-GLG 115L  | 2,3 | 25.00  | 25.00  |
| Geology-GLG 201   | 2,3 | 25.00  | 25.00  |
| Geology-GLG 204   | 2,3 | 25.00  | 25.00  |
| Geology-GLG 301   | 2,3 | 25.00  | 25.00  |
| Geology-GLG 322   | 2,3 | 25.00  | 25.00  |
| Geology-GLG 354   | 2,3 | 25.00  | 25.00  |
| Geology-GLG 357   | 2,3 | 25.00  | 25.00  |
| Geology-GLG 428   | 2,3 | 25.00  | 25.00  |
| Geology-GLG 482   | 2,3 | 25.00  | 25.00  |
| Gerontology- GTY 110  | 2,3 | 50.00  | 50.00  |
| Gerontology- GTY 310  | 2,3 | 50.00  | 50.00  |
| IMS 351 all section   | 2,3 | 65.00  | 65.00  |
| Kinesiology and Health - KNH194L  | 2,3 | 35.00  | 35.00  |
| Kinesiology and Health -KNH 104   | 2,3 | 150.00 | 150.00 |
| Kinesiology and Health -KNH 182   | 2,3 | 26.00  | 26.00  |
| Kinesiology and Health -KNH 183.L   | 2,3 | 26.00  | 26.00  |
| Kinesiology and Health -KNH 184.L   | 2,3 | 33.00  | 33.00  |
| Kinesiology and Health -KNH 203   | 2,3 | 150.00 | 150.00 |
| Kinesiology and Health -KNH 244.L   | 2,3 | 33.00  | 33.00  |
| Kinesiology and Health -KNH 284   | 2,3 | 26.00  | 26.00  |
| Kinesiology and Health -KNH 285.L   | 2,3 | 26.00  | 26.00  |
| Kinesiology and Health -KNH 287.L   | 2,3 | 26.00  | 26.00  |
| Kinesiology and Health -KNH 288   | 2,3 | 26.00  | 26.00  |
| Kinesiology and Health -KNH 289   | 2,3 | 26.00  | 26.00  |
| Kinesiology and Health -KNH 381.L   | 2,3 | 33.00  | 33.00  |
| Kinesiology and Health -KNH 382   | 2,3 | 33.00  | 33.00  |
| Kinesiology and Health -KNH 404   | 2,3 | 150.00 | 150.00 |
| Kinesiology and Health -KNH 4532 Active Work Station                            | 2,3 | 35.00  | 35.00  |
| Kinesiology and Health -KNH 468.L   | 2,3 | 33.00  | 33.00  |
| Kinesiology and Health -KNH 484   | 2,3 | 26.00  | 26.00  |
| Kinesiology and Health -KNH 568.L   | 2,3 | 31.00  | 31.00  |
| Kinesiology and Health -KNH 668   | 2,3 | 31.00  | 31.00  |
| Kinesiology and Health -KNH 683   | 2,3 | 31.00  | 31.00  |
| Kinesiology and Health -KNH 688   | 2,3 | 31.00  | 31.00  |
| Kinesiology and Health-Basketball Officiating Course-KNH 121                    | 2,3 | 140.00 | 140.00 |
| Kinesiology and Health-Equestrian Center Classes-KNH 150.E                      | 2,3 | 330.00 | 330.00 |
| Kinesiology and Health-Equestrian Center Classes-KNH 150.F                      | 2,3 | 330.00 | 330.00 |
| Kinesiology and Health-Equestrian Center Classes-KNH 150.G                      | 2,3 | 330.00 | 330.00 |
| Kinesiology and Health-Equestrian Center Classes-KNH 150.H                      | 2,3 | 330.00 | 330.00 |
| Kinesiology and Health-Equestrian Center Classes-KNH 150.I                      | 2,3 | 330.00 | 330.00 |
| Kinesiology and Health-Goggin Ice Center Classes-(broomball, hockey, & skating) | 2,3 | 60.00  | 60.00  |

