

**UNIVERSITY SENATE**  
**Meeting Minutes**  
**February 09, 2026**

The University Senate was called to order at 3:30 p.m., in 111 Harrison Hall on Monday, February 09, 2026. Members absent: Ayodeji Adedeji, Lisa Boggs, Aubrey Crish, Carol Fabby, Dawn Fahner, Brad Goldie, Jeffrey Kuznekoff, Kevin Messner, Peyton Morrow, Troy Travis, Connor Wike

Two Minute Update: Rosemary Pennington (**Attachment A/pg. 22**)

1. **Call to Order and Announcements and Remarks** – Nathan French, Chair of University Senate Executive Committee

- a. Welcome back, Senators. For those who are experiencing your first semester as a member of the University Senate during the spring semester, you should know that the spring semester is often our busiest semester. Expect considerable work ahead this semester as we continue the important work of advising this university on all matters under our purview. Last fall, this body engaged in a meaningful review and attempted reform of its Enabling Act. Over the winter break, the membership of the Senate's Executive Committee continued our conversation on that reform with the Office of General Counsel, who approached the Senate's Executive Committee with requested revisions. I want to present those to you now. At left, you will see the draft that we proposed and ratified last fall, following the Senate's established procedures for Enabling Act revision. At right, you will see the language proposed by the Office of General Counsel. To facilitate your comparison, I've added bolded text, in red and in black, across the two drafts. The most substantial revision that you will see is in the final sentence of General Counsel's draft: "

**The Board of Trustees delegates to the Senate responsibility for providing advice, feedback, and recommendations on curriculum, academic 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."**

First, let me note that members of the Senate's Executive Committee raised concerns with an initial draft that was presented to us by the Office of General Counsel and Counsel worked closely with us to reach this current form.

I'm grateful that this language emerged as a compromise through a conversation with the Office of the Provost, the Office of General Council, and me, as Chair of the University Senate's Executive Committee. -

The intent of General Counsel is to ensure that we create an Enabling Act that can be responsive to changes in any future alterations made by state law such that the Senate would not have to repeatedly re-open the edit of its Enabling Act.

I'd like to note a few items of interest from that conversation:

First -- it is Miami's institutional understanding that Ohio law requires the advisory role of this University Senate.

Second -- I am presenting these changes to you on behalf of the University Senate's Executive Committee, asking you to view them with us as friendly amendments to align our work with the institution's understanding of the law.

Third, with this draft, it is understood that to change or alter Senate's advisory responsibilities in any way would require the Board of Trustees or Ohio law to enumerate specific reservations or limitations to our advisory responsibilities. The goal of this language is to prevent the need for repeated revisions responsive to law.

Finally, with this draft, we note that the last sentence of the draft ratified by this body in Fall 2026 will now be taken into the curricular approval process, which is also required by law. The draft to the right on this slide will be presented to the Board of Trustees at their meeting at the end of February for ratification. This must be completed by March 2026 to ensure that Miami is compliant with Ohio law, ORC 3345.457.

I want to re-affirm that shared governance is a fundamental obligation of this University Senate and the advice of this Senate is part of our institution's fulfillment of state law. I'll welcome up to two questions at this time, but will note that we will not vote on these changes.

i. Senator Question and Comments

1. Senator: What were the reservations that you had regarding General Counsel edits? (A) It was two fold. One had to do with the concluding language. Rather than writing about being reserved to the Trustees, it read to SEC that the only area of advising capacity that we would have remaining would be on matters of curriculum. We wanted to sit down with the General Counsel to let them know that we feel that our advising capacity is much bolder than that and we know that this doesn't mean that the BOT has to take our advice. Letting them know that we just wanted to provide them our advice as we feel that is important. The language of reservation specifically by action of the Board, or by Law was the compromise point, so that if there was any limitation made to our body that is the issue. The second concern we raised was that we would have welcomed this conversation happening earlier but that we recognize the business of the body being what is.
  2. Senator: What is the difference between Courses and Course Offerings? (A) Course Offerings would be the schedule and the courses offered.
- b. On the matter of shared governance and accreditation, I'd like to note with gratitude all of you who participated in the University's accreditation process last fall. We've received word of the renewal of Miami's accreditation by the Higher Learning Commission. I look forward to reading their comments and feedback about shared governance at Miami, once released. In exciting sports news, our men's hockey team, men's basketball team, and women's basketball team continued a very productive winter. Both men's and women's basketball are

undefeated in MAC conference play. Additionally, our men's team is one of two teams *nationally* to be undefeated on the season so far.

I emailed Jessica Rivinius, Vice President and Chief Communications and Marketing Officer about the effect that our undefeated men's basketball team has had on our institution so far. In the 24 hours leading up to our game on January 20 against Kent State, we saw 550 news media stories earning \$2 million in publicity in news media. We saw 40-50 million engaged users discussing Miami online. Our ESPN SportsCenter clip -- for 4m30s -- for that game brought at least \$420,734.48. Our PR value for that game with CBS brought at least \$354,709.20 with an audience of 51.1 million. Searches for Miami online have shown a 137% increase compared to the same timeframe last year. Rachel Beech, Vice President of Enrollment Management and Student Success has also noted an increase in admissions exposure and interest as a result of the streak.

As of that Kent State game, we estimate over 2.35 billion potential impressions of Miami online. You can imagine how much that has grown over the last three weeks.

As a Kentuckian, where basketball sometimes resembles a religion, having such a competitive program and a chance at a MAC title -- and March Madness -- is exciting. But, just as exciting is knowing that our success on courts and fields is translating to meaningful recruitment and enrollment of future Miamians.

