

**Miami University
Board of Trustees
Minutes of the Board of Trustees Meeting
Oxford Campus
Marcum Conference Center Room 180's
Friday, May 15, 2026**

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

The meeting was called to order at 9:00 a.m. with Chair Mary Schell presiding. Roll was called with a majority of Trustees present, constituting a quorum. In addition to the Trustees, attending for all or part of the meeting were President Crawford, and President's Executive Cabinet members; interim Provost Chris Makaroff; Senior Vice Presidents Jayne Brownell and David Creamer; Vice Presidents Rachel Beech, Ande Durojaiye, Sue McDowell, Jessica Rivinius, David Seidl, Amy Shoemaker, and Randi Thomas; interim Vice President Jill Gaby; Foundation Board President Brent Shock; Director of Executive Communications Ashlea Jones; Associate Provost Padma Patil; Associate Vice President Melissa Thomasson; Athletic Director David Sayler; Assistant to the President Dawn Tsirelis, and Ted Pickerill, Chief of Staff and Secretary to the Board of Trustees; along with many others in attendance to assist or observe.

Roll call of Trustees:

Present: Arushi Agrawal (Student Trustee) Beth McNellie
Steve Anderson Rick McVey (National Trustee)
Ryan Burgess Madison Repass (Student Trustee)
Bill Darling Lisa Peterson
Dave Dafoe Mary Schell
Zachary Haines

Absent: Bill Ebbing, Deborah Feldman, and Dinesh Paliwal (National Trustee)

Public Study Session

Chair's Comments

Chair Mary Schell relayed the following information:

Good morning,

Thank you for attending today's meeting. We have a full agenda and will do our best to stay on time.

As we begin, we have several new leaders to welcome. Bill Darling, and Madison Repass our newest Trustees.

Bill earned a Bachelor of Arts in Psychology from Miami in 1990, where he was also a member of the university's track and field team. He is currently the director of Assistive Technology of Ohio. Madison is from Perrysburg, Ohio and is a Human Capital Management and Leadership major, and Entrepreneurship co-major, with a minor in International Business. Welcome Bill and Madison.

Not here today to welcome, but joining us on the first of July are Scott Barrett, and Trent Gould. Scott is currently at Stoney Brook University, and will be our next Vice President for Advancement. Trent is a dean at Southern Mississippi University, and will be our next Provost.

Tomorrow, we all look forward to celebrating with the students, friends, and family of the Class of 2026. More than 4,500 graduates are expected for Miami University's 187th Spring Commencement. The top undergraduate degrees to be conferred include: Finance (341), Marketing (289), Psychology (213), Biology (200), Kinesiology (156), and Nursing (144).

The candidates represent 43 states, plus Washington, D.C., with the largest percentage from outside of Ohio coming from Illinois (8.5%).

There will be three honorary degrees conferred. Sue Henry '73, who practiced labor and employment law for 25 years in Chicago and Washington, D.C., and who helped launch Miami's Pre-Law Education program in 2007; Dwight Merriman '90, an internet entrepreneur who co-founded three internet companies, including DoubleClick in 1995, which was later sold to Google; and NFL Giants head coach John Harbaugh.

Coach Harbaugh, Miami Class of 1984, was the Super Bowl-winning head coach of the Baltimore Ravens when they won Super Bowl XLVII in 2013 against the San Francisco 49ers (coached by John's brother, Jim). John was later inducted into Miami's Cradle of Coaches Association in 2014.

Congratulations to Sue, Dwight and John.

Next, I'd like to share a few highlights since our meeting last February:

Let's begin with Basketball!!

At 31 and OH the men's team earned the Mid-American Conference regular-season title, followed by an at-large bid to the NCAA tournament. It was an exciting, incredible season and to go undefeated is by every measure - rare. And yes, the men's swim team attended the games and certainly added to the festive atmosphere.

And, the Miami women's team! The women won the regular season title for the first time in over twenty years, then followed that up with the tournament title, and the RedHawks' first NCAA Tournament appearance since 2008.

Congratulations RedHawks basketball! And well done to Coach Travis Steele, Coach Glenn Box, their student athletes, coaching staffs and our Athletic Director David Saylor.

Congratulations are in order for one of our Alumni - Nicole Fleetwood '94. Nicole is a

MacArthur Fellow, noted academic, curator, and author, who is currently the Paulette Goddard Professor in Media, Culture, and Communication at New York University. This year, she was elected to the American Academy of Arts and Sciences.

Amongst our incredible faculty, Andrew Jones, an associate professor of Chemical, Paper, and Biomedical Engineering, has been recognized for his mentorship and support of Miami students. Professor Jones was selected as a Higher Ed Hero by “Insight Into Academia” magazine for his exceptional efforts in guiding Miami students.

I would also like to recognize a current student. MaKenzie Love who was recently honored by the Ohio legislature for being the first Ohioan to win the national Braille Challenge. The competition brings together students from the United States and Canada to compete in categories including speed and accuracy, spelling, and reading comprehension. MaKenzie is now finishing her first year at Miami as an Honors Program student.

Finally, this year marks the 25th year since leaders from the Miami Tribe of Oklahoma and Miami University created the Myaamia Project, a collaborative research initiative aimed to revitalize the Myaamia language and culture. The Myaamia Project has evolved into the world-renowned Myaamia Center, which through the National Breath of Life, is now working with over 20 Tribal Nations. Congratulations to Darryl Baldwin, and the entire Myaamia Center staff.

That concludes my remarks,

Love and Honor

Comments from the Public

The Board received comments from three members of the public, topics addressed included: student-centered learning, academic freedom, compensation, and faculty CBU negotiations

City of Oxford Update

Assistant Oxford City Manager Jessica Green updated the Board on economic development and projects in the City of Oxford. She began by thanking President Crawford and the Board of Trustees for Miami University’s commitment and annual financial support of emergency firefighter and EMS services, and economic development.

Ms. Greene provided an update on recent initiatives and priorities for the City of Oxford, with significant emphasis on public safety, economic development, infrastructure, and quality-of-life investments. She highlighted the expansion of Oxford’s Fire Division, noting the addition of new firefighter/paramedics. She also outlined the city’s Economic Development Strategic Plan, which is intended to guide job creation and long-term growth through targeted redevelopment, business attraction, and strategic investment. Notable updates included news of a grant to deconstruct the building at 110 E. High Street (the former Follett’s), and the expected completion of an Amtrak stop in 2027. Other updates included the opening of new businesses, downtown revitalization efforts, blight reeducation, expansion of workforce housing, and infrastructure initiatives such as water softening improvements and PFAS removal. She

emphasized that many of these projects are designed to strengthen Oxford's attractiveness for both residents and employers while supporting Miami University and the broader regional economy.

Ms. Greene also focused on quality-of-life enhancements, sustainability initiatives, and student engagement efforts intended to strengthen town-gown relationships. She discussed planned investments in trails, parks, public restrooms, community recreation amenities, and environmental sustainability, including the city's goal of becoming carbon net neutral by 2045. She highlighted several collaborations involving Miami University students and faculty, including grant-writing projects, public art initiatives, and ongoing engagement with Associated Student Government, Greek leadership, and Student Life representatives.

Public Business Session

Approval of Prior Meeting Minutes

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

Consent Calendar

Resolutions on the Consent Calendar, included:

- [Emerita and Emeritus](#)
- [New Courses](#)
- [Completion Plan Report to the State](#)
- [Award of Tenure](#)
- [Honorary Degree](#)

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

Reports

Report of the Chair of University Senate Executive Committee

Chair of the Senate Executive Committee Chair, Nathan French, relayed:

Before I begin, please allow me to recognize and thank Chris Makaroff, Interim Provost, for his decades of service to Miami and for his collegiality. I remain grateful for his steady counsel as we reformed the University Senate this year.

Amid so much institutional change for the Senate this year, I found myself seeking the experiences of Senators throughout Miami's history. Each moment of transition – the emergence of “New Miami” after the Civil War and the re-arrangement of our academic divisions amid World War II to name two – came with disruption and, as you might assume, the protest of

various Senators across the university. Academic transformation is no less disruptive than corporate transformation. Indeed, given academia's careful and deliberate processes of generating new knowledge from scholarship and research – processes meant to be free of the restrictions of creed, politics, or economic gain, but in the service of the public good – I'd suggest that academic transformation adds layers of complexity that would appear frustrating or antiquated to our corporate peers. What is the place for a Senate amid such change? After all, how often do we hear of the “Senate” of an Apple, an Open A.I., or a Tesla?

Yet, we know all of those depend upon the voices of employees and partners to respond to change. At Miami, the Senate, I've come to learn, is a steady and deliberate voice that can serve, variously, as an advisor, as a counsel, and, if needed, a caution to us as we transform our institution to face emerging challenges.

That this has been a year of transformation for the University Senate might seem an understatement. As I noted in my prior report, the Senate spent the entirety of the Fall 2025 semester and a good measure of the Spring 2026 semester reviewing and amending its Enabling Act. The opportunity for such revisions came amid a pivotal moment in the Senate's second century of service to Miami. Consider our challenges: an ongoing strategic planning process, demographic pressures, shifting student professional and personal interests, evolving requirements from the state legislature, and collective bargaining between the administration and the faculty. Perhaps the most important, however, is the Senate's role in crafting a careful balance of an academic curriculum that permits students to engage in the personal and transformative questions offered by a university education while developing them as professionals and citizens ready to serve the public of this state and nation. All of this while maintaining a consensus among faculty, staff, students, and administrators.

In my first year as the chair of the University Senate's Executive Committee, I set for Senators the aspirational goal of helping the University Senate to become an indispensable advisor to our institution. I plan for that goal to continue into the 2026-2027 academic year with a complete review of the necessity of extant Senate committees, with a complete review of the Senate's bylaws, and with the continued improvement of making the Senate's work more efficient through the usage of a legislative committee and reforms to our consent calendar. Our goal is to shape the Senate into a responsive, dynamic, yet deliberative body that is prepared to aid all who seek its advice and consent.

Since February 2026 the Senate has offered affirmative recommendations on a number of university policies including those dealing with graduate summer research fellowships, scholarship regulations for graduate students, the undergraduate certificates of study policy, the registration policy, the undergraduate grades and scholarship policy, revisions to our military policy, and revisions to our fresh start policy. The Senate offered advice and recommendations on a B.A. in Criminology in the College of Arts & Science, recommended the merger of the Department of Biology and the Department of Microbiology in the College of Arts & Science, and consented to the renaming of several departments in the College of Liberal Arts and Applied Science. The Senate also heard presentations on the university's climate and sustainability efforts.

A major achievement of the University Senate this semester was the completion of nearly two years of work by Adam Beissel (Senator and Chair of the Athletic Policy Committee and

Associate Professor of Sport Leadership and Management) and Carol Fabby (Senator, Chair-Elect of the University Senate, Chair of the Academic Policy Council and Associate Teaching Professor of Physics) to unify the university's classroom attendance policy with particular attention paid to attendance matters related to our student athletes and other Miamians engaged with university-sponsored events.

Yet, one of most central achievements as a University Senate this semester was our sustained engagement with the revisions to the Miami Plan for Liberal Education. Having opened the semester with a presentation on the proposed revisions by the Miami Plan Revision Committee led by Elizabeth Wardle (Roger and Joyce Howe Distinguished Professor of Written Communication and the Director of the Howe Center for Writing) and Marko Dumančić (Associate Provost for Undergraduate Education), the Senate maintained an ongoing conversation with Elizabeth Hoover, the Interim Director of Liberal Education, as to how the Senate's Liberal Education Council might provide advice and feedback on the revisions to the plan. The Senate itself weighed in on these revisions, issuing a recommendation to the Miami Plan Revision Committee to consider the role of "contextual agility" within the plan, identified as a skill derived from the National Association of Colleges and Employers' "Career Readiness Competencies" that includes a graduate's ability to "effectively manage conflict, interact with and respect diverse personalities, and meet ambiguity with resilience."

The revisions to the Miami Plan for Liberal Education, encompassing the creation of the Miami Integrated Learning Experience and its oversight by the Miami Integrated Learning Office, marks a moment of substantial transition in this institution's history. When such a transformation was last undertaken in 1988, which created the Miami Plan as we know it today, the Senate went through over a year's worth of upheavals after six years of work, including the full resignation of the entirety of the Liberal Education Council. No such upheaval occurred this time. The Senate voted unanimously to recommend the new plan and office for this Board's approval. If such is given, the University Senate will begin the thoughtful process of ending the Liberal Education Council and establishing an institutional body to provide advice and assessment support to the Miami Integrated Learning Office.

To close the year, and in response to Ohio Revised Code Sections 3345.451 and 3345.452 on the matter of the evaluation of faculty teaching, the University Senate approved a task force proposed by the Center for Teaching Excellence that will be expected to work with the Office of the Provost to provide recommendations and plans for the assessment of faculty teaching. Given that Miami's faculty were again recognized by the U.S. News and World Report as second among all public universities in undergraduate teaching, such work will secure our institution's commitment to preparing our students for the rigors of professional and civic life while maintaining the very best practices of teaching that have informed the faculty's commitments to liberal education since Miami's chartering.

In closing with these observations on the end of the Miami Plan for Liberal Education and the innovation for new techniques for the assessment of faculty teaching, I am reminded again of the delicate balancing of tradition and innovation that this moment offers to Miami. During our University Budget Symposium, the Senate heard from administrators that the older ways of handling the business of higher education must open us to the possibility of change. As the Senate has heard over the past several years, such change is difficult, yet we remain committed to delivering a curriculum that prepares students not only for professional success, but

personal discovery.

Of course, our campus itself is changing. Newly renovated buildings, such as Bachelor Hall, invite new conversations for humanistic inquiry. Certainly, the new arena project, on which Senate heard reports from its committees, offers us such a moment of reflection. The very best of Miami's athletics traditions were on display this season as we deliberated the end of one institutional tradition, Millett Hall, and the possible beginning of a new tradition. Members of the Natural Areas Committee, on which I also serve, noted, however, that construction might disrupt the lives of another enduring Miami tradition – our trees, oft-memorialized by Miamians throughout our history. Those trees – an Osage orange tree estimated in age at 274 years (predating our institution), two eastern white pines (estimated ages 175 and 195 years), and a willow oak (estimated 181 years) – are living connections to every era of this university's history. In this moment of institutional transformation, I think that they invite us to reflect on how we might innovate new paths forward for our traditions – such as those of the University Senate – while protecting those things that have made this the Miami that we are privileged to shepherd and steward onward.

Thank you.

Report of the Student Body President

Student Body President Daniel Martin relayed to the Board:

Good morning, members of the Board,

This is a bittersweet update as it is my second to last duty as Student Body President and the last time I have to honor and privilege of speaking to you all in this capacity. Looking back at this academic year, I will not lie when I say that it was one of trials and tribulations. I was recently told by a mentor, turned friend, that I have changed. From a scared insecure kid always questioning if he was even right to have been the Student Body President to a man unafraid of speaking his mind and taking charge. The job has a funny way of bringing out the best qualities of leadership you hold deep inside of you, and I am excited to see what kind of leader Charlie, the incoming president, becomes under this term.

Student Government in this past year has been working on a variety of initiatives like the Aluminum Can drive where we partnered with the Inter-Fraternity Council to recycle 155 pounds of Aluminum in only the span of week. The Outstanding professor awards brought a sense of appreciation as students from all divisions sent in heartfelt entries of how Miami faculty has supported students in meaningful and impactful ways. The Town-Gown Council has brought together the Assistant City Manager, the Chief of Police, and Miami staff and Student Leaders to have real and important conversations around student life, the city of Oxford, and new and creative solutions to problems that have plagued our community for too long. In addition to all of that, the Student Senate has passed legislation regarding course registration, grading expectations for faculty, and even changes to language requirements for students in the College of Arts and Sciences. Each year I see Student Senators making a meaningful impact not only on the student experience but also on what makes Miami so special and now that the next Academic year is coming to an end and a new one begins, I know they will bring even more pieces of legislation to make Miami better.

To end my update, I wanted to say what an honor it has been to be in rooms students are seldom in as their advocate and champion. Never, during freshman year did I ever think I would be in such rooms, being brave enough to challenge and work with faculty members. In that spirit, I have come to learn a new word - shared governance. It's very important to this institution and university senate executive committee has taught me the definition, through gridded teeth no doubt, but I am very grateful to them, nevertheless. Miami is special and deserves a prominent place among the best universities, not only in the country, but in the world and I know that each and every one of you will bear that in mind in the coming years. I enjoyed these last four years and cannot wait to give back in new ways as an Alumnus of this great and meaningful institution Miami University.

Thank you everyone for your time and with that I conclude my remarks.

Report from the President

President Crawford provided a broad strategic overview of the rapidly changing higher education landscape and the implications for Miami University's long-term future. He stated higher education is undergoing structural transformation driven by demographic decline, expanding competition, affordability pressures, technological acceleration, and changing learner expectations. He described a transition away from the traditional degree-centric model toward one increasingly focused on career relevance, return on investment, flexibility, and differentiated institutional identity. He emphasized that while many colleges and universities are entering a period of increased financial and enrollment pressure, stronger and more distinctive institutions are increasingly positioned to consolidate advantage and market share.

President Crawford then focused on Miami University's strategic positioning within this evolving environment. He emphasized the importance of aligning Miami's institutional strengths, signature offerings, and brand distinctiveness with changing student needs and labor market expectations. Throughout the session, he discussed the need for innovation, strategic investment, and disciplined prioritization in order to sustain long-term competitiveness. President Crawford highlighted the themes of preparing students for the future workforce, investing in areas of institutional distinction, leveraging emerging technologies such as artificial intelligence, and strengthening Miami's ability to adapt to future disruption. He concluded by featuring the recent achievements and success of many faculty members, and highlighting Miami's investment in sustainable energy, most recently the solar energy Sharon and Graham Mitchell Sustainability Park.

Academic and Student Affairs Committee

Report of the Committee Chair

Committee Chair Beth McNellie relayed the following:

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

The Committee heard updates from the Senior Vice President for Student Life, the Vice

President for Enrollment Management and Student Success, the Vice President for University Communications and Marketing, and the interim Provost.

The meeting began with Vice President Rivinius providing highlights on the media and publicity value of the RedHawks record-breaking basketball run, which exceeded \$120M. Basketball generated more than 14,000 stories in news and sports media in all 50 states. She also shared the set of topical videos for prospective students, “Riding with the President.” She discussed personalizing the Web Experience, developing a differentiated polytechnic brand, and the upcoming brand concept which is currently in the testing phase.

Next, Vice President Rachel Beech reported 4,726 total confirmations, with 4,350 Oxford first-year admissions and 376 via pathways. She stated that 3,289 applicants attended Make it Miami! (a 3% increase over last year). This number is significant as the yield for attendees is over 40%; and she told the Committee that an opportunity to be pursued in FY2027 will be to design more occasions for admitted students to visit campus.

Senior Vice President Brownell then updated the Committee sharing the process for the implementation of “Miami Central” a modern, consolidated platform for students to navigate student organizations, services, events, and as a guide for their co-curricular experience. She then introduced Rebecca Young, the Director of Student Wellness, who informed the Committee of efforts to advance student wellbeing. Her office designs approaches to help reduce or prevent issues such as; hazing, problem gambling, sexual assault, substance misuse, and suicide. Her office also educates students in areas such as; bystander intervention, healthy relationships, and mental health promotion. Finally, she provided a history and approach to Green Beer Day.

President Crawford then presented on the proposed transition of the Regional Campuses into Miami University Polytechnic. He outlined the challenges facing Miami University’s Regional Campuses - structural enrollment decline, demographic headwinds, and an academic portfolio misaligned with market demand. He then recommended a reinvention of the Miami Regional Campuses to meet industry needs, and the desire of many students to experience a hands-on learning experience to prepare them for initial entry in the work place, and for continuing education to stay relevant. A key component of the transition would be the renaming of the Regionals as Miami University Polytechnic to better describe the academic experience, and to allow for branding which clearly distinguishes the Polytechnic from the Oxford Campus.

Provost Makaroff provided updates on areas such as; zero-based budgeting, low-enrolled courses and faculty workload, along with addressing several resolutions:

- Miami Integrated Learning Experience and Office
- Department Mergers
- New Certificates
- AI in the Majors

All are recommended for approval, along with the two approved earlier today on the Consent Calendar.

Finally, the Committee heard from Vice President Ande Durojaiye, who provided an update on the partnership with NEOMED, specifically Miami’s Cleveland nursing program, and

Miami's support for NEOMED third- and fourth-year medical students during their clinicals at Christ Hospital in Cincinnati.

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

Thank you, that concludes my report.

Resolutions

- [Miami Integrated Learning Experience \(MILE\)](#)
- [Miami Integrated Learning Office \(MILO\)](#)
- [Department Mergers](#)
- [New Certificates](#)
- [AI in the Majors](#)

The five resolutions were considered in a single vote. Interim Provost Makaroff spoke in support of the resolutions; Trustee Anderson then moved, Trustee McNellie seconded, and by voice vote, the resolutions were unanimously approved, with all voting in favor and none opposed.

Finance and Audit Committee

Report of the Committee Chair

Committee Chair Ryan Burgess relayed the following:

Madam Chairperson and Members of the Board of Trustees:

The Finance and Audit Committee met yesterday at the Marcum Conference Center. The Committee considered five tuition and fee ordinances. All five were endorsed by the Committee. The fee increases are all within the legislated fee restrictions and will only affect first-time students this fall given the Miami tuition promise.

In addition to the ordinances, the Committee received several information reports yesterday.

Each spring the committee meets with the University's independent auditor to review the audit plan for the annual audit engagement. Jim Creeden from Forvis presented the audit plan and solicited questions and feedback from the committee on the plan. It is expected that the independent auditors will present the audited financial statements and related reports to the Committee at the December meeting.

The committee also received a presentation on the state of technology at the university from the university's chief information officer, David Seidl. Mr. Seidl devoted significant time during his presentation to discussing cyber security and rising software and hardware costs. Mr. Seidl also updated the committee on the progress with the Workday Student implementation. Mr.

Seidl's report was informative, and I want to recognize the exceptional work being done by him and the technology staff.

Cody Powell provided the committee with an update on the university's progress with capital projects. Vice Presidents Creamer and Mr. Powell also provided the Committee with an overview of the most recent facility condition index report. While the modest rise in the index reflects a slight decline in the overall condition of facilities this past year, several recent actions by the Trustees will have a very positive impact on the index going forward. The approval of the arena and residence hall projects and the removal of several aging facilities will positively impact the index in the future. In addition, the expected passing of a new capital bill this spring will provide funding for capital improvements on the Hamilton Campus further lowering the index towards the 30% target the University tries to maintain.

The Committee continued its February discussion of the upcoming budget at yesterday's meeting. This included a very positive tuition update on the new fall class. A budget ordinance for 2027 will be presented for the committee's consideration at the June meeting.

The committee also received a very positive report from the Investment Subcommittee. The Subcommittee reported very strong investment performance for April that more than offset decline in investment returns during March. Through early May the tier three investments remain on track for another double-digit return and once again exceeding the benchmark return.

Finally, the Subcommittee, and then the full committee, discussed the recent bond rating reports and the status of the upcoming new debt issuance for the arena. Senior Vice President Creamer informed the committee after its discussion that the university will aim to issue the new debt for the arena as early as next week, assuming the tax-exempt bond market does not experience a sudden rise in interest rates.

Finally, the committee discussed its charter as required by policy. Any changes in the charter that may be suggested by the Trustees will be considered at the June meeting.

The Committee had a very positive and productive meeting yesterday.

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

Ordinances and Resolutions

- [Oxford Undergraduate Tuition Ordinance](#)
- [Regional Campus Undergraduate Tuition Ordinance](#)
- [All Campuses Graduate Tuition Ordinance](#)
- [Room and Board Ordinance](#)
- [Miscellaneous Fee Ordinance](#)

The five ordinances were considered in a single vote. Senior Vice President David Creamer spoke in support of the ordinances; Trustee Burgess then moved, Trustee Anderson seconded, and by roll call vote, the ordinances were unanimously approved, with seven voting in favor and none opposed.

Student Trustee Reports

Student Trustee Agrawal relayed the following:

Thank you, Madam Chair,

Good morning, and happy Friday.

For those of you I have not yet had the pleasure of meeting, my name is Arushi Agrawal, and this is my first Board meeting serving as the senior student trustee. I was appointed by Governor DeWine on May 2, 2025, which means I recently hit one year serving on the Board. It still feels unreal, especially considering this is only my third Board meeting.

I am a Spanish major pursuing a career in medicine, and if there is one thing to know about me, it is that serving my community is my life's purpose.

Another thing I will share about myself is that I absolutely dread this time of year.

Partially because of finals. I am so thrilled to say I will never have to take another physics course in my life. Sorry, President Crawford, but you are not changing my mind on that one.

Second, my allergies also seem to think this is their moment to shine.

And third, more than anything, I dread graduation season.

As Trustee Burgess mentioned yesterday, walking through campus right now feels magical. As he walked up Slant Walk, the perfectly cut grass and flowers in full bloom left him in awe, and I'm sure many of us feel the same way.

But if you continue walking through the streets of Oxford, you experience a different kind of magic.

For the past few weeks, every time I walk to and from my house, I see students in graduation attire taking photos on their front porches. Friends sitting on couches in their front yards cheering on their favorite NHL teams. Roommates gathered around a fire singing songs and refusing to go to sleep because they do not want to miss a single final moment of the Miami experience.

It is such a heartwarming and nostalgic sight.

Watching these moments has made me even more certain that I picked the right school. Miami is such a special place.

Right now, social media is flooded with seniors posting sentimental videos about their final weeks at Miami, and they are gaining thousands of views. Potential students are commenting things like, "Is this my sign to go to Miami?" while incoming students are saying, "This made me so excited to start in the fall."

As someone who loves social media, trends, and digital storytelling, this gave me an idea.

We need to capitalize on this nostalgia factor.

At the end of the day, once prospective students narrow schools down based on cost, location, and academics, the deciding factor often becomes: “Where will I be happiest?”

We need to show students how happy people are here. How deeply we love calling Oxford “home.” That Miami is not just a university surrounded by cornfields, but a place where people truly belong.

I have been working with Jessica and her team on some marketing and social media projects, and fun fact — I was apparently so passionate about these ideas that I somehow left the meeting with a job offer to work on digital content next year. Jessica, you are awesome and so much fun.

I was very excited to tell my dad that all the time I spent scrolling on social media finally paid off.

I actually posted a video of my brother, a Miami alum, finding out he matched at the number one children’s hospital in the country, and it received 7.5 million views on TikTok and over 400,000 on Instagram. So, I am hopeful I can bring some of that energy to Miami’s social media presence as well.

So why do I dread graduation season?

Because change is hard.

It is why so much of the Miami community works tirelessly to help first-year students adjust to life here. Personally, I am not ready to say goodbye to my graduating friends or return to campus in August and not see them here anymore. I think I have cried more than them about graduation.

And I am definitely not ready to introduce myself as a college senior.

I truly feel like I have been at Miami for about five minutes.

Yet in those “five minutes,” I have grown and accomplished more than I ever imagined possible.

I changed my career path from dentistry to medicine. Some of my high school teachers used to “joke” that I was not as smart as my brother, not realizing how deeply those comments made me question whether I was capable of pursuing medicine.

Coming to Miami changed that.

Here, I felt encouraged. Supported. Confident that I absolutely could succeed.

Miami has allowed me to become a student leader, a mentor, and a researcher. It has taught me how to handle rejection gracefully, advocate for my future, and even cook something other than a quesadilla.

The point is: change is not always bad. But it is hard.

And that is why many students have struggled with the arena project.

After the project was approved at our last meeting, social media erupted. Students, alumni, and Miami-affiliated accounts expressed frustration, heartbreak, and disappointment. I expected some backlash, but I underestimated the extent of it.

Social media even called Peyton and me pathetic.

Personally, I prefer the words “passionate” and “patient”. But in all seriousness, what stood out to me was that this was likely the first time many students had looked into who the Board of Trustees actually is — though perhaps not quite enough to discover that student trustees are not voting members.

When Madison was appointed to the Board, one of the first things I spoke with her about was the importance of student trustee tabling in the fall. Students should know who we are. They should feel comfortable approaching us with questions, concerns, and ideas, and trust that we will answer thoughtfully and honestly to the best of our ability.

I hope this opens the door to more meaningful conversations and encourages even more students to apply for this incredible role in the future.

As I reflected on the arena project and students’ frustrations, I kept coming back to one idea:

When students feel ownership, backlash can turn into pride.

We should find ways to actively involve students in the design and creation of the arena. Architecture students. Graphic design students. Marketing students. Sports management students. Engineering students.

Allow them to contribute branding ideas, fan experiences, murals, installations, and creative concepts. Give students real-world opportunities to learn from a project of this scale while also leaving their mark on campus.

Students want to feel involved. They want to feel heard.

I shared this idea with Steve Large during a separate meeting, and he immediately connected me with Scott Walter, whom I met with at the end of April. In that meeting, we also discussed ways Miami might partner more intentionally with Uptown businesses to potentially make aspects of student life more affordable.

Scott connected me with several additional individuals to continue these conversations with, so many of you may be hearing from me soon.

I also recently met with another student leader, Nickolas Barry, who is completing his master's degree in economics this spring and serves actively in ASG.

He has been working on initiatives related to technology integration within curriculum, while I have become increasingly interested in what I call compassionate curriculum — finding ways to better support students as people, not just learners.

One of my favorite parts of this role has been meeting so many passionate and thoughtful students who care deeply about improving Miami. Nickolas connected me with individuals at the Center for Teaching Excellence, and I am excited to continue those conversations and explore how we can better support our students together.

As I wrap up my remarks, I would also like to acknowledge that May is Mental Health Awareness Month.

College can be an incredibly stressful time. Alongside academic pressures, many students are navigating independence, separation from family, financial stress, work responsibilities, and personal challenges — often all at once.

I have been very open about my own mental health journey. It has not always been easy to talk about, but I believe it is important.

Before experiencing my own struggles, I was honestly very dismissive of mental health challenges. I used to think people were simply being dramatic because “everyone has bad days.”

I never thought I was allowed to struggle.

I thought because I was healthy, because the people I love were healthy, and because I was a student leader and honors student, I always had to appear completely put together.

But life has a way of changing your perspective.

My experiences challenged my mindset and allowed me to better support others who may feel the same way I once did.

Because of that, I had the opportunity to work with Steve Large and Danielle Foulk on updates to Miami's student well-being website. I believe these changes better highlight the many resources available to students and make it easier for them to seek support when they need it.

I know this has been a long report, so thank you all for sticking with me.

And as I conclude, I would like to take a moment to acknowledge a couple of people:

Danny, congratulations on all of your achievements and thank you for all of your contributions. I want to be you when I grow up. Miami creates leaders and innovators, and you exemplify that. I cannot wait to see all that you do post grad.

And to Madison, welcome to the Board of Trustees. I have felt like your big sister since the day I first interviewed you. I love our shopping trips and Starbucks runs. I am so excited to show everyone what exactly girl power is.

I hope everyone has a wonderful Memorial Day, and I look forward to being back together in June.

With love and honor, I conclude this report.

Student Trustee Repass relayed the following:

Good morning, everyone,

For those I have not yet had the pleasure of meeting, my name is Madison Repass. I am a first-year student at Miami University from Perrysburg, Ohio.

I officially chose Miami during Make It Miami weekend, and I remember the exact moment I knew Miami was the right choice for me: watching an all-girls a cappella group perform during my visit. As someone who has always loved singing, it was meaningful to see students with passions similar to mine finding community and opportunity here. At that moment, I knew Miami was a place where I could grow both personally and professionally.

During my first year at Miami, I became heavily involved in the entrepreneurship community through coursework, mentorship from faculty and staff, and leadership opportunities. Those experiences showed me how much Miami invests in helping students grow into leaders, innovators, and changemakers.

I first learned about the Student Trustee position through Dr. Jeni Al Bahrani and Associated Student Government Chief of Staff, Jack Ispording. Through conversations with both of them, I became increasingly inspired by the opportunity to serve Miami in this capacity. After learning more about the role and the impact it can have, I became deeply passionate about pursuing it, and I am incredibly grateful to have been appointed by Governor Mike DeWine to serve as Student Trustee.

As I begin this role, I am passionate about helping students recognize and appreciate the full value of higher education. Over the past year, I have heard comments suggesting that much of what students learn could simply be found online. However, my experience at Miami has shown me that the true value of higher education extends far beyond the classroom. It is found in mentorship, leadership opportunities, collaboration, service, and the relationships and experiences that shape us into stronger individuals and future leaders.

I look forward to learning from each of you, working alongside my fellow Student Trustee, Arushi, and serving this university with purpose and dedication throughout my term.

Thank you all for your time and welcome.

Love and Honor

Other Business

Executive Session

Trustee Burgess moved, Trustee Anderson seconded, and by unanimous roll call vote, with seven voting in favor and none opposed, the Board convened to Executive Session to consult with counsel; review pending litigation; to prepare for negotiations with public employees; for matters required to be kept confidential - trade secrets; the purchase or sale of property; and for personnel matters, the performance of a public employee; as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

Return to Public Session

Following executive session, the Board returned to public session.

Adjournment of Meeting

With no other business to come before the Board, Trustee Anderson moved, Trustee McNellie seconded and by unanimous voice vote, with all voting in favor and none opposed, the Board adjourned at 1:00 p.m.

Written Reports

- [Miami THRIVE Report](#)



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



City of
Oxford OHIO

HOME OF MIAMI UNIVERSITY

Updates May 15, 2026

Thank you!

- 6 new full-time firefighters since 2024
- 2 more this year
- 18 total fulltime Firefighter/Paramedics
- 365/7 public safety!



2025 Fire Division Statistics

Total Calls for Service: 3,426

748 of these calls go to Miami University. (22%)

- Over the last 3 years, total calls to campus range from 700-750 calls for service (an average of about 2x a day)

Fire Responses

- 30% of these total calls for service are for fire.

EMS

- 17% of these total calls are for emergency medical services

Economic Development Strategic Plan

Guidebook to economic growth and job creation

Existing Conditions

Demographics

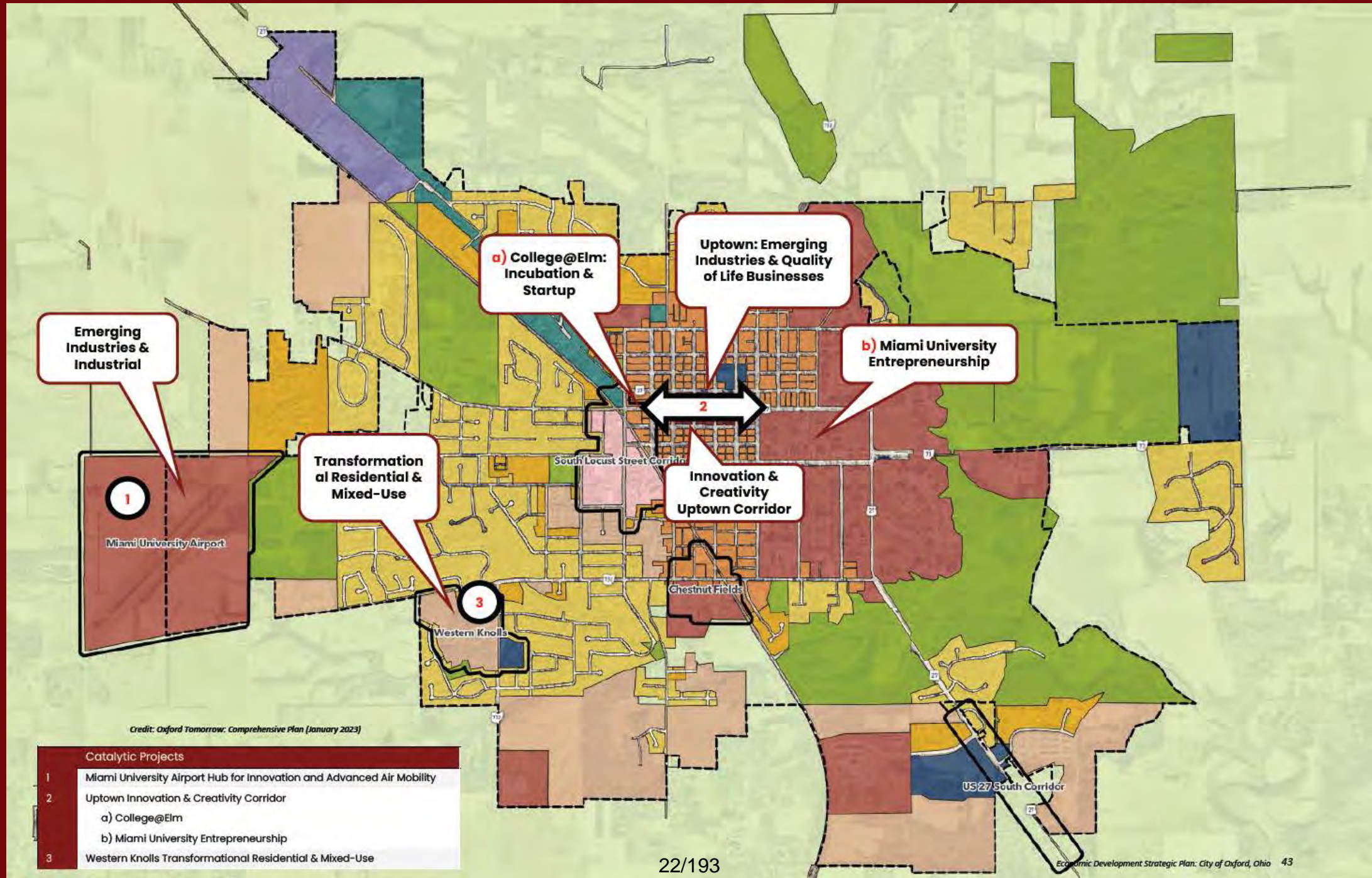
Regional and State Economic Drivers

Recommended Industries

Prioritization of Projects and an Action Plan.

Goal: create 1,000 new jobs!





Economic Highlights

\$873K grant from the Ohio Department of Development for demolition and remediation for 110 E. High Street (former Follett's Bookstore)

One of two advanced as top priority by Butler County Landbank.

13 new businesses opened, creating 88 FTE positions.

- 9 new businesses are in the start-up phase and are anticipated to open in 2026.
- 4 businesses from recent alumni Jackson Trestor & Tyler Storer (Class 2024)!



Economic Highlights

Amtrak

- Going to bid for construction in the summer of 2026.
- Project complete by end of 2027



Butler County Finance Authority

- Coordination with Joshua Smith to attract developers and provide financing.



