

**UNIVERSITY SENATE**  
**Meeting Minutes**  
**December 01, 2025**

The University Senate was called to order at 3:30 p.m., in 111 Harrison Hall on Monday, December 01, 2025. Members absent: Olga Brezhneva, Kerry Carsey, Aubrey Crish, David Eyman, Dawn Fahner, Tyreke Farquharson, Daniel Martin, Peyton Morrow, David Motta, Theodore Peters, Robin Schell, Corey Shank, Jinjuan She, Connor Wike, Cheryl Young

1. **Call to Order and Announcements and Remarks** – Nathan French, Chair of University Senate Executive Committee
  - a. Welcome back, everyone. I hope you found the time away from campus for Thanksgiving Break restorative. At our November 17 meeting, I promised that the Senate Executive Committee would discuss an agenda for our continuing revisions and renovations to this body. We discussed such renovations at our November 24, 2025, meeting. These included a proposal to re-commission a University Senate Ad Hoc Committee to revisit the Enabling Act and the Senate's Bylaws and the creation of a University Senate Legislative Committee that will be tasked primarily with the drafting of future Senate recommendations.  
We plan to discuss these initiatives with you at some length during our winter retreat on Monday, January 26, from 3:30-7:00 p.m. While we realize that this is a time of heightened workload considerations, if we are to continue our work of renovating the University Senate to serve as an indispensable part of the institution, it will require our attentive service and collective efforts. On the part of the Chair, this will involve continued work with our Senate committees to make sure we are restoring good and transparent reporting policies.  
On another note, the Senate's Executive Committee has been notified that the Board of Trustees will be reviewing a draft of an updated retrenchment policy in addition to those policies discussed by the Provost with this body earlier this semester. The Executive Committee, which consists of members of the administration alongside members of the collective bargaining team with the Faculty Alliance of Miami, has reviewed a draft of that retrenchment policy, offering recommendations where we were able. It was drafted in alignment with extant university policy, the ratified collective bargaining agreement, and changes made to Ohio state law and university policy mandated by SB1. We should expect no surprises in the policy. The Office of General Counsel prepared the draft, reviewed by the Executive Committee, and will have it finalized for presentation to the Board of Trustees for their upcoming meetings on December 11-12. If the Board approves those drafted policies, they will be made available to the faculty community and FAM/AAUP-AFT.  
Through the Ohio Faculty Council, we have learned that differing institutions across the state have responded to these policy developments with a spectrum of responses. Like ours, some university administrations have engaged segments of existing shared governance bodies to consult on policies. At others, however, faculty, staff, and students have been fully "locked out" of consultations with administrators.  
We remind the university of the value of this Senate with each interaction that we have on its behalf – both in this room and outside these walls. Keeping that in mind, I'd like to invite you to consider attending the public meetings of the Board of Trustees on Friday, December 12, 2025. During my remarks to the Board on behalf of this body, I'd like to be able to recognize Senators in attendance in an effort to note this body's continued interest in university affairs and strategic decision-making.

A final note of recognition – with a victory over Ball State University this weekend, the Miami University Football team secured a place in the 2025 MAC Football Championship to be played on Saturday, December 6 at 12:00 p.m. at Ford Field in Detroit, Michigan. This was a tough season for the 7-5 Redhawks, and their work to make the championship is a mark of a sort of resiliency in which we should all take pride. Also of note, Miami's Men's Ice Hockey took home the 2025 Friendship Four Championship with a victory over the nationally ranked Union College.

**2. Approval of University Senate Minutes**

- a. University Senate Full Meeting Minutes\_11.17.2025 (Results: 44-Yes, xx-No, 01-Abstain)
  - i. Post Tenure Review added for clarification under Provost Updates
    - 1. Section B. i. = Senators: Regarding the Post Tenure Review policy that was previously shared, are you intending that the policy will be retroactively applied to the previous 3 years, or will the evaluation that happens this year start the clock for that policy? (A) My plan would be to start the plan now.

