MIAMI UNIVERSITY

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BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Board of Trustees Meeting
Oxford Campus
Marcum Conference Center, Room 180's
Friday, September 25, 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 sufficient Trustees present to constitute a quorum. In addition to the Trustees, attending for all or part of the meeting were President Crawford, and President's Executive Cabinet members; Provost Trent Gould; Senior Vice Presidents Jayne Brownell and David Creamer; Vice Presidents Scott Barrett, Rachel Beech, Ande Durojaiye, Jessica Rivinius, David Seidl, Amy Shoemaker, and Randi Thomas; interim Vice Presidents Rick Page and Melissa Thomasson; Senior Advisor to the President Brent Shock; Chief Data Officer Padma Patil; 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)	Zachary Haines
	Steve Anderson	Beth McNellie
	Ryan Burgess	Rick McVey (National Trustee)
	Bill Darling	Lisa Peterson
	Dave Dafoe (National Trustee)	Madison Repass (Student Trustee)
	Bill Ebbing	Mary Schell
	Deborah Feldman	
Absent:	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 welcome two Miami leaders attending our meeting in their official capacity for the first time; Trent Gould our new Provost, and Scott Barrett, our new Vice President for Advancement. Trent and Scott, welcome. We also thank and welcome Rick Page who is serving as our interim Vice President for Research and Innovation, thank you Rick.

In just a few moments we are going to hear from Associate Vice President Padma Patil who will share some wonderful news regarding the U.S. News rankings. We look forward to her remarks, and we look forward to a MiamiTHRIVE update from Brent Shock.

Last month, we celebrated the launch of the new documentary "Cradle of Coaches." Appropriately, the launch was held at Paul Brown stadium, named after Paul Brown, Miami Class of 1930, arguably the greatest football coach ever, and a member himself of the Cradle of Coaches. It is an exceptional documentary, and it was an incredible event; thank you to everyone who made it happen; from University Communications and Marketing, to Resolve productions, to Advancement, to NBC Peacock, to the Bengals, to Intercollegiate Athletics, and to Miami Libraries, who shared some incredible memorabilia with the guests.

Since our last meeting much has occurred. A large "M" appeared in a prominent location near Shriver Center. The Fall 2026 First-Year Cohort arrived, over 4,500 strong…….and many of them took a picture at the M!

Like these new students, we look forward to an exciting year for Miami. And there is a great deal to be excited about:

Our Luxembourg Campus has a new Executive Director, Stephanie Shaheen, the first ever Director who studied in Luxembourg as a Miami student. Congratulations, Stephanie.

This Fall, thirteen academic departments begin incorporating AI into their curriculum, with more to follow in the future.

In response to student input gathered through the Student Wellness Advisory Group, the mental health initiative "I'm Listening" is being rolled out this semester.

Miami Central has now officially replaced the Hub as the student engagement and communications platform.

Arena construction has begun, and our students are enjoying the incredible new recreational facilities at Millett and at Chestnut Fields.

And later today, we will cut the ribbon on a renovated Bachelor Hall.

On top of this, we are located in the state, Ohio, which was named by CNBC as number 1 - America's Top State for Business in 2026.

At our last meeting in June, we celebrated the 10th anniversary since our President, Greg Crawford and Ambassador Renate Crawford, assumed leadership of this great university we all love. He is now "Dean" of all public universities in Ohio. Once again, thank you President Crawford for your stewardship of Miami and all you and Renate continue to do to make it a

special place.

And finally, the thing I am most looking forward to as we end this meeting and celebrate Homecoming is happening this evening, with Mix It Up - A Flavorman Tasting Experience with Trustee Dave Dafoe, thank you Dave for hosting this hands-on flavor adventure.

That concludes my remarks,

Love and Honor

Comments from the Public

The Board heard from two members of the public.

U.S. News Rankings Update

Chief Data Officer Padma Patil provided the Board of Trustees with an update on Miami University's performance in the 2027 U.S. News & World Report rankings, highlighting significant improvements in the University's national standing. She reported that Miami advanced 10 positions to 133rd among all national universities and nine positions to 65th among public national universities, maintaining its position as the second-highest-ranked public university in Ohio. She also highlighted Miami's continued strength in undergraduate education, with the University improving two positions to 10th nationally for Best Undergraduate Teaching. Additional improvements included rankings of 32nd in undergraduate engineering programs at institutions without doctoral engineering programs, 83rd in undergraduate business, and 110th in economics. Miami also earned a new ranking of 52nd nationally in accounting. She discussed a new U.S. News ranking metric, Earnings by Major, which replaced the median federal loan debt measure and accounts for 5% of the overall ranking methodology. This measure compares graduates' earnings by major with typical earnings within four years of graduation. Miami ranked 94th nationally and 26th among public universities on this measure, placing first among Ohio's national universities and highlighting the economic value of a Miami education.

AVP Patil also discussed the relationship between institutional research classification and national rankings, particularly the influence of Carnegie R1 research status on peer assessment scores. She noted that R1 institutions are strongly represented among the original Public Ivies and universities recognized for excellence in undergraduate teaching. Her analysis demonstrated that R1 institutions receive higher average peer assessment scores than institutions in other research classifications, with R1 universities averaging approximately 3.33 compared with 2.50 for R2 institutions; the peer assessment accounts for 20% of the overall U.S. News ranking. She concluded by identifying several areas requiring continued attention to strengthen the University's rankings, including bibliometric performance, peer assessment scores, first-year student retention, and six-year graduation rates.

Miami THRIVE Update

Senior Advisor to the President Brent Shock provided an update on the progress of MiamiTHRIVE. He began with a short recap of the prior strategic plan, Miami RISE, which saw achievements such as the creation of an Honors College (now ranked #5 nationally), and the

construction of the McVey Data Science building. He then reviewed MiamiTHRIVE's three core values - student-centered transformative ideas, an unwavering commitment to excellence, and mission-focused operational efficiency - and the five strategic pillars guiding implementation.

He reported that the initial planning process generated 55 proposals, of which 18 were selected for the first round of implementation. Of the 18, eight initiatives have been integrated into ongoing University operations, eight remain in active development, and two have been approved for future implementation. He highlighted progress across several major initiatives, including the establishment of the Office of Strategic Transformation, the development of Miami University Polytechnic, expansion of nursing programs, and investments in artificial intelligence and quantum research. Miami's artificial intelligence portfolio includes 42 publications and 18 awards totaling $4.4 million, and quantum research has secured five awards totaling $2.2 million. Regional nursing enrollment increased 26%, and the Ohio Department of Higher Education approved the Northeast Ohio nursing program.

Brent Shock also reviewed progress on initiatives designed to expand enrollment, strengthen alumni engagement, and enhance the student experience. Some of the progress included new online graduate enrollment increasing 17.9%, and Miami Online generating approximately $605,000 in new net revenue during FY2026. Efforts to strengthen recruitment included expanded digital outreach, new markets, and the More Together marketing campaign. Alumni engagement initiatives included additional staffing, career advising services, and implementation of a new customer relationship management system.

Turning to financial performance, He reported that partnerships generated $16.8 million for the University. FY2026 MiamiTHRIVE expenditures totaled approximately $5.2 million, or 80% of the $6.4 million allocation. FY2027 expenditures to date totaled approximately $2.8 million against an $11.7 million allocation. Looking ahead, he outlined plans to advance research initiatives, develop a comprehensive MiamiTHRIVE communications strategy, refine the implementation framework, integrate financial planning into the University's Adaptive Planning tool, and expand the use of AchieveIt dashboards to strengthen accountability, performance monitoring, and reporting on strategic initiatives.

Public Business Session

Approval of Prior Meeting Minutes

Trustee Anderson moved, Trustee Ebbing 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 Emeriti
- Campus Naming
- Conferral of Degrees
- Allocation of Unrestricted Funds

- Curricular Items
- Miami Center for AI
- Mutual Aid Agreements
- Local Administration Competency Certification Program

Trustee Feldman moved, Trustee Peterson 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 the Senate Executive Committee

Last year, when the University Senate opened its 2025-2026 session, there was a very real question about whether this experiment in shared governance at our institution would continue. The Senate set for itself an aspirational goal to become nothing less than an indispensable part of this institution.

Our “year of change,” which is how we characterized our 2025-2026 session, is expanding into a second such year as we engage in a comprehensive review and renovation of the Senate. As I informed Senators, the tectonic shifts that continue to shudder -- if not shatter -- parts of the higher education landscape across the country echo here in ways both small and large. Such rapid change can often feel novel and uncharted.

As I noted in my opening remarks to Senators, amid such novelty, the University Senate as a body tasked with shared governance must form itself into not just an indispensable advisory voice for this institution, but a protector of a memory -- if not an active conscience -- for all that appears to us as business amid such changes. We set an example for this institution not just for the present, but for those lucky enough to steward the trust of public education well through Miami’s second and, we hope, third centuries.

While preparing these remarks, I was made aware of comments by a lawmaker to Inside Higher Education that shared governance at Ohio’s public higher education institutions is mere “garbage.” With all due respect and from a principled – and professionally interested – position, I respectfully but firmly disagree with such animus. It is unproductive to an institution committed to stewarding the neutral exchange of free ideas. This, right now, right here, is a form of shared governance and this form of shared governance has a rich tradition in Ohio, generally, and at Miami, in particular. Consider that in 1966 it was Miami University President John D. Millett who, on behalf of the American Council of Trustees, joined with the American Association of University Professors to lay the groundwork for a mutual statement on the shared governance of colleges and universities.

As I quoted to Senators last year, and it bears repeating now, for those concerned about executive authority today, that 1966 document outlined, clearly, that "the governing board of an institution of higher education in the United States operates, with few exceptions, as the final institutional authority."

"The board," that document continued, "plays a central role in relating the likely needs of the future to predictable resources; it has the responsibility for husbanding the endowment; it is

responsible for obtaining needed capital and operating funds; and in the broadest sense of the term it should pay attention to personnel policy."

Faculty, the document argued, should have "primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process." Certainly, following legal changes to our University Senate, the stakes of how to realize these responsibilities are high, but I believe this institution's University Senate – consisting of faculty, students, and staff, is well-prepared for the task of advising this institution on matters of curriculum and instruction.

Students, it notes, should they desire to participate responsibly in the government of the institution that they attend, must have the ability to "claim [an] opportunity both for educational experience and for involvement in the affairs of their college or university." Our Senate works closely with the Associated Student Government – as well as the student trustees, when appropriate – to ensure that this pillar of shared governance is upheld.

How will the Senate pursue shared governance this year? Following our summer recess, the University Senate held its annual fall retreat on Friday, August 21 in Hughes Hall on the Oxford Campus. For the 2026-2027 academic year, following the substantial changes to the University Senate's Enabling act and the redefinition of its advisory responsibilities to the university, the University Senate's Executive committee invited Senators to again consider, reflect, and act upon the following as an aspirational mission statement for this year:

"Miami University's Senate is an indispensable part of this institution. We are not a site for mere voluntary service, information, or consensus-taking, but act to achieve consensus on all matters of university business brought to our attention. When we cannot achieve consensus either as a body or with our institution's executive authorities, we commit to principled advice and disagreement, acting as a conscience for the business of the institution where appropriate. We are responsible stewards of shared governance and of this institution's public presence, its academic life, and its mission."

In addition to our standard introduction for our new membership to the operations of the University Senate (i.e., "Senate 101"), Senators heard presentations on the changes and alternations made to our business for this year. One such change is our new "legislative committee." Last year, Senators voted to create a legislative committee to create a robust legislative and advisory mechanism for the Senate's recommendations. Senators also discussed our new curricular approval process which promises to create a more efficient and responsive process so that the Senate can provide timely institutional advice in this new and rapidly evolving curricular environment.

