

**BOARD OF TRUSTEES  
MIAMI UNIVERSITY  
Minutes of the Academic and Student Affairs Committee Meeting  
Oxford Campus  
Marcum Conference Center, Room 180's  
Thursday, February 26, 2026**

Committee Chair Beth McNellie called the meeting to order at 2:00 p.m., with sufficient members present to constitute a quorum. The meeting was held in the Marcum Conference Center on the Oxford campus. Roll was called; attending with Chair McNellie were committee members; Trustees Bill Ebbing, Debbie Feldman, Zachary Haines, Lisa Peterson, and Mary Schell; National Trustee Dave Dafoe; and Student Trustees Arushi Agrawal, and Peyton Morrow. Also attending were Trustees Steve Anderson, Ryan Burgess and Rod Robinson; and National Trustee Rick McVey.

In addition to the Trustees, attending for all or part of the meeting were President Crawford and President's Executive Cabinet members; interim Provost Chris Makaroff; Senior Vice President Jayne Brownell; Vice Presidents Rachel Beech, Sue McDowell, Jessica Palatka, Jessica Rivinius, David Seidl, and Amy Shoemaker; along with interim Vice President Jill Gaby; Foundation Board President Brent Shock; Athletic Director David Saylor; Associate Vice President Melissa Thomasson; Senior Director of Executive Communications and Academic Marketing Ashlea Jones; and Ted Pickerill, Chief of Staff and Secretary to the Board of Trustees.

Associate Provost Marco Dumančić was there to present to the Committee; along with many others in attendance to assist or observe.

**Public Business Session**

**Welcome and Approval of the Prior Meeting's Minutes**

Trustee McNellie welcomed everyone to the meeting.

**Approval of the Prior Minutes**

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

## Student Life

### Senior Vice President's Update

Sr. Vice President Jayne Brownell relayed the following:

Good morning. Before I do anything else today, I want to acknowledge the loss of Dan Darkow, the Director of the Miller Center for Student Disability Services, who passed away earlier this month. Dan presented to the Board during our June meeting last year, and I think you will remember the passion, knowledge, and spirit he brought to his work.

Dan and his work benefited not only students with disabilities, but everyone fortunate enough to know and work with him over the past decade at Miami. Since his passing, I've had people from every corner of the university reach out to express the difference he made in their lives—either as a direct advocate or as someone who challenged them to look at disability differently. He made us all more committed to making Miami accessible for every student.

***The Evolving Student Experience:*** Today, we are hosting a panel regarding the student experience at Miami. We haven't held one of these panels since before the pandemic, and in that time, both our students and the world have changed in significant ways.

Our goal is for this panel to help you understand what it is like to be a Miami student in 2026, which is quite different from what many of us remember from our own college days.

***Introducing "Miami Central:"*** Before I introduce the panel, I want to highlight a few other updates related to the student experience. The first is a new technology platform from Ready Education that we are currently preparing to implement, which will be known on campus as "Miami Central."

This engagement and communication platform will offer so many more features than The Hub, which we've used for the last decade. Some of the features Miami Central will offer include:

- **Personalization:** Students can set up profiles and interests to match with specific organizations, events, and peers.
- **Targeted Communication:** We will be able to send timely information based on group membership, such as first-generation students, those interested in athletics, or graduating seniors.
- **Streamlined Organization Management:** Student organizations can manage their events and attendance, finances, and memberships all in one place, and customize their group pages.
- **Tracking Growth:** We can create checklists and "pathways" for leadership development, experiential learning, and other co-curricular experiences, which can then appear on a student's co-curricular transcript.

We are currently in the customization and development phase of this project, with the goal of introducing this technology during orientation this summer. I look forward to sharing more updates with you this fall.

***Greek Life Update:*** As we think about the student experience today, fraternity and sorority life is in its most active period of the year. Both Interfraternity Council and Panhellenic Association recently completed their recruitment processes and are now in the new member period, leading up to initiation.

Greek life is alive and well at Miami; in fact, we have the highest rate of participation we've seen in a very long time.

Starting with sorority recruitment, 57% of first-year women signed up for Panhellenic recruitment. In the end, 1,031 women accepted a bid to a chapter, which is 44.5% of FY women. Notable this year is the fact that coming into the final round of recruitment, not a single woman was dropped from the process. If they stayed in the process to the end, every woman received a bid. Any women who signed up for recruitment but didn't receive a bid withdrew on her own.

The Interfraternity Council also had a busy year. 859 men signed up for recruitment, and 660 (or 35%) of first-year men accepted a bid.

Those numbers are higher than usual. One reason why is probably related to our drop in international student enrollment. International students join Greek Life in very low numbers, so when we have the same number of students, but with only 2-3% international compared to 9-11% a few years ago, a larger percentage of our student body will likely be interested in fraternity and sorority life.

Our other two Councils, the National Panhellenic Council and the Multicultural Greek Council, follow individual intake timelines, but both are also seeing strong interest.

***Campus Spirit and Athletics:*** Finally, I must note our amazing run in basketball and our success in several other winter sports this year. While you'll hear more about this over the next couple of days, I've personally noticed a massive shift in school spirit.

Whether or not you are personally a sports fan, walking across campus during this winning streak, the energy is undeniable.

Miami shirts are everywhere, and more importantly, the shirts of other universities have seemingly disappeared. You hear students talking about Miami basketball wherever you go; that pride and excitement is contagious. I look forward to seeing that momentum continue.

***Introduction of the Student Panel:*** Now, I want to shift gears to the real stars here today: our student leaders. I gathered nominations from all of our Directors in Student Life to find students who represent the breadth of the Miami experience.

Narrowing it down to only five students was incredibly difficult, but we have a fantastic panel for you. Between the five of them I think we have nearly the entire university experience covered, with the exception of having an RA in our group. So, without further ado, let's turn to our panel.

### **Student Panel**

The five students introduced themselves and Sr. Vice President Brownell moderated the panel discussion regarding the student experience at Miami University. The goal for the panel was to help the members of the Committee understand what it is like to be a Miami student in 2026, which is quite different from what many remember from their own college days. Students reflected on why they chose to attend Miami, their most impactful experiences as a student, and how those experiences prepared them for the future after college. Those experiences included study abroad, undergraduate research, being a UA for UNV 101, being a Summer Undergraduate Orientation Leader (SOUL), participating in student government, and leading or being a member of student organizations. Two of the students talked about their difficulties with transitioning to college and what changed for them that allowed them to thrive at Miami. The others recalled challenges they faced during their time here and the resources they used to overcome those. As they reflected on their experiences at Miami, they talked about developing a sense of belonging, building community, the impact of finding caring staff and faculty, and the availability of campus resources, such as counseling or the dean of students office, as being important for their success at Miami.

### **Academic Affairs**

#### **Provost's Update**

Interim Provost Chris Makaroff reviewed the faculty and librarian candidates for promotion and tenure. He was then joined by Associate Provost Marko Dumančić to update the Committee on the Progress of the Miami Plan revisions.

### **Miami Plan Revisions**

The structural changes include:

- A new vision, and a new name to encourage fresh thinking and make implementation clearer for students and advisors.
- A reimagining and renaming of the Office of Liberal Education to make goals clearer, and broaden the scope of responsibility toward strategic curricular planning and support of experiential learning.
- Creating a coordinated support "Hub" to align curriculum, career services, and advising resources for students, as well as faculty and program development resources/offices.

The new vision and title will be Miami Integrated Learning Experience (MILE). MILE is the university's general education program, coordinated by the Office of Integrated Learning. MILE intentionally integrates academic, co-curricular, and applied learning through reflection, experiential coursework and an ePortfolio to prepare students for life and career.

MILE will include Applied Skills Courses which focus on:

- Oral communication
- Teamwork
- Problem-solving (creative and/or entrepreneurial)
- Digital fluency quantitative reasoning
- Civic-mindedness and/or ethical thinking

Next, Provost Makaroff informed the Committee on several resolutions necessary to conform to the requirements of recent Ohio legislation.

### **Implementing Legislative Requirements**

Provost Makaroff presented a proposed process for creating and ending programs which includes; initiation, Provost notification, advisory review, Provost recommendation, and Board of Trustees action.

For routine curricular changes, the process includes: development, Provost notification, advisory review, Provost action, and informing the Board of Trustees.

He also presented resolution to revise the Senate Enabling Act; to designate the Center for Civics, Culture, and Society as a tenure-awarding unit of the University; and to revise Miami's American Civic Literacy Plan with additional course options.

### **Additional Resolutions**

Provost Makaroff introduced a resolution to merge the Department of French, Italian, and Classics; and the Department of German, Russian Asian, and Middle Eastern Languages and Culture; into the Department of World Languages and Cultures. He also presented resolutions to reorganize the 12 Regional Campus Departments into six; and to create two new Associate Degrees in Engineering Technology.

The resolutions were then considered in a single vote.

- [Civics Center Resolution](#) (Designating as an Academic Unit)
- [American Civic Literacy Resolution](#)
- [Curriculum Approval Policy Resolution](#)
- [Senate Enabling Act Resolution](#)
- [Department Merger Resolution](#)
- [Associate Degree in Engineering Technology](#)
- [Associate Degree in Mechatronics Engineering Technology](#)
- [Regional Campuses Restructuring Plan Resolution](#)

Trustee Ebbing moved, Trustee Peterson seconded, and by unanimous voice vote, the resolutions were recommended for approval by the full Board, with all voting in favor and none opposed.

## **Enrollment Management and Student Success**

### **Vice President's Update**

Vice President Rachel Beech provided updates on Enrollment Management and Student Success (EMSS) stating Miami University operates within a rapidly shifting national enrollment landscape characterized by demographic decline, increased competition, and enrollment consolidation. While major factors impacting enrollment are largely outside institutional control, Miami has increased applications and become more selective, with acceptance rates declining from 82.3% in Fall 2023 to 70.4% in Fall 2025.

She explained that one of the ways Miami is able to continue to be competitive is through a strategy of targeted marketing in key geographic markets, such as Chicago and Charlotte, and repositioning of the out-of-state admissions team. She also stated that national exposure, such as the recent basketball success, also helps to drive awareness and interest. Notably, she informed the Committee that Make it Miami reservations are up 30% over last year, and shared that for those students who do attend, the yield rate is 50%. She described the year-to-date admissions numbers as “cautiously optimistic.”

The Workday Student implementation is progressing with a comprehensive communication strategy tailored to multiple stakeholder groups. Training, validation, and engagement efforts are underway to ensure institutional readiness and alignment with the student lifecycle. Additionally, the adoption of the PowerFAIDS financial aid system - widely used across higher education - will further modernize financial aid operations and integrate with Workday by Fall 2027.

## **University Communications and Marketing (UCM)**

### **Vice President's Update**

Vice President Jessica Rivinius updated the Committee highlighting the powerful role of athletics as a catalyst for institutional brand visibility, engagement, and national reach. Miami University's participation in high-profile athletic events - particularly the Snoop Dogg Bowl and the success of men's and women's basketball - generated significant increases in media exposure, social engagement, and publicity value, with the media exposure value for the Snoop Dogg Bowl estimated at nearly \$450M. She also shared that Miami's 28-OH basketball team's recent game on ESPN was the first MAC game aired on the ESPN main channel since Wally Szczerbiak was here in 1999. That single game had a publicity value estimate of \$3-\$5M. Athletic performance has also driven substantial growth in earned media value, social media engagement, and web traffic, including dramatic increases in organic search activity and national media mentions. These efforts have translated into meaningful opportunities to engage

prospective students through targeted communications, event invitations, and expanded awareness marketing campaigns.

She also emphasized the value of the strategic collaboration between UCM and Intercollegiate Athletics (ICA) to strengthen school spirit and brand identity. Central to this effort is the evolution of Miami's mascot, Swoop, into a more prominent and versatile "spirit mark," supported by updated branding, sport-specific designs, animations, and expanded merchandise offerings. Campaign initiatives aim to deepen connections with students, alumni, and broader audiences while increasing attendance at athletic events and supporting non-revenue sports. She shared a remarkable Ice Hockey recruiting drone video, and told the Committee that UCM plans to expand such videos to academic marketing as well.

Finally, Vice President Rivinius highlighted broader marketing, retail, and sustainability efforts that contribute to brand growth and community engagement. Retail performance has improved, with overall sales up nearly 10% year-over-year, supported by creative product strategies and increased demand tied to athletic success. Innovative sustainability initiatives, such as upcycling excess apparel into new merchandise, align with sustainability goals while creating unique retail offerings.

### **Executive Session**

Trustee Schell moved, Trustee Haines seconded, and by unanimous roll call vote, with all voting in favor and none opposed, the Committee convened to Executive Session to consult with counsel; and for personnel matters, the promotion and service of public employees; as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

### **Return to Public Session**

#### **Other Business**

#### **Promotion and Tenure**

Trustee Feldman moved, Trustee Ebbing seconded and by unanimous voice vote, with all voting in favor and none opposed, the promotion and tenure resolution was recommended for approval by the full Board of Trustees.

### **Adjourn**

With no other business to come before the Committee, following a motion by Trustee Haines, and a second by Trustee Peterson, by voice vote the Committee unanimously voted to adjourn, with all voting in favor and none opposed.

### **Written Updates**

- [Student Life Newsletter](#)
- [Occupancy Report](#)
- [Residence Life Report](#)

- [Study Abroad](#)
- [Retention Report](#)
- [EMSS Newsletter](#)
- [UCM Newsletter](#)
- [Senate Report](#)



Theodore O. Pickerill II  
Secretary to the Board of Trustees



MIAMI  
UNIVERSITY

OFFICE OF THE PROVOST

# Provost Update

Academic and Student Affairs  
February 26, 2026

# Candidates for Promotion

## Candidates for Promotion to Associate Professor with Tenure

Riley Acton

Chad Anderson

Phillip Arceneaux

Racheal Banda Rothrock

Suman Bhunia

Sina Esteky

David Gempesaw

Richard James

Elliott Jardin

Caitlin Jeanmougin

Darlene Kinney

Youngaah Koh

Donghyung Lee

Rock Mancini

Michael O'Connell

Aaron Pergram

Joseph Ransdell

Maciej Rysz

Jennifer Schumacher

Russell Simonsen

Adam Strantz

Leping You



# Candidates for Promotion

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## Candidates for Promotion to Full Professor

Jason Berberich

Per Bloland

Michelle Buchberger

Gregory Fisher

Haim Kassa

Hannah Lee

Vahagn Manukian

Tatjana Miljkovic

Anna Radke

Maria Weese

# Candidates for Promotion

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## Candidates for Promotion to Principal Librarian

Ken Irwin

Carla Myers

## Candidates for Promotion to Associate Librarian with Continuing Contract

Megan Jaskowiak



# Board Resolution

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**Resolution:** Approval of the Recommended Faculty for  
Promotion and Tenure



OFFICE OF THE PROVOST

# Miami Plan Revision Updates

# Recommended Structural Changes

**1**

## **New Vision, New Name**

Encourage fresh thinking and make implementation clearer for students and advisors.

Not just another MP revision.

**2**

## **Reimagine & Rename Office of Liberal Education**

Make goals clearer, and broaden the scope of responsibility toward strategic curricular planning and support of experiential learning.

**3**

## **Create Coordinated Support “Hub”**

Align curriculum, career services, and advising resources for students, as well as faculty and program development resources/offices.



# Miami Integrated Learning Experience (MILE)

Supported by the *Miami Integrated Learning Office*

*The Miami Integrated Learning Experience (MILE) is the university's general education program, coordinated by the Office of Integrated Learning. MILE intentionally integrates academic, co-curricular, and applied learning through reflection, experiential coursework and an ePortfolio to prepare students for life and career.*

Connecting Learning to Life

# Proposed Curricular Revisions



# Current Miami Plan (42-51 hrs)

## Perspectives Areas (39+ hours total)

- **Area 1: Formal Reasoning & Communication (9 hours)**
  - Mathematics & Formal Reasoning (3 hrs)
  - Composition (3 hrs)
  - Advanced Writing (3 hrs)
- **Area 2: Science & Society (12+ hours)**
  - Social Sciences (6 hrs)
  - Natural Sciences (6+ hrs, must include lab)
- **Area 3: Arts & Humanities (6 hours)**
  - Creative Arts (3 hrs)
  - Humanities (3 hrs)
- **Area 4: Global Citizenship (12 hours)**
  - Diversity, Equity & Inclusion (3 hrs)
  - Intercultural Consciousness (3-6 hrs)
  - Global Inquiry (3-6 hrs)

## SI + Knowledge in Action (12+ hours)

### Signature Inquiries (9 hours)

- 5 different topic areas to choose from
- Must be from 3 different departments
- Can overlap with Perspectives Areas

### Knowledge in Action (3+ hours)

- Experiential Learning (0+ hours, various formats)
- Senior Capstone (3 hours)

\*red = not state mandated areas

\*black = state-mandated area



# Proposed Miami Integrated Learning Experience (MILE)

## Perspectives Areas (OT36)

- Formal Reasoning & Communication (6 hours)
  - Mathematics & Formal Reasoning (3 hrs)
  - Composition (3 hrs)
- Science & Society (12+ hours)
  - Social Sciences (6 hrs)
  - Natural Sciences (6+ hrs, must include lab)
- Arts & Humanities (6 hours)
  - Creative Arts (3 hrs)
  - Humanities (3 hrs)
- Civic Literacy Course (3hrs)

## Competency Electives & Knowledge in Action

- Capstone (3 hours) (can satisfy in major)
- Advanced Writing (3 hrs) (can satisfy in major)
- Applied Skills Courses (9 hours)



# Miami Integrated Learning Experience



Learning ePortfolio -----> Professional ePortfolio

Co-Curricular Transcript

*A holistic and developmental approach*

## ***Proposed Applied Skills for an ASC Course:***

- Oral communication
- Teamwork
- Problem-solving (creative and/or entrepreneurial)
- Digital fluency
- Quantitative reasoning
- Civic-mindedness and/or ethical thinking

# Proposed ASC Basics:

- Classroom-based and have an Applied Learning Outcome.
- Must culminate in a product, performance, or other artifact that will be assessed and included in the ePortfolio.
- Include linkage and reflection of Skills to Life, Learning, and Career Readiness.
- Early in the curriculum: 100- 200- and 300-level courses with no barriers to enrollment.
- Students complete three distinct experiences totaling 9 credit hrs.
- Can be Perspectives classes, but AP and CCP will not meet ASC requirement.

Internships & independent studies will **not** count as ASCs. ASCs prepare students for these experiences.

# **Proposed Structural Administrative Changes**



# Miami Integrated Learning Office

**Undergraduate research & experiential learning:** UG research and publication, experiential learning support & tracking, integrated coordination with Career Services, service learning support & tracking, co-curricular transcript support.

**Curricular strategy & implementation:** ASC planning, approval and oversight, petitions, strategic curricular planning including ASC course demand/supply forecasting, ODHE/OT36 alignment.

**Program development & assessment:** Assist depts/divisions in creating courses and programs that align with university goals, design and implement assessment of the gen ed program.

*Some of this does not currently happen; some of it is spread across various offices.  
Challenges: resources, reassignment of some responsibilities/control.*

# Approval and Implementation Timeline

- **Jan/Feb 2026:** Dean, Chair, Senate, Liberal Education Council input
- **Feb. 26:** BoT discussion and feedback
- **March 9-April 13:** University Senate feedback & final recommendation
- **May 14-15:** BoT vote
- **Aug. 2026:** Launch Miami Integrated Learning Office (MILO)
- **AY 2026/27:** ODHE approval; Bulletin updates; Applied Skills Course capacity building; Co-curricular transcript + e-Portfolio training
- **AY 2027/28:** Launch of Miami Integrated Learning Experience (MILE)



OFFICE OF THE PROVOST

# Revised Curricular Approval Process



# Major Curricular Change Process:

New programs, program discontinuations, substantial modifications, ODHE-level actions

## Step 1: Proposal Initiated

- Board, President, Provost, or Dean(s) / Developed in consultation with faculty

## Step 2: Provost Notification

- University Senate and representative councils informed

## Step 3: Advisory Review

- Senate review / Council of Deans reviews for academic, fiscal, and strategic implications

## Step 4: Provost Recommendation

- Provost reviews input / Recommendation forwarded with President concurrence

## Step 5: Board of Trustees Action

- Approve, disapprove, or remand / Required ODHE submission, when applicable



# Routine Curricular Change Process: Delegated Authority

Course revisions, concentration or certificate changes, catalog updates, general education category assignments, other non-substantive changes

## Step 1: Department / Program Development

- Faculty consultation / Internal department, division, and college review

## Step 2: Submission to Provost

- Written proposal following internal review

## Step 3: Advisory Review

- Senate bodies notified and feedback requested / Council of Deans reviews for alignment, resource, and strategic implications

## Step 4: Provost Action (Delegated Authority)

- Provost approves or disapproves routine changes / Immediate effect

## Step 5: Reporting

- Actions reported to BOT at next regular meeting / BOT retains override authority

# Board Resolution

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**Resolution:** Curricular Compliance and Delegation of Authority  
Revision of the Curricular Approval Process

# Board Resolution

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## **Resolution:** Revised Senate Enabling Act

The Board of Trustees delegates to the Senate responsibility for providing advice, feedback, and recommendations on curriculum, academic and degree programs, course offerings, and general education requirements, as well as advisory responsibility on matters not otherwise specifically reserved to the Trustees, either by action by the Board or by law, related to Miami University.



OFFICE OF THE PROVOST

# AI in the Majors Initiative

# AI in the Majors

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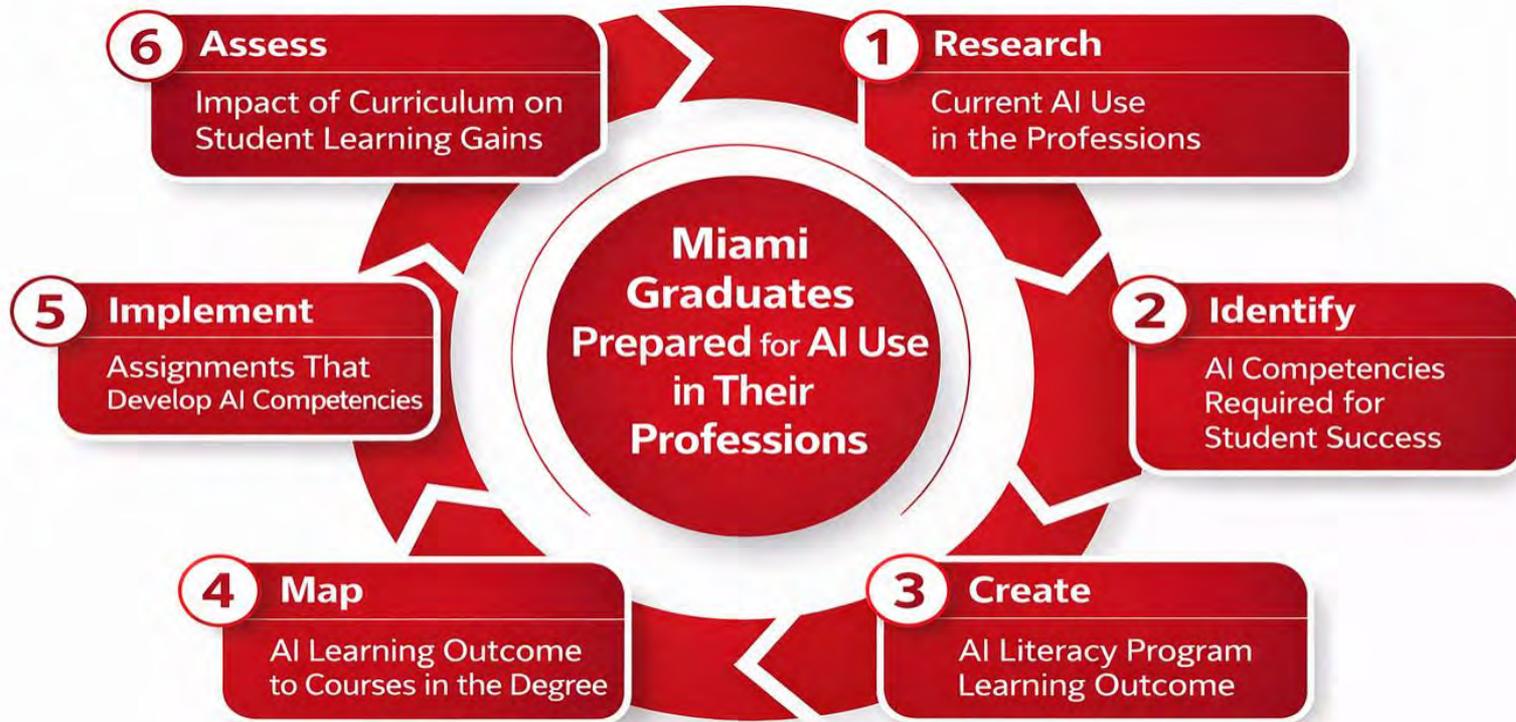
## Goal

Every Miami undergraduate will graduate with AI competencies appropriate for their professional field

## Unique Features

- Connected to and tailored to each discipline
- Driven by professional and pedagogical best practices
- Integrative of student learning, curricular revision, and faculty development

# AI in the Majors Implementation Process



# AI in the Majors Implementation *Timeline*

## COHORT 1

**13 departments**  
**4,925 students**

Development  
**Spr 2026**

Implementation  
**AY 2026–2027**

Full-Cycle Assessment  
**Fall 2027–Spr 2028**

## COHORT 2

**21 departments**  
**8,965 students**

Development  
**Fall 2026**

Implementation  
**Spr & Fall 2027**

Full-Cycle Assessment  
**Spr 2028**

## COHORT 3

**21 departments**  
**6,945 students**

Development  
**Spr 2027**

Implementation  
**2027–2028**

Full-Cycle Assessment  
**Fall 2028–Spr 2029**



OFFICE OF THE PROVOST

# Center for Civics, Culture, and Society

# Center Staffing

## FY 26 Faculty/Staff

Executive Director

Administrative Assistant

Visiting Assistant Professor

Research Associates (Pre-doc) (2)

Project Administrator (50%)

(Events/social media/communications)

## FY 27 Faculty/Staff Additions:

Associate Director

Assistant Professors (TT) (5 total)

Visiting Assistant Professors (3 total)

Research Associate (1 total)





# Course Offerings

## FY26 Courses and Enrollment:

- 105 The American Political Tradition\* (179)
- 205 Dimensions of American Civic Thought\* (69)
- 201 Introduction to Civic Thought (70)
- 320 Free and Civil Speech (32)

## FY27 Courses and Projected Enrollment:

- 105 The American Political Tradition\* (1500)
- 201 Introduction to Civic Thought (300)
- 205 Dimensions of American Civic Thought\* (1050)
- 212 Constitutionalism: Ancient & Modern (80)
- 305 The Art of Statesmanship (80)
- 306 Rhetoric and Civic Life (80)
- 320 Free and Civil Speech (80)
- 405 Core Texts in Civic Thought (60)



# Center Highlights

## AY25/26 Events

### Constitution Day Lecture - September 15, 2025

Partnership with the Menard Family Center for Democracy

- Adam White, "The Rise of Executive Power and the Decline of Everything Else" (~180 participants)

### Literature and Leadership Conference - Nov 18-20, 2025

Partnership with the Humanities Center

- Keynote Address, 6 student seminars, 2 Public conversations  
Special Collections Reception/Tour

### Alternative Spring Break Conference - March 19-26, 2026

Partnership with ASPIRE

- Leadership and professional skills training in civic engagement, constructive dialogue, and state and federal career pathways

### Liberty's Echoes: The Declaration of Independence and Its Global Influence - April 9-10, 2026

Partnership with the Victims of Communism Memorial Foundation

- Two public panel/presentations and one keynote address
- Secondary teacher workshops on the Declaration and worldwide freedom movements

## Grants and Additional Partnerships

- Subrecipient with VOC on America at 250 grant from US Department of Education (\$324,347)
- FIPSE US Department of Education proposal for Civil Discourse grant (\$3.8M not awarded)
- Constructive Dialogue Institute University Subscription:
  - Partnership with ASPIRE, Honors College, & the Menard Family Center for Democracy

## FY 27 Committed Projects

**Civic Thought and Practice Learning Living Community scheduled for fall 2026**

### Civic Life Students Fellowship Program (2026-27)

Partnerships with King Library and the Oxford Free Press

### Liberty's Echoes Phase 2: The Declaration of Independence and Its Global Influence - Summer 2027

Partnership with the Victims of Communism Memorial Foundation

# Board Resolutions

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Resolution: Establishing the Tenure Process for the Miami University Center for Civics, Culture, and Society as a Tenure-Awarding Unit of the University

Resolution: American Civic Literacy Plan  
(Plan revision with additional course options)

# Board Resolutions

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Merger between Departments of French, Italian and Classics and the Department of German, Russian, Asian, and Middle Eastern Languages and Cultures to form the **Department of World Languages and Cultures**

# Board Resolutions

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Reorganization of 12 Regional Campus Departments into Six Departments:  
Applied Engineering & Technology, Natural & Applied Sciences,  
Applied Business, Critical & Professional Studies, Education and Social  
& Behavioral Studies, Nursing (Specific names TBD).

Approve Two New Associate Degrees:

ENT - Engineering Technology

ENT - Mechatronics Engineering Technology

# Questions?



OFFICE OF THE PROVOST



Approved by the Board of Trustees, February 27, 2026



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

February 27, 2026  
Academic Affairs

**RESOLUTION R2026-36**

*A Resolution establishing the Tenure Process for the Miami University Center for Civics, Culture, and Society as a Tenure-Awarding Unit of the University*

WHEREAS, Ohio Revised Code 3339.06 established the Miami University Center for Civics, Culture, and Society (“Center”) as an independent academic unit within Miami University with the authority to house tenure-track faculty who hold their appointments within the Center; and

WHEREAS, the ORC 3339.06 established that the Center shall be an independent academic unit physically located at the College of Arts and Sciences; AND

WHEREAS, the ORC 3345.454 required that each state institution of higher education board of trustees shall develop policies on tenure; AND

WHEREAS, the Center Director reports directly to the Miami University Provost,

WHEREFORE, the Center for Civics, Culture, and Society (“Center”) shall conform in all ways with ORC 3339.06 and all applicable laws, regulations, and Miami University policies and procedures not otherwise set forth in ORC 3339.06.

NOW, THEREFORE BE IT RESOLVED, the Center shall have the authority to award tenure directly to the Center and promote faculty housed in the Center in accordance with university policy and the collective bargaining agreement in effect at the time; and

The Center shall conform to the [Tenure & Promotion Policy](#) approved by the Board of Trustees and incorporated by reference in the applicable Collective Bargaining Agreement, as follows:

a. The Center shall be considered a Division for purposes of the policy, and as such, the Center Director shall develop procedures for the handling of tenure and promotion matters within the Center. In order to better align with the Board approved Tenure & Promotion Policy, the Board recommends the Center Director consider creating a Center P&T Committee with a minimum of three (3) members on a promotion and tenure committee which makes recommendations to the Center Director. If a committee has fewer than three (3) members, a process for selecting additional faculty from an appropriate cognate area shall be established by the Center.

b. Upon at least one positive recommendation for tenure from the Center, either from the Center Director or from a Center P&T Committee, the application shall then proceed to the University Promotion and Tenure (UPT) Committee in accordance with the policy.

BE IT FURTHER RESOLVED, All other steps in the process shall conform to the Tenure & Promotion policy.

*Approved by the Board of Trustees*

February 27, 2026



T. O. Pickerill II

Secretary to the Board of Trustees

February 27, 2026

Academic Affairs

**RESOLUTION R2026-37**

*American Civic Literacy Requirement*

WHEREAS, Miami University's mission is to provide an exemplary liberal education that prepares graduates for meaningful personal lives, successful careers, and engaged citizenship in a diverse and interconnected world; and

WHEREAS, driven by the university's commitment to student success and civic engagement, Miami University ensures that educational programs meet the needs of our students and contribute to the advancement of an informed citizenry; and

WHEREAS, the Advance Ohio Higher Education Act requires each state institution of higher education to develop a course in American civic literacy that includes study of the American economic system, capitalism, and certain historical documents outlined by Ohio Revised Code Section 3345.382(B)(1)-(7); and

WHEREAS, the Ohio General Assembly, through the passage of the Advance Ohio Higher Education Act, has recognized the important role institutions of higher education have in fostering students' understanding of American history, government, and the economic system in order to cultivate informed and engaged citizens; and

WHEREAS, Miami University is well-positioned to deliver this programming through disciplinary approaches that advance students' civic literacy, professional goals, and community leadership; and

WHEREAS, Ohio Revised Code Section 3345.382(D), as amended by House Bill 96, requires that each state institution of higher education's board of trustees adopt a resolution specifying the conditions under which the state institution's president or designee may exempt a student from the American Civic Literacy requirement;

NOW, THEREFORE, BE IT RESOLVED, that the Miami University Board of Trustees hereby adopts the attached plan to offer a three-credit hour American Civic Literacy course which shall include the study of the American economic system, capitalism, and the documents specified in Ohio Revised Code Section 3345.382(B)(1)-(7). This plan shall be submitted to the Chancellor of the Ohio Department of Higher Education for review and approval.

BE IT FURTHER RESOLVED, that the Board of Trustees authorizes the President or the President's designee to exempt students from the requirement to complete an American Civic Literacy course in accordance with the conditions specified in Ohio Revised Code Section 3345.382(D), as follows:

**SECTION 1. EXEMPTION CRITERIA**

The President or designee may exempt a student from the American Civic Literacy requirement if the student has completed at least one of the following, as prescribed in ORC Section 3345.382(D):

1. (1) A course offered under the College Credit Plus program established under Chapter 3365 of the Revised Code that satisfies the content requirements described in ORC Section 3345.382(B) and is approved by the Chancellor;
2. (2) An advanced placement course and examination that satisfy the content requirements described in ORC Section 3345.382(B) and are approved by the Chancellor, and the student receives a score of three or higher on that examination;
3. (3) At least three credit hours, or the equivalent, in a course in the subject area of American history or American government which includes the study of the documents described in ORC Section 3345.382(B)(1)-(7). This exemption pathway expires after the 2030-2031 academic year.

## **SECTION 2. QUALIFYING MIAMI UNIVERSITY COURSES**

For purposes of Section 1, subsection (3) above, the following Miami University courses are approved as satisfying the exemption criteria:

- UNV 105: The American Political Tradition
- UNV 205: Dimensions of American Civic Thought
- HIST 113: American Citizenship and Civic Literacy
- POL 243: Introduction to American Government & Civics
- CLA 276: Perspectives on American Civics and Government
- Additional transfer credit in American history or American government that includes study of the required documents, as evaluated and approved by the Center for Civics, Culture, and Society or the Registrar's Office

## **SECTION 3. EXEMPTION PROCEDURES**

Exemptions will be processed in accordance with the following procedures:

4. (a) College Credit Plus and Advanced Placement Exemptions: The Registrar's Office will process exemptions automatically when qualifying College Credit Plus or Advanced Placement credit appears on the student's academic record.
5. (b) Transfer and Prior University Credit Exemptions: The Registrar's Office, in consultation with the Center for Civics, Culture, and Society, will maintain an equivalency list of qualifying transfer courses and will process exemptions when qualifying credit is verified. The President or designee retains authority to review individual cases to ensure consistency with state and institutional policy.
6. (c) Documentation and Review: The Registrar's Office will maintain records of all exemptions granted and will conduct periodic reviews for compliance with this resolution and state guidelines.

BE IT FURTHER RESOLVED, that the President, the Provost, their designees, and appropriate academic offices, including the Center for Civics, Culture, and Society and the Registrar's Office, are authorized to take all necessary and appropriate actions, through internal governance processes, to implement this resolution and the American Civic Literacy Plan.

BE IT FURTHER RESOLVED, that this resolution shall take effect upon approval by the Board of Trustees and shall remain in force unless modified or repealed by subsequent Board action.



AMERICAN CIVIC LITERACY PLAN REQUEST FOR APPROVAL

State institutions of higher education shall develop a plan, approved by the institution’s board of trustees, to offer a course in American civic literacy pursuant to ORC Section 3345.382. Submit this form, along with supporting documents, to SB1@highered.ohio.gov.

The course shall comply with the criteria, policies, and procedures established under ORC Section 3333.16. For approval of an American civic literacy course, complete the American Civic Literacy Course | Request for Approval form.

OVERVIEW

Name of Institution of Higher Education:

Miami University

Date of Submission:

02/06/2026

Primary Institutional Contact for This Request:

Table with 2 columns: Field (Name, Title, Phone number, E-mail) and Value (Chris Makaroff, Provost and Chief Academic Officer, 513-529-6718, makaroca@miamioh.edu)

Date the institution’s Board of Trustees adopted the plan (attach the resolution as an appendix):

New proposed resolution for February 2026 meeting of the Board; original plan adopted on September 16, 2025

SECTION 1: CURRICULUM

1.1 Describe where the American civic literacy designated course(s) fits into the curricula (i.e., general education required course, general education optional course, major required course, elective course, etc.).

The American Civic Literacy course will be embedded within the Perspectives Areas of the Miami Plan for Liberal Education, the university’s general education curriculum required of all undergraduates. The course will carry OT36 approval and will be aligned with either the OT36-approved Humanities or Social Science area, depending on the disciplinary focus of the course section. This alignment ensures that the requirement is fulfilled through a standing general education category and is applicable to all baccalaureate degree programs.

Two newly developed courses, *UNV 105 (The American Political Tradition)* and *UNV 205 (Dimensions of American Civic Thought)*, will be the primary vehicles for fulfilling the requirement. Both courses are housed in Miami's Center for Civics, Culture, and Society, which is leading the implementation of the civic literacy initiative and will provide the majority of course offerings beginning in the 2026–2027 academic year. These courses are designed to meet the statutory content requirements of ORC Section 3345.382 and the academic standards necessary for OT36 approval.

To ensure adequate capacity and disciplinary breadth, additional sections of the civic literacy course will be offered by the History and Political Science departments. These departments will revise existing OT36-approved courses (HIST 111 and POL 241) to create *HIST 113* and *POL 243*, which will serve as additional options for students and follow the required OT36 re-approval process.

Because students are required to complete coursework in both Humanities and Social Science as part of the Miami Plan, this structure ensures that the civic literacy course fulfills an existing requirement and does not add to students' overall credit hour burden. Its placement within the Perspectives Areas guarantees statewide transferability and embeds the civic literacy requirement directly into the undergraduate curriculum in a sustainable and discipline-based manner.

## SECTION 2: STUDENT SUCCESS

**2.1** Provide a plan for students that do not pass the cumulative final examination at the conclusion of the course that assesses student proficiency of the documents listed in division (B) of [ORC Section 3345.382](#), if applicable.

Students must pass the cumulative final examination at the conclusion of the course to satisfy the American civic literacy requirement as set forth under divisions (B) and (C) of ORC Section 3345.382. Passage of the cumulative final examination is a necessary condition for earning a passing grade in the course.

Students who do **not** pass the cumulative final examination at the end of the term will receive an **Incomplete (IU)** grade, provided they have otherwise earned sufficient points in the course to be eligible for a passing final grade pending completion of the examination requirement. A passing letter grade will be recorded for the course only after the student successfully passes the cumulative final examination.

Students who do not pass the cumulative final examination will be provided structured opportunities for remediation and reassessment, as follows:

- **Remediation support:** Students will be given access to a targeted review module that may include asynchronous instructional materials, readings, and practice questions covering the required foundational documents, including but not limited to the Declaration of Independence, the U.S. Constitution, and the Federalist Papers.
- **Reassessment:** Students will be permitted one additional opportunity to pass a proctored cumulative final examination within the same academic year. The reassessment will be equivalent in scope, difficulty, and content coverage to the original examination.
- **Course repeat requirement:** If a student does not pass the reassessment, the Incomplete grade (IU) will convert to "F" in accordance with institutional policy, and the student will be required to retake the entire course in a subsequent term to fulfill the American civic literacy requirement and meet graduation eligibility.

A student's transcript will reflect a passing grade for an American civic literacy course carrying the ODHE civic literacy designation only if **both** of the following conditions are met:

- the student passes the cumulative final examination, and
- the student earns an overall passing grade in the course based on all graded components.

This approach ensures compliance with state requirements, preserves the rigor and integrity of the civic literacy designation, and provides students with meaningful, structured opportunities to demonstrate proficiency.

### SECTION 3: APPLICABILITY

**3.1** Describe how the institution will ensure students who graduate with a bachelor's degree in the spring semester of the 2029-2030 academic year, and after, will meet the requirements to complete the course, if applicable.

Miami University will ensure that all undergraduate students graduating in the 2029–2030 academic year and beyond fulfill the American Civic Literacy requirement through coordinated curriculum design, dedicated course offerings, and integration into institutional degree tracking systems.

Students will satisfy the requirement by completing one of four designated courses: UNV 105 (The American Political Tradition), UNV 205 (Dimensions of American Civic Thought), HIST 113, or POL 243. UNV 105 and UNV 205 will be offered by faculty in the Center for Civics, Culture, and Society, which will deliver the majority of sections beginning in the 2026–2027 academic year. HIST 113 and POL 243 will serve as revised versions of currently OT36-approved courses, HIST 111 and POL 241, and will proceed through the state's established process for revision and OT36 re-approval. The History and Political Science departments will offer additional sections of these courses to supplement capacity.

Courses will be offered in a range of modalities and formats, including in-person, online, hybrid, full-term, and bi-term. They will be available during fall, spring, winter, and summer terms. Section sizes will vary from 42 to 150 students, depending on format and instructional needs. This variety ensures access for all students regardless of major, academic timeline, or modality preference.

Regardless of where the American Civic Literacy requirement is placed in the curriculum, whether through the Humanities or Social Science Perspectives Area, it will be integrated into the degree audit and academic progress report for all students graduating in Spring 2030 and beyond.

Special attention will be given to students with non-traditional academic timelines, including fifth-year seniors and students who enter in Fall 2025 but graduate in the 2029–2030 academic year. The Registrar's Office will conduct routine audits to identify such students, and targeted outreach will be conducted through academic advising to ensure timely enrollment in an approved course.

In addition, the Center for Civics, Culture, and Society is exploring the development of College Credit Plus (CCP) sections of the course. This effort will create a more manageable pipeline by enabling high school students to fulfill the requirement prior to enrolling at Miami. The combination of expanded delivery formats, careful tracking, and proactive outreach will ensure that all students are able to meet the requirement prior to graduation.

## SECTION 4: EXEMPTION

**4.1** Pursuant to ORC 3345.382, the boards of trustees of each institution of higher education shall adopt a resolution specifying the conditions under which the state institution's president or designee may exempt a student under division (D)(3) of this section. Attach the resolution as an appendix, if applicable.

Miami initially promulgated a Board resolution on September 16, 2025 which did not provide any exemptions to the required coursework. Upon further evaluation of the proposed curriculum, Miami has proposed to allow for the following exemption criteria for submission to the Board of Trustees at its February 2026 meeting.

Exemptions apply only to students who have earned prior credit **that demonstrably includes instruction in the foundational documents identified in ORC § 3345.382(B)(1)–(7)**. Eligible categories include:

### *Section 1. Exemption Criteria*

*(1) A course offered under the College Credit Plus program that satisfies the content requirements of ORC 3345.382(B) and is approved by the Chancellor;*

*(2) An Advanced Placement course and examination that satisfy the content requirements of ORC 3345.382(B), are approved by the Chancellor, and in which the student received a score of three or higher;*

*(3) At least three credit hours, or the equivalent, in a course in American history or American government which includes the study of the documents described in ORC 3345.382(B)(1)–(7). This exemption pathway expires after the 2030-2031 academic year.*

Exemptions will be processed automatically through the Registrar's Office upon verification of qualifying credit and will be periodically reviewed for compliance with state guidelines.

## SECTION 5: VERIFICATION AND SIGNATURE

**Miami University** verifies that the information provided is truthful and accurate.

*Signature of the President, or the President's designee*

**Dr. Chris Makaroff**

**Interim Provost and Executive Vice President**

*Approved by the Board of Trustees*

*February 27, 2026*



T. O. Pickerill II

Secretary to the Board of Trustees

February 27, 2026  
Academic Affairs

**RESOLUTION R2026-38**

**Approval of Curricular Compliance and Delegation of Authority Pursuant to Ohio Revised Code 3345.457**

WHEREAS, Ohio Revised Code Section 3345.457 requires the Board of Trustees of each state institution of higher education to adopt a curricular approval process that retains the Board's ultimate authority over academic programs while providing faculty governance bodies the opportunity to provide advisory input; and

WHEREAS, the Board of Trustees of Miami University has adopted a Curricular Approval Process consistent with Section 3345.457; and

WHEREAS, Miami University has developed, through established faculty governance and administrative review processes consistent with that adopted policy, a curricular plan to satisfy state-mandated academic requirements;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby approves and adopts the University's curricular plan as presented; and

BE IT FURTHER RESOLVED, that consistent with the Board's adopted Curricular Approval Process and Ohio Revised Code Section 3345.457, the Board delegates to the Provost and Executive Vice President for Academic Affairs authority to approve and implement routine curricular actions that do not constitute approval or rejection of academic programs and do not require submission to or approval by the Ohio Department of Higher Education; and

BE IT FURTHER RESOLVED, that the Board retains final, overriding authority to approve or reject academic programs and any curricular action requiring Board action under law; and

BE IT FURTHER RESOLVED, that the President, the Provost, and their designees are authorized to take all necessary administrative actions to implement this resolution; and

BE IT FURTHER RESOLVED, that actions taken under delegated authority shall be reported to the Board on a regular basis.

# Curricular Approval Process

Scope: Academic Affairs

## Policy

### Statement and Purpose

Pursuant to Ohio Revised Code Section [3345.457](#), the Board of Trustees of Miami University adopts the following curricular approval process.

Ohio Revised Code Section 3345.457(B) provides that “[t]he board of trustees of each state institution of higher education has ultimate authority to establish new academic programs, schools, colleges, institutes, departments, and centers at the institution...” and further requires that the Board “shall adopt a curricular approval process to establish and modify academic programs, curricula, courses, general education requirements, and degree programs.”

Pursuant to Ohio Revised Code Section [3345.457\(B\)](#): “The board of trustees may not delegate the board’s authority to adopt a curricular approval process under this section or to approve or reject academic programs.” Accordingly:

- The Board retains ultimate authority to adopt this curricular approval process;
- The Board retains final authority to approve or reject academic programs;
- The Board retains final, overriding authority over all curricular actions covered by this policy.

Recognizing that faculty have primary responsibility for the development and maintenance of the University’s academic programs, this policy establishes a transparent process that provides the following in accordance with the statute: (1) grants University Senate, or comparable representative bodies, the opportunity to provide advice, feedback, and recommendations; (2) clarifies that such feedback and recommendations are advisory in nature; and (3) retains the Board’s final, overriding authority to approve or reject any establishment or modification of academic programs, curricula, courses, general education requirements, and degree programs.

### Policy Scope

This policy applies to the following

- (1) The establishment of new academic programs, schools, colleges, institutes, departments, and centers;
- (2) The modification of academic programs;
- (3) The establishment or modification of curricula, courses, general education requirements, and degree programs; and
- (4) Curricular changes required by state or federal law.

## Definitions and Responsibilities

1. The “Board” refers to the Board of Trustees of Miami University.
2. The “Provost” refers to the Provost and Executive Vice President for Academic Affairs or their designee. The Provost administers the curricular approval process, ensures compliance with applicable state and accreditation requirements, brings major curricular actions to the Board for consideration, and may exercise delegated authority over routine curricular actions that do not constitute approval or rejection of academic programs.
3. “University Senate” refers to the University Senate and its authorized representative bodies, including the Council of Undergraduate Curriculum (CUC), Graduate Council, and Liberal Education Council (LEC), as applicable. Consistent with Ohio Revised Code Section 3345.457(C)(1), University Senate shall be granted the opportunity to provide advice, feedback, and recommendations on the establishment and modification of academic programs, curricula, courses, general education requirements, and degree programs. Consistent with Section 3345.457(C)(2), all such advice, feedback, and recommendations are advisory in nature.
4. “Council of Academic Deans” or “COAD” refers to the Council of Academic Deans, an advisory body to the Provost and Executive Vice President for Academic Affairs. COAD is chaired by the Provost and is composed of the deans of the academic divisions, the Graduate School, and the Dean of University Libraries. COAD provides advice and recommendations to the Provost regarding academic, fiscal, resource, and strategic implications of curricular proposals and ensures coordination and alignment of academic policy across the University. All recommendations of COAD are advisory in nature.
5. “Curricular Change” means the establishment or modification of academic programs, curricula, courses, general education requirements, or degree programs.
6. “Major Curricular Change”  
  
A major curricular change includes:
  - Establishment of a new academic program;
  - Discontinuation of an academic program;
  - Substantial modification of an academic program;
  - Any curricular action requiring approval by the Board;
  - Any curricular action requiring submission to or approval by the Ohio Department of Higher Education.
7. “Routine Curricular Change”

A routine curricular change includes:

- Establishment or modification of courses;
- Minor, certificate, or concentration changes;
- Administrative or non-substantive catalog updates;
- General education category assignments;
- Other changes that do not constitute approval or rejection of an academic program.

