

THE JOURNEY

WINTER 2018



AN OPPORTUNITY
OF OLYMPIC PROPORTIONS.

HIGHLIGHTS:

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HOME ADVANTAGE
Aces on Ice

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FACULTY AS STUDENTS
San Francisco Trek a
Journey to the Future

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**ALUMNUS A NATURAL AT
BUSINESS INTELLIGENCE**
Stuart Frankel Scores an A+ with AI



Courtesy of Miami University

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BEYOND THE EXPECTED.

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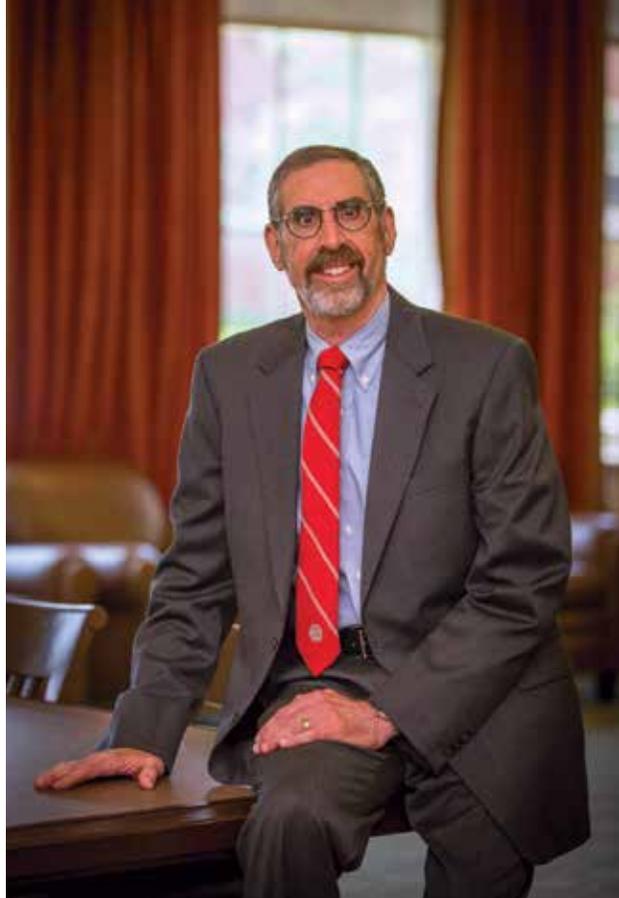


– welcome –

2018 is shaping up to be an exciting year, filled with opportunities for growth, connection and advancement for our students, faculty and alumni. I am delighted to be a part of it and invite you to partner with us. There are so many things going on, that it's difficult to decide where to start, but if I had to summarize it in one word, it would be "beyond."

Winter "break," hundreds of Farmer School students, faculty and staff took their learning beyond Oxford, taking advantage of FSB winter term offerings to study around the world, with 18 different program choices in locations from Wall Street to South Africa. With so many choices, there was something relevant to every student, no matter what their major. 20 students embarked on a semester-long educational journey to South Korea, including a once-in-a-lifetime experience as volunteers at the Winter Olympic Games in PyeongChang. You can follow their adventure starting on page 32.

As you know, the business environment is rapidly changing, as are the skills needed to be successful. Ensuring that our students graduate with experience and expertise that goes far beyond that of a typical college graduate requires that our curriculum and those who craft and deliver it, are constantly innovating and asking themselves, "what's next?" Answering that question took 15 faculty members on their own journey of discovery to San Francisco. The



trek, planned by Brett Smith, Glenn Platt and Kirk Bogard, connected our faculty with executives at cutting edge companies in blockchain, AI, machine learning, robotics, cryptocurrency and eSports. We plan to make similar "treks" on an on-going basis.

That's also why our curriculum is constantly evolving. Read about how our First Year Integrated Core curriculum is giving entering FSB business students an edge, while our new collaboration with the Scripps Gerontology Center, "Social Entrepreneurship and Aging" online certificate program will foster innovative solutions for an aging population.

This issue also includes examples of the incredible work our students and alumni are creating, like serial entrepreneur, Stuart Frankel '87 whose Narrative Science is helping to make mountains of data into usable business intelligence, and current Isaac and Oxley Center for Business Leadership Fellows who researched and then crafted a stakeholder accountability report for FSB. RedHawk hockey fans will enjoy "reconnecting" with five stellar FSB alumni now playing in the NHL.



Finally, on the topic of reconnecting, our “Duck” story is a great example of a unique connection that unites several hundred of our alumni. ***I hope it motivates you to consider how you might best like to connect with the faculty, students and alumni of the Farmer School.***

With kindest regards and For Love and Honor

Marc Rubin
Dean & Mitchell P. Rales Chair in Business Leadership





MBA PAVES THE WAY

Kate Ward had always considered furthering her education. She believed that it was important to invest in herself.

As Kate explained it, “In this day and age, when people move around jobs, with changes in technology and disruption in all industries, ***it is more important than ever to be the most qualified person.***”

Ward was working in the Kroger Capital Management department as a manager when she decided to go back to school for her MBA. In her years recruiting for Kroger, she was always very impressed with job candidates who had earned their MBAs at Miami.

She investigated Miami’s MBA program and found it was almost everything she expected. But there were some surprises.

“I was pleasantly surprised with the great real-world experience the professors had,” Kate noted. ***“There was a nice balance of academic versus industry-specific experience.*** You want someone that has been out in the trenches.

“I think Miami also does a really great job with selecting the students. You have a lot of people with varying degrees and a variety of experience, which makes it all much more interesting.”

Another eye-opener was how much the classes helped with strategic thinking. Kate always thought strategic thinking was an innate quality someone had, that it was not a trainable skill. She found that the classes helped provide a framework for thinking through complex topics.

Miami’s MBA Program is a 36 credit-hour program that students complete in two years. Students take courses twice a week in the evening at Miami’s conveniently-located Voice of America Learning Center, off I-75 in West Chester. The program provides a highly-engaged team-based learning environment that builds off of the creativity of a diverse group of students from various industry and work functions.

Soon after receiving her MBA, Kate accepted the position of Director of Investor Relations for Kroger. She says the MBA provided her with a heightened industry perspective that is important in her new job.

“Now I have a lot of work related to studying the industry that we are in and understanding the competitive landscape and I think that it was helpful from that standpoint,” she noted.

“If you have an inclination to go back for your MBA, I would advise you to go with it. You have to want to, because it is not easy. It helps with time management and prioritization, and that skill set remains when you finish,” added Kate. 📚

PREPARING STUDENTS AT THE “CORE” OF OUR CURRICULUM



In fall 2016, the Farmer School of Business (FSB) launched the First-Year Integrated Core (FYIC) curriculum. The FYIC prepares every graduate with core skills for the workplace of the future, including essential leadership and teamwork and engages students in a skills-based curriculum that culminates in a client-based experiential learning project.

Becky Morrison, director of the (FYIC), explains, ***“From day one, students learn key skills like critical thinking, ethical thinking, collaboration and creativity, and apply those skills as they travel in a cohort around all four classes in the FYIC. Then, they build on these skills directly as they take classes in the business core, and eventually in their major courses. Because students work on these crucial skills that employers look for from graduates at the start of their college career and build on them every year that they’re at FSB, they will be positioned for success in the workplace of the future.”***

Gina Dutro, who teaches Foundations of Business Communication in the FYIC, noted, “100% of the students improve their business skills and confidence through the FYIC program—that’s exciting work! The results of the final client challenge project are reflective of the students’ tremendous progress and learning throughout the semester.

Both Kroger and Fifth Third Bank client partners were very impressed with the level of professionalism demonstrated in final client challenge team presentations. In some cases, student solutions were implemented by these organizations.”

Did the FYIC deliver on its goals? Based on student feedback, the answer is a resounding “yes.”

Cole, Jeff, Jenna, Michael and several other FYIC “graduates” are now volunteering as undergraduate assistants, mentoring other FYIC students. Cole noted,

“From cover letter techniques and interview skills to professional slide decks and email signatures, this class gave me what I previously thought was unreachable.”

—Michael '20

“It changed me as a business student and it really helped me develop. It's such a unique thing for a freshman to be doing. To be working with top companies in the area. I love talking about it with my family and my friends who want to know, how's college, what are you doing? I tell them I'm in this really cool project, let me tell you about it. I'm doing real world things right now, applying real world concepts. There's a path to the future from what you learn.”

—Jeff '20

“If you told me when I got out of high school that I would be talking in front of 600 people, I wouldn't have believed it. It was a really neat experience, and it's great right off the bat to get to talk to real business people. There are seniors at other business schools that don't get those experiences.”

—Cole '20

“I was really excited because I appreciated the fact that I'm going to have some structure, because it's overwhelming to pick your classes. I was taking business classes right out the gate, which was awesome. I have a lot of friends in other business schools, at Indiana, at Madison, and their freshman year was general science, social studies, English. That's great. But the fact that we were introduced to business classes so much sooner, was unique to Miami.”

—Jenna '20

“I think it's really cool to be able to share the information that I learned through a semester with other students.”

Jeff added, “This program has so much to give. There are so many different ways you can learn, and I've been the student and now I wanted to try and be the UA and just see it from a different perspective and learn new things about the business process.”

The faculty teaching in the FYIC are as excited as the students, which may be one of the reasons for its success.