In its first meetings in the fall semester, the University Senate took up the question of how best to replace the Liberal Education Council, which is currently in its fourth decade of service to this institution. Noting our gratitude for that Council's work, the Senate voted to create an Ad Hoc Committee for the Creation of the Integrated Learning Council. This committee will work closely with the Miami Integrated Learning Office and its Director, Dr. Elizabeth Hoover, to ensure that the University Senate maintains both advisory and assessment responsibilities toward Miami's Integrated Learning Experience. We anticipate that the committee will propose the framework and function of the Integrated Learning Council by the Spring 2027 semester with

approval to follow at that time ensuring that the Senate is doing its part for a successful MILE rollout in Fall 2027.

In those same meetings our Senators also heard presentations from Adam Beissel, Faculty Athletics Representative, Senator, and Associate Professor of Sport Leadership & Management. We also heard a presentation from Molly Heidemann, Director of International Student & Scholar Services ISSS on changes to the "Duration of Status" policy for our international students. We were also joined by Dr. Dennis Cheatham, Associate Professor of Design for a discussion of the new Miami Center for Artificial Intelligence and we look forward to continuing to explore ways that the Senate might provide advisory services to the Center.

As I noted in my introductory remarks, this is a time for the Senate to conduct a comprehensive review and renovation of its committee structures in order to ensure that the Senate is well-prepared to advise the institution through its pursuit of Carnegie Research 1 status, its pursuit of a health-focused college, and how best to maintain its core strengths in the teacher-scholar model and rich tradition of liberal education essential to our collective defense and the common good. As a result, I have invited the chairs of each University Senate committee – which number of over twenty – to provide a brief and presentation to the University Senate this year. Equally, I have directed the University Senate's Governance Committee and Chair-Elect Dr. Carol Fabby to conduct a comprehensive review of the University Senate's Bylaws, policies, and procedures with an eye toward their renovation, improvement, and efficiency.

With each of these activities – ranging from revisions to the general education to charting how the Senate might best engage with artificial intelligence in the curriculum – I would argue we see clear evidence of the continued value of shared governance at Miami. I am grateful to the collegiality and leadership of Provost Trent Gould, who has already started to work closely with the University Senate on his institutional priorities. If our institution is to succeed as a Carnegie Research "One" institution, it will require the robust mechanisms of advice and review offered by this University Senate to this institution. Such work, I hope you would agree, is hardly "garbage."

Student Body President

Good morning, my name is Charlie Merrill and I have the privilege of serving as student body president through the Associated Student government. For those of you I have not had the chance to meet, I am a senior - studying human capital management, from Toledo Ohio. it's great to meet you all and thank you for allowing me to present today.

Our ASG updates are as follows:

Miami University continues to see remarkable student engagement and collaboration across service, sustainability, wellness, and campus tradition. Earlier this month, the Harry T. Wilks Institute for Leadership and Service and Associated Student Government hosted another successful RedHawk Day of Service. Our Office of Sustainability partnered with the Natural Areas team to lead a service site at the Sharon and Graham Mitchell Sustainability Park and Solar Field, where thirteen students spent the morning removing litter, cutting back invasive honeysuckle, and clearing sections of the Solar Loop trails. Their efforts produced fourteen bags of collected litter in support of National CleanUp Day and contributed to a cleaner, healthier

environment for local wildlife, native species, and the campus as whole. This event once again showcased Miami students' commitment to stewardship and Love and Honor in action.
ASG is also preparing to co-organize and promote the IFC Fall Aluminum Recycling Philanthropy Competition, building on the success of last spring's initiative. ASG's role will center on promotion and student engagement, with support from Sustainability Committee Senators. This partnership strengthens our sustainability footprint and reinforces ASG's commitment to campuswide philanthropic collaboration. This event will take place during Halloween week.

Mental health advocacy remains a central priority, highlighted through the annual Out of the Darkness Walk. Suicide is the 11th leading cause of death in the United States, and this walk directly supports research, education, and advocacy efforts across Ohio. The event provides a supportive, healing community for participants and includes an opening ceremony, resource tables, activities of hope and healing, and honor beads for every attendee. Walks are non-competitive and accessible, ranging from one to three miles, and serve as a powerful reminder of Miami's dedication to student well-being.

Looking ahead, Homecoming Week 2026 promises to be one of the most vibrant and engaging weeks of the year. From Paint the Town RED, the Miami Cares Food Drive, and the RedHawk Rally at the Dining Halls to the "Cradle of Coaches" documentary event, the grand opening of Bachelor Hall, Uptown Madness, and the Homecoming 5K Run, the campus will be alive with tradition and celebration. The week culminates with the Miami football game against UConn, with complimentary tickets available for faculty and staff. Additional athletic events in field hockey and women's soccer round out the schedule, and the Love and Honor Cup will be awarded to seniors who exemplify Miami's values through leadership, service, and academic excellence.

Finally, Susanne and I are developing our initiative under the Mental Health Pillar: a No Phones Event designed to give students a break from digital overload and encourage meaningful in-person connection. Susanne and I are currently shaping the program, which will feature activities such as painting, therapy dogs, cookie decorating, and a Miami University Jeopardy game to create a welcoming, low-pressure environment. The goal is to offer students a space to unplug, recharge, and engage with one another in ways that support mental wellness and community building. This event is still in development, but the enthusiasm around it signals strong potential for a signature ASG experience.

Thank you again for the opportunity to share these updates and highlight the incredible work happening across our campus. It is an honor to represent our students, and I look forward to continuing to provide updates as these initiatives progress throughout the year and as legislation starts to be written. We are excited for what lies ahead and deeply appreciate your continued support and partnership in strengthening the student experience at Miami University.

Thank you.

Report from the President

President Greg Crawford provided the Board of Trustees with an update on Miami University's accomplishments, strategic priorities, and continued efforts to strengthen its position

as a nationally recognized university with global reach. He highlighted Miami's national rankings, including its recognition as a top ten institution for undergraduate teaching. He then discussed the University's research growth strategy, which focuses on transdisciplinary collaboration, diversified funding, and translational research. He reported that research expenditures reached approximately $54.7 million in FY2026 and that the University awarded 82 research doctorates in 2026. He highlighted faculty research accomplishments, including significant external funding for protein research, biomedical sciences, and other areas, as well as national recognition of faculty scholarship. He also emphasized Miami's entrepreneurial culture, highlighting student and faculty ventures.

Regarding student success, he reported a 91% retention rate, four- and six-year graduation rates of 74% and 82%, respectively, and a 95% placement rate. He discussed the performance and growth of the Honors College, and also the Pathways program. He also discussed the importance of investments in facilities that support student achievement. He then highlighted the contributions of intercollegiate athletics, and leadership development programs.

President Crawford told the Board of the growth in nursing and physician assistant education, biomedical research initiatives, and partnerships with healthcare organizations, including Cleveland Clinic, TriHealth, and Christ Hospital. He reviewed Miami's sustainability achievements, including investments in solar and geothermal energy, conversion of campus heating infrastructure, and national recognition for climate leadership. He discussed Miami's disciplined financial stewardship, and campaign fundraising success. He discussed the growing role of artificial intelligence across the University, including its integration into academic programs, research, and administrative operations. In closing, he emphasized that Excellence is Miami's foundation, Integration is Miami's multiplier, and Scale is Miami's impact.

Student Trustee Reports

Student Trustee Agrawal relayed the following:

Thank you, Madam Chair. And Happy Homecoming week to all!

There is something particularly special about Homecoming. Every fall, we welcome our alumni back to Oxford, celebrate the traditions that make Miami feel like Miami, and, perhaps most importantly, are reminded of the many different generations of students who have called this place home.

This Homecoming week, I was reminded of just how meaningful that feeling of "home" can be.

I had the honor of returning to Centerville High School, where I graduated in 2023, to speak with seniors who are beginning the same process that I was navigating just a few short years ago.

I remember how overwhelming this time of year felt.

I was writing my first ever personal statement, trying to understand how one decision about where to attend college could somehow feel like it would determine the rest of my life. I

was influenced by where my friends were applying, what schools people around me considered prestigious, and what I thought I was supposed to want.

So, when I walked into that room to present, I didn't want to simply talk to students about college applications. I wanted to talk to them about themselves.

I began my presentation by introducing them to Howard Gardner's theory of multiple intelligences. The name is fairly self-explanatory, so rather than lecture them about the theory, I asked them a simple question:

"What are the different kinds of intelligence?"

They started naming them.

Logical-mathematical.

Verbal-linguistic.

And then… they ran out.

Of the eight intelligences Gardner identifies, the students were able to name two.

For much of their K-12 education, those are the forms of intelligence we have taught them to recognize, measure, and reward most consistently.

If a student doesn't excel in those areas, it can be very easy for them to internalize the idea that they aren't smart.

And if they aren't smart, how would they succeed in college?

That was the idea I wanted to challenge.

I told them that they are all intelligent beings, even if their intelligence doesn't always show up on a traditional test or in a traditional classroom.

Without people with musical intelligence, our commutes to work would be a lot less enjoyable.

Without people with visual-spatial intelligence, we wouldn't have the architects, and engineers, who quite literally shape the spaces we live in.

Without interpersonal intelligence, we wouldn't have the people who know how to connect, comfort, and bring people together.

And that last one is especially personal to me. Four years ago, when I was sitting where those students were sitting, I had essentially ruled out a career in medicine because I didn't think I had what it takes.

I came to Miami, and I started learning more about myself.

I realized that my interpersonal intelligence is not separate from healthcare. It is a critical part of it.

College gave me the space to discover that.

And I think that is one of the most powerful things higher education can offer. It isn't simply a continuation of high school. It can be a place where students explore different parts of themselves, discover strengths they didn't know they had, and begin to understand what they have to contribute to the world.

I also remembered another question I carried with me four years ago.

Was I making a mistake by not going to a “big-name” school?

Many of my peers were applying to Ivy League institutions, MIT, Stanford, Carnegie Mellon.

And I know some of those students in that room were asking themselves the same question.

So, I told them what I have learned since coming to Miami:

Your college experience is, in many ways, self-guided.

That doesn't mean that every student has the same opportunities or that success is solely a matter of individual effort. We have an important responsibility as an institution to make those opportunities accessible and to provide students with the support they need.

But I have learned that you have to be willing to put yourself out there. To become comfortable with rejection. To learn resilience. And you have to be willing to say yes to opportunities before you feel completely ready for them.

I shared with those students some of the things I have been fortunate enough to accomplish during my time at Miami. But I also shared my failures.

I wanted them to know that I am much more similar to them than they might think.

And that when they look at me, I hope they can see a version of their future selves.

I also got to speak on a much easier topic: how much I love Miami.

I told them about my experience studying abroad, and I became a little emotional telling them about the professors who helped make that experience possible.

I graduated from high school scared of public speaking. And now I have the privilege of speaking confidently in rooms filled with incredibly accomplished people, occasionally even the

Governor.

I talked to the students about the beauty of a college town like Oxford, about being close enough to Cincinnati and Dayton to experience a city while still having a campus community that feels connected and personal.

I talked about the resources available to students, and I made sure to tell them about opportunities available even before they become Miami students, including the Bridges Program.

I am a Bridges Scholar myself, and I owe a great deal of my ability to make Miami feel like home to that program and to the people who invested in me through it.

At the end of the presentation, I opened the floor for questions and gave the students my contact information.

I told them that if they thought of a question later or if they wanted another pair of eyes on a personal statement, they could reach out.

Since that visit, some of those students have reached out to me, and I am incredibly grateful that I can be there for them. I believe that is the spirit of love and honor.

And that spirit carried into another initiative known as “Treats with the Trustees.”

Madison and I started, admittedly, with a very strategic use of frosted sugar cookies to bring students closer to us.

But once they came over, we had the opportunity to talk with them about who we are, how they can get involved, and, perhaps most importantly:

“How has your Miami experience been?”

And I, like Dr. Beech, love to share good news.

We heard so much of it.

From freshmen to seniors, students shared how much they love their classes, their friends, their organizations, and this campus.

Of course, students did share their frustrations with Cook Field, as we expected.

