MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

Academic and Student Affairs Committee
December 12, 2019
Shriver Center, Admissions Auditorium, and Dolibois Multipurpose Room

8:00   Welcome, Diane Perlmutter, Chair
        Approval of minutes, Final Attachment
        Q and A for written updates, Attachment A
                University Senate Update, Dana Cox, Chair, Senate Executive Committee
                Undergraduate Student Update, Edith Lui, ASA, Sec for Academic Affairs
                Graduate Student Update, Ben Susman, President, GSA

8:05   Admissions Presentation – Admission Event Experience
        Bethany Perkins, Director of Admission, and Andrew Boehm, Associate Director

8:50   Student Life Reports
        VP Update, VP Brownell

9:00   Break

9:10   Enrollment Management and Student Success Reports
        VP Update, interim VP Brent Shock

9:20   Financial Aid and Student Debt, Attachment B
        interim VP Shock

9:35   University Communications and Marketing Reports
        VP Update, VP Michele Sparks, Attachment C

9:45   Academic Affairs
        Provost Update, Provost Osborne, Attachment D
        Resolutions, Attachment E
                Name Change for IMS
                New BS in Business Analytics
                New MA in Business Management
                State Remedial Education Report

10:00   College of Engineering and Computing, Attachment F
        Dean Marek Dollar
        Dean's Presentation, Featured Program, and a message from students

11:00   Meeting adjourns

Written reports:
Student Life News, Attachment G
Student Wellness and High Risk Alcohol, Attachment H
Miller Center for Student Disability Services, Attachment I
Off-Campus Outreach and Communications, Attachment J
EMSS "Good News", Attachment K
Retention Update, Attachment L
UCM News and Updates, Attachment M
Academic Affairs "Good News", Attachment N
Forward Agenda, Attachment O
Prior Meeting Minutes, Attachment P

EXECUTIVE COMMITTEE of UNIVERSITY SENATE
Dana Cox, Chair
James Bielo, Chair-elect
University Senate Website: www.MiamiOH.edu/senate/

December 12, 2019

To: Board of Trustees, Academic and Student Affairs Committee
From: Dana Cox, Chair, Executive Committee of University Senate
RE: University Senate Report to Board of Trustees – September 19, 2019 Meeting

Executive Committee of University Senate membership:
- Dana Cox, (Mathematics), Chair
- James Bielo, (Anthropology), Chair-Elect
- Chip Hahn, (Speech Pathology and Audiology), at-large member
- Jaylen Perkins (Student Body President), undergraduate
- Ikaika McKeague-McFadden, graduate student
- Jason Osborne, 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 19, 2019.

- New Business, Specials Reports and Updates delivered to University Senate:
  - **September 9, 2019**
    - Benefit & Retirement 2020 Updates – Karen Wilson, Director of Benefits, Human Resources
    - Composition Change to the Council for Undergraduate Curriculum
  - **September 23, 2019**
    - Composition and Name Change to the International Education Committee
  - **October 7, 2019**
    - Partitioning of Kinesiology and Health - Dana Cox – Chair, Senate Executive Committee and Helaine Alessio – Chair, Department of Kinesiology and Health
    - Process for Reconsidering Reporting Arrests Policy – Dana Cox – Chair, Senate Executive Committee
  - **October 21, 2019**
    - Ad Hoc Committee on Composition – Report – Kate de Medeiros and Jen Green, Co-Chairs
    - SR 20-04 – Committees created during Strategic Planning implementation process
  - **November 4, 2019**
    - Bachelor of Science in Business – Business Analytics Major
    - Master of Science in Business Management – Business Administration Major
    - Ad Hoc Committee on Composition – Discussion – Kate de Medeiros and Jen Green, Co-Chairs
  - **November 18, 2019**
    - TCPL Grandfather Clause Discussion – Jason Osborne
    - SR 20-04 – Committees created during Strategic Planning implementation process - Update

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- Ad Hoc Committee on Composition – Discussion – Kate de Medeiros and Jen Green, Co-Chairs

- Minors, revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:
    - **September 9, 2019**
        - Revision of an Existing Major, EDL – Education Studies
        - Revision of an Existing Minor, ART – Communication Design
        - Revision of an Existing Minor, KNH – Sport Management
        - New Minor, ART – Studio Art
    - **September 23, 2019**
        - Graduate Students - Registration – Dual Enrollment in Undergraduate Degree Programs – G.H. 1.2
        - Graduate Students - Registration – Graduate Course Load for Part-Time and Post-Candidacy Students – G.H. 1.2
        - Graduate Students – Registration - Combined Bachelor's/Master's Degree
        - Revision of an Existing Major, IMS – Experience Design, MFA
        - Revision of an Existing Minor, ART – 2-D Fine Arts Minor
        - Revision of an Existing Minor, ART – 2-D Fine Arts Minor (for majors in ART other than Studio)
    - **October 7, 2019**
        - Revision of an Existing Major, CJS – Forensic Science
        - Revision of an Existing Major, PSY – Psychology, MA
        - Revision of an Existing Major, PSY – Psychology, PhD
    - **October 21, 2019**
        - New Certificate, BUS – Graduate Certificate in Business Management
        - Revision of an Existing Major, CPB – Chemical and Biomedical Engineering, M.S. in Chemical and Biomedical Engineering
        - Revision of an Existing Major, ISA – Information Systems, B.S. Business
    - **November 4, 2019**
        - Student Handbook 1.2 – Withdrawal from the University – Revision
        - Student Handbook 1.2.C.3 – Undergraduate Course Repeat Policy – Revision
        - MUPIM 6.6 – Summer and Winter Term Teaching – Revision
        - MUPIM 7.2 – Student Evaluation of Teaching – Revision
        - Revision of an Existing Certificate, KNH – Sport Management Graduate Certificate
    - **November 18, 2019**
        - Annual Review of Probationary Faculty (MUPIM 7.5) – Revision
        - Proposal to Revise Time Limit Policies
        - Proposal to Revise Exceptions to Scholastic Regulations Policy
        - IMS Department Name Change
        - Revision of an Existing Major, EDT – Spanish Education, B.S. Education

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- Revision of an Existing Major, ENT – Engineering Technology, B.S. Applied Science
  o **December 2, 2019**
    - Revision of an Existing Major, FIN – Finance, B.S. Business
    - Revision of an Existing Major, KNH – Public Health, B.S. Kinesiology and Health

- Senate Resolutions

SR 20-01

September 9, 2019

BE IT HEREBY RESOLVED that University Senate endorse proposed revisions to the ByLaws of University Senate, 6.B.12.a, regarding Committee composition and membership of the *Council for Undergraduate Curriculum*.

SR 20-01 was unanimously approved by voice vote.

SR 20-02

September 23, 2019

BE IT HEREBY RESOLVED that University Senate endorse proposed revisions to the ByLaws of University Senate, 6.C.7, regarding Committee composition and membership of the *International Education Committee*.

SR 20-02 was unanimously approved by voice vote.

SR 20-03

October 7, 2019

BE IT HEREBY RESOLVED that an ad-hoc committee be appointed by Senate Executive Committee to reconsider the NOTIFICATION OF POLICE REPORTS, ARRESTS, CRIMINAL CHARGES AND INDICTMENTS Policy originally approved by Senate on April 22, 2019 and to make a recommendation to University Senate about further necessary actions.

Executive Committee charge to the Ad-Hoc Committee: As the resolution states, the outcome of the committee's charge is "make a recommendation to University Senate about further necessary actions."

When making this recommendation, we ask the committee to gather information from a broad representation of stakeholders including:

- The rationale behind the policy;
- A clear statement about how this policy will be enacted; and
- The concerns shared by members of our community.

The Chair of this Ad-Hoc Committee should report the findings of the committee to University Senate on or before December 2, 2019 with an accompanying motion that reflects that recommendation about how to proceed.

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SR 20-03 was approved by voice vote with two Nay votes.

SR 20-04

November 18, 2019

BE IT HEREBY RESOLVED that the university senate seeks to act proactively in the strategic planning implementation process by requesting that each of the new or repurposed Senate committees tasked with implementing any of the strategic priorities pertaining to curriculum include, ideally, at least 2 senators (at least 1 in their first or second year as a senator) to serve as senate liaisons. The primary functions of the senate liaisons on the committees are: 1) to share their expertise in the content area foci of the appointed committees and 2) to communicate thoroughly, efficiently, substantively, and in a deliberative way the progress (or not) directly to the senate over the course of each committee's work.

We also request that, where feasible, committees charged with implementing strategic priorities recommendations pertaining to curriculum contain at least six elected members (one from each academic division). These elected committee members need not be senators, but if they are senators, they may also serve in the role of senate liaisons. The primary function of the elected members of committees would be: 1) to share their expertise in the content area foci of the appointed committees and 2) to serve as elected representatives for their divisions who communicate with their divisions their committee's implementations of strategic priorities pertaining to curriculum.

Finally, all committees engaged in the implementation of the strategic priorities goals pertaining to curriculum would operate under the guidance of University Senate Executive Committee, which would work with the committees to organize and execute the work.

Our intent is to operationalize both the spirit and the practice of shared governance, as a leadership body charged with decision-making and communication of Miami's new directions that emerge from the strategic planning processes of 2018-2019.

SR 20-04 was approved by voice vote with one abstention.
Pending December 16, 2019

SR 20-05

November 4, 2019

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Bachelor of Science in Business, with a major in Business Analytics, Farmer School of Business;

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

SR 20-05 was unanimously approved by voice vote.

SR 20-06

November 4, 2019

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Master of Science in Business Management, with a major in Business Administration, Farmer School of Business;

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

SR 20-06 was unanimously approved by voice vote.

SR 20-07

November 18, 2019

BE IT HEREBY RESOLVED that University Senate endorse proposed revisions to the Miami University Policy and Information Manual (MUPIM) 7.11, *Teaching, Clinical Professors and Lecturers*, as set forth below

Grandfather Clause-

All Assistant TCPL faculty members who began teaching at Miami in their current position prior to July 1, 2019 may elect to opt out of this policy. Upon such written election, the Assistant TCPL will be eligible to receive, but not entitled to expect, additional one-year appointments without limitation on the number of years of employment at the Assistant rank but will not be eligible for promotion. Eligible TCPLs have until December 20, 2019 to opt out and such decision is irrevocable.

Assistant TCPLs who began teaching at Miami in their current position prior to July 1, 2019 who do not opt out of this policy have four academic years before they are required to apply for promotion to the rank of Associate (i.e. until the 2022-2023 academic year.) With the approval of the department chair, program director (as appropriate), dean and Provost, a TCPL faculty member may credit up to three years of prior Miami service at the Assistant rank toward the four year promotion period.

SR 20-07 was unanimously approved by voice vote.
Pending December 16, 2019

cc: Provost Jason Osborne, Chair, University Senate
        Dana Cox, Chair, Executive Committee of University Senate
        Jeffrey Wanko, Secretary, University Senate
        Becky Sander, Recording Secretary, University Senate

Edith Lui
Secretary for Academic Affairs
Associated Student Government
luie@miamioh.edu

TO: Board of Trustees Academic/Student Affairs Committee
FROM: Edith Lui
DATE SUBMITTED: December 2, 2019

Ladies and Gentlemen of the Board,

And just like that, another semester has come and gone. While this semester seemed to fly by, it may have been one of Associated Student Government's most successful semesters; our senators and secretaries have worked day in and day out on initiatives to enact positive change and meaningful change on campus through representing our undergraduate student population. In full this semester, ASG senators conducted 178 hours of tabling, made 65 student organization visits, and attended 71 multicultural-type events. Even before the first day of classes, we already had several initiatives in mind, and many have come to fruition. Here's just a few of our notable accomplishments to date:

Senators Shelby Frye and Ben Waugh, along with Secretary Effie Fraley, worked throughout the semester to create a "Meal Swipe Donation Program" in partnership with the Student Success Center (SSC). The goal of this program is to allow students who have additional swipes left over donate them to the SSC, where staff members will further be able to give the swipes to food insecure students in need of assistance. This program was piloted the week before Thanksgiving Break, since most students would be leaving by the Tuesday of the week and were expected to have an excess of swipes left over. In total, we collected 9,276 swipes from 1,470 students, which goes to show the great philanthropic spirit by students on our campus.