## Procedures

### 1. Major Curricular Changes

- Proposal.** The Board, President, Provost, or dean(s) (on behalf of their academic units) after consultation with affected faculty, may recommend a major curricular change. The proposal shall be made in writing and submitted to the Provost.
- Notification.** Upon receiving the proposal, the Provost shall promptly notify the University Senate and appropriate bodies.
- Review.** University Senate and applicable councils shall be provided the opportunity to review the proposal and provide advice, feedback, and recommendations. The Council of Academic Deans shall then review the proposal and provide recommendations to the Provost regarding academic, fiscal, resource, and strategic implications.
- Recommendation.** The Provost shall review the proposal and any feedback received and inform the President of the Provost's recommended action. Upon concurrence with the President, the Provost shall forward the recommendation and the advisory feedback to the Board.
- Board Action.** The Board has final decision-making authority and may approve, disapprove, or remand the recommendation. Major curricular changes may originate at the Board level. No academic program shall be established, substantially modified, or discontinued without Board approval. Where required by law, Board approval shall precede submission to the Ohio Department of Higher Education.

### 2. Routine Curricular Changes

**a. Proposal.** Routine curricular changes ordinarily originate within an academic department or program and shall be developed following consultation with affected faculty. Such proposals shall proceed through established processes at the department, division, and college levels, as applicable. Following completion of established process, routine curricular changes shall be submitted in writing to the Provost.

Nothing in this section precludes the Board, President, Provost, or dean(s) from initiating a routine curricular change when appropriate; however, any such proposal shall be submitted to the same established review process described above prior to final action.

**b. Notification.** Upon receiving the written proposal following the review process, the Provost shall promptly notify the University Senate and the appropriate representative bodies, including the Council of Undergraduate Curriculum, Graduate Council, and Liberal Education Council, as applicable.

**c. Review.** University Senate and appropriate representative bodies shall be provided the opportunity to provide advice, feedback, and recommendations. All such advice, feedback, and recommendations are advisory in nature. The Council of Academic Deans shall then review the proposal and provide recommendations to the Provost regarding academic, fiscal, resource, and strategic implications.

**d. Provost Action.** The Board delegates to the Provost the authority to approve or disapprove routine curricular changes that do not constitute approval or rejection of academic programs. The Provost's action shall have immediate effect and shall be reported to the Board at its next regular meeting.

**e. Board Override.** The Board retains final authority to override any delegated action.

### 3. Changes Required by Law

Certain curricular changes may be required by state or federal law, including but not limited to the American Civic Literacy curriculum established under ORC 3345.382, and the required elimination of low-completion programs pursuant to ORC 3345.454.

When such changes are required, the Provost shall initiate appropriate action. If Board approval is required, the Provost shall submit the matter to the Board for approval, disapproval, or remand.

### 4. Advice and Ongoing Review

All advice, feedback, and recommendations provided to the Board under this policy are advisory in nature. This curricular approval process shall be reviewed every five years thereafter. Each completed version shall be submitted to the Chancellor of Higher Education.

(5) Guidelines

The Provost may, from time to time, develop guidelines to assist with the internal administration of this policy.

*Approved by the Board of Trustees*

*February 27, 2026*



T. O. Pickerill II

Secretary to the Board of Trustees

Academic Affairs

February 27, 2026

### **RESOLUTION R2026-39**

NOW THEREFORE BE IT RESOLVED, the Board of Trustees authorizes changes to the Senate Enabling Act, to read as follows:

## **Introductory Article**

University Senate is the primary University governance body where students, faculty, staff, and administrators discuss and debate University issues and policies and provide advice, feedback and recommendations on actions to be taken by the institution. To the extent permitted by law, it is the legislative body of the University in matters involving educational programs, requirements, and standards; employee welfare; and student conduct. The Board of Trustees delegates to the Senate responsibility for providing advice, feedback, and recommendations on curriculum, academic and degree programs, course offerings, and general education requirements, as well as advisory responsibility on matters not otherwise specifically reserved to the Trustees, either by action by the Board or by law, related to Miami University.

Faculty Assembly is composed of all members of the faculty who hold tenure or a tenure-track position; all librarians who hold the rank of Principal Librarian, Associate Librarian, or Assistant Librarian (Librarians); and Teaching, Clinical Professors and Lecturers (TCPLs). The Faculty Assembly hears reports from its committees and from the President, the Chair of University Senate, and Vice Presidents. It may propose, debate, and recommend matters for University Senate consideration or for presentation to other officials or administrative bodies. It may also challenge and refer back to the Senate any Senate action. The Faculty Assembly has the right of initiative and referendum.

The Board of Trustees reserves the right to consider, approve, modify, or reject actions taken by the University Senate or Faculty Assembly.

# Article One - University Senate Membership

## Section 1:

University Senate shall be composed of sixty-nine (69) voting members and shall have the following composition:

1. Ten (10) members of Faculty Assembly elected by members of Faculty Assembly, University-wide, by single transferable vote, as specified in the *Bylaws of University Senate*;
2. Thirty-four (34) members of Faculty Assembly apportioned to the Colleges and School, regional campuses, and Library (hereinafter referred to as divisions) and elected by majority vote by members of Faculty Assembly within those divisions on the basis of representational units as specified in the *Bylaws of University Senate*;
3. The Provost of the University (who shall be the Chair of University Senate) and seven (7) other administrators and/or unclassified staff members appointed by the President of the University as indicated in the *Bylaws of University Senate*;
4. One (1) classified staff member, appointed by the Classified Personnel Advisory Committee and one (1) unclassified staff member, appointed by the Unclassified Personnel Advisory Committee;
5. Eleven (11) undergraduate students, one of whom shall be the Student Body President, and ten (10) of whom shall be selected as provided by Associated Student Government;
6. Two (2) undergraduate students, from the Regional campuses, selected as provided by the Miami University Hamilton Student Government Association and by the Miami University Middletown Student Advisory Council; and
7. Two (2) graduate students selected as provided by the Graduate Student Association.

## Section 2: Terms of office.

All terms of office shall begin on the first day of the first semester of the academic year following the year in which the member is selected.

1. The term of office for members of University Senate elected from Faculty Assembly as in Article 1, Section 1.A shall be for three (3) years, all ten (10) terms running concurrently.
2. The term of office for members of University Senate elected from Faculty Assembly as in Article 1, Section 1.B shall be for three (3) years, with approximately one-third of these members elected each year.
3. The term of office for members of University Senate selected as in Article 1, Section 1.C above, with the exception of the Provost who serves as a voting *ex officio* member of Senate continually, shall be for one year with the possibility of reappointment.
4. The term of office for members of University Senate selected as in Article 1, Section 1.D above shall be as specified in the selection procedures approved by Senate.
5. The term of office for members of University Senate selected from the student body as in Article 1, Section 1.E, 1.F, and 1.G shall be for one year.

## Section 3: University Senate Leadership

1. The Provost shall serve as the Chair of University Senate. The Chair of the Executive Committee shall serve as the Vice Chair of University Senate.
2. The University Senate Executive Committee shall call Senate meetings as needed, set Senate agendas, and generally manage the business of Senate.

3. The Chair of University Senate shall designate a person to serve a three-year term without vote as Secretary of University Senate. This appointment shall be confirmed by University Senate.

## **Article Two - University Senate Committee Structure**

### **Section 1**

Executive Committee of University Senate shall manage the business of Senate Membership shall include the Provost, four (4) faculty members and one (1) staff member of Senate elected as specified in the *Bylaws of University Senate*, one (1) undergraduate student who shall be the Student Body President, and one graduate student who is a member of University Senate. The Secretary and Recording Secretary of University Senate shall serve as *ex officio*, non-voting members of the Executive Committee.

### **Section 2**

University Senate shall create such standing and advisory committees as it deems necessary to carry out its responsibilities as outlined in the Introductory Article, subject to approval by the Board of Trustees.

### **Section 3**

Ad hoc committees shall be created by University Senate as needed for particular purposes if there is not an appropriate standing committee for that issue or purpose.

### **Section 4**

So far as is possible, all University-wide matters upon which the advice and/or action of faculty, administrators, and students are to be sought should be referred to the committees of University Senate.

### **Section 5**

All actions of the committees of University Senate shall be reported to Senate.

## Section 6

Operating rules and procedures of committees may be formulated by University Senate and promulgated in its *Standing Rules of University Senate*, subject to the limitations in the descriptions of the committees in the *Bylaws of University Senate*.

## **Article Three - University Senate Legislative Procedures**

### Section 1

A quorum for conducting business of University Senate is forty-six (46). A main motion is considered to have passed or failed upon the affirmative or negative vote of a simple majority of the members present.

### Section 2

Meetings are ordinarily called by the Executive Committee of University Senate. Additional meetings shall be called by the Chair of University Senate upon the written request of any ten (10) members of Senate.

### Section 3

The actions of University Senate become final with the approval of the minutes at the next meeting of Senate or by electronic ballot.

All passed final actions of University Senate shall be included in the summary of each Senate meeting which is reported on digital media that is accessible by members of the Faculty Assembly and other interested members of the University community including but not limited to the University webpage on the University website.

### Section 4

The effective date of any final action of University Senate upon a main motion which alters the status quo shall be no earlier than the tenth class day following the distribution of the summary of Senate action indicated in

Article 3, Section 3. In extraordinary cases where an action must be put into effect before the elapse of ten (10) class days, as attested by an affirmative vote of at least two-thirds of the members of Senate, the action becomes effective immediately.

## Section 5

During the ten class days after distribution of an action, if at least twenty-five (25) members of Faculty Assembly file a petition so stating with the Office of the Provost, an action of University Senate shall be considered challenged and its implementation suspended (see Article 6).

## Section 6

After a final action of University Senate is effective, the Chair of University Senate or, at the request of the Chair, the Vice Chair, shall represent the position of the action to other bodies, including the Board of Trustees.

# **Article Four - Faculty Assembly Membership**

## Section 1

Faculty Assembly is chaired by the President of the University, who has responsibility for the preparation of the agenda for meetings.

## Section 2

Faculty Assembly is composed of all members of the faculty who hold tenure or tenure-track positions; all librarians; and and TCPL Faculty.

# **Article Five - Faculty Assembly Legislative Procedures**

## Section 1

A quorum shall be twenty-five percent of the membership of Faculty Assembly. This number shall be determined by the Office of the Provost and announced at the first meeting of the Assembly each year. The number

constituting a quorum shall be the same for every meeting during an academic year.

## Section 2

Faculty Assembly normally meets in the fall. Additional meetings may be called upon request of fifty (50) members of Faculty Assembly filed with the Office of the Provost or upon the call of the President. The exact time and location of the meetings will be determined by the President.

The first meeting of Faculty Assembly in the fall shall be designated and announced as a business meeting at which Assembly shall vote to confer degrees for the winter, spring, and summer commencements for that academic year.

## Section 3

The agenda shall be distributed to each member of Faculty Assembly at least seven (7) class days prior to the meeting and shall provide sufficient detail for reasonably clear identification of the nature of the items.

## Section 4

All passed final actions of University Senate shall be included in the summary of each Senate meeting. For all matters over which the Senate maintains authority to take action, those actions of Senate are subject to the authority of Faculty Assembly to review and refer actions back to Senate. Faculty Assembly may additionally propose, debate, and recommend matters for Senate's consideration or for presentation to other administrators or bodies based on votes taken during meetings (see Introductory Article).

## Section 5

Faculty Assembly hears reports from its committees and from the President, the Chair of University Senate, and Vice Presidents. It may propose, debate, and recommend matters for University Senate consideration or for presentation to other officials or administrative bodies. It may also challenge and refer back to Senate any Senate action. Faculty Assembly has the right of

initiative and referendum. Such action shall be considered as tantamount to Senate action.

Faculty Assembly may raise questions, offer comments, debate, and forward recommendations based on votes taken during meetings or by mail or electronic ballot. It may discuss matters affecting Miami University and its environment.

## Section 6

During the ten (10) class days after distribution of an action, if at least twenty-five (25) members of Faculty Assembly file a petition so stating with the Office of the Provost, an action of University Senate shall be considered challenged and its implementation suspended. Such a challenged action shall be placed on the agenda for the next regularly scheduled meeting of Faculty Assembly, where the action may be debated and may be returned to Senate for reconsideration of such revisions as the Assembly may recommend. A special meeting of Faculty Assembly for earlier consideration and potential return to Senate of a challenged action may be called by Senate or by a petition signed by at least fifty (50) members of Faculty Assembly filed with the Office of the Provost.

## Section 7

A quorum must be present in order for Faculty Assembly to return an action to University Senate. If a quorum is not present at a duly scheduled or called meeting of Faculty Assembly for which a challenged Senate action is on the agenda, said action by Senate shall be deemed to be sustained.

## Section 8

Voting in Faculty Assembly is on a motion to refer back to University Senate one of its items and to provide opinions to individuals or groups on issues as the Assembly deems appropriate. The usual method of taking a vote in Faculty Assembly shall be by voice or by show of hands. Voting shall be by secret ballot if requested by at least ten (10) members of the Assembly or by the President with general consent.

## Section 9

The membership of Faculty Assembly has the right of initiative and referendum according to the following provisions:

1. A written proposal must be accompanied by a petition signed by at least ten (10) percent of the membership of Faculty Assembly and presented to the Office of the Provost before the proposal shall be considered for initiative or referendum.
2. Following the receipt of the petition and the proposal, Faculty Assembly must meet within one (1) calendar month at a regular or called meeting to discuss the proposal. Provided that a quorum is present, Faculty Assembly may vote to amend the original written proposal.
3. Following the discussion of the proposal by Faculty Assembly, within ten (10) working days the Office of the Provost shall distribute a copy of the written proposal to each member of Faculty Assembly who shall be asked to vote “yes” or “no” on a ballot to be returned to the Office of the Provost within another ten (10) working days.

An initiative or referendum matter presented to the membership of Faculty Assembly should be framed and worded in a straightforward manner that makes clear and unambiguous the substance of the issue and the meaning of an affirmative or negative vote (e.g., not worded with a double negative; rather worded so that a "yes" vote means approval of a new or revised policy and a "no" vote means rejection of a new or revised policy).

Normally initiative proposals shall be provided a forum for discussion by interested parties (e.g., Faculty Assembly and University Senate and its committees such as the Academic Policy Committee would provide such a forum) and, where substantially differing viewpoints exist, opportunity for expression of these viewpoints shall be provided and included with the initiative as distributed for vote.

4. The proposal shall be considered to have passed if it receives an affirmative vote of a simple majority, provided the said affirmative

vote constitutes at least a quorum of Faculty Assembly. Such action shall be considered as tantamount to University Senate action and shall be subject to the limitations specified in the Introductory Article.

## **Article Six - Amendment**

### **Section 1**

Subject to the authority of the Board of Trustees, a proposal to consider amending the *Enabling Act* must receive the affirmative vote of a simple majority of the members of University Senate at a duly called meeting, a quorum being present.

### **Section 2**

At the time of the final approval of such a proposal in the minutes of University Senate, a hearing on the proposal shall be announced for a specified time and place not less than ten (10) class days after the distribution of the summary of Senate actions and not more than fifteen (15) class days after the distribution of the summary of Senate actions. At least twenty (20) Senate members must attend the hearing, at which any faculty member, student, or administrator of Miami University may comment.

### **Section 3**

At the next meeting of University Senate after the Senate hearing, a motion to amend the *Enabling Act* in accordance with the proposal shall be placed on the agenda. To become effective, the proposal must receive an affirmative vote of two-thirds of the membership of Senate. Such action is subject to challenge by Faculty Assembly as provided in Article 5, Section 6.

### **Section 4**

The procedures of Article 5, Section 8 may also be used to amend the *Enabling Act*. Section 5 Amendments to the *Enabling Act of University Senate and Faculty Assembly* must be approved by the Board of Trustees

(Note: References to class days in this document include final exam week.)

Approved: by University Senate, March 2, 1998

Approved: by the Board of Trustees, June 19, 1998

Approved: by the Board of Trustees, June 25, 1999

Approved: by the Board of Trustees, December 6, 2002 (Article 5, Section 3.C, and Article 6, Section 2)

Approved: by the Board of Trustees, June 25, 2004 (Article 4, Section 2)

Approved: by the Board of Trustees, April 27, 2012 (membership of Faculty Assembly and revision to “Office of the University Secretary” to Secretary of University Senate/Office of the Provost)

Approved: by the Board of Trustees, May 13, 2022 (Introductory Article; Article 2; Article 3, Section 3; Article 4, section 2; Article 5, Sections 1B, E, and G; Article 5, Section 3A, 3C, 3D; Article 6, Section 9C)

Approved: by the Board of Trustees, February 27, 2026 (Introductory Article; Article 1, Section 1(6); Article 2, Section 2; Article 3, Section 3; Article 5; Article 6)

Codified: 06/19/2004, 06/25/04, 05/16/05, 06/07/06, 07/06/07, 07/01/08, 07/01/09, 07/01/10, 07/01/13, 07/14, 07/16, 07/17

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## Introductory Article

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University Senate is the primary University governance body where students, faculty, staff, and administrators discuss and debate University issues and reach conclusions on the policies and provide advice, feedback and recommendations on actions to be taken by the institution. ~~It~~ To the extent permitted by law, it is the legislative body of the University in matters involving educational programs, requirements, and standards; faculty employee welfare; and student conduct. The Board of Trustees delegates to the Senate primary responsibility for providing advice, feedback, and recommendations on curriculum, academic and degree programs, ~~and~~ course offerings, and general education requirements, and as well as advisory responsibility on all-matters related to Miami University not otherwise specifically reserved to the Trustees, either by action by the Board or by law, related to Miami University.

Faculty Assembly is composed of all members of the faculty who hold tenure or a tenure-track position; all librarians who hold the rank of Principal Librarian, Associate Librarian, or Assistant Librarian (Librarians); and Teaching, Clinical Professors and Lecturers(TCPLs). The Faculty Assembly hears reports from its committees and from the President, the Chair of University Senate, and Vice Presidents. It may propose, debate, and recommend matters for University Senate consideration or for presentation to other officials or administrative bodies. It may also challenge and refer back to the Senate any Senate action. The Faculty Assembly has the right of initiative and referendum.

The Board of Trustees reserves the right to consider, approve, modify, or reject actions taken by the University Senate or Faculty Assembly.

## Article One - University Senate Membership

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### Section 1:

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University Senate shall be composed of sixty-nine (69) voting members and shall have the following composition:

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1. Ten (10) members of Faculty Assembly elected by members of Faculty Assembly, University-wide, by single transferable vote, as specified in the *Bylaws of University Senate*;
2. Thirty-four (34) members of Faculty Assembly apportioned to the Colleges and School, regional campuses, and Library (hereinafter referred to as divisions) and elected by majority vote by members of Faculty Assembly within those divisions on the basis of representational units as specified in the *Bylaws of University Senate*;
3. The Provost of the University (who shall be the Chair of University Senate) and seven (7) other administrators and/or unclassified staff members appointed by the President of the University as indicated in the *Bylaws of University Senate*;
4. One (1) classified staff member, appointed by the Classified Personnel Advisory Committee and one (1) unclassified staff member, appointed by the Unclassified Personnel Advisory Committee;
5. Eleven (11) undergraduate students, one of whom shall be the Student Body President, and ten (10) of whom shall be selected as provided by Associated Student Government;
6. Two (2) undergraduate students, ~~one each from the Hamilton and Middletown~~Regional campuses, selected as provided by the Miami University Hamilton Student Government Association and by the Miami University Middletown Student Advisory Council; and
7. Two (2) graduate students selected as provided by the Graduate Student Association.

Commented [SAE1]: from the Regional Campuses

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## Section 2: Terms of office.

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All terms of office shall begin on the first day of the first semester of the academic year following the year in which the member is selected.

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1. The term of office for members of University Senate elected from Faculty Assembly as in Article 1, Section 1.A shall be for three (3) years, all ten (10) terms running concurrently.
2. The term of office for members of University Senate elected from Faculty Assembly as in Article 1, Section 1.B shall be for three (3) years, with approximately one-third of these members elected each year.
3. The term of office for members of University Senate selected as in Article 1, Section 1.C above, with the exception of the Provost who serves as a voting *ex officio* member of Senate continually, shall be for one year with the possibility of reappointment.
4. The term of office for members of University Senate selected as in Article 1, Section 1.D above shall be as specified in the selection procedures approved by Senate.
5. The term of office for members of University Senate selected from the student body as in Article 1, Section 1.E, 1.F, and 1.G shall be for one year.

### Section 3: University Senate Leadership

1. The Provost shall serve as the Chair of University Senate. The Chair of the Executive Committee shall serve as the Vice Chair of University Senate.
2. The University Senate Executive Committee shall call Senate meetings as needed, set Senate agendas, and generally manage the business of Senate.
3. The Chair of University Senate shall designate a person to serve a three-year term without vote as Secretary of University Senate. This appointment shall be confirmed by University Senate.

## Article Two - University Senate Committee Structure

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## Section 1

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Executive Committee of University Senate shall manage the business of Senate Membership shall include the Provost, four (4) faculty members and one (1) staff member of Senate elected as specified in the *Bylaws of University Senate*, one (1) undergraduate student who shall be the Student Body President, and one graduate student who is a member of University Senate. The Secretary and Recording Secretary of University Senate shall serve as *ex officio*, non-voting members of the Executive Committee.

## Section 2

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University Senate shall create such standing and advisory committees as it deems necessary to carry out its responsibilities as outlined in the Introductory Article, subject to approval by the Board of Trustees.

## Section 3

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Ad hoc committees shall be created by University Senate as needed for particular purposes if there is not an appropriate standing committee for that issue or purpose.

## Section 4

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So far as is possible, all University-wide matters upon which the advice and/or action of faculty, administrators, and students are to be sought should be referred to the committees of University Senate.

## Section 5

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All actions of the committees of University Senate shall be reported to Senate.

## Section 6

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Operating rules and procedures of committees may be formulated by University Senate and promulgated in its *Standing Rules of University*

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Senate, subject to the limitations in the descriptions of the committees in the *Bylaws of University Senate*.

## Article Three - University Senate Legislative Procedures

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### Section 1

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A quorum for conducting business of University Senate is forty-six (46). main motion is considered to have passed or failed upon the affirmative or negative vote of a simple majority of the members present.

### Section 2

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Meetings are ordinarily called by the Executive Committee of University Senate. Additional meetings shall be called by the Chair of University Senate upon the written request of any ten (10) members of Senate.

### Section 3

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The actions of University Senate become final with the approval of the minutes at the next meeting of Senate or by electronic ballot.

All passed final actions of University Senate ~~upon a main motion and roll-call votes on these final actions upon a main motion~~ shall be included in the summary of each Senate meeting which is reported on digital media that is accessible by members of the Faculty Assembly and other interested members of the University community including but not limited to the University webpage on the University website.

### Section 4

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The effective date of any final action of University Senate upon a main motion which alters the status quo shall be no earlier than the tenth class day following the distribution of the summary of Senate action indicated in Article 3, Section 3. In extraordinary cases where an action must be put into effect before the elapse of ten (10) class days, as attested by an affirmative

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vote of at least two-thirds of the members of Senate, the action becomes effective immediately.

### Section 5

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During the ten class days after distribution of an action, if at least twenty-five (25) members of Faculty Assembly file a petition so stating with the Office of the Provost, an action of University Senate shall be considered challenged and its implementation suspended (see Article 6).

### Section 6

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After a final action of University Senate is effective, the Chair of University Senate or, at the request of the Chair, the Vice Chair, shall represent the position of the action to other bodies, including the Board of Trustees.

## Article Four - Faculty Assembly Membership

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### Section 1

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Faculty Assembly is chaired by the President of the University, who has responsibility for the preparation of the agenda for meetings.

### Section 2

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Faculty Assembly is composed of all members of the faculty who hold tenure or tenure-track positions; all librarians; and and TCPL Faculty.

## Article Five - Faculty Assembly Committee Structure

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### Section 1

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~~The Committee on Faculty Rights and Responsibilities is a standing committee of Faculty Assembly, composed of eight (8) tenured members of the faculty without official administrative appointment who may not serve concurrently on~~

~~University Senate. The term of membership is three (3) years, with election accomplished as set forth in Article 5, Section 2, below.~~

~~The Committee is charged to do the following:~~

- ~~• Formulate and recommend standards defining the professional rights and responsibilities of the faculty and propose legislation and/or procedures appropriate to their enforcement.~~
- ~~• Conduct grievance and disciplinary hearings as outlined in the *Miami University Policy Library*.~~
- ~~• Consider and, at its discretion, report to the President and the Provost alleged infractions of faculty rights and responsibilities.~~
- ~~• Act as a continuing advisory body to the President on matters of University policy and operation that affect the professional rights and responsibilities of the faculty.~~
- ~~• Review the *Miami University Policy Library* on matters pertaining to faculty rights and responsibilities and recommend changes, as appropriate, to the President.~~
- ~~• Review departmental and divisional definitions and elaborations of University promotion and tenure criteria, when requested to do so by a faculty member, in order to decide whether those~~

~~departmental and divisional policies are consistent with all University policy.~~

- ~~• Report annually to the Faculty Assembly on matters considered by the Committee.~~

~~The Chair and individual members of the Committee are available to any member of the University community who wishes to discuss aspects of faculty rights and responsibilities in general or as related to his or her personal situation, or who wishes to report alleged infractions or to file a grievance or complaint through the *Miami University Policy Library*.~~

~~Faculty Assembly expects all members of the Miami University community to cooperate with the Committee on Faculty Rights and Responsibilities in the discharge of its mandate from Faculty Assembly and the Board of Trustees, including meeting reasonable requests for information relevant to general issues and specific cases before the Committee, meeting with the Committee at mutually convenient times and places to discuss general issues and specific cases, and to respond to reasonable questions relating to matters before the Committee. Incidents of refusal to cooperate shall be reported by the Committee to Faculty Assembly for its consideration and action. While reasonable requests for information should be honored, the Committee shall be given access to the relevant contents of faculty personnel files only when such access is necessary to conduct a disciplinary~~

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~~hearing under the *Miami University Policy Library*, to process a formal grievance under the *Miami University Policy Library*, or to resolve an informal complaint or problem brought to the Committee.~~

## ~~Section 2~~

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~~Election of Members of the Committee on Faculty Rights and Responsibilities.~~

### ~~A. Eligibility to serve on the Committee on Faculty Rights and Responsibilities:~~

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- ~~1. All tenured members of the faculty except department chairs are eligible to serve on the Committee on Faculty Rights and Responsibilities.~~
- ~~2. A faculty member may not serve concurrently on both University Senate and the Committee on Faculty Rights and Responsibilities.~~

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### ~~B. Nominations~~

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- ~~1. All incumbent members of the Committee on Faculty Rights and Responsibilities who are eligible for the Committee shall have their names automatically placed in nomination.~~
- ~~2. Other tenured members of the faculty may be nominated, to bring the total number of nominations to seventeen (17), by a University-wide nomination election, which uses the method of the single transferable vote.~~

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- ~~3. Members of the tenure-eligible ranks may vote in the nomination election.~~

### ~~C. General Election~~

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- ~~1. The general election, held every three (3) years, shall be a University-wide election using the method of the single transferable vote.~~
- ~~2. Members of the tenure-eligible ranks may vote in the general election.~~
- ~~3. The term of membership is three (3) years.~~

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### ~~Section 3~~

#### ~~All-University Faculty Committee for Evaluation of Administrators.~~

- ~~1. An All-University Faculty Committee for Evaluation of Administrators shall review the Provost, all academic deans, the associate provost for research and dean of the Graduate School, the dean and University Librarian, and the University Director of Liberal Education in years three (3) and five (5) of their five-year administrative appointments.~~
- ~~2. Committee reports are intended to serve two functions:
  - ~~a. to guide the professional development of the individuals; and~~~~

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- ~~b. to record part of the evidence upon which future personnel decisions may be based.~~
- ~~3. The Committee shall consist of seven (7) members of Faculty Assembly: one (1) to be chosen by each academic division for a total of six (6) and one (1) to be chosen by the library faculty. The Committee shall elect one of its members to serve as chair. Members of the Committee who are on probationary status (i.e. non-tenured or who do not hold continuing contract status) are not eligible to serve as chair of the Committee.~~
- ~~4. The members of the Committee shall be elected by the faculty with election procedures to be set by University Senate. Electors may only vote for members of this committee within their academic division or librarian status. Electors with dual appointments must vote according to their selected representational unit.~~
- ~~5. Each member shall serve a non-renewable three-year term beginning July 1. The terms shall be staggered so that one-third of the Committee is elected each year.~~
- ~~6. Each fall semester, the Committee shall prepare a questionnaire for the evaluation of each administrator it is scheduled to evaluate during the academic year. Administrators in year five (5) of their five-year administrative appointment will~~

~~be evaluated in the fall of the evaluation year. Administrators in year three (3) of their five-year administrative appointment will be evaluated in the spring of the evaluation year. The Committee shall distribute the questionnaire to members of Faculty Assembly assigned to or served by the administrator's unit and it shall prepare an evaluation report to be submitted to the administrator's supervisor.~~

#### Section 4

~~In the event of the resignation of a member of the Committee on Faculty Rights and Responsibilities or the All-University Faculty Committee for the Evaluation of Administrators before the end of his or her term, that seat shall be filled by the candidate (who had not been previously elected) who received the largest number of votes when the ballots are retabulated after the votes for the person who has resigned have been deleted. In the event no such candidate is available, a new election will be held for the vacated seat.~~

### **Article Six Five - Faculty Assembly Legislative Procedures**

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#### Section 1

A quorum shall be twenty-five percent of the membership of Faculty Assembly. This number shall be determined by the Office of the Provost and announced at the first meeting of the Assembly each year. The number

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constituting a quorum shall be the same for every meeting during an academic year.

## Section 2

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Faculty Assembly normally meets in the fall. Additional meetings may be called upon request of fifty (50) members of Faculty Assembly filed with the Office of the Provost or upon the call of the President. The exact time and location of the meetings will be determined by the President.

The first meeting of Faculty Assembly in the fall shall be designated and announced as a business meeting at which Assembly shall vote to confer degrees for the winter, spring, and summer commencements for that academic year.

## Section 3

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The agenda shall be ~~mailed-distributed~~ to each member of Faculty Assembly at least seven (7) class days prior to the meeting and shall provide sufficient detail for reasonably clear identification of the nature of the items.

## Section 4

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All passed final actions of University Senate ~~upon a main motion and roll-call votes on these final actions upon a main motion~~ shall be included in the summary of each Senate meeting. For all matters over which the Senate maintains authority to take action, those actions of Senate are subject to the authority of Faculty Assembly to review and refer actions back to Senate. Faculty Assembly may additionally propose, debate, and recommend matters for Senate's consideration or for presentation to other administrators or bodies based on votes taken during meetings (see Introductory Article).

## Section 5

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Faculty Assembly hears reports from its committees and from the President, the Chair of University Senate, and Vice Presidents. It may propose, debate, and recommend matters for University Senate consideration or for presentation to other officials or administrative bodies. It may also challenge

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and refer back to Senate any Senate action. Faculty Assembly has the right of initiative and referendum. Such action shall be considered as tantamount to Senate action.

Faculty Assembly may raise questions, offer comments, debate, and forward recommendations based on votes taken during meetings or by mail or electronic ballot. It may discuss matters affecting Miami University and its environment.

## Section 6

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During the ten (10) class days after distribution of an action, if at least twenty-five (25) members of Faculty Assembly file a petition so stating with the Office of the Provost, an action of University Senate shall be considered challenged and its implementation suspended. Such a challenged action shall be placed on the agenda for the next regularly scheduled meeting of Faculty Assembly, where the action may be debated and may be returned to Senate for reconsideration of such revisions as the Assembly may recommend. A special meeting of Faculty Assembly for earlier consideration and potential return to Senate of a challenged action may be called by Senate or by a petition signed by at least fifty (50) members of Faculty Assembly filed with the Office of the Provost.

## Section 7

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A quorum must be present in order for Faculty Assembly to return an action to University Senate. If a quorum is not present at a duly scheduled or called meeting of Faculty Assembly for which a challenged Senate action is on the agenda, said action by Senate shall be deemed to be sustained.

## Section 8

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Voting in Faculty Assembly is on a motion to refer back to University Senate one of its items and to provide opinions to individuals or groups on issues as the Assembly deems appropriate. The usual method of taking a vote in Faculty Assembly shall be by voice or by show of hands. Voting shall be by secret ballot if requested by at least ten (10) members of the Assembly or by the President with general consent.

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## Section 9

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The membership of Faculty Assembly has the right of initiative and referendum according to the following provisions:

1. A written proposal must be accompanied by a petition signed by at least ten (10) percent of the membership of Faculty Assembly and presented to the Office of the Provost before the proposal shall be considered for initiative or referendum.
2. Following the receipt of the petition and the proposal, Faculty Assembly must meet within one (1) calendar month at a regular or called meeting to discuss the proposal. Provided that a quorum is present, Faculty Assembly may vote to amend the original written proposal.
3. Following the discussion of the proposal by Faculty Assembly, within ten (10) working days the Office of the Provost shall mail-distribute a copy of the written proposal to each member of Faculty Assembly who shall be asked to vote "yes" or "no" on a ballot to be returned to the Office of the Provost within another ten (10) working days.

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An initiative or referendum matter presented to the membership of Faculty Assembly should be framed and worded in a straightforward manner that makes clear and unambiguous the substance of the issue and the meaning of an affirmative or negative vote (e.g., not worded with a double negative; rather worded so that a "yes" vote means approval of a new or revised policy and a "no" vote means rejection of a new or revised policy).

Normally initiative proposals shall be provided a forum for discussion by interested parties (e.g., Faculty Assembly and University Senate and its committees such as the Academic Policy Committee would provide such a forum) and, where substantially differing viewpoints exist, opportunity for expression of these viewpoints shall be provided and included with the initiative as distributed for vote.

4. The proposal shall be considered to have passed if it receives an affirmative vote of a simple majority, provided the said affirmative

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vote constitutes at least a quorum of Faculty Assembly. Such action shall be considered as tantamount to University Senate action and shall be subject to the limitations specified in the Introductory Article.

## Article ~~Seven~~ Six - Amendment

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### Section 1

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~~Subject to the authority of the Board of Trustees, a~~ proposal to consider amending the *Enabling Act* must receive the affirmative vote of a simple majority of the members of University Senate at a duly called meeting, a quorum being present.

### Section 2

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At the time of the final approval of such a proposal in the minutes of University Senate, a hearing on the proposal shall be announced for a specified time and place not less than ten (10) class days after the distribution of the summary of Senate actions and not more than fifteen (15) class days after the distribution of the summary of Senate actions. At least twenty (20) Senate members must attend the hearing, at which any faculty member, student, or administrator of Miami University may comment.

### Section 3

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At the next meeting of University Senate after the Senate hearing, a motion to amend the *Enabling Act* in accordance with the proposal shall be placed on the agenda. To become effective, the proposal must receive an affirmative vote of two-thirds of the membership of Senate. Such action is subject to challenge by Faculty Assembly as provided in Article ~~65~~, Section 6.

### Section 4

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The procedures of Article ~~65~~, Section 8 may also be used to amend the *Enabling Act*.

~~Section 5 A5~~

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Amendments to the *Enabling Act of University Senate and Faculty Assembly* must be approved by the Board of Trustees

(Note: References to class days in this document include final exam week.)

Approved: by University Senate, March 2, 1998

Approved: by the Board of Trustees, June 19, 1998

Approved: by the Board of Trustees, June 25, 1999

Approved: by the Board of Trustees, December 6, 2002 (Article 5, Section 3.C, and Article 6, Section 2)

Approved: by the Board of Trustees, June 25, 2004 (Article 4, Section 2)

Approved: by the Board of Trustees, April 27, 2012 (membership of Faculty Assembly and revision to “Office of the University Secretary” to Secretary of University Senate/Office of the Provost)

Approved: by the Board of Trustees, May 13, 2022 (Introductory Article; Article 2; Article 3, Section 3; Article 4, section 2; Article 5, Sections 1B, E, and G; Article 5, Section 3A, 3C, 3D; Article 6, Section 9C)

Approved: by the Board of Trustees, February 27, 2026 (Introductory Article; Article 1, Section 1(6); Article 2, Section 2; Article 3, Section 3; Article 5; Article 6)

Codified: 06/19/2004, 06/25/04, 05/16/05, 06/07/06, 07/06/07, 07/01/08, 07/01/09, 07/01/10, 07/01/13, 07/14, 07/16, 07/17

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*Approved by the Board of Trustees*

*February 27, 2026*



T. O. Pickerill II

Secretary to the Board of Trustees

February 27, 2026  
Academic Affairs

**RESOLUTION R2026-40**

**BE IT RESOLVED**, that the Board of Trustees hereby approves the merger between French, Italian and Classics and the Department of German, Russian, Asian, and Middle Eastern Languages and Cultures: and

**BE IT FURTHER RESOLVED**, the newly merged Department will be named the Department of World Languages and Cultures.

February 27, 2026  
Academic and Student Affairs

**RESOLUTION R2026-42**

WHEREAS, University Senate on February 23, 2026 passed SR 26-07, endorsing a proposed ENT - Engineering Technology, Associate in Applied Science.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of an ENT - Engineering Technology, Associate in Applied Science.

*Approved by the Board of Trustees*

*February 27, 2026*



T. O. Pickerill II

Secretary to the Board of Trustees



**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Nathan French, Chair, Senate Executive Committee

Nathan French, Chair Elect, Senate Executive Committee

Rosemary Pennington, Past Chair, Senate Executive Committee

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

February 23, 2026

To: Gregory P. Crawford, President  
From: Marcia England, Secretary of the University Senate  
Re: Curriculum Approval  
S Rec 26-06 - ENT - Engineering Technology, Associate in Applied Science.

On February 23, 2026, University Senate endorses S Rec 26-06:

**BE IT HEREBY RESOLVED** that University Senate endorses the proposed ENT - Engineering Technology, Associate in Applied Science.

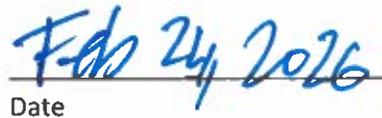
**AND FURTHERMORE**, that the endorsement by University Senate of the proposed degree will be forwarded to the Miami University Board of Trustees for consideration.

**Approval of the President**

I, Gregory P. Crawford, President of Miami University, approve/do not approve: ENT - Engineering Technology, Associate in Applied Science.

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

  
Gregory P. Crawford, President

  
Date

cc: Nathan French, Chair, Executive Committee of University Senate  
Christopher Makaroff, Interim Provost, Chair University Senate  
Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

# New Program Proposal

Date Submitted: Thu, 06 Nov 2025 20:16:14 GMT

## Viewing: : Engineering Technology - Associate in Applied Science

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Last edit: 2026-02-03T14:51:23Z

Changes proposed by: abrishr

### Contact(s)

Name	Phone	Email
Reza Abrisham Baf	7853033	abrishr@miamioh.edu

### General Bulletin Edition

2026-2027

### Proposed start date

Fall 2026

### Level

Undergraduate

### Program Type

Major/Concentration within Existing Degree

### Delivery site(s)

Hamilton

### CIP Code

150000 - Engineering Technology, General.

### Department

Engineering Technology

### Related Department

### College

Col of Liberal Arts & Appl Sci

### Related College

### Degree

Associate in Applied Science

**General Bulletin Title**

Engineering Technology - Associate in Applied Science

**Educator Preparation Programs:**

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

**Licensure:**

No

**Endorsement:**

No

**Rationale for the proposal**

The Engineering Technology – Associate in Applied Science (A.A.S.) is designed for students seeking an applied, hands-on introduction to general engineering technology. The program emphasizes practical problem-solving and technical skill development in areas such as materials, manufacturing, and automation, preparing graduates for immediate employment as multi-skilled technicians.

The program offers an application-focused pathway for developing mathematics and problem-solving skills. Students who would traditionally begin in MTH 025 may be eligible to enroll directly in MTH 118, while some students who might otherwise take MTH 125 may elect to take MTH 118 instead. This flexible structure enables high school students to participate through dual enrollment in the associate degree program.

Importantly, the A.A.S. in Engineering Technology also serves as a pathway to Miami University's Bachelor of Science in Engineering Technology (B.S.E.T.) programs—specifically the Applied Science in Engineering Technology and Electromechanical and Automation Engineering Technology concentrations. Through coordinated academic advising, aligned coursework, and required bridge courses, students can transition smoothly into bachelor's-level study, building confidence and technical competence while maintaining clear transfer and degree-completion options

## Introduction

**Brief summary of the request**

The proposal introduces a new Associate of Applied Science in Engineering Technology (A.A.S.-ET), a two-year degree designed to provide students with a broad, interdisciplinary foundation in engineering technology. The program emphasizes hands-on, applied learning across design, manufacturing, and automation, allowing students to build technical and professional competencies through courses such as Technical Drawing and Solid Modeling (ENT 135), Manufacturing Processes (ENT 152), Mechanics I: Statics (ENT 271), Circuit Analysis I (ENT 192), and Programmable Logic Controllers (ENT 296).

A defining feature of the A.A.S.-ET is its structured, application-focused mathematics pathway that supports dual enrollment and early college access. Students who would

traditionally begin in MTH 025 may be eligible to enroll directly in MTH 118, while some students who might otherwise take MTH 125 may also opt for MTH 118. This flexible approach lowers traditional entry barriers and enables qualified high school students to dually enroll in the program, earn college credit, and progress meaningfully through the engineering technology curriculum.

The A.A.S.-ET prepares graduates for immediate employment as entry-level technicians in advanced manufacturing, automation, and related industries. At the same time, it provides a clear, intentional pathway from dual enrollment to degree completion and onward into Miami University's Bachelor of Science in Engineering Technology (B.S.E.T.) programs—specifically the Applied Science in Engineering Technology and Electromechanical and Automation Engineering Technology concentrations—through aligned coursework, coordinated academic advising, and required bridge courses. This structure allows students to build confidence and competence progressively while preserving strong transfer and bachelor's-degree completion options.

## Accreditation

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

**Upload documentation of the notification**

## Academic Leadership

## Organizational structure

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

The proposed Associate of Applied Science in Engineering Technology (AAS-ET) will be housed within the Department of Engineering Technology in the College of Liberal Arts and Applied Science (CLAAS) at Miami University Regional. The program will operate under the same administrative and academic framework that governs the department's existing associate and bachelor's degree programs in Engineering Technology.

The Department Chair of Engineering Technology will have primary oversight of the program, including curriculum coordination, faculty assignment, budget management, and assessment processes. The Chair reports to the Dean of the College of Liberal Arts and Applied Science, who in turn reports to the Provost and Executive Vice President for Academic Affairs.

Faculty teaching in the AAS-ET program will consist of full-time and part-time Engineering Technology faculty, supported by professional staff dedicated to laboratory operations, student advising, and administrative coordination. Faculty will participate in departmental curriculum committees and program assessment activities consistent with existing Engineering Technology governance and accreditation standards.

As a new major within an already accredited department, the AAS-ET program will follow the same quality assurance and continuous improvement processes aligned with ABET's Engineering Technology Accreditation Commission (ETAC) standards. The department intends to pursue ABET ETAC accreditation for this program once the first cohort of students graduates, targeting inclusion in the next full ABET accreditation cycle in 2032.

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

The lead administrator for the proposed Associate of Applied Science in Engineering Technology (AAS-ET) program will be the Chair of the Department of Engineering Technology within the College of Liberal Arts and Applied Science (CLAAS) at Miami University.

The Chair is responsible for academic and operational oversight of all Engineering Technology programs, including curriculum implementation, faculty workload and evaluation, program assessment, budget management, and coordination with institutional offices for student recruitment, advising, and retention. The Chair also leads departmental initiatives in accreditation, continuous improvement, and industry engagement.

**Upload this individual's CV/resume**

Mohammad Mayyas CV\_2025\_july.docx

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

The development and ongoing maintenance of the Associate of Applied Science in Engineering Technology (AAS-ET ) program are supported by several standing and advisory bodies within the Department of Engineering Technology and the College of Liberal Arts and Applied Science (CLAAS).

Engineering Technology Curriculum Committee

Composition: Department Chair (ex officio), program coordinators representing each Engineering Technology major and concentration, and one faculty representative from the associate degree programs.

Responsibilities: Oversees curriculum design, learning outcomes assessment, and continuous

improvement activities for all departmental programs, including AAS-ET.

**Terms and Meetings:** Faculty members serve two-year renewable terms. The committee meets monthly during the academic year and as needed for program revisions or accreditation preparation.

#### Engineering Technology Advisory Board

**Composition:** Comprised of industry professionals, alumni, and regional workforce partners representing sectors such as advanced manufacturing, automation, energy, and materials processing, along with the Department Chair and selected faculty.

**Responsibilities:** Provides external input on curriculum relevance, emerging technologies, workforce needs, and internship or employment opportunities. Advisory Board feedback directly informs curriculum updates and ABET continuous improvement processes.

**Terms and Meetings:** Industry and alumni members serve three-year renewable terms. The board meets biannually (fall and spring), with additional subcommittee sessions convened as needed.

#### College Curriculum and Assessment Committee

**Composition:** Faculty representatives from each academic department within CLAAS, along with the Associate Dean for Academic Affairs.

**Responsibilities:** Reviews and approves new course and program proposals, ensures alignment with university and state standards, and monitors assessment reporting.

**Meetings:** Meets monthly during the academic year or as required by proposal timelines.

These committees collectively ensure the academic integrity, industry alignment, and continuous improvement of the AAS-ET program, supporting Miami University's mission to deliver high-quality, workforce-relevant engineering technology education.

## Program development

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

The proposed Associate of Applied Science in Engineering Technology (AAS-ET) aligns directly with Miami University's mission to empower students through transformative learning, discovery, and service while advancing the vitality of the communities it serves. The program embodies this mission by expanding access to applied, career-focused education and by preparing students for success in Ohio's growing advanced manufacturing and technology sectors.

As part of the Engineering Technology Department's leadership in Miami's Polytechnic transformation, the ASET program strengthens the University's role as a hub for hands-on, interdisciplinary, and workforce-driven learning. It emphasizes applied problem-solving, technical innovation, and industry engagement—hallmarks of Miami's Polytechnic model.

By offering progressive mathematics preparation and clear pathways to the Bachelor of Science in Engineering Technology (BSET), the program promotes educational mobility and inclusivity, ensuring that students with varying levels of academic readiness can participate in and contribute to the region's innovation economy while upholding Miami's values of academic excellence, access, and public service.

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

Miami University conducted a targeted needs assessment to support the addition of the Associate of Applied Science in Engineering Technology (AAS-ET) as part of a coordinated expansion of the University's existing AAS Engineering Technology programs. This new offering complements current majors in Mechanical, Electrical & Computer, and Mechatronics Engineering Technology, strengthening Miami's comprehensive portfolio of applied engineering programs under CIP code 15 (Engineering/Engineering-Related Technologies).

The AAS-ET degree was developed to address the growing demand from Early College Academy students, career center graduates, and dual-enrollment pathways, who require an accessible entry point into applied engineering education. It provides a flexible and general engineering technology foundation designed to prepare these students for seamless progression into Miami's Bachelor of Science in Engineering Technology (BSET) programs or other AAS concentrations.

Market data from OhioMeansJobs, Gray Associates workforce analytics, and Miami's Engineering Technology Advisory Board confirm increasing demand in Southwest Ohio for multi-skilled technicians who can operate and maintain complex systems in advanced manufacturing, automation, and energy industries. The program responds directly to this workforce need and leverages the existing departmental capacity and laboratory infrastructure to expand student access, particularly for underrepresented and early-college learners, while supporting Miami University's Polytechnic vision for workforce-driven education.

