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Miami University
Board of Trustees
Minutes of the Board of Trustees Meeting
Oxford Campus
Marcum Conference Center Room 180's
Friday, February 27, 2026

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

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

Roll call of Trustees:

Present:	Arushi Agrawal (Student Trustee)	Beth McNellie
	Steve Anderson	Rick McVey (National Trustee)
	Biff Bowman (National Trustee)	Peyton Morrow (Student Trustee)
	Ryan Burgess	Dinesh Paliwal (National Trustee)
	Dave Dafoe	Lisa Peterson
	Bill Ebbing	Rod Robinson
	Deborah Feldman	Mary Schell
	Zachary Haines	
Absent:	None	

Public Study Session

Chair's Comments

Chair Mary Schell relayed the following information:

Good morning,

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

As we begin, I'd like to share a few highlights since our meeting last December:

The extensive renovation of Bachelor Hall is nearly complete. This $70 million project will provide an exceptional new home for the humanities and for Media, Journalism and Film. This investment is just one example reflecting our core belief that a strong liberal arts education remains essential to leadership in every field and the character development of our graduates. Nearly every student at Miami University will take a class in the new Bachelor Hall - whether for their major or through the Global Miami Plan. The renovation is just incredible.

Earlier this month our new Advanced Manufacturing Hub opened on the Hamilton Campus. The ribbon-cutting ceremony was filled with hundreds of industry leaders - state, county, and local officials, and people from around the area, who all wanted to share in the celebration. At the Hub – the collaboration between Miami and Butler Tech will serve Ohio with graduates fully prepared for in-demand, "career-centric," technical job opportunities. This is another way we commit to support Ohio's workforce needs.

This year we celebrate the two hundredth anniversary of the second-oldest student publication in the United States - The Miami Student. We congratulate The Miami Student on this special anniversary and for being the longest running student Newspaper West of the Alleghanies.

Recently, we were recognized as being among the "Top Producing Institutions" in the nation with the highest number of candidates selected for the Fulbright Program. This month Fulbright announced that Miami is one of just 114 higher education institutions listed as top producers. In June, six Miamians were selected for Fulbright Awards for the 2025-2026 academic year. This is the second time Miami has received this recognition, the first being in 2021 - we have had a total of 97 Fulbright recipients and at least one winner every consecutive year since 2005 – 21 years in a row!

Every February, we celebrate Miami Mergers on Valentine's Day. A Miami Merger is a beloved tradition, which happens when Miami graduates marry each other. Miami Mergers are in every state in the U.S. The top three are Ohio, Illinois, and Florida – and there are several who live outside the US. There are more than 30,000 individual mergers that we know of, which is 12.23% of Miami's current total alumni. Incredible.

Congratulations Jayne Brownell and the Division of Student Life which has been named a "Most Promising Place to Work in Student Affairs for 2026". This is the seventh time since 2017 that Miami has earned this recognition.

Author and longtime reporter, Wil Haygood, Class of 1976, recently returned to campus for a book launch. His newest book is dedicated to our own President Greg Crawford.

And… considering the snowstorms we've had this Winter, we're glad that everyone was able to make it today. During the Blizzard of 1978, the men's basketball team that year was not so fortunate. The team was returning from a game against Toledo when I 75 became impassable. The only option for lodging to accommodate all of them meant the Team had to spend the night in the Vandalia city jail.

Speaking of basketball, we invited Head Coach Travis Steele to spend some time with us this morning however, he can't, but for good reason - I'm happy to report that CBS Sports

picked up our previously scheduled Saturday game and moved it to tonight. This will add to the already substantial national attention the team, Coach Steele, and Miami University have enjoyed this season. This media exposure elevates our brand - just as we experienced from the Snoop Dogg Bowls. We are experiencing a historic season and are currently the only undefeated, Division 1 men's basketball team in the country. Our women's basketball team and ice hockey team are also having outstanding seasons.

As we do during every Board meeting, we will hear reports from the Academic and Student Affairs Committee, and the Finance and Audit Committee. They will both include topics related to the Resolution authorizing the University to move forward with the Arena project. We will consider a vote today to authorize the construction of a new arena to replace Millett Hall. The concept of a new Arena is something the University has been investigating for more than a year and a half.

We want to thank the Site Selection Committee - which included representatives from the greater Miami community - for their work to investigate options, take input from stakeholders and ultimately recommend the best location for the new Arena.

Importantly, we are making this historic investment as one part of a broad-based strategy to invest in our future. Given the steep and ongoing decline in the number of people who will choose after high school to go on to traditional higher education, we are implementing new initiatives to raise Miami's brand proposition and awareness nationwide.

We must implement new strategies to successfully recruit the number of students we need to remain the healthy institution we have always been. The arena proposal is one part of that work. Growing the basketball program is a benefit of making this investment. However, a major factor in this decision is to grow enrollment.

The votes on the arena resolutions today are not the final approvals needed to proceed. The next and final step is approval by the Chancellor at the Ohio Department of Education.

That concludes my remarks,

Love and Honor

Comments from the Public

The Board received comments from eight members of the public, topics addressed included: the proposed multi-purpose area, faculty working conditions, the physicians associate program, basketball, sanctuary campus, shared governance, and termination of employment.

Promotion and Tenure

Interim Provost Makaroff highlighted several of the faculty and librarians being considered for promotion and tenure or continuing contract.

Proposed Multipurpose Arena

Athletic Director David Sayler, joined by a current Women's Basketball student athlete, a current Volleyball student athlete, a current sports communications student intern, and a Men's Basketball alumnus spoke in support of the proposed multi-purpose arena at Cook Field.

AD Sayler outlined the rapidly evolving landscape of Division I athletics and the need for Miami University to capitalize on this moment through bold, forward-looking investments. He emphasized that Miami's intercollegiate athletics (ICA) is not only thriving competitively but also serves as a critical driver of institutional visibility, the student experience, enrollment growth, and broader aspirations, such as achieving a nationwide brand. His message underscored that, in a time of disruption across both higher education and athletics, strategic investment - rather than maintaining the status quo - is essential to sustaining momentum and institutional relevance.

A central focus of his presentation was that the new arena and events district, would be a transformational investment for both campus life and regional economic development. The current Millett Hall is insufficient to meet modern standards for basketball, volleyball, and large-scale programming, limiting both athletic and student engagement opportunities. When built, Millett was the home to only one D1 sports team, men's basketball, but now services three, with the addition of women's basketball, and volleyball. The student athletes spoke to the difficulties of training, practicing, and playing with insufficient facilities. A new facility at the Cook Field site would accommodate not only the three D1 sports competing within, but would also enable expanded student programming, including career fairs, concerts, commencements, and major campus events. Beyond campus, the arena is envisioned as a gateway to the university, catalyzing economic activity, improving traffic flow, and creating opportunities for future development such as hotels, restaurants, and expanded parking infrastructure.

Financially and strategically, AD Sayler argued that constructing a new arena is more advantageous than renovating Millett Hall. While the new facility carries a higher upfront cost, strong donor and corporate interest - estimated between $75 million and $100 million - positions the project for significant philanthropic support, unlike a renovation. Also, a renovation would take Millett Hall offline, disrupting the basketball and volleyball programs, requiring the need to identify alternate practice and game locations, and a reduction in ticket revenue. Regrading loss of the intramural and recreational sports locations at Cook Field, AD Sayler informed the Board that new recreational fields would be constructed on Millet's south lawn and at Chestnut Fields uptown, and these new fields would be ready before Cook Field was taken off line for construction.

AD Sayler concluded by stating the new arena is critical to Miami's future and it will be a catalyst for institutional growth. He noted measurable increases in media exposure, retail activity, and digital engagement tied to the recent athletic success. He framed the new arena as integral to enhancing Miami University's brand, strengthening enrollment outcomes, and advancing Miami's academic and research ambitions.

Public Business Session

Approval of Prior Meeting Minutes

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

Consent Calendar

Resolutions on the Consent Calendar, included:

- Emerita Emeritus

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

Reports

Report of the Chair of University Senate Executive Committee

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

Ice and gales delayed the work of the University Senate at the start of the semester, not because of the tenor of the faculty, staff, and students of the Senate chamber, but because of the nearly two feet of snow blanketing our campus and Oxford. To answer the absence of that work, the Senate reordered its agendas for this semester.

In my last update to the Board, I noted that our University Senate is engaged in a "revitalization" of shared governance at Miami at a time of significant institutional change.

Since my last update, two questions have continued to trouble me: "Why does the Senate matter?" And, "Why does shared governance matter?" If we take seriously the idea that we are stewards of the public's trust and investment in higher education in this state, and the members of your University Senate certainly do, then those are expressions of skepticism deserving of a brief reflection.

First, such skepticism is not recent. In an oft-cited national report on shared governance from 2003, researchers William G. Tierney and James T. Minor found that of the members of boards of trustees, administrators, and faculties whom they surveyed, 22 percent of respondents indicated that senates were not important governing bodies, 53 percent indicated a low level of interest in Senate activities, 43 percent stated that involvement in Senate was not highly valued, and 31 percent felt the goals of Senate were not defined. Yet, Tierney and Minor found, almost all respondents indicated "overwhelming support for shared governance." Perhaps a sign of relief? Unfortunately, no one agreed on a definition of shared governance. Responses ranged from "fully collaborative decision-making" to simple consultation and "information sharing."

Larry G. Gerber, in his *The Rise and Decline of Faculty Governance*, attributes the tension in these results from competing interests. As faculty and students found themselves committed to the advancement of research that resulted in massive improvements to our shared public life, their time and tolerance for institutional service declined. At the same time, and as this Board certainly needs no reminder, the fiduciary responsibilities of the university presented ever-accelerating complexities that demand swift and decisive leadership. Shared governance, Gerber concludes, became a concept adapted to so many forms of institutional alignment, that the idea of it as a shared conversation began to dissipate.

Gerber's work is a reminder of the fragility of shared governance. A fragility that should worry all of us. Shared governance is at its strongest and most necessary when faculty, students, staff, and administrators come together in consideration of how best to ensure the continuation of dispassionate scholarship that serves the public good, strengthens constitutional commitments, and advances our students in their pursuit of truth and productive personal lives. Given that the state legislature, through House Bill 96, has tasked institutions with developing a curriculum that meets state workforce goals; engages with artificial intelligence, STEM, and computational thinking; and entrepreneurship and principles of innovation, where else must shared governance live than in a careful conversation among members of this board, members of this administration, members of the faculty, staff, and students? The need for that deliberation, I would argue, is best met by a University Senate readied for that responsibility.

In an apocryphal account from the Civil War, Abraham Lincoln is rumored to have said, after taking a vote of his cabinet and finding that they unanimously opposed him, "Seven nays, one aye; and the ayes have it." Yet, we know that Lincoln welcomed and sought the disagreement of his cabinet as a matter of sound and principled policy. Their advice mattered. Each time our Senate meets, we now do so with a renovated purpose: to provide advice to this university on all matters permitted to us by law and by this Board.

In January, the University Senate's Executive Committee worked with the Office of General Counsel to further revise the Senate's Enabling Act on our advising responsibilities. These revisions were accepted by the University Senate, which welcomes our institution's understanding that the advice provided by the University Senate is a legal obligation and responsibility to this institution. We welcome it.

However, we do not expect every piece of advice that we provide nor every conversation that we hold to be welcomed or accepted by the institution. To paraphrase Lincoln, sometimes one "aye" must exceed the "nays." Shared governance is not shared agreement. The future of shared governance at Miami will be built, conversation by conversation, upon principled advice established upon the expertise of the faculty, staff, and students who, though they may disagree on the matter at hand, agree on the profound privilege it is to serve the institution and care deeply about meeting its obligations to our students and to the public.

In a sense, we are just beginning this renovation. The new curricular process presented to you for consideration will advance the University Senate's conversations on curriculum to a much earlier stage. This should improve our time from curricular proposal to curricular approval while enhancing the Senate's ability to provide robust advice to our Council of Academic Deans and the Provost.

Such a renovation will soon be tested. At our first meeting of the spring semester, the University Senate heard a report from Elizabeth Hoover, Teaching Professor of Musicology and Interim Director of Liberal Education and Liz Wardle, University Distinguished Professor and Director of the Howe Center for Writing Excellence on the ongoing revisions to the Miami Plan. I should note that I sit with Professors Hoover and Wardle on that same committee. At the Senate's meeting on February 23, we received a memorandum from the Liberal Education Council on the proposed revisions to the Miami Plan by the 2025-2026 Miami Plan Revision Committee. Our Liberal Education Council noted its support for the ongoing work of the Miami Plan Revision Committee and recommended those revisions for consideration by the University Senate while underscoring the need for a well-resourced and staffed office for the administration of the revised plan; a distinct skill option in global readiness, intercultural engagement, or cultural literacy; and ongoing deliberation over pre-requisites and flexibility in major restrictions for applied skills courses. The University Senate intends to invite the Liberal Education Council for consultation and deliberation over these revisions and is grateful for the continued collaboration of the Office of Liberal Education with the Miami Plan Revision Committee's work.

As a Kentuckian and a professor of religion, I hold a very deep reverence for college basketball. It was with gratitude that I was able to update the Senate on the on-the-court success of our student athletes and how that translates to the national profile of our institution – with my thanks to Jessica Rivinius, Chief Marketing and Communications Officer.

Yet, as I noted, the Senate's conversations may not always be met with approval. Such conversations create a record of advice upon which this institution may draw now and at a later date. In our first meetings this semester, we heard the results of a report from our Campus Planning and Fiscal Priorities committees on the question of the proposed arena district project. I am grateful to the administrators, many of whom are with us today, who took the time to speak with our committees. We also heard from two undergraduate students and a faculty member who led a comprehensive community survey on the Arena. While the University Senate took no vote on the question of the arena district project, several Senators – including student senators – expressed concern about the arena project's Cook Field location, expressed support for our student-athletes, and noted their appreciation for the robust conversation on the matter, which will affect the lives of both Miamians and Oxford community members.

After providing advice on initial proposals of the Associate in Applied Science of Engineering Technology and the Associate in Applied Science for Mechatronics Engineering Technology, the University Senate recommended these degrees for your consideration without reservation. Other presentations included an update on the university's implementation of Workday Student and our expansion of textbook affordability initiatives, led by the libraries.

Our Senate also recommended the proposal by our faculties in German, Russian, Asian, and Middle Eastern Languages and Cultures and in French, Italian, and Classics to consolidate into the Department of World Languages and Cultures. We noted and agreed with their affirmation that more than ever "our students need the linguistic skills, cultural knowledge, and intellectual tools of humanistic study … that will prove vital to their ability to thrive in their university studies, professional careers, and living a fulfilling life." It is precisely such sentiments that serve as a reminder to me that the responsibility of shared governance is one that emerges each time our institution commits to the integration of a student's professional interests,

their creative potential, and their personal fulfillment realized within the life of the mind and placed in the service of the greater public.

Thank you

Report of the Student Body President

Student Body President Daniel Martin relayed to the Board:

Good morning,

It's wonderful to see everyone again and I hope y'all are doing well. I wanted to start by saying that I have personally noticed that I have grown more comfortable speaking in front of y'all starting as a scared junior to now a seasoned senior still a little nervous because y'all are scary and intimidating. ANYWAYS!

The Miami university student body is very energetic this semester and Kirsten and I are very excited to take it all in. Over the next few months Kirsten and I are looking forward to seeing our last few initiatives come together. Philanthropy Fest will bring all the philanthropic and charitable organizations from campus to the memorial park uptown. We are so excited to show the entire country that Miami cares about more than just going out or even just our small town. We are also partnering with the Inter-fraternity council to run an aluminum can drive where we will collect and recycle aluminum cans from march 13-20th. All of these initiatives are under the umbrella of the Good Neighbor Policy where my secretary for community engagement has come up with a catchy slogan "stay safe, stay smart, stay off the radar". We also continue to meet with the City of Oxford on a monthly bases to grow the town/gown relationship leading to initiatives, goodwill, and proper community among the residents of Oxford and the Miami community.

Now, if you'll allow me, I wouldn't be a student representative if I didn't again bring up the arena district project. Miami University students are still concerned over the loss of Cook Field and the specificity of the timeline regarding the project. We simply ask that while the project continues forward that students are thought of and put first.

Throughout the last semester and a few weeks, I have had the honor and privilege of serving on the University Senate Executive Committee. They've done a great job with their Enabling Act and I know the students are interested to see where University Senate goes from here and what their future will be.

Finally, as a graduating senior, I know I speak for a lot us when I say that we will be taking in the last few moments we have and wanted to thank everyone here - Board members, faculty, and staff for everything y'all have done to make Miami the place we cannot wait to be nostalgic for.

Thank you and God bless you.

Report from the President

President Crawford began with a moment of silence for Paul Foley and Dan Darkow, two Miamians who recently passed away. He then congratulated the faculty and librarians being considered, later during the meeting, for promotion, tenure, and continuing contracts. He then presented on Miami's tradition of excellence, competitive edge, strategic ambition, organizational evolution, and holistic student athlete experience.

Examples of Miami's longstanding Excellence Tradition were illustrated through student accomplishments, faculty scholarship, and national awards such as the Miami University Orchestra's recent national recognition. Other examples included the launch of Miami alumnus and author, Wil Haygood's book *The War Within a War: The Black Struggle in Vietnam and at Home*, as well as the grand opening of the Advanced Manufacturing Hub on the Hamilton Campus, One Miami weekend.

Miami's Competitive Edge, is driven by strategic investments in academic programs, facilities, and partnerships. Major initiatives include the expansion of the Honors College, growth in clinical health sciences, and continued development of data science, and advanced manufacturing programs. New and renovated facilities - such as Pearson Hall, Bachelor Hall, and the Advanced Manufacturing Hub - demonstrate a decade-long commitment to academic infrastructure, totaling approximately $450 million in investments.

He spoke of how Miami's Strategic Ambition is found in innovative partnerships and initiatives that strengthen Miami University, and meet the needs of Miami students, the community, and society. To continue to evolve to meet the needs of today and the future, he outlined several reorganizations, such as in Human Resources, Miami Online, and in the Office of Research and Innovation.

President Crawford then highlighted Miami University's student athletes and their academic achievement, competitive success, and community engagement. He emphasized the strong student-athlete academic outcomes, including a 3.34 average GPA, and significant volunteer contributions, demonstrating alignment between athletics and the university's educational mission. He also showcased RedHawk competitive success, with numerous conference championships, and nationally ranked teams across multiple sports, reinforcing Miami's growing prominence and momentum in Division I athletics. Collectively, these achievements position athletics as a "gateway to mission," supporting academics, leadership development, and a unified campus culture.

He concluded advocating for strategic investment - specifically for a new arena and surrounding economic district - as essential to sustaining competitiveness in an increasingly challenging higher education landscape. He stated that maintaining the status quo equals a gradual decline in relevance - modern facilities are critical for recruiting students, faculty, staff and new partnerships, while also enhancing campus life. He stated the proposed arena district will be a student-centered hub for events, engagement, and institutional pride, while also serving as an economic catalyst for the broader community through job creation, increased visitation, and regional events.

Academic and Student Affairs Committee

Report of the Committee Chair

Committee Chair Beth McNellie relayed the following:

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

The Committee heard updates from the Senior Vice President for Student Life, the Vice President for Enrollment Management and Student Success, the Vice President for University Communications and Marketing, and the interim Provost.

The meeting began with Senior Vice President Brownell updating the Committee, sharing that, with Miami's athletic success, particularly in Basketball, the energy on campus is palpable, and the pride and excitement is contagious. She then moderated a student panel to allow the Committee to hear directly from students of the Miami experience today.

Provost Makaroff updated the Committee on revisions to the Miami Plan and the proposed Miami's Integrated Learning Experience (MILE). MILE will integrate academic, co-curricular, and applied learning through reflection, experiential coursework and an ePortfolio to prepare students for life and career.

He then addressed AI in the majors, stating a goal is that every Miami undergraduate will graduate with AI competencies appropriate for their professional field. Next, he presented proposed resolutions beginning with the Center for Civics, Culture and Society explaining that a resolution was necessary to designate the Center as a tenure-awarding unit of the university. That resolution, along with three resolutions to conform with the requirements of recent State legislation, another to merge two existing departments into one, a resolution to allow reorganization of the regional campuses, and two to create new associate degrees are all recommended for approval today, as is the resolution for the awarding of tenure and promotion.

Vice President Rachel Beech updated the Committee on national admission and enrollment trends and challenges. She explained that one of the ways Miami is able to continue to be completive 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 Snoop Dogg bowl, also helps to drive awareness and interest. Notably, she told 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."

Vice President Rivinius provided updates on the value of the Snoop Dogg Bowl, which was $447 million, with social media driving that exposure, primarily due to Snoop Dogg's more than 100M followers across all platforms. She also shared that Miami's 28-OH basketball team's recent game on ESPN was the first MAC game they have aired since Wally Szczerbiak was here in 1999. That single game had a publicity value estimate of $3-$5 million. She also showed images from the Swoop campaign, and presented an incredible Ice Hockey drone video, and told that UCM plans to expand such videos to academic marketing as well.

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

Thank you, that concludes my report.

Resolutions

Promotion and Tenure Resolution

Interim Provost Makaroff spoke in support of the resolution. Trustee McNellie then moved, Trustee Burgess seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

Ohio Legislation Resolutions

Four resolutions to meet the requirements of recent Ohio legislation were considered in a single vote:

- Center for Civics, Culture and Society
- American Civic Literacy
- Curriculum Approval Policy
- Senate Enabling Act

Interim Provost spoke in support of the resolutions. Trustee Burgess then moved, Trustee Anderson seconded, and by voice vote, the resolutions were unanimously approved, with all voting in favor and none opposed.

Operational Efficiency Resolutions

Two resolutions to enhance operational efficiency were considered in a single vote:

- Department Consolidation
- Regional Campus Restructuring

Interim Provost Makaroff spoke in support of the resolutions. Trustee Peterson then moved, Trustee Ebbing seconded, and by voice vote, the resolutions were unanimously approved, with all voting in favor and none opposed.

New Degree Resolutions

Two resolutions to create new Associate Degrees were considered in a single vote:

- Associate Degree in Engineering Technology
- Associate Degree in Mechatronics Engineering Technology

Interim Provost spoke in support of the resolutions. Trustee Anderson then moved, Trustee Haines seconded, and by voice vote, the resolutions were unanimously approved, with all voting in favor and none opposed.

Finance and Audit Committee

Report of the Committee Chair

Committee Chair Ryan Burgess relayed the following:

Madam Chairperson and Members of the Board of Trustees:

The Finance and Audit Committee met yesterday morning at the Marcum Conference Center and considered six resolutions. All six are recommended for approval later in this meeting.

Although the agenda included several resolutions and information items, the committee devoted most of its time to three resolutions related to the arena project. Discussion began at the Investment Subcommittee meeting held prior to the full Finance and Audit Committee meeting and continued through much of the committee meeting.

These broad, in-depth, and frank discussions helped members understand the issues they needed to consider when voting on the arena resolutions at the end of the meeting.

Investment Subcommittee—Financing and long-term implications

The Investment Subcommittee focused on how the arena project would be financed, the implications of that financing for the next twenty-five years, and the impact of this decision on future borrowing for other university needs. Sr. Vice President Creamer informed the Subcommittee that the increased debt service for the arena project would be funded through an increased annual draw on investment income of about $10.2 million per year, annual savings from retiring debt, and does not impact student tuition. Sr. Vice President Creamer explained the volatility that comes with increased spending from investment earnings and emphasized the need to monitor the University's working capital to ensure that sufficient working capital is available to be invested to generate the required investment returns.

That being said, due to the strong stewardship of the University's finance team, additional debt capacity can be achieved without impacting the University's strong overall credit rating.

Committee discussion—Future budget planning

The arena project was next discussed during the Finance committee's discussion of future budget planning. Senior Vice President Creamer began by describing today's environment and the risks most universities face, most notably the demographic cliff.

He explained that maintaining the status quo is likely the riskiest decision a university can make today because negative financial implications are absolutely certain in that scenario.

He also explained that investments in the Thrive initiatives are helping but are not sufficient; additional strategies will be needed to address demographic decline, technology changes, and rising competition for students.

Sr. Vice President. Creamer then briefed the committee on the long-term budget implications from the additional debt-service commitments, especially since recent budgets have relied on growing investment income to offset declines in tuition revenue and increased wage pressures. Such a large financial commitment creates budget challenges.

He concluded by emphasizing the importance of continuing to strengthen the University's national brand and stated that one of the most effective ways to accomplish this is through the visibility brought by intercollegiate athletics, especially men's and women's basketball and football. Absent the broad marketing benefits that have the potential to come from intercollegiate athletic events, he noted, it will be impossible for the University to afford the direct marketing and branding necessary to offset the negative impact of demographic decline and increased competition for students.

Arena presentation and resolutions

The final agenda item was the presentation of the arena project and the three resolutions related to authorizing the construction and financing of the project.

Athletic Director David Sayler began with an overview of the state of intercollegiate athletics today, explaining the turbulence, volatility, and uncertainty affecting athletic programs. He stressed the risk that the "group of 6" schools face in the ever-changing landscape of intercollegiate athletics, where program investments are needed for schools to remain relevant as conference realignment and other changes continue to occur.

AD Sayler also discussed the broader benefits of the project for the entire University, including the investment in a true multipurpose facility where a wide range of events can be held. He described the value of a new events district surrounding the arena and the benefits such an environment would offer for athletic events as well as other campus events and activities. He concluded by discussing opportunities for research to be conducted in the facility in addition to the facility's ability to host concerts, speakers, comedians, fashion shows, career events, and many other activities and events that today are difficult to conduct at Millett Hall.

Next, Vice President Powell provided the committee with a detailed overview of the physical features of the proposed facility. His presentation also emphasized the flexibility of the facility to accommodate other events and activities that are impossible to hold in Millett Hall.

His presentation addressed the two new recreation fields that will replace Cook Field; the current Millett site and Chestnut Fields. The two new sites will improve access to recreation for both on-campus and off-campus students and provide nearby parking that is not available to students who use Cook Field today.

Finally, Vice President Powell emphasized that Millett Hall was designed for men's basketball and did not fully consider the needs of women's basketball or volleyball. The new arena will greatly improve the practice and game experience for all athletes competing there in

the future.

Cost, schedule, and development context

Sr. Vice President Creamer concluded the arena presentation by reviewing the cost and related issues for the project. He began by explaining that the costs he covered represent a worst-case scenario. Fundraising for the project is far from complete, and additional offsets are expected, including gifts and sponsorship opportunities.

Sr. Vice President Creamer explained that one of the challenges with this project has been the length of time required to program and design the project, given the implications of inflation and rising borrowing costs. More importantly, he noted that any further delay, whether a few months or even years, will likely lead to further cost escalation for a project that must be undertaken for Miami to remain a competitive division one athletic school. At some point in the future, Miami must either build a new arena or renovate a sixty-year-old building with substantial deferred maintenance and significant design issues that make it difficult to create a modern multipurpose and accessible arena.

Sr. Vice President Creamer also discussed how the cost of each component of the project had been addressed during the program and design phase to arrive at a project cost that could be financed within the investment and financial limitations of the University. He covered the financing costs for the facility and reviewed the current market situation for tax-exempt financing.

He then explained the added value proposition from the new arena beyond its significance for intercollegiate athletics and for the marketing and branding of the University. He noted that the University has made several efforts to attract a premium hotel and restaurant to the Millett Hall site with the goal of creating an events district on campus; however, there has been no interest in such a project from developers absent the arena.

As the University has explored a similar development at the Cook Field site, he reported significant developer interest if the arena project moves forward. The development of Cook Field is envisioned to eventually include a premier hotel, restaurant, and a conference and executive education facility or facilities, which would be far more accessible to students than Millett. He added that development of Cook Field would benefit student recruitment, offer faculty opportunities to host larger academic events, and assist the City of Oxford in addressing its economic and business development challenges.

Sr. Vice President Creamer concluded by advising the committee that this is not an all-or-nothing decision. No matter what the committee decides, a large investment of at least $175 million, which would require additional debt, will have to be made to renovate Millett. If the committee decides not to approve the proposed project, planning will shift to renovating Millett Hall which introduces a number of logistical challenges during the construction period.

The real decision before the Committee is whether a new arena will add more value and benefits than its added costs compared to renovating Millett Hall. The administration believes that the benefits of a new arena far exceed its incremental cost.

Following the presentation and discussion, the committee voted unanimously to advance the arena and related projects to the full Board of Trustees. This includes the necessary debt financing to construct the project and the required authorization request of the Chancellor to issue general receipts bonds to finance the project.

Other committee business

While the meeting was dominated by the arena discussion, the committee also considered and endorsed a future utility project, the refunding of the 2017 bonds, and an amendment to the internal audit charter. The committee also received a presentation by interim Vice President Gaby on fundraising performance during the last calendar year as well as the status of the billion-dollar campaign, and extended its gratitude to the entire advancement staff on a very successful fundraising year. Finally, the committee received reports on the Workday Student implementation and planning for the 2027 budget.

Before I conclude my report, Madam Chair, I'd like to add a brief historical footnote for the record. On June 11, 1966, nearly sixty years ago to the month, Miami's Board of Trustees unanimously approved Resolution R67-33, awarding contracts to construct John D. Millett Hall in the amount of $6.6 million dollars. I can only imagine that the Trustees of 1966 thought it was a significant investment, but one that would benefit students far into the future. One of those trustees was my grandfather, Curry W. Stoup. So, as we move forward today, I do so with him in mind, supporting these resolutions to help ensure his beloved alma mater is positioned to prosper for the next sixty years.

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

Ordinances and Resolutions

Arena Resolutions

Three resolutions to construct and finance the new arena were considered in a single vote:

- Arena Construction
- Issuance of Bonds
- State Authorization to Issue Bonds

Sr. Vice President Creamer spoke in support of the resolutions. Trustee Haines then moved, Trustee Burgess seconded, and by voice vote, the resolutions were unanimously approved, with all voting in favor and none opposed.

Facilities Resolutions

Two resolutions related to facilities were considered in a single vote:

- Utility Project
- Refunding of Bonds

Sr. Vice President Creamer spoke in support of the resolutions. Trustee Burgess then moved, Trustee Peterson seconded, and by voice vote, the resolutions were unanimously approved, with all voting in favor and none opposed.

Internal Audit Charter Resolution

Changes to the Internal Audit Charter were proposed in order to specify the reporting line for the Chief Audit Officer, which is direct to the President, and to the Finance and Audit Committee. Sr. Vice President Creamer spoke in support of the resolution. Trustee Anderson then moved, Trustee McNellie seconded, and by unanimous voice vote, with all voting in favor and none opposed, the resolution was approved.

Student Trustee Reports

Student Trustee Morrow relayed the following:

Thank you, Chair Schell,

I'm excited to update the Board one final time about Arushi and I's work over the past month since returning to campus. A few weeks ago, we sat down with David Siedl to hear updates on Workday Student and its implementation process. We also learned about what projects may be executed following the Workday implementation, and how they will advance strategic initiatives across the university.

Arushi and I also had the opportunity to travel to Columbus for the annual Student Trustee Conference. We heard from both Governor Mike DeWine and Lieutenant Governor Jim Tressel about where the state's priorities lie within higher education. We also learned about initiates and programs at the state level designed to support student mental health, not just at the university level, but at the K-12 level as well. We then heard from Chancellor Mike Duffey about the specific role that student trustees play within the broader Board framework, and what we can do to maximize our impact in a short time frame. It was a tremendously productive conference and a great experience to meet other student trustees from across the state; I couldn't have imagined a better event to end my term with.

Speaking of the end…it is here. Nearly two years ago to the day, I sat in the audience in this same room, watching the Board meetings, excited for what the next two years may entail. The role of student trustee is an interesting one; not many jobs hire you while simultaneously telling you the day you will be fired. Nevertheless, two years initially sounds like a lot of time, but it has a funny way of slipping by.

The best way I can think to summarize my experience as a student trustee, is with the story of how I chose Miami. It's the first question most people asked me when I was a freshman on campus, and it's the same question that many of you in this room asked me when I first joined the Board. For the sake of brevity, I likely responded with, the beautiful campus, the strong academics, or the perfect size of the university. While all of these are true, they don't come close to the real reason I am here today. The real reason began forming in 1943.

In this year, a young 18 year old boy ventured four hours from his hometown in northeast

Ohio, to Miami University. He arrived on campus as the son of dual immigrant parents from Macedonia. He spoke with a thick accent which caused him to be labeled an outlier all through school prior to arriving at Miami. He'd go on to obtain an undergraduate degree from Miami and then a law degree from the University of Illinois, where he'd meet his wife who was also a law student. Following law school, he and his wife would settle back in Northeast Ohio, where they would soon raise 11 kids. After sending their first two kids to the private College of Wooster, (my current hometown), he told his remaining nine children that they could go to Miami, Ohio State, or they could find a way to pay for a different college. Not wanting to pay their own way, five of the remaining kids went to Miami, and four went to Ohio State. Beginning with this one man and his wife, they'd create a family of 11 kids, 48 grandchildren, and over 100+ and counting great grandchildren. I proudly sit before you all today as the third oldest great grandchild of this man and his wife.

This is the story of my great grandfather Alexander Naumoff. For all my life I've heard this story on countless occasions.

He often said that coming to Miami was the first time he felt at home. For once in his life, he wasn't judged for his accent but rather accepted for who he was. He loved Miami and all that it stood for. His love for Miami is evident in the stories he passed down from his time here, it's evident in his five children who attended Miami, it's evident in the six Miami Mergers housed within this massive family, it's evident in the scholarships that are still endowed in his name to this very day which provide students with financial assistance so they too can experience what we have here, his love for Miami is evident in the lines of his obituary which read "His beloved alma mater: Miami University", and I hope that some of his love for Miami is evident in me and all I've tried to do. I lost my great grandfather when I was five and my great grandmother just a few weeks before I'd receive my acceptance letter to Miami. While neither of them were around when I made this campus my home, I have to imagine that somehow, someway, they know I'm here, and they know that I've found a sense of home just as my great grandfather did.

To close, I just want to say thank you. Thank you to the entire PEC for all that you do. Thank you for always making time to meet with the student trustees, and for getting to know us as the people we are outside of these roles. Thank you to the countless AVPs who are often on the receiving end of my line of questioning or crazy ideas for new initiatives on campus. Next, I thank Arushi for the friendship and support over the past year. We've spent countless hours together in meetings, in conversations with students, and in car rides to Columbus for the Student Trustee Conference where we learned that we have incompatible tastes in music. I also want to thank two people who deserve more thanks than they get; Ted and Diana.

These two are the only reason that I show up at the right time and place for any Board meeting or dinner. They are also the reason I will leave this Board with a lifetime supply of Miami nametags. Finally, I thank all of the members of the Board for everything that they have done. Your kindness and generosity are not lost on me, nor is the time that so many of you spent to get to know me personally. I will forever cherish these two years, and all that this board and its members have taught me.

Over the past few months, I've thought often about what Miami was like in 1943 when my great grandfather first got here. The U.S. was in a period of tremendous change following the end of the Great Depression. I've also thought often about where Miami is today; we too are

navigating large-scale changes. Our experiences are separated by over 80 years, yet one thing remains constant: this is home. It's home because of the people who walk this campus, fill these rooms, and embody the values of Love and Honor. If I may make one suggestion as we navigate the challenges ahead, it is to remain focused on the people. It truly is the people that make the place in every aspect of the Miami Experience.

Every percentage point in our admissions data represents a student standing at a crossroads, making one of the most important decisions of their life. Every tuition dollar reflects a family's trust in us and their hope for the future. If we ground our decisions in what serves our students best, I am confident we will move through this moment with the same resilience and purpose that have carried us through so many before. This truly has been an honor; thank you doesn't even begin to cover it.

So, for the final time, with Love and Honor,

I conclude my remarks.

Student Trustee Agrawal relayed the following:

Good morning, and thank you,

I hope everyone had a wonderful and restful holiday season. And if it wasn't so restful… I hope you at least survived your version of Aunt Sylvia and her famously dry roast turkey. May we not have to politely chew through that again for quite some time.

I'd first like to thank President Crawford for our snow day at the beginning of the semester. It was, quite literally, a breath of fresh air. There is something incredibly special about watching college students just be kids again. I saw snowmen scattered across lawns, remnants of snow angels pressed into quads, students attempting to snowboard down streets while holding onto the back of a truck, and a full-fledged snowball fight at Cook Field.

My older brother always tells me to soak in every minute of college. In his words, it's the one time I get to have adult freedom with somewhat kid-like responsibilities. That snow day will forever be a core and special memory to me.

I got to watch one of my best friends from Arizona, Bethanne, experience her first major snowstorm. I'm sure many of you are familiar with the classic snow day superstitions - flushing ice cubes down the toilet, sleeping with your pajamas inside out, putting a spoon under your pillow - all in hopes of increasing the chances of cancelled classes. I had told Bethanne that the most effective tradition was using a fork to eat the snow outside to guarantee a snow day. That's not a real thing. I just wanted to see if she would believe me. She did. Don't worry - I told her to eat from a spot that looked pretty clean.

Speaking of my friend Bethanne, I'd like to share a text message she sent me earlier this month.

Bethanne texts me, "Wanna go to the bball game next week?",

To which I replied, “since when did you care about basketball? I got my ticket and I’m going with molly and ava. Come with us”

She answered saying, “I literally had to look up how to play basketball… but we are ranked and everyone is so excited. #morethanjustapartyschool”

Bethanne and I are a lot like Dr. Brownell when it comes to sports. That being said, our school spirit right now is unmatched. I truly believe you can feel the energy of our students everywhere on campus — something I have never experienced before. What a time to be a RedHawk.

Social media is filled with alumni posting that they wish they were students at Miami once again. There are fan edits across all platforms, and national commentators are finally shouting out a university that has always been deserving of recognition.

I think back to yesterday’s panel, where students were asked if they had ever felt like leaving Miami. I later took some time to reflect on that question myself. To be frank, I absolutely did.

I went to Centerville High School, and if you are familiar with it, you know it is a big school with even bigger school spirit. We used to say our bones were made of black and gold. My freshman year at Miami, I felt that school spirit was lacking, and that was something deeply important to me. I often questioned if I made a mistake choosing Miami over Ohio State - which I can now confidently say I did not.

As a junior, I have realized that with school spirit, comes a sense of community. My freshman year, I felt that absence not because Miami lacked spirit, but because I had yet to find the organizations that gave me that feeling. I tried Greek life. I joined a million random clubs I wasn’t even passionate about because I didn’t know what else to do. I interviewed for organizations and tried not to feel defeated when they rejected me. I missed high school, where I was friends with everyone and had never truly experienced rejection.

What I have learned is that opportunity rarely just falls into your lap. You must search for it - and continue searching even when facing failure. Because it only takes one. One organization. One friend. One moment. One something - to find that sense of belonging.

I interviewed again for that same organization that rejected me the first time during the fall of my sophomore year. I think everything happens for a reason. I think I needed that rejection and that disappointment to learn and grow from it. I often think about the kind of woman I would be if I had never pursued higher education and had only my high school experiences to shape me. Today, I serve on that organization’s executive board and owe so much of my Miami experience to the sense of belonging it brought me.

Because of this, I am beyond excited for what I believe Miami Central is going to do for our students. The hyper-personalization and thoughtful use of AI to better connect students — and potentially speed up the process of them finding their “one” - can make all the difference.

I, along with so many other students, hold special memories at Cook Field. It's where I watched the solar eclipse - an experience I will truly never forget. When I think about student reactions to the new arena project, I see the full range of emotions: confusion and frustration from many, excitement and anticipation from others. And that makes sense. Change is hard. It's human nature to resist it.

But what I have come to understand is that it was never just about the field itself - it was about the community it created. The laughter, the traditions, the shared moments. That's what we hold onto.

I personally believe the new arena has the potential to elevate school spirit even further, and in return, strengthen that same sense of community. People don't like change - that's psychology - but I truly believe that, with time, students and alumni alike will grow to love a new arena, and honor the memories made at Millet and Cook Field.

Going back to the "one", another example that comes to mind is J-Term. My freshman year, I was so excited about the idea of a six-week winter break. I bragged to my Ohio State and UC friends about it constantly. But after week three, the arguing with my parents increased, and my appreciation for J-Term lessened. That, again, was because I did not seek opportunity.

My sophomore year, I took advantage of J-Term to study abroad in Argentina with our Spanish department. This year, I used that time to completely devote myself to studying for my MCAT and preparing my medical school application. Peyton and I take that exam in just a few weeks, so if you have any spare good luck, please send it our way.

The Miami experience is 100% rooted in putting yourself out there and taking advantage of opportunities. I would like to continue finding ways to make it easier for students to get involved and to clearly understand what opportunities and resources await them.

I would also like to continue advocating for student mental health. In December, I shared some of my personal experiences and my desire for a compassionate curriculum when possible. I plan on meeting with several individuals over the next couple of months to further this initiative. Unfortunately, our turnaround from the December meeting to this one is very quick, so I will have more concrete findings and updates to share with all of you in May.