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| Kinesiology and Health-Volleyball Officiating Course-KNH 122 | 2,3 | 140.00   | 140.00   |
| Microbiology-MBI 123   | 2,3 | 25.00    | 25.00    |
| Microbiology-MBI 143   | 2,3 | 25.00    | 25.00    |
| Microbiology-MBI 201   | 2,3 | 25.00    | 25.00    |
| Microbiology-MBI 201H  | 2,3 | 25.00    | 25.00    |
| Microbiology-MBI 223   | 2,3 | 25.00    | 25.00    |
| Microbiology-MBI 333   | 2,3 | 60.00    | 60.00    |
| Microbiology-MBI 405   | 2,3 | 25.00    | 25.00    |
| Microbiology-MBI 415   | 2,3 | 25.00    | 25.00    |
| Microbiology-MBI 425   | 2,3 | 25.00    | 25.00    |
| Microbiology-MBI 435   | 2,3 | 25.00    | 25.00    |
| Microbiology-MBI 465   | 2,3 | 25.00    | 25.00    |
| Microbiology-MBI 475   | 2,3 | 25.00    | 25.00    |
| Microbiology-MBI 487   | 2,3 | 30.00    | 30.00    |
| Microbiology-MBI 488   | 2,3 | 60.00    | 60.00    |
| Microbiology-MBI 489   | 2,3 | 60.00    | 60.00    |
| MKT 622 HBDI Assessment Fee                                  | 2,3 | 8.00     | 8.00     |
| Music-MUS 100E, Marching Band-Fall Semester Only             | 2,3 | 105.00   | 105.00   |
| Music-MUS 112, Lab Choir                                     | 2,3 | 20.00    | 20.00    |
| Music-MUS 232A   | 2,3 | 23.00    | 23.00    |
| Music-MUS 232B   | 2,3 | 23.00    | 23.00    |
| Online Chemistry Prep Course-CHM149                          | 2,3 | 350.00   | 350.00   |
| Outdoor Pursuit Center Courses-KNH 150.A                     | 2,3 | 180.00   | 180.00   |
| Outdoor Pursuit Center Courses-KNH 150.B                     | 2,3 | 180.00   | 180.00   |
| Outdoor Pursuit Center Courses-KNH 150.C                     | 2,3 | 180.00   | 180.00   |
| Outdoor Pursuit Center Courses-KNH 150.J                     | 2,3 | 240.00   | 240.00   |
| Outdoor Pursuit Center Courses-KNH 150.K                     | 2,3 | 240.00   | 240.00   |
| Physics-PHY 103  | 2,3 | 25.00    | 25.00    |
| Physics-PHY 161  | 2,3 | 25.00    | 25.00    |
| Physics-PHY 162  | 2,3 | 25.00    | 25.00    |
| Physics-PHY 191  | 2,3 | 25.00    | 25.00    |
| Physics-PHY 191H   | 2,3 | 25.00    | 25.00    |
| Physics-PHY 192  | 2,3 | 25.00    | 25.00    |
| Physics-PHY 286  | 2,3 | 25.00    | 25.00    |
| Physics-PHY 293  | 2,3 | 25.00    | 25.00    |
| Physics-PHY 294  | 2,3 | 25.00    | 25.00    |
| Physics-PHY 471  | 2,3 | 25.00    | 25.00    |
| Psychology- PSY 351  | 2,3 | 50.00    | 50.00    |
| School Psychology Testing Library Fee                        | 2,3 | 50.00    | 50.00    |
| Speech Pathology and Audiology-SPA 605                       | 2,3 | 100.00   | 100.00   |
| Speech Pathology and Audiology-SPA 750                       | 2,3 | 100.00   | 100.00   |
| Teacher Education-ART 419                                    | 2,3 | 294.00   | 294.00   |
| Teacher Education-ART 419.I                                  | 2,3 | 1,260.00 | 1,260.00 |
| Teacher Education-ART 419.O                                  | 2,3 | 840.00   | 840.00   |
| Teacher Education-EDP 419F                                   | 2,3 | 143.00   | 143.00   |
| Teacher Education-EDP 419F TPA Testing                       | 2,3 | 325.00   | 300.00   |
| Teacher Education-EDT 419A                                   | 2,3 | 143.00   | 143.00   |
| Teacher Education-EDT 419A TPA Testing                       | 2,3 | 325.00   | 325.00   |
| Teacher Education-EDT 419E                                   | 2,3 | 143.00   | 143.00   |
| Teacher Education-EDT 419E TPA Testing                       | 2,3 | 325.00   | 325.00   |
| Teacher Education-EDT 419M                                   | 2,3 | 143.00   | 143.00   |
| Teacher Education-EDT 419M TPA Testing                       | 2,3 | 325.00   | 325.00   |
| Teacher Education-EDT 519                                    | 2,3 | 136.00   | 136.00   |
| Teacher Education-EDT 519 TPA Testing                        | 2,3 | 150.00   | 150.00   |
| Teacher Education-EDT 519A                                   | 2,3 | 136.00   | 136.00   |
| Teacher Education-EDT 519A TPA Testing                       | 2,3 | 150.00   | 150.00   |
| Teacher Education-MUS 175                                    | 2,3 | 69.00    | 69.00    |
| Teacher Education-MUS 355                                    | 2,3 | 69.00    | 69.00    |
| Teacher Education-MUS 359                                    | 2,3 | 69.00    | 69.00    |
| Teacher Education-MUS419                                     | 2,3 | 347.00   | 347.00   |
| Theatre- THE 292   | 2,3 | 100.00   | 100.00   |

