

**MIAMI UNIVERSITY  
BOARD OF TRUSTEES  
Minutes of the Board of Trustees Meeting  
Oxford Campus, Marcum Conference Center, Rooms 180-186  
Friday, May 18, 2018**

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

The meeting was called to order at 9:00 a.m. in the Marcum Conference Center, on the Oxford Campus with the Board Chair, Mr. Mark Ridenour, presiding. The roll was called with a majority of Trustees present, constituting a quorum. In addition to the Board members; President Greg Crawford, Provost Phyllis Callahan, Senior Vice Presidents David Creamer, Tom Herbert, and Michael Kabbaz; and Vice Presidents Jayne Brownell and Pete Natale were also present; as were; Robin Parker, General Counsel; and Ted Pickerill Secretary to the Board of Trustees. Members of the faculty, staff, student body and community were also in attendance.

Present: John W. Altman (National Trustee)	Terry Hershey (National Trustee)
Jagdish K. Bhati	Hallie Jankura (Student Trustee)
Megan Cremeans (Student Trustee)	John C. Pascoe
Robert E. Coletti (National Trustee)	Diane Perlmutter (National Trustee)
Sandra D. Collins	Mark E. Ridenour
C. Michael Gooden (National Trustee)	Rodrick Robinson
Thomas W. Gunlock	Robert W. Shroder
Zachary Haines	

Absent: David H. Budig

**Comments from the Public (Attachment A)**

Donald Ucci, Cathy Wagner, and Amber Franklin addressed the Board. They presented a signed statement, indicating their support for SR 18-11, which they the Trustees to adopt.

*The statement is included as Attachment A.*

**Public Study Session**

**Climate Survey (Attachment B)**

Ron Scott, Associate Vice President for Institutional Diversity, and Denise Krallman, Director of Institutional Research, informed the Board of the results from the recent Climate Survey conducted by Rankin and Associates Consulting. AVP Scott provided background information on the creation of the survey, explained that the survey it to help in understanding

Miami's strengths and weaknesses, and in giving a voice to all. An in depth review of the results is underway and actions will be taken to enhance Miami University.

Chair Ridenour thanked them and asked that the Board receive an update at a future meeting.

*The survey's executive summary and the presentation are included as Attachment B.*

### **Public Business Session**

The Board was informed that the Consent Calendar contained an additional item, the affirmation of Dr. Cathy Bishop-Clark as Dean of the College of Liberal Arts and Applied Science. The Board was also informed that the FY2019 Budget Appropriation Ordinance was revised to reflect the most recent estimates for the incoming, fall 2018 class. Both changes were included in the materials provided to the Trustees and available to the public.

Chair Ridenour then asked the two new Trustees, Zachary Haines and Student Trustee Megan Cremeans to introduce themselves.

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

Trustee Shroder moved, Trustee Pascoe seconded, and by voice vote, the minutes of the prior meeting of the Board of Trustees were unanimously approved.

### **Consent Calendar (Attachment C)**

Resolutions on the Consent Calendar, included:

- Designation of Emerita/Emeritus
- Award of an Honorary Degree
- Award of Tenure
- Affirmation of the FSB Dean Appointment
- Affirmation of the CLAAS Dean Appointment
- Division of Student Affairs Name Change

Trustee Bhati moved, Trustee Robinson seconded, and by voice vote, the resolutions presented on the Consent Calendar were unanimously approved.

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

### **Comments by the Chair**

Chair Mark Ridenour relayed the following information:

Good morning and welcome to this meeting of the Miami University Board of Trustees. Much has occurred since our last meeting. I would like to begin by welcoming Zac

Haines and Megan Cremeans, our newest Trustees - welcome! We look forward to your contributions to this body.

I also would like to welcome our new student leaders, Student Body President Meghan Murtagh and Vice President Vincent Smith, our new ASG leaders - Congratulations!

I would like to thank Ron and Denise for their wonderful update on the Climate Survey. We value the input of all Miamians, and this survey has given a voice to those who are often voiceless, and we will all strive to make Miami welcoming for all. There is much to be done, these are challenges faced throughout society and by colleges and universities nationwide but we will engage to solve.

In April we received some good news from the Federal Government. Federal Funds have been designated to help The Butler County Regional Transit Authority (BCRTA) build a new station in Oxford.

The funds for our campus busing partner were awarded through the Federal Competitive Bus Grant Program. The grant will help build the Chestnut Street Multimodal Station and Shared Services Facility in Oxford. The station will be a passenger and operations center.

BCRTA will be awarded more than \$2.6 million to help fund the facility which will allow easy transfers from regional BCRTA and interurban bus routes, and offer shared services to local partners like the Talawanda School district. Additionally, the facility is planned to serve pedestrians and cyclists of the newly developing Oxford Area Trail Network that connects to the site. There have also been discussions that the station site could one day include a potential Amtrak stop.

Still more good news came from the Ohio Third Frontier Commission which has granted Miami University and the University of Dayton, a \$400,000 grant to create a technology validation and startup fund.

The award is part of a \$2.1 million state program designed to help move new technologies from Ohio businesses and universities out of the lab and into the marketplace.

The Miami University/University of Dayton Technology Validation and Start-up Fund is unique in that it involves a partnership between a private and a public institution in two JobsOhio regional markets—REDI Cincinnati and the Dayton Development Coalition.

Earlier this year, we streamlined our intellectual property management by entering into a shared services agreement with the University of Dayton, which allows us to leverage the University of Dayton's resources. This new funding from the Ohio Third Frontier commission enhances this partnership by expanding the universities' reach into tech validation and startups. Successful technology validation and startup funding will result in increased commercialization, as well as licenses to existing Ohio companies.

This will be very beneficial as we mine the patent portfolio of the Air Force Research

Laboratory.

This award is very good news, and illustrates the importance of innovation to ensure a successful future in higher education.

Speaking of awards, I was privileged to attend the Advancement Awards Banquet a couple of weeks ago, where many deserving alumni and special friends received 12 awards. Of special note was the John E. Dolibois Award presented to an alumna or alumnus who has served Miami University in a distinctive fashion over many years. While many alumni around the world serve Miami every day, an uncommon few demonstrate continuous and meritorious service. Named in 1984 for Ambassador John E. Dolibois the class of 1942. This year's awardee was one of our own, Chair Emeritus Donald L. Crain who is most deserving.

I look forward to representing the Board of Trustees and seeing all of the graduates on Saturday in Oxford and at our Regional Campus ceremony on Sunday.

Thank you everyone, that concludes my remarks.

Love and Honor.

## **Reports, Ordinances and Resolutions**

### **President's Report**

President Crawford provided information on campus updates, Miami achievements and news, national visibility, faculty updates, and elevating diversity and inclusion.

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

### **Report of the Chair of University Senate Executive Committee (Attachment E)**

Dr. Terri Barr, FY2019 Chair of the Senate Executive Committee, updated the Board on recent meetings of the University Senate, and provided a written summary.

Chair Ridenour thanked her for her report and stated that he understood the Provost is working with the Executive Committee and University Senate to address the issues raised in SR18-11 and SR18-12.

*The Senate written report is included as Attachment E.*

### **Report of the Student Body President (Attachment E)**

Maggie Callahan, Student Body President, updated the Board on a recent review of the Code of Love and Honor, and the changes proposed for consideration. Although Student Body President Elect Meaghan Murtagh could not attend, Maggie provided an introduction of Ms. Murtagh for the Board.

She thanked the Board and stated how honored she was to serve as Student Body President.

*The proposed draft revision to the Code of Love and Honor is also in Attachment E.*

## **Academic and Student Affairs Committee**

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

Committee Chair Terry Hershey relayed the following information:

The Academic and Student Affairs Committee met yesterday in the Wilks Conference Center on the Hamilton Campus. During the meeting, two resolutions were considered.

The Committee received written reports from the University Senate and from student leaders. The Committee heard from the Provost, the Senior Vice President for Enrollment Management and Student Success, and from the Vice President for Student Affairs. The Committee received presentations on several topics, and also reviewed written reports, which will be available in the meeting's minutes.

The Provost, Senior Vice President Kabbaz, and Vice President Brownell, led an integrated dialogue on Academic Degrees, Programs, and Services. They informed the committee about curricular reforms, processes, and quality assurance. They also highlighted support efforts and programs, such as career-planning workshops, internship and career fairs, our libraries, and service learning and engagement. In addition, several questions were posed, such course enrollment and what determines course demand – factors such as majors, minors, and the Miami plan.

Vice President Brownell then updated the committee on student matters, including staffing in the area of student wellness.

The Director of Student Counseling Services, Dr. Ward, then updated the Committee on the status of counseling services. He explained the upward trend in students seeking mental health services, which is now at approximately 20-25% of young adults. The Committee learned that increased staffing has allowed a reduction in the wait time for on-going counseling, but that Miami lags in the availability of a psychiatrist, however he reported Tri Health has added a Nurse Practitioner, who is assisting with medication.

Senior Vice President Kabbaz then provided an update on Enrollment Management and Student Success, followed by Assistant Vice President Susan Schaurer updating the Committee on Admissions. AVP Schaurer reported increased applications, admissions and confirmations for Ohio residents and domestic students of color, but decreased numbers for domestic non-resident and international students. Total confirmations were over 4,000, exceeding the goal for fall 2018.

Provost Callahan then discussed two resolutions for consideration today; a new degree in Applied Biology, and the acceptance of three reports to the State; the Completion Plan, Promotion and Tenure Policy, and Textbook Policy. The Committee unanimously recommended approval of these resolutions today.

The College of Liberal Arts and Applied Science hosted the meeting, and the committee received an update by Dean Cathy Bishop-Clark, followed by highlights of the Commerce and Nursing programs.

The meeting concluded with Dean Bishop-Clark leading the Committee on a tour of the Hamilton Campus.

Thank you, that concludes my report.

### **Resolutions (Attachment F)**

*Note: All Academic and Student Affairs Committee resolutions, and any supporting materials, are included as Attachment F.*

#### **Bachelor of Science Degree in Applied Biology**

Provost Callahan spoke in support of the resolution. Trustee Shroder then moved, Trustee Robinson seconded, and by voice vote, the resolution was unanimous approved.

#### **RESOLUTION R2018-40**

WHEREAS, University Senate on March 12, 2018 passed SR 18-06, endorsing a degree, Bachelor of Science, with a major in Applied Biology, College of Liberal Arts and Applied Science.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Bachelor of Science, with a major in Applied Biology, within the College of Liberal Arts and Applied Science.

*The resolution is included in Attachment F.*

#### **Reports to the State of Ohio**

Provost Callahan spoke in support of the resolution. Trustee Pascoe then moved, Trustee Robinson seconded, and by voice vote, the resolution was unanimous approved.

#### **RESOLUTION R2018-41**

BE IT RESOLVED: that the Board of Trustees hereby accepts the attached revisions to the Promotion and Tenure Policy, the Completion Plan Update Report, and the revision to the Textbook Policy, and directs the Provost and Executive Vice President to submit the documents

to the Ohio Department of Higher Education.

*The resolution is included in Attachment F.*

## **Finance and Audit Committee**

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

Committee Chair John Altman relayed the following information:

Mr. Chairman and Members of the Board of Trustees:

The Finance and Audit Committee met yesterday at the Marcum Conference Center. The Committee considered two ordinances and three resolutions and received several reports at the meeting. All of the ordinances and resolutions are recommended for approval later in this meeting.

Each spring the Committee meets with the University's independent auditors to review the audit plan for this year's audit engagement. The discussion with the independent auditors covered several routine aspects of the audit. It is expected that the auditors will present the resulting financial statements and reports at the Committee's fall meeting.

The Committee also met yesterday with the University's chief internal auditor to review the audit activity from the past year. While the internal audit department at Miami is small, much was accomplished this past year. Barbara Jena and her staff are to be congratulated on their excellent work.

The Committee received two additional presentations at yesterday's meeting. Annually, the University's chief information officer reviews with the Committee the state of technology at the University. Pete Natale and his team updated the Committee on their progress this past year and on some of the challenges associated with a rapidly changing technology landscape. I want to take this opportunity to thank Mr. Natale for the fine work that has been accomplished during his tenure as CIO and to offer our best wishes on his upcoming retirement.

The Committee also received its annual report on the condition of university facilities. While we continue to make very good progress in addressing our aging facility issues and our overall facilities condition index score is within our policy range, many essential buildings have gone decades without major improvements. The Committee's attention to facility issues at every meeting helps to ensure that the state of Miami's facilities continues to be an asset in supporting learning and research activities and in the recruitment of future students. The two resolutions in support of the second phase of the Pearson Hall renovation are consistent with both our commitment to having well maintained and safe facilities but also facilities that are keeping pace with changing pedagogical and research needs.

The Committee considered one additional resolution yesterday for the creation of two new quasi-endowments funded by unrestricted bequests. This resolution was unanimously

supported at yesterday's meeting.

Each spring as the academic year concludes, we must finalize the planning for the new academic year. This involves approving all fees and a budget to guide how financial resources are to be allocated for the new year's academic and operational needs and priorities. Earlier this year, most tuition and fees were formally adopted for this fall. At yesterday's meeting, a single new course fee was presented for approval, and the Committee recommends its adoption later in the meeting.

Most of yesterday's meeting was spent discussing the budget ordinance and its implications for next year and the future. While we celebrate the recruitment of another large, diverse and academically talented class, the financial reality the University is facing is that the sources of financial support for next year will decline from this year. I do not have to tell you how difficult a financial picture we are facing when fewer resources will be available to provide the educational experience this new class and our existing students deserve. For now, our past effectiveness in managing financial resources makes it possible to present for your approval a balanced budget that includes a salary increase for next year. However, new revenue initiatives and increased productivity must occur if this is to continue for future budgets. For almost all of higher education and for Miami, the days of "education as usual" are rapidly disappearing. The sooner we recognize the need for constant innovation in delivering our mission and the services that support our mission, the sooner our future success will be assured.

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

### **Ordinances and Resolutions (Attachment G)**

*Note: All Finance and Audit Committee Ordinances and Resolutions, and any supporting materials, are included as Attachment G.*

#### **Local Administration Competency Certification Program**

Senior Vice President Creamer spoke in support of the resolution. Trustee Collins then moved, Trustee Shroder seconded, and by voice vote, the resolution was unanimous approved.

#### **RESOLUTION 2018-42**

WHEREAS, the 132nd Ohio General Assembly enacted H.B. 529 which appropriates \$20,723,586 to Miami University for capital improvement projects for the 2019-20 biennium; and

WHEREAS, the Local Administration Competency Certification Program allows institutions of higher education to administer state-funded capital facilities projects pursuant to section 3345.51 of the Revised Code without the supervision, control, or approval of the Ohio Facilities Construction Commission; and

WHEREAS, the University maintains its desire to participate in the Local Administration

Competency Certification Program, and administer its own capital facilities projects;

THEREFORE, BE IT RESOLVED: that the University is authorized to participate in the Local Administration Competency Certification Program; and

BE IT FURTHER RESOLVED: that the appropriate University officials are directed to take all necessary steps to accomplish that purpose, including, without limitation, giving written notice to the Ohio Department of Higher Education pursuant to R.C. 3345.51 (A) (2), of the Board's request to administer a capital facilities project within sixty days after the effective date of the section of an act in which the General Assembly initially makes an appropriation for the project; and

BE IT FURTHER RESOLVED: that pursuant to the requirement set forth in R.C. 3345.51(A) (3), the University intends to comply with section 153.13 of the Revised Code and the guidelines pursuant to section 153.16 of the Revised Code, and all laws that govern the selection of consultants, preparation and approval of contract documents, receipt of bids, and award of contracts with respect to the applicable project; and

BE IT FURTHER RESOLVED: that pursuant to the requirement set forth in R.C. 123.24 (D)(6), the University agrees to indemnify and hold harmless the State and the Ohio Facilities Construction Commission for any claim of injury, loss, or damage that results from the University's administration of a capital facilities project; and

BE IT FURTHER RESOLVED: that pursuant to the requirement set forth in R.C. 123.24 (D) (5), the University will conduct biennial audits of the University's administration of capital facilities projects in accordance R.C. 3345.51(C); and

BE IT FURTHER RESOLVED: that pursuant to the requirement set forth in R.C. 123.24 (D) (2), the University will select new employees to participate in the Local Administration Competency Certification Program as necessary to compensate for employee turnover.

### **Pearson Hall Phase II**

Senior Vice President Creamer spoke in support of the resolution. Trustee Bhati then moved, Trustee Collins seconded, and by voice vote, the resolution was unanimous approved.

### **RESOLUTION R2018-43**

WHEREAS, the Pearson Hall Phase Two Renovation project completes the installation of new mechanical, electrical, data, and fire suppression systems, safety and functional improvements to teaching and research labs, and modernization of classroom and collaborative learning spaces; and

WHEREAS, Miami University has determined that reduced costs from speed of implementation, improved constructability, and coordination may be gained by utilizing the

Design Build project delivery method; and

WHEREAS, Miami University has identified state and local funds in the amount of \$30,000,000 for the Pearson Hall Phase Two Renovation project; and

WHEREAS, the receipt of the Guaranteed Maximum Price (GMP) is planned for June 2018; and

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

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees authorizes the Senior Vice President for Finance and Business Services and Treasurer, in accordance with all State guidelines, to proceed with the award of contract for the Pearson Hall Phase Two Renovation project with a total project budget not to exceed \$30,000,000.

**Executive Summary For the  
Pearson Hall Phase Two Renovation  
May 17, 2018**

This project is for the second phase of the renovation of Pearson Hall for the biological sciences including the Departments of Biology and Microbiology. This phased, occupied renovation will address deferred maintenance issues with the facility through the installation of new and efficient mechanical, electrical, data, and fire suppression systems. The project also includes lab safety improvements. The project will be occupied during renovations.

Phase Two (final phase) is expected to complete the remaining 50% of the necessary heating, cooling, and lab exhaust systems; replace electrical switchgear, modernize the public areas, and modernize the balance of the classrooms, class labs and research laboratories.

Project Component:	Budget:	Funding Source:
Est. Design and Administration:	\$2,675,000	Local Funds
Est. Cost of Work:	\$23,500,000	State Funds / Local Funds
Est. Owner's Costs:	\$1,650,000	Local Funds
Est. Contingency:	<u>\$2,175,000</u>	Local Funds
 Total:	 \$30,000,000	 State Funds (\$19,523,586) / Local Funds

**Quasi-Endowments**

Senior Vice President Creamer spoke in support of the resolution. Trustee Shroder then moved, Trustee Pascoe seconded, and by voice vote, the resolution was unanimous approved.

**Resolution R2018-44**

WHEREAS, from time to time, Miami University accumulates financial balances through the receipt of large, unrestricted gifts and the prudent management of resources; and

WHEREAS, the Provost, the Deans, the Senior Vice President for Finance and Business Services, and the Vice President for Advancement periodically identify a portion of these funds that can be utilized to create quasi-endowments to establish a source of long-term funding for strategic initiatives; and

WHEREAS, Resolution R2015-45 established the Miami University Quasi-Endowment Policy; and

WHEREAS, the Miami University has received \$1,101,956.04 in unrestricted proceeds from the estate of W. Paul Zimmerman; and

WHEREAS, the Miami University has received \$139,610.39 in unrestricted proceeds from the estate of William J. Saunders, Jr.; and

WHEREAS, The Vice President for Advancement has recommended that the proceeds of the Zimmerman and Saunders unrestricted gifts be quasi-endowed, with the annual distributions to be used for the general needs of Miami University as determined annually by Miami University's President, Provost, Senior Vice President for Finance and Business Services, and Vice President for Advancement; and

WHEREAS, the Provost and the Senior Vice President for Finance and Business Services of the University, with the concurrence of the Finance and Audit Committee, has recommended approval of this plan;

NOW, THEREFORE BE IT RESOLVED that the Board of Trustees approves the creation of the W. Paul Zimmerman quasi-endowment; and

BE IT FURTHER ESOLVED that the Board of Trustees approves the creation of the William and Jane Saunders quasi-endowment; and

BE IT FURTHER ESOLVED that the annual distributions of the W. Paul Zimmerman Fund and William and Jane Saunders Fund be used for the general needs of Miami University as determined annually by Miami University's President, Provost, Senior Vice President for Finance and Business Services, and Vice President for Advancement; and

**Miscellaneous Fees  
2018-19 Academic Year**

Senior Vice President Creamer spoke in support of the proposed Ordinance, explaining that with the Miami Promise, new fees will affect only the incoming, fall 2018 Cohort.

Trustee Robinson then moved, Trustee Collins seconded, and by roll call vote, the ordinance was unanimously approved, with eight voting in favor and none opposed.

**ORDINANCE O2018-06**

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

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

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

WHEREAS, the University has adopted the Miami University Tuition Promise in accordance with Ohio Revised Code 3345.48 and is recommending separate miscellaneous fee schedules for each cohort under the Tuition Promise program while students not covered by the Tuition Promise will be assessed miscellaneous fees based on the historic fee schedule as modified by this ordinance;

NOW, THEREFORE, BE IT ORDAINED: that the Board of Trustees approves the attached changes to miscellaneous fees for academic year 2018-19 for students matriculating prior to Fall 2016, the Fall 2018 Miami Tuition Promise cohort, and future cohorts except as otherwise specified. The fees apply to all campuses, except as otherwise specified; and

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

BE IT FURTHER ORDAINED: the miscellaneous fee schedule established for students enrolling for the first time in academic year 2018-19 will remain in effect for four years according to the provisions of the Miami University Tuition Promise; and

BE IT FURTHER ORDAINED: that fees will be assessed based on the previously adopted and attached miscellaneous fee schedule rates. In case of dispute, fees must be paid in full unless specific arrangements have been authorized in writing by the Senior Vice President for Finance and Business Services or his designee; and

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

subject to annual confirmation by this Board.

**Appropriation Ordinance 2019 (REVISED)**

Senior Vice President Creamer spoke in support of the proposed Ordinance, explaining that it included the adjustment mentioned at the start of the meeting.

Trustee Bhati then moved, Trustee Pascoe seconded, and by roll call vote, the ordinance was unanimously approved, with eight voting in favor and none opposed,

**ORDINANCE O2018-07**

BE IT ORDAINED: by the Board of Trustees that the Operating Budget for Fiscal Year 2018-19, as presented at this meeting, be and it hereby is enacted with the following current expenditures and transfers for the major purposes as follows:

General Fund Expenditures:

Salaries .....	\$214,390,122
Staff Benefits .....	72,377,198
Scholarships, Fellowships and Student Fee Waivers .....	104,613,433
Less: Scholarships Treated as Discount.....	(87,330,961)
Graduate Assistant Fee Waivers .....	19,981,003
Utilities .....	14,679,724
Other Expenditures .....	44,406,276

Subtotal General Fund Expenditures .....\$383,116,795

General Fund Transfers:

Debt Service (mandatory transfer) .....	8,138,716
General Fee and Other (non-mandatory transfers) .....	72,002,941

Total General Fund .....\$463,258,452

Designated Fund .....\$52,044,338

Restricted Fund .....\$61,234,737

Auxiliary Enterprises:

Expenditures .....	\$115,975,851
Debt Service (mandatory transfer) .....	50,987,269
Other Transfers .....	23,969,215

Total Auxiliaries ..... \$190,932,335

TOTAL ..... \$767,469,862

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

Provided further that an additional one percent (1.0%) is included for faculty and

unclassified staff salaries for making improvements in the market competitiveness of salaries; and

Provided further that a pool of funds amounting to one percent (1.0%) is included for classified staff salary enhancements and adjustments to scale; and

Provided further that additional institutional funds are set aside for student financial aid, selected support (non-personnel) budgets, and debt service; and

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

*The ordinance is included within Attachment G.*

### **Student Trustee Reports**

Chair Ridenour welcomed Student Trustee Cremeans, then the Board received a report from Student Trustee Hallie Jankura, who relayed:

As finals week comes to a close, fewer students are flooding King Library and more are strolling around campus in caps and gowns taking photos under Upham Arch, on the Seal, in their favorite academic halls, and around this beautiful spring campus. It’s hard to think that in just a year I’ll be getting ready to leave Miami!

The end of the semester is a time of reflection for all. As for us students, there’s a lot to reflect on. This was a busy semester!

On the top of the list of priorities for students sits the need for attention on diversity and inclusion. Many students have been working to ensure that all students are becoming more well-rounded adults who understand their biases and will soon be ready to dive into a diverse workforce.

On April 28, Elevate: the Diversity and Inclusion Career Symposium hosted students, faculty, and professionals for a morning of conversation and networking. The goal? To equip participants with the skills necessary to work in any environment. They heard from panelists who lead in diversity efforts at Tri-Health, Cintas, and Fifth Third Bank. Round table discussions provided opportunities for conversation about bias, diversity in the workplace, and tips to handle new work environments. The event was a hit for all who had the opportunity to attend, and they hope that it will be offered again next year.

Also on the 28th, Spectrum, The Office of Diversity Affairs, The Office of Community Engagement and Service, Oxford Area PFLAG, and Not in Our Town collaborated to host a community Pride Parade. Students and community members met at the Seal and marched uptown. The event allowed LGBTQ+ students and allies to band together in celebration of different identities.

On April 25, the 24th Annual Undergraduate Research Forum highlighted the work of over 550 undergrad students. After working countless hours researching topics, the forum was an opportunity to celebrate and recognize everyone's accomplishments and for students to share their findings. The opportunity to collaborate with faculty as early as a student's first year is part of what makes the Miami student experience unique. Topics covered a wide array of student passions. To name just a few, presentations were given on An Overview of Spectral Phasor Analysis in Biomedical Optics (Max Kreider and Andy Rodriguez), Age Friendliness in Oxford: Communication, Community, and Service (Sundee Vaswani and Bobbie Hall), and Cooperative Businesses: The Challenges of Recruiting Millennial Talent (Joslyn Andrews and Caitlin Sifuentes).

There's also lots of activity happening on our regional campuses, as we learned during yesterday's Academic and Student Affairs Committee Meeting and tour of the Hamilton campus. Megan and I had the opportunity to stick around for a bit to chat with the three students who joined us for lunch. They shared their Miami experiences and highlighted hope for strengthening connections between the regionals and Oxford campus. The concerns of regional students greatly revolve around socioeconomic status and opportunities for a Miami student experience that may be limited as a result. It is our hope to bring together students from Oxford and the regionals to co-host events and foster discussion about inclusion.

The business fraternity Pi Sigma Epsilon, PSE, was honored with the Lewis F. Gordon Top Chapter Award at the PSE National Convention in San Diego. This is the highest honor given to one of 70 nationwide chapters. The co-ed fraternity focuses on developing skills in marketing and sales, providing students with real-world experience working with businesses like BMW, Hasbro, Target, and Proctor & Gamble. The goal of Miami's chapter is to have 100% of its members employed by graduation. This award is a part of the tradition of excellence for Miami's PSE chapter, which has received 11 Top Gold Chapter awards in the past 16 years.

For one of the offered Media and Culture capstone courses, students in MAC 414-B formed Capstone Pictures and created a film that reflects a continued interest in mental health awareness. "The Suicide Man" was a 20 minute short film made over the course of the semester, with an allegorical narrative that considers what would happen to a depressed man who was unable to die, and the ways that he learns to positively impact the people around him. Before the film premiered, a faculty member who led the program and the student director of the film stood up and spoke with great passion not only on the production of the film, but its messages and themes and their timeliness to the current age. Once the film had concluded, several members of the audience mentioned in the Q&A that they believed it could and should be shown to support groups. Not only did this capstone allow students to gain on-set film production experience, but it also sparked conversation about mental health stigmas and what resources are available on Miami's campuses.

In just a few days, students will be heading out of the red brick buildings and out across the globe. Miami students are traveling to places like China to study business and to the Czech Republic to teach English and more still are taking on internships with top-rated companies and firms throughout the United States. Wherever they're heading for the break, one thing is certain - those returning in the fall are excited and ready to continue making change to Miami's campus,

culture and community.

On the behalf of the student body, I'd like to welcome Megan Cremeans and Zach Haines to the Board of Trustees. I look forward to working with you both!

That concludes my report.

### **Other Business**

#### **Recognition of Colin McDonough**

The student assistant for Presidential Event Planning, Colin McDonough was honored by the Board with a certificate of appreciation, which stated:

*Colin is commended for his dedicated service to Miami University. Through his support for countless University events, he contributed significantly to the experience of the entire Miami Community. Colin's commitment is an example to all, and is in keeping with the highest traditions of Miami University.*

### **Written Reports**

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

### **Executive Session**

Trustee Collins moved, Trustee Bhati seconded, and by unanimous roll call vote, with eight voting in favor and none opposed, the Board convened to Executive Session to consult with counsel, and review pending litigation; as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

### **Adjournment of Meeting**

Following Executive Session, the Board returned to public session, and with no other business to come before the Board, there was a motion, second, and by unanimous voice vote, the Board adjourned at 12:00 p.m.



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

Board of Trustees, Miami University,

107 people have signed a petition on Action Network telling you to It's time to update Miami's commitment to academic freedom.

Here is the petition they signed:

Dear Members of the Miami University Board of Trustees:

In April, Miami University Senate voted overwhelmingly to support SR 18-11, a resolution that—if you approve it—will update MUPIM 5.1, Miami's academic freedom statement, to ensure that Miami's commitment to academic freedom remains meaningful and viable. See full text of the revisions below, and please confirm Senate's decision to support SR 18-11.

MUPIM 5.1 is a robust—but outdated—statement on academic freedom. It is essential that Miami (and ideally all universities) maintain strong policies on academic freedom. Academic freedom is what allows students and faculty to engage in debate and knowledge-production without fear of censorship or retaliation. Our larger society is informed by knowledge generated and shared by universities. Thus, academic freedom is essential to a thriving intellectual culture.

Back in 1950, when Miami's academic freedom statement was adopted, freedom at our universities and in our democracy was under fire. McCarthyism was leading some institutions to require loyalty pledges from faculty. The 1950 Miami Board of Trustees must have been aware of the looming threat to the learning environment and the common good that restrictions on academic freedom presented. To their great credit, they acted to protect the university with MUPIM 5.1, a robust statement in support of academic freedom. Miami's Love & Honor code didn't exist yet, but the 1950 Trustees would have approved of our pledge to “defend the freedom of inquiry that is the heart of learning.”

But MUPIM 5.1 no longer applies to most faculty at Miami. The policy explicitly associates academic freedom with tenure. That made sense at the time, when a large majority of faculty at Miami were on the tenure track (even as late as 2001, 79% of Miami faculty were tenure-line). But the 1950 board could not have predicted that by 2018, fewer than half of Miami faculty would be on the tenure track. They would be surprised, perhaps shocked, to learn that Miami students take a significant majority (about 60% of credit hours offered) of their courses from non-tenure-track faculty who lack academic freedom protections.

When more than half of total faculty can be dismissed or not renewed without cause or right of appeal, the due process rights that underpin academic freedom are being significantly eroded. And that erosion is happening, unfortunately, at a time of significant changes in our society. As President Crawford said of the Love & Honor Code's commitment to free inquiry: “Inquiry must be free to challenge established ideas and seek new answers, especially in an environment of disruption and rapid change.” We are once again in need of a strong and forward-thinking Board of Trustees that recognizes the value of academic freedom for a open and rigorous learning environment and a free society.

Members of the Board of Trustees, we ask you maintain Miami's tradition of academic freedom—a commitment enshrined in our Love & Honor code and engraved on the outside wall of Upham Hall. The wall of Upham quotes a poem, “Ode to the American Universities,”

written by the then-famous poet Percy Mackaye while he was poet-in-residence at Miami a few years after World War I. In the poem, Percy Mackaye calls American universities “gunless fortresses of freedom.” Mackaye’s fortress metaphor is apt. Academic freedom needs to be defended by due process protections if it is to thrive. But for some years here at Miami, the fortress walls have been decaying.

Trustees, we ask you to recall the legacy of the Board of 1950—how they worked to defend and protect academic freedom at Miami at a time when, as now, it is under threat. Support SR 18-11 and make Miami’s commitment to academic freedom robust and meaningful again.

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The texts of SR 18-11 and MUPIM 5.1 (with proposed revisions italicized and bolded) are below for your reference.

SR 18-11  
Sense-of-the-Senate  
April 30, 2018

Whereas Miami’s academic freedom statement (MUPIM 5.1) firmly associates academic freedom protections with tenure,  
Whereas in 1950, when the statement was adopted, the board could not have predicted that seventy years later, the majority of faculty would lack due-process protections,  
MUPIM 5.1 shall be amended to clarify academic freedom protections at Miami and ensure that they are robust. Two statements will be added after the penultimate paragraph.

1. The institution thus commits to the teacher-scholar model and seeks to preserve and, whenever possible, increase the ratio of tenure-line faculty to non-tenure line faculty.
2. Where provisions for tenure do not exist, the university will work to ensure academic freedom by establishing due process protections, longer terms of employment opportunities for advancement through ranks, recognition of seniority, and conscientious peer evaluation.

SR 18-11 was passed by voice vote.

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#### MUPIM 5.1: Principles of Academic Freedom

The following statement of principles of academic freedom adopted by the American Association of University Professors in 1940 was approved by the Board of Trustees, June of 1950:

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition. (The word “teacher” as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.)

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its

teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends, specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society. The institution thus commits to the teacher-scholar model and seeks to preserve and, whenever possible, increase the ratio of tenure-line faculty to non-tenure line faculty. Where provisions for tenure do not exist, the university will work to ensure academic freedom by establishing due process protections, longer terms of employment opportunities for advancement through ranks, recognition of seniority, and conscientious peer evaluation.

No faculty member shall be obliged to make her or his nonpublic work available for inspection by a second party in the absence of compulsory legal process.

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Sincerely,

You can view each petition signer and the comments they left you below.

Thank you,

Miami University AAUP Advocacy Chapter

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1. **Katherine Abbott** (*ZIP code: 45056*)
2. **Juan Carlos Albarran** (*ZIP code: 45056*)
3. **Kevin Armitage** (*ZIP code: 45056*)
4. **Ann Elizabeth Armstrong** (*ZIP code: 45056*)
5. **Gabriele Bechtel** (*ZIP code: 45056*)
6. **David Berg** (*ZIP code: 45056*)
7. **Elizabeth M Bergman Ph D** (*ZIP code: 45056*)
8. **Mary Jane Berman** (*ZIP code: 45056*)
9. **James Bielo** (*ZIP code: 45223*)
10. **Jennifer Blue** (*ZIP code: 45056*)

**11. Mary Ben Bonham** (ZIP code: 45056)

Thank you.

**12. Jana Braziel** (ZIP code: 45206)

**13. Jennifer Bulanda** (ZIP code: 45056)

**14. Alan Cady** (ZIP code: 45042)

**15. cris cheek** (ZIP code: 45223)

**16. Mary Jean Corbett** (ZIP code: 45220)

**17. Angela Curl** (ZIP code: 45056)

**18. Jacqueline Daugherty** (ZIP code: 45056)

**19. Kate de Medeiros** (ZIP code: 45056)

**20. Madelyn Detloff** (ZIP code: 45223)

**21. John-Charles Duffy** (ZIP code: 45056)

**22. Dr. Kay Edwards** (ZIP code: 45013)

**23. Keith Fennen** (ZIP code: 45215)

**24. William Fisher** (ZIP code: 45056)

**25. richelle frabotta** (ZIP code: 45414)

**26. Amber Franklin** (ZIP code: 45056)

**27. Charles Ganelin** (ZIP code: 45056)

**28. Mila Ganeva** (ZIP code: 45056)

**29. Angela Glotfelter** (ZIP code: 45056)

**30. David Gorchov** (ZIP code: 45056)

**31. Matthew Gordon** (ZIP code: 45419)

Many thanks for this effort!

**32. Gaile Pohlhaus** (*ZIP code: 45223*)

**33. Catherine Grimm** (*ZIP code: 45056*)

**34. Chip Hahn** (*ZIP code: 45056*)

**35. Daniel Hall** (*ZIP code: 45013*)

**36. Suzanne Harper** (*ZIP code: 45056*)

**37. Andrew Hebard** (*ZIP code: 45208*)

**38. Sarah Heimkreiter** (*ZIP code: 45030*)

**39. Zackary Hill** (*ZIP code: 45056*)

**40. Lance Ingwersen** (*ZIP code: 4506*)

**41. Nalin Jayasena** (*ZIP code: 45224*)

**42. John Jeep** (*ZIP code: 45056*)

**43. Martin Johnson** (*ZIP code: 45011*)

Protecting freedom to think and speak is good for Miami and good for America.

**44. Laura Kelly** (*ZIP code: 45056*)

**45. Scott Kenworthy** (*ZIP code: 45056*)

**46. Suzanne Klatt** (*ZIP code: 45056*)

**47. Kathleen Knight-Abowitz** (*ZIP code: 45056*)

**48. Theresa Kulbaga** (*ZIP code: 45224*)

Thank you for supporting high-quality education!

**49. Katherine Kovalanka** (*ZIP code: 45056*)

**50. Xiuwu Liu** (*ZIP code: 45056*)

51. **Eric Luczaj** (*ZIP code: 45042*)
52. **Deborah Lyons** (*ZIP code: 45056*)
53. **Linda Marchant** (*ZIP code: 45056*)
54. **Elizabeth Maurer** (*ZIP code: 45011*)
55. **Heidi McKee** (*ZIP code: 45056*)
56. **Mark McKinney** (*ZIP code: 45056*)
57. **Lisa McLaughlin** (*ZIP code: 45056*)
58. **Marianne Cotugno** (*ZIP code: 45458*)
59. **eric melbye** (*ZIP code: 45042*)
60. **Miami University AAUP Advocacy Chapter** (*ZIP code: 45056*)
61. **Michael Conger** (*ZIP code: 45056*)
62. **Dana Miller** (*ZIP code: 45056*)
63. **Elaine Miller** (*ZIP code: 45056*)
64. **Monique Murfield** (*ZIP code: 45056*)
65. **Glenn Muschert** (*ZIP code: 45056*)
66. **Terri Spahr Nelson** (*ZIP code: 45056*)
67. **Patricia Newberry** (*ZIP code: 45213*)
68. **Oana Godeanu-Kenworthy** (*ZIP code: 45056*)
69. **Mari Opatz-Muni** (*ZIP code: 45056*)
70. **David Perez II** (*ZIP code: 45056*)
71. **Daniel Prior** (*ZIP code: 45056*)

72. **Vaishali Raval** (*ZIP code: 45056*)
73. **Nicola Rodrigues** (*ZIP code: 45056*)
74. **Diana Royer** (*ZIP code: 45013*)
75. **Scott Sander** (*ZIP code: 45056*)
76. **Justin Saul** (*ZIP code: 45056*)
77. **J. Scott Brown** (*ZIP code: 45056*)
78. **John Schaefer** (*ZIP code: 45056*)
79. **Marguerite Shaffer** (*ZIP code: 45056*)
80. **Aaron Shield** (*ZIP code: 45056*)
81. **Matthew Smith** (*ZIP code: 45215*)
82. **Nancy Solomon** (*ZIP code: 45056*)
83. **Clyde Joseph Sorell** (*ZIP code: 45050*)
84. **Brooke Spangler Copenbaker** (*ZIP code: 45056*)
85. **Susan Ramlo** (*ZIP code: 44236*)
86. **Pepper Stetler** (*ZIP code: 45056*)
87. **Alyssa Straight** (*ZIP code: 45212*)
88. **SUMIT SIRCAR** (*ZIP code: 45064*)
89. **Benjamin Sutcliffe** (*ZIP code: 45056*)
90. **Heeyoung Tai** (*ZIP code: 45056*)
91. **Ann Taulbee** (*ZIP code: 45056*)
92. **Nicole Thesz** (*ZIP code: 45056*)

**93. Steven Tuck** (*ZIP code: 45056*)

**94. Keith Tuma** (*ZIP code: 45056*)

**95. Donald Ucci** (*ZIP code: 45056*)

**96. Russell Ucci** (*ZIP code: 45056*)

**97. Scott Wagar** (*ZIP code: 45056*)

**98. David Walsh** (*ZIP code: 45056*)

I wholeheartedly concur in this petition. I urge the Miami University Board of Trustees to take the "boldly creative" step of approving SR 18-11. You will thereby ensure that our students have the benefit of a stable, committed faculty able to do the job as it should be done.

**99. Jessica Warner** (*ZIP code: 45240*)

**100. Anita Wilson** (*ZIP code: 45056*)

**101. Shannon Wilson** (*ZIP code: 45215*)

**102. Amy Yousefi** (*ZIP code: 45056*)

**103. Qihou Zhou** (*ZIP code: 45056*)

Rankin & Associates Consulting  
Campus Climate Assessment Project  
Miami University Executive Summary April 2018

## Executive Summary

### History of the Project

Miami University seeks to create an environment characterized by openness, fairness, and equal access for all students, staff and faculty. Creating and maintaining a welcoming community environment that respects individuals, their needs, abilities, and potential is critically important.

The university undertook the "One Miami" Campus Climate Survey to evaluate the current campus climate as experienced and perceived by all members of the university community. The goals are multifold:

1. Identify successful initiatives.
2. Uncover any challenges facing members of our community.
3. Develop strategic initiatives to build on successes, address challenges and create lasting positive change.

To ensure full transparency and to provide a more complete perspective, in December 2016 Miami contracted with Rankin & Associates Consulting to help lead this effort. An agency team worked with a Climate Study Work Group of Miami students, staff, and faculty since February 2017 to develop and implement the assessment.

Following focus groups and campus discussions, the survey was distributed in fall 2017. Overall, 24% percent of Miami students, faculty and staff took the survey.

Results will be presented at community forums during the first week of May 2018. This summer, President Crawford will appoint a task force to develop action items stemming from analysis of results.

The final Miami University survey queried various campus constituent groups about their experiences and perceptions regarding the academic environment for students; the workplace environment for faculty, staff and administrators; employee benefits; sexual harassment and sexual violence; racial and ethnic identity; gender identity and gender expression; sexual identity; accessibility and disability services; and other topics.

Only surveys that were at least 50% completed were included in the final data set for analysis. Table 1 provides a summary of selected demographic characteristics of the survey respondents. Breakdowns of groups and their responses are among numerous data in the over 500 page full report from Rankin & Associates Consulting.

## Quantitative Data Analysis.<sup>1</sup>

The data were first analyzed to tabulate individual responses to each of the questions in the survey.<sup>2</sup> Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, primary position) to provide additional information regarding participant responses.<sup>3</sup> Throughout the report, information is presented using valid percentages.<sup>4</sup> Actual percentages<sup>5</sup> with missing or “no response” information may be found in the survey data tables in Appendix B. The purpose for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence. Chi-square tests identify that significant differences exist but does not specify if differences exist between specific groups. Therefore, these analyses included post-hoc investigations of statistically significant findings by conducting z-tests between column proportions for each row in the chi-square contingency table, with a Bonferroni adjustment for larger contingency tables. This approach is useful because it compares individual cells to each other to determine if they are statistically different. Thus, the data may be interpreted more precisely by showing the source of the greatest discrepancies. The statistically significant distinctions between groups are offered throughout the report. For groups with response rates less than 30%, caution is recommended when generalizing to the entire constituent group.

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<sup>1</sup>More details on the quantitative and qualitative methods are provided in the methods section of the full report.

<sup>2</sup>Readers are directed to Appendix B for a complete review of the responses for each question offered in the survey.

<sup>3</sup>Analyses were performed to explore how survey responses differed based on selected demographic characteristics. All of the findings are presented as percentages of the entire sample or of the subgroups being examined. The percentages in these figures and tables do not always add up to 100% due to respondents being able to select more than one answer to a question (“mark all that apply”) or due to rounding. Where the n’s were considered small enough to compromise the identity of the respondent,  $n < 5$  is reported.

<sup>4</sup>Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).

<sup>5</sup>Actual percentages were derived using the total number of survey respondents.

Rankin & Associates Consulting  
Campus Climate Assessment Project  
Miami University Executive Summary April 2018

**Table 1. Miami University Demographics of Population and Sample**

Characteristic	Subgroup	Population		Sample		Response rate
		<i>N</i>	%	<i>n</i>	%	
Primary position	Undergraduate Student	21,783	76.6	3,750	56.0	17.2
	Graduate Student	2,539	8.9	455	6.8	17.9
	Faculty	1,494	5.2	865	12.9	59.1
	Administrator with Faculty Rank (e.g., Dean, Provost)	30	0.1	53	0.8	> 100.0
	Administrator without Faculty Rank (e.g., VP, AVP)	11	0.0	88	1.3	> 100.0
	Staff	2598	9.1	1,491	22.2	57.4
Gender identity	Woman	15,027	52.9	4,149	61.9	27.6
	Man	13,398	47.1	2,394	35.7	17.9
	Transpectrum	ND*	ND	75	1.1	N/D
	Other/Missing/Not Reported	ND	ND	84	1.3	N/D
Racial/ethnic identity	American Indian/Alaska Native	61	0.2	20	0.3	32.8
	Black/African American	1,189	4.2	287	4.3	24.1
	Asian/Asian American	737	2.6	472	7.0	64.0
	Hispanic/Latin@/Chican@	1,109	3.9	113	1.7	10.2
	Middle Eastern/Southwest Asian	ND	ND	24	0.4	ND
	Native Hawaiian/Pacific Islander	21	0.1	5	0.1	23.8
	White/European American	21,132	74.3	5,135	76.6	24.3
	Multiracial	825	2.9	435	6.5	52.7
Missing/Other/Unknown	3351	11.8	211	3.1	6.3	
Citizenship status	U.S. Citizen	ND	ND	5,760	85.9	ND
	Non-U.S. Citizen/Multiple Citizenships	ND	ND	864	12.9	ND
	Missing/Unknown	ND	ND	78	1.2	ND
Disability status	Single Disability	ND	ND	555	8.3	ND
	No Disability	ND	ND	5,810	86.7	ND
	Multiple Disabilities	ND	ND	260	3.9	ND
	Missing	ND	ND	77	1.1	ND
Religious affiliation	Christian Religious Affiliation	ND	ND	3,651	54.5	ND
	Other Religious Affiliation	ND	ND	381	5.7	ND
	No Religious Affiliation	ND	ND	2,197	32.8	ND
	Multiple Religious Affiliations	ND	ND	277	4.1	ND
	Missing	ND	ND	196	2.9	ND

\*ND: No Data Available

## Overall Findings

Miami University climate findings<sup>6</sup> were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.<sup>7</sup> For example, 70% to 80% of respondents in similar reports found the campus climate to be “very comfortable” or “comfortable.” Similarly, 69% of Miami University respondents indicated that they were “very comfortable” or “comfortable” with the climate at Miami University. Twenty to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Miami University, a slightly lower percentage of respondents (17%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.<sup>8</sup>

## Key Findings – Areas of Strength

### 1. High levels of comfort with the climate at Miami University

Climate is defined as the “current attitudes, behaviors, and standard of faculty, staff, administrators, and students – as well as the campus environment and university policies – that influence the level of respect for individual needs, abilities, and potential.”<sup>9</sup> The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

- 69% of survey respondents were “very comfortable” or “comfortable” with the climate at Miami University (Table 20 in full report).
- 68% of Faculty, Staff, and Administrator respondents were “very comfortable” or “comfortable” with the climate in their departments/work units (Table 20 in full report).
- 85% of Student and Faculty respondents were “very comfortable” or “comfortable” with the climate in their classes (Table 20 in full report).

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<sup>6</sup>Additional findings disaggregated by primary position and other selected demographic characteristics are provided in the full report.

<sup>7</sup>Rankin & Associates Consulting (2016)

<sup>8</sup>Guiffrida, Gouveia, Wall, & Seward (2002); Harper & Hurtado (2007); Harper & Quaye (2004); Hurtado & Ponjuan (2005); Rankin & Reason (2005); Sears (2002); Settles, Cortina, Malley, & Stewart (2006); Silverschanz et al.(2008); Yosso et al. (2009)

<sup>9</sup>Rankin & Reason (2008)

## **2. Faculty Respondents – Positive attitudes about faculty work**

### ***Tenured and Tenure-Track***

- 84% of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by Miami University (Table 70 in full report).

### ***Non-Tenure-Track***

- 73% of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that expectations of their responsibilities were clear (Table 73 in full report).
- 84% of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by Miami University (Table 74 in full report).
- 75% of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by Miami University (Table 74 in full report).

### ***All Faculty and Administrators with Faculty Rank***

- 75% of Faculty and Administrators with Faculty Rank respondents “strongly agreed” or “agreed” that they felt valued by faculty in their department/program (Table 79 in full report).
- 78% of Faculty and Administrators with Faculty Rank respondents “strongly agreed” or “agreed” that they felt valued by their department chair/program director (Table 79 in full report).
- 86% of Faculty and Administrators with Faculty Rank respondents “strongly agreed” or “agreed” that they felt valued by students in the classroom at Miami University (Table 79 in full report).

## **3. Staff and Administrators without Faculty Rank Respondents – Positive attitudes about staff work**

- 72% of Staff and Administrators without Faculty Rank respondents “strongly agreed” or “agreed” that their supervisors provided adequate support for them to manage work-life balance (Table 61 in full report).
- 71% of Staff and Administrators without Faculty Rank respondents “strongly agreed” or “agreed” that Miami University provided them with resources to pursue training/professional development opportunities (Table 63 in full report).

- 78% of Staff and Administrators without Faculty Rank respondents “strongly agreed” or “agreed” that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability) (Table 63 in full report).

#### 4. Student Respondents – Positive attitudes about academic experiences

The way students perceive and experience their campus climate influences their performance and success in college.<sup>10</sup> Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.<sup>11</sup> Attitudes toward academic pursuits are one indicator of campus climate.

- 81% of Student respondents “strongly agreed” or “agreed” that they felt valued by Miami University faculty (Table 99 in full report).
- 75% of Student respondents “strongly agreed” or “agreed” that they felt valued by campus staff (Table 99 in full report).
- 84% of Student respondents “strongly agreed” or “agreed” that they felt valued by faculty in the classroom (Table 100 in full report).
- 75% of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models and 56% “strongly agreed” or “agreed” that they had staff whom they perceived as role models (Table 101 in full report).

#### 5. Student Respondents Perceived Academic Success

A confirmatory factor analysis was conducted on the scale, *Perceived Academic Success*. Analyses using this scale revealed: (Tables 84 – 98 in full report)

- A significant difference existed in the overall test for means for Student respondents by gender identity, racial identity, sexual identity, disability status, and income status on *Perceived Academic Success*.

##### *Examples of Findings*

- Women Undergraduate Student respondents had greater *Perceived Academic Success* than did Men Undergraduate Student respondents (Table 85 in full report).

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<sup>10</sup>Pascarella & Terenzini (2005)

<sup>11</sup>Hale (2004); Harper & Hurtado (2007); Harper & Quayle (2004)

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Campus Climate Assessment Project  
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- White Undergraduate Student respondents had greater *Perceived Academic Success* than did Asian/Asian American, Black/African American, and Multiracial Undergraduate Student respondents (Table 88 in full report).<sup>12</sup>
- Heterosexual Undergraduate Student respondents had greater *Perceived Academic Success* than did LGBQ Undergraduate Student respondents (Table 90 in full report).<sup>13</sup>
- No Disability Undergraduate Student respondents had greater *Perceived Academic Success* than did both Single Disability and Multiple Disability Undergraduate Student respondents (Table 92 in full report).<sup>14</sup>
- Not-Low-Income Undergraduate Student respondents had greater *Perceived Academic Success* than did Low-Income Undergraduate Student respondents (Table 95 in full report).<sup>15</sup>

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<sup>12</sup>While recognizing the vastly different experiences of people of various racial identities (e.g., Chican@ versus African-American or Latin@ versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories. Per the Climate Study Working Group respondents who identified as more than one racial identity were recoded as Multiracial. Further, the Other People of Color category included respondents who identified as Middle Eastern, Native Hawaiian, Pacific Islander, American Indian/Native, and Alaskan Native. This group is used when Asian/Asian American, Black/African American, and Hispanic/Latin@/Chican@ are also distinguished. When comparing significant differences, all racial minorities are grouped together when low numbers of respondents existed (referred to, in this report, as People of Color).

<sup>13</sup>This report collapses respondents who answered “other” in response to the question about their sexual identity and wrote “straight” or “heterosexual” in the adjoining text box as Heterosexual. Additionally, the terms “LGBQ” denotes individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, as well as those who wrote in “other” terms such as “demisexual,” “asexual,” “biromantic,” and “homoromantic asexual.” Per the Climate Study Working Group for analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality.

<sup>14</sup>The Climate Study Working Group proposed three collapsed disability status categories (No Disability, Single Disability, and Multiple Disabilities). For the purposes of some analyses, this report further collapses disability status into two categories (No Disability and At Least One Disability), where Single Disability and Multiple Disabilities were collapsed into one At Least One Disability category.

<sup>15</sup>The Climate Study Working Group defined Low-Income Student respondents as those students whose families earned less than \$29,999 annually.

## Key Findings – Opportunities for Improvement

### 1. Members of several constituent groups indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct.

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.<sup>16</sup> Research also underscores the relationship between workplace discrimination and subsequent productivity.<sup>17</sup> The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 20% of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.<sup>18</sup>

- 26% noted that the conduct was based on their gender/gender identity, 18% on their political views, 17% on their ethnicity, and 17% on their primary position (Figures 28 – 30 in full report).

- By primary position, a higher percentage of Faculty respondents (24%), Administrator without Faculty Rank respondents (24%), Staff respondents (22%), and Graduate Student respondents (22%) than Administrator with Faculty Rank respondents (19%) and Undergraduate Student respondents (17%) noted that they believed that they had experienced this conduct (Figure 29 in full report).

- A higher percentage of Administrator without Faculty Rank respondents (48%), Staff respondents (34%), Faculty respondents (23%), and Graduate Student respondents (15%) than Administrator with Faculty Rank respondents ( $n < 5$ ) and Undergraduate Student respondents (6%) thought that the conduct was based on their primary position (Figure 29 in full report).

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<sup>16</sup>Aguirre & Messineo (1997); Flowers & Pascarella (1999); Pascarella & Terenzini (2005); Whitt, Edison, Pascarella, Terenzini, & Nora (2011)

<sup>17</sup>Silverschanz, Cortina, Konik, & Magley (2008); Waldo (1998)

<sup>18</sup>The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

- By gender identity, a higher percentage of Transspectrum respondents (44%), than Women respondents (21%) and Men respondents (17%) indicated that they had experienced this conduct (Figure 28 in full report).
  - A higher percentage of Transspectrum respondents (70%) compared with Women respondents (31%) and Men respondents (12%) who had experienced this conduct indicated that the conduct was based on their gender identity (Figure 28 in full report).
- By racial identity, higher percentages of Multiracial respondents (28%) and Respondents of Color (26%) than White respondents (17%) indicated that they had experienced this conduct (Figure 30 in full report).
  - Higher percentages of Respondents of Color (55%) and Multiracial respondents (39%) than White respondents (3%) who had experienced this conduct indicated that the conduct was based on their ethnic identity (Figure 30 in full report).

**2. Several constituent groups – including Women respondents, Multiracial respondents and Respondents of Color, LGBQ respondents, and both Single Disability and Multiple Disabilities respondents – indicated that they were less comfortable with the overall campus climate, workplace climate, and classroom climate.**

Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, People of Color, people with disabilities, first-generation students, and veterans).<sup>19</sup> Various demographic groups at Miami University indicated that they were

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<sup>19</sup>Harper & Hurtado (2007); Hart & Fellabaum (2008); Rankin (2003); Rankin & Reason (2005); Worthington, Navarro, Loewy, & Hart (2008)

less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

***Examples of Statistically Significant Findings for Overall Climate at Miami University<sup>20</sup>***

- 19% of Women respondents compared with 27% of Men respondents felt “very comfortable” with the overall climate (Figure 14 in full report).
- 18% of Respondents of Color and 16% of Multiracial respondents compared with 23% of White respondents were “very comfortable” with the overall climate (Figure 17 in full report).
- 12% of LGBTQ respondents compared with 23% of Heterosexual respondents felt “very comfortable” with the overall climate (Figure 20 in full report).
- 8% of Multiple Disability respondents and 16% of Single Disability respondents compared with 23% of No Disability respondents were “very comfortable” with the overall climate (Figure 23 in full report).

***Examples of Statistically Significant Findings for Classroom Climate<sup>21</sup>***

- 21% of Faculty and Student Respondents of Color and 26% of Multiracial Faculty and Student respondents compared with 34% of White Faculty and Student respondents were “very comfortable” with the climate in their classes (Figure 19 in full report).
- 21% of LGBTQ Faculty and Student respondents compared with 33% of Heterosexual Faculty and Student respondents felt “very comfortable” with the climate in their classes (Figure 22 in full report).
- 24% of Faculty and Student Respondents with a Single Disability and 15% of Faculty and Student Respondents with Multiple Disabilities compared with 32%

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<sup>20</sup>Only 1-scale from a 5-point scale is referenced due to post-hoc analysis testing which determines the statistical significance difference between demographic items. As such, significance was tested at individual points on the scale (i.e., “strongly agree” “agree”) as opposed to combinations of points on the scale (i.e. “strongly agree and agree”).

<sup>21</sup>Only 1-scale from a 5-point Likert Scale is referenced due to post-hoc analysis testing which determines the statistical significance difference between demographic items. As such, significance was tested at individual points on the scale (i.e., “strongly agree” “agree”) as opposed to combinations of points on the scale (i.e. “strongly agree and agree”).

of Faculty and Student Respondents with No Disability felt “very comfortable” with the climate in their classes (Figure 25 in full report).

- 25% of Low-Income Student respondents compared with 32% of Not-Low-Income Student respondents felt “very comfortable” with the climate in their classes (Figure 27 in full report).

### **3. Faculty and Administrators with Faculty Rank respondents and Staff and Administrators without Faculty Rank Respondents – Seriously Considered Leaving Miami University**

- 54% of Faculty and Administrators with Faculty Rank respondents and 58% of Staff and Administrators without Faculty Rank respondents had seriously considered leaving Miami University in the past year (Figure 44 in full report).
  - 54% of those Faculty and Administrators with Faculty Rank respondents who seriously considered leaving did so because of low salary/pay rate and 40% of those Faculty and Administrators with Faculty Rank respondents did so because of being interested in a position at another institution (Table 83 in full report).
  - 61% of those Staff and Administrators without Faculty Rank respondents who seriously considered leaving did so because of low salary/pay rate and 50% of those Staff and Administrators without Faculty Rank respondents did so because of limited opportunities for advancement (Table 82 in full report).

### **4. Staff and Administrators without Faculty Rank Respondents – Challenges with work-life issues**

- 56% of Staff and Administrators without Faculty Rank Staff and respondents “strongly agreed” or “agreed” that a hierarchy existed within staff positions that allowed some voices to be valued more than others (Table 62 in full report).
- 52% of Staff and Administrators without Faculty Rank respondents “strongly agreed” or “agreed” that their workload increased without additional compensation as a result of other staff departures (Table 62 in full report).

Rankin & Associates Consulting  
Campus Climate Assessment Project  
Miami University Executive Summary April 2018

- 25% of Staff and Administrators without Faculty Rank respondents “strongly agreed” or “agreed” that clear procedures existed on how they could advance at Miami University (Table 65 in full report).
- 19% of Staff and Administrators without Faculty Rank respondents “strongly agreed” or “agreed” that staff salaries were competitive (Table 64 in full report).

## **5. Faculty and Administrators with Faculty Rank Respondents – Challenges with faculty work**

- 17% of Faculty and Administrators with Faculty Rank respondents “strongly agreed” or “agreed” that salaries for non-tenure-track faculty were competitive (Table 76 in full report).
- 29% of Faculty and Administrators with Faculty Rank respondents “strongly agreed” or “agreed” that Miami University provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, and transportation) (Table 77 in full report).

## **6. Respondents at Miami University experienced incidents related to unwanted sexual contact or conduct.**

One section of the Miami University survey requested information from faculty, staff, and students regarding unwanted sexual contact/conduct.

- 13% of respondents indicated that they had experienced unwanted sexual contact/conduct while at Miami University.
  - 1% experienced relationship violence (e.g., ridiculed, controlling, hitting) (Table B52 in Appendix B).
  - 2% experienced stalking (e.g., following me, on social media, texting, phone calls) (Table B52 in Appendix B).
  - 9% experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (Table B52 in Appendix B).
  - 4% experienced unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent) (Table B52 in Appendix B).

Rankin & Associates Consulting  
Campus Climate Assessment Project  
Miami University Executive Summary April 2018

- The majority of respondents did not report the unwanted sexual contact/conduct.

## **Conclusion**

Miami University's climate assessment report provides baseline data on diversity and inclusion, and addresses Miami University's mission and goals. While the findings may guide decision-making in regard to policies and practices at Miami University, it is important to note that the cultural fabric of any institution and unique aspects of each campus's environment must be taken into consideration when deliberating additional action items based on these findings. The climate assessment findings provide the Miami University community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. Miami University, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to promote an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.



# BUILDING A BETTER MIAMI

*ONE MIAMI CAMPUS CLIMATE SURVEY – MAY 2018*





# *PROJECT TIMELINE*





# PHASE I : Initial Proposal Meeting & Focus Groups

## Mid-February – April 2017

- » Presentation to Climate Survey Working Group & other constituent groups (mid-February 2017)
- » 20 Focus Groups to help inform creation of survey (late March 2017)
- » Preliminary Report of Focus Group findings to CSWG (April 2017)



# PHASE II : Survey Design

## May – August 2017



- » Development of Survey
- » Development of Communication Plan
  - » Website for Campus Climate survey information
    - » FAQ
  - » Emails from President Crawford
  - » Video from President Crawford
  - » Plans for working with various campus constituent groups to promote survey





# PHASE IIIA : Survey Administration

## September 26 – November 3, 2017

- » External website handled through Rankin & Associates to maintain separation from Miami
- » Participants can elect to sign up for a random drawing of 110 \$45 gift cards
  - » Miami website that is not connected to the survey
- » Bi-weekly reports on participation rate



# PHASE IIIB : Survey Data Analysis

## November 2017 – March 2018



- » Data analysis (Rankin & Associates)
  - » Must have at least a 30% response rate for any generalizations to a specific population
  - » Executive summary
  - » Standard data analyses (e.g. means, std dev, frequencies)
  - » Content analysis of open-ended questions





# PHASE IV : Development & Presentation of Report January – May 2018

- » Draft report by Rankin & Associates (executive summary, data presentation and report findings) (March/April 2018)
- » Development of final reports by R&A
- » Presentation of final report to CSWG, PEC, COAD & open forums by R&A (May 2018)



# PHASE V : University Development of Strategic Actions



## Beginning Summer 2018

- » **Develop strategic actions that respond to the results of the internal assessment**





# Assessing Campus Climate

What is it?

- Campus Climate is a construct

Definition?

- *Current attitudes, behaviors, and standards and practices of employees and students of an institution*

How is it measured?

- Personal Experiences
- Perceptions
- Institutional Efforts



Rankin & Reason, 2008

MiamiOH.edu



# Climate Matters





# Climate Matters





# Academic Freedom



# Hate Speech





# Results: Response Rates





# Who are the respondents?

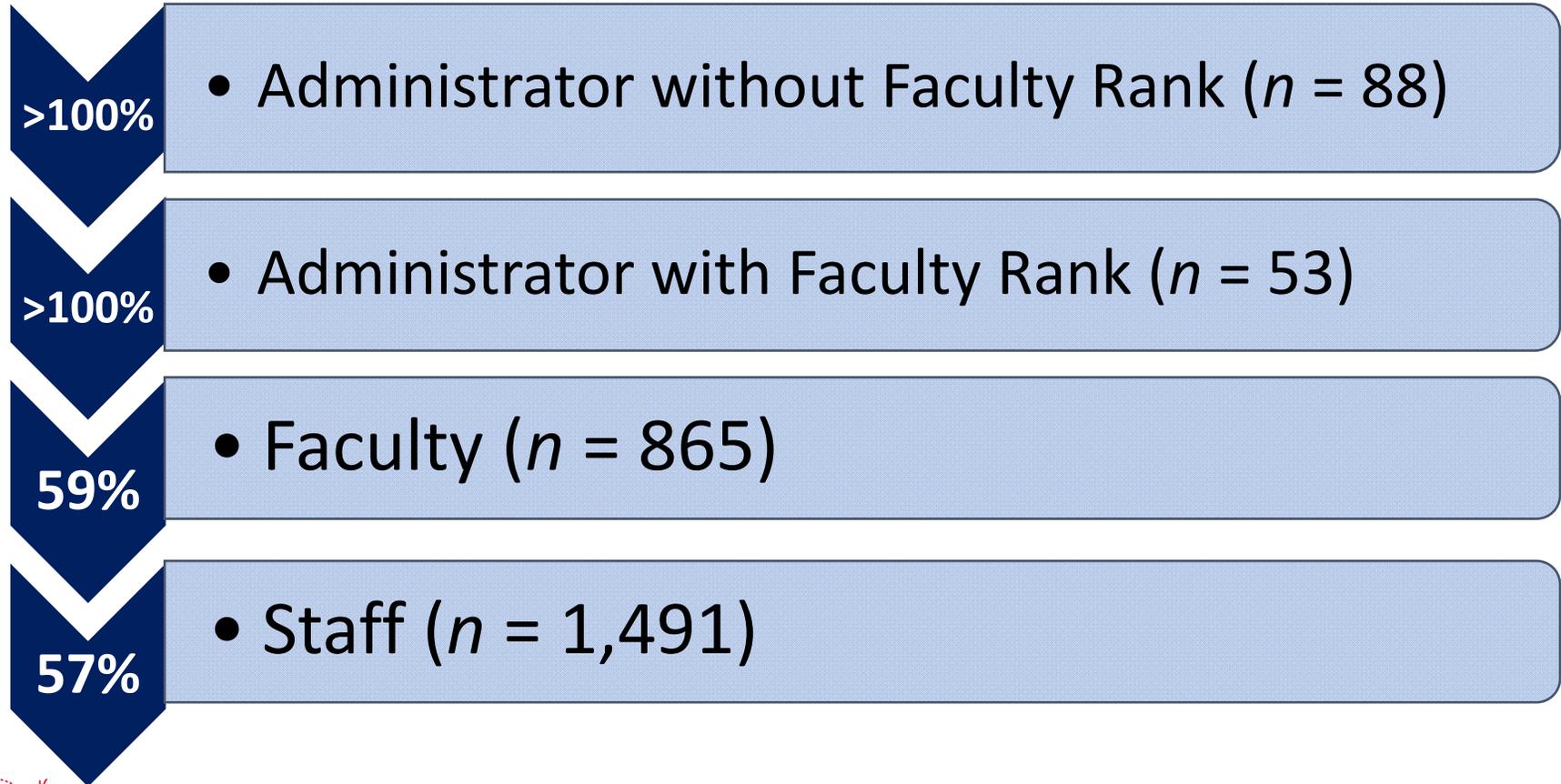


6,702 surveys were returned for a  
24% overall response rate



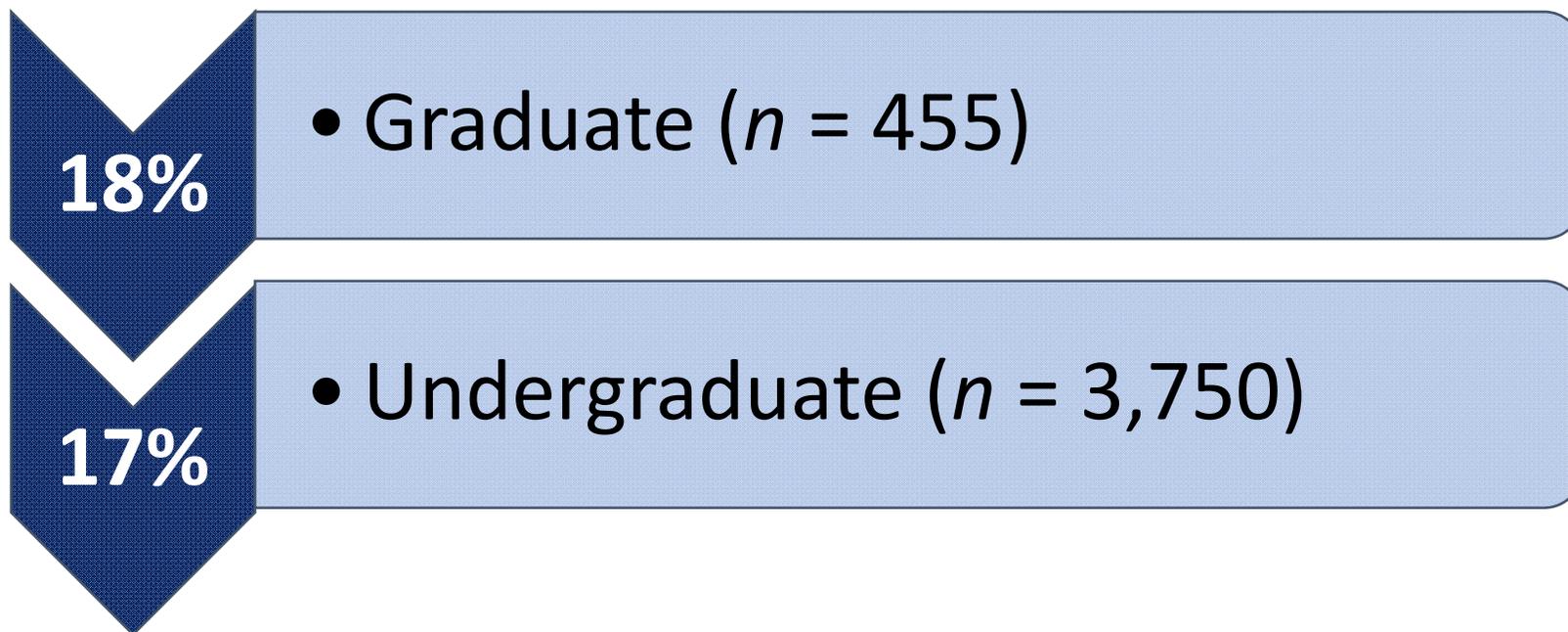


# Response Rates by Employee Position





# Response Rates by Student Level





# Findings





# Personal Experiences of Exclusionary Conduct

**20%**

**1,319 respondents indicated that they had personally experienced exclusionary conduct (e.g. ignored, intimidated, bullied, harassed) at Miami University within the past year that led to their feeling that they did not belong in the Miami community.**





# Top Forms of Experienced Exclusionary Conduct

<b>Form</b>	<b><i>n</i></b>	<b>%</b>
I was ignored or excluded.	628	47.6
I was isolated or left out.	561	42.5
I was intimidated/bullied.	421	31.9

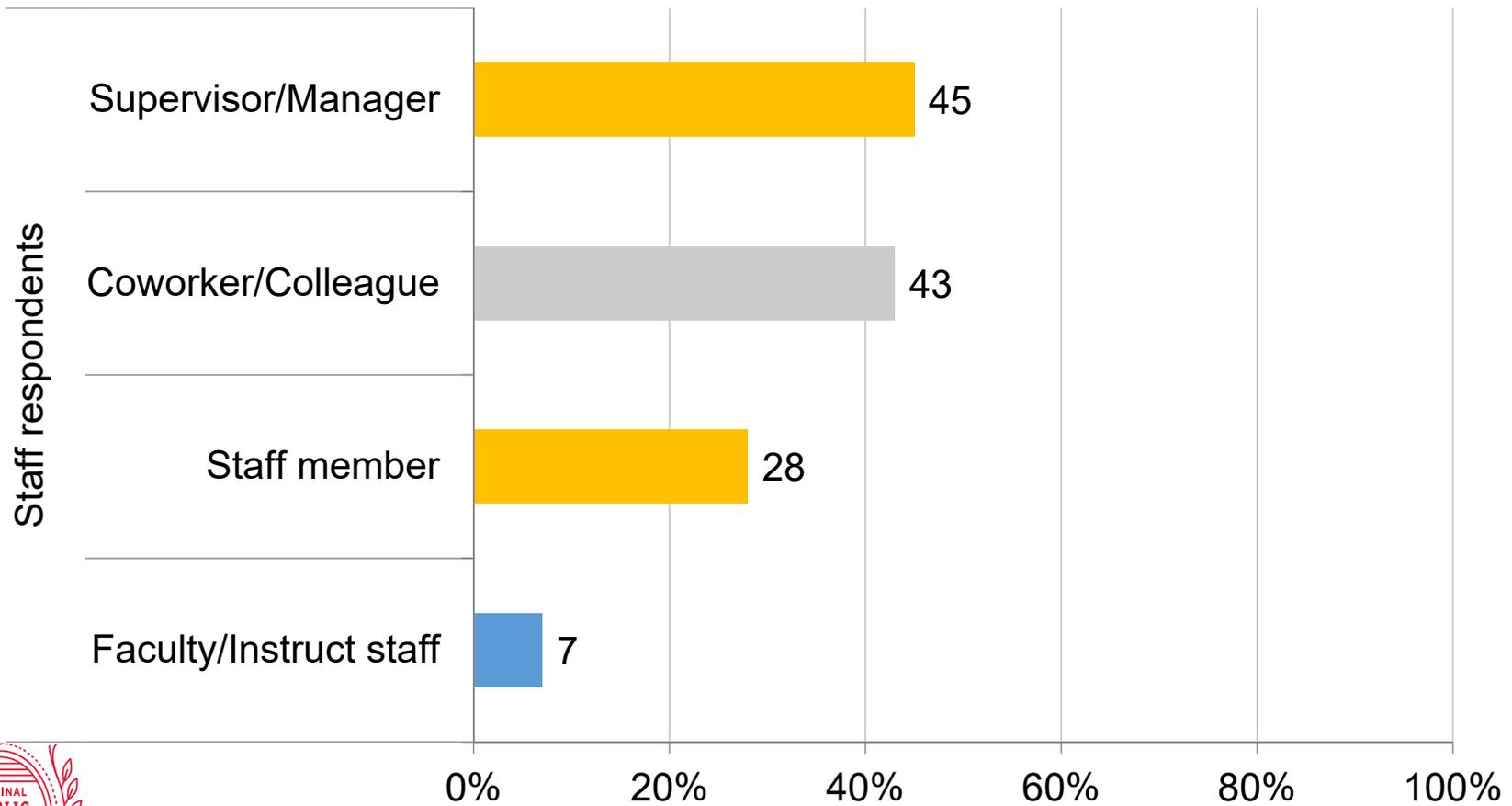


Note: Only answered by respondents who experienced exclusionary conduct ( $n = 1,319$ ).  
Percentages do not sum to 100 due to multiple responses.

[MiamiOH.edu](http://MiamiOH.edu)



# Top Sources of Experienced Exclusionary Conduct by Staff Position (% Distribution of 350 respondents)

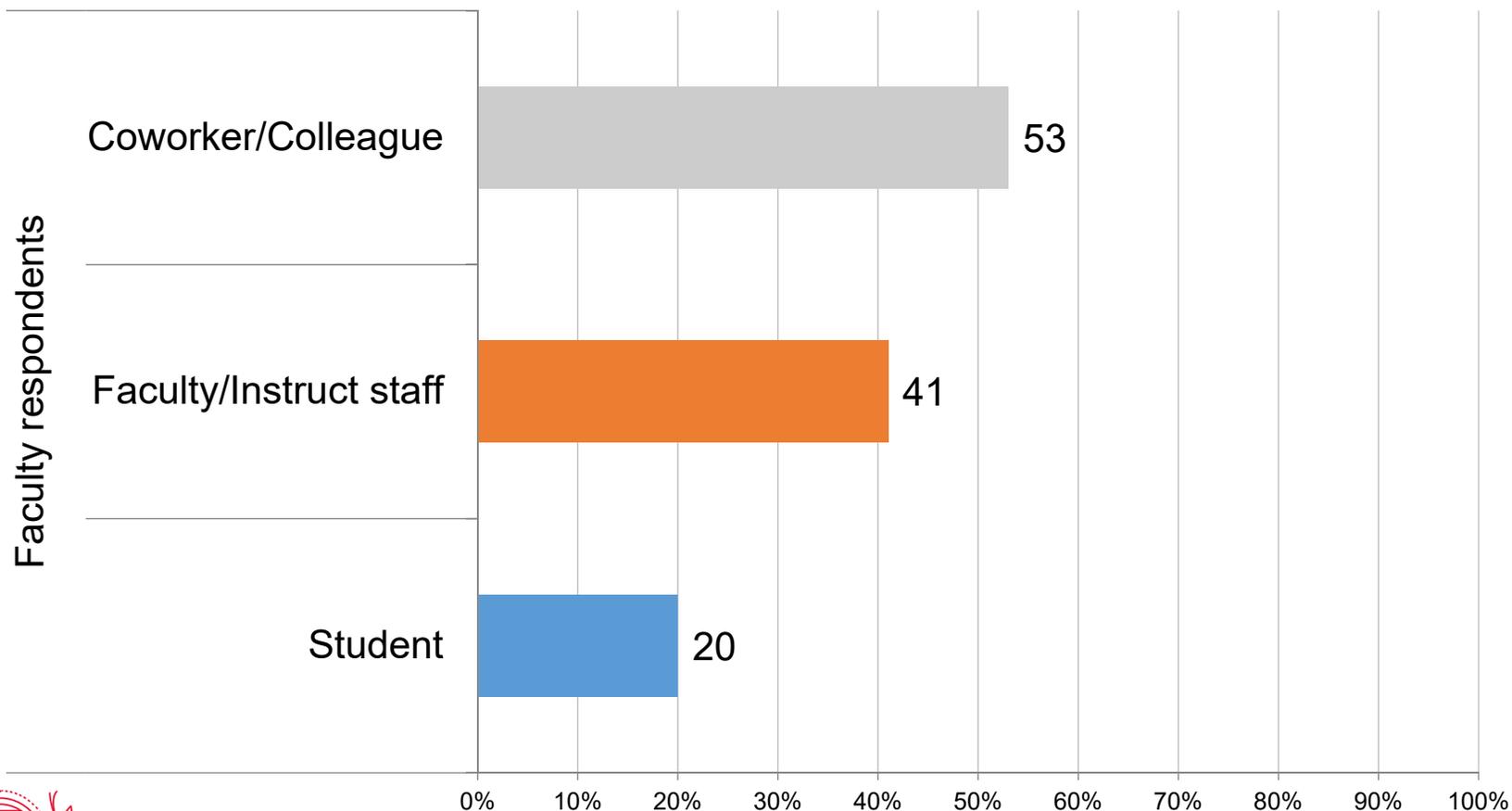


Note: Only answered by Staff respondents who experienced exclusionary conduct ( $n = 350$ ). Percentages do not sum to 100 due to multiple responses.

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# Top Sources of Experienced Exclusionary Conduct by Faculty Position (% Distribution of 216 respondents)



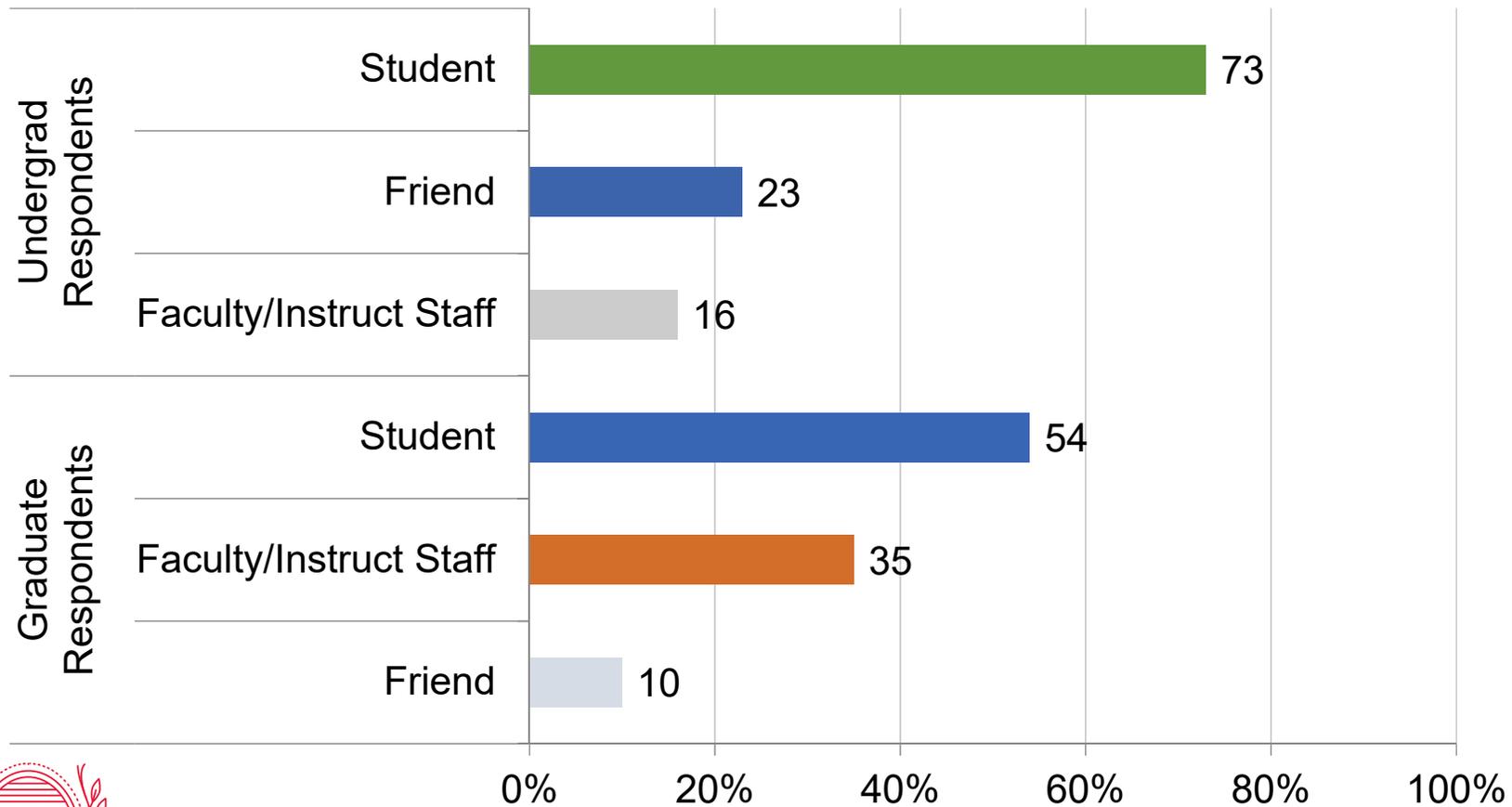
Note: Only answered by Faculty respondents who experienced exclusionary conduct ( $n = 216$ ). Percentages do not sum to 100 due to multiple responses.

