

BOARD OF TRUSTEES
Minutes of the Board of Trustees Meeting
Marcum Conference Center 180/6, Oxford, Ohio
Thursday, February 22, 2024

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

The meeting was called to order at 11:30 a.m. with Chair Mary Schell presiding. Roll was called with a majority of Trustees present, constituting a quorum. In addition to the Trustees, attending for all or part of the meeting were President Crawford; Provost Liz Mullenix; and Senior Vice Presidents Jayne Brownell and David Creamer; and Vice Presidents Jessica Rivinius, and Amy Shoemaker; along with Special Assistant to the President Brent Shock; and Ted Pickerill, Chief of Staff and Secretary to the Board of Trustees.

Roll call of Trustees:

| | | |
|----------|-----------------|----------------------------------|
| Present: | Steve Anderson | John Pascoe |
| | Ryan Burgess | Jeff Pegues (National Trustee) |
| | Deborah Feldman | Mary Schell |
| | Beth McNellie | Mark Sullivan (National Trustee) |
| | Zachary Haines | |

Absent: Trustee Rod Robinson arrived following the call of roll; National Trustees Biff Bowman, and Dinesh Paliwal; and Student Trustees John Fazio, and Nick McNeil

Public Business Session

Executive Session

Trustee Burgess moved, Trustee Pascoe seconded, and by unanimous roll call vote, with eight voting in favor and none opposed, the Board convened to Executive Session for confidential matters - trade secrets, as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

Return to Public Session

Adjournment of Meeting

With no other business to come before the Board, Trustee Burgess moved, Trustee Haines seconded, and by unanimous voice vote, with all voting in favor and none opposed, the Board adjourned at 1:45 p.m.



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

BOARD OF TRUSTEES
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Marcum Conference Center 180/6, Oxford, Ohio
Friday, February 23, 2024

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

The meeting was called to order at 9:00 a.m. with Chair Mary Schell presiding. Roll was called with a majority of Trustees present, constituting a quorum. In addition to the Trustees, attending for all or part of the meeting were President Greg Crawford; Provost Liz Mullenix; Senior Vice Presidents Jayne Brownell and David Creamer; Vice Presidents Brad Bundy, Ande Durojaiye, Sue McDowell, Jessica Rivinius, David Seidl, Amy Shoemaker, and Randi Thomas; interim Vice President Bethany Perkins; and Ted Pickerill, Chief of Staff and Secretary to the Board of Trustees; along with many others in attendance to assist or observe.

Roll call of Trustees:

| | | |
|----------|-------------------------------|----------------------------------|
| Present: | Steve Anderson | Beth McNellie |
| | Ryan Burgess | John Pascoe |
| | John Fazio (Student Trustee) | Jeff Pegues (National Trustee) |
| | Deborah Feldman | Rod Robinson |
| | Zachary Haines | Mary Schell |
| | Nick McNeil (Student Trustee) | Mark Sullivan (National Trustee) |

Absent: National Trustees Biff Bowman, and Dinesh Paliwal

Public Study Session

Comments from the Public

The Board received comments from five members of the public.

Provost's Comments

Provost Mullenix highlighted several of the faculty and librarians being considered for promotion and tenure or continuing contract.

MiamiTHRIVE Presentation

Special Assistant to the President Brent Shock provided the Board with a presentation on Miami's preparation for a strategic planning initiative - MiamiTHRIVE.

Mr. Shock explained that shifting demographics, and the perception of higher education's value, along with new delivery methods, evolving technology, and increased competition amongst universities for a shrinking pool of students, has caused disruption in higher education, and the need for Miami University to adapt for the future.

MiamiTHRIVE is expected to define a strategic ambition focused on serving student needs, and to identify near-term enrollment and operational improvement opportunities. He stated that phase 1 of MiamiTHRIVE is near complete. Phase one included four broad working groups which engaged hundreds of Miami community members to provide an environmental scan, and to generate ideas, potential long-term ambitions, and areas of opportunity. Phase 2 begins strategic planning and will involve working groups focused on opportunity areas for the future, and areas of Miami's fundamental strengths to provide a foundation. Phase 2 is expected to conclude at the end of the calendar year. Phase 3 is implementation, and will begin iteratively as each committee completes their work on an opportunity area, the first launch and implementation is expected to begin in July.

The strategic pillars of MiamiTHRIVE include:

- Flexible, skills-focused curriculum
- Leading programs within in-demand fields
- Experiential learning for every student
- Expansive partner ecosystem
- Reinvigorated campus experience

Public Business Session

Following Mr. Shock's presentation, Trustee Feldman moved, Trustee Haines seconded, and by unanimous voice vote, with all voting in favor and none opposed, the Board tasked President Crawford to begin the strategic planning process, with MiamiTHRIVE Phase 1 as the foundation for that planning.

Approval of Prior Meeting Minutes

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

Consent Calendar

Resolutions on the Consent Calendar, included:

- [Emerita/Emeriti](#)
- [Campus Naming](#)
- [Award of Tenure](#)
- [Resolution of Appreciation for Trustee Emerita Sandra Collins](#)

Trustee Burgess moved, Trustee McNellie seconded, and by voice vote the items on the Consent Calendar were unanimously approved, with all voting in favor and none opposed.

Chair's Comments

Chair Mary Schell relayed the following information:

Good morning. Welcome and thank you for attending today's meeting.

First, I'd like to begin by recognizing and thanking Trustee John Pascoe and Trustee Jack Fazio for their service to this Board and to Miami University. We'll celebrate John and Jack later in today's meeting.

I also would like to thank Sandy Collins for her service as a Trustee. Sandy was appointed by Governor DeWine earlier this month to the State Employee Relations Board, an appointment which required her to step down from her position as a Miami Trustee. We are grateful for her service and will miss her many contributions to the University.

Since our last meeting, we've had several notable alumni in the news.

We are grateful to Miami alumni Brian '96 and Jennifer '97 Niccol who have made a significant gift to the men's basketball program to help support and retain our student athletes. The Niccol Family Basketball Award for Excellence in Academics and Athletics is now part of the Miami University Graduating Champions Academic Achievement Program.

The Niccols love sports and appreciate being able to cheer on their alma mater. Brian, who is Chairman and CEO of Chipotle, majored in Engineering Management. Jennifer earned her degree in English and Secondary Education. So, we also celebrate them as a Miami Merger.

Thank you, Brian and Jennifer for your generosity.

Fourteen years after it was published in 2010, Sharon Draper's 'Bestselling novel, "Out of My Mind," has been made into a movie. The film premiered at the Sundance Film Festival earlier this winter, and will appear on Disney+.

The book, written in the first person, tells the story of Melody Brooks a young girl who has to manage physical challenges in the sixth grade.

Sharon, who earned a Master of Arts in Teaching in 1973, is one of Miami's most acclaimed literary alumni. With more than 30 award-winning books for adolescents and teachers to her credit, she was the recipient of the Margaret A. Edwards Award for lifetime literary achievement and is a five-time Coretta Scott King Award winner. She has been honored at the White House six times, by four different presidents.

Congratulations Sharon.

Miami baseball standout Sam Bachman, who was drafted by the Los Angeles Angels in 2021, has been doing more than pitching, as he continued his studies from a distance to graduate earlier this year.

In January, Sam was awarded his Bachelor of Arts in Liberal Studies from Miami University. Bachman received the degree during a graduation celebration held at Jay Hayden Baseball Center in front of family, friends, and Miamians.

Sam was drafted ninth overall by the Angels in 2021 as he became the first-ever RedHawk selected in the first round of the MLB Draft. He was then called up to the major leagues less than two years later when he made his debut for the Angels on May 26, 2023.

Congratulations Sam.

In the time since our last meeting, our new 92,000-square-foot McVey Data Science building officially opened for students on January 29. And, the students quickly started utilizing spaces meant for collaboration in the three-story building.

Increasing collaboration was one of the goals behind the construction of the McVey Data Science building, which was funded through a generous \$20 million gift by Richard M. McVey – Class of 1981.

Along with shared spaces, McVey Data Science includes instructional space, offices, and research and project areas. With 14 classrooms, 12 conference and seminar rooms, and 88 offices, McVey Data Science was envisioned as a place to foster transdisciplinary research, a forum for industry partners to connect, and a venue for academic instruction, student activities, and informal conversation.

Thank you, Rick, for your generosity and ongoing engagement with the University.

While one building was completed, another project began. On January 19, ground was broken for Chestnut Street Station, a multimodal transportation center located at the former site of Talawanda High School.

The \$25.8 million project, led by the Butler County Regional Transit Authority, in collaboration with Miami University, has been in the planning stages for more than 10 years.

Also known as the Chestnut Street Multimodal Station and Shared Services Facility, the 57,000 square-foot facility is unique in that it combines a transit center for passengers with bus storage, vehicle maintenance, fueling, and washing operations. The facility is located between Miami's Chestnut Fields parking lot and the site of a future Amtrak station. The Amtrak project is expected to begin construction in 2026. The Oxford platform will be part of Amtrak's Cardinal Line from New York to Chicago.

We look forward to the station opening and enhancing the ability to travel to and from Oxford.

Thank you, it has been an eventful two months since our last meeting, and that concludes my remarks.

Love and Honor.

Reports

Report of the Chair of University Senate Executive Committee

Chair Schell welcomed Dr. Haynes who relayed the following information:

The University Senate voted to approve changes to the Graduate Assistantship Policy on January 29, 2024, as presented by Amity Noltemeyer, Associate Dean of the Graduate School. These changes update and clarify information regarding summer assistantships, fees, and align the language in the policy with language used in acceptance letters from academic personnel.

On January 29, 2024, the University Senate voted to approve a new Master of Education Programs in EDP-Counselor Education presented by Jenna Alvarez, Associate Clinical Professor of Educational Psychology. This is an online program that allows specialization in School Counseling or Clinical Mental Health Counseling. The program is expected to serve a projected 50 students by year 5 of the program.

Special presentations are also a part of the agenda for each Senate meeting. Christina Carrubba-Whetstine, Director, Miller Center for Student Disability Center, presented to Senate on December 4, 2023 to inform senate of the large increase in students requesting accommodations and the challenges this presents to the Miller Center and the Rinella Learning Center. Also, on December 4, 2023, David Seidl, Vice President for Information Technology and CIO, presented a summary of the AI Workshop Summary that took place on campus on October 20, 2023. This workshop was a widely attended and discussed both the challenges and opportunities of AI usage. At our meeting on January 29, 2024, Brooke Flinders, Associate Provost for Faculty Affairs, shared her various responsibilities as the new associate provost and Mark Krafft, Partner for Bain and Associates, provided a summary from the focus group he and colleagues conducted at the Senate Winter Retreat and provided an opportunity for any additional feedback.

The annual Senate Winter Retreat occurred on January 22, 2024, at the Wilkes Conference Center on the Hamilton Campus. During the retreat, Provost Mullenix and Dr. Pepper Stetler, Associate Professor of Art History and Associate Director of the Humanities Center, presented an update from the Humanities Future Committee and Mark Krafft, Partner for Bain and Associates, organized focus groups for senators to provide feedback for the environmental scan Bain is conducting on campus. Additionally, in an effort to improve senate productivity and deliberation, small groups discussed the purpose of the consent calendar and how to evaluate its contents, effective communication practices for At-Large Senators and Presidential Appointees, and pertinent information needed for new curriculum presentations in order to adequately evaluate these proposals.

I represent Miami University on The Ohio Faculty Council (OFC) which consist of Senate leaders from the 14, four-year Ohio universities and colleges. The OFC meets monthly via zoom. Rosemary Pennington, Chair-Elect for Senate Executive Committee, will begin attending these meetings as well. OFC met January 19, and discussed the submission process for the new John McNay Leadership Award. Each institution will nominate one person for the award and the Awards Committee of OFC will determine the winner. The Senate Executive Committee will be putting out a call for nominations and determine a nominee to send to OFC. Jim Bennett,

Chief of Staff & Sr. Policy Advisor for Chancellor at Ohio Dept. of Higher Ed, was present at the meeting and discussed the Governor's merit-based scholarship that will provide \$5,000.00 for the top five high schoolers in the state to help retain students in Ohio, stopping the policy of transcript withholding, and the new FAFSA and its potential impact on enrollment.

On behalf of Senate and Senate Executive Committee, I thank you for the opportunity to provide a report of our work.

Report of the Student Body President

Chair Schell welcomed Nyah Smith, who relayed the following:

Hello Everyone and Good morning!

I cannot believe that I stand here today with only 3 months left of my term and time of serving Miami University. It has been a wild, beautiful, impactful, stretching, meaningful, and hard journey. Yet, no matter the highs or lows, it will always be an honor of a lifetime.

As I prepared for my last remarks to you all it gave me time to reflect, not just on this past year but on my Miami experience. When I began college, it was from my bedroom after having a virtual high school graduation ceremony just 4 months earlier. I failed or rather, no credited a course my first semester, causing me to only pass 11 credit hours and lost my aunt to COVID-19 just prior to spring break my second semester.

Needless to say, it was a rocky start, one that caused me to question if this place was for me. Yet, I decided then that I would give Miami a chance, I would give myself a chance, and here I am. Nearing the time of passing my baton, in a position that I very truthfully stumbled upon because my freshman year I just so happened to open an email that said "Apply to be a SEAL Ambassador" and every moment since then has led me here.

In March of 2023, when Jules and I were elected we made history. We were the first all-Black ticket to be elected as Student Body President and Vice President here at Miami. Which has not just been a win for us this past year, but a win for our community, that of both students and alumni.

We have talked with and heard countless stories regarding the experiences of Black alumni during their Miami journey over the past year and one thing has stuck out, they could have never imagined that one day, two Black women would be leading the student body.

Yet, I would be remiss to not say, there is still work to be done. As conversations have been sparked within the Black community it has led me to a critical question; How are we, here at Miami best supporting our students of color, not just on campus but within the Oxford community as well?

I recognize the incredible work that is being done in offices such as the Center for Student Diversity, and Inclusion and the Office of Transformational and Inclusive Excellence. Through events that celebrate and support our minority communities all the way to policies that ensure hiring processes are fair and equitable. We are all better because of this work.

Yet we must not forget the context to which we live, learn, and play. We are at a predominantly White institution, that we know. We must also not forget that Oxford is a predominantly White community and area as well. Which adds a layer to the journey that we, as students of color, face and have during our time here.

I do not have solutions that will solve all problems. I don't think any of us do. We live in a world of inequities and injustice. However, I encourage you all to not lose sight or track of continuing to be better, doing the work, and showing up for all those that make up our community. Even in a time where it is becoming increasingly difficult for institutions of higher education to participate in this work.

The thought that there is still work to be done does not frighten me though, there will always be work. It has rather given me space and time to look around at my peers who are driving full speed ahead. Peers who are doing incredible work in their spheres and corners of campus. Peers who I encourage you to take a look at and give an opportunity to.

Over the past year I have been called on a lot, from being a part of countless videos, to providing insight, making remarks, and much more. Which I am grateful for and have a hard time with.

My role as Student Body President is one that I happily took on and accepted knowing that it would become a part of me. What I did not know is that it would become all of me. It is a role that does not end once I leave Armstrong and go home or even on Christmas Eve. It is a role that I am not just sought out by those in this room but individuals across the University and even all the way in Columbus. It is a role that has pushed me to become my own administrative assistant and juggler of many things.

It is also a role that has contributed to my financial hardship as a Pell grant eligible student when in December, I found out that I would no longer be financially compensated for the work that I am doing due to a multi-layer problem. Causing me to have to add another role and task to my plate, as a front desk ambassador at the Armstrong Student Center. Which I do not share lightly as I struggled with what I wanted my final report to be.

Throughout my past four reports to you all I have spoken of so much of the joy that I have experienced within my role. However, I also wanted to make sure that I shared my pain and honesty with you as well. Many of you in this room have asked how I have been and if I am prioritizing school work and wellbeing. I have answered the same every time, even when it was not always true. Yet today I ask what would that truly look like?

Which has caused me to speak to our rising student leaders a bit differently these days. In a way that hopefully shows them that they are not alone, saying no is okay, and prioritizing your wellbeing is not a luxury but must be a necessity. We must work to continue to make sure that our students are cared for and truly seen. We must continue to make sure that as new barriers present themselves we are adjusting and adapting. That as was spoken about during the Academic and Student Affairs Board of Trustee meeting yesterday, we must not just be a University that students should be ready for, rather we must be a University that is ready for our students.

Please know though that as I express hardship to you all there is still so much that is encouraging about this work.

This past semester our Associated Student Government was able to distribute over \$450,000 to student organizations across campus. Jules and I will also be working to distribute our Green Event funding initiative to provide students with the resources needed in order to promote sustainability across campus here in the coming weeks.

Our fellow students are busy making magic happen and that is evident. Through promoting civic engagement with democracy buses, to training all semester for cultural performances such as Fusion, to Recon which will be taking over the entire Armstrong Student Center in the coming weeks, and even the largest student run fashion put on by MUF&D. Who by the way got to use the new XR room in the McVey Data Science Building this past week to shoot promotional videos and photos, and let me tell you it was pretty incredible.

Which has reminded me of a phrase we used in the student activities office; Students often come for their academics but stay because of the people they've met in the places they've found to call home. Students are pursuing their dreams inside and outside of classrooms all across campus. How special is that?

Each student's journey here is so uniquely different. We have student leaders across campus who if you ask them how they got to where they are you will probably hear many different stories.

Yet, I must acknowledge a specific student leader in this room, Jack. Congratulations on finishing out your term on the Board of Trustees! Over the past two years you have done incredible work and being able to witness your passion for mental health has truly been an honor. You have impacted the lives of so many students across campus and even those for many years to come. You may never hear any of their thank yous' or see the fruits of your labor while you're here. Yet on behalf of us all, thank you!

I also want to acknowledge Peyton Morrow who will be filling your seat. I know you all will meet him and hear about him yourselves but let me tell you Miami is lucky and I truly cannot wait to see all he and Nick do during their time of service.

Yet I must also acknowledge the incredible work of our Chief of Staff, Jack Isphording, who is a sophomore here at Miami and ran the search committee to find a new Student Trustee so seamlessly. His leadership, diligence, and dedication to Miami is incredibly evident.

The past four years and now eight semesters have been a whirlwind. Although I will never take for granted the people I have met and things I have gotten to do. To all of you in this room, thank you for cheering Jules and I on. We are grateful for you.

As May fastly approaches I can say confidently that I will leave this institution being able to say; Miami is a place that served as my home. A place where I fell down seven times and got up eight. Miami is a place where I have been able to make my family proud. A place where I met my best friends. A place where I have made mistakes and learned many lessons. Miami is a place

where I have found belonging. Most importantly though, Miami is a place where I have been able to show those that look like me that rooms such as this and tables across campus have seats for them too.

I now conclude my final report to the Miami University Board of Trustees. Love & Honor

Report from the President

President Crawford provided the Board with updates on:

- Anticipating our tomorrow
- Expanding our Excellence
- Spotlighting our Students
- Intensifying our Inquiry
- Honoring our Impacts
- Enhancing our Infrastructure
- Celebrating our Champions

Academic and Student Affairs Committee

Report of the Committee Chair

Committee Chair Ryan Burgess relayed the following:

The Academic and Student Affairs Committee met yesterday in Marcum Conference Center. Two resolutions were considered and both were recommended for approval today.

The Committee heard updates from the Provost, the interim Vice President for Enrollment Management and Student Success, the Vice President for University Communications and Marketing, and the Senior Vice President for Student Life. The Committee also received a written report from University Senate.

The meeting began with updates and presentations from Bethany Perkins, the interim Vice President for Enrollment Management and Student Success. She informed the committee that applications are up, to nearly 38,000, and overall confirmations are up more than 10% when compared to this date last year. She also informed us of the impact of the delay in FASFA, the enrollment outlook, and transfer enrollment.

She was joined by several colleagues for a joint, EMSS, Student Life and Academic Affairs presentation on student retention efforts. They discussed support initiatives and intervention efforts.

Senior Vice President for Student Life Jayne Brownell then updated the Committee on Student Life matters, and she was followed by Vice President for University Communications and Marketing, Jessica Rivinius, who updated the Committee on audience segmentation, with a focus on parents, and on yield efforts.

Provost Mullenix updated the Committee on low enrolled majors and efforts to consolidate departments and infuse liberal arts across disciplines. Senior Associate Vice President Carolyn Haines updated the Committee on re-accreditation efforts, and Graduate School Dean Mike Crowder updated the Committee on Graduate Programs.

Two resolutions were considered; a new master's degree in counselor education, and the promotion and tenure of faculty and the promotion and continuing contract of librarians. Both are recommended for approval by the full Board today.

The Committee also received several written reports, including; residence hall occupancy, MUDEC and Study Abroad, and divisional newsletters. These and the other material will be included in the meeting's minutes.

Thank you, that concludes my report.

Resolutions

Masters Degree in Counselor Education

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

Promotion and Tenure

Provost Mullenix highlighted several of the faculty and librarians earlier in the meeting, and spoke in support of the resolution. Trustee Robinson then moved, Trustee Feldman seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

Finance and Audit Committee

Report of the Committee Chair

Committee Chair Mark Sullivan relayed the following:

The Finance and Audit Committee met yesterday afternoon at the Marcum Conference Center. The Committee considered one ordinance, one resolution and received several reports during the meeting. The ordinance and resolution are both recommended for approval later in today's meeting.

Following the approval of the minutes from the prior meeting, the meeting began with a presentation by Vice President Bundy on the billion-dollar campaign. Last year the campaign raised over \$57 million in cash, the largest amount of cash raised in a year in the history of the University. The University has now raised over \$645 million during the campaign and is almost two-thirds towards its campaign goal. Mr. Bundy also reviewed the public launch of the campaign with the committee. Several very successful events have already taken place with more

planned for the rest of this year.

The committee thanked Mr. Bundy and his staff for their successful year and expressed its gratitude to the many donors who made last year's record setting possible. I am especially looking forward to the upcoming dedication of the new McVey Data Science building; one of the many amazing benefits from the campaign.

The Committee also received a report on the progress towards the university's Climate Action Plan. The plan is currently being circulated for comment and will be submitted at the end of the academic year. The plan is the culmination of three years of work by the presidential committee.

Each year the University evaluates tuition and fees for the setting of fees for the new incoming cohort. Unlike most of Miami's history, these fees now remain in place for the entering cohort for four years as part of the Miami Tuition Guarantee. At yesterday's meeting, the Committee considered the proposed rate changes for Room and Board. No increase was proposed for room rates and only a 3% increase in the board rate. The proposed fee increase was unanimously endorsed by the Committee.

The other action item considered by the Committee is a resolution authorizing the refunding of the 2014 bonds. The refunding, if approved by the full Board of Trustees, will enable the outstanding bonds from this issuance to be refinanced at a lower rate of interest, lowering the interest cost for this debt. No increase in the amount of outstanding debt will result from this transaction. The transaction will be executed at some point this summer. Again, the Committee unanimously endorsed this resolution.

In regard to the university's remaining debt, I asked Mr. Guiot to summarize for the Committee the scheduled retirement of some of the university's debt over the course of the next few years. The annual debt service will decline in fiscal year 2025 with further reductions in 2027 and 2028.

The Committee also received its standard reports on the Workday project, the current year budget, construction projects, and investment performance. Investment performance was much improved during the last quarter of the calendar year and the start of the new calendar year, with both the market return and interest income exceeding the planned distribution from investments for the year. There were no major changes reported for the Workday project, the university budget or construction on campus reported.

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

Ordinances and Resolutions

[AY 2025 Room and Board](#)

Senior Vice President Creamer explained that the room rate for AY2025 will remain unchanged from FY2024 and the dining rate will increase by 3% year-over-year. He also reminded the Board of the Miami Promise and that this increase will only impact the incoming cohort of new students. Trustee Pascoe then moved, Trustee Burgess seconded, and by roll call

vote, the ordinance was unanimously approved, with eight voting in favor and none opposed.

Resolutions

[Refunding of 2014 Bonds](#)

Senior Vice President Creamer spoke in support of the resolution, explaining that it is refinancing to reduce the debt service, and not new debt. Trustee Burgess then moved, Trustee Haines seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

Student Trustee Reports

Student Trustee Fazio relayed the following:

In my December report to the Board, I made Trustee Pascoe a promise that I would be sure to recognize the great service he has done for the student body at his last meeting, which is today. I can say with confidence that his leadership as chairman of the Academic and Student Affairs committee was a pivotal factor in a period of unrivaled student support and success at Miami. Not only was John a dedicated servant to the entire student body, but his support of the student trustee position has empowered our ability to represent the student body for years. He has been there for us at any time of day or night, no matter what it was we needed. From the moment I met him, the quality that I have admired in John is his compassion. John may have had a son here during his time as a trustee, but I watched him worry over, protect, and support every one of Miami's students like an attentive parent. John, you were a one-of-a-kind gift to us, and the student body will miss you dearly. Thank you again for your many years of service to us.

Like John, this meeting marks my last with the Board of Trustees. It has been a great pride to work alongside Nick for the last few months, and I'm glad to have been able to share this role with him. Nick's insights and unique way of approaching problems kept me on my feet and thinking from the moment he was appointed. Nick overcame the challenge of a very quick onboarding process, and has learned an incredible amount of information. Together, we have tackled so much, and I'm looking forward to seeing what he is able to do next. I have watched Nick's ability to approach the challenges of representing the student body sharpen over these last six months. Nick, I will always be here if you need me, but I am fully confident in your ability to continue the good work you have begun, and to find new and innovative ways to better the student experience here at Miami.

I also have the privilege to know that a talented and passionate student will be joining as a student trustee following the end of my time here. I know that he will make a great addition to the Board of Trustees, and will be an empathetic and dedicated servant of the student body. I feel so happy to be able to wish him the best of luck before I leave.

When I think back to all of the things I have been a part of here, so many come to mind. I have been left with a wealth of knowledge and experiences that I will carry for a long time. But even more than that, I have the belief that Miami cares. I have been privileged enough to engage with people from every rank and corner of this University, and I have seen how much the entire community was dedicated to supporting its students. I felt the same passion from the custodial

staff in my freshman dorm that I did from every member of the upper administration and Board of Trustees. It is a true pleasure to know that I attend a university with this widespread sense of community and support.

I have felt that support from the beginning of my term, and every member of the Board and PEC has been as welcoming, kind, and inclusive as I could have asked. Many of you have gone out of your way in order to help me understand how you run a university. Without the professional and personal knowledge you shared, this would've been a lot harder. I am constantly reminded that this is a very rare opportunity, and will be carrying the knowledge that you have given me for the rest of my life. I could not have asked for such a technically capable and genuinely good group of people to learn from. From the bottom of my heart, thank you for what you have done for me and for the space and knowledge you have shared with me.

But before I go, I do need to clear my conscience. I have been here since June of 2022, and in that time, I have never lied to any one of you. But at my very first meeting as a trustee, Trustee Pascoe, Trustee Burgess, and Chair Schell asked me why I came to Miami. I gave them a true answer; I told them that I came because of scholarships, because we have a great reputation for teaching undergrads, and for access to research labs, but I left out the influence of one important person. His name is Bill Wendling, and he was one of the proudest Miami Alumni I have ever met. He was a lifelong friend to my grandfather, and the two of them graduated from Miami together. About two years before I made the decision to attend Miami, he sat in my parents' kitchen for dinner in a Miami T-Shirt under a Miami quarter zip, with matching Miami sweatpants and socks, topped with his love and honor hat. He told me that there was no pressure to go to Miami, but that he wanted to tell me a story before I made my decision.

When Bill was a child, he contracted Polio. He spent most of his life that he could not walk without. Never once did he let that stop him, even though he was very frequently told "no." He wasn't able to join a sports team in high school, and even though the basketball team came to consider him one of their own as the announcer for their games, he never fit in anywhere else. That was until he came to Miami. At Miami, he was allowed to change his major eleven times his freshman year, and no one told him no. He made a good group of friends, including my grandpa's older brother, through the Miami Student. He began to flourish into the impressive man that I would look up to years later, and no one told him no again during his time at Miami. All it took was one school and its students accepting him with no strings attached. Bill went on to tell me, and everyone who would listen, how supported he felt during his time at Miami. That support he felt around him ended up being pivotal in his success at Miami and in his career. Later, he served with the Cleveland Public Schools and on the board for the March of Dimes, where he took the many lessons he learned at Miami and used them to help thousands of children who just needed a chance, like he did.

Unfortunately, Bill did not survive long enough to see me come to Miami. About a month after I had paid my deposit, I got a package from his widow. Inside was his love and honor hat and the Miami tie that you have seen me wear to every board meeting and commencement since I was appointed. When I tie it every morning coming here, I am reminded that Miami is a place to take chances on those who just need one. I get to see this same cycle play out again, two generations later. I know from watching the success of Bill Wendling that when we take the time, money, and energy to give a chance to those who need it, the positive effects can be felt by thousands, and for decades. The challenges our students face are different than they were when

Bill came, but there is no shortage of students who need that chance. From our first-generation students to our students in the LGBTQ+ community, there is support we need to give. If there is anything I can ask of you as I leave, I would like to ask you to continue to show the bravery that it takes to invest in the people who will be our future, no matter where we might find them, how they might come to us, or what they may need from us.

With Love and Honor, I conclude my report.

Student Trustee McNeil relayed the following:

It has been great being back on campus again this first month in the semester. I've been keeping myself busy with my classes and other responsibilities in these early weeks, including meeting with some of the people in this room. It is nice to be here again with everyone, especially with those I haven't gotten the chance to catch up with since the last meeting.

One thing I've been trying to prioritize since the December meeting is learning everything I can about the financial aspects of the board. Before my return to Oxford in January, Biff was kind enough to host a Finance 101 zoom meeting for Jack and myself, which was extremely helpful. My biggest inspiration behind applying for the student trustee position was the impact of Miami's scholarships and various academic opportunities, so I am eager to fully understand the financial background which makes that possible.

Throughout the rest of my time here, I want to promote as much visibility for students as I can when it comes to financial wellness. I know that in my personal experience, it can be difficult to understand every aspect of where money goes when it comes to paying for my education. Many students already speak positively of certain policies in this area, such as the locked-in tuition promise, an example of the high standard of accessibility that helps students to fully grasp their situations.