However, in January, Peyton and I had the opportunity to travel to Columbus for the Ohio Student Trustee Conference, where we had the honor of engaging in dialogue with other student trustees and leaders in higher education, including Governor DeWine. I shared that when I was first appointed to this Board, I was so excited to tell people - and when I finally could, they would congratulate me and then follow up with, "what is the Board of Trustees?" Almost all of the student trustees in that room had the exact same experience. Governor DeWine even said that when he was a student at Miami, he certainly had no idea who the Board of Trustees were.

When our new student trustee is appointed, I would love to host a table in Armstrong - maybe with some treats - to introduce our role, engage in conversation with students, and educate them on what the Board of Trustees is and how valuable student input truly is to all of you. I look forward to being a mentor to whichever student has the pressure to follow in the footsteps of Peyton.

On that note, I would like to congratulate Peyton on finishing his term and thank him for all that he has done for this university and its students. I have no doubt he will continue to advocate for students beyond this role - into medical school and eventually for his patients. I truly believe in the saying that you are a representation of the people you surround yourself with. And although he did not really have a choice whether to spend time with me or not, I hope to mirror his drive, intelligence, and passion for Miami.

Peyton informed me that he did me a favor by introducing me to Tim McGraw and his music - but I'd like to think I did him one better by introducing him to the delicacy of Starbucks cake pops.

With love and honor, I conclude my report.

Other Business

Revisions to the Board of Trustees Regulations

Trustee McNellie and General Counsel Amy Shoemaker worked together to update the Board of trustees Regulations. Following a motion from Trustee McNellie and a second by Trustee Burgess, by unanimous voice vote, with all voting in favor and none opposed, the resolution was approved.

Resolutions of Appreciation

Peyton Morrow

Having served a two-year term, the maximum term of service per Ohio law, Student Trustee Peyton Morrow was recognized for his service by the Board of Trustees.

The members of the Board recognized and praised Trustee Morrow for his dedication, commitment, and character, and wished him all the best on the MCATS and his future medical career.

After the reading of the resolution of appreciation Trustee Feldman moved, Trustee Anderson seconded, and by unanimous voice vote, with all voting in favor and none opposed, the resolution was approved.

Rod Robinson

Having served a nine-year term, the maximum term of service per Ohio law, Trustee Rod Robinson was recognized for his service by the Board of Trustees.

The members of the Board recognized and praised Trustee Robinson for consistently adding value to Board, for his unwavering support, incredible service, entrepreneurial acumen, thoughtfulness, grace, and personal kindness.

Trustee Robinson thanked the Board for their trust and partnership. He stated that Miami

is a special place, and shared that his relationship with Miami began with the Entrepreneurship Center; and while he will miss the shared commitment of the Board, he looks forward to continuing to mentor the next generation of entrepreneurs.

After the reading of the resolution of appreciation Trustee Haines moved, Trustee Anderson seconded, and by unanimous voice vote, with all voting in favor and none opposed, the resolution was approved.

Biff Bowman

Having served a three-year term and having nearly completed a subsequent three-year reappointment, the maximum term of service per Board of Trustees regulations, National Trustee Biff Bowman was recognized for his service by the Board of Trustees.

The members of the Board recognized and praised Trustee Bowman, for bringing a positive energy and a joy to the Board, for his financial knowledge, and his leadership of the Investment Subcommittee. They stated he is a role model for what a Board member should be, and that he has set the foundation for even greater success for Miami in the years ahead.

Trustee Bowman Biff remarked that he is a Miami merger, and that all three of their children attended Miami University, it was time to pay to pay Miami back. He stated Miami had given so much to him and his family and giving back to Miami was so very important to them, and being a steward of something so special is a dream. As a freshman from Hamilton, Ohio, he never thought he'd be standing here today with the Board.

After the reading of the resolution of appreciation for Trustee Bowman, Trustee McNellis moved, Trustee Burgess seconded, and by unanimous voice vote, with all voting in favor and none opposed, the resolution was approved.

Executive Session

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

Return to Public Session

Following executive session, the Board returned to public session.

Adjournment of Meeting

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

Written Reports

- Miami THRIVE Report



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

Promotion and Tenure Recommendations

Board of Trustees meeting
February 27, 2026

MIAMI UNIVERSITY

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

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

Candidates for Promotion to Principal Librarian

Ken Irwin

Carla Myers

Candidates for Promotion to Associate Librarian with Continuing Contract

Megan Jaskowiak

Riley Acton

Candidate for promotion to Associate Professor with Tenure

Department of Economics
Farmer School of Business

Joined Miami in 2020 as an Assistant Professor

Ph.D., Economics, Michigan State University



Racheal Banda Rothrock

Candidate for promotion to Associate Professor with Tenure

Department of Teaching, Curriculum, and Educational Inquiry
College of Education, Health, and Society

Joined Miami in 2018 as a Heanon Wilkins Fellow
Began position of Assistant Professor in 2020

Ph.D., Curriculum & Instruction, University at Texas at Austin



Jason Berberich

Candidate for promotion to Full Professor

Department of Chemical, Paper and Biomedical Engineering
College of Engineering and Computing

Joined Miami in 2012 as an Assistant Professor
Promoted to Associate Professor with Tenure in 2018

Ph.D., Chemical Engineering, University of Kentucky



Per Bloland

Candidate for promotion to Full Professor

Department of Music
College of Creative Arts

Joined Miami in 2012 as Assistant Professor
Promoted to Associate Professor with Tenure in 2018

D.M.A., Composition, Stanford University



Megan Jaskowiak

Candidate for promotion to Associate Librarian with Continuing Contract

Health and Social Sciences Librarian
Department of Advise and Instruct
University Libraries

Joined Miami in 2021 as an Assistant Librarian

Ph.D., Botany, North Dakota State University



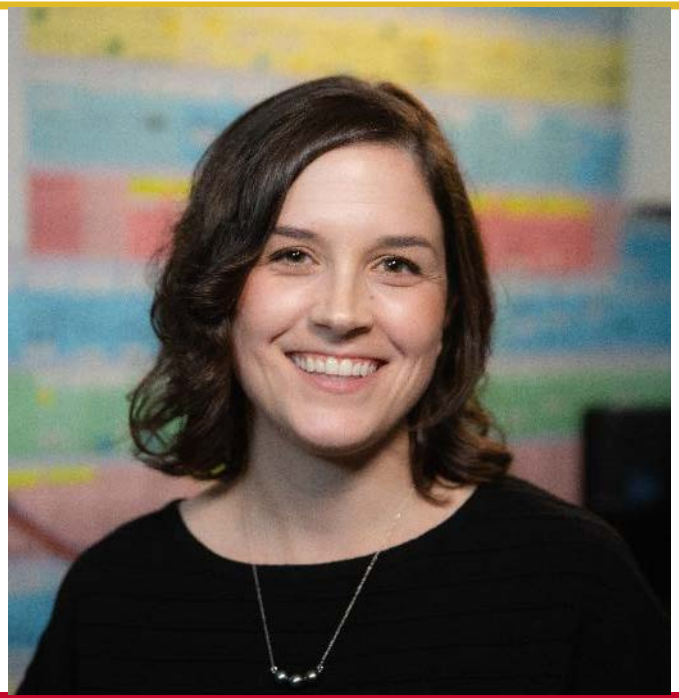
Anna Radke

Candidate for promotion to Full Professor

Department of Psychology
College of Arts and Science

Joined Miami in 2016 as Assistant Professor
Promoted to Associate Professor with Tenure in 2022

Ph.D., Neuroscience, University of Minnesota-Twin Cities



Jennifer Schumacher

Candidate for promotion to Associate Professor with Tenure

Department of Biological Sciences
College of Liberal Arts and Applied Science

Joined Miami in 2019 as an Assistant Professor

Ph.D., Cell and Molecular Biology, University of Pennsylvania



Board of Trustees

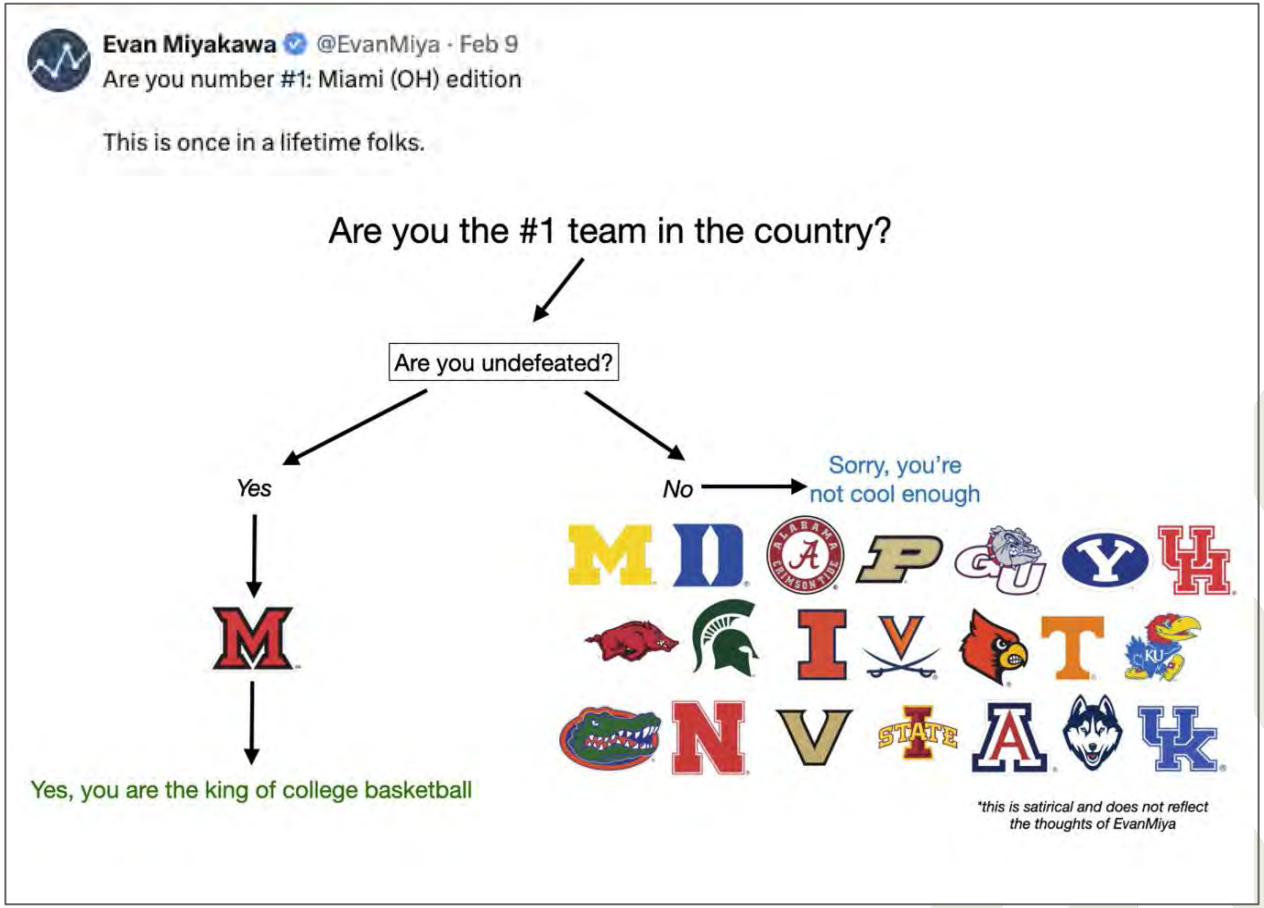
Friday, Feb. 27, 2026

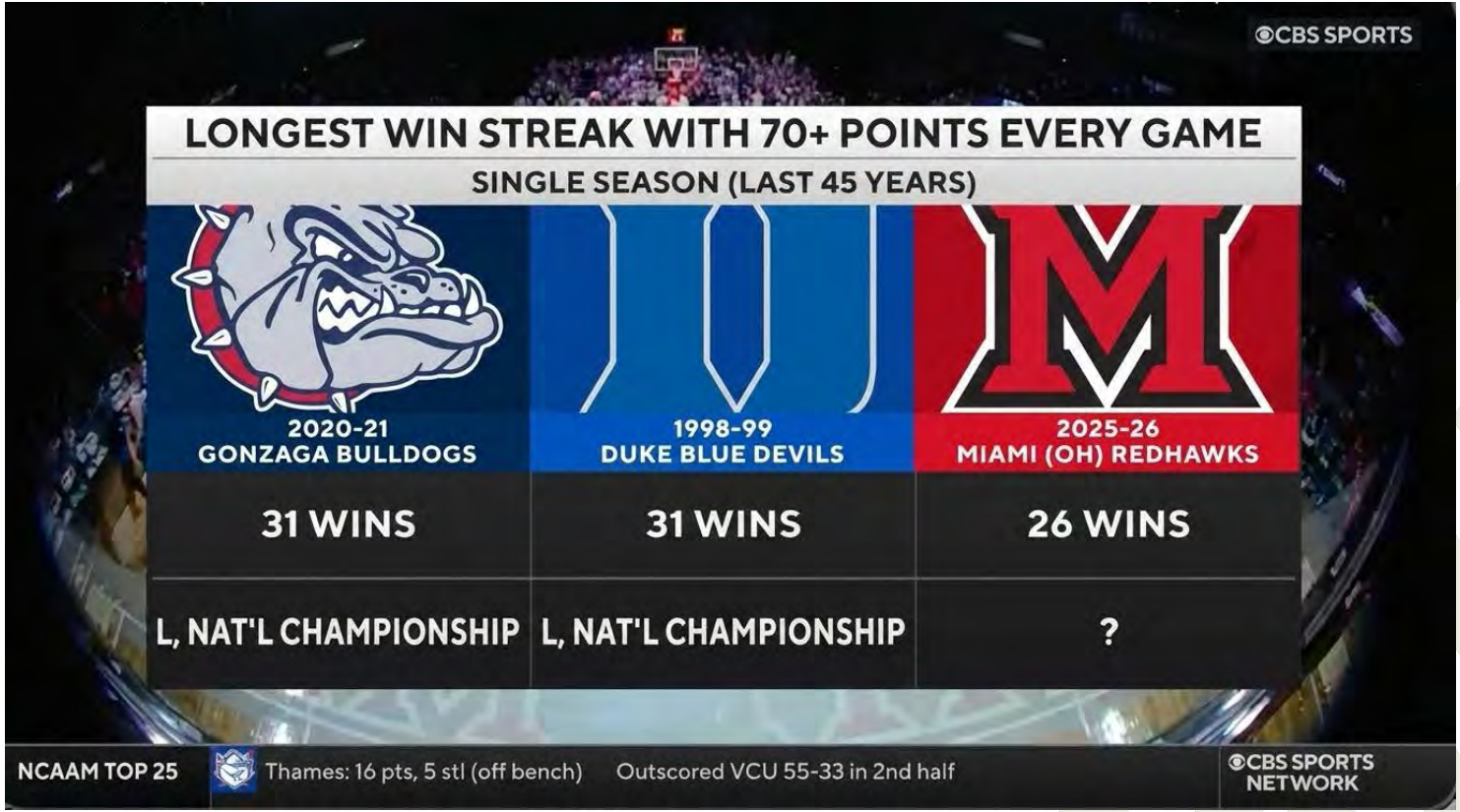
Landscape and Economics of D1 Athletics

Impact of Athletics on University Brand, Enrollment, and Student Experience

Miami




Evan Miyakawa @EvanMiya · Feb 9
Are you number #1: Miami (OH) edition
This is once in a lifetime folks.
Are you the #1 team in the country?
Are you undefeated?
Yes
No
Sorry, you're not cool enough
Yes, you are the king of college basketball
*this is satirical and does not reflect the thoughts of EvanMiya


CBS SPORTS
LONGEST WIN STREAK WITH 70+ POINTS EVERY GAME
SINGLE SEASON (LAST 45 YEARS)
2020-21
GONZAGA BULLDOGS
1998-99
DUKE BLUE DEVILS
2025-26
MIAMI (OH) REDHAWKS
31 WINS
31 WINS
26 WINS
L, NAT'L CHAMPIONSHIP
L, NAT'L CHAMPIONSHIP
?
NCAAM TOP 25
Thames: 16 pts, 5 stl (off bench)
Outscored VCU 55-33 in 2nd half
CBS SPORTS NETWORK

SCHOOL RECORD

COMBINED WINS FOR MEN'S & WOMEN'S BASKETBALL

50

...AND COUNTING!

*PREVIOUS RECORD WAS 44 WINS





Miami

2025–2026 MOST COMBINED WINS BETWEEN BASKETBALL PROGRAMS



CONNECTICUT	54
MIAMI (OH)	50

Miami

Special Guests

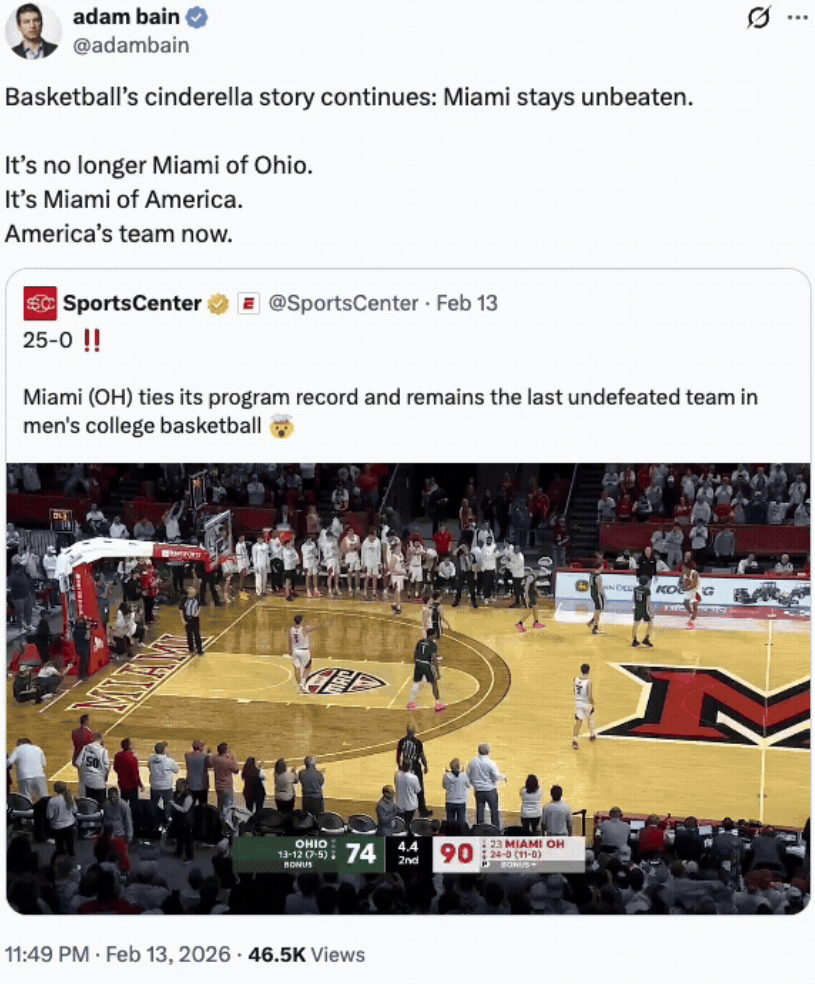




Miami

Alumni Thought Leaders





Miami

ICA National Landscape

Aspiration

- A unique and dynamic time in D1 landscape - just as Higher Education is
- Time to innovate, invest and inspire - not freeze
- Fortune favors the bold while honoring the past
- Athletics has adapted to the new landscape and THRIVED
- Revenue and Gift Momentum already seen
- **Be the best Miami University, top of G6 aspiration for now with eye to the future**
- “Whether you think you can, or think you can’t - you’re right.” - Henry Ford
- More than just Athletics - A Strong D1 presence increases Brand + Enrollment + R1 Status

Miami

ICA National Landscape with Miami THRIVING!

	Michigan	UConn	Michigan State	Miami	Ohio State
MBB	26-2	25-3	22-5	28-0	17-10
WBB	22-5	29-0	22-6	22-5	23-5
Hockey	25-6	17-9	24-6	17-13	11-18
Total	73-13	71-12	68-17	67-18	51-33
Win %	**85%**	**85%**	**80%**	**79%**	**61%**

Miami

As of Feb. 25, 2026

Miami Student Perspectives

Amber Tretter - WBB - Junior, Architecture Major from Ferdinand, IN

Precious Ayah - MBB - Class of 2020 BA in Psychology, 2021 MS in Business Management, 2022 MS in SLAM, currently working as a Business Development Rep at Kemba Credit Union

Raegan Lantz - VB - Junior, Human Capital Management and Leadership Major from Holland, MI

Lindsey Stevenson - Sports Communication Intern - Senior, Business Analytics and Sport Communication Major from Wood Dale, IL

Miami

New Arena is Critical to Campus Future

Arena Impact

- ➔ Status quo not okay for BB & VB aspirations
- ➔ Transformational not Transactional
- ➔ Cook Field Location unlocks the future
- ➔ Numbers + outside support point to new opportunities
- ➔ Main court flexibility for outside events
- ➔ Site selection process
- ➔ THRIVE and vibrant campus
- ➔ Peak Performance Center in building
- ➔ Better Rec Sports options within plan
- ➔ Never been hotter; corporate interest

Miami

Benefits Beyond Athletics

New & Enhanced Student Experiences

- Millett's heavy use has impacted opportunities
  - New practice facilities & dedicated courts for volleyball provide a chance to program across the spaces more regularly
- Largest on-campus space fits 750
  - A new arena could be used for career fairs, Make it Miami, sorority bid day, Winter Mega Fair & other student entertainment events
- Millett's acoustics do not allow for it to be used for concerts and other modern large-scale productions
- Robust student game day experiences enhance campus culture and engage students in Miami spirit



Events District and Economic Development

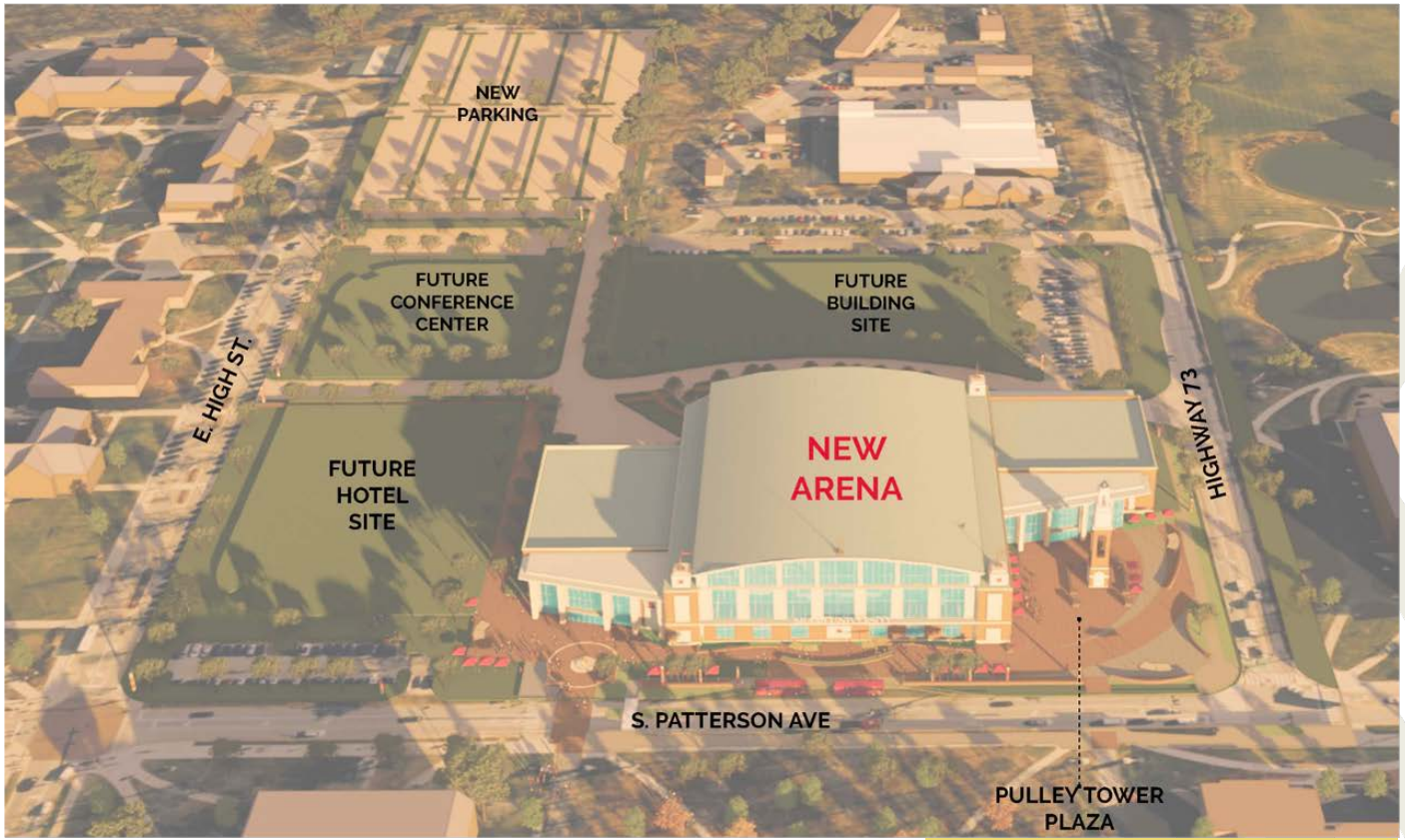


CONCEPT VISUALIZATION – NOT FINAL

The new facility will serve as a gateway and beacon for the University, a landmark that captures attention and elevates the institution’s image.

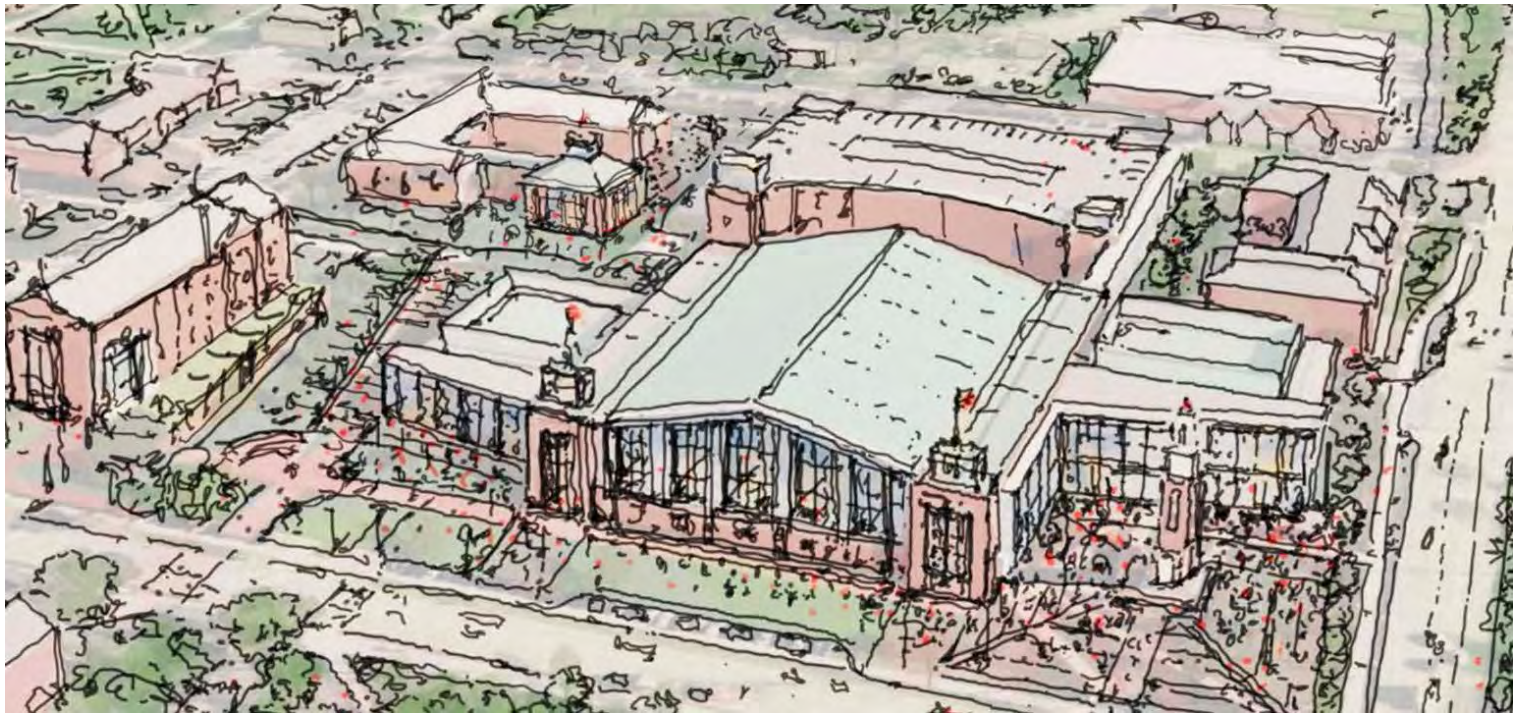
Events District and Economic Development

- Arena will allow for concurrent, student-centered activities and other campus events like commencements, concerts, conferences, creative arts performances, career fairs, Make It Miami, and more.
- The site has a large footprint with abundant space and gives the ability to add additional facilities, including connection to potential future hotel and/or restaurants.
- There is space for additional parking + proximity to other large parking lots.
- The location at the intersection of State Route 73 and U.S. 27 will allow for improved control of traffic flow as well as direct entrance and exit from SR 73, which would limit traffic congestion on campus.
- The Cook Field site preserves the Southwest Quad area as a possible location to meet our future and evolving needs for academic facilities.



CONCEPT VISUALIZATION – NOT FINAL

New Arena and Events District Concept



Expanding Intramurals (Millett)

Legend:

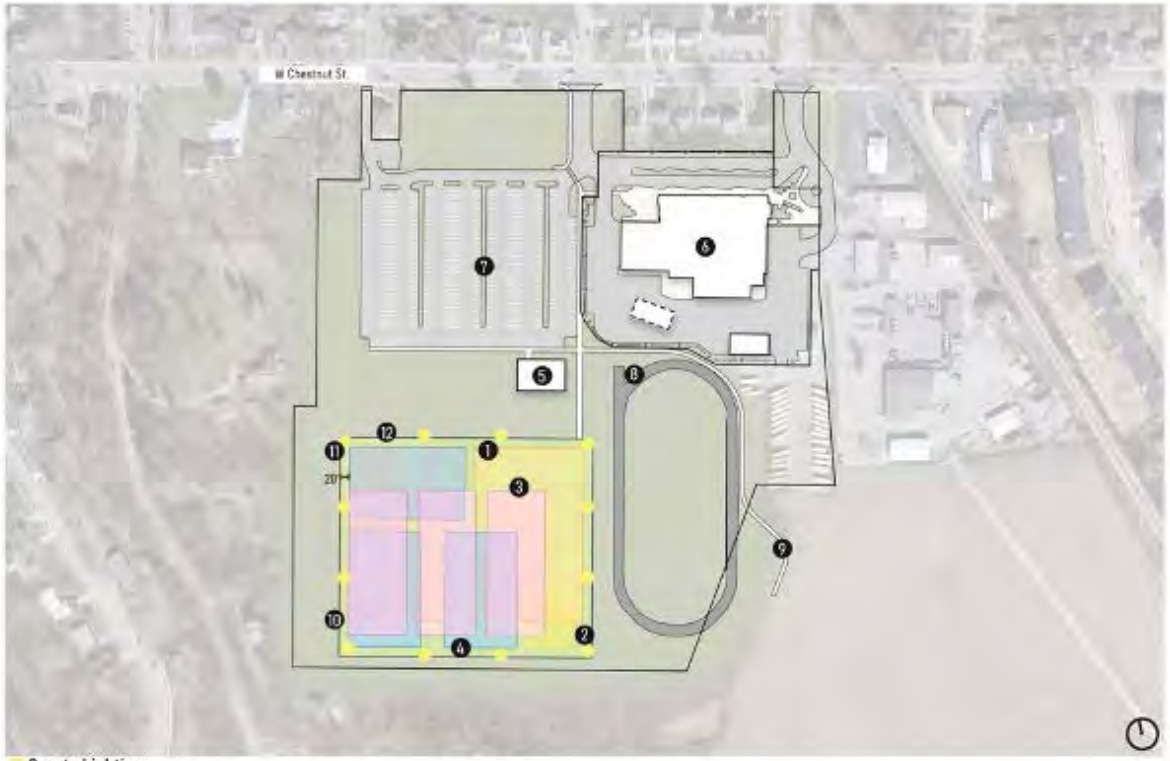
1. (1) Intramural Soccer Field (240' x 150')
2. (1) Flag Football Field (300' x 120')
3. Sloped Lawn
4. Gateway Features
5. Walking Path with Exercise Stations
6. Temporary Stage Location
7. Synthetic Turf Fields (+/- 1.5 acres)
8. Steps



Expanding Intramurals (Chestnut Fields)

Legend:

1. (2) Full-Size Soccer Fields (360' x 225')
2. (2) Softball Fields
3. (3) Flag Football Fields
4. (3) Intramural Soccer Fields
5. Existing Field House
6. BCRTA Transit Station
7. Parking
8. Existing Track
9. Oxford Area Trail (Future)
10. Sports Fencing
11. Sports Lighting
12. Synthetic Turf Field (+/- 5 acres)



Arena Cost Comparisons

New Arena: $242,240,188

- Fundraising will eliminate gap
- Corporate + Donor interest
- Total giving coming in between $75M and $100M
- Opens up District Concept
- Improves Oxford revenues
- Allows ICA to maintain momentum within programs

Renovation of Millett: $175,453,960

- Hard to Fundraise for Renovation
- Corporate + Donors not as excited due to sunk costs
- Building offline due to renovation for multiple years
- Need to add in costs to find places to play/practice plus lose ticket revenue (est. $5M per year impact) making total cost higher by at least $10M more
- Unknown hidden costs always arise
- Slow momentum of programs in limbo

Athletics as a Brand Catalyst

Recent athletic success has led to increases in brand strength

- **News media**
  - 77% increase in national media mentions and 173% increase in reach
  - 63% increase in earned media value
- **Social media**
  - Total Unique Authors: 30,362; Total Engagements: 1.1M
  - Potential Impressions (based on follower counts): 7.57B
- **Retail**
  - Nov./Dec. overall sales are up 9.6% YOY
  - Campus vendors (Brick & Ivy and Dubois) are up 11.1% YOY
- **Website engagement**
  - 530.90% increase in organic search clicks from Miami basketball search inquiries
  - Improved 22% in Google search position rankings

Miami

12/22/25 to 2/23/26

Institutional and Enrollment Impact

Success in Athletics has been shown to be a direct driver of university brand awareness, leading to an overall increase in applications and higher quality freshman classes.



Source: Virginia Tech: The Economics and Changing Elements of College Sports
https://virginiatech.sportswar.com/wp-content/uploads/sites/15/2025/08/Whit-Babcock-72-Slides-8.18.25-BOV-Presentation-DRC-PDF.pdf

Brand Impact on Enrollment

- App growth where we play
  - Northwestern
  - Wisconsin
- Drive interest from the national stage
  - Snoop Dog Bowl
- Building on the national exposure
  - Layering current successes on the court into existing and future materials
  - Generating excitement at Make it Miami & Red Brick Roadshow

New Arena is Critical to our Future

- Millett does not meet standards, need to do something
- New vs. Renovated gap of $66M leans to new with fundraising momentum and location opportunities for campus and Oxford
- Architectural presence at 73 / 27 assists in recruiting students
- Strong D1 ICA Improves University Brand + Enrollment Reach
- This will in turn help lift up Academic Reputation and Research
- Allows Miami to define and compete with peer institutions
- Goal is to be the best Miami University we can be - for all.



Questions?