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# Top Sources of Experienced Exclusionary Conduct by Student Level

(% distribution of 653 undergraduates & 100 graduate students)



Note: Only answered by Undergraduate Student respondents (n = 653) and Graduate Student respondents (n = 100) who experienced exclusionary conduct. Percentages do not sum to 100 due to multiple responses.

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# Observed Instances of Exclusionary Conduct

- **31%** of respondents observed conduct or communications directed towards a person/group of people that created an exclusionary working or learning environment.
- Top forms of observed conduct
  - Derogatory verbal remarks
  - Person was ignored or excluded
  - Person was isolated or left out
  - Person was intimidated/bullied
- Only **10%** of those observing the conduct reported it.





# Experiences with Unwanted Sexual Conduct





# 13% (*n* = 838) of All Respondents Experienced Unwanted Sexual Conduct

1% (90 respondents) – Relationship Violence

2% (149 respondents) – Stalking

4% (286 respondents) – Unwanted Sexual Contact

9% (607 respondents) – Unwanted Sexual Interaction





# Accessibility





# Top Barriers for Respondents with Disabilities

- ***Facilities***
  - **Parking**
  - **Academic Buildings**
  - **Classrooms, labs (including computer labs)**
- ***Technology/online environment***
- ***Instructional/Campus Materials***



Note: Only answered by respondents who indicated on the survey that they had a disability ( $n = 866$ ).

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# Work-Life Issues SUCSESSES & CHALLENGES

*The majority of employee respondents expressed positive views of campus climate.*





# Staff Respondents

## Examples of Successes

**78%** felt that their supervisors were supportive of their taking leave

**72%** felt that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it

**72%** felt that their supervisors provided adequate support for them to manage work-life balance





# Staff Respondents Examples of Challenges

**35%** felt that they performed more work than colleagues with similar performance expectations

**32%** felt positive about their career opportunities

**30%** felt that staff opinions were valued by Miami University faculty and administration

**19%** felt that staff salaries were competitive





# Faculty Respondents Examples of Successes

**86%** felt valued by students in the classroom

**78%** felt valued by their department chair/program director

**78%** felt that their teaching was valued.





# Faculty Respondents

## Examples of Challenges

**52% of tenured & tenure-track faculty** felt they performed more work to help students than did their colleagues

**42% of tenured & tenure-track** felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations

**28% of tenured & tenure-track (31% of non-tenure-track)** felt faculty opinions were taken seriously by senior administrators





# Student Respondents' Perceptions





# Student Respondents' Perceptions

**Majority felt valued by faculty (81%) and staff (75%)**



**Majority felt valued by faculty in the classroom (84%), other students in the classroom (67%), and other students outside of the classroom (63%)**



**63% felt valued by senior administrators**



**Many had faculty (75%), staff (56%), and other students (68%) whom they perceived as role models.**





# Student Respondents' Perceptions

**30% felt faculty prejudged their abilities based on their perception of their identities/backgrounds**



**56% agreed that the campus climate encouraged free and open discussion of difficult topics**



**47% felt senior administrators had taken direct actions to address the needs of at-risk/underserved students**





# Summary



# Overall Successes

The majority  
of...

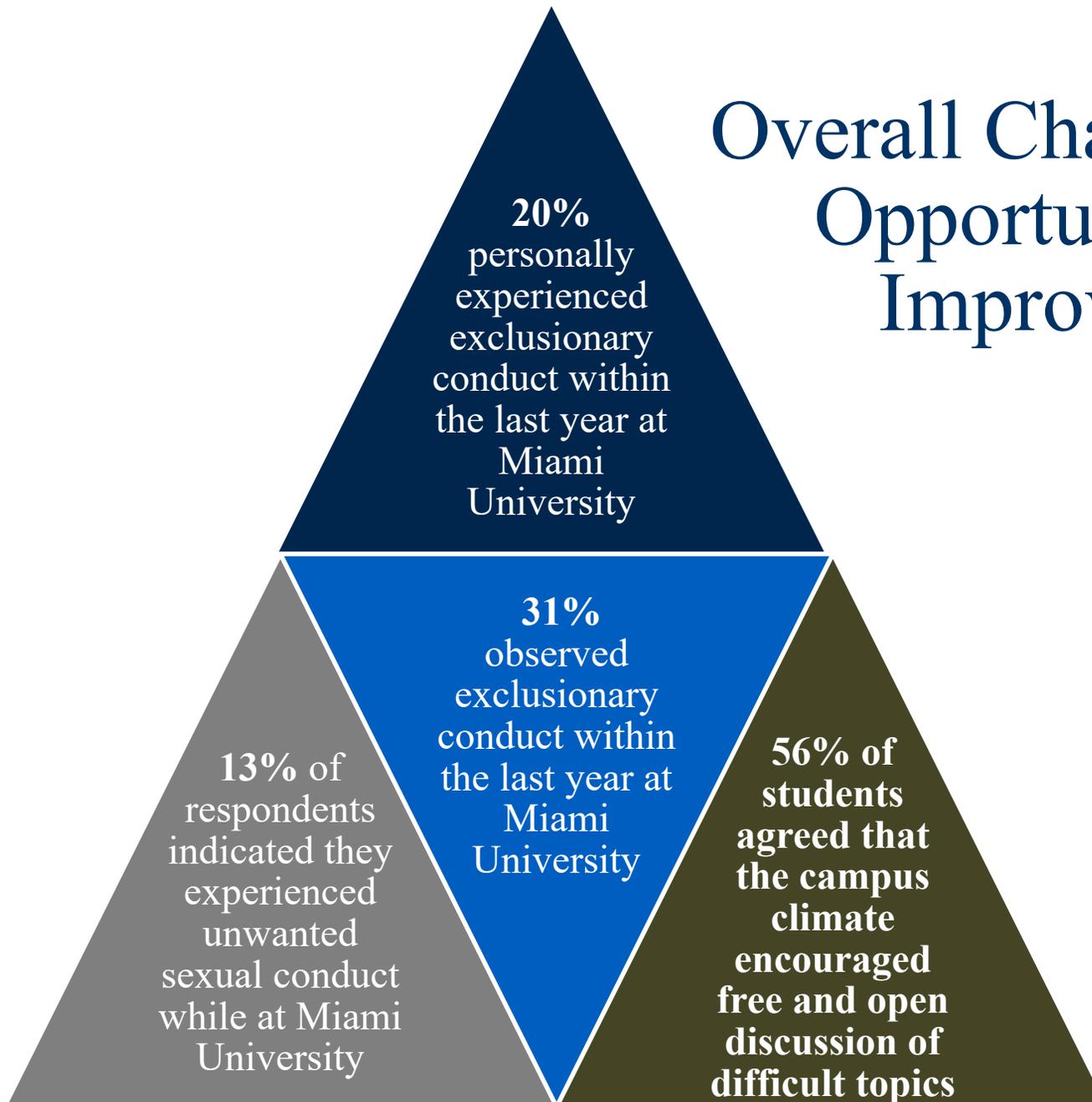
Respondents  
were  
comfortable with  
the overall  
climate (70%)

Faculty and  
Administrators  
with Faculty  
Rank felt valued  
by students in the  
classroom (86%)

Student  
respondents felt  
valued by Miami  
University faculty  
in the classroom  
(84%)

Student and  
Faculty  
respondents were  
comfortable with  
the classroom  
climate (85%)

# Overall Challenges and Opportunities for Improvement





# Institutional Actions

- The president will appoint a task force to solicit and implement ideas for action.
- The report will be used to identify Miami's strengths and weaknesses.
- Identify opportunities for improvement in specific units.
- The president will create a mechanism for people to suggest specific action steps
- We will hold community forums for actionable ideas.





# Next Steps

The Office of Institutional Research has received the raw data files that MU will use for additional analyses. In collaboration with the task force that President Crawford is forming, the office will analyze and summarize results in response to questions from the university community.

The Executive Summary for this project is available on the One Miami website.

When the final report has been submitted to Miami by Rankin & Associates, it will be prepared for posting on the One Miami website and single printed copies will be available at King, BEST and regional campus libraries and the Office of Student Disability Services.





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 (513) 529-3911 FAX  
 WWW.MIAMIOH.EDU

May 18, 2018  
 Consent Calendar

### RESOLUTION R2018-34

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

Dorothy Donahue  
 Spanish & Portuguese and Global & Intercultural Studies

Margaret Jendrek  
 Sociology and Gerontology

Laura Kelly  
 Speech Pathology & Audiology

Rebecca Luzadis  
 Management

Beverley Taylor  
 Mathematical & Physical Sciences

Laurena Werner  
 Computer & Information Technology

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:

Scott Johnston  
 Architecture & Interior Design

LuMing Mao  
 English

Philip Russo  
 Political Science

Joshua Schwarz  
 Management

Gary Shulman  
 Media, Journalism & Film

Sumit Sircar  
 Information Systems & Analytics

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

Mary Beth Dillon  
Information Technology

Jeanne Harmeyer  
College of Creative Arts

Amy McDiffett  
Regional Student Services

Phyllis Mendenhall  
Teacher Education

Melissa E. Metzger  
Investments and Treasury Services

DeVona G. Miller  
Advancement

Sandra G. Mohr,  
Physical Facilities

Paula Sizemore  
College of Arts & Science

Donna Workman  
Nursing

Linda Zehler  
College of Arts & Science

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:

Kip C. Alishio  
Student Affairs

William Lack  
Instrumentation Laboratory  
College of Arts & Science

*Approved by the Board of Trustees  
May 18, 2018*



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



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May 18, 2018  
Consent Calendar

### RESOLUTION R2018-35

BE IT RESOLVED; that the Board of Trustees hereby approves the awarding of an honorary degree of Doctor of Laws (LL.D.) to:

#### **David C. Woltz**

Since earning his Bachelor's degree from Miami University, David C. Woltz has obtained multiple graduate degrees and has distinguished himself internationally as a scientist, engineer, business leader, environmental consultant, and educator. Throughout his career Mr. Woltz has valued and recognized the liberal arts education that Miami University offered to him, enabling him to move with considerable skill through a wide variety of professional roles.

Mr. Woltz embraces lifelong learning in the manner that Miami aims to instill in all undergraduates. Throughout his career, he has taken every opportunity to broaden his knowledge with documented credentials in finance, information and computer sciences, and engineering.

Through many years of global endeavors, Mr. Woltz has earned an outstanding reputation and impressive record in renewable energy, natural resources and energy management. The award of this degree celebrates and recognizes David C. Woltz's noble service to the international community. His efforts are held in the highest regard and are in keeping with the history and tradition of Miami University.

*Approved by the Board of Trustees  
May 18, 2018*

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

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



COLLEGE OF CREATIVE ARTS  
*Department of Music*

109 Presser Hall  
501 S. Patterson Avenue  
Oxford, OH 45056-3407  
(513) 529-3014 office  
MiamiOH.edu/music

April 11, 2018

Dr. Phyllis Callahan, Provost  
Office of the Provost  
209 Roudebush Hall  
Miami University  
Oxford, Ohio 45056

Dear Dr. Callahan:

The Committee on Awards and Recognition supports the nomination of Mr. David C. Woltz for an Honorary Degree from Miami University. Since earning his Bachelor's degree from Miami University, Mr. Woltz has obtained multiple graduate degrees and has distinguished himself internationally as a scientist, engineer, business leader, environmental consultant, and educator. Throughout his career Mr. Woltz has valued and recognized the liberal arts education that Miami University offered to him, enabling him to move with considerable skill through a wide variety of professional roles.

Mr. Woltz's resume is impressive in both the breadth and depth of his expertise and accomplishments. He has years of experience in industry as an engineer, environmental geologist, and economist. He also has a strong background and impressive record of achievements in renewable energy, natural resources and energy management. These activities alone would make Mr. Woltz worthy of consideration for an honorary degree. However, what ultimately tips the scale is that he is engaged in all of these professional endeavors globally and, in all areas, he has been involved in both the non-profit and the for-profit sectors.

Notably, Dr. James E. Holl of Exxon Mobil writes:

*"David's education, background, skill set and experience make him particularly well-suited and effective in working with Geoscientists, Engineers and Researchers and he has actively and effectively interfaced and worked cross disciplines with other professionals."*

Clearly, Mr. Woltz has indelible curiosity and the drive to make a difference in diverse domains.

It is notable that Mr. Woltz is now considering a return to his alma mater to inspire the next generation of students in geology and environmental science. In October 2017, he visited campus for several days to meet with administrators and the Alumni Office. He also contributed to classes discussing his experiences with undergraduate and graduate student groups. Indeed, informal reports suggest that the students appreciated the integrative perspective he brings to

the geoscience profession, as well as his genuine interest in helping them meet their goals and aspirations.

In his nomination letter, Dr. Chris Makaroff commented:

“We rarely have alumni who are able to be so generous with their time. His real-world perspective was invaluable to students focusing on environmental science and geology.”

By all reports, Mr. Woltz embraces lifelong learning in a manner that we at Miami aim to instill in our undergraduates. Throughout his career, he has taken every opportunity to broaden his knowledge with documented credentials in finance, information and computer sciences, and engineering, in addition to his Miami geology major. During his recent visit, his excitement about Miami University and its educational environment emerged as he expressed interest in a more official teaching position at Miami, as well of the possibility of pursuing a Ph.D.

Dr. James Oris, Dean of the Graduate School, stated:

“Miami is where his academic career began and it is where he plans to end his academic career.”

Dean Makaroff was particularly enthusiastic about Mr. Woltz’s desire to “repay a debt he feels he owes to the University and to benefit the next generation of Miami students with the objective of providing them with the opportunity and the experiences to acquire the skills needed for a successful life.” Miami is in a unique position to honor Mr. Woltz’s accomplishments and commitment to the University by awarding him with an honorary degree in 2018.

In summary, Mr. Woltz stands as a tribute to Miami’s commitment to liberal education. Based on a strong foundation in the liberal arts coupled with a solid background in the sciences, Mr. Woltz succeeded in graduate programs in diverse areas and has taken on a wide variety of roles in business and industry. Clearly, an enthusiasm for learning and sharing knowledge was instilled in him during his undergraduate studies, and he still embraces the academy today. He is an ideal role model for our students and richly deserves to be recognized by Miami University.

Sincerely,



Andrea Ridilla  
Professor of Music  
Chair, Awards and Recognition Committee



Christopher Makaroff, Dean  
COLLEGE OF ARTS AND SCIENCE

143 Upham Hall  
100 Bishop Circle  
Oxford, OH 45056  
(513) 529-1234  
[makaroca@MiamiOH.edu](mailto:makaroca@MiamiOH.edu)

---

February 8, 2018

To: Andrea Ridilla, Chair  
University Awards and Recognition Committee

RE: Honorary Degree Nomination of David C. Woltz

I am writing to nominate David C. Woltz (BS 1970) to receive an honorary doctorate degree from Miami University. While I've only recently met Mr. Woltz, I have come to appreciate his incredible commitment to his profession and to Miami University.

Mr. Woltz has had an extraordinary professional career that has involved a wide range of experiences, having worked in both the corporate environment as well as a consultant. He has expertise in economics and finance, environmental science applications, geologic and geophysical assessments, and the oil and gas industry. He is a certified and professionally licensed geologist and has worked directly for ExxonMobil as well as a consultant performing a number of activities both domestically and abroad. He has also worked in a number of managerial positions at Environmental Science and Engineering Inc., Morrison Knudsen Corporation, and Atlantic Richfield Company. In addition, he has provided consulting services to a large number of organizations including U.S.A.I.D., the University of Colorado, the Trade and Development Agency, and a number of governmental and non-governmental organizations.

Mr. Woltz returned to Miami University in October of 2017 to share his professional expertise and experiences with faculty and students. He spent three days on campus participating in several classes, field experiences, and small student group discussions with both undergraduate and graduate students. We were honored that he generously shared so much of his time and insights with students and colleagues in the College of Arts and Science. We rarely have alumni who are able to be so generous with their time. His real-world perspective was invaluable to students focusing on environmental science and geology.

In addition, he had several meetings with faculty, department chairs, and myself about how he might continue to share his professional experience as a geologist in the corporate world and as a consultant in a more deliberate and long-term engagement at Miami. We discussed the possibility of him team teaching a class, acting as a career advisor or partnering with faculty on the development of research proposals to corporations. He is even considering returning to Miami as a graduate student in a PhD program. His overarching goal seems to use his experience and expertise to help facilitate greater interaction between Miami faculty and industry and help develop ideas for revenue generation for the university. In an environment where revenue is stretched, this assistance would be incredibly welcome.

Mr. Woltz has had deep a commitment to Miami University since his graduation in 1970. He noted Miami provided the first step in his transition from childhood to adulthood, it was where he acquired his skills in life-long learning and developed the structure he needed to move forward to being a functioning and contributing adult. Because of the impact Miami has had on his life, Mr. Woltz has made a commitment of his entire estate to Miami – to repay a debt he feels he owes to the university and to benefit the next generation of Miami students with the objective of providing them with the opportunity and experiences to acquire the skills needed for a successful life. He is also focused on providing a family legacy that will endure forever. His gifts will be used to establish an endowment that will support undergraduate students with financial need in Geology and Environmental Science. He plans to begin funding the scholarship in the next year.

Please find attached a biography and resume noting Mr. Woltz's educational background, areas of expertise, experience, and accomplishments, as well as letters of recommendation supporting this nomination. Based on the information provided, I believe that Mr. Woltz clearly merits consideration for this prestigious award.

Sincerely,

A handwritten signature in cursive script that reads "Chris Makaroff".

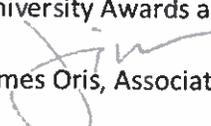
Christopher Makaroff  
Dean, College of Arts and Science  
Professor, Chemistry and Biochemistry



THE GRADUATE SCHOOL AND  
OFFICE FOR THE ADVANCEMENT OF  
RESEARCH AND SCHOLARSHIP (OARS)  
Office of the Associate Provost and Dean  
102 Roudebush Hall  
Oxford, OH 45056  
513-529-3600  
513-529-3762 / FAX

February 20, 2018

To: Andrea Ridilla, Chair  
University Awards and Recognition Committee

From:  James Oris, Associate Provost for Research & Dean of the Graduate School

Re: Honorary Doctorate for David C. Woltz

It is a pleasure to nominate David C. Woltz (BS 1970) as a 2018 recipient of an honorary doctorate from his alma mater – Miami University. Miami is where his academic career began and it is where he plans to end his academic career, perhaps adjunct or clinical faculty member. His commitment to lifelong learning, to his professional success, and to Miami philanthropically all make him a worthy candidate for the honorary doctorate degree.

I would especially like to comment on Mr. Woltz's commitment as both teacher and student. Following Mr. Woltz's Miami tenure (receiving a BS with departmental honors in geology and an undergraduate fellowship) he has spent his life in higher education. In addition to receiving a Master's degree in Finance and Information Systems at the University of Colorado, Boulder, and an MS in Geology/Geophysics at the University of New Mexico, he has done coursework at Metropolitan State College in Denver, University of Southwest Louisiana, Cleveland State University, Lansing Community College, and Michigan State University. He has done both undergraduate and graduate study in business topics such as finance, economics, and information systems as well as additional coursework in math, chemistry, petroleum, and civil and mechanical engineering. He has taught courses at many of these institutions as well – including a return to Miami last fall and discussion of a full-time return to campus to contribute to the educational mission of the university.

His professional success contains a long list of both corporate assignments and individual project management. He has significant expertise in economics, environmental engineering, energy production, and natural resource management. His attached resume lists these many positions and projects.

Mr. Woltz has also demonstrated his commitment to Miami by directing his entire estate to support student scholarships. He plans to begin funding in the next calendar year but has noted his estate will be devoted to the creation of a family legacy through scholarships aiding students in geology and environmental science.

For these reasons, it is my honor to nominate David C. Woltz for an honorary doctorate.

James E. Holl, Ph.D.  
ExxonMobil Upstream Research Co.  
P.O. Box 2189  
Houston, TX. 77252  
Telephone: (713) 431-4330  
Email: jim.e.holl@exxonmobil.com

7/9/2013

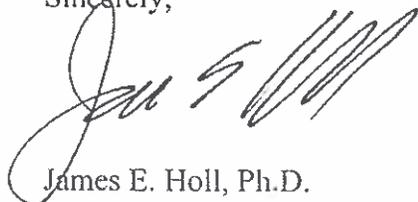
To Whom It May Concern:

I am writing to recommend David Woltz for employment in your organization. David Woltz was initially retained as a Contractor by the Asia Pacific Middle East New Opportunity Identification Group in October 2008 to work on a project accessing the Enhanced Oil Recovery (EOR) potential of Fields in the Middle East using the full range of methods and technologies. After completing the EOR project he was assigned to work on evaluating the potential of the unconventional source rocks in the Middle East.

He has functioned as a shared resource for multiple groups within the Exploration Company where he has worked on a wide variety of projects ranging from conventional and unconventional play evaluation to database initiatives where reviewed and cataloged heritage and legacy data. David's education, background, skill set and experience make him particularly well suited and effective in working with Geoscientists, Engineers and Researchers and he has actively and effectively interfaced and worked cross disciplines with other professionals at ExxonMobil.

In my interactions with David over the past several years I have found him to be extremely hard-working and dedicated, very detailed in his technical work, and very willing to take on any role or project asked of him. David has proven himself to be trustworthy, honest and ethical in all of his dealings and it is without reservation that I would recommend him for employment in your organization. Please feel free to contact me if you have any additional questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jim E. Holl', written over a large, stylized loop.

James E. Holl, Ph.D.

**Mobil**NEW EXPLORATION & PRODUCING VENTURE:  
RUSSIA

Re: Professional and Technical Reference for: David Woltz, W.E.S. Corporation

To Whom It May Concern:

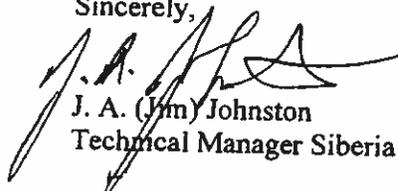
During 1998 Mr. Woltz provided technical consulting services for Mobil's E&P unit, New Exploration & Producing Ventures – Russia. He performed economic and project analyses, evaluations, and modeling for ventures Mobil was considering in the Former Soviet Union (FSU), Commonwealth of Independent States (CIS), and Asia.

He effectively interacted with a broad spectrum of our professional and technical staff, used economic models developed by Mobil in the analyses, and developed models and applied these to the analyses. He participated in numerous meetings and presentations in which the ventures were discussed with Mobil management, and prepared summaries and compilations of the results. He completed all tasks assigned to him in a thorough, well-documented manner.

I found the professional and technical quality of his work to be well suited to the requirements of our evaluations. Mr. Woltz employed a strongly analytical, methodical approach in his analyses and provided valuable documentation of each step. He made useful suggestions based on his work that improved the overall quality of our recommendations. His broad geoscience, petroleum engineering, and economic experience brought depth and an integrated perspective to the project assessments. He displayed a strong work ethic.

I am available if needed to provide further details concerning Mr. Woltz and the work he performed for Mobil.

Sincerely,



J. A. (Jim) Johnston  
Technical Manager Siberia

**ExxonMobil Canada Properties**

100 New Gower Street  
St. John's, NL A1C 6K3  
Tel: (709) 778-7000



July 9, 2013

To Whom It May Concern:

Mr. David Woltz was hired as a contractor in October, 2008 to work on a project assessing the Enhanced Oil Recovery (EOR) potential of oil fields in the Middle East using a range of methods and technologies. As a result of his educational background, work experience and skill set he was particularly well suited to, and effective in, working across geoscience, engineering and research disciplines.

Following completion of the EOR project Mr. Woltz evaluated the potential of fractured source rocks in the Middle East. Again, he interfaced and worked across disciplines with other professionals at ExxonMobil. Simultaneously Mr. Woltz worked with the North America New Opportunity Identification group where he actively participated in the evaluation and analysis of conventional and unconventional plays. In addition he worked on a data initiative reviewing the company's heritage and legacy data.

Since the time I supervised him, Mr. Woltz has continued to work Asia-Pacific/Middle East and has also worked for ExxonMobil on Russia and Europe/Caspian efforts.

We found Mr. Woltz to be:

- Hard-working and dedicated
- Expansive yet detailed in technical work
- Possessing the necessary skill sets to act as a technical bridge between engineering and geoscience disciplines
- Genuinely interested in seeing projects progress
- Willing to take on any role to see project(s) succeed
- Honest and credible in all dealings.

I have subsequently taken an assignment as Geoscience Operations Technical Manager ExxonMobil Production Company – Canada East and am currently at the following address. I will be moving back to Houston as the Geoscience Operations Technical Manager, US Production in September, 2013.

A handwritten signature in black ink, appearing to read "Paul L. Temple".

Paul L. Temple  
Geoscience Operations Technical Manager  
ExxonMobil Production Company – Canada East  
Hibernia Management and Development Company Ltd.  
Suite 1000, 100 New Gower Street  
St. John's, NL, Canada A1C 6K3

An ExxonMobil Subsidiary



2418 Graystone Drive, Okemos, Michigan 48864 Ph/Voicemail: (517) 347-3668

#### **SUMMARY OF WES CORPORATION**

Incorporated in Michigan. Federal EIN number: 38-3145663. W.E.S. Corporation has strengths, experience, expertise, worked in, with and consulted for Companies, Corporations, N.G.O.s, and Agencies in both the Public and Private sectors. It has provided services to a broad range of Industries. It is a technology and application based company which can support, provide and implement solutions to problems in the areas of Economics, Engineering, Energy, Natural Resources, Manufacturing, Litigation, Services and the Environment. WES Corporation has the practical, pragmatic knowledge, expertise and experience to complete analyses, evaluations, formulate and present options in areas including Operations, Facilities, Environmental regulation and compliance, Litigation support, and Economics. WES Corporation has U.S. and international experience with projects in the private, public and government sectors.

#### **MISSION STATEMENT**

To perform research, analyses, evaluations and provide efficient, cost effective, sustainable, environmentally compliant solutions, that fit the clients' specific needs, conditions and requirements.

#### **SERVICES**

**ECONOMICS:** Forecasting. Investment Analyses and Decisions. Grant and Funding Analyses and Decisions. Return on Investment analyses and Profitability. Planning and Analysis of Capital expenditures. Capital usage analyses. Cost of funds analyses. Cash flow analyses. Cost/Benefit analyses. Risk Analysis, Management and mitigation. Contingency and Business Continuity Plans. Business and Commercialization Plan development and implementation. Damages and Loss Analyses. Competitive Analyses. Life Cycle Assessment and Costing. Evaluation of externalities. Sustainable development and growth. Eco-efficiency. Development and Redevelopment Evaluations and Analyses. Strategic Planning. Infrastructure evaluation, planning and upgrading. Retail wheeling, electricity. Utility, Energy and Natural Resources industry restructuring and deregulation. Trade and International commerce evaluations and analyses. Import and Export operational evaluations and analyses

**INDUSTRY:** Multisector experience including - Automotive, Chemical, Electronics, Energy, High Tech., Manufacturing, Natural Resources, Paper and Pulp, Petroleum, Pharmaceutical, Printing, and Service. Operational and Functional Audits. Facility planning. Equipment acquisition. Analysis and development of Enterprise Resource Planning (ERPs), Manufacturing Execution (MES), Materials Resource Planning (MRP) Systems interfaces. Agile manufacturing. Next generation manufacturing. Project planning and management.

**NATURAL RESOURCES AND ENERGY:** Exploration, development, use and conservation of Electric, Natural gas, Petroleum, Geothermal, Coal and Mineral resources. Evaluation, development and use of sustainable, renewable, and alternative energy resources. Energy management (energy audits, load and interruptibility analysis, strategic purchasing).

**ENGINEERING, QUALITY ASSURANCE/QUALITY CONTROL AND ENVIRONMENTAL MANAGEMENT:** Quality Assurance/Quality Control and Environmental Management Systems, U.S. and International standards (QS9000, ISO9000, ISO 14000 series, European Union, British Standards, etc.). Process evaluation and analysis. Evaluation, remediation and control of Industrial pollution (air, water and soil). Multimedia permitting and compliance (air, water and soil). Land and resource planning, use and conservation. Waste minimization and efficiency assessments. Pollution Prevention. Hydrology (groundwater and surface water supply - modeling; impact assessments; source, availability and use evaluations; treatment systems and quality). Handling, disposal and remediation of Hazardous, Solid and Radioactive wastes. Environmental impact studies. Risk/Benefit analyses. Strategic environmental planning. Brownfields, Renaissance zone and Infrastructure redevelopment. Renewable Energy and "Green Power Certification".

DAVID WOLTZ.

PAGE 1 of 11

W.E.S. CORPORATION. 2418 GRAYSTONE DRIVE. OKEMOS, MICHIGAN. 48864  
PH/Voicemail: (517) 347-3668. woltz@acd.net

### AREAS OF EXPERTISE

#### ECONOMICS AND FINANCE

Damages and loss evaluations. Present worth calculations. Impairment and usage valuations. Forecasting and quantification of potential or actual damages and losses. Cash flow analyses. Capital investment and usage reviews and analyses. Depreciation analyses. Merger and Acquisition analyses and valuations. Tax assessment analyses and appeals. Property valuation. International commerce.

#### ENVIRONMENTAL

Evaluation and quantification of exposure under Federal, (CERCLA/RCRA, CWA, NRC, DOT, OSHA, etc.), State and Local programs. Technical support for Regulatory Compliance and Permitting issues. Technical support for negotiations, responses, appeals and challenges to actions, penalties, fines, and Notices of Violation(s). Evaluation and quantification of impacts to media (air, soil and water), populations (flora and fauna) and externalities (aesthetic). Environmental and Health and Safety Exposure Assessments. Risk Assessments. Feasibility Studies. Evaluation and analyses of actual and/or potential exposure to an Environmental Justice issue or challenge. Evaluation of Remediation technologies. Evaluation of the treatment and cost effectiveness and efficiency of remediation. Technical evaluation, review and oversight of Remediation systems and Remediation. Handling, treatment and disposal of hazardous, non-hazardous and radioactive wastes. Hydrology (Surface, Groundwater, and Wetlands). Pollution Prevention and Waste Minimization. Environmental Management Systems (ISO14000).

#### GEOLOGY AND NATURAL RESOURCES

Geologic and Geophysical assessments, studies and evaluations. Assessment and valuation and of Natural Resources. Geologic and Geophysical activities and operations - surveys, data acquisition, structural and stratigraphic analyses, evaluation, mapping and modeling. Evaluation, Exploration, Development, Production, Transport and Treatment/Processing of: Oil and Gas; Minerals; Geothermal; and other Natural Resources. Conservation. Endangered Species. Wetlands.

#### OIL AND GAS INDUSTRY

Specific expertise in Oil and Natural gas. Involved in all phases of the business including financial evaluation, strategic planning, exploration, development and production. Responsibilities as a Reservoir/Production Geologist/Engineer. Exploration, Development and Production Manager for onshore and offshore operations. Experience in a broad range of geologic provinces. Experience with primary, secondary and tertiary recovery. Qualified as an Expert in Petroleum Geology, Unitization. Extensive project experience (onshore and offshore, upstream to downstream, domestic and overseas). Independent Geologist. Participation in Industry Workgroups. (Example: Member of the U.S.EPA/DOE GAZPROM Workgroup). Professional and Licensed Geologist. Certified Geologist.

I also have an extensive range of experience in the following areas:

**ENGINEERING:** Process analyses. Production and Operating systems. Quality Assurance and Quality Control. Life Cycle Analyses. Failure analyses. Logistics. Demand forecasting. Equipment acquisition. Automation. Inventory analyses. Loss control. Emergency Response Plans. Contingency and Disaster Recovery Planning.

**QUALITY ASSURANCE AND QUALITY CONTROL:** ISO, QS, TS, Six Sigma, etc. standards and

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systems.

**RENEWABLE ENERGY AND UTILITY INDUSTRY:** Energy Audits and Usage analyses. Cost analyses. Analyses and Evaluation of alternatives. Renewable energy sources. Deregulation. Aggregation.

**INTERNATIONAL COMMERCE:** Investment evaluations and analyses. Evaluations and analyses under terms ranging from direct ownership to Production and Profit Sharing Agreements and taxation scenarios ranging from Value Added Taxes (VATs) to Percent of Profits. USAID (United States Agency for International Development) experience. TDA (U.S. Trade and Development Agency) experience. Knowledge of Export-Import Bank and Overseas Private Investment Corporation (OPIC) protocols and procedures. Knowledge of European Union (EU).

In addition:

I can perform services in a broad range of areas including: Identifying resources you may need; Conducting research; Locating data and information; Assembling and coordinating the efforts of Experts; Completing evaluations and analyses; Assembling effective reports and presentations; and Delivering testimony.

I can also provide a broad range of litigation support services in the above including: Investigation; Research; Data collection; Impact and Feasibility Studies; Quantification of potential and/or actual loss/damage; Risk Assessments; Risk Management; Contingency and Disaster Recovery Planning; Situational analysis; Analysis of scenarios; Evaluation of options and alternatives; Presentations; Responses to requests for information; Interrogatories; Depositions; and Testimony.

I have performed financial, property, acquisition, siting, facility, operations, hazard, risk, loss, damage, usage, impairment, mitigation, and resource evaluations. I have completed background research, prepared detailed reports, presented recommendations, implemented and supervised comprehensive programs for Economic development; Investment; Energy and Resource exploration and usage; Sustainable development; and Renewable resource development. I have experience in Economics, Engineering and Environmental Management.

I have used computer hardware ranging from PCs to Mainframes and have experience with operating systems that include VM/AOS, VMS, UNIX, DOS, and others. I have knowledge of programming and languages and have used relational, sequential, and flat file databases. I have experience with spreadsheets including Lotus 1-2-3, Excel, and Quattro Pro.

I have worked in the Public and Private sectors for Companies, Institutions and Organizations through-out the United States and Overseas. I have capabilities and experience evaluating proposals following U.S. agency formats and international Standards, Practices, Procedures and Guidelines.

I can respond quickly and cost effectively. I would appreciate the opportunity to demonstrate these capabilities to you. A Resume and List of Licenses, Certifications, and Registrations are attached.

RESUME

AREAS OF EXPERIENCE AND EXPERTISE IN:

FINANCE AND ECONOMICS:

Damages and loss evaluations. Present worth calculations. Impairment and usage valuations. Forecasting. Investment analyses and decisions. Return on Investment analyses and profitability. Planning and Analysis of

DAVID WOLTZ  
PH:(517)347-3668

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Capital expenditures. Capital usage analyses. Cost of funds analyses. Cost/Benefit analyses. Competitive analyses. Acquisition and Merger analyses. Grant and Funding analyses and decisions. Identification, analyses and evaluation of funding sources. Analyses of grant, loan and payback strategies and options including revenue, profit and production sharing, graduated loans, guaranteed loans, co-financing, repayment keyed to present worth calculations. Life Cycle Assessment and Costing. Total Cost of Ownership analyses. Evaluation of externalities. Sustainable development and growth. Eco-efficiency. Siting and location evaluations and analyses. Development and Redevelopment evaluations and analyses. Development of Business Plans. Risk assessment and management. Strategic, Business Contingency and Continuity Planning. Disaster Recovery.

Commercial and Non-Governmental Organizations (NGO's) financing, grant, and lending institutions and entities. Public and Quasi-Governmental financing, grant, and lending institutions and entities including: Export-Import Bank of the United States; International Monetary Fund; Overseas Private Investment Corporation; and World Bank.

#### ENVIRONMENTAL:

Evaluation and quantification of exposure under Federal, (CERCLA/RCRA, CWA, NRC, DOT, OSHA, etc.), State and Local programs. Environmental and Regulatory Compliance Audits. Response, negotiation, appeal and challenge of actions, penalties, fines, and Notices of Violation(s) from Regulatory Agencies. Mitigation and negotiation of Supplemental Environmental Programs (SEP's). Regulatory Compliance. Multimedia permitting. Evaluation and quantification of impacts to media (air, soil and water), populations (flora and fauna) and externalities (aesthetic). Hydrology (groundwater and surface water supply - modeling; impact assessments; source, availability and use evaluations; treatment systems and quality). Risk/Benefit assessments and analyses. Environmental Impact Studies. Evaluation and mitigation of impacts to Threatened and Endangered Species. Environmental and Health and Safety Exposure Assessments. Feasibility Studies. Technical evaluation, review and oversight of Remediation systems and Remediation. Evaluation of the cost, effectiveness and efficiency of Remediation technologies and systems. Handling, treatment and disposal of hazardous, non-hazardous and radioactive wastes. Hydrology (Surface, Groundwater, and Wetlands). Environmental Management Systems (U.S. and International standards and systems - ISO 14000 series, European Union, British Standards, etc.). Identification and implementation of Waste minimization and Pollution prevention alternatives. Strategic environmental planning. Brownfields, Renaissance zone and Infrastructure redevelopment. Evaluation and analyses of actual and/or potential exposure to Environmental Justice issues or challenges.

#### ENGINEERING:

Multisector experience including - Automotive, Chemical, Electronics, Energy, High Tech., Manufacturing, Natural Resources, Paper and Pulp, Petroleum, Pharmaceutical, Printing, and Service. Operational and Functional Audits. Facility planning. Equipment acquisition. Analysis and development of Enterprise Resource Planning (ERPs), Manufacturing Execution (MES), Materials Resource Planning (MRP) Systems interfaces. Agile manufacturing. Next generation manufacturing. Project planning and management. Process evaluation and analysis. Efficiency, Energy usage cost analyses and reduction. Infrastructure evaluation, planning and upgrading. Retail wheeling, electric and gas deregulation. Utility, Energy and Natural Resources industry infrastructure development, restructuring, and privatization.

#### OIL AND GAS INDUSTRY:

Geologist/Reservoir Geologist/Engineer and Economist. Involvement in the full spectrum of functions and operations ranging from upstream (exploration, development, and production) to downstream (transport and delivery), onshore and offshore, in conventional and unconventional reservoirs and with modeling,

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characterization and simulation throughout the U.S. and overseas. Examples of work experience: Employed by a Major. Independent Geologist. Worked under Contract to ExxonMobil and evaluated projects in the FSU (Former Soviet Union), C.I.S. (Commonwealth of Independent States), Middle East, North and South America, Europe and Asia-Pacific. Conventional and continuous resource/source rock plays.

**RENEWABLE ENERGY, NATURAL RESOURCES AND ENERGY INDUSTRY:**

Exploration, development, use and conservation of Electric, Natural gas, Petroleum, Geothermal, Coal and Mineral resources. Evaluation, development and use of sustainable and renewable resources. Land and resource planning, use and conservation. Energy management (energy audits, load and interruptibility analysis, strategic purchasing).

**QUALITY ASSURANCE/QUALITY CONTROL:**

Quality Assurance/Quality Control. U.S. and International standards and systems (QS9000, ISO9000, ISO 14000 series, European Union, British Standards, etc.).

USAID (United States Agency for International Development) experience. TDA (U.S. Trade and Development Agency) experience. Knowledge of Export-Import Bank and Overseas Private Investment Corporation (OPIC) protocols and procedures. Knowledge of European Union (EU) environmental guidance: EU Regulations which are directly binding on each member country and EU guidelines that must be adopted into the legal framework of each member country.

DOD (Department of Defense) and DOE (Department of Energy) project experience.

Direct implementation and applications experience with Geographic Information Systems (GIS).

**EDUCATION**

University of Colorado, Boulder, Colorado. Masters degree. Emphasis in Finance and Information Systems.

University of New Mexico, Albuquerque, New Mexico. Masters degree. Emphasis on mineral, hydrocarbon, and geothermal resources. Strength in Geophysics.

Miami University, Oxford, Ohio. Bachelors degree. Graduated with Departmental honors, Geology. Specific course work in Economics and honors class work in Chemistry. Undergraduate fellowship.

Metropolitan State College, Denver, Colorado. Computer Systems, Implementation of Business Systems in UNIX using C.

University of S.W. Louisiana, University of New Mexico, University of Colorado and Cleveland State University. Undergraduate and Graduate level courses in Petroleum, Civil and Mechanical Engineering,

College Spanish. High School German. Work exposure to Russian and Japanese.

Lansing Community College: College Algebra. Chemistry.

**CURRENT EMPLOYER**

**WES CORPORATION**

1993 TO THE PRESENT: W.E.S. CORPORATION.

Principal, Senior Consultant. W.E.S. Corporation. 2418 Graystone Drive. Okemos, Michigan 48864

**DAVID WOLTZ PH: (517) 347-3668 [COMPREHENSIVE\_03\_11\_17wExxon\_NFS]**

Telephone: 517-347-3668. Energy, Economics, Engineering, and Environmental Management.

Provides services in the areas of Finance, Economics, Environmental Management, Quality Control, Energy and Natural Resources, Engineering, and Computer Systems. Contracted to Energy/Business/Law/Engineering/Environmental firms in the Private sector (Anderson Economic Group, BBK; ATEC/ATC; BIOPLASTICS; DETREX Corporation; ExxonMobil Corporation; ESE/QST - CILCORP.; MOBIL Oil Corporation; Mundell & Associates; The Traverse Group; USTTECH; USEC); Associations and Government (USAID; TDA).

Contracted to private Industry, Associations and Government. Subcontracted and teamed with Economic, Environmental, Engineering and Law firms. International projects involving Industrial pollution, Economic analyses, Impact and Risk Assessment.

### SELECTED ACTIVITIES AND PROJECTS

#### ExxonMobil

Under Contract: 10 – 2008 through 12 - 2015. Worked in multiple Groups and Teams and applied skill set, education and experience I have in multiple disciplines. Assigned to Exploration, Development and Operations Projects and initiatives worldwide - North and South America, the Middle East, Europe, FSU/CIS – Russia, and Asia in conventional and unconventional (continuous resource) plays. Tasks in Reservoir Engineering, Geoscience, and Operations including: Trend and prospect evaluation and quantification. Reservoir analysis and characterization. Simulation and modeling. EOR screening and applications. Involvement with Geoscience, Engineering, and Information technology. Examples of projects: Adriatic regional assessment and identification of exploration targets. Middle East exploration and Kurdistan focus project, Reservoir Engineering, Geoscience and Operations. Screening and evaluation of Fields through-out the Middle East for EOR potential and feasibility. Far East (China, Malaysia, PNG, Australia), reservoir quantification and analysis. Russia, (in Country) focus effort on early identification and evaluation of joint exploration targets and joint activity. Europe – North America – Middle East – South America: Evaluation, characterization, quantification of potential and highgrading of Unconventional plays including Fractured source rocks, Shale, and Tight carbonates. Interaction with numerous groups and across disciplines.

#### Industry and Regulatory Workgroups

Active member of numerous Industry and Regulatory Workgroups including Air Fees, Grant and Loan Program Workgroups, Deregulation, and others. Active member of numerous Trade and Industry Associations. Active member of professional organizations.

#### Regulatory Compliance

Conducted regulatory compliance reviews and audits, pollution prevention analyses, and waste minimization studies in a broad range of industries including Automotive; Chemical; Electronics; Primary and Secondary metals; Utilities; Nuclear Facilities; Natural Resources exploration and production. Designed and implemented Environmental Management Systems programs using DIS/ISO 14000 series standards and other systems. Conducted economic evaluations, cost/benefit studies and analyses of externalities. Conducted Risk Assessments following U.S. EPA, RBCA and use based evaluation protocols. CAAA: emissions inventories potential to emit estimates, Title V permit applications. RCRA: Part B permit applications. Design and implementation of remediation systems. Brownfields redevelopment. CWA permitting.

#### International projects

International projects involving Industrial pollution, Economic analyses, Environmental Impact and Risk

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Assessment - U.S. Agency for International Development (USAID), Trade and Development Agency (TDA).

Financial, Regulatory and Logistics

Projects involving identification, definition, quantification, and evaluation of Financial, Regulatory and Logistical issues and policy. Implementation of targeted, pragmatic, cost effective solutions.

Public Policy and issues

Participant in National Town Hall Meeting, Sustainable Development. Received a scholarship to attend from the President's Council on Sustainable Development.

Environmental Management System, Waste Minimization and Pollution Prevention Audits.

Extensive experience and specific expertise in the development and implementation of Environmental Management Systems, Waste Minimization and Pollution Prevention Programs. Industrial and Service industry audits. Strategic Environmental Planning. Development and application of a Waste Assessment Process (WAP). The process is proprietary to W.E.S. Corporation and the company retains the sole rights to it use. All areas are considered in the Waste Assessment Process (WAP) including: Energy, Raw material handling and usage, Production, Operations, Labor, Waste streams (generation points, handling, and disposal), Workflow, and Finished goods (handling and distribution). It is the initial step in an iterative analysis and Cost/Benefit evaluation of the Life Cycle of wastes at a Facility/Site. It is the first step in the development of a sustainable, Waste Minimization Program. The Program developed from the WAP is designed to be implemented and self directed by the Facility/Site Owner(s), Operator(s), and Personnel. It has been used at both Manufacturing and Service Facilities/Sites and has proven to be a practical, effective process for identification and assessment of the origination and flow of waste streams at and through a Facility/Site. We have found that implementation of the process and program can result in significant reductions in operating cost and increases in Operating Efficiencies. These can directly translate into increased Profits and higher Returns on Investments.

Exxon

ExxonMobil Corporation. Domestic and International Integrated Energy. Performed analyses and evaluations for projects located in the Commonwealth of Independent States, Russia (Former Soviet Union, FSU) and Asia.

ISO Auditor , Consultant and Analyst

Specific experience and expertise in the closely related areas of development and implementation of Environmental Management Systems (ISO 14000 and European Union) and Quality Systems (ISO 9000 and QS 9000). Completed the ISO 14000 - 36 Hour Lead Auditor Training Course including the Written Examination and Continuous Evaluation accredited by ANSI-RAB NAP accreditation for Training of EMS Auditors during 1998 and was issued Certificate number E 1273. Certified as a Lead Auditor, ISO 14000 Environmental Management Systems through Registrar Accreditation Board (RAB).

Consultant: Auditor. MoldMasters Company. Manufacture of thermoplastic injection molded parts. Includes in-house decorating, assembly and fiber coating. SIC 3089.

Consultant: Lead Auditor. Environmental Quality Company/Wayne Disposal Inc./Wayne Energy Recovery, Inc. Permitted Treatment, Storage and Disposal Facility (TSDF) that provides hazardous and solid treatment and disposal and Landfill services. Energy recovery - Extraction of methane gas generated by decomposing wastes in closed nonhazardous landfill units and conversion into electricity.

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Consultant: Lead Auditor. Eaton Corporation, Kalamazoo, Michigan. Heavy transportation industry. Remanufacture of truck and heavy equipment transmissions. Audit witnessed by Mr. Luis Fernando Reis de Araujo, Lead auditor, Accreditation Division, INMETRO Certification Body - RAT. Mr. Araujo included the following in his Witness-Audit Report: "Lead Auditor showed through knowledge of reference standard and good balance of judgement on decisions taken."

Consultant: Lead Auditor. Mitsubishi Motor Manufacturing of America, Inc.(MMMA), Normal, Illinois. Parent Company: Mitsubishi Motors Corporation (MMC), Japan. Automotive industry. Technologically advanced automotive manufacturing facility. Plant size: 2.3 million square feet. 3,100 employees. Production capacity: 240,000 vehicles annually. All major body panels and bumper fascias are manufactured in-house. Several models are produced. ISO system, complete management system audits.

Consultant: Auditor. Newman Technology, Inc., Mansfield, Ohio. Parent Company: Sankei Giken Industry Co., LTD. Automotive industry. Plant size: 220,000 square feet. Products: Exhaust Systems; Door Sashes; and Window Moldings. Customers: Honda of America, Mfg., Inc.; Honda Canada, Inc.; CAMI Automotive, Inc. ISO system, complete management system audit.

Consultant: Lead Auditor. Taiho Corporation of America, Tiffin, Ohio. Automotive industry, manufacturing parts supplier. ISO system, complete management system and surveillance audits.

Consultant: Lead Auditor. Wanbishi Archives Co., Ltd., Ogawa, Japan. Secured Records Storage Facility. Inclusive ISO system audit.

Consultant: Charmilles Technologies Manufacturing Corporation, Owosso, Michigan (AGIE Charmilles Group, Georg Fisher + GF + Manufacturing Technology. Development, review, and implementation assistance ISO system.

Consultant: Industrial development. Evaluation and implementation of Enterprise Resource Planning (ERP) and Manufacturing Resource Planning (MRP) systems. Development of Economic analysis and Environmental Management Systems interfaces with ERPs.

#### Lifecycle Assessment

Consultant: Life Cycle Assessment and Life Cycle Costing. Agricultural and Petrochemical Feedstocks for production of biodegradables.

Consultant: Life Cycle Assessment and Life Cycle Costing. Composting using aerated windrows.

#### Analyst and Consultant Electric deregulation Policy, Legislation and Programs

Consultant: Economic evaluation and analysis. Electric Utility industry.

#### Adjunct Faculty

Community College. Instructed Physical Geology course. 2002.

#### U.S. E.P.A. Brownfields

U.S. EPA, Brownfields 97. Participation as a Community Stakeholder through the International City/County Management Association.

#### Trade and Development Agency

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Consultant: Economic and Environmental Analyst. Trade and Development Agency. Desk Study. Completed assessments of the economic prospects, financial feasibility, funding, sources of investment and environmental impacts.

U.S. A.I.D.

Consultant: Environmental Analysts and Economist. USAID, Environmental Policy and Technology Project. Onsite work in the CIS (Common Wealth of Independent States, Soviet Union). U.S. analyst for Industrial sector. Formulation of a sustainable environmental and economic Redevelopment Plan for the city and region. Identification and evaluation of sources of financing and investment. Analysis of technological status of existing industries.

Economic analyst

Consultant: Performed economic analyses including present value vs. rate of return and capitalization/investment analyses. Completed technical evaluations and analyses of environmental issues. Evaluated, designed and implemented cost effective systems for environmental remediation and pollution control. Formulated cost benefit based approach to selection of pollution prevention and waste minimization programs. Performed hydrology studies. Completed projects involving the evaluation and control of air emissions. Interfaced with nongovernment (NGOs) and government organizations.

Consultant Industrial Audits

Consultant: Industrial audits, process evaluation, cost benefit analyses, management of capital expenditures, project management. Projects and practical experience with a broad range of industries including Communications, Automotive, Chemical, Transportation State and local governments. Participated in state and industry Work Groups involved in the Regulation Negotiation process (REGNEG). Member of a Panel at a Regional Conference and was responsible for discussing Options for Redevelopment.

Environmental Management, Regulatory Compliance Manager

Acting Group Manager, Site Investigation and Remediation. Completed the design, installation and operation of remediation systems. Initiated and managed permitting, monitoring, reporting and regulatory compliance projects in the areas of CAAA and CWA. Conducted comprehensive Compliance, Facility and Operational Audits at major industrial facilities. Negotiated settlements with Regulatory Agencies. Prepared Risk Assessments under RBCA and use based protocols.

Director of Environmental Affairs, regional environmental contracting and construction firm.

Responsible for all environmental issues encountered by the company. Completed Feasibility Studies, prepared Corrective Action Plans and Closure Reports for sites impacted by a broad range of hazardous substances. Coordinated all work performed for a Fortune 500 (Automotive Supplier and Service Company) in a four state area. Participated in state and industry Work Groups involved in the Regulation Negotiation process (REGNEG). Member of a Panel at a Regional Conference and was responsible for discussing Options for Redevelopment in Urban Areas. Primary contact for clients with environmental concerns and developed business in this area with a broad range of clients including the Communications industry, Automotive industry, Transportation industry, State and local governments.

Senior Geologist, Hydrogeologist

Senior Scientist for a regional environmental consulting firm. Completed Feasibility Studies and prepared Corrective Action Plans for sites impacted by a range of hazardous substances. Performed and prepared Risk Assessments for sites impacted by hazardous substances. Performed and prepared Risk Assessments. Coordinated and directed permitting and compliance programs for clients at the local, state, and federal

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

May 18, 2018  
Consent Calendar

**RESOLUTION R2018-36**

BE IT RESOLVED: that the Board of Trustees hereby approves the award of tenure, effective upon the official date of hire, to:

Dr. Joel Harper  
Finance  
Professor and Department Chair

*Approved by the Board of Trustees  
May 18, 2018*

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

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



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May 18, 2018  
 Consent Calendar

**RESOLUTION R2018-38**

BE IT RESOLVED: that the Board of Trustees hereby affirms the July 1, 2018 appointment of:

Professor Catherine Bishop-Clark  
 as Associate Provost,  
 and Dean, Miami University Regionals,  
 for the College of Liberal Arts and Applied Science

*Approved by the Board of Trustees  
 May 18, 2018*

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

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



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May 18, 2018  
Consent Calendar

**RESOLUTION R2018-37**

BE IT RESOLVED: that the Board of Trustees hereby affirms the March 1, 2018 appointment of:

Professor of Accountancy Marc A. Rubin  
as Dean of the Farmer School of Business  
and Mitchell P. Rales Chair in Business Leadership

*Approved by the Board of Trustees  
May 18, 2018*

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



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May 18, 2018  
Academic and Student Affairs

**RESOLUTION R2018-39**

BE IT RESOLVED: that the Board of Trustees hereby approves the title change from the Division of Student Affairs, to the Division of Student Life, effective July 1, 2018.

*Approved by the Board of Trustees  
May 18, 2018*

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



# PRESIDENT GREGORY P. CRAWFORD

*MIAMI UNIVERSITY BOARD OF TRUSTEES – MAY 18, 2018*



# WHAT WILL WE COVER TODAY?



- Big news at Miami
- National visibility
- Faculty updates
- Campus updates
- Three bold strategies



# BRINGING IN THE CLASS OF 2022



- Will be the largest and most diverse class in Miami history
  - **>3,900** students
  - **17.3%** students of color
  - **16.3%** first-generation
- Average ACT: **28**



# SCHOLARSHIPS FOR FIRST-GENERATION STUDENTS



WCPO @WCPO · 3h

Miami University gives full rides to five first-generation college students

[bit.ly/2Kroclb](http://bit.ly/2Kroclb)



# GENEROSITY FROM MIAMI ALUMNUS DAVID DAFOE



- **\$30M** gift to CAS
- Will help high-need students
- Philanthropist of the Year award

# BOLDLY CREATIVE LAUNCH IN CINCINNATI & COLUMBUS



# A STRATEGY FOR NATIONAL VISIBILITY



- Chief marketing & communications officer on board in June
- Marketing and brand
- Cincinnati presence



Michele Sparks





# TAKING MIAMI TO THE WORLD



# SCIENCE FRIDAY – LIVE FROM OXFORD!



- Live show April 21 at Miami
- 2M / 800K audience
- Our researchers on the air two weeks in a row
- 375 public radio stations

# “TIGERLAND” DEBUT FROM OXFORD



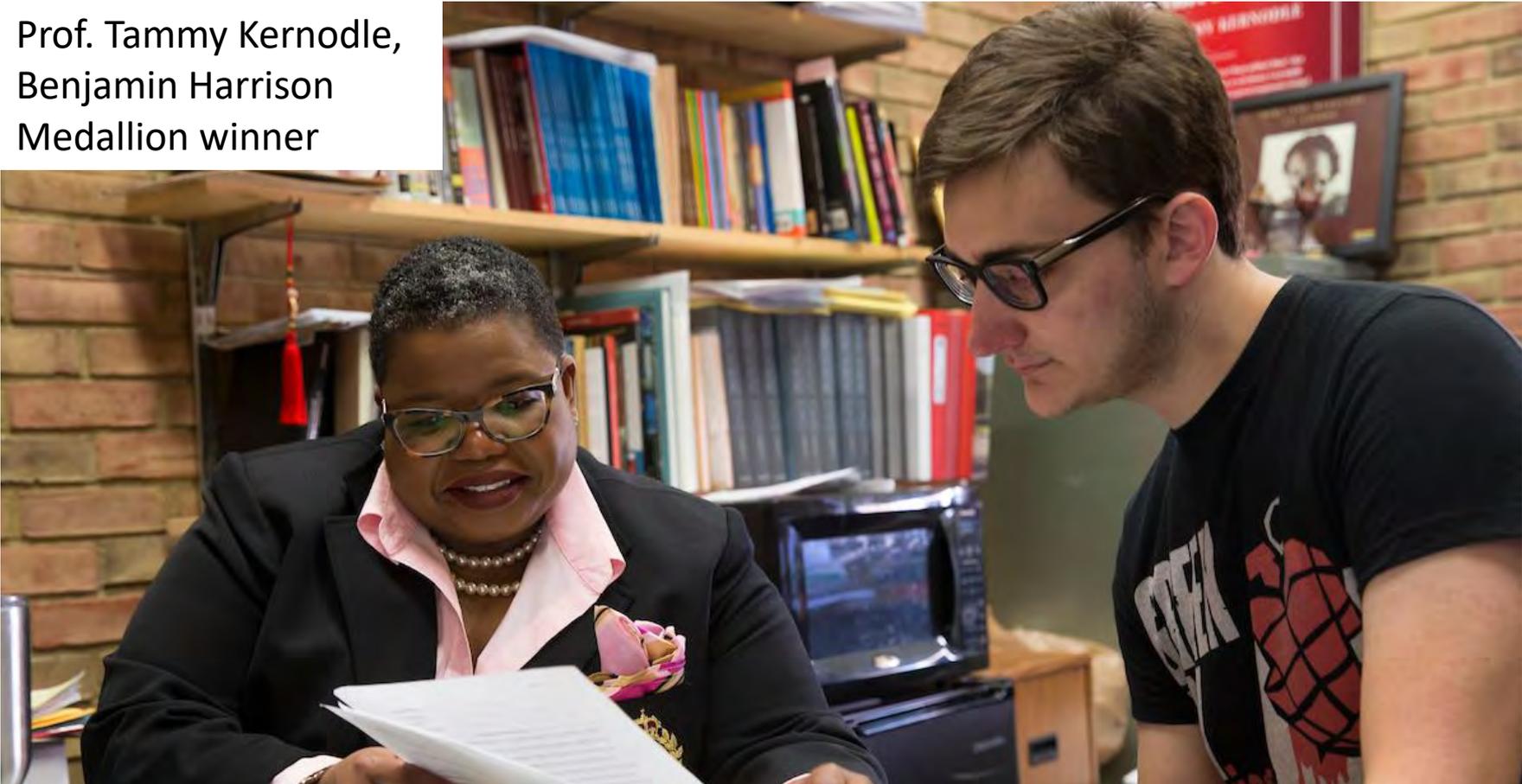
- New book from Wil Haygood '76
- Class of 2022 will receive in August
- Two months before other readers



# FACULTY UPDATES



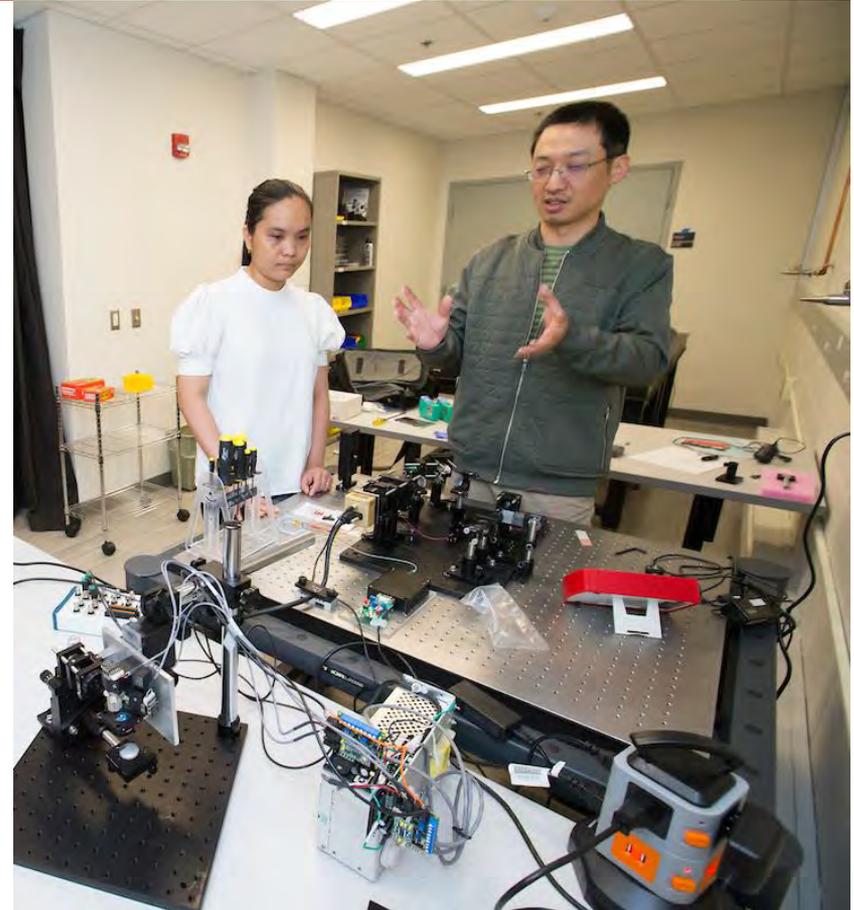
Prof. Tammy Kernodle,  
Benjamin Harrison  
Medallion winner



# PROF. HUI WANG, ENGINEERING



- Chemical, paper and biomedical engineering
- **\$260,504** grant from DoD
- Developing a better method to diagnose and treat interstitial cystitis and painful bladder syndrome



# PROF. GARY LORIGAN, CHEMISTRY/BIOCHEMISTRY



- **\$361,250** grant from NIH
- EPR spectroscopic studies of membrane proteins



# CAMPUS UPDATES



# MIAMI MOCK TRIAL – NATIONAL CHAMPIONS



# WE BOAST 26 NATIONAL FELLOWSHIP WINNERS



- **Fulbright** – Eight recipients, most in a single year
- **Goldwater** – Seventh straight year with a recipient
- **Truman** – Sara Al-Zubi, first recipient since 2003.
- **ΦBK** - 97 awardees this year



# TELLING A PEOPLE'S STORY – MIAMI ART MUSEUM



# CELEBRATING OUR DONORS – ADVANCEMENT



# ELEVATING DIVERSITY & INCLUSION IN CAREERS




**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Shelly Jarrett Bromberg, Chair

Terri Barr, Chair-elect

 University Senate Website: [www.miamioh.edu/senate/](http://www.miamioh.edu/senate/)

May 18, 2018

To: Board of Trustees, Academic and Student Affairs Committee  
 From: Shelly Jarrett Bromberg, Chair, Executive Committee of University Senate  
 RE: University Senate Report to Board of Trustees - May 18, 2018 Meeting

Executive Committee of University Senate membership:

- Shelly Jarrett Bromberg, (Spanish and Portuguese), Chair
- Terri Barr, (Marketing), Chair-elect
- Helaine Alessio (Kinesiology and Health), at-large member
- Maggie Callaghan (Student Body President), undergraduate
- Caitlin Martin, graduate student
- Phyllis Callahan, Provost, Chair of University Senate
- Jeffrey Wanko, (Associate Provost), Secretary of University Senate
- Becky Sander (Executive 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 February 16, 2018.

- New Business, Specials Reports and Updates delivered to University Senate:
  - **February 12, 2018** – SR 18-03 - Proposed change to the University Honors Program Advisory composition, Senate ByLaws, 6.B.13.a
  - **February 12, 2018** - SR 18-04 - Proposed change to the Council on Diversity and Inclusion composition, Senate ByLaws, 6.C.4.a.
  - **February 12, 2018** - SR 18-05 - Proposed change to the International Education Committee composition, Senate ByLaws, 6.C.7.a.
  - **February 12, 2018** - Fiscal Priorities and Budget Planning Committee, Amit Shukla, Chair
  - **February 26, 2018** - Council for Undergraduate Curriculum – Gillian Oakenfull, Chair
  - **February 26, 2018** - Graduate Student Survey results – Jeff Carr, President, GSA
  - **February 26, 2018** - Athletic Policy Committee, Bob Applebaum, Chair
  - **March 12, 2018** - SR 18-06 - Applied Biology Major – Paul Harding, Department of Biological Sciences
  - **March 12, 2018** - LCPL Report – Stephen Wright and Sherrill Sellers, LCPL Ad Hoc Committee Co-Chairs
  - **March 12, 2018** - Governance Committee Report - Jim Kiper, Chair
  - **April 2, 2018** - SR 18-07 – LCPL Second Promotion Point
  - **April 2, 2018** - Academic Policy Committee, Dana Cox, Senate Liaison
  - **April 2, 2018** - Council on Diversity and Inclusion, Ron Scott and Jane Goettsch, Co-Chairs
  - **April 9, 2018** - SR 18-08 – LCPL Title Changes
  - **April 9, 2018** - SR 18-09 – Amendment to Second Promotion Point Resolution (SR 18-07)

- **April 9, 2018** - Compliance Issues and State Mandates – Carolyn Haynes, Associate Provost and Randi Thomas, Director of Institutional Relations
- **April 9, 2018** - Faculty Welfare Committee, Keith Fennen, Chair
- **April 9, 2018** - Campus Planning Committee, Rob Schorman, Chair
- **April 9, 2018** – SR 18-10 Promotion and Tenure Guidelines
- **April 16, 2018** - MUPIM 7.11.E Discussion
- **April 30, 2018** – Associated Student Government Report, Maggie Callaghan, ASG President
- Minors, revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:
  - **February 12, 2018** – New Certificate, CJS – Criminal Justice Administration Certificate
  - **February 12, 2018** – New Certificate, CMR – Customer Service Certificate
  - **February 12, 2018** – Revision to Existing Major, GEO – Urban and Regional Planning
  - **February 12, 2018** – Revision to Existing Major, NSG – Nursing (RN-BSN)
  - **February 12, 2018** – Revision to Existing Major, NSG – Nursing (4 year)
  - **February 12, 2018** – Revision to Existing Degree, ENG – English – Doctor of Philosophy
  - **February 12, 2018** – Revision to Changes of Registration Policy (Student Handbook 1.2.C.1)
  - **February 12, 2018** – Revision to Textbook Policy (MUPIM 10.4)
  - **February 12, 2018** – Revision to Guidelines for Forming Master’s Examining Committees (Graduate Handbook 4.1.D)
  - **March 12, 2018** – New Major, BSC - Applied Biology (Bachelor of Science)
  - **March 12, 2018** – Revision to an Existing Major, CEC – General Engineering
  - **March 12, 2018** – Revision to an Existing Major, CEC – Computational Electrical and Computer Engineering
  - **March 12, 2018** – Revision to an Existing Major, EDT – Foreign Language Education
  - **March 12, 2018** – Revision to an Existing Major, ECE – Computational Electrical and Computer Engineering
  - **March 12, 2018** – Revision to an Existing Major, FSW – Social Work
  - **March 12, 2018** – Revision to an Existing Major, MKT – Marketing
  - **March 12, 2018** – Revision to an Existing Major, POL – Political Science
  - **March 12, 2018** – Revision to Registration - Graduate Students (Graduate Handbook 1.2)
  - **April 2, 2018** – Revision to an Existing Degree, Associate of Technical Study
  - **April 2, 2018** – New Minor, ARC – Architecture and Interior Design
  - **April 2, 2018** – Revision to an Existing Major, ARC – Architecture
  - **April 2, 2018** – Revision to an Existing Major, ARC – Interior Design
  - **April 2, 2018** – Revision to an Existing Major, ENG – Linguistics
  - **April 2, 2018** – Revision to an Existing Major, MME – Manufacturing Engineering
  - **April 2, 2018** – Revision to an Existing Major, SOC – Sociology
  - **April 2, 2018** – Revision to an Existing Major, THE – Theatre
  - **April 2, 2018** – Revision to an Existing Major, WST – Individualized Studies
  - **April 9, 2018** – Revision to an Existing Major, EDT – Pre-Kindergarten Education
  - **April 9, 2018** – New Minor, ENG – Medical Humanities
  - **April 9, 2018** – New Minor, ISA – Information Security
  - **April 9, 2018** – Revision to an Existing Major, BUS – Interdisciplinary Business Management
  - **April 9, 2018** – Revision to an Existing Major, ECE– Engineering Management
  - **April 9, 2018** – Revision to an Existing Major, EDT – Early Childhood Education
  - **April 9, 2018** – Revision to an Existing Major, ENG – Professional Writing

- **April 16, 2018** – Revision to an Existing Major, EDT – French Education
  - **April 16, 2018** – Revision to Schedule Changes for Final Examinations or Other Evaluative Substitution (Student Handbook 1.4.B and MUPIM 10.3.B)
  - **April 23, 2018** – Revision to an Existing Major, ECE – Computer Engineering
  - **April 23, 2018** – Revision to an Existing Major, ECE – Electrical Engineering
  - **April 23, 2018** – Revision to an Existing Major, KNH – Kinesiology
  - **April 23, 2018** – Revision to an Existing Major, NSG – Nursing (RN-BSN)
  - **April 23, 2018** – Revision to an Existing Major, SPA – Speech Language Pathology (MA, MS)
  - **April 23, 2018** – Revision to an Existing Major, THE - Theatre
  - **April 23, 2018** – Proposal to Revise P&T Criteria (Commercialization) (MUPIM 7.4.A)
- Senate resolutions:

**SR 18-03**

**February 12, 2018**

**University Honors Program Advisory Committee Composition**

BE IT HEREBY RESOLVED that University Senate endorse proposed revisions to the ByLaws of University Senate, 6.B.13.a, regarding Committee composition and membership of the *University Honors Program Advisory Committee*.

SR 18-03 passed by voice vote

**SR 18-04**

**February 12, 2018**

**Council on Diversity and Inclusion Committee Composition**

BE IT HEREBY RESOLVED that University Senate endorse proposed revisions to the ByLaws of University Senate, 6.C.4.a, regarding Committee composition and membership of the *Council on Diversity and Inclusion Committee*.

SR 18-04 passed by voice vote

**SR 18-05**

**February 12, 2018**

**International Education Committee Composition**

BE IT HEREBY RESOLVED that University Senate endorse proposed revisions to the ByLaws of University Senate, 6.C.7.a, regarding Committee composition and membership of the *International Education Committee*.

SR 18-05 passed by voice vote

**SR 18-06**  
**March 12, 2018**  
**Applied Biology (Bachelor of Science)**

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Bachelor of Science, with a major in Applied Biology, College of Liberal Arts and Applied Science;

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

SR 18-06 passed by voice vote

**SR 18-07**  
**April 2, 2018**  
**Lecturers and Clinical/Professionally Licensed Faculty – 2<sup>nd</sup> Promotion Point**

BE IT HEREBY RESOLVED that University Senate endorses a second promotion point for Lecturers and Clinical/Professionally Licensed Faculty. To achieve promotion, the candidate must demonstrate:

- a cumulative record of high-quality teaching and academic advising;
- continued strong productive professional service; and,
- distinction or excellence in some area of pedagogy or service.

SR 18-07 passed by voice vote

**SR 18-08**  
**April 9, 2018**  
**Lecturers and Clinical/Professionally Licensed Faculty – Title Changes**

BE IT HEREBY RESOLVED that University Senate endorses changes in titles for Lecturers and Clinically / Professionally Licensed Faculty as follows:

For those lecturers currently holding a Ph.D. or other terminal degree, their title will be:

- Assistant Teaching Professor;
- Associate Teaching Professor; or,
- Teaching Professor

For those clinically / professionally licensed faculty currently holding a Ph.D. or other terminal degree, their title will be:

- Assistant Clinical Professor;
- Associate Clinical Professor; or,
- Clinical Professor

For those lecturers currently holding a non-terminal Masters degree, their title will be:

- Assistant Lecturer;
- Associate Lecturer; or,
- Senior Lecturer

For those clinically / professionally licensed faculty currently holding a non-terminal Masters degree, their title will be:

- Assistant Clinical Lecturer;
- Associate Clinical Lecturer; or,
- Senior Clinical Lecturer.

SR 18-08 was approved by roll call vote: 32 yay; 6 nay; 15 abstentions

**SR 18-09**

**April 9, 2018**

**Lecturers and Clinical/Professionally Licensed Faculty –  
2nd Promotion Point (Revision to SR 18-07)**

BE IT HEREBY RESOLVED that University Senate endorses the following revisions to SR 18-07:

Senate endorses a second promotion point for Lecturers and Clinical/Professionally Licensed Faculty. To achieve promotion, the candidate must demonstrate:

- a cumulative record of high-quality teaching ~~and academic advising~~;
- **a cumulative record of high-quality advising (as assigned)**;
- continued strong productive professional service; and,
- distinction or excellence in some area of pedagogy or service.

SR 18-09 passed by voice vote

**SR18-10**

**April 16, 2018**

**Promotion and Tenure Guidelines for Dossier Preparation 2018-2019**

BE IT HEREBY RESOLVED that University Senate adopts revisions as amended to the 2018 – 2019 *Promotion and Tenure Guidelines for Dossier Preparation*

SR 18-10 passed by voice vote

**Sense-of-Senate**

**SR 18-11**

**April 30, 2018**

**Amendment to MUPIM 5.1**

Whereas Miami's academic freedom statement (MUPIM 5.1) firmly associates academic freedom protections with tenure,

Whereas in 1950, when the statement was adopted, the board could not have predicted that seventy years later, the majority of faculty would lack due-process protections,

MUPIM 5.1 shall be amended to clarify academic freedom protections at Miami and ensure that they are robust. Two statements will be added after the penultimate paragraph.

1. The institution thus commits to the teacher-scholar model and seeks to preserve and, whenever possible, increase the ratio of tenure-line faculty to non-tenure line faculty.

2. Where provisions for tenure do not exist, the university will work to ensure academic freedom by establishing the process protections, opportunities for advancement through ranks, recognition of seniority, and conscientious peer evaluation.

Sense-of-the-Senate - SR 18-11 passed by voice vote

**SR 18-12**

**April 30, 2018**

**Creation of Ad-Hoc Committee by Senate Executive Committee**

BE IT HEREBY RESOLVED that an ad-hoc committee be appointed by Senate Executive Committee in consultation with Faculty Welfare Committee and Faculty Rights & Responsibilities Committee to consider Miami's needs, values and goals in relation to its faculty composition and to make recommendations about faculty composition that include due process and academic freedom protections appropriate to each category.

SR 18-12 passed by voice vote

**SR 18-13**

**April 30, 2018**

**Promotion and Evaluation Guidelines for  
Teaching Professors, Clinical Professors, Lecturers and Clinical Lecturers 2018-2019**

BE IT HEREBY RESOLVED that University Senate adopts revisions as amended to the *2018-2019 Dossier and Evaluation Guidelines for Teaching Professors, Clinical Professors, Lecturers and Clinical Lecturers*.

SR 18-13 passed by voice vote

**SR 18-14**

**April 30, 2018**

**Appointments to Standing and Advisory Committee of University Senate**

BE IT HEREBY RESOLVED that University Senate confirm the 2018-2019 appointments to open seats of the standing and advisory committees of University Senate; and

BE IT FURTHERMORE RESOLVED that Senate authorizes Senate Executive Committee to confirm remaining 2018-2019 appointments to the standing and advisory committees of University Senate.

SR 18-14 passed by voice vote

**SR 18-15**

**May 7, 2018**

**Number of Teaching Professors, Clinical Professors, Lecturer and Clinical Lecturers  
(MUPIM 7.11.E)**

BE IT HEREBY RESOLVED that University Senate endorse revisions to MUPIM 7.11.E., Number of Teaching Professors, Clinical Professors, Lecturer and Clinical Lecturers

The total number of any and all ranks of Teaching Professors, Clinical Professors, Lecturer and Clinical Lecturers shall not exceed **twenty-five percent (25%)** of the total number of fulltime tenured and tenure-track faculty.

SR 18-15 was approved by roll call vote: 43 yay; 9 nay; 5 abstentions

cc: Provost Phyllis Callahan, Chair, University Senate  
Shelly Jarrett Bromberg, Chair, Executive Committee of University Senate  
Jeffrey Wanko, Secretary, University Senate  
Becky Sander, Recording Secretary, University Senate

I Amam Miami,

I believe...-

that a liberal education is grounded in qualities of character and intellect.

I stand...-

for honesty, integrity, and the importance of moral conduct.

~~I respect...~~

I defend...

the dignity, rights, and personal property of others and their right to hold and express disparate beliefs.

I honor...

~~I defend...~~

the freedom of inquiry that is the heart of learning.

I exercise...-

good judgment and believe in personal responsibility and accountability for others,

I welcome...-

a diversity of people, ideas, and experiences.

I embrace...-

the spirit, academic rigor, opportunities, and challenges of a Miami Experience, preparing me to make the world a better place.

**I demonstrate...-**

---

Love and Honor by supporting and caring for my fellow Miamians.

And because ~~I Am~~We are Miami,

---

**!We act...-**

---

through ~~my~~ words and deeds in ways that reflect these values and beliefs, and will  
speak up when we see others not living up to our ideals.

---

With a deep sense of accomplishment and gratitude,

**!We will...-**

---

Love, Honor, and make proud those who help me earn the joy and privilege of saying,

---

**"To think that in such a place, I led such a life."**

---



BOARD OF TRUSTEES  
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May 18, 2018  
Academic and Student Affairs

### RESOLUTION R2018-40

WHEREAS, University Senate on March 12, 2018 passed SR 18-06, endorsing a degree, Bachelor of Science, with a major in Applied Biology, College of Liberal Arts and Applied Science.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Bachelor of Science, with a major in Applied Biology, within the College of Liberal Arts and Applied Science.

*Approved by the Board of Trustees  
May 18, 2018*

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


**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Shelly Jarrett Bromberg, Chair

Terri Barr, Chair-elect

University Senate Website: [miamioh.edu/academic-affairs/university-senate/](http://miamioh.edu/academic-affairs/university-senate/)

May 18, 2018

To: Gregory P. Crawford, President  
 From: Jeffery Wanko, Secretary of the University Senate  
 Re: Degree Program Approval  
 SR 18-06, Applied Biology – Bachelor of Science, with a major in Applied Biology, College of Liberal Arts and Applied Science;

The Miami University Policy and Information Manual, Section 11.1.E, Adding a New Degree, states that a proposal for any curriculum or program leading to a new undergraduate or graduate degree shall be submitted to the President, the Board of Trustees, and the Ohio Board of Regents/Ohio Regents' Advisory Committee on Graduate Study for approval following approval by the department or program, the academic division, the Council for Undergraduate Curriculum/Graduate Council, the Council of Academic Deans, and University Senate.

On March 12, 2018, University Senate adopted SR 18-06:

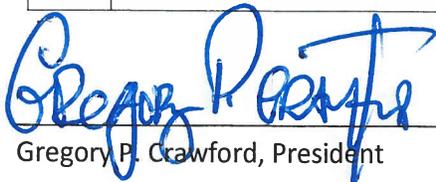
**BE IT HEREBY RESOLVED** that University Senate endorse the proposed degree, Bachelor of Science, with a major in Applied Biology, College of Liberal Arts and Applied Science;

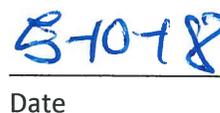
**AND FURTHERMORE**, that the endorsement by University Senate of the proposed degree will become effective immediately and will be forwarded to the Miami University Board of Trustees for consideration.

**Approval of the President**

I, Gregory P. Crawford, President of Miami University, approve/do not approve Bachelor of Science, with a major in Applied Biology, College of Liberal Arts and Applied Science.

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

  
 Gregory P. Crawford, President

  
 Date

cc: Shelly Jarrett Bromberg, Chair, Executive Committee of University Senate  
 Phyllis Callahan, Provost, Chair University Senate  
 Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President



**Board of Regents**

**John R. Kasich**, Governor  
**Jim Petro**, Chancellor

University System of Ohio

**REQUEST FOR APPROVAL**

**SUBMITTED BY  
MIAMI UNIVERSITY**

**ESTABLISHMENT OF A  
[Bachelor of Science] DEGREE IN  
[Applied Biology]**

**(December 13, 2017)**



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<b>REQUEST</b>
----------------

**Date of submission:** [December 13, 2017]

**Name of institution:** Miami University

**Degree/degree program title:** [Bachelor of Science] degree in [Applied Biology]

**Primary institutional contact for the request**

**Name:** Paul Harding

**Title:**

**Phone number:**

**E-mail:** hardinpa@miamioh.edu

**Department chair/program director**

**Name:**

**E-mail:**

**Delivery sites:** campus(es)

**Date that the request was approved by the institution's governing board:**

Approved by the Miami University Senate on [date], and the Board of Trustees on [date]

**Proposed start date:** [term] [year]

**Date Institution established:** 1809

**Institution's programs:** associate, bachelor's, master's, educational specialist, doctoral degrees (total \_\_\_\_ degree majors as of \_\_\_\_ )

**Educator Preparation Programs:**

Indicate the program request leads to educator preparation licenses or endorsements.

**Licensure**  Yes  No

**Endorsement**  Yes  No

<b>SECTION 1: INTRODUCTION</b>
--------------------------------

**1.1 Brief summary of the request**

The proposed degree advances the mission of the Miami Regionals by providing open and affordable access to higher education for the residents of Southwest Ohio that the Oxford Campus does not offer. The BS in Applied Biology does this by providing two concentrations for students: Environmental Biology and Human Biology & Health Sciences, as compared to the BS on the Oxford campus that offers majors in botany, biology, and zoology. The two concentrations are designed to meet the job demands of the region. In other words, there are regional jobs that require application of ecological and biological principles to solve environmental problems at organizations such as the U.S. Environmental Protection Agency (USEPA), the Cincinnati Zoo, and environmental consulting firms. The second concentration, Human Biology & Health Sciences, is designed to prepare students to apply their knowledge

in lab or clinical settings, at biomedical research institutions and companies involved in healthcare and biotechnology. Each concentration trains students in critical thinking, scientific inquiry, and the application of science to societal issues. The course of study for either concentration within Applied Biology will prepare students to formulate questions, make meaningful observations, analyze and interpret data, and arrive at conclusions. Although the life science BS degrees share some courses, the BS in Applied Biology degree will indicate which concentration the student followed. The Biology Department voted unanimously to approve the offering of a BS degree in Applied Biology on the Regionals. Most importantly, the ability to offer a BS in Applied Biology will allow underrepresented, low-income, and non-traditional students the opportunity to obtain a STEM degree that will allow them to be qualified to obtain jobs in science that they otherwise would not have the opportunity to obtain because of difficulties relocating to the Oxford Campus. These difficulties can include financial limitations, family obligations, transportation issues, and discomfort with the socio-cultural atmosphere at a highly selective, residential campus serving mostly traditional-aged students. All courses required for this degree, across all departments, are offered on the Miami regional campuses.