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

- a. Curricular Items 11.19.2025
  - i. Pulled for discussion: ENT 133 Basics of Applied Mathematics for Engineering Tech
- b. Graduate Council Minutes 11.18.2025

**4. Provost Updates**

- a. Provost spoke regarding the ADA Compliance email that went out. Advising that there are new rules regarding ADA compliance in classes regarding accessibility issues. Miami is offering an online training module to help faculty modify their classes and Canvas sites to be in compliance with the new rules. This module is not currently required, but the provost encouraged everyone to do the training by March 31, 2026 so that they can make their courses as accessible as possible as the new rule goes into effect on April 24th, 2026. This request is to help ensure faculty are in compliance for their spring classes.

**5. Special Reports**

- 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
  - 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. Senator Question and Comments

1. Senator: You don't want a process coordinator, is there a reason for that? (A) We have been through the process already so we think we can handle it ourselves and to make it quicker. All these changes have been discussed in both departments separately, along with votes separately

and together. We worked with the Deans for guidance through this process.

2. Senator: Have you had a conversation with the Spanish and Portuguese department about the name? (A) We have discussed this with those departments. It is not practical right now. We did come to the conclusion that it was in everyone's best interest to do this step first. We are going to create a webpage to make this clear for the students.

b. Miami University Polytechnic, Moira Casey, Interim Dean of the College of Liberal Arts and Applied Science

- i. Question Received after last update:
  1. What is the history of the idea of the polytechnic campus? How will it fulfill the goals of MiamiTHRIVE and the broader mission of Miami? (A) It came about through THRIVE. As you know, THRIVE was designed to position Miami to be as strong as possible in the upcoming challenges of Higher Education, such as demographic shifts, increased competition, and the cost versus value of higher education. So it is designed so students can see what they are learning is going to connect to their future careers outside of higher education. It is also designed to make sure we are meeting the needs of employers. We are also looking at a polytechnic campus that has a broader range of programs.
  2. What is the relation of the Polytechnic to Butler Tech? Will its tuition be competitive with BT, Sinclair, Cincinnati State, etc.? (A) Butler Tech is a public high school, so it is free, so they don't have tuition nor are they an institution of higher education. Butler Tech went in with us on the advanced manufacturing hub, which is a new building on the Hamilton Campus. They are working closely with us on the advanced manufacturing hub. The goal in the partnership with Butler Tech is to create a pipeline of students who are coming from Butler Tech into Miami. So the goal is to identify a new pipeline of students to come into the regional campuses. If you look at our enrollments over the past 10-15 years, we are down by 15-18 hundred students. There has been a slight increase recently, but it would take some extraordinary effort to get us back to where we once were. Our relationship with Butler Tech will help us figure out ways to get those students to come here to Miami. We currently have a pipeline established one with Engineering and one with Nursing, and we are looking to add additional pipelines with Butler Tech as we transition into the polytechnic campus. We hope we can also use the polytechnic to draw in other schools that have career schools in them that might align with our engineering technology. So it is really about where are the new pipeline of students that we can recruit into Miami Regional campuses. I can tell you that our tuition will not be competitive since they are public high school, but our cost will be

a little over \$7,000 a year right now. Which is expensive, especially with PHD faculty. I don't want to increase the cost of the polytechnic but we have to realize that growing will require recruiting faculty who are hard to recruit. So we have to think about what is the right tuition model for the polytechnic. Currently, Sinclair and Cincinnati State charge by the credit hour, but if you would compare it to a 15-credit-hour semester, there is about \$1,000 less than we are with a much lower percentage of full-time faculty and faculty with terminal degrees. So it is hard to compare us as compatible when you consider what we are offering students.