MIAMI UNIVERSITY
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February 27, 2026
Consent Calendar

RESOLUTION R2026-34

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

Kaara Peterson
English

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

Prosper Raynold
Economics

Eric Bachmann
Computer Science & Software Engineering

James Porter
English & Emerging Technology in Business & Design

Approved by the Board of Trustees
February 27, 2026

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

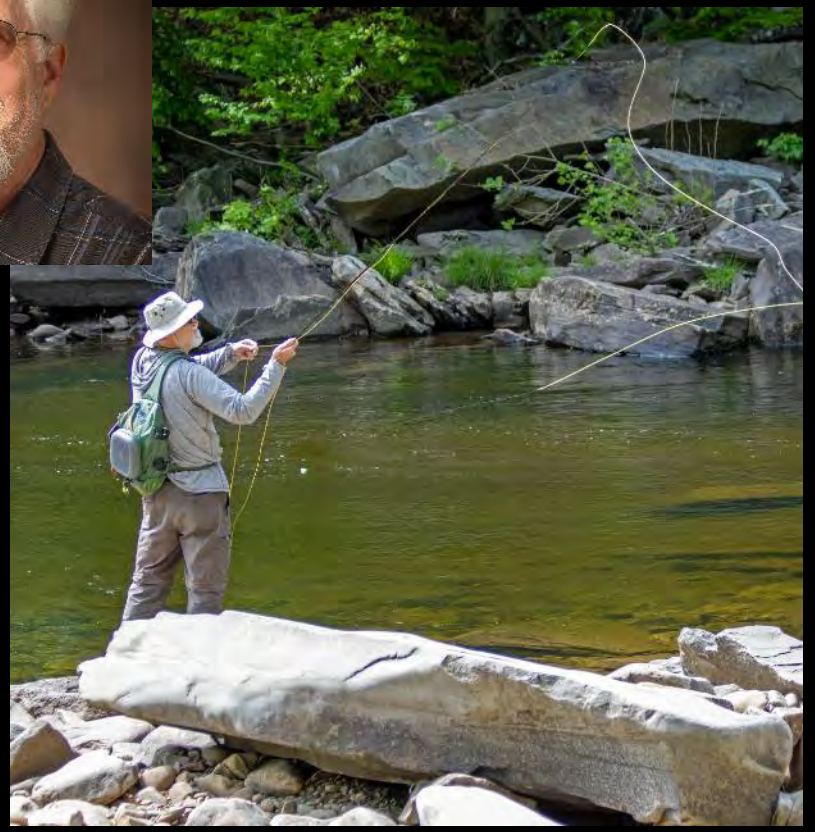


Board of Trustees Update

February 2026

In Memory of Amazing Miamians





Paul Foley
Library Associate



Dan Darkow
Director, Miller Center

Today's Outline…..”Our…”

Excellence Tradition



Strategic Ambition



Holistic S-A Experience





Competitive Edge

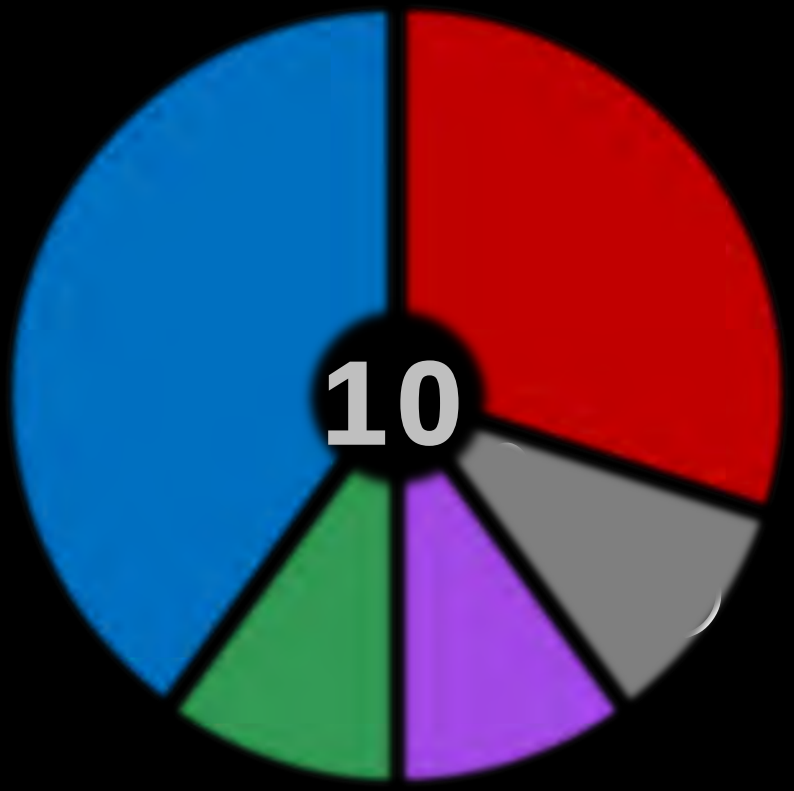


Organizational Evolution

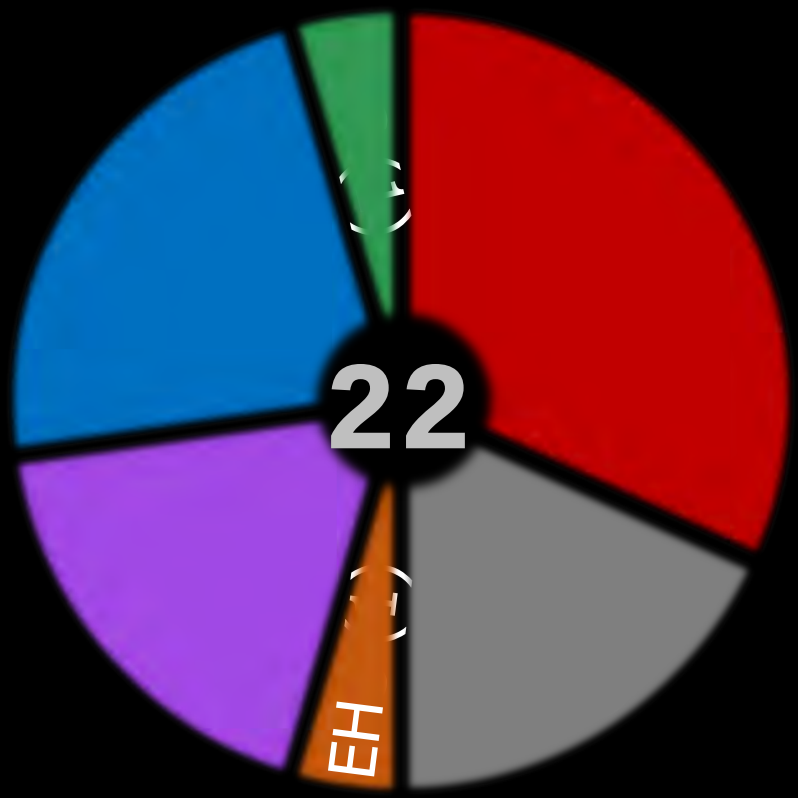


Our Excellence Tradition

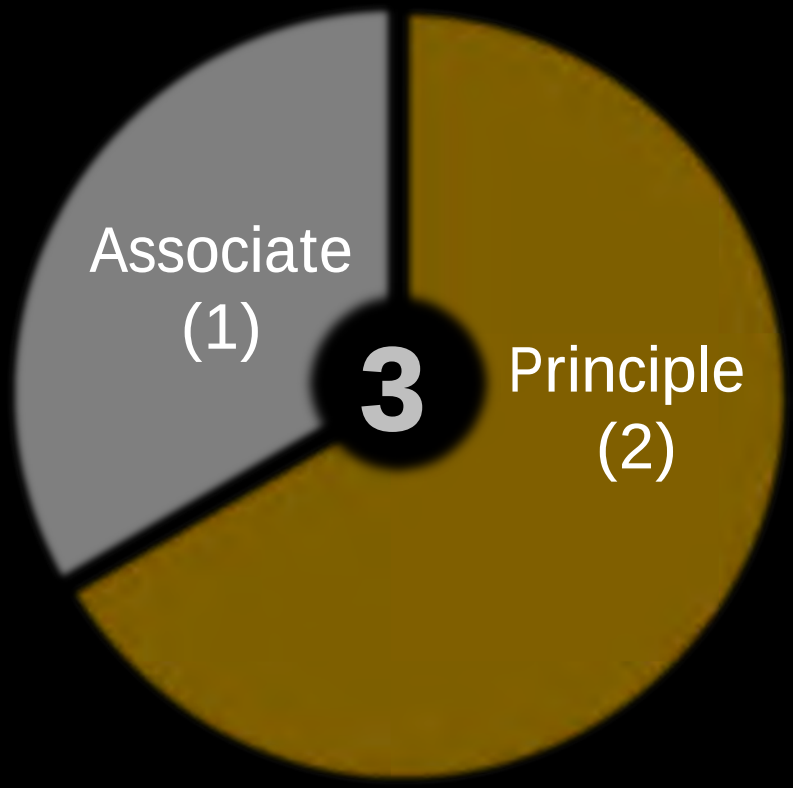
Congratulations—Well Deserved



Full Professor



Associate Professor
(with tenure)



Librarian



Miami University Orchestra

American Prize in Orchestra Performance

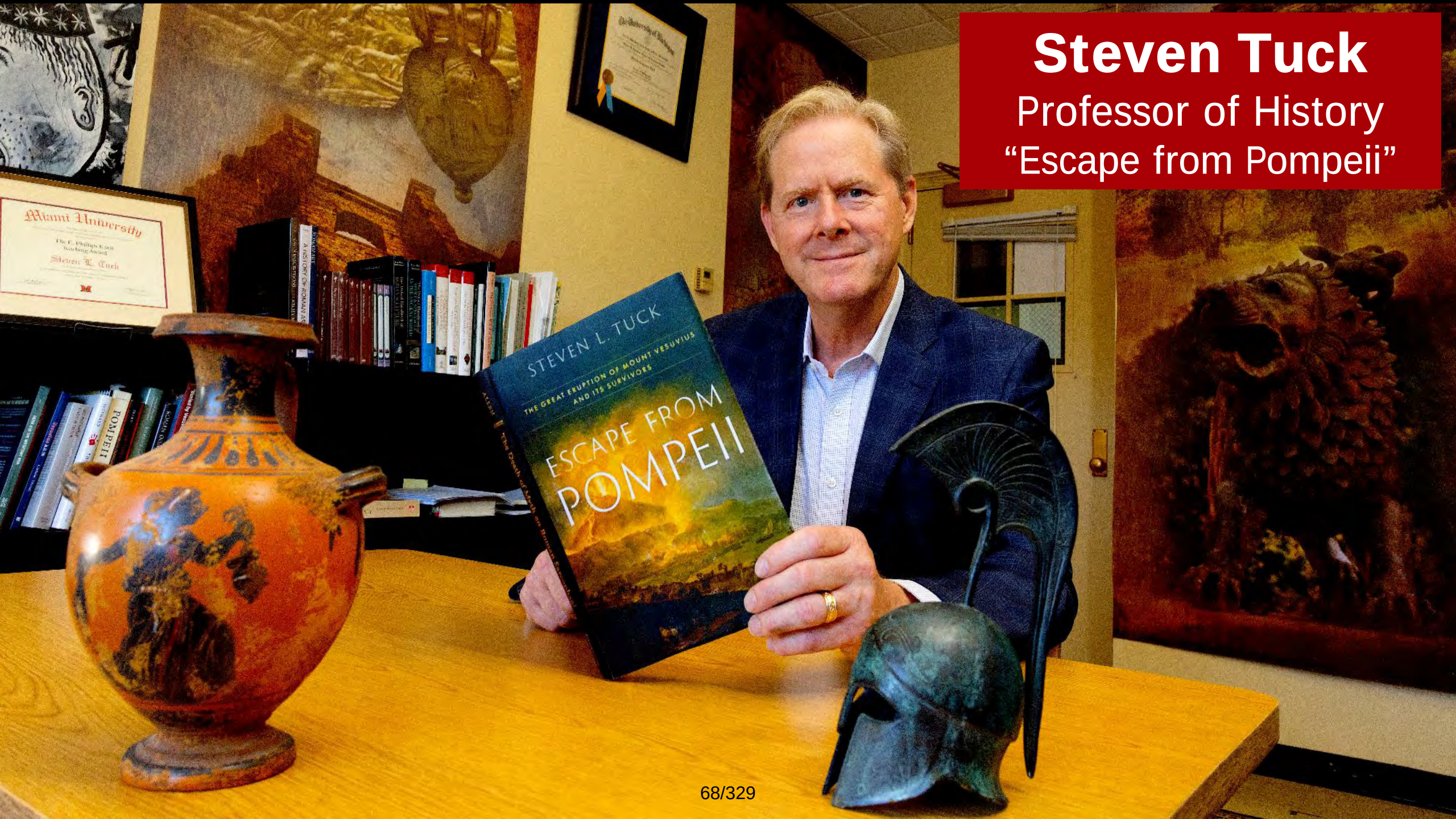
Emily Wang `26

Honors—Biochemistry & Premedical Studies

Trifecta—Astronaut, Beckman, & Goldwater



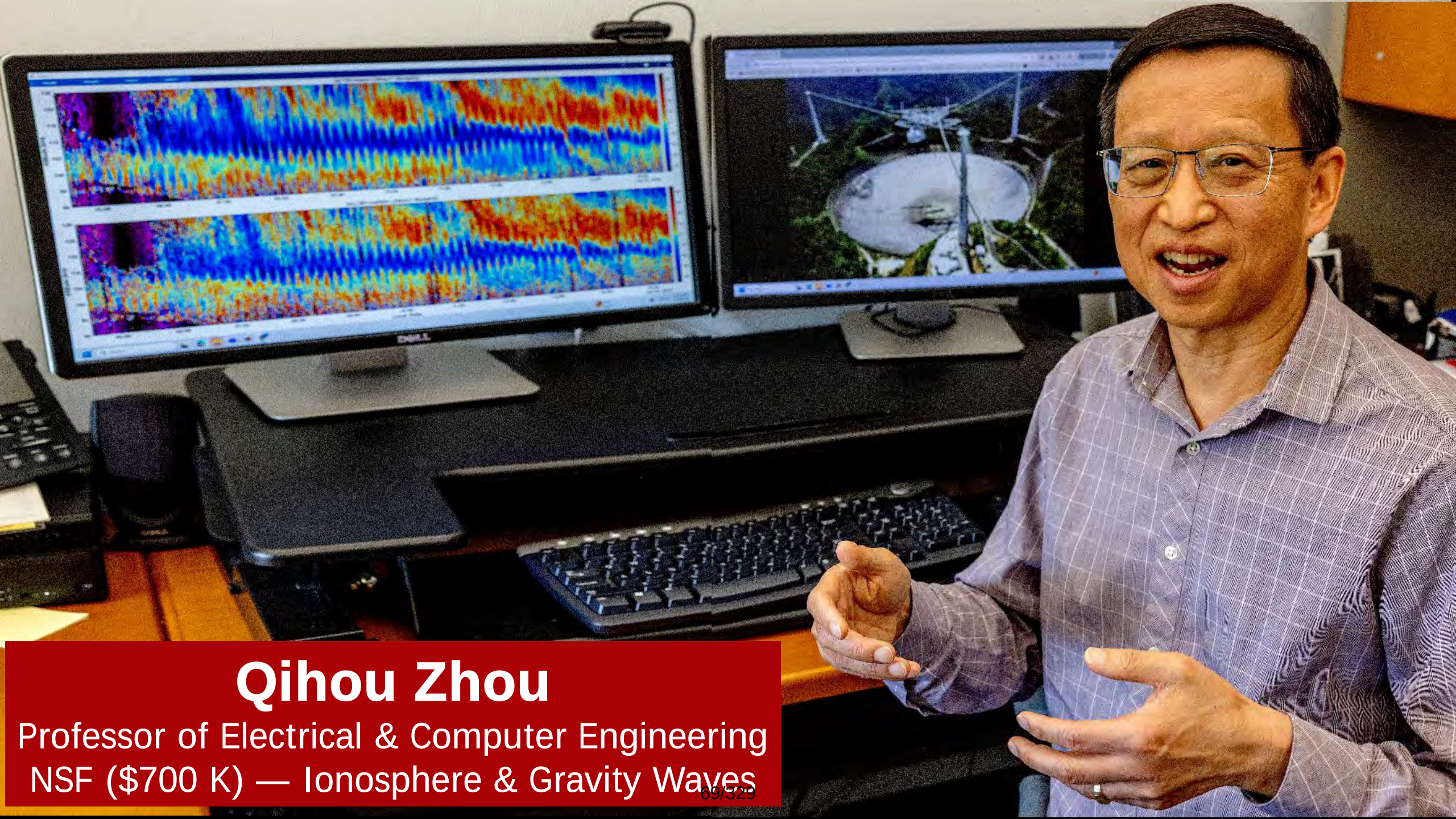
Peer Publications: ACS & Nature



Steven Tuck

Professor of History

"Escape from Pompeii"



Qihou Zhou

Professor of Electrical & Computer Engineering

NSF ($700 K) — Ionosphere & Gravity Waves


THE WAR WITHIN A WAR
THE BLACK STRUGGLE IN VIETNAM AND AT HOME
WIL HAYGOOD
The War Within A War:
A conversation with Wil Haygood and his editor, Peter Gethers, along with Dorothy Harris, and Dr. Elbert Nelson — moderated by President Greg Crawford


Grand Opening
Adv. Manufacturing Hub



One Miami Weekend 2026

”Energy”


Ron Harper
Honorary Doctorate

Love.Honor.Cares Games

Record Year – Giving Back to Our Region



Student-Athlete Excellence



Tamar Singer ‘28 (Assists)
Sports Communication & Media



Amber Tretter ‘27 (1,000)
Architecture

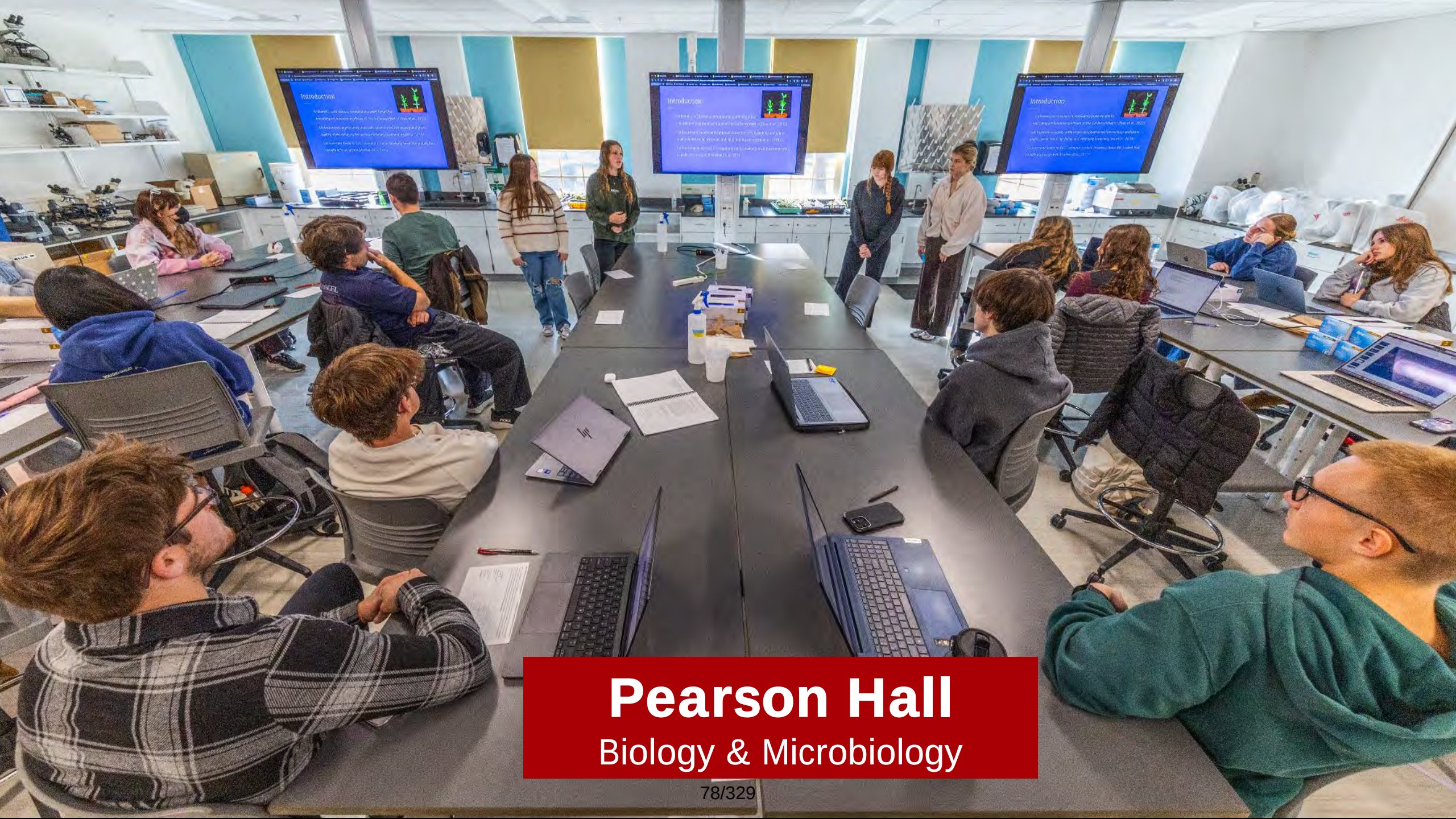


Our Competitive Edge

Honors College

All Majors





Pearson Hall

Biology & Microbiology

Clinical Health Sciences

Nursing, PA, Speech Pathology





McVey Data Sciences

ETBD, Computer Science, Statistics



Fisher College@Elm

Innovators & All Welcomed


Bachelor Hall
English, History, Philosophy, MJF


Advanced Manufacturing Hub
Engineering Technology & Butler Tech



Mitchell Sustainability Park

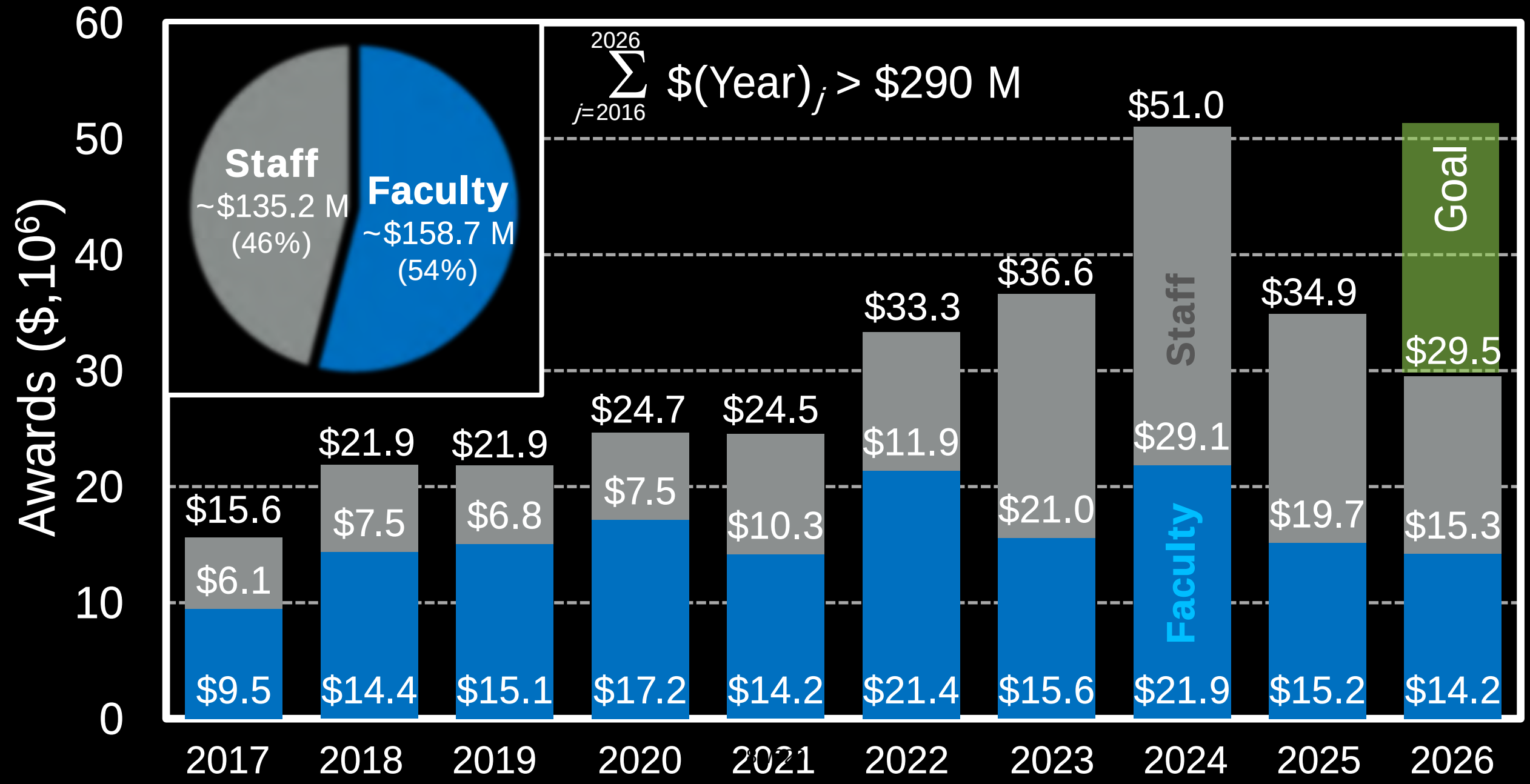
Campus & Community, GOLD STARS, 60%

Academic Infrastructure (Last Decade)

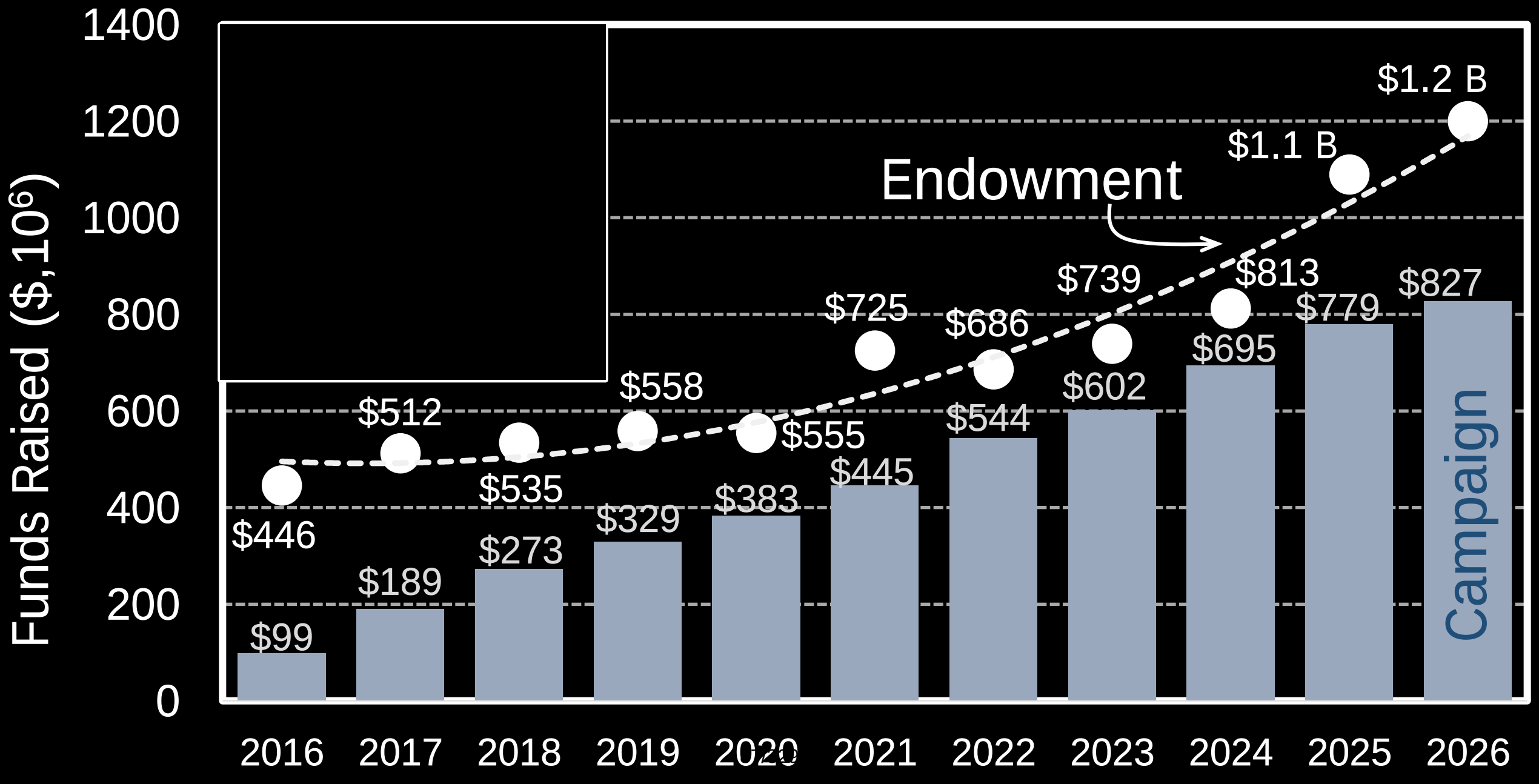
Infrastructure Investment
Cleveland Clinic Health Sciences
Bachelor Hall
McVey Data Science
Pearson Hall Phase I
AM Hub – Hamilton
Fisher College@Elm
Hughes Hall
University Hall
McGuffey Hall
Upham Hall
Art Building
Gardner Harvey Library
Cedar Tech Cleveland

Infrastructure Continued
Center for Performing Arts
Irvin Hall
Phillips Hall
King Library
Benton Hall
Laws Hall
MacMillan Hall
Farmer School of Business
Σ(Academic Projects<$500 K)
Boldly Creative Investment
THRIVE Investment
~$450 M

Research Progress



Campaign and Endowment Trends

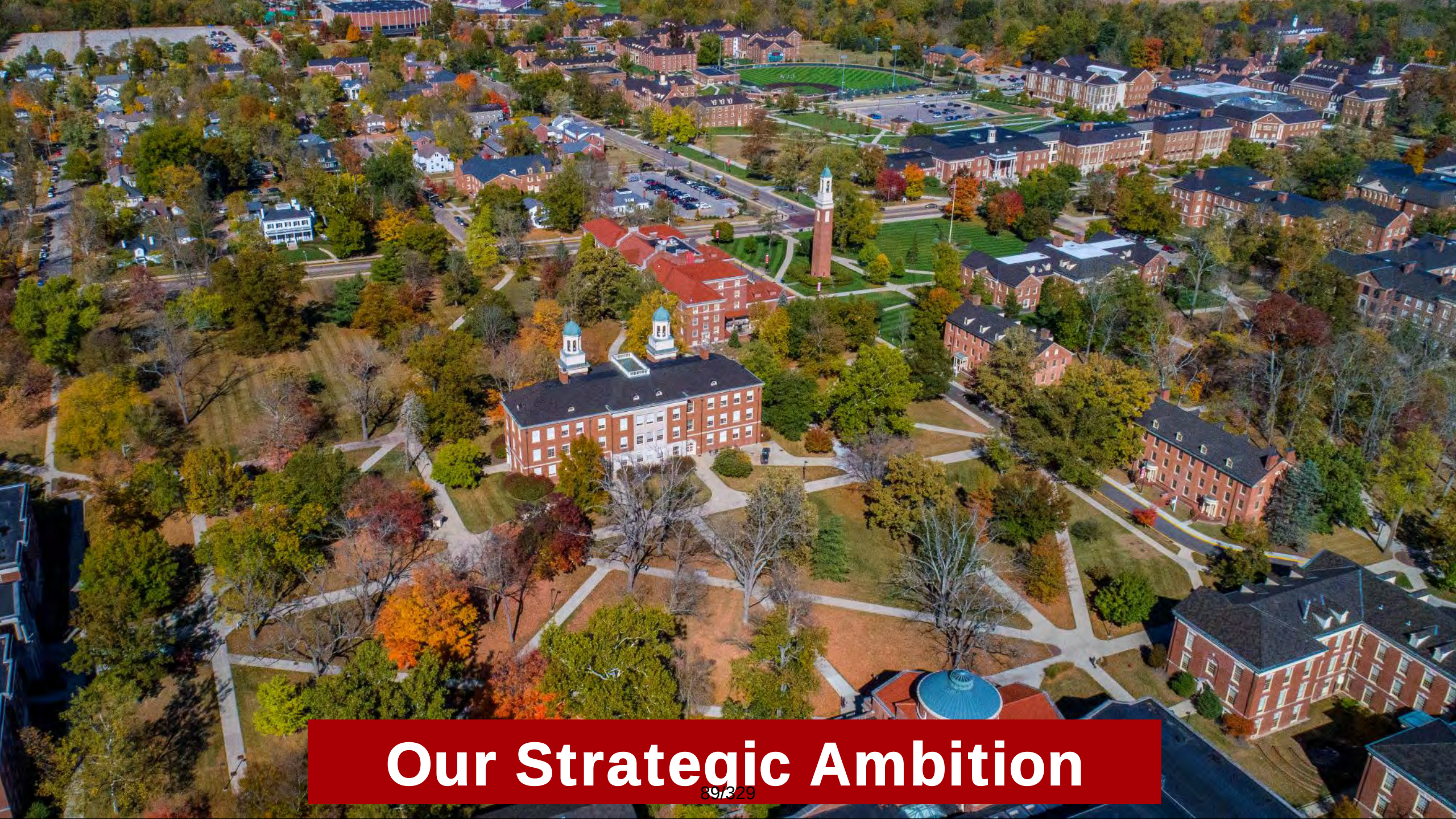


Grateful—Decade of Academic Investment

Infrastructure	Research	Campaign	Endowment
>$ 450 M	> $290 M	> $825 M	~ $1.2 B

- Significant investment in academics
- Improved student experience & institutional performance
- Responsible financial stewardship & discipline
- Advanced Research & Philanthropy
- Disciplined investing (endowment)





Our Strategic Ambition

Urban Bridges—Cleveland, Ohio

Partnership
Quantum Degree (B.S.)
Ohio Quantum Computing Institute (State Funded)
Quantum Interns
Entrepreneurship Interns
Joint Masters Degrees
Research Collaborations
Physical Space in Cleveland
Naming Clinical Health & Wellness Building



Medical Partnership

Partnership
Clinical Placements (M3 & M4)
Campus (Games, Events)
Early Assurance Program (>1,000 MU Premedical Studies Students)
Research Collaborations



Strategic Partners Whole > $\Sigma(\text{parts})_j$

Existing Partners

TriHealth

stryker

Lilly

Group Partners

AM Hub (=30)	Paper (=42)	CADS (=4)	Work+ (=20)	ECA (=10)

New Partners

Cleveland Clinic

Northeast Ohio Medical University — Education • Service • Research — 1973

The Christ Hospital Health Network

bt

Ohio MEANS Jobs

Hamilton

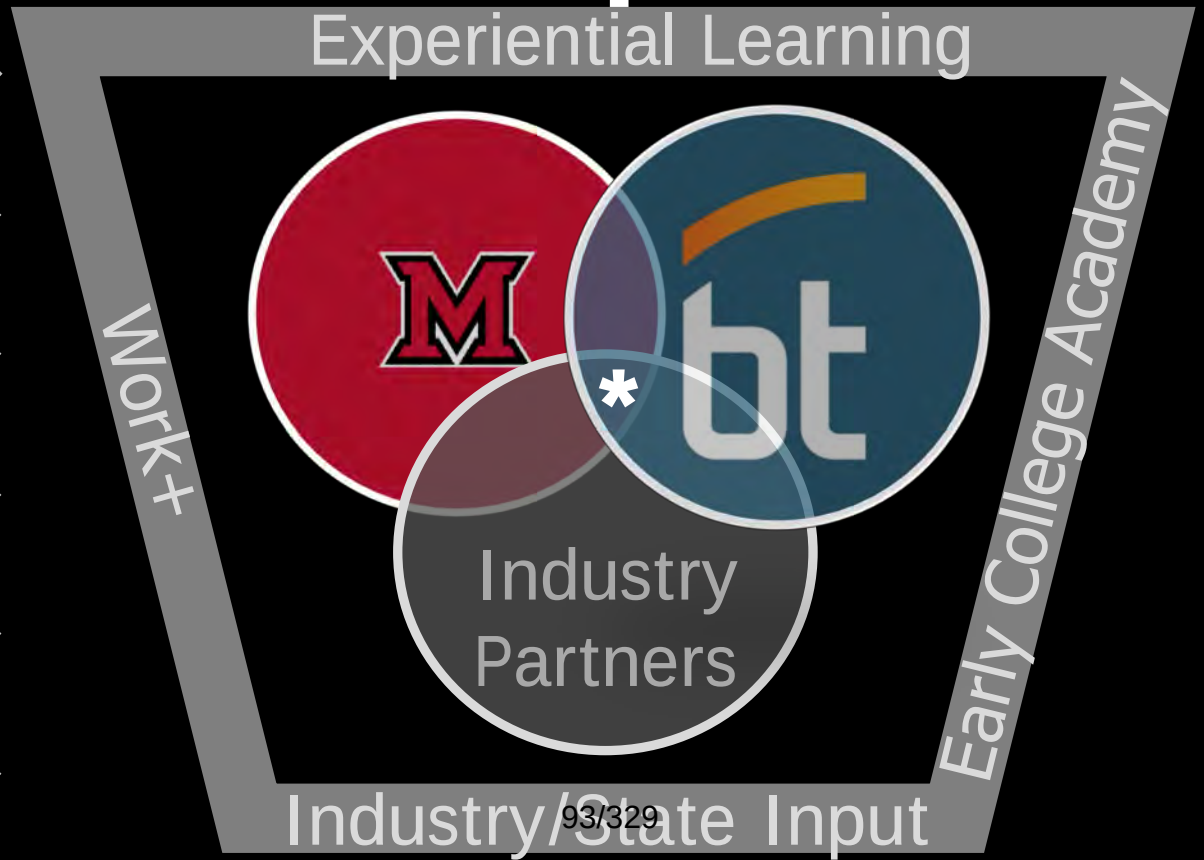
Miami
(Hamilton)

Workforce

Values

Partners

- Appl. Eng. & Tech
- Nat. Appl. Sci.
- Appl. Bus. Com.
- Crit. Prof. Studies
- Ed. Soc. Bhv. Sci.
- Nursing



- Cycle Back
- Experiential
- Stakeholders
- Frontiers

Disruptive Technology Initiatives

Data



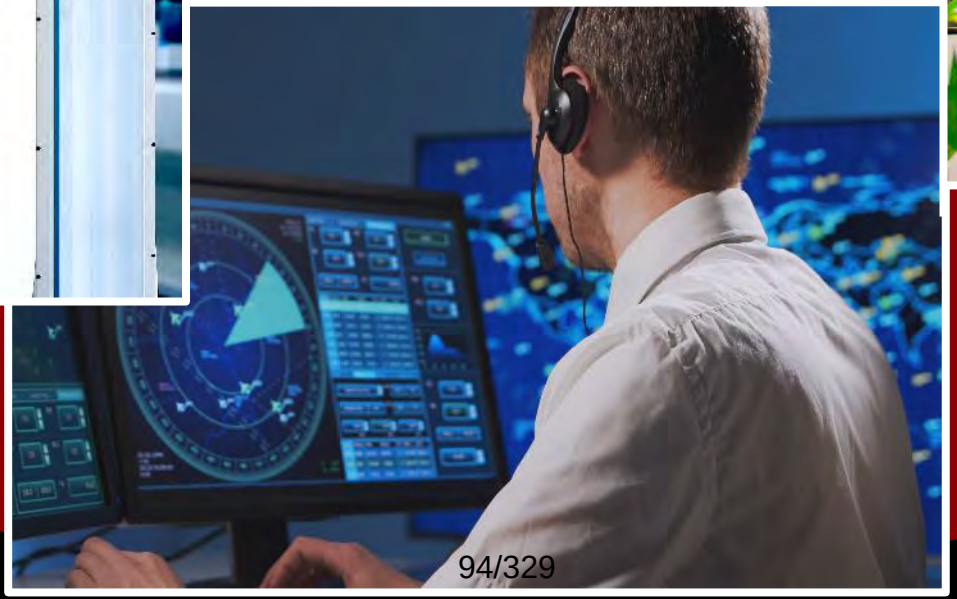
Quantum



Artificial Intelligence



Cyber-Security



Shutterstock Images



Altman Institute for the Humanities

Gift & Match, Bachelor Hall

FSB Curricular Innovation – "Y" Factor

Block 1—Basics

Intro Business
Economics
Accounting
Marketing
Management
ISA
Finance
Supply Chain
Business Law
5 courses

Block 2—Leadership

Business Ethics
Business Leadership
Strategic Analysis
Change Management
Business Elective

Minor
(Block 1)
or
Co-Major
(Block 1 + Block 2)

"You" + **Business** = **"You" + Business**

Psychology + Business = Neuro-Marketing

English + Business = Executive Communication

Biochemistry + Business = Pharmaceutical Sales

Ph.D. Engineering

Mechanical & Manufacturing

Biomedical & Chemical

Computer Science







Electrical & Computer



Physics



Ph.D. Engineering

*

Ph.D. Computer Science

Shared Program Values

Internships	Research Proposal	Soft Skills & Eship	Humanity



Our Organizational Evolution

Re-Organizations

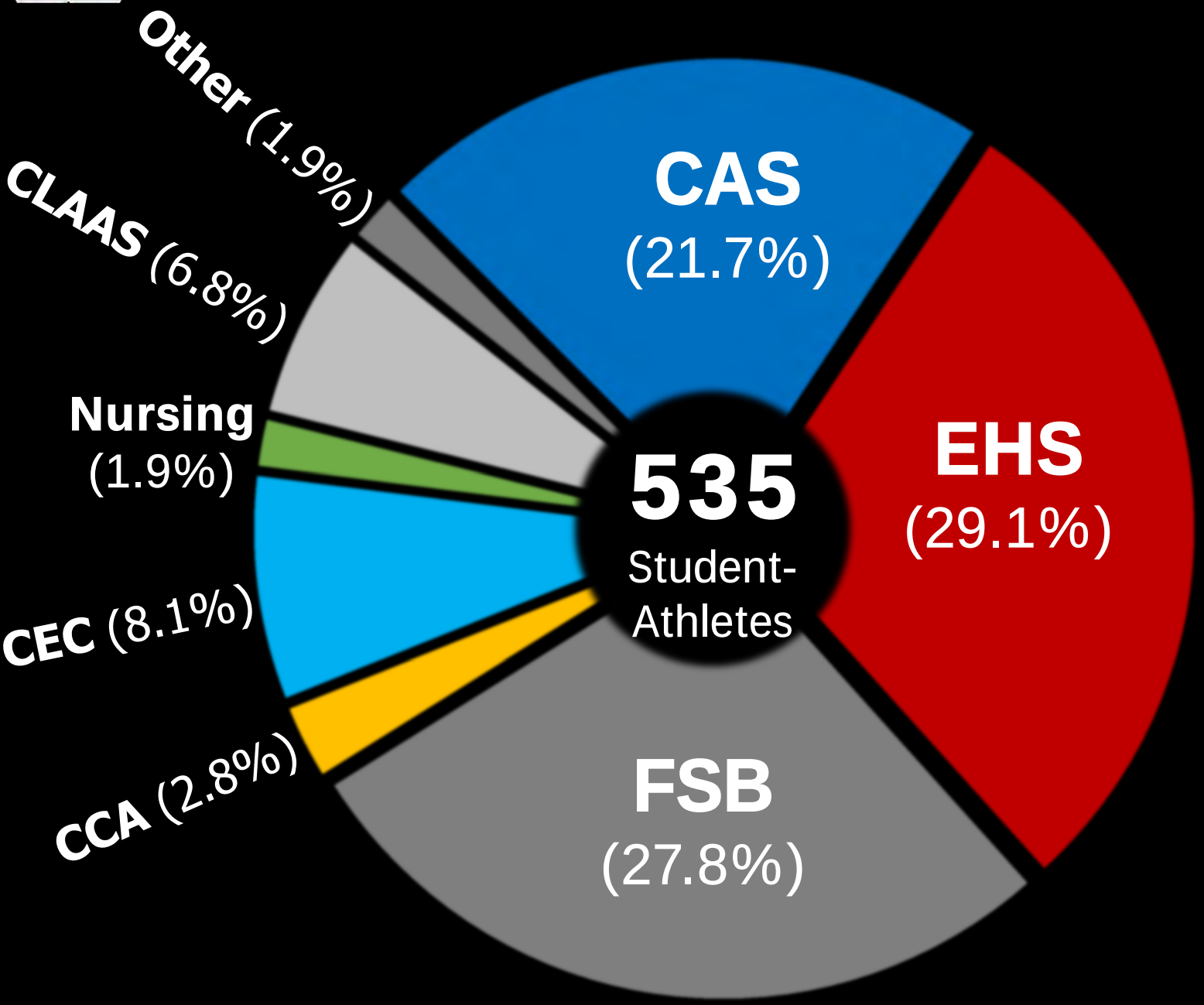
- Human Resources
- Strategic Analytics & Institutional Research
- Strategic Transformation
- Miami Online
- ASPIRE
- Research & Innovation





Our Holistic Student-Experience

Student-Athlete Academic Excellence



Student-Athlete Academic Excellence	
<GPA>	3.34
Teams > 3.0	18/19
# Semesters <GPA> >3.0	42
Perfect 4.0	50
Volunteer Hours (so far)	>3,500

Competitive Excellence

10 Championships & All Sports Trophies 2024-2025



Softball (x2)



Baseball (x2)



Field Hockey (x2)



Swim



Tennis



Syncro



Football (Snoop)

Competitive Excellence (2025-26)



WBB
(23—5)



Baseball
(7—1)



MBB
(28—0)



Softball
(10—4)



Hockey
(17—13—2)



Soccer
(#2)



X-Country
(M—#2, W—#5)



Football
(#2, Snoop)



Field Hockey
(#12 Nat., Elite 8)



Volleyball
(#12)

The Value of Athletics to Campus

- Gateway to Mission
- Platform for Purpose
- Unifying Force
- Economic Catalyst
- Crucible for Leadership
- Intersection with Academics



The Greatest Risk: Status Quo

- Higher education landscape is rapidly changing
- Enrollment competition is intensifying
- Facilities influence recruiting (students + faculty + staff + companies)
- Status quo = gradual decline in relevance & competitiveness
- Strategic growth is less risky, avoid stagnation & decline



Student-Centered, -First, -Ready

- Arena & district designed around the student experience
- A hub for campus life — not just athletics
- Career fairs, commencements, concerts, plays, speakers, performances, events, etc.
- Increased student engagement & campus pride
- Recruitment tool for prospective students & families



Economic Catalyst for Community

- Job creation during construction & ongoing operations
- Increased visitors, local spending, long term economic impact
- Boost to restaurants, retail, & service businesses
- Attraction of regional tournaments & major events
- Possible hotel, conference center, commerce



Enhanced Reputational Reputation

- National exposure through athletics & events
- Media visibility & branding opportunities
- Marketing value that cannot be purchased outright
- Elevates perception among peer institutions
- Strengthens alumni pride & donor engagement

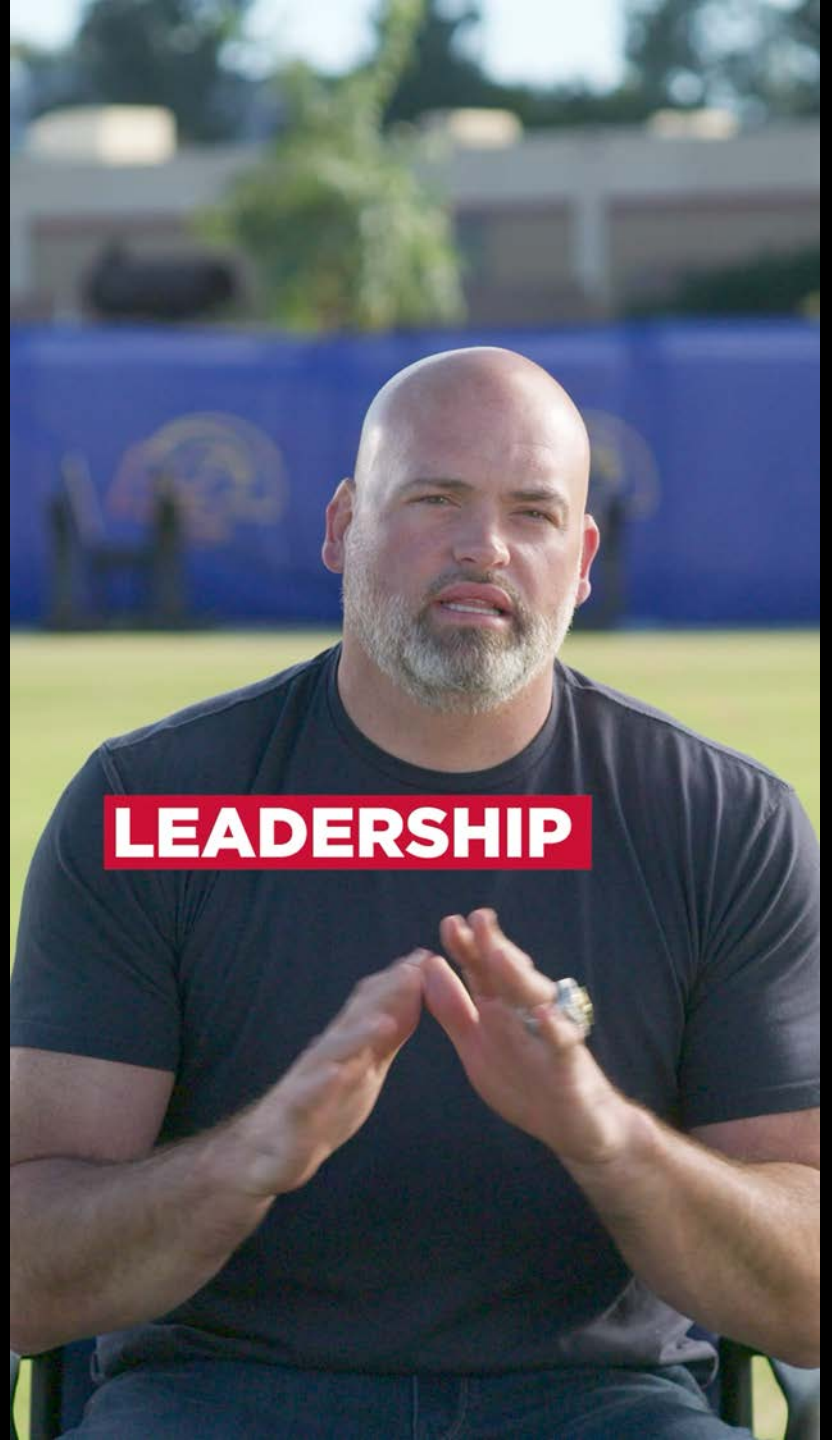


The District

- This is not just basketball
- It is about growth, competitiveness, & student experience
- It is about economic vitality
- It is about institutional momentum
- It is about the next 40-50 years



“Leadership is…”




Thank You

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

BOARD OF TRUSTEES
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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 R2026-35

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

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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 R2026-36

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.