Economic Activation Program (Addressing Blight)

- Amnesty program, grants, supportive services



Workforce housing!

- Bringing 31, 3-4 Bedroom Townhomes to Oxford.
- People who work here can live here.
- Many Miami staff positions qualify- Admissions Counselors, Entry Level Student Life, Admin Assistants, Grounds staff, Etc.



Quality of Life Investments

- Phase 5 Oxford Area Trail:
 - Summer 2026
 - 1.71 miles East to West
 - .67 miles North to South





Quality of Life Investments

New Uptown public restroom:

- Summer 2026

Quality of Life Investments

- Parks Master Plan
 - To be completed by fall 2026
 - New community center
 - Activation of Leonard Howell Park (near Yager Stadium)
 - Pickleball, skate parks and more



Infrastructure Investments

Water Softening!

Water delivered to customers will go from a hardness of 340 ppm to 120-150 ppm

Centralized softening will allow customers like Miami to discontinue using individual systems for each building, dramatically reducing maintenance and operating costs.

Also includes “Emerging Contaminant” removal of PFAS, “forever chemicals.”

Once construction begins, substantial completion is expected in 24 months





Wastewater Treatment Plant



Providing over **1,750,000 kWh** annually



Offsetting 78% of electric load at the plant



Saving tax payers **\$13,180,000** in electric costs over the lifetime of the array



Utilizing **domestic content** from **U.S. manufacturers**



Emissions avoidance equal to planting **424,400 trees**

GROUND-MOUNT SOLAR ARRAY



POWERED BY



Student Engagement:

Grant Writing

- **Congressional Office for International Leadership (COIL)**
 - Grant written by current intern, Rebecca Smith (Graduates May 2026)
 - 6 delegates from Sister City Dubno, Ukraine come in September 2026
 - Partnering with the Havinghurst Center at Miami University



Student Engagement: ASG and Greek Leadership Town Gown Meetings

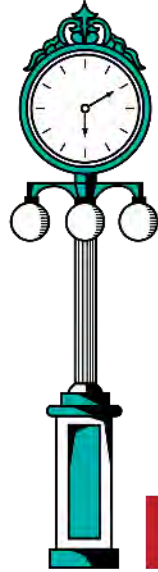
Monthly meetings with ASG President, VP, and Community Relations, as well as IFC and Panhellenic Leadership and Student Life VP.



Student Engagement: Community Art

- **Miami University Mural Class**
 - Professor Michael Stillion
 - Grant from Duke Energy
 - 2 phases, spring 2026 and spring 2027





City of
Oxford OHIO

HOME OF MIAMI UNIVERSITY

Thank you!
Q&A

Approved by the Board of Trustees

May 15, 2026



T. O. Pickerill II

Secretary to the Board of Trustees

May 15, 2026
Consent Calendar

RESOLUTION R2026-54

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

Mary Jean Corbett
English

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

Deborah Beyer
Nursing

Karen Brown
Nursing

Marcia Lee
Microbiology

Robin Vealey
Sports Leadership and Management

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

Stephen Alexander
Physics

William Berg
Kinesiology

Dan Carroll
Commerce

Xiang Fang
Information Systems and Analytics

Eric Luczaj
Computer and Information Technology

Lewis Magruder
Theater

Glenn Plat
Marketing

Paul Schaeffer
Biology

Dale Stoel
Accountancy

Janardan Subedi
Sociology and Gerontology

John Tassoni
English
Languages, Literatures, and Writing

James Tobin
Media, Journalism, and Film

David Woods
Computer and Information Technology

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

Donna Evans
Computer and Information Technology

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

Kurt Johnson
Computer Science and Software Engineering

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:

Kathleen Gutheil
Admission

Dawn Webber
Education, Health, and Society

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:

Stan Brown
University Libraries

Michael Hughes
Statistics

Raymond Manes
Miami University Dolibois European Center

Karl Reiff
Mechanical & Manufacturing Engineering

Approved by the Board of Trustees

May 15, 2026



T. O. Pickerill II

Secretary to the Board of Trustees

May 15, 2026
Consent Calendar

RESOLUTION R2026-55

BE IT RESOLVED, that the Board of Trustees hereby approves the following new courses of instruction:

CHI 171 Journey into Chinese Culture and Society (3)

This course introduces students to Chinese culture, spanning from ancient times to the present. We'll explore China's history and modern developments, examining the foundational events and figures that shaped the country's unique trajectory. The course will examine the influence of Chinese religions, philosophy and culture on China's social structure and everyday practices. Other topics include culinary diversity and the cultural significance of foods, customs and holidays, literature, arts, music, and popular entertainment. Through lectures, discussions, and multimedia materials, students gain an understanding of the complexity, beauty, and enduring legacy of Chinese culture.

Standard Letter Grade; Lecture.

CHI 231 Beyond The Human: The Chinese Supernatural (3)

This course explores the supernatural in China across thousands of years and invites students to reconsider what it means to be human. By examining Chinese cultural conceptions and representations of the supernatural and the fantastic, it engages students deeply with myth, belief, and wonder as vital forms of cultural expression and self-understanding that technology cannot replicate. Readings and discussion in English.

Standard Letter Grade; Lecture

EDP 359 Access Miami Practicum in Career-Readiness (3; maximum 6)

This practicum course provides an on-campus supported employment experience for students to develop career-readiness skills as a part of the Access Miami Program (AMP). This career-readiness practicum will provide a 10-week on-campus supervised and supported work experience for approximately five hours per week for a minimum of 50 total practicum hours. Students will set goals and actively engage to increase their independence and career-readiness skills in communication, time management, task organization, professionalism, and collaboration in an employment setting.

Standard Letter Grade; Practicum

GEO/GLG 321 Drone Pilot Certification Preparation (1)

Introduces students to the main concepts of drone technology with a focus on Part 107 pilot test preparation and hands-on flight practice. This course provides students with the necessary knowledge, skills, and best practices to safely and effectively operate drones for various applications, including research, photography, mapping, inspection, and more.

Standard Letter Grade; Lecture.

HST 234 History of Christianity (3)

Survey of the History of Christianity from the beginning to the present. Explores the formation and development of core Christian beliefs, practices, and institutions in their historical context. Examines the diversity in Christianity between and within Eastern Orthodox, Roman Catholic, and Protestant traditions. Emphasis will be placed on the global spread of Christianity.

Standard Letter Grade; Lecture.

MME 442/542 Applied AI for Mechanical and Manufacturing Engineers (3)

This course provides knowledge and background about Machine Learning and its applications in Mechanical and Manufacturing Engineering. Students will gain new knowledge about various machine learning methods such as deep, convolutional, and graph neural networks, and learn how to utilize machine learning to analyze and design mechanical and manufacturing systems.

Standard Letter Grade; Lecture.

MTH 107 Mathematics of Democracy (3)

This course will introduce the core mathematical ideas behind voting and social choice. Topics include methods of elections (voting theory), power distribution, apportionment, and gerrymandering. Students will learn the historical precedents behind each topic as well as the laws and regulations that govern them. Major projects will engage students in the material and apply their knowledge. PA-1A, SI-02.

Standard Letter Grade; Lecture.

MTH 118 Extended College Algebra (3)

This college algebra course is designed to provide a review of fundamental algebra concepts, followed by an in-depth approach to key topics in college algebra. Course topics include: algebra with exponents and radicals, factoring algebraic expressions, simplifying rational expressions, solving equations, functions, average rate of change, composites and inverses, polynomial functions, rational functions, exponential functions, and logarithmic functions. Credit will only be given for only one of the following courses: MTH 118, MTH 122, or MTH 125.

Standard Letter Grade; Lecture.

ORG 325 Sociology of Advertising (3)

This course examines advertising as a social and organizational institution that shapes culture, identity, and economic life. Rather than focusing on marketing techniques or campaign execution, the course emphasizes sociological perspectives on persuasion, branding, and consumer culture. Topics include advertising as meaning-making, the relationship between organizations and audiences, symbolic power, inequality and representation, and ethical controversies in contemporary media environments.

Students analyze advertisements, brands, and industries using sociological theory and empirical research, with attention to how advertising reflects and reinforces social values while advancing organizational goals. The course provides students with critical tools for understanding advertising's role in modern organizations and society.

Standard Letter Grade; Lecture

ORG 355 Algorithms at Work: AI, Surveillance, and Organizational Control (3)

This course examines how artificial intelligence and algorithmic systems are reshaping work, decision-making, and authority within organizations. Rather than focusing on technical design or programming, the course analyzes AI as a social and organizational phenomenon. Topics include algorithmic management, workplace surveillance, data-driven evaluation, bias and inequality in automated systems, and the changing nature of expertise and professional authority. Students explore how organizations adopt and govern AI technologies, how workers respond to algorithmic oversight, and how legal and institutional frameworks regulate emerging systems. Through case studies and empirical research, the course provides sociological tools for understanding the organizational consequences of AI and digital technologies.

Standard Letter Grade; Lecture

ORG 367 White-Collar Crime (3)

This course examines white-collar crime and organizational misconduct as social and organizational phenomena rather than individual moral failures. Students analyze how organizational structures, professional norms, incentive systems, and institutional environments shape unethical and illegal behavior in corporations, nonprofits, and public agencies. Topics include fraud, regulatory violations, corruption, whistleblowing, and the normalization of deviance, with attention to power, inequality, and organizational culture. Through case studies of major corporate and institutional scandals, students learn how misconduct emerges, how it is justified or concealed, and how organizations respond to legal and public scrutiny.

Standard Letter Grade; Lecture

STA 247 Career Preparation and Emerging Tools in Data Analytics (3)

This course prepares students for careers in data analytics by combining professional development with hands-on experience in emerging tools. Students establish career goals and learn to tailor resumes, cover letters, reference lists, social media presence, and interview and negotiation skills for internship and job searches. The course explores the roles of Data Analysts across industries, highlighting required professional preparation and potential career paths. Students investigate the latest tools, technologies, and methodologies used in the field.

Standard Letter Grade; Lecture

WLC 245 Imagining the Sustainable City (3)

This course examines the intersection of imagination and urbanization in the quest for sustainable cities. Whether in the planning stages, the peak, or the memory of a lost city, artists, writers, public intellectuals, and citizens have sought to find a sense of community, identity, problems, solutions, and hope in their representations of urban life. Thus, communication and creativity are instrumental to effect change. By engaging in dialogue about existing cities and envisioning their futures, audiences will be able to intervene in the trajectories of urban environments. PA-4C, SI-01.

Standard Letter Grade; Lecture.

Revisions to Existing Courses

ACE 051 Academic English Structure and Application (4)

Delete course.

Rationale for deletion: ACE Program terminated.

ACE 112 Advanced Communications Strategies: Speaking and Listening for Academic Contexts (5)

Delete course.

Rationale for deletion: ACE Program terminated.

ACE 113 Reading and Writing in Academic Contexts (4)

Delete course.

Rationale for deletion: ACE Program terminated.

ACE 310 Special Topics in American Academic Culture for International Students (1 to 3; maximum 6)

Delete course.

Rationale for deletion: ACE Program terminated.

ACE 310J Elements of Debate (3)

Delete course.

Rationale for deletion: ACE Program terminated.

ARB 301 Advanced Arabic (3)

Delete course.

Rationale for deletion: The Arabic Program is being deactivated due to low student interest.

ARB 302 Advanced Arabic (3)

Delete course.

Rationale for deletion: The Arabic program is being deactivated.

ARB 340 Internship (3)

Delete course.

Rationale for deletion: The Arabic Program is being deactivated due to low interest.

BIO 465/565 Animal Behavior (4)

Change in description, instructional type, and learning outcomes; adding Senior Capstone designation.

Rationale for revisions: As a new professor, I taught this course as a capstone in Fall 2024 and did not realize that the course MP designation had been removed. I have updated the request with Capstone Pillars and Learning Outcome information to meet the goals of the new Miami Global Plan.

BUS 206 Career Identity and Professional Development for Business Majors (1)

Change in title (from “Exploration for Business Majors”), description, and learning outcomes.

Rationale for revisions: Revisions to BUS 206 are necessary to address declining enrollment and eliminate redundancy created by the alumni major-related career panels offered through the Major Exploration Conference, which duplicate the current panel requirement within the course. The revised BUS 206 repositions the class as a structured, evidence-based 1-credit seminar focused on early career development, using tools such as the Strong Interest Inventory, guided reflection, and scaffolded assignments to help students clarify their interests, values, strengths, and potential career pathways. This is not a résumé-building course; it prioritizes foundational competencies in self-awareness, curiosity, values clarification, and well-being—areas aligned with the Farmer School of Business Beyond Ready competencies and current employer expectations. The updated structure is scalable, consistent across sections, and deliverable by Career Services staff through standardized instructional materials, improving curricular relevance and supporting student confidence and readiness for future experiential and recruitment activities.

BUS 301 Basics of Business I (3)

Delete course.

Rationale for deletion: We have redesigned the PRIME program and no longer intend to offer BUS 301.

BUS 303 Client Consulting Experience (1)

Change in title (from “Business Process Integration”), description, prerequisites, pre/co-requisites, instructional type, credit hours (from 3 to 1), and learning outcomes; adding Experiential Learning designation.

Rationale for revisions: Changing this from a 3 to a 1 credit hour course. This course, along with BUS 302, will be the curriculum for the summer PRIME program. Students will have the option to take other courses that count towards the business minor during the summer.

CAS 134 Critical Reading & Discussion in Academic Contexts for English Language Learners (3)

Delete course.

Rationale for deletion: Program termination.

CEC 112 Imagination, Ingenuity, and Impact II (3)

Change to description.

Rationale for revisions: This course can be used to fulfill the Advanced Writing Requirement as part of Writing Across the Curriculum for Biomedical Engineering. The other courses in the Writing Across the Curriculum sequence for Biomedical Engineering are CPB 321 (Bioethics) and CPB 474 (Biomedical Engineering Design I). The Advanced Writing Requirement documentation (memo and link to writing

Outcomes) has been submitted separately with CPB 474 (Biomedical Engineering Design I) in the CIM system.

Please add the Hamilton campus (in addition to the Oxford campus) to the locations where CEC 112 is offered. The ENT and CIT departments in CLAAS will offer CEC 112 on the Hamilton campus for students who intend to transfer to Oxford later to pursue majors in CEC.

This course will fulfill one part of the Writing Across the Curriculum sequence for biomedical engineering majors. CPB 321 and CPB 474 are the other courses in the sequence. The three courses in the sequence (CEC 112, CPB 321, and CPB 474) give students the opportunity to develop skills across their time at Miami University as the courses should be taken early (CEC 112), in the middle (CPB 321) and at the end (CPB 474) of their time at Miami. CEC 112 is included in this sequence because students receive multiple opportunities and formats to write and have the ability to revise and improve their work.

Additional information for the Advanced Writing Requirement as part of Writing Across the Curriculum for Biomedical Engineering are available with the CPB 474 (Biomedical Engineering Design I) record in CIM as directed on the Howe Writing Center webpage. However, the attached syllabus has highlighted, in red font, components of the course that play a role in satisfying the Advanced Writing Requirement.

CHI 253 Three Kingdoms (3)

Delete course.

Rationale for deletion: We don't have enough students to enroll this course.

CHI 257 Chinese Satire (3)

Delete course.

Rationale for deletion: We don't have enough students to enroll this course.

CHI 330 Chinese Verbal Theatre Performance (3; maximum 12)

Delete course.

Rationale for deletion: We don't have enough students to enroll this course.

CJS 670 Special Topics in Justice (1-6; maximum 6)

Delete course.

Rationale for deletion: This course is no longer offered -- it was part of a now-deactivated masters degree program.

CSE 273 Optimization Modeling (3)

Change to prerequisites, change to learning outcomes.

Rationale for revisions: This course involves some programming and occasionally students who have not taken CSE 174 struggle. Adding the introductory programming course as a prerequisite addresses this gap. This is an old course and CIM did not have learning objectives for it. The ones entered here have not been modified in years.

ELP 116 American Academic Culture and Communication for English Language Learners (3)

Delete course.

Rationale for deletion: Program termination.

ELP 233 Advanced Speaking and Listening Strategies in Academic Contexts for English Language Learners (3)

Delete course.

Rationale for deletion: ACE program terminated.

ENG 322 Print and Digital Editing (3)

Change in course number (from 412/512) and instructional type; adding learning outcomes.

Rationale for revisions: We want to make this a 300-level class as it does not have any prerequisites and it makes more sense as a 300-level. We also seek to remove the cross-listed 500 level designation. We believe that it is currently a 400/500 level from a time when our major was converted from a previous program that was a BA/MA program, but that was many years ago, and we no longer have students enrolling in the 500 level course.

ENG/IMS 411/511 Visual Rhetoric & Information Design (3)

Change in title (from "Visual Rhetoric"), instructional type, and learning outcomes.

Rationale for revisions: Changing the title to more accurately reflect what we have already incorporated into the curriculum. Removing the "do not use" recitation instructional type. Adding SLOs.

ENT 401 Instrumentation and Process Control (3)

Change in title, description, pre-requisites, and learning outcomes.

Rationale for revisions: The new title, ENT 401 Instrumentation and Process Control, is more descriptive and relevant to modern industry. The original course, Computerized Instrumentation, focused on a broad overview of servo-mechanisms and digital signal processing. The updated description is more specific, emphasizing LabVIEW and National Instruments (NI) platforms, which are widely used in the industry for data acquisition and control. The course is now a project-based course where students will get hands-on experience in instrumentation and control.

FRE 600 Seminar in French Literature (1-4)

Delete course.

Rationale for deletion: This course was part of our graduate program, which no longer exists.

FRE 614 Introduction to French Literary Theory (3)

Delete course.

Rationale for deletion: This course was part of our graduate program, which no longer exists.

FRE 680 Independent Studies (1-6; maximum 15)

Delete course.

Rationale for deletion: This course was part of our graduate program, which no longer exists.

GLG 322 Structural Geology (4)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: This is a required course for our Geology Major. Due to low enrollment, we are changing the offering of the course from every year to every other year. Consequently, we are removing some of the pre-requisites to allow students to take the course earlier in their studies.

GLG 492/592 Global Tectonics (3)

Change in pre-requisites, instructional type, credit hours (from 4 to 3), and learning outcomes.

Rationale for revisions: Changing course from 4-credit Lecture/Lab to a 3-credit Lecture course to conform with other departmental 400/500 level elective courses.

GRK 410 Special Topics in Greek Literature (3; maximum 12)

Delete course.

Rationale for deletion: The course is no longer offered.

HUM 320 Humanities Lab (1-3; maximum 6)

Change in instructional type, credit hours (from 2 to 1-3), and learning outcomes; adding Experiential Learning designation.

Rationale for revisions: This lab has consistently offered students hands on, skills-based experiences in humanities research. It is therefore being proposed that it serve as a practicum and an EL-designated course.

The lab also counts towards the Humanities Engagement Certificate as a "contribute" activity of which certificate students need two.

IMS 470/570 Introduction to Esports (3)

Change in credit hours (from 2 to 3) and learning outcomes.

Rationale for revisions: This is one of three "base courses" in the Esports Management Undergraduate Certificate. It provides a high-level introduction to esports, but also allows for depth in the structure and business of esports.

Change in credit hours from 2-3 better meets student needs and is part of plan to go from 6 courses to 4 in esports.

IMS 471/571 Esports Broadcasting (3)

Change in credit hours (from 2 to 3) and learning outcomes.

Rationale for revisions: This is one of three "base courses" in the Esports Management Undergraduate Certificate. It provides an introduction to casting techniques and business models. This foundation will be built upon in the advanced courses in the certificate.

Change in credit hours from 2-3 better meets student needs and is part of plan to go from 6 courses to 4 in esports.

IMS 472/572 Esports Event Management (3)

Change in credit hours (from 2 to 3) and learning outcomes.

Rationale for revisions: This is one of three "base courses" in the Esports Management Undergraduate Certificate. It provides an introduction to the business and logistics of event management. This foundation will be built upon in the advanced courses and final practicum in the certificate.

Change in credit hours from 2-3 better meets student needs and is part of plan to go from 6 courses to 4 in esports.

IMS 474/574 Special Topics in Esports (3; maximum 6)

Change in prerequisites and credit hours (from 2 to 3).

Rationale for revisions: The change in repeat enrollment is due to different special topics being offered and students being able to learn and use multiple iterations.

Change in credit hours from 2 to 3 better meets student needs and is part of plan to go from 6 courses to 4 in esports.

ITS 333 Global Development and Inequality (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: Given the course learning outcomes either Econ 201 or Econ 202 will prepare students for the course material.

LAT 310 Special Topics in Latin Literature (3; maximum 12)

Delete course.

Rationale for deletion: The course is no longer offered.

LAT 410 Latin Seminar (3; maximum 12)

Delete course.

Rationale for deletion: The course will not be offered any longer due to changes in curriculum and major.

MAC/ENG 213 Film and TV Screenwriting (3)

Change in title (from "Writing for Film and TV"), description, and learning outcomes.

Rationale for revisions: This is part of a series of updates to course titles and bulletin description language in MAC's media production courses. Changes are generally minor and are meant to increase legibility for students. Also, added missing SLOs.

MME 432/532 Digital Manufacturing (3)

Change in description, instructional type, learning outcomes.

Rationale for revisions: Made small adjustments to the course description and the wording in a couple of learning outcomes.

MME 435/535 Process Engineering (3)

Change in bulletin description, pre-requisites, learning outcomes, and instructional type.

Rationale for revisions: Adjusted the course description, some of the student outcomes, and one of the prerequisites. Based on department approval on Dec 1st 2025

MME 443/543 Quality Control and Stochastic Process (3)

Conversion from MME 334; change in bulletin title, bulletin description, and learning outcomes.

Rationale for revisions: This is an existing course for Smart Manufacturing Engineering and Engineering Management - Manufacturing Concentration majors. The department is adjusting the level and adding new content, aligning with industrial needs.

MTH 025 Algebra Concepts for Precalculus (4)

Change in bulletin description, learning outcomes, and credit hours (from 5 to 4).

Rationale for revisions: MTH 025 provides an entry point for matriculating students who are not prepared for but ultimately need to take either College Algebra (MTH 122) or Precalculus (MTH 125). This includes a significant number of students who will eventually take Business Calculus (MTH 141, for which MTH 122 is prerequisite) or Calculus I (MTH 151, for which MTH 125 is prerequisite). Since the course was introduced on the Oxford campus in Spring 2019, we have found that students are hesitant to register for a five credit-hour course that does not count towards the degree. We have also found that many students who take MTH 025 are familiar with the material on lines and linear equations found at the beginning of the course. We are therefore proposing to reduce the number of credit hours to four, removing the material on lines and linear equations from the beginning of the course and placing slightly more emphasis on applications of other topics.

NSG 611 Psychotherapeutic Foundations and Modalities for PMHNPs (2)

Change in credit hours (from 3 to 2).

Rationale for revisions: This was entered as 3 credits in error when it was proposed in November. The correct number of credits was always intended to be 2 credits. This revision simply corrects the credit hours.

NSG 623 Psych Mental Health Nurse Practitioner Clinical II (3)

Change in description, credit hours (from 2 to 3).

Rationale for revisions: In effort to reduce required winter courses as a program requirement, we have eliminated the 1 credit (NSG 625) winter course from the Psychiatric-Mental Health Nurse Practitioner MSN. The clinical hours from that course will be absorbed into this clinical course NSG 623. An additional credit is needed to account for the additional required clinical hours.

NSG 646 Clinical Prevention and Population Health (3)

Change in description and learning outcomes.

Rationale for revisions: The course is now only offered to our Nurse Practitioner students, allowing us to better tailor outcomes and content. Previously, it was also offered to Nurse Executive Leadership students, which led to a more broad overview. Changes also reflect updated accreditation standards, updated associated materials, and the removal of a community-based component. Our nurse practitioners have 750

hours of clinicals within the community, so they do not need the extra community piece in this course.

POL 306 Applied Research Methods (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: POL 243 was added to the pre-requisite list. SLOs were added.

POL 344 U.S. Congress (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: We are adding the new civics course POL 243 as pre-req because that will be mostly taught instead of POL 241. SLOs were added.

POL/WGS 348 Gender Politics & Policy in the United States (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: POL 243 was added as pre-requisite and SLOs added.

POL 351 Criminal Justice (3)

Change in prerequisites and learning outcomes.

Rationale for revisions: The POL 243 was added to the pre-requisite list. SLO's were added.

POL 352 Constitutional Law and Politics (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: The POL 243 was added to the pre-requisite list. SLOs were added.

POL 353 Constitutional Rights and Liberties (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: The POL 243 course was added to the list of pre-requisites. SLOs were added.

POL 356 Mass Media and Politics (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: We are adding the new civics course POL 243 as a pre-req in the major which will replace POL 241. SLOs were added.

POL 357 Politics of Organized Interests (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: We are adding the new civics course POL 243 as a pre-req which will replace POL 241. SLOs were added.

POL 359 U.S. Campaigns and Elections (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: We are adding the new civics course POL 243 to replace our existing POL 241 as a pre-req. SLOs were added.

POL 362 Public Management, Leadership, and Administrative Politics (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: POL 243 was added for pre-requisite. SLOs were added.

POL 363 Administrative Law (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: The POL 243 pre-requisite was added along with SLOs.

POR/FST/LAS 204 Brazilian Culture Through Music and Film (3)

Change in description, prerequisites, instructional type, and learning outcomes; adding Signature Inquiry designation.

Rationale for revisions: The rationale is to update this course to meet the needs of students and the department.

SLM 276 Current Issues in Sport (3)

Change in title (from "Current Issues in Leisure and Sport"), description, and learning outcomes.

Rationale for revisions: This proposal is being submitted to a) change the name of the course, and b) confirm its designation as a Miami Plan course.

The name change is in response to a clearer focus on sport within the department.

Since becoming our own department, SLAM has moved towards a clear and consistent focus on sport to best serve our students' interests and career goals.

SLM 473/573 Children and Youth in Sport (3)

Change in title, description, and pre-requisites; adding dual-listing and learning outcomes.

Rationale for revisions: SLM 473 has existed as an undergraduate level course for many years. We would like to offer a graduate level option for the course as a 400/500 or slash course. We feel that the content of this course is essential for graduate students pursuing careers in sport coaching, sport management, or sport psychology fields (the typically careers post graduate study). The SLAM department will no longer offer SLM 673, which had some overlapping content but not all, due to a retirement and lack of personnel. Offering SLM 473/573 is an efficient use of the department's resources. There are no other graduate level youth sport classes.

SPA 210 Topics in Speech Pathology and Audiology (3, maximum 6)

Delete course.

Rationale for deletion: Not enough faculty to teach this course; it's an elective course on the 5-year deletion list.

SPA 402 Counseling Strategies for Speech Pathologists and Audiologists (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: We are updating learning objectives. We have removed SPA 127 as a prerequisite.

SPA 627 Pediatric Language and Autism Spectrum Disorders (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: This course only requires graduate standing. Learning outcomes were added to this course.

STA 308 Scripting and AI for Data Processing (3)

Change in title (from “Introduction to Programming and Scripting for Data Analytics”), description, prerequisites, and learning outcomes.

Rationale for revisions: Spring 2026: Review student learning outcomes and course prerequisites based on feedback from the Data Analytics Major Program Assessment. Slightly revised student learning outcomes.

STA 367 Data Management and Predictive Modeling for Analytics (3)

Change in course number (from 309), title (from “Building, Managing and Exploring Data Sets in Analytics”), description, prerequisites, and learning outcomes.

Rationale for revisions: Spring 2026: We are revising this course based on feedback from the Data Analytics Major program assessment. We are changing the course number to STA 367 to make it more clear to students that the course comes after STA 308 and STA 363 (the prerequisite statistics courses).

TCE 362 U.S. Political/Economic Experience for Teachers (3)

Change in credit hours (from 4 to 3).

Rationale for revisions: TCE 362 credit change first reflects a realignment to balance among the other required program course credit hours. The program reviewed the course objectives, student learning outcomes, and assessments, and all are well-suited for three credits because this course is not associated with additional instructional components such as a lab hour, TA-supported office hours, or project hours. Second, the credit adjustment is to ensure the faculty's instructional workload. The current course structure requires more preparation, contact time, grading, and student engagement consistent with other three-credit courses in the department. However, this course still counts toward the faculty's teaching load. Maintaining a four-credit course can lead to an inequitable workload across courses and may distort teaching load calculations. Therefore, the credit change from 4 to 3 credits will support equitable workload distribution while maintaining instructional quality and course effectiveness.

TCE 425/525 TESOL in PK-12: English Literacy Development (3)

Change in description and learning outcomes; adding dual listing.

Rationale for revisions: We have 4+1 Literacy and Language Master's students who are looking for pathway coursework options. This dual-listed course will provide students with a course that will fulfill requirements in both grad and undergrad programs.

For the Record:

The following course changes only required divisional approval and are being reported here for the record only.

Subject	Number	Short Title	Hrs.	Reason for Change
BIO	699G	Rocky Mountains	3	New temporary course
BUS	302	Basics of Business	3	Change in prerequisites
BUS	406	Beyond the Degree	2	New temporary course
CEC	780	Doctoral Development Seminar	1; max 9	New temporary course
CIT	154	Personl Computr Concppts & Apps	3	Change in description
CPB	426/526	Tissue Engineering	3	New temporary course
CPB	427	Biomedical Engineering Lab	1	New temporary course
CPB	468/568	BME Signal and Imaging System	3	Change in prerequisites
EDL	499D/599D	Liberty's Echoes	3	New temporary course
ENT	152	Manufacturing Processes	3	Change in prerequisites
ENT	193	Circuit Analysis II	3	Change in prerequisites

ENT	272	Mechanics II:Material Strength	3	Change in prerequisites
ENT	291	Industrial Power Electronics	3	Change in title
ENT	301	Dynamics	3	Change in description & prerequisites
ENT	303	Digital Signal Processing	3	Change in prerequisites
ENT	310	Fluid Mechanics	3	Change in prerequisites
ENT	312	Thermodynamics	3	Change in prerequisites
ENT	313	Intro to Industrial Robotics	3	Change in prerequisites
ENT	317	Fundamentals of Fabrication	3	Change in prerequisites
ENT	403	Industrial Communication	3	Change in co-requisites
ENT	415	Heat Transfer With Application	3	Change in prerequisites
IMS	340	Internship	0-20	Change in description
IMS	351	Intro to Mobile App Dev	3; max 6	Change in prerequisites
IMS	431	Immersive & Reactive 2: Dev.	3	Change in prerequisites

IMS	487/587	Game Prototyping, Pipeline	3	Change in prerequisites
ITS	299C	Community-Led Development	3	New temporary course
MTH	124	Trigonometry	3	Change in prerequisites
NSG	620	Primary Care Skills	1	Change in title
NSG	621	PMHNP Clinical I	3	Change in description
NSG	627	PMHNP Clinical III	3	Change in title & description
POL	459	Solving Problems Through Gov	3	Change in prerequisites
TCE	418	TESOL PK12: Teaching Practicum	3	Change in description & prerequisites
UNV	212	Constitutionalism	3	New temporary course
UNV	405	Core Texts in Civic Thought	3	New temporary course

Approved by the Board of Trustees

May 15, 2026



T. O. Pickerill II

Secretary to the Board of Trustees

May 15, 2026
Academic and Student Affairs

RESOLUTION R2026-56

WHEREAS, Ohio Revised Code 3345.81 Strategic Completion Plan, states:

“Not later than June 30, 2014, the board of trustees of each institution of higher education, as defined by section 3345.12 of the Revised Code, shall adopt an institution-specific completion plan designed to increase the number of degrees and certificates awarded to students. The plan shall be consistent with the mission and strategic priorities of the institution, include measurable student completion goals, and align with the state’s workforce development priorities. Upon adoption by the board of trustees, each institution of higher education shall provide a copy of its plan to the chancellor of higher education.

The board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption.”

THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby accepts the attached Completion Plan Update Report, and directs the Provost to submit the document to the Ohio Department of Higher Education.

MIAMI UNIVERSITY

Completion Plan 2026-2028

Submitted in compliance with **Ohio Revised Code § 3345.81** (eff. March 2, 2021; S.B. 89, 133rd General Assembly), which requires each institution's Board of Trustees to adopt and maintain an institution-specific strategic completion plan designed to increase degrees and certificates awarded, consistent with the institution's mission, aligned with state workforce development goals, and submitted to the Chancellor of Higher Education upon adoption.

This plan covers the two-year period from 2026 to 2028 and updates Miami University's 2024 Completion Plan. Strategies are organized by type of intervention rather than by administrative division, reflecting Miami's conviction that durable gains in retention and graduation require coordinated action across the institution.

Statutory Context: ORC § 3345.81

Ohio Revised Code § 3345.81 requires the Board of Trustees of each institution of higher education to:

- Adopt an institution-specific strategic completion plan designed to increase degrees and certificates awarded;
- Ensure the plan is consistent with the institution's mission and strategic priorities;
- Include measurable student completion goals;
- Align with the state's workforce development priorities;
- Provide a copy to the Chancellor of Higher Education upon adoption;
- Update the plan at least once every two years and submit the updated plan to the Chancellor upon adoption.

The Miami University Board of Trustees adopts this plan in fulfillment of those obligations. This document constitutes the institution's updated completion plan for the 2026-2028 cycle.

Enrollment and Completion Data Snapshot

The following data reflect Miami University’s student profile as of Fall 2025, drawn from the 15th Day Official Enrollment Report, the STAIR Fact Book, and institutional research records. All figures are Fall 2025 unless otherwise noted.

Oxford Campus: Student Profile

16,405 Undergraduates	2,018 Graduate students	54.8% Female	68.0% Ohio residents
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Data Point	Value	Year
Total Undergraduate students (Oxford)	16,405	Fall 2025
Total Graduate students (Oxford)	2,018	Fall 2025
% of Female Students	54.8%	Fall 2025
% of Ohio Residents	68.0%	Fall 2025
First-time, full-time: Female %	54.3%	Fall 2025
First-time, full-time: Ohio residents %	66.8%	Fall 2025
% born in 2006 or 2007	96.8%	Fall 2025

Oxford: Financial Profile - First-time, Full-time Undergraduates

Indicator	Value	Year
% of Pell Grant recipients	14.2%	Fall 2025
% with financial need	45.4%	Fall 2025
% with need who received financial aid offers	99.8%	Fall 2025

Oxford: Academic Preparation - First-year, First-time Students

Indicator	Value	Year
% with 3.5+ GPA (replaces top-10% metric)	78.5%	Fall 2025
% entering with college credit (AP, CCP, other)	65%	Fall 2025
Average transfer credit hours	19.8 hrs	Fall 2025

Oxford: Retention and Graduation Outcomes

90%	75.5%	80.9%	95%
First-year retention (2024 cohort)	4-year grad rate (2021 cohort)	Avg. 6-yr grad rate (last 4 yrs)	NCAA Graduation Success Rate 2024-25

Metric	Value	Year
First-year retention rate, full-time baccalaureate, Oxford	90.0%	Fall 2024
Four-year graduation rate	75.5%	Fall 2021 cohort
Six-year graduation rate (avg., last 4 years)	80.9%	2019-2022 cohorts
IPEDS four-year grad rate rank among Ohio public universities	2nd in Ohio	
NCAA Graduation Success Rate for student-athletes	95.0%	2024-25

Oxford: Gaps in Retention

83.1%	91.3%	82.7%	91.4%
First-gen retained	Non-first-generation retained	Pell recipients retained	Non-Pell retained

Population	Value	Year
First-generation students	83.1%	Fall 2024 cohort
Non-first-generation students	91.3%	Fall 2024 cohort
Gap (first-generation vs. non-first-generation)	-8.2 pts	Fall 2024 cohort
Students receiving Pell grants	82.7%	Fall 2024 cohort
Students not receiving Pell grants	91.4%	Fall 2024 cohort
Gap (Pell vs. non-Pell)	-8.7 pts	Fall 2024 cohort

Regional Campuses Data

Regional Campuses: Student Profile



Data Point	Value	Year
Regionals Undergraduate - Hamilton	2,724	Fall 2025
Regionals Undergraduate - Middletown	1,062	Fall 2025
Regionals Total	3,786	Fall 2025
First-time, full-time: Female %	51.5%	Fall 2025
First-time, full-time: Ohio residents %	84.3%	Fall 2025
% part-time students	32.5%	Fall 2025
% full-time students	67.5%	Fall 2025
% non-traditional (age 25+)	15.5%	Fall 2025
% female (all regional students)	53.4%	Fall 2025
% male (all regional students)	46.6%	Fall 2025
% CCP (College Credit Plus) students	20%	Fall 2025

Regional Campuses: Financial Profile - First-time, Full-time Undergraduates

Indicator	Value	Year
% of Pell Grant recipients	51.6%	Fall 2025
% with financial need	62.7%	Fall 2025
% with need who received financial aid offers	98.5%	Fall 2025

Regional: Academic Preparation - First-time Students

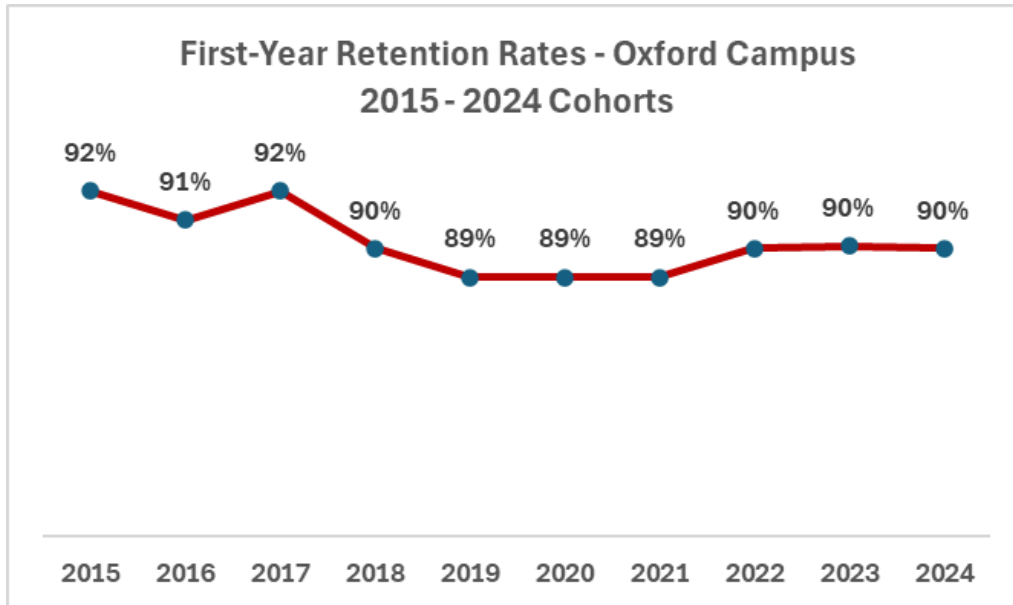
Indicator	Value	Year
% with 3.5+ GPA	26.5%	Fall 2025
% entering with college credit (AP, CCP, other)	47%	Fall 2025
Average transfer credit hours	20 hrs	Fall 2025

Regional: Retention and Completion Outcomes

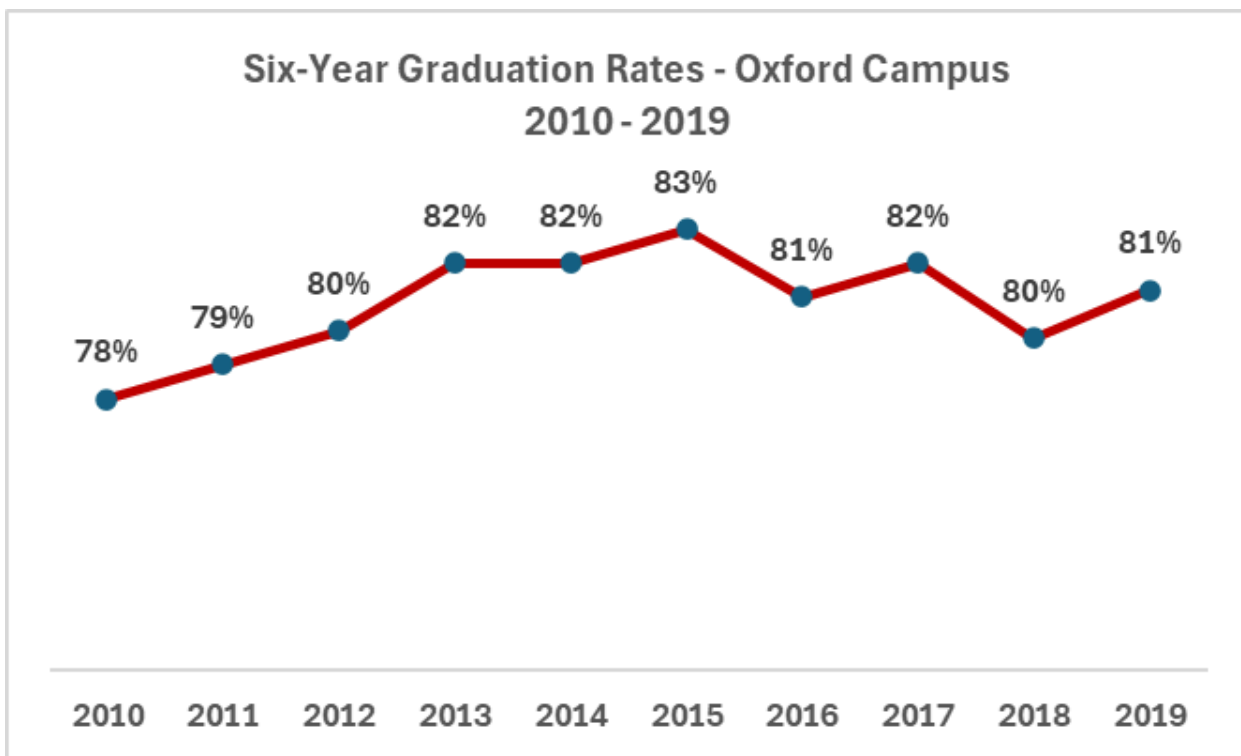
Metric	Hamilton	Middletown
Retention rates (2024 cohort)		
First-year retention rate	43%	67%
Six-year graduation rates (2019 cohort)		
Bachelor’s degree earned in 6 years or less	21%	23%
<i>Hamilton and Middletown are reported as separate institutions to IPEDS and ODHE. Retention counts enrollment at either Regional campus; transfer to Oxford is not counted as retained. Graduation counts degrees awarded by Hamilton or Middletown within six years; Oxford completion counts as transfer-out.</i>		

The Hamilton and Middletown campuses are currently transitioning to [Miami Polytechnic with](#) an anticipated launch date of Fall 2027. The polytechnic model integrates applied, hands-on learning, industry-aligned curriculum, and career readiness into all programs, in partnership with regional employers. Because this structural transformation is expected to change the student population profile, program mix, and career outcomes of both campuses significantly, the retention and graduation baselines above should be interpreted as pre-transition figures. Measurable completion targets for Miami Polytechnic will be established as part of the 2028 Completion Plan update, once the inaugural cohort has been admitted and baseline data are available.