Finally, a few of you have asked about law enforcement or U.S. Immigrations and Custom Enforcement and Miami's response. Miami's International Students and Scholar Services website is a useful resource on this point. As was noted in a communication last week from Academic Affairs, **there has not been an ICE presence on campus**. But, in the event that law enforcement, including Immigration, Customs, and Enforcement agents, contact Miami University faculty or staff for information about an international student or scholar, the request should be referred to the Office of General Counsel. Similarly, law enforcement and ICE agents who come to campus seeking information about an international student or scholar generally do so by contacting Miami University Police. In-person inquiries from law enforcement should be connected with MUPD and OGC whenever possible.

2. **Approval of University Senate Minutes**

- a. University Senate Full Meeting Minutes\_12.01.2025 (Results: 48-Yes, 00-No, 01-Abstain)

3. **Consent Calendar:** The following items were received and accepted on the Consent Calendar:

- a. Curricular Items 12.03.2025 & 01.28.2026
  - i. Pulled from Consent Calendar:
    - 1. ENT 133 Basics of Applied Mathematics for Engineering Tech
    - 2. ART/PSY - Pre-Art Therapy Co-Major
    - 3. ART/PSY - Pre-Art Therapy Minor
- b. Graduate Council Minutes 01.29.2026
- c. Graduate Council Minutes 12.02.2025
- d. LEC Meeting Minutes 01.27.2026

- e. LEC Meeting Minutes 12.02.2025
- f. LEC Meeting Minutes 11.04.2025
- g. Library Senate Committee Minutes 10.31.2025

4. **Provost Updates**

- a. Provost addressed the question regarding why administration concerns with some of the wording in the Senate approved enabling acts were not raised earlier. He thought his office was working with the ad hoc committee revising the document, but found out later that this wasn't the case. The provost also addressed questions his office has received regarding graduate and undergraduate student mentoring in annual activities reports of research being moved from teaching and into service. Academic divisions are all very different on many processes, priorities and how things are classified and counted. Trying to come up with a report to make everyone happy is very challenging. The process of moving research mentoring from teaching to advising was initiated prior to his tenure as interim provost. The Provost advised that the conversation has continued in COAD and they have since decided to revert back to the previous Annual Activities Report Template with research mentoring under teaching and we will let the divisions decide how they count this in regard to workload. This will be in effect next year.
- b. Senator Question and Comments
  - i. Senator: Is there any issue with the policy that went to SB1 that one has both Academic Advising and Student Research under Teaching but then the workload guidelines has Student Research under Teaching and Academic Advising under Service then the AAR is different from both of those. Should all of those be aligned? (A) Yes, they will be aligned.
  - ii. Senator: I saw that President Crawford did an interview with Miami Student where he spoke about how he viewed the job as consensus building, collaboration and connecting the dots between different people across the campus. Given that, I was hoping that President Crawford would come to Senate in the near future to answer questions regarding different changes happening. (A) I can discuss that with him.
  - iii. Senator: I have received some concerns from constituents regarding seeing mismatch information between workload policy and evaluation policy. If someone is not doing enough research then the workload policy moves them into a position to do more teaching, which seems reasonable, however on the evaluation policy they are no longer meeting expectations. Does the administration see different tiers in the workload policy as different roles that someone can take on or do they see it as a pathway to being fired? (A) It is my understanding that faculty research accomplishments should be evaluated based on the workload category they are in. We look at it as, everyone needs to fill their buckets with their different contributions to the university and people fill them in different ways. We do not see it as a pathway to firing people, rather

to ensure that everyone is contributing based on their stage of career and current skills and talents..

## 5. **Special Reports**

- a. Miami Plan Revision Committee Status Update - Liz Hoover, Interim Director of Liberal Education, Teaching Professor (Musicology) and Liz Wardle, University Distinguished Professor
  - i. Committee Members
    1. Co-Chairs: Marko Dumančić (Provost Office) and Elizabeth Wardle (Howe Center, English, Senate)
    2. FSB: Annie Farrell (Accountancy)
    3. CCA & OLE: Elizabeth Hoover (Music and Interim Director, OLE)
    4. EHS: Sam Morris (Sports Leadership and Senate)
    5. CEC: Jessica Sparks (Chemical, Paper, and Biomedical Engineering)
    6. CAS: Nathan French (Comparative Religion and Senate) and Mike Brudzinski (Geology and Environmental Earth Science)
    7. Regional campuses: Whitney Womack-Smith (Languages, Literatures, and Writing)
  - ii. Our Committee's Task
    1. Review & revise the Miami Plan
    2. Simplify and streamline (reduce credit hours)
    3. Respond to student and parent priorities & concerns for coherence and relevance to future life
    4. Respond to recent Ohio legislative mandates
    5. Reminder: BOT now has curricular authority per Ohio legislation (ORC 3345.457)
  - iii. Legislation Reminder:
    1. Recent legislation requires boards of trustees to:
      - a. Formally review and evaluate their institutional general education curriculum (by December 2026)
      - b. "Enhance content that furthers the state's postsecondary education attainment and workforce goals" (by March 2027)
      - c. "Adjust" the curriculum in: (1) civics, culture, and society; (2) artificial intelligence, STEM, and computational thinking; (3) entrepreneurship and the principles of innovation; and, (4) workforce readiness (by March 2027)
      - d. Adopt a resolution summarizing changes to its institution's general education curriculum resulting from its evaluation process and submit a copy to the Chancellor.
  - iv. Proposed Curricular Revision
    1. Current Miami Plan (42-51 hrs)
      - a. Perspectives Areas (39+ hours total)
        - i. Area 1: Formal Reasoning & Communication (9 hours)

