

Agenda

8:00 a.m. Thursday, December 13, 2018
Oxford Campus, 124 McGuffey Hall

Public Business Session - Announcements and Reports, Attachment A

- 5 min** Chair
 Approval of Prior Meeting Minutes, Final Attachment
 ASG, GSA and Senate Updates

Interdisciplinary Presentation, Attachment B

- 60 min** Integrated Presentation – Affordability, Accountability, Efficiency, and Accessibility
 Provost, SVP Kabbaz, and VP Brownell

Student Life Reports - Vice President for Student Life

Presentations and Reports:

- 10 min** VP Update – As Necessary, VP Brownell
15 min Update, The Greek Report, final version

Written Report Only:

- Student Affairs "Good News", VP Brownell, Attachment C
 Rinella Learning Center, Attachment D

Enrollment Management and Student Success - SVP for EMSS

Presentations and Reports:

- 10 min** VP Update - As Necessary, SVP Kabbaz
30 min Enrollment Update, AVP Susan Schaurer, Attachment E

Written Report Only:

- EMSS "Good News", SVP Kabbaz, Attachment F
 Financial Aid and Student Debt, Attachment G
 Retention Update, Attachment H

- 10 min** **Break**

Academic Affairs Reports - Provost

Presentations and Reports:

- 10 min** Provost Update – As Necessary, Provost Callahan
 Resolution, New Bachelor Degree, Attachment I
15 min Update, Boldly Creative
30 min Dean's Presentation, College of Education, Health and Society, Dean Dantley, Attachment J
20 min EHS Center/Program, Disability Studies, Attachment K
5 min **Break/Transition**
20 min Dean's Tour, Dean Dantley

Written Report Only:

- Academic Affairs "Good News", Attachment L
 Honors Program, Attachment M

Other Areas

- Forward agenda, Attachment N
 Prior Meeting Minutes, Attachment O

Executive Session – If Required



Annika Fowler
Secretary for Academic Affairs
Associated Student Government
fowlerak@miamioh.edu

TO: Board of Trustees Academic/Student Affairs Committee
FROM: Annika Fowler
DATE SUBMITTED: December 3, 2018

To the esteemed Board of Trustees,

This semester has proved busy for Associated Student Government as we worked to enact positive change and represent the undergraduate students on our campus. As the semester comes to a close, I share some of our initiatives and events below for your awareness:

In October, ASG hosted our annual Mental Health Forum in conjunction with Active Minds and Student Counseling Services. This year, we brought mental health advocate Kevin Hines to campus along with Alexa Towersey to share a message of awareness and support for those struggling with mental health challenges. Student Counseling Services debunked some of the myths on campus surrounding their services, sharing the resources they can provide students in need. Hines, part of the three percent of people that attempted suicide off the Golden Gate Bridge and survived, shared his personal story and message of hope to a nearly packed Wilks Theater. At the end of the forum, he engaged the audience with the entire theater standing and shouting "Be here tomorrow!" along with him, ending the night with a message of healing and hope.

Each semester, our Secretary of Finance and Secretary of the Treasury work to allocate funds to our 600+ student organizations on campus under the Red Brick Rewards program. This semester, we were thrilled to have a zero percent cutback on funding allocations, and \$323,044 was allocated to approximately 125 different student organizations through several funding hearings. Additionally, they work with their committee to audit student orgs for proper financial usage, ensuring we are maximizing the use of our funds.

Our Secretary for Government Relations has worked to set-up a water pass-out program this semester on Thursday, Friday, and Saturday nights Uptown. Since mid-October, around 500 bottles of water have been passed out each of these nights to students for free between 11pm-2am, hoping to aid students in safer alcohol consumption practices. She partnered with about 16 other student organizations to work these weekly pass-outs, and organizations have already started signing up to help next semester.

For our second annual ASG Diversity and Inclusion Training, our Secretary for Diversity and Inclusion worked with the Office of Diversity Affairs (ODA) to enable ASG to complete the new Everfi module. After completing the module, all of ASG, as well as the Student Trustees, participated in a follow-up training facilitated by the staff of ODA. ASG was excited to engage with this piloted module on diversity, equity, and inclusion, and we look forward to working with administration to promote the module to other organizations and the greater student body. We are excited that eventually the module will be completed by every incoming first-year student.

For almost a decade, ASG has pursued forms of alternative transportation on campus, and our Secretary for Off-Campus Affairs, Charles Kennick, worked this semester to bring Lime and Bird e-scooters to Oxford in a pilot program. When Bird came to Oxford, they hosted a safety kick-off event Uptown to launch one hundred scooters into the community. We continue to work with city officials, administration, and the greater student body to ensure proper usage and work to craft policies that align with use patterns for students, residents, and visitors as a unique transportation service for a community of our size. Additionally, Secretary Kennick organized an Uptown Community Clean-Up for ASG members, providing an opportunity for us to give back to Oxford and better town-gown relations.

Members of ASG's Safety Committee executed a lighting audit on campus, organized by ASG's Safety Committee Chair, Senator Julia Koenig. The audit consisted of noting the well-lit and dimly-lit areas of campus and the presence of

emergency blue lights. The results of this audit are being used to advocate for lighting improvements in conjunction with Physical Facilities. Additionally, Senator Koenig worked with the Sexual and Interpersonal Violence Education Outreach Coordinator, Peer HAWKS, and the It's On Us team to organize, advertise, and execute the events of It's On Us week. This included daily tabling in Armstrong, encouraging students to sign the It's On Us pledge. Miami University received second place for the most signatures collected for this pledge in one week nationwide. Other events throughout the week included People Against Violence and Sexual Assault's "Walk a Mile" and a TriCouncil showing of "The Hunting Ground" – a critically acclaimed film about university Title IX cases.

Our Chief of Staff, Madeline Zinkl, led the Student Trustee selection process this semester, as we received nine applications and granted each candidate an interview. The Selection Committee discussed all of the candidates and selected five names to send to the Governor. We look forward to working with the newly appointed Student Trustee, and we thank Student Trustee Jankura for all her hard work and dedication to the Miami community throughout her term. We have seen communication and collaboration increase between ASG and the Student Trustees during her time, and for that we are grateful.

In November and December, ASG has held student concern tabling in Armstrong in order to better connect with our constituents. After these tabling events, we synthesize the student concerns and see how we can act upon them to better our Miami community. Additionally, several ASG representatives are members of the various Strategic Planning Subcommittees, and we look forward to gathering our fellow students' input and relaying that to the committees, formulating a vision for Miami's future.

Our Secretary for Infrastructure and Sustainability collaborated with the Department of Geography to host a Climate Action Campus Town Hall during Geography Awareness Week. Along with others, she is working to make Miami a part of the American College and University Presidents' Climate Commitment, which guarantees the school will reduce gas emissions and fight climate change. Furthermore, she is working with other students to pursue carbon neutrality by 2050.

Next semester, I look forward to hosting an event during Open Education Week in the first week of March, putting together a display of Miami students' textbook costs and learning how textbook costs directly impact Miami students through a survey. Using this information, we will continue working towards our pursuit of greater textbook affordability in conjunction with the Affordability and Open Educational Resources Committee. Additionally, we will present the Affordable Education Leader award for the second time next spring, recognizing a faculty member who goes above and beyond for students with affordability measures.

We look to carry our momentum from the fall semester into the spring semester following a busy and productive J-Term. ASG greatly appreciates all you do for our institution, and we look forward to providing you updates throughout the rest of the year. As always, thank you for your dedication to Miami University.

Love and Honor,

Annika Fowler
Secretary for Academic Affairs

Report to the Board of Trustees
Academic and Student Affairs Committee
Prepared by the Graduate Student Association

December 3, 2018

This year's Graduate Student Association (GSA) leadership team, consisting of President Patrick Carroll, Vice President Austin Hall, Vice President Benedict Njoku, Academic Affairs Chair Brett DeWitt, and Social Chair Katie Eudy, have been focusing on providing graduate students with additional opportunities for professional development, working more closely with The Graduate School, and building a stronger community among graduate students at Miami University. One major change we have made this year to benefit the professional development of graduate students is to allow the travel funding provided by the GSA through The Graduate School to be used more flexibly, instead of in two lump sums each year. Having a flexible pool of funds will allow graduate students to better use their funding to attend conferences and present their research. We also have been working with The Graduate School to ensure that opportunities, such as a weekly Professional Development series and mentoring workshops and grants, are available and advertised. Additionally, we have made time for graduate students to town hall style meetings with Dean Jim Oris to address concerns or ask questions about The Graduate School.

We are proud to say that we were a part of the 10th annual Graduate Research forum, which was the largest to date with over 150 graduate student presentations and over 40 alumni judges. This was an excellent opportunity to highlight the work being done by graduate students across the many different programs available here. This coincided with Graduate Student Appreciation Week, which saw involvement from the local community as well this year, with discounts being offered at several establishments, including an optometrist and dentist. We were glad to see the community of Oxford embrace and support the graduate students of Miami University like this.

This year we have been trying to provide an increased number of diverse social events to help bring together graduate students of all walks of life and disciplines. This has included the traditional Welcome Picnic and Grad Nights uptown, but we have also held more family friendly events, such as holiday parties, and social gathers, such as game nights, which have proven to be rather successful. One of our major goals in this area is to better coordinate with the other groups within the GSA, the Graduate Students of Color Association (GSCA) and the Graduate Student Pride Association (GSPA), to host events together or consider their input on how to include inclusiveness. This is an ongoing effort we are hoping will continue going forward. Of note were the 26th annual Jazz Reception, held by the GSCA and The Graduate School, and a drag fundraiser held by the GSPA to try to promote more involvement by the Pride community.

We look forward to continuing to build a community for graduate students here at Miami University.

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Terri Barr, Chair

Dana Cox, Chair-elect

University Senate Website: www.miamioh.edu/senate/

December 13, 2018

To: Board of Trustees, Academic and Student Affairs Committee
 From: Terri Barr, Chair, Executive Committee of University Senate
 RE: University Senate Report to Board of Trustees – December 14, 2018 Meeting

Executive Committee of University Senate membership:

- Terri Barr, (Marketing), Chair
- Dana Cox, (Mathematics), Chair-Elect
- Don Ucci, (Electrical and Computer Engineering), at-large member
- Meaghan Murtagh (Student Body President), undergraduate
- Benedict Njoku, graduate student
- Phyllis Callahan, Provost, Chair of University Senate
- Jeffrey Wanko, (Associate Provost), Secretary of University Senate
- Becky Sander (Executive Assistant for Admin Services), Recording Secretary

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on September 13, 2018.

- New Business, Specials Reports and Updates delivered to University Senate:
 - **September 24, 2018**
 - Open Education Resources – Carla Myers, University Libraries; Jennifer Bazeley, University Libraries; and, Carolyn Haynes, Associate Provost
 - Academic Program Review Committee Update – Jim Oris, Chair
 - Attendance Policy – Brent Shock, VP Student Enrollment Services and Mandy Euen, Interim University Registrar
 - Ad-hoc Committee Charge (listed below)
 - **October 8, 2018**
 - HLC/ODHE Compliance Issues – Carolyn Haynes, Associate Provost
 - Survey Results Discussion – Terri Barr, Chair, Senate Executive Committee
 - **November 5, 2018**
 - Special Report: Budget Presentation - Phyllis Callahan, Provost and Dr. David Creamer, Senior VP for Finance and Business Services
 - **November 19, 2018**
 - Enrollment Management and Student Success Update – Michael Kabbaz, Sr. V.P. for EMSS
- Minors, revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:
 - **September 24, 2018**
 - Revision of an Existing Certificate, EDP – Quantitative Data Analysis in Education and Social Sciences
 - Revision of an Existing Certificate, KNH – Sport Management Certificate
 - New Minor, PSS – Psychological Science

- Revision of an Existing Minor, ATH – Anthropology
- Revision of an Existing Minor, BIO – Plant Sciences
- Revision of an Existing Major, EDT – Literacy and Language, M.Ed.
- Revision of an Existing Major, ENT – Engineering Technology
- Revision of an Existing Major, GTY – Social Gerontology
- Revision of an Existing Major, MUS – Music, Master of Music
- Revision of an Existing Major, MUS – Music, Master of Music
- Revision of an Existing Major, MUS – Music Education, Master of Music
- Revision of an Existing Major, SPN – Spanish
- Revision of an Existing Major, STA – Data Science and Statistics
- Revision of an Existing Major, THE – Theatre and Practice, MA
- Elimination of an Existing Major, KNH – Athletic Training
- **October 8, 2018**
 - Revision of an Existing Major, GEO – Geography and Sustainable Development
 - Revision of an Existing Major, JRN – Journalism
 - Revision of an Existing Major, NSG – Nursing
- **October 22, 2018**
 - Class Attendance Policy Revision (MUPIM 10.1)
- **November 5, 2018**
 - Revision of an Existing Minor, STA – Actuarial Science
- **November 19, 2018**
 - Revision of Course Numbering System (Bulletin)
 - Revision of an Existing Minor, SGE – Criminology
 - New Co-Major, ART – Art Therapy
 - Revision of an Existing Major, BIO – Cell Molecular and Structural Biology , MS and Ph.D.
 - Revision of an Existing Major, CMA – Community Arts
 - Revision of an Existing Major, IES – Environmental Science
- Senate Resolutions

SR 19-01

August 27, 2018

BE IT HEREBY RESOLVED that University Senate endorse proposed revisions to the ByLaws of University Senate, 6.C.4.a regarding Committee composition and membership of the Council on Diversity and Inclusion Committee.

SR 19-01 passed by voice vote

- Ad-hoc Committee Charge

November 19, 2018

SR 18-12: April 30, 2018 Creation of Ad-Hoc Committee by Senate Executive Committee

BE IT HEREBY RESOLVED that an ad-hoc committee be appointed by Senate Executive Committee in consultation with Faculty Welfare Committee and Faculty Rights & Responsibilities Committee to consider Miami's needs, values and goals in relation to its faculty composition and to make recommendations about faculty composition that include due process and academic freedom protections appropriate to each category. SR 18-12 passed by voice vote.

Executive Committee charge to the Ad-Hoc Committee: As the resolution states, the outcome of the committee's charge is "make recommendations about faculty composition."

When making recommendations to address the resolution, we ask the committee to consider criteria that might be applied to determine appropriate faculty composition within departments. The committee should be mindful of the different missions of academic divisions, departments, and programs and should:

1. Consider curricular needs (with attention to enrollment, number of majors, minors, etc.), including:
 - a) The need to serve the Miami Plan, e.g. Foundation courses; MPF requirements
 - b) The need to offer upper-level courses to serve majors, offer thematic sequences, etc.
 - c) The need to offer graduate courses in some departments.
2. Consider how Miami might increase the ratio of tenure/tenure track faculty to non-tenure track faculty to align with the University's mission and commitment to Teacher/Scholar model. Consider criteria that might be applied to evaluate curricular offerings in ways that would affect faculty composition.
3. Consider other factors, e.g. professional degree granting programs, liberal arts programs, Oxford campus mission, Regional Campuses mission, issues of accreditation, and others.
4. Benchmark faculty composition, policies regarding academic freedom, and due process at peer and aspirational colleges and universities.
5. Recommend policies and procedures to ensure academic freedom and due process for non-tenure track faculty relative to Miami's needs, values, and goals.
6. Keep Senate Executive Committee updated on committee needs and progress. The Committee will report to Senate at the April 1, 2019 meeting.

NB: Office of Institutional Research will provide data the committee may require.

cc: Provost Phyllis Callahan, Chair, University Senate
Terri Barr, Chair, Executive Committee of University Senate
Jeffrey Wanko, Secretary, University Senate
Becky Sander, Recording Secretary, University Senate

Affordability, Accessibility, Accountability, and Efficiency

ASL Integrated Report

Board of Trustees
December 13, 2018

Phyllis Callahan
Michael Kabbaz
Jayne Brownell



MIAMI UNIVERSITY

Discussion Questions

1. What further steps are needed to enact a fully inclusive learning and working environment on all of our campuses?
2. How do we balance the need to grow tuition revenue to support the academic mission of the University while also ensuring access and affordability for Ohio students?
3. As Miami develops a central compliance oversight committee, are there ways that we could better manage compliance regulations to enhance understanding, improve the quality of our operations and minimize risk?
4. What additional strategies for advancing efficiency can we undertake while still ensuring that we advance our mission?



MIAMI UNIVERSITY

Affordability, Accessibility, Accountability & Efficiency

BACKGROUND / CONTEXT

- Provide an exemplary college experience
 - Affordable AND
 - Provides a financial return on investment
- MU developed optimal strategies to advance affordability, accessibility, accountability, and efficiency.



MIAMI UNIVERSITY

Compliance and Regulation

High demand on time / resources

Compliance / Accountability:

- **Federal:** Statutes, Public Compliance Matrix (Annual changes)
- **Regional:** Higher Learning Commission – Open Pathway
- **State:** Ohio Department of Higher Education (ODHE)
 - Academic Programs; Efficiency / Affordability; Transfers, etc.



MIAMI UNIVERSITY

Compliance Management

- Chief Compliance Officer (General Counsel) AND individuals / offices to address compliance related mandates



MIAMI UNIVERSITY

Affordability: Tuition / Scholarships / Aid

Important Link to Student Persistence / Success

- Miami Tuition Promise
- Miami Access Initiative
- Transfer Student Scholarships
- Others: ROTC, Myaamia Tribe
- *New, need based aid increased by \$10.8M over last 3 years*



MIAMI UNIVERSITY

Affordability

Scholarship program recognizes merit *and* financial need:

- Almost 70% of incoming class received some scholarship or grant
- 38.2% of scholarship dollars supported students with need (2017-18)

Regional Campuses - one of lowest tuitions in Ohio

EMSS:

- Monitor student debt
- Provide financial counseling and resources → financial literacy



Affordability

- Support / promote affordable, open educational resources (OER):
 - OER Explore - *Faculty / Librarians / Provost's Office*
 - OER Adopt - *12 faculty participated; > \$39K savings to date*
 - Course Pack Consultation Service - *Faculty; > \$17K savings to date*
 - Alternate Textbook Service - *Faculty Pilot; Save \$326 / student*
 - Updated Campus Textbook Selection Policies – *Faculty*
 - Affordable Education Leader Award - *Faculty / Student*
 - IUC Project - 12 highest enrolled majors



MIAMI UNIVERSITY

Accessibility

High School Partnerships:

- Cincinnati Public Schools
- College Access Initiative - Regional Campuses
- College Credit Plus
- Summer Scholars
- Bridges



MIAMI UNIVERSITY

Accessibility

Inclusive Learning Environment:

- Access MU Center
- Center for Assistive Technology
- Miller Center for Student Disability Services

Other Support:

- Pathway Program
- Scholastic Enhancement Program
- TRiO Student Support Services



MIAMI UNIVERSITY

Efficiency

Miami - most efficient school among top national universities comparing spending and educational quality (USNWR Analysis, 2018)

- Collaborative contracts to advance efficiencies
- [Administrative program review process](#) (2018-19)
- Student Life departmental program reviews since 2013
- 1347 Lean Six Sigma → ~\$68M in cost avoidance / reduction and new revenue
- Sustainability [goals](#)



MIAMI UNIVERSITY

Conclusions

1. MU implements effective strategies to advance high quality academic learning environment using resources responsibly and purposefully.
2. Financial and regulatory landscape is constantly in flux so we must continue to deploy creative and effective strategies to ensure our long-term success.



MIAMI UNIVERSITY

Acknowledgments

Carolyn Haynes, Associate Provost

Brent Shock, Associate Vice President Student Enrollment Services

Andrea Bakker, Interim Director, Office of Institutional Research



MIAMI UNIVERSITY

Discussion Questions

1. What further steps are needed to enact a fully inclusive learning and working environment on all of our campuses?
2. How do we balance the need to grow tuition revenue to support the academic mission of the University while also ensuring access and affordability for Ohio students?
3. As Miami develops a central compliance oversight committee, are there ways that we could better manage compliance regulations to enhance understanding, improve the quality of our operations and minimize risk?
4. What additional strategies for advancing efficiency can we undertake while still ensuring that we advance our mission?



MIAMI UNIVERSITY



ASL Integrated Report - Board of Trustees

Affordability, Accessibility, Accountability, and Efficiency at Miami University December 13, 2018

As an Ohio public institution of higher education, Miami understands the importance of providing an exemplary college experience that is affordable and, at the same time, provides a financial return on investment for citizens of the state.

To reach this goal, Miami has generated a series of strategies to advance affordability, accessibility, accountability and efficiency.

ACCOUNTABILITY

In a [2013 survey](#) by the National Association of College and University Attorneys, two-thirds of academic institutions recognized that compliance and regulation are among the top three most challenging issues on their campuses.

Complying with the array of federal, state and regional mandates consumes enormous amounts of time and resources. For example, with the assistance of the Boston Consulting Group, [Vanderbilt University](#) conducted a comprehensive internal audit in 2015 and found that regulatory compliance consumed 11 percent of the school's non-hospital operating budget. Similarly, the [University of North Carolina's](#) 17 campuses estimated its current compliance costs to be 7 to 8 percent of total campus operating expenses.

Federal Government

One reason for the increasing cost of compliance is that there are an estimated 265 federal statutes for institutions to follow, according to a [public compliance matrix](#) developed by the Higher Education Compliance Alliance (HECA), which maintains a centralized repository of free information and resources on federal laws and regulations.

Those statutes can change every year, making it difficult to keep up. Regulatory compliance is also an issue for any university that receives federal funding through Title IV—essentially all institutions offering two-year or four-year degrees and that also provide [financial aid](#).

Given the constant updates, limited budgets and complexity of some of the issues, becoming 100 percent compliant is a goal all schools aspire to achieve. However, that is a highly ambitious aim.

Although the list of federal regulations is too lengthy to enumerate in this report, it may be helpful to note that the majority of regulations relate to the following themes:

- Human Resources
- Athletics and Title IX Compliance
- Information Security
- Research Grant Administration
- Financial Aid and Higher Education Opportunity Act (HEOA)
- Public Safety and Clery Act
- State Authorization
- Regional and Specialized Accreditations

Regional Oversight: Higher Learning Commission

Miami University is accredited by the [Higher Learning Commission](#) (HLC). Regional accreditation not only ensures that an institution's academic program meets acceptable levels of quality, it also enables the University to qualify for participation in federal financial aid programs that provide low cost loans to students.

Although some institutions with regional campuses follow separate accreditation processes and reporting for their regional and main campuses, Miami elected in 1985 to engage in one HLC accreditation process for all three campuses, along with the additional locations at the Voice of America Learning Center, Greentree Health Science Academy and other sites. Universities that follow separate accreditations for their main and regional campuses do so when the missions of the main and regional campuses as well as the student populations are distinct.

Miami follows the [Open Pathway](#) process for accreditation. Although Open Pathways (which is designed for institutions with successful track records for accreditation) is considered the most flexible and least onerous HLC accreditation process, it nevertheless entails a range of different reporting components:

1. [Assurance Filing](#) which consists of 26 separate narratives focusing on accreditation criteria and core components with over 900 separate pieces of source evidence that must be submitted in years 4 and 10 in the ten-year accrediting cycle;
2. [Federal Compliance Report](#) which involves over 200 pages of documented evidence demonstrating compliance with an ever-changing set of federal regulations and is submitted in year 10;
3. [Multi-Campus Report](#) which explains and justifies the differences between the Oxford and regional campuses and is submitted in year 10;
4. [Quality Improvement Project](#) which focuses on a major university initiative that is conducted in years 6-9 and includes a proposal and final report;
5. [Annual Institutional Updates](#) that report on degree programs, financial status, and other key data;
6. [Additional Location Review](#) that can be called by HLC at anytime and includes a report and reviewer visit to the location (Note: A multi-location review was conducted in September 2018 at the Upper Arlington and VOALC locations);
7. [Institutional Change Requests](#) which must be submitted anytime the University creates a new type of degree program, consortial arrangement, outsourcing of any academic program, opening or closing of a new location, or change in mission.

State Oversight: Ohio Department of Higher Education

The Ohio Department of Higher Education (ODHE) has markedly increased the number and type of mandates and initiatives over the past decade. Key mandates and initiatives tend to fall into the following categories:

- **[Academic Program Approval](#)**: including all new degree programs and majors at the undergraduate and graduate levels (must be done after all internal approvals have been secured); significant changes to academic programs, including program name, requirements, mode of delivery, deactivation or reactivation, or location of program.
- **[Efficiency & Affordability](#)**: annual reporting on shared services opportunities, streamlining administrative operations, and sharing best practices in efficiencies; textbook affordability studies and cost reduction initiatives; program duplication and elimination
- **Transfer & Articulation**: [Transfer Assurance Guides](#), [Career Technical Assurance Guides](#), [Ohio Transfer to Degree Guaranteed Pathways](#) (2+2 programs), [Ohio Transfer Module](#), [One-Year Option](#), [Military/Veterans Initiative](#), [College Level Examination Program \(CLEP\)](#), [Advanced Placement](#)
- **College Completion**: [Credit When It's Due](#), [Strong Start to Finish](#), [College Completion Plan](#), [College Credit Plus](#), [Three-Year Degree Plans](#)

Compliance Management at Miami

Given this context, the question becomes: How well is Miami managing the steady and fluctuating stream of compliance regulations? Below is a list of the [key features](#) of universities with effective compliance management:

- Clear compliance objectives
- Compliance officer and committee
- Communication and other mechanisms for involving faculty, staff and students to understand, participate in and support compliance policies, procedures, and standards of conduct.
- Demarcated responsibilities for each institutional risk or compliance area
- Effective reporting for any violations or misconduct
- Adequate resources and technology, including training for and motivating employees to engage in compliance
- Ongoing monitoring and auditing.
- Miami has a chief compliance officer (General Counsel) as well as individuals and offices responsible for addressing compliance related mandates related to their area of responsibility.

AFFORDABILITY: TUITION, SCHOLARSHIPS & AID

Because data show that financial anxieties can impede students' academic success, Miami has instituted a variety of scholarship, grants and aid programs:

- [Miami Tuition Promise](#) which holds tuition and fees constant over the four years of a first-time, full-time student's undergraduate experience, thus enabling families to plan financially for a college education;

- [Miami Access Initiative](#) which is a grants and scholarships program for first-year Ohio students who have total family income that is equal to or less than \$35,000;
- [Transfer Student Scholarships](#) which are renewable, merit-based scholarships, ranging from \$1500 to \$10,000;
New institutional need-based aid for low- and moderate-income Ohio residents has increased by \$10.8 million over the last three academic years;
- Other scholarships for special populations including [Regional campus](#), [ROTC](#) or [Myaamia Tribe](#) students.

Since 2010, Miami has strategically leveraged institutional aid to meet enrollment and retention goals. Miami's scholarship program recognizes both merit and financial need, and for the last several years, almost 70% of the incoming fall class has received some type of scholarship or grant. In 2017-18, 38.2% of Miami scholarship dollars went to support students with financial need.

Miami's Regional Campuses offer one of the lowest tuitions in the state of Ohio.

Student Loan Debt & Financial Literacy

Miami actively monitors student debt to provide students with financial aid counseling to diminish students' overall educational costs upon graduation. The One Stop website includes a student-friendly [guide](#) for applying for financial aid (including an estimated family cost contribution calculator) as well as a "[Know Before You Owe](#)" student loan information page. An optional financial literacy module is also included in the UNV 101 success course for entering students.

For the last two years, Miami's (Oxford and Regional Campuses) student loan indebtedness has held steady. In 2016, the average loan indebtedness was \$29,956, with 51% of graduates borrowing. This is a slight decrease from the prior year's average of \$30,015. Statewide, the average in 2016 was \$30,351, with 64% borrowing. The three-year default rate for Miami's 2014 cohort is 10.6%, which is below the Ohio average of 13.6% and the federal average of 11.5%.

Textbook Cost Reduction

Miami's library consortium, OhioLINK, joined the [Open Textbook Network](#) in 2017 and selected seven member librarians, faculty and staff to become the OhioLINK Open Textbook Network (OTN) System Leaders. A Miami librarian, Carla Myers, was chosen to serve on the team. As system leader, she coordinates [OhioLINK OTN awareness and advocacy initiatives](#) regarding open educational resources and open textbooks on Miami's campuses and throughout the state. The Miami representative also attended the OhioLINK-sponsored OER summit in 2017.

Carla Myers co-chairs the University's Affordable and Open Educational Resource Committee (AOERC), along with Associate Provost Carolyn Haynes and another librarian, Jennifer Bazeley. The AOERC has initiated and oversees a wide array of programs and forms of support for promoting affordable and open educational resources, described below:

- [OER Explore](#). Based on a model developed by the Ohio Textbook Network, the OER Explore is a two-hour workshop in which faculty learn about how the cost of textbooks can negatively impact student learning, are introduced to the concept of OER, and participate in hands-on activities using OER textbooks. The workshop concludes with an overview of Miami University's OER

and Affordable Learning grant programs. After faculty write and publish a review of an OER textbook in their field, they receive a modest stipend. Since its inception in 2016, 86 faculty members have completed the OER Explore program. Eight have gone on to participate in one of the other programs listed here where they have adopted a more affordable or open educational resources in their teaching.

- [OER Adopt](#). This selective grant program supports faculty in replacing their commercial textbook with an OER. Faculty submit an application; those selected must complete a three-phase program and receive professional development funds when each phase is successfully completed.
 - Phase one: The faculty member teaches the course using a commercial textbook and required learning materials. Assessment is performed to gauge the impact of the traditional textbooks and other required materials on student learning and course outcomes. In collaboration with their Subject Librarian and the Coordinator of Scholarly Communications, the faculty member selects and prepares OER materials to be used in teaching future sections of the course.
 - Phase two: The faculty member teaches the course using the selected OER materials. Assessment is performed to gauge the impact of the OER textbook and other newly selected learning materials on student learning and course outcomes.
 - Phase three: The faculty member makes necessary revisions to the OER text and learning materials based on previous assessment. The faculty member uploads any OER created or modified in the course to the OER Collection in Miami's institutional repository, the Scholarly Commons. The faculty member writes a report evaluating the impact of the OER on the course outcomes and student learning, and on student and faculty satisfaction as well as plans for future use. The final report is shared with the University Committee for Affordable and Open Educational Resources as well as colleagues within their Department or School and peers in the profession.

Twelve faculty members have been selected and are currently participating in this program which has led to *over \$39,000 in cost savings to students to date and an estimated future cost savings of over \$150,000.*

- OER CREATE. In this grant program, faculty receive professional development funds as well guidance and support for writing and publishing their own OER (e.g., editorial services, layout, and electronic publishing). To accomplish this, the University agreed to be an inaugural partner (with nine other higher education institutions) in the OTN Publishing Cooperative. OER published as part of this grant program will be published to the OER Collection in Miami's institutional repository, the Scholarly Commons, and in the Open Textbook Library (OTL). This program will be piloted in fall 2018 in the hopes of launching the program on a larger scale by fall 2019.
- [Course Pack Consultation Service](#) (CPCS) allows faculty to reduce or eliminate the costs associated with course packs. To be eligible for this program, faculty must currently be using a readings-based course pack (e.g., one that contains articles and book chapters) that students are required to purchase and must agree to use the University's Learning Management System (LMS) for making readings accessible to students in subsequent semesters. The

Coordinator of Scholarly Communications reviews the list of materials included in the course pack to determine which readings can be made freely available to students through the library's purchased electronic collections (eBooks and electronic articles) or through other freely and legally accessible online outlets (e.g., linking to archival materials on state historical society website). Links to these works are posted on to a page in the instructor's LMS course site for students to access. Faculty participating in the CSPPS are awarded modest professional development funds after the consultation. Since launching the program in fall 2017, ten consultations have been completed, leading to ***over \$17,000 in cost savings for students.***

- [Alternate Textbook Service](#). The Alternate Textbook Service, or ATS, will launch in the summer of 2018 and will involve a collaboration between the course instructor, Library liaison, and the Coordinator of Scholarly Communications to replace the instructor's commercial textbook with an "alternate" textbook comprised of resources pulled from the library's electronic collections, from legal online resources, and reading selections made available in compliance with US copyright law. Not only will this alternate textbook be made freely available to students, but this collaboration between librarian and faculty will also promote the use of library resources and draw attention to the diversity of our collections. Faculty participating in this grant program are provided with modest professional development funds. This new program is currently being piloted with one faculty member teaching a graduate course. ***The cost savings per student is \$326.***
- REVISION OF [Campus Textbook Selection Policies](#): The University's textbook policy was revised in 2018 to include a paragraph that explicitly encourages faculty consider textbook affordability when selecting a textbook. Additionally, the University's policy that requires multiple levels of approval for faculty wishing to teach courses that use a textbook they have authored was altered to eliminate any approvals for faculty teaching an OER which they authored.
- REVISION OF ANNUAL REPORTS AND PROMOTION DOSSIERS: To ensure that Department Chairs, Deans and Personnel Committees recognize the efforts of faculty to incorporate affordable texts into their courses, the committee created a proposal for revising the annual report and dossier format to include a specific mention of open and affordable educational resources under the category relating to innovative teaching. The proposal is currently being considered for approval by University Senate.
- [Affordable Education Leader Award](#): Modeled after a similar award at Texas A&M University, Miami University's OER Committee partnered with the leadership of Miami's student government to develop an annual award to be given to a continuing faculty member on any campus who demonstrates compelling and significant impact in areas related to affordable and open educational resources.

In collaboration with the IUC, Miami is participating in a study on textbook costs. Miami has identified our top twelve undergraduate majors, consisting of 45.33% of the student population, and has mapped the typical course path to completion. With the use of the e-campus virtual bookstore textbook pricing data, Miami is currently calculating the four-year cost of required text purchases for each major. Through the various increased efforts, Miami students will recognize real cost savings on their textbook purchases. In addition, with almost 50% of the students taking these twelve majors, Miami is currently undertaking a

more thorough review of the required cost textbooks and the students options for new, used, or rentals. Miami's AOERC will be consulting with the departments that house these majors to assist them in reducing or eliminating textbook costs.

ACCESSIBILITY

High School Partnerships:

- **Cincinnati Public Schools (CPS):** In 2017, President Greg Crawford and Laura Mitchell, Superintendent of Cincinnati Public Schools, signed a [partnership agreement](#) to increase the number of academically talented and diverse students from CPS who pursue and complete a college degree. The program is being piloted this year on the Oxford campus, with a first-year cohort of five CPS students. Contingent upon success in fundraising for scholarships, Miami will continue to work with CPS and other large urban districts around Ohio with a goal of expanding these partnerships over the next 5 years.

The public schools plan to identify students early to introduce them to college-readiness activities and provide opportunities for mentorship and engagement on Miami's campus. Miami is committed to meeting the full cost of attendance (minus the family's estimated family contribution) for the selected students through a variety of aid sources. Future cohorts of students in the program will receive faculty mentoring, specialized academic advising, structured curriculum, intensive academic summer programs, transition support services, comprehensive scholarship opportunities, career development and specialized CPS-specific recruitment programs.

- **College Access Initiative on Regional Campuses:** One of the Regional Campuses' strategic goals is to enhance partnerships that ultimately benefit students and the community. To meet this goal, the Regional Campuses recently launched a College Access initiative led by an associate dean and the senior director of enrollment management. The first action steps of the initiative are to assemble a College Access Leadership Team that includes Miami Regionals' faculty and staff and representatives from the local high schools as well as host a kick-off meeting in late November.
- **College Credit Plus:** Miami participates in this [statewide dual enrollment program](#) which enables over 600 eligible students who are enrolled in Ohio middle and high schools (grades 7-12) and who are also eligible to enroll in Miami University to earn high school and college credit simultaneously each academic year. These earned credits appear on the student's high school *and* college academic records or transcripts. There is no cost for Ohio students enrolled in Ohio public schools to participate in Miami's College Credit Plus program. The student's public high school and Miami share the cost of the College Credit Plus course.

Additional Programs for High School Students: Miami offers several additional on-campus programs for high school students from Ohio and beyond:

- [Summer Scholars](#) provides a rich, early college experience for academically-talented rising high school juniors and seniors from across the globe

- [Bridges](#) is an overnight visit experience for high-achieving high school seniors from historically underrepresented populations or who have a commitment to promoting a deeper understanding of and appreciation for diversity.

Promoting an Inclusive Learning Environment

Over the past five years, Miami has made significant strides in promoting a truly inclusive working, learning and living environment for individuals with disabilities. Rather than relegating responsibility for accessibility to one unit, Miami takes a holistic approach that includes all sectors of the University.

Overseen by a University-wide committee (that includes representations from all vice-presidential divisions) and guided by a comprehensive university policy, Miami's goal to promote universal design is supported by three centers:

- [AccessMU Center](#) works to create a more accessible environment by providing information and services to enhance equal access for students with and without disabilities. Responsibilities include the accessibility review and testing of applications, websites, and documents; accessibility training; and captioning support services. IN partnership with University Communications & Marketing, AccessMU conducts regular web accessibility testing using Level Access' Accessibility Management Platform, to ensure Miami web pages meet the standards outlined in Web Content Accessibility Guidelines (WCAG) 2.0.
- [Center for Assistive Technology](#) is cross-disciplinary scholarly research center to enable engineering solutions for socially relevant problems for improving quality of life by assisting the lives of older adults and people with disabilities.
- [Miller Center for Student Disability Services](#) (SDS) coordinates accommodations, auxiliary aids, support services and resources for over 1500 students on Miami's Oxford and Regional campuses. Services are coordinated in accordance with the Americans with Disabilities Act as Amended and Section 504 of the Vocational Rehabilitation Act. The center serves a diverse group of students including those with physical, vision, hearing, psychiatric, medical, neurological, autism spectrum, ADHD, learning disabilities and cognitive disabilities. We also coordinate temporary accommodations for students that experience significant injury or illness.

Working collaboratively among themselves and with other units across the University, these centers host a number of [events](#) (workshops, symposia, lunch-and-learn) each year focused on promoting accessible technology and universal design in higher education among our faculty and staff.

Other Support

- **The Pathway Program** is a short-term and intensive learning and academic support program for strong students who reside in southwestern counties of Ohio. Students in this program are offered linked courses and enhanced support for two terms. Students admitted into the Pathways program enroll in classes during the fall term at the Hamilton or Middletown campus. Upon successful completion of the fall semester program requirements (earn at least 16 credit hours with a 2.00 grade point average), they are admitted as fully matriculated students on the Oxford campus starting in the spring semester of their first year. Miami also has a number of special programs for high school students (which are described in a section later in this document).

- **Scholastic Enhancement Program** provides support to conditionally admitted students who show academic promise, but whose academic profiles suggest the need for academic and personal guidance to ensure completion of a degree program. Students admitted through SEP are required to follow an individually developed educational plan provided by program coordinators in the Rinella Learning Center that includes: additional assessment of academic skills, early advising with supervised course selection, personal counseling, and other scholastic activities to assist in their adjustment to Miami. SEP also provides a program called URO (Undergraduate Research Option). Additionally, the First Year Research Experience (FYRE) is coordinated by the Director and Coordinator of Undergraduate Research in the Office for the Advancement of Research and Scholarship (OARS). This program matches students with a faculty sponsor who engages the student in a research project.
- **TRiO Student Support Services (SSS)** is a federally-funded educational support program funded by the United States Department of Education, whose goal is to help eligible students (Pell recipients, first generation students or students with disabilities) graduate on schedule with the lowest amount of financial debt. The program provides academic, professional, financial and personal supports so students can be successful in the academy and in the workplace.

EFFICIENCY

Miami University is committed to engaging in responsible, efficient stewardship of its financial, human and natural resources. As a testament to our commitment, in 2018, Miami was named the most efficient school among top national universities in an exclusive U.S. News & World Report analysis comparing spending and educational quality.

Although a comprehensive account of all of the efficiency measures Miami has taken is beyond the scope of this report, below are some of the highlights.

Miami has entered into several collaborative contracts to advance efficiencies:

- Copier/printer services were changed from a departmental copy/print model to a student walk-up service model which led to a reduction of almost \$41,000 in annual maintenance charges.
- Travel services now includes negotiated discount air rates with Delta, resulting in over \$30,000 in savings in the last fiscal year.
- Joining the IUC Insurance Consortium has resulted in purchasing group insurance and services, pooling losses, and expanding coverage and led to a savings of almost \$900,000 in FY18.

Additionally, Miami has conducted assessments of non-academic operations to gauge whether they might be run more efficiently by a regional cooperative or private operator. Miami has gained considerable cost savings by contracting the management of a variety of services, such as the IT help desk, student health center, student health Insurance, student package center, and janitorial services.

Beginning in 2018-2019, Miami will be expanding an [administrative program review process](#) (akin to the existing [academic program review](#) process) which will enable ongoing assessment of operations. Each administrative area will be evaluated using a team of internal and external experts on a rotating cycle every five years. The reviews have performance metrics common across each administrative area as well

as performance metrics that are unique to the unit under review. The Graduate School, Office for Advancement of Research & Scholarship as well as the e-Learning units on the Oxford and Regional campuses are the next units to undergo this process.

The Division of Student Life has been conducting departmental program reviews utilizing the guidelines of the Commission on the Advancement of Standards since about 2013. Offices are on a five-year cycle for review, and we are currently in our second full cycle.

Since 2009, Miami has been committed to advancing the continuous improvement [Lean Six Sigma](#) method. To date, Miami employees have completed 1347 projects valued at \$68,022,248 in cost avoidance, cost reduction and new revenue. Over 2500 employees have been introduced to Lean, and 166 are currently in the 24-30 month [Lean Certification Program](#), with 64 of them having achieved Senior Lean Leader status. Miami has also extended Lean Training to other Ohio colleges and universities, such as Cincinnati State Technical and Community College and Youngstown State University.

Led by a new director and a university-wide committee, Miami has made significant strides in advancing the sustainability [goals](#), which were articulated first in 2010 and revised in 2016.

Below are a few highlights:

- The University is on track to reduce emissions of carbon dioxide and other greenhouse gases by 50 percent by 2030. Energy use and emissions were reduced on the Oxford campus in part due to geothermal heating and cooling (GHC). Eventually about 40 percent of buildings on campus (mainly Western and North quad) will be converted to GHC.
- The South Chiller Plant Conversion Project is converting a large portion of the south half of campus from steam to simultaneous heating and cooling.
- The Utility Master Plan of the physical facilities department is meeting the goal of decommissioning coal-fired steam systems by 2026. In fact, no coal was burned in 2017; and for FY18, utilities expenses were \$567,935 less than budgeted.
- From October 2016 through July 2018, twelve building renovation projects on the Oxford campus received LEED (Leadership in Energy and Environmental Design) certification, and two building renovations — Hamilton and Dennison Halls —achieved Gold level.
- Miami reached [Silver status](#) in the 2013 and 2016 STARS reports submitted to the Association for the Advancement of Sustainability in Higher Education's Sustainability, Tracking Assessment & Reporting System (STARS).

CONCLUSION

This report demonstrates that Miami has developed and continues to develop effective strategies to advance affordability, accessibility, accountability and efficiency that are designed to advance a high quality academic learning environment using resources responsibly and purposefully.

However it also illustrates that the financial and regulatory landscape is constantly in flux, demanding that Miami continue to deploy creative and effective strategies to ensure its long-term success.

Indeed, this report raises some important questions to consider:

1. What further steps are needed to enact a fully inclusive learning and working environment on all of our campuses?
2. How do we balance the need to grow tuition revenues to support the academic mission of the University while also ensuring access and affordability for Ohio students?
3. As Miami develops a central compliance oversight committee, are there ways that we could better manage compliance regulations to enhance understanding, improve the quality of our operations, and minimize risk?
4. What additional strategies for advancing efficiency can we undertake while still ensuring that we advance our mission?

News and Updates

From the Division of Student Life

**Community and belonging • Diversity and inclusion • Student transitions
Academic support • Health and wellness • Engagement and leadership**

The Division of Student Life helps students develop goals and access resources in their pursuit of academic excellence. While some offices may focus more explicitly on academic support (e.g. the Rinella Learning Center and the Miller Center for Student Disability Services), all 15 offices in the Division of Student Life contribute to the goal of supporting students' academic success. This report will highlight a few of these efforts.

New Living Learning Communities (LLCs)

Residence Life, in collaboration with many academic divisions and other departments, introduced a number of new LLCs for the 2018-2019 academic year. These new communities include:

- The **Community Justice and Well-Being LLC** is a new collaboration with Education, Health and Society, Sociology and Gerontology, and **Community Engagement and Service**. In addition to two optional courses (UNV101 and SJS215), the community will travel to Cincinnati's Over-the-Rhine neighborhood to learn about local history in Spring 2019.
- The **Nursing LLC** supports students admitted to the inaugural Oxford Nursing cohort. In addition to residing together in the LLC, each cohort takes the same Nursing Core courses. Participation in the LLC supports success by encouraging study groups and weekly study tables. Students are also invited to a Faculty Meet and Greet, panel programs of faculty and upper class students, and supplemental instruction for Nursing Core courses.

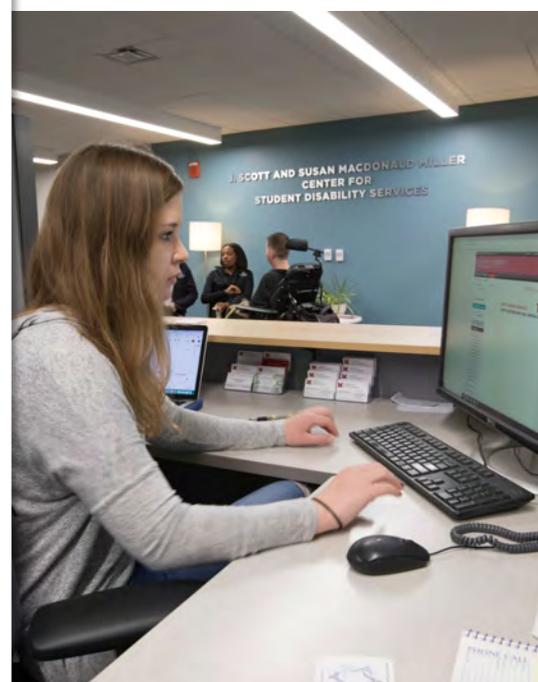
Translating Classroom Skills to Impact Culture

Several offices in the Division partner with faculty to provide practical application of knowledge and skills through class projects. Examples include:

- The **Miller Center for Student Disability Services** works with students in Disability Studies (DST) to discuss disability-related issues and campus accessibility. For Fall 2018, one group created an inventory of the Center's available literature and films. Another group digitized current and previous action projects into an electronic database so that students and DST faculty will have a history/electronic inventory of projects.
- **Student Wellness** works with class projects to address issues of high-risk alcohol consumption and sexual and interpersonal violence at college. In Fall 2018, for example, they partnered with two sections of KNH 221 (Social Marketing in Public Health) to examine effective prevention messaging to address sexual assault or high-risk alcohol use. The winning group, selected by Student Wellness, will receive a \$1,000 stipend for implementation of their project.

Academic Partnership

Throughout Summer orientation, **Orientation and Transition Programs** partners with all of the academic divisions to ensure that each of the 3,500+ students who attend the program have an individual advising appointment with an advisor in their area of study. During their appointment, students discuss their academic plan and review course selections before registering for fall semester classes. During 16 Summer orientation sessions in 2018, advisors spent 1,173 hours of academic advising. Thank you to our academic partners who work with us on this endeavor!



**THE DECEMBER 2018
REPORT FOCUSES ON
ACADEMIC SUPPORT**

Division of Student Life: We bring learning to life.

STUDENT LIFE REPORT

Supporting Student Success

Navigating Barriers

The Care Team, chaired by the **Dean of Students** office, provides a coordinated response to support students experiencing a behavioral challenge or personal crisis, with the intention of persisting at Miami. The team includes partners from the Student Success Center, **Student Counseling**, the **Miller Center**, **Residence Life**, International Students and Scholar Services, Miami University Police, regional campuses, and **Community Standards**. They identify and coordinate response plans for students who may be impacted by external factors. For example, team members reach out to students hospitalized for mental health or behavioral issues and connect them with a care plan and/or local resources. **Dean of Students** staff also support students from areas affected by natural disasters, such as recent hurricanes and fires, and identify hardship funds for students facing homelessness.