Historical Retention and Graduation Trends



Cohort Year	First-Year Retention Rate
2015	92%
2016	91%
2017	92%
2018	90%
2019	89%
2020	89%
2021	89%
2022	90%
2023	90%
2024	90%



Cohort Year	6-Year Graduation Rate
2010	78%
2011	79%
2012	80%
2013	82%
2014	82%
2015	83%
2016	81%
2017	82%
2018	80%
2019	81%

Progress on Prior Completion Plan Strategies

The 2024 Completion Plan established commitments across advising, curriculum, technology, policy reform, and support for special populations. The following summarizes progress against those commitments.

Academic Advising

In 2024-25, professional advisors conducted 17,680 scheduled appointments and 9,094 drop-in sessions. No-show appointments fell for the third consecutive year, from 3,165 in 2022-23 to 1,697 in 2024-25, a 46% reduction. Post-appointment survey response volume tripled; overall advising experience was rated 4.76/5.0 and academic planning scored 4.57, the largest single-year gain across all categories.

17,680	4.76/5	1,697	1,048
Scheduled appointments, 2024-25	Overall advising experience score	No-shows, down 46% since 2022-23	Survey responses, up 170% YoY

Current-year data (2025-26, through April 12) show 18,117 scheduled appointments across 13,057 distinct students. Positive sentiment in qualitative feedback reached 97.7%.

Navigate and Early Alert

Miami University uses Navigate Student, an advising and student success platform developed by EAB, to support proactive student outreach and early intervention. Launched at Miami in Fall 2023, Navigate has grown to over 9,000 all-time users and is now embedded in advisor accountability structures, with Navigate usage standards incorporated into annual advisor performance reviews.

A core feature of the platform is its early alert system, which allows faculty and staff to flag students who may be struggling academically or personally. In 2025–26, Oxford campus advisors generated 615 fall and 550 spring progress report alerts, while Regional campus advisors generated 130 fall and 180 spring alerts. The platform also supports positive outreach: Oxford advisors issued 403 kudos and Regional advisors issued 155 kudos in Fall 2025, reinforcing a culture of recognition alongside early intervention.

Pathways and Exploratory Studies

After moving to a two-semester proactive advising model, [Pathways](#) fall-to-fall retention improved to nearly 70%, and 83% of Fall 2025 Pathways students earned a GPA above 2.0. Since the [Student Success Center](#) assumed oversight of [Exploratory Studies](#) in 2024, fall-to-fall retention for exploratory students rose from 81% to 83.6%.

Policy Reform

Over 30 registration hold categories affecting more than 3,500 students have been eliminated through Workday Student implementation. Academic policy review has produced changes to midterm grade reporting, the foreign language deficiency policy, and the two-strikes academic dishonesty policy. The Fresh Start Policy is undergoing targeted revision.

Career Services

Ninety-three percent of first-year students who attend a [career fair](#) are retained for their second year. In 2023-24, 487 unique organizations recruited on campus, more than three times the national average, and Miami’s overall graduate success rate reached 99%.

Financial and Material Support

Miami Cares distributed over 12,000 meal swipes and 17 laptops in 2024-25. [The Chrissy Taylor Last Mile Scholarship](#) provides targeted support for students nearing graduation.

I. Financial Supports and Aid Strategy

Closing the Pell gap | Need-aware aid | Material barrier removal

Data show a persistent +5% retention gap between Pell-recipient and non-Pell students at Miami, a gap that has held since 2020. Pell recipients are departing despite strong academic performance, citing fiscal and social factors. Addressing this gap requires a coordinated financial strategy that reaches students before a financial crisis becomes a withdrawal.

Need-Aware Aid Reform

Miami will pursue a shift in awarding for Ohio resident students toward a more need-aware scholarship model, ensuring financial barriers are identified at the point of aid packaging rather than at the point of crisis. The 2026-2028 period will focus on expanding the philanthropic pipeline for lower-income students through the Choose Miami Scholars THRIVE proposal and identifying additional grant and scholarship sources.

Coordinated Student Success Center Support

[The Student Success Center](#) currently reaches approximately 50% of the Pell cohort through [GradU8](#) and [Elevate First](#). Miami will move toward a coordinated point of contact model for Pell students, with shared data protocols enabling a unified view of each student's support engagement and risk level. Target: reach 80% of the Pell cohort through coordinated programming by Fall 2027.

Material Barrier Removal

Miami Cares and related emergency support programs will be sustained and expanded, with annual Board of Trustees reporting on students served, barriers addressed, and retention outcomes. A systematic referral pathway will ensure advisors, RAs, and faculty can connect students to support before circumstances force a withdrawal.

Responsible Offices: *Enrollment Management and Student Success; Student Success Center; Advancement*

Goals, 2026-2028

- Reduce the Pell-to-non-Pell retention gap from +5% to +3% by Fall 2028.
- Expand coordinated Student Success Center reach to 80% of the Pell cohort by Fall 2027.
- Report annually on [Miami Cares](#) and emergency support outcomes, including retention rates for supported students.

II. Academic Support and Momentum

Early intervention | Navigate | Gateway courses | Advising equity

Miami’s early alert and advising infrastructure has grown substantially. The challenge for 2026-2028 is ensuring that every at-risk student receives a meaningful, coordinated response regardless of which division they are in or which advisor they have.

Early Alert Restructuring

The current model includes three overlapping mechanisms: drop for non-attendance, early alerts, and midterm grade reporting. The Navigate Advisory Working Group’s recommendations will consolidate these into a cleaner intervention sequence: an earlier trigger based on absenteeism and non-submission, with coordinated follow-up from academic advisors and Student Life, and a midterm-grade routing process that moves off-pace students into sprint or accelerated sections rather than allowing a difficult midterm to become a withdrawal.

Navigate Standardization

Common Navigate protocols, including alert categories, advising note conventions, appointment workflows, and a revised services taxonomy, will be implemented across all professional advising staff and faculty advisors. Recurring campaigns will target defined at-risk populations each semester: students with low midterm grades, students unregistered approaching enrollment deadlines, and students in the murky-middle GPA band.

In 2025-26, Oxford advisors generated 1,165 total progress report alerts across fall and spring, with first-generation students representing 20-23% of Oxford alerts and 42-48% of Regional alerts.

Table 2. Navigate progress report alerts and kudos by campus and semester, 2025-26.

Metric	Oxford Fall 2025	Reg. Fall 2025	Oxford Spring 2026	Reg. Spring 2026
Total alert reports	615	130	550	180
Unique students alerted	537	115	500	159
First-generation (% of alerts)	138 (20%)	55 (42%)	114 (23%)	76 (48%)
Kudos issued	403	155	310	137

Closing the Advising Access Gap

In 2024-25, 360 Oxford first-year students had no documented advising appointment. Their fall-to-fall retention was notably lower than the cohort average. Miami will implement systematic first-year advising outreach protocols with a target of reaching at least 95% of Oxford first-year students with a documented advising touchpoint by the end of each spring semester.

Responsible Offices: *Academic Affairs (all divisions); Enrollment Management and Student Success; Student Life*

Goals, 2026-2028

- Implement the restructured early alert model in all divisions by Fall 2026, with documented follow-up for every flagged student.
- Achieve consistent Navigate campaign deployment each semester targeting at minimum three defined at-risk populations.
- Reach 95% of Oxford first-year students with at least one documented advising touchpoint by end of spring semester, beginning Spring 2027.

III. Administrative and Policy Reform

Workday Student | Hold elimination | Exception-based policy | Degree pathways

Many barriers that drive attrition are administrative: policies designed for institutional convenience that place disproportionate burden on students who can least afford to navigate them. Workday Student has created an opportunity to replace restriction-by-default with exception-by-need.

From Restriction to Exception

Across One Stop, the Bursar's office, and Financial Assistance, Miami is pursuing a model in which the system manages the rule and staff are empowered to intervene with reasonable exceptions. Target: at least 80% of students can complete standard administrative transactions without staff intervention. To date, over 30 registration hold categories affecting more than 3,500 students have been eliminated.

Leave and Enrollment Continuity

Students who leave Miami during a personal or financial crisis rarely return. Miami will develop and pilot a structured leave framework allowing students to remain enrolled in one or two credit units during a crisis, keeping institutional connection intact and significantly increasing the likelihood of completion.

Academic Policy Review

Academic policies governing repeat rules, add/drop windows, prerequisite restrictions, and late withdrawal procedures will be audited for their effect on student momentum and time-to-degree. The [Fresh Start](#) policy revision illustrates the approach: expanding the petition window, aligning the residency requirement with the standard Degree Residence Policy, and clarifying the honors calculation. The same logic will guide review of other policies, with recommendations to the Board of Trustees.

Student-Facing Degree Maps

All undergraduate programs will publish student-facing, four-year degree maps integrated with Workday Student planning tools by Fall 2026. Maps will make milestones, progression risks, and term-by-term credit expectations transparent. High-melt majors will publish both standard and accelerated variants, with progression risks annotated.

Responsible Offices: *Enrollment Management and Student Success; Academic Affairs; Registrar's Office*

Goals, 2026-2028

- Achieve 80% administrative process self-service rate for standard enrollment transactions by Fall 2027.
- Advance Fresh Start and at least two additional academic policy revisions to University Senate by Spring 2027.
- Publish student-facing four-year degree maps for all undergraduate programs by Fall 2026.
- Develop and pilot a structured enrollment continuity/leave framework by Spring 2028.

IV. Career Connection and Experiential Learning

MILE | AI in the Majors | CCES | Ohio workforce alignment

Ninety-three percent of first-year students who attend [a career fair](#) are retained for their second year. The 2026-2028 strategy formalizes and scales that connection by embedding experiential learning in the curriculum, integrating AI fluency across academic disciplines, and sustaining the career programming that drives both retention and graduate outcomes.

Miami Integrated Learning Experience (MILE)

MILE is Miami University's revised general education program, launching for incoming students in Fall 2027. Rather than organizing general education around a set of distribution requirements, MILE embeds applied learning directly into the undergraduate experience through two complementary structures: Applied Skills Courses and a co-curricular record culminating in a student portfolio.

Applied Skills Courses (ASCs) are designated courses, drawn from across the curriculum, that develop and assess a defined set of transferable competencies, including communication, collaborative problem-solving, entrepreneurship, and computational thinking. Students must complete three ASCs as part of their degree requirements, ensuring that applied skill development is woven across the undergraduate experience.

The co-curricular transcript and culminating portfolio give students a formal mechanism for documenting and reflecting on learning that occurs outside the classroom, including internships, research, service, leadership, and creative work. The portfolio, completed near the end of the undergraduate experience, asks students to synthesize their applied learning across courses and co-curricular activities, articulating how their competencies developed over time and how they connect to post-graduation goals. Together, the ASC framework and the portfolio create a coherent applied learning arc that spans the full undergraduate career and is visible to students, advisors, faculty, and employers.

MILE supports completion by making the purpose of general education legible to students. When students can see how their coursework connects to skills they will use, they are more likely to engage seriously with required courses rather than treating them as obstacles. The portfolio requirement creates a structured moment of reflection and forward-looking planning that research consistently associates with stronger retention and graduation outcomes.

AI in the Majors

AI in the Majors is Miami's initiative to integrate discipline-specific AI literacy into undergraduate programs across both the Oxford and Regional campuses. Rather than addressing artificial intelligence through a centralized elective or a single required course, the initiative embeds AI competencies directly into the major, ensuring that every Miami graduate encounters AI in the context of their own field and develops the capacity to use, evaluate, and think critically about AI tools as they are actually deployed in their discipline.

The initiative operates through a structured departmental process. Participating departments work with Provost Fellows to accomplish three interlocking tasks: establishing a program-level AI learning outcome specific to the discipline; mapping AI competencies onto the major curriculum map, identifying which required courses are the appropriate sites for AI-related learning; and designing AI-integrated assignments in those required courses. These assignments are embedded in courses students must take, ensuring that AI literacy reaches all students in a program rather than only those who seek it out.

By Spring 2027, all Oxford and Hamilton departments will have completed all three components of this process, establishing program-level AI learning outcomes, curriculum maps with AI competencies assigned to specific required courses, and department-approved AI assignments in those courses. This represents a comprehensive, institution-wide transformation of how AI is addressed in undergraduate education, one that is disciplinary in character, curricular in location, and universal in reach. It directly addresses Ohio's workforce development priorities by ensuring that Miami graduates in every field, from engineering to education to the arts, enter the workforce with AI competencies calibrated to the demands of their profession.

Career-Connected Retention Programming

[CCES](#) will deepen its partnership with academic divisions to expand non-credit and credit-bearing career experiences accessible during summer and winter sessions. This will reduce the risk that students who leave campus between semesters disengage permanently. [The Presidential Career Leadership Series](#) and [Career Academy](#) programs will be scaled to reach more students from Ohio's urban centers, connecting Miami's career-connected retention model to the workforce pipeline goals of the state. Exploratory and undecided students will continue to receive prioritized career intervention in their first year, given data showing the retention value of early career connection for this population.

Miami is rated #1 among Ohio public universities for return on investment (Payscale, 2023). The 2023-24 overall graduate success rate reached 99%, vs. a national average of 85.7%.

Responsible Offices: *Academic Affairs (MILO, AI in the Majors, Provost Fellows); Center for Career Exploration and Success; Enrollment Management and Student Success*

Goals, 2026-2028

- Launch MILE for incoming students in Fall 2027, with the ASC designation process fully operational, all approved ASCs listed in the course catalog, and MILO staffed and functional.
- Ensure all undergraduate students entering Fall 2027 and beyond have access to a co-curricular transcript and complete a culminating portfolio prior to graduation.
- By Spring 2027, ensure all departments have established a program-level AI learning outcome, mapped AI competencies onto the major curriculum map, and embedded AI assignments in relevant required courses.
- Increase first-year student career fair participation by 10% by Fall 2027, sustaining 93%+ second-year retention among participants.
- Expand outreach for the existing Internship and Research Grants program (\$500-\$3,000, rolling applications) to increase uptake among Pell-eligible students, and establish retention tracking for grant recipients beginning Fall 2026.

V. Student Community, Belonging, and Well-being

Peer connection | Sophomore transition | Health and well-being | Student support

Students who feel seen, connected, and that they belong at Miami persist at higher rates than those who do not. Student Life's contribution to the completion plan is the layer that makes all other strategies durable, particularly for first-generation students and those navigating the transition from high school to university for the first time.

Peer-Based Early Identification

Resident Assistants (RAs), Summer Orientation Undergraduate Leaders ([SOULs](#)), and [HAWKS Peer Educators](#) provide a peer-to-peer, front-line network that can identify students withdrawing socially before they withdraw academically or financially. Miami will strengthen protocols by which peer leaders connect observations to Navigate and advising follow-up, formalizing the human early-warning function Student Life already provides informally.

Sophomore Transition and the Second-to-Third Year Gap

Miami has observed a 5-8% drop in retention between the second and third years. Miami will launch structured sophomore supports, discipline-based seminars, major check-in campaigns, and proactive advising outreach for students navigating major changes or denials, targeted specifically at the second-to-third year transition.

Health, Well-being, and Student Case Management

The Miami University Care Team follows up on [student-of-concern reports](#) to connect struggling students with campus resources, utilizing a case management approach to track student success over time. Health and well-being programming equips students with capacity to handle personal, academic, and financial setbacks without those setbacks becoming permanent withdrawals. This programming is particularly important for Pell students who may have fewer informal support networks outside the institution.

Responsible Offices: *Division of Student Life; Dean of Students; Student Counseling Service; Academic Affairs*

Goals, 2026-2028

- Launch a structured sophomore transition initiative by Fall 2026, with second-to-third year retention tracked as a primary metric.
- Formalize peer-leader-to-Navigate connection protocols across all residential communities by Fall 2026.
- Complete root-cause analysis of second-to-third year attrition and publish findings to inform the 2028 Completion Plan update.

Alignment with Ohio Workforce Development Priorities

Ohio's WIOA Combined State Plan identifies advanced manufacturing, semiconductors, electric vehicles, aerospace, defense, broadband, and emerging technologies as the state's priority sectors for 2024–2027, and calls for scalable, industry-aligned talent pipelines from institutions of higher education.

MILE and Work-Based Learning

MILE directly addresses Ohio's emphasis on work-based learning as a pathway to employment. Miami's placement data reinforce this: 99% of 2023-24 graduates seeking employment secured placement, vs. a national average of 85.7%.

AI in the Majors

Ohio's WIOA plan notes that overlapping skill requirements across high-growth sectors create opportunities to scale foundational technical competencies. *AI in the Majors* responds by embedding AI literacy as a practice within the major, ensuring graduates in every field enter Ohio's workforce with the adaptive, technology-forward skills the state's priority sectors require.

Policy Reform and Priority Populations

Miami's policy reform agenda, Fresh Start Policy, hold elimination, and exception-based flexibility supports Ohio's priority population goals by reducing structural barriers that disproportionately affect Pell-eligible, first-generation, and returning adult learners. Ohio's WIOA plan specifically identifies low-income individuals as priority populations for credential attainment investment.

Career Programming and Ohio Employer Pipeline

Miami's career programming infrastructure, through CCES, [Urban Bridges](#), and the [Presidential Career Leadership Series](#), connects students to Ohio employers in the state's priority sectors, reinforcing the direct pipeline from Miami enrollment to Ohio workforce participation.

Miami Polytechnic and Regional Workforce Development

The transition of the Hamilton and Middletown campuses to Miami Polytechnic represents Miami's most direct and concentrated response to Ohio's workforce development priorities. Anchored by the Advanced Manufacturing Workforce and Innovation Hub and developed in partnership with Butler Tech, Butler County, REDI Cincinnati, the cities of Hamilton and Middletown, and regional employers, the polytechnic model integrates technical education, applied hands-on learning, and career readiness into every program, with curriculum shaped directly by industry input. Miami Polytechnic is designed to produce graduates who are career-ready on day one, addressing the skills gap that leaves millions of Ohio jobs unfilled and positioning southwest Ohio as a regional talent development hub aligned with the state's priority sectors in advanced manufacturing, semiconductors, healthcare, and emerging technologies. With an anticipated launch of Fall 2027, Miami Polytechnic will expand completion pathways for the Pell-eligible, part-time, and non-traditional learners who make up the majority of the Regional campus population, directly serving the priority populations Ohio's WIOA plan identifies for credential attainment investment.

2026-2028 Completion Goals Summary

The following goals guide Miami University’s completion strategies for the 2026-2028 period, consistent with ORC § 3345.81.

Goal	Target	Timeline
Six-year graduation rate (Oxford)	83%	Spring 2028
Four-year graduation rate (Oxford)	78%	Spring 2028
Pell-to-non-Pell retention gap	Reduce from +5% to +3%	Fall 2028
Pell cohort coordinated support reach	80% of Pell cohort	Fall 2027
First-year advising touchpoint rate	95% of Oxford first-years	Spring 2027
Administrative self-service rate	80% of standard transactions	Fall 2027
Student-facing degree maps published	All undergraduate programs	Fall 2026
Early alert follow-up protocol	100% of flagged students	Fall 2026
MILE participation pathway	Available to all undergrads	Fall 2027
AI in the Majors cohort expansion	Second cohort launched	Fall 2027
Graduate success rate	Sustain 97%+	Ongoing
Second-to-third year retention	Close 5-8% gap by 3 pts	2028
BRIDGES retention rate	Sustain 91%+	Ongoing

Approved by the Board of Trustees

May 15, 2026



T. O. Pickerill II

Secretary to the Board of Trustees

May 15, 2026
Consent Calendar

RESOLUTION R2026-57

BE IT RESOLVED, that the Board of Trustees hereby approves the following tenured faculty and administrative appointments:

Trenton Gould

Provost & Chief Academic Officer and Professor
Kinesiology

Gregory McBrayer

Associate Director & Professor
Center for Civics, Culture & Society

Tyler Wagner

Ohio Eminent Scholar in Ecology & Professor
Biology

May 15, 2026
Consent Calendar

Approved by the Board of Trustees

May 15, 2026



T. O. Pickerill II

Secretary to the Board of Trustees

RESOLUTION R2026-58

WHEREAS; Sue Henry is a vital supporter of Miami University. Using her labor law expertise, she helped launch Miami's pre-law program, which is named in her honor. She has served on Miami's Board of Trustees, chaired the Foundation Board's Governance Committee, and participated on the MIAMI Women Steering Committee. She currently sits on the For love. For honor. For those who will. National Campaign Steering Committee. The Sue Henry and Carter Phillips Student Activities Suite in Miami's Armstrong Student Center, named for Sue and her husband, reflects her deep commitment to Miami's students.

THEREFORE BE IT RESOLVED; that the Board of Trustees hereby approves the awarding of an honorary degree of Doctor of Humane Letters (L.H.D.) to:

Sue Henry '73

Board of Trustees



May 2026



M Today's Outline

Preparing for the Future

Investing in the Future

Discovering the Future

Sustaining the Future



AI Generated from Description



Preparing for the Future

Higher Education is built for a world that does not exist today.



M Brand & Distinctiveness

Highly
Competitive
Segment

4

Learner Needs
& Goals
(students)

1

Institutional
Strengths
(mission)

1

Institutional
Distinctiveness
& Signature
Offerings

4

3

2

3

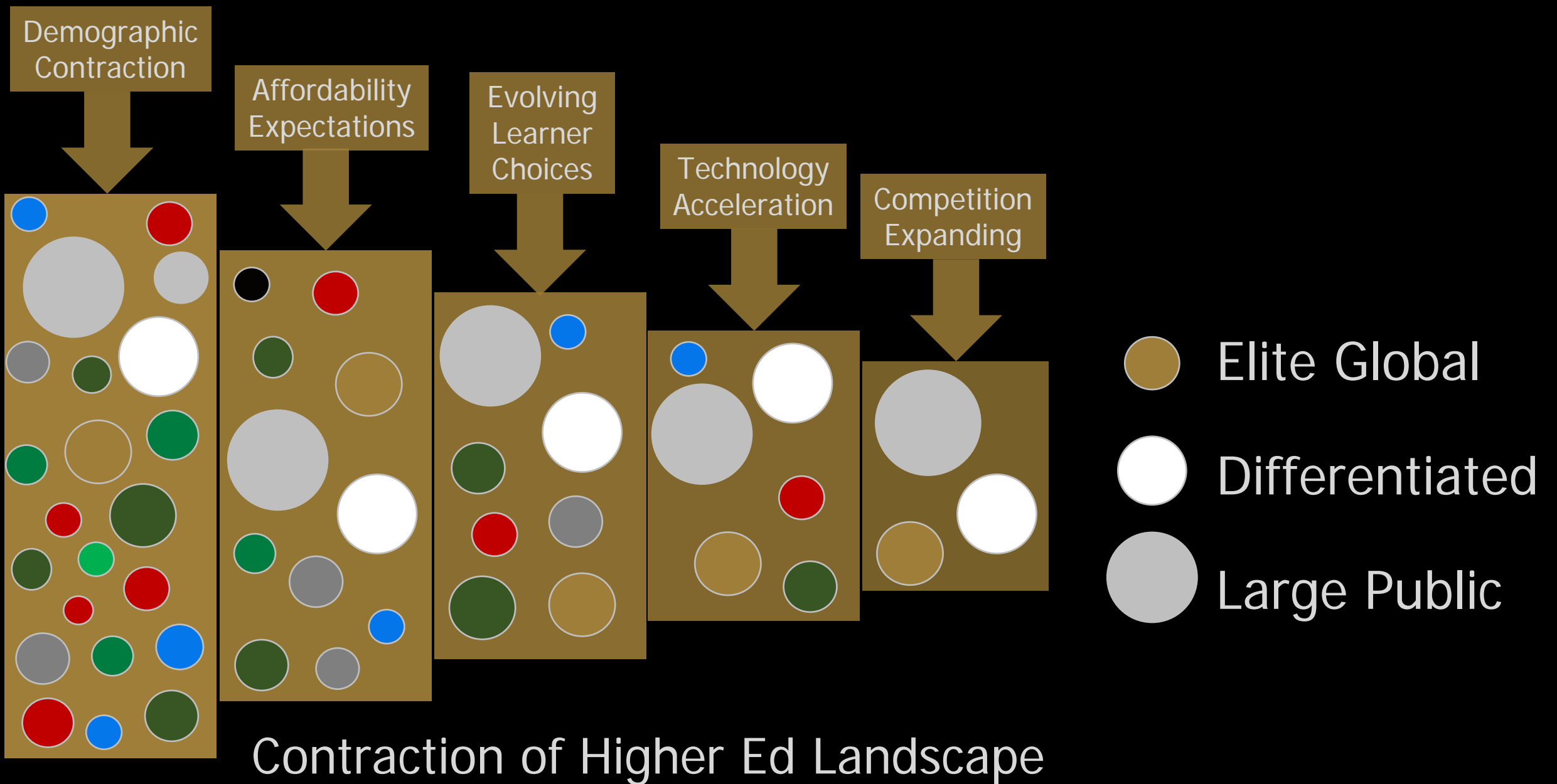
Opportunity Gap or
Outside Core Mission

Peer Capabilities
(other institutions)

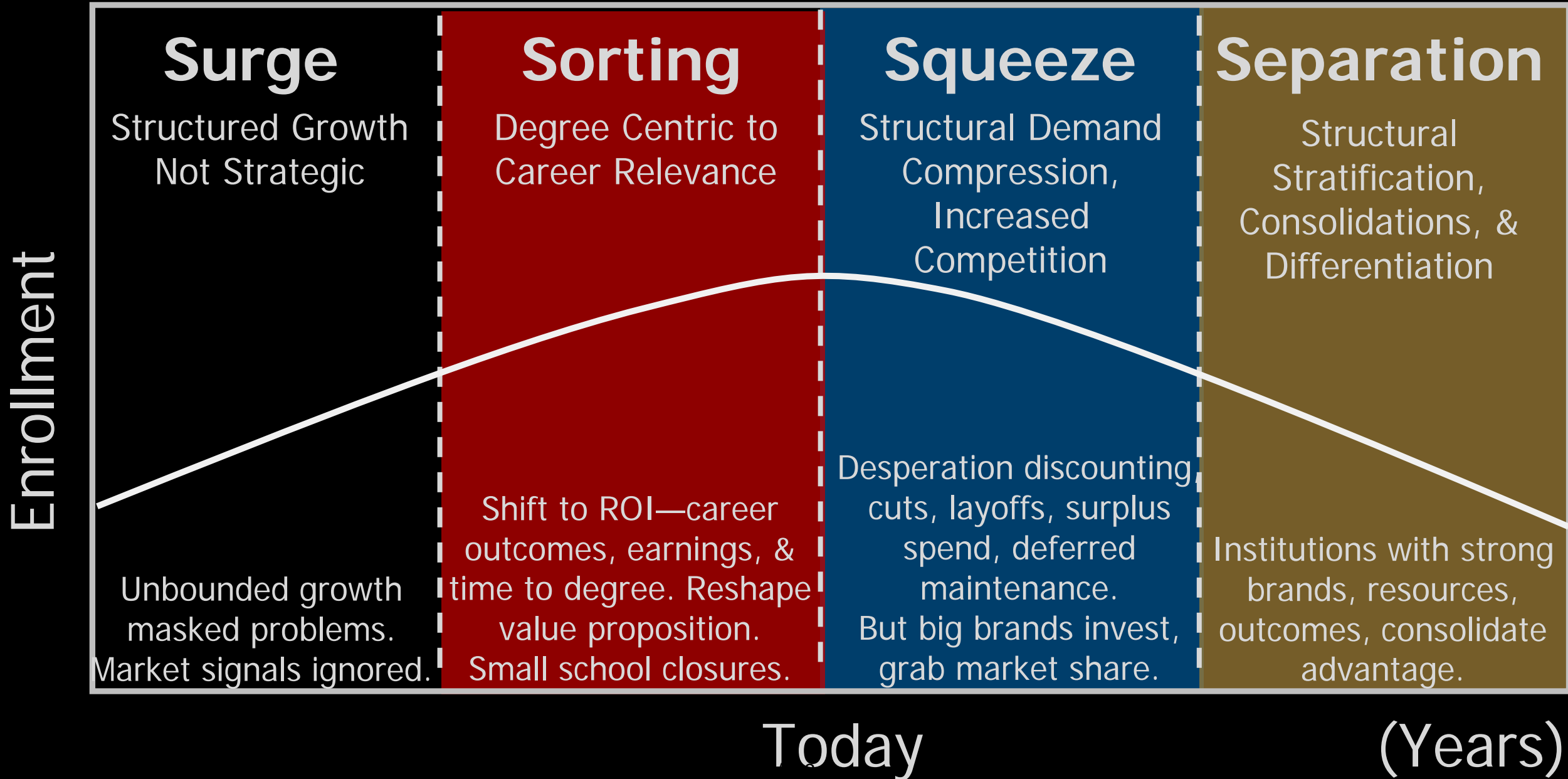
2

Mission Drift or
Misalignment or
Legacy Commitments

M Evolving Higher Education Landscape

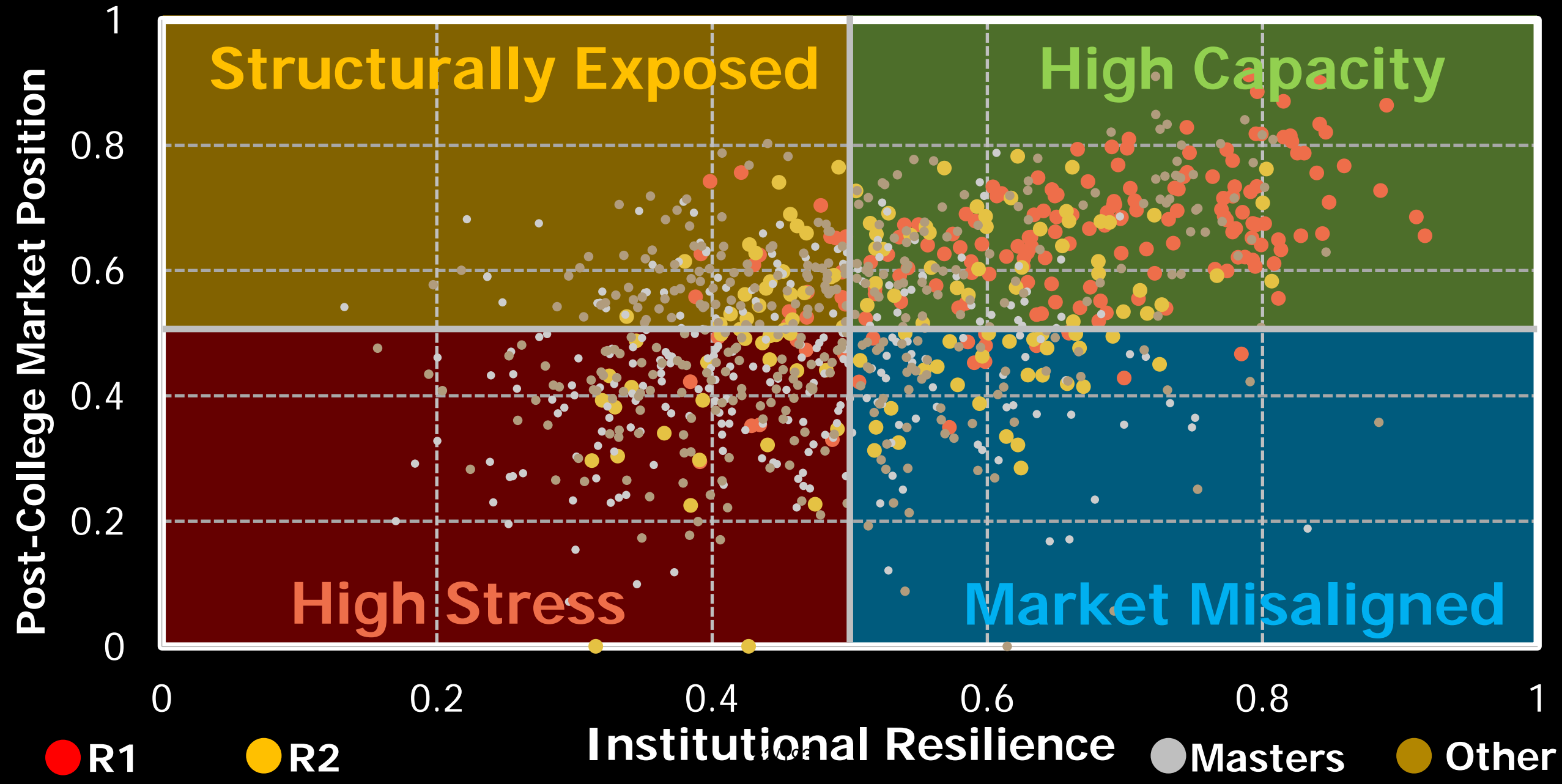


M Higher Education Landscape





Mapping Structural Divide (Saunders 2026)



M Mapping Structural Divide (Saunders 2026)

Post-College Market

(Grad Rate, Earnings/Debt, AI, Demographics)

Structurally Exposed

R1	12 (7%)
R2	24 (20%)
Masters	48 (19%)
Other	94 (26%)

High Capacity

R1	146 (82%)
R2	51 (42%)
Masters	40 (16%)
Other	111 (30%)

High Stress

R1	8 (5%)
R2	21 (17%)
Masters	114 (44%)
Other	103 (28%)