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

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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 R2026-37

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:

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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

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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 R2026-38

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

    a. **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.

    b. **Notification**. Upon receiving the proposal, the Provost shall promptly notify the University Senate and appropriate bodies.

    c. **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.

    d. **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.

    e. **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.

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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). 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

Draft 2/18/26

Introductory Article

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

Section 1:

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

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7. Two (2) graduate students selected as provided by the Graduate Student Association.

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

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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

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*

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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

Section 1

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

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 ~~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

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

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 Committee Structure~~

~~Section 1~~

~~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~~

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~~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~~

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~~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.

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2. Members of the tenure-eligible ranks may vote in the general election.

3. The term of membership is three (3) years.

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.

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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

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~~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, ~~T~~those~~e~~ 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:

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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.

   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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~~A~~ 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 ~~6~~5, Section 6.

Section 4

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The procedures of Article ~~6~~5, Section 8 may also be used to amend the *Enabling Act*.

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~~A~~mendments 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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MIAMI UNIVERSITY
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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.

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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 R2026-41

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

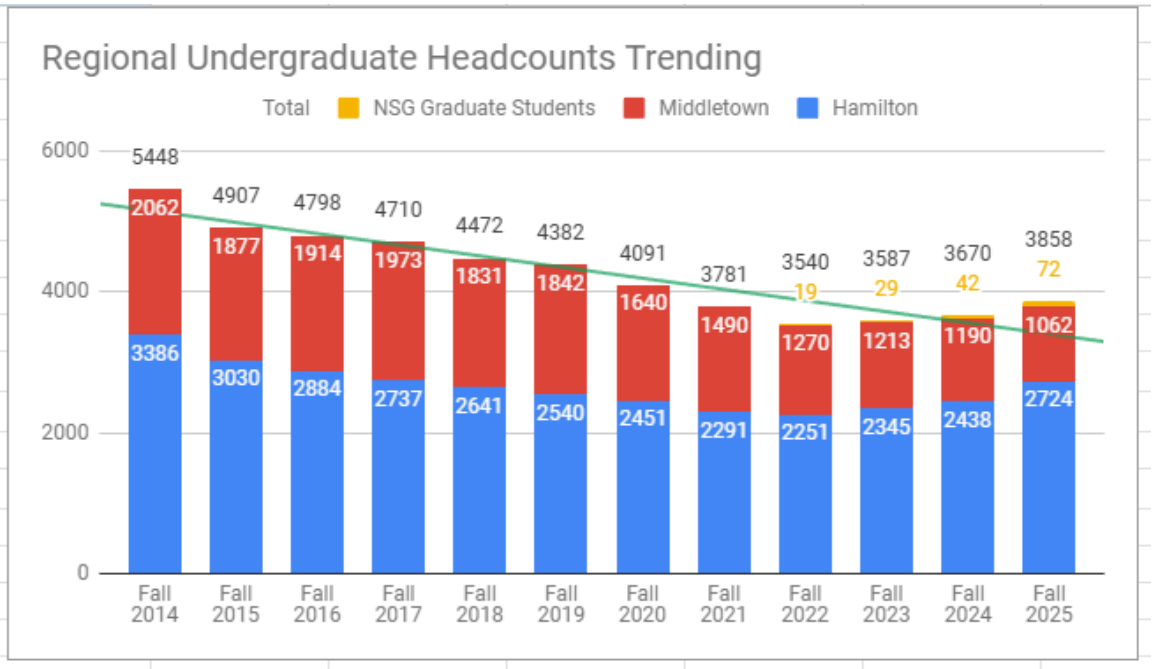
December 4, 2025

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 Mkhatshwa, Associate Professor of Mathematical and Physical Science, Regionals
- Cathy Moore, Coordinator of Transfer Partnerships, Regionals
- Liza Skryzhevska, 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 Mkhatshwa (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 sunsetting)

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:

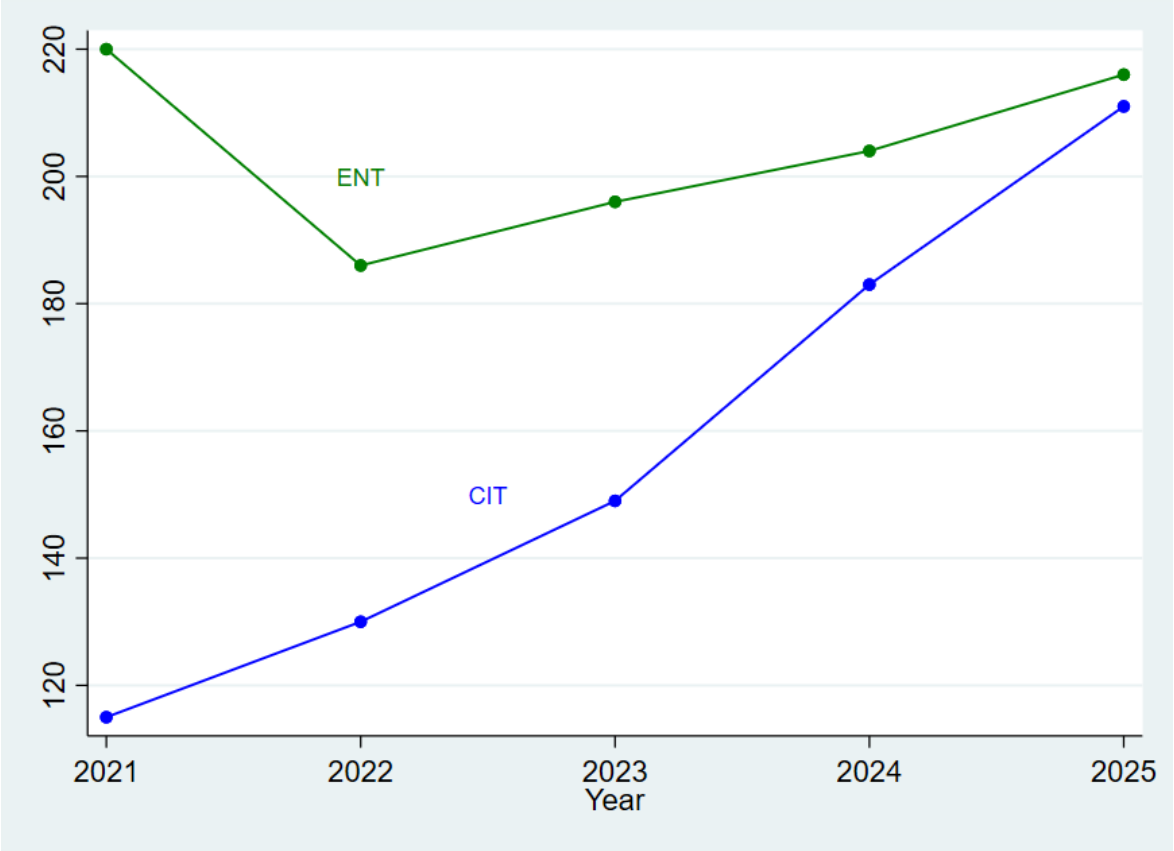
1. ***Applied Engineering and Technology*:** Combines faculty from Engineering Technology (ENT), those faculty from Mathematical and Physical Sciences (MPS) with fields in mathematics, statistics, and physics, and the department of Computing and Information Technology (CIT). Currently, only ENT and CIT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



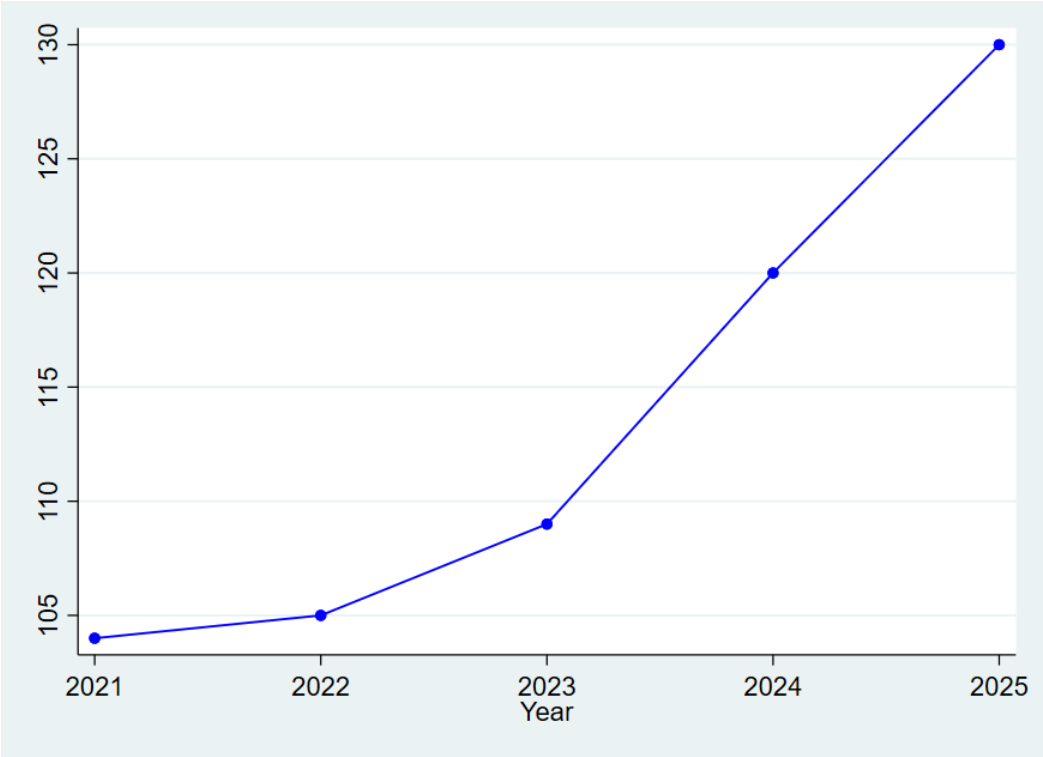
2. **Natural and Applied Sciences**: Combines the department of Biological Sciences (BSC) with faculty from Mathematical and Physical Sciences with fields in Chemistry (CHM) and Geology (GLG).

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:

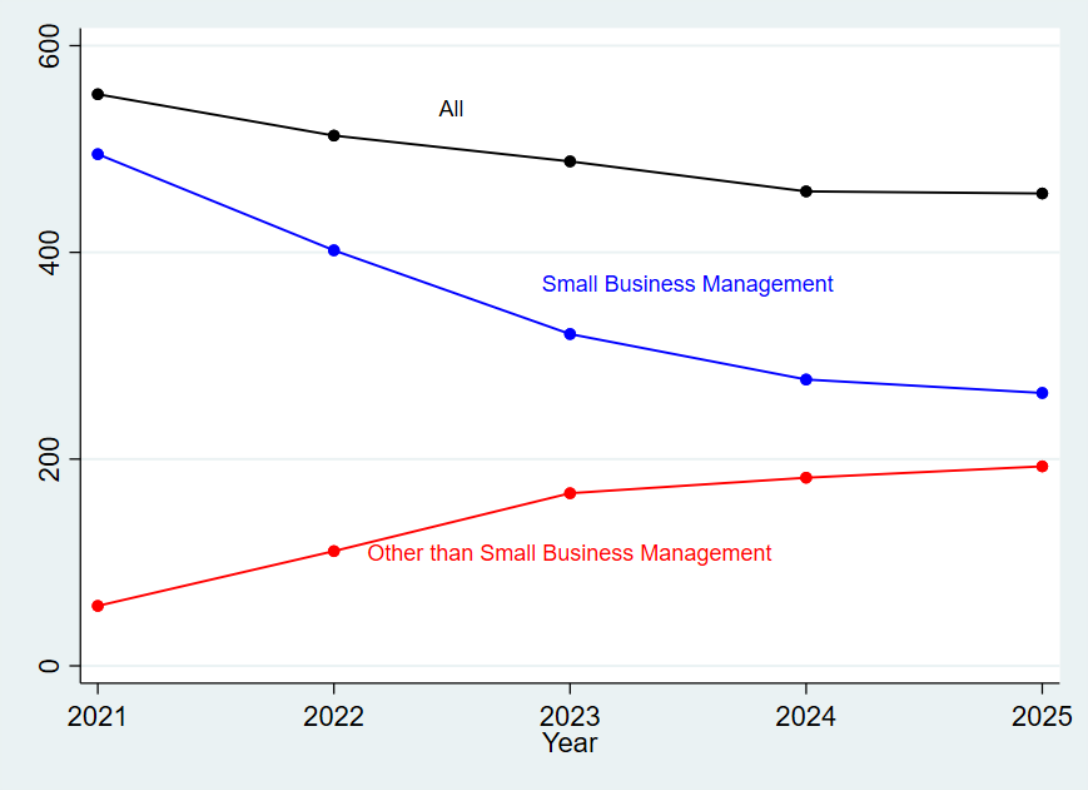
Figure 3: Total enrollment in Applied Biology, 2021-2025



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.

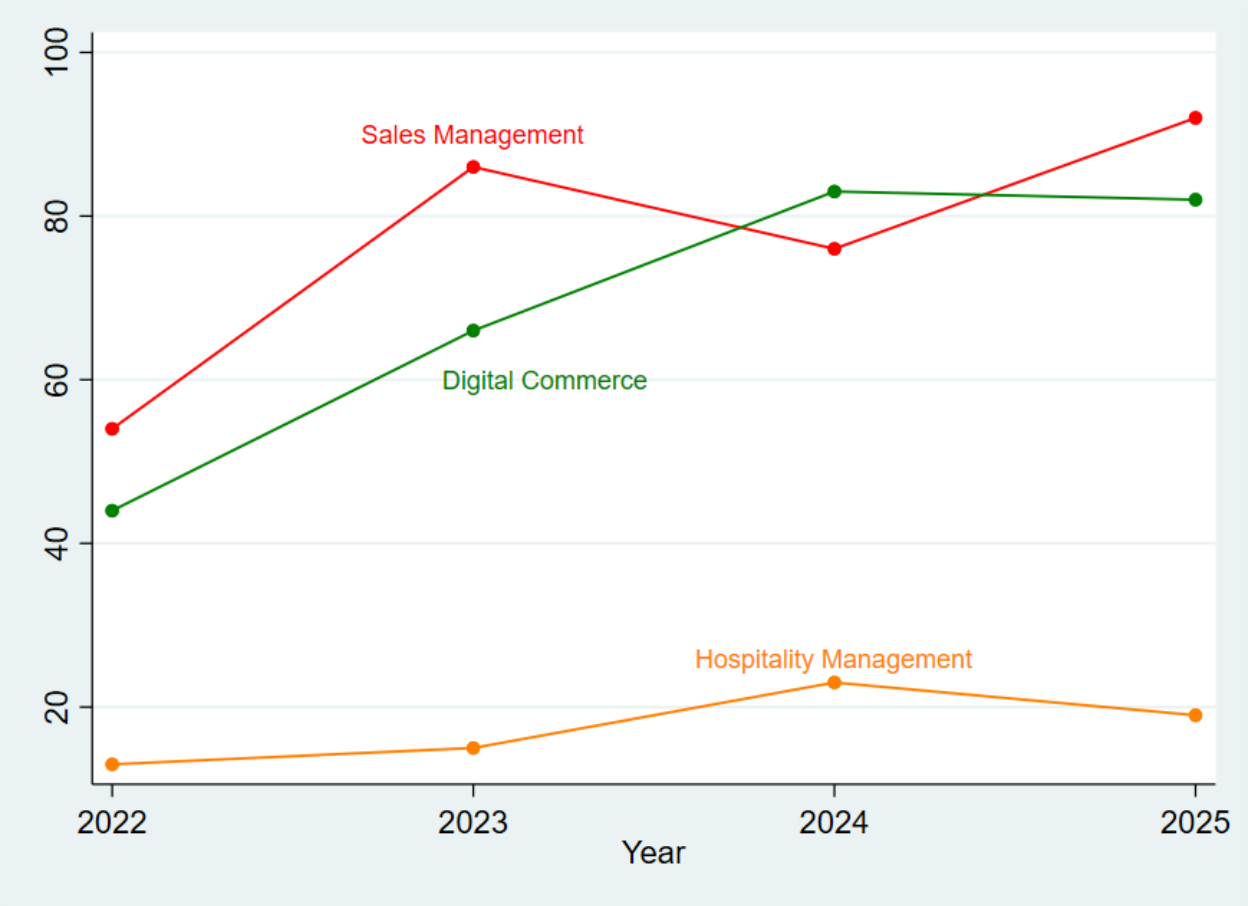
   In 2021, Commerce offered a degree in Small Business Management and enrolled 179 majors. Beginning in 2022, the department began to diversify its offerings. Total degrees awarded in Commerce grew to 189 in 2025. However, this growth masks a significant erosion in the number of degrees awarded in Small 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.

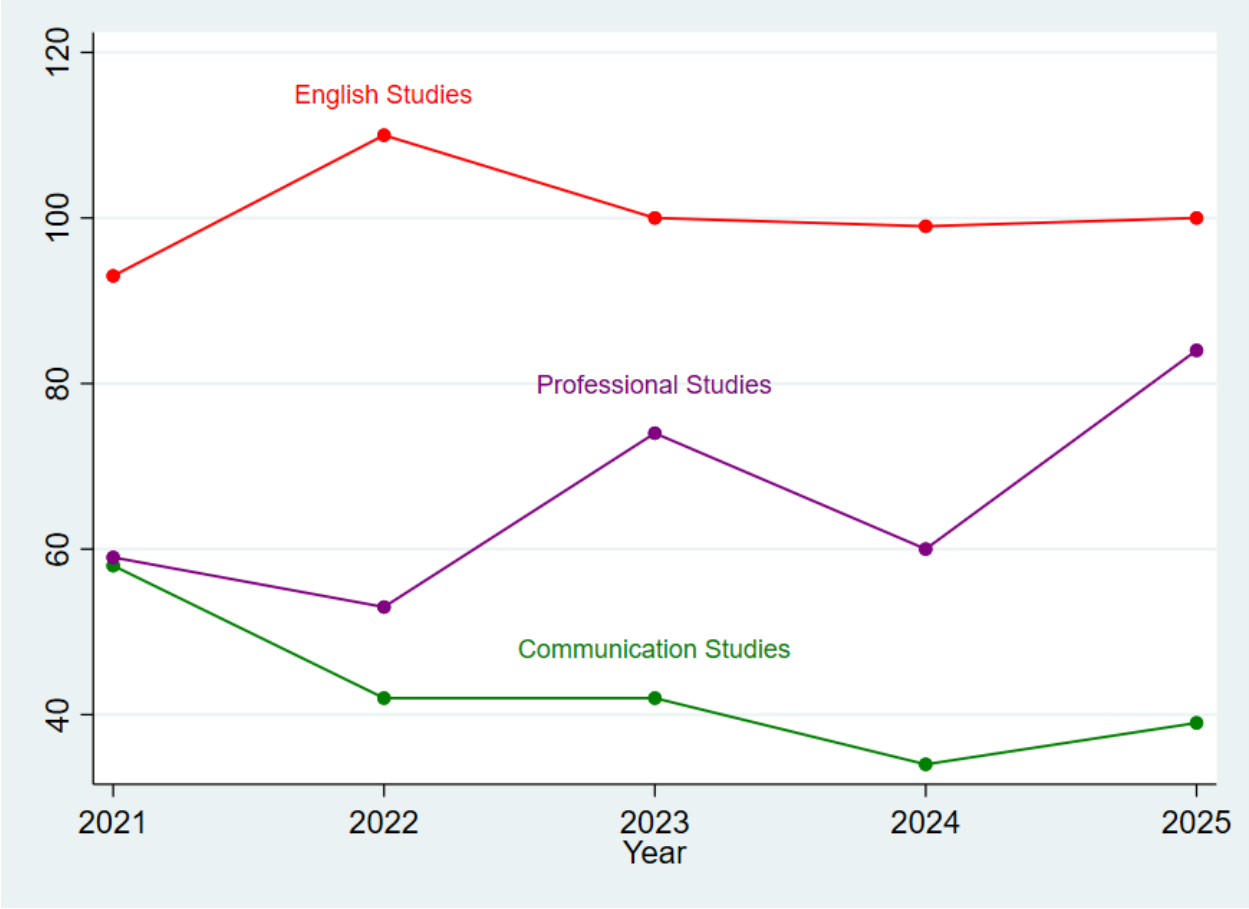
4. ***Critical and Professional Studies*:** This unit merges the departments of Interdisciplinary and Communication Studies (ICS), Language, Literature & Writing (LLW), and Humanities, Cultures and Arts (HCA) to provide needed skills and opportunities to students. Communication Studies has strong synergies 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.

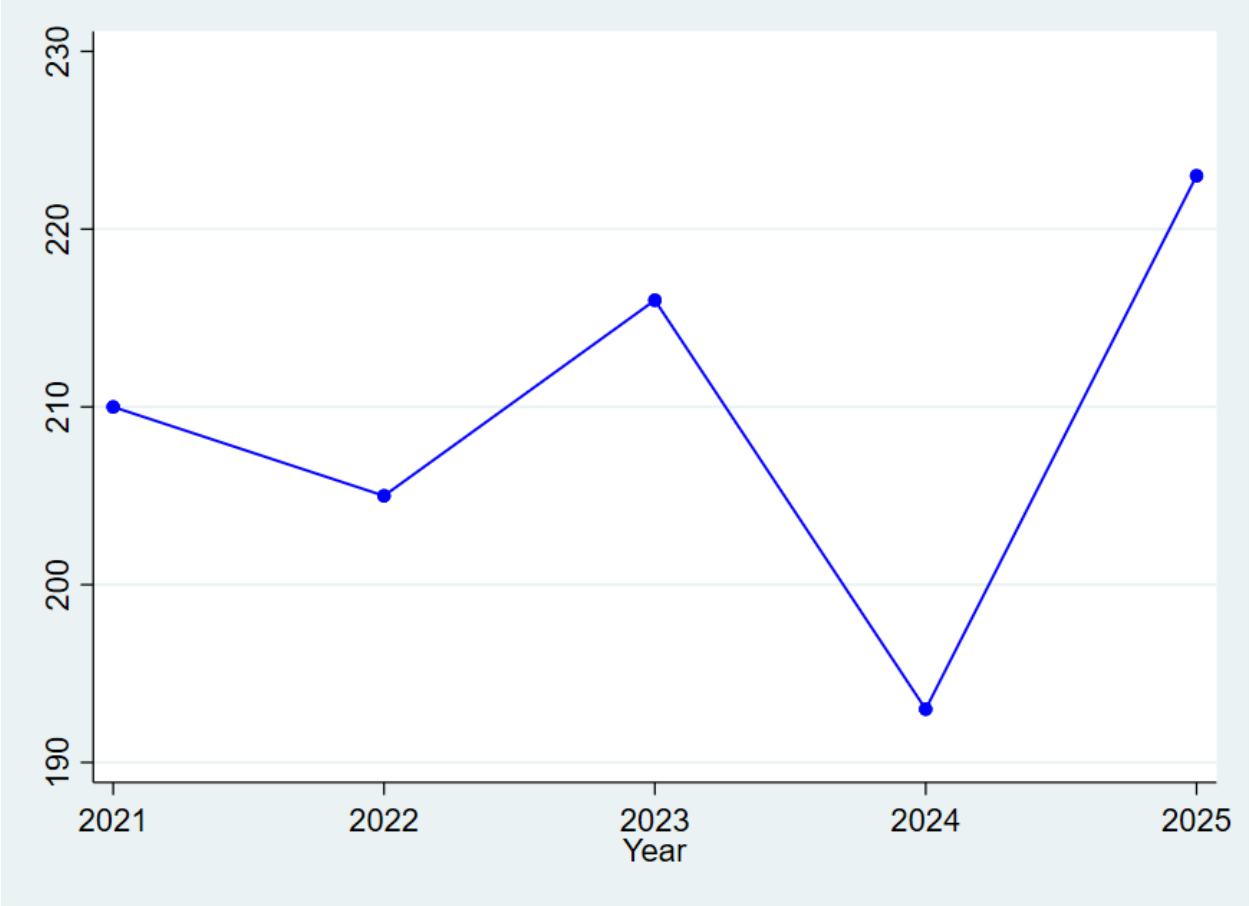
Figure 6 shows enrollment in each major over time, excluding majors that will no longer be offered, and Figure 7 shows the combined enrollment in four-year degree programs for the proposed unit:

Figure 6: Total Enrollment in LLW and ICS, 2021-2025



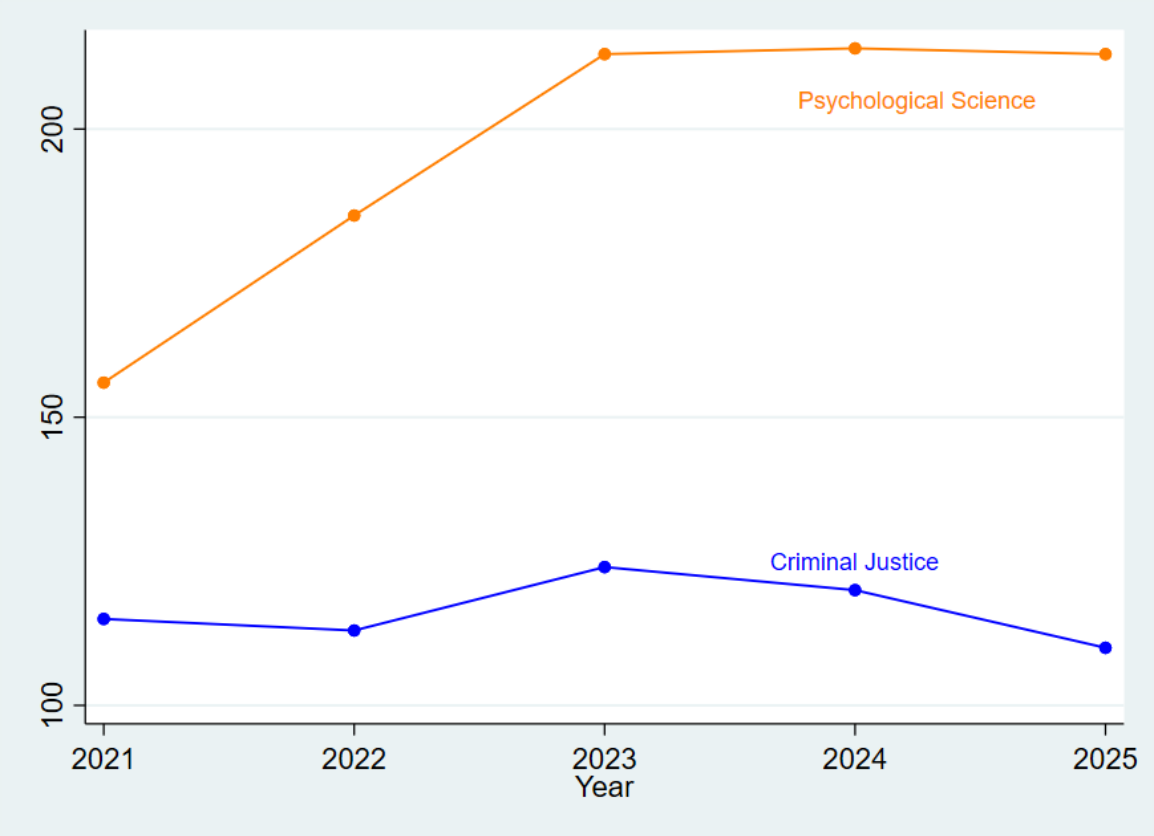
In order to get a better sense of the proposed unit size, Figure 7 shows the number of degrees for the whole unit, had these majors been combined from 2021-2025.

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



6. ***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.[1] 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),

[1] 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 sunsetting.

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)													
	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	CLAAS Total
Undergraduate														
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	$1,315,508	$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
Total Undergraduate Net Instructional Revenue	**$1,150,361**	**$3,685,893**	**$1,629,699**	**$1,725,947**	**$1,854,782**	**$2,175,802**	**$749,599**	**$708,420**	**$1,951,717**	**$1,538,755**	**$7,102,160**	**$1,481,105**	**$0**	**$25,754,238**
Graduate														
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
Total Graduate Net Instructional Revenue	**$0**	**$0**	**$0**	**$373,320**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$439,290**	**($524)**	**$0**	**$812,086**
Total Student Revenue	**$1,150,361**	**$3,685,893**	**$1,629,699**	**$2,099,267**	**$1,854,782**	**$2,175,802**	**$749,599**	**$708,420**	**$1,951,717**	**$1,538,755**	**$7,541,450**	**$1,480,581**	**$0**	**$26,566,324**
State Share of Instruction	$531,959	$2,086,587	$672,020	$590,300	$948,924	$723,853	$1,326,712	$564,304	$821,618	$430,255	$2,051,048	$1,249,776	$1,786,939	$13,784,295
State Share of Instruction - Other Allocation	$99,448	$289,320	$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
Total Revenues	**$1,937,555**	**$6,397,519**	**$2,507,883**	**$2,968,976**	**$3,045,690**	**$3,227,589**	**$2,207,078**	**$1,376,435**	**$3,118,893**	**$2,288,104**	**$10,546,039**	**$2,984,042**	**$0**	**$42,605,803**
Incentive Pools														
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
Total Revenues + Incentive Pools	**$2,281,182**	**$7,104,532**	**$2,701,052**	**$3,019,220**	**$3,432,216**	**$3,251,773**	**$2,474,038**	**$1,616,730**	**$3,223,659**	**$2,402,394**	**$11,214,678**	**$3,164,329**	**$0**	**$45,885,805**
Labor														
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
Total Labor	$1,486,625	$1,333,810	$1,251,831	$747,123	$1,113,475	$1,269,862	$824,753	$841,254	$1,860,798	$1,358,415	$4,297,783	$1,217,292	$11,141,134	$28,744,155
Operating Budget	$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
In College Administration Allocation	$825,206	$2,651,004	$810,290	$1,253,226	$1,023,169	$1,196,785	$882,880	$509,495	$1,287,196	$1,067,816	$3,586,199	$1,160,476	($16,253,740)	$0
Fellowship Allocation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$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
Total Uses	**$3,131,483**	**$6,486,536**	**$2,889,240**	**$3,147,019**	**$3,153,887**	**$3,766,750**	**$2,507,122**	**$1,848,774**	**$4,434,768**	**$3,448,431**	**$12,255,732**	**$3,460,841**	**$0**	**$50,530,585**
Net Sources/(Uses)	**($850,301)**	**$617,996**	**($188,188)**	**($127,799)**	**$278,329**	**($514,977)**	**($33,083)**	**($232,044)**	**($1,211,109)**	**($1,046,037)**	**($1,041,054)**	**($296,513)**	**$0**	**($4,644,780)**
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

Initiative #8	**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**
	  ● Design academic program around state's identified workforce sectors
	  ● 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 by15% 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
	● Growing number of graduates for new degree programs, Higher retention,, and career success rates of Miami's learners

Criteria for evaluating opportunity area initiatives	
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.
Impact	**Financial Benefits** **Cost Savings** ● Savings from repositioning to expand in the Advanced Manufacturing Workforce and Innovation Hub to meet demand and enrollment trends **Revenue** ● Enrollment growth in new applied programs and upskilling/microcredential programs formed in partnership with local and regional industry ● External funding and grant opportunities from the uniqueness of the Butler Tech - Miami consortium ● Opportunities like our Head Start classroom opened in the lower level of Verity Lodge with a major grant from the Middletown Community Foundation
	Non-Financial Benefits ● The creation of a **model** 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. ● 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. ● Students will benefit from career-focused support from day one, leading to higher career success outcomes.
Resources & Return on Investment (ROI)	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 sunsetting the Regionals brand and launching the Polytechnic Institute. 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: ● Advance Manufacturing Innovation Hub/Engineering Technology ● Fundraising and opportunities to secure grants: Ohio has invested in excess of **3 billion dollars** in workforce development over past 4 years ● Provides significant return on investment for the state's economy, workforce, business community and the education landscape ● Prepares Ohio residents for "good jobs" 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.

Scope & Scalability	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.
Timing	**Initiative Implementation Timeline: Launch to Rebranding Announcement** ● January 2026: Establish workforce and innovation hub in Hamilton ● The rest of the timeline is still to be determined. **Costs and Benefits** 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. **Risk** 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. 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 failed launch 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 University of Oklahoma and Purdue University, 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, Florida Polytech. 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.

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
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- Approval and launch of 6 applied degree programs within one year of launching this initiative
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- Staffing to support student experience is in place prior to the first day of students' enrollment in the Polytech's new programs
- Grow enrollments by15% 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

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

BOARD OF TRUSTEES
ROUDEBUSH HALL ROOM 212
OXFORD, OHIO 45056
(513) 529-6225 MAIN
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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

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.

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February 27, 2026
Academic and Student Affair

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: Feb 24 2026

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

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^2) initiatives. Applicable TAG and CT^2 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 General Bulletin.

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

Course List

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

Course List

Code	Title	Credit Hours
PHY 161	Physics for the Life Sciences with Laboratory I	4
STA 261	Statistics	4
PHY 162	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&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.

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

Jennifer Cradduck (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 Cradduck (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

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

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WWW.MIAMIOH.EDU

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: Feb 24, 2026

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

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 General Bulletin.

Mechatronics Engineering Technology, A.A.S.

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

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

Course List

Code	Title	Credit Hours
PHY 161	Physics for the Life Sciences with Laboratory I	4
PHY 162	Physics for the Life Sciences with Laboratory II	4
MTH 124	Trigonometry	3
Total Credit Hours		58

Plan of Study/ Roadmap

https://docs.google.com/spreadsheets/d/1T188muI_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
Esmaeil 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 Cradduck (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 Skryzhevska (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

MIAMI UNIVERSITY
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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
FA Committee

RESOLUTION P2026-44

WHEREAS, John D. Millett Hall opened in 1968 as a state-of-the-art, multi-use arena; and

WHEREAS, Millett Hall has served the University well for almost 60 years but due to its age it lacks modern accessibility features, has substantial accumulated deferred maintenance, its spaces are outdated and not fan friendly by today's standards, and it no longer provides the university with the type of multi-use venue students and visitors enjoy, leading to fewer and fewer events occurring in the facility; and

WHEREAS, President Crawford charged a site selection committee with the task of identifying the best campus location for the construction of a new arena, and after considering possible site locations and feedback from more than 1,500 Miamians, the Committee identified Cook Field as the most appropriate site for such a facility; and

WHEREAS, in December 2024, the Board of Trustees authorized the contracting of design and planning services to design and estimate the cost of a new arena and to also prepare for comparison considerations, the cost and limitations to renovate Millett Hall to meet today's athletic and university community needs; and

WHEREAS, following an extensive review of the different options for a new arena, it is the recommendation that a new arena should include a practice court and volleyball arena in addition to the main court and be designed for multi-purpose uses enabling it is to meet the needs of multiple athletic teams, student activities, events and organizations, as well as the broader needs of the overall campus and community; and

WHEREAS, the multi-purpose arena on the Cook Field site will enhance the overall student experience and contribute to Miami University's goal of providing the leading residential college experience in the nation; and

WHEREAS, by constructing a new facility at Cook Field, instead of renovating Millett Hall, a new arena will not only better meet the needs of the entire university community but avoid the very difficult and expensive task of finding a temporary home for games and practices of Miami's basketball and volleyball teams during the renovation of Millett Hall; and

WHEREAS, the construction of the arena on the Cook Field site will result in the loss of important recreation space necessitating that the planning for the new arena include the construction of two new recreation fields to be located in the front of Millett Hall and at Chestnut Fields with both sites offering existing student parking for improved student access and convenience and being located near on-campus and off-campus student residences; and

WHEREAS, the decision to construct the new arena on the Cook Field site is expected to have the added potential benefit of leading to a developer constructed hotel and restaurant adjacent to the new arena making visits to campus more convenient for parents and friends of the university and encouraging alumni to return for an extended stay to enjoy an athletic event and experience once again their fond memories of their college years in Oxford, and spur the economic development of the greater Oxford community; and

WHEREAS, the Cook Field site is also large enough to accommodate other facilities such as a future conference or executive education center that would not only provide an improved venue for academic events on campus but could be a catalyst for increased visitation to campus that will economically benefit the City of Oxford; and

WHEREAS, a new arena will also require the construction of additional parking, the replacement of the recreation fields currently located at Cook Field, the preparation of a replacement facility for Miami's ROTC programs, and the eventual demolition of Millett Hall that have been included in the budget estimate and debt planning for the project; and

WHEREAS, to proceed with the construction of a new arena and the related projects the initial $3,500,000 design and planning budget will need to be increased by $281,000,000, requiring that the University issue new debt in the amount of $281,000,000 to fund these costs that will require authorization from the Chancellor of the Ohio Department of Higher Education.