“If I can leave them empowered in just a little way, then it's all worth any amount of hours. It doesn't matter how many hours. My whole position here revolves around helping the students make the distinction between what they're told to do and what they're capable of doing. And the minute they do what they're capable of doing, their whole lives change. Their eyes change. Their faces change. For a business school to invest in the notion that their students can achieve more, do more, be more and grow more through the transformational power of creativity is rare. We have a group of people who are investing in their students to become better than their competitors, to become out-thinkers of others. To have an opportunity to bring that to the students and to have a backing of an entire building of 4,000 students, is an amazing, rare opportunity. I wouldn't trade this for anything.”

—David Eyman, FYIC Faculty

The FYIC is a dynamic, evolving program in FSB. We are committed to preparing our students for life-long success in an ever-changing marketplace. We will continue to monitor the progress of our students and seek feedback from their upper-class professors, the companies for whom they intern, and to whom they present projects. We are delighted, but not surprised, to see that our students rise to any challenge and surpass even their own lofty expectations. 🎓

GENTELLIGENCE: A NEW LENS FOR LEADERSHIP

by Dr. Megan W. Gerhardt



GENTELLIGENCE

(jen•tell•e•jence)

The ability to appreciate and leverage the insights of other generations to solve problems and create opportunities.

In the winter of 2009, there was a knock on my office door from Ray Gorman, who was the current Associate Dean of the Farmer School of Business. He told me that the business school had been contacted by a company that was interested in having an expert come speak about managing generational differences in the workplace. He came to me, he explained, because he assumed I might know something about that.

And I suppose I did—but at that point, only anecdotally, and certainly not enough to speak as an expert. In 2009, most faculty knew something about this topic, as Millennials (defined as those born 1980 - 2000) had been showing up in our classrooms for about a decade, with new kinds of requests and expectations. As a researcher of individual differences in workplace performance, I found the topic was in my wheelhouse.

I immersed myself in the academic literature on generational differences in the workplace and did give that talk to the company that had inquired. It was a wonderful experience, inspiring my subsequent academic research on generational differences and dozens of additional talks and consulting relationships across the country on how to better understand and lead Millennials in the workplace.

Generational identity is a type of social identity—those who are born around the same time as we are tend to share formative events and are impacted in similar ways by social, economic, and political forces—everything from parenting styles and natural disasters to technology and social movements. These formative influences impact our attitudes and values, which are then evident in our subsequent workplace attitudes and behaviors.

This cycle can be seen in every generation, and certainly the concept of generational differences is not new. However, it became particularly notable in the early 2000s when four separate generations were occupying the workplace—more than had ever been expected to work together before. The oldest members of organizations—the Traditional Generation (born 1922 - 1945)—were working and living longer than their predecessors, and along with Baby Boomers (born 1946 -1964) and Gen X (born 1965 - 1979), Millennials began to join the workforce in droves. These four generations, raised with very different parenting styles, social and political forces, and economic realities, set the stage for what “60 Minutes” in 2007 called a “psychological battlefield.”

But does it need to be? From the beginning, Millennials have been given a bad rap. Newspaper and magazine headlines were outspoken in their criticism of this generation, labeling them the “Me Generation” (Time magazine) and sticking them with unflattering adjectives such as “entitled” and “lazy”.

Yet the Millennials are the most educated and developed generation in human history.

They were raised predominantly by Baby Boomer parents who were devoted to careers and were able to provide more for their children in terms of opportunities than many of their Traditional generation parents, many of whom lived through the Great Depression and subsequently may have had limited funds.

The potential of Millennials was viewed early on as a resource to develop, leading to more and more opportunities for athletics, languages, and the arts. While earlier generations were raised with the parental philosophy that children should be seen and not heard, the Millennials were raised with the opposite idea—that children were the center of the family, and their self-esteem and growth needed to be supported and developed.

When Millennials reached our classrooms and later our workplaces, professors and managers soon realized the



impact of this shift. Young people who grew up as central, vocal members of their families were not likely to suddenly assume passive roles once they left home to start their lives and their careers. While many of us had few notable experiences under our belts by the time we reached college, many of the Millennials were coming to campus with years of intensive training in the arts and athletics, global savvy, and, of course, a technological expertise completely foreign to older generations.

All of these forces combined to create an immediate, and negative, pushback to the differences the Millennials brought with them when they left home and arrived in classrooms and boardrooms. *Who do they think they are?* They are the most educated and developed generation in human history. *They are so entitled.* Or are they actually just proactive, raised to go after what they want?

My perspective on generational differences is unique. I find Millennials to be a source of incredible opportunity, full of new perspectives and important ideas. They are different from prior generations in some ways. To pretend otherwise is actually wasting the potential they have to help transform our organizations.

In spring 2017, I gave a TEDx talk on Miami’s Oxford campus titled “Why I Love Millennials (and You Should Too).” In this talk, I shared numerous stories as to how I have witnessed the wonderful power of harnessing Millennial talent. From my early days directing the Buck Rodgers Business Leadership Program (where the Millennial members helped me build a website overnight), to our current work in The Isaac & Oxley Center for Business Leadership (where our Student Fellows lead more than a dozen important initiatives for the Farmer School), I find it both energizing and motivating to work with Millennials.



They see things differently than I do, and when I'm stuck on a difficult problem or working on updating a class to make sure it stays relevant and interesting, I never hesitate to ask one of my Millennial students for their input.

Now, it is important to note that while Millennials have all kinds of wonderful positive qualities, there are also things they don't yet know and haven't yet experienced—just like all the students that we have had at Miami since we began. There are so many opportunities to mentor them, whether it is in the area of leadership development, as we do in the CBL, or any other area of skill and knowledge they are pursuing here. But to dismiss them because their childhood experiences were different from many of ours is to dismiss a phenomenal source of problem-solving and innovation that we cannot afford to waste.

I view generational differences as an essential form of diversity, and it is this lens that I bring to all of my workplace training and consulting in this area.

Diversity research is rich with well-established models that outline our tendency to initially view those who are different from us as wrong. This kind of dynamic occurs with just about every kind of diversity.

We all have different lenses through which we see the world based on our life experiences. But just as we argue which of those lenses is more valid, we're doing the same thing with generational differences. With time and training, we sometimes can shift our thinking to believe that we are all "just the same inside," which seems to be an improvement from the more polarizing, more initial view that people need to be more like us. Yet this view is also not terribly

beneficial, as it minimizes what are actually very important and valuable differences in experience and perspective. With more work, we often can begin to understand where these differences in experience and perspective may come from, and accept them as valid. Yet the true potential lies in an even more evolved stage—one where we don't just understand accepted differences, but leverage and value them. This idea is what I call gentelligence.

Many of our most successful organizations leverage diversity as a key part of their business strategy.

Research in the field of management has repeatedly shown those organizations that effectively manage diversity are more successful on a number of key business metrics, including talent acquisition, employee retention, innovation, and problem-solving.

When I speak at companies across the country, we discuss how generational diversity can help them solve the challenges facing their industries, from health care to technology to education. As Albert Einstein said, problems cannot be solved by the same thinking used to create them. Millennials can and should see problems in a different way, and their ability to do so is a source of new answers and opportunities.

As you can see, I am passionate about the power of our Millennial generation. My research, training, and practice on gentelligence has become the heart of much of what I do. And if we are tempted to think perhaps generational differences are no longer as relevant as they were a few years ago, I am excited to share that next fall, Miami will welcome the very first members of Generation Z to campus. What potential and opportunity will they bring with them to our classrooms and beyond? I can't wait to find out.

Dr. Megan W. Gerhardt is a Professor of Management & Leadership at the Farmer School. She is also a Co-Director of The Isaac & Oxley Center for Business Leadership. 📖

Photos courtesy of Miami University

**“What is the
difference
between
a duck? ”**

shared experience forms alumni group's version
of a secret handshake





The Farmer School has more than 50,000 alumni spread across the United States and around the world. They connect electronically via LinkedIn, Facebook and other social media forms, visit the school and interact with our students and faculty, as well as participate in events in Oxford and their towns. There are also “specialty” groups, cemented by industry or major. These “affinity” groups are becoming popular, especially with more recent graduates who are seeking to build both their professional networks and a sense of community in their new “homes.” ***There’s even a network of alumni whose sole common denominator is that they have all taken a class with the same professor. They’re called Ducks, and they’re all alumni of professor Jim Friedman.***

Friedman explained, “When I was teaching sales in the marketing department I was told I needed to give a final exam and it needed to be worth 10% of the final grade. My class was tough. By the end of the semester, I had given them several very major assignments and didn’t feel like a tough exam was the best format to test their sales skills.

So I made up an exam where most of the questions were about what students had learned about sales and what they had learned about themselves as sales people. There were also a few fake questions. ***My favorite was “What is the difference between a duck?” The answer is, as can be verified online, “one of its legs is both the same.”*** I told the students that I wanted them to answer verbatim. They said they didn’t understand it. I told them that’s fine, I just wanted them to memorize something for my class that they didn’t understand and spew it back on an exam as they had in some other classes. When I started teaching Creativity in the Center for Entrepreneurship, I took the duck question with me.

“They were, as intended, amused. I also said that someday in the future, they would overhear someone in a far-away country say, “what’s the difference between a duck,” and their answer would be, “oh, you had Friedman’s class.”

“In the summer of 2011, a former student called me. He told me he quit his job, was driving across Indiana and heading to Chicago. He wanted to know if there were any “Ducks” he could contact. He wanted to network with former students from my class ... students who knew what was taught in my class and know the difference between a duck.

“I connected him with several former students in Chicago, and the Chicago Ducks were born. The Chicago Duck list is now 87 students strong. ***There are 64 Cincinnati Ducks, 34 Cleveland Ducks, 42 Columbus Ducks, 13 in New York City, 10 in Denver, 19 in San Francisco, 12 in Los Angeles.*** The two in St. Louis want to start a Duck Chapter, and another alum wants to consider herself an Orlando Duck even though she is the only one down there.”