Accommodations

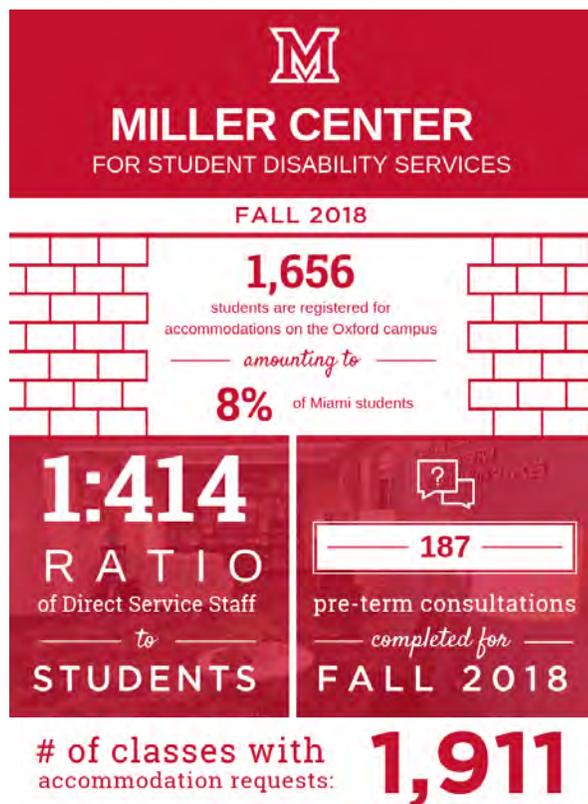
It's well known that the **Miller Center for Student Disability Services** provides reasonable accommodations for students with documented disabilities, but many don't know about the additional support the Center provides to students who experience a temporary disability. Each year, up to 125 students require accommodations due to injury, surgery, or short-term medical conditions. The Miller Center approves accommodations in these situations on a case-by-case basis. Accommodations can include notetaking assistance, classroom location changes, extended testing time, etc.



Dedication and ribbon-cutting of the J. Scott and Susan MacDonald Miller Center for Student Disability Services, September 2018

Student Well-Being

According to the *American College Health Survey*, 5 of the top 10 impediments to academic success include illness, stress, depression, relationship troubles, and anxiety. Through clinical services, outreach, and programming, the Division supports students with the maintenance and promotion of their holistic well-being. In Fall 2018, **Health Services** administered 1,760 flu vaccinations. **Student Counseling** saw 3,102 counseling appointments (through October, 2018). **Student Wellness** hosted awareness events such as FLOURISH mental health hygiene, "It's OK to Talk About It" mental health awareness, a hand-washing campaign, and healthy eating initiatives.



Changing Bad Habits	Learning Styles	Critical Reading
Memorization Techniques	Motivation and Procrastination	Note Taking and Active Listening
Organize Your Life	Preparing for Tests and Exams	Problem-Solving Skills
Study Tips and Strategies	Time Management	Using Office Hours

Online Workshops

To complement the existing in-person workshop series, the **Rinella Learning Center** released an online workshop series in Summer 2018 to promote positive and effective study behaviors, as noted in the chart to the left. Engaging multiple learning styles, the workshops employ interactive media including webcasts, apps, and inventories. The workshops are available on Canvas.

STUDENT LIFE REPORT

In the Classroom

Diversity, Equity & Inclusion Online Module

An implementation workgroup chaired by Director of **Diversity Affairs** rolled out a new Diversity, Equity and Inclusion module to students in about 30 first-year transition courses in November 2018. These courses already designated a class period to discuss diversity and inclusion; instructors could opt in to the pilot of the new module in place of previous years' content.

Through the module, which takes up to an hour and a half to complete, students learn about and develop skills related to:

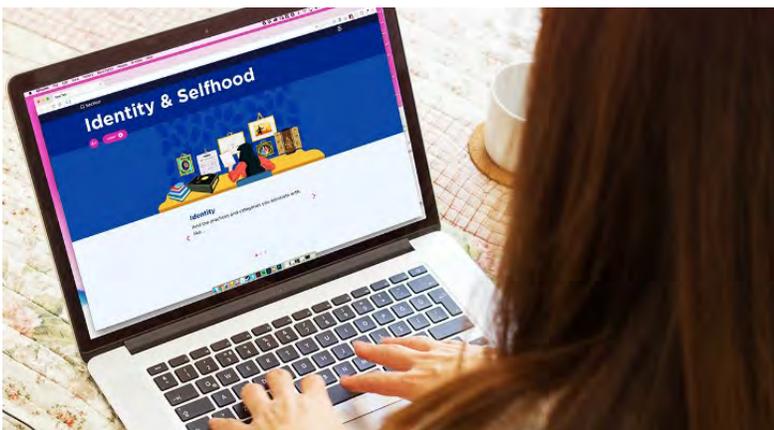
- Identity, bias, power, privilege and oppression
- Benefits of being part of a diverse community
- Ally behavior, self-care, and creating inclusive spaces

Student Life designed follow-up facilitation guides for instructors and trained volunteers. "It was really important to us that students have a space to process and reflect on the online content in person," said Jayne Brownell, Vice President for Student Life. "We know that meaningful discussion can deepen students' understanding of course material."

The training emerged as a recommendation from the President's Diversity and Inclusion Working Group from 2017-18. It was created by EVERFI, the same organization that provides Miami's prevention education courses to incoming students, *AlcoholEdu for College* and *Sexual Assault Prevention for Undergraduates*.

Since opening on October 26, 2018, 899 total people have accessed the course, with 811 having completed it (as of December 2, 2018). Some of the groups completing the module include:

- 366 UNV101 students
- 192 Resident Assistants
- 78 Greek leaders
- 63 Associated Student Government members
- 34 CEC101 students
- 33 MBII47 students



Student taking the online module. Photo by Everfi

Courses Taught by the Division

Staff members from the Division of Student Life taught a total of 69 sections of various courses during the Fall 2018 semester. Amounting to 83 total credit hours, the courses impacted 1,336 students. Some of the courses include UNV101, EDL218 and EDL290, WGS201, and EDT310.

Some of the first-year transition courses are co-taught by a faculty member and a Student Life staff member, providing a well-rounded experience for the students.



"For the CEC 101 course, I could not have taught it nearly as well by myself. [The] Student Life co-teacher that worked with me is deeply knowledgeable about student behavior, Student Life support systems, the operation of residence halls and many other aspects of student life, issues and systems about which I know very little."

- Dr. Jim Kiper, CEC Department Chair -

Classroom Visits

Many offices in the Division are invited into classrooms throughout the year to present on wellness, leadership, diversity and inclusion, and various other topics.

This semester (as of November 30, 2018), staff members have visited 56 classrooms, impacting 1,162 students. The visits range from 5-10 minute presentations on opportunities and resources to full class period facilitations and filling in when instructors might otherwise cancel class.



Although I've always been someone who's been very open to diversity due to my diverse background, [the module] really opened my eyes to a variety of things I wasn't aware of [...]. For example, [it] helped me be more conscious of how I address others, especially on how my description of others is based on prevalent stereotypes. [...] I am more aware of how hurtful stereotypes can be, and it has made me more mindful of others before I speak. Additionally, this module taught me how to intervene in certain situations, being able to step up for someone who might be feeling oppressed/marginalized, all while taking into consideration how the person might feel so that I don't overstep.

-First-Year Student, November 2018



STUDENT LIFE REPORT

Extending the Classroom

Academic Neighborhoods

For students who are not interested in the many Living Learning Community (LLC) offerings, **Residence Life** introduced academic neighborhoods this year. Participating students are grouped by academic division. This fall 1,296 students live in academic neighborhoods. While there is not a specific experience that defines the academic neighborhoods, students in various communities have formed study groups, utilized academic support resources on campus together, and found connections with students sharing similar academic interests.

“
-ON ACADEMIC NEIGHBORHOODS-
I enjoy being able to get together and do homework in a group, to hold each other accountable.
-FIRST-YEAR STUDENT, FALL 2018
”

Affinity Communities

Residence Life collaborated with the Student Success Center to design an affinity community for students who identify as first-generation college students or have an affinity for the population. The *Miami Firsts Community* is home to 37 students this fall. In partnership with Student Success and the Career Center, **Residence Life** is creating a comprehensive support network for the Miami Firsts students through the community. Residence Life also launched an out-of-state affinity community this fall.

“
-ON AFFINITY COMMUNITIES-
Everyone is kind of in the same place starting and it feels comfortable.
-FIRST-YEAR STUDENT, FALL 2018
”

Miami Family Fund Grants

Parent and Family Programs regularly provides grants to support student learning outside the classroom. During the 2018 calendar year, the office awarded:

- 36 grants for 136 students to attend academic conferences
- 4 grants to faculty members to offer faculty-student discourse programs (impacting 157 students)
- 177 grants to 224 students for study away opportunities
- 10 grants to support undergraduate research

Sarah Moore, Class of 2020, was awarded a Family Fund grant to attend Miami's Inside Washington Program in DC.

“ I was able to gain real world experience in researching national security concerns, provide these results to experts in the field and receive feedback, and, finally, gain confidence in my own ability to speak eloquently in this area. ”



Time and Space

In several areas around campus, the Division carves out time and space for students to focus on their academic success.

The **Armstrong Student Center** recorded more than 25,000 study room reservations in the 2017-2018 year and has been averaging 200 study room reservations per month in Fall 2018, on pace to exceed last year's reservations. Armstrong also converts the Fritz Pavilion into a study room during final exam week, with no other reservations permitted during that time.

Diversity Affairs, in addition to providing computers and free printing throughout the academic year, also partners with the University Libraries for weekly hours in the Women*s and LGBTQ+ Center. During these hours, librarians are on hand to help students with research questions.



Faculty Engagement

In each residence hall community, **Residence Life** has set an expectation for at least one faculty engagement program per semester. In addition to providing an opportunity for faculty members to share expertise, the programs aim to help students see faculty members as approachable. As of November 25, 2018, 32 faculty members have visited the residence halls for various programs. A few recent examples include:

- *Farmer School Faculty Visit* at Hahne Hall
- *Finding "We" in a Time of "They"* at Miami Inn/Symmes Hall
- *Pre-Health Minor Panel* at Stanton Hall

STUDENT LIFE REPORT

Academic Data from Transition Survey

The **Division of Student Life** administers the Transition Survey to all Oxford students who are new to Miami (both first year and transfer) in the fall each year. The survey, now in its fourth year, was sent in Weeks 8 and 9 of the Fall 2018 semester. It asks students about their academic and social experiences thus far, along with their general feelings about their adjustment and plans for the future. The survey also provides a snapshot of how students are feeling near the midpoint of the semester, informing the Division's programs and communication with the class, in support of student retention.

Response Rate

Dates: October 12–30, 2018
% Complete: 96.2% (n=1,016)

Response Rate: 26.0% (n=1,056)
% Gave permission to be reviewed: 66.4%



64.1% of respondents agreed or strongly agreed that they were managing their time well.

The **Rinella Learning Center** offers time management workshops as well as one-on-one academic counseling and coaching sessions that address time-management.

75.4%

of respondents agreed that they could identify at least one faculty or staff member who cares about their social or academic well-being at Miami

“One of the primary factors affecting college retention is the quality of interaction a student has with a concerned person on campus.”

Lotkowski, V. A., Robbins, S. B., & Noeth, R. J. (2004). *The Role of Academic and Non-Academic Factors in Improving College Retention* (Rep.). ACT.

”

Students were asked to indicate the number of classes in which they felt they were struggling or not performing as well as they would like.



Of the students struggling in 2 or more classes, 38.5% had taken/plan to take advantage of tutoring services at the **Rinella Learning Center** this term.

THE FOLLOW-UP

Each year, 30+ Student Life staff members volunteer to review the survey responses of students who have given permission. Staff take a comprehensive look at between 10 and 30 surveys each, taking note of potential warning signs for students who may be at risk for leaving Miami.

Based on reviewers' analyses, the Division coordinates outreach. Some students (171 this year) receive in-person outreach from a Resident Director, Rinella Learning Specialist, Academic Advisor, or Student Success staff. All students whose responses were reviewed received follow-up emails with additional information or resources specific to their survey responses. A total of 1,506 individualized emails were sent during Fall 2018.

Demonstrating Care



Dr. Buffy Stoll Turton

Dr. Buffy Stoll Turton, Director of **Orientation and Transition Programs**,

reached out to one student whose survey responses indicated she was having a hard time adjusting to Miami both academically and socially. One response was particularly concerning. To the prompt, "I can identify at least one faculty or staff member who cares about my well-being (social or academic) at Miami," she selected *strongly disagree*.

Stoll Turton emailed the student and they connected over coffee a few days later. The student shared details about challenges she was experiencing while Stoll Turton provided a listening ear, affirmation, and resource recommendations. "As we wrapped up our conversation," said Stoll Turton, "she thanked me for reaching out. She said she felt much more confident moving forward. Her remark was meaningful, because a little bit of confidence can make a big difference in overcoming challenges."

Stoll Turton plans to continue to check in with the student. "I look forward to staying in touch with this student over the coming weeks, months, and hopefully years, to provide support, encouragement, resources - and also reassurance that someone cares."

“Her remark was meaningful because a little bit of confidence can make a big difference in overcoming challenges.”

Rinella Learning Center

Division of Student Life | Board of Trustees Report

December, 2018

About

The mission of the Rinella Learning Center is to help students reach their individual academic goals by empowering them with skills and strategies needed to be independent and successful learners and to provide academic support through intentionally designed services and programs. The Rinella Learning Center enacts this mission by providing:

- **Academic Support:** academic counseling and coaching, subject specific individual and group tutoring, Supplemental Instruction, study strategies courses and workshops, online resources, and academic intervention with academically struggling students.
- **Enrichment Programs:** the Access Fellows Program supporting low-income students and the Scholastic Enhancement Program supporting conditionally admitted students.
- **Testing Center:** assists Miami University faculty/instructors in providing reasonable testing accommodations to students with documented disabilities.

Over the course of the 2017-18 academic year, the Rinella Learning Center served approximately 9,400 students. Most notable for the year was continued expansion of the Supplemental Instruction program serving 2,081 students, increased direct contact with students in academic jeopardy, and continued growth in the number of proctored exams through the testing center (up 61% from the previous year).

Demand Grows for Tutoring and Supplemental Instruction

Tutoring. The Rinella Learning Center's tutoring program provides students with individual and group tutoring in our highest demand subjects. Tutors are trained and certified peers who have been successful in taking the course at Miami University and who have met exceptional GPA standards. The most common areas for tutoring are the sciences, mathematics and statistics, foreign languages, and business core courses. Both the number of students seeking tutoring and the frequency of requests for tutoring has significantly increased over the last four academic years.

	2014-15	2015-16	2016-17	2017-18
Number of tutoring appointments	3,162	6,809	9,217	10,133

Supplemental Instruction. Supplemental Instruction (SI) is proactive academic support for students taking historically challenging courses at Miami University. SI offers students a chance to review concepts and content with a trained peer SI leader. All SI leaders have taken the targeted course at Miami University, have typically earned an A in the course, and have received a recommendation from faculty to serve as an SI leader. SI leaders attend a majority of class sessions with students, work with the faculty member of the course to develop relevant review materials, and offer at least two review sessions per week. To increase efficiency and to provide the most effective academic support, the

Rinella Learning Center has placed special emphasis on the expansion of Supplemental Instruction for the last four years. The goal of the expansion of Supplemental Instruction is to reduce the demand for individual tutoring.

	2014-15	2015-16	2016-17	2017-18
Number of SI visits	3,337	5,849	9,976	15,519

Access Fellows Graduate

Access Fellows Program. The Access Fellows Program was designed to support low-income students (specifically those receiving the Miami Access Initiative scholarship) in their transition to Miami University. The Access Fellows Program launched in fall 2014 and was developed using an anti-deficit lens. The component parts of the program include:

- A one credit hour First Year Experience course in common
- Facilitation of campus engagement through student employment, undergraduate research, student activities/leadership, and/or service learning
- Academic monitoring and support

The Rinella Learning Center staff and the Access Fellows Program celebrated the first graduating cohort of Access Fellows in May 2018. In addition to the intended components listed above, the Access Fellows Program evolved over the last four years to include:

- Pre-orientation meetings with Access Fellows and families
- Student driven activities and events (e.g. final exams study hall, movie nights, de-stressing activities)
- Access Fellows Advisory Council
- Social Media Highlights
- Graduating seniors recognition ceremony and graduation cords



Meet
**Rachel
Zimmerman**

"I didn't realize how helpful the staff could be until I met with **Chasity Dittmann** to discuss my life outside of classes. Without their support, it would have been a lot harder to manage everything!"

"Even with questions about registration and other stuff for my major, I'm able to just go down the hall and ask **Golden Fanning** if she knows the answer. The staff at Rinella really care and want to help."

PRESENTING THE *Access Fellows*



Meet
Jourdan Greenlee

"**Access Fellows** has made me more comfortable with my situation. I've been involved with it all four years, and I definitely appreciate everything **Access Fellows** has made possible!"



"You don't have to share the same cultural background with someone to connect with them. **Access Fellows** has helped me see that I have something in common with people whose backgrounds are different than mine."



PRESENTING THE *Access Fellows*

Outcomes. The outcomes for the first cohorts of the Access Fellows Program have exceeded expectation. The first three columns shows retention, persistence, and graduation of Miami Access Initiative scholarship recipients prior to the launch of the Access Fellows Program and the last four columns shows the retention, persistence, and graduation of the first four cohorts of the Access Fellows Program.

				Cohort 1	Cohort 2	Cohort 3	Cohort 4
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
N	188	157	100	127	112	128	150
Fall Retention	81.4%	81.5%	88%	87%	83%	87%	
3 rd Fall Retention	74.5%	70.7%	79%	83%	79%		
4 th Fall Retention	69.7%	70.7%	76%	83%			
4-year Graduation	48.4%	51%	54%	60-66%			
5-year Graduation	66.6%	63.7%					
6-year Graduation	64.4%						

Learning Center of Excellence

During the 2018-19 academic the year, the Rinella Learning Center will be completing the application for the National College Learning Center Association's Learning Center of Excellence certification. The certification promotes professional standards of excellence, inclusivity, quality programs and services to enhance student learning through higher education, and celebrates outstanding achievements of college learning centers. Embedded in this process is leadership certification for all members of the Rinella Learning Center professional staff, validating and recognizing expertise in the field of academic support in higher education. The application is due January 15, 2019 and it is intended to receive the certification by fall 2019.



ADMISSION UPDATE

Board of Trustees Meeting

December 13, 2018

Division of Enrollment Management & Student Success



MIAMI UNIVERSITY



Fall 2018

Final Data

ACT Best: 28.1 vs. 28.3

GPA: 3.77 vs. 3.76

Curriculum Strength: 14.1 vs. 13.8

Non-Resident: 39.2% vs. 42.5%

International: 7.5% vs. 8.1%

Domestic Diversity: 17.2% vs. 16.8%

Bridges: 256 vs. 280

First Generation: 621 vs. 575



Top States and Countries

Fall 2018

Top States	2017	2018
Illinois	368	340
Indiana	93	87
Michigan	84	86
New York	74	62
Pennsylvania	58	58
California	54	55
Connecticut	66	54
Missouri	42	53
Massachusetts	52	51
New Jersey	74	49

Top Countries	2017	2018
China	247	236
Vietnam	15	29
India	26	10
Canada	5	6
Mexico	1	6
Nepal	3	4
South Korea	5	3
United Kingdom	4	3



Top Competitors

Fall 2018

Institution	Count	% of Non-Enrolls
THE OHIO STATE UNIVERSITY	2,092	11.3%
UNIVERSITY OF CINCINNATI	1,112	6.0%
INDIANA UNIVERSITY	818	4.4%
UNIVERSITY OF DAYTON	508	2.7%
UNIVERSITY OF ILLINOIS	471	2.5%
OHIO UNIVERSITY	448	2.4%
PENNSYLVANIA STATE UNIVERSITY	407	2.2%
PURDUE UNIVERSITY	400	2.2%
MICHIGAN STATE UNIVERSITY	342	1.8%
UNIVERSITY OF KENTUCKY	263	1.4%



Top Competitors by Residency

Fall 2018

Ohio	
THE OHIO STATE UNIVERSITY	1,766
UNIVERSITY OF CINCINNATI	1,040
OHIO UNIVERSITY	413
UNIVERSITY OF DAYTON	302
KENT STATE UNIVERSITY	137
BOWLING GREEN STATE UNIVERSITY	128
UNIVERSITY OF KENTUCKY	102
THE OHIO STATE UNIVERSITY - NEWARK	95
UNIVERSITY OF TOLEDO	95
XAVIER UNIVERSITY	85

Domestic Non-Resident	
INDIANA UNIVERSITY	685
UNIVERSITY OF ILLINOIS	454
PURDUE UNIVERSITY	327
UNIVERSITY OF WISCONSIN	238
MICHIGAN STATE UNIVERSITY	235
UNIVERSITY OF MICHIGAN	226
UNIVERSITY OF DAYTON	206
UNIVERSITY OF COLORADO	200
PENNSYLVANIA STATE UNIVERSITY	175
UNIVERSITY OF KENTUCKY	161



Top Competitors: International

Fall 2018

Institution	Count	% of Non-Enrolls
PENNSYLVANIA STATE UNIVERSITY	215	9.6%
THE OHIO STATE UNIVERSITY	188	8.4%
UNIVERSITY OF CONNECTICUT	140	6.3%
RUTGERS UNIVERSITY	113	5.0%
MICHIGAN STATE UNIVERSITY	93	4.2%
INDIANA UNIVERSITY	64	2.9%
UNIVERSITY OF MASSACHUSETTS	64	2.9%
SYRACUSE UNIVERSITY	60	2.7%
SUNY STONY BROOK UNIVERSITY	58	2.6%
UNIVERSITY OF CALIFORNIA-SANTA CRUZ	56	2.5%



Top Competitors: Students of Color

Fall 2018

Ohio	
THE OHIO STATE UNIVERSITY	367
UNIVERSITY OF CINCINNATI	166
OHIO UNIVERSITY	51
THE OHIO STATE UNIVERSITY - NEWARK	27
UNIVERSITY OF DAYTON	27
CASE WESTERN RESERVE UNIVERSITY	21
KENT STATE UNIVERSITY	20
BOWLING GREEN STATE UNIVERSITY	14
UNIVERSITY OF TOLEDO	14
INDIANA UNIVERSITY	13

Domestic Non-Resident	
UNIVERSITY OF ILLINOIS	93
INDIANA UNIVERSITY	78
PURDUE UNIVERSITY	58
UNIVERSITY OF WISCONSIN	31
UNIVERSITY OF MICHIGAN	29
THE OHIO STATE UNIVERSITY	25
SYRACUSE UNIVERSITY	24
PENNSYLVANIA STATE UNIVERSITY	24
UNIVERSITY OF MARYLAND	22
LOYOLA UNIVERSITY CHICAGO	20



Top Competitors: ACT 30+

Fall 2018

Ohio	
THE OHIO STATE UNIVERSITY	1,071
UNIVERSITY OF CINCINNATI	304
OHIO UNIVERSITY	92
UNIVERSITY OF DAYTON	83
INDIANA UNIVERSITY	46
CASE WESTERN RESERVE UNIVERSITY	40
KENT STATE UNIVERSITY	35
UNIVERSITY OF TOLEDO	35
UNIVERSITY OF KENTUCKY	29
BOWLING GREEN STATE UNIVERSITY	28

Domestic Non-Resident	
INDIANA UNIVERSITY	338
UNIVERSITY OF ILLINOIS	210
UNIVERSITY OF MICHIGAN	195
UNIVERSITY OF WISCONSIN	158
PURDUE UNIVERSITY	132
THE OHIO STATE UNIVERSITY	76
TULANE UNIVERSITY	75
UNIVERSITY OF KENTUCKY	74
SOUTHERN METHODIST UNIVERSITY	61
MICHIGAN STATE UNIVERSITY	58



Top Competitors: Pell-Eligible

Fall 2018

Institution	Count	% of Non-Enrolls
THE OHIO STATE UNIVERSITY	249	15.4%
UNIVERSITY OF CINCINNATI	160	9.9%
OHIO UNIVERSITY	63	3.9%
UNIVERSITY OF ILLINOIS	51	3.2%
UNIVERSITY OF DAYTON	49	3.0%
INDIANA UNIVERSITY	29	1.8%
PURDUE UNIVERSITY	28	1.7%
BOWLING GREEN STATE UNIVERSITY	24	1.5%
UNIVERSITY OF TOLEDO	18	1.1%
KENT STATE UNIVERSITY	17	1.1%



Key Enrollment Goals

Fall 2019

First-Year Objectives

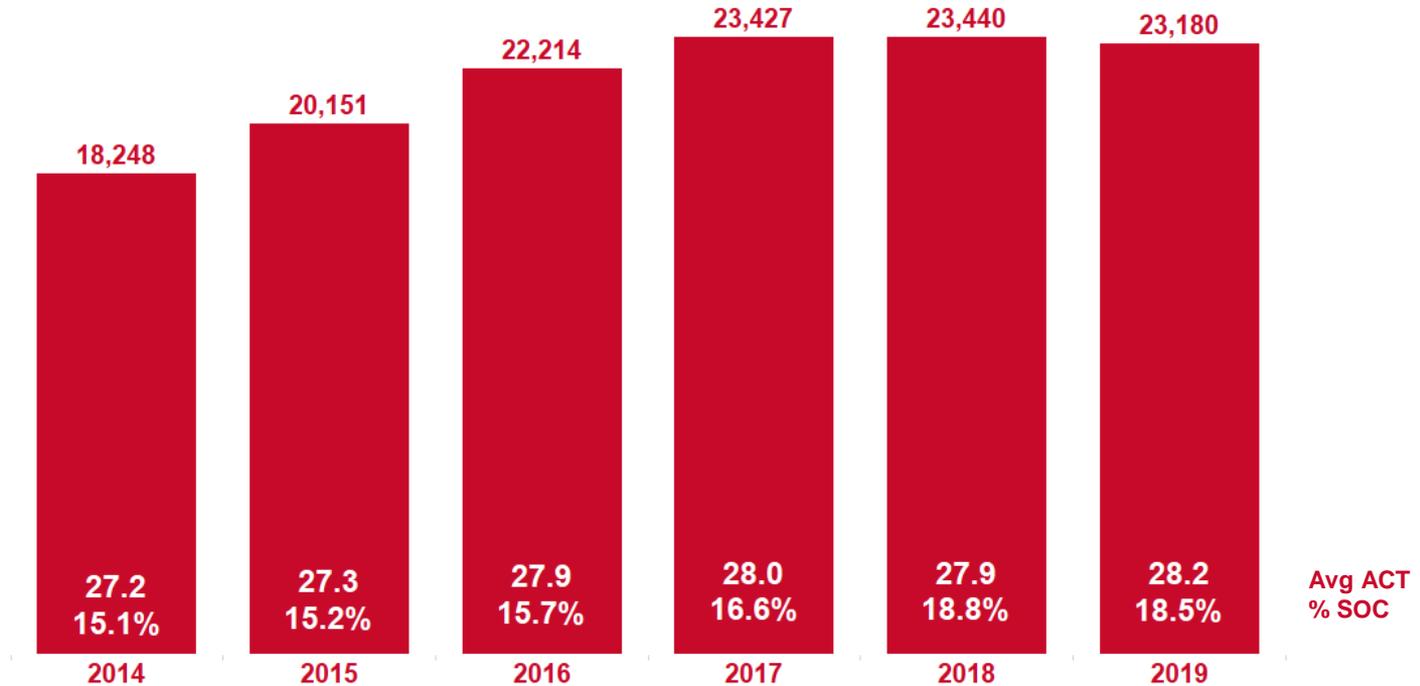
- » Increase applications for admission to exceed 31,000
- » Enroll a cohort of 3,900 first-year students, including a cohort of 80 NSG students
- » Increase non-resident enrollment
 - » Increase domestic non-resident enrollment
 - » Maintain international enrollment of 300
- » Maintain diversity
 - » Racial/ethnic
 - » Socioeconomic
 - » College-going status
- » Maintain quality
- » Manage divisional enrollment targets

Other Enrollment Objectives

- » Meet ACE Program enrollment target of 200
- » Meet transfer enrollment target of 200
- » Meet Net Tuition Revenue targets



Fall 2019 Applications



Enrollment Research and Analytics

Data as of 12.03.2018

Avg ACT
% SOC

MiamiOH.edu

Fall 2019 Applications

by Residency

	2014	2015	2016	2017	2018	2019
Non-Resident	9,643	10,951	12,663	12,931	12,618	12,082
Domestic Non-Resident	9,076	10,206	11,722	11,897	11,535	11,083
International	567	745	941	1,034	1,083	999
Ohio Resident	8,605	9,200	9,551	10,496	10,822	11,098
Grand Total	18,248	20,151	22,214	23,427	23,440	23,180



Data as of 12.03.2018

MiamiOH.edu

Fall 2019 Applications

by Division

	2014	2015	2016	2017	2018	2019
CAS	7,629	7,902	9,047	9,616	9,155	9,262
FSB	5,650	6,487	6,898	7,108	6,849	6,329
CEC	2,330	2,742	3,056	3,236	3,260	3,250
EHS	1,888	2,209	2,317	2,510	2,278	2,133
CCA	751	811	896	957	1,124	1,120
CLAAS	--	--	--	--	774	1,086
Grand Total	18,248	20,151	22,214	23,427	23,440	23,180



Data as of 12.03.2018

MiamiOH.edu

Fall 2019 Applications *by State*

	2014	2015	2016	2017	2018	2019
Alabama	6	11	11	18	7	15
Alaska	1	5	4	2	4	4
Arizona	23	34	45	49	48	38
Arkansas	3	6	10	6	9	3
California	424	511	638	573	478	498
Colorado	184	202	262	316	286	321
Connecticut	411	455	484	494	500	434
Delaware	6	16	20	17	16	15
District of Columbia	25	29	40	52	48	30
Florida	94	77	117	146	125	141
Georgia	109	125	136	173	220	169
Hawaii	3	3	4	4	1	2
Idaho	1	--	4	4	3	4

Data as of 12.03.2018

MiamiOH.edu



Fall 2019 Applications by State

	2014	2015	2016	2017	2018	2019
Illinois	2,602	2,805	3,175	3,108	3,163	2,947
Indiana	729	979	1,019	988	1,007	926
Iowa	10	10	14	20	13	16
Kansas	51	54	62	76	64	46
Kentucky	364	425	429	484	435	443
Louisiana	4	6	7	7	12	6
Maine	5	9	15	14	9	11
Maryland	349	309	412	438	406	360
Massachusetts	282	331	430	396	432	392
Michigan	880	895	1,014	981	873	870
Minnesota	212	266	293	322	315	251
Mississippi	--	1	2	1	5	2
Missouri	280	297	418	370	383	384

Data as of 12.03.2018

MiamiOH.edu



Fall 2019 Applications *by State*

	2014	2015	2016	2017	2018	2019
Montana	3	5	1	1	2	3
Nebraska	11	10	15	26	17	19
Nevada	6	9	16	16	17	16
New Hampshire	20	23	25	25	32	39
New Jersey	403	400	451	530	484	443
New Mexico	6	6	3	7	6	8
New York	440	498	595	607	563	546
North Carolina	61	79	87	128	102	144
North Dakota	1	2	2	--	--	1
Oklahoma	2	2	8	10	3	5
Oregon	8	11	14	23	19	14
Pennsylvania	440	489	503	512	524	525



Data as of 12.03.2018

MiamiOH.edu

Fall 2019 Applications *by State*

	2014	2015	2016	2017	2018	2019
Rhode Island	9	12	24	27	37	30
South Carolina	13	14	20	22	18	32
South Dakota	--	--	--	1	3	3
Tennessee	136	135	170	195	180	232
Texas	73	98	145	171	167	151
Utah	4	9	19	11	8	4
Vermont	12	13	12	14	11	10
Virginia	195	268	272	266	290	291
Washington	29	33	47	50	48	36
West Virginia	12	11	23	18	29	19
Wisconsin	148	210	254	220	187	182
Wyoming	3	1	1	2	3	--

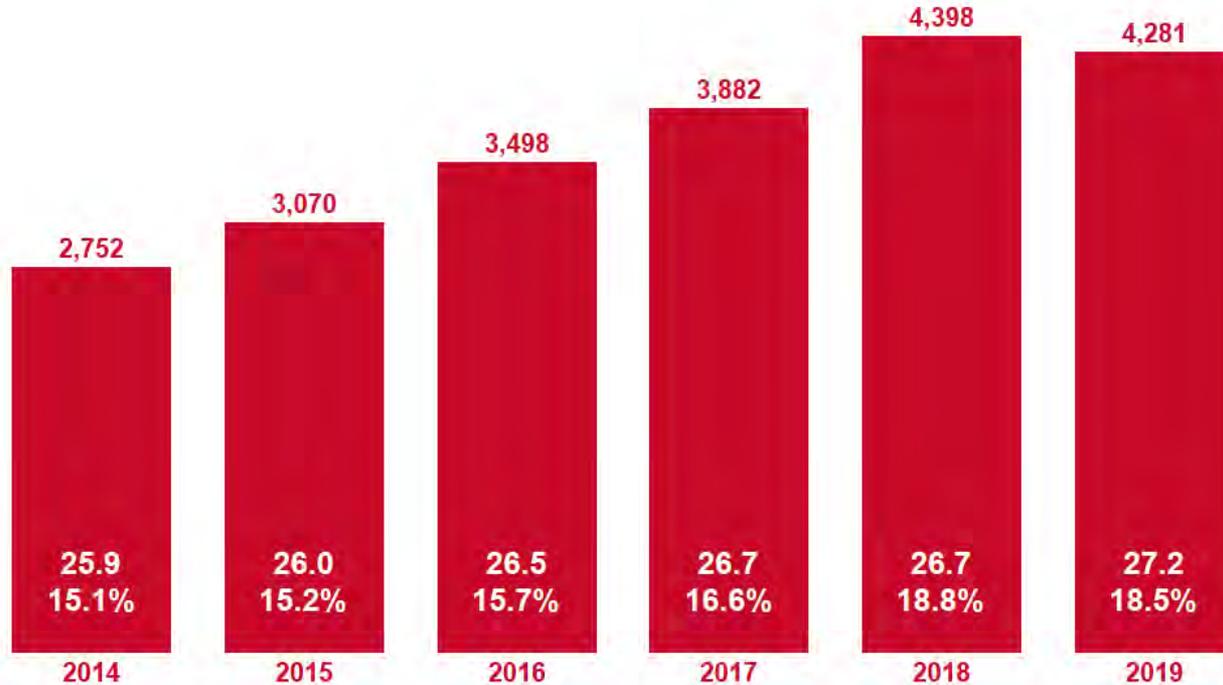


Data as of 12.03.2018

MiamiOH.edu

Fall 2019 Applications

Student of Color



Avg ACT
% SOC



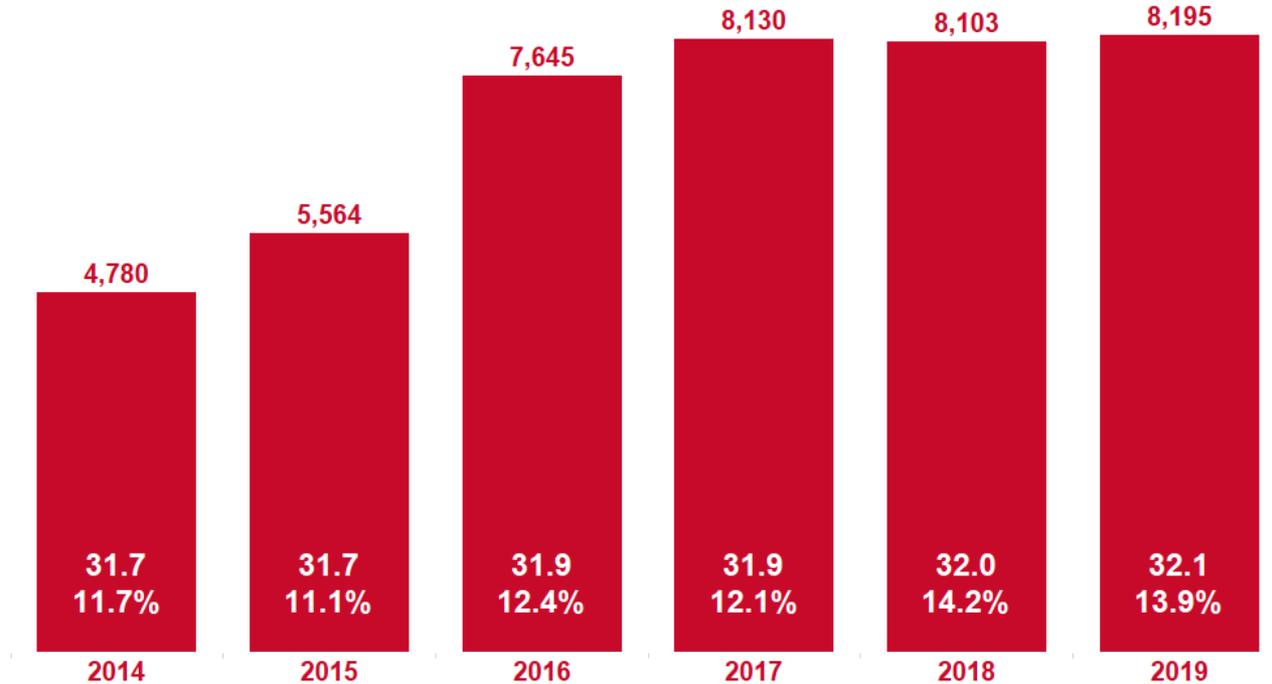
Enrollment Research and Analytics

Data as of 12.03.2018

MiamiOH.edu

Fall 2019 Applications

ACT 30 +



Avg ACT
% SOC



Enrollment Research and Analytics

Data as of 12.03.2018

MiamiOH.edu

Divisional Enrollment Planning

Fall 2019

	Fall 2018 Final	Fall 2019 Minimum	Fall 2019 Maximum	Capacity
CAS	1,898	1,850	1,900	1,900+
FSB	849	900	900	900
CEC	481	475	525	525
EHS	427	400	450	500+
CCA	204	200	225	250
CLAAS	66	80	80	80
Total	3,925	3,905	4,080	4,155+



Fall 2019 and Beyond

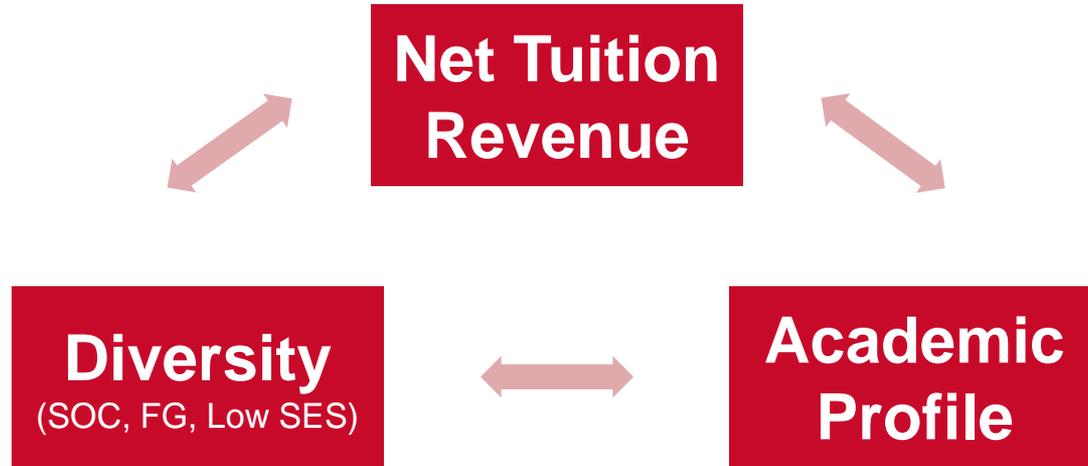
Enrollment Planning

	Actual			Goals			
Key Metrics	2016	2017	2018	2019	2020	2021	2022
First-Year Class Size	3,798	3,817	3,925				
Domestic Diversity	15.6%	16.8%	17.2%				
Average ACT	28.5	28.3	28.1				



Enrollment Planning

Balancing Competing Priorities





QUESTIONS?





December 2018
EMSS WRITTEN REPORT
Michael S. Kabbaz, Senior Vice President

Strategic Enrollment Management & Marketing

Key updates included in presentation.

Center for Career Exploration & Success

The Center for Career Exploration and Success (CCES) launched Miami's Career Collaborative this fall which extends collaborations between faculty and CCES by accelerating new, real-world projects into the classroom and expanding professional development activities. To incentivize these activities, CCES created a Career Grant fund to which faculty can apply. A committee was created and members were, in part, appointed by the five academic deans on the Oxford campus to review the 18 applications totaling nearly \$48,000. CCES will highlight Career Grant recipients on their website this spring.

Student Enrollment Services

Bursar

The Office of the Bursar is currently working with its tuition insurance vendor, Allianz, to upgrade the process used to inform students about optional medical tuition insurance. As part of this roll-out, students will be presented with an acknowledgement of the refunding policy and be given the opportunity to purchase insurance that will cover their fee should they not be able to complete the term due to medical reasons.

Student Financial Assistance

Between August and November, the Office of Student Financial Assistance (SFA) conducted financial aid presentations to 15 high schools in the Cincinnati area speaking to more than 1,500 people. These presentations delivered important financial aid information to high school students and parents, as well as served local high schools and counseling staffs who help to promote Miami to their students. SFA also partnered with Mason High School and Talawanda High School on a FAFSA completion initiative. During these events, which took place at each high school, Miami staff provided one-on-one assistance to nearly 150 students and their parents in completing the FAFSA.

Student Success Office

The Student Success Office (SSO) recently kicked off a strategic campus campaign to create more awareness and connections with first-generation students, faculty, and staff. In an effort to excite campus partners about the initiative, the SSO held four brainstorming sessions with 52 faculty and staff from the Oxford campus in attendance. Conversations ranged from creating a clear definition of first generation to the development of programming meant to recognize these students, all while being cognizant that some students may seek a community of resources and connections while others may wish to blend in. An action board has been created and will meet on February 8th.

University Registrar

Phase Two of the Registration Override Request (ROR) application project is underway with IT Services. The ROR application will replace the current paper force add process and the myriad ad hoc applications housed in individual departments. The application brings continuity and ease of use to the process for students and faculty, and allows academic departments to better manage their course section seat inventory. Currently, 22 Oxford academic departments are piloting the application in production and providing invaluable feedback for application enhancements. A soft launch, available to all academic departments, will be available in March 2019 for the Fall 2019 registration cycle; full implementation of the application will be required for all academic departments by October 2019.

The uAchieve upgrade is almost complete with anticipated completion prior to Winter Break. The upgrade includes a more robust self-service web application for students, advisors, and staff. The completion of the upgrade will mean the final step in moving from Banner 8 to Banner 9 for the Office of the University Registrar.



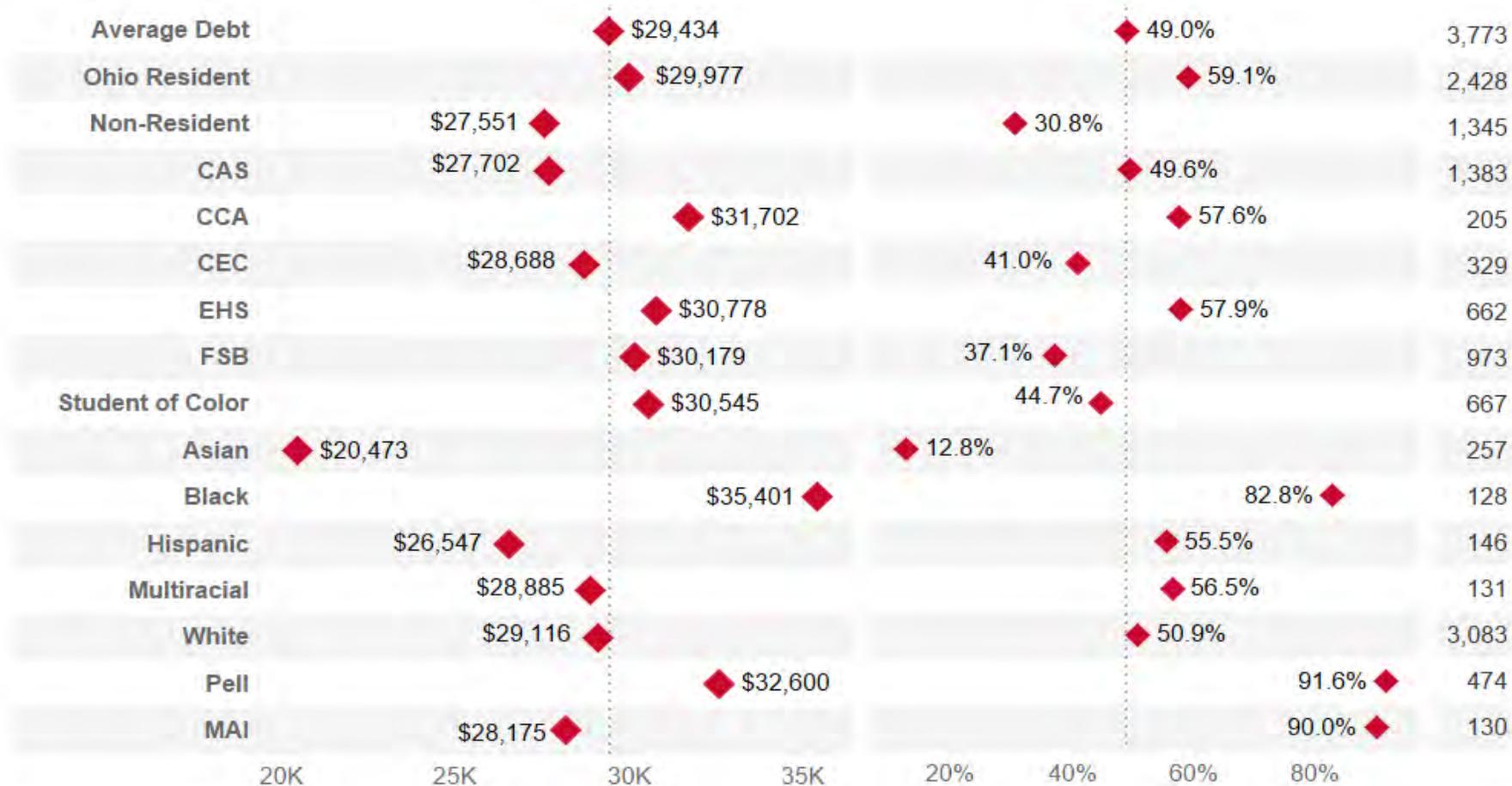
Loan Debt Update



MIAMI UNIVERSITY



2017 Miami Student Loan Debt



Enrollment Research and Analytics



Ohio Four-Year Public Loan Debt

	2014-2015		2015-2016		2016-2017		% Change in Avg Debt
	Avg Debt	% With Debt	Avg Debt	% With Debt	Avg Debt	% With Debt	
Kent State University	\$33,083	75%	\$33,234	76%	\$32,790	74%	-1.3%
University of Akron	\$31,707	70%	\$32,372	70%	\$32,033	68%	-0.7%
Youngstown State University	\$30,735	72%	\$32,133	70%	\$31,759	73%	-1.2%
Bowling Green State University	\$31,746	78%	\$30,801	77%	\$30,814	74%	0.0%
Wright State University	\$30,790	70%	\$30,061	68%	\$30,677	61%	2.0%
Miami University	\$30,015	53%	\$29,956	51%	\$29,434	49%	-1.7%
Cleveland State University	\$27,563	60%	\$25,504	64%	\$29,380	65%	15.2%
University of Toledo	\$27,928	70%	\$24,437	66%	\$28,260	72%	15.6%
The Ohio State University	\$27,400	55%	\$27,930	54%	\$28,158	53%	0.8%
Ohio University	\$28,083	66%	\$27,879	67%	\$27,993	67%	0.4%
University of Cincinnati	\$27,938	67%	\$28,970	65%	\$25,877	63%	-10.7%



Source: Common Data Set; Institutional websites; Note: Data not available for Shawnee State, Central State

MiamiOH.edu

Competition Set Loan Debt

	2014-2015		2015-2016		2016-2017		
	Avg Debt	% With Debt	Avg Debt	% With Debt	Avg Debt	% With Debt	% Change in Avg Debt
Pennsylvania State University	\$35,972	56%	\$37,213	54%	\$37,307	54%	0.3%
University of Dayton	\$35,740	62%	\$37,571	61%	\$35,689	55%	-5.0%
Michigan State University	\$26,091	43%	NA	NA	\$32,310	49%	NA
Miami University	\$30,015	53%	\$29,956	51%	\$29,434	49%	-1.7%
Indiana University	\$27,681	48%	\$28,039	44%	\$28,792	45%	2.7%
The Ohio State University	\$27,400	55%	\$27,930	54%	\$28,158	53%	0.8%
Ohio University	\$28,083	66%	\$27,879	67%	\$27,993	67%	0.4%
Purdue University	\$27,711	48%	\$27,530	46%	\$27,617	42%	0.3%
University of Cincinnati	\$27,938	67%	\$28,970	65%	\$25,877	63%	-10.7%
University of Michigan	\$26,034	44%	\$25,712	44%	\$25,712	41%	0.0%
University of Illinois	\$25,448	50%	\$25,222	47%	\$25,550	45%	1.3%



Source: Common Data Set; Institutional websites

MiamiOH.edu

Board of Trustees Meeting

December 13, 2018

Enrollment Management & Student Success
Written Reports



MIAMI UNIVERSITY





Retention and Graduation Rate Update



MIAMI UNIVERSITY



Enrollment Management and Student Success

Student Success Update

12/3/2018

Retention

Overall retention has increased with large gains for black students, students with low first term GPAs, student athletes, students of color 2, ASU1 (undeclared) majors and Bridges students. There were not many groups with decreased retention, but domestic Asian students and ROTC students did see large decreases.