Market Misaligned

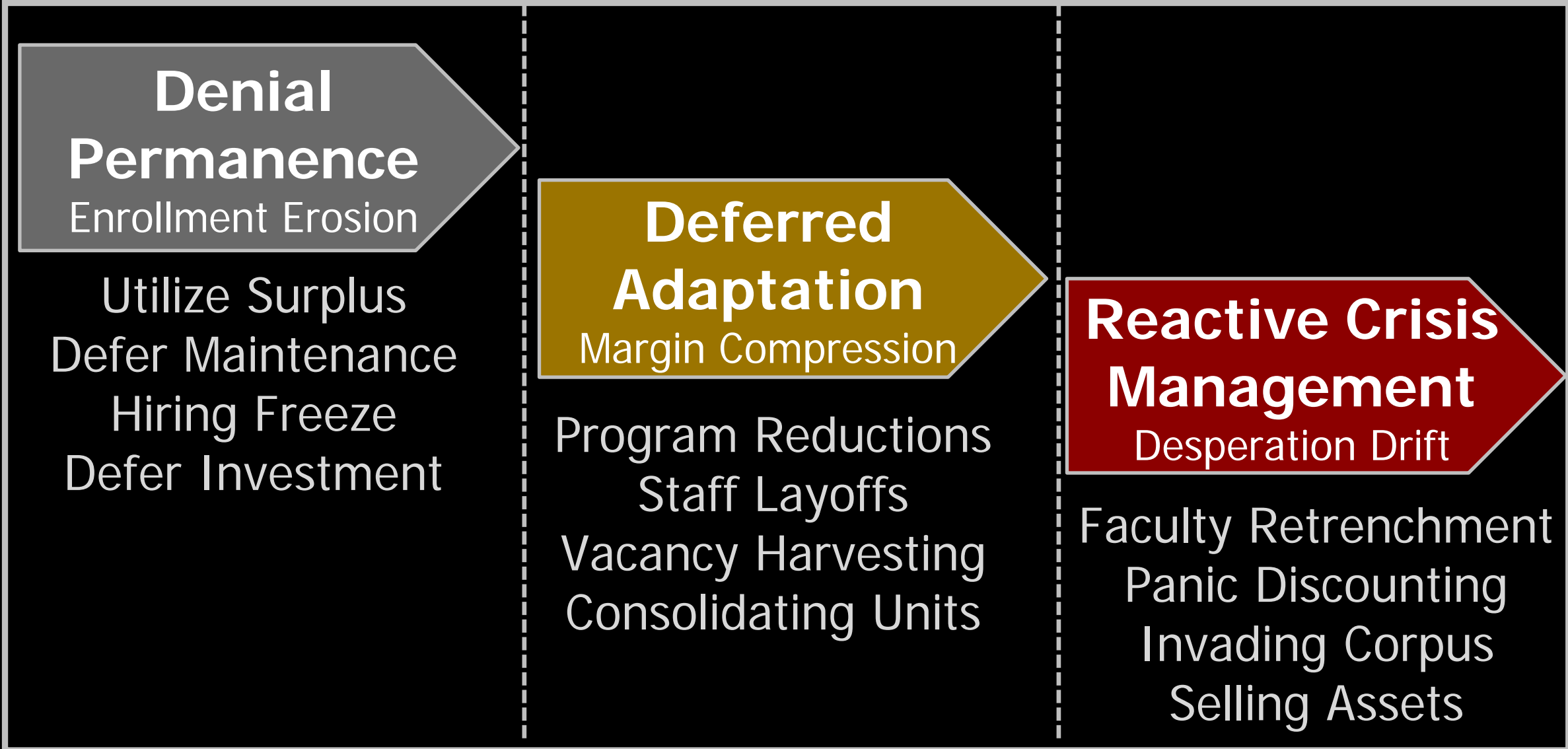
R1	11 (6%)
R2	25 (21%)
Masters	55 (21%)
Other	59 (16%)

Institutional Resilience

(Endowment/Student, Diversified Revenue, Enrollment Trend, Selectivity)

M Downward Trajectory

Negative Progression



Time

M Misreadings of the Future

1

Not Recession, but Revolution

Applying recovery playbooks to structural market change

4

Not Silo, but Ecosystem

Internal comfort over external integration with Partners

2

Not Apps, but Intelligence

AI transforms cognition, not just connectivity

5

Not Either/Or, but Both/And

False dichotomies replacing integrated design

3

Not Tradition, but Mission

Longevity mistaken for relevance

6

Not Price, but Return

Cost focus eclipsing true value creation

Investing in the Future



M Resource Positioning

Disciplined Stewardship & Operational Effectiveness

Align resources to priorities

Evaluate new & legacy programs

Drive outcomes/efficiency across units

Track academic excellence & unit performance

Mission-critical impact for students & public

Positioning for Long-Term Institutional Strength

Forward-looking investments Nat'l University

Strengthen academic distinction & research

Drive outcomes/efficiency across units

Build financial resilience

Maintain flexibility amid uncertainty

Responsiveness to Evolving Student Demand

Adaptive, forward-looking culture

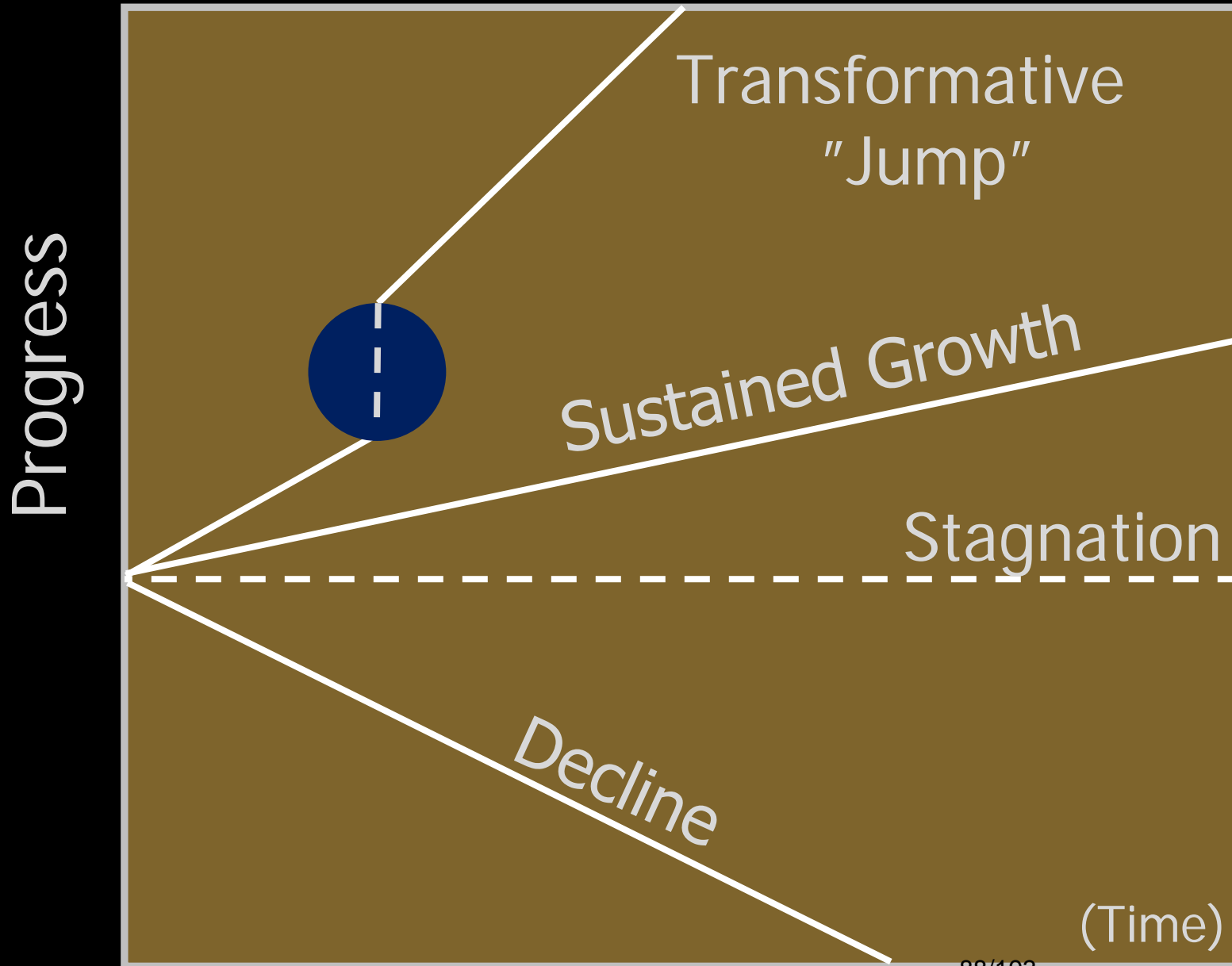
Rebalance & reallocate from underperforming legacy programs

Invest in high-growth, high-impact programs & services

Align with evolving student expectations & employer/societal needs

Pathways to success that match the world students will enter

M Growth Progression



Transformative

McVey Data Science

Clinical Health Sciences

Honors College & Pathways

Cleveland Clinic Partnership

R1 Research Status

Sustainability

ASPIRE

Sustained Growth

College@Elm

Partnerships (OST)

Too Early to Tell

Manufacturing Hub

Bachelor Hall

Academic Infrastructure (Last Decade)

Infrastructure Investment

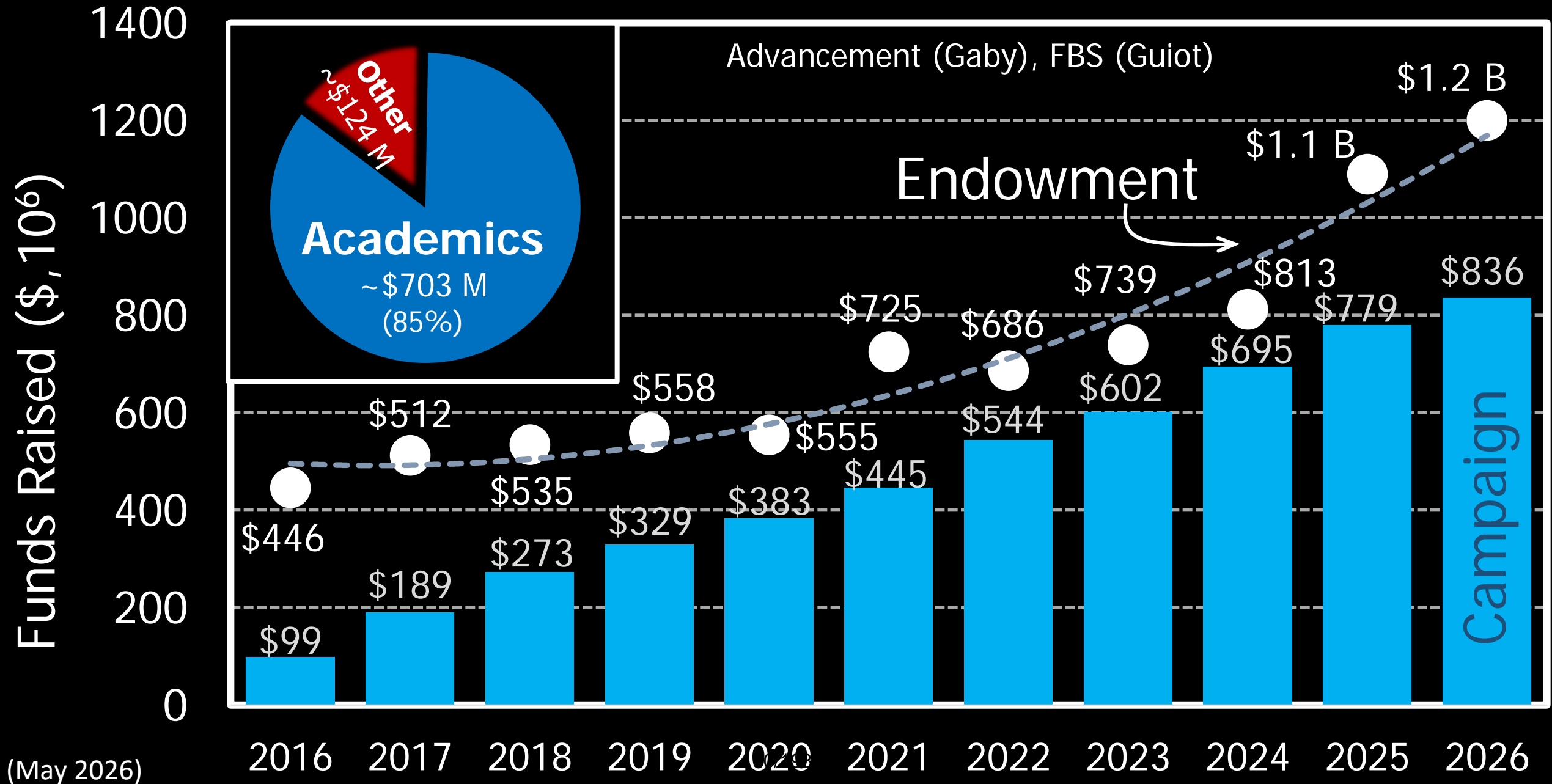
Cleveland Clinic Health Sciences	\$96.0 M
Bachelor Hall	\$72.2 M
McVey Data Science	\$58.0 M
Pearson Hall Phase I	\$62.6 M
AM Hub – Hamilton	\$30.7 M
Fisher College@Elm	\$15.0 M
Hughes Hall	\$12.4 M
University Hall	\$10.0 M
McGuffey Hall	\$3.7 M
Upham Hall	\$ 2.8 M
Art Building	\$1.9 M
Gardner Harvey Library	\$1.6 M
Cedar Tech Cleveland	\$1.5 M

Infrastructure Continued

Center for Performing Arts	\$1.3 M
Irvin Hall	\$1.2 M
Phillips Hall	\$1.1 M
King Library	\$1.1 M
Benton Hall	\$1.1 M
Laws Hall	\$0.8 M
MacMillan Hall	\$0.8 M
Farmer School of Business	\$ 0.7 M
Σ(Academics <\$500 K)	\$6.6 M
Boldly Creative Investment	\$50.0 M
THRIVE Investment	\$35.0 M
Total	~453.0 M

(Estimated—Rounded up on first decimal—FBS (Creamer))

M Campaign and Endowment Trends



Investments in Academics (Decade)

Academic Infrastructure

\$453M

(Last Decade)

Campaign Progress

\$703M (\$830 M)

(85% of total)

Endowment Distribution

\$55.5M (~FY26)

(FY16 was \$14.9M)

Investment Income RCM

\$132M (\$29M FY26)

Last decade

Budgeted Vacancy

\$173M

Covered RCM deficits

\$33.3M in FY26

(31% from non-Academic)

External Research Awards

~\$294 M

(54%—Faculty, 46%—Staff)

M Annual Impact/Year (City of Oxford)

Fire, Rescue, Safety

\$12.7 M

(Plus cost share on equipment)

State Economic Impact

~\$4 B

(Evaluated in 2021-22 at \$3.8 B)

Employee Tax

~\$4.7 M

(Miami Employees)

Construction Spend Tax

~\$500 K

(Arena Substantially Increases)

Contract Labor Tax

\$350 K

(One example is Chartwells)

Community Arts

~\$200 K

(Rent Free Longterm Lease)

M Decade of Strong Growth & Positioning

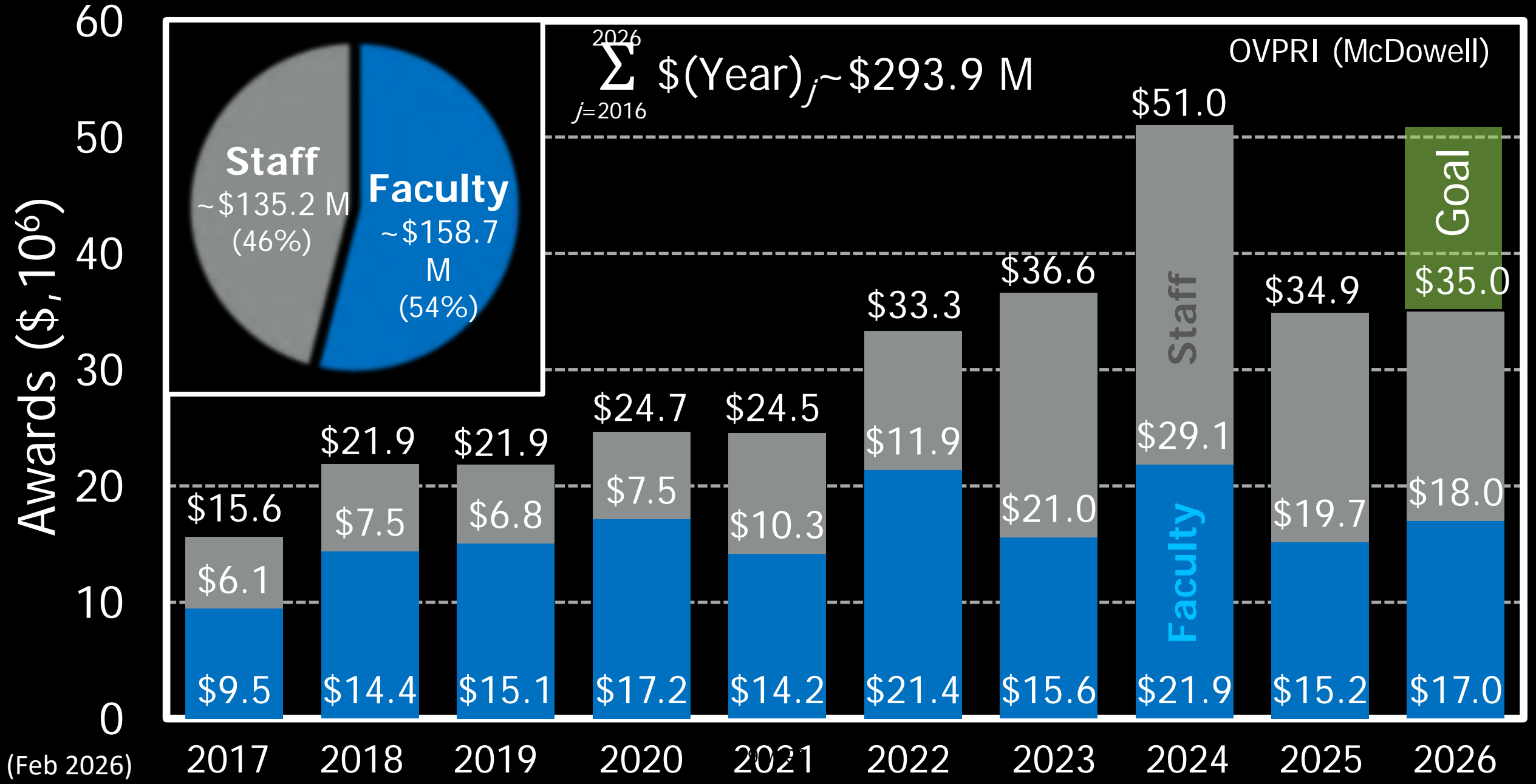
- Significant investment in academic programs, faculty, infrastructure, & technology (Board)
- Improved student experience & institutional performance
- Responsible financial stewardship & disciplined growth
- Advanced Research & Philanthropy
- Disciplined investing (endowment)



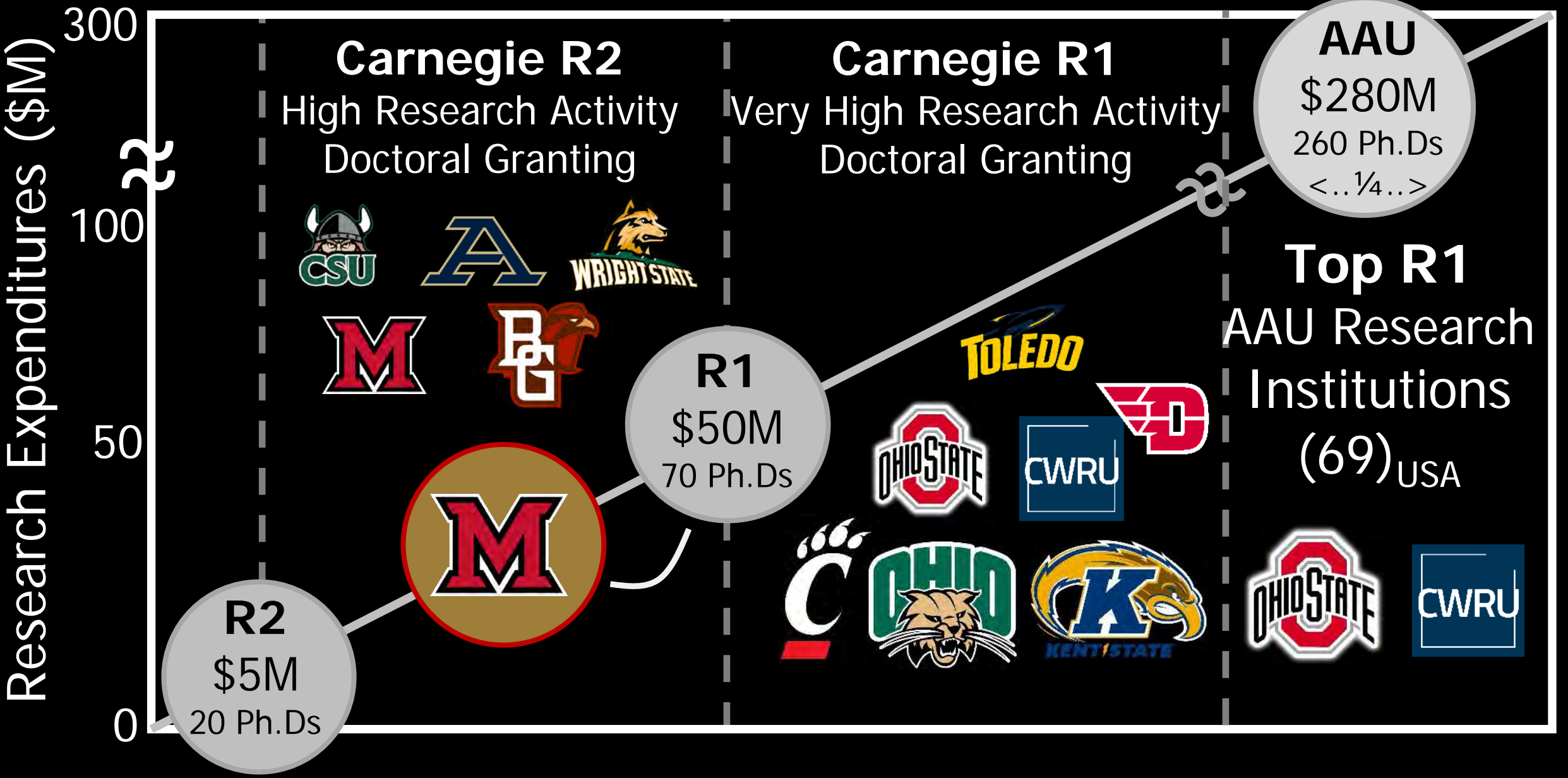


Discovering the Future

M Research Progress Awards



M Carnegie Classification



M Research Impact

Top 50 UG Teaching

(U.S. News)

R1 (AAU)

70% (48%)

Critical Mass

Pursuit of Excellence

Collaboration

Papers
Patents
Books

External
Grants

Brand

Teacher-
Scholar

Student
Research &
Discovery

Top 50 UG Teaching

(U.S. News)

D1 MBB

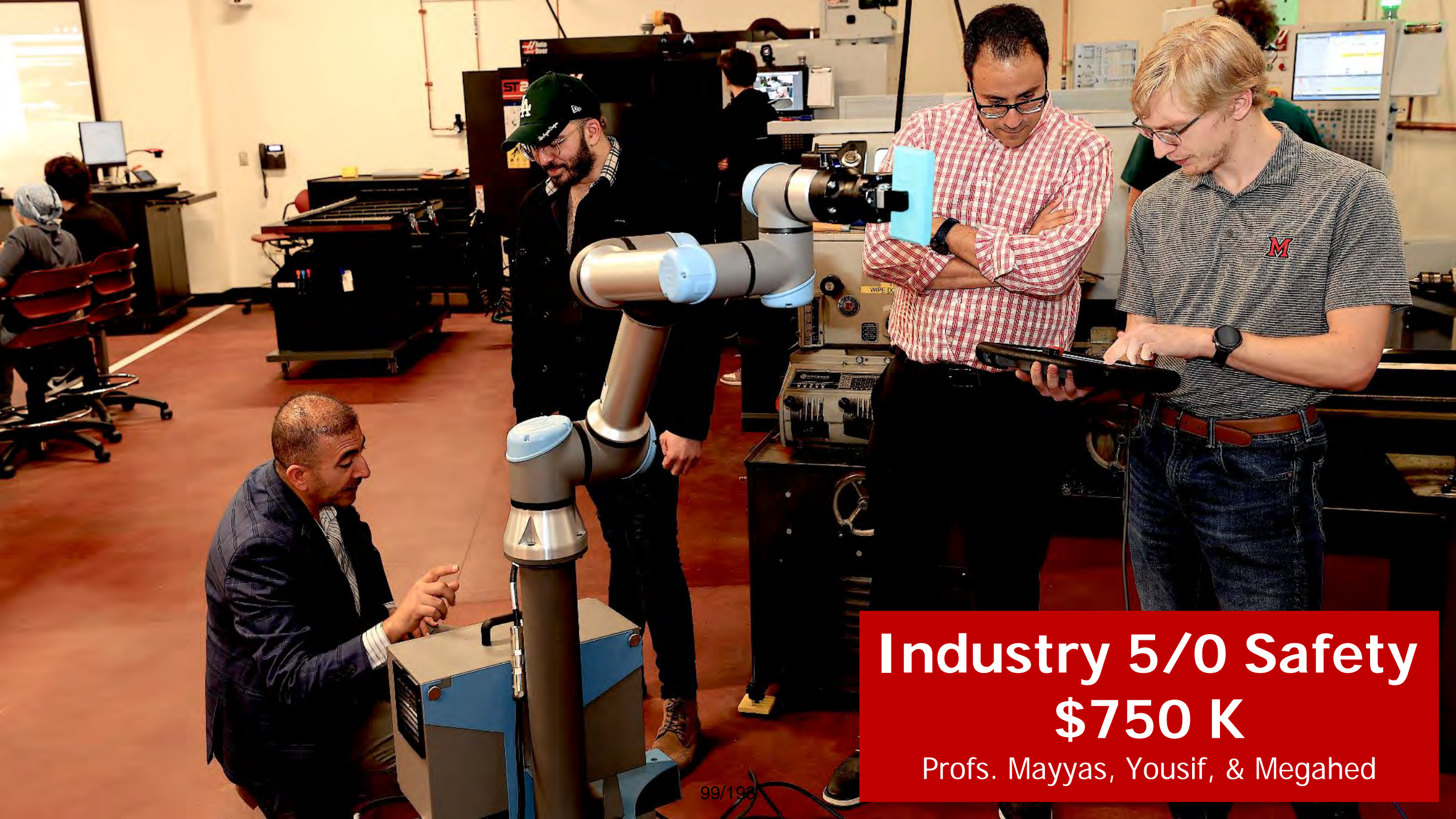
92%

Humanities Scholars

Prof. Schakenbach Regele
Poinsett (U. Chicago Press)

Prof. Steven Tuck
Pompeii (Oxford U. Press)





Industry 5/0 Safety
\$750 K
Profs. Mayyas, Yousif, & Megahed



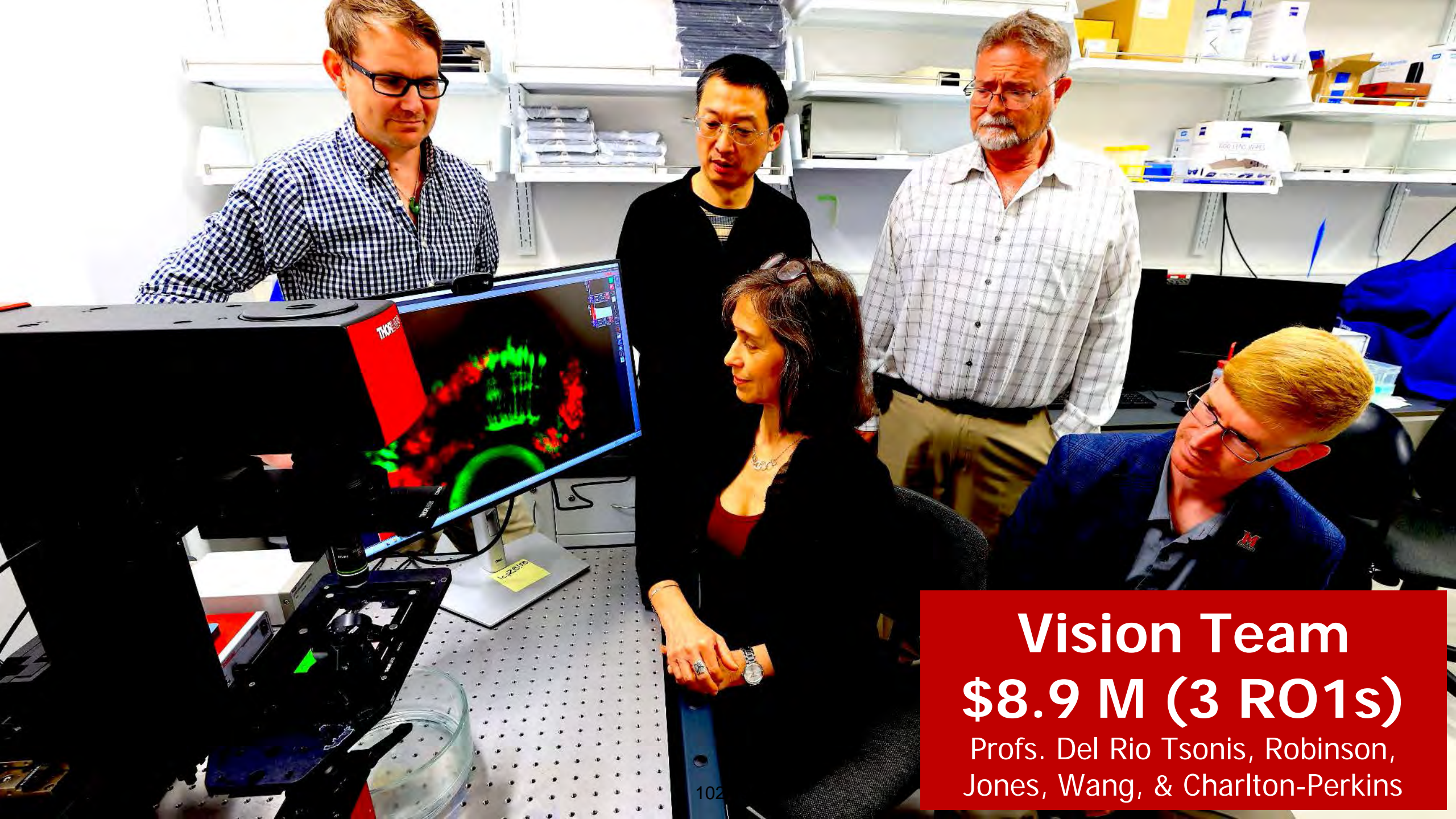
Scripps Research

\$3.26 M

Prof. Abbott & Team

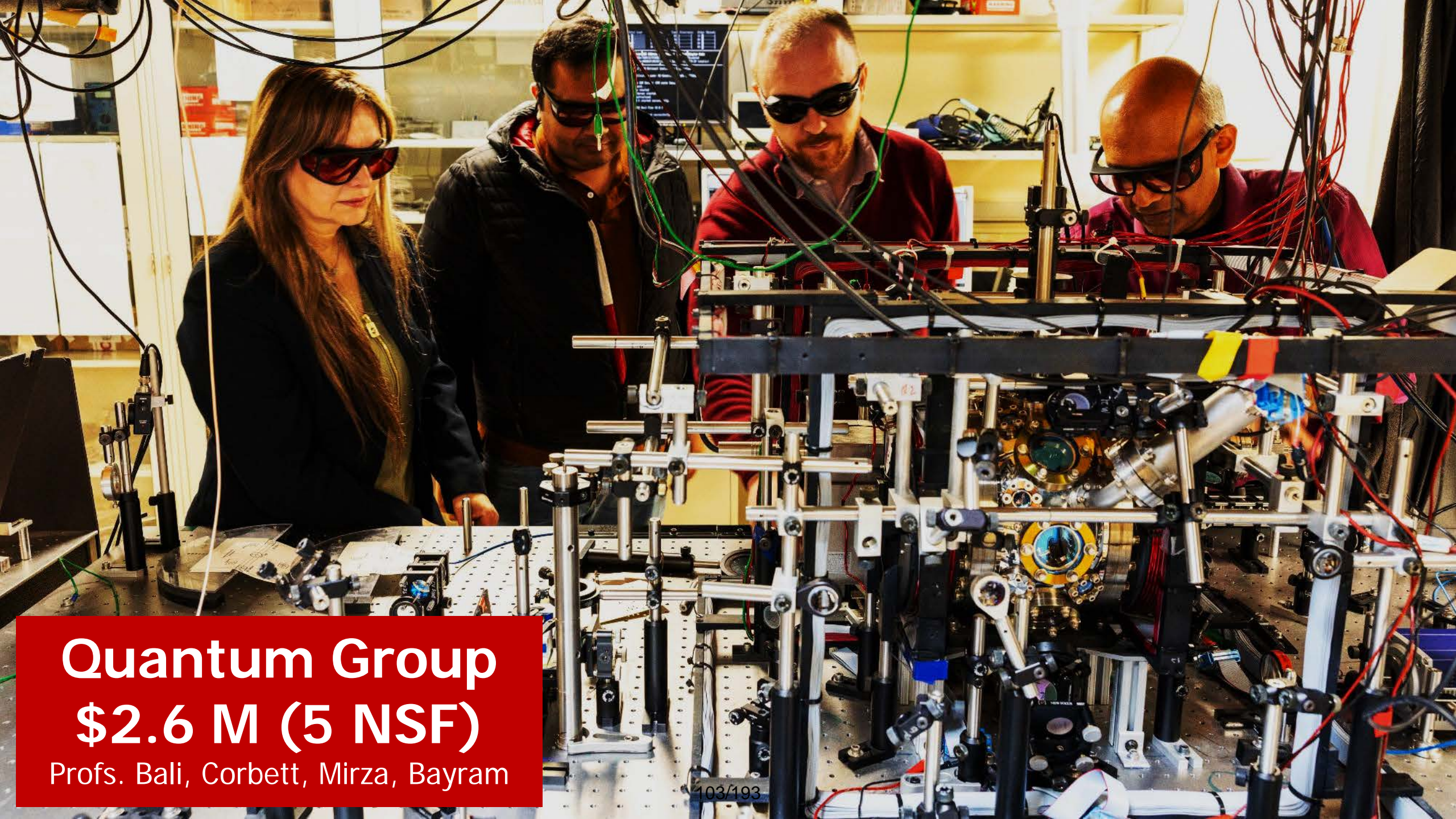


Cardiorespiratory Fitness
\$422 K
Prof. Ballard, Reidy, Timmerman



Vision Team
\$8.9 M (3 RO1s)

Prof. Del Rio Tsonis, Robinson,
Jones, Wang, & Charlton-Perkins



Quantum Group
\$2.6 M (5 NSF)

Prof. Bali, Corbett, Mirza, Bayram



BRUKER

850 *US*²

Protein Group

\$13.8 M (4—NSF, 6—NIH)