**If completed, upload the full analysis**

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

Yes. The development of the Associate of Applied Science in Engineering Technology (AAS-ET) program involved consultation with internal leadership within the College of Liberal Arts and Applied Science (CLAAS), including the Early College Academy and Career Technical Center outreach coordinators, as well as feedback from industry advisory groups affiliated with the Department of Engineering Technology.

These discussions identified a growing need for a general engineering technology program tailored to Early College Academy students, career-technical school graduates, and students with limited math preparation seeking an applied, hands-on entry into engineering and technology fields. The input received guided the program's emphasis on progressive mathematics preparation, applied learning experiences, and clear transfer pathways into Miami University's Bachelor of Science in Engineering Technology (BSET) programs, aligning with the institution's Polytechnic education model and regional workforce needs.

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

Yes. The Associate of Applied Science in Engineering Technology (AAS-ET) program was developed in alignment with the standards of the Engineering Technology Accreditation Commission (ETAC) of ABET. The curriculum, learning outcomes, and assessment processes were designed to reflect ABET's criteria for associate-level engineering technology programs, ensuring consistency with the department's existing accredited programs.

The Department of Engineering Technology at Miami University maintains multiple ABET-accredited associate and bachelor's programs, and the same continuous improvement framework will be applied to the AAS-ET program. The department plans to pursue ABET ETAC accreditation for this new program once the first cohort of students graduates, targeting inclusion in the next full accreditation review cycle in 2032.

This timeline aligns with ABET's established procedures for new program accreditation and supports Miami University's commitment to maintaining the highest standards of academic quality and professional relevance within its Polytechnic model of applied engineering education.

## Collaboration with other Ohio institutions

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

No

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

NO

## Student Services

### Admissions policies and procedures

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

Admission to the Associate of Applied Science in Engineering Technology (AAS-ET ) program follows Miami University's standard open admission policy for associate degree programs within the College of Liberal Arts and Applied Science (CLAAS) at the regional campuses.

The program is designed to be accessible to a wide range of students, including those from Early College Academies, Career Technical Education (CTE) centers, and dual-enrollment pathways, as well as individuals seeking to begin or advance a technical career. Applicants are not required to have completed advanced math coursework.

Placement in mathematics and English courses is determined through Miami University's placement assessment process, ensuring appropriate academic support and smooth progression toward advanced coursework and potential transfer into the Bachelor of Science in Engineering Technology (BSET) concentrations.

**Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT2) initiatives; and other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).**

The Associate of Applied Science in Engineering Technology (AAS-ET ) program will follow Miami University's established transfer credit policies as administered by the Office of the Registrar and in accordance with the Ohio Department of Higher Education (ODHE) guidelines.

Transfer credits are evaluated through Miami's Transfer Credit Evaluation and Articulation Committee, which reviews equivalencies for courses taken at regionally accredited

institutions, as well as credits awarded through Ohio Transfer 36, the Transfer Assurance Guide (TAG), and Career Technical Credit Transfer (CT<sup>2</sup>) initiatives. Applicable TAG and CT<sup>2</sup> courses in areas such as mathematics, physics, computer science, and engineering technology may be applied directly toward degree requirements, ensuring statewide transfer consistency.

Students may transfer up to 45 semester hours toward the 65-hour ASET degree, subject to departmental review to ensure alignment with program learning outcomes. In addition to standard transfer credit, Miami University recognizes Advanced Placement (AP), College Level Examination Program (CLEP), and Credit for Prior Learning (CPL) through portfolio assessment or industry certifications, when relevant to course outcomes in the Engineering Technology curriculum.

All transfer evaluations are conducted on a course-by-course basis, ensuring that credit awarded maintains the academic rigor and integrity consistent with Miami University and ABET ETAC accreditation expectations for engineering technology programs.

## Student administrative services

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

The student administrative services currently in place at Miami University Regionals are fully adequate to support the proposed Associate of Applied Science in Engineering Technology (AAS-ET ) program. Existing institutional services—including admissions, academic advising, financial aid, registration, career services, and student success support—already serve a large population of students enrolled in associate and bachelor’s degree programs in Engineering Technology and related disciplines.

The program will utilize these established structures without the need for additional administrative staffing or new systems. The College of Liberal Arts and Applied Science (CLAAS) and the Department of Engineering Technology will continue to coordinate with existing offices to ensure efficient onboarding, advising, and degree tracking for AAS-ET students.

As enrollment grows, academic advising capacity for Early College Academy and Career Technical Center students may be modestly expanded through reassignment of advising responsibilities or addition of part-time advising support. No new infrastructure or system investment is required, and all necessary services are available and scalable from the program’s launch.

## Student academic services

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

The student academic services currently available at Miami University Regionals are fully adequate to support the proposed Associate of Applied Science in Engineering Technology (AAS-ET ) program. Existing services—including career development, academic advising, tutoring, counseling, accessibility services (ADA compliance), and student success initiatives—are already in place to support students enrolled in Engineering Technology and other applied science programs.

AAS-ET students will have access to these same comprehensive resources through the College of Liberal Arts and Applied Science (CLAAS) and the Regional Office of Student Success, which provides specialized support for career-technical, dual-enrollment, and Early College Academy students. Engineering Technology faculty will continue to collaborate closely with these offices to ensure students receive tailored academic and career guidance aligned with technical pathways.

At this time, no new academic service infrastructure is required. As enrollment expands, additional tutoring or peer-mentoring support in mathematics and applied technologies may be scaled through existing programs. All essential student services are in place and readily adaptable to meet the needs of the new AAS-ET program.

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

#### Engineering Technology - Associate of Applied Science

The Associate of Applied Science in Engineering Technology provides a broad, hands-on foundation in engineering technology for students seeking applied technical skills and a pathway into advanced manufacturing, automation, and related technical fields. The program emphasizes real-world problem-solving, system integration, and technical communication, preparing graduates for success in modern industrial environments.

This degree is intentionally designed to build up students' skills in applied engineering and mathematics—especially for those who find themselves needing additional preparation to reach college-level readiness. It also offers dual-enrollment opportunities for Early College Academy and Career Technical Education students who wish to begin college coursework while completing their high school diploma.

Students gain experience in manufacturing processes, materials science, computer-aided design, digital systems, and automation, supported by extensive laboratory and project-

based coursework. Graduates are prepared for positions such as engineering technician, field service technician, or quality control specialist in industries including manufacturing, construction, and energy systems.

The degree also provides a seamless pathway to the Bachelor of Science in Engineering Technology (BSET) at Miami University, enabling students to continue their studies in concentrations such as Applied Science in Engineering Technology or Electromechanical and Automation Engineering Technology.

## **Program Educational Objectives**

Graduates of the Associate of Applied Science in Engineering Technology program, within a few years of completing the degree, are expected to:

1. Apply knowledge, techniques, skills, and modern tools of engineering technology to support the design, operation, and improvement of systems and processes in industrial and manufacturing environments.
2. Function effectively as engineering technicians by identifying, analyzing, and solving practical technical problems using applied methods.
3. Communicate effectively in oral, written, and graphical forms within technical and multidisciplinary team settings.
4. Demonstrate professionalism, ethical responsibility, and respect for diversity in the workplace and in community or industry engagement.
5. Pursue continued professional development through additional education, certifications, or workplace learning to adapt to evolving technologies in engineering and manufacturing.

## **Credit/No Credit Policy**

All required engineering technology courses and prerequisite mathematics and statistics courses should be taken for a grade.

## **Course offerings**

### **Bulletin Requirement Listing**

## **Program Requirements**

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Course List

Code	Title	Credit Hours
<a href="#"><u>APC 136</u></a>	Introduction to Interpersonal Communication	3
<a href="#"><u>CIT 153</u></a>	Introduction to C/C++ Programming	3
or <a href="#"><u>CIT 163</u></a>	Introduction to Computer Programming	
<a href="#"><u>ECO 201</u></a>	Principles of Microeconomics	3
or <a href="#"><u>ECO 202</u></a>	Principles of Macroeconomics	
<a href="#"><u>EGS 215</u></a>	Workplace Writing	3
or <a href="#"><u>ENG 313</u></a>	Technical Writing	
<a href="#"><u>ENG 111</u></a>	Composition and Rhetoric	3
<a href="#"><u>ENT 135</u></a>	Technical Drawing and Solid Modeling	3
<a href="#"><u>ENT 137</u></a>	Introduction to Engineering Technology	<b>1</b>
<a href="#"><u>ENT 151</u></a>	Engineering Materials	3
<a href="#"><u>MTH 118 EXTENDED COLLEGE ALGEBRA</u></a>	Course MTH 118 EXTENDED COLLEGE ALGEBRA Not Found (Credit will only be given for at most one of MTH 118, <a href="#"><u>MTH 122</u></a> , or <a href="#"><u>MTH 125</u></a> . Prerequisite(s) ACT MATH score of 18, SAT MATH score of 500, MPT score of 6, or a new MPT of 4.)	3
<a href="#"><u>ENT 152</u></a>	Manufacturing Processes	3
<a href="#"><u>ENT 192</u></a>	Circuit Analysis I	3
<a href="#"><u>MTH 124</u></a>	Trigonometry	3
<a href="#"><u>ENT 236</u></a>	Sustainable Manufacturing	3
<a href="#"><u>ENT 252</u></a>	Computer Aided Additive and Subtractive Manufacturing	3
<a href="#"><u>ENT 271</u></a>	Mechanics I: Statics	3
<a href="#"><u>ENT 293</u></a>	Digital Systems	3
<a href="#"><u>ENT 296</u></a>	Programmable Logic Controllers	3

## Course List

Code	Title	Credit Hours
<a href="#"><u>PHY 161</u></a>	Physics for the Life Sciences with Laboratory I	4
<a href="#"><u>STA 261</u></a>	Statistics	4
<a href="#"><u>PHY 162</u></a>	Physics for the Life Sciences with Laboratory II	4
Total Credit Hours		61

### Plan of Study/ Roadmap

<https://docs.google.com/spreadsheets/d/1biG461nw0jG1Mws3RT08LefgvYMnMpUX/edit?usp=sharing&oid=103067059132287402398&rtpof=true&sd=true>

### Off site program components

None

## Assessment and Evaluation

### Program assessment

#### Upload a copy of the assessment requirements/plan

Assessment plan.docx

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

1-an ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to the discipline;

2- an ability to design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to the discipline;

3- an ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature;

4- an ability to conduct standard tests, measurements, and experiments and to analyze and

interpret the results; and

5- an ability to function effectively as a member of a technical team.

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

#### Assessment of Student Learning Outcomes

Achievement of the ABET ETAC Student Outcomes (2025–2026) for the Associate of Science in Engineering Technology program is assessed through a combination of embedded assignments, laboratory projects, design tasks, and written/oral communication activities across multiple courses. Assessment is conducted progressively throughout the curriculum, with major emphasis placed on the second-year technical courses, which serve as culminating experiences near graduation.

Outcome 1 — Application of knowledge, techniques, skills, and modern tools:

This outcome is developed and assessed through courses such as ENT 152 – Manufacturing Processes, ENT 271 – Mechanics I, ENT 192 – Circuit Analysis I, and ENT 252 – Computer-Aided Additive and Subtractive Manufacturing. Students demonstrate competency through applied problem-solving exercises, laboratory reports, and exams that evaluate their ability to apply engineering technology principles using appropriate tools and methods.

Outcome 2 — Design of solutions for well-defined technical problems:

Students demonstrate design capability in ENT 135 – Technical Drawing and Solid Modeling, ENT 236 – Sustainable Manufacturing, and ENT 296 – Programmable Logic Controllers. These courses require students to complete structured design projects, create 3D models, and perform system integration tasks that simulate real-world engineering applications.

Outcome 3 — Communication in technical and non-technical environments:

The development of communication skills is integrated throughout the curriculum, beginning with ENG 111 – English Composition and continuing through EGS 215 or ENG 313 – Workplace Writing and ENT 135 – Technical Drawing and Solid Modeling. Students prepare technical reports, presentations, and drawings that are evaluated for clarity, organization, and technical accuracy using standardized rubrics.

Outcome 4 — Conducting tests, measurements, and experiments:

Courses such as ENT 151 – Materials Science and Engineering, ENT 192 – Circuit Analysis I, and PHY 161 and 162 – Physics and Lab emphasize laboratory skills. Students perform standard experiments, record and analyze data, and interpret results to improve processes or verify engineering concepts. Laboratory notebooks and written lab reports are used as primary evidence for outcome assessment.

Outcome 5 — Functioning effectively as a member of a technical team:

This outcome is primarily assessed through ENT 236 – Sustainable Manufacturing and ENT 296 – Programmable Logic Controllers, where students work collaboratively on team-based projects that integrate multiple technical areas. Team performance is assessed through peer evaluations, instructor observation, and final project deliverables that measure collaboration, professionalism, and adherence to project objectives.

Culminating Experience:

Student performance on these outcomes is most comprehensively evaluated in the final semester, through capstone-style, team-based projects embedded in ENT 236 and ENT 296. These projects require students to integrate technical knowledge, communication, and teamwork skills in the design and implementation of applied engineering systems.

External Benchmarking:

While the program does not require a professional licensing examination, continuous improvement is supported through advisory board review, industry partner feedback, and alumni and employer surveys. These inputs help ensure that student learning outcomes remain aligned with regional workforce needs and ABET ETAC accreditation standards for general engineering technology programs.

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

Evaluation of Student Learning Outcomes

The Associate of Applied Science in Engineering Technology program employs a performance indicator–based assessment methodology to evaluate achievement of the ABET ETAC Student Outcomes (2025–2026). Each outcome is supported by measurable performance indicators (PIs) that describe the specific knowledge, skills, and behaviors students are expected to demonstrate. These indicators are assessed through embedded assignments, laboratory activities, exams, and team projects within designated courses.

Methodology Overview:

Performance Indicators Development:

Each ABET outcome is broken down into 2–4 performance indicators that provide observable and measurable evidence of student achievement. For example, Outcome 1 (apply knowledge, techniques, skills, and modern tools) includes indicators such as:

Apply fundamental engineering and mathematical principles to solve defined problems.

Select and use appropriate software, tools, and laboratory instruments.

Interpret technical data to support engineering decisions.

#### Assignment Mapping:

Each performance indicator is linked to one or more signature assignments in key courses (e.g., lab reports, design projects, written reports, presentations). Courses such as ENT 152 – Manufacturing Processes, ENT 271 – Mechanics I, ENT 236 – Sustainable Manufacturing, and ENT 296 – Programmable Logic Controllers serve as primary assessment points.

#### Assessment Tools:

Faculty evaluate student work using rubrics aligned with each performance indicator. Each rubric defines four levels of achievement:

4 – Exceeds Expectations

3 – Meets Expectations

2 – Approaching Expectations

1 – Below Expectations

Target benchmarks are typically set at 70% of students meeting or exceeding expectations for each outcome.

#### Data Collection and Aggregation:

Performance indicator scores are collected each semester through Miami University's electronic assessment system. Individual faculty input course-level data, which are aggregated and analyzed at the program level by the Engineering Technology Curriculum and Assessment Committee.

#### Data Review and Continuous Improvement:

The Curriculum and Assessment Committee reviews the results annually. Outcomes falling below benchmark thresholds are flagged for discussion during faculty assessment meetings, where instructors analyze contributing factors and propose corrective actions—such as curriculum revision, additional lab exercises, or enhanced instructional materials.

#### Documentation and Reporting:

Results and actions are recorded in the Continuous Improvement Report, which is reviewed by the Department Chair and maintained as part of the department's ABET ETAC documentation. These reports guide evidence-based decision-making and demonstrate compliance with ABET Criterion 4 on continuous improvement.

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

## Sampling Procedure

All students enrolled in courses mapped to the ABET ETAC Student Outcomes are included in the assessment sample. Because these courses (e.g., ENT 152, ENT 192, ENT 236, ENT 296) are required for graduation, the sample typically represents at least 90% of all students in the program.

If the number of graduating students in a single term is small, data from two to three consecutive semesters are combined to ensure an adequate sample size and meaningful trend analysis. This rolling approach provides a representative view of overall program performance while maintaining consistency in evaluation.

The use of a nearly complete student population and multi-term aggregation ensures that the sample accurately reflects the entire student body and supports reliable conclusions about program effectiveness and continuous improvement.

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

### Collection of Student Perceptions

Student perceptions of their achievement of the program learning outcomes will be collected through a combination of end-of-program surveys, course evaluations, and exit interviews.

Near graduation, all Associate of Science in Engineering Technology students will complete a Program Exit Survey that asks them to rate their confidence and perceived proficiency for each ABET ETAC Student Outcome (1–5) using a standardized Likert scale (e.g., Strongly Agree to Strongly Disagree). Students also provide open-ended feedback on how effectively coursework, labs, and team projects supported their learning and career readiness.

In addition, course-level evaluations will gather student feedback on learning experiences and perceived outcome achievement in key technical and communication courses (e.g., ENT 152, ENT 236, ENT 296).

Responses are compiled and reviewed annually by the Engineering Technology Curriculum and Assessment Committee, alongside direct assessment data. This comparison of student self-perceptions with measured performance supports Miami University's continuous improvement process and helps identify opportunities to strengthen teaching and curriculum alignment with ABET ETAC learning outcomes.

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

The Associate of Applied Science in Engineering Technology program follows an established annual assessment cycle coordinated by the Engineering Technology Curriculum and Assessment Committee.

Each academic year, faculty teaching courses mapped to ABET ETAC Student Outcomes collect and report direct assessment data from designated assignments, laboratory activities, and projects linked to performance indicators. These data are compiled at the end of each semester and summarized annually to evaluate student achievement levels against departmental benchmarks.

In addition to direct measures, indirect data—including student exit surveys, course evaluations, and advisory board feedback—are collected and reviewed each year to provide a comprehensive view of program effectiveness.

The Curriculum and Assessment Committee reviews all assessment results during an annual faculty meeting, identifies trends or areas for improvement, and documents action items in the Continuous Improvement Report.

For smaller cohorts, data may be aggregated over a two-year (biennial) period to ensure sufficient sample size for meaningful analysis.

This regular collection and review process ensures continuous alignment with ABET ETAC standards and supports Miami University's mission of maintaining high-quality, evidence-based applied engineering education.

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

The Department of Engineering Technology conducts regular faculty assessment meetings each academic year to review findings from the Associate of Science in Engineering Technology program's outcome assessments.

During these meetings—typically held at the end of each spring semester—faculty review aggregated performance indicator data, student survey results, and advisory board feedback to evaluate the effectiveness of teaching and learning across courses mapped to ABET ETAC Student Outcomes.

The Engineering Technology Curriculum and Assessment Committee prepares an annual summary report highlighting strengths, trends, and areas needing improvement. Faculty collaboratively discuss these findings, identify root causes of underperformance (if any), and develop action plans that may include revising assignments, updating lab exercises, or enhancing instructional strategies.

Decisions and follow-up actions are documented in the Continuous Improvement Report, which is reviewed by the Department Chair and used to guide curriculum updates and

faculty professional development. This ongoing process ensures that teaching methods, course content, and learning environments remain aligned with ABET ETAC standards and the department's mission of providing high-quality, applied engineering education.

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

Roger Seifried

## Other means of measuring student success

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

In addition to formal program-level outcome assessment, the Associate of Applied Science in Engineering Technology program will evaluate individual student success through several complementary measures that provide insight into graduates' readiness, satisfaction, and long-term outcomes.

### Exit Interviews and Surveys

Description: Conducted during the final semester, these surveys and interviews gather students' self-assessment of how well the program prepared them for technical careers or further study. Questions are mapped to ABET ETAC Student Outcomes and include qualitative feedback on instruction, lab experiences, and advising.

Frequency: Administered annually to all graduating students.

Use of Results: Results are summarized each year by the Curriculum and Assessment Committee and compared with direct assessment data to identify strengths and areas for improvement in teaching and student support.

### Job Placement and Career Tracking

Description: Employment data are collected through follow-up surveys and collaboration with Miami University's Center for Career Exploration and Success. Information includes employment rate, job titles, and alignment of positions with engineering technology fields.

Frequency: Collected annually, approximately six months after graduation.

Use of Results: Data are analyzed to gauge workforce relevance, inform curriculum updates, and guide partnership development with local employers and career-technical centers.

## Alumni Surveys

Description: Conducted one to three years post-graduation to measure graduates' ongoing career progression, further education, and perceptions of program value.

Frequency: Biennial (every two years).

Use of Results: Findings help evaluate how effectively the program supports long-term professional growth and inform updates to program educational objectives.

## Advisory Board Feedback

Description: The Engineering Technology Industrial Advisory Board, consisting of industry and workforce representatives, reviews placement data, alumni feedback, and curriculum changes.

Frequency: Biannual meetings (fall and spring).

Use of Results: Recommendations are incorporated into curriculum revisions and equipment updates to ensure alignment with current industry needs.

## Faculty

### Faculty appointment policies

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

1 professor

3 associate professor

3 assistant professor

1 VAP

4 adjunct

multiple faculty support from math and physics

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

Faculty teaching in the program must possess either substantial tested professional experience or a minimum of a master's degree for lower-division courses, and a doctorate in a field relevant to engineering or engineering technology for upper-level instruction.

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

The Department of Engineering Technology does not require additional full-time faculty to launch the Associate of Science in Engineering Technology program. All courses in the proposed curriculum are already offered as part of existing Engineering Technology associate and bachelor's programs, and can be staffed by current qualified faculty.

The program's structure allows for efficient use of existing teaching capacity, as the majority of courses (e.g., ENT 152, ENT 192, ENT 236, ENT 296) are shared across multiple Engineering Technology majors. Faculty with appropriate credentials—holding at least a master's degree or significant tested industry experience, and in some cases a Ph.D. in Engineering or Engineering Technology—will teach these courses.

Workload for current faculty will remain within standard university guidelines. Courses associated with the new program will be integrated into existing course rotations, ensuring no increase in total instructional load. As enrollment grows, the department may consider adding adjunct or part-time instructional support to maintain optimal student-to-faculty ratios and preserve instructional quality.

## Program faculty

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

**Full-time:**

8

**Less than full-time:**

1

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

**Full-time:**

**Less than full-time:**

## Expectations for professional development/scholarship

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

Miami University maintains strong expectations for professional development, scholarly engagement, and continuous instructional improvement among all faculty teaching in the Associate of Applied Science in Engineering Technology program. These expectations ensure faculty remain current with emerging technologies, teaching innovations, and industry practices relevant to engineering and engineering technology.

**Tenure-Track Faculty:**

Tenure-track faculty are expected to engage in applied research, scholarly publication, curriculum development, and professional service consistent with the mission of the College of Liberal Arts and Applied Science (CLAAS). Their activities often include industry collaborations, conference presentations, grant proposals, and participation in accreditation and assessment initiatives. Such engagement contributes to maintaining ABET accreditation standards and advancing Miami's polytechnic mission.

**Non-Tenure-Track and Full-Time Teaching Faculty:**

Full-time teaching faculty are primarily focused on excellence in instruction, curriculum innovation, and laboratory and industry engagement. They are encouraged to participate in professional workshops, certifications, and technical training that enhance teaching effectiveness and align with workforce needs.

**Part-Time and Adjunct Faculty:**

Part-time instructors, often drawn from industry, are expected to maintain current professional practice in their technical field and participate in departmental orientation, lab safety, and instructional quality workshops to ensure consistency in course delivery.

**Financial and Institutional Support:**

Miami University provides annual professional development funds through departmental and college budgets. Faculty may also receive travel support to present at academic or professional conferences (such as ASEE, ABET, SME, or IEEE), attend industry training and certifications, or participate in teaching and learning workshops. Additional support is available through internal grant programs (e.g., the Miami University Faculty Learning Communities and Professional Development Leave) to promote innovation in applied research, pedagogy, and technology integration.

**Upload a faculty handbook outlining the expectations and documenting support**

## Faculty matrix

**Upload faculty matrix/CVs**

CV\_2025\_Meena.docx

ASET\_Faculty\_Matrix\_Aligned\_By\_Experience.xlsx

Roger Vita 8-23-25.docx

Reza Abrisham Baf Full CV.pdf

Nistor-CV\_Oct2025.pdf  
Mohammad Mayyas CV\_2025\_july.docx  
Moataz Salem\_Resume.pdf  
Mahdi\_Yazdanpour\_CV.pdf  
IYousif Resume\_V01.pdf  
Esmaeil Sadeghi-CV.pdf

## Library Resources

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

The Associate of Applied Science in Engineering Technology program will utilize the existing library structure and resources that support other Engineering Technology programs at Miami University.

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

The Associate of Applied Science in Engineering Technology program will utilize the existing library structure and resources that support other Engineering Technology programs at Miami University.

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

The Associate of Applied Science in Engineering Technology program will utilize the existing library structure and resources that support other Engineering Technology programs at Miami University.

## Budget, Resources, and Facilities

### Resources and facilities

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

The Associate of Applied Science in Engineering Technology program will utilize the facilities of the Advanced Manufacturing and Innovation Hub (AM Hub) at Miami University Regional – Hamilton Campus, which serves as the primary instructional and applied research center for all Engineering Technology programs. These shared facilities provide students with hands-on access to state-of-the-art laboratories and equipment aligned with Industry 4.0 and ABET ETAC standards.

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

The Associate of Applied Science in Engineering Technology program will follow the same library orientation and information literacy structure established for all Engineering Technology programs at Miami University.

## Budget/financial planning

### **Upload Fiscal Impact Statement for New Degree Programs**

AS ASET (2) Revenue Projections 10-30-25.xlsx

### **Use narrative to provide additional information as needed**

### **Additional comments**

The verbiage has been corrected.

### **Reviewer Comments**

**Jennifer Craddock (cradduj) (Wed, 08 Oct 2025 12:17:59 GMT):** Rollback: Please correct the program type (this is not a new degree). Also, please correct the hours for courses in the bulletin table with the red boxes.

**Courtney Thompson (kuhlmace) (Fri, 10 Oct 2025 19:27:44 GMT):** Rollback: Please update the verbiage throughout the proposal to accurately reflect the name of the major - "Associate in Applied Science in Engineering Tech (AAS-ET)" implies the major is "Engineering Tech" instead of "Applied Science Engineering Tech".

**Jennifer Craddock (cradduj) (Mon, 13 Oct 2025 12:48:21 GMT):** Rollback: Please review coursework in bulletin table since course numbers have changed since original proposal. Also, please see Courtney's comment about updating verbiage of major in proposal.

**Liza Skryzhevskya (skryzhy) (Fri, 31 Oct 2025 01:55:31 GMT):** Rollback: Please see Courtney Thompson's comment.

**Mohammad Mayyas (mayyasm) (Fri, 31 Oct 2025 02:49:44 GMT):** 1- Jennifer Craddock (cradduj) (10/08/25 8:17 am): Rollback: Please correct the program type (this is not a new degree). Also, please correct the hours for courses in the bulletin table with the red boxes. ( Mohammad Mayyas Answer): the red color courses, shown as not found is typical when course is not approved in bulletin. These courses are proposed part of this package. hours

are correct. 2- Courtney Thompson (kuhlmace) (10/10/25 3:27 pm): Rollback: Please update the verbiage throughout the proposal to accurately reflect the name of the major - "Associate in Applied Science in Engineering Tech (AAS-ET)" implies the major is "Engineering Tech" instead of "Applied Science Engineering Tech". ( Mohamamd Mayyas Answer): All of our currently approved AAS verbiage is : Associate of Applied Science in xxx. the new major degree we are offering is a stand alone, and it is Associate of Applied Science in Applied Science Engineering Technology . 3- Jennifer Craddock (cradduj) (10/13/25 8:48 am): Rollback: Please review coursework in bulletin table since course numbers have changed since original proposal. Also, please see Courtney's comment about updating verbiage of major in proposal. ( mohammad Mayyas answer) All verbiage follows standard name indicated in answer of comment 2.

**Liza Skryzhevskya (skryzhy) (Fri, 31 Oct 2025 15:19:24 GMT):** Rollback: Please change the program name per our conversation 10/31/25

**Jennifer Craddock (cradduj) (Fri, 31 Oct 2025 16:03:21 GMT):** Rollback: Please update the general bulletin title field to "Engineering Technology - Associate of Applied Science" to match bulletin title format of 'major name - degree name'. The title in the bulletin description should also be updated.

**Mohammad Mayyas (mayyasm) (Mon, 03 Nov 2025 14:39:33 GMT):** resolved

**Jennifer Craddock (cradduj) (Thu, 06 Nov 2025 15:12:42 GMT):** Rollback: Please update the general bulletin title field to "Engineering Technology - Associate in Applied Science" to match bulletin title format of 'major name - degree name'. The title in the bulletin description should also be updated.

**Tammy Patterson (pattert) (Fri, 05 Dec 2025 21:44:28 GMT):** Rollback: For correction

### Supporting documents

Key: 626

February 27, 2026  
Consent Calendar

**RESOLUTION R2026-43**

WHEREAS, University Senate on February 23, 2026 passed SR 26-07, endorsing a proposed ENT - Mechatronics Engineering Technology, Associate in Applied Science.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of an ENT - Mechatronics Engineering Technology, Associate in Applied Science.

*Approved by the Board of Trustees*

*February 27, 2026*



T. O. Pickerill II

Secretary to the Board of Trustees



**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Nathan French, Chair, Senate Executive Committee

Nathan French, Chair Elect, Senate Executive Committee

Rosemary Pennington, Past Chair, Senate Executive Committee

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

February 23, 2026

To: Gregory P. Crawford, President  
From: Marcia England, Secretary of the University Senate  
Re: Curriculum Approval  
S Rec 26-07 - ENT - Mechatronics Engineering Technology, Associate in Applied Science.

On February 23, 2026, University Senate endorses S Rec 26-07:

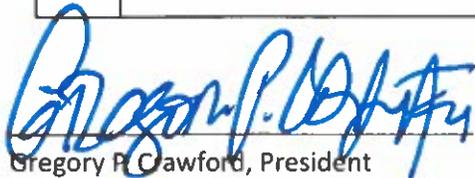
**BE IT HEREBY RESOLVED** that University Senate endorses the proposed ENT - Mechatronics Engineering Technology, Associate in Applied Science.

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

**Approval of the President**

I, Gregory P. Crawford, President of Miami University, approve/do not approve: ENT - Mechatronics Engineering Technology, Associate in Applied Science.

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

  
Gregory P. Crawford, President

  
Date

cc: Nathan French, Chair, Executive Committee of University Senate  
Christopher Makaroff, Interim Provost, Chair University Senate  
Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

# New Program Proposal

Date Submitted: Thu, 09 Oct 2025 01:16:55 GMT

## Viewing: : **Mechatronics Engineering Technology - Associate in Applied Science**

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Last edit: 2026-02-03T15:44:24Z

Changes proposed by: abrishr

### Contact(s)

Name	Phone	Email
Reza Abrisham Baf	7853033	abrishr@miamioh.edu

### General Bulletin Edition

2026-2027

### Proposed start date

Fall 2026

### Level

Undergraduate

### Program Type

Major/Concentration within Existing Degree

### Delivery site(s)

Hamilton

### CIP Code

150403 - Electromechanical Technology/Electromechanical Engineering Technology.

### Department

Engineering Technology

### Related Department

### College

Col of Liberal Arts & Appl Sci

### Related College

### Degree

Associate in Applied Science

**General Bulletin Title**

Mechatronics Engineering Technology - Associate in Applied Science

**Educator Preparation Programs:**

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

**Licensure:**

No

**Endorsement:**

No

**Rationale for the proposal**

The Associate in Applied Science (A.A.S.) in Mechatronics Engineering Technology bridges and complements Miami University Regionals' existing A.A.S. programs in Mechanical Engineering Technology and Electrical and Computer Engineering Technology. By combining mechanical, electrical, and automation coursework, the program develops interdisciplinary skills essential for careers in systems engineering technology.

This program is designed to meet the growing industry demand for technicians skilled at the intersection of mechanical, electrical, and computer engineering. It embodies Miami's polytechnic model, emphasizing hands-on, applied learning in robotics, automation, and intelligent systems. Through labs, industry-based projects, and a required internship, students gain practical experience in the installation, maintenance, and troubleshooting of automated systems. Graduates will be prepared for high-demand roles in advanced manufacturing, logistics, and smart technologies, strengthening the regional workforce and positioning Miami University as a key partner in technological innovation. The program also serves as an effective recruitment pathway for students seeking rapid entry into the industry.

While sharing foundational learning outcomes with other associate degrees, this program distinguishes itself through specialized coursework in automation and control systems, including ENT 196 (Power Electronics), ENT 272 (Mechanics II), and ENT 296 (Programmable Logic Controllers). It also provides a seamless (+2 completion pathway) to the Bachelor of Science in Engineering Technology (BSET) with a concentration in Electro-Mechanical and Automation Engineering Technology, supporting Miami's mission to deliver stackable credentials and flexible pathways from associate to bachelor's degrees.

## Introduction

**Brief summary of the request**

We request approval to establish a new Associate of Applied Science (A.A.S.) in Mechatronics Engineering Technology within the Department of Engineering Technology at Miami University Regionals.

This program bridges the existing A.A.S. degrees in Mechanical Engineering Technology and

Electrical and Computer Engineering Technology, providing students with interdisciplinary, hands-on training in mechanical, electrical, and automation systems.

Rationale: The program responds to the growing industry demand for technicians skilled in integrating mechanical, electrical, and computer systems.

Polytechnic Alignment: It supports Miami's polytechnic model through applied learning, lab work, industry projects, and a required internship.

Student Outcomes: Graduates will be prepared for high-demand careers in automation, robotics, and advanced manufacturing, with a seamless (+2) pathway to the B.S. in Engineering Technology – Electro-Mechanical and Automation Engineering Technology concentration.

Recruitment and Industry Benefits: The degree is also a valuable recruitment tool for students seeking a fast path to a career, and it will strengthen the local workforce by producing a highly skilled labor pool.

## Accreditation

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

**Upload documentation of the notification**

mechatronicsaccrediation.docx

## Academic Leadership

### Organizational structure

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

The proposed Associate of Applied Science (A.A.S.) in Mechatronics Engineering Technology will be housed within the Department of Engineering Technology at Miami University Regionals, which is part of the College of Liberal Arts and Applied Science (CLAAS).

The program will be administered under the leadership of the Department Chair of Engineering Technology, who reports directly to the Dean of the College of Liberal Arts and Applied Science. The Chair oversees program coordination, faculty assignments, curriculum management, and assessment activities in alignment with departmental and university policies.

Program faculty will consist of full-time and part-time members of the Engineering Technology Department with expertise in mechanical, electrical, and automation systems. Faculty report to the Department Chair and are responsible for curriculum delivery, student advising, and ongoing assessment of learning outcomes.

Administrative and technical support will be provided by departmental staff, who report to the Department Chair. This structure ensures that the Mechatronics Engineering Technology program remains fully integrated within existing academic, administrative, and support frameworks of the department and university.

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

The lead administrator for the proposed Associate of Applied Science (A.A.S.) in Mechatronics Engineering Technology program will be the Chair of the Department of Engineering Technology.

**Duties and Responsibilities:**

The Department Chair provides academic and administrative leadership for all Engineering Technology programs, including curriculum development, faculty supervision, budget oversight, program assessment, and accreditation compliance. The Chair ensures alignment of the Mechatronics Engineering Technology program with departmental goals, industry needs, and Miami University's polytechnic mission.

Additional responsibilities include coordinating faculty teaching assignments, supporting student recruitment and retention initiatives, fostering industry partnerships for internships and applied projects, and overseeing continuous improvement activities in accordance with ABET ETAC standards.

**Upload this individual's CV/resume**

Mohammad Mayyas CV\_2025\_july.docx

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

The development and ongoing maintenance of the Associate of Applied Science in Mechatronics Engineering Technology program are supported by several standing and advisory bodies within the Department of Engineering Technology and the College of Liberal Arts and Applied Science (CLAAS).

Engineering Technology Curriculum Committee

Composition: Department Chair (ex officio), program coordinators representing each Engineering Technology major and concentration, and one faculty representative from the associate degree programs.

Responsibilities: Oversees curriculum design, assessment of learning outcomes, and continuous improvement activities for all departmental programs, including the Mechatronics Engineering Technology program.

Terms and Meetings: Faculty members serve two-year renewable terms. The committee meets monthly during the academic year and as needed for program revisions, assessment reviews, or accreditation preparation.

#### Engineering Technology Industrial Advisory Board

Composition: Industry professionals, alumni, and regional workforce partners representing advanced manufacturing, automation, energy, and materials processing sectors, along with the Department Chair and selected faculty.

Responsibilities: Provides external input on curriculum relevance, emerging technologies, workforce needs, and internship or employment opportunities. Advisory Board feedback directly informs curriculum updates and supports ABET ETAC continuous improvement processes.

Terms and Meetings: Industry and alumni members serve three-year renewable terms. The board meets biannually (fall and spring), with additional subcommittee sessions convened as needed.

## Program development

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

The proposed Associate of Applied Science in Mechatronics Engineering Technology (A.A.S.) aligns directly with Miami University's mission to empower students through transformative learning, discovery, and service while advancing the vitality of the communities it serves. The program fulfills this mission by expanding access to applied, career-focused education that prepares students for immediate employment and long-term growth in Ohio's advanced manufacturing and technology sectors.

As part of the Engineering Technology Department's leadership in Miami's Polytechnic transformation, the program reinforces the University's role as a hub for hands-on, interdisciplinary, and workforce-driven learning. It emphasizes applied problem-solving, technical innovation, and collaboration with industry partners—core elements of Miami's evolving Polytechnic model.

By providing progressive mathematics preparation and stackable pathways leading to the Bachelor of Science in Engineering Technology (BSET), the program promotes educational mobility and inclusivity. It ensures that students with diverse academic backgrounds can access high-quality technical education and contribute to the region's innovation economy while upholding Miami University's values of academic excellence, access, and public service.

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

Miami University conducted a targeted needs assessment to support the creation of the Associate of Applied Science (A.A.S.) in Mechatronics Engineering Technology as part of a strategic expansion of the University's existing A.A.S. programs in Engineering Technology. This new offering complements current majors in Mechanical, Electrical & Computer, and Electro-Mechanical Engineering Technology, strengthening Miami's applied engineering portfolio under CIP Code 15 (Engineering/Engineering-Related Technologies).

The program was developed to address the increasing demand from Early College Academy students, career center graduates, and dual-enrollment pathways seeking an accessible entry point into applied engineering education. It provides a flexible, interdisciplinary foundation that prepares students for immediate employment or seamless progression into the Bachelor of Science in Engineering Technology (BSET) through the (+2 completion pathway).

Market data from OhioMeansJobs, Gray Associates workforce analytics, and feedback from the Engineering Technology Industrial Advisory Board confirm strong and growing demand in Southwest Ohio for multi-skilled technicians capable of operating, maintaining, and integrating advanced automated systems in manufacturing, logistics, and energy industries. The proposed program directly responds to these workforce needs while leveraging Miami's existing departmental capacity and laboratory infrastructure to expand student access, particularly for underrepresented and early-college learners, consistent with the University's Polytechnic vision for workforce-driven education.

**If completed, upload the full analysis**

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

Yes. The development of the Associate of Applied Science in Mechatronics Engineering Technology was guided by input from the Engineering Technology Industrial Advisory Board, which includes representatives from regional industries and educational partners such as Butler Tech.

Advisory Board members—comprising industry professionals, manufacturing leaders, and

workforce partners—provided direct feedback on the program’s structure, curriculum design, and skill outcomes. Their input emphasized the need for technicians with cross-disciplinary competencies in mechanical, electrical, and automation systems, aligning with regional workforce priorities in advanced manufacturing and mechatronics.

This consultation also reinforced alignment with Butler Tech’s Mechatronics and Advanced Manufacturing programs, supporting clear pathways for student transition into Miami University’s associate and bachelor’s programs in Engineering Technology. Advisory feedback shaped the program’s focus on applied learning, technical integration, and workforce readiness, ensuring it reflects both industry demand and partner institution priorities.

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

Yes. The Associate of Applied Science in Mechatronics Engineering Technology program was developed in alignment with the standards of the Engineering Technology Accreditation Commission (ETAC) of ABET. The curriculum, learning outcomes, and assessment framework were designed to meet ABET’s associate-level criteria, ensuring consistency with the department’s existing accredited programs.

The Department of Engineering Technology at Miami University currently maintains several ABET-accredited associate and bachelor’s programs, and the same continuous improvement and assessment processes will be applied to the Mechatronics program. The department intends to pursue ABET ETAC accreditation once the first cohort of students graduates, with a target for inclusion in the next full accreditation review cycle in 2032.

This approach follows ABET’s procedures for new program accreditation and reinforces Miami University’s commitment to academic quality, continuous improvement, and professional relevance within its Polytechnic model of applied engineering education.

## Collaboration with other Ohio institutions

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

no

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

no

## Student Services

### Admissions policies and procedures

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

Admission to the Associate of Applied Science in Mechatronics Engineering Technology program follows Miami University's standard open admission policy for associate degree programs within the College of Liberal Arts and Applied Science (CLAAS) at the regional campuses.

**Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT2) initiatives; and other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).**

The Associate of Applied Science in Mechatronics Engineering Technology program will follow Miami University's established transfer credit policies and procedures as approved by the Ohio Department of Higher Education (ODHE). Transfer evaluations are conducted by the Office of Admission in consultation with the University Registrar and reviewed by the Engineering Technology Department Curriculum Committee when courses are applied toward major requirements.

Miami University accepts transfer credit in accordance with the Ohio Transfer 36, the Transfer Assurance Guides (TAGs), and the Career-Technical Credit Transfer (CT2) initiatives established by the Ohio Board of Regents. Career-technical credits from approved secondary or postsecondary programs—including those from Butler Tech and other partner institutions—will be articulated where course outcomes align with program requirements.

Students may transfer up to 32 semester hours of technical or general education coursework toward the A.A.S. degree, subject to university residency and accreditation requirements. Additional credit may be awarded for Advanced Placement (AP), College-Level Examination Program (CLEP), or other recognized forms of prior learning assessment, provided they meet university and departmental equivalency standards.

All transfer decisions are guided by Miami University's policies ensuring that credit accepted maintains academic integrity, relevance to program outcomes, and compliance with ODHE transfer frameworks.

## Student administrative services

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

The student academic services currently available at Miami University Regionals are fully adequate to support the proposed Associate of Applied Science in Mechatronics Engineering Technology program. Students enrolled in the program will have access to the same comprehensive support services provided to all Miami University students, including:

Career Services – offering career exploration, internship coordination, résumé development, and employer connections through the Center for Career Exploration and Success.

Academic Advising and Tutoring – professional and faculty advisors assigned through the College of Liberal Arts and Applied Science (CLAAS), along with tutoring and supplemental instruction in mathematics, physics, and engineering technology courses.

Counseling Services – personal, academic, and career counseling provided by licensed professionals.

Disability Resources (ADA Services) – accommodations and accessibility support coordinated through the Office of Disability Resources.

Student Success and Retention Services – early alert systems, peer mentoring, and academic workshops designed to promote persistence and completion.

No new or expanded student services are required to implement this program. Existing resources—already supporting students in the Engineering Technology Department—will seamlessly extend to participants in the Mechatronics Engineering Technology program upon approval and launch.

## Student academic services

**Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If**

**new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.**

The student academic services currently available at Miami University Regionals are fully adequate to support the proposed Associate of Applied Science in Mechatronics Engineering Technology program. Students will have access to the same comprehensive range of academic and support services as other degree-seeking students within the College of Liberal Arts and Applied Science (CLAAS).

Available services include:

Career Services – career exploration, résumé assistance, and employer networking through the Center for Career Exploration and Success.

Academic Advising and Tutoring – professional advising and peer tutoring in mathematics, physics, and engineering technology courses.

Counseling and Wellness Services – academic and personal counseling, mental health support, and student wellness programs.

Disability Resources (ADA Services) – accommodations and accessibility support provided through the Office of Disability Resources.

Student Success and Retention Services – early alert systems, success coaching, and academic workshops to promote persistence and degree completion.

No new or expanded services are required for program implementation. The existing infrastructure, personnel, and resources already support students enrolled in other Engineering Technology programs and will seamlessly extend to those in the Mechatronics Engineering Technology program upon approval and launch.

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

## **Mechatronics Engineering Technology, A.A.S.**

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### **Program Overview**

The Associate of Applied Science (A.A.S.) in Mechatronics Engineering Technology prepares students for dynamic careers at the intersection of mechanical, electrical, and computer engineering technologies. The program delivers an intensive, hands-on curriculum grounded in real-world applications of automation, robotics, and advanced manufacturing.

Students engage in extensive laboratory experiences with:

- Programmable Logic Controllers (PLCs)
- Industrial automation and robotic systems
- Sensors, actuators, and control technologies
- Computer-Aided Design (CAD) and Computer-Aided Manufacturing (CAM) tools

Through these experiences, students learn to design, build, and troubleshoot intelligent automated systems and apply data-driven problem-solving techniques in modern industrial settings.

This program also provides a seamless (+2) transfer pathway to the Bachelor of Science in Engineering Technology (BSET) with a concentration in Electro-Mechanical and Automation Engineering Technology, enabling graduates to continue their studies toward advanced technical or supervisory roles.

## Career Opportunities

Graduates of the Mechatronics Engineering Technology program are prepared for high-demand positions in automation, robotics, and manufacturing, including roles such as:

- Mechatronics Technician
- Automation Technician
- PLC Technician
- Field Service Technician
- Robotics or Maintenance Systems Specialist

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## Program-Specific Educational Objectives

Graduates of the Mechatronics Engineering Technology (A.A.S.) program will, within a few years of graduation:

Note: This program supports dual enrollment by allowing qualified high school students to enter the degree pathway through **MTH 118** as an additional course.

1. Apply knowledge, techniques, and modern tools of mathematics, science, engineering, and technology to analyze, operate, and troubleshoot integrated mechatronic systems.
2. Implement, test, and maintain automated systems, including PLCs, sensors, actuators, and robotics, to improve efficiency, quality, and safety in industrial operations.
3. Collaborate effectively on multidisciplinary teams, demonstrating communication, teamwork, and professional responsibility in technical environments.

4. Engage in continuous professional development, adapting to emerging technologies, standards, and industry practices.
5. Incorporate ethical, safety, and quality principles in the design, maintenance, and improvement of automation and manufacturing systems.

## Course offerings

### Bulletin Requirement Listing

# Program Requirements

Code	Course List Title	Credit Hours
<a href="#"><u>APC 136</u></a>	Introduction to Interpersonal Communication	3
<a href="#"><u>CIT 153</u></a>	Introduction to C/C++ Programming	3
or <a href="#"><u>CIT 163</u></a>	Introduction to Computer Programming	
<a href="#"><u>ECO 201</u></a>	Principles of Microeconomics	3
or <a href="#"><u>ECO 202</u></a>	Principles of Macroeconomics	
<a href="#"><u>EGS 215</u></a>	Workplace Writing	3
or <a href="#"><u>ENG 313</u></a>	Technical Writing	
<a href="#"><u>ENG 111</u></a>	Composition and Rhetoric	3
<a href="#"><u>ENT 135</u></a>	Technical Drawing and Solid Modeling	3
<a href="#"><u>ENT 137</u></a>	Introduction to Engineering Technology	<b>1</b>
<a href="#"><u>ENT 152</u></a>	Manufacturing Processes	3
<a href="#"><u>ENT 192</u></a>	Circuit Analysis I	3
<a href="#"><u>ENT 193</u></a>	Circuit Analysis II	3
<a href="#"><u>ENT 196</u></a>	Power Electronics	3
<a href="#"><u>ENT 271</u></a>	Mechanics I: Statics	3
<a href="#"><u>ENT 272</u></a>	Mechanics II: Strength of Materials	3
<a href="#"><u>ENT 293</u></a>	Digital Systems	3
<a href="#"><u>ENT 296</u></a>	Programmable Logic Controllers	3
<a href="#"><u>MTH 151</u></a>	Calculus I	4

Course List		
Code	Title	Credit Hours
<a href="#">PHY 161</a>	Physics for the Life Sciences with Laboratory I	4
<a href="#">PHY 162</a>	Physics for the Life Sciences with Laboratory II	4
<a href="#">MTH 124</a>	Trigonometry	3
Total Credit Hours		58

### Plan of Study/ Roadmap

[https://docs.google.com/spreadsheets/d/1T188mul\\_6hfsQgR8waXQEMgpyXhxPZJ\\_/edit?usp=sharing&ouid=103067059132287402398&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1T188mul_6hfsQgR8waXQEMgpyXhxPZJ_/edit?usp=sharing&ouid=103067059132287402398&rtpof=true&sd=true)

### Off site program components

None

## Assessment and Evaluation

### Program assessment

#### Upload a copy of the assessment requirements/plan

Assessment plan.docx

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

Graduates of associate-level engineering technology programs are expected to demonstrate:

1-An ability to apply knowledge, techniques, skills, and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to the discipline.