3. How is the revised curriculum taking shape? How will that curriculum involve liberal arts or liberal education? (A) We did have 3 working faculty groups working over the summer that consisted of over 30 faculty members and a handful of staff members to develop ideas on new programs for the polytechnic and also brainstorm ways to tie in Liberal Art programs and education to the mission of the polytechnic. We also had another group working to streamline the existing programs to free up resources for working with the polytechnic. The Miami Plan will still be used in the polytechnic and will not be going anywhere. The skills that employers want are the skills that come from a liberal education, such as critical thinking, collaboration, and communication. These are the skills that I call the Durable Skills. We are well aware that these are the skills that employers want as we have discussed this with employers. So we want all of our students to have a core of liberal arts education, so that way they can weather the changes in technology and be lifelong learners. We are not trying to change that with Polytechnic.
4. What is the financial outlook of the Polytechnic at this time? Are there budgetary deficits projected, at least initially? What would a "successful" implementation look like? What are our metrics for assessing the feasibility of the Polytechnic? (A) Currently, we don't have a great business model at the regionals due to the decline of enrollments. We are not running in the black currently. With the transition to the polytechnic involves a plan to get us into the black ultimately. There are deficits currently happening, what our projections are is that we can turn that around with the increase of pipelines of students. Also, another thing that the polytechnic can do is to access state funding for workforce development initiatives. This is another source of revenue we can potentially get.
5. What is the investment by Miami into the Polytechnic initiative? Was this financed through THRIVE or other means? (A) The bulk of it was the purchase of the Advance Manufacturing Hub and those funds came from Miami, the County, the City of Hamilton and also from Butler Tech.

I believe that Miami investment was about 1 million dollars to purchase. We are also engaging in partnership opportunities and grant opportunities as we can, which has helped with donations of equipment and funds.

6. There has been much news of departmental consolidations and/or closures. How do we expect these to affect faculty? What effects do we anticipate for staff? (A) Department mergers/ consolidations can come with a lot of anxiety for faculty, and the process coordinator has had 4 open forums and has met with chairs many times. So we have taken a lot of feedback from a lot of different people. We are going to work through the issues as we move forward and take input as we move forward. We have more staff than faculty at the regionals, and a lot of them have been through this type of change before, so we may be able to avoid some pitfalls using their previous knowledge.

ii. Senator Question and Comments

1. Senator: I hope that the faculty is coming at this open-minded as I think it is great. Have there been 7-figure support from the state?(A) I don't have an exact number. I think Ande has been putting together a proposal for it.
2. Senator: I think some students coming out of Butler Tech are making 6 figures after high school. My question is if I am a 19 year old kid coming out of Butler Tech with a 6 figure job, do I really want to spend 7 thousand to come to Miami?(A) I think some of them will, as they will want to get an advanced degree too. When we try and project those numbers we do try to be reasonable on how many we can actually recruit. I am generalizing here but a lot of their students are not interested in or feel like they fit into a traditional high school. Also, Butler Tech doesn't have enough seats for all the students that want to go there, so we want to make sure for the students who are turning away that they can come from their public high school directly to the Polytechnic and it will have the same feel as Butler Tech.
3. Senator: Have you come up with a list of additional majors/ programs that we can see so that we can compare it to Sinclair or Cincinnati State? Is it going to viable to compared to everyone else? (A) We do access the these demand as we want to make ensure that it is a program that we think should be moved forward. Miami does have steps in place to ensure that, it is also the reason why curricular items are moved through slowly as we want to make sure we have checked all those boxes. Some departments change to their current programs such as creating the associate degree, they are just putting on a fresh coat of paint to bring it up to date while creating the associate degree for a pathway for those Butler Tech students. Moving into new curriculum we are looking at a

Construction management program, as that is a high demand for the state and region for all the new development that is occurring. We are hearing from employers what their needs are. Also, they tell us that the Miami name is big with all these folks, as it means something more than those community colleges.

4. Senator: I understand, but as a Senator, I want to see what you have actually looked at, as that is one thing that I am not seeing. I think there is a disconnect and I would like to see more of that being transparent.  
(A) There is an articulation webpage showing you the pathway that we currently have established with the community colleges. That would be a good place to start. We have already done that work coming into the polytechnic as we want to make sure students coming in getting an associate degree from Cincinnati State can easily transition into a Bachelor degree here at Miami. It is over a decade that we have worked with other colleges like Sinclair and Cincinnati State.
5. Senator: For the regionals, are we now focus more on AA Degrees and do they require the Miami Plan?(A) They do, and it depends on the field. What we do is we ask employers what they want to see. To learn if an Associate Degree is meaningful in that field or not. We would also assess the competition as we are aware that they are also doing that work. So when we are talking about the Polytechnic we are talking about a range of types of programs, but it depends on what the field is requiring in that area.

c. Preliminary Proposal: Miami Regionals Restructuring - Melissa Thomasson, Professor, Vice President for Strategic Initiatives & Professor of Economics