1. Mathematics & Formal Reasoning (3 hrs)
      2. Composition (3 hrs)
      3. Advanced Writing (3 hrs)
    - ii. Area 2: Science & Society (12+ hours)
      1. Social Sciences (6 hrs)
      2. Natural Sciences (6+ hrs, must include lab)
    - iii. Area 3: Arts & Humanities (6 hours)
      1. Creative Arts (3 hrs)
      2. Humanities (3 hrs)
    - iv. Area 4: Global Citizenship (12 hours)
      1. Diversity, Equity & Inclusion (3 hrs)
      2. Intercultural Consciousness (3-6 hrs)
      3. Global Inquiry (3-6 hrs)
  - b. SI + Knowledge in Action (12+ hours)
    - i. Signature Inquires (9 hours)
      1. 5 different topic areas to choose from
      2. Must be from 3 different departments
      3. Can overlap with Perspectives Areas
    - ii. Knowledge in Action (3+ hours)
      1. Experiential Learning (0+ hours, various formats)
      2. Senior Capstone (3 hours)
  - c. Red = not state mandated areas
  - d. Black = State-Mandated area
2. Proposed Plan Emphasizes AAC&U High-Impact Practices
    - a. Capstone courses and projects
    - b. Collaborative assignments and projects
    - c. Common intellectual experiences
    - d. Diversity/ global learning
    - e. ePortfolios
    - f. FY seminars
    - g. Internships
    - h. Learning communities
    - i. Service learning/ community-based learning
    - j. UG research
    - k. Writing intensive courses
  - v. Recommended “High-Impact” Additions: Students complete:
    1. At least three Applied Skills Courses (9 credit hours)
    2. Complete an ePortfolio in a required capstone (or equivalent) connecting ASCs and major experiences to career competencies
    3. Complete a co-curricular transcript (software purchased as a THRIVE effort)

- 4. Capstones and Adv Writing remain as previous High Impact Practices)
- vi. Proposed Revised Curriculum
  - 1. Perspective Areas (State Mandated)
    - a. Area 1: Formal Reasoning & Communication (6 hours)**
      - i. Mathematics & Formal Reasoning (3 hrs)
      - ii. Composition (3 hrs)
    - b. Area 2: Science & Society (12+ hours)**
      - i. Social Sciences (6 hrs)
      - ii. Natural Sciences (6+ hrs, must include lab)
    - c. Area 3: Arts & Humanities (6 hours)**
      - i. Creative Arts (3 hrs)
      - ii. Humanities (3 hrs)
    - d. Civic Literacy Course (3hrs)**
    - ~~**e. Area 4: Global Citizenship (12 hours)**~~
      - ~~i. Diversity, Equity & Inclusion (3 hrs)~~
      - ~~ii. Intercultural Consciousness (3-6 hrs)~~
      - ~~iii. Global Inquiry (3-6 hrs)~~
  - 2. Competency Electives & Knowledge in Action (Miami-specific)
    - ~~a. Signature Inquiries (9 hours)~~
      - ~~i. 5 different topic areas to choose from~~
      - ~~ii. Must be from 3 different departments~~
      - ~~iii. Can overlap with Perspectives Areas~~
    - b. Knowledge in Action (3+ hours)**
      - ~~i. Experiential Learning (0+ hours, various formats)~~
      - ii. Capstone (3 hours) (can satisfy in major)**
      - iii. Advanced Writing (3 hrs) (can satisfy in major)**
      - iv. Applied Skills Courses (9 hours)**
  - 3. Red = Not state mandated areas
  - 4. Black = State-mandated area
- vii. Perspectives Areas, Advanced Writing (unless course sequence), Applied Skills Courses (ASCs)
- viii. Internships, Co-Ops, Undergraduate Research, Field Experiences
- ix. Culminating Senior Capstone
- x. Learning ePortfolio -> Professional ePortfolio
  - 1. Co-Curricular Transcript
  - 2. A holistic and developmental approach
- xi. Proposed Structural Changes
  - 1. Recommended Structural Changes
    - a. New Vision, New Name
      - i. Encourage fresh thinking and make implementation clearer for students and advisors.
      - ii. One more MP version is confusing.
    - b. Reimagine & Rename Office of Liberal Education

- i. Make goals clearer, and broaden the scope of responsibility toward strategic curricular planning and support of experiential learning.
    - c. Create Coordinated “Hub”
      - i. Align curriculum, career, and advising resources as well as faculty and program development resources/ offices.
- xii. Miami Integrated Learning Experience (MILE) Supported by the Miami Integrated Learning Office
  - 1. 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, ePortfolio, and experiential coursework to prepare students for life and career.
  - 2. Connecting Learning to Life
- xiii. Applied Skills Courses (ASCs)
  - 1. Proposed Applied Skills Courses (ASCs):
    - a. Students learn by engaging in a classroom experience with direct application of skills through hands-on activities, projects, and/ or research, and in turn apply what is gained from the applied experience to academic learning.
    - b. This learning prepares students for the applied learning of internships, undergraduate research, service learning, field experience, etc.
- xiv. Proposed Applied Skills for an ASC Course:
  - 1. Oral communication
  - 2. Teamwork
  - 3. Problem-solving (creative and/or entrepreneurial)
  - 4. Digital fluency
  - 5. Quantitative reasoning
  - 6. Civic-mindedness and/or ethical thinking
  - 7. Course must address at least two of these?
- xv. Proposed Characteristics of Applied Skills Courses
  - 1. Meaningful Applied Learning Outcome:** Must include at least one **learning outcome** that explicitly involves applying knowledge through inquiry, creation, problem-solving, fieldwork, or community engagement.
  - 2. Direct Instruction:** Direct instruction related to the learning outcome for at minimum 4 weeks in a fall or spring 3-credit course.
  - 3. Student Learning Artifact:** Learning must culminate in a product, performance, or other artifact that will be assessed and included in the ePortfolio.
  - 4. Feedback and Iteration:** Students must receive at least one round of feedback during the composing process, ensuring growth rather than a one-and-done experience.