Prof. Page, Dabney-Smith, Kravats, Lorigan 104/193



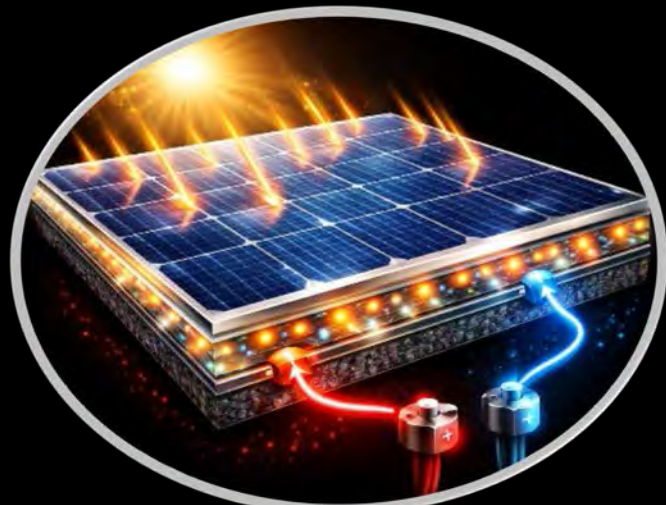
Sustaining the Future

M Miami's Fast Facts

$(H_2O)_g \rightarrow (H_2O)_l$



Solar



Geothermal



~14 Miles

71% on $(H_2O)_l$

2.1 MW

3,336 Panels

1,450 Wells

3 > CoP > 6

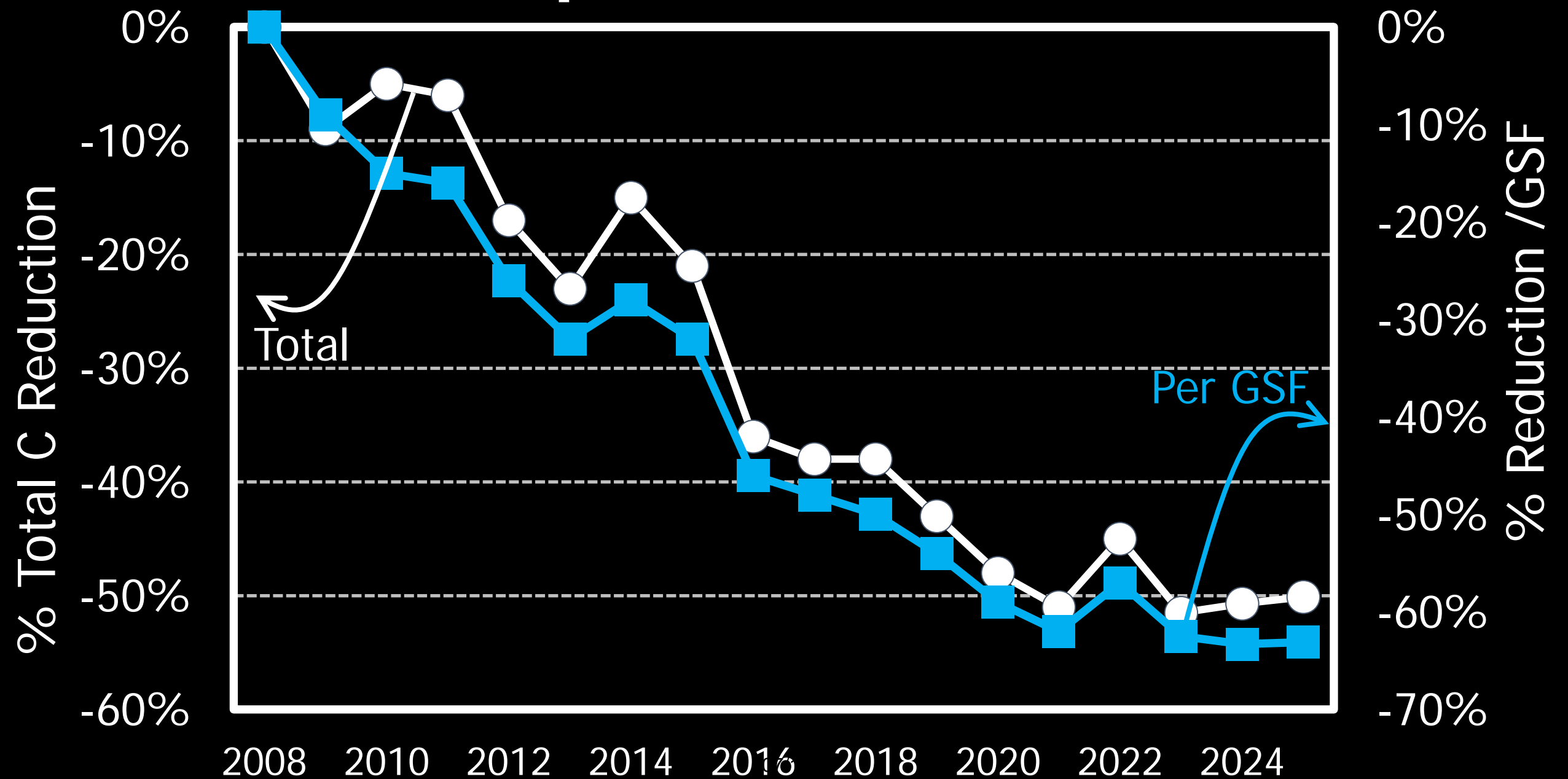


GOLD LEED
5 Buildings

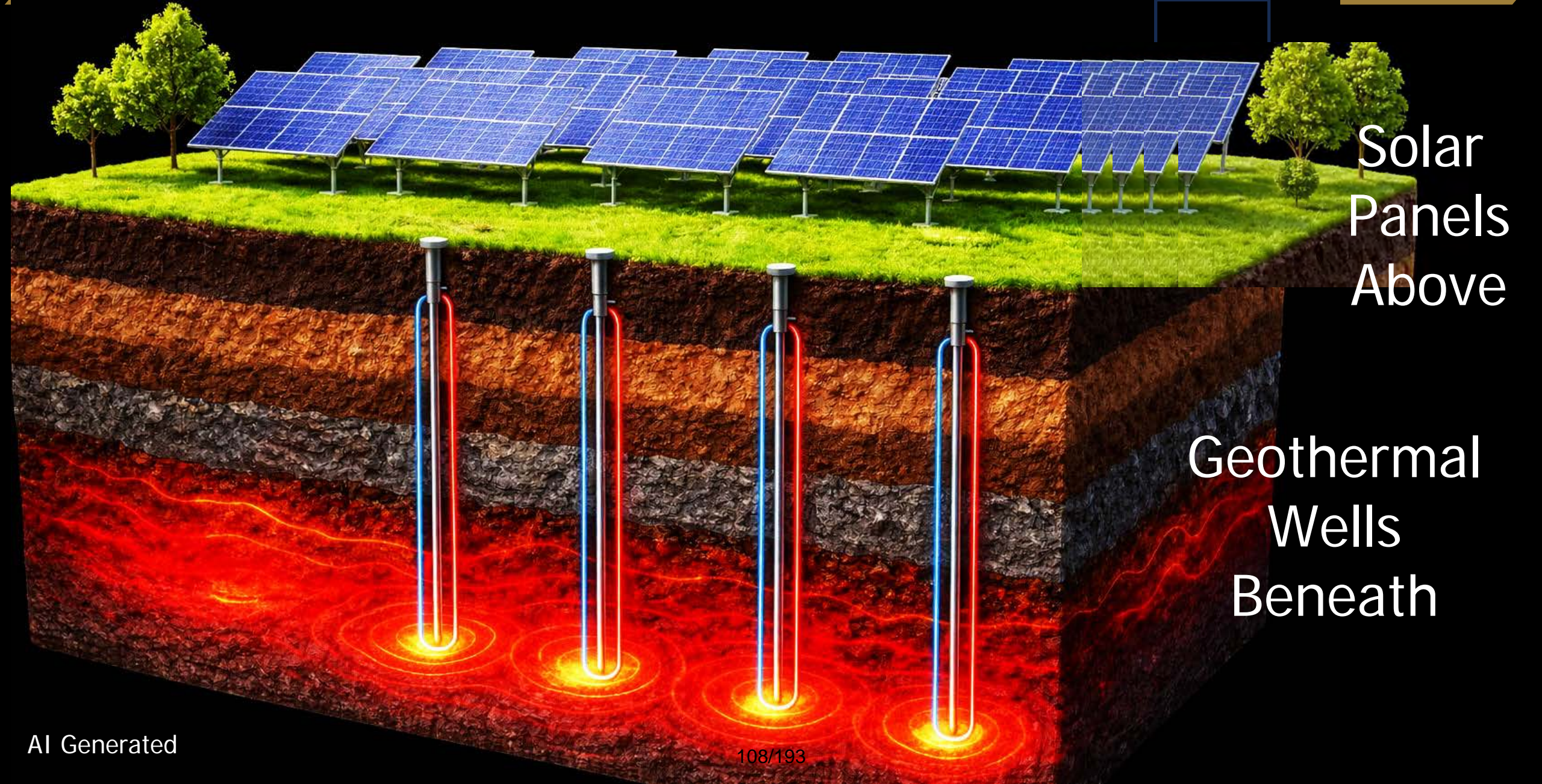


SILVER LEED
31 Buildings

M Carbon Footprint Reduction



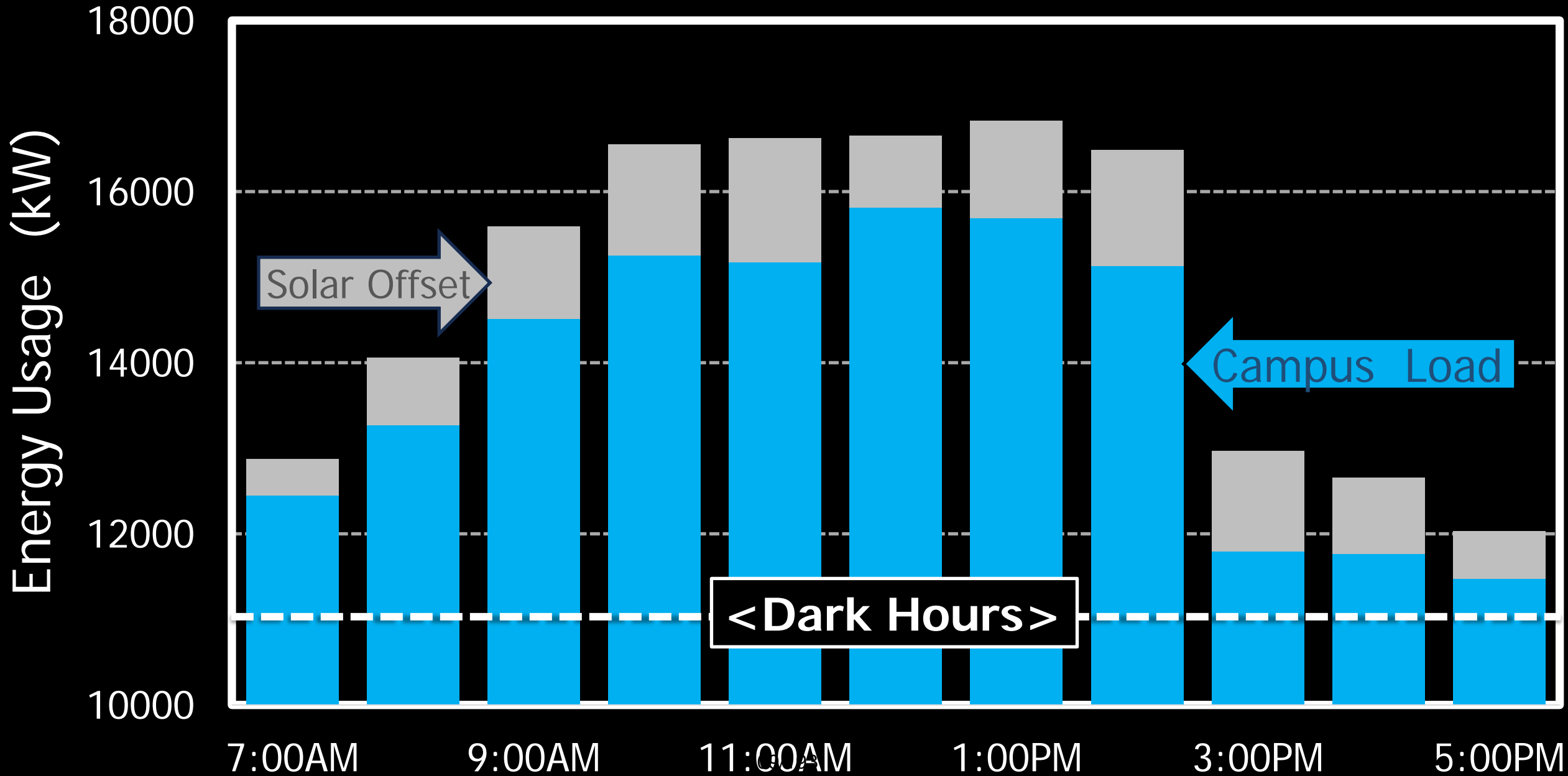
M The First—Dual Use of Land—Mitchell



Solar
Panels
Above

Geothermal
Wells
Beneath

M Mitchell Sustainability Park (Solar)



Sharon & Graham Mitchell ('73)



M Awards—National Prominence



AASHE Ranked 16th
in latest version



Second Nature
Climate Luminary Honors

Scope 1 Reductions Barron, et. Al., 2026, Smith College

Place	Institution	%Δ
#1	Keene State	-93%
#2	Missouri S&T	-88%
#3	Ball State	-77%
#4	Carleton	-65%
#5	Miami	-62%
#5	Oberlin	-62%
#6	West Chester	-53%

Scope 1
Reductions

M Sustainable Orgs

- Human Resources
- Strategic Analytics & Institutional Research
- Strategic Transformation
- Miami Online
- ASPIRE
- Research & Innovation

Mission & Values

Operational Effectiveness

Improve clarity, productivity, & service

Competitive Positioning

Strengthen reputation, performance, and long-term sustainability

Strategic Alignment

Align structure with institutional mission & future direction

Antibiotic resistance, Control of growth

es

or *E. coli*

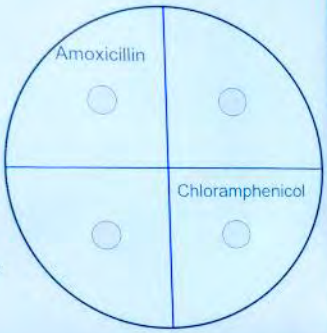
n on labelled plates

e (1 *E. coli*, 1 *S.*

ections)


th 1 antibiotic

e respective antibiotic



Exercise 16, 17 - Antibiotic resistance, Control of growth

1. 6 Mueller-Hinton agar plates
 - o Label
 - o 3 for *S. epidermidis*, 3 for *E. coli*
2. Spread plate each organism on 1 plate
3. EACH GROUP
 - Take one plate of each type (*S. epidermidis*)
 - o Divide into quadrant (100 μl)
 - o Label each quadrant with organism name
4. Using sterile forceps, place antibiotic disc in each quadrant



Thank You!

Approved by the Board of Trustees

May 15, 2026



T. O. Pickerill II

Secretary to the Board of Trustees

May 15, 2026
Academic and Student Affairs

RESOLUTION R2026-59
Miami Integrated Learning Experience (MILE)

WHEREAS, the Miami Plan has served as the university's general education framework since 1990, grounded in the liberal arts and aligned with the Ohio Department of Higher Education's Transfer Assurance Guidelines (OT36), and;

WHEREAS, changing workforce expectations, the emergence of artificial intelligence, and the evolving needs of students and employers call for a modernized general education framework that integrates applied learning, experiential education, and reflective practice alongside academic breadth, and;

WHEREAS, Miami University's THRIVE strategic plan called for transformative undergraduate experiences that connect learning to life, career, and community, and;

WHEREAS, the THRIVE Streamline Curriculum Committee conducted an extensive process of review, consultation, and deliberation, drawing on peer institution benchmarks, employer and student surveys, and national best practices in general education, and;

WHEREAS, the University Senate, recommended on April 20, 2026 that the Board of Trustees approve the Miami Integrated Learning Experience (MILE) as the successor to the Miami Plan, with implementation effective for students entering Miami University in Fall 2027.

THEREFORE BE IT RESOLVED, that the Board of Trustees of Miami University hereby approves the Miami Integrated Learning Experience (MILE) as the university's general education program, replacing the Miami Plan, effective for all students entering Miami University beginning in Fall 2027, with the following credit hour requirements:

Integrated Learning Core (ILC)

ILC 1 — Formal Reasoning & Communication: 6 credit hours

Mathematics & Formal Reasoning: 3 credit hours

Composition: 3 credit hours

ILC 2 — Science & Society: 12 credit hours (minimum)

Social Sciences: 6 credit hours

Natural Sciences: 6 credit hours (minimum, must include laboratory)

ILC 3 — Arts & Humanities: 6 credit hours

Creative Arts: 3 credit hours

Humanities: 3 credit hours

ILC 4 — Civic Literacy: 3 credit hours

Application & Integration

Advanced Writing: 3 credit hours (may be satisfied within the major)

Applied Skills Courses (ASC): 9 credit hours (may overlap with ILC and/or major coursework)

Capstone: 3 credit hours (may be satisfied within the major)

Integrative Components (non-credit but mandatory)

Portfolio

Co-Curricular Transcript

BE IT FURTHER RESOLVED, that the Provost, or the Provost's designee, is authorized to develop and approve the policies, procedures, and operational guidelines necessary to implement the Miami Integrated Learning Experience, including the Applied Skills Course designation process, the Co-Curricular Transcript, and the Learning Portfolio, in advance of the Fall 2027 effective date.

BE IT FURTHER RESOLVED, that the Provost, or the Provost's designee, is authorized to take all additional actions necessary and appropriate to implement this Resolution.

Approved by the Board of Trustees

May 15, 2026



T. O. Pickerill II

Secretary to the Board of Trustees

May 15, 2026

Academic and Student Affairs

RESOLUTION R2026-60

Miami Integrated Learning Office (MILO)

WHEREAS, the Board of Trustees has, by concurrent Resolution of May 14, 2026, approved the Miami Integrated Learning Experience (MILE) as Miami University's general education program, effective Fall 2027, and;

WHEREAS, successful implementation of MILE requires a dedicated administrative unit to coordinate curricular strategy, professional and experiential learning, undergraduate research, assessment, and reporting on behalf of students, faculty, and the institution, and;

WHEREAS, the Provost has recommended the creation of the Miami Integrated Learning Office (MILO) as the unit responsible for administering and supporting MILE across all academic divisions, and;

WHEREAS, MILO will serve students by ensuring timely degree completion, connecting academic coursework to career readiness, and tracking program outcomes that demonstrate the educational value of MILE to students, families, and employers.

THEREFORE BE IT RESOLVED That the Board of Trustees of Miami University hereby authorizes the establishment of the Miami Integrated Learning Office (MILO), to be organized within Academic Affairs under the direction of the Provost, with responsibility for administering and coordinating the Miami Integrated Learning Experience, and;

BE IT FURTHER RESOLVED, That the Provost is directed to take such budgetary and administrative actions as are necessary to recruit, hire, and support MILO staff in advance of the Fall 2027 implementation of the Miami Integrated Learning Experience, and;

BE IT FURTHER RESOLVED, That the Provost, or the Provost's designee, is authorized to take all additional actions necessary and appropriate to implement this Resolution.

Approved by the Board of Trustees

May 15, 2026



T. O. Pickerill II

Secretary to the Board of Trustees

May 15, 2026
Academic and Student Affairs

RESOLUTION R2026-61
Academic Department Mergers

BE IT RESOLVED that the Board of Trustees hereby approves the merger between the Department of Education and Society, Department of Justice and Community Studies, and the Department of Social and Behavioral Sciences, and;

BE IT FURTHER RESOLVED, the newly merged Department will be named the Department of Social Sciences and Education.

BE IT RESOLVED that the Board of Trustees hereby approves the merger between the Department of Humanities and Creative Arts, Department of Languages, Literatures, and Writing, and the Department of Interdisciplinary and Communication Studies, and;

BE IT FURTHER RESOLVED, the newly merged Department will be named the Department of Communication, Humanities, and Professional Studies.

BE IT RESOLVED that the Board of Trustees hereby approves the merger between the Department of Engineering Technology, Department of Computer and Information Technology, Department of Mathematical and Physical Sciences, and;

BE IT FURTHER RESOLVED, the newly merged Department will be named the Department of Applied Computing and Engineering Technology.

BE IT RESOLVED that the Board of Trustees hereby approves the merger between the Department of Biology and the Department of Microbiology, and;

BE IT FURTHER RESOLVED, the newly merged Department will be named the Department of Biology.

Approved by the Board of Trustees

May 15, 2026



T. O. Pickerill II

Secretary to the Board of Trustees

May 15, 2026
Academic and Student Affairs

RESOLUTION R2026-62

New Certificates

WHEREAS, University Senate on April 13, 2026 endorsed a proposed New Certificate; Educational Psychology, Access Miami Certificate One.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a New Certificate; Educational Psychology, Access Miami Certificate One.

WHEREAS, University Senate on April 13, 2026 endorsed a proposed New Certificate; Educational Psychology, Access Miami Certificate Two.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a New Certificate; Educational Psychology, Access Miami Certificate Two.

WHEREAS, University Senate on March 09, 2026 endorsed a proposed New Certificate; Information Systems and Analytics, Undergraduate Certificate in Applied Artificial Intelligence for Business.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a New Certificate; Information Systems and Analytics, Undergraduate Certificate in Applied Artificial Intelligence for Business.

New Program Proposal

Date Submitted: 2026-02-23T18:20:17Z

Viewing: : **Access Miami Certificate One**

Last edit: 2026-03-05T14:40:10Z

Changes proposed by: cartelae

Contact(s)

Name	Phone	Email
Ashley Cartell Johnson	9-6629	cartelae@miamioh.edu

General Bulletin Edition

2027-2028

Proposed start date

Fall 2027

Level

Undergraduate

Program Type

Certificate

Delivery site(s)

Oxford

CIP Code

320101 - Basic Skills and Developmental/Remedial Education, General.

Department

Educational Psychology

Related Department

College

Col of Educ, Health & Society

Related College

General Bulletin Title

Access Miami Certificate One

Program Code

Rationale for the proposal

The Access Miami Program (AMP) is a specialized program for students with intellectual disabilities that provides academic and career-readiness opportunities with dedicated student-centered supports. AMP will address a significant need for postsecondary academic and career-readiness opportunities for students with intellectual disabilities. The Access Miami Certificate One is the first of two certificates in the Access Miami Program. The AMP certificates are grounded in existing course offerings in the Disability Studies Minor and provide opportunities for students enrolled in the Disability Studies Minor and the Inclusive Special Education Major to earn credit for peer mentorship to AMP students.

Is the certification program being offered solely at the Miami University approved locations?

Yes

Is the certificate program eligible for financial aid (Title IV, Federal Statute)?

No

Are the courses in the certificate program credit bearing?

Yes

Total credit hours to complete the program

25

Does the Certificate program consist of 50% or more of new courses developed specifically for the requested program?

No

Is the program externally accredited by a body that requires assessment of student learning outcomes?

No

Is this a "freestanding" Certificate program?

Yes

Description of the program to display in the *General Bulletin.*

The Access Miami Program (AMP) is a two-year specialized academic certificate program for students with intellectual disabilities that provides academic and career-readiness opportunities with dedicated student-centered supports. The Access Miami Certificate One is the first of two AMP certificates and offers a series of courses with a disability studies concentration, electives from a pick-list of specially designed inclusive courses, and

individualized academic support credits. Courses in the AMP certificates are taught by faculty designated by the Provost Office as Access Fellows.

Course offerings

Bulletin Requirement Listing

Program Requirements

Course List		
Code	Title	Credit Hours
Required Courses		
<u>UNV 101</u>	I Am Miami	1
<u>DST 272</u>	Exploring Disability Studies	3
<u>DST 315</u>	Disability History in America	3
<u>DST 375</u>	(Dis)Ability Allies: To be or not to be? Developing Identity and Pride from Practice	3
<u>DST 177</u>	Independent Studies	3
<u>DST 177</u>	Independent Studies	3
Electives		
Select nine hours from the following:		9
<u>ART 188</u>	Art and Society: Renaissance to Modern	
<u>ART 371</u>	Sculpture Studio	
<u>ART 460</u>	Special Topics Design Seminar	
<u>ART 480</u>	Seminar in Art History	
<u>BIO 201</u>	Human Anatomy	
<u>CCA 190</u>	CCA Special Topics	
<u>CCA 195</u>	Creativity and Code Thinking	
<u>CEC 222</u>	Socio-Environmental Responsibility in Engineering and Computing	
<u>DST 177</u>	Independent Studies	

Course List

Code	Title	Credit Hours
<u>EDP 101</u>	Psychology Of The Learner	
<u>EDP 201</u>	Human Development and Learning in Social and Educational Contexts	
<u>EDP 345</u>	Integrated STEM PK-5	
<u>ENG 111</u>	Composition and Rhetoric	
Total Credit Hours		25

Alternative delivery options

100% Face to face

Off site program components

None

Describe the plan you will use to assess student Learning.

As a free-standing certificate, the AMP Program Coordinator will assess student learning and will provide the assessment report and continuous improvement plans. The Program Coordinator will directly observe AMP student work and participation. The Coordinator will also collect self-assessment survey data at the mid-term and final of every semester on students' perceptions of their achievement of the AMP student learning outcomes and the goals identified in their person-centered plan. Students will work with the Coordinator to develop academic, career-readiness, self-determination, and independence goals at the beginning of each school year. AMP students will be responsible for leading their own person-centered planning meeting with the Coordinator, faculty, family, and other support persons, and for tracking the progress of their goals. The Coordinator will collect data on the progress of student goals.

AMP Student Learning Objectives:

- Students will increase their self-determination skills and will participate in person-centered planning meetings to create and track personal, academic, student life, and career-readiness goals.
- Students will apply academic, career-readiness, self-determination, and independence skills to prepare for gainful employment.
- Students will actively engage and put forth their best effort in classes and will strengthen academic skills, including communication, collaboration, and technology literacy.
- Students will identify and express their personal and academic preferences, interests, needs, and strengths, and will communicate access support needs with faculty and peer mentors.

Briefly describe the nature of the co-major or certificate and any contractual or cooperative agreements with this program. If you have partnered or contracted with a non-accredited entity either as an institution or corporation to offer courses (content or

platform), identify the information or services provided by the entity and the percentage or portion of the educational program the entity is providing.

The Access Miami Program is a free-standing certificate and does not have contractual or cooperative agreements.

Briefly describe the necessary qualifications of the faculty teaching in this co-major or certificate program. How are these qualifications being met with new or additional faculty? All instructors teaching graduate level courses must hold graduate faculty standing.

Dr. Ashley Cartell Johnson will support AMP as the Program Coordinator. Ashley has a Bachelor's degree in special education, a Master's degree in special education for students with intellectual disabilities, and a PhD in curriculum studies. Ashley has extensive experience supporting academic and general access needs for students and adults with IDD as a former special education teacher for students with complex support needs, as the coordinator of five weeklong summer workshop iterations of the Access Miami Program, and as a former Director of a residential service agency and program for adults with autism and feels confident about providing the day-to-day academic and general supports and meeting the wellbeing and safety needs of our incoming AMP students. Additionally, Ashley has taught undergrad and graduate coursework in inclusive and special education methods at Miami since 2009.

Ashley and Dr. Pepper Stetler have facilitated a Faculty Learning Community with faculty across campus to receive professional development on inclusive and accessible course design for students with disabilities. Additionally, FLC faculty members redesigned identified in-load courses to increase accessibility and practices in universal design to be offered as inclusive pick-list certificate elective courses for AMP students. Faculty who participate in dedicated professional development in inclusive and accessible course design for AMP students receive a designation from the Provost Office as Access Fellows. Ashley, Pepper, and Access Fellows will continue to provide professional development for faculty interested in becoming Access Fellows to grow and sustain the program and its pick-list elective offerings.

Describe how the existing library system will or will not support this new program in regards to print and non-print materials, equipment and personnel. Describe any additional <i>necessary</i> resources.

All courses in the Access Miami Certificate One are existing courses and will not require additional library resources.

A Miami librarian is a member of our Faculty Learning Community and is receiving professional development to further expand accessibility of library materials to meet the access needs of students with intellectual disabilities.

Describe the enrollment you anticipate for this new program within the next five years. Please provide the number of students (full or part-time, graduate or undergraduate, new or current students) and how you arrived at the enrollment levels.

AMP will enroll five full-time students in the Access Miami Certificate One in the fall of 2027. We will continue to enroll five students every fall in Certificate One for a total of 10 AMP students enrolled in both certificates each academic year. As the program is successful in supporting faculty and meeting the access needs of all AMP students, AMP will increase enrollment up to eight new students each academic year.

Briefly describe the administrative arrangements for the program (department/program, college and/or school involved), including any cooperative arrangements with other departments/programs, divisions, institutions, or organizations.

AMP will be housed in EDP and will receive departmental and programmatic support. AMP students will enroll in existing Disability Studies (DST) minor courses with their Miami peers. Inclusive Education majors will support AMP students as part of their field hours for licensure. Ashley will continue her teaching load of two teacher preparation courses and one disability studies course every semester. The EDP Inclusive Education and Disability Studies faculty are committed to supporting AMP programming and students.

Pepper Stetler will support AMP as an affiliate faculty member in EDP and will continue teaching sections of DST 375, ART 188, and ART 480 as part of her teaching responsibilities, and will make seats available in each course as an inclusive option for AMP students.

Upload any formal statements of agreement

Briefly describe the process of academic control of the programs such as admission, program content, and quality.

AMP will have a dedicated and separate admissions process. We have partnered closely with admissions to develop an online application portal. Like other inclusive college programs, AMP will have specific criteria for applicants. Applicants will need to meet the criteria specified in the eligibility requirements for the Comprehensive Transition Postsecondary (CTP) Program to access federal financial aid.

Admissions criteria to the Access Miami Program:

Applicants:

- are between the ages of 18 and 26
- have a documented intellectual or developmental disability
- have completed a high school diploma or a certificate of completion
- were formerly eligible for special education and related services under the Individuals with Disabilities Education Act
- had a good attendance and disciplinary record in high school
- have the capacity to maintain college-level independence and to navigate campus with minimal support (following transition supports to campus life)
- demonstrate functional communication skills (independent or with the use of assistive

technology)

- provide two letters of Recommendation that address the applicant's readiness for a college experience
- participate in an in-person or Zoom interview

Itemize and estimate total costs, over and above current levels of operation, associated with this new program

One course release per semester for the Program Coordinator and any miscellaneous program marketing expenses will be covered by gift funds that have already been provided.

Additional comments

There are currently 361 inclusive college and university certificate programs in the US and 10 programs in Ohio for students with intellectual disabilities. While an increasing number of colleges and universities have inclusive certificate programs, only 3.2% of people with intellectual and developmental disabilities (IDD) aged 18-25 are enrolled in a college or university (National Core Indicators, 2022). Graduates of these certificate programs are twice as likely as their peers with intellectual disabilities to be employed full-time and earn 51% more than their peers without postsecondary certificates (Papay, C., et al., 2025). AMP will address a significant need for postsecondary opportunities for students with intellectual disabilities and will ensure this population has access to the higher education opportunities they deserve. Further, AMP will change the culture and attitudes among Miami students, faculty, and staff about intellectual disability and will provide meaningful opportunities for friendship and peer mentorship for Miami students in disability studies, inclusive education, and across campus.

Some additional important details:

- AMP began as an annual weeklong program from 2015-2019 for students to live on campus and partner with mentor Miami students. AMP students enrolled in a series of disability studies courses from the DST minor with an option to take the courses for credit. The AMP summer program operated through a workshop model with Global Initiatives.
- AMP received MAPI support and approval in February of 2025.
- The screening form for HLC is complete.
- There is a high demand for inclusive college programs across the country. There is a particularly high demand in Ohio. For example, the Transition and Access Program (TAP) at the University of Cincinnati has an average of 30-35 applications for 10-12 spots in each annual cohort, and the TOPS Program at The Ohio State University has 35-40 applications for 10 spots in each annual cohort.
- Once the certificate proposals are approved, the Provost Office will submit a Comprehensive Transition and Post-Secondary Program (CTP) Application in partnership with Student Financial Aid, which will allow AMP students to apply for and use federal financial aid.
- AMP students will only be able to enroll in the Access Miami certificates.
- Any Miami student can earn either or both Access Miami certificates; however, we anticipate Miami students will prefer our 15-hour Disability Studies minor to a 25-hour certificate option.

- AMP students will receive individualized daily supports from the Program Coordinator and will develop a person-centered plan at the beginning of each school year to create and track personal, academic, and career readiness goals.
- AMP has developed partnerships and collaborations with Butler Tech's Project Search Program, Talawanda, and other local high schools' transition programs to establish a pipeline of applicants.
- AMP has established a strong partnership with the Miller Center. AMP students will go through the intake and registration process with the Miller Center to access a SAM profile to communicate accommodations with faculty. AMP students will not receive direct supports from a dedicated SDS Accommodations Coordinator. The AMP Program Coordinator will provide resources and will support the access needs for all AMP students.
- Miami peer mentors will enroll in DST 177/277/377/477 to earn independent study credit to provide dedicated academic supports and mentorship for an AMP student. Ashley will supervise the independent studies as part of her Program Coordinator responsibilities. These credits can apply to a DST minor.
- Students will enroll in a career-readiness practicum with on-campus supported job skill development in their second year of the program.
- AMP students can take some classes for credit/no-credit. They will follow the policy that 10 percent of the total credit hours earned at Miami University may be earned in courses taken on a credit/no-credit basis.
- Initially, AMP will be an academic program only and will not have an on-campus housing option.

Reviewer Comments

Jennifer Craddock (cradduj) (Mon, 22 Dec 2025 20:20:24 GMT): Rollback: Have you worked with Beth Johnson in SFA to allow the certificate to be aid eligible? Also, please update the bulletin table so that it shows all of the required courses and electives to total 25 hours. Electives should be indented so that their individual hours are not adding up in the total. Typically bulletin listings do not show a breakdown by semester.

Courtney Thompson (kuhlmace) (Thu, 05 Feb 2026 15:42:49 GMT): Rollback: There is a process that must be completed with SFA before the certificate can be aid eligible.

Courtney Thompson (kuhlmace) (Mon, 23 Feb 2026 18:17:39 GMT): Rollback: Please change aid eligibility to "No" for now.

Supporting documents

Concept Paper Screening Rubric2-21-25 (1).docx

Key: 621

New Program Proposal

Date Submitted: 2026-02-23T18:20:35Z

Viewing: **Access Miami Certificate Two**

Last edit: 2026-03-05T14:42:07Z

Changes proposed by: cartelae

Contact(s)

Name	Phone	Email
Ashley Cartell Johnson	9-6629	cartelae@miamioh.edu

General Bulletin Edition

2027-2028

Proposed start date

Fall 2027

Level

Undergraduate

Program Type

Certificate

Delivery site(s)

Oxford

CIP Code

320101 - Basic Skills and Developmental/Remedial Education, General.

Department

Educational Psychology

Related Department

College

Col of Educ, Health & Society

Related College

General Bulletin Title

Access Miami Certificate Two

Program Code

Rationale for the proposal

The Access Miami Program (AMP) is a specialized program for students with intellectual disabilities that provides academic and career-readiness opportunities with dedicated student-centered supports. AMP will address a significant need for postsecondary academic and career-readiness opportunities for students with intellectual disabilities. The Access Miami Certificate Two is the second of two certificates in the Access Miami Program. The AMP certificates are grounded in existing course offerings in the Disability Studies Minor and provide opportunities for students enrolled in the Disability Studies Minor and the Inclusive Education Major to earn credit for peer mentorship to AMP students.

Is the certification program being offered solely at the Miami University approved locations?

Yes

Is the certificate program eligible for financial aid (Title IV, Federal Statute)?

No

Are the courses in the certificate program credit bearing?

Yes

Total credit hours to complete the program

24

Does the Certificate program consist of 50% or more of new courses developed specifically for the requested program?

No

Is the program externally accredited by a body that requires assessment of student learning outcomes?

No

Is this a "freestanding" Certificate program?

Yes

Description of the program to display in the *General Bulletin.*

The Access Miami Program (AMP) is a two-year specialized academic certificate program for students with intellectual disabilities that provides academic and career-readiness opportunities with dedicated student-centered supports. The Access Miami Certificate Two is the second of two AMP certificates and offers a series of courses with a disability studies concentration, electives from a pick-list of specially designed inclusive courses, and

individualized academic support credits. Courses in the AMP certificates are taught by faculty designated by the Provost Office as Access Fellows.

Course offerings

Bulletin Requirement Listing

Program Requirements

Course List		
Code	Title	Credit Hours
Required Courses		
<u>DST 378</u>	Media Illusions: Creations of "The Disabled" Identity	3
<u>DST 494</u>	Disability in Global and Local Contexts	3
<u>DST 177</u>	Independent Studies	3
<u>DST 177</u>	Independent Studies	3
<u>EDP 359</u>	<u>Course EDP 359 Not Found</u>	3
Electives		
Select ten hours from the following:		10
<u>ART 188</u>	Art and Society: Renaissance to Modern	
<u>ART 371</u>	Sculpture Studio	
<u>ART 460</u>	Special Topics Design Seminar	
<u>ART 480</u>	Seminar in Art History	
<u>BIO 201</u>	Human Anatomy	
<u>CCA 190</u>	CCA Special Topics	
<u>CCA 195</u>	Creativity and Code Thinking	
<u>CEC 222</u>	Socio-Environmental Responsibility in Engineering and Computing	
<u>DST 177</u>	Independent Studies	
<u>DST 277</u>	Independent Studies	
<u>EDP 101</u>	Psychology Of The Learner	

Course List

Code	Title	Credit Hours
<u>EDP 201</u>	Human Development and Learning in Social and Educational Contexts	
<u>EDP 345</u>	Integrated STEM PK-5	
<u>ENG 111</u>	Composition and Rhetoric	
Total Credit Hours		25

Alternative delivery options

100% Face to face

Off site program components

None

Describe the plan you will use to assess student Learning.

As a free-standing certificate, the AMP Program Coordinator will assess student learning and will provide the assessment report and continuous improvement plans. The Program Coordinator will directly observe AMP student work and participation. The Coordinator will also collect self-assessment survey data at the mid-term and final of every semester on students' perceptions of their achievement of the AMP student learning outcomes and the goals identified in their person-centered plan. Students will work with the Coordinator to develop academic, career-readiness, self-determination, and independence goals at the beginning of each school year. AMP students will be responsible for leading their own person-centered planning meeting with the Coordinator, faculty, family, and other support persons, and for tracking the progress of their goals. The Coordinator will collect data on the progress of student goals.

AMP Student Learning Objectives:

- Students will increase their self-determination skills and will participate in person-centered planning meetings to create and track personal, academic, student life, and career-readiness goals.
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- Students will actively engage and put forth their best effort in classes and will strengthen academic skills, including communication, collaboration, and technology literacy.
- Students will identify and express their personal and academic preferences, interests, needs, and strengths, and will communicate access support needs with faculty and peer mentors.

Briefly describe the nature of the co-major or certificate and any contractual or cooperative agreements with this program. If you have partnered or contracted with a non-accredited entity either as an institution or corporation to offer courses (content or

platform), identify the information or services provided by the entity and the percentage or portion of the educational program the entity is providing.

The Access Miami Program is a free-standing certificate and does not have contractual or cooperative agreements.

Briefly describe the necessary qualifications of the faculty teaching in this co-major or certificate program. How are these qualifications being met with new or additional faculty? All instructors teaching graduate level courses must hold graduate faculty standing.

Dr. Ashley Cartell Johnson will support AMP as the Program Coordinator. Ashley has a Bachelor's degree in special education, a Master's degree in special education for students with intellectual disabilities, and a PhD in curriculum studies. Ashley has extensive experience supporting academic and general access needs for students and adults with IDD as a former special education teacher for students with complex support needs, as the coordinator of five weeklong summer workshop iterations of the Access Miami Program, and as a former Director of a residential service agency and program for adults with autism and feels confident about providing the day-to-day academic and general supports and meeting the wellbeing and safety needs of our incoming AMP students. Additionally, Ashley has taught undergrad and graduate coursework in inclusive and special education methods at Miami since 2009.

Ashley and Dr. Pepper Stetler have facilitated a Faculty Learning Community with faculty across campus to receive professional development on inclusive and accessible course design for students with disabilities. Additionally, FLC faculty members redesigned identified in-load courses to increase accessibility and practices in universal design to be offered as inclusive pick-list certificate elective courses for AMP students. Faculty who participate in dedicated professional development in inclusive and accessible course design for AMP students receive a designation from the Provost Office as Access Fellows. Ashley, Pepper, and Access Fellows will continue to provide professional development for faculty interested in becoming Access Fellows to grow and sustain the program and its pick-list elective offerings.

Describe how the existing library system will or will not support this new program in regards to print and non-print materials, equipment and personnel. Describe any additional *necessary* resources.

All courses in the Access Miami Certificate Two are existing courses and will not require additional library resources.

A Miami librarian is a member of our Faculty Learning Community and is receiving professional development to further expand accessibility of library materials to meet the access needs of students with intellectual disabilities.

Describe the enrollment you anticipate for this new program within the next five years. Please provide the number of students (full or part-time, graduate or undergraduate, new or current students) and how you arrived at the enrollment levels.

After completion of the Access Miami Certificate One during the 2027-2028 school year, AMP will enroll five full-time students in the Access Miami Certificate Two in the fall of 2028. Beginning in the fall of 2027, AMP will enroll five students every fall in Certificate One for a total of 10 AMP students enrolled in both certificates beginning in the fall of 2028 for each following academic year. As the program is successful in supporting faculty and meeting the access needs of all AMP students, AMP will increase enrollment up to eight new students each academic year.

Briefly describe the administrative arrangements for the program (department/program, college and/or school involved), including any cooperative arrangements with other departments/programs, divisions, institutions, or organizations.

AMP will be housed in EDP and will receive departmental and programmatic support. AMP students will enroll in existing Disability Studies (DST) minor courses with their Miami peers. Inclusive Education majors will support AMP students as part of their field hours for licensure. Ashley will continue her teaching load of two teacher preparation courses and one disability studies course every semester. The EDP Inclusive Education and Disability Studies faculty are committed to supporting AMP programming and students.