- i. Presented with the Miami University Polytechnic presentation.
- ii. Guiding Principles - Emerging recommendations balance several considerations:
  1. Ability to foster collaboration that matches workforce needs
  2. Alignment with existing cognate structures and patterns of existing faculty collaboration.
  3. Maintenance of viable department sizes and program identities.
  4. Flexibility to allow faculty realignment where disciplinary overlap exists.
- iii. Initial Proposed Structure - (corrected to reflect the unintentional mislabeling of SBS as PSS and the inclusion of integrated studies - which was eliminated; corrected degrees)
  1. Department
    - a. NUR
      - i. Perm Faculty = 27
      - ii. Degrees Awarded (2021-2025) = 558
    - b. ENT, MTH, PHY, CIT
      - i. Perm Faculty = 27
      - ii. Degrees Awarded (2021-2025) = 416

- c. CMR, Communications
  - i. Perm Faculty = 12
  - ii. Degrees Awarded (2021-2025) = 912
- d. BSC, CHM, GLG
  - i. Perm Faculty = 11
  - ii. Degrees Awarded (2021-2025) = 75
- e. HCA, LLW, Liberal (Professional) Studies
  - i. Perm Faculty = 26
  - ii. Degrees Awarded (2021-2025) = 351
- f. SBS, EDS, JCS
  - i. Perm Faculty = 21
  - ii. Degrees Awarded (2021-2025) = 183

iv. Feedback and Questions

- 1. Several folks expressed concern over separating communications/ ICS and LLW
  - a. Strong disciplinary connections; less so with CMR
- 2. Positive comments on the need for partners (industry with respect to tech/ commerce; schools with respect to education)
- 3. Names
  - a. I will propose that faculty work with the Dean to come up with names that fit.

v. Revised Proposed Structure - (tentative faculty and degrees awarded counts)

- 1. Department
  - a. NUR
    - i. Perm Faculty = 27
    - ii. Degrees Awarded (2021-2025) = 558
  - b. ENT, MTH, PHY, CIT
    - i. Perm Faculty = 27
    - ii. Degrees Awarded (2021-2025) = 416
  - c. CMR
    - i. Perm Faculty = 10
    - ii. Degrees Awarded (2021-2025) = 796
  - d. BSC, CHM, GLG
    - i. Perm Faculty = 11
    - ii. Degrees Awarded (2021-2025) = 75
  - e. HCA, LLW, ICS
    - i. Perm Faculty = 28
    - ii. Degrees Awarded (2021-2025) = 467
  - f. SBS, EDS, JCS
    - i. Perm Faculty = 21
    - ii. Degrees Awarded (2021-2025) = 401

vi. Additional Recommendations

1. Workforce “hubs/areas” of focus should be horizontally threaded through schools/departments to increase opportunities for collaboration.
2. Faculty should hold a true joint or at least an affiliation with another polytechnic department to facilitate interdepartmental engagement.
3. Proposed programs need solid partners to ensure success.

vii. Example - Workforce Area

1. ENT/MTH/PHYS/CIT
  - a. Environmental/ Health/ Sustainability
  - b. Digital Communication Data Analytics/ Visual Storytelling
  - c. Intelligent Systems and Advanced Manufacturing
2. CMR
  - a. Environmental/ Health/ Sustainability
  - b. Digital Communication Data Analytics/ Visual Storytelling
  - c. Intelligent Systems and Advanced Manufacturing
3. BSC/CHM/GLG
  - a. Environmental/ Health/ Sustainability
  - b. Intelligent Systems and Advanced Manufacturing
4. HCA/LLW/ICS
  - a. Environmental/ Health/ Sustainability
  - b. Digital Communication Data Analytics/ Visual Storytelling
5. SBS/EDS/JCS
  - a. Environmental/ Health/ Sustainability
  - b. Digital Communication Data Analytics/ Visual Storytelling

viii. Other feedback outside the scope of this project

1. Changes in the workforce (people asked about this both at the Regionals and in Oxford)
2. Oxford v. Regionals tuition model.
3. Marketing plans

ix. Senator Question and Comments - Asked with the Presented with the Miami University Polytechnic presentation.