I also wanted to talk about the departures of both John Pascoe and my fellow student trustee, Jack. The first time I met with John in September, he immediately helped me in figuring out the structure of the board, so I am thankful for that. He has been instrumental in helping the student trustees, including Jack and myself, which everyone in our positions will appreciate long after this meeting.

It has also been a pleasure working with Jack during my time with the board so far, and I have learned so much from him. He started getting me up to speed the first week we were both in Oxford last Fall, introducing me to everyone in this room, and preparing me for my first meeting. I know the transition process for this position is only smooth with the right guidance, so I am grateful that he was willing to make that process as welcoming as possible. I know that everyone here will miss working with him.

As sad as it is to see Jack leave, I won't be the only student trustee at the next meeting in May, since Governor DeWine's office has already selected Jack's successor, Peyton Morrow. We actually were informed of this decision less than two weeks after the Governor's office completed interviews for the position. For that reason, I want to quickly acknowledge our Associated Student Government Chief of Staff Jack Ispording, as well as our Student Body President and Vice President, Nyah Smith and Jules Jefferson, for making this process run so

efficiently. After meeting Peyton several times, I can confidently say that I am excited to work with him and that he will follow in Jack's footsteps in bringing quality student representation to the board.

I want to end my report with something else that I hope to continue to prioritize throughout my time here, which is the relationships we have with various student organizations. This is one of the first things Jack emphasized to me when I began my term, which I also strongly believe is important. I've been introduced to organizations through this role that I might not have been previously exposed to, which has been incredibly important in thinking about the many perspectives different groups of students have. I want to continue what I started working on with Jack and go a step further to seek out and hear even more points of view in the near future.

With Love and Honor, I conclude my report.

Other Business

Resolution of Appreciation, Jack Fazio

Whereas, Jack Fazio was appointed a Miami University Student Trustee on June 17, 2022; and

Whereas, Ohio law sets the length of this appointment, which expires on February 28, 2024; and

Whereas, Jack has thoughtfully and ardently served Miami University as a member of the Board of Trustees, and as a tireless and dedicated Miami supporter and student.

Now, Therefore Be It Resolved, that the members of the Board of Trustees do hereby express to Jack their appreciation for his service to this Board and to the Miami University student body, and offer him their best wishes for good health and good fortune in all future endeavors.

Done, by the Miami University Board of Trustees, this Twenty-Third Day of February, Two Thousand Twenty-Four at Miami University, in the City of Oxford, County of Butler, State of Ohio, during the Two Hundred and Fifteenth year of the University's Charter.

Trustee Pascoe moved, Trustee Anderson seconded, and following many words of praise, gratitude and appreciation, the Board, by unanimous voice vote, with all voting in favor and none opposed, approved the resolution

Trustee Fazio was then recognized by Chair Schell and invited to offer words for the Board and those in attendance. Trustee Fazio then expressed his words of praise, gratitude and appreciation for the honor of serving and for the support of his fellow Trustees and the Miami Community.

Resolution of Appreciation, John Pascoe

WHEREAS, John C. Pascoe was appointed by the Governor of the State of Ohio as a Miami University Trustee on April 29, 2016; and

WHEREAS, Ohio law sets the length of this appointment, which expires on February 28, 2024; and

WHEREAS, John Pascoe has thoughtfully and ardently served Miami University as a tireless Miami supporter, alumnus, spouse and parent; and

WHEREAS, as a Miami student, he was a member of the Kappa Chapter of Delta Kappa Epsilon Fraternity, and earned his bachelor degree in Mass Media Management; and

WHEREAS, his service to Miami University began while a student, serving as a resident assistant and as an undergraduate assistant in Dennison Hall; and

WHEREAS, John was an engaged member of the student community, as a member of the Collegiate Choral and as the head engineer for WMSR; and

WHEREAS, he is a longtime technology executive, he has been a key sales leader for companies based in the Silicon Valley, Boston and the Midwest, and he has played an integral role in their IPO or sale to strategic buyers; and

WHEREAS, currently John, through his leadership role at Splunk Technologies, works with Fortune 500 organizations globally to match observability strategies with desired outcomes, he has also held key roles at such notable firms as Oracle, New Relic and Nuance Communications; and

WHEREAS, he has steadfastly served his community as Vestry, Junior and Senior Warden, Finance Chair, and Chair of Search Committee for St. John's Episcopal Church; and

WHEREAS, John has steadfastly applied his many leadership skills as a Trustee. During his tenure, Miami saw unprecedented construction and renovation of student-focused facilities including dining and residence halls, the construction of the Clinical Health Sciences and Wellness Building, and the McVey Data Science Building, and the renovation and transformation of the Elm Street Building into the Lee and Rosemary Fisher Innovation College@Elm; and

WHEREAS, his tenure also saw the most challenging of times, serving and leading Miami as the university assembled a Safe Return to Campus Planning and Coordinating Committee to meet the global pandemic, and as Miami formed the Diversity, Equity and Inclusion Task Force to promote justice and create meaningful and lasting change to advance inclusive excellence; and

WHEREAS, John served as Chair of the Academic and Student Affairs Committee, ensuring Miami's continued academic excellence, exceptional student experience, remarkable

student success, the advancement of Miami’s brand, and the furthering of a welcoming Miami community for all; 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 Board of Trustees do hereby express their sincere gratitude, and deepest appreciation for John C. Pascoe’s service and leadership; and

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

Done, by the Miami University Board of Trustees, this Twenty-Third Day of February, Two Thousand Twenty-Four at Miami University, in the City of Oxford, County of Butler, State of Ohio, during the Two Hundred and Fifteenth year of the University’s Charter.

Trustee Burgess moved, Trustee McNellie seconded, and following many words of praise, gratitude and appreciation, the Board, by unanimous voice vote, with all voting in favor and none opposed, approved the resolution

Trustee Pascoe was then recognized by Chair Schell and invited to offer words for the Board and those in attendance. Trustee Pascoe then expressed his words of praise, gratitude and appreciation for the honor of serving and for the support of his fellow Trustees and the Miami Community.

Executive Session

Trustee Burgess moved, Trustee Anderson seconded, and by unanimous roll call vote, with eight voting in favor and none opposed, the Board convened into Executive Session to consult with counsel, review pending litigation, for matters required to be kept confidential - trade secrets, for preparations for negotiations with public employees, and for personnel matters – the appointment of public officials; as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

Return to Public Session

Other Business

Resolution

[Nomination of members to the Miami University Center for Civics, Culture, and Society](#)

Ohio House Bill 33, Sec. 3339.06. (A)(1) established the Miami university center for civics, culture, and society, and required the Board of Trustees to submit to the Ohio Senate a seven-member center academic council.

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

Adjournment of Meeting

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

Written Reports

- [Advancement Update](#)



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

Promotion and Tenure Recommendations

Board of Trustees meeting
February 23, 2024



MIAMI UNIVERSITY

Candidates for Promotion and Tenure

Tenure and Promotion to Associate Professor

Hakam Alomari

Veronica Barrios

Jonathan Bauer

Khodakhast Bibak

Saruna Ghimire

Andrea Kravats

Bo Li

Andrew Peck

Kevin Reuning

David Rice

Sonseeahray Ross

Adam Rottinghaus

Matthew Saxton

Damon Scott

Mark Sidebottom

Christopher Vendome

Feifei Wang

Xian Wu

Sirui Yin

Tenure

Jie Cheng

Gerald Poll

Tenure and Promotion to Full Professor

Erica Fernandez



Candidates for Promotion and Tenure

Promotion to Full Professor

| | |
|-----------------|--------------------|
| James Bromley | Jennifer Rode |
| Ryan Gunderson | Paul Schaeffer |
| Seonjin Kim | Byran Smucker |
| Margaret Luongo | Susan Spellman |
| Deborah Lyons | H. Cecilia Suhr |
| Fadel Megahed | Christopher Sutter |
| Eyad Musallam | Jing Zhang |

Promotion to Principal Librarian

Katie Gibson

Promotion to Associate Librarian

Mark Dahlquist
Nathaniel Floyd
Stefanie Hilles
Rachel Makarowski
Abigail Morgan
Alia Wegner
Jerry Yarnetsky

Nathaniel Floyd

Learning and Engagement
University Libraries

Candidate for Promotion to Associate Librarian

Joined Miami in 2017 as an Assistant Librarian

Ph.D., Mass Communication, Indiana University



Andrea Kravats

Chemistry and Biochemistry
College of Arts and Science

Candidate for Tenure and Promotion to Associate Professor

Joined Miami in 2018 as an Assistant Professor

Ph.D., Physical Chemistry, University of Cincinnati



Bo Li

Sport Leadership and Management
College of Education, Health, and Society
Candidate for Promotion to Associate Professor and Tenure

Joined Miami in 2018 as an Assistant Professor

Ed.D., Recreation and Sport Management, University of Arkansas



Fadel Megahed

Information Systems & Analytics

Farmer School of Business

Candidate for Promotion to Full Professor

Joined Miami in 2016 as an Assistant Professor
Tenured and Promoted to Associate Professor in 2020

Ph.D., Industrial & Systems Engineering, Virginia Tech



Jennifer Rode

Nursing

College of Applied Science and Liberal Arts
Candidate for Promotion to Full Professor

Joined Miami in 2006 as an Adjunct Instructor
Hired as an Associate Professor in 2013

Ph.D., Nursing, University of Cincinnati



Mark Sidebotom

Mechanical and Manufacturing Engineering

College of Engineering and Computing

Candidate for Promotion to Associate Professor and Tenure

Joined Miami in 2018 as an Assistant Professor

Ph.D., Mechanical Engineering, Lehigh University





MiamiTHRIVE Update

Board of Trustees Meeting

February 2024



Agenda

- **Context for MiamiTHRIVE**
- **MiamiTHRIVE scope & community engagement to-date**
- **Preliminary ambition/focus statement**
- **Next steps**





Context for MiamiTHRIVE





Shifting
Demographics
& Perceptions



Transforming
Education
Delivery
Methods



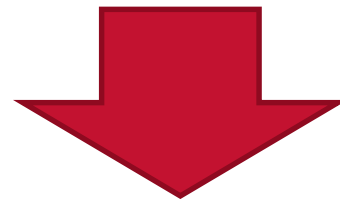
Rapidly
Evolving
Technology



Funding & Cost



Competitive
Landscape

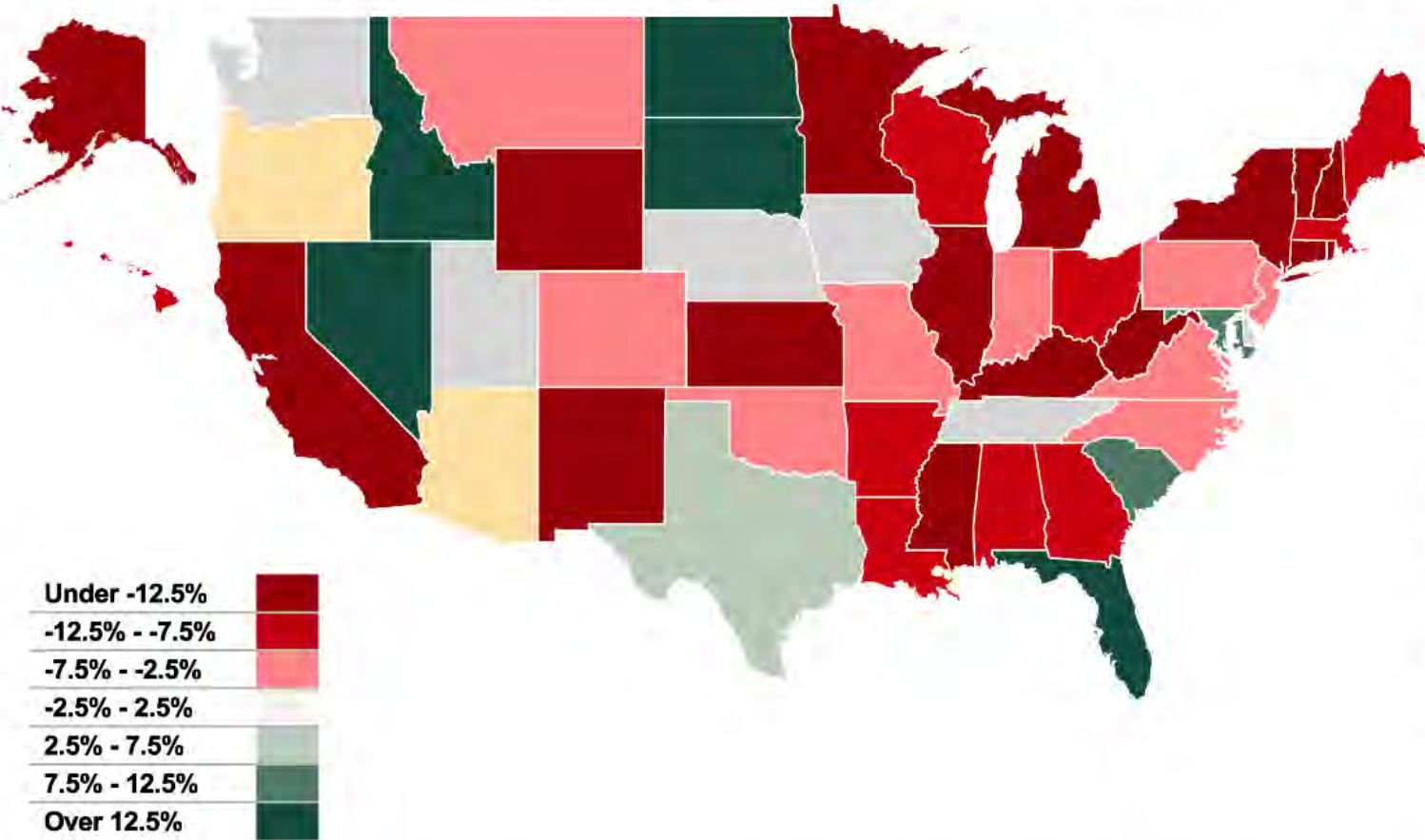


Disruption → **New “Normal”**



Demographics

State-by-State Projected Percent Change from Class of 2019 to 2037



| Top 8 States for Miami enrollment | Miami enrollment (2021) | | Proj. HS Grad % change '19-'37 |
|-----------------------------------|-------------------------|-------|--------------------------------|
| | Count | % | |
| Ohio | 14,709 | 72.4% | -11% |
| Illinois | 1,630 | 8.0% | -24% |
| Indiana | 443 | 2.2% | -7% |
| Michigan | 396 | 1.9% | -15% |
| New York | 346 | 1.7% | -14% |
| California | 328 | 1.6% | -15% |
| New Jersey | 261 | 1.3% | -6% |
| Pennsylvania | 259 | 1.3% | -7% |

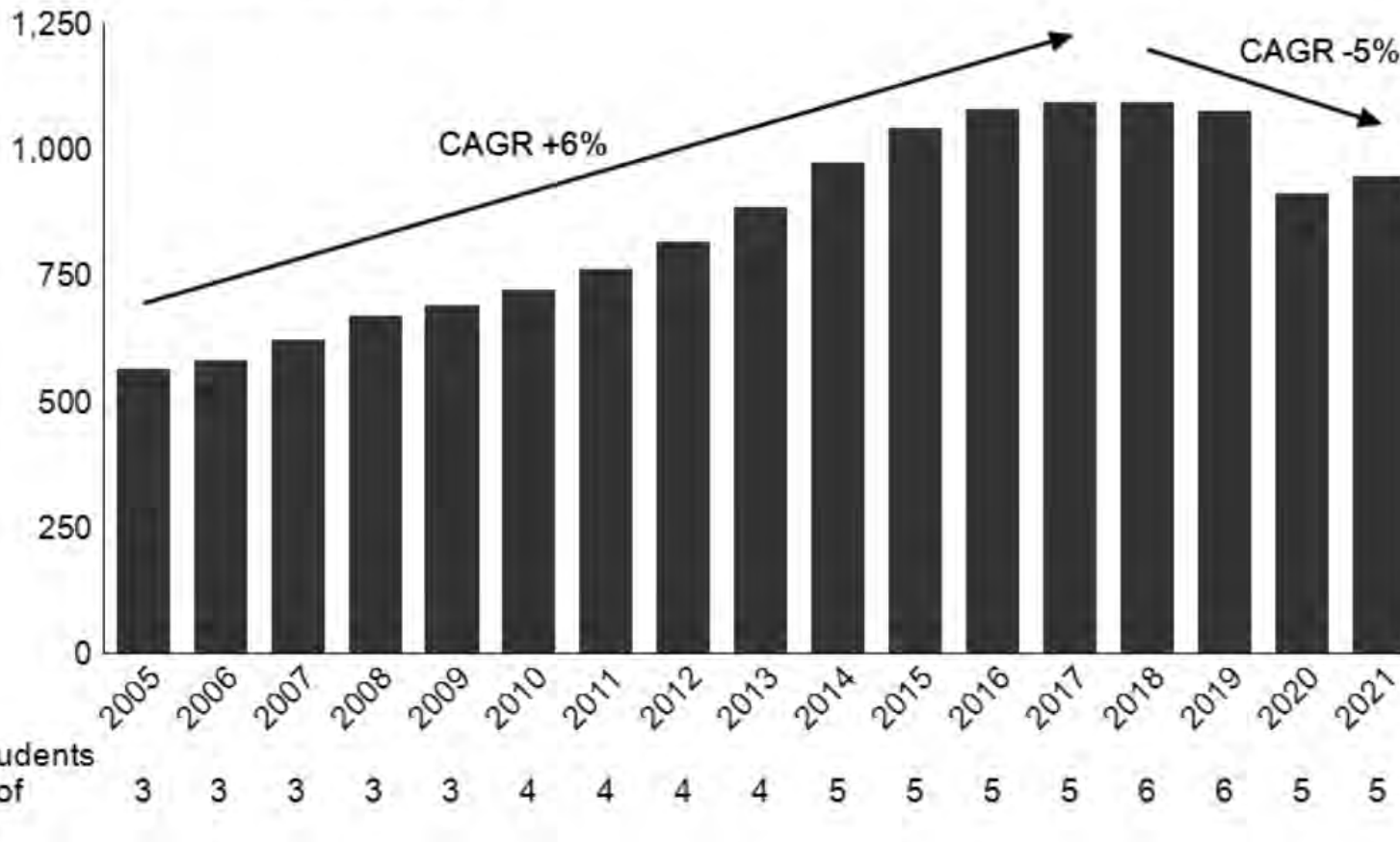
Source: NCES, Educause, US Census, Western Interstate Commission for Higher Education, Pew Research Center – 2018 American Trends Panel, "Miami University Enrollment by Campus and State", Ohio Department of Development



International Demand

International student enrollment has dipped from previous highs

International students in Higher Ed (K)



Source: Institute of International Education; Axios; Forbes; The Washington Post

The Washington Post
Jul 2020

The pandemic has damaged the appeal of studying in the United States for some international students

Forbes
Aug 2022

U.S. Universities Face Headwinds In Recruiting International Students

AXIOS
May 2023

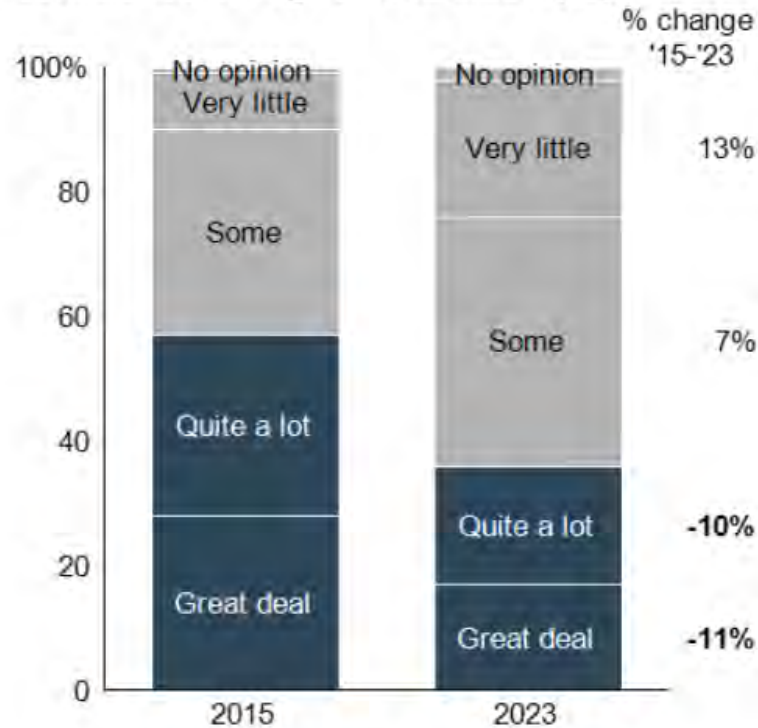
Chinese students cooling on U.S. higher education



Public Perception

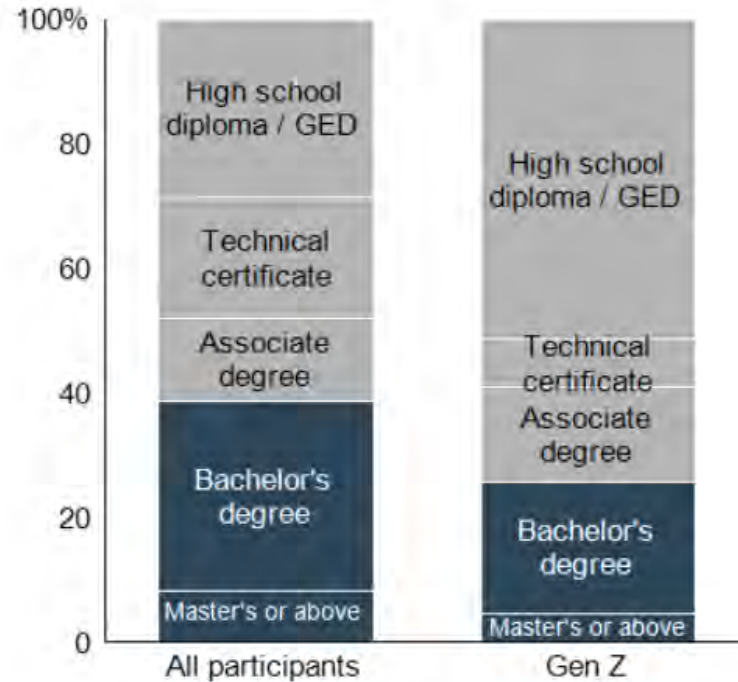
Significant decline in confidence in HE – just 36% in 2023 (down from 57% in '15)

Survey respondents level of confidence in Higher Education (%)



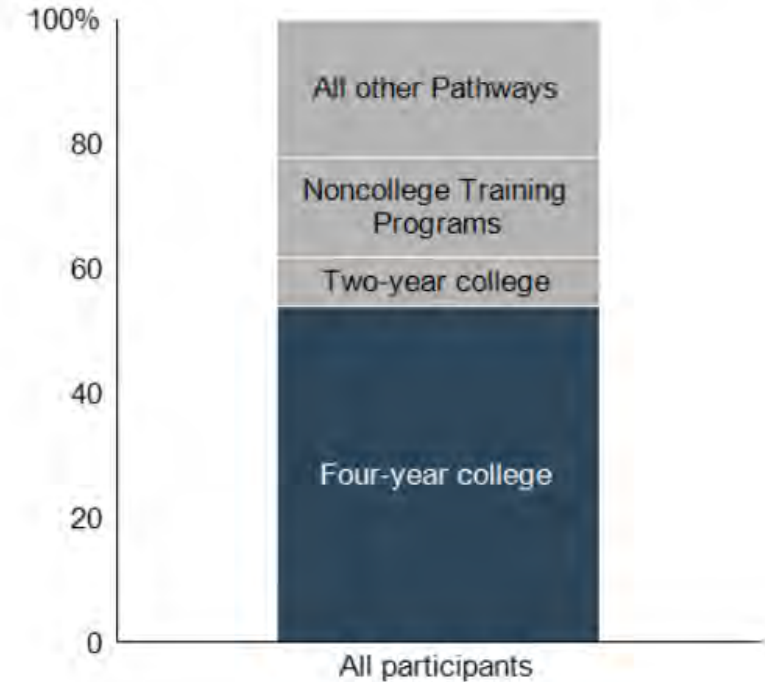
<30% of Gen Z believe at least a bachelor's degree is needed for financial security

Minimum level of education required to ensure financial security (2023, %)



Almost half of parents want something other than a 4-year degree for their child

Parents' ideal path for their child after their child finishes high school (2021, %)



Source: Gallup, New America, The New York Times





PennState®



UNIVERSITY OF MINNESOTA



UNIVERSITY of NEBRASKA
LINCOLN



University of
New Hampshire



THE UNIVERSITY of NORTH CAROLINA
GREENSBORO



WRIGHT STATE
UNIVERSITY



YOUNGSTOWN
STATE
UNIVERSITY



THE UNIVERSITY OF
TOLEDO



Marietta College





Y
A
—



THE UN
of ASH



QUEEN
COLLEGE



MANHATTAN
COLLEGE



HESS
COLLEGE
START HERE, GO

UNIVERSITY of NORTH CAROLINA
ASHEVILLE





Overview of Scope & Community Involvement





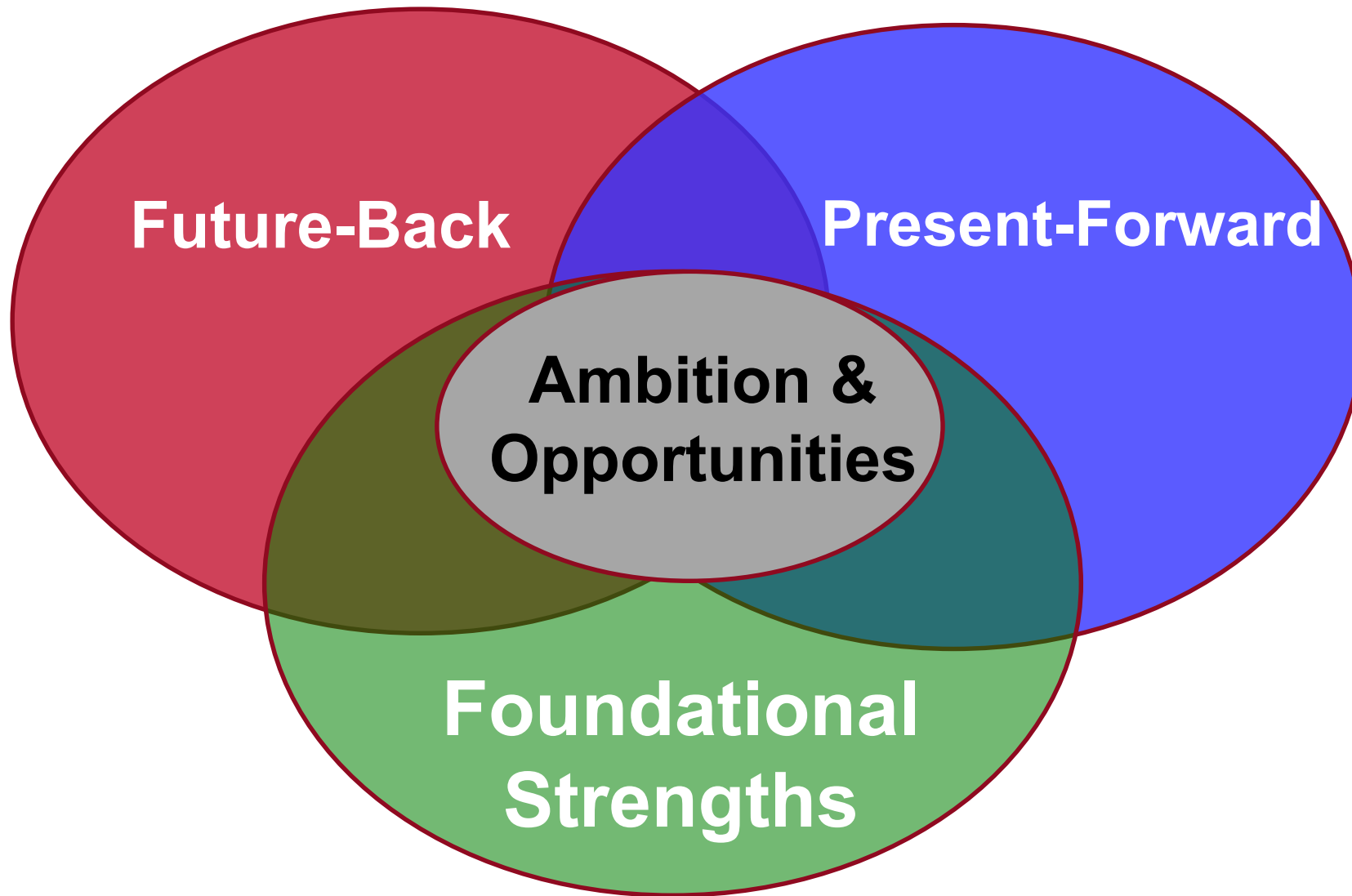
Future-Back

Define a strategic ambition focused on serving future student needs

Today-Forward

Identify near-term enrollment and operational improvement opportunities





Scope & Process

————— *Current phase* —————

Phase 1: Environmental scan and where to focus *(Nov. 2023 – Mar. 2024)*

- *4 broad working groups to gather / generate ideas (~50 members)*
- Environmental scan
- Potential long-term ambition for Miami
- Areas of potential opportunity

Phase 2: Strategy and opportunity development *(Apr. – Dec. 2024; phased rollout)*

- *~15-20 working groups focused on opportunity areas and Miami strengths*
- Working groups launched to build strategies and actions for each area
- Begin to launch initial actions
- Publication of strategic plan

Phase 3: Implementation *(~July 2024 onwards)*

- Initiative launch and implementation
- Iterative refinement of opportunity areas and initiatives



Scope & Process



Associate Dean / Dept. Chair survey & interviews

~70 individuals engaged

Survey and interviews to gather input on challenges within higher education and future opportunities for Miami