2- An ability to design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to the discipline.

3- An ability to apply written, oral, and graphical communication in both technical and nontechnical environments; and an ability to identify and use appropriate technical literature.

4- An ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results.

5- An ability to function effectively as a member of a technical team.

6- An understanding of professional, ethical, safety, societal, and environmental responsibilities.

7- A recognition of the need for and an ability to engage in self-directed continuing professional development.

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

#### Assessment of Student Learning Outcomes

Achievement of the ABET ETAC (2025–2026) Student Outcomes for the Mechatronics Engineering Technology (A.A.S.) program is evaluated through embedded assignments, laboratory exercises, design projects, and communication tasks across key technical courses. Assessment is conducted progressively throughout the curriculum, with major emphasis on second-year courses that serve as culminating experiences prior to graduation.

Outcome 1 – Application of knowledge, techniques, and modern tools:

This outcome is developed and assessed in ENT 192 – Circuit Analysis I, ENT 271 – Mechanics I: Statics, and ENT 296 – Programmable Logic Controllers. Students demonstrate competency through laboratory reports, technical problem-solving assignments, and examinations that measure their ability to apply engineering technology principles using appropriate analytical and computational tools.

Outcome 2 – Design of solutions for well-defined technical problems:

Students demonstrate design capability in ENT 135 – Technical Drawing and Solid Modeling, ENT 152 – Manufacturing Processes, and ENT 296 – Programmable Logic Controllers. In these courses, students complete applied design projects that involve mechanical and electrical integration, component selection, system layout, and PLC programming to simulate real industrial applications.

Outcome 3 – Communication in technical and nontechnical environments:

Communication skills are developed in ENG 111 – English Composition, EGS 215 or ENG 313 – Workplace Writing, and ENT 135 – Technical Drawing and Solid Modeling. Students prepare professional technical reports, documentation, and presentations, which are evaluated using rubrics aligned with ABET communication standards.

Outcome 4 – Conducting standard tests, measurements, and experiments:

This outcome is assessed through laboratory courses such as ENT 192 – Circuit Analysis I, ENT 196 – Power Electronics, and PHY 181 and 183 – Physics and Lab. Students perform

standard engineering experiments, collect and analyze data, and interpret results to improve system performance. Laboratory reports and instructor observations provide measurable evidence for this outcome.

Outcome 5 – Functioning effectively as a member of a technical team:

Teamwork and collaboration are emphasized in ENT 152 – Manufacturing Processes and ENT 296 – Programmable Logic Controllers, where students work in teams to design, build, and troubleshoot automated systems. Team performance is assessed through peer evaluations, instructor feedback, and final project outcomes.

Outcome 6 – Understanding professional, ethical, safety, societal, and environmental responsibilities:

This outcome is embedded across the curriculum, especially in ENT 152 – Manufacturing Processes and ENT 196 – Power Electronics, where students learn workplace safety, sustainability, and ethical practices related to technology implementation. Reflection assignments and safety audits serve as assessment tools.

Outcome 7 – Lifelong learning and professional development:

Students are encouraged to engage in self-directed learning and professional growth through ENT 296 – Programmable Logic Controllers and the required internship or capstone project, where they research emerging technologies and reflect on skill development aligned with industry trends.

Culminating Experience:

Student performance across all outcomes is comprehensively evaluated during the final semester through capstone-style projects embedded in ENT 296 – Programmable Logic Controllers. These projects require integration of technical, communication, and teamwork competencies in the design, testing, and documentation of automated mechatronic systems.

External Benchmarking:

While the program does not require a professional licensing exam, ongoing advisory board review, industry partner feedback, and alumni surveys are used to validate program relevance and ensure alignment with regional workforce needs and ABET ETAC accreditation standards for associate-level engineering technology programs.

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

Evaluation of Student Learning Outcomes

The Mechatronics Engineering Technology (A.A.S.) program uses a performance indicator (PI)-based assessment methodology to evaluate student achievement of the ABET ETAC Student Outcomes (2025–2026). Each outcome is supported by a defined set of performance indicators that specify observable skills, knowledge, and behaviors expected of

students. These indicators are evaluated through embedded assignments, laboratory experiments, exams, and team-based design projects within designated courses.

## Methodology Overview

### 1. Performance Indicator Development

Each ABET outcome is divided into 2–4 measurable performance indicators that provide clear evidence of student learning. For example, Outcome 1 (application of knowledge, techniques, skills, and modern tools) includes indicators such as:

Apply mathematics, science, and engineering principles to solve defined technical problems.

Select and use appropriate hardware, software, and laboratory instruments to support problem-solving.

Interpret technical data to make evidence-based engineering decisions.

### 2. Assignment and Course Mapping

Each performance indicator is linked to signature assignments in key technical courses that serve as direct assessment points. Courses used for primary evaluation include:

ENT 192 – Circuit Analysis I

ENT 152 – Manufacturing Processes

ENT 271 – Mechanics I: Statics

ENT 196 – Power Electronics

ENT 296 – Programmable Logic Controllers

Assignments such as lab reports, design projects, programming exercises, written documentation, and presentations are used to measure student proficiency relative to each outcome.

### 3. Assessment Tools

Faculty evaluate student work using standardized rubrics aligned with each performance indicator. Each rubric uses a four-level scale to assess achievement:

4 – Exceeds Expectations

3 – Meets Expectations

2 – Approaching Expectations

## 1 – Below Expectations

Benchmark goals are established such that at least 70% of students meet or exceed expectations for each outcome and indicator.

### 4. Data Collection and Aggregation

Assessment data are collected each semester through Miami University's electronic assessment platform. Faculty submit course-level data for each indicator, which are aggregated and analyzed by the Engineering Technology Curriculum and Assessment Committee to evaluate program-level performance.

### 5. Data Review and Continuous Improvement

The Curriculum and Assessment Committee reviews outcome data annually. Any outcomes that fall below the established benchmark are flagged for discussion in faculty assessment meetings, where instructors review contributing factors and propose targeted improvements. These may include course content adjustments, added lab exercises, faculty development, or updated instructional materials.

### 6. Documentation and Reporting

All assessment results, analyses, and improvement actions are documented in the Continuous Improvement Report, reviewed by the Department Chair, and maintained as part of the department's ABET ETAC accreditation evidence. This documentation ensures compliance with Criterion 4 – Continuous Improvement and demonstrates the program's commitment to maintaining academic rigor and workforce relevance.

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

#### Sampling Procedure

All students enrolled in courses mapped to the ABET ETAC Student Outcomes are included in the program's assessment sample. Because these core courses—such as ENT 152 (Manufacturing Processes), ENT 192 (Circuit Analysis I), ENT 196 (Power Electronics), ENT 271 (Mechanics I: Statics), and ENT 296 (Programmable Logic Controllers)—are required for degree completion, the assessment sample typically represents over 90% of all students in the Mechatronics Engineering Technology (A.A.S.) program.

In semesters where the number of graduating students is small, data are aggregated across two or more consecutive academic terms to ensure adequate sample size and statistical reliability. This rolling assessment method allows for meaningful trend analysis and provides a more stable representation of overall program performance.

The inclusion of nearly the entire student population and multi-term data aggregation ensures that the sample accurately reflects the full student body, producing reliable and valid evidence of student learning and supporting the program's continuous improvement and ABET ETAC accreditation requirements.

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

Student perceptions of their achievement of the program learning outcomes will be collected through a combination of end-of-program surveys, course evaluations, and exit interviews.

During their final semester, all Mechatronics Engineering Technology (A.A.S.) students complete a Program Exit Survey designed to measure their self-assessed proficiency in each ABET ETAC Student Outcome (1–7). Students rate their confidence and perceived skill levels using a five-point Likert scale (ranging from Strongly Agree to Strongly Disagree), and provide written comments regarding how effectively the curriculum, laboratories, and projects prepared them for employment and further study.

At the course level, students provide additional feedback through standard Miami University course evaluations, which include questions related to applied learning, teamwork, communication, and technical skill development in courses such as ENT 152 (Manufacturing Processes), ENT 192 (Circuit Analysis I), ENT 196 (Power Electronics), and ENT 296 (Programmable Logic Controllers).

All student perception data are compiled and analyzed annually by the Engineering Technology Curriculum and Assessment Committee in conjunction with direct assessment results. Comparing student self-perceptions with measured performance provides valuable insights for continuous improvement, helping identify areas where instructional methods, lab experiences, or course sequencing can be enhanced to strengthen alignment with ABET ETAC learning outcomes and workforce readiness expectations.

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

The Mechatronics Engineering Technology (A.A.S.) program follows an established annual assessment cycle administered by the Engineering Technology Curriculum and Assessment Committee to ensure continuous improvement and alignment with ABET ETAC standards.

Each academic year, faculty teaching courses mapped to ABET ETAC Student Outcomes collect and report direct assessment data from designated assignments, laboratory experiments, and team projects tied to specific performance indicators. These data are compiled at the end of each semester and summarized annually to measure student achievement against established departmental benchmarks.

In addition to direct assessments, indirect data—including student exit surveys, course evaluations, and advisory board feedback—are collected and analyzed each year to provide a comprehensive evaluation of program effectiveness and student learning.

The Curriculum and Assessment Committee meets annually to review all assessment results, identify trends, and recommend actions for improvement. Findings and decisions are documented in the Continuous Improvement Report, which is reviewed by the Department Chair and maintained as part of the department's ABET ETAC accreditation records.

For smaller graduating cohorts, data may be aggregated over a two-year (biennial) period to ensure sufficient sample size and meaningful longitudinal analysis.

This structured collection and review process ensures the Mechatronics Engineering Technology (A.A.S.) program remains current, data-driven, and responsive to evolving industry and accreditation standards, while supporting Miami University's commitment to excellence in applied engineering education.

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

The Department of Engineering Technology holds regular faculty assessment meetings each academic year to review findings from the Mechatronics Engineering Technology (A.A.S.) program's outcome assessments.

These meetings, typically conducted at the end of each spring semester, bring together faculty teaching courses mapped to the ABET ETAC Student Outcomes to review aggregated performance indicator data, student exit survey results, and advisory board feedback. The purpose is to evaluate the effectiveness of teaching, curriculum design, and student learning across the program.

The Engineering Technology Curriculum and Assessment Committee prepares an annual summary report outlining key findings, trends, and areas for improvement. During these meetings, faculty collaboratively analyze results, identify causes of any underperformance, and develop targeted action plans. Actions may include updating laboratory activities, revising course content, adjusting sequencing of topics, or enhancing instructional and assessment strategies.

All decisions, actions, and follow-up steps are documented in the Continuous Improvement Report, which is reviewed by the Department Chair and used to guide future curriculum changes and faculty development initiatives. This structured process ensures that teaching methods, course outcomes, and program objectives remain aligned with ABET ETAC standards and support the department's mission to deliver high-quality, hands-on, applied engineering education.

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

Reza Abrisham Baf

## Other means of measuring student success

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

In addition to formal program-level outcome assessment, the Mechatronics Engineering Technology (A.A.S.) program measures individual student success through multiple complementary methods that capture graduates' readiness, satisfaction, and post-graduation achievements. These measures provide valuable data to inform continuous improvement and ensure alignment with workforce expectations.

### Exit Interviews and Surveys

Description: Conducted during the final semester, these surveys and interviews collect students' self-assessment of how effectively the program prepared them for technical careers or continued education. Questions are aligned with the ABET ETAC Student Outcomes (1–7) and include open-ended feedback on instruction quality, laboratory experiences, advising, and internship opportunities.

Frequency: Administered annually to all graduating students.

Use of Results: Results are summarized each year by the Engineering Technology Curriculum and Assessment Committee and compared with direct assessment data to identify strengths and areas for improvement in instruction, lab experiences, and student support.

### Job Placement and Career Tracking

Description: Employment data are collected through collaboration with Miami University's Center for Career Exploration and Success and through departmental follow-up surveys. Data include employment rate, job titles, and alignment of positions with the mechatronics, automation, and advanced manufacturing sectors.

Frequency: Collected annually, approximately six months after graduation.

Use of Results: Data are analyzed to assess workforce relevance and to inform curriculum updates, internship development, and industry partnerships that enhance student employability.

### Alumni Surveys

Description: Distributed one to three years after graduation to evaluate graduates' career

progression, continued education, and professional growth. The survey gathers feedback on the long-term value of the program and the applicability of learned skills in the workplace. Frequency: Conducted biennially (every two years).

Use of Results: Findings are used to assess the program's effectiveness in achieving its Program Educational Objectives (PEOs) and to support long-term curriculum planning and strategic partnerships with industry.

#### Advisory Board Feedback

Description: The Engineering Technology Industrial Advisory Board, composed of regional industry and workforce representatives, reviews job placement data, alumni feedback, and proposed curriculum changes.

Frequency: Meets twice per year (fall and spring).

Use of Results: Advisory Board recommendations guide curriculum enhancement, laboratory upgrades, and professional development initiatives to ensure continued alignment with regional and national mechatronics and automation workforce needs.

## Faculty

### Faculty appointment policies

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

1 professor

3 associate professor

3 assistant professor

1 VAP

4 adjunct

multiple faculty support from math and physics

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

Faculty teaching in the program must possess either substantial tested professional experience or a minimum of a master's degree for lower-division courses, and a doctorate in a field relevant to engineering or engineering technology for upper-level instruction.

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

The Department of Engineering Technology does not require additional full-time faculty to implement the Associate in Applied Science (A.A.S.) in Mechatronics Engineering Technology program. All courses in the proposed curriculum are already offered as part of existing Engineering Technology associate and bachelor's degree programs, allowing the department to utilize its current qualified faculty to support instruction.

## Program faculty

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

**Full-time:**

8

**Less than full-time:**

1

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

**Full-time:**

**Less than full-time:**

## Expectations for professional development/scholarship

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

Miami University maintains strong expectations for professional development, technical advancement, and instructional excellence among all faculty teaching in the Mechatronics Engineering Technology (A.A.S.) program. These expectations ensure that faculty remain current with emerging technologies, instructional innovations, and evolving industry practices in automation, robotics, and mechatronic systems.

### Tenure-Track Faculty

Tenure-track faculty are expected to engage in applied research, curriculum innovation, and professional service consistent with the mission of the College of Liberal Arts and Applied Science (CLAAS). Their scholarly activities often include:

Collaborations with regional industries on automation and advanced manufacturing projects.

Conference presentations and publications related to mechatronics, controls, or engineering education.

Grant writing and external funding to support workforce development and applied research.

Participation in ABET ETAC accreditation, assessment, and curriculum modernization initiatives.

These activities contribute directly to maintaining program relevance, sustaining accreditation standards, and advancing Miami University's Polytechnic transformation.

#### Non-Tenure-Track and Full-Time Teaching Faculty

Full-time teaching faculty focus primarily on excellence in instruction, lab-based teaching, and curriculum development aligned with current industry practices. They are encouraged to pursue technical certifications and professional training in areas such as PLC programming, robotics integration, sensors and instrumentation, and industrial safety systems. Participation in workshops, academic conferences, and manufacturer-sponsored training (e.g., FANUC, Yaskawa, ABB) is supported and encouraged to ensure continued instructional innovation.

#### Part-Time and Adjunct Faculty

Adjunct faculty, typically drawn from the manufacturing, automation, or robotics industries, are expected to maintain active professional engagement in their technical disciplines. They participate in departmental orientations, lab safety training, and teaching quality workshops to ensure consistency and alignment with program learning outcomes.

#### Financial and Institutional Support

Miami University provides annual professional development funding through departmental and college budgets. Faculty may receive travel and training support to:

Present at academic and professional conferences (ASEE, SME, IEEE, ABET Symposium).

Attend manufacturer or industry-recognized certification programs.

Participate in Miami University's Faculty Learning Communities, Professional Development Leave, and other internal grant programs to support instructional innovation and applied research.

This structured approach to faculty development ensures that instructors teaching in the Mechatronics Engineering Technology program remain technically proficient, pedagogically

effective, and fully aligned with ABET ETAC standards and Miami University's mission of excellence in applied, hands-on engineering education.

**Upload a faculty handbook outlining the expectations and documenting support**

## Faculty matrix

**Upload faculty matrix/CVs**

ASET\_Faculty\_Matrix\_Aligned\_By\_Experience.xlsx

Roger Vita 8-23-25.docx

Reza Abrisham Baf Full CV.pdf

Nistor-CV\_Oct2025.pdf

Mohammad Mayyas CV\_2025\_july.docx

Moataz Salem\_Resume.pdf

Mahdi\_Yazdanpour\_CV.pdf

IYousif Resume\_V01.pdf

Esmail Sadeghi-CV.pdf

CV\_2025\_Meena.docx

## Library Resources

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

The Mechatronics Engineering Technology (A.A.S.) program will utilize the existing library structure, services, and resources that currently support other Engineering Technology programs at Miami University Regionals. The Miami University Libraries provide extensive access to electronic databases, e-books, technical standards, scholarly journals, and trade publications relevant to engineering technology, automation, robotics, and manufacturing systems.

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

The Mechatronics Engineering Technology (A.A.S.) program will utilize the extensive library resources and services already available through the Miami University Libraries, which currently support all Engineering Technology programs. These resources provide comprehensive access to both print and digital materials essential for coursework in electronics, automation, robotics, manufacturing, and computer systems.

**Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative**

**arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.**

The program will utilize the existing library structure and resources that support other Engineering Technology programs at Miami University.

## Budget, Resources, and Facilities

### Resources and facilities

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

The Mechatronics Engineering Technology (A.A.S.) program will utilize the extensive resources of the Department of Engineering Technology and the Advanced Manufacturing Workforce and Innovation Hub (AM Hub) in Hamilton. These include advanced automation, robotics, controls, electronics, and manufacturing resources currently supporting other accredited Engineering Technology programs.

Students will access industrial robotic systems (Yaskawa, ABB, FANUC), Allen-Bradley and Siemens PLC resources, CNC and 3D manufacturing systems, and engineering software such as SolidWorks, MATLAB, and LabVIEW.

The Miami University Libraries provide full access to major engineering databases.

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

The Mechatronics Engineering Technology (A.A.S.) program will use the existing library orientation and information literacy support already in place for other Engineering Technology (ENT) programs at Miami University.

### Budget/financial planning

**Upload Fiscal Impact Statement for New Degree Programs**

AS MET (2) Revenue Projections 10-30-25.xlsx

**Use narrative to provide additional information as needed**

## **Additional comments**

### **Reviewer Comments**

**Jennifer Craddock (cradduj) (Wed, 08 Oct 2025 12:10:48 GMT):** Rollback: Please correct the level and the program type (this is not a new degree). Please correct the hours in the bulletin table for the physics courses (should be 5 hours, not 4).

**Liza Skryzhevskaya (skryzhy) (Fri, 17 Oct 2025 17:13:57 GMT):** Rollback: Please update per our conversation on 10/17/25.

**Tammy Patterson (pattert) (Fri, 05 Dec 2025 21:45:10 GMT):** Rollback: For correction

### **Supporting documents**

Key: 614

*Approved by the Board of Trustees*

February 27, 2026



T. O. Pickerill II

Secretary to the Board of Trustees

February 27, 2026

Academic Affairs

**RESOLUTION R2026-41**

**BE IT RESOLVED** that the Board of Trustees hereby adopts the restructuring and reorganization proposal of the Miami Regionals, including the elimination and/or consolidation of the academic programs and departments set forth in the recommendation.

**Process Coordinator's Report on Restructuring the Departments at the  
Miami University Regional Campuses to Align with a Polytechnic**

**Prepared by:**

**Melissa Thomasson, PhD**

**Associate Vice President of Strategic Initiatives and Professor of  
Economics**

**Submitted to:**

**Christopher Makaroff, PhD**

**Interim Provost**

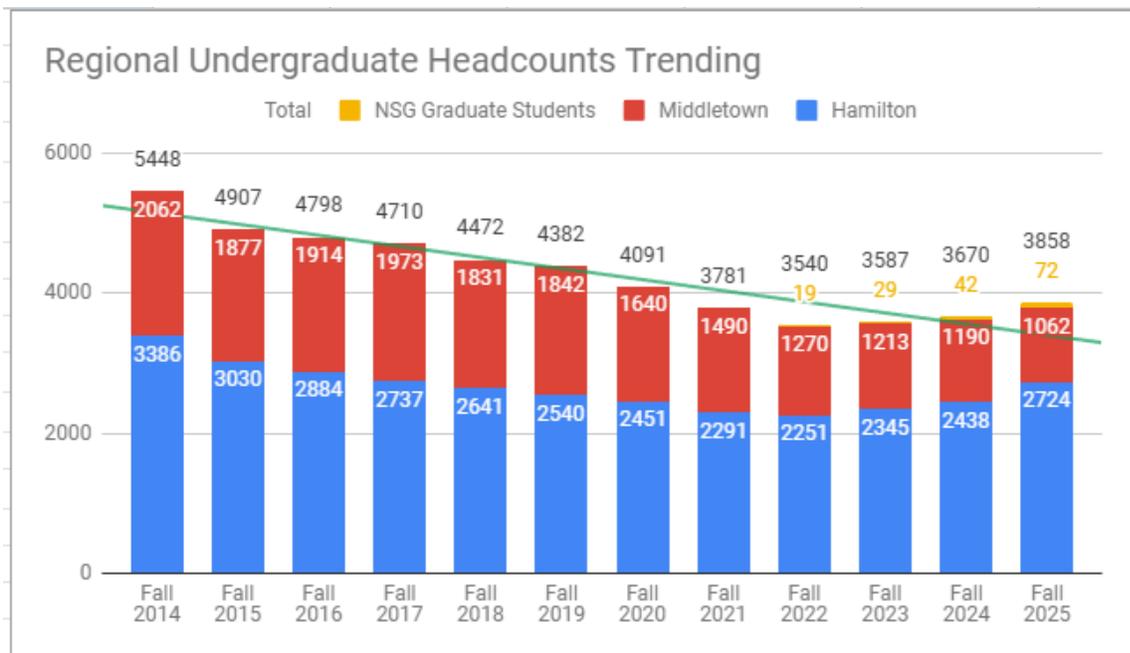
**December 4, 2025**

## I. INTRODUCTION

Given the unprecedented pace of change facing higher education Miami engaged Bain in Fall 2023 to facilitate its new strategic plan, called MiamiTHRIVE, which sought to build on the university’s existing strengths to fuel differentiation and broaden its appeal to future students. In Phase 1 of the process, four working groups engaged roughly 400 members of the Miami community to conduct an environmental scan, identify potential long-term ambitions, and highlight areas of opportunity across the institution. Phase 2 built on that work through 19 targeted working groups that focused on identifying foundational strengths and proposing strategic initiatives in areas of opportunity. Broad campus engagement continued throughout the process with workshops, focus groups, and feedback sessions. Overall, an estimated 1500 people participated in the process.

One of the opportunity areas identified in Phase 1 to build out in Phase 2 was an initiative to “Strategically Leverage the Regional Campuses.” Miami’s Regional campuses trace their roots to 1946, when the university began offering classes in Hamilton and Middletown to serve returning veterans under the GI Bill and provide access to students unable to attend the Oxford campus. Permanent campuses were established in Middletown (1966), Hamilton (1968), with a learning center in West Chester (2009). These campuses have focused on providing applied programs anchored in the liberal arts to serve workforce needs. Over their history, they have been restructured several times in response to changing enrollment dynamics and budgetary pressures, most recently in 2016. Despite these changes, which have included offering four-year degrees, enrollment has continued to trend downward, as shown in Figure 1 below:

**Figure 1: Regionals Student Headcount**



Furthermore, under the current RCM budget model, the College of Liberal Arts and Applied Sciences are facing a \$4.6 million deficit, with three departments struggling with deficits of over \$1 million (Nursing (NSG), Languages, Literatures and Writing (LLW), and Mathematical and Physical Sciences (MPS), as shown in Appendix A.

The THRIVE working group was chaired by Ande Durojaiye, then Vice President and Dean of the College of Liberal Arts and Applied Sciences, and Bethany Perkins, Assistant Vice President and Director of Admission. The following faculty and staff also served on the committee:

- Michael Carrafiello, Professor of History, Regionals
- Marianne Cotugno, Professor of English, Regionals
- Steven Feldmann, Professor of Commerce, Regionals
- Cathy Heinz, Assistant Vice President of Enrollment Marketing and Communications, University Communications and Marketing
- Brenda Homan, Associate Lecturer, Entrepreneurship, Oxford
- Thembinkosi Mkhathshwa, Associate Professor of Mathematical and Physical Science, Regionals
- Cathy Moore, Coordinator of Transfer Partnerships, Regionals
- Liza Skryzhevskaya, Associate Dean, Regionals
- Denny Sundermeier, Senior Budget Analyst, University Budget and Institutional Research
- Rachel Valerio, Video Production Specialist, Miami Online

In the charter for their initiative, available in Appendix B, they recommended that the university explore rebranding the regionals into Miami Online and a polytechnic campus to increase enrollment of nontraditional students, differentiate offerings from Miami's Oxford campus, and provide new opportunities for industry partnerships.

This initiative was approved in Spring 2025 and a new implementation committee began working on building out the polytechnic in Summer 2025.

As part of the transition to a polytechnic, Interim Dean Moira Casey asked Interim Provost Chris Makaroff to begin the process to restructure the regionals to streamline departments and facilitate greater development of programs aligned with a polytechnic and workforce needs in accordance with the "Streamlined Process for Academic Unit Restructuring" approved by the Board of Trustees on September 15, 2025. This document, provided in Appendix C, requires that the Provost designate "a process coordinator to oversee the restructuring proposal. This person should be a neutral, tenured, full professor with no formal ties to the affected units."

The responsibilities of the process coordinator include:

- Ensuring the decision-making process is fair and transparent
- Acting as a liaison, gathering information and advisory feedback from affected units and other stakeholders, including the University Senate.

- Assisting in the development of a formal proposal.

Accordingly, in September 2025, Interim Provost Makaroff named Dr. Melissa Thomasson, Associate Vice President of Strategic Initiatives and Professor of Economics, to serve as the process coordinator.

## II. PROCESS

In her role as process coordinator, Dr. Thomasson arranged meetings with faculty and staff of the Regionals in order to ensure that all stakeholders were able to share their perspectives and concerns. After developing a preliminary proposal, she also presented it to University Senate to receive their feedback. In addition to the meetings held below, she had individual meetings with several faculty and received numerous emails:

10/7: Council of Chairs

10/9: Whitney Womack-Smith (Chair of LLW)

10/10: John Forren (Chair of JCS)

10/13: David Berg (Chair of BSC)

10/13: Tom Mays (Chair of CMR)

10/14: Council of Chairs

10/16: Jeff Kuznekoff (Chair of ICS)

10/16: Open Forum

10/16: Susan Spellman (Chair of HCA)

10/16: Peter Mkhathshwa (Chair of MPS)

10/22: Meeting with regionals staff

10/22: Open Forum

10/22: CIT faculty meeting

10/23: Open Forum

10/28: Council of Chairs

10/29: John Schaefer (Chair of PSS)

11/12: Mohammad Mayyas (Chair of ENT)

11/17: Presentation to University of Senate

12/1: Sent revisions based on feedback to Senate; unable to present due to long agenda

Overall, faculty and staff engagement in the process was high, and the many meetings and discussions revealed their strong commitment to Miami's mission and to student success. Faculty expressed pride in existing interdisciplinary teaching and research and openness to further collaboration across departments. There is widespread recognition that stronger connections among programs could enhance responsiveness to student interests and workforce needs.

### III. BACKGROUND DATA AND CONTEXT

Currently, the regionals house 12 departments. The table below lists each department, the number of permanent (tenured/tenure-track and TCPL faculty) housed in the department in 2025, and the total number of bachelor’s degrees awarded in that department over the period 2021-2025.

**Table 1: Regionals Departments, by Size, Current Enrollment, and Total Bachelor’s Degrees Awarded over 5 years**

Department	Permanent Faculty	Bachelor's Enrollment Fall 2025	Total Enrollment (Bach + Assoc) Fall 2025	Bachelor Degrees awarded 2021-2025
Nursing (NSG)	27	915	915	558
Engineering Technology (ENT)	5	216	295	265
Mathematical and Physical Sciences (MPS)	11	N/A	N/A	N/A
Biological Sciences (BSC)	7	130	130	75
Humanities and Creative Arts (HCA)	10	30	30	33
Languages, Literatures, and Writing (LLW)	14	100	100	147
Interdisciplinary and Communications Studies	6	130	130	359
Social and Behavioral Sciences (SBS)	9	214	214	218
Education and Society (EDS)	7	350*	38	N/A
Justice and Community Studies (JCS)	5	112	137	183
Commerce (CMR)	11	457	517	796
Computer Information Technology (CIT)	9	219	283	151

Mathematical and Physical Sciences is a support department that does not offer terminal degrees. Education and Society offers associate degrees and pathway programs for teaching and social work at the College of Education, Health, and Society on the Oxford campus.

The regionals offer a combination of certificates, associate degrees and bachelor’s degrees. Table 2 lists the numbers of bachelor’s degrees awarded, by department, over the past five years. The regional campuses have strived to innovate over time by introducing new programs and ending programs that do not sustain enrollment.

**Table 2: Bachelor Degrees Awarded by Department: 2021-2025**  
 (\* denotes a degree designated as sunsetting)

Department	Degree	2021	2022	2023	2024	2025
Biological Sciences	Applied Biology	7	15	17	13	23
Commerce	Small Business Management	179	156	151	116	95
Commerce	Sales Management		3	8	21	18
Commerce	Digital Commerce			3	14	25
Commerce*	Hospitality Management			1	2	4
Computer & Information Technology*	Health Information Technology	7	7	8	5	6
Computer & Information Technology	Information Technology	26	26	13	28	24
Computer & Information Technology	Cybersecurity & Networking				1	
Engineering Technology	Engineering Technology	66	53	47	51	48
Humanities & Creative Arts*	Community Arts	8	9	6	5	5
Interdisciplinary & Communication Studies	Communication Studies	16	13	16	11	11
Interdisciplinary & Communication Studies*	Health Communication	13	13	11	9	3
Interdisciplinary & Communication Studies*	Integrative Studies	8	12	6	5	8
Interdisciplinary & Communication Studies	Liberal Studies - BA	17	24	19	33	22
Interdisciplinary & Communication Studies	Liberal Studies - BS	9	19	16	24	21
Justice & Community Studies*	Civic & Regional Development/Nonprofit & Community Studies	9	3	2	2	1
Justice & Community Studies	Criminal Justice	38	22	20	17	27
Justice & Community Studies*	Forensic Investigation	5	5	6	5	2
Justice & Community Studies*	Forensic Science	4	6	3	6	
Language, Literatures, & Writing	English Studies	23	16	42	36	30
Nursing	Nursing (Includes Oxford)	62	107	137	121	122
Social & Behavioral Sciences*	Applied Social Research	11	8	3	0	
Social & Behavioral Sciences	Psychological Science	41	24	53	53	51

Similarly, Table 3 lists associate degrees awarded by department over the same time period.

**Table 3: Associates Degrees Awarded by Department: 2021-2025**  
 (\* denotes a degree designated as sunseting)

Degree (AA)	2021	2022	2023	2024	2025
Accounting Technology*	2	2			
Business Management Technology	23	25	23	25	13
Computer and Information Technology	15	15	20	18	26
Computer Technology	2	2		1	3
Criminal Justice	8	10	5	3	7
Digital Business Systems*					1
Electrical & Computer Eng Tech	4	8	4	2	7
Liberal Arts & Appl Sci - AA	9	9	13	16	19
Marketing Management Tech*	7	9	4	1	
Mechanical Engineering Tech	17	13	9	10	12
Pre-Kindergarten	9	12	8	7	6
Commerce				2	12

For the most part, these numbers are largely flat or declining, which is not uncommon among open access campuses when the economy is strong. Newer programs such as cybersecurity and networking are showing strong growth, with first-year enrollment double that of last year.

#### IV. METHODOLOGY

The proposed recommendations balance several considerations. First, they emphasize the ability to foster collaborations that align with workforce needs in Ohio, using Ohio’s “Top Jobs” data (<https://topjobs.ohio.gov/top-jobs-list>) and identifying shared skill sets or competencies that span multiple departments. Second, they reflect existing cognate structures and patterns of faculty collaboration, building on areas where interdisciplinary work already occurs. Finally, the recommendations aim to maintain viable unit sizes and distinct identities, ensuring that structural adjustments strengthen rather than dilute each unit’s capacity and long-term sustainability.

If individual faculty see a stronger alignment with a unit outside of this proposed structure, they should submit a rationale for the change to the Interim Dean and the Provost, who will review their request.

The recommendations that follow provide the data and a rationale for each proposed unit, along with how the recommended structure might align workforce needs identified by the State of Ohio.

## V. RECOMMENDATIONS

We provide seven recommendations to consider as the regionals restructure.

### RECOMMENDATION 1: Reduce the number of units from 12 to 6

In the current proposal, faculty in departments are left largely intact, with the exception of Mathematical and Physical Sciences (MPS). In this proposal, faculty with disciplines in Math, Physics, and Statistics would combine with the departments of Engineering Technology (ENT) and Computer and Information Technology (CIT), while faculty with degrees in chemistry and geology would join with the department of Biological Sciences.

Faculty with joint appointments at the Oxford campus should keep them, as it adds another touchpoint for collaboration.

***Proposed unit names are illustrative only.*** Faculty and staff should work in concert with the Interim Dean of the Regionals and the Office of the Provost to determine the final names of the units.

The rationale for each unit is described below.

**Table 4: Proposed Units, Faculty, and Enrollment (2- and 4- year programs), Fall 2025**

Unit	Permanent Faculty	Student Enrollment
Applied Engineering & Technology	22	578
Natural & Applied Sciences	10	130
Applied Business/Commerce	11	517
Critical & Professional Studies	30	258
Education and Social & Behavioral Sciences	21	389
Nursing	27	915

Two units will be left as-is: Nursing and Commerce. Wave 2 of MiamiTHRIVE includes a proposal to establish a College of Clinical Health Sciences that would house Nursing. In light of this possible realignment, the Nursing department should remain a distinct and independent unit. It will continue to provide instruction across both the Regional and Oxford campuses.

Commerce already services a large number of majors, and its applied orientation positions it to collaborate effectively with several other units across the division.

The recommended units (which may be called schools or departments) are:

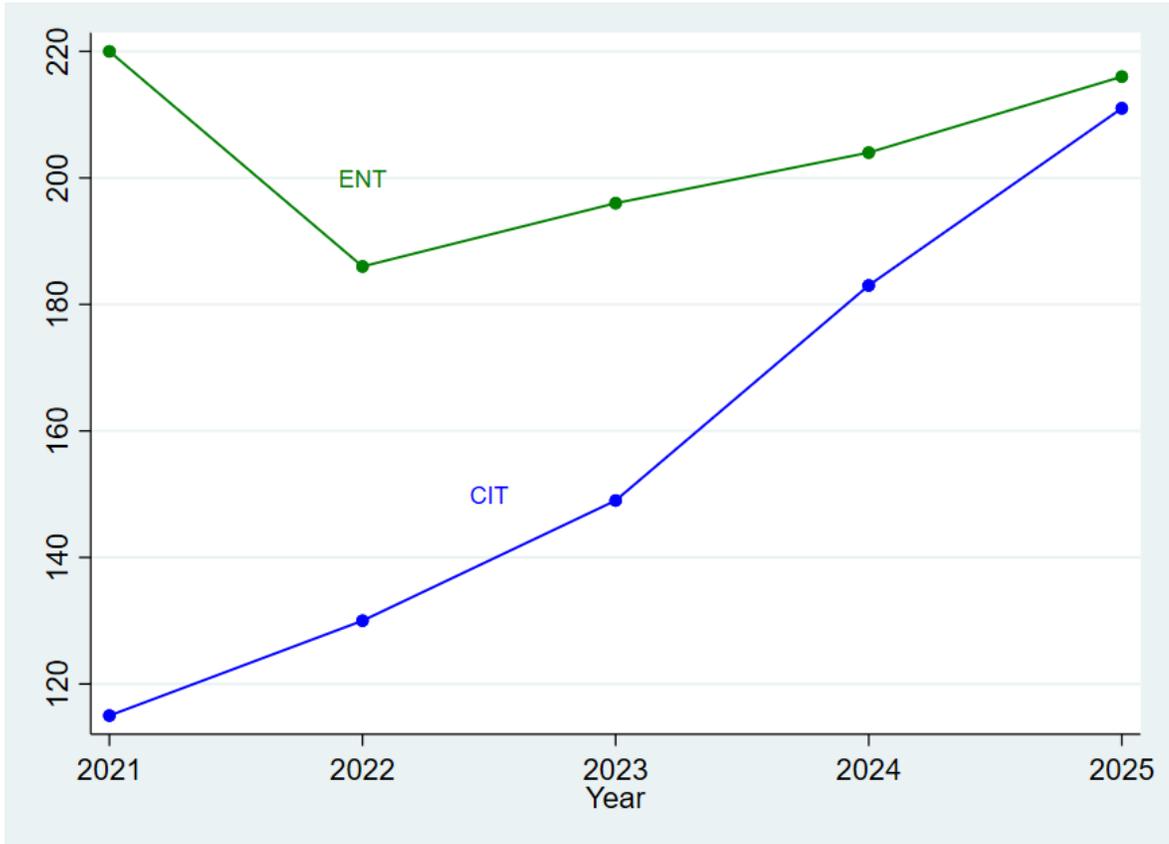
1. ***Applied Engineering and Technology***: Combines faculty from Engineering Technology (ENT), those faculty from Mathematical and Physical Sciences (MPS) with fields in mathematics, statistics, and physics, and the department of Computing and Information Technology (CIT). Currently, only ENT and CIT offer degrees.

This group of departments share foundational content, but also support in-demand jobs that require cross-training in math, physics, coding, and engineering fundamentals. Together, these fields prepare students for roles that increasingly require hybrid skill sets across mechanical, electrical, computational, and analytical areas. Students need to understand both physical systems (mechanics, circuits, and thermodynamics) and digital systems (programming and networks). These skills prepare students for jobs in robotics, industrial automation, and intelligent systems. In-demand workforce needs identified in Ohio include (but are not limited to) jobs such as:

- Robotics and mechatronics technicians (SOC 17-3024; 17-3023; 49-2094)
- Electro-Mechanical technologists (SOC 17-3024)
- Industrial automation specialists; industrial engineering technicians (SOC 17-3026)
- Cybersecurity support specialists (SOC 15-1212)
- Computer network specialists (SOC 15-1231)

Figure 1 below shows the number of bachelor degrees awarded annually in both ENT and CIT over the period 2021-2025. Over this 5-year period, ENT awarded 265 degrees and CIT awarded 15. Figure 2 below shows annual enrollment in 4-year programs:

**Figure 2: Total enrollment in CIT and ENT, 2021-2025**



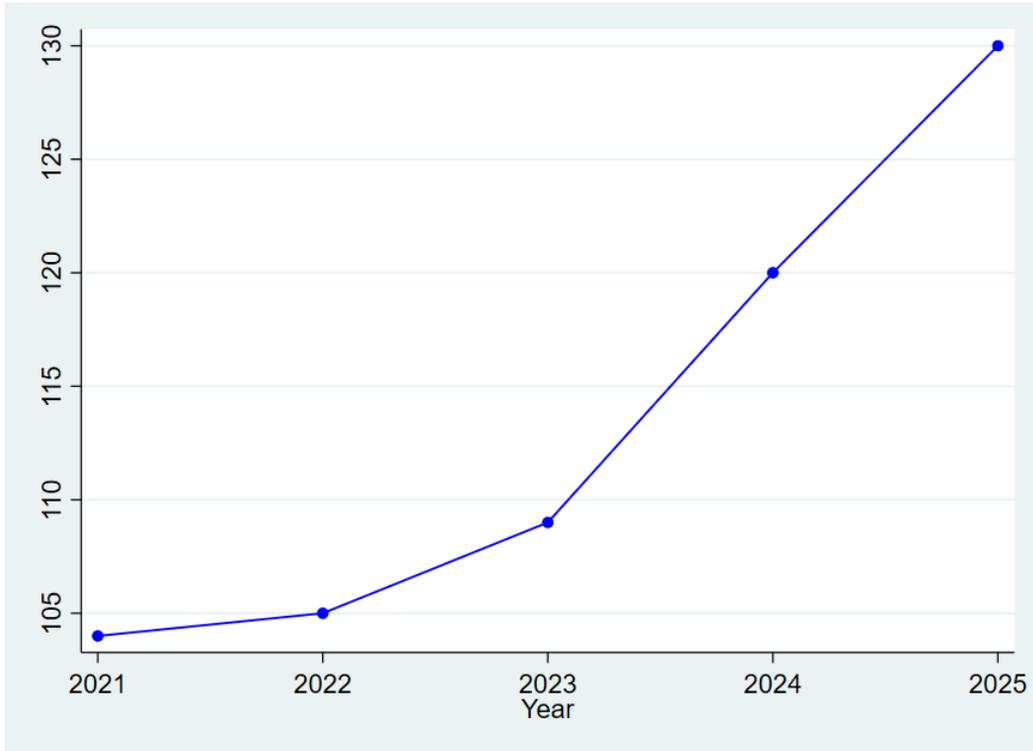
2. **Natural and Applied Sciences:** Combines the department of Biological Sciences (BSC) with faculty from Mathematical and Physical Sciences with fields in Chemistry (CHM) and Geology (GLG).

These departments have synergy because they each rely on empirical, laboratory-based methods, have shared equipment, and are the foundation of many interdisciplinary degree pathways and careers, including careers in environmental science and sustainability, public and environmental health, water quality, soil science, and natural resource management, and energy and materials science. They prepare students for workforce pipelines listed among Ohio’s top jobs, including (but not limited to):

- Biological technicians (SOC 91-4021)
- Environmental scientists & specialists (SOC 19-2041)
- Chemical technicians (SOC 19-4031)
- Chemists (SOC 19-2031)
- Occupational health & safety specialists (SOC 19-5011)

Currently, only Biological Sciences offers a four-year degree (in Applied Biology, with three concentrations). It has been growing in recent years, and 75 total degrees were awarded over the period. Enrollment in the bachelor's degree has been steadily rising as shown in Figure 3:

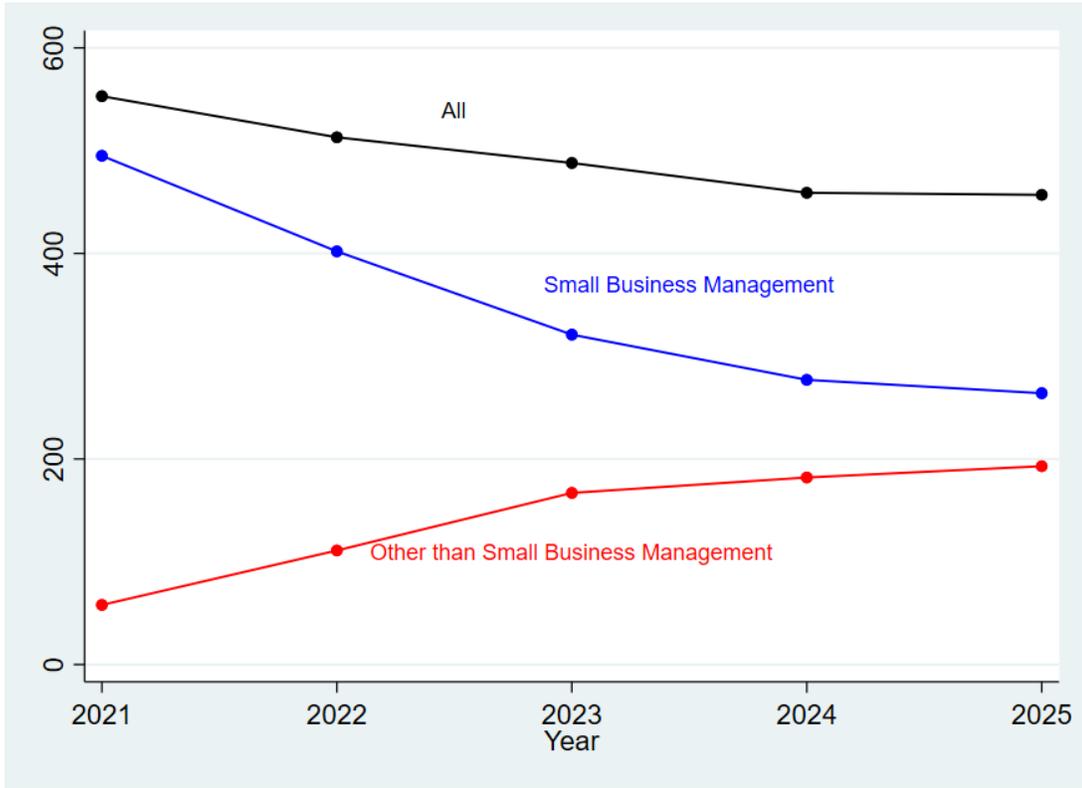
**Figure 3: Total enrollment in Applied Biology, 2021-2025**



- 3. *Applied Business (Commerce)*:** Given the large size of this unit and its ability to add workforce alignment by collaborating with all other units, this department will remain its own school. It focuses on the practical, interdisciplinary, and workplace-facing aspects of business that complement technical, scientific, and creative programs across the polytechnic. It specializes in industry-integrated programs that cut across sectors and directly support workforce readiness in Ohio.

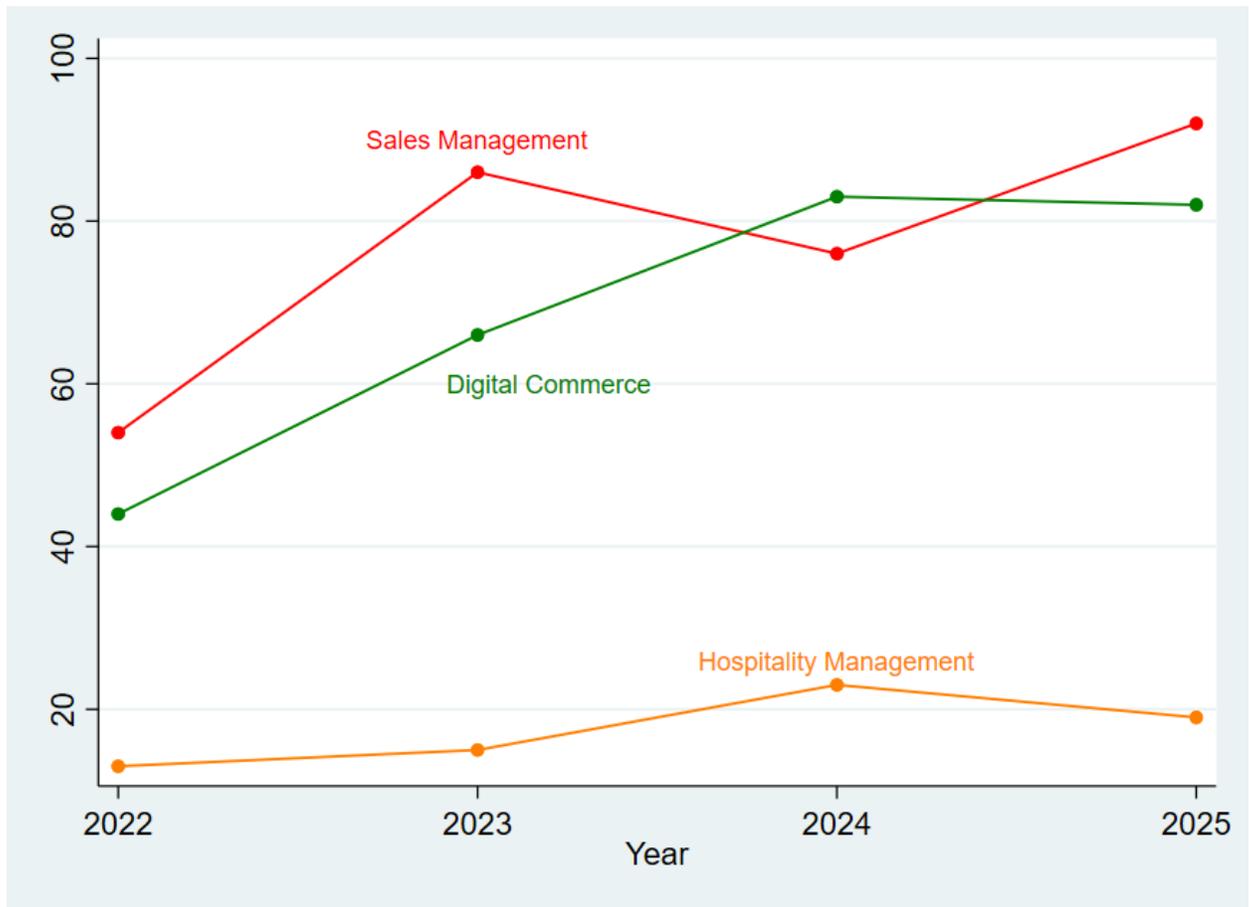
In 2021, Commerce offered a degree in Small Business Management and enrolled 179 majors. Beginning in 2022, the department began to diversify its offerings. Total degrees awarded in Commerce grew to 189 in 2025. However, this growth masks a significant erosion in the number of degrees awarded in Small Business Management, which awarded only 95 degrees in 2025. It may be that the other offerings are cannibalizing Small Business Management, requiring extra resources in the form of course offerings without true growth in students enrolled in a bachelor's program, as seen in Figure 4:

**Figure 4: Total Enrollment in Commerce: 2021-2025**



The department should evaluate whether it is expending unnecessary resources by adding majors that cannibalize existing offerings. Figure 5 shows the growth in other degrees than Small Business Management:

**Figure 5: Total Enrollment in Commerce, excluding Small Business Management, 2021-2025**



While the hospitality management major may be sunsetted because of slow growth, this degree is strong at other schools and may do better if the department finds an industry partner to support its growth.