So how active are the Ducks, and what benefits do “members” derive?

“The Duck Network can be an indispensable resource for Friedman’s students who choose to take advantage. I’ve attended two Duck Dinners in Cincinnati (where I’m from) and Columbus (where I interned). The Columbus event was particularly helpful, as I was living alone that summer but made a few new friends to hang out with post-dinner. The next year, I received an internship offer through a Cincinnati Duck—an opportunity I’m sure would not have arisen without our Friedman connection.

I’ve also leveraged the Duck network while job searching in NYC, where it can be notoriously difficult to get your foot in the door. Friedman’s emails to his Ducks led to five more introductions and a job interview. My conversations with the Ducks helped me understand how to approach my job search and the intricacies of the NYC advertising industry and boosted my confidence in networking with other alumni.



Overall, I think that Friedman’s classes prepare students for “the real world” in unique ways, some of which I’m still realizing almost two years after graduating.

The Duck Network is just another demonstration of how invaluable Friedman’s classes can be even after the semester ends.”

—Caroline May MU ’16 Psychology major, Entrepreneurship and Business Management minors, Junior Analyst at Big Spaceship

“I attended Duck Dinners as a student at Miami and now as an alumnus. As a student, it was great to network with former entrepreneurship students and hear about their path

through Miami and their journey through life. ***As an alumnus, it's great to now catch up with former students, hear about what other alumni are up to, and to continue to grow connections with entrepreneurs and creatives as we all venture out into the world.***

It's also a great feeling knowing that there is a community of like-minded creatives in cities across the US that I can call upon if I need advice or if I need anything at all.”
—Brian Munn MU '16 Finance major, Entrepreneurship minor, Email Marketing Specialist at ParkWhiz



At almost 300 strong, the Ducks remain connected to Miami, the Farmer School and the professor who challenged and mentored them. As their numbers grow and they advance in their careers, they will support the next wave of ducklings as they spread their wings and take flight. 



“It’s remarkable that this network of alumni is as strong as it is in several locations nationally, and it’s been beneficial to me as a young alumni to be able to meet some like-minded people with something in common. At the events I’ve attended, I’ve been able to meet some new people and learn about what it is they’re doing and also catch up with Dr. Friedman and some former classmates.”

—Ben Arwine MU '16 Entrepreneurship major, Market Research Analyst at C+R Research



FSB CARES

Between classes, part time jobs, school activities and a social life, it is hard to believe that students have any time for philanthropic work. Add to that the perception that Millennials are the “me first” generation, and you would expect philanthropy to be low on their list of priorities. But for many students at FSB, giving back is an important part of their lives. Our students used their creativity and skills to support a broad range of worthy causes, from children’s literacy to reducing food insecurity to disaster relief.

During Family Weekend, the Business Student Advisory Council (BSAC) hosted a 3K run to raise money for FSB Feeds Oxford. The project was championed by Dean Rubin, a strong supporter of the local community. Proceeds were donated to Oxford Community Choice Pantry and were used to purchase meals from Shared Harvest Food Pantry.

BSAC also created a food drive in the Farmer School, collecting more than 180 pounds of canned and boxed food items and almost \$1,500 in monetary donations. The donations helped provide food for hundreds of families in the Oxford area during the holiday season.

Students in FSB’s Miami Business Enterprises teamed up with the Oxford Doughnut Shoppe to raise more than \$1,000 for Kramer Elementary School’s Literacy Night. Kylie Shambaugh, president of Miami Business Enterprises,

explained, “Miami Business Enterprises works with local businesses to create marketing platforms and give members real-world experience. One of our longstanding clients is Oxford Doughnut Shoppe. We worked with the Shoppe to host a campus-wide doughnut-eating contest. We had a variety of campus organizations participate, including business organizations, student organizations, athletics, etc., and were able to raise a total of \$1,041. These proceeds were donated to Kramer Elementary School in order to assist with their Literacy Night. Essentially this is a night where all students are able to read with their teachers and peers, and are then able to take home a book based on their reading level.”

The Multicultural Business Association showed off their culinary chops baking made-from-scratch cookies and brownies and selling them to hungry students, faculty and staff in support of United for Puerto Rico.

In November, the Farmer School’s annual Red Mitten Campaign made it possible for less-fortunate Kramer Elementary students to not only have their needs for clothing met, but to also have toys to unwrap this holiday season.

We are proud of our students’ academic achievements and their post-graduation successes, but their sense of community, caring and giving back are equally as important and worthy of praise. *Bravo!* 🎉



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Millions of children grow up dreaming of a becoming a pro athlete, with cheering fans, photos in Sports Illustrated and multi-million dollar contracts. For the overwhelming majority, those dreams fade as they grow up. But some persevere—being talented and dedicated enough to progress up through the ranks of youth, travel, elite and high school leagues. A smaller percentage continue to become NCAA varsity athletes.

There are more than 150 varsity athletes in the Farmer School, and they are an amazing group of students. Not only do they excel in highly competitive NCAA sports, they also excel in the classroom. In fact, our 2017 graduating student athletes achieved an average G.P.A. of 3.27—higher than the overall FSB average, proving that they are as heavily invested in their education as they are in their chosen sport.

The overwhelming majority of these students will trade their gloves, skates, clubs and racquets for their caps and gowns. The skills that made them successful athletes—time management, dedication, drive and teamwork—will make them sought-after as employees.

A very few manage to beat the odds, and their sports careers don't end at graduation. How few? For hockey players, of the 4,102 NCAA hockey players in 2017, only 51 made it to the National Hockey League. (*2017 NCAA Estimated Probability of Competing in Professional Athletics*). There are 60 Division One college hockey teams in the nation. That means that on average, each year, less than one player per school will end up with a contract to play in the National Hockey league.

Ten Miami RedHawk alumni are now playing in the NHL. Half of them are Farmer School grads.

- Tommy Wingels '11, Accountancy, plays for the Chicago Blackhawks.
- Curtis McKenzie '13, Human Capital Management and Leadership, plays for the Dallas Stars.

- Blake Coleman '15, Interdisciplinary Business Management, plays for the New Jersey Devils.
- Sean Kuraly '16, Human Capital Management and Leadership, plays for the Boston Bruins.
- Alec Martinez, '18, Accountancy, plays for the Los Angeles Kings.

Why did these men, gifted both in the classroom and on the ice, want to be Miami RedHawks? Why did they choose the Farmer School? ***And, once they had the opportunity to live their dream, why did completing their education remain a top priority?***

Their answers were surprisingly similar. These athletes might have had dreams of an NHL career, but they placed a high value on their education and were well-grounded enough to think about life after hockey.

TOMMY WINGELS

Tommy grew up in Wilmette, Illinois, and entered the Farmer School in 2007. He played forward for the RedHawks until signing with the San Jose Sharks in 2010, after his junior year. He returned to Oxford in the summer of 2011 to complete his accountancy degree.



“Miami University had so many of the characteristics that I envisioned in a university, that after my first campus visit, I knew it was the school for me. Not only was the short drive from Chicago very appealing, but the picturesque red brick buildings on campus were something that my entire family fell in love with. ***I was very impressed with the Farmer School of Business on my visit, in part because of its impressive teachers and plans to construct what is now the new business school. I knew it was a program that I wanted to be a part of.*** Add all of this to the Miami hockey program, which was at the beginning stages of national success, an impressive, extremely personable coaching staff, and the recent opening of the new Goggin Ice Center on campus, and attending Miami became a no brainer for me when given the opportunity.



this direction. I thought understanding the financial side of a business, being able to read and comprehend the income statement and balance sheet (and much more, obviously), would best prepare me for a job in business one day. I had hoped to earn a minor in Chinese, but because I left school after my junior year to join the NHL, this minor eventually changed into a thematic sequence. Studying and learning Mandarin Chinese was extremely interesting, and I thought it would help in differentiating me and potentially open up some international opportunities.

“Attending Miami and being a business student provides you with the opportunity to have a very bright future. There are many different paths you can study and eventually focus in on, but I think the core business courses provide for a very good foundation. The faculty at Farmer were very impressive, showing passion for what they were teaching, as well as getting to know the students and really taking interest in their quest for learning. I can definitely say that ***many of the teachers went above and beyond in doing everything they could to help the students learn best.***”

“Even though I left Miami after my junior year, there was never a doubt that I was going to go back as soon as I could to finish my degree. I had invested three years, worked extremely hard for my degree, and ***while hockey was a big part of my college experience, getting my degree was the most important thing.***”



“Academics are very important to my family and me, and I thought studying business, accountancy in particular, was the best opportunity for me. My dad was a tax partner at Ernst & Young, and over the years, he kind of steered me in

CURTIS MCKENZIE

A native of Golden, British Columbia, Curtis was drawn to Oxford by the one-two punch of the reputation of the Farmer School and the “Brotherhood” of the RedHawks. Drafted by the Dallas Stars, he completed his degree online, graduating in 2013.



“Most western Canadians forego the NCAA to play major junior hockey. Growing up, education was always important to my family, so that is what made me want to come play college hockey in the U.S. When I found out about Miami’s reputation for academics and having the chance to play for one of the elite hockey schools, it was a no brainer.

“I loved how prestigious the Farmer School of Business was. ***I thought that graduating with a degree from Farmer would best prepare me for a future career.*** I felt that the management major would keep the door open to many professions whether I decided to enter the business world or stay within the game of hockey on the management side.