Surveys & interviews with other Miami leaders

~150 individuals engaged

Surveys and interviews with faculty and staff leaders across campus to gather input on future opportunities, including near-term enrollment and operational improvement opportunities



Web form submissions

~30 unique submissions

Ideas submitted by faculty, staff, students, and parents via MiamiTHRIVE website form



Faculty, staff, & student focus groups

~160 participants

Focus groups with faculty, staff, and students (incl. University Senate) to gather feedback on thematic areas related to the future ambition



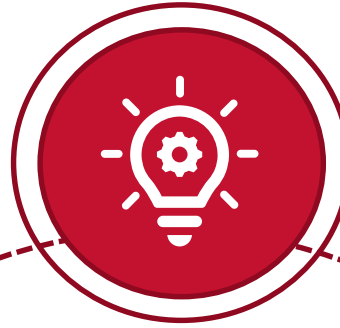
~400 individuals have been engaged across the broader Miami University community





Preliminary Ambition & Strategic Pillars

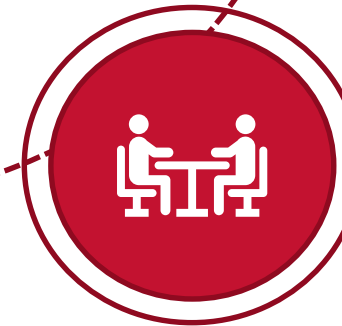
Ambition Statement & Strategic Pillars



**Preparing
our students to thrive
and lead
through exceptional
lives and dynamic,
lifelong career
journeys**

Academic Offerings

Key Enablers



Ambition Statement & Strategic Pillars



Flexible, skills-focused curriculum:
Restructure the curriculum to develop foundational skills including leadership, critical thinking, and communications, with flexible and interdisciplinary offerings



Academic Offerings

Key Enablers

**Preparing
our students to thrive
and lead
through exceptional
lives and dynamic,
lifelong career
journeys**



Ambition Statement & Strategic Pillars

Leading programs within in-demand fields: Expand areas of excellence in core interdisciplinary areas: health, business, data sciences, STEM, and public service

Academic Offerings

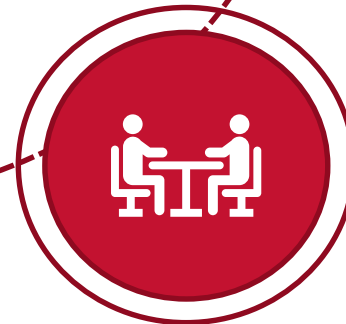
Key Enablers



Flexible, skills-focused curriculum: Restructure the curriculum to develop foundational skills including leadership, critical thinking, and communications, with flexible and interdisciplinary offerings



Preparing our students to thrive and lead through exceptional lives and dynamic, lifelong career journeys



Ambition Statement & Strategic Pillars

Leading programs within in-demand fields: Expand areas of excellence in core interdisciplinary areas: health, business, data sciences, STEM, and public service

Academic Offerings

Key Enablers



Flexible, skills-focused curriculum: Restructure the curriculum to develop foundational skills including leadership, critical thinking, and communications, with flexible and interdisciplinary offerings

Preparing our students to thrive and lead through exceptional lives and dynamic, lifelong career journeys



Experiential learning for every student: Offer robust opportunities in Oxford and beyond, including in key urban locations throughout the Midwest and select international markets



Ambition Statement & Strategic Pillars



Leading programs within in-demand fields: Expand areas of excellence in core interdisciplinary areas: health, business, data sciences, STEM, and public service

Academic Offerings

Key Enablers



Flexible, skills-focused curriculum: Restructure the curriculum to develop foundational skills including leadership, critical thinking, and communications, with flexible and interdisciplinary offerings

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Experiential learning for every student: Offer robust opportunities in Oxford and beyond, including in key urban locations throughout the Midwest and select international markets



Expansive partner ecosystem: Create academic, experiential, and career opportunities through a market-leading network of industry and governmental partners, alumni, and communities



Ambition Statement & Strategic Pillars



Leading programs within in-demand fields: Expand areas of excellence in core interdisciplinary areas: health, business, data sciences, STEM, and public service

Academic Offerings

Key Enablers

Reinvigorated campus experience: Create transformative, signature, inclusive experiences (via student organizations, Living-Learning Communities, athletics, creative arts, etc.) across Oxford and regional campuses



Flexible, skills-focused curriculum: Restructure the curriculum to develop foundational skills including leadership, critical thinking, and communications, with flexible and interdisciplinary offerings

Preparing our students to thrive and lead through exceptional lives and dynamic, lifelong career journeys



Experiential learning for every student: Offer robust opportunities in Oxford and beyond, including in key urban locations throughout the Midwest and select international markets

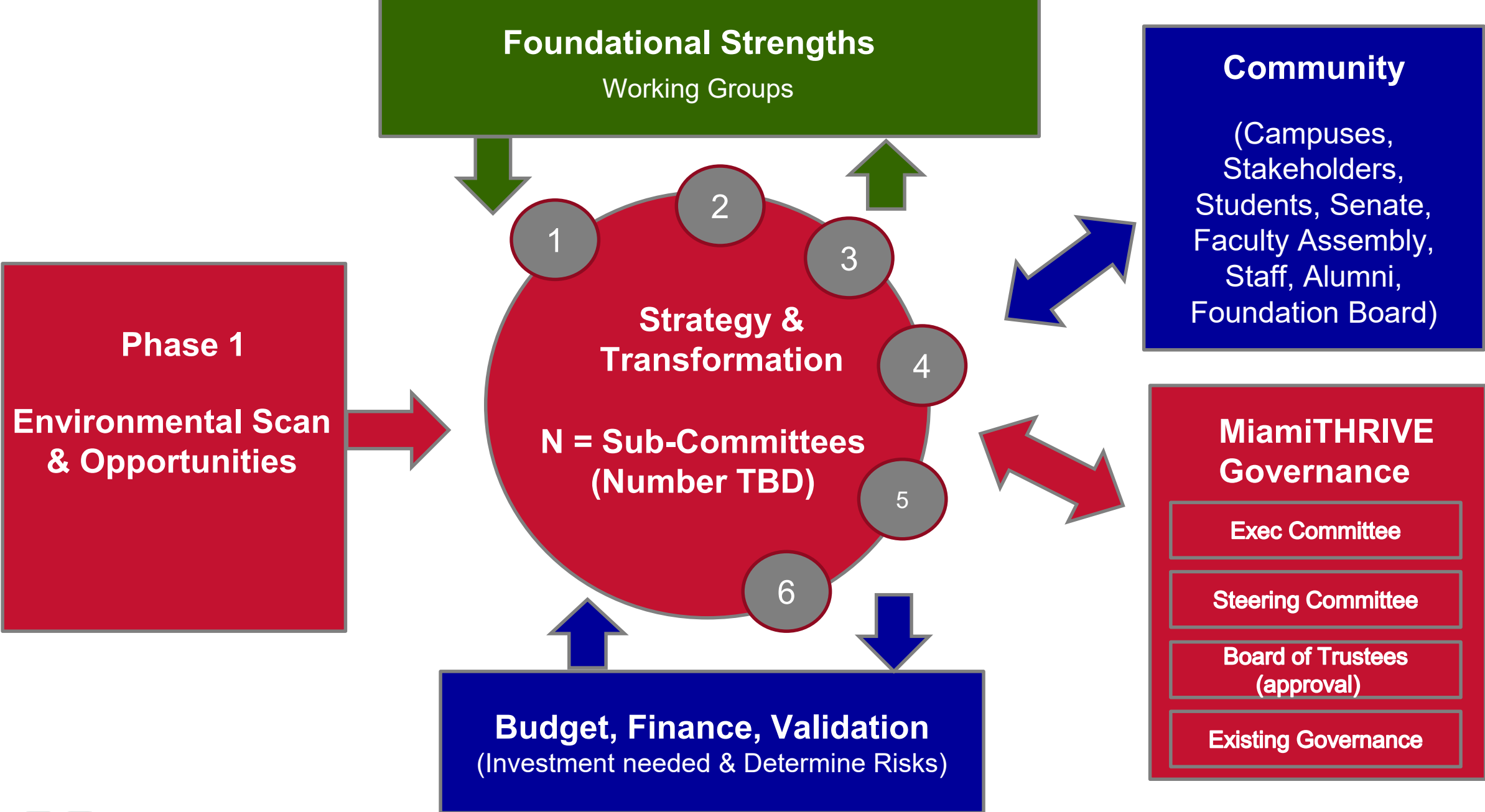


Expansive partner ecosystem: Create academic, experiential, and career opportunities through a market-leading network of industry and governmental partners, alumni, and communities





Next Steps



Jan Feb Mar Apr May June Jul Aug Sep Oct Nov Dec

Preliminary Work Completed

Symposium

Final Plan

Environmental Scan & Preliminary Ambitions

Additional Campus Input

Foundational Strengths

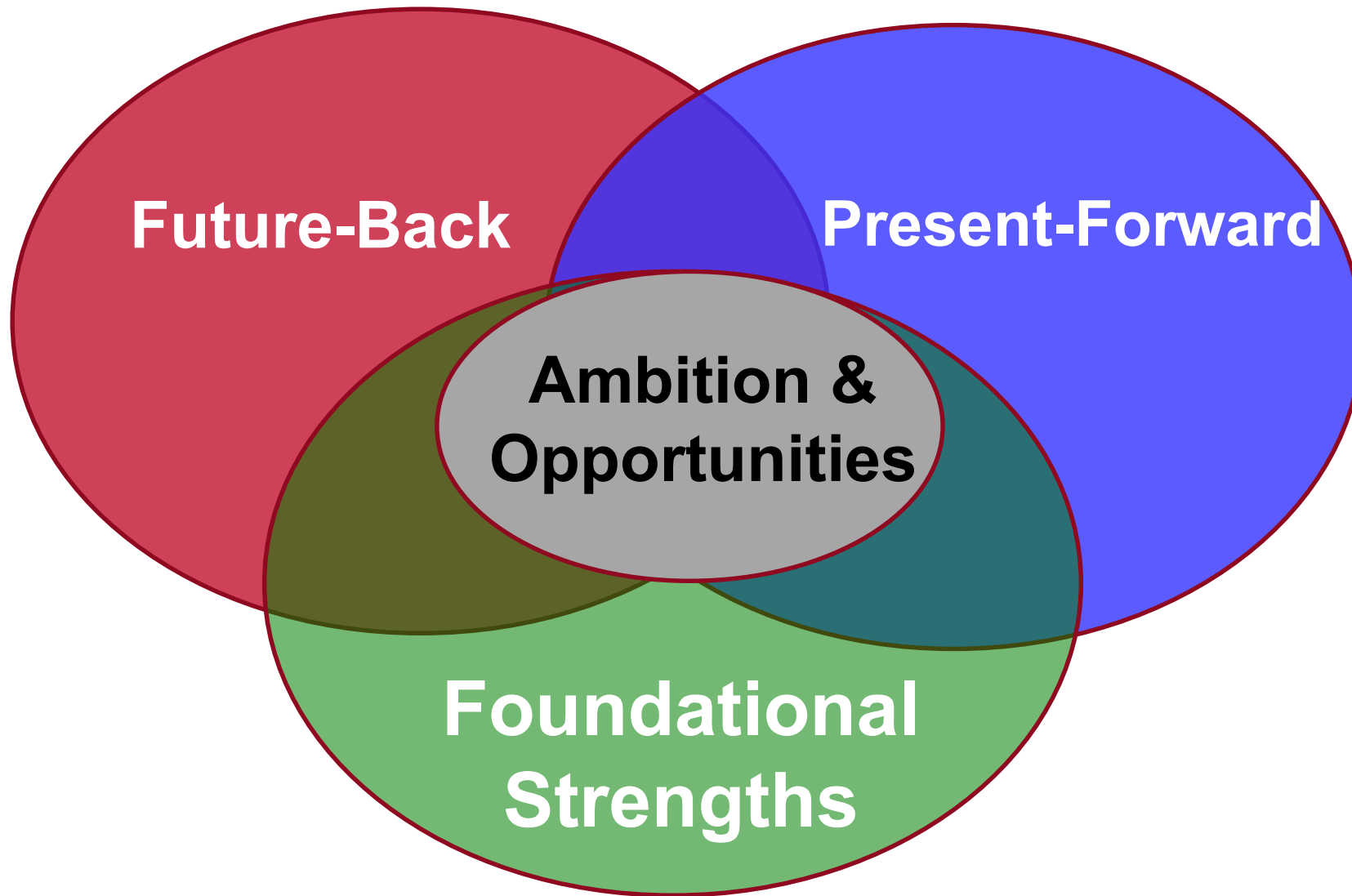
Strategy & Transformational Planning

Initiatives in Wave Approvals & Shared Governance

Strategic Enrollment & Operational Improvements

* Board of Trustee Reviews







M
MIAMI
UNIVERSITY
OXFORD, OH • EST. 1809

Thank you.
MiamiTHRIVE@MiamiOH.edu
shockb@miamioh.edu

February 23, 2024
Consent Calendar

RESOLUTION R2024-22

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

James Kiper
Computer Science Engineering

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

Rocco Manzo
Management

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

Carolyn Condit
Head Women's Volleyball Coach

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:

Scott Rein
Project Engineer

*Approved by the Board of
February 23, 2024*



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

February 23, 2024
Consent Calendar

RESOLUTION R2024-23

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

Jed and Lisa Grisez Group Study Room

Located in King Library

Judy Mansfield Executive Conference Room

Located in King Library

Pat Sidley and Connie Kendall Sidley Lounge

Located in King Library

Carolyn Stewart Walters Group Study Room

Located in King Library

Approved by the Board of Trustees

February 23, 2024



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

February 23, 2024
Consent Calendar

RESOLUTION R2024-24

BE IT RESOLVED, that the Board of Trustees hereby approves the award of tenure to the following new faculty member, effective at the start of their appointment:

Ryan Fisher
Dean, College of Creative Arts & Professor
Department of Music

Approved by the Board of Trustees

February 23, 2024



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

Approved by the Board of Trustees

February 23, 2024

February 23, 2023

Other Business



T. O. Pickerill II

Secretary to the Board of Trustees

RESOLUTION R2024-25

Resolution of Appreciation for
Sandra Drabik Collins

WHEREAS, Sandra Drabik Collins was appointed by the Governor of the State of Ohio as a Miami University Trustee on November 29, 2016; and

WHEREAS, her service to the State of Ohio transitioned to the State Employee Relations Board (SERB) upon her appointment to SERB on February 9, 2024; and

WHEREAS, Sandy has thoughtfully and ardently served Miami University as a Trustee for over seven years; and

WHEREAS, Sandy earned her Bachelor of Science in Botany, her Master of Science in Botany, and her Juris Doctor from Ohio State University, and as a graduate student she was elected into the scientific research society, Sigma Xi; and

WHEREAS, Sandy entered a career of public service, working as a teacher, as a lawyer, and as an administrator; and

WHEREAS, she served the State of Ohio in Governor George V. Voinovich's cabinet as the Ohio Director of Administrative Services; and

WHEREAS, her final public service role was as the Vice President of Administrative Services and General Counsel at the University of Toledo; and

WHEREAS, Sandy served on numerous public boards and commissions, including; the Ohio Building Authority, Capitol Square Review & Advisory Board, Ohio Public Employees Retirement System, and the Ohio Public Employees Deferred Compensation Program; and

WHEREAS, she also served on many nonprofit boards, including Lott Industries, Inc., The Ohio State University Alumni Association, Inc., National Association of State Chief Administrators, and The Ohio State University Managed Health Care Systems, Inc.; and

WHEREAS, Sandy has steadfastly applied her exceptional leadership skills as a Trustee. During her tenure, Miami saw unprecedented construction and renovation of student-focused facilities including dining and residence halls, the construction of the Clinical Health Sciences and Wellness Building, and the McVey Data Science Building, and the renovation and transformation of the Elm Street Building into the Lee and Rosemary Fisher Innovation College@Elm; and

WHEREAS, her tenure also saw the most challenging of times, serving and leading Miami as the university assembled a Safe Return to Campus Planning and Coordinating Committee to meet the global pandemic, and as Miami formed the Diversity, Equity and Inclusion Task Force to promote justice and create meaningful and lasting change to advance inclusive excellence; and

WHEREAS, Sandy served five years as an officer of the Board, as Miami University Board Secretary; and

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

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

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

Done, by the Miami University Board of Trustees, this Twenty-Third Day of February, Two Thousand Twenty-Four at Miami University, in the City of Oxford, County of Butler, State of Ohio, during the Two Hundred and Fifteenth year of the University's Charter.

To: Miami University Board of Trustees
From: Tracy Haynes, Senate Executive Committee Co-Chair
Date: February 12, 2024

University Senate Report:

1. The University Senate voted to approve changes to the Graduate Assistantship Policy on January 29, 2024, as presented by Amity Noltemeyer, Associate Dean of the Graduate School. These changes update and clarify information regarding summer assistantships, fees, and align the language in the policy with language used in acceptance letters from academic personnel.
2. On January 29, 2024, the University Senate voted to approve a new Master of Education Programs in EDP-Counselor Education presented by Jenna Alvarez, Associate Clinical Professor of Educational Psychology. This is an online program that allows specialization in School Counseling or Clinical Mental Health Counseling. The program is expected to serve a projected 50 students by year 5 of the program.
3. Special presentations are also a part of the agenda for each Senate meeting. Christina Carrubba-Whetstine, Director, Miller Center for Student Disability Center, presented to Senate on December 4, 2023 to inform senate of the large increase in students requesting accommodations and the challenges this presents to the Miller Center and the Rinella Learning Center. Also, on December 4, 2023, David Seidl, Vice President for Information Technology and CIO, presented a summary of the AI Workshop Summary that took place on campus on October 20, 2023. This workshop was a widely attended and discussed both the challenges and opportunities of AI usage. At our meeting on January 29, 2024, Brooke Flinders, Associate Provost for Faculty Affairs, shared her various responsibilities as the new associate provost and Mark Krafft, Partner for Bain and Associates, provided a summary from the focus group he and colleagues conducted at the Senate Winter Retreat and provided an opportunity for any additional feedback.
4. The annual Senate Winter Retreat occurred on January 22, 2024, at the Wilkes Conference Center on the Hamilton Campus. During the retreat, Provost Mullenix and Dr. Pepper Stetler, Associate Professor of Art History and Associate Director of the Humanities Center, presented an update from the Humanities Future Committee and Mark Krafft, Partner for Bain and Associates, organized focus groups for senators to provide feedback for the environmental scan Bain is conducting on campus. Additionally, in an effort to improve senate productivity and deliberation, small groups discussed the purpose of the consent calendar and how to evaluate its contents, effective communication practices for At-Large Senators and Presidential Appointees, and pertinent information needed for new curriculum presentations in order to adequately evaluate these proposals.

5. I represent Miami University on The Ohio Faculty Council (OFC) which consist of Senate leaders from the 14, four-year Ohio universities and colleges. The OFC meets monthly via zoom. Rosemary Pennington, Chair-Elect for Senate Executive Committee, will begin attending these meetings as well. OFC met January 19, and discussed the submission process for the new John McNay Leadership Award. Each insitution will nominate one person for the award and the Awards Committee of OFC will determine the winner. The Senate Executive Committee will be putting out a call for nominations and determine a nominee to send to OFC. Jim Bennett, Chief of Staff & Sr. Policy Advisor for Chancellor at Ohio Dept. of Higher Ed, was present at the meeting and discussed the Governor's merit based scholarship that will provide \$5,000.00 for the top five high schoolers in the state to help retain students in Ohio, stopping the policy of transcript withholding, and the new FAFSA and its potential impact on enrollment.

6. On behalf of Senate and Senate Executive Committee, I thank you for the opportunity to provide a report of our work.



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Liz Mullenix, , Chair & Provost, University Senate
Tracy Haynes, Chair, Senate Executive Committee
Rosemary Pennington , Chair Elect, Senate Executive Committee
Tom Poetter, Past Chair, Senate Executive Committee

University Senate Website: <https://www.miamioh.edu/academicaffairs/universitysenate>

February 05, 2024

To: Board of Trustees, Academic and Student Affairs Committee

From: Tracy Haynes, Chair, Senate Executive Committee

RE: University Senate Report to Board of Trustees February 12, 2024 Meeting

Executive Committee of University Senate membership:

- Tracy Haynes (Biology), Chair
- Rosemary Pennington,(Media, Journalism, & Film), Chair Elect
- Tom Poetter, (Educational Leadership), Past Chair
- Nathan French,(CAS), At Large Member
- Nyah Smith, (Student Body President), Undergraduate
- Nelchi Prashali, graduate student
- Liz Mullenix, Chair & Provost, University Senate
- Dana Cox, (Associate Provost), Secretary of University Senate
- Tammy Patterson, (Assistant for Admin Services), Recording Secretary

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on December 12, 2023.

- **New Business, Special Reports and Updates delivered to University Senate:**

- **December 04, 2023**

- SR 24-06 Graduate Assistantship Policy Proposal, Amity Noltemeyer, Associate Dean of the Graduate School
- SR 24-07 EDP-Counselor Education - Master of Education, Jason Abbitt, Educational Psychology Chair and Jenna Alvarez, Associate Clinical Professor
- Miller Center and Rinella Learning Center, Christina Carrubba-Whetstine, Director, Miller Center for Student Disability Services
- AI Workshop Summary, David Seidl, Vice President for Information Technology and CIO

- **January 29, 2024**

- Brooke Flinders: Introduction to her role as Associate Provost for Faculty Affairs
- Summary Of Senate Retreat Focus Group Input: Mark Krafft, Partner for Bain and Company

- ● **Approved Minors, Revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:**

- **December 04, 2023**

- New Certificats, MTH - Dynamical Systems and Mathematical Modeling Graduate Certificate
- New Certificates, CAS - Humanities Engagement Certificate
- Revision of an Existing Co-Major, CCA - Arts Management Co-Major
- Revision of an Existing Major, CIT - Cybersecurity & Networking - Bachelor of Science in information Technology

- Revision of an Existing Major, SPA - Speech-Language Pathology - Master of Arts
- Revision of an Existing Major, STA - Data Analytics - Bachelor of Arts

- **Senate Resolutions**

- SR 24-06 Graduate Assistantship Policy Proposal, Amity Noltemeyer, Associate Dean of the Graduate School **(page 3)**
- SR 24-07 EDP-Counselor Education - Master of Education, Jason Abbitt, Educational Psychology Chair and Jenna Alvarez, Associate Clinical Professor **(page 5)**

SR 24-06

Graduate Assistantship Policy Proposal

December 04, 2023

BE IT HEREBY RESOLVED that University Senate approves the proposed Graduate Assistantship Policy Proposal as it appears below:

Policy Title: Types of Awards | Graduate Assistantships Appointments

Proposer Name, Title and Email: Amity Noltemeyer, Associate Dean of the Graduate School, anoltemeyer@miamioh.edu

Rationale: The policy library currently contains outdated and incorrect information related to graduate assistantship (GA) offers. Despite what is written in policy, official GA offers do not include tuition and fee remission for the summer sessions proceeding and following the year of appointment. Under the old summer scholarship (which only applies to students entering their program before fall 2020), students did receive a tuition waiver but it was not included within the GA offer letter and was handled separately from the GA offer process. Furthermore, the statement in current policy that GAs are granted remission of 93% of the graduate comprehensive fee is not consistent with the language used in offer letters or posted on various university webpages. The new proposed language is consistent with existing practice, and allows some flexibility for offers to be adapted based on unique situations (e.g., a half GA could offer a 50% waiver because it says “up to”).

Covered Parties: Graduate students.

Defined Terms: N/A

Proposed New or Revised Policy (Clean Version):

“The stipend associated with this award is for a maximum of halftime duties (20 hours) in two regular semesters. Graduate assistants with half-time duties for two semesters are eligible for a waiver of up to 100% of the instructional tuition, 33% of general fees, and up to 100% of the non-resident surcharge, if applicable. Graduate Assistants are responsible for all other fees including, but not limited to, health insurance, special purpose, and course fees. The specific details of the GA offer will be included in a formal offer letter each GA receives from Academic Personnel”

Proposed Revised Policy (Marked Up Version):

“The stipend associated with this award is for a maximum of halftime duties (20 hours) in two regular semesters. Graduate assistants with half-time duties for two semesters are **eligible for a waiver of up to 100% of the instructional tuition, 33% of general fees, and up to 100% of the non-resident surcharge, if applicable. Graduate Assistants are responsible for all other**

fees, including, but not limited to, health insurance, special purpose, and course fees, ~~granted remission of 93% of the graduate comprehensive fee for the period of appointment and for the summer session immediately preceding or following the year of appointment.~~ The specific details of the GA offer will be included in a formal offer letter each GA receives from Academic Personnel”

Effective Date: August 26, 2024

Responsible Parties: The Graduate School

Implementation Procedures and Timeline: The Graduate School will disseminate this information to the relevant programs, departments, and offices. However, it is not expected that this revision would result in any practice changes.

Additional Resources and Procedures:

N/A

SR 24-07

EDP- Counselor Education - Master of Education

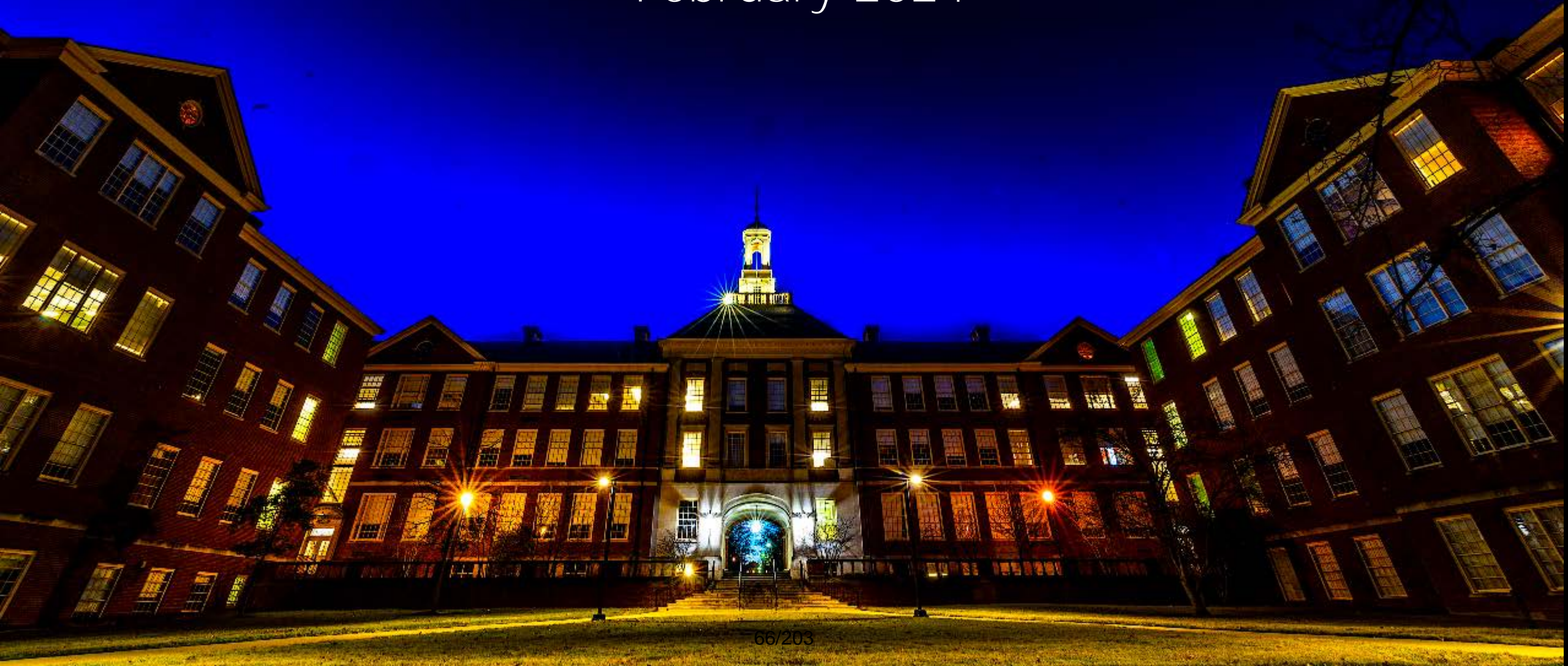
December 04, 2023

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

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

Board of Trustees

February 2024





Updates

Today's Themes



Excellence

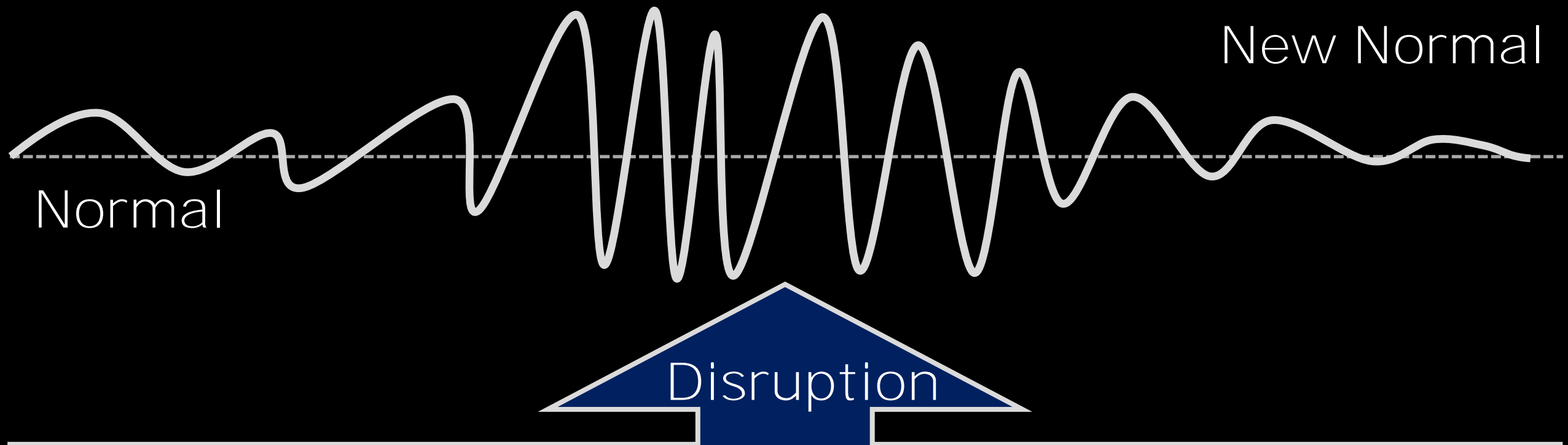


Planning



Anticipating Our Tomorrow

Disruption in Higher Education



Technology

Perceptions

Mega-University

Funding

Demographics

Cost

M National Headlines



Penn State

3.8% Reduction –
Administrative & Student
Support Units



Wright State
University

Suspended enrollment in 34
programs



University of
Chicago

\$239 M Budget Deficit

R

Rutgers
University

9.5% Budget cuts – central
administrative units



University of
Minnesota

Tuition \$17.3 M lower than
expected



University of
Toledo

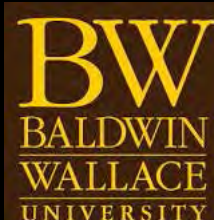
Suspending or merging 48
programs

N

Huskers

University of
Nebraska

\$13 M Shortfall



Baldwin Wallace

Eliminate 13 programs: 22
faculty/staff



Notre Dame
College (OH)