d. Center for Teaching Excellence Presentation - Ellen Yezierski, Professor of Chemistry, Director, Center for Teaching Excellence, Sarah Watt, Associate Professor, EDP; CHDLT Faculty Associate, and Claire McLeod, Associate Professor, Geology, and Environmental Earth Science

- i. CTE Senate Committee 2024-2025
  1. Claire McLeod (GLG) Chair
  2. Kevin Bush (EDP) Senate Liaison
  3. Britt Cole (NSG)
  4. Hakam Alomari (CSE)
  5. Sarah Watt (EDP)
  6. Rebecca Crews (MKT)
  7. Daniele Fioretti (ITL)

8. Ex-Officio & Non-Voting

- a. Ellen Yezierski, Director, Center for Teaching Excellence
- b. Bonnie Erwin, Associate Director Online Learning

ii. Senate Charge

1. Wednesday, September 4th, 2024: We charge the CTE Senate Committee with identifying and analyzing research-based models and methods (including instruments and rubrics) centered on the evaluation of teaching. The CTE Senate Committee's report in response to this charge should include analyses (and possibly recommendations) that have the potential to seed the transformation of Miami policies and practices, including a pathway to facilitate the implementation of a robust and research-based process for the continuous improvement of teaching quality. The CTE Senate Committee will report their findings to the Executive Committee of University Senate no later than July 30, 2025.

iii. Evaluation of Teaching - Process for capturing evidence of to equitably evaluate and support faculty development and advancement (P&T) to benefit student learning

1. Relying on authentic evidence of instructional quality; not just student evals.
2. Making the teacher-scholar model real, rather than rhetorical.
3. Implementing MiamiTHRIVE with fidelity
  - a. Excellence in Undergraduate Education
  - b. Teacher Scholar Model - Support & empower instructors to optimize learning environments, curriculum, and instruction by implementing best practices defined by evidence, theory, and research to facilitate student learning and continuous improvement (Boyer, 1990).
4. Scholarly teaching requires a unified, scholarly system: If we expect faculty to ground their teaching in evidence, then the institution must ground both development and evaluation in evidence. Only an integrated, research-informed model creates a coherent cycle where evaluation drives growth, and development produces evaluable improvements.

iv. Defining the change

1. Requirement

- a. Research-based models and methods
  - i. Implications: Emphasis on validated approaches, not ad hoc strategies.
- b. Instruments and rubrics
  - i. Implications: Focus on concrete tools to evaluate teaching, not just general philosophies.

- c. Evaluation of teaching
  - i. Implications: Central focus is teaching quality, not just LOs, syllabi, or curriculum.
- d. Analyses (and possible recommendations)
  - i. Implications: Report must go beyond description, include evaluation, and, if possible, actionable next steps.
- e. Transform policies and practices
  - i. Implications: The ultimate goal is institutional change, not just recommendations in theory.
- f. Implementation pathway
  - i. Implications: Clear roadmap or scaffolding for adoption, not just what to change, but how to change it.
- g. Continuous improvement of teaching
  - i. Implications: Not a static evaluation, but an evolving, developmental, and reflective process.

v. Our Process

- 1. Miami Framework
  - a. Reviewed current Miami instrument
  - b. Historical context: visited the archives at King
  - c. Reviewed where the evaluation of teaching quality lives - dept, college, institution
  - d. Observed best practices throughout departments and divisions
- 2. Scholarly Framework
  - a. Research on the evaluation of teaching in higher education
  - b. Evaluated different models - how did these research-based approaches align (or not) with Miami
  - c. Identified areas of strength and weakness
  - d. Reviewed process of implementing change at other institutions.
  - e. Reviewed SoTL literature & discussed potential feasibility of implementation.
  - f. Committee: assigned readings, discussions, collaborative writing
    - i. *see the report (and cited literature) for more details*

vi. Executive Summary

- 1. A comprehensive review and transformation of teaching evaluation be conducted.
- 2. The development of a research-informed teaching evaluation framework that integrates:
  - a. Formative midcourse evaluation data
  - b. Peer review
  - c. Reflection
  - d. Student Feedback\*

3. Department-level development of teaching evaluation plans that align with University policies and support consistent and equitable evaluations practices.
4. Professional development related to teaching is recognized as meaningful in the evaluation of the teaching process.

vii. Next Steps - To coordinate and implement this, the committee calls for the establishment of a Senate Task Force on Teaching Evaluation Reform, the purpose of which will be to oversee planning and implementation across the institution.