Four-Year Graduation Rates

The overall four-year graduation rate ticked up slightly to 71.2%. Large gains were seen for student athletes, ASU2 (undeclared, FSB Direct no) initial majors, Academic Scholars, students with low first term GPAs, and international students. There were large decreases for ROTC students, multiracial students, students with moderate first term GPAs, black students, first generation students and Pell students.

Six-Year Graduation Rates

The overall six-year graduation rate also increased over the previous cohort to 80.0%. Not as many subgroups had large changes, but here ROTC students were up significantly (on relatively small numbers). Also up were students beginning in the Divisions of FSB, CCA and CEC. The only subgroup down significantly was Bridges students.



Cohort Retention



Retention

Retention for most recent cohort Fall 2017 is indicated in red and retention for the Fall 2016 cohort is blue. The overall retention for each year is the dotted vertical line that can be compared to retention by each characteristic each year. Overall retention increased by 1.1 percentage point over last year. Small apparent differences in Δ are due to rounding.



Cohort Graduation



Six Year Graduation Rate

The six-year graduation rates for most recent cohort Fall 2012 is indicated in red and rate for the Fall 2011 cohort is blue. The overall six- for each year is the dotted vertical line that can be compared to rates by each characteristic each year. Overall rate increased by 0.8 percentage points over last year.





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

December 14, 2014
Academic and Student Affairs

RESOLUTION R2019 - xx

WHEREAS, University Senate on December 3, 2018 passed SR 19-02, endorsing a degree, Bachelor of Science, with a major in Games and Simulation, College of Creative Arts.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Bachelor of Science, with a major in Games and Simulation, within the College of creative Arts.



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Terri Barr, Chair

Dana Cox, Chair-elect

University Senate Website: miamioh.edu/academic-affairs/university-senate/

December 4, 2018

To: Gregory P. Crawford, President
 From: Jeffery Wanko, Secretary of the University Senate
 Re: Degree Program Approval
 SR 19-02, Games and Simulation – Bachelor of Science, with a major in Games and Simulation,
 College of Creative Arts;

The Miami University Policy and Information Manual, Section 11.1.E, Adding a New Degree, states that a proposal for any curriculum or program leading to a new undergraduate or graduate degree shall be submitted to the President, the Board of Trustees, and the Ohio Board of Regents/Ohio Regents' Advisory Committee on Graduate Study for approval following approval by the department or program, the academic division, the Council for Undergraduate Curriculum/Graduate Council, the Council of Academic Deans, and University Senate.

On December 3, 2018, University Senate adopted SR 19-02:
BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Bachelor of Science, with a major in Games and Simulation, College of Creative Arts;

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

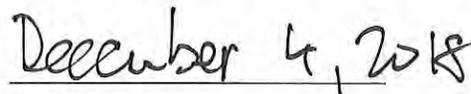
Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve Bachelor of Science, with a major in Games and Simulation, College of Creative Arts.

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



 Gregory P. Crawford, President



 Date

cc: Terri Barr, Chair, Executive Committee of University Senate
 Phyllis Callahan, Provost, Chair University Senate
 Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President



Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio

REQUEST FOR APPROVAL

**SUBMITTED BY
MIAMI UNIVERSITY**

**ESTABLISHMENT OF A
[Bachelor of Science] DEGREE IN
[Games + Simulation]**

(March 2, 2018)



TABLE OF CONTENTS

Request (insert pg #)

Section 1: Introduction

Section 2: Accreditation

Institutional accreditation
Results of the last accreditation review
Notification of appropriate agencies

Section 3: Academic Leadership—Institution

Mission statement
Organizational structure

Section 4: Academic Leadership—Program

Organizational structure
Program development
Collaboration with other Ohio institutions

Section 5: Student Support Services

Admission policies and procedures
Student administrative services
Student academic services

Section 6: Curriculum

Introduction
Program goals and objectives
Course offerings/descriptions
Program sequence
Alternate delivery options
Off-site program components

Section 7: Assessment and Evaluation

Program assessment
Measuring student success

Section 8: Faculty

Faculty appointment policies
Program Faculty
Expectations for professional development/scholarship
Faculty Matrix

Section 9: Library Resources

Library resources
Resources and Facilities

Section 10: Budget, Resources, and Facilities

Resources and Facilities
Budget/financial planning

Appendices

Signature Page

Supplements: List the supplement or supplements included with the proposal

REQUEST

Date of submission: [3/2/18]

Name of institution: Miami University

Degree/degree program title: [Bachelor of Science] degree in [Games + Simulation]

Primary institutional contact for the request

Name: Glenn Platt

Title: ArmstrongProf Network Tech&Mgt

Phone number: 513-529-2808

E-mail: plattgj@miamioh.edu

Department chair/program director

Name: Murali Paranandi

E-mail: paranam@miamioh.edu

Delivery sites: campus(es) Oxford

Date that the request was approved by the institution's governing board:

Approved by the Miami University Senate on [date], and the Board of Trustees on [date]

Proposed start date: [Fall] [2019]

Date Institution established: 1809

Institution's programs: associate, bachelor's, master's, educational specialist, doctoral degrees (total ____ degree majors as of ____)

Educator Preparation Programs:

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

Licensure Yes No

Endorsement Yes No

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

The Interactive Media Studies program at Miami University is proposing a Bachelor of Science in Games + Simulation. The IMS program represents a STE(A)M-focused liberal arts education for the 21st century, integrating technology and innovation with the traditional curriculum offerings of Miami University. The program includes disciplines and faculty from five of the university's academic divisions, distinguishing the BS in Games + Simulation as a unique, interdisciplinary major that embraces the widespread influence and critical impact that games have in contemporary industry and society.

IMS has been offering courses for twenty-two years and continues to be recognized for excellence in digital and interactive media. In the last two years, the program has seen exponential growth due to high demand for the newly established BA in IMS and significant interest in the degree's minor in Digital Games Studies. The BS in Games + Simulation builds

on the existing BA focus track in games. It then offers significantly deeper expertise in the design and development of games as they can be used for both entertainment and non-entertainment purposes. This BS provides significant and rigorous study in the production, art, and analysis of games. This degree reflects not only the thriving state of the game industry but also the growing demand for “games-thinking” in a broader spectrum of industries and organizations, including healthcare, education, marketing, and science.

The BS in Games + Simulation begins with a set of Foundation courses, providing a common grounding in game design as well as all three areas of focus within the curriculum: game art, game development, and game studies. The Foundation also includes an introductory course that helps frame the student's interest in games and helps them see the broader career options available to them, both inside and outside of the game industry.

After finishing the Foundation, the student moves to the Intermediate courses. These courses provide an introduction to industry-standard tools for 3D modeling, game programming/development, usability, and narrative.

The curriculum culminates in a three-semester sequence of courses, ending with a capstone course where students produce an industry-quality game.

Students will choose one of three areas of focus: Game Art, Game Development, or Game Studies. Each of these focus areas comes with a set of required courses in addition to those described above. The Game Art focus contains a series of courses that are in the process of being proposed as a minor in Art. The Game Development focus includes a minor in Computer Science. The Game Studies focus includes a minor in Interdisciplinary Studies. Note that we have written approval from ART, WST, and CSE for the inclusion of their courses & curricula.

SECTION 2: ACCREDITATION

2.1 Regional accreditation

Original date of accreditation:	1913
Date of last review:	2005
Date of next review:	2015

2.2 Results of the last accreditation review

Miami University is accredited by the [Higher Learning Commission](#) (HLC) of the North Central Association of Colleges and Schools. HLC accredits degree-granting post-secondary educational institutions in the North Central region of the United States. Miami's most recent accreditation review was in 2005 (see [2005_Review.pdf](#), 4.3MB), while the next reaccreditation review will occur in 2015.

2.3 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. **Provide documentation of the notification as an appendix item.**

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

Miami University, a student-centered public university founded in 1809, has built its success through an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life. It is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.

Miami provides the opportunities of a major university while offering the personalized attention found in the best small colleges. It values teaching and intense engagement of faculty with students through its teacher-scholar model, by inviting students into the excitement of research and discovery. Miami's faculty are nationally prominent scholars and artists who contribute to Miami, their own disciplines and to society by the creation of new knowledge and art. The University supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses. Miami provides a strong foundation in the traditional liberal arts for all students, and it offers nationally recognized majors in arts and sciences, business, education, engineering, and fine arts, as well as select graduate programs of excellence. As an inclusive community, Miami strives to cultivate an environment where diversity and difference are appreciated and respected.

Miami instills in its students intellectual depth and curiosity, the importance of personal values as a measure of character, and a commitment to life-long learning. Miami emphasizes critical thinking and independent thought, an appreciation of diverse views, and a sense of responsibility to our global future.

-- June 20, 2008

[\(http://MiamiOH.edu/about-miami/leadership/president/mission-goals/\)](http://MiamiOH.edu/about-miami/leadership/president/mission-goals/)

3.2 Organizational structure

Miami University is governed by a Board of Trustees which has 11 members appointed by the Governor with the consent of the Ohio Senate. The Board of Trustees delegates responsibility for administration of the university to the President. The President is advised by an Executive Committee that includes the Provost and Executive Vice President for Academic Affairs, Vice President for Finance and Business Services, Vice President for Student Affairs, Vice President for University Advancement, Vice President for Information Technology, General Counsel, Secretary to the Board of Trustees, Senior Director of University Communications, and Director of Intercollegiate Athletics.

The Division of Academic Affairs includes six academic divisions (College of Arts & Science, College of Creative Arts; College of Education, Health and Society; College of Engineering and Computing, Farmer School of Business; College of Professional Studies & Applied Sciences), the Graduate School, University Libraries, and the Miami University Dolibois European Center (MUDEC).

The administrative leadership of Miami University can be found at: <http://MiamiOH.edu/about-miami/leadership/admin-officers/index.html>.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM**4.1 Organizational structure**

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.

This degree program will be housed within the College of Creative Arts, in the IMS program. All of the courses are offered on the Oxford campus. Faculty and staff in IMS report to the Director of IMS, who reports to the Dean of the College of Creative Arts.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.

The title of the lead administrator for this program is the Director of the Interactive Media Studies Program, a role presently held by Prof. Glenn Platt. The duties and responsibilities of this position are identical to a department chair and include academic and administrative leadership of department and programs (educational planning, scheduling, monitoring, and accreditation activities), faculty and staff performance evaluation, recruitment and retention of faculty and staff members, faculty and staff development, promotion and tenure guidance and evaluation, recruitment (including outreach) and retention of students, resource management, routine departmental administration (chair faculty meetings, implement curricular and program decisions made in faculty meetings, assignment of committees), program development and publicity, liaison with industry, academia, and alumni, and seeking advice and support from external constituencies.

[..\CV for new major\Glenn Platt CV.pdf](#)

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 IMS Curriculum Committee:

This is a subgroup of faculty currently in the IMS program. Currently there are ten members of the committee; all are tenured, tenure-track, lecturer, or full-time visiting faculty. This committee meets approximately once a month during the academic year. The term of appointment is one year.

The IMS Assessment Committee:

This is a subgroup of faculty currently appointed in the IMS program. Currently there are three members of the committee, all of whom are tenured, tenure-track, and lecturer. This committee meets approximately once a month during the academic year. The term of appointment is one year.

The IMS Faculty:

This group is made up of all tenured, tenure-track, lecturer, visiting faculty, adjunct faculty, and affiliate faculty in the IMS program. The program typically meets as a committee of the whole once a month during the academic year. There are no terms of appointment as faculty members serve on this committee while they are members of the IMS program.

4.2 Program development

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

Focusing on the Undergraduate Curriculum:

This degree is focused on the development of Miami's undergraduate curriculum and allows a move into 21st century-relevant STEM content, skills, and critical thinking.

The Engaged University:

All of the courses in this degree involve highly engaged, active learning. Many of them use the "inverted classroom" model, which means viewing/reading content outside of class and using class time for projects, experimentation, and engagement. Courses within the major work with industry partners on game and simulation production. For example, our games and simulation students recently built a virtual reality version of Cincinnati Children's Hospital to train staff on evacuation techniques. Corporate and non-profit partnerships are key aspects of the program.

Improving the Future of our Global Society:

This curriculum focuses on putting the student's learning into a global context, making them strong and committed citizens. From our semester-long internship program in San Francisco, working with startups that operate in global settings, to courses that examine race, gender, and sexuality in games, we strive to contextualize gameplay in a critical context that recognizes the global marketplace for games. Our usability and games course, for example, studies how interactions and cultural norms vary across global markets.

21st Century Liberal Education:

This degree focuses teaching and intense engagement of faculty with students through its teacher-scholar model by inviting students into the excitement and process of research and discovery. The breadth of the degree offerings and the faculty expertise offer a 21st-century liberal arts experience, building information and digital literacy as a foundation for the new liberal arts. As an inclusive community, IMS, like Miami, strives to cultivate an environment where diversity and difference are appreciated and encouraged. The unique niche of this program relative to programs elsewhere that simply teach game making is that games are a true liberal arts discipline for us. From writing to art, from philosophy to engineering, from business to psychology, we steep our students in critical foundations that not only let them be experts in game production, but also understand how games drive learning, health, commerce, and culture.

Knowledge Creation:

The IMS faculty are nationally engaged scholars and artists who contribute to Miami, their own disciplines, and society by creating new knowledge and art. Our game faculty are regular speakers at GDC, the highly competitive, premier game conference. They are sought after by news organizations and NSF teams. For example, one of our faculty, Prof. Bob De Schutter, is considered one of the top three scholars in the world who study games and aging populations. The IMS faculty instill in their students an intellectual depth and curiosity. This is exemplified in the one-on-one mentorship, the including of undergraduates in published research, and the various scholarly requirements for students in addition to production requirements.

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. If completed, submit the full analysis as an appendix item.

Computer games are a strong engine for economic growth. The game industry is a \$138 billion industry that is growing four times faster than the U.S. economy. The industry is expected to top \$180 billion by 2021 [1]. In the healthcare industry alone, gamification accounts for about \$4 billion of revenue and is expected to be \$40 billion by 2024 [2]. U.S. Video Game Industry Expands to 50 States, Supporting 220,000 Jobs, and \$30.4 Billion in Revenue. The U.S. video game industry employs more than 220,000 individuals according to the Entertainment Software Association (ESA) [3]. The average annual salary for a game designer is over \$81,000 [4] and for a game developer is over \$101,000 [5].

[1] <https://venturebeat.com/2018/04/30/newzoo-global-games-expected-to-hit-180-1-billion-in-revenues-2021/>

[2] <https://markets.businessinsider.com/news/stocks/healthcare-gamification-market-will-secure-12-cagr-to-exceed-40-billion-by-2024-1009803608>

[3] <http://www.theesa.com/article/u-s-video-game-industry-expands-50-states-supporting-220000-jobs-30-4-billion-revenue/>

[4] https://www.glassdoor.com/Salaries/game-designer-salary-SRCH_KO0,13.htm

[5] https://www.glassdoor.com/Salaries/game-developer-salary-SRCH_KO0,14.htm

Higher Education Game Program Summary

[These data below are based on the survey of game companies conducted by the Higher Education Video Game Association found at <https://hevg.org/reports/>]

Employment

Alumni of game-based programs fare well on the overall market. The percentage of alumni reporting gainful employment after a single year on the market was 93.1%, more than 8% higher than national employment rates for college graduates four years post-graduation. More than half of alumni surveyed work within the video game industry (55.8%).

Working in Industries Outside Games

Game-based programs prepare students for more than just the games industry, however. While 55.8% of respondents work within the video game industry, the other 44.2% contribute to other vital industries, including education (26.8%), software development (5.8%), and government/security/defense (2.2%). Thus, a solid education in game design prepares students for more than just the games industry itself.

Salaries

Alumni of game-based programs also earn higher salaries. Graduates who participated in this survey earn an estimated average salary of \$76,200 annually for full-time positions, or \$24,000 more than the U.S. national average for college graduates with full-time jobs. Findings show little difference between the average salary for those working within the video game industry and those working outside of it, although graduate degree holders do significantly out-earn alumni with only undergraduate degrees.

Job Satisfaction

Finally, game-based program alumni report overall high rates of workplace well-being on the Cantril scale, with 82.9% classified as "thriving" out in the workplace. Additional items measuring autonomy, connectedness, sense of purpose, and satisfaction in career path and current employment context confirm these findings. Alumni working full-time reported even greater satisfaction than those working only part-time, and alumni working within the video game industry reported greater well-being than those working in other industries.

Enrollment

The success of the video game industry begins with education. Enrollment of video game-

related programs continues to grow, demonstrating the interest and strength in this course of study at universities and colleges nationwide and internationally. Game-based programs in higher education account for a total of 7,675 undergraduate students in the United States and four other countries. Such programs are most commonly established within computer and information sciences (roughly 43,000 total undergraduate degrees per year in the States), engineering and engineering technologies (roughly 93,000 per year), and visual and performing arts (roughly 94,000).

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.

The IMS faculty have received feedback on the game curriculum from executives from Twitch (the premier online gaming channel), Facebook Games, Ubisoft, EA, Blizzard, Telltale games, WB Games, Zenimax, Bungie, Amazon, nVidia, and others.

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.

There are no accrediting bodies for game programs, though the Director of the program's Armstrong Institute for Interactive Media Studies is the President Emeritus of the International Digital Media and Arts Association and has served on review committees for other programs. The game program and curriculum have also been discussed with HEVGA (Higher Education Video Game Alliance), where one of the IMS Faculty serves on the Diversity & Inclusion Committee.

4.3 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.

There are no institutions within 30 miles of Miami University that offer a bachelor's degree program in games. Once approved, this will be the only bachelor's program in games in SW Ohio.

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, we did not develop this degree in collaboration with another institution.

SECTION 5: STUDENT SERVICES

5.1 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.

All students must first be accepted to Miami University, then, if accepted, they must be separately be admitted to the major. This second step is to ensure we can appropriately staff the program to meet the demand. We will begin the program with the goal of having 100 students (in total) at any point in time. We hope to increase that number with future hiring, but are keenly aware of the importance in being able to staff for existing demand.

The process for both steps are outlined below.

Detailed information about admission to Miami University can be found on the website at: <http://miamioh.edu/admission/high-school/application/index.html>.

Once accepted into the university, there is an additional admission requirement:

[From the proposed BS Admission Website]

Students will submit a concept document for a game that they would like to make (or have made in the past). It is highly recommended you visualize your concept as much as possible (through flowcharts, concept art, etc.) and that you use this opportunity to highlight your strengths as a future professional in games. In the document, please address the following questions:

1. What is the premise of your game?
2. How does your game relate to other games that you have played?
3. What would the biggest technical challenges be to develop this game?
4. What parts of the game development process would you take on, and why?
5. Describe a player that this game is being designed for. What makes this experience valuable and engaging to them?
6. How would you make sure that your game delivers the experience described in the previous question?
7. How would you ensure that your audiences find your game?

For students who want to get on the art track, we request that in addition to the assignment above you submit 12 or more pieces that you made in the past. (Any pieces that are used as part as the assignment also count towards the 12 required pieces.) Students who are not on the art track are also given the option to submit up to 15 images but these are optional.

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 IMS program will follow all Miami University and State of Ohio policies regarding transfer credits. When TAG, CTAG, OTM, or MTAG approvals are sought, all proposals will be developed by the program's faculty and approved by the Director of Interactive Media Studies or the program's Chief Department Advisor. When transfer students enter into the program, their transfer credit will be ensured and appropriately evaluated by faculty experts in that area.

5.2 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.

No new administrative services will be needed, since the IMS program recently hired an additional administrative assistant in anticipation of this degree.

5.3 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 program will work with the office of Career Exploration and Student Success to help students seeking employment, internships, or graduate programs. The College of Creative Arts has a designated staff member who specializes in career services for CCA graduates. Other services (e.g., counseling, ADA, etc.) provided by Miami University are sufficient for this program, and no changes are needed.

SECTION 6: CURRICULUM

6.1 Introduction

Provide a brief description of the proposed program as it would appear in the institution's catalog (*General Bulletin*). The description should be no more than 150 words.

The Bachelor of Science in Games + Simulation provides students with an interdisciplinary plan of study covering all aspects of creating and interpreting games. Games are the liberal arts of the 21st century: the fusion of coding and design, writing and mechanics, usability and creativity. With a focus on making and praxis, the BS in Games + Simulation prepares students for a career or graduate study in game design, development, 3D modeling, creative development, writing or designing, esports, and games in other industries, all while encouraging students to take creative risks, to build things, and to think critically about audiences, narratives, and aesthetics.

6.2 Program goals and learning objectives

IMS 213	3	ART 102	1.5
IMS 254	3	MPF III	Global Perspectives (3)
IMS 222		MPF IV	Natural Science (3)
Time period	Curriculum component	Time period	Curriculum component
Sophomore Year			
e.g., Year 2 Fall Semester	Courses/Activities (hrs.)	e.g., Year 2 Spring Semester	Courses/Activities (hrs.)
IMS 317	3	IMS 453	3
CSE 251	3	ART 218	3
ART 106	1.5	ART 231	3
MPF IV	Natural Science/Lab (4)	IMS 319	3
Time period	Curriculum component	Time period	Curriculum component
Junior Year			
e.g., Year 3 Fall Semester	Courses/Activities (hrs.)	e.g., Year 3 Spring Semester	Courses/Activities (hrs.)
IMS 314	3	IMS 487	3
ART 305	3	IMS 445	3
IMS 465	3	IMS 461	1
IMS 391	3	IMS 102	3
		MPF IIC	Social Science (3)
Time period	Curriculum component	Time period	Curriculum component
Senior Year			
e.g., Year 4 Fall Semester	Courses/Activities (hrs.)	e.g., Year 4 Spring Semester	Courses/Activities (hrs.)
IMS 488	3	IMS 489	6
IMS 454	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	2
Elective	2		

6.5 Alternative delivery options (please check all that apply):

- More than 50% of the program will be offered using a fully online delivery model
- More than 50% of the program will be offered using a hybrid/blended delivery model
- More than 50% of the program will be offered using a flexible or accelerated delivery model

For the purposes of this document, the following definitions are used:

- an **online course** is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings;
- a **hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;

- a **flexible or accelerated program** includes courses that do not meet during the institution's regular academic semester (fall or spring) as well as courses that meet during the regular academic term but are offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.

6.6 Off-site program components (please check all that apply):

- Co-op/Internship/Externship
- Field Placement
- Student Teaching
- Clinical Practicum
- Other

If one or more of the items is checked, please provide a brief description of the off-site component(s).

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Assessment efforts are directed by the Office of the Provost and the Center for the Enhancement of Learning, Teaching and University Assessment. Because of the accreditation standards of the Higher Learning Commission, each department and program at Miami University is required to implement a full cycle assessment program for each undergraduate major, general education, free-standing certificates, and all graduate programs.

Each major or degree program specifies at least three learning outcomes to assess. Each year, data is collected and analyzed related to the outcomes and used for program improvement. When beginning the process of assessment for the first time, departments and programs create an assessment plan for each degree program or major. Annually or biennially, the assessment data for the three or more learning outcomes are analyzed and discussed and plans for improving teaching and learning based upon those findings should be put in place. The summary of the data collected, the analysis and the steps for improvement are recorded in an assessment report which is submitted each year. Plans and reports are reviewed regularly by divisions.

Please see <http://www.units.MiamiOH.edu/celt/assessment/guidelines.php> for details about how your proposed assessment plan will be reviewed.

Is your program externally accredited? If yes, does the external body require the program to do **direct assessment of student work showing student achievement of your stated learning outcomes**? If so, please provide a copy of the assessment requirements/plan to the university assessment coordinator. If not, please answer all the following questions:

- 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.

SLO 2 Students will be able to apply the fundamental principles of game design

SLO 5 Students will be able to critique and apply aesthetic principles to game art, design, and development

SLO 6 Students will demonstrate fluency in relevant tools and technologies for game development

- Identify courses (and examinations or assignments within them) or other culminating projects where these outcomes

IMS 453, IMS 487, IMS 489 are three classes taken in the junior and senior years which have games as their products (either collaborative, as in 487 and 489, or solo, as in IMS 453). These final products can be evaluated against our learning outcomes.

- 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.
- 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.

Rubrics will be developed and normed (using samples of student work) for each outcome as part of an annual retreat (which has not been held before) with industry experts, faculty, and games specialists. At each annual retreat thereafter, we will devote time in the retreat to scoring student work from the three courses and, if needed, modifying rubrics and/or learning outcomes based on the scoring session. A report summarizing data will be generated and discussed at a subsequent faculty meeting where faculty will discuss strategies for improvement based on the data analysis. Industry leaders on the frontier of games will be invited to review sessions in capstone courses to provide input to students as they are presenting or developing their games. The feedback offered by external experts will also be incorporated into the report. Ultimately, the evaluation of the report and development of the rubrics will be the responsibility of the director of the game major, Prof. Bob De Schutter, but will be done consultatively with Prof. Artie Kuhn, the Chief Departmental Advisor and responsible for IMS assessment.

- 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.

All capstone projects will be scored with rubrics each year.

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

Additional questions reflecting these learning outcomes will be added to all game course evaluations. We will also be creating a student advisory board, made up of game students at all stages of matriculation, as well as an advisory board of game experts in the field who will review assessment reports and offer input.

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

All data will be collected annually at a Fall retreat, every semester in evaluations, and

annually an ad hoc committee of industry experts.

- 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 preliminary report will be shared at the Fall retreat, as described above.

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

Bob De Schutter, the senior faculty member of the games faculty, will chair a subcommittee that will complete and submit the report.

7.2 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.

While we believe the aforementioned assessment plan is diverse and sufficient, we will also be tracking game publication and employment, two commonly followed measures of outcomes,

The Miami University Retention Committee with the support of The Office of the Provost and the Office of Institutional Research (OIR) guides and implements the university's student success evaluation and assessment. Student success is measured through national surveys and projects (e.g., the National Survey of Student Engagement, CIRP Freshman survey, Collegiate Learning Assessment, College Senior Survey, Your First College Year, HERI Faculty Survey, Faculty Survey of Student Engagement, and the Voluntary System of Accountability) as well as in-house graduate survey and alumni survey.

The IMS assessment committee, under the direction of the IMS Director, will direct the assessment efforts.

SECTION 8: FACULTY

8.1 Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.

Faculty and Degrees (in order of seniority)

Professors:

Eric Bachman, PhD

Glenn Platt, PhD

Bruce Murray, PhD

Associate Professors:

Michael Bailey-Van Kuren, PhD
L. James Smart, PhD
Mike Zmuda, PhD

Assistant Professors:

Bob De Schutter, MA and PhD
Matt Board, MFA
Phill Alexander, PhD
Eric Hodgson, PhD

Full-time Instructor:

Jerry Belich, MFA (expected 2018)

Part-time Instructors:

(There are many of these hired with varying backgrounds and the roster changes every semester. This list below is just a snapshot of a moment in staffing.)

Henry Bawden, MFA (in 2018)
JS Bragg, MA
Tim DeMarks, BS
Chris Dewitt, MS
Eric England, MFA
Richard Sykes, MS

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

We will follow the University's guidelines for faculty qualifications. We typically appoint instructors who have a terminal degree in the field; however, we have also developed and had approved criteria for faculty using tested experience qualifications combined with non-terminal degrees.

We are looking for a diversified staff in line with the requests of the games industry. As the game industry relies more on demonstrable experience than academic degrees, we expect a number of our faculty to hold significant industry experience rather than a terminal academic degree. This is similar to other nationally and internationally ranked programs, who have been hiring industry experts to take on important leadership positions. While a terminal academic degree will still be the primary credential of our faculty, other criteria such as having published three or more commercial games or being employed full time in the games industry for over five years will be considered as similar experience.

For undergraduate courses in coding, game development, 3D modeling/animation, User Experience (UX), design/technology: PhD preferred. Master's degree in a tech-related field with 5 years of highly applied or technical experience in the field of course being taught; and teaching excellence determined by the director which may include one or more of: syllabi review, prior course evals, teaching portfolio, teaching demo/guest lecture.

For graduate courses in coding, game development, 3D modeling/animation, User Experience (UX), design/technology: Ph.D. or Master of Fine Arts preferred. Master of Business Administration, M.S. in Computer Science/Software Engineering and 5 years of

highly applied or technical experience in the field of course being taught; and teaching excellence determined by the director which may include one or more of: syllabi review, prior course evals, teaching portfolio, teaching demo/guest lecture.

Describe the institution's load/overload policy for faculty teaching in the proposed program.

Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.

There are no additional faculty needed to offer this program nor would workload implications change given the enrollment constraint identified earlier in this document. See "Games Staffing Plan.pdf" in the section below for detail regarding the staffing plan.

[MUPIM 6.5 Overload Teaching](#)

8.2 Program faculty

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

Full-time: 11

Less than full-time: 6

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

Full-time: 1

Less than full-time: 0

8.3 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. **Include a faculty handbook outlining the expectations and documenting support as an appendix item.**

All IMS faculty are expected to demonstrate high-quality teaching through multiple measures of teaching (course evaluations, peer evaluations, classroom observations, Small Group Instructional Diagnosis) and academic advising.

IMS has a professional component and a commitment to high-quality, multi-disciplinary research. IMS scholarship consists of research in the candidate's disciplinary field of expertise where that advances knowledge or leads to new knowledge in Interactive Media. The program embraces academic, applied, and professional research of a traditional scholarly nature and recognizes creative/scholastic works appearing in professional and public media forums if these works are exceptional, demonstrating high standards in the practice of the discipline and having significant impact on a relevant field of Interactive Media; for creative achievement and professional productivity, emphasis is placed on works

that reach a substantial or significant audience and/or receive appropriate professional notice in highly regarded publications or other prestigious media forms.

Each faculty member has an MOU that clearly outlines the expectations of scholarship for promotion and tenure. This is developed in consultation with the candidate, P&T committee drawn across the university appropriate to assess candidates work, IMS Director, and the Dean of CCA within the first year of tenure-track appointment. [Examples of MOU for promotion to Associate Professor with tenure and for an associate professor for promotion to Full Professor are attached.]

While nearly all AIMS faculty are all active in scholarship and creative activity and such activity is encouraged for both tenure, and non-tenure track faculty, those faculty designated as non-tenure track and/or part-time are not expected to maintain a scholarly record as described above.

Funds from both Miami University budget as well as the Armstrong Gift are designated to support professional development activity as well as scholarly activity at the program level. Each individual college/school also has funds allocated for this use, as does the university as a whole. Preference for these funds is generally given to tenure-track faculty, but IMS has historically been able to provide equal funding for tenure-track as with non-tenure track faculty.

Miami University does not have a printed faculty handbook, so there is no attachment. The faculty handbook can be found here: http://blogs.miamioh.edu/miamipolicies/?page_id=514 as an online document.

Upload a faculty handbook outlining the expectations and documenting support
[example P&T Assistant to Associate MOU.pdf](#)
[example P&T Associate to Full MOU.pdf](#)

8.4 Faculty matrix

Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix (as shown in the example below). **A copy of each faculty member’s CV must be included as an appendix item.**

[Combined Game Faculty CVs.pdf](#)
[Games staffing plan v3.pdf](#)

SECTION 9: LIBRARY RESOURCES

Librarian representative to do: http://www.lib.MiamiOH.edu/subject_librarians/

9.1 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).

Librarian consulted: Nathaniel Floyd and John Millard

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

The library presently hosts a game collection and consoles to support the game program. The library houses one of the primary classrooms/labs in the game curriculum as well as the esports arena. The library also offers game software in its own labs. While IMS pays and maintains the software and hardware (including upgrades) in the classroom/lab in King Library and the esports arena, the library, if it is going to include game software in its labs, will be responsible for the purchase and upgrade of the software/hardware as they are with software that supports any other major using those labs.

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.

While additional resources would help the library maintain its present critical support for this program, such as increased support for console gaming and the creation of a dedicated gameplay lab in King Library, these are not required for the major to be offered. That said, such resources would allow IMS to offer more flexible and rich academic experiences.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 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.

There are five game labs on campus: 27 King, 200 Hiestand, Esports Arena, the RAD Lab (a 3D Modelling classroom/lab), and our VR Lab (with CAVE and VR hardware.) These labs all have state-of-the-art computer hardware and software for the design and development of games. These are supported by the Armstrong Institute for Interactive Media Studies as well as the College of Creative Arts.

10.2 Budget/financial planning:

Complete the table on the following page to describe the financial plan/budget for the first three years of program operation.

[Fiscal Impact.pdf](#)

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full time				
Headcount part time				
Full-time equivalent (FTE) enrollment				
II. Projected Program Income				
Tuition (paid by student or sponsor)				
Expected state subsidy				
Externally funded stipends, as applicable				
Other income (if applicable, describe in narrative section below)				
Total Projected Program Income				
III. Program Expenses				
New Personnel				
<ul style="list-style-type: none"> • Instruction (technical, professional and general education) <ul style="list-style-type: none"> Full _____ Part Time _____ • Non-instruction (indicate roles in narrative section below) <ul style="list-style-type: none"> Full _____ Part time _____ 				
New facilities/building/space renovation (if applicable, describe in narrative section below)				
Scholarship/stipend support (if applicable, describe in narrative section below)				
Additional library resources (if applicable, describe in narrative section below)				
Additional technology or equipment needs (if applicable, describe in narrative section below)				
Other expenses (if applicable, describe in narrative section below)				
Total Projected Expense				

Budget Narrative:

Use narrative to provide additional information as needed based on responses above.

APPENDICES

Please note that the institution is required, at a minimum, to submit the following the items as part of the review:

Results of recent accreditation reviews	Course syllabi
Organizational Chart	Faculty CVs
Faculty/student handbooks (or link)	Current catalog (or link)

Appendix Description

A
B
C
D
E
F
G

Miami University is committed to continual support of the delivery of the [DEGREE] in [MAJOR]. If Miami University decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

Miami University verifies that the information in the application is truthful and accurate.

Respectfully,

Phyllis Callahan
Provost and Senior Vice President for Academic Affairs
Miami University

Department Chair/Program Director Approval and Forwarding:

Name: Glenn Platt
529-2808

Email: plattgj@miamioh.edu

Phone: 513-

Date:

Department Chair/Program Director approval indicates that the program and its student learning outcomes will be assessed in accordance with the department's/program's overall assessment plan.

Divisional Dean approval indicates that the new program fits into the mission of the division, and that any overlap between the courses and other extant courses in the divisional curriculum has been identified and any related concerns resolved. By approving, the Dean (A) takes oversight

responsibility for ensuring that the new program meets divisional standards for rigor, (B) indicates a recognition and acceptance of the staffing model and implications, and (C) forwarding of other related resource issues, when approved. When approved by the Dean, following the divisional curriculum approval, forward for Registrar action within the curriculum approval process.

Please submit completed approved forms (in Microsoft Word) via e-mail to: courseapproval@MiamiOH.edu

NOTE: New Degrees: This form requires approval by the department/program, division, CUC or Graduate Council, COAD, a vote by University Senate plus ten (10) class days for review, the President, the Miami University Board of Trustees and the Ohio Board of Regents (see MUPIM, Section 11). Upon submission of this form, the Office of the University Registrar will verify the information and forward this request to the appropriate contact.

NOTE: New Majors: This form requires approval by the department/program, division, CUC or Graduate Council, COAD and a vote by University Senate plus ten (10) class days for review (see MUPIM, Section 11). Upon submission of this form, the Office of the University Registrar will verify the information and forward this request to the appropriate contact.

Memorandum of Understanding regarding Phil Alexander's Promotion and Tenure Committee

January 8, 2018

Given the cross-divisional nature of Dr. Phil Alexander's work in Game Studies, it is necessary to appoint a committee that represents diverse academic fields consisting of faculty members who share similar teaching and research agendas to conduct annual and promotion/tenure evaluations and will function in the role of a typical departmental committee.

This committee will consist of the following tenured faculty members recommended by the Director of IMS.

1. Dr. Glenn Platt
2. Dr. Jim Porter
3. Dr. Jim Coyle
4. Dr. Bruce Murray*

*Dr Bob DeShutter will be added to the committee, once tenured and promoted, likely from Fall 2019).

The chair of the committee will be elected by a vote of the committee members. Procedures will follow MUPIM P & T guidelines.

The P & T Committee will forward its evaluation of Dr. Alexander to the Director of IMS. The Director of IMS will write separate evaluation letter and then will forward all documents to the Dean of CCA. In the third, fourth, and fifth years the letters from the P & T committee, IMS Director and the Dean go forward to the provost. In the 6th year, the candidate's documentation will then be forwarded and reviewed by the CCA divisional P & T committee. The divisional committee will make its recommendation to the Dean of CCA who will forward her/his recommendation to the University P & T Committee. At the time of consideration for tenure and promotion, the timeline for identification of reviewers and submission of materials will follow the established university guidelines. The process for identifying potential external reviewers will follow the University P & T guidelines and will involve the Dean, Director of IMS and Dr. Alexander. Please consult Tenure-Track Faculty Promotion Guidelines & Materials on Provost's website for a specifics. (<https://miamioh.edu/academic-affairs/admin-affairs/promotion-tenure/tenure-track/index.html>)

Overall criteria for promotion and tenure will be consistent with the expectations are defined in MUPIM .

1. To be promoted to Associate Professor a candidate needs to demonstrate high-quality teaching and academic advising;
2. research, scholarly and/or creative achievement of high quality and its prospective continuation;
3. productive professional service; and
4. professional collegiality within the department, division, campuses, and University community.

(MUPIM 7.4.D)

Research, Scholarship, and Creative Activity Expectations

Throughout the probationary period, Dr. Alexander's Promotion and Tenure committee will provide guidance to Dr. Alexander regarding scholarship expectations. Such guidance is provided via the annual review process and will include both summative and formative commentary. Dr. Alexander should develop and articulate a strategy for professional success. The guidelines below are given in such a way as to allow for necessary flexibility. Dr. Alexander should recognize that IMS expect a pattern of professional activity that is characterized by a sense of growth and continuous productivity. Advancement in both the prestige of professional context and in the engagement of multiple indicators of professional activity is expected.

- **Research:** Candidates are expected to provide evidence of productivity in several, but not all, areas such as: authored and edited books, articles in refereed journals, presentations at conferences, and competitive grants. Candidates must document the quality of scholarly activity by providing acceptance rates, circulations, journal rankings, conference attendance, publication impact, etc. where appropriate and when available.
- **Creative Activity:** Candidates are expected to remain creatively active throughout the probationary period. Creative activity can include exhibitions, publication of creative work online or in print, awards, and prizes, etc. Candidates must document the quality of creative activity by providing acceptance rates, venue stature, adjudicator expertise, impact, etc. where appropriate and when available.
- **At the time of application for promotion and tenure, Dr. Alexander will be expected to provide evidence of a cumulative record of high-quality scholarship, per University criteria for promotion and tenure. It is understood that Dr. Alexander may produce scholarship of an interdisciplinary nature, that he may produce co-authored works, and that high-quality interdisciplinary scholarship will be valued with the same regard as high-quality scholarship in a single discipline.**
- **Dr. Alexander is encouraged to seek external funding that will support his work. Proposals seeking external support may be part of the professional portfolio and are highly valued (especially proposals that go through a competitive peer-reviewed process, as these are strong indicators of the quality of a candidate's research).**
- **Dr. Alexander may be involved in both conventional research and/or creative activity. Judgment as to "high quality" research and its "prospective continuation" is made by the Promotion and Tenure Committee; the IMS Director, the CCA Dean, the UPT, Provost, and President. The ultimate judgment as to the quality, quantity, and prospective continuation of work produced by the candidate is strongly informed by external evaluators. Such evaluators should be well-respected and established researchers who are able to take an objective and comprehensive view of the candidate's work and its relation to the broader body of research within which it is placed.**

Review of this MOU

This Memorandum of Understanding may be reviewed and changed with the agreement of Dr. Alexander, the Director of IMS, and the Dean of CCA. It is recommended that the MOU be reviewed during Dr. Alexander's 3rd and 6th years so that it may be recalibrated (if needed) to be in tune with the ways that his interdisciplinary position has developed.

We agree to the P&T plan for Dr. Alexander as proposed above.

Signed by

Phil Alexander
Assistant Professor

Murali Paranandi
Interim Director, IMS

Elizabeth Mullenix
Dean, College of Creative Arts



FARMER SCHOOL OF BUSINESS
Office of the Dean

3075 Farmer School of Business
Oxford, OH 45056-3628
(513) 529-3631 office
(513) 529-6992 fax
MiamiOH.edu

MOU - C. MICHAEL ARMSTRONG BUSINESS CHAIR

Memorandum of Understanding

Young Hwa Lee

Joint appointment in the Farmer School of Business
and Armstrong Institute for Interactive Media Studies

February 18, 2013

1. Partnership

To the extent permitted by policies of the University, the appointment of Dr. Young Hwa Lee to the C. Michael Armstrong Chair (Armstrong Chair) is a joint venture of the Farmer School of Business (FSB), FSB Department of Information Systems and Analytics (ISA) and Armstrong Institute for Interactive Media Studies (AIMS), who will approach decision-making on that basis, with full consultation among Dr. Skip Benamati, the Chair of ISA, and Dr. Glenn Platt, Director of AIMS. Unless stipulated otherwise in the following paragraphs of this memorandum, the final decisions will be made by the FSB Dean in consultation with the Provost.

2. Nature of Joint Appointment

Dr. Young Hwa Lee is a tenured associate professor in FSB Department of Information Systems and Analytics with a joint appointment in AIMS. Dr. Young Hwa Lee will have a summer research stipend funded through the Armstrong Business Chair endowment in the amount of \$20,000 per year in addition to a professional spending allowance of \$10,000 per year. All policies for assistantships and leave awards will be consistent with those for all FSB faculty. Responsibility for funding course releases, if applicable, will be shared equally between FSB and AIMS.

3. Research Expectations

Dr. Young Hwa Lee is expected to produce innovative scholarship that simultaneously reflects and advances the vision, mission and national/international reputation of both the FSB and AIMS. The research expectations are consistent with those of Chaired Professors in the FSB and the ISA Department.

4. Teaching Assignment and Expectations

Dr. Young Hwa Lee's usual teaching load will be governed by university guidelines for workload policy and correspondence workload policies in FSB. In 2013-14, the Armstrong Chair will teach a 2-2 load (12 credit hours) including two ISA courses and two AIMS courses which include interactive digital media in business contexts. The ISA chair and AIMS director will arrange that Dr. Lee has only two course preparations for his first two years as Armstrong Chair. Ideally, Dr. Young Hwa Lee will develop cross listed AIMS/Business courses. Course loads are determined annually, however, the expectation is that the Armstrong Chair will teach at least one ISA and one AIMS course each year. The FSB dean will have final say in Dr. Young Hwa Lee's teaching load in consultation with the ISA Chair the AIMS Director.

It's expected that Dr. Young Hwa Lee will demonstrate a commitment to teaching excellence during his tenure as Armstrong Chair.

5. Advising Expectations

Dr. Young Hwa Lee's advising duties will include advising FSB or AIMS students as needed. The FSB Dean will have final say in his advising responsibilities in consultation with the ISA Chair and AIMS Director.

6. Service Expectations

Dr. Young Hwa Lee is expected to perform service to the institution, academy, and profession which could include development of curricula, internship programs, and business applications using digital media. Dr. Young Hwa Lee is also expected to participate in committees or initiatives in AIMS and FSB that are pertinent to his teaching, research and service load and regularly attend faculty meetings in FSB and AIMS. However, given the nature of his joint appointment, it is understood that it will not be possible for him to attend every single faculty meeting, as there may be time conflicts. The Armstrong Business Chair is primarily focused at the divisional level. Dr. Young Hwa Lee does not have service or committee responsibilities in the ISA Department and is expected to not participate in departmental level decisions while in the AIMS Chair position. The FSB Dean will have final say in his service responsibilities in consultation with the AIMS Director.

7. Annual Evaluations

The evaluation of Dr. Young Hwa Lee's progress toward full professor will follow the policies and procedures of the university and the FSB. The departmental level review will be coordinated with the ISA Department and AIMS. The ISA Department will take the lead on processing the review. An ad hoc committee will be constituted to perform any annual reviews and reviews for promotion to full professor. Committee membership will come from both ISA and AIMS, and will be formed by the ISA Chair in consultation with the AIMS Director. The committee letters will be forwarded to the Chair of ISA and the AIMS Director. Every effort will be made to ensure the Chair of ISA and the AIMS Director agree and write a joint letter to be forwarded to the FSB Dean. In the event that they cannot agree, then the Chair of ISA and the AIMS Director will each submit a recommendation to the FSB Dean and the FSB promotion process will carry

forward from there. The AIMS Director will also write an annual review letter to provide input to the Chair of ISA and the Dean of the FSB for salary raise recommendations.

8. Review of the Endowed Chair Appointment

Dr. Young Hwa Lee will undergo a fifth year review during the 2017-18 academic year as per Miami University and FSB governance (See section 6.3). The initial review for reappointment of the professorship will be conducted by the FSB divisional Promotion and Tenure Committee with recommendation to the FSB Dean. The Director of AIMS or the chair of ISA may also write a recommendation letter to the FSB Dean. The FSB Dean will then make his recommendation to the Provost. In addition to the fifth year review to determine reappointment, a third year review may be conducted to provide an indication of progress toward reappointment at either Dr. Young Hwa Lee's request or at the request of the FSB Dean (See section 6.3.7).

9. Review of this MOU

The MOU may be reviewed and recalibrated during the first two years (if needed) to be in tune with the ways that the interdisciplinary position has developed within FSB and AIMS. The review will include Dr. Young Hwa Lee, the Director of AIMS, the ISA Chair, the FSB Dean and the Provost.