But even there, we heard some students say that after experiencing the facilities near Millet and Chestnut, they were beginning to feel differently about the overall experience.

I met with Cody Powell to discuss student involvement that could come from the creation of the new arena.

He explained some of the limitations that contractual obligations within the design-build process can create. But he and his team are discussing ways students can meaningfully engage

with the project, including ideas I have previously raised such as internships, shadowing opportunities, and other ways for students to gain experience that can ultimately strengthen their portfolios and prepare them for their careers.

I am grateful that those conversations are continuing, because I believe that when we build something for students, there should be opportunities for students to learn from the process of building it, too.

Cody also introduced me to Kevin Wilson, and I will be meeting with him this upcoming Monday to discuss small, creative ways we can make the college experience more affordable for students.

And as we look ahead, I want to close by recognizing that next week is Miami's Suicide Prevention Week.

I want to thank everyone in this room, and everyone across this University, who works tirelessly to support our students—not only when they are celebrating their successes, but especially when they are struggling.

Because ultimately, everything I have talked about today comes back to community.

That is the Miami I have experienced, and the Miami I hope we continue building together.

Thank you for allowing me to serve this University and its students.

With love and honor,

I conclude this report.

Student Trustee Repass relayed the following:

Thank you, Madam Chair.

Ahhh, sophomore year. It's an interesting year. Sophomores are kind of in a funky spot. We're not brand-new freshmen with a fresh set of eyes. We're not juniors reaching toward that finish line. And we're definitely not seniors floating down a relaxing lazy river to graduation.

Sophomore year has been great already because I walked in knowing what lay ahead for me. I knew that I would continue to lead, establish, and abundantly grow my new business fraternity, Sigma Eta Pi. I knew I would remain involved in campus activities and organizations, while continuing to spend time with my friends. I also knew I would continue working on my initiatives as student trustee, including supporting student utilization of the Lee and Rosemary Fisher Innovation College@Elm and advancing marketing goals centered around student stories at Miami.

But new things came with the fresh year, too.

I recently joined the worship team for Cru, a faith-based organization I've been involved with since freshman year. I've started new classes like Accounting and Economics. I feel like a true business person now that I know the difference between assets, liabilities, and equity. I'm also taking brand-new entrepreneurship classes that are pushing me into a new realm of work that feels eerily close to "the real world."

And on top of all of that, I'm living in a new space, with a new roommate, constantly making new friends, and, of course, discovering new opportunities to elevate my college experience.

And that's the best thing about Miami: there are so many ways to do so. There are so many unopened doors, hidden gems, and undiscovered resources. I love the constant hunt for my next adventure.

And it seems that I'm not the only one.

Recently, Arushi and I adventured over to Armstrong to do some tabling. We cleverly created a sign labeled "Treats with the Trustees" and brought what was, of course, the only way to entice students to talk with us: cookies.

When students came up, we asked them to share a little bit about their Miami experience with us, hoping we'd have some great feedback to bring back to all of you.

And something that kept coming up was how much they loved it.

One student said she had nothing to complain about. At first, the other students around her looked a little surprised. But she went on to explain that Miami has everything a student could need: the help, the resources, and the opportunities are all here. She said that students who don't utilize those resources when they need them are only holding themselves back.

That conversation reminded me why being a student trustee is such a big passion of mine.

I was given this opportunity because of the connections I made, the opportunities I sought out, and the work I put in to achieve it. I want other Miami students to know just how much is out here for them—free for the taking.

One opportunity Miami gave me that I will remember for a very long time was my Cleveland Clinic internship this summer. I know I've talked about it before, but I also know how important it is to share that experience as someone who participated in it firsthand.

On graduation day, I gave a speech reflecting on my experience and the experiences we all shared as interns working at such an incredible organization. I'd like to share a portion of it with you all today.

"Over the past three months, I had the opportunity to work with an incredible team, travel to more than 30 Cleveland Clinic locations, support projects focused on exam room utilization, help teams adapt to a new caregiver stress, recognition, and communication system, and shadow caregivers across a variety of roles.

More importantly, those experiences taught me lessons that will stay with me long after this internship ends.

First, I learned that everyone at Cleveland Clinic is connected. No matter the role, every caregiver contributes to something bigger than themselves, and the way we treat one another matters. So many people supported me throughout the summer, and their willingness to help made my work possible.

Second, I learned that leadership is built through meaningful relationships. Watching my mentors interact with their teams showed me that respect isn't demanded; it's earned through integrity, kindness, and genuine care for others.

And finally, I learned that no task is too small to make an impact.

Throughout the summer, I often thought about the ripple effect. Some of the projects I worked on may have seemed small on their own, but they contribute to better caregiver experiences. Better caregiver experiences lead to better patient experiences. And that's how meaningful change happens, one ripple at a time."

As you can see, it was an incredibly impactful experience. I consider myself blessed to have been given that opportunity, especially as a freshman. Miami saw potential in me when selecting me as a member of the inaugural cohort, and I felt recognized for the work I had been putting in throughout my freshman year.

That is something I never want to take for granted.

I am so grateful to be at a school that elevates students and celebrates their ambition and success. I'm grateful to walk on a beautiful campus filled with complex minds and thoughtful people. And I'm grateful to sit at this table, in this room, with diligent leaders who truly care about the success of this institution.

It's inspiring. It's motivating. And it makes me want to be the very best version of myself that I can be here.

I don't know all the opportunities that lie ahead for me this year, but I can tell you one thing: I welcome them with open arms.

I welcome the chance to grow, to succeed, and to use the wonderful resources Miami has to offer. And I hope that, through my role as student trustee, I can help other students recognize those same opportunities for themselves.

I'm ready for this year. I can't wait to see what I will do, and I can't wait to share those adventures with all of you.

It is with a blessed and grateful heart that I conclude my report today.

Thank you.

Other Business

Appointment of the Nominating Committee

According to the Board of Trustees Regulations, the Chair of the Board is directed to appoint a nominating committee at the September Board meeting for the purpose of nominating a slate of officers for the next year's Board. The nominating committee is charged with presenting their recommendations to the Board at the December meeting. At the December meeting, the Board will vote on the nominations, and the new officers will take office on January first.

Chair Schell announced that this year's nominating committee will include Trustee McVey, Trustee Haines and Trustee Anderson. Trustee McVey will serve as Chair, and the committee's recommendations are to be presented to the Board at the December meeting.

Resolution on Faculty Evaluation Policy

General Counsel Amy Shoemaker spoke to the resolution. Trustee McNellie then moved, Trustee Haines seconded, and the resolution was unanimously approved by voice vote, with all voting in favor and none opposed.

Executive Session

Following a motion by Trustee Burgess and a second by Trustee McNellie, by unanimous roll call vote, with nine voting in favor and none opposed, the Board convened to Executive Session to consult with counsel; review pending litigation; to prepare for negotiations with public employees; for matters required to be kept confidential - trade secrets; and for personnel matters, the evaluation and compensation of public employees; as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

Return to Public Session

Other Business

Compensation of Dr. Renate Crawford

A resolution was proposed to increase the Academic Year 2027 salary for University Ambassador, Dr. Renate Crawford by 3% to $62,596 (retroactive to July 1, 2026).

Compensation of President Gregory Crawford

A resolution was proposed to increase the Academic Year 2027 salary for President Gregory Crawford by 3%, to $607,190 (retroactive to July 1, 2026); and, to award a bonus payment for his performance in Academic Year 2027 of $176,851, payable per the employment agreement.

The resolutions were considered in a single vote. Trustee Anderson moved, Trustee Darling seconded, and by unanimous voice vote with all voting in favor and none apposed, the

resolutions were approved.

Adjournment of Meeting

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



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

MIAMI UNIVERSITY

Board of Trustees
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(513) 529-6225 (MAIN)
(513) 529-3911 (FAX)
www.MiamiOH.edu

Consent Calendar
September 25, 2026

RESOLUTION R2027-01
Emerita Emeritus

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

Kimberly Fields
Sr Financial Assistance Advisor

Marie Ramagli
Director of Development, West Coast

Approved by the Board of Trustees
September 25, 2026



Theodore O. Pickerill II
Secretary to the Board of Trustees

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Consent Calendar
September 25, 2026

RESOLUTION R2027-02
Campus Naming

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

Rick McVey Indoor Golf Facility
Davidge Grimes Coaches Offices
Don Isgrig Hitting Bay
Jim Muething Hitting Bay
Located in the Demske Culinary Support Center

Jay E. Johnson Lecture Hall
Located in Pearson Hall

Dr. Cathy Bishop-Clark Mothers Room
Located in University Hall, Hamilton Campus

Approved by the Board of Trustees
September 25, 2026



Theodore O. Pickerill II
Secretary to the Board of Trustees

MIAMI UNIVERSITY

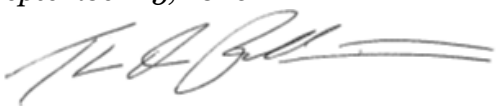
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Consent Calendar
September 25, 2026

RESOLUTION R2027-03
Conferral of Degrees

BE IT RESOLVED: that the Board of Trustees hereby approves the conferring of all appropriate degrees, honors, and distinctions, as recommended by the Faculty Assembly, for all Commencement exercises scheduled during the 2026-2027 academic year, and during summer 2027.

Approved by the Board of Trustees
September 25, 2026



Theodore O. Pickerill II
Secretary to the Board of Trustees

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Consent Calendar
September 25, 2026

RESOLUTION R2027-04
Allocation of Unrestricted Funds

BE IT RESOLVED, by the Board of Trustees that the below stated funds be allocated from unrestricted contributions to the Miami University Fund as follows:

University Division/Office	**Amount**
Office of the Provost	$42,000.00
Office of the President	$200,000.00
University Advancement	$259,832.00
Total	$501,832.00

Approved by the Board of Trustees
September 25, 2026



Theodore O. Pickerill II
Secretary to the Board of Trustees

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Approved by the Board of Trustees
September 25, 2026



Theodore O. Pickerill II
Secretary to the Board of Trustees

Consent Calendar
September 25, 2026

RESOLUTION R2027-05
Curricular Matters

BE IT RESOLVED, that the Miami University Board of Trustee approves the following new courses, revised courses, revised majors, elimination of majors, revised certificates, and new certificates:

Board of Trustees Review

Undergraduate and Graduate Curriculum Requests

September 24-25, 2026

Note: All curriculum supporting documentation for **courses** is located online in CIM Course Management: https://nextbulletin.miamioh.edu/courseadmin/.
(Select "Edited Courses" and click "Workflow" twice. Scroll to *Board of Trustees*.)

New Course

HST 402/502 Advanced Historical Communication (3, maximum 6)
Course Description: In this course, honors and graduate students will practice writing and speaking in different genres of historical practice. *Discussion; Standard Letter Grade*

Revisions to Existing Courses

ART 140 Beginning Glass (1.5)
Change in description, instructional type, and learning outcomes.
Rationale for revisions: I am updating the course bulletin description for this for the instructor. She went into Simple Syllabus to upload her syllabus, and realized that the information in the

system doesn't match her course description, so that's all we need. Just an updated course description.

ART 317 The Arts of Colonial Latin America (3)
Change in description and learning outcomes.
Rationale for revisions: Update to course description in MU Bulletin to more accurately reflect the major content of the course and match the SLOs (which are not changed).

BUS 601 Consulting Capstone (2 to 6; maximum 4)
Delete course.
Rationale for deletion: MSM program no longer offered.

CJS 356 Crime Prevention and Problem Solving (3)
Change in instructional type and learning outcomes.
Rationale for revision: This is just a request to reactivate a previously approved course that was de-listed by the Registrar's office in 2025 (due to its not being offered regularly). The department intends to offer it regularly beginning in the 2026-26 academic year

CPB 600 Graduate Seminar (1; maximum 6)
Change in learning outcomes.
Rationale for revision: CPB 600 is a course that is currently taught and required in our graduate programs. Despite it long history being taught within the department, the CIM does not contain course learning outcomes. Here our goal is to complete the course record by adding learning outcomes. The learning outcomes were developed in consultation with the course instructors, and are reflective of what is taught in the course. In completing the CIM record with learning outcomes, we will have a reference to ensure consistency among future instructors.