Nearly this spring; possibly
absorbed by other schools

CSU

Cal State
University

Cutting about 125 positions



Marietta College

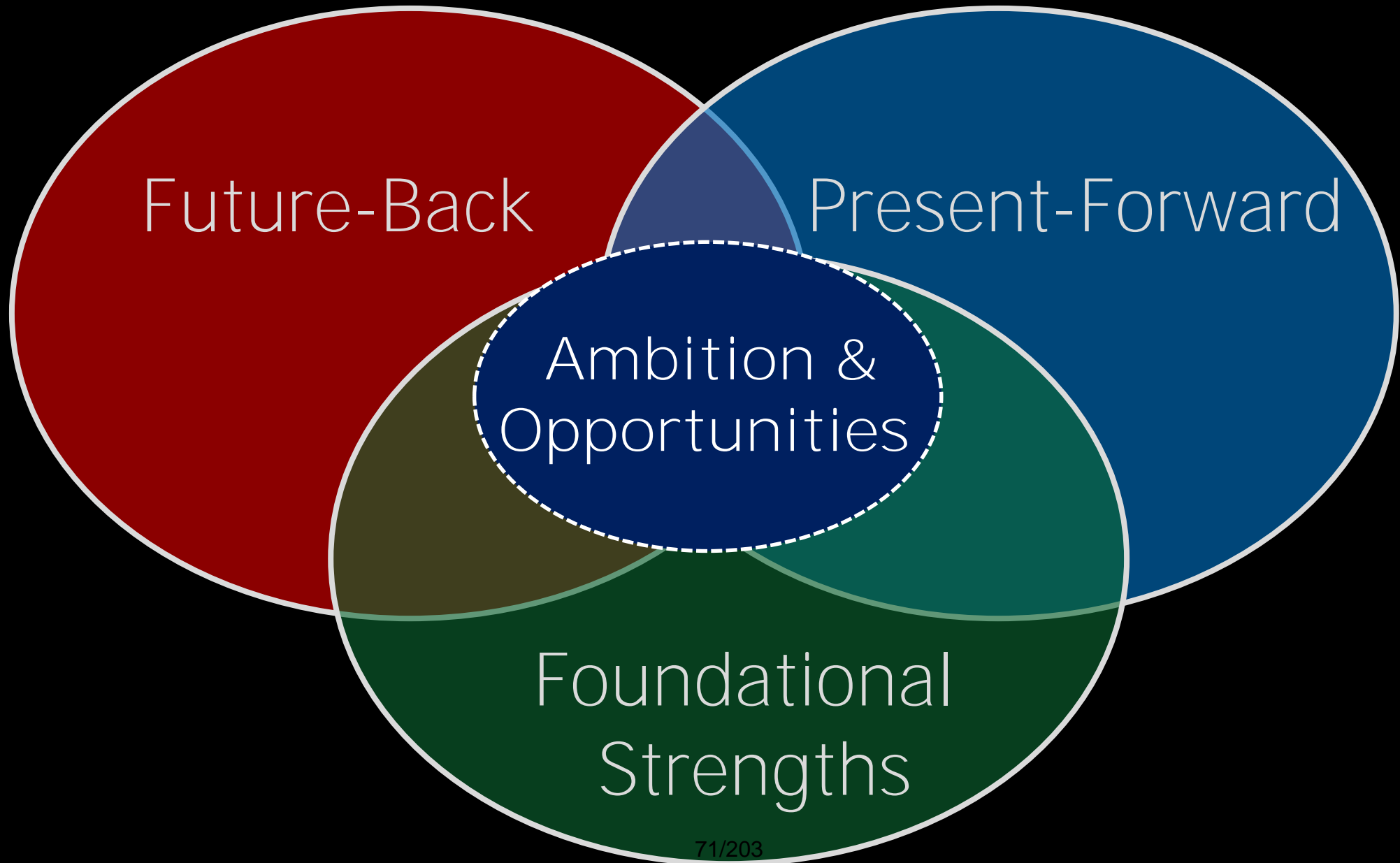
Cut 10 Programs, 22
faculty/staff positions



West Virginia
University

\$45 M budget shortfall; 132
positions eliminated

Strategic & Transformative Thinking





Lifelong Skills
(Critical Thinking,
Writing, Ethics,
Leadership)



Academic
Program
Flexibility



Student
Experience



Experiential &
Applied Learning



Research,
Scholarship
& Creativity

David Seidl & Beena Sukamaran
(AI Taskforce)



Amy Bergerson & Gwen Fears
(Mission Committee)





Expanding Our
Excellence

Oxford Undergraduate Enrollment

Oxford Admissions & Enrollment

(July 1, 2023 Present)

| Cohorts | Applications | | Admits | | Confirms | |
|-----------------------|---------------|---------------|---------------|---------------|------------|--------------|
| | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 |
| Ohio Resident | 16,233 | 17,557 | 13,314 | 13,771 | 693 | 786 |
| Domestic Non-Resident | 14,946 | 16,228 | 12,042 | 12,875 | 277 | 271 |
| International | 4,078 | 4,315 | 562 | 1,202 | 20 | 36 |
| Total | 35,257 | 38,101 | 25,918 | 27,848 | 990 | 1,093 |
| Students of Color | 7,750 | 9,255 | 5,385 | 5,965 | 116 | 129 |
| First Generation | 9,284 | 10,192 | 5,046 | 5,402 | 172 | 174 |
| Honors College | 16,225 | 18,676 | 3,785 | 6,131 | 45 | 97 |

Graduate Enrollment

| Total | | | Fee Paying | | BA/MA | |
|--------------|-------|-------|------------|-------|-------|------|
| | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 |
| Applications | 2,660 | 3,324 | 791 | 1,074 | 146 | 160 |
| Admits | 809 | 1,113 | 331 | 504 | 119 | 136 |
| Confirms | 394 | 484 | 196 | 289 | 97 | 120 |



- Accountancy • MBA • Business Analytics
- Computer Science • Environmental Science •
- MEET • Esports Management • Nursing • Management •
- Social Work • Special Education • Sports Analytics • Athletic
- Training • Dragonfly • Biomedical Sciences • Physician
- Associate • Clinical Engineering • Curriculum & Instruction
- Learning Science

(July 1, 2023 Present)

An aerial night photograph of a university campus. The buildings are illuminated from within, casting a warm glow. A prominent building in the center has a large, brightly lit entrance with columns. To the right, a church with a tall, dark steeple is visible. The foreground shows a road with a few cars and a small blue van. The overall scene is a vibrant depiction of a university at night.

Spotlighting Our Students

Mollie Duffy '25
Democracy Bus
Public Administration

**VOTE
VOTE
VOTE**
EXERCISE YOUR RIGHT



Nolan Allaer '25
MEng student | 3rd Gen Racer



Michelle Ebu '24, Madeleine Keller '24, Jessica Flower '23
3 Awards | AIChE Annual Meeting



Meredith Aliff '25
Major Insight Podcast Host –
Speech Path & Psychology Major



Gov't Relations Network
ASPIRE



Armelie Tolenga
Miss Black Ohio USA
2024



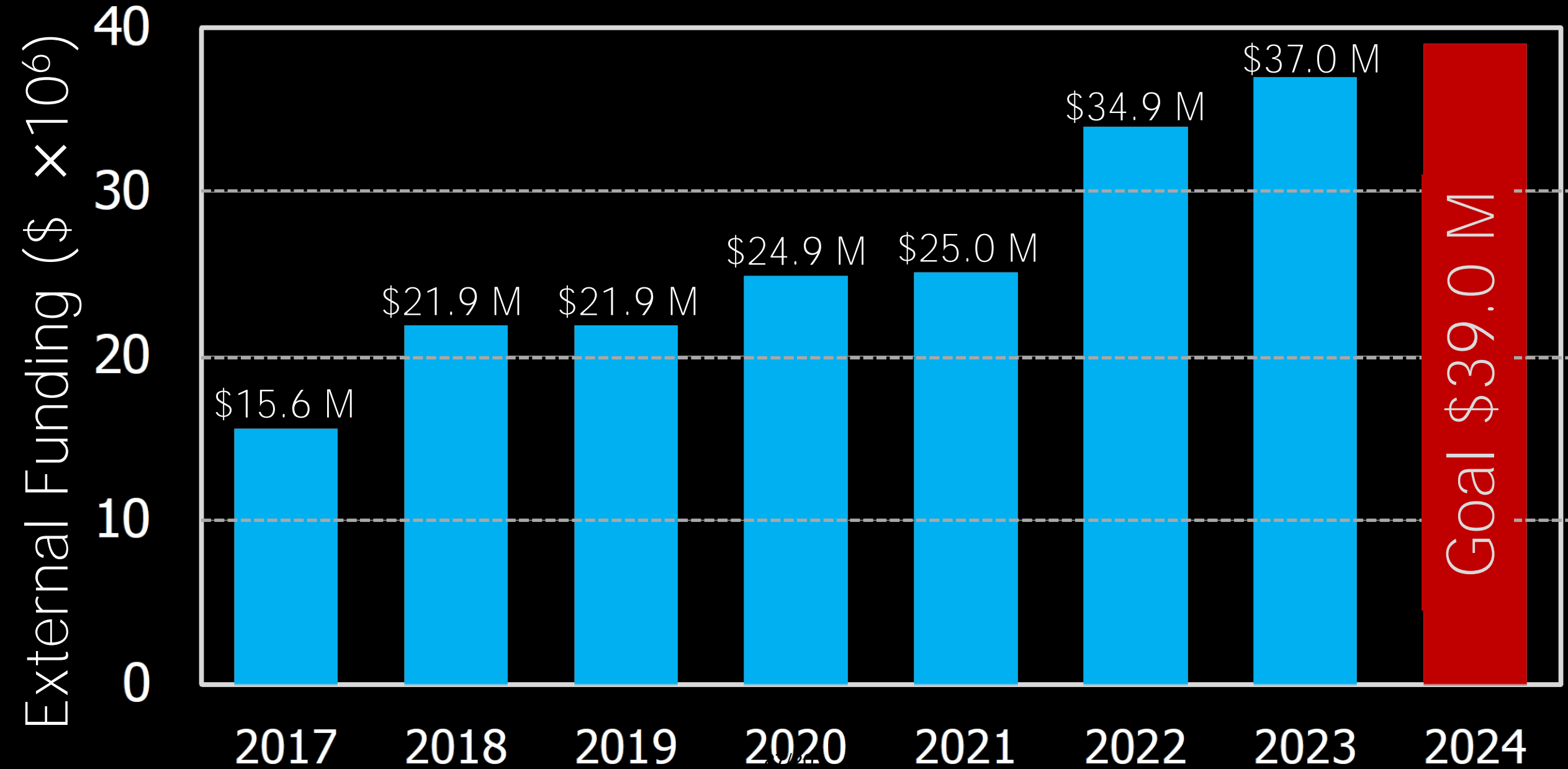
Sam Dearie '25
Performs on "The Voice"

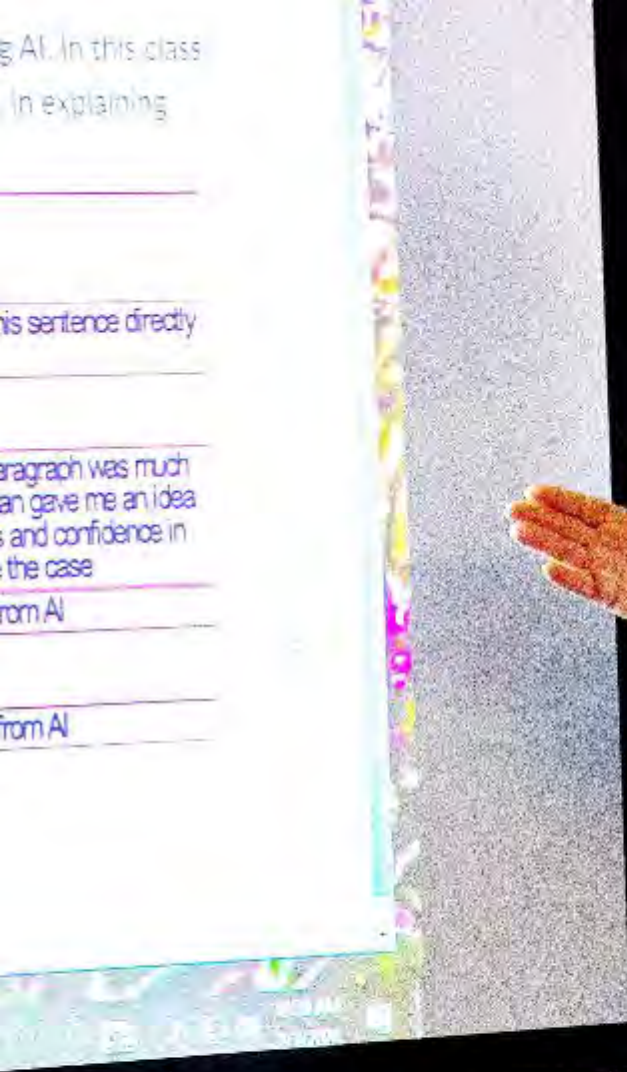




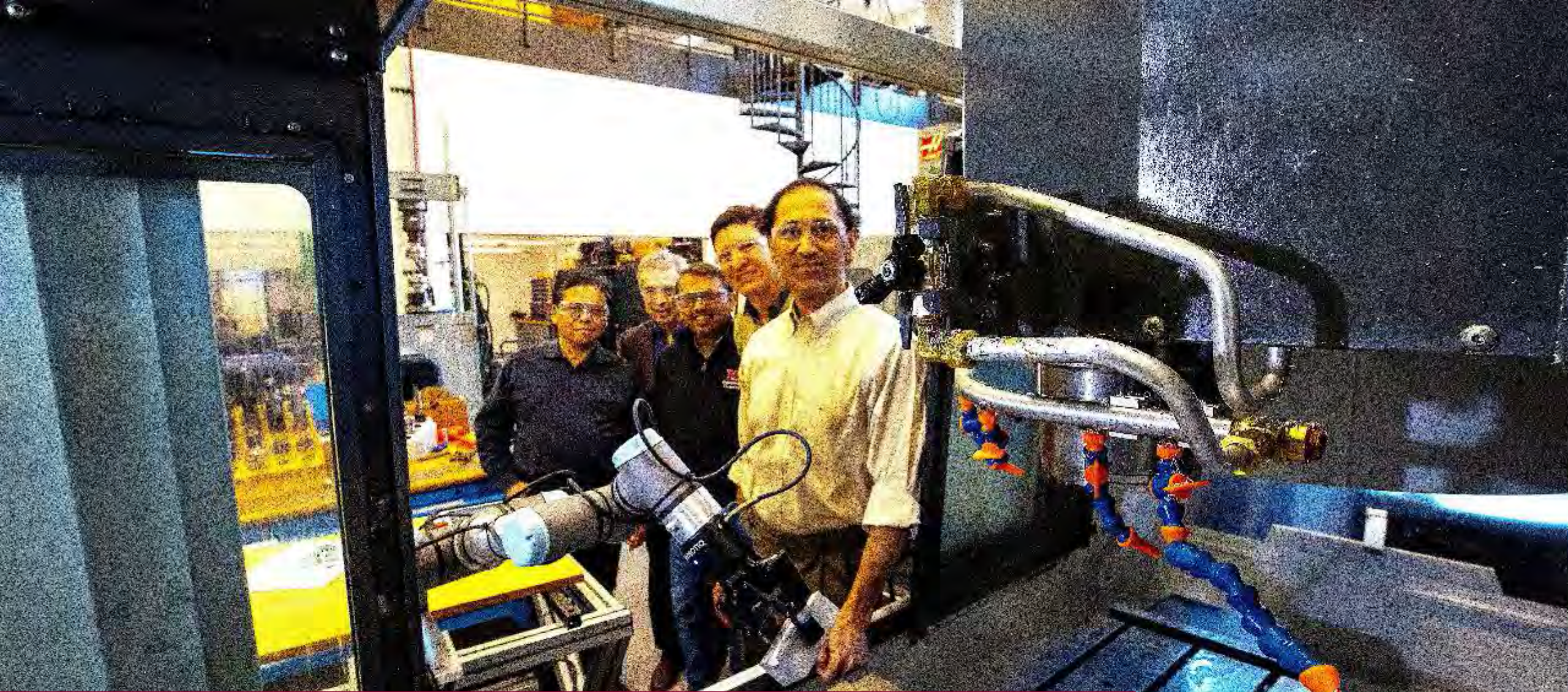
Intensifying Our Inquiry

Research Evolution External Awards





Heidi McKee
Impact of AI on Legal Writing



"Future-Ready Workforce Development"

Luigi Giancarlo Corti, Kumar Singh, Fazeel Khan, Reza Abrisham Baf, Chi-Hao Cheng, David Hartup, James Walden



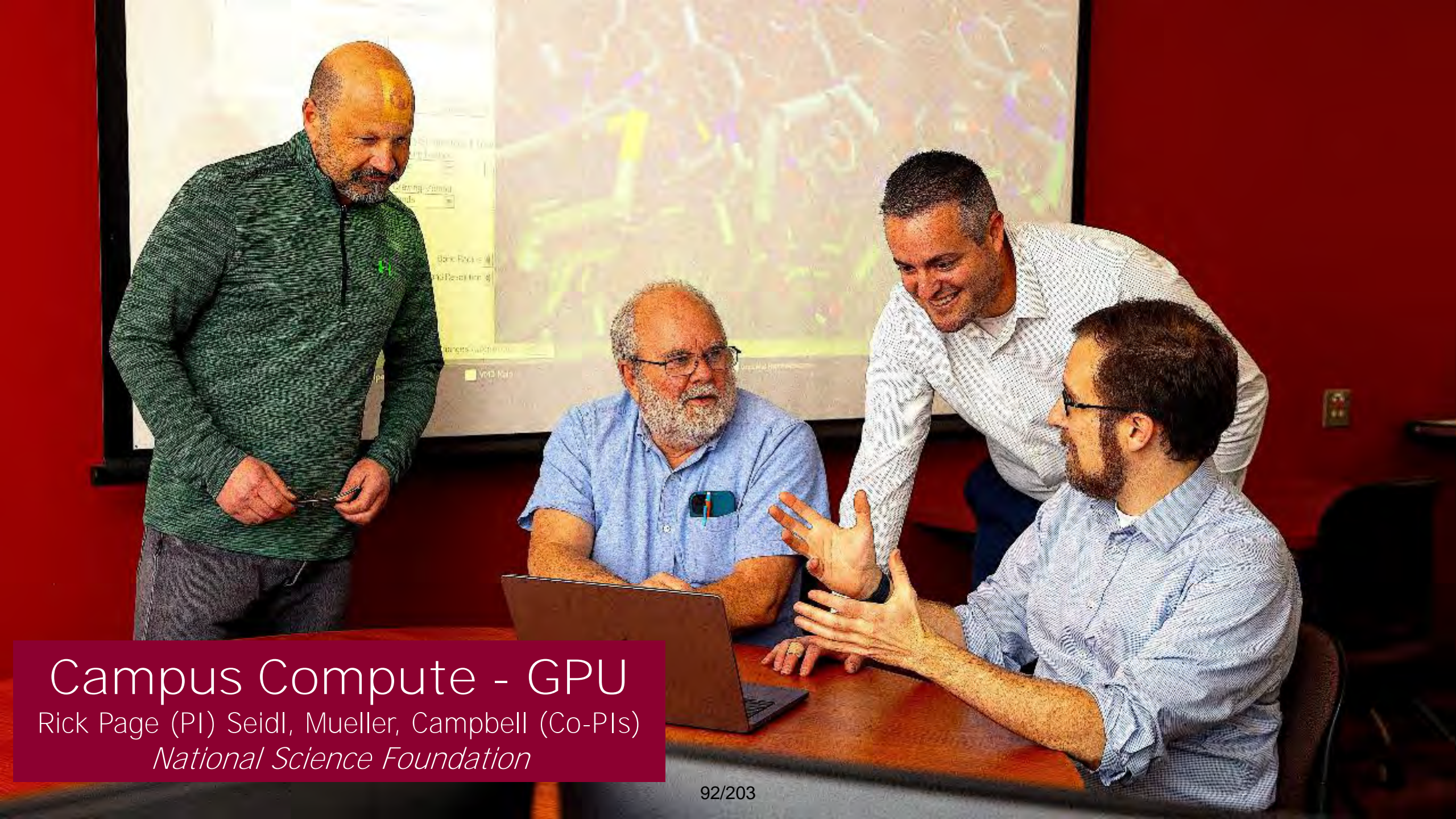
The Routledge Companion to
Decolonizing Art,
Craft, and Visual
Culture Education

Amanda Alexander
Decolonizing Art, Craft & Visual Culture Education
CCA

Science of Reading Grant (EHS)

Molly Sawyer, Kara Conniff, Michelle Cosmah, Amie Earls, Leah Wasburn-Moses, Amy Lamborg





Campus Compute - GPU

Rick Page (PI) Seidl, Mueller, Campbell (Co-PIs)

National Science Foundation

Hayley Morrison (FSB)

Journal of Management





"Choose Ohio First STEM"
Jessica Sparks (PI)
Kumar Singh, James Walden,
Jennifer Blue, Jeff Wanko, (Co-PIs)



Chief Stephen VanWinkle
First Responders Grant
MUPD (\$641,230.84K)



Beth Johnson
The Great Minds Fellowship Program
ODHE Grant (\$754,745K)



Steve Large (PI)
Rebecca Young, John Ward & Claire Ruberg (co-PIs)
"Mental Health Support Funding"
State of Ohio (\$980,052K)



Honoring Our Impacts

Shawnieka Pope & Amy Roberts

Social Worker of the Year





Jennifer Blue
APS Fellowship | Physics



Ashlea Jones

PRSA-CHE | Executive Committee

Latina Entrepreneurship Academy Graduation

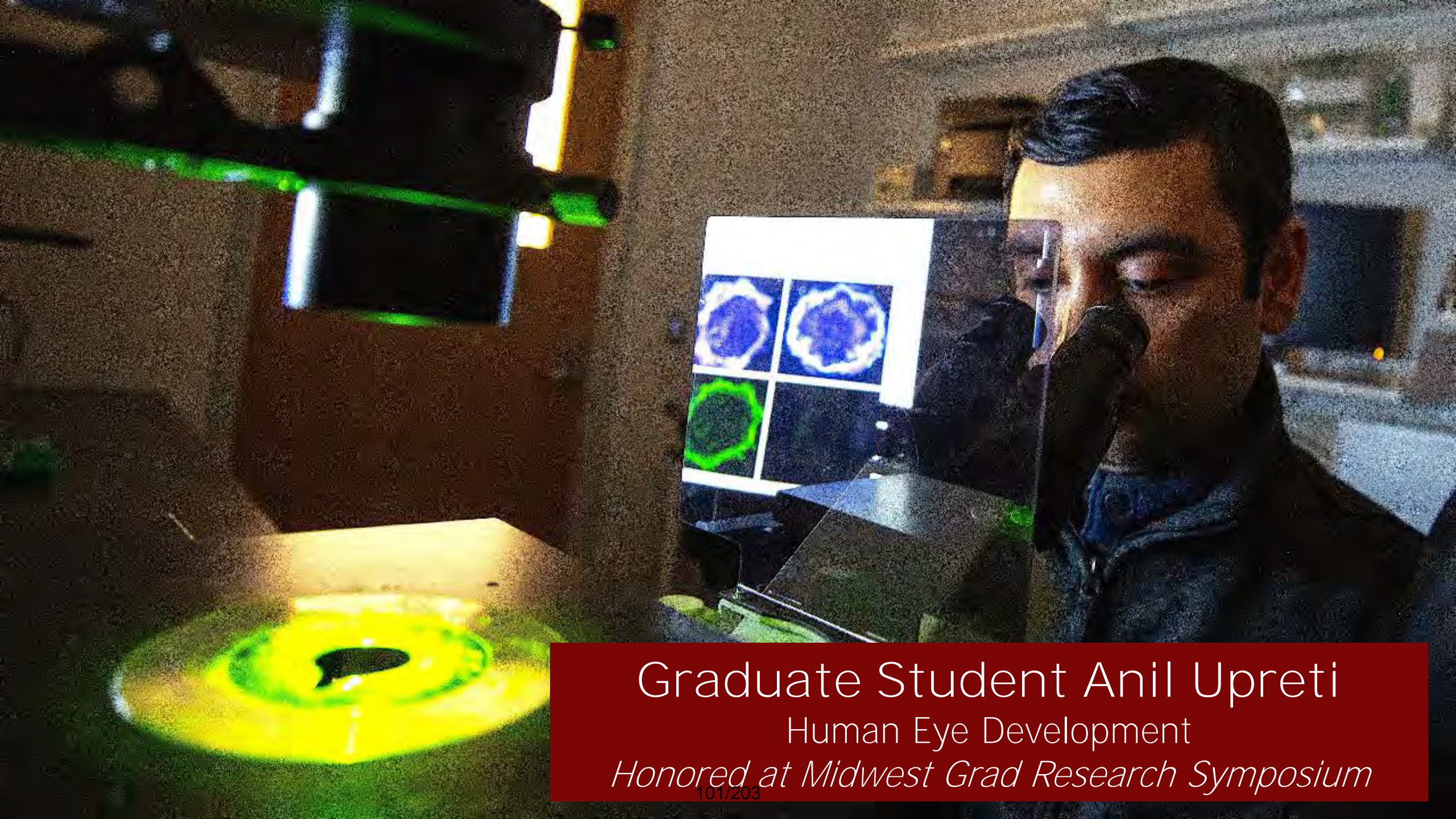
SBDC | Regionals





Altman Institute & Department for Entrepreneurship

USASBE Model Program Award & #7 in the World by The Princeton Review



Graduate Student Anil Upreti
Human Eye Development
Honored at Midwest Grad Research Symposium



2024 Library Excellence in Access & Diversity LEAD AWARD





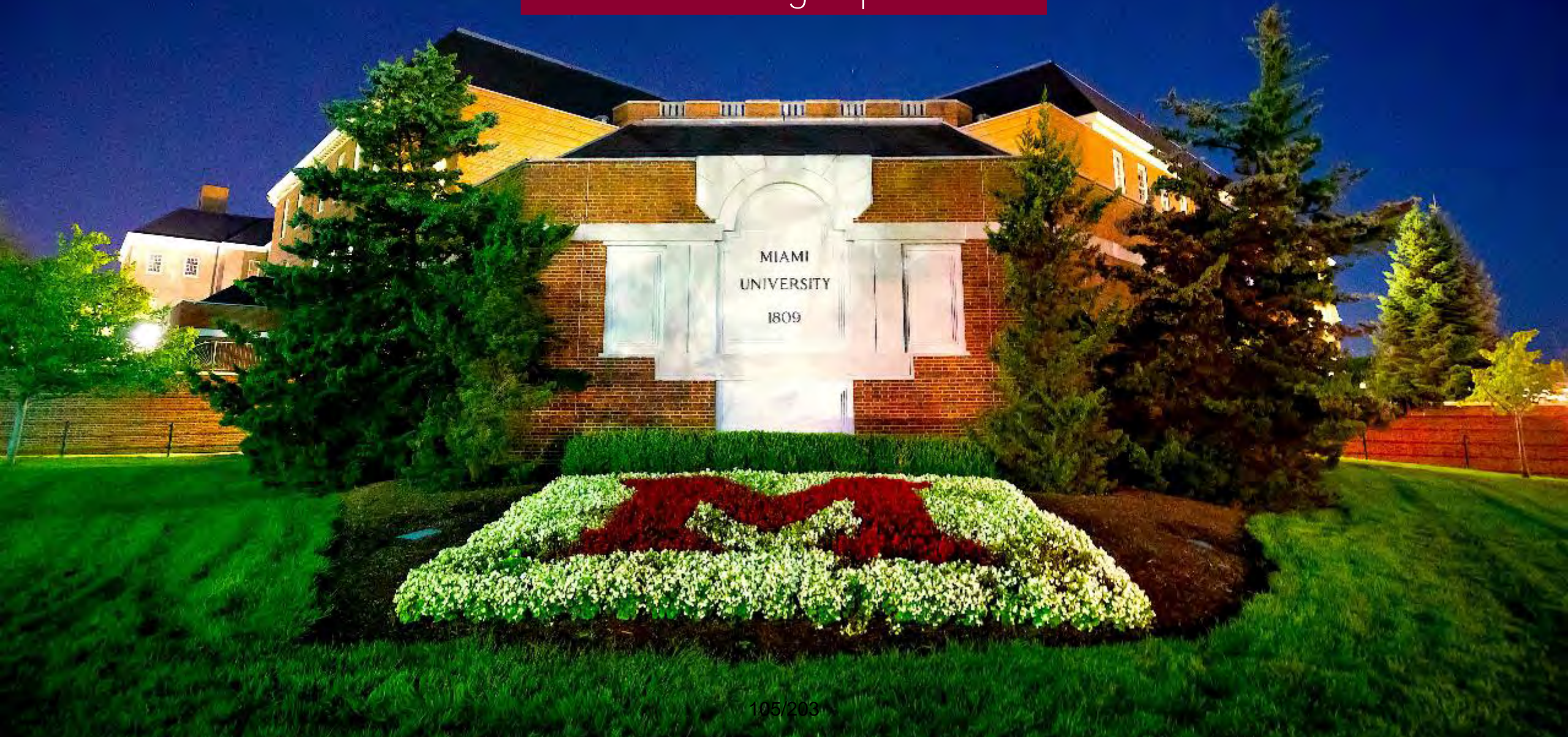
Voter Friendly Campus
NASPA | 2023-24



Best Places to Work in IT - 2024
3 Years Straight | Computerworld

Best Employer

4 Years Straight | Forbes



Enhancing Our Infrastructure





Speech & Hearing Clinic
Clinical Health Sciences Bldg
Dr. Renee Gottliebson & Students



eXtended Reality (XR) Stage
McVey Data Science



Hamilton Campus

Advanced Manufacturing Hub

Bachelor Hall

Humanities & Media Journalism & Film



Celebrating Our Champions





RedHawk Football Team

2023 MAC Champions





U.S Navy Flyover
Alumni Pilots



Sam Bachman '24
MLB Pitcher



Student-Athlete Excellence



Coach Cady

Sustained Excellence



Coaches
DeGirolamo
& Shoker



Coach Condit



Thank You

February 23, 2024
Consent Calendar

RESOLUTION R2024-26

WHEREAS, University Senate on December 04, 2023 passed SR 24-07, endorsing a proposed degree and major, EDP- Counselor Education - Master of Education.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a EDP- Counselor Education - Master of Education.