**5. Reflection Linking Skills to Life, Learning, and Career Readiness:** A composed reflection that helps students articulate how the applied experience demonstrates transferable skills and prepares them for further coursework and future professional and civic settings.

- xvi. Proposed ASC Basics:
  - 1. Classroom-based courses
  - 2. 100-200- and 300-level courses with no prerequisites and at least 70% of the seats open to non-majors
  - 3. Students complete three distinct ASC courses (9hrs)
  - 4. Internships & independent studies will not count as ASCs. ASCs prepare students for these experiences.
- xvii. Proposed Applied Skills Classes (ASCs): Transition Support
  - 1. LEC will inventory Experiential Learning courses that do not also fulfill Senior Capstone and current Signature Inquiry courses to vet their ASC potential.
  - 2. The application would be concise and the application process would be supportive.
- xviii. ASC and Microcredentials
  - 1. Students would be encouraged to Applied Skills Courses that align with their interests and goals
  - 2. Miami could develop additional microcredentials that align with ASCs
  - 3. The Career-Ready Graduate: What Employers Say about the Difference Colleges Make AAC&U 2023
  - 4. See slide presentation for ranking of candidates for an entry-level position who had obtained one of the the following types of degree and/or credential.
- xix. A Delivery Option: Themed Course Clusters
  - 1. Themed course clusters composed of Applied Skills Courses and/or Perspectives Areas
  - 2. Could initially offer for select groups of students as a pilot:
    - a. To support retention: Pathways, Undeclared
    - b. To differentiate: Honors
  - 3. Incoming students in these groups could be pre-registered for classes
  - 4. Not a requirement of the MP, just a delivery system to provide coherence, ease of scheduling and a value add.
- xx. Example: Janice Jones, Undeclared
  - 1. First semester cluster: Art and the Environment
    - a. Arts: ART 195 Facilitating Art Experiences
    - b. Humanities: ENG 264 Environmental Literature
    - c. Natural Science: BIO 121 Environmental Biology
  - 2. Second semester cluster: Language and Society
    - a. Math/ Formal Reasoning: LIN 201: Introduction to Linguistics

- b. Social Science: ATH 265: Language and Culture
  - 3. Benefits & Additional Factors
    - a. She would be pre-enrolled by advisor so assured of getting the courses; would have access to a variety of courses taught by permanent faculty as a first-year student; would be positioned to make a good decision about a major.
    - b. Cluster would include workshops for ePortfolio and community-building activities with both faculty and students.
    - c. Classes could be ASCs; she might also end up with a microcredential with these set of clustered classes (Environment/ Sustainability?)
    - d. 15 of 27 Perspectives hours would be complete at the end of first year.
- xxi. Co-Curricular Transcript - See slides for Transcript
- xxii. ePortfolios
  - 1. A curated digital collection of student-created work for:
    - a. Learning
    - b. Assessment
    - c. Showcase work/ abilities
    - d. Inside a course and across courses/ experiences
    - e. For self, teacher, program, and/or external
    - f. Selection. Reflection. Connection.
- xxiii. ePortfolios: Three Purposes
  - 1. Ongoing learning & reflection across courses and experiences
  - 2. Culminating showcase for employers
  - 3. Robust artifact for program assessment
  - 4. See examples on slide show
- xxiv. Resource Example: CCA ePortfolio Support Site
  - 1. ePortfolio Guide for Faculty and Students - College of Creative Arts (CCA) Miami University
  - 2. CCA's Current Uses of ePortfolios
  - 3. <https://tinyurl.com/tm8pzpkj>
  - 4. Example Assignments
    - a. Example from CCA 220
    - b. AMAE: ePortfolio CCA 220
      - i. Objective: Create an ePortfolio in Canvas to serve as a repository that documents learning and practices related to AMAE
- xxv. Resource: HCWE Spring Workshops on ePortfolios
  - 1. Using ePortfolios for Learning and to Showcase Students and Programs March 13th, 11:00am - 12:15pm
  - 2. Using ePortfolios for Program Assessment April 10th, 11:00am-12:15pm