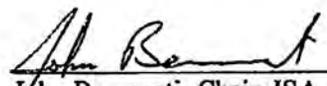
 Young Hwa Lee

3/13/13
 date



 Raymond F. Gorman, Interim Dean, FSB

2/18/13
 date



 John Benamati, Chair, ISA

2/12/13
 date



 Glenn Platt, Director, AIMS

3/1/13
 date

Bob De Schutter, Ph.D., M.A.

Curriculum Vitae January, 2018

EDUCATION

Ph.D. K.U.Leuven, Leuven, Belgium	Social Sciences	2011
M.A. St. Lucas University College of Art and Design, Antwerp, Belgium	Visual Arts	2003
B.A. St. Lucas University College of Art and Design, Antwerp, Belgium	Visual Arts	2001

EMPLOYMENT

Current Position

C. Michael Armstrong Assistant Professor of Applied Game Design 2013-present

Faculty Affiliations

Director and Founder, CEHS/AIMS Engaging Technology Lab 2015-present
 Research Fellow, Scripps Gerontology Center 2014-present

Previous Employment and Academic Rank

Assistant, researcher, lecturer and designer, K.U.Leuven Campus Group T (Belgium) 2007-2012
 Visiting Professor, University of Science and Technology of Beijing (China) March 2007, March 2008
 Lecturer, "Horito" Education Center for Adults (Belgium) 2005-2006
 Self-employed web developer (Belgium) 2000-2005

PUBLICATIONS

Books and Chapters

De Schutter, B. (Accepted). Games en Verouderen [Games and Ageing]. In Bourgonjon, J., Ribbens, W., De Grove, F. (Eds.), *TBA*. Academia Press, Ghent, Belgium.
 De Schutter, B., Roberts, A. R., & Franks, K. (2016). Miami Six-O: Lessons Learned From an Intergenerational Game Design Workshop. In S. Sayago, H. Ouellet (Eds.), *Game-Based Learning Across The Lifespan* (pp. 13-27). Springer: Switzerland.
 De Schutter, B., Brown, J. A., & Nap, H.-H. (2015). Digital Games in the Lives of Older Adults. In D. Prendergast & C. Garattini (Eds.), *Ageing and the Digital Life Course* (pp. 236–256). New York: Berghahn Books.

Research Reports (non-refereed)

Vanden Abeele, V., De Schutter, B., Annema, J., Husson, J., Desmet, S., & Geerts, D. (2009). Van co-design tot playtest: een leidraad voor een player-centered design process [From co-design to playtesting: a practical guide for a player-centered design process] (p. 39). Retrieved from <http://etreasure.groopt.be>.
 De Schutter, B., & Vanden Abeele, V. (2008). Digitale Spellen als Bron van Leren [Digital games as a source of learning] (p. 95). Louvain, Belgium: Group T Engineering School. Retrieved from <http://etreasure.groopt.be>.

Peer-Reviewed Journal Articles

Full Papers

Manera, V., Ben-Sadoun, G., Aalbers, T., Agopyan, H., Askenazy, F., Benoit, M., Bensamoun, D., Bourgeois, J., Bredin, J., Bremond, F., Crispim-Junior, C., Renaud, D., De Schutter, B., Ettore, E., Fairchild, J., Foulon, P., Gazzaley, A., Gros, A., Hun, S., Knoefel, F., Olde Rikkert, M., Phan Tran, M. K., Politis, A., Rigaud, A. S., Sacco, G., Serret, S., Thümmeler, S., Welter, M. L., Robert P. (2017). Recommendations for the use of Serious Games in neurodegenerative disorders. *Frontiers in Psychology*, 8, 1-10.
 De Schutter, B. (2017). Gerontoludic Design: An Integrated Framework for the Design of Digital Games for Older Adults (p. 20). *International Journal of Gaming and Computer-Mediated Simulations*.
 Brown, J. A., De Schutter, B. (2016). Game Design for Older Adults: Lessons From A Life Course Perspective. *International Journal of Gaming and Computer-Mediated Simulations*, 8(1), 1-12.
 De Schutter, B., Brown, J. A. (2015). Digital Games as a Source of Enjoyment in Later Life. *Games and Culture: A Journal of Interactive Media*. doi: 10.1177/1555412015594273
 Nap, H. H., Diaz-Orueta, U., González, M. F., Lozar-Manfreda, K., Facal, D., Dolničar, V., Oyarzun, D., Ranga, M-M., De Schutter, B. (2015). Older people's perceptions and experiences of a digital learning game. *Gerontechnology*, 13(3), 323 - 331.
 De Schutter, B., Vanden Abeele, V. (2015). Towards a Gerontoludic Manifesto. *Anthropology & Aging: Journal of the Association of Anthropology & Gerontology*, 36(2), 112-120.
 De Schutter, B., Brown, J. A., Vanden Abeele, V. (2014). The domestication of digital games in the lives of older adults. *New Media & Society*, 17(7), 1-17.

- De Schutter, B., Malliet, S. (2014). The Older Player of Digital Games: A Classification Based on Perceived Need Satisfaction. *Communications: The European Journal of Communication Research*, 39(1), 66-88.
- Zaman, B., De Cock, R., Vanden Abeele V., De Schutter, B. (2014). Motivation profiles of online poker players and the role of interface preferences. *Computers in Human Behavior*, 39, 154-164.
- De Schutter, B. (2010). Never Too Old to Play: The Appeal of Digital Games to an Older Audience. *Games and Culture: A Journal of Interactive Media*, 6(2), 155-170.
- Vanden Abeele, V., & De Schutter, B. (2010). Designing intergenerational play via enactive interaction, competition and acceleration. *Personal and Ubiquitous Computing*, 14(5), 425-433.

Extended Abstracts and other Journal Contributions

- De Schutter, B., Eynon Black, D. (2016). Learning Games for Older Adults: The Case of Minecraft. *Gerontechnology*, 15.
- De Schutter, B., Roberts A.R. (2016). A Workshop on Intergenerational Game Concept Design and Prototyping. *Gerontechnology*, 15.
- De Schutter, B., Vanden Abeele, V. (2015). Reply to Responses. *Anthropology & Aging: Journal of the Association of Anthropology & Gerontology*, 36(2), 125-126.
- De Schutter, B., Gerling, K., Brown, J., McLaughlin, A. C., Mosberg Iversen, S., Allaire, J., Rice, M., Nap, H.-H. (2015). Gerontoludic for fun! *Gerontechnology*, 13(4), 442.
- De Schutter, B., Nap H-H, Brown J.A., Roberts A.R. (2014). The Promise of Gerontoludic Design. *Gerontechnology*, 13(2), 277.
- De Schutter, B. & Vanden Abeele, V. (2014). Blast From The Past: Applying the P-III Framework to Facilitate Intergenerational Play between Grandparents and Grandchildren. *Gerontechnology*, 13(2), 163.
- De Schutter, B. (2012). A qualitative inquiry into the meaning of digital games for an older audience in Flanders. *Gerontechnology*, 11(2), 420.
- Brown, J. A., Davis, T., Singh, J., Dunn, D., & De Schutter, B. (2012). Is Wii for Me? *Gerontechnology*, 11(2), 399.

Contributions to Academic Conferences

Full Papers

- De Schutter, B. (2015). Gerontoludic Design and Intergenerational Play [Conception G erontoludique et Jue Interg en rationnel]. In *Intergenerational Learning, Life Narratives and Games* (pp. 86–89). Qu ebec, Canada: Centre de recherche et d'intervention sur la r eussite scolaire (CRIRES) / Center of Research and Intervention for Student and School Success (CRI_SAS).
- Vanden Abeele, V., Tierens, P., De Schutter, B., De-Wit, L., & Geurts, L. (2015). Game-based Experiments on Human Visual Attention (p. 9). Presented at the Foundations of Digital Games, Pacific Grove, CA.
- De Schutter, B., Eynon Black, D., & Nap, H.-H. (2015). Teaching Older Adults to Play Minecraft (p. 4). Presented at the Foundations of Digital Games, Pacific Grove, CA.
- De Schutter, B., & Papa, S. (2015). Return of Gradequest - Evaluating the Third Iteration of a Gameful Course (p. 4). Presented at the Foundations of Digital Games, Pacific Grove, CA.
- Aubrecht, M., De Schutter, B., Clarke, D., Wheatley, A. (2015). How to support non-game designers becoming game-design instructors: Developing a course to support teachers in game-based learning and game design & developing a community of practice (p. 7). Presented at the Games+Learning+Society conference, Madison, WI.
- De Schutter, B. (2014). "The Gradequest Tale of Scrotie McBoogerballs" - Evaluating the Second Iteration of a Gameful Undergraduate Course (p. 28). Presented at the Meaningful Play, East Lansing, Michigan.
- De Schutter, B. (2014). "Gradequest Strikes Back" - The development of the second iteration of a gameful undergraduate course (p. 9). Presented at the Games+Learning+Society 10, Madison, WI: ETC Press.
- De Schutter, B., & Vanden Abeele, V. (2014). Gradequest - Evaluating the impact of using game design techniques in an undergraduate course (p. 9). Presented at the Foundations of Digital Games 2014, Fort Lauderdale, FL.
- Vanden Abeele, V., De Schutter, B., Geurts, L., Desmet, S., Wauters, J., Husson, J., Van Audenaeren, L., et al. (2012). P-III: A player-centered, iterative, interdisciplinary and integrated framework for serious game design and development. *Communications in Computer and Information Science*, 1(280), 82–86.
- Vanden Abeele, V., De Schutter, B., Geurts, G., Desmet, S., Wauters, J., Husson, J., Van Broeckhoven, F. (2011). P-III: A framework for serious game development (p. 2). Presented at the Serious Games: The Challenge, K.U.Leuven, Ghent, Belgium.
- Malliet, S., & De Schutter, B. (2011). Virtual Cultivation and the Role of Perceived Realism (p. 8). Presented at the The 2011 Annual Meeting of the American Educational Research Association (AERA), New Orleans, Louisiana.
- De Schutter, B., & Vanden Abeele, V. (2010). Designing meaningful play within the psycho-social context of older adults. In *Proceedings of the 3rd International Conference on Fun and Games* (pp. 84–93). New York, NY, USA: ACM.
- De Schutter, B., & Malliet, S. (2009). A new or just an older breed of gamer? (p. 5) Presented at the The Annual Conference of the International Communication Association, Chicago, USA.
- Vanden Abeele, V., Gajadhar, B., & De Schutter, B. (2009). Gaming Naturally is more Fun Together: the Influence of Controller Type on Player Experience (p. 8). In *Advances in Computing Entertainment/Digital Interactive Media Entertainment and Arts (ACE 2014)*. Athens, Greece, October 29-31 2009.
- Vanden Abeele, V., & De Schutter, B. (2008). Designing Intergenerational Play through Physical Action (p. 15). Presented at the International Conference on Fun and Games, Eindhoven, Netherlands.
- De Schutter, B., & Vanden Abeele, V. (2008). Meaningful Play in Elderly Life. Presented at the Annual Meeting of the International Communication Association, Quebec, Montreal, Canada.

Refereed Abstracts

- De Schutter, B., Eynon Black, D. (2016). Learning Games for Older Adults: The Case of Minecraft. Presented at the 10th World Conference of Gerontechnology, Nice, France
- De Schutter, B., Roberts A.R. (2016). A Workshop on Intergenerational Game Concept Design and Prototyping. Presented at the 10th World Conference of Gerontechnology, Nice, France

- De Schutter, B., Romero, M. (2016) Breaking the Age Barrier through Participatory Intergenerational Game Design. Presented at Different Games, New York, USA
- Roberts A. R., De Schutter, B., Franks, K. (2015) Miami Six-O: An Experiment in Intergenerational Game Design. Presented at the first conference of the National Association on Ageing, Miami University, USA.
- De Schutter, B. (2015) Gradequest: A Gameful Undergraduate Course - Director's Commentary, Presented at the Playful Learning summit, Ohio University, Athens, OH
- Eynon Black, D., De Schutter, B. (2015) Minecraft in Later Life: Challenges and Opportunities. Presented at the first conference of the National Association on Ageing, Miami University, USA.
- De Schutter, B., Nap H-H, Brown J.A., Roberts A.R. (2014). The Promise of Gerontoludic Design. Presented at the 9th World Conference of Gerontechnology, Taipei, Taiwan.
- De Schutter, B. & Vanden Abeele, V. (2014). Blast From The Past: Applying the P-III Framework to Facilitate Intergenerational Play between Grandparents and Grandchildren. Presented at the 9th World Conference of Gerontechnology, Taipei, Taiwan.
- De Schutter, B. (2012). A qualitative inquiry into the meaning of digital games for an older audience in Flanders. Presented at the 8th World Conference of Gerontechnology, Eindhoven, The Netherlands.
- Brown, J. A., Davis, T., Singh, J., Dunn, D., & De Schutter, B. (2012). Is Wii for Me? Presented at the 8th World Conference of Gerontechnology, Eindhoven, The Netherlands.
- Aerts, K., De Schutter, B., Dierckx, J., & Wauters, J. (2011). GameHUB: Developing Serious Games in Flanders. Presented at the Think Design Play: 5th Conference of the Digital Games Research Association (DiGRA), Hilversum, The Netherlands.
- Vanden Abeele, V., De Schutter, B., Husson, J., Vos, G., & Annema, J. (2008). e-Treasure: Fostering intergenerational play by means of a digital game. Presented at the Meaningful Play 2008, Michigan State University, East Lansing, Michigan, USA.

Invited Presentations

- De Schutter, B. (2016) Games and Aging: An Anthology. Presented at the University of California, San Francisco, CA
- De Schutter, B. (2016) Lights, Camera, Interaction, Presented at the Discovery Café, Miami University, Oxford, OH
- De Schutter, B. (2015) Designing Games for an Ageing Player. Presented at CHI Play, London, UK.
- De Schutter, B. (2015) Gaming Grandparents and the Gospel of Matthew (updated version), Presented as a Brown Bag Talk at the North Carolina State University, Raleigh, NC.
- De Schutter, B. (2015) Gaming Grandparents and the Gospel of Matthew (updated version), Presented as part of a two session workshop during the Experience Design program of Miami University, Miami University, Oxford, OH
- De Schutter, B. (2015) Gaming Grandparents and the Gospel of Matthew (updated version), Presented as a guest lecture at the University of North Dakota, Grand Forks, ND
- De Schutter, B. (2015) Gaming Grandparents and the Gospel of Matthew, Presented as a Brown Bag Talk at the Scripps Gerontology Center, Miami University, Oxford, OH.
- De Schutter, B., Gerling, K. (2014) Gerontoludic Design: Developing a Framework to Design Playful Experiences for Older Adults. Presented at CHI Play, Toronto, Canada.
- De Schutter, B. (2014) Game Design Theory, Presented at the Penny Lecture Series, Miami University, Oxford, Ohio.
- De Schutter, B. (2014) Super Brown Bag Talker II. Presented as a Brown Bag Talk at the University of Madison-Wisconsin, Madison, WI
- De Schutter, B. (2014) The Ethics of Digital Games (updated version). Presented as a guest lecture at the University of North Dakota, Grand Forks, ND
- De Schutter, B. (2013) The Ethics of Digital Games, Presented at the GeoGebra Conference, Miami University, Oxford, OH.
- De Schutter, B. (2012). The Role of Digital Games in the Lives of Older Learners. Presented at the Game-based Learning for Older Adults symposium, K.U.Leuven, Leuven, Belgium
- De Schutter, B. (2012). The brutal truth about digital games and older adults. Guest lecture at Northeastern University, Boston, MA, USA.
- De Schutter, B. (2012). The Meaning of Digital Games to an Older Audience. Guest lecture at the University of Baltimore, Baltimore, MD, USA.
- De Schutter, B. (2012). Balancing in-game economies. Guest lecture at the University of Baltimore, Baltimore, MD, USA.
- De Schutter, B. (2011). The Seriousness of Non-Serious Games. Presented at the Barcamp of SIGCHI.be, Group T Engineering School, Leuven, Belgium.
- De Schutter, B. (2011). Designed - Or How to Become a Successful Graphic Designer in 120 Minutes. Guest Lecture at the KU Leuven, Leuven, Belgium.
- De Schutter, B. (2010). Blast From The Past: A Serious Game about Intergenerational knowledge Transfer. Guest Lecture at the Provinciale Hogeschool Limburg (PHL), Hasselt, Belgium.
- De Schutter, B. (2009). An introduction to the Flemish DiGRA chapter. Presented at the 3rd Meeting of the Flemish Chapter of the Digital Game Research Association, Antwerp University.
- Vanden Abeele, V., De Schutter B. (2009). e-Media - Developing people by creating joyful experiences through intuitive and motivating interactions with intelligent systems. Presented at Open Spaces, IBBT, Gent, Belgium
- De Schutter, B. (2009) The Design and Development of Blast From The Past. Guest lecture at the Catholic University-College of Limburg, Genk, Belgium.
- De Schutter, B. (2008). Designing Digital Games for An Older Audience. Guest Lecture at the Technical University of Eindhoven, Eindhoven, The Netherlands.
- De Schutter B. & Husson, J. (2008). e-Treasure: an Example of User-Centered Game Design and Development. Presented at the FARO conference on games and heritage, Brussels, Belgium.
- De Schutter B. (2008). Emergence - teaching game design to secondary school students by means of a digital game. Presented at the Wetenschapsweek, Group T Engineering School, Leuven, Belgium.

Other Contributions to Conferences

- De Schutter, B., Brown J. A., Nap, H.-H., Wennekes, S. (2016) Gerontoludic: Digital Game Engagement for Older Populations [themed Session] (p. 1). Presented at the 10th World Conference of Gerontechnology, Nice, France.

- De Schutter, B., Brown, J. A., Dormann, C. & Gerling, K. (2016). Designing Games for Older Adults: Beyond Accessibility and Health Benefits [themed Session]. 1st Joint International Conference of DiGRA and FDG, Dundee, Scotland.
- Husani, N., Capaccio, A., Capaccio, D., McKenzie, L., De Schutter, B. (2016) Da Vinci Coders [game demonstration]. Presented at Games+Learning+Society 12, Madiscon, Wisconsin.
- Papa, S., Mullins, H., Mullenix, T., De Schutter, B. (2015) Denounce! A Soviet Simulation Game [game demonstration]. Presented at the Playful Learning summit, Ohio University, Athens, OH.
- Gerling, K., De Schutter, B., Brown, J. A., Allaire, J. (2015). Ageing Playfully: Advancing Research on Games for Older Adults Beyond Accessibility and Health Benefits [workshop]. CHI Play, London, UK.
- De Schutter, B., Brown J. A., Roberts A. R., Gerling, K., Eynon Black, D. (2015) Ageing and Digital Games [themed session] (p. 2). Presented at the first conference of the National Association on Ageing, Miami University, USA.
- De Schutter, B., Gandy, M., Mosberg Iversen, S., Nap, H-H., Hunicke, R. (2015) Digital Games in Later Life: Challenges and Opportunities [panel session] (p. 5). Presented at the Foundations of Digital Games, Pacific Grove, CA.
- Quinten, N., Bourgonjon, J., De Schutter, B. (2015) DiGRA Flanders [panel session]. In Apperly, T., Brown, A. & Quinten, N. (Orgs.) Meeting of local DiGRA Chapters, DiGRA 2015, Lüneburg, Germany
- Armstrong, A. E., Tzoc, E., De Schutter, B. (2014) Games and Social Justice: A Freedom Summer Location-Based Game [game demonstration]. Presented at “50 Years after Freedom Summer: Understanding the Past, Building the Future”, Miami University, Oxford, OH.
- Vanden Abeele V., Geurts, L., Husson, J., Van den Audenaeren, L., Desmet, S., Verstraete, M., De Schutter, B. (2014) Kung-Fu Kitchen: A Physical Therapy Game to Remedy the Negative Consequences of Spasticity [game demonstration] (p. 2). Presented at Games+Learning+Society 10 Educational Arcade, Madison, Wisconsin, USA.
- De Schutter, B. (2014) Designing for Older Adults: Differences between Players and Non-Players (p. 2) [workshop]. in Khaled, R., Vanden Abeele, V., Van Mechelen, M. & Vasalou, A. (Orgs.) *Participatory Design for Serious Game Design: Truth and Lies*. CHI Play, Toronto, Canada.
- De Schutter, B. (2014) EDP/IMS225 Games & Learning [workshop]. in Consalvo, M., Paul C. A., Waern, A. Alitzer, R. (Orgs.) *Teaching Game Studies: Course Post-Mortems & Advanced Syllabus Design*, Foundations of Digital Games 2014, Florida, USA.
- De Schutter, B., Gerling, K., Mosberg Iversen, S., Heeter C., Nap, H-H. (2014) Digital Games in Later Life: Challenges and Opportunities [panel] (p. 5). Presented at Meaningful Play, East-Lansing, MI
- Papa, S., & De Schutter, B. (2014). Instructing Fear: Behaviorism in Limbo [poster]. Presented at Games+Learning+Society 10, Madison, Wisconsin.
- De Schutter, B., Vanden Abeele, V., Vos, G., Annema, J.-H., Van Gils, M., Derboven, J., Poels, Y., Nap, H.-H., IJsselsteijn, W., de Kort, Y., Dogruel, L., Joeckel, S., & Woldberg, Y. (2008) Suitable For All Ages: Game Design for the 60+ Demographic [themed session]. Presented at Meaningful Play 2008, East-Lansing, Michigan, USA
- De Schutter, B. (2007). Games en ouderen: Theoretisch kader en methodologische knelpunten [Games and the Elderly: Theoretical Framework and Methodological Issues] [poster]. Presented at the Etnaal van de Communicatiewetenschap, Universiteit Antwerpen.

Contributions to Industry Meetings

Invited Presentations

- De Schutter, B. (2017) Beyond Ageism: Accessibility for an Older Audience. Presented at GAConf, San Francisco, CA.
- De Schutter, B. (2017) Designing Better Games for an Older Audience. Presented at PLAYER, The Cinematheque, Copenhagen, Denmark.
- Alexander, P., De Schutter, B. (2015) Quick Paper Prototyping: From Vision to Visualized. Presented at the Ohio Game Developers Expo, Columbus, OH.
- De Schutter, B. (2014) Designing Better Games for an Ageing Society. Presented at the Ohio Game Developers Expo, Columbus, OH.
- Van Eck, R., De Schutter, B., Adcock, A., Malliet, S. (2013). Designing Games for Realism: What's Real Enough? Presented at South by Southwest 2013 (SxSW), Austin, Texas, USA.
- De Schutter, B. (2009). Serious Gaming: The Potential Benefits of Digital Games. Presentation at the symposium on Games and Libraries, Culture Department of the Province of Vlaams-Brabant, Leuven, Belgium.
- De Schutter, B. & Vanden Abeele, V. (2008) Games Plus: The Positive Side of Digital Games. Presentation at the UBIsoft press conference, Universiteit Antwerpen, Belgium.
- Vanden Abeele, V. & De Schutter, B. (2008). Games Plus: The Positive Side of Digital Games (updated version). Presentation at OSBJ non-profit association, Gent, Belgium.
- De Schutter, B. (2007). The History of Digital Games (Updated Version). Presentation for the 'Apestaartjaren' symposium, Gent, Belgium.
- De Schutter, B. (2007). The History of Digital Games. Presented at the U PLAY 2 symposium, Group T Engineering School, Leuven, Belgium.

Accepted after Submission

- De Schutter, B. (2017) Beyond Ageism: Exploring VR Games for an Older Audience. Accepted for the main conference of the Game Developers Conference, San Francisco, CA.
- De Schutter, B. (2016) Beyond Ageism: Designing Meaningful Games for an Older Audience. Presented at the main conference of the Game Developers Conference (Design track, Advocacy track), San Francisco, CA
- De Schutter, B. (2016) GDC Flash Forward: Beyond Ageism. Featured on the GDC Flash Forward YouTube channel, San Francisco, CA
- De Schutter, B. (2015) How Games Are Changing The Way We Age. Presented at TEDxMiamiUniversity, Miami University, Oxford, OH

Purchased Booth

- De Schutter, B. (2016) Brukel (Pre-Alpha Build v0.01). Presented at the expo floor of the GDEX, Columbus, Ohio

CREATIVE WORK

Brukel	Digital Game (Unreal Engine 4)	Assigned Research Leave	2015-present
--------	--------------------------------	-------------------------	--------------

Brukel uses the recorded audio narrative of a reminiscing elderly female survivor in order to sensitize its players about the impact of war on the lives of innocent bystanders.

Role(s): Proposal writer, Project Manager, Game Designer, Programmer, 2D Art

Super PR Manager	Online Game (HTML5) <i>A game about the subjectivity of mass media.</i> Role(s): Game Design, 2D Art, Programming	2015-present
Broken	Digital Game (Game Maker Studio) <i>An indie game that incorporates glitches and impossible-play as its features to explore the "gamification" discourse.</i> Role(s): Programmer, Game Designer, 2D Art	2014-present
Code Breaker	Digital Game (Unity3D) <i>A game to help children with cognitive impairment improve their communication skills.</i> Role(s): Co-PI	2014-present
#StoryTags	Card Game <i>A card game about improvising and sharing stories.</i> Role(s): Game Design Consultancy, Faculty Advisor	2016
Da Vinci Coders	Board Game <i>A board game that teaches basic programming skills.</i> Role(s): Game Design Consultancy, Faculty Advisor	2015-2016
Freedom Summer	Mobile Game (ARIS) Funded by the National Endowment for the Humanities <i>Developing a location-based mobile game to teach US history and civic justice.</i> Role(s): Co-PI	2014
Far-Plane	Online Game (HTML5) Funded by the Center for Creative Leadership <i>Developing a narrative-driven serious game to teach the boundary spanning model.</i> Role(s): Game Designer	2014
Gradequest	Online Game (HTML5) <i>An online jQuery Mobile based web application to introduce game design techniques to classroom education.</i> Role(s): Project Manager, Course Designer, Programmer, 2D Art	2013-2015
GameHUB	Digital Game (Unity3D) <i>Developing a knowledge center and various educational games for the Flanders region of Belgium.</i> Role(s): Case Manager, Game Designer, 2D Artist, Development Tools Scripter, Social Scientist	2010-2012
Sidewalk Jungle	Online Game (Web) Funded by the Flemish Cabinet of Equal Rights <i>A game about city planning for the visually impaired and wheelchair users.</i> Role(s): Case Manager, Game Designer, 2D Artist, Development Tools Scripter, Social Scientist	2009-2010
Kung-Fu Kitchen	Digital Game (Unity3D) Funded by the IWT-TeTra (Theraplay) <i>User-centered design and development of a game to help children to rehabilitate from brain palsy and multiple sclerosis.</i> Role(s): Case Manager, Game Designer, 2D Artist, Development Tools Scripter, Social Scientist	2008
Key Competences	Online Game (Web) Funded by Opikanoba <i>Using digital games to teach the unemployed a range of key competences that should help them to find a job.</i> Role(s): Game Designer, 2D Artist, Didactic Advisor, Social Scientist	2008
Blast From The Past	Digital Game (Virtools) Funded by IWT-TeTra (e-Treasure) <i>A game that facilitates intergenerational knowledge transfer between grandparents and grandchildren.</i> Role(s): Game Designer, 2D Artist, Social Scientist	2008
Emergence	Digital Game (Virtools) Funded by Canon Cultuurcel <i>A game that teaches basic game design theory and psychology to high school students.</i> Role(s): Game Designer, 2D Artist, Social Scientist	2008

AWARDED FUNDING

External

Advancing Educational Technology	Amount: \$718,147	Role(s): PI	Butler County Straight A	2014
Freedom Summer	Amount: \$59,994	Role(s): Co-PI	NEH	2014
GameHub	Amount: \$1,741,537	Role(s): PI	European Regional Development Fund	2010

Theraplay	Amount: \$595,100	Role(s): Co-PI	IWT-TeTra	2008
Sidewalk Jungle	Amount: \$47,284	Role(s): PI	Flemish Government	2008
Key Competences	Amount: \$3,000	Role(s): PI	Opikanoba	2008
e-Treasure	Amount: \$498,670	Role(s): PI	IWT-TeTra	2007
Emergence	Amount: \$40,000	Role(s): Co-PI	Canon Cultuurcel	2007

Internal

Tech Fee for MU Rad Lab	Amount: \$132,611	Role(s): Co-PI	Miami University	2017
CTE Teaching Grant	Amount: \$3,000	Role(s): TM	Miami University	2017
Brukel	Amount: \$5,000	Role(s): PI	Miami University	2016
Tech Fee for Eye Tracking Analysis	Amount: \$53,100	Role(s): TM	Miami University	2016
Mentoring Grant	Amount: \$450	Role(s): n/a	Miami University	2016
Student Honors Grant	Amount: \$800	Role(s): n/a	Miami University	2015
Mentoring Grant	Amount: \$500	Role(s): n/a	Miami University	2015
Instructional Space Enhancement Grant	Amount: \$81,384	Role(s): PI	Miami University	2014
Summer Scholars	Amount: \$3,600	Role(s): n/a	Miami University	2014
Mentoring Grant	Amount: \$500	Role(s): n/a	Miami University	2014

*(PI – Principal Investigator, TM – Team Member)***HONORS AND AWARDS**

2014-present	Research Fellowship at the Scripps Gerontology Center
2016	Honorary Membership of the Flemish DiGRA chapter
2015	2 Best Paper Nominations at Foundations of Digital Games
2014	Exemplary Paper Award at Foundations of Digital Games
2013-2014	Special Merit Award of the College of Education, Health & Society
2014	Research Level A Status at Miami University
2003	Selected to participate in the AD LIB International typographic workshop
2002	AD!DICT Design Award

AFFILIATIONS AND POSITIONS

International Game Choice Awards Network	Member	2016-current
EHS/AIMS Engaging Technology Lab	Director	2015-current
Higher Education Video Game Alliance	Member	2014-current
Gerontoludic Society	Founder and President	2014-current
Scripps Gerontology Center	Research Fellow	2014-current
International Society for Gerontechnology	Board Member	2014-current
International Game Developers Association	Lifetime Member	2014-current
International Society for Gerontechnology	Member	2012-current
Digital Games Research Association	Member	2008-current
SIGCHI	Member	2014-2016
American Educational Research Association	Member	2011-2014
International Communication Association	Member	2008-2014
KU Leuven	Affiliated Researcher	2009-2013
Digital Game Research Association – Flanders	Founder and Chair	2008-2013

TEACHING EXPERIENCE

Critical Game Development (IMS566)	3 credit hours	Post-Graduate	Miami University
Inside the GDC (IMS285)	2 credit hours	Undergraduate	Miami University
Game Design (IMS445)	3 credit hours	Undergraduate	Miami University
Critical Game Development (IMS466)	3 credit hours	Undergraduate	Miami University
Design of Play (IMS212)	3 credit hours	Undergraduate	Miami University
Games and Learning (EDP/IMS225)	3 credit hours	Undergraduate	Miami University
Game Design + Game Maker Studio	2 weeks	High School	Miami University
Intergenerational Game Design	1 credit hour	Post-Retirement	Institute for Learning in Retirement
Game Design	3 credit hours	Post-Graduate	Group T Engineering School
Concept Definition	3 credit hours	Post-Graduate	Group T Engineering School
Game Development Project	3 credit hours	Post-Graduate	Group T Engineering School
Adobe Flash Game Design	3 credit hours	Post-Graduate	Group T Engineering School
Media Impact	3 credit hours	Post-Graduate	Group T Engineering School
Engineering for the Real World	3 credit hours	Undergraduate	Group T Engineering School
Thesis Supervision	n/a	Graduate & Post-Graduate	Group T Engineering School
Flash Game Design Workshop	1 credit hour	Graduate & Post-Graduate	USTB (Beijing, China)
Desktop Publishing	n/a	Professional Certificate	Horito

Adobe Photoshop	n/a	Professional Certificate	Horito
Microsoft Excel	n/a	Professional Certificate	Horito
Internet	n/a	Professional Certificate	Horito
Computers & Microsoft Office	n/a	Professional Certificate	Horito

PRESS APPEARANCES

Gamestar (Germany)	Ältere Spieler – Rise of the Silver Gamer	July 2017
GameOverMan (Australia)	Interview – Brukel	March 24 2017
Famitsu	高齢者も VR には興味津々!	March 5 2017
Gamasutra	Game accessibility quotes of 2016	December 30 2016
Flega	Flemish professor working on fascinating WW2 game	December 15 2016
Level Up	¿Serás un abuelo gamer?	July 28 2016
Polygon	Games for Grandparents	July 21 2016
WVXU	A New Study Reports On Possible Benefits of Video Game Playing	June 23 2016
Miami University	Miami team to compete in finals of AARP's Social Connection GameJam contest	June 9 2016
Gamesindustry.biz	The 50-plus gamer crowd has passed 40m in the US	June 2 2016
Sudouest	Santé : les jeux vidéo pour passer une bonne retraite	May 21 2016
Huffington Post (Canada)	Comment les jeux vidéo peuvent changer votre retraite	May 20 2016
The Conversation	Comment les jeux vidéo peuvent changer votre retraite	May 18 2016
WOSU	Tech Tuesday: Video Games for Retirees.	May 17 2016
Verge of Discovery	Video Games and the Nature of Aging and Play with Dr. Bob De Schutter	May 17 2016
Huffington Post (France)	Comment les jeux vidéo peuvent changer votre retraite	May 15 2016
Dayton Daily News	Miami University students help develop gaming ideas for AARP crowd	May 5 2016
Newsweek	Playing video games will keep you younger	April 26 2016
CBS	CBS Radio News San Francisco	April 23 2016
Kotaku (Australia)	How playing video games can change your retirement	April 21 2016
Houston Chronicle	The graying of gamers	April 14 2016
Mashable	Playing more video games when you retire? Here's why that's a good idea.	April 14 2016
Rawstory	How video games could change retirement for this generation – and the ones to come	April 14 2016
The Conversation	How playing video games can change your retirement	April 14 2016
Ciaran Laval	Virtual Reality And Virtual Worlds Should Pay Attention To Older Participants	April 13 2016
Animation Magazine	GDC 2016: The Growing Games Market for Seniors	April 11 2016
AARP	Technology and Games for Age 50+	April 1 2016
Kotaku	This Week In The Business: The Game Industry Needs To Get Laid	March 19 2016
Famitsu	高齢者だって楽しくゲームを遊びたい!	March 19 2016
FM4	Warum gibts es kaum Gamer über 50?	March 18 2016
Miami University	AARP teams up with students designing games for 50 plus.	March 17 2016
Golem	Beschäftigt euch mit ernsten Themen für ältere Spieler!	March 14 2016
Concordia University	Never too old to become a video game maker	February 2 2016
Miami University	A Giant in a World of Miniatures	December 12 2015
KQED Mindshift	Can Games and Badges Motivate College Students to Learn?	April 20 2016
Miami Student	Interactive app brings Freedom Summer to life	September 26 2015
EdGamer	The gameful classroom with Bob De Schutter	January 3 2015
Oxford Press	Freedom Summer app being developed by Miami U. team	July 18 2014
Miami University	Interactive app and Web-based game will share the story of Freedom Summer	May 22 2014
Miami University	Zombies take over Miami University	April 3 2014
Minicore Studios Blog	SXSWi Day Three – Realism in video games	March 10 2013
Flanders Today	Fun and Games – The Game Fund plays to the needs of the Flanders game industry	November 14 2012
SHIFTMag	Designing video games for seniors	September 30 2011
Gazet Van Antwerpen	Vijtigplussers dol op gamen	June 24 2011
De Campuskrant	Waarom geen 'Witse'-game voor ouderen?	June 22 2011
De Standaard	Een game als bindmiddel	December 12 2008
iMag	Gaming is meer dan kinderspel	December 2008
Interconnect	Vlaanderen moet investeren in de game-industrie	November 2008
De Standaard	Waar zitten de gamende oma's?	July 4 2008
EOS	Bob De Schutter onderzoekt waarom senioren gamen	January 2008
Het Nieuwsblad	Nieuw computerspel geeft je hersenen een verjongingskuur	June 8 2006

PHILLIP MICHAEL ALEXANDER

Assistant Professor of Games

IMS @ Miami University

209F Laws Hall, Oxford, OH 45056

513.593.5116 | phill.alexander@miamioh.edu | phillalexander.com

EDUCATION—

PhD: Rhetoric & Writing, Michigan State University, East Lansing, MI (2012)

- Concentration: Digital Rhetoric and Professional Writing & Cultural Rhetorics
- Dissertation: Individual Copycats: Memetics, Identity and Collaboration in the World of Warcraft
- Dr Dànielle Nicole DeVoss, chair

MA: Composition and Rhetoric, Miami University, Oxford, OH (2007)

BA: English/ AA: Political Science, Indiana University (East Campus),
Richmond, IN (2003)

APPOINTMENTS—

Assistant Professor, Interactive Media Studies, Miami University, 2017-Present.

Heanon Wilkins Faculty Fellow / Visiting Assistant Professor, Armstrong Institute for Interactive Media Studies, Miami University, 2014-2017.

Co-Director, Miami University Varsity Esports Program, 2015-Present.

Heanon Wilkins Faculty Fellow, Department of English and Armstrong Institute for Interactive Media Studies, Miami University, 2014-2015.

Visiting Assistant Professor, Department of English, Miami University, 2012-2014.

Graduate Teaching Assistant, Michigan State University, 2008---2011.

Graduate Teaching Assistant, Miami University, 2005---2007.

Adjunct Faculty in English, Indiana University East, 2001---2006.

AWARDS—

- **Howe Writing Fellow**, Miami University, 2017.
- **Heanon Wilkins Faculty Fellow**, Miami University, 2014.
- **AT& T Faculty Award** for Exemplary Use of Technology in Teaching and Learning, Michigan State University, 2011.
- **University Fellow** (full tuition first and last year of Ph.D program), Michigan State University, 2007.
- **Kairos Teaching Assistant/Adjunct Faculty Award for Service** in Computers and Writing, 2007.
- **Humanities and Fine Arts Adjunct Instructor of the Year**, Indiana University East, 2005.

PUBLICATIONS—

Alexander, Phill. (2017). Knowing how to play: Gamer knowledges and knowledge acquisition. *Computers and Composition* (forthcoming in June of 2017).

Alexander, Phill. (accepted). The myth of the digital Native. In Cheryl Ball and Drew Lowe (Eds). *Bad ideas about writing*. Contracted to West Virginia University Digital press and Inside Hire Ed.com.

Alexander, Phill. (2016). The composing practices and rhetorical acumen of MMORPG players: What *City of Heroes* means for writing instruction. In Douglas Eyman (Ed.), *Play/Write: Digital rhetoric, writing, games*. New York: Parlor Press.

Alexander, Phill. (accepted) , "If you stare long enough into the simulation it stares back at you: A collage essay." In Marilee Brooks, Julie Lindquist and Sue Webb (Eds). *Echoes of home: Bringing home to work*.

Adsanatham, Chanon; [Alexander, Phill](#); Carsey, Kerrie; Dubisar, Abby; Fedeczko, Wioleta; Landrum, Denise; Lewiecki-Wilson, Polak, Michele. (2013). Going multimodal: Programmatic, curricular, and classroom change. In Tracey Bowen and Carl Whitehaus (Eds.) *Multimodal literacies and emerging genres in student compositions* (pp. 282-312). Pittsburgh: U of Pittsburgh Press.

[Alexander, Phill](#); Chabot, Karissa; Cox, Matt; DeVoss, Dànielle; Gerber, Barbara; Perryman---Clark, Staci; ... Wendt, Mary. (2012). Teaching with technology: Remediating the teaching philosophy statement. *Computers and Composition* 29, 2-38.

Alexander, Phill. (2009). He's the kind of girl who wants matching daggers. In Luke Cuddy and John Nordinger (Eds). *World of Warcraft and philosophy* (pp. 153-163). New York: Open Court.

Alexander, Phill. (2009). Review of Digitizing Race by Lisa Nakamura. *Kairos* 14(1). Available online <http://www.technorhetoric.net/14.1/reviews/alexander/index.html>

Knight, Aimee; Alexander, Phill; DeVoss, Danielle; Loncharich, Les & Rife, Martine. (2009). About face: Mapping our institutional presence. *Computers and Composition* 26, 190-202.

WORKS IN PROGRESS—

Alexander, Phill. (under contract, in revision). *Identity, Collaboration and Digital Work in the World of Warcraft*. Book contracted to Parlor Press.

Alexander, Phill. (in revision). Not sure if brilliant or merely pedestrian: Toward a theory of the meme. Submitted to *Kairos*.

Alexander, Phill. (proposal under editorial review). *The chromatics of dragons: Race and video games*. Book proposed to MIT Press.

Alexander, Phill. (in progress). I was born into this world, just like you: A gamer and storyteller's rhetoric.

CONFERENCE PRESENTATIONS—

Alexander, Phill (2016, April). Workshop: Telling Stories, Writing Cultures: Using Indigenous Rhetorics in the Writing Classroom. Workshop at Conference on College Composition and Communication, Houston, TX.

Alexander, Phill (2015, December). Workshop: Storytelling as play: Harnessing the power of gaming for survivance. Returning the Gift; The Wordcraft Circle Conference (accepted but could not attend—sent materials and video electronically).

Alexander, Phill and DeShutter, Bob. (2015, November). Quick paper prototyping: From vision to visualized. Presented at Ohio Game Developer's Expo, Columbus, OH.

Alexander, Phill. (2015, April). Some things will NEVER change: the Washington Redskins and the problems of race rhetoric. Paper presented at College Conference on Composition and Communication, Tampa, FL.

Alexander, Phill. (2015, April). Workshop session: Bringing Cherokee thinking into the digital writing classroom. Offered at College Conference on Composition and Communication, Tampa, FL.

Alexander, Phill. (2014, March). Ten things games can teach us about teaching writing. Paper presented at College Conference on Composition and Communication, Indianapolis, IN.

Alexander, Phill. (2013, June). We are but meme machines: Memetics, gaming and learning. Paper presented at the Computers & Writing Conference, Frostburg, MD.

Alexander, Phill & Platt, Julie. (2011, May). Workshop: Using WordPress as a CMS. Presented at the Computers & Writing Conference, Ann Arbor, MI.

Alexander, Phill. (2011, May). Red, dead? Red Dead Redemption and American Indian depictions in video games. Paper presented at the Computers & Writing Conference, Ann Arbor, MI.

Alexander, Phill. (2011, April). The ghost in the Machinima is you: Games as film as resistance. Paper presented at the Conference on College Composition and Communication, Louisville, KY.

Alexander, Phill. (2010, May). Gaming, identity, and narration: The gaming narrative. Paper presented at the Computers & Writing Conference, West Lafayette, IN.

Alexander, Phill. (2010, May). The Problem of the Popular Indian: World of Warcraft and race. Paper presented at the Computers & Writing Conference, West Lafayette, IN.

Alexander, Phill. (2009, October). I'm that type of girl: World of Warcraft, gender identity, and identity tourism. Paper presented at the Feminisms and Rhetorics conference, East Lansing, MI.

Alexander, Phill. (2009, March). Running with the bulls: Race and the Tauren in World of Warcraft. Paper presented at the Convention on College Composition and Communication, San Francisco, CA.

Alexander, Phill. (2008, October). Anji Bee: Digitally alive. Video presented at the Thomas R. Watson Conference, Louisville, KY.

Alexander, Phill. (2008, October). Your world (of Warcraft) could use an ad-just-ment. Paper presented at the Thomas R. Watson Conference, Louisville, KY.

Alexander, Phill; Cox, Matt; DeVoss, Danielle; Platt, Julie & Sackey, Donnie. (2008, October). Remixing the teaching philosophy. Panel discussion at the Thomas R. Watson Conference, Louisville, KY.

Alexander, Phill; Cox, Matt; DeVoss, Danielle; Platt, Julie & Sackey, Donnie. (2008, May). Remixing the teaching philosophy. Panel discussion at the Computers & Writing

Conference, Athens, GA.

Alexander, Phill. (2008, May). Using gaming identities in the computer classroom. Paper presented at the Computers & Writing Conference, Athens, GA.

Alexander, Phill; DeVoss, Danielle; Knight, Aimee; Loncharich, Les & Rife, Martine. (2008, May). About face: Mapping our institutional presence. Paper presented at the Computers & Writing Conference, Athens, GA.

Alexander, Phill. (2008, March). Gaming genres in City of Heroes. Paper presented at the Convention on College Composition and Communication, New Orleans, LA.

Alexander, Phill. (2007, October). On my way: The ethics of MMORPG research. Paper presented at the Association of Internet Researchers Conference, Vancouver, BC, Canada.

Alexander, Phill. (2007, May). Composing a virtual identity: City of Heroes and writing a toon to life. Paper presented at the Computers & Writing Conference, Detroit, MI.

Alexander, Phill. (2007, March). City of Heroes, affinity groups and gamer identity. Paper presented at the Convention on College Composition and Communication, New York, NY.

Alexander, Phill. (2006, October). The next generation gap: Exploring the impact of video games on literacy and composition. Paper presented at the Thomas R. Watson Conference, Louisville, KY.

Alexander, Phill; Helton, Edwina. (2002). Undergraduates as teachers: The IU East professional experience in writing program. Paper presented at the Convention on College Composition and Communication, Chicago, IL.

TEACHING—

Miami University, Armstrong Interactive Media Studies, 2016-present

Courses taught:

ENG/IMS 224: Digital Rhetoric and Writing (taught face-to-face, online, and hybrid, including summer and winter sessions)

IMS 390i: Digital Identity (Created course, offered each winter term)

IMS 390e: The Comprehensive Study of Esports (designed in collaboration with student Stelanie Tsirlis)

ENG/IMS 411/511: Visual Rhetoric and Design for Print and the Web (taught face-to-face, online and hybrid)

IMS 445/545: Game Design

IMS 211: The Analysis of Play (taught face-to-face, online and hybrid, including summer sessions)

ENG/IMS 317: Writing for Games (Created course)

*I average of 5-7 independent study students per term, including honors projects, senior projects, summer research and internships. This is likely to only increase a interest in games and simulations increases.

Miami University, English/IMS 2012-2016

Courses taught:

ENG 111: Composition and Rhetoric

ENG/IMS 224: Digital Rhetoric and Writing (taught face-to-face, online, and hybrid, including summer sessions)

ENG 310: Special Topics, The Rhetoric of Digital Identity (Created course, offered each winter term).

ENG 313: Technical Writing (taught face-to-face and online, including summer sessions)

ENG/IMS 411/511: Visual Rhetoric and Design for Print and the Web (taught face-to-face, online and hybrid)

IMS 445/545: Game

IMS 211: The Analysis of Play (taught face-to-face, online and hybrid, including summer sessions)

ENG/IMS 317: Writing for Games (Created course)

Michigan State University: 2008-2011

Courses taught:

WRA 110: Writing, Science and Technology (taught face-to-face and online, one of Michigan State's themed first-year writing courses)

WRA 150: Writing, The Evolution of American Thought (taught face-to-face and online, one of Michigan State's themed first-year writing courses)

WRA 210: Introduction to Web Authoring (taught face-to-face and hybrid, award winning course design revision)

Miami University: 2005-2007**Courses taught:****ENG 111:** Composition and Rhetoric**ENG 112:** Composition and Literature**Indiana University East: 2001-2006****Courses taught:****English W130:** Principles of Composition (this course is the first in a three course cycle of first--year composition, offered to those slightly behind expectations upon admission)**English W131:** Elementary Composition I (taught face-to-face and online, second course in first--- year composition cycle, offered to those who entered as typical traditional students)**English W132:** Elementary Composition II (taught face-to-face and online, third course in first---year composition cycle, required of all students regardless of AP or test---out credit)**English W231:** Professional Writing Skills (taught face-to-face and online)**SERVICE—**

- Co-Director and founding member of Miami University Varsity Esports Program 2015-present.
- Miami University faculty liaison to TESP (Blizzard Esports league), 2016-present.
- Miami University faculty liaison to REKT U Esports, 2016-present.
- Miami University faculty liaison collaborating on course development with Twitch.TV, 2016-present.
- Miami University delegate to NAC Esports, 2015-present.
- Miami University delegate to HEVGA (Higher Education and Video Games Association) 2016-present.
- Member, team coordinator and presenter: Miami University Year of Creativity and Innovation Faculty Learning Group, 2015-2016.
- Independent study director, AIMS: Miami University, 2014-present.
- Intern manager, AIMS: Miami University, 2016-present.
- Senior project director, AIMS: Miami University: 2015-present.
- Mentor for Teaching Assistant in AIMS: Miami University, 2015-present.
- Chair, AIMS faculty hiring committee, 2015.
- Organizer and Coordinator: Miami University's presence at Lexplay expo, 2016-present.
- Assistant Editor: Kairos. 2014-2016.