1. Include TCPL, tenured, and tenure-track faculty; Department Chairs: Associate Deans: and an Associate Provost to inform decision-making process.
2. Determine efficient and effective ways to implement the CTE Senate Report findings in compliance with CBA agreements and legislation.
3. Create a template by which each department can design and implement a teaching evaluation plan that supports the teacher-scholar model and advances student learning on campus.

viii. Senator Question and Comments

1. Senator: Can we get the original report as the formatting was a little messed up? It asked for an annual department of teaching. Is there a reason for doing it annually? As it feels like it would be a lot of work, so I just want to know why. (A) In some of the models that we saw it was a comprehensive will of all the data sources being annually. However, there was some input from some data. Maybe it was a reflection or course evaluation that happened annually and that way to support the development of maybe of a portfolio or something so that when faculty did go up to advance in their rank it would help them build that portfolio of evidence for that.
2. Senator: Was there consideration of expanding student involvement, as I find that when departments go beyond the standard question survey that their professors are more into it with what is going on? I feel like students would be willing to do that in order to give more specific feedback on courses. (A) That is why we are recommending a task force be formed, because it is hard to come to a conclusion about the various instruments that would be appropriate to evaluate teaching across the entire University. It really needs to be done by each department. Maybe the task force could come up with a template that be applied within the departments. What the departments would do would be up to them because there are disciplinary differences that we want faculty to be in charge of and look after.

## 6. **New 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'. **Discussion to Recommend or Not Recommend on December 01, 2025**

- i. Motion to vote on both Curricular Items today **Results: Did not pass, Neither degree considered for advice**
- ii. The Advanced Manufacturing Workforce and Innovation Hub. We Define the Curve..... Not Following the Path
  - 1. Innovative Academic Degree Offerings in ENT
  - 2. Certificates and Industry Recognized Credentials
  - 3. Career Pathways
  - 4. Continuous Education
  - 5. Cutting-edge Infrastructure
  - 6. Innovation and Entrepreneurship
  - 7. Industry-academia Partnership
  - 8. Workforce Training
  - 9. Research & Development
- iii. Engineering Technology Distance Learning Programs
  - 1. Miami University delivers 13 engineering technology courses to students enrolled at 12 Partner Colleges.
  - 2. Students take prerequisite courses (which include bridge courses) and the Transfer Module 36 at their home campus.
  - 3. Courses offered Monday-Thursday in the evening via IVDL and web-supported technology, supporting working students.
- iv. 2025 Engineering Technology Enrollment Summary
  - 1. Program Type
    - a. Bachelor of Science
      - i. Major/ Concentration
        - 1. Electrical & Computer Engineering Technology
          - a. Enrollment = 38
        - 2. Electromechanical Engineering Technology
          - a. Enrollment = 76
        - 3. Mechanical Engineering Technology
          - a. Enrollment = 82
        - 4. Robotics Engineering Technology
          - a. Enrollment = 20
        - 5. Subtotal (B.S)
          - a. Enrollment = 216
      - b. Associate of Applied Science (A.A.S.)
        - i. Major/ Concentration

- 1. Electrical & Computer Engineering Technology
  - a. Enrollment = 26
- 2. Mechanical Engineering Technology
  - a. Enrollment = 53
- 3. Subtotal (A.A.S.)
  - a. Enrollment = 79
- c. Total Enrollment (All ENT Programs) = 295

v. Engineering Technology Degrees

- 1. Associate Degree of Applied Science
  - a. Current Degrees
    - i. Mechanical Engineering Technology (MET)
    - ii. Electrical & Computing Engineering Technology (ECET)
- 2. Bachelor's Degree of Engineering Technology
  - a. Mechanical Engineering Technology (MET)
  - b. Electrical & Computing Engineering Technology (ECET)
  - c. Electro-Mechanical Engineering Technology (EMET)
  - d. Robotics Engineering Technology (RET)

vi. Engineering Technology Degrees

- 1. Associate Degree of Applied Science
  - a. Current Degrees
    - i. Mechanical Engineering Technology (MET)
    - ii. Electrical & Computing Engineering Technology (ECET)
  - b. New Degrees
    - i. Mechatronics Engineering Technology (A.A.S.)
    - ii. Engineering Technology (A.A.S.)
- 2. Bachelor's Degree of Engineering Technology
  - a. Mechanical Engineering Technology (BSc)
  - b. Electrical & Computing Engineering Technology (BSc)
  - c. Electro-Mechanical Engineering Technology (BSc)
  - d. Robotics Engineering Technology (BSc)

vii. Mechatronics Engineering Technology (A.A.S.)