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|---|-----|---------------------|---------------------|
| Theatre-THE 131 Field Trip Fee  | 2,3 | 17.00               | 17.00               |
| Theatre-THE 151   | 2,3 | 75.00               | 75.00               |
| Theatre-THE 210B  | 2,3 | 90.00               | 90.00               |
| Theatre-THE 210E Puppetry Supplies Fee  | 2,3 | 55.00               | 55.00               |
| Theatre-THE 253 Supplies  | 2,3 | 12.00               | 12.00               |
| Theatre-THE 258 Supply Fee  | 2,3 | 100.00              | 100.00              |
| Theatre-THE 455F Advanced problems in advanced mask up and mask design        | 2,3 | 200.00              | 200.00              |
| <b>Student Affairs</b>  |     |                     |                     |
| Activity No-Show Fee  |     | 10.00               | 10.00               |
| <b>Student Counseling Services</b>  |     |                     |                     |
| Attentional Problem Evaluation  |     | 25.00               | 25.00               |
| Counseling Session-no show (Psychiatric follow-up)                            |     | 25.00               | 25.00               |
| Counseling Session-no show any session  |     | 25.00               | 25.00               |
| Psychiatric services - follow-up/medical check                                |     | 25.00               | 25.00               |
| Psychiatric services - initial psychiatric evaluation                         |     | 40.00               | 40.00               |
| Therapy/Counseling, per session (first five sessions covered by general fund) |     | 25.00               | 25.00               |
| <b>Student Health Services</b>  |     |                     |                     |
| Appointment No-Show Fee   |     | 20.00               | 20.00               |
| Insurance Waiver - Late Processing Fee  |     | 35.00               | 35.00               |
| Miscellaneous OTC Personal Health Products                                    |     | .10 - .50           | .10 - .50           |
| <b>Student Legal Services</b>   |     |                     |                     |
| Student Legal Services, per year  |     | 20.00               | 20.00               |
| <b>Student Orientation Program</b>  |     |                     |                     |
| Confirmation Deposit (Oxford Pathway program)                                 | 2,3 | 95.00               | 95.00               |
| Orientation Housing per night   |     | 30.75               | 35.00               |
| Orientation Meal (per person)   |     | 30.00               | 30.00               |
| Orientation Parking Fee   |     | 3.00                | 3.00                |
| Pre-Semester Pilot Program  |     | 250.00              | 250.00              |
| Regional Orientation & Registration Fee (S.O.A.R) NOTE: Non-Refundable        | 2,3 | 40.00               | 40.00               |
| <b>Substance Abuse Violations</b>   |     |                     |                     |
| Chemical abuse education program  |     | 200.00              | 200.00              |
| Substance abuse assessments   |     | 250.00              | 250.00              |
| Two hour substance abuse program  |     | 150.00              | 150.00              |
| Two hour tobacco cessation program  |     | 150.00              | 150.00              |
| <b>Test Administration Fee</b>  |     |                     |                     |
| CLEP  |     | 20.00               | 20.00               |
| Distance Learning Exam  |     | 20.00               | 20.00               |
| MAT Exam  |     | 20.00               | 20.00               |
| <b>Theatre</b>  |     |                     |                     |
| General Admission-Students required to attend for class (THE 191)             |     | 6.00                | 6.00                |
| <b>Transcript</b>   |     |                     |                     |
| Regular orders, per copy  |     | 8.00                | 8.00                |
| Special orders, per copy  |     | 12.00               | 12.00               |
| <b>Wilks Leadership Institute</b>   |     |                     |                     |
| LeaderShape participant fee   |     | 150.00              | 150.00              |
| Scholar Leader Winter Immersion Service Experience (WISE) deposit             |     | 75.00               | 75.00               |
| Wilks Leadership Workshop Fee   |     | 35.00               | 35.00               |
| Wilks U-Lead Housing Fee  |     | Actual housing cost | Actual housing cost |
| Wilks U-Lead Participant Fee  |     | 125.00              | 125.00              |