CYB 437 Cybersecurity Senior Design Project/Capstone (3)
Change in prerequisites and corequisites; adding Experiential Learning designation. Rationale for revision: For Experiential Learning: Cybersecurity is a very applied and hands-on discipline. Hence, it is critical for students to have a comprehensive experience in identifying, designing, and implementing solutions to address cybersecurity challenges. Therefore, it is important for our students to have this opportunity to gain hands-on exposure to this area. This is the culminating capstone course required for the Miami Global Plan and also for ABET accreditation. For prerequisite changes: Changing the prerequisite for this course from "CYB 235 AND CYB 332 AND CYB 335 AND CYB 435" to "CYB 331 AND CYB 332, CYB 335 as a co-requisite". We have now taught the entire Cybersecurity curriculum and upon review, determined that this is a more appropriate (and streamlined) prerequisite for this course.

ENG/IMS 326 Writing for Global Audiences (3)
Change in course number (from 416), instructional type, learning outcomes; removing dual-listing; adding cross-llisting. Rationale for revision: This course is at the 400/500 level as a holdover of a previous BA/MA degree. We are trying to ensure courses have numbers aligned with their necessary skill level. This class has no prerequisites and should be taught at the 300-level; changed instructional type.

IMS/MKT 365 Fundamentals of Digital Marketing in an AI Era (3)
Change in course number (from 419), title (from "Digital Branding"), description, prerequisites, instructional type, and learning outcomes.
Rationale for revisions: The revisions to MKT 419 provide much-needed alignment between the course title, description, and learning outcomes and the way the course is currently taught. The previous name, Digital Branding, implied a limited scope, while the new title, Fundamentals of Digital Marketing in an AI Era, better reflects the course's comprehensive approach to omnichannel strategy, platform selection, and performance measurement with obvious emphasis on leaning into the future of technology. The revised SLOs expand beyond broad awareness of digital tools to emphasize strategic planning, channel evaluation, ethical considerations, and applied consulting work—competencies that directly reflect employer expectations in the digital marketing field. Likewise, the updated course description shifts away from a dated focus on e-commerce and "surfing" to highlight how students will actively engage in applied, data-driven digital marketing practices that span multiple platforms and contexts. Together, these revisions modernize the course, improve clarity for students, and ensure stronger alignment with the skills and knowledge needed in today's marketing careers. We are asking that we update the number to follow the naming convention of our required classes and indicate that this class should be taken before 400 level classes. We are asking a prerequisite be added to prevent a person from taking a class that is too difficult.

IMS/MKT 417 Content Marketing (3)
Change in course number (from 392), description, prerequisite, and learning outcomes.
Rationale for revisions: The revisions to the student learning outcomes (SLOs), and description strengthen alignment with both industry expectations and the evolving digital marketing landscape. The updated SLOs move beyond general awareness of content marketing to emphasize hands-on strategy development, storytelling, technological fluency, and data-driven optimization—skills that are both in demand by employers and directly transferable to professional practice. Adding outcomes related to emerging technologies and analytics ensures students are prepared to navigate rapid changes in the field while demonstrating measurable impact. Likewise, the revised course description reflects a clearer, more student-centered approach by articulating not only what students will do (create multi-format content) but also what they will achieve (delivering measurable business results). Together, these updates modernize the course, provide clarity of purpose, and better position students for career readiness by producing portfolio-worthy work that demonstrates applied expertise. We are asking that we update the number to indicate the difficulty of this class when students sign up. We are asking a prerequisite so that they take a fundamentals class before this class.

IMS/MKT 418/518 Social Media Marketing (3)
Change in title (from "Social Media Marketing and Online Community Management"), description, prerequisite, instructional type and learning outcomes.
Rationale for revisions: The title of the course was changed to simplify and clarify the content (the present title is "Social Media Marketing and Online Community Management") and to align with the available space in scheduling tools. The learning objectives were updated for two reasons: a) obviously, social media has evolved since these objectives were developed years ago, but more importantly, b) these new LOs are more transparent, easier to translate to course activities, and easier to evaluate. The change in course description similarly reflects the

evolution of social media since this course was first proposed and represents the frontiers of digital marketing, based on our conversations with external stakeholders and a review of the social media marketing ecosystem. We are asking a prerequisite so that they take a fundamentals class before this class.

PSY 216 Psychology Across Cultures (3)
Change in course number (from 210), description, and learning outcomes; adding Social Science and Intercultural Consciousness designations; removing cross-listing.
Rationale for revisions: This request is to change the number of the course from PSY 210 (variable topic) to PSY 215, no other changes are being requested at this time - course is already an MP plan course (will update once the parameters for the new general ed plan are finalized). There is a separate entry in CIM for PSY215 - this is the same course. So we are using PSY216 instead.

TCE 215 EMPOWER I: Educational and Economic Justice and Service-Learning (3)
Change in subject (from SJS) and instructional type.
Rationale for revisions: Due to low enrollment, the Social Justice Studies major is being deactivated. However, the SJS 215 and SJS 216 courses are required for the Urban Cohort, so the courses will now be housed within the TCE department.

TCE 216 EMPOWER II: The Intersections of Race, Class, and Education (3)
Change in subject (from SJS), instructional type, and learning outcomes.
Rationale for revisions: Due to low enrollment, the Social Justice Studies major is being deactivated. However, the SJS 215 and SJS 216 courses are required for the Urban Cohort, so the courses will now be housed within the TCE department.

TCE 415/515 Inquiry Into Life Science (3)
Delete course.
Rationale for deletion: Due to low enrollment, TCE 415 will be deactivated and substituted by other science courses (BIO 155 Field Botany and PHY 215 Physics by Inquiry).

Note: All curriculum supporting documentation for **programs** is located online in CIM Program Management: https://nextbulletin.miamioh.edu/programadmin/.
(Select “Edited Programs” and click “Workflow” twice. Scroll to *Board of Trustees*.)

Revision to Existing Majors

ART – Graphic + Experience Design, Bachelor of Fine Arts
Rationale for revision: This revision adds an AI-specific learning outcome to the program's existing learning outcomes. It aligns the program’s outcomes with contemporary industry standards and improves the program's AI resilience.

CPB – Biomedical Engineering, Master of Engineering
Rationale for revisions: Currently, the program requires CPB 517. CPB 517 will now be offered every other year, alternating with CPB 526. Here we would like to change the requirement to CPB 517 or 526 to provide flexibility. This additionally aligns with the current requirements for

the MS in Chemical and Biomedical Engineering, which has a requirement of CPB 517 or CPB 526.

CPB – Biomedical Engineering, Bachelor of Science in Engineering
Rationale for revisions: There are two general changes to the curriculum, with the goal of improving the curriculum while reducing the number of required credit hours.
1) Beginning with Fall 2026, we have an approved writing across the curriculum program for Biomedical Engineering. In addition to an improved experience for our students, this results in a reduction of credit hours. As part of this, we have also updated our capstone design experience based on feedback from ABET (our external accreditation agency).
2) We have eliminated technical elective options that contain pre-requisites that students are unable to meet based on the current curriculum.

CPB– Chemical Engineering, Bachelor of Science in Engineering
Rationale for revisions: There are two changes to the curriculum, with the goal of improving the curriculum while reducing the number of required credit hours. Two courses will be eliminated from the curriculum, corresponding to a reduction of 5 credit hours.
1) Beginning with Fall 2026, we have an approved writing across the curriculum program for Chemical Engineering. In addition to an improved experience for our students, this results in a reduction of credit hours. We are able to eliminate ENG 313 as writing across the curriculum satisfies the advanced writing requirement.
2) We have also updated our capstone design experience based on feedback from ABET (our external accreditation agency). Our current sequence is CPB 471 and 472. ABET noted issues with the current structure of CPB 471 and 472, and also pointed out that the required course CPB 473 is a suitable capstone design course. Based on their feedback, the new design sequence will consist of a modified CPB 471 and 473, with CPB 472 eliminated from the curriculum.

CSE - Computer Science, Master of Science in Computer Science
Rationale for revisions: This proposal seeks to introduce a concentration in Artificial Intelligence (AI) within this master's program. The concentration will consist of four required courses that focus specifically on foundational and advanced topics in AI. All other existing degree requirements will remain unchanged.
AI is a rapidly evolving field that is transforming industries and redefining the future of technology. By offering an AI concentration, the program will appeal to a growing number of prospective students seeking specialized knowledge and skills that are in high demand across sectors. This addition positions the program to remain competitive and aligned with current trends in graduate education and workforce needs.

MGT – Human Capital Management, Bachelor of Science in Business
Rationale for revisions: With the launch of the business leadership co-major, we are modifying the human capital management major to avoid confusion and more clearly delineate the two areas of focus.

STA – Statistics, Master of Science in Statistics
Rationale for revisions: The proposed curriculum changes align the MS Statistics program with new combined program policies effective Spring 2026. These updates address the 15-hour limit for combined students regarding graduate credits earned before completing an undergraduate degree. By relocating two required courses, STA 502 and STA 504 , to the elective list, as these credits cannot be earned by combined students due to undergraduate requirements, and consequently increasing elective requirements from 3 to 9 credit hours , the department provides all graduate students greater flexibility to customize their degree path. Additionally, formally adding STA 532 to the approved elective list expands advanced coursework options for the entire graduate cohort.

SSE – Criminal Justice, Bachelor of Science in Criminal Justice
Rationale for revisions: The changes will reduce the required hours and align the degree program with changes coming due to the shift of the Regionals to the Miami Polytechnic model. More specifically, the Department arrived at these proposed changes after engaging in extensive benchmarking with programs offered at peer institutions and after examining prevailing disciplinary standards as enunciated by the Academy of Criminal Justice Sciences.

TCE – Primary Education PK-5, Bachelor of Science in Education
Rationale for revisions: A CIM course proposal to change TCE 362 from a 4 to 3 credit hour course is already moving through the workflow. Here, a program change is also being proposed to account for TCE 362. The credit change for 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.
Based on a comprehensive curriculum review indicating substantial redundancy with the program implementation driven by TCE's existing curriculum threshold concepts, and multiple courses in the program, such as TCE 191, 272, 422, 473, and 474. The major topics covered in this course—including professional development and frameworks, the acts of teaching and curriculum, practical tools to enhance teachers' role as decision makers for curriculum, student learning environment, community building, and democratic and global citizenship and leadership—are already addressed in depth across several required courses currently offered. Moreover, freeing up 3 credits in program coursework gives students the opportunity to pursue more various academic paths, depending on their needs and interests.
Additionally, this program change proposal includes TCE 419 without the modifier to replace TCE 419 A, M, and P for each program area in TCE. The change is being made for efficiency, and to address course enrollment. TCE 419 without the modifier is applicable to any program,

regardless of grade band, and helps ensure that students are completing their student teaching hours required by the state for teaching licensure.

Elimination of Majors

ART – Art Education, Bachelor of Science in Art with Multi-Age Visual Arts Licensure
Rationale for deletion: We have consolidated the BFA in Studio Art and the BS in Art Education into the BFA in Art with two concentrations. One in Studio Art and one in Art Education.

ENG – Creative Writing, Master of Fine Arts
Rationale for deletion: Because of budgetary constraints this program will no longer have GA support, so we are sunsetting the MFA effective August 2027. We have numerous students who will be completing their degrees in 2026-2027. We did not accept any applications to the program for the 26-27 academic year, so the 25-26 cohort will be the last to complete this two-year degree.

MUS – Music Performance, Bachelor of Music
Rationale for deletion: The BM in Music Performance has been merged with the BM in Music Ed into one BM degree.