- Founder: CCCC Special Interest Group: Race and Technology, 2015.
- Founding co-facilitator: Computers and Writing Social Justice caucus, 2015.
- Organizer and coordinator: AIMS presence at Ohio Digital Gaming Expo, 2014---present.
- Facilitator/Campus Contact/Organizer/Coordinator: Miami University Global Game Jam, 2014---present.
- Assistant coordinator, CCCC Digital Pedagogy Posters, 2015-2016.
- Independent Study/Project advisor in English, winter and summer 2014, summer 2015.
- Internship Advisor in English: Miami University, summer 2014, summer 2015.
- Faculty Advisor: Miami University Forensics Society, 2014---present.
- Faculty Advisor: Miami University Professional Writing Club, 2013-2016.
- Mentor for Teaching Assistant in English: Miami University, 2013.
- Member: Miami University Writing and Rhetoric committee, 2012-2016.
- Member: AIMS Games committee, 2013-present.
- Consultant: Miami Digital Writing Collaborative, 2012---2013.
- Elected Member: Miami University English Department Advisory Committee, 2012---2014.
- Proposal Reviewer: Computers & Writing Conference, 2011, 2013.
- Article Reviewer: Computers and Composition, 2014---present.
- Article Reviewer: Open Words, 2014---present.
- Consultant: Writing in Digital Environments lab, Michigan State University, 2007-2010.
- Organizational assistant: Feminisms and Rhetorics Conference, 2009.
- Assistant Coordinator: Miami University portfolio review program, 2007.
- Organizer and presenter: Digital Writing Collaborative Brownbag Series, 2007.
- Representative (elected): Miami University Graduate Assistants and Adjuncts Association executive committee, 2007.

MEMBERSHIPS —

- Association of Internet Researchers
- Committee on Computers and Composition in the Conference on College Composition and Communication
- Computers & Writing Race Caucus
- Computers & Writing Social Justice Caucus
- Conference on College Composition and Communication

- Conference on College Composition and Communication Race and Technology SIG
- Conference on College Composition and Communication Indigenous Rhetorics Caucus
- Higher Education and Video Games Association
- North American College Esports Association
- Modern Language Association
- National Council for Teachers of English
- Ohio Game Developers Conference
- TESPA
- Wordcraft Circle

REFERENCES AVAILABLE BY REQUEST

6420 Fairfield Drive
Oxford, OH 45056

JERRY BELICH
jerrytron.com

(612) 306 - 8258
jerry@jerrytron.com

TEACHING EXPERIENCE

Miami University

Armstrong Professor in College of Creative Arts

Bringing industry experience directly to game design students through technical and creative education methods and assisting in the creation of a game design degree. Using alternative controllers and involving industry game development teams to help develop students creative process while exposing them to real world experience.

*Oxford, OH
2016 - Present*

Eastern Kentucky University

Vernon Wilson Endowed Chair in Game Design

Served as a continual resource for students and faculty through guest lectures, workshops, and provided colloquium in various topics such as game design, alternative controls, crowdfunding, and pitching. Developed and led STEM outreach workshops, and was a keynote speaker at 2016 Vector Conference hosted by ECU.

*Richmond, KY
Spring 2016*

O'Reilly Media

Series Designer & Presenter

Created a 6+ hour course from scratch titled *Prototyping for Play*. Used 7 original hardware / software projects to teach participants about creative toy and game design, as well as tackle the challenges of interface and presentation.

*Sebastopol, CA
Summer 2015*

Loft Literary Center

Teaching Artist

Provided young writers a chance to develop their creative writing and game design skills through interactive fiction. Each student built a Choosatron kit to test and play their work, learning about electronics and the maker movement.

*Minneapolis, MN
Summer 2013*

A full list of speaking engagements and workshops can be found at jerrytron.com/speaking

SELECT PROJECTS

A.F.T.E.R.G.L.O.W. - A Soviet radar simulation game and briefcase installation using recovered hardware.

The Choosatron - An award-winning, successfully kickstarted interactive storytelling platform and arcade game.

Cylindr - Cylindr is a game of light played around a cylindrical field of play of 600 multi-color LEDs.

Ghost Dentist VR - A body-horror game testing the joy and terror of immersive virtual play as your own dentist.

MysteryPhone - A real-time, location-based interactive fiction mystery game for the Northern Spark festival.

Please Stand By - A 1951 Capehart TV turned into a tactile game piece about US history, communication, and politics.

Utopia Room - A technically advanced escape-the-room experience in a utopian future where happiness is mandated.

Full project list available at jerrytron.com/projects

EMPLOYMENT EXPERIENCE

Miami University

Armstrong Professor in College of Creative Arts

Bringing industry experience to game design education; using technical and creation education methods for developing well rounded skills; assisting in creation of a game design degree; physical, electronic, and digital design for honing students' creative process; exposing students to real world experience by involving game industry professionals

*Oxford, OH
2016 - Present*

Independent & Freelance

Game and Narrative Designer / Developer

Freelance game design, coding, installations; acting as a community leader and researcher for **Particle**; narrative work for published games; developed **talked and workshops** about game design and creative work given all over the world

*Minneapolis, MN
2012 - Present*

Clockwork Active Media*Senior Mobile Developer**Minneapolis, MN**2010 - 2014*

Led mobile development; released many native and cross-platform mobile projects; designed and implemented hardware installations (e.g., [Bluetooth LE & Flip-Dots](#)); was a key member of a small dev team that wrote software to manage a large-scale installation at the [Cosmopolitan Casino](#) in Las Vegas; worked closely with clients; ran client demos

SKILLS

Languages and Libraries: C, C++, C#, Swift, Objective-C, Java, Python, Haxe

Tools: Unity3D, Unreal, Xcode, Visual Studio .Net, Git, Subversion, Eclipse, Arduino, Chat Mapper, Google Docs Suite

EDUCATION

Miami University, Master of Fine Arts, Experience Design, Expected graduation 2019

Oxford, OH

Bethel University, Bachelor of Arts, Computer Science, 2003

St Paul, MN

Los Angeles Film Studies Center, 2002

Los Angeles, CA

Matthew James Board

4135 St Martins PL, Cincinnati, OH 45211

Home Phone: 413.386.4698

Email: boardmj@miamioh.edu

Websites: www.mattboard.com; www.sleekTiki.com; [Artstation](#)

Education

Gnomon Master Classes, 2009 | Gnomon School of Visual Effects, Games + Animation, Los Angeles, California

M.F.A. 2006 University of Cincinnati, College of Design, Art, Architecture and Planning

B.F.A. 2003 Northern Kentucky University

1998 Art Academy of Cincinnati

A.A. 1997 Washington State Community College

Professional Experience

2015-Present, Assistant Professor of Art and Interactive Media Studies, Miami University, Oxford Campus

2010-2015, Assistant Professor of Game Design, Columbia College Chicago, Chicago, Illinois, Tenure Awarded

2010-Present, Founder, SleekTiki Interactive,

2009-2010 Freelance Digital Sculptor, Pawtucket, Rhode Island, Hasbro, INC. (Telecommute)

2008-2010 Full-Time Assistant Professor of Computer Graphics/Digital Art, Springfield College, Springfield, Massachusetts

2006-2008, Full-Time Tenure Track Instructor, Casper College, Casper, Wyoming

Awards/Grants

- Information Technology Award, "Rad Lab", Miami University, Oxford, Ohio, 2017, 132,000.00
- CCA Scholarship and Teaching Grant, Miami University, Oxford, Ohio 2016, Completed, 1736.00
- Innovation Grant, Casper College, 2007
- Excellence in Graduate Assistant Teaching, University of Cincinnati, 2006

Selected Exhibits

- 2016** *GDEX, Game Developer Expo, Center for Science and Industry, Columbus, Ohio*
I presented my game project, *Kamodo Steve: Janitor on Fire* as an independent exhibitor under my Limited Liability Company, Sleek Tiki Interactive, Juror: Cody Starcher. (Peer Reviewed)
- 2015** *Games for National Impact Demos, Games + Higher Education + National Impact Summit, Higher Education Video Game Alliance, Woodrow Wilson Center, Washington D.C.*
I presented my game project, *Kamodo Steve: Janitor on Fire*, at the Games + Higher Education + National Impact Summit, organized by the Higher Education Video Game Alliance (HEVGA) at the the Woodrow Wilson Center in Washington DC. I presented it as part of the *Games with National Impact Demos* component of the conference. The demos were juried by Constance Steinkueler, Associate Professor at the University of Wisconsin, Madison; President of HEVGA; and former Senior Policy Analyst in the White House Office of Science and Technology Policy (OSTP) where she advised on national initiatives related to games. (Peer Reviewed)
- 2012** *Pixologic Turn Table Gallery, www.pixologic.com*
- 2010** *Drawing the Line, University of Cincinnati, Clermont Campus, Batavia, OH Faculty Group Show, Columbia College Chicago, IAM Project Room, Chicago, IL*
- 2009** *Action Hero Exhibit, Gnomon School of VFX, Los Angeles, CA Turntable Gallery, Invited to exhibit digital sculpts on Zbrush.com turntable gallery*

Publications/Conferences

- Mid America College Art Association, *Everyone is a Developer*, Session Chair. 2016. (Peer Reviewed)
- Mid America College Art Association, *Game Art and Methodologies for Critique*, Session Chair, Theresa Devine, *The Art and Aesthetics Behind Kamodo Steve* by Matthew Board, 2016. (Peer Reviewed)
- <http://chi-scroller.com/2013/12/02/kickstarter-watch-kamodo-steve/> *Kickstarter Watch: Kamodo Steve*, Author: Chris Hodges. 2013
- 2007
The Chicago Journal mentioned *Maybelline Mario* in an Exhibit review of *Gameplay: Video Games In Contemporary Art Practice*.

Residencies/Workshops

- A Day of Unity Workshop, Microsoft Chicago, Chicago, IL, 2014
- Technical Art Boot Camp, Game Developers Conference, San Francisco, CA, 2012,
- 2014
Autodesk Certified Instructor (ACI) workshop, Montreal, Quebec, Canada 2009

Technical Skills and Proficiencies

Software and Technology

Adobe Creative Suite, (Photoshop, Illustrator, Indesign, Flash, Dreamweaver and Premiere); Final Cut Studio Suite (Final Cut, DVD Studio Pro, Motion, Livetype, Soundtrack Pro and Compressor); Autodesk Maya, 3D Studio Max; Pixologic Zbrush; 3D Coat; Allegorithmic Substance Painter and Designer; Unreal Engine 4; Unity3D

E. R. Bachmann

**Curriculum Vitae
ERIC R. BACHMANN**

Department of Computer Science
Benton 205B
Miami University
Oxford, OH 45056

Cell: (513) 255-0086
Office: (513) 529-0786
Eric.Bachmann@miamiOh.edu

EDUCATION

Ph.D. Computer Science, Naval Postgraduate School, December 2000
M. S. Computer Science, Naval Postgraduate School, September 1995
B. A. Mathematics and Computer Science, University of Cincinnati, June 1983

EXPERIENCE

2014 –Present

Miami University, Oxford, OH
Professor

2001 – 2014

Miami University, Oxford, OH
Associate Professor

1997 – 2016

Naval Postgraduate School, Monterey, CA
Lecturer of Computer Science / Research Assistant Professor

1985 – 1997

United States Navy

Rank: Lieutenant Commander, USNR - **Unrestricted Naval Aviator**: (earned wings August 1986) Aircraft flown: SH-60B, CH-53E, and SH-3G. Designated Aircraft Commander, Mission Commander and Functional Check Pilot.

Naval Officer: (commissioned July 1985) Major billets: Quality Assurance Officer, Line Division Officer, Assistant Administration Officer and Public Affairs Officer. Managed \$500,000 budgets and supervised up to 25 personnel. Responsible for the quality of maintenance on ten SH-60B aircraft.

1984 – 1985

RCA Missile Test Project, Patrick AFB, FL

Designed, maintained and tested real-time Fortran and Assembler software to control missile tracking radars on the Atlantic Missile Test Range.

E. R. Bachmann

PUBLICATIONS

Journal Publications:

E Hodgson, E. R. Bachmann, D. Vincent, M. Zmuda, D. Waller, and J. Calusdian, "WeaVR: A Self-Contained and Wearable Immersive Virtual Environment Simulation System," *Journal of Behavioral Research Methods, Instruments, and Computers*, April. 2014.

E. Hodgson, E. R. Bachmann, and T. Thrash, "Performance of Redirected Walking Algorithms in a Constrained Virtual World," in press *IEEE Transactions on Computer Visualization and Computer Graphics*, Vol. 20, No. 4, 2014.

M. A. Zmuda, J. L. Wonser, E. R. Bachmann, and E. Hodgson, "Optimizing Constrained-Environment Redirected Walking Instructions Using Search Techniques," in press *IEEE Transactions on Computer Visualization and Computer Graphics*, Vol. 17, No. 11, 2013.

E. Hodgson and E. R. Bachmann, "Comparing Four Approaches to Generalized Redirected Walking: Simulation and Live User Data," *IEEE Transactions on Computer Visualization and Computer Graphics*, Vol. 19, No. 4, 2013.

X. Yun, J. Calusdian, and E. R. Bachmann, and R. McGhee, "Estimation of Human Foot Motion During Normal Walking Using Inertial and Magnetic Sensor Measurements," *IEEE Transactions on Instrumentation and Measurement*, Vol. 61, No. 3, 2012, pp. 1-14.

Hodgson, E., Bachmann, E., & Waller. D, "Steering Immersed Users of Virtual Environments: Assessing the Potential for Spatial Interference," *ACM Transactions on Applied Perception*, Vol. 8 Issue 4, November 2011.

X. Yun, E. R. Bachmann, and R. B. McGhee, "A Simplified Quaternion-based Algorithm for Orientation Estimation from Earth Gravity and Magnetic Field Measurements," *IEEE Transactions on Instrumentation and Measurement*, Vol. 57, No.: 3, 2008.

D. Waller, E. R. Bachmann, E Hodgson, and A. C. Beall, "The HIVE: A Huge Immersive Virtual Environment for research in spatial cognition," *Journal of Behavioral Research Methods, Instruments, and Computers*. Vol. 39, No. 4, November 2007, pp. 835-843.

E. R. Bachmann, X. Yun, A. Brumfield, "An Investigation of the Effects of Magnetic Variations on Inertial/Magnetic Orientation Sensors," *IEEE Robotics and Automation Magazine*, Vol. 14, No. 3, September 2007, pp. 76-87.

X. Yun, and E. R. Bachmann, "Design, Implementation, and Experimental Results of a Quaternion-Based Kalman Filter for Human Body Motion Tracking," *IEEE Transactions on Robotics*, Vol. 22, Issue 6, December 2006.

E. R. Bachmann, and X. Yun, "A Single Parameter Tunable Quaternion Based Attitude Estimation Filter," *Journal Navigation*, Vol. 53, Issue 2, Fall 2006.

D. Waller and E. R. Bachmann, "The Borderline of Science: On the Value of Factor Analysis for Understanding Presence," *Presence: Teleoperators and Virtual Environments*, Vol. 15, Issue 2, April 2006.

X. Yun, E. R. Bachmann, S. Arslan, K. Akyol, and R. B. McGhee, "An Inertial Navigation System for Small Autonomous Underwater Vehicles," *Advanced Robotics, VSP and Robotics Society of Japan*, Vol. 15, No. 5, 2001, pp. 521-532.

X. Yun, E. R. Bachmann, R. B. McGhee, R. H. Whalen, R. L. Roberts, R. G. Knapp, A. J. Healey, and M. J. Zyda, "Testing and Evaluation of an Integrated GPS/INS System for Small AUV Navigation," *IEEE Journal of Oceanic Engineering*, Vol. 24, No. 3, July 1999, pp. 396-404.

E. R. Bachmann

Conference Proceedings:

E. R. Bachmann, M. A. Zmuda, J. Calusdian, X. Yun, E. Hodgson, and D. Waller, "Going Anywhere Anywhere: Creating a Low Cost Portable Immersive VE System," *17th International Conference on Computer Games (CGAMES)*, Louisville, KY, 2012.

E. R. Bachmann, J. Calusdian, Eric Hodgson, and X. Yun., "In-Situ Heading Drift Correction for Human Position Tracking Using Foot-Mounted Inertial/Magnetic Sensors," *Proceedings of the IEEE International Conference on Robotics and Automation, ICRA 2012*, St. Paul, Minnesota, USA, May 2012.

X. Yun, J. Calusdian, and E. R. Bachmann, "Adaptive-Gain Complementary Filter of Inertial and Magnetic Data for Orientation Estimation," *Proceedings of the IEEE International Conference on Robotics and Automation, ICRA 2011*, Shanghai, China, May 2011.

X. Yun, E. R. Bachmann, H. Moore, and J. Calusdian, "Self-contained Position Tracking of Human Movement Using Small Inertial/Magnetic Sensor Modules," accepted for publication in the *Proceedings of the IEEE International Conference on Robotics and Automation, ICRA 2007*, Rome, Italy, April 2007.

B. J. Snow, P. Maynard-Zhang, and E. R. Bachmann, "A WiFi Based Personal Place Awareness System using Bayesian Learning," *Proceedings of the Midwest Artificial Intelligence and Cognitive Science Conference (MAICS-05)*, Dayton, Ohio, April 2005.

X. Yun, C. Aparicio, E. R. Bachmann, R. B. McGhee, "Implementation and Experimental Results of a Quaternion-Based Kalman Filter for Human Body Motion Tracking," *Proceedings of the IEEE International Conference on Robotics and Automation, ICRA 2005*, Barcelona, Spain, April 2005.

X. Yun, E. R. Bachmann, A. Kavousanos-Kavousanakis, F. Yildiz, McGhee, R. B., "Design and Implementation of the MARG Human Body Motion Tracking System," *Proceedings of the IEEE/RSJ International Conference on Intelligent Robots and Systems (IROS 04)*, Sendai, Japan, September - October 2004.

E. R. Bachmann, X. Yun, and C. W. Peterson, "An Investigation of the Effects of Magnetic Variations on Inertial/Magnetic Orientation Sensors," *Proceedings of the IEEE International Conference on Robotics and Automation, ICRA 2004*, New Orleans, Louisiana, April - May 2004.

X. Yun, M. Lizarraga, E. R. Bachmann, and R. B. McGhee, "An Improved Quaternion-Based Kalman Filter for Real-Time Tracking of Rigid Body Orientation," *Proceedings of the IEEE/RSJ International Conference on Intelligent Robots and Systems (IROS 03)*, Las Vegas, Nevada, October 2003.

E. R. Bachmann, X. Yun, and R. B. McGhee, "Sourceless Tracking of Human Posture Using Small Inertial/Magnetic Sensors," *Proceedings of the IEEE International Symposium on Computational Intelligence in Robotics & Automation (CIRA 03)*, Kobe, Japan, July 2003.

E. R. Bachmann, , X. Yun, D. McKinney, R. B. McGhee and M. J. Zyda, "Design and Implementation of MARG Sensors for 3-DOF Orientation Measurement of Rigid Bodies," *Proceedings of the IEEE International Conference on Robotics and Automation, ICRA 2003*, Taipei, Taiwan, September 2003.

E. R. Bachmann, R. B. McGhee, X. Yun and M. J. Zyda, "Inertial and Magnetic Posture Tracking for Inserting Humans into Networked Virtual Environments," *ACM Symposium on Virtual Reality Software and Technology, VRST 01*, Banff, Alberta, Canada, November 2001, pp. 9 – 16.

J. L. Marins, X. Yun, E. R. Bachmann, R. B. McGhee, and M. J. Zyda, "An Extended Kalman Filter for Quaternion-Based Orientation Estimation Using MARG Sensors," *Proceedings of the 2001 IEEE/RSJ International Conference on Intelligent Robots and Systems(IROS 01)*, Maui, Hawaii, USA, Oct. 29 - Nov. 03, 2001, pp.2003-2011.

E. R. Bachmann

X. Yun, E. R. Bachmann, and S. Arslan, "An Inertial Navigation System for Small Autonomous Underwater Vehicles," *Proceedings of 2000 IEEE International Conference on Robotics and Automation (ICRA 00)*, Vol. 24, April 2000, San Francisco, CA, pp. 1781 -1786.

E. R. Bachmann, I. Duman, U. Usta, R. B. McGhee, X. Yun, and M. J. Zyda, "Orientation tracking for Humans and Robots Using Inertial Sensors," *Proceeding of the IEEE International Symposium on Computational Intelligence in Robotics & Automation (CIRA 99)*, Monterey, CA, November 8-9 1999, pp.187-194.

X. Yun, G. C. Hernandez, E. R. Bachmann, R. B. McGhee, and A. J. Healey, "An Integrated GPS/INS Navigation System for Small AUVs Using an Asynchronous Kalman Filter," *Proceedings of the 1998 Workshop on Autonomous Underwater Vehicles*, August 20-21, 1998, Cambridge, MA, pp. 43-49.

X. Yun, E. R. Bachmann, R. B. McGhee, R. H. Whalen, R. L. Roberts, R. G. Knapp, A. J. Healey, and M. J. Zyda, "Testing and Evaluation of an Integrated GPS/INS System for Small AUV Navigation (SANS)," *Proceedings of the 10th International Symposium on Unmanned Untethered Submersible Technology (UUST)*, Durham, NH, September 1997, pp. 101-108.

E. R. Bachmann, R. B. McGhee, R. H. Whalen, R. Steven, R. G. Walker, J. R. Clynch, A. J. Healey, and X. Yun, "Evaluation of an Integrated GPS/INS System for Shallow-Water AUV Navigation (SANS)," *Proceedings of the 1996 IEEE Symposium on Autonomous Underwater Vehicle Technology, (AUV '96)*, Monterey, CA, June 3-6, 1996, pp. 268-275.

R. B. McGhee, J. R. Clynch, A. J. Healey, S. H. Kwak, D. P. Brutzman, X. Yun, N. A. Norton, R. H. Whalen, E. R. Bachmann, D. L. Gay, and W. R. Schubert, "An Experimental Study of an Integrated GPS/INS System for Shallow-Water AUV Navigation (SANS)," *Proceedings of the 9th International Symposium on Unmanned Untethered Submersible Technology (UUST)*, Durham, NH, September 25-27, 1995, pp.153 - 167.

Referred Poster Papers:

E. R. Bachmann, J. Holm, M. A. Zmuda, and E. Hodgson Multi-User, "Collision Prediction and Prevention in a Simultaneous Two-User Immersive Virtual Environment," *IEEE Virtual Reality 2013*, Orlando, FL. March, 2013.

M. A. Zmuda, E. R. Bachmann, E. Hodgson, and J. Wonser, "Improved Resetting in Virtual Environments," *IEEE Virtual Reality 2013*, Orlando, FL. March, 2013.

E. Hodgson, E. R. Bachmann, D. Waller, A. Bair, and A. Oberlin, "Virtual Reality in the Wild: A Self-Contained and Wearable Simulation System," poster *IEEE Virtual Reality*, 2012, March, 2012.

Invited Papers:

M. J. Zyda, D. P. Brutzman, R. Darken, R. B. McGhee, J. Falby, E. R. Bachmann, K Watsen, B. Kavanaugh, and R. Storms, "NPSNET-Large-Scalve Virtual Environment Technology Testbed," *Proceedings of the International Conference on Artificial Reality and Tele-Existence*, Tokyo, Japan, December 1997, pp 18-26.

Grants

"Realistic Simulation of Slope and Vertical Navigation in Low Cost, Portable, Wearable Immersive Environment Systems for Education and Training," NSF, Cyber-Human Systems (CHS) Program, Three Year Grant, \$364,116, FY 2014 - 2017, Principal Investigators Eric Bachmann and Eric Hodgson.

E. R. Bachmann

"HCC: Medium: Collaborative Research: Low Cost, Portable, Multi-user, Immersive Virtual Environment Systems for Education and Training in Worlds of Unlimited Size," National Science Foundation' NSF, IIS- Human-Centered Computing, Four Year Grant 1.2 million (\$659,999, Miami University; \$540,000, Naval Postgraduate School), FY 2010, Principle Investigators Eric Bachmann and Xiaoping Yun.

"Enabling Large-Scale Multi-User Immersive Virtual Reality Simulations," Army Research Office (ARO) Defense University Research Instrumentation Program (DURIP) Equipment Grant, \$150,000, FY 2010, Principle Investigators Eric Bachmann and David Waller.

"Enabling Large-Scale Multi-User Immersive Virtual Reality Simulations," National Science Foundation' NSF, CCF- Computing Infrastructure, \$312,672, FY 2010, Principle Investigators Eric Bachmann and David Waller.

"Initial Development of Miami's Interdisciplinary Center for Virtual Environment Research and Scholarship," Armstrong Interactive Media Studies (AIMs), One-year grant for \$50,000, Principle Investigators: Eric Bachmann & David Waller.

"Portable Virtual Environment for Training in Transit," Navy Modeling and Simulation Office, One-year grant for \$70,000, FY 2009, Principal Investigators: Eric Bachmann, & Xiaoping Yun.

"Realistic Simulation of Environments of Unlimited Size in Immersive Virtual Environments," Army Research Office (ARO), Three-year grant for \$300,000, August 1, 2008 - January 31, 2011, Principal Investigators: Eric Bachmann and David Waller.

"Sourceless Position Tracking Using Small Inertial/Magnetic Sensors," Navy Modeling and Simulation Office, One-year grant for \$90,000, FY 2007, Principle Investigators: Eric Bachmann, & Xiaoping Yun.

"Very Large Immersive Virtual Environment for Multiple Users Based on Wireless Full Body Posture and Position Tracking," Defense University Research Instrumentation Program (DURIP) Equipment Grant, \$196,056, May 05 – April 06, Principal Investigator: Eric Bachmann, Co-Investigator: David Waller.

"Implementation of a Very Large Immersive Virtual Environment (VLIVE)," Shoup Award, \$8,136, Summer 05 - Spring 06, Principal Investigator: Eric Bachmann, Co-Investigator: David Waller (Miami University Dept. of Psychology).

"Inertial Motion Tracking for Inserting Humans into a Networked Synthetic Environment," Army Research Office (ARO), Two-year grant for \$49,528, September 1, 2004 - August 31, 2005, Principle Investigator: Eric Bachmann.

"The Role of a Simulated Body in Increasing Presence and Task Performance within Virtual Environments," One-year grant for \$10,186, P&G Fellows in Interactive Media, Spring 04 – Fall 04, Principle Investigator: Eric Bachmann. Co-Investigators: Dr. Yvonne Lippa & Dr. David Waller.

"Immersive Technologies," Navy Modeling and Simulation Office, One-year grant for \$55,000, FY 2004, Principle Investigators: Eric Bachmann & Xiaoping Yun.

E. R. Bachmann

“Hybrid Inertial Motion Tracking for Inserting Humans into Networked Synthetic Environments,” Navy Modeling and Simulation Office, One-year grant for \$60,000, FY 2003, Principle Investigators: Eric Bachmann & Xiaoping Yun.

“Inertial Motion Tracking for Inserting Humans into a Networked Synthetic Environment,” Army Research Office (ARO), Three-year grant for \$358,996, September 1, 2002 - August 31, 2005, Principle Investigators: Eric Bachmann, Xiaoping Yun, & Michael Zyda.

“Hybrid Inertial Motion Tracking for Inserting Humans into Networked Synthetic Environments,” Navy Modeling and Simulation Office, One-year grant for \$72,250, FY 2001, Principle Investigators: Eric Bachmann & Xiaoping Yun.

“Inertial and Magnetic Posture Tracking for Inserting Humans into Networked Virtual Environments (Student Support),” One-year grant for \$9,695, P&G Fellows in Interactive Media, Fall – 01 – Spring 02, Principle Investigator: Eric Bachmann.

“Hybrid Inertial Motion Tracking for Inserting Humans into Networked Synthetic Environments,” Navy Modeling and Simulation Office, One-year grant for \$70,000, FY 2000, Principle Investigators: Eric Bachmann & Xiaoping Yun.

“Inertial Motion Tracking for Inserting Humans into a Networked Synthetic Environment,” Army Research Office (ARO), Two-year grant for \$141,885, January 1, 1998 - December 31, 1999, Principle Investigators: Michael Zyda & Robert McGhee.

“Inertial Motion Tracking for Inserting Humans into a Networked Synthetic Environment,” Army Research Office (ARO), Two-year grant for \$176,496, January 1, 2000 - December 31, 2001, Principle Investigators: Michael Zyda & Xiaoping Yun.

Patents

United States Patent: *Method for the Determination of Three-dimension Body Attitude Using the Adaptive-Gain complementary Filter*, Patent Pending January 2012.

United States Patent: *Method and Apparatus for Motion Tracking of an Articulated Rigid Body*, Patent No.: US 7,089,148 B1, Date of Patent: August 8, 2006.

United States Patent: *Method and Apparatus for Motion Tracking of an Articulated Rigid Body*, Patent No.: US 6,820,025 B2 Date of Patent: Nov 16, 2004 (Licensed PNI 2011).

Additional Activities

Butler County Advocate for Sexual Assault Victims, 2010 - 2012

Butler County Community Crisis Center Suicide Prevention Hotline, 2010 – 2012

Yoga Instructor, Miami Recreational Sports Center, 2008 -2009

Auction volunteer, Three Valley Conservation Trust, Fall 2005 and 2006

WMUB Pledge Drive Volunteer, Spring 2002

Citizens for Talawanda Schools Committee, Fall 2002

Curriculum Vitae Michael A. Zmuda

EDUCATION

- Ph.D. Computer Science. Wright State University, 1992.
- M.S. Computer Science. Wright State University, 1989.
- B.S. Computer Science and Mathematics. Eastern Michigan University, 1987.

PROFESSIONAL EXPERIENCE

Associate Professor, Miami University, 2003–present.

Assistant Professor, Miami University, 1997–2003.

- Taught courses in artificial intelligence, parallel programming, computer graphics, game programming, programming language theory, object oriented programming, formal languages, and networking.
- Designed and developed robot localization algorithm using accelerometers and RF sensor networks.
- Co-recipient of multi-year \$500K contract from the U.S. Air Force for applying evolutionary-learning techniques to the problem of pattern recognition. Miami's portion is \$170K.
- Coached ACM programming team. Our team's performance since 1999 has been 1st or 2nd in non-Ph.D. granting universities.
- Organized outreach programs involving high school programming contests and game programming expos. High schools from Indiana, Michigan, and Ohio participated.

Visiting Professor, Miami University, 1997–1998.

- Taught courses in object oriented programming, windows programming, networking, and computer architecture.

Principle Engineer, UMI, Dayton, OH, 1996–1997.

- Designed and developed grammars for translating third-party documents into a proprietary format. The grammars were developed for proprietary compiler tools.
- Developed a macro library and coding standards that allowed translations to be developed quickly and accurately.
- Identified key enhancements to UMI's proprietary compiler tools.

Software Project Manager, Spectra Research, Centerville, OH, 1995–1996.

- Developed software for performing syntax analysis and data dependency analysis in FORTRAN programs. These tools were used to automatically translate console-based programs into equivalent GUI-based programs.
- Implemented specialized graphical interfaces for modeling and simulation environments.

Research Scientist, Wright-Patterson Air Force Base, Wright Laboratory, 1992–1995.

- Designed and implemented a technique for determining the attitude of satellites using celestial images (i.e., a star map). The algorithm is extremely accurate and performs real-time matching.
- Designed and implemented algorithms for the soft morphological operators that are up to 30 times faster than conventional soft morphological algorithms.
- Used machine-learning techniques such as genetic algorithms, neural networks, and stochastic search to synthesize, select, and optimize morphological pattern recognition systems.

- Managed one of seven contracts in the MSTAR automatic target recognition program. MSTAR was the largest software development effort in DOD at that time.
- Served as system administrator for a small network of Unix workstations.

Adjunct Professor, Air Force Institute of Technology, 1994-1996.

- Taught graduate students operating systems and C/C++.

Adjunct Professor, Wright State University, 1992-1994.

- Taught undergraduate courses in formal languages and computer programming.

Research/Teaching Assistant, Wright State University, 1988-1992.

- Developed a machine learning system for synthesizing morphological image processing programs.
- Taught laboratory sections in digital circuit design and introductory computer science.

PRIMARY COURSES

Artificial Intelligence
 Computer Graphics
 Data Structures
 Game Programming
 Object Oriented Programming
 Comparative Programming Languages
 Simulation
 Automata, Formal Languages, and Computability
 Introduction to Computer Programming
 High Performance Computing

AWARDS AND RECOGNITION

Arthur Olsen Generational Teaching Excellence Award Winner, 2015.

Miami University, CELTUA Teaching Excellence Award, 2011.

ACM Student Chapter Professor of the year, Miami University, 2008.

School of Engineering and Applied Science Research Award, Miami University, 2004.

Miami University Associated Student Government Honored Professor, 2003.

Miami University Alumni Association Effective Educator Award Nominee, 2003.

Miami University Associated Student Government Honored Professor, 2002.

"Hybrid Evolutionary Learning for Pattern Recognition Contract (HELPR) to Three Dimensional Target Classification." Co-recipient of 2-year \$205,987 award from US Air Force, 2002-2005.

"Applying Evolutionary Computation to the Design of Pattern Recognition Systems," co-recipient of 4-year \$300K award from the U.S. Air Force. Miami's share is \$130K, 1999-2002.

Midwestern Artificial Intelligence and Cognitive Science Conference, "The Application of Evolutionary Computation to Pattern Recognition." invited presentation, 2001.

Outstanding Technical Achievement, Wright Laboratory, Avionics Directorate, 1994.

Outstanding Ph.D. Student in Computer Science, Wright State University, 1990-1991.

Air Force Office of Scientific Research Summer Research Fellowship, 1988.

PROFESSIONAL SERVICE

Program committee Congress on Evolutionary Computation, 2001.
 Program committee Midwest Artificial Intelligence and Cognitive Sciences Conference, 2001.
 Reviewer for IEEE Transactions on Education
 Reviewer for IEEE Transactions on Evolutionary Computation.
 Reviewer for International Journal of Smart Engineering System Design.
 Reviewer for IEEE Transactions on Systems, Man, and Cybernetics.
 Reviewer for Pattern Recognition Letters.
 Reviewer for IEEE Expert.
 Program Committee for 1995 Conference on Evolutionary Computation.
 Session Chairman for Evolutionary Programming Conference, 1994.

JOURNAL PUBLICATIONS

Eric Hodgson, Eric Bachmann, David Vincent, Michael Zmuda, David Waller, James Calusdian, "WeaVR: A Self-Contained and Wearable Immersive Virtual Environment Simulation System", *Behavior Research Methods*, to appear in 2014.

Michael Zmuda, Joshua Wonser, Eric Bachmann, and Eric Hodgson. Optimizing Constrained-Environment Redirected Walking Instructions Using Search Techniques. *IEEE Transactions on Vision and Computer Graphics*, 19(11), pp. 1872-1884, 2013.

Zmuda, M. and M. Hatch. "Scheduling Topics for Improving Student Comprehension of Recursion," *Computers in Education* (48), pp. 318-328, 2007.

Zmuda, M., M. Rizki, and L. Tamburino. "Mutating Real-Valued Vectors Using Angular Displacement" *International Journal on Artificial Intelligence Tools*, pp 509-526, 2003.

Zmuda, M., M. Rizki, and L. Tamburino. "An Evolutionary Learning for Synthesizing Multi-Class Pattern Recognition Systems," *Applied Soft Computing* 2(4), pp. 269-282, 2003.

M. Rizki, Zmuda, M., and L. Tamburino. "Evolving Pattern Recognition Systems," *IEEE Transactions on Evolutionary Computation*, pp. 594-609, Dec. 2002.

Zmuda, M. "A stochastic algorithm for approximating the soft morphological operators". *Optical Engineering*, pp. 2746-2752, Dec., 2001.

Zmuda, M. and L. Tamburino, "Efficient Algorithms for Soft Morphological Operators," *IEEE Transactions on Pattern Analysis and Machine Intelligence*, pp. 1142-1147, Nov., 1996.

Zmuda, M., L. Tamburino, and M. Rizki, "An Evolutionary Learning System for Synthesizing Complex Morphological Filters," *IEEE Transactions on Systems, Man, and Cybernetics*, pp. 645-653, Aug., 1996.

Tamburino, L., M. Rizki, and M. Zmuda, "Generating Pattern Recognition Systems Using Evolutionary Learning," *IEEE Expert*, pp. 63-68, Aug., 1995.

CONFERENCE PUBLICATIONS

Michael Zmuda, Eric Bachmann, Eric Hodgson, Joshua Wonser. "Improved Resetting in Virtual Environments." 2013 IEEE Virtual Reality Conference, pp. 91-92, 2013.

Eric Bachmann, Jeanette Holm, Michael Zmuda, Eric Hodgson. "Collision Prediction and Prevention in a Simultaneous Two-User Immersive Virtual Environment." 2013 IEEE Virtual Reality Conference. pp.89-90, 2013.

Bachmann, E., J. Calusdian, E. Hodgson, X. Yun, and M. Zmuda. "Going Anywhere Anywhere – Creating a Low Cost Portable Immersive VE System," Proceedings of the 17th International Computer Games Conference: AI, Interactive Media, Virtual Worlds, and Serious Games, 2012.

Claude C. Grigsby, Michael A. Zmuda, Derek W. Boone, Tyler C. Highlander, Ryan M. Kramer, and Mateen M. Rizki. Differential profiling of volatile organic compound biomarker signatures utilizing a logical statistical filter-set and novel hybrid evolutionary classifiers. SPIE Conference on Evolutionary and Bio-Inspired Computation: Theory and Applications , 2012.

Zmuda, M., A. Elesev, and Y. T. Morton. "Robot Localization Using RF and Inertial Sensors," Proceedings National Aerospace and Electronics Conference, 2008.

Zmuda, M. and Y. T. Morton. "Calibrating Non-GPS Navigation Sensors for Use in Robot Localization," National Meeting of Institute of Navigation, Feb., 2007.

Zmuda, M., M. Rizki, and L. Tamburino. "Target Classification Using Morphological Features," SPIE Conference for Synthetic Aperture Radar Imagery XI, pp. 321-331, 2004.

Zmuda, M., M. Rizki, and L. Tamburino. "Optimizing Linear Discriminants Using Evolutionary Learning," Proceedings of the Artificial Neural Networks in Engineering Conference. ASME Press, pp. 261-266, 2002.

Zmuda, M. "Recovering Tabular Information from ASCII Documents Using Evolutionary Programming," Proceedings of the Artificial Neural Networks in Engineering Conference. ASME Press, pp 189-195, 2001.

Tamburino, L., M. Rizki, and M. Zmuda, "HELPR Evolved Pattern Recognition Systems," World Multiconference on Systemics, Cybernetics, and Informatics Vol XIII, pp. 212-217, 2001.

Wheeler, M. and M. Zmuda. "Processing Color and Complex Images Using Mathematical Morphology," Proceedings National Aerospace and Electronics Conference, pp. 618-624, 2000.

Zmuda, M., L. Tamburino, and M. Rizki. "Automated Synthesis of Pattern Recognition Systems," Proceedings of the Artificial Neural Networks in Engineering Conference. ASME Press, pp 381-386, 1999.

Rizki, M., L. Tamburino, and M. Zmuda, "Evolution of Morphological Recognition Systems," Proceedings of the Fourth Annual Conference on Evolutionary Programming, 1995.

Rizki, M., L. Tamburino, and M. Zmuda, "E-MORPH: A Two-Phased Learning System for Evolving Morphological Classification Systems," Proceedings of the Third Annual Conference on Evolutionary Programming, pp. 60-67, 1994.

Zmuda, M., M. Rizki, and L. Tamburino, "Generating Feature Detectors with Discovery Algorithms," Proceedings National Aerospace and Electronics Conference, pp. 825-830, 1993.

Rizki, M., L. Tamburino, and M. Zmuda, "Multi-Resolution Feature Extraction from Gabor Filtered Images," Proceedings National Aerospace and Electronics Conference, pp. 819-824, 1993.

Rizki, M., L. Tamburino, and M. Zmuda, "Evolving Multi-Resolution Feature Detectors," Proceedings of the Second Annual Conference on Evolutionary Programming, pp. 108-118, 1993.

Tamburino, L., M. Zmuda, and M. Rizki, "Applying Evolutionary Search to Pattern Recognition Problems," Proceedings of the Second Annual Conference on Evolutionary Programming, pp. 183-191, 1993.

Rizki, M., L. Tamburino, and M. Zmuda, "Multi-Resolution Correlators for Target Recognition," Proceedings of the 1992 Canadian Conference on Electrical and Computer Engineering, pp. TA3.18.1-TA3.18.4, 1992.

- Zmuda, M., L. Tamburino, and M. Rizki, "Automatic Generation of Morphological Sequences," SPIE Image Algebra and Morphological Image Processing III, pp. 106-118, 1992.
- Zmuda, M., M. Rizki, and L. Tamburino, "The Computational Complexity of Synthesizing Target Recognition Programs," SPIE Signal Processing, Sensor Fusion, and Target Recognition, PP. 225-231, 1992.
- Tamburino, L., M. Rizki, and M. Zmuda, "Feature Extraction Using Morphological Analysis of Multi-Resolution Grey-Scale Images," SPIE Signal Processing, Sensor Fusion, and Target Recognition, pp. 385-397, 1992.
- Rizki, M., L. Tamburino, and M. Zmuda, "Biological Evolution as a Paradigm for Performance-Driven Search," Lecture Notes in Computer Science, Springer-Verlag, pp. 385-391, 1991.
- Zmuda, M., M. Rizki, and L. Tamburino, "Approaches to Synthesizing Image Processing Software," Proceedings National Aerospace and Electronics Conference, pp. 1054-1059, 1991
- Zmuda, M., L. Tamburino, and M. Rizki, "Efficient Software Techniques for Morphological Image Processing with Desktop Computers," SPIE Data Structures and Target Classification, pp. 183-189, 1991.
- Rizki, M., L. Tamburino, and M. Zmuda, "Applications of Learning Strategies to Pattern Recognition," SPIE Proceedings on Applications of Artificial Neural Networks, pp. 384-391, 1991.
- Rizki, M., L. Tamburino, and M. Zmuda, "Adaptive Search for Morphological Feature Detectors," SPIE Image Algebra and Morphological Image Processing I, pp. 150-159, 1990.
- Rizki, M., L. Tamburino, and M. Zmuda, "A Study of Morphological Feature Detector Complexity and Character Recognition Rates," Proceedings National Aerospace and Electronics Conference, pp. 1132-1138, 1990.
- Tamburino, L., M. Rizki, and M. Zmuda, "Computational Resource Management in Supervised Learning Systems," Proceedings National Aerospace and Electronics Conference, pp. 1074-1079, 1989.

Bruce J. Murray

498 White Oak Drive

Oxford, OH 45056

828,553,2319 cell

bmurray@murrayweb.com

SUMMARY

- Since summer 2012 I have been Professor of Music at Miami University (Ohio). From fall 2012 through spring 2017 I was Chair of the Department of Music.
- From 2003 until 2012 I was Dean and Artistic Administrator of the Brevard Music Center, a major summer institute and festival in western North Carolina. From 2004 until 2012 I taught as an adjunct faculty member at Brevard College.
- From 1998 until 2003 I was Director of the School of Music at the University of Alabama.
- From 1981 until 2003 I was a member of the faculty at the University of Alabama School of Music. My teaching focus was piano. I worked in various administrative roles (e.g., Assistant Director of the School, Director of Graduate Studies) before being appointed Interim Director position in 1998 and Director in 1999.
- I hold a BFA in Music degree from Carnegie Mellon University (1977) and MM (1980) and DMA (1984) degrees in Piano from the Yale School of Music.
- Throughout my professional life I have been an active pianist. I am a Steinway Artist and have given hundreds of concerts (solo recitals, chamber music, concertos) throughout the United States, in Europe, and in South America.

EMPLOYMENT

Professor of Music, Miami University of Ohio (2012-present)

Chair, Department of Music, Miami University of Ohio (2012-2017)

My teaching has included applied music (piano), piano literature, and chamber music. In fall 2017 I accepted an invitation to teach in Miami University's Interactive Media Studies program. In fall 2018 I will teach a course in games music and will commence a research agenda to explore uses of technology to improve audience experience in live performing arts events.

I was Chair of a department with 230 majors enrolled in B.M. (performance, education, composition), B.A., and M.M. degrees. Thirty full-time faculty members and seventeen adjuncts work in the Department, which resides in a School of Creative Arts with Departments of Art, Architecture, and Theatre, and the program in Interactive Media Studies. The school is accredited by the National Association of Schools of Music (NASM).

My responsibilities as Chair included management of personnel, staffing, facilities, and budgets. I had contact with donors and prospective donors. I was the institutional representative to NASM and was expected to maintain compliance in all matters pertaining to accreditation. I held ultimate responsibility for the schedule of public events and the for the schedule of classes. The most recent annual budget as reported to the Higher Education Arts Data Survey was \$5.8M.

My successful initiatives at Miami included

- Adding a new degree program in music composition.
- Adding guitar to the list of instruments in which a student can major.
- Improving the visibility and availability of music on campus and in the community. This included creating a series of professional chamber music concerts in conjunction with the Oxford Community Arts Center, and expanding substantially the list of venues in which formal concerts are offered.
- Improving the concert experience on campus. This included introducing some physical improvements to the recital hall; appointing qualified managers for all public events; improving communication with audience; and adding rigor to the use of the clock, so that events commenced on time, carried reasonable intermissions, and ran for reasonable lengths of time.

Dean and Artistic Administrator, Brevard Music Center, Brevard, NC (2003-2012)

I was the chief academic officer of this summer institute and festival, a 501(c)(3) corporation whose mission is to "teach gifted young musicians to prepare and perform great musical works at a high artistic level." I was also the Artistic Administrator (a position since renamed Director of Artistic Planning). I reported to the CEO of the institution, and I worked closely shared several responsibilities with an Artistic Director (David Efron, 2003-2007, Keith Lockhart 2007-2012). My position was year-round, and my annual duties included:

- building, revising, and assessing the curriculum
- setting long-range artistic and educational goals
- setting the season calendar of >80 public events, all to be presented within seven weeks
- determining/approving repertoire and programs
- hiring: an artist faculty of 70; production managers and staff; a student life staff of five deans and 36 resident advisors
- engaging season guest artists and conductors
- fielding student applications, determining admission status, enrolling 420 students, ages 14 through 29

These activities were accomplished through a Department of Instruction and Performance, consisting of me and two year-round, full-time professional staff members who reported to me. The Artistic Director retained final authority on artist faculty hiring and programming but had no budgetary authority or accountability. I held final authority on the other listed items. The institution earned more than \$1M in student tuition and fees each year. About \$600k in ticket revenue was earned from public performances. The total budget of the institution during my final year was about \$3.7M.

At Brevard the number of raw student applications in 2005 was 1463. The number in 2012 was about 2700. Enrollment was capped long at 390 F.T.E., a function of the limitations of the facilities.

Important artists who performed at Brevard during my tenure included Yo-Yo Ma, Joshua Bell, Emanuel Ax, Andre Watts, Gil Shaham, Frederica von Stade, Peter Serkin, Barry Douglas, and Leila Josefowicz; guest conductors included JoAnn Falletta, Matthias Bamert, and Grant Llewellyn. I proposed that Ms. Falletta, only the second woman to conduct an orchestra at Brevard, be engaged on a long-term basis as Brevard's first "Principal Guest Conductor."