Approved by the Board of Trustees

February 23, 2024



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



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Tracy Haynes, Chair, Senate Executive Committee

Rosemary Pennington, Chair Elect, Senate Executive Committee

Tom Poetter, Past Chair, Senate Executive Committee

University Senate Website: <https://www.miamioh.edu/academic-affairs/university-senate>

February 05, 2024

To: Gregory P. Crawford, President
From: Brooke Flinder, Secretary of the University Senate
Re: Curriculum Approval
SR 24-07 CPB - Counselor Education - Master of Education

On December 04, 2023, University Senate adopted SR 24-07:


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

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

Approval of the President

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

| | |
|--|---|
| | Approve Forward to the Board of Trustees for action (copy to Secretary of University Senate) |
| | Do Not Approve |


Gregory P. Crawford, President


Date

cc: Tracy Haynes, Chair, Executive Committee of University Senate
Elizabeth R. Mullenix, Provost, Chair University Senate
Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

SR 24-07

EDP- Counselor Education - Master of Education

December 04, 2023

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

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

New Program Proposal

Date Submitted: Thu, 26 Oct 2023 20:07:01 GMT

Viewing: : Counselor Education - Master of Education

Last edit: Tue, 14 Nov 2023 19:49:14 GMT

Changes proposed by: alvarej6

Contact(s)

| Name | Phone | Email |
|---------------|--------------|----------------------|
| Jenna Alvarez | 513-529-3978 | alvarej6@miamioh.edu |

General Bulletin Edition

2024-2025

Proposed start date

Fall 2025

Level

Graduate

Program Type

Major/Concentration within Existing Degree

Delivery site(s)

Other

Other delivery site:

The counseling program will be an online program using synchronous and asynchronous learning modalities.

CIP Code

13.1101 - 13.1101

Department

Educational Psychology

Related Department

College

Col of Educ, Health & Society

Related College

Degree

Master of Education

General Bulletin Title

Counselor Education - Master of Education

Educator Preparation Programs:

Indicate the program request leads to educator preparation licenses or endorsements

Licensure:

Yes

Endorsement:

No

Rationale for the proposal

The proposed degree will contribute to (a) the EDP Strategic Plan goal to provide innovative and impactful curricular and co-curricular opportunities and would contribute to one of the indicators of success for that goal, (b) EDP's APEIP Action Plan, which specifically included a goal about exploring and proposing this program, (c) EHS Strategic Priority 1 (Curricular Excellence) and Strategic Priority 4 (Student Recruitment and Retention), and (d) the University strategic plan recommendation #22 to create a plan for revenue-generating graduate degrees. The program is unique because it leads to specialization in either Clinical Mental Health Counseling (specific licensure in Ohio) or School Counseling (specific licensure in Ohio). Since these areas have certain requirements for licensure, they cannot be achieved in another program within Miami. The program will start interviewing and admitting students during the 2024-2025 academic year to start the program in Fall 2025. This practice is in line with CACREP requirements, and it is essential that this information is listed in the 2024-2025 general bulletin edition to disseminate information to prospective students.

Introduction

Brief summary of the request

We propose a 60-credit-hour Counselor Education master's degree program where students can focus on either Clinical Mental Health Counseling (CMHC) or School Counseling (SC). Additionally, we plan to offer a pathway for dual licensure as a CMHC and SC, totaling 66 credit hours. Dual-track students are allowed to replace the two elective courses with specialty-specific courses to minimize the number of additional credit hours needed. Graduate students seeking dual licensure would need to take two additional sections of internship, six credit hours, which includes 600 additional internship hours. The additional field hours account for state and national accreditation requirements for each counseling specialty area. Please see the dual-track program of study, which outlines our course sequence. We would seek accreditation through the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). This proposal includes core components needed to prepare for accreditation after the first graduating class of the program. Our preliminary work has included meeting with a CACREP consultant to learn

more and receive feedback on our plans and incorporating feedback obtained through the Miami Academic Incubator Program (MAPI) process.

Accreditation

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

Upload documentation of the notification

Accreditation Statement for Proposal.pdf

Academic Leadership

Organizational structure

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

The Current Counselor Education Program will be housed in the College of Education, Health, and Society (EHS) and within the Department of Educational Psychology (EDP). Dr. Jenna Alvarez, director of the developing program, reports to Dr. Jason Abbitt, Chair of EDP, who reports to Dean Lane of EHS. The onboarding of additional faculty members will work in collaboration with the director of the program and will report to the EDP chair.

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

The lead faculty member working on the development of this program is Dr. Jenna Alvarez, Associate Clinical Professor and the Director of the Counselor Education Program, with the support of Dean Jason Lane from the College of Education, Health, and Society (EHS), Dr. Jason Abbitt, Chair of the Department of Educational Psychology (EDP), and Amity Noltemeyer, Associate Dean of the Graduate School. Dr. Alvarez's responsibilities include the development of this proposal, curriculum development, and chairing a search for a Teaching, Clinical Professors, and Lecture (TCPL)-Assistant Clinical Professor in the 2024-2025 academic year and a Tenure-Track Assistant Professor during the 2025-2026 academic year. Additionally, during the 2024-2025 academic year, Dr. Alvarez will be working with the University of Communication and Marketing to facilitate the marketing and recruitment of the program to prospective graduate students. Other responsibilities include developing a program-specific graduate and field placement handbook, which CACREP requires. Furthermore, Dr. Alvarez will work toward CACREP compliance to allow Miami University to apply for accreditation after the first cohort has graduated.

Upload this individual's CV/resume

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

Through the Miami Academic Incubator Program (MAPI) process, EDP worked to develop a concept paper highlighting market trends for counseling, support for developing a counseling program, various modalities of consultation, and collaboration with related fields such as Social Work and an EDP committee.

They consulted with the following individuals from similar programs at Miami over the past three to four years: Chair of Family Science & Social Work department; former Chair of, Psychology Department; Director of Clinical Training, Psychology Department; Chair and Graduate Director, Sports Leadership and Management Department; and faculty of the School Psychology Program and Educational Psychology Department.

Through this collaboration, the following were noted as points of collaboration during the start-up year of the program: (a) working with leadership from the Master of Social Work program to ensure we are not recruiting from the same pool of students (e.g., marketing in a way that emphasizes the unique features of our degree), determine which course(s) from their program our students could take, and discuss the possibility of a dual degree pathway in the future, and (b) working with leadership from the Psychology

Department to ensure that we are not competing for clinical field placements, and to discuss the possibility of a combined program pathway. Furthermore, upon developing this program proposal, it was discovered that many public institutions in Ohio have either two or three of the following graduate programs: counseling, social work, and school psychology. Including but not limited to The Ohio State University, the University of Cincinnati, and Ohio University.

Department of Sport Leadership and Management (SLAM) leadership was consulted when developing the MAPI proposal, and we plan to introduce two stackable certificates that are incorporated within this program that will be available to SLAM students;. One of the stackable certificates that has been approved in preparation for this program is the Mental Health Intervention certificate, and the second certificate will be proposed after the counseling program and courses are approved.

Before the hiring and onboarding of the director of the Counselor Education Program, the proposed program was discussed with the EDP faculty as part of the APEIP process in 2020-2021, at the fall 2021 department retreat, and again at the October 28th, 2021 department meeting. The department was supportive in all of these discussions. Furthermore, a planning committee of EDP faculty/staff has met regularly since Spring 2021 to help develop the proposal ideas. At the time, those members included the following individuals: Amity Noltemeyer, Kristy Brann (no longer at Miami), Haley Shea (no longer in her position), Kevin Bush, and Derrick Moore (transitioned to a different staff role). We would expect this

committee to continue to play an advisory role in the program development and implementation, with the addition of key stakeholders after the program is approved.

Program development

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

The proposed degree will contribute to (a) the EDP Strategic Plan goal to provide innovative and impactful curricular and co-curricular opportunities and would contribute to one of the indicators of success for that goal, (b) EDP's APEIP Action Plan, which specifically included a goal about exploring and proposing this program, (c) EHS Strategic Priority 1 (Curricular Excellence) and Strategic Priority 4 (Student Recruitment and Retention), and (d) the University strategic plan recommendation #22 to create a plan for revenue-generating graduate degrees. Furthermore, Diversity Equity and Inclusion (DEI) initiatives are built into the counseling field, including ethical standards and philosophical underpinnings. We will intentionally plan for (a) embedding DEI concepts systematically throughout courses, (b) identifying field placements where students have the opportunity to work with diverse populations and receive strong supervision related to applying culturally responsive counseling skills, (c) developing robust plans for recruiting and supporting diverse students, and (d) recruiting and retaining diverse faculty to teach in the program.

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

During the MAPI process and through the concept paper, a market analysis was completed. Below are the contents of that analysis, and the concept paper has been attached as a support document to this proposal. Miami University is one of three public institutions in Ohio that does not have a graduate counseling program. Upon approval of this program, Miami University would be one of the only public institutions in Ohio to offer an online school counseling program as well as an online dual-track option in clinical mental health and school counseling. Additionally, upon earning CACREP accreditation, our program would be one of two public institution options that offer potential students the opportunity to earn a school counseling degree online in the state of Ohio. Ohio University was recently approved to move its school counseling program online until October 31, 2025. Additionally, the options for CACREP-accredited public institutions that offer a counseling program online are limited.

A feasibility study conducted by the Education Advisory Board (EAB) revealed strong employer demand and a favorable regional market. For example, between July 2018 and June 2021, employer demand growth for master's-level counseling professionals outpaced employer demand growth for all master's-level professionals regionally (i.e., 1.75 percent compared to 1.28 percent on average per month) and nationally (i.e., 1.65 percent compared to 1.47 percent on average per month). Furthermore, employment is projected to increase faster than average in all top relevant occupations regionally and nationally from 2021 to

2031. Finally, the analyses revealed that growth in student demand is outpacing growth in competition, suggesting an opportunity for Miami University to enter the market. Based on our own revenue and expense projections and coupled with our understanding of the market, we would aim for 25 total FTE students per cohort either interested in clinical mental health and/or interested in school counseling.

If completed, upload the full analysis

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

As described in various sections of this proposal, during the MAPI process, EDP consulted both internally and externally. Notably, the program worked with a Council for the Accreditation of Counseling and Related Educational Programs (CACREP) consultant to determine future directions of the developing program. Currently, the director of the counseling program has consulted with various key stakeholders within the Miami University community. For example, the director had an initial meeting with ASPIRE to gather initial feedback and establish an ongoing collaborative relationship. The director has worked closely with the Graduate School during the development of this proposal.

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

This proposal, including but not limited to the program description, requirements, and objectives, have been developed to adhere to the 2024 CACREP standards. Additionally, course descriptions and objectives have been developed in accordance with core CACREP standards as well as specialty standards for CMHC and SC. Additionally, the program will start interviewing and admitting students during the 2024-2025 academic year to start the program in Fall 2025. This practice is in line with CACREP requirements, and it is essential that this information is listed in the 2024-2025 general bulletin edition to disseminate information to prospective students.

Collaboration with other Ohio institutions

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

The program follows the timeline outlined in the concept paper for internal approval. Within these meetings, we will share the program, provide time for input, and collaborate to make changes. Once the program is internally approved at the various levels, we will work to seek

approval through the Ohio Department of Higher Education (ODHE) and the Chancellor's Council on Graduate Studies (CCGS). Throughout the whole process, we welcome opportunities to collaborate with other Chancellor's Council on Graduate Studies (CCGS) member institutions.

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

The program has not been developed in collaboration with another institution in Ohio.

Student Services

Admissions policies and procedures

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

The Counselor Education Program will follow the general graduate admission process and requirements outlined by the university and Graduate School. Additionally, the 2024 CACREP standards require institutions to make admissions decision recommendations based on career goals, aptitude for graduate study, and the potential of the individual to be effective when working with clients from diverse backgrounds. The following describes our proposed admissions process and denotes variations from the general admission process established by the Graduate School.

Admission Requirements:

Prospective students will complete the Graduate School application, including paying the nonrefundable application fee.

In line with the Graduate School and CACREP, candidates are required to have a baccalaureate degree (US equivalent).

While CACREP does not require a certain undergraduate degree specific to the counseling program, students will be scored based on experiences, including undergrad training, prior volunteer/work/internship experiences, or any other experiences that could aid in their ability to form effective counseling relationships with diverse populations as this is a requirement outlined within CACREP. (Miami admissions does not outline requirements relevant to the above.) Additionally, CACREP requires programs to note degree requirements within their program handbooks.

Admitted students will need to submit official transcripts. Miami University graduates are not required to submit official transcripts as those are already recorded within the university

system and will be verified internally. However, they must provide an unofficial transcript at the time of application, with their term grades, GPA, and earned hours.

As an online program, the Counselor Education Program is not able to admit international students. This will be indicated on the program webpage.

As stated within the Graduate School requirements, students are required to submit additional materials required by the department. The following are the required materials for the Counselor Education Program.

A personal statement that addresses the following questions:
Describe why you want to be a counselor.

Indicate your interest related to the specialty area you are pursuing (clinical mental health or school counseling) and connect this to your previous experiences and future career goals.

If you are interested in the dual-track pathway, discuss your interest and how this will support your future professional goals.

Includes previous experiences working with individuals, the importance of collaboration, and the importance of relationships within the profession of counseling (specific to the specialty area).

Three professional letters of recommendation that speak to the applicant's career goals, aptitude for Graduate School that is delivered remotely, and potential to be an effective counselor who has the potential to form relationships with clients/students from diverse backgrounds.

A one to two-page resume highlighting professional experiences related to counseling.

The Graduate School allows programs to determine standardized testing requirements, if any. The Counselor Education Program will not require the Graduate Record Examination (GRE) nor any other admission testing, for candidates that meet Miami University's regular standing requirements of a 2.75 GPA from the institution wading the bachelor's degree.

The Counselor Education Program will follow the GPA conditional standing requirements as outlined by the Graduate School, which include:

Admission to the Graduate School with conditional standing (master's degree programs only) is possible if you do not meet the requirements for regular standing, but you can provide evidence of promise for success in graduate study. You must satisfy departmental prerequisites, have academic deficiencies, or have earned a bachelor's degree from a non-

accredited institution. You may be admitted with conditional standing, even if you have met the minimum requirements for admission to regular standing.

Requests for admission with conditional standing are considered by the dean of the Graduate School. Such requests must have the support of the academic department where you seek admission. Evidence in support supplied by the applicant and the department may include graduate admission test scores, references to successful professional experience, statements of academic progress, etc.

If you are admitted with conditional standing, you must achieve a cumulative grade point average of at least 3.00 in the first 12 hours of graduate courses taken for grades. Grades earned in undergraduate courses do not apply to this required grade point average. The probationary period begins on the date of admission with conditional standing. Students who do not satisfy the requirements of conditional standing are denied further registration in the Graduate School. Students who meet these requirements continue with regular standing.

Due to CACREP requirements and limitations outlined within the standards related to faculty-to-student ratios, the Counselor Education Program will need to deviate from the continuing graduation requirements (non-degree) status policies. The program can only allow non-degree-seeking students to take two courses within the program, a maximum of six credit hours. Requests for a list of courses open to Continuing Graduate Status (CGS) students can be sent to the program director. These courses can be applied to the program of study if the CGS student decides to apply and is admitted to the program at Miami University.

Due to the nature of a counseling training program, which requires engagement as a trainee with clients and K-12 students, along with ensuring the program meets accreditation requirements, the Counselor Education Program cannot accept Visiting (Transient) Status students as outlined by the Graduate School. Program faculty must ensure proper gatekeeping for the profession to ensure trainees are prepared to engage with clients/students during practicum and internship. Transient status would impact strict CACREP ratio requirements, making it challenging to track key performance indicators (KPIs) and ensure client/student well-being and safety during field hours.

Student administrative services

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

The services offered by Miami University are appropriate for the master's program in counselor education. These services are also in line with what CACREP expects for graduate programs. We do not foresee the need for additional services to support students.

Student academic services

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

The services offered by Miami University are appropriate for the master's program in counselor education. These services are also in line with what CACREP expects for graduate programs. We do not foresee the need for additional services to support students.

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

Miami's Master of Education degree with a major in Counselor Education offers opportunities for students to earn a graduate degree specializing in either Clinical Mental Health or School Counseling within two academic years, including one summer term (five semesters; 60 credit hours). Each pathway leads to licensure as either a school counselor (School Counseling pathway) or licensed professional counselor (LPC; Clinical Mental Health pathway) in the state of Ohio. You also have the opportunity to declare dual specialties within the graduate program, which would require an additional academic year (three additional semesters; six additional credit hours), including additional coursework and field hours. The department must approve your program of study. Within each specialty area, a 100-hour practicum and 600-hour internship are required. For dual licensure-seeking students, an additional 600-hour internship is required, totaling 1300 field placement hours.

Course offerings

Bulletin Requirement Listing

Program Requirements

(60 hours for single specialty, 66 hours for dual specialty)

| Course List | | |
|---|-------|--------------|
| Code | Title | Credit Hours |
| General Core Courses (for both specialty areas) | | |

Course List

| Code | Title | Credit Hours |
|----------------------------------|---|--------------|
| EDP 654 | Counseling Practicum ¹ | 3-4 |
| EDP 672 | Helping Skills in Mental Health Intervention | 3 |
| EDP 651 | Educational Research | 3 |
| EDP 671 | Counseling Theories | 3 |
| EDP 666 | Educational Consultation, Collaboration, and Community Psychology | 3 |
| EDP 661 | Course EDP 661 Not Found | 3 |
| EDP 664 | Course EDP 664 Not Found | 3 |
| EDP 673 | Course EDP 673 Not Found | 3 |
| EDP 674 | Course EDP 674 Not Found | 3 |
| EDP 663 | Course EDP 663 Not Found | 3 |
| EDP 678 | Course EDP 678 Not Found | 3 |
| EDP 681 | Course EDP 681 Not Found | 3 |
| EDP 685 | Course EDP 685 Not Found | 3 |
| EDP 684 | Course EDP 684 Not Found | 3 |
| EDP 653 | Course EDP 653 Not Found | 0 |
| EDP 649 | Counseling Internship ² | 6-12 |
| Specialty Areas ³ | | 6 |
| Clinical Mental Health Specialty | | |
| EDP 682 | Course EDP 682 Not Found | |
| EDP 683 | Course EDP 683 Not Found | |
| School Counseling Specialty | | |
| EDP 679 | Course EDP 679 Not Found | |
| EDP 686 | Course EDP 686 Not Found | |

| Course List | | |
|-------------------------------|--|--------------|
| Code | Title | Credit Hours |
| Elective Options ⁴ | | 6 |
| EDP 596 | Behavioral Interventions: Theory, Principles, and Techniques | |
| EDP 636 | Diversity, Learning & Technology | |
| EDP 656 | Education of Individuals with Exceptionalities | |
| EDP 662 | Social, Emotional, and Behavioral Assessment | |
| EDP 667 | Behavioral Statistics I | |
| Total Credit Hours | | 60-67 |

1

Only 3 credit hours for the counseling specialty.

2

6 hours for single specialty, 12 hours for dual specialty.

3

Select one specialty area, or both if pursuing dual specialties.

4

No electives if pursuing dual specialties.

Plan of Study/ Roadmap

Our roadmaps or program of study documents are attached to this proposal.

We include the following pathways:

Clinical Mental Health Counseling Program of Study (60 credit hours)

- General Core Courses: 48 total credit hours
 - Including 6 credit hours of internship in EDP 649 (3 cr hr per semester)
- Specialty Courses: 6 total credit hours
- Elective Courses: 6 total credit hours

School Counseling Program of Study (60 credit hours)

- General Core Courses: 48 total credit hours
 - Including 6 credit hours of internship in EDP 649 (3 cr hr per semester)
- Specialty Courses: 6 total credit hours
- Elective Courses: 6 total credit hours

Dual Track Program of Study (66 credit hours)

- General Core Courses: 54 total credit hours
 - A total of 12 credit hours of internship in EDP 649 (3 cr hr per semester)
- CMHC Specialty Courses: 6 total credit hours
- SC Specialty Courses: 6 total credit hours

Thesis

Non-Thesis

Non-Thesis Explanation

The program does not require a thesis as CACREP has specific requirements around student assessments and performance benchmarks. We plan to have a standardized exam for both specialty areas and a capstone project specific to each specialty area, which will be outlined in detail in the counseling program handbook. This capstone project will be real-world, application-based, focused on serving the community through the profession of counseling.

Off site program components

Co-op/Internship/Externship

Clinical Practicum

Brief description of Co-op/Internship/Externship component

In line with the requirements for a CACREP counseling program, students will complete 600 hours of internship for either the clinical mental health counseling or school counseling track over two semesters (fall and spring) in their second year of the program, if full time. Students seeking dual licensure will complete four semesters of internship, 600 hours for each specialty area. These internships will be conducted within partner schools, hospitals, community clinics, and other settings where the Miami University Counseling Education Program has established and approved partnerships.

Brief description of Clinical Practicum component

All students will complete a 100-hour practicum at an approved setting before their internship. This is also in line with the CACREP accreditation requirements.

Assessment and Evaluation

Program assessment

Upload a copy of the assessment requirements/plan

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

The below SLOs are connected to the Miami Plan principles and competencies of experiential learning, as counseling requires hands-on learning within the community. Additionally, our SLOs are embedded in intercultural perspectives, as trainees need to be prepared to work with individuals from diverse backgrounds. We plan to assess all of the SLOs for CACREP after program approval.

The Miami University Counseling Program's core student learning objectives are focused on preparing students holistically for the profession of counseling, which is in addition to the specific specialty area objectives and is as outlined:

Counseling students will demonstrate a strong professional counselor identity through the completion of Key Performance Indicator (KPI) Assignments in each of the core courses that are designed to prepare students to form therapeutic relationships with clients/students.

Graduate students in the Miami University Counseling Program will acquire foundational knowledge centered around becoming culturally responsive counselors focused on social justice within the program through engagement in the curriculum, specifically the Multicultural Counseling and Social Justice course, and demonstrate these skills during practicum and internship through successful completion of KPIs in practicum and internship.

After completing core courses, students will be able to apply the necessary foundational counseling therapeutic techniques through a theoretical framework within the helping relationship and demonstrate their knowledge through recordings and case conceptualizations.

Throughout the program, students will be exposed to counseling research that is rooted in advocacy and leadership for advancing the program and advocating for clients/students, and through the evaluation of this research, students will create advocacy presentations focused on addressing the gaps in the research which impact underrepresented clients/students.

The Miami University student learning objectives for school counseling trainees are focused on preparing students to do the following:

School Counseling trainees will demonstrate their ability to support students in the K-12 setting to ensure student's needs are met in the areas of academic and social/emotional

(mental health) and career with an emphasis on support for students from diverse backgrounds through the use of needs assessments, and data collection to create a comprehensive school counseling program (CSCP).

Trainees will be able to support students' social and emotional needs through the implementation of brief individual counseling, small group counseling, and classroom instruction utilizing the Multi-Tiered System of Supports (MTSS) framework to incorporate the Ohio Department of Education (ODE) K-12 Social and Emotional Learning Standards to acquire the five competencies (self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making).

Acquire the foundational knowledge necessary to successfully pass the Ohio Assessments for Educators (OAE) that is required for licensure in the state of Ohio as outlined by ODE.

The Miami University student learning objectives for clinical mental health trainees are focused on preparing students to do the following:

Clinical Mental Health Counselor trainees will demonstrate their ability to support clients through engagement in core and specialty courses focused on developing the therapeutic relationship in connection to culturally responsive diagnosis and treatment through the completion of KPI assignments and will be monitored through supervision.

Acquire the foundational knowledge necessary to successfully pass the National Counselor Examination (NCE), completion of courses as outlined in the program of study, and the requirements needed by the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board to obtain licensure.

Graduates will be able to utilize assessments and knowledge gained through the program to demonstrate effective diagnosis and treatment planning to support clients, as evidenced through case conceptualization and supervision.

As outlined within each learning objective, there are KPI assignments that are intended to evaluate students on their learning, which are connected to these program objectives. Additionally, these KPI assignments occur at different time points within the curriculum. They build upon each other to ensure students acquire the knowledge and skills to ensure professional competency to prepare them to work with clients/students. Further, these KPIs align with the CACREP's requirements for program objectives to be measurable and evaluated throughout the curriculum.

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

As CACREP requires, all programs must have assignments and projects that measure our KPIs. Each syllabus will highlight specific assignments that are KPI assignments as well as include a rubric connected to the SLOs as well as the CACREP standards. Additionally, students will need to pass the National Counselor Examination (NCE) for CMHC and/or the Ohio Assessments for Educators (OAE) for School Counseling near or after graduation.

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

In line with the expectation set by CACREP, we will have the following in all of the required courses:

All key performance indicators from each course where there is a KPI assignment accompanied by a rubric to measure student success.

Professional disposition data via completed surveys by course instructors and advisors for each student every semester to track student progress and growth.

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

All students within the program will be a part of the sample, as this information is needed for accreditation. All rubrics will be housed in Google Drive for each course, and all data not connected to a course will also be housed in a program on Google Drive.

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

Through the advising process, we plan to collect individual student performance data on their feedback connected to the program learning outcomes. In the first-year review, both faculty and students will do an evaluation. Faculty will evaluate students in their first year within the program, and students will complete a self-evaluation. We will also solicit feedback within the exit survey before graduation.

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

We will create a report that includes the following as required by CACREP and include this in our annual HLC report:

Counselor Education Program faculty create an annual report for entry and doctoral (if applicable) levels that includes:

- a) a summary of the program evaluation results, including achievement of academic quality indicators;
- b) subsequent curriculum modifications and program improvement informed by program

evaluation; and
c) any other significant program changes.

Additionally, this report will be published on the program website and available to the public as CACREP requires.

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

Once the counseling program is established, faculty will meet weekly to discuss KPI data within each course and licensure assessment data of recent graduates to improve teaching and learning. As part of the CACREP requirements, each course will have KPI assignments connected to the CACREP standards to track and address student performance in becoming a competent counselor.

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

The counseling director will be responsible for creating and submitting the annual assessment report to the assessment coordinator at the end of each academic year. Additionally, this information will be used for the initial CACREP self-study needed for accreditation and future re-accreditation.

Additionally, as part of the assessment development process, the director collaborated and consulted with Carolyn Haynes, who provided feedback on the information outlined in this assessment section. Additionally, Dr. Haynes confirmed the information provided in this section is sufficient for the proposal.

Other means of measuring student success

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

In line with the CACREP standards, the following will be used to measure student success and will be considered on a continued and annual basis:

- pass rates on credentialing examinations,
- degree completion rates, and
- employment and doctoral admission rates.

Additionally, we will consider exit survey data on the student experience in the last month of the final semester before students graduate from the program. Additionally, we will reach out to alumni annually to gather information related to improving the curriculum to better prepare graduates for professional work.

As CACREP requires, we will create and solicit feedback from a designated advisory committee regarding proposed curriculum modification and program improvement. Our program will ensure that the advisory committee comprises representatives from the program and community partners with diverse identities and perspectives. Additionally, we intend to include alumni within this advisory committee.

Faculty

Faculty appointment policies

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

The following are the faculty designations for the program (as approved in our MAPI Concept Paper):

Associate Clinical Professor (position filled as of August 2023)

Assistant Clinical Professor (position projected to be filled by August 2025)

Assistant Professor (position projected to be filled by August 2026)

Support of Adjunct faculty (projected need 2025-2026 and 2026-2027 academic years)

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

For counseling, CACREP has strict requirements on the education, licensure, and certification of program faculty. Below are the requirements directly taken from the 2024 CACREP Standards.

Core counselor education faculty must have full-time appointments to the counselor education program. Core faculty must meet one of the following qualifications:

1. have an earned doctoral degree in counselor education, preferably from a CACREP-accredited program; or
2. have a related doctoral degree and have been employed as a full-time faculty member in a counselor education program for a minimum of one full academic year before July 1, 2013; or
3. have been employed as a full-time doctoral-level faculty member in a CORE-accredited master's program prior to July 1, 2017; or
4. have graduated from a rehabilitation doctoral program prior to January 1, 2018.