“I can’t say enough good things about Miami’s faculty as a whole. The amount of extra time and help I was given from professors whenever I reached out was unbelievable. The professors were very supportive of student athletes and helping us achieve our dreams. I was the recipient of many kind gestures that allowed me to graduate, whether it be an extension for a project while we were on a grueling road trip or allowing me to continue my final semester online after our season ended my senior year, so I could start my professional hockey career.

“Playing professional hockey was always a dream of mine, but I didn’t know if it would be a reality. I wanted to graduate so I would have a diploma for the next stage of my life. Luckily, hockey has been great to me, and I still get to play the game professionally, but I know my career will come to an end one day, and I am grateful that I have an education to fall back on.

“Miami was four of the best years of my life.”





BLAKE COLEMAN

A trip to Oxford for a youth hockey tournament fueled Blake's desire to join the RedHawks, and he entered the Farmer School in 2011, graduating in 2015 and joining the New Jersey Devils.

"I selected Miami when I came on a visit to the campus as a young teenager for a hockey tournament.

I fell in love with the beauty of the campus and the fall colors that came with it.

I remember my first experience watching a hockey game at the Goggin and how electric the atmosphere was and admired the program and the culture they had in place there. I toured the academic facilities as well and thought that they were first class (especially Farmer), and I could certainly see myself there in the future. Of course, all of this was more of a dream rather than reality until Miami's hockey coaches extended a scholarship offer for me to attend, which I jumped all over.

"Being a business student at Miami is a privilege & an honor.

Something that is difficult but rewarding, and if you dedicate the time and energy, you will be gifted a great education that can set you up for success long after you have left the campus.

"I wanted to be a Farmer student because I have always strived to be the best, and in

my personal opinion, Farmer offered the brightest future.

It was competitive to get into the school, and it took work for me to achieve that, which is something that fuels me. I also was very passionate about creativity and the thought of one day creating my own business ventures, which is what led me to the choice of the Entrepreneurship program.

"What I appreciate so much about the major I chose is the creativity and uniqueness of each class, and this was reflected in the professors that taught the classes. They were all interesting and unique in their own ways, and pushed you to see business from a different perspective. Two of the best at this particular approach were Jim Friedman and Wayne Speer. I will take their lessons with me in my future endeavors.

"Graduating was an active choice for me (versus leaving school early to pursue professional hockey). My family has always viewed education and completing your education as a valuable asset, and it shows your work ethic and justifies the time spent to get that degree. ***Graduation day is validation that you have what it takes to succeed not only in the classroom, but in every aspect of your life. That journey teaches discipline and sculpts your behaviors for the years that follow, and is something I will always be very proud of.***"



SEAN KURALY

Sean's father, Rick, played hockey at Miami from 1979–83 and is the program's all-time leading goal-scorer, so Sean was familiar with the school and the team. Although he was offered a contract after his junior year, Sean refused to join the NHL until he completed his degree in 2016.

"I selected Miami because of the rare combination of excellence in business education (FSB), men's ice hockey, and the traditional college experience. Once I learned more and more about Miami, it was the people there that differentiated it from other schools. It was a place that people showed a different level of care and connection.

"I wanted to be in FSB because of its reputation. I realized that the career path (professional hockey) I was about to embark on was one of many uncertainties and challenges.

I wanted to have the comfort of knowing I could do something I loved even when hockey was over, whenever that might be.

I have a strong interest in working with teams and figured business management would help make me a better and more useful teammate, while also learning about the ins and outs different aspects of business.

"I was lucky to have a lot of great professors at FSB. My management professors were some of my favorites. From my introduction to management by Ms. Oakenfull to some of my final classes with Dr. Gerhardt, Mr. Manzo, Dr. Wesolowski and Dr. Brymer.

"I was fortunate to have a great relationship and a lot of help from Dr. Stearns in advising. He helped me manage my difficult schedule in FSB as a student-athlete. I'm not sure it would have all been possible without his effort and time.

"I would tell a potential FSB Miami student that you must be willing to put in lot of time and effort. You have every resource necessary to do everything you are asked. The faculty and professors are there for you and are willing to lend you their time as long as you put the work in. There were a few classes I would not have passed without the generous office hours (and beyond), especially ACC 221 with Professor Killy.

"Graduating was important to me for a couple reasons because of how much work I had put in and how close I was to finishing. I could not put that aside until it was done. I wanted to have the luxury of career options, and this was a crucial step to achieving that. ***A few years later, I look back and could not be happier with that decision. I left Miami with a feeling of completion that had me eager and ready for my next challenge ... which is now the NHL.***"



ALEC MARTINEZ

Alec's story is one of promises made and promises kept. His Farmer School journey began in 2005 and might have ended with his signing an NHL contract with the Los Angeles Kings after his junior year. He made a promise to his parents, Lynne and Frank, that he would complete his education, and this January—13 years later—Alec earned his bachelor's degree in accountancy.



“Growing up in Michigan, I had always watched Michigan and Michigan State, but Miami, at the end of the day, was the best spot for me. It was a perfect distance. Just far enough away from home. I wouldn't change it for the world. I can say that I got a good education, now that it's finished. I developed some of the best friendships that I have in my life there. We still keep in contact, on a very regular basis.

“Every kid dreams of becoming the next Wayne Gretzky. At the end of my junior season, I was offered a contract by L.A. It was a really difficult decision to make, whether I was going to leave early or stay for my senior year. My parents were really supportive, and they said, ‘We're going to have your back, in whichever decision you make, the only caveat being that ***you have to promise that one way or another you're going to get your degree.***’ So, ***I said, “Yes,” probably naively at the time.*** I was only 20 years old, and I just thought it wouldn't be that hard, that I'd be able to get it done.

Lynne, remarked, “When he left school, he wasn't 21 yet, and he needed his parent's signature to leave school and sign

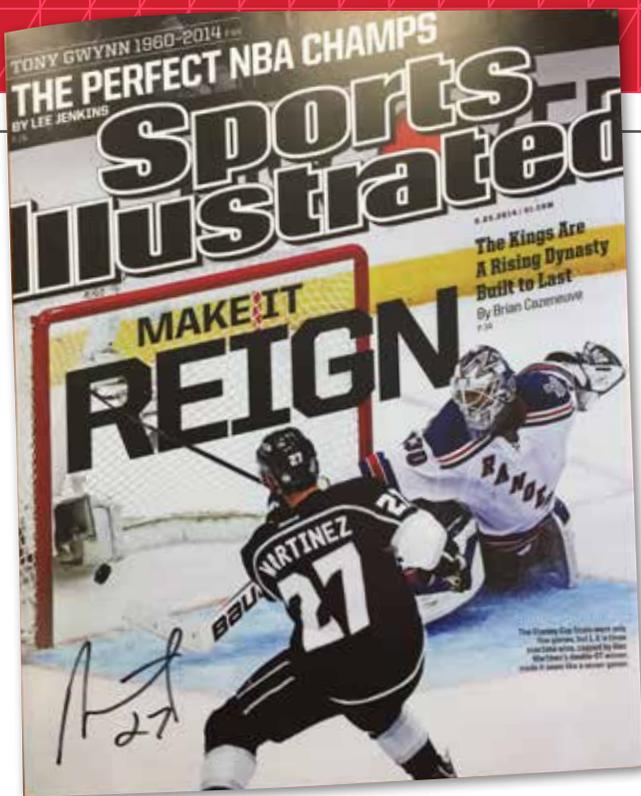
an NHL contract with an agent. ***He said, ‘don't worry, I'll finish it. I promise you, I promise that I'll do it.’***”

Frank, added, “In the first few years after he left, he completed a semester. So he had five or six classes left for the past, I don't know, four or five years. He went back for alumni weekends, and met with folks in the school of business. It would seem like after every season that he played hockey, he had to have some kind of surgery, so we would tell him, hmmm ... time to take some classes?”

Alec continued, “Life got in the way. I went back a few summers, and I did that, but things just happened and it wasn't necessarily put on the back burner, but I just had other things going in my life and in my career, that perhaps it wasn't a priority.”



Those “other things” included adopting his dog, Hank, and his team, the Los Angeles Kings, winning the Stanley Cup twice, in 2012 and 2014. ***The 2014 series is especially memorable for RedHawk fans, with Alec scoring the winning goal in the***



semi-finals to get the Kings to the final, and then scoring again in double overtime of the fifth game of the finals to win the Cup.

“I had gotten to the point where enough time had passed, that they kind of stopped bugging me about it. That was partially why I didn’t tell them, for the past two and a half years, that I was really trying to get it, because I just knew that they were going to continue to ask me about it, and I didn’t really want to field all the questions about all the classes I was taking. My sister is six years younger than I am, and she has her Master’s. It was an ongoing joke in the family, about how I hadn’t gotten my degree yet, and my younger sister had two.

“There were even a few Christmas presents that were geared toward that joke. For example, my parents got me a t-shirt that said, “School is important, but hockey is important-er.” It was all in good fun, but there was certainly a hidden message in there, from my parents.”

Frank added, “We just thought he wasn’t working on it for the past two or three years. That’s kind of why we were riding

him about not forgetting his promise. In the meantime, he’s doing it all behind the scenes. His sister Maria got married last June, and we were all out there for a week, and he said that he got stuck at the rink. Well, it turns out he was sitting in a Starbuck’s taking a final exam a couple of days before her wedding. We had absolutely no clue.”

In December, Alec took his final, final exam with Dr. Drew Reffett. He aced it.