**Notes:**

- (1) Non-refundable.
- (2) Subject to partial refund of fee paid upon withdrawal as determined by the Vice President for Finance and Business Services.
- (3) In addition to the instructional and general fees, and the tuition surcharge, if applicable.
- (4) Billing fee is instituted when the maximum overdue fine of \$100.00 is reached, at which point the item is presumed lost, the replacement billing process commences, and replacement charges are applied.
- (5) MU faculty, staff, and students receive a 25% discount w/valid ID.
- (6) Students pay one-third of the posted fee for services.
- (7) The \$250 deposit is applied against the semester charge for room and continental breakfast. The fee is non-refundable if the student withdraws from the program after the 30-day grace period.
- (8) A student is charged \$70 for the examination, which includes the first credit hour if they are awarded credit. \$35 is charged for each additional credit hour.
- (9) \$400 is non-refundable if a student does not enroll.


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**BUDGET APPROPRIATION ORDINANCE O2020-07**

BE IT ORDAINED: by the Board of Trustees that the Operating Budget for Fiscal Year 2019-20, as presented at this meeting, be and it hereby is enacted with the following current expenditures and transfers for the major purposes as follows:

|   |                      |
|---|----------------------|
| General Fund Expenditures:                      |                      |
| Salaries  | \$219,336,535        |
| Benefits  | \$75,023,133         |
| Financial Aid                                   | \$142,582,893        |
| Less: Scholarships Treated as Discount          | \$(103,956,021)      |
| Utilities                                       | \$14,451,384         |
| Support Expense                                 | \$42,094,848         |
| Subtotal General Fund Expenditures              | <u>\$389,532,772</u> |
| General Fund Transfers                          |                      |
| Debt Service (mandatory transfer)               | \$7,273,251          |
| General Fee and Other (non-mandatory transfers) | \$63,306,060         |
| Total General Fund                              | <u>\$460,112,083</u> |
| Designated Fund                                 | \$51,382,494         |
| Restricted Fund                                 | \$61,603,751         |
| Auxiliary Enterprises:                          |                      |
| Expenditures                                    | \$121,777,763        |
| Debt Service (mandatory transfer)               | \$50,350,439         |
| Other Transfers                                 | \$28,214,388         |
| Total Auxiliaries                               | <u>\$200,342,590</u> |
| TOTAL   | <u>\$773,440,917</u> |

Be it Further Ordained: that the above appropriations include aggregate merit and salary improvement increases for faculty and staff equal to two percent (2.0%) effective with the beginning of the appointment year; and

Be it Further Ordained: that the Senior Vice President for Finance and Business Services and Treasurer, with the approval of the President, may make such adjustments as are necessary in the operating budget within the limits of available funds or within the limits of additional income received for a specific purpose ("restricted funds").