Core counselor education faculty participate in professional activities, scholarly activities, and service to the profession. All core counselor education faculty must identify with the counseling profession through each of the following:

1. have sustained memberships in professional counseling organizations;
2. relevant professional counseling credentials; and

3. show evidence of sustained professional engagement through at least two of the following:

- a) professional development and renewal activities related to counseling,
- b) professional service and advocacy in counseling,
- c) ongoing counseling practice, or
- d) research and scholarly activity in counseling commensurate with their faculty role.

For each CACREP specialized practice area offered by the program, at least one core counselor education faculty member must identify with the specialized practice area. A faculty member can identify with more than one CACREP specialized practice area. The identified faculty member for the area must:

1. have relevant professional counseling credentials related to the CACREP specialized practice area and

2. show evidence of sustained professional engagement through at least two of the following:

- a) professional development and renewal activities related to the CACREP specialized practice area,
- b) professional service and advocacy in the CACREP specialized practice area,
- c) ongoing counseling practice in the CACREP specialized practice area, or
- d) research and scholarly activity in the CACREP specialized practice area commensurate with their faculty role.

The current faculty member is licensed as both a Licensed Professional Counselor and a School Counselor in the state of Ohio, with experience in both specialty areas. Given the expectations set forth by CACREP, it will be essential to hire a faculty member with extensive clinical mental health experience and a faculty member with extensive school counseling experience along with the appropriate credentials or faculty members with experience in both specialty areas.

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

In order to adhere to CACREP criteria, a minimum of three full-time faculty members are required. In addition to the current program director, two additional new faculty will be required. We request one new TCPL faculty member to start in AY 2025-26 (the first year that program courses will be offered) and a Tenure Track faculty member to start in AY 2026-27.

The program director's workload in the two start-up years will be primarily focused on the program proposal, new course proposals, existing course revisions, online course development, field placement site identification, accreditation, recruitment planning, and

other essential program planning tasks; however, they will also teach a significant course load for the department those two years. When the program is launched, two-course releases will be available annually for core faculty to perform essential duties, including advising, program coordination/administration, accreditation, licensure support, internship placement coordination, etc.).

Program faculty

Provide the number of existing faculty members available to teach in the proposed program.

Full-time:

1

Less than full-time:

0

Provide an estimate of the number of faculty members to be added during the first two years of program operation.

Full-time:

2

Less than full-time:

0

Expectations for professional development/scholarship

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

The counseling program will employ three full-time faculty members as required by CACREP. During the MAPI process, a conversation with our CACREP consultant revealed that it would be essential for us to have the program director in place before developing the program. CACREP is serious about ensuring an accredited program has a counseling identity, and it will be essential for someone meeting CACREP's "core faculty" criteria to lead this. This approach is similar to other clinical accredited disciplines, such as physician assistant programs. Additionally, workload expectations will follow the current college and university expectations for TT and TCLP faculty. As mentioned earlier, CACREP states that all core faculty must engage in professional and scholarly activities and serve the profession. Therefore, it will be important for both TT and TCLP faculty to have opportunities to engage in professional scholarship activities to meet CACREP standards.

Upload a faculty handbook outlining the expectations and documenting support

Faculty matrix

Upload faculty matrix/CVs

Faculty Matrix of Courses .pdf

Faculty Matrix Explanation.docx

Alvarez CV Miami 2023.pdf

Library Resources

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

The Counselor Education Program will incorporate support provided by the Educational Psychology Librarian, Jaclyn Spraez, to help counseling students conduct research and utilize her knowledge as a virtual guest speaker in classes to help students with writing, citation, and article searches. Additionally, the director of the counseling program has scheduled a time to consult with our librarian to evaluate current resources and materials that are adequate for the counseling program. Another goal of this meeting is to involve our librarian in the initial start-up phases to ensure we are prepared to support graduate counseling students. Since Miami University has aligned helping professions, the article databases appear sufficient upon an initial review of available resources.

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

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

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

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

Budget, Resources, and Facilities

Resources and facilities

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

The Counselor Education Program will be offered online, using very little physical facilities and equipment. However, as part of the CACREP accreditation, we will need on-site clinicals once an academic year where faculty observe students' counseling skills in person. These are often skill-intensive over a long weekend that utilizes classroom, conference, and lecture hall spaces. We have built this requirement into a course called Counseling Skills Pre-Practicum, which is a zero-credit, complete/incomplete course. This course will happen in the fall semester of students' first year during finals week and is a prerequisite that is required before starting practicum in the spring semester. In terms of the library budget, many of the materials and resources that are already utilized for the department of EDP can be used for the counseling program. We do not foresee any additional expenses.

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

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

Budget/financial planning

Upload Fiscal Impact Statement for New Degree Programs

Current Fiscal Impact Statement for Counselor Education Program Sept 2023 V2.xlsx

Use narrative to provide additional information as needed

The attached budget and fiscal impact statement include expenses related to faculty and summer salary support for program administration and accreditation. These costs account for accreditation requirements for three core faculty and other expenses for travel related to internship sites and other miscellaneous program support. The total startup investment from Boldy Creative is ~\$300K, which is not included in the fiscal impact as it will be spent before enrollment in year one.

Additional comments

Reviewer Comments

Courtney Thompson (kuhlmace) (Tue, 24 Oct 2023 20:14:30 GMT): Rollback: Can the bulletin requirement listing be condensed? The program requirements are essentially being listed twice (in text format and table format). The vast majority of the program requirements should be handled in table format. More than one table can be used if that would make more sense.

Kathy Rosenberger (rosenbk) (Thu, 26 Oct 2023 19:26:59 GMT): Rollback: Rollback for edits. Per committee.

Supporting documents

- CACREP 2024 Standards.pdf
- Concept Paper- Counselor Education Program.pdf
- CURRENT Counselor Education Budget V3 2 Fall 2023.xlsx
- CMHC Program of Study .pdf
- School Counseling Program of Study .pdf
- Part-Time School Counseling .pdf
- Part-Time Clinical Mental Health Counseling .pdf
- Dual Track Program of Study.pdf
- Letter of Support EDP.pdf
- Counselor Education Program Courses Descriptions Learning objectives.pdf

Key: 546

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

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Approved by the Board of Trustees

February 23, 2024



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

February 23, 2024
 Academic and Student Affairs

RESOLUTION R2024-27

BE IT RESOLVED that the Board of Trustees hereby approves the following faculty for promotion and tenure, and librarians for promotion and continuing contract, effective July 1, 2024:

| First Name | Last Name | Division | Campus | Department | Promotion Recommendation |
|----------------|-------------|----------|----------|--|--------------------------------|
| Jie | Cheng | CLAAS | Hamilton | Computer and Information Technology | Tenure |
| Gerald (Trace) | Poll | CAS | Oxford | Speech Pathology and Audiology | Tenure |
| Hakam | Alomari | CEC | Oxford | Computer Science & Software Engineering | Associate Professor and Tenure |
| Veronica | Barrios | EHS | Oxford | Family Science and Social Work | Associate Professor and Tenure |
| Jonathan | Bauer | CAS | Oxford | Biology | Associate Professor and Tenure |
| Khodakhast | Bibak | CEC | Oxford | Computer Science & Software Engineering | Associate Professor and Tenure |
| Saruna | Ghimire | CAS | Oxford | Sociology and Gerontology | Associate Professor and Tenure |
| Andrea | Kravats | CAS | Oxford | Chemistry and Biochemistry | Associate Professor and Tenure |
| Bo | Li | EHS | Oxford | Sport Leadership and Management | Associate Professor and Tenure |
| Andrew | Peck | CAS | Oxford | Media, Journalism and Film | Associate Professor and Tenure |
| Kevin | Reuning | CAS | Oxford | Political Science | Associate Professor and Tenure |
| David (Andy) | Rice | CAS | Oxford | Media, Journalism and Film | Associate Professor and Tenure |
| Sonseeahray | Ross | CLAAS | Hamilton | Commerce | Associate Professor and Tenure |
| Adam | Rottinghaus | CAS | Oxford | Media, Journalism and Film | Associate Professor and Tenure |
| Matthew | Saxton | CLAAS | Hamilton | Biological Sciences | Associate Professor and Tenure |
| Damon | Scott | CAS | Oxford | Geography | Associate Professor and Tenure |
| Mark | Sidebottom | CEC | Oxford | Mechanical and Manufacturing Engineering | Associate Professor and Tenure |
| Christopher | Vendome | CEC | Oxford | Computer Science & Software Engineering | Associate Professor and Tenure |
| Feifei | Wang | FSB | Oxford | Finance | Associate Professor and Tenure |
| Xian | Wu | EHS | Oxford | Kinesiology Nutrition and Health | Associate Professor and Tenure |
| Sirui (David) | Yin | FSB | Oxford | Finance | Associate Professor and Tenure |
| Erica | Fernandez | EHS | Oxford | Educational Leadership | Full Professor and Tenure |
| James | Bromley | CAS | Oxford | English | Full Professor |
| Ryan | Gunderson | CAS | Oxford | Sociology and Gerontology | Full Professor |
| Seonjin | Kim | CAS | Oxford | Statistics | Full Professor |
| Margaret | Luongo | CAS | Oxford | English | Full Professor |

| | | | | | |
|-------------|------------|-----------|-------------------|---------------------------------------|---------------------|
| Deborah | Lyons | CAS | Oxford | French, Italian and Classical Studies | Full Professor |
| Fadel | Megahed | FSB | Oxford | Information Systems and Analytics | Full Professor |
| Eyad | Musallam | CLAAS | Hamilton & Oxford | Nursing | Full Professor |
| Jennifer | Rode | CLAAS | Hamilton | Nursing | Full Professor |
| Paul | Schaeffer | CAS | Oxford | Biology | Full Professor |
| Byran | Smucker | CAS | Oxford | Statistics | Full Professor |
| Susan | Spellman | CAS | Oxford | History | Full Professor |
| H. Cecilia | Suhr | CLAAS | Hamilton | Humanities and Creative Arts | Full Professor |
| Christopher | Sutter | FSB | Oxford | Entrepreneurship | Full Professor |
| Jing | Zhang | CAS | Oxford | Statistics | Full Professor |
| Katie | Gibson | Libraries | Oxford | Advise & Instruct | Principal Librarian |
| Mark | Dahlquist | Libraries | Oxford | Advise & Instruct | Associate Librarian |
| Nathaniel | Floyd | Libraries | Oxford | Learning and Engagement | Associate Librarian |
| Stefanie | Hilles | Libraries | Oxford | Advise & Instruct | Associate Librarian |
| Rachel | Makarowski | Libraries | Oxford | Steward & Sustain | Associate Librarian |
| Abigail | Morgan | Libraries | Oxford | Advise & Instruct | Associate Librarian |
| Alia | Wegner | Libraries | Oxford | Steward & Sustain | Associate Librarian |
| Jerry | Yarnetsky | Libraries | Oxford | Web Services | Associate Librarian |

February 23, 2024
 Fiance and Audit

2024-2025 Room and Board Ordinance O2024-02

I. 2024-2025 Cohort Tuition Promise Students and Other Incoming Students

WHEREAS, legislative restrictions limit increases in room and board for the entering fall cohort; and

WHEREAS, annual inflation for food, energy, construction, and hospitality employee compensation are collectively projected to continue to rise, resulting in a recommendation to increase room rates by 0%, residential fee by 3%, and board rates by 3%.

NOW THEREFORE BE IT ORDAINED: that the Board of Trustees hereby establishes the following charges to be levied and collected for students admitted under the 2024-2025 Miami Tuition Promise cohort beginning first semester of the academic year 2024-2025 and to remain in effect for four (4) years as part of the Miami Tuition Promise unless otherwise indicated; and

BE IT FURTHER ORDAINED: that the Board of Trustees further establishes the following charges to be levied and collected for other incoming students beginning with the first semester of the academic year 2024-2025; and

| | <u>2023-24</u> | <u>2024-25</u> | <u>% change</u> |
|---|----------------|----------------|-----------------|
| A. Residence Halls (Fall/Spring, per semester per student) | | | |
| Non-Renovated Single | \$4,908 | \$4,908 | 0.0% |
| Non-Renovated Double | \$3,943 | \$3,943 | 0.0% |
| Non-Renovated Triple or Quad | \$3,876 | \$3,876 | 0.0% |
| Single | \$5,703 | \$5,703 | 0.0% |
| Double | \$4,759 | \$4,759 | 0.0% |
| Modified Double | \$4,263 | \$4,263 | 0.0% |
| Triple or Quad | \$3,997 | \$3,997 | 0.0% |
| Heritage Commons | \$5,904 | \$5,904 | 0.0% |
| B. Meal Plans (Fall/Spring, per semester per student) | | | |
| Diplomat Minimum | \$2,447 | \$2,520 | 3.0% |
| Diplomat Standard | \$3,091 | \$3,184 | 3.0% |
| Diplomat Plus | \$3,221 | \$3,318 | 3.0% |
| Diplomat Premium | \$3,767 | \$3,880 | 3.0% |
| Diplomat Premium C * | \$2,080 | \$2,080 | 0.0% |

**Disability Accommodations Only*

Approved by the Board of Trustees February 23, 2024



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

C. Residential Fee (Fall/Spring, per semester per student)

| | | | |
|---------------------------|-------|-------|------|
| Fall and Spring Residents | \$507 | \$522 | 3.0% |
|---------------------------|-------|-------|------|

D. Residence & Meal Plan Fall/Spring Increase (Common Experience per Semester)

| | | | |
|------------------------------------|---------|---------|------|
| Non-Renovated Double + Board + Fee | \$7,541 | \$7,649 | 1.4% |
| Double + Board + Fee | \$8,357 | \$8,465 | 1.3% |

II. Previously Approved Tuition Promise Cohorts

Previously approved Room and Board rates for continuing Tuition Promise Cohorts will not be changed and will remain in effect for the originally approved four (4) years, unless otherwise indicated.

III. All Students, Sororities, and Refund Policies

| | <u>2023-24</u> | <u>2024-25</u> | <u>% change</u> |
|--|----------------|----------------|-----------------|
| A. Summer Housing Weekly | | | |
| Double Occupancy | \$151 | \$151 | 0.0% |
| Single Occupancy | \$220 | \$220 | 0.0% |
| B. Winter Term Housing Block Rate (Available for students enrolled in class) | \$466 | \$466 | 0% |
| C. Sorority Suites (Per suite per semester) | | | |
| Less than 500 square feet | \$1,500 | \$1,500 | 0% |
| 500 to 899 square feet | \$6,636 | \$6,835 | 3.0% |
| 900 to 999 square feet | \$11,198 | \$11,534 | 3.0% |
| 1,000 to 1,099 square feet | \$12,356 | \$12,727 | 3.0% |
| 1,100 to 1,199 square feet | \$13,509 | \$13,915 | 3.0% |
| 1,200 to 1,299 square feet | \$15,217 | \$15,674 | 3.0% |
| 1,300 to 1,399 square feet | \$17,171 | \$17,686 | 3.0% |
| 1,400 to 1,499 square feet | \$18,727 | \$19,289 | 3.0% |

- Suites sized 500 square feet and larger include use of Hamilton Hall Multi-Purpose Meeting Room.
- Through negotiation with the Division of Student Life, sorority suite rental rates are adjusted to provide better affordability for very small chapters in suites less than 500 square feet in size.

D. Residence Halls Room Refund Policy

The refund policy for room rent and residential fee for first and second semester will be as follows:

| | |
|--|--------------------|
| (1) Withdrawal during the first five class days of the term | 100 % of room rent |
| (2) Withdrawal during the sixth through eighth class days of the term | 90 % of room rent |
| (3) Withdrawal during the ninth through twentieth class days of the term | 50 % of room rent |
| (4) Withdrawal during the twenty-first through thirtieth class days of the term | 35 % of room rent |
| (5) Withdrawal during the thirty-first through the fortieth class days of the term | 25 % of room rent |
| (6) Withdrawal after fortieth class day of the term | No Refund |

The refund policy for room rent for the summer terms will be as follows:

| | |
|--|-------------------|
| (1) Withdrawal during the first three class days of the term | 100% of room rent |
| (2) Withdrawal during the fourth through eighth class days of the term | 50% of room rent |
| (3) Withdrawal during the ninth through fifteenth class days of the term | 25% of room rent |
| (4) Withdrawal after the fifteenth class day of the term | No Refund |

Provided further that no room rental charges will be returned upon withdrawal until thirty days have elapsed from the date of withdrawal. In the event of an emergency, the Vice President for Finance and Business Services or his designee is authorized to make exceptions to the above stated refund policy.

An advance Oxford Campus university contract confirmation deposit of \$330.00 and an admission fee of \$95.00 are charged to all incoming residential students. Generally speaking, the \$330 university contract confirmation deposit will be returned to the student after their final semester at Miami University. If the student pays the university contract confirmation deposit and fails to matriculate, or matriculates and withdraws mid-semester the deposit is forfeited.

E. Meal Plan Change and Refund Policy

Meal Plan holders are permitted to change their selected level until the first day of class during each semester. Meal plan holders may continue to add additional declining balance dollars at any time, but are not permitted to lower their plan level after the first day of class.

Unused declining balance dollars at the end of each semester roll forward to the next semester. Unused buffet meals do not carry forward. When a student moves off campus, any remaining declining balance dollars are converted to the meal plan for off campus students.

Students who withdraw from the university within the first five days of a class term receive a full credit of their current term declining balance deposit (less any used amounts), and a full credit of their buffet meals based on the percentage schedule defined in Section D (1-6) of this document.

Students who withdraw from the university after the fifth day of the term, and up to the fortieth day of the term will receive a refund of 80% of any unused declining balance dollars, and a calculated credit for unused buffet meals (if applicable), based on the same percentage schedule defined in Section D (1-6) of this document. There is no refund or credit for students who graduate or withdraw after the fortieth day of the term.

In the event of an emergency, the Senior Vice President for Finance and Business Services or his designee is authorized to make exceptions to the above stated refund policy.

Approved by the Board of Trustees

February 23, 2024

February 23, 2024

Fiance and Audit



SERIES RESOLUTION R-2024-28

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

A RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF GENERAL RECEIPTS REVENUE AND REFUNDING BONDS OF MIAMI UNIVERSITY; AUTHORIZING THE EXECUTION AND DELIVERY OF A SUPPLEMENTAL TRUST AGREEMENT; AUTHORIZING OTHER DOCUMENTS IN CONNECTION WITH THE ISSUANCE OF SUCH BONDS; AND AUTHORIZING THE FISCAL OFFICER TO TAKE CERTAIN ACTIONS

WHEREAS, Resolution 2004-8 adopted by this Board of Trustees (the “Board”) on September 26, 2003 (the “General Bond Resolution”), and the Amended and Restated Trust Agreement dated as of October 1, 2003, as amended (the “Trust Agreement”), by and between Miami University (the “University”) and The Bank of New York Mellon Trust Company, N.A., as trustee (the “Trustee”), provide for the issuance from time to time of bonds (the “Bonds”) secured by the University’s General Receipts (as defined in the Trust Agreement), with each issuance to be authorized by a Series Resolution (as defined in the Trust Agreement) adopted by the Board; and

WHEREAS, the General Bond Resolution was adopted and the Trust Agreement was authorized by the Board pursuant to Sections 3345.11 and 3345.12 of the Ohio Revised Code (the “Act”), which authorizes the University to issue the Bonds to pay costs of certain capital facilities, defined as “auxiliary facilities,” “education facilities” and “housing and dining facilities” in Section 3345.12 of the Revised Code, and referred to as “University Facilities” in the General Bond Resolution and in this Resolution; and

WHEREAS, the Act further authorizes the University to issue Bonds to refund its previously issued Bonds; and

WHEREAS, the University has determined that it may be advantageous, in order to lower interest costs to the University and/or to manage and/or improve the University’s cash flow and/or to react to market conditions and/or to deal with the change in status of certain outstanding Bonds with respect to their tax exemption, to issue Bonds (the “Refunding Bonds”) for the purpose of (a) refunding, together with other lawfully available funds of the University (if necessary), all or a portion of the University’s General Receipts Revenue and Refunding Bonds, Series 2014, dated June 5, 2014, issued in the original aggregate principal amount of \$135,035,000 (the “Series 2014 Bonds”); (b) funding a reserve (if necessary); and (c) paying costs of issuance of the Refunding Bonds (collectively, the “Refunding”); and

WHEREAS, the Board desires to provide for the issuance and sale of the Refunding Bonds and for other matters in connection therewith by the adoption of this Resolution, including, but not limited to, the authorization of the execution and delivery of a Supplemental Trust Agreement (as defined in the Trust Agreement); and

WHEREAS, the Board hereby determines that it is in the best interest of the University to provide for maximum flexibility in structuring the Refunding Bonds to achieve maximum cost savings, and therefore, has provided that certain terms of the Refunding Bonds shall be determined in the Certificate of Award authorized pursuant to Section 5 hereof (the "Certificate of Award");

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF MIAMI UNIVERSITY, as follows:

Section 1. Definitions and Interpretations. Where used in this Resolution, in the Supplemental Trust Agreement and in the Certificate of Award, and in addition to words and terms defined elsewhere in this Resolution (including its preambles), the Supplemental Trust Agreement, the General Bond Resolution or the Trust Agreement, the following terms shall have the following meanings:

"Annual Bond Service Charge" for any Fiscal Year (as defined in the Trust Agreement) means, in connection with the Refunding Bonds, an amount equal to the scheduled principal and interest due on the Refunding Bonds in that Fiscal Year.

"Bond Purchase Agreement" means the Bond Purchase Agreement or similar agreement between the Original Purchaser and the University, to be dated as of its date of execution, which Bond Purchase Agreement may include or consist of a Forward Delivery Agreement, and in such event, may be called a Forward Delivery Bond Purchase Agreement.

"Bond Counsel" means Dinsmore & Shohl LLP or such other firm of nationally recognized experts on the issuance of state and local obligations designated as such by the Fiscal Officer.

"Bond Year" means the annual period relevant to the application of Section 148 of the Code to the Refunding Bonds.

"Code" means the Internal Revenue Code of 1986, as amended, the regulations (whether proposed, temporary or final) under that Code or the statutory predecessor of that Code, and any amendments of, or successor provisions to, the foregoing and any official rulings, announcements, notices, procedures and judicial determinations regarding any of the foregoing, all as and to the extent applicable. Unless otherwise indicated, reference to a section of the Code includes that section and such applicable regulations, rulings, announcements, notices, procedures and determinations pertinent to that section.

"Current Refunding Date" means, with respect to any series of Refundable Bonds, the date which is ninety (90) days prior to the applicable earliest optional redemption date with respect to such Refundable Bonds.

"Debt Service" means principal of and interest and any redemption premium on the Refunding Bonds.

"Escrow Deposit Agreement" means an Escrow Deposit Agreement, between the University and the Escrow Trustee, authorized pursuant to this Resolution, which may be prepared in connection with the issuance of the Refunding Bonds.

“*Escrow Trustee*” means the Trustee acting as escrow trustee under the Escrow Deposit Agreement.

“*Fiscal Officer*” means the Senior Vice President for Finance and Business Services and Treasurer of Miami University or such other official of the University designated in writing as the Fiscal Officer.

“*Forward Delivery Bonds*” means Refunding Bonds that are subject to a Forward Delivery Agreement.

“*Forward Delivery Agreement*” means an agreement, which may be in the form of a Bond Purchase Agreement, providing for, among other things, the sale of the Refunding Bonds by the University to the Original Purchaser, executed and delivered prior to thirty (30) days prior to the Current Refunding Date, which Refunding Bonds are to be issued and delivered on or after the Current Refunding Date.

“*General Counsel*” means the chief legal officer of the University.

“*Interest Payment Dates*” means the first day of March and September in each year, commencing such date as may be provided in the Certificate of Award.

“*Issuance Date*” means the date of physical delivery of the Refunding Bonds by the University or the date of the “fast closing” in exchange for the purchase price of the Refunding Bonds.

“*Letter of Instructions*” means a letter addressed to the Trustee dated the Issuance Date and signed by the Fiscal Officer.

“*Original Purchaser*” means the investment banking firm, bank or other entity selected by the Fiscal Officer to be the initial purchaser of the Refunding Bonds, either individually or as representative for a group of investment banking firms, banks or other entities.

“*Refundable Bonds*” means those series or specific maturities of series of Bonds related to be refunded by the Fiscal Officer pursuant to Section 4(a) of this Resolution, including, but not limited to, the Series 2014 Bonds.

“*Refunding Bonds*” means the series of General Receipts Revenue and Refunding Bonds authorized by this Resolution and issued pursuant to the Trust Agreement, the Supplemental Trust Agreement, this Resolution and the Certificate of Award, which Refunding Bonds may be Forward Delivery Bonds and/or Taxable Convertible Bonds.

“*Refunding Bonds Costs of Issuance Fund*” means the fund established by the University used to pay certain costs related to the issuance of the Refunding Bonds.

“*Securities Depository*” means initially The Depository Trust Company (a limited purpose trust company), New York, New York and thereafter any such entity to which the Trustee has no reasonable objection designated to act as a securities depository by the University.

“*Series 2014 Bonds*” means the University’s General Receipts Revenue and Refunding Bonds, Series 2014, dated June 5, 2014, issued in the original aggregate principal amount of \$135,035,000.

“*Resolution*” means this Resolution authorizing the issuance and sale of the Refunding Bonds.

“*Special Record Date*” means the date established by the Trustee in connection with the payment of any overdue interest on any Bond pursuant to Section 4(e)(ii) of this Resolution.

“*Supplemental Trust Agreement*” means the Supplemental Trust Agreement between the University and the Trustee, authorized pursuant to Section 7.01 of the Trust Agreement and this Resolution.

“*Tax Certificates*” means, collectively, the Certificate Regarding Issuance, Use of Proceeds and Arbitrage Compliance of the University to Bond Counsel and the Trustee and the Certificate Under Sections 103(b)(2) and 148 of the Internal Revenue Code of 1986, as amended, of the University.

“*Taxable Convertible Bonds*” means Refunding Bonds which are not Tax-Exempt Bonds and which are subject to conversion to Tax-Exempt Bonds on or after the applicable Current Refunding Date.

“*Tax-Exempt Bonds*” means Refunding Bonds with respect to which there shall have been delivered opinion of nationally recognized bond counsel to the effect that the interest on such Refunding Bonds is excludable from gross income for federal income tax purposes.

“*Trustee*” means The Bank of New York Mellon Trust Company, N.A., as successor to J.P. Morgan Trust Company, National Association, as trustee under the Trust Agreement.

Unless the context shall otherwise indicate, words importing the singular number shall include the plural number, and vice versa, and the terms “hereof,” “herein,” “hereby,” “hereto,” “hereunder,” and similar terms, mean this Resolution and the Supplemental Trust Agreement. References to sections, unless otherwise stated, are to sections of this Resolution.

Section 2. Authority. This Resolution is adopted pursuant to the General Bond Resolution, the Trust Agreement and the Act.

Section 3. Authorization of Refunding and Designation and Purpose of Refunding Bonds. It is hereby declared to be necessary to cause the refunding of the Refundable Bonds prior to maturity. To that end, the University may and the University is hereby authorized to cause such redemption by the deposit of (a) its lawfully available funds, and/or (b) proceeds of the Refunding Bonds. The determination of which method to use and whether to proceed with the Refunding will be made by the Fiscal Officer based on market conditions and other factors he believes are relevant. In the event the Fiscal Officer determines to use Refunding Bond proceeds to accomplish the Refunding, the University shall, issue, sell and deliver, as provided and authorized by this Resolution, Bonds of the University, which shall be designated “Miami University General Receipts Revenue and Refunding Bonds”, with the appropriate series designation, in the original

aggregate principal amount to be as provided by the Certificate of Award, for the purpose of refunding the Refundable Bonds, funding a reserve (if necessary), and paying costs associated with the issuance of the Refunding Bonds. For that purpose, the proceeds from the sale of the Refunding Bonds shall be allocated and deposited as provided in Section 6 of this Resolution.

Section 4. Terms and Provisions Applicable to the Refunding Bonds.

(a) Criteria for Issuance. The following criteria shall be used when determining to refund all or a portion of a series of the Refundable Bonds and an issue of Refunding Bonds may be issued if:

(i) (A) the net present value of refunded savings of such particular series of Refundable Bonds shall be at least three percent (3%), (B) the weighted average maturity of such particular series of the Refunding Bonds shall not be greater than 120% of the weighted average maturity of Refundable Bonds to be refunded, and (C) the maximum annual debt service based on all outstanding Bonds of the University issued under the Trust Agreement does not increase as a result of the issuance of the Refunding Bonds; provided, however, it shall be at the discretion of the Fiscal Officer to make exceptions to (A), (B) and/or (C); or

(ii) when other clear advantages to the University would be realized as a result of the refunding, as determined by the Fiscal Officer.

(b) Form and Numbering. The Refunding Bonds shall be issued, unless otherwise subsequently provided in the Supplemental Trust Agreement entered into pursuant to the Trust Agreement, only in the form of fully registered Bonds, substantially in the form set forth in Exhibit A to the Supplemental Trust Agreement with such changes as may be necessary to reflect the terms of the Refunding Bonds set forth in the Certificate of Award. The Refunding Bonds shall be fully registered and numbered as determined by the Fiscal Officer in such manner as to distinguish each Refunding Bond from each other Refunding Bond.

The Refunding Bonds may be registered in the name of either the Original Purchaser or a Securities Depository to be held in a book-entry system and the Refunding Bonds as such shall be transferable or exchangeable in accordance with Section 2.06 of the Trust Agreement, provided, however that so long as a book-entry system is used for the Refunding Bonds, they may only be transferred to another Securities Depository or to another nominee of a Securities Depository without further action by the University pursuant to subparagraph (e)(iii) of this Section. Notwithstanding Section 2.06 of the Trust Agreement, the University may, and may require the Trustee to, transfer the Refunding Bonds from one Securities Depository to another Securities Depository at any time.

(c) Terms.

(i) Denomination and Dates. The Refunding Bonds shall be issued in such denominations as set forth in the Certificate of Award and shall be dated as of the Issuance Date or such other date as may be provided in the Certificate of Award. Each Refunding Bond shall have only one principal maturity date, except for interim certificates or receipts which may be issued pending preparation of definitive Refunding Bonds.