Alec is quick to credit others. “I can’t say enough about Dr. Reffett. He sat on the phone with me for a couple hours, five or six times. I certainly am appreciative of everything that he did for me. He helped me out a ton, and he helped me understand it, so I could do well on the exam. He taught me really well, but he didn’t let me off the hook. He made sure that I knew it, it wasn’t a cake walk by any means.

“I’m forever indebted to a lot of people at Miami. Between Nancy Stewart, Nick Petraglia, Jim Stearns and Dr. Reffett... *I know it sounds so cliché, but I really couldn’t have done it without them.* I appreciate all the things that they did, that they really didn’t have to, to help me graduate. I have to shout out to my girlfriend too, because she’s also helped me a ton with school. She’s a Miami grad with a finance degree. And then there’s Hank. He’s really helped me through a lot of tough times just because there’s a lot of ups and downs in the game of hockey. The cool thing is that when I come home, he doesn’t care how well I played. He’s always happy to see me.”



“I promised my parents that I would graduate, but little did I know that it would be 13 years after I started at Miami as a freshman, that I would get my four-year degree. When Dr. Reffett told me that I had passed the exam, I found a template for a diploma.

I changed some colors around and made it red and white and put my name in it, and Bachelor of Science in Accounting. Then I folded it up and I put it in a shoebox, and I wrapped the shoebox, gave it to my folks for Christmas. They had no idea. My dad got a little teary eyed, and my mom was crying for sure. It was a pretty cool moment.”

Mom, Lynne, remembers the moment well. “He blew us out of the water when he told us because we had absolutely no idea. There was a whole listing of people who knew, but the people that did not know were Frank, my daughter Maria, and I.”



*Miami hockey photos courtesy of Miami Athletics
NHL photos courtesy of their respective teams*

Way to go, Alec, Sean, Blake, Curtis and Tommy. Love and Honor.

As these five alumni prove, “Graduating Champions” is more than just a catchy line that Miami athletics created. It’s a challenge to our student athletes, and a promise that they keep. 🏒



Special thanks to RedHawk Asst. Ice Hockey Coach Nick Petraglia

FACULTY TREK TO SAN FRANCISCO

on a journey of discovery



On January 22, 15 Farmer School faculty members representing every department in the school boarded a flight for San Francisco to immerse themselves in technology and innovation, building their expertise about blockchain, AI, machine learning, robotics, cryptocurrency and esports.

The trip was designed to build on the expertise and six years of experience the Farmer School has offering semester-long and winter term programs for students in the Bay Area, immersing them in the culture, mind- and skill-sets integral to the area.

The trip was the brainchild of Farmer School Dean, Marc Rubin, who talked about the decision to “trek” to San Francisco. ***“The purpose of this experience was to provide an up-front view to our faculty of the leading edge businesses,***

technologies, and models of the 21st century economy. These leading edge businesses, technologies and models are integral to our multi-disciplinary first-year integrated core and will improve our ability to ensure that our students graduate ready to lead and succeed. There is no better place to do this than the most innovative and entrepreneurial ecosystem in the world.”

That explains why this trip was integral to the school’s mission. The next hurdle was connecting with the right executives at the right companies and gaining their buy-in and agreement to serve as mentors and teachers to the teachers. Brett Smith, Director of the Institute for Entrepreneurship and the Founding Director, Center for Social Entrepreneurship, tasked with engaging executives explains, “We had exceptional and generous access to companies. From managing directors and founders at VCs to senior level executives at some of world’s largest tech titans.



We have a strong alumni base that includes past and current executives at companies like Instagram, Softbank Robotics, Twitter, and Uber. These alumni provide the network that serves as an important foundation for building and scaling programs in the area.”

As one faculty member noted, “Often, the most valuable part of the visit was the unexpected—the deeper conversations and examples. The show-and-tell is always exciting... who doesn’t want to engage with a robot? But the most interesting part is talking about strategy, data, customer acquisition, funding, etc.”

The trek included sessions with:

TechCrunch

TechCrunch, founded on June 11, 2005, is a blog dedicated to obsessively profiling and reviewing new Internet products and companies. In addition to covering new companies, TechCrunch profiles existing companies that are making an impact (commercial and/or cultural) on the new web space.

Softbank Robotics

Tokyo-based Softbank and Paris-based Aldebaran have more than a decade of innovation, development, and groundbreaking robotics research and design. They have merged their respective expertise in these areas to bring “the world’s first truly humanoid, consumer-facing robots” to the Western Hemisphere. Faculty interacted with Pepper the robot and saw a demonstration of Pepper’s facial recognition technology and discussed potential commercialization opportunities.

Propel Venture Partners

Propel Venture Partners provides financial support to entrepreneurs who “appreciate the joy of a great user experience, embrace technology, and believe financial services should be faster, cheaper, more secure, and more transparent.” Ryan Gilbert took the faculty on a “deep dive” into cryptocurrency investing and introduced companies developing new products based on blockchain technology.



Brandless

Manufactures and sells food, beauty and personal care products, and household supplies under its own Brandless label. Launched in July 2017 with a selection of 115 items, many of them health and environmentally-conscious. Brandless intentionally limits its offerings to simplify shopping; there is often just one choice for each type of item, and every product is sold for \$3.00—or two for \$3 or three for \$3.00.

Precursor Ventures

Precursor Ventures is a classic seed stage venture capital firm. The FSB team met with Lindsey Maule, Head of Cryptocurrency Research, and discussed investing strategies and risk management.

Silicon Valley Bank

The company focuses on lending to technology companies, providing multiple services to venture capital and private equity firms that invest in technology and biotechnology. Miami alum Todd Schwarzinger '99, shared what’s on the horizon for healthcare technology and what skills our future graduates will need to succeed in the industry.

Gradient Ventures (Alphabet AI VC Fund)

Gradient Ventures, is part of Google-parent Alphabet. It’s an artificial intelligence-focused venture fund that invests in and connects startups with Google’s resources, innovation, and technical leadership in artificial intelligence.

Twitch

Twitch is a live streaming video platform owned by Twitch Interactive, a subsidiary of Amazon.com. It has 15 million active users daily. The site primarily focuses on video game live streaming, including broadcasts of eSports competitions. Miami's eSports team is the defending national college champion, and has developed a strong relationship with Twitch. Faculty now understand the impact eSports has on our younger generation.

Google

The ultimate search engine whose self-described goal is to "Organize the world's information and make it universally accessible and useful." Google advertising executives discussed how they help advertisers use machine learning to effectively and efficiently market to their customer bases.

The visits were eye-opening, fascinating and provided a wealth of information that the professors are excited to share with their cohorts and integrate into their courses. One of the faculty members has already revamped their course for this semester to make blockchain technology a central focus, and Brandless reached out to us about collaborating on case studies and in-class projects.

This trek was the first of what the school intends to be a longterm commitment to broadening the knowledge base of our faculty. Dean Marc Rubin remarked, "This is part of our unwavering commitment to ensure that Farmer School graduates have educational experiences that go beyond the typical undergraduate experience. We will likely be doing this twice a year at first, and then maybe scaling back to once a year once we have covered a significant percentage of faculty. It will, undoubtedly, be different every time, as the technological environment is constantly shifting and reinventing itself." 🍷

"It allowed us to gain exposure to different perspectives, technologies and disciplines. Meeting with Miami alumni and students and seeing their success was rewarding and gave a better understanding of the future of work for FSB students."

—Tim Eaton, Professor of Accountancy

"This trip provided a first-hand look into the newest technologies such as block-chain, crypto currency on location with companies like Google. It was invaluable meeting with the cutting edge experts in their fields. It allowed for networking with industry leaders to build connections for classroom projects and curricular ideas. The connections to those firms will help to expand our alumni network and place more students on West coast. Finally, it showcased how well Miami students are received and thrive in the Bay area and reinforces need for FSB to continue to offer and expand experiential learning."

—Glenn Platt, C. Michael Armstrong Professor of Network Technology & Management & Director of Interactive Media Studies

"Integrating these areas into the curriculum will keep us current and up to date. I envision possible research issues in the future as well as collaborations with new faculty connections. It will lead to more in-depth discussions about cryptocurrency, block-chain, AI and how these new technologies are affecting the industries, markets and society. The trip also reinforced the need to offer more experiential learning components."

—Gabe Lee, C. Michael Armstrong Business Chair & Professor of Information Systems & Analytics



BRAND RESEARCH DEEMS FSB “BEYOND READY”

In 2017, the Farmer School partnered with Simpson-Scarborough, a nationally-known marketing research firm specializing in higher education, to conduct a comprehensive research project. We wanted to make certain we understood what was important to students, alumni, recruiters and internal audiences and identify areas for improvement and those where we shine.

For the most part, the research confirmed our beliefs. An example of this is the perception of the Farmer School and Miami held by our target audiences. For potential students, counselors and employers, *to know us is to love us*, and that’s wonderful. However, outside the region, the Farmer School and Miami University names are not well-known. That presents both an opportunity and a challenge. *We need to spread the word about the Farmer School experience in a way that rings as authentic to these important audiences.*

A few additional insights from the research:

- The majority of external audiences felt that learning experiences and partnerships with business organizations are key to a quality business education.
- FSB is challenging, competitive, rigorous, demanding, and intense—exactly how students want it to be.
- Both the students and faculty agree that FSB is a high-caliber educational experience that asks for students’ commitment and attention. This is considered a strength because it produces quality preparation, successful outcomes and significant pride.
- Our alumni want to be more engaged with FSB.
- Diversity is important to all of our stakeholders.