TCE – Spanish Education, Bachelor of Science in Spanish Education
Rationale for deletion: Per request from the Provost's Office. The program is underenrolled.

Revision to Existing Certificates

ACC – Deals Certificate
Rationale for revisions: The April 2026 modification is to reduce the hours required in the certificate from 12 to nine, consistent with new undergraduate certificate requirements. This will also allow greater flexibility in course offerings and student course selections.

EHS – College Teaching Certificate
Rationale for revisions: Due to changes in workload assignment and student feedback about the timely completion of the certificate, this revision primarily alters Area 1 in the certificate. The content of GSC 601, GSC602, GSC603 has been adapted and streamlined into professional development modules that will be facilitated by a faculty member each semester. Students will be introduced to the certificate in Area 1, which consists of an introduction to college teaching and teaching development. Area 2 includes "Theory" courses on learning. Area 3 focuses on mentored practice in college teaching, which now includes a practicum (XXX677, PSY685, or other discipline-specific teaching practicum courses). The practicum experience will be guided by certificate advisors and a faculty mentor. The department faculty mentor will assign the final grade for the practicum.
While these changes do not impede the goals of the certificate — discipline-specific teaching experience, interdisciplinary pedagogy, and theory — these changes do respond to workload

adjustments required by departments and divisions, which can no longer support 1 credit-hour courses (taught outside the standard workload). These changes also streamline the requirements of the certificate while maintaining the importance of the individual student's learning experience: the certificate advisors (through EHS, CTC, and the Graduate School) and the faculty mentors will ensure that student learning remains central.

MTH/TCE - Mathematics Education Certificate (non-licensure)
Rationale for revisions: We are updating the required courses for the Mathematics Education Certificate to reflect the course changes in the TCE curriculum.

SLM – Outdoor Leadership Certificate
Rationale for revisions: The Outdoor Leadership Certificate is shifting from the Department of Educational Leadership to the Department of Sport Leadership & Management. With this shift in department oversight, there is also a curriculum change and description of the certificate.

New Certificate

ESP – Corporate Entrepreneurship Certificate
Rationale for new program: In 2019, the Entrepreneurship program introduced three certificate programs –StartUp Certificate, Social Certificate, and Creativity/Innovation Certificate. These 14-credit Certificates were initially designed for students who could not fit our 19-credit minor into their degree plan. We have discovered that students excitedly pursue a Certificate in addition to their Entrepreneurship Co-Major or Minor.
Our certificates have become a valued educational addition for students who want to take a few extra classes to boost their career search talk track.
We have also had students strongly request the addition of a certificate to recognize their career track into Corporate Entrepreneurship.
• Our Certificate program is unique and does not require additional faculty.
• Our Certificate program does not require our department to teach additional courses.
• Our Certificate program does not incur additional expenses to the University.
• Our Certificate program does require our co-major and minor students to take a couple additional courses from our existing offerings.
• In fact, our certificate program is a revenue generator since our certificate awardees need to complete one or two additional already offered courses to finish their programs.
We are asking that the University add this Corporate Entrepreneurship Certificate to the Miami University 2026-2027 Bulletin.
The Entrepreneurship Advising team has a list of more than 40 students ready to sign up for the Corporate Entrepreneurship Certificate, and we will coach our co-major and minor students to earn this new specialty certificate in addition to their co-major or minor.

EDP - Science of Reading Graduate Certificate
Rationale for the proposal: The proposed Science of Reading certificate responds to increasing demand across Ohio for educators trained in evidence based literacy instruction and aligned with current legislative requirements. The four courses included are already

embedded within existing licensure and degree programs, ensuring a strong, research based foundation without the need for new course development. By organizing these courses into a certificate, the program creates a clear and efficient pathway for tracking completion of required Science of Reading competencies. It also expands access for in service teachers seeking to deepen their expertise in literacy instruction and implementation. This structure enhances both program visibility and the institution's ability to support statewide literacy improvement efforts.

This is one of two certificates that when completed together are part of our already approved licensure coursework pathway within GSEP. The Science of Reading certificate consists of four courses required by the Ohio Department of Higher Education centering on evidence-based literacy instruction. Students in our program, whether seeking a degree or an additional license only, will apply for the certificate within their first course in the series (EDP 518).

BUS - Digital Leadership & Transformation Graduate Certificate

Rationale for the proposal: We are responding to market need as some prospects do not want to fully commit to an MBA program but still need to upskill in key fundamental areas to move up and within an organization or to adapt to the rapidly evolving digital age. We are a flexible adaptable graduate professional business education program that appeals to individuals exploring their educational options and want to allow potential students the option of beginning with certifications in specific areas before committing to a full MBA. Completing a certificate can serve as a pathway to pursuing a full MBA in the future and these credits can be applied towards the MBA program, making the transition smoother when they decide to commit fully.

The Digital Leadership & Transformation Graduate Certificate offers a specialized pathway for professionals aiming to develop or deepen their ability to understand emerging technologies and apply them to business decision making contexts. This certificate is important for a wide range of professionals, from those new to business environments that rely heavily on emerging technologies for business operations and decision making. This certificate is designed to be updated on an ongoing basis, including both course content and courses offered, as new technologies emerge and become predominant.

This certificate equips participants with skills to understand and apply outputs from artificial intelligence, manage financial and non-financial digital assets, utilize analytics for decision making, and adopt emerging technologies and adapt them into corporate infrastructures.

Key rationale for pursuing this certificate includes:
1. Career Advancement: Understanding and applying emerging technologies is increasingly becoming a key expectations for managers most organizations
2. Skill Enhancement: The certificate hones skills in applying specific emerging technologies in decision making and adapting processes and infrastructures to best utilize the technologies
3. Industry Relevance: With a curriculum designed in collaboration with industry and subject matter experts, alumni, and current students, the certificate ensures alignment with current market demands and best practices in applying emerging technologies.

4. Credentialing: The certificate serves as a valuable credential, validating one's expertise and commitment to continuous professional development in supply chain management and operations oriented roles
5. Networking Opportunities: Participants benefit from networking with peers and industry leaders, expanding their professional circle and gaining insights into diverse aspects of supply chain and operations.

Overall, the Digital Leadership & Transformation Graduate Certificate not only enhances critical thinking and data-driven problem solving, but it also positions professionals as effective problem solvers in complex settings like complex value chains.

BIO GEO GIS for Conservation Action Graduate Certificate
Rationale for the proposal: This certificate addresses a clear and growing demand for professionals with hands-on expertise in GIS for Conservation Action. We feel that there is a significant internal market for this credential, because conservation, by its nature, is spatially dependent. Furthermore, environmentally focused learners need real-world credentials, such as GIS skills, to be competitive in the job market. By offering this specialized interdisciplinary certificate, we provide value for both existing Dragonfly students (~750) and alumni (2,500+) to gain a unique, field-based credential, enhancing their resume/CV, while also offering a pipeline for recruiting new students into the broader graduate program. Other students in cognate disciplines such as Geography, Geology, Biology, and Environmental Science would benefit from the blend of GIS and conservation applications that this certificate offers.

The Certificate's hybrid and experiential structure should appeal to working professionals in aquariums, NGOs, and government agencies who may want to upskill and gain inspiration without pausing their careers. With flexible online coursework, the Certificate offers exposure to practical skills—direct experiences with GIS fundamentals, field data collection, cartography, and advanced spatial analysis, as well as community engagement, environmental stewardship, and landscape ecology.

Ultimately, this certificate should fill a unique niche by providing an entry point into geospatial and community-based conservation. This certificate also strengthens Miami's commitment to field-based partnerships and ensures that Miami students are prepared to contribute to global conservation efforts.

For the Record:
The following course changes are considered insignificant and are reported here for the record.

Subject	Number	Short Title	Hrs.	Reason for Change
ART	690	Special Problems	1-3; max 18	Changing instructional type
BIO	115S	Biol Conc: Eco, Evo, Gen, Div	5	New modified course
BIO	116S	Biological Concepts: Structure	5	New modified course
ECE	411/511	Sensor Fusion for Robotics	3	Changing pre/co-reqs
ECE	412/512	Learning and Control	3	Changing pre/co-reqs
EDP	419F	Sup Tchg: Mild/Mod & Mod/Int	15	Changing instructional type
EDP	696	Preschool Practicum	3	New temporary course
FSW	294	Field Placement:Preschool Set	3	Changing pre/co-reqs
GTY	310	OMA Leadership Experience	2; max 6	Changing instructional type and grade mode

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September 25, 2026
Consent Calendar

RESOLUTION R2027-06
Curricular Matters

BE IT RESOLVED, that the Miami University Board of Trustee approves the establishment of the Miami Center for AI (MCAI).

Approved by the Board of Trustees
September 25, 2026

Theodore O. Pickerill II
Secretary to the Board of Trustees

Miami Center for AI (MCAI)

Application to Establish the Center

August 20, 2026

Prepared by Dennis Cheatham
Director, Miami Center for AI
Associate Professor, Graphic + Experience Design

Structure

Name of Center	Miami Center for AI
Name of the Unit in which the Center will be housed	Office of the Provost
Name and title of the person proposing creation of the Center	Dennis Cheatham Director, Miami Center for AI Associate Professor, Graphic + Experience Design
Center Type	Service/Consultation: supporting research and teaching in AI

Mission

“Artificial Intelligence” (AI) technologies have sociotechnical and interdisciplinary impacts—affecting every industry Miami graduates will enter, challenging how we teach and how students learn, and creating enormous research opportunities. The Center for AI, as an interdisciplinary unit that unites research and teaching with a systemic approach, is well-suited to advance Miami’s reputation as a leader in AI and to support faculty and student success in an increasingly complex, AI-enabled future.

The Miami Center for AI will provide resources and guidance for our Miami community, open partnerships with external partners working with AI as collaborators and employers for our graduates, and communicate Miami’s AI initiatives to share the impacts faculty, staff, and students are having. The Center aims to realize a vision developed in 2025-26 by the MiamiTHRIVE AI Subcommittee: on the one hand, to coordinate and build on a series of AI-related initiatives developed over the last few years (including the AI in the Majors project and the AI Symposia); and on the other, to stimulate further initiatives and collaborations in this burgeoning field. In 2025-2026, the MiamiTHRIVE AI Subcommittee provided a wealth of guidance and information for the Center’s launch, and the Provost AI Fellows’ work with AI in the Majors will conclude in May 2027. Without a Center, AI-related initiatives at Miami would rely on separate, uncoordinated programs and volunteer efforts.

By establishing a Center for AI, Miami will commit to building AI continuity into our University—a Center that will continue work year-round, bridging academic year cycles, and fostering relationships beyond Miami and capacity within it. Some MiamiTHRIVE AI Subcommittee members have expressed interest in continuing their participation when the Center for AI launches and, once established, the Center will invite Internal and External

Advisory Board Members to bring their expertise to its offerings. This Center directly advances one of MiamiTHRIVE's Strategic Pillars, "Lead in Innovation, Emerging Technologies, and

Workforce Development." Establishing the Miami Center for AI puts our strategic plan into everyday action. Like AI's uniqueness in human history, the Miami Center for AI is distinct from other Centers because of its interdisciplinary nature. By being involved in facilitating AI-related teaching, research, external partnerships, and graduates' workforce readiness, the Center for AI embraces complexity, adapts as technologies evolve, and addresses the interrelated concerns and innovations AI raises.

Objectives and Metrics

The items below detail the center's objectives for the next five years, why each matters for Miami, example center activities that show how the outcome will be achieved, and metrics to assess each activity's success in achieving its related outcome.

Objective

Amplify Miami's reputation as a leader in ethical and transformative AI teaching, research, and innovation.

Why it Matters for Miami

A Center dedicated to AI complexity—technology, ethics, uses, education, and future applications—enhances Miami's leadership reputation and better attracts students, funding partners, employers, staff, and faculty candidates who want to apply these systems and lead in their fields. A Center can elevate Miami's standing among competitor institutions. For example, our prospective students most often choose Indiana University over Miami, and IU coordinates AI activities through its Luddy Artificial Intelligence Center and, according to the IU website, has secured over $60 million in AI-related grants, gifts, and contracts since 2020.