I worked regularly with development officers and had persistent contact with members of the Board of Trustees. During my tenure Brevard Music Center installed facilities for recording and broadcast, which led to its first radio presence in more than fifty years. A regular series was developed in collaboration with WDAV in Charlotte, and WCQS in Asheville, and Brevard recordings have since appear regularly on the program *Performance Today* from American Public Media.

Adjunct Faculty Member, Brevard College (2004-2012)

I taught studio piano and, in some semesters, keyboard skills classes. My studio enrollment ranged from two to eight each semester.

**Director, School of Music, The University of Alabama, Tuscaloosa, AL (1999-2003);
Interim Director (1998-99)**

I was head of a comprehensive music unit in the flagship institution of the Alabama state university system. Degree programs included music performance, composition, history, theory, music education, and music therapy, manifest through degrees including B.A., B.M., B.S., M.M., M.S. (music education), D.M.A. (performance and composition), and Ed.D. (music education).

At the time of my departure in 2003, there were more than 300 music majors. With any academic year about one-fifth of the University's undergraduate population enrolled in a music course. More than 350 public performances were presented each year. Budgets for salaries, facilities, and equipment in my unit totaled \$4.5M. The School of Music's most significant outreach efforts included a Community Music School in which more than 600 students enrolled each year.

During my years at the University of Alabama institutional advancement was strongly centralized and vertical. Nevertheless, I worked closely with development offices and participated in many fundraising efforts, including acquisition of a \$1M gift to endow the University's symphony orchestra. I re-instituted the University Opera Theatre after an eleven-year dormancy; managed a significant recital/chamber series; brokered partnerships with the Alabama Symphony and other arts organizations; and chaired the Realizing the Dream Coordinating Committee, a broadly representative body that planned and presented events throughout the community to celebrate the legacy of Dr. Martin Luther King, Jr.

Faculty Member, The University of Alabama (1981-2003)

I taught studio piano, piano literature, chamber music, and harpsichord at undergraduate and graduate levels. Many of my students proceeded to elite graduate programs and/or have garnered employment as college teachers.

I served as Assistant Director of the School of Music (1984-93) and Director of Graduate Studies in Music (1993-96).

My committee service was regular and extensive; it included various IT committees,

leadership review committees, and search committees. For a dozen years I was the arts representative on the Graduate Scholarship Committee, the University screening committee for Rhodes, Fulbright, Truman, and Marshall Scholarships.

SUMMARY OF TECHNOLOGY EXPERIENCE AND INNOVATION

- Independent programmer and consultant, 1988-2006. Worked in various languages including x86 assembler, C, Java, JavaScript, and SQL. c. 1990 developed add-on software for Artisoft Lantastic networking system that was widely distributed.
- First webmaster at the University of Alabama and, likely, in the state of Alabama (1993). Built and managed a permanent web server that went online 10/93 when there were fewer than 300 such servers in the world. 1998-2005 created the official online versions of the University catalog.
- Manning Publications: webmaster, et al (1996-2006). Manning has been a prominent publisher of books for programmers and other technology professionals. I created and managed the Manning web presence; produced e-book versions of each title (before the term “e-book” was common); edited and packaged deliverables (code, etc.) associated with each title for CD-ROM (until 2000) or download; developed a proprietary e-commerce system at a time before turnkey systems were available; and served as a technical resource for both authors and readers. Finished writing the title Java Applets and Channels without Programming after other authors proved unable, and received an author credit.
- Brevard Music Center (2003-2012). Managed the web presence for five years, until a full-time programmer was hired; created a system to accept online student applications and auditions (likely the earliest implementation of an online audition process in the United States); developed infrastructure to allow live streaming and live broadcasting of performing arts events from a rural location; created and managed an Internet radio presence that ran 24/7 for several years; produced and hosted more than 40 episodes of a podcast series (2008-09); produced various audio and video programs for various audiences, including a group of retrospective programs, broadcast nationally on NPR stations, that featured live “recovered” recordings from the 1940s and 1950s.

OVERVIEW OF PERFORMING ACTIVITY

- Chamber music and collaborative appearances with many important performing artists, including Frederica von Stade, William Preucil, Ricardo Morales, Roberto Diaz, Gail Williams, Michael Collins, Andres Cardenes, Ransom Wilson, Elmar Oliveira, Michael Thompson, Marianne Gedigian, Andres Diaz, Robert MacDuffie, Ransom Wilson, Carol Wincenc, Øystein Baadsvik, and the Audubon Quartet. Cycle of complete Beethoven piano/violin sonatas with William Preucil in 2010; complete Brahms violin sonatas with William Preucil in 2011.
- One hundred forty performances with the Cadek Trio, 1983-2006.
- More than eighty public performances at the Brevard Music Center.
- Appearances as piano soloist with the Pittsburgh Symphony, the Alabama Symphony Orchestra (18 performances, 13 different works), the Tuscaloosa Symphony (five times), the Central Ohio Symphony Orchestra, the Tupelo Symphony Orchestra, the Hendersonville Symphony Orchestra, four different orchestras at the Brevard Music Center, and several college and university orchestras. Conductors have included Matthias Bamert, Keith Lockhart, Shinik Hahm, Paul Polivnick, David Efron, Louis Lane, Anshel Brusilow, David Stewart Wiley; repertoire has included forty different works for piano and orchestra.
- Many solo performances at American colleges and universities, including Emory University, Rockefeller University, the University of Pittsburgh, the University of Georgia, Converse College, the University of Alabama in Huntsville, Huntingdon College, the University of Alabama in Birmingham, and the University of Montevallo.
- Many live performances on public radio stations including WGBH Boston, WQED Pittsburgh, WDAV Davidson, North Carolina, and WCQS, Asheville, North Carolina.
- 2017 summer: "Mostly Beethoven" series of seven weekly recitals (four solo, three chamber) that included performances of fourteen Beethoven piano sonatas.
- 2015 summer: series of six weekly recitals covering the complete piano sonatas of Mozart, Oxford, OH.
- 2012: Artist faculty, Prague International Piano Festival: two lecture-recitals.
- 2012: Nine performances for Charlotte Chamber Music, Charlotte, NC.
- 1997: Recital and masterclasses at the Academia Gheorge Dima in Cluj, Romania, 1997. Masterclass at the Franz Liszt Academy, Budapest.

- 1990-1992: Solo and chamber music performances at regional and national conferences of The Society of Composers, Incorporated, and regional conferences of the College Music Society. Six performances for the SCI National Conference (March 1992), including premieres of two concertos for piano and orchestra: John White's "Mirrors" and Charles Argersinger's Concerto No. 1.
- 1991: Recital and master classes at the Eighth International Piano Festival, Universidad Industrial de Santander, Bucaramanga, Colombia; performance of Bach's Goldberg Variations broadcast live on Colombian national television.
- 1995-2001: Principal keyboard for the Tuscaloosa Symphony Orchestra.

RECORDINGS AS PERFORMER

- *Solo Piano Music of Frederic Goossen*, Vols. 1 and 2; Opus One Recordings numbers 159 and 163.
- *The Passion Of Bliss, Bowen And Bridge* with Doris Lederer, viola; Centaur Records number 2692.
- *Music by York Bowen* with Doris Lederer, viola; Centaur Records, number 2786.
- Chopin: Nocturne Op. 62, No. 1, for Radio Chopin (radiochopin.org), Episode 5.

OTHER RECORDINGS, PUBLICATIONS, AND ACTIVITIES

- More than 100 published book reviews for CHOICE, journal of the Association of College & Research Libraries Association.
- Program annotator for more than 200 public events (Alabama, Brevard, Miami); dozens of pre-concert lectures (Brevard, Miami); liner notes for commercial compact discs (Centaur)
- Producer/host for more than 40 podcasts at the Brevard Music Center.
- Producer of two compact discs for the Brevard Music Center that were made available for retail sale.
- Book: *Java Applets and Channels Without Programming*, Greenwich, CT: Manning Publications, 1997, with Ronny Richardson, Michael Shoffner, Marq Singer, and Jack Gambol.
- Article, "Franz Liszt," *The St. James Guide to Biography*, Chicago: St. James Press, 1991.

- Article, "Piano Literacy," Piano Quarterly, Summer 1989.

EDUCATION

- DMA in Piano (1984), Yale University School of Music.
- MM (1980), MMA (1981) in Piano, Yale University School of Music. Piano study with Ward Davenny and Claude Frank; harpsichord with Richard Rephann; theory with Allen Forte and Jacob Druckman.
- BFA in Music with Honors (1977), Carnegie Mellon University. Piano study with Nelson Whitaker.

Additionally,

- from 1988 until 1990 I undertook occasional private piano study with Leonard Shure;
- in 1980 I enrolled at the Yale Summer School of Music and Art in Norfolk; and
- in 1976 I enrolled at the Aspen Music Festival and School, where I studied piano with Aube Tzerko.

OTHER CONTACT INFORMATION

The contact information at the head of this document includes my home address, cell number, and personal email address. My school contact information:

Bruce Murray
Department of Music
Miami University
501 S. Patteraon Ave.
Oxford, OH 45056
513.529.4953
bruce.murray@miamioh.edu

Curriculum Vita



L. James Smart Jr. (Jay)

Psychology Department	4407 Whitmore Lane
Miami University, OH	Fairfield, OH 45014
Oxford, OH 45056	513-330-6573 (h)
Phone: 513-529-1656	513-240-4587 (c)
Email: SmartLJ@miamioh.edu	
Internet: blogs.miamioh.edu/spocc	

Education

Ph.D.: Experimental Psychology, University of Cincinnati, June 2000.
 Title: A comparative analysis of visually induced motion sickness.
 Chair: Thomas A. Stoffregen

M.S.: Experimental Psychology, Northeast Louisiana University, May 1995.
 Title: The effect of reporting instrument on judgments of caught weight.
 Chair: Steven B. Flynn

B.S.: Psychology, Trinity College, May 1992. Minor: Cognitive Science.

Professional Positions

Assoc. Professor of psychology, Miami University (July 2013 – present)
 Director: Smart Postural Control & Coordination Laboratory.
 Chief Departmental Advisor (Psychology)
 Steering Committee Member: Psychology
 Member: Miami University Institutional Review Board for Human Subjects (chair Jul 2013- Jul 2016)
 -Member Psychology Department subcommittee (chair Jun 2009 – Jun 2013)
 Summer Orientation Faculty advisor (College of Arts & Science)
 Steering Committee Member: Miami Design Collaborative
 AIMS Interdivisional Curriculum Committee Member
 Member: Miami University Graduate Council
 Member: Miami University Center for Assistive Technology (MUCAT)
 Member: NSF College of Reviewers (Perception, Action, & Cognition program)

Adjunct Professor of psychology, Clemson University (June 2017 – present)

Asst. Professor of psychology, Miami University (Aug., 1998 – June 2013; tenured 2004)

Instructor, University of Cincinnati (Summer, 1996; 1998)

Teaching Philosophy

I believe that teaching is composed of four functions: providing information, knowledge, and guidance about the topic being taught, honing students' ability to evaluate this knowledge and seek further knowledge, illuminating the relevance of the course material for everyday life, and encouraging students to seek opportunities for further work in the field through research and mentoring. With these functions in mind, my approach to the classroom setting has been to set the course content in the context of questions to be answered or problems to be solved by the class with my help. My goal is to empower students by not just giving them the "answer" but helping to develop the skills that would allow them to find or generate "answers" on their own.

Courses taught: Perception, Cognition, Motor Control, Research Methods and Design, Human Factors, Psychology of Virtual Environments & Gaming, Psychology of Design, Creativity, Innovation, & Design Thinking

Research Summary

The concept of perception-action coupling is at the heart of much of the research inspired by James Gibson's Ecological approach to psychology. Inherent in this idea is that the information obtained by the perceptual systems can be used to guide subsequent actions, particularly in a manner that allows for the completion or reaching of some future state or goal. What happens when the perceptual information obtained does not support action or actions that the organism is familiar with? *My research involves examining the consequences of disrupting the perception-action cycle on participants' ability to successfully regulate their behavior. In particular, I am interested in how functional relationships between perception and action are regained (adaptation) and the cost of not being able to do so (motion sickness). My research bridges interests in motor control, perception, and Human Factors.*

Dissertations Chaired: Smith, D. L. (2004), Oates, S. P. (2005), Otten, E. W. (2008), Strang, A. J. (2010), Littman, E. M. (2011), Cook, H. E. (2015), Gong, M. (current), Hassebrock, J. (current)

Professional Service

Ad hoc reviewer for: JEP:HPP; JEP:LMC, Motor Control, Ecological Psychology, Ergonomics, Cognition, Displays, International Journal of Applied Aviation Studies (IJAAS), Journal of Motor Behavior, Frontiers in Movement Science and Sport Psychology (review editor), Frontiers in Robotics and AI, Frontiers in Human Neuroscience, PLoS ONE, Human Movement Science, Attention, Perception, & Psychophysics, Behavioral Research Methods, Experimental Brain Research, Perception, Frontiers in Psychology: Perception Science, Experimental Psychology, Frontiers in Robotics and AI, Frontiers in Psychology: Cognitive Science

6th Midwestern Cognitive Science Conference Co-organizer (2017)

Nineteenth International Conference on Perception and Action Scientific Committee member (2017)

Cognitive engineering for spatial information processes (CESIP) 2015 program committee member

NSF panelist 2010; 2012; 2014; 2016

Textbook reviewer (research methods): John Wiley & Sons; Sage; Nestor

Publications

Kinsella, A., Beadle, S., Wilson, M., **Smart, L.**, & Muth, E. (2017) Measuring User Experience with Postural Sway and Performance in a Head Mounted Display. *Proceedings of the Human Factors and Ergonomics Society 61st Annual Meeting 2062-2066.*

Wolf, R. C., Thurmer, H. P., Berg, W. P., Cook IV, H. E., & **Smart, L. J.** (2017). A Pilot Feasibility Study of the Effect of the Alexander Technique on Muscle Activation, Movement Kinematics and Performance Quality in Collegiate Violinists and Violists. *Medical Problems of Performing Artists 32 (2), 78 -84.*

Hassebrock, J. A., Cook, H. E., & **Smart, L. J.** (2015). Coordinative dynamics: The role of task difficulty during interpersonal coordination. *In J. A. Weast-Knapp, M. Malone, & D. H. Abney (Eds.) Studies in Perception & Action XIII (57- 60)*, New York: Psychology Press.

Mark, L. S., Ye, L., & **Smart, L. J.** (2015). Perceiving the Nesting of Affordances for Complex Goal-Directed Actions. In Robert Hoffman, Peter Hancock, Mark Scerbo, Raja Parasuraman, and James Szalma (eds.), *Cambridge Handbook of Applied Perception Research (vol. 1)*. New York, NY: Cambridge University Press

- Smart, L. J.**, Otten, E. W., Strang, A. J., Littman, E. M., & Cook, H. E. (2014). Influence of complexity and coupling of optic flow on visually induced motion sickness. *Ecological Psychology* 26 (4), 301-324.
- Charles, E. P., & **Smart, L. J.** (eds). (2011). *Studies in Perception and Action XVI*. New York: Psychology Press.
- Strang, A. J., Haworth, J., Hieronymus, M., Walsh, M., & **Smart, L.J.** (2011). Structural Changes in Postural Sway Lend Insight into Effects of Balance Training, Vision, and Support Surface on Postural Control in a Healthy Population. *European Journal of Applied Physiology*, 111, 1485-1495. DOI 10.1007/s00421-010-1770-6
- Littman, E. M., Otten, E. W., & **Smart, L. J.** (2010). Consequence of self versus externally generated visual motion on postural regulation. *Ecological Psychology*, 22(2), 150 – 167.
- Littman, E. M., Otten, E. W., & **Smart, L. J.** (2009). Consequence of internally versus externally generated visual motion on postural regulation in a virtual environment. In J. Wagman & C. Pagano (Eds.), *Studies in perception and action X (145-148)*. Philadelphia, PA: Taylor & Francis Group, LLC.
- Otten, E. W., & **Smart, L. J.** (2009). The effect of open vs. closed-loop optic flow on visually induced motion sickness. In J. Wagman & C. Pagano (Eds.), *Studies in perception and action X (149-152)*. Philadelphia, PA: Taylor & Francis Group, LLC.
- Smart, L.J.**, Otten, E.W., & Stoffregen, T.A. (2007). It's turtles all the way down: A comparative analysis of visually induced motion sickness. *Proceedings of the 51st Annual Meeting of the Human Factors and Ergonomics Society* 1631-1634.
- Smart, L.J.**, Mobley, B.S., Otten, E.W., Smith, D.L., & Amin, M.R. (2004). Not just standing there: The use of postural coordination to aid visual tasks. *Human Movement Science*, 22(6), 769-780.
- Stoffregen, T. A., Bardy, B. G., **Smart, L. J.**, & Pagulayan, R. J. (2003). On the nature and evaluation of fidelity in virtual environments. In L. J. Hettinger & M. W. Haas (Eds.), *Virtual & Adaptive Environments: Applications, Implications, and Human Performance Issues*, 111 - 128.
- Smart, L. J.**, Stoffregen, T. A., & Bardy, B. G. (2002). Visually induced motion sickness predicted by postural instability. *Human Factors*, 44(3), 451-465.
- Smart, L. J.**, & Smith, D. L. (2001). Postural Dynamics: Clinical and Empirical Implications. *Journal of Manipulative and Physiological Therapeutics*, 24 (5), 340-349.
- Stoffregen, T. A., Hettinger, L. R., Haas, M. W., Roe, M., & **Smart, L. J.** (2000). Postural instability and motion sickness in a fixed-base flight simulator. *Human Factors*, 42 (3), 458-469.
- Smart, L. J.**, Hettinger, L. J., & Stoffregen, T. A. (1999). A comparison of two forms of visually induced motion sickness. In R. S. Jensen, & J. D. Callister (eds.) *Proceedings of the 10th International Symposium on Aviation Psychology (2)*, 889-895.
- Stoffregen, T. A., **Smart, L. J.**, Bardy, B. G., & Pagulayan, R. J. (1999). Postural stabilization of looking. *Journal of Experimental Psychology: Human Perception & Performance*, 25 (6), 1641-1658.
- Smart, L. J.**, Pagulayan, R. J., & Stoffregen, T. A. (1998). Self-induced motion sickness in unperturbed stance. *Brain Research Bulletin*, 47(5), 449-457.

Stoffregen, T. A. & **Smart, L. J.** (1998). Postural instability precedes motion sickness. *Brain Research Bulletin*, 47(5), 437-448.

Smart, L. J., & Pagulayan, R. J. (1997). Motion sickness without imposed motion. In M.A. Schmuckler & J. M. Kennedy (Eds.), *Studies in perception and action IV* (pp. 257-260). Hillsdale, NJ: Lawrence Erlbaum Associates.

Stoffregen, T. A., & **Smart, L. J.** (1997). Postural stabilization of visual fixation. In M.A. Schmuckler & J. M. Kennedy (Eds.), *Studies in perception and action IV* (pp. 347-350). Hillsdale, NJ: Lawrence Erlbaum Associates.

Technical Reports

Stoffregen, T. A. & **Smart, L. J.** (1996). Postural instability as an etiological factor in visually-induced motion sickness. Final Report: Naval Air Warfare Center contract #N61339-94-M-1285.

Abstracts

Stoffregen, T. A., Hettinger, L. J., Haas, M. W., Roe, M., & **Smart, L. J.** (1998). Postural instability and motion sickness in a fixed-base flight simulator. Abstract in the Proceedings of the Human Factors and Ergonomics Society 42nd annual meeting.

Works in Progress

Cook IV, H. E., Hassebrock, J. A., & **Smart, L. J.** (abstract accepted). Other People's Posture: Visually induced motion sickness from naturally generated optic flow. *Frontiers in Psychology*

Smart, L. J., Johnson, B. L., Littman, E. M., Hassebrock, J. A., & Vitatoe, K. N. (under revision). Control and sex influences on seated postural regulation during a virtual task.

Smart, L. J., Thomas, R. D., Cook IV, H. E., & Hassebrock, J. A. (in prep). Perceptual identification of postural characteristics.

Funding

Internal

Student Technology Fee award (Miami University)

Submitted: December '13

Title: "Upgrading behavioral data capture technologies for use in Perception, Action, & Cognition teaching and research"

Investigator: **Smart, L. J.**

Amount of Award: \$32,495

Howe Writing Center (Miami University) grant

Submitted: April '11

Title: "Revision of statistics/research methods sequence"

Investigators: Uhler, B., Hall, C., Johnson, J., Abraham, M., Evans, C., & **Smart, L.J.**

Amount of Award: \$5000.00

CELTUA (Miami University) instructional grant

Submitted: March '11

Title: "Revision of statistics/research methods sequence"

Investigators: Uhler, B., Hall, C., Johnson, J., Abraham, M., Evans, C., & **Smart, L.J.**

Amount of Award: \$3000.00

CELTUA (Miami University) teaching grant

Submitted: May '07

Title: "Enhancing the Undergraduate Research Experience"

Investigators: **Smart LJ** & Strang, AJ

Amount of Award: \$600.00

Proctor & Gamble Interactive Media Initiative (internally administrated)

Submitted: January '01

Title: Interactivity in Virtual Environments as a Tool for Displaying Information about Complex Systems.

Investigators: Dainoff MJ, Davis NC, Mark LS, **Smart LJ**, and Thomas RD

Amount of Award: \$11,300

External

NSF (PAC program) – collaborative with Clemson University

Submitted January '17

Title: The Impact of Varying Latency on Perception and Performance

Amount Requested: \$837,737; Status: Not funded

NSF (PAC program) – collaborative with Clemson University

Submitted August '14

Title: The Impact of Varying Visual Latency on Motor Performance and Motion Sickness

Amount Requested: \$854,402; Status: Not funded

NASA (Research and Technology Development to Support Crew Health and Performance in Space Exploration Missions) – collaborative with Clemson University

Submitted: December '12

Title: Portable Sensorimotor Adaptation System (pSAS)

Amount Requested: \$1,111,333; Status: Not funded

NSF (PAC program)

Submitted: January '08

Title: Understanding the Mechanisms Involved in the Prospective Control of Posture.

Amount Requested: \$356,000; Status: Not funded

NSF (PAC program)

Submitted: July '05

Title: Understanding the mechanisms Involved in the Prospective Control of Posture.

Amount Requested: \$227,000; Status: Not funded

Air Force Research Laboratories

Submitted: January '02

Title: Effect of Cognitive Work Analysis (CWA) on the development of a portal for information foraging.

Investigators: **Smart LJ**, Mark LS, and Dainoff MJ

Amount of Award: \$19,880

NIH (AREA program)

Submitted: January '01

Title: Age-related changes in postural coordination.

Amount requested: \$100,000; Status: Not funded

Awards & Certifications

2016 Jahnke-White Faculty Service Award (Department of Psychology)
Miami Center for Teaching Excellence Commendation for student impact (2010 - 2018)
Level A – advisor status (2017)

Paper Presentations

Smart, L. J., Drew, A. P., Hadidon, T., & Bachman, E. (Jan. 2018). Swaying the Audience: Real-time Postural Prediction of Motion Sickness. Invited Paper given at the 1st Annual Research Symposium, Miami University Center for Assistive Technology Oxford, OH.

Kinsella, A., Beadle, S., Wilson, M., **Smart, L.**, & Muth, E. (Oct. 2017) Measuring User Experience with Postural Sway and Performance in a Head Mounted Display. Paper presented at the Human Factors and Ergonomics Society 61st Annual Meeting Austin, TX.

Smart, L. J., & Thomas, R. D. (July, 2017). Perception of non-linear characteristics of posture. Paper presented at the 6th Midwestern Cognitive Science Meeting, Oxford, OH.

Drew, A. P., Hadidon, T., Bachmann, E. & **Smart, L. J.** (June, 2016). Real time prediction of VIMS using postural motion. Paper presented at the 2016 American meeting of the International Society for Ecological Psychology, Clemson, SC.

Smart, L. J. (Mar, 2016). Swaying the audience: Postural precursors of motion sickness. Paper given to the Clemson University Chapter of HFES, Clemson, SC.

Burlew, K., Burlew, R., Johnson, L. N., Mitchell, M. J., & **Smart, L. J.** (Feb, 2016). Standing on the Shoulders of Our Predecessors: African Americans in Psychology. Panel Discussion, University of Cincinnati, Cincinnati, OH.

Smart, L. J. (Sep, 2015). Data Blitz: SPoCC. Talk given at the Department of Psychology, Miami University, Oxford OH.

Cook, H. E., Hasebrock, J. A., & **Smart, L. J.** (June, 2014). People Perceiving Fractals. Paper given at the 2014 North American Meeting of the International Society for Ecological Psychology, Oxford, OH.

Smart, L. J., Cook, H. E., & Littman, E. M. (June, 2014). “WM”: Studies in Behavioral Adaptation to Perception-Action Distortions. Symposium paper given at the 2014 North American Meeting of the International Society for Ecological Psychology, Oxford, OH.

Smart, L. J. (Apr., 2012). Old Wine in a Virtual Bottle: Consequences of Altering Perception-Action Relationships. Invited paper presented at Trinity College, Hartford, CT.

Choi, S., Jacobs, S., Fendley, M., Moroney, W., & **Smart, L. J.** (Nov., 2011). Educating Future Practitioners. Panel Discussion, 7th Annual World Usability Day, Dayton OH.

Smart, L. J. (April, 2011). Encouraging some cycles while breaking others: The very personal value of undergraduate research. Keynote address given at the Mid-America Undergraduate Psychology Conference, Earlham College, Richmond, IN.

Smart, L. J. (Jan., 2011). Breaking the cycle: Consequences of altering perception-action relationships. Invited paper presented at University of Cincinnati, Cincinnati, OH.

Smart, L. J. (Oct., 2010). You be the judge: Perceptual quantification of postural motion. Invited paper presented at Illinois State University, Normal, IL.

Smart, L. J. (Jan, 2008). Sick of standing there or sick from standing there: What posture has told me about us. Invited paper presented at Miami University, Oxford, OH.

Smart, L.J., Otten, E.W., & Stoffregen, T.A. (Oct., 2007). It's turtles all the way down: A comparative analysis of visually induced motion sickness. Paper presented at the 51st Annual Meeting of the Human Factors and Ergonomics Society, Baltimore, MD.

Smart, L.J. (Nov, 2006). Things Learned from Watching People Stand Around or How Action can Inform Psychology. Invited paper presented at Earlham College, Richmond IN.

Smart, L.J. (October, 2003). Lessons from posture: Basic and applied studies. Invited paper presented at Willmington College, Willmington, OH.

Smart, L. J., & Riley, M. A. (May, 2002). Virtual Study of Perception and Action: An Introduction. Paper presented at the 2002 North American Meeting of the International Society for Ecological Psychology, Oxford, OH.

Richardson, A.R., Dainoff, M. J., Mark, L. S., & **Smart, L. J.** (October, 2002). Toward interactivity in virtual environments as a tool for representing complex data sets. Paper presented at the Human Factors and Ergonomics Society 46th Annual Meeting, Baltimore, Maryland.

Smart, L. J., & Smith, D. L. (June, 2001). Crossing Borders: Implications for Postural Stability and Coordination. Paper presented at the 11th International Conference on Perception and Action, Storrs, CT.

Smart, L. J., Hettinger, L.J., & Stoffregen, T. A. (May, 1999). A comparison of two forms of visually-induced motion sickness. Paper presented at the 10th International Symposium on Aviation Psychology, Columbus, OH.

Smart, L. J. (May, 1998). A comparative analysis of visually induced motion sickness. Paper presented at 1998 North American Meeting of the International Society for Ecological Psychology, Hartford, CT.

Stoffregen, T. A. & **Smart, L. J.** (July, 1997b). Postural stabilization of vision. Paper presented at the Ninth International Conference on Perception and Action, Toronto, Canada.

Smart, L. J., Pagulayan, R. J., & Stoffregen, T. A. (June, 1997). Self-induced motion sickness in unperturbed stance. Paper presented at the Faculty of Sport Sciences, University of the Mediterranean, Marseilles, France.

Smart, L. J. & Stoffregen T. A. (May, 1997). Postural instability and motion sickness in unperturbed stance. Paper presented at the International Workshop on Motion Sickness, Marbella, Spain

Stoffregen, T. A. & **Smart, L. J.** (May, 1997). Postural instability precedes motion sickness. Paper presented at the International Workshop on Motion Sickness, Marbella, Spain.

Stoffregen, T. A. & **Smart, L. J.** (March, 1996). Motion sickness induced through postural stabilization of vision. Paper presented at the 1996 North American Meeting of the International Society for Ecological Psychology, Hartford, CT.

Flynn, S. B., Stoffregen, T. A., & **Smart, L. J.** (July, 1995). Issues in the visual perception of caught weight. Paper presented at the 8th International Conference on Perception and Action, Marseilles, France.

Flynn, S. B., Williamson, J. D., Simpson, R., **Smart, L. J.**, & Boggs, P. (April, 1995). Relative-mass perception: Gender and geography effects. Paper presented at the 41st Annual Convention of the Southwestern Psychological Association, San Antonio, TX.

Smart, L. J., & Flynn, S. B. (April, 1995). The effect of reporting instrument on judgments of caught weight. Paper presented at the 41st Annual Convention of the Southwestern Psychological Association, San Antonio, TX.

Evans-Lewis, V., **Smart, L. J.**, & Ricks, S. P. (December, 1994). Urban Black males' perceptions of self and expectations for future life. Paper presented at the 1994 Meeting of the National Social Science Association, New Orleans, LA.

Poster Presentations

Gong, M., Smith, N., & **Smart, L. J.** (June 2017). The anger superiority effect revisited: A visual crowding task. Poster presented at the 6th Midwestern Cognitive Science Meeting, Oxford, OH.

Teaford, M., Buddie, A., Fitzpatrick, J., Frankel, J., Laane, S., Drew, A., Gong, M., Hassebrock, J., & **Smart, L. J.** (June 2017). Preliminary evaluation of a modified pressure cuff ischemia protocol. Poster presented at the 6th Midwestern Cognitive Science Meeting, Oxford, OH.

Gong, M. & **Smart, L. J.** (Aug 2016). Is there an anger superiority effect in crowding? Poster presented at the 124th annual meeting of the American Psychological Association, Denver, CO

Hassebrock, J. A., Cook, H. E., & **Smart, L. J.** (June, 2016). Other people's posture: Visually induced motion sickness from naturally generated optic flow. Poster presented at the 2016 American meeting of the International Society of Ecological Psychology, Clemson, SC

Smart, L. J., Cook, H. E., & Hassebrock, J. A (June, 2016). Getting there from somewhere else: Discovering affordances for tele-operated devices. Poster presented at the 2016 American meeting of the International Society of Ecological Psychology, Clemson, SC

Hassebrock, J. A., Cook, H. E., & **Smart, L. J.** (July, 2015). Coordinative dynamics: The role of task difficulty during interpersonal coordination. Poster presented at the International Conference of Perception and Action XVIII, Minneapolis, MN.

Hassebrock, J. A., Nagy, J., Stone, J., Tolson, B., Cook, H. E., & **Smart, L. J.** (June, 2014). Joint action synergies during a cooperative puzzle task. Poster presented at the 2014 North American Meeting of the International Society for Ecological Psychology, Oxford, OH.

Stone, J., Walter, H., Payne, R., Tolson, B., Gorley, D., Hassebrock, J. A., Cook, H.E., & **Smart, L. J.** (June, 2014). Task specific behavioral adaptation in a virtual environment. Poster presented at the 2014 North American Meeting of the International Society for Ecological Psychology, Oxford, OH.

Thurmer, H., Wolf, R., Berg, W., Cook, H. E., & **Smart, L. J.** (June, 2014). The effectiveness of the Alexander technique in reducing static upper body muscle tension in collegiate violin and viola performers. Poster presented at the 2014 North American Meeting of the International Society for Ecological Psychology, Oxford, OH.

Walter, H., Payne, R., Tolson, B., Fotta, L., Hassebrock, J. A., Cook, H. E., & **Smart, L. J.** (June, 2014). Sin and punishment: Behavior adaptation in a virtual environment. Poster presented at the 2014 North American Meeting of the International Society for Ecological Psychology, Oxford, OH.

- Cook, H. E., & **Smart, L. J.** (Nov., 2012). The Effect of Enactive-Interface Constraints on User Behavior in Virtual Environments. Poster presented at the 8th Annual World Usability Day meeting, Dayton, OH.
- Smart, L. J.**, Cook, H. E., Kinsella, A. J., Sullivan, L. E., Amin, L. R., Rosario, S., & Braun, J. L. (Nov., 2011). Give me the wheel: Role of control and gender on postural regulation. Poster presented at the 7th Annual World Usability Day meeting, Dayton, OH.
- Smart, L. J.**, Otten, E. W., Cook, H. E., Kinsella, A. J., Sullivan, L. E., Amin, L. R., Rosario, S., & Braun, J. L. (Nov., 2011). The sickness profile: Characterizing postural instability. Poster presented at the 7th Annual World Usability Day meeting, Dayton, OH.
- Smart, L. J.**, & Littman, E. M. (July, 2011). Consequences of altering perception-action relationships. Poster presented at Progress in Motor Control VIII, Cincinnati, OH.
- Smart, L. J.**, Otten, E. W., Strang, A. J., & Littman, E. M. (July, 2011). Changes in perception-action coupling influence postural sway and motion sickness. Poster presented at Progress in Motor Control VIII, Cincinnati, OH.
- Strang, A. J., **Smart, L. J.**, Harper, E., & Walsh, M. (July, 2011). Postural control developed to facilitate target shooting for stance on a dynamic surface. Poster presented at Progress in Motor Control VIII, Cincinnati, OH.
- Strang, A. J., Thoreson, J. A., **Smart, L. J.**, Littman, E. M., & Thomas, R. D. (July, 2011). Freezing degrees of freedom when faced with cognitive and target constraints in a continuous aiming task. Poster presented at Progress in Motor Control VIII, Cincinnati, OH.
- Amin, L., Andersen, A., Kinsella, A., Lukas, S., Martin, A., McCrossen, A., Palcan, M., Rosario, S., Rozenich, G., Littman, E., & **Smart, L. J.** (Nov., 2010). Adapting to dual perception-action distortions in virtual environments. Poster presented at the 6th Annual World Usability Day meeting, Dayton, OH.
- Amin, L., Andersen, A., Kinsella, A., Lukas, S., Martin, A., McCrossen, A., Palcan, M., Rosario, S., Rozenich, G., Littman, E., & **Smart, L. J.** (Nov., 2010). Consequence of internally versus externally generated visual motion on postural regulation in a virtual environment. Poster presented at the 6th Annual World Usability Day meeting, Dayton, OH.
- Strang, A.J., & **Smart, L.J.** (July, 2010). Temporal dynamics during initial acquisition of three-ball juggling. Poster presented at the 2010 International Society for Biomechanics in Sports Annual Conference, Marquette, MI.
- Littman, E. M., & **Smart, L. J.** (Nov., 2009). Adapting to perception-action distortions in virtual environments. Poster presented at the 5th Annual World Usability Day meeting, Dayton, OH.
- Littman, E. M., Otten, E. W., & **Smart, L. J.** (July, 2009). Consequence of internally versus externally generated visual motion on postural regulation in a virtual environment. Poster presented at the 15th International Conference on Perception and Action, Minneapolis, MN.
- Otten, E. W., & **Smart, L. J.** (July, 2009). The effect of open vs. closed-loop optic flow on visually induced motion sickness. Poster presented at the 15th International Conference on Perception and Action, Minneapolis, MN.
- Walsh, M., Strang, A.J., Haworth, J., Hieronymus, M., & **Smart, L.J.** (June, 2009). Balance training alters postural dynamics uniquely for stance on compliant vs. non-compliant surfaces. Poster presented at the 14th annual congress of the European College of Sport Science, Oslo, Norway.

- Smart, L.J.**, Jackson, L., Adams, N., Daffin, J., Malone A., et al. (Nov., 2008). Evaluating virtual experiences. Poster presented at the 4th Annual World Usability Day meeting, Dayton, OH.
- Strang, A. J., Littman, E. M., & **Smart, L. J.** (Nov., 2008). Visuo-Postural Coupling in a 3-D virtual moving room. Poster presented at the 4th Annual World Usability Day meeting, Dayton, OH.
- Thoreson, J. A., Strang, A. J., Skaff, B., Chambers, J., & **Smart, L. J.** (Nov., 2008). The effect of a cognitive load and physical constraints on a continuous laser pointing task. Poster presented at the 4th Annual World Usability Day meeting, Dayton, OH.
- Strang, A.J., Haworth, J.L, Hieronymus, M., Walsh, M., & **Smart L.J.** (Mar., 2008) Exploring the use of recurrence quantification analysis for identifying dynamic patterns in postural coordination: The effects of vision and support surface. Annual Symposium on Computational Research, Miami University, Oxford, OH.
- Thoreson, J. A., Vitatoe, K. N., Otten, E. W., & **Smart, L. J.** (Nov., 2007). Effect of Visual Proprioceptive Stress on Postural Control. Poster presented at the 3rd Annual World Usability Day meeting, Dayton, OH.
- Harmon, P., Coughlin, K.A., Capistrano, M., Littman, E.M., Otten, E.W., & **Smart, L.J.** (May, 2007). You're making this difficult: The effect of control and constraint on postural sway. Poster presented the 2007 Tri-State Chapter of the Human Factors and Ergonomics Society Student Poster Session, Cincinnati, OH.
- LaPlante, E.A., Luli, M.L., Matthews, D., Otten, E.W., & **Smart, L.J.** (May, 2007). Effect of simple, complex, and coupled visual motion on coordination. Poster presented the 2007 Tri-State Chapter of the Human Factors and Ergonomics Society Student Poster Session, Cincinnati, OH.
- Shinkle, J.A., Vitatoe, K., Taute, E., Burgard, R., Strang, A., & **Smart, L.J.** (May, 2007). The Effect of Visual Focus in a Virtual Environment on Postural Coordination. Poster presented the 2007 Tri-State Chapter of the Human Factors and Ergonomics Society Student Poster Session, Cincinnati, OH.
- Thoreson, J.A., Otten, E.W., & **Smart, L.J.** (May, 2007). Effect of a counting task on postural control. Poster presented the 2007 Tri-State Chapter of the Human Factors and Ergonomics Society Student Poster Session, Cincinnati, OH.
- Coughlin, K., LaPlante, E., Harmon, P., Luli, M., Littman, E., & **Smart, L. J.** (Nov., 2006). Stop this Crazy Thing: The Role of Control in Visually Induced Motion Sickness. Poster presented at the 2006 Sigma Xi national meeting and student research conference, Detroit, MI
- Coughlin, K., LaPlante, E., Harmon, P., Luli, M., Littman, E., & **Smart, L. J.** (Nov., 2006). Stop this Crazy Thing: The Role of Control in Visually Induced Motion Sickness. Poster presented at the 2nd Annual World Usability Day meeting, Dayton, OH.
- Vitatoe, K., Shinkle, J, Capistrano, M., Taute, E., Burgard, R., & **Smart, L. J.** (Nov., 2006). Why the Driver is Never Sick: The Role of Control & Gender in Visually Induced Motion Sickness. Poster presented at the 2nd Annual World Usability Day meeting, Dayton, OH.
- Vitatoe, K., Shinkle, J, Capistrano, M., Taute, E., Burgard, R., & **Smart, L. J.** (Nov., 2006). Why the Driver is Never Sick: The Role of Control & Gender in Visually Induced Motion Sickness. Poster presented at the 2006 Sigma Xi national meeting and student research conference, Detroit, MI

- Otten, E., Leitner, R., Littman, E., Harmon, P., LaPlante, E., & **Smart, L. J.** (June, 2006). Effect of Intrinsic versus Externally Generated Motion on Visually Induced Motion Sickness. Poster presented at the 2006 North American meeting of the International Society for Ecological Psychology, June 22-24, 2004. Cincinnati, OH.
- Smart, L. J.**, & Otten, E. W. (June, 2006). It's Turtles All the Way Down: A Comparative Analysis of Visually-Induced-Motion-Sickness. Poster presented at the 2006 North American meeting of the International Society for Ecological Psychology, Cincinnati, OH.
- Thoreson, J. A., Cole, R., Lennon, C., Shinkle, J. A., Capistrano, M., Coughlin, K. A., Otten, E. W., & **Smart, L. J.** (June, 2006). Effect of Task Constraints on Long Term Coordination. Poster presented at the 2006 North American meeting of the International Society for Ecological Psychology, Cincinnati, OH.
- Otten, E. W., & **Smart, L. J.** (May, 2006) Examination of Postural Adaptation Resulting from Visually-Induced-Motion-Sickness (VIMS). Poster presented at the 18th Annual Convention of the Association for Psychological Science, New York, NY.
- Cole, R., Lennon, C., Shinkle, J., Capistrano, M., Coughlin, K., Thoreson, J., Otten, E., & **Smart, L. J.** (April, 2006). Effect of Task Constraints on Long Term Coordination. Poster presented at a meeting of the Tri-state Chapter of the Human Factors and Ergonomics Society, Oxford, OH
- Leitner, R., Littman, E., Harmon, P., LaPlante, E., Otten, E., & **Smart, L. J.** (April, 2006). Effect of Intrinsic versus Externally Generated Motion on Visually Induced Motion Sickness. Poster presented at the a meeting of the Tri-state Chapter of the Human Factors and Ergonomics Society, Oxford, OH
- Otten, E. W. & **Smart, L. J.** (Nov 2005). Examination of postural adaptation resulting from Visually-Induced-Motion-Sickness. Poster Presented at the 1st Annual World Usability Day meeting, Dayton, OH.
- Otten, E. W., **Smart, L. J.**, et al (June 2004). Effect of predictability of stimulus on visually-induced-motion-sickness. Poster presented and the 2004 North American Meeting of the International Society for Ecological Psychology, Storrs, CT.
- Smith, D.L., **Smart L.J.**, & Otten, E.W. (June 2004). Postural coordination dynamics during voluntary suprapostural activity. Poster presented at the XVth Congress of the International Society of Electrophysiology & Kinesiology, Boston University, Boston, MA.
- Amin, M. R., & **Smart, L. J.** (April, 2004). The effect of field-of-vision on coordination in virtual environments. Poster presented at the 50th Annual Convention of the Southwestern Psychological Association, San Antonio, TX.
- Amin, M., Bidwell, B., Johnson, B., McLaughlin, M., Pecorak, K., Riggs, M., Otten, E., Smith, D., & **Smart, L. J.** (July, 2003). The effect of field-of-vision on coordination in a virtual environment. Poster presented at the 12th International Conference on Perception and Action. Surfers Paradise, Gold Coast, Australia.
- Otten, E., **Smart, L. J.**, Amin, M., Bidwell, B., Johnson, B., McLaughlin, M., Pecorak, K., & Smith, D. (July, 2003). Effect of predictability of stimulus on visually-induced-motion-sickness. Poster presented at the 12th International Conference on Perception and Action. Surfers Paradise, Gold Coast, Australia.
- Smith, D., **Smart, L. J.**, Otten, E., Pecorak, K., Amin, M., & Bidwell, B. (July, 2003) Investigating behavioral modes of postural control and coordination. Poster presented at the 12th International Conference on Perception and Action. Surfers Paradise, Gold Coast, Australia.

- Stoffregen T. A., **Smart, L. J.**, & Bardy, B. G. (November, 2002). Visually-induced motion sickness predicted by postural instability. Poster presented at a meeting of the Society for Neuroscience, Orlando, FL.
- Mobley, B. S., **Smart, L. J.**, Amin, M., Graban, L., Otten, E., Hinton, K., & Smith, D. (May, 2002). Task Specific Postural Adaptation. Poster presented at the 2002 North American Meeting of the International Society for Ecological Psychology, Oxford, OH.
- Smith, D., L., Otten, E. W., Hinton, K., **Smart, L. J.**, Mobley, B., Amin, M., Graban, L., Crompton, K., & Manuel, J. (May, 2002). Surface and Visual Constraints on Postural Motion. Poster presented at the 2002 North American Meeting of the International Society for Ecological Psychology, Oxford, OH.
- Mark, L. S., Humphrey, A., Siefried, M., & **Smart, L. J.** (May, 2002). Coordinating Movements Used in Reaching. Poster presented at the 2002 North American Meeting of the International Society for Ecological Psychology, Oxford, OH.
- Humphrey, A., Mark, L. S., & **Smart, L. J.** (May, 2002). Adapting to Changes in Reaching Capabilities. Poster presented at the 2002 North American Meeting of the International Society for Ecological Psychology, Oxford, OH.
- Richardson, A., Mark, L. S., Dainoff, M. J., **Smart, L. J.**, & Otten, E. W. (May, 2002). Perceiving Size in Virtual Displays. Poster presented at the 2002 North American Meeting of the International Society for Ecological Psychology, Oxford, OH.
- Smith D. L., Otten, E. W., & **Smart, L. J.** (May, 2002). Postural Control Changes with Support Surface but not Vision. Poster presented at the International Conference on Brain and Behavior, Delray Beach, FL.
- Mark, L. S., Humphrey, A., Siefried, M., & **Smart, L. J.** (May, 2002). Coordination of Component Movements in Seated Reaching. Poster presented at the International Conference on Brain and Behavior, Delray Beach, FL.
- Smart, L. J.**, & Smith, D. L. (June, 2000). Clinical utility of postural dynamics. Poster presented at the 2000 North American Meeting of the International Society for Ecological Psychology, Clemson, SC.
- Stoffregen, T. A., Hettinger, L. J., Haas, M. W., Roe, M., & **Smart, L. J.** (Oct., 1998). Visually induced motion sickness in a virtual environment. Poster presented at the 42nd annual meeting of the Human Factors and Ergonomics Society, Chicago, IL.
- Smart, L. J.** & Pagulayan, R. J. (July, 1997). Motion sickness without imposed motion. Poster presented at the 9th International Conference on Perception and Action, Toronto, Canada.
- Stoffregen, T. A. & **Smart, L. J.** (July, 1997a). Postural stabilization of visual fixation. Poster presented at the 9th International Conference on Perception and Action, Toronto, Canada.
- Smart, L. J.** & Stoffregen T. A. (Nov., 1996). Postural stabilization of vision. Poster presented at the 37th Annual Meeting of the Psychonomic Society, Chicago, IL.
- Smart, L. J.** & Flynn, S. B. (May, 1996). Effect of reporting instrument on judgments of caught weight. Poster presented at Psychology Beyond the Threshold: A Festschrift for William N. Dember, Cincinnati, OH.
- Stoffregen, T. A. & **Smart, L. J.** (May, 1996). Postural sway and viewing distance. Poster presented at Psychology Beyond the Threshold: A Festschrift for William N. Dember, Cincinnati, OH.

Stoffregen, T. A. & **Smart, L. J.** (March, 1996). Postural sway and viewing distance. Poster presented at the 1996 North American Meeting of the International Society for Ecological Psychology, Hartford, CT.

Smart, L. J. & Flynn, S. B. (March, 1996). Effect of reporting instrument on judgments of caught weight. Poster presented at the 1996 North American Meeting of the International Society for Ecological Psychology, Hartford, CT.

Flynn, S. B., **Smart, L. J.**, & Hagerman, R. A. (April, 1995). Velocity effects on relative-mass perception. Poster presented at the 41st Annual Convention of the Southwestern Psychological Association, San Antonio, TX.

Anderson, T. S., & **Smart, L. J.** (May, 1992). Not quite the spitting image: Adaptation to left-right reversal of the visual field. Poster presented at the 5th Annual Trinity College Undergraduate Science Symposium, Hartford, CT.