*Approved by the Board of Trustees*  
*June 28, 2019*

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



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June 28, 2019  
Other Business

**RESOLUTION R2019-43**

BE IT RESOLVED: that the Board of Trustees, upon the recommendation of the President, hereby elects Dr. Jason Osborne as Provost and Executive Vice President for Academic Affairs, to become effective August 1, 2019.

*Approved by the Board of Trustees  
June 28, 2019*

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





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June 28, 2019  
Other Business

## RESOLUTION R2019-44

### Resolution of Appreciation for Phyllis Callahan

WHEREAS, Provost Phyllis Callahan traveled from New Jersey to Oxford, Ohio in 1988 to begin her many years of distinguished and dedicated service to Miami University; and

WHEREAS, Provost Callahan will retire from service as Provost and Professor effective August 1, 2019; and

WHEREAS, Phyllis earned both a Bachelor and a Master of Science in Biological Sciences, from Fairleigh Dickerson University, and earned a Ph.D. in Physiology and Neurobiology, from Rutgers University; and

WHEREAS, she conducted post-doctoral research at Memorial Sloan – Kettering Cancer Center, and at the University of Medicine and Dentistry of New Jersey's Robert Wood Johnson Medical school; and

WHEREAS, Phyllis was a teaching assistant at Fairleigh Dickinson, a teaching assistant and lecturer at Rutgers University, and a professor at Miami University; and

WHEREAS, she has served students, the profession, the sciences, the community and society, throughout her many years of dedicated and selfless teaching, research, and service; and

WHEREAS, the Miami community is deeply grateful that she chose to devote over three decades of her distinguished career and service to Miami University; and

WHEREAS, Provost Callahan has served as a faculty member of the Department of Zoology, now Biology, and as an Affiliate with the Women and Gender Studies Program; and

WHEREAS, she took on the challenge to co-chair and lead Miami's strategic planning, 2020 efforts, establishing the plan which guided Miami through the economic challenges in the aftermath of the Great Recession; and

WHEREAS, Miami weathered those challenges to enter the future stronger than before, recognized by U.S. News and World Report both as a top university

for undergraduate education, and as the nation's number one, most efficient university in achieving student success; and

WHEREAS, Provost Callahan achieved and completed the goals of Miami 2020, then implemented a fair-sighted program to continue Miami's success, Boldly Creative; and

WHEREAS, Boldly Creative funds academic and research programs to advance knowledge, prepare students, further Miami's reputation, and develop partnerships, to create sustainable, in-demand programs to generate new revenues and meet the needs of students, the State of Ohio, the nation, and the global society; and

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

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

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

Done, by the Miami University Board of Trustees, this Twenty-Eighth Day of June, Two Thousand Nineteen at Miami University, in the City of Oxford, County of Butler, State of Ohio, during the Two Hundred and Tenth year of the University's Charter.

*Approved by the Board of Trustees  
June 28, 2019*



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



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June 28, 2019  
Other Business

### **RESOLUTION R2019-45**

#### Resolution of Appreciation for Terry Hershey

WHEREAS, Terry Hershey was appointed a Miami University Trustee on July 1, 2013; and reappointed on July 1, 2016; and

WHEREAS, this term expires on June 30, 2019; and

WHEREAS, Terry Hershey has thoughtfully and ardently served Miami University as a Board member, as Chair of the Academic and Student Affairs Committee, and as a tireless Miami supporter; and