Pepper will support AMP as an affiliate faculty member in EDP and will continue teaching sections of DST 375, ART 188, and ART 480 as part of her teaching responsibilities, and will make seats available in each course as an inclusive option for AMP students.

Upload any formal statements of agreement

Briefly describe the process of academic control of the programs such as admission, program content, and quality.

AMP will have a dedicated and separate admissions process. We have partnered closely with admissions to develop an online application portal. Like other inclusive college programs, AMP will have specific criteria for applicants. Applicants will need to meet the criteria specified in the eligibility requirements for the Comprehensive Transition Postsecondary (CTP) Program to access federal financial aid.

Admissions criteria to the Access Miami Program:

Applicants:

- are between the ages of 18 and 26
- have a documented intellectual or developmental disability
- have completed a high school diploma or a certificate of completion
- were formerly eligible for special education and related services under the Individuals with Disabilities Education Act
- had a good attendance and disciplinary record in high school
- have the capacity to maintain college-level independence and to navigate campus with

- minimal support (following transition supports to campus life)
- demonstrate functional communication skills (independent or with the use of assistive technology)
- provide two letters of Recommendation that address the applicant's readiness for a college experience
- participate in an in-person or Zoom interview

Itemize and estimate total costs, over and above current levels of operation, associated with this new program

One course release per semester for the Program Coordinator and any miscellaneous program marketing expenses will be covered by gift funds that have already been provided.

Additional comments

There are currently 361 inclusive college and university certificate programs in the US and 10 programs in Ohio for students with intellectual disabilities. While an increasing number of colleges and universities have inclusive certificate programs, only 3.2% of people with intellectual and developmental disabilities (IDD) aged 18-25 are enrolled in a college or university (National Core Indicators, 2022). Graduates of these certificate programs are twice as likely as their peers with intellectual disabilities to be employed full-time and earn 51% more than their peers without postsecondary certificates (Papay, C., et al., 2025). AMP will address a significant need for postsecondary opportunities for students with intellectual disabilities and will ensure this population has access to the higher education opportunities they deserve. Further, AMP will change the culture and attitudes among Miami students, faculty, and staff about intellectual disability and will provide meaningful opportunities for friendship and peer mentorship for Miami students in disability studies, inclusive education, and across campus.

Some additional important details:

- Access Miami Certificate Two will begin in the fall of 2028 after the first cohort of AMP students have completed Access Miami Certificate Two during the 2027-2028 academic year.
- AMP began as an annual weeklong program from 2015-2019 for students to live on campus and partner with mentor Miami students. AMP students enrolled in a series of disability studies courses from the DST minor with an option to take the courses for credit. The AMP summer program operated through a workshop model with Global Initiatives.
- AMP received MAPI support and approval in February of 2025.
- The screening form for HLC is complete.
- There is a high demand for inclusive college programs across the country. There is a particularly high demand in Ohio. For example, the Transition and Access Program (TAP) at the University of Cincinnati has an average of 30-35 applications for 10-12 spots in each annual cohort, and the TOPS Program at The Ohio State University has 35-40 applications for 10 spots in each annual cohort.
- Once the certificate proposals are approved, the Provost Office will submit a Comprehensive Transition and Post-Secondary Program (CTP) Application in partnership with Student Financial Aid, which will allow AMP students to apply for and use federal

financial aid.

-AMP students will only be able to enroll in the Access Miami certificates.

-Any Miami student can earn either or both Access Miami certificates; however, we anticipate Miami students will prefer our 15-hour Disability Studies minor to a 25-hour certificate option.

-AMP students will receive individualized daily supports from the Program Coordinator and will develop a person-centered plan at the beginning of each school year to create and track personal, academic, and career readiness goals.

-AMP has developed partnerships and collaborations with Butler Tech's Project Search Program, Talawanda, and other local high schools' transition programs to establish a pipeline of applicants.

-AMP has established a strong partnership with the Miller Center. AMP students will go through the intake and registration process with the Miller Center to access a SAM profile to communicate accommodations with faculty. AMP students will not receive direct supports from a dedicated SDS Accommodations Coordinator. The AMP Program Coordinator will provide resources and will support the access needs for all AMP students.

-Miami peer mentors will enroll in DST 177/277/377/477 to earn independent study credit to provide dedicated academic supports and mentorship for an AMP student. Ashley will supervise the independent studies as part of her Program Coordinator responsibilities. These credits can apply to a DST minor.

-Students will enroll in a career-readiness practicum with on-campus supported job skill development in their second year of the program.

-AMP students can take some classes for credit/no-credit. They will follow the policy that 10 percent of the total credit hours earned at Miami University may be earned in courses taken on a credit/no-credit basis.

-Initially, AMP will be an academic program only and will not have an on-campus housing option.

Reviewer Comments

Jennifer Craddock (cradduj) (Mon, 22 Dec 2025 20:23:02 GMT): Rollback: Have you worked with Beth Johnson in SFA to allow the certificate to be aid eligible? Also, please update the bulletin table so that it shows all of the required courses and electives to total a minimum of 24 hours. Electives should be indented so that their individual hours are not adding up in the total. Typically bulletin listings do not show a breakdown by semester.

Courtney Thompson (kuhlmace) (Thu, 05 Feb 2026 15:43:20 GMT): Rollback: There is a process that must be completed with SFA before the certificate can be aid eligible.

Courtney Thompson (kuhlmace) (Mon, 23 Feb 2026 18:17:49 GMT): Rollback: Please change aid eligibility to "No" for now.

Supporting documents

Concept Paper Screening Rubric2-21-25 (1).docx

Key: 633

Viewing: : **Applied Artificial Intelligence for Business Certificate**

Last approved: 2026-04-27T14:20:28Z

Last edit: 2026-04-19T02:48:59Z

Contact(s)

Name	Phone	Email
John Benamati	513.529.4835	benamajh@miamioh.edu

General Bulletin Edition

2026-2027

Proposed start date

Fall 2026

Type of Revision(s)

Level

Undergraduate

Program Type

Certificate

Delivery site(s)

Oxford

CIP Code

110102 - Artificial Intelligence.

Department

Information Systems & Analytics

Related Department

College

Farmer School of Business

Related College

General Bulletin Title

Applied Artificial Intelligence for Business Certificate

Rationale for the proposal

The Applied Artificial Intelligence for Business Certificate Program equips non-technical business students with essential AI knowledge and skills to navigate and lead in an AI-driven business environment, without requiring programming. It aligns with FSB's strategic vision to make AI accessible to all students and supports Miami University's broader AI integration goals.

Designed with flexibility, the certificate leverages existing courses and offers elective options tied to students' majors. It also complements the more technical AI Minor and can serve as preparation for future graduate certificates or degree programs. This stackable, accessible model ensures broad participation while positioning FSB as a leader in AI-focused business education.

Is the certification program being offered solely at the Miami University approved locations?

Yes

Is the certificate program eligible for financial aid (Title IV, Federal Statute)?

No

Are the courses in the certificate program credit bearing?

Yes

Total credit hours to complete the program

9

Does the Certificate program consist of 50% or more of new courses developed specifically for the requested program?

No

Is the program externally accredited by a body that requires assessment of student learning outcomes?

No

Is this a "freestanding" Certificate program?

No

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

The Applied Artificial Intelligence for Business certificate supplements any major to provide students with foundational skills to understand and apply AI technologies in their undergraduate discipline, without requiring coding experience. It equips students to critically assess AI tools, lead AI-driven innovation, and make informed, ethical decisions in a

rapidly evolving digital landscape. The certificate also provides the base knowledge for entry into Miami’s AI for Business Minor and future major or graduate-level programs focused on AI and emerging technologies.

Course offerings

Bulletin Requirement Listing

Program Requirements

Course List		
Code	Title	Credit Hours
<u>ISA 336</u>	Generative AI in Business	3
Select one of the following:		3
<u>ISA 211</u>	Information Technology and Data Driven Decision Making in Business	
<u>ISA 235</u>	Information Technology and the Intelligent Enterprise	
Select one of the following:		3
<u>ISA 345</u>	Database Systems and Data Warehousing	
<u>ISA 495</u>	Managing the Intelligent Enterprise	
<u>MGT 490</u>	Contemporary Issues (AI Essentials for SCOM)	
<u>MKT 490</u>	Emerging Topics in Marketing (GenAI in Marketing)	
Others <small>An AI in context related course from the other FSB majors</small>		
Total Credit Hours		9

Alternative delivery options

100% Face to face

Off site program components

None

Describe the plan you will use to assess student Learning.

We will use both student perceptions through surveys and formal assessment of student work in the GenAI introduction course. We will randomly sample student work from a set assignment and use a developed rubric and assessment methods to assess outcomes.

Briefly describe the nature of the co-major or certificate and any contractual or cooperative agreements with this program. If you have partnered or contracted with a non-accredited entity either as an institution or corporation to offer courses (content or platform), identify the information or services provided by the entity and the percentage or portion of the educational program the entity is providing.

There are no partnerships or contracts with non-accredited organizations involved at this time.

Briefly describe the necessary qualifications of the faculty teaching in this co-major or certificate program. How are these qualifications being met with new or additional faculty? All instructors teaching graduate level courses must hold graduate faculty standing.

The knowledge to teach these basic courses exists in the ISA department. We will only need additional faculty to create capacity since ISA lacks excess capacity currently.

Describe how the existing library system will or will not support this new program in regards to print and non-print materials, equipment and personnel. Describe any additional *necessary* resources.

N/A

Describe the enrollment you anticipate for this new program within the next five years. Please provide the number of students (full or part-time, graduate or undergraduate, new or current students) and how you arrived at the enrollment levels.

We anticipate undergraduate enrollment in the AI Certificate Program to grow steadily over the first three years, with conservative estimates projecting 25 students in FY26, increasing to 100 in FY27 and 200 in FY28. Under an optimistic scenario, enrollment could reach 50 students in FY26, 250 in FY27, and 500 by FY28. These projections reflect increasing student interest in AI across disciplines, growing demand from employers for AI-literate graduates, and the certificate's accessibility for non-technical majors.

The program will be open to both new and current undergraduate students from the Farmer School of Business and other divisions. Enrollment growth is expected to follow increased awareness of the certificate, early integration of AI topics into business core courses, and promotion through advising and student engagement efforts. No formal cap is planned at this stage.

Briefly describe the administrative arrangements for the program (department/program, college and/or school involved), including any cooperative arrangements with other departments/programs, divisions, institutions, or organizations.

Upload any formal statements of agreement

Briefly describe the process of academic control of the programs such as admission, program content, and quality.

This certificate will be governed by the ISA department, with the support from other departments in Farmer School of Business. Admission will be handled by the ISA department.

Itemize and estimate total costs, over and above current levels of operation, associated with this new program

Based on the level of interest and growth, additional faculty may be needed in the future. However, the slight increase in numbers initially, will be spread across courses with multiple sections and not require additional faculty.

Additional comments

Reviewer Comments

Jennifer Craddock (cradduj) (Fri, 31 Oct 2025 20:30:25 GMT): Rollback: Please indent the courses (some started for you) in bulletin table so that the hours for each course are not being included in the sum at the bottom of the table.

John Benamati (benamajh) (Fri, 21 Nov 2025 15:24:27 GMT): Rollback: Forgot to fix indents

Jennifer Craddock (cradduj) (Fri, 21 Nov 2025 15:33:17 GMT): Rollback: The second elective list in the bulletin table needs hours assigned so that the hours summing at the bottom of the table will add up to 9 (currently showing 6).

Supporting documents

Key: 608

Approved by the Board of Trustees
May 15, 2026

May 15, 2026
Academic and Student Affairs



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

RESOLUTION R2026-63
AI in the Majors Initiative

WHEREAS, Ohio House Bill 96 (136th General Assembly) affirms, through ORC §§3345.457, the Board of Trustees' ultimate authority over academic programs, curricula, and degree requirements, and charges each board with establishing a curricular approval process that reflects the institution's mission and the evolving needs of students and the State of Ohio, and;

WHEREAS, HB 96 further directs state universities, pursuant to ORC §3345.89, to develop degree programs aligned with in-demand career areas in collaboration with business and community partners — a mandate that requires graduates to be equipped with competencies relevant to a rapidly changing, AI-integrated labor market, and;

WHEREAS, the Office of the Provost has developed the AI in the Majors Initiative, a faculty-led program through which academic departments work with expert facilitators to design discipline-specific AI integration into their undergraduate major programs, and;

WHEREAS, the Initiative encompasses forty-five (45) academic departments in total: the first cohort of thirteen departments developed programming in Spring 2026 with the final two cohorts of sixteen departments each, launching in Fall 2026 and Spring 2027 respectively, and;

WHEREAS, each participating department, during a single planning semester, will adopt at least one new or revised AI/digital literacy program outcome and map it onto a series of required major courses, and;

WHEREAS, the Initiative is designed for phased expansion, with the expectation that AI integration will subsequently extend to additional majors, building institution-wide AI literacy systematically over time.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Miami University hereby endorses the AI in the Majors Initiative as an indication of Miami University's commitment to preparing graduates for an AI-integrated world, and;

BE IT FURTHER RESOLVED, that the Board of Trustees commends the faculty, department chairs, facilitators, and academic leadership for their collaborative, discipline-grounded approach to AI integration across the academic units, and affirms that this Initiative advances Miami University's mission, its THRIVE strategic plan, and its obligations to students and the State of Ohio, and;

BE IT FURTHER RESOLVED, that the Board of Trustees expects ongoing reporting on the Initiative's progress, including cohort outcomes, program outcome adoptions in CIM, and plans for expansion of AI integration beyond the initial major in each participating department.

May 15, 2026
Finance and Audit

Tuition Ordinance O2026 - 01
Instructional, General, and Out of State Fees
Undergraduate Students at the Oxford Campus
2026-2027 Academic Year

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

WHEREAS, the Ohio General Assembly's legislation limits the amount that tuition and fees may be increased for resident undergraduate students enrolling on the Oxford Campus for the first time; and

WHEREAS, undergraduate tuition includes an assessment supporting career services; and

WHEREAS, Section 3345.46 of the Ohio Revised Code allows the assessment of an overload fee for student course loads greater than eighteen credits hours; and

NOW, THEREFORE, BE IT ORDAINED: The Board of Trustees of Miami University authorizes an increase in the resident undergraduate tuition and overload fee for the fall 2026 new student cohort as presented in the attached table; and

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

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

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

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

Tuition Promise Per Term				
	FY2026		FY2027	
	(Fall 2025 Cohort)	\$ Increase	(Fall 2026 Cohort)	% Change
Resident Student Tuition	\$9,259.96	\$185.20	\$9,445.16	2.00%
	FY2026		FY2027	
	(Fall 2025 Cohort)	\$ Increase	(Fall 2026 Cohort)	% Change
Non-Resident Student Tuition	\$21,020.80	\$420.42	\$21,441.22	2.00%
Overload Fee for Students Enrolled for more than 18 Credit Hours				
	FY2026		FY2027	
	(Fall 2025 Cohort)	\$ Increase	(Fall 2026 Cohort)	% Change
Per Credit Hour	\$631.71	\$18.95	\$644.34	2.00%

May 15, 2026
Finance and Audit

Tuition Ordinance O2026 - 02
Instructional, General, and Out of State Fees
Undergraduate Students at the Regional Campuses
2026-2027 Academic Year

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

WHEREAS, the Ohio General Assembly through its legislation limits the amount that tuition and fees may be increased for resident undergraduate students enrolling on the Regional Campuses for the first time; and

WHEREAS, undergraduate tuition includes an assessment supporting career services; and

WHEREAS, Section 3345.46 of the Ohio Revised Code allows the assessment of an overload fee for student course loads greater than eighteen credits hours; and

NOW, THEREFORE, BE IT ORDAINED: The Board of Trustees of Miami University authorizes an increase in the resident undergraduate tuition and overload fee for the fall 2026 new student cohort as presented in the attached table; and

BE IT FURTHER ORDAINED: The Board of Trustees of Miami University authorizes no increase in lower division tuition and no increase in upper division tuition for continuing non-resident students not included in the Miami Tuition promise as shown below; and

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

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

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

BE IT FURTHER ORDAINED: The Board of Trustees authorizes the Senior Vice President for Finance and Business Services and Treasurer to determine the allocation of the general fee; and

BE IT FURTHER ORDAINED: The Board of Trustees authorizes the Senior Vice President for Finance and Business Services and Treasurer to budget and expend the general fee, in accordance with university procedures.

Tuition Promise Per Term				
	FY2026		FY2027	
	(Fall 2025 Cohort)	\$ Increase	(Fall 2026 Cohort)	% Change
Resident Student Tuition	\$3,854.56	\$115.64	\$3,970.20	3.00%
	FY2026		FY2027	
	(Fall 2025 Cohort)	\$ Increase	(Fall 2026 Cohort)	% Change
Non-Resident Student Tuition	\$10,087.24	\$302.62	\$10,389.86	3.00%
Overload Fee for Students Enrolled for more than 18 Credit Hours				
	FY2026		FY2027	
	(Fall 2025 Cohort)	\$ Increase	(Fall 2026 Cohort)	% Change
Per Credit Hour	\$291.43	\$8.74	\$300.17	3.00%
Online Programs Non-Resident Tuition (Per Credit Hour)				
				FY27
Bachelor of Science in Health Communication				\$350.00
RN-BSN Completion Program				\$350.00
Bachelor of Science in Commerce				\$350.00
Bachelor of Arts or Bachelor of Science, Liberal Studies				\$350.00
Associate of Applied Business				\$350.00
Bachelor of Science in Health Communication				\$350.00
Non-Resident Tuition for Regional Online Programs				\$350.00
Bachelor of Science in Commerce - Sales Management				\$350.00
Bachelor of Science in Commerce - Digital Commerce				\$350.00
Bachelor of Arts in Health Information Technology				\$350.00

May 15, 2026
Finance and Audit

TUITION ORDINANCE O2026 - 03

Instructional, General, and Out of State Fees, and Comprehensive Charges
Graduate Students at all Campuses
2026-2027 Academic Year

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

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

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

WHEREAS, in an attempt to meet state economic development and educational attainment goals, retain talent in the state of Ohio, and to increase graduate enrollment, tuition in programs with specific graduate comprehensive tuition rates will include a waiver of the out of state surcharge for non-resident students; and

WHEREAS, the Chancellor of the Ohio Department of Higher Education has approved the waiver of the non-resident surcharge for non-resident students enrolled in graduate programs with comprehensive tuition rates; and

WHEREAS, Section 3345.46 of the Ohio Revised Code allows the assessment of an overload fee for student course loads greater than eighteen credits hours; and

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

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

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

Miami University			
Graduate Tuition			
Fall 2026			
Academic Year Full-Time (12 or more credit hours per semester)			
	2025-26	2026-27	% Change
Ohio Resident Tuition	8,706.72	8,967.92	3.00%
Non Resident Tuition	19,647.48	20,236.90	3.00%
Academic Year Part-Time (per credit hour up to 11 credit hours)			
	2025-26	2026-27	% Change
Ohio Resident Tuition	725.56	747.33	3.00%
Non Resident Tuition	1,637.29	1,686.41	3.00%
Overload Fee for Students Enrolled for more than 18 Credit Hours			
	2025-26	2026-27	% Change
Per credit hour	622.16	640.82	3.00%
Summer and Winter Term - Part-Time (per credit hour)			
	2025-26	2026-27	% Change
Ohio Resident Tuition	663.07	682.96	3.00%
Non Resident Tuition	1,574.80	1,622.04	3.00%

Program Specific Graduate Comprehensive Tuition (Per Credit Hour)					
Tuition for Non-Resident includes a 100% Waiver of Non Resident Surcharge					
New Programs	2023-24	2024-25	2025-26	2026-27	% Change
Teaching of Writing Certificate	0.00	0.00	0.00	375.00	0.00%
Master of Science in Student Affairs in Higher Education	0.00	0.00	0.00	700.00	0.00%
Graduate Certificate in Student Affairs	0.00	0.00	0.00	700.00	0.00%
Graduate Certificate in Counseling & Crisis Management in Higher Ed	0.00	0.00	0.00	700.00	0.00%
Graduate Certificate in Higher Education Administration	0.00	0.00	0.00	700.00	0.00%
Master of Education in Health Professions Education	0.00	0.00	0.00	600.00	0.00%
Master of Education in Special Education	0.00	0.00	0.00	495.00	0.00%
Continuing Programs:	2023-24	2024-25	2025-26	2026-27	% Change
Special Education Online Hybrid (SEOH) for Paraprofessionals	375.00	375.00	375.00	375.00	0.00%
Master's in Entrepreneurship and Emerging Technology	995.00	995.00	995.00	995.00	0.00%
Master's in Management	995.00	995.00	995.00	995.00	0.00%
Master in Science - Business Analytics	995.00	995.00	995.00	995.00	0.00%
Interdisciplinary Certificate in Aging & Entrepreneurship	600.00	600.00	600.00	600.00	0.00%
Experience Design Master of Fine Arts	964.00	964.00	964.00	964.00	0.00%
Special Education Online Hybrid (SEOH) (Discontinued)	625.00	625.00	625.00	0.00	-100.00%
Craftsummer	375.00	375.00	375.00	375.00	0.00%
Ohio Writing Project Master of Arts in Teaching	375.00	375.00	375.00	375.00	0.00%
Project Dragonfly Advanced Inquiry Program (Summer 2024 cohort)	580.00	580.00	580.00	580.00	0.00%
Project Dragonfly Global Field Program (Summer 2024 cohort)	455.00	455.00	455.00	455.00	0.00%
Master of Science in Criminal Justice	525.00	525.00	525.00	525.00	0.00%
Graduate Certificate in Analytics	964.00	964.00	964.00	964.00	0.00%
Low Residency Master of Fine Arts	759.00	0.00	0.00	0.00	0.00%
Master's of Arts in Social Work/Master of Social Work	700.00	700.00	700.00	700.00	0.00%
Professional MBA	1,050.00	1,050.00	1,050.00	1,050.00	0.00%
Master of Ed. Psychology/Learning Sciences & Human Development	650.00	650.00	650.00	650.00	0.00%
Masters in Athletic Training	629.00	629.00	629.00	629.00	0.00%
Doctorate of Education in Educational Leadership	495.00	595.00	595.00	595.00	0.00%
Graduate Nursing Programs (DNP, FNP, NE, and NEL)	795.00	795.00	795.00	795.00	0.00%
Master of Sports Analytics	995.00	995.00	995.00	995.00	0.00%
Graduate Certificate in Sports Analytics	995.00	995.00	995.00	995.00	0.00%
Online Master of Business Administration	1,050.00	1,050.00	1,050.00	1,050.00	0.00%
Master of Medical Science/ Biomedical Science degree (MMSc)	750.00	750.00	750.00	750.00	0.00%
Master of Environmental Science	625.00	625.00	625.00	625.00	0.00%
Pre-Health and Premedical Certificate	750.00	750.00	750.00	750.00	0.00%
Graduate Certificate in Entrepreneurship and Emerging Technology	995.00	995.00	995.00	995.00	0.00%
Master in Education of Counselor Education	0.00	700.00	700.00	700.00	0.00%
Child Life Specialist Certificate	0.00	700.00	700.00	700.00	0.00%
Financial Acumen Graduate Certificate	0.00	0.00	1,050.00	1,050.00	0.00%
Leadership Graduate Certificate	0.00	0.00	1,050.00	1,050.00	0.00%

Program Specific Graduate Comprehensive Tuition (Per Term)					
Tuition for non-resident includes a 100% waiver of non-resident surcharge					
Continuing Programs:	2023-24	2024-25	2025-26	2026-27	% Change
Physician Assistant Program	16,000.00	16,000.00	17,000.00	17,000.00	0.00%

May 15, 2026
Finance and Audit

2026-2027 Room and Board Ordinance O2026 - 04

I. 2026-2027 Cohort Tuition Promise Students and Other Incoming Students

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

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

NOW THEREFORE BE IT ORDAINED: that the Board of Trustees hereby establishes the following charges to be levied and collected for students admitted under the 2026-2027 Miami Tuition Promise cohort beginning first semester of the academic year 2026-2027 and to remain in effect for four (4) years as part of the Miami Tuition Promise unless otherwise indicated; and

BE IT FURTHER ORDAINED: that the Board of Trustees further establishes the following charges to be levied and collected for other incoming students beginning with the first semester of the academic year 2026-2027;

	<u>2025-26</u>	<u>2026-27</u>	<u>% change</u>
A. Residence Halls (Fall/Spring, per semester per student)			
Non-Renovated Single	\$4,908	\$5,055	3%
Non-Renovated Double	\$3,943	\$4,061	3%
Non-Renovated Triple or Quad	\$3,876	\$3,992	3%
Single	\$5,703	\$5,874	3%
Double	\$4,759	\$4,902	3%
Modified Double	\$4,263	\$4,391	3%
Triple or Quad	\$3,997	\$4,117	3%
Apartment (4 Bed/2 Bath)	\$5,904	\$6,081	3%
**Premium Apartment (2 Bed/2 Bath)	\$6,199	\$6,385	3%

*****This is a new room type that was first available in the 2026-2027 Academic Year.***

B. Meal Plans (Fall/Spring, per semester per student)

Diplomat Minimum	\$2,596	\$2,674	3%
Diplomat Standard	\$3,280	\$3,378	3%
Diplomat Plus	\$3,418	\$3,521	3%
Diplomat Premium	\$3,996	\$4,116	3%
Diplomat Premium C *	\$2,142	\$2,206	3%

**Disability Accommodations Only*

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

Fall and Spring Residents	\$538	\$554	3%
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D. Residence & Meal Plan Fall/Spring Increase (Common Experience per Semester)

Non-Renovated Double + Board + Fee	\$7,761	\$7,993	3%
Double + Board + Fee	\$8,577	\$8,834	3%

II. Previously Approved Tuition Promise Cohorts

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

III. All Students, Sororities, and Refund Policies

	<u>2025-26</u>	<u>2026-27</u>	<u>% change</u>
A. Summer Housing Weekly			
Double Occupancy	\$151	\$151	0%
Single Occupancy	\$220	\$220	0%
B. Winter Term Housing Block Rate			
(Available for students enrolled in class)	\$466	\$466	0%
C. Sorority Suites (Per suite per semester)			
Storage Space Only (no suite)	N/A	\$250	N/A
Less than 500 square feet	\$1,500	\$1,500	0%
500 to 899 square feet	\$6,835	\$6,835	0%
900 to 999 square feet	\$11,534	\$11,534	0%
1,000 to 1,099 square feet	\$12,727	\$12,727	0%
1,100 to 1,199 square feet	\$13,915	\$13,915	0%
1,200 to 1,299 square feet	\$15,674	\$15,674	0%
1,300 to 1,399 square feet	\$17,686	\$17,686	0%
1,400 to 1,499 square feet	\$19,289	\$19,289	0%

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

D. Residence Halls Room Refund Policy

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

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

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

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

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

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

E. Meal Plan Change and Refund Policy

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

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

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

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

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

May 15, 2026
Finance and Audit

**Miscellaneous Fees Ordinance O2026-05
2026-27 Academic Year**

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

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

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

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

WHEREAS, most course fees have not been increased by the University for many years resulting in diminished purchasing power for the goods or services provided to students; and

WHEREAS, Ohio Revised Code 3345.48 authorizes changes in course and program fees equal to the three-year change in the consumer price index;

NOW, THEREFORE, BE IT ORDAINED: that the Board of Trustees approves a three percent increase over the rates for academic year 2025-26 in course and program fees for academic year 2026-27 for students in the fall 2026 Tuition Promise Cohort, except as otherwise specified. The fees apply to all campuses, except as otherwise specified; and

BE IT FURTHER ORDAINED: that other fees adopted by prior action of the Board are hereby reauthorized at their previously adopted rates except as otherwise presented below; and

BE IT FURTHER ORDAINED: the miscellaneous fee schedule established for students enrolling for the first time in academic year 2026-27 will remain in effect for four years according to the provisions of the Miami University Tuition Promise; and

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

New Fees
Fee Increased
Revised
Fee Decreased/Removed

Table 1: Fee Changes Applying to All Students

Fee	Notes	2025-26	Proposed 2026-2027
Equipment Checkout and Library Fines and Fees			
MakerSpace Machine Supplies			at cost

Table 2: Fees Applying to Miami Tuition Promise Fall 2026 Cohort

Fee	Notes	Tuition Promise 2025	Proposed Tuition Promise 2026
Admission Fee			
Hamilton and Middletown Campuses		15.00	15.00
Oxford Campus Enrollment Fee	1	95.00	95.00
University Contract Confirmation Deposit	1	330.00	330.00
Application Fee			
Hamilton and Middletown Campuses		20.00	20.00
Oxford Campus-Admission to Graduate Degree Programs		50.00	50.00
Oxford Campus-Admission to Graduate Non-Degree Status		20.00	20.00
Oxford Campus-Admission to Undergraduate Programs		50.00	50.00
Oxford Campus-International Students		70.00	70.00
Oxford Campus-Transient Students		50.00	50.00
Oxford Campus-Unclassified Students		50.00	50.00
Bursar Miscellaneous Charges			
Late Payment		150.00	150.00
Late Registration (each Monday after the final date, an additional \$27.00)		27.00	27.00
Business School Premium			
Oxford Campus Business School Courses, per credit hour		138.60	142.76
Career Exploration and Testing Center Charges			
Career Testing, each career assessment		16.00	16.00
Career Fee			
Career Fee	9	100.00	100.00
CEC Premium			

Miami University FY 2027 - Academic Year 2026 – 2027 Miscellaneous Fees

College of Engineering and Computing Majors, full-time, taking 12 or more credit hours, per semester		624.75	643.49
Oxford Campus College of Engineering and Computing Majors, part-time, taking 1-11 credit hours, per credit hour		52.62	54.20
Child Care Programs-Hamilton Campus-Faculty/Staff			
Campus Kids Two Day Semester Rate		2000.00/1840.00	2000.00/1840.00
Full-time Rate (4/5 day)		3696.00/3440.00	3696.00/3440.00
Registration, one child/each additional		50.00/30.00	50.00/30.00
Three Day Semester Rate		2640.00/2384.00	2640.00/2384.00
Child Care Programs-Hamilton Campus-Students			
Campus Kids Two Day Semester Rate		2000.00/1840.00	2000.00/1840.00
Full-time Rate (4/5 day)		3696.00/3440.00	3696.00/3440.00
Registration, one child/each additional		50.00/25.00	50.00/25.00
Three Day Semester Rate		2640.00/2384.00	2640.00/2384.00
Chinese Proficiency Tests - Confucius Institute			
Chinese Proficiency Test (HSK, BCT, and YCT) -- fee based on candidate's level and test module		20.00-70.00	20.00-70.00
Code of Conduct Violations			
Code of Conduct Administration Charges, per incident		50.00	50.00
Ethics and Integrity Mandatory Program		200.00	200.00
Commencement/Degree Application Fee			
Associate's and Bachelor's Degrees	1	35.00	35.00
Certificate Program		10.00	10.00
Diploma Replacement (re-issue)-With Case, Master's		34.00	34.00
Diploma Replacement (re-issue)-With Case, Undergraduate		34.00	34.00
Diploma Replacement (re-issue)-Without Case		29.00	29.00
Doctoral Degree-Diploma and Hood		200.00	200.00
Master's and Specialist's Degrees	1	35.00	35.00
Thesis Microfilming and Binding		80.00	80.00
Community Engagement and Services			
Community Plunge (early move-in experience)		130.00	130.00
Service Learning Courses Utilizing Community Engagement and Services Office		50.00	50.00
Compass Accuplacer Assessment-Hamilton Campus			
Compass Accuplacer Assessment Retake Fee-one per semester, per subject	1	10.00	10.00

Miami University FY 2027 - Academic Year 2026 – 2027 Miscellaneous Fees

Compass Accuplacer Assessment-Middletown Campus			
Compass Accuplacer Assessment Retake Fee-one per semester, per subject	1	10.00	10.00
Computer Printing Charge			
Computer Printing Charge-Black and White, per copy		0.10	0.10
Computer Printing Charge-Color, per copy		0.25	0.25
Conference Fee			
Perlmutter Conference No Show Fee		21.00	21.00
Credit Workshops			
iDiscovery Program Fee		200.00	200.00
Data and Video Network			
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
Data and Video Network-Technology Fee (Undergraduate and Graduate, Fall and Spring Semester Only)			
Regional Campuses Network Fee-Per Semester Fee	9	18.00	18.00
Diversity Affairs			
MADE Deposit		60.00	60.00
E-Learning-Hamilton Campus			
All online, partially online (hybrid), and interactive video courses per credit hour		35.00	35.00
E-Learning-Middletown Campus			
All online, partially online (hybrid), and interactive video courses per credit hour		35.00	35.00
English Department			
English-Proficiency Exam		30.00	30.00
English Language Program			
American Culture and English (ACE) Program fee (Repeating Students)		500.00	500.00
American Culture and English Program (ACE) program fee		1000.00	1000.00
IHAWK Pre-Semester program fee		750.00	750.00
Equipment Checkout and Library Fines and Fees			
3D Printing		at cost	at cost
Camera Tripod (24 hour loan; no charge)		0.00	0.00
Camera Tripod, Maximum		15.00	15.00
Camera Tripod, Overdue charge, per hour		0.50	0.50

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Camera Tripod, Processing fee		10.00	10.00
Camera Tripod, Replacement cost		30.00	30.00
Digital Translator Replacement Fee		160.00	160.00
Digital Voice Recorder (four hour loan; no charge)		0.00	0.00
Digital Voice Recorder, Maximum		15.00	15.00
Digital Voice Recorder, Overdue charge, per hour		0.50	0.50
Digital Voice Recorder, Processing fee		25.00	25.00
Digital Voice Recorder, Replacement cost		65.00	65.00
Financial Calculator (24 hour loan; no charge)		0.00	0.00
Financial Calculator Overdue charge, per hour		0.50	0.50
Financial Calculator, Maximum		15.00	15.00
Financial Calculator, Processing fee		10.00	10.00
Financial Calculator, Replacement cost		60.00	60.00
Firewire Cable (four hour loan; no charge)		0.00	0.00
Firewire Cable, Maximum		15.00	15.00
Firewire Cable, Overdue charge, per hour		0.50	0.50
Firewire Cable, Processing fee		10.00	10.00
Firewire Cable, Replacement cost		5.00	5.00
Graphing Calculator (24 hour loan; no charge)		0.00	0.00
Graphing Calculator Overdue charge, per hour		0.50	0.50
Graphing Calculator, Maximum		15.00	15.00
Graphing Calculator, Processing fee		10.00	10.00
Graphing Calculator, Replacement cost		130.00	130.00
Head Phones-Maximum		15.00	15.00
Head Phones-Overdue charge, per hour		0.50	0.50
Head Phones-Processing fee		10.00	10.00
Head Phones-Replacement cost		10.00	10.00
IPad-(in library use only)-Billing fee (non-refundable)	4	25.00	25.00
IPad-(in library use only)-Overdue IPad, per hour (maximum of \$100.00)		5.00	5.00
IPad-(in library use only)-Replacement charge IPad		900.00	900.00
IPad-(in library use only)-Up to three hours (requires Miami ID and one other form of ID)		0.00	0.00
Laptop Computer or Digital Camera (in library use only)-Billing fee (non-refundable) (6)	4	25.00	25.00
Laptop Computer or Digital Camera (in library use only)-Overdue laptop, per hour (maximum of \$100.00)		5.00	5.00
Laptop Computer or Digital Camera (in library use only)-Replacement charge laptop - Macintosh		1300.00	1300.00
Laptop Computer or Digital Camera (in library use only)-Replacement charge laptop - Windows		1000.00	1000.00

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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)	0.00	0.00
Laptop/data projector (24 hour loan; no charge)	0.00	0.00
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
Livescribe SmartPen Replacement	200.00	200.00
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)	0.00	0.00
Microphone for Mac or PC, Maximum	15.00	15.00
Microphone for Mac or PC, Overdue charge, per hour	0.50	0.50
Microphone for Mac or PC, Processing fee	10.00	10.00
Microphone for Mac or PC, Replacement cost	15.00	15.00
Miscellaneous Items for Sale-Batteries	at cost	at cost
Miscellaneous Items for Sale-CD, blank	1.00	1.00
Miscellaneous Items for Sale-Data storage device (Jump Drive)	Actual Cost	Actual Cost
Miscellaneous Items for Sale-DVD, blank	1.00	1.00
Miscellaneous Items for Sale-Earplugs, per pair	0.25	0.25

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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)	0.00	0.00
Nintendo 3Ds Overdue charge, per hour	0.50	0.50
Nintendo 3Ds, Maximum	15.00	15.00
Nintendo 3Ds, Processing fee	10.00	10.00
Nintendo 3Ds, Replacement cost	250.00	250.00
OhioLINK Overdue Books, per book/Maximum	50.00	50.00
OhioLINK Overdue Books, per book/per day (1-30 days)	0.50	0.50
OhioLINK Overdue Books, per book/per day (31st day), late/overdue	35.00	35.00
OhioLINK, Replacement, per book	75.00	75.00
OhioLINK, Replacement, per book, cataloging and processing fee,	25.00	25.00
Portable DVD Player (four hour loan; no charge)	0.00	0.00
Portable DVD Player, Maximum	15.00	15.00
Portable DVD Player, Overdue charge, per hour	0.50	0.50
Portable DVD Player, Processing fee	10.00	10.00
Portable DVD Player, Replacement cost	150.00	150.00
Portable Public Address System (24 hour loan; no charge)	0.00	0.00
Portable Public Address System, Maximum	15.00	15.00
Portable Public Address System, Overdue charge, per hour	0.50	0.50
Portable Public Address System, Processing fee	30.00	30.00
Portable Public Address System, Replacement cost	100.00	100.00
Steady Cam (24 hour loan; no charge)	0.00	0.00
Steady Cam, Maximum	15.00	15.00
Steady Cam, Overdue charge, per hour	0.50	0.50
Steady Cam, Processing fee	10.00	10.00
Steady Cam, Replacement cost	150.00	150.00
Study Room Keys-Maximum	15.00	15.00
Study Room Keys-Overdue charge, per hour	0.50	0.50
Study Room Keys-Processing Fee	10.00	10.00
Study Room Keys-Replacement Cost	10.00	10.00
Tripod Dolly (24 hour loan; no charge)	0.00	0.00
Tripod Dolly, Maximum	15.00	15.00
Tripod Dolly, Overdue charge, per hour	0.50	0.50