Each semester, our Secretary of Finance, Will Hoffman, and Secretary of the Treasury, Colin O'Sullivan, work in conjunction to allocate funds to our 600+ student organizations on campus through the Red Brick Rewards program. The Red Brick Rewards program aims to keep student organizations accountable and responsible with their budgeting of funds given to them by the university; organizations are placed into tiers as they fulfill different requirements in order to attain different types of rewards. Over this last semester, we were able to allocate $403,366.11 to student organizations, funded over 150 organizations, and actively engaged with students organizations through both countless meetings and over 400 email correspondences.

Our Secretary for Infrastructure and Sustainability, Antonio Lim, created the Student Sustainability Committee (SSC). The goal of this committee is to spread sustainability awareness and creating programming for upcoming semesters, which include educational forums and speakers. In addition, Secretary Lim is working alongside Secretary Lui to promote and encourage the implementation of sustainability into our general curriculum.

Senators Trey Petrella and Ben Waugh have worked throughout this semester to waive the fee for staying in the residence halls until noon the following day, an accommodation several other Ohio schools offer to their students. This is in an effort to allow students additional time to move out of their rooms prior to Winter and Spring break in the case that they have examinations on the last day of classes and to aid with any travel plans or economic reasons that they must stay a day longer.

Senator Shelby Frye and former Senator Gaby Meissner worked since our last academic year to implement satellite Student Counseling Services across campus. The goal is to provide easy and free access to drop-in counseling services where students can consult a trained mental health professional in a

convenient setting. Here, students who are unsure about counseling will also be able to "test" out the option.

Secretary of Safety, Ben Mitsch, and the Safety Committee held events in conjunction of the Fall "It's On Us Week," such as holding a showing of 'The Hunting Grounds' and tabling for pledge signatures. They hope to continue the effort into the Spring "It's On Us" Week with additional events.

Secretary of Diversity and Inclusion. Brandon Small, and his committee held the 2019 Inclusion Forum, titled "The Voices of Love and Honor," at the end of September. This event aims to bring together diverse voices and students leaders of Miami to provide insight and on different cultural prospectives.

Finally, our Secretary of Communications, Chloe Sassan, and Secretary of Alumni Relations, Julia Koenig, have both worked hard to create recurring newsletters to distribute to both our students and our alumni via email and on our ASG website. I attached the most recent editions of both newsletters.

As we close out our 2019 Fall semester, I would like to share a sneak peak of a few pieces of our preliminary 2020 vision with all of you:

- We hope to host another successful Mental Health Forum;
- Conduct a lighting audit of the placement of lights on campus and "blackout" areas to address some safety concerns;
- Bring *Rave Guardian*, an app promoting safety and emergency resources, to the student body;
- Diversity in the classroom: I am currently working with my fellow Secretary for Diversity and Inclusion, Brandon Small, as well as Senator Ben Finfrock on efforts to bring more diversity into both the classroom and in student recruitment efforts;
- Though we understand space is limited across campus, we hope to work towards creating satellite locations for the Rinella Learning Center to help accommodate the rapid growth of the campus resource;
- Several of our members on a mission to implement a *Free Menstrual Hygiene Product* program in hopes to provide these products to those in need and to make them accessible on campus; and
- ASG is hoping to hosting a Town Hall for students and to actively outreaching to our constituents in each one of our districts in order to get to know the needs and concerns of our student population better.

I hope you all have a happy holiday season and I am eager to continue working through the January term and into the Spring semester.

Love and Honor,

Edith Lui
ASG Secretary for Academic Affairs

ASSOCIATED STUDENT
GOVERNMENT

MONTHLY
REPORT

OCTOBER
2019–2020

**ASSOCIATED STUDENT
GOVERNMENT**
MONTHLY REPORT   PAGE 02

OCTOBER REFLECTION

Reflecting on October — We extended the Student Trustee search and will be starting interviews this month for the selection of one Student Trustee. Green Week was successful and the I&S Committee is working on initiatives related to recycling education, single use plastic, and carbon neutrality. It's On Us week focused on educating students about bystander intervention, consent education, and survivor support; as a student body, we need to continue these conversations in order to see necessary change to our campus culture. The Governmental Relations Committee, chaired by Cecilia Comerford, talked to representatives during the visit to the Statehouse in Columbus.

Our Senators have been working diligently on developing their initiatives and making them a reality. The most recent piece of legislation passed was authored by Senator Stephens, A Resolution to Support the Naming of Lounge Spaces After the Freedom Summer 1964 Rights Activists. Secretary Stephens stated, "the resolution to rename the lounge spaces of Hillcrest, Stonebridge, and Beechwood Hall after Michael Schwerner, James Chaney, and Andrew Goodman is an extraordinary step towards Miami University's advancement of civil rights and the honoring of marginalized communities. If Miami University seeks to promote cross-cultural awareness and inclusivity then this must also be reflective in our buildings, lounge spaces, and classrooms. Diversifying the student body is one initiative but surrounding our diverse students with history and artwork that appropriately represents them is another".

If you have any concerns or ideas about initiatives we should be working on - don't hesitate to reach out and let us know! Please submit your questions, comments, and concerns to your Student Senator, email a Cabinet member, or stop by our office in ASC 2012!

Written by Secretary Sassan and Senator Stephens

PASSED LEGISLATION

> SB192001 - A Bill to Amend the Duties and Responsibilities of the Secretary of Infrastructure & Sustainability

> SB192002 - A Resolution to Extend the Fee for Closing of Dorms

> SB192003 - A Resolution to Support the Naming of Lounge Spaces After the Freedom Summer 1964 Rights Activists

Visit http://miamiohasg.com/legislation to read the legislation

It's On Us Reflection

The fall week of action for It's On Us was largely a success; not only on Miami's campus but also nationwide. The week of October 21st was meant to strengthen the nation's resolve against the ongoing sexual assault epidemic on college campuses. This initiative was founded by the Obama administration in 2014 and has since become a non-profit with the goal to bring awareness to some of our nation's most pressing challenges. This is done by equipping college campuses across the country with the skills and tools necessary to combat sexual assault and change the campus culture. This issue directly affects the 11.2% of estimated students who experience sexual assault or rape, but also the community in which they are supposed to be enjoying and thriving in. Sexual assaults destroy people's lives and it is inexcusable that they still occur in any capacity. One such tool is properly deploying bystander intervention tactics to disrupt any sketchy situations or potential assaults in progress while other tools address consent education and survivor support.

The week of action began with Pumpkin Painting, followed by T-Shirt Tuesday, the Hunting Grounds Screening, It's On Us themed Women's Soccer Game, and a Halloween party hosted by the League of Geeks. The Associated Student Government hosted both tabling in Armstrong and the Hunting Ground Screening. Through tabling, a considerable portion of the Miami student body took the It's On Us pledge and wore their t-shirt standing against sexual assault. In addition, I learned many valuable lessons to continue working on, while leading up to the It's On Us spring week of action. We will continue to look forward and continue these conversations about reforming the culture at Miami while working to spread the campaign against sexual assault and interpersonal violence.

Written by Secretary Mitsch

Swipe Donation Program

NOVEMBER 18-22 & 25

We first began working on this initiative last spring semester. We were doing research into how we could help students at Miami who were food insecure, a problem that most students might not realize even exists. Miami gets the reputation of being a school where most of its students are affluent, but food insecurity is something that too many students in our community face.

In combating this issue, we thought that it made sense to focus on all of the swipes that go unused every week from students who have a meal plan so that students who are food insecure can simply tap their card and access the dining hall just like anyone else.

This November, students passing by a table in Armstrong will be able to donate up to 7 unused swipes for the week of Thanksgiving that will go into a pot of swipes that can be accessed to create a meal plan for students who are food insecure.

Written by Senator Frye

Member of the Month

Trey Petrella, Farmer School of Business Academic Senator, has been an example of what a productive and representative senator looks like. He is involved in initiatives that range from on-campus affairs to safety reform. Trey is constantly working to set up meetings and improve relationships with administrators to get his legislative work developed and implemented. He has been working diligently on Title IX reform and implementing the celebration of international holidays in the dining halls.

REACH OUT & GET INVOLVED

CURRENT OPPORTUNITIES

Student Trustee

Applications due
November 9th

ANY QUESTIONS?

COME TO THE ASG OFFICE IN ARMSTRONG 2012 TO TALK WITH YOUR SENATORS

CONNECT WITH ASG

WWW.MIAMIOHASG.COM

OCTOBER 2019

QUARTER 1 // 2019-2020

MIAMI UNIVERSITY

ASSOCIATED STUDENT GOVERNMENT

ALUMNI NEWSLETTER

Quarter 1 // 2019-2020

QUARTER 1 // 2019-2020

Quarterly Overview

ASSOCIATED STUDENT GOVERNMENT

Welcome to the newest edition of the ASG Alumni Newsletter! Our plan for this year is to have quarterly updates on our progress. Here we will highlight new legislation, changes around campus, and new ideas being workshopped.

Along with new developments, this newsletter will also feature member spotlights of Alumni, Cabinet, and Senate.

If you are interested in being the Alumni spotlight next quarter please fill out the google form found in the resources section under Alumni Relations. In that same section, you will also find a contact information form. We would love to connect with you and have an accurate record of all our Alumni!

We are looking to take a group of current ASG members to meet with ASG Alumni, likely in the highly concentrated areas of Chicago, DC or Columbus. If you are interested in participating or have ideas on how to make this networking trip a success, please email koenigjn@miamioh.edu

ASG SPOTLIGHTS

Alumni Spotlight

Monika Venzke

Monika Venzke graduated in May of 2019 and is currently a Field Organizer for Democratic Presidential Candidate Kamala Harris. During her time in ASG Monica chaired an ad-hoc Oversight Reform Committee. "Through ASG especially I learned a lot about staying organized, holding professional meetings, and standing up for what I believe in to authority."

Cabinet Spotlight

Brandon Small

Brandon Small is a junior and is the Secretary of Diversity & Inclusion. He had a packed summer helping to coordinate the second annual Inclusion Forum. This event highlights Miami's diverse students and organizations. Brandon also sits on the Executive Board for DAC and is a member of the a cappella group Soul2Soul.

Senate Spotlight

Shelby Frye

Shelby Frye, senior, serves as an Off-Campus Senator for District 7. Over the past year, Shelby has spearheaded several initiatives and pieces of legislation. One undertaking that has come to fruition this fall is Campus Care. Shelby is a recipient of the Provost Award and is a dedicated fan of the Cincinnati Bengals.

What We're Up To!

IN THE WORKS

LEGISLATION

In this section, we would like to highlight legislation that has been passed, but is not yet official within the University. When projects are in the works, Senators will meet with administration and come to terms on final details. They can bring the approved legislation from ASG to show that there is strong student support behind this initiative.

SB192002 - A Resolution to Extend the Fee for Closing of Dorms
Authors: Trey Petrella & Ben Waugh

This legislation supports an option to waive the fee charged to students when they stay in the residence halls after 7pm on the start of Winter & Spring break. The fee would be waived until the following day at noon, thus giving working parents and students with late afternoon exams plenty of time to exit the dorms without a fee.

ACCOMPLISHMENTS

IMPLIMENTED PROJECTS

Here is our chance to get in a humble brag or two. Accomplishments are always being made with ASG, but this section will focus on impacts and changes made to the university by our Senators and Cabinet Members.

CAMPUS CARE

Campus Care is a program that provides students quick, informal and confidential counseling. Staff from the Student Counseling Service have drop-in hours at several sites around campus. The hope is that these brief free sessions serve students who are unsure about counseling and want to feel it out.

Report to the Board of Trustees,   December 12, 2019
Academic and Student Affairs Committee,
By the Graduate Student Association

Hello, ladies and gentlemen of the Board of Trustees. The semester has flown by and the Executive Board of the Graduate Student Association (GSA) has been hard at work.