WHEREAS, Terry earned a Bachelor of Arts in International Studies from Miami University, a Masters in Journalism from Northwestern, a Masters in Public Administration from Northern Illinois, and an Executive MBA from Columbia University; and

WHEREAS, beyond serving higher education through the Board of Trustees, Terry is a former faculty member, teaching journalism at Northwestern University; and

WHEREAS, she transitioned to managing several newspapers in suburban Chicago, then on to a successful and distinguished career at Time Warner, Inc.; and

WHEREAS, Terry progressed at Time Warner, refining the extraordinary skills which have served Miami University so exceptionally; she engaged in corporate strategic planning, long-term business planning, venture investing, game development, digital publishing, and harnessing new technology to provide business opportunities. Ultimately serving as Vice President of Strategy Development, and President, Entertainment Division; and

WHEREAS, after departing Time Warner she formed TLH Associates, a consulting practice focused on strategic planning, business planning and development, and project management; and

WHEREAS, Terry's accomplishments extend beyond the business world to community service. Terry served on the Northwestern University Medill School of Journalism Board of Visitors, as well as several Denver-based boards, including LoDo Cares which coordinates and sponsors philanthropic activities in the historic downtown district of Denver, and as the founding Board Chair of the Downtown Denver Expeditionary School; and

WHEREAS, her services extends to the environment, co-founding, an environmental education center in Colorado dedicated to educating people about green energy generation, conservation of the environment, native wildlife and plant life, horticulture and domestic livestock; and

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

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

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

Done, by the Miami University Board of Trustees, this Twenty-Eighth Day of June, Two Thousand Nineteen at Miami University, in the City of Oxford, County of Butler, State of Ohio, during the Two Hundred and Tenth year of the University's Charter.



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June 28, 2019  
Other Business

### RESOLUTION R2019-46

#### Resolution of Appreciation for John W. Altman

WHEREAS, John W. Altman was appointed a Miami University Trustee on July 1, 2013; and reappointed on July 1, 2016; and

WHEREAS, this term expires on June 30, 2019; and

WHEREAS, John W. Altman has thoughtfully and ardently served Miami University as a Board member, as Chair of the Finance and Audit Committee, and as a tireless Miami supporter; and

WHEREAS, John earned a Bachelor of Arts in Economics, and an honorary Doctor of Humane Letters from Miami University, studied at Harvard University's Graduate School of Business, and received honorary Doctorates from Sierra Nevada College, and Phillips Graduate Institute; and

WHEREAS, he tirelessly seeks out ways to aid and assist others to succeed; generously supporting Miami's Humanities Center, the Altman Summer Internship Program, the Altman Clinical Professorship, the Altman Undergraduate, Graduate and Faculty Fellows and Scholars Programs, and the Altman Institute for Entrepreneurship; and

WHEREAS, John was the first Richard A. Forsythe Professor of Entrepreneurship and first director of the Thomas C. Page Center for Entrepreneurship at Miami University; and

WHEREAS, from those humble and energetic beginnings, Miami's Entrepreneurship program has grown to become one of Princeton Review's Top Ten public undergraduate Entrepreneurship Programs for the past eleven years in a row; and

WHEREAS, John is also exceptional in the classroom, applying the case study method to receive the Associated Student Government Outstanding Teacher Award in 1994, as well as the Miami Greek Associations' Outstanding Faculty/Staff Award in 1997; and

WHEREAS, for more than three decades, John has been a successful entrepreneur, having owned, founded, and/or been a partner in six businesses, two of which were ultimately sold to multinational companies; and

WHEREAS, He also served as a senior manager of two multinational corporations, Rohm & Haas and ICI; and

WHEREAS, the sound strategic planning and financial leadership during John's tenure enabled an unprecedented transformation of the Oxford campus. The student experience will be enhanced for generations to come, through the renovation and expansion of numerous existing buildings, the rebirth of Gaskill, Culler and Rowan Halls as the Armstrong Student Center, and the construction of entirely new facilities; and

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

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

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

Done, by the Miami University Board of Trustees, this Twenty-Eighth Day of June, Two Thousand Nineteen at Miami University, in the City of Oxford, County of Butler, State of Ohio, during the Two Hundred and Tenth year of the University's Charter.