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees authorizes the Senior Vice President for Finance and Business Services to contract for all new projects related to the construction of an arena at Cook Field up to $281,000,000, once the additional debt required to fund these projects is approved by the Chancellor of Higher Education.

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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
FA Committee

SERIES RESOLUTION R-2026-45

A RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF GENERAL RECEIPTS REVENUE BONDS OF MIAMI UNIVERSITY; AUTHORIZING THE EXECUTION AND DELIVERY OF A SUPPLEMENTAL TRUST AGREEMENT; AUTHORIZING OTHER DOCUMENTS IN CONNECTION WITH THE ISSUANCE OF SUCH BONDS; AND AUTHORIZING THE FISCAL OFFICER TO TAKE CERTAIN ACTIONS

WHEREAS, Resolution 2004-8 adopted by this Board of Trustees (the "Board") on September 26, 2003 (the "General Bond Resolution"), and the Amended and Restated Trust Agreement dated as of October 1, 2003, as amended (the "Trust Agreement"), by and between Miami University (the "University") and The Bank of New York Mellon Trust Company, N.A., as trustee (the "Trustee"), provide for the issuance from time to time of bonds (the "Bonds") secured by the University's General Receipts (as defined in the Trust Agreement), with each issuance to be authorized by a Series Resolution (as defined in the Trust Agreement) adopted by the Board; and

WHEREAS, the General Bond Resolution was adopted and the Trust Agreement was authorized by the Board pursuant to Sections 3345.11 and 3345.12 of the Ohio Revised Code (the "Act"), which authorizes the University to issue the Bonds to pay costs of certain capital facilities, defined as "auxiliary facilities," "education facilities" and "housing and dining facilities" in Section 3345.12 of the Revised Code, and referred to as "University Facilities" in the General Bond Resolution and in this Resolution; and

WHEREAS, the University has determined, and hereby confirms, that it is necessary and appropriate to issue one or more series of Bonds (the "Improvement Bonds") for the purpose of (a) financing the costs of acquiring, constructing, installing and equipping a multi-purpose arena facility and related property and facilities; (b) financing the costs of demolishing Millett Hall; (c) financing the costs of relocating recreation fields, (d) financing the renovation of Harris Hall, (e) financing the costs of other eligible capital improvements approved by the Board; (f) funding a reserve (if necessary); (g) paying capitalized interest on the Improvement Bonds (if necessary); and (h) paying costs of issuance of the Improvement Bonds (collectively, the "Project"); and

WHEREAS, for the above purposes, the University has determined to issue the Improvement Bonds in an aggregate principal amount not to exceed $281,000,000, in one or more series, to pay all or a portion of the costs of the Project, including the reimbursement to the University of moneys advanced in connection with the Project in anticipation of the issuance of the Improvement Bonds, and to provide for other matters in connection therewith by the adoption of this Resolution, including, but not limited to, the authorization of the execution and delivery of a Supplemental Trust Agreement (as defined in the Trust Agreement); and

WHEREAS, the Board hereby determines that it is in the best interest of the University to provide for maximum flexibility in structuring the Improvement Bonds to achieve maximum cost

savings, and therefore, has provided that certain terms of the Improvement Bonds shall be determined in the Certificate of Award authorized pursuant to Section 5 hereof (the "Certificate of Award");

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF MIAMI UNIVERSITY, as follows:

Section 1. Definitions and Interpretations. Where used in this Resolution, in the Supplemental Trust Agreement and in the Certificate of Award, and in addition to words and terms defined elsewhere in this Resolution (including its preambles), the Supplemental Trust Agreement, the General Bond Resolution or the Trust Agreement, the following terms shall have the following meanings:

"*Annual Bond Service Charge*" for any Fiscal Year (as defined in the Trust Agreement) means, in connection with the Improvement Bonds, an amount equal to the scheduled principal and interest due on the Improvement Bonds in that Fiscal Year.

"*Bond Purchase Agreement*" means the Bond Purchase Agreement or similar agreement between the Original Purchaser and the University, to be dated as of its date of execution.

"*Bond Counsel*" means Dinsmore & Shohl LLP or such other firm of nationally recognized experts on the issuance of state and local obligations designated as such by the Fiscal Officer.

"*Bond Year*" means the annual period relevant to the application of Section 148 of the Code to the Improvement Bonds.

"*Code*" means the Internal Revenue Code of 1986, as amended, the regulations (whether proposed, temporary or final) under that Code or the statutory predecessor of that Code, and any amendments of, or successor provisions to, the foregoing and any official rulings, announcements, notices, procedures and judicial determinations regarding any of the foregoing, all as and to the extent applicable. Unless otherwise indicated, reference to a section of the Code includes that section and such applicable regulations, rulings, announcements, notices, procedures and determinations pertinent to that section.

"*Debt Service*" means principal of and interest and any redemption premium on the Improvement Bonds.

"*Fiscal Officer*" means the Senior Vice President for Finance and Business Services and Treasurer of Miami University or such other official of the University designated in writing as the Fiscal Officer.

"*General Counsel*" means the chief legal officer of the University.

"*Improvement Bonds*" means the series of General Receipts Revenue and Improvement Bonds authorized by this Resolution and issued pursuant to the Trust Agreement, the Supplemental Trust Agreement, this Resolution and the Certificate of Award.

"*Improvement Bonds Costs of Issuance Fund*" means the fund established by the University used to pay certain costs related to the issuance of the Improvement Bonds.

"*Interest Payment Dates*" means the first day of March and September in each year, commencing such date as may be provided in the Certificate of Award.

"*Issuance Date*" means the date of physical delivery of the Improvement Bonds by the University or the date of the "fast closing" in exchange for the purchase price of the Improvement Bonds.

"*Letter of Instructions*" means a letter addressed to the Trustee dated the Issuance Date and signed by the Fiscal Officer.

"*Original Purchaser*" means the investment banking firm, bank or other entity selected by the Fiscal Officer to be the initial purchaser of the Improvement Bonds, either individually or as representative for a group of investment banking firms, banks or other entities.

"*Securities Depository*" means initially The Depository Trust Company (a limited purpose trust company), New York, New York and thereafter any such entity to which the Trustee has no reasonable objection designated to act as a securities depository by the University.

"*Resolution*" means this Resolution authorizing the issuance and sale of the Improvement Bonds.

"*Special Record Date*" means the date established by the Trustee in connection with the payment of any overdue interest on any Bond pursuant to Section 4(e)(ii) of this Resolution.

"*Supplemental Trust Agreement*" means the Supplemental Trust Agreement between the University and the Trustee, authorized pursuant to Section 7.01 of the Trust Agreement and this Resolution.

"*Tax Certificates*" means, collectively, the Certificate Regarding Issuance, Use of Proceeds and Arbitrage Compliance of the University to Bond Counsel and the Trustee and the Certificate Under Sections 103(b)(2) and 148 of the Internal Revenue Code of 1986, as amended, of the University.

"*Tax-Exempt Bonds*" means Improvement Bonds with respect to which there shall have been delivered opinion of nationally recognized bond counsel to the effect that the interest on such Improvement Bonds is excludable from gross income for federal income tax purposes.

"*Trustee*" means The Bank of New York Mellon Trust Company, N.A., as successor to J.P. Morgan Trust Company, National Association, as trustee under the Trust Agreement.

Unless the context shall otherwise indicate, words importing the singular number shall include the plural number, and vice versa, and the terms "hereof," "herein," "hereby," "hereto," "hereunder," and similar terms, mean this Resolution and the Supplemental Trust Agreement. References to sections, unless otherwise stated, are to sections of this Resolution.

Section 2. Authority. This Resolution is adopted pursuant to the General Bond Resolution, the Trust Agreement and the Act.

Section 3. Authorization of Project and Designation and Purpose of Improvement Bonds. It is hereby declared to be necessary to, and the University shall, issue, sell and deliver, as provided herein and authorized hereby, the Improvement Bonds for the purpose of financing all or a portion of the costs of the Project, which Improvement Bonds shall be designated "Miami University General Receipts Revenue Bonds", with the appropriate series designation, in the maximum original aggregate principal amount of $281,000,000 (the actual principal amount to be as provided by the Certificate of Award). For that purpose, the proceeds from the sale of the Improvement Bonds shall be allocated and deposited as provided in Section 6 of this Resolution.

The Improvement Bonds may be issued in one or more separate series or subseries (each referred to herein as a "Series"), and each Series may bear such distinctive designations as may be set forth in the Certificate of Award. Separate Series of Improvement Bonds may be issued at the same time or at different times.

Section 4. Terms and Provisions Applicable to the Improvement Bonds.

(a) Form and Numbering. The Improvement Bonds shall be issued, unless otherwise subsequently provided in the Supplemental Trust Agreement entered into pursuant to the Trust Agreement, only in the form of fully registered Bonds, substantially in the form set forth in Exhibit A to the Supplemental Trust Agreement with such changes as may be necessary to reflect the terms of the Improvement Bonds set forth in the Certificate of Award. The Improvement Bonds shall be fully registered and numbered as determined by the Fiscal Officer in such manner as to distinguish each Improvement Bond from each other Improvement Bond.

The Improvement Bonds may be registered in the name of either the Original Purchaser or a Securities Depository to be held in a book-entry system and the Improvement Bonds as such shall be transferable or exchangeable in accordance with Section 2.06 of the Trust Agreement, provided, however that so long as a book-entry system is used for the Improvement Bonds, they may only be transferred to another Securities Depository or to another nominee of a Securities Depository without further action by the University pursuant to subparagraph (d)(iii) of this Section. Notwithstanding Section 2.06 of the Trust Agreement, the University may, and may require the Trustee to, transfer the Improvement Bonds from one Securities Depository to another Securities Depository at any time.

(b) Terms.

(i) Denomination and Dates. The Improvement Bonds shall be issued in such denominations as set forth in the Certificate of Award and shall be dated as of the Issuance Date or such other date as may be provided in the Certificate of Award. Each Improvement Bond shall have only one principal maturity date, except for interim certificates or receipts which may be issued pending preparation of definitive Improvement Bonds.

(ii) Interest. The Improvement Bonds shall bear interest from the later of (i) their date, or (ii) the most recent date to which interest has been paid or provided for,

payable on the Interest Payment Dates at the respective rates per annum set forth in the Certificate of Award.

(iii) Maturities. The Improvement Bonds shall mature on March 1 and/or September 1 in the years and in the principal amounts as provided in the Certificate of Award, with the initial maturity and final maturity as set forth in subparagraph (c) below.

(iv) Tax Status. The Improvement Bonds may be issued as Tax-Exempt Bonds or as bonds subject to federal income taxation as determined by the Fiscal Officer.

(v) Prior Redemption.

(A) The Improvement Bonds may be subject to redemption at the option of the University prior to their stated maturities on the redemption dates and at the redemption prices specified in the Certificate of Award. The Fiscal Officer may determine in the Certificate of Award that some or all of the Improvement Bonds are not to be callable prior to stated maturity. The Fiscal Officer further may determine in the Certificate of Award that a premium shall be payable to the bondholder upon early redemption of an Improvement Bond and that such premium may be calculated in a manner to make the bondholder whole for the loss of the investment or may be calculated as a percentage of the principal amount to be redeemed.

(B) The Improvement Bonds of one or more maturities may be subject to mandatory redemption pursuant to mandatory sinking fund requirements by the University at a redemption price equal to 100% of the principal amount redeemed, plus accrued interest to the date of redemption, on March 1 and/or September 1 in the years and in the principal amounts provided in the Certificate of Award.

(c) Maturities; Bond Service Charges. The first maturity or mandatory sinking fund payment and the final maturity of the Improvement Bonds shall not be later than the dates specified in the Certificate of Award. Principal shall be payable in each year from the first maturity or mandatory sinking fund payment year to the final maturity year either at stated maturity or pursuant to mandatory sinking fund requirements. The weighted net interest cost on the Improvement Bonds shall not exceed 5% per annum. Annual Bond Service Charges on all the Improvement Bonds shall be in accordance with the Certificate of Award.

(d) Redemption Prior to Maturity.

(i) If fewer than all of the outstanding Improvement Bonds are called for optional redemption at one time, the Improvement Bonds to be called shall be designated by the Fiscal Officer in his sole discretion and in any manner the Fiscal Officer determines, without regard to the order of their maturities or their interest rates. If fewer than all of the outstanding Improvement Bonds of one maturity and interest rate are to be called for redemption, the selection of the Improvement Bonds, or portions of those Improvement Bonds (in integral multiples of $5,000), of that maturity to be called for redemption shall be made in the manner provided in the Supplemental Trust Agreement. If optional

redemption of any Improvement Bonds at a redemption price above 100% of the principal amount to be redeemed is to take place on any applicable mandatory sinking fund redemption date, the selection of the Improvement Bonds to be optionally redeemed shall be selected prior to the selection of the Improvement Bonds to be redeemed by mandatory sinking fund redemption.

(ii) Notice of call for redemption of Improvement Bonds, setting forth the information provided for in Section 3.03 of the Trust Agreement, shall be given by the Trustee on behalf of the University. Failure to receive notice by mailing, or any defect in that notice, as to any Improvement Bond shall not affect the validity of the proceedings for the redemption of any other Improvement Bond.

(e) Places and Manner of Payment and Paying Agents.

(i) The principal of and any redemption premium on Improvement Bonds shall be payable when due only to the registered owners, upon presentation and surrender of the Improvement Bonds at the principal corporate trust office of the Trustee, unless provided otherwise in the Supplemental Trust Agreement.

(ii) Interest on any Improvement Bond due on each Interest Payment Date shall be payable by check or draft which the Trustee shall cause to be mailed on the Interest Payment Date to the person who is the registered owner of the Bond (or one or more predecessor Bonds) at the close of business on the Regular Record Date applicable to that Interest Payment Date, at the address then appearing on the Register. If and to any extent, however, that the University shall make neither payment nor provision for payment of interest on any Improvement Bond on any Interest Payment Date, that interest shall cease to be payable to the person who was the registered owner of that Bond (or of one or more predecessor Bonds) as of the applicable Regular Record Date; when moneys become available for payment of that interest the Trustee shall, subject to Section 2.05 of the Trust Agreement, establish a Special Record Date for the payment of that interest which shall be not more than 15 or fewer than 10 days prior to the date of the proposed payment, and the Trustee shall cause notice of the proposed payment and of the Special Record Date to be mailed to the person who is the registered owner of that Bond on a date not fewer than 10 days prior to the Special Record Date, at the address as then appears on the Register, and thereafter that interest shall be payable to the person who is the registered owner of that Bond (or a predecessor Bond) at the close of business on the Special Record Date.

(iii) Notwithstanding any other provision of this Resolution or any provision of the General Bond Resolution, the Trust Agreement, the Supplemental Trust Agreement or any Improvement Bond to the contrary, with the written approval of the University, the Trustee may enter into an agreement with a Securities Depository, or the nominee of a Securities Depository that is the registered owner of an Improvement Bond in the custody of that Securities Depository providing for making all payments to that registered owner of principal of and interest and any premium on that Improvement Bond or any portion of that Improvement Bond (other than any payment of its entire unpaid principal amount) at a place and in a manner (including wire transfer of federal funds) other than as provided above in this Resolution, without prior presentation or surrender of the Improvement Bond,

upon any conditions which shall be satisfactory to the Trustee and the University. That payment in any event shall be made to the person who is the registered owner of that Improvement Bond on the date that principal and premium is due, or, with respect to the payment of interest, as of the applicable Regular Record Date or Special Record Date or other date agreed upon, as the case may be. The Trustee will furnish a copy of each of those agreements, certified to be correct by an officer of the Trustee, to other authenticating agents and paying agents for Improvement Bonds, if any, and to the University. Any payment of principal, premium, or interest pursuant to such an agreement shall constitute payment thereof pursuant to, and for all purposes of, this Resolution and the Supplemental Trust Agreement.

(iv) Alternate Paying Agents may be designated in the Certificate of Award by the Fiscal Officer.

(f) Execution and Authentication. The Improvement Bonds shall be executed and authenticated in the manner provided in the Trust Agreement. Alternate Authenticating Agents may be designated by the Fiscal Officer in the Certificate of Award.

(g) Multiple Series; Combine with other Bonds. The Improvement Bonds may be issued in one or more series as approved by the Fiscal Officer and all or a portion of the Improvement Bonds may be combined with and issued as part of any other series of Bonds authorized by a separate Series Resolution.

Section 5. Sale of Improvement Bonds.

(a) General. The Fiscal Officer is authorized to determine:

(i) the principal amount of Improvement Bonds to be issued;

(ii) the interest rates on the Improvement Bonds;

(iii) the amount of any original issue discount and/or premium on the Improvement Bonds;

(iv) the maturities of the Improvement Bonds, including mandatory sinking fund payment amounts, as limited by Section 4(c) herein;

(v) the optional and mandatory redemption dates, if any, and redemption prices for the Improvement Bonds;

(vi) the purchase price for the Improvement Bonds; and

(vii) whether the Improvement Bonds shall be issued as Tax-Exempt Bonds, or Bonds which are subject to federal income taxation.

The Improvement Bonds shall be sold by the Fiscal Officer to the Original Purchaser on such terms not inconsistent with this Resolution as are provided in the Certificate of Award and the Bond Purchase Agreement.

The Fiscal Officer is authorized and directed to execute the Certificate of Award and the Bond Purchase Agreement, in order to provide for the definitive terms and terms of sale of the Improvement Bonds as provided in this Resolution, and to award and provide for sale of the Improvement Bonds to the Original Purchaser. The Bond Purchase Agreement shall not be materially adverse to the University as shall be approved by the Fiscal Officer, his execution of the Bond Purchase Agreement to constitute conclusive approval of any such changes on behalf of the University. The Certificate of Award shall be incorporated in and form a part of the Supplemental Trust Agreement.

(b) Official Statement. The Fiscal Officer is authorized and directed, on behalf of the University, and in his official capacity, to prepare or cause to be prepared, if the Fiscal Officer determines that it is necessary, a preliminary official statement relating to the original issuance of the Improvement Bonds; to determine, and to certify or otherwise represent, when such preliminary official statement is "deemed final" for purposes of Securities and Exchange Commission Rule 15c2-12(b)(1); and to use and distribute, or authorize the use and distribution of such preliminary official statement in connection with the original issuance of the Improvement Bonds until an official statement is prepared. All actions previously taken by the Fiscal Officer in this regard relating to a preliminary official statement are hereby approved, ratified and confirmed.

The Fiscal Officer is further authorized and directed, on behalf of the University, and in his official capacity, to prepare or cause to be prepared, if the Fiscal Officer determines that it is necessary, an official statement, and any necessary supplements thereto, relating to the original issuance of the Improvement Bonds; to determine, and to certify or otherwise represent, when such official statement is a final official statement for purposes of Securities and Exchange Commission Rule 15c2-12(b)(3) and (4); to use and distribute, or authorize the use and distribution of such official statement, and any supplements thereto, in connection with the sale of the Improvement Bonds; and to sign and deliver the official statement.

The Fiscal Officer is further authorized and directed, on behalf of the University, and in his official capacity, to sign and deliver such certificates in connection with the accuracy of the preliminary official and the final official statements and any supplements thereto as may, in his judgment, be necessary or appropriate.

(c) Further Authorization. The Fiscal Officer is further authorized and directed, on behalf of the University, and in his official capacity, to sign and deliver on the Issuance Date, such other certificates and documents as may be reasonably necessary in the opinion of Bond Counsel to complete the sale of the Improvement Bonds. The General Counsel in her official capacity is hereby authorized and directed to sign and deliver on the Issuance Date a legal opinion in form and substance acceptable to Bond Counsel.

Section 6. Allocation of Proceeds of Improvement Bonds.

(a) Allocation. All of the proceeds from the sale of the Improvement Bonds shall be received and receipted for by the Fiscal Officer or by his authorized representative for that purpose, and shall be allocated, deposited and credited as follows:

(i) To the Bond Service Account in the Bond Service Fund, any portion of the

proceeds representing accrued interest, if any;

(ii) To an account in the Project Fund (the "Project Account"), hereby established, the balance of the proceeds, to be applied to pay costs of the Project as determined by the Fiscal Officer and as described in the preambles hereof; and

(iii) To the Improvement Bonds Costs of Issuance Fund an amount, to be determined by the Fiscal Officer, to pay the costs of issuance of the Improvement Bonds.

(b) Project Account.

(i) The Project Account shall be held by the University in a separate deposit account or accounts (except when invested as provided below) set up on a bank or banks that are members of the Federal Deposit Insurance Corporation, and used to pay costs of the Project that constitute "costs of facilities" (as defined in the Act, and referred to herein as "Project Costs").

(ii) The Fiscal Officer shall apply the Project Account pursuant to the provisions of this Section 7 to the payment of the Project Costs, including, without limitation, the reimbursement of the University for moneys heretofore advanced to pay Project Costs in anticipation of the issuance of the Improvement Bonds.

(iii) Moneys to the credit of the Project Account, pending their application as above set forth, shall be subject to a lien and charge in favor of the holders of the Improvement Bonds, and the University covenants that it will not cause or permit to be paid from the Project Account any moneys except in compliance with the provisions of this Resolution, the Trust Agreement and the Supplemental Trust Agreement.

(iv) Moneys on deposit in the Project Account may be invested by or at the direction of the Fiscal Officer in Eligible Investments (as defined in the Supplemental Trust Agreement) maturing or redeemable at the option of the holder prior to the time needed for the purposes thereof. The investments and the proceeds of their sale shall constitute part of the Project Account, and earnings from any of those investments shall be credited to the Project Account. The investments may be sold, exchanged or collected from time to time by or at the direction of the Fiscal Officer.

(v) Any balance remaining in the Project Account after the Fiscal Officer has certified to the Trustee that payment of Project Costs has been accomplished or provided for to the satisfaction of the University shall be deposited in the Bond Service Account and used for payment of interest on the Improvement Bonds, or expended for costs of "facilities" (as defined in the Act) with the approval of the Board if that payment or expenditure shall not, in the opinion of Bond Counsel to the University, adversely affect the tax status under the Code of the Improvement Bonds of the applicable Series that existed at the time such Series of Improvement Bonds were delivered to the Original Purchaser.

(c) Improvement Bonds Costs of Issuance Fund.

(i) The Improvement Bonds Costs of Issuance Fund shall be held by the University in a separate deposit account or accounts set up in a bank or banks that are members of the Federal Deposit Insurance Corporation, and used to pay costs of issuance of the Improvement Bonds that constitute "costs of facilities" as defined in the Act (the "Costs of Issuance").

(ii) The Fiscal Officer shall apply the Improvement Bonds Costs of Issuance Fund pursuant to the provisions of this Section 6 to the payment of the Costs of Issuance, including, without limitation, the reimbursement of the University for moneys heretofore advanced to pay Costs of Issuance in anticipation of the issuance of the Improvement Bonds.

(iii) Moneys to the credit of the Improvement Bonds Costs of Issuance Fund, pending their application as above set forth, shall be subject to a lien and charge in favor of the holders of the Improvement Bonds, and the University covenants that it will not cause or permit to be paid from the Improvement Bonds Costs of Issuance Fund any moneys except in compliance with the provisions of this Resolution, the Trust Agreement and the Supplemental Trust Agreement.

(iv) Moneys on deposit in the Improvement Bonds Costs of Issuance Fund may be invested by or at the direction of the Fiscal Officer in Eligible Investments (as defined in the Supplemental Trust Agreement) maturing or redeemable at the option of the holder prior to the time needed for the purposes thereof. The investments and the proceeds of their sale shall constitute part of the Improvement Bonds Costs of Issuance Fund, and earnings from any of those investments shall be credited to the Improvement Bonds Costs of Issuance Fund. The investments may be sold, exchanged or collected from time to time by or at the direction of the Fiscal Officer.

(v) Any balance remaining in the Improvement Bonds Costs of Issuance Fund after the payment of all Costs of Issuance has been accomplished or provided for to the satisfaction of the University shall be deposited in the Bond Service Account and used for payment of interest on the Improvement Bonds.

Section 7. Tax Covenants; Rebate Fund.

(a) This Board hereby covenants for and on behalf of the University, that to the extent the Improvement Bonds are issued as Tax-Exempt Bonds, it will restrict the use of the proceeds of the Improvement Bonds in such manner and to such extent, if any, and take such other actions as may be necessary, in view of reasonable expectations at the time of issuance of the Improvement Bonds, so that the Improvement Bonds will not constitute obligations the interest on which is subject to federal income taxation or "arbitrage bonds" under Sections 103(b)(2) and 148 of the Internal Revenue Code of 1986, as amended (the "Code"), and regulations prescribed under such Sections; provided, that at the discretion of the Fiscal Officer, the University may issue Improvement Bonds which are subject to federal income taxation. However, if the Improvement Bonds are designated as some type of tax-advantaged bond on which the interest is not excludable

from gross income for federal income tax purposes ("Tax-Advantaged Bonds"), the Board will take, or cause to be taken, all activities required to maintain the status of said Improvement Bonds as Tax-Advantaged Bonds, and will not take, or permit to be taken, any actions which would jeopardize the status of the Improvement Bonds as Tax-Advantaged Bonds. The Fiscal Officer or any other officer of the University having responsibility with respect to issuance of the Improvement Bonds is hereby authorized to give an appropriate certificate for inclusion in the transcript of proceedings with respect to the Improvement Bonds, setting forth the facts, estimates and reasonable expectations pertinent under said Sections 103(b)(2) and 148 of the Code and regulations prescribed under such Sections.

This Board hereby finds and determines that all proceeds from the sale of the Improvement Bonds will be needed for the purposes set forth in Section 6 hereof. To the extent the Improvement Bonds are issued as Tax-Exempt Bonds, the Board will restrict the use of the proceeds of the Improvement Bonds in such manner and to such extent, if any, as may be necessary so that the Improvement Bonds will not constitute arbitrage bonds under Section 148 of the Code. The Fiscal Officer, or any other officer of the University having responsibility for the issuance of the Improvement Bonds, alone or in conjunction with any other officer or employee of or any consultant to the University, is authorized to give an appropriate certificate of the University, for inclusion in the transcript of proceedings for the Improvement Bonds, setting forth the reasonable expectations of the University regarding the amount and use of all the proceeds of the Improvement Bonds, the facts, circumstances and estimates on which they are based, and other facts and circumstances relevant to the tax treatment of the interest on the Improvement Bonds.

To the extent the Improvement Bonds are issued as Tax-Exempt Bonds, the Board (a) will take or cause to be taken such actions that may be required of it for the Improvement Bonds to be and remain Tax-Exempt Bonds at the time of their delivery to the Original Purchaser, and (b) will not take or authorize to be taken any actions that would adversely affect that status (or eligibility for such status) under the Code, and that it, or persons acting for it, will, among other acts of compliance, (1) apply the proceeds of the Improvement Bonds to the governmental purpose of the borrowing, (2) restrict the yield on investment property acquired with those proceeds, (3) make timely rebate payments to the federal government, (4) maintain books and records and make calculations and reports, and (5) refrain from certain uses of those proceeds, all in such manner and to the extent necessary to assure such exclusion of that interest under the Code. The Fiscal Officer and other appropriate officers are authorized to take any and all actions, make calculations and rebate payments to the federal government, and make or give reports and certifications, as may be appropriate to assure such exclusion of that interest.

(b) Rebate Fund. There is hereby created the Improvement Bonds Rebate Fund (the "Rebate Fund"), to be in the custody of the Trustee, which shall be continuously invested in Eligible Investments by the Trustee at the oral direction (confirmed in writing) of the Fiscal Officer. The Rebate Fund shall be held, administered and disposed of in accordance with the provisions of the Supplemental Trust Agreement. Amounts credited to the Rebate Fund are not General Receipts and shall be free and clear of any lien under the Supplemental Trust Agreement or under the Trust Agreement.

Section 8. Credit Enhancement; Other Agreements. If the Fiscal Officer determines it to be in the best interest of the University in order to achieve maximum cost savings on the

Improvement Bonds, the Fiscal Officer may obtain credit enhancement for all or any portion of the Improvement Bonds. The Fiscal Officer is authorized to enter into such agreements and to make such changes to the Supplemental Trust Agreement and the Improvement Bond form as may be required in connection with such credit enhancement. The Fiscal Officer is further authorized to enter into such agreements and execute such certificates as may be required in connection with the issuance, sale and delivery of the Improvement Bonds.

Section 9. Supplemental Trust Agreement. The Chairman of the Board or the President of the University, and the Fiscal Officer, or any one or more of them, are authorized and directed to execute and deliver to the Trustee, in the name of and on behalf of the University, and the Secretary to the Board is authorized and directed to attest, the Supplemental Trust Agreement pursuant to the Trust Agreement and in connection with the issuance of the Improvement Bonds.

Section 10. Open Meeting. It is found and determined that all formal actions of this Board concerning and relating to the adoption of this Resolution were taken in an open meeting of this Board, and that all deliberations of this Board and of any of its committees that resulted in those formal actions were taken in meetings open to the public, in full compliance with applicable legal requirements including Section 121.22 of the Ohio Revised Code.

BOARD OF TRUSTEES OF MIAMI UNIVERSITY

By: _____
Theodore O. Pickerill
Secretary to the Board of Trustees

Adopted: February ____, 2026

I attest that this is a true and accurate copy of the original resolution R-2026-_____ passed by the Miami University Board of Trustees on February ____, 2026 and remains in effect.

_____
Theodore O. Pickerill
Secretary to the Board of Trustees

February ____, 2026

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

BOARD OF TRUSTEES
ROUDEBUSH HALL ROOM 212
OXFORD, OHIO 45056
(513) 529-6225 MAIN
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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
FA Committee

SERIES RESOLUTION R-2026-46

A RESOLUTION AUTHORIZING ACTIONS RELATED TO REQUESTING APPROVAL FROM THE OHIO DEPARTMENT OF HIGHER EDUCATION FOR THE ISSUANCE OF GENERAL RECEIPTS BONDS

WHEREAS, the Board of Trustees (the "Board") has approved or will approve the issuance of general receipts bonds of Miami University (the "University") for the purpose of paying the costs of acquiring, constructing, installing and equipping a multi-purpose arena facility and related property and facilities, relocating recreation fields, renovating Harris Hall, and demolishing Millett Hall, the aggregate cost of which is estimated to be $281,000,000 (the "Improvement Bonds"); and

WHEREAS, the Improvement Bonds are anticipated to be secured by a pledge of the University's general receipts, including fees received by the University; and

WHEREAS, Section 381.570 of Am. Sub. H.B. 96 of the 136th General Assembly of the State of Ohio requires that any new pledge of fees to secure bonds and notes of a state college or university, such as the University, be approved by the Chancellor of the Ohio Department of Higher Education;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF MIAMI UNIVERSITY, as follows:

Section 1. Authorization to Request Approval. The Board hereby authorizes the Senior Vice President for Finance and Business Services and Treasurer to request approval from the Chancellor of the Ohio Department of Higher Education to issue the Improvement Bonds and secure said Improvement Bonds with a pledge of the University's general receipts, including fees received by the University.

Section 2. Further Actions. That, upon receipt of the approval referenced in Section 1 hereof, the Board authorizes the Senior Vice President for Finance and Business Services and Treasurer to proceed with the issuance of the Improvement Bonds and is further authorized to take all actions necessary to cause the issuance of the Improvement Bonds in an amount not to exceed $281,000,000.

[Remainder of page intentionally left blank]

Section 3. <u>Open Meeting</u>. It is found and determined that all formal actions of this Board concerning and relating to the adoption of this Resolution were taken in an open meeting of this Board, and that all deliberations of this Board and of any of its committees that resulted in those formal actions were taken in meetings open to the public, in full compliance with applicable legal requirements including Section 121.22 of the Ohio Revised Code.

BOARD OF TRUSTEES OF MIAMI UNIVERSITY

By: _____
Theodore O. Pickerill
Secretary to the Board of Trustees

Adopted: February ____, 2026

I attest that this is a true and accurate copy of the original resolution R-2026-_____ passed by the Miami University Board of Trustees on February ____, 2026 and remains in effect.

_____
Theodore O. Pickerill
Secretary to the Board of Trustees

February ____, 2026

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

BOARD OF TRUSTEES
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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
FA Committee

RESOLUTION R2026-47

WHEREAS, the Summer Utility Project 2027 completes the hot water conversions of the Psychology Building, Farmer School of Business building, and the third and final phase of the Western Geothermal conversion; and

WHEREAS, the project substantially enhances redundancy and reduces risk by completing hydronic loops on the Western Campus and all buildings north of High Street; and

WHEREAS, these projects are the next phase of the Utility Master Plan and a necessary step in fulfilling the University's Sustainability Commitments and Goals; and

WHEREAS, Miami University has found it advantageous to design and execute these projects concurrently through the Construction Manager at Risk delivery method; and

WHEREAS, Miami University has identified local funds in the amount of $4,000,000 for design fees and the early purchase of materials and equipment necessary for these utility projects; and

WHEREAS, the receipt of the first Guaranteed Maximum Price is planned for December 2026; and

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees hereby authorizes the Senior Vice President for Finance and Business Services and Treasurer, to proceed with the award of contracts for the Summer 2027 Utility Projects not to exceed $4,000,000.

Executive Summary
for the
Summer Utility Project 2027
February 27, 2026

The next phase of the Utility Master Plan consists of increasing the number of buildings served by our Geothermal Plants – both the Geothermal Energy Plant (GEP) located on Miami University's Western Campus, and the North Geothermal Plant (NGP). District hot water and chilled water service from the GEP will be extended to Boyd Hall and Kumler Chapel. The project extends hot water and chilled water service from the GEP to existing piping creating a redundant loop and adding resiliency to the system.

District Hot Water service from the NGP will be extended to Psychology Building and Farmer School of Business. The project extends hot water and chilled water service from the NGP along Patterson Ave from High Street to Spring Street. The extension of this piping will add a much-needed redundant feed serving the entire northern portion of the campus.

This project is a key step in the Utility Master Plan designed to meet strategic energy reduction initiatives, campus sustainability goals and address significant deferred maintenance in critical systems. The scope of the project includes direct buried hot water piping, direct buried chilled water piping and converting the buildings named above from steam heating to hot water heating. The change from steam to hot water will improve efficiency, reliability, and reduce the carbon footprint.

The project will be in the design phase for the remainder of 2026. The project will be executed by Construction Manager at Risk (CMR) delivery method. The CMR is expected to be selected in late Spring of 2026. This project is expected to begin construction in spring 2027 with construction being completed in fall 2027.

As the design progresses and the Construction Manager at Risk is brought on to the project, certain materials and equipment will be identified for early release. It may prove advantageous for the university to allow purchase of certain materials prior to negotiating a Guaranteed Maximum Price for the complete scope of work. This can allow certain known elements of the project to progress while the design is completed and the bulk of the work is negotiated and put out to bid.

Funding for this project will be from local funds:

Project component:	Budget:	Funding Source:
Est. Design and Administration:	$4,000,000	Local Funds
Est. Total:	$4,000,000	

MIAMI UNIVERSITY
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BOARD OF TRUSTEES
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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
FA Committee

SERIES RESOLUTION R-2026-48

A RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF GENERAL RECEIPTS REVENUE AND REFUNDING BONDS OF MIAMI UNIVERSITY; AUTHORIZING THE EXECUTION AND DELIVERY OF A SUPPLEMENTAL TRUST AGREEMENT; AUTHORIZING OTHER DOCUMENTS IN CONNECTION WITH THE ISSUANCE OF SUCH BONDS; AND AUTHORIZING THE FISCAL OFFICER TO TAKE CERTAIN ACTIONS

WHEREAS, Resolution 2004-8 adopted by this Board of Trustees (the "Board") on September 26, 2003 (the "General Bond Resolution"), and the Amended and Restated Trust Agreement dated as of October 1, 2003, as amended (the "Trust Agreement"), by and between Miami University (the "University") and The Bank of New York Mellon Trust Company, N.A., as trustee (the "Trustee"), provide for the issuance from time to time of bonds (the "Bonds") secured by the University's General Receipts (as defined in the Trust Agreement), with each issuance to be authorized by a Series Resolution (as defined in the Trust Agreement) adopted by the Board; and

WHEREAS, the General Bond Resolution was adopted and the Trust Agreement was authorized by the Board pursuant to Sections 3345.11 and 3345.12 of the Ohio Revised Code (the "Act"), which authorizes the University to issue the Bonds to pay costs of certain capital facilities, defined as "auxiliary facilities," "education facilities" and "housing and dining facilities" in Section 3345.12 of the Revised Code, and referred to as "University Facilities" in the General Bond Resolution and in this Resolution; and

WHEREAS, the Act further authorizes the University to issue Bonds to refund its previously issued Bonds; and

WHEREAS, the University has determined that it may be advantageous, in order to lower interest costs to the University and/or to manage and/or improve the University's cash flow and/or to react to market conditions and/or to deal with the change in status of certain outstanding Bonds with respect to their tax exemption, to issue Bonds (the "Refunding Bonds") for the purpose of (a) refunding, together with other lawfully available funds of the University (if necessary), all or a portion of the University's General Receipts Revenue and Refunding Bonds, Series 2017, dated February 14, 2017, issued in the original aggregate principal amount of $154,635,000 (the "Series 2017 Bonds"); (b) funding a reserve (if necessary); and (c) paying costs of issuance of the Refunding Bonds (collectively, the "Refunding"); and

WHEREAS, the Board desires to provide for the issuance and sale of the Refunding Bonds and for other matters in connection therewith by the adoption of this Resolution, including, but not limited to, the authorization of the execution and delivery of a Supplemental Trust Agreement (as defined in the Trust Agreement); and

WHEREAS, the Board hereby determines that it is in the best interest of the University to provide for maximum flexibility in structuring the Refunding Bonds to achieve maximum cost savings, and therefore, has provided that certain terms of the Refunding Bonds shall be determined in the Certificate of Award authorized pursuant to Section 5 hereof (the "Certificate of Award");

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF MIAMI UNIVERSITY, as follows:

Section 1. Definitions and Interpretations. Where used in this Resolution, in the Supplemental Trust Agreement and in the Certificate of Award, and in addition to words and terms defined elsewhere in this Resolution (including its preambles), the Supplemental Trust Agreement, the General Bond Resolution or the Trust Agreement, the following terms shall have the following meanings:

"*Annual Bond Service Charge*" for any Fiscal Year (as defined in the Trust Agreement) means, in connection with the Refunding Bonds, an amount equal to the scheduled principal and interest due on the Refunding Bonds in that Fiscal Year.

"*Bond Purchase Agreement*" means the Bond Purchase Agreement or similar agreement between the Original Purchaser and the University, to be dated as of its date of execution, which Bond Purchase Agreement may include or consist of a Forward Delivery Agreement, and in such event, may be called a Forward Delivery Bond Purchase Agreement.

"*Bond Counsel*" means Dinsmore & Shohl LLP or such other firm of nationally recognized experts on the issuance of state and local obligations designated as such by the Fiscal Officer.

"*Bond Year*" means the annual period relevant to the application of Section 148 of the Code to the Refunding Bonds.

"*Code*" means the Internal Revenue Code of 1986, as amended, the regulations (whether proposed, temporary or final) under that Code or the statutory predecessor of that Code, and any amendments of, or successor provisions to, the foregoing and any official rulings, announcements, notices, procedures and judicial determinations regarding any of the foregoing, all as and to the extent applicable. Unless otherwise indicated, reference to a section of the Code includes that section and such applicable regulations, rulings, announcements, notices, procedures and determinations pertinent to that section.

"*Current Refunding Date*" means, with respect to any series of Refundable Bonds, the date which is ninety (90) days prior to the applicable earliest optional redemption date with respect to such Refundable Bonds.

"*Debt Service*" means principal of and interest and any redemption premium on the Refunding Bonds.

"*Escrow Deposit Agreement*" means an Escrow Deposit Agreement, between the University and the Escrow Trustee, authorized pursuant to this Resolution, which may be prepared in connection with the issuance of the Refunding Bonds.

"*Escrow Trustee*" means the Trustee acting as escrow trustee under the Escrow Deposit Agreement.

"*Fiscal Officer*" means the Senior Vice President for Finance and Business Services and Treasurer of Miami University or such other official of the University designated in writing as the Fiscal Officer.