Some factors that positively differentiate the Farmer School include:

- The supportive relationship between our faculty and their students.
- Opportunities our students have to learn from and in successful businesses.
- Our dedication to undergraduate teaching.
- Our First Year Integrated Core curriculum is seen as unique and positive.

The big question is how to translate those findings into action. We shared this information with branding agency 160over90, the university's agency of record, to determine the branding and strategic implications and opportunities the research uncovered.

160over90 reviewed the research results, supplemented the information with interviews with faculty, staff, students and alumni and conducted a competitive analysis. They used this combined information to define key differentiators, identify a unique selling proposition (USP) for the Farmer School and they are now in the process of developing a creative brief. A quick definition—a USP is an internal code that all parties will use to make and judge work.

THE FARMER SCHOOL USP: *Beyond Ready*

- To prospective students, the USP promises, “You’ll be prepared, qualified, and supported in your career from year one and on, gaining significant value and ongoing returns.”
- To businesses and organizations it says, “You’ll get a reliable source of talent that is qualified, innovative and agile, including graduates as well as staff and faculty partners.”
- To alumni and supporters it promises, “You’ll be engaging with, representing and supporting a school that is committed to being on the cutting edge of business education.”

We are now waiting to see how the concepts will be translated into creative executions tailored to our spectrum of audiences. 🍷

VISUAL ASSETS



The Slant

Inspired by the strong angular lines of the M monogram as well as the slant walk and angular nature of paths across campus, introducing directional, diagonal graphic elements subtly reinforces the upward trajectory we place students on from day one, arming them with the hard and soft-skills to be “beyond ready” throughout the course of their careers.

BEYOND IS WHERE WE BEGIN.

Typography

Our approach to type is more restricted, bold, and confident than the typical approach in an effort to convey a graduate-level approach to undergraduate education, but is simply using brand-approved typography in a yet unexplored way.

In creating a tool kit of branding elements, 160over90 will identify specific visuals and branding elements for our three main targeted stakeholder groups prospective students, alumni and supporters and employers.

We were delighted to hear that the overwhelming majority of our alumni surveyed want to be more engaged with the Farmer School. We welcome your feedback and insights regarding different ways in which we might best connect with you, either in Oxford or in your hometown. Please write to us at deanofbusiness@miamioh.edu.



AN OPPORTUNITY OF OLYMPIC PROPORTIONS

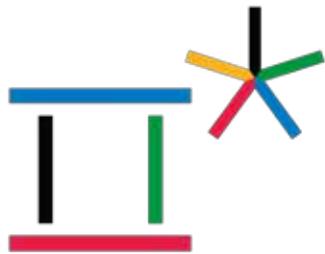
Miami University ranks in the top three schools nationally for study-abroad programs, and approximately 60% of all Farmer School students make study-abroad part of their college experience. FSB offers a broad range of programs so that students can select the time, geography and academic program that best fits their academic interests, frequently adding programs to meet the changing needs of our students.

With this rich history, one might think creating something truly new and different would be difficult, if not impossible. But this month, 20 FSB students embarked on what is certain to be a once-in-a-lifetime international experience.

They will be working as official volunteers at the 2018 Winter Olympic Games in PyeongChang, South Korea.

It all started many years ago when Dr. Jeonpyo Noh, a professor at Yonsei University-Wonju, participated in a program that brought him to Miami University to teach a sports marketing class. That marked the beginning of the idea for the Olympic program.

The Farmer School has almost a two-decades-long partnership with the Yonsei University, one of the oldest universities in Korea. The relationship between the schools includes traditional student and faculty exchange programs, but this year's program for Farmer School students, starting mid-January, includes this exceptional advantage. The opportunity to study in China and attend Korea's Yonsei University-Wonju campus for a semester is incredible, but the chance to interact with athletes and other volunteers



PyeongChang 2018



from around the world is something our students never dreamed was possible.

Hundreds of thousands vied for the 15,000 Olympic and Paralympic volunteer spots. Besides the opportunity to meet the world's best athletes, watch the events and live in a lodging facility together with other international volunteers, volunteers also receive the official volunteer uniform—which, for the 2018 Winter Games, includes North Face eight piece Olympic outfits and an Olympic volunteer watch. ***So how did 20 students from Oxford, Ohio, manage to make the cut? Two words: Dr. Noh.*** In addition to being a professor, he was a member of the Korea Olympic Organizing Committee. He worked on a plan for more than two years with other Olympic officials and Yonsei University to create this unique program element for Yonsei University students to participate, including our students in the mix.

“I wanted to go abroad and thought I might choose the Barcelona or Luxembourg programs. Then this Korea trip popped up and I thought that could be kind of a neat experience. I’ve always been a huge Olympic fan, and also the culture change, South Korea in general is such a booming economy, and very technologically savvy. Looking back, this would be something that I could say that I did that only 20 other students did, and I feel like all three parts of the trip are something different.



You get the whole experience of traveling, the Olympics, which is a huge part, and then studying with other Korean students, and learning about the Korean culture, as well.”

—Collin

Before the students arrive in Korea for the Olympic Games, they will start their study-abroad experience in Beijing and Shanghai, China, first meeting with local business experts and Miami alumni. They will also take extensive field trips, including visits to the Forbidden City, the Great Wall, and the Beijing Olympic site and visit global companies including P&G’s Beijing Innovation Center, to learn about the country and its business environment. They will then travel to Seoul, Korea for a week of similar experiences before they join the Olympic Games training and activities in PyeongChang. One thing is certain; when they return, they will be forever changed. ***They will have stories to tell, friendships and connections that span the globe and a greater appreciation for and understanding of the global community of which they are a part.***



JAN 15
Meet at O hare Airport. Flight to Beijing

JAN 20
Flight to Shanghai

JAN 25
Flight to Seoul

JAN 16-19
Beijing Cultural Sites/Beijing Olympic Stadium and visit P&G Beijing Innovation Center

JAN 20-24
Visit Shanghai Businesses (Bestway Corp. and Coke Shanghai Center) and Cultural Sites

JAN 25-31
Visit Seoul Businesses (Samsung and Hyundai Motor Experience Centers, Byucksan Engineering, Papa John's Korea) and cultural sites



XXIII OLYMPIC WINTER GAMES FACTS

- PyeongChang, South Korea, February 9–25, 2018
- This will be South Korea's second Olympics. They hosted the summer games in 1988.
- Opening and closing ceremonies will be housed in PyeongChang Olympic Stadium, a temporary structure that can accommodate 35,000 spectators.
- 222 medals can be given out the most ever contested at an Olympic winter games to date.
- 4 new events were added to this Olympics: big air snowboarding, freestyle skiing, speed skating mass start and mixed doubles curling.
- The mascot is a white tiger named Soohorang, "a familiar figure in Korean folk tales as a symbol of trust, strength and protection."
- A total of 84 teams have qualified at least 1 athlete. (83 nations and the delegation from Russia, which will compete under the IOC flag).

FROM THE PROFESSORS

"Miami University and Yonsei University have established an exemplary relationship for more than 15 years. Our volunteer team from both institutions for the 2018 Olympic Winter Games adds to our long-time established relationships.

"Olympic volunteerism is a special and unique experience in our life time. Our volunteer team consists of students and professors from three countries: U.S., Korea and Japan. This global volunteer team can get a real sense of global volunteerism and make friends from different countries."

—Jeonpyo Noh, Professor at Yonsei University

"Without a doubt, the FSB Korea Olympic Program has been one of the most memorable Asia workshop experiences for me since I began developing and teaching Asia workshops for the Farmer School back in 1998. Many people worked together to make this possible. We overcame many challenges and surprises over the last almost two years in the process of developing this global opportunity for our students. I am so grateful to everyone who helped make this program possible; FSB Dean's Office, FSB Global Initiatives, Yonsei University, Wonju and the PyeongChang Winter Olympic Organization Committee-Volunteer Team."

—Sooun Lee, Professor of Information Systems & Analytics and Director of FSB Higgin Kim Asia Business Program

FEB 1
Travel to
PyeongChang
Olympic Center

FEB 4-FEB 8
Olympics Volunteer On site
Training. Students Live in
international volunteer dorms
in SangJi University, Wonju

FEB 26
Move in to Yonsei
University Wonju
campus

JUN 21
Flight Back
to U.S.

FEB 2-3
General Education,
Yonsei University-Wonju

FEB 9-FEB 25
Olympics

MAR 2
Yonsei Spring
Semester
Classes Begin



FROM THE STUDENTS

“I was already thinking about studying abroad this year. I was very excited when I saw this program with the Olympics. I already knew I wanted to go somewhere in Asia. And with the Olympics being an option, that was even cooler. I hope that I learn some of the language, and I’m happy to see that there are some online language courses for us, through the Olympics. I also hope that I make friends in Korea.”

—Natalie, FSB Student

“Since I first came to the United States from my home in Vietnam, I’ve changed a lot and I think that the new environment actually pushed me to do that. This new me I like so much more. I think that if I travel abroad once more, I’ll grow even more. I think it is a great chance to volunteer in the Olympic Games and then to see companies in different countries, and then to go study in Korea, which is a really interesting place.”

—Jade, FSB Student 🇰🇷

ABOUT YONSEI UNIVERSITY, WONJU CAMPUS

The Yonsei University system consists of the four campuses in Korea. Although we have a partnership agreement with both the Wonju and Seoul campuses, the FSB Olympic program was built with the strong support of the Yonsei Wonju campus and their leadership of the Yonsei Olympic volunteer program. The Wonju campus is a diverse learning-community, with more than 8,000 students from all over Korea and a student body that reflects the face of our society. International students from East Asian countries, North America, and Europe make up a growing portion of the student body. The Wonju Campus is well-known for the strength of its undergraduate education, where its students learn to lead and serve not only through a strong academic curriculum but also by participation in a host of extracurricular activities, from athletics to community service, in its Residential College.