## SECTION 2: ACCREDITATION

### 2.1 Regional accreditation

Original date of accreditation:	1913
Date of last review:	2005
Date of next review:	2015

### 2.2 Results of the last accreditation review

Miami University is accredited by the [Higher Learning Commission](#) (HLC) of the North Central Association of Colleges and Schools. HLC accredits degree-granting post-secondary educational institutions in the North Central region of the United States. Miami's most recent accreditation review was in 2005 (see [2005\\_Review.pdf](#), 4.3MB), while the next reaccreditation review will occur in 2015.

### 2.3 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. **Provide documentation of the notification as an appendix item.**

## SECTION 3: LEADERSHIP—INSTITUTION

### 3.1 Mission statement

Miami University, a student-centered public university founded in 1809, has built its success through an unwavering commitment to liberal arts undergraduate education and the active

engagement of its students in both curricular and co-curricular life. It is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.

Miami provides the opportunities of a major university while offering the personalized attention found in the best small colleges. It values teaching and intense engagement of faculty with students through its teacher-scholar model, by inviting students into the excitement of research and discovery. Miami's faculty are nationally prominent scholars and artists who contribute to Miami, their own disciplines and to society by the creation of new knowledge and art. The University supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses. Miami provides a strong foundation in the traditional liberal arts for all students, and it offers nationally recognized majors in arts and sciences, business, education, engineering, and fine arts, as well as select graduate programs of excellence. As an inclusive community, Miami strives to cultivate an environment where diversity and difference are appreciated and respected.

Miami instills in its students intellectual depth and curiosity, the importance of personal values as a measure of character, and a commitment to life-long learning. Miami emphasizes critical thinking and independent thought, an appreciation of diverse views, and a sense of responsibility to our global future.

-- June 20, 2008

[\(http://MiamiOH.edu/about-miami/leadership/president/mission-goals/\)](http://MiamiOH.edu/about-miami/leadership/president/mission-goals/)

### 3.2 Organizational structure

Miami University is governed by a Board of Trustees which has 11 members appointed by the Governor with the consent of the Ohio Senate. The Board of Trustees delegates responsibility for administration of the university to the President. The President is advised by an Executive Committee that includes the Provost and Executive Vice President for Academic Affairs, Vice President for Finance and Business Services, Vice President for Student Affairs, Vice President for University Advancement, Vice President for Information Technology, General Counsel, Secretary to the Board of Trustees, Senior Director of University Communications, and Director of Intercollegiate Athletics.

The Division of Academic Affairs includes six academic divisions (College of Arts & Science, College of Creative Arts; College of Education, Health and Society; College of Engineering and Computing, Farmer School of Business; College of Professional Studies & Applied Sciences), the Graduate School, University Libraries, and the Miami University Dolibois European Center (MUDEC).

The administrative leadership of Miami University can be found at: <http://MiamiOH.edu/about-miami/leadership/admin-officers/index.html>.

## SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

### 4.1 Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the

overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.

The BS in Applied Biology will be offered by the Department of Biological Sciences, located on the Miami University regional campuses. The department, an academic unit with its own chair, reports to the Dean of the College of Liberal Arts & Applied Science (CLAAS). The department's budget, workload assignments, annual evaluations, salary increments, and tenure and promotion review of faculty all occur through recommendation/ negotiation of the chair and faculty and the college dean. Tenure and promotion occurs through a process that involves evaluation by the Department of Biological Sciences, the department chair, the CLAAS promotion and tenure committee, the CLAAS Dean, the University promotion and tenure committee, provost, president, and Miami University Board of Trustees.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.

The Department of Biological Sciences is led by the chair, Dr. Paul A. Harding, who is responsible for faculty evaluation and recruitment, curriculum, budget, student affairs, scheduling, representing the program both internally and externally, and all other departmental administrative responsibilities. The chair reports to the Dean of the College of Liberal Arts & Applied Science.

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.

Department of Biological Sciences Faculty - The entire faculty meets regularly to address curricular and other issues as a committee of the whole.

Department of Biological Sciences Curriculum Committee – This committee, chaired by a faculty member, reviews and approves curriculum in all degrees housed in the department. Departmental representatives are chosen and serve according to departmental governance and include appropriate representation of faculty from all parts of the discipline. This committee also works with faculty members to assess learning outcomes and other programmatic elements, using these data to improve or change curricular elements such as assignments and other course components. This committee collects, analyzes, reports, implements, and archives assessment materials.

Department of Biological Sciences Promotion & Tenure Committee – This committee, chaired by a faculty member, annually reviews probationary faculty and reviews and approves dossiers submitted by faculty for promotion and tenure. This Committee assures the depth and quality of instruction by maintaining a high-quality faculty through a rigorous peer-review system emphasizing teaching, research, and service.

College of Liberal Arts and Applied Science Curriculum Committee – This committee, which includes faculty from all departments within the college, reviews and approves curricular changes within the college. Departmental representatives are chosen and serve according to departmental policy. The committee is chaired by an associate dean or other designee of the dean.

College of Liberal Arts and Applied Science Promotion and Tenure Advisory Committee – This committee, which includes faculty from all departments within the college, serves in an advisory capacity to the dean on promotion and tenure issues. Departmental representatives are chosen according to departmental policy and serve staggered three-year terms. The committee is chaired by an associate dean or other designee of the dean.

Miami University Council for Undergraduate Curriculum - This committee is selected by the Executive Council of University Senate, Miami University. It is composed of six faculty members, one from each of the six academic divisions. At least one of these faculty members shall be a member of University Senate and at least one shall represent the graduate faculty. Additionally, there are two undergraduate students and one graduate student, and eight ex-officio, nonvoting members also serve – one representative of the Office of Academic Affairs, one representative of the Office of the University Registrar, six divisional representatives – one from each of the divisional academic deans' office (typically, an associate dean). Meetings are held several times a semester depending on the quantity of curricular items to be reviewed. Terms of appointments are two years (except for ex-officio members who may serve longer).

Miami University Council of Academic Deans - The council consists of the Provost of Miami University, the deans of each of the six academic divisions, dean of the graduate school and secretary of the university. Meetings are held twice a month (every-other-week). There are no terms of appointments as members serve during their administrative appointments.

Miami University Senate - This body consists of elected and appointed faculty, staff and students who represent constituencies from the entire university. Term of appointment is typically two years. Meetings are held twice a month (every other week). This body provides explicit final approval of new degrees and majors by vote.

Miami University Board of Trustees - The members of this body are appointed by the Governor of the State of Ohio. They provide final Miami approval of new degree programs. There are nine voting members, each of whom is nominated by the Governor of the State of Ohio with the advice and consent of the University Senate. They serve nine year terms. In addition to the voting members, there are two student representatives and national trustees.

## 4.2 Program development

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

- Offering bachelor degree programs.

The proposed program advances the mission of the Miami Regionals by providing open and affordable access to higher education for the residents of Southwest Ohio that the Oxford Campus does not offer. The BS in Applied Biology does this by providing two concentrations for students: Environmental Biology and Human Biology & Health Sciences. These two distinct foci provide regional campus students with a structured curriculum and transcript notation that is easily interpreted by both students and employers. Transcript notation of the student's concentration as either Environmental Biology or Human Biology & Health Sciences is appropriate because the curriculum for each includes more than 65% of courses within the concentration (refer to Course Offerings and required courses). The two degree concentrations create diverse educational opportunities that enhance students' biological experiences and allow them to acquire skills and competencies that make them competitive in job markets (for example, critical thinking, problem solving, communication, analytics). The BS in Applied Biology will allow underrepresented, low-income, and non-traditional students the opportunity to complete meaningful STEM degrees that qualify them to enter the increasingly available jobs in science, industry, and education.

According to the US Department of Education's National Center for Education Statistics, 181,000 of the 1,840,000 bachelor's degrees conferred in 2012–13 were obtained in health professions and related programs (9.8%) [SOURCE: U.S. Department of Education, National Center for Education Statistics. (2016). Digest of Education Statistics, 2014 (NCES 2016-006) Chapter 3.] Data from the National Science Foundation shows that in 2012, about 13% of first year students intended to major in biological and/or agricultural science, which was up from approximately 7% in the early 1970's. Clearly there is a need and an interest in students pursuing this type of traditional degree. The Miami Regionals follow the National trend of approximately 5% of all students majoring in a biology-related field (207 majors/ 4,125 students in 2016; 5%).

- Providing academic programs to meet needs of the region.

The BS in Applied Biology will offer opportunities for experiential learning by students interested in working at local companies, government agencies, and nonprofit organizations. Because very few (if any) evening classes are offered on the Oxford Campus, the Regionals are essentially the only place at Miami where working students may access higher education. The BS in Applied Biology will also be available to transfer students from local 2- and 4-year institutions, while also offering a gateway to other institutes of higher education.

A sample of local organizations where the BS in Applied Biology would be valuable: Cincinnati Children's Hospital Medical Center, Miller Brewing Co., AK-Steel, Genetica, Inc., Lab Corp., Procter & Gamble, Q Laboratories, Wright Patterson AFB, Ohio Department of Natural Resources, and Local & State Government agencies. Furthermore, a degree in biological sciences will train those planning to pursue post-baccalaureate degrees in the health sciences.

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. If completed, submit the full analysis as an appendix item.

The Chronicle of Higher Education's Almanac of Higher Education (2013), states that only 24.6% of Ohio adults have a bachelor's, with that percent dropping to 15.1% in Middletown and 14.4% in Hamilton. Labor market information from the Ohio Department of Job and Family Services indicates a growing need for individuals with backgrounds and training in the biological sciences. The latest Ohio job growth projections (2022) show an increase of 23.4% for Medical and Clinical Laboratory Technologist, 15.3% for biological Technicians, 9.7% for Soil and Plant Scientists and 9.3% for Environmental Scientists. All of these rates are above the projected Ohio job growth rate of 8.3%. These professions command an average annual salary ranging from \$44,000 to \$70,000. According to the US Department of Education National Center for Education Statistics, the number of bachelor's degrees awarded in the biological and biomedical sciences increased 59% between 2002 and 2012.

There is an impending crisis for science (STEM) education in the United States based on the increasing demand for math/science teachers without a coinciding increase in students being trained in these fields (NSF-National Science Board 2015). The demand for K-12 science teachers in Ohio is predicted to rise due to the gap between retirements and STEM teachers entering the profession (Fordham Inst.). The two foci of study in the proposed BS in Applied Biology provide pathways for graduates to become science teachers (middle school average salary \$42K - \$54K; Bureau of Labor Stats), albeit additional licensure requirements are required.

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.

Members of the Citizens' Advisory Councils for both the Hamilton and Middletown campuses were consulted. They expressed strong support, citing the timeliness and relevancy of the skills that degrees of this type will afford the students in our region.

Owner and President of Q Laboratories, Dave Goins, located in Cincinnati, OH has served the food, food ingredients/ flavorings, cosmetic, pharmaceutical, over-the-counter drug, health and beauty care, and dietary supplement industries since 1966, offering comprehensive microbiology and chemistry product analysis and research and development services. Q laboratories has job openings in research and development, and for technicians. These job openings require a minimum of a Bachelor's degree in biology and experience in molecular techniques such as PCR, DNA sequencing, HPLC, and quality control. Planned course offerings in the Applied Biology degree on the Miami University Regionals provide courses in these areas. Based on conversations with Q Laboratories, students who successfully complete this BS degree on the Miami University Regionals would be qualified candidates for such positions.

We have consulted with TRC, an environmental consulting firm based in Cleveland with

local offices in Cincinnati, regarding their needs for biologists trained in the application of ecological and evolutionary principles for solving environmental problems. Rebecca Winterringer, Senior Aquatic Ecologist with TRC, stated that our proposed Environmental Biology concentration includes the coursework required for biologists at TRC and similar companies.

We have recently been contacted by Procter & Gamble regarding creation of an Associate Degree for training technicians to meet their laboratory needs in the consumer products industry. These students will be likely to continue their education to earn a BS in Applied Biology in order to permit job advancement in their careers.

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.

While there is no national accrediting body for the biological sciences, our curriculum will meet generally accepted standards in the field. We will consult with the Department of Biology on the Oxford Campus, as needed, to meet these standards. The Biology Department regularly goes through internal and external program reviews to maintain and improve these standards. The same will be true for the new Department of Biological Sciences on the regional campuses.

#### **4.3 Collaboration with other Ohio institutions**

Indicate whether any institution within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program, and provide a rationale for offering an additional program at this site.

The University of Cincinnati, Wright State University, and the University of Dayton offer bachelor degrees in biological sciences, while Miami University offers BA and BS degrees in Biology, Botany, and Zoology based on the Oxford Campus. None of these offer a degree in Applied Biology. Ohio University offers a B.A. in Applied Plant Biology, which is neither similar to our proposed Applied Biology major nor does it include certificates or a "tools" requirement. Bowling Green State University offers an Applied Health Science degree for students to enter the job market in areas such as health education, pharmaceutical and medical equipment sales and health information services, which is distinctly different from the proposed Applied Biology major. No other Ohio institution offers an Applied Biology degree.

Xavier University states that they offer a BS in Applied Biology, but to complete this degree Xavier students must be accepted at Duke University for their senior year. Students who fail to be accepted at Duke University are required to change their major in order to graduate from Xavier University. Thus we are proposing the only local degree

in Applied Biology that incorporates both certificates and a "tools" requirements that will make our students more competitive compared to traditional biology graduates.

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.

No. This program was not developed in collaboration with any other institutions.

## SECTION 5: STUDENT SERVICES

### 5.1 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 BS in Applied Biology will follow Miami University Regionals' open enrollment policy for first-time students who have never taken college courses at another accredited university and plan to seek a degree or certification at Miami University. Detailed information about regional admissions can be found at <http://www.regionals.miamioh.edu/admission>.

Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT<sup>2</sup>) initiatives; and other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).

Transfer students applying to the proposed program are required to have earned a high school diploma and have a minimum of 2.0 g.p.a. in college courses in order to be eligible for transfer admission. Transfer students are responsible for meeting all requirements that are in effect when they first enroll as degree candidates. Students who attended another college after high school and registered for one or more courses must apply for admission to Miami as a transfer student. Credit earned at another college is subject to transfer regulations. (Adapted from <http://www.miamioh.edu/academics/bulletin/>)

Students who have successfully completed the Transfer Module at an Ohio college or university will be considered to have fulfilled the Transfer Module at Miami. Additional Miami Plan requirements that are not included in the Transfer Module, however, may be required.

Articulation tables and program information that can be found on uselect (accessed via <http://www.transfer.org/uselect/>) are maintained to assist students in reviewing / previewing transfer credit information. (Adapted from <http://www.units.miamioh.edu/reg/transferecredits/>).

## 5.2 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.

Miami's regional campuses are full-service, and the administrative resources are adequate to support the proposed program. Many of the courses are existing courses that already are fully supported by tutoring services such as TRiO. TRiO is a set of federally-funded college opportunity programs that motivate and support students whose education and economic background can make the pursuit of a college degree difficult by providing tutoring, personal counseling, mentoring, financial guidance, and other supports necessary so students can focus on earning a degree. This is especially helpful the many first generation college students on the regional campuses.

## 5.3 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.

Miami's regional campuses are full-service, providing well-established administrative resources supplying all student services to support the proposed program.

# SECTION 6: CURRICULUM

## 6.1 Introduction

Provide a brief description of the proposed program as it would appear in the institution's catalog (*General Bulletin*). The description should be no more than 150 words.

Biology is the study of all living organisms, from the microscopic to macroscopic. The biology faculty at the Regionals offer a wide range of courses that provide a solid background in two primary concentrations for the BS in Applied Biology: 1) Environmental Biology and 2) Human Biology & Health Sciences. Each concentration trains students in critical thinking, scientific inquiry, and the application of science to societal issues. The course of study for either concentration within Applied Biology will prepare students to formulate questions, make meaningful observations, analyze and interpret data, and arrive at conclusions. Development of these skills will enable students to recognize, address, and solve problems while gaining scientific literacy and a broad knowledge of biology. During their training as biologists students will learn how living organisms function, evolve, and interact with one another and their environment. Students majoring in Applied Biology may not major in Biology or Zoology.

## 6.2 Program goals and learning objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

### 6.3 Course offerings/descriptions

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major, general education, elective) and indicate if they are new or existing courses.

#### Environmental Biology Concentration

Course (number/name)	Cr hrs	Major	General Education (Miami Plan)	Elective	OTM TAG CTAG	New/Existing Course
<b>MAJOR REQUIREMENTS</b>						
BIO 115 Biological Concepts: Ecology, Evolution, Genetics, and Diversity	4	■				
BIO 116 Biological Concepts: Structure, Function, Cellular, and Molecular Biology	4	■				
BIO 206 Evolutionary Biology	3	■				
BIO 209 Fundamentals of Ecology	3	■				
<i>Take 3:</i> BIO 311 Vertebrate Zoology or BIO 312 Invertebrate Zoology or BIO 314 Plant and Fungal Diversity or BSC 313 Microbial Diversity	12	■				
BIO 342 Genetics	3	■				
BSC 292 Applied Biology Sophomore Seminar: Planning Your Future in Applied Biology (Seminar I)	3	■				
BSC 492 Applied Biology Senior Seminar: Becoming a Professional Biologist (Seminar II)	1	■				
<i>Take 2 (1 required at 400-level):</i> BSC 321 Research in Applied Biology	1-3					
BIO 351 Environmental Education: Focus on Natural History <i>or</i> BSC 415 Approaches to Problem Solving and Research in Applied Biology Capstone <i>or</i> BIO 467 Conservation Biology <i>or</i> BSC 475 Capstone in Environmental Biology	3-4	■				
BSC 415 Approaches to Problem Solving and Research in Applied Biology Capstone	3-4					
BIO 467 Conservation Biology	3					
BSC 475 Capstone in Environmental Biology	3					
<b>ADDITIONAL REQUIREMENTS</b>						
CHM 141 or CHM 141R College Chemistry	3-4	■				
CHM 142 College Chemistry	3	■				
CHM 144 College Chemistry Laboratory	2	■				
CHM 145 College Chemistry Laboratory	2	■				

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ECO 201 Principles of Macroeconomics <i>or</i> POL 241 American Political System	3	■				
STA 261 Statistics <i>or</i> MTH 151 Calculus I	4-5	■				
GLG 115L Understanding the Earth	1	■				
GLG 121 Environmental Geology	3	■				
GLG 244 Oceanography <i>or</i> GLG 307 Water and Society	3	■				
<i>Earn 1 Tool:</i> GIS Certificate Commerce Minor Data Intelligence Minor Forensic Investigation Minor	18-21	■				

## Human Biology &amp; Health Sciences Concentration

Course (number/name)	Cr hrs	Major	General Education (Miami Plan)	Elective	OTM TAG CTAG	New/Existing Course
<b>MAJOR REQUIREMENTS</b>						
BIO 115 Biological Concepts: Ecology, Evolution, Genetics, and Diversity	4	■				
BIO 116 Biological Concepts: Structure, Function, Cellular, and Molecular Biology	4	■				
BIO 201 Human Anatomy	4	■				
BIO 203 Introduction to Cell Biology	3					
BIO 206 Evolutionary Biology <i>or</i> BIO 209 Fundamentals of Ecology	3	■				
<i>Take 3 (1 required at 400-level):</i> MBI 361 Epidemiology <i>or</i> BSC 321 Research in Applied Biology <i>or</i> BSC 416 Applications of Biotechnology to Human Health: Concepts and Issues <i>or</i> BSC 313 Microbial Diversity	9	■				
BIO 342 Genetics	3	■				
BIO 305 Human Physiology	4	■				
BSC 292 Applied Biology Sophomore Seminar: Planning Your Future in Applied Biology (Seminar I)	3	■				
BSC 492 Applied Biology Senior Seminar: Becoming a Professional Biologist (Seminar II)	1	■				
BSC 416 Applications of Biotechnology to Human Health: Concepts and Issues	3	■				
<b>ADDITIONAL REQUIREMENTS</b>						
CHM 141 <i>or</i> CHM 141R College Chemistry	3-4	■				
CHM 142 College Chemistry	3	■				
CHM 144 College Chemistry Laboratory	2	■				
CHM 145 College Chemistry Laboratory	2	■				
CHM 241 Organic Chemistry	3	■				
CHM 242 Organic Chemistry	3	■				
CHM 244 Organic Chemistry Laboratory	2	■				

## Miami University | Proposal to Establish a [DEGREE] in [MAJOR] | Page 15

CHM 245 Organic Chemistry Laboratory	2	■				
STA 261 Statistics or MTH 151 Calculus I	4-5	■				
PHY 161 Physics for Life Sciences with Laboratory I	4	■				
PHY 161 Physics for Life Sciences with Laboratory II	4	■				
<i>Earn 1 Tool:</i> GIS Certificate Commerce Minor Data Intelligence Minor Forensic Investigation Minor	18-21	■				

Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. **Submit course syllabi as appendix items.**

**6.4 Program sequence:** Provide the intended/ideal sequence to complete the program in the Plan of Study/Roadmap table below. Add additional time period as needed.

Environmental Biology Concentration

Time Period	Curriculum component	Time period	Curriculum component
<b>Freshman Year</b>			
Year 1	Courses/Activities (hrs.)	Year 1	Courses/Activities (hrs.)
Fall Semester	BIO 115 (4)	Spring Semester	BIO 116 (4)
Fall Semester	ENG 111 (3)	Spring Semester	GLG 115L (1)
Fall Semester	GLG 121 (3)	Spring Semester	MPF Social Sciences (3)
Fall Semester	MPF Humanities (3)	Spring Semester	MP Global 1 (4)
Fall Semester	MPF Fine Arts (3)	Spring Semester	STA 261 (4)
Time period	Curriculum component	Time period	Curriculum component
<b>Sophomore Year</b>			
Year 2	Courses/Activities (hrs.)	Year 2	Courses/Activities (hrs.)
Fall Semester	BIO 206 (3)	Spring Semester	BIO 209 (3)
Fall Semester	CHM 141R (4)	Spring Semester	BSC 292 (1)
Fall Semester	CHM 144 (2)	Spring Semester	CHM 142 (3)
Fall Semester	MP Global 2 (3)	Spring Semester	CHM 145 (2)
Fall Semester	Tool 1 (3)	Spring Semester	MPF Intercultural (3)
		Spring Semester	Tool 2 (3)
Time period	Curriculum component	Time period	Curriculum component
<b>Junior Year</b>			
Year 3	Courses/Activities (hrs.)	Year 3	Courses/Activities (hrs.)
Fall Semester	BIO 312 (4)	Spring Semester	BIO 311 (4)
Fall Semester	BIO 342 (3)	Spring Semester	BIO 314 (4)
Fall Semester	Tool 3 (3)	Spring Semester	GLG 307 (3)
Fall Semester	Tool 4 (3)	Spring Semester	Tool 5 (3)
Fall Semester	Elective (3)	Spring Semester	Elective (3)
		Spring Semester	
Time period	Curriculum component	Time period	Curriculum component
<b>Senior Year</b>			

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Year 4	Courses/Activities (hrs.)	Year 4	Courses/Activities (hrs.)
Fall Semester	BIO 467 (3)	Spring Semester	BIO 351 (4)
Fall Semester	ECO 201 (3) or POL 241 (3)	Spring Semester	BSC 492 (1)
Fall Semester	MP Writing (3)	Spring Semester	Tool 7 (3)
Fall Semester	Tool 6 (3)	Spring Semester	Elective (7)
Fall Semester	Elective (3)		

## Human Biology &amp; Health Sciences Concentration

Time Period	Curriculum component	Time period	Curriculum component
<b>Freshman Year</b>			
Year 1	Courses/Activities (hrs.)	Year 1	Courses/Activities (hrs.)
Fall Semester	BIO 115 (4)	Spring Semester	BIO 116 (4)
Fall Semester	CHM 141R (4)	Spring Semester	CHM 142 (3)
Fall Semester	CHM 144 (2)	Spring Semester	CHM 145 (2)
Fall Semester	ENG 111 (3)	Spring Semester	MPF Humanities (3)
Fall Semester	MPF Fine Arts (3)	Spring Semester	MPF Social Sciences (3)
Time period	Curriculum component	Time period	Curriculum component
<b>Sophomore Year</b>			
Year 2	Courses/Activities (hrs.)	Year 2	Courses/Activities (hrs.)
Fall Semester	BIO 203 (3)	Spring Semester	MTH 151 (5) or STA 261 (4)
Fall Semester	BSC 292 (1)	Spring Semester	BIO 206 (3) or BIO 209 (3)
Fall Semester	CHM 241 (2)	Spring Semester	CHM 242 (3)
Fall Semester	Tool 1 (3)	Spring Semester	CHM 245 (2)
Fall Semester	MPF Global 1 (3)	Spring Semester	Tool 2 (3)
Time period	Curriculum component	Time period	Curriculum component
<b>Junior Year</b>			
Year 3	Courses/Activities (hrs.)	Year 3	Courses/Activities (hrs.)
Fall Semester	BIO 201 (4)	Spring Semester	BIO 342 (4)
Fall Semester	PHY 161 (4)	Spring Semester	CHM 332 (4)
Fall Semester	MPF Global 2 (3)	Spring Semester	CHM 332L (2)
Fall Semester	Tool 3 (3)	Spring Semester	PHY 162 (4)
Fall Semester	Elective (3)	Spring Semester	Tool 4 (3)
Time period	Curriculum component	Time period	Curriculum component
<b>Senior Year</b>			
Year 4	Courses/Activities (hrs.)	Year 4	Courses/Activities (hrs.)
Fall Semester	BIO 464 (3)	Spring Semester	BSC 416 (3)
Fall Semester	BIO 305 (4)	Spring Semester	BSC 492 (1)
Fall Semester	Tool 5 (3)	Spring Semester	Tool 6 (3)
Fall Semester	Elective (3)	Spring Semester	Tool 7 (3)
		Spring Semester	Elective (7)

**6.5 Alternative delivery options (please check all that apply):**

- More than 50% of the program will be offered using a fully online delivery model  
 More than 50% of the program will be offered using a hybrid/blended delivery model  
 More than 50% of the program will be offered using a flexible or accelerated delivery model

For the purposes of this document, the following definitions are used:

- an **online course** is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings;
- a **hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;
- a **flexible or accelerated program** includes courses that do not meet during the institution's regular academic semester (fall or spring) as well as courses that meet during the regular academic term but are offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.

#### 6.6 Off-site program components (please check all that apply):

- Co-op/Internship/Externship  
 Field Placement  
 Student Teaching  
 Clinical Practicum  
 Other

If one or more of the items is checked, please provide a brief description of the off-site component(s).

The Department of Biological Sciences has reached out to and consulted with regional companies including TRC, an engineering, environmental consulting and construction management firm that provides services to the energy, environmental, and infrastructure markets; Q Laboratories, a microbiological and analytical chemistry testing facility providing testing services for food, cosmetics, pharmaceuticals and OTC products; and Medpace, a clinical research organization conducting global clinical research for the development of drugs and medical devices. These companies provide competitive internship opportunities for Applied Biology majors in both concentrations of Environmental Biology and Human Biology & Health Sciences.

## SECTION 7: ASSESSMENT AND EVALUATION

### 7.1 Program assessment

Assessment efforts are directed by the Office of the Provost and the Center for the Enhancement of Learning, Teaching and University Assessment. Because of the accreditation standards of the Higher Learning Commission, each department and program at Miami University is required to implement a full cycle assessment program for each undergraduate major, general education, free-standing certificates, and all graduate programs.

Each major or degree program specifies at least three learning outcomes to assess. Each year, data is collected and analyzed related to the outcomes and used for program

improvement. When beginning the process of assessment for the first time, departments and programs create an assessment plan for each degree program or major. Annually or biennially, the assessment data for the three or more learning outcomes are analyzed and discussed and plans for improving teaching and learning based upon those findings should be put in place. The summary of the data collected, the analysis and the steps for improvement are recorded in an assessment report which is submitted each year. Plans and reports are reviewed regularly by divisions.

Please see <http://www.units.MiamiOH.edu/celt/assessment/guidelines.php> for details about how your proposed assessment plan will be reviewed.

Is your program externally accredited? If yes, does the external body require the program to do **direct assessment of student work showing student achievement of your stated learning outcomes**? If so, please provide a copy of the assessment requirements/plan to the university assessment coordinator. If not, please answer all the following questions:

- 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.

SLO #1. Acquire and apply foundational knowledge, concepts, and theories in biology.

SLO #2 Collect, synthesize, and critically evaluate information in order to suggest solutions to environmental and human health-related problems.

SLO #3 Acquire a broad range of tools that can be applied in research and in the workplace to solve biological problems.

SLO #4 Earn professional certifications in order to increase employment prospects.

As the students accomplish these SLOs, they will also compete the Global Miami Plan.

Together with their focus in Applied Biology, students will become independent critical thinkers with strong written communication skills, ready to integrate and apply their knowledge society's greatest problems.

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

SLO #1. As with a traditional biology program, the foundational knowledge will build over the program curriculum. At each level, courses will build on the basic knowledge from earlier courses. For example, students in the environmental biology concentration will expand on the basics from BIO 115 & 116 in BIO 206 (Evolutionary Biology) and BIO 209 (Fundamentals of Ecology), whereas students in the Human Biology & Health Sciences concentration will build their understanding of organismal function in BIO 203 (Cell Biology) and BIO 305 (Human Physiology). Instructors will deploy pre- and post- tests in each section every other year that address specific course SLOs that relate to content.

SLO #2. All senior level classes (i.e., 400 level) will include a project that requires students to assemble and analyze information relating to a current real-world problem. In some cases, students may collect and analyze real world data and in other instances they may gather information through the literature, interviews, or the use of real world databases. Their projects will be assessed using the Miami Plan critical thinking evaluation tool. The reports they prepare will be assessed using the Miami Plan written communication evaluation tool.

SLO #3 Students in each concentration will take field or laboratory courses where they learn modern techniques for addressing environmental or human health related questions. Their

success in mastering these tools will be reflected in their grades for these courses. Their competency in deploying these tools will emerge in the project that they complete for their capstone experience.

SLO #4 Students will obtain a certificate or minor in association with the Applied Biology degree. In the sophomore seminar course, they will also earn a 10 hour OSHA certification (or equivalent) and in the senior seminar course they will earn the 40 hour OSHA - HAZWOPER certification (or equivalent). Consultation with alumni, the BSC Advisory Council, and current and potential employers will allow us to add additional certification programs as appropriate.

- **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.**

Each of our senior level classes (400 level) will include a project that requires students to assemble and analyze information relating to a current real-world problem. An example of an applied biology assignment used by our faculty in capstone courses is attached (please see BSC example assignment).

Instructors of at least half of the sections of these classes will evaluate the projects using the critical thinking and written communication rubrics designed by the Liberal Education Council (Please see "Rubric GMP critical thinking" and "Rubric GMP written communication" attached) These rubrics capture key components of SLOs #1, #2 and #3. In addition, we have developed a rubric for the assessment of applied biology projects (please see "Rubric BSC Science" attached). This rubric will be deployed to assess the laboratory report that students prepare in the second semester course of the first year (BIO 116 in Hamilton and BIO 115 in Middletown). This same rubric will be used to assess the final projects in at least half of the capstone sections in any given year. This rubric captures key components of SLOs #1, #2 and #3.

Data collected from all of these rubrics will be analyzed using the multivariate approach recommended by Weber (2009) Quantifying Student Learning: How to analyze assessment data. Ecology101, a publication of the Ecological Society of America doi: 10.1890/0012-9623-90.4.501

- **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.**

As mentioned above, we will assess all of the laboratory reports of students in the spring semester of our introductory biology sequence. This should include all of students in the Applied Biology major (except those who transfer credits in or received AP credit), as well as a number of students majoring in Biology, Zoology, Botany, or Microbiology in the College of Arts and Science (total approximately 120 students). We will deploy our science rubric ("Rubric BSC Science" attached) again in the final project in at least half the sections of our 400 level courses. In addition, the critical thinking and written communication rubrics of the LEC will be applied to assignments in capstone courses (both rubrics are attached). We believe this will capture more than 60% of our Applied Biology majors (approximately 75 students at the senior level). If this proves insufficient, we will increase our evaluative efforts.

Data collected from all of these rubrics will be analyzed using the multivariate approach recommended by Weber (2009) Quantifying Student Learning: How to analyze assessment data. Ecology101, a publication of the Ecological Society of America doi: 10.1890/0012-9623-90.4.501

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

Students will complete process controlled instructor evaluations in each course that contain standard questions stipulated by the university and the division. The instructors will add questions to address specific aspects of SLOs associated with their course. Students will be asked to react to each of the four SLOs associated with the Applied Biology major in their evaluation of BSC Seminar II, which is taken in the senior year.

In addition, we will ask students to complete a free-writing reflection reacting to their experience in the major as the final assignment in BSC Seminar II. At this time, they will be asked to discuss the knowledge acquisition, critical thinking abilities and estimate the importance of the tools they have acquired.

We will work with the regional Career Services and Professional Development Office as well as the CLAAS Alumni Office and the BSC Advisory Council, to solicit feedback from our graduates and from regional employers. Through formal surveys and informal conversations, we will attempt to respond quickly to changing employment needs and to keep our curriculum current. We expect to reach at least 20% of those who have graduated within five years and to solicit input from at least 10 regional employers over that same 5 year period.

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

We will assess the laboratory report of each student in the second semester of the introductory biology course each year with Rubric BSC Science (attached). Projects from one-half of all 400 level courses will be assessed for science applications, critical thinking and written communication each year (rubrics attached). Alumni and employers will be contacted at least every two years.

The curriculum committee will ensure that data are collected and compiled to support continuous improvement. Short annual assessment reports will be prepared each year. Comprehensive reports will be prepared every five years as a part of the university program review.

Written works from each capstone course or writing intensive biological science course each year will be collected, analyzed, and assessed for meeting learning outcomes. Alumni surveys will be administered every other year.

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

The annual assessment reports will be distributed to the full-time faculty. The findings will be discussed at a faculty meeting and changes in the assessment approach, improvements of the rubrics, and/or alterations in our courses will be made as needed.

- 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 Curriculum Committee, composed of biological sciences faculty under the direction of the department chair, will be responsible for creating and submitting the annual assessment report.

## 7.2 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.

The Miami University Retention Committee with the support of The Office of the Provost and the Office of Institutional Research (OIR) guides and implements the university's student success evaluation and assessment. Student success is measured through national surveys and projects (e.g., the National Survey of Student Engagement, CIRP Freshman survey, Collegiate Learning Assessment, College Senior Survey, Your First College Year, HERI Faculty Survey, Faculty Survey of Student Engagement, and the Voluntary System of Accountability) as well as in-house graduate survey and alumni survey.

Process control student evaluations will be conducted in all classes with questions added to reflect the SLOs of each BSC class. In addition, faculty will make use of Small Group Instructional Diagnosis (SGID) sessions offered by the Center for Teaching and Learning. These reports solicit feedback from students in the middle of the semester so that modifications can be made in the course format or structure to better meet the needs and desires of the students.

The regional Career Services and Professional Development Office as well as the CLAAS Alumni Office and the BSC Advisory Council will help us obtain feedback from our graduates and from regional employers. Through formal surveys and informal conversations, we will attempt to respond quickly to changing employment needs and to keep our curriculum current. We expect to reach at least 20% of those who have graduated within five years and to solicit input from at least 10 regional employers over that same 5 year period.

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Course-level data from end-of-course evaluations, pre/post knowledge assessments, and SGID data will be collected each semester and compiled. Alumni data will be collected near graduation and biannually thereafter. The Office of Institutional Research (OIR) data are available annually.

All data will be updated as collected. Assessment reports will be discussed and changes made with an eye for continuous improvement. The Department of Biological Sciences is committed to preparing students to be able to apply their knowledge of biology immediately upon graduation. This goal means we must be responsive to the needs of our students and of the employers in the region.

## SECTION 8: FACULTY

### 8.1 Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.

Faculty teaching in this program hold an array of ranks, including Professor, Associate Professor, Assistant Professor (tenure-track), Visiting Assistant Professor (VAP), Lecturer, and Adjunct Instructor. Tenured and tenure-track faculty have teaching, research and service responsibilities at the institution. VAPs and Lecturers have teaching and service responsibilities, but are not expected to have an active research agenda. Adjuncts, typically professionals working in the field, have responsibilities limited to the courses taught.

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

The majority of the course instruction will be conducted by faculty holding doctoral degrees in biology or a biology-related field. Some courses may be taught by individuals holding a minimum of a Master's degree in biology or a biology-related field.

Describe the institution's load/overload policy for faculty teaching in the proposed program.

No new faculty will be required to offer this degree. Existing faculty in the Department of Biological Sciences (9 Associate/Full Professors; 3 full-time VAPs, and 1 full-time staff member with a 1/4 time instructional appointment) are able to offer all courses in biology (BIO), microbiology (MBI), and biological sciences (BSC) that includes 7 new course in BSC. The ability to offer all courses in the major may require some faculty to teach the required courses in the Applied Biology major rather than teach courses not required for the major. For example, a BSC faculty member who has taught BIO 161 Human Physiology (a non-majors course) will be required to teach a course in the Applied Biology major and the BIO 161 will be covered by a part-time instructor. It should also be noted that not all courses for the Applied Biology major will be offered every year. Some upper-level courses will be offered every other year to in order to maximize enrollment, which allows existing faculty members to cover the courses in the major. However, we do foresee hiring tenure-track faculty to replace retiring faculty and 1-2 new tenure-track faculty as the program grows.

Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.

[MUPIM 6.5 Overload Teaching](#)

### 8.2 Program faculty

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

Full-time: 12

Less than full-time: 1

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

Full-time: 1-2

Less than full-time: 0

### 8.3 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. **Include a faculty handbook outlining the expectations and documenting support as an appendix item.**

All tenured and tenure-track faculty are expected to continue teaching and scholarly development throughout their careers. Lecturers are expected to engage in teaching development. All faculty members are evaluated annually based on their assigned responsibilities.

Miami has a rich array of professional development resources. Through the Oxford Campus' Center for Teaching Excellence, faculty members are offered considerable teaching and learning workshops, as well as small grants to support teaching improvement, every semester. The Miami regional campuses have one regionalized Center for Teaching and Learning that serves both campuses. Many of these opportunities are open to part-time faculty as well.

The University and campuses also provide support, through workshops, mentoring programs, start-up funds, and grants for traditional scholarship of discovery activities.

Because the campuses are committed to serving Ohio and the communities in which they live, scholarly service and public scholarship are also supported. Each regional campus has a center for civic engagement and a downtown center that offer support for faculty who are interested in this type of work by making connections between a faculty member's area of expertise and needs in the community; providing fellowships to seed the work, assisting faculty in understanding the place for the work in Miami's tenure, promotion, and evaluation system, and providing a venue for faculty- led discussions and other work.

All tenured faculty have opportunities to periodically apply for and receive Assigned Research Appointments and Faculty Improvement Leaves, which provide opportunity for longer term scholarship, service, and professional development projects. All faculty on the tenure track are guaranteed an improvement leave, often taken during the third year of the tenure track. The regional campuses also provide support for scholarly

activities through departmental travel budgets.

[http://www.miamioh.edu/\\_files/documents/secretary/MUPIM.pdf](http://www.miamioh.edu/_files/documents/secretary/MUPIM.pdf)

#### 8.4 Faculty matrix

Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix (as shown in the example below). **A copy of each faculty member’s CV must be included as an appendix item.**

### SECTION 9: LIBRARY RESOURCES

**Librarian representative to do:** [http://www.lib.MiamiOH.edu/subject\\_librarians/](http://www.lib.MiamiOH.edu/subject_librarians/)

#### 9.1 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).

The Director of the Gardner-Harvey Library at Miami University Middletown, John Burke and the Director of the Rentschler Library at Miami University Hamilton, Krista McDonald, were consulted concerning the resources available for courses in the program and have committed to supporting courses by enhancing student understanding of the use of the library and literature in applied biology.

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

The regional campuses have their own libraries. Additionally, students, faculty, and staff have access to resources provided by Miami libraries on all University campuses. The regional campus libraries are also members of the Ohio LINK statewide consortium. These two affiliations and the local resources available to the regional libraries include 180 periodical databases, over 80,000 full-text periodicals, 11.5 million unique books, DVDs, and related items, and over 55,000 e-books on a wide variety of topics.

The regional libraries are committed to supporting the classroom mission of instructors in the program by helping students become self-sufficient information seekers. The instruction offered is based on the Information Literacy Competency Standards for Higher Education as established by the Association for College and Research Libraries. The goal is to promote these professionally recognized standards as a foundation for all Miami University regional students.

Regional library staff members offer a range of instructional services to assist students and support courses: (1) classroom information literacy sessions that are specially tailored to fit the needs of students in the course, (2) the embedded librarian program, which involves placing a librarian (with links to databases, tutorials, and other course-specific resources) in the course management system to assist students at their point of need (both face-to-face and web-based courses can have embedded librarians); and (3) one-on-one research consultations in which students can confer with a librarian for assistance with search strategies and knowledge of useful resources.

Regional library staff members will also stay in touch with department chairs to see if faculty instruction sessions or workshops are needed.

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 current collection, OhioLink, and other online resources currently available are more than adequate to support the proposed program.

## **SECTION 10: BUDGET, RESOURCES, AND FACILITIES**

### **10.1 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 only physical resources that will be needed to support the proposed program will be classrooms and laboratory space, and the regional campuses currently have adequate classroom and laboratory space. Additionally, the laboratory equipment required to run laboratory exercises for all proposed classes in the new degree program is currently available.

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 Applied Biology degree will incorporate the library staff in BSC 292 Seminar I to introduce tools for conducting literature searches in science, and in BSC 492 Seminar II in order to develop an in-depth understanding of scientific literature.

### **10.2 Budget/financial planning:**

Complete the table on the following page to describe the financial plan/budget for the first three years of program operation.

### Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
<b>I. Projected Enrollment</b>				
Headcount full time	20	40	60	80
Headcount part time	10	20	30	40
Full-time equivalent (FTE) enrollment	25	50	75	100
<b>II. Projected Program Income</b>				
Tuition (paid by student or sponsor)	\$116,910	\$233,820	\$350,730	\$467,640
Expected state subsidy	\$62,500	\$125,000	\$187,500	\$250,000
Externally funded stipends, as applicable	None	None	None	None
Other income (if applicable, describe in narrative section below)	None	None	None	None
<b>Total Projected Program Income</b>	<b>\$179,410</b>	<b>\$358,820</b>	<b>\$538,230</b>	<b>\$717,640</b>
<b>III. Program Expenses</b>				
New Personnel				
<ul style="list-style-type: none"> <li>• Instruction (technical, professional and general education ) <ul style="list-style-type: none"> <li>Full _____</li> <li>Part Time _____</li> </ul> </li> <li>• Non-instruction (indicate roles in narrative section below) <ul style="list-style-type: none"> <li>Full _____</li> <li>Part time _____</li> </ul> </li> </ul>	0 FT 0 PT	0 FT 0 PT	0 FT 0 PT	0 FT 0 PT
New facilities/building/space renovation (if applicable, describe in narrative section below)	None	None	None	None
Scholarship/stipend support (if applicable, describe in narrative section below)	None	None	None	None
Additional library resources (if applicable, describe in narrative section below)	None	None	None	None
Additional technology or equipment needs (if applicable, describe in narrative section below)	None	None	None	None
Other expenses (if applicable, describe in narrative section below)	None	None	None	None
<b>Total Projected Expense</b>	<b>\$0</b>	<b>\$140,000</b>	<b>\$140,000</b>	<b>\$305,000</b>

#### Budget Narrative:

Use narrative to provide additional information as needed based on responses above.

The Bachelor of Science degree in Applied Biology will utilize existing faculty, courses, and other resources resulting in the reduction of expenses for a new degree offering. No new faculty will immediately be required to launch the degree. Recruitment of new full-time faculty will be required with expected increases in enrollment and retention. This is

likely to occur after the second year of offering the degree. The proposed degree program will not require any new physical facilities beyond what is already available on the regional campuses including both classroom and laboratory space. Additionally, the laboratory equipment required to run laboratory exercises for all proposed classes in the new degree program is currently available.

<b>APPENDICES</b>
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**Please note that the institution is required, at a minimum, to submit the following the items as part of the review:**

Results of recent accreditation reviews	Course syllabi
Organizational Chart	Faculty CVs
Faculty/student handbooks (or link)	Current catalog ( <a href="http://bulletin.miamioh.edu/">http://bulletin.miamioh.edu/</a> )

Appendix	Description
A	BSC Governance 2017
B	BSC Dept. Chair CV
C	BSC example Assignment
D	Rubric BSC Science
E	Rubric GMP Critical Thinking
F	Rubric GMP Written Communication
G	Courses of Instruction
H	Faculty Matric
I	Faculty CVs
J	CUC Approval

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Miami University is committed to continual support of the delivery of the [DEGREE] in [MAJOR]. If Miami University decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

Miami University verifies that the information in the application is truthful and accurate.

Respectfully,

Phyllis Callahan  
 Provost and Executive Vice President for Academic Affairs  
 Miami University

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**Department Chair/Program Director Approval and Forwarding:**

<b>Name:</b> Paul Harding	<b>Email:</b> <a href="mailto:hardinpa@miamioh.edu">hardinpa@miamioh.edu</a>	<b>Phone:</b>
1 513 727 3447	<b>Date:</b> <span style="background-color: gray; color: gray;">          </span>	

**Department Chair/Program Director approval indicates that the program and its student learning outcomes will be assessed in accordance with the department's/program's overall assessment plan.**

**Divisional Dean approval indicates that the new program fits into the mission of the division, and that any overlap between the courses and other extant courses in the divisional curriculum has been identified and any related concerns resolved. By approving, the Dean (A) takes oversight responsibility for ensuring that the new program meets divisional standards for rigor, (B) indicates a recognition and acceptance of the staffing model and implications, and (C) forwarding of other related resource issues, when approved.**

**When approved by the Dean, following the divisional curriculum approval, forward for Registrar action within the curriculum approval process.**

**Please submit completed approved forms (in Microsoft Word) via e-mail to:  
[courseapproval@MiamiOH.edu](mailto:courseapproval@MiamiOH.edu)**

**NOTE: New Degrees:** This form requires approval by the department/program, division, CUC or Graduate Council, COAD, a vote by University Senate plus ten (10) class days for review, the President, the Miami University Board of Trustees and the Ohio Board of Regents (see MUPIM, Section 11). Upon submission of this form, the Office of the University Registrar will verify the information and forward this request to the appropriate contact.

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**NOTE: New Majors:** This form requires approval by the department/program, division, CUC or Graduate Council, COAD and a vote by University Senate plus ten (10) class days for review (see MUPIM, Section 11). Upon submission of this form, the Office of the University Registrar will verify the information and forward this request to the appropriate contact.

## **Department of Biological Sciences Miami University**

### **I. MISSION**

The mission of the Department of Biological Sciences is to provide scientific education to regional students in the biological sciences through outstanding instruction, research, and professional experiences. Our students will be broadly trained as scientists, educators, and practitioners who work to improve human health, enhance environmental sustainability, and promote public understanding of the life sciences.

### **II. VISION**

Our vision is to be the premier biological sciences department offering a bachelor's degree on the I-75 corridor recognized for teaching and experiential learning in emerging areas ranging from environmental to molecular and cell biology.

### **III. ADMINISTRATION**

#### **A. General Business**

The business of the Department of Biological Sciences is conducted by the qualified faculty. The qualified faculty comprise full-time individuals with some instructional duties. This includes lecturers, assistant, associate, and full professors as well as staff members that regularly contribute to our teaching efforts. Hereafter, when this document refers uses the term "faculty" is means the qualified faculty.

Departmental business is conducted at meetings of the faculty. A quorum shall consist of no less than fifty percent (50%) of the qualified members. A simple majority of those voting is sufficient to pass a general business motion unless a procedure to the contrary has been established. Typically, a voice or hand vote is deployed, however a written ballot can be requested by any faculty member. Any item can be deemed major business by a member of the faculty and, those items so designated require a one week waiting period prior to a vote. Minutes of the meetings are distributed prior to the following meeting and must be approved by a majority or the faculty members at a subsequent meeting.

Exceptions to the above voting rules are in place for promotion, tenure and changes in the governance of the department. Voting on recommendations for faculty promotion is limited to members of the faculty holding the considered rank for higher. Voting on recommendations and evaluations pertaining to tenure are limited to tenured faculty members. Changes in the governance document requires a two-thirds (2/3) majority of the qualified faculty.

## **B. The Chair**

The lead administrator for the Department of Biological Sciences is the Chair. The Chair must have a terminal degree in the biological sciences or a related discipline. The Chair works in close harmony and communication with the members of the department. The role of the Chair is to lead the department in program and policy formulation in addition to promoting the strength and abilities of the faculty, staff, and students in the biological sciences. The Chair manages the affairs of the department and provides leadership to ensure that the department's interests are represented throughout the university and the community. The chair is obliged to manage departmental resources consistent with the needs and priorities of the Department, and the University. The chair provides faculty with feedback on their performance, makes teaching assignments, authorizes faculty workloads, and makes recommendations regarding salary improvements to the Dean.

## **C. Relationship to Cognate Departments in the College of Arts and Science**

The Department of Biological Sciences values close relationships with the Departments of Biology and Microbiology. All tenure-track and tenured faculty members in the Department of Biological Sciences participate fully in their affiliate department in the College of Arts and Science. It is recognized that students from all campuses move between the undergraduate programs offered by these three departments and the department supports their ability to complete the degree they chose.

## **D. Committee Structure**

Most general business of the Department of Biological Sciences is handled by the qualified faculty as a whole. Committees for specific tasks are established by the Chair and the faculty on an ad hoc basis. Below are listed the standing committees.

### *1. Curriculum Committee.*

The role of the Curriculum Committee is to develop and review proposals for programs and courses that are housed within the Department of Biological Sciences or that affect the offerings of the department in a significant manner. Specifically, this committee works with the faculty as they generate and submit documents to ensure that curriculum proposed by the Department progress through the University review process successfully.

### *2. Awards Committee.*

The role of the Awards Committee is to ensure that our faculty, staff, and students are recognized for their achievements. The committee identifies and nominates faculty and staff for College, University, and other honors. In addition, they review undergraduate nominations and proposals in order to make recommendations for awards and scholarships.

### *3. Personnel Committee.*

The role of the Personnel Committee is to enact all procedures relating to departmental membership, including adjunct and affiliate status, and promotion and tenure (see Section V).

#### **IV. HIRING PROCEDURES**

##### **A. Tenure-track Faculty Searches**

1. The faculty discuss and develop and prioritize the specifications for new faculty positions. The Department Chair presents a formal justification for the position to the appropriate Dean(s).
2. The Department Chair in consultation with the faculty of Biological Sciences and the Steering Committee of the Department of Biology and/or the Department of Microbiology appoints a search committee. The committee includes at least five (5) individuals.
  - a. The Chair of the committee is always a tenured member of the Department of Biological Sciences
  - b. At least two (2) others selected from the qualified faculty in the Department of Biological Sciences.
  - c. At least one (1) other member selected from the faculty of the Department of Biology or the Department of Microbiology.
  - d. One or more additional members, which may include graduate and undergraduate students, is added as appropriate to the expertise targeted by the position description.
3. The advertisement is developed by the Department Chair and submitted to the Department for modifications and approval. The Department Chair and Search Committee are responsible for ensuring that the entire search process is in full compliance with the University's "Procedures and Information for Recruiting and Hiring Tenured and Tenure-Track Faculty".
4. The search committee develops a list of acceptable candidates and the qualified faculty discuss and approve a ranked list. All faculty have access to applications and are encouraged to provide input and recommendations to the search committee over the course of the search.
5. Once the University administration has approved the ranked list of candidates, interviews are scheduled. Unless otherwise stipulated by the faculty, interviews should include the following:
  - a. A research seminar in the Department of Biology or the Department of Microbiology at a time when most members of the Department of Biological Sciences can attend.
  - b. Opportunities for meetings with members of the Department of Biological Sciences, the Department of Biology and the Department of Microbiology.
  - c. Opportunities for meetings with students.

- d. Meetings with the Department Chair(s) and the Dean(s) or their designate.
  - e. Teaching discussion or presentation on one of the regional campuses.
6. Following interviews, the search committee solicits input from all constituents and develops a ranked list of acceptable candidates to bring to the qualified faculty for discussion and possible amendment. The qualified faculty vote on a final ranked list.
  7. Once the list is approved by the appropriate Dean, the Department Chair works with the top-ranked candidate to develop the terms for employment. If the top candidate declines, the Department Chair will move down the list of approved candidates until an agreement of employment is obtained. If unsuccessful with the ranked candidates, the Department Chair returns to the faculty to consider whether to establish another ranked list from the applicant pool or to decide the search has failed.

## **B. Non-tenure-track Faculty or Staff Searches**

1. In consultation with the qualified faculty, Department Chair appoints a Search Committee of at least three members. The Chair of the Search Committee is always a member of the faculty. The search committee develops a position description and advertised which is then approved by the faculty.
2. The position is posted and advertised in accordance with the university guidelines as an Equal Opportunity-Affirmative Action Employer. All application files are available to the qualified faculty who are welcome to provide input to the search committee. The search committee reviews applications and develops a list of individuals to be invited for interviews.
3. Interviews include meetings with the search committee and any interested members of the faculty, staff, and administration. Candidates for positions that include teaching obligations give a public presentation.
4. The Search Committee solicits input from the department and others who have met with the candidates after which time they develop a ranked list. The list is shared with the faculty before an offer is made.
5. The Department Chair or the Chair of the Search Committee, in consultation with the Office of the Dean, contacts the top candidates to negotiate an offer. If a hiring agreement is reached, the appropriate materials are submitted to complete the hiring process. If unsuccessful, the search committee return to the applicant pool or determine that the search has failed.

## **V. PROMOTION AND TENURE**

### **A. Criteria for Promotion to Associate Professor and Tenure**

The Department of Biological Sciences is committed to the success of our colleagues. The following guidelines aim probationary faculty members in making progress towards achieving promotion and tenure. Candidates are required to meet the criteria enumerated in the Miami University Policy and Information Manual (MUPIM; <http://www.muohio.edu/mupim>) in order to garner a positive recommendation for tenure. In addition, Probationary faculty members receive annual written evaluations by the departmental Personnel Committee and the Department Chair.

## 1. *Teaching and Academic Advising*

### a. Expectations

- i. Faculty are expected to demonstrate high quality teaching at multiple levels including major and non-major courses.
- ii. Active participation in advising students in our programs and mentoring them as they move through our program.
- iii. Mentorship of students in independent studies or other learning experiences such as internships and practicums.
- iv. Additional evidence of pedagogical involvement may include participation in new course and curriculum development, pedagogical research, and other means of improving courses such as funding from fellowships and grants to enhance learning outcomes.

### b. Evaluation/documentation for inclusion in annual reports

- i. Student evaluations for each course taught. Peer evaluation by at least one colleague each semester. Quality teaching may be further documented through other means.
- ii. A list of the number of advisees and contributions to formal and informal advising programs. Extra activities such as workshops or advisory materials developed can be included. An estimate of the time committed to advising can be included.
- iii. Student mentorship activities should be documented, including such things as presentations, new opportunities, project descriptions, publications.
- iv. Efforts to improve teaching may be evidenced by reporting participation in workshops and programs designed to enhance teaching effectiveness.

## 2. *Research and Scholarship*

### a. Expectations

- i. Establish a high quality research program.
- ii. Publications in peer-reviewed journals based on research conducted while at Miami University.
- iii. Scholarly work presented regularly at regional, national, and international meetings.
- iv. Regularly seek external funding for scholarly activities.

### b. Evaluation/documentation for inclusion in annual reports

- i. Prospective continuation in scholarship should be evidenced by the development of a focused research program that includes peer-reviewed publications of work accomplished while at Miami University.
- ii. Quality of publications should be established through a variety of means, such as documenting journal rankings, impact factors, journal circulation, or numbers of citations of articles. A clear indication of the candidate's specific contribution in co-authored publications should be provided.
- iii. List of presentations from the research group including presentations of students or collaborators with details as to the nature of the venue.
- iv. All grant proposals submitted should be listed. Information on granting agency, amount requested, and funding outcome should also be included.

### 3. *Professional Activities*

#### a. Expectations

- i. Participation in departmental committees as well as in college or university committees.
- ii. Service to the profession. Examples include meeting/symposium organizer, editor of a journal, officer in a professional organization, and reviewer of manuscripts, grant proposals, theses and books, as well as service on regional, national, or international panels.
- iii. Service to students such as academic advising, student-aimed programing or working with student organizations.
- iv. Participating in the community as a representative of the university, or activities that contribute to the public welfare and call upon the faculty member's expertise as a scholar or teacher.

#### b. Evaluation/documentation for inclusion in annual reports

- i. Activities should be listed and described. Include an estimate of time committed to each activity.
- ii. Letters of thanks or certifications of participation.
- iii. Indications of the impact of the activities such as number or diversity of participants reached or any measure of outcome of a program or activity.

### 4. Collegiality

It is expected that all faculty be collegial, as defined in MUPIM.

## **B. Criteria for Promotion to Full Professor**

### 1. *Teaching and Academic Advising*

#### a. Expectations

- i. Faculty are expected to demonstrate excellent teaching at multiple levels including major and non-major courses.
- ii. Active participation in advising students in our programs and mentoring them as they move through our program.
- iii. Mentorship of students in independent studies or other learning experiences such as internships and practicums.

- iv. Additional evidence of pedagogical involvement may include participation in new course and curriculum development, pedagogical research, and other means of improving courses such as funding from fellowships and grants to enhance learning outcomes.
- b. Evaluations/documentation for inclusion in the dossier
    - i. Student evaluations for each course taught. Peer evaluations for several courses over several years. Quality teaching may be further documented through other means.
    - ii. A list of the number of advisees and contributions to formal and informal advising programs. Extra activities such as workshops or advisory materials developed can be included. An estimate of the time committed to advising can be included.
    - iii. Student mentorship activities should be documented, including such things as presentations, new opportunities, project descriptions, publications.
    - iv. Efforts to improve teaching may be evidenced by reporting participation in workshops and programs designed to enhance teaching effectiveness.
2. *Research and Scholarship*
- a. Expectations
    - i. An excellent research record that includes high quality peer-reviewed publications
    - ii. Regular presentations at regional, national and/or international meetings.
    - iii. An active record of soliciting funding for scholarly activities.
  - b. Evaluations/documentation for inclusion in the dossier
    - i. List of publications. Quality of publications should be established through a variety of means, such as documenting journal rankings, or numbers of citations of articles. A clear indication of the candidate's specific contribution in co-authored publications should be provided.
    - ii. List of presentations from the research group including presentations of students or collaborators with details as to the nature of the venue
    - iii. List of all grant proposals submitted. Information on granting agency, amount requested, and funding outcome should also be included.
3. *Professional Activities*
- a. Expectations
    - i. Participation in departmental committees as well as in college and university committees.
    - ii. Service to the profession. Examples include meeting/symposium organizer, editor of a journal, officer in a professional organization, and reviewer of manuscripts, grant proposals, theses and books, as well as service on regional, national, or international panels.
    - iii. Service to students such as academic advising or working with student organizations

- iv. Participating in the community as a representative of the university, or activities that contribute to the public welfare and call upon the faculty member's expertise as a scholar or teacher.
- b. Evaluation/documentation for inclusion in the dossier
  - i. Activities should be listed and described. Include an estimate of time committed to each activity.
  - ii. Letters of thanks or certifications of participation.
  - iii. Indications of impact such as number or diversity of participants reached or any measure of outcome of a program or activity.

#### 4. *Collegiality*

It is expected that all faculty be collegial, as defined in MUPIM.

### **C. Procedure for Evaluation for Promotion and Tenure**

The procedure for consideration of faculty eligible for promotion and tenure follows the procedures, policies, and criteria specified in MUPIM. Details of that process are not duplicated here.

The Personnel committee reviews the annual report of each pre-tenure faculty and provide a letter of evaluation. Input on a draft of that letter is solicited from the applicant and the personnel committee in the Department of Biology or Department of Microbiology (as appropriate). Revisions are made in light of this input. The Chair also provides a written evaluation of the candidate.

Individuals eligible for promotion and/or tenure must inform the chair of their desire to be formally considered in the spring semester. Once the dossier is submitted and the outside letters have been received, the departmental Personnel Committee prepares a draft recommendation. The draft and supporting documentation is available for review and comment by the applicant and colleagues at the rank being sought or above in the Department of Biology or Department of Microbiology (as appropriate) for five business days. If revisions are made, then a new draft is made available for an additional five days. Once final revisions are made, the letter is voted on by the Personnel Committee. The Department Chair writes an independent letter which contains their recommendation.

## **VI. EVALUATION OF LECTURERS/CLINICAL FACULTY AND VISITING FACULTY**

### **A. Criteria for success**

- 1. Teaching and Academic Advising
  - a. Expectations
    - i. Faculty are expected to demonstrate excellent teaching and show leadership in continuing to improve our offerings.

- ii. Active participation in advising students in our programs and mentoring them as they move through their degree.
  - iii. Additional evidence of pedagogical involvement may include participation in new course and curriculum development, pedagogical research, and other means of improving courses such as funding from fellowships and grants to enhance learning outcomes.
- b. Evaluations/documentation for inclusion in the dossier
- i. Student evaluations for each course taught. Peer evaluation by at least one colleague for at least one course each calendar year. In addition, quality teaching may further be documented through other means.
  - ii. Documentation or descriptions of course improvements or mentoring others in improving our offerings.
  - iii. Evidence of regular participation in student advising including numbers of students, the variety of programs and an estimate of the time commitment involved.
  - iv. Efforts to improve teaching may be evidenced by participation in workshops and programs designed to enhance teaching effectiveness.
2. Other Professional Activities
- a. Expectations
- i. Participation in departmental committees as well as in college and university committees.
  - ii. Service to the profession. Since the excellence in teaching is the primary focus of these positions, faculty should consider their discipline broadly and this would overlap with the pedagogical involvement mentioned above.
  - iii. Service to students such as academic advising or working with student organizations.
  - iv. Participating in the community as a representative of the university, or activities that contribute to the public welfare and call upon the faculty member's expertise as a scholar or teacher.
- b. Evaluation/documentation for inclusion in the dossier
- i. Activities should be listed and described. Include an estimate of time committed to each activity.
  - ii. Letters of thanks or certifications of participation.
  - iii. Indications of impact such as number or diversity of participants reached or any measure of outcome of a program or activity.

## **B. Evaluation of Lecturers. Clinical Faculty and Visiting faculty**

### *1. The First Four Years*

Each year in the first four years of their appointment, lecturers and visiting faculty submit a report of professional activities. The Chair and the Personnel Committee prepare an annual written evaluation of the individual's accomplishments, including strengths and weaknesses and specific recommendations for improvement.

## **2. *Continuing Evaluation of Lecturers and Clinical Faculty***

After the fourth year, the annual report of professional activities is submitted to the Chair, who provides the performance review. The Chair can, but is not required to, solicit input from the Personnel Committee. A decision not to renew a Lecturer requires consultation with the faculty. It is noted that Visiting faculty positions typically end after year five.

## **3. *Promotion to Senior Lecturer or Clinical Faculty***

For promotion to Senior Lecturer, a Lecturer must have served five years and be nominated by the Personnel Committee and Department Chair. After nomination, a dossier and review documents from the Personnel Committee and the Department Chair is presented to the qualified faculty at a rank above Lecturer for a vote on the nomination. Lecturers must exhibit exceptional performance in pedagogy and service in order to be promoted (as per MUPIM).

# **VII. TEACHING EVALUATION PLAN**

## **A. The Importance of Teaching**

Excellent teaching is integral to our mission. We believe that no single instrument can properly evaluate teaching, whether the goals are formative or summative in nature. Hence, we advocate multiple formative and summative measures.

## **B. Formative Evaluations**

Formative evaluations are designed to be used by faculty to improve their teaching and the content of their courses. Any way to garner feedback throughout the semester is encouraged including informal student feedback sessions, instant responses, or any additional creative mechanisms to get information from students is encouraged. It is important to target these toward the learning goals of the course, within a framework that is as non-confrontational as possible. In addition, faculty are encouraged to employ portfolios that include documentation of student outcomes and deploy other means of self-assessment tools as they develop their teaching.

## **C. Summative Evaluations**

Summative evaluation instruments are designed for use by the Department Chair, the Personnel Committee, and other individuals or groups charged with evaluating faculty teaching performance. All instructors, whether temporary or permanent, must administer evaluations for every course, every semester. Peer evaluations are also an important teaching assessment mechanism. Ideally these are based on multiple classroom visits. Faculty are encouraged to develop other creative means to garner feedback from their students and others with the aim to improve teaching. Student evaluations, peer evaluations, and other feedback is included in the faculty member's Annual

Performance Report, and is considered with other written documentation for salary raises and other personnel matters.

### **VIII. FACULTY MENTOR PROGRAM**

The Department of Biological Sciences views mentoring as a collective responsibility and has a mentor program in which individual tenured faculty members mentor pre-tenure faculty members. These mentors are appointed by the Department Chair, after consultation with the two involved individuals.

The role of the faculty mentor is to provide advice and assistance to pre-tenure faculty members during their probationary period. Minimally such mentors should:

1. provide an understanding of Department and University culture and expectations.
2. assist the probationary faculty member in arranging for peer evaluations for courses.
3. provide input and feedback on research activities including, but not limited to, proposals and manuscripts.
4. aid in the development of annual activities reports and promotion and tenure packets.
5. serve as an advocate for the pre-tenure faculty member to the Personnel Committee, the department and, when appropriate, other offices of the University.

### **IX. PROCEDURES FOR APPROVAL OF ADJUNCT OR AFFILIATE STATUS**

Adjunct or affiliate status may be conferred upon approval by a majority of the faculty and by the Department Chair. Unless initially stated otherwise, adjunct or affiliate status is continuous. A prospective adjunct submits the following materials to the Departmental Personnel Committee via the Department:

1. a letter of application to the Department Chair describing his/her goals for the association with the Department, including research objectives
2. a curriculum vitae

The Personnel Committee evaluates the application and forwards its recommendation for faculty consideration.

**Appendix C**  
**Department of Biological Sciences**  
**CV of Chair**

**Paul A. Harding, Ph.D.**

**Department of Biology, Miami University**  
**727-3447 (office); 529-3169 (lab); [hardinpa@miamioh.edu](mailto:hardinpa@miamioh.edu)**

**EDUCATION**

B.S. Zoology	Ohio University	1983 - 1987
M.S. Microbiology	Ohio University	1987 – 1990
Ph.D. Molecular and Cellular Biology	Ohio University	1990 – 1994
Post-doctoral Fellow	The Ohio State University & Children’s Hospital, Columbus, OH	1994 – 1998

**PROFESSIONAL EXPERIENCE**

2015 – present	Professor & Chair, Department of Biological Sciences, Miami University Regionals, College of Liberal Studies and Applied Science
2014 – present	Professor
2008 – 2-14	Associate Professor Department of Biology, Miami University & Miami University – Middletown
2001 – 2008	Assistant Professor
1999 – 2001	Co-owner & Scientific Director DNA Analysis, Inc., 3900 Montgomery Road. Cincinnati, OH 45212
1994 – 1998	Post-Doctoral Fellow Department of Surgery, Wexner Institute for Pediatric Research, Children’s Hospital and The Ohio State University, Columbus, OH 43205
1997 – 1998	Scientific Director, Alpha Genetics, Inc., 3130 Highland Avenue, Cincinnati, OH 45219

**SOCIETY MEMBERSHIPS**

1. American Society for Cell Biology (ASCB) 1992 – present
2. Obesity Society 2004 – present
3. Sigma Xi, The Scientific Research Society 2004 – present
4. American Association for the Advancement of Science 2002 – present

**GRANTS****Externally Funded Research/Development:**

1. Quaker Foundation, Gel Electrophoresis Equipment for Miami University-Middletown new Molecular Biology Laboratory, Amount: \$3,580, Role: PI, 5/23/2012
2. National Institute of Child Health and Human Development (NICHD), Determination of IGFBP-3 and -4 mRNA by HB-EGF, Amount: \$210,900. Role: PI, 5/10/2007 – 5/9/2010.
3. National Science Foundation (NSF), Investigation of Genes and Complex Social Behavior Under Ecologically Relevant Conditions, Amount: \$390,000 Role: Co-PI, 3/1/2007 – 2/28/2010.

**Internally Funded Research/Development:**

1. Research and Grants Committee, Miami University – Middletown, Characterization of Brown Fat Cells at the Protein Level. Role: PI, \$2,500, 4/2014 – 03/2015.
1. Research and Grants Committee, Miami University – Middletown, Synthesis of recombinant HB-EGF

and ADAM 12S adenoviruses. Role: PI, \$1,500, 10/2013 – 09/2014.

2. Research and Grants Committee, Miami University – Middletown, Analysis of the role of heparin-binding EGF-like growth factor (HB-EGF) in diabetes using mouse models. Role: PI, \$1,500, 03/2007 – 02/2008.
3. Miami University Research Advisory Council (MURAC), Exploring the effects of single genes on social behavior. Role: co-PI, \$8,000, 03/2007 – 02/2008.
4. Faculty Development Program Learning Enrichment Fund - Miami University, Decreased reproduction capacity in male connective tissue growth factor (CTGF/CCN2) transgenic mice. Role: PI, \$800, 12/2005 – 11/2006.
5. Research and Grants Committee, Miami University – Middletown, Identification of genes expressed in fibrosis. Role: PI, \$1,000, 01/2005 – 12/2006.
6. Research and Grants Committee, Miami University – Middletown, Synthesis of an HB-EGF carboxy-terminal antibody. Role: PI, \$6,000, 03/2005 – 02/2006.
7. Faculty Development Fund for International Travel - Miami University, Heparin-binding EGF-like growth factor (HB-EGF) misexpression in transgenic mice alters expression of insulin-like growth factor binding protein-3 (IGFBP-3) Gordon Research Conference on Growth Factor Signaling, July 25-30, 2004, Queen's College, Oxford, UK. Role: PI, \$300, 07/2004.
8. Research and Grants Committee, Miami University – Middletown, Project to elucidate the biological roles of Heparin-Binding EGF-like growth factor (HB-EGF) in mammalian cells. Role: PI, \$3,000, 04/2003 – 03/2004.
9. College of Arts and Sciences, Miami University, Photodocumentation of DNA gel electrophoresis in the classroom. Role: PI, \$468.37, 09/2002 - 08/2003.
10. Committee on Faculty Research, Miami University, Generation of *In Vivo* Models to Elucidate the Functional Role(s) of HB-EGF Using Transgenic Mice. Role: PI, \$22,000, 07/2002 - 04/2003.
11. College of Arts and Science, Miami University, Generation of in vivo models to elucidate the functional role(s) of HB-EGF using transgenic mice. Role: PI, \$4,000, 05/2002 – 08/2002.
12. Instructional Improvement Committee - Miami University – Middletown, Purchase of human torso model, Role: co-PI, \$1989, 10/2001.
13. Instructional Improvement Committee - Miami University – Middletown, Purchase of giant heart model, Role: co-PI, \$272, 10/2001.

### **U.S. PATENTS**

2013	No. 8,455,191	Cell Transdifferentiation into Brown Adipocytes
2011	No. 7,897,732	Antibodies to Heparin-binding Growth Factor (hbgf) Polypeptides
2008	No.5,876,730	Heparin Binding Growth Factor polypeptides (CTGF)

### **HONORS & AWARDS**

2014	Excellence in Teaching Award, Miami University – Middletown Campus
2013	Excellence in Research and Scholarship Award, Miami University – Middletown Campus
2006	Shoupp Award Exploring the effects of single genes on social behavior, Co-PI
2002	Shoupp Award Functional Characterization of Heparin-Binding EGF-like Growth Factor Using an <i>In Vivo</i> Model, PI

**PEER-REVIEWED PUBLICATIONS (Total of 19 publications)**

Key for all Publications and Presentations below:

<sup>a</sup> Miami University Undergraduate Student

<sup>b</sup> Miami University Graduate Student

1. Taylor SR<sup>b</sup>, Markesbery MG<sup>a</sup>, Klements JR<sup>b</sup>, Johnson KD<sup>a</sup> and **Harding PA** (2014) Cellular transdifferentiation into Brown adipose-like cells. *Journal of Cell and Molecular Biology*, 12 (1&2) 55-62.
2. Taylor SR<sup>b</sup>, Markesbery MG<sup>a</sup> and **Harding PA** (2014) Heparin-binding epidermal growth factor-like growth factor (HB-EGF) and proteolytic processing by a disintegrin and metalloprotease (ADAM): A regulator of several pathways. *Semin Cell Dev Biol*. 28C:22-30. (invited review).
3. Zhou Z<sup>b</sup>, Darwal MA<sup>a</sup>, Cheng EA<sup>a</sup>, Taylor SR<sup>b</sup>, Duan E<sup>b</sup>, and **Harding PA** (2013) Cellular Reprogramming into a brown adipose tissue-like phenotype by co-expression of HB-EGF and ADAM 12S. *Growth Factors*, 6:185-198.
4. Ray KC, Blaine SA, Washington MK, Braun AH, Singh AB, Harris RC, **Harding PA**, Coffey RJ, Means AL (2009) Transmembrane and soluble isoforms of heparin-binding EGF-like growth factor regulate distinct processes in the pancreas. *Gastroenterology*, 137(5):1785-94.
5. Solomon N, Richmond A<sup>a</sup>, **Harding PA**, Fries A, Jacquemin S<sup>a</sup>, Schaefer R, Lucia, K<sup>b</sup>, and Keane B (2009) Polymorphism at the avpr1a locus in male prairie voles correlated with genetic but not social monogamy in field populations, *Molecular Ecology*, 18(22):4680-95.
6. Hoskins JT<sup>b</sup>, Zhou Z<sup>b</sup>, **Harding PA**. (2008) The significance of disulfide bonding in biological activity of HB-EGF, a mutagenesis approach *Biochem Biophys Res Commun*. 375(4):506-11.
7. Zhou Z<sup>b</sup> and **Harding PA** (2007) Amino-terminal deletion of heparin-binding EGF-like growth factor<sub>127</sub> (HB-EGF) stimulates cell proliferation but lacks insulin-like activity. *Cell Proliferation* 40(2): 213-230.
8. Provenzano AP<sup>a</sup>, Besner GE, James PF, **Harding PA** (2005) Heparin-binding EGF-like growth factor (HB-EGF) overexpression in transgenic mice downregulates insulin-like growth factor binding protein (IGFBP) – 3 and -4 mRNA. *Growth Factors* 23(1): 19-31.
9. Cribbs RK, **Harding PA**, Luquette MH, Besner GE (2002) Endogenous production of heparin-binding EGF-like growth factor during murine partial thickness burn wound healing. *J. Burn Care & Rehab*. **23**: 115-125.
10. **Harding PA**, Davis-Fleischer KM, Crissman-Combs MA, Miller MT, Brigstock DR, Besner, G.E. (1999) Induction of anchorage-independent growth by heparin-binding EGF-like growth factor. *Growth Factors* 17: 49-61.
11. **Harding PA**, Surveyor G, Brigstock DR (1998) Characterization of pig connective tissue growth factor (CTGF) cDNA, mRNA, and protein from uterine tissue. *DNA Sequence* 8(6): 385-390.
12. Steffen CL, Ball-Mirth DK, **Harding PA**, Bhattacharyya N, Pillai S, Brigstock DR (1998) Characterization of cell-associated and soluble forms of connective tissue growth factor (CTGF) produced by fibroblast cells in vitro. *Growth Factors* **15(3)**:199-213.
13. Brigstock DR, Steffen CL, Kim GY, Vegunta RK, Diehl JR, **Harding PA** (1997) Purification and characterization of novel heparin-binding growth factors in uterine secretory fluids. *J Biol Chem*. 272: 20275-20282.

14. **Harding PA**, Wang X, Okada S, Chen WY, Wan W, Kopchick JJ (1996) Growth hormone (GH) and a GH antagonist promote receptor dimerization and internalization. *J Biol Chem.* 272: 6708-6712.
15. **Harding PA**, Brigstock DR, Shen L, Crissman-Combs MA, Besner GE (1996) Characterization of the gene encoding murine heparin-binding epidermal growth factor-like growth factor. *Gene* 169(2):291-292.
16. **Harding PA**, Wang X, Kopchick JJ (1995) Growth hormone (GH) induced tyrosine phosphorylated proteins in cells which express GH-receptors. *Receptor* 5:81-92.
17. **Harding PA**, Wang XZ, Kelder B, Souza S, Okada S, Kopchick JJ (1994) In vitro mutagenesis of growth Hormone receptor Asn-linked glycosylation sites. *Mol Cell Endocrinol.* 106(1-2):171-80.
18. Chiu PY, Chaudhuri S, **Harding PA**, Kopchick JJ, Donkin S, Etherton TD (1993) Cloning of a pig glucose transporter 4 cDNA fragment: use in developing a sensitive ribonuclease protection assay for quantifying low-abundance glucose transporter 4 mRNA in porcine adipose tissue. *J Anim Sci.* 5:1196-203.
19. Wang X, Cioffi JA, Kelder B, **Harding PA**, Chen WY, Kopchick JJ (1993) Expression of a Functional Porcine Growth Hormone Receptor cDNA in Mouse L Cells. *Mol Cell Endocrinol.* 94(1):89-96.

#### **MANUSCRIPTS IN PREPARATION:**

1. Taylor SR<sup>b</sup>, Markesbery MG<sup>a</sup>, and **Harding PA**. Klf4 is a Required for Cellular Reprogramming by HB-EGF and ADAM 12S. To be submitted to *J. Biol. Chem.* Summer 2015.
2. Taylor SR<sup>b</sup>, Markesbery MG<sup>a</sup>, and **Harding PA**. Examination of the Pathway Involved in Cellular Reprogramming Resulting in “Browning” of Cells. To be submitted Spring 2015.
3. Maxfield A<sup>a</sup>, Malnik B<sup>a</sup>, Franke E<sup>a</sup>, Keane B, Solomon N, and **Harding PA**. Identification of the Olfactory Receptor 976 in Vole Mate Choice Behavior. To be submitted to *Brain Research* in Summer 2015.
4. Duan E<sup>b</sup>, Zhou Z<sup>b</sup>, and **Harding PA**. Protective Effects of the lack of HB-EGF in Streptozotocin-induced diabetic mice. To be submitted to *J. Biol. Chem* in Summer 2015.

#### **PROFESSIONAL PRESENTATIONS**

1. Taylor SR<sup>b</sup>, Markesbery MG<sup>a</sup>, Johnson KD<sup>a</sup> and **Harding PA**. Novel Molecular mechanism for transdifferentiation cells into BAT-like cells. American Society for Cell Biology Meeting, Dec. 13 – 15, 2013, New Orleans, LA, poster presentation.
2. Taylor SR<sup>b</sup>, Markesbery MG<sup>a</sup> and **Harding PA**. Transdifferentiation of Cells into Brown Adipose Tissue. American Society for Cell Biology Meeting, Dec. 15 – 19, 2012, San Francisco, CA, poster presentation.
3. Klements JR<sup>b</sup>, Zhou Z, and **Harding PA**. In Vivo Stimulation of Brown Adipose Tissue by HB-EGF and ADAM 12S adenoviruses. Obesity Society, 28<sup>th</sup> Annual Meeting, San Diego, CA, October 8-10, 2010, poster presentation.
4. Spicer EG<sup>a</sup>, Ade CM<sup>a</sup>, Johnston WD<sup>a</sup>, **Harding PA**, Shi H. Energy expenditure and fatty acid oxidation contributes to susceptibility or resistance to diet-induced obesity. Symposium: Fat, Fatty Acids, and Metabolism. The Obesity Society. San Diego. October 8-12, 2010. Published at Obesity 18(S2): 66, November 2010.
5. Glitz KM<sup>a</sup>, Klements JR<sup>b</sup>, Benzaquen D<sup>a</sup>, **Harding PA**, Shi H. Mice with brown fat

transplantation partially resist to diet-induced obesity and glucose intolerance. Society for Study of Ingestive Behavior. Pittsburgh. July 13-17, 2010. Published at *Appetite* 54(3): 647, June 2010.