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Tripod Dolly, Processing fee	10.00	10.00
Tripod Dolly, Replacement cost	60.00	60.00
Video Monitor Cable (three hour loan; no charge)	0.00	0.00
Video Monitor Cable, Maximum	15.00	15.00
Video Monitor Cable, Overdue charge, per hour	0.50	0.50
Video Monitor Cable, Processing fee	10.00	10.00
Video Monitor Cable, Replacement cost	5.00	5.00
MakerSpace Machine Supplies		at cost
Fine Arts Program Fee		
Architecture/Interior Design Majors, per semester	52.50	54.08
Music Majors, per semester	52.50	54.08
Emerging Technology in Business + Design Major Fee	300.00	309.00
Fines and Fees		
Livescribe SmartPen Replacement	25.00	25.00
Microphone Reimbursement	\$50 - \$250	\$50 - \$250
C-Pen Reimbursement	300.00	300.00
Global Initiatives		
Graduate International Student Orientation and Integration Service Fee	100.00	100.00
International Sponsored Student Fee - Per Semester	500.00	500.00
International Student Exchange Student Deposit 9	1000.00	1000.00
International Travel Insurance Pass Through Fee	58.00	58.00
Non-credit Program Enrollment Fee	0.00 - 13,000	0.00 - 13,000
Non-credit Program Materials Fee	0.00 - 1,300	0.00 - 1,300
Program Fee	0.00 - 15,000.00	0.00 - 15,000.00
Study Abroad Administration Fee (Non-Miami organized programs)	175.00	175.00
Study Abroad/Away Administration Fee (Faculty-led Miami programs)	175.00	175.00
Undergraduate International Student Orientation and Integration Service Fee	200.00	200.00
Workshop Administrative Fee	25.00	25.00
Goggin Ice Center		
Facility Rental 6% discount for groups that rent more than 20 hours of Ice in one billing cycle for both A & B Pad	300.00	300.00
Facility Rental for groups that rent less than 20 hours of Ice in one billing cycle for both A & B Pad	315.00	315.00
Intramural Leagues-Broomball (1 season with 8 games each)	175.00	175.00

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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
Identification Card Replacement Charge			
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
International Student Exchange Deposit			
Exchange Student Deposit-Business	9	0.00	0.00
Intrafraternity Council			
Fraternity Recruitment		30.00	30.00
Sorority Recruitment		30.00	30.00
Learning Assistance Tutoring Charges			
Learning Assistance-Oxford Campus-Tutoring sessions-no show fee		15.00	15.00
Mini University Child Care			
Mini U Full Time Infant		5280.00/6600.00	5280.00/6600.00
Mini U Full Time Pre-K		4250.00/5650.00	4250.00/5650.00
Mini U Full Time Preschool		4250.00/5650.00	4250.00/5650.00
Mini U Full Time Toddler		4920.00/6150.00	4920.00/6150.00
Mini U Part Time 5HD Pre-K		2600.00/3250.00	2600.00/3250.00
Mini U Part Time 5HD Preschool		2600.00/3250.00	2600.00/3250.00
Mini U Part Time MWF Infant		3520.00/4400.00	3520.00/4400.00
Mini U Part Time MWF Preschool		3000.00/3750.00	3000.00/3750.00
Mini U Part Time MWF Toddler		3280.00/4100.00	3280.00/4100.00
Mini U Part Time TT Infant		2240.00/2800.00	2240.00/2800.00
Mini U Part Time TT Preschool		1920.00/2400.00	1920.00/2400.00
Mini U Part Time TT Toddler		2120.00/2650.00	2120.00/2650.00
Summer Camp		1100.00	1100.00
Miscellaneous			
Sport Performance- Golf Swing Analysis (Amateur/Pro) Non-Miami Students		300.00/500.00	300.00/500.00
MUDEC			

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Deposit upon application for the academic year (no refund)		25.00	25.00
Housing deposit upon acceptance for the given semester	7	250.00	250.00
Luxembourg Student Residency Permit Fee, per semester		0.00	0.00
Mobile Internet Access and Telephone, per semester		185.00	185.00
MUDEC Apartment (instead of host family)-Fall or Spring full semester		3050.00	3050.00
MUDEC Apartment (instead of host family)-Full Summer		1708.00	1708.00
MUDEC Apartment (instead of host family)-Partial Summer		976.00	976.00
MUDEC Apartment Damage Deposit (refundable at end of semester if no damage to apartment)		500.00	500.00
MUDEC Study Tours, per semester		1800.00	1800.00
Orientation fee (one-time per student)		90.00	90.00
Partial Board (4 meal voucher per week), per semester		900.00	900.00
Room and Continental Breakfast (reside w/host family)-Fall Semester		1835.00	1835.00
Room and Continental Breakfast (reside w/host family)-Spring Semester		1835.00	1835.00
Student Activity Fee, per semester		85.00	85.00
Study Abroad Administration Fee		125.00	125.00
Transportation Fee for MUDEC students, per semester		105.00	105.00
Music			
Music-MUS 216		89.25	91.93
Music-Music lesson fees	2, 3	175.00	180.25
Oxford Pathways Program			
Pathways Student Fee		90.00	90.00
Panhellenic			
Sorority Recruitment - Late Registration		20.00	20.00
Parking Fees and Fines-Hamilton and Middletown Campuses			
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

Miami University FY 2027 - Academic Year 2026 – 2027 Miscellaneous Fees

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
Parking Fees and Fines-Oxford Campus		
e-scooter daily storage fee	5.00/Day	5.00/Day
Event Parking-Lot Attendant-charged to MU Departments/Organizations, per hour	25.00	25.00
Event Parking-Lot/Space Reservation Fee-charged to MU Departments/Organizations, fee per reserved space	1.00 - 5.00	1.00 - 5.00
Faculty and staff Garage permit, per year	425.00	450.00
Faculty and staff RED area annual permit, per year	125.00	135.00
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	0.00	0.00
Faculty and staff RED area daily permit, per day	2.00	2.00
Faculty and staff WHITE area annual permit, per year	0.00	0.00
Faculty, Staff, or Department Dedicated Parking Space	425.00	450.00
Failure to display valid permit/Improper display	35.00	35.00
Handicap Parking Violation	250.00	250.00
Illegal or improper parking (loading/service area, outside designated space, prohibited parking, prohibited yellow zone)	75.00	75.00
Illegal parking in restricted area	75.00	75.00
Illegal parking on grass/sidewalk	75.00	75.00
Impoundment/immobilization (cars, trucks, motorcycles, etc)	200.00	200.00
Impoundment/immobilization (electronic or motorized scooters)	75.00	75.00
Overtime at meter	10.00	10.00
Overtime at timed zone	25.00	25.00
Oxford campus parking garage rates-Campus Ave. garage-Daily maximum rate	10.00	10.00
Oxford campus parking garage rates-Campus Ave. garage-Garage Parking Vouchers	5.00	5.00
Oxford campus parking garage rates-Campus Ave. garage-Lost ticket fee	25.00	25.00

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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 - commuter daily permit	3.00	3.00
Oxford campus students only-for a semester/academic year BLUE area permit	150.00	154.00
Oxford campus students only-for a semester/academic year YELLOW area permit	100.00	103.00
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	61.00
Oxford campus students only-for temporary permit (student - one week)	15.00	15.00
Oxford campus-Contractor-Red parking permit-day	3.00	3.00
Oxford campus-Contractor-Red parking permit-month	35.00	35.00
Oxford campus-Contractor-Red parking permit-week	10.00	10.00
Oxford campus-Visitor-parking permit-day	5.00	5.00
Oxford campus-Visitor-parking permit-month	35.00	35.00
Oxford campus-Visitor-parking permit-week	10.00	10.00
Parking	0.00	0.00
Reproduction/illegal use of decal	300.00	300.00
University Vehicles Parked in Red Permit Areas-Leased Vehicle	125.00	125.00

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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
Physician's Assistant Program Placement Charge		at cost	at cost
Police			
Fingerprinting BCI		38.00	38.00
Fingerprinting FBI		40.00	40.00
Fingerprinting Combined		63.00	63.00
Proficiency Examination			
Additional credit hours, each		35.00	35.00
Per examination (including first credit hour)	8	70.00	70.00
Program Fee			
Summer Scholars Program Comprehensive Enrollment Fee (Deposit)	1	350.00	350.00
Summer Scholars Program Comprehensive Program Fee	1	1150.00	1150.00
Recreational Sports Center			
Branch campus (MUH-MUM), Couple-12 month pass		394.00	394.00
Branch campus (MUH-MUM), Family-12 month pass		480.00	480.00
Branch campus (MUH-MUM), Individual Plus-12 month pass		286.00	286.00
Branch campus (MUH-MUM), Individual-12 month pass		216.00	216.00
Emeritus/retiree (or spouse), Couple-12 month pass		630.00	630.00
Emeritus/retiree (or spouse), Family-12 month pass		768.00	768.00
Emeritus/retiree (or spouse), Individual Plus-12 month pass		461.00	461.00
Emeritus/retiree (or spouse), Individual-12 month pass		346.00	346.00
Equestrian-Club Team Riding Fee/Semester		1350.00	1350.00
Faculty/Staff (eligible for medical benefits)-Couple, 12 month pass		788.00	788.00
Faculty/Staff (eligible for medical benefits)-Family, 12 month pass		960.00	960.00
Faculty/Staff (eligible for medical benefits)-Individual (or spouse), 12 month pass		432.00	432.00
Faculty/Staff (eligible for medical benefits)-Individual Plus, 12 month pass		572.00	572.00

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Faculty/Staff (not eligible for medical benefits)-Couple, 12 month pass		630.00	630.00
Faculty/Staff (not eligible for medical benefits)-Family, 12 month pass		768.00	768.00
Faculty/Staff (not eligible for medical benefits)-Individual (or spouse), 12 month pass		346.00	346.00
Faculty/Staff (not eligible for medical benefits)-Individual Plus, 12 month pass		461.00	461.00
Intramural Semester Pass		35.00	35.00
Intramural Yearly Pass		60.00	60.00
Membership Joining Fee-Family		75.00	75.00
Membership Joining Fee-Individual		50.00	50.00
Second Year (Pre-semester) Adventure Trip		335.00	335.00
Student Staffing for facility rentals per hour		19.00	19.00
Students-Oxford Full-time - included in general fee		-	-
Students-Oxford Part-time - included in general fee		-	-
Equestrian-Overnight Camp Fee		1250.00	1250.00
Club Sport Insurance and Testing		15.00	15.00
Aquatics Lifeguard Staffing		21.00	21.00
Equestrian-Student Hourly Rate		\$45 per hour	\$45 per hour
Equestrian-Community Hourly Rate		\$50 per hour	\$50 per hour
Residence Hall			
Approved Early Arrival Fee - Group/Per Day		33.00	33.00
Approved Early Arrival Fee/Per Day		39.00	39.00
Temporary ID Card Fee		15.00	15.00
Residual ACT Testing Fee - Regional Campuses			
Residual ACT Testing Fee		42.50	42.50
Second year program offerings			
Second Year Pre-semester or Trip Fee		50.00	50.00
Special Course/Lab Charges-Hamilton Campus			
Art-ART 102	2, 3	10.50	10.82
Art-ART 103	2, 3	10.50	10.82
Art-ART 104	2, 3	15.75	16.22
Art-ART 105	2, 3	10.50	10.82
Art-ART 106	2, 3	21.00	21.63
Art-ART 111	2, 3	31.50	32.45
Art-ART 122	2, 3	42.00	43.26
Art-ART 147	2, 3	15.75	16.22
Art-ART 181	2, 3	10.50	10.82
Art-ART 221	2, 3	31.50	32.45
Art-ART 222	2, 3	31.50	32.45
Art-ART 231	2, 3	31.50	32.45

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Art-ART 241	2, 3	31.50	32.45
Art-ART 255	2, 3	21.00	21.63
Art-ART 257	2, 3	31.50	32.45
Art-ART 271	2, 3	52.50	54.08
Art-ART 308E	2, 3	21.00	21.63
Art-ART 321	2, 3	31.50	32.45
Art-ART 322	2, 3	31.50	32.45
Art-ART 331	2, 3	31.50	32.45
Art-ART 341	2, 3	31.50	32.45
Art-ART 342	2, 3	31.50	32.45
Biology-BIO 115	2, 3	26.25	27.04
Biology-BIO 116	2, 3	26.25	27.04
Biology-BIO 161	2, 3	26.25	27.04
Biology-BIO 171	2, 3	26.25	27.04
Biology-BIO 171 lab fee	2, 3	26.25	27.04
Biology-BIO 172	2, 3	26.25	27.04
Biology-BIO 172 lab fee	2, 3	26.25	27.04
Chemistry-CHM 111.L	2, 3	26.25	27.04
Chemistry-CHM 131	2, 3	26.25	27.04
Chemistry-CHM 144	2, 3	26.25	27.04
Chemistry-CHM 145	2, 3	26.25	27.04
Chemistry-CHM 231	2, 3	26.25	27.04
Chemistry-CHM 244	2, 3	26.25	27.04
Chemistry-CHM 245	2, 3	26.25	27.04
Chemistry-CHM 332	2, 3	26.25	27.04
Chemistry-CHM 364	2, 3	26.25	27.04
Computer and Information Technology (CIT) course fee	2, 3	52.50	54.08
Engineering Technology (ENT) course fee	2, 3	52.50	54.08
Microbiology-MBI 123	2, 3	26.25	27.04
Microbiology-MBI 161	2, 3	26.25	27.04
Nursing-NSG 261	2, 3	221.76	228.41
Nursing-NSG 262	2, 3	221.76	228.41
Nursing-NSG 352	2, 3	221.76	228.41
Nursing-NSG 354	2, 3	221.76	228.41
Nursing-NSG 362	2, 3	221.76	228.41
Nursing-NSG 364	2, 3	221.76	228.41
Nursing-NSG 420	2, 3	221.76	228.41
Nursing-NSG 431	2, 3	221.76	228.41
Nursing-NSG 452	2, 3	221.76	228.41
Nursing-NSG 462	2, 3	221.76	228.41
Nursing-NSG 464	2, 3	221.76	228.41
Physics-PHY 161	2, 3	26.25	27.04

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Physics-PHY 162	2, 3	26.25	27.04
Physics-PHY 173	2, 3	26.25	27.04
Physics-PHY 174	2, 3	26.25	27.04
Physics-PHY 183	2, 3	26.25	27.04
Physics-PHY 184	2, 3	26.25	27.04
Physics-PHY 191	2, 3	26.25	27.04
Physics-PHY 192	2, 3	26.25	27.04
Teacher Education-EDT 181	2, 3	26.25	27.04
Teacher Education-EDT 182	2, 3	26.25	27.04
Art-ART 171	2, 3	26.25	27.04
Special Course/Lab Charges-Middletown Campus			
Art-ART 102	2, 3	10.50	10.82
Art-ART 103	2, 3	10.50	10.82
Art-ART 104	2, 3	15.75	16.22
Art-ART 105	2, 3	10.50	10.82
Art-ART 106	2, 3	21.00	21.63
Art-ART 111	2, 3	31.50	32.45
Art-ART 121	2, 3	31.50	32.45
Art-ART 122	2, 3	42.00	43.26
Art-ART 147	2, 3	15.75	16.22
Art-ART 181	2, 3	10.50	10.82
Art-ART 221	2, 3	31.50	32.45
Art-ART 222	2, 3	31.50	32.45
Art-ART 231	2, 3	31.50	32.45
Art-ART 241	2, 3	31.50	32.45
Art-ART 255	2, 3	21.00	21.63
Art-ART 257	2, 3	31.50	32.45
Art-ART 271	2, 3	52.50	54.08
Art-ART 308E	2, 3	21.00	21.63
Art-ART 321	2, 3	31.50	32.45
Art-ART 322	2, 3	31.50	32.45
Art-ART 331	2, 3	31.50	32.45
Art-ART 341	2, 3	31.50	32.45
Art-ART 342	2, 3	31.50	32.45
Biology-BIO 115	2, 3	26.25	27.04
Biology-BIO 116	2, 3	26.25	27.04
Biology-BIO 161	2, 3	26.25	27.04
Biology-BIO 171	2, 3	26.25	27.04
Biology-BIO 171 lab fee	2, 3	26.25	27.04
Biology-BIO 172	2, 3	26.25	27.04
Biology-BIO 172 lab fee	2, 3	26.25	27.04
Chemistry-CHM 111.L	2, 3	26.25	27.04
Chemistry-CHM 131	2, 3	26.25	27.04

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Chemistry-CHM 144	2, 3	26.25	27.04
Chemistry-CHM 145	2, 3	26.25	27.04
Chemistry-CHM 231	2, 3	26.25	27.04
Chemistry-CHM 244	2, 3	26.25	27.04
Chemistry-CHM 245	2, 3	26.25	27.04
Chemistry-CHM 332	2, 3	26.25	27.04
Chemistry-CHM 364	2, 3	26.25	27.04
Computer and Information Technology (CIT) course fee	2, 3	52.50	54.08
Engineering Technology (ENT) course fee	2, 3	52.50	54.08
Geology-GLG 115L	2, 3	26.25	27.04
Geology-GLG 311	2, 3	26.25	27.04
Microbiology-MBI 123	2, 3	26.25	27.04
Microbiology-MBI 161	2, 3	26.25	27.04
Nursing-NSG 261	2, 3	221.76	228.41
Nursing-NSG 262	2, 3	221.76	228.41
Nursing-NSG 352	2, 3	221.76	228.41
Nursing-NSG 354	2, 3	221.76	228.41
Nursing-NSG 362	2, 3	221.76	228.41
Nursing-NSG 364	2, 3	221.76	228.41
Nursing-NSG 420	2, 3	221.76	228.41
Nursing-NSG 431	2, 3	221.76	228.41
Nursing-NSG 452	2, 3	221.76	228.41
Nursing-NSG 462	2, 3	221.76	228.41
Nursing-NSG 464	2, 3	221.76	228.41
Physics-PHY 161	2, 3	26.25	27.04
Physics-PHY 162	2, 3	26.25	27.04
Physics-PHY 173	2, 3	26.25	27.04
Physics-PHY 174	2, 3	26.25	27.04
Physics-PHY 183	2, 3	26.25	27.04
Physics-PHY 184	2, 3	26.25	27.04
Physics-PHY 191	2, 3	26.25	27.04
Physics-PHY 192	2, 3	26.25	27.04
Teacher Education-EDT 181	2, 3	26.25	27.04
Teacher Education-EDT 182	2, 3	26.25	27.04
Art-ART 171	2, 3	26.25	27.04
Special Course/Lab Charges-Oxford Campus			
Art-ART 111	2, 3	33.60	34.61
Art-ART 121	2, 3	33.60	34.61
Art-ART 122	2, 3	42.00	43.26
Art-ART 131	2, 3	57.75	59.48
Art-ART 140	2, 3	60.90	62.73
Art-ART 145	2, 3	27.30	28.12

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Art-ART 146	2, 3	27.30	28.12
Art-ART 147	2, 3	22.05	22.71
Art-ART 149	2, 3	27.30	28.12
Art-ART 155	2, 3	16.80	17.30
Art-ART 160	2, 3	38.85	40.02
Art-ART 165	2, 3	49.35	50.83
Art-ART 170	2, 3	44.10	45.42
Art-ART 195	2, 3	33.60	34.61
Art-ART 221	2, 3	55.65	57.32
Art-ART 222	2, 3	55.65	57.32
Art-ART 231	2, 3	33.60	34.61
Art-ART 233	2, 3	11.55	11.90
Art-ART 241	2, 3	82.95	85.44
Art-ART 251	2, 3	82.95	85.44
Art-ART 252	2, 3	82.95	85.44
Art-ART 254	2, 3	82.95	85.44
Art-ART 255	2, 3	105.00	108.15
Art-ART 257	2, 3	110.25	113.56
Art-ART 261	2, 3	110.25	113.56
Art-ART 264	2, 3	110.25	113.56
Art-ART 271	2, 3	110.25	113.56
Art-ART 281	2, 3	33.60	34.61
Art-ART 285	2, 3	11.55	11.90
Art-ART 286	2, 3	11.55	11.90
Art-ART 295	2, 3	33.60	34.61
Art-ART 296	2, 3	33.60	34.61
Art-ART 309	2, 3	11.55	11.90
Art-ART 314	2, 3	11.55	11.90
Art-ART 315	2, 3	11.55	11.90
Art-ART 316	2, 3	11.55	11.90
Art-ART 317	2, 3	11.55	11.90
Art-ART 318	2, 3	11.55	11.90
Art-ART 319	2, 3	11.55	11.90
Art-ART 320	2, 3	55.65	57.32
Art-ART 320A	2, 3	52.50	54.08
Art-ART 320B	2, 3	52.50	54.08
Art-ART 320C	2, 3	52.50	54.08
Art-ART 331	2, 3	33.60	34.61
Art-ART 332	2, 3	33.60	34.61
Art-ART 341	2, 3	110.25	113.56
Art-ART 342	2, 3	110.25	113.56
Art-ART 343	2, 3	21.00	21.63
Art-ART 344	2, 3	21.00	21.63

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Art-ART 345	2, 3	21.00	21.63
Art-ART 350	2, 3	33.60	34.61
Art-ART 351	2, 3	110.25	113.56
Art-ART 352	2, 3	110.25	113.56
Art-ART 354	2, 3	110.25	113.56
Art-ART 357	2, 3	110.25	113.56
Art-ART 358	2, 3	110.25	113.56
Art-ART 361	2, 3	110.25	113.56
Art-ART 362	2, 3	110.25	113.56
Art-ART 364	2, 3	110.25	113.56
Art-ART 365	2, 3	110.25	113.56
Art-ART 371	2, 3	110.25	113.56
Art-ART 372	2, 3	110.25	113.56
Art-ART 386	2, 3	11.55	11.90
Art-ART 389	2, 3	11.55	11.90
Art-ART 395	2, 3	33.60	34.61
Art-ART 421	2, 3	33.60	34.61
Art-ART 422	2, 3	33.60	34.61
Art-ART 431	2, 3	33.60	34.61
Art-ART 432	2, 3	33.60	34.61
Art-ART 441	2, 3	110.25	113.56
Art-ART 442	2, 3	110.25	113.56
Art-ART 450	2, 3	110.25	113.56
Art-ART 451	2, 3	110.25	113.56
Art-ART 452	2, 3	110.25	113.56
Art-ART 455	2, 3	11.55	11.90
Art-ART 457	2, 3	110.25	113.56
Art-ART 458	2, 3	110.25	113.56
Art-ART 461	2, 3	110.25	113.56
Art-ART 462	2, 3	110.25	113.56
Art-ART 464	2, 3	110.25	113.56
Art-ART 471	2, 3	110.25	113.56
Art-ART 472	2, 3	110.25	113.56
Art-ART 480	2, 3	11.55	11.90
Art-ART 485	2, 3	11.55	11.90
Art-ART 486	2, 3	11.55	11.90
Art-ART 487	2, 3	11.55	11.90
Art-ART 489	2, 3	11.55	11.90
Art-ART 492	2, 3	33.60	34.61
Art-ART 493	2, 3	33.60	34.61
Art-ART 495	2, 3	33.60	34.61
Art-ART 541	2, 3	105.00	108.15
Art-ART 542	2, 3	105.00	108.15

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Art-ART 555	2, 3	10.50	10.82
Art-ART 557	2, 3	105.00	108.15
Art-ART 561	2, 3	105.00	108.15
Art-ART 562	2, 3	105.00	108.15
Art-ART 564	2, 3	105.00	108.15
Art-ART 571	2, 3	105.00	108.15
Art-ART 585	2, 3	10.50	10.82
Art-ART 586	2, 3	10.50	10.82
Art-ART 587	2, 3	10.50	10.82
Art-ART 589	2, 3	10.50	10.82
Art-ART 640	2, 3	105.00	108.15
Art-ART 660	2, 3	105.00	108.15
Art-ART 664	2, 3	105.00	108.15
Art-ART 670	2, 3	105.00	108.15
Art-ART 680	2, 3	10.50	10.82
Art-ART MPT/MPF 189	2, 3	11.55	11.90
Art-ART/IMS 259	2, 3	33.60	34.61
Art-ART/IMS 359	2, 3	33.60	34.61
Art-MPC 497	2, 3	11.55	11.90
Art-MPC 498	2, 3	11.55	11.90
Art-MPC 598	2, 3	11.55	11.90
Art-MPF 185	2, 3	11.55	11.90
Art-MPF 187	2, 3	11.55	11.90
Art-MPF 188	2, 3	11.55	11.90
Art-MPF 279	2, 3	11.55	11.90
Art-MPT 311	2, 3	11.55	11.90
Art-MPT 312	2, 3	11.55	11.90
Art-MPT 381	2, 3	11.55	11.90
Art-MPT 382	2, 3	11.55	11.90
Art-MPT 383	2, 3	11.55	11.90
Art-MPT 480	2, 3	11.55	11.90
Art-MPT 480M/580M	2, 3	11.55	11.90
Art-MPT 480W/580W	2, 3	10.50	10.82
Art-MPT 580	2, 3	10.50	10.82
BIO/MBI 115	2, 3	26.25	27.04
BIO/MBI 115H	2, 3	26.25	27.04
BIO/MBI 116	2, 3	26.25	27.04
BIO/MBI 424	2, 3	26.25	27.04
Biology- BIO 115	2, 3	26.25	27.04
Biology-BIO 155	2, 3	26.25	27.04
Biology-BIO 161	2, 3	26.25	27.04
Biology-BIO 171	2, 3	26.25	27.04
Biology-BIO 171 lab fee	2, 3	26.25	27.04

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Biology-BIO 172	2, 3	26.25	27.04
Biology-BIO 172 lab fee	2, 3	26.25	27.04
Biology-BIO 204	2, 3	26.25	27.04
Biology-BIO 205	2, 3	26.25	27.04
Biology-BIO 305	2, 3	26.25	27.04
Biology-BIO 305W	2, 3	26.25	27.04
Biology-BIO 328	2, 3	26.25	27.04
Biology-BIO 351	2, 3	26.25	27.04
Biology-BIO 361	2, 3	26.25	27.04
Biology-BIO 364	2, 3	26.25	27.04
Biology-BIO 402	2, 3	26.25	27.04
Biology-BIO 403	2, 3	26.25	27.04
Biology-BIO 407	2, 3	26.25	27.04
Biology-BIO 407W	2, 3	26.25	27.04
Biology-BIO 408	2, 3	63.00	64.89
Biology-BIO 409	2, 3	26.25	27.04
Biology-BIO 410	2, 3	26.25	27.04
Biology-BIO 410W	2, 3	26.25	27.04
Biology-BIO 411	2, 3	26.25	27.04
Biology-BIO 415	2, 3	26.25	27.04
Biology-BIO 425	2, 3	26.25	27.04
Biology-BIO 429	2, 3	26.25	27.04
Biology-BIO 453	2, 3	26.25	27.04
Biology-BIO 455	2, 3	26.25	27.04
Biology-BIO 458	2, 3	26.25	27.04
Biology-BIO 459	2, 3	26.25	27.04
Biology-BIO 463	2, 3	26.25	27.04
Biology-BIO 463W	2, 3	26.25	27.04
Biology-BIO 464	2, 3	26.25	27.04
Biology-BIO 465	2, 3	26.25	27.04
Biology-BIO 482	2, 3	26.25	27.04
Biology-BIO 482W	2, 3	26.25	27.04
Biology-BIO 483	2, 3	26.25	27.04
Botany-BOT 244	2, 3	183.75	189.26
Chemistry - CHM 111L	2, 3	31.50	32.45
Chemistry - CHM 224	2, 3	31.50	32.45
Chemistry - CHM 231L	2, 3	31.50	32.45
Chemistry - CHM 244	2, 3	31.50	32.45
Chemistry - CHM 332L	2, 3	31.50	32.45
Chemistry - CHM 375	2, 3	31.50	32.45
Chemistry - CHM 418	2, 3	31.50	32.45
Chemistry - CHM 438	2, 3	31.50	32.45
Chemistry-CHM 131	2, 3	26.25	27.04

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Chemistry-CHM 144	2, 3	31.50	32.45
Chemistry-CHM 145	2, 3	31.50	32.45
Chemistry-CHM 419	2, 3	31.50	32.45
Chemistry-CHM149	2, 3	367.50	378.53
CHM436/MBI436/CPB436	2, 3	44.10	45.42
Clinical Experience -Teacher Education-EDP 605	2, 3	142.80	147.08
Clinical Experience -Teacher Education-EDP 605		315.00	324.45
TPA Testing	2, 3		
EDL 195 Facilitation & Group Dynamics	2, 3	157.50	162.23
Education Leadership - EDL 290 R	2,3	52.50	54.08
Family Studies and Social Work -FSW 762	2, 3	52.50	54.08
Family Studies and Social Work -FSW 763	2, 3	52.50	54.08
Family Studies and Social Work-FSW 412	2, 3	52.50	54.08
Family Studies and Social Work-FSW 661	2, 3	52.50	54.08
Fashion Design-FAS 150B	2, 3	42.00	43.26
Fashion Design-FAS 211	2, 3	31.50	32.45
Fashion Design-FAS 212	2, 3	42.00	43.26
Fashion Design-FAS 221 A	2, 3	94.50	97.34
Geology-GLG 115L	2, 3	26.25	27.04
Geology-GLG 201	2, 3	26.25	27.04
Geology-GLG 204	2, 3	26.25	27.04
Geology-GLG 301	2, 3	26.25	27.04
Geology-GLG 322	2, 3	26.25	27.04
Geology-GLG 354	2, 3	26.25	27.04
Geology-GLG 357	2, 3	26.25	27.04
Geology-GLG 428	2, 3	26.25	27.04
Geology-GLG 482	2, 3	26.25	27.04
Gerontology- GTY 110	2,3	52.50	54.08
Gerontology- GTY 310	2,3	52.50	54.08
IMS 351 all section	2, 3	68.25	70.30
Kinesiology and Health - KNH194L	2, 3	36.75	37.85
Kinesiology and Health -KNH 104	2, 3	157.50	162.23
Kinesiology and Health -KNH 182	2, 3	27.30	28.12
Kinesiology and Health -KNH 183.L	2, 3	27.30	28.12
Kinesiology and Health- KNH 184.L	2, 3	34.65	35.69
Kinesiology and Health- KNH 203	2, 3	157.50	162.23
Kinesiology and Health- KNH 244.L	2, 3	34.65	35.69
Kinesiology and Health- KNH 284	2, 3	27.30	28.12
Kinesiology and Health- KNH 285.L	2, 3	27.30	28.12
Kinesiology and Health- KNH 287.L	2, 3	27.30	28.12
Kinesiology and Health -KNH 288	2, 3	27.30	28.12
Kinesiology and Health -KNH 289	2, 3	27.30	28.12
Kinesiology and Health -KNH 381.L	2, 3	34.65	35.69

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Kinesiology and Health -KNH 382	2, 3	34.65	35.69
Kinesiology and Health -KNH 404	2, 3	157.50	162.23
Kinesiology and Health -KNH 4532 Active Work Station	2, 3	36.75	37.85
Kinesiology and Health -KNH 468.L	2, 3	34.65	35.69
Kinesiology and Health- KNH 484	2, 3	27.30	28.12
Kinesiology and Health -KNH 568.L	2, 3	32.55	33.53
Kinesiology and Health -KNH 668	2, 3	32.55	33.53
Kinesiology and Health -KNH 683	2, 3	32.55	33.53
Kinesiology and Health -KNH 688	2, 3	32.55	33.53
Kinesiology and Health-Basketball Officiating Course-KNH 121	2, 3	147.00	151.41
Kinesiology and Health-KNH 122	2, 3	147.00	151.41
Kinesiology and Health-KNH 150.G	2, 3	346.50	356.90
Kinesiology and Health-KNH 150.I	2, 3	346.50	356.90
Kinesiology and Health-KNH 150.J	2, 3	252.00	259.56
Kinesiology and Health-KNH 150.K	2, 3	252.00	259.56
Kinesiology and Health-KNH 150.B	2,3	189.00	194.67
Microbiology-MBI 123	2, 3	26.25	27.04
Microbiology-MBI 143	2, 3	26.25	27.04
Microbiology-MBI 161	2, 3	26.25	27.04
Microbiology-MBI 201	2, 3	26.25	27.04
Microbiology-MBI 201H	2, 3	26.25	27.04
Microbiology-MBI 223	2, 3	26.25	27.04
Microbiology-MBI 333	2, 3	63.00	64.89
Microbiology-MBI 405	2, 3	26.25	27.04
Microbiology-MBI 415	2, 3	26.25	27.04
Microbiology-MBI 425	2, 3	26.25	27.04
Microbiology-MBI 435	2, 3	26.25	27.04
Microbiology-MBI 465	2, 3	26.25	27.04
Microbiology-MBI 475	2, 3	26.25	27.04
Microbiology-MBI 487	2, 3	31.50	32.45
Microbiology-MBI 488	2, 3	63.00	64.89
Microbiology-MBI 489	2, 3	63.00	64.89
Music-MUS 100E	2, 3	110.25	113.56
Music-MUS 112	2, 3	21.00	21.63
Music-MUS 232A	2, 3	24.15	24.87
Music-MUS 232B	2, 3	24.15	24.87
Nursing-NSG 261	2, 3	221.76	228.41
Nursing-NSG 262	2, 3	221.76	228.41
Nursing-NSG 352	2, 3	221.76	228.41
Nursing-NSG 354	2, 3	221.76	228.41
Nursing-NSG 362	2, 3	221.76	228.41

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Nursing-NSG 364	2, 3	221.76	228.41
Nursing-NSG 420	2, 3	221.76	228.41
Nursing-NSG 431	2, 3	221.76	228.41
Nursing-NSG 452	2, 3	221.76	228.41
Nursing-NSG 462	2, 3	221.76	228.41
Nursing-NSG 464	2, 3	221.76	228.41
Physics-PHY 103	2, 3	26.25	27.04
Physics-PHY 161	2, 3	26.25	27.04
Physics-PHY 162	2, 3	26.25	27.04
Physics-PHY 191	2, 3	26.25	27.04
Physics-PHY 191H	2, 3	26.25	27.04
Physics-PHY 192	2, 3	26.25	27.04
Physics-PHY 286	2, 3	26.25	27.04
Physics-PHY 293	2, 3	26.25	27.04
Physics-PHY 294	2, 3	26.25	27.04
Physics-PHY 471	2, 3	26.25	27.04
Psychology- PSY 351	2, 3	52.50	54.08
School Psychology Testing Library Fee	2, 3	52.50	54.08
Speech Pathology and Audiology-SPA 605	2, 3	105.00	108.15
Speech Pathology and Audiology-SPA 750	2, 3	105.00	108.15
Teacher Education-ART 419	2, 3	150.15	154.65
Teacher Education-ART 419 TPA Testing Fee	2,3	315.00	324.45
Teacher Education-EDP 419F	2, 3	150.15	154.65
Teacher Education-EDP 419F TPA Testing	2, 3	315.00	324.45
Teacher Education-EDT 419 (all modifiers except O and I) Field Placement Supervisor	2, 3	150.15	154.65
Teacher Education-EDT 419 (all modifiers except O and I) TPA Testing	2, 3	315.00	324.45
Teacher Education-EDT 519	2, 3	142.80	147.08
Teacher Education-EDT 519 TPA Testing	2, 3	157.50	162.23
Teacher Education-EDT 519A	2, 3	142.80	147.08
Teacher Education-EDT 519A TPA Testing	2, 3	157.50	162.23
Teacher Education-MUS 175	2, 3	72.45	74.62
Teacher Education-MUS 355	2, 3	72.45	74.62
Teacher Education-MUS 359	2, 3	72.45	74.62
Teacher Education-MUS 419	2, 3	150.15	154.65
Teacher Education-MUS 419 TPA Testing Fee	2,3	315.00	324.45
Theatre- THE 292	2,3	105.00	108.15
Theatre-THE 131	2, 3	17.85	18.39
Theatre-THE 151	2, 3	78.75	81.11
Theatre-THE 210B	2, 3	94.50	97.34
Theatre-THE 210E	2, 3	57.75	59.48
Theatre-THE 253	2, 3	12.60	12.98

Miami University FY 2027 - Academic Year 2026 – 2027 Miscellaneous Fees

Theatre-THE 258	2, 3	105.00	108.15
Theatre-THE 455F	2, 3	210.00	216.30
Sports Leadership Management-Goggin Ice Center Classes-(broomball, hockey, & skating)	2, 3,11	63.00	64.89
Outdoor Pursuit Center Courses- SLM 150.A	2, 3,11	189.00	194.67
Outdoor Pursuit Center Courses- SLM 150.B	2, 3,11	189.00	194.67
Outdoor Pursuit Center Courses- SLM 150.C	2, 3,11	189.00	194.67
Sports Leadership Management SLM 150.E	2, 3,11	346.50	356.90
Sports Leadership Management SLM 150.F	2, 3,11	346.50	356.90
Sports Leadership Management SLM 150.H	2, 3,11	346.50	356.90
Art-ART 171	2, 3	26.25	27.04
Anthropology-ATH496		157.50	162.23
Biology-BIO 433 (formerly BIO333)	2, 3	26.25	27.04
Biology-BIO 433W (formerly BIO333W)	2, 3	26.25	27.04
Speech and Hearing Clinic Charges			
Conformity Service Evaluation	6	125.00	125.00
Earmold Impression Service	6	30.00	30.00
Dispensing Service Fee - Monaural	6	150.00	150.00
Dispensing Service Fee - Binaural	6	300.00	300.00
Dispensing Service Fee - CROS	6	150.00	150.00
Dispensing Service Fee - BICROS	6	300.00	300.00
Student Affairs			
Activity No-Show Fee		10.00	10.00
Student Counseling Services			
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
Student Health Services			
Appointment No-Show Fee		20.00	20.00
Insurance Waiver - Late Processing Fee		35.00	35.00
Miscellaneous OTC Personal Health Products		.10 - .51	.10 - .51
Rinella Tutoring Fee		15.00	15.00
Student health services charges health insurance plans for usual and customary rates per industry practice		0.00	0.00
Student Legal Services			
Student Legal Services, per year		20.00	20.00

Miami University FY 2027 - Academic Year 2026 – 2027 Miscellaneous Fees

Student Orientation Program		
Confirmation Deposit (Oxford Pathway program)	95.00	95.00
Orientation Housing per night	35.00	35.00
Orientation Meal (per person)	30.00	30.00
Orientation Parking Fee	3.00	3.00
Pre-Semester Pilot Program	250.00	250.00
Regional Orientation & Registration Fee (S.O.A.R) NOTE: Non-Refundable	40.00	40.00
Substance Abuse Violations		
Chemical abuse education program	200.00	200.00
Substance abuse assessments	\$0-200	\$0-200
Two hour substance abuse program	\$0-200	\$0-200
Two hour tobacco cessation program	150.00	150.00
Test Administration Fee		
CLEP	20.00	20.00
Distance Learning Exam	20.00	20.00
MAT Exam	20.00	20.00
Textbook/Material		
Miami Inclusive Access Textbook	at cost	at cost
Theatre		
General Admission-Students required to attend for class (THE 191)	6.00	6.00
Transcript		
Regular orders, per copy	8.00	8.00
Special orders, per copy	12.00	12.00
Wilks Leadership Institute		
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	126.00	126.00

Miami University FY 2027 - Academic Year 2026 – 2027 Miscellaneous Fees

Notes:

- (1) Non-refundable.
- (2) Subject to partial refund of fee paid upon withdrawal as determined by the Senior 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.