The role of the GSA is to advocate for and encourage graduate students in their academic and personal endeavors. The Executive Board has two major projects in their early stages to help accomplish these goals. The projects will take the form of creating committees from the body of GSA department representatives to strengthen two important processes essential to the semester-to-semester functioning of graduate student government. The Executive Board wants to ensure that its rules and procedures are sustainable across semesters and across the change in academic year calendars. In addition to continuity in governance broadly speaking, we also want to ensure that the process of applying for and distributing travel funds to graduate students is sustainable. Issues of both governance and the awarding of travel funds are vital to the smooth transition of Executive Boards in both the near and distant future. Our hope is that the establishment of these committees on governance and the travel fund will accomplish these goals.

The Executive Board plans to continue to improve the experience of graduate students outside our academic roles. We sponsored two social events this semester for Miami's graduate students, with the most recent being November 15th in Uptown Oxford. We were very pleased with our turnout for each event. Each succeeded in opening up graduate social life beyond individual departments, helping to establish channels of communication among different graduate student populations. As the semester winds down, the Executive Board is hard at work planning our next social event to help foster greater community between graduate students. Additionally, as the next semester starts up, the Executive Board plans to reach out to the Associated Student Government (ASG) to begin to build a stronger working relationship between the undergraduate and graduate student governments. We have in mind strengthening existing communication channels, but we also want to ensure there are avenues for graduate students to become more involved in campus events. Overall, this year, the Executive Board will continue to strengthen its role as a unifying voice for graduate students. We will continue to increase our visibility across the university and surrounding community.

By engaging with the Board of Trustees and filling university-wide committee seats with graduate student representatives from all programs, we want our presence to enrich and inform decision-making and academic life at Miami. We will continue to work with our partners in the Dean's Office of the Graduate School, University Senate, and the Board of Trustees to enhance the impact that graduate students have at the university, increase the sense of graduate student community, and improve graduate student wellness. I am pleased to keep you informed on our activities and progress. I am proud to represent the graduate students of Miami University as president of the GSA.

Thank you for your time and for the continued interest of the Board of Trustees in the graduate student community. We look forward to the next meeting.

Ben Susman

Graduate Student Association (GSA), President
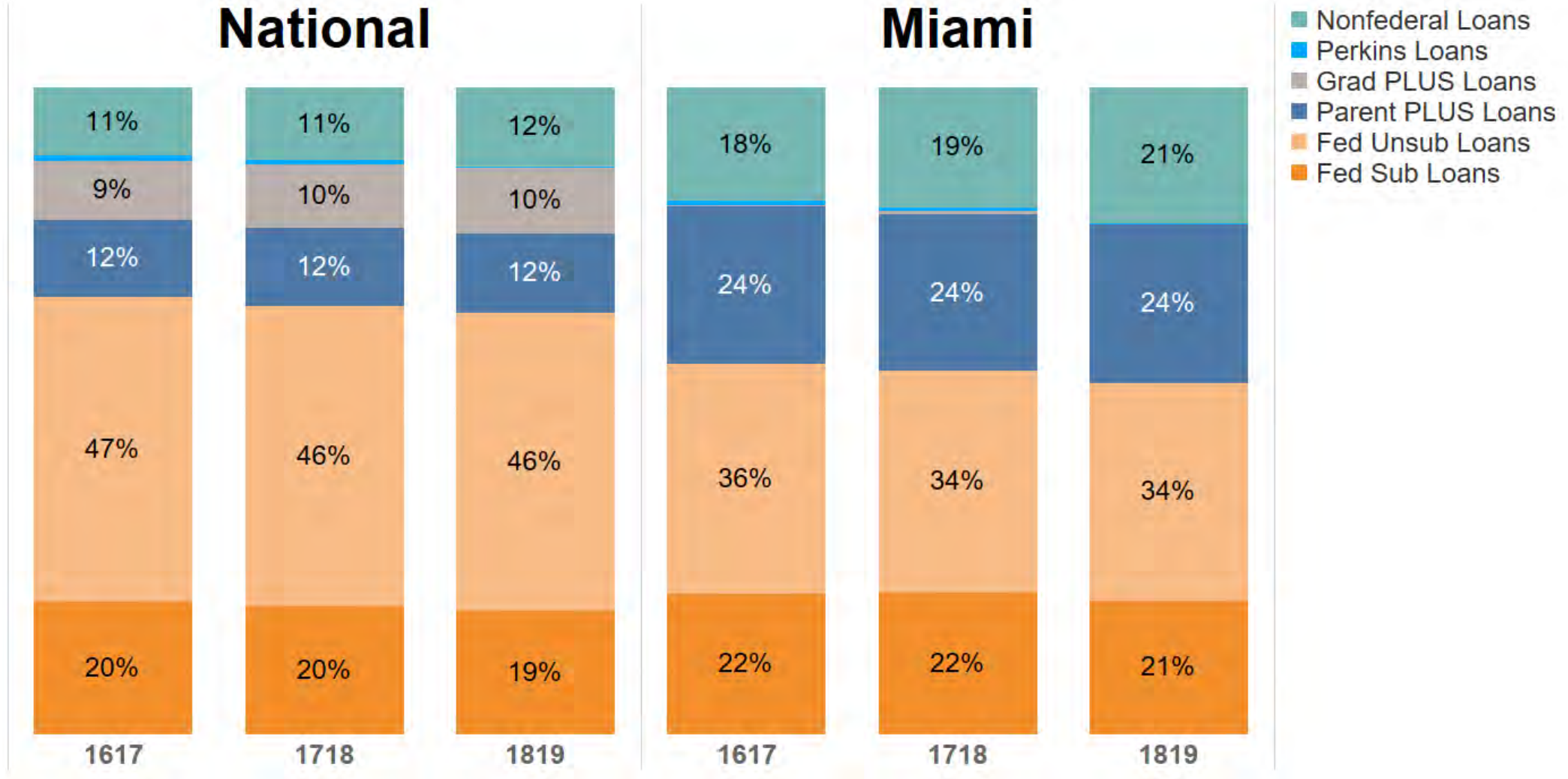
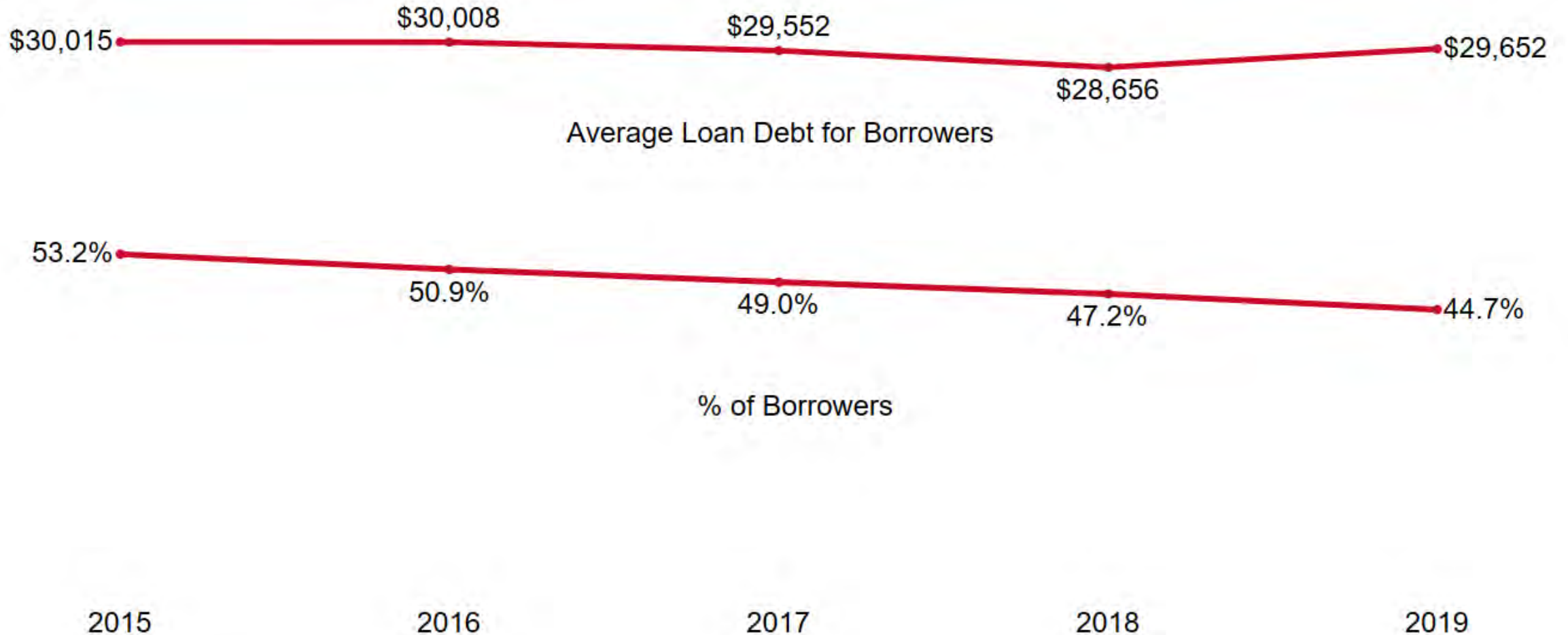# **Loan Debt Update**