"*Forward Delivery Bonds*" means Refunding Bonds that are subject to a Forward Delivery Agreement.

"*Forward Delivery Agreement*" means an agreement, which may be in the form of a Bond Purchase Agreement, providing for, among other things, the sale of the Refunding Bonds by the University to the Original Purchaser, executed and delivered prior to thirty (30) days prior to the Current Refunding Date, which Refunding Bonds are to be issued and delivered on or after the Current Refunding Date.

"*General Counsel*" means the chief legal officer of the University.

"*Interest Payment Dates*" means the first day of March and September in each year, commencing such date as may be provided in the Certificate of Award.

"*Issuance Date*" means the date of physical delivery of the Refunding Bonds by the University or the date of the "fast closing" in exchange for the purchase price of the Refunding Bonds.

"*Letter of Instructions*" means a letter addressed to the Trustee dated the Issuance Date and signed by the Fiscal Officer.

"*Original Purchaser*" means the investment banking firm, bank or other entity selected by the Fiscal Officer to be the initial purchaser of the Refunding Bonds, either individually or as representative for a group of investment banking firms, banks or other entities.

"*Refundable Bonds*" means those series or specific maturities of series of Bonds related to be refunded by the Fiscal Officer pursuant to Section 4(a) of this Resolution, including, but not limited to, the Series 2017 Bonds.

"*Refunding Bonds*" means the series of General Receipts Revenue and Refunding Bonds authorized by this Resolution and issued pursuant to the Trust Agreement, the Supplemental Trust Agreement, this Resolution and the Certificate of Award, which Refunding Bonds may be Forward Delivery Bonds and/or Taxable Convertible Bonds.

"*Refunding Bonds Costs of Issuance Fund*" means the fund established by the University used to pay certain costs related to the issuance of the Refunding Bonds.

"*Securities Depository*" means initially The Depository Trust Company (a limited purpose trust company), New York, New York and thereafter any such entity to which the Trustee has no reasonable objection designated to act as a securities depository by the University.

"*Series 2017 Bonds*" means the University's General Receipts Revenue and Refunding Bonds, Series 2017, dated February 14, 2017, issued in the original aggregate principal amount of $154,635,000.

"*Resolution*" means this Resolution authorizing the issuance and sale of the Refunding Bonds.

"*Special Record Date*" means the date established by the Trustee in connection with the payment of any overdue interest on any Bond pursuant to Section 4(e)(ii) of this Resolution.

"*Supplemental Trust Agreement*" means the Supplemental Trust Agreement between the University and the Trustee, authorized pursuant to Section 7.01 of the Trust Agreement and this Resolution.

"*Tax Certificates*" means, collectively, the Certificate Regarding Issuance, Use of Proceeds and Arbitrage Compliance of the University to Bond Counsel and the Trustee and the Certificate Under Sections 103(b)(2) and 148 of the Internal Revenue Code of 1986, as amended, of the University.

"*Taxable Convertible Bonds*" means Refunding Bonds which are not Tax-Exempt Bonds and which are subject to conversion to Tax-Exempt Bonds on or after the applicable Current Refunding Date.

"*Tax-Exempt Bonds*" means Refunding Bonds with respect to which there shall have been delivered opinion of nationally recognized bond counsel to the effect that the interest on such Refunding Bonds is excludable from gross income for federal income tax purposes.

"*Trustee*" means The Bank of New York Mellon Trust Company, N.A., as successor to J.P. Morgan Trust Company, National Association, as trustee under the Trust Agreement.

Unless the context shall otherwise indicate, words importing the singular number shall include the plural number, and vice versa, and the terms "hereof," "herein," "hereby," "hereto," "hereunder," and similar terms, mean this Resolution and the Supplemental Trust Agreement. References to sections, unless otherwise stated, are to sections of this Resolution.

Section 2. Authority. This Resolution is adopted pursuant to the General Bond Resolution, the Trust Agreement and the Act.

Section 3. Authorization of Refunding and Designation and Purpose of Refunding Bonds. It is hereby declared to be necessary to cause the refunding of the Refundable Bonds prior to maturity. To that end, the University may and the University is hereby authorized to cause such redemption by the deposit of (a) its lawfully available funds, and/or (b) proceeds of the Refunding Bonds. The determination of which method to use and whether to proceed with the Refunding will be made by the Fiscal Officer based on market conditions and other factors he believes are relevant. In the event the Fiscal Officer determines to use Refunding Bond proceeds to accomplish the Refunding, the University shall, issue, sell and deliver, as provided and authorized by this Resolution, Bonds of the University, which shall be designated "Miami University General Receipts Revenue and Refunding Bonds", with the appropriate series designation, in the original

aggregate principal amount to be as provided by the Certificate of Award, for the purpose of refunding the Refundable Bonds, funding a reserve (if necessary), and paying costs associated with the issuance of the Refunding Bonds. For that purpose, the proceeds from the sale of the Refunding Bonds shall be allocated and deposited as provided in Section 6 of this Resolution.

Section 4. Terms and Provisions Applicable to the Refunding Bonds.

(a) Criteria for Issuance. The following criteria shall be used when determining to refund all or a portion of a series of the Refundable Bonds and an issue of Refunding Bonds may be issued if:

(i) (A) the net present value of refunded savings of such particular series of Refundable Bonds shall be at least three percent (3%), (B) the weighted average maturity of such particular series of the Refunding Bonds shall not be greater than 120% of the weighted average maturity of Refundable Bonds to be refunded, and (C) the maximum annual debt service based on all outstanding Bonds of the University issued under the Trust Agreement does not increase as a result of the issuance of the Refunding Bonds; provided, however, it shall be at the discretion of the Fiscal Officer to make exceptions to (A), (B) and/or (C); or

(ii) when other clear advantages to the University would be realized as a result of the refunding, as determined by the Fiscal Officer.

(b) Form and Numbering. The Refunding Bonds shall be issued, unless otherwise subsequently provided in the Supplemental Trust Agreement entered into pursuant to the Trust Agreement, only in the form of fully registered Bonds, substantially in the form set forth in Exhibit A to the Supplemental Trust Agreement with such changes as may be necessary to reflect the terms of the Refunding Bonds set forth in the Certificate of Award. The Refunding Bonds shall be fully registered and numbered as determined by the Fiscal Officer in such manner as to distinguish each Refunding Bond from each other Refunding Bond.

The Refunding Bonds may be registered in the name of either the Original Purchaser or a Securities Depository to be held in a book-entry system and the Refunding Bonds as such shall be transferable or exchangeable in accordance with Section 2.06 of the Trust Agreement, provided, however that so long as a book-entry system is used for the Refunding Bonds, they may only be transferred to another Securities Depository or to another nominee of a Securities Depository without further action by the University pursuant to subparagraph (e)(iii) of this Section. Notwithstanding Section 2.06 of the Trust Agreement, the University may, and may require the Trustee to, transfer the Refunding Bonds from one Securities Depository to another Securities Depository at any time.

(c) Terms.

(i) Denomination and Dates. The Refunding Bonds shall be issued in such denominations as set forth in the Certificate of Award and shall be dated as of the Issuance Date or such other date as may be provided in the Certificate of Award. Each Refunding Bond shall have only one principal maturity date, except for interim certificates or receipts which may be issued pending preparation of definitive Refunding Bonds.

(ii) Interest. The Refunding Bonds shall bear interest from the later of (i) their date, or (ii) the most recent date to which interest has been paid or provided for, payable on the Interest Payment Dates at the respective rates per annum set forth in the Certificate of Award.

(iii) Maturities. The Refunding Bonds shall mature on March 1 and/or September 1 in the years and in the principal amounts as provided in the Certificate of Award, with the initial maturity and final maturity as set forth in subparagraph (d) below.

(iv) Tax Status. The Refunding Bonds shall be issued as bonds subject to federal income taxation and/or exempt from federal income taxation as determined by the Fiscal Officer.

(v) Prior Redemption.

(A) The Refunding Bonds may be subject to redemption at the option of the University prior to their stated maturities on the redemption dates and at the redemption prices specified in the Certificate of Award. The Fiscal Officer may determine in the Certificate of Award that some or all of the Refunding Bonds are not to be callable prior to stated maturity. The Fiscal Officer further may determine in the Certificate of Award that a premium shall be payable to the bondholder upon early redemption of a Refunding Bond and that such premium may be calculated in a manner to make the bondholder whole for the loss of the investment or may be calculated as a percentage of the principal amount to be redeemed.

(B) The Refunding Bonds of one or more maturities may be subject to mandatory redemption pursuant to mandatory sinking fund requirements by the University at a redemption price equal to 100% of the principal amount redeemed, plus accrued interest to the date of redemption, on March 1 and/or September 1 in the years and in the principal amounts provided in the Certificate of Award.

(d) Maturities; Bond Service Charges. The first maturity or mandatory sinking fund payment and the final maturity of the Refunding Bonds shall not be later than the dates specified in the Certificate of Award. Principal shall be payable in each year from the first maturity or mandatory sinking fund payment year to the final maturity year either at stated maturity or pursuant to mandatory sinking fund requirements. The weighted net interest cost on the Refunding Bonds shall not exceed 5% per annum. Annual Bond Service Charges on all the Refunding Bonds shall be in accordance with the Certificate of Award.

(e) Redemption Prior to Maturity.

(i) If fewer than all of the outstanding Refunding Bonds are called for optional redemption at one time, the Refunding Bonds to be called shall be designated by the Fiscal Officer in his sole discretion and in any manner the Fiscal Officer determines, without regard to the order of their maturities or their interest rates. If fewer than all of the outstanding Refunding Bonds of one maturity and interest rate are to be called for

redemption, the selection of the Refunding Bonds, or portions of those Refunding Bonds (in integral multiples of $5,000), of that maturity to be called for redemption shall be made in the manner provided in the Supplemental Trust Agreement. If optional redemption of any Refunding Bonds at a redemption price above 100% of the principal amount to be redeemed is to take place on any applicable mandatory sinking fund redemption date, the selection of the Refunding Bonds to be optionally redeemed shall be selected prior to the selection of the Refunding Bonds to be redeemed by mandatory sinking fund redemption.

(ii) Notice of call for redemption of Refunding Bonds, setting forth the information provided for in Section 3.03 of the Trust Agreement, shall be given by the Trustee on behalf of the University. Failure to receive notice by mailing, or any defect in that notice, as to any Refunding Bond shall not affect the validity of the proceedings for the redemption of any other Refunding Bond.

(f) Places and Manner of Payment and Paying Agents.

(i) The principal of and any redemption premium on Refunding Bonds shall be payable when due only to the registered owners, upon presentation and surrender of the Refunding Bonds at the principal corporate trust office of the Trustee, unless provided otherwise in the Supplemental Trust Agreement.

(ii) Interest on any Refunding Bond due on each Interest Payment Date shall be payable by check or draft which the Trustee shall cause to be mailed on the Interest Payment Date to the person who is the registered owner of the Bond (or one or more predecessor Bonds) at the close of business on the Regular Record Date applicable to that Interest Payment Date, at the address then appearing on the Register. If and to any extent, however, that the University shall make neither payment nor provision for payment of interest on any Refunding Bond on any Interest Payment Date, that interest shall cease to be payable to the person who was the registered owner of that Bond (or of one or more predecessor Bonds) as of the applicable Regular Record Date; when moneys become available for payment of that interest the Trustee shall, subject to Section 2.05 of the Trust Agreement, establish a Special Record Date for the payment of that interest which shall be not more than 15 or fewer than 10 days prior to the date of the proposed payment, and the Trustee shall cause notice of the proposed payment and of the Special Record Date to be mailed to the person who is the registered owner of that Bond on a date not fewer than 10 days prior to the Special Record Date, at the address as then appears on the Register, and thereafter that interest shall be payable to the person who is the registered owner of that Bond (or a predecessor Bond) at the close of business on the Special Record Date.

(iii) Notwithstanding any other provision of this Resolution or any provision of the General Bond Resolution, the Trust Agreement, the Supplemental Trust Agreement or any Refunding Bond to the contrary, with the written approval of the University, the Trustee may enter into an agreement with a Securities Depository, or the nominee of a Securities Depository that is the registered owner of a Refunding Bond in the custody of that Securities Depository providing for making all payments to that registered owner of principal of and interest and any premium on that Refunding Bond or any portion of that Refunding Bond (other than any payment of its entire unpaid principal amount) at a place

and in a manner (including wire transfer of federal funds) other than as provided above in this Resolution, without prior presentation or surrender of the Refunding Bond, upon any conditions which shall be satisfactory to the Trustee and the University. That payment in any event shall be made to the person who is the registered owner of that Refunding Bond on the date that principal and premium is due, or, with respect to the payment of interest, as of the applicable Regular Record Date or Special Record Date or other date agreed upon, as the case may be. The Trustee will furnish a copy of each of those agreements, certified to be correct by an officer of the Trustee, to other authenticating agents and paying agents for Refunding Bonds, if any, and to the University. Any payment of principal, premium, or interest pursuant to such an agreement shall constitute payment thereof pursuant to, and for all purposes of, this Resolution and the Supplemental Trust Agreement.

(iv) Alternate Paying Agents may be designated in the Certificate of Award by the Fiscal Officer.

(f) Execution and Authentication. The Refunding Bonds shall be executed and authenticated in the manner provided in the Trust Agreement. Alternate Authenticating Agents may be designated by the Fiscal Officer in the Certificate of Award.

(g) Multiple Series; Combine with other Bonds. The Refunding Bonds may be issued in one or more series as approved by the Fiscal Officer and all or a portion of the Refunding Bonds may be combined with and issued as part of any other series of Bonds authorized by a separate Series Resolution.

Section 5. Refunding; Sale of Refunding Bonds.

(a) General. The Fiscal Officer is authorized to determine:

(i) whether to proceed with the Refunding, and, if so, by a deposit of the University's lawfully available funds, the deposit of the proceeds of the Refunding Bonds, or a combination of the two;

(ii) the principal amount of Refunding Bonds to be issued;

(iii) the interest rates on the Refunding Bonds;

(iv) the amount of any original issue discount and/or premium on the Refunding Bonds;

(v) the maturities of the Refunding Bonds, including mandatory sinking fund payment amounts, as limited by Section 4(d) herein;

(vi) the optional and mandatory redemption dates, if any, and redemption prices for the Refunding Bonds;

(vii) the purchase price for the Refunding Bonds; and

(viii) whether the Refunding Bonds shall be issued as Tax-Exempt Bonds, Forward Delivery Bonds, Taxable Convertible Bonds or Bonds which are subject to federal income taxation and which are not Taxable Convertible Bonds.

The Refunding Bonds shall be sold by the Fiscal Officer to the Original Purchaser on such terms not inconsistent with this Resolution as are provided in the Certificate of Award and the Bond Purchase Agreement.

The Fiscal Officer is authorized and directed to execute the Certificate of Award and the Bond Purchase Agreement, in order to provide for the definitive terms and terms of sale of the Refunding Bonds as provided in this Resolution, and to award and provide for sale of the Refunding Bonds to the Original Purchaser. The Bond Purchase Agreement shall not be materially adverse to the University as shall be approved by the Fiscal Officer, his execution of the Bond Purchase Agreement to constitute conclusive approval of any such changes on behalf of the University. The Certificate of Award shall be incorporated in and form a part of the Supplemental Trust Agreement.

(b) Official Statement. The Fiscal Officer is authorized and directed, on behalf of the University, and in his official capacity, to prepare or cause to be prepared, if the Fiscal Officer determines that it is necessary, a preliminary official statement relating to the original issuance of the Refunding Bonds; to determine, and to certify or otherwise represent, when such preliminary official statement is "deemed final" for purposes of Securities and Exchange Commission Rule 15c2-12(b)(1); and to use and distribute, or authorize the use and distribution of such preliminary official statement in connection with the original issuance of the Refunding Bonds until an official statement is prepared. All actions previously taken by the Fiscal Officer in this regard relating to a preliminary official statement are hereby approved, ratified and confirmed.

The Fiscal Officer is further authorized and directed, on behalf of the University, and in his official capacity, to prepare or cause to be prepared, if the Fiscal Officer determines that it is necessary, an official statement, and any necessary supplements thereto, relating to the original issuance of the Refunding Bonds; to determine, and to certify or otherwise represent, when such official statement is a final official statement for purposes of Securities and Exchange Commission Rule 15c2-12(b)(3) and (4); to use and distribute, or authorize the use and distribution of such official statement, and any supplements thereto, in connection with the sale of the Refunding Bonds; and to sign and deliver the official statement.

The Fiscal Officer is further authorized and directed, on behalf of the University, and in his official capacity, to sign and deliver such certificates in connection with the accuracy of the preliminary official and the final official statements and any supplements thereto as may, in his judgment, be necessary or appropriate.

(c) Further Authorization. The Fiscal Officer is further authorized and directed, on behalf of the University, and in his official capacity, to sign and deliver on the Issuance Date, such other certificates and documents as may be reasonably necessary in the opinion of Bond Counsel to complete the sale of the Refunding Bonds. The General Counsel in her official capacity is hereby authorized and directed to sign and deliver on the Issuance Date a legal opinion in form and substance acceptable to Bond Counsel.

Section 6. Allocation of Proceeds of Refunding Bonds.

(a) Allocation. All University funds to be used for the Refunding and the proceeds from the sale of the Refunding Bonds shall be received and receipted for by the Fiscal Officer or by his authorized representative for that purpose, and shall be allocated, deposited and credited as follows:

(i) To the Bond Service Account in the Bond Service Fund, any portion of the proceeds representing accrued interest, if any;

(ii) To the Refunding Bonds Costs of Issuance Fund an amount, to be determined by the Fiscal Officer, to pay the costs of issuance of the Refunding Bonds; and

(iii) To the appropriate account created under the Escrow Deposit Agreement or under the Trust Agreement (the "Refunding Account") to be applied to the refunding of the Refundable Bonds.

(b) Refunding Bonds Costs of Issuance Fund.

(i) The Refunding Bonds Costs of Issuance Fund shall be held by the University in a separate deposit account or accounts set up in a bank or banks that are members of the Federal Deposit Insurance Corporation, and used to pay costs of issuance of the Refunding Bonds that constitute "costs of facilities" as defined in the Act (the "Costs of Issuance").

(ii) The Fiscal Officer shall apply the Refunding Bonds Costs of Issuance Fund pursuant to the provisions of this Section 6 to the payment of the Costs of Issuance, including, without limitation, the reimbursement of the University for moneys heretofore advanced to pay Costs of Issuance in anticipation of the issuance of the Refunding Bonds.

(iii) Moneys to the credit of the Refunding Bonds Costs of Issuance Fund, pending their application as above set forth, shall be subject to a lien and charge in favor of the holders of the Refunding Bonds, and the University covenants that it will not cause or permit to be paid from the Refunding Bonds Costs of Issuance Fund any moneys except in compliance with the provisions of this Resolution, the Trust Agreement and the Supplemental Trust Agreement.

(iv) Moneys on deposit in the Refunding Bonds Costs of Issuance Fund may be invested by or at the direction of the Fiscal Officer in Eligible Investments (as defined in the Supplemental Trust Agreement) maturing or redeemable at the option of the holder prior to the time needed for the purposes thereof. The investments and the proceeds of their sale shall constitute part of the Refunding Bonds Costs of Issuance Fund, and earnings from any of those investments shall be credited to the Refunding Bonds Costs of Issuance Fund. The investments may be sold, exchanged or collected from time to time by or at the direction of the Fiscal Officer.

(v) Any balance remaining in the Refunding Bonds Costs of Issuance Fund after the payment of all Costs of Issuance has been accomplished or provided for to the

satisfaction of the University shall be deposited in the Bond Service Account and used for payment of interest on the Refunding Bonds.

(c) Refunding Account. The Refunding Account shall be held by the Escrow Trustee or the Trustee, as applicable, and invested and used as set forth in the Escrow Deposit Agreement or the Trust Agreement, as applicable.

Section 7. Tax Covenants; Rebate Fund.

(a) This Board hereby covenants for and on behalf of the University, that to the extent the Refunding Bonds are issued as Tax-Exempt Bonds and/or Taxable Convertible Bonds, it will restrict the use of the proceeds of the Refunding Bonds in such manner and to such extent, if any, and take such other actions as may be necessary, in view of reasonable expectations at the time of issuance of the Refunding Bonds, so that the Refunding Bonds will not constitute obligations the interest on which is subject to federal income taxation or "arbitrage bonds" under Sections 103(b)(2) and 148 of the Internal Revenue Code of 1986, as amended (the "Code"), and regulations prescribed under such Sections; provided, that at the discretion of the Fiscal Officer, the University may issue Refunding Bonds which are subject to federal income taxation and which are not Taxable Convertible Bonds. However, if the Refunding Bonds are designated as some type of tax-advantaged bond on which the interest is not excludable from gross income for federal income tax purposes ("Tax-Advantaged Bonds"), the Board will take, or cause to be taken, all activities required to maintain the status of said Refunding Bonds as Tax-Advantaged Bonds, and will not take, or permit to be taken, any actions which would jeopardize the status of the Refunding Bonds as Tax-Advantaged Bonds. The Fiscal Officer or any other officer of the University having responsibility with respect to issuance of the Refunding Bonds is hereby authorized to give an appropriate certificate for inclusion in the transcript of proceedings with respect to the Refunding Bonds, setting forth the facts, estimates and reasonable expectations pertinent under said Sections 103(b)(2) and 148 of the Code and regulations prescribed under such Sections.

This Board hereby finds and determines that all proceeds from the sale of the Refunding Bonds will be needed for the purposes set forth in Section 6 hereof. To the extent the Refunding Bonds are issued as Tax-Exempt Bonds and/or Taxable Convertible Bonds, the Board will restrict the use of the proceeds of the Refunding Bonds in such manner and to such extent, if any, as may be necessary so that the Refunding Bonds will not constitute arbitrage bonds under Section 148 of the Code. The Fiscal Officer, or any other officer of the University having responsibility for the issuance of the Refunding Bonds, alone or in conjunction with any other officer or employee of or any consultant to the University, is authorized to give an appropriate certificate of the University, for inclusion in the transcript of proceedings for the Refunding Bonds, setting forth the reasonable expectations of the University regarding the amount and use of all the proceeds of the Refunding Bonds, the facts, circumstances and estimates on which they are based, and other facts and circumstances relevant to the tax treatment of the interest on the Refunding Bonds.

To the extent the Refunding Bonds are issued as Tax-Exempt Bonds and/or Taxable Convertible Bonds, the Board (a) will take or cause to be taken such actions that may be required of it for the Refunding Bonds to be and remain Tax-Exempt Bonds at the time of their delivery to the Original Purchaser (or if the Refunding Bonds are issued as Taxable Convertible Bonds, to be and remain eligible for conversion to Tax-Exempt Bonds at a later date), and (b) will not take or

authorize to be taken any actions that would adversely affect that status (or eligibility for such status) under the Code, and that it, or persons acting for it, will, among other acts of compliance, (1) apply the proceeds of the Refunding Bonds to the governmental purpose of the borrowing, (2) restrict the yield on investment property acquired with those proceeds, (3) make timely rebate payments to the federal government, (4) maintain books and records and make calculations and reports, and (5) refrain from certain uses of those proceeds, all in such manner and to the extent necessary to assure such exclusion of that interest under the Code. The Fiscal Officer and other appropriate officers are authorized to take any and all actions, make calculations and rebate payments to the federal government, and make or give reports and certifications, as may be appropriate to assure such exclusion of that interest.

(b) Rebate Fund. There is hereby created the Refunding Bonds Rebate Fund (the "Rebate Fund"), to be in the custody of the Trustee, which shall be continuously invested in Eligible Investments by the Trustee at the oral direction (confirmed in writing) of the Fiscal Officer. The Rebate Fund shall be held, administered and disposed of in accordance with the provisions of the Supplemental Trust Agreement. Amounts credited to the Rebate Fund are not General Receipts and shall be free and clear of any lien under the Supplemental Trust Agreement or under the Trust Agreement.

Section 8. Credit Enhancement; Escrow Deposit Agreement; Other Agreements. If he determines it to be in the best interest of the University in order to achieve maximum cost savings on the Refunding Bonds, the Fiscal Officer may obtain credit enhancement for all or any portion of the Refunding Bonds. The Fiscal Officer is authorized to enter into such agreements and to make such changes to the Supplemental Trust Agreement and the Refunding Bond form as may be required in connection with such credit enhancement. The Fiscal Officer is further authorized to enter into such agreements and execute such certificates as may be required in connection with the issuance, sale and delivery of the Refunding Bonds.

The Fiscal Officer is authorized to execute and deliver to the Escrow Trustee, in the name of and on behalf of the University, an Escrow Deposit Agreement in connection with the refunding of the Refunding Bonds.

Section 9. Supplemental Trust Agreement. The Chairman of the Board or the President of the University, and the Fiscal Officer, or any one or more of them, are authorized and directed to execute and deliver to the Trustee, in the name of and on behalf of the University, and the Secretary to the Board is authorized and directed to attest, the Supplemental Trust Agreement pursuant to the Trust Agreement and in connection with the issuance of the Refunding Bonds.

[Remainder of page intentionally left blank]

Section 10. **Open Meeting.** It is found and determined that all formal actions of this Board concerning and relating to the adoption of this Resolution were taken in an open meeting of this Board, and that all deliberations of this Board and of any of its committees that resulted in those formal actions were taken in meetings open to the public, in full compliance with applicable legal requirements including Section 121.22 of the Ohio Revised Code.

BOARD OF TRUSTEES OF MIAMI UNIVERSITY

By: _____
Theodore O. Pickerill
Secretary to the Board of Trustees

Adopted: February ____, 2026

I attest that this is a true and accurate copy of the original resolution R-2026-_____ passed by the Miami University Board of Trustees on February ____, 2026 and remains in effect.

_____
Theodore O. Pickerill
Secretary to the Board of Trustees

February ____, 2026

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

BOARD OF TRUSTEES
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Approved by the Board of Trustees
February 27, 2026

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

Other Business
February 27, 2026

RESOLUTION R2026-50

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

REGULATIONS OF THE MIAMI UNIVERSITY BOARD OF TRUSTEES

Miami University enjoys an invaluable heritage of high scholastic standards and a reputation for the development of the whole person as a contributing member of society. To maintain these assets, an environment must be provided where individuals are not exempt from the consequences of their own actions or inactions, but where at the same time maximum freedom of scholastic inquiry and action is assured.

In developing Regulations for Miami University, the Board of Trustees has kept in mind its dual responsibility to represent the citizens of the State of Ohio and to promote the best interest of the academic community.

While the Board of Trustees, in keeping with its responsibilities, reserves the right of final approval, it will seek the viewpoints of all interested parties in the exercise of this right.

ARTICLE I: MEMBERS OF THE BOARD OF TRUSTEES, NATIONAL TRUSTEES AND POWERS

Section 1. Numbers of Members; Appointments; Vacancies.

The government of Miami University is vested in the Board of Trustees consisting of nine voting members and two students, who shall be non-voting members, all of whom shall be selected in accord with Ohio Revised Code 3339.01. The nomination process of candidates for the non-voting student seats on the Board of Trustees shall be in accordance with “Article V, Section 5, Elections, Nominations, and Qualifications of the Bylaws of the Associated Student Government of Miami University.”

The non-voting student members shall not be entitled to attend executive sessions of the Board.

Section 2. National Trustees.

The Miami University Board of Trustees establishes the position of National Trustee to take advantage of the talents, resources, and experiences of Miami University alumni who are not residents of the state of Ohio.

National Trustees will serve as non-compensated advisors to the Board of Trustees. National Trustees may not serve as officers of the Board and do not have voting privileges at Board of Trustees meetings. National Trustees may participate in all Board activities, including committee membership. National Trustees have voting privileges on committees and may serve as committee chairs.

National Trustees are appointed and are subject to removal upon a majority vote of the Miami Board of Trustees.

A maximum of six National Trustees may be elected, each serving a three-year term. National Trustees are eligible for appointment to no more than two consecutive terms or a total of six years for non-consecutive service.

The qualifications for serving as a National Trustee are Miami alumna/alumnus; successful in a chosen field or business; state or national prominence; ability to be an advocate for higher education; and willingness and ability to offer counsel.

Section 3. General Powers and Duties.

The Board of Trustees is responsible for the governance of the University and for determining the University's mission and strategic direction. The Board shall have all the powers that are conferred upon it by the laws of the State of Ohio. The Board shall take all actions necessary for the successful and continuous operation of the University and shall adopt, and from time to time amend, the Regulations for the conduct of the Board, and the government and conduct of the University.

The Board shall exercise fiscal and administrative oversight of the University. Under its general supervision, it assigns the approval and execution of University policies to the President and his/her designates, as provided in these Regulations. The Board reserves the authority to consider, approve, modify, or reject policies approved by the President.

The Board has ultimate authority to establish new academic programs, schools, colleges, institutes, departments, and centers at the institution, and no such new academic programs, schools, colleges, institutes, departments and/or centers may be established without prior Board approval.

No member or committee of the Board shall have the authority to commit the Board or University to any policy or action unless expressly given that power in writing by the

Board. All Trustees are expected to abide by the ethics laws of the State of Ohio and to avoid all conflicts of interest.

No Trustee shall, during the Trustee's tenure on the Board, serve on any other University board or committee without the consent of the Chair.

Section 4. Trustee Emerita/Emeritus.

To recognize and honor the service of prior Trustees, the title of Trustee Emerita/Emeritus, National Trustee Emerita/Emeritus or Chair Emerita/Emeritus is conferred, as applicable, upon the approval by the Board of Trustees. All Trustees who have completed at least three years of service are automatically nominated for consideration and approval by the Board of Trustees.

Those Trustees appointed by the Governor of the State of Ohio shall be titled Trustee Emerita/Emeritus, departing National Trustees shall be titled National Trustee Emerita/Emeritus and for those who have served as the Chair of the Board of Trustees, Chair Emerita/Emeritus.

ARTICLE II: MEETINGS AND ORGANIZATION OF THE BOARD OF TRUSTEES

Section 1. Regular Meetings.

The Board shall hold at least four regular meetings each year on dates, and times, and at such locations as established by the Chair of the Board. Unless otherwise specified, all meetings of the Board will be held at the Oxford campus.

Section 2. Special Meetings.

A special meeting of the Board shall be held upon call of the Chair of the Board who shall fix the date, time, and location of the meeting. Further, upon written petition of not less than five (5) voting members of the Board, the Chair of the Board shall call a special meeting of the Board at the date, time, and place set forth in the petition.

Section 3. Emergency Meetings.

In the event of an emergency requiring immediate official action, the Chair may call an emergency meeting. Notice of an emergency meeting must be given to all news media outlets that have requested such notification.

Section 4. Notice of Meetings.

Public notice of all meetings shall be given in accordance with the requirements of Ohio Revised Code Section 121.22. Any person may obtain information regarding the time, date, and location of all meetings by contacting the Secretary to the Board or by visiting https://miamioh.edu/about-miami/leadership/president/bot/meeting-dates/index.html.

Section 5. Quorum.

A majority of the voting members of the Board, when duly convened, shall constitute a quorum. A majority of the voting members of the Board must be present at a duly convened meeting to vote on resolutions or ordinances.

Section 6. Remote Attendance at Special or Emergency Meetings.

A member may attend a special or emergency meeting of the Board via electronic means, provided that (1) at least one-third of the voting members attending the meeting are present in person at the location the meeting is conducted; (2) all votes are taken by roll call vote; and (3) a member who intends to attend a meeting via electronic means has notified the Chair of their intent to do so not less than forty-eight (48) hours before the meeting, except in the case of a declared emergency.

Section 7. Parliamentary Authority.

Robert's Rules of Order, Newly Revised (most recent edition), shall be accepted as authority on all questions of parliamentary procedure not determined by these Regulations or provisions of the Revised Code of the State of Ohio.

Section 8. Election of Officers.

At the meeting in September of each year, the Chair shall appoint a nominating committee of three Trustees. The committee will be charged with proposing a slate of the following officers, selected from the voting members of the Board: a Chair, a Vice Chair, a Secretary of the Board and a Treasurer of the Board. At the meeting in December of each year, the Board shall consider the proposed slate and elect from the voting members of the Board: a Chair, a Vice Chair, a Secretary of the Board and a Treasurer of the Board. These officers shall hold their respective office from January 1 through December 31 of the year succeeding their election and until their respective successors have been elected, so long as they shall continue to be trustees.

Section 9. Duties of Officers.

The Chair shall preside at all meetings and appoint committees. The Chair serves as an ex-officio member of all Board committees, except the nominating committee. The Chair is responsible for establishing the agenda for Board meetings.

The Vice Chair serves in the absence of the Chair and assists the Chair at the latter's request.

The Secretary of the Board shall maintain such records as the Board requires.

The Treasurer of the Board shall maintain such financial records as the Board requires.

Section 10. Vacancy in Office.

In the event of a vacancy in the office of Chair, the Vice Chair shall become Chair. The Chair shall then nominate a Vice-Chair to fill the remainder of Vice Chair term. The office of Vice Chair shall be confirmed at the next regular or special meeting of the Board.

In the event of a vacancy in the office of Secretary of the Board or Treasurer of the Board, the vacancy shall be filled by election at the next regular or special meeting of the Board.

Section 11. Minutes.

Minutes of each meeting of the Board shall be distributed to the members of the Board within thirty (30) days after the meeting. All minutes shall be signed by the Secretary to the Board.

Section 12. Reimbursement for Expenses.

All trustees are entitled to reimbursement for travel expenses incurred in attending meetings of a committee or of the Board, and reimbursement of expenses incurred in attending meetings as a representative of the Board, in accordance with law.

Article III: Committees of the Board.

Standing and special committees are appointed by the Chair of the Board of Trustees. Each committee shall report its recommendations for action to the Board of Trustees. Each committee shall have a chair and vice chair.

Section 1. Finance and Audit Committee.

CHARGE

The Finance and Audit Committee (the “Committee”) is appointed by the Chair of the Board of Trustees, with the primary function of assisting the Board of Trustees with its oversight responsibilities in the following areas:

- The University’s long-term financial plans.
- The University’s financial reporting, internal controls and the independent audit.
- The University’s budget.
- The University’s capital expenditures for facilities and property.
- The University’s investments.
- The University's sponsored retirement plans.
- The University’s internal audit activities.
- The University’s processes for monitoring compliance with University policies, including ethical conduct requirements and applicable state and federal laws and regulations.

- The University's risk assessment process.

The Charter of the Finance and Audit Committee is included in Appendix A of these Regulations.

COMMITTEE MEMBERSHIP

The Committee shall consist of no fewer than four members, including at least one student trustee. The Chair and Vice-Chair of the Committee shall be a "financial expert," as that term is defined by the Securities and Exchange Commission. One-third of the Committee, but not fewer than two members, shall constitute a quorum for the transaction of business. The Chair of the Board of Trustees shall appoint the Committee chair and vice-chair.

MEETINGS

The Committee shall meet as often as it determines necessary, but no fewer than four times per year. The Committee shall meet from time to time with the University's senior administrators, the internal auditors, and the independent auditors. The Committee shall maintain written minutes of its meetings.

The Committee shall make a report to the Board of Trustees at each regularly scheduled meeting. The Committee shall submit any proposed changes to the Committee charter to the Board of Trustees for approval. The Committee shall annually review its own performance.

Section 2. Academic and Student Affairs Committee.

CHARGE

The Academic and Student Affairs Committee (the "Committee") is appointed by the Chair of the Board of Trustees, with the primary function of assisting the Board of Trustees with its oversight responsibilities in the following areas:

- The University's long-term academic plans, including the establishment of new academic programs, schools, colleges, institutes, departments, and centers at the institution.
- The University strategic enrollment plans.
- The University's retention and graduation rate plans and goals.
- The University's research activities.
- The University's role in the University System of Ohio.
- Student life.
- Campus safety and student life risk management.
- The University's Communications and Marketing plans.

The Charter of the Academic and Student Life Committee is included in Appendix B of these Regulations.

COMMITTEE MEMBERSHIP

The Committee shall consist of no fewer than four members including at least one student trustee. One-third of the Committee, but no fewer than two members, shall constitute a quorum for the transaction of business. The Chair of the Board of Trustees shall appoint the Committee chair and vice-chair.

MEETINGS

The Committee shall meet as often as it determines necessary, but no fewer than four times per year. The Committee shall meet from time to time with the University's senior administrators. The Committee shall maintain written minutes of its meetings.

The Committee shall make a report to the Board of Trustees at each regularly scheduled meeting. The Committee shall submit any proposed changes in the Committee's charter to the Board of Trustees for approval. The Committee shall annually review its own performance.

Section 3. Foundation Board.

At the meeting in September of each year, the Chair of the Board of Trustees shall appoint a member of the Board of Trustees (normally the Chair of the Board of Trustees), and a second Trustee to serve as appointed Directors to the Miami University Foundation Board of Directors, from January 1 to December 31 of the succeeding calendar year.

Any amendments to the Miami University Foundation's Code of Regulations require the approval and consent of the Board of Trustees given by the affirmative vote of 2/3 of all voting Trustees.

ARTICLE IV: ADMINISTRATIVE OFFICERS OF THE UNIVERSITY

Section 1. Administrative Officers.

The administrative officers of the University are the President, Provost and Executive Vice President for Academic Affairs, Senior Vice President for Finance and Business Services and Treasurer, General Counsel, and Secretary to the Board.

Section 2. President.

The President of Miami University shall be appointed by the Board of Trustees and shall be the chief administrative officer of the University responsible for the operation of the University as a whole. The Board delegates responsibility for the operations of the

University to President, who has authority to sign on behalf of the University all necessary documents and papers pertaining to the operating needs of the University.

The President has authority to delegate signature authorization to other appropriate administrative personnel of the University for all necessary contracts, documents, and papers pertaining to the operating needs of the University, provided that such designation of authority is in writing and on file in the Office of the General Counsel.

On an annual basis, typically at the September Board meeting, Board shall consider the performance and establish the salary for the President, and the amount of any other payment(s) due, as required by the terms of the President's employment contract. The Board retains sole responsibility for the hiring of the President and determining the size, composition and selection procedures of any presidential search advisory committee. The Chair of the Board of Trustees is authorized to select and engage an external search firm to aid in a presidential search. The Chair of the Board has the authority to enter into a contract of employment for the President following consultation with the Board.

Section 3. Provost and Executive Vice President for Academic Affairs.

The Provost and Executive Vice President for Academic Affairs of Miami University shall be appointed by the President and elected by the Board of Trustees. The Provost shall be the chief educational officer of the University under the President, responsible for general supervision of instructional programs. In the absence of the President, the Provost and Executive Vice President for Academic Affairs shall be the chief administrative officer of the University.

Section 4. Senior Vice President for Finance and Business Services and Treasurer.

The Senior Vice President for Finance and Business Services and Treasurer shall be appointed by the President and elected by the Board of Trustees. The Senior Vice President serves as the chief business and financial officer of the University under the President, responsible for the (1) business affairs of the University including general direction and supervision over new construction, the maintenance and operation of the physical plant, the procurement and distribution of supplies, the management of residence halls and dining facilities, the operation of other auxiliary services, the administration of non-academic personnel serving in civil service classifications, and the security of University property and (2) financial affairs of the University including the collection of all accounts due, the custody of funds, the disbursements of accounts payable, the preparation of vouchers payable by the State of Ohio, the control of financial records, the rendering of proper financial reports, the provision of bookkeeping and auditing service to student organizations, and all necessary liaison with State financial officers.

The Senior Vice President serves as the Treasurer for the University and is responsible for establishing such accounts as may be necessary to carry on the operation of the University. The Treasurer shall designate depositories for the custody of funds of the University. Investment of funds may be made as authorized by the Board.

Section 5. General Counsel.

The General Counsel is shall be appointed by the Board of Trustees upon nomination of the President. The General Counsel shall be responsible for the coordination and supervision of all legal matters involving Miami University and the Board of Trustees, and its officers and employees acting on behalf of the University or its affiliated entities. The General Counsel also serves as the University's chief ethics officer and is responsible for reporting complaints and compliance issues to the Board of Trustees and its Finance and Audit Committee as described in the Board's Complaint/Compliance Communication Protocol included as Appendix C to these Regulations.

Section 6. Secretary to the Board.

The Secretary to the Board shall be appointed by the Board of Trustees upon nomination of the President. The Secretary shall prepare and keep the records of the Board and shall be responsible for the safekeeping of the seal and other official insignia of the University. As custodian of the University seal, the Secretary shall affix it to such instruments as require its use and when so done shall attest it by his or her signature. This officer shall sign all documents requiring the signature of the Secretary as an officer of the corporation. The Secretary shall have custody of the minute books and papers relating to the records of the Board. The Secretary shall perform other duties and responsibilities not specifically assigned to another officer by these regulations as the Board or the President may direct.

Section 7. Authority.

The President, Provost and Executive Vice President for Academic Affairs, Senior Vice-President for Finance and Business Services and Treasurer, General Counsel and the Secretary to the Board are the administrative officers of the University; the Secretary to the Board shall also serve as Secretary of the corporation. The President shall have the power to appoint additional principal administrative officers, subject to approval by the Board of Trustees.