6. Duan E<sup>b</sup>, Zhou Z<sup>b</sup> and **Harding PA**. Streptozotocin treated HB-EGF transgenic mice exhibit renal hypertrophy. 47<sup>th</sup> Annual Meeting – American Society for Cell Biology, December 13-117, 2008, San Francisco, CA, poster presentation.
7. **Harding PA** “The significance of disulfide bonding in biological activity of HB-EGF, a mutagenesis approach” Molecular and Cellular Biology, Ohio University, Oct. 11, 2008, Host: Bob Colvin
  - Invited seminar speaker
8. Zhou Z<sup>b</sup>, Duan E<sup>b</sup> and **Harding PA**. Co-expression of ADAM 12S and HB-EGF stimulate adipogenesis. 47<sup>th</sup> Annual Meeting – American Society for Cell Biology, December 13-117, 2008, San Francisco, CA, poster presentation.
9. Darwal MA<sup>a</sup> and **Harding PA** (2007) Production and characterization of ADAM 12S in mammalian cells. Miami University Undergraduate Research Forum, April 18, *poster presentation*.
10. Darwal MA<sup>a</sup>, Zhou Z<sup>b</sup>, **Harding PA**, HB-EGF Dependent Stimulation of Adipogenesis by ADAM 12S. 47<sup>th</sup> Annual Meeting – American Society for Cell Biology, December 1-5, 2007, Washington D.C., poster presentation.
11. Darwal MA<sup>a</sup> and **Harding PA**, Redirecting Fibroblasts into Fat, Annual Sigma Xi conference Nov. 1-4, 2007 in Orlando Florida.
12. Zhou Z<sup>b</sup> and **Harding PA**, Connective Tissue Growth Factor (CTGF) Stimulates Type I Collagen mRNA Synthesis In Vivo. 46<sup>th</sup> Annual Meeting – American Society for Cell Biology, December 9-13, 2006, San Diego, CA, poster presentation.
13. Zhou, Z<sup>b</sup>, Hoskins JT<sup>b</sup>, and **Harding PA**, Characterization of Heparin-Binding EGF-like Growth Factor (HB-EGF) using Mammalian Models. Cell and Molecular Biology Program Research Symposium and Retreat June 9, 2006, 128 Pearson, Miami University.
14. Koch E<sup>a</sup> and **Harding PA** (2005) Molecular expression of a disintegrin and metalloproteinase (ADAM) 12S in bacteria. Miami University Undergraduate Research Forum, April 17, 2005, *poster presentation*.
15. Zhou Z<sup>b</sup>, Chakraborty S<sup>b</sup>, Brigstock DR, and **Harding PA**, Decreased reproduction capacity in male connective tissue growth factor (CTGF/CCN2) transgenic mice. 45<sup>th</sup> Annual Meeting – American Society for Cell Biology, December 10-14, 2005, San Francisco, CA, poster presentation.
16. **Harding PA** “Heparin-binding EGF-like growth factor signaling” Department of Biological Sciences, Western Michigan University, Kalamazoo, MI, Oct. 7, 2005, Host: Silvia Rossbach
  - Invited seminar speaker
17. **Harding PA**. Structure-function studies of heparin-binding EGF-like growth factor (HB-EGF) using mammalian models. Department of Biology, Wittenberg University, Springfield, OH, Sept. 2005, Host: Jim Welch
  - Invited seminar speaker
18. Hoskins JT<sup>b</sup> and **Harding PA**. Analysis of Heparin-binding EGF-like growth factor disulfide bonds using site-directed mutagenesis. 44<sup>th</sup> Annual Meeting – American Society for Cell Biology, December 4-8, 2004 Washington, D.C., *poster Presentation*.
19. Provenzano AP<sup>a</sup>, Besner GE James PF, and **Harding PA**. Heparin-binding EGF-like growth factor (HB-EGF) misexpression in transgenic mice alters expression of insulin-like growth

- factor binding protein-3 (IGFBP-3). Gordon Research Conference on Growth Factor Signaling, July 25-30, 2004, Queen's College, Oxford, UK, *invited presenter*.
20. **Harding PA** Provenzano AP<sup>b</sup>, James PF and Besner GE. Heparin-Binding Epidermal Growth Factor like Growth Factor Misexpression in Transgenic Mice, , 43<sup>rd</sup> Annual Meeting - American Society for Cell Biology, December 7-11, 2003, San Francisco, CA, poster presentation.
  21. **Harding PA**. Misexpression of HB-EGF in Transgenic Mice. Children's Hospital and Ohio State University, Department of Surgery, July, 2003, Invited Speaker.
  22. Provenzano AP<sup>a</sup> and **Harding PA**. Characterization of Heparin-Binding EGF-like Growth Factor, Undergraduate Research Forum, Miami University, April 16, 2003, Oral presentation.
  23. **Harding PA**. Functional Characterization of Heparin-Binding EGF-like Growth Factor, Miami University – Middletown, Scholars & Artists Week, April 7-11, 2003 oral presentation.
  24. **Harding PA**. Biological Characterization of Heparin-Binding EGF-like Growth Factor (HB-EGF) Using In Vivo Models, July 31, 2002, Cognis Corporation, Cincinnati, OH.
    - Invited Speaker
  25. Hickey CJ<sup>b</sup>, Provenzano AP<sup>a</sup>, and **Harding PA**. Functional Expression of Heparin Binding EGF-like Growth Factor in Mammalian Cells. Earl H. Morris Symposium, Wright State University School of Medicine, May 31, 2002.
  26. Provenzano AP<sup>a</sup> and **Harding PA** (2002) Heparin-binding EGF-like growth factor (HB-EGF) overexpression in transgenic mice downregulates insulin-like growth factor binding protein (IGFBP)-3 and -4 mRNA. Miami University Undergraduate Research Forum, April 17, 2002, *oral presentation*
  27. Provenzano AP<sup>a</sup> and **Harding PA**. Functional Expression of Heparin-Binding EGF-like Growth Factor in Mammalian Cells. Miami University Undergraduate Research Forum, April 17, 2002, poster presentation.
  28. **Harding PA**, Davis-Fleischer KM, Crissman-Combs, Brigstock DR, and Besner GE (1996) Heparin-binding EGF-like growth factor expression and transforming activity. Gordon Conference on Growth Factors and Receptors, Meriden, NH.
  29. **Harding PA**, Brigstock DR, Shen L, Crissman-Combs MA, and Besner GE (1995) Structural organization of the gene for murine heparin-binding epidermal growth factor-like growth factor (HB-EGF) ASCB Annual Conference, Washington, DC.
  30. **Harding PA**, Brigstock DR, and Besner GE (1995) Structural organization of the gene for murine heparin-binding epidermal growth factor-like growth factor (HB-EGF). 16<sup>th</sup> Annual Children's Hospital and Children's Hospital Research Foundation Research Forum.
  31. **Harding PA**, Brigstock DR, and Besner GE (1995) Structural organization of the gene for murine heparin-binding epidermal growth factor-like growth factor (HB-EGF). 21<sup>st</sup> Annual ICSABER Society Graduate Research Forum, The Ohio State University.
  32. Woodley, FW, Kelder B, Okada S, **Harding PA**, and Kopchick JJ (1992) Effects of introns on bGH gene expression in cultured cells. FASEB Meeting, Anaheim, CA.
  33. **Harding PA**, Wang X, Kelder B, Cioffi JA, and Kopchick JJ (1992) Site-directed mutagenesis of the porcine growth hormone receptor (pGHR) gene: role of N-linked glycosylation. FASEB Meeting, Anaheim, CA.
  34. Kelder B, **Harding PA**, and Kopchick JJ (1987) Role of introns in bovine growth hormone (bGH)

expression. American Society for Microbiology, New Orleans, LA.

### **GRADUATE STUDENTS SUPERVISED**

As a regional campus faculty member, I am neither obligated nor even expected to supervise graduate students. However, I believe that maintaining an active research program strengthens my teaching by staying current with the latest advances and techniques in molecular biology. I have served as the major research advisor to 6 graduate students (2 Ph.D. and 4 M.S.) in the Department of Biology and Cell, Molecular and Structural Biology Program.

1. Sean Taylor , Ph.D. (current, anticipate completion in 2016)  
Dissertation Title: Cellular Transdifferentiation into Brown Adipose-like Cells: Identification of key regulatory genes.
  - 4 presentations
  - 2 first-author publications; 1co-author; 1 manuscript in preparation
2. Jamie Klements, M.A. (2011)  
Thesis Title: Production of Recombinant Adenoviruses encoding Heparin-Binding EGF-like Growth Factor (HB-EGF) and A Disintegrin and Metalloprotease (ADAM) 12S.
  - 2 presentations
  - co-author 1 publication
  - Veterinary School – Iowa State University, Ames, IA
3. Zhenqing Zhou, Ph.D. (2009)  
Dissertation Title: Biological Significance of Heparin-Binding Growth Factors, HB-EGF and CTGF.
  - 6 presentations
  - 2 first-author publications; 1co-author publication; 1 manuscript in preparation
  - Post-doctoral Fellow, Department of Ophthalmology and Visual Sciences, Washington University St. Louis, MO
4. Erning Duan, M.S. (2009)  
Thesis Title: The Effects of Heparin-Binding EGF-like Growth Factor on Diabetic Renal Disease
  - 2 presentations
  - 1 co-author publication; 1 manuscript in preparation
  - Research Assistant, Department of Pathology & Immunology, Washington University St. Louis, MO
5. Joe Hoskins, M.S. (2005)  
Thesis Title:
  - 2 presentations
  - 1 first-author publication
6. Chris Hickey, M.S. (did not complete – left after first year)
  - 1 presentation

### **Graduate Committees**

	<u>Completed</u>	<u>Current</u>
Doctoral students (Dissertation Advisor)	<u>1</u>	<u>1</u>
Master's students (Thesis Advisor)	<u>3</u>	<u>--</u>
Doctoral students (Dissertation committee)	<u>9</u>	<u>5</u>
Master's students (Thesis committee)	<u>7</u>	<u>--</u>

**UNDERGRADUATE RESEARCH** (including currently held position, reflecting continuing career in science/medicine/health fields)

1. Michael Markesbery (2012 – present) *Project:* Characterization of Genes in Brown Adipose-like Cells
  - Astronaut Scholarship (\$10,000)
  - Goldwater Scholarship - Honorable Mention
  - Parke & Dorothy Smith Scholarship (\$3,500)
2. Katie Johnson (2012 – present) *Project:* Identification of BAT genes in epidermoid carcinoma transdifferentiated cells
3. Lexie Brush (2012) *Project:* Bioengineering OLF976 adenovirus
4. Sean Taylor (2011) *Project:* Bioengineering OLF976 adenoviral vector
  - Graduate School – Cell Molecular Structural Biology Program, Miami University
5. Chelsey Dubocq (2010) *Project:* Determination of in vitro bioactivity of adenoviruses encoding HB-EGF and ADAM 12S
  - Dental School – University of Kentucky
6. Esther A. Cheng (2008 – 2009) *Project:* Bioengineering HB-EGF and ADAM 12S adenovirus vectors for stimulation of brown fat *in vivo*.
  - Undergraduate Summer Scholars (USS) Award, Dean’s Scholar
  - Medical School – University of Cincinnati (2014)
  - Residency in ENT - Loyola University
7. Amanda Maxfield (2008) *Project:* Characterization of olfactory 976 mRNA levels in brains of voles.
8. Bobby Malnik (2007 – 2008) *Project:* Characterization of serum glucocorticoid regulated kinase mRNA in brains of voles.
9. Betsy Franke (2007) *Project:* Characterization of vasopressin receptor mRNA levels in brains of voles
10. Amber Kleiner (2006 – 2007)) *Project:* Immunohistochemical detection of HB-EGF in tissues of mice.
  - USS Award
11. Stephen Jacquemin (2006) *Project:* Real-time RT-PCR quantitation of vasopressin mRNA in the brains of voles.
12. Maureen Darwal (2005 – 2006) *Project:* Production of recombinant ADAM 12S protease.
  - USS Award
  - Medical School – Lake Erie College of Medicine
  - Neurosurgical Resident – Hackensack University Medical Center, NJ
13. Ellen Koch (2004) *Project:* Production of ADAM 12S protease in bacteria
  - USS Award
  - Medical School – Ohio State University
  - Dermatology Residency – University of Pittsburgh Medical Center, Pittsburgh, PA
14. Chris Chapman (2004) *Project:* Molecular expression of ADAM 12S in bacteria
15. John Romer (2004) *Project:* Characterization of enhanced green fluorescent protein (EGFP) and HB-EGF in mammalian cells.

16. Shawn Horwitz (2003) *Project:* Identification of a novel alternatively spliced HB-EGF transcript.
- Medical School – Ohio University College of Osteopathic Medicine, Athens, OH
  - General Surgeon
17. Aaron Provenzano (2003) *Project:* HB-EGF misexpression in transgenic mice.
- Hughes' Scholar, Dean's Scholar, USS Award
  - Medical School - Ohio University College of Osteopathic Medicine, Athens, OH
  - Fellow - Hematology/Oncology, West Virginia University, Morgantown
18. Jessica Mable (2003) *Project:* Role of rac during myoblast proliferation in *Drosophila* (Advisor: Dr. Fernandes)
19. David Yehsukl (2003) *Project:* Immunohistochemical analysis of tissues from HB-EGF transgenic mice
20. Tim Milligan (2002) *Project:* In vitro mutagenesis of HB-EGF Cysteine Residues

## **RESEARCH AGENDA**

Obesity is characterized by the accumulation of white adipose tissue (WAT) or white fat, which is involved in energy storage. Another type of adipose tissue is brown adipose tissue (BAT) which is involved in heat generation and increased energy expenditure. The major goal of my research lab is to understand the molecular mechanisms of cellular reprogramming into brown adipose-like cells by the co-expression of heparin-binding EGF-like growth factor (HB-EGF) and a disintegrinase and metalloprotease (ADAM) 12S. BAT is a type of fat that has a large number of mitochondria, the organelle responsible for energy production, and is involved in stimulation of non-shivering thermogenesis resulting in generation of heat rather than energy. In addition to having an increased number of mitochondria, BAT has elevated levels of PR domain 16 (PRDM16) transcriptional co-regulator, peroxisome proliferator-activated receptor gamma coactivator 1 alpha (PGC-1 $\alpha$ ) and uncoupling protein 1 (UCP-1), all of which are unique to BAT. Our reprogrammed non-fat cells (fibroblasts, kidney cells, and cancerous cells) exhibit all of the above BAT properties, which suggests that our reprogrammed cells may function as BAT.

HB-EGF undergoes proteolytic processing by ADAM 12S, an enzyme that processes HB-EGF yielding both soluble and intracellular domains. The soluble form of HB-EGF binds to and activates EGF receptors (EGFRs) resulting in stimulation of cell division, while the intracellular domain migrates to the nucleus and relieves transcriptional repressors involved in cell division. My awarded NIH R15 proposal (2007 – 2010) to investigate down-regulation of IGFBNs by HB-EGF directed the focus of our lab to BAT reprogramming by co-transfecting HB-EGF and ADAM 12S into mouse fibroblast resulting in these serendipitous findings. It was expected that co-expression of HB-EGF and ADAM 12S would enhance cellular division, but results in the cells being reprogrammed into BAT. Our laboratory has demonstrated that HB-EGF and ADAM 12S results in lipid accumulation, increased mitochondrial staining, up-regulation of BAT genes (PRDM16, PGC-1 $\alpha$ , UCP-1) and down-regulation of WAT genes, including CAAT-enhancer-binding protein (C/EBP $\alpha$ ) and lamin A/C (LMNA) further supporting the hypothesis that HB-EGF/ADAM 12S co-expression reprograms cells to a BAT-like state (Zhou et al., 2013 and Taylor et al., 2014).

Currently, an adenoviral gene-delivery system for HB-EGF and ADAM 12S is being characterized in order to demonstrate BAT-like reprogramming of cells. Future studies, in collaboration with the pharmaceutical company Zen-Bio, Inc., Research Triangle Park, NC, include using human primary adipocytes collected from human liposuction procedures in an attempt to reprogram the WAT to BAT-like cells by co-infection with

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purified, high titer ( $>10^{12}$  viral particles per ml) adenovirus encoding HB-EGF and ADAM 12S. These studies will be the first reported reprogramming of human WAT into BAT. Additionally, mouse 3T3 L1 adipocytes are also being investigated for BAT-like reprogramming. Recently collected data demonstrate that HB-EGF/ADAM 12S co-expression transdifferentiates cells to a stem-like state mediated by fibroblast growth factor 2 (FGF2) and Krüppel-like factor 3 (Klf3) and results in BAT-like cells by induction of BAT genes and down-regulation of genes involved in WAT signaling pathway. Upon validation of BAT transdifferentiation *in vitro* using Western blotting of proteins for each of the differentially regulated BAT and WAT genes, experiments are being planned to investigate BAT transdifferentiation *in vivo* using mice as a model. This research has possible therapeutic applications to combat obesity and type 2 diabetes.

The major focus of my latest NIH R15 grant proposals (submitted on November, 1, 2012 and April 4, 2014) is to investigate *in vivo* transdifferentiation of WAT into BAT-like cells by co-infection with adenoviruses encoding HB-EGF and ADAM 12S. Neither proposal was scored making them ineligible for funding citing the major criticism as lack of published manuscripts in recent years. However, when applying for a US Patent, it was prohibitive to publish related findings without jeopardizing the patent being awarded. Since the patent was awarded in 2013, we have published 3 manuscripts relative to BAT reprogramming and do not believe that lack of production in published manuscripts will be of concern in future grant proposals. Furthermore, we have two additional manuscripts in preparation that focus on cellular reprogramming by HB-EGF and are likely to be published in 2015. I plan on submitting a NIH R15 grant proposal on October 25, 2014 in an attempt to secure external funding supporting our research focusing on BAT reprogramming *in vivo*. The broader impacts of this proposal will demonstrate a therapeutic link to obesity and type 2 diabetes; two diseases that greatly affect our society.

My lab is also interested in the molecular function of the amino-terminus versus the transmembrane forms of HB-EGF and have established a collaboration with Dr. Anna Means of Vanderbilt University to investigate this area of HB-EGF. Using transgenic mice that express soluble mature or membrane bound HB-EGF, very different results are obtained. Expression of soluble, mature HB-EGF in the pancreatic islet cells results in fibrosis, metaplasia and adenoma formation in the exocrine pancreas but the islets are fine. Expression of a non-cleavable form of HB-EGF results in dysfunctional islets and the mice become diabetic, but the exocrine pancreas is fine. We wish to examine samples from human pancreatic cancer patients to determine if there is more non-cleaved HB-EGF in their islets as compared to normal. This could possibly explain why most pancreatic cancer patients become glucose intolerant or diabetic.

Furthermore, our lab is interested in the role HB-EGF plays in kidney function under diabetic conditions. Diabetics frequently suffer kidney complications including renal hypertrophy. HB-EGF is normally expressed at low levels in the normal kidney; however, in response to diabetes, HB-EGF mRNA is significantly upregulated in the distal tubules of the kidney. A potent mitogen, HB-EGF, is a likely candidate responsible for renal cell proliferation. I am interested in determining whether HB-EGF contributes to renal hypertrophy by using our HB-EGF transgenic mice (Provenzano et al., 2005, *included*) that overexpress HB-EGF in the kidney and HB-EGF knockout mice that lack HB-EGF and induce diabetes in these mice with streptozotocin in order to investigate the role HB-EGF plays in this disorder. We hypothesize that diabetic HB-EGF transgenic mice will likely result in renal hypertrophy while diabetic HB-EGF knockout mice will not. The ultimate goal of this research is to provide a therapeutic approach to delaying or halting renal hypertrophy in diabetics. Currently, a manuscript is in preparation summarizing these findings.

I am fortunate to have had the opportunity to share my expertise in molecular and cellular biology with others in the department. I served the role as Co-PI on a NSF funded grant "Investigation of Genes and Complex Social Behaviour Under Ecologically Relevant Conditions". I was responsible for determining the differentially regulated genes by conducting microarrays using RNA from voles encoding long and short *avpr1a* alleles.

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Differentially regulated genes were validated by quantitative real-time RT-PCR. We identified olfactory receptor 976 (OLFR 976) gene was differentially regulated. In light of these results, I cloned OLFR 976 cDNA in order to engineer an adenovirus vector to deliver the OLFR 976 gene and ultimately OLFR 976 protein into the brains of voles that lack this gene in an attempt to change their behavior toward monogamy. Voles that lack the OLFR 976 are promiscuous while voles that expressed OLFR976 tend to be monogamous. This was the basis of a NIH grant proposal, in which I was a Co-PI, that received a Priority Score of 34 (1/24/2012) and after revision and resubmission received a Priority Score of 26 (16<sup>th</sup> percentile) that unfortunately were not funded. This score under most economic circumstances would likely be awarded. For example, the National Institutes of Mental Health (NIMH) payline (the percentile cut-off for a study section scoring within which all grants are funded) for 2012 was a Priority Score of 10, while in 2013 and 2014 the payline was increased to a Priority Score between 10-20, according to NIH. This emphasizes the difficult economy in 2012. Future plans include a revision of this proposal and submit the revised proposal to NIH.

The research conducted in my laboratory is significant and of high impact as evidenced by the following:

- Acquisition of \$604,480 in external funding (NIH and NSF)
- U.S. Patent awarded No. 8,455,191, Cell Transdifferentiation into Brown Adipocytes
- 6 published manuscripts after having received tenure in 2008 that involved both graduate and undergraduate students
- My research was highlighted on the Miami University website main page during Fall and Spring semesters, 2013 – 2014.
- My research was highlighted in the *Miamian* (Summer 2014).
- Established collaborations with Zen-Bio, Inc. (Bentley Cheatham, Ph.D., Vice President of Research & Development)
- Research Award - Miami University – Middletown
- Trained 5 graduate students (2 Ph.D. and 3 M.S.) with laboratory alumni with positions in prestigious institutes (*as indicated above*).
- Trained 20 undergraduate students (50% female and over 50% currently in medical, dental or graduate school)
- Undergraduate recognition at the National level with research involvement (Astronaut Foundation Scholarship and Goldwater Award – Honorable Mention to Michael Markesbery)
- In total, undergraduate researchers have secured in excess of \$15,000 in funding for their research projects.

I maintained an independent, high level of research while required to carry a heavy teaching load (10 – 13 contact hours per semester with an average of ~11 contact hours per semester over the past 12 years). I will continue to pursue excellence in research and scholarship by publishing high quality peer-reviewed journal articles while working with undergraduate and graduate students while continuing to seek external funding for my research.

I am extremely proud of the undergraduate and graduate students that have contributed to the success of my research laboratory at Miami University and I will continue to mentor undergraduate and graduate students in my research program. My research program would not be possible without the efforts of these students. Our laboratory is moving into a very exciting and competitive area and I feel confident that our research will contribute significantly to better understanding fat biology and the involvement of growth factors. Research ultimately strengthens my formal classroom teaching particularly by remaining active with current technology.

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**TEACHING EXPERIENCE**

The standard regional campus teaching load is 12 contact hours per semester. I received a 2 hour course load reduction the past 2 years for maintaining an active research program. I have an average of 22 contact hours per year over the past 13 years. This typically includes 2 different courses and 2 lab sections. However, 5 semesters out 24 semesters total (20%), I taught 3 separate courses. I am responsible for teaching all lecture and laboratory sections (160 minutes per week for 14 weeks). There are no teaching assistants assigned to the Miami University – Middletown campus and I am responsible for preparation of all lab activities with the assistance of a laboratory coordinator. However, I am responsible for 100% of the lab preparation for Molecular Techniques course. All graduate and undergraduate research instruction is in addition to my normal teaching load of 12 contact hours per week on the Miami University – Middletown campus.

Summer, 2014 BIO 116, Principles of Biology (4 credit lecture and laboratory course). I taught the lecture and laboratory portion of the course. BIO 116 is a majors course and foundation course in the Miami Plan for Liberal Education that examines the basic biological concepts of cell theory, inheritance, and physiology that prepares students for upper level courses in biology and focuses on critical thinking, understanding contexts, engaging with others and reflecting and acting. Examples of laboratory activities that I have introduced in this course include determination of Genetically Modified Organisms, transformation of bacteria with an inducible green fluorescent protein gene, urine analysis and crime scene analysis that utilizes STR DNA and gel electrophoresis.

Spring 2014 BIO 342, Genetics (3 credit lecture course). BIO 342 provides an introduction to the basic principles of genetic organization, function, and inheritance. The course emphasizes problem-based genetic analysis and incorporates a great deal of discussion of current genetic topics. I developed this course for the Miami University Middletown campus. Genetics is a requirement for the newly offered bachelor's degree in forensic science.

BIO 364, Molecular Techniques (3 credit laboratory course) BIO 364 provides an in-depth, hands-on laboratory experience in molecular biology techniques. The class will introduce advanced undergraduates to the molecular techniques that are commonly used in all research laboratories. It also provides a realistic laboratory experience for students who are not able to do independent research projects as undergraduates. I have designed laboratory activities that include cloning and sequencing a gene by RT-PCR using isolated RNA from mammalian cells, transformation and determination of efficiency, site-directed mutagenesis, protein fingerprinting to determine evolutionary relationships among a number of fish species, Western blotting, and mammalian tissue culture.

Fall 2014 BIO 116, Principles of Biology (2 sections)  
BIO 161, Principles of Human Physiology (3 credits lecture, 1 credit lab) is a Miami Plan Foundation course designed for non-majors and examines physiological systems of the human body. I have modified a number of labs that utilize an “iworx” computer-based system that allows students to visualize their own electrocardiogram, respiratory volumes and sleep apnea simulation to observe its effect on heart rate.

Summer 2013 BIO 116, Principles of Biology

Spring 2013 ZOO 114, Principles of Biology  
ZOO 232, Human Heredity for Nursing Students (3 credits)  
ZOO/BOT/CHM/MBI 207, Scientific Writing (1 credit) is a course designed to introduce basic scientific writing to students emphasizing summarizing data and conducting relevant literature searches.

<u>Fall 2013</u>	ZOO 114, Principles of Biology (2 sections) ZOO 161, Principles of Human Biology
<u>Spring 2012</u>	ZOO 161, Principles of Human Biology ZOO 342, Genetics ZOO 364, Molecular Techniques
<u>Fall 2012</u>	ZOO 114, Principles of Biology (2 sections) ZOO 161, Principles of Human Physiology ZOO 171, Human Anatomy and Physiology lab
<u>Spring 2011</u>	ZOO 114, Principles of Biology ZOO 161, Principles of Human Physiology (2 sections)
<u>Fall 2011</u>	ZOO 114, Principles of Biology (2 sections) ZOO 161, Principles of Human Physiology
<u>Spring 2010</u>	ZOO 114, Principles of Biology (2 sections) ZOO 161, Principles of Human Physiology
<u>Fall 2010</u>	ZOO 114, Principles of Biology (2 sections) ZOO 161, Principles of Human Physiology
<u>Spring 2009</u>	ZOO 161, Principles of Human Physiology ZOO 364, Molecular Techniques
<u>Fall 2009</u>	Assigned Research Appointment
<u>Spring 2008</u>	ZOO 114, Principles of Biology ZOO 342, Genetics ZOO 630F, Genetics for Teachers
<u>Fall 2008</u>	ZOO 114, Principles of Biology (2 sections)
<u>Spring 2007</u>	ZOO 114, Principles of Biology ZOO 342, Genetics ZOO 630F, Genetics for Teachers
<u>Fall 2007</u>	ZOO 114, Principles of Biology ZOO 161, Principles of Human Physiology
<u>Spring 2006</u>	ZOO 114, Principles of Biology ZOO 161, Principles of Human Physiology
<u>Fall 2006</u>	ZOO 114, Principles of Biology ZOO 342, Genetics ZOO 464, Lab in Molecular and Cellular Biology (3 credits)

ZOO 630F, Genetics for Teachers

Spring 2005

ZOO 114, Principles of Biology (2 sections)  
ZOO 161, Principles of Human Physiology

Fall 2005

ZOO 114, Principles of Biology (3 sections)

Spring 2004

ZOO 342, Genetics  
ZOO 161, Principles of Human Physiology

Fall 2004

ZOO 114, Principles of Biology (2 sections)  
ZOO 171, Human Anatomy and Physiology lab

Spring 2003

Assigned Research Appointment

Fall 2003

ZOO 114, Principles of Biology (2 sections)  
ZOO 161, Principles of Human Physiology

Spring 2002

ZOO 114, Principles of Biology (2 sections)  
ZOO 161, Principles of Human Physiology

Fall 2002

ZOO 114, Principles of Biology (2 sections)  
ZOO 171, Human Anatomy and Physiology lab

Spring 2001

ZOO 114, Principles of Biology (2 sections)  
ZOO 161, Principles of Human Physiology

Fall 2001

ZOO 114, Principles of Biology (2 sections)  
ZOO 161, Principles of Human Physiology

**Curriculum Development (since 2008)**

1. I have developed and offered a total of 4 new courses to the Miami University – Middletown campus. All 4 of these courses were the first time ever offered on the Miami University - Middletown Campus.
  - BIO 207, Scientific Writing
  - BIO 232, Human Heredity for Nursing Students
  - BIO 342, Genetics
  - BIO 364, Molecular Techniques
2. I developed a dedicated Molecular Biology lab equipped with modern molecular equipment including PCR thermocyclers, DNA and protein electrophoresis equipment, Bio-imagers for fluorescence, ethidium bromide, and coomassie stain, ABI 310 Automated DNA Sequencer and Analyzer, pipets, mammalian tissue culture incubator, ELISA plate reader, spectrophotometer, orbital shaker incubator, etc. This laboratory will service BIO 114 – Principles of Biology and BIO 364 Molecular Techniques as well as contribute to the B.S. in Forensic Sciences allowing for a hands-on understanding of molecular techniques used in forensic sciences dealing with DNA.

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**SERVICE**Service to Profession

- 2014 – present Editor, Journal of Cell Biology and Cell Metabolism, Herald Publishers
- 2014 – present Editor, Journal of Clinical Gastroenterology and Hepatology, Jacobs Publishers
- 2012 *PLoS One*, Reviewer
- Monoclonal Antibody inhibits Cancer Cell Proliferation and Multiple Angiogenic Activities of HB-EGF
  - Identification of the Cancer Cell Proliferation and Survival Functions of proHB-EGF by using an anti-HB-EGF antibody.
- 2004 - 2008 *Journal of Endocrinology*, Reviewer
- Transgenic mice overexpressing GH exhibit hepatic upregulation of GH-signaling mediators involved in cell proliferation
  - Involvement of JAK2 and Src kinase tyrosine phosphorylation in growth hormone-stimulated increases in cytosolic free Ca<sup>2+</sup> and insulin secretion
- 2005 – 2012 National Science Foundation Panelist (NSF) – Graduate Research Fellowship Program.
- Genetics Panel (2010, 2012)
  - Molecular Biology Panel (2005 – 2009, 2011)

Service to University

- 2008, 20012 – 2014 University Senate – member
- 2003 – 2005 Sigma Xi Scientific Research Society – Miami University Chapter, Secretary
- 2006 – 2008 Sigma Xi Scientific Research Society – Miami University Chapter, President

Service to College of Arts and Science

- 2008 – 2012 Bioinformatics Committee
- 2011 – 2012 Committee for Review of Chairs and Program Directors

Service to Department of Biology

- 2013 – present Graduate Research Committee
- 2013 – present Safety Committee, Chair – Chemicals
- 2008 – 2012 Graduate Advisory Committee
- 2010 Search Committee – Physiologist
- 2005 – 2007 Seminar Committee, Chair
- 2001 – 2005 Seminar Host
- 2003 – 2005 Undergraduate Research Committee

Service to Miami University – Middletown Campus

- 2001 – present Research and Grants Committee
- Chair, 2003 - 2005
- 2008 Associate Dean Academic Affairs (ADAA) Search Committee
- 2005 Director of Records and Registration Search Committee
- 2002 – 2007 Teaching and Learning with Technology Roundtable
- 2002 Guest Lecturer (BOT 191) Dr. Keiffer - DNA replication, transcription, and translation

Service to Students

- 2001 – present Math & Science Undergraduate Advising, Miami University - Middletown
- 2003 Undergraduate Research Forum – Moderator of Oral presentations Natural Sciences Section
- 2005 – present Provide letters of recommendation to undergraduate students seeking admission to professional, graduate schools, jobs, etc. (>25 students)

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Service to Community

- 2014 Talawanda Science Week
- taught DNA extraction from strawberries to 3 classes of 5<sup>th</sup> graders (75 total students)
- 2003 – 2011 McCullough Hyde Memorial Hospital Trust Fundraising Gala
- Co-Chair of the event that raised \$120,000 for the purchase of fetal monitoring equipment.
- 2005 Kids in College, CSI – Miami University – Middletown
- Presented forensic Uses of DNA to area grade school students
- 2005 Tech Challenge - Careers in Crime Science, “DNA and Crime”
- Presentation to area high school students on DNA human identification
- 2004 MidMiami Healthcare Foundation,
- Met to discuss possible projects for Miami University - Middletown undergraduate involvement
- 2002 – 2003 Science Day Judge, Southwest Ohio District

## EXAMPLE ASSIGNMENT FOR BSC XXX WITH AN ENVIRONMENTAL FOCUS

### THE ENTREPRENEUR PROJECT

#### EEP Description

The definition of **entrepreneur** has been expanding in recent years. We are defining it "a person who organizes and manages any enterprise usually with considerable initiative, creativity, and risk." Rather than working as an employee, an entrepreneur takes the lead on a venture, an idea, some goods or services that solves a problem. The entrepreneur is a leader and innovator of new ideas and creative solutions. Entrepreneurs tend to be good at perceiving new opportunities and they often exhibit positive biases in their perception (i.e., a bias towards finding new possibilities and seeing unmet needs). Since environmental problems are often complex and unique to specific situations, the entrepreneurial spirit is needed to generate long term solutions

The hand-out distributed on the first day of class describes in detail the steps in the scientific method and includes one description of the steps in an environmental problem-solving paradigm. We will be working through these stages in the first section of this course and, through this assignment, you will continue to explore them and come to fully appreciate the distinctions by further applying it to your EEP.

The environmental problem solving (EPS) method as outlined has the following steps:

- 1) Identify and diagnose the problem
- 2) Set goals and objectives
- 3) Design and conduct a study
- 4) Propose alternative solutions
- 5) Implement, include a plan to monitor, reevaluate

Ultimately you will be placed into entrepreneurial teams that will develop creative approaches toward solving some aspect of an environmental problem using the environmental problem-solving stages. In the end, you will present it as if you were a consulting firm hired to come up with solutions to solve that problem.

#### Part I – XX September 20XX

**For class on XX September**, each individual is asked to come to class ready to describe an environmental problem that interests you. You can get ideas for the problem from the newspaper, from the web, from television ... they are everywhere! Once you decide on something, you need to articulate the problem clearly in a manner akin to how it might be framed to an environmental consulting company. That is, you would probably not hire a company to solve all chemicals in all habitats in the United States but you might hire one to address chemical contamination in the Great Miami River.

Each person should turn in the following (typed of course) on one single page.

- A clear Statement of the problem - written so that an environmental consultant (or others in your group) would have a sense for what they are getting into.

- Background for the problem – provide some context and an explanation as to how you arrived on this problem
- Include sources where you got the idea or that helped you flesh out the idea. These do not have to be library resources but they should be specific. Identify the date and time of the new program you saw, the specific reference for the newspaper article the URL for the web posting that gave you the idea.

Pick something that captures your imagination! You will be working with your group on one of the problems and so it should interest you.

During class, you will be assigned groups, discuss the various problems each of you have found and select one to address. Start by discussing what you might need to know to identify and diagnose the problem so that you can set the boundaries and be prepared to focus in on your goals and objectives in terms of solving the problem.

**Before you leave class on xx September you should turn in** a couple sentences to identify what aspect of that big problem your team is going to tackle. Start by discussing what you might need to know to identify and diagnose the problem so that you can list the boundaries to the problem (areas outside of which you will not be able to deal with the problems or issues).

In your discussion, you should identify areas that will require more information. Divide up the tasks, exchange phone numbers and email addresses so that you have a mechanism to coordinate and pull information together.

## **Part II – September XX, 20XX**

**Your group** will turn in a more detailed description of the problem, a revision of the boundaries and an articulation of the goals and objectives for your environmental team. Remember to be careful about vague terms and to be specific about a time line. This should be typed.

**Each person** should also turn in a summary of one scientific paper that relates to your environmental problem. We will discuss the difference between primary literature and grey literature in class. The goal of this is to develop a sense for the kind of science available to you as an environmental consultant. This should be typed.

## **Part III - October XX, 20XX**

Next you will need to think about what you would need to conduct a study – brainstorm, brainwrite/ force field analyze/mind map/brain fertilize or use one of the other techniques described in your book as you move to describe a study and come up with all possible alternative solutions there might be. Begin to identify the data you would need to make a judgment among the alternative solutions. Go back and revise the problem statement and objectives as necessary. Gather more references to bolster your case regarding the feasibility or infeasibility of each of your solutions.

**Your group will turn in a description of your study.** This description will include some research, which you have been doing, as well as data collection (which you can just describe –it might be library work, on-line resources, interviews, etc.) To that end, include at least four references that pertain to your study. You may use the scientific studies you found earlier but you will want to expand outside of science so none of these have to be “scientific papers”. They may contain data, they may be reports, they may be specific interviews, contain information from surveys or be summaries from the general literature. **Included with what you turn in** your group will propose as many **alternative solutions as you can** that are based on the results and information you have gathered.

Go back and revise your problem statement, goals and objectives as necessary. As you continue to ask “Who?” “What?” “Where?” “Why?” & “How?” you will continue to revise and focus your project.

#### **Part IV – November XX, 20XX- The Final report and presentations**

Each group should have a full report just as an environmental consulting firm would submit to an agency that had hired them to address a specific problem. The report should be typed double-spaced and stapled with all names on it in alphabetical order. The report should include references – a full URL for any web sites used – a full citation for any text references, literature references or article references used. The specific format you use is up to you just be consistent. Make sure there are no places in the report where you plagiarize (i.e. don't copy phrases or sentences from anything without proper attribution). A full description of plagiarism is posted on the blackboard site. The report should have the following sections.

#### **Written Report Sections:**

1. Statement of the problem (note this can be revised as you gather more information – even environmental consultants can learn)
2. Statement of Goals and Objectives (make sure they are SMART!)
3. Description of the study – How are you going to go about refining the problem? collecting data and information about the problem? Consider this a strategic plan.
4. Results of the study
  - a. What results were you able to get from resources available to you?
  - b. What results would you get if you were a firm, had a budget and more time to spend in the field or pay people to collect information?
5. Propose alternative solutions. Be sure to include pros and cons of each solution.
6. Implementation
  - a. Indicate which solution your group would implement.
  - b. Describe an implementation plan that includes how the issue will be monitored and reevaluated going forward.
7. Reference list.

Each group will give a 10-minute presentation of their project to the class. You may use the board, bring posters to class, or use some presentation software. If you choose to use the software come early so we can make sure it is ready to go. Keep in mind that you will not have class time to set up and fiddle with getting into the cloud and find it, etc. Real world clients are not very tolerant of this.

**Rubric #1:** Assessment of science learning for Applied Biology degree.

To be deployed to evaluate laboratory reports in the second semester of the introductory course (BIO 115 or 116) and again in reports prepared in upper division courses

Category	Novice	Apprentice	Practitioner	Expert
Tools and technology	Did not understand the tool or technology deployed.	Attempted to use appropriate technology but explanation inaccurate or incomplete	Effectively explained the use of tools and technology to gather and analyze data	Accurately and proficiently explained the use of appropriate tools and technology to gather data
Data	Did not analyze or present data	Attempted to analyze data but incompletely or inappropriately	Effectively analyzed most of the data but some not presented	Data analysis appropriate and complete
Presentation	Did not follow guidelines in organization of report.  Data not presented or not presented in an understandable manner	Followed most of the guidelines in organization but some pieces missing or minimal  Some data presented but not in suggested format or not in an understandable manner	Followed all the guidelines in the organization; nothing missing  Data presented in an appropriate format or at least in an understandable manner	Organization is clear and fits all aspects of the guidelines.  Data presented in a clear, professional and easy to understand manner
Procedures and reasoning	No evidence of scientific reasoning used	Some evidence of scientific reasoning used	Used effective scientific reasoning	Employed refined and complex reasoning as applied to study
Scientific communication/ using data	No explanation, or the explanation could not be understood, or was unrelated to the task or investigation  No conclusion stated or conclusion did not stem from data presented	An incomplete explanation or explanation not clearly presented  Conclusions were only partly supported by the data	A clear explanation was presented  Appropriately used data to support conclusions	Provided clear effective explanation detailing how the task was carried out.  Interpretation of data supported conclusions and raised new questions and applied to new contexts
Scientific concepts and related content	No use or mostly inappropriate use of scientific terminology  No mention or inaccurate references to relevant scientific concepts  Minimal evidence of understanding major concepts.	Used some relevant scientific terminology  Minimal reference to relevant scientific concepts.  Some evidence of understanding major concepts but not well connected to data	Appropriately used scientific terminology  Provided evidence of relevant scientific concepts  Evidence of understanding with some connection to data	Precisely and appropriately used scientific terminology  Provided evidence of in-depth understanding of relevant concepts.  Understanding of major concepts evident; Connections to data are clear and relevant.

## Definition of Critical Thinking

There are several definitions of critical thinking. For example, Robert Ennis differentiates critical thinking from higher order thinking and Bloom's taxonomy (Bloom et al., 1956). He defines it as "reflective and reasonable thinking that is focused on deciding what to believe or do" (Ennis, 1985, p. 45). A more recent meta-analysis, defines critical thinking as "the ability to engage in purposeful, self-regulatory judgment, is widely recognized as an essential skill for the knowledge age" (Abrami et al., 2008, p. 1102). The AAC&U define it as "a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion" (Rhodes, 2010, p. 1). The author of the *Delphi Report* (Facione, 1990) interviewed experts in the critical thinking field and concluded that critical thinking is "purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based" (Facione, 1990, p. 2). Facione's (1990) experts recommend six cognitive skills as the core of critical thinking, and each of these cognitive skills has subskills.

## Critical Thinking Rubric for GMP 2017

Skill	Subskills	Level 1	Level 2	Level 3	Level 4
		<b>Consistently does all or almost all of the following:</b>	<b>Does most or many of the following:</b>	<b>Does most or many of the following:</b>	<b>Consistently does all or almost all of the following:</b>
<b>Interpretation</b>	Categorization Decoding Significance Clarifying Meaning	Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others	Misinterprets evidence, statements, graphics, questions, etc.	Accurately interprets evidence, statements, graphics, questions, etc. and determines significance	Accurately interprets evidence, statements, graphics, questions, etc. and determines significance
<b>Analysis</b>	Examining Ideas Identifying Arguments Analyzing Arguments	Fails to identify or hastily dismisses strong, relevant counter-arguments	Fails to identify strong, relevant counter-arguments	Identifies relevant arguments (reasons and claims) pro and con within the problem context	Identifies the salient arguments (reasons and claims) pro and con within the problem context
<b>Evaluation</b>	Assessing Claims Assessing Arguments	Ignores or superficially evaluates obvious alternative points of view	Ignores or superficially evaluates obvious alternative points of view	Offers analyses and evaluations of obvious alternative points of view	Thoughtfully analyzes and evaluates major alternative points of view
<b>Inference</b>	Querying Evidence Conjecturing Alternatives	Argues using fallacious or irrelevant reasons, and	Draws unwarranted or fallacious conclusions	Draws warranted, non-fallacious conclusions by	Draws warranted, judicious, non-fallacious

	Drawing Conclusions	unwarranted claims		querying evidence or conjecturing alternatives	conclusions by querying evidence and conjecturing alternatives
<b>Explanation</b>	Stating Results Justifying Procedures Presenting Arguments	Does not justify results or procedures, nor explain reasons	Justifies few results or procedures, seldom explains reasons	Justifies some results or procedures, explains reasons	Justifies key results and procedures, explains assumptions
<b>Self-Regulation (Objectivity)</b>	Self-examination Self-correction	Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions	Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions	Fair-mindedly follows where evidence and reasons lead	Fair-mindedly follows where evidence and reasons lead

Adapted from Peter A. Facione, Norren Facione, and The California Academic Press, 1994.

*Written Communication Rubric – Global Miami Plan 2017*

CRITERION	1. Does not meet	2. Minimally Meets	3. Meets	4. Meets to Highest Level	N/A	Score
1. How effectively does the writer convey the message or purpose to the intended audience?	You (the reader) are unable to identify the purpose or message of the document.	You have some understanding of the purpose or message but remain unclear about some aspects.	You can identify a clear message or purpose, and there exists a general sense of audience awareness.	The message of the document is thoughtful and conveys a nuanced understanding of the audience.		
2. Are the claims appropriately supported by evidence?	Content and evidence do not support the message and purpose. In most places, more information or details are needed, or inappropriate information or details are used.	Content and evidence generally support the message and purpose, but in a number of places, more information or details are needed or inappropriate details or information are used.	Content and evidence support the message and purpose quite well, but in a few places more information or details are needed or inappropriate information or details are used.	Content and evidence thoroughly and insightfully support the document's message and purpose.		
3. Is the organization appropriate for the audience, genre (type of writing), and purpose?	Not well organized; you cannot follow it that well; it leaves you more confused than clarified; sections and information seem significantly out of order and/or are missing.	Organization is just "okay": you can follow it in many places, but it seems disjointed and coherence within/among ideas/sections isn't always clear.	Solid organization; in a few places the coherence within and between ideas/sections may be a little rough.	All parts of the writing are clear and the coherence within and between ideas/sections works seamlessly and effectively.		
4. Are the style and tone appropriate for the audience?	Style and tone are inappropriate for the audience, genre and	Style and tone are generally appropriate; however, some inappropriate breaks	Style and tone are appropriate; however, minor inconsistencies and	Style and tone are fluent, elegant; appropriate concision is used. Grabs your attention		

<b>genre (type of writing), and purpose?</b>	purpose.	and inconsistencies exist. Overall it's readable, but it doesn't grab your attention in rhetorically appropriate ways as well as it could.	breaks (e.g., "filler" or "fluff" text in parts, clichés). Mostly grabs your attention in rhetorically appropriate ways. A solid fit with the genre.	in rhetorically appropriate ways. For its genre and purpose, it really stands out.		
<b>5. Is the document designed or formatted appropriately for the audience, genre, and purpose (includes use of tables and figures)?</b>	The document design and formatting choices are inappropriate, seriously hindering readability and effectiveness.	The formatting and design choices are generally appropriate for the audience, genre and purpose, but multiple breaks and inconsistencies interfere with understanding or impact of the piece.	The formatting and design choices are appropriate for the audience, genre and purpose. A few minor breaks and inconsistencies exist but none that are too distracting.	The formatting and design choices are appropriate and insightful, improving the overall message or effectiveness of the document.	Document does not call for special design or formatting.	
<b>6. Is the document appropriately and thoroughly proofread and copyedited for the audience, purpose and genre (type of writing)?</b>	Grammatical, spelling, and/or punctuation errors are glaring and problematic, distracting significantly from the document's message.	Multiple grammatical, spelling and/or punctuation errors exist that somewhat distract from message.	A few minor errors but none that distract too much from the message.	No errors or just 1 or 2 very minor ones which are acceptable within the parameters of the rhetorical situations and genre.		
<b>7. Is evidence documented and cited correctly for the audience, purpose and genre (type of writing)?</b>	It is difficult to figure out the source information. Either there are no research citations or the citations have significant errors (e.g., inconsistent documentation, inaccurate or missing important information,	You can figure out the source information, but the research citations have some errors (minor info missing, wrong order, multiple gaps or inconsistencies in documentation style).	Source information is accurate and present, but a few of the research citations include minor errors (few gaps or breaks in citation style).	Research citations are used perfectly or with just one or two very minor errors (e.g., typos, spelling).	Writing does not call for citations.	

	rather than minor formatting errors).					
<b>TOTAL SCORE</b>						

## Courses of Instruction

### **BIO 115. Biological Concepts: Ecology, Evolution, Genetics, and Diversity. (4) (MPF, MPT)**

Integrated study of microbes, plants, and animals emphasizing biological diversity and interdependence of life and environment. IVA, LAB. CAS-D/LAB.

### **BIO 116. Biological Concepts: Structure, Function, Cellular, and Molecular Biology. (4) (MPF, MPT)**

Biological principles common to microbes, plants, and animals, including interactions between organism and environment. IVA, LAB. CAS-D/LAB. CAS-QL.

### **BIO 201. Human Anatomy. (4)**

Anatomy of typical vertebrates. CAS-D/LAB.

### **BIO 203. Introduction to Cell Biology. (3) (MPT)**

Introductory study of eukaryotic cell structure and function.

Prerequisite: BIO 114, BIO/[MBI 116](#), or [BIO 191](#).

### **BIO 206. Evolutionary Biology. (3) (MPT)**

Development of major evolutionary concepts and application of such concepts within the biological sciences and related scientific fields are examined. Students cannot receive credit toward the major for both [BIO 204](#) and [206](#). Prerequisite: one year of biological science.

### **BIO 209. Fundamentals of Ecology. (3) (MPT)**

Interrelationships between organisms and their environments.

Prerequisite: One course in the biological sciences (BIO or MBI); or permission of the instructor.

### **BIO 305. Human Physiology. (4) (MPT)**

Study of general physiological principles necessary for basic understanding of life processes. CAS-D/LAB.

### **BIO 311. Vertebrate Zoology. (4) (MPT)**

Taxonomy and life histories with emphasis on local fauna. CAS-D/LAB.

### **BIO 312. Invertebrate Zoology. (4) (MPT)**

Morphology and taxonomy with emphasis on local fauna. CAS-D/LAB.

### **BIO 314. Plant and Fungal Diversity. (4) (MPT)**

Overview of plant and fungal diversity considering all major groups of non-animal eukaryotes. Although primarily a survey of structural and biochemical characteristics that define each group, the course also examines evolutionary themes among these organisms with particular emphasis on land plant evolution and the polyphyletic nature of the algae and fungi.

Prerequisite: a course in biological science.

**BIO 342. Genetics. (3) (MPT)**

Introduction to basic principles of genetic organization, function, and inheritance.

Prerequisite: one year of chemistry, junior standing, and at least one 200-level biology course, or permission of instructor.

**BIO 351. Environmental Education: Focus on Natural History. (4)**

Introduction to the field of environmental education emphasizing the natural history and interpretation of natural habitats of southwestern Ohio. Recommended prerequisite: [BIO 115](#).

**BIO 467**

**BSC 292**

**BSC 313**

**BSC 321**

**BSC 415**

**BSC 416**

**BSC 475**

**BSC 492**

**CHM 141. College Chemistry. (3) (MPF)**

General chemistry lecture course. Examines the fundamentals of atomic and molecular structure, chemical reactions and stoichiometry, properties of solutions, thermochemistry, gases, and chemical bonding. Students also develop ideas, experience, methodology, and skills used in the application of scientific methodology.

Credit not given for both [CHM 141R](#) and [141](#). IVB, LAB. CAS-D.

**CHM 141R. College Chemistry. (4) (MPF)**

Coordinated lecture and recitation to develop ideas, experience, methodology, and skills used in the application of scientific methodology. Framework is consideration of fundamental principles of atomic and molecular structure, chemical bonding, properties of solutions, and chemical reactions. Gain skills in developing hypotheses, observing chemical phenomena, collecting data, and evaluating results critically. Credit not given for both [CHM 141](#) and [141R](#). IVB, LAB. CAS-D/LAB.

**CHM 142. College Chemistry. (3) (MPT)**

In this follow-up to [CHM 141](#), students will continue their study of the properties of solutions, thermodynamics, and acids and basis. The course also explores chemical kinetics, chemical equilibrium, coordination chemistry and electrochemistry.

Prerequisite: [CHM 141](#).

**CHM 144. College Chemistry Laboratory. (2) (MPF)**

Presents laboratory exercises to illustrate the fundamental principles of chemistry. An emphasis will be placed on safety, laboratory skills, techniques for simple quantitative measurements and the use of modern instrumentation for data collection and analysis. Students will also gain skills in developing hypotheses, observing chemical phenomena, collecting and sharing data and evaluating results critically. IVB, LAB. CAS-D/LAB.

**CHM 145. College Chemistry Laboratory. (2) (MPT)**

Presents laboratory exercises to illustrate the fundamental principles of chemistry. In this follow-up to [CHM 144](#), students will continue working on their laboratory skills, using techniques for quantitative measurements and using modern instrumentation for data collection and analysis. Includes chemical kinetics, equilibrium, acids and bases, and electrochemistry. CAS-D/LAB. Prerequisite: [CHM 144](#).

**CHM 241. Organic Chemistry. (3) (MPT)**

Study of stereochemistry and the reaction mechanisms of various types of organic compounds with examples of chemical reactions in biological systems. For premedical and pre-dental students and science majors not planning to major in chemistry or biochemistry. Credit may not be received for both [CHM 231](#) and [241](#), [242](#) or [251](#), [252](#).

Prerequisites: [CHM 142](#) or [142M](#).

Co-requisites: [CHM 244](#).

**CHM 242. Organic Chemistry. (3)**

Study of stereochemistry and the reaction mechanisms of various types of organic compounds with examples of chemical reactions in biological systems. For premedical and pre-dental students and science majors not planning to major in chemistry or biochemistry.

Prerequisite: [CHM 241](#).

**CHM 244. Organic Chemistry Laboratory. (2) (MPT)**

Introduction to experimental techniques involved in synthesis, purification, and chemical identification of organic molecules. CAS-D/LAB.

Prerequisite: [CHM 145](#).

Co-requisite: [CHM 241](#), [242](#).

**CHM 245. Organic Chemistry Laboratory. (2)**

Introduction to experimental techniques involved in synthesis, purification, and chemical identification of organic molecules. CAS-D/LAB.

**ECO 201. Principles of Microeconomics. (3) (MPF, MPT)**

Nature and scope of microeconomics, including the role of the market in resource allocation, the role of competition, market forces, the forces governing the distribution of income, and the role of foreign trade in economic welfare. IIC. CAS-C.

**GLG 115L. Understanding the Earth. (1) (MPF)**

Laboratory course exploring Earth from multiple perspectives. Earth in the solar system; Earth in time; the solid Earth; Earth's surface in flux; Earth's atmosphere and hydrosphere. IVB, LAB. CAS-D/LAB. Prerequisite or co-requisite: any 100-level, 3 credit hour GLG course (students enrolled in these courses are not required to take the lab).

**GLG 121. Environmental Geology. (3) (MPF, MPT)**

A survey of introductory geology with a sub theme of human interaction with the geologic environment. Topics include flooding, earthquakes, volcanoes, water quality and availability, energy, use and abuse of natural resources and land-use planning. IVB. CAS-D. CAS-QL.

**GLG 244. Oceanography. (3) (MPT)**

Examination of the major features of the ocean and the processes active there. Oceanic currents, waves and tides, biologic productivity and zonation, nutrient cycles, chemical parameters, bathymetry, and sediments explored.

Prerequisite: one natural science course from MPF IVA or B, or CAS-D.

**GLG 307. Water and Society. (3)**

Provides a basic scientific understanding of what water is, where it resides and how it moves throughout the entire hydrologic cycle both on a global and watershed scale. Topics emphasize the importance and fragility of water resources and the world-wide threats to those resources. Major issues examined include flooding, water scarcity, irrigation, settlement of arid land, international water conflict and contamination of drinking water supplies. Topics are examined not only through a natural science perspective, but also through perspectives of history, policy, law and societal attitudes.

Prerequisite: any 100-level, 3 credit hour GLG course, or [GEO 121](#).

**MBI 361. Epidemiology. (3) (MPT)**

Consideration of the epidemic nature, etiology, and characteristics of infectious and organic diseases, and methods used to analyze their control within the framework of environmental and population variables.

Prerequisite: two hours of microbiology or biology or permission of instructor.

**MTH 115. Mathematics for Teachers of Grades P-6. (4) (MPF)**

Service course. Topics include problem solving, numeration, computation, number theory, and rational numbers. Designed to provide content background for teaching mathematics in elementary grades. Successful completion of this course may require an examination in basic mathematics. Open only to early childhood or middle childhood majors not concentrating in mathematics and special education majors. V.

Prerequisite: two years of high school algebra or a college algebra course.

**PHY 161. Physics for the Life Sciences with Laboratory I. (4) (MPF)**

This is a quantitative introduction to the basic physical laws of nature. Classical mechanics and quantum physics are emphasized. Concepts are developed through lectures, demonstrations, computer simulations,

laboratory activities, and problem solving. Qualitative reasoning is emphasized and quantitative problem-solving skills are developed. Algebra and trigonometry are used. No previous physics course is required. IVB. CAS-D.

**POL 241. American Political System. (3) (MPF, MPT)**

Theories and methods of political analysis applied to the American political system. Political beliefs, behavior, institutions, and public policies in the American case will be examined. IIC. CAS-C. CAS-QL.

**STA 261. Statistics. (4) (MPF, MPT)**

Service course. Descriptive statistics, basic probability, random variables, binomial and normal probability distributions, tests of hypotheses, regression and correlation, analysis of variance. Emphasis on applications.

Note: Credit for graduation will not be given for more than one of [ISA 205](#), [STA 261](#), [STA 301](#), or [STA 368](#).

V. CAS-E.

Name of Instructor	Rank or Title	Full-Time or part-time	Degree Title(s), Institution(s), Include the discipline/field as listed on the diploma(s)	Years of Teaching Experience in the discipline/field	Additional Expertise in the Discipline/field (e.g. licenses, certificates)	Title of the Course(s) this individual will teach in the proposed program (include the course prefix and number)	Number of courses this individual will teach per year at all campus locations
Berg, David	Professor	Full	Ph.D. The Ohio State University; Zoology	24	N/A	BIO 209, BIO 312, BIO 467	7 to 8
Cady, Alan	Professor	Full	Ph.D. University of Tennessee; Zoology	33	N/A	BIO 115, BIO 305, BIO 333, SC 400, BSC 419R	7 to 8
Ferguson, DJ	Associate Professor	Full	Ph.D. The Ohio State University; Microbiology	10	N/A	MBI 161, MBI 201, MBI 361	7 to 8
Gladish, Dan	Professor	Full	Ph. D. University of California - Davis, Plant Biology	26	N/A	BIO 131, BIO 176, BIO 203, BSC 291	7 to 8
Grubb, Brian	Instructor	Full	M.S. Colorado State University	15	N/A	BIO 155, 221	4-Mar
Harding, Paul	Professor & Chair	Full	Ph.D. Ohio University, Molecular & Cellular Biology; M.S., Ohio University, Microbiology	18	N/A	BIO 116, BIO 342, BIO 464	3 to 4
Janik, James	Professor	Full	Ph.D. Rutgers University, Physiology and Neurobiology; M.S. SUNY at Buffalo, Natural Sciences	27	N/A	BIO 203, BSC 292, BSC 492, BSC 401	7 to 8
Keane, Brian	Professor	Full	Ph.D. Purdue University, Biology	26	N/A	116, BIO 121, BIO 311, BIO 351	7 to 8
Keiffer, Carolyn	Professor	Full	Ph.D. Ohio University, Restoration Ecology	20	Tropical Biology, University of Costa Rica OTS	BIO 121, BIO 131, BIO 155, BIO 176, BSC 291	7 to 8
Rypstra, Ann	University Distinguished Professor	Full	Pennsylvania State University, Zoology	34	N/A	Bio 116, BIO 115, BIO 206W, BIO 400	3 to 4

## TRUDY J. AEBIG

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### EDUCATION

A.S., 2002 Chemistry Concentration, Southern State Community College, Hillsboro OH.  
 B.S., 2004 Biology and Chemistry, Wilmington College, Wilmington OH  
 Ph.D., 2011 Cell and Molecular Biology, University of Cincinnati – College of Medicine.  
 Dissertation Title: Cell cycle-dependent association of plectin 1b regulates mitochondrial morphology and function

### PROFESSIONAL EXPERIENCE

2015–Present **Visiting Assistant Professor and Coordinator for Anatomy and Physiology**, Department of Biology, Miami University (Hamilton Campus)  
 2014 **Visiting Assistant Professor**, Department of Biology, Wilmington College  
 2012–2014 **Part-Time Instructor**, Department of Biology and Department of Microbiology, Miami University (Hamilton Campus)  
 2012–2013 **Part-Time Instructor**, Department of Biology, Wilmington College  
 2006–2011 **Graduate Research Assistant**, Department of Cancer and Cell Biology, University of Cincinnati – College of Medicine, Research Focus: Cell-cycle regulation of mitochondrial morphology and function  
 2003–2005 **Undergraduate Research Assistant**, Department of Biology, Wilmington College, Research Focus: Detection of cell cycle regulatory gene expression in the protistan parasite *Toxoplasma gondii*  
 2004 **Laboratory Assistant**, Department of Biology, Wilmington College  
 2004 **Supplemental Instruction Leader**, Department of Chemistry, Wilmington College  
 2004 **Independent Peer Tutor**, Wilmington College, Tutored for Cell Biology, Microbiology, and Quantitative Analysis  
 2002 **Laboratory Assistant**, Department of Chemistry, Wilmington College  
 2002 **Undergraduate Research Assistant**, Department of Chemistry, Southern State Community College, Research Focus: Comparison of three analytical techniques to determine the calcium concentration in Golden Delicious Apples: Ethylenediaminetetraacetic Acid (EDTA) titration, calcium ion-selective electrode (ISE), and inductively coupled plasma (ICP)  
 2001–2002 **Laboratory Assistant**, Department of Chemistry, Southern State Community College

**COURSES TAUGHT** (current courses in italics)

*BIO 171&172: Human Anatomy & Physiology I and II (service course for Nursing majors)*  
*BIO 161: Human Physiology (freshman; nonmajors)*; MBI 111: Microorganisms and Human Diseases (freshman, nonmajors); MBI 131: Community Health Perspectives (freshman, nonmajors). Other Biology Courses (Wilmington College): Life Processes, Introduction to Cell Biology, Molecular Biology, Microbiology & Immunology, Senior Research & Seminar

**PROFESSIONAL PRESENTATIONS**

10 symposium/seminar presentations and 3 professional meeting presentations

**PROFESSIONAL SERVICE ACTIVITIES**

2015 Presiding Officer, Annual Midwestern Conference of Parasitologists  
 2003-Present Various Committees (judging, auditing, symposium), Annual Midwestern Conference of Parasitologists  
 2003-2005 Chemistry Demonstrations and Instruction, High School Chemistry Night, Wilmington College  
 2004 Student Aide, Pittsburgh Conference and Exposition on Analytical Chemistry and Applied Spectroscopy  
 2003 Chemistry demonstration, Science Olympiad Program, Cincinnati State Technical and Community College  
 2003 Organized and directed a Science Overnight for the entire Clinton County Unit of the Girl Scouts of the Buckeye Trails Council, Camp Whip-Poor-Will, Ohio  
 2003 Student Host, Westheimer Peace Symposium, The Environment - Pollution, Politics, and Peace, Wilmington College

**DAVID J. BERG**

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**EDUCATION**

B.S., 1982 Biology, University of Notre Dame, Notre Dame, IN.  
 M.S., 1984 Zoology, Northwestern State University of Louisiana, Natchitoches, LA. Thesis title: The distribution of aluminum in the tissues of three warmwater fishes.  
 Ph.D., 1991 Zoology, The Ohio State University, Columbus, OH. Dissertation title: Genetics and ecology of an invading species: *Bythotrephes cederstroemi* in the western basin of Lake Erie.

**PROFESSIONAL EXPERIENCE**

2004-present **Professor**, Department of Biology, Miami University (assigned to Hamilton Campus); **Faculty Member**, Ph.D. Program in Ecology, Evolution, and Environmental Biology; **Faculty Affiliate**, Institute of Environmental Sciences, Miami University.  
 2005-2013 **Coordinator of Faculty Research & Scholarship** (2010-13) and **Special Assistant to the Dean for Scholarship and Research** (2005-2010), Miami University Hamilton Campus;  
 1999-2004 **Associate Professor**, Department of Zoology, Miami University (assigned to Hamilton Campus).  
 1991-2003 **Summer Faculty**, F.T. Stone Laboratory, Ohio State University, Put-in-Bay, OH.  
 1993-1999 **Assistant Professor**, Department of Zoology, Miami University (assigned to Hamilton Campus).  
 1992-93 **Postdoctoral Research Scholar**, Department of Zoology, Miami University.  
**Adjunct Assistant Professor**, Department of Biology, Thomas More College and Department of Natural Sciences and Mathematics, Indiana University East.  
 1991-92 **Postdoctoral Research Associate**, Department of Entomology, Ohio State University.  
**Lecturer**, Program in General Biology, Ohio State University.  
 1985-91 **Graduate Teaching Associate, Graduate Research Associate, University Fellow, Presidential Fellow**, Department of Zoology, Ohio State University.  
**Visiting Researcher**, Max-Planck-Institut für Limnologie, Plön, Germany.  
 1984-85 **Laboratory Technologist II**, Louisiana Department of Health and Human Resources, New Orleans, LA.  
 1982-84 **Graduate Teaching Assistant**, Department of Biology and Microbiology, Northwestern State University of Louisiana.  
 1982 **Environmental Protection Assistant (GS-5)**, U.S. Environmental Protection Agency, Chicago, IL.

**COURSES TAUGHT** (current courses in italics)

*BIO 121: Environmental Biology (freshman, nonmajors); BIO 161: Human Physiology Laboratory (freshman, nonmajors); BIO 171 & 172: Human Anatomy & Physiology I and II (service course for Nursing majors); BIO 209W: Fundamentals of Ecology (sophomore, Biology majors); BIO 312: Invertebrate Zoology (junior, Biology majors); BIO 467 Conservation Biology (senior/graduate, Biology majors); BIO 710: Graduate Seminar in Ecology, Evolution, & Environmental Biology; EEOB 125: Introductory Aquatic Biology (freshman, summer course, Ohio State University)*

**GRADUATE STUDENTS AND POSTDOCTORAL FELLOWS ADVISED**

3 M.S. students, 3 M.En. students, 1 M.A.T. student; 9 Ph.D. students (3 current); 2 postdoctoral fellows  
 Member, Graduate Committees for 12 M.S. students and 13 Ph.D. students, 1993-present

**PROFESSIONAL MEMBERSHIPS**

Advancing the Science of Limnology & Oceanography	Council on Undergraduate Research
Desert Fishes Council	Freshwater Mollusk Conservation Society
International Association for Great Lakes Research	Society for Conservation Biology
Society for Freshwater Science	

**EXTRAMURAL GRANTS RECEIVED (active in last 4 years; \$3,234,472 total at Miami University)**

"Conservation genetics of *Lampsilis powellii*," \$10,000 from the Arkansas Game and Fish Commission for 2015-16.  
 "Research Experiences for Undergraduates Site: Ecology in Human-Dominated Landscapes," (DBI-1460518), \$488,571 from the National Science Foundation for 2015-20 (with A. L. Rypstra).

D. J. Berg 2

"Conservation of aquatic invertebrates in the northern Chihuahuan Desert," \$392,961 from the New Mexico Department of Game & Fish for 2012-2017.

"Utilization of environmental DNA to detect endangered mussel populations in the southwest US," \$2,365 from the Malacological Society of London for 2013-14 (with K. Inoue).

"Population genetics and population viability analyses of the spectaclecase, *Cumberlandia monodonta*," \$59,499 from the Missouri Department of Conservation and U.S. Fish & Wildlife Service for 2012-14.

"Molecular phylogenetic and morphological analyses of the state endangered wrinkled marshsnail, *Stagnicola caperata* (Say, 1829)," \$31,670 from the New Mexico Department of Game and Fish for 2012-14.

"Research Experiences for Undergraduates Site: Ecology in Human-Dominated Landscapes," (DBI-1156703), \$392,617 from the National Science Foundation for 2012-15 (with A. L. Rypstra).

**\$432,844 in internal grants received from Miami University.**

#### PEER-REVIEWED PUBLICATIONS (since 2014; 49 total; \* = student author)

Stanislawczyk, K.\*, A. D. Walters\*, T. J. Haan\*, M. Sei, B. K. Lang, and D. J. Berg. In revision. Macroinvertebrate community structure in springs of the northern Chihuahuan Desert. Currently being revised after receiving positive review from *Freshwater Science*.

Adams, N. E.\*, K. Inoue\*, D. J. Berg, B. Keane, and N. G. Solomon. Accepted with minor revision. Range-wide microsatellite analysis of the genetic population structure of prairie voles (*Microtus ochrogaster*). *American Midland Naturalist*.

Youngquist, M. B.\*, K. Inoue\*, D. J. Berg, and M. D. Boone. 2016. Effects of land use on population presence and genetic structure of an amphibian in an agricultural landscape. *Landscape Ecology* doi: 10.1007/s10980-016-0438-y.

Inoue, K.\* and D. J. Berg. 2016. Predicting the effects of climate change on population connectivity and genetic diversity of a freshwater mussel in riverine systems. *Global Change Biology* doi: 10.1111/gcb.13369.

Holste, D. R.\*, K. Inoue\*, B. K. Lang, and D. J. Berg. 2016. Identification of microsatellite loci and examination of genetic structure for the endangered springsnails *Juternia kosteri* and *Pyrgulopsis roswellensis* in the Chihuahuan Desert. *Aquatic Conservation: Marine and Freshwater Ecosystems* 26: 715-723.

Inoue, K.\*, B. K. Lang, and D. J. Berg. 2015. Past climate change drives current genetic structure of an endangered freshwater mussel species. *Molecular Ecology* 24: 1910-1926.

Morningstar, C. R.\*, K. Inoue\*, M. Sei, B. K. Lang, and D. J. Berg. 2014. Quantifying morphological and genetic variation of sympatric populations to guide conservation of endangered, micro-endemic springsnails. *Aquatic Conservation: Marine and Freshwater Ecosystems* 24: 536-545.

Inoue, K.\*, T. D. Levine\*, B. K. Lang, and D. J. Berg. 2014. Long-term mark-and-recapture study of a freshwater mussel reveals patterns of habitat use and an association between survival and river discharge. *Freshwater Biology* 59: 1872-1883.

Inoue, K.\*, A. L. McQueen\*, J. L. Harris, and D. J. Berg. 2014. Molecular phylogenetics and morphological variation reveal recent speciation in freshwater mussels of the genera *Arcidens* and *Arkansia* (Bivalvia: Unionidae). *Biological Journal of the Linnean Society* 112: 535-545.

Ansah, K. N.\*, K. Inoue\*, B. K. Lang, and D. J. Berg. 2014. Identification and characterization of 12 microsatellite loci for *Physa* in the Chihuahuan Desert. *Conservation Genetics Resources* 6: 769-771.

Inoue, K.\*, E. M. Monroe\*, C. L. Elderkin, and D. J. Berg. 2014. Phylogeographic analyses reveal Pleistocene isolation followed by high gene flow in a wide-ranging, but endangered, freshwater mussel. *Heredity* 112: 282-290.

#### PROFESSIONAL PRESENTATIONS

20 invited seminars (5 in last 5 years), 154 presentations at professional meetings (39 in last 5 years; 108 with student authors)

#### SELECTED PROFESSIONAL SERVICE ACTIVITIES

2015-16 Scientific Expert, Texas Hornshell Species Status Assessment, U.S. Fish and Wildlife Service

2015-16 Organizer and Lead Instructor, Workshop entitled *Population Genetics and Freshwater Mollusk Conservation* at National Conservation Training Center, Shepherdstown, MD

2006-present Member, Texas Hornshell Recovery Plan Advisory Committee, New Mexico Department of Game and Fish

2005-present Associate Editor, *American Midland Naturalist*

2004-present co-Chair of Genetics Committee, Member of the Executive Committee, Member of Awards Committee; Freshwater Mollusk Conservation Society

1993-present Have provided professional consultations to the U.S. Fish and Wildlife Service, New Mexico Department of Game and Fish, Ohio Department of Natural Resources, Texas Parks & Wildlife Department, Pennsylvania Department of Environmental Protection, South Carolina Department of Natural Resources, Maine Department of Inland Fisheries and Wildlife, Arizona Game and Fish Department, Petitcodiac River Recovery Team (Quebec)

**CURRICULUM VITA****ALAN BRUCE CADY**

Professor of Biology  
 Department of Biology and Department of Biological Sciences  
 Miami University-Oxford and Miami University-Regionals

4200 North University Boulevard  
 Middletown, Ohio 45042 USA  
 (513) 727-3258 FAX (513) 727-3450  
 CadyAB@MiamiOH.Edu

**a. Professional Preparation**

Onondaga Community College, Math-Science (*cum laude*), **A.A.S.**, 1974  
 State University of New York, College of Environmental Science and Forestry,  
 Forest Biology (*cum laude*), **B.S.**, 1976  
 Ohio University, Zoology, **M.S.**, 1978  
 University of Tennessee, Zoology, **Ph.D.**, 1984  
 University of Tennessee – Memphis, Dept. of Physiology & Biophysics,  
 Biochemical/ neurological basis sleep in vertebrates and invertebrates, 1986 – 1989

**b. Appointments**

2002 - Professor, Zoology, Miami University  
 1996 - Associate Professor, Zoology, Miami University  
 1990 - Assistant Professor, Zoology, Miami University  
 1989 - Visiting Assistant Professor, Zoology, Miami University  
 1989 - Adjunct Assistant Professor, Biology, Indiana University East  
 1986 - Instructor, Physiology and Biophysics, University of Tennessee-Memphis  
 1983 - Adjunct Professor of Nursing, Deaconess College of Nursing  
 1983 - Visiting Assistant Professor, Biology, Lindenwood College  
 1978 - Instructor / Teaching Assistant, Zoology, University of Tennessee-Knoxville  
 1976 - Teaching Assistant, Zoology and Microbiology, Ohio University

**c. Publications**

- (i)** Halaj, J., A. Cady, and G. Uetz. 2000. Modular habitat refugia enhance generalist predators and lower plant damage in soybeans. *Environmental Entomology* 29(2): 383-393.
- Rinaldi, I.M.P., B.P. Mendes, and A.B. Cady. 2002. Distribution and importance of spiders inhabiting a Brazilian sugar cane plantation. *Revta Brazilian Zoology* 19(1): 271-279.
- Finkes, Laura K., Alan B. Cady, Juliana Mulroy, Keith Clay, and Jennifer A. Rudgers. 2006. Plant-fungus mutualism affects spider composition in successional fields. *Ecology Letters* 9: 347-356.
- Tietjen, W.J. and A. B. Cady. 2007. Sublethal exposure to a neurotoxic pesticide affects activity rhythms and patterns of four spider species. *Journal of Arachnology* 35(2):396-406.
- Cady, Alan B., K. Delaney, and G. W. Uetz. 2011. Energetic costs of signaling in two wolf spider species with divergent courtship behaviors. *Journal of Arachnology* 39(2) 161-165.
- (ii)** Riechert, S.E. and A.B. Cady. 1983. Patterns of resource use and tests for competitive release in a spider community. *Ecology* 64: 899-913.

Cady, A.B. 1984. Microhabitat selection and locomotor activity of *Schizocosa ocreata* (Walckenaer) (Araneae:Lycosidae). *J. Arachnology*, 11: 297-307.

Cady, A.B., S. Kotani, T. Shiba, S. Katsumoto, and J.M. Krueger. 1989. Somnogenic activities of synthetic lipid A. *Infection & Immunity*, 57:396-403.

Anderson, C., A. Cady, & D. Meikle. 2003. Effects of vegetation structure and edge habitat on the density and distribution of white-footed mice (*Peromyscus leucopus*) in small and large forest patches. *Canadian Journal of Zoology* 81: 897-904.

Begley-Miller, Danielle and Alan B. Cady. 2015. White-Tailed Deer Browsing of Soybeans Significantly Changes Plant Morphology and Reduces Yield, Contributing to Large Financial Losses. *Ohio Journal of Science* 115(2):56-61.

#### d. Synergistic Activities

Have mentored approximately 88 undergraduate students between 1990-2015, resulting in 27 podium or poster presentations at international, national, and local meetings since 2000. Undergraduate students are the lead authors on 66% of these productions.

Participated as a mentor in REU program at Miami University in 2002, 2004, 2006 – 2008, 2010, 2013, 2015, producing 17 presentations at international, national, and local meetings.

Have taken over 17 undergraduates to national and international meetings since 1990.

Secretary for the American Arachnological Society 1993-2014, producing bi-annual 16+ page newsletter.

#### e. Collaborators & Other Affiliations

**(i) Collaborators:** C. Anderson, Ohio State U., T. Bankroff, D. Meikle, R. Schaefer, J. Tyson, Miami U.; C. Buddle, McGill U.; K. Clay, Indiana U.; L. Finkes, Slippery Rock U., R. Homsher, Middletown OH; S. Marchetti, Arizona; J. Mulroy, Denison U.; J. Rudgers, Rice U.; W. Tietjen, Bellarmine U.; G. Uetz, U. Cincinnati; T. Bankroff, Miami University; J. Coddington, Smithsonian Inst.

**(ii) Graduate and Postdoctoral Advisors:** J. Rovner, Ohio U. (ret.); S. Riechert, U. Tennessee; J. Krueger, Washington State U.

**(iii) Thesis Advisor and Postgraduate-Scholar Sponsor:** T. Bankroff Miami U., K. Fisher, Ohio State U.; 5 graduate students advised, 1 post-doc sponsored.

## DONALD J (D.J.) FERGUSON JR

### PROFESSIONAL PREPARATION

1988-1992: B.S. in Biology, Virginia Tech, Blacksburg, VA.

1992-2000: Ph.D. in Microbiology, The Ohio State University, Columbus, OH.

2000-2003: Postdoctoral Fellow, VA Medical Center, Cincinnati, OH.

### APPOINTMENTS

2015-present: Associate Professor, Departments of Microbiology and Biological Sciences, Miami University Regionals, Hamilton, OH.

2008-2015: Assistant Professor, Department of Microbiology, Miami University Regionals, Hamilton, OH

2005-2008: Adjunct Assistant Professor, Department of Biology, University of Cincinnati, Raymond Walters College, Cincinnati, OH.

Research Scientist, University of Cincinnati, Department of Genome Science, 2003-2008.

### COURSES TAUGHT

MBI 161: Elementary Medical Microbiology (service course for freshman Nursing majors); MBI 201:

General Microbiology (sophomore course for Microbiology and Biology majors); MBI 361:

Epidemiology (junior course for Nursing, Microbiology, and Biology majors)

### EXTRAMURAL GRANTS RECEIVED

Alternative routes of gut microbial methylamine metabolism that may limit trimethylamine *N*-oxide, a trigger for atherosclerosis. Submitted to the National Institutes of Health June, 2015. R01. Co-principal investigator with J. Krzycki and K. Wrighton, 30% involvement. \$366,931 for 2016-2021.

Investigating the function of the *mttBI* gene product from *Desulfitobacterium hafniense*. August, 2010.

Department of Health and Human Services, American Recovery and Reinvestment Act funds.

COMBREX. Principal investigator, 100% involvement. \$14,200 for 2010-2011.

**\$65,401 in internal grants received from Miami University.**

### PUBLICATIONS

Ticak T, Hariraju D, Bayron M, Arivett BA, Fiester SE, and DJ Ferguson Jr. 2014. Isolation and characterization of a tetramethylammonium degrading *Methanococcoides* strain and a novel glycine betaine utilizing *Methanobolus* strain. Arch. Microbiol. 197(2): 97-209.

<http://link.springer.com/article/10.1007%2Fs00203-014-1043-6>

Ticak T<sup>\*\*</sup>, Kuntz, D<sup>\*</sup>, Girosky K<sup>\*\*</sup>, Krzycki JA, and DJ Ferguson Jr. 2014. A nonpyrrolysine member of the widely distributed trimethylamine methyltransferase family is a glycine betaine methyltransferase. Proc. Nat. Acad. Sci. U.S.A. Oct 28; 111(43):E4668-76. DOI:10.1073/pnas.1409642111

<http://www.pnas.org/content/111/43/E4668.long>

Ferguson, D.J. Jr., D.G. Longstaff and J.A. Krzycki. 2011. Assay of methylotrophic methyltransferases from methanogenic archaea. Meth. Enzymol. vol 494. pp. 139-158.

<http://www.ncbi.nlm.nih.gov/pubmed/21402214>

Gong W, Hao B, Wei Z, Ferguson DJ Jr., Tallant T, Krzycki J, and Chan M. Structure of the  $\alpha_2\epsilon_2$  Ni-CODH component of the *Methanosarcina barkeri* ACDS complex. PNAS. 2008 Jul

15;105(28):9558-63. <http://www.pnas.org/content/105/28/9558.full>

- Ferguson DJ Jr, Gorlatova N, Grahame DA, Krzycki JA. Reconstitution of dimethylamine:coenzyme M methyl transfer with a discrete corrinoid protein and two methyltransferases purified from *Methanosarcina barkeri*. *J Biol Chem*. 2000 Sep 15;275(37):29053-60.  
<http://www.jbc.org/content/275/37/29053.long>
- BP Anton, Y-C Chang, P Brown, H-P Choi, L Faller, J Guleria, Z Hu, N Klitgord, A Levy-Moonshine, A Maksad, V Mazumdar, M McGettrick, L Osmani, R Pokrzywa, J Rachlin, R Swaminathan, B Allen, G Housman, C Monahan, K Rochussen, K Tao, A Bhagwat, S Brenner, L Columbus, V deCrecy-Lagard, DJ Ferguson Jr., A Fomenkov, G Gadda, RD Morgan, A Osterman, K Rudd, D Soll, J Spain, S-Y Xu, A Bateman, M Blaser, R Blumenthal, JM Bollinger, W-S Chang, M Ferrer, I Friedberg, M Galperin, J Gobeill, D Haft, J Hunt, P Karp, W Klimke, E Koonin, C Krebs, D Macelis, R Madupu, MJ Martin, JH Miller, C O'Donovan, B Palsson, M Pop, P Ruch, A Setterdahl, G Sutton, J Tate, A Yakunin, R Greiner, D Horn, K Sjolander, S Salzberg, D Vitkup, S Letovsky, D Segrè, C DeLisi, RJ Roberts, M Steffen, S Kasif. COMBREX: Design, Methodology, and Initial Results. *PLOS Biol*. 11(8). 2013.  
<http://www.plosbiology.org/article/info%3Adoi%2F10.1371%2Fjournal.pbio.1001638>
- Zhang Y, Johansson E, Miller ML, Jänicke RU, Ferguson DJ, Plas D, Meller J, Anderson MW. Identification of a conserved anti-apoptotic protein that modulates the mitochondrial apoptosis pathway. *PLoS One*. 2011;6(9):e25284.  
<http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0025284>
- Ferguson Jr, DJ and Smulian AG. Signal transduction and cellular communication. In *Pneumocystis pneumonia*, Walzer PD and Cushion MT, eds. 3<sup>rd</sup> ed. 2005, pp127-140.
- Paul L, Ferguson DJ Jr, Krzycki JA. The trimethylamine methyltransferase gene and multiple dimethylamine methyltransferase genes of *Methanosarcina barkeri* contain in-frame and read-through amber codons. *J Bacteriol*. 2000 May;182(9):2520-9.  
<http://jb.asm.org/content/182/9/2520.short>
- Ferguson DJ Jr, Krzycki JA. Reconstitution of trimethylamine-dependent coenzyme M methylation with the trimethylamine corrinoid protein and the isozymes of methyltransferase II from *Methanosarcina barkeri*. *J Bacteriol*. 1997 Feb;179(3):846-52.  
<http://jb.asm.org/content/179/3/846.long>
- Ferguson DJ Jr, Krzycki JA, Grahame DA. Specific roles of methylcobamide:coenzyme M methyltransferase isozymes in metabolism of methanol and methylamines in *Methanosarcina barkeri*. *J Biol Chem*. 1996 Mar 1;271(9):5189-94.  
<http://www.jbc.org/content/271/9/5189.long>

## PROFESSIONAL PRESENTATIONS

4 invited seminars and 23 presentations at scientific meetings

## GRADUATE STUDENTS ADVISED

5 Ph.D. students (3 current), 2 M.S. students

Member, Graduate Committees for 4 M.S. and 12 Ph.D. students, 2008-present

## PROFESSIONAL SOCIETY MEMBERSHIPS

American Society for Microbiology

Ohio Branch of the American Society for Microbiology (Current President)

Sigma Xi Scientific Research Society

## BIOGRAPHICAL SKETCH: TSUNEO K. FERGUSON

### PROFESSIONAL PREPARATION

Biochemistry; Second Major Biology; Minor Chemistry, Bachelor of Science, 1996, Virginia Tech.  
Microbiology, Master of Science, The Ohio State University, 2000.

### APPOINTMENTS

**2014-Present:** Visiting Instructor, Department of Biological Sciences, Miami University Regionals, OH.  
2010-2014: Part-time Instructor, Department of Microbiology, Miami University Regionals, OH.  
2000-2008: Research Associate, Department of Molecular Oncogenesis, University of Cincinnati, OH.  
1996-2000: Doctoral Candidate, Department of Microbiology, The Ohio State University, OH.  
Graduate Teaching Assistant, Department of Microbiology, The Ohio State University, OH.