Activity/Deliverable	Measurement and Metric

MCAI News Cycle: Establish which channels MCAI will use (Example: AI website, email newsletter, social media) and when MCAI will publish stories about its activities and provide resources. (Example: Once-a-month story in Miami Matters, Once-a-year national exposure, Once-a-week social media story on LinkedIn or Instagram). Establishes Miami as a leader in AI. Content hosted primarily on the Center for AI Website.	Responses from subscribers and readers (survey)
Representation in Regional and National Events: The Director of the Center for AI and/or Advisory Board Members and students present their teaching and research as panelists, speakers, and leaders at symposia, industry and academic conferences.	Participate in at least four events each academic year.

Objective

Foster and support curricular development, including the AI in the Majors effort, in coordination with the Associate Provost for Undergraduate Education.

Why it Matters for Miami

Miami currently lacks a formalized group to help faculty connect on AI-related curricular work across departments and divisions. The Center for AI will fill that gap as a convener and organizer, supporting departments developing cross-curricular offerings and providing guidance on specific AI concerns. This support from the Center can help faculty develop MILE courses or integrate AI into degree programs because the Center stays current on AI technologies and ethical concerns that cut across fields.

Activity/Deliverable	**Measurement and Metric**
AI Teaching & Learning Office Hours: Two dedicated hours per week when faculty can book time with the Director for AI-focused teaching and learning advice and collaboration. Two flavors: faculty's everyday needs and technical, deeper sessions.	At least 5 sessions booked and completed by faculty. Survey responses: a quarterly survey: “Which Center activities assisted your teaching efforts this quarter?”

AI Activity Launch Workshop: One workshop for faculty to create an activity (example: assignment, quiz, project) that investigates/applies AI in their course. Each participant produces an assignment with authentic assessment. Possibly a collaboration between the Center for Teaching Excellence and MCAI.	At least 12 faculty members participate and integrate the activity into their courses. Survey responses: a quarterly survey: “Which Center activities assisted your teaching efforts this quarter?” Did you integrate the activity into your course? How did students respond? What evidence of learning gains?

Objective

Promote and advise on policies and technology, as well as responsible, ethical, and effective use of AI across the university.

Why it Matters for Miami

Thanks to the Center’s personnel—including internal and external advisory boards with members across disciplines—it can serve as an informed resource for Miami units when establishing AI-related guidelines. By sharing AI guidance and insights through presentations, social media, an email newsletter, and other public-facing channels, our Miami community and those beyond can apply informed insights as AI concerns evolve and technologies change.

Activity/Deliverable	Measurement and Metric
Write and Share Ethical AI Use Stories: Post and publish stories about Ethical use and developments in teaching and learning with AI on a Miami AI Website.	1 story/post per quarter.
Participate in Ad Hoc/Ongoing Meetings as an advisor: The Director is available to serve on meetings/councils and	Number of meetings and collaborations

decision-making bodies across various units as needed. The Director contacts Center participants (faculty and/or staff) to serve as advisors when needed for decision-making.	

Objective

Strengthen AI research collaborations and increase competitiveness for external funding, including endowed funding.

Why it Matters for Miami

A Center whose resources are committed to supporting faculty and student AI research and creative collaborations will facilitate innovative work that might otherwise be missed—leading to projects and funding for those initiatives that produce answers to compelling AI-related questions. Major federal and international funding agencies require interdisciplinary teams, and historically, these teams produce innovative outcomes that are more competitive for funding and lead to more impactful publications and public announcements. A focus on research collaborations that produce impact is crucial for the Center’s financial self-sustainability so it can support future work that enriches faculty careers, our graduates' employment opportunities, and our community beyond southwest Ohio.

Activity/Deliverable	Measurement and Metric

Pre-Submission Grant Review Meeting: Ad hoc grant review sessions where faculty can receive feedback and mentorship on their proposal before submission.	At least 3 grants are reviewed and submitted in Cayuse. (Award outcomes will be tracked and reported as they resolve, which may extend into year two given standard funding agency timelines.) Survey responses: a quarterly survey: “Which of the following assisted you this quarter: Grant Review Meeting, Monthly AI Lunch, Funding Opportunities Spreadsheet, other.” to learn if the Grant Review Meeting is worth continuing.
Monthly AI Lunch Networking: Coordinate times and locations for lunches in a Dining Hall where faculty can discuss AI news, share their AI work, and identify opportunities. Informal but professional connections facilitated by the Director	Faculty attendance numbers. Survey responses: a quarterly survey: “Which Center activities assisted your external funding efforts this quarter?”

Objective

Provide strategic programming and professional development to assist in positioning faculty, students, and staff on the leading edge of AI developments and to prepare students for workforce readiness.

Why it Matters for Miami

AI-related programming at Miami is fragmented—spread across existing Centers and divisions, led by individual faculty, the AI Provost Fellows, and IT Services. A nimble Center designed to provide and plan timely programming for Miami faculty, students, and staff with emerging concepts supplements formal instruction, helping Miamians develop knowledge, skills, and thinking that enrich research and creative activity and prepare graduates for workplace demands. The Center can complement this programming as a collaborator alongside existing leaders, planning dedicated cycles that reduce repetition and fill existing gaps.

Activity/Deliverable	Measurement and Metric
From the Field: AI Industry Speaker: Plan and facilitate an on-campus speaker event where a speaker shares their industry experience in AI or conducts a workshop where participants will learn new AI skills. Content target: workforce readiness.	Host at least 1 event each semester. Attendance Post-event survey to seek feedback.
AI Conference/Event: Plan and facilitate a multi-day AI event redesigned to target students, faculty, staff, and practitioners from industry. Invite researchers from other institutions, students, and industry practitioners to submit presentation abstracts. Possible AI job fair in coordination with Career Success. This event will bring industry and academia together.	Attendance Type/role and numbers. Quality/reputation of speakers. Quality of sponsors and sponsorship amounts. Post-event survey to seek feedback.

Objective

Serve as a hub to help facilitate and build AI partnerships with industry, community organizations, and regional stakeholders.

Why it Matters for Miami

A Center committed to identifying and fostering AI partnerships reduces a burden on Miami faculty and staff by making connections that can lead to work-based learning opportunities, funding for projects, expert speakers, internship and career opportunities, and real-time insights for curricular offerings thanks to relationships with people developing AI technologies, developing governance, and working in organizations in various fields.

Activity/Deliverable	Measurement and Metric
Ohio Organization and Industry Relationship Building: The Director identifies touchpoints (conferences, symposia, presentations, social events, meetings), creates a list of partners (examples: OhioX, companies), to: 1) foster relationships between Miami personnel and external individuals for collaboration, 2) identify speakers, employers, and strategic partners for Center activities, 3) develop communication channels for funding discovery	Identify 20 partner targets in year one. Attend 6 partner meetings/events per year. Formalize relationships with 3 organizations in the first year.
Reskilling Your Employees Workshops: A faculty member working in AI at Miami leads a workshop with employees at an Ohio business or organization to reskill their work with AI. (Example: reskilling your design agency to integrate AI into your workflow)	Provide at least one workshop by year three. Post-event survey to seek feedback.

Objective

Track AI at Miami, including courses, majors, programs, publications, research, and events.

Why it Matters for Miami

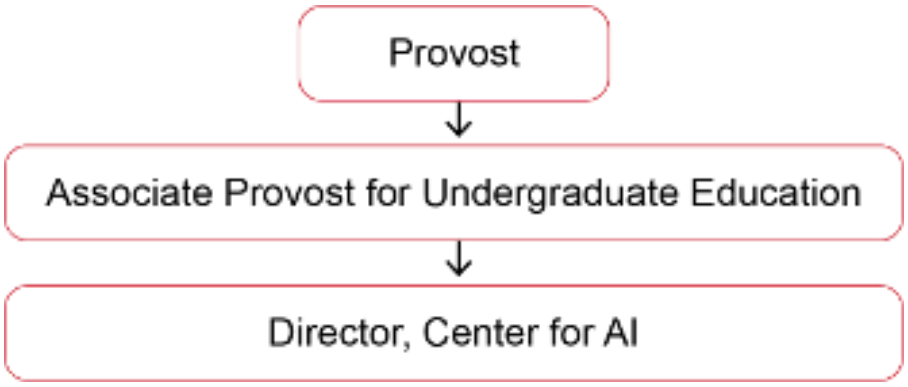
The Center's dedicated resources for recording and reporting AI activities at Miami will enable faculty and staff to access this information and tell stories of how work at Miami is enriching our internal community and those beyond. Also, by formally documenting AI at Miami, our institution can learn what impacts are being made and how to adjust to better enrich the experiences of students, faculty, staff, and the surrounding community.

Activity/Deliverable	Measurement and Metric
AI at Miami Reporting Process: Create a process to collect AI activities at Miami. A lightweight ask of personnel so the Center can document work with AI. (Examples: Google form, Chairs add to a spreadsheet quarterly or monthly, survey the Bulletin in September for all course descriptions and titles, survey Simple Syllabus each semester for AI-related learning outcomes)	Collection method response rates and timeliness: All assigned units reporting. User feedback on usability and replicability.

Organization

Director: The Director of the Center for AI will oversee daily Center operations and lead the Center's initiatives, including programming, fundraising, reporting, and fostering working relationships with Miami and external partners. Because the Center for AI involves both AI research and teaching functions, only tenured/tenure-eligible faculty are eligible to serve as Director of the Center for AI. Dennis Cheatham is the founding director of the Center for AI.

Organizational Structure



Internal Advisory Board

The Miami Center for AI Internal Advisory Board will bring an interdisciplinary perspective to the Center's operations by guiding MCAI's programming, curricular support, and policy work through reviews of proposed initiatives and identifying potential funding leads to bring to the Director. This body will connect the Center with department- and college-level needs—bringing AI matters that affect the Miami community to the Center's attention to shape its initiatives. The Internal Advisory Board will include members from each academic division, Information Technology Services, the University Libraries, and one current Miami student.

College of Arts and Science	1 Natural Science 1 Social Science 1 The Humanities
Farmer School of Business	1
College of Creative Arts	1

College of Education, Health, and Society	1
College of Engineering and Computing	1 Computer Science 1 CEC other than Computer Science
College of Liberal Arts and Applied Science (Miami Regional Campuses)	1
Information Technology Services	1
University Libraries	1
Student	1

Members will serve staggered two-year terms and may serve repeated terms but are subject to a nomination process detailed below. The board will synchronously meet at least six times per academic year.

To expedite the Center's launch, the MCAI Director will invite the first group of Internal Advisory Board members. Five Year 1 members will serve a three-year term. These three-year term members will be from Information Technology Services, the College of Education, Health, and Society, the College of Liberal Arts and Applied Science (Miami Regional Campuses), the non-Computer Science member from the College of Engineering and Computing, and the Humanities member from the College of Arts and Science. The Director will ask the MiamiTHRIVE AI subcommittee for recommendations for an inaugural Student member.

Once the inaugural board members complete their term, a nomination process for new members will be initiated. This nomination process will ask each Dean (or Chair for smaller

units) to suggest two or three names per seat (one may be a current member), and the Director of the Center will select members from this pool. The student member will self-nominate through the Center. If a unit or student does not submit nominations within three weeks of the request, the Director may identify a member directly.

National Advisory Board

The MCAI National Advisory Board will bring national, industry-informed input on workforce readiness, emerging AI trends, and public policy concerns. This board will help identify partnership and funding opportunities, recommend employment and internship pathways for Miami students. National Advisory Board members may not be Miami-employed and are expected to be active practitioners in various industries. The National Advisory Board will

consist of six to eight people who will serve staggered two-year terms and may serve repeated terms.