S.E.A. WHAT WE CAN DO WHEN WE WORK TOGETHER.....



The aging of our nation has, and will continue to have, profound impacts on both individuals and society in the years to come. In less than 25 years, approximately one-quarter of the U.S. population will be age 65 and older. Recognition of this phenomenon, fueled by popular media, personal life stories and the academic and business communities, has made discussions about aging part of the fabric of life, both nationally and globally.

The growing interest in services and products designed to help individuals and governments respond to the challenges and opportunities of an aging nation and world is substantial.

Two of Miami's Centers of Excellence have joined forces to create an interdisciplinary online graduate certificate program designed to help individuals improve the lives of a growing aging population. The Department of Sociology and Gerontology and the Scripps Gerontology Center, in partnership with the Farmer School of Business Institute for Entrepreneurship, have developed an online graduate certificate in Social Entrepreneurship and Aging (SEA). The certificate program prepares students to create innovative solutions to emerging opportunities due to population aging. The result will be an energized interdisciplinary and social entrepreneurial learning environment that expands the University's reach to new student markets.

The program was born when a review of existing online graduate certificates in gerontology identified programmatic emphases on health and wellness, social services and public policy with little attention being paid to market innovation, new venture startups and social entrepreneurship. This gap in curriculum suggested a market opportunity for an online graduate certificate program designed for three major groups: (1) professionals within the field of aging who are interested in changing or expanding their careers, (2) socially-minded entrepreneurs searching for opportunities to innovate within new markets designed to respond to needs of an aging society, and (3) private for-profit and not-for-profit companies that want to expand staff competence and business practices into this market.

The first group, professionals who work within the field of aging, are acutely aware of a shift in both needs and opportunities as baby boomers move into their later years. Additionally, public funding constraints are influencing changes within health and human service agencies. Many organizations are undergoing transformations to more entrepreneurial business modes with an understanding that government funding will likely comprise a smaller share of their budget. The second targeted group includes individuals with some entrepreneurship interests or experiences who need to expand those skills and develop expertise in the field of aging.

Many individuals have seen the widespread discussion surrounding aging and believe this is a good area for entrepreneurship. With expanded knowledge in aging and entrepreneurship, these individuals would be positioned to undertake program and/or product development. Finally, both private not-for-profit and for-profit organizations recognize the potential to develop new services and/or products to respond to the aging of our nation, and these entities should be very interested in expanding the expertise of their workforces.

Sabrina Jewell, Outreach & Marketing Coordinator for Oxford Seniors, was one of the first to enroll. "As an advocate for my clients, I am a certified counselor for Ohio Senior Health Insurance Information Program (OSHIIP). As the Co-chair of People United for Self Help-PUSH, I often work with low-income seniors living in the Talawanda School District who are in need of critical and emergency home repairs. Many times these clients also need other services—supportive help in the home, commodity food programs, transportation, etc. I also serve as the Treasurer of Oxford Area PFLAG, a non-profit serving family, friends and allies of the LGBTQ+ community. In this capacity, I am able to educate and advocate for under-represented populations. I am interested in the social entrepreneurship aspect of the business of aging, especially in these times of uncertain national health programs, and this program seems like a perfect fit."

Bob Applebaum, professor of Sociology & Gerontology, remarked, "This is a unique program. The programs out there, primarily in gerontology, focus on how

to provide services for older people. ***We're combining our gerontology strength with our strengths in entrepreneurship, and this is, at this point, the only program in the country that's doing that.***

The SEA program answers all these needs in a format geared to working professionals. The program leverages the university's combined expertise in entrepreneurship, aging studies, gerontological research and business practice to offer integrative courses that prepare graduates to create innovative solutions within a sustainable business framework, targeting emerging opportunities due to population aging.

Using the university's online learning environment, the program has the potential to reach a national audience of entrepreneurially motivated professionals who seek to launch new ventures and drive consumer-centered innovation within an aging society.

Faculty for the program are a combination of entrepreneurship and Scripps gerontology professors. Curriculum highlights include:

- An overview of gerontology and aging from a social entrepreneurial standpoint.
- Interdisciplinary fundamentals of entrepreneurship, along with incorporated gerontology concepts.
- Challenges and market opportunities created by individuals' aging and an aging society.
- Skills required to transform and launch a creative idea into a sustainable business plan.

Brett Smith, professor of Entrepreneurship and Founding Director of the Center for Social Entrepreneurship, noted, ***“Students who come into this program get the expertise of entrepreneurship and the expertise of gerontology. They get that in an online format where they're able to do it anytime, anywhere, and yet they will learn very actionable, hands-on skill sets.*** They will get deep knowledge in gerontology, and they will be equipped to apply that knowledge towards the market opportunities through understanding entrepreneurship.”

Applications for the inaugural cohort are now open, and classes will begin in March. 📅



STAKEHOLDER ACCOUNTABILITY REPORT *lends insight*

INTRODUCTION

The Farmer School of Business Stakeholder Accountability Report is the result of a large-scale survey of FSB's key internal and external stakeholders conducted by a student-led team in The William Isaac & Michael Oxley Center for Business Leadership. The purpose of this report is to express known and previously unknown issues to FSB's executive leadership and the broader stakeholder community and to provide insight into both the successes and potential areas for improvement for FSB in regards to long-term strategic initiatives.

The importance of corporate sustainability reporting is recognized by many of the world's top companies, as it provides a greater platform for stakeholder engagement and a higher degree of transparency and understanding. In preparing to compile this report, the student team researched and studied the sustainability reports of UPS and De Beers.

METHODOLOGY

To produce this report, more than 1,400 respondents across various stakeholder groups were surveyed. Stakeholder groups researched included current and former FSB students, parents of current students, faculty and staff, recruiters and members of the FSB Business Advisory Council.

In creating the survey, the student team worked to identify and prioritize issues relevant to stakeholders and the success in achieving the five strategic initiatives of the Farmer School of Business, resulting in a final list of 17 issues. *(To learn more about FSB's strategic initiatives, visit the "About the School" tab on our website, www.miamioh.edu/fsb.)* Opinions on the value of these issues were measured from both internal and external stakeholders, as well as from FSB executive leadership.

IMPACT CHART

From these responses, a materiality matrix was constructed to provide a simple, visual way to compare and contrast current stakeholder and FSB executive leadership opinions on the issues. The chart allows us to compare stakeholder interest in each issue (seen along the y-axis), with FSB leadership's rating of the extent to which each issue can influence FSB's achievement of its long-term strategic initiatives (seen along the x-axis).

As shown on the chart, the three most important issues to stakeholders are the quality of internships, employment opportunity, and FSB's reputation, which FSB leadership also rated as having the greatest influence on achieving FSB strategic initiatives. Additionally, we are able to see specific issues that have a great influence on FSB strategic initiatives, but that are ranked in a position of lower importance for stakeholders. For example, the two issues ranked most highly by FSB leadership are not ranked nearly as high by FSB's key stakeholders.

The materiality matrix provides clarity when it comes to understanding what the most important issues are to stakeholders and the school. Perhaps equally important, this matrix also highlights the key differences between

the perspectives of FSB leadership and those of its key stakeholders. ***Insights gleaned from the matrix allow us to elaborate on the most important issues, as well as conduct deeper dives into these points of difference.***

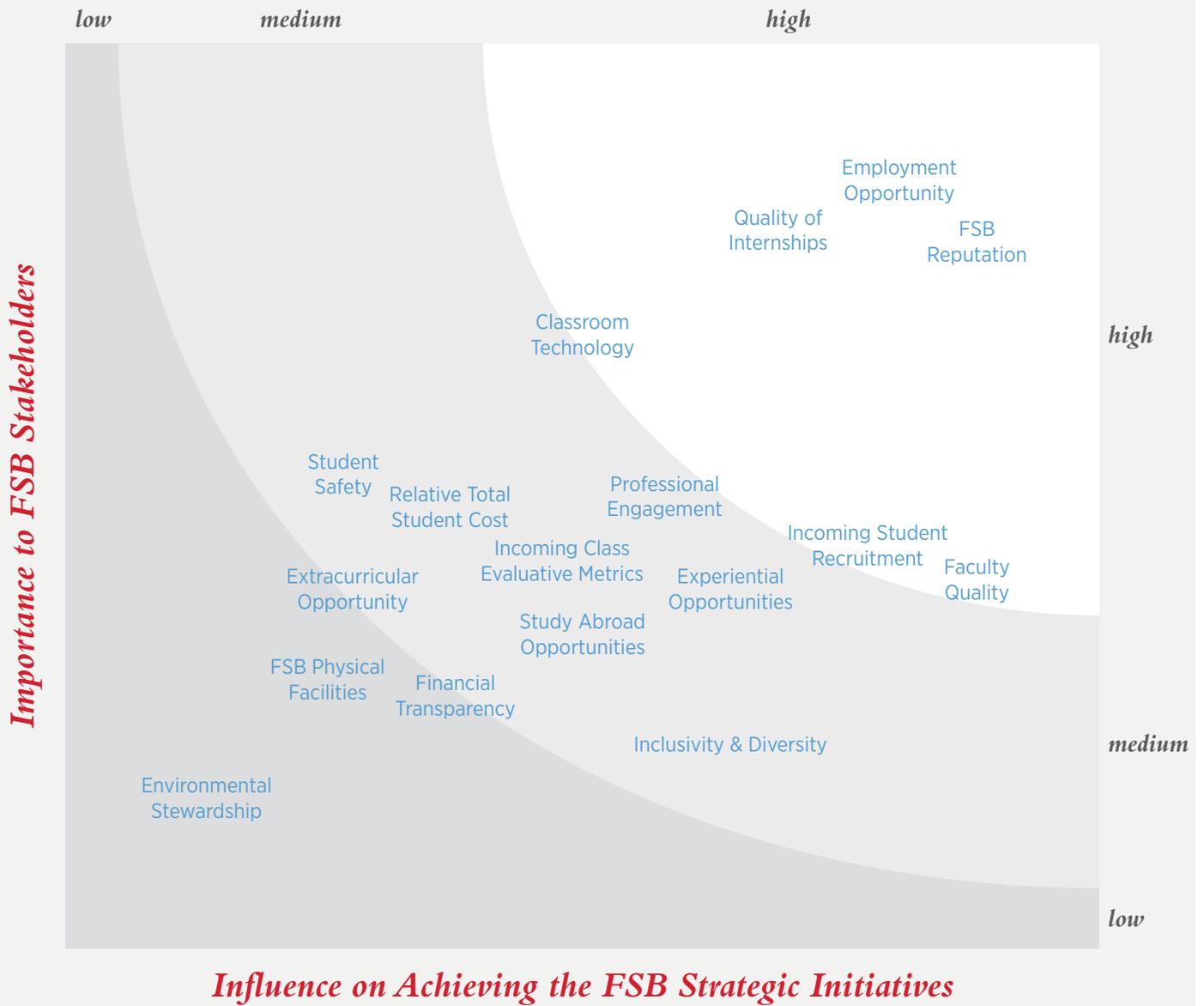
Further, they provide guidance on the nature and scope of information that stakeholders would like to see FSB provide because they both relate to FSB strategy and issues of stakeholder concern.