Subject to the Board's signature authorizations, the administrative officers of the University have the authority to execute transfers of real estate, lease of University property, or leases of real property for the benefit of the University. The administrative officers are also authorized to buy, sell, assign, transfer, and convey securities belonging to the University or delegate authority for the same.

Section 8. Power of President to Designate Committees.

The President and those authorized by the President shall have authority to appoint advisory committees to advise him/her on affairs relating to the University. These committees shall have such responsibilities as are assigned to them. Advisory Committees may be discharged at any time.

ARTICLE V: EDUCATIONAL PROGRAM OF THE UNIVERSITY

Section 1. Academic Divisions.

Miami University consists of the following major academic divisions:

- College of Arts and Science
- College of Education, Health and Society
- Farmer School of Business
- College of Creative Arts
- College of Engineering and Computing
- Graduate School
- College of Liberal Arts and Applied Sciences
- Center for Civics, Culture, and Society

And such other divisions as the Board approves that the President may from time to time recommend.

Section 2. Fields of Study.

The provision of major fields of study and the determination of the degrees appropriate thereto shall be approved by the Board.

Section 3. Content of Educational Program.

The content of the educational program shall be determined by the Board with the advice, feedback, and recommendation of the University Senate, in accordance with the established curricular approval process.

Section 4. Deans.

Each academic division, except centers, of the University shall be headed by an Academic Dean to be appointed by the President, upon the recommendation of the Provost. Each Academic Dean shall be responsible for general educational supervision of the departments, faculty, and curricula in the college or school of which he or she is Dean.

Section 5. Academic Departments

The instructional staff shall be divided into academic departments. An academic department is an administrative unit established to address appropriate management

needs within the academic divisions. The number and designation of such departments shall be recommended by the President and subject to approval by the Board.

Article VI: Signature Authority.

Section 1. Contracting Authority.

No contract, agreement, promise, bank account, or other financial undertaking in the name of Miami University or purporting to be made for, or on behalf of any campus, college, school, department, division, or other part of the University may be made by any of its officers, agents, or employees, or by any student, faculty, or alumni organization, enterprise, or association whatever, unless the same shall have been first authorized by the Board of Trustees of the University or as authorized under these Regulations.

Whenever the Board of Trustees has authorized or ratified the making of any contract or the execution of a written instrument of any kind, the President, the Provost and Executive Vice President for Academic Affairs, and the Senior Vice President for Finance and Business Services shall, without additional authorization by the Board, each be authorized to execute and deliver such documents as may be necessary or proper for the performance of the University's obligations thereunder.

Signature Authorizations are included in Appendix D.

ARTICLE VII: EMPLOYMENT

Section 1. Staff.

The policies that govern the terms and conditions of employment of the unclassified administrative staff and classified staff are subject to approval by the President, to the extent permitted by the laws of the State of Ohio.

Section 2. Faculty.

Tenure is a method of assuring academic freedom; that is, the freedom to teach, to inquire, to create, to debate, to question, and to dissent. Tenure represents a long-term financial commitment to the extent allowable under the laws of the State of Ohio. Miami has no specified or implied limits on the percentage of the instructional staff who may be granted tenure. Each candidate for tenure is judged individually, not relative to other candidates. If an individual demonstrates the high quality of professional performance expected by Miami, tenure will be conferred, regardless of how many other candidates may be considered in a given year. Nevertheless, it is not anticipated that all individuals appointed to tenurable ranks will be able to demonstrate the high quality of professional performance required to achieve tenured status.

The Board retains full authority for policies that govern the terms and conditions of employment and tenure of the faculty.

Section 3. Compensation.

The Board authorizes the President and the Provost, within the budgetary resources of the University and subject to applicable bargaining agreements and the law, to employ and set compensation for members of the instructional staff and unclassified administrative staff employed in Academic Affairs.

The Board designates the President and the Senior Vice President for Finance and Business Services as the appointing authority to employ and set compensation for members of the unclassified administrative staff, classified staff, and law enforcement officers within the budgetary resources of the University and subject to applicable bargaining agreements and the law.

ARTICLE VIII: STUDENTS

Section 1. Admission.

General policies on the admission of students to the University may be fixed from time to time by the Board upon recommendation of the President, or the University Senate with the approval of the President.

Section 2. Conduct.

Good conduct and deportment is always expected of every student. Regulations governing student conduct may be recommended from time to time by the University Senate or the Student Life Council; such recommendations shall be subject to the approval of the Vice President for Student Life and the President.

ARTICLE IX: THE UNIVERSITY SENATE

Section 1. Authority.

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 University. 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 of the Board or by law, related to Miami University.

The Board of Trustees reserves the right to consider, approve, modify, or reject actions taken by the University Senate. Amendments to the Enabling Act of University Senate and Faculty Assembly must be approved by the Board of Trustees.

ARTICLE X: THE FACULTY ASSEMBLY

Section 1. Chair.

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

Section 2. Membership.

Faculty Assembly is comprised of all members of the faculty who hold tenure or a tenure track position; all librarians who hold the rank of Assistant Librarian, Associate Librarian, or Principal Librarian; and all members of the faculty who hold the rank of Lecturer (including Senior rank)* or Clinical/Professionally Licensed Faculty (including Senior rank)*.

*Lecturers and Clinical/Professionally Licensed Faculty are members of the Faculty Assembly for the purpose of qualifying them to serve on the University Senate. Membership in Faculty Assembly does not qualify Lecturers or Clinical/Professionally Licensed faculty to serve on committees whose membership is restricted to faculty in tenure-eligible ranks.

Section 3. Authority.

Faculty Assembly hears reports from its committees and from the President, the Chair of Senate, and other Vice Presidents. It may propose, debate, and recommend matters for Senate consideration or for presentation to other officials or administrative bodies. It may also challenge and refer back any University Senate action. Faculty Assembly has the right of initiative and referendum. Such action shall be considered as tantamount to University Senate action and subject to the same limitations.

The Faculty Assembly may raise questions and offer comments. It may discuss matters affecting Miami University and its environment.

The Board of Trustees reserves the right to consider, approve, modify, or reject actions of Faculty Assembly. Amendments to the Enabling Act of University Senate and Faculty Assembly must be approved by the Board of Trustees.

ARTICLE XI: BUDGET AND FINANCIAL ADMINISTRATION

Section 1. Annual Budget.

The annual operating budget as adopted by the Board of Trustees, and as amended from time to time, shall govern all financial transactions of the University. This budget shall be presented in such form as the President may determine or as required by law.

The Senior Vice President for Finance and Business Services and Treasurer, with the approval of the President, may make such adjustments as are necessary in the operating budget within the limits of available funds or within the limits of additional income received for a specific purpose.

Section 2. Gifts.

In accordance with University policy, as approved by the President, the University may accept gifts.

Section 3. State Appropriations.

The preparation and presentation of requests for appropriations from the State of Ohio and all official financial dealings on behalf of the University with all federal, state, and local government offices, boards, and agencies shall be under the direction of the President of the University. Appearances in the name of the University before federal, state, or local government offices, boards, and agencies shall have prior authorization from the President.

Section 4. Tuition and Fees.

All instructional and general fees (tuition), special purpose, course, and miscellaneous fees collected by the University from students shall be fixed by the Board. The President or such persons as the President may designate may determine appropriate charges to be made to groups using the facilities of the University or receiving other auxiliary services. The Board delegates to the Senior Vice President for Finance and Business Services the authority to establish non-academic user fees.

Section 5. Annual Audit.

There shall be an annual audit of all funds not examined by the Auditor of the State of Ohio. This audit shall be arranged by the Treasurer of the University subject to the approval of the Board of Trustees.

ARTICLE XII: CAMPUS FACILITIES

Section 1. Naming of Facilities.

The Board of Trustees has sole authority to approve, remove, or change the name of a campus facility.

ARTICLE XIII: INTERCOLLEGIATE ATHLETICS

Section 1. Authority.

The University shall engage in intercollegiate athletic competition in such sports as are approved by the President and the Board of Trustees.

ARTICLE XIV: HONORARY DEGREES

Section 1. Authority to Grant Honorary Degrees.

The authority to grant honorary degrees from Miami University resides solely with the Board of Trustees. The Board grants to the President of the University the discretionary authority to confer an honorary degree upon the speakers at any Commencement and the Charter Day convocation.

ARTICLE XV: Values Statement

Miami University is a scholarly community whose members believe that a liberal education is grounded in qualities of character as well as of intellect. We respect the dignity of other persons, the rights and property of others, and the right of others to hold and express disparate beliefs. We believe in honesty, integrity, and the importance of moral conduct. We defend the freedom of inquiry that is the heart of learning and combine that freedom with the exercise of judgment and the acceptance of personal responsibility.

ARTICLE XVI: INSIGNIA

Section 1. Colors of Miami University.

The official colors of Miami University shall be crimson and white. (Vol. 5, page 54, Minutes of the Board of Trustees, September 18, 1902.)

Section 2. Seal of the Miami University.

“A seal has been provided of the description following, to wit: Around the outer circle thereof are the words, ‘Sigillum Universitatis Miamiensis.’ Within the circle are an open book, a globe, and a telescope, surmounted by these words as a motto: ‘Prodesse quam conspici.’ That the said seal be, and the same is hereby adopted as the seal of the Miami University.” (Vol. 1, pages 176-177, Minutes of the Board of Trustees, September 26, 1826.)

Section 3. Motto of the Miami University.

The motto of the University shall be “Prodesse quam conspici,” which may be translated “To Accomplish Rather Than to be Conspicuous,” or “It Is Better to be Useful Than Conspicuous.”

Section 4. Flag of Miami University.

The flag of Miami University shall be made in accordance with the following specifications: standard American flag proportions (generally 4 feet x 6 feet) with a field divided by a diagonal bar half crimson (coccinum), half white (album); the predominate color of crimson to be that half of the flag above a diagonal bar from the bottom of the hoist at the mast to the upper corner of the fly end; the subordinate color of white to be that half of the flag below a diagonal bar from the bottom of the hoist to the upper corner of the fly end. Satin or similar materials shall be used. In all instances, the National Flag Code shall be followed when displaying the flag of the University. Whenever the flags of the State of Ohio and Miami University are displayed together, the latter shall be subordinate to the former.

ARTICLE XVII: REGULATIONS: THEIR PROMULGATION, AMENDMENT, AND REPEAL

Section 1. Amendment.

These Regulations may be amended at any meeting of the Board of Trustees by a majority vote of the members present and voting, provided that at least fourteen days' notice of such proposed amendment has been given in writing to each member.

Section 2. Previous Enactments of the Board.

Nothing herein contained shall invalidate any lawful action taken under any regulation, ordinance, rule or regulation for the government of Miami University previously enacted by the Board of Trustees.

Section 3. Effective Date of Implementation.

These Regulations shall be in full force and effect from the date of their enactment by the Board or upon such date as specified by the Board of Trustees.

Codification: June 1909

Revised: June 1954, February 1960, June 1969. Amended: September 1973, July 1978, February 1979, June 1982, September 1982, December 1982, October 1983, April 1985, July 1987, March 1988, August 1988, August 1989, December 1989, June 1990, September 1991, December 1997, June 1998, September 1999, June 2000. Revised: January 2001 (to reflect 1986 amendment, R86-42, to Article IV, Sections 2 and 12). Amended: April 2001, June 2002, June 2004, February 2005. Revised: February 2007 (to reflect Business School name change). Amended: February 2008. Revised: May 2010 (to reflect termination of School of Interdisciplinary degrees). Amended: April 2011, December 2011, April 2012, September 2012, July 2013, September 2014, June 2015, September 2016, December 2016, February 2017, April

2017, December 2017. Revised: May 2018 (to reflect the Division of Student Life name change). Amended: December 2018, February 2019, February 2020, February 2026.

Prepared by the Secretary to the Board

Quick Links

- Article I. Members of the Board of Trustees, Their Powers, and National Trustees
- Article II. Meetings and Organization of the Board of Trustees
- Article III Committees of the Board
- Article IV Administrative Officers of the University
- Article V. Educational Program of the University
- Article VI. Signature Authority
- Article VII. Employment
- Article VIII. Students
- Article IX. The University Senate
- Article X. Faculty Assembly
- Article XI. Budget and Financial Administration
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- Article XIII. Intercollegiate Athletics
- Article XIV. Honorary Degrees
- Article XV. Values Statement
- Article XVI. Insignia
- Article XVII Regulations: Their Promulgation, Amendment, and Repeal

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REGULATIONS OF THE MIAMI UNIVERSITY BOARD OF TRUSTEES

Miami University enjoys an invaluable heritage of high scholastic standards and a reputation for the development of the whole person as a contributing member of society. To maintain these assets, an environment must be provided where individuals are not exempt from the consequences of their own actions or inactions, but where at the same time maximum freedom of scholastic inquiry and action is assured.

In developing Regulations for Miami University, the Board of Trustees has kept in mind its dual responsibility to represent the citizens of the State of Ohio and to promote the best interest of the academic community.

While the Board of Trustees, in keeping with its responsibilities, reserves the right of final approval, it will seek the viewpoints of all interested parties in the exercise of this right.

ARTICLE I: MEMBERS OF THE BOARD OF TRUSTEES, NATIONAL TRUSTEES AND POWERS

Section 1. Numbers of Members; Appointments; Vacancies.

The government of Miami University is vested in the Board of Trustees consisting of nine voting members and two students, who shall be non-voting members, all of whom shall be selected in accord with Ohio Revised Code 3339.01. The nomination process of candidates for the non-voting student seats on the Board of Trustees shall be in accordance with "Article V, Section 5, Elections, Nominations, and Qualifications of the Bylaws of the Associated Student Government of Miami University."

The non-voting student members shall not be entitled to attend executive sessions of the Board.

Section 2. National Trustees.

The Miami University Board of Trustees establishes the position of National Trustee to take advantage of the talents, resources, and experiences of Miami University alumni who are not residents of the state of Ohio.

National Trustees will serve as non-compensated advisors to the Board of Trustees. National Trustees may not serve as officers of the Board and do not have voting privileges at Board of Trustees meetings. National Trustees may participate in all Board

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activities, including committee membership. National Trustees have voting privileges on committees and may serve as committee chairs.

National Trustees are appointed and are subject to removal upon a majority vote of the Miami Board of Trustees.

A maximum of six National Trustees may be elected, each serving a three-year term. National Trustees are eligible for appointment to no more than two consecutive terms or a total of six years for non-consecutive service.

The qualifications for serving as a National Trustee are Miami alumna/alumnus; successful in a chosen field or business; state or national prominence; ability to be an advocate for higher education; and willingness and ability to offer counsel.

Section 3. General Powers and Duties.

The Board of Trustees is responsible for the governance of the University and for determining the University's mission and strategic direction. The Board shall have all the powers that are conferred upon it by the laws of the State of Ohio. The Board shall take all actions necessary for the successful and continuous operation of the University and shall adopt, and from time to time amend, the Regulations for the conduct of the Board, and the government and conduct of the University.

The Board shall exercise fiscal and administrative oversight of the University. Under its general supervision, it assigns the approval and execution of University policies to the President and his/her designates, as provided in these Regulations. The Board reserves the authority to consider, approve, modify, or reject policies approved by the President.

The Board has ultimate authority to establish new academic programs, schools, colleges, institutes, departments, and centers at the institution, and no such new academic programs, schools, colleges, institutes, departments and/or centers may be established without prior Board approval.

Commented [A1]: In accordance with new ORC 3345.457 (HB96)

No member or committee of the Board shall have the authority to commit the Board or University to any policy or action unless expressly given that power in writing by the Board. All Trustees are expected to abide by the ethics laws of the State of Ohio and to avoid all conflicts of interest.

No Trustee shall, during the Trustee's tenure on the Board, serve on any other University board or committee without the consent of the Chair.

Section 4. Trustee Emerita/Emeritus.

To recognize and honor the service of prior Trustees, the title of Trustee Emerita/Emeritus, National Trustee Emerita/Emeritus or Chair Emerita/Emeritus is conferred, as applicable, upon the approval by the Board of Trustees. All Trustees who

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have completed at least three years of service are automatically nominated for consideration and approval by the Board of Trustees.

Those Trustees appointed by the Governor of the State of Ohio shall be titled Trustee Emerita/Emeritus, departing National Trustees shall be titled National Trustee Emerita/Emeritus and for those who have served as the Chair of the Board of Trustees, Chair Emerita/Emeritus.

ARTICLE II: MEETINGS AND ORGANIZATION OF THE BOARD OF TRUSTEES

Section 1. Regular Meetings.

The Board shall hold at least four regular meetings each year on dates, and times, and at such locations as established by the Chair of the Board. Unless otherwise specified, all meetings of the Board will be held at the Oxford campus.

Section 2. Special Meetings.

A special meeting of the Board shall be held upon call of the Chair of the Board who shall fix the date, time, and location of the meeting. Further, upon written petition of not less than five (5) voting members of the Board, the Chair of the Board shall call a special meeting of the Board at the date, time, and place set forth in the petition.

Section 3. Emergency Meetings.

In the event of an emergency requiring immediate official action, the Chair may call an emergency meeting. Notice of an emergency meeting must be given to all news media outlets that have requested such notification.

Section 4. Notice of Meetings.

Public notice of all meetings shall be given in accordance with the requirements of Ohio Revised Code Section 121.22. Any person may obtain information regarding the time, date, and location of all meetings by contacting the Secretary to the Board or by visiting https://miamioh.edu/about-miami/leadership/president/bot/meeting-dates/index.html.

Section 5. Quorum.

A majority of the voting members of the Board, when duly convened, shall constitute a quorum. A majority of the voting members of the Board must be present at a duly convened meeting to vote on resolutions or ordinances.

Section 6. Remote Attendance at Special or Emergency Meetings.

A member may attend a special or emergency meeting of the Board via electronic means, provided that (1) at least one-third of the voting members attending the meeting are present in person at the location the meeting is conducted; (2) all votes are taken by roll call vote; and (3) a member who intends to attend a meeting via electronic means has notified the Chair of their intent to do so not less than forty-eight (48) hours before the meeting, except in the case of a declared emergency.

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Commented [A2]: Inserted the language from the Board Resolution re virtual meetings into the Reg.

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Section 76. Parliamentary Authority.

Robert's Rules of Order, Newly Revised (most recent edition), shall be accepted as authority on all questions of parliamentary procedure not determined by these Regulations or provisions of the Revised Code of the State of Ohio.

Section 87. Election of Officers.

At the meeting in September of each year, the Chair shall appoint a nominating committee of three Trustees. The committee will be charged with proposing a slate of the following officers, selected from the voting members of the Board: a Chair, a Vice Chair, a Secretary of the Board and a Treasurer of the Board. At the meeting in December of each year, the Board shall consider the proposed slate and elect from the voting members of the Board: a Chair, a Vice Chair, a Secretary of the Board and a Treasurer of the Board. These officers shall hold their respective office from January 1 through December 31 of the year succeeding their election and until their respective successors have been elected, so long as they shall continue to be trustees.

Section 98. Duties of Officers.

The Chair shall preside at all meetings and appoint committees. The Chair serves as an ex-officio member of all Board committees, except the nominating committee. The Chair is responsible for establishing the agenda for Board meetings.

The Vice Chair serves in the absence of the Chair and assists the Chair at the latter's request.

The Secretary of the Board shall maintain such records as the Board requires.

The Treasurer of the Board shall maintain such financial records as the Board requires.

Section 109. Vacancy in Office.

In the event of a vacancy in the office of Chair, the Vice Chair shall become Chair. The Chair shall then nominate a Vice-Chair to fill the remainder of Vice Chair term. The office of Vice Chair shall be confirmed at the next regular or special meeting of the Board.

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In the event of a vacancy in the office of Secretary of the Board or Treasurer of the Board, the vacancy shall be filled by election at the next regular or special meeting of the Board.

Section 11~~0~~. Minutes.

Minutes of each meeting of the Board shall be distributed to the members of the Board within thirty (30) days after the meeting. All minutes shall be signed by the Secretary to the Board.

Section 12~~1~~. Reimbursement for Expenses.

All trustees are entitled to reimbursement for travel expenses incurred in attending meetings of a committee or of the Board, and reimbursement of expenses incurred in attending meetings as a representative of the Board, in accordance with law.

Article III: Committees of the Board.

Standing and special committees are appointed by the Chair of the Board of Trustees. Each committee shall report its recommendations for action to the Board of Trustees. Each committee shall have a chair and vice chair.

Section 1. Finance and Audit Committee.

CHARGE

The Finance and Audit Committee (the "Committee") is appointed by the Chair of the Board of Trustees, with the primary function of assisting the Board of Trustees with its oversight responsibilities in the following areas:

- The University's long-term financial plans.
- The University's financial reporting, internal controls and the independent audit.
- The University's budget.
- The University's capital expenditures for facilities and property.
- The University's investments.
- The University's sponsored retirement plans.
- The University's internal audit activities.
- The University's processes for monitoring compliance with University policies, including ethical conduct requirements and applicable state and federal laws and regulations.
- The University's risk assessment process.

The Charter of the Finance and Audit Committee is included in Appendix A of these Regulations.

COMMITTEE MEMBERSHIP

The Committee shall consist of no fewer than four members, including at least one student trustee. The Chair and Vice-Chair of the Committee shall be a "financial expert," as that term is defined by the Securities and Exchange Commission. One-third of the Committee, but not fewer~~less~~ than two members, shall constitute a quorum for the transaction of business. The Chair of the Board of Trustees shall appoint the Committee chair and vice-chair.

MEETINGS

The Committee shall meet as often as it determines necessary, but no fewer than four times per year. The Committee shall meet from time to time with the University's senior administrators, the internal auditors, and the independent auditors. The Committee shall maintain written minutes of its meetings.

The Committee shall make a report to the Board of Trustees at each regularly scheduled meeting. The Committee shall submit any proposed changes to the Committee charter to the Board of Trustees for approval. The Committee shall annually review its own performance.

Section 2. Academic and Student Affairs Committee.

CHARGE

The Academic and Student Affairs Committee (the "Committee") is appointed by the Chair of the Board of Trustees, with the primary function of assisting the Board of Trustees with its oversight responsibilities in the following areas:

- The University's long-term academic plans, including~~.~~ the establishment of new academic programs, schools, colleges, institutes, departments, and centers at the institution.
- The University strategic enrollment plans.
- The University's retention and graduation rate plans and goals.
- The University's research activities.
- The University's role in the University System of Ohio.
- Student life.
- Campus safety and student life risk management.
- The University's Communications and Marketing plans.

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The Charter of the Academic and Student Life Committee is included in Appendix B of these Regulations.

COMMITTEE MEMBERSHIP

The Committee shall consist of no fewer than four members including at least one student trustee. One-third of the Committee, but no fewer than two members, shall constitute a quorum for the transaction of business. The Chair of the Board of Trustees shall appoint the Committee chair and vice-chair.

MEETINGS

The Committee shall meet as often as it determines necessary, but no fewer than four times per year. The Committee shall meet from time to time with the University's senior administrators. The Committee shall maintain written minutes of its meetings.

The Committee shall make a report to the Board of Trustees at each regularly scheduled meeting. The Committee shall submit any proposed changes in the Committee's charter to the Board of Trustees for approval. The Committee shall annually review its own performance.

Section 3. Foundation Board.

At the meeting in September of each year, the Chair of the Board of Trustees shall appoint a member of the Board of Trustees (normally the Chair of the Board of Trustees), and a second Trustee to serve as appointed Directors to the Miami University Foundation Board of Directors, from January 1 to December 31 of the succeeding calendar year.

Any amendments to the Miami University Foundation's Code of Regulations require the approval and consent of the Board of Trustees given by the affirmative vote of 2/3 of all voting Trustees.

ARTICLE IV: ADMINISTRATIVE OFFICERS OF THE UNIVERSITY

Section 1. Administrative Officers.

The administrative officers of the University are the President, Provost and Executive Vice President for Academic Affairs, Senior Vice President for Finance and Business Services and Treasurer, General Counsel, and Secretary to the Board.

Section 2. President.

The President of Miami University shall be appointed by the Board of Trustees and shall be the chief administrative officer of the University responsible for the operation of the

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University as a whole. The Board delegates responsibility for the operations of the University to President, who has authority to sign on behalf of the University all necessary documents and papers pertaining to the operating needs of the University.

The President has authority to delegate signature authorization to other appropriate administrative personnel of the University for all necessary contracts, documents, and papers pertaining to the operating needs of the University, provided that such designation of authority is in writing and on file in the Office of the General Counsel.

On an annual basis, typically at the September Board meeting, Board shall consider the performance and establish the salary for the President, and the amount of any other payment(s) due, as required by the terms of the President's employment contract. The Board retains sole responsibility for the hiring of the President and determining the size, composition and selection procedures of any presidential search advisory committee. The Chair of the Board of Trustees is authorized to select and engage an external search firm to aid in a presidential search. The Chair of the Board has the authority to enter into a contract of employment for the President following consultation with the Board.

Section 3. Provost and Executive Vice President for Academic Affairs.

The Provost and Executive Vice President for Academic Affairs of Miami University shall be appointed by the President and elected by the Board of Trustees. The Provost shall be the chief educational officer of the University under the President, responsible for general supervision of instructional programs. In the absence of the President, the Provost and Executive Vice President for Academic Affairs shall be the chief administrative officer of the University.

Section 4. Senior Vice President for Finance and Business Services and Treasurer.

The Senior Vice President for Finance and Business Services and Treasurer shall be appointed by the President and elected by the Board of Trustees. The Senior Vice President serves as the chief business and financial officer of the University under the ~~President responsible~~President, responsible for the (1) business affairs of the University including general direction and supervision over new construction, the maintenance and operation of the physical plant, the procurement and distribution of supplies, the management of residence halls and dining facilities, the operation of other auxiliary services, the administration of non-academic personnel serving in civil service classifications, and the security of University property and (2) financial affairs of the University including the collection of all accounts due, the custody of funds, the disbursements of accounts payable, the preparation of vouchers payable by the State of Ohio, the control of financial records, the rendering of proper financial reports, the

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provision of bookkeeping and auditing service to student organizations, and all necessary liaison with State financial officers.

The Senior Vice President serves as the Treasurer for the University and is responsible for establishing such accounts as may be necessary to carry on the operation of the University. The Treasurer shall designate depositories for the custody of funds of the University. Investment of funds may be made as authorized by the Board.

Section 5. General Counsel.

The General Counsel is shall be appointed by the Board of Trustees upon nomination of the President. The General Counsel shall be responsible for the coordination and supervision of all legal matters involving Miami University and the Board of Trustees, and its officers and employees acting on behalf of the University or its affiliated entities. The General Counsel also serves as the University's chief ethics officer and is responsible for reporting complaints and compliance issues to the Board of Trustees and its Finance and Audit Committee as described in the Board's Complaint/Compliance Communication Protocol included as Appendix C to these Regulations.

Section 6. Secretary to the Board.

The Secretary to the Board shall be appointed by the Board of Trustees upon nomination of the President. The Secretary shall prepare and keep the records of the Board and shall be responsible for the safekeeping of the seal and other official insignia of the University. As custodian of the University seal, the Secretary shall affix it to such instruments as require its use and when so done shall attest it by his or her signature. This officer shall sign all documents requiring the signature of the Secretary as an officer of the corporation. The Secretary shall have custody of the minute books and papers relating to the records of the Board. The Secretary shall perform other duties and responsibilities not specifically assigned to another officer by these regulations as the Board or the President may direct.

Section 7. Authority.

The President, Provost and Executive Vice President for Academic Affairs, Senior Vice-President for Finance and Business Services and Treasurer, General Counsel and the Secretary to the Board are the administrative officers of the University; the Secretary to the Board shall also serve as Secretary of the corporation. The President shall have the power to appoint additional principal administrative officers, subject to approval by the Board of Trustees.

Subject to the Board's signature authorizations, the administrative officers of the University have the authority to execute transfers of real estate, lease of University property, or leases of real property for the benefit of the University. The administrative

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officers are also authorized to buy, sell, assign, transfer, and convey securities belonging to the University or delegate authority for the same.

Section 8. Power of President to Designate Committees.

The President and those authorized by the President shall have authority to appoint advisory committees to advise him/her on affairs relating to the University. These committees shall have such responsibilities as are assigned to them. Advisory Committees may be discharged at any time.

ARTICLE V: EDUCATIONAL PROGRAM OF THE UNIVERSITY

Section 1. Academic Divisions.

Miami University consists of the following major academic divisions:

- College of Arts and Science
- College of Education, Health and Society
- Farmer School of Business
- College of Creative Arts
- College of Engineering and Computing
- Graduate School
- College of ~~Professional Studies~~Liberal Arts and Applied Sciences
- Center for Civics, Culture, and Society

Commented [A5]: Statutory Center for Civics, Culture & Society (ORC 3339.06)

And such other divisions as the Board approves that the President may from time to time ~~determine~~consider, subject~~to the Board of Trustees~~recommend. ~~to the Board of Trustees~~for~~that the Board thereafter approval~~es.~~

Commented [A6]: ORC 3345.457

Section 2. Fields of Study.

The provision of major fields of study and the determination of the degrees appropriate thereto shall be approved by the Board.

Section 3. Content of Educational Program.

The content of the educational program shall be determined by the Board with the advice, feedback, and recommendation of the University Senate, in accordance with the established curricular approval process ~~(subject to the right of initiative and referendum of the Faculty Assembly) and approved by the President~~.

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Section 4. Deans.

Each ~~college, or school, constituting one of the major~~ academic division, except centers,~~s~~ of the University shall be headed by an Academic Dean to be appointed by

the President, upon the recommendation of the Provost. Each Academic Dean shall be responsible for general educational supervision of the departments, faculty, and curricula in the college or school of which he or she is Dean.

Section 5. Academic Departments

The instructional staff shall be divided into academic departments. An academic department is an administrative unit established to ~~combine the various course offerings of a particular academic discipline or area of knowledge~~address appropriate management needs within the academic divisions. The number and designation of such departments shall be recommended by the President and subject to approval by the Board.

Commented [A8]: This provision was eliminated with the 2020 Regs, but is helpful to maintain in the updated regs, particularly in the context of the CBA and/or potential academic reorganization.

Commented [A9]: I don't know what this means. Structure? I also want to talk about why we need this.

Article VI: Signature Authority.

Section 1. Contracting Authority.

No contract, agreement, promise, bank account, or other financial undertaking in the name of Miami University or purporting to be made for, or on behalf of any campus, college, school, department, division, or other part of the University may be made by any of its officers, agents, or employees, or by any student, faculty, or alumni organization, enterprise, or association whatever, unless the same shall have been first authorized by the Board of Trustees of the University or as authorized under these Regulations.

Whenever the Board of Trustees has authorized or ratified the making of any contract or the execution of a written instrument of any kind, the President, the Provost and Executive Vice President for Academic Affairs, and the Senior Vice President for Finance and Business Services shall, without additional authorization by the Board, each be authorized to execute and deliver such documents as may be necessary or proper for the performance of the University's obligations thereunder.

Signature Authorizations are included in Appendix D.

ARTICLE VII: EMPLOYMENT

Section 1. Staff.

The policies that govern the terms and conditions of employment of the unclassified administrative staff and classified staff are subject to approval by the President, to the extent permitted by the laws of the State of Ohio.

Section 2. Faculty.

Tenure is a method of assuring academic freedom; that is, the freedom to teach, to inquire, to create, to debate, to question, and to dissent. Tenure represents a long-term

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financial commitment to the extent allowable under the laws of the State of Ohio. Miami has no specified or implied limits on the percentage of the instructional staff who may be granted tenure. Each candidate for tenure is judged individually, not relative to other candidates. If an individual demonstrates the high quality of professional performance expected by Miami, tenure will be conferred, regardless of how many other candidates may be considered in a given year. ~~However~~Nevertheless, it is not anticipated that all individuals appointed to tenurable ranks will be able to demonstrate the high quality of professional performance required to achieve tenured status.

The Board retains full authority for policies that govern the terms and conditions of employment and tenure of the faculty.

Section 3. Compensation.

The Board authorizes the President and the Provost, within the budgetary resources of the University and subject to applicable bargaining agreements and the law, to employ and set compensation for members of the instructional staff and unclassified administrative staff employed in Academic Affairs.

The Board designates the President and the Senior Vice President for Finance and Business Services as the appointing authority to employ and set compensation for members of the unclassified administrative staff, classified staff, and law enforcement officers within the budgetary resources of the University and subject to applicable bargaining agreements and the law.

ARTICLE VIII: STUDENTS

Section 1. Admission.

General policies on the admission of students to the University may be fixed from time to time by the Board upon recommendation of the President, or the University Senate with the approval of the President.

Section 2. Conduct.

Good conduct and deportment is ~~expected of every student at all times~~always expected of every student. Regulations governing student conduct may be recommended from time to time by the University Senate or the Student Life Council; such recommendations shall be subject to the approval of the Vice President for Student Life and the President.

ARTICLE IX: THE UNIVERSITY SENATE

Section 1. Authority.

University Senate is the primary University governance body where students, faculty, staff, and administrators discuss and debate University issues and policies and provide

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advice, feedback, and recommendations on actions to be taken by the ~~institution~~University. 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 ~~maintain~~retained ~~by~~reserved to the Trustees, either by action ~~by~~of the Board or by law, related to Miami University.~~The University Senate is the primary university governance body where students, faculty, staff and administrators debate university issues and reach conclusions on the policies and actions to be taken by the institution. The University Senate is the legislative body of the University in matters involving educational programs, requirements, and standards; faculty welfare; and student conduct. The Board of Trustees delegates to University Senate primary responsibility for curriculum, programs, and course offerings and advisory responsibility on all matters related to Miami University.~~

The Board of Trustees reserves the right to consider, approve, modify, or reject actions taken by the University Senate. Amendments to the Enabling Act of University Senate and Faculty Assembly must be approved by the Board of Trustees.

ARTICLE X: THE FACULTY ASSEMBLY

Section 1. Chair.

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

Section 2. Membership.

Faculty Assembly is comprised of all members of the faculty who hold tenure or a tenure track position; all librarians who hold the rank of Assistant Librarian, Associate Librarian, or Principal Librarian; and all members of the faculty who hold the rank of Lecturer (including Senior rank)* or Clinical/Professionally Licensed Faculty (including Senior rank)*.

*Lecturers and Clinical/Professionally Licensed Faculty are members of the Faculty Assembly for the purpose of qualifying them to serve on the University Senate. Membership in Faculty Assembly does not qualify Lecturers or Clinical/Professionally Licensed faculty to serve on committees whose membership is restricted to faculty in tenure-eligible ranks.

Section 3. Authority.

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Faculty Assembly hears reports from its committees and from the President, the Chair of Senate, and other Vice Presidents. It may propose, debate, and recommend matters for Senate consideration or for presentation to other officials or administrative bodies. It may also challenge and refer back any University Senate action. Faculty Assembly has the right of initiative and referendum. Such action shall be considered as tantamount to University Senate action and subject to the same limitations.

The Faculty Assembly may raise questions and offer comments. It may discuss matters affecting Miami University and its environment.

The Board of Trustees reserves the right to consider, approve, modify, or reject actions of Faculty Assembly. Amendments to the Enabling Act of University Senate and Faculty Assembly must be approved by the Board of Trustees.

ARTICLE XI: BUDGET AND FINANCIAL ADMINISTRATION

Section 1. Annual Budget.

The annual operating budget as adopted by the Board of Trustees, and as amended from time to time, shall govern all financial transactions of the University. This budget shall be presented in such form as the President may determine or as required by law.

The Senior Vice President for Finance and Business Services and Treasurer, with the approval of the President, may make such adjustments as are necessary in the operating budget within the limits of available funds or within the limits of additional income received for a specific purpose.

Section 2. Gifts.

In accordance with University policy, as approved by the President, the University may accept gifts.

Section 3. State Appropriations.

The preparation and presentation of requests for appropriations from the State of Ohio and all official financial dealings on behalf of the University with all federal, state, and local government offices, boards, and agencies shall be under the direction of the President of the University. Appearances in the name of the University before federal, state, or local government offices, boards, and agencies shall have prior authorization from the President.

Section 4. Tuition and Fees.

All instructional and general fees (tuition), special purpose, course, and miscellaneous fees collected by the University from students shall be fixed by the Board. The President

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or such persons as the President may designate may determine appropriate charges to be made to groups using the facilities of the University or receiving other auxiliary services. The Board delegates to the Senior Vice President for Finance and Business Services the authority to establish non-academic user fees.

Section 5. Annual Audit.

There shall be an annual audit of all funds not examined by the Auditor of the State of Ohio. This audit shall be arranged by the Treasurer of the University subject to the approval of the Board of Trustees.

ARTICLE XII: CAMPUS FACILITIES

Section 1. Naming of Facilities.

The Board of Trustees has sole authority to approve, remove, or change the name of a campus facility.

ARTICLE XIII: INTERCOLLEGIATE ATHLETICS

Section 1. Authority.

The University shall engage in intercollegiate athletic competition in such sports as are approved by the President and the Board of Trustees.

ARTICLE XIV: HONORARY DEGREES

Section 1. Authority to Grant Honorary Degrees.

The authority to grant honorary degrees from Miami University resides solely with the Board of Trustees. The Board grants to the President of the University the discretionary authority to confer an honorary degree upon the speakers at any Commencement and the Charter Day convocation.

ARTICLE XV: Values Statement

Miami University is a scholarly community whose members believe that a liberal education is grounded in qualities of character as well as of intellect. We respect the dignity of other persons, the rights and property of others, and the right of others to hold and express disparate beliefs. We believe in honesty, integrity, and the importance of moral conduct. We defend the freedom of inquiry that is the heart of learning and combine that freedom with the exercise of judgment and the acceptance of personal responsibility.

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ARTICLE XVI: INSIGNIA

Section 1. Colors of Miami University.

The official colors of Miami University shall be crimson and white. (Vol. 5, page 54, Minutes of the Board of Trustees, September 18, 1902.)

Section 2. Seal of the Miami University.

"A seal has been provided of the description following, to wit: Around the outer circle thereof are the words, 'Sigillum Universitatis Miamiensis.' Within the circle are an open book, a globe, and a telescope, surmounted by these words as a motto: 'Prodesse quam conspici.' That the said seal be, and the same is hereby adopted as the seal of the Miami University." (Vol. 1, pages 176-177, Minutes of the Board of Trustees, September 26, 1826.)

Section 3. Motto of the Miami University.

The motto of the University shall be "Prodesse quam conspici," which may be translated "To Accomplish Rather Than to be Conspicuous," or "It Is Better to be Useful Than Conspicuous."

Section 4. Flag of Miami University.

The flag of Miami University shall be made in accordance with the following specifications: standard American flag proportions (generally 4 feet x 6 feet) with a field divided by a diagonal bar half crimson (coccinum), half white (album); the predominate color of crimson to be that half of the flag above a diagonal bar from the bottom of the hoist at the mast to the upper corner of the fly end; the subordinate color of white to be that half of the flag below a diagonal bar from the bottom of the hoist to the upper corner of the fly end. Satin or similar materials shall be used. In all instances, the National Flag Code shall be followed when displaying the flag of the University. Whenever the flags of the State of Ohio and Miami University are displayed together, the latter shall be subordinate to the former.

ARTICLE XVII: REGULATIONS: THEIR PROMULGATION, AMENDMENT, AND REPEAL

Section 1. Amendment.

These Regulations may be amended at any meeting of the Board of Trustees by a majority vote of the members present and voting, provided that at least fourteen days' notice of such proposed amendment has been given in writing to each member.

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Section 2. Previous Enactments of the Board.

Nothing herein contained shall invalidate any lawful action taken under any regulation, ordinance, rule or regulation for the government of Miami University previously enacted by the Board of Trustees.

Section 3. Effective Date of Implementation.

These Regulations shall be in full force and effect from the date of their enactment by the Board or upon such date as specified by the Board of Trustees.

Codification: June 1909

Revised: June 1954, February 1960, June 1969. Amended: September 1973, July 1978, February 1979, June 1982, September 1982, December 1982, October 1983, April 1985, July 1987, March 1988, August 1988, August 1989, December 1989, June 1990, September 1991, December 1997, June 1998, September 1999, June 2000. Revised: January 2001 (to reflect 1986 amendment, R86-42, to Article IV, Sections 2 and 12). Amended: April 2001, June 2002, June 2004, February 2005. Revised: February 2007 (to reflect Business School name change). Amended: February 2008. Revised: May 2010 (to reflect termination of School of Interdisciplinary degrees). Amended: April 2011, December 2011, April 2012, September 2012, July 2013, September 2014, June 2015, September 2016, December 2016, February 2017, April 2017, December 2017. Revised: May 2018 (to reflect the Division of Student Life name change). Amended: December 2018, February 2019, February 2020, February 2026.