- 3. Zoom; RSVP through QR codes
- xxvi. Wins
  - 1. The Wins of the Proposed Plan
    - a. Senior Capstone remains as a site for student-driven inquiry
    - b. Advanced Writing remains, as a continued emphasis and strength at Miami (US News & World Report #2 public in the country for writing in the disciplines!)
    - c. Civic literacy: 3 hours distinct from the Arts, Humanities, and Social Sciences (does not replace)
    - d. Applied Skills Courses (ASCs): preserves active and experiential learning that the current program emphasizes
    - e. ePortfolio: developed across time to enable students to connect and articulate
    - f. Curricular and co-curricular: connecting student experiences
    - g. Global citizenship: remains integrated across Perspectives Areas
    - h. Themed Course Clusters as a delivery option (not in audit, not required) for certain student populations
- xxvii. Next Steps:
  - 1. Currently: Liberal Education Council Feedback & Recommendation
  - 2. Feb 9 -March 30: University Senate Presentation & Feedback From Constituents
  - 3. February or March: ASG Presentation & Feedback
  - 4. End of February: BOT Update
  - 5. Senate votes April 13
  - 6. BOT presentation for final approval May 14
  - 7. Proposed implementation Fall 2027
- xxviii. Feedback Welcome QR Code on the slide
- xxix. Senator Question and Comments
  - 1. Senator: For the ePortfolio is that going to be required or just highly encouraged? To me it is a lot like Linked In, so I wanted to see your thoughts on that. (A) I think we would say it is required but we are working on it. This is not at all like Linked In. This is where students can display their work and you can see the learning that they have done. Where Linked In is more like a showcase for the public where this is more of a Learning portfolio. There will be a lot of support for this but first we have to confirm that this is what the board wants us to do.
  - 2. Senator: Regarding the experience that would count, would that be considered credit bearing or none credit bearing? (A) It would all depend on how you are defining experience. For the Applied Skill Courses, yes, those are 9 hour credits. We are trying to build in some flexibility and choices so that departments can make their own decisions on this and what they want regarding requirements.

3. Senator: Regarding the Courses Learning Outcomes aren't those the same as the CLOs we get in all of our syllabus? (A) I think that very well written Learning Outcomes do engage in applied skills development, but I don't think that is across the board. That doesn't mean they are engaging in the reflection in the feedback process in creating an artifact that will then go into an ePortfolio. Something else to remember is that part of why we have been expanding this out is when departments put forth a class and say they want it to be an ASC this is how we would determine if it gets that. So it is more like a criteria list.
  4. Senator: For me this would be taking out Experiential learning and putting in courses that would force you towards an internship. (A) We want both things to happen. One of the things that the BOT has asked us to do is to try to get all majors in all departments to build their curriculum so that students can understand why they are taking the course and how to apply to things. In many cases students learn a lot of knowledge but it is not always clear to them how that knowledge applies to the real world. So they want us to help you build that in the classroom and at the same time with the transcript to actually continue doing the internship too. We want you to get in the classroom and do the internship. So it is like building your toolkit even as you are still learning.
- b. Fiscal Priorities & Campus Planning -Arena Report - Jennifer Green, Clinical Traineeship Coordinator; Associate Clinical Professor, Psychology; CHDLT Faculty Associate and Lee Biggerstaff, ARMCO Alumni Associate Professor
- i. Fiscal Priorities Committee Charge
    1. The functions of the Fiscal Priorities and Budget Planning Committee are to represent the University Senate in the financial management of the University, in the **process of setting fiscal priorities and in budget planning**, and also to offer on-going advice to the administration in each of those areas. The Committee shall give attention to **long-range fiscal priorities and budget planning as well as to immediate fiscal and budget concerns**. The Committee shall report regularly to the University Senate and, in fulfilling its charge, shall work closely with and advise the senior administration of the University, namely the President, the Provost, and the Vice President for Finance and Business Services. The Committee **shall establish its own agenda** and consider matters brought to it by the President, Provost, Vice President for Finance and Business Services, and University Senate, as well as matters it chooses to initiate.
  - ii. 2025-26 Fiscal Priorities Membership
    1. Co-Chairs, Jennifer Green (PSY) and Lee Biggerstaff (FIN)
    2. Senate Liaison, Adam Beissel (SLM)
    3. Membership Includes:
      - a. Susan Spellman (HCA)

- b. Adam Beissel (SLM)
    - c. Dave Hartup (ECE)
    - d. Todd Stuart (CCA)
    - e. Jay Barden (Unclassified Staff)
    - f. Julie Lytle (Classified Staff)
  - 4. Ex-Officio
    - a. David Creamer, Finance Business Services
    - b. Lindsay Carpenter, Office of the Provost
    - c. David Ellis, Finance Business Services
- iii. Campus Planning Committee Charge
  - 1. The function of the Campus Planning Committee is to represent the University Senate in the process of planning and maintaining the physical plant of the institution in order to ensure that the environment and facilities are appropriate to the University's mission. The Committee shall review Campus Planning Project Requests (required for any alteration in the exterior campus environment and for major alterations to campus building interiors); review proposed capital improvement priorities; and review, adopt, and update periodically a set of Patterns that serve as design guidelines for any campus planning project. The Committee shall report both to University Senate and to the senior administration, namely to the President, the Provost, and the Vice President for Finance and Business Services.
- iv. 2025-26 Campus Planning Membership
  - 1. Chair, David Prytherch (GEO)
  - 2. Senate Liaison, Chris Grim (CAS)
  - 3. Membership includes
    - a. Bob Black (IT)
    - b. Dan Heitger (FSB)
    - c. Adam Beissel (EHS)
    - d. Betsy Bodnar (SL)
    - e. Jing Chen, graduate student (GSA)
  - 4. Ex-Officio
    - a. Robert Bell (Campus Architect, PFD), Cody Powell (PFD)
- v. Our Charge from the Senate Executive Committee
  - 1. "To explore the university's announced 'Arena District' project, the Senate Executive Committee would welcome a co-authored report and analysis from your committees, inclusive of any insights and recommendations that you would provide."
- vi. Our Program
  - 1. Review budgetary and campus planning documents
  - 2. Interview key administration officials