Student Fellows in the CBL have the opportunity to join student-led initiatives. Sarah Ward and Imani Steele were the co-leads of this stakeholder accountability report initiative.

Imani noted, "Because this initiative is directly involved with making Farmer the best that it can be, it's really fulfilling for me, as a way not only to work on growing my leadership skills while leading the initiative, but also as a way to give back to Farmer."

Sarah added, "It's definitely something that I talk about in my interviews. I even pulled out the materiality matrix that we had created, and I ended up getting job offers. I think the culture of FSB prepares you for working with higher-level people in an organization once you graduate." 🇺🇸

Farmer School of Business Materiality Matrix



We welcome your input. If you have any questions or comments, please contact the Center's Co-Directors, Dr. Brian Ballou (balloubj@miamioh.edu), Dr. Megan Gerhardt (gerharmm@miamioh.edu), or Dr. Dan Heitger (heitgedl@miamioh.edu).



ALUMNUS
A NATURAL
at business intelligence



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Photo by Gregory Rothstein

The amount of data that we now have access to is unprecedented, and while we live in a data-driven world where it is easy to monitor and measure nearly every aspect of running a business, making sense of the data remains a challenge. Information technology can only go so far without proper data science training and knowledge to interpret the data and communicate the most important results. In the face of this data deluge, ***artificial intelligence (AI) is helping enterprises turn complex data into actionable business intelligence.***

To date, Business Intelligence (BI) and Analytics companies have done a great job helping enterprises visualize their data for easier and quicker consumption. Companies like Sisense, Qlik, Tableau, and Microsoft are all driving visualizations of data across various departments of an enterprise. The good news is when data is easy to understand, workers embrace it. Unfortunately, there's only so much a bar graph, pie chart or table can show.

What if we didn't just use charts and graphs? What if we could communicate with information in the same way that we communicate with other people? Enter Advanced Natural Language Generation (NLG) technology, a subset of artificial intelligence, that transforms data and analysis into concise, intelligent and human-sounding language that anyone can understand. This transformation occurs in mere seconds, at a scale only possible with AI-powered software, freeing up workers from tedious, manual data analysis processes. Additionally, employees benefit by getting a deeper understanding of what is going on in the business to make better, informed decisions.

Why Advanced NLG? The answer lies in looking at how workers communicate with one another—through language. Advanced NLG interprets an enterprise's data and adds context and relevancy for the intended audience just as if the intelligent narrative was created by a human.

The BI & Analytics vendors have realized the power of language. Instead of forcing workers to interpret the

visualization, all they need to do is read the written summary. It's an additive element that tells a deeper story about the data. By transforming data into narratives, Advanced NLG enhances worker productivity, enabling employees to focus on higher value activities. This is an example of how AI is augmenting and expanding human potential.

BI and Analytics vendors are adopting Advanced NLG technology in full force to complement their data storytelling. By 2019, Gartner predicts that NLG will be a standard feature of 90% of modern business intelligence and analytics platforms.

We know data by itself is not very useful, but having data interpreted and communicated to any group within an enterprise quickly is what's exciting and, frankly, a requirement for business today. ***We need to allow machines to do what they do best, analyze very large data sets, and let workers do what they do best, focus on using business insights to make better decisions.*** Businesses thrive when workers have access to information that tells an accurate and comprehensive story.

While the BI and Analytics market has embraced Advanced NLG technology, the technology is growing rapidly across customer-facing applications and conversationally-based environments. For example, innovative BI and Analytics vendor, Sisense, simplifies business intelligence for complex data by creatively making data consumption easier and pervasive. Sisense Everywhere enables devices to push data beyond the screen, illuminating insights through Advanced NLG and IoT. With Sisense Everywhere, users can ask voice-operated assistants questions such as "What is my sales target for today?" By embedding Advanced NLG, the application now allows users to interact more naturally with data by asking questions and hearing answers in real time in real language.

Language is the predominant way that people communicate with each other. It's up to us to teach machines to communicate with us in a way that we are familiar with. Advanced NLG technology bridges the gap between humans and machines by turning data into easy-to-understand language.



ABOUT STUART FRANKEL...

After graduating from Miami in '87 with a major in accountancy, Stuart began his career at PricewaterhouseCoopers as a CPA, which he believes was an ideal place to start. But after a few years, he realized that he was better suited to something a little less traditional where he could better control his own destiny. He found his sweet spot with technology and entrepreneurship. Before forming Narrative Science, he was president of the Performics division of DoubleClick and a member of their senior management team until the company was sold to Google.

We caught up with Stuart when he returned to the Farmer School for a recent meeting of the Entrepreneurship Board of Advisors.

“When I left Miami, I had never heard of the term ‘serial entrepreneur.’ I’m not sure that phrase had been invented

yet. And there weren’t things like technology start-ups, certainly. And I was wired to go, as I think many people at the time were, to and work for a large company.

“I started out in accounting and went to work for PricewaterhouseCoopers, which, in retrospect, was a fantastic first move. Over time, I realized that I wanted to have a little bit more control over my career and over my life. I also wanted to do something that was more transformative, than incremental. I felt like I had jobs where I could be very successful, and that I could get continuing responsibility, and accolades and make more money. But I felt like there was something there that was missing.

“Ultimately as I found my way to technology and then to working for small companies and then to starting my own company, it became very clear what I wanted to do. When I look backwards, my career makes a lot of sense.

“I reconnected with Miami several years ago, by connecting with Brett Smith in the entrepreneurship program. One of the reasons I got involved, and one of the reasons that I continue to be involved is how different, yet how very similar things are to when I was here. We didn’t have entrepreneurship, and we didn’t have a separate program. But we certainly had lots of students and lots of professors who really focused on helping students get out into the real world, and ultimately do something beyond their Miami education.

I felt like I had really been the beneficiary of that environment and wanted to come back and see if I could help contribute to that environment.

“One of my biggest surprises was really connecting with students after having been gone for so long from the university. It’s interesting, I think that they’re very different frankly, in a very good way, than when I was here. I think that there is a sense of purpose, a sense of mission. There’s a seriousness yet there’s also still that desire to have fun and also the love for Miami that’s consistent. But in general, I think it’s a group people who are probably more excited to take on the world frankly than when I was here.



Photo by Gregory Rothstein

WORDS OF WISDOM FOR TODAY'S FSB STUDENT

Whatever you're doing, make people love you. When that happens, you get an enormous amount of opportunity.

You get assignments that you may not have gotten before. You get promotions above other people, because you've turned out to be somebody that people want to work with, people trust, and people just enjoy being around.

...AND ABOUT NARRATIVE SCIENCE

Stuart started Narrative Science in 2010 with two computer science professors from Northwestern University. After spending months reviewing various forms of intellectual property, one of the technologies they were working on was a piece of software that would take data from a baseball game and automatically turn that into a story that sounded like a reporter was at the game. Seven years later, the company has leveraged that little bit of software” quite a bit.

As Stuart explained, “Narrative Science is a technology company based in Chicago. We're probably best known for Quill, our advanced natural language generation platform. Quill takes data, figures out what's interesting and important in that data, and then it creates a natural language communication, automatically.

“A natural language communication could be anything, from a snippet of text that supports some type of visualization, to a ten page investment research report that looks and sounds like a Wall Street Equity analyst took a look at a stock, did research and wrote up a report.

“It can serve as the language that powers conversations through voice-enabled interfaces. Things like Siri, Google Now and Amazon Alexa. It's highly flexible. It's completely subject-matter agnostic. And it really works at a pretty significant scale.” 

*This article originally appeared on insideBIGDATA on November 21, 2017, <https://insidebigdata.com/2017/11/21/business-intelligence-requires-natural-language-generation/>

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