Board of Trustees Meeting
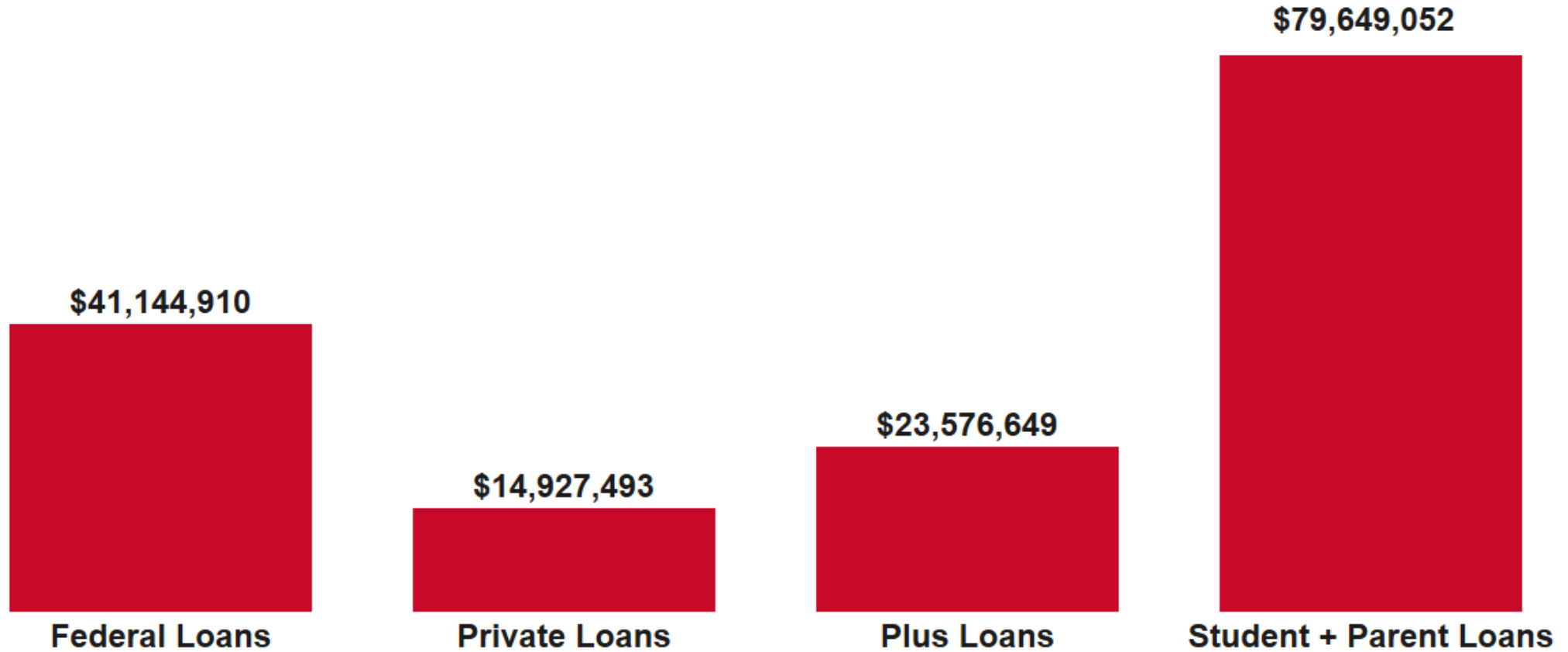
December 12, 2019
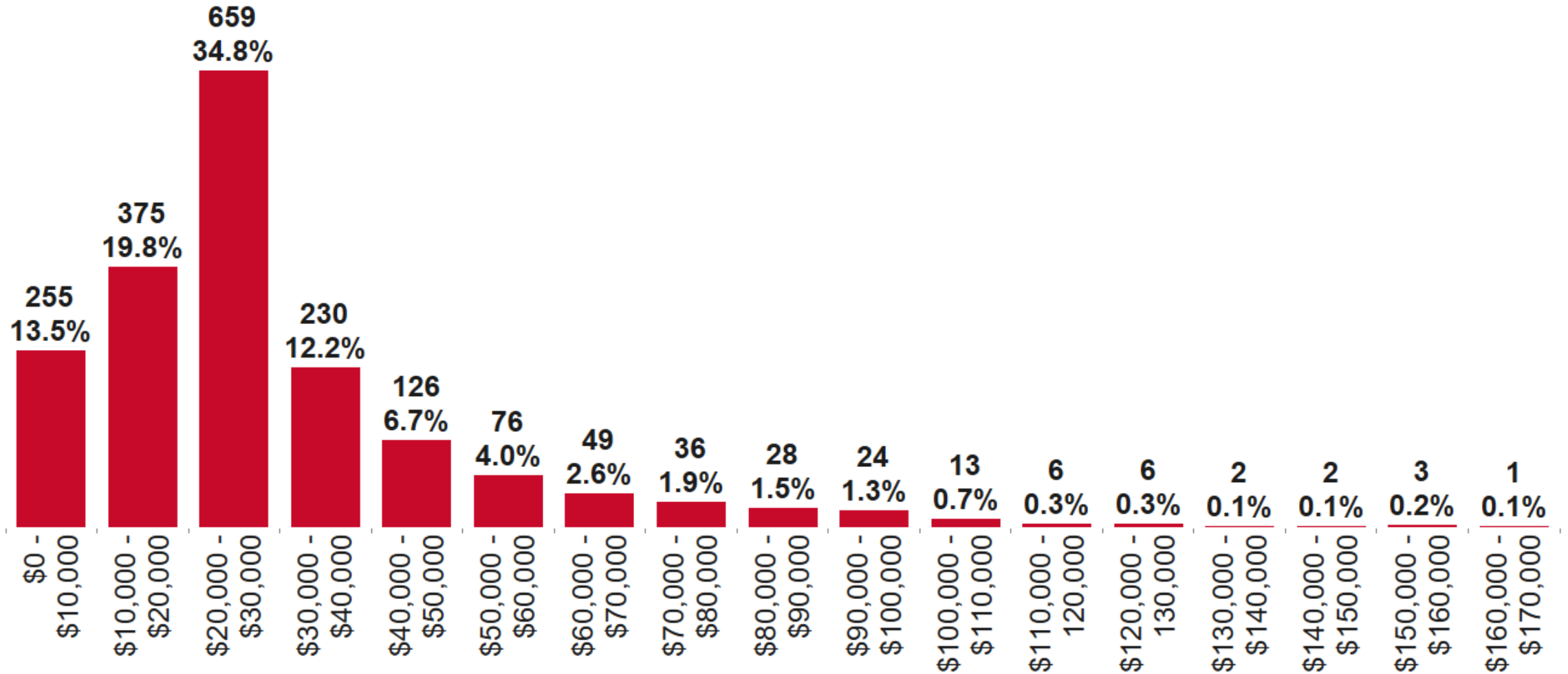

MIAMI UNIVERSITY

National Landscape

National

	1617	1718	1819
Nonfederal Loans	11%	11%	12%
Grad PLUS Loans	9%	10%	10%
Parent PLUS Loans	12%	12%	12%
Fed Unsub Loans	47%	46%	46%
Fed Sub Loans	20%	20%	19%

Miami

	1617	1718	1819
Nonfederal Loans	18%	19%	21%
Parent PLUS Loans	24%	24%	24%
Fed Unsub Loans	36%	34%	34%
Fed Sub Loans	22%	22%	21%

Legend:
- Nonfederal Loans
- Perkins Loans
- Grad PLUS Loans
- Parent PLUS Loans
- Fed Unsub Loans
- Fed Sub Loans

Loan Debt for Graduates

$30,015 $30,008 $29,552 $28,656 $29,652

Average Loan Debt for Borrowers

53.2%   50.9%   49.0%   47.2%   44.7%

% of Borrowers

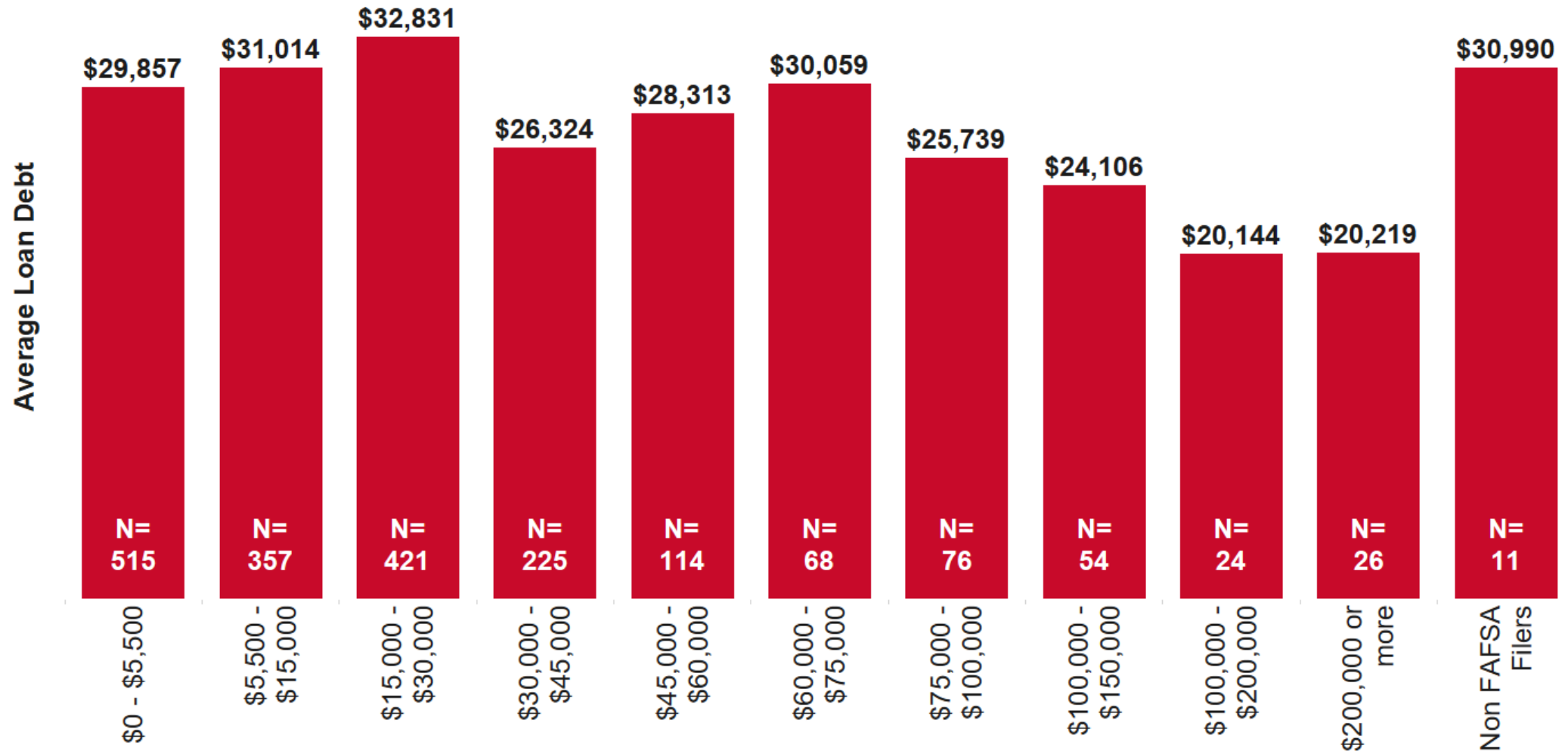2015   2016   2017   2018   2019

MIAMI UNIVERSITY

2019 Loan Debt Types

2019 Loan Debt Distribution

Average Debt by EFC

Parent Plus Loans by EFC
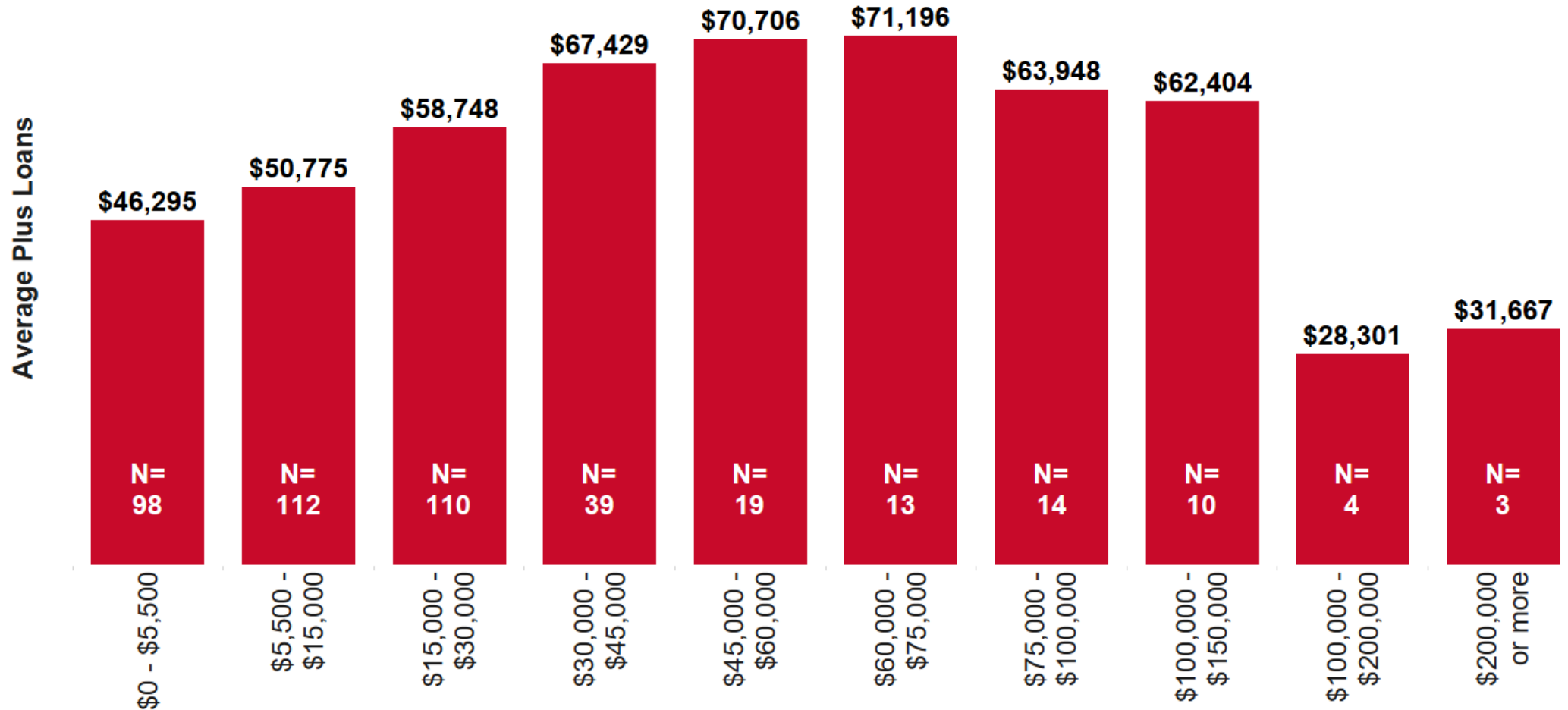
Loan Debt by Subgroup