THRIVE Initiatives

About this update

This update is intended to provide a concise, portfolio-level view of the status of THRIVE initiatives, with consistent information on progress, outcomes, and spending.

Funding & Time Horizon

THRIVE initiatives are funded through **annual budget allocations**, with most initiatives designed to unfold over a **multi-year period**. Accordingly, financial information in this update reflects spending relative to approved **Year 1 allocations**, with **Year 2 budgets** showing for context and transparency.

How Progress is Assessed

We are assessing initiative progress using a combination of:

- Advancement towards intended outcomes and milestones
- Alignment with approved strategic scope
- Spending relative to authorized budgets

To support consistent and transparent monitoring and reporting, the University is implementing **Achievelt** as a centralized platform to track initiative milestones, documentation, and progress. Achievelt provides a structured framework for managing initiatives, including defined goals, activities, timelines, and measures of success.

Emphasis is placed on whether initiatives are progressing as planned and are positioned to deliver expected results.

Using This Document

The following page provides a portfolio-level snapshot of progress and spending across all THRIVE initiatives. Subsequent pages include **one-page initiative briefs** hyperlinked from the Executive Summary for board members seeking more detailed information on specific initiatives.

Unless otherwise noted, **no board action is requested at this time**.

Executive Summary

THRIVE implementation continues to progress on schedule, with initiatives remaining within budget, advancing in alignment with the approved scope, and several demonstrating strong early momentum.

Regional campus [nursing](#) enrollment has increased 24% year over year, with key infrastructure and regulatory milestones advancing as planned. [Miami Online](#) exceeded this year's enrollment targets, and continued strong summer pipeline indicators. The [Strategic Enrollment Market Capitalization](#) initiative continues to advance, with the hyperpersonalization strategy underway, the 'Shrink the Web' digital experience initiative is 54% complete, and recent brand research confirms Miami's differentiated value proposition among target audiences.

The Advanced Manufacturing Hub and broader Polytechnic initiative continues to build momentum. The Ohio Department of Higher Education approved the degree name change for the Bachelor of Science in Engineering Technology (new name). Two new degree proposals have been submitted to ODHE for approval: 1. Engineering Technology - Associate in Applied Science; 2. Mechatronics Engineering Technology - Associate in Applied Science. The Director of Workforce, Partnerships, and Community Engagement is continuing to drive employer engagement around co-ops, internships, and donations of equipment and funding.

[Urban Bridges](#) continues to advance through expanded student programming, alumni engagement, and growing visibility in the Cleveland market. Spring highlights include 30 students participating in a Cleveland Career Trek in March that corresponded to the soft launch of the physical location. Early indicators suggest that Cleveland area applications are up 2.4% from last year.

[Disruptive technology initiatives](#) in AI and quantum computing continue to move forward, with the AI Subcommittee completing its work to establish the Miami AI Center and leadership searches underway for key roles. Faculty engagement and research activity in quantum computing remain strong, with continued progress in grant submissions and workforce-facing programming.

The [Office of Strategic Transformation](#) continues to advance foundational partnership work, with core elements of the partnership model now in place and early engagement with priority partners underway. The recent hiring of a Director of Strategic Planning is strengthening performance tracking and initiative coordination, and notable partnership activity includes growth in the Cleveland Clinic, with 26 internships and a contributing to expanded student opportunities and institutional visibility.

Across student experience initiatives, the [Neighborhoods](#) and [Hallmark Experiences](#) initiatives are advancing toward full implementation. The new neighborhood structure is operationally in place for the upcoming academic year, and is expected to save \$133k in costs in FY27. Miami Central has launched successfully with strong early adoption and continued rollout of key features. [Alumni Engagement](#) efforts are progressing, with new staffing and strategy development focused on strengthening connections with recent graduates and building long-term engagement pathways.

Academic transformation efforts continue through the [Streamline Curriculum](#) initiative (Miami Integrated Learning Experience), which is on track for Board approval. Planning is underway to support a Fall 2027 launch.

Overall, THRIVE implementation is proceeding as intended, with most initiatives under budget, early indicators across enrollment, partnerships, and program development suggesting a positive trajectory, and marketing, enrollment, and student experience initiatives expected to collectively contribute to future net tuition revenue growth over the next several years.

THRIVE FINANCIAL SUMMARY: OVERVIEW

Miami's THRIVE initiative launched with a two-year allocation of \$10.9 million. As of May 2026, \$3.4 million has been spent — 58% of the Year 1 budget — with \$2.5 million remaining in Year 1. That pace reflects a deliberate, phased ramp: several initiatives began slow by design, and two others shifted timelines due to faster-than-expected progress or personnel changes.

REVENUE

We are measuring ROI for THRIVE initiatives in two ways. For those initiatives that we can either measure partnership dollars for or can directly assign growth in headcount (programs such as Nursing, Miami Online, or initiatives such as partnerships), we are measuring revenue directly. Although it is still early for these to have generated revenue because it is the first year of execution, these initiatives have generated close to \$10 million to date, led by Partnerships (Cleveland Clinic and quantum research). While the partnerships revenue is essentially cost-neutral (it funds new and existing activities), it highlights growing opportunities for the university in its Cleveland Urban Bridge, as well as its nursing program. Online Expansion exceeded its revenue target by 6% for the year, bringing in \$582K despite a procurement delay that slowed its start-up.

Other initiatives do not permit us to directly attribute revenue growth to them. These initiatives as a bundle are expected to enable us to increase net tuition revenue (NTR). The initiatives designed to grow net tuition revenue (NTR) — Hyperpersonalization, Bold Value Proposition, Untapped Audiences, and others — are longer-horizon investments expected to produce a \$3–6 million annual NTR lift within three to five years, assuming current trajectories hold.

KEY VARIANCES

Urban Bridges shows a 584% spend rate against its Year 1 budget. This reflects a deliberate decision to accelerate the Urban Bridge initiative by 18 months; \$1.5 million was moved forward from Year 2. The initiative is ahead of schedule strategically.

Transfer Center shows \$0 spend out of a \$91K budget. A key personnel departure prompted an initiative pivot. This means that the FY 27 revenue forecast of \$361,000 is now anticipated to be \$180,500 before growing in subsequent years.

Overall, first-year spend was only 58% of budget. This largely reflects two forces: a slower-than-anticipated start on several initiatives, as well as aggressive budget planning by teams in Phase 2 that execution teams were able to re-visit in Phase 3. For example, Strengthen Alumni Engagement cut \$75K from its budget by forgoing office renovation. The Urban Bridge initiative had budgeted \$3m for a physical location, but we only used \$1.5m.

THRIVE Initiative — Financial Overview

Board of Trustees Pre-Read | May 2026 | Figures in \$000s unless noted

Initiative	Strategic Bucket*	FY26 Actual Spend	% of Yr 1 Budget	Yr 1 Balance Remaining	FY26 Revenue Actual (% of goal)	FY27 Projected Allocation (% of original)	NOTES
Experiential Learning	NTR Growth	\$117,167	89%	\$14,689	N/A	\$150,000 (26%)	Pivoting into curriculum revision; budget drops to ~\$150K in FY27
Build an Urban Presence	NTR Growth	\$1,632,542	584%	(\$1,353,077)	N/A	\$1,950,615 (57%)	\$1.5M accelerated from FY27: faster-than-expected progress
Hallmark Experiences	NTR Growth	\$26,753	31%	\$58,247	N/A	\$17,739 (21%)	Software under budget; covered by existing allocations
Hyperpersonalization	NTR Growth	\$302,188	44%	\$377,797	N/A	\$305,981 (100%)	Multi-year initiative; intentional pace
Bold Value Proposition	NTR Growth	\$184,159	90%	\$20,841	N/A	\$75,000 (100%)	On track
Untapped Audiences	NTR Growth	\$216,213	39%	\$345,225	N/A	337366 (100%)	On track after slow start.
Student News Bureau	NTR Growth	\$2,231	1%	\$362,784	N/A	\$155,354 (100%)	Budget tracking lower than expected; re-evaluating needs
Choose Miami Scholars	NTR Growth	\$0	-	\$0	N/A	\$100,000 (100%)	Launches next year
Neighborhood Quads	NTR Growth	\$0	-	\$0	N/A	-	Cost savings begin FY27 through 2032
Nursing Expansion	Revenue-Scored	\$0	0%	\$0	N/A	\$2,254,241 (100%)	\$2M Pearson renovation likely unnecessary — reallocation pending analysis of further needs
Partnerships	Revenue-Scored	\$1,143,587	95%	\$65,444	\$9,800,000 (6533%)	\$1,027,955 (100%)	Exceptional: \$9.8M actual vs \$150K target . Cleveland Clinic & quantum.
Polytechnic	Revenue-Scored	\$1,336,117	60%	\$885,664	N/A	-	\$5M JobsOhio revenue projection - NOT yet confirmed revenue.
Online Expansion	Revenue-Scored	\$42,138	100%	-	\$582,261 (106%)	\$0 (no THRIVE allocation for FY27)	Revenue target exceeded (106%) . Initiative complete.
Transfer Center	Revenue-Scored	\$0	0%	\$91,285	N/A	-	Personnel departure slowed launch; restructured for FY27; will rollover unspent funds
Disruptive Tech / AI	Revenue-Scored	\$19,963	10%	\$180,037	\$0 (0%)	\$436,094 (100%)	\$7M Ohio Quantum Institute may offset. Center forming in June and no AI grants attributed to initiative until after it is formed (so \$40K in grant overhead not realized)
Young Alumni Engagement	Revenue-Scored	\$15,369	5%	\$306,444	\$0 (0%)	\$237,726 (72%)	Slow start on hiring and gaining momentum but savings of \$162,188 in FY26 relative to budget, and \$90,315 in FY27 (EMSS picking up one position)
TOTAL THRIVE INVESTMENT		\$5,038,427	58%	\$3,714,219	\$10,382,261	\$4,533,646 (64%)	

*Net tuition revenue (NTR) growth initiatives are bundled as a group to measure ROI. As a bundle, these initiatives are expected to increase net tuition revenue by \$3M–\$6M annually within 3–5 years. In contrast, revenue-scored initiatives can be independently scored for ROI via headcount or donations, etc.

OVERARCHING PILLAR | PARTNERSHIPS

INITIATIVE 1 | Launch Office of Strategic Transformation

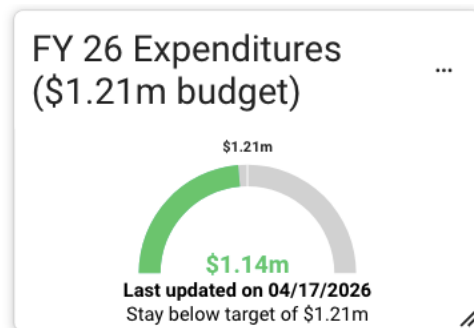
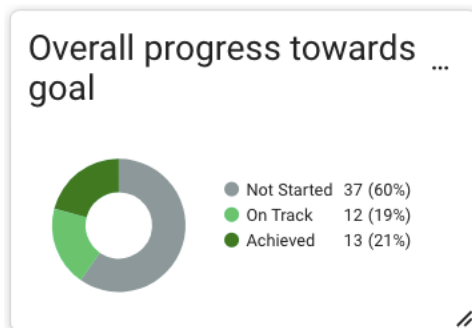
This university-wide partnership office will deploy a management framework that will include partner categorization, tiering, and a customer relations database to establish a comprehensive understanding of how best to engage priority partners across divisions and departments.

- Increases long-term value for both Miami and its partners through more intentional and strategic engagement
- Prioritizes key partners to focus effort on high-potential relationships
- Expands opportunities for grants, donations, and new revenue streams

Current Status

The Office of Strategic Transformation continues to advance foundational work in support of a coordinated, university-wide partnership strategy and THRIVE implementation. Core elements of the partnership model are now in place, including a **defined mission, structure, and service offerings** spanning partnership coordination, research collaboration, and corporate engagement. An inventory of existing partnerships has been completed, along with the development of a **prioritized portfolio of high-value partners** to guide engagement efforts. Early partnership activity is contributing to expanded internship opportunities, new academic collaborations, and increased institutional visibility. Engagement with priority partners is underway, with notable examples including continued growth in the **Cleveland Clinic partnership (25 student internship placements this summer)**, new course-based collaboration, and expanded engagement with the **Cincinnati Bengals**, generating student opportunities and enhanced institutional exposure.

Operational capacity is also strengthening. A **Director of Strategic Planning was hired in March 2026** to support data tracking, performance monitoring, and initiative coordination across the THRIVE portfolio. Work is underway to standardize partnership development processes and strengthen alignment across campus units as the work transitions to sustained execution.



STRATEGIC PILLAR 1 | LEADING IN INNOVATION, EMERGING TECHNOLOGIES, AND WORKFORCE DEVELOPMENT

INITIATIVE 2 | Lead in Disruptive Technology

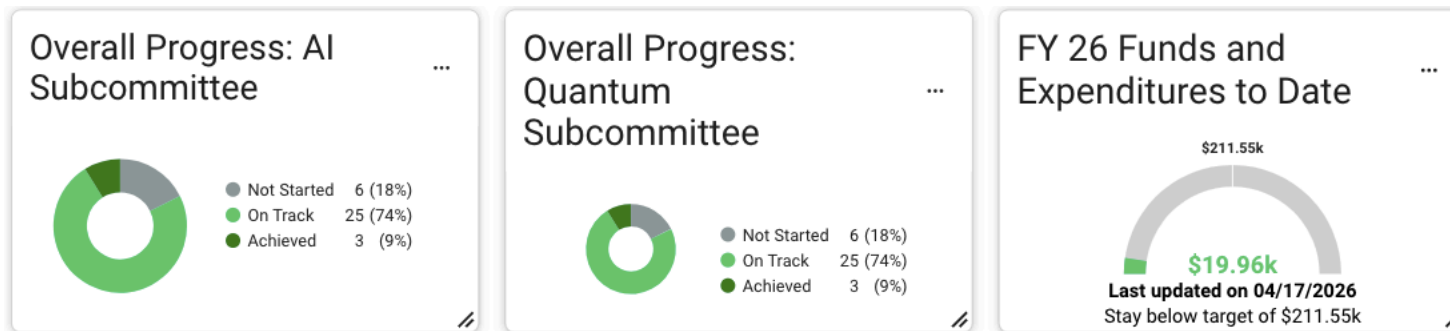
Develop centers for artificial technology (AI) and quantum computing, and coordinate their work with the existing Center for Analytics and Data Science (CADS), establishing Miami as a leader in cutting-edge, interdisciplinary education.

- New degree programs in quantum-related fields
- Coordinated and evaluated AI degrees and programming to reduce silos
- A university-wide AI literacy course
- Expanded industry partnerships in AI and quantum
- Increased external grant funding and faculty research activity

Current Status

The THRIVE AI Subcommittee has completed its work preparing for the establishment of the Miami AI Center. A **proposal for an AI Center Director has been approved by the Interim Provost**. The appointment of a director will initiate the Center's launch. At that point, remaining deliverables will be handed off, and the subcommittee will conclude its work having met its core objectives. The **AI Symposium drew an estimated 475 attendees** over one and a half days. This included a highly attended evening event at Taylor Auditorium featuring a high-tech venture capitalist and a recent Miami graduate working at Cursor.ai, a \$50B company operating at the leading edge of the AI economy. The Symposium included learning sessions, hands-on skill-building opportunities, and a showcase of output from Miami's **first AI Hackathon**. The **AI in the Majors** effort, led through the Provost's Office, remains on track to deliver the academic program goals of the initiative. Survey work from the AI Subcommittee is informing this effort as well as related work across the institution.

The quantum initiative continues to build momentum. **The search for the inaugural Director of the Ohio Quantum Computing Institute is underway**. Progress toward key success metrics remains strong, including **10 faculty engaged in quantum-related research or projects**, multiple research grant proposals submitted, development of a **Quantum STEM community outreach workshop**, and the **Quantum mini-course series** approaching final production.



STRATEGIC PILLAR 1 | LEADING IN INNOVATION, EMERGING TECHNOLOGIES, AND WORKFORCE DEVELOPMENT

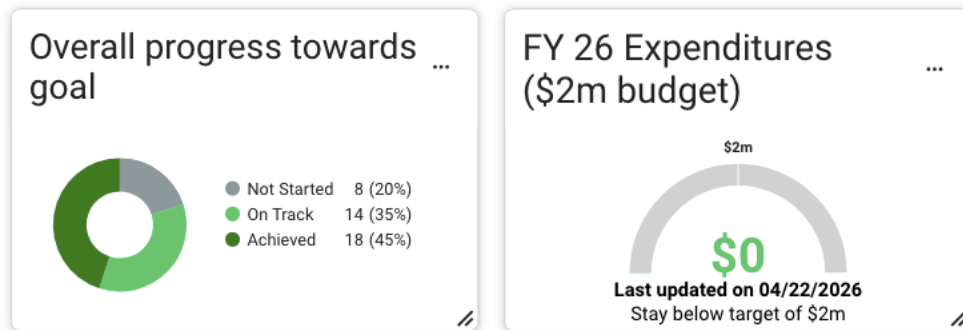
INITIATIVE 3 | Expand Nursing

A multi-tiered approach to expand the capacity and impact of undergraduate and graduate Nursing programs.

- Increases enrollment in the regional campus nursing program and across graduate nursing programs
- Partners with Miami Online to expand graduate programs
- Build a nursing clinical partnership in Northeast Ohio

Current Status

Progress on the nursing program expansion continues across enrollment, facilities, and regulatory processes. **Fall 2026 regional campus nursing enrollment currently stands at 105 accepted students, reflecting a 24% increase over Fall 2025.** Final enrollment will be confirmed by mid-May pending successful completion of spring coursework. A waitlist of qualified applicants has been established, indicating sustained interest in the program. A key milestone includes the **fully executed clinical affiliation agreement with University Hospitals.** Sublease negotiations for nursing-designated instructional space in Northeast Ohio are ongoing, and preliminary facility designs have been developed. Operational readiness is targeted for Summer 2027. University Communications and Marketing has developed a draft promotional flyer, and FAQ website content has been completed in support of recruitment and program launch. Regulatory processes remain on track. The Ohio Department of Higher Education application, submitted **February 18, 2026**, is currently under review. Notification to the Ohio Board of Nursing was completed on **March 4**. The substantive change form for the new **PMHNP program** has been completed and is scheduled for submission to **CCNE on May 24, 2026**, in accordance with required timelines.



STRATEGIC PILLAR 1 | LEADING IN INNOVATION, EMERGING TECHNOLOGIES, AND WORKFORCE DEVELOPMENT

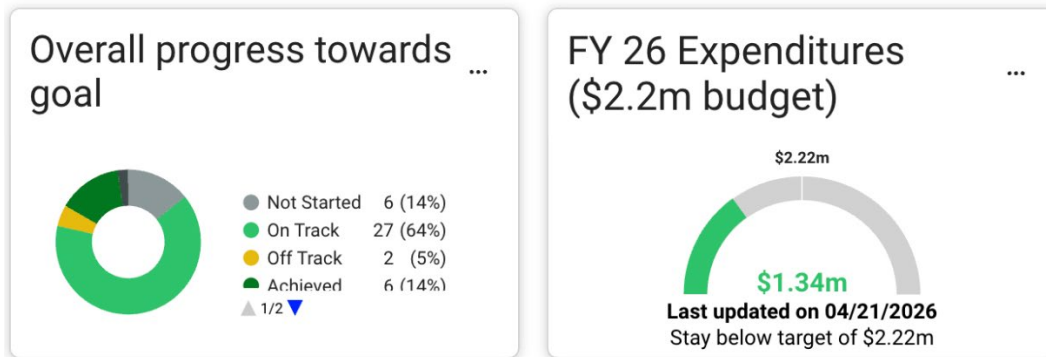
INITIATIVE 4 | Launch a Polytechnic Campus

The Miami University Polytechnic prepares students for high-demand workforce fields through applied, technology-enabled, hands-on education.

- Builds on the existing partnership with Butler Tech to expand advanced manufacturing education
- Addresses workforce shortages and supports socioeconomic mobility
- Leverages external funding opportunities, including grants and consortium-based support
- Generates revenue and cost efficiencies through enrollment growth, industry partnerships, upskilling programs, and microcredentials

Current Status

The Polytechnic initiative continues to advance across academic programming, workforce partnerships, and operational planning, with strong alignment to regional workforce needs. Enrollment pipelines including Butler Tech, and pipeline development through the **Polytechnic Early College Academy** is strong. Industry engagement continues to expand, with new and ongoing partnerships supporting co-op, internship, and workforce training opportunities. The **Advanced Manufacturing Hub** has a **\$440,000 in-kind commitment from Yaskawa America**, and a **\$100,000 Honda grant** to add Mitsubishi robots to the Hub. Progress on academic programming remains on track. **Two new degree proposals — Engineering Technology and Mechatronics Engineering Technology (both Associate in Applied Science)** — have been submitted to ODHE for approval. Development of the **Polytechnic Core curriculum** is advancing, with a three-course outline ready to be shared with the Council of Chairs. Career development and work-based learning efforts are also advancing. A **co-op pilot program is launching in Fall 2026**, and a recent **career fair drew 34 employers and 71 students**, with employer feedback noting strong student engagement. Operational and planning efforts are progressing as expected. The **Polytechnic proforma** is in final review, and the **Hamilton Master Plan** has been presented and is moving through review prior to Board consideration.



STRATEGIC PILLAR 2 | GROW ENROLLMENT AND EXPAND ACCESS

INITIATIVE 5 | Drive Strategic Enrollment Market Capitalization

This initiative brings together UCM efforts to create a Bold Value Statement, develop a hyperpersonalization strategy, and launch a student news bureau with EMSS efforts to establish a transfer center, reach untapped audiences, and create a scholarship program enabling Ohio families with incomes of \$75,000 or less to enroll at Miami tuition-free. These initiatives aim to:

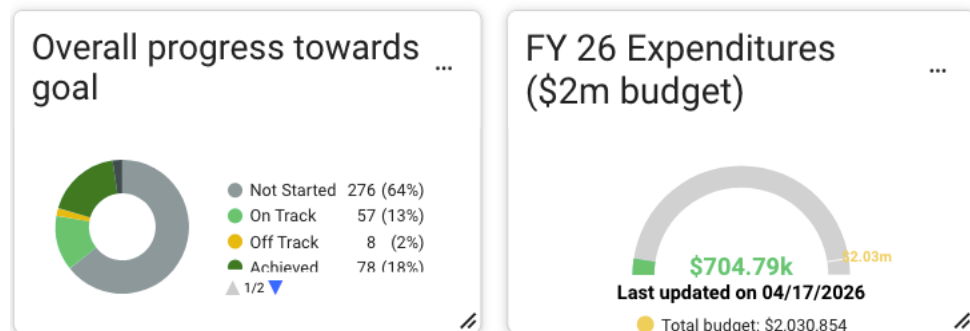
- Develop a clearly defined bold value proposition and communications plan to differentiate Miami from the competition
- Target multi-channel marketing and place regional admissions recruiters in key markets
- Launch a student-staffed news bureau to ensure that students communicate and market their authentic experience
- Streamline transfer enrollment, grant more credit for prior learning, and remediate anti-transfer policies and practices
- Enable Ohio families with incomes of \$75k or less to enroll at Miami tuition free

Current Status

Implementation of the University's hyperpersonalization strategy is underway, supported by new technology partnerships with **Oodle and Contentstack**. Development is progressing following system audits, with internal teams building capacity to support long-term platform management.

The **"Shrink the Web"** initiative is **54% complete** and is streamlining the user experience by reducing multi-step navigation and increasing direct conversion pathways. Early AI-enabled enhancements are in place, with additional capabilities being scaled in collaboration with campus partners.

Recent parent and family perception research reinforces Miami's strong value proposition, particularly among out-of-state families, with consistent alignment around **career outcomes and return on investment**. Miami's designation within the **"Academic" brand neighborhood** makes it the **only public university in Ohio** to achieve this status. These insights are informing the next phase of the **"Untapped Audiences"** initiative, including new marketing campaigns and family-facing presentations.



STRATEGIC PILLAR 2 | GROW ENROLLMENT AND EXPAND ACCESS

INITIATIVE 6 | Expand Miami Online

Refocus efforts on building out and expanding Miami Online to reach untapped, non-traditional, student, adult learner, and career professionals seeking to upscale skills.

- Review and engage an outside firm to provide rapid admission coaching and marketing
- Reconfigure existing admission and registration standards to permit rapid and more frequent enrollment start dates
- Review existing Miami programs to reengineer for the online environment and strategically add new programs

Current Status

Miami Online continues to demonstrate positive enrollment momentum. **New online graduate headcount increased 17.9% year over year**, with Summer 2026 confirms running well ahead of prior year and several key programs pacing strongly. Fall 2026 admits and confirmations are currently tracking in line with prior year and are expected to build toward targeted goals.

Undergraduate online enrollment reflects a transitional year. While Spring 2026 enrollment came in below target, this was largely driven by planned transitions in marketing, admissions, and **CRM consolidation** to support future growth. Across the full year, new undergraduate enrollment remained flat year over year. With infrastructure now in place and **THRIVE marketing investments underway**, Summer 2026 indicators are trending ahead of prior year, with focus on **strengthening Fall confirmations**.

STRATEGIC PILLAR 3 | DEVELOP CAREER-READY LEADERS & ENHANCE THE STUDENT EXPERIENCE

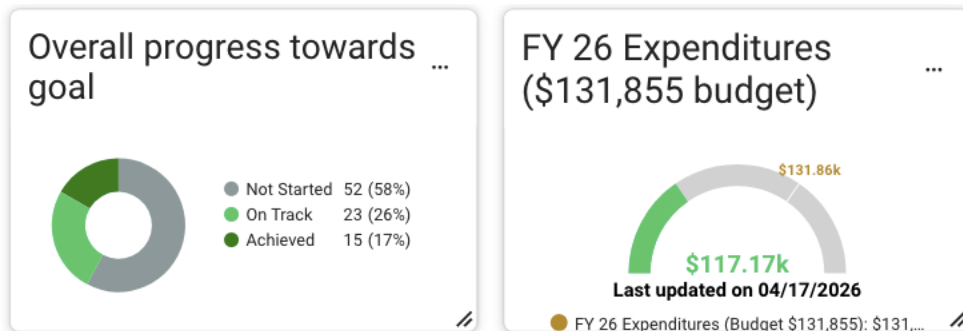
INITIATIVE 7 | Expand Experiential Learning

A new focus on experiential learning, coupled with an Experiential Learning Certificate program, allows students to choose from one of four career readiness pathways.

- Strengthens employment outcomes, increasing employer recognition and alumni confidence in the Miami degree
- Supports growth in graduate enrollment and associated tuition revenue
- Contributes to lower discount rates, freeing resources for reinvestment
- Expands faculty and staff professional development, strengthening instruction, industry connections, and retention

Current Status

Consistent with Bain's recommendation to integrate the Expand Experiential Learning initiative with the redesign of the Miami Plan, Experiential Learning has been **consolidated into the Streamline Curriculum THRIVE initiative**. Consolidation reflects the natural convergence of both workstreams, allows for simplified rollout and tracking, requires supporting only one office instead of two separate offices, and ensures experiential learning remains a priority within the broader curriculum redesign effort. Expenditures associated with this initiative have been captured and are reported below.



STRATEGIC PILLAR 3 | DEVELOP CAREER-READY LEADERS & ENHANCE THE STUDENT EXPERIENCE

INITIATIVE 8 | Build Urban Bridges

Establish a scaled physical presence in Cleveland and where students across a range of majors can participate in real-world experiences, engage in hands-on experiential learning, and gain exposure to certain careers or sectors. Additionally, it will serve as a hub to connect with alumni in the city and partners.

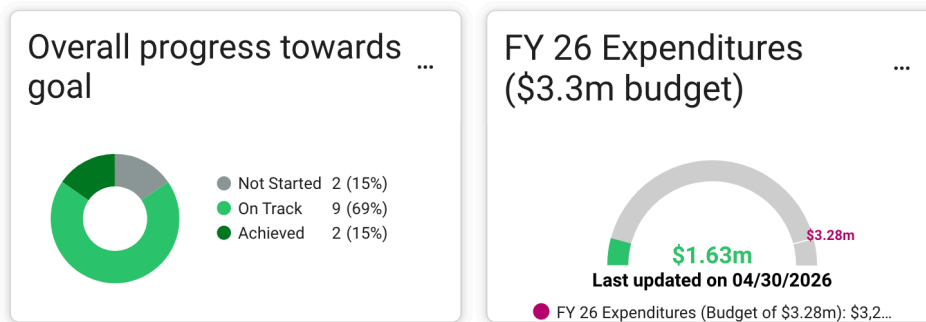
- Improves student career prospects through expanded experiential opportunities and real-world engagement
- Provides faculty with greater access to applied experience, strengthening outcomes and institutional reputation
- Deepens relationships in urban areas, leading to increased donations, mentorships, and support for experiential programs
- Attracts direct financial contributions, grants, and sponsorships aligned with targeted academic programs
- Increases student demand across in-state, out-of-state, and international markets

Current Status

The Urban Bridges initiative continues to advance through expanded student engagement, employer connections, and growing visibility in the Cleveland market. The spring **Career Trek to Cleveland engaged 28 students across 21 majors**, with additional site visits bringing total student participation to **nearly 75 students across multiple programs**.

The **soft launch of the Cleveland Urban Bridge was successful**, including a tour of new office space and strong alumni engagement. The search for the **Director of Urban Bridges** is underway, with **more than 70 applicants** and interviews in progress.

Early indicators of market impact are positive. **Cleveland-area applications are up 2.4% from this time last year**, and Miami's visibility in the city is growing with a third wallscape launched in February.



STRATEGIC PILLAR 3 | DEVELOP CAREER-READY LEADERS & ENHANCE THE STUDENT EXPERIENCE

INITIATIVE 9 | Reorganize Quads into Neighborhoods

Reimagining Miami's residence hall quads into neighborhoods and creating incentives will help faculty and staff partners increase engagement and community within the halls.

- Strengthens students' sense of belonging and community within the residence halls
- Better connects classroom learning with co-curricular and residential experiences
- Reinforces early commitment to Miami during the decision phase
- Helps students find their place at Miami early in their academic career
- Supports higher retention and graduation rates

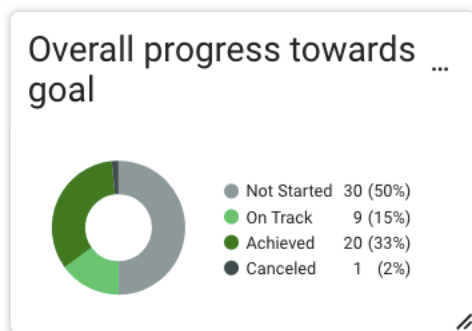
Current Status

The Neighborhoods initiative is progressing as planned, with staffing, operational, and student engagement components advancing. The interview process for **Area Coordinator positions** has been completed, with **recommended hires identified for all eight vacancies**. The majority of these roles will be filled by **internal Residence Life staff**, supporting internal career pathways and continuity within the department. Final hiring timelines are being managed in alignment with broader university budget processes.

Operational readiness is on track. Residence Life and the Campus Services Center have finalized all placements and system updates to reflect the **transition to neighborhood-based housing**. These updates will support the distribution of housing assignment information to students in **early July**.

Planning is underway to support student engagement within the new model. An **affiliation process** is being finalized to allow students additional flexibility in connecting with **Living Learning Communities** aligned with their interests.

*This initiative has no budget, but is using reallocated funds and **will save the university \$133K in FY 2027**.



STRATEGIC PILLAR 3 | DEVELOP CAREER-READY LEADERS & ENHANCE THE STUDENT EXPERIENCE

INITIATIVE 10 | Develop a Hallmark Experience Program

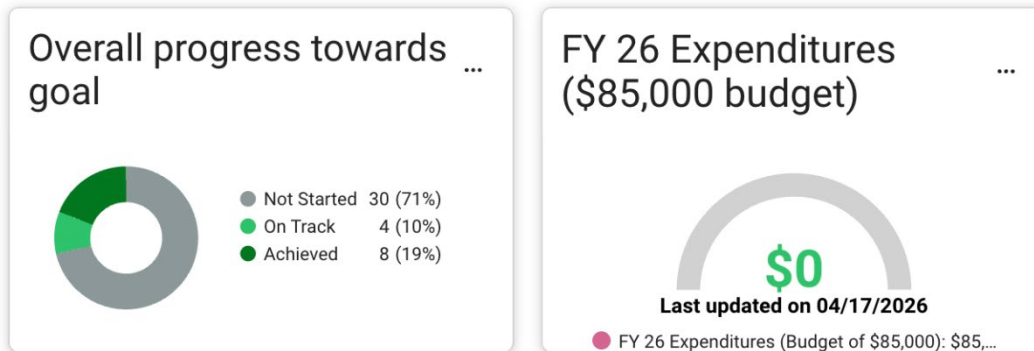
Upgrading engagement and communications technology platforms will help students find, engage in, and reflect on their co-curricular "hallmark experiences" and enhance their experiential learning.

- Improves the quality and personalization of communication with students
- Increases student engagement by clarifying and elevating awareness of co-curricular and extracurricular opportunities
- Strengthens connections between students and alumni
- Produces graduates with stronger resumes, leadership skills, and practical work experience
- Makes the value of a Miami education clearer to both students and employers

Current Status

The Hallmark Experiences initiative is progressing as planned, with the successful launch of the new engagement and communication platform, **Miami Central**. The platform was developed through a cross-divisional effort and reached its **soft launch milestone in early April**, providing student organizations time to onboard ahead of the end of the academic year. Early adoption has been strong, with **more than 130 student organizations and university offices completing registration within the first 10 days**.

Implementation efforts are continuing, with **migration of all student organizations from the existing platform underway** ahead of its **June 30 sunset**. Orientation-related features will be in place for upcoming student onboarding, and the **mobile app remains on track for mid-May release**. Additional platform enhancements and refinements will continue through the summer.



STRATEGIC PILLAR 3 | DEVELOP CAREER-READY LEADERS & ENHANCE THE STUDENT EXPERIENCE

INITIATIVE 11 | Streamline Curriculum

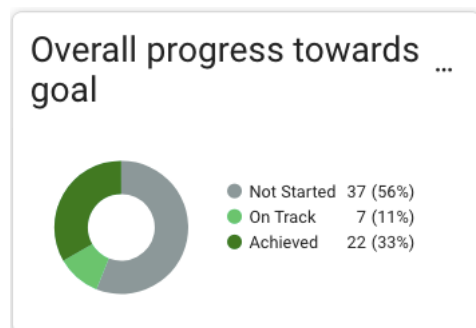
Re-imagine the Miami Plan to make it sustainable, nimble and relevant, while acting from Miami's distinctive mission and values.

- Allows students to navigate the Miami Plan with clear goals and flexible academic pathways
- Supports academic success through better guidance and intentional course planning
- Ensures students graduate with a distinctive, well-rounded education valued by employers and communities
- Encourages coursework that sparks curiosity while deepening subject-matter expertise
- Strengthens preparation for students' first jobs and long-term career growth

Current Status

The **Miami Integrated Learning Experience (MILE)** is on track for **Board approval**, following a year-long, university-wide curriculum reform effort. The proposal has received alignment across key governance bodies, including University Senate, the Liberal Education Council, the Associated Student Government, the Council of Academic Deans, and divisional academic leadership. Early indicators of faculty readiness are strong. Departments across disciplines have responded to a preliminary call for **Applied Skills Courses**, with initial projections suggesting capacity for **75 to 100 course sections** and **more than 3,500 student seats annually**, and learnings and ideas from the Experiential Learning initiative have been shared. Implementation planning is underway. The immediate priority is establishing the **Miami Integrated Learning Office**, which will coordinate course approvals, support portfolio development, manage co-curricular transcript infrastructure, and oversee program assessment. Staffing for this office is in development, with **timely hiring critical to maintaining the planned Fall 2027 launch timeline**.

*There is no budget/revenue associated with this initiative, but in FY27 this initiative will use up to \$150K from the original Experiential Learning budget to support start-up activities and expand experiential learning/applied skills courses.



STRATEGIC PILLAR 4 | ELEVATE MIAMI'S REPUTATION AND VISIBILITY

INITIATIVE 12 | Strengthen Alumni Engagement

Establish deeper and more comprehensive relationships with young alumni who graduated from Miami within the last 10 years, intentionally creating more opportunities for contributions/giving and student engagement while offering opportunities for lifelong education and promoting connectedness between alumni.

- Expands alumni involvement in mentorship, experiential learning, and career pathways that support student success
- Leverages alumni engagement to inform faculty research and strengthen academic programs
- Builds a more loyal base of engaged, younger alumni who contribute financially over time
- Increases recurring and lifetime giving through sustained alumni relationships
- Activates alumni professional networks to generate corporate sponsorships, research grants, and partnerships
- Develops lifelong learning programs that generate tuition revenue and serve both alumni and the broader community

Current Status

The Alumni Engagement initiative is advancing toward a more coordinated and strategic approach to engaging recent graduates, strengthening lifelong connections and the pipeline of future volunteers and donors. Foundational work is underway to define core engagement areas and establish consistent pathways from student to young alumni.

Key implementation progress includes the **hiring and onboarding of the Associate Director, Career Networks**, who is leading efforts to expand career-connected programming, mentoring, and regional engagement. Additional staffing roles, including a **Director of Regional Engagement** (to focus on programming in the Urban Bridges) and an **Assistant Director of Social Media**, are in development to support outreach and engagement efforts. Work is underway to **define and standardize engagement metrics** and improve data tracking across the university. This initiative is delayed because of the lack of a CRM system to track alumni engagement, but will accelerate over the summer.