AI Technologist	1
Arts & Entertainment	1
Business Leadership	1
Education	1
Healthcare	1
Public Policy	1
Additional Members (potentially entrepreneurs or environmentalists)	No more than 2

The board will meet synchronously at least once per year, with the main meeting taking place during the AI Symposium/Event.

The Director of the Miami Center for AI will identify and invite National Advisory Board members—seeking input from the Internal Advisory Board for candidates.

Budget and External Funding

Initial funding for MCAI comes from the MiamiTHRIVE strategic plan, with the goal of securing external funding by year three and becoming fully sustainable by year six. Potential funding sources include private funding from industry partners through sponsorships. In 2026, Amazon sponsored the AI Symposium in part, and we expect this sponsorship to continue. The Center's public programming, such as "From The Field" AI Industry Talks, offers sponsorship opportunities that can offset event costs. The Center will aggressively pursue an endowment in

partnership with University Advancement. An endowment would add stability to the Center's funding plan and enable it to honor the grantor's gift by empowering student success in AI-enabled workplaces. Because MCAI will conduct and support AI research, state and federal grants are also a funding source.

Seeking funding is a fundamental purpose of MCAI and is built into its activities and structure. Both the Internal and National Advisory Boards will help identify funding sources for the Director to pursue and foster. The Center's Pre-Submission Grant Review Meeting program will support the development of funded research. One of the Center's activities is to manage an AI External Funding Opportunities posting board as a resource that helps researchers identify funding opportunities more easily and connect with partners at Miami

to write and secure grants. In summer 2026, with assistance from Miami's Office of Research and Innovation, an NSF AI Ready America proposal was completed for the MCAI Director to lead the creation of an advanced AI Fundamentals course, and funding would cover the Director's summer stipend, listed in the budget below.

Staffing/Operations	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
Director instructional buyout (1:1 teaching load)	50,000	50,000	50,000	50,000	50,000	50,000
Director summer administrative stipend	15,000	15,000	15,000	15,000	15,000	15,000
Part-time staff (.5 FTE)	40,000	42,000	45,000	45,000	45,000	45,000
Graduate student worker (supplemental, per year)	4,500	4,500	6,000	6,000	6,000	6,000
Staff travel (conferences, outreach)	6,000	6,000	8,000	8,000	8,000	8,000
Office operations & software	3,000	3,000	4,000	4,000	4,000	4,000
Marketing & communications (visibility & outreach)	10,000	10,000	12,000	12,000	12,000	12,000
Contingency (~3%)	8,000	8,000	10,000	10,000	10,000	10,000
SUBTOTAL – Core Staffing & Operations	**136,500**	**138,500**	**150,000**	**150,000**	**150,000**	**150,000**
Programming/Engagement						
Speakers/workshops	30,000	30,000	35,000	35,000	35,000	35,000
Faculty Fellows – PD funds	6,000	6,000	6,000	6,000	6,000	6,000
Student Fellows (undergraduate)	3,000	3,000	5,000	5,000	5,000	5,000
Internal micro-grants	5,000	5,000	5,000	5,000	5,000	5,000
National advisory board support	5,000	5,000	7,000	7,000	7,000	7,000
SUBTOTAL – Programming & Engagement	**49,000**	**49,000**	**58,000**	**58,000**	**58,000**	**58,000**
TOTAL	**185,500**	**187,500**	**208,000**	**208,000**	**208,000**	**208,000**
inflation, raises (2% per annum)				4,160	4,243	4,245
MCAI TOTAL ANNUAL BUDGET		**187,500**	**208,000**	**212,160**	**212,243**	**212,245**
THRIVE %	**100%**	**100%**	**75%**	**50%**	**25%**	**0%**
THRIVE $$	**185,500**	**187,500**	**156,000**	**106,080**	**53,061**	**0**
EXTERNAL $$	**0**	**0**	**52,000**	**106,080**	**159,182**	**212,245**
THRIVE 6-YEAR TOTAL						**688,141**

The Center for AI's space needs are initially modest and can grow as the Center secures equipment and expands. Initially, the Center will need conference room space for in-person meetings and to host visiting speakers, donors, and collaborators. The space will need equipment such as whiteboards, a modest projection solution for presentations, and space to post research opportunities as a hub for Miami faculty to collaborate on research projects. The space should also support AI-specific student work, such as independent studies and research collaborations, by providing a place to store and access materials regularly. The Director of the Center for AI will set office hours for drop-in consultations. A public-facing LED screen outside the Center's office would be ideal for displaying

announcements and recent Center work to invigorate interest and promote program attendance. At first glance, space in the McVey Data Science Building is an ideal location. It may be ideal to co-locate the space with the new Center for Quantum Computing. We look forward to working with Miami's Space Utilization Group to identify space that best serves students and faculty.

Appendix A: Bio of Miami Center for AI Personnel

Dennis Cheatham is the founding Director of the Miami University Center for AI and an Associate Professor of Graphic + Experience Design. He is an Affiliate Faculty member in Emerging Technology in Business and Design, a Research Fellow at the Scripps Gerontology Center, and active faculty in Miami University's Center for Teaching Excellence. His research and teaching focus on experiences at the intersection of technology and human-centered design, informed by work in futures studies and learning sciences. As Director of the Miami University Center for AI, he leads institutional efforts for research, teaching, and learning—supporting responsible AI integration across the curriculum and catalyzing AI research and scholarship that positively impacts people in Ohio and beyond. Since 2023, Dennis has been deeply engaged in hands-on work with AI tools, including 1.5 years of active coding with generative and agentic AI. He has closely monitored AI's evolution while presenting and publishing his research on AI applications in professional practice at international conferences and symposia. Dennis's approach emphasizes practical implementation over theoretical discussion, drawing on 15 years of professional experience as a creative director, interaction designer, and experience designer to help non-technical users confidently engage with AI tools. Dennis holds an MFA in Design-Innovation Studies from the University of North Texas and degrees in Design Communication and Creative Writing from Texas Tech University.

MIAMI UNIVERSITY

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Consent Calendar
September 25, 2026

RESOLUTION R2027-07
Authorization to Negotiate and Execute Mutual Aid and Police Services Agreements Pursuant to Ohio Revised Code Section 3345.041

WHEREAS, Ohio Revised Code Section 3345.041 authorizes the Board of Trustees of a state university to enter into agreements with townships, municipal corporations, counties, park districts, or other state universities or colleges to allow state university law enforcement officers to perform police functions, exercise police powers, or render police services on behalf of or in cooperation with such entities; and

WHEREAS, interagency cooperation, law enforcement coordination, and mutual aid agreements enhance public safety, emergency response capabilities, and the efficient allocation of resources for the protection of Miami University students, faculty, staff, visitors, and the surrounding communities.

NOW, THEREFORE, BE IT RESOLVED, that the Miami University Board of Trustees hereby authorizes the Senior Vice President for Finance and Business Services (or his/her designee) and the Chief of Police of the Miami University Police Department to negotiate, enter into, execute, renew, and amend mutual aid agreements, police assistance contracts, interagency law enforcement agreements, and similar agreements and instruments pursuant to Ohio Revised Code Section 3345.041; and

BE IT FURTHER RESOLVED, that the Board of Trustees hereby ratifies, confirms, approves, and validates all mutual aid agreements, police services contracts, memoranda of understanding, and interagency law enforcement agreements previously negotiated, executed, renewed, or otherwise authorized by the Senior Vice President for Finance and Business Services and/or the Chief of Police prior to the effective date of this Resolution, giving such prior agreements full legal force and effect as if originally executed under this express delegation of authority.

Approved by the Board of Trustees
September 25, 2026



Theodore O. Pickerill II
Secretary to the Board of Trustees

MIAMI UNIVERSITY

Board of Trustees
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Consent Calendar
September 25, 2026

RESOLUTION R2027-08

Authorization to Negotiate and Execute Mutual Aid and Police Services Agreements Pursuant to Ohio Revised Code Section 3345.041

WHEREAS, Ohio Revised Code Section 3345.041 authorizes the Board of Trustees of a state university to enter into agreements with townships, municipal corporations, counties, park districts, or other state universities or colleges to allow state university law enforcement officers to perform police functions, exercise police powers, or render police services on behalf of or in cooperation with such entities; and

WHEREAS, interagency cooperation, law enforcement coordination, and mutual aid agreements enhance public safety, emergency response capabilities, and the efficient allocation of resources for the protection of Miami University students, faculty, staff, visitors, and the surrounding communities.

NOW, THEREFORE, BE IT RESOLVED, that the Miami University Board of Trustees hereby authorizes the Senior Vice President for Finance and Business Services (or his/her designee) and the Chief of Police of the Miami University Police Department to negotiate, enter into, execute, renew, and amend mutual aid agreements, police assistance contracts, interagency law enforcement agreements, and similar agreements and instruments pursuant to Ohio Revised Code Section 3345.041; and

BE IT FURTHER RESOLVED, that the Board of Trustees hereby ratifies, confirms, approves, and validates all mutual aid agreements, police services contracts, memoranda of understanding, and interagency law enforcement agreements previously negotiated, executed, renewed, or otherwise authorized by the Senior Vice President for Finance and Business Services and/or the Chief of Police prior to the effective date of this Resolution, giving such prior agreements full legal force and effect as if originally executed under this express delegation of authority.

Approved by the Board of Trustees
September 25, 2026



Theodore O. Pickerill II
Secretary to the Board of Trustees

MIAMI UNIVERSITY

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Approved by the Board of Trustees
September 25, 2026

Theodore O. Pickerill II
Secretary to the Board of Trustees

September 25, 2026
Consent Calendar

RESOLUTION R2027-09
Evaluation of Members of the Faculty

BE IT RESOLVED, that the Miami University Board of Trustee approves the attached policy - Evaluation of Members of the Faculty.

Evaluation of Members of the Faculty

Scope: Full time instructional staff

This policy, including its appeal process, is adopted by the Board of Trustees pursuant to Ohio Revised Code Section 3345.452. The relationship between this policy and collective bargaining agreements is governed by Ohio Revised Code Section 3345.455.

Evaluation of Members of the Faculty

Scope: Full time instructional staff

Policy

This policy, including its appeal process, is adopted by the Board of Trustees pursuant to Ohio Revised Code Section 3345.452. The relationship between this policy and collective bargaining agreements is governed by Ohio Revised Code Section 3345.455.

The university will conduct an annual evaluation of each of its full-time instructional staff members in accordance with this policy. The annual evaluation shall be comprehensive and include standardized, objective, and measurable performance metrics. Performance will be assessed for all evaluative categories that the faculty member is assigned at least five percent (5%) of their annual work time over the preceding year, as reflected in their annual workload document. These evaluative categories include: (1) Teaching, (2) Service, and (3) Research, Scholarship, Creative Achievement, and/or Commercialization ("RSCAC"), depending upon the faculty member's workload, as determined by the university.

Annual Report of Professional Activities

All full-time continuing faculty members shall submit to the chair or program director a written Annual Report of Professional Activities that includes information sufficient to address their contributions across each evaluative category including, but not limited to, publications, sponsored research, scholarship and creative achievements, commercialization, teaching responsibilities and performance, academic advising (as assigned), committee assignments, public service, and other professional activities. Failure to submit an annual report may result in an unsatisfactory performance evaluation in the chair or program director's sole discretion.

All full-time temporary faculty members, as well as administrative and staff members with teaching responsibilities, will submit a report of their teaching effectiveness to the respective department chair or director, including a summary table regarding the student evaluation questions referenced in Section 3345.451 of the Ohio Revised Code.

Frequency and Purpose of Evaluation

Faculty will receive a written annual evaluation based, at least in part, on data supplied in their Annual Report of Professional Activities. Evaluations shall serve three functions:

1. To guide the professional development of the individual;
2. To establish a projected work effort distribution for the next academic year in accordance with the university's workload policies; and,
3. To document performance and contributions for which personnel decisions and salary recommendations shall be made.