	Average Loan Debt by Subgroup	Percent of Graduates Who Borrowed	
Average Debt	◆ $29,652	44.7% ◆	4,227
Ohio Resident	◆ $29,376	57.4% ◆	2,447
Non-Resident	◆ $30,450	◆ 27.4%	1,780
CAS	◆ $29,228	44.0% ◆	1,559
CCA	$35,982 ◆	40.4% ◆	255
CEC	◆ $31,286	41.2% ◆	410
EHS	◆ $29,581	53.4% ◆	654
FSB	◆ $30,119	37.0% ◆	1,036

MIAMI UNIVERSITY

Loan Debt by Subgroup

Subgroup	Average Loan Debt by Subgroup	Percent of Graduates Who Borrowed	Count
Average Debt	$29,652	44.7%	4,227
Student of Color	$28,182	31.5%	982
Asian	$24,291	8.9%	549
Black	$31,127	75.6%	135
Hispanic	$28,097	49.7%	185
Multiracial	$26,821	57.7%	104
White	$29,974	50.8%	3,166
Pell	$29,475	85.6%	466
MAI	$29,294	85.2%	122

Average Loan Debt by Subgroup   Percent of Graduates Who Borrowed

MIAMI UNIVERSITY
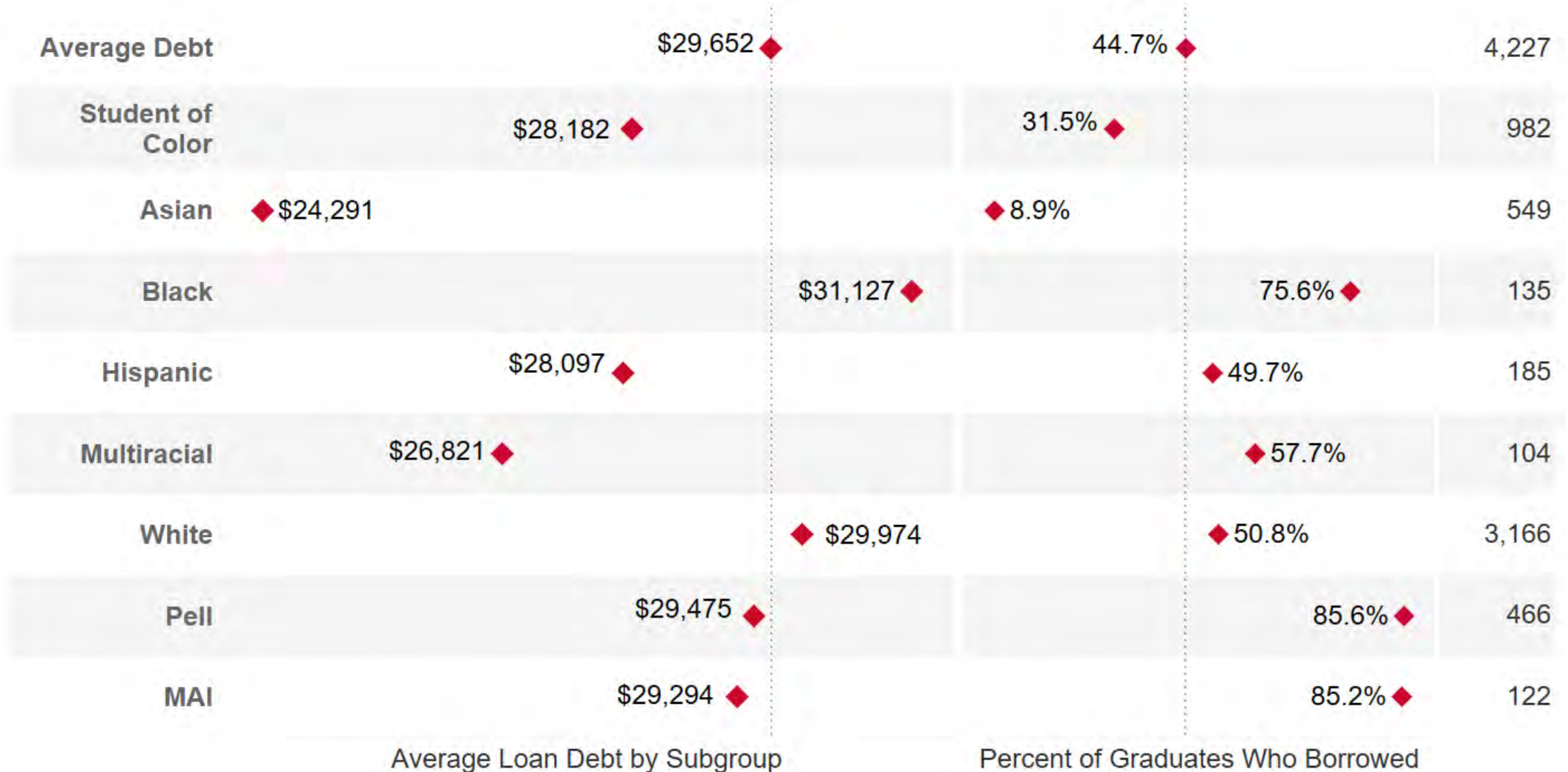
Online Debt Summary

» Personalized statement of loan debt

» Comparison of loan debt to-date to average debt at graduation

» Estimated monthly payment amounts

» Estimated total interest and total cost of the loan

» Estimated salary information

Questions

MIAMI UNIVERSITY

University Communications & Marketing Update

December 2019

Communications & Marketing Update

» *CASE 2019 Pride of District V Awards*
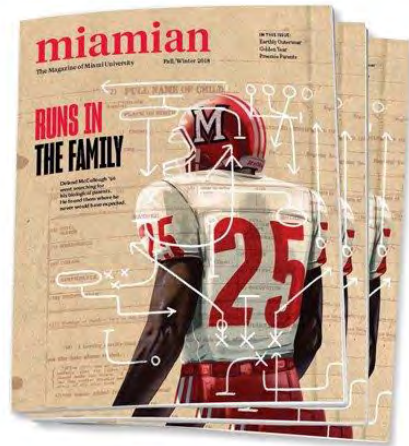
Gold Award Winner
Best Alumni/Institution Magazine

Bronze Award Winner
Excellence in Feature
Writing

Honorable Mention
Best Practices in Communications
and Marketing

MIAMI UNIVERSITY

Communications & Marketing Update

Social Media:
Data-Informed Strategy

Miami Social Media Demographics
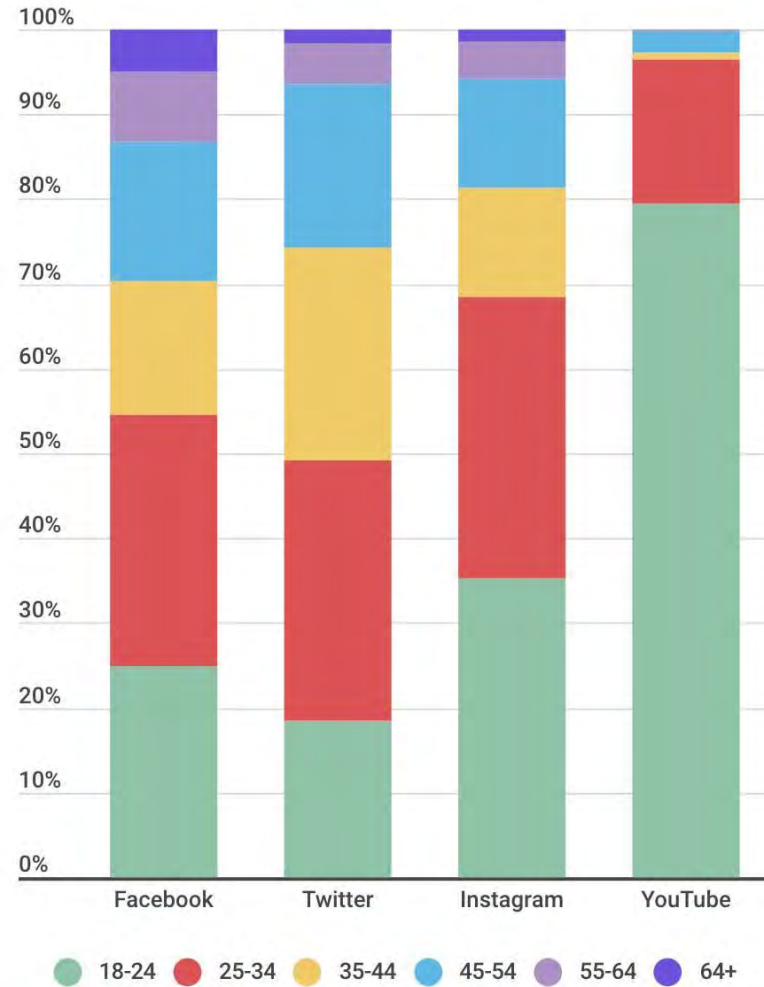
Sprout Social

Miami Social Media Posts by Category (7/18 - 6/19)

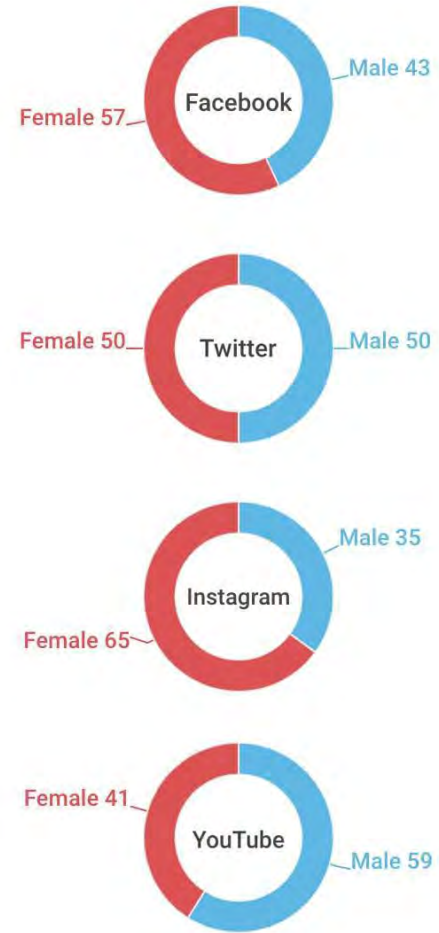| Tag	Total Posts	Total Engagements	Average Twitter Engagement Per Post	Average Twitter CTR	Average Facebook Engagement Per Post	Average Facebook CTR	Average Instagram Engagement Per Post
Convocation & Commencement	224	99,636 (#2)	26 (#9)	0.10% (#9)	544 (#4)	0.07% (#9)	570 (#9)
News Story	199	41,401 (#7)	88 (#2)	0.37% (#1)	572 (#3)	1.08% (#1)	1063 (#8)
Event	198	88,461 (#3)	46 (#7)	0.15% (#5)	172 (#9)	0.39% (#7)	1186 (#6)
Miami Community	185	58,396 (#6)	65 (#5)	0.16% (#4)	310 (#7)	0.39% (#6)	1697 (#3)
Campus Beauty	179	228,212 (#1)	195 (#1)	0.20% (#2)	992 (#1)	0.0013% (#10)	2200 (#1)
Athletics	175	86,142 (#4)	58 (#6)	0.13% (#7)	481 (#5)	0.37% (#8)	1200 (#5)
Alumni	173	70,068 (#5)	69 (#4)	0.16% (#3)	623 (#2)	0.82% (#2)	1460 (#4)
Response	152	2,119 (#10)	15 (#10)	0.02% (#10)	84 (#10)	0.56% (#5)	0 (#10)
Academic	129	38,697 (#8)	44 (#8)	0.10% (#8)	217 (#8)	0.71% (#4)	1151 (#7)
Congrats	99	20,839 (#9)	82 (#3)	0.13% (#6)	453 (#6)	0.82% (#3)	1876 (#2)

Note: These are the top 10 tags. We currently track 29 tags.