*Approved by the Board of Trustees  
June 28, 2019*



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

# Board of Trustees

June 2019



MIAMI UNIVERSITY

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# University Advancement Report

**Tom Herbert, J.D.**

Senior Vice President, University Advancement  
President, Miami University Foundation



MIAMI UNIVERSITY



# FY'19 Fundraising To Date

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- » Goal: \$100 million
- » Raised: \$62.5 million (63% of goal)
- » \$98 million in \$1M+ proposals submitted
- » \$7 million in \$1M+ proposals to be submitted

# FY'19 Fundraising To Date

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- » Predict a FY'19 close of \$65 million
- » \$30 million delayed per donor wishes until Fall
- » 3yr rolling average since FY'17 is approx. \$83 million
- » 3yr rolling average in FY'15 was approx. \$57 million

# Miami Promise Scholarship Campaign

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- » Goal: \$100 million
- » Raised to date: \$159.5 million (159% of goal)
- » Extend match for \$1B campaign

# Miami Promise Scholarship Campaign

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- » FY'15: \$18.0 million goal -- \$20.8 million raised
- » FY'16: \$18.0 million goal -- \$30.0 million raised
- » FY'17: \$18.7 million goal -- \$29.2 million raised
- » FY'18: \$20.7 million goal -- \$53.2 million raised
- » FY'19: \$24.6 million goal -- \$26.3 million raised to date

# Farmer School of Business Campaign

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- » Seven year campaign for \$250 million
- » Timeline: July 1, 2016 – June 30, 2023
- » Time line extended
- » Raised to date: \$73 million
- » Cash received: \$19.7 million

# The Humanities Center

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- » Fundraising target: \$1.5 million (NEH Challenge Grant, by July '19)
- » Raised to date: \$1.5 million +
- » Completed the challenge, will receive rest of match

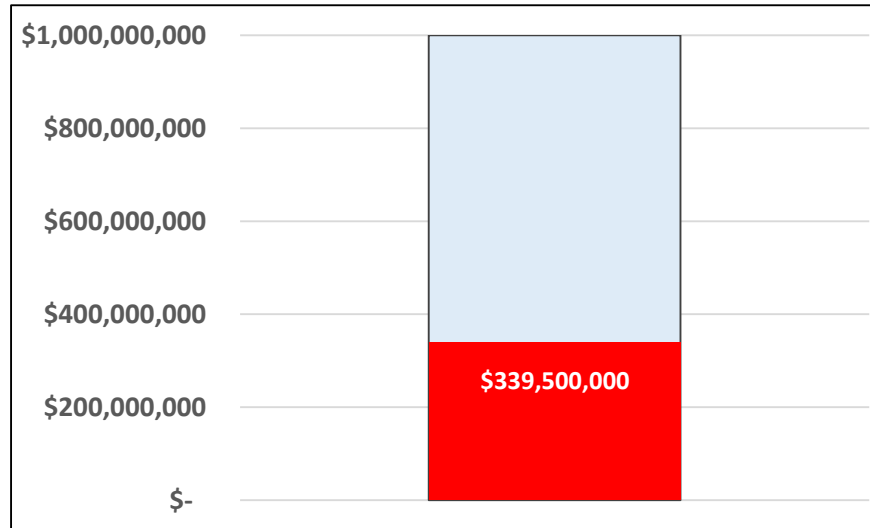
# \$1B Campaign Progress Report

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- » Goal: \$1 billion
- » Raised to date: \$339.5 million (33% of goal)
- » Estimate of \$340 million by end of FY

# \$1B Campaign Progress Report

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# MU Foundation Strategic Plan

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- » Process will begin in September
- » Will be congruent with University Plan
- » Formally adopted in February

# University Advancement Report

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Questions?

# Thank you!

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