### PUBLICATIONS

Ferguson T, Soares JA, Lienard T, Gottschalk G, and Krzycki JA. RamA, a protein required for reductive activation of corrinoid-dependent methylamine methyltransferase reactions in methanogenic archaea. *J Biol Chem.* 2009 Jan 23; 284(4): 2285-95. DOI: 10.1074/jbc.M807392200

Hao B, Zhao G, Kang PT, Soares JA, Ferguson TK, Gallucci J, Krzycki JA, Chan MK. Reactivity and chemical synthesis of L-pyrrolysine- the 22nd genetically encoded amino acid. *Chem Biol.* 2004 Sept; 11(9): 1317-24. DOI: 10.1016/j.chembiol.2004.07.011

Hao B, Gong W, Ferguson TK, James CM, Krzycki JA, Chan MK. A new UAG-encoded residue in the structure of a methanogen methyltransferase. *Science* 2002 May 24; 296(5572): 1462-6. DOI: 10.1126/science.1069556

James CM, Ferguson TK, Leykam JF, Krzycki JA. The amber codon in the gene encoding the monomethylamine methyltransferase isolated from *Methanosarcina barkeri* is translated as a sense codon. *J Biol Chem.* 2001 Sept 7; 276(36): 34252-8. DOI: 10.1074/jbc.M102929200

### OTHER SIGNIFICANT PUBLICATIONS

Seta KA, Yuan Y, Spicer Z, Lu G, Bedard J, Ferguson TK, Pathrose P, Cole-Strauss A, Kaufhold A, Millhorn DE. The role of calcium in hypoxia-induced signal transduction and gene expression. *Cell Calcium* 2004 Sept-Oct; 36(3-4): 331-40. Review. DOI: 10.1016/j.ceca.2004.02.006

Seta KA, Ferguson TK, Millhorn DE. Discovery of oxygen-responsive genes in pheochromocytoma cells. *Methods Enzymol* 2004; 381: 449-64. Book Chapter. DOI: 10.1016/S0076-6879(04)81030-9

Yuan Y, Hilliard G, Ferguson T, Millhorn DE. Cobalt inhibits the interaction between hypoxia-inducible factor-alpha and von Hippel-Lindau protein by direct binding to hypoxia-inducible factor-alpha. *J Biol Chem.* 2003 May 2; 278(18): 15911-6. DOI: 10.1074/jbc.M300463200

Seta K, Kim HW, Ferguson T, Kim R, Pathrose P, Yuan Y, Lu G, Spicer Z, Millhorn DE. Genomic and physiological analysis of oxygen sensitivity and hypoxia tolerance in PC12 cells. *Ann N Y Acad Sci.* 2002 Oct; 971: 379-88. Review.

Beitner-Johnson D, Ferguson T, Rust RT, Kobayashi S, Millhorn DE. Calcium-dependent activation of Pyk2 by hypoxia. *Cell Signal* 2002 Feb; 14(2): 133-7.

## **SYNERGISTIC ACTIVITIES**

### **Improvement of teaching.**

- I completed the New Faculty Teaching Enrichment Program (NFTEP) during 2014-2105 through Miami University's Center for Teaching Excellence.
- I have attended the annual Lily Conference on College Teaching at Miami University in 2014 and 2015.

### **Development of curriculum and pedagogical methods.**

- I have created and been involved in the implementation of redesigned course content with the goal of increasing student engagement in their learning through inquiry-driven learning assignments and use of the concepts of critical thinking.
- I have introduced flow charts and concept mapping to my students to improve understanding.

### **Student Support.**

- I became certified in Mental Health First Aid from the National Council for Behavioral Health in 2015.
- To help first year students, I visit UNV 101, I am Miami Courses, to discuss with first-year students faculty expectations and tips for success and I refer students to the TRIO program.
- On an ongoing basis, I recruit student tutors for the Office of Learning assistance.

### **Faculty Support.**

- I am a current member of the MUH Center for Teaching and Learning Leadership Collaborative that provides small grants to faculty, faculty-mentoring, events to enrich teaching, and Small Group Instructional Diagnosis to provide midterm student feedback to instructors.

**PROFESSOR DANIEL K. GLADISH**

Biology and Biological Sciences Departments  
 Cell, Molecular, and Structural Biology Graduate Program  
 Ecology, Evolution, and Environmental Graduate Program  
 Director of The Conservatory at Miami University  
 Miami University, 1601 University Blvd., Hamilton OH 45011, USA

**EDUCATION**

BS in Botany, honors--University of California, Davis CA (March 1989).

PhD in Plant Biology--University of California, Davis CA (December 1995).

**PROFESSIONAL EXPERIENCE**

2016 Professor, Department of Biological Sciences, Miami University-Regionals  
 2015-2016 Coordinator of Mathematics and Sciences, Miami University-Hamilton  
 2013-present Professor, Department of Biology, Miami University  
 2013, 2015 Visiting Research Professor, Takushoku University, Hachioji, Japan  
 2010-2013 Professor, Department of Botany, Miami University  
 2005, 2007 Visiting Research Professor, Takushoku University, Hachioji, Japan  
 2004-present Director of The Conservatory, Miami University-Hamilton  
 2000-2010 Associate Professor, Department of Botany, Miami University  
 1996, 1999 Visiting Research Professor, Takushoku University, Hachioji, Japan  
 1995-2000 Assistant Professor, Department of Botany, Miami University  
 1994-1995 Instructor, Department of Botany, Miami University  
 1989-1994 Teaching Assistant, Section of Plant Biology, University of California-Davis

**COURSES TAUGHT**

BIO 131: Plants, Humanity, and Environment (non-majors); BIO 176: Ecology of North America (non-majors); BIO 191: Plant Biology (majors and non-majors); BIO 203W: Introduction to Cell Biology (majors); BIO 4/502: Plant Anatomy (majors and graduates); BIO 606: Advanced Cell Biology (graduates)

**GRADUATE STUDENTS SUPERVISED**

Five MS, two MA, two PhD in Botany and Institute of Environmental Sciences.  
 Served on graduate committees for seven MS and eight PhD students.

**PEER-REVIEWED ARTICLES & BOOK CHAPTERS** (since 1990: 24) \*Student author Gladish, Daniel K., and Teruo Niki (2000). Factors inducing cavity formation in the vascular cylinders of pea roots (*Pisum sativum* L., cv. Alaska). *Environmental and Experimental Botany* 43: 1-9.

Gladish, Daniel K., Ellen G. Sutter, and Thomas L. Rost (2000). The role of free IAA levels, IAA transport, and sucrose transport in the high temperature inhibition of root system development in pea (*Pisum sativum* L. cv. Alaska). *Journal of Plant Growth Regulation*.  
 Niki, Teruo and Daniel K. Gladish (2001). Changes in growth and structure of pea primary roots (*Pisum sativum* L. cv. Alaska) as a result of sudden flooding. *Plant and Cell Physiology* 42:694-702.

- Gladish, Daniel K., and Teruo Niki (2006). Apoptosis-like programmed cell death occurs in procambium and ground meristem of pea (*Pisum sativum* L.) root tips exposed to sudden flooding. *Annals of Botany* 97:895-902.
- Sarkar, Purbasha\*, Teruo Niki, and Daniel K. Gladish (2008). Changes in cellular ultrastructure induced by sudden flooding at 25° C in *Pisum sativum* (Fabaceae) primary roots. *American Journal of Botany* 95:782-792.
- Gladish, Daniel K., and Teruo Niki (2008). Ethylene is involved in vascular cavity formation in pea (*Pisum sativum*) primary roots. *Plant Root* 2:38-45.
- Niki Teruo, Mitsuo Takahashi, Daniel K. Gladish (2011). Comparison of the effects of flooding vs. low-oxygen gas on pea (*Pisum sativum* L. cv. 'Alaska') primary roots. *Plant Root* 5:31-39.
- Sarkar, Purbasha\*, and Daniel K. Gladish (2012). Hypoxic stress triggers a programmed cell death pathway to induce vascular cavity formation in *Pisum sativum* roots. *Physiologia Plantarum* 146:413-426.
- Gladish, Daniel K. (2015). Vascular aerenchyma and PCD, in A. Gunawardena and P. McCabe, Eds., *Plant Programmed Cell Death*, Springer, Berlin.
- Niki, Teruo, Susumu Saito, Daniel K. Gladish (2015). Granular bodies in root primary meristem cells of *Zea mays* L. var. *Cuscoensis* K. (Poaceae) that enter young vacuoles by invagination: a novel ribophagy mechanism. *Protoplasma* 251: 1141-1149.
- Evans, David E., and Daniel K. Gladish (2016). 83. Water Relations of Plants: Plant Responses to Waterlogging, *Encyclopedia of Applied Plant Sciences*, 2e. Elsevier, Oxford, UK.
- Takahashi, Mitsuo, Teruo Niki, Kevin D. Deem\*, and Daniel K. Gladish (2016). Vascular cavity formation enhances oxygen availability during flooding in root tips of *Phaseolus coccineus* L. primary roots. *International Journal of Plant Sciences* 177:277-286.

## PROFESSIONAL PRESENTATIONS

25 presentations with published abstracts, including six invited seminars.

## EXTERNAL RESEARCH and DEVELOPMENT GRANTS and FELLOWSHIPS

- Takushoku University (Hachioji, Japan) Visiting Professor Fellowship; 2013: \$4000.
- Ohio Plant Biotechnology Consortium Research Grant; 2009: \$40,475.
- Takushoku University (Hachioji, Japan) Visiting Professor Fellowship; 2007: \$3478.
- Takushoku University (Hachioji, Japan) Visiting Professor Fellowship; 2005: \$1855.
- Hughes Foundation Research Grant (Univ. of Calif.-Davis); 2002: \$750.
- OBOR Eisenhower Professional Development Program Grant (co-author); 1999: \$84, 229.
- Takushoku University (Hachioji, Japan) Visiting Professor Fellowship; 1996: \$8570.
- Takushoku University (Hachioji, Japan) Visiting Professor Fellowship; 1999: \$3420.

## PROFESSIONAL SERVICE

- Member: Botanical Society of America, International Society for Plant Anaerobiosis, Japanese Society of Plant Physiologists, Scandinavian Society for Plant Physiology, National Center for Science Education, Sigma Xi
- Journal editorial board member: *Plant Root*, *Plants* (journal), *Plant Science Bulletin*

## BIOGRAPHICAL SKETCH

### **Brian Grubb**

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Conservatory Manager and Instructor	Phone: 513-785-3086
Department of Biology	Email: grubbb@miamioh.edu
Miami University – Hamilton	Hamilton, OH 45011

### **A. PROFESSIONAL PREPARATION**

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Institution	Major/Department	Degree & Year
West Virginia University	Horticulture	BSc. 1995
Colorado State University	Horticulture	MSc. 2000

### **B. APPOINTMENTS**

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- Nursery Operations Manager, Broadacres Nursery Inc. 2014
- Horticulture Instructor, Clackamas Community College, 2014
- Nursery Production Superintendent, Pacific Regeneration Technologies, Inc. 2007-2013
- Nursery Production Supervisor, Colorado State Forest Service, 2002-2006
- Nursery Production Manager, Aquatic and Wetland Company, 2000-2001
- Horticulture Instructor, Front Range Community College, 2000

### **C. PUBLICATIONS**

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Grubb, B.H. 2007. Propagation protocol for bareroot Silver buffaloberry (*Shepherdia argentea*). *Native Plants Journal* vol. 8 no. 3 233-235

### **D. ACTIVITIES**

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#### **Outreach:**

- i. I am a member of the Board of Directors of Audubon Miami Valley. (AMV). AMV works to conserve and restore natural ecosystems, focusing on birds, other wildlife and their habitats for the benefit of humanity and the earth's biological diversity. I participate in board meetings, volunteer days and outreach.
- ii. I am a councilmember of the Oxford Farmers Market Uptown (OFMU). I participate in council meetings and volunteer at the market to support local farmers in the region of Butler County.

#### **Teaching:**

- i. BIO 155 Field Botany. Field/laboratory-oriented, interpretive introduction to botany in the regional out-of-doors. Emphasis given to identification, uses, habit, habitat and communities of plants, and fungi in the context of local terrestrial and aquatic environments. LAB.  
1 Lec. 2 Lab.
- ii. BIO 221 Plant Propagation. Provides students with knowledge of the scientific and applied aspects of plant propagation in a closed system including basic plant production, watering, fertilization, crop management, insect and disease control, and problem solving.

## BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors.  
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Harding, Paul A.	POSITION TITLE Professor and Chair, Department of Biological Sciences		
eRA COMMONS USER NAME Hardingpa			
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
Ohio State University & Children's Hospital	Post Doc	'94-'97	Molecular Biology
Ohio University	Ph. D.	'90-'94	Molecular Biology
Ohio University	M.S.	'87-'90	Microbiology
Ohio University	B.S.	'83-'87	Zoology

### A. Positions and Honors

#### Positions and Employment

- |                |   |
|----------------|---|
| 1994 – 1997    | Postdoctoral Fellow, Children's Hospital and The Ohio State University, Department of Surgery, mentor: Gail Besner, M.D., Project: Characterization of HB-EGF |
| 1997 – 1998    | Scientific Director, Alpha Genetics Inc., Cincinnati, OH  |
| 1999 – 2000    | Co-owner & Scientific Director, DNA Analysis Inc., Cincinnati, OH   |
| 2001 – 2008    | Assistant Professor, Department of Zoology, Miami University, Oxford, OH  |
| 2008 – present | Associate Professor, Department of Biology, Miami University, Oxford, OH  |

#### Honors & Awards:

- Teaching Award (2014) Miami University Middletown
- Scholarship Award (2013) Miami University Middletown
- Shoupp Award (2006) Exploring the effects of single genes on social behavior, Miami University, Oxford, OH

#### U.S. Patents

- 2013 No. 8,455,191 Cell Transdifferentiation into Brown Adipocytes
- 2011 No. 7,897,732 Antibodies to Heparin-binding Growth Factor (hbfg) Polypeptides
- 2008 No.5,876,730 Heparin Binding Growth Factor polypeptides (CTGF)

### B. Selected peer-reviewed publications (chronological order).

#### PEER-REVIEWED PUBLICATIONS

Key for all Publications and Presentations below:

<sup>a</sup> Miami University Undergraduate Student

<sup>b</sup> Miami University Graduate Student

1. Taylor SR<sup>b</sup>, Markesbery MG<sup>a</sup>, Klements JR<sup>b</sup>, Johnson KD<sup>a</sup> and **Harding PA** (2014) Cellular transdifferentiation into Brown adipose-like cells. *Journal of Cell and Molecular Biology*, 12(1&2), 55-62.
2. Taylor SR<sup>b</sup>, Markesbery MG<sup>a</sup> and **Harding PA** (2014) Heparin-binding epidermal growth factor-like growth factor (HB-EGF) and proteolytic processing by a disintegrin and metalloprotease (ADAM): A regulator of several pathways. *Semin Cell Dev Biol*. 28C:22-30. *(invited review)*.
3. Zhou Z<sup>b</sup>, Darwal MA<sup>a</sup>, Cheng EA<sup>a</sup>, Taylor SR<sup>b</sup>, Duan E<sup>b</sup>, and **Harding PA** (2013) Cellular Reprogramming into a brown adipose tissue-like phenotype by co-expression of HB-EGF and ADAM 12S. *Growth Factors*, 6:185-198.
4. Ray KC, Blaine SA, Washington MK, Braun AH, Singh AB, Harris RC, **Harding PA**, Coffey RJ, Means AL (2009) Transmembrane and soluble isoforms of heparin-binding EGF-like growth factor regulate distinct processes in the pancreas. *Gastroenterology*, 137(5):1785-94.
5. Solomon N, Richmond A<sup>a</sup>, **Harding PA**, Fries A, Jacquemin S<sup>a</sup>, Schaefer R, Lucia, K<sup>b</sup>, and Keane B (2009) Polymorphism at the avpr1a locus in male prairie voles correlated with genetic but not social monogamy in field populations, *Molecular Ecology*, 18(22):4680-95.

6. Hoskins JT<sup>b</sup>, Zhou Z<sup>b</sup>, **Harding PA**. (2008) The significance of disulfide bonding in biological activity of HB-EGF, a mutagenesis approach *Biochem Biophys Res Commun.* 375(4):506-11.
7. Zhou Z<sup>b</sup> and **Harding PA** (2007) Amino-terminal deletion of heparin-binding EGF-like growth factor<sup>4-127</sup> (HB-EGF) stimulates cell proliferation but lacks insulin-like activity. *Cell Proliferation* 40(2): 213-230.
8. Provenzano AP<sup>a</sup>, Besner GE, James PF, **Harding PA** (2005) Heparin-binding EGF-like growth factor (HB-EGF) overexpression in transgenic mice downregulates insulin-like growth factor binding protein (IGFBP) – 3 and -4 mRNA. *Growth Factors* 23(1): 19-31.
9. Cribbs RK, **Harding PA**, Luquette MH, Besner GE (2002) Endogenous production of heparin-binding EGF-like growth factor during murine partial thickness burn wound healing. *J. Burn Care & Rehab.* **23**: 115-125.
10. **Harding PA**, Davis-Fleischer KM, Crissman-Combs MA, Miller MT, Brigstock DR, Besner, G.E. (1999) Induction of anchorage-independent growth by heparin-binding EGF-like growth factor. *Growth Factors* 17: 49-61.
11. **Harding PA**, Surveyor G, Brigstock DR (1998) Characterization of pig connective tissue growth factor (CTGF) cDNA, mRNA, and protein from uterine tissue. *DNA Sequence* 8(6): 385-390.
12. Steffen CL, Ball-Mirth DK, **Harding PA**, Bhattacharyya N, Pillai S, Brigstock DR (1998) Characterization of cell-associated and soluble forms of connective tissue growth factor (CTGF) produced by fibroblast cells in vitro. *Growth Factors* **15(3)**:199-213.
13. Brigstock DR, Steffen CL, Kim GY, Vegunta RK, Diehl JR, **Harding PA** (1997) Purification and characterization of novel heparin-binding growth factors in uterine secretory fluids. *J Biol Chem.* 272: 20275-20282.
14. **Harding PA**, Wang X, Okada S, Chen WY, Wan W, Kopchick JJ (1996) Growth hormone (GH) and a GH antagonist promote receptor dimerization and internalization. *J Biol Chem.* 272: 6708-6712.
15. **Harding PA**, Brigstock DR, Shen L, Crissman-Combs MA, Besner GE (1996) Characterization of the gene encoding murine heparin-binding epidermal growth factor-like growth factor. *Gene* 169(2):291-292.
16. **Harding PA**, Wang X, Kopchick JJ (1995) Growth hormone (GH) induced tyrosine phosphorylated proteins in cells which express GH-receptors. *Receptor* 5:81-92.
17. **Harding PA**, Wang XZ, Kelder B, Souza S, Okada S, Kopchick JJ (1994) In vitro mutagenesis of growth Hormone receptor Asn-linked glycosylation sites. *Mol Cell Endocrinol.* 106(1-2):171-80.
18. Chiu PY, Chaudhuri S, **Harding PA**, Kopchick JJ, Donkin S, Etherton TD (1993) Cloning of a pig glucose transporter 4 cDNA fragment: use in developing a sensitive ribonuclease protection assay for quantifying low-abundance glucose transporter 4 mRNA in porcine adipose tissue. *J Anim Sci.* 5:1196-203.
19. Wang X, Cioffi JA, Kelder B, **Harding PA**, Chen WY, Kopchick JJ (1993) Expression of a Functional Porcine Growth Hormone Receptor cDNA in Mouse L Cells. *Mol Cell Endocrinol.* 94(1):89-96.

## C. Research Support

### Ongoing Research Support

1. Quaker Foundation, Gel Electrophoresis Equipment for Miami University-Middletown new Molecular Biology Laboratory, Amount: \$3,580, Role: PI, 5/23/2012
2. National Institute of Child Health and Human Development (NICHD), Determination of IGFBP-3 and -4 mRNA downregulation by HB-EGF (\$210,900), 5/10/2007 – 5/9/2011), Role: PI
3. National Science Foundation, Investigation of Genes and Complex Social Behavior Under Ecologically Relevant Conditions (\$390,000, 3/1/2007 – 2/28/2010), Role: Co-PI, 1/01/2007 – 12/31/2010

**BIOGRAPHICAL SKETCH**

Provide the following information for the key personnel and other significant contributors.

Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME James M. Janik		POSITION TITLE Professor of Biology	
eRA COMMONS USER NAME Janikjm			
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
SUNY College at Buffalo, Buffalo, NY	BA	1979	Biology
SUNY at Buffalo, Buffalo, NY	MS	1980	Natural Sciences
Rutgers University, Piscataway, NJ	PhD	1990	Physiology and Neurobiology

**A. Positions and Honors****Positions and Employment**

7/05 - present	Miami University	Professor
7/98 - 6/05	Department of Zoology	Associate Professor
8/92 - 6/98	Oxford, Ohio	Assistant Professor
9/90 - 5/92	Miami University	Visiting Assistant Professor
1/89 - 6/90	Department of Zoology Oxford, OH	Visiting Instructor
9/82 - 5/87	Rutgers University Piscataway, NJ	Teaching Assistant
9/80 - 7/82	State University of New York at Buffalo School of Dentistry Dept. of Oral Biology Buffalo, NY	Head Lab Technician

**Professional Awards and Honors**

2010	Miami University Middletown "Excellence in Teaching Award" Nominee
2009	E. Philip Knox Teaching Award Finalist
2005	Presented Convocation Address at Miami University Middletown 2005-2006 Opening Convocation Ceremony • Address was entitled "Opportunity and Obligation"
2004	Greater Cincinnati Consortium of Colleges and Universities (GCCCCU) "Celebration of Teaching" Award



## CURRICULUM VITAE

### **Brian Keane**

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Professor	Phone: 513-785-3256
Department of Biology	Email: keaneb@miamioh.edu
Miami University – Hamilton	Hamilton, OH 45011

### **A. PROFESSIONAL PREPARATION**

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Institution	Major/Department	Degree & Year
Rutgers University	Zoology	BSc. 1981
Purdue University	Biology	Ph.D. 1988
Purdue University	Postdoctoral Research Fellowship (Biology)	1989-1992
Columbia University	NYCEP Postdoctoral Fellowship (Anthropology)	1992-1995
University of Cincinnati	Oak Ridge Postgraduate Fellow (Biology)	1995-1997
University of Cincinnati	Postdoctoral Research Associate (Biology)	1998-2001

### **B. APPOINTMENTS**

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- Professor, Miami University, 2015-present
- Associate Professor, Miami University, 2007-2015
- Assistant Professor, Miami University, 2001-2007
- Instructor in Biology, St. Peter's College, 1994-1995

### **C. PUBLICATIONS**

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**Ten recent publications** (<sup>1</sup> = Miami University undergraduate student co-author;  
<sup>2</sup> = Miami University graduate student co-author)

Graham, B.M.<sup>1</sup>, N.G. Solomon, D.A. Noe and **B. Keane**. 2016. Male prairie voles with different *avpr1a* microsatellite lengths do not differ in courtship behaviour. *Behavioural Processes* 128: 53-57.

**Keane, B.**, S. Ross<sup>1</sup>, T.O. Crist and N.G. Solomon. 2015. Fine scale spatial patterns of genetic relatedness among resident adult prairie voles. *Journal of Mammalogy* 96:1194-1202.

Lucia, K.E.<sup>2</sup> and **B. Keane**. 2015. Alternate mating strategy compensates for inbreeding depression in male prairie voles. *Behavioral Ecology* 26:1060-1070.

**Keane, B.**, S. Parsons<sup>2</sup>, B.J. Smucker and N.G. Solomon. 2014. Length polymorphism at the *avpr1a* locus is correlated with male reproductive behavior in a natural population of prairie voles (*Microtus ochrogaster*). *Behavioral Ecology and Sociobiology* 68:1951-1964.

Harris, M.N.<sup>1</sup>, R. Alvarez, **B. Keane**, A.D. Talib<sup>1</sup>, M.J. Eiswerth<sup>1</sup> and N.G. Solomon. 2014. The role of *avpr1a* microsatellite length on reproductive success of female *Microtus ochrogaster*. *Behaviour* 151:1185-1207.

Chesh, A.S.<sup>2</sup>, K.E. Mabry, D.A. Noe, **B. Keane** and N.G. Solomon. 2012. Are body mass and parasite load related to social partnerships and mating in *Microtus ochrogaster*? *Journal of Mammalogy* 93:229-238.

Lucia, K.E.<sup>2</sup> and **B. Keane**. 2012. A field test of the effects of familiarity and relatedness on social associations and reproduction in prairie voles. *Behavioral Ecology and Sociobiology* 66:13-27.

Streatfeild, C.A., K.E. Mabry, **B. Keane**, T.O. Crist and N.G. Solomon. 2011. Intraspecific variability in the social and genetic mating systems of prairie voles (*Microtus ochrogaster*). *Animal Behaviour* 82:1387-1398.

Castelli, F.R.<sup>2</sup>, R.A. Kelley<sup>1</sup>, **B. Keane** and N.G. Solomon. 2011. Female prairie voles show social and sexual preferences for males with longer *avpr1a* microsatellite alleles. *Animal Behaviour* 82:1117-1126.

Henterly, A.C.<sup>1</sup>, K.E. Mabry, N.G. Solomon, A.S. Chesh<sup>2</sup> and **B. Keane**. 2011. Comparison of morphological versus molecular characters for discriminating between sympatric meadow and prairie voles. *American Midland Naturalist* 165:412-420.

#### **D. SYNERGISTIC ACTIVITIES**

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**i) Outreach:** Member of the Board of Directors for Audubon Society of Ohio (ASO). The mission of the ASO is to protect the environment, conserve wildlife, and promote an appreciation of nature. One of the ASO's primary means of accomplishing its mission is through education and I have participated in numerous education activities (e.g., talks, articles in newsletters, field trip leader) directed towards grade school students as well as adults.

**ii) Mentoring Undergraduates in STEM Education:** Since joining the faculty at Miami University - Hamilton in 2001 I have supervised the independent research projects of 18 undergraduate students (72% female). I have also served as a mentor for another 11 students (73% female) that participated in the NSF-REU program at Miami University. Finally, more than 25 additional undergraduate students have worked in my lab in some capacity.

**iii) Innovative Teaching:** One of the courses I teach is BIO351: *Environmental Education: Focus on Natural History*. This course presents a comprehensive overview of the region's natural history and provides the background information, presentation skills and creative activities necessary to teach natural history in informal settings. The students enrolled in the course are all biology or education majors interested working as naturalists or environmental educators after graduating from Miami University. In order to better serve these students, I have made a substantial change to the way the course has been taught in the past to allow the students that satisfy specific requirements established by the Center for Environmental Education at Miami University and the Environmental Education Council of Ohio to be certified as an environmental educator.

**iv) Service to the Profession:** Participated in the Ohio frog and toad call survey from 2003 to present. Survey requires monthly monitoring of specific wetland sites in Hamilton and Preble counties for presence of frogs and toads (March – June each year). The purpose of the survey, which receives \$8,000 to \$10,000 a year in state wildlife funding to cover costs, is to gather baseline data on frog and toad distributions within Ohio.

**CAROLYN HOWES KEIFFER****ABRIDGED VITA**

Department of Biology, Miami University, Middletown, OH 45042.

Telephone: (513) 727-3243 (office), 727-3380 (secretary), 727-3450 (FAX) Email: keiffech@miamioh.edu

**EDUCATION**

OHIO UNIVERSITY, Athens, Ohio

Ph.D. June 6, 1996 Advisor: Dr. Irwin A. Ungar

Thesis: "The ecophysiology of five inland halophyte species and their potential use in remediation of saline contaminated soils."

OHIO UNIVERSITY, Athens, Ohio

January 1987 - June 1990

Bachelor of Science, *summa cum laude*. Major: Environmental Botany.

**PROFESSIONAL EXPERIENCE**

**Miami University, Department of Biology, Middletown, Ohio**

2014 – present PROFESSOR OF BOTANY

2004 – 2014 ADMINISTRATIVE COORDINATOR for MATH & SCIENCE

2003 – 2009 ASSOCIATE PROFESSOR OF BOTANY

1997 – 2003 ASSISTANT PROFESSOR OF BOTANY

1996 – 1997 VISITING ASSISTANT PROFESSOR OF BOTANY

1992 - 1996 **RESEARCH ASSISTANT**

Ohio University, Department of Environmental and Plant Biology, Athens, Ohio.

**GRANTS and CONTRACTS (Since 2000)**

2001 "Composition, Structure, and Genetics of a Disjunct American Chestnut Stand in Wisconsin".

The American Chestnut Foundation. Steve Rogstad and Brian McCarthy, Co-PI's.

Grant Amount -\$9,500.

2001 "Composition, Structure, and Genetics of a Disjunct American Chestnut Stand in Wisconsin". Miami University grant to promote research and summer research appointment. Grant Amount -\$9,000.

2001 "Genetic Diversity and Blight Spread Dynamics in an Isolated American Chestnut Stand". The Ohio Plant Biotechnology Consortium. Steve Rogstad and Brian McCarthy, Co-PI's. Total Grant Amount -\$48,652.

2002 "The Effects of Mulch Type and Depth on Edaphic Conditions and Tree Seedling Survival on a Closed Ohio Landfill". City of Cincinnati. Grant Amount -\$1,875.

2002 "The Effect and Role of Zero Valence Iron on Plant Growth, Root Development, and Microbial Activity". Dow Chemical, Canada. Dan Gladish and Henry Stevens, Co-PI's. Grant Amount -\$29,831.

2004 "Ohio Strip-mine Reforestation: a Pilot Study of Carbon Sequestration in Hardwood Trees". The Ohio Plant Biotechnology Consortium & ODNR. Brian McCarthy, Co-PI. Total Grant Amount -24,000.

2005 American Chestnut Foundation. "Ecological monitoring of the West Salem, WI chestnut stand." \$2,500

2006 "From Misconceptions to Illumination: Using Plants to Support Biological Education". Ohio Board of Regents. Beth Schussler and Lynn Hogue, Co-PI's. Total -\$667,100.

2006 USDA Forest Service, Co-Operative Learning Agreement. Mycorrhizal Colonization of American Chestnut on Ohio Strip Mines. \$74,456. Total. Miami University - \$28,000.

2006 US Dept. of Interior, Office of Surface Mining, "Mine land reclamation and American chestnut restoration: bringing technologies together," with B.C. McCarthy. \$108, 633. Total. Miami University subcontract \$24,101.

2006 "Mast Production of American Chestnut (*Castanea dentata*) in a Chestnut-Dominated Hardwood Forest, West Salem, WI. National Wild Turkey Federation –Superfund Grant. \$3,200.

2007 "Mycorrhizal Colonization of American Chestnut on Ohio Strip Mines". USDA Forest Service, Co-Operative Learning Agreement. Additional \$14,650 funding awarded.

2012 Plant and Fungal Dynamics in American Chestnut Restoration. American Chestnut Foundation. \$6,500. Jenise Bauman Co-PI.

CH KEIFFER

**CHESTNUT RELATED PAPERS (Since 2010)**

- McCarthy, B.C., K.E. Gilland, J.M. Bauman, and C.H. Keiffer. 2010. Factors affecting performance of artificially regenerated American chestnut on reclaimed mine sites. Pages 582-597 in R.I. Barnhisel (Ed.), *Bridging Reclamation, Science, and Community*. Proceedings of the National Meeting of the American Society of Mining Reclamation. Lexington, KY.
- Bauman, J. M., Keiffer, C. H., McCarthy, B. C., and Hiremath S. 2011. Ectomycorrhizal interactions on establishing American chestnut seedlings. *The Journal of the American Chestnut*. 2: 9-10.
- Bauman, J. M., Keiffer, C. H. and Hiremath, S. 2011. The Influence of Inoculated and Native Ectomycorrhizal Fungi on Morphology, Physiology and Survival of American Chestnut. Pages 16-37 in: Barnhisel, R.I., (ed.). *The American Society of Mining and Reclamation Proceedings. Sciences Leading to Success*. Lexington, KY.
- Bauman, J. M., Keiffer, C. H. and Hiremath, S. 2012. Facilitation of American chestnut (*Castanea dentata*) seedling establishment by *Pinus virginiana* in mine reclamation. *International Journal of Ecology*, 2012: 1-12.
- Bauman, J. M., Keiffer, C. H. and Hiremath, S. 2012. The efficiency of introduced *Pisolithus tinctorius* on backcrossed chestnut germination and survival. Pages 6-23 in: Barnhisel, R.I., (ed.). *The American Society of Mining and Reclamation Proceedings. Sustainable Reclamation Tupelo, MS*.
- Gilland KE, Keiffer, C.H. and BC McCarthy. 2012. Seed production of mature forest-grown American chestnut (*Castanea dentata* (Marsh.) Borkh). *Journal of The Torrey Botanical Society* 139(3): 283–289.
- Bauman, J. M., Keiffer, C. H. and Hiremath, S. 2013. The influence of soil variables and seedling genotype on ectomycorrhizal root colonization of American chestnut on abandoned mine lands. *United States Department of Agriculture Forest Service Research Publication*.
- Gilland KE, C.H. Keiffer, and B.C. McCarthy. 2013. Seed production of mature forest-grown American chestnut (*Castanea dentata* (Marsh.) Borkh). *Journal of the American Chestnut Foundation*, Issue 2, Vol.27: 17-21.
- Bauman, J.M., Cochran, C., Keiffer, C.H., and McCarthy, B.C. 2013. American chestnut's role in the ecological restoration of coal mined landscapes. *The Journal of the American Chestnut Foundation*, Issue 5, Vol 28: 15-18.
- Bauman, J.M., Keiffer, C.H., S Hiremath, and BC McCarthy. 2014. Soil preparation methods promoting ectomycorrhizal colonization and American chestnut *Castanea dentata* establishment in coal mine restoration. *Journal of Applied Ecology* 50 (3), 721-729.
- Bauman, J.M., Keiffer, C.H. and BC McCarthy. 2014. Growth performance and chestnut blight incidence (*Cryphonectria parasitica*) of backcrossed chestnut seedlings in surface mine restoration. *New Forests* 45 (6), 813-828.
- French, M.; Barton, C.; McCarthy, B.; Keiffer, C.; Skousen, J.; Zipper, C. and P. Angel. 2015. *Re-establishing American Chestnut on Mined Lands in the Appalachian Coalfields*. Forest Reclamation Advisory No. 12. 6 pages.

**PUBLISHED ABSTRACTS OF PAPERS PRESENTED** (78) abstracted presentations with:

Ecological Society of America, Botanical Society of America, International Botanical Congress, Ohio Academy of Science, Sigma Xi, International Petroleum Environmental Conference, Rocky Mountain Symposium on Environmental Issues, IBC conference on Phytoremediation, The American Chestnut Foundation.

**PROFESSIONAL SOCIETY AFFILIATIONS** Seven (7)

American Association for the Advancement of Science, Ecological Society of America, Botanical Society of America, International Association for Vegetation Science, Sigma Xi, American Institute of Biological Sciences, Ohio Academy of Science, The American Chestnut Foundation.

**Biographical Sketch** - Ann L. Rypstra, Department of Biology and Department of Biological Science, Miami University, Hamilton Campus, Hamilton, OH 45011

**a. Professional Preparation**

Hope College, Biology, A.B. 1975  
 Pennsylvania State University, Zoology, Ph.D. 1982

**b. Appointments**

University Distinguished Professor, Miami University, 2007 – present  
 Director, Ecology Research Center, Miami University 1995-present  
 Professor of Zoology, Miami University, Hamilton Campus 1995-present  
 Visiting Academic, Oxford University, Oxford Silk Group, 2014-2015  
 Visiting Academic, Oxford University, Ecology 2003-2004  
 Visiting Academic, Oxford University, Animal Behaviour 1991-1992  
 Associate Professor of Zoology, Miami University, Hamilton Campus 1989-1995  
 Assistant Professor of Zoology, Miami University, Hamilton Campus 1985-1989  
 Visiting Assistant Professor, Miami University, Hamilton Campus 1982-1985

**c. Selected Publications (undergraduate authors indicated with \*; graduate authors indicated with \*\*)**

Sitvarin\*\*, M.I., A.L. Rypstra, & J.D. Harwood (2016) Linking green and brown worlds through nonconsumptive effects. *Oikos* 125:1057-1068. *featured as "Editor's Choice"*

Hoffman\*, C.R., M.I. Sitvarin\*\*, & A.L. Rypstra (2016) Information from familiar and related conspecifics affects foraging in a solitary wolf spider. *Oecologia* 181:359-367. *selected as a "Highlighted student publication"*

Rypstra, A.L., S.E. Walker, & M.H. Persons (2016) Cautious versus desperado males: predation risk affects courtship intensity but not female choice in a wolf spider. *Behavioral Ecology* 27:876-885.

Havrilak\*, J.A., K.M. Shimmel\*, A.L. Rypstra & M.H. Persons (2015) Are you paying attention? Female wolf spiders increase dragline silk advertisements when males do not court. *Ethology* 121:345-352.

Schmidt\*\*, J.M., T.O. Crist, K.M. Wrinn\*\* & A.L. Rypstra (2014) Predator interference alters foraging behavior of a generalist predatory arthropod. *Oecologia* 175: 501-508.

Sitvarin\*\*, M.I., & A.L. Rypstra (2014) Fear of predation alters soil carbon dioxide flux and nitrogen content. *Biology Letters* 10: 20140366.

Rittman\*, S., K.M. Wrinn\*\*, S.C. Evans\*, A.W. Webb\* & A.L. Rypstra (2013) Glyphosate based herbicide has contrasting effects on prey capture by two co-occurring wolf spider species. *Journal of Chemical Ecology* 39:1247-1253.

Rypstra, A.L., & C.M. Buddle (2013) Spider silk reduces insect herbivory. *Biology Letters* 9:20120948.

Schmidt\*\*, J.M., P. Sebastian\*, S.M. Wilder\*\* & A.L. Rypstra (2012) The nutritional content of prey affects the foraging of a generalist arthropod predator. *PLoS ONE* 7: e49223

Wrinn\*\*, K.M., S.C. Evans\* & A.L. Rypstra (2012) Predator cues and an herbicide affect activity and emigration in an agrobiont wolf spider. *Chemosphere* 87:390-396.

**d. Synergistic Activities**

**Association of Ecosystem Research Centers:** Elected to the Executive Board of the AERC, a national organization for research centers. This organization organizes congressional and media briefings annually in Washington DC on environmental issues. Elected representative of AERC to **Congressional Visits Day (CVD) co-sponsored by the Biological and**

### **Ecological Sciences Coalition and Coalition on Funding Agricultural Research**

**Missions**, a forum to lobby Congress on the importance of federal investment in fundamental biological research (specifically funding of the NSF and USDA).

**Research Experiences for Undergraduates** – Co-PI (completing our 16<sup>th</sup> year). Miami University's REU program focuses on the theme "Ecology in Human Dominated Landscapes." Each year I work with the steering committee to determine the focus for the summer, recruit and select student participants and help to organize the summer's activities. During the summer I am one of two project leaders that interacts with all of the students in the program to ensure the quality of the program and their individual experiences. I lead the ethic sessions that are incorporated into the program. This program brings a diverse group of students from all over the US to engage in research at Miami University,

**Director, Ecology Research Center.** Provide leadership to a facility that serves as Miami University's field site. Directorship includes managing the budget, working with a committee to set policy, supervising the manager and working to foster ecological work at Miami.

**Major Committee Service to Miami University.** *Member of the Liberal Education Council* (2016 - present) – working to develop assessment measures for Critical Thinking. *Presidential Search Committee* (2015-2016) resulting in the hiring of Gregory Crawford as President of Miami University. *Regional Campus Governance Committee* (2015-2016) developed the governance for the new College of Liberal Arts and Applied Science on the regional campuses of Miami University.

#### **e. Collaborators and other Affiliations**

##### **Recent Collaborators**

D.J. Berg, Miami, Hamilton	M. H. Persons, Susquehanna Univ.
C.M. Buddle, McGill Univ.	S.D. Johnston, Miami Oxford
J.D. Harwood, Univ. of Kentucky	D.G Kaufman, Miami, Oxford
C.D Hoefler, Arcadia Univ.	M.J. Vanni, Miami, Oxford
S.D. Marshall, Northwestern State Univ., LA	F. Vollrath, Oxford University
C.J. Geraci, American U. Iraq, Sulaimani	M. Gardiner, Ohio State Univ.
J.A. Newman, Univ. of Guelph	M.K. Mukhtar, U. Sargodha, Pakistan
T.O. Crist, Miami, Oxford	S.E. Walker, California State, Fullerton

**Graduate and Post Doctoral Advisors** D.L. Pearson, Arizona State University

**Recent Graduate students** (total MS=12; PhD=8 including current)

A. Berry (current PhD student)	J.M. Schmidt, Univ. of Georgia
M. Marchetti, Shippensburg, PA	M.I. Sitvarin, Univ. of Kentucky
L.C. Erickson, Miami Univ. (current M.S. student)	M.T. Stanley, Miami Univ. (current PhD student)
J. Godfrey, Miami Univ. (current M.S. student)	S.M. Wilder, Oklahoma State
L. Campbell, Miami Univ.	K.M. Wrinn, Univ. Wisconsin, Rock County

**Steven E. Zelski****Adjunct Professor of Biology****George Williams College of Aurora University****Education**

**Ph.D.** Plant Biology, **Mycology**, University of Illinois at Urbana-Champaign, December 2015.

**M.S.** School of Integrative Biology, concentration in mycology, University of Illinois at Urbana-Champaign. August 2005.

**B.S.** Liberal Arts and Sciences, concentration in biology, University of Illinois at Urbana-Champaign. December 1995.

**Academic Experience**

**Adjunct Professor of Biology**, George Williams College of Aurora University, August 2016-present.

Cell Biology, Fall 2016

Microbiology, Fall 2016

Pathophysiology, Spring 2017

Humans and the Environment, Spring 2017

Statistics, Spring 2017

**Graduate Research Assistant**, University of Illinois, August 2009-December 2015.

Major advisors: Dr. Carol A. Shearer and Dr. Andrew N. Miller. Duties: Isolation of DNA from fungal fruit bodies, pure cultures, and environmental samples; DNA amplification using multiple PCR protocols; cloning of DNA into competent cells to separate mixed DNA; DNA sequencing, alignment, and phylogenetic analyses; species identification, digital image capture, morphological analyses. Management of laboratory and undergraduate assistants

**Graduate Teaching Assistant**, University of Illinois, Fall 2004-Spring 2005, Spring 2013-December 2015.

**Structure and Function, IB202**. Spring 2005. Duties: Served as primary laboratory instructor for two sections of approximately twenty students each. Directed laboratory exercises focused on how organisms function in acquiring, processing, and allocating resources in the face of environmental constraints, with a focus on vertebrate dissection. Administered laboratory assignments and exercises, graded laboratory reports and quizzes.

**Organismal and Evolutionary Biology, IB151.** Fall 2004. Duties: Served as primary laboratory instructor for two sections of approximately twenty students each. Directed laboratory exercises on genetics, and evolution of functions in organisms, focused on their ecology and diversity. Administered laboratory assignments and exercises, graded laboratory reports and online content.

**Introductory Biology, IB150.** Spring 2013. Duties: Conducted stand alone discussion sections with a focus on small group activities for four sections of twenty students each. Aided professor in lecture activities focused on introductory biology topics.

**Ecology, IB203.** Fall 2013. Fall 2014. Duties: Led 2 sections of 16 students each through four field ecology projects, two of which were student driven, taught introductory statistics, taught scientific writing with two major papers based on field research, assisted in lecture activities.

**Introductory Plant Biology, IB103.** Spring 2014. Duties: Led laboratory exercises for 2 classes of 20 students each. Participated in lecture activities.

**Ecology, IB203.** Fall 2014. Duties: Led one section of 16 students through four field ecology projects, two of which were student driven, taught introductory statistics, taught scientific writing with two major papers based on field research, graded all lecture activities, graded exams, ran media, analyzed grade distributions.

**Environmental Biology, IB105.** Spring 2015. Duties: Led 4 discussion sections of approximately 20 students each in activities that supplemented lecture material.

**\* From Spring 2013 to Spring 2015 ranked by students as an excellent instructor at the level of outstanding (top 10% of teaching assistants and professors)**

### **Additional Activities**

The Wildlife Society undergraduate mentorship program, University of Illinois at Urbana-Champaign, Fall 2010-Present.

Mycology Reading Group, University of Illinois at Urbana-Champaign, Spring 2010.

Mycorrhizal Reading Group, University of Illinois at Urbana-Champaign. Fall 2009-Present.

Systematics Discussion Group, University of Illinois at Urbana-Champaign, Fall 2009-Present.

School of Integrative Biology Annual Teaching Retreat – 2013 – focus on online education.

### **Grants, Awards, and Fellowships**

2010 R. Weldon Larimore / Jordan Creek Endowment. *Environmental Sampling of Aquatic Fungi in Jordan Creek*. \$320.

Steven E. Zelski | Curriculum Vitae, January 2017

2011 H. H. Ross Memorial Fund. *A phylogenetic reassessment of the family Annulatasceae (Fungi: Ascomycota)*. \$1,150.

Plant Biology Annual Graduate Student Poster Presentation - 2012. \$50.

NSF REU submitted on behalf of Julia Balto, 2012. \$15,000.

NSF/University of Arkansas (Steve Stephenson), 2012. *Biodiversity of Fungi in Northern Thailand*.

National Institute for Amazonian Research (INPA) fellowship (March - April 2013), \$4,000.

Lemann Grant (2014). *Ecology, systematics, and functional diversity of Brazilian freshwater ascomycetes*. \$13,820.

### Publications

**Zelski, S.E.**, Raja, H.A., Miller, A.N., Barbosa, F.R., Gusmão, L.F.P., and Shearer, C.A. 2011. *Longicollum biappendiculatum* gen. et sp. nov., a new freshwater ascomycete from the Neotropics. *Mycosphere* 2(5): 539–545.

**Zelski, S.E.**, Raja, H.A., Miller, A.N., and Shearer, C.A. 2011. *Chaetorostrum quincemilensis*, gen. et sp. nov., a new freshwater ascomycete and its *Taeniolella*-like anamorph from Perú. *Mycosphere* 2(5): 593–600.

Raudabaugh, D.B., Overton, B.E., **Zelski, S.E.**, and Miller, A.N. 2011. Pure culture response of bryophilous fungi to matric-induced water stress. *Mycosphere* 2(6): 656–667.

Raja, H.A., Oberlies, N., Miller, A.N., **Zelski, S.E.**, and Shearer, C.A. 2013. Freshwater Ascomycetes: *Lindgomyces angustiascus*, (Lindgomycetaceae, Pleosporales, Dothideomycetes), a new species occurring on submerged wood from USA based on morphological and nrDNA molecular data. *Mycoscience* 54(5): 353–361.

Methven, A.S., **Zelski, S.E.**, and Miller, A.N. 2013. A phylogenetic assessment of the genus *Gyromitra* based on large subunit nrDNA. *Mycologia* 105(5): 1306–1314.

Janovec, J., Householder, E., Tobler, M., Valega, R., von May, R., Araujo, J., **Zelski, S.E.**, Shearer, C.A., Jiménez, M., Wells, J., Chambi, B., Herrera, F., and Perez Quijano de Janovec, M. 2013. Evaluación de los actuales impactos y amenazas inminentes en aguajales y cochales de Madre de Dios, Perú. WWF, Lima, Peru.

**Zelski, S.E.**, Balto, J.A., Do, C., Raja, H.A., Miller, A.N., and Shearer, C.A. 2014. Phylogeny and morphology of dematiaceous freshwater microfungi from Perú. *IMA Fungus* 5(2): 425–438.

**Zelski, S.E.**, Raja, H.A., Miller, A.N. and Shearer, C.A. 2015. *Conioscypha peruviana* sp. nov., its phylogenetic placement based on 28S rRNA gene, and a report of *Conioscypha gracilis* comb. nov. from Perú. *Mycoscience* 56(3): 319–325.

Steven E. Zelski | Curriculum Vitae, January 2017

- Shearer, C.A., **Zelski, S.E.**, Raja, H.A., Miller, A.N., and Janovec, J.P. 2015. Distributional patterns of freshwater ascomycetes communities along an Andes to Amazon elevational gradient in Perú. *Biodiversity and Conservation*. *Biodiversity and Conservation* 24: 1877–1897.
- Cortez, A.C.A., Sanches, M.A., **Zelski, S.E.**, Souza, J.V. 2016. A comparison of the freshwater fungal community during the non-rainy and rainy seasons in a small black water lake in Amazonas, Brazil. *Journal of Food, Agriculture and Environment* 14(2): 156–161.
- Cortez, A.C., Souza, J.V.B., Miller, A.N. and **Zelski, S.E.** 2016. A comparison of the freshwater fungal community during the dry and rainy seasons in a small black water lake in Amazonas, Brazil. *ISABB Journal of Food and Agricultural Sciences*, in press.
- Dayarathne, M.C., Maharachchikumbura, S.S.N., Phookamsak, R., Fryar, S.C., To-anun, C., Jones, E.B.G., Al-Sadi, A.M., **Zelski, S.E.**, and Hyde K.D. 2016. Morpho-molecular characterization and epitypification of *Annulatascus velatisporus*. *Mycosphere* 7(9): 1389-1398.

### Presentations

- Mycological Society of America Annual Meeting, Lexington KY (Jun 2010). *Phylogeographic Relationships between Gyromitra and Morchella*. Poster. **Zelski, S.E.**, Methven A.S., and Miller A.N.
- Mycological Society of America Annual Meeting, Lexington KY (Jun 2010). *Barcoding the Dothideomycetes and Sordariomycetes*. Poster. Miller A.N., Huhndorf S.M., Marvanova L., **Zelski S.E.**, and Shearer C.A.
- Organization for Tropical Studies, Costa Rica (May 2011). Freshwater Mycology. Oral presentation.
- Mae Fah Luang University, Chiang Rai, Thailand (Jun 2012). Ascomycetes of Northern Thailand. Oral presentation.
- Mycological Society of America Annual Meeting, Yale University, New Haven CT (Jul 2012). Environmental Sampling As A Means of Rapid Identification Of Fungal Assemblages On Submerged Woody Debris. Poster. **Zelski S.E.**, Miller A.N., and Shearer C.A.
- Mycological Society of America Annual Meeting, Yale University, New Haven CT (Jul 2012). Species Richness and Distribution Patterns of Freshwater Ascomycetes Along An Altitudinal Gradient in the Peruvian Andes. Poster. Zelski S.E., Miller A.N., Raja H.A., and Shearer C.A.
- Ecolunch, University of Illinois at Urbana-Champaign (Oct 2012). Freshwater Ascomycetes from the Neotropics.
- Instituto Nacional do Pesquisas Amazônicas (INPA) Mycology Department (Apr 2013). Freshwater Ascomycetes of the Neotropics. Oral Presentation.
- Instituto Nacional do Pesquisas Amazônicas (INPA) Botany Department (Apr 2013). Freshwater Ascomycetes of the Neotropics. Oral Presentation.
- Steven E. Zelski | Curriculum Vitae, January 2017

Luso-Brazilian Association/Association of Peruvian Students Seminar, University of Illinois at Urbana-Champaign (Apr 2013). Amazonian Freshwater Ascomycetes. Oral Presentation.

Mycological Society of America Annual Meeting, Michigan State University, East Lansing MI (Jun 2014). A molecular evaluation of the freshwater ascomycete family Annulatascaceae. Zelski S.E., Miller, A.N., and Shearer C.A. Oral Presentation.

### **Professional Affiliations**

Mycological Society of America (MSA) 2009-present.

### **Other**

**Languages:** English, Italian, French, Latin, Portuguese, Spanish

**Field Research Experience:** Belize, Brazil, Costa Rica, Laos, Panama, Peru, Thailand, United States

**February 18, 2018**

Council for Undergraduate Curriculum  
*Report on Proposed Degree*  
Bachelor of Science with a major In Applied Biology

**Introduction:**

The proposed Bachelor of Science with a major in Applied Biology will be offered at Middletown and Hamilton regional campuses. The Council read the application for the Bachelor of Science with a major in Applied Biology and was able to raise questions and concerns with representatives of the program. Based on the concerns that were discussed with faculty sponsors on regional campuses, and are listed in this report, the degree proposal was rolled-back within the Course Inventory Management system to the divisional level. Amendments were made to the proposal that addressed the Council's concerns. The Council for Undergraduate Curriculum now forwards the proposed new Bachelor of Science with a major in Applied Biology with our **approval**.

After this discussion, Council members outlined a list of perceived strengths, weakness and concerns to use as the basis for their recommendation on the proposed new degree and prepare this written report, all of which is submitted to the University Registrar. This list is provided below.

**Strengths:**

- The proposed degree is based on research and inquiries made both internal to and external to Miami University that clearly define an unmet need for additional STEM programs that focus on tangible, current employment opportunities for graduates in the Southwest Ohio region. Employers are seeking graduates with four-year degrees and higher-level professional training for numerous positions that have more traditionally gone to two-year degree graduates and/or even non-degreed individuals with a few years of practical experience.
- Given the upper-level coursework and the focus on professional skills and certifications, there is a clear delineation between the new offerings and all existing programs within the Miami University system and versus similar programs at other area institutions. The comparison with Xavier's "hybrid" program that involves a year at Duke University is noteworthy in that the proposed offering would eliminate a very obvious hurdle for students who are location-bound due to family, work, or other obligations.
- The first two years of the proposed BS in Applied Biology are identical to the BS in Biology offered at the Oxford campus..The 300-400 level courses provide distinction between the two degrees. The new degree has received support from both the Dean of the College of Arts and Science and the Chair of the Department of Biology on Oxford's campus. These similarities and differences provide Miami students at various campuses with a number of options:
  - Students could begin their coursework in biology on the Oxford campus and switch to the upper level coursework for the BS in Applied Biology on the regional campuses.
  - Conversely, students could begin their coursework in biology on the regional campuses and switch to the upper level coursework for the BS in Biology on the Oxford campus.
  - Students that are enrolled at the Oxford campus could take some of the courses within the BS in Applied Biology degree at the regional campuses.
- The proposed degree and major in Applied Biology contains two thematic specialties -- Environmental Biology and Human Biology & Health Sciences.
- The program has a strong cross-section of core courses listed that apply to both the Environmental Biology and Human Biology & Health Sciences thematic specialties, yet the specialties become unique through specific advance coursework. This seems highly feasible and should also offer students an opportunity to get into the program in general, take some coursework, and then make the decision as to

which thematic specialty is most advantageous for them. It is unlikely, given this structure, that students will “waste time and effort” by going down a wrong or less-preferred pathway.

- The program does not require incremental resources at present, making it very attractive in a climate of fiscally conservative decisions to increase programming on the Regional Campuses. The addition of staff is enrollment-driven, thus allowing for controlled program growth as a function of demand.

Concerns and Weaknesses:

The concerns listed in this report were discussed with faculty sponsors on regional campuses. Amendments have been made to the proposal that address the Council’s concerns which are listed below:

1. Certificate Costs - Acknowledge certificate costs while noting value of the certificates to employers; explain plan to reduce certification costs in future
  - The Council on Undergraduate Curriculum noted that some courses will require students to earn certificates, and students would need to pay a fee for the certificate as part of completing the course. Explain that the department has a plan to get a faculty member certified and explain how this will impact students by reducing or eliminating fees. The explanation can reiterate the value of the certificates to employers.
2. Other Institutions - Elaborate on other Institutions in Ohio as part of justification of need.
  - Where else in the state is an Applied Biology degree offered?
  - Will this join an existing trend or is it solely responding to a localized need?
  - The Council learned that, in the immediate region, Xavier has an Applied Biology degree that students must finish by going to Duke University.
3. New Courses and Faculty - Clarify impact of new courses on existing and new faculty.
  - The Council on Undergraduate Curriculum learned that, of the seven new courses within the new degree, four courses have already been approved completely, and three are in approval process with liberal education. The proposal states that no new faculty are required, but in discussion we learned that part-time faculty could be or will be required if full-time faculty are shifted from general education courses to the new major-specific courses. In general, the proposal needs to explain how faculty workloads will change to accommodate the new major. On the CourseLeaf report, it reads like new faculty members are being added.
4. Number of Students - Estimate the range of students anticipated in the first year and where you are drawing the students from. Explain how you will monitor the enrollments going forward, and how this program expects to help retain students who are not relocating or finishing the degree.
  - An estimate of student demand for the new major should be added to the proposal with an additional discussion of the impact of the new degree on enrollment and retention of students.
5. Delivery Method - Clarify delivery methods (face-to-face, hybrid, online).
  - In the section titled Alternative Delivery method, the Council requested that the sponsors clarify the comments about the delivery method for the degree.

Report submitted by:

Gillian Oakenfull

*Professor of Marketing, Farmer School of Business*

*Chair, Council for Undergraduate Curriculum*



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May 18, 2018  
Academic and Student Affairs

### RESOLUTION R2018-41

BE IT RESOLVED: that the Board of Trustees hereby accepts the attached revisions to the Promotion and Tenure Policy, the Completion Plan Update Report, and the revision to the Textbook Policy, and directs the Provost and Executive Vice President to submit the documents to the Ohio Department of Higher Education.

*Approved by the Board of Trustees  
May 18, 2018*

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

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

## Proposal to Revise P&T Criteria

### Rationale

Am. Sub. H.B. 49 requires the state institutions of higher education conduct “a review of an institution’s faculty tenure policy and that the policy be updated to promote excellence in instruction, research, service, and commercialization or any combination thereof.”

This proposal offers revised language to the definitions used for tenure and promotion criteria for faculty that is consistent with the mission of Miami University as well as the H.B.49 provision and the resulting amendments to the Ohio Revised Code, Section 3345.45.

### Proposed Revisions

*Note: New language is marked in red.*

### Definitions

*(MUPIM 7.4/OAC 3339-7-04/ORC 3345.45)*

#### Definition of Terms *(MUPIM 7.4.A)*

1. **“High-quality teaching and academic advising”** is defined as meaning that the person has demonstrated the following:
  - A. proficiency in classroom instruction
    - i. through the discharge of such responsibilities as meeting scheduled classes on time; being prepared for each class; being able to present material clearly; integrating new developments in the field and new methods of instruction;
    - ii. And through continuing evidence of favorable teaching evaluation
  - B. maintenance of regularly scheduled office hours and an interest in students indicated by availability for conferences, or one-to-one contact, etc.
  - C. commitment to good teaching and maintenance of a continuing effort to improve teaching ability.
  - D. participation in scholarly discussion on teaching problems.
  - E. initiative and skill in the development and administration of teaching programs.
  - F. satisfactory fulfillment of academic advising responsibilities.
  
2. **“Research, scholarly and/or creative achievement of high quality and its prospective continuation”** is defined as meaning that a person has developed and formally presented through publication, performance, or other appropriate means a sustainable body of research, scholarship and/or creative work that is judged to be substantive and of high quality by others in the discipline. **The university values an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, and application. Given this**

perspective, promotion and tenure reviews, as detailed in the criteria of individual departments and divisions, will recognize original research and creative/artistic contributions in peer-reviewed outlets as well as high quality integrative and applied forms of scholarship that involve collaborations with business and community partners, including translational research, commercialization of discoveries, technology transfer activities, and patents.

3. **“Productive Professional Service”** is defined as the effective engagement in structured activities which contribute to the operation and advancement of a person’s department, division, campus, the University, scholarly and professional associations, and/or the educational enterprise. Professional service includes the use of one’s professional expertise in community, state, national or international service.
4. **“Professional collegiality”** is not personal congeniality, but rather a quality manifested, for example, by behaviors such as willingness to serve on committees and perform work necessary to departmental operation, willingness to provide guidance and help to colleagues in their professional duties, adherence to professional ethics, respect for the ideas of others, and the conduct of one’s professional life without prejudice toward others.

While departments, divisions, or campuses may define these terms or elaborate these definitions in their Statements of Procedures and Policies, all elaborations must be consistent in spirit and content with the above and must be published. The department, the department chair, the program director (when appropriate), the divisional dean, the University Promotion and Tenure Committee, the Provost, and the President will consider these elaborative definitions when making tenure and promotion decisions.

## Criteria for Tenure

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*(MUPIM 7.7/OAC 3339-7-07)*

In order to secure and retain an exemplary faculty, the following all-University criteria **as defined by MUPIM 7.4.A** and as demonstrated by suitable evidence, shall be used to make tenure recommendations:

1. high-quality teaching and academic advising;
2. research, scholarly and/or creative achievement of high quality and its prospective continuation;
3. productive professional service; and,
4. professional collegiality within the department, division, campuses, and University community.

The usual emphasis, in descending order of significance, for the above criteria shall be:

(1) high-quality teaching and academic advising, (2) a record of research, scholarly and/or creative achievement of high quality and its prospective continuation, (3) productive professional service, and (4) professional collegiality. The University places importance on both teaching and research, scholarly and/or creative achievement. Neither aspect of a candidate's career should be neglected if tenure is to be achieved.

For regional campus faculty, the usual emphasis, in descending order of significance, shall be:

(1) high-quality teaching and academic advising, (2) productive professional service, (3) a record of research, scholarly and/or creative achievement of high quality and its prospective continuation, and (4) professional collegiality.

If the emphasis is to differ from the above, at the beginning of a candidate's probationary period, or when there is a significant change in the candidate's assigned responsibilities, the department, the department chair, the program director (when appropriate), the dean, the Dean of the Regional Campuses (when appropriate), the Provost and the candidate shall agree in writing upon the relative importance to be attached to each of the above criteria.

The criteria applied to tenure recommendations are normally the criteria in force at the time the application is considered. In cases where new specifically-stated criteria have been adopted since a candidate was first appointed to a tenure-eligible position at Miami, the candidate has the option of being judged by the criteria in force at the time of appointment.

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# MIAMI UNIVERSITY COMPLETION PLAN UPDATE

*Submitted to Chancellor of the University System of Ohio Department of Higher Education*

*June 2018*

## UNIVERSITY MISSION

Miami University's mission underscores that we are "a student-centered public university" with "an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life" as well as a deep commitment to "student success." In addition, Miami "supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses."

As of fall 2017, 17,147 undergraduates and 2,305 graduate students were studying on the Oxford campus. Regional campuses in Hamilton, Middletown, and the Voice of America Learning Center in West Chester enrolled a combined total of 4,710 undergraduate students and 262 graduate students. 52.68% of Miami students are female, and 62% are residents of Ohio. Of the Oxford first-year class, 50% are female, 58% are residents of Ohio and 98% were born in 1998 or 1999.

Domestic students of color make up 16.8 percent of the first-year class and 13.4 percent of the undergraduate student body (based on fall 2017 Oxford campus enrollment). The breakdown of this population is as follows:

The breakdown of the Oxford undergraduate population is as follows:

- 3.2% Black or African-American
- 4.5% Hispanic/Latino
- 2.2% Asian, Native Hawaiian, or other Pacific Islander
- 3.3% identify themselves as multi-racial
- 0.2% American Indian or Alaska Native and Other

An additional 8.4% of first year cohort are international students with 89.4% of the international students identifying themselves as Asian.

Eleven percent of Oxford first-year undergraduates are Pell Grant recipients; 43% have financial need, and 100% of first-year students with need received offers of financial aid.

Of the fall 2017 first-year Oxford campus students, 33 percent of the freshmen graduated in the top 10% of their high school class. Sixty percent entered Miami with college credit from Advanced Placement, College Credit Plus, and other programs, with the average credit received being 17.5 hours. The average ACT score of the 2017 entering freshman class was 28.5 (85% of the incoming freshmen were admitted with the ACT).

The first-year student retention for full time students (2016 cohort) is 90.9%. The six-year graduation rate (2011 cohort) is 79.1%.

Miami University ranks 15th out of 37 "big" colleges (15,000 or more students) with the best four-year graduation rates by StartClass, an education research site. The list includes public and private universities and colleges. Miami's four-year graduation rate ranks 20th among U.S. public colleges and universities (excluding military academies) and first among publics in Ohio. Our overall six-year rate is 35th highest among public universities nationwide.

Miami has also received acclaim for having made great gains in decreasing the gap between graduation rates of white and African-American students in a report released March 2016. The Education Trust report, "[Rising Tide II: Do Black Students Benefit as Grad Rates Increase?](#)" ranks Miami in the top ten of its list of the "top-gaining four-year public institutions for black students" for closing the gap between black and white students by 10.7 percentage points. Graduation rates improved by 10.5 percentage points for African-American students at Miami from 2003-2013, while overall graduation improved by 0.4 percentage point. Miami's graduation rates in 2013 were 81 percent for all students and 71 percent for black students. The Education Trust in its report used three-year averages to assess graduation rate change and lists Miami's rates as 80.7 percent for all students and 68.6 percent for African-American students.

While also focused on a liberal arts education, Miami's regional campuses serve a different student population. Thirty-six percent of the undergraduate students are part time, and 64% are full time. Twenty-one percent of the students on the regional campuses are non-traditional students (25 years or older); 53% are female, and 47% are male. Nearly 12% of the students on the regional campuses are CCP students. The majority of students on the regional campuses are place-bound, and none lives on campus. The top feeder schools are area high schools as well as local community colleges. The regional campuses house its own academic division, named the College of Liberal Arts & Applied Science (CLAAS), which offers several baccalaureate degrees, including applied social research, commerce, communication studies, community arts, computer and information technology, criminal justice, engineering technology, English studies, forensic investigation, forensic science, integrative studies, liberal studies (degree completion program), nonprofit and community studies, nursing, and psychological sciences. A new degree in biological sciences is currently undergoing the approval process.

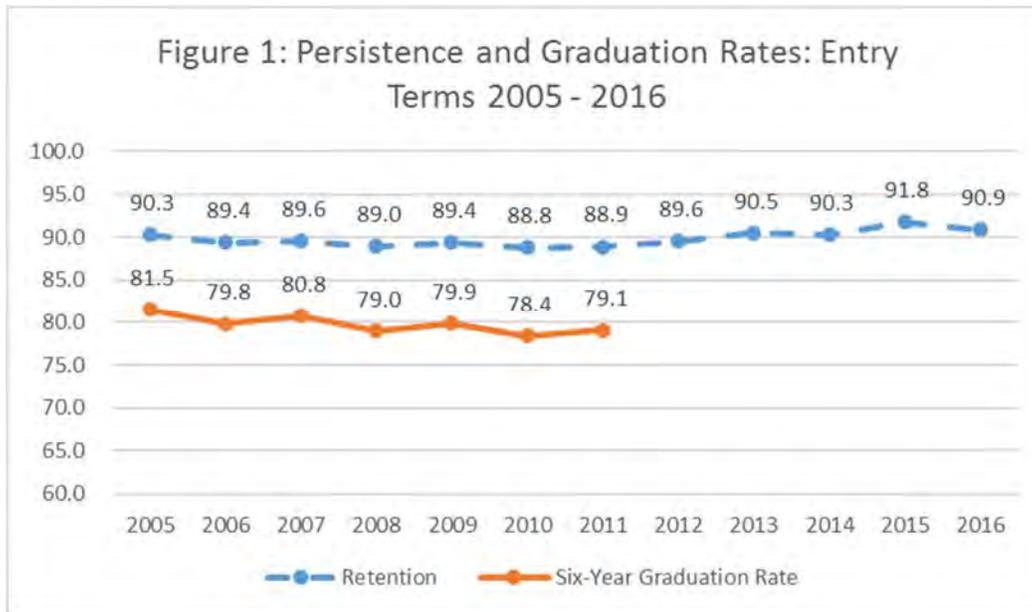
The students on the Hamilton campus (2016 cohort) have a first-year student retention rate of 63.6%, and students on the Middletown campus have a first-year student retention rate of 68.5% (for the 2016 cohort). Those pursuing bachelor's degrees (2011 cohort) have a six-year graduation rate of 26.4% for the Hamilton campus and 25.4% for the Middletown campus.

## **BARRIERS TO PERSISTENCE AND COMPLETION**

Although the academic profile and completion rate of Miami's Oxford campus students remain very strong overall, our data show that there has been improvement in persistence and completion on the two regional campuses, while the Oxford campus rates have remained relatively steady. NB: In all figures, retention rates and graduation rates are presented as reported to the Integrated Postsecondary Education Data System (IPEDS), the core postsecondary education data collection program for the National Center for Education Statistics (NCES). Retention rate is defined as the percent of first time, full time, degree-seeking students who enter in the fall semester and return to Miami in the fall semester of the next (i.e., their second) year. Graduation rate is defined as the percent of first time, full time, degree-seeking students who enter in the fall semester and graduate within six years. Students are assigned to a cohort based on the year they entered the University.

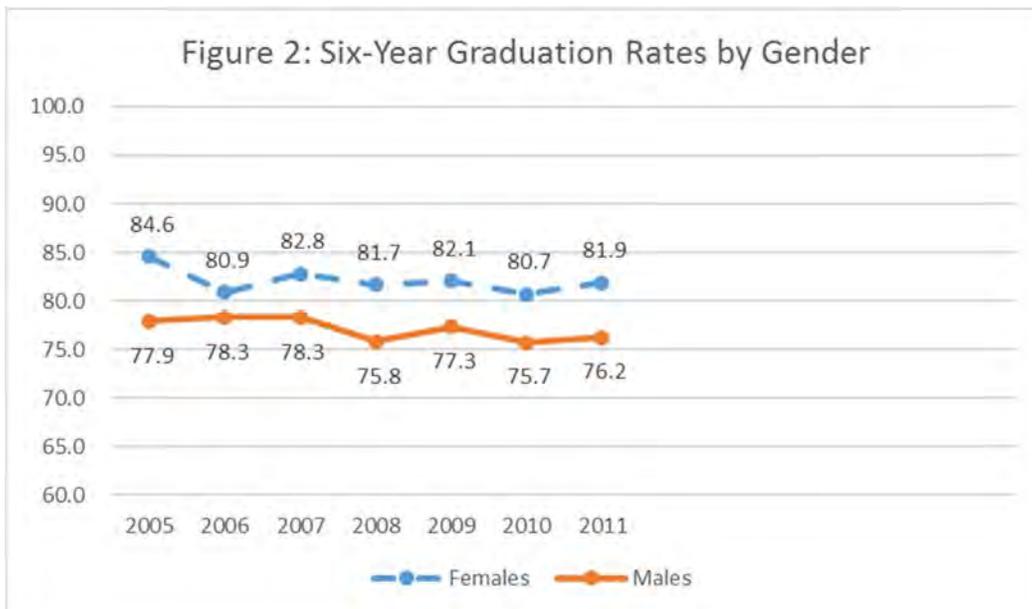
Retention and six-year graduation rates have fluctuated in narrow bands for several years (Figure 1).

**Figure 1: Persistence and Graduation Rates: Entry Terms 2005 – 2016**



In the previous report, several attributes were identified as correlated to a higher risk for attrition for new, full time Oxford students: gender, first generation, and high financial need. For gender, the gap between male six-year graduation rates and female rates persists, with females graduating at a higher rate than males (Figure 2). However the completion rates of both males and females modestly improved since the last report was submitted in 2016, although the retention rates remained relatively flat.

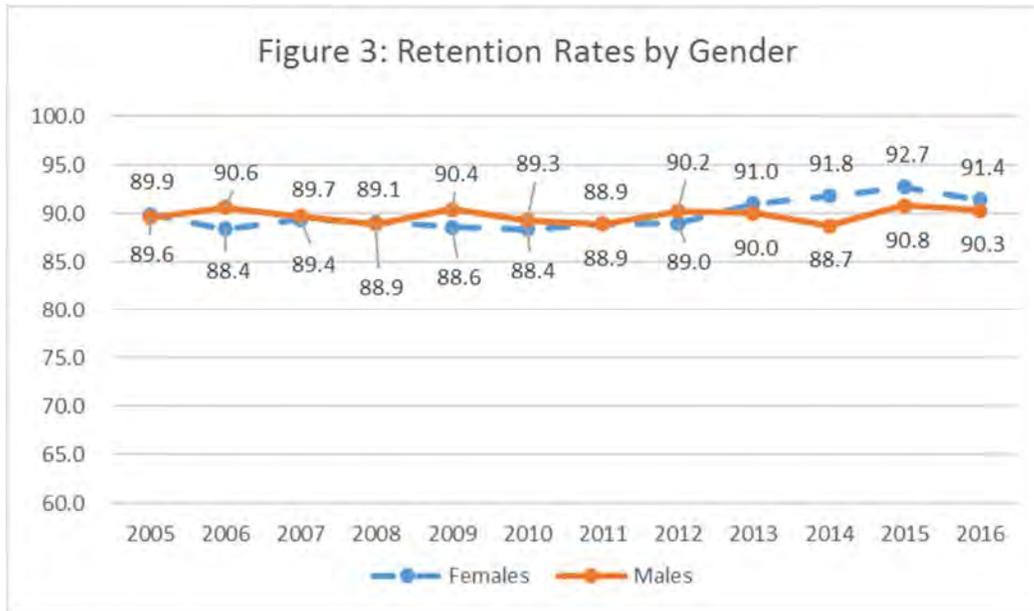
**Figure 2: Six-Year Graduation Rates by Gender**



Because the correlation between six-year graduation rates and retention rates is fairly strong for the period being considered and our retention rates have been increasing since 2012 (Figure 1), we anticipate graduation rates increasing modestly over

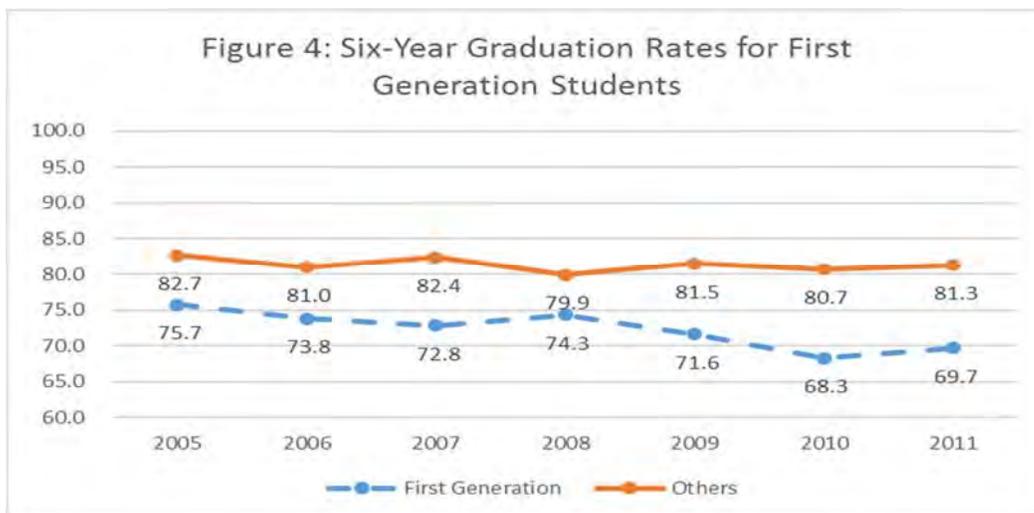
the next few years. While males have historically tended to have higher retention rates than females (Figure 3), for the past several years, retention rates for females has exceeded male rates (Figure 3). Interestingly, even when female students have lower retention rates, the graduation rate among females is consistently higher (Figure 2).

**Figure 3: Retention Rates by Gender**

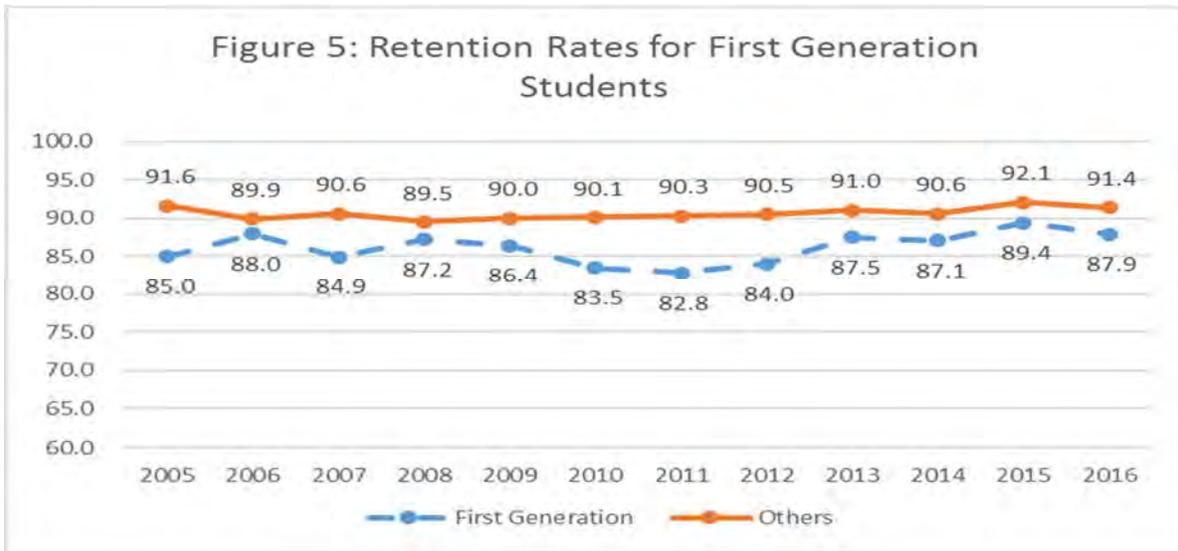


First generation students continue to have lower graduation rates compared to other groups of students (Figure 4). The gap in graduation rates for first generation students (Figure 4) is due, at least in part, to lower retention rates in that group (Figure 5). Further, we expect to see a decrease in graduation rate for first generation students due to the dip in retention rates in this group between 2010 to 2012. Miami has recently implemented specific, targeted initiatives to improve graduation rates for this group, including more proactive academic advising, new learning communities focused on assisting with transition to college programming, financial literacy initiatives, and early career development programming across a number of majors.

**Figure 4: Six-Year Graduation Rates for First Generation Students**

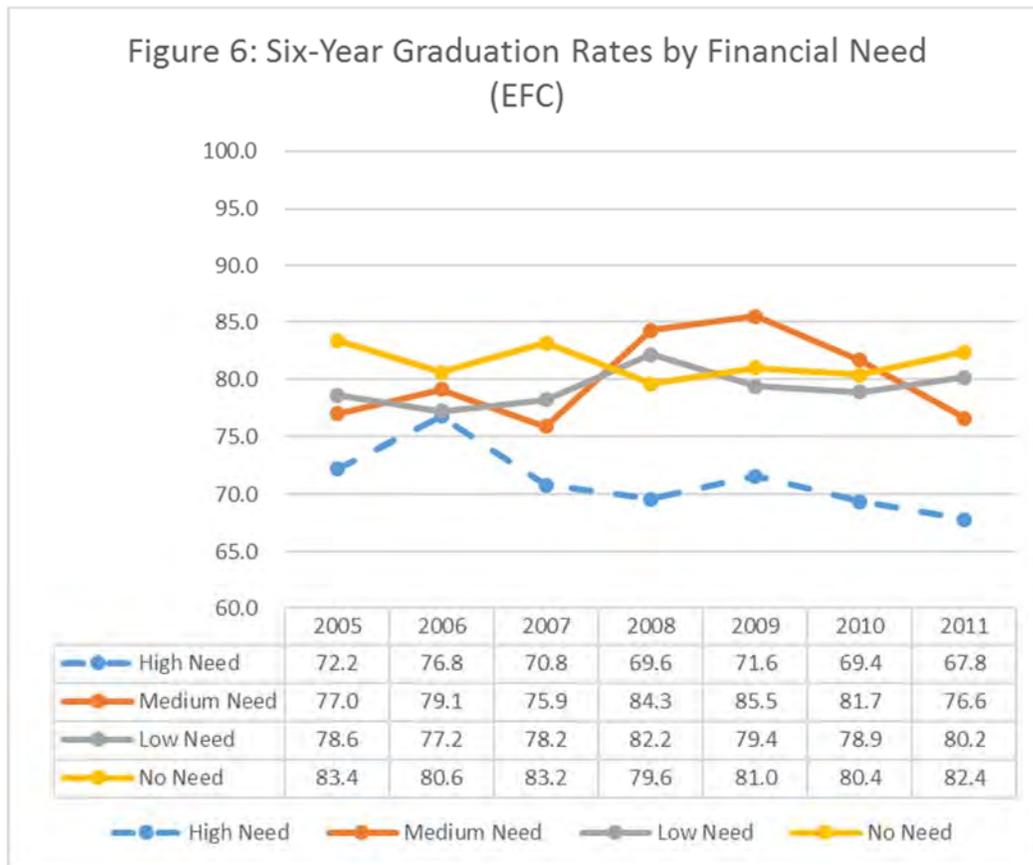


**Figure 5: Retention Rates for First Generation Students**

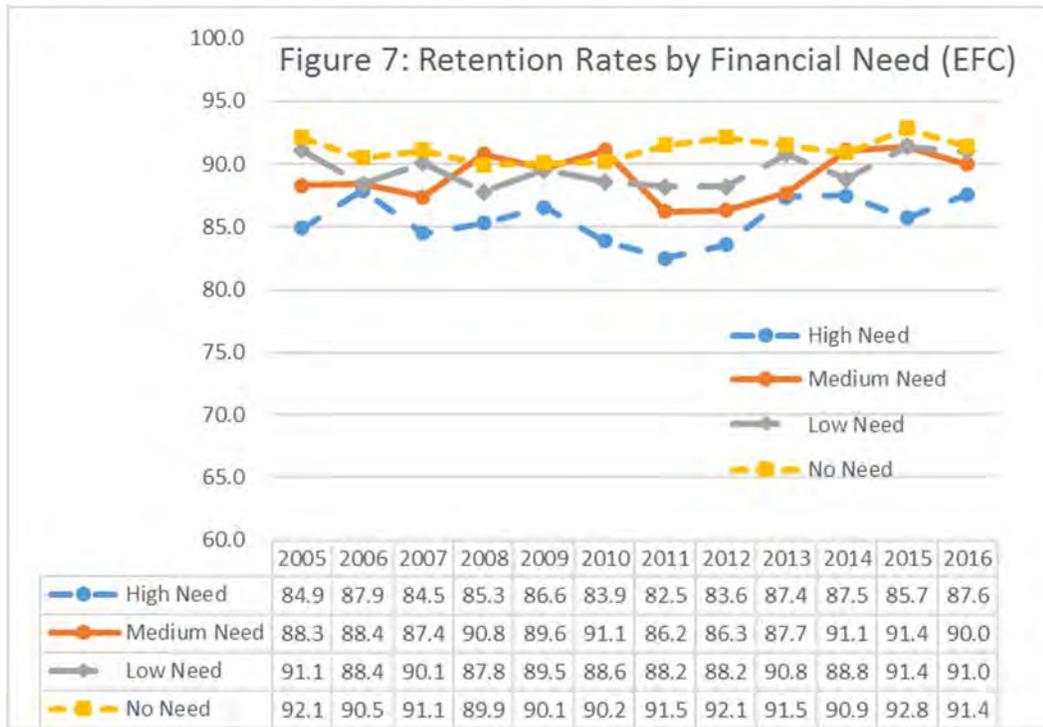


Finally, financial need (EFC) is a factor in graduation rates. Students with high need (defined as students with an Expected Family Contribution (EFC) < \$5,000) have the lowest graduation rates (Figure 6). Encouragingly, retention rates for high financial need students have been improving in recent years (Figure 7).