Sprout Social

Facebook | Competitors Report (5/1-5/31)

	Miami University*	Industry Averages**	OSU	Indiana	Illinois	Clemson	UConn
Audience	91.2k	8.2k	715k	284k	234k	216k	99k
Posts Per Day	1.71	1.08	1.86	1.57	1.29	0.93	0.86
Engagements Per post	297	9.1	263	132	510	268	52
Engagement Percentage***	0.56%	0.12%	0.07%	0.07%	0.28%	0.12%	0.04%

RivalIQ

Twitter | Competitors Report (5/1-5/31)

	Miami University	Industry Averages	OSU	Indiana	Illinois	Clemson	UConn
Audience	**50.6k**	**2.3k**	**323k**	**215k**	**76.7k**	**111k**	**102k**
Tweets Per Day	**2.9**	**1.78**	**2.0**	**5.86**	**2.79**	**1.14**	**2.86**
Engagements Per post	**63**	**1.03**	**127**	**85.3**	**72.8**	**171**	**18.7**
Engagement Percentage	**0.36%**	**0.08%**	**0.08%**	**0.23%**	**0.26%**	**0.18%**	**0.05%**

RivalIQ

Instagram | Competitors Report (5/1 - 5/31)

	Miami University	Industry Averages	OSU	Indiana	Illinois	Clemson	UConn
Audience	55.2k	1.5k	198k	114k	55.3k	180k	58.0k
Posts Per Day	1.71	0.49	0.79	0.93	0.29	1.5	0.43
Engagements Per post	2.18k	121	5.0k	2.8k	2.7k	5.5k	2.7k
Engagement Percentage	6.75%	3.96%	1.99%	3.96%	2.28%	4.58%	2.01%

RivalIQ

Note: Engagement rates for this section are based only on posts, not stories

YouTube | Competitors Report
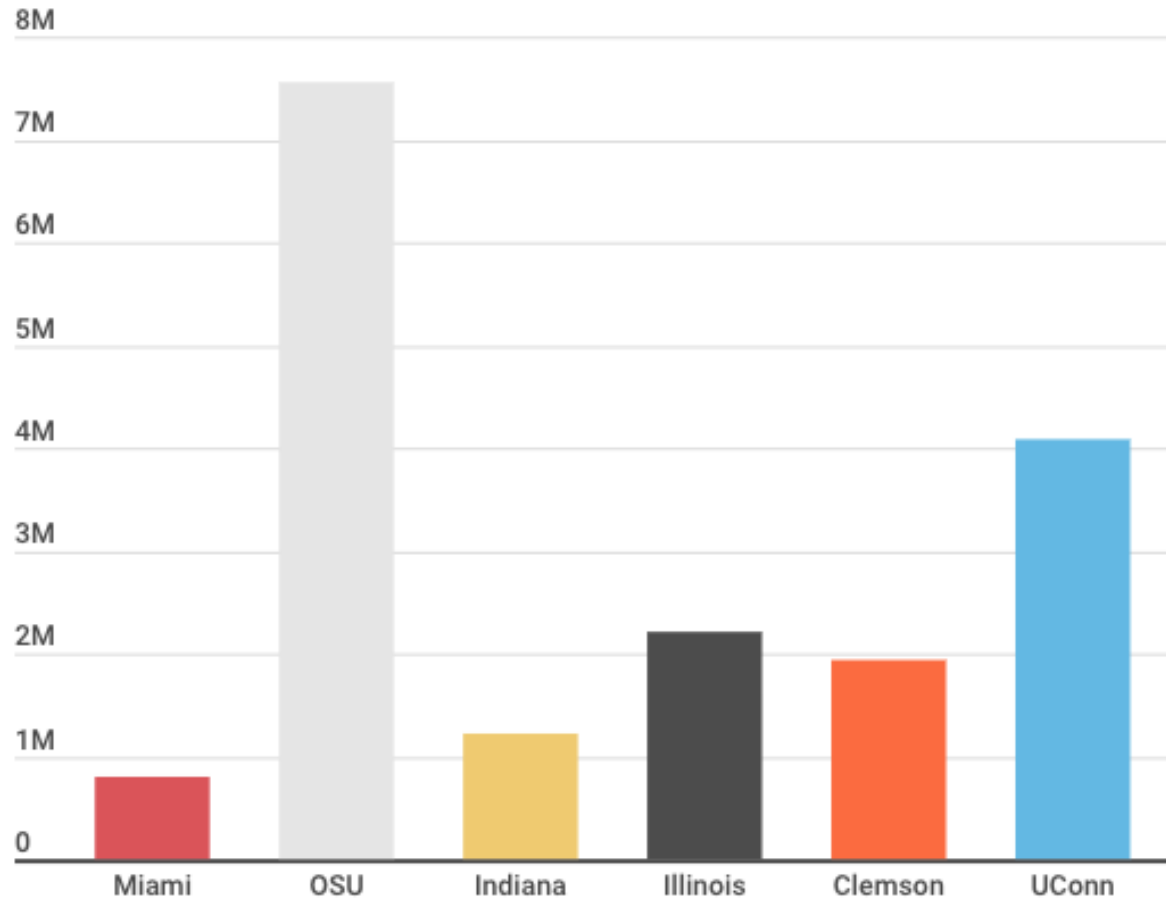
Total lifetime views
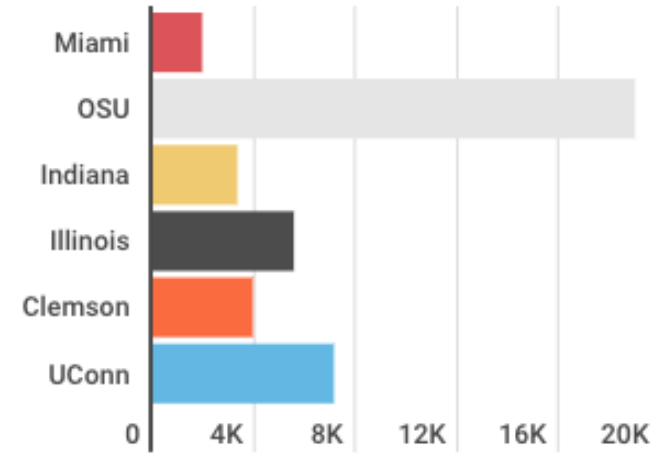
Subscribers

	Miami	OSU	Indiana	Illinois	Clemson	Uconn
Subscribers	1,942	18,956	3,324	5,543	3,930	7,120
Video numbers	317	178	672	485	813	534
Playlist numbers	30	8	33	4	18	7
Views	805,171	7,597,192	1,222,864	2,220,601	1,935,939	4,094,015
Number of related channels	10	25	10	12	10	3

YouTube comparative data

SocialBlade

Social Media Year over Year | Follower Melt
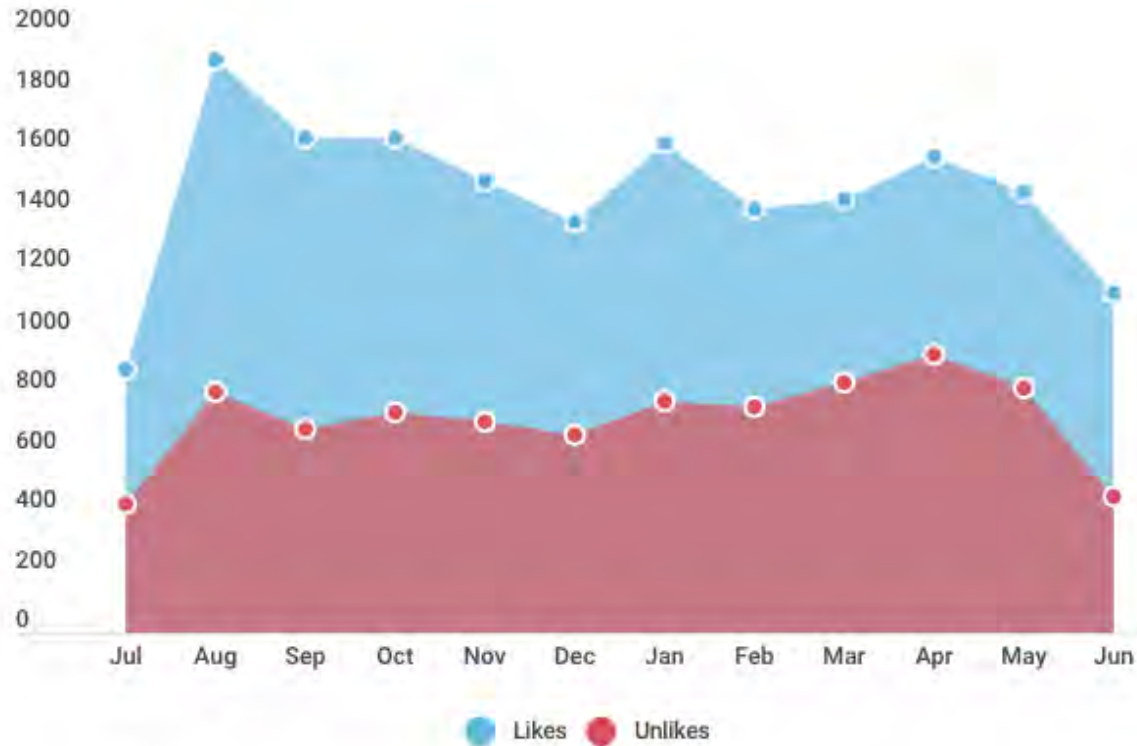
Instagram page likes versus
unlikes July 2018 - June 2019
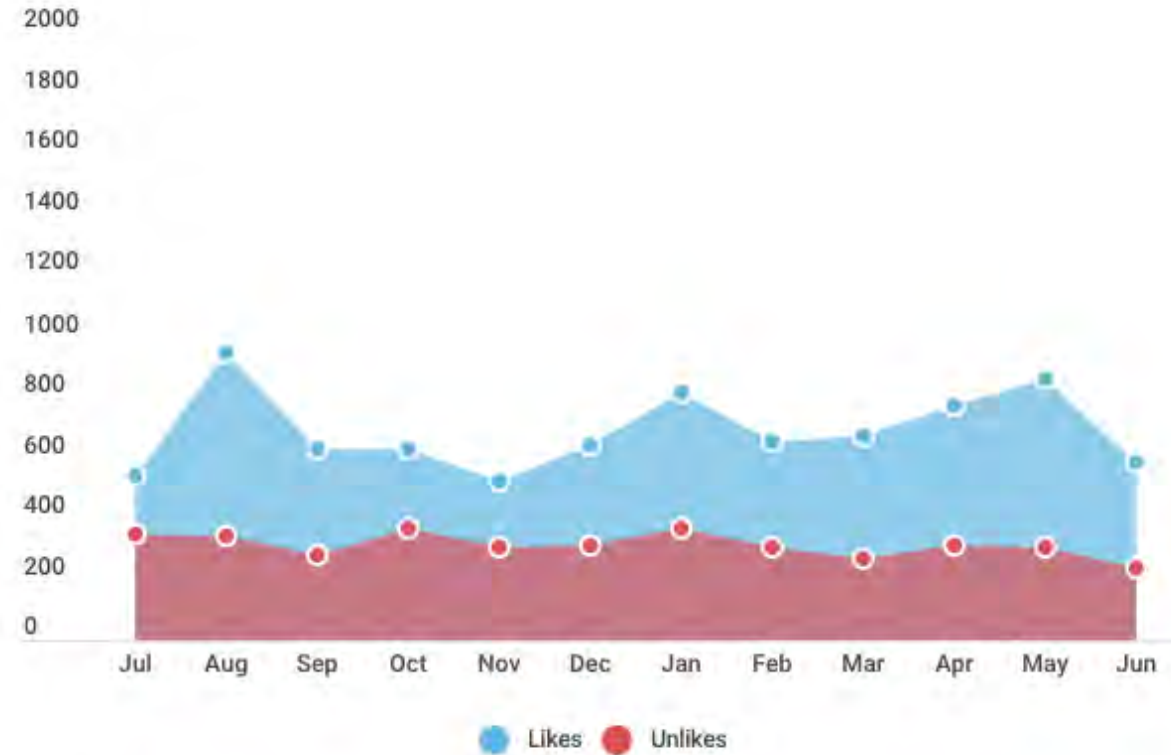
Facebook page likes versus
unlikes July 2018 - June 2019

Sprout Social

Note: Twitter does not natively track unfollows.