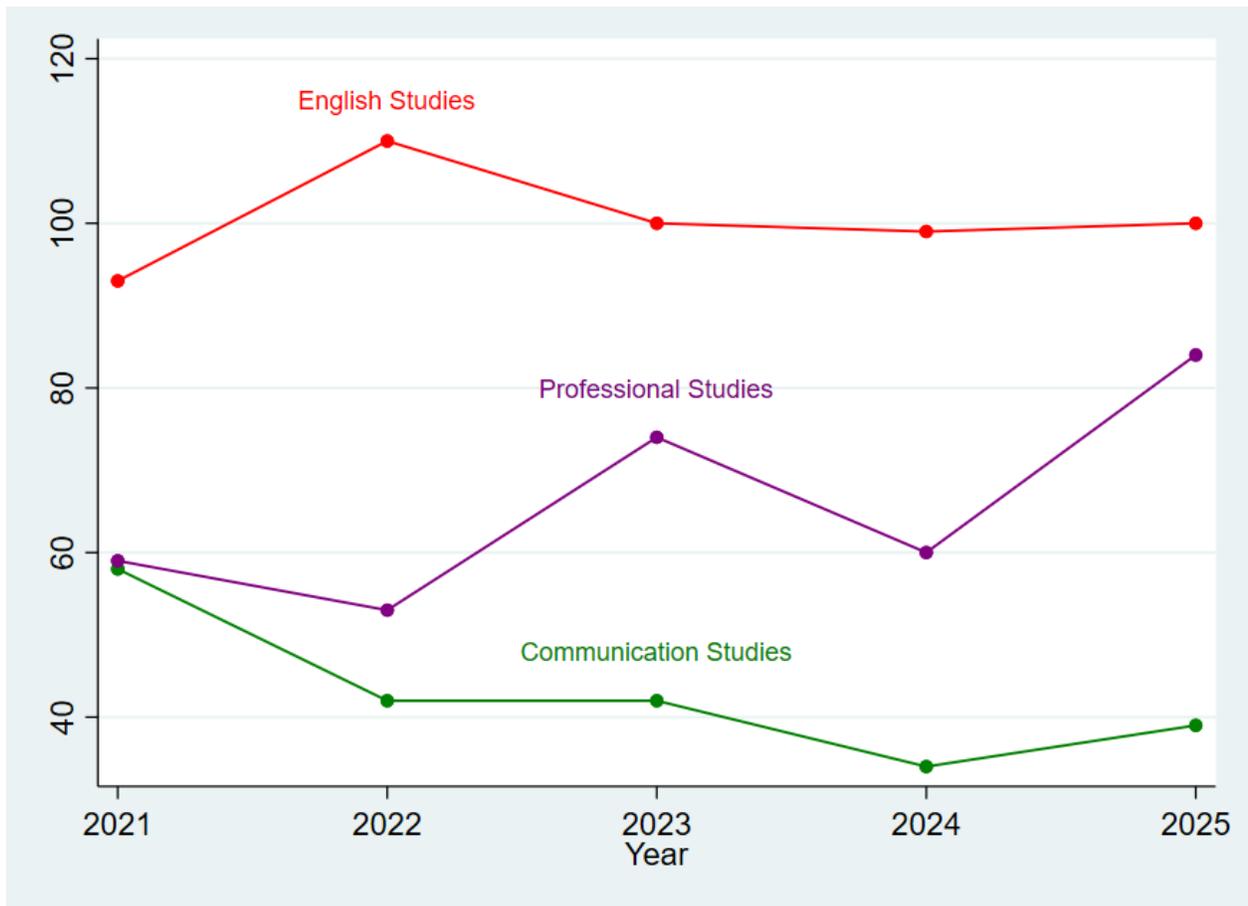
- Critical and Professional Studies:** This unit merges the departments of Interdisciplinary and Communication Studies (ICS), Language, Literature & Writing (LLW), and Humanities, Cultures and Arts (HCA) to provide needed skills and opportunities to students. Communication Studies has strong synergies with English, which already offers courses in workplace writing, technical writing, medical writing, and grant writing. Professional studies (formerly liberal studies) is a key degree completion major. This unit will provide highly important professional training to students in the areas of critical thinking, cultural perspectives, writing and communication, ethics, and civics. The unit should continue to offer independent majors when they are sustainable. For example, English Studies is an in-demand major that averages around 30 degrees awarded each year. Similarly, Professional Studies (formerly liberal studies) is a degree completion

major, with two degrees (BA and BS) that average 23 and 18 degrees awarded per year, respectively.

The Interim Dean recommended that HCA’s current major of Community Arts and Culture be sunset, but the department voted against the recommendation. As a result, the process coordinator was asked to evaluate the recommendation. In a department meeting, faculty expressed the value of the program and the opportunity it provides students. However, the number of degrees awarded has been trending downward and the three-year average is five degrees. Senate Bill 1 requires programs with fewer than an average of five degrees awarded annually in any three-year period to be terminated. Given the low enrollment and the new orientation of the division to a polytechnic, the process coordinator supports the Interim Dean’s request to sunset the program.

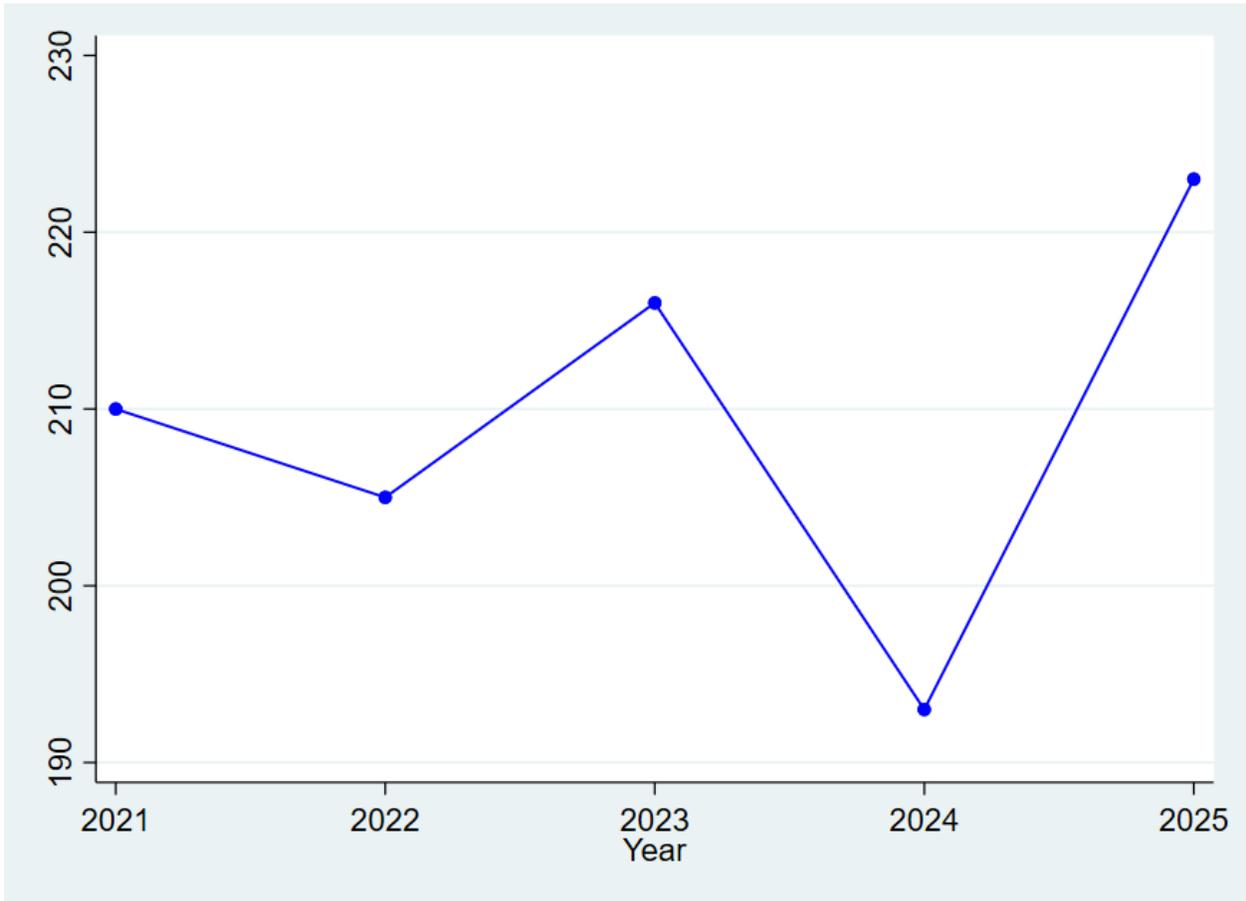
Figure 6 shows enrollment in each major over time, excluding majors that will no longer be offered, and Figure 7 shows the combined enrollment in four-year degree programs for the proposed unit:

**Figure 6: Total Enrollment in LLW and ICS, 2021-2025**



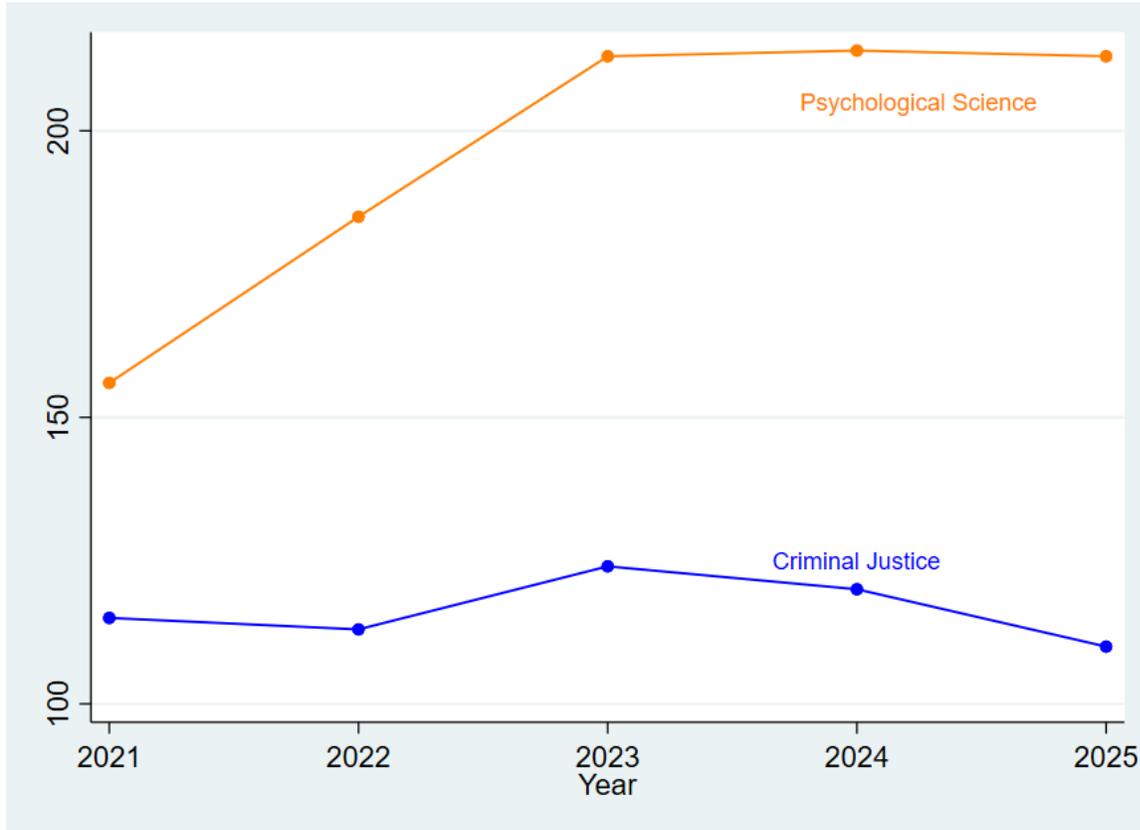
In order to get a better sense of the proposed unit size, Figure 7 shows the number of degrees for the whole unit, had these majors been combined from 2021-2025.

**Figure 7: Combined Total Enrollment in Proposed Unit of LLW, ICS, and HCA, 2021-2025**



- 5. *Education, Social and Behavioral Sciences:*** Aligns Social and Behavioral Sciences (SBS), Justice & Community Studies (JCS), and Education & Society (EDS) to capitalize on growth in social science, a strong education program and mental-health-related fields. EDS has a pre-K associate’s degree, which is already listed as an in-demand job (SOC 25-2011, with 1,820 openings). It also funnels cohorts to the Oxford campus in education, which are also very workforce aligned. EDS has awarded an average of 28 degrees in these programs over the past five years. Figure 8 shows total four-year degree enrollment in JCS and SBS from 2021-2025:

**Figure 8: Total Enrollment in JCS and SBS, 2021-2025**



- Nursing:** Nursing (NSG) will remain its own unit. In addition to working on increasing the size of the major by identifying other clinical partners, a College of Clinical Health Sciences that would include nursing has been proposed in Wave 2 of MiamiTHRIVE, and it makes sense to keep this department independent. It will continue to offer classes at both the Regionals and the Oxford campus. Nursing currently enrolls 915 students.

Each unit will have a chair, granted course releases according to the University’s workload policy. I recommend that units with multiple disciplines have program coordinators for each subdiscipline, with each program coordinator granted one course release per year. These duties should be determined by the Interim Dean of the Regionals in conjunction with the Interim Provost.

## **RECOMMENDATION 2: Increase opportunities for interdisciplinarity by creating workgroup “hubs”**

This is not the first time that the university has reorganized the regional campuses. Past experience suggests that simply regrouping faculty does not necessarily generate collaboration that translates into increased enrollments. To further incentivize cross-disciplinary program development in a way that is centered on preparing students for the workforce, I also recommend that three workforce-aligned working groups be structured to assess and develop programmatic opportunities in areas of high demand.

[Ohio’s Top Jobs List](#) provides data on 259 in-demand jobs in Ohio. Grouping these jobs by Standard Occupational Classification (SOC) code and analyzing overlap with the proposed polytechnic structure and strengths indicates that developing three workforce-aligned clusters would provide opportunities for faculty from across units to collaborate on curricular innovation.<sup>1</sup> If successful, these hubs could be formalized into centers or institutes, but it is imperative that they are agile and able to evolve with workforce needs. The proposed hubs are:

### **1. Health, Environment, Sustainability, and Community**

This hub encompasses Life, Physical, and Social Science Occupations (SOC 19-0000), Community and Social Services Occupations (SOC 21-000), and Education/Training (SOC 25-0000), but also could include occupations such as Health and Safety Engineers (SOC 17-2111). While SOC categories provide a very rough cut of the data and overstate applicable openings since many occupations would not be relevant to the degree programs offered at the proposed polytechnic, the Ohio Top Jobs report lists approximately 20,000 openings in Associate- and Bachelor- level occupations in these categories.

### **2. Digital Communication, Analytics, and Visual Storytelling**

Jobs in this hub sit at the intersection of technology, data interpretation, creative design, and strategic communication. These occupations focus on building and maintaining digital platforms, analyzing user and audience data, creating visual and narrative content, and translating information into stories that support organizational goals. Roles in this space include web development and user experiences, data analytics, network and information systems support, market research, digital design, and professional communications. These jobs would fit into SOC categories 15-0000 (Computer and Mathematical Occupations, with 12,110 openings at the Associate and Bachelor level),

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<sup>1</sup> Occupations are standardized work roles, defined by the U.S. Bureau of Labor Statistics through SOC codes, that represent clusters of similar skills, duties, and credential expectations. Mapping academic programs to occupations helps institutions ensure that curricula align with real labor-market demand, build pathways into strong employment sectors, and demonstrate workforce relevance to students, employers, and accreditors.

and 27-000 (Arts, Design, Entertainment, Sports, and Media Occupations, with 1,462 openings at these levels).

### 3. Intelligent Systems and Advanced Manufacturing

Jobs in this hub would focus on the operation and improvement of technology-enabled production systems. These roles center on applied engineering technology, automation, robotics, precision manufacturing, industrial data systems, and quality control. Typical work includes building and troubleshooting equipment, applying digital controls and mechatronics, interpreting performance data, and supporting efficient, safe, and adaptable production environments. These roles would include SOC codes 17-0000 (Architecture and Engineering Occupations), with 6,376 openings - although many of these openings would be for theoretical - as opposed to practical - engineering.

In addition, faculty should consider affiliations with other units or true joint appointments to increase engagement across the units. Joint appointments with the Oxford campus should be maintained.

Table 4 demonstrates how cross-discipline engagement would increase with these hubs. In addition, shading indicates where state-identified skills in entrepreneurship (light blue), AI and computational thinking (light green) could work across hubs to extend these core competencies across units.

**Table 4: Cross-Disciplinary Engagement with Workforce Hubs**

Unit	Health, Environment, Sustainability, Community	Digital Communication, Analytics, & Visual Storytelling	Intelligent Systems & Advanced Manufacturing
Applied Engineering & Technology	X	X	X
Natural & Applied Sciences	X	X	
Applied Business/Commerce	X	X	X
Critical & Professional Studies	X	X	
Education & Social/Behavioral Sciences	X		
Nursing	X		

**RECOMMENDATION 3: Develop program advisory committees for each new or revised program and ensure each has identified industry/external partners.**

Program Advisory Committees connect academic programs with professional expertise by engaging industry leaders, employers, and alumni who can provide ongoing insights into discipline-specific trends, practices, and workforce needs. Their involvement will foster program rigor, relevance, and responsiveness while expanding opportunities for students, faculty, and staff. These committees are common at other polytechnics.

**Committee contributions would include:**

- Guiding program vision and long-term goals
- Providing feedback on curriculum, student learning outcomes, and workforce readiness
- Sharing current workplace practices, technology trends, skills demand, and professional standards
- Supporting guest lectures, case studies, mentoring, panels, and other engagement opportunities
- Identifying collaborative projects, employer connections, and continuing education needs

Identifying external partners for each program will also achieve similar outcomes, with the addition of providing rich connections and applied learning for students.

**RECOMMENDATION 4: Establish clear program success metrics and a minimum three-year period for new programs to demonstrate viability.**

All newly proposed academic programs should be launched with clearly defined performance metrics related to enrollment, majors, retention, completion, and post-graduation outcomes. These benchmarks should be developed collaboratively with program faculty, informed by labor-market alignment, and measured through transparent annual reporting. Once approved, new programs should be granted a minimum three-year growth period before being considered for modification, scaling, or sunseting.

Setting upfront targets provides clarity, focus, and motivation for faculty as they build curriculum, recruit students, and develop industry partnerships. It also strengthens accountability by ensuring that expectations for viability and impact are known from the outset. Most importantly, it protects student confidence and educational continuity by allowing programs sufficient time to mature, demonstrate demand, and cultivate reputation before decisions are made about their long-term future.

**RECOMMENDATION 5: Consider a revised budget model and tuition structure for the polytechnic to ensure its long-run sustainability.**

The current hybrid, zero-based unit budget model encourages programs to identify efficiencies and justify resource use. However, to encourage greater collaboration across units, it may be helpful to center the model at the divisional level to reduce this pressure and to encourage faculty to build programs together, share courses, and innovate across academic areas. It also gives the dean greater flexibility to direct resources toward emerging fields and high-need disciplines, ensuring that investments remain responsive to student interest and regional economic needs.

The regional campus's posted tuition is also significantly lower than the tuition charged at the Oxford campus. This disparity impairs the regional programs' ability to hire more expensive faculty in STEM and engineering technology disciplines, as the resulting Net Instructional Revenue (NIR) will not cover the cost of these faculty positions, as demonstrated by the current NIR deficit within the regional nursing program. While raising tuition or fees could risk reducing access for lower-income students, the newly centralized enrollment team can support a redeveloped scholarship strategy for regional programs. This strategy would reflect the Net Tuition Revenue (NTR) model utilized by the Oxford campus, driving enrollments while hitting a necessary funding goal. Currently, the regional scholarship program is a fixed budget line item within the CLASS budget, rather than being driven by philanthropic gifts, as is the case in Oxford. There are clear opportunities to address concerns around increased costs by developing and driving a philanthropic campaign for gift aid dollars specific to the new Polytechnic program model. Additionally, increasing tuition for these in-demand programs opens opportunities for the utilization of other state aid programs, like Choose Ohio First, which provides grants to STEM students that fund cost-of-attendance gaps after federal programs, like Pell, are applied. Currently, the regional tuition model often results in student aid packages already meeting the program's low cost of attendance, or the programs are not designated in STEM fields, preventing the application of these state grants.

**RECOMMENDATION 6: Ensure faculty and staff are appropriately resourced to facilitate student needs and success.**

The polytechnic is already considering adding residential students, and enrollment is expected to grow along several dimensions: more students seeking a true polytechnic degree, and more pathways for high-school students throughout the state. Several faculty shared that teaching CCP and ECA courses requires different skills as an instructor than for older students, or students with more college experience. Existing student affairs functions and staffing need to be examined to ensure that these different students have rich experiences and obtain the resources necessary to allow them to succeed.

**RECOMMENDATION 7: As the polytechnic grows, consider joint programs with Oxford and pursue program realignment when it strengthens quality and opportunity.**

As the polytechnic campus expands, opportunities for joint programs with Oxford should be explored. Models already in place, such as the EDS programs that pipeline students to Oxford, show that cross-campus collaboration can expand access, reduce duplication, and strengthen the overall academic portfolio. Some programs currently housed in Oxford may be better positioned in an applied, industry-facing environment where lab space, equipment, partnerships, and experiential learning can be more fully leveraged. By approaching alignment strategically and transparently, the institution can build a true polytechnic that complements Oxford, and ensures that program location supports quality, student success, and regional industry needs.

## **VI. IMPACT ANALYSIS**

### **Budget**

Overall, combining departments into bigger units will have a modest impact on the budget at the Miami Regionals; Interim Dean Moira Casey and Andrew Mascari, Regionals Director of Business Administration calculated that the merger savings will save about \$188,000 annually through reduced chair stipends.

### **Staff**

The primary impact of the reorganization will be on administrative staff who support the departments. Currently, 7.5 staff members support 12 departments (Nursing has one staff support person at both the Regionals and the Oxford campus). Staff are fully utilized, with some engaging in overtime to meet their duties. The current need to support multiple departments leads to complexities in administrative jobs due to Workday, as well as different expectations and needs across department chairs. With the proposed structure, Workday complexities will be reduced and staff will be better able to serve the needs of faculty and students. Each new unit should have one dedicated staff member, with the exception of Nursing (which should maintain two), and Critical and Professional Studies, which should have 1.5 given the size of its proposed faculty. The Interim Dean should work with staff and department chairs to determine how staff will be assigned. If possible, staff should be assigned to their current units to minimize disruption.

## **Physical Location**

A number of staff and faculty raised concerns about moving offices or labs. To the extent possible, this kind of disruption should be minimized.

## **VII. RECOMMENDED TIMELINE**

With the formal launch of the polytechnic occurring in Fall 2027, mergers should occur prior to June 30, 2026 when this fiscal year ends.

### **January-May 2026:**

- Evaluation of P&T procedures for each new unit
- Changes to Workday delegation, sup orgs, and other functions to take effect July 1, 2026
- Restructuring and mapping of department budgets to take effect July 1, 2026
- Chair searches for new departments (recommending continuation of the current chairs of NSG, BSC, and CMR)
- Evaluation of and proposal for assistant chairs, lead departmental advisors, and program coordinator positions as determined by established need in multi-program units in consultation with the Interim Dean and Provost
- Stakeholder communication strategy formulated
  - Students
  - Staff and Faculty
  - Alumni, Donors, and local partners
  - EMSS should be consulted for how admissions information needs to change

### **July-December 2026:**

- New unit governance finalized
- Undertake community-building process to create unified unit identities
- New units determine committee structures and membership
- New chair development as needed
- Curricular integration: redundancies and cross-over curriculum examined, unit course codes established if needed, accreditation impact assessed
- Student, donor, and alumni communication plan implemented

## Appendix A: FY 25 RCM 4.0 Budget Model: College of Liberal Arts and Applied Science

FY25 RCM 4.0 Model by Department 34% Primary / 6% Non-primary \$38M Incentive Pool 100% Required & LL Service 52% MP and Elective	College of Liberal Arts and Applied Science (Hamilton + Middletown)													CLAAS Total
	Biological Sciences	Commerce	Computer & Information Technology	Education & Society	Engineering Technology	Humanities & Creative Arts	Interdisciplinary & Communication Studies	Justice & Community Studies	Languages, Literatures & Writing	Mathematical & Physical Science	Nursing	Social & Behavioral Science	Other CLAAS Departments	
<b>Undergraduate</b>														
Major Net Instructional Revenue (primary)	\$363,147	\$1,341,491	\$506,848	\$494,309	\$777,749	\$170,449	\$242,933	\$192,073	\$188,632	\$110,117	\$4,117,585	\$491,431	\$1,375,209	\$10,371,971
Major Net Instructional Revenue (non-primary)	\$48,571	\$285,356	\$388,569	\$230,713	\$461,426	\$121,428	\$18,214	\$103,214	\$48,571	\$0	\$18,214	\$157,856	\$394,641	\$2,276,774
Instructor Net Instructional Revenue	\$651,925	\$1,771,481	\$576,617	\$853,700	\$430,628	\$1,733,845	\$436,455	\$353,160	\$1,577,570	\$1,315,908	\$2,578,230	\$707,511	\$118,865	\$13,105,493
Undergraduate Net Instructional Revenue	\$1,063,642	\$3,398,327	\$1,472,035	\$1,578,722	\$1,669,803	\$2,025,722	\$697,602	\$648,447	\$1,814,773	\$1,425,625	\$6,714,028	\$1,356,798	\$1,888,714	\$25,754,238
Other Departmental Allocation	\$86,718.60	\$287,566	\$157,664	\$147,225	\$184,978	\$150,080	\$51,997	\$59,973	\$136,945	\$113,129	\$388,132	\$124,307	(\$1,888,714)	\$0
<b>Total Undergraduate Net Instructional Revenue</b>	<b>\$1,150,361</b>	<b>\$3,685,893</b>	<b>\$1,629,699</b>	<b>\$1,725,947</b>	<b>\$1,854,782</b>	<b>\$2,175,802</b>	<b>\$749,599</b>	<b>\$708,420</b>	<b>\$1,951,717</b>	<b>\$1,538,755</b>	<b>\$7,102,160</b>	<b>\$1,481,105</b>	<b>\$0</b>	<b>\$25,754,238</b>
<b>Graduate</b>														
Major Net Instructional Revenue	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$173,730	\$0	\$0	\$173,730
Instructor Net Instructional Revenue	\$0	\$0	\$0	\$373,320	\$0	\$0	\$0	\$0	\$0	\$0	\$265,559	(\$524)	\$0	\$638,355
Graduate Net Instructional Revenue	\$0	\$0	\$0	\$373,320	\$0	\$0	\$0	\$0	\$0	\$0	\$439,290	(\$524)	\$0	\$812,086
Other Departmental Allocation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Graduate Net Instructional Revenue</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$373,320</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$439,290</b>	<b>(\$524)</b>	<b>\$0</b>	<b>\$812,086</b>
<b>Total Student Revenue</b>	<b>\$1,150,361</b>	<b>\$3,685,893</b>	<b>\$1,629,699</b>	<b>\$2,099,267</b>	<b>\$1,854,782</b>	<b>\$2,175,802</b>	<b>\$749,599</b>	<b>\$708,420</b>	<b>\$1,951,717</b>	<b>\$1,538,755</b>	<b>\$7,541,450</b>	<b>\$1,480,581</b>	<b>\$0</b>	<b>\$26,566,324</b>
State Share of Instruction	\$531,959	\$2,086,587	\$672,020	\$590,300	\$948,924	\$723,853	\$1,326,712	\$664,304	\$821,618	\$430,255	\$2,051,048	\$1,249,776	\$1,786,939	\$13,784,295
State Share of Instruction - Other Allocation	\$99,448	\$299,320	\$93,802	\$125,809	\$111,919	\$144,010	\$59,723	\$47,182	\$158,656	\$152,330	\$385,460	\$119,280	(\$1,786,939)	\$0
Other Revenues	\$155,787	\$335,718	\$112,362	\$153,600	\$130,065	\$183,924	\$71,045	\$56,530	\$186,902	\$166,765	\$568,080	\$134,405	\$0	\$2,255,184
<b>Total Revenues</b>	<b>\$1,937,555</b>	<b>\$6,397,519</b>	<b>\$2,507,883</b>	<b>\$2,968,976</b>	<b>\$3,045,690</b>	<b>\$3,227,589</b>	<b>\$2,207,078</b>	<b>\$1,376,435</b>	<b>\$3,118,893</b>	<b>\$2,288,104</b>	<b>\$10,546,039</b>	<b>\$2,984,042</b>	<b>\$0</b>	<b>\$42,605,803</b>
<b>Incentive Pools</b>														
Degree Pool Revenue	\$29,585	\$449,511	\$150,062	\$0	\$190,746	\$11,266	\$194,179	\$80,216	\$81,386	\$0	\$470,244	\$118,464	\$159,348	\$1,935,007
Research Pool Revenue	\$94,606	\$99,724	\$0	\$39,032	\$84,073	\$7,520	\$0	\$36,200	\$0	\$18,173	\$14,803	\$0	\$572,622	\$966,752
Scholarship Pool Revenue	\$71,127	\$0	\$0	\$0	\$25,450	\$0	\$13,206	\$0	\$0	\$70,612	\$34,378	\$21,590	\$0	\$236,363
Academic Year Salaries Paid by Grants Pool Revenue	\$71,625	\$0	\$0	\$0	\$0	\$0	\$0	\$70,255	\$0	\$0	\$0	\$0	\$0	\$141,881
In College Incentive Pool Allocation	\$76,684	\$157,778	\$43,108	\$11,213	\$86,258	\$5,397	\$59,575	\$53,625	\$23,380	\$25,505	\$149,214	\$40,233	(\$731,970)	\$0
<b>Total Revenues + Incentive Pools</b>	<b>\$2,281,182</b>	<b>\$7,104,532</b>	<b>\$2,701,052</b>	<b>\$3,019,220</b>	<b>\$3,432,216</b>	<b>\$3,251,773</b>	<b>\$2,474,038</b>	<b>\$1,616,730</b>	<b>\$3,223,659</b>	<b>\$2,402,394</b>	<b>\$11,214,678</b>	<b>\$3,164,329</b>	<b>\$0</b>	<b>\$45,885,805</b>
<b>Labor</b>														
Tenured/Tenure Track	\$1,195,576	\$667,284	\$871,290	\$452,560	\$1,011,251	\$990,536	\$627,902	\$643,548	\$1,438,316	\$986,742	\$2,779,231	\$1,168,846	\$0	\$12,833,084
TCPLS	\$0	\$596,510	\$349,464	\$234,006	\$0	\$246,146	\$161,045	\$161,900	\$356,615	\$306,632	\$630,568	\$0	\$0	\$3,042,886
In College TCPL Allocation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Faculty & Graduate Assistants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$25,530	\$0	\$540,775	\$566,304
Staff	\$291,049	\$70,015	\$31,076	\$60,557	\$102,224	\$33,180	\$35,806	\$35,806	\$65,866	\$65,040	\$862,455	\$48,446	\$10,600,360	\$12,301,881
<b>Total Labor</b>	<b>\$1,486,625</b>	<b>\$1,333,810</b>	<b>\$1,251,831</b>	<b>\$747,123</b>	<b>\$1,113,475</b>	<b>\$1,269,862</b>	<b>\$824,753</b>	<b>\$841,254</b>	<b>\$1,860,798</b>	<b>\$1,358,415</b>	<b>\$4,297,783</b>	<b>\$1,217,292</b>	<b>\$11,141,134</b>	<b>\$28,744,155</b>
<b>Operating Budget</b>														
In College Administration Allocation	\$44,100	\$15,920	\$18,550	\$10,340	\$40,941	\$22,600	\$11,375	\$16,575	\$18,450	\$28,353	\$96,550	\$16,625	\$5,112,606	\$5,452,985
Fellowship Allocation	\$825,206	\$2,651,004	\$810,290	\$1,253,226	\$1,023,169	\$1,196,785	\$882,880	\$909,495	\$1,287,196	\$1,067,816	\$3,586,199	\$1,160,476	(\$16,253,740)	\$0
Support Centers	\$609,087	\$1,958,393	\$617,563	\$908,512	\$771,156	\$919,284	\$669,319	\$385,306	\$963,158	\$773,715	\$2,885,162	\$871,792	\$0	\$12,332,446
Transfers	\$166,465	\$527,410	\$191,006	\$227,818	\$205,146	\$358,219	\$118,795	\$96,144	\$305,167	\$220,132	\$1,390,038	\$194,657	\$0	\$4,000,999
<b>Total Uses</b>	<b>\$3,131,483</b>	<b>\$6,486,536</b>	<b>\$2,889,240</b>	<b>\$3,147,019</b>	<b>\$3,153,887</b>	<b>\$3,766,750</b>	<b>\$2,507,122</b>	<b>\$1,848,774</b>	<b>\$4,434,768</b>	<b>\$3,448,431</b>	<b>\$12,255,732</b>	<b>\$3,460,841</b>	<b>\$0</b>	<b>\$50,530,585</b>
<b>Net Sources/(Uses)</b>	<b>(\$850,301)</b>	<b>\$617,996</b>	<b>(\$188,188)</b>	<b>(\$127,799)</b>	<b>\$278,329</b>	<b>(\$514,977)</b>	<b>(\$33,083)</b>	<b>(\$232,044)</b>	<b>(\$1,211,109)</b>	<b>(\$1,046,037)</b>	<b>(\$1,041,054)</b>	<b>(\$296,513)</b>	<b>\$0</b>	<b>(\$4,644,780)</b>
FY25 Majors (UG Primary HC)	148	579	217	358	310	78	150	152	118	34	635	288	1,133	4,200
FY24 Grants Awarded	\$340,948	\$462,984	\$0	\$117,617	\$254,107	\$0	\$0	\$288,750	\$0	\$3,720	\$10,480	\$0	\$5,971,624	\$7,450,231
FY24 FT HC Faculty (T/TT & TCPL)	8	12	9	7	5	11	7	6	15	14	27	9	0	130
T/TT	8	4	6	4	5	8	5	4	11	10	23	9	0	97
Majors/Faculty	19	48	24	51	62	7	21	25	8	2	24	32	0	32
Grants/Faculty	\$42,619	\$38,582	\$0	\$16,802	\$50,821	\$0	\$0	\$48,125	\$0	\$266	\$388	\$0	\$0	\$57,309
VAPs	3	0	2	1	2	3	0	0	4	2	0	2	0	19
Average T/TT Workload	4	6	5	6	4	6	6	6	6	7	7	5	0	6
Average TCPL Workload	0	8	6	9	0	8	7	8	7	7	6	0	0	7

**Appendix B: Polytechnic Charter from MiamiTHRIVE**

<p>Initiative #8</p>	<p><b>Miami University Polytechnic Institute</b></p> <p>Description: Building on the partnership with Butler Tech in the area of advanced manufacturing that is already in place, establish Miami University's Polytechnic Institute to provide access to every student on each campus with the opportunity to pursue an applied education, rooted in a liberal arts foundation, that prepares them to solve current and emerging challenges through the use of technology. This institute would be deeply committed to economic and social mobility, emphasizing practical problem-solving, critical thinking, and fostering deep connections with industry to produce graduates who are career-ready from day one, supporting the state's highest demand fields. A more "no-frills" approach to housing will be developed in Hamilton, not to offer this aspect of student life programming offered at the Oxford campus, which is still Miami's only truly residential experience, but to meet both a regional and city of Hamilton need for a mixed-use housing development that offers apartments rather than traditional residence hall living, tailored to students who need the flexibility to stay year-round and live with their families.</p> <p><b>Key activities:</b></p> <ul style="list-style-type: none"> <li>● <b>Continue to Serve the Community with a Strong Physical Presence</b> <ul style="list-style-type: none"> <li>● Create a Workforce Development and Research Center in Hamilton that will identify and promote new opportunities for applied degree demand, create pathways for Butler Tech students, and be a hub for exploring private partnerships in Hamilton</li> <li>● Reposition Middletown with initiatives that serve the local community and provide upskill training and microcredentials</li> </ul> </li> <li>● <b>Establish workforce and innovation hub anchored around advanced manufacturing</b> <ul style="list-style-type: none"> <li>● Partnership with Butler Tech to establish a curriculum pathway that leads to Associate and Bachelor of Applied Science in Engineering Technology and beyond</li> <li>● Includes renovation of 70,000 sq feet out of ~300,000 sq feet Knightsbridge building</li> </ul> </li> <li>● <b>Develop career-focused programs, including industry-recognized credentials (microcredentials), around in-demand jobs identified by the state</b> <ul style="list-style-type: none"> <li>● Ensure learning modalities reflect current and future profiles of learners across the state</li> <li>● Course development and refresh include industry engagement to ensure career readiness</li> </ul> </li> <li>● <b>Sunset the "Regionals" brand, focusing instead on the Miami Online brand and the Polytechnic Institute</b> <ul style="list-style-type: none"> <li>● Establish clear programming, messaging, and target populations</li> <li>● Audit all areas that will need to be refreshed and reframed to ensure a successful brand launch</li> <li>● Develop a realistic marketing budget and launch campaigns to establish both online and applied learning opportunities at Miami</li> </ul> </li> <li>● <b>Partnership Focus</b> <ul style="list-style-type: none"> <li>● Leverage partnerships with industry and state leaders (JobsOhio, REDI, Columbus, etc.) to create a college/institute to prepare learners to meet the state highest demand job fields</li> <li>● Leverage local partners (K-12, City of Hamilton, Chambers) to create a framework for talent pipeline cultivation</li> <li>● Recruit small manufacturers to the land adjacent to Miami Hamilton</li> <li>● Working with the City of Hamilton to create the Miami Innovation District that will offer mixed-use space for residential and retail opportunities around Miami's existing facilities.</li> </ul> </li> <li>● <b>Establish schools or departments within the Institute dedicated to applied learning in the following areas:</b> <ul style="list-style-type: none"> <li>● Nursing</li> <li>● Applied Science and Technology</li> <li>● Commerce</li> <li>● Social Science and Human Services</li> <li>● Arts, Humanities, and Communication</li> </ul> </li> <li>● <b>Key Student Life Feature: Housing</b> <ul style="list-style-type: none"> <li>● Apartment style with kitchen - not residence hall</li> <li>● May be on campus property or in surrounding area</li> <li>● Serves all students, post-traditional, international, student parents, etc.</li> <li>● Affordable and fits student needs: academic calendar.</li> <li>● 10 or 12 month standard - not assumed go home for the summer</li> </ul> </li> <li>● <b>Provide Career-focused Student Life Services</b> <ul style="list-style-type: none"> <li>● Facilitate transition into the workplace by establishing career-focused student life services team</li> <li>● Develop programming that supports students from the first day of classes to the first job offer</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>● <b>Leverage JobsOhio/REDI Cincinnati/TechSolve</b> <ul style="list-style-type: none"> <li>● Design academic program around state’s identified workforce sectors</li> <li>● Build stackable credentials focused on supporting business’ relocating to Southwest Ohio</li> </ul> </li> </ul> <p><b>Deliverables</b></p> <ul style="list-style-type: none"> <li>● Reposition physical spaces to serve the surrounding community and to educate primarily nontraditional students</li> <li>● New partnerships that facilitate career-ready graduates in high-need career fields</li> <li>● Sunset the “Regionals” brand and launch new brands</li> <li>● New curricular programs that align with state and industry needs, starting with associate and bachelor of applied science in engineering technology</li> <li>● Establish dedicated student life, career advising, partnership, and academic advising staff to support students in new programs</li> </ul> <p><b>Desired Outcomes</b></p> <ul style="list-style-type: none"> <li>● Growth in enrollments and NTR from nontraditional student populations in applied majors</li> <li>● Miami is regarded as a trusted industry partner to provide educational programming and student development needed for employees to be career-ready day one in Ohio’s highest demand jobs</li> <li>● Reduction in Ohio’s workforce gap as Miami graduate enter into high-demand fields, career ready on day one</li> <li>● Retention, graduation, and career success rates of Miami’s nontraditional learners that signal quality, intentionality, and student success over other commutable options in the region</li> <li>● Expanded market share as Miami serves learners currently not served with existing programs and modalities</li> <li>● Strengthened physical presence that is mutually beneficial to Regionals campuses’ communities</li> </ul> <p><b>Metrics and Milestones</b></p> <ul style="list-style-type: none"> <li>● Completion of Knightsbridge renovation by January 2026</li> <li>● Launch of Workforce Development and Research Center in Hamilton by January 2026</li> <li>● Transition Middletown programming to serving local community and upskilling programs January 2026</li> <li>● Approval and launch of 6 applied degree programs within one year of launching this initiative</li> <li>● Establishment of new schools and Institute within 2 years of proposal approval</li> <li>● Staffing to support student experience is in place prior to the first day of students’ enrollment in the Polytech’s new programs</li> <li>● Grow enrollments by 15% for nontraditional students, in nontraditional programs</li> <li>● \$25M in funding through opportunities such as the Ohio Department of Development Grant, EDA and state appropriations</li> <li>● 30 new industry partners working with Miami on curricular development and experiential learning opportunities by 2026</li> <li>● Reduction in Ohio’s workforce gap as Miami graduate enter into high-demand fields, career ready on day one</li> <li>● Growing number of graduates for new degree programs, Higher retention,, and career success rates of Miami’s learners</li> </ul>
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**Criteria for evaluating opportunity area initiatives**

<p><b>Strategic Alignment</b></p>	<p>Establishing a Polytechnic Institute at Miami University is far from business as usual. The transition of the Regionals brand to the Miami University Polytechnic Institute is transformational, expanding possibilities for Miami to meet the needs for significantly more students, employers, and community stakeholders through applied programs across the university. Expansion of Miami’s offerings will also lead to expanded opportunities for revenue growth and new funding streams currently reserved for initiatives tied to high-demand workforce areas. In fact, this initiative is so bold that there is not even consensus on the committee about some of the details proposed, outlined in the risks below.</p> <p>Leveraging Miami’s foundational strengths of undergraduate teaching excellence, this exceptionally bold initiative claims that the liberal arts are a foundational strength, not antithetical, to an applied education that prepares students to be career ready in technical jobs from day one.</p>
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	<p>Deeply committed to social and economic mobility, the Institute will model inclusive excellence with applied programs that open educational and career doors for students who are not currently served by Miami's traditional offerings, yet need advanced training to secure good jobs in high-demand fields in the state and region.</p> <p>Each campus will be repositioned to serve community and educational needs that optimize Miami's physical presence in more sustainable ways.</p>
<p><b>Impact</b></p>	<p><b>Financial Benefits</b></p> <p><b>Cost Savings</b></p> <ul style="list-style-type: none"> <li>• Savings from repositioning to expand in the Advanced Manufacturing Workforce and Innovation Hub to meet demand and enrollment trends</li> </ul> <p><b>Revenue</b></p> <ul style="list-style-type: none"> <li>• Enrollment growth in new applied programs and upskilling/microcredential programs formed in partnership with local and regional industry</li> <li>• External funding and grant opportunities from the uniqueness of the Butler Tech - Miami consortium</li> <li>• Opportunities like our Head Start classroom opened in the lower level of Verity Lodge with a major grant from the Middletown Community Foundation</li> </ul>
	<p><b>Non-Financial Benefits</b></p> <ul style="list-style-type: none"> <li>• The creation of a <b>model</b> not seen anywhere else in Ohio will garner attention from the state of Ohio and put Miami in a differentiated market position, poised to serve a larger population of students in Ohio.</li> <li>• By tying programs, student services, and the provision of affordable housing in the Hamilton area, Miami will directly impact workforce gaps and socioeconomic mobility in this region.</li> <li>• Students will benefit from career-focused support from day one, leading to higher career success outcomes.</li> </ul>
<p><b>Resources &amp; Return on Investment (ROI)</b></p>	<p>A transformation of this size will require significant resources across multiple divisions within the university, including but not limited to academic affairs, university communications and marketing, enrollment management and student success, student life, and finance and business services. Additional staff will need to be hired, some staff who may be reallocated to serve within the Institute may need further professional development and training on all student needs. Miami will need to analyze which programs need to be offered at locations, at times, and in modalities that support working students. The Institute will need to secure willing, early industry partners to begin work on program development that meets employers' needs. The university will likely need to secure a marketing firm to support sunseting the Regionals brand and launching the Polytechnic Institute.</p> <p>While the initial investment to make such a transformational shift in both the brand and the educational offerings is significant, a center dedicated to these populations could yield the following benefits:</p> <ul style="list-style-type: none"> <li>• Advance Manufacturing Innovation Hub/Engineering Technology</li> <li>• Fundraising and opportunities to secure grants: Ohio has invested in excess of <b>3 billion dollars</b> in workforce development over past 4 years</li> <li>• Provides significant return on investment for the state's economy, workforce, business community and the education landscape</li> <li>• Prepares Ohio residents for "good jobs"</li> </ul> <p>The timeline for realizing return on investment in tuition revenue may be three to five years from the launch of this initiative, as significant time will go into developing partnerships and programs for approval and repositioning infrastructure and brand to align with the Polytechnic Institute. Brand awareness, strong reputational impact from industry partnerships, and service to the community are likely to noticeably increase within the first year.</p>

<p><b>Scope &amp; Scalability</b></p>	<p>By establishing programs and partnerships that would be available to every student on every campus, the Institute's scope is universitywide, providing an opportunity for interdisciplinary transformation and impact as Miami expands the kinds of students and industry needs we support.</p>
<p><b>Timing</b></p>	<p><b>Initiative Implementation Timeline: Launch to Rebranding Announcement</b></p> <ul style="list-style-type: none"> <li>• January 2026: Establish workforce and innovation hub in Hamilton</li> <li>• The rest of the timeline is still to be determined.</li> </ul> <p><b>Costs and Benefits</b></p> <p>This initiative will require significant upfront investment in the appropriate research, exploration, partnership and curricular development, and marketing and project planning required to successfully manage this organizational change. Benefits will be realized upon securing grant funding and generating revenue from applied program(s) tied to the Butler Tech partnership.</p> <p><b>Risk</b></p> <p>This initiative does present significant risk, as the upfront costs are high, and it is hard to “undo” such an organizational and marketing leap of this magnitude. Existing internal resources to continue business as usual are also limited, so to mitigate this risk, the committee recommends consulting with industry experts to consult on and even lead some phases of this transformation.</p> <p>This initiative also poses a risk of pushback from internal and external stakeholders who may not be so quick to adopt a liberal arts institution leaning into applied programs and staying true to its liberal arts foundation. To mitigate this risk, significant effort will need to be put into curricular development, communications, and campaigns that address these concerns head-on and win people over. There is also risk that regional and internal stakeholders remember tech concerns from past Hamilton campus programming and University of Akron's <a href="#">failed launch</a> as “Ohio's polytechnic university” in recent years. To mitigate this risk, Miami will need to clearly show how this initiative is different than what University of Akron attempted, and is more in line with recent success at better-fit institutional peers for Miami, like <a href="#">University of Oklahoma</a> and <a href="#">Purdue University</a>, and builds on the prestige and quality that can be built into a “Polytech” brand, much like we've seen at the #1 public university in the Southeast according to USNWR, <a href="#">Florida Polytech</a>.</p> <p>Incorporating housing into this initiative also poses a risk of internal competition between Oxford and the Hamilton campus. It is possible to avoid this occurrence by implementing some of the initiatives proposed within this charter, but also by engaging university partners to develop policies, practices, and clear boundaries that ensure students find the best options for them with the limited housing available between both campuses, and engaging the university community with facts and projections regarding our current state of housing availability both in Oxford and in Hamilton that limit our ability to grow enrollment and serve nontraditional students who need affordable housing.</p>

## **Miami University Polytechnic Institute**

Description: Building on the partnership with Butler Tech in the area of advanced manufacturing that is already in place, establish Miami University's Polytechnic Institute to provide access to every student on each campus with the opportunity to pursue an applied education, rooted in a liberal arts foundation, that prepares them to solve current and emerging challenges through the use of technology. This institute would be deeply committed to economic and social mobility, emphasizing practical problem-solving, critical thinking, and fostering deep connections with industry to produce graduates who are career-ready from day one, supporting the state's highest demand fields. A more "no-frills" approach to housing will be developed in Hamilton, not to offer this aspect of student life programming offered at the Oxford campus, which is still Miami's only truly residential experience, but to meet both a regional and city of Hamilton need for a mixed-use housing development that offers apartments rather than traditional residence hall living, tailored to students who need the flexibility to stay year-round and live with their families.