- a. Finance and Business Services
    - b. Intercollegiate Athletics
    - c. Campus Planning
    - d. Provost's Office
    - e. Enrollment Management and Student Success
    - f. Office of Strategic Transformation (declined)
  - 3. Synthesize, analyze, and report
- vii. The Project
  - 1. Millett Hall is in need of significant renovation or replacement. Given the costs of major renovation relative to the outcome, the administration views replacement as the only viable option.
  - 2. The administration wishes to pair the new arena with a corporate-owned hotel in a multi-purpose district. Cook Field is preferred for its centrality by the administration and the hotel developer. Other locations (e.g. adjacent to Millett) are viable, but are not being considered.
- viii. The Strategic Vision
  - 1. The administration seeks to build Miami University's national profile by strengthening intercollegiate athletics (esp. basketball), perhaps in a more national conference.
  - 2. They believe this may also benefit the academic mission through increased national visibility, increased applications/ greater yield, and decreased discounting, while elevating the student experience.
- ix. Review of Relevant Literature
  - 1. Some evidence of the impact of intercollegiate-athletic success on admissions and enrollment, allowing for increased applications and higher yields (Pope and Pope, 2009). Championships may increase peer rankings, alumni giving, and student academic quality (Cormier et al. 2023).
  - 2. Championships or upsets in sports like football and basketball may increase applications, but long-term impact on the quality and geographic reach of applicants is not clear (Woo, 2017; Eggers et al. 2021)
- x. Location
  - 1. Cook Field has historically been open space for rec. Sports, yet the admin. Views it as an "underutilized development site."
  - 2. The proposed development does not align with existing campus plans, although have not been updated.
- xi. Estimated Costs
  - 1. The total costs of the project are still being determined, but are significant. The estimated cost of the arena is \$185 million. The

demolition of Millett Hall, replacement of recreational sports fields, and other costs bring the total to \$210 to \$225 million.

- xii. Proposed Financing
  - 1. Cost of construction is expected to be financed by a combination of donations (target \$75M) and the remainder through new debt issued by the University (perhaps \$100 to \$200M).
    - a. Debt Amount
      - i. \$100 M
      - ii. \$150 M
      - iii. \$200 M
    - b. Annual Debt Service
      - i. \$6.5 M
      - ii. \$9.7 M
      - iii. \$12.9 M
- xiii. Existing Debt & Debt Service
  - 1. Fiscal Year
    - a. FY24
      - i. Total Annual Debt Service = \$62.97
      - ii. Outstanding Debt = \$495.80
    - b. FY25
      - i. Total Annual Debt Service = \$55.72
      - ii. Outstanding Debt = \$461.90
    - c. FY26
      - i. Total Annual Debt Service = \$50.64
      - ii. Outstanding Debt = \$432.60
    - d. FY27
      - i. Total Annual Debt Service = \$50.66
      - ii. Outstanding Debt = \$401.80
    - e. FY28
      - i. Total Annual Debt Service = \$44.42
      - ii. Outstanding Debt = \$375.90
    - f. FY29
      - i. Total Annual Debt Service = \$43.23
      - ii. Outstanding Debt = \$349.85
    - g. FY24 to FY29
      - i. Total Annual Debt Service = (\$19.74)
      - ii. Outstanding Debt = (\$145.95)
- xiv. Other Potential Costs
  - 1. The range of \$210 to \$225 million reflects the cost of the new arena, demolition of Millett, and relocation of the sport fields
  - 2. Potential sources of additional costs:
    - a. Renovation or construction of space for the ROTC programs

- b. Additional parking structures
  - c. Hotel & Conference center construction
- xv. Summary and Recommendations
  1. Improve communication about the long-term vision and strategy with the Miami University community.
  2. Provide clear accounting of the anticipated costs of the project, the funding sources, and any impact on operating budgets and other priorities.
  3. Formal financial analysis - such as a payback period or return on
  4. investment (ROI) - should be carefully conducted and transparently communicated, enabling objective assessment of project's long-range likely success and impacts.
  5. Provide opportunities for meaningful consultation with the Miami and Oxford community, providing the opportunity to ask questions, request clarification, and discuss and debate the project, its benefits, and risks.
- xvi. Senator Question and Comments
  1. Senator: Who is paying the debt, will there be any student fee and what are they doing about traffic? (A) No new student fees, current student fees would help go towards the debt service but no new student fees. Some of the debt services that are rolling off the books of those funds would be redirected for this debt service. For traffic they are already going through that intersection already for Millett.
  2. Senator: What is the parking situation? (A) They are looking at a surface lot.
  3. Senator: Millett parking lot is full for games so it seems to me just a surface lot at that location that would not work.
  4. Senator: ROTC I suggest that you continue working with the commanders of those units as I know how much this will affect them as they use space at Millett and conduct PT at cook field. So, I believe that having a conversation with them would be very beneficial. (A) I think those conversations are happening and they should continue to talk to ROTC.
  5. Senator: The direction for this sounds like it is completely towards the Cook Field. I know it makes sense for this, but are they considering anywhere else? (A) Our understanding is that the BOT is moving forward with the possibility of Cook Field, it is not a completely a done deal but I believe that the focus is there.