(ii) Interest. The Refunding Bonds shall bear interest from the later of (i) their date, or (ii) the most recent date to which interest has been paid or provided for, payable on the Interest Payment Dates at the respective rates per annum set forth in the Certificate of Award.

(iii) Maturities. The Refunding Bonds shall mature on March 1 and/or September 1 in the years and in the principal amounts as provided in the Certificate of Award, with the initial maturity and final maturity as set forth in subparagraph (d) below.

(iv) Tax Status. The Refunding Bonds shall be issued as bonds subject to federal income taxation and/or exempt from federal income taxation as determined by the Fiscal Officer.

(v) Prior Redemption.

(A) The Refunding Bonds may be subject to redemption at the option of the University prior to their stated maturities on the redemption dates and at the redemption prices specified in the Certificate of Award. The Fiscal Officer may determine in the Certificate of Award that some or all of the Refunding Bonds are not to be callable prior to stated maturity. The Fiscal Officer further may determine in the Certificate of Award that a premium shall be payable to the bondholder upon early redemption of a Refunding Bond and that such premium may be calculated in a manner to make the bondholder whole for the loss of the investment or may be calculated as a percentage of the principal amount to be redeemed.

(B) The Refunding Bonds of one or more maturities may be subject to mandatory redemption pursuant to mandatory sinking fund requirements by the University at a redemption price equal to 100% of the principal amount redeemed, plus accrued interest to the date of redemption, on March 1 and/or September 1 in the years and in the principal amounts provided in the Certificate of Award.

(d) Maturities; Bond Service Charges. The first maturity or mandatory sinking fund payment and the final maturity of the Refunding Bonds shall not be later than the dates specified in the Certificate of Award. Principal shall be payable in each year from the first maturity or mandatory sinking fund payment year to the final maturity year either at stated maturity or pursuant to mandatory sinking fund requirements. The weighted net interest cost on the Refunding Bonds shall not exceed 5% per annum. Annual Bond Service Charges on all the Refunding Bonds shall be in accordance with the Certificate of Award.

(e) Redemption Prior to Maturity.

(i) If fewer than all of the outstanding Refunding Bonds are called for optional redemption at one time, the Refunding Bonds to be called shall be designated by the Fiscal Officer in his sole discretion and in any manner the Fiscal Officer determines, without regard to the order of their maturities or their interest rates. If fewer than all of the outstanding Refunding Bonds of one maturity and interest rate are to be called for

redemption, the selection of the Refunding Bonds, or portions of those Refunding Bonds (in integral multiples of \$5,000), of that maturity to be called for redemption shall be made in the manner provided in the Supplemental Trust Agreement. If optional redemption of any Refunding Bonds at a redemption price above 100% of the principal amount to be redeemed is to take place on any applicable mandatory sinking fund redemption date, the selection of the Refunding Bonds to be optionally redeemed shall be selected prior to the selection of the Refunding Bonds to be redeemed by mandatory sinking fund redemption.

(ii) Notice of call for redemption of Refunding Bonds, setting forth the information provided for in Section 3.03 of the Trust Agreement, shall be given by the Trustee on behalf of the University. Failure to receive notice by mailing, or any defect in that notice, as to any Refunding Bond shall not affect the validity of the proceedings for the redemption of any other Refunding Bond.

(f) Places and Manner of Payment and Paying Agents.

(i) The principal of and any redemption premium on Refunding Bonds shall be payable when due only to the registered owners, upon presentation and surrender of the Refunding Bonds at the principal corporate trust office of the Trustee, unless provided otherwise in the Supplemental Trust Agreement.

(ii) Interest on any Refunding Bond due on each Interest Payment Date shall be payable by check or draft which the Trustee shall cause to be mailed on the Interest Payment Date to the person who is the registered owner of the Bond (or one or more predecessor Bonds) at the close of business on the Regular Record Date applicable to that Interest Payment Date, at the address then appearing on the Register. If and to any extent, however, that the University shall make neither payment nor provision for payment of interest on any Refunding Bond on any Interest Payment Date, that interest shall cease to be payable to the person who was the registered owner of that Bond (or of one or more predecessor Bonds) as of the applicable Regular Record Date; when moneys become available for payment of that interest the Trustee shall, subject to Section 2.05 of the Trust Agreement, establish a Special Record Date for the payment of that interest which shall be not more than 15 or fewer than 10 days prior to the date of the proposed payment, and the Trustee shall cause notice of the proposed payment and of the Special Record Date to be mailed to the person who is the registered owner of that Bond on a date not fewer than 10 days prior to the Special Record Date, at the address as then appears on the Register, and thereafter that interest shall be payable to the person who is the registered owner of that Bond (or a predecessor Bond) at the close of business on the Special Record Date.

(iii) Notwithstanding any other provision of this Resolution or any provision of the General Bond Resolution, the Trust Agreement, the Supplemental Trust Agreement or any Refunding Bond to the contrary, with the written approval of the University, the Trustee may enter into an agreement with a Securities Depository, or the nominee of a Securities Depository that is the registered owner of a Refunding Bond in the custody of that Securities Depository providing for making all payments to that registered owner of principal of and interest and any premium on that Refunding Bond or any portion of that Refunding Bond (other than any payment of its entire unpaid principal amount) at a place

and in a manner (including wire transfer of federal funds) other than as provided above in this Resolution, without prior presentation or surrender of the Refunding Bond, upon any conditions which shall be satisfactory to the Trustee and the University. That payment in any event shall be made to the person who is the registered owner of that Refunding Bond on the date that principal and premium is due, or, with respect to the payment of interest, as of the applicable Regular Record Date or Special Record Date or other date agreed upon, as the case may be. The Trustee will furnish a copy of each of those agreements, certified to be correct by an officer of the Trustee, to other authenticating agents and paying agents for Refunding Bonds, if any, and to the University. Any payment of principal, premium, or interest pursuant to such an agreement shall constitute payment thereof pursuant to, and for all purposes of, this Resolution and the Supplemental Trust Agreement.

(iv) Alternate Paying Agents may be designated in the Certificate of Award by the Fiscal Officer.

(f) Execution and Authentication. The Refunding Bonds shall be executed and authenticated in the manner provided in the Trust Agreement. Alternate Authenticating Agents may be designated by the Fiscal Officer in the Certificate of Award.

(g) Multiple Series; Combine with other Bonds. The Refunding Bonds may be issued in one or more series as approved by the Fiscal Officer and all or a portion of the Refunding Bonds may be combined with and issued as part of any other series of Bonds authorized by a separate Series Resolution.

Section 5. Refunding; Sale of Refunding Bonds.

(a) General. The Fiscal Officer is authorized to determine:

(i) whether to proceed with the Refunding, and, if so, by a deposit of the University's lawfully available funds, the deposit of the proceeds of the Refunding Bonds, or a combination of the two;

(ii) the principal amount of Refunding Bonds to be issued;

(iii) the interest rates on the Refunding Bonds;

(iv) the amount of any original issue discount and/or premium on the Refunding Bonds;

(v) the maturities of the Refunding Bonds, including mandatory sinking fund payment amounts, as limited by Section 4(d) herein;

(vi) the optional and mandatory redemption dates, if any, and redemption prices for the Refunding Bonds;

(vii) the purchase price for the Refunding Bonds; and

(viii) whether the Refunding Bonds shall be issued as Tax-Exempt Bonds, Forward Delivery Bonds, Taxable Convertible Bonds or Bonds which are subject to federal income taxation and which are not Taxable Convertible Bonds.

The Refunding Bonds shall be sold by the Fiscal Officer to the Original Purchaser on such terms not inconsistent with this Resolution as are provided in the Certificate of Award and the Bond Purchase Agreement.

The Fiscal Officer is authorized and directed to execute the Certificate of Award and the Bond Purchase Agreement, in order to provide for the definitive terms and terms of sale of the Refunding Bonds as provided in this Resolution, and to award and provide for sale of the Refunding Bonds to the Original Purchaser. The Bond Purchase Agreement shall not be materially adverse to the University as shall be approved by the Fiscal Officer, his execution of the Bond Purchase Agreement to constitute conclusive approval of any such changes on behalf of the University. The Certificate of Award shall be incorporated in and form a part of the Supplemental Trust Agreement.

(b) Official Statement. The Fiscal Officer is authorized and directed, on behalf of the University, and in his official capacity, to prepare or cause to be prepared, if the Fiscal Officer determines that it is necessary, a preliminary official statement relating to the original issuance of the Refunding Bonds; to determine, and to certify or otherwise represent, when such preliminary official statement is “deemed final” for purposes of Securities and Exchange Commission Rule 15c2-12(b)(1); and to use and distribute, or authorize the use and distribution of such preliminary official statement in connection with the original issuance of the Refunding Bonds until an official statement is prepared. All actions previously taken by the Fiscal Officer in this regard relating to a preliminary official statement are hereby approved, ratified and confirmed.

The Fiscal Officer is further authorized and directed, on behalf of the University, and in his official capacity, to prepare or cause to be prepared, if the Fiscal Officer determines that it is necessary, an official statement, and any necessary supplements thereto, relating to the original issuance of the Refunding Bonds; to determine, and to certify or otherwise represent, when such official statement is a final official statement for purposes of Securities and Exchange Commission Rule 15c2-12(b)(3) and (4); to use and distribute, or authorize the use and distribution of such official statement, and any supplements thereto, in connection with the sale of the Refunding Bonds; and to sign and deliver the official statement.

The Fiscal Officer is further authorized and directed, on behalf of the University, and in his official capacity, to sign and deliver such certificates in connection with the accuracy of the preliminary official and the final official statements and any supplements thereto as may, in his judgment, be necessary or appropriate.

(c) Further Authorization. The Fiscal Officer is further authorized and directed, on behalf of the University, and in his official capacity, to sign and deliver on the Issuance Date, such other certificates and documents as may be reasonably necessary in the opinion of Bond Counsel to complete the sale of the Refunding Bonds. The General Counsel in her official capacity is hereby authorized and directed to sign and deliver on the Issuance Date a legal opinion in form and substance acceptable to Bond Counsel.

Section 6. Allocation of Proceeds of Refunding Bonds.

(a) Allocation. All University funds to be used for the Refunding and the proceeds from the sale of the Refunding Bonds shall be received and receipted for by the Fiscal Officer or by his authorized representative for that purpose, and shall be allocated, deposited and credited as follows:

(i) To the Bond Service Account in the Bond Service Fund, any portion of the proceeds representing accrued interest, if any;

(ii) To the Refunding Bonds Costs of Issuance Fund an amount, to be determined by the Fiscal Officer, to pay the costs of issuance of the Refunding Bonds; and

(iii) To the appropriate account created under the Escrow Deposit Agreement or under the Trust Agreement (the "Refunding Account") to be applied to the refunding of the Refundable Bonds.

(b) Refunding Bonds Costs of Issuance Fund.

(i) The Refunding Bonds Costs of Issuance Fund shall be held by the University in a separate deposit account or accounts set up in a bank or banks that are members of the Federal Deposit Insurance Corporation, and used to pay costs of issuance of the Refunding Bonds that constitute "costs of facilities" as defined in the Act (the "Costs of Issuance").

(ii) The Fiscal Officer shall apply the Refunding Bonds Costs of Issuance Fund pursuant to the provisions of this Section 6 to the payment of the Costs of Issuance, including, without limitation, the reimbursement of the University for moneys heretofore advanced to pay Costs of Issuance in anticipation of the issuance of the Refunding Bonds.

(iii) Moneys to the credit of the Refunding Bonds Costs of Issuance Fund, pending their application as above set forth, shall be subject to a lien and charge in favor of the holders of the Refunding Bonds, and the University covenants that it will not cause or permit to be paid from the Refunding Bonds Costs of Issuance Fund any moneys except in compliance with the provisions of this Resolution, the Trust Agreement and the Supplemental Trust Agreement.

(iv) Moneys on deposit in the Refunding Bonds Costs of Issuance Fund may be invested by or at the direction of the Fiscal Officer in Eligible Investments (as defined in the Supplemental Trust Agreement) maturing or redeemable at the option of the holder prior to the time needed for the purposes thereof. The investments and the proceeds of their sale shall constitute part of the Refunding Bonds Costs of Issuance Fund, and earnings from any of those investments shall be credited to the Refunding Bonds Costs of Issuance Fund. The investments may be sold, exchanged or collected from time to time by or at the direction of the Fiscal Officer.

(v) Any balance remaining in the Refunding Bonds Costs of Issuance Fund after the payment of all Costs of Issuance has been accomplished or provided for to the

satisfaction of the University shall be deposited in the Bond Service Account and used for payment of interest on the Refunding Bonds.

(c) Refunding Account. The Refunding Account shall be held by the Escrow Trustee or the Trustee, as applicable, and invested and used as set forth in the Escrow Deposit Agreement or the Trust Agreement, as applicable.

Section 7. Tax Covenants; Rebate Fund.

(a) This Board hereby covenants for and on behalf of the University, that to the extent the Refunding Bonds are issued as Tax-Exempt Bonds and/or Taxable Convertible Bonds, it will restrict the use of the proceeds of the Refunding Bonds in such manner and to such extent, if any, and take such other actions as may be necessary, in view of reasonable expectations at the time of issuance of the Refunding Bonds, so that the Refunding Bonds will not constitute obligations the interest on which is subject to federal income taxation or “arbitrage bonds” under Sections 103(b)(2) and 148 of the Internal Revenue Code of 1986, as amended (the “Code”), and regulations prescribed under such Sections; provided, that at the discretion of the Fiscal Officer, the University may issue Refunding Bonds which are subject to federal income taxation and which are not Taxable Convertible Bonds. However, if the Refunding Bonds are designated as some type of tax-advantaged bond on which the interest is not excludable from gross income for federal income tax purposes (“Tax-Advantaged Bonds”), the Board will take, or cause to be taken, all activities required to maintain the status of said Refunding Bonds as Tax-Advantaged Bonds, and will not take, or permit to be taken, any actions which would jeopardize the status of the Refunding Bonds as Tax-Advantaged Bonds. The Fiscal Officer or any other officer of the University having responsibility with respect to issuance of the Refunding Bonds is hereby authorized to give an appropriate certificate for inclusion in the transcript of proceedings with respect to the Refunding Bonds, setting forth the facts, estimates and reasonable expectations pertinent under said Sections 103(b)(2) and 148 of the Code and regulations prescribed under such Sections.

This Board hereby finds and determines that all proceeds from the sale of the Refunding Bonds will be needed for the purposes set forth in Section 6 hereof. To the extent the Refunding Bonds are issued as Tax-Exempt Bonds and/or Taxable Convertible Bonds, the Board will restrict the use of the proceeds of the Refunding Bonds in such manner and to such extent, if any, as may be necessary so that the Refunding Bonds will not constitute arbitrage bonds under Section 148 of the Code. The Fiscal Officer, or any other officer of the University having responsibility for the issuance of the Refunding Bonds, alone or in conjunction with any other officer or employee of or any consultant to the University, is authorized to give an appropriate certificate of the University, for inclusion in the transcript of proceedings for the Refunding Bonds, setting forth the reasonable expectations of the University regarding the amount and use of all the proceeds of the Refunding Bonds, the facts, circumstances and estimates on which they are based, and other facts and circumstances relevant to the tax treatment of the interest on the Refunding Bonds.

To the extent the Refunding Bonds are issued as Tax-Exempt Bonds and/or Taxable Convertible Bonds, the Board (a) will take or cause to be taken such actions that may be required of it for the Refunding Bonds to be and remain Tax-Exempt Bonds at the time of their delivery to the Original Purchaser (or if the Refunding Bonds are issued as Taxable Convertible Bonds, to be and remain eligible for conversion to Tax-Exempt Bonds at a later date), and (b) will not take or

authorize to be taken any actions that would adversely affect that status (or eligibility for such status) under the Code, and that it, or persons acting for it, will, among other acts of compliance, (1) apply the proceeds of the Refunding Bonds to the governmental purpose of the borrowing, (2) restrict the yield on investment property acquired with those proceeds, (3) make timely rebate payments to the federal government, (4) maintain books and records and make calculations and reports, and (5) refrain from certain uses of those proceeds, all in such manner and to the extent necessary to assure such exclusion of that interest under the Code. The Fiscal Officer and other appropriate officers are authorized to take any and all actions, make calculations and rebate payments to the federal government, and make or give reports and certifications, as may be appropriate to assure such exclusion of that interest.

(b) Rebate Fund. There is hereby created the Refunding Bonds Rebate Fund (the “Rebate Fund”), to be in the custody of the Trustee, which shall be continuously invested in Eligible Investments by the Trustee at the oral direction (confirmed in writing) of the Fiscal Officer. The Rebate Fund shall be held, administered and disposed of in accordance with the provisions of the Supplemental Trust Agreement. Amounts credited to the Rebate Fund are not General Receipts and shall be free and clear of any lien under the Supplemental Trust Agreement or under the Trust Agreement.

Section 8. Credit Enhancement; Escrow Deposit Agreement; Other Agreements. If he determines it to be in the best interest of the University in order to achieve maximum cost savings on the Refunding Bonds, the Fiscal Officer may obtain credit enhancement for all or any portion of the Refunding Bonds. The Fiscal Officer is authorized to enter into such agreements and to make such changes to the Supplemental Trust Agreement and the Refunding Bond form as may be required in connection with such credit enhancement. The Fiscal Officer is further authorized to enter into such agreements and execute such certificates as may be required in connection with the issuance, sale and delivery of the Refunding Bonds.


The Fiscal Officer is authorized to execute and deliver to the Escrow Trustee, in the name of and on behalf of the University, an Escrow Deposit Agreement in connection with the refunding of the Refunding Bonds.

Section 9. Supplemental Trust Agreement. The Chairman of the Board or the President of the University, and the Fiscal Officer, or any one or more of them, are authorized and directed to execute and deliver to the Trustee, in the name of and on behalf of the University, and the Secretary to the Board is authorized and directed to attest, the Supplemental Trust Agreement pursuant to the Trust Agreement and in connection with the issuance of the Refunding Bonds.

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Section 10. Open Meeting. It is found and determined that all formal actions of this Board concerning and relating to the adoption of this Resolution were taken in an open meeting of this Board, and that all deliberations of this Board and of any of its committees that resulted in those formal actions were taken in meetings open to the public, in full compliance with applicable legal requirements including Section 121.22 of the Ohio Revised Code.


BOARD OF TRUSTEES OF MIAMI
UNIVERSITY

By: 

Theodore O. Pickerill
Secretary to the Board of Trustees

Adopted: February 23, 2024

I attest that this is a true and accurate copy of the original resolution R-2024-28 passed by the Miami University Board of Trustees on February 23, 2024 and remains in effect.



Theodore O. Pickerill
Secretary to the Board of Trustees

March 13, 2024

Approved by the Board of Trustees

February 23, 2024



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

Resolution 2024-29

February 23, 2023
Other Business

Resolution of Appreciation for
Jack Fazio

Whereas, Jack Fazio was appointed a Miami University Student Trustee on June 17, 2022; and

Whereas, Ohio law sets the length of this appointment, which expires on February 28, 2024; and

Whereas, Jack has thoughtfully and ardently served Miami University as a member of the Board of Trustees, and as a tireless and dedicated Miami supporter and student.

Now, Therefore Be It Resolved, that the members of the Board of Trustees do hereby express to Jack their appreciation for his service to this Board and to the Miami University student body, and offer him their best wishes for good health and good fortune in all future endeavors.

Steve Anderson
Biff Bowman, National Trustee
Ryan D. Burgess
Deborah Feldman, Vice Chair
Zachary T. Haines
Nick McNeil, Student Trustee
Beth McNellie

Dinesh Paliwal, National Trustee
John C. Pascoe
Jeff Pegues, National Trustee
H. Roderick Robinson, Treasurer
Mary Schell, Chair
Mark Sullivan, National Trustee

Done, by the Miami University Board of Trustees, this Twenty-Third Day
of February, Two Thousand Twenty Four at Miami University,
in the City of Oxford, County of Butler, State of Ohio,
during the Two Hundred and Fifteenth year of the University's Charter.

Approved by the Board of Trustees

February 23, 2024

February 23, 2023

Other Business



T. O. Pickerill II

Secretary to the Board of Trustees

RESOLUTION R2024-30

Resolution of Appreciation for
John C. Pascoe

WHEREAS, John C. Pascoe was appointed by the Governor of the State of Ohio as a Miami University Trustee on April 29, 2016; and

WHEREAS, Ohio law sets the length of this appointment, which expires on February 28, 2024; and

WHEREAS, John Pascoe has thoughtfully and ardently served Miami University as a tireless Miami supporter, alumnus, spouse and parent; and

WHEREAS, as a Miami student, he was a member of the Kappa Chapter of Delta Kappa Epsilon Fraternity, and earned his bachelor degree in Mass Media Management; and

WHEREAS, his service to Miami University began while a student, serving as a resident assistant and as an undergraduate assistant in Dennison Hall; and

WHEREAS, John was an engaged member of the student community, as a member of the Collegiate Choral and as the head engineer for WMSR; and

WHEREAS, he is a longtime technology executive, he has been a key sales leader for companies based in the Silicon Valley, Boston and the Midwest, and he has played an integral role in their IPO or sale to strategic buyers; and

WHEREAS, currently John, through his leadership role at Splunk Technologies, works with Fortune 500 organizations globally to match observability strategies with desired outcomes, he has also held key roles at such notable firms as Oracle, New Relic and Nuance Communications; and

WHEREAS, he has steadfastly served his community as Vestry, Junior and Senior Warden, Finance Chair, and Chair of Search Committee for St. John's Episcopal Church; and

WHEREAS, John has steadfastly applied his many leadership skills as a Trustee. During his tenure, Miami saw unprecedented construction and renovation of student-focused facilities including dining and residence halls, the construction of the Clinical Health Sciences and Wellness Building, and the McVey Data Science Building, and the

renovation and transformation of the Elm Street Building into the Lee and Rosemary Fisher Innovation College@Elm; and

WHEREAS, his tenure also saw the most challenging of times, serving and leading Miami as the university assembled a Safe Return to Campus Planning and Coordinating Committee to meet the global pandemic, and as Miami formed the Diversity, Equity and Inclusion Task Force to promote justice and create meaningful and lasting change to advance inclusive excellence; and

WHEREAS, John served as Chair of the Academic and Student Affairs Committee, ensuring Miami's continued academic excellence, exceptional student experience, remarkable student success, the advancement of Miami's brand, and the furthering of a welcoming Miami community for all; 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 Board of Trustees do hereby express their sincere gratitude, and deepest appreciation for John C. Pascoe's service and leadership; and

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

Done, by the Miami University Board of Trustees, this Twenty-Third Day of February, Two Thousand Twenty-Four at Miami University, in the City of Oxford, County of Butler, State of Ohio, during the Two Hundred and Fifteenth year of the University's Charter.

February 23, 2024
Other Business

RESOLUTION R2024-31

WHEREAS, Ohio House Bill 33, Sec. 3339.06. (A)(1) states: “The Miami university center for civics, culture, and society is established as an independent academic unit within Miami university...” and,

WHEREAS, Ohio House Bill 33, further states: “...the board of trustees of the university shall appoint, with the advice and consent of the senate, a seven-member center academic council.”

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby approves the following slate of seven nominees to serve as the center academic council:

Ryan Barilleaux
Thomas Cleveland
Donald L. Crain
Gary Gregg II
Dennis A. Lieberman
Jeffrey Sikkenga
Bradley Smith

BE IT FURTHER RESOLVED, that the Board of Trustees hereby directs the Vice President for ASPIRE to deliver the slate of nominees to the Ohio Senate for consideration.

Approved by the Board of Trustees

February 23, 2024



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

RYAN J. BARILLEAUX



PROFESSIONAL BIOGRAPHY:

- Ryan earned his B.A. in 1979 from the University of Louisiana at Lafayette with a focus on Political Science and Government. He continued his education at the University of Texas at Austin earning his M.A. In 1983, he completed his Ph.D. in Political Science and Government also at the University of Texas at Austin.
- Ryan is a professor of Political Science at Miami University. He became a member of Miami's faculty in 1987 and served as chair of the Department of Political Science from 2001-2009. He is also former graduate director for the department and a former interim chair for other departments in the College of Arts and Science.
- In 2012, he was also awarded the Paul Rejai Professor of Political Science, which is an endowed position for a five-year term that provides funds for professional expenses.
- His research focuses on executive and administrative power in the American political system. One of his current research projects focuses on the theory and practice of unilateral presidential power in the 21st century, while another examines how the administrative state has reshaped governance in the United States.
- He has authored or edited numerous books on the U.S. presidency and American politics along with having published dozens of articles on the American presidency, religion and politics, and other aspects of politics.
- His research has been recognized for excellence by professional associations. Additionally, he has received several awards at Miami including: the Distinguished Service Award by the Miami University Disabilities Awareness Club, the Outstanding Teacher Award from the Miami University Associated Student Government in 1997 and the Effective Educator Award by Miami University's Alumni Association in 2010.

THOMAS J. CLEVELAND



PROFESSIONAL BIOGRAPHY:

- Thomas earned his B.A. from St. John's College in Annapolis in 2009, where he studied the history of science, math and philosophy. He received his Ph.D. in Political Science from Boston College in 2016 with a dissertation on Plato's accounts of the origins of political life in the *Laws*.
- Thomas is the executive director of the American Political Tradition Project at the Jack Miller Center, which covers all of JMC's higher education programming. He focuses on expanding and developing JMC's network of scholars through seminars, professional development workshops, support for on-campus programming, and by working with directors of the growing number of Schools of Civic Thought around the country.
- Before joining the Jack Miller Center, he taught courses in political theory and American politics as a visiting assistant professor at the College of the Holy Cross and as postdoctoral fellow at Miami University. Previously, he was a postdoctoral fellow with the Program on Constitutional Government at Harvard University, a laboratory assistant at St. John's College and an intern at the President's Council on Bioethics.

DONALD “DON” L. CRAIN ’70

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dcrain@fbtlaw.com · (513) 284-0340 (cell)



MIAMI SERVICE:

Don is very active with Miami and has earned the nickname of “Mr. Miami”. He is currently serving on the Cincinnati Athletic Development Advisory Committee and the Baseball Board of Directors. He is a former Board of Trustee (including chair and vice chair). He recently served as a member of the Foundation Board (including the Development Committee chair) and on the 50th Reunion Committee. He also served on the Campus Facilities Naming Committee, the *For Love and Honor* Campaign for Middletown and Cincinnati Regional Committees, the MUM Citizens Advisory Council, the Red & White Advisory Board, and the MUM Development Advisory Committee. Additionally, he is a 2018 recipient of the John E. Dolibois Award and has earned the Don Loss Volunteer of the Year Award twice.

BACKGROUND:

Don earned his B.S. from Miami in 1970 from the College of Education, Health and Society with a major in History. While a student at Miami, he was a member of Sigma Chi, the Men’s Baseball team, and played Basketball for one year. In 2019, he was inducted into the Miami University Athletic Hall of Fame. He continued his education at the University of Cincinnati where he earned his J.D. in 1973.

For over four decades, Don has practiced law at Frost Brown Todd LLC, focusing his practice on the labor and employment and governmental law areas. He regularly represents numerous clients in a wide array of matters, with emphasis on Ohio township law, municipal and school law, public/private sector labor and employment law. His experience also includes arbitrations, labor contract negotiations and administration, and litigation. Additionally, he acted as a chief negotiator for major city police and fire negotiations, served as primary counsel in more than 40 unfair labor practice trials in NLRB proceedings, served as general counsel for Middletown City Schools for 33 years, was the solicitor for Indian Hill, OH for 20 years and was law director for West Chester, OH. Furthermore, Don has served his law firm in many capacities, including chairman of the Compensation Committee and the inaugural chair of the firm’s Government Services Practice Group. He has also taught classes in Miami’s Farmer School of Business.

Don’s other recognitions include Greater Cincinnati Planned Giving Council’s 2020 Voices of Giving Award recipient (nominated by Miami University), The Best Lawyers in America, Ohio Super Lawyers, Who’s Who in Cincinnati Law, West Chester/Liberty Chamber of Commerce Community Support Honoree, an AV Rating from Martindale-Hubbell, and received the *Award of Excellence* from the Ohio Public Employer Labor Relations Association.

In addition to his work with Frost Brown Todd, he is the past president and founding board member of the American Heart Association, Middletown Branch and a member and former district chairman of the board of directors for the Dan Beard Council of Boy Scouts of America, Fort Hamilton District.

Don is a Miami Merger with his wife, Susan ’73. They have three adult children: Mary “Betsy” Mello ’99, Cynthia “Cindy” Johnson ’03, and Donald Francis “Frank” Crain.

GARY L. GREGG, II



PROFESSIONAL BIOGRAPHY:

- Gary earned his bachelor's degree from Davis and Elkins College in 1990. He continued his education at Miami University, where he received his M.A. in Political Science in 1991 and his Ph.D. in Political Science in 1994. He was awarded an honorary Doctor of Laws from Davis & Elkins College in 2007.
- Gary is the director of the McConnell Center, a nonpartisan program at the University of Louisville that prepares students for careers in effective leadership. Additionally, the Center hosts programs for undergraduate McConnell Scholars, high school students, U.S. history and civics teachers, the general public, and the U.S. Army. Since 2000, he has also held the Mitch McConnell Chair in Leadership at the University of Louisville.
- As director of the McConnell Center, he has organized hundreds of educational events on campus for students and the community. He has hosted such dignitaries as U.S. Secretaries of State Colin Powell and Hillary Clinton, CIA Directors Gina Haspel and David Petraeus and more than 50 other top national leaders. He has organized conference, published academic books and studies and has been a guest speaker on dozens of other campuses. In 2014, he pioneered a new type of "broadening" education for the U.S. military, and the Center continues to host an annual 30-day "Strategic Broadening Seminar" for young Army leaders. He has also built partnerships with West Point, the Naval Academy, the U.S. Army War College, and Harvard University's Institute of Politics.
- Before joining the University of Louisville, he was the national director of the Intercollegiate Studies Institute, a nonprofit, nonpartisan organization that seeks to convey to college youth a better understanding of values and institutions that sustain a free society. He was also an assistant professor of Political Science at Clarion University in Pennsylvania from 1994-1996 and a teaching fellow at Miami University from 1992-1994.
- Additionally, he has served on numerous editorial and advisory boards including The Philadelphia Society, The University Bookman, and Air University.
- Gary's research interests include the political thought of C.S. Lewis, George Washington and the formation of his character, the presidency and public politics, representation and American political institutions, and the political and constitutional thought at the American founding.
- In addition to his career in politics, he is the author of young adult fiction novels that highlight the adventures of sixth-grader Jacob Boyd in the Remnant Chronicles series.