### **Key activities:**

- **Continue to Serve the Community with a Strong Physical Presence**
  - Create a Workforce Development and Research Center in Hamilton that will identify and promote new opportunities for applied degree demand, create pathways for Butler Tech students, and be a hub for exploring private partnerships in Hamilton
  - Reposition Middletown with initiatives that serve the local community and provide upskill training and microcredentials
- **Establish workforce and innovation hub anchored around advanced manufacturing**
  - Partnership with Butler Tech to establish a curriculum pathway that leads to Associate and Bachelor of Applied Science in Engineering Technology and beyond
  - Includes renovation of 70,000 sq feet out of ~300,000 sq feet Knightsbridge building
- **Develop career-focused programs, including industry-recognized credentials (microcredentials), around in-demand jobs identified by the state**
  - Ensure learning modalities reflect current and future profiles of learners across the state
  - Course development and refresh include industry engagement to ensure career readiness
- **Sunset the "Regionals" brand, focusing instead on the Miami Online brand and the Polytechnic Institute**
  - Establish clear programming, messaging, and target populations
  - Audit all areas that will need to be refreshed and reframed to ensure a successful brand launch
  - Develop a realistic marketing budget and launch campaigns to establish both online and applied learning opportunities at Miami
- **Partnership Focus**
  - Leverage partnerships with industry and state leaders (JobsOhio, REDI, Columbus, etc.) to create a college/institute to prepare learners to meet the state highest demand job fields
  - Leverage local partners (K-12, City of Hamilton, Chambers) to create a framework for talent pipeline cultivation
  - Recruit small manufacturers to the land adjacent to Miami Hamilton
  - Working with the City of Hamilton to create the Miami Innovation District that will offer mixed-use space for residential and retail opportunities around Miami's existing facilities.
- **Establish schools or departments within the Institute dedicated to applied learning in the following areas:**
  - Nursing
  - Applied Science and Technology
  - Commerce
  - Social Science and Human Services
  - Arts, Humanities, and Communication
- **Key Student Life Feature: Housing**
  - Apartment style with kitchen - not residence hall
  - May be on campus property or in surrounding area
  - Serves all students, post-traditional, international, student parents, etc.
  - Affordable and fits student needs: academic calendar.
  - 10 or 12 month standard - not assumed go home for the summer
- **Provide Career-focused Student Life Services**
  - Facilitate transition into the workplace by establishing career-focused student life services team
  - Develop programming that supports students from the first day of classes to the first job offer
- **Leverage JobsOhio/REDI Cincinnati/TechSolve**

- Build stackable credentials focused on supporting business' relocating to Southwest Ohio

#### **Deliverables**

- Reposition physical spaces to serve the surrounding community and to educate primarily nontraditional students
- New partnerships that facilitate career-ready graduates in high-need career fields
- Sunset the "Regionals" brand and launch new brands
- New curricular programs that align with state and industry needs, starting with associate and bachelor of applied science in engineering technology
- Establish dedicated student life, career advising, partnership, and academic advising staff to support students in new programs

#### **Desired Outcomes**

- Growth in enrollments and NTR from nontraditional student populations in applied majors
- Miami is regarded as a trusted industry partner to provide educational programming and student development needed for employees to be career-ready day one in Ohio's highest demand jobs
- Reduction in Ohio's workforce gap as Miami graduate enter into high-demand fields, career ready on day one
- Retention, graduation, and career success rates of Miami's nontraditional learners that signal quality, intentionality, and student success over other commutable options in the region
- Expanded market share as Miami serves learners currently not served with existing programs and modalities
- Strengthened physical presence that is mutually beneficial to Regionals campuses' communities

#### **Metrics and Milestones**

- Completion of Knightsbridge renovation by January 2026
- Launch of Workforce Development and Research Center in Hamilton by January 2026
- Transition Middletown programming to serving local community and upskilling programs January 2026
- Approval and launch of 6 applied degree programs within one year of launching this initiative
- Establishment of new schools and Institute within 2 years of proposal approval
- Staffing to support student experience is in place prior to the first day of students' enrollment in the Polytech's new programs
- Grow enrollments by 15% for nontraditional students, in nontraditional programs
- \$25M in funding through opportunities such as the Ohio Department of Development Grant, EDA and state appropriations
- 30 new industry partners working with Miami on curricular development and experiential learning opportunities by 2026
- Reduction in Ohio's workforce gap as Miami graduate enter into high-demand fields, career ready on day one

- Design academic program around state's identified workforce sectors

Growing number of graduates for new degree programs, higher retention, and career success rates of Miami's learners

### **Strategic Alignment**

Establishing a Polytechnic Institute at Miami University is far from business as usual. The transition of the Regionals brand to the Miami University Polytechnic Institute is transformational, expanding possibilities for Miami to meet the needs for significantly more students, employers, and community stakeholders through applied programs across the university. Expansion of Miami's offerings will also lead to expanded opportunities for revenue growth and new funding streams currently reserved for initiatives tied to high-demand workforce areas. In fact, this initiative is so bold that there is not even consensus on the committee about some of the details proposed, outlined in the risks below.

Leveraging Miami's foundational strengths of undergraduate teaching excellence, this exceptionally bold initiative claims that the liberal arts are a foundational strength, not antithetical, to an applied education that prepares students to be career ready in technical jobs from day one.

Deeply committed to social and economic mobility, the Institute will model inclusive excellence with applied programs that open educational and career doors for students who are not currently served by Miami's traditional offerings, yet need advanced training to secure good jobs in high-demand fields in the state and region. Each campus will be repositioned to serve community and educational needs that optimize Miami's physical presence in more sustainable ways.

**Appendix C**  
**Board of Trustees Resolution R2026-11**



BOARD OF TRUSTEES  
ROUDEBUSH HALL ROOM 212  
OXFORD, OHIO 45056  
(513) 529-6225 MAIN  
(513) 529-3911 FAX  
WWW.MIAMIOH.EDU

September 17, 2025  
Consent Calendar

**RESOLUTION R2026-11**

BE IT RESOLVED, that the Board of Trustees hereby approves the attached process for the consolidation, partition, transfer, or elimination of academic divisions, departments, or programs within the Miami Regionals to serve the university in developing a polytechnic model and structure.

*Approved by the Board of Trustees*

*September 17, 2025*

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

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

## Streamlined Process for Academic Unit Restructuring

This document outlines the process for the consolidation, partition, transfer, or elimination of academic divisions, departments, or programs within the Miami Regionals to serve the university in developing a polytechnic model and structure. The Board of Trustees shall maintain **full authority** for approval of all decisions, with the University Senate serving in an **advisory capacity only**. The process is designed to be efficient, while seeking to ensure that opportunities for advice, feedback and counsel are observed, with discussion and fact-finding beginning at the Provost-level, before being presented to the President and Board of Trustees.

---

### Process Coordinator's Role

The Provost will designate a process coordinator to oversee the restructuring proposal. This person should be a neutral, tenured, full professor with no formal ties to the affected units.

In consultation with the Provost, the process coordinator's responsibilities include:

- Ensuring the decision-making process is fair and transparent.
  - Acting as a liaison, gathering information and **advisory feedback** from affected units and other stakeholders, including the University Senate.
  - Assisting in the development of a formal proposal.
- 

### Restructuring Steps

**Step 1: Proposal Development** The process coordinator, under the direct guidance of the **Provost**, will work with affected units and relevant administrators to develop a detailed proposal. This proposal will include a course of action, a timeline, and an impact analysis assessing the benefits and impacts on the university mission, budget, and all constituents.

**Step 2: Stakeholder Consultation and Final Decision** The process coordinator will ensure the proposal is presented to all affected administrators and departments for review and to the University Senate for **advisory feedback**, in accordance with the timelines established by the Provost. The Provost will consider all input and advisory feedback from the Senate. The **Provost** holds the final authority to approve, deny, or modify the proposal developed by the Program Coordinator.

**Step 3: Provost Recommendation to the Board** The Provost will present the proposal to the Board, at which time the Board shall have the overriding authority to approve, reject or suggest modifications to the proposal, which shall constitute the final decision and be implemented by the University. In the event the Board recommends modifications to the proposal, the Board may request that the modified proposal be presented at a subsequent meeting with the goal of the proposal being approved by the Board.

# Enrollment Management and Student Success Update Board of Trustees Meeting

February 2026



ENROLLMENT MANAGEMENT  
AND STUDENT SUCCESS



# Miami's Place in the National Landscape of Enrollment



ENROLLMENT MANAGEMENT  
AND STUDENT SUCCESS



# Facing a Changing Market

THE CHRONICLE OF HIGHER EDUCATION

Upcoming Events: The State of Public Regionals Women's Leadership Program Chronicle Festival 2025

ENROLLMENT DOMINOES

## The Nation's Most Selective Colleges Might Have Just Snatched Away Your Students

By Sonel Cutler | August 25, 2025

NEWS > LOCAL NEWS

### Xavier freshman enrollment declines, university moves toward 'recruiting sophomores'

PERSONAL FINANCE

### 'A perfect storm' — more colleges at risk as enrollment falls and financial pressures mount

PUBLISHED TUE, SEP 30 2025-8:15 AM EDT | UPDATED WED, OCT 1 2025-10:22 AM EDT

SHARE

Jessica Dickler @JDICKLER

TOWN&COUNTRY

## How Winning a National Championship Changes Admissions at a School

npr CINCINNATI UNIVERSITY

NEWSLETTERS SIGN IN

NEWS CULTURE MUSIC PODCASTS & SHOWS SEARCH

EDUCATION

### More students are going to college. Affordability and workforce training are factors

JANUARY 15, 2026 - 5:00 AM ET  
HEARD ON MORNING EDITION

Elissa Nadworny

### The Southern College Boom

How SEC universities became enrollment winners by selling sunshine, football, and a particular vision of college life.



# The National Enrollment Landscape: JP Morgan Analysis of Trends



## Appendix A

What institutional characteristics explain recent enrollment growth?

Standardized regression coefficients\*

	Average effect on enrollment growth		
	Last 5 years	Last 10 years	Last 15 years
Average temp in January	0.51%	0.39%	0.26%
State population growth in 10 years preceding period	0.37%	0.51%	0.48%
Share of undergrads with STEM as major field of study	0.30%	0.42%	0.27%
Acceptance rate at start of period	-0.41%	-0.31%	-0.18%
Public institution, outside Power 5	-1.15%	-0.62%	-0.45%

Source: J.P. Morgan Asset Management; National Center for Education Statistics (NCES) IPEDS, Moody's Analytics, U.S. Census Bureau, National Oceanic and Atmospheric Administration (NOAA); Only includes four-year institutions with 5,000 or more undergraduate students.

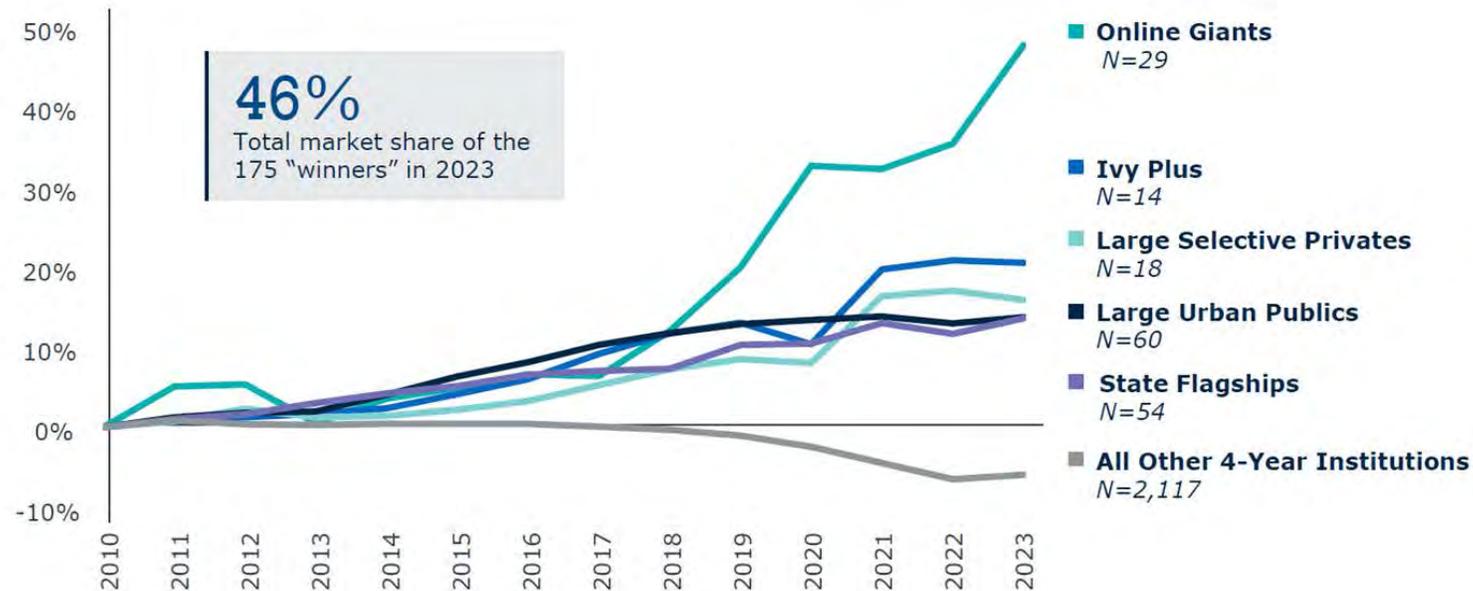
\*Standardized regression coefficients represent the average change in annualized enrollment growth (in percentage points) resulting from a one standard deviation increase in the independent variable (holding all other variables constant).



# Enrollment is Consolidating

## Growth in Total Enrollment Is Highly Concentrated in Five Groups of "Winners"

Percentage of Change in Total Enrollment (Undergraduate and Graduate), IPEDS, 2010-2023



► A broader examination of institutions that are growing enrollment in today's constrained market reveals several shared attributes. These institutions tend to offer specialized and career-focused programs; differentiate on niche, values, or identity; adopt transparent, affordable pricing practices; provide scalable online or hybrid delivery options; and target overlooked or underserved markets.



# If Not Miami, Where?

## Top Competitors: Which Schools Miami Admits Choose

### Ohio Resident

	2025
1 THE OHIO STATE UNIVERSITY	2,297
2 UNIVERSITY OF CINCINNATI	1,870
3 OHIO UNIVERSITY	1,331
4 Student Not Found in NSC Search	1,132
5 BOWLING GREEN STATE UNIVERSITY	493
6 THE OHIO STATE UNIVERSITY - NEWARK	473
7 UNIVERSITY OF DAYTON	461
8 KENT STATE UNIVERSITY	374
9 UNIVERSITY OF KENTUCKY	267
10 WRIGHT STATE UNIVERSITY	261
11 UNIVERSITY OF AKRON	176
12 UNIVERSITY OF CINCINNATI - BLUE ASH	161
13 COLUMBUS STATE COMMUNITY COLLEGE	157
14 XAVIER UNIVERSITY	146
15 INDIANA UNIVERSITY	136
16 JOHN CARROLL UNIVERSITY	130
17 OTTERBEIN UNIVERSITY	119
18 SINCLAIR COMMUNITY COLLEGE	105
19 UNIVERSITY OF TOLEDO	105
20 OHIO WESLEYAN UNIVERSITY	104
21 PURDUE UNIVERSITY	103
22 UNIVERSITY OF TENNESSEE	90
23 OHIO NORTHERN UNIVERSITY	88
24 THE OHIO STATE UNIVERSITY - MARION	80
25 CLEVELAND STATE UNIVERSITY	76

### Domestic Non-Resident

	2025
1 Student Not Found in NSC Search	1,153
2 INDIANA UNIVERSITY	938
3 UNIVERSITY OF ILLINOIS	525
4 MICHIGAN STATE UNIVERSITY	495
5 UNIVERSITY OF IOWA	342
6 PURDUE UNIVERSITY	336
7 UNIVERSITY OF KENTUCKY	332
8 UNIVERSITY OF WISCONSIN	320
9 UNIVERSITY OF COLORADO	252
10 PENNSYLVANIA STATE UNIVERSITY	247
11 UNIVERSITY OF TENNESSEE	229
12 UNIVERSITY OF MICHIGAN	220
13 UNIVERSITY OF MISSOURI	200
14 THE OHIO STATE UNIVERSITY	191
15 UNIVERSITY OF DAYTON	178
16 MARQUETTE UNIVERSITY	162
17 UNIVERSITY OF SOUTH CAROLINA	153
18 SYRACUSE UNIVERSITY	148
19 UNIVERSITY OF CINCINNATI	137
20 BUTLER UNIVERSITY	130
21 TEXAS CHRISTIAN UNIVERSITY	129
22 AUBURN UNIVERSITY	126
23 UNIVERSITY OF PITTSBURGH	112
24 UNIVERSITY OF MISSISSIPPI	111
25 VIRGINIA POLYTECH AND STATE UNIV	110

# When We Compete, We Win

## Market Opportunities via Miami Connections

- App growth where we play
  - Northwestern
  - Wisconsin
- Drive interest from the national stage
  - Snoop Dog Bowl
- Playfulness with the connection to existing & emerging markets
  - Wrigley Field
  - Charlotte Uptown

## Strategies to Play on those Success

- Repositioning out-of-state Admission Recruitment team
  - Michigan, the Carolinas & So. California / Arizona
- Building on the exposure
  - Leveraging success on the court
  - Generating excitement at Make it Miami & Red Brick Roadshow
  - Inviting admits to join Miami on the road

# Oxford First Year Enrollment Update



ENROLLMENT MANAGEMENT  
AND STUDENT SUCCESS

# Fall 2026 Applications, Admits, and Admit Rate

## Residency

Year to Date as of February 25

		2022	2023	2024	2025	2026
Domestic Non-Resident	Total Applications	13,122	14,956	16,221	18,576	17,850
	Total Admitted	10,988	12,042	12,851	13,502	13,086
	Admit rate	83.7%	80.5%	79.2%	72.7%	73.3%
International	Total Applications	2,673	4,122	4,313	4,122	2,869
	Total Admitted	906	562	1,231	774	623
	Admit rate	33.9%	13.6%	28.5%	18.8%	21.7%
Ohio Resident*	Total Applications	15,039	16,251	17,615	19,310	19,248
	Total Admitted	11,518	13,314	13,795	13,514	13,947
	Admit rate	76.6%	81.9%	78.3%	70.0%	72.5%
IN-OH Reciprocity	Total Applications					506
	Total Admitted					356
	Admit rate					70.4%
Grand Total	Total Applications	30,834	35,329	38,149	42,008	40,473
	Total Admitted	23,412	25,918	27,877	27,790	28,012
	Admit rate	75.9%	73.4%	73.1%	66.2%	69.2%

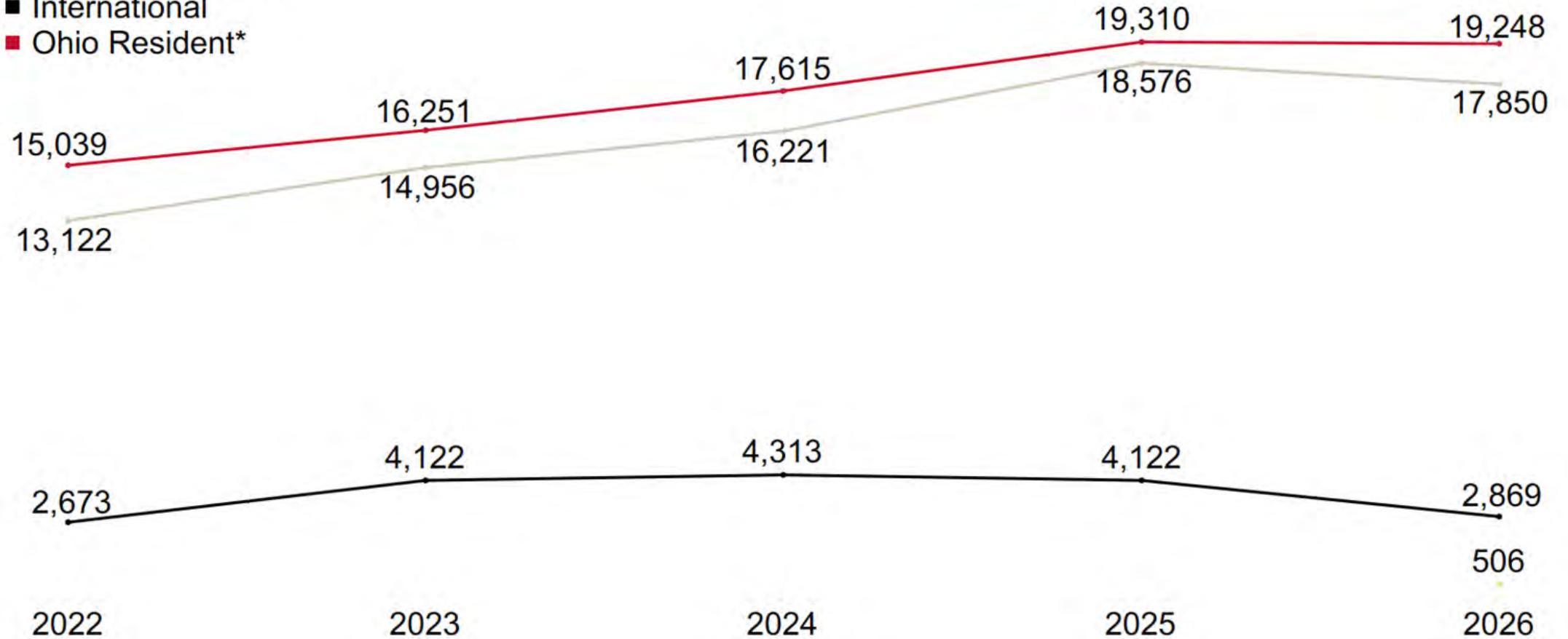
Note: Ohio Residents includes residency unknown



# Fall 2026 Applications

## Residency

- Domestic Non-Resident
- IN-OH Reciprocity
- International
- Ohio Resident\*



Data as of February 25

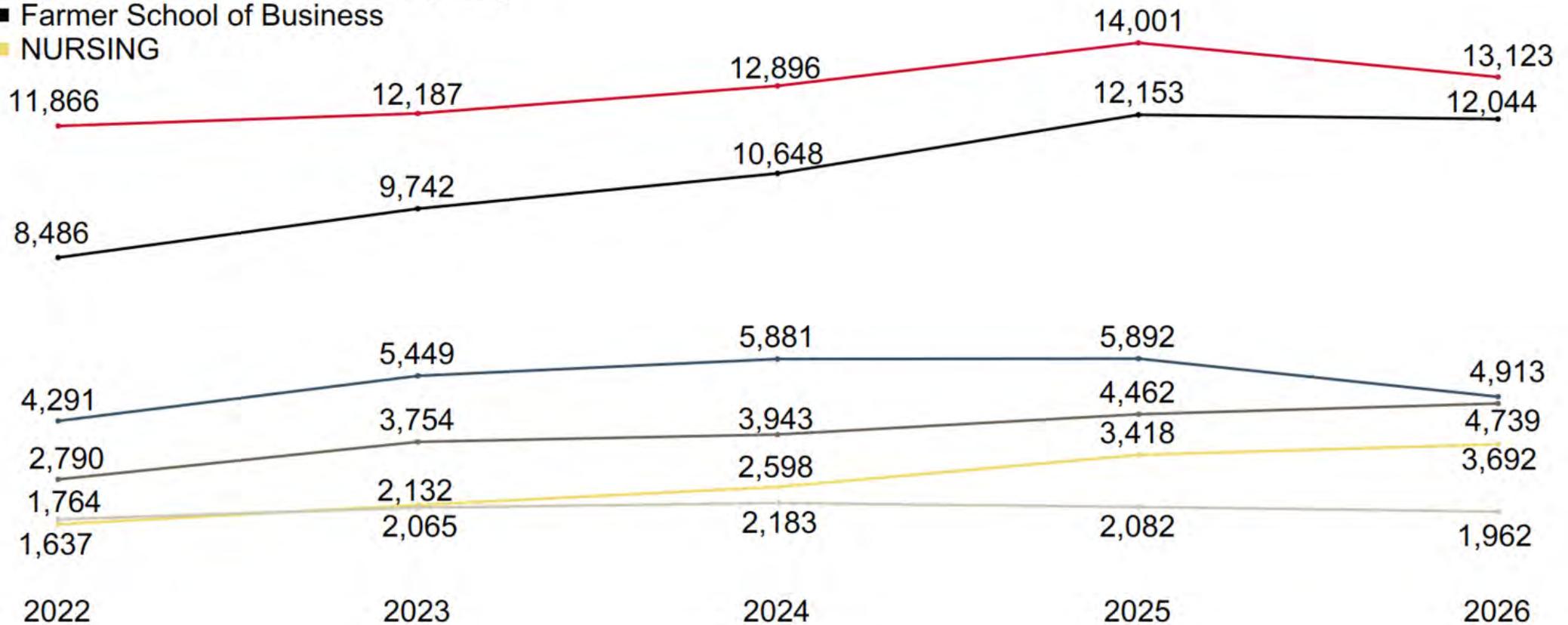
Note: Ohio Residents includes residency unknown



# Fall 2026 Applications

## Academic Division

- College of Arts & Science\*
- College of Creative Arts
- College of Education, Health, & Society
- College of Engineering & Computing
- Farmer School of Business
- NURSING



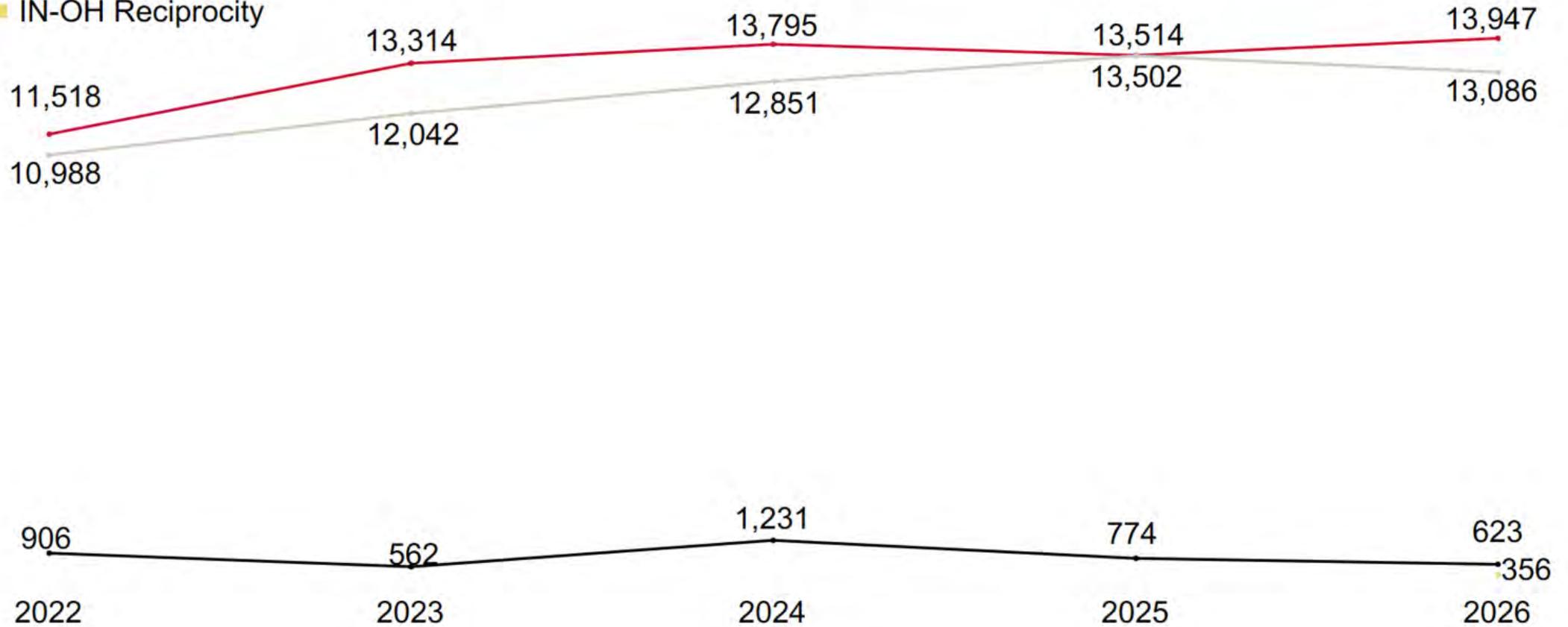
Data as of February 25



# Fall 2026 Admits

## Residency

- Domestic Non-Resident
- International
- Ohio Resident
- IN-OH Reciprocity



Data as of February 25

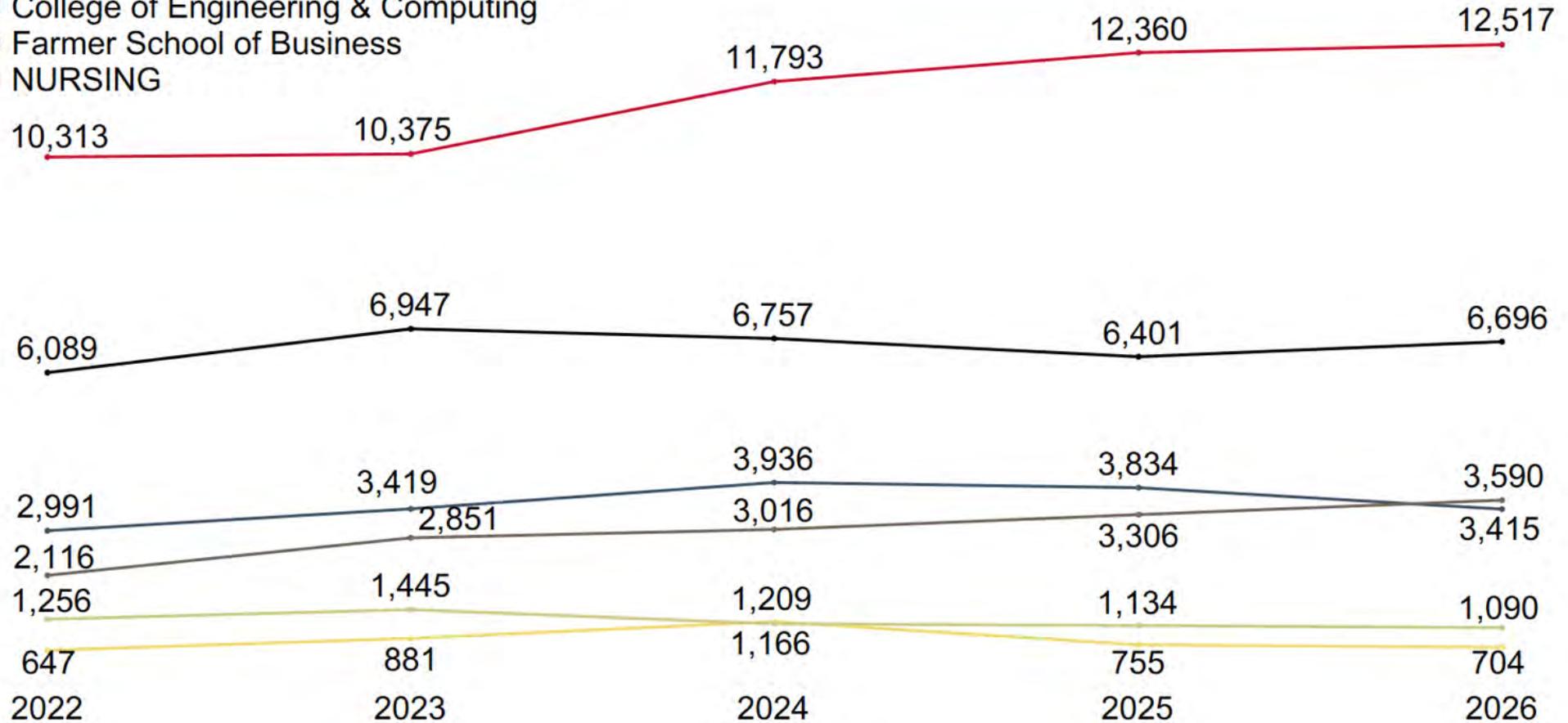
Note: Ohio Residents includes residency unknown



# Fall 2026 Admits

## Academic Division

- College of Arts & Science
- College of Creative Arts
- College of Education, Health, & Society
- College of Engineering & Computing
- Farmer School of Business
- NURSING



Data as of February 25



# Fall 2026 Admits, Confirms and Yield Rate to date

## Residency

		Year to Date as of February 25				
		2022	2023	2024	2025	2026
Domestic	Total Admitted	10,988	12,042	12,851	13,502	13,086
Non-Resident	Total Confirmed	306	305	300	324	356
	Yield	2.8%	2.5%	2.3%	2.4%	2.7%
International	Total Admitted	906	562	1,231	774	623
	Total Confirmed	12	20	36	30	17
	Yield	1.3%	3.6%	2.9%	3.9%	2.7%
Ohio Resident	Total Admitted	11,518	13,314	13,795	13,514	13,947
	Total Confirmed	681	730	849	893	1,039
	Yield	5.9%	5.5%	6.2%	6.6%	7.4%
IN-OH	Total Admitted					356
Reciprocity	Total Confirmed					29
	Yield					8.1%
Grand Total	Total Admitted	23,412	25,918	27,877	27,790	28,012
	Total Confirmed	999	1,055	1,185	1,247	1,441
	Yield	4.3%	4.1%	4.3%	4.5%	5.1%

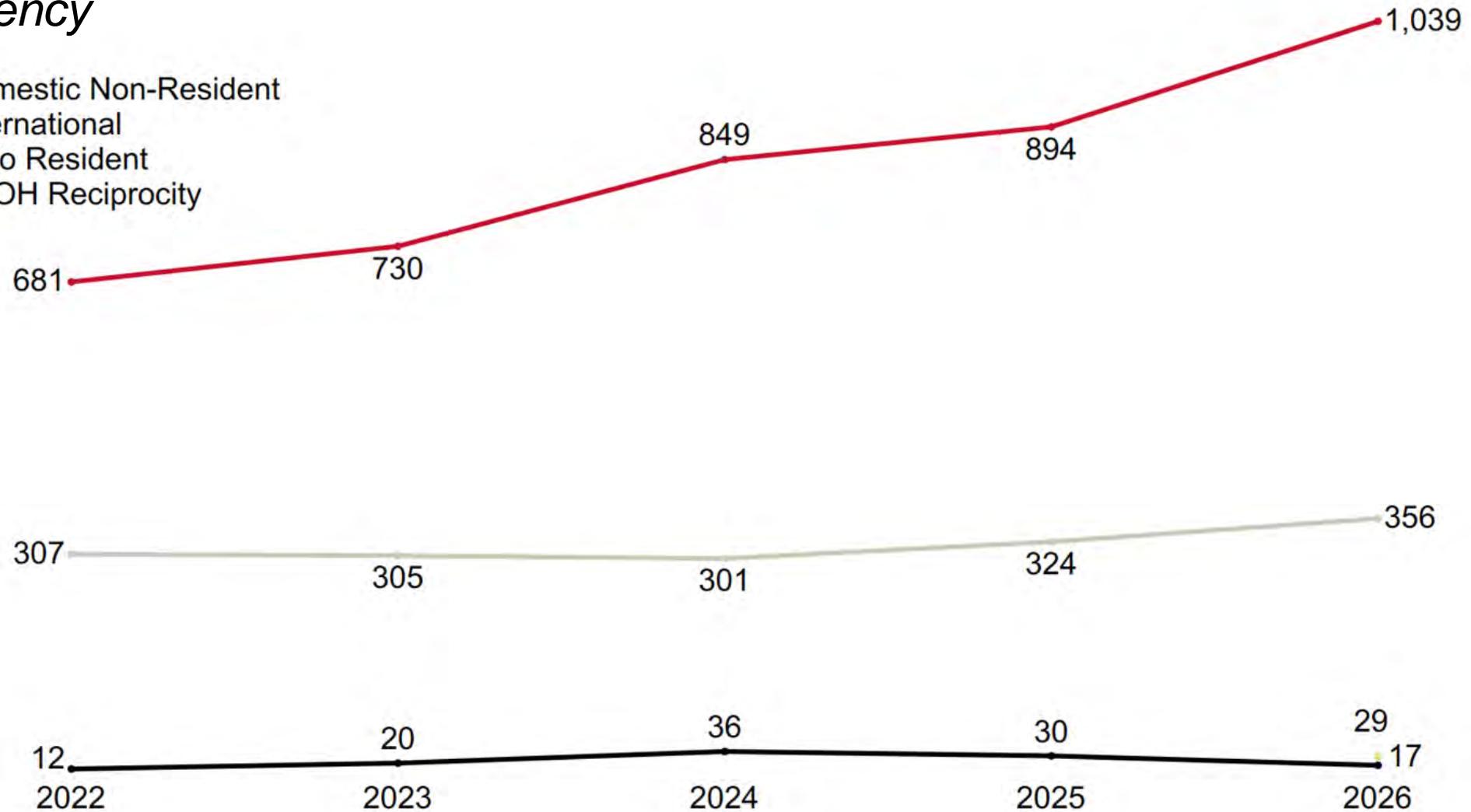
Note: Ohio Residents includes residency unknown



# Fall 2026 Confirms

## Residency

- Domestic Non-Resident
- International
- Ohio Resident
- IN-OH Reciprocity



Data as of February 25

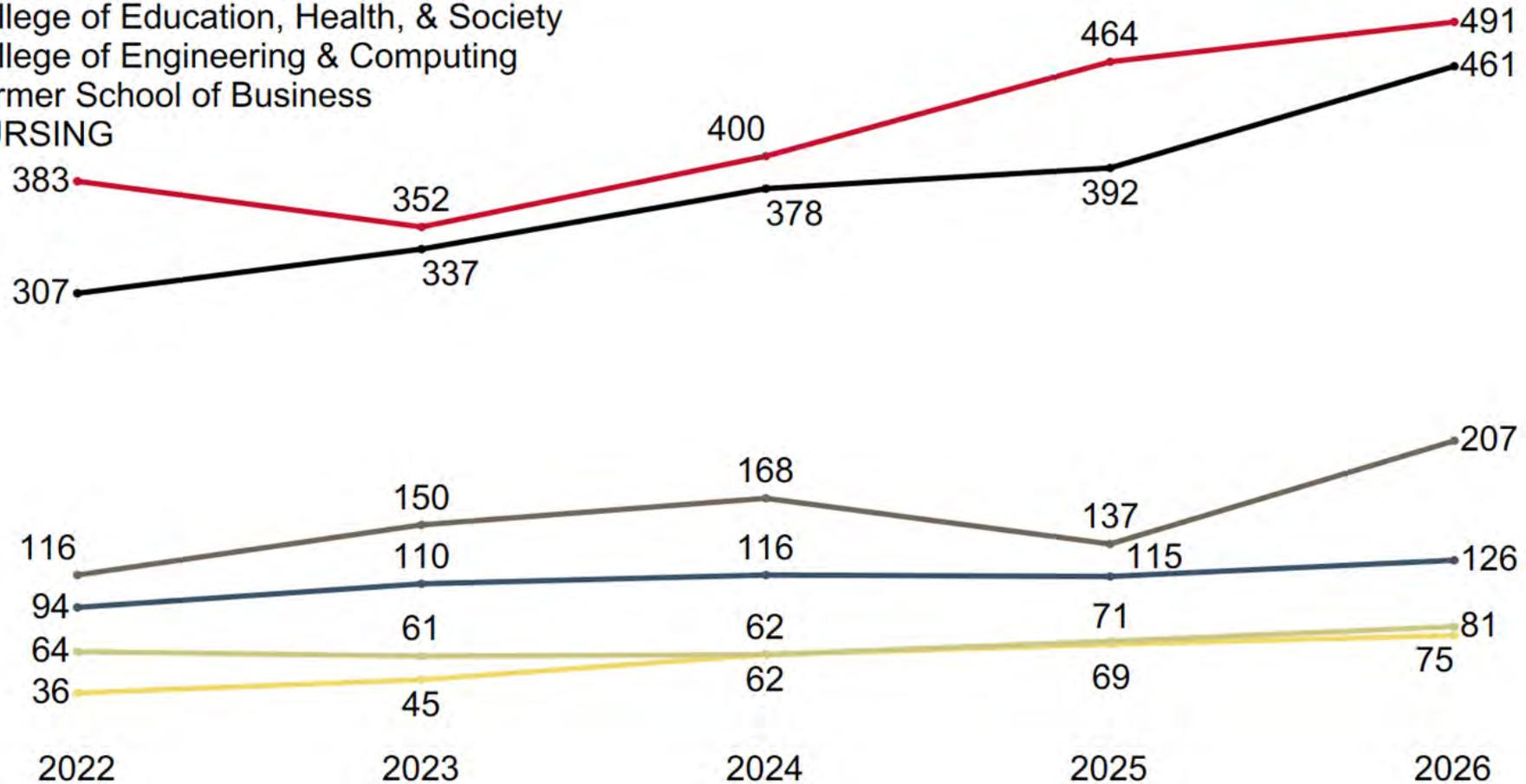
Note: Ohio Residents includes residency unknown



# Fall 2026 Confirmed

## Academic Division

- College of Arts & Science
- College of Creative Arts
- College of Education, Health, & Society
- College of Engineering & Computing
- Farmer School of Business
- NURSING



Data as of February 25



# Fall 2026 Pathways Admits, Confirms and Yield Rate to date

## *Residency*

		Year to Date as of February 25			
		2023	2024	2025	2026
Domestic Non-Resident	Admitted Pathways	69	710	1,423	1,119
	Confirmed Pathways	6	14	9	32
	Pathways Yield	8.70%	1.97%	0.63%	2.86%
Ohio Resident	Admitted Pathways	166	941	1,799	1,927
	Confirmed Pathways	6	19	27	70
	Pathways Yield	3.61%	2.02%	1.50%	3.63%
IN-OH Reciprocity	Admitted Pathways				40
	Confirmed Pathways				1
	Pathways Yield				2.50%
Grand Total	Admitted Pathways	235	1,651	3,222	3,086
	Confirmed Pathways	12	33	36	103
	Pathways Yield	5.11%	2.00%	1.12%	3.34%



# Yield Efforts

-  **RED BRICK ROADSHOW:** Cleveland event in partnership with Cleveland Clinic welcomed Quantum students from beyond Cleveland, including from California, Texas, North Carolina, and New Mexico.
-  **ADMITTED STUDENT VISITS:** Students unable to attend MIM have a customized experience.
-  **CROSS-CAMPUS PARTNERSHIPS:** Webinars with Student Life; College-specific events, programs and communications; direct connection to interest areas.
-  **REACHING STUDENTS WHERE THEY ARE:** Hosting events in cities and with groups of students who share common interests or experiences.

## **MAKE IT MIAMI!**

Registrations are up 30% over last year at this time.

Added experiences like an Honors College welcome reception for out-of-state students the evening before the event.



# Oxford Transfer Update



ENROLLMENT MANAGEMENT  
AND STUDENT SUCCESS

# Spring 2026 Transfer Census Enrollment

Spring Transfer Enrollment as of 2/9/2026

		Spring 2024	Spring 2025	Spring 2026
Two-Year Colleges	Applications	70	89	67
	Admits	46	53	47
	Confirms	26	27	24
Four-Year Colleges	Applications	202	231	223
	Admits	130	145	154
	Confirms	78	78	88
International/ Other Colleges	Applications	363	450	266
	Admits	52	41	30
	Confirms	16	7	11
Grand Total	Applications	635	770	556
	Admits	228	239	231
	Confirms	120	112	123



# Fall 2026 Transfer

Fall Transfer Enrollment as of 2/25/2026

		Fall 2024	Fall 2025	Fall 2026
Two-Year Colleges	Applications	127	124	96
	Admits	77	64	70
	Confirms	13	12	14
Four-Year Colleges	Applications	235	210	166
	Admits	128	102	109
	Confirms	20	19	13
International/ Other Colleges	Applications	464	509	312
	Admits	51	22	21
	Confirms	6	5	2
Grand Total	Applications	826	843	574
	Admits	256	188	200
	Confirms	39	36	29



# Graduate Admission Update



ENROLLMENT MANAGEMENT  
AND STUDENT SUCCESS

# Spring 2026 New Graduate Census Enrollment

Applications by Program Type - Year to Date as of February 9

		Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
BA/MA	Apps	41	29	39	28	21
	Admits	36	26	28	21	15
	Confirms	35	24	26	18	13
Fee Paying Program	Apps	86	65	80	91	93
	Admits	70	43	53	67	58
	Confirms	51	33	37	31	24
Fee Paying Program and BA/MA	Apps	3	15	17	23	11
	Admits	2	14	15	23	10
	Confirms	2	12	14	21	10
Other Graduate Programs	Apps	153	184	193	246	190
	Admits	94	136	107	166	158
	Confirms	62	85	65	54	92
<b>Grand Total</b>	Apps	<b>283</b>	<b>293</b>	<b>329</b>	<b>388</b>	<b>315</b>
	Admits	<b>202</b>	<b>219</b>	<b>203</b>	<b>277</b>	<b>241</b>
	Confirms	<b>150</b>	<b>154</b>	<b>142</b>	<b>124</b>	<b>139</b>

\* Fee Paying programs are degree programs where less than 50% of tuition and fees are paid by a graduate assistantship or other internal funds. This includes all Market Driven Tuition, all online, and some on-campus programs



# Fall 2026 Graduate Update

Applications by Program Type - Year to Date as of February 25

		Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026
BA/MA	Apps	82	36	56	85	73
	Admits	68	28	48	62	44
	Confirms	59	22	42	45	40
Fee Paying Program	Apps	148	187	387	348	227
	Admits	51	112	210	154	136
	Confirms	22	60	118	58	58
Fee Paying Program and BA/MA	Apps	15	57	45	50	61
	Admits	12	47	39	47	51
	Confirms	10	41	35	45	46
Other Graduate Programs	Apps	1,880	1,787	2,134	2,467	1,600
	Admits	392	428	544	524	365
	Confirms	101	138	161	68	45
<b>Grand Total</b>	Apps	<b>2,125</b>	<b>2,067</b>	<b>2,622</b>	<b>2,950</b>	<b>1,961</b>
	Admits	<b>523</b>	<b>615</b>	<b>841</b>	<b>787</b>	<b>596</b>
	Confirms	<b>192</b>	<b>261</b>	<b>356</b>	<b>216</b>	<b>189</b>

\* Fee Paying programs are degree programs where less than 50% of tuition and fees are paid by a graduate assistantship or other internal funds. This includes all Market Driven Tuition, all online, and some on-campus programs



# Regionals Enrollment Update



ENROLLMENT MANAGEMENT  
AND STUDENT SUCCESS

# Spring 2026 Regionals Census New Student Enrollment

Campus Location		Year				
		Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
<b>Hamilton</b>	Applications	208	257	206	230	155
	Admits	145	188	157	169	110
	Confirms	145	188	157	168	93
	Total Registered 15th Day	72	85	82	83	61
<b>Middletown</b>	Applications	125	113	106	94	81
	Admits	80	79	80	57	44
	Confirms	80	79	80	57	34
	Total Registered 15th Day	43	37	40	18	20
<b>Online</b>	Applications	94	124	128	161	116
	Admits	55	82	88	101	69
	Confirms	55	82	88	101	56
	Total Registered 15th Day	31	33	48	50	22
<b>Grand Total</b>	Applications	427	494	440	485	352
	Admits	280	349	325	327	223
	Confirms	280	349	325	326	183
	Total Registered 15th Day	146	155	170	151	103

Data as of February 15



# Fall 2026 Regionals Application, Admission and Enrollment

Campus		App - Entry Term				
		Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026
<b>Hamilton</b>	Applications	621	499	443	492	415
	Admits	466	413	352	405	307
	Confirms	297	239	189	256	177
<b>Middletown</b>	Applications	260	194	176	200	134
	Admits	168	159	140	149	98
	Confirms	112	98	81	100	55
<b>Online</b>	Applications	74	56	72	97	84
	Admits	42	38	44	47	36
	Confirms	27	26	35	36	18
<b>Grand Total</b>	Applications	955	749	691	789	633
	Admits	676	610	536	601	441
	Confirms	436	363	305	392	250

Data as of February 25



# Recruitment and Yield Efforts

-  **ON-SITE APPLICATION WORKSHOPS**
-  **EXHAUSTIVE OUTREACH CAMPAIGNS:** Deployed best practices for recurring phone calls and texts to exhaust leads.
-  **COMPREHENSIVE MARKETING AND ADMISSION ADVISING:** By December 1, we had fully launched marketing and admission advising with a third-party firm with extensive online expertise.
-  **ONE CRM:** Students can change campuses, and we can change our recruitment strategies, seamlessly.
-  **SPRING APPLICATION CAMPAIGN:** No app fee and Miami swag. March Madness next month!