**Figure 6: Six-Year Graduation Rates by Financial Need (EFC)**

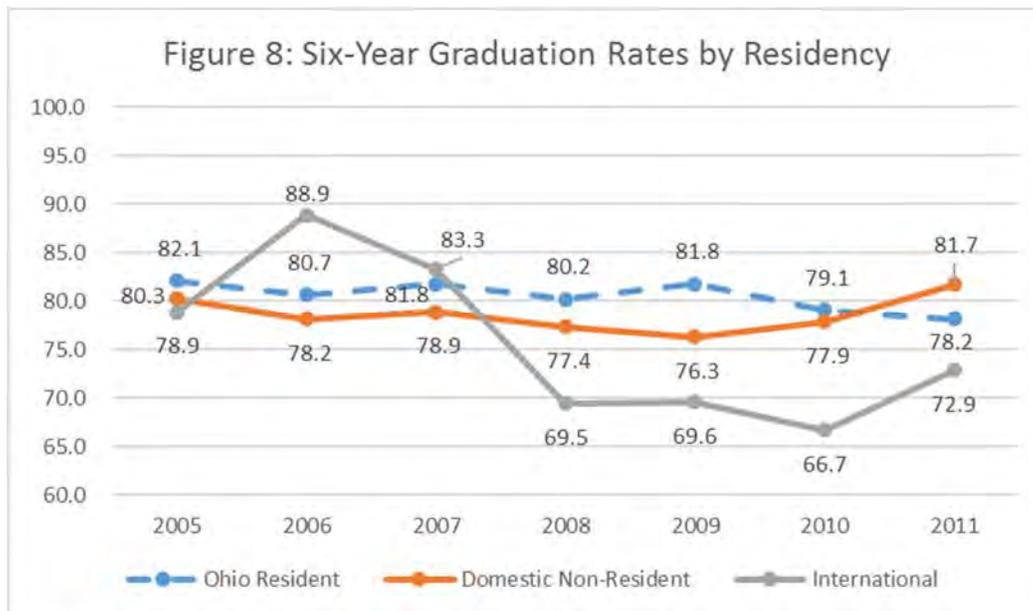


**Figure 7: Retention Rates by Financial Need (EFC)**



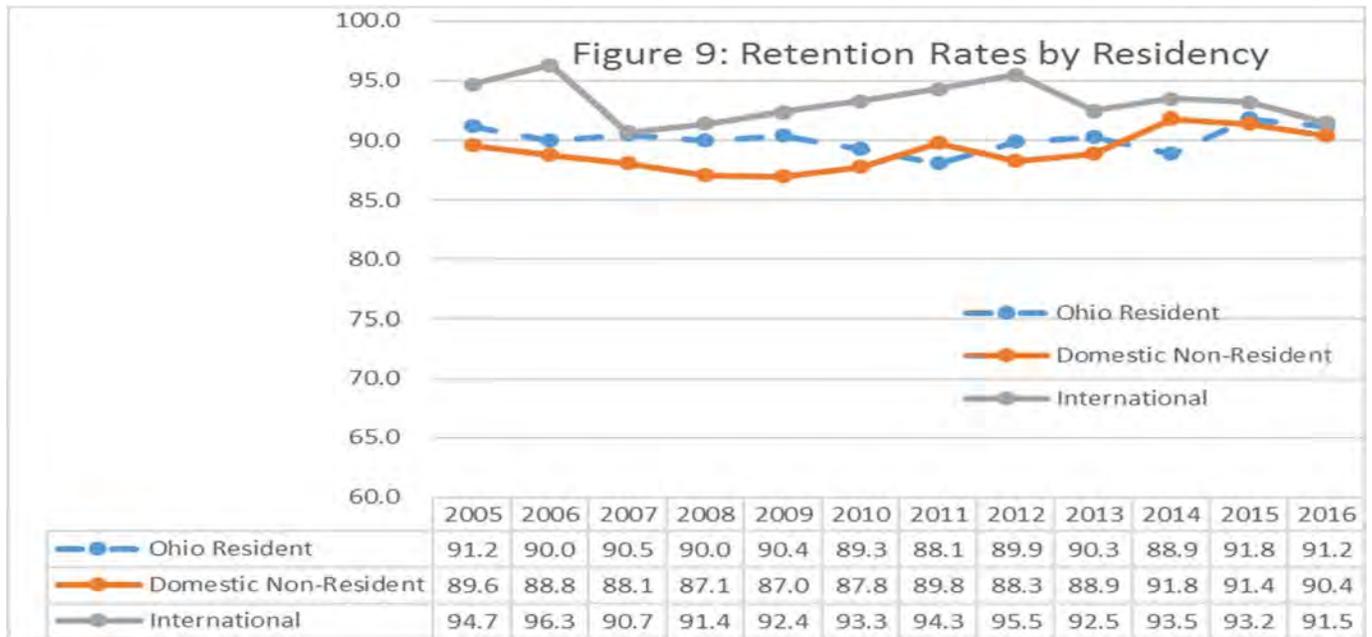
International student graduation rates were also noted in the 2016 report as a possible future concern. Although the number of international students in comparison to domestic students is small, their collective graduation rate is lower.

**Figure 8: Six-Year Graduation Rates by Residency**



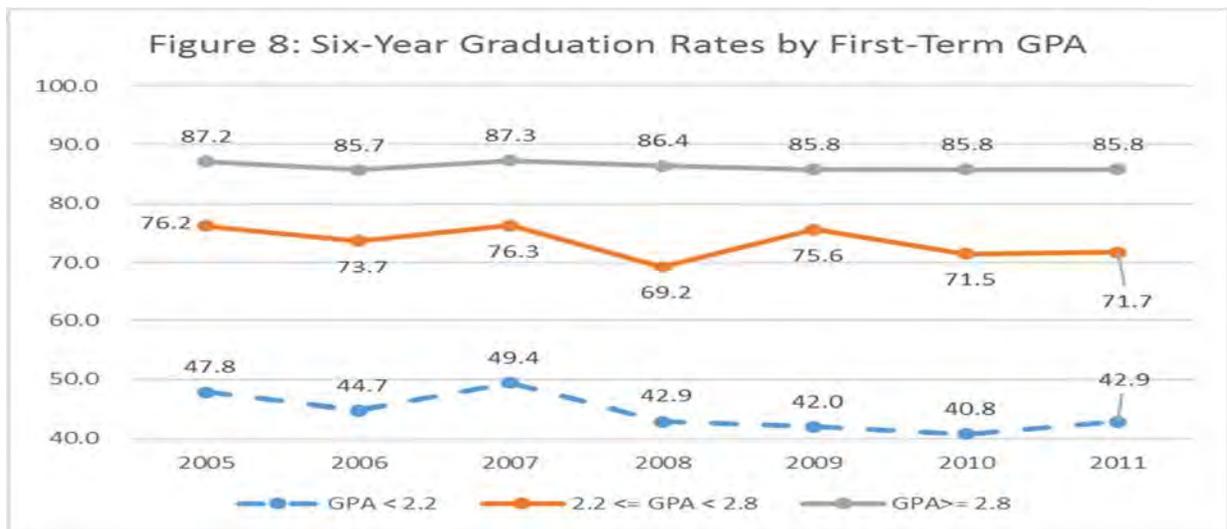
Retention rates of international students have not been a good predictor of the six-year graduation rate. In fact, retention for international students continues to exceed domestic students.

**Figure 9: Retention Rates by Residency**



Since the completion of the 2016 report, Miami has conducted further research on persistence and graduation factors, via Education Advisory Board’s Student Success Collaborative as well as analytics provided by Civitas Learning. One factor that has emerged as a significant variable for retention is first term Grade Point Average (GPA, Figure 10). In fact, first term GPA is the most powerful predictor of retention for incoming cohorts. Miami has identified two important cut-points affecting student retention. Students with a first-term GPA below 2.2 have six-year graduation rates below 50% (Figure 10), and students with GPAs of at least 2.2 but less than 2.8 have a statistically significantly lower six-year graduation rates than those whose first term GPA is at least 2.8 (Figure 10). Miami has had intervention practices for students with first term GPAs below 2.0 for a long time, and now, with these more recent data, Miami has initiated new, proactive intervention practices to outreach to students whose first term GPA was between 2.00 and 2.20, in addition to other ‘at risk’ student populations.

**Figure 10: Six-Year Graduation Rates by First Term GPA**



## GOALS

College completion and student success are integral to Miami's seven-year strategic plan, the "Miami 2020 Plan," which was developed in 2013-2014. The unifying goal of the plan is to "promote a vibrant learning and discovery environment that produces extraordinary student and scholarly outcomes." The plan includes a set of metrics by which our progress will be measured.

Below are the metrics embedded in the plan that relate to the goal of increasing college completion and an update on how well we are achieving them:

Metric	Progress
Miami will achieve a six-year graduation rate of 85% and a four-year graduation rate of 75%." The regional campuses will increase the graduation rate by 10%, is equally ambitious.	For the 2011 cohort, Miami's four-year graduation rate is 68.3% and the six-year graduation rate is 79.1%. The six-year graduation rate for Hamilton campus is 26.4% and 25.4% for Middletown campus, with a goal of 30.0% for both campuses.
Within one year after graduation, 100% of graduates (excluding those enrolled in graduate or professional school) will be employed.	91.0% of Oxford bachelor's graduates and 93.4% of College of Liberal Arts and Applied Science bachelor's graduates were employed after graduation.
Upon graduation, 80% of Oxford students who apply to graduate or professional school will receive at least one offer of admission.	Among 2015-16 graduates, 68% of Oxford graduates who intended to enroll in graduate/professional school were enrolled in school by fall 2015.
Upon graduation, all Miami students will have participated in a research (40%) or a similar experiential learning activity (100%), e.g., fieldwork, field or clinical placement, service-learning, public or private sector engagement, performances, and other applied learning activities.	Among 2015-16 graduates, 89% of Oxford graduates and 77% of regional graduates had either participated in research or participated in a similar experiential learning activity.
70 of Miami students will complete an internship before they graduate.	70.2% of Oxford undergraduates completed an internship, practicum, or student teaching before graduating.
60% of degree programs can be completed in three years or less through curriculum revision and by using different pedagogical approaches and modes of delivery.	As of fall 2017, 66% of degree programs can be completed in three years or less.
75% of Miami students will report that they feel welcome and have had significant and meaningful interactions with diverse groups.	On the Oxford campus, 77% report an average or high sense of belonging on campus and 97% had discussions with people of a different background. On the regional campuses, 55% reported an average or high sense of belonging and 98% had discussions with people of a different background.
All Miami students will have a curricular or co-curricular cultural learning experience (e.g., intensive community engagement, service-learning experience, intercultural or global learning requirement) by the time of graduation.	As the result of the Global Miami Plan's global learning requirement, all undergraduate students have had a curricular or co-curricular cultural learning experience by the time of graduation.

Metric	Progress
Miami Oxford will double the number of transfer students to 500 students, and Miami regionals will increase by 15% the number of transfer students to 500 students.	In fall 2017, there were 203 transfer students on the Oxford campus and 346 on the regional campuses (an increase of 10% since 2016).

## COMPLETION STRATEGIES

### UPDATE ON 2016-2018 STRATEGIES

Theme	Strategy	Description	Progress Made Since 2016
Advising	Enhanced advisor development and recognition	Increase the percentage of advisors who have completed the required and optional portions of the advisor professional development program (six modules).	Over 70% of faculty and staff advisors have completed the first four required modules of the program.
	Data-driven academic advising	Institute the use of Education Advisory Board's Student Success Collaborative (a predictive analytics tool to aid retention) by advisors across all academic divisions and campuses.	The Student Success Collaborative was launched in 2017. All academic advisors and academic support staff are provided training and have access to the system.
Student Support	Enhanced student financial assistance	Institute a four-year guaranteed tuition, Miami Tuition Promise; increase need-based scholarships for undergraduate Ohio students.	The <a href="#">Miami Tuition Promise</a> was implemented in 2016-2017.
	Assessment of existing programs designed to promote student success	Purchase and launch Civitas, a strategic analytics framework, to assess existing retention initiatives.  Conduct in-house student satisfaction survey. Make improvements based upon findings.	Civitas was implemented in 2017; early studies have focused on students who are most academically at risk.  A transition Survey for first semester students was launched in 2016 and held each year thereafter. Findings are reviewed by the Student Success Committee, and new strategies for improvement are developed annually based upon data. At the conclusion of the survey, students are given the option to provide their name. Those that do so and also exhibit risk factors are contacted by a

			Student Affairs staff member and referred to appropriate sources of support.
	First-generation college student support	Design and launch an optional learning community for incoming, first generation students, which includes peer mentoring, success course, and faculty mentoring.	" <a href="#">Miami Firsts</a> " program--which provides students with a community of peers, peer and faculty mentoring and programming--was begun in 2016-2017.
	International student support	Develop and begin implementing a comprehensive strategic plan for supporting international students.	Working group was constituted and created a report of recommendations in 2016-2017.
	Military student support	Enhance proactive student support services; review and revise policies for military students as needed; create course matches for relevant Military Transfer Assurance Guides, and explore portfolio credit for experiential learning.	Active military duty policy was reviewed and revised to provide more support for students who are called on active duty; all possible Military Transfer Assurance Guide matches have been submitted and approved. A portfolio opportunity for prior learning assessment is being developed.
	Diverse domestic student support	Enhance and extend the "Bridges" program (for high ability high school students who are underrepresented and/or committed to diversity) to include social events, success coaching, and intentional engagement with the Miami community once they matriculate to Miami.	Bridges Scholars are now invited to participate in a Pre-Semester program in August to enhance their transition to college and workshops and activities throughout their time at Miami to build community and equip them for success during college and for life following college.
Policies & Procedures	Scholastic regulation review	Conduct a holistic review of all scholastic regulation policies and procedures (warning, probation, suspension and dismissal), revise as needed, and create improvements in support for students in academic peril as needed.	The following policies were revised to promote student success: Reenrollment (Fresh Start), Transfer Credit, Terminal Residency Requirement, Grade Forgiveness (Course Repeat), Textbook Selection, Preferred Name, and Academic Integrity.

	Priority registration	Review and revise priority registration policy to create greater course availability for students who need it.	Priority registration was revised in 2-16-2017 so that students with disabilities and military students have priority over other groups.
	Degree requirements	Reduce the credit hour requirement for graduation with a bachelor's and associate degree.	The credit hour requirement for graduation with a bachelor's degree was reduced from 128 to 124 credits, and the requirement for associate degree was reduced from 64 to 62 credits in 2016-2017.
Curriculum & Instruction	Transition courses	Continue to enhance assessment of UNV 101 and other key introductory courses, and use data to improve course design, instruction and student success.	Annual assessment reports focusing on UNV 101 and other transition courses have been developed for past three years; multiple assessment measures (course evaluations, GPA/retention rates, surveys) are deployed, data collected, and improvement strategies developed and implemented each year.

## 2018-2020 Strategies

Theme	Strategy	Description
Academic Interventions & Early Alert	Support for at-risk populations of students	Pilot a student outreach plan for students who are predicted by the Civitas Learning System to be most at risk for attrition.  Assess the impact of the Miami Firsts program and revise for improvement.
Advising	Advisor support and training	Continue to review training modules annually.
Affordability	No or Low Cost Textbooks	Design and implement a multi-pronged approach (e.g., grants, programming, recognition, communication strategies) to lowering the cost of textbooks in high enrollment courses.
Articulation & Transfer	One-Year Option	Revise the Associates of Technical Study degree program to align with the One-Year Option areas of concentration.
	Partnerships	Increase academic partnership agreements with two- and four-year institutions in Ohio and beyond, and strengthen our collaborations within the southwest Ohio region.
	Transfer Assurance Guides, Career Technical Assurance Guides, Military Assurance Guides, Ohio Transfer Module	Achieve a 95% compliance rate at all times on all TAG, CTAG, MTAG and OTM requirements.

Career Development	Customized career services	Enhance and expand career advising, internships, job shadowing, and company mentorships; continue to increase the number and quality of Ohio internships, through expanded industry partnerships and networks.
Curriculum & Course Scheduling	Meta-Majors	Design and implement a plan for meta-majors (academic interest & career pathways) on the Oxford and Regional campuses that include degree plan mapping, customized transition (UNV 101) course, targeted advisement and career development for students who have not declared a major.
	Increased Course Availability	Launch an online waitlisting system for courses.  Implement the PAVER scheduling system to ensure course offerings are evenly distributed across all weekdays.
	High Quality General Education	Implement a comprehensive assessment plan (with direct and indirect measures) for the Global Miami Plan with the goal of improving quality and students' lifelong professional and personal success.
	e-Learning	Strategically develop online programs that are aligned with workforce needs and enrollment trends.
Diversity & Inclusion	Welcoming Climate	Analyze results from a climate survey of faculty, staff and students, and develop a strategic approach to addressing concerns.
	Academic Support for International Students	Launch a new language and writing center for English Language Learners.  Enhance and focus the pre-orientation and orientation experiences to better support timely registration and advising, provide pre-transition resources electronically, and connections to the campus community.  Coordinate and re-develop transition courses to more effectively extend the orientation experience, meet the student needs, and utilize expertise found in academic divisions.  Embed mentoring programs strategically throughout the university organizational structure.  Launch a City of Oxford task force to bring together Miami and Oxford in an effort to be a more globally focused welcoming community.  Increase professional development opportunities for faculty and staff on inclusive classrooms and offices.

## WORKFORCE DEVELOPMENT PRIORITIES

Miami University has a longstanding national reputation for producing outstanding graduates who because successful personally and professionally. In the 2017 edition of *Colleges That Pay You Back: The 200 Schools That Give You the Most Bang for Your Tuition Buck*, published by *The Princeton Review*, Miami was recognized for academics, affordability/financial

aid, and getting "graduates out the door to satisfying and rewarding careers." Not only does Miami rank among top tier publics nationally for graduate salary potential, according to Payscale.com and Forbes magazine (2017), but it also ranks 33rd in the world for the number of millionaire alumni it produces according to EliteTraveler.com (2016).

In 2016, Miami made Money magazine's Top 10 list for CEOs of Fortune 500 companies. Miami is the only school in the top 10 with two female Fortune 500 CEOs to its credit.

One reason for our students' success is a dedicated and talented faculty. Miami students routinely get accepted into **graduate and professional schools**:

- 57.8% of Miami undergraduate applicants were **accepted into medical school** from 2013-16, compared to 43.3% nationally.
- 96% of senior Miami applicants were **accepted to law school** from 2014-16, compared to an 86% national average for the same period.

One reason for our students' success is our exemplary Center for Career Exploration and Student Success which provides state-of-the-art programming and support, including career fairs, internship expos, career development courses, mock interviews, resume and cover letter support, consultations and drop-in hours, to name a few.

Data show that the career development programming leads not only to interest in our students among top employers in the region and nation but also to graduates who land successful jobs. In 2016-2017, more than 1,700 employers recruited Miami students and placed 6,479 internship and job postings on the university's electronic job board. Over 250 employers conducted more than 4,550 on-campus interviews with more than 1,900 students.

A 2017 study conducted by Miami's Office of Institutional Research, which tracked 2015-16 alumni career and educational placement, found the following:

Among 2015-16 alumni:

- 96.3% of Oxford bachelor's graduates were employed or enrolled in school as of fall 2016.
- 94.8% of regional campus bachelor's graduates were employed or enrolled.
- 98.0% of master's degree recipients and 98.0% of doctoral degree recipients were employed or enrolled.

The study relied on a variety of methods to identify alumni placement rates, including online surveys, phone calls, and National Student Clearinghouse records, resulting in a 79.5% graduate knowledge rate for Oxford and a 66.5% rate for the regional campuses.

Among Oxford bachelor's graduates, significant results from this study include:

- Among alumni who were not enrolled in graduate or professional school, 91.0% were currently employed, including 1.5% who were self-employed or running their own business. Among the 9.0% of alumni who were not employed, 3.9% were looking for a job, 3.4% were not currently looking for a job, and 1.6% had an unknown job-seeking status.
- 63.6% of alumni were working full-time, 5.6% were working part-time, and 22.3% had an unknown full time/part time status.
- 31.8% of employed alumni worked for their current employer previously, most commonly as an intern or co-op student (21.0%).
- 88.9% of employed alumni were working in a position that required a bachelor's degree or higher.
- The majority of employed alumni reported an annual (vs. hourly) salary, with a median annual salary range of \$50,000 - \$59,999. Among all employed alumni, 16.1% earn from \$40,000 - \$49,999 per year, 23.9% earn from \$50,000 - \$59,999 per year, and 13.6% earn from \$60,000 - \$69,999 per year.

Finally, Miami offers and has developed academic programs that prepare students for some of the most highly demanded jobs in the region and nation. Among Ohio public universities, Miami graduates the highest percentage and the second highest number of undergraduate students in biological sciences, physical sciences, and mathematics. The public health major was recently revamped to serve students interested in a broad array of career paths, and the Farmer School of Business enjoys a national reputation for its academic programs, including finance, accountancy, marketing, management and information systems & analytics. The College of Engineering & Computing which offers a range of engineering and computer-related majors (including a new major in bioengineering) has been experiencing record enrollments in the past few years, and the Miami University Regionals has launched a range of applied and professional degree programs in the past five years, including commerce, computer and information technology, engineering technology, forensic science, and nursing.

## CONCLUSION

Student success is integral to the mission and operation of Miami University. The 2018 *U.S. News & World Report* ranks Miami University the top public university in the nation for an "unusually strong commitment to undergraduate teaching." Miami occupies the No. 5 spot overall—in good company with Princeton, Dartmouth, Brown, and Rice universities. Miami has ranked in the top five on this short, elite list of universities for the past eight years.

Kiplinger's *Personal Finance* magazine listed Miami as one the "100 Best Values in Public Colleges" for 2018, ranking Miami 50th among in-state best values nationwide for public universities and 36th for public university best values for out-of-state students. Miami has appeared on the list since it was first published in 1998.

Although Miami has attained national prominence for its ability to graduate students on time and prepare them for life beyond college, the university continues to push forward a data-driven and forward-thinking approach to student success and achievement to ensure that we continue to produce graduates well prepared to lead in a challenging, global society.

## Revision Textbook Policy (MUPIM 10.4)

### Rationale

As part of its Affordability and Efficiency Initiative, the Ohio Department of Higher Education has required Ohio public institutions of higher education to adopt “a textbook selection policy to include faculty responsibilities and actions faculty may take in selecting and assigning textbooks and other instructional materials.”

The aim of this initiative is to respond to the soaring costs of textbooks by encouraging the selection of affordable course materials while still maintaining high academic quality.

This policy revision was approved by University Senate in spring 2018.

### Policy Revision

*Note: Deleted text is signified by strike-through markings, and new text is indicated in red.*

### Textbook Policy

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(MUPIM 10.4/OAC 3339-10-04)

#### **Policy** (MUPIM 10.4.A)

The selection and adoption of textbooks and/or course materials are an academic departmental responsibility. Academic departments are encouraged to adopt the most appropriate and highest quality textbook for presenting course content and accomplishing course objectives. However, to maintain our goal of higher education access and affordability for our students and to comply with the Ohio Department of Higher Education statutory requirements, academic departments are also encouraged to take into consideration the cost and expense of the textbook and other materials for the student taking the course when making adoption decisions.

Academic departments should strive to make selections for required textbooks and supplemental materials in a timely manner. ~~The dissemination of timely, accurate, and complete information about required textbooks and supplemental materials is important~~ to ensure that sufficient quantities of textbooks and supplemental materials are available to meet the needs of students and to assist students in being responsible consumers. To ensure the timely dissemination of textbook information, the following steps will be taken:

- a. Before each upcoming academic term, the Office of the Provost shall partner with the University Bookstore to make publicly accessible the following information for each upcoming academic term: (1) the International Standard Book Number (ISBN) and retail price information of required and recommended textbooks and supplemental materials for each course listed in the course schedule; and (2) the expected number of students enrolled in each course and the maximum student enrollment for the course.
- b. The Office of the Provost, in consultation with the University Bookstore, shall communicate to the deans, department chairs, **and** program directors, ~~and regional campus coordinators~~ the date by which their textbook information is to be provided to the University Bookstore.
- c. The textbook information provided to the University Bookstore shall be published on the University Bookstore website and shall be made readily accessible through a link from the University's on-line course registration system.
- d. If the ISBN is not available, then the author, title, publisher, and copyright date for such college textbook or supplemental material will be published. If the University Bookstore determines that the disclosure of the information required by this policy is not practicable for a college textbook or supplemental material, then it will place the designation 'To Be Determined' in lieu of the information required.

### **Use of Self-Authored Material** (MUPIM 10.4.B)

In the event that an instructor wishes to utilize a **commercial** textbook(s) or other material which is authored by the instructor and the sale of which results in a royalty being paid to the instructor, then such textbook/material may only be required by the instructor if: (1) the instructor's chair or program director and dean have consented to the use of the textbook/material; or (2) the majority of faculty within the instructor's department has voted to permit the instructor's use of the **commercial** textbook/material in the instructor's class. Sales of such items cannot be conducted directly between a faculty member and a student.

### **Departmental Responsibilities** (MUPIM 10.4.C)

1. The information referenced above will be made available by academic departments and programs each academic term to the University Bookstore on or before a date specified by the Office of the Provost. The academic departments and programs will endeavor to ensure that the information provided to the University Bookstore is in an acceptable format so as to avoid unnecessary orders and returns by the University Bookstore.
2. Unless the academic department has made other arrangements, it is the responsibility of each individual instructor to secure his or her own desk copies of textbooks.

3. Each academic department or program ~~and regional campus coordinator~~ should designate a person to act as its representative with the University Bookstore and should inform the Bookstore of the name of the designated person.
4. To the extent possible, the University Bookstore should be notified of increased enrollments of scheduled course sections and/or of additional course sections to be offered.
5. Following the submission to the University Bookstore of textbook lists for the upcoming academic term, instructors are expected to use the textbooks specified for that term.

### **Additional Bookstore Responsibilities** (MUPIM 10.4.D)

The University Bookstore is responsible for disseminating information to students regarding:

1. available institutional programs for renting textbooks or for purchasing used textbooks;
2. available institutional guaranteed textbook buy-back programs, if any;
3. available institutional alternative content delivery programs; **and/or**
4. other available institutional cost-saving strategies.

**RESOLUTION R2018-42**  
**Local Administration Competency Certification Program**

WHEREAS, the 132<sup>nd</sup> Ohio General Assembly enacted H.B. 529 which appropriates \$20,723,586 to Miami University for capital improvement projects for the 2019-20 biennium; and

WHEREAS, the Local Administration Competency Certification Program allows institutions of higher education to administer state-funded capital facilities projects pursuant to section 3345.51 of the Revised Code without the supervision, control, or approval of the Ohio Facilities Construction Commission; and

WHEREAS, the University maintains its desire to participate in the Local Administration Competency Certification Program, and administer its own capital facilities projects;

THEREFORE, BE IT RESOLVED: that the University is authorized to participate in the Local Administration Competency Certification Program; and

BE IT FURTHER RESOLVED: that the appropriate University officials are directed to take all necessary steps to accomplish that purpose, including, without limitation, giving written notice to the Ohio Department of Higher Education pursuant to R.C. 3345.51 (A)(2), of the Board's request to administer a capital facilities project within sixty days after the effective date of the section of an act in which the General Assembly initially makes an appropriation for the project; and

BE IT FURTHER RESOLVED: that pursuant to the requirement set forth in R.C. 3345.51(A)(3), the University intends to comply with section 153.13 of the Revised Code and the guidelines pursuant to section 153.16 of the Revised Code, and all laws that govern the selection of consultants, preparation and approval of contract documents, receipt of bids, and award of contracts with respect to the applicable project; and

BE IT FURTHER RESOLVED: that pursuant to the requirement set forth in R.C. 123.24 (D)(6), the University agrees to indemnify and hold harmless the State and the Ohio Facilities Construction Commission for any claim of injury, loss, or damage that results from the University's administration of a capital facilities project; and

BE IT FURTHER RESOLVED: that pursuant to the requirement set forth in R.C. 123.24 (D)(5), the University will conduct biennial audits of the University's administration of capital facilities projects in accordance R.C. 3345.51(C); and

BE IT FURTHER RESOLVED: that pursuant to the requirement set forth in R.C. 123.24 (D)(2), the University will select new employees to participate in the Local Administration Competency Certification Program as necessary to compensate for employee turnover.

*Approved by the Board of Trustees*  
*May 18, 2018*



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

**RESOLUTION R2018-43****Pearson Hall Phase II**

WHEREAS, the Pearson Hall Phase Two Renovation project completes the installation of new mechanical, electrical, data, and fire suppression systems, safety and functional improvements to teaching and research labs, and modernization of classroom and collaborative learning spaces; and

WHEREAS, Miami University has determined that reduced costs from speed of implementation, improved constructability, and coordination may be gained by utilizing the Design Build project delivery method; and

WHEREAS, Miami University has identified state and local funds in the amount of \$30,000,000 for the Pearson Hall Phase Two Renovation project; and

WHEREAS, the receipt of the Guaranteed Maximum Price (GMP) is planned for June 2018; and

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

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees authorizes the Senior Vice President for Finance and Business Services and Treasurer, in accordance with all State guidelines, to proceed with the award of contract for the Pearson Hall Phase Two Renovation project with a total project budget not to exceed \$30,000,000.

*Approved by the Board of Trustees  
May 18, 2018*



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

Executive Summary  
For the  
Pearson Hall Phase Two Renovation  
May 17, 2018

This project is for the second phase of the renovation of Pearson Hall for the biological sciences including the Departments of Biology and Microbiology. This phased, occupied renovation will address deferred maintenance issues with the facility through the installation of new and efficient mechanical, electrical, data, and fire suppression systems. The project also includes lab safety improvements. The project will be occupied during renovations.

Phase Two (final phase) is expected to complete the remaining 50% of the necessary heating, cooling, and lab exhaust systems; replace electrical switchgear, modernize the public areas, and modernize the balance of the classrooms, class labs and research laboratories.

Project Component:	Budget:	Funding Source:
Est. Design and Administration:	\$2,675,000	Local Funds
Est. Cost of Work:	\$23,500,000	State Funds / Local Funds
Est. Owner's Costs:	\$1,650,000	Local Funds
Est. Contingency:	<u>\$2,175,000</u>	Local Funds
Total:	\$30,000,000	State Funds (\$19,523,586) / Local Funds

## Resolution R2018-44

### Quasi-Endowments

WHEREAS, from time to time, Miami University accumulates financial balances through the receipt of large, unrestricted gifts and the prudent management of resources; and

WHEREAS, the Provost, the Deans, the Senior Vice President for Finance and Business Services, and the Vice President for Advancement periodically identify a portion of these funds that can be utilized to create quasi-endowments to establish a source of long-term funding for strategic initiatives; and

WHEREAS, Resolution R2015-45 established the Miami University Quasi-Endowment Policy; and

WHEREAS, the Miami University has received \$1,101,956.04 in unrestricted proceeds from the estate of W. Paul Zimmerman; and

WHEREAS, the Miami University has received \$139,610.39 in unrestricted proceeds from the estate of William J. Saunders, Jr.; and

WHEREAS, The Vice President for Advancement has recommended that the proceeds of the Zimmerman and Saunders unrestricted gifts be quasi-endowed, with the annual distributions to be used for the general needs of Miami University as determined annually by Miami University's President, Provost, Senior Vice President for Finance and Business Services, and Vice President for Advancement; and

WHEREAS, the Provost and the Senior Vice President for Finance and Business Services of the University, with the concurrence of the Finance and Audit Committee, has recommended approval of this plan;

NOW, THEREFORE BE IT RESOLVED that the Board of Trustees approves the creation of the W. Paul Zimmerman quasi-endowment; and

BE IT FURTHER ESOLVED that the Board of Trustees approves the creation of the William and Jane Saunders quasi-endowment; and

BE IT FURTHER ESOLVED that the annual distributions of the W. Paul Zimmerman Fund and William and Jane Saunders Fund be used for the general needs of Miami University as determined annually by Miami University's President, Provost, Senior Vice President for Finance and Business Services, and Vice President for Advancement; and

*Approved by the Board of Trustees  
May 18, 2018*



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



*Investments & Treasury Services Office*

107 Roudebush Hall  
Oxford, OH 45056  
(513) 529-6110  
(513) 529-6124 fax  
MiamiOH.edu

To: Phyllis Callahan and David Creamer  
From: Bruce Guiot  
Subject: W. Paul Zimmerman Gift Quasi-endowment and William & Jane Saunders Gift Quasi-endowment  
Date: April 30, 2018

Miami University is the recipient of a bequest from W. Paul Zimmerman. We have received \$1,101,956.04 so far, and may receive additional funds when the estate administration is complete. This gift is unrestricted.

In addition, Miami University is the recipient of a bequest from William Saunders. We have received \$139,610.39. This gift is also unrestricted.

In order to provide benefits to Miami University in perpetuity, the recommendation to the Board of Trustees is to create two quasi-endowments with these funds. The funds will be designated as the W. Paul Zimmerman Fund and the William and Jane Saunders Fund. The funds will each make an annual distribution as determined by the Miami University Endowment Spending Policy. The annual distributions will be used for the general needs of Miami University as determined annually by Miami University's President, Provost, Senior Vice President for Finance and Business Services, and Senior Vice President for Advancement.

Approved: Phyllis Callahan  
Phyllis Callahan

Date: 5/2/18

Approved: David B Creamer  
David Creamer

Date: 5-2-18

**ORDINANCE O2018-06**  
**Miscellaneous Fees**  
**2018-19 Academic Year**

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

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

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

WHEREAS, the University has adopted the Miami University Tuition Promise in accordance with Ohio Revised Code 3345.48 and is recommending separate miscellaneous fee schedules for each cohort under the Tuition Promise program while students not covered by the Tuition Promise will be assessed miscellaneous fees based on the historic fee schedule as modified by this ordinance;

NOW, THEREFORE, BE IT ORDAINED: that the Board of Trustees approves the attached changes to miscellaneous fees for academic year 2018-19 for students matriculating prior to Fall 2016, the Fall 2018 Miami Tuition Promise cohort, and future cohorts except as otherwise specified. The fees apply to all campuses, except as otherwise specified; and

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

BE IT FURTHER ORDAINED: the miscellaneous fee schedule established for students enrolling for the first time in academic year 2018-19 will remain in effect for four years according to the provisions of the Miami University Tuition Promise; and

BE IT FURTHER ORDAINED: that fees will be assessed based on the previously adopted and attached miscellaneous fee schedule rates. In case of dispute, fees must be paid in full unless specific arrangements have been authorized in writing by the Senior Vice President for Finance and Business Services or his designee; and

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

*Approved by the Board of Trustees*  
*May 18, 2018*



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

**Miami University**  
**FY 2019 - Academic Year 2018 - 2019**  
**Miscellaneous Fees**

New fees applying to students matriculating prior to Fall 2016 and the Miami Tuition Promise Fall 2018 Cohort

New

Fee	Notes	2017-2018	Proposed 2018-2019
Special Course/Lab Changes-Oxford Campus CHM436/MBI436/CPB436	1,2	--	42.00

Notes:

- (1) Subject to partial refund of fee paid upon withdrawal as determined by the Vice President for Finance and Business Services.
- (2) In addition to the instructional and general fees, and the tuition surcharge, if applicable.

**Miami University**  
**FY 2019 - Academic Year 2018-2019**  
**Miscellaneous Fees**

**New Fee**  
**Change**

**Table 1: Fees applying to students matriculating prior to Fall 2016**

Fee	Notes	2017-2018	Proposed 2018-2019
<b>Admission Fee</b>			
Oxford Campus Enrollment Fee	1	95.00	95.00
University Contract Confirmation Deposit	1	330.00	330.00
<b>American Culture and English</b>			
American Culture and English (ACE) Program fee (Repeating Students)		500.00	500.00
American Culture and English Program (ACE) program fee		1,000.00	1,000.00
IHAWK Pre-Semester American Academic Culture (PAAC) program fee		750.00	750.00
<b>Application Fee</b>			
Oxford Campus-Admission to Graduate Degree Programs		50.00	50.00
Oxford Campus-Admission to Undergraduate Programs		50.00	50.00
Oxford Campus-International Students		70.00	70.00
Oxford Campus-Transient Students		50.00	50.00
Oxford Campus-Unclassified Students		50.00	50.00
<b>Bursar Miscellaneous Charges</b>			
Bad Check Charge		30.00 or maximum allowable by law	30.00 or maximum allowable by law
Charges on Unpaid Balance		Prime rate + 3%	Prime rate + 3%
Late Payment		150.00	150.00
Late Registration (each Monday after the final date, an additional \$27.00)		27.00	27.00
<b>Business School Premium</b>			
Oxford Campus Business School Courses, per credit hour		100.00	100.00
<b>Career Exploration and Testing Center Charges</b>			
Career Testing, each career assessment		16.00	16.00
Enrollment in EDL100 for Myers-Briggs and Strong Interest Testing (three standardized career assessments)		32.00	32.00
<b>Career Services</b>			
Job Fair		100.00 - 550.00	100.00 - 550.00
<b>CEC Premium</b>			
Oxford Campus College of Engineering and Computing Majors, full-time, taking 12 or more credit hours, per semester		300.00	300.00
Oxford Campus College of Engineering and Computing Majors, part-time, taking 1-11 credit hours, per credit hour		25.00	25.00
<b>Chemistry and Biochemistry Department</b>			
ICP Atomic Emission Spectroscopy-MU User, Sample Prep, per hour/1 hour minimum		40.00	40.00
ICP Atomic Emission Spectroscopy-MU User, Staff Operated, per hour		30.00	30.00
ICP Atomic Emission Spectroscopy-MU User, Torch Time, additional per hour		23.00	23.00
ICP Atomic Emission Spectroscopy-MU User, Torch Time, first hour		30.00	30.00
ICP Atomic Emission Spectroscopy-MU User, Training cost		100.00	100.00
ICP Atomic Emission Spectroscopy-Non-MU User, Sample Prep, case by case		Case by case	Case by case
ICP Atomic Emission Spectroscopy-Non-MU User, Staff Operated, per hour, after second hour		50.00	50.00
ICP Mass Spectrometer-Clean Up-Frit nebulizer		50.00	50.00
ICP Mass Spectrometer-Clean Up-Ultrasonic nebulizer		100.00	100.00
ICP Mass Spectrometer-Non-MU Users (typically may not operate machine)-Torch time, 1 to 5 elements, per hour		70.00	70.00
ICP Mass Spectrometer-Non-MU Users (typically may not operate machine)-Torch time, greater than 5 elements, per element/per hour		8.00	8.00

ICP Mass Spectrometer-Torch time, MU User, additional per hour		45.00	45.00
ICP Mass Spectrometer-Torch time, MU User, first hour		60.00	60.00
NMR Spectrometers-500 MHz Solution, MU User, per hour, night rate		2.50	2.50
NMR Spectrometers-850MHz Solution, Non-MU User, per hour		285.00	285.00
Raman Laboratory Kits		100.00	100.00
<b>Child Care Programs-Hamilton Campus-Faculty/Staff</b>			
Full-time Rate (4/5 day)		2,994.00/2,395.00	2,994.00/2,395.00
Registration, one child/each additional		50.00/30.00	50.00/30.00
Three Day Semester Rate		2,285.00/1,829.00	2,285.00/1,829.00
Two Day Semester Rate		1,734.00/1,387.00	1,734.00/1,387.00
<b>Child Care Programs-Hamilton Campus-Students</b>			
Full-time Rate (4/5 day)		2,678.00/2,142.00	2,678.00/2,142.00
Registration, one child/each additional		50.00/25.00	50.00/25.00
Three Day Semester Rate		1,969.00/1,576.00	1,969.00/1,576.00
Two Day Semester Rate		1,339.00/1,071.00	1,339.00/1,071.00
<b>Chinese Proficiency Tests - Confucius Institute</b>			
Chinese Proficiency Test (HSK, BCT, and YCT) -- fee based on candidate's level and test module		20.00 - 70.00	20.00-70.00
<b>Climer Lodge/Simpson-Shade</b>			
Additional Room Cleaning Fee		250.00	250.00
Room Charge		70.00	70.00
<b>Code of Conduct Violations</b>			
Code of Conduct Administration Charges, per incident		50.00	50.00
Ethics and Integrity Mandatory Program		200.00	200.00
<b>Commencement/Degree Application Fee</b>			
Thesis Microfilming and Binding		80.00	80.00
<b>Community Engagement and Services</b>			
Community Plunge (early move-in experience)		130.00	130.00
Service Learning Courses Utilizing Community Engagement and Services Office		50.00	50.00
<b>Commuter Center</b>			
Commuter Center-Lock Replacement Fee		25.00	25.00
<b>Compass Accuplacer Assessment-Hamilton Campus</b>			
Compass Accuplacer Assessment Retake Fee-one per semester, per subject	1	10.00	10.00
<b>Compass Accuplacer Assessment-Middletown Campus</b>			
Compass Accuplacer Assessment Retake Fee-one per semester, per subject	1	10.00	10.00
<b>Computer Printing Charge</b>			
Computer Printing Charge-Black and White, per copy		0.10	0.10
Computer Printing Charge-Color, per copy		0.25	0.25
<b>Conference Administration Charge</b>			
Conference Administration Charge, charged to external groups		10% of invoiced fees	10% of invoiced fees
<b>Conference Fee</b>			
Perlmutter Conference No Show Fee		21.00	21.00
<b>Credit Workshops</b>			
iDiscovery Program Fee		200.00	200.00
<b>Cultural and Athletic Events-Hamilton and Middletown Campuses</b>			
Event Ticket Prices Set by the Regional Campus Dean or Designee		-	-
<b>Data and Video Network</b>			
Fee for Non-warranty computer and associated repair (including labor)		actual cost	actual cost
Network copyright notification-First incident		100.00	100.00
Network copyright notification-Second incident and more		200.00	200.00
Workstation Remediation Fee for Non-Miami Laptops		actual cost	actual cost
<b>Data and Video Network-Technology Fee (Undergraduate and Graduate, Fall and Spring Semester Only)</b>			
Regional Campuses Network Fee-Per Semester Fee		18.00	18.00
<b>Diversity Affairs</b>			
MADE Deposit		60.00	60.00
<b>E-Learning-Hamilton Campus</b>			

All online, partially online (hybrid), and interactive video courses per credit hour		35.00	35.00
<b>E-Learning-Middletown Campus</b>			
All online, partially online (hybrid), and interactive video courses per credit hour		35.00	35.00
<b>English Language Center</b>			
English Language Center Intensive English Program Fee Level 1-3 (19 contact hours)		6,600.00	6,600.00
English Language Center Program Fee Levels 1-4		1,000.00	1,000.00
<b>Facility Rentals</b>			
Facility Rentals-Hamilton and Middletown Campuses-Fees Set by Regional Campus Dean or Designee		-	-
<b>Fine Arts Program Fee</b>			
Architecture/Interior Design Majors, per semester		50.00	50.00
Music Majors, per semester		50.00	50.00
<b>General Counsel</b>			
Land Deed Preparation Fee		25.00	25.00
<b>Global Initiatives</b>			
Graduate International Student Orientation and Integration Service Fee		100.00	100.00
International Travel Insurance Pass Through Fee		58.00	58.00
Services Provided by International SOS (ISOS) Worldwide		Actual Invoiced Costs	Actual Invoiced Costs
Study Abroad Administration Fee (Non-Miami organized programs)		175.00	175.00
Study Abroad/Away Administration Fee (Faculty-led Miami programs)		175.00	175.00
Undergraduate International Student Orientation and Integration Service Fee		200.00	200.00
Workshop Administrative Fee		25.00	25.00
<b>Goggin Ice Center</b>			
Facility Rental (resurfacing time is deducted from each hour)-B Pad-Miami Student Groups (groups larger than 50 subject to surcharge), per hour		175.00	175.00
Facility Rental 6% discount for groups that rent more than 20 hours of Ice in one billing cycle for both A & B Pad		265.00	265.00
Figure Skating and Hockey (Patch, Free Style, Dance or Program, each)-All others		9.50	9.50
Figure Skating and Hockey (Patch, Free Style, Dance or Program, each)-Miami Student (30 min)		6.25	6.25
Figure Skating and Hockey (Patch, Free Style, Dance or Program, each)-Miami University Students		8.50	8.50
Figure Skating and Hockey (Patch, Free Style, Dance or Program, each)-Non-Miami Student (30 min)		7.25	7.25
Figure Skating and Hockey (Patch, Free Style, Dance or Program, each)-Open hockey		9.50	9.50
Group Skating Lessons (15-20 per group) Six weeks of 45 minute lessons		97.00	97.00
Intramural Leagues-Broomball (1 season with 8 games each)		175.00	175.00
Intramural Leagues-Broomball (10 games)		200.00	200.00
Intramural Leagues-Broomball (2 seasons with 6 games each)		155.00	155.00
Intramural Leagues-Hockey (1 seasons with 8 games each)		410.00	410.00
Intramural Leagues-Hockey (10 games)		500.00	500.00
Intramural Leagues-Hockey (2 seasons with 6 games each)		365.00	365.00
Locker Rental-Coin locker, per session		0.50	0.50
Locker Rental-Extra-large storage locker, per semester		190.00	190.00
Locker Rental-Extra-large storage locker, per year		355.00	355.00
Locker Rental-Large storage locker, per semester		85.00	85.00
Locker Rental-Large storage locker, per year		140.00	140.00
Public Sessions-All others, per session		9.00	9.00
Public Sessions-High school students and younger, per session		7.75	7.75
Public Sessions-Miami University students with ID cards, per session		5.75	5.75
Public Sessions-Noon skate		6.00	6.00
Skate Sharpening-Figures skates, per pair		5.75	5.75
Skate Sharpening-Hockey, per pair		9.50	9.50
Skate/Broomball Shoe Rental-Participants in all other activities, per session		3.25	3.25
Skate/Broomball Shoe Rental-Participants in Kinesiology and Health Classes, per class and noon skate		2.50	2.50

<b>Identification Card Replacement Charge</b>			
Identification Card Replacement Charge-Hamilton Campus		20.00	20.00
Identification Card Replacement Charge-Middletown Campus		20.00	20.00
Identification Card Replacement Charge-Oxford Campus		35.00	35.00
<b>International Student Exchange Deposit</b>			
Exchange Student Deposit-Business	9	1,000.00	1,000.00
<b>Intrafraternity Council</b>			
Fraternity Recruitment		30.00	30.00
Sorority Recruitment		30.00	30.00
<b>Learning Assistance Tutoring Charges</b>			
Learning Assistance-Oxford Campus-Tutoring sessions-no show fee		15.00	15.00
<b>Library Fines and Fees</b>			
Camera Tripod (24 hour loan; no charge)		-	-
Camera Tripod, Maximum		15.00	15.00
Camera Tripod, Overdue charge, per hour		0.50	0.50
Camera Tripod, Processing fee		10.00	10.00
Digital Translator Replacement Fee		160.00	160.00
Digital Voice Recorder (four hour loan; no charge)		-	-
Digital Voice Recorder, Maximum		15.00	15.00
Digital Voice Recorder, Overdue charge, per hour		0.50	0.50
Digital Voice Recorder, Processing fee		25.00	25.00
Digital Voice Recorder, Replacement cost		65.00	65.00
Financial Calculator (24 hour loan; no charge)		-	-
Financial Calculator Overdue charge, per hour		0.50	0.50
Financial Calculator, Maximum		15.00	15.00
Financial Calculator, Processing fee		10.00	10.00
Financial Calculator, Replacement cost		60.00	60.00
Firewire Cable, Processing fee		10.00	10.00
Firewire Cable, Replacement cost		5.00	5.00
Graphing Calculator (24 hour loan; no charge)		-	-
Graphing Calculator Overdue charge, per hour		0.50	0.50
Head Phones-Maximum		15.00	15.00
Head Phones-Overdue charge, per hour		0.50	0.50
Head Phones-Processing fee		10.00	10.00
Head Phones-Replacement cost		10.00	10.00
IPad-(in library use only)-Up to three hours (requires Miami ID and one other form of ID)		-	-
Laptop Computer or Digital Camera (in library use only)-Billing fee (non-refundable) (6)	4	25.00	25.00
Laptop Computer or Digital Camera (in library use only)-Overdue laptop, per hour (maximum of \$100.00)		5.00	5.00
Laptop Computer or Digital Camera (in library use only)-Replacement charge laptop - Macintosh		1,300.00	1,300.00
Laptop Computer or Digital Camera (in library use only)-Replacement charge laptop - Windows		1,000.00	1,000.00
Laptop Computer or Digital Camera (in library use only)-Replacement Charge-Digital Camera		150.00	150.00
Laptop Computer or Digital Camera (in library use only)-Replacement Charge-Digital Camera Accessories (at cost)		at cost	at cost
Laptop Computer or Digital Camera (in library use only)-Up to three hours (requires Miami ID and one other form of ID)		-	-
Laptop/data projector (24 hour loan; no charge)		-	-
Laptop/data projector, Maximum		15.00	15.00
Laptop/data projector, Overdue charge, per hour		0.50	0.50
Laptop/data projector, Processing fee		30.00	30.00
Laptop/data projector, Replacement cost		500.00	500.00
Miami Libraries-Overdue Books, per book maximum		15.00	15.00
Miami Libraries-Overdue Books, per book/per day		0.50	0.50
Miami Libraries-Overdue Reserved Materials, each additional hour		0.75	0.75
Miami Libraries-Overdue Reserved Materials, first hour		2.50	2.50
Miami Libraries-Overdue Reserved Materials, maximum		24.25	24.25

Miami Libraries-Recalled Books, per book (student)/maximum		24.25	24.25
Miami Libraries-Recalled Books, per book (student)/per day		0.75	0.75
Miami Libraries-Replacement, per book, actual cost		actual cost	actual cost
Miami Libraries-Replacement, per book, billing		10.00	10.00
Miami Libraries-Replacement, per book, cataloging and processing		30.00	30.00
Miami Libraries-Replacement, per book, minimum		75.00	75.00
Microphone for Mac or PC (three hour loan; no charge)		-	-
Microphone for Mac or PC, Maximum		15.00	15.00
Microphone for Mac or PC, Overdue charge, per hour		0.50	0.50
Microphone for Mac or PC, Processing fee		10.00	10.00
Microphone for Mac or PC, Replacement cost		15.00	15.00
Miscellaneous Items for Sale-Batteries		at cost	at cost
Miscellaneous Items for Sale-CD, blank		1.00	1.00
Miscellaneous Items for Sale-Data storage device (Jump Drive)		actual cost	actual cost
Miscellaneous Items for Sale-DVD, blank		1.00	1.00
Miscellaneous Items for Sale-Earplugs, per pair		0.25	0.25
Miscellaneous Library Fees-Private Study Carrels (re-key for lost key)		25.00	25.00
Miscellaneous Library Fees-Storage locker keys (replacement)		7.00	7.00
Network Cables-Maximum		15.00	15.00
Network Cables-Overdue charge, per hour		0.50	0.50
Network Cables-Processing fee		10.00	10.00
Network Cables-Replacement cost		5.00	5.00
Nintendo 3Ds (24 hour loan; no charge)		-	-
Nintendo 3Ds Overdue charge, per hour		0.50	0.50
Nintendo 3Ds, Maximum		15.00	15.00
Nintendo 3Ds, Processing fee		10.00	10.00
Nintendo 3Ds, Replacement cost		250.00	250.00
OhioLINK Overdue Books, per book/Maximum		50.00	50.00
OhioLINK Overdue Books, per book/per day (1-30 days)		0.50	0.50
OhioLINK Overdue Books, per book/per day (31st day), late/overdue		35.00	35.00
OhioLINK, Replacement, per book		75.00	75.00
OhioLINK, Replacement, per book, cataloging and processing fee,		25.00	25.00
Portable DVD Player (four hour loan; no charge)		-	-
Portable DVD Player, Maximum		15.00	15.00
Portable DVD Player, Overdue charge, per hour		0.50	0.50
Portable DVD Player, Processing fee		10.00	10.00
Portable DVD Player, Replacement cost		150.00	150.00
Portable Public Address System (24 hour loan; no charge)		-	-
Portable Public Address System, Maximum		15.00	15.00
Portable Public Address System, Overdue charge, per hour		0.50	0.50
Portable Public Address System, Processing fee		30.00	30.00
Portable Public Address System, Replacement cost		100.00	100.00
Steady Cam (24 hour loan; no charge)		-	-
Steady Cam, Maximum		15.00	15.00
Steady Cam, Overdue charge, per hour		0.50	0.50
Steady Cam, Processing fee		10.00	10.00
Steady Cam, Replacement cost		150.00	150.00
Study Room Keys-Maximum		15.00	15.00
Study Room Keys-Overdue charge, per hour		0.50	0.50
Study Room Keys-Processing Fee		10.00	10.00
Study Room Keys-Replacement Cost		10.00	10.00
Tripod Dolly (24 hour loan; no charge)		-	-
Tripod Dolly, Maximum		15.00	15.00
Tripod Dolly, Overdue charge, per hour		0.50	0.50
Tripod Dolly, Processing fee		10.00	10.00
Tripod Dolly, Replacement cost		60.00	60.00

Video Monitor Cable (three hour loan; no charge)		-	-
Video Monitor Cable, Maximum		15.00	15.00
Video Monitor Cable, Overdue charge, per hour		0.50	0.50
Video Monitor Cable, Processing fee		10.00	10.00
Video Monitor Cable, Replacement cost		5.00	5.00
<b>Miami Metro</b>			
Miami Metro-Oxford Campus-Metro ride pass-Faculty and Staff, per semester		-	-
<b>MUDEC</b>			
MUDEC Study Tours, per semester		1,800.00	1,800.00
Orientation fee (one-time per student)		90.00	90.00
Partial Board (4 meal voucher per week), per semester		820.00	820.00
Study Abroad Administration Fee		125.00	125.00
<b>Music</b>			
Music-MUS 216, Applied Music for music theater minors		85.00	85.00
<b>Oxford Pathways Program</b>			
Pathways Student Fee		90.00	90.00
<b>Panhellenic</b>			
Sorority Recruitment - Late Registration		20.00	20.00
<b>Parking Fees and Fines-Hamilton and Middletown Campuses</b>			
Blocking any access road		15.00	15.00
Disregarding traffic control device		15.00	15.00
Failure to display parking permit		15.00	15.00
Hazardous operation		75.00	75.00
Illegal Parking-Parking by a non-handicapped driver in a space reserved for the handicapped		100.00	100.00
Illegal Parking-Parking in a restricted area		15.00	15.00
Illegal Parking-Parking on the grass		15.00	15.00
Speeding		30.00	30.00
Unregistered vehicle		10.00	10.00
<b>Parking Fees and Fines-Oxford Campus</b>			
Event Parking-Lot Attendant-charged to MU Departments/Organizations, per hour		25.00	25.00
Event Parking-Lot/Space Reservation Fee-charged to MU Departments/Organizations, fee per reserved space		1.00 - 5.00	1.00 - 5.00
Event Parking-Meter Reservations-charged to MU Department/Organizations, per space/per hour		1.00	1.00
Faculty and staff Garage permit, per year		425.00	425.00
Faculty and staff RED area annual permit, per year		125.00	125.00
Faculty and staff RED area annual permit, per year-2 person carpool		30.00	30.00
Faculty and staff RED area annual permit, per year-3 person carpool		-	-
Faculty and staff RED area daily permit, per day		2.00	2.00
Faculty, Staff, or Department Dedicated Parking Space		425.00	425.00
Failure to display valid permit/Improper display		35.00	35.00
Handicap Parking Violation		250.00	250.00
Illegal or improper parking (loading/service area, outside designated space, prohibited parking, prohibited yellow zone)		75.00	75.00
Illegal parking on grass/sidewalk		75.00	75.00
Impoundment/immobilization		200.00	200.00
Oxford campus parking garage rates-Campus Ave. garage-Daily maximum rate		10.00	10.00
Oxford campus parking garage rates-Campus Ave. garage-Garage Parking Vouchers		5.00	5.00
Oxford campus parking garage rates-Campus Ave. garage-Lost ticket fee		25.00	25.00
Oxford campus parking garage rates-Campus Ave. garage-Parking rate per first hour/per additional hours		1.00/.50	1.00/.50
Oxford campus parking garage rates-Engineering Bldg. garage-Daily maximum rate		15.00	15.00
Oxford campus parking garage rates-Engineering Bldg. garage-Garage Parking Vouchers		7.50	7.50
Oxford campus parking garage rates-Engineering Bldg. garage-Lost ticket fee		25.00	25.00
Oxford campus parking garage rates-Engineering Bldg. garage-Parking rate per first hour/per additional hours		2.00/1.00	2.00/1.00

Oxford campus parking garage rates-Event parking rate		5.00	5.00
Oxford campus parking garage rates-Overnight parking, per semester		520.00	520.00
Oxford campus parking garage rates-Replacement for Garage Access Card		5.00	5.00
Oxford campus students only-for a semester/academic year BLUE area permit		150.00	150.00
Oxford campus students only-for a semester/academic year YELLOW area permit		100.00	100.00
Oxford campus students only-for an academic year-Graduate Assistants-designated lots and student areas		50.00	50.00
Oxford campus students only-for each summer term		60.00	60.00
Oxford campus students only-for temporary permit (student - one week)		15.00	15.00
Oxford campus-Contractor-Red parking permit-day		3.00	3.00
Oxford campus-Contractor-Red parking permit-month		35.00	35.00
Oxford campus-Contractor-Red parking permit-week		10.00	10.00
Parking gate replacement fee		100.00	100.00
Reproduction/illegal use of decal		300.00	300.00
University Vehicles Parked in Red Permit Areas-Leased Vehicle		125.00	125.00
University Vehicles Parked in Red Permit Areas-Reserved Space		425.00	425.00
University Vehicles Parked in Red Permit Areas-State License Plate		125.00	125.00
Unregistered vehicle lookup		2.50	2.50
<b>Patterson Place</b>			
Room Charge		50.00	50.00
<b>Police</b>			
Bike Storage/Impound fee		25.00	25.00
CPR/AED /First Aid/Health Care class		15.00	15.00
Media-Cassette		3.00	3.00
Media-Video		1.00	1.00
Portable Breathalyzer Test (PBT)		5.00	5.00
Record Checks		10.00	10.00
Self defense course		30.00	30.00
<b>Program Fee</b>			
Summer Scholars Program Comprehensive Enrollment Fee (Deposit)	1	350.00	350.00
Summer Scholars Program Comprehensive Program Fee	1	1,150.00	1,150.00
<b>Recreational Sports Center</b>			
Intramural Semester Pass		35.00	35.00
Intramural Yearly Pass		60.00	60.00
Locker Rental Fee-Faculty, staff, and others, 4 month pass		80.00	80.00
Locker Rental Fee-Faculty, staff, and others, Academic Year Pass		95.00	95.00
Locker Rental Fee-Students, 4 month pass		80.00	80.00
Program Fees-separate fee schedules set by the Vice President for Finance and Business Services or designee		-	-
Second Year (Pre-semester) Adventure Trip		335.00	335.00
Sponsored Alumni/Community/Other Adults - Guests (13 years or older), per day		6.00	6.00
Towel Service-100 Towels		34.00	34.00
Towel Service-200 Towels		51.00	51.00
Towel Service-50 Towels		19.00	19.00
Towel Service-Daily Towel		1.00	1.00
<b>Recreational Sports Center-Membership Fees</b>			
Alumni/Community/Other Adults-Couple, 12 month pass		851.00	851.00
Alumni/Community/Other Adults-Family, 12 month pass		1,039.00	1,039.00
Alumni/Community/Other Adults-Individual Plus, 12 month pass		613.00	613.00
Alumni/Community/Other Adults-Senior citizen Individual (62 or over)-12 month pass		372.00	372.00
Alumni/Community/Other Adults-Senior citizen Individual Plus (62 or over)-12 month pass		491.00	491.00
Alumni/Community/Other Adults-Weekend pass		20.00	20.00
Branch campus (MUH-MUM), Couple-12 month pass		511.00	511.00
Branch campus (MUH-MUM), Individual Plus-12 month pass		368.00	368.00
Branch campus (MUH-MUM), spouse of full time student, Individual-12 month pass		279.00	279.00
Emeritus/retiree (or spouse), Couple-12 month pass		681.00	681.00

Emeritus/retiree (or spouse), Individual Plus-12 month pass		491.00	491.00
Emeritus/retiree (or spouse), Individual-12 month pass		372.00	372.00
Faculty/Staff (eligible for medical benefits)-Couple, 12 month pass-Less wellness allowance		(426.00)	(426.00)
Faculty/Staff (eligible for medical benefits)-Family, 12 month pass		1,039.00	1,039.00
Faculty/Staff (eligible for medical benefits)-Individual (or spouse), 12 month pass		465.00	465.00
Faculty/Staff (eligible for medical benefits)-Individual (or spouse), 12 month pass-Less wellness allowance		(233.00)	(233.00)
Faculty/Staff (eligible for medical benefits)-Individual Plus, 12 month pass		613.00	613.00
Faculty/Staff (eligible for medical benefits)-Individual Plus, 12 month pass-Less wellness allowance		(307.00)	(307.00)
Faculty/Staff (not eligible for medical benefits)-Couple, 12 month pass		766.00	766.00
Faculty/Staff (not eligible for medical benefits)-Family, 12 month pass		935.00	935.00
Faculty/Staff (not eligible for medical benefits)-Individual (or spouse), 12 month pass		419.00	419.00
Faculty/Staff (not eligible for medical benefits)-Individual Plus, 12 month pass		552.00	552.00
Membership Joining Fee-Family		75.00	75.00
Membership Joining Fee-Individual		50.00	50.00
Military Personnel-Individual or Spouse-12 month pass		419.00	419.00
Military Personnel-Individual Plus-12 month pass		552.00	552.00
Students-Oxford Full-time - included in general fee		-	-
Students-Oxford Part-time - included in general fee		-	-
<b>Residence Hall</b>			
Lock Out Fee		8.00	8.00
Temporary ID Card Fee		15.00	15.00
Unapproved Early Arrival Fee/Per Day		55.00	55.00
<b>Residual ACT Testing Fee - Regional Campuses</b>			
Residual ACT Testing Fee		42.50	42.50
<b>Saturday Art Program for Children</b>			
Saturday Art Program for Children, maximum per family		95.00	95.00
Saturday Art Program for Children, per child		53.00	53.00
<b>Second year program offerings</b>			
Second Year Pre-semester or Trip Fee		50.00	50.00
<b>Special Course/Lab Charges-Hamilton Campus</b>			
Art-ART 102	2, 3	10.00	10.00
Art-ART 103	2, 3	10.00	10.00
Art-ART 104	2, 3	15.00	15.00
Art-ART 105	2, 3	10.00	10.00
Art-ART 106	2, 3	20.00	20.00
Art-ART 111	2, 3	30.00	30.00
Art-ART 122	2, 3	30.00	30.00
Art-ART 147	2, 3	15.00	15.00
Art-ART 181	2, 3	10.00	10.00
Art-ART 221	2, 3	30.00	30.00
Art-ART 222	2, 3	30.00	30.00
Art-ART 231	2, 3	30.00	30.00
Art-ART 241	2, 3	30.00	30.00
Art-ART 255	2, 3	20.00	20.00
Art-ART 257	2, 3	30.00	30.00
Art-ART 271	2, 3	50.00	50.00
Art-ART 308E	2, 3	20.00	20.00
Art-ART 321	2, 3	30.00	30.00
Art-ART 322	2, 3	30.00	30.00
Art-ART 331	2, 3	30.00	30.00
Art-ART 341	2, 3	30.00	30.00
Art-ART 342	2, 3	30.00	30.00
Biology-BIO 115	2, 3	25.00	25.00
Biology-BIO 116	2, 3	25.00	25.00

Biology-BIO 161	2, 3	25.00	25.00
Biology-BIO 171	2, 3	25.00	25.00
Biology-BIO 172	2, 3	25.00	25.00
Chemistry-CHM 111.L	2, 3	25.00	25.00
Chemistry-CHM 131	2, 3	25.00	25.00
Chemistry-CHM 144	2, 3	25.00	25.00
Chemistry-CHM 145	2, 3	25.00	25.00
Chemistry-CHM 231	2, 3	25.00	25.00
Chemistry-CHM 244	2, 3	25.00	25.00
Chemistry-CHM 245	2, 3	25.00	25.00
Chemistry-CHM 332	2, 3	25.00	25.00
Chemistry-CHM 364	2, 3	25.00	25.00
Computer and Information Technology (CIT) course fee	2, 3	50.00	50.00
Engineering Technology (ENT) course fee	2, 3	50.00	50.00
Geology-GLG 115L	2, 3	25.00	25.00
Geology-GLG 311	2, 3	25.00	25.00
Microbiology-MBI 123	2, 3	25.00	25.00
Microbiology-MBI 161	2, 3	25.00	25.00
Nursing-NSG 261	2, 3	200.00	200.00
Nursing-NSG 262	2, 3	200.00	200.00
Nursing-NSG 313	2, 3	200.00	200.00
Nursing-NSG 352	2, 3	200.00	200.00
Nursing-NSG 354	2, 3	200.00	200.00
Nursing-NSG 362	2, 3	200.00	200.00
Nursing-NSG 364	2, 3	200.00	200.00
Nursing-NSG 420	2, 3	200.00	200.00
Nursing-NSG 431	2, 3	200.00	200.00
Nursing-NSG 452	2, 3	200.00	200.00
Nursing-NSG 462	2, 3	200.00	200.00
Nursing-NSG 464	2, 3	200.00	200.00
Physics-PHY 161	2, 3	25.00	25.00
Physics-PHY 162	2, 3	25.00	25.00
Physics-PHY 173	2, 3	25.00	25.00
Physics-PHY 174	2, 3	25.00	25.00
Physics-PHY 183	2, 3	25.00	25.00
Physics-PHY 184	2, 3	25.00	25.00
Physics-PHY 191	2, 3	25.00	25.00
Teacher Education-EDT 181	2, 3	25.00	25.00
Teacher Education-EDT 182	2, 3	25.00	25.00
<b>Special Course/Lab Charges-Middletown Campus</b>			
Art-ART 102	2, 3	10.00	10.00
Art-ART 103	2, 3	10.00	10.00
Art-ART 104	2, 3	15.00	15.00
Art-ART 105	2, 3	10.00	10.00
Art-ART 106	2, 3	20.00	20.00
Art-ART 111	2, 3	30.00	30.00
Art-ART 122	2, 3	30.00	30.00
Art-ART 147	2, 3	15.00	15.00
Art-ART 181	2, 3	10.00	10.00
Art-ART 221	2, 3	30.00	30.00
Art-ART 222	2, 3	30.00	30.00
Art-ART 231	2, 3	30.00	30.00
Art-ART 241	2, 3	30.00	30.00
Art-ART 255	2, 3	20.00	20.00
Art-ART 257	2, 3	30.00	30.00
Art-ART 271	2, 3	50.00	50.00

Art-ART 321	2, 3	30.00	30.00
Art-ART 322	2, 3	30.00	30.00
Art-ART 331	2, 3	30.00	30.00
Art-ART 341	2, 3	30.00	30.00
Art-ART 342	2, 3	30.00	30.00
Biology-BIO 115	2, 3	25.00	25.00
Biology-BIO 116	2, 3	25.00	25.00
Biology-BIO 161	2, 3	25.00	25.00
Biology-BIO 171	2, 3	25.00	25.00
Biology-BIO 172	2, 3	25.00	25.00
Chemistry-CHM 111.L	2, 3	25.00	25.00
Chemistry-CHM 131	2, 3	25.00	25.00
Chemistry-CHM 144	2, 3	25.00	25.00
Chemistry-CHM 145	2, 3	25.00	25.00
Chemistry-CHM 231	2, 3	25.00	25.00
Chemistry-CHM 244	2, 3	25.00	25.00
Chemistry-CHM 245	2, 3	25.00	25.00
Chemistry-CHM 332	2, 3	25.00	25.00
Chemistry-CHM 364	2, 3	25.00	25.00
Computer and Information Technology (CIT) course fee	2, 3	50.00	50.00
Engineering Technology (ENT) course fee	2, 3	50.00	50.00
Geology-GLG 115L	2, 3	25.00	25.00
Geology-GLG 311	2, 3	25.00	25.00
Microbiology-MBI 123	2, 3	25.00	25.00
Microbiology-MBI 161	2, 3	25.00	25.00
Nursing-NSG 261	2, 3	200.00	200.00
Nursing-NSG 262	2, 3	200.00	200.00
Nursing-NSG 313	2, 3	200.00	200.00
Nursing-NSG 352	2, 3	200.00	200.00
Nursing-NSG 354	2, 3	200.00	200.00
Nursing-NSG 362	2, 3	200.00	200.00
Nursing-NSG 364	2, 3	200.00	200.00
Nursing-NSG 420	2, 3	200.00	200.00
Nursing-NSG 431	2, 3	200.00	200.00
Nursing-NSG 452	2, 3	200.00	200.00
Nursing-NSG 462	2, 3	200.00	200.00
Nursing-NSG 464	2, 3	200.00	200.00
Physics-PHY 161	2, 3	25.00	25.00
Physics-PHY 162	2, 3	25.00	25.00
Physics-PHY 173	2, 3	25.00	25.00
Physics-PHY 174	2, 3	25.00	25.00
Physics-PHY 183	2, 3	25.00	25.00
Physics-PHY 184	2, 3	25.00	25.00
Physics-PHY 191	2, 3	25.00	25.00
Teacher Education-EDT 181	2, 3	25.00	25.00
Teacher Education-EDT 182	2, 3	25.00	25.00
<b>Special Course/Lab Charges-Oxford Campus</b>			
ACC 695 HBDI Assessment Fee	2, 3	8.00	8.00
Art-ART 102	2, 3	10.00	10.00
Art-ART 103	2, 3	10.00	10.00
Art-ART 104	2, 3	15.00	15.00
Art-ART 111	2, 3	30.00	30.00
Art-ART 121	2, 3	30.00	30.00
Art-ART 131	2, 3	55.00	55.00
Art-ART 140	2, 3	55.00	55.00
Art-ART 145	2, 3	25.00	25.00

Art-ART 146	2, 3	25.00	25.00
Art-ART 147	2, 3	20.00	20.00
Art-ART 149	2, 3	25.00	25.00
Art-ART 155	2, 3	15.00	15.00
Art-ART 160	2, 3	35.00	35.00
Art-ART 165	2, 3	45.00	45.00
Art-ART 170	2, 3	40.00	40.00
Art-ART 195	2, 3	30.00	30.00
Art-ART 221	2, 3	50.00	50.00
Art-ART 222	2, 3	50.00	50.00
Art-ART 231	2, 3	30.00	30.00
Art-ART 233	2, 3	10.00	10.00
Art-ART 241	2, 3	75.00	75.00
Art-ART 251	2, 3	75.00	75.00
Art-ART 252	2, 3	75.00	75.00
Art-ART 254	2, 3	75.00	75.00
Art-ART 255	2, 3	100.00	100.00
Art-ART 257	2, 3	100.00	100.00
Art-ART 261	2, 3	100.00	100.00
Art-ART 264	2, 3	100.00	100.00
Art-ART 271	2, 3	100.00	100.00
Art-ART 281	2, 3	30.00	30.00
Art-ART 285	2, 3	10.00	10.00
Art-ART 286	2, 3	10.00	10.00
Art-ART 295	2, 3	30.00	30.00
Art-ART 296	2, 3	30.00	30.00
Art-ART 309	2, 3	10.00	10.00
Art-ART 314	2, 3	10.00	10.00
Art-ART 315	2, 3	10.00	10.00
Art-ART 316	2, 3	10.00	10.00
Art-ART 317	2, 3	10.00	10.00
Art-ART 318	2, 3	10.00	10.00
Art-ART 319	2, 3	10.00	10.00
Art-ART 320	2, 3	50.00	50.00
Art-ART 320A	2, 3	50.00	50.00
Art-ART 320B	2, 3	50.00	50.00
Art-ART 320C	2, 3	50.00	50.00
Art-ART 331	2, 3	30.00	30.00
Art-ART 332	2, 3	30.00	30.00
Art-ART 341	2, 3	100.00	100.00
Art-ART 342	2, 3	100.00	100.00
Art-ART 343	2, 3	20.00	20.00
Art-ART 344	2, 3	20.00	20.00
Art-ART 345	2, 3	20.00	20.00
Art-ART 350	2, 3	30.00	30.00
Art-ART 351	2, 3	100.00	100.00
Art-ART 352	2, 3	100.00	100.00
Art-ART 354	2, 3	100.00	100.00
Art-ART 357	2, 3	100.00	100.00
Art-ART 358	2, 3	100.00	100.00
Art-ART 361	2, 3	100.00	100.00
Art-ART 362	2, 3	100.00	100.00
Art-ART 364	2, 3	100.00	100.00
Art-ART 365	2, 3	100.00	100.00
Art-ART 371	2, 3	100.00	100.00
Art-ART 372	2, 3	100.00	100.00

Art-ART 386	2, 3	10.00	10.00
Art-ART 389	2, 3	10.00	10.00
Art-ART 395	2, 3	30.00	30.00
Art-ART 421	2, 3	30.00	30.00
Art-ART 422	2, 3	30.00	30.00
Art-ART 431	2, 3	30.00	30.00
Art-ART 432	2, 3	30.00	30.00
Art-ART 441	2, 3	100.00	100.00
Art-ART 442	2, 3	100.00	100.00
Art-ART 450	2, 3	100.00	100.00
Art-ART 451	2, 3	100.00	100.00
Art-ART 452	2, 3	100.00	100.00
Art-ART 455	2, 3	10.00	10.00
Art-ART 457	2, 3	100.00	100.00
Art-ART 458	2, 3	100.00	100.00
Art-ART 461	2, 3	100.00	100.00
Art-ART 462	2, 3	100.00	100.00
Art-ART 464	2, 3	100.00	100.00
Art-ART 471	2, 3	100.00	100.00
Art-ART 472	2, 3	100.00	100.00
Art-ART 480	2, 3	10.00	10.00
Art-ART 485/585	2, 3	10.00	10.00
Art-ART 486/586	2, 3	10.00	10.00
Art-ART 487/587	2, 3	10.00	10.00
Art-ART 489/589	2, 3	10.00	10.00
Art-ART 492	2, 3	30.00	30.00
Art-ART 493	2, 3	30.00	30.00
Art-ART 495	2, 3	30.00	30.00
Art-ART 541	2, 3	100.00	100.00
Art-ART 542	2, 3	100.00	100.00
Art-ART 555	2, 3	10.00	10.00
Art-ART 557	2, 3	100.00	100.00
Art-ART 561	2, 3	100.00	100.00
Art-ART 562	2, 3	100.00	100.00
Art-ART 564	2, 3	100.00	100.00
Art-ART 571	2, 3	100.00	100.00
Art-ART 585	2, 3	10.00	10.00
Art-ART 586	2, 3	10.00	10.00
Art-ART 587	2, 3	10.00	10.00
Art-ART 589	2, 3	10.00	10.00
Art-ART 640	2, 3	100.00	100.00
Art-ART 650	2, 3	100.00	100.00
Art-ART 660	2, 3	100.00	100.00
Art-ART 664	2, 3	100.00	100.00
Art-ART 670	2, 3	100.00	100.00
Art-ART 680	2, 3	10.00	10.00
Art-ART MPT/MPF 189	2, 3	10.00	10.00
Art-ART/IMS 259	2, 3	30.00	30.00
Art-ART/IMS 359	2, 3	30.00	30.00
Art-MPC 497	2, 3	10.00	10.00
Art-MPC 498/598	2, 3	10.00	10.00
Art-MPC 598	2, 3	11.00	11.00
Art-MPF 185	2, 3	10.00	10.00
Art-MPF 187	2, 3	10.00	10.00
Art-MPF 188	2, 3	10.00	10.00
Art-MPF 279	2, 3	10.00	10.00

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

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

Kinesiology and Health-Equestrian Center Classes-KNH 150.G	2, 3	330.00	330.00
Kinesiology and Health-Equestrian Center Classes-KNH 150.H	2, 3	330.00	330.00
Kinesiology and Health-Equestrian Center Classes-KNH 150.I	2, 3	330.00	330.00
Kinesiology and Health-Goggin Ice Center Classes-(broomball, hockey, & skating)	2, 3	60.00	60.00
Kinesiology and Health-Volleyball Officiating Course-KNH 122	2, 3	140.00	140.00
Microbiology-MBI 123	2, 3	25.00	25.00
Microbiology-MBI 143	2, 3	25.00	25.00
Microbiology-MBI 201	2, 3	25.00	25.00
Microbiology-MBI 201H	2, 3	25.00	25.00
Microbiology-MBI 223	2, 3	25.00	25.00
Microbiology-MBI 333	2, 3	60.00	60.00
Microbiology-MBI 405	2, 3	25.00	25.00
Microbiology-MBI 415	2, 3	25.00	25.00
Microbiology-MBI 425	2, 3	25.00	25.00
Microbiology-MBI 435	2, 3	25.00	25.00
Microbiology-MBI 465	2, 3	25.00	25.00
Microbiology-MBI 475	2, 3	25.00	25.00
Microbiology-MBI 487	2, 3	30.00	30.00
Microbiology-MBI 488	2, 3	60.00	60.00
Microbiology-MBI 489	2, 3	60.00	60.00
MKT 622 HBDI Assessment Fee	2, 3	8.00	8.00
Music-MUS 100E, Marching Band-Fall Semester Only	2, 3	105.00	105.00
Music-MUS 112, Lab Choir	2, 3	20.00	20.00
Music-MUS 232A	2, 3	22.00	22.00
Music-MUS 232B	2, 3	22.00	22.00
Online Chemistry Prep Course-CHM149	2, 3	350.00	350.00
Outdoor Pursuit Center Courses-KNH 150.A	2, 3	180.00	180.00
Outdoor Pursuit Center Courses-KNH 150.B	2, 3	180.00	180.00
Outdoor Pursuit Center Courses-KNH 150.C	2, 3	180.00	180.00
Outdoor Pursuit Center Courses-KNH 150.J	2, 3	240.00	240.00
Outdoor Pursuit Center Courses-KNH 150.K	2, 3	240.00	240.00
Physics-PHY 103	2, 3	25.00	25.00
Physics-PHY 161	2, 3	25.00	25.00
Physics-PHY 162	2, 3	25.00	25.00
Physics-PHY 191	2, 3	25.00	25.00
Physics-PHY 191H	2, 3	25.00	25.00
Physics-PHY 192	2, 3	25.00	25.00
Physics-PHY 286	2, 3	25.00	25.00
Physics-PHY 293	2, 3	25.00	25.00
Physics-PHY 294	2, 3	25.00	25.00
Physics-PHY 471	2, 3	25.00	25.00
Psychology- PSY 351	2, 3	50.00	50.00
Speech Pathology and Audiology-SPA 605	2, 3	100.00	100.00
Speech Pathology and Audiology-SPA 750	2, 3	100.00	100.00
Teacher Education-ART 419	2, 3	280.00	280.00
Teacher Education-ART 419.I	2, 3	1,200.00	1,200.00
Teacher Education-ART 419.O	2, 3	800.00	800.00
Teacher Education-EDP 419F	2, 3	136.00	136.00
Teacher Education-EDP 419F TPA Testing	2, 3	150.00	150.00
Teacher Education-EDT 419A	2, 3	136.00	136.00
Teacher Education-EDT 419A TPA Testing	2, 3	150.00	150.00
Teacher Education-EDT 419E	2, 3	136.00	136.00
Teacher Education-EDT 419E TPA Testing	2, 3	150.00	150.00
Teacher Education-EDT 419M	2, 3	136.00	136.00
Teacher Education-EDT 419M TPA Testing	2, 3	150.00	150.00
Teacher Education-EDT 519	2, 3	136.00	136.00

Teacher Education-EDT 519 TPA Testing	2, 3	150.00	150.00
Teacher Education-EDT 519A	2, 3	136.00	136.00
Teacher Education-EDT 519A TPA Testing	2, 3	150.00	150.00
Teacher Education-MUS 175	2, 3	66.00	66.00
Teacher Education-MUS 355	2, 3	66.00	66.00
Teacher Education-MUS 359	2, 3	66.00	66.00
Teacher Education-MUS419	2, 3	330.00	330.00
Theatre- THE 292	2,3	100.00	100.00
Theatre-THE 131 Field Trip Fee	2, 3	17.00	17.00
Theatre-THE 151	2, 3	75.00	75.00
Theatre-THE 210B	2, 3	90.00	90.00
Theatre-THE 210E Puppetry Supplies Fee	2, 3	55.00	55.00
Theatre-THE 253 Supplies	2, 3	12.00	12.00
Theatre-THE 258 Supply Fee	2, 3	100.00	100.00
Theatre-THE 455F Advanced problems in advanced mask up and mask design	2, 3	200.00	200.00
<b>Speech and Hearing Clinic Charges</b>			
Assessment of Tinnitus	3	70.00	70.00
Audiology Evaluation Services-Cerumen management (two ears)	6	70.00	70.00
Audiology Evaluation Services-comprehensive hearing evaluation	6	100.00	100.00
Audiology Evaluation Services-Pure tone audiometry screening (air)	6	15.00	15.00
Audiology Evaluation Services-Speech audiometry (threshold/discrimination)	6	30.00	30.00
Audiology Evaluation Services-Spontaneous nystagmus test	6	-	-
Audiology Evaluation Services-Tympanometry	6	40.00	40.00
Audiology Evaluation Services-Vertical electrodes	6	-	-
Audiology Evaluation Services-Vestibular function tests	6	-	-
Audiology Evaluation Services-Visual reinforcement audiometry	6	50.00	50.00
Products-Earmold	6	105.00	105.00
Products-Power Earmod	6	125.00	125.00
<b>Student Affairs</b>			
Activity No-Show Fee		10.00	10.00
<b>Student Counseling Services</b>			
Attentional Problem Evaluation		25.00	25.00
Counseling Session-no show (Psychiatric follow-up)		25.00	25.00
Counseling Session-no show any session		25.00	25.00
Psychiatric services - follow-up/medical check		25.00	25.00
Psychiatric services - initial psychiatric evaluation		40.00	40.00
Therapy/Counseling, per session (first five sessions covered by general fund)		25.00	25.00
<b>Student Health Services</b>			
Appointment No-Show Fee		20.00	20.00
Insurance Waiver - Late Processing Fee		35.00	35.00
Miscellaneous OTC Personal Health Products		.10 - .50	.10 - .50
Student health services charges health insurance plans for usual and customary rates per industry practice		-	-
<b>Student Legal Services</b>			
Student Legal Services, per year		20.00	20.00
<b>Student Orientation Program</b>			
Confirmation Deposit (Oxford Pathway program)		95.00	95.00
Orientation Housing per night		30.50	30.50
Orientation Meal (per person)		30.00	30.00
Orientation Parking Fee		3.00	3.00
Pre-Semester Pilot Program		250.00	250.00
Regional Orientation & Registration Fee (S.O.A.R) NOTE: Non-Refundable		40.00	40.00
<b>Substance Abuse Violations</b>			
Chemical abuse education program		200.00	200.00
Substance abuse assessments		250.00	250.00
Two hour substance abuse program		150.00	150.00