- 1. Program Focus: The Associate in Applied Science (A.A.S.) in Mechatronics Engineering Technology is an interdisciplinary program.
- 2. Complements Existing Programs: It bridges and complements the existing A.A.S. programs in Mechanical Engineering Technology and Electrical and Computer Engineering Technology.
- 3. Curriculum: The program combines mechanical, electrical, and automation coursework to develop essential skills in systems engineering technology.

viii. Mechatronics Engineering Technology (A.A.S.)

- 1. First Year
  - a. Fall Semester

- i. ENG 111 English Composition = 3 CR/HR
  - ii. ENT 135 Technical Drawing and Solid Modeling = 3 CR/HR
  - iii. ENT 137 Engineering Tech & Innovation = 2 CR/HR
  - iv. ENT 192 Circuit Analysis I = 3 CR/HR
  - v. MTH 151 or MTH 143 Calculus I or Technical Calculus = 4 CR/HR
  - vi. Total = 15 CR/HR
- b. Spring Semester
  - i. ENT 193 Circuit Analysis II = 3 CR/HR
  - ii. ENT 152 Manufacturing Processes = 3 CR/HR
  - iii. CIT 153 or CIT 163 Computer Programming = 3 CR/HR
  - iv. PHY 181 and 183 General Physics I and Lab = 5 CR/HR
  - v. ENT 271 Mechanics I: Statics = 3 CR/HR
  - vi. Total = 17 CR/HR

2. Second Year

- a. Fall Semester
  - i. ENT 196 Power Electronics = 3 CR/HR
  - ii. ENT 293 Digital Systems = 3 CR/HR
  - iii. ENT 272 Mechanics II: Strength of Materials = 3 CR/HR
  - iv. APC 136 Intro to Interpersonal Communication = 3 CR/HR
  - v. MP Elective = 2 CR/HR
  - vi. Total = 15 CR/HR
- b. Spring Semester
  - i. ENT 296 Programmable Logic Controllers = 3 CR/HR
  - ii. ECO 201 or 202 Principles of Microeconomics = 3 CR/HR
  - iii. PHY 182 and 184 or CHM 141 and 144 Physics or Chem = 5 CR/HR
  - iv. EGS 215 or ENG313 Workplace Writing = 3 CR/HR
  - v. MP Elective = 3 CR/HR
  - vi. Total = 17 CR/HR
- c. Total for all = 64 CR/HR

ix. Engineering Technology (A.A.S.)

1. Target Audience: Designed for students with limited math preparation (typically up to high school algebra).
2. Focus: Provides an applied, hands-on entry into general engineering technology topics.
3. Skills Emphasis: Emphasizes practical problem solving and technical skills in areas such as:
  - a. Materials
  - b. Manufacturing

- c. Automation
- 4. Career Outcome: Prepares students for immediate employment as multi-skilled technicians
- 5. Pathway Role: The AAS-ET degree serves as an essential pathway to Miami University's Bachelor of Science in Engineering Technology (BSET) programs.
- 6. BSET Concentrations: It aligns with the following BSET concentrations:
  - a. Applied Science in Engineering Technology
  - b. Electromechanical and Automation Engineering Technology
- 7. Support Structure: This pathway is facilitated through coordinated academic advising and course alignment.
- 8. Student Benefit: This structure helps students build confidence and competence progressively while maintaining clear transfer and degree-completion options (stackable credentials).

x. Engineering Technology (A.A.S.)