## **GAINING MOMENTUM**

We've gained 400 online undergrad leads since our November launch.

18,000 students were loaded into Regionals recruitment campaigns in February's first two weeks.

We are already up 20% in total prospects compared to last year's full Regionals recruiting cycle.



# Workday Student Update



ENROLLMENT MANAGEMENT  
AND STUDENT SUCCESS



# Communication Initiative

**Goal:** Establish a strategic, audience-driven communication framework to enhance clarity, engagement, and alignment.

## Campaign Personas

**Tailored messaging by audience.**

- Students (New and Continuing)
- Parents and Family
- Advisors
- Faculty
- Department Chairs
- Schedulers and Curriculum Managers
- Change Champions
- Support Groups

## Strategic Categorization

**Clear, purposeful content organization.**

- Need to Know vs. Nice to Know
- Push vs. Pull

## Delivery Modalities

**Thoughtful use of channels and formats.**

- Leverage Existing Channels/Senders\*
- Workday Newsletter
- Miami Matters
- Workday Info Website
- Email
- Coordinated Engagement Activities

### Focus Areas:

Consistent messaging from leaders; Aligned to student lifecycle; Clear process crosswalks

# Training and Simulation Overview

## WORKDAY STUDENT DEMOS

### CURRICULUM MANAGEMENT

March 2026 | Schedulers & Department Chairs

### ADVISING TOOLS

April 2026 | Advisors

### ATHLETICS

May 2026 | Coaches and Athletic Staff

### SPECIFIC POPULATIONS

June 2026 | Impacted Staff

### REGISTRATION OVERRIDES (RORs)

August 2026 | Advisors and Department Admins

## TRAINING

Training plan development progressing on schedule

- Role-based learning paths
- Targeted support resources
- Phased training waves for end users

March 3 Town Hall

Details on training scope, timelines, and deployment

## MOCK SEMESTER

The week of November 2, 2026.

- Test run of all processes, admission to graduation
- Community engagement from critical stakeholders including, students, faculty, advisors and other frontline staff



# Demo Tool: Articulate 360

**Curriculum Management in Workday: Interactive Demo Experience**

0% COMPLETE

## Getting Started: Workday Curriculum Management Overview

### Welcome to Workday Curriculum Management

Welcome to your introduction to Workday Curriculum Management! In this system preview, you'll gain an overview of how Workday streamlines curriculum management, supports your workflow, and enhances collaboration across Miami. We'll explore key features, essential terminology, and the benefits of transitioning to Workday—all designed to help you move forward with confidence. Stay tuned for an interactive demonstration coming up later in the course!

**Structured, self-paced e-learning**

**Interactive elements designed to immerse users in a simulated system environment**

**M**



# Workday Student Data Conversion and Validation



**72,983**

Active Students  
Converted



**58,564**

Courses  
Converted



**187,822**

Course Sections  
Converted



**1,984,112**

Course Registrations  
Converted

**“Active” Student conversion philosophy:** Students who have completed a transcriptable course within the past six years will have their entire academic record created in Workday. Students from outside of that range will be loaded into Workday with the data needed to produce their electronic transcripts.

Project team members must manually validate 10% of these conversions for each data load.



# PowerFAIDS Adoption

-  **HIGHER-ED FOCUSED:** Purpose built, best-in-class financial aid management system.
-  **BUILT FOR FINANCIAL AID:** Developed and maintained for 40 years by financial aid professionals.
-  **TRUSTED NATIONWIDE:** Used by 600+ colleges and universities across the nation.
-  **CUSTOMIZABLE:** Institutions using this platform range from small private colleges (<2,000 students) to large public universities (>30,000 students).

**COMING SOON**  
Will be implemented and integrated on a timeline to fully support Workday Student by Fall 2027.



# PowerFAIDS Timeline

PowerFAIDS™		Implementation (Steps to be go-live ready within 4 months)											Miami University Oxford Timeline Revised 2/9/26		
MONTHS 1-4															
Ongoing Customer Tasks in Addition to Scheduled Sessions															
IT & FA Checklists: IT & FA				Data Integration Development: IT & FA					Data Integration Testing (Test Database): IT & FA						
Recommended Configuration Worksheet Tab Due Dates & Estimated Level of Effort To Complete Outside of Meeting Times															
Configuration Worksheet Completion: FA											Due: Final POE & Budgets tab (1 to 10 hrs.)	Due: Final Documents & Messages tabs (1 to 5 hrs.)	Due: Final Fund tab (1 to 10 hrs.)	Due: Packaging tab (1 to 5 hrs.)	Due: Letter Templates & Task tabs (1 to 5 hrs.)
Calls and Configuration Sessions															
Weekly Calls: CB, FA, IT			Weekly Sessions: CB & FA												
1/22/2026	1/29/2026	2/5/2026	2/12/2026	2/19/2026	2/26/2026	3/5/2026	3/12/2026	3/19/2026	3/26/2026	4/2/2026	4/9/2026	4/16/2026	4/23/2026	4/30/2026	
Onboarding Guide Walkthrough (Including FA/IT Checklists)	Review Timeline FA/IT Checklist Status		Intro to Funds												
Review Sample Project Timeline	Preconfigured DB	Confirmation of FA/IT Checklist Completion Call	Intro to Tasks Workflow Configuration worksheet Q/A	Intro to POEs Intro to Budgets	POE & Budget Q/A Intro to Documents & Messages	Configure POEs & Budgets Documents & Messages Q/A	Data Integration Status Check Configure Documents & Messages	Funds Q/A Intro to Packaging Formulas	Configure Funds (Import) Packaging Formula Q/A	Intro to Letters Packaging Formula Q/A	Letters Q/A Configure Packaging Formula	Configure Letters Configure Tasks Workflow Intro to Net Partner	Configure Net Partner Manager	Testing & Validation	
Review Onboarding Survey Submission	Configuration Worksheets														
Review Data Integrations	Data Integration Considerations														
Technical Overview															





# Thank You!



ENROLLMENT MANAGEMENT  
AND STUDENT SUCCESS



# UCM Update

## February 2026





# Introduction | Topics

- **Athletics as a Brand Catalyst**
  - Publicity Value, Engagement, Opportunities
- **Strategic Collaborations with ICA**
  - Swoop, Hockey
- **A Few More Things**
  - Retail, Top Content, Gratitude

# Athletics as a Brand Catalyst

*Maximizing Momentum for Marketing Impact*



# Bowl Game Publicity Value

Miami's appearance in the Snoop Dogg Bowl yielded tremendous coverage on broadcast and social media.

- News Mentions:
  - 2024: 3,407
  - 2025: 6,080
- News Media Impressions:
  - 2024: 241M
  - 2025: 256M
- Television Audience:
  - 2024: 456k
  - 2025: 639k
- Social Media Impressions:
  - 2024: 43M
  - 2025: 88M





# Top Performing Athletic Social Media

Platform	Post	Engagements
Facebook	<a href="#">Snoop Dogg Arizona Bowl and the Miami University Marching Band</a>	24K+
Facebook	<a href="#">RedHawk Rowdies Overalls Giveaway</a>	15K+
Facebook	<a href="#">Governor Mike DeWine and First Lady Fran DeWine back at Millett</a>	13.4K+
LinkedIn	<a href="#">Miami Men's Basketball being named to the AP Top 25</a>	9.7K+
LinkedIn	<a href="#">Miami Men's Basketball being the only undefeated team in the nation</a>	9.1K+



# Men's and Women's Basketball, Hockey Earned Media Value

	2025	2026	Difference
<b>Mentions</b>	2.7k	4.8k	78% +
<b>Reach</b>	129.3M	353.9M	174% +
<b>National Mentions</b>	184	503	173% +
<b>Value</b>	\$5.2M	\$8.7M	67% +



# Men's Basketball Social Media Value

- Total Message Volume: **74.4K+** with 85% positive sentiment
- Total Unique Authors: **30,362**
- Total Engagements: **1.1M+**
- Potential Impressions: **7.57B**
- **Top U.S. States** Based on Potential Impressions:
  - Ohio (35.7M)
  - New York (9.2M)
  - New Jersey (6.7M)
  - Connecticut (6.4M)
  - Illinois (4.2M)
  - Massachusetts (2.6M)
  - Texas (2.4M)
  - California (2M)

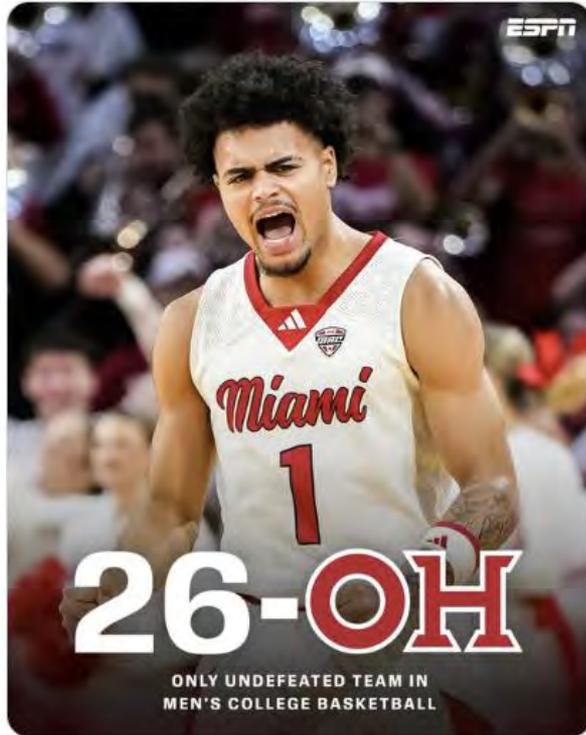
Account	Followers	Mentions
ESPN	57.2M+ on X 14.3M+ on YouTube	<ul style="list-style-type: none"> <li>• 4 captured mentions on X with potential impressions of ~228.8M+</li> <li>• 4 captured mentions on YouTube with potential impressions of ~57.2M</li> </ul>
SportsCenter	41.4M+ followers on X	<ul style="list-style-type: none"> <li>• 6 captured mentions on X with a potential impressions of ~248.4M</li> </ul>
Reddit	Subreddits Range: 41.2M to 1M followers	<ul style="list-style-type: none"> <li>• Multiple mentions in subreddits ranging anywhere from 41.2M+ to 1M+ followers</li> </ul>
Bloomberg	3M+ on YouTube	<ul style="list-style-type: none"> <li>• Alumnus and Starbucks Chairman &amp; CEO Brian Niccol gave a shout out to the Miami Men's Basketball team during a recent conversation with Bloomberg.</li> </ul>



ESPN @espn · Feb 17

THE REDHAWKS STAY UNDEFEATED! 🏆

Miami (OH) takes down UMass for its 26th straight win 🙄



150

855

9.2K

410K



SportsCenter

@SportsCenter



MAKE IT 21 WINS IN A ROW FOR THE REDHAWKS !!

Miami (OH) remains one of two undefeated teams left in men's college basketball 🏆



YouTube

Search



Starbucks Is Back, Says CEO to Bloomberg Television

Bloomberg Television

Join

Subscribe

262

Share

Ask

Save



24K views 2 weeks ago

Starbucks CEO Brian Niccol discusses what is driving the company's recent sales growth. Speaking with Romaine Bostick on "Bloomberg Open Interest," Niccol also comments on the company's pricing strategy, the outlook for demand in China and where he is seeing growth opportunities.

# ESPN Broadcast



- **\$3-5M** publicity estimate
- Average sustained audience of **683K** compared to:
  - 1/23/26 – Akron at Ohio – 12K on ESPNU
  - 1/27/26 – UMass at Miami (OH) – 48K on ESPNU
- **First MAC game** broadcast on ESPN this century
- **Most-watched** regular season MAC basketball game since 1999



# WEB ANALYTICS

## Organic Search Data

Oct. 20 - Feb 19, 2026 compared to previous period

- **2,523.53%** ↑  
increase in organic search engagement for Miami basketball
- **530.90%** ↑  
increase in organic search clicks from Miami basketball search inquiries
- **22.22%** – from 10.8 to 8.4  
climb in avg search position on Google

## Google Search Trends

Top queries ⓘ



United States Past 3 months

Query	Search interest ⓘ	Change ⓘ
1 miami		↑ +10% ⋮
2 miami basketball		↑ +20% ⋮
3 miami ohio		↑ +40% ⋮
4 ohio basketball		↑ +30% ⋮
5 miami ohio basketball		↑ +40% ⋮
6 miami basketball ohio		↑ +40% ⋮
7 ohio miami basketball		↑ +40% ⋮



# Opportunities for Prospective Student Engagement

Basketball success has helped drive higher engagement rates and make opportunities available for out-of-state.

- Jan. 20 **email to admits and inquiries who live within 150 miles** of campus offering tickets to Jan. 31 men's and women's games
- Feb. 9 email to **admits only who live within 100 miles of three away games** (men's and women's): UMass, Eastern Michigan, Ohio U.



MIAMI UNIVERSITY

**Big season. Big energy.**  
**BIG REDHAWK PRIDE!**

If you've seen the news, Maggie, then you already know — Miami University basketball is the talk of NCAA athletics!

Both the men's and women's teams are on an absolute roll, currently leading the MAC conference and attracting national recognition and respect.



You won't want to miss all of the excitement of our D1 RedHawk athletics in person, and now you don't need to wait until you're in Oxford next year!  
**Rise Up RedHawks!**



# Opportunities for Awareness Marketing





# Opportunities for Retail

- Nov./Dec. overall sales are **up 9.6%** YOY
- Campus vendors (Brick & Ivy and Dubois) are **up 11.1%** YOY

**Rally House** Ad · 🌐

Celebrate the basketball season with new Miami RedHawks gear 🏀❤️  
Shop shirts and sweatshirts at Rally House today 🔥

**MIAMI BASKETBALL**  
**LAST TEAM STANDING**

MIAMI I WAS (ET)BALL  
THE LAST UNDEFEATED TEAM 2025-26

MIAMI BASKETBALL  
THE LAST UNDEFEATED TEAM 2025-26

MIAMI BASKETBALL  
THE LAST UNDEFEATED TEAM 2025-26

MIAMI BASKETBALL  
THE LAST UNDEFEATED TEAM 2025-26

**RALLY HOUSE**  
LOCAL STORE

Shop Miami RedHawks Basketball Gear    Shop now

**TICKET TUESDAY PRESENTS...**

**2 T-SHIRTS...**

**+2 GENERAL ADMISSION TICKETS**

221

**LIMITED EDITION**  
**TRADING CARDS**  
MIAMI UNIVERSITY (OH) MEN'S BASKETBALL

14 CHAMPIONS 6 RARE CARDS

**RedHawks**

MIU TRADING CARDS  
20 CARDS

AVAILABLE EXCLUSIVELY AT  
**ATHLETE'S THREAD**

EVERY PURCHASE SUPPORTS YOUR  
**23-9**

14 BASE CARDS    6 RARE CARDS

**2026 FIRST EDITION PACK**

**CHAMPIONS DECK**



# Opportunities to Build Community

**Casper Nassen #33**  
Sport Management



MIAMI UNIVERSITY COLLEGE OF EDUCATION, HEALTH, AND SOCIETY

**Trey Perry #1**  
Sport Management



MIAMI UNIVERSITY COLLEGE OF EDUCATION, HEALTH, AND SOCIETY

**Emily VanTimmeren #23**  
Primary Education



MIAMI UNIVERSITY COLLEGE OF EDUCATION, HEALTH, AND SOCIETY

**miamiohehs**  
Miami University

**miamiohehs** 1d  
For the next several weeks, we will be celebrating the hardwork and incredible success of our in-season student athletes!

First up, a shoutout to primary education major, Emily VanTimmeren!

**bnzartman** 1d  
👍👍  
Reply

View insights [Boost post](#)

44 ❤️ 1 💬 1 🚩  
1 day ago

222 63 Add a comment...

**Miami University College of Arts and Science** ✓ Following

1,405 followers  
1d · 🌐

We're proud to recognize several CAS student athletes, starting with biology major and basketball player Justin Kirby.

Help us celebrate his and the UNBEATEN RedHawks' accomplishments this season!

[Miami University Miami RedHawks Athletics](#)

**Justin Kirby #6**  
Biology



MIAMI UNIVERSITY COLLEGE OF ARTS AND SCIENCE

27

(even more)

# ICA Strategic Collaborations





## Swoop: There it is!



## Campaign Overview

- Build school spirit
- Increase recognition of Swoop and RedHawks name
- Strengthen the connection between Swoop and audiences
- Transition Swoop's illustration from a "Youth Mark" to a "Spirit Mark" in our artsheet.



# Campaign Overview

- Showcase a relatable personality
- Connect to the greater Miami community; drive attendance to athletics
- Better support non-revenue sports
- Opportunity for an ongoing campaign for at least one school year — launching sports each season (spring, fall, winter)





# Swoop: There it is!

*UCM is supporting Swoop through:*

- **Costume:** UCM lead the updating of the Swoop costume with ICA ('25)
- **Poses:** UCM is designing a sport-specific Swoop for each DI sport and a new graduation Swoop ('25-'26)
- **Animations:** animated sport-specific Swoops coming soon for social and jumbotron usage (Spring '26)
- **Merchandise:** limited sport-specific Swoop marks now available in select stores
- **Fan engagement:** Support in-game on Feb. 21 through Swoop promo items (photo op w/ background, coloring book, wristband, shirts, plushies, and more)





# Swoop: There it is!



GOLF SWOOP



FOOTBALL SWOOP



ICE HOCKEY SWOOP



BASEBALL SWOOP



SOFTBALL SWOOP



BASKETBALL SWOOP



TENNIS SWOOP



VOLLEYBALL SWOOP



FIELD HOCKEY SWOOP



RUNNING SWOOP  
(TRACK AND FIELD/CROSS COUNTRY)



COMING  
SOON

SOCCER SWOOP



SWIMMING AND DIVING SWOOP



SYNCHRONIZED SKATING SWOOP



WELLNESS SWOOP



COMING  
SOON

GRADUATING SWOOP

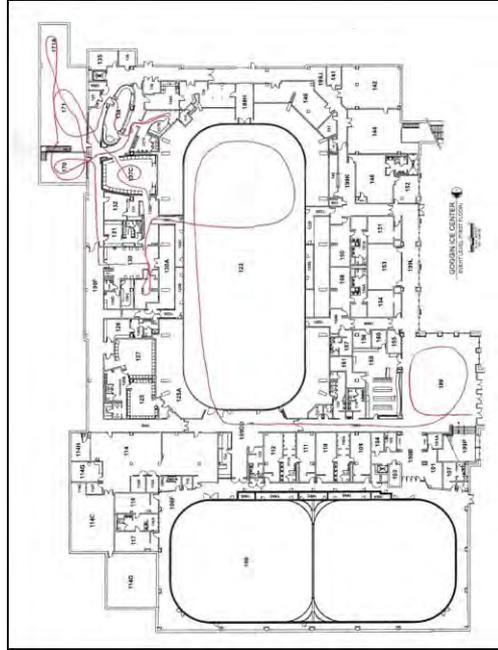




# Hockey Recruitment: Drone Tour



# Hockey Recruitment: Drone Tour



# Just A Few More Things





# Sustainable Choices

UCM collaborated with a vendor (Refried Apparel) to upcycle\* excess inventory left from Miami's eCommerce partnership with Dyehard

- A variety of items were sent to Refried. Once Refried received the items, they used a cut and sew method to create new items, reimagined in the USA. This mitigates landfill impact, water use, and creates one-of-a-kind items.
- Items created by Refried include totes, vests, jean jackets, t-shirts, hair ties, etc.
- These items are only available in store at Brick & Ivy
- UCM has plans to continue to gather excess apparel items from our retailers to create more product in the future



\* Upcycling is the process of converting excess products or materials into new products for better environmental value

# Top 5 Most-Loved Instagram Posts of 2025





# Top 5 Most-Loved Instagram Posts of 2025



**miamiuniversity** · Follow  
Paycor Stadium

**miamiuniversity** Edited · 46w  
We're proud to announce that Miami University is now the Official University of the Cincinnati Bengals!

This partnership celebrates our deep-rooted history. Paul Brown, the founder of the franchise, graduated from Miami in 1930 and is a charter member of the university's famed 'Cradle of Coaches.'

Mike Brown, Paul Brown's son and the leader of the Bengals today, came together with President Gregory Crawford to commemorate this historic

11.6K 128

March 26, 2025

Log in to like or comment.



**miamiuniversity** · Follow

**miamiuniversity** 11w  
POV: you go to a school where you can experience ALL FOUR seasons to the fullest. 🌨️🌞🍂🌸 #LoveAndHonor



**monicajaenicke** 10w

Like Reply

**leah.miller23** 10w

9.3K 23

December 3, 2025

Log in to like or comment.



# Thank you!

Jessica Rivinius [rivinius@miamioh.edu](mailto:rivinius@miamioh.edu)



Approved by the Board of Trustees

February 27, 2026



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

February 27, 2026  
 Academic Affairs

**RESOLUTION R2026-35**

**BE IT RESOLVED** that the Board of Trustees hereby approved the following faculty and librarians for promotion and tenure, effective July 1, 2026:

First Name	Last Name	Division	Campus	Department	Promotion Recommendation
Riley	Acton	FSB	Oxford	Economics	Associate Professor and Tenure
Chad	Anderson	FSB	Oxford	Information Systems & Analytics	Associate Professor and Tenure
Phillip	Arceneaux	CAS	Oxford	Media, Journalism and Film	Associate Professor and Tenure
Racheal	Rothrock	EHS	Oxford	Teaching, Curriculum and Educational Inquiry	Associate Professor and Tenure
Suman	Bhunia	CEC	Oxford	Computer Science and Software Engineering	Associate Professor and Tenure
Sina	Esteky	FSB	Oxford	Marketing	Associate Professor and Tenure
David	Gempesaw	FSB	Oxford	Finance	Associate Professor and Tenure
Richard	James	CCA	Oxford	Art	Associate Professor and Tenure
Elliott	Jardin	CLAAS	Middletown	Social and Behavioral Sciences	Associate Professor and Tenure
Caitlin	Jeanmougin	CLAAS	Hamilton	Nursing	Associate Professor and Tenure
Dee	Kinney	CLAAS	Hamilton	Education and Society	Associate Professor and Tenure
Youngaah	Koh	CCA	Oxford	Arts Management and Entrepreneurship Program	Associate Professor and Tenure
Donghyung	Lee	CAS	Oxford	Statistics	Associate Professor and Tenure
Rock	Mancini	CAS	Oxford	Chemistry and Biochemistry	Associate Professor and Tenure
Michael	O'Connell	CAS	Oxford	Statistics	Associate Professor and Tenure
Aaron	Pergram	CCA	Oxford	Music	Associate Professor and Tenure
Joseph	Ransdell	CAS	Oxford	Biology	Associate Professor and Tenure
Maciej	Rysz	FSB	Oxford	Information Systems & Analytics	Associate Professor and Tenure
Jennifer	Schumacher	CLAAS	Hamilton	Biological Sciences	Associate Professor and Tenure
Russell	Simonsen	CAS	Oxford	Spanish and Portuguese	Associate Professor and Tenure
Adam	Strantz	CCA	Oxford	Emerging Technology Business and Design	Associate Professor and Tenure
Leping	You	CAS	Oxford	Media, Journalism and Film	Associate Professor and Tenure
Jason	Berberich	CEC	Oxford	Chemical, Paper and Biomedical Engineering	Full Professor

Per	Bloland	CCA	Oxford	Music	Full Professor
Michelle	Buchberger	CLAAS	Hamilton	Interdisciplinary and Communication Studies	Full Professor
Gregory	Fisher	FSB	Oxford	Marketing	Full Professor
Haim	Kassa	FSB	Oxford	Finance	Full Professor
Hannah	Lee	FSB	Oxford	Marketing	Full Professor
Vahagn	Manukian	CAS	Oxford	Mathematics	Full Professor
Tatjana	Miljkovic	CAS	Oxford	Statistics	Full Professor
Anna	Radke	CAS	Oxford	Psychology	Full Professor
Maria	Weese	FSB	Oxford	Information Systems & Analytics	Full Professor
Ken	Irwin	LIB	Oxford	Library Systems	Principal Librarian
Megan	Jaskowiak	LIB	Oxford	Advise and Instruct	Associate Librarian and Continuing Contract
Carla	Myers	LIB	Oxford	Scholarly Communications	Principal Librarian

# Division of Student Life

## NEWS AND UPDATES | February 2026

Community and belonging • Student transitions • Academic support  
• Health and wellness • **Engagement and leadership**

This report highlights how the Division of Student Life engages students in meaningful leadership experiences that foster responsibility, initiative, and impact. Through involvement, training, and real-world practice, students develop the skills and confidence to contribute to campus life and lead beyond the university.

### President's Distinguished Achievement Awards

Each year, Miami recognizes 15-20 graduating seniors whose extraordinary service exemplifies citizen leadership through the President's Distinguished Service Award. Beginning this spring, this recognition will expand to include the new President's Distinguished Student Scholar Award, honoring seniors for exceptional scholarship, creative artistry, or intellectual leadership with meaningful contributions to society. Recipients of both awards will be recognized at a formal ceremony in April and will receive a medallion to wear during commencement. These awards, coordinated by the Division of Student Life, reinforce Miami's commitment to celebrating students who lead with purpose and make a lasting impact through service, scholarship, and leadership.

### New Communication and Engagement Platform

The Division of Student Life is leading implementation of the Hallmark Experiences Thrive initiative focused on strengthening the student engagement infrastructure. Following a competitive RFP and comprehensive review process, the Hallmark Experiences committee selected Ready Education's Campus Groups as Miami's new student engagement and communication platform. The platform will replace several existing systems, positioning the university to more effectively connect students with leadership opportunities, organizations, and experiences across campus. This effort reflects the division's leadership in advancing a modern, integrated approach to student engagement and communication. The platform is expected to launch in April 2026.

### In Memoriam: Dan Darkow

Dan Darkow, director of the Miller Center for Student Disability Services, passed away on February 11, 2026. Dan began his service to Miami in 2015 as a graduate assistant and went on to lead institutional efforts to strengthen accessibility and inclusion for disabled students. He also served as an adjunct instructor in Miami's Disability Studies program. Beyond Miami, Dan contributed to disability advocacy and higher education initiatives through non-profit and professional association work. Dan's leadership and generosity and his commitment to ensuring access for all students will continue to shape Miami's work for years to come.



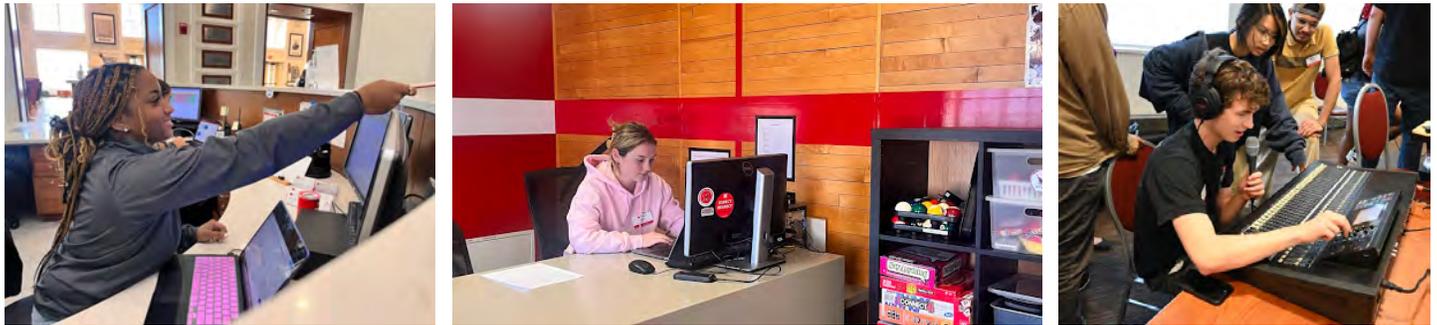
**The Division of Student Life: Learning. Growth. Success.**

# High-Impact Leadership

The Division of Student Life prepares students to lead by empowering them through visible, high-impact roles that shape the campus experience for others. Through operational leadership, institutional dialogue, and peer leadership positions, students practice accountability, decision-making, and partnership in real-world settings.

## Student Leadership in Action at the Armstrong Student Center

The learning environment at Miami extends well beyond the four walls of a lecture hall. Through a robust student employment program, the **Armstrong Student Center** serves as a leadership laboratory for 81 student employees. These students open and close the facility, coordinate event logistics, and respond to real-time operational challenges. Through rigorous training and practice, they move quickly from observers to decision-makers in a highly visible, public-facing environment. This setting allows them to build and practice planning, communication, and problem-solving skills. The program emphasizes accountability and professional growth through structured feedback, including peer-to-peer performance reviews. As a result, students graduate with more than work experience; they leave with demonstrated leadership capacity and a proven ability to manage people, projects, and complex environments.



▲ Students work 11-15 hours per week and serve as building and events managers, event services staff, Commuter Center staff, and information desk specialists.

## Student Orientation Undergraduate Leaders (SOULs)

Through the **Office of Orientation and Transition Programs**, 24-26 SOULs serve in highly visible leadership roles, representing Miami and guiding new students through orientation. SOULs complete extensive preparation, including a leadership-focused spring semester course and a training intensive designed to build group leadership, communication, and problem-solving skills.

During orientation, SOULs facilitate small-group discussions, guide students through schedules and logistics, and serve as trusted resources for students and parents on campus life and involvement. In summer 2025, 96.2% of new students reported that interactions with their SOUL positively influenced their orientation experience, underscoring the impact of peer leadership in shaping first impressions of Miami.

## Breaking Bread with BaShaun

The **Office of the Dean of Students** provides a structured forum for student leaders to engage directly with Dean BaShaun Smith on issues shaping the Miami experience. Through small-group lunches with student organizations, *Breaking Bread with BaShaun* elevates student perspectives, encourages civic dialogue, and reinforces shared responsibility for campus life. During the fall 2025 semester, Dean Smith met with leaders from 16 student organizations, engaging 98 students in conversations that surfaced insights on student needs, organizational leadership, and campus priorities. These discussions strengthen students' leadership capacity by modeling constructive dialogue, advocacy, and partnership, while ensuring student voices meaningfully inform divisional decision-making.



▲ Counterclockwise: Dean of Students BaShaun Smith meets with HAWKS Peer Health Educators, Dance Theatre, and Associated Student Government.

# Training and Capacity Building

Leadership capacity is developed through intentional learning and practice. The Division of Student Life offers a comprehensive set of training experiences that equip students with the skills, perspective, and readiness to lead with purpose.

## Strengths-Based Development

The **Wilks Institute for Leadership and Service** continues to expand leadership training through the U-Lead pre-semester program and ongoing CliftonStrengths development. U-Lead is seeing increasing interest, growing from 55 participants in fall 2024 to 80 participants in fall 2025. The program introduces new students to leadership development through a strengths-based framework and employs a peer leadership model, with undergraduate coordinators and small group leaders drawn from previous cohorts.

Throughout fall 2025, the Wilks Institute further supported leadership capacity building by offering 29 individual CliftonStrengths coaching sessions and workshops, attended by 143 students and faculty. Together, these efforts reflect the division's intentional approach to developing self-aware, capable leaders through structured training and development opportunities.



▲ U-Lead is a four-day pre-semester program in August.

## HAWKS' Alumni Engagement

HAWKS Peer Health Educators in the **Office of Student Wellness** engage with program alumni to better understand how leadership skills developed at Miami translate into professional practice. Through facilitated conversations focused on life after graduation, alumni reflect on how their experiences as peer educators shaped their communication, decision-making, and leadership in their careers.

Recent alumni engagement included Dr. Brent Rau '08, Director of Emergency Medicine at Allegheny General Hospital, who shared how skills developed through HAWKS continue to inform his leadership approach. These experiences provide current students with concrete examples of how co-curricular leadership skills builds lasting professional capacity.

► Dr. Rau is considered to be the real life Dr. Robby from the Emmy winning show *The Pitt*.

## Student Organization Workshops

Beginning in spring 2026, the **Office of Student Engagement and Activities** is launching a redesigned student organization workshop program to strengthen the operational and leadership capacity of student organization leaders. The updated model introduces two required foundational workshops: *student organization 101* and *student organization finances*. These workshops aim to equip student leaders with the skills and tools to manage their organizations responsibly and effectively.

Beyond these requirements, student leaders select additional workshops aligned with their organization's needs and funding tier, reinforcing accountability, informed decision-making, and responsible stewardship of resources. This approach supports student leaders in developing practical leadership skills while improving organizational sustainability and reducing operational and financial challenges across campus.

## LeaderShape: Living in Possibility

The **Wilks Institute for Leadership and Service** partnered with the nationally-recognized leadership development program LeaderShape to offer *Living in Possibility* to Miami students in fall 2024 and fall 2025. The program challenges student leaders to develop "possibility thinking," encouraging them to look beyond limitations, question assumptions, and approach leadership with creativity and purpose. Participants were drawn from the Scholar Leader Living-Learning Community, a selective cohort of approximately 75 students chosen each year for their commitment to leadership development, collaboration, and service.



# Peer Leadership

Peer leadership is a powerful model for developing responsibility, influence, and shared learning. These programs not only impact the students who engage with peer leaders, but they also provide valuable practice and confidence-building among the leaders themselves.

## Peer Leadership in Jumpstarting Disability Access

Across multiple pre-semester initiatives, Student Life engages student peer leaders to support incoming students. One example is the **Miller Center for Student Disability Services' Jumpstarting Disability Access** program, where peer leaders serve in hands-on roles facilitating small-group interactions, sharing insight and experiences, and helping new students navigate the expectations of college life with a disability.

These peer leaders strengthen their communication, leadership, and advocacy skills while contributing to a successful start for new students. In addition to providing leadership practice for the peer leaders themselves, this model helps incoming students see leadership in action and imagine their own future pathways as student leaders at Miami.

---

"I enjoyed encouraging and supporting students in navigating this major life transition. [...] I loved getting to instill confidence and hope in these students and remind them that they are enough just as they are."

-Peer Leader, *Jumpstarting Disability Access* (2025)

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## Civic Engagement

The **Wilks Institute for Leadership and Service** empowers students to take active leadership roles in strengthening civic participation on campus through civic engagement programming. Wilks Ambassadors lead peer-to-peer voter registration efforts, helping students understand their options for participating in elections. Student leaders also plan and facilitate campus and community engagement initiatives, including *Election Hero Day* at the Butler County Board of Elections and *Party at the Polls*, an all-day Election Day event at the Marcum. Additionally, Wilks hosted a *Living Room Conversation on Voting Rights* in fall 2025, creating space for students to engage in constructive dialogue and shared learning about how voting laws shape their experiences. Through these experiences, students develop leadership skills in communication, collaboration, and civic dialogue while building meaningful connections with local community partners.



▲ From left: Wilks' civic engagement team poses for a selfie, handwritten thank you notes for Election Hero Day 2025, and a group photo at the Party at the Polls table.

## Akimaansa Internship

**Miami Tribe Relations** coordinated the Akimaansa Internship program in summer 2025, through which seven Myaamia students and recent graduates deepened their cultural knowledge and developed skills as educators and leaders. The internship program included five weeks of training on leadership, communication, and cultural knowledge. The interns served as counselors for Myaamia summer youth programs and as ambassadors at the 2025 Smithsonian Folklife Festival in Washington, D.C. The festival offered Akimaansa interns opportunities to engage with thousands of visitors and share their experiences with Myaamia language and cultural revitalization.



▲ The Akimaansa interns practice Myaamia ribbonwork with Karen Baldwin.

# By The Numbers

Leadership and engagement at Miami University are reflected both in the numbers and in the individual journeys of our students. Together, these snapshots illustrate the scale of student involvement at Miami.

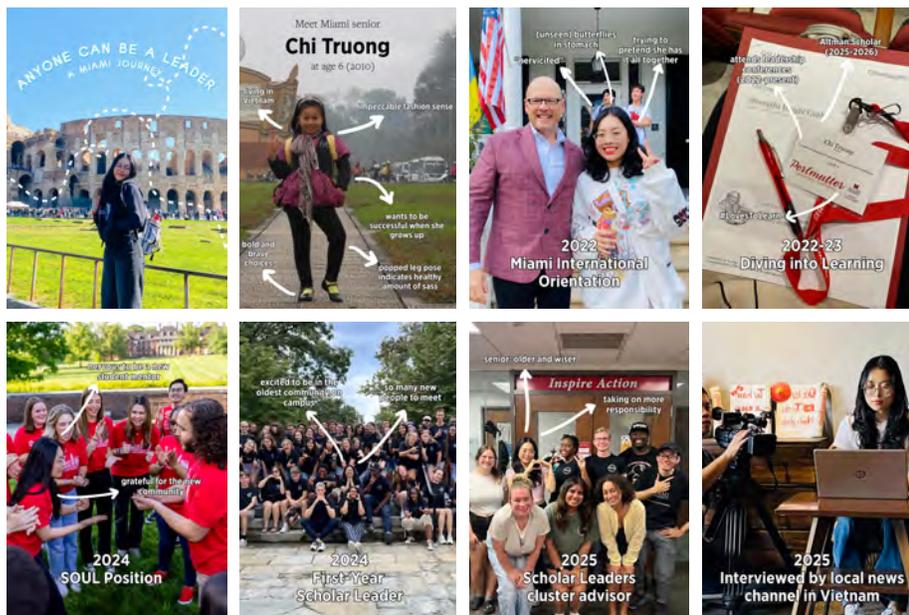
## Fraternity and Sorority Recruitment: Growth and Engagement

Miami's fraternity and sorority community continues to demonstrate strong student interest and effective recruitment outcomes through the **Cliff Alexander Office of Fraternity and Sorority Life**. In spring 2026, 57% of first-year women participated in Panhellenic sorority recruitment, with 1,349 women registering and 1,031 receiving bids (40% of women in the first-year class, up from the typical 33-34%). Notably, no potential new members were released by chapters during the first three rounds; attrition occurred only when students chose to withdraw from the process or during preference round when students were not willing to accept bids from multiple chapters. Nearly all chapters met quota, reflecting a healthy and balanced recruitment.

Interest in fraternity recruitment also remained strong, with 45% of first-year men registering for the Interfraternity Council's (IFC's) primary recruitment process in 2026. Of the 859 men who registered, 660 received and accepted bids, continuing a steady upward trend over the past four years. Overall, the fraternity and sorority community now includes nearly 6,000 students, with IFC membership reaching 2,328 members, its largest size since the year 2000.

## Anyone Can be a Leader

Student Life launched an Instagram series in fall 2025 to showcase how leadership at Miami is developed over time through engagement and experience. The series traces students' paths from childhood to their arrival on campus to their growth as campus leaders through involvement in student organizations, internships, and leadership roles. The series aims to demonstrate that leadership is not limited to titles; it is built through participation, responsibility, and initiative. The series also illustrates the variety of pathways for students to discover their potential, apply their skills, and emerge as confident leaders prepared to contribute beyond the university.



▲ The first post in the "Anyone Can be a Leader" series highlighted senior international student Chi Trung.

## Involvement Numbers

The **Office of Student Engagement and Activities** is also seeing rising involvement numbers this year.

# 591

student organizations are registered on the Hub

# 14,522

attendees at fall MAP programs

## New Student Life Director

The Division of Student Life has welcomed Gracie Herbert '13 as its inaugural director of **Strategic Operations and Initiatives**, a new



role designed to help advance the division's priorities through innovation, coordination, and recognition. Herbert brings extensive experience in donor engagement, project management, and recognition programming to the role. Most recently, she served as Miami's associate director of donor engagement. Prior to Miami, she worked in development at the YWCA in Knoxville and the Tennessee Valley. A Miami graduate (2013) and former SOUL, Herbert also holds a master's degree in nonprofit administration and is completing a master's degree in educational leadership in higher education at Harvard University.

# MIAMI UNIVERSITY

Campus Services Center

## 2025-2026 Occupancy Report #3 (Spring Semester)

2/6/2026

Building Name	Standard Capacity	Residents	Occupancy %	Vacancies	Doubles Sold as Singles
Anderson	217	195	90%	17	5
Bishop	94	87	93%	5	2
Brandon	144	137	95%	5	2
Clawson	120	117	98%	3	0
Collins	145	138	95%	4	3
Dennison	271	243	90%	25	3
Dodds	196	189	96%	6	1
Dorsey	212	182	86%	27	3
Elliott	35	34	97%	1	0
Emerson	337	302	90%	28	7
Etheridge	237	218	92%	11	8
Flower	265	237	89%	25	3
Hahne	366	337	92%	24	5
Hamilton	180	165	92%	14	1
Havighurst	332	316	95%	15	1
Hawks Landing (Leased Apts)	112	103	92%	9	0
Hepburn	267	243	91%	20	4
Heritage Commons					
Blanchard House	72	67	93%	5	0
Fisher	72	64	89%	8	0
Logan	70	66	94%	4	0
Pines Lodge	72	65	90%	7	0
Reid	72	65	90%	7	0
Tallawanda	72	70	97%	2	0
Hillcrest	260	248	95%	1	11
Hodge	251	236	94%	5	10
MacCracken	175	166	95%	9	0
Maplestreet Station	90	82	91%	7	1
Marcum	348	316	91%	25	7
McBride	138	135	98%	3	0
McFarland	143	123	86%	18	2
McKee	79	70	89%	9	0
Minnich	253	234	92%	11	8
Morris	359	337	94%	18	4
Ogden	156	141	90%	13	2
Peabody	153	135	88%	18	0
Porter	181	175	97%	6	0
Richard	212	200	94%	7	5
Scott	253	237	94%	12	4
Stanton	203	176	87%	25	2
Stoddard	45	43	96%	2	0
Symmes	197	181	92%	15	1
Tappan	293	263	90%	22	8
Withrow	281	268	95%	11	2
Young	259	246	0%	9	4
<b>Grand Totals</b>	<b>8289</b>	<b>7652</b>	<b>92%</b>	<b>518</b>	<b>119</b>
One Year Ago	8173	7538	92%	572	63

	Spring '25	Spring '26
<b>New Students Spring</b>		
First Year	27	21
Transfer & Exchange	65	68
Regional Relocation	6	4
Returning Upper-class	39	54
	<b>137</b>	<b>147</b>
<b>Students Who Left Housing</b>		
First Year*	205	158
Upper-class*	279	342
	<b>484</b>	<b>500</b>
*Graduates, Withdrawals, Suspensions, Study Abroad, Student Teaching, Job Co-op, Contract Releases		

<b>Multi-Year History of Fall to Spring Occupancy Changes</b>		
	New	Left Us*
2025 - 2026	147	(500)
2024 - 2025	137	(484)
2023 - 2024	152	(485)
2022 - 2023	139	(453)
2021 - 2022	195	(439)
2020 - 2021	-	-
2019 - 2020	170	(478)
2018 - 2019	168	(426)
2017 - 2018	200	(390)
2016 - 2017	248	(337)
2015 - 2016	299	(388)
2014 - 2015	274	(399)
2013 - 2014	254	(387)
2012 - 2013	248	(452)
2011 - 2012	221	(469)
2010 - 2011	249	(470)
2009 - 2010	243	(454)
2008 - 2009	243	(410)
*Suspensions, Study Abroad, Student Teaching, Internships, Contract Releases		

<b>Total Occupancy</b>	<b>7,652</b>
Increase from Last Year	<b>114</b>

# Office of Residence Life

## Division of Student Life | Board of Trustees Report

February 2026

The Office of Residence Life (ORL) has five core functions: (1) to provide safe and healthy homes, (2) to assist in increasing persistence and retention, (3) to develop engaging and inclusive environments, (4) to extend the learning environment beyond the classroom, and (5) to ease students' transition to adulthood. Our approach to residential education includes formal strategies, informal interactions, crisis response, and after-crisis care.

### Crisis/Emergency Interventions

The residence life staff is trained every year to respond to crisis and emergency situations. These situations range in their severity and nature, and include incidents such as panic attacks, floods, medical incidents, etc. In the 2023-24 academic year, ORL handled 156 incidents. In the 2024-25 academic year, our staff managed 206 such incidents. Our training continues to include reviews of protocol, policies and practices plus hands-on, practical training called *Behind Closed Doors*, where professional and student staff practice handling difficult situations, learn from each other, and receive guidance from experienced professional staff and partners from across campus (e.g., MUPD, Student Counseling, Student Wellness, etc.).

### Roommate Conflict Tracking

For many years, ORL staff have held that positive roommate relations have little to do with similarities in lifestyle, interests and backgrounds. Rather, we believe that roommate success is based on good communication and mutual respect.

We recently observed that student and parent anxiety over current and even unknown future roommates was increasing. For example, shortly after roommate assignments were announced, many students contacted ORL and the Campus Services Center asking for a change, before students even met.

We noted another change as well. Typically, about 50% of incoming new students submit a mutual roommate request (while the other 50% elect to be assigned a random roommate). This year, 67% of incoming students selected a roommate. Based on this data and our anecdotal observations, we decided to investigate further. In the fall of 2025 the ORL staff tracked every roommate conflict, no matter how minor or severe, that was brought to our attention. The findings were compelling.

- Of the 6,700 students with roommates on campus, **only 109 roommate conflicts were reported**. This means that the overwhelming majority of roommates do not experience a conflict that they didn't resolve themselves.
- Of those 109 roommate conflicts, 58% of the students involved had chosen their roommates. This means that selecting your roommate is not any kind of guarantee that you will not have a roommate conflict.
- Of the 109 roommate conflicts, 19 of them were in triple rooms - a rate higher than doubles.