## 6. New Business

- a. 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 ***Discussion to Recommend or Not Recommend on February 09, 2026***

(Results to Recommend: 48-Yes, 00-No, 01-Abstain)

- i. Proposed Merger of the Departments of French, Italian, and Classical Studies (FIC) and German, Russian, Asian, and Middle Eastern Languages and Cultures (GRAMELAC)
- ii. Rationale for the creation of the new department of World Languages and Cultures (WLC)
- iii. Shared Curriculum:
  1. The B.A. in World Languages and Cultures was designed collaboratively between the two departments. It was just approved by the Ohio Department of Higher Education. Projected launch: Fall 2026.
  2. The WLC major offers a flexible, innovative, and streamlined curriculum. It includes shared foundation, core, and capstone courses that will be taught in rotation by faculty members of both departments.
  3. The effective delivery of the WLC major will depend on continuous teamwork of colleagues in GRAMELAC and FIC, and on the synergy of our combined expertise in related humanities disciplines.
  4. The merger of the two departments will ensure a smooth transition, clarity of message to students, and overall success and growth of the new major.
- iv. Continuity and Efficient Governance
  1. The World Languages and Cultures department will combine two departments of similar size and structure, which will help preserve the balance within the proposed new unit.
  2. FIC and GRAMELAC are of comparable size in terms of faculty members (FIC -nine, GRAMELAC - ten), all of whom will merge into the WLC department.
  3. The existing minors, three in FIC (Classics, French, and Italian) and four in GRAMELAC (Chinese, German, Japanese, and REEES), will continue to have separate faculty advisors within the new combined department.
  4. The joint WLC major will have a single Lead Departmental Advisor.
  5. The new department will have one Chair and one Associate Chair.
  6. The two departments already share a single administrative assistant. A merger of the two departments into one new unit will streamline our day-to-day operations and optimize the management of our teaching, research and service activities at the university.
- v. Note of Clarification:
  1. The proposed merger of FIC and GRAMELAC into World Languages and Cultures would not affect in any way the Department of Spanish and Portuguese.
  2. Spanish and Portuguese will remain a separate department; Spanish will remain a separate major.

3. We will make sure that a link on our future website will direct students interested in studying Spanish or Portuguese and pursuing a B.A. in Spanish to the Department of Spanish and Portuguese.
- vi. **S.Rec 26-xx**
- vii. 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
- viii. 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.
- ix. 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.
- x. Senator Question and Comments
  1. No Questions and/or comments
  2. **Discussion to Recommend on February 09, 2026** (Results: 48-Yes, 00-No, 01-Abstain)

## 7. **Old Business**

- a. S Rec 26-XX ENT - Engineering Technology, Associate in Applied Science - Reza Abrisham Baf, Associate Professor, Coordinator of EMET Program & Mohammad Mayyas, Associate Dean for Strategic Initiatives, Chair, and Professor, The curriculum document can be accessed at <https://nextbulletin.miamioh.edu/programadmin/> - click on 'title' and type 'Engineering Technology\*' in the Search section. Click on 'Engineering Technology, Associate in Applied Science'. - **Presentation Only: Discussion to Recommend or Not Recommend on February 23, 2026**
  - i. Department of Engineering Technology - Proposal Update for two Associate in Applied Science Majors
  - ii. Overview: Overall ENT Program Structure - Please see slides
    1. Associate in Applied Science - Existing
      - a. Majors - Existing
        - i. Mechanical Engineering Technology - Existing - Strong Pathway to Mechanical and Industrial
        - ii. Electrical and Computer Engineering Technology - Existing - Strong Pathway to Electrical, Computer and Robotics
        - iii. Mechatronics Engineering Technology - Proposed - Strong Pathway to ElectroMechanical and Automation

- iv. Engineering Technology - Proposed - Strong Pathway to Applied Science
  - 2. Bachelor of Science in Engineering Technology - Existing
    - a. Major: Engineering Technology - Existing
      - i. Concentrations - Existing
        - 1. Mechanical and Industrial - Existing
        - 2. Electrical, Computer and Robotics - Existing
        - 3. ElectroMechanical and Automation - Existing
        - 4. Applied Science - Existing
- iii. Concerns Raised in December 1st Meeting
  - 1. Associate in Applied Science - Engineering Technology
    - a. MTH sequencing
    - b. Physics pathway to Bachelor of Science in Engineering Technology
  - 2. Associate in Applied Science - Mechatronics Engineering Technology
    - a. Prerequisite/ co-requisite for PHY 182
- iv. Associate in Applied Science - Engineering Technology
  - 1. Removed ENT 133 and Technical Calculus courses
  - 2. Collaborated with the Department of Mathematics to develop MTH 118 (Extended College Algebra) to support students who don't meet prerequisite for MTH 122 (College Algebra)
    - a. Enables Early College Academy and CCP students to earn dual credit at Miami University
  - 3. Replaced PHY 101/103 with PHY 161/162 to create a clear A.A.S. - B.S.E.T. pathways
  - 4. First Year
    - a. Fall Semester
      - i. ENG 111 English Composition = cr/hr = 3
      - ii. ENT 135 Technical Drawing and Solid Modeling = cr/hr = 3
      - iii. MTH 118 Extended College Algebra\* = cr/hr = 5
      - iv. ENT 137 Engineering Tech & Innovation = cr/hr = 2
      - v. ENT 151 Materials Science & Engineering = cr/hr = 3
      - vi. Total cr/hr = 16
    - b. Spring Semester
      - i. ENT 152 Manufacturing Processes = cr/hr = 3
      - ii. ENT 271 Mechanics I: Statics = cr/hr = 3
      - iii. EGS 215 or ENG313 Workplace Writing = cr/hr = 3
      - iv. CIT 153 or CIT 163 Computer Programming = cr/hr 3
      - v. MTH 124 Trigonometry = cr/hr = 3
      - vi. Total cr/hr = 15
  - 5. Second Year