Two hour tobacco cessation program		150.00	150.00
<b>Test Administration Fee</b>			
CLEP		20.00	20.00
Distance Learning Exam		20.00	20.00
MAT Exam		20.00	20.00
<b>Western Lodge &amp; WRA Cabin</b>			
Rental Fee -MU Users (no charge)		-	-
Rental Fee -Non-University Users		60.00	60.00
<b>Wilks Leadership Institute</b>			
LeaderShape participant fee		150.00	150.00
Scholar Leader Winter Immersion Service Experience (WISE) deposit		75.00	75.00
Wilks Leadership Workshop Fee		35.00	35.00
Wilks U-Lead Housing Fee		Actual housing cost	Actual housing cost
Wilks U-Lead Participant Fee		125.00	125.00

**Notes:**

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

**Miami University**  
**FY 2019 - Academic Year 2018-2019**  
**Miscellaneous Fees**

**New Fee**  
**Change**

Table 2: New and increased fees applying to Miami Tuition Promise Fall 2016 Cohort

Fee	Notes	2017-2018	Proposed 2018-2019
<b>Admission Fee</b>			
Oxford Campus Enrollment Fee	1	95.00	95.00
University Contract Confirmation Deposit	1	330.00	330.00
<b>American Culture and English</b>			
American Culture and English (ACE) Program fee (Repeating Students)		500.00	500.00
American Culture and English Program (ACE) program fee		1,000.00	1,000.00
IHAWK Pre-Semester American Academic Culture (PAAC) program fee		750.00	750.00
<b>Application Fee</b>			
Oxford Campus-Admission to Graduate Degree Programs		50.00	50.00
Oxford Campus-Admission to Undergraduate Programs		50.00	50.00
Oxford Campus-International Students		70.00	70.00
Oxford Campus-Transient Students		50.00	50.00
Oxford Campus-Unclassified Students		50.00	50.00
<b>Bursar Miscellaneous Charges</b>			
Bad Check Charge		30.00 or maximum allowable by law	30.00 or maximum allowable by law
Charges on Unpaid Balance		Prime rate + 3%	Prime rate + 3%
Late Payment		150.00	150.00
Late Registration (each Monday after the final date, an additional \$27.00)		27.00	27.00
<b>Business School Premium</b>			
Oxford Campus Business School Courses, per credit hour		110.00	110.00
<b>Career Exploration and Testing Center Charges</b>			
Career Testing, each career assessment		16.00	16.00
Enrollment in EDL100 for Myers-Briggs and Strong Interest Testing (three standardized career assessments)		32.00	32.00
<b>Career Services</b>			
Job Fair		100.00 - 550.00	100.00 - 550.00
<b>CEC Premium</b>			
Oxford Campus College of Engineering and Computing Majors, full-time, taking 12 or more credit hours, per semester		400.00	400.00
Oxford Campus College of Engineering and Computing Majors, part-time, taking 1-11 credit hours, per credit hour		33.25	33.25
<b>Chemistry and Biochemistry Department</b>			
ICP Atomic Emission Spectroscopy-MU User, Sample Prep, per hour/1 hour minimum		40.00	40.00
ICP Atomic Emission Spectroscopy-MU User, Staff Operated, per hour		30.00	30.00
ICP Atomic Emission Spectroscopy-MU User, Torch Time, additional per hour		23.00	23.00
ICP Atomic Emission Spectroscopy-MU User, Torch Time, first hour		30.00	30.00
ICP Atomic Emission Spectroscopy-MU User, Training cost		100.00	100.00
ICP Atomic Emission Spectroscopy-Non-MU User, Sample Prep, case by case		Case by case	Case by case
ICP Atomic Emission Spectroscopy-Non-MU User, Staff Operated, per hour, after second hour		50.00	50.00
ICP Mass Spectrometer-Clean Up-Frit nebulizer		50.00	50.00
ICP Mass Spectrometer-Clean Up-Ultrasonic nebulizer		100.00	100.00
ICP Mass Spectrometer-Non-MU Users (typically may not operate machine)-Torch time, 1 to 5 elements, per hour		70.00	70.00
ICP Mass Spectrometer-Non-MU Users (typically may not operate machine)-Torch time, greater than 5 elements, per element/per hour		8.00	8.00
ICP Mass Spectrometer-Torch time, MU User, additional per hour		45.00	45.00
ICP Mass Spectrometer-Torch time, MU User, first hour		60.00	60.00
NMR Spectrometers-500 MHz Solution, MU User, per hour, night rate		2.50	2.50
NMR Spectrometers-850MHz Solution, Non-MU User, per hour		285.00	285.00
Raman Laboratory Kits		100.00	100.00
<b>Child Care Programs-Hamilton Campus-Faculty/Staff</b>			
Full-time Rate (4/5 day)		2,994.00/2,395.00	2,994.00/2,395.00
Registration, one child/each additional		50.00/30.00	50.00/30.00
Three Day Semester Rate		2,285.00/1,829.00	2,285.00/1,829.00

Two Day Semester Rate		1,734.00/1,387.00	1,734.00/1,387.00
<b>Child Care Programs-Hamilton Campus-Students</b>			
Full-time Rate (4/5 day)		2,678.00/2,142.00	2,678.00/2,142.00
Registration, one child/each additional		50.00/25.00	50.00/25.00
Three Day Semester Rate		1,969.00/1,576.00	1,969.00/1,576.00
Two Day Semester Rate		1,339.00/1,071.00	1,339.00/1,071.00
<b>Chinese Proficiency Tests - Confucius Institute</b>			
Chinese Proficiency Test (HSK, BCT, and YCT) -- fee based on candidate's level and test module		20.00 - 70.00	20.00-70.00
<b>Climer Lodge/Simpson-Shade</b>			
Additional Room Cleaning Fee		250.00	250.00
Room Charge		70.00	70.00
<b>Code of Conduct Violations</b>			
Code of Conduct Administration Charges, per incident		50.00	50.00
Ethics and Integrity Mandatory Program		200.00	200.00
<b>Commencement/Degree Application Fee</b>			
Thesis Microfilming and Binding		80.00	80.00
<b>Community Engagement and Services</b>			
Community Plunge (early move-in experience)		130.00	130.00
Service Learning Courses Utilizing Community Engagement and Services Office		50.00	50.00
<b>Commuter Center</b>			
Commuter Center-Lock Replacement Fee		25.00	25.00
<b>Compass Accuplacer Assessment-Hamilton Campus</b>			
Compass Accuplacer Assessment Retake Fee-one per semester, per subject	1	10.00	10.00
<b>Compass Accuplacer Assessment-Middletown Campus</b>			
Compass Accuplacer Assessment Retake Fee-one per semester, per subject	1	10.00	10.00
<b>Computer Printing Charge</b>			
Computer Printing Charge-Black and White, per copy		0.10	0.10
Computer Printing Charge-Color, per copy		0.25	0.25
<b>Conference Administration Charge</b>			
Conference Administration Charge, charged to external groups		10% of invoiced fees	10% of invoiced fees
<b>Conference Fee</b>			
Perlmutter Conference No Show Fee		21.00	21.00
<b>Credit Workshops</b>			
iDiscovery Program Fee		200.00	200.00
<b>Cultural and Athletic Events-Hamilton and Middletown Campuses</b>			
Event Ticket Prices Set by the Regional Campus Dean or Designee		-	-
<b>Data and Video Network</b>			
Fee for Non-warranty computer and associated repair (including labor)		actual cost	actual cost
Network copyright notification-First incident		100.00	100.00
Network copyright notification-Second incident and more		200.00	200.00
Workstation Remediation Fee for Non-Miami Laptops		actual cost	actual cost
<b>Diversity Affairs</b>			
MADE Deposit		60.00	60.00
<b>English Language Center</b>			
English Language Center Intensive English Program Fee Level 1-3 (19 contact hours)		6,600.00	6,600.00
English Language Center Program Fee Levels 1-4		1,000.00	1,000.00
<b>Facility Rentals</b>			
Facility Rentals-Hamilton and Middletown Campuses-Fees Set by Regional Campus Dean or Designee		-	-
<b>Fine Arts Program Fee</b>			
Architecture/Interior Design Majors, per semester		50.00	50.00
Music Majors, per semester		50.00	50.00
<b>General Counsel</b>			
Land Deed Preparation Fee		25.00	25.00
<b>Global Initiatives</b>			
Graduate International Student Orientation and Integration Service Fee		100.00	100.00
International Travel Insurance Pass Through Fee		58.00	58.00
Services Provided by International SOS (ISOS) Worldwide		Actual Invoiced Costs	Actual Invoiced Costs
Study Abroad Administration Fee (Non-Miami organized programs)		175.00	175.00
Study Abroad/Away Administration Fee (Faculty-led Miami programs)		175.00	175.00
Undergraduate International Student Orientation and Integration Service Fee		200.00	200.00
Workshop Administrative Fee		25.00	25.00

<b>Goggin Ice Center</b>			
Facility Rental (resurfacing time is deducted from each hour)-B Pad-Miami Student Groups (groups larger than 50 subject to surcharge), per hour		175.00	175.00
Facility Rental 6% discount for groups that rent more than 20 hours of Ice in one billing cycle for both A & B Pad		265.00	265.00
Figure Skating and Hockey (Patch, Free Style, Dance or Program, each)-All others		9.50	9.50
Figure Skating and Hockey (Patch, Free Style, Dance or Program, each)-Miami Student (30 min)		6.25	6.25
Figure Skating and Hockey (Patch, Free Style, Dance or Program, each)-Miami University Students		8.50	8.50
Figure Skating and Hockey (Patch, Free Style, Dance or Program, each)-Non-Miami Student (30 min)		7.25	7.25
Figure Skating and Hockey (Patch, Free Style, Dance or Program, each)-Open hockey		9.50	9.50
Group Skating Lessons (15-20 per group) Six weeks of 45 minute lessons		97.00	97.00
Intramural Leagues-Broomball (1 season with 8 games each)		175.00	175.00
Intramural Leagues-Broomball (10 games)		200.00	200.00
Intramural Leagues-Broomball (2 seasons with 6 games each)		155.00	155.00
Intramural Leagues-Hockey (1 seasons with 8 games each)		410.00	410.00
Intramural Leagues-Hockey (10 games)		500.00	500.00
Intramural Leagues-Hockey (2 seasons with 6 games each)		365.00	365.00
Locker Rental-Coin locker, per session		0.50	0.50
Locker Rental-Extra-large storage locker, per semester		190.00	190.00
Locker Rental-Extra-large storage locker, per year		355.00	355.00
Locker Rental-Large storage locker, per semester		85.00	85.00
Locker Rental-Large storage locker, per year		140.00	140.00
Public Sessions-All others, per session		9.00	9.00
Public Sessions-High school students and younger, per session		7.75	7.75
Public Sessions-Miami University students with ID cards, per session		5.75	5.75
Public Sessions-Noon skate		6.00	6.00
Skate Sharpening-Figures skates, per pair		5.75	5.75
Skate Sharpening-Hockey, per pair		9.50	9.50
Skate/Broomball Shoe Rental-Participants in all other activities, per session		3.25	3.25
Skate/Broomball Shoe Rental-Participants in Kinesiology and Health Classes, per class and noon skate		2.50	2.50
<b>Identification Card Replacement Charge</b>			
Identification Card Replacement Charge-Hamilton Campus		20.00	20.00
Identification Card Replacement Charge-Middletown Campus		20.00	20.00
Identification Card Replacement Charge-Oxford Campus		35.00	35.00
<b>International Student Exchange Deposit</b>			
Exchange Student Deposit-Business	9	1,000.00	1,000.00
<b>Intrafraternity Council</b>			
Fraternity Recruitment		30.00	30.00
Sorority Recruitment		30.00	30.00
<b>Learning Assistance Tutoring Charges</b>			
Learning Assistance-Oxford Campus-Tutoring sessions-no show fee		15.00	15.00
<b>Library Fines and Fees</b>			
Camera Tripod (24 hour loan; no charge)		-	-
Camera Tripod, Maximum		15.00	15.00
Camera Tripod, Overdue charge, per hour		0.50	0.50
Camera Tripod, Processing fee		10.00	10.00
Digital Translator Replacement Fee		160.00	160.00
Digital Voice Recorder (four hour loan; no charge)		-	-
Digital Voice Recorder, Maximum		15.00	15.00
Digital Voice Recorder, Overdue charge, per hour		0.50	0.50
Digital Voice Recorder, Processing fee		25.00	25.00
Digital Voice Recorder, Replacement cost		65.00	65.00
Financial Calculator (24 hour loan; no charge)		-	-
Financial Calculator Overdue charge, per hour		0.50	0.50
Financial Calculator, Maximum		15.00	15.00
Financial Calculator, Processing fee		10.00	10.00
Financial Calculator, Replacement cost		60.00	60.00
Firewire Cable, Processing fee		10.00	10.00
Firewire Cable, Replacement cost		5.00	5.00
Graphing Calculator (24 hour loan; no charge)		-	-
Graphing Calculator Overdue charge, per hour		0.50	0.50

Head Phones-Maximum		15.00	15.00
Head Phones-Overdue charge, per hour		0.50	0.50
Head Phones-Processing fee		10.00	10.00
Head Phones-Replacement cost		10.00	10.00
IPad-(in library use only)-Up to three hours (requires Miami ID and one other form of ID)		-	-
Laptop Computer or Digital Camera (in library use only)-Billing fee (non-refundable) (6)	4	25.00	25.00
Laptop Computer or Digital Camera (in library use only)-Overdue laptop, per hour (maximum of \$100.00)		5.00	5.00
Laptop Computer or Digital Camera (in library use only)-Replacement charge laptop - Macintosh		1,300.00	1,300.00
Laptop Computer or Digital Camera (in library use only)-Replacement charge laptop - Windows		1,000.00	1,000.00
Laptop Computer or Digital Camera (in library use only)-Replacement Charge-Digital Camera		150.00	150.00
Laptop Computer or Digital Camera (in library use only)-Replacement Charge-Digital Camera Accessories (at cost)		at cost	at cost
Laptop Computer or Digital Camera (in library use only)-Up to three hours (requires Miami ID and one other form of ID)		-	-
Laptop/data projector (24 hour loan; no charge)		-	-
Laptop/data projector, Maximum		15.00	15.00
Laptop/data projector, Overdue charge, per hour		0.50	0.50
Laptop/data projector, Processing fee		30.00	30.00
Laptop/data projector, Replacement cost		500.00	500.00
Miami Libraries-Overdue Books, per book maximum		15.00	15.00
Miami Libraries-Overdue Books, per book/per day		0.50	0.50
Miami Libraries-Overdue Reserved Materials, each additional hour		0.75	0.75
Miami Libraries-Overdue Reserved Materials, first hour		2.50	2.50
Miami Libraries-Overdue Reserved Materials, maximum		24.25	24.25
Miami Libraries-Recalled Books, per book (student)/maximum		24.25	24.25
Miami Libraries-Recalled Books, per book (student)/per day		0.75	0.75
Miami Libraries-Replacement, per book, actual cost		actual cost	actual cost
Miami Libraries-Replacement, per book, billing		10.00	10.00
Miami Libraries-Replacement, per book, cataloging and processing		30.00	30.00
Miami Libraries-Replacement, per book, minimum		75.00	75.00
Microphone for Mac or PC (three hour loan; no charge)		-	-
Microphone for Mac or PC, Maximum		15.00	15.00
Microphone for Mac or PC, Overdue charge, per hour		0.50	0.50
Microphone for Mac or PC, Processing fee		10.00	10.00
Microphone for Mac or PC, Replacement cost		15.00	15.00
Miscellaneous Items for Sale-Batteries		at cost	at cost
Miscellaneous Items for Sale-CD, blank		1.00	1.00
Miscellaneous Items for Sale-Data storage device (Jump Drive)		actual cost	actual cost
Miscellaneous Items for Sale-DVD, blank		1.00	1.00
Miscellaneous Items for Sale-Earplugs, per pair		0.25	0.25
Miscellaneous Library Fees-Private Study Carrels (re-key for lost key)		25.00	25.00
Miscellaneous Library Fees-Storage locker keys (replacement)		7.00	7.00
Network Cables-Maximum		15.00	15.00
Network Cables-Overdue charge, per hour		0.50	0.50
Network Cables-Processing fee		10.00	10.00
Network Cables-Replacement cost		5.00	5.00
Nintendo 3Ds (24 hour loan; no charge)		-	-
Nintendo 3Ds Overdue charge, per hour		0.50	0.50
Nintendo 3Ds, Maximum		15.00	15.00
Nintendo 3Ds, Processing fee		10.00	10.00
Nintendo 3Ds, Replacement cost		250.00	250.00
OhioLINK Overdue Books, per book/Maximum		50.00	50.00
OhioLINK Overdue Books, per book/per day (1-30 days)		0.50	0.50
OhioLINK Overdue Books, per book/per day (31st day), late/overdue		35.00	35.00
OhioLINK, Replacement, per book		75.00	75.00
OhioLINK, Replacement, per book, cataloging and processing fee,		25.00	25.00
Portable DVD Player (four hour loan; no charge)		-	-
Portable DVD Player, Maximum		15.00	15.00
Portable DVD Player, Overdue charge, per hour		0.50	0.50
Portable DVD Player, Processing fee		10.00	10.00
Portable DVD Player, Replacement cost		150.00	150.00
Portable Public Address System (24 hour loan; no charge)		-	-
Portable Public Address System, Maximum		15.00	15.00

Portable Public Address System, Overdue charge, per hour		0.50	0.50
Portable Public Address System, Processing fee		30.00	30.00
Portable Public Address System, Replacement cost		100.00	100.00
Steady Cam (24 hour loan; no charge)		-	-
Steady Cam, Maximum		15.00	15.00
Steady Cam, Overdue charge, per hour		0.50	0.50
Steady Cam, Processing fee		10.00	10.00
Steady Cam, Replacement cost		150.00	150.00
Study Room Keys-Maximum		15.00	15.00
Study Room Keys-Overdue charge, per hour		0.50	0.50
Study Room Keys-Processing Fee		10.00	10.00
Study Room Keys-Replacement Cost		10.00	10.00
Tripod Dolly (24 hour loan; no charge)		-	-
Tripod Dolly, Maximum		15.00	15.00
Tripod Dolly, Overdue charge, per hour		0.50	0.50
Tripod Dolly, Processing fee		10.00	10.00
Tripod Dolly, Replacement cost		60.00	60.00
Video Monitor Cable (three hour loan; no charge)		-	-
Video Monitor Cable, Maximum		15.00	15.00
Video Monitor Cable, Overdue charge, per hour		0.50	0.50
Video Monitor Cable, Processing fee		10.00	10.00
Video Monitor Cable, Replacement cost		5.00	5.00
<b>Miami Metro</b>			
Miami Metro-Oxford Campus-Metro ride pass-Faculty and Staff, per semester		-	-
<b>MUDEC</b>			
MUDEC Study Tours, per semester		1,800.00	1,800.00
Orientation fee (one-time per student)		90.00	90.00
Partial Board (4 meal voucher per week), per semester		820.00	820.00
Study Abroad Administration Fee		125.00	125.00
<b>Music</b>			
Music-MUS 216, Applied Music for music theater minors		85.00	85.00
<b>Oxford Pathways Program</b>			
Pathways Student Fee		90.00	90.00
<b>Panhellenic</b>			
Sorority Recruitment - Late Registration		20.00	20.00
<b>Parking Fees and Fines-Hamilton and Middletown Campuses</b>			
Blocking any access road		15.00	15.00
Disregarding traffic control device		15.00	15.00
Failure to display parking permit		15.00	15.00
Hazardous operation		75.00	75.00
Illegal Parking-Parking by a non-handicapped driver in a space reserved for the handicapped		100.00	100.00
Illegal Parking-Parking in a restricted area		15.00	15.00
Illegal Parking-Parking on the grass		15.00	15.00
Speeding		30.00	30.00
Unregistered vehicle		10.00	10.00
<b>Parking Fees and Fines-Oxford Campus</b>			
Event Parking-Lot Attendant-charged to MU Departments/Organizations, per hour		25.00	25.00
Event Parking-Lot/Space Reservation Fee-charged to MU Departments/Organizations, fee per reserved space		1.00 - 5.00	1.00 - 5.00
Event Parking-Meter Reservations-charged to MU Department/Organizations, per space/per hour		1.00	1.00
Faculty and staff Garage permit, per year		425.00	425.00
Faculty and staff RED area annual permit, per year		125.00	125.00
Faculty and staff RED area annual permit, per year-2 person carpool		30.00	30.00
Faculty and staff RED area annual permit, per year-3 person carpool		-	-
Faculty and staff RED area daily permit, per day		2.00	2.00
Faculty, Staff, or Department Dedicated Parking Space		425.00	425.00
Failure to display valid permit/Improper display		35.00	35.00
Handicap Parking Violation		250.00	250.00
Illegal or improper parking (loading/service area, outside designated space, prohibited parking, prohibited yellow zone)		75.00	75.00
Illegal parking on grass/sidewalk		75.00	75.00
Impoundment/immobilization		200.00	200.00
Oxford campus parking garage rates-Campus Ave. garage-Daily maximum rate		10.00	10.00

Oxford campus parking garage rates-Campus Ave. garage-Garage Parking Vouchers		5.00	5.00
Oxford campus parking garage rates-Campus Ave. garage-Lost ticket fee		25.00	25.00
Oxford campus parking garage rates-Campus Ave. garage-Parking rate per first hour/per additional hours		1.00/.50	1.00/.50
Oxford campus parking garage rates-Engineering Bldg. garage-Daily maximum rate		15.00	15.00
Oxford campus parking garage rates-Engineering Bldg. garage-Garage Parking Vouchers		7.50	7.50
Oxford campus parking garage rates-Engineering Bldg. garage-Lost ticket fee		25.00	25.00
Oxford campus parking garage rates-Engineering Bldg. garage-Parking rate per first hour/per additional hours		2.00/1.00	2.00/1.00
Oxford campus parking garage rates-Event parking rate		5.00	5.00
Oxford campus parking garage rates-Overnight parking, per semester		520.00	520.00
Oxford campus parking garage rates-Replacement for Garage Access Card		5.00	5.00
Oxford campus students only-for a semester/academic year BLUE area permit		150.00	150.00
Oxford campus students only-for a semester/academic year YELLOW area permit		100.00	100.00
Oxford campus students only-for an academic year-Graduate Assistants-designated lots and student areas		50.00	50.00
Oxford campus students only-for each summer term		60.00	60.00
Oxford campus students only-for temporary permit (student - one week)		15.00	15.00
Oxford campus-Contractor-Red parking permit-day		3.00	3.00
Oxford campus-Contractor-Red parking permit-month		35.00	35.00
Oxford campus-Contractor-Red parking permit-week		10.00	10.00
Parking gate replacement fee		100.00	100.00
Reproduction/illegal use of decal		300.00	300.00
University Vehicles Parked in Red Permit Areas-Leased Vehicle		125.00	125.00
University Vehicles Parked in Red Permit Areas-Reserved Space		425.00	425.00
University Vehicles Parked in Red Permit Areas-State License Plate		125.00	125.00
Unregistered vehicle lookup		2.50	2.50
<b>Patterson Place</b>			
Room Charge		50.00	50.00
<b>Police</b>			
Bike Storage/Impound fee		25.00	25.00
CPR/AED /First Aid/Health Care class		15.00	15.00
Media-Cassette		3.00	3.00
Media-Video		1.00	1.00
Portable Breathalyzer Test (PBT)		5.00	5.00
Record Checks		10.00	10.00
Self defense course		30.00	30.00
<b>Program Fee</b>			
Summer Scholars Program Comprehensive Enrollment Fee (Deposit)	1	350.00	350.00
Summer Scholars Program Comprehensive Program Fee	1	1,150.00	1,150.00
<b>Recreational Sports Center</b>			
Intramural Semester Pass		35.00	35.00
Intramural Yearly Pass		60.00	60.00
Locker Rental Fee-Faculty, staff, and others, 4 month pass		80.00	80.00
Locker Rental Fee-Faculty, staff, and others, Academic Year Pass		95.00	95.00
Locker Rental Fee-Students, 4 month pass		80.00	80.00
Program Fees-separate fee schedules set by the Vice President for Finance and Business Services or designee		-	-
Second Year (Pre-semester) Adventure Trip		335.00	335.00
Sponsored Alumni/Community/Other Adults - Guests (13 years or older), per day		6.00	6.00
Towel Service-100 Towels		34.00	34.00
Towel Service-200 Towels		51.00	51.00
Towel Service-50 Towels		19.00	19.00
Towel Service-Daily Towel		1.00	1.00
<b>Recreational Sports Center-Membership Fees</b>			
Alumni/Community/Other Adults-Couple, 12 month pass		851.00	851.00
Alumni/Community/Other Adults-Family, 12 month pass		1,039.00	1,039.00
Alumni/Community/Other Adults-Individual Plus, 12 month pass		613.00	613.00
Alumni/Community/Other Adults-Senior citizen Individual (62 or over)-12 month pass		372.00	372.00
Alumni/Community/Other Adults-Senior citizen Individual Plus (62 or over)-12 month pass		491.00	491.00
Alumni/Community/Other Adults-Weekend pass		20.00	20.00
Branch campus (MUH-MUM), Couple-12 month pass		511.00	511.00
Branch campus (MUH-MUM), Individual Plus-12 month pass		368.00	368.00
Branch campus (MUH-MUM), spouse of full time student, Individual-12 month pass		279.00	279.00

Emeritus/retiree (or spouse), Couple-12 month pass		681.00	681.00
Emeritus/retiree (or spouse), Individual Plus-12 month pass		491.00	491.00
Emeritus/retiree (or spouse), Individual-12 month pass		372.00	372.00
Faculty/Staff (eligible for medical benefits)-Couple, 12 month pass-Less wellness allowance		(426.00)	(426.00)
Faculty/Staff (eligible for medical benefits)-Family, 12 month pass		1,039.00	1,039.00
Faculty/Staff (eligible for medical benefits)-Individual (or spouse), 12 month pass		465.00	465.00
Faculty/Staff (eligible for medical benefits)-Individual (or spouse), 12 month pass-Less wellness allowance		(233.00)	(233.00)
Faculty/Staff (eligible for medical benefits)-Individual Plus, 12 month pass		613.00	613.00
Faculty/Staff (eligible for medical benefits)-Individual Plus, 12 month pass-Less wellness allowance		(307.00)	(307.00)
Faculty/Staff (not eligible for medical benefits)-Couple, 12 month pass		766.00	766.00
Faculty/Staff (not eligible for medical benefits)-Family, 12 month pass		935.00	935.00
Faculty/Staff (not eligible for medical benefits)-Individual (or spouse), 12 month pass		419.00	419.00
Faculty/Staff (not eligible for medical benefits)-Individual Plus, 12 month pass		552.00	552.00
Membership Joining Fee-Family		75.00	75.00
Membership Joining Fee-Individual		50.00	50.00
Military Personnel-Individual or Spouse-12 month pass		419.00	419.00
Military Personnel-Individual Plus-12 month pass		552.00	552.00
Students-Oxford Full-time - included in general fee		-	-
Students-Oxford Part-time - included in general fee		-	-
<b>Residence Hall</b>			
Lock Out Fee		8.00	8.00
Temporary ID Card Fee		15.00	15.00
Unapproved Early Arrival Fee/Per Day		55.00	55.00
<b>Saturday Art Program for Children</b>			
Saturday Art Program for Children, maximum per family		95.00	95.00
Saturday Art Program for Children, per child		53.00	53.00
<b>Second year program offerings</b>			
Second Year Pre-semester or Trip Fee		50.00	50.00
<b>Special Course/Lab Charges-Oxford Campus</b>			
ACC 695 HBDI Assessment Fee	2, 3	8.00	8.00
Art-ART 102	2, 3	10.00	10.00
Art-ART 103	2, 3	10.00	10.00
Art-ART 104	2, 3	15.00	15.00
Art-ART 111	2, 3	32.00	32.00
Art-ART 121	2, 3	32.00	32.00
Art-ART 131	2, 3	55.00	55.00
Art-ART 140	2, 3	58.00	58.00
Art-ART 145	2, 3	26.00	26.00
Art-ART 146	2, 3	26.00	26.00
Art-ART 147	2, 3	21.00	21.00
Art-ART 149	2, 3	26.00	26.00
Art-ART 155	2, 3	16.00	16.00
Art-ART 160	2, 3	37.00	37.00
Art-ART 165	2, 3	47.00	47.00
Art-ART 170	2, 3	42.00	42.00
Art-ART 195	2, 3	32.00	32.00
Art-ART 221	2, 3	53.00	53.00
Art-ART 222	2, 3	53.00	53.00
Art-ART 231	2, 3	32.00	32.00
Art-ART 233	2, 3	11.00	11.00
Art-ART 241	2, 3	79.00	79.00
Art-ART 251	2, 3	79.00	79.00
Art-ART 252	2, 3	79.00	79.00
Art-ART 254	2, 3	79.00	79.00
Art-ART 255	2, 3	100.00	100.00
Art-ART 257	2, 3	105.00	105.00
Art-ART 261	2, 3	105.00	105.00
Art-ART 264	2, 3	105.00	105.00
Art-ART 271	2, 3	105.00	105.00
Art-ART 281	2, 3	32.00	32.00
Art-ART 285	2, 3	11.00	11.00
Art-ART 286	2, 3	11.00	11.00

Art-ART 295	2, 3	32.00	32.00
Art-ART 296	2, 3	32.00	32.00
Art-ART 309	2, 3	11.00	11.00
Art-ART 314	2, 3	11.00	11.00
Art-ART 315	2, 3	11.00	11.00
Art-ART 316	2, 3	11.00	11.00
Art-ART 317	2, 3	11.00	11.00
Art-ART 318	2, 3	11.00	11.00
Art-ART 319	2, 3	11.00	11.00
Art-ART 320	2, 3	53.00	53.00
Art-ART 320A	2, 3	53.00	53.00
Art-ART 320B	2, 3	53.00	53.00
Art-ART 320C	2, 3	53.00	53.00
Art-ART 331	2, 3	32.00	32.00
Art-ART 332	2, 3	32.00	32.00
Art-ART 341	2, 3	105.00	105.00
Art-ART 342	2, 3	105.00	105.00
Art-ART 343	2, 3	20.00	20.00
Art-ART 344	2, 3	20.00	20.00
Art-ART 345	2, 3	20.00	20.00
Art-ART 350	2, 3	32.00	32.00
Art-ART 351	2, 3	105.00	105.00
Art-ART 352	2, 3	105.00	105.00
Art-ART 354	2, 3	105.00	105.00
Art-ART 357	2, 3	105.00	105.00
Art-ART 358	2, 3	105.00	105.00
Art-ART 361	2, 3	105.00	105.00
Art-ART 362	2, 3	105.00	105.00
Art-ART 364	2, 3	105.00	105.00
Art-ART 365	2, 3	105.00	105.00
Art-ART 371	2, 3	105.00	105.00
Art-ART 372	2, 3	105.00	105.00
Art-ART 386	2, 3	11.00	11.00
Art-ART 389	2, 3	11.00	11.00
Art-ART 395	2, 3	32.00	32.00
Art-ART 421	2, 3	32.00	32.00
Art-ART 422	2, 3	32.00	32.00
Art-ART 431	2, 3	32.00	32.00
Art-ART 432	2, 3	32.00	32.00
Art-ART 441	2, 3	105.00	105.00
Art-ART 442	2, 3	105.00	105.00
Art-ART 450	2, 3	105.00	105.00
Art-ART 451	2, 3	105.00	105.00
Art-ART 452	2, 3	105.00	105.00
Art-ART 455	2, 3	11.00	11.00
Art-ART 457	2, 3	105.00	105.00
Art-ART 458	2, 3	105.00	105.00
Art-ART 461	2, 3	105.00	105.00
Art-ART 462	2, 3	105.00	105.00
Art-ART 464	2, 3	105.00	105.00
Art-ART 471	2, 3	105.00	105.00
Art-ART 472	2, 3	105.00	105.00
Art-ART 480	2, 3	11.00	11.00
Art-ART 485/585	2, 3	11.00	11.00
Art-ART 486/586	2, 3	11.00	11.00
Art-ART 487/587	2, 3	11.00	11.00
Art-ART 489/589	2, 3	11.00	11.00
Art-ART 492	2, 3	32.00	32.00
Art-ART 493	2, 3	32.00	32.00
Art-ART 495	2, 3	32.00	32.00
Art-ART 541	2, 3	100.00	100.00
Art-ART 542	2, 3	100.00	100.00
Art-ART 555	2, 3	10.00	10.00
Art-ART 557	2, 3	100.00	100.00

Art-ART 561	2, 3	100.00	100.00
Art-ART 562	2, 3	100.00	100.00
Art-ART 564	2, 3	100.00	100.00
Art-ART 571	2, 3	100.00	100.00
Art-ART 585	2, 3	10.00	10.00
Art-ART 586	2, 3	10.00	10.00
Art-ART 587	2, 3	10.00	10.00
Art-ART 589	2, 3	10.00	10.00
Art-ART 640	2, 3	100.00	100.00
Art-ART 650	2, 3	100.00	100.00
Art-ART 660	2, 3	100.00	100.00
Art-ART 664	2, 3	100.00	100.00
Art-ART 670	2, 3	100.00	100.00
Art-ART 680	2, 3	10.00	10.00
Art-ART MPT/MPF 189	2, 3	11.00	11.00
Art-ART/IMS 259	2, 3	32.00	32.00
Art-ART/IMS 359	2, 3	32.00	32.00
Art-MPC 497	2, 3	11.00	11.00
Art-MPC 498/598	2, 3	11.00	11.00
Art-MPC 598	2, 3	11.00	11.00
Art-MPF 185	2, 3	11.00	11.00
Art-MPF 187	2, 3	11.00	11.00
Art-MPF 188	2, 3	11.00	11.00
Art-MPF 279	2, 3	11.00	11.00
Art-MPT 311	2, 3	11.00	11.00
Art-MPT 312	2, 3	11.00	11.00
Art-MPT 381	2, 3	11.00	11.00
Art-MPT 382	2, 3	11.00	11.00
Art-MPT 383	2, 3	11.00	11.00
Art-MPT 480M/580M	2, 3	11.00	11.00
Art-MPT 480W/580W	2, 3	10.00	10.00
Art-MPT 480W/580W	2, 3	11.00	11.00
Art-MPT 580	2, 3	10.00	10.00
BIO/MBI 115	2, 3	25.00	25.00
BIO/MBI 115H	2, 3	25.00	25.00
BIO/MBI 116	2, 3	25.00	25.00
BIO/MBI 424	2, 3	25.00	25.00
Biology-BIO 155	2, 3	25.00	25.00
Biology-BIO 161	2, 3	25.00	25.00
Biology-BIO 204	2, 3	25.00	25.00
Biology-BIO 205	2, 3	25.00	25.00
Biology-BIO 305	2, 3	25.00	25.00
Biology-BIO 305W	2, 3	25.00	25.00
Biology-BIO 328	2, 3	25.00	25.00
Biology-BIO 333	2, 3	60.00	60.00
Biology-BIO 333W	2, 3	60.00	60.00
Biology-BIO 351	2, 3	25.00	25.00
Biology-BIO 361	2, 3	25.00	25.00
Biology-BIO 364	2, 3	25.00	25.00
Biology-BIO 402	2, 3	25.00	25.00
Biology-BIO 403	2, 3	25.00	25.00
Biology-BIO 407	2, 3	25.00	25.00
Biology-BIO 407W	2, 3	25.00	25.00
Biology-BIO 408	2, 3	60.00	60.00
Biology-BIO 409	2, 3	25.00	25.00
Biology-BIO 410	2, 3	25.00	25.00
Biology-BIO 410W	2, 3	25.00	25.00
Biology-BIO 411	2, 3	25.00	25.00
Biology-BIO 415	2, 3	25.00	25.00
Biology-BIO 425	2, 3	25.00	25.00
Biology-BIO 429	2, 3	25.00	25.00
Biology-BIO 453	2, 3	25.00	25.00
Biology-BIO 455	2, 3	25.00	25.00
Biology-BIO 458	2, 3	25.00	25.00

Biology-BIO 459	2, 3	25.00	25.00
Biology-BIO 463	2, 3	25.00	25.00
Biology-BIO 463W	2, 3	25.00	25.00
Biology-BIO 464	2, 3	25.00	25.00
Biology-BIO 465	2, 3	25.00	25.00
Biology-BIO 482	2, 3	25.00	25.00
Biology-BIO 482W	2, 3	25.00	25.00
Biology-BIO 483	2, 3	25.00	25.00
Botany-BOT 244, Lab Fee-Wine Course	2, 3	175.00	175.00
Chemistry - CHM 111L	2, 3	30.00	30.00
Chemistry - CHM 144	2, 3	30.00	30.00
Chemistry - CHM 144H	2, 3	30.00	30.00
Chemistry - CHM 144M	2, 3	30.00	30.00
Chemistry - CHM 145	2, 3	30.00	30.00
Chemistry - CHM 145H	2, 3	30.00	30.00
Chemistry - CHM 145M	2, 3	30.00	30.00
Chemistry - CHM 231L	2, 3	30.00	30.00
Chemistry - CHM 244	2, 3	30.00	30.00
Chemistry - CHM 332L	2, 3	30.00	30.00
Chemistry - CHM 375	2, 3	30.00	30.00
Chemistry - CHM 418	2, 3	30.00	30.00
Chemistry - CHM 438	2, 3	30.00	30.00
Chemistry-CHM 419	2, 3	30.00	30.00
Clinical Experience -Teacher Education-EDP 605	2, 3	143.00	143.00
Clinical Experience -Teacher Education-EDP 605 TPA Testing	2, 3	325.00	325.00
EDL 195 Facilitation & Group Dynamics	2, 3	150.00	150.00
Family Studies and Social Work -FSW 762	2, 3	50.00	50.00
Family Studies and Social Work -FSW 763	2, 3	50.00	50.00
Family Studies and Social Work-FSW 412	2, 3	50.00	50.00
Family Studies and Social Work-FSW 661	2, 3	50.00	50.00
Fashion Design-FAS 211	2, 3	30.00	30.00
Fashion Design-FAS 212	2, 3	40.00	40.00
Fashion Design-FAS 221A	2, 3	90.00	90.00
Geology-GLG 115L	2, 3	25.00	25.00
Geology-GLG 201	2, 3	25.00	25.00
Geology-GLG 204	2, 3	25.00	25.00
Geology-GLG 301	2, 3	25.00	25.00
Geology-GLG 322	2, 3	25.00	25.00
Geology-GLG 354	2, 3	25.00	25.00
Geology-GLG 357	2, 3	25.00	25.00
Geology-GLG 428	2, 3	25.00	25.00
Geology-GLG 482	2, 3	25.00	25.00
IMS 351 all section	2, 3	65.00	65.00
Kinesiology and Health -KNH194L	2, 3	35.00	35.00
Kinesiology and Health -KNH 104	2, 3	150.00	150.00
Kinesiology and Health -KNH 182	2, 3	26.00	26.00
Kinesiology and Health -KNH 183.L	2, 3	26.00	26.00
Kinesiology and Health -KNH 184.L	2, 3	33.00	33.00
Kinesiology and Health -KNH 203	2, 3	150.00	150.00
Kinesiology and Health -KNH 244.L	2, 3	33.00	33.00
Kinesiology and Health -KNH 284	2, 3	26.00	26.00
Kinesiology and Health -KNH 285.L	2, 3	26.00	26.00
Kinesiology and Health -KNH 287.L	2, 3	26.00	26.00
Kinesiology and Health -KNH 288	2, 3	26.00	26.00
Kinesiology and Health -KNH 289	2, 3	26.00	26.00
Kinesiology and Health -KNH 381.L	2, 3	33.00	33.00
Kinesiology and Health -KNH 382	2, 3	33.00	33.00
Kinesiology and Health -KNH 404	2, 3	150.00	150.00
Kinesiology and Health -KNH 4532 Active Work Station	2, 3	35.00	35.00
Kinesiology and Health -KNH 468.L	2, 3	33.00	33.00
Kinesiology and Health -KNH 484	2, 3	26.00	26.00
Kinesiology and Health -KNH 568.L	2, 3	31.00	31.00
Kinesiology and Health -KNH 668	2, 3	31.00	31.00
Kinesiology and Health -KNH 683	2, 3	31.00	31.00

Kinesiology and Health -KNH 688	2, 3	31.00	31.00
Kinesiology and Health-Basketball Officiating Course-KNH 121	2, 3	140.00	140.00
Kinesiology and Health-Equestrian Center Classes-KNH 150.E	2, 3	330.00	330.00
Kinesiology and Health-Equestrian Center Classes-KNH 150.F	2, 3	330.00	330.00
Kinesiology and Health-Equestrian Center Classes-KNH 150.G	2, 3	330.00	330.00
Kinesiology and Health-Equestrian Center Classes-KNH 150.H	2, 3	330.00	330.00
Kinesiology and Health-Equestrian Center Classes-KNH 150.I	2, 3	330.00	330.00
Kinesiology and Health-Goggin Ice Center Classes-(broomball, hockey, & skating)	2, 3	60.00	60.00
Kinesiology and Health-Volleyball Officiating Course-KNH 122	2, 3	140.00	140.00
Microbiology-MBI 123	2, 3	25.00	25.00
Microbiology-MBI 143	2, 3	25.00	25.00
Microbiology-MBI 201	2, 3	25.00	25.00
Microbiology-MBI 201H	2, 3	25.00	25.00
Microbiology-MBI 223	2, 3	25.00	25.00
Microbiology-MBI 333	2, 3	60.00	60.00
Microbiology-MBI 405	2, 3	25.00	25.00
Microbiology-MBI 415	2, 3	25.00	25.00
Microbiology-MBI 425	2, 3	25.00	25.00
Microbiology-MBI 435	2, 3	25.00	25.00
Microbiology-MBI 465	2, 3	25.00	25.00
Microbiology-MBI 475	2, 3	25.00	25.00
Microbiology-MBI 487	2, 3	30.00	30.00
Microbiology-MBI 488	2, 3	60.00	60.00
Microbiology-MBI 489	2, 3	60.00	60.00
MKT 622 HBDI Assessment Fee	2, 3	8.00	8.00
Music-MUS 100E, Marching Band-Fall Semester Only	2, 3	105.00	105.00
Music-MUS 112, Lab Choir	2, 3	20.00	20.00
Music-MUS 232A	2, 3	23.00	23.00
Music-MUS 232B	2, 3	23.00	23.00
Online Chemistry Prep Course-CHM149	2, 3	350.00	350.00
Outdoor Pursuit Center Courses-KNH 150.A	2, 3	180.00	180.00
Outdoor Pursuit Center Courses-KNH 150.B	2, 3	180.00	180.00
Outdoor Pursuit Center Courses-KNH 150.C	2, 3	180.00	180.00
Outdoor Pursuit Center Courses-KNH 150.J	2, 3	240.00	240.00
Outdoor Pursuit Center Courses-KNH 150.K	2, 3	240.00	240.00
Physics-PHY 103	2, 3	25.00	25.00
Physics-PHY 161	2, 3	25.00	25.00
Physics-PHY 162	2, 3	25.00	25.00
Physics-PHY 191	2, 3	25.00	25.00
Physics-PHY 191H	2, 3	25.00	25.00
Physics-PHY 192	2, 3	25.00	25.00
Physics-PHY 286	2, 3	25.00	25.00
Physics-PHY 293	2, 3	25.00	25.00
Physics-PHY 294	2, 3	25.00	25.00
Physics-PHY 471	2, 3	25.00	25.00
Psychology- PSY 351	2, 3	50.00	50.00
Speech Pathology and Audiology-SPA 605	2, 3	100.00	100.00
Speech Pathology and Audiology-SPA 750	2, 3	100.00	100.00
Teacher Education-ART 419	2, 3	294.00	294.00
Teacher Education-ART 419.I	2, 3	1,260.00	1,260.00
Teacher Education-ART 419.O	2, 3	840.00	840.00
Teacher Education-EDP 419F	2, 3	143.00	143.00
Teacher Education-EDP 419F TPA Testing	2, 3	325.00	325.00
Teacher Education-EDT 419A	2, 3	143.00	143.00
Teacher Education-EDT 419A TPA Testing	2, 3	325.00	325.00
Teacher Education-EDT 419E	2, 3	143.00	143.00
Teacher Education-EDT 419E TPA Testing	2, 3	325.00	325.00
Teacher Education-EDT 419M	2, 3	143.00	143.00
Teacher Education-EDT 419M TPA Testing	2, 3	325.00	325.00
Teacher Education-EDT 519	2, 3	136.00	136.00
Teacher Education-EDT 519 TPA Testing	2, 3	150.00	150.00
Teacher Education-EDT 519A	2, 3	136.00	136.00
Teacher Education-EDT 519A TPA Testing	2, 3	150.00	150.00
Teacher Education-MUS 175	2, 3	69.00	69.00

Teacher Education-MUS 355	2, 3	69.00	69.00
Teacher Education-MUS 359	2, 3	69.00	69.00
Teacher Education-MUS419	2, 3	347.00	347.00
Theatre-THE 131 Field Trip Fee	2, 3	17.00	17.00
Theatre-THE 151	2, 3	75.00	75.00
Theatre-THE 210B	2, 3	90.00	90.00
Theatre-THE 210E Puppetry Supplies Fee	2, 3	55.00	55.00
Theatre-THE 253 Supplies	2, 3	12.00	12.00
Theatre-THE 258 Supply Fee	2, 3	100.00	100.00
Theatre-THE 455F Advanced problems in advanced mask up and mask design	2, 3	200.00	200.00
<b>Speech and Hearing Clinic Charges</b>			
Assessment of Tinnitus	3	70.00	70.00
Audiology Evaluation Services-Cerumen management (two ears)	6	70.00	70.00
Audiology Evaluation Services-comprehensive hearing evaluation	6	100.00	100.00
Audiology Evaluation Services-Pure tone audiometry screening (air)	6	15.00	15.00
Audiology Evaluation Services-Speech audiometry (threshold/discrimination)	6	30.00	30.00
Audiology Evaluation Services-Spontaneous nystagmus test	6	-	-
Audiology Evaluation Services-Tympanometry	6	40.00	40.00
Audiology Evaluation Services-Vertical electrodes	6	-	-
Audiology Evaluation Services-Vestibular function tests	6	-	-
Audiology Evaluation Services-Visual reinforcement audiometry	6	50.00	50.00
Products-Earmold	6	105.00	105.00
Products-Power Earmold	6	125.00	125.00
<b>Student Affairs</b>			
Activity No-Show Fee		10.00	10.00
<b>Student Counseling Services</b>			
Attentional Problem Evaluation		25.00	25.00
Counseling Session-no show (Psychiatric follow-up)		25.00	25.00
Counseling Session-no show any session		25.00	25.00
Psychiatric services - follow-up/medical check		25.00	25.00
Psychiatric services - initial psychiatric evaluation		40.00	40.00
Therapy/Counseling, per session (first five sessions covered by general fund)		25.00	25.00
<b>Student Health Services</b>			
Appointment No-Show Fee		20.00	20.00
Insurance Waiver - Late Processing Fee		35.00	35.00
Miscellaneous OTC Personal Health Products		.10 - .50	.10 - .50
Student health services charges health insurance plans for usual and customary rates per industry practice		-	-
<b>Student Legal Services</b>			
Student Legal Services, per year		20.00	20.00
<b>Student Orientation Program</b>			
Confirmation Deposit (Oxford Pathway program)		95.00	95.00
Orientation Housing per night		30.50	30.50
Orientation Meal (per person)		30.00	30.00
Orientation Parking Fee		3.00	3.00
Pre-Semester Pilot Program		250.00	250.00
Regional Orientation & Registration Fee (S.O.A.R) NOTE: Non-Refundable		40.00	40.00
<b>Substance Abuse Violations</b>			
Chemical abuse education program		200.00	200.00
Substance abuse assessments		250.00	250.00
Two hour substance abuse program		150.00	150.00
Two hour tobacco cessation program		150.00	150.00
<b>Test Administration Fee</b>			
CLEP		20.00	20.00
Distance Learning Exam		20.00	20.00
MAT Exam		20.00	20.00
<b>Western Lodge &amp; WRA Cabin</b>			
Rental Fee -MU Users (no charge)		-	-
Rental Fee -Non-University Users		60.00	60.00
<b>Wilks Leadership Institute</b>			
LeaderShape participant fee		150.00	150.00
Scholar Leader Winter Immersion Service Experience (WISE) deposit		75.00	75.00
Wilks Leadership Workshop Fee		35.00	35.00

Wilks U-Lead Housing Fee		Actual housing cost	Actual housing cost
Wilks U-Lead Participant Fee		125.00	125.00

**Notes:**

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

**Miami University**  
**FY 2019 - Academic Year 2018-2019**  
**Miscellaneous Fees**

**New Fee**  
**Change**

Table 3: New and increased fees applying to Miami Tuition Promise Fall 2017 Cohort

Fee	Notes	2017-2018	Proposed 2018-2019
<b>Admission Fee</b>			
Oxford Campus Enrollment Fee	1	95.00	95.00
University Contract Confirmation Deposit	1	330.00	330.00
<b>American Culture and English</b>			
American Culture and English (ACE) Program fee (Repeating Students)		500.00	500.00
American Culture and English Program (ACE) program fee		1,000.00	1,000.00
IHAWK Pre-Semester American Academic Culture (PAAC) program fee		750.00	750.00
<b>Application Fee</b>			
Oxford Campus-Admission to Graduate Degree Programs		50.00	50.00
Oxford Campus-Admission to Undergraduate Programs		50.00	50.00
Oxford Campus-International Students		70.00	70.00
Oxford Campus-Transient Students		50.00	50.00
Oxford Campus-Unclassified Students		50.00	50.00
<b>Bursar Miscellaneous Charges</b>			
Bad Check Charge		30.00 or maximum allowable by law	30.00 or maximum allowable by law
Charges on Unpaid Balance		Prime rate + 3%	Prime rate + 3%
Late Payment		150.00	150.00
Late Registration (each Monday after the final date, an additional \$27.00)		27.00	27.00
<b>Business School Premium</b>			
Oxford Campus Business School Courses, per credit hour		110.00	110.00
<b>Career Exploration and Testing Center Charges</b>			
Career Testing, each career assessment		16.00	16.00
Enrollment in EDL100 for Myers-Briggs and Strong Interest Testing (three standardized career assessments)		32.00	32.00
<b>Career Services</b>			
Job Fair		100.00 - 550.00	100.00 - 550.00
<b>CEC Premium</b>			
Oxford Campus College of Engineering and Computing Majors, full-time, taking 12 or more credit hours, per semester		400.00	400.00
Oxford Campus College of Engineering and Computing Majors, part-time, taking 1-11 credit hours, per credit hour		33.25	33.25
<b>Chemistry and Biochemistry Department</b>			
ICP Atomic Emission Spectroscopy-MU User, Sample Prep, per hour/1 hour minimum		40.00	40.00
ICP Atomic Emission Spectroscopy-MU User, Staff Operated, per hour		30.00	30.00
ICP Atomic Emission Spectroscopy-MU User, Torch Time, additional per hour		23.00	23.00
ICP Atomic Emission Spectroscopy-MU User, Torch Time, first hour		30.00	30.00
ICP Atomic Emission Spectroscopy-MU User, Training cost		100.00	100.00
ICP Atomic Emission Spectroscopy-Non-MU User, Sample Prep, case by case		Case by case	Case by case
ICP Atomic Emission Spectroscopy-Non-MU User, Staff Operated, per hour, after second hour		50.00	50.00
ICP Mass Spectrometer-Clean Up-Frit nebulizer		50.00	50.00
ICP Mass Spectrometer-Clean Up-Ultrasonic nebulizer		100.00	100.00
ICP Mass Spectrometer-Non-MU Users (typically may not operate machine)-Torch time, 1 to 5 elements, per hour		70.00	70.00
ICP Mass Spectrometer-Non-MU Users (typically may not operate machine)-Torch time, greater than 5 elements, per element/per hour		8.00	8.00
ICP Mass Spectrometer-Torch time, MU User, additional per hour		45.00	45.00
ICP Mass Spectrometer-Torch time, MU User, first hour		60.00	60.00
NMR Spectrometers-500 MHz Solution, MU User, per hour, night rate		2.50	2.50
NMR Spectrometers-850MHz Solution, Non-MU User, per hour		285.00	285.00
Raman Laboratory Kits		100.00	100.00
<b>Child Care Programs-Hamilton Campus-Faculty/Staff</b>			
Full-time Rate (4/5 day)		2,994.00/2,395.00	2,994.00/2,395.00
Registration, one child/each additional		50.00/30.00	50.00/30.00

Three Day Semester Rate		2,285.00/1,829.00	2,285.00/1,829.00
Two Day Semester Rate		1,734.00/1,387.00	1,734.00/1,387.00
<b>Child Care Programs-Hamilton Campus-Students</b>			
Full-time Rate (4/5 day)		2,678.00/2,142.00	2,678.00/2,142.00
Registration, one child/each additional		50.00/25.00	50.00/25.00
Three Day Semester Rate		1,969.00/1,576.00	1,969.00/1,576.00
Two Day Semester Rate		1,339.00/1,071.00	1,339.00/1,071.00
<b>Chinese Proficiency Tests - Confucius Institute</b>			
Chinese Proficiency Test (HSK, BCT, and YCT) -- fee based on candidate's level and test module		20.00 - 70.00	20.00-70.00
<b>Climer Lodge/Simpson-Shade</b>			
Additional Room Cleaning Fee		250.00	250.00
Room Charge		70.00	70.00
<b>Code of Conduct Violations</b>			
Code of Conduct Administration Charges, per incident		50.00	50.00
Ethics and Integrity Mandatory Program		200.00	200.00
<b>Commencement/Degree Application Fee</b>			
Thesis Microfilming and Binding		80.00	80.00
<b>Community Engagement and Services</b>			
Community Plunge (early move-in experience)		130.00	130.00
Service Learning Courses Utilizing Community Engagement and Services Office		50.00	50.00
<b>Commuter Center</b>			
Commuter Center-Lock Replacement Fee		25.00	25.00
<b>Compass Accuplacer Assessment-Hamilton Campus</b>			
Compass Accuplacer Assessment Retake Fee-one per semester, per subject	1	10.00	10.00
<b>Compass Accuplacer Assessment-Middletown Campus</b>			
Compass Accuplacer Assessment Retake Fee-one per semester, per subject	1	10.00	10.00
<b>Computer Printing Charge</b>			
Computer Printing Charge-Black and White, per copy		0.10	0.10
Computer Printing Charge-Color, per copy		0.25	0.25
<b>Conference Administration Charge</b>			
Conference Administration Charge, charged to external groups		10% of invoiced fees	10% of invoiced fees
<b>Conference Fee</b>			
Perlmutter Conference No Show Fee		21.00	21.00
<b>Credit Workshops</b>			
iDiscovery Program Fee		200.00	200.00
<b>Cultural and Athletic Events-Hamilton and Middletown Campuses</b>			
Event Ticket Prices Set by the Regional Campus Dean or Designee		-	-
<b>Data and Video Network</b>			
Fee for Non-warranty computer and associated repair (including labor)		actual cost	actual cost
Network copyright notification-First incident		100.00	100.00
Network copyright notification-Second incident and more		200.00	200.00
Workstation Remediation Fee for Non-Miami Laptops		actual cost	actual cost
<b>Diversity Affairs</b>			
MADE Deposit		60.00	60.00
<b>English Language Center</b>			
English Language Center Intensive English Program Fee Level 1-3 (19 contact hours)		6,600.00	6,600.00
English Language Center Program Fee Levels 1-4		1,000.00	1,000.00
<b>Facility Rentals</b>			
Facility Rentals-Hamilton and Middletown Campuses-Fees Set by Regional Campus Dean or Designee		-	-
<b>Fine Arts Program Fee</b>			
Architecture/Interior Design Majors, per semester		50.00	50.00
Music Majors, per semester		50.00	50.00
<b>General Counsel</b>			
Land Deed Preparation Fee		25.00	25.00
<b>Global Initiatives</b>			
Graduate International Student Orientation and Integration Service Fee		100.00	100.00
International Travel Insurance Pass Through Fee		58.00	58.00
Services Provided by International SOS (ISOS) Worldwide		Actual Invoiced Costs	Actual Invoiced Costs
Study Abroad Administration Fee (Non-Miami organized programs)		175.00	175.00
Study Abroad/Away Administration Fee (Faculty-led Miami programs)		175.00	175.00
Undergraduate International Student Orientation and Integration Service Fee		200.00	200.00
Workshop Administrative Fee		25.00	25.00

<b>Goggin Ice Center</b>			
Facility Rental (resurfacing time is deducted from each hour)-B Pad-Miami Student Groups (groups larger than 50 subject to surcharge), per hour		175.00	175.00
Facility Rental 6% discount for groups that rent more than 20 hours of Ice in one billing cycle for both A & B Pad		265.00	265.00
Figure Skating and Hockey (Patch, Free Style, Dance or Program, each)-All others		9.50	9.50
Figure Skating and Hockey (Patch, Free Style, Dance or Program, each)-Miami Student (30 min)		6.25	6.25
Figure Skating and Hockey (Patch, Free Style, Dance or Program, each)-Miami University Students		8.50	8.50
Figure Skating and Hockey (Patch, Free Style, Dance or Program, each)-Non-Miami Student (30 min)		7.25	7.25
Figure Skating and Hockey (Patch, Free Style, Dance or Program, each)-Open hockey		9.50	9.50
Group Skating Lessons (15-20 per group) Six weeks of 45 minute lessons		97.00	97.00
Intramural Leagues-Broomball (1 season with 8 games each)		175.00	175.00
Intramural Leagues-Broomball (10 games)		200.00	200.00
Intramural Leagues-Broomball (2 seasons with 6 games each)		155.00	155.00
Intramural Leagues-Hockey (1 seasons with 8 games each)		410.00	410.00
Intramural Leagues-Hockey (10 games)		500.00	500.00
Intramural Leagues-Hockey (2 seasons with 6 games each)		365.00	365.00
Locker Rental-Coin locker, per session		0.50	0.50
Locker Rental-Extra-large storage locker, per semester		190.00	190.00
Locker Rental-Extra-large storage locker, per year		355.00	355.00
Locker Rental-Large storage locker, per semester		85.00	85.00
Locker Rental-Large storage locker, per year		140.00	140.00
Public Sessions-All others, per session		9.00	9.00
Public Sessions-High school students and younger, per session		7.75	7.75
Public Sessions-Miami University students with ID cards, per session		5.75	5.75
Public Sessions-Noon skate		6.00	6.00
Skate Sharpening-Figures skates, per pair		5.75	5.75
Skate Sharpening-Hockey, per pair		9.50	9.50
Skate/Broomball Shoe Rental-Participants in all other activities, per session		3.25	3.25
Skate/Broomball Shoe Rental-Participants in Kinesiology and Health Classes, per class and noon skate		2.50	2.50
<b>Identification Card Replacement Charge</b>			
Identification Card Replacement Charge-Hamilton Campus		20.00	20.00
Identification Card Replacement Charge-Middletown Campus		20.00	20.00
Identification Card Replacement Charge-Oxford Campus		35.00	35.00
<b>International Student Exchange Deposit</b>			
Exchange Student Deposit-Business	9	1,000.00	1,000.00
<b>Intrafraternity Council</b>			
Fraternity Recruitment		30.00	30.00
Sorority Recruitment		30.00	30.00
<b>Learning Assistance Tutoring Charges</b>			
Learning Assistance-Oxford Campus-Tutoring sessions-no show fee		15.00	15.00
<b>Library Fines and Fees</b>			
Camera Tripod (24 hour loan; no charge)		-	-
Camera Tripod, Maximum		15.00	15.00
Camera Tripod, Overdue charge, per hour		0.50	0.50
Camera Tripod, Processing fee		10.00	10.00
Digital Translator Replacement Fee		160.00	160.00
Digital Voice Recorder (four hour loan; no charge)		-	-
Digital Voice Recorder, Maximum		15.00	15.00
Digital Voice Recorder, Overdue charge, per hour		0.50	0.50
Digital Voice Recorder, Processing fee		25.00	25.00
Digital Voice Recorder, Replacement cost		65.00	65.00
Financial Calculator (24 hour loan; no charge)		-	-
Financial Calculator Overdue charge, per hour		0.50	0.50
Financial Calculator, Maximum		15.00	15.00
Financial Calculator, Processing fee		10.00	10.00
Financial Calculator, Replacement cost		60.00	60.00
Firewire Cable, Processing fee		10.00	10.00
Firewire Cable, Replacement cost		5.00	5.00
Graphing Calculator (24 hour loan; no charge)		-	-

Graphing Calculator Overdue charge, per hour		0.50	0.50
Head Phones-Maximum		15.00	15.00
Head Phones-Overdue charge, per hour		0.50	0.50
Head Phones-Processing fee		10.00	10.00
Head Phones-Replacement cost		10.00	10.00
IPad-(in library use only)-Up to three hours (requires Miami ID and one other form of ID)		-	-
Laptop Computer or Digital Camera (in library use only)-Billing fee (non-refundable) (6)	4	25.00	25.00
Laptop Computer or Digital Camera (in library use only)-Overdue laptop, per hour (maximum of \$100.00)		5.00	5.00
Laptop Computer or Digital Camera (in library use only)-Replacement charge laptop - Macintosh		1,300.00	1,300.00
Laptop Computer or Digital Camera (in library use only)-Replacement charge laptop - Windows		1,000.00	1,000.00
Laptop Computer or Digital Camera (in library use only)-Replacement Charge-Digital Camera		150.00	150.00
Laptop Computer or Digital Camera (in library use only)-Replacement Charge-Digital Camera Accessories (at cost)		at cost	at cost
Laptop Computer or Digital Camera (in library use only)-Up to three hours (requires Miami ID and one other form of ID)		-	-
Laptop/data projector (24 hour loan; no charge)		-	-
Laptop/data projector, Maximum		15.00	15.00
Laptop/data projector, Overdue charge, per hour		0.50	0.50
Laptop/data projector, Processing fee		30.00	30.00
Laptop/data projector, Replacement cost		500.00	500.00
Miami Libraries-Overdue Books, per book maximum		15.00	15.00
Miami Libraries-Overdue Books, per book/per day		0.50	0.50
Miami Libraries-Overdue Reserved Materials, each additional hour		0.75	0.75
Miami Libraries-Overdue Reserved Materials, first hour		2.50	2.50
Miami Libraries-Overdue Reserved Materials, maximum		24.25	24.25
Miami Libraries-Recalled Books, per book (student)/maximum		24.25	24.25
Miami Libraries-Recalled Books, per book (student)/per day		0.75	0.75
Miami Libraries-Replacement, per book, actual cost		actual cost	actual cost
Miami Libraries-Replacement, per book, billing		10.00	10.00
Miami Libraries-Replacement, per book, cataloging and processing		30.00	30.00
Miami Libraries-Replacement, per book, minimum		75.00	75.00
Microphone for Mac or PC (three hour loan; no charge)		-	-
Microphone for Mac or PC, Maximum		15.00	15.00
Microphone for Mac or PC, Overdue charge, per hour		0.50	0.50
Microphone for Mac or PC, Processing fee		10.00	10.00
Microphone for Mac or PC, Replacement cost		15.00	15.00
Miscellaneous Items for Sale-Batteries		at cost	at cost
Miscellaneous Items for Sale-CD, blank		1.00	1.00
Miscellaneous Items for Sale-Data storage device (Jump Drive)		actual cost	actual cost
Miscellaneous Items for Sale-DVD, blank		1.00	1.00
Miscellaneous Items for Sale-Earplugs, per pair		0.25	0.25
Miscellaneous Library Fees-Private Study Carrels (re-key for lost key)		25.00	25.00
Miscellaneous Library Fees-Storage locker keys (replacement)		7.00	7.00
Network Cables-Maximum		15.00	15.00
Network Cables-Overdue charge, per hour		0.50	0.50
Network Cables-Processing fee		10.00	10.00
Network Cables-Replacement cost		5.00	5.00
Nintendo 3Ds (24 hour loan; no charge)		-	-
Nintendo 3Ds Overdue charge, per hour		0.50	0.50
Nintendo 3Ds, Maximum		15.00	15.00
Nintendo 3Ds, Processing fee		10.00	10.00
Nintendo 3Ds, Replacement cost		250.00	250.00
OhioLINK Overdue Books, per book/Maximum		50.00	50.00
OhioLINK Overdue Books, per book/per day (1-30 days)		0.50	0.50
OhioLINK Overdue Books, per book/per day (31st day), late/overdue		35.00	35.00
OhioLINK, Replacement, per book		75.00	75.00
OhioLINK, Replacement, per book, cataloging and processing fee,		25.00	25.00
Portable DVD Player (four hour loan; no charge)		-	-
Portable DVD Player, Maximum		15.00	15.00
Portable DVD Player, Overdue charge, per hour		0.50	0.50
Portable DVD Player, Processing fee		10.00	10.00
Portable DVD Player, Replacement cost		150.00	150.00
Portable Public Address System (24 hour loan; no charge)		-	-

Portable Public Address System, Maximum		15.00	15.00
Portable Public Address System, Overdue charge, per hour		0.50	0.50
Portable Public Address System, Processing fee		30.00	30.00
Portable Public Address System, Replacement cost		100.00	100.00
Steady Cam (24 hour loan; no charge)		-	-
Steady Cam, Maximum		15.00	15.00
Steady Cam, Overdue charge, per hour		0.50	0.50
Steady Cam, Processing fee		10.00	10.00
Steady Cam, Replacement cost		150.00	150.00
Study Room Keys-Maximum		15.00	15.00
Study Room Keys-Overdue charge, per hour		0.50	0.50
Study Room Keys-Processing Fee		10.00	10.00
Study Room Keys-Replacement Cost		10.00	10.00
Tripod Dolly (24 hour loan; no charge)		-	-
Tripod Dolly, Maximum		15.00	15.00
Tripod Dolly, Overdue charge, per hour		0.50	0.50
Tripod Dolly, Processing fee		10.00	10.00
Tripod Dolly, Replacement cost		60.00	60.00
Video Monitor Cable (three hour loan; no charge)		-	-
Video Monitor Cable, Maximum		15.00	15.00
Video Monitor Cable, Overdue charge, per hour		0.50	0.50
Video Monitor Cable, Processing fee		10.00	10.00
Video Monitor Cable, Replacement cost		5.00	5.00
<b>Miami Metro</b>			
Miami Metro-Oxford Campus-Metro ride pass-Faculty and Staff, per semester		-	-
<b>MUDEC</b>			
MUDEC Study Tours, per semester		1,800.00	1,800.00
Orientation fee (one-time per student)		90.00	90.00
Partial Board (4 meal voucher per week), per semester		820.00	820.00
Study Abroad Administration Fee		125.00	125.00
<b>Music</b>			
Music-MUS 216, Applied Music for music theater minors		85.00	85.00
<b>Oxford Pathways Program</b>			
Pathways Student Fee		90.00	90.00
<b>Panhellenic</b>			
Sorority Recruitment - Late Registration		20.00	20.00
<b>Parking Fees and Fines-Hamilton and Middletown Campuses</b>			
Blocking any access road		15.00	15.00
Disregarding traffic control device		15.00	15.00
Failure to display parking permit		15.00	15.00
Hazardous operation		75.00	75.00
Illegal Parking-Parking by a non-handicapped driver in a space reserved for the handicapped		100.00	100.00
Illegal Parking-Parking in a restricted area		15.00	15.00
Illegal Parking-Parking on the grass		15.00	15.00
Speeding		30.00	30.00
Unregistered vehicle		10.00	10.00
<b>Parking Fees and Fines-Oxford Campus</b>			
Event Parking-Lot Attendant-charged to MU Departments/Organizations, per hour		25.00	25.00
Event Parking-Lot/Space Reservation Fee-charged to MU Departments/Organizations, fee per reserved space		1.00 - 5.00	1.00 - 5.00
Event Parking-Meter Reservations-charged to MU Department/Organizations, per space/per hour		1.00	1.00
Faculty and staff Garage permit, per year		425.00	425.00
Faculty and staff RED area annual permit, per year		125.00	125.00
Faculty and staff RED area annual permit, per year-2 person carpool		30.00	30.00
Faculty and staff RED area annual permit, per year-3 person carpool		-	-
Faculty and staff RED area daily permit, per day		2.00	2.00
Faculty, Staff, or Department Dedicated Parking Space		425.00	425.00
Failure to display valid permit/Improper display		35.00	35.00
Handicap Parking Violation		250.00	250.00
Illegal or improper parking (loading/service area, outside designated space, prohibited parking, prohibited yellow zone)		75.00	75.00
Illegal parking on grass/sidewalk		75.00	75.00
Impoundment/immobilization		200.00	200.00

Oxford campus parking garage rates-Campus Ave. garage-Daily maximum rate		10.00	10.00
Oxford campus parking garage rates-Campus Ave. garage-Garage Parking Vouchers		5.00	5.00
Oxford campus parking garage rates-Campus Ave. garage-Lost ticket fee		25.00	25.00
Oxford campus parking garage rates-Campus Ave. garage-Parking rate per first hour/per additional hours		1.00/.50	1.00/.50
Oxford campus parking garage rates-Engineering Bldg. garage-Daily maximum rate		15.00	15.00
Oxford campus parking garage rates-Engineering Bldg. garage-Garage Parking Vouchers		7.50	7.50
Oxford campus parking garage rates-Engineering Bldg. garage-Lost ticket fee		25.00	25.00
Oxford campus parking garage rates-Engineering Bldg. garage-Parking rate per first hour/per additional hours		2.00/1.00	2.00/1.00
Oxford campus parking garage rates-Event parking rate		5.00	5.00
Oxford campus parking garage rates-Overnight parking, per semester		520.00	520.00
Oxford campus parking garage rates-Replacement for Garage Access Card		5.00	5.00
Oxford campus students only-for a semester/academic year BLUE area permit		150.00	150.00
Oxford campus students only-for a semester/academic year YELLOW area permit		100.00	100.00
Oxford campus students only-for an academic year-Graduate Assistants-designated lots and student areas		50.00	50.00
Oxford campus students only-for each summer term		60.00	60.00
Oxford campus students only-for temporary permit (student - one week)		15.00	15.00
Oxford campus-Contractor-Red parking permit-day		3.00	3.00
Oxford campus-Contractor-Red parking permit-month		35.00	35.00
Oxford campus-Contractor-Red parking permit-week		10.00	10.00
Parking gate replacement fee		100.00	100.00
Reproduction/illegal use of decal		300.00	300.00
University Vehicles Parked in Red Permit Areas-Leased Vehicle		125.00	125.00
University Vehicles Parked in Red Permit Areas-Reserved Space		425.00	425.00
University Vehicles Parked in Red Permit Areas-State License Plate		125.00	125.00
Unregistered vehicle lookup		2.50	2.50
<b>Patterson Place</b>			
Room Charge		50.00	50.00
<b>Police</b>			
Bike Storage/Impound fee		25.00	25.00
CPR/AED /First Aid/Health Care class		15.00	15.00
Media-Cassette		3.00	3.00
Media-Video		1.00	1.00
Portable Breathalyzer Test (PBT)		5.00	5.00
Record Checks		10.00	10.00
Self defense course		30.00	30.00
<b>Program Fee</b>			
Summer Scholars Program Comprehensive Enrollment Fee (Deposit)	1	350.00	350.00
Summer Scholars Program Comprehensive Program Fee	1	1,150.00	1,150.00
<b>Recreational Sports Center</b>			
Intramural Semester Pass		35.00	35.00
Intramural Yearly Pass		60.00	60.00
Locker Rental Fee-Faculty, staff, and others, 4 month pass		80.00	80.00
Locker Rental Fee-Faculty, staff, and others, Academic Year Pass		95.00	95.00
Locker Rental Fee-Students, 4 month pass		80.00	80.00
Program Fees-separate fee schedules set by the Vice President for Finance and Business Services or designee		-	-
Second Year (Pre-semester) Adventure Trip		335.00	335.00
Sponsored Alumni/Community/Other Adults - Guests (13 years or older), per day		6.00	6.00
Towel Service-100 Towels		34.00	34.00
Towel Service-200 Towels		51.00	51.00
Towel Service-50 Towels		19.00	19.00
Towel Service-Daily Towel		1.00	1.00
<b>Recreational Sports Center-Membership Fees</b>			
Alumni/Community/Other Adults-Couple, 12 month pass		851.00	851.00
Alumni/Community/Other Adults-Family, 12 month pass		1,039.00	1,039.00
Alumni/Community/Other Adults-Individual Plus, 12 month pass		613.00	613.00
Alumni/Community/Other Adults-Senior citizen Individual (62 or over)-12 month pass		372.00	372.00
Alumni/Community/Other Adults-Senior citizen Individual Plus (62 or over)-12 month pass		491.00	491.00
Alumni/Community/Other Adults-Weekend pass		20.00	20.00
Branch campus (MUH-MUM), Couple-12 month pass		511.00	511.00
Branch campus (MUH-MUM), Individual Plus-12 month pass		368.00	368.00

Branch campus (MUH-MUM), spouse of full time student, Individual-12 month pass		279.00	279.00
Emeritus/retiree (or spouse), Couple-12 month pass		681.00	681.00
Emeritus/retiree (or spouse), Individual Plus-12 month pass		491.00	491.00
Emeritus/retiree (or spouse), Individual-12 month pass		372.00	372.00
Faculty/Staff (eligible for medical benefits)-Couple, 12 month pass-Less wellness allowance		(426.00)	(426.00)
Faculty/Staff (eligible for medical benefits)-Family, 12 month pass		1,039.00	1,039.00
Faculty/Staff (eligible for medical benefits)-Individual (or spouse), 12 month pass		465.00	465.00
Faculty/Staff (eligible for medical benefits)-Individual (or spouse), 12 month pass-Less wellness allowance		(233.00)	(233.00)
Faculty/Staff (eligible for medical benefits)-Individual Plus, 12 month pass		613.00	613.00
Faculty/Staff (eligible for medical benefits)-Individual Plus, 12 month pass-Less wellness allowance		(307.00)	(307.00)
Faculty/Staff (not eligible for medical benefits)-Couple, 12 month pass		766.00	766.00
Faculty/Staff (not eligible for medical benefits)-Family, 12 month pass		935.00	935.00
Faculty/Staff (not eligible for medical benefits)-Individual (or spouse), 12 month pass		419.00	419.00
Faculty/Staff (not eligible for medical benefits)-Individual Plus, 12 month pass		552.00	552.00
Membership Joining Fee-Family		75.00	75.00
Membership Joining Fee-Individual		50.00	50.00
Military Personnel-Individual or Spouse-12 month pass		419.00	419.00
Military Personnel-Individual Plus-12 month pass		552.00	552.00
Students-Oxford Full-time - included in general fee		-	-
Students-Oxford Part-time - included in general fee		-	-
<b>Residence Hall</b>			
Lock Out Fee		8.00	8.00
Temporary ID Card Fee		15.00	15.00
Unapproved Early Arrival Fee/Per Day		55.00	55.00
<b>Saturday Art Program for Children</b>			
Saturday Art Program for Children, maximum per family		95.00	95.00
Saturday Art Program for Children, per child		53.00	53.00
<b>Second year program offerings</b>			
Second Year Pre-semester or Trip Fee		50.00	50.00
<b>Special Course/Lab Charges-Oxford Campus</b>			
ACC 695 HBDI Assessment Fee	2, 3	8.00	8.00
Art-ART 102	2, 3	10.00	10.00
Art-ART 103	2, 3	10.00	10.00
Art-ART 104	2, 3	15.00	15.00
Art-ART 111	2, 3	32.00	32.00
Art-ART 121	2, 3	32.00	32.00
Art-ART 131	2, 3	55.00	55.00
Art-ART 140	2, 3	58.00	58.00
Art-ART 145	2, 3	26.00	26.00
Art-ART 146	2, 3	26.00	26.00
Art-ART 147	2, 3	21.00	21.00
Art-ART 149	2, 3	26.00	26.00
Art-ART 155	2, 3	16.00	16.00
Art-ART 160	2, 3	37.00	37.00
Art-ART 165	2, 3	47.00	47.00
Art-ART 170	2, 3	42.00	42.00
Art-ART 195	2, 3	32.00	32.00
Art-ART 221	2, 3	53.00	53.00
Art-ART 222	2, 3	53.00	53.00
Art-ART 231	2, 3	32.00	32.00
Art-ART 233	2, 3	11.00	11.00
Art-ART 241	2, 3	79.00	79.00
Art-ART 251	2, 3	79.00	79.00
Art-ART 252	2, 3	79.00	79.00
Art-ART 254	2, 3	79.00	79.00
Art-ART 255	2, 3	100.00	100.00
Art-ART 257	2, 3	105.00	105.00
Art-ART 261	2, 3	105.00	105.00
Art-ART 264	2, 3	105.00	105.00
Art-ART 271	2, 3	105.00	105.00
Art-ART 281	2, 3	32.00	32.00
Art-ART 285	2, 3	11.00	11.00

Art-ART 286	2, 3	11.00	11.00
Art-ART 295	2, 3	32.00	32.00
Art-ART 296	2, 3	32.00	32.00
Art-ART 309	2, 3	11.00	11.00
Art-ART 314	2, 3	11.00	11.00
Art-ART 315	2, 3	11.00	11.00
Art-ART 316	2, 3	11.00	11.00
Art-ART 317	2, 3	11.00	11.00
Art-ART 318	2, 3	11.00	11.00
Art-ART 319	2, 3	11.00	11.00
Art-ART 320	2, 3	53.00	53.00
Art-ART 320A	2, 3	53.00	53.00
Art-ART 320B	2, 3	53.00	53.00
Art-ART 320C	2, 3	53.00	53.00
Art-ART 331	2, 3	32.00	32.00
Art-ART 332	2, 3	32.00	32.00
Art-ART 341	2, 3	105.00	105.00
Art-ART 342	2, 3	105.00	105.00
Art-ART 343	2, 3	20.00	20.00
Art-ART 344	2, 3	20.00	20.00
Art-ART 345	2, 3	20.00	20.00
Art-ART 350	2, 3	32.00	32.00
Art-ART 351	2, 3	105.00	105.00
Art-ART 352	2, 3	105.00	105.00
Art-ART 354	2, 3	105.00	105.00
Art-ART 357	2, 3	105.00	105.00
Art-ART 358	2, 3	105.00	105.00
Art-ART 361	2, 3	105.00	105.00
Art-ART 362	2, 3	105.00	105.00
Art-ART 364	2, 3	105.00	105.00
Art-ART 365	2, 3	105.00	105.00
Art-ART 371	2, 3	105.00	105.00
Art-ART 372	2, 3	105.00	105.00
Art-ART 386	2, 3	11.00	11.00
Art-ART 389	2, 3	11.00	11.00
Art-ART 395	2, 3	32.00	32.00
Art-ART 421	2, 3	32.00	32.00
Art-ART 422	2, 3	32.00	32.00
Art-ART 431	2, 3	32.00	32.00
Art-ART 432	2, 3	32.00	32.00
Art-ART 441	2, 3	105.00	105.00
Art-ART 442	2, 3	105.00	105.00
Art-ART 450	2, 3	105.00	105.00
Art-ART 451	2, 3	105.00	105.00
Art-ART 452	2, 3	105.00	105.00
Art-ART 455	2, 3	11.00	11.00
Art-ART 457	2, 3	105.00	105.00
Art-ART 458	2, 3	105.00	105.00
Art-ART 461	2, 3	105.00	105.00
Art-ART 462	2, 3	105.00	105.00
Art-ART 464	2, 3	105.00	105.00
Art-ART 471	2, 3	105.00	105.00
Art-ART 472	2, 3	105.00	105.00
Art-ART 480	2, 3	11.00	11.00
Art-ART 485/585	2, 3	11.00	11.00
Art-ART 486/586	2, 3	11.00	11.00
Art-ART 487/587	2, 3	11.00	11.00
Art-ART 489/589	2, 3	11.00	11.00
Art-ART 492	2, 3	32.00	32.00
Art-ART 493	2, 3	32.00	32.00
Art-ART 495	2, 3	32.00	32.00
Art-ART 541	2, 3	100.00	100.00
Art-ART 542	2, 3	100.00	100.00
Art-ART 555	2, 3	10.00	10.00