Given these results, we will be updating our roommate messaging to incoming students during the admission process, on the housing contract, during orientation, and via social media. The messages will emphasize:

- Over 98% of students with roommates at Miami do not have any significant roommate conflict, so of all the things you might be worrying about, your future roommate should not be one of them.
- Preselecting a roommate is not a predictor of success for roommate relationships. “Going random” is not a problem.

**ALL Survey**

The Assessment of Living and Learning (ALL) survey is sent to all residential students each fall. The survey asks students about their RAs, professional staff, Living Learning Community, and the residential environment.

We have observed the past few years our response rate steadily decreasing. In the fall of 2024, fewer than 1,000 students responded to the survey. Some residence halls had fewer than 20 responses, which made it difficult to draw any conclusions from the data. In fall 2025, we shortened the survey, adjusted the timing, and asked RAs to give time for students to complete the survey in their end of semester corridor meetings. Those efforts were effective; we collected over 1,600 responses this fall.

Student responses demonstrate an overall positive experience in the residence halls and with the ORL staff. Residents assistants were found to be **highly visible** in their community (92.8% agree or strongly agree), **knowledgeable about campus resources** (96.6% agree or strongly agree), and an **effective community builder** (91.9% agree or strongly agree).

The ORL professional staff were found to be **responsive to students' needs** (93.2% agree or strongly agree) and a **good resource** who can answer questions about Miami (93.6% agree or strongly agree). Students continue to feel safe in their residential community (98.7% agree or strongly agree) and are “having a positive experience in [their] residential community” (93% agree or strongly agree).

Even though alcohol-related incidents continue to rise to pre-Covid levels, students reported mixed rates of being bothered by alcohol-related incidents:

In your residential community, have there been times when you have experienced a negative consequence from alcohol in the following ways?	Dec. 2024	Dec. 2025
I have had my studying or sleeping disturbed by others who had been intoxicated	12.4%	10.0%
I have had to help a friend, roommate, or another resident who was intoxicated	10.5%	11.6%
I live in a place where vandalism has occurred	6.3%	5.4%

We continue to work with the Office of Student Wellness to provide alcohol and other drug programs in the residence halls and with the Office of Community Standards to address all violations of alcohol policies.

## Planning for the future

**THRIVE INITIATIVES: Neighborhoods and Staffing Model Changes.** We are spending considerable time this year planning to implement changes to our staffing model and the way we organize and offer access to our Living Learning Communities (LLCs) in the coming year. As directed by the THRIVE committee, we are relocating related LLCs to common neighborhoods with the hope of increasing the impact of LLCs on students' experience in the residence halls. We have identified nine neighborhoods:

Residential Neighborhoods Planned for Fall 2026		
Leadership Neighborhood	Compass Neighborhood	Sorority Neighborhood
Impact Neighborhood	Honors College Neighborhood	Creativity Neighborhood
Recreation and Wellness Neighborhood	STEM+ Neighborhood	Global Neighborhood

Our THRIVE initiatives also include significant changes to our professional staff model. We are adding an Area Coordinator position to our staffing model. Area Coordinators will supervise other members of the professional staff and oversee the LLC initiatives in each neighborhood. Simultaneously we will be eliminating 10 positions (over the next one to two years through attrition) from the central and professional staff. Some of the funds saved from this plan will be used to increase staff salaries to bring them closer to industry standards. This plan will also provide a promotion opportunity within our system as staff members become more experienced and look for their next position, helping us retain talented staff.

The THRIVE plans also will create an opportunity for students to get involved in LLCs in other buildings across campus. Students who were placed in the Explore Miami Living Learning Community or who did not get their top choice of LLC because they preferred their roommate choice over their LLC choices will be offered the chance to **affiliate** with an LLC in another community. They will be invited to programs and initiatives with their affiliated LLC.

### New Living Learning Communities for Fall 2026

We are proud to work with academic and staff partners across campus to offer two new Living Learning Communities in the Fall of 2026. The **Leadership and Sport LLC** builds off the [Miami Recreation Leadership Academy](#) through Miami Recreation and focuses on students who are interested in leadership roles in health, recreation, wellness, or sport. This might include recreation jobs on campus, club sport participation, coaching, officiating, or career endeavors.

The **Civic Thought and Practice LLC** will be a vibrant residential learning program that empowers Miami students to engage in courageous, honest, and respectful conversations about the fundamental questions of human and civic life. Programming focused on civic knowledge and meaningful dialogue aims to foster the habits, dispositions, and skills required for students to address difficult questions, embrace diversity of ideas, and contribute thoughtfully to society. This LLC is a new partnership between ORL and the new Center for Civics, Culture, and Society at Miami.

**Miami University – Board of Trustees**  
***Global Initiatives Update*** February 2026

**Cheryl D. Young, PhD**  
Associate Vice President, Global Initiatives

Under a mission to lead and support the comprehensive internationalization of Miami University, [Global Initiatives](#) focuses on student success and academic excellence with a commitment to globally focused experiences, and acts as the connective tissue for all institutional internationalization and global learning realms of the university experience for faculty, staff, and students. During the 2025-26 academic year Global Initiatives staff are focused on being future ready in the constantly changing global environment, taking full advantage of technological advancements, and bold leadership informed by years of international higher education experience on the Global Initiatives team.

Global Initiatives centers and offices include Education Abroad, the Miami University Dolibois European Center (MUDEC), International Student & Scholar Services, Global Partnerships, the Miami University International Student Center, the English Language Learner Writing Center, and Continuing Education. Each of these units contributes significantly to the commitment to international education through academic programs and courses, experiential learning, co-curricular activities and programs, and global partnerships aligned with institutional strategies.

### **Education Abroad**

The [Education Abroad](#) office at Miami supports Study Abroad and Study Away programs. We welcomed Lee Armstrong to the office recently as the Director of Education Abroad. Ms. Armstrong brings over 20 years of experience in international education. The Education Abroad team and leadership use their global learning and international education expertise in collaboration with faculty to develop meaningful and impactful faculty led programs, support the Miami University Dolibois European Center, advise students considering study abroad, and support other experiential global learning realms such as internships, service learning, and student research projects and interests. The advising staff play a crucial role in bridging international experiences with career development by assisting students to align program choices with professional goals, fostering intercultural skill, and translating their experience into marketable skills.

Miami University is a national leader in education abroad with over 2,500 students traveling annually. The primary destinations for Miami students include Luxembourg, Italy, Spain, Costa Rica, the United Kingdom, and Nepal. The majority of our students are traveling with our outstanding faculty in programs that are developed collaboratively with the academic departments and divisions, including Project Dragonfly, FSB Global, as well as the Honor's College. In 2025-26 over 130 faculty led programs have been proposed and approved, with every academic division represented, and many interdisciplinary efforts offered in the growing areas of global health, leadership management, and global internships.

## Miami University Dolibois European Center (MUDEC)

The [European Center](#) continues to experience a significant growth in enrollments with more housing options, a more focused curriculum allowing students to advance in their academic path, and increased experiential learning opportunities. In 2024-25, MUDEC hosted 508 students through the semester base programs and workshops, both credit and non-credit.

During the summer session, MUDEC has hosted an immersive English language summer camp for children enrolled in the local international school. This camp has become a staple of the MUDEC summer session and allows pre-service P-12 teachers from College of Education, Health, and Society to gain hands-on experience planning and delivering academic instruction, creating a global learning environment, and communicate across cultures with parents and students. This year, SLAM students also participated in developing activities for the children in the camp through an internship allowing them to also gain cross cultural experience. This program is led by Assistant Teaching Professor Robin Schell and Melissa Chase, Professor & Chair, Department of Sports Leadership and Management with significant support from MUDEC staff.

## International Student & Scholar Services

The [International Student & Scholar Services](#) (ISSS) office leads the effort to support international students and scholars from the point of commitment to Miami through alumni status. Currently there are about 1,000 international students studying at Miami across all campuses, at the graduate or undergraduate level, or in Optional Practical Training (OPT) opportunities throughout the United States under the guidance of Miami University advisors and staff.

The [International Student Center](#) in MacMillan Hall is a global commons area, welcoming international and domestic students with globally focused programming, academic and social support, global treats, and drop-in advising.

## Global Partnerships

The [Global Partnerships](#) office, led by Karla Guinigundo, endeavors to expand the Miami University global reach through partnerships with academic institutions and organizations abroad, sponsored programming, and global and national fellowships support. Currently there are over 50 active collaborations developed intentionally to ensure deep and meaningful partnerships focused on co-creation, shared risks, and an alignment with core missions on all sides of the agreements.

In collaboration with the Honor's College, Ms. Guinigundo leads the [National Fellowships Committee](#), coordinates the international and liberal arts fellowships, as well as serving as the chief [Fulbright](#) advisor for Miami University. In 2024-25 six Miamians received Fulbright awards and two were named alternates. In 2025-26 14 students and recent alumni applied for Fulbright grants, with five moving on as semifinalists. Final results will be announced later this

spring. More than 60 Miami students and alumni have won Fulbright U.S. Student Program grants in the past decade.

### **Continuing Education**

The [Continuing Education](#) office offers robust non-credit and credit learning opportunities across the campus and community. Examples include: Ohio Writing Project master's degree program courses, the manufacturing process workshop on material selection, career exploration opportunities in the U.S. and abroad, and not for credit study abroad and internship opportunities abroad. The Continuing Education also staff administer the State of Ohio [Sixty Plus Program](#) at Miami University. This program allows eligible Ohio residents to audit courses for self-enrichment on a space available basis

The [Institute for Learning in Retirement \(ILR\)](#) was founded in 1997 by the Continuing Education office dedicated to bringing the richness of Miami University academic offerings, faculty, and programming to the local community of lifelong learners. ILR grew significantly over the years with over 300 members in 2024-25. In collaboration with the faculty and staff in the [Scripps Gerontology Center](#), a decision was made to move the ILR to the Scripps administrative structure where the program would benefit from their robust staffing structure, development and communications teams, and other assistance. This was a bittersweet decision for those of us who worked with ILR from their founding days, but it is in the best interest of the program and sustaining it into the future to explore, develop, and share knowledge and skills.

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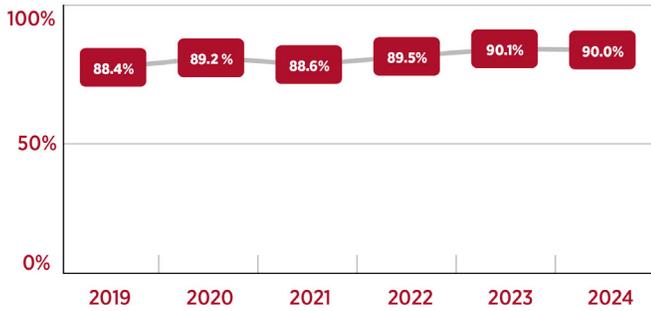
**Global Initiatives**  
**214 MacMillan Hall**  
[global@miamioh.edu](mailto:global@miamioh.edu)

# Enrollment Management and Student Success Retention Report

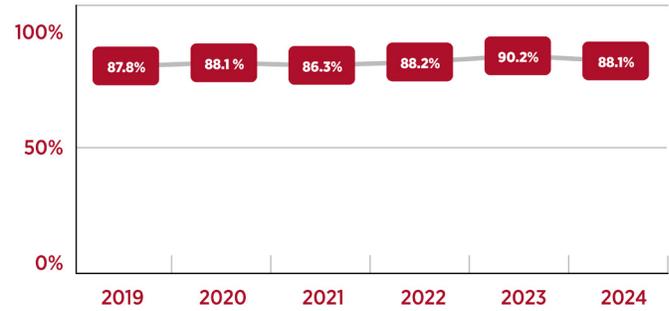
Miami University's commitment to student success is evident in its strong retention rates, which consistently outperform state and national averages across all academic divisions. These trends highlight the University's holistic approach to student success.

Faculty mentorship, living-learning communities, and student success initiatives blend academic rigor with robust support systems that foster student belonging and persistence. In addition, selective programs like the Farmer School of Business and Nursing consistently achieve retention rates north of 90% through rigorous admissions and targeted support.

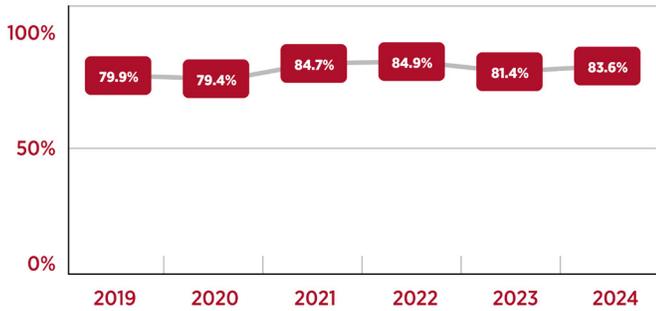
## Miami University - Oxford Campus



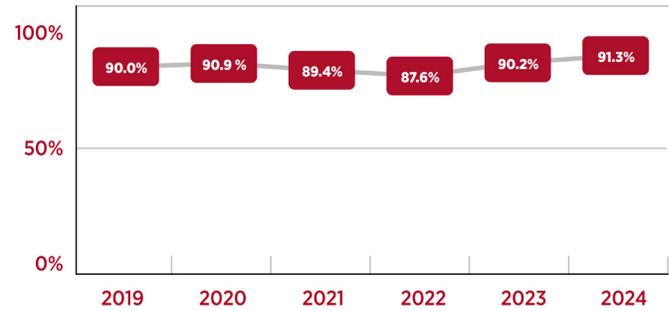
## College of Arts and Science - Declared Majors



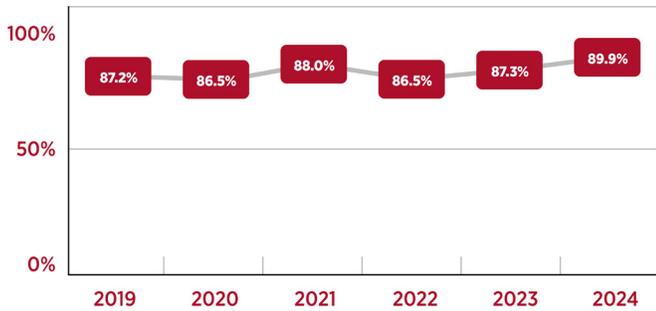
## College of Arts and Science - Exploratory



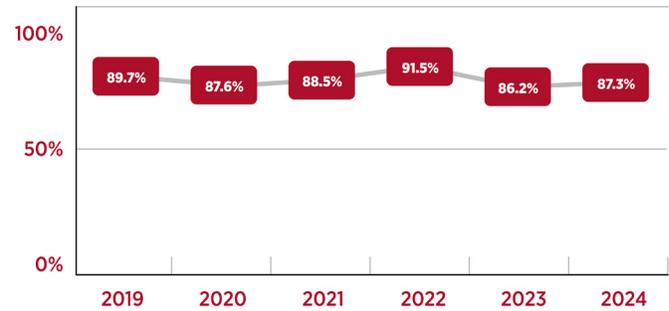
## College of Creative Arts



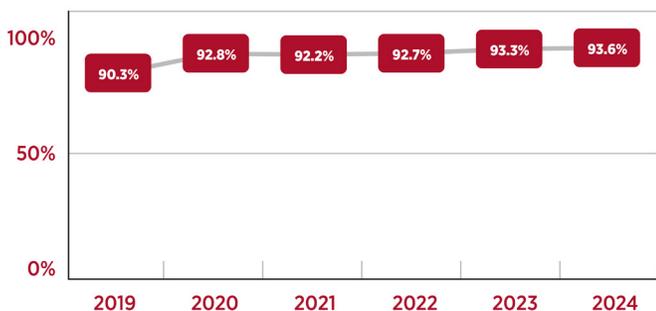
## College of Engineering and Computing



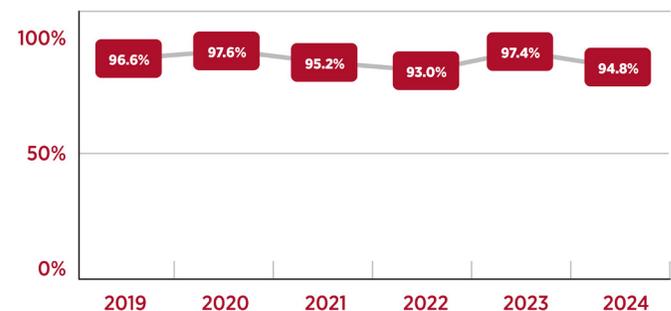
## College of Education, Health, and Society



## Farmer School of Business



## Nursing



## Deeper Dive into Retention

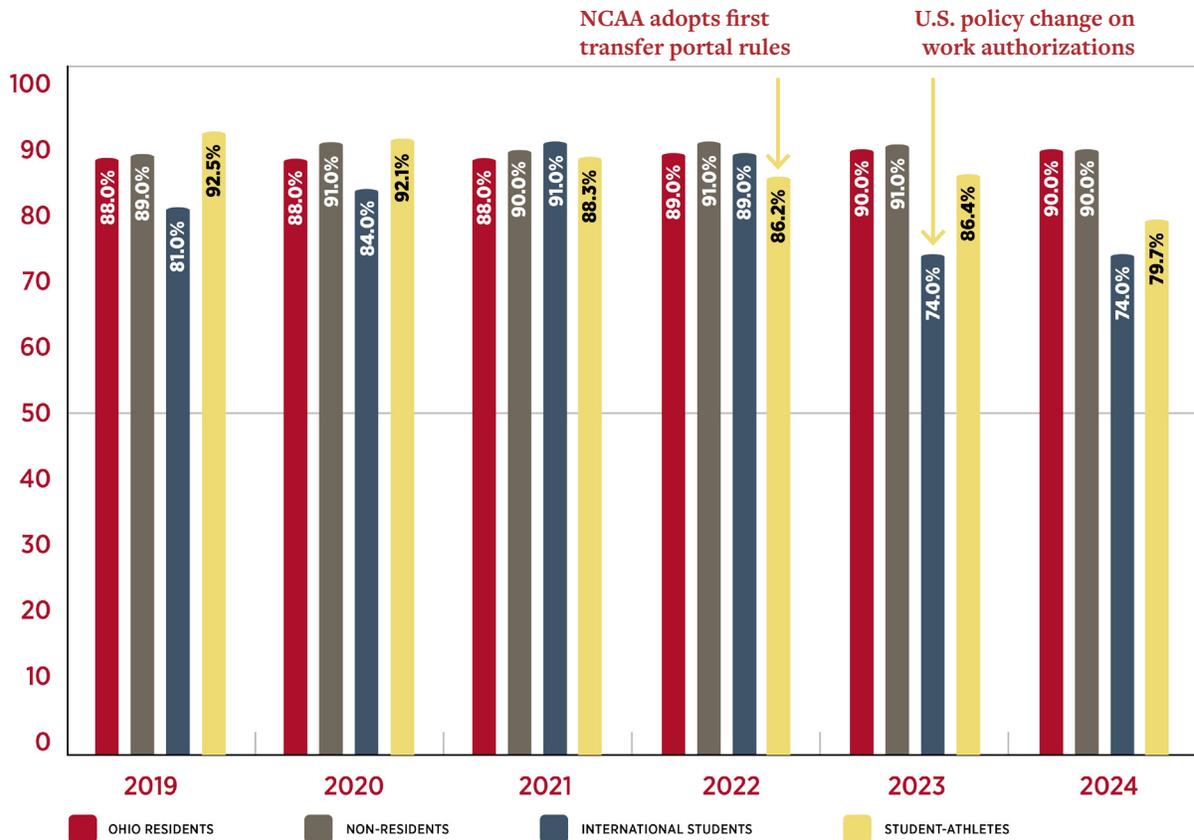
Miami University's fall-to-fall retention rates for Ohio resident and domestic non-resident undergraduates has remained stable at 90 to 91% over the past six years, indicating no broad institutional retention issue.

First-time, full-time student-athlete retention from fall-to-fall has historically been strong but has recently declined in alignment with national trends in collegiate athletics. Since its launch in 2018, the NCAA Transfer Portal has expanded dramatically. One-time immediate eligibility took effect in 2021, followed by unlimited transfers for academically eligible athletes in 2024.

When combined with Name Image Likeness (NIL) opportunities from 2021 onward, these changes created greater student-athlete mobility, often described as a "free agency" environment. Portal entries surged, with 20 to 25% roster turnover becoming common across the nation, disrupting team continuity, academic persistence, and retention across programs.

Miami Athletics is actively addressing these dynamics through enhanced student-athlete support, proactive advising, and alignment with continually evolving NCAA rules.

International undergraduate retention declined sharply beginning in the fall of 2023; it has since remained around the same level. The primary driver is external and structural. International undergraduates face increasing uncertainty around post-graduation work authorization and immigration pathways, combined with rising tuition and living costs. As the return on investment becomes less predictable, students and families are making earlier decisions to return home or transfer to another institution rather than continue enrollment at Miami.



## Exploratory Studies Program Increases Retention Rates

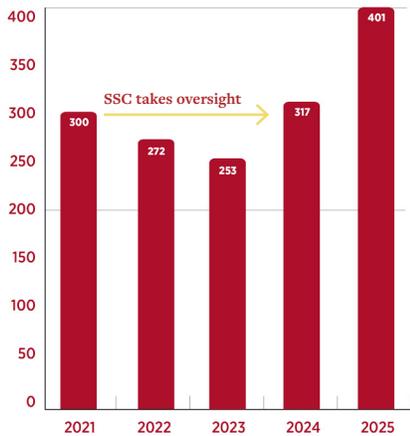
Since August 2024, the Student Success Center has overseen the Exploratory Studies Program. It has worked to strengthen persistence, advising coordination, and major clarification for undecided students and those not initially admitted to their preferred program, particularly the Farmer School of Business. The fall-to-fall retention rate for the Fall 2024 Exploratory cohort was 83.6%, up 2.6 percentage points from the Fall 2023 cohort (81%). This increase reflects the expanded use of proactive advising and greater coordination in intervention strategies.

Analysis of the Fall 2023 cohort showed approximately 58% retention among Exploratory students targeting Farmer School of Business admission. In response, the Student Success Center launched cross-campus strategies to clarify pathways and align academic choices with career goals:

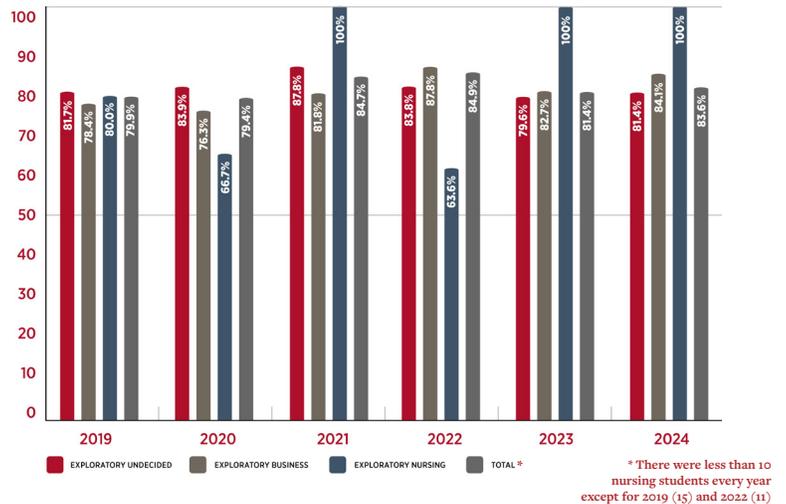
- Partnered with the Farmer School of Business and the Center for Career Exploration and Success to deliver regular sessions on business-adjacent majors, minors, and career outcomes for non-Farmer School of Business students
- Implemented proactive outreach and targeted communication to Exploratory students
- Developed major-minor pairings aligned with business-oriented careers (e.g. Strategic Communication major + Marketing minor)

Of the 455 Exploratory students in the Fall 2024 cohort, 47 pursued the Strategic Communication + Marketing pathway. All remain enrolled at Miami. As these interventions continue to scale and mature, further gains are anticipated for the Fall 2025 cohort.

**Number of New Exploratory Students**

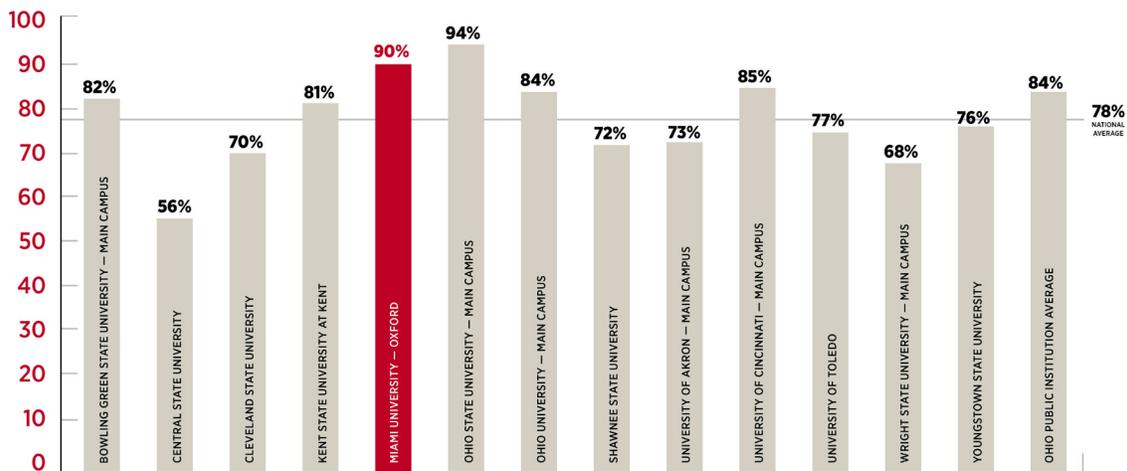


**Retention Rates of Exploratory Students**



## Ohio Public Institution Fall-to-Fall Retention Rates: 2023 Cohort

Miami University consistently maintains student retention rates that exceed the Inter-University Council (IUC) average and outpace many peer institutions. While its performance is a point of institutional strength, it remains dedicated to further elevating these benchmarks. By integrating efforts across the entire enrollment lifecycle, from strategic recruitment to career placement, Miami is focused on identifying and removing barriers to ensure a seamless and successful pathway to graduation for every student.



Source: Integrated Postsecondary Education Data System (IPEDS)

# NEWS AND UPDATES

## Board of Trustees Report | Feb. 2026

### CHAMPIONS FOR LIFE: STUDENT-ATHLETES LOOK TOWARD FUTURE WITH CCES SUPPORT

In the midst of a banner year for the Miami University athletics department, 113 student-athletes representing nine varsity teams took part in a **Center for Career Exploration and Success** event designed to set them up for future success.

Held on January 22, 2026, the Student-Athlete Networking Dinner helped participants build meaningful connections with employers and alumni, learn about etiquette expectations at dinner functions, and start considering what they will “go pro” in once they leave competitive athletics.



Employer partners included event sponsor GALLO, Cincinnati Children’s Hospital, Deloitte, and the Ohio Department of Public Safety. Alumni from 16 class years, spanning from 1970 to 2019, attended the dinner to share their experiences with current student-athletes.

“Miami alumni are truly willing to help you jumpstart your career,” said senior synchronized skater Paige Southworth. “Building relationships with them is valuable because you never know who you’ll want in your corner down the road.”

### LET’S TAKE THIS SHOW ON THE ROAD

Organized by the **Office of Admission**, the Red Brick Roadshow initiative brought Miami University to newly admitted students across the United States. The tour schedule included:

- Washington, D.C. – January 11, 2026
- Boston – January 15, 2026
- Chicago – January 18, 2026
- Pittsburgh – January 22, 2026
- Denver – January 29, 2026
- Cleveland – February 1, 2026
- New York/Connecticut – February 1, 2026
- St. Louis – February 3, 2026



The Red Brick Roadshow gives admitted students and their families the opportunity to talk with faculty and staff, hear from recent alumni about their experiences, and discover the many opportunities available to them at Miami and beyond.

In addition to Office of Admission staff, a representative from each academic division, the Honors College, and the **Center for Career Exploration and Success** attended each event. Whenever possible, current students also participated.

This year, the Red Brick Roadshow went to Cleveland for the first time. A total of 254 people attended the event, which was hosted by the Cleveland Clinic. During their tour of the clinic, participants viewed the first quantum computer dedicated to healthcare research that was deployed through the Cleveland Clinic’s partnership with IBM. The Office of Admission invited admitted Quantum Computing majors from across the country to this Roadshow, and students from as far as California, New Mexico, and Texas made the trip to Cleveland.



The **Student Success Center** offers holistic advising services to Exploratory Studies students, Pathways students, GradU8 Scholars, and Bridges Scholars. Its staff also supports students who need help navigating campus resources, creating academic success plans, or addressing difficult situations. Its goal is to keep students on track to graduate, no matter the challenges they may face along the way.

During the 2025 Fall Semester, Student Success Center staff engaged in 2,288 advising sessions totaling nearly 950 hours. The staff held at least 200 appointments each month, topping out at 985 in October.



## JOB SHADOW PARTICIPANTS GAIN REAL-WORLD INSIGHT

The Center for Career Exploration and Success's Job Shadow Program gave 239 students the opportunity to explore careers and gain real-world perspective during the 2026 Winter Term.

Professionals from 15 organizations engaged in this initiative, giving students firsthand insight into what it's really like to work in their fields. By observing daily operations and learning about industry expectations, the students developed a clearer sense of direction as they prepare for life after Miami University.

Sample employer partners include the American Civil Liberties Union of Ohio, the Cuyahoga County Court System, Enterprise Mobility Solutions, and Mertz Design Studio.



"My experience at the Ohio State University Wexner Medical Center was extremely helpful in preparing for my future career," said first year Medical Laboratory Science major **Hayden Gillig**. "I was able to tour most of the labs in the Wexner, which gave me a good idea of what I should expect from my major. As I start to think about future internships, I'll benefit from having seen what's happening behind the scenes at one of the biggest hospitals in the United States."

Now in its second year, the Winter Term Job Shadow Experience nearly doubled the number of students it served from its first iteration. **Brandon Prew**, director of experiential education, said that the Center for Career Exploration and Success plans to expand its Job Shadow Program into the Summer Term.

"We're excited for Miami to continue to be a leader in career exploration through experiential education," Prew said. "Experiential education is evolving to include flexible, scalable experiences that meet students earlier in their career journeys. Job shadowing has become one of our most powerful entry points for students into experiential education. Not only that, it helps students make confident academic and career decisions. Expanding this program into the summer will allow us to serve more students, offer greater flexibility, and create customizable experiences."

## INTO THE CAPITAL CITY TAKES STUDENTS TO COLUMBUS

Also over the 2026 Winter Term, 29 students took a career trek to Columbus through the Presidential Career and Leadership Series. They visited three employers—Bank of America, the Columbus Chamber of Commerce, and COSI: Center of Science and Industry—and enjoyed a Columbus Blue Jackets game.

"Into the Capital City opened my eyes to the many incredible workplaces and initiatives in Columbus," said senior **Amelia Solmos**. "As a Philosophy and Individualized Studies major, I hadn't realized how many options I have after graduation. This experience showed me that my major has equipped me with valuable, transferable skills that extend beyond any single career path."

As part of the next PCLS career trek, students will visit Cleveland over spring break. Employer partners include the Cleveland Museum of Natural History, the Cleveland Talent Alliance, KeyBank, Progressive, and Swagelok.



**UP NEXT: THE CLASS OF 2030**

The **Office of Admission** released a record number of decisions on December 15, 2025, ensuring nearly 26,000 students entered the holiday season with good news to share with their families and friends. To date, the office has sent acceptance letters to 27,916 students.

In addition, the **Office of Student Financial Assistance** has been awarding scholarships to admitted students since November 2025. Full financial aid offers will be released in March 2026, offering students a complete picture of their aid packages so they make informed enrollment decisions.

**CAMPUS PARTNERS COME TOGETHER TO SUPPORT UNIVERSITY YIELD GOALS**

The **Office of Admission’s** inaugural Yield Academy was held on January 21, 2026. Admission and University Communications and Marketing staff presented sessions on the admission cycle, market share, communications, events, and student mindsets and influencers to 75 attendees.

A panel allowing participants to ask recently enrolled students and high school counselors about the college admissions process proved a highlight. The event concluded with a “working lunch” to workshop tailored yield strategies for individual academic programs. Each attendee was given a “Yield Academy Toolkit” to inform strategies they will later expand on with their academic recruitment and outreach liaison.

“It was very beneficial to see what goes on behind the scenes,” said one participant. “We plan to adapt our Make it Miami language to support the admissions trends we discussed.”

**ELECTRONIC PAYMENTS OFFER FLEXIBILITY**

The Bursar has partnered with Backpack to receive electronic payments from 529 College Savings Plans and outside scholarships. This online platform is free for students and families to use. It also allows them to track their payments in real time.



When payments are requested through a 529 Plan’s website, the funds are typically mailed as paper checks to the school. This can introduce delays, errors, and added manual work for students, families, and university staff. Studies show that nearly one in three families who pay with paper checks will face a payment issue at some point.

Outside scholarship payments began to be processed through Backpack in June 2025. The 2026 Spring Semester represented the first time students and families can use this online platform to make 529 Plan payments.

To date, 213 payments totaling \$2.6 million have been made through Backpack’s online portal. The Bursar expects Backpack adoption to continue to rise in the future.



**BY THE NUMBERS**

**December 2025**

- 670** Bachelor’s degrees awarded
- 227** Master’s degrees awarded
- 21** Doctoral degrees awarded
- 44** Associate’s degrees awarded
- 24** Certificate degrees awarded

**January 2026**

- 63** Bachelor’s degrees awarded
- 15** Master’s degrees awarded
- 4** Doctoral degree awarded
- 4** Associate’s degrees awarded
- 2** Certificate degrees awarded



**POWERFAIDS: FINANCIAL AID’S FUTURE**

The Office of Student Financial Assistance has begun to implement PowerFAIDS as its financial aid management system. Its functionality will align with Miami University’s operational and compliance needs, improve efficiency, and enhance data accuracy.

More than 600 institutions currently use PowerFAIDS to manage their financial aid processes, from public four-year universities to institutions that operate nontraditional programs. This customizable platform can work with existing campus information systems like Workday, integrate with federal systems, and support major industry reporting.

**OCM TEAM ENGAGES CAMPUS COMMUNITY**

The Organization Change Management (OCM) team continues to provide valuable information and engagement opportunities surrounding the Workday Student project to the Miami University community.

The OCM team created a series of Journey Maps to help targeted groups understand when and how they will be impacted by the Workday Student transition. Available at [MiamiOH.edu/WorkdayInfo](http://MiamiOH.edu/WorkdayInfo), these comprehensive tables highlight demo offerings, training opportunities, system functionality impacts, and more for:

- Advisors
- Current Students
- Deans and Administrative Support Staff
- Instructors
- Newly Admitted Students (Fall 2027)
- Parents and Guardians
- Schedulers and Curriculum Managers



A series of Workday Student demos will be available later this year, with the initial group offering faculty and staff a hands-on look at how this platform will impact academic and administrative processes.

Following each release, an “Ask the Expert” session will allow demo viewers to have their questions answered by subject matter experts. While all faculty and staff are invited to view the demos, each is designed with specific group in mind. The following demos currently have an anticipated release date:

**Curriculum Management – March 11, 2026:** Discover how Workday streamlines curriculum management with simplified course section creation and ongoing maintenance. *Designed for schedulers and department chairs.*

**Advising Tools – April 8, 2026:** Explore Workday’s advising tools, such as academic progress reports and student cohorts. *Designed for staff who advise students.*

**Athletic Teams – May 13, 2026:** See how Workday helps athletics staff view and maintain student rosters while easily accessing student profiles. *Designed for coaches and athletic staff.*

**Specific Populations – June 10, 2026:** Get a look at how Workday enables reporting of specific populations, including veterans, Greek life, international students, Honors College students, and more. *Designed for staff who work with specific university populations.*

**New ROR Process – August 5, 2026:** Learn how Workday will facilitate Miami’s registration override process and your role in supporting students with this tool. *Designed for department administrators and staff who advise students.*

Future demo topics include Instructor Dashboard, Student Sneak Peek, Registration and Academic Progress Reports (APRs), and Grading. More information will be posted at [MiamiOH.edu/WorkdayInfo](http://MiamiOH.edu/WorkdayInfo) when available.



**PRESENTATIONS AND PROJECTS**

**Diane Irving (Office of Student Financial Assistance):** “Graduation Goals: Getting the Most Out of Your Financial Aid and Identifying Private Scholarships” at the National Association of Multicultural Engineering Program Advocates (NAMEPA) Eyes Workshop

**Diane Irving (Office of Student Financial Assistance):** “What??? Everything to Know About Financial Aid” at the Go to High School, Go to College event for Delta Sigma Theta Sorority, Inc.’s Delta Gems program

**Bethany Perkins (Office of Admission):** “Inside Miami University-Oxford’s Precision Recruitment Strategy” on-demand webinar through EAB



# University Communications and Marketing



▲ A large crowd gathers at the AM Hub grand opening.

## AM HUB RIBBON CUTTING SPARKS MAJOR VISIBILITY

The Feb. 2 grand opening of the Advanced Manufacturing Workforce and Innovation Hub (AM Hub) welcomed approximately 500 guests, including industry partners, donors, and state and local government officials. The event generated media coverage and social media posts across the region, with every major outlet from Cincinnati in attendance. The earned media complements a shared marketing campaign led by Miami and Butler Tech, which featured billboards and print ads in publications like Cincinnati Magazine and West Chester's Voice Magazine. We also launched digital ads to invite prospective Miami students and their families to tour the AM Hub during the spring semester. Butler Tech expects to double attendance at the AM Hub this fall.

## STREAMLINING AND PERSONALIZING ENROLLMENT MARKETING AND COMMUNICATION

UCM's Enrollment Marketing and Communication team is undertaking a new effort to streamline and personalize omnichannel marketing for all campuses, modalities, and academic credentials. The project will address strategy, structure, governance, processes, audience segmentation,

personalization, and change management. The scope also includes work on an integrated, system-wide Admission website to ensure all student types can easily find their path to apply and enroll. The timing of this project aligns with the start of the fall 2027 application cycle on Aug. 1.

## TOP SOCIAL CONTENT FOR 2025 FUELS ENGAGEMENT

In 2025, Miami's official social media channels generated more than 151 million impressions and more than 4.1 million engagements. Impressions increased 10% year over year, while engagements surged 50%. The most popular posts celebrated authentic Miami moments and community pride. Top performing content included:

- A beloved campus shortcut that sparked reflective conversation and over 1.1 million engagements across Instagram and TikTok.
- A viral TikTok featuring actor Matthew Lillard and the University Lecture Series that energized viewers and played up nostalgia to audiences across platforms.
- A surprise Glee Club performance for Dr. Renate Crawford for Valentine's Day that evoked joy.

## ARIZONA BOWL MEDIA EXPOSURE BOOSTS MIAMI'S BRAND

For the second year in a row, the Miami RedHawks football team returned to the Snoop Dogg Arizona Bowl. While the outcome of the game was not what we hoped, Miami scored major points with social and traditional media. Across media platforms, Miami made 334 million impressions,

worth an estimated publicity value of \$447 million. Snoop Dogg's social media popularity — with approximately 194 million followers across multiple platforms — drove much of the value as well as the interest of audiences that extends well beyond football fans.



▲ Snoop Dogg meets with the Miami football team before the Arizona Bowl.

**UCM'S GOAL** To establish and grow Miami University's influence, reputation, and ranking as a leading public university that prepares students for lifelong success in a vibrant campus community that values academic rigor, character, intellect, and serving the public good. Miami University's success depends upon messaging and visual identity strategies that are compelling and consistent across all communication outlets in order to grow enrollment and increase brand awareness.



# Marketing by the numbers

Nov. 16, 2025 - Jan. 31, 2026

## SOCIAL MEDIA

# 31.3M

Total social media impressions on the university's primary accounts

X 284K Instagram 9.9M TikTok 392K

Facebook 19.3M LinkedIn 1.3M

# 542.3K

Total social media engagements

X 14.7K Instagram 150.4K TikTok 24.4K

Facebook 170.2K LinkedIn 182.6K

# 671.6K

Total social media followers

X 60.9K Instagram 120.8K TikTok 117.8K

Facebook 125.6K LinkedIn 246.5K

## WEBSITE

# 4.7M

Total website users

# 1.7M

New website users

# 14M

Website page views

# 322K

Organic clicks (Google)

# 7.4M

Search impressions

## CONVERSION TRACKING

# 39K

Applications from fall 2026

# 179K

Requests for information

# Social Media top highlights

Nov. 16, 2025 - Jan. 31, 2026

24.1K Total engagements



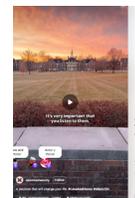
2.2K Total engagements



41.8K Total engagements



13.6K Total engagements



3.3K Total engagements



# News by the numbers

Nov. 16, 2025 - Jan. 31, 2026

# 215

News media pitches

# 307M

News reach

# 11K

News mentions

# \$11.2M

PR value

# 2.6K

National news media mentions

## The Conversation

# 5

Articles  
Nov. 16, 2025 - Jan. 31, 2026

# 4

Authors  
Nov. 16, 2025 - Jan. 31, 2026

# 108

Publishers  
Nov. 16, 2025 - Jan. 31, 2026

# 111.4K

Reads

Nov. 16, 2025 - Jan. 31, 2026

## Merit

# 7.1K

Personalized student stories

# 2.2K

Student achievement press releases sent via Merit

# 21.3M

Merit-generated impressions on social



## EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Chris Makaroff, , Interim Chair & Provost, University Senate

Nathan French, Chair, Senate Executive Committee

Nathan French, Chair Elect, Senate Executive Committee

Rosemary Pennington, Past Chair, Senate Executive Committee

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

February 16, 2026

To: Board of Trustees, Academic and Student Affairs Committee

From: Nathan French, Chair, Senate Executive Committee

RE: University Senate Report to Board of Trustees February 26, 2026 Meeting

Executive Committee of University Senate membership:

- Nathan French ,(CAS), Chair
- Nathan French,(CAS), Chair Elect
- Rosemary Pennington, (Media, Journalism, & Film), Past Chair
- Ginny Boehme, (LIB), At Large Member
- Rod Northcutt, (CCA), At Large Member
- Troy Travis, Staff Member
- Daniel Martin, (Student Body President), Undergraduate
- Ayodeji Adedegbe, Graduate Student
- Chris Makaroff, Interim Chair & Provost, University Senate
- Marcia England, (Associate Provost), Secretary of University Senate
- Tammy Patterson, (Assistant for Admin Services), Recording Secretary

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on February 16, 2026.

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

#### ○ **February 09, 2026**

- Miami Plan Revision Committee Status Update - Liz Hoover, Interim Director of Liberal Education, and Liz Wardle, University Distinguished Professor
- Fiscal Priorities & Campus Planning -Arena Report - Jennifer Green, Clinical Traineeship Coordinator, and Lee Biggerstaff, ARMCO Alumni Associate Professor
- S. Rec 26-05 Planned Merger between the departments of FIC & GRAMELAC, Mila Ganeva, Chair and Professor of German, and Mark McKinney, Professor, and Acting Chair Lead Departmental Advisor of French

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

#### ○ **February 09, 2026**

- Revision to Existing Minor - ART- Graphic Design Minor
- Revision to Existing Minor - CPB - Paper Engineering Minor
- Revision to Existing Minor - FIN/GEO - Real Estate Minor
- Revision to Existing Minor - STA - Actuarial Science Minor
- Revision to Existing Major - CMR - Commerce, Associate of Applied Business
- Revision to Existing Major - CMR - Digital Commerce, Bachelor of Science in Commerce
- Revision to Existing Major - CMR - Sales Management, Bachelor of Science in Commerce
- Revision to Existing Major - CMR - Small Business, Management, Bachelor of Science in Commerce
- Revision to Existing Major - ECE/MME - Robotics Engineering, Bachelor of Science in Engineering
- Revision to Existing Major - FIN - Finance, Bachelor of Science in Business

- Revision to Existing Major - FIN/ GEO - Real Estate, Bachelor of Science in Business
- Revision to Existing Major - EDL - School Leadership, Master of Education
- Revision to Existing Major - FSW - Social Work, Master of Social Work
- Revision to Existing Major - GTY - Social Gerontology, Doctor of Philosophy
- Revision to Existing Major - NSG - Nursing Practice, Doctor of Nursing Practice
- Revision to Existing Major - PSY - Psychology, Bachelor of Arts
- Revision to Existing Major - STA - Data, Actuarial, and Statistical Sciences, Bachelor of Science
- Revision to Existing Major - TCE - Integrated English Language Art Education, Master of Arts in Teaching
- Revision to Existing Major - TCE - Integrated Mathematics Education, Master of Arts in Teaching
- Revision to Existing Major - TCE - Integrated Social Studies Education, Master of Arts in Teaching
- Revision to Existing Major - Science Education Areas, Master of Arts in Teaching
- Revision to Existing Certificate - ACC/ FIN - Deals Graduate Certificate
- Revision to Existing Certificate - TCE - Reading Endorsement Certificate
- Revision to Existing Certificate - BUS - Leadership Graduate Certificate
- Revision to Existing Degree - BUS - Farmer School of Business, Division Curriculum Requirements
- Elimination of Minor - EDP - Primary Special Education Minor with Licensure
- Elimination of Major - EDP - Learning Sciences and Human Development, Master of Education
- Elimination of Major - EDP - Learning Technologies, Master of Education
- Elimination of Course - ART 231 Painting I
- Elimination of Course - ART 241 Printmaking I
- Elimination of Course - ART 255 Introduction to Digital Photography
- Elimination of Course - ART 257 Introduction to Digital Photography
- Elimination of Course - ART 261 Ceramics I
- Elimination of Course - ART 264 Jewelry Design and Metals I
- Elimination of Course - ART 271 Sculpture I
- Elimination of Course - ART 332 Painting III
- Elimination of Course - ART 342 Printmaking III
- Elimination of Course - ART 358 Photography III
- Elimination of Course - ART 362 Ceramics III
- Elimination of Course - ART 365 Jewelry Design & Metals III
- Elimination of Course - ART 372 Sculpture III
- Elimination of Course - ART 431/531 Painting IV
- Elimination of Course - ART 432/532 Painting V
- Elimination of Course - ART 441/541 Printmaking IV
- Elimination of Course - ART 442/542 Printmaking V
- Elimination of Course - ART 457 Photography IV
- Elimination of Course - ART 458 Photography V
- Elimination of Course - ART 461/561 Ceramics IV
- Elimination of Course - ART 462/562 Ceramics V
- Elimination of Course - ART 464/564 Jewelry Design and Metals IV
- Elimination of Course - ART 465 Jewelry Design & Metals V
- Elimination of Course - ART 471/571 Sculpture IV
- Elimination of Course - ART 472 Sculpture V
- Elimination of Course - ENG 222 The Rhetoric of Information and Data Visualization
- Elimination of Course - MUS 226 Improving Reading w/ Music
- Elimination of Course - MUS 345 Elem. Gen. Mus. For Instrum'l
- Elimination of Course - MUS 356 Secondary Gen Music Techniques
- Elimination of Course - MUS 361 Choral Literature
- New Minor - HST/PHL - Humanities for Leadership Minor
- New Minor - LLW - Writing for Career-Readiness Minor
- New Certificate - BIO - Applied Marine Conservation Graduate Certificate
- New Certificate - BIO - Global Culture & Conservation Graduate Certificate

- **Senate Resolutions and Senate Recommendations**

- S. Rec 26-05 Planned Merger between the departments of FIC & GRAMELAC, Mila Ganeva, Chair and Professor of German, and Mark McKinney, Professor, and Acting Chair Lead Departmental Advisor of French

**S.Rec 26-05**

On the Consolidation of the Department of French, Italian, and Classics with the Department of German, Russian, Asian, and Middle Eastern Languages and Cultures  
February 9, 2026

BE IT HEREBY KNOWN that the University Senate, after thoughtful consideration, reflection, and discussion has elected to RECOMMEND consolidation of the Department of French, Italian, and Classics with the Department of German, Russian, Asian, and Middle Eastern Languages and Cultures having heard the rationale from both departments for their consolidation and recognizing the importance of their expertise to the College of Arts & Science.

The University Senate is grateful for their teaching, research, and service contributions and looks forward to their continued success within the new Department of World Languages and Cultures.