- 1. First Year
  - a. Fall Semester
    - i. ENG 111 English Composition = 3 CR/HR
    - ii. ENT 133 Basics of Applied Math for Eng Tech = 4 CR/HR
    - iii. ENT 135 Technical Drawing and Solid Modeling = 3 CR/HR
    - iv. ENT 137 Engineering Tech & Innovation = 2 CR/HR
    - v. ENT 151 Materials Science & Engineering = 3 CR/HR
    - vi. Total = 15 CR/HR
  - b. Spring Semester
    - i. ENT 152 Manufacturing Processes = 3 CR/HR
    - ii. ENT 271 Mechanics I: Statics = 3 CR/HR
    - iii. MTH 122 College Algebra = 3 CR/HR
    - iv. CIT 153 or CIT 163 Computer Programming = 3 CR/HR
    - v. MP Elective = 3 CR/HR
    - vi. Total = 15 CR/HR
- 2. Second Year
  - a. Fall Semester
    - i. ENT 192 Circuit Analysis I = 3 CR/HR
    - ii. ENT 252 Computer Aided Additive and Subtractive M = 3 CR/HR
    - iii. ENT 293 Digital Systems = 3 CR/HR
    - iv. APC 136 Intro to Interpersonal Communication = 3 CR/HR
    - v. STA 261 Statistics = 4 CR/HR
    - vi. Total = 16 CR/HR
  - b. Spring Semester

- i. ENT 236 Sustainable Manufacturing = 3 CR/HR
- ii. ENT 296 Programmable Logic Controllers = 3 CR/HR
- iii. ECO 201 or 202 Principles of Microeconomics = 3 CR/HR
- iv. EGS 215 or ENG313 Workplace Writing = 3 CR/HR
- v. PHY 101 and 103 Physics & Lab = 4 CR/HR
- vi. MP Elective = 3 CR/HR
- vii. Total = 19 CR/HR

c. Total for all = 65 CR/HR

xi. Senator Question and Comments

1. Senator: I am worried because you say you want this to be a pathway to a bachelor's degree, but the Mechatronics degree offers the option of taking the new technical calculus course and this course is not a prerequisite for Calculus 2. (A) Right now we have it programmed in as Math 151 or Math 143. Right now we are still in discussion with the math department and we know that we can not offer 143 until the prereq and sequencing is resolved. 151 will stand as the required course for students to take. So until everything is resolved with 143 it will not be offered.
2. Senator: It is designed to be a terminal math course, and that is fine if that is what it is being used for an associate degree. I think when you talk about this in discussion, it needs to be clear about it being a substitute for 151. My concern is how are we going to filter students? (A) We have to follow the Joint Committee also to work with long-term planning. As I believe this will also become a transfer issue so we are trying to get ahead of this transfer issue too.
3. Senator: We pride ourselves in our history and arts integrated into our Science degrees. How can we integrate these Liberal Arts into all of our degrees (A) Students must take courses in Liberal Arts for engineering. We understand that it is very from the industry that soft skills like communication, writing and reporting. All of us in our teaching the creative part is always embedded.
4. Senator: Also recognizing that they have to deal with more and more diverse people, and learning how to interact with such. This should be something that we are incorporating in our majors.
5. Senator: Not knowing the plan for the 143 course and just knowing for students to take Physics 181 they must take a calculus 1 course, otherwise they will not be successful in physics. So that has to be built in and a requirement otherwise physics will require them to go back and take 151? (A) We are working with the physics department and math to resolve this issue. Focus on 151 plus one lab to make it more applied with the enforcing it more with the applied. If 141 if we can not find a solution we will drop the course.

6. Senator: Basically the same, with just a few differences. Was there any thoughts of maybe doing tracks instead?(A) We want to maximize sharing the courses while making sure we fulfill the job demand. Mechatronics is more interdisciplinary.
7. Senator: This made it through the process without the financial statement not being included. My concern is that other major issues have not been addressed with these.

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'. **Discussion to Recommend or Not Recommend on December 01, 2025**

- i. Motion to vote on both Curricular Items today **Results: Did not pass, Neither degree considered for advice**
- ii. Presented with the ENT - Engineering Technology, Associate in Applied Science presentation

7. **Adjournment**

8. **Reconvene and Approval of Abbreviated University Senate Minutes - (Results: passes with 00 nay, and 00 abstain)**

- a. University Senate Abbreviated Meeting Minutes 12.01.2025

9. **Adjournment**