- a. Fall Semester
  - i. ENT 192 Circuit Analysis I = cr/hr = 3
  - ii. ENT 252 Computer Aided Additive and Subtractive Manufacturing = cr/hr = 3
  - iii. ENT 293 Digital Systems = cr/hr = 3
  - iv. APC 136 Intro to Interpersonal Communication = cr/hr = 3
  - v. PHY 161 = cr/hr = 4
  - vi. Total cr/hr = 16
  - vii. Only for Students who have not completed HS algebra
- b. Spring Semester
  - i. ENT 236 Sustainable Manufacturing = cr/hr = 3
  - ii. ENT 296 Programmable Logic Controllers = cr/hr = 3
  - iii. ECO 201 or 202 Principles of Microeconomics = cr/hr = 3
  - iv. PHY 162 = cr/hr = 4
  - v. STA 261 Statistics = cr/hr = 4
  - vi. Total cr/hr = 17
- c. Grand Total cr/hr = 64
- v. Associate in Applied Science - Mechatronics Engineering Technology
  - 1. Replaced PHY 181/182 with PHY 1618/162 to align with prerequisites, and to create a clear A.A.S. - B.S.E.T. pathways
  - 2. Added MTH 124 as a requirement to better prepare students for success in MTH 151.
  - 3. First Year
    - a. Fall Semester
      - i. ENG 111 English Composition = cr/hr = 3
      - ii. ENT 135 Technical Drawing and Solid Modeling = cr/hr = 3
      - iii. ENT 137 Engineering Tech & Innovation = cr/hr = 2
      - iv. ENT 192 Circuit Analysis I = cr/hr = 3
      - v. MTH 124 Trigonometry = cr/hr = 3
      - vi. Total cr/hr = 14
    - b. Spring Semester
      - i. ENT 193 Circuit Analysis II = cr/hr = 3
      - ii. ENT 152 Manufacturing Processes = cr/hr = 3
      - iii. CIT 153 or CIT 163 Computer Programming = cr/hr = 3
      - iv. PHY 161 Physics I & Lap = cr/hr = 4
      - v. MP Elective\* = cr/hr = 3
      - vi. Total cr/hr = 16
  - 4. Second Year
    - a. Fall Semester
      - i. ENT 196 Power Electronics = cr/hr = 3

- ii. ENT 293 Digital Systems = cr/hr = 3
    - iii. ENT 272 Mechanics II: Strength of Materials = cr/hr = 3
    - iv. APC 136 Intro to Interpersonal Communication = cr/hr = 3
    - v. MTH 151 Calculus I = cr/hr = 4
    - vi. Total cr/hr = 16
  - b. Spring Semester
    - i. ENT 296 Programmable Logic Controllers = cr/hr = 3
    - ii. ECO 201 or 202 Principles of Microeconomics = cr/hr = 3
    - iii. PHY 162 Physics II & Lab = cr/hr = 4
    - iv. EGS 215 or ENG313 Workplace Writing = cr/hr = 3
    - v. ENT 271 Mechanics I: Statics = cr/hr = 3
    - vi. Total cr/hr = 16
  - c. Grand Total cr/hr = 62
- vi. Senator Question and Comments
  - 1. Senator: No question and/or comments
- b. S Rec 26-XX ENT - Mechatronics Engineering Technology, Associate in Applied Science - Reza Abrisham Baf, Associate Professor, Coordinator of EMET Program & Mohammad Mayyas, Associate Dean for Strategic Initiatives, Chair, and Professor, The curriculum document can be accessed at <https://nextbulletin.miamioh.edu/programadmin/> - click on 'title' and type '**Mechatronics Engineering\***' in the Search section. Click on 'Mechatronics Engineering Technology, Associate in Applied Science'. - **Presentation Only: Discussion to Recommend or Not Recommend on February 23, 2026**
  - i. Presented with the ENT - Engineering Technology, Associate in Applied Science presentation

## 8. Student Government Update

## 9. Adjournment

Pennington Senate Remarks  
2.9.26

I come to you today in my role as chair of Ohio Faculty Council – the network of Senate leadership from Ohio’s 14 public universities.

As Senate is back in session, so too is the Ohio Legislature and higher education is likely on the agenda.

Some thought with the passage of SB 1 that lawmakers were done with the state’s colleges and universities for a while; however, at Ohio Faculty Council we learned that there is a potential bill on the horizon that some are referring to as SB 1 2.0.

Details are scarce as the bill has not been introduced, but this latest legislative salvo is rumored to bring with it additional restrictions on D-E-I rebranding and renaming, with potentially some enforcement mechanisms built in. The bill may also target particular subsidies for medical schools and graduate schools – but, as the bill has not been introduced yet, there are no solid details on what may be in it.

There is also some suggestion that this may not be introduced as a standalone bill, but instead as part of the omnibus bill.

I share this with you, even though the bill is a rumor at the moment, because I think it’s important that we are informed about what’s happening at the Statehouse. I urge you to pay attention to what lawmakers are saying and to what they’re introducing. If you’re comfortable, I’d encourage you to reach out to lawmakers and share your thoughts or concerns about legislation targeting higher education.

No one is going to protect our work for us. I know you’re tired and overworked, but if we won’t pay attention, if we won’t do what we can to protect our institutions, then what are we even doing here?