DENNIS A. LIEBERMAN '75

7475 Kimmel Rd · Clayton, OH · 45315-9720
lieberman@flrlegal.com · (937) 604-1725 (cell)



MIAMI SERVICE:

Dennis previously served on the Board of Trustees (including the role of Secretary) and on the Red & White Advisory Board.

BACKGROUND:

Dennis graduated from Miami in 1975 with a B.A. from the College of Arts and Science with dual majors of Political Science and Sociology. As a student, he was a member of Alpha Delta Phi fraternity, Hillel, the Jewish Chabad Group, and the Men's Football team. He continued his education at the University of Dayton School of Law earning his J.D. in 1978.

Dennis is a Managing Partner at Flanagan, Lieberman & Rambo. He specializes in the fields of civil litigation and criminal defense and has litigated all types of criminal, misdemeanor, and felony cases from both the defendant and plaintiff sides. Dennis has been admitted and actively practices in federal, state, and municipal courts. He is a Certified First Chair Death Penalty Lawyer, a former acting Judge in Vandalia Municipal Court, and an Adjunct Professor at the University of Dayton School of Law.

Dennis started his career in law at Smith and Schnacke. He left the firm to form his own with law school colleagues. In 1984, that firm merged with another and became Flanagan, Lieberman, Hoffman & Swaim. As of 2022, the firm is now Flanagan, Lieberman & Rambo.

Some of his most well-known cases include his firm's representation of the Ohio Teachers and Public Employment Retirement Funds in a class action lawsuit against Bank of America, which resulted in a large settlement for the Retirement Fund. He has also tried some of the most notorious and complex white collar criminal cases.

He is just as active in his community. He was the Montgomery County Democratic Party Chair for 13 years and a candidate for the Ohio Democratic Party Chair. He has volunteered to assist high school mock trial teams and has served on numerous local charitable boards.

Dennis has received many awards and honors from the legal community, the local community, the Democratic Party, the Association of Black Elected Officials, for his work on death penalty cases, and for representing indigent defendants.

His wife, Deborah "Debbie" Lieberman, is the Commission President of the Montgomery County's Board of County Commissioners. In 2019, Dennis and Debbie received the Dayton Broadcasters Hall of Fame Community Service Award. They have two sons – Daniel "DJ" '20 and David, who attended Miami but did not graduate.

JEFFREY SIKKENGA



PROFESSIONAL BIOGRAPHY:

- Jeffrey has a B.A. from the University of Virginia, as well as a M.A. and Ph.D. from the University of Toronto.
- Jeffrey is the executive director of the Ashbrook Center and professor of political science at Ashland University. Jeff has been at Ashland and connected to the Ashbrook Center since 1997, serving as an adjunct fellow of the Center, a faculty member in Ashbrook's Teaching American History program, co-director of the Ashbrook Scholar Program, and interim executive director.
- Jeffrey has been a senior fellow in the Program on Constitutionalism and Democracy at the University of Virginia, a visiting scholar at Stanford University's Hoover Institution, and the William E. Simon Distinguished Visiting Professor at the School of Public Policy at Pepperdine University. He has lectured across the country on religious liberty, American politics, and the Supreme Court.
- He is the author of a number of reviews, articles, and book chapters on political thought, the U.S. Constitution, and politics and religion. They have appeared in journals such as *American Journal of Political Science*, *Political Theory*, *History of Political Thought*, *Journal of Politics*, and *Political Science Quarterly*. He has published several books, including *History of American Political Thought* (2nd edition).

BRADLEY “BRAD” SMITH



PROFESSIONAL BIOGRAPHY:

- Brad earned his B.A. from Kalamazoo College with a degree in Political Science and Economics in 1980. He continued his education at Harvard Law School completing his J.D. in 1990. In addition, he holds an honorary doctorate from Augustana College.
- Brad is the Josiah H. Blackmore II/Shirley M. Nault Designated Professor of Law at Capital University Law School. He is one of the nation’s leading authorities on election law and campaign finance, and co-author of *Voting Rights and Election Law*, a leading casebook in the field.
- Earlier in his career, he served as U.S. vice consul in Ecuador and as executive director of the Small Business Association in Michigan.
- Brad was nominated by President Clinton to a seat on the Federal Election Commission in 2000, where he served for five years, including the role of commission chairman in 2004. From 2005-2008, he was of counsel at Vorys, Sater, Seymou & Pease representing corporations, trade associations, political action committees and candidate campaigns in compliance with state and federal campaign finance and election laws.
- Also in 2005, Brad founded the Center for Competitive Politics (renamed the Institute for Free Speech), where he continues to serve as chairman. The nonprofit, nonpartisan organization is dedicated to promoting and defending American citizens’ First Amendment political speech rights. Through the Institute, he has filed amicus briefs in numerous campaign finance and political speech cases at the Supreme Court.
- His writings have appeared in the *Yale Law Journal*, *Georgetown Law Journal*, *Harvard Journal of Regulation*, *Pennsylvania Law Review*, and other leading law journals in addition to popular publications such as *The Wall Street Journal*, *Washington Post*, *Los Angeles Times*, and *National Review*. He is the author of the widely acclaimed book *Unfree Speech: The Folly of Campaign Finance Reform* (2001). His academic work has been cited in a number of Supreme Court decisions, including the majority opinion in *Citizens United v. Federal Elections*, decided in 2010. Furthermore, he has appeared on several national and local television and radio programs.
- Brad has won many awards for his scholarship and teaching and has served on many advisory boards and committees.



BRAD BUNDY
VICE PRESIDENT OF UNIVERSITY ADVANCEMENT

ADVANCEMENT REPORT

AGENDA

- **CALENDAR YEAR 2023 SUMMARY**
- **CAMPAIGN PROGRESS**
- **PUBLIC LAUNCH TO NOW**
- **BUILDING DEDICATIONS**
- **ALUMNI ENGAGEMENT**



CALENDAR YEAR 2023 SUMMARY & FISCAL YEAR 2024 TO DATE



CY23 Summary

| | 2022 | 2023 |
|---|---------------|------|
| ● Total Fundraising Production: \$48,000,000 | \$103,000,000 | |
| ● Total Cash Raised: \$57,000,000 | \$53,900,000 | |
| ● Total Cash to Endowment: \$32,000,000 | \$27,000,000 | |



CY23 Fundraising Highlights

- Unlocked Farmer Family Foundation new match - Matched \$9.5M for total dollars raised \$19M
- Secured gifts from 18,669 donors, up 2.2% from CY22, reversing our trend and bucking national donor patterns.
- #MoveInMiami: 4,707 gifts for \$4.9M, the highest \$ total in the 10 year history of the program.



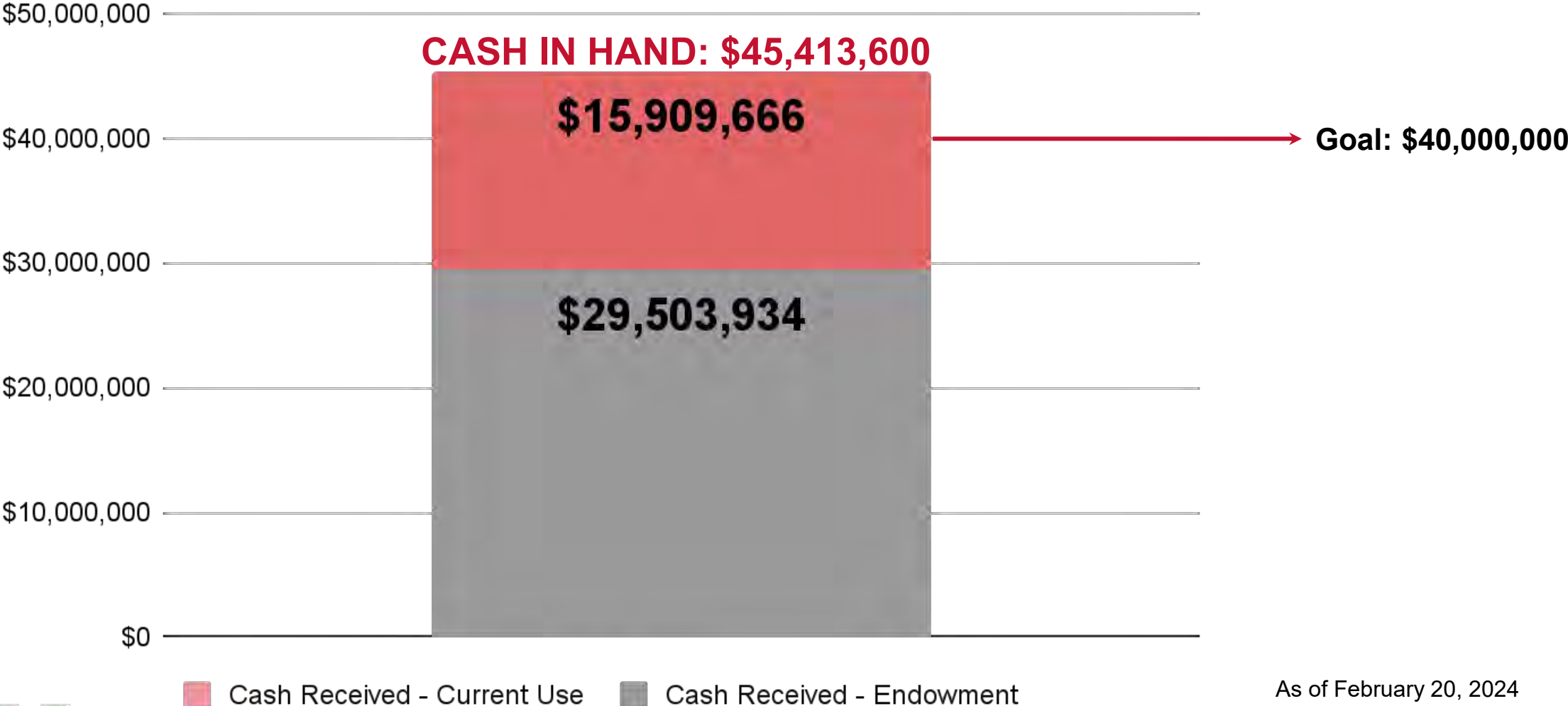
FY '24 Fundraising Results To Date

| Fundraising Totals | Raised (\$) | Goal | Goal (%) |
|--------------------------------|-------------|--------------------|------------|
| Fundraising Progress | \$ 34.3 M | \$80M (\$100 M) | 43% 34% |
| Principal Gifts Closed (>\$5M) | \$ — | 4 | 0% |
| Leadership Gifts (\$1-4.9M) | \$ 13 M (9) | \$30 M (20) | 45% |
| Cash Received | \$ 45.4 M | \$40 M | 113% |
| Cash to Endowment | \$ 29.5 M | \$30 M | 98% |

As of February 20, 2024



FY '24 Cash Received To Date

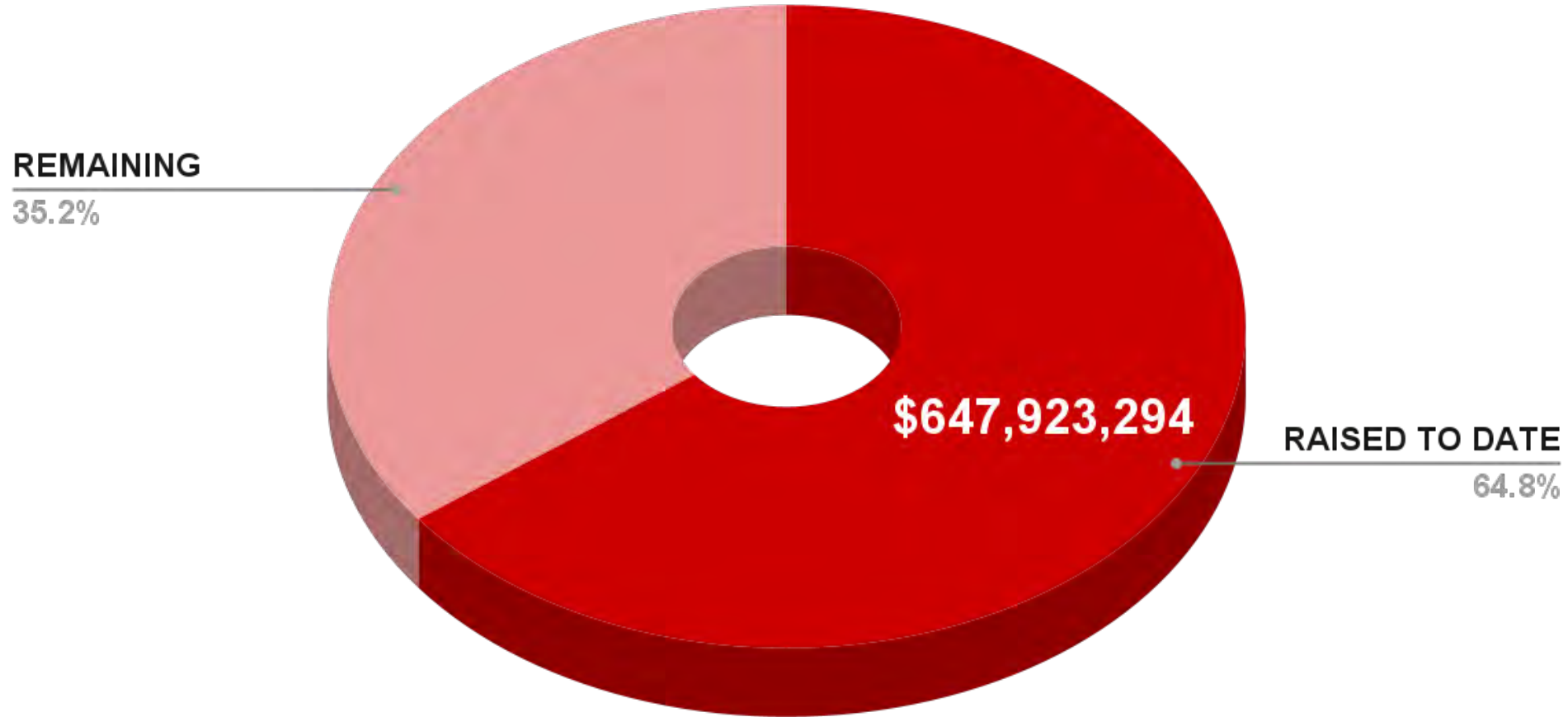


FY '24 Ledger To Date

| | Gifts | Pledges | Total | Present Value |
|---------------------------------|---------------|---------------|------------------------|---------------|
| Bequests | | 4,597,000.00 | 4,579,000.00 | 1,510,530.62 |
| Cash | | | | |
| cash, checks, credit cards, EFT | 13,767,520.52 | 9,031,174.71 | 22,798,695.23 | |
| stocks, securities | 757,535.45 | 150,000.00 | 907,535.45 | |
| payroll deduction | 30,124.30 | 8,430.08 | 38,554.38 | |
| matching gifts | 104,955.72 | - | 104,955.72 | |
| realized bequests | 3,644,668.35 | - | 3,644,668.35 | |
| other camp commitments | - | - | - | |
| Planned Gifts | | | | |
| insurance premium | 1,966.76 | - | 1,966.76 | |
| lead trusts | - | - | - | |
| externally managed | 40,761.00 | - | 40,761.00 | |
| charitable gift annuities | 10,000.00 | - | 10,000.00 | 10,000.00 |
| charitable remainder trusts | 323,153.45 | - | 323,153.45 | 50,000.00 |
| Grants | 474,059.69 | - | 474,059.69 | |
| Gifts in Kind | 1,358,163.28 | - | 1,358,163.28 | |
| Real Estate | - | - | - | |
| Other | - | - | - | |
| SUB TOTAL | 20,512,908.52 | 13,786,604.79 | 34,299,513.31 | |
| REPORTED TOTAL | | | \$34,299,513.31 | |



Campaign Progress



As of February 20, 2024



Campaign Total By Initiative

| Purpose | \$ Raised |
|---------------------------------|----------------|
| Scholarships | \$265.9 |
| Academic & Programmatic Support | \$248.7 |
| Capital Projects | \$76.5 |
| Unrestricted - University | \$15.8 |
| Unrestricted - Colleges/Units | \$20.1 |
| Undesignated | \$17.6 |
| Technology & Equipment | \$3.3 |
| TOTAL | \$647.9 |

As of February 20, 2024



Campaign Ledger To Date

| | Gifts | Pledges | Total | Present Value |
|--|----------------|----------------|-------------------------|----------------|
| Bequests | | 240,278,019.42 | 240,278,019.42 | 116,511,454.37 |
| Cash | | | | |
| cash, checks, credit cards, EFT | 123,598,001.40 | 152,015,776.30 | 275,613,777.70 | |
| stocks, securities | 9,562,139.48 | 666,614.79 | 10,228,754.27 | |
| payroll deduction | 501,421.68 | 397,625.31 | 899,046.99 | |
| matching gifts | 2,267,945.90 | - | 2,267,945.90 | |
| realized bequests | 28,355,312.34 | - | 28,355,312.34 | |
| other campaign commitments | - | 28,953,469.64 | 28,953,469.64 | |
| Planned Gifts | | | | |
| insurance premium | 262,542.70 | 1,533,323.48 | 1,795,866.18 | |
| lead trusts | 2,000.00 | 1,035,848.00 | 1,037,848.00 | |
| externally managed | 327,847.04 | 4,430,000.00 | 4,757,847.04 | 3,219,060.00 |
| charitable gift annuities | 464,497.54 | - | 464,497.54 | 312,207.85 |
| charitable remainder trusts | 4,488,558.91 | 3,500,000.00 | 7,988,558.91 | 2,483,082.89 |
| Grants | 31,463,808.54 | - | 31,463,808.54 | |
| Gifts in Kind | 11,019,234.97 | 2,924,246.51 | 13,943,481.48 | |
| Real Estate | - | - | - | |
| Membership Dues | 16,860.22 | - | 16,860.22 | |
| SUB TOTAL | 212,330,170.72 | 435,734,923.45 | 648,065,094.17 | |
| <i>(manual adjustments/post 10-year pledges)</i> | | | <i>(141,800)</i> | |
| REPORTED TOTAL | | | \$647,923,294.17 | |



PUBLIC LAUNCH TO NOW



Campaign at a Glance

- Largest Campaign in Miami's history - \$1 billion goal
- Campaign period is July 1, 2016 to June 30, 2027
- Public launch October 8, 2022
- Crossed over \$647 million
- Four Cornerstones: Scholarships; Business and Entrepreneurship; Clinical Health Sciences & Digital Innovation and Technology



Campaign Phases

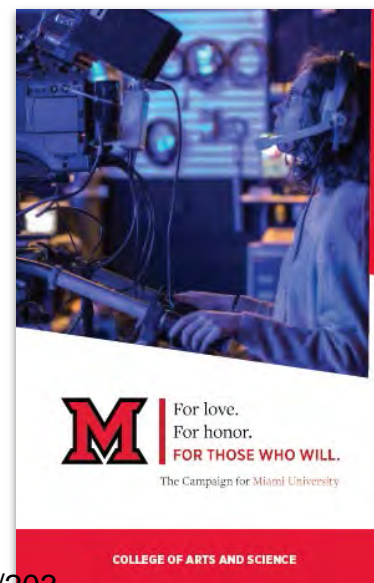
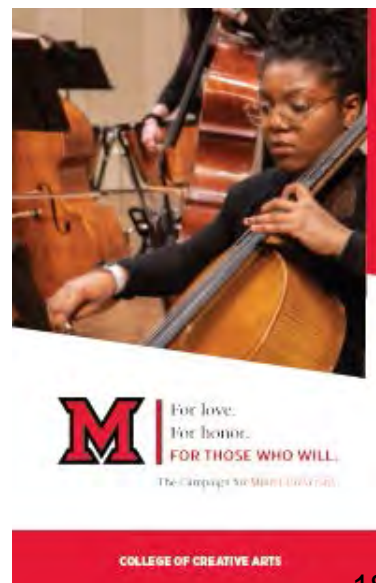
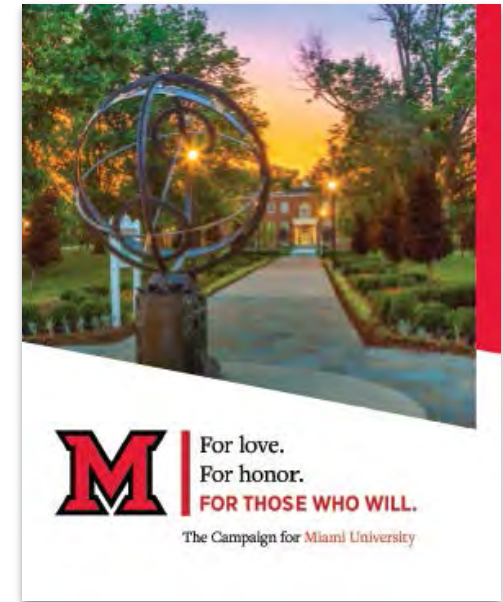
- Silent Phase- July 2016
- Public launch- October 2022
- Targeted Regional Campaign- Current Phase
- Campus Campaign- Fall 2025
- National Alumni Engagement Phase- Jan 2026





Campaign Collateral System

- Overall case statement booklet provides overview of the campaign with multi-disciplinary focus; structured around the cornerstones
- Developing a series of “mini” case statement booklets for units to highlight vision and priority initiatives at the divisional level



Three-tiered Regional Event Strategy

01

Large-market Roadshows

- 200+ attendees
- Heavily produced, exciting locations
- Columbus, Chicago, Cincinnati, Cleveland

02

Mid-sized Roadshows

- 75-150 attendees
- Smaller venues (ex: country clubs)
- Scaled production
- LA, SF, NYC, DC, FL

03

Salon Events

- 20-50 attendees
- Leverage networks of local hosts
- Hosted by FB, NCSC, BOT
- Feature University President



Regional Campaign Event Goals

- Leverage as a marketing and engagement platform to secure new gifts and identify new prospects
- Have the right people in attendance including alumni and parents
 - Rated \$100K+
 - With cumulative giving of \$5K+
 - Managed relationships and/or serve on MU boards
- Demonstrate impact of the campaign by delivering an inspirational and motivating experience



Start-to-finish immersive experience

- Arrival red carpet with champagne wall
- Cocktail reception featuring Exploratorium stations
- Deans, university leaders and advancement staff amplifying campaign messages
- Main event - dinner with wrap-around video screens projecting large format video segments, interspersed with live speakers. LED tables



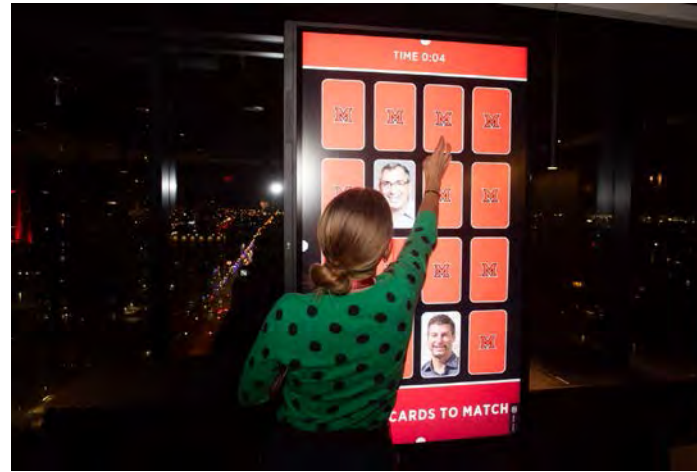


Exploratorium: Bringing the programmatic cornerstones to life with hands-on demonstrations



Clinical Health Sciences Simulation Station:

Get up close and personal with a simulation manikin and learn more about the advantages this technology brings Miami's students.



Business and Entrepreneurship Unicorn Memory Game:

Match Miami's founders and CEOs of 12 unicorn start-ups.



Digital Innovation and Technology XR Experience:

Get a taste of the technology available in the McVey Data Science Building.



How We'll Leverage These Events

- Extend the reach and impact of the event by running paid digital marketing campaigns in each market targeting invitees
- Host committees in each market to generate word-of-mouth and help drive attendance through their personal networks
- Personal follow-up by development officers with each attendee to cultivate new prospects and solicit new gifts. Columbus and Chicago events yielded 450 prospects in attendance

Salon Events

- Hosted by FB, BOT, NCSC members
- Targeted invite list
- Presentation from Pres. Crawford
- Specific follow up plans for each attendee
- Past events:
 - NYC, Austin, Miami, Las Vegas, Houston, Naples
 - 191 prospects have attended a salon event to date
- Upcoming events:
 - Denver, DC, Chicago, Cleveland, Greenville, Wilton CT

M

You are cordially invited

Private Cocktail Reception
Thursday, Oct. 26, 2023
6-8:30 p.m.

Enjoy a special evening with Las Vegas-area Miami alumni and friends hosted by Scott Schweinfurth '76 and Margie English.

Trilogy in Summerlin

Special guest
Miami University President Greg Crawford

About your host



Scott Schweinfurth '76 serves as vice-chair of the Miami University Foundation Board of Directors. Prior to retiring in 2016, he served in several leadership roles at publicly-traded gaming companies.

Scott is a proud 1976 alumnus of Miami, where he graduated with a B.S. in Accountancy. While at Miami, he was president of the Student Advisory Council, student representative on the Business Advisory Council, treasurer of Beta Alpha Psi, and a member of Beta Gamma Sigma.

RSVP by Oct. 12 and learn more about our host at MiamiAlum.org/LasVegas23

For love. For honor. FOR THOSE WHO WILL.
The Campaign for Miami University



BUILDING DEDICATIONS



Clinical Health Sciences and Wellness Building

September 14, 2023

- 200+ attendees
- Alumni and students from clinical health programs, campus community
- Reinforced campaign messaging in environmental graphics and remarks from President Crawford and Trustee Bowman
- High-energy, student participation
- Tours of key areas showing advanced technology throughout the build



McVey Data Science Building

March 14, 2024

- Celebrate innovation on campus and honor named donor Rick McVey
- Extended reality (XR) stage is the showpiece of the building; rivals technology of Hollywood productions
- Capstone class creating XR backdrops for the event to create immersive experience
- Program featuring Billy Beane, made famous by the *Moneyball* book and movie



ALUMNI ENGAGEMENT



By the Numbers: CY 23

361

**Total # of alumni
experiential
opportunities in
CY 2023**

**Virtual: 116 In-
person: 241
Hybrid: 4**



Love and Honor Weekend: Atlanta



Miami Presents: Charter Day Bourbon Tasting with Phil Kollin '02 and Dr. Mike Crowder



Grandparents College



Love and Honor Weekend

- Launched in 2023 to *engage a broader audience of alumni to help build donor, volunteer and engagement pipelines*
- 2023 Atlanta
 - Largest alumni event ever in ATL
- 2024 Nashville
 - Expecting to break attendance numbers from ATL, especially for full weekend involvement; **CY 1966-2023**
 - Working with admissions to invite accepted students



Grandparents College

- 3-day on-campus summer event (July 10-12, 2024)
- Participants are Miami graduates and their grandchildren (ages 8-12)
- **7x CASE Award-winning program**
- **5th Year >> Phenomenal growth >> YR1:38; YR4:150**
- Average **gift size of alumni attendees increases** after participation
- EMSS will send Miami admissions materials when kids are of age and **track applications to Miami** (first cohort this year)



Virtual Programming

- **115 live web events** offered in 2023 (60 produced by Miami)
- **Averaged more than 1 original program per week** featuring alumni, faculty, staff and students
- **7,500 unique registrations; 40,000 total views**
- **9.33 / 10 average net promoter score**

Miami Presents: Virtual Wine Tasting with Jack Keegan



Miami Presents: Celebrating Black History Month - Lived Experiences Through Storytelling Project



Miami Presents: What's the Big Deal with ChatGPT?



Miami Presents: Eating for Better Sleep with Karman Meyer '09



Miami Presents: Lesser-Known Lore & Legend: Old-School Miami Mysteries



Miami Presents: Pickleball for Dummies



MIAMI Women

Miami Initiative for Advancing, Mentoring and Investing in Women

Giving Circle/Hawk Tank

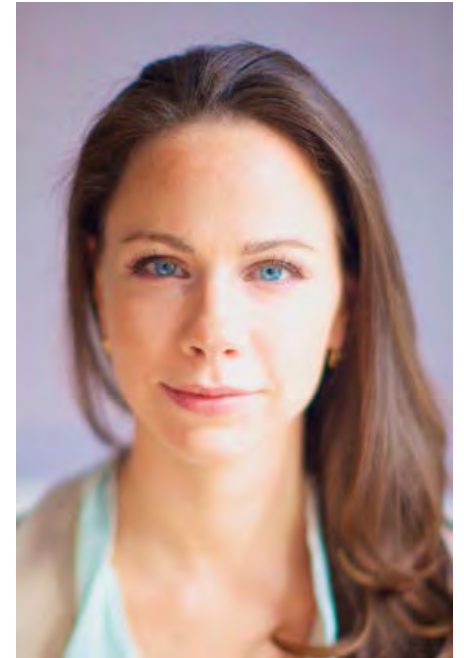
- CY23: More than **\$600K** given since 2018
- 2024 grant cycle currently open, \$2K-\$20K grants
- GC: Average member **renewal rate 85%, vs. 60% retention rate of all donors**

Symposium

- 10th anniv. Symposium; nationally known speaker: **Barbara Pierce Bush**; family ties to Miami
- May 3, 2024 in Oxford

Professional Development Webinars + Regional Events

- 2023: Events in Cleveland, Dayton, Atlanta, Cincinnati
- 2024: Hamilton, Middletown, Nashville, Chicago, Columbus



MIAMI
W O M E N



QUESTIONS