Prepared by the Secretary to the Board

Quick Links

- Article I. Members of the Board of Trustees, Their Powers, and National Trustees
- Article II. Meetings and Organization of the Board of Trustees
- Article III Committees of the Board
- Article IV Administrative Officers of the University
- Article V. Educational Program of the University
- Article VI. Signature Authority
- Article VII. Employment
- Article VIII. Students
- Article IX. The University Senate
- Article X. Faculty Assembly

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- Article XI. Budget and Financial Administration
- Article XII. Campus Facilities
- Article XIII. Intercollegiate Athletics
- Article XIV. Honorary Degrees
- Article XV. Values Statement
- Article XVI. Insignia
- Article XVII Regulations: Their Promulgation, Amendment, and Repeal

Approved by the Board of Trustees February 27, 2026

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

RESOLUTION R2026-51

Resolution of Appreciation for

Peyton B. Morrow

Whereas, Peyton Morrow was appointed a Miami University Student Trustee on March 1, 2024; and

Whereas, Ohio law sets the length of this appointment, which expires on February 28, 2026; and

Whereas, Peyton has thoughtfully and ardently served Miami University as a member of the Board of Trustees, and as a tireless and dedicated Miami supporter and student.

Now, Therefore Be It Resolved, that the members of the Board of Trustees do hereby express to Peyton their appreciation for his service to this Board and to the Miami University student body, and offer him their best wishes for good health and good fortune in all future endeavors.

Arushi Agrawal
Steve Anderson, Vice Chair
Biff Bowman, National Trustee
Ryan D. Burgess
David Dafoe, National Trustee
Bill Ebbing
Deborah Feldman, Treasurer
Zachary T. Haines, Secretary
Beth McNellie
Rick McVey, National Trustee
Dinesh Paliwal, National Trustee
Lisa Peterson
H. Roderick Robinson, Treasurer
Mary Schell, Chair

Done, by the Miami University Board of Trustees, this Twenty-Seventh Day of February, Two Thousand Twenty Six at Miami University, in the City of Oxford, County of Butler, State of Ohio, during the Two Hundred and Seventeenth year of the University's Charter.

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

BOARD OF TRUSTEES
ROUDEBUSH HALL ROOM 212
OXFORD, OHIO 45056
(513) 529-6225 MAIN
(513) 529-3911 FAX
WWW.MIAMIOH.EDU

RESOLUTION R2026-52

Resolution of Appreciation for

H. Roderick (Rod) Robinson

WHEREAS, Rod Robinson was appointed a Miami University Trustee on March 14, 2017; and

WHEREAS, the State of Ohio sets the length of this appointment, which expires on February 28, 2026; and

WHEREAS, Rod has thoughtfully and ardently served Miami University as a tireless Miami supporter, Entrepreneur-in-Residence, and Trustee; and

WHEREAS, he holds a bachelor's degree in accounting from the West Virginia University Institute of Technology, and an M.B.A. from the Wharton School at the University of Pennsylvania, where he was a Dun & Bradstreet fellowship recipient, and

WHEREAS, his early career saw him with Deloitte & Touché as a Certified Public Accountant and auditor, and

WHEREAS, following graduation from Wharton, Rod became a management consultant with Kearney as well as other esteemed firms including Accenture and Diamond Technology Partners (acquired by PWC) where he became recognized as a sourcing and procurement subject matter expert, and

WHEREAS, he then joined Cincinnati Bell as Chief Procurement Officer, where his passion and interest in supplier diversity grew, and

WHEREAS, his entrepreneurial journey continued as a founding partner of Accel Advisors, and later as the founder, Chief Executive Officer, and a Board Director of ConnXus, a software platform that enabled corporations to identify certified diverse suppliers within their supplier base, and to discover new validated diverse suppliers, and

WHEREAS, while leading ConnXus, he was recognized by Ernst & Young as an Entrepreneur of the Year finalist, and

WHEREAS, Rod next led the integration of ConnXus into Coupa Software and served as their Vice President of Supplier Inclusion and Sustainability, and

WHEREAS, he then became Senior Vice President of Insight Sourcing Group, and now, following Accenture's acquisition of Insight, he is Principal Director, Sourcing and Procurement Practice, with Accenture; and

WHEREAS, Rod has generously applied his entrepreneurial and business leadership skills to support others; he is a mentor, advisor and board member with Techstars, is a contributing writer with the Wharton Magazine Blog and the Forbes Business Council, a member of the Cintrifuse Board of Directors, and has been an Entrepreneur-in-Residence for Miami University's Altman Institute for Entrepreneurship; and

WHEREAS, Rod steadfastly applied his many leadership skills as a Trustee and during his tenure, Miami saw the construction of the Cleveland Clinic Health Sciences and Wellness Building, and the McVey Data Science Building, and the renovation of six existing facilities; and

WHEREAS, his tenure also saw the most challenging of times as the university assembled a Safe Return to Campus Planning and Coordinating Committee to meet the COVID 19 global pandemic; and

WHEREAS, the Miami Trustees, faculty, staff, and students will miss Rod's strong commitment to service, his wisdom, experience, and extraordinary insight.

NOW, THEREFORE BE IT RESOLVED, that the members of the Miami University Board of Trustees do hereby express their sincere gratitude, and deepest appreciation for Rod Robinson's service and leadership; and

BE IT FURTHER RESOLVED, that the members of this Board offer their best wishes for Rod's continued good health and success in all future endeavors and extend an open invitation to Rod and Vikki to visit often in the years ahead.

Done, by the Miami University Board of Trustees, this Twenty-Seventh Day of February, Two Thousand Twenty-Six at Miami University, in the City of Oxford, County of Butler, State of Ohio, during the Two Hundred and Seventeenth year of the University's Charter.

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RESOLUTION R2026-53

Resolution of Appreciation for
S. Biff Bowman ‘85

WHEREAS, Biff Bowman was appointed a Miami University National Trustee on May 1, 2020; and

WHEREAS, Miami University Board of Trustees Regulations set the length of this appointment, which expires on April 30, 2026; and

WHEREAS, Biff Bowman has thoughtfully and ardently served Miami University as a tireless Miami supporter, alumnus, merger, parent and Trustee; and

WHEREAS, as a Miami student, he majored in Finance and was a member of Sigma Phi Epsilon Fraternity; and

WHEREAS, following graduation from Miami in 1985, Biff began a distinguished career with Northern Trust Corporation, serving in increasingly responsible roles to eventually serve as Executive Vice President and Chief Financial Officer; and

WHEREAS, other roles at Northern Trust included; head of Americas Region, Corporate & Institutional Services, responsible for all Northern Trust institutional businesses in North and South America; and Chief Executive Officer of Northern Trust EMEA, with responsibility for all of Northern Trust's businesses in Europe, the Middle East and Africa; and

WHEREAS, Biff is a renowned and highly respected business leader and currently serves on the Board of Directors for Voya, and as Board Chair for First Interstate BancSystem Incorporated; and

WHEREAS, he has served Miami University not only through his service on the Board of Trustees, but also as a Foundation Board Director and Audit Committee Chair, as a member of the Farmer School of Business Board of Directors, and as Chair of the Farmer School’s Business Advisory Council; and

WHERES, Biff has served his M.B.A. Alma Mater, DePaul University, as a member of DePaul’s Board of Trustees; and

WHEREAS, he also served his community, as Chairman of the Lincoln Park Zoo Board, as a board member for Junior Achievement, and for Skills for Chicagoland's Future, and as a Trustee for Glenwood Academy; and

WHEREAS, he has generously advanced his Alma Mater through the creation of the Bowman Family Scholarship, and the support of countless other scholarships, and funds to support university programs, initiatives and student needs, and through the Bowman Family Speech and Hearing Clinic Suite Fund; and

WHEREAS, he expertly chaired the Investment Subcommittee to lead Miami through the challenges of the COVID 19 global pandemic and the current declining student demographics. Through his leadership, Miami has not only weathered these trials but has emerged stronger, well-resourced and better prepared to meet the coming challenges of the future; and

WHEREAS, his term on the Board of Trustees also saw the construction of the McVey Data Science Building, the Cleveland Clinic Health Sciences and Wellness Building, and the renovation of the Lee and Rosemary Fisher Innovation College@Elm; and

WHEREAS, the Miami Trustees, faculty, staff, and students will miss Biff's strong commitment to service, his wisdom, leadership experience, and extraordinary insight.

NOW, THEREFORE BE IT RESOLVED, that the members of the Miami University Board of Trustees do hereby express their sincere gratitude, and deepest appreciation for Biff Bowman's service and leadership; and

BE IT FURTHER RESOLVED, that the members of this Board offer their best wishes for Biff's continued good health and success in all future endeavors, and extend an open invitation to Biff and Colleen to visit often in the years ahead.

Done, by the Miami University Board of Trustees, this Twenty-Seventh Day of February, Two Thousand Twenty-Six at Miami University, in the City of Oxford, County of Butler, State of Ohio, during the Two Hundred and Seventeenth year of the University's Charter.

Approved by the Board of Trustees
February 27, 2026



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

THRIVE Initiatives

About this update

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

Funding & Time Horizon

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

How Progress is Assessed

We are assessing initiative progress using a combination of:

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

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

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

Using This Document

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

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

Executive Summary

THRIVE implementation continues to progress on schedule, with the focus now squarely on execution rather than planning. As reflected on the following page, **all initiatives remain well within budget**, and several have reached or exceeded near-term goals.

The Nursing expansion has achieved one of its primary early objectives, increasing regional campus enrollment by approximately **15–20%**, supported by approved pathway expansions with Butler Tech and Warren CCC. Miami Online remains well positioned to **meet its annual revenue target**, with fully online programs for AY 2026–27 on track and instructional, marketing, and admissions infrastructure now in place.

The Advanced Manufacturing Hub opened successfully and is already showing strong demand, with engineering enrollment doubling year over year and new industry partnerships enabling certifications and workforce-funded training. Related **Polytechnic** work continues to advance applied degree pathways, accelerated programs, and stackable credentials aligned with regional labor needs.

Significant progress is being made by the Urban Bridges and Partnerships **initiatives.** Urban Bridges has moved into early implementation with Cleveland-based student programming, alumni engagement, hiring activity, and early indicators of application growth. Partnerships is now transitioning from being led by its implementation committee to its regular staff to better lead execution and refinement of operating structures to support sustained partner development and engagement.

The Strategic Enrollment Market Capitalization **initiative** has been developed as an umbrella initiative over all University Communications and Marketing and Enrollment Management and Student Success initiatives. Branding, market expansion, admissions staffing, digital infrastructure, student storytelling, transfer strategy, and affordability initiatives are being implemented in parallel and intentionally blended to reinforce one another. Early application and yield trends suggest that this coordinated approach is strengthening Miami's market position at a time when national demand remains flat.

Disruptive technology initiatives in AI and quantum computing continue to advance with new degree programs, active grant submissions, expanding workforce-facing programming, and leadership searches underway.

Across academic initiatives, work to elevate experiential learning is converging around **revisions to the Miami Plan**. Applied Skills Courses are being positioned as scalable experiential learning embedded within general education, supported by ePortfolios and a co-curricular transcript. This approach integrates academic and co-curricular learning while leveraging existing instructional capacity and assessment processes. The Provost anticipates providing a more comprehensive update as governance review continues.

The new **neighborhoods model** for residence halls is finalized and launching this fall, creating clearer communities and points of connection early in the student experience with no additional budget impact. The **Hallmark Experiences** initiative is advancing through the rollout of a new engagement platform this spring, improving students' ability to discover opportunities, track involvement, and connect co-curricular experiences to learning outcomes. Efforts to strengthen alumni engagement, particularly for recent graduates, are progressing through new career-focused staffing and programming designed to better connect alumni, students, and employers.

Overall, THRIVE implementation is proceeding as intended. As shown in the budget summary that follows, most initiatives are well under budget. Forecasting revenue is more difficult. As a result, in the budget summary that follows, we have bundled marketing, enrollment, and "student experience enhancing" initiatives into a group. Together, we believe that these initiatives will yield a 5-10% increase in NTR ($3m to $6m per year) within 3-5 years. Initiatives that can be linked directly to revenue are reported separately.

THRIVE FINANCIAL SUMMARY

Thrive Initiative	Year 1 THRIVE Budget		Year 2 THRIVE Budget	Total 2-year THRIVE Allocation	Spent to Date	% of Year 1 THRIVE Budget Spent	Year 1 Balance Remaining	Revenue Anticipated FY 26	Notes
Initiatives Where Revenue Anticipated to Come from Increase in NTR									
Experiential Learning	$131,856	[a]	$563,031	$694,887	$108,510	82.29%	$23,346		
Hallmark Experiences	$85,000		$85,838	$170,838	$0	0.00%	$85,000		
Neighborhood Quads	$0		$0	$0		0.00%	$0		Together, these initiatives are expected to increase NTR (assuming nothing else changes) by 5-10% over the next 3-5 years. This means that in the next 3-5 years, we should begin to see a $3m to $6m annual increase in NTR from these initatives
Strategic Enrollment Management Capitalization	**$2,030,854**		**$873,701**	**$2,904,555**	**$348,286**	17.15%	**$1,682,568**		
Hyperpersonalization	$679,984		$305,981	$985,965	$0	0.00%	$679,984		
Bold Value Statement	$205,000		$75,000	$280,000	$168,159	82.03%	$36,841		
Choose Miami Scholars	$100,000		$0	$100,000	$0	0.00%	$100,000		
Transfer Center	$119,417	[b]	$0	$119,417	$0	0.00%	$119,417	$361,211	
Student News Bureau	$365,015		$155,354	$520,369	$0	0.00%	$365,015		
Untapped Audiences	$561,438		$337,366	$898,804	$180,126	32.08%	$381,311		
Initiatives that can be revenue-scored separately									
Alumni Engagement	$321,813	[c]	$328,041	$649,854	$12,000	3.73%	$309,813	$0	These initiatives contribute independently to revenue, as shown in the adjacent column. Partnerships through Cleveland Clinic and quantum, have brought in $16 million of revenue to date.
Nursing Expansion	$0	[d]	$2,000,000	$2,000,000	$0	0.00%	$0	$193,099	
Polytechnic	$2,221,781	[e]	$0	$2,221,781	$956,019	43.03%	$1,265,762	$5,000,000	
Partnerships	$1,209,031		$1,027,955	$2,236,986	$1,095,439	90.60%	$113,592	$150,000	
Disruptive Technologies	$200,000		$436,094	$636,094	$13,508.93	6.75%	$186,491	$40,000	
Online Expansion	$42,138		$0	$42,138	$178,250	423.01%	$414,550	$550,662	
TOTAL THRIVE INVESTMENT	$6,042,472		$4,878,566	$10,921,038	$2,698,504	44.66%	$3,343,968		

NOTES

[a] Team pivoting to implementing original career catalyst into Miami plan revision; budget outlay expected to fall in FY 27 from projected

[b] Revenue from the transfer center is scored outside of NTR but is included in this bucket because it is in SEMC

[c] Costs for this initiative will be $75,000 less than anticipated. Revenue was forecast to be $70,000, but because they cannot track giving because of this initiative we are no longer using it to forecast. It is likely that this initiative will be ultimately rolled into Advancement

[d] The $2m in the budget was to renovate Pearson, which looks like it is no longer necessary

[e] $5 million was projected from JobsOhio. This is uncertain.

OVERARCHING PILLAR| PARTNERSHIPS

INITIATIVE 1 | Launch Office of Strategic Transformation

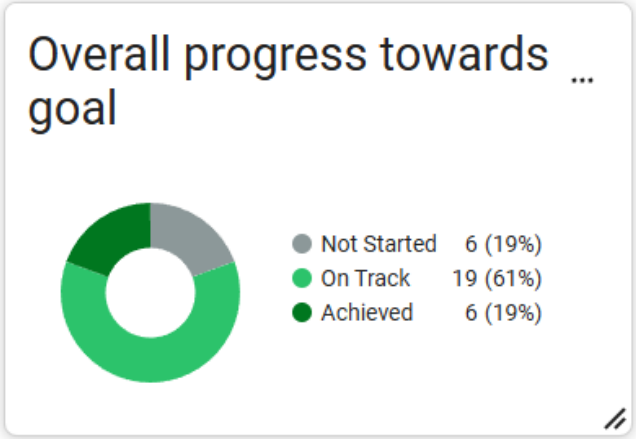
This university-wide partnership office will deploy a management framework that will include partner categorization, tiering, and a customer relations database to establish a comprehensive understanding of how best to engage priority partners across divisions and departments.

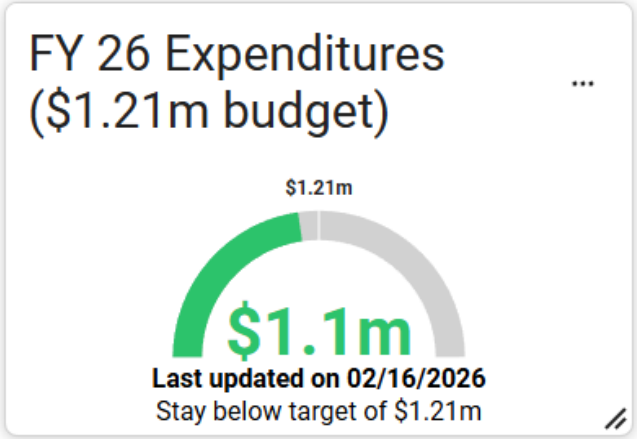
- Increases long-term value for both Miami and its partners through more intentional and strategic engagement
- Prioritizes key partners to focus effort on high-potential relationships
- Expands opportunities for grants, donations, and new revenue streams

Current Status

The Office has completed initial foundational work to support a university-wide partnership strategy, including clarifying its mission, structure, and scope and initiating the development of processes to identify, prioritize, and track strategic partnerships. Efforts to build broader campus understanding and alignment, as well as to further implement the partnership framework, are ongoing as the work transitions from planning to execution.

As partnership activity has increased, the original THRIVE Committee structure—designed for early planning—has proven insufficient for ongoing implementation. The Office is transitioning toward team-led execution while continuing to refine operating procedures as strategies are applied. In parallel, a revised committee structure is under development to support ongoing operations and partner engagement, including the establishment of the Miami Corporate Engagement Council aligned with THRIVE priorities.





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

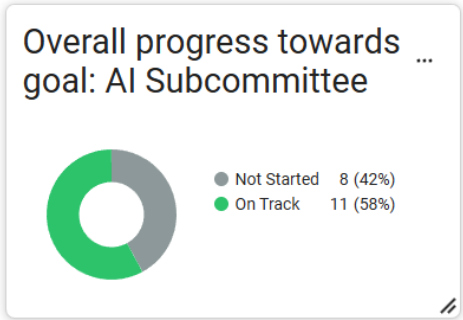
INITIATIVE 2 | Lead in Disruptive Technology

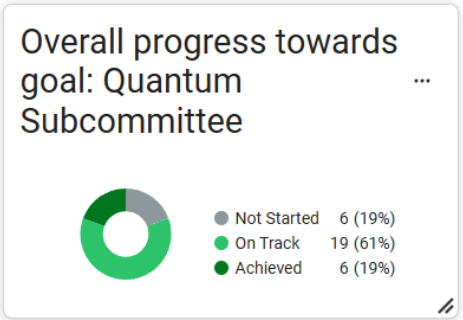
Develop centers for artificial technology (AI) and quantum computing, and coordinate their work with the existing Center for Analytics and Data Science (CADS), establishing Miami as a leader in cutting-edge, interdisciplinary education.

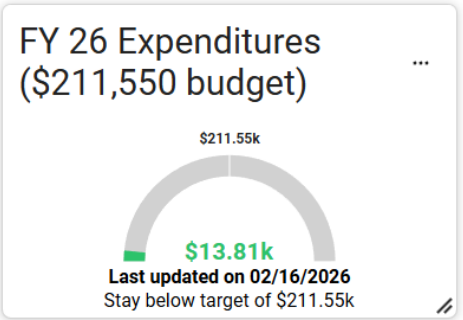
- New degree programs in quantum-related fields
- Coordinated and evaluated AI degrees and programming to reduce silos
- A university-wide AI literacy course
- Expanded industry partnerships in AI and quantum
- Increased external grant funding and faculty research activity

Current Status

The AI sub-committee is preparing for additional spend around the AI Symposium. We continue to be on track with deliverables, with the **AI Center proposal** in draft form to be submitted by the end of February. The quantum initiative continues to gain momentum across enrollment, student recruitment, extramural funding, and workforce-facing programming. Currently, there are 15 majors in our BS in Quantum Computing program. For Fall 2026, the program has 33 applicants, and the yield rate is currently the highest among all CEC majors. Grant activity also remains strong: **CSE submitted two NSF proposals totaling $1.4M**, with an additional NSF proposal planned for February 2026, and **Physics submitted two NSF proposals totaling $1.0M**. We are also launching Quantum Computing short courses as non-credit Professional Education offerings (developed with Miami Online and CSE/Physics faculty) for business leaders, healthcare executives and researchers, and the public. Finally, we have formed a search committee for the Quantum Center Director position and have completed procurement of a CUDA-Q–based quantum simulator to support teaching and research.







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

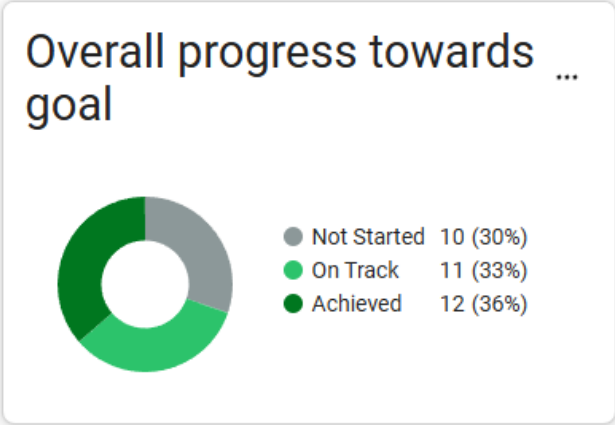
INITIATIVE 4 | Expand Nursing

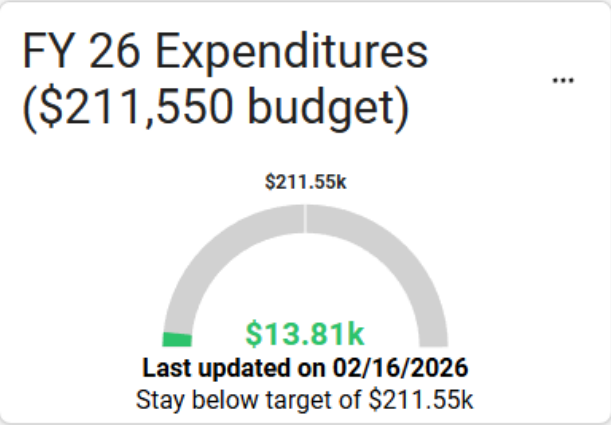
A multi-tiered approach to expand the capacity and impact of undergraduate and graduate Nursing programs.

- Increases enrollment in the regional campus nursing program and across graduate nursing programs
- Partners with Miami Online to expand graduate programs

Current Status

Twelve **Butler Tech** high school seniors are currently on track for direct admission to the Miami University Nursing program for Fall 2026, with an additional 17 juniors in the pipeline for Fall 2027. This initiative has **met its goal of increasing enrollment into the regionals from 80 to 96 students.** The **Warren County Career Center (WCCC)** partnership was publicly announced in November 2025, followed by joint recruitment advertisements in November and December. These initial efforts generated 23 student applications. As this is a newly established partnership, students are expected to matriculate into the regional campus cohort beginning in Fall 2027. The proposed **Northeast Ohio nursing pathway** was approved by the Board of Trustees on December 12, 2025. An application to the Ohio Department of Higher Education is currently underway. Lease negotiations for nursing-designated instructional space are in progress, and a clinical affiliation agreement with University Hospitals—serving as the primary clinical partner in Cleveland—was fully executed in January 2026.





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

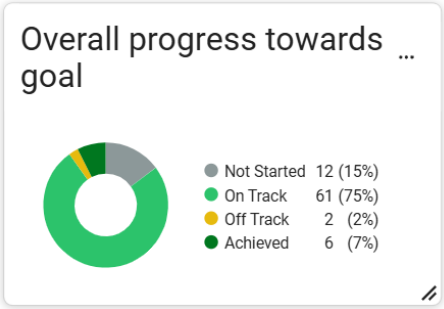
INITIATIVE 5 | Launch a Polytechnic Campus

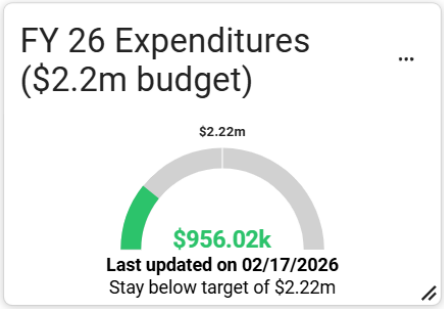
The Miami University Polytechnic prepares students for high-demand workforce fields through applied, technology-enabled, hands-on education.

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

Current Status

Enrollment in the Butler Tech Engineering program at the Advanced Manufacturing Hub has **doubled** in the past year, underscoring strong demand for applied pathways aligned with regional workforce needs. The Polytechnic Advisory Council continues to expand, with new industry partners including Yaskawa, the Greater Cincinnati Chamber of Commerce, BCW Workforce (the Ohio Means Jobs workforce development area consisting of Butler, Clermont, and Warren counties), and Cintas. In parallel, collaborative training agreements with industry partners such as Makino now allow Miami to offer industry-recognized certifications. These offerings are eligible for Workforce Innovation Opportunity Act (WIOA) funding through Ohio Means Jobs. Commerce and Computer Information Technology have **developed two accelerated bachelor's degree programs** in response to new state regulations, both scheduled to launch in fall 2026. Interdisciplinary and Communication Studies has restructured its Liberal Studies program—now Professional Studies—to better serve degree-completion students through both online and in-person delivery. Engineering Technology has developed **two new associate degrees** and revised its bachelor's programs, while also proposing new stackable credentials in Construction Management. Development of the Polytechnic Core curriculum is underway through the Curriculum Subcommittee of the Implementation Committee.





STRATEGIC PILLAR 2 | GROW ENROLLMENT AND EXPAND ACCESS

INITIATIVE 6 | Drive Strategic Enrollment Market Capitalization

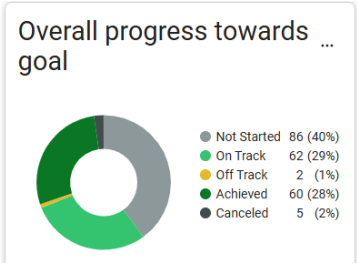
This initiative brings together UCM efforts to create a Bold Value Statement, develop a hyperpersonalization strategy, and launch a student news bureau with EMSS efforts to establish a transfer center, reach untapped audiences, and create a scholarship program enabling Ohio families with incomes of $75,000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

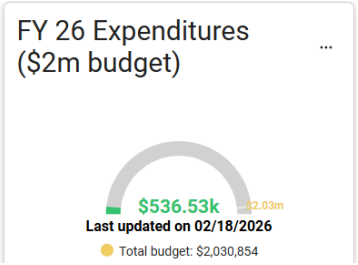
- Develop a clearly defined bold value proposition and communications plan to differentiate Miami from the competition
- Target multi-channel marketing and place regional admissions recruiters in key markets
- Launch a student-staffed news bureau to ensure that students communicate and market their authentic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

Current Status

Performance Trends: Compared to 2024 baseline, Fall 2026 applications have increased by 12% for Ohio residents and 10% for domestic non-residents. While national application growth remains flat, our gains signal a strengthening brand. We continue to hold a strong position in legacy markets, while seeing new growth in markets such as Charlotte. Early Fall 2026 yield data is promising.

Key Milestones: 1) Perception Research: Our first assessment shows that while overall familiarity is stable, **Miami's reputation scores have risen significantly since 2024**, particularly within Ohio. **2) Brand Strategy:** A new brand value proposition and campaign concepts are underway, with a formal proposal expected in March. 3) Operations & Tech: **We have hired a Senior Director of Marketing Technology to lead hyper-personalization efforts** and are currently planning the rollout of a new website CMS. **4) Student News Bureau: Produced more than 20 stories** and is currently hiring 3-5 more students. 5) Market Expansion: The "Untapped Audience" initiative has **funded new admissions staff** in Northern California/Pacific Northwest, the Carolinas, and Michigan. 6) The Transfer Initiatives team is building a cross-divisional network to streamline credit articulation and recruitment. Meanwhile, the Choose Miami Scholars program has finalized its structure; the next step is securing funding through fundraising or resource realignment.





STRATEGIC PILLAR 2 | GROW ENROLLMENT AND EXPAND ACCESS

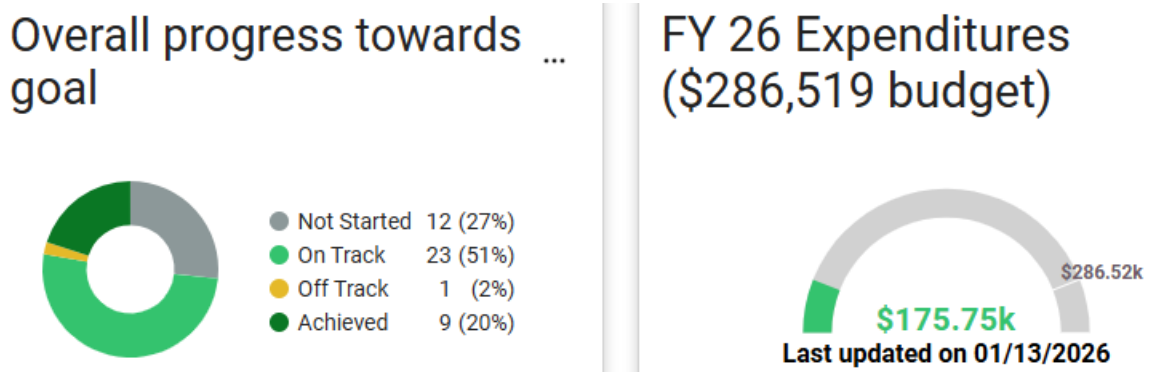
INITIATIVE 7 | Expand Miami Online

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

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

Current Status

All new, revised, and existing undergraduate and graduate programs moving fully online and enrolling in AY 2026–27 remain on track. The Online Expansion initiative is on track **to meet or exceed its FY 26 revenue target of $550,000**. As of Fall 2025, online courses accounted for 14% of total undergraduate credit hours (40,951 of 288,127) and 29% of graduate credit hours (5,650 of 19,350). **Online Teaching Essentials and Best Practices were recently approved** by COAD, with implementation work underway this spring to support consistent, high-quality online instruction. The **transition of online undergraduate admissions** coaching and marketing, as well as online graduate marketing, to Education Dynamics was completed in fall semester. Admissions and UCM are now implementing marketing and admissions plans for newly approved online programs launching in Fall 2026.



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

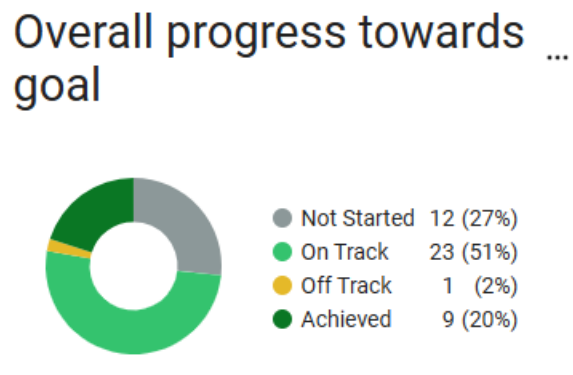
INITIATIVE 8 | Expand Experiential Learning

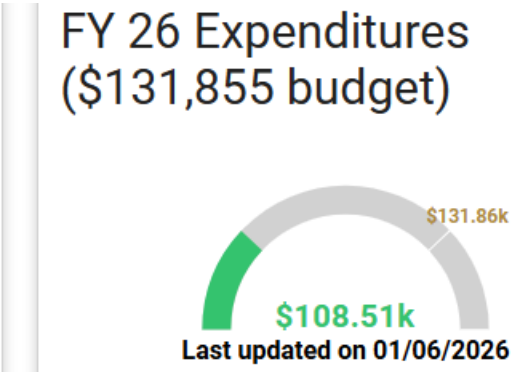
A new focus on experiential learning, coupled with an Experiential Learning Certificate program, allows students to choose from one of four career readiness pathways.

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

Current Status

The committee has completed identifying learning outcomes for two of the four proposed experiential learning pathways. At the same time that this initiative has been progressing, the Streamline Curriculum THRIVE initiative suggested elevating Miami's focus on experiential learning by making it a key centerpiece of Miami Plan revisions. The team is now sharing its findings with the Streamline Curriculum THRIVE Committee to have them incorporated in the Miami Plan revisions (instead of offering a stand-alone certificate). In addition, the Miami Plan revisions do require a co-curricular transcript. In collaboration with the Hallmark Experiences initiative, these committees are working to implement a co-curricular transcript when the software becomes available in July.





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

INITIATIVE 9 | Build Urban Bridges

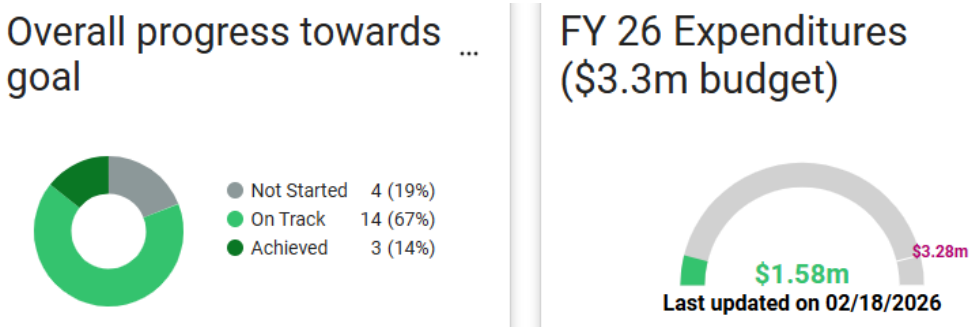
Establish a scaled physical presence in Cleveland and where students across a range of majors can participate in real-world experiences, engage in hands-on experiential learning, and gain exposure to certain careers or sectors. Additionally, it will serve as a hub to connect with alumni in the city and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

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

Current Status

The Urban Bridges committee is on track with all initiatives. Completed environmental scan activities include three student focus groups in the Greater Cleveland area, two alumni focus groups (one in-person in Cleveland and one virtual), and a campus-wide faculty and staff survey. The survey was sent to 3,251 individuals and received a 19% response rate. Data analysis is ongoing, and a comprehensive report detailing feedback from all groups is in development.

Five students participated in the College of Education, Health and Society's Cleveland Winter Immersion program from January 2 through 23, 2026, and 30 students are scheduled for the Cleveland Career Trek in March. The **soft launch of the Cleveland Urban Bridge** will coincide with the Career Trek. This event will feature a hard-hat tour of the new Miami University office space for alumni, followed by a gathering at an alumni-owned business. The job description for the **Cleveland-based Director of Urban Bridges has been finalized, and the position is now posted**. UCM unveiled a wallscape in Cleveland on November 10, with a second installation planned. Point-in-time data from EMSS shows Cleveland area applications up 2.4% from last year and admits up 7.6%.



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

INITIATIVE 10 | Reorganize Quads into Neighborhoods

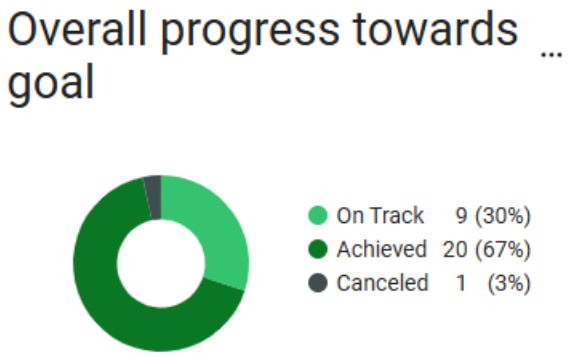
Reimagining Miami's residence hall quads into neighborhoods and creating incentives will allow help faculty and staff partners increase engagement and community within the halls.

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

Current Status

We have successfully reimagined Miami's residence hall quads into nine distinct neighborhoods: Recreation and Wellness, Compass, Sorority, Leadership, Impact, STEM+, Creativity, Honors Residential College, and Global. These changes are now on the website and will go into effect this fall.

This initiative has no cost/budget.



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

INITIATIVE 11 | Develop a Hallmark Experience Program

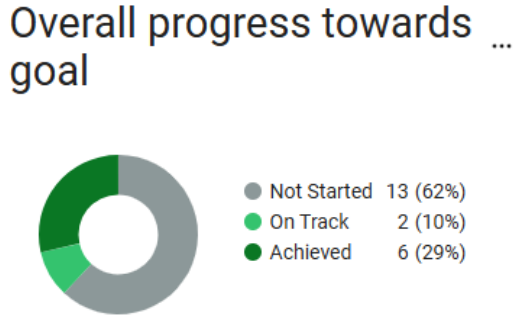
Upgrading engagement and communications technology platforms will help students find, engage in, and reflect on their co-curricular "hallmark experiences" and enhance their experiential learning.

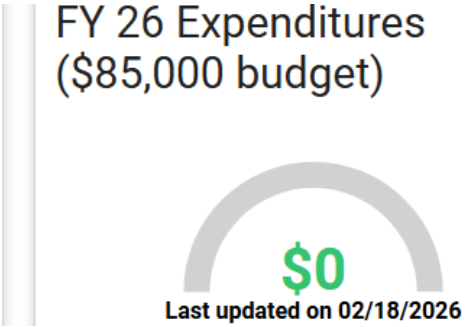
- Improves the quality and personalization of communication with students
- Increases student engagement by clarifying and elevating awareness of co-curricular and extracurricular opportunities
- Strengthens connections between students and alumni
- Produces graduates with stronger resumes, leadership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

Current Status

The Hallmark Experience initiative is progressing as planned. A contract with Ready Education was finalized, and implementation is underway for a summer launch. The platform will support student engagement matching, student organization management, co-curricular transcripts, and pathways to track co-curricular learning and outcomes. Full customization is expected to take approximately one year, after which the second phase—supporting student involvement goal-setting and reflection—will be reassessed.

The first implementation meeting with Ready Education was held in January, and a weekly roadmap is in place to support an April launch ahead of new student orientation. Work includes configuring desktop and mobile applications, customizing the platform for Miami, migrating more than 600 student organizations, and sunsetting the current system. The project remains on track for the April launch.





STRATEGIC PILLAR 4 | ELEVATE MIAMI'S REPUTATION AND VISIABILITY

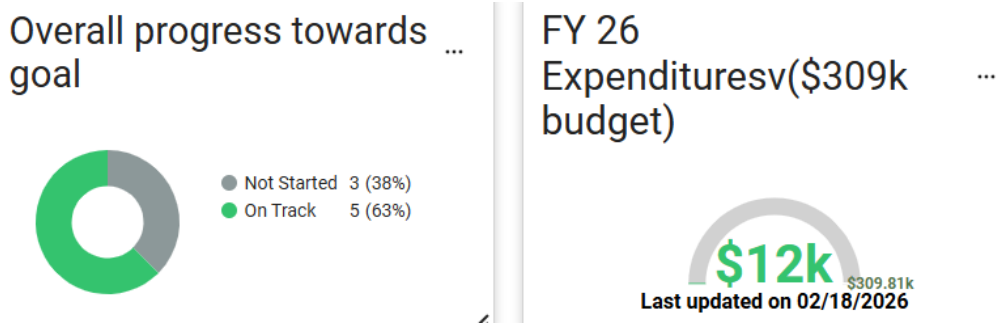
INITIATIVE 12 | Strengthen Alumni Engagement

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

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

Current Status

The most significant progress to date is toward the committee's goal of "expanding post-graduation career resources for young alumni." A major milestone has been the creation of a new Associate Director, Career Networks position, an initiative explicitly included in the original goal. The role was fully developed, approved, and posted, and the search process is nearing completion. Final interviews are scheduled between January 30 and February 6, with a projected start date in March. This position, housed within the Career Center, will build structured, career-connected networks linking young alumni 2-10 years out, while piloting targeted programming in key urban markets and establishing systems to track alumni engagement.



STRATEGIC PILLAR 4 | ELEVATE MIAMI'S REPUTATION AND VISIABILITY

INITIATIVE 13 | Streamline Curriculum

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

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

Current Status

The Miami Plan redesign continues to advance as a THRIVE strategic initiative focused on elevating experiential learning within the revised Miami Plan. Central to the redesign are **Applied Skills Courses (ASCs)**—three required, project-based courses **embedded across disciplines** and distributed over a student's academic career. These courses function as **scalable experiential learning experiences**, integrating applied inquiry, sustained projects, and structured reflection to strengthen career and civic readiness.

Implementation planning emphasizes leveraging existing instructional capacity and assessment processes while **aligning academic and co-curricular experiences through ePortfolios and the co-curricular transcript**. Together, these elements are intended to make experiential learning more visible, accessible, and measurable across the undergraduate experience, rather than confined to capstones or select programs.

The Provost anticipates providing a **comprehensive update**, including a more detailed budget outlook and implementation timeline, as the proposal advances. No budget/revenue is associated with this initiative.