Social Media Analysis

Achievements

- Strong engagement rates on Facebook, Twitter and Instagram.
- News stories posted on social media channels have the highest click through rate amongst tracked categories.
- Campus beauty and convocation/commencement have the highest engagement rate amongst tracked categories.

Opportunities

- YouTube is a very popular platform amongst our primary demographic. 90% of adults ages 18-24 are on YouTube. YouTube also has the highest referral rate among social media platforms to our website.
- The primary channels we're engaged on skew female.
- We have lost 12,331 followers across Facebook and Instagram in the last 1 year. Slow our follower melt.
- Instagram engagement has decreased substantially since Instagram started tracking stories.

Social Media Recommendations

- Grow our follower base across all channels.
- Find platforms and ways to engage our male demographic.
- Define calls to action for various types of posts. This will enable us to better report on goals.
- Review the tag categories, update them to reflect content goals and tag content regularly.
- Quality over quantity for Instagram stories. Use new Instagram story metrics to define strategy and better monitor story engagement.
- Develop a YouTube strategy. Our channel lacks the consistency of our competitors - in particular OSU. (Our top 5 videos are 2+ years old.)
- Review Facebook, Twitter, and Instagram content and posting strategies. We post substantially more on Instagram but receive better engagement rates on Facebook and Twitter. Additionally, a disproportionate amount of posts are dedicated to Convocation/Commencement and Campus Beauty. These posts do not drive high click through rates. A more balanced content strategy may need to be developed.
- We currently do not utilize Facebook stories or IGTV. These could be features that help engage the 18-24 year old audience who is on Facebook and Instagram but is not interacting with us.

Communications & Marketing Update

» ***Data Deep Dives***

» Web & Public Relations

» Main Takeaways

» Can't just be about gaining followers; need to maintain followers

» Better usage of keywords for SEO; more focus on SEO

» Utilize testing strategies for pitching stories

» Leverage software to better measure ROI

» Data tells the story

MIAMI UNIVERSITY

MIAMI UNIVERSITY

Communications & Marketing at Miami

Provost Update
for
Board of Trustees

Provost Jason Osborne
December 2019

Good news on retention and graduation

Fall 2020 Class update

- Total: 23,432 vs. 23,113 (+1.4%)

- Ohio: 11,245 vs. 11,120 (+1.1%)

- Domestic Non-res: 11,126 vs. 11,022 (+0.9%)

- International: 1,038 vs. 971 (+6.9%)

- SOC: 4,412 vs. 4,276 (+3.2%)

Leadership

Leadership

In Academic Affairs

Academic Affairs leadership searches

➢ Dean, Farmer School of Business

- Search in good state, Dean Mullenix

➢ Dean, College of Engineering and Computing

- Search in good state, Dean Bishop-Clark

➢ Dean, Graduate School

- Search in good state, Dean Conley

➢ Vice President Research and Innovation

- Search in good state, Dr. Suzanne Kunkel

Transitions in Leadership timeline

Sept '19
- Consultant contracts final, Search Committees formed

Oct '19
- Prospectus, recruiting

Nov '19
- HR reviews pool, Airport interview pool identified

Jan '20
- Airport Interviews

Feb '20
- On campus interviews

Mar '20
- Hires made
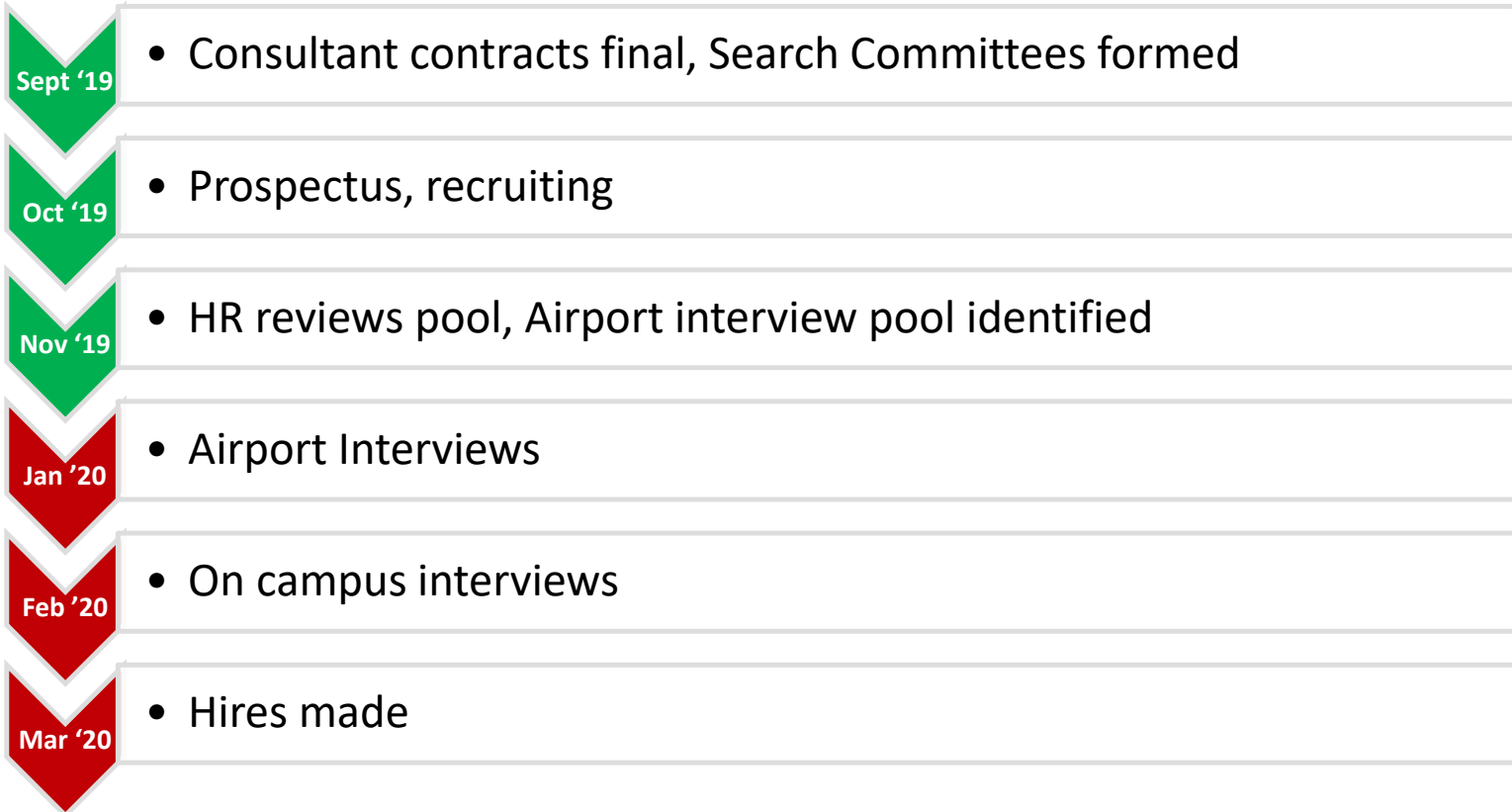
S : *Student Success*

Bold Goals:

We should aspire to be a **TOP 20** public in:

- Student Retention: 33rd
- Graduation
  - 4-yr grad rate: 17th
  - 6-yr grad rate: 32nd
- Employment
- Achievement gap

To Get There:

This requires re-thinking everything we do, including:

- Degree/major portfolio
- Advising
- Recruiting
- Faculty and staff development
- Program review

Boldly Creative: Second Round

Round 2 – Proposal evaluation is underway

➢ 9 new proposals

➢ Proposal must have either:

- A financial model that returns net revenue to replenish the *Boldly Creative* fund; OR

- Mission-critical impact that warrants a permanent investment

Boldly Creative: The Future

What have we done to support this?

❖ Engaged two national consulting firms to guide us toward high-demand degree programs

❖ Positioning high-value online credentials

❖ Planning for a Spring call for proposals focused on online degree programs with potential for revenue/reputation

Faculty hiring, faculty mix, and reallocation of resources

SUNSETTING CREDENTIALS AND REALLOCATING RESOURCES

Since 2015, we have
sunset 67 credentials out
of 325 total:

CAS:	13	Certificate:	4
CCA:	4	Associates:	7
CEC:	5	Bachelors:	36
CLAAS:	5	Masters:	16
EHS:	32	Doctoral:	4
FSB:	7		
Interdis:	1		

Change % Fall 2017-19
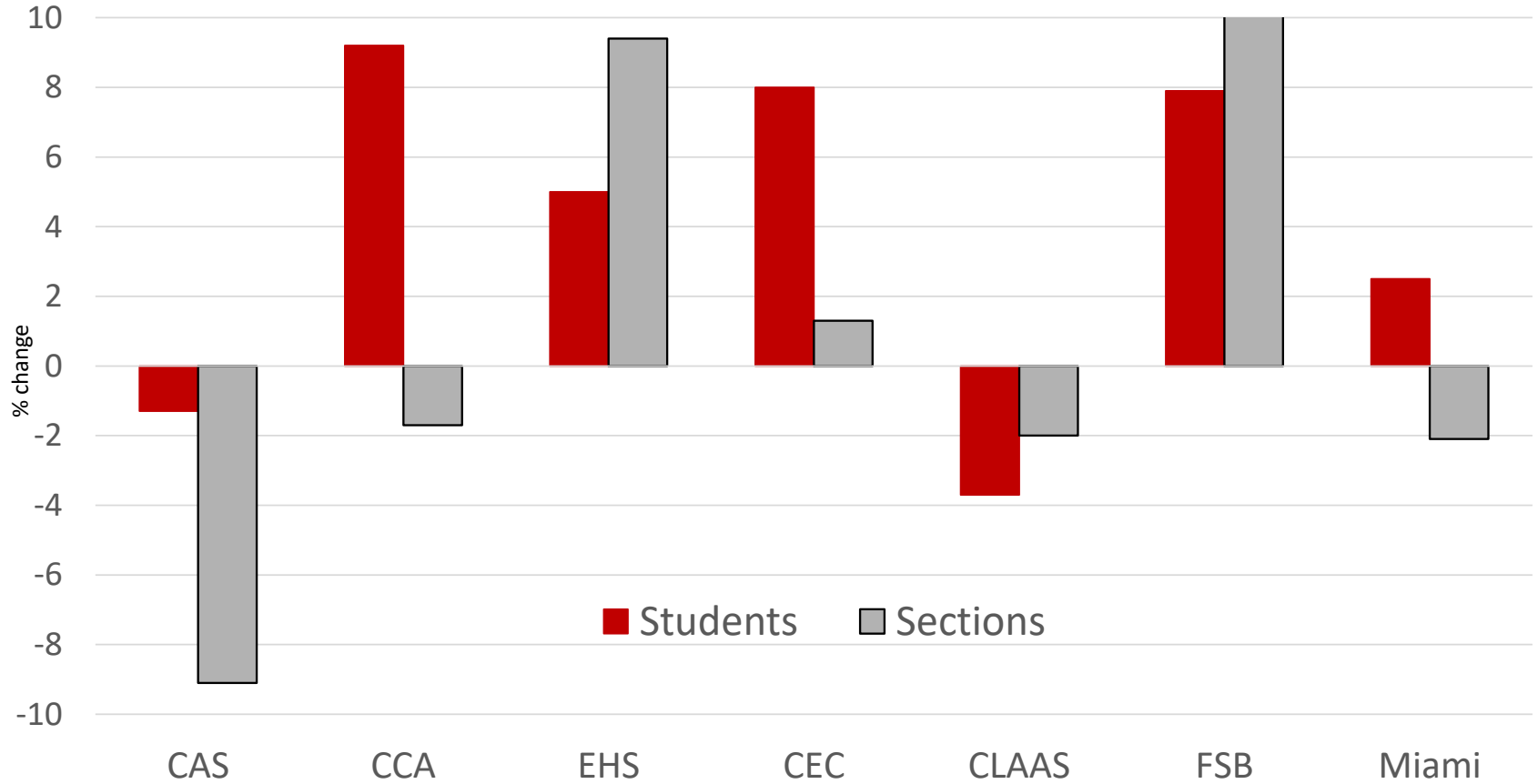
National headwinds