Organizations

Association for Psychological Science (APS)

Association of Black Psychologists (ABPsi Cincinnati Chapter)

Faculty advisor ABPsi Student Circle (Miami University Chapter)

Council on Undergraduate Research (CUR)

Human Factors & Ergonomics Society (HFES)

- President Tri-State Chapter (2003); Executive board member (2004-5)

- Host 2010 Annual Tri-State Chapter Student Meeting

International Society for Ecological Psychology (ISEP)

- Organizer/Host 2002 North American Meeting (May 23-25, 2002)

- Organizer/Host 2014 North American Meeting (June 5 -7, 2014)

- Diversity committee member

International Society for Motor Control

Public Responsibility In Medicine & Research (PRIM&R)

Sigma Xi

- Miami University chapter secretary 2001-2003

- Miami University chapter president-elect 2003-2006

- Miami University chapter president 2006 - 2009



Eric Hodgson :: Curriculum Vitae

Interactive Media Studies :: Psychology
Miami University
Oxford, OH 45056
(513) 593-9804
eric.hodgson@miamiOH.edu
<http://www.users.miamiOH.edu/hodgsoep>

Research Interests

Interactive Media: virtual reality, 2D and 3D visualization, computer simulation, 3D modeling and animation, real-time rendering, game engines

Cognitive Psychology: human spatial ability; spatial cognition; spatial perception; spatial memory; navigation; wayfinding; landmark use; and reference frames;

Multidisciplinary: applied virtual reality simulation and training, including medical training; 3D visualization; motion tracking, motion capture and animation; immersive user interfaces; human-computer-interaction; human factors issues in virtual reality; haptic sensory feedback; networked virtual environments

Collaborators: I maintain active collaborations with faculty from all five of Miami's Academic divisions (College of Arts and Science; Farmer School of Business; School of Education, Health, and Society; School of Engineering and Applied Science; and the School of Creative Arts). I also maintain external collaborations with national and international academic colleagues, as well as some regional and national industry partners.

Teaching Interests

Interactive Media Studies: Virtual reality, 3D modeling & animation, motion capture, human-computer interaction, artistic & non-photorealistic rendering, augmented reality, data visualization

Cognitive Psychology: Spatial cognition, cognition, memory, perception, statistics, research methods, virtual reality as a research tool, computer programming for psychologists, human factors

Courses Taught:

Number	Title	Description
IMS 461/561 <i>(formerly IMS 390-V)</i>	Advanced 3D Visualization and Simulation	A discussion and production class on real-time 3D simulation and visualization, virtual reality, and motion tracking. Currently using Unity 3D, previously used EON Studio and Panda3D.
IMS 390-S	Character Design and Animation	A production-focused course on 3D modeling, texturing, rigging, and animating characters.
IMS 390-S <i>(soon to be IMS 391)</i>	Character Animation	A production-focused course on 3D animating characters, including motion-capture animation and game-engine animation controllers.
IMS 319	Foundations in 3D Design & Animation	A production-focused, introductory course in 3D modeling and animation using Maya.
IMS 261	Information and Data Visualization	Intro to static and interactive 2D data visualization of large data sets.
IMS 452	Senior Thesis Course	Group of senior students complete individual thesis projects, but use each other and instructor for feedback and guidance.
PSY 293-L	Psychological Statistics Lab	A hands-on lab using SPSS to analyze and graph data sets.
PSY 294-L	Research Methods Lab	A lab course on research ethics and formal scientific writing in APA style.

Professional Experience**Current**

2018 - Present: Assistant Professor in Interactive Media Studies at Miami University
 2013 – Present: Affiliate faculty in the department of Psychology at Miami University
 2010 Jan – Present: Director, Smale Interactive Visualization Center

Previous

2011 – 2018: Visiting Assistant Professor in Interactive Media Studies at Miami University
 2011 – 2013: Senior Postdoctoral Fellow at Miami University, coordinating interdisciplinary research efforts and managing the HIVE (Huge Immersive Virtual Environment)
 2008 May – 2011: Postdoctoral Fellow at Miami University, coordinating interdisciplinary research efforts and managing the HIVE (Huge Immersive Virtual Environment)
 2003 – 2008: Various graduate assistantships investigating spatial cognition in the Spacelab and HIVE (Huge Immersive Virtual Environment) at Miami University
 2008: Webmaster and member of organizing committee for the Hoosier Mental Life conference
 2006 Fall: Instructor for Research Methods laboratory course
 2005 Summer: Assistantship to help install and establish the HIVE (Huge Immersive Virtual Environment) laboratory at Miami University
 2005: Webmaster and member of organizing committee for the Hoosier Mental Life conference
 2004 Fall: Teaching assistant in Statistics; Instructor in Statistics laboratory course

Education

- 2008 – 2013: Postdoctoral Fellowship / Senior Postdoctoral Fellowship at Miami University, Oxford, OH.
- 2008 - PhD in Cognitive Psychology from Miami University, Oxford, OH. Advisor: Prof. David Waller.
- 2005 - MA in Psychology from Miami University, Oxford, OH
- 2003 - BA in Psychology (Summa Cum Laude; Minor in Art with an emphasis in Graphic Design) from Malone College, Canton, OH

Academic Honors & Awards

- 2016: Best in Show Award for Serious Games and Virtual Environments (Academic Faculty & Staff category) at the *ISSH 2016* conference, put on by the *Society for Simulation in Healthcare* - for an immersive Decontamination Training Simulation
- 2015: Clifford T. Morgan Best Article Award in *Behavior Research Methods* - for Hodgson, et al.'s "WeaVR: a self-contained and wearable immersive virtual environment simulation system."
- 2013: Nominated for Best Paper Award at *IEEE VR* conference - for Hodgson & Bachmann's Comparing four approaches to generalized redirected walking: Simulation and live user data.
- 2007-2008: Dissertation Scholar for the Department of Psychology, Miami University, Oxford, OH
- 2007: Recipient of Graduate School Dissertation Research Support Grant
- 2007: Patrick J. Capretta Memorial Scholarship for Research Excellence, Psychology Department, Miami University, Oxford, OH
- 2006: Graduate Student Achievement Award from Miami University
- 2005: Letter of Commendation from the Psychology Department, Miami University, Oxford, OH
- 2004: Letter of Commendation from the Psychology Department, Miami University, Oxford, OH
- 2003: Outstanding Senior Award in Psychology; Malone College, Canton, OH
- 1999-2003: Dean's List; Malone College, Canton, OH
- 1999: Valedictorian, Salem High School, Salem, OH

Publications

In progress:

- Smith, S.J., Farra, S., Ulrich, D.L., Hodgson, E., Nicely, S. & Mickle, A. (submitted). Effectiveness of Different Levels of Immersion for Game-Based Training in Nursing Education. *Nursing Education Perspectives*.
- *Nilsson, N.C., Peck, T., Bruder, G., Hodgson, E., Serafin, S., Rosenberg, E.S., Whitton, M., & Steinicke, F. (submitted). 15 Years of Research on Redirected Walking in Immersive Virtual Environments. *IEEE Computer Graphics & Applications*. [***Collaborative lit review / field overview done with an invited collection of international experts in Redirected Walking.**]
- Gneuhs, M., Hodgson, E., Farra, S., Miller, E., et al. (in preparation). Cost analysis of hospital emergency exercises and VR training.
- Hodgson, E. (in preparation). Spatial perception in virtual environments. In N. Lee [ed] *Encyclopedia of Computer Graphics and Games*.

Published:

- Farra, S., Miller, E.T., Hodgson, E., Cosgrove, E., Brady, W., Gneuhs, M., & Baute, B. (2016). Storyboard development for virtual reality simulation. *Clinical Simulation in Nursing, 12*, 392-399.
- Smith, S.J., Farra, S., Ulrich, D.L., Hodgson, E., Nicely, S., & Matchmam, W. (2016). Learning and retention using virtual reality in a decontamination simulation. *Nursing Education Perspectives, 37*, 210-305.
- Olzak, L., Hodgson, E., & Billock, V. (2015). Combining body ownership illusions and time delay adaptation in virtual reality environments. *Perception, 44*, 305-305.
- Fara, S.L., Smith, S., Gillespie, G.L., Nicely, S., Ulrich, D.L., & Hodgson, E. (2015). Decontamination Training: With and Without Virtual Reality Simulation. *Advanced Emergency Nursing Journal, 37*, 125-133.
- *Hodgson, E., Bachmann, E.R., Vincent, D., Zmuda, M., Waller, D., & Calusdian, J. (2015). WeaVR: a self-contained and wearable immersive virtual environment simulation system. *Behavior Research Methods, 47*, 296-307. [***Won Clifford T. Morgan Best Article of 2015 Award for Behavior Research Methods.**]
- Ulrich, D., Farra, S., Smith, S., & Hodgson, E., The Student Experience Using Virtual Reality Simulation to Teach Decontamination. *Clinical Simulation in Nursing, 10*, 546-553.
- Farra, S., Nicely, S., & Hodgson, E. (2014). Creation of a Virtual Triage Exercise: An Interprofessional Communication Strategy. *Computers Informatics Nursing, 32*, 492-496.
- Hodgson, E., Bachmann, E., & Thrash, T. (2014). Performance of Redirected Walking Algorithms in a Constrained Virtual World. *IEEE: Transactions on Visualization and Computer Graphics, 20*, 579-587.
- Zmuda, M., Wonser, J., Bachman, E.R., & Hodgson, E. (2013). Optimizing constrained-environment redirected walking instructions using search techniques. *IEEE: Transactions on Visualization and Computer Graphics, 19*, 1872-1884.
- Farra.S., Miller E. L., Hodgson, E. (2013). Virtual reality disaster training: Translation to practice. *Nurse Education in Practice.*
- *Hodgson, E., & Bachmann, E.(2013). Comparing four approaches to generalized redirected walking: Simulation and live user data. *IEEE: Transactions on Visualization and Computer Graphics, 19*, 634-643. [***Nominated for Best Paper Award at IEEE VR 2013 conference.**]
- Waller, D., & Hodgson, E.(2013). Sensory Contributions to Spatial Knowledge of Real and Virtual Environments. In F. Steinicke, Y. Visell, J. Campos, & A. Lecuyer [eds] *Human Walking in Virtual Environments: Perception, Technology, and Applications*. Springer.
- Brunye, T. T., Gagnon, S. A., Waller, D., Hodgson, E., Tower-Richardi, S., & Taylor, H. A. (2012). Up north and down south: Implicit associations between topography and cardinal direction. *Quarterly Journal of Experimental Psychology, 65*, 1880-1894.
- Bachmann, E., Calusdian, J., Hodgson, E., Yun, X., Zmuda, M., & Waller, D. (2012). Going anywhere anywhere – Creating a low cost portable immersive VE system. *Proceedings of CGames 2012 USA*, Louisville, KY, USA.
- Chaturvedi, M., Gannod, G., Mandell, L., Armstrong, H., & Hodgson, E. (2012). Myopia: A visualization tool in support of close reading. *Proceedings of Digital Humanities 2012*. Hamburg, Germany. 148 – 150.
- Bachmann, E., Calusdian, J., Hodgson, E., & Yun, X. (2012). In situ heading drift correction for human position tracking using foot-mounted inertial/magnetic sensors. *Proceedings of the IEEE International Conference on Robotics and Automation*. Saint Paul, MN. USA.

- Hodgson, E., Bachmann, E., & Waller, D. (2011). Redirected walking to explore virtual environments: Assessing the potential for spatial interference. *ACM: Transactions on Applied Perception*, 8, Article 22. n.p.
- Friedman, A., Waller, D., Greenauer, N., & Hodgson, E. (2011). View combination: A generalization mechanism for visual recognition of objects, scenes, and two-dimensional visual arrays. *Cognition*, 119, 229-241.
- Waller, D., Friedman, A., Hodgson, E. & Greenauer, N. (2009). Learning scenes from multiple views: Novel views can be recognized more efficiently than learned views. *Memory & Cognition*, 37, 90-99.
- Hodgson, E. (2008). *The interaction of transient and enduring spatial representations: Using visual cues to maintain perceptual engagement*. Unpublished doctoral dissertation, Miami University, Oxford, OH, USA.
- Waller, D., Bachmann, E., Hodgson, E., & Beall, A. C. (2007). The HIVE: A huge immersive virtual environment for research in spatial cognition. *Behavior Research Methods*, 39, 835-843.
- Hodgson, E., & Waller, D. (2006). Lack of set size effects in spatial updating: Evidence for offline updating. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 32, 854-866.
- Waller, D., & Hodgson, E. (2006). Transient and enduring spatial representations under disorientation and self-rotation. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 32, 867-882.
- Hodgson, E. (2005). *Spatial updating and set size: evidence for long-term memory reconstruction*. Unpublished master's thesis, Miami University, Oxford, OH, USA.

Invited Talks & Presentations

- June 23, 2016. Live panel discussion of Video Games and Learning on NPR's Cincinnati Edition on WVXU in Cincinnati.
- April, 2015. Presentation and hands-on-demos about emerging Virtual Reality technology to youth at Oxford's Lane Public Library as part of a Science series.
- April, 2014. Presentation and panel discussion on the 3D and simulation technology in higher education, for the Columbus, OH chapter of SMPS.
- Hodgson, E. (2012, March). Navigating the Field of Virtual Research in Academia. Paper presented at the 2012 EON Experience Fest. Irvine, CA, USA.
- Hodgson, E., Bachmann, E., Waller, D., Bair, A., & Oberlin, A. (2012, March). Virtual reality in the wild: A self-contained, portable VR System. Poster presented at IEEE Virtual Reality 2012. Irvine, CA, USA.
- *Hodgson, E., & IMS 390.v Class (2010, October). 3D Virtual Reality Mandala. Computer Simulation presented to His Holiness, the 14th Dali Lama of Tibet. Oxford, OH, USA.
[*Simulation presented live to HHDL on stage at Miami University]
- Hodgson, E., Waller, D., & Bachmann, E. (2010, April). Redirected walking in virtual spaces. Paper presented to the Tri-State Chapter of the Human Factors and Ergonomics Society. Oxford, OH, USA.
- Hodgson, E., Waller, D., & Bachmann, E. (2009, November). Redirected walking during unconstrained navigation. Paper presented at the annual meeting of the Society for Computers in Psychology. Boston, MA, USA.

- Hodgson, E.a, Waller, D., Greenauer, N., & Mello, C. (2008, November). Remaining oriented with abstract or intermittent visual information. Poster session presented at the annual meeting of the Psychonomic Society, Chicago, IL, USA.
- Hodgson, E. & Waller, D. (2007, November). Capacity limits of spatial updating: Online and offline updating. Poster session presented at the annual meeting of the Psychonomic Society, Long Beach, CA, USA.
- Hodgson, E. & Waller, D. (2006). Set size effects in spatial updating: Online and offline updating. Paper presented at the annual meeting of Hoosier Mental Life, Bloomington, IN, USA.
- Waller, D. & Hodgson, E. (2005). Human spatial representation: Egocentric Updating and Cognitive Maps. Paper presented at the annual meeting of the Psychonomic Society, Toronto, Ontario, Canada.
- 2004 – 2008: Five talks and poster presentations at Psychology department cognitive lecture series, Miami University, Oxford, OH
- 2005, Nov.: Guest speaker for the Department of Psychology's Alumni Chapel at Malone College, Canton, OH
- Hodgson, E. & Waller, D. (2004, November). Capacity limits in spatial updating. Poster session presented at the annual meeting of the Psychonomic Society, Minneapolis, MN, USA.
- 2002, Dec.: "Memory and Learning." Guest speaker for 7th and 8th grade language arts classes at United Junior High School, Salem, OH.

Grant & Other Funding Activities

Type of Funding Source



Year	Requested	Funding Agency	Title	Role	Status
2015	\$2k	University of Sydney	Body Ownership Illusions and Time Delay Adaptation in Virtual Reality Environments	Sr. Personnel	Funded
2014	\$364,116	National Science Foundation	Realistic Simulation of Slope and Vertical Navigation in Low Cost, Portable, Wearable Immersive Virtual Environment Systems for Education and Training.	Co-P.I.	Funded

2014	\$59,994	National Endowment for the Humanities	Orientation for the Mississippi Summer Project: An Interactive Quest for Social Justice	Consultant	Funded
2013	\$20k	Dunnhumby USA	IMS Capstone Project *Virtual Shopping Tool (Industry Partnership)	Sr. Personnel	Funded
2013	\$750,000	Agency for Healthcare Research and Quality (via NIH)	Effects of Virtual Reality Simulation on Worker Emergency Evacuation of Neonates (with University of Cincinnati and UC Children's Hospital)	P.I. on Sub-Award	Funded (Miami's Portion: \$147,799)
2013	\$465,536	DoD: Army Research Office	Realistic Simulation of Slope and Vertical Navigation in Low Cost, Portable, Wearable Immersive Virtual Environment Systems for Education and Training.	Co-P.I.	Withdrawn (funded by NSF instead)
2013	\$52,083 /yr (renewable)	PNI Sensor Corp.	Portable Position Tracking (Industry Partnership)	P.I.	Funded
2013	\$11,250	Miami University Student Technology Fee Program	Learning Game Programming and Development Using the Unity Game Engine	Co-P.I.	Funded
2012	*\$250k	National Institute of Health	*Nursing Sim to Train Evacuating Sr. Citizens During Emergencies (In conjunction with University of Cincinnati and UC Children's Hospital)	Co-P.I.	Declined (Miami's Portion: \$103,110)
2012	\$4000	CogniSens, Inc.	Software Development	P.I.	Funded \$750; project ended early for commercial reasons
2012	\$5,000	Miami University Shoupp Award	Realtime 3D visualization of architectural designs	Co-P.I.	Declined
2011	\$51,473	Miami University Student Technology Fee Program	Holographic 3D Display to Showcase Miami Student Work	P.I.	Funded
2011	~\$800,000	DARPA	Mentor Grant Program, in conjunction with Ast2, Inc. (P.I.) and other entities	Sub-contractor	Funded (Miami's portion: \$80,000)
2010	\$6,405	Miami University Student Technology Fee Program	Portable 3D Projection System for Academic Use	P.I.	Funded
2009	\$5,830	Armstrong Interactive Media Studies at Miami University	Haptic Displays for Spatial Information: Wearable Devices for Research and Application	Co-P.I.	Funded \$2,500
2009	\$18,250	Armstrong Interactive Media Studies at Miami University	Information and Data Visualization: Low-Cost Virtual Reality Systems for Research and Education	Co-P.I.	Withdrawn
2009	\$241,450	DoD: Army Research Office	Enabling Large-Scale Multi-User Immersive Virtual Reality Simulations*	First Author (ineligible to be a P.I.)	Funded \$150,000

			(*supplemented an NSF grant with additional equipment)		
2009	\$1.2 million	National Science Foundation	HCC: Medium: Collaborative Research: Low Cost, Portable, Multi-user, Immersive Virtual Environment Systems for Education and Training in Worlds of Unlimited Size	Contributing Author (ineligible to be a P.I.)	Funded
2009	\$312,672	National Science Foundation	II-EN: Enabling Large-Scale Multi-User Immersive Virtual Reality Simulations	First Author (ineligible to be a P.I.)	Funded
2008	\$399,214	DoD: Army Research Office	Realistic Simulation of Environments of Unlimited Size in Immersive Virtual Environments	Contributing Author (Graduate Student)	Funded
2008	\$50,000	Miami University & Ohio Board of Regents	Initial Development of Miami's Interdisciplinary Center for Virtual Environment Research and Scholarship	Contributing Author (Graduate Student)	Funded
2007	\$500	Miami University: Dissertation Research Support	Request for Dissertation Funding	P.I.	Funded

Industry Collaborations

- 2017: Advised Malone University (Canton, OH) psychology department on acquisition and setup of a \$13,000 VR lab.
- 2013: Partnered with Dunnhumby USA (Cincinnati, OH) and AIMS Captstone course to prototype a virtual shopping experience.
- 2013: Partnered with PNI Sensor Corporation (Santa Rosa, CA) in testing inertial-magnetic motion tracking sensors, and in developing new software and applications for their sensors.
- 2012: Assisted CogniSens (Montreal, Canada) in adding motion tracking capabilities to their simulation software, which is designed to train visual-perceptual abilities and spatial awareness in target populations (e.g, elite athletes, elderly drivers).
- 2012: Developed Shoupp Award proposal with architecture firm K4 (Cincinnati, OH) to pursue real-time, interactive 3D renderings of architectural designs. Funding for project was ultimately declined.
- 2011: Initiated a virtual-reality consumer research program in conjunction with Proctor & Gamble (Cincinnati, OH). Conducted behavioral research in full-scale virtual grocery store.
- 2010: Developed a DARPA Mentor Grant application (approved for funding; see above) to develop distributed engineering, prototyping, manufacturing, and visualization tools in conjunction with Ast2, Inc. (Youngstown, OH).
- 2010: Preliminary talks to conduct visualization and usability research initiated with Boeing, Inc. (Seattle, WA). Project funding source cut while proposal was under development.
- 2010 – present: Partnered with EON Reality, Inc. (Irvine, CA)

Professional Service

- 2017: Served on the International Program Committee for the EuroVR conference.
- 2015 – present: Served as summer IMS advisor for incoming freshman during Summer Orientation.

- 2015: Served on the Program Committee for COSIT (Conference on Spatial Information Theory)
- 2014 – 2016: Served on the International Program Committee for IEEE VR conference.
- 2010 – present: Led tours of virtual reality centers and facilities for community groups, school field trips, prospective students, industry reps, local / state / federal politicians, alumni, and Miami course field trips from various departments and programs.

Community Service

- 2009 – 2016: Volunteer in organizing and conducting a 5k road race (Rambler 5K) to raise funds for a the Cross Country team of Ross Local High School (Ross, OH)
- 2003 – 2011: Volunteer work for the Angel Tree organization (provides Christmas presents to children of incarcerated parents), Butler County, OH
- 2003 – 2005: Judge for fall and spring science fairs at Ross Local High School, Ross, OH
- 2001 – 2003: Governing board of the Psychology Club, at Malone College, Canton, OH
- 2002: Volunteer work for Habitat for Humanity (construction), Canton, OH

Affiliations & Professional Development

- 2009 – 2010: Society for Computers in Psychology
- 2008 – 2014: Psychonomic Society
- 2006 – 2008: American Psychological Association
- 2004 – 2008: Association for Psychological Science (formerly American Psychological Society)

Popular and Industry Press

- 2016, Apr 22 – May 4: The NBC news affiliate in Cincinnati did a piece on our Cincinnati Children's Hospital virtual reality training simulation. It was syndicated and aired in other locations including CA and FL.
- 2016 May 25: Our coverage on NBC was subsequently highlighted in an article by the [Health Facilities Management](#) e-Magazine.
- 2016 Feb 15: NPR's Cincinnati Edition featured our Cincinnati Children's virtual reality evacuation simulation for their [Focus on Technology](#) segment.
- 2015, Aug 21: Quoted in *Wired.com* article about Redirected Walking.
<http://www.wired.com/2015/08/cant-walk-straight-lineand-thats-great-vr/>
- 2015, Jul 16: Article by *Cincinnati Business Courier* on a 360° video I produced with a student for the Cincinnati Chamber of Commerce (REDI Cincinnati) to promote the region as part of the MLB All-Star Weekend activities.
http://www.bizjournals.com/cincinnati/blog/2015/07/heres-how-a-miami-university-students-virtual.html?ana=e_du_pub&s=article_du&ed=2015-07-16&u=mS2EqO+keYfL4KtRFqQxPEDLznJ&t=1437074649
- 2015, Jun 13: One of my students featured in a NASA press release about his work as their intern, doing 3D development.
<https://ocio.grc.nasa.gov/gvis/2015/06/two-college-interns-join-the-gvis-team-to-work-on-space-communications-outreach-game/>
- 2015, Mar 26: Quoted in OSVR press release about the partnership between Universities and OSVR (an Open Source Virtual Reality consortium). <http://www.osvr.org/blog/?p=52>
- 2014, Jul 21: Article by ConnectED (by Ohio Dept. of Higher Ed) featuring the IMS program and my visualization center.
https://www.ohiohighered.org/connect-ed/miami_university_aims_higher

- 2014, May 13: 40-minute interview with Kent Bye on the *Voices of VR Podcast, Episode 2*.
<http://voicesofvr.com/episode-2-eric-hodgson-on-spatial-perception-redirected-walking-the-split-between-old-vr-vs-new-vr/>
- 2014, Mar 13: Multiple live appearances on Cincinnati Fox 19's Morning News show in segments about 3D printing, scanning, and visualization, shot on site in the Smale Interactive Visualization Center. Cut and replayed clips on the evening news.
<http://www.fox19.com/story/24962811/miami-university-using-3-d-printing-technology>
- 2014, Mar 3: My visualization center was mentioned in an article by the Government Technology blog about Virtual Reality at University campuses.
<http://www.govtech.com/education/Virtual-Reality-Comes-to-a-University-Campus-Near-You.html>
- 2014, Mar 1-3: Coverage of the regional Virtual Reality Meet-up hosted in the Smale Interactive Visualization Center by Cox Media group, including TV news segments and print articles.
<http://www.journal-news.com/news/news/miami-university-showcases-virtual-reality-systems/nd4PW/> ...the event was also mentioned in industry blog GovTech.com
<http://www.govtech.com/education/Virtual-Reality-Comes-to-a-University-Campus-Near-You.html>
- 2014, Feb 5: Mentioned on the *Rev VR Podcast Episode 44 on the Road To Virtual Reality Blog* (between 43 - 48 min mark), in reference to organizing and hosting a regional Virtual Reality Meet-Up.
<http://www.roadtovr.com/rev-vr-podcast-episode-44-razer-hydra-boston-vr-meetup-does-not-hosting-vr-gathering/>
- 2013-2014, Dec 30 – Jan 5: *Virtual Reality transforms real-life shopping in stores*, By Heather Sommerville. Quotes on Virtual Shopping from Bo Brinkman, one of my collaborators for AIMS Capstone virtual shopping project involving my IMS 319 courses – Originally published in the San Jose Mercury News on Dec 30, 2013, and reprinted in multiple other outlets.
http://www.mercurynews.com/business/ci_24820288/virtual-reality-transforms-real-life-shopping-stores
- 2013, July 20: *Interview on Redirected Walking with Professor Eric Hodgson*, By Yuvall Boger (CEO of Sensics). Interview and Coverage of my Redirected Walking research on the *VR Guy* blog. <http://vrguy.blogspot.com/2013/07/interview-on-redirected-walking-with.html>
- 2013, July 12: *Redirected walking can save you from running into your sofa*, By Yuvall Boger (CEO of Sensics). Coverage of my Redirected Walking research and Outdoor Portable Virtual Reality systems on the *VR Guy* blog.
<http://vrguy.blogspot.com/2013/07/redirected-walking-can-save-you-from.html>
- 2010, October: *Dalai Lama visits Miami University*, various articles by Cincinnati Enquirer, Dayton Daily News, Columbus Dispatch, WLWT (NBC), Associated Press, and others. My IMS 390v (3D Visualization) class was involved in one of several interactive media projects done for His Holiness the 14th Dalai Lama of Tibet, and the Tibetan Government in Exile. My class helped put together an interactive 3D-projected virtual reality mandala, which the Dalai Lama explored live onstage.
http://www.huffingtonpost.com/2010/10/21/chinese-student-in-ohio-c_n_771958.html;
<http://www.eonreality.com/press-releases/his-holiness-the-dalai-lama-dons-3d-glasses-to-experience-a-virtual-mandala-created-in-eon-realitys-software/>
- 2009: Quoted in an NPR story relating to video game violence.

References available upon request

Glenn J. Platt**C. Michael Armstrong Professor****Director, Interactive Media Studies Program, and Professor, Department of Marketing**

203 Laws Hall

Miami University

Oxford, OH 45056

Office Phone: (513) 529 2808

Mobile: (513) 593 2019

Fax: (815) 301 8849

<http://glenn.pla.tt>glenn.platt@miamioh.eduglenn@pla.tt**PERSONAL DATA**

Home address:

3718 Oxford Middletown Road

Somerville, OH 45064

(513) 523 0960

EDUCATION

- Ph.D. Carnegie Mellon University, 1993
Graduate School of Industrial Administration
Concentration: Economics and Political Economy
- M.S. Carnegie Mellon University, 1990
Graduate School of Industrial Administration
Majors: Economics and Political Economy
- B.A. University of Florida, 1988
Major: Economics (Departmental Honors)

PROFESSIONAL EXPERIENCE

- 2008 to present C. Michael Armstrong Chair in Interactive Media at Miami University
- 2001 to present Director, Interactive Media Studies, Miami University
- 2005 to present Professor, Department of Marketing, Richard T. Farmer School of Business, Miami University
- 2003 to 2005 Associate Professor, Department of Marketing, Richard T. Farmer School of Business, Miami University
- 1999 to 2003 Associate Professor, Department of Economics, Richard T. Farmer School of Business, Miami University
- 1993 to 1999 Assistant Professor, Department of Economics, Richard T. Farmer School of Business, Miami University

SELECTED ACCOMPLISHMENTS AS INTERACTIVE MEDIA STUDIES (IMS) DIRECTOR

When I began my role as Director of IMS there was only one IMS course. While he held his ascent, I learned that a new model for higher education was needed – a horizontal model that broke down traditional silos and leveraged business, technology, design, and communication. As higher education entered an era of significant change and I was committed to providing the vision and direction to create an experientially based, interdisciplinary program that prepared students for the new innovation economy. Since becoming Director of the program, I have:

- Created over 40 new courses, a thematic sequence, two minors (one in Game Studies), a major, a graduate certificate, and a joint MFA with Graphic Design, overall, serving 800-1,000 students annually.
- Worked with the Development Office in raising approximately \$16 million in gifts for the IMS program, including funding for five new chairs/professorships and a leading edge visualization lab.
- Lobbied for the creation of four new tenure track faculty positions in IMS and a host of other affiliate positions with various academic divisions.
- Worked directly with the Deans of Arts and Science, Business, Creative Arts, Engineering, and Libraries, while reporting directly to the Provost's office and council of academic deans.
- Created a university based client consulting agency, bringing in \$300,000 in corporate gifts, creating IP for the university, and providing consulting experience for students. Created business solutions for P&G, Cardinal Healthcare, Cintas, Convergys, HP, Bank of America, Hulu, Lenscrafters, Pringles, Coca Cola, Home Depot, dunnhumby, and others. Same group worked with the Dalai Lama and the Tibetan Government in Exile & Google on a recent project.
- Created and led the *AIMS San Francisco Digital Innovation Center*: semester long immersive experience in the San Francisco Bay Area. Students intern with startups throughout Silicon Valley and learn from innovation experts from established companies (e.g., Google, Twitter, LinkedIn, eBay, etc.), C-partners and angel investors, and early stage startups of all sizes. Expanding program with additional Centers in Cincinnati, Chicago, Austin, and NYC, in part with 500K grant from state of Ohio.
- Created IMS advisory board of industry experts with whom I meet twice a year to gather feedback. This is an "active" board with significant action items and expectations of engagement with the University.
- Created international experiential learning opportunity for IMS students in China, England, and Ireland.
- Created a required internship program in IMS.
- In collaboration with co-authors, coined the term "Inverted Classroom" in a seminal 2000 paper that is the foundation for Khan Academy and other new models of teaching and learning.
- Been twice chosen to present at SXSW Interactive. Once in a top 30 presentation about the Technology and the Future of Higher Education. This talk has also been presented to a number of University Presidents and Boards.
- Developed, hosted, and led an annual international conference on interactive media.
- Helped create new university centers in User Experience and Design, Design Thinking, Visualization, Game Design and Development, and Social Media/Digital Marketing.
- Directed the International Digital Media and Arts Association as President, 2007-2008.
- Developed the relationships with Deans across the University, resulting in leading edge IMS "owned" labs and classrooms in the College of Arts and Science, School of Business, School of Fine Arts, and School of Engineering and Applied Science.
- Led in the creation of and funding for a rapid prototyping lab, an immersive 3D CAVE, Oculus Rift development site, a visualization wall, a game lab, a usability lab with eye tracking equipment, and other "bleeding edge" technologies that are all available to undergraduate students and integrated into the IMS curriculum.
- Met regularly with visiting industry experts and spoke with a variety of advisory boards and external stakeholders. I have been an active participant in the University Capital Campaign.
- Created a new program of Professional Development Workshops as an alternative revenue opportunity for the IMS program.
- Asked to be part of rapid response team put together by CDC and Johns Hopkins to spend two weeks in isolation, developing online training for staff at hospitals to prevent the spread of Ebola.
- Present regularly at alumni and fundraising events and work frequently with university govt. relations.

HONORS AND AWARDS

- 2012 – Outstanding Faculty Award (Elective Course) MBA Program
- 2012 – A.K. Morris Alumni Award
- 2009 – Dave Robert Service Award
- 2004 – Associated Student Government (ASG) Teacher of the Year
- 2003 – Nominated for Alumni Effective Educator Award
- 2003 – ASG Honored Professor
- 2002 – ASG Honored Professor
- 2001 – ASG Honored Professor
- 2001 – Recognized by AREA 351 – the teaching technology center – in their faculty spotlight
- 2000 – ASG Honored Professor (nominated by two students)
- 1999 – Received the Cincinnati Greater Consortium of Colleges and Universities' Celebration of Teaching Award
- 1998 – Received Miami University E. Phillips Knox Teaching Award, the highest teaching award offered at Miami University
- 1997 – Received the School of Business Teaching Effectiveness Award.
- 1996 – Nominated for the School of Business Teaching Effectiveness Award.
- 1994 1995 – Chosen to participate in the Committee for the Enhancement of Learning and Teaching's Alumni Teaching Scholars Program
- 1991 – Bradley Fellowship, Carnegie Mellon University
- 1988 1990 – Olin Fellowship, Carnegie Mellon University

DOCTORAL THESIS

Title: Location and Stratification: Essays on Urban and Public Economics

Thesis advisors: Professors Dennis Epple (Chair), Howard Rosenthal, and Steven Spear

RESEARCH INTERESTS

Social Media Marketing, Technology and Higher Education, Information Visualization, Design Thinking.

PUBLICATIONS

Platt, G. & Faimon, P, "Brand as API", *The Journal of Digital Media Arts & Practice*, fall 2014, 10 1

Coyle, J., Smith, T., Platt, G., "'I'm here to help": How companies' microblog responses to consumer problems influence brand perceptions", 2012, *Journal of Research in Interactive Marketing*, vol. 5, p.27 41

Coyle, J., Smith, T., Lightfoot, L., Neace, W, and Platt, G., "'Click Here to Share With a Friend': A Uses and Gratifications Approach to Word of Mouth Marketing Effectiveness," 2011, *International Journal of Electronic Marketing and Retailing*, Vol.4, No.4, pp.225 247

Magolda, P., & Platt, G. "Untangling Web 2.0's Influences on Student Learning," *About Campus: Enriching the Student Learning Experience*, v14 n3 p10 --16 Jul --Aug 2009.

Magolda, P., & Platt, G. "Unconventional Technologies Build Community," *Leadership Exchange*, 5, 0 1. 2008.

Forgette, R., & Platt, G. "Redistricting Principles, Processes, and Incumbency Protection," *Political Geography*, November 2005, Vol. 24, p. 934 51.

Forgette, R., & Platt, G. "The Disappearing Middle: An Incumbency --Based Explanation of a More Partisan Congress and a Less Partisan Electorate," *American Review of Politics*, fall 2002, vol. 3, .225 --243.

Erekson, H, DeShano, K, Platt G, and Ziegert A., "Fungibility of Lottery Revenues in Support of Public Education" *Journal of Education Finance*, ol.28 o.2, all 002

Principles of Microeconomics – A Complete On-Line Course. Prentice Hall Publishing: New York, NY/Active Learning Technologies: West Park, NY, 2000. [On-Line Course for WebCT]

Lage, M., Platt, G., & Treglia, M., "Inverting the Classroom: A Gateway to Inclusive Learning Environments," *Journal of Economic Education*, inter 000, ol.31, o.1.

Lage, M. & Platt, G. "The Internet and the Inverted Classroom," *Journal of Economic Education*, inter 000, ol.31, No.1

"Cincinnati in 1840: The Social and Functional Organization of Urban Community During the Pre-Civil War Period by Walter Stix Glazer" Book Review, *Journal of Economic History*, une 000, ol.60, o.2.

Black, G. & Platt, G. *Prentice-Hall Learning Initiative Partnership*, Prentice-Hall Publishing: NY, NY/Active Learning Technologies: West Park, NY, 2000.

Principles of Microeconomics – A Complete On-Line Course. Prentice-Hall Publishing: New York, NY/Active Learning Technologies: West Park, NY, 2000.

Gifford, J. & Platt, G. "Using an Electronic Scavenger Hunt to Kick Off Your Semester." *The Marketing Educator*, 1999.

Forgette, R., & Platt, G. "Voting for the Person and Not the Party: Party Defection, Issue-Voting, and Process Sophistication," *Social Science Quarterly* August 1999.

Erekson, H, Platt G, and Ziegert A., "Factors Influencing the Adoption of State Lotteries," *Applied Economics*, June 1999.

Epple, D. & Platt, G. "Equilibrium and Local Redistribution in an Urban Economy when Households Differ in both Preferences and Incomes," *Journal of Urban Economics*, January 1998.

Platt, G., Poole, K., and Rosenthal, H., "The Directional and Euclidean Theories of Voting Behavior: A Legislative Comparison," *Legislative Studies Quarterly*, November 1992.

SELECTED GRANTS

- 2014 – Member of team led by Johns Hopkins receiving CDC grant to develop online Ebola training for Hospitals.
- 2014 – Member of Co-lead team \$500K grant from State of Ohio to develop apprenticeship program with Ohio startups.
- 2012 – Member of Co-lead team on multi-million dollar DARPA Grant for developing new models of distributed manufacturing.
- 2010 – Member of team on multi million dollar NSF Grant for developing interactive kiosks at zoos.

SELECTED PROFESSIONAL PRESENTATIONS

- 2015 – Presented at Brookings on panel about Big Data and Design thinking as part of U.S. State Department Quadrennial.
- 2015 2014 – Presented at TEDxOxford
- 2014 – Coordinated & Moderated at "Omnichannel Marketing Conference" (OH)
- 2013 – Presented Keynote at American Education Publishers Conference (DC)
- 2013 – Co-Led workshop at Armstrong University (GA) on Design Thinking
- 2013 – Presented "The (near) Future of Marketing: Trends to Watch" to Global Marketing Summit at Victoria's Secret.
- 2013 – Coordinated & Moderated at "Omnichannel Marketing Conference" (OH)

- 2013 – Presented “Brand as API” at International Digital Media and Arts Association Conference, Orange County, CA
- 2013 – Presented “MBA for MFAs & MFA for MBAs” at *Creative Coast* conference, Savannah GA
- 2012 – Presented “Brand as API” at SXSW Interactive
- 2012 – Presenter/Leader for Kauffman Foundation Startup Weekend, Oxford, OH
- 2011 – P&G Consumer Solutions Global Meeting, “Brand as API – The Future of Marketing”
- 2011 – P&G Digital Marketing Summit “What is Gamification and Why Does It Matter?”
- 2011 – International Digital Media & Arts Association Conference, Co presenter, “Universities in the ‘Free Era,’” Savannah, GA.
- 2011 – Digital UnConference, Cincinnati – *Industry/Academic Partnerships: New Models*
- 2011– ESSEC Business School, Paris, France – Led graduate student workshop on Social Media Marketing
- 2011 – Health Data Initiative Forum at National Institutes of Health, Washington, DC
- 2011 – Sat on Advisory Board for New Media Institute, University of Georgia
- 2010 – Apple Challenge Based Learning Team – our team represented one of four universities chosen to pilot Apple’s Challenge --Based Learning Project
- 2010 – Presented “Universities in the ‘Free Era’” to Boards of Trustees and Executive Boards at Colgate, Duke, Miami University, Ball State, and Rutgers.
- 2010 – SXSW Interactive, “Universities in the ‘Free Era’”, Austin, TX
- 2010 – Mobile Learning Summit, Oxford, OH
- 2010 – NSF CPATH Conference on the future of Computer Science education, Oxford, OH.
- 2010 – Social Media for Non --Profits, Borneo, Malaysia
- 2010 – Conference on Design Principles and Practice, Chicago, IL
- 2009 – American Marketing Association, “Marketing in Virtual Environments,” Cincinnati, OH.
- 2009 – Delaware Design Institute Retreat, Panelist and Presenter, University of Delaware, Newark, DE.
- 2009 – International Conference on Design Principles & Practices, Co Presenter, “Transformation through Collaboration” Berlin, Germany.
- 2008 – International Digital Media Arts Association Conference, Co presenter, “Diving Deep,” Savannah, GA.
- 2007 – International Digital Media Arts Association Conference, Co presenter, “Transforming the Traditional University,” Philadelphia, PA.

TEACHING INTERESTS

Digital Branding, Social Media Marketing, Client Practicum

COURSES TAUGHT

Developed Executive Education curriculum in Digital Marketing delivered at Miami’s Cincinnati Campus.

- IMS 19: Digital Branding
- IMS 18: Social Media Marketing and Online Community Management
- MKT 632: Digital Marketing (Executive MBA)
- IMS 40: Interactive Media Studies Practicum
- IMS 52: Senior Thesis
- IMS 340, IMS 390C, IMS 440: Digital Innovation Center (San Francisco, Cincinnati, Chicago)
- IMS 10: Digital Development Methods
- MKT 291: Principles of Marketing
- MKT/ARC: 380 Sustainable Building and the New School of Business
- ECO 399: Business in Russia
- ECO 320: Sustainability, Trade, and Latin America
- ECO 399: Business in Australasia
- ECO 435: Urban & Regional Economics
- ECO 333: Public Economics
- ECO 201: Principles of Microeconomics
- ECO 202: Principles of Macroeconomics

Developed and taught Miami University courses in China, Australia, Russia, Costa Rica, Australia, New Zealand, Hong Kong, England, and Ireland.

SELECTED TEACHING SERVICE

- Directed over 30 graduate and undergraduate independent studies
- Supervised or was a member of 17 masters' theses committees
- Member of five doctorate committees
- Supervised two undergraduate honors theses
- University Honors Student Mentor

RECENT PROFESSIONAL SERVICE

- 2015 – Program Review for new Digital Media program at University of Mississippi
- 2012 2015 – Mentor for The Brandery (Top 20 Startup Accelerator)
- 2010 – Reviewer, Journal of Excellence in College Teaching
- 2010 – New Media Consortium Accreditation Summit
- 2010 – Program Reviewer for Digital/Game Program, Savannah College of Art and Design, Savannah, GA
- 2008 2014 – Ball State Center for Media Design Advisory Board
- 2007 2008 – President, International Digital Media and Arts Association
- 2004 2007 – Board member and Conference Chair (2005), International Digital Media and Arts Association
- 2010 2012 – New Media Consortium C --Lab Member

RECENT UNIVERSITY SERVICE

- 2015 – Co Chair of “Year of Creativity and Innovation” (Presidential initiative)
- 2013 2015 – Member of Interdisciplinary Advisory Committee
- 2015 – Present to University Leadership Development Program
- 2005 2015 – Present to Alumni Teaching Scholars (University Learning Community) about Technology
- 2013 – Search Committee for VP of IT
- 2013 – Hosted Jayne McGonigal, Convocation Speaker
- 2012 – Presented to CPAC Summer Conference
- 2012 – Member of Miami 2020 Strategic Planning Team
- 2012 – Member of Liberal Education Redesign Committee
- 2003 2010 – Member of University Senate
- 2009 2012 – Member of IT Strategic Advisory Committee (Provost --led committee with all the Deans)
- 2001 2015 – Presented “The Meaning of a Liberal Education” at first year orientation
- 2009 2015 – Presented at “Reunion College” and “Winter College” on various topics, most recently on Social Media and Business.
- 2003 2010 – Member of Liberal Education Council (managing the Liberal Education requirements for the University)
- 2002 2004 – Provost’s Student Academic Achievement Award Committee
- 2001 2004 – President’s Academic Enrichment Award (PAEA) Committee
- 2005 2015 – Member of Chair’s Council for Dean of Arts and Science and Dean of Fine Arts
- 2002 2015 – Co --Led University Learning Technology Summer Institute (week long professional development workshop)

RECENT DIVISIONAL AND DEPARTMENTAL SERVICE

- 2004 --2012 – Member of School of Business Technology Committee
- 1993 --2012 – Chair or Member of Over Thirty Search Committees
- 2000 --2011 – Co --Chair of AIMS Curriculum Committee
- 1999 --2012 – Chair or Member of Promotion and Tenure Committee
- 2005 --2012 – Member of Full Professor Committee
- 2009 --2012 – Member of Miami Design Collaborative
- 2010 --2012 – Member of Interdisciplinary Technology and Design Competition Committee

Additionally, I annually serve on 30 50 committees (e.g., search, strategic planning, and others) and present to external constituencies (e.g., alumni, groups, Parents’ Council, selected donors, and others) and Development officers.

The staffing plan included in this proposal validates that there are no new faculty needed, either full or part-time, to offer this degree. We have met with the Director of Planning & Analysis for the College of Creative Arts, who confirmed the net zero fiscal impact of this program. This is largely because this major was a track in another major previously.

COLLEGE OF EDUCATION, HEALTH AND SOCIETY

Presentation for the Miami University Board of Trustees

December 13, 2018

Michael E. Dantley, Dean



EHS Vision

The College of Education, Health and Society will be an innovative leader transforming the lives of those it serves through a holistic, integrated approach that reflects a changing, global society.



EHS Mission

The mission of the College of Education, Health and Society is to prepare transformative leaders. Through excellence in teaching, scholarship and community partnerships, the college provides dynamic and innovative programs that encourage international perspectives. Our integrated human experience prepares graduates to generate knowledge, educate, serve and promote well-being in diverse and global settings through ethical, democratic practices.