Department chairs or program directors shall prepare written evaluations to be delivered to the faculty member not later than May 1. Prior to delivery to the faculty member, the written evaluations are forwarded to the Divisional Dean for their review and approval or disapproval, and submitted to the Provost for review. If there is disagreement between the chairperson and the Divisional Dean, the Provost shall have final decision authority.

Annual evaluations are conducted in accordance with University, divisional, and departmental governance for performance evaluations. Each Division shall make information about the review process available, including the timing, procedures, and what faculty can expect to provide and receive in their annual evaluation. Each Division will determine the criteria for, the manner of, and the faculty member's responsibilities in the evaluation process. However, student evaluations, as referenced in Section 3345.451 of the Revised Code, shall account for at least 25% of performance in the category of teaching.

Each annual evaluation shall set forth strengths, weaknesses, and specific recommendations for improvement, when applicable. For each evaluative category, the

evaluator must include a summary assessment that reflects one of the three following outcomes: "exceeds performance expectations," "meets performance expectations," or "does not meet performance expectations/needs improvement.” When a faculty member receives an evaluative category and/or an overall assessment of “does not meet performance expectations/needs improvement,” the specific areas which need improvement shall be conveyed.

Faculty will have the opportunity to respond to their evaluation in writing. The results of annual evaluations shall be considered in subsequent decisions on promotion, pay, awards, benefits, post-tenure review, and other decisions related to continued employment.



Appeal of Performance Evaluation

A faculty member may appeal the evaluation within 10 business days of receipt of the written evaluation from the chair. That appeal is submitted to the Divisional Dean and chair and shall include a written statement detailing the reason(s) for the appeal and providing any clarifying information or additional details that should be considered in the appeal. Within 10 business days of receipt of the written statement, the chair will be permitted to respond in writing to the Divisional Dean, with a copy to the faculty member, regarding the faculty member’s written statement as well.

The Divisional Dean will review the information provided, determine if the original annual performance evaluation should be amended or revised, and communicate their decision to the faculty member within twenty (20) calendar days of receipt of the chair’s written response. If the Divisional Dean upholds the evaluation as originally submitted to the faculty member, without change, that decision is final.

If the Divisional Dean recommends amending or revising the evaluation as originally submitted, that recommendation shall be forwarded to the Provost for further review. The Provost will review all the information provided and determine if the annual performance evaluation should be revised or stand as originally submitted to the faculty member. The Provost shall communicate a written decision to the faculty member no later than June 30, or within fifteen (15) business days of receipt of the recommendation from the Divisional Dean, whichever is later. In accordance with Section 3345.452(E) of the Revised Code, the decision of the Provost will be final.

The Divisional Dean's decision and, when applicable, the Provost's decision shall be provided in writing, state the reasons for the decision, and address any claimed material factual or procedural error.

Exclusive Review

Subject to the provisions below, the appeal process provided in this policy is the sole and exclusive University appeal or process for challenging an annual performance evaluation, including its ratings, subjective conclusions, and compliance with applicable evaluation procedures. Neither an annual performance evaluation nor the Provost's final decision following the appeal process, as provided by Section 3345.452(E), is subject to additional review under any other University appeal process, or grievance procedure provided under an applicable collective bargaining agreement.

Preservation of Rights

This policy does not restrict any right to file a charge or claim with a governmental agency or court of competent jurisdiction, or to pursue an independent claim of unlawful discrimination, harassment, or retaliation through an otherwise applicable procedure. This policy does not, by itself, eliminate any separately enforceable right to challenge a subsequent disciplinary, compensation, promotion, tenure, or other employment decision under applicable law or collective bargaining agreement. The use of an annual evaluation by the University in any subsequent employment decision does not, by itself,

create an additional right to appeal the evaluation outside of the process provided herein.

Amendments

The Board of Trustees reserves the right to amend, modify, or repeal this policy at any time, consistent with applicable law. Bargaining unit faculty members and their representative organization shall be made aware of any changes to the annual evaluation process in the fall of each academic year.

Related Form(s)

Additional Resources and Procedures

FAQ

Policy Administration

Next Review Date

7/1/2030

Responsible Officers

Board of Trustees

Provost and Executive Vice President for Academic Affairs

Legal Reference

ORC 3345.451, ORC 3345.452, ORC 3345.455

Compliance Policy

Recent Revision History

Edited July 2018; Revised December 2025, Revised September 2026

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Evaluation of Members of the Faculty

Scope: Full time instructional staff

Policy

This policy, including its appeal process, is adopted by the Board of Trustees pursuant to Ohio Revised Code Section 3345.452. The relationship between this policy and collective bargaining agreements is governed by Ohio Revised Code Section 3345.455.

The university will conduct an annual evaluation of each of its full-time instructional staff members in accordance with this policy. The annual evaluation shall be comprehensive and include standardized, objective, and measurable performance metrics. Performance will be assessed for all evaluative categories that the faculty member is assigned at least five percent (5%) of their annual work time over the preceding year, as reflected in their annual workload document. These evaluative categories include: (1) Teaching, (2) Service, and (3) Research, Scholarship, Creative Achievement, and/or Commercialization ("RSCAC"), depending upon the faculty member's workload, as determined by the university.

Annual Report of Professional Activities

All full-time continuing faculty members shall submit to the chair or program director a written Annual Report of Professional Activities that includes information sufficient to address their contributions across each evaluative category including, but not limited to, publications, sponsored research, scholarship and creative achievements, commercialization, teaching responsibilities and performance, academic advising (as assigned), committee assignments, public service, and other professional activities. Failure to submit an annual report may result in an unsatisfactory performance evaluation in the chair or program director's sole discretion.

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All full-time temporary faculty members, as well as administrative and staff members with teaching responsibilities, will submit a report of their teaching effectiveness to the respective department chair or director, including a summary table regarding the student evaluation questions referenced in Section 3345.451 of the Ohio Revised Code.

Frequency and Purpose of Evaluation

Faculty will receive a written annual evaluation based, at least in part, on data supplied in their Annual Report of Professional Activities. Evaluations shall serve three functions:

1. To guide the professional development of the individual;
2. To establish a projected work effort distribution for the next academic year in accordance with the university's workload policies; and,
3. To document performance and contributions for which personnel decisions and salary recommendations shall be made.

Department chairs or program directors shall prepare written evaluations to be delivered to the faculty member not later than May 1. Prior to delivery to the faculty member, the written evaluations are forwarded to the Divisional Dean for their review and approval or disapproval, and submitted to the Provost for review. If there is disagreement between the chairperson and the Divisional Dean, the Provost shall have final decision authority.

Annual evaluations are conducted in accordance with University, divisional, and departmental governance for performance evaluations. Each Division shall make information about the review process available, including the timing, procedures, and what faculty can expect to provide and receive in their annual evaluation. Each Division will determine the criteria for, the manner of, and the faculty member's responsibilities in the evaluation process. However, student evaluations, as referenced in Section 3345.451 of the Revised Code, shall account for at least 25% of performance in the category of teaching.

Each annual evaluation shall set forth strengths, weaknesses, and specific recommendations for improvement, when applicable. For each evaluative category, the

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evaluator must include a summary assessment that reflects one of the three following outcomes: "exceeds performance expectations," "meets performance expectations," or "does not meet performance expectations/needs improvement." When a faculty member receives an evaluative category and/or an overall assessment of "does not meet performance expectations/needs improvement," the specific areas which need improvement shall be conveyed.

Faculty will have the opportunity to respond to their evaluation in writing. The results of annual evaluations shall be considered in subsequent decisions on promotion, pay, awards, benefits, post-tenure review, and other decisions related to continued employment.

~~Bargaining unit faculty members and their representative organization shall be made aware of any changes to the annual evaluation process in the fall of each academic year.~~

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Appeal of Performance Evaluation

A faculty member may appeal the evaluation within 10 business days of receipt of the written evaluation from the chair. That appeal is submitted to the Divisional Dean and chair and shall include a written statement detailing the reason(s) for the appeal and providing any clarifying information or additional details that should be considered in the appeal. Within 10 business days of receipt of the written statement, the chair will be permitted to respond in writing to the Divisional Dean, ~~and copying~~with a copy to the faculty member, regarding the faculty member's written statement as well.

The Divisional Dean will review the information provided, determine if the original annual performance evaluation should be amended or revised, and communicate their decision to the faculty member ~~promptly~~within twenty (20) calendar days of receipt of

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the chair's written response. If the Divisional Dean upholds the evaluation as originally submitted to the faculty member, without change, that decision is final.

If the Divisional Dean recommends amending or revising the evaluation as originally submitted, that recommendation shall be forwarded to the Provost for further review. The Provost will review all the information provided and determine if the annual performance evaluation should be revised or stand as originally submitted to the faculty member. The Provost shall communicate a written decision to the faculty member no later than June 30, or within fifteen (15) business days of receipt of the recommendation from the Divisional Dean, whichever is later. In accordance with Section 3345.452(E) of the Revised Code, the decision of the Provost will be final.

The Divisional Dean's decision and, when applicable, the Provost's decision shall be provided in writing, state the reasons for the decision, and address any claimed material factual or procedural error.

Exclusive Review

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Subject to the provisions below, the appeal process provided in this policy is the sole and exclusive University appeal or process for challenging an annual performance evaluation, including its ratings, subjective conclusions, and compliance with applicable evaluation procedures. Neither an annual performance evaluation nor the Provost's final decision following the appeal process, as provided by Section 3345.452(E), is subject to additional review under any other University appeal process, or grievance procedure provided under an applicable collective bargaining agreement.

Preservation of Rights

This policy does not restrict any right to file a charge or claim with a governmental agency or court of competent jurisdiction, or to pursue an independent claim of unlawful discrimination, harassment, or retaliation through an otherwise applicable procedure. This policy does not, by itself, eliminate any separately enforceable right to challenge a

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subsequent disciplinary, compensation, promotion, tenure, or other employment decision under applicable law or collective bargaining agreement. The use of an annual evaluation by the University in any subsequent employment decision does not, by itself, create an additional right to appeal the evaluation outside of the process provided herein.

Amendments

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The Board of Trustees reserves the right to amend, modify, or repeal this policy at any time, consistent with applicable law. Bargaining unit faculty members and their representative organization shall be made aware of any changes to the annual evaluation process in the fall of each academic year.

Related Form(s)

Additional Resources and Procedures

FAQ

Policy Administration

Next Review Date

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7/1/2030

Responsible Officers

Board of Trustees

Provost and Executive Vice President for Academic Affairs

Legal Reference

ORC 3345.451, ORC 3345.452, ORC 3345.455

Compliance Policy

Recent Revision History

Edited July 2018; Revised December 2025, Revised September 2026

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Board of Trustees
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www.MiamiOH.edu

Other Business
September 25, 2026

RESOLUTION R2027-10
Dr. Renate Crawford FY2027 Salary

BE IT RESOLVED, that the Board of Trustees hereby approves an Academic Year 2026 -2027 salary of $62,593 for University Ambassador Dr. Renate Crawford, retroactive to July 1, 2026.

Approved by the Board of Trustees
September 25, 2026



Theodore O. Pickerill II
Secretary to the Board of Trustees

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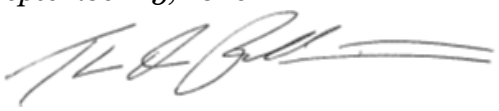
Other Business
September 25, 2026

RESOLUTION R2027-10
President Gregory Crawford FY2027 Salary

BE IT RESOLVED, that the Board of Trustees hereby approves an Academic Year 2026 -2027 salary of $607,190 for President Gregory Crawford, retroactive to July 1, 2026.

BE IT FURTHER RESOLVED; that the Board hereby also approves an annual bonus payment of $176,851 (30% of FY2026 base salary) to President Gregory Crawford, payable per the employment agreement.

Approved by the Board of Trustees
September 25, 2026



Theodore O. Pickerill II
Secretary to the Board of Trustees