Art-ART 557	2, 3	100.00	100.00
Art-ART 561	2, 3	100.00	100.00
Art-ART 562	2, 3	100.00	100.00
Art-ART 564	2, 3	100.00	100.00
Art-ART 571	2, 3	100.00	100.00
Art-ART 585	2, 3	10.00	10.00
Art-ART 586	2, 3	10.00	10.00
Art-ART 587	2, 3	10.00	10.00
Art-ART 589	2, 3	10.00	10.00
Art-ART 640	2, 3	100.00	100.00
Art-ART 650	2, 3	100.00	100.00
Art-ART 660	2, 3	100.00	100.00
Art-ART 664	2, 3	100.00	100.00
Art-ART 670	2, 3	100.00	100.00
Art-ART 680	2, 3	10.00	10.00
Art-ART MPT/MPF 189	2, 3	11.00	11.00
Art-ART/IMS 259	2, 3	32.00	32.00
Art-ART/IMS 359	2, 3	32.00	32.00
Art-MPC 497	2, 3	11.00	11.00
Art-MPC 498/598	2, 3	11.00	11.00
Art-MPC 598	2, 3	11.00	11.00
Art-MPF 185	2, 3	11.00	11.00
Art-MPF 187	2, 3	11.00	11.00
Art-MPF 188	2, 3	11.00	11.00
Art-MPF 279	2, 3	11.00	11.00
Art-MPT 311	2, 3	11.00	11.00
Art-MPT 312	2, 3	11.00	11.00
Art-MPT 381	2, 3	11.00	11.00
Art-MPT 382	2, 3	11.00	11.00
Art-MPT 383	2, 3	11.00	11.00
Art-MPT 480M/580M	2, 3	11.00	11.00
Art-MPT 480W/580W	2, 3	10.00	10.00
Art-MPT 480W/580W	2, 3	11.00	11.00
Art-MPT 580	2, 3	10.00	10.00
BIO/MBI 115	2, 3	25.00	25.00
BIO/MBI 115H	2, 3	25.00	25.00
BIO/MBI 116	2, 3	25.00	25.00
BIO/MBI 424	2, 3	25.00	25.00
Biology-BIO 155	2, 3	25.00	25.00
Biology-BIO 161	2, 3	25.00	25.00
Biology-BIO 204	2, 3	25.00	25.00
Biology-BIO 205	2, 3	25.00	25.00
Biology-BIO 305	2, 3	25.00	25.00
Biology-BIO 305W	2, 3	25.00	25.00
Biology-BIO 328	2, 3	25.00	25.00
Biology-BIO 333	2, 3	60.00	60.00
Biology-BIO 333W	2, 3	60.00	60.00
Biology-BIO 351	2, 3	25.00	25.00
Biology-BIO 361	2, 3	25.00	25.00
Biology-BIO 364	2, 3	25.00	25.00
Biology-BIO 402	2, 3	25.00	25.00
Biology-BIO 403	2, 3	25.00	25.00
Biology-BIO 407	2, 3	25.00	25.00
Biology-BIO 407W	2, 3	25.00	25.00
Biology-BIO 408	2, 3	60.00	60.00
Biology-BIO 409	2, 3	25.00	25.00
Biology-BIO 410	2, 3	25.00	25.00
Biology-BIO 410W	2, 3	25.00	25.00
Biology-BIO 411	2, 3	25.00	25.00
Biology-BIO 415	2, 3	25.00	25.00
Biology-BIO 425	2, 3	25.00	25.00
Biology-BIO 429	2, 3	25.00	25.00
Biology-BIO 453	2, 3	25.00	25.00
Biology-BIO 455	2, 3	25.00	25.00

Biology-BIO 458	2, 3	25.00	25.00
Biology-BIO 459	2, 3	25.00	25.00
Biology-BIO 463	2, 3	25.00	25.00
Biology-BIO 463W	2, 3	25.00	25.00
Biology-BIO 464	2, 3	25.00	25.00
Biology-BIO 465	2, 3	25.00	25.00
Biology-BIO 482	2, 3	25.00	25.00
Biology-BIO 482W	2, 3	25.00	25.00
Biology-BIO 483	2, 3	25.00	25.00
Botany-BOT 244, Lab Fee-Wine Course	2, 3	175.00	175.00
Chemistry - CHM 111L	2, 3	30.00	30.00
Chemistry - CHM 144	2, 3	30.00	30.00
Chemistry - CHM 144H	2, 3	30.00	30.00
Chemistry - CHM 144M	2, 3	30.00	30.00
Chemistry - CHM 145	2, 3	30.00	30.00
Chemistry - CHM 145H	2, 3	30.00	30.00
Chemistry - CHM 145M	2, 3	30.00	30.00
Chemistry - CHM 231L	2, 3	30.00	30.00
Chemistry - CHM 244	2, 3	30.00	30.00
Chemistry - CHM 332L	2, 3	30.00	30.00
Chemistry - CHM 375	2, 3	30.00	30.00
Chemistry - CHM 418	2, 3	30.00	30.00
Chemistry - CHM 438	2, 3	30.00	30.00
Chemistry-CHM 419	2, 3	30.00	30.00
Clinical Experience -Teacher Education-EDP 605	2, 3	143.00	143.00
Clinical Experience -Teacher Education-EDP 605 TPA Testing	2, 3	325.00	325.00
EDL 195 Facilitation & Group Dynamics	2, 3	150.00	150.00
Education Leadership - EDL 290 R	2,3	50.00	50.00
Family Studies and Social Work -FSW 762	2, 3	50.00	50.00
Family Studies and Social Work -FSW 763	2, 3	50.00	50.00
Family Studies and Social Work-FSW 412	2, 3	50.00	50.00
Family Studies and Social Work-FSW 661	2, 3	50.00	50.00
Fashion Design-FAS 211	2, 3	30.00	30.00
Fashion Design-FAS 212	2, 3	40.00	40.00
Fashion Design-FAS 221A	2, 3	90.00	90.00
Geology-GLG 115L	2, 3	25.00	25.00
Geology-GLG 201	2, 3	25.00	25.00
Geology-GLG 204	2, 3	25.00	25.00
Geology-GLG 301	2, 3	25.00	25.00
Geology-GLG 322	2, 3	25.00	25.00
Geology-GLG 354	2, 3	25.00	25.00
Geology-GLG 357	2, 3	25.00	25.00
Geology-GLG 428	2, 3	25.00	25.00
Geology-GLG 482	2, 3	25.00	25.00
Gerontology- GTY 110	2,3	50.00	50.00
Gerontology- GTY 310	2,3	50.00	50.00
IMS 351 all section	2, 3	65.00	65.00
Kinesiology and Health -KNH194L	2, 3	35.00	35.00
Kinesiology and Health -KNH 104	2, 3	150.00	150.00
Kinesiology and Health -KNH 182	2, 3	26.00	26.00
Kinesiology and Health -KNH 183.L	2, 3	26.00	26.00
Kinesiology and Health -KNH 184.L	2, 3	33.00	33.00
Kinesiology and Health -KNH 203	2, 3	150.00	150.00
Kinesiology and Health -KNH 244.L	2, 3	33.00	33.00
Kinesiology and Health -KNH 284	2, 3	26.00	26.00
Kinesiology and Health -KNH 285.L	2, 3	26.00	26.00
Kinesiology and Health -KNH 287.L	2, 3	26.00	26.00
Kinesiology and Health -KNH 288	2, 3	26.00	26.00
Kinesiology and Health -KNH 289	2, 3	26.00	26.00
Kinesiology and Health -KNH 381.L	2, 3	33.00	33.00
Kinesiology and Health -KNH 382	2, 3	33.00	33.00
Kinesiology and Health -KNH 404	2, 3	150.00	150.00
Kinesiology and Health -KNH 4532 Active Work Station	2, 3	35.00	35.00
Kinesiology and Health -KNH 468.L	2, 3	33.00	33.00

Kinesiology and Health -KNH 484	2, 3	26.00	26.00
Kinesiology and Health -KNH 568.L	2, 3	31.00	31.00
Kinesiology and Health -KNH 668	2, 3	31.00	31.00
Kinesiology and Health -KNH 683	2, 3	31.00	31.00
Kinesiology and Health -KNH 688	2, 3	31.00	31.00
Kinesiology and Health-Basketball Officiating Course-KNH 121	2, 3	140.00	140.00
Kinesiology and Health-Equestrian Center Classes-KNH 150.E	2, 3	330.00	330.00
Kinesiology and Health-Equestrian Center Classes-KNH 150.F	2, 3	330.00	330.00
Kinesiology and Health-Equestrian Center Classes-KNH 150.G	2, 3	330.00	330.00
Kinesiology and Health-Equestrian Center Classes-KNH 150.H	2, 3	330.00	330.00
Kinesiology and Health-Equestrian Center Classes-KNH 150.I	2, 3	330.00	330.00
Kinesiology and Health-Goggin Ice Center Classes-(broomball, hockey, & skating)	2, 3	60.00	60.00
Kinesiology and Health-Volleyball Officiating Course-KNH 122	2, 3	140.00	140.00
Microbiology-MBI 123	2, 3	25.00	25.00
Microbiology-MBI 143	2, 3	25.00	25.00
Microbiology-MBI 201	2, 3	25.00	25.00
Microbiology-MBI 201H	2, 3	25.00	25.00
Microbiology-MBI 223	2, 3	25.00	25.00
Microbiology-MBI 333	2, 3	60.00	60.00
Microbiology-MBI 405	2, 3	25.00	25.00
Microbiology-MBI 415	2, 3	25.00	25.00
Microbiology-MBI 425	2, 3	25.00	25.00
Microbiology-MBI 435	2, 3	25.00	25.00
Microbiology-MBI 465	2, 3	25.00	25.00
Microbiology-MBI 475	2, 3	25.00	25.00
Microbiology-MBI 487	2, 3	30.00	30.00
Microbiology-MBI 488	2, 3	60.00	60.00
Microbiology-MBI 489	2, 3	60.00	60.00
MKT 622 HBDI Assessment Fee	2, 3	8.00	8.00
Music-MUS 100E, Marching Band-Fall Semester Only	2, 3	105.00	105.00
Music-MUS 112, Lab Choir	2, 3	20.00	20.00
Music-MUS 232A	2, 3	23.00	23.00
Music-MUS 232B	2, 3	23.00	23.00
Online Chemistry Prep Course-CHM149	2, 3	350.00	350.00
Outdoor Pursuit Center Courses-KNH 150.A	2, 3	180.00	180.00
Outdoor Pursuit Center Courses-KNH 150.B	2, 3	180.00	180.00
Outdoor Pursuit Center Courses-KNH 150.C	2, 3	180.00	180.00
Outdoor Pursuit Center Courses-KNH 150.J	2, 3	240.00	240.00
Outdoor Pursuit Center Courses-KNH 150.K	2, 3	240.00	240.00
Physics-PHY 103	2, 3	25.00	25.00
Physics-PHY 161	2, 3	25.00	25.00
Physics-PHY 162	2, 3	25.00	25.00
Physics-PHY 191	2, 3	25.00	25.00
Physics-PHY 191H	2, 3	25.00	25.00
Physics-PHY 192	2, 3	25.00	25.00
Physics-PHY 286	2, 3	25.00	25.00
Physics-PHY 293	2, 3	25.00	25.00
Physics-PHY 294	2, 3	25.00	25.00
Physics-PHY 471	2, 3	25.00	25.00
Psychology- PSY 351	2, 3	50.00	50.00
Speech Pathology and Audiology-SPA 605	2, 3	100.00	100.00
Speech Pathology and Audiology-SPA 750	2, 3	100.00	100.00
Teacher Education-ART 419	2, 3	294.00	294.00
Teacher Education-ART 419.I	2, 3	1,260.00	1,260.00
Teacher Education-ART 419.O	2, 3	840.00	840.00
Teacher Education-EDP 419F	2, 3	143.00	143.00
Teacher Education-EDP 419F TPA Testing	2, 3	325.00	325.00
Teacher Education-EDT 419A	2, 3	143.00	143.00
Teacher Education-EDT 419A TPA Testing	2, 3	325.00	325.00
Teacher Education-EDT 419E	2, 3	143.00	143.00
Teacher Education-EDT 419E TPA Testing	2, 3	325.00	325.00
Teacher Education-EDT 419M	2, 3	143.00	143.00
Teacher Education-EDT 419M TPA Testing	2, 3	325.00	325.00
Teacher Education-EDT 519	2, 3	136.00	136.00

Teacher Education-EDT 519 TPA Testing	2, 3	150.00	150.00
Teacher Education-EDT 519A	2, 3	136.00	136.00
Teacher Education-EDT 519A TPA Testing	2, 3	150.00	150.00
Teacher Education-MUS 175	2, 3	69.00	69.00
Teacher Education-MUS 355	2, 3	69.00	69.00
Teacher Education-MUS 359	2, 3	69.00	69.00
Teacher Education-MUS419	2, 3	347.00	347.00
Theatre- THE 292	2,3	100.00	100.00
Theatre-THE 131 Field Trip Fee	2, 3	17.00	17.00
Theatre-THE 151	2, 3	75.00	75.00
Theatre-THE 210B	2, 3	90.00	90.00
Theatre-THE 210E Puppetry Supplies Fee	2, 3	55.00	55.00
Theatre-THE 253 Supplies	2, 3	12.00	12.00
Theatre-THE 258 Supply Fee	2, 3	100.00	100.00
Theatre-THE 455F Advanced problems in advanced mask up and mask design	2, 3	200.00	200.00
<b>Speech and Hearing Clinic Charges</b>			
Assessment of Tinnitus	3	70.00	70.00
Audiology Evaluation Services-Cerumen management (two ears)	6	70.00	70.00
Audiology Evaluation Services-comprehensive hearing evaluation	6	100.00	100.00
Audiology Evaluation Services-Pure tone audiometry screening (air)	6	15.00	15.00
Audiology Evaluation Services-Speech audiometry (threshold/discrimination)	6	30.00	30.00
Audiology Evaluation Services-Spontaneous nystagmus test	6	-	-
Audiology Evaluation Services-Tympanometry	6	40.00	40.00
Audiology Evaluation Services-Vertical electrodes	6	-	-
Audiology Evaluation Services-Vestibular function tests	6	-	-
Audiology Evaluation Services-Visual reinforcement audiometry	6	50.00	50.00
Products-Earmold	6	105.00	105.00
Products-Power Earmold	6	125.00	125.00
<b>Student Affairs</b>			
Activity No-Show Fee		10.00	10.00
<b>Student Counseling Services</b>			
Attentional Problem Evaluation		25.00	25.00
Counseling Session-no show (Psychiatric follow-up)		25.00	25.00
Counseling Session-no show any session		25.00	25.00
Psychiatric services - follow-up/medical check		25.00	25.00
Psychiatric services - initial psychiatric evaluation		40.00	40.00
Therapy/Counseling, per session (first five sessions covered by general fund)		25.00	25.00
<b>Student Health Services</b>			
Appointment No-Show Fee		20.00	20.00
Insurance Waiver - Late Processing Fee		35.00	35.00
Miscellaneous OTC Personal Health Products		.10 - .50	.10 - .50
Student health services charges health insurance plans for usual and customary rates per industry practice		-	-
<b>Student Legal Services</b>			
Student Legal Services, per year		20.00	20.00
<b>Student Orientation Program</b>			
Confirmation Deposit (Oxford Pathway program)		95.00	95.00
Orientation Housing per night		30.50	30.50
Orientation Meal (per person)		30.00	30.00
Orientation Parking Fee		3.00	3.00
Pre-Semester Pilot Program		250.00	250.00
Regional Orientation & Registration Fee (S.O.A.R) NOTE: Non-Refundable		40.00	40.00
<b>Substance Abuse Violations</b>			
Chemical abuse education program		200.00	200.00
Substance abuse assessments		250.00	250.00
Two hour substance abuse program		150.00	150.00
Two hour tobacco cessation program		150.00	150.00
<b>Test Administration Fee</b>			
CLEP		20.00	20.00
Distance Learning Exam		20.00	20.00
MAT Exam		20.00	20.00
<b>Western Lodge &amp; WRA Cabin</b>			
Rental Fee -MU Users (no charge)		-	-
Rental Fee -Non-University Users		60.00	60.00

<b>Wilks Leadership Institute</b>			
LeaderShape participant fee		150.00	150.00
Scholar Leader Winter Immersion Service Experience (WISE) deposit		75.00	75.00
Wilks Leadership Workshop Fee		35.00	35.00
Wilks U-Lead Housing Fee		Actual housing cost	Actual housing cost
Wilks U-Lead Participant Fee		125.00	125.00

**Notes:**

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

**Miami University**  
**FY 2019 - Academic Year 2018-2019**  
**Miscellaneous Fees**

New Fee

Table 4: New and increased fees applying to Miami Tuition Promise Fall 2018 Cohort

Fee	Notes	2017-2018	Proposed 2018-2019
<b>Admission Fee</b>			
Oxford Campus Enrollment Fee	1	95.00	95.00
University Contract Confirmation Deposit	1	330.00	330.00
<b>American Culture and English</b>			
American Culture and English (ACE) Program fee (Repeating Students)		500.00	500.00
American Culture and English Program (ACE) program fee		1,000.00	1,000.00
IHAWK Pre-Semester American Academic Culture (PAAC) program fee		750.00	750.00
<b>Application Fee</b>			
Oxford Campus-Admission to Graduate Degree Programs		50.00	50.00
Oxford Campus-Admission to Undergraduate Programs		50.00	50.00
Oxford Campus-International Students		70.00	70.00
Oxford Campus-Transient Students		50.00	50.00
Oxford Campus-Unclassified Students		50.00	50.00
<b>Bursar Miscellaneous Charges</b>			
Bad Check Charge		30.00 or maximum allowable by law	30.00 or maximum allowable by law
Charges on Unpaid Balance		Prime rate + 3%	Prime rate + 3%
Late Payment		150.00	150.00
Late Registration (each Monday after the final date, an additional \$27.00)		27.00	27.00
<b>Business School Premium</b>			
Oxford Campus Business School Courses, per credit hour		110.00	110.00
<b>Career Exploration and Testing Center Charges</b>			
Career Testing, each career assessment		16.00	16.00
Enrollment in EDL100 for Myers-Briggs and Strong Interest Testing (three standardized career assessments)		32.00	32.00
<b>Career Fee</b>			
Career Fee	9		100.00
<b>Career Services</b>			
Job Fair		100.00 - 550.00	100.00 - 550.00
<b>CEC Premium</b>			
Oxford Campus College of Engineering and Computing Majors, full-time, taking 12 or more credit hours, per semester		400.00	400.00
Oxford Campus College of Engineering and Computing Majors, part-time, taking 1-11 credit hours, per credit hour		33.25	33.25
<b>Chemistry and Biochemistry Department</b>			
ICP Atomic Emission Spectroscopy-MU User, Sample Prep, per hour/1 hour minimum		40.00	40.00
ICP Atomic Emission Spectroscopy-MU User, Staff Operated, per hour		30.00	30.00
ICP Atomic Emission Spectroscopy-MU User, Torch Time, additional per hour		23.00	23.00
ICP Atomic Emission Spectroscopy-MU User, Torch Time, first hour		30.00	30.00
ICP Atomic Emission Spectroscopy-MU User, Training cost		100.00	100.00
ICP Atomic Emission Spectroscopy-Non-MU User, Sample Prep, case by case		Case by case	Case by case
ICP Atomic Emission Spectroscopy-Non-MU User, Staff Operated, per hour, after second hour		50.00	50.00
ICP Mass Spectrometer-Clean Up-Frit nebulizer		50.00	50.00
ICP Mass Spectrometer-Clean Up-Ultrasonic nebulizer		100.00	100.00
ICP Mass Spectrometer-Non-MU Users (typically may not operate machine)-Torch time, 1 to 5 elements, per hour		70.00	70.00
ICP Mass Spectrometer-Non-MU Users (typically may not operate machine)-Torch time, greater than 5 elements, per element/per hour		8.00	8.00
ICP Mass Spectrometer-Torch time, MU User, additional per hour		45.00	45.00
ICP Mass Spectrometer-Torch time, MU User, first hour		60.00	60.00
NMR Spectrometers-500 MHz Solution, MU User, per hour, night rate		2.50	2.50
NMR Spectrometers-850MHz Solution, Non-MU User, per hour		285.00	285.00
Raman Laboratory Kits		100.00	100.00
<b>Child Care Programs-Hamilton Campus-Faculty/Staff</b>			
Full-time Rate (4/5 day)		2,994.00/2,395.00	2,994.00/2,395.00

Registration, one child/each additional		50.00/30.00	50.00/30.00
Three Day Semester Rate		2,285.00/1,829.00	2,285.00/1,829.00
Two Day Semester Rate		1,734.00/1,387.00	1,734.00/1,387.00
<b>Child Care Programs-Hamilton Campus-Students</b>			
Full-time Rate (4/5 day)		2,678.00/2,142.00	2,678.00/2,142.00
Registration, one child/each additional		50.00/25.00	50.00/25.00
Three Day Semester Rate		1,969.00/1,576.00	1,969.00/1,576.00
Two Day Semester Rate		1,339.00/1,071.00	1,339.00/1,071.00
<b>Chinese Proficiency Tests - Confucius Institute</b>			
Chinese Proficiency Test (HSK, BCT, and YCT) -- fee based on candidate's level and test module		20.00 - 70.00	20.00-70.00
<b>Climer Lodge/Simpson-Shade</b>			
Additional Room Cleaning Fee		250.00	250.00
Room Charge		70.00	70.00
<b>Code of Conduct Violations</b>			
Code of Conduct Administration Charges, per incident		50.00	50.00
Ethics and Integrity Mandatory Program		200.00	200.00
<b>Commencement/Degree Application Fee</b>			
Thesis Microfilming and Binding		80.00	80.00
<b>Community Engagement and Services</b>			
Community Plunge (early move-in experience)		130.00	130.00
Service Learning Courses Utilizing Community Engagement and Services Office		50.00	50.00
<b>Commuter Center</b>			
Commuter Center-Lock Replacement Fee		25.00	25.00
<b>Compass Accuplacer Assessment-Hamilton Campus</b>			
Compass Accuplacer Assessment Retake Fee-one per semester, per subject	1	10.00	10.00
<b>Compass Accuplacer Assessment-Middletown Campus</b>			
Compass Accuplacer Assessment Retake Fee-one per semester, per subject	1	10.00	10.00
<b>Computer Printing Charge</b>			
Computer Printing Charge-Black and White, per copy		0.10	0.10
Computer Printing Charge-Color, per copy		0.25	0.25
<b>Conference Administration Charge</b>			
Conference Administration Charge, charged to external groups		10% of invoiced fees	10% of invoiced fees
<b>Conference Fee</b>			
Permutter Conference No Show Fee		21.00	21.00
<b>Credit Workshops</b>			
iDiscovery Program Fee		200.00	200.00
<b>Cultural and Athletic Events-Hamilton and Middletown Campuses</b>			
Event Ticket Prices Set by the Regional Campus Dean or Designee		-	-
<b>Data and Video Network</b>			
Fee for Non-warranty computer and associated repair (including labor)		actual cost	actual cost
Network copyright notification-First incident		100.00	100.00
Network copyright notification-Second incident and more		200.00	200.00
Workstation Remediation Fee for Non-Miami Laptops		actual cost	actual cost
<b>Data and Video Network-Technology Fee (Undergraduate and Graduate, Fall and Spring Semester Only)</b>			
Regional Campuses Network Fee-Per Semester Fee		18.00	18.00
<b>Diversity Affairs</b>			
MADE Deposit		60.00	60.00
<b>E-Learning-Hamilton Campus</b>			
All online, partially online (hybrid), and interactive video courses per credit hour		35.00	35.00
<b>E-Learning-Middletown Campus</b>			
All online, partially online (hybrid), and interactive video courses per credit hour		35.00	35.00
<b>English Language Center</b>			
English Language Center Intensive English Program Fee Level 1-3 (19 contact hours)		6,600.00	6,600.00
English Language Center Program Fee Levels 1-4		1,000.00	1,000.00
<b>Facility Rentals</b>			
Facility Rentals-Hamilton and Middletown Campuses-Fees Set by Regional Campus Dean or Designee		-	-
<b>Fine Arts Program Fee</b>			
Architecture/Interior Design Majors, per semester		50.00	50.00
Music Majors, per semester		50.00	50.00
<b>General Counsel</b>			
Land Deed Preparation Fee		25.00	25.00
<b>Global Initiatives</b>			

Graduate International Student Orientation and Integration Service Fee		100.00	100.00
International Travel Insurance Pass Through Fee		58.00	58.00
Services Provided by International SOS (ISOS) Worldwide		Actual Invoiced Costs	Actual Invoiced Costs
Study Abroad Administration Fee (Non-Miami organized programs)		175.00	175.00
Study Abroad/Away Administration Fee (Faculty-led Miami programs)		175.00	175.00
Undergraduate International Student Orientation and Integration Service Fee		200.00	200.00
Workshop Administrative Fee		25.00	25.00
<b>Goggin Ice Center</b>			
Facility Rental (resurfacing time is deducted from each hour)-B Pad-Miami Student Groups (groups larger than 50 subject to surcharge), per hour		175.00	175.00
Facility Rental 6% discount for groups that rent more than 20 hours of Ice in one billing cycle for both A & B Pad		265.00	265.00
Figure Skating and Hockey (Patch, Free Style, Dance or Program, each)-All others		9.50	9.50
Figure Skating and Hockey (Patch, Free Style, Dance or Program, each)-Miami Student (30 min)		6.25	6.25
Figure Skating and Hockey (Patch, Free Style, Dance or Program, each)-Miami University Students		8.50	8.50
Figure Skating and Hockey (Patch, Free Style, Dance or Program, each)-Non-Miami Student (30 min)		7.25	7.25
Figure Skating and Hockey (Patch, Free Style, Dance or Program, each)-Open hockey		9.50	9.50
Group Skating Lessons (15-20 per group) Six weeks of 45 minute lessons		97.00	97.00
Intramural Leagues-Broomball (1 season with 8 games each)		175.00	175.00
Intramural Leagues-Broomball (10 games)		200.00	200.00
Intramural Leagues-Broomball (2 seasons with 6 games each)		155.00	155.00
Intramural Leagues-Hockey (1 seasons with 8 games each)		410.00	410.00
Intramural Leagues-Hockey (10 games)		500.00	500.00
Intramural Leagues-Hockey (2 seasons with 6 games each)		365.00	365.00
Locker Rental-Coin locker, per session		0.50	0.50
Locker Rental-Extra-large storage locker, per semester		190.00	190.00
Locker Rental-Extra-large storage locker, per year		355.00	355.00
Locker Rental-Large storage locker, per semester		85.00	85.00
Locker Rental-Large storage locker, per year		140.00	140.00
Public Sessions-All others, per session		9.00	9.00
Public Sessions-High school students and younger, per session		7.75	7.75
Public Sessions-Miami University students with ID cards, per session		5.75	5.75
Public Sessions-Noon skate		6.00	6.00
Skate Sharpening-Figures skates, per pair		5.75	5.75
Skate Sharpening-Hockey, per pair		9.50	9.50
Skate/Broomball Shoe Rental-Participants in all other activities, per session		3.25	3.25
Skate/Broomball Shoe Rental-Participants in Kinesiology and Health Classes, per class and noon skate		2.50	2.50
<b>Identification Card Replacement Charge</b>			
Identification Card Replacement Charge-Hamilton Campus		20.00	20.00
Identification Card Replacement Charge-Middletown Campus		20.00	20.00
Identification Card Replacement Charge-Oxford Campus		35.00	35.00
<b>International Student Exchange Deposit</b>			
Exchange Student Deposit-Business	9	1,000.00	1,000.00
<b>Intrafraternity Council</b>			
Fraternity Recruitment		30.00	30.00
Sorority Recruitment		30.00	30.00
<b>Learning Assistance Tutoring Charges</b>			
Learning Assistance-Oxford Campus-Tutoring sessions-no show fee		15.00	15.00
<b>Library Fines and Fees</b>			
Camera Tripod (24 hour loan; no charge)		-	-
Camera Tripod, Maximum		15.00	15.00
Camera Tripod, Overdue charge, per hour		0.50	0.50
Camera Tripod, Processing fee		10.00	10.00
Digital Translator Replacement Fee		160.00	160.00
Digital Voice Recorder (four hour loan; no charge)		-	-
Digital Voice Recorder, Maximum		15.00	15.00
Digital Voice Recorder, Overdue charge, per hour		0.50	0.50
Digital Voice Recorder, Processing fee		25.00	25.00
Digital Voice Recorder, Replacement cost		65.00	65.00
Financial Calculator (24 hour loan; no charge)		-	-

Financial Calculator Overdue charge, per hour		0.50	0.50
Financial Calculator, Maximum		15.00	15.00
Financial Calculator, Processing fee		10.00	10.00
Financial Calculator, Replacement cost		60.00	60.00
Firewire Cable, Processing fee		10.00	10.00
Firewire Cable, Replacement cost		5.00	5.00
Graphing Calculator (24 hour loan; no charge)		-	-
Graphing Calculator Overdue charge, per hour		0.50	0.50
Head Phones-Maximum		15.00	15.00
Head Phones-Overdue charge, per hour		0.50	0.50
Head Phones-Processing fee		10.00	10.00
Head Phones-Replacement cost		10.00	10.00
IPad-(in library use only)-Up to three hours (requires Miami ID and one other form of ID)		-	-
Laptop Computer or Digital Camera (in library use only)-Billing fee (non-refundable) (6)	4	25.00	25.00
Laptop Computer or Digital Camera (in library use only)-Overdue laptop, per hour (maximum of \$100.00)		5.00	5.00
Laptop Computer or Digital Camera (in library use only)-Replacement charge laptop - Macintosh		1,300.00	1,300.00
Laptop Computer or Digital Camera (in library use only)-Replacement charge laptop - Windows		1,000.00	1,000.00
Laptop Computer or Digital Camera (in library use only)-Replacement Charge-Digital Camera		150.00	150.00
Laptop Computer or Digital Camera (in library use only)-Replacement Charge-Digital Camera Accessories (at cost)		at cost	at cost
Laptop Computer or Digital Camera (in library use only)-Up to three hours (requires Miami ID and one other form of ID)		-	-
Laptop/data projector (24 hour loan; no charge)		-	-
Laptop/data projector, Maximum		15.00	15.00
Laptop/data projector, Overdue charge, per hour		0.50	0.50
Laptop/data projector, Processing fee		30.00	30.00
Laptop/data projector, Replacement cost		500.00	500.00
Miami Libraries-Overdue Books, per book maximum		15.00	15.00
Miami Libraries-Overdue Books, per book/per day		0.50	0.50
Miami Libraries-Overdue Reserved Materials, each additional hour		0.75	0.75
Miami Libraries-Overdue Reserved Materials, first hour		2.50	2.50
Miami Libraries-Overdue Reserved Materials, maximum		24.25	24.25
Miami Libraries-Recalled Books, per book (student)/maximum		24.25	24.25
Miami Libraries-Recalled Books, per book (student)/per day		0.75	0.75
Miami Libraries-Replacement, per book, actual cost		actual cost	actual cost
Miami Libraries-Replacement, per book, billing		10.00	10.00
Miami Libraries-Replacement, per book, cataloging and processing		30.00	30.00
Miami Libraries-Replacement, per book, minimum		75.00	75.00
Microphone for Mac or PC (three hour loan; no charge)		-	-
Microphone for Mac or PC, Maximum		15.00	15.00
Microphone for Mac or PC, Overdue charge, per hour		0.50	0.50
Microphone for Mac or PC, Processing fee		10.00	10.00
Microphone for Mac or PC, Replacement cost		15.00	15.00
Miscellaneous Items for Sale-Batteries		at cost	at cost
Miscellaneous Items for Sale-CD, blank		1.00	1.00
Miscellaneous Items for Sale-Data storage device (Jump Drive)		actual cost	actual cost
Miscellaneous Items for Sale-DVD, blank		1.00	1.00
Miscellaneous Items for Sale-Earplugs, per pair		0.25	0.25
Miscellaneous Library Fees-Private Study Carrels (re-key for lost key)		25.00	25.00
Miscellaneous Library Fees-Storage locker keys (replacement)		7.00	7.00
Network Cables-Maximum		15.00	15.00
Network Cables-Overdue charge, per hour		0.50	0.50
Network Cables-Processing fee		10.00	10.00
Network Cables-Replacement cost		5.00	5.00
Nintendo 3Ds (24 hour loan; no charge)		-	-
Nintendo 3Ds Overdue charge, per hour		0.50	0.50
Nintendo 3Ds, Maximum		15.00	15.00
Nintendo 3Ds, Processing fee		10.00	10.00
Nintendo 3Ds, Replacement cost		250.00	250.00
OhioLINK Overdue Books, per book/Maximum		50.00	50.00
OhioLINK Overdue Books, per book/per day (1-30 days)		0.50	0.50
OhioLINK Overdue Books, per book/per day (31st day), late/overdue		35.00	35.00
OhioLINK, Replacement, per book		75.00	75.00

OhioLINK, Replacement, per book, cataloging and processing fee,		25.00	25.00
Portable DVD Player (four hour loan; no charge)		-	-
Portable DVD Player, Maximum		15.00	15.00
Portable DVD Player, Overdue charge, per hour		0.50	0.50
Portable DVD Player, Processing fee		10.00	10.00
Portable DVD Player, Replacement cost		150.00	150.00
Portable Public Address System (24 hour loan; no charge)		-	-
Portable Public Address System, Maximum		15.00	15.00
Portable Public Address System, Overdue charge, per hour		0.50	0.50
Portable Public Address System, Processing fee		30.00	30.00
Portable Public Address System, Replacement cost		100.00	100.00
Steady Cam (24 hour loan; no charge)		-	-
Steady Cam, Maximum		15.00	15.00
Steady Cam, Overdue charge, per hour		0.50	0.50
Steady Cam, Processing fee		10.00	10.00
Steady Cam, Replacement cost		150.00	150.00
Study Room Keys-Maximum		15.00	15.00
Study Room Keys-Overdue charge, per hour		0.50	0.50
Study Room Keys-Processing Fee		10.00	10.00
Study Room Keys-Replacement Cost		10.00	10.00
Tripod Dolly (24 hour loan; no charge)		-	-
Tripod Dolly, Maximum		15.00	15.00
Tripod Dolly, Overdue charge, per hour		0.50	0.50
Tripod Dolly, Processing fee		10.00	10.00
Tripod Dolly, Replacement cost		60.00	60.00
Video Monitor Cable (three hour loan; no charge)		-	-
Video Monitor Cable, Maximum		15.00	15.00
Video Monitor Cable, Overdue charge, per hour		0.50	0.50
Video Monitor Cable, Processing fee		10.00	10.00
Video Monitor Cable, Replacement cost		5.00	5.00
<b>Miami Metro</b>			
Miami Metro-Oxford Campus-Metro ride pass-Faculty and Staff, per semester		-	-
<b>MUDEC</b>			
MUDEC Study Tours, per semester		1,800.00	1,800.00
Orientation fee (one-time per student)		90.00	90.00
Partial Board (4 meal voucher per week), per semester		820.00	820.00
Study Abroad Administration Fee		125.00	125.00
<b>Music</b>			
Music-MUS 216, Applied Music for music theater minors		85.00	85.00
<b>Oxford Pathways Program</b>			
Pathways Student Fee		90.00	90.00
<b>Panhellenic</b>			
Sorority Recruitment - Late Registration		20.00	20.00
<b>Parking Fees and Fines-Hamilton and Middletown Campuses</b>			
Blocking any access road		15.00	15.00
Disregarding traffic control device		15.00	15.00
Failure to display parking permit		15.00	15.00
Hazardous operation		75.00	75.00
Illegal Parking-Parking by a non-handicapped driver in a space reserved for the handicapped		100.00	100.00
Illegal Parking-Parking in a restricted area		15.00	15.00
Illegal Parking-Parking on the grass		15.00	15.00
Speeding		30.00	30.00
Unregistered vehicle		10.00	10.00
<b>Parking Fees and Fines-Oxford Campus</b>			
Event Parking-Lot Attendant-charged to MU Departments/Organizations, per hour		25.00	25.00
Event Parking-Lot/Space Reservation Fee-charged to MU Departments/Organizations, fee per reserved space		1.00 - 5.00	1.00 - 5.00
Event Parking-Meter Reservations-charged to MU Department/Organizations, per space/per hour		1.00	1.00
Faculty and staff Garage permit, per year		425.00	425.00
Faculty and staff RED area annual permit, per year		125.00	125.00
Faculty and staff RED area annual permit, per year-2 person carpool		30.00	30.00
Faculty and staff RED area annual permit, per year-3 person carpool		-	-
Faculty and staff RED area daily permit, per day		2.00	2.00

Faculty, Staff, or Department Dedicated Parking Space		425.00	425.00
Failure to display valid permit/Improper display		35.00	35.00
Handicap Parking Violation		250.00	250.00
Illegal or improper parking (loading/service area, outside designated space, prohibited parking, prohibited yellow zone)		75.00	75.00
Illegal parking on grass/sidewalk		75.00	75.00
Impoundment/immobilization		200.00	200.00
Oxford campus parking garage rates-Campus Ave. garage-Daily maximum rate		10.00	10.00
Oxford campus parking garage rates-Campus Ave. garage-Garage Parking Vouchers		5.00	5.00
Oxford campus parking garage rates-Campus Ave. garage-Lost ticket fee		25.00	25.00
Oxford campus parking garage rates-Campus Ave. garage-Parking rate per first hour/per additional hours		1.00/.50	1.00/.50
Oxford campus parking garage rates-Engineering Bldg. garage-Daily maximum rate		15.00	15.00
Oxford campus parking garage rates-Engineering Bldg. garage-Garage Parking Vouchers		7.50	7.50
Oxford campus parking garage rates-Engineering Bldg. garage-Lost ticket fee		25.00	25.00
Oxford campus parking garage rates-Engineering Bldg. garage-Parking rate per first hour/per additional hours		2.00/1.00	2.00/1.00
Oxford campus parking garage rates-Event parking rate		5.00	5.00
Oxford campus parking garage rates-Overnight parking, per semester		520.00	520.00
Oxford campus parking garage rates-Replacement for Garage Access Card		5.00	5.00
Oxford campus students only-for a semester/academic year BLUE area permit		150.00	150.00
Oxford campus students only-for a semester/academic year YELLOW area permit		100.00	100.00
Oxford campus students only-for an academic year-Graduate Assistants-designated lots and student areas		50.00	50.00
Oxford campus students only-for each summer term		60.00	60.00
Oxford campus students only-for temporary permit (student - one week)		15.00	15.00
Oxford campus-Contractor-Red parking permit-day		3.00	3.00
Oxford campus-Contractor-Red parking permit-month		35.00	35.00
Oxford campus-Contractor-Red parking permit-week		10.00	10.00
Parking gate replacement fee		100.00	100.00
Reproduction/illegal use of decal		300.00	300.00
University Vehicles Parked in Red Permit Areas-Leased Vehicle		125.00	125.00
University Vehicles Parked in Red Permit Areas-Reserved Space		425.00	425.00
University Vehicles Parked in Red Permit Areas-State License Plate		125.00	125.00
Unregistered vehicle lookup		2.50	2.50
<b>Patterson Place</b>			
Room Charge		50.00	50.00
<b>Police</b>			
Bike Storage/Impound fee		25.00	25.00
CPR/AED /First Aid/Health Care class		15.00	15.00
Media-Cassette		3.00	3.00
Media-Video		1.00	1.00
Portable Breathalyzer Test (PBT)		5.00	5.00
Record Checks		10.00	10.00
Self defense course		30.00	30.00
<b>Program Fee</b>			
Summer Scholars Program Comprehensive Enrollment Fee (Deposit)	1	350.00	350.00
Summer Scholars Program Comprehensive Program Fee	1	1,150.00	1,150.00
<b>Recreational Sports Center</b>			
Intramural Semester Pass		35.00	35.00
Intramural Yearly Pass		60.00	60.00
Locker Rental Fee-Faculty, staff, and others, 4 month pass		80.00	80.00
Locker Rental Fee-Faculty, staff, and others, Academic Year Pass		95.00	95.00
Locker Rental Fee-Students, 4 month pass		80.00	80.00
Program Fees-separate fee schedules set by the Vice President for Finance and Business Services or designee		-	-
Second Year (Pre-semester) Adventure Trip		335.00	335.00
Sponsored Alumni/Community/Other Adults - Guests (13 years or older), per day		6.00	6.00
Towel Service-100 Towels		34.00	34.00
Towel Service-200 Towels		51.00	51.00
Towel Service-50 Towels		19.00	19.00
Towel Service-Daily Towel		1.00	1.00
<b>Recreational Sports Center-Membership Fees</b>			
Alumni/Community/Other Adults-Couple, 12 month pass		851.00	851.00

Alumni/Community/Other Adults-Family, 12 month pass		1,039.00	1,039.00
Alumni/Community/Other Adults-Individual Plus, 12 month pass		613.00	613.00
Alumni/Community/Other Adults-Senior citizen Individual (62 or over)-12 month pass		372.00	372.00
Alumni/Community/Other Adults-Senior citizen Individual Plus (62 or over)-12 month pass		491.00	491.00
Alumni/Community/Other Adults-Weekend pass		20.00	20.00
Branch campus (MUH-MUM), Couple-12 month pass		511.00	511.00
Branch campus (MUH-MUM), Individual Plus-12 month pass		368.00	368.00
Branch campus (MUH-MUM), spouse of full time student, Individual-12 month pass		279.00	279.00
Emeritus/retiree (or spouse), Couple-12 month pass		681.00	681.00
Emeritus/retiree (or spouse), Individual Plus-12 month pass		491.00	491.00
Emeritus/retiree (or spouse), Individual-12 month pass		372.00	372.00
Faculty/Staff (eligible for medical benefits)-Couple, 12 month pass-Less wellness allowance		(426.00)	(426.00)
Faculty/Staff (eligible for medical benefits)-Family, 12 month pass		1,039.00	1,039.00
Faculty/Staff (eligible for medical benefits)-Individual (or spouse), 12 month pass		465.00	465.00
Faculty/Staff (eligible for medical benefits)-Individual (or spouse), 12 month pass-Less wellness allowance		(233.00)	(233.00)
Faculty/Staff (eligible for medical benefits)-Individual Plus, 12 month pass		613.00	613.00
Faculty/Staff (eligible for medical benefits)-Individual Plus, 12 month pass-Less wellness allowance		(307.00)	(307.00)
Faculty/Staff (not eligible for medical benefits)-Couple, 12 month pass		766.00	766.00
Faculty/Staff (not eligible for medical benefits)-Family, 12 month pass		935.00	935.00
Faculty/Staff (not eligible for medical benefits)-Individual (or spouse), 12 month pass		419.00	419.00
Faculty/Staff (not eligible for medical benefits)-Individual Plus, 12 month pass		552.00	552.00
Membership Joining Fee-Family		75.00	75.00
Membership Joining Fee-Individual		50.00	50.00
Military Personnel-Individual or Spouse-12 month pass		419.00	419.00
Military Personnel-Individual Plus-12 month pass		552.00	552.00
Students-Oxford Full-time - included in general fee		-	-
Students-Oxford Part-time - included in general fee		-	-
<b>Residence Hall</b>			
Lock Out Fee		8.00	8.00
Temporary ID Card Fee		15.00	15.00
Unapproved Early Arrival Fee/Per Day		55.00	55.00
<b>Residual ACT Testing Fee - Regional Campuses</b>			
Residual ACT Testing Fee		42.50	42.50
<b>Saturday Art Program for Children</b>			
Saturday Art Program for Children, maximum per family		95.00	95.00
Saturday Art Program for Children, per child		53.00	53.00
<b>Second year program offerings</b>			
Second Year Pre-semester or Trip Fee		50.00	50.00
<b>Special Course/Lab Charges-Hamilton Campus</b>			
Art-ART 102	2, 3	10.00	10.00
Art-ART 103	2, 3	10.00	10.00
Art-ART 104	2, 3	15.00	15.00
Art-ART 105	2, 3	10.00	10.00
Art-ART 106	2, 3	20.00	20.00
Art-ART 111	2, 3	30.00	30.00
Art-ART 122	2, 3	30.00	30.00
Art-ART 147	2, 3	15.00	15.00
Art-ART 181	2, 3	10.00	10.00
Art-ART 221	2, 3	30.00	30.00
Art-ART 222	2, 3	30.00	30.00
Art-ART 231	2, 3	30.00	30.00
Art-ART 241	2, 3	30.00	30.00
Art-ART 255	2, 3	20.00	20.00
Art-ART 257	2, 3	30.00	30.00
Art-ART 271	2, 3	50.00	50.00
Art-ART 308E	2, 3	20.00	20.00
Art-ART 321	2, 3	30.00	30.00
Art-ART 322	2, 3	30.00	30.00
Art-ART 331	2, 3	30.00	30.00
Art-ART 341	2, 3	30.00	30.00
Art-ART 342	2, 3	30.00	30.00
Biology-BIO 115	2, 3	25.00	25.00

Biology-BIO 116	2, 3	25.00	25.00
Biology-BIO 161	2, 3	25.00	25.00
Biology-BIO 171	2, 3	25.00	25.00
Biology-BIO 172	2, 3	25.00	25.00
Chemistry-CHM 111.L	2, 3	25.00	25.00
Chemistry-CHM 131	2, 3	25.00	25.00
Chemistry-CHM 144	2, 3	25.00	25.00
Chemistry-CHM 145	2, 3	25.00	25.00
Chemistry-CHM 231	2, 3	25.00	25.00
Chemistry-CHM 244	2, 3	25.00	25.00
Chemistry-CHM 245	2, 3	25.00	25.00
Chemistry-CHM 332	2, 3	25.00	25.00
Chemistry-CHM 364	2, 3	25.00	25.00
Chemistry-CHM436/MBI436/CPB436	2, 3		42.00
Computer and Information Technology (CIT) course fee	2, 3	50.00	50.00
Engineering Technology (ENT) course fee	2, 3	50.00	50.00
Geology-GLG 115L	2, 3	25.00	25.00
Geology-GLG 311	2, 3	25.00	25.00
Microbiology-MBI 123	2, 3	25.00	25.00
Microbiology-MBI 161	2, 3	25.00	25.00
Nursing-NSG 261	2, 3	200.00	200.00
Nursing-NSG 262	2, 3	200.00	200.00
Nursing-NSG 313	2, 3	200.00	200.00
Nursing-NSG 352	2, 3	200.00	200.00
Nursing-NSG 354	2, 3	200.00	200.00
Nursing-NSG 362	2, 3	200.00	200.00
Nursing-NSG 364	2, 3	200.00	200.00
Nursing-NSG 420	2, 3	200.00	200.00
Nursing-NSG 431	2, 3	200.00	200.00
Nursing-NSG 452	2, 3	200.00	200.00
Nursing-NSG 462	2, 3	200.00	200.00
Nursing-NSG 464	2, 3	200.00	200.00
Physics-PHY 161	2, 3	25.00	25.00
Physics-PHY 162	2, 3	25.00	25.00
Physics-PHY 173	2, 3	25.00	25.00
Physics-PHY 174	2, 3	25.00	25.00
Physics-PHY 183	2, 3	25.00	25.00
Physics-PHY 184	2, 3	25.00	25.00
Physics-PHY 191	2, 3	25.00	25.00
Physics-PHY 192	2, 3	25.00	25.00
Teacher Education-EDT 181	2, 3	25.00	25.00
Teacher Education-EDT 182	2, 3	25.00	25.00
<b>Special Course/Lab Charges-Middletown Campus</b>			
Art-ART 102	2, 3	10.00	10.00
Art-ART 103	2, 3	10.00	10.00
Art-ART 104	2, 3	15.00	15.00
Art-ART 105	2, 3	10.00	10.00
Art-ART 106	2, 3	20.00	20.00
Art-ART 111	2, 3	30.00	30.00
Art-ART 122	2, 3	30.00	30.00
Art-ART 147	2, 3	15.00	15.00
Art-ART 181	2, 3	10.00	10.00
Art-ART 221	2, 3	30.00	30.00
Art-ART 222	2, 3	30.00	30.00
Art-ART 231	2, 3	30.00	30.00
Art-ART 241	2, 3	30.00	30.00
Art-ART 255	2, 3	20.00	20.00
Art-ART 271	2, 3	50.00	50.00
Art-ART 308E	2, 3	20.00	20.00
Art-ART 321	2, 3	30.00	30.00
Art-ART 322	2, 3	30.00	30.00
Art-ART 331	2, 3	30.00	30.00
Art-ART 341	2, 3	30.00	30.00
Art-ART 342	2, 3	30.00	30.00

Biology-BIO 115	2, 3	25.00	25.00
Biology-BIO 116	2, 3	25.00	25.00
Biology-BIO 161	2, 3	25.00	25.00
Biology-BIO 171	2, 3	25.00	25.00
Biology-BIO 172	2, 3	25.00	25.00
Chemistry-CHM 111.L	2, 3	25.00	25.00
Chemistry-CHM 131	2, 3	25.00	25.00
Chemistry-CHM 145	2, 3	25.00	25.00
Chemistry-CHM 231	2, 3	25.00	25.00
Chemistry-CHM 244	2, 3	25.00	25.00
Chemistry-CHM 245	2, 3	25.00	25.00
Chemistry-CHM 332	2, 3	25.00	25.00
Chemistry-CHM 364	2, 3	25.00	25.00
Computer and Information Technology (CIT) course fee	2, 3	50.00	50.00
Engineering Technology (ENT) course fee	2, 3	50.00	50.00
Geology-GLG 115L	2, 3	25.00	25.00
Geology-GLG 311	2, 3	25.00	25.00
Microbiology-MBI 123	2, 3	25.00	25.00
Microbiology-MBI 161	2, 3	25.00	25.00
Nursing-NSG 261	2, 3	200.00	200.00
Nursing-NSG 262	2, 3	200.00	200.00
Nursing-NSG 313	2, 3	200.00	200.00
Nursing-NSG 352	2, 3	200.00	200.00
Nursing-NSG 354	2, 3	200.00	200.00
Nursing-NSG 362	2, 3	200.00	200.00
Nursing-NSG 364	2, 3	200.00	200.00
Nursing-NSG 420	2, 3	200.00	200.00
Nursing-NSG 431	2, 3	200.00	200.00
Nursing-NSG 452	2, 3	200.00	200.00
Nursing-NSG 462	2, 3	200.00	200.00
Nursing-NSG 464	2, 3	200.00	200.00
Physics-PHY 161	2, 3	25.00	25.00
Physics-PHY 162	2, 3	25.00	25.00
Physics-PHY 173	2, 3	25.00	25.00
Physics-PHY 174	2, 3	25.00	25.00
Physics-PHY 183	2, 3	25.00	25.00
Physics-PHY 184	2, 3	25.00	25.00
Physics-PHY 191	2, 3	25.00	25.00
Physics-PHY 192	2, 3	25.00	25.00
Teacher Education-EDT 181	2, 3	25.00	25.00
Teacher Education-EDT 182	2, 3	25.00	25.00
<b>Special Course/Lab Charges-Oxford Campus</b>			
ACC 695 HBDI Assessment Fee	2, 3	8.00	8.00
Art-ART 102	2, 3	10.00	10.00
Art-ART 103	2, 3	10.00	10.00
Art-ART 104	2, 3	15.00	15.00
Art-ART 111	2, 3	32.00	32.00
Art-ART 121	2, 3	32.00	32.00
Art-ART 131	2, 3	55.00	55.00
Art-ART 140	2, 3	58.00	58.00
Art-ART 145	2, 3	26.00	26.00
Art-ART 146	2, 3	26.00	26.00
Art-ART 147	2, 3	21.00	21.00
Art-ART 149	2, 3	26.00	26.00
Art-ART 155	2, 3	16.00	16.00
Art-ART 160	2, 3	37.00	37.00
Art-ART 165	2, 3	47.00	47.00
Art-ART 170	2, 3	42.00	42.00
Art-ART 195	2, 3	32.00	32.00
Art-ART 221	2, 3	53.00	53.00
Art-ART 222	2, 3	53.00	53.00
Art-ART 231	2, 3	32.00	32.00
Art-ART 233	2, 3	11.00	11.00
Art-ART 241	2, 3	79.00	79.00

Art-ART 251	2, 3	79.00	79.00
Art-ART 252	2, 3	79.00	79.00
Art-ART 254	2, 3	79.00	79.00
Art-ART 255	2, 3	100.00	100.00
Art-ART 257	2, 3	105.00	105.00
Art-ART 261	2, 3	105.00	105.00
Art-ART 264	2, 3	105.00	105.00
Art-ART 271	2, 3	105.00	105.00
Art-ART 281	2, 3	32.00	32.00
Art-ART 285	2, 3	11.00	11.00
Art-ART 286	2, 3	11.00	11.00
Art-ART 295	2, 3	32.00	32.00
Art-ART 296	2, 3	32.00	32.00
Art-ART 309	2, 3	11.00	11.00
Art-ART 314	2, 3	11.00	11.00
Art-ART 315	2, 3	11.00	11.00
Art-ART 316	2, 3	11.00	11.00
Art-ART 317	2, 3	11.00	11.00
Art-ART 318	2, 3	11.00	11.00
Art-ART 319	2, 3	11.00	11.00
Art-ART 320	2, 3	53.00	53.00
Art-ART 320A	2, 3	50.00	50.00
Art-ART 320B	2, 3	50.00	50.00
Art-ART 320C	2, 3	50.00	50.00
Art-ART 331	2, 3	32.00	32.00
Art-ART 332	2, 3	32.00	32.00
Art-ART 341	2, 3	105.00	105.00
Art-ART 342	2, 3	105.00	105.00
Art-ART 343	2, 3	20.00	20.00
Art-ART 344	2, 3	20.00	20.00
Art-ART 345	2, 3	20.00	20.00
Art-ART 350	2, 3	32.00	32.00
Art-ART 351	2, 3	105.00	105.00
Art-ART 352	2, 3	105.00	105.00
Art-ART 354	2, 3	105.00	105.00
Art-ART 357	2, 3	105.00	105.00
Art-ART 358	2, 3	105.00	105.00
Art-ART 361	2, 3	105.00	105.00
Art-ART 362	2, 3	105.00	105.00
Art-ART 364	2, 3	105.00	105.00
Art-ART 365	2, 3	105.00	105.00
Art-ART 371	2, 3	105.00	105.00
Art-ART 372	2, 3	105.00	105.00
Art-ART 386	2, 3	11.00	11.00
Art-ART 389	2, 3	11.00	11.00
Art-ART 395	2, 3	32.00	32.00
Art-ART 421	2, 3	32.00	32.00
Art-ART 422	2, 3	32.00	32.00
Art-ART 431	2, 3	32.00	32.00
Art-ART 432	2, 3	32.00	32.00
Art-ART 441	2, 3	105.00	105.00
Art-ART 442	2, 3	105.00	105.00
Art-ART 450	2, 3	105.00	105.00
Art-ART 451	2, 3	105.00	105.00
Art-ART 452	2, 3	105.00	105.00
Art-ART 455	2, 3	11.00	11.00
Art-ART 457	2, 3	105.00	105.00
Art-ART 458	2, 3	105.00	105.00
Art-ART 461	2, 3	105.00	105.00
Art-ART 462	2, 3	105.00	105.00
Art-ART 464	2, 3	105.00	105.00
Art-ART 471	2, 3	105.00	105.00
Art-ART 472	2, 3	105.00	105.00
Art-ART 480	2, 3	11.00	11.00

Art-ART 485/585	2, 3	11.00	11.00
Art-ART 486/586	2, 3	11.00	11.00
Art-ART 487/587	2, 3	11.00	11.00
Art-ART 489/589	2, 3	11.00	11.00
Art-ART 492	2, 3	32.00	32.00
Art-ART 493	2, 3	32.00	32.00
Art-ART 495	2, 3	32.00	32.00
Art-ART 541	2, 3	100.00	100.00
Art-ART 542	2, 3	100.00	100.00
Art-ART 555	2, 3	10.00	10.00
Art-ART 557	2, 3	100.00	100.00
Art-ART 561	2, 3	100.00	100.00
Art-ART 562	2, 3	100.00	100.00
Art-ART 564	2, 3	100.00	100.00
Art-ART 571	2, 3	100.00	100.00
Art-ART 585	2, 3	10.00	10.00
Art-ART 586	2, 3	10.00	10.00
Art-ART 587	2, 3	10.00	10.00
Art-ART 589	2, 3	10.00	10.00
Art-ART 640	2, 3	100.00	100.00
Art-ART 650	2, 3	100.00	100.00
Art-ART 660	2, 3	100.00	100.00
Art-ART 664	2, 3	100.00	100.00
Art-ART 670	2, 3	100.00	100.00
Art-ART 680	2, 3	10.00	10.00
Art-ART MPT/MPF 189	2, 3	11.00	11.00
Art-ART/IMS 259	2, 3	32.00	32.00
Art-ART/IMS 359	2, 3	32.00	32.00
Art-MPC 497	2, 3	11.00	11.00
Art-MPC 498/598	2, 3	11.00	11.00
Art-MPC 598	2, 3	11.00	11.00
Art-MPF 185	2, 3	11.00	11.00
Art-MPF 187	2, 3	11.00	11.00
Art-MPF 188	2, 3	11.00	11.00
Art-MPF 279	2, 3	11.00	11.00
Art-MPT 311	2, 3	11.00	11.00
Art-MPT 312	2, 3	11.00	11.00
Art-MPT 381	2, 3	11.00	11.00
Art-MPT 382	2, 3	11.00	11.00
Art-MPT 383	2, 3	11.00	11.00
Art-MPT 480M/580M	2, 3	11.00	11.00
Art-MPT 480W/580W	2, 3	10.00	10.00
Art-MPT 480W/580W	2, 3	11.00	11.00
Art-MPT 580	2, 3	10.00	10.00
BIO/MBI 115	2, 3	25.00	25.00
BIO/MBI 115H	2, 3	25.00	25.00
BIO/MBI 116	2, 3	25.00	25.00
BIO/MBI 424	2, 3	25.00	25.00
Biology-BIO 155	2, 3	25.00	25.00
Biology-BIO 161	2, 3	25.00	25.00
Biology-BIO 204	2, 3	25.00	25.00
Biology-BIO 205	2, 3	25.00	25.00
Biology-BIO 305	2, 3	25.00	25.00
Biology-BIO 305W	2, 3	25.00	25.00
Biology-BIO 328	2, 3	25.00	25.00
Biology-BIO 333	2, 3	60.00	60.00
Biology-BIO 333W	2, 3	60.00	60.00
Biology-BIO 351	2, 3	25.00	25.00
Biology-BIO 361	2, 3	25.00	25.00
Biology-BIO 364	2, 3	25.00	25.00
Biology-BIO 402	2, 3	25.00	25.00
Biology-BIO 403	2, 3	25.00	25.00
Biology-BIO 407	2, 3	25.00	25.00
Biology-BIO 407W	2, 3	25.00	25.00

Biology-BIO 408	2, 3	60.00	60.00
Biology-BIO 409	2, 3	25.00	25.00
Biology-BIO 410	2, 3	25.00	25.00
Biology-BIO 410W	2, 3	25.00	25.00
Biology-BIO 411	2, 3	25.00	25.00
Biology-BIO 415	2, 3	25.00	25.00
Biology-BIO 425	2, 3	25.00	25.00
Biology-BIO 429	2, 3	25.00	25.00
Biology-BIO 453	2, 3	25.00	25.00
Biology-BIO 455	2, 3	25.00	25.00
Biology-BIO 458	2, 3	25.00	25.00
Biology-BIO 459	2, 3	25.00	25.00
Biology-BIO 463	2, 3	25.00	25.00
Biology-BIO 463W	2, 3	25.00	25.00
Biology-BIO 464	2, 3	25.00	25.00
Biology-BIO 465	2, 3	25.00	25.00
Biology-BIO 482	2, 3	25.00	25.00
Biology-BIO 482W	2, 3	25.00	25.00
Biology-BIO 483	2, 3	25.00	25.00
Botany-BOT 244, Lab Fee-Wine Course	2, 3	175.00	175.00
Chemistry - CHM 111L	2, 3	30.00	30.00
Chemistry - CHM 144	2, 3	30.00	30.00
Chemistry - CHM 144H	2, 3	30.00	30.00
Chemistry - CHM 144M	2, 3	30.00	30.00
Chemistry - CHM 145	2, 3	30.00	30.00
Chemistry - CHM 145H	2, 3	30.00	30.00
Chemistry - CHM 145M	2, 3	30.00	30.00
Chemistry - CHM 231L	2, 3	30.00	30.00
Chemistry - CHM 244	2, 3	30.00	30.00
Chemistry - CHM 332L	2, 3	30.00	30.00
Chemistry - CHM 375	2, 3	30.00	30.00
Chemistry - CHM 418	2, 3	30.00	30.00
Chemistry - CHM 438	2, 3	30.00	30.00
Chemistry-CHM 419	2, 3	30.00	30.00
Clinical Experience -Teacher Education-EDP 605	2, 3	143.00	143.00
Clinical Experience -Teacher Education-EDP 605 TPA Testing	2, 3	325.00	325.00
EDL 195 Facilitation & Group Dynamics	2, 3	150.00	150.00
Education Leadership - EDL 290 R	2,3	50.00	50.00
Family Studies and Social Work -FSW 762	2, 3	50.00	50.00
Family Studies and Social Work -FSW 763	2, 3	50.00	50.00
Family Studies and Social Work-FSW 412	2, 3	50.00	50.00
Family Studies and Social Work-FSW 661	2, 3	50.00	50.00
Fashion Design-FAS 211	2, 3	30.00	30.00
Fashion Design-FAS 212	2, 3	40.00	40.00
Fashion Design-FAS 221A	2, 3	90.00	90.00
Geology-GLG 115L	2, 3	25.00	25.00
Geology-GLG 201	2, 3	25.00	25.00
Geology-GLG 204	2, 3	25.00	25.00
Geology-GLG 301	2, 3	25.00	25.00
Geology-GLG 322	2, 3	25.00	25.00
Geology-GLG 354	2, 3	25.00	25.00
Geology-GLG 357	2, 3	25.00	25.00
Geology-GLG 428	2, 3	25.00	25.00
Geology-GLG 482	2, 3	25.00	25.00
Gerontology- GTY 110	2,3	50.00	50.00
Gerontology- GTY 310	2,3	50.00	50.00
IMS 351 all section	2, 3	65.00	65.00
Kinesiology and Health -KNH194L	2, 3	35.00	35.00
Kinesiology and Health -KNH 104	2, 3	150.00	150.00
Kinesiology and Health -KNH 182	2, 3	26.00	26.00
Kinesiology and Health -KNH 183.L	2, 3	26.00	26.00
Kinesiology and Health -KNH 184.L	2, 3	33.00	33.00
Kinesiology and Health -KNH 203	2, 3	150.00	150.00
Kinesiology and Health -KNH 244.L	2, 3	33.00	33.00

Kinesiology and Health -KNH 284	2, 3	26.00	26.00
Kinesiology and Health -KNH 285.L	2, 3	26.00	26.00
Kinesiology and Health -KNH 287.L	2, 3	26.00	26.00
Kinesiology and Health -KNH 288	2, 3	26.00	26.00
Kinesiology and Health -KNH 289	2, 3	26.00	26.00
Kinesiology and Health -KNH 381.L	2, 3	33.00	33.00
Kinesiology and Health -KNH 382	2, 3	33.00	33.00
Kinesiology and Health -KNH 404	2, 3	150.00	150.00
Kinesiology and Health -KNH 4532 Active Work Station	2, 3	35.00	35.00
Kinesiology and Health -KNH 468.L	2, 3	33.00	33.00
Kinesiology and Health -KNH 484	2, 3	26.00	26.00
Kinesiology and Health -KNH 568.L	2, 3	31.00	31.00
Kinesiology and Health -KNH 668	2, 3	31.00	31.00
Kinesiology and Health -KNH 683	2, 3	31.00	31.00
Kinesiology and Health -KNH 688	2, 3	31.00	31.00
Kinesiology and Health-Basketball Officiating Course-KNH 121	2, 3	140.00	140.00
Kinesiology and Health-Equestrian Center Classes-KNH 150.E	2, 3	330.00	330.00
Kinesiology and Health-Equestrian Center Classes-KNH 150.F	2, 3	330.00	330.00
Kinesiology and Health-Equestrian Center Classes-KNH 150.G	2, 3	330.00	330.00
Kinesiology and Health-Equestrian Center Classes-KNH 150.H	2, 3	330.00	330.00
Kinesiology and Health-Equestrian Center Classes-KNH 150.I	2, 3	330.00	330.00
Kinesiology and Health-Goggin Ice Center Classes-(broomball, hockey, & skating)	2, 3	60.00	60.00
Kinesiology and Health-Volleyball Officiating Course-KNH 122	2, 3	140.00	140.00
Microbiology-MBI 123	2, 3	25.00	25.00
Microbiology-MBI 143	2, 3	25.00	25.00
Microbiology-MBI 201	2, 3	25.00	25.00
Microbiology-MBI 201H	2, 3	25.00	25.00
Microbiology-MBI 223	2, 3	25.00	25.00
Microbiology-MBI 333	2, 3	60.00	60.00
Microbiology-MBI 405	2, 3	25.00	25.00
Microbiology-MBI 415	2, 3	25.00	25.00
Microbiology-MBI 425	2, 3	25.00	25.00
Microbiology-MBI 435	2, 3	25.00	25.00
Microbiology-MBI 465	2, 3	25.00	25.00
Microbiology-MBI 475	2, 3	25.00	25.00
Microbiology-MBI 487	2, 3	30.00	30.00
Microbiology-MBI 488	2, 3	60.00	60.00
Microbiology-MBI 489	2, 3	60.00	60.00
MKT 622 HBDI Assessment Fee	2, 3	8.00	8.00
Music-MUS 100E, Marching Band-Fall Semester Only	2, 3	105.00	105.00
Music-MUS 112, Lab Choir	2, 3	20.00	20.00
Music-MUS 232A	2, 3	23.00	23.00
Music-MUS 232B	2, 3	23.00	23.00
Online Chemistry Prep Course-CHM149	2, 3	350.00	350.00
Outdoor Pursuit Center Courses-KNH 150.A	2, 3	180.00	180.00
Outdoor Pursuit Center Courses-KNH 150.B	2, 3	180.00	180.00
Outdoor Pursuit Center Courses-KNH 150.C	2, 3	180.00	180.00
Outdoor Pursuit Center Courses-KNH 150.J	2, 3	240.00	240.00
Outdoor Pursuit Center Courses-KNH 150.K	2, 3	240.00	240.00
Physics-PHY 103	2, 3	25.00	25.00
Physics-PHY 161	2, 3	25.00	25.00
Physics-PHY 162	2, 3	25.00	25.00
Physics-PHY 191	2, 3	25.00	25.00
Physics-PHY 191H	2, 3	25.00	25.00
Physics-PHY 192	2, 3	25.00	25.00
Physics-PHY 286	2, 3	25.00	25.00
Physics-PHY 293	2, 3	25.00	25.00
Physics-PHY 294	2, 3	25.00	25.00
Physics-PHY 471	2, 3	25.00	25.00
Psychology- PSY 351	2, 3	50.00	50.00
Speech Pathology and Audiology-SPA 605	2, 3	100.00	100.00
Speech Pathology and Audiology-SPA 750	2, 3	100.00	100.00
Teacher Education-ART 419	2, 3	294.00	294.00
Teacher Education-ART 419.I	2, 3	1,260.00	1,260.00

Teacher Education-ART 419.O	2, 3	840.00	840.00
Teacher Education-EDP 419F	2, 3	-	143.00
Teacher Education-EDP 419F TPA Testing	2, 3	325.00	325.00
Teacher Education-EDT 419A	2, 3	143.00	143.00
Teacher Education-EDT 419A TPA Testing	2, 3	325.00	325.00
Teacher Education-EDT 419E	2, 3	143.00	143.00
Teacher Education-EDT 419E TPA Testing	2, 3	325.00	325.00
Teacher Education-EDT 419M	2, 3	143.00	143.00
Teacher Education-EDT 419M TPA Testing	2, 3	325.00	325.00
Teacher Education-EDT 519	2, 3	136.00	136.00
Teacher Education-EDT 519 TPA Testing	2, 3	150.00	150.00
Teacher Education-EDT 519A	2, 3	136.00	136.00
Teacher Education-EDT 519A TPA Testing	2, 3	150.00	150.00
Teacher Education-MUS 175	2, 3	69.00	69.00
Teacher Education-MUS 355	2, 3	69.00	69.00
Teacher Education-MUS 359	2, 3	69.00	69.00
Teacher Education-MUS419	2, 3	347.00	347.00
Theatre- THE 292	2,3	100.00	100.00
Theatre-THE 131 Field Trip Fee	2, 3	17.00	17.00
Theatre-THE 151	2, 3	75.00	75.00
Theatre-THE 210B	2, 3	90.00	90.00
Theatre-THE 210E Puppetry Supplies Fee	2, 3	55.00	55.00
Theatre-THE 253 Supplies	2, 3	12.00	12.00
Theatre-THE 258 Supply Fee	2, 3	100.00	100.00
Theatre-THE 455F Advanced problems in advanced mask up and mask design	2, 3	200.00	200.00
<b>Speech and Hearing Clinic Charges</b>			
Assessment of Tinnitus	3	70.00	70.00
Audiology Evaluation Services-Cerumen management (two ears)	6	70.00	70.00
Audiology Evaluation Services-comprehensive hearing evaluation	6	100.00	100.00
Audiology Evaluation Services-Pure tone audiometry screening (air)	6	15.00	15.00
Audiology Evaluation Services-Speech audiometry (threshold/discrimination)	6	30.00	30.00
Audiology Evaluation Services-Spontaneous nystagmus test	6	-	-
Audiology Evaluation Services-Tympanometry	6	40.00	40.00
Audiology Evaluation Services-Vertical electrodes	6	-	-
Audiology Evaluation Services-Vestibular function tests	6	-	-
Audiology Evaluation Services-Visual reinforcement audiometry	6	50.00	50.00
Products-Earmold	6	105.00	105.00
Products-Power Earmold	6	125.00	125.00
<b>Student Affairs</b>			
Activity No-Show Fee		10.00	10.00
<b>Student Counseling Services</b>			
Attentional Problem Evaluation		25.00	25.00
Counseling Session-no show (Psychiatric follow-up)		25.00	25.00
Counseling Session-no show any session		25.00	25.00
Psychiatric services - follow-up/medical check		25.00	25.00
Psychiatric services - initial psychiatric evaluation		40.00	40.00
Therapy/Counseling, per session (first five sessions covered by general fund)		25.00	25.00
<b>Student Health Services</b>			
Appointment No-Show Fee		20.00	20.00
Insurance Waiver - Late Processing Fee		35.00	35.00
Miscellaneous OTC Personal Health Products		.10 - .50	.10 - .50
Student health services charges health insurance plans for usual and customary rates per industry practice		-	-
<b>Student Legal Services</b>			
Student Legal Services, per year		20.00	20.00
<b>Student Orientation Program</b>			
Confirmation Deposit (Oxford Pathway program)		95.00	95.00
Orientation Housing per night		30.50	30.50
Orientation Meal (per person)		30.00	30.00
Orientation Parking Fee		3.00	3.00
Pre-Semester Pilot Program		250.00	250.00
Regional Orientation & Registration Fee (S.O.A.R) NOTE: Non-Refundable		40.00	40.00
<b>Substance Abuse Violations</b>			
Chemical abuse education program		200.00	200.00

Substance abuse assessments		250.00	250.00
Two hour substance abuse program		150.00	150.00
Two hour tobacco cessation program		150.00	150.00
<b>Test Administration Fee</b>			
CLEP		20.00	20.00
Distance Learning Exam		20.00	20.00
MAT Exam		20.00	20.00
<b>Western Lodge &amp; WRA Cabin</b>			
Rental Fee -MU Users (no charge)		-	-
Rental Fee -Non-University Users		60.00	60.00
<b>Wilks Leadership Institute</b>			
LeaderShape participant fee		150.00	150.00
Scholar Leader Winter Immersion Service Experience (WISE) deposit		75.00	75.00
Wilks Leadership Workshop Fee		35.00	35.00
Wilks U-Lead Housing Fee		Actual housing cost	Actual housing cost
Wilks U-Lead Participant Fee		125.00	125.00

**Notes:**

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


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

**ORDINANCE O2018-07**  
**APPROPRIATION ORDINANCE FY2019 (REVISED)**

BE IT ORDAINED: by the Board of Trustees that the Operating Budget for Fiscal Year 2018-19, as presented at this meeting, be and it hereby is enacted with the following current expenditures and transfers for the major purposes as follows:

General Fund Expenditures:

Salaries .....	\$214,390,122
Staff Benefits .....	\$72,377,198
Scholarships, Fellowships and Student Fee Waivers .....	\$104,613,433
Less: Scholarships Treated as Discount.....	(\$87,330,961)
Graduate Assistant Fee Waivers .....	\$19,981,003
Utilities .....	\$14,679,724
Other Expenditures .....	\$44,406,276
Subtotal General Fund Expenditures .....	\$383,116,795
General Fund Transfers:	
Debt Service (mandatory transfer) .....	\$8,138,716
General Fee and Other (non-mandatory transfers) .....	\$72,002,941
Total General Fund .....	\$463,258,452
Designated Fund .....	\$52,044,338
Restricted Fund .....	\$61,234,737
Auxiliary Enterprises:	
Expenditures .....	\$115,975,851
Debt Service (mandatory transfer) .....	\$50,987,269
Other Transfers .....	\$23,969,215
Total Auxiliaries .....	\$190,932,335
TOTAL .....	\$767,469,862

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

Provided further that an additional one percent (1.0%) is included for faculty and unclassified staff salaries for making improvements in the market competitiveness of salaries; and

Provided further that a pool of funds amounting to one percent (1.0%) is included for classified staff salary enhancements and adjustments to scale; and

Provided further that additional institutional funds are set aside for student financial aid, selected support (non-personnel) budgets, and debt service; and

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

*Approved by the Board of Trustees*  
 May 18, 2018

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

# Board of Trustees

May 18, 2018



MIAMI UNIVERSITY

# University Advancement Report

**Tom Herbert, J.D.**

Senior Vice President, University Advancement  
President, Miami University Foundation



MIAMI UNIVERSITY

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# Topics

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- » FY'18 Progress to date
- » Campaign Progress Report

# FY'18 Progress to date

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# FY'18 Progress to date

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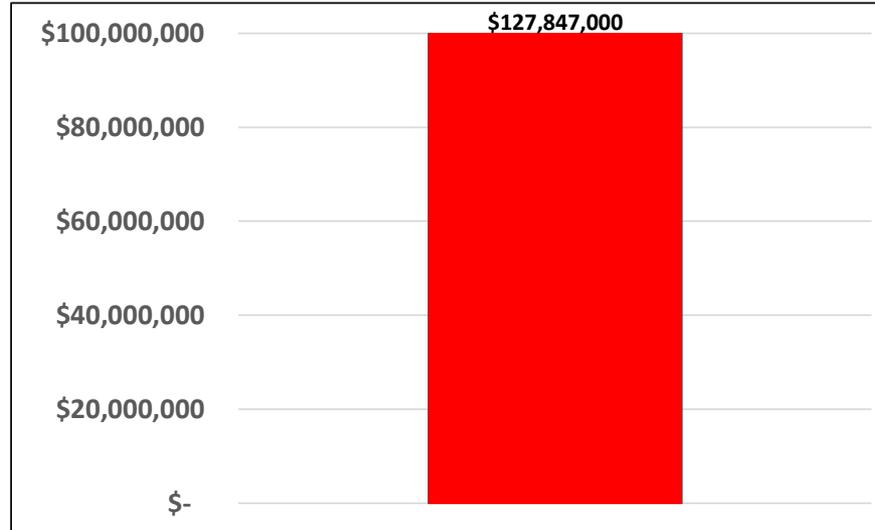
# Miami Promise Scholarship Campaign Goals

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- » FY'15: \$18.0 million -- \$19.8 million raised
- » FY'16: \$18.0 million -- \$30.3 million raised
- » FY'17: \$18.7 million -- \$29.4 million raised
- » FY'18: \$20.7 million -- \$48.3 million raised to date
- » FY'19: \$24.6 million

# Miami Promise Scholarship Campaign

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# Graduating Champions Campaign

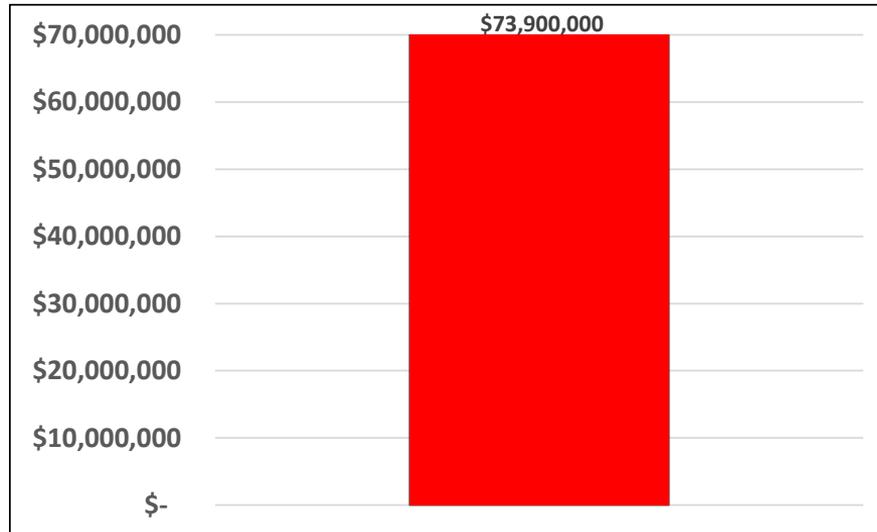
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- » Goal: \$70 million
- » Raised: \$73.9 million to date



# Graduating Champions Campaign

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# Farmer School of Business Campaign

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- » Five year campaign for \$250 million
- » Timeline: July 1, 2016 – June 30, 2021
- » Silent phase
- » \$58.8 million raised to date

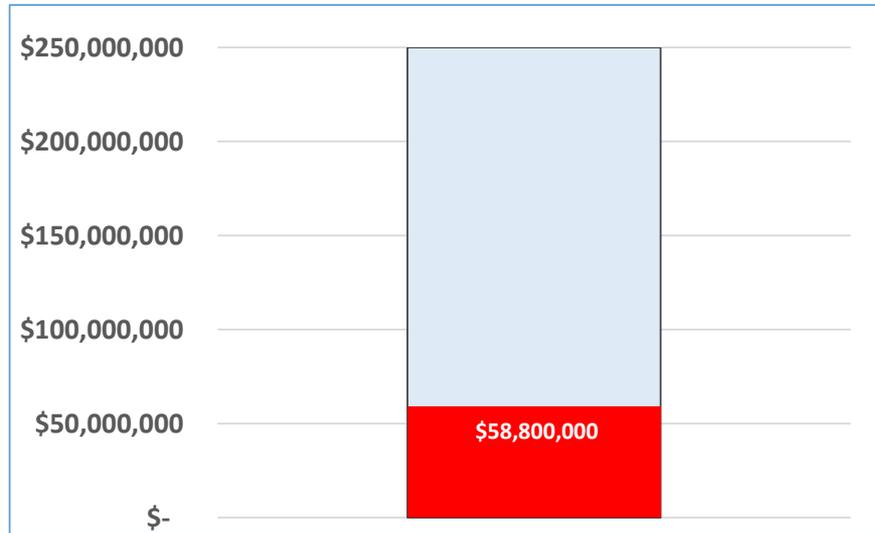
# Farmer School of Business Campaign

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- » Permanent Dean named in January
- » Vision for FSB in creation
- » New leadership of FSB development staff

# Farmer School of Business Campaign

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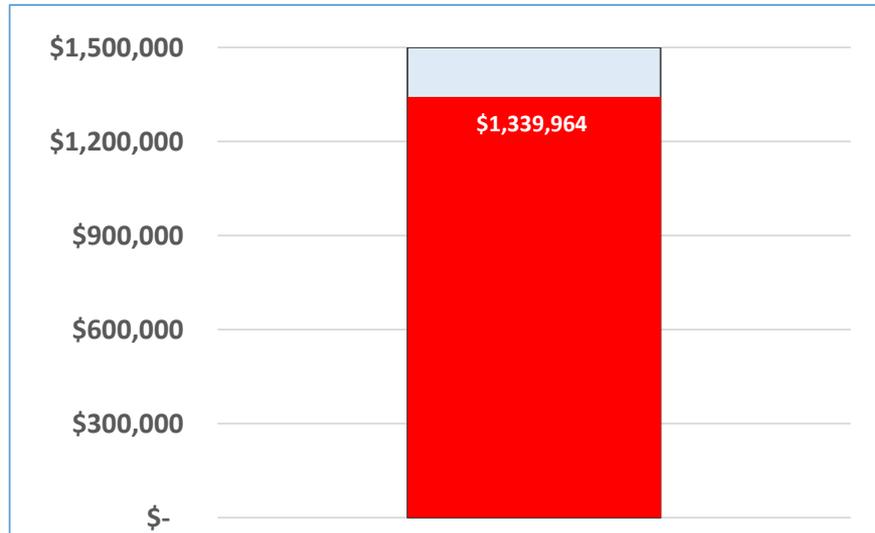
# The Humanities Center

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- » Fundraising target: \$1.5 million (NEH Challenge Grant, by July '19)
- » Met or surpassed all goals so far: FY'16, FY'17, FY'18
- » To date, have raised \$1,339,964
- » \$160,036 to raise (by July 2019) to complete the challenge

# The Humanities Center

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# Campaign Progress Report

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# Campaign Progress Report

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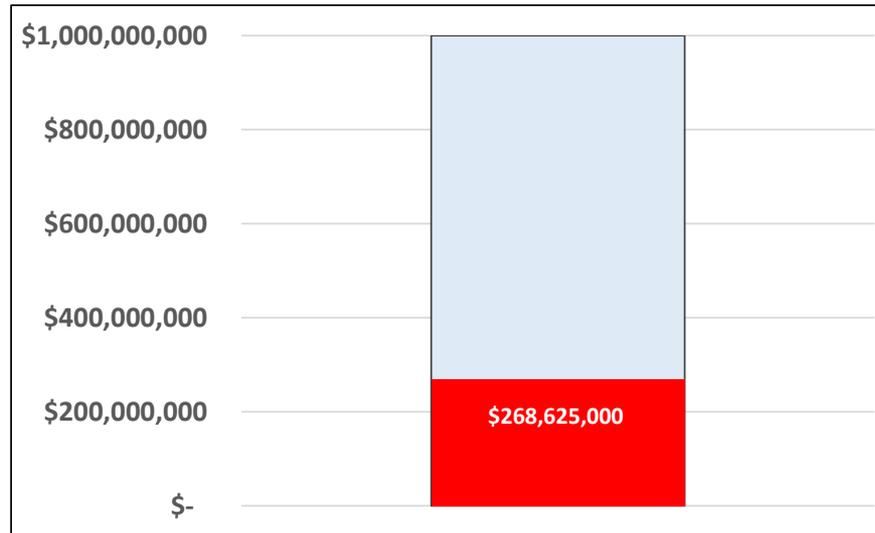
» Campaign to date:

» Goal: \$1 billion

» Raised to date: \$268.6 million (27% of goal)

# Campaign Progress Report

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# University Advancement Report

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Questions?

# Thank you!

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