EHS Achievements

- **Year of Civility, Health and Wellbeing**
- **Data gathering to make preparation programs leaders in the nation**
- **Urban Cohort**
- **Mindfulness and Sexuality Education Centers**
- **Deepening Partnerships with school districts**
- **Dietetics Internship Program**

EHS Achievements

- **Growth of SLAM**
- **ECE Cohort with Regional Campuses attracting Teaching Profession Academy students**
- **Active Advisory Council**
- **Invited to participate in a Gates Foundation proposal for teacher preparation**
- **Leader in Professional Development**

Goals for the College

- **Continue emphasis on the 3-5 year Curriculum Strategic Plan**
- **Formally operationalize the Institute for Community Justice and Wellbeing**
- **Continue emphasis on recruitment and retention of diverse faculty and students**
- **Create more opportunities to engage with students, faculty and staff**

Goals for the College

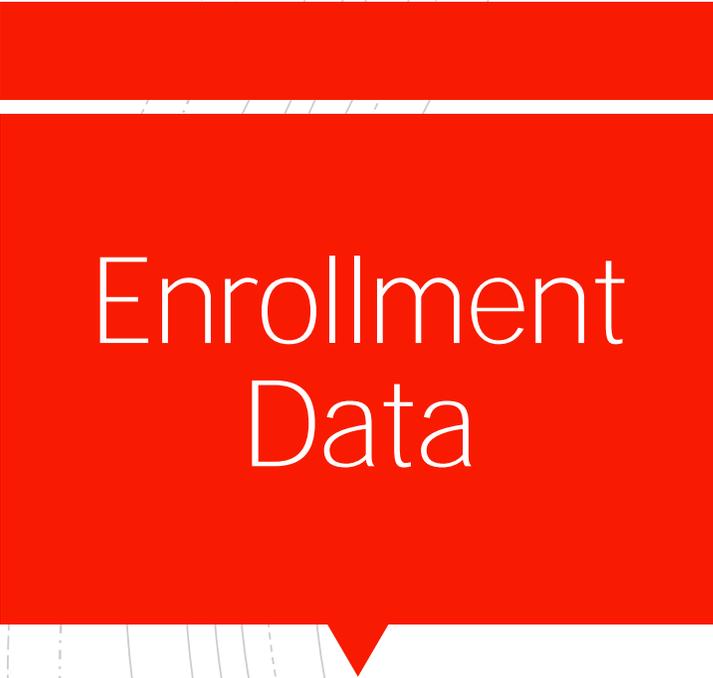
- Determine strategic plan for eLearning for the College
- Progress in the strategic discussion of Educating in and for the 21st Century
- Build upon growing relationships with donors and alumni
- Provide professional development for the EHS Leadership Team

Goals for the College

- **Build upon successful strategies for meeting our first-year enrollment goal**
- **Continue activism at the state and national levels**
- **Continue creating infrastructure within the College to enhance external funding for faculty research**
- **Implement a systematic review of the viability of master's degree programs**

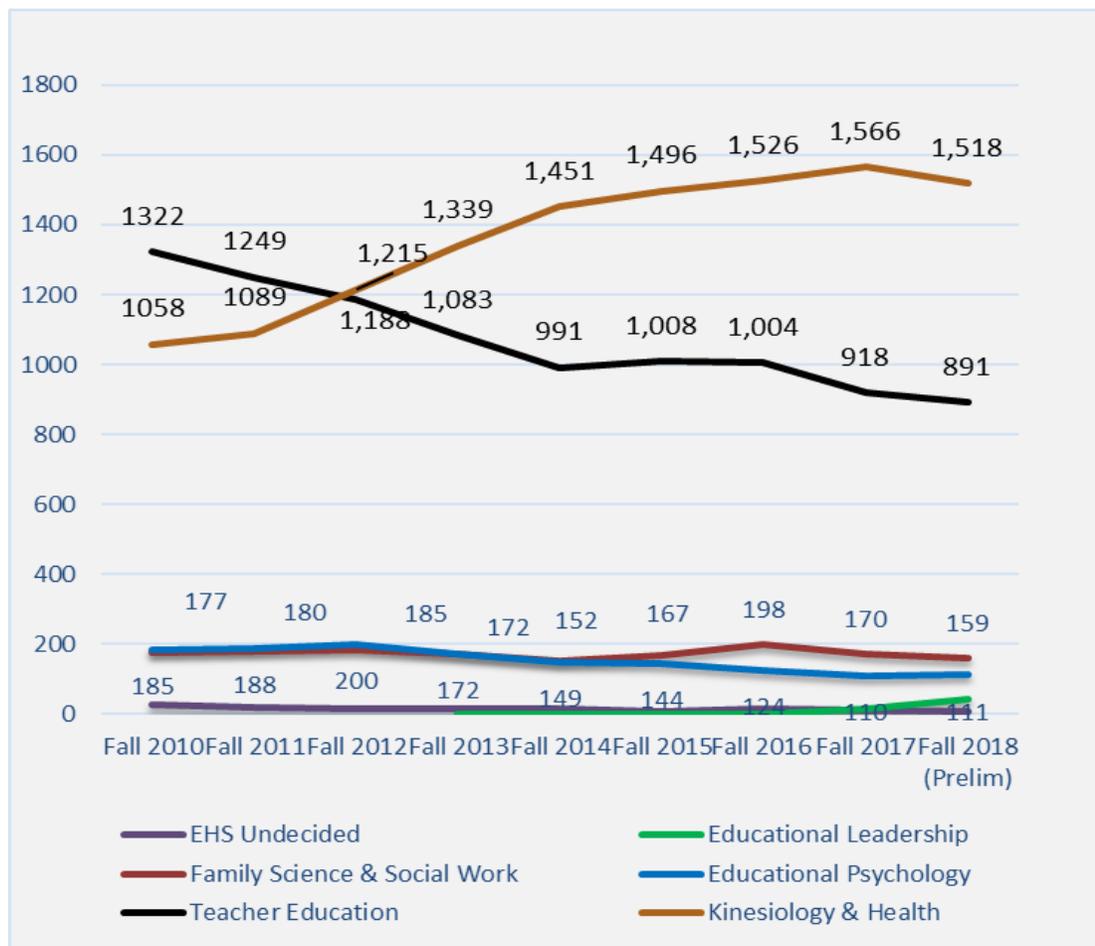


The EHS Data



Enrollment Data

Undergraduate Enrollment Primary and Non-Primary Majors

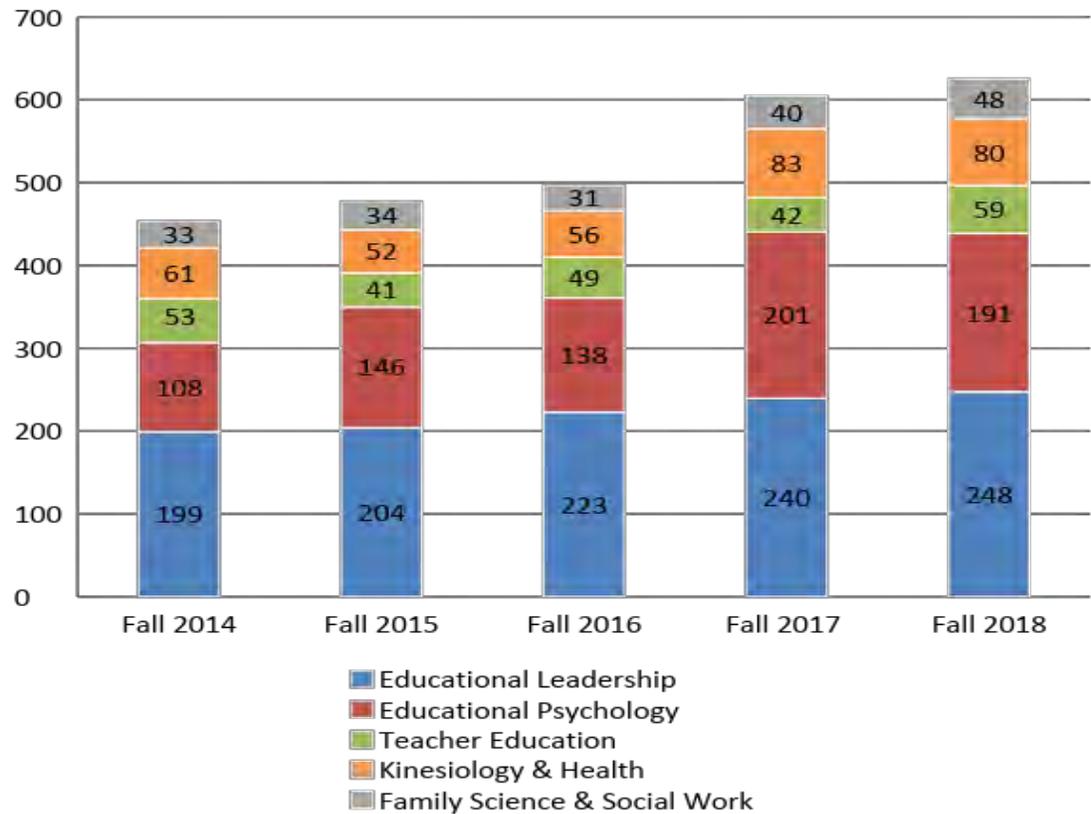


Department	Fall 2010	Fall 2017	prelim Fall 2018
Kinesiology & Health	1058	1566	1518
Teacher Education	1322	918	891
Educ. Psychology	185	110	111
Family S. & Social Work	177	170	159
Educ. Leadership	0	14	42
EHS Undecided	25	10	7
Total	2767	2788	2728

- Notes**
- 1) Students with multiple EHS majors are counted more than once.
 - 2) Fall 2018 count is preliminary; other years were counted at the end of Fall semesters.

Graduate Enrollment

Fee-Paying and 4+1 Programs are Growing



	Fall 2016	Fall 2017	(<i>prelim</i>) Fall 2018
Educational Leadership	223	240	248
Educational Psychology	138	201	191
Teacher Education	49	42	59
Kinesiology & Health	56	83	80
Family S. & Social Work	31	40	48
Total Graduate Headcount	497	605	625



Financial Data

EHS 2018 Financial Results

	FY 2017	FY 2018	Increase (Decrease)
Revenue	\$49,459,379	\$50,630,072	1,170,693
Direct Expense	(21,911,505)	(22,457,015)	(545,510)
Support Center Expense	(21,900,789)	(21,154,811)	745,978
Subvention	(839,248)	(1,642,586)	(803,338)
Net Surplus	4,807,837	5,375,660	567,823

- Revenue grew 2.4%.
- Direct expenses grew 2.5%.
- RCM 2.0 resulted in lower support center costs but higher subvention.

RCM Cumulative Spending

Direct Spending = \$6 million

- Scholarships and student recruitment: \$3,100,000
- Faculty recruitment and support: \$588,000
- Research and partnerships: \$409,000
- Equipment: \$353,000

Quasi-Endowments = \$8 million

- Scholarships : \$2,500,000
- Operations, Facilities, and Equipment: \$5,550,000

2018-19 Department Spending Plans

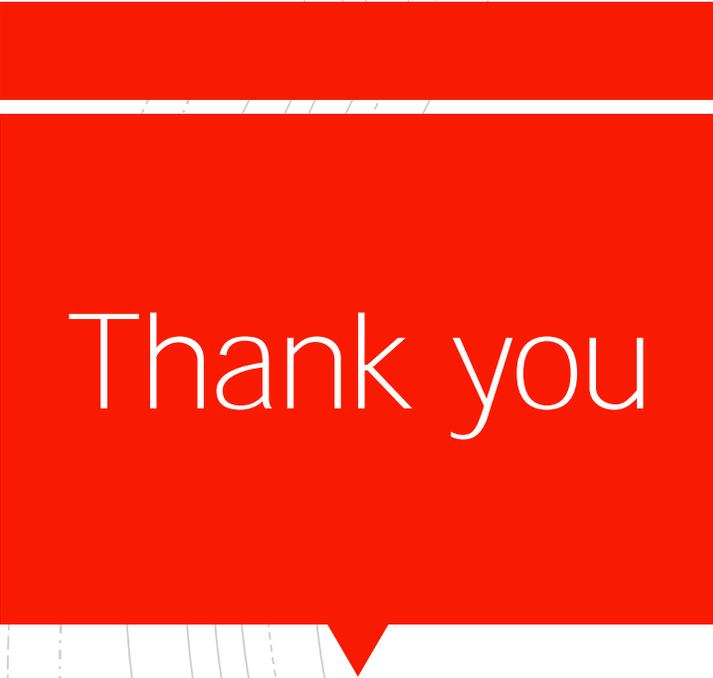
Enrollment, Recruitment, Retention, Diversity

Fee-Paying Graduate Programs

External Research Funding

Civility, Health and Well-Being

E Learning



Thank you



Disability Studies

Disability Studies at Miami

Ashley Cartell Johnson, Megan Zahneis, Colleen Ziegman,
Courtney Turner, Katie Medaris, Alex Prentice, and
Courtney Hineman

What is Disability Studies?

- Academic side to the Disability Rights Movement
- Uses social models of disability to look at the lived experiences of the disabled community from the perspective of people with disabilities
- Rejects the way we have historically approached disability through medical, psychological, and educational fields as something to treat, cure, or fix
- Acknowledges that people may have impairments; however, they are disabled by barriers in the physical environment (lack of accessibility) and the social environment (discrimination, prejudice, exclusion)

What is Disability Studies at Miami?

- Minor and Thematic Sequence
- Nearly 90 students in our minor
- Support from the Welling Family
 - Annual Kate Welling Disability Studies Lecture
 - Annual Distinguished Scholar Appointment
- Currently running a search for a Tenure Track Assistant Professor in Disability Studies

How has Disability Studies impacted my Miami career?

Megan

- Work with Students with Disabilities Advisory Council
 - Model universally designed classroom in McGuffey Hall
 - Disability cultural space in the Miller Center for Student Disability Services
- Professional development
 - Serving as an Undergraduate Assistant
 - Journal article and book chapter in press
 - Presenting at conferences
- A new framework for understanding and learning about myself
 - Intellectual growth

Courtney

- Has Presented at the Multiple Perspectives on Disability Conference at OSU
- Helped co-teach Disability Studies at Miami during the semester and at the Inclusive University Program
- Get to share my lived experiences and a new way of looking at Disability
- Now view my disability as apart of me, my identity

Alex

- Impacted how I design things
- In class-question professors on adaptability and availability of concepts discussed
- Bioethics
 - Course required for bioengineering majors
 - Many topics discussed were also discussed in Disability Studies
 - Able to bring the classes attention to the disabled communities perspective

Colleen, Katie, and Courtney

- View of Disability
 - Social model versus medical model
 - Society places constraints on individuals with disability rather than the disability itself
- View of Special Education
 - Supporting our students and their independence in society rather than trying to “fix” or “cure” them from their disability
- Research Opportunities
 - Created opportunities to engage in research centered around Disability Studies and presented at National Conference

How will Disability
Studies impact my
future career?

Alex

- Occupational Therapy
 - During shadowing, have been able to speak in depth with the OTR's about resident's life
 - Things are ADA compliant, but not what the resident needs
 - Often insurance doesn't cover what the resident actually needs
 - Pediatrics
 - Changed the language I use
 - Weave role models with disabilities into my work
 - Advocate for the children when they cannot

Colleen, Katie, and Courtney

- Philosophy of Education Development
 - Inclusion is a civil right
 - Providing opportunities for holistic growth
- Advocacy
 - Advocating with our students
 - Teaching students to be self-advocates
- Professional Development
 - Continuing to be a lifelong learner
 - Learning through lived experiences

Courtney H.

- Leadership Opportunities
- Have been in my Speak Up Advocacy Group for 2 years
- Am co-teaching and am a Best Buddies Ambassador

Megan

- Incorporating disability studies into storytelling imperative
- Personal advocacy work
- Staying engaged with disability studies; possible further education

GOOD NEWS FROM ACADEMIC AFFAIRS

October 2018 – December 2018

Assistant prof wins runner-up for best digital game at international conference

October 18, 2018 - Bob De Schutter's interactive game, "Brukel," won runner-up for best digital game award in the game development competition at the International Academic Conference on Meaningful Play Saturday in East Lansing, Michigan. "Brukel," an interactive game that recreates the narrative of a reminiscing elderly female World War II survivor, is based on the experiences of his Belgian grandmother (born in the Brukel farmhouse). The game intends to sensitize players about the impact of war on the lives of innocent bystanders. De Schutter said he has not yet finished the game but hopes to release it to the general public next summer.

De Schutter, the C. Michael Armstrong Assistant Professor of Applied Game Design, received Miami's Junior Faculty Scholar Award for sustained excellence in business, education and social sciences last spring. "One of the reasons Miami's game program is ranked among the best is that we study and build games beyond 'Candy Crush' and shooting games," said Glenn Platt, the C. Michael Armstrong Chair of Interactive Media and director of AIMS.

"Even though the game was mostly a one-man endeavor, a number of AIMS students made significant contributions (mostly 3D models and some music) to the development," De Schutter said. Meaningful Play is an international conference with participants from more than 12 countries. There were 80 submissions in the game design competition. Thirty-five were accepted and "Brukel" finished in the top three. First place in the best game award went to "ABC Mouse Mastering Math" that was made by a professional company and the other runner-up was "Forgotten Anne," also made by a professional studio, De Schutter said.

Miami ranks 16th overall and third among all public universities in Princeton Review's 2018 Top Schools for Game Design list. The list ranks undergraduate schools for students "to study — and launch a career in — game design."

Miami's student-led Engineers without Borders wins national award

Oct 25, 2018 - Miami University's Engineers without Borders student-led organization was honored Tuesday, Oct. 23, for the design and implementation of a community-driven solar powered water pumping system in rural Kabingo, Uganda. Last spring, the Miami chapter received word that it won a \$10,000 Engineering Education Award from the National Council of Examiners for Engineering and Surveying. Two representatives from the organization presented the students with the award Tuesday at a ceremony on the Oxford campus.

Their project will bring clean drinking water to a community of 3,000. With the award money, the team of undergraduate students plans to cover infrastructure costs for the water pumping system they designed. They are looking into items such as concrete, piping and solar panels. In this competition, they were one of eight schools that were recognized out of the 97 submissions from other engineering colleges across the country.

"With the introduction of this water system, tap stands with treated water will be located at key points throughout the village, meaning the community will have access to higher quality water while expending less time and effort to retrieve it," according to information on the team's winning poster design.

"Our project was unique. A lot of schools were doing water-based projects, but they were not as involved as ours. Our humanitarian-based project team worked with professional mentors and got their advice for every step," Brent Reichert, senior mechanical engineering major, explained.

In addition to Reichert, Becca Kheiry, Lucy Rukstales, Anne Poindexter and Lexie Adams helped create the submission for this award.

Miami Tribe of Oklahoma awarded national honor for cultural and language revitalization

Oct 25, 2018 - The Miami Tribe of Oklahoma has received a prestigious national award recognizing its cultural heritage and language revitalization program, which has resulted in the first generation in nearly 100 years learning to speak the Myaamia language. The Harvard Project on American Indian Economic Development presented tribal leaders with an Honoring Nations Award, with the distinction of honors. The tribe was recognized during the 75th Annual Convention & Marketplace of the National Congress of American Indians in Denver Thursday, Oct. 25. It was one of six award winners selected from applicants representing 51 tribes and four tribal consortia.

"I am so honored to serve the [Miami Tribe of Oklahoma](#) as chief at this time in our history and to witness and support the great awakening we are experiencing with the return of our language and culture," Chief Douglas Lankford said. "Our relationship

GOOD NEWS FROM ACADEMIC AFFAIRS

October 2018 – December 2018

with Miami University, their commitment to our Myaamia Center and the incredible work accomplished there are components to our success in community revitalization.”

The Honoring Nation Award identifies, celebrates and shares outstanding tribal governance. It also aims to expand the capacities of Native American nation builders by enabling them to learn from each other’s successes. “These finalists are exercising their self-determination and implementing effective solutions to common governmental challenges in the areas of environmental research and management, health provider training, language revitalization, agriculture, child welfare and restorative justice,” stated the Harvard Project, based at the Harvard Kennedy School of Government in Cambridge, Mass.

The Miami tribe was honored for its program myaamiaki eemamwiciki (pronounced ay-mom-witch-EE-kee) in Myaamia. It means Miami Awakening. The program serves about 5,300 residents in the tribal community by delivering a wide range of educational projects and publications designed to restore the Myaamia language and culture to every tribal household, free of charge.

Since 2003, the tribe has offered youth programs for children ages 5-16. That same year the Myaamia Heritage courses began at Miami University as a component of the Myaamia Heritage Program, which began in 1991. The program is a four-year undergraduate college experience for tribal youth enrolled as Oxford campus students. It provides a tuition waiver and additional course work relative to their heritage. This semester, 30 Myaamia students are enrolled at the university. To date, 76 Myaamia students have earned undergraduate or graduate degrees (two students earned both), said Bobbe Burke, coordinator of [Miami Tribe Relations](#).

Daryl Baldwin, director of the Myaamia Center, said a team from the Harvard Project visited Miami, Okla., in June to talk to tribal leaders, Cultural Resources Officer Julie Olds, him and parents of Miami University students. “They were very interested in the connection between the university, the tribe and how the center fits into the revitalization effort,” said Baldwin, a linguist and cultural preservationist with the tribe who was awarded a “genius grant” as one of the 2016 MacArthur Fellows. Baldwin was recognized for his work to revive his Miami Nation’s cultural heritage and language, which had all but vanished after a 19th-century, forced removal from their homelands in what is now Ohio, Indiana and Illinois.

The Myaamia Center works closely with the tribe’s Cultural Resource Office in Oklahoma. The office focuses on community programming and providing tribal support, while the center’s four pillars target educational development, assessment, research and collaboration.

Senior Sara Al-Zubi named a Rhodes Scholarship finalist

Nov 06, 2018 - Sara Al-Zubi, a Miami University senior from Cincinnati, was selected as a finalist in the 2019 Rhodes Scholarship competition. The Rhodes Scholarship is the oldest (first awarded in 1902) and perhaps most prestigious international scholarship, according to the Rhodes Trust. It allows outstanding young people from around the world to study at the University of Oxford in England. Each year, 32 students from the United States are selected as Rhodes Scholars from a pool of nearly 900. The Rhodes Trust provides full financial support for scholars for two or three years to pursue a degree or degrees at the University of Oxford.

Being a Rhodes Scholar finalist is both humbling and exciting, Al-Zubi said. It is an opportunity to continue her journey learning and exploring how to be a better advocate and change-maker for the refugee communities in this country, she said. If selected as a scholar, Al-Zubi said she “would be honored to continue my education at Oxford through a MSc (master of science) on Refugee and Forced Migration Studies along with a MSt (master of studies) in Islamic Studies and History.”

Rhodes Scholars are chosen in a two-stage process. Applicants must first be endorsed by their college or university. This year more than 2,500 students sought their institution’s endorsement; nearly 900 were endorsed. Applicants are chosen on the basis of academic excellence, character, leadership and commitment to service.

Al-Zubi is a human capital management and leadership major and premedical studies co-major at Miami. An immigrant to the United States from Jordan, she has worked extensively with Arab refugees in Cincinnati and across Ohio to increase their self-sufficiency in their adopted homes and improve their knowledge about, and access to, healthcare and mental health resources.

This work has led her to start her own nonprofit, the 3Sisters Foundation, which provides mental health counseling to refugees through a toll-free helpline. She serves as the U.S. Ambassador for UN Humanitarian Affairs. This past summer she led the recruitment of 150 North American delegates to the UN’s University Scholars Leadership Symposium in Bangkok.

This semester she is a student consultant with Megan Gerhardt, professor of management and leadership, for a new program on leadership development in the Farmer School of Business. Among her other activities, Al-Zubi is Founder and president of the Refugee Advisory Council at Miami.

GOOD NEWS FROM ACADEMIC AFFAIRS

October 2018 – December 2018

Miami's study abroad program is in the top five nationally among public universities

Nov 11, 2018 - Miami ranks No. 4 — sharing top recognition with William and Mary, Georgia Tech and the University of Virginia — according to the Open Doors 2018 report released this week by the Institute of International Education. Miami is No. 27 among all U.S. institutions for the total number of students who studied abroad for credit in the 2016-2017 academic year.

Including study abroad, study away (in other U.S. cities) and noncredit study abroad, the percentage of Miami students studying off campus remained steady at 55.1 percent. Of the 1,889 Oxford campus students, undergraduate and graduate, who studied abroad during the 2016-2017 academic year, most students go abroad on one of Miami's faculty-led programs.

Top destinations for Miami students include Miami's Dolibois European Center in Luxembourg, Spain, Italy, Australia, the United Kingdom, China, Cuba and France.

To strengthen the impact of study abroad on students, the division of [Global Initiatives](#) recently launched professional development opportunities for faculty who lead Miami programs. Cheryl Young, assistant provost, said it's the details in the development of in-depth, high-impact programs that make a difference.

A workshop series was developed with the Center for Teaching Excellence and led by three faculty – Nohelia Rojas Miesse, John Jeep and Mark Walsh. The goal of the workshop series is to create higher impact, interculturally impactful, culturally immersive experiences for students. Faculty implemented newer assessment mechanisms and meaningful reflection and cultural mentoring in all phases of travel study programs.

The Open Doors report is released during [International Education Week](#), celebrated across U.S. campuses.

John Bailer named 2018 AAAS Fellow

Nov 27, 2018 - A. John Bailer, University Distinguished Professor and chair of statistics, has been named a Fellow of the American Association for the Advancement of Science (AAAS). Election as a Fellow is an honor bestowed upon AAAS members by their peers. This year 416 members have been awarded this honor because of their scientifically or socially distinguished efforts to advance science or its applications.

Bailer was elected fellow for distinguished contributions to risk assessment methods for environmental and occupational hazards, science outreach and outstanding service to the statistics profession. He is the seventh scientist at Miami to be named AAAS Fellow. An internationally known biostatistician, Bailer is president-elect of the International Statistical Institute. The institute has about 4,000 elected members from government, academic and the private sector.

Bailer's work has influenced policy decisions and directions at the national level, particularly in the area of risk assessment. His research spans many fields, from toxicology and ecology to gerontology, genetics and engineering. His research in toxicology has led to changes in the American and European Union approach to environmental risk assessment. His collaborative work in gerontology was used to develop a new sampling model for assessing resident satisfaction with nursing homes.

He was recently honored for his teaching with Miami's [2018 E. Phillip Knox Distinguished Teaching Award](#). Last month he was honored at the Greater Cincinnati Collegiate Connection's annual Celebration of Teaching.

Bailer is creator and co-host of [Stats+Stories](#), a podcast with featured guests and a moderator chatting about the "statistics behind the stories and the stories behind the statistics." With the goal of creating a more statistically literate populace, Stats+Stories has gained national attention. The American Statistical Association became a co-sponsor of Stats+Stories in January 2017.

Bailer joined Miami in 1988. He is a Scripps Research Fellow, a faculty affiliate in the Statistical Consulting Center, an affiliate member in the departments of biology and of sociology and gerontology, and affiliate of the Institute for the Environment and Sustainability.

This year's AAAS Fellows will be formally announced in the AAAS News & Notes section of the journal Science on Nov. 29.

New Fellows will be recognized in a ceremony Feb. 16 during the 2019 AAAS Annual Meeting in Washington, D.C.

Miami's other AAAS Fellows are:

- Stacey Lowery Bretz, University Distinguished Professor of Chemistry and Biochemistry, 2010.
- William McGrew, former professor of anthropology and zoology, 2005.
- Rick Lee, University Distinguished Professor of Biology, 1999.
- Gary Barrett, former Distinguished Professor of Ecology, 1990.

GOOD NEWS FROM ACADEMIC AFFAIRS

October 2018 – December 2018

- Hardy Eshbaugh, professor emeritus of botany, 1990.
- Stephen Berry, professor emeritus of psychology, 1986.

Ellen Yeziarski and Jay Smart receive mentor awards

Nov 29, 2018 - Ellen Yeziarski and Jay Smart each received recognition for their mentor work with students.

The two Miami University professors were recently honored during the Graduate Research Forum in early November. The Distinguished Teaching Award for Excellence in Graduate Instruction and Mentoring honors faculty who have served at least seven years with an appointment in a graduate and/or professional degree-granting department.

Rose Marie Ward, associate dean of Miami's graduate school, said of the two award recipients, "Both faculty are heavily invested not only in the graduate students' education but in their future professional life." Ward said that Yeziarski and Smart

Also honored were Bruce Cochrane, professor emeritus of the biology department, and Ann Frymier, professor of communication in the department of media, journalism and film, also received awards for their work in starting the Graduate Research Forum 10 years ago.

There were 150 graduate students presenting their research to more than 50 alumni judges. The forum is an opportunity for graduate students to share their findings and earn awards or grants.

Miami University Honors Program

Report for Board of Trustees, January 2019

Dr. David Pennock, Director

Honors: State of the Program

Current staffing includes:

- Director, David Pennock, Ph.D. Washington, 1986, Appointed July 1, 2015.
- Senior Associate Director, Zeb Baker, Ph.D. Emory 2009.
- Assistant Director, Elise Yuhas, M.Ed. Baylor 2014.
- Assistant Director, Teresa Radomski-Bomba, M.A. Kentucky 2011.
- Academic Advisor, Lauren Brassfield, M.Ed. Findlay 2016.
- Academic Advisor, Troylin Banks, M.Ed. Findlay 2016.
- Academic Advisor, Erin Wahler, M.Ed. Oregon State, 2018.
- Programming Coordinator, Pam Engel, M.S. Miami 2014.
- Administrative Assistant, Shannon Schweitzer.

Honors Curriculum

The mission of the University Honors Program (UHP) is to provide an enrichment program that (1) enhances the Global Miami Plan, (2) empowers each student to develop an individualized UHP Path that is unique and best supports their own intellectual, academic, creative, personal, or professional growth and development, (3) encourages student faculty engagement, and (4) is compatible with all majors in the university. The UHP consists of two academic components: a four-year University Honors Program for all Honors students that is rigorous but flexible and an optional University Honors with Distinction that allows students to work with a faculty mentor to develop a significant project.

University Honors Program (Years 1-4)	University Honors with Distinction (Years 3-4)
<p>Honors Experiences #1 and 2, First Year Courses: Two, formal honors courses that fulfill major or Global Miami Plan requirements taken over two semesters.</p>	<p>Significant Project: A student-initiated, faculty-mentored, and UHP Advisor-approved major project. Creative projects are encouraged and may include traditional academic theses, artistic projects or performances, and major service, experiential, or professional development projects.</p>
<p>Honors Experiences #3 and 4, Course Extensions: A course in which an honors student works with the instructor of a non-honors course to explore the course material more broadly or in greater depth. Can be completed any time after the student's first year.</p>	
<p>Honors Experiences #5-8, Additional Honors Experiences: Formal honors courses, Course Extensions, or pre-proposed co-/extracurricular experiences. Can be completed any time after the student's first year.</p>	<p>This optional experience provides each student the opportunity to work with their honors advisor and faculty mentor to develop a major project that supports his or her own intellectual, academic, creative, personal, or professional growth and development.</p>
<p>This four-year program empowers students to work with their honors advisors to develop their own, unique Honors Path, encourages student/faculty engagement, and is compatible with all majors in the University.</p>	

Honors Admission

The UHP partnered closely with the Office of Admission for the Fall 2018 first-year Honors admission cycle. The application process continued to be administered through Admission, using only existing Miami application materials, and maintaining a highly competitive and selective process. This process aligned with wider enrollment management and admission strategies for high-ability recruitment. The fall 2018 first-year Honors cohort included 579 students, a 16.2% yield rate, and a strong academic profile: 4.10 (mean GPA), 32.0 (mean ACT score), and 19.1 (mean Academic Read Score). The cohort is 55.1% female, 41% out-of-state, 12% first-generation, 36% students of color, and distributed across divisions: 47.5% CAS, 23% FSB, 16.6% CEC, 7.1% CEHS, 3.97% CCA, and 1.6% CLAAS. Additionally, in partnership with Admission, the UHP continued to implement a reconsideration process as well as admission processes for first-year Miami students and for students transferring to Miami in their first- or second-years, creating a pathway for approximately 50 additional students to enter the UHP. Similarly, a newly established articulation agreement with Cincinnati State will allow qualified honors students there to transfer directly into the UHP.

Honors Student Progress

Through intensive advising designed to assist them to meet their Honors-related academic requirements, Honors students are making consistent progress toward satisfying their program requirements. The Class of 2018 was the first to complete the set of program requirements that align with the Global Miami Plan; for them, participation in the UHP was not a degree requirement. Nevertheless, this class posted an 87% four-year graduation rate. This progress toward graduation begins with our successful retention of students in their first year. Indeed, our first-year retention rate for the graduating class of 2021 was 98%, which was the fifth consecutive year in which we retained such a high percentage of our incoming students from their first year to their second. This high retention rate suggests that the academic support that the program provides Honors students is effective at helping students to develop a sense of purpose and belonging that sustains their academic progress through to Commencement Day.

Honors Community

National Fellowships & Awards Advising

This was the most successful year for Miami students in competing for national fellowships in recent memory. A university-record nine Fulbright recipients were placed, including eight English Teaching Assistantships and one Research award. Two students won the Goldwater Scholarship, which marked the seventh consecutive year in which Miami has had a winner in this competition, and the third straight year in which multiple Miami students were selected as recipients. And, for the first time in 15 years, Miami had a Truman Scholar. In all, 26 Miami students or recent alumni won national fellowships in this competition cycle.

Community Engagement

The UHP continued its co-curricular efforts to promote engagement within the Honors community. The UHP held its fifth-annual Honors Convocation, successfully welcoming the new Honors student cohort to the UHP, introducing them to the UHP staff, student leaders, and residence life staff from the Honors LLC while providing them with the opportunity to interact and build strong connections with each other. The program continued its practice of connecting Honors students with faculty, as a way for faculty in these areas to get to know their Honors students and begin potential collaborations in research, service, and internships. To this end, we conducted a Faculty-Student Reception in September, which attracted 45

faculty members from all five divisions and 77 students. We also maintained our outreach to Honors families, offering an Honors Family Reception during Family Weekend, to which nearly 50 families attended.

Honors Living Learning Community

The UHP worked with Office of Residence Life (ORL) staff to develop programming for the Honors LLC. Two significant projects in the spring included An Alternative Green Beer Day Program and “The Break”, a program that brought faculty speakers to the LLC. The Honors LLC moved to North Quad’s Brandon, Hepburn, and McFarland halls for fall 2018. This fall, ORL staff within the LLC and UHP staff and students have collaborated on Honors Convocation, multiple HSAB community events in the LLC, and a registration day breakfast. Honors LLC and UHP staff meet monthly to discuss LLC programming and issues.

Honors Student Advisory Board

UHP staff continued to work closely with HSAB members to organize service, leadership, and social activities for Honors students. HSAB’s accomplishments include the continuation of a peer-mentoring program for first-year Honors students in HSAB, the organization and participation of the national “Make A Difference Day” activities in October, and offering advisory and programming activities to the Honors and Scholars communities, such as a Fall kick-off event and the Honors Formal where more than 250 students attended. HSAB also supported the UHP’s efforts to increase student-faculty interaction by continuing the Student-Faculty Dinner, where first-year students could meet faculty members in their majors and divisions. HSAB also assisted with the UHP Honors Ambassador program in which upper class honors students support recruiting efforts.

Urban Leadership Internship Program

The Urban Leadership Internship Program (ULIP) is funded primarily by an endowment established by the Kettering Fund of Dayton, Ohio. The mission of the program is to build future leaders in business, education, law, medicine, and the arts by supporting internships in the Dayton and Cincinnati region. ULIP is working with non-profit agencies in the region to establish long-term, stable internships that provide both an outstanding experience for each student and benefit to the host agency. In 2018, ULIP funded summer internships for thirteen students with eleven non-profit agencies. The feedback from both students and intern sites was very positive, and all agencies requested the opportunity to participate in the program again in 2019.

Transition in Leadership

Dr. David Pennock will retire from the university on December 31. A search committee has identified Dr. Zeb Baker, the UHP’s current Senior Associate Director, as his successor. His term will begin on January 1, 2019.

Future Directions

The program plans to pilot initiatives that increase faculty participation in and engagement with the UHP through a range of programming focused around course and seminar development, mentorship, and residential education. These initiatives will be funded by an additional gift (\$25,000 per year for the next two years) from Dr. George Daly, a Miami and UHP alumnus.

Agenda Item	FY2019					FY2020				
	Sep 13-14, 2018	Dec 13-14, 2018	Feb 21-22, 2019	May 16-17, 2019	Jun 27-28, 2019	Sep	Dec	Feb	May	Jun
Public Business Session - Announcements										
Chair	x	x	x	x	x	x	x	x	x	x
ASG Updates	x	x	x	x	x	x	x	x	x	x
Graduate Student Update	x	x	x	x	x	x	x	x	x	x
University Senate Updates - Executive Committee Chair	x	x	x	x	x	x	x	x	x	x
Integrated Presentation										
Presentation - Multiple Departments/Divisions, HLC Framework	x	x	x	x	x	x	x	x	x	x
	University Staffing & Planning	Affordability, accountability, efficiency and accessibility.	Student Success & At-Risk Populations	Diversity & Inclusion	Partnerships	TBD	TBD	TBD	TBD	TBD
Student Affairs Reports - Vice President for Student Affairs										
Presentations and Reports:										
VP Update - As Necessary	x	x	x	x	x	x	x	x	x	x
Student Counseling and Mental Health (every two years, report every year)				Report				Presentation		
Student Wellness and High Risk Alcohol (every two years, report every year)		Presentation					Report			
Written Report Only:										
Student Affairs "Good News"	x	x	x	x	x	x	x	x	x	x
Sexual Assault Prevention				x				x		
Campus Safety Data (Office of Ethics and Student Conflict Resolution)				x				x		
Student Housing Occupancy Update (HOME Office Update)	x		x			x				
Residence Life/Living Learning Communities			x					x		
Office of Diversity Affairs	x					x				
Student Activities and Programming to include Greek Affairs			x					x		
Orientation and New School Year Activities (every two years)										
Rinella Learning Center (every two years)		x								
Student Disability Services (every two years)										
Community Engagement and Service (every two years)				x						
Leadership Initiatives (Wilks Leadership Inst, every two years)			x							
Off campus outreach and communications (every two years)							x			
Enrollment Management and Student Success - VP for EMSS										
Presentations and Reports:										
VP Update - As Necessary	x	x	x	x	x	x	x	x	x	x
Enrollment Update	x	x	x	x	x	x	x	x	x	x
Financial Aid and Student Debt (every two years, report every year)		Report					Report			
Career Services and Placement (every two years, report every year)	Presentation					Report	Presentation			
Written Report Only:										
EMSS "Good News"	x	x	x	x	x	x	x	x	x	x
Retention Update		x					x			
Academic Affairs Reports - Provost										
Presentations and Reports:										
Provost Update As Necessary	x	x	x	x	x	x	x	x	x	x
Boldly Creative Update	x	x	x	x	x	x	x	x	x	x
Academic Center/Program (Generally from the featured Dean's division)	x	x	x	x	x	x	x	x	x	x
Written Report Only:										
Academic Affairs "Good News"	x	x	x	x	x	x	x	x	x	x
E-learning				x				x		
International Education and Study Abroad/Away	x					x				
Academic Advising			x					x		
Honors Program (every two years)		x								
Winter Term Update (EMSS, with Academic Affairs)				x					x	
Integrity (Center for Teaching Excellence, every two years)								x		
Accreditation Updates (as applicable)										
Academic Dean's - All (except MUDEC) typically include a tour										
Graduate School						x				
College of Engineering and Computing							x			
College of Arts and Science								x		
College of Liberal Arts and Applied Sciences									x	
Libraries	x									
College of Education, Health & Society		x								
College of Creative Arts			x							
Farmer School of Business				x						
Luxembourg Campus (based on Dean's availability)										
Other Areas										
Presentations and Report:										
Forward agenda	x	x	x	x	x	x	x	x	x	x
Executive Sessions										
Appropriate topics, as required	x	x	x	x	x	x	x	x	x	x



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

**BOARD OF TRUSTEES
 MIAMI UNIVERSITY
 Minutes of the Academic and Student Affairs Committee Meeting
 September 13, 2018, 8:00 a.m.
 King Library, Room 320
 Miami University, Oxford Campus**

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on September 13, 2018 in the King Library, Room 320, on the Miami University, Oxford Campus. The meeting was called to order at 8:00 a.m. by Committee Chair Terry Hershey, a majority of members were present constituting a quorum. Attending with Chair Hershey were committee members; Trustees Thomas Gunlock, Zac Haines, John Pascoe, Mark Ridenour, and Robert Shroder, National Trustee Diane Perlmutter, and Student Trustees Megan Cremeans and Hallie Jankura; along with non-committee members; Trustees David Budig, and Sandra Collins, and National Trustees John Altman, and Mike Armstrong.

In addition to the Trustees, Phyllis Callahan, Provost and Executive Vice President for Academic Affairs; Michael Kabbaz, Senior Vice President for Enrollment Management and Student Success; Jayne Brownell, Vice President for Student Affairs; and Vice President Michele Sparks, Chief Marketing and Communications Officer were in attendance. Also present to address or assist the Committee were: Jenn Franchak, Assistant Vice President, Center for Career Exploration and Success; Susan Schaurer, Assistant Vice President and Director of Admission; and Ted Pickerill, Executive Assistant to the President and Secretary to the Board of Trustees; along with many members of the Miami University community, present to observe.

Public Business Session

Chair Hershey opened the public session, and welcomed everyone to the meeting.

Approval of the Prior Meeting's Minutes

Trustee Pascoe then moved, Trustee Shroder seconded, and by unanimous voice vote, the minutes of the prior meeting were approved.

Reports

The Committee received a written reports from Associated Student Government and University Senate.

The written reports are included as Attachment A.

Interdisciplinary Presentation **University Staffing and Planning**

Provost Callahan provided a governance overview, then told of how Miami's Mission Statement is incorporated throughout the student experience, including within the Global Miami Plan. It was explained how the planning process is data-informed through RCM budgeting, and information such as the compensation study, and data from the College and University Professional Association (CUPA).

Vice President Brownell discussed Student Life. She stated that it is continually being reassessed. With each staff transition, they review to determine if staffing should be refilled or adjusted. One area identified as requiring additional support was Student Counseling Services, and additional counseling staff has been added. Also, in 2011, the Sexual Assault and Interpersonal Violence response office was created.

Senior Vice President Kabbaz stated that EMSS also reassesses staffing with each vacancy. Areas identified for additional support have recently included regional admission recruitment staffing, enrollment marketing and communication, student support and retention, and the Career Center, which will be funded in part through a new Career Services fee.

The presentation concluded, emphasizing that decision-making and planning are shared and data-informed. Predictive analytics are used in academic advising, academic support, enrollment, and retention. In planning there is always a balance between the need for flexibility and rapid response, with the need for careful deliberation, transparency, and key stakeholder engagement.

During the presentation, there were questions and discussions on areas such as; faculty salaries, assistance for students with need, support for first generation students, and career services support.

The Interdisciplinary Presentation materials are included as Attachment B.

Student Life Reports

Vice President Brownell updated the Committee with the following report:

Happy New Year! This semester has started with a lot of energy in Student Life, welcoming new students, reconnecting with returning students, launching new projects, and welcoming new staff. I'd like to tell you about some key staff members that have joined us in recent months. Steve Large joined us as the AVP for Health & Wellness in June, but this is the first of these meetings he has attended. Steve comes to us from Gannon University, and he is now overseeing student counseling, student health, and our student wellness efforts. Ann James came from NKU in July to head our new office of

Community Standards. And Kimberly Moore arrived a week after Ann as our new Associate VP and Dean of Students. Kimberly comes from Loyola University, and she responds to student crises, works with our Care Team, oversees sexual and interpersonal violence response efforts, and supervises Residence Life, Community Standards, Rinella Learning Center, and the Miller Center for Student Disability Services. She also works with the transition areas of orientation and parent programs, which report directly to Gwen Fears as Associate Dean. So if you think about Mike's role as DOS, and now think about how that is split between Steve and Kimberly, Steve is thinking about the strategy and prevention programming related to alcohol, SIV, and mental health, while Kimberly works with individual students who are affected by those issues—so a macro versus a micro focus.

We also have a whole new team of people working in the area of sexual and interpersonal violence, with new staff in our prevention and education role, our response role, and in our investigator role.

There is also a change in the way we are offering psychiatry services to students this year. For many years we've had a psychiatrist in Student Counseling Services in a .92 role, or about 4 days a week. You know we've long had concerns about counseling waitlists, but in recent years, our psychiatry waitlist has often been even longer. After conversations with Tri-Health as the managers of the Student Health Service, we have moved to an embedded behavioral health model, shifting psychiatry to the Health Service. Many of these appointments can realistically be managed by a general practitioner, and much of the ongoing medication management appointments that were handled by the psychiatrist can be managed by GPs or specially trained nurse practitioners. That frees up the time of the psychiatrist for the more complicated cases, or to serve as a consultant to the GPs. Following a model like this one, we believe that we'll be able to reduce the time that a psychiatrist is in the office to one or two days a week, and still have a shorter wait time for services. To help us with this transition this semester, as Tri-Health is testing the time needed and working to identify a psychiatrist for us, Dr. Dallas Auvel, who is a psychiatrist and the head of all behavioral health for the Tri-Health network, is himself working a day a week on campus so he can familiarize himself with our culture and needs. This change is also leading to a closer relationship between SCS and SHS as they work to do referrals between their offices as needed.

The last thing I want to touch on this morning is Greek Life, and specifically about our review of fraternity practices. In 2015 we formed a Greek Life Re-visioning Committee that led to many positive changes in our system, including better chapter advising, changes in the leadership cycle for chapters, and the introduction of on-line education for students before they enter recruitment. That group was reconstituted with a fresh charge this summer to look specifically at fraternities and the changes that still need to take place to have a more safe and sustainable culture. That group of staff, advisors, alumni, and students have been meeting all summer, and we expect a preliminary report to be submitted to me and to President Crawford before October 1. They have been very creative and bold in their thinking, and I look forward to giving you a full report on their work at our December meeting.

Student Life Written Reports

The following written reports were provided:

- Student Life “Good News,” Attachment C
- Student Housing Occupancy Update, Attachment D
- Office of Diversity Affairs Update, Attachment E

Enrollment Management and Student Success Reports

Admission Update

Assistant Vice President Susan Schaurer updated the Committee on Admission. Numbers were current as of the 15th day census, with the final count to come on October 15th. She explained that data show the value of the campus visit in recruiting applicants to attend Miami, and the new Campus Visitor’s Center, has made a positive impact in this area.

She informed the Committee that marketing is planned to inform prospective students on the career services available, and on the guaranteed merit scholarships. She explained that for those students not selecting Miami, the larger factor was scholarship/financial aid, and the merit guarantee will help provide more certainty in that area. New for Fall 2019 will be a premier merit scholarship, the Presidential Fellows Program, which provides a full-ride scholarship.

Also new is the national pathways program, which expands the Oxford pathway to students nationwide by allowing those selecting the pathway, who do not live within a commutable distance to the Regionals, to live in Oxford. The pathway program allows a student to begin their studies on the Regionals and after 16 credit hours are earned, to relocate to Oxford.

Associated material is included as Attachment F.

Career Center

Assistant Vice President Franchak provided information on the Center for Career Exploration and Success, including the additional services enabled by the creation of the new career services fee. The fee allows increased staff, communications, programs, services, and initiatives, as well as expanded immersive experiences, to benefit students.

She addressed placement following graduation, stating that across divisions, there is only a slight variation, 2.1%, between the highest and lowest. With the students holding lower GPAs (2.00 – 2.49) being the most challenged, but still placing at approximately 94%.

Several questions were asked and there were discussion on areas such as; support for international students, support for students with need, and key services along a student's career preparation continuum.

Associated material is included as Attachment G.

Enrollment Management and Student Success Written Reports

The following written reports were provided:

- EMSS “Good News”, Attachment H

Academic Affairs Reports

Provost Update

Provost Callahan provided an overview of the Boldly Creative process, explaining that it is a faculty-developed and faculty-led program, and that feedback will be provided to all faculty who submitted proposals and resubmissions in the next round will be welcomed. She stated there are currently pilots including Nursing, which now includes a four-year program, through CLAAS, but deliverable in Oxford.

Dean Oris provided background, on the process and progress to date, of the review of the Air Force research lab patent portfolio. He explained there are 937 patents in portfolio, which are open to the public. Miami has developed a capstone course which has categorized the patents, and helped identify the most promising to pursue.

Associated Material is included as Attachment I

Textbook Affordability

Jennifer Bazeley and Carla Myers updated the Committee on affordable learning initiatives. They highlighted the rise in cost of educational books, which have exceeded not only inflation, but also the cost of housing and medical care. The cost has reached a level where many students now choose not to purchase required course textbooks.

They then informed the Committee of several initiatives to provide required materials for students, but at a reduced cost. They include encouraging and promoting the use of Open Educational Resources, with faculty receiving assistance and professional development stipends to facilitate adoption. Other methods include course textbooks on hand in the library for checkout, course pack consultation services, faculty selection of earlier editions of textbooks, and selection of alternatives to textbooks, such as the Library's electronic collections.

The Committee was also informed that the University Bookstore no longer stocks books for each semester, instead they facilitate students ordering online through eCampus.

Associated materials are included as Attachment J.

Library Update

Dean Jerome Conley updated the Committee of the University Libraries. He stated the libraries provide students and the community with a place to dream – locations to facilitate curiosity and enable students to dream and learn.

He also reviewed budgets, and costs, such as for collections. He explained how OhioLink is a consortium that helps reduce library costs, by grouping together Ohio's universities (public and private, over 100 institutions), allowing reduced costs for journals. Dean Conley concluded the presentation by informing the Committee of fundraising efforts and the vision for the future.

Associated materials are included as Attachment K.

Virtual Tour of King Library

Samantha Brandenburg provided a virtual tour of how King Library could transition into a space to welcome, connect, validate and empower.

Associated materials are included as Attachment L.

Academic Affairs Written Reports

The following written reports were provided:

- Academic Affairs “Good News”, Attachment M.
- International Education, Study Abroad, Attachment N.

Adjournment

With no additional business to come before the Committee, following a motion, second, and by unanimous voice vote, with all in favor, none opposed, the Committee adjourned at 12:00 p.m.



Theodore O. Pickerill II
Secretary to the Board of Trustees