- 4-year publics nationally have 61% full time faculty (not tenure-track, just full time)

- 4-year privates <50% full time

- Miami has vast majority in full time, with over 62% in TT lines

Faculty trends 2004-2018

Faculty numbers
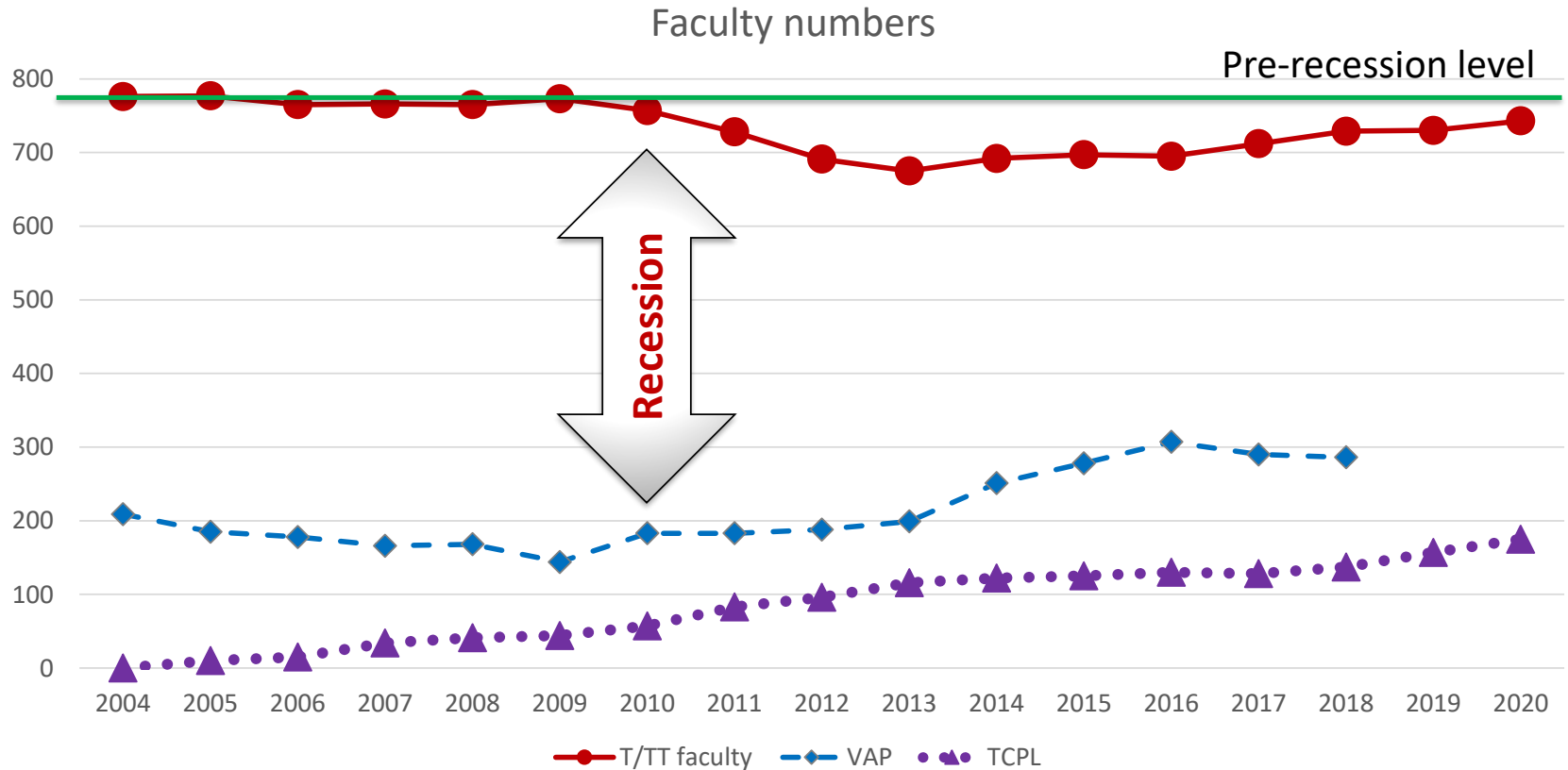
2020 FACULTY HIRING PLANS

	T/TT				TCPL			
	Fall 19	Search 19-20	Est. Retire/ Resign 19-20	Est. Fall 20	Fall 19	Search 19-20	Est. Retire/ Resign 19-20	Est. Fall 20
Total Oxford	632	37	25	644	132	16	0	148
Total CLAAS	98	6	5	99	25	2		27
Total Univ	730	43	30	743	157	18	0	175

December 13, 2019
Academic and Student Affairs

RESOLUTION R2020-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the departmental title change from the Department of Interactive Media Studies to the Department of Emerging Technology in Business and Design (ETBD), to become effective as determined by the Office of the Provost.

MIAMI UNIVERSITY
OXFORD, OH · EST. 1809

COLLEGE OF CREATIVE ARTS
Office of the Dean

104 Center for Performing Arts
420 S. Patterson Avenue
Oxford, OH 45056-3440
(513) 529-6010 office
(513) 529-1992 fax
arts.MiamiOH.edu

October 23, 2019

To: Board of Trustees
From: Dean Liz Mullenix
Re: Official name change for new IMS Department

With this memo, I formally request **approval to change the name** of the Department of Interactive Media Studies (newly created in the Fall of 2019) to *Emerging Technology in Business and Design (ETBD).* Approval for the new Department was conferred both by the University Senate and by the Board of Trustees in the Spring of 2019.

Rationale: The term "interactive media studies" no longer captures the true nature of the programming in this burgeoning Department, for students' core curriculum is focused on three areas: technology (front end development), entrepreneurship, and design. The new name will better communicate the **Department's mission**, which is to explore both the intersection of tech/design/business and the ways in which digital technology can transform traditional areas of inquiry. Moreover, the new name will be easier for students to understand, thus attracting more potential majors to the program.

Context: The programs in IMS/ETBD came out of curriculum developed by the Armstrong Institute for Interactive Media Studies (AIMS), an institute exploring the intersection of technology, entrepreneurship, and design. All programming to emerge from AIMS was intended to be transdisciplinary, a principle that remains foundational for IMS/ETBD. What started as one class soon became programs with large numbers of students. The programs grew up outside of a typical departmental structure, beginning with a minor and co-major administrated by the College of Arts and Science followed by a major administered by the College of Creative Arts. In the Fall of 2017, the minor and co-major were transferred to the CCA for administration in addition to the major. In the Summer of 2017 an E&G budget and a personnel budget were created from RCM revenue from IMS and approved by the University. Student enrollment in IMS>ETBD programs as of October 23, 2019 is as follows: primary majors=397, secondary majors= 56, co-majors=92, IMS minors=174, Games minors=27. Total students in IMS programs is 746.

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

December 13, 2019
Academic and Student Affairs

RESOLUTION R2020-xx

WHEREAS, University Senate on November 4, 2019 passed SR 20-05, endorsing a new degree, a Bachelor of Science in Business, with major in Business Analytics, in the Farmer School of Business.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Bachelor of Science in Business, with major in Business Analytics, in the Farmer School of Business.

EXECUTIVE COMMITTEE of UNIVERSITY SENATE
Dana Cox, Chair
James Bielo, Chair-elect
University Senate Website: miamioh.edu/academic-affairs/university-senate/

November 22, 2019

To: Gregory P. Crawford, President
From: Jeffrey Wanko, Secretary of the University Senate
Re: Degree Program Approval
       SR 20-05, Bachelor of Science in Business, with a major in Business Analytics, Farmer School of
       Business

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 November 4, 2019, University Senate adopted SR 20-05:
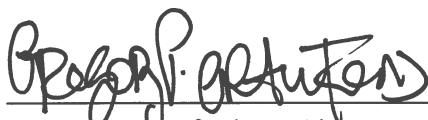
BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Bachelor of Science in Business, with a major in Business Analytics, Farmer School of Business;

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

<u>**Approval of the President**</u>

I, Gregory P. Crawford, President of Miami University, approve/do not approve Bachelor of Science in Business, with a major Business Analytics, Farmer School of Business.

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

Gregory P. Crawford, President   12-4-19

                                               Date

cc: Dana Cox, Chair, Executive Committee of University Senate
       Jason Osborne, Provost, Chair University Senate
       Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

OhioHigherEd
Department of Higher Education

Mike DeWine, Governor
Randy Gardner, Chancellor

REQUEST FOR APPROVAL

SUBMITTED BY
MIAMI UNIVERSITY

ESTABLISHMENT OF A
[Bachelor of Science in Business] DEGREE IN
[Business Analytics]

(3/29/19)

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

TABLE OF CONTENTS

REQUEST

Date of submission: [3/20/19]

Name of institution: Miami University

Degree/degree program title: [Bachelor of Science in Business] degree in [Business Analytics]

Primary institutional contact for the request
    Name: John Benamati
    Title: Chair & Professor
    Phone number: 513-529-4835
    E-mail: benamajh@miamioh.edu

Department chair/program director
    Name: John Benamati
    E-mail: benamajh@miamioh.edu

Delivery sites: Oxford   campus(es)

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] [2020]

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

Create a new major called Business Analytics that consists of the exact coursework in the current Business Analytics track of the ISA major. This is to give more visibility to the Business Analytics major at Miami and reduce the confusion currently experienced by students, advisors, and industry recruiters resulting from it being a track embedded in a major.

SECTION 2: ACCREDITATION

2.1 Regional accreditation

Original date of accreditation: 1913

Date of last review: 2015
Date of next review: 2025

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 comprehensive accreditation review was in 2015 (see https://www.hlcommission.org/component/directory/?Action=ShowBasic&Itemid=&instid=1573), while the next reaccreditation comprehensive review will occur in 2025.

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

https://miamioh.edu/policy-library/mission-values/

Attachment E

Resolutions
Provost Osborne

December 12, 2019

Miami University | Proposal to Establish a [Bachelor of Science in Business] in [Business Analytics] |
Page 5

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 Enrollment Management & Student Success, Vice President for Student Life, Vice President for University Advancement, Vice President for Information Technology, Vice President of University Communications & Marketing, General Counsel, Secretary to the Board of Trustees, 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 Liberal Arts & Applied Science), the Graduate School, University Libraries, and the Miami University Dolibois European Center (MUDEC).

The administrative leadership of Miami University can be found at: https://miamioh.edu/about-miami/leadership/

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 reports to the Department of Information Systems and Analytics.

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.

benamati vita 12-2018

Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program (e.g., curriculum and assessment committees, external advisory committees). In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.

This program will be advised by the Information Systems & Analytics Advisory Board and the Center for Analytics & Data Science.

4.2 Program development

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

Attachment E

Resolutions
Provost Osborne

December 12, 2019

Miami University | Proposal to Establish a [Bachelor of Science in Business] in [Business Analytics] |
Page 6

The proposed program is an existing track within an existing major. The ISA-Business Analytics track has a healthy enrollment. The name, however, is confusing to students. To be more student centered and to attract more students into our outstanding program, we wish to change the name to better reflect our curriculum.

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.

We do not need a market analysis for this program because it is an existing program within the Farmer School of Business. We are proposing only to rename the existing ISA-Business Analytics track as the Business Analytics Major within the Farmer School of business to give the major more visibility and to help clarify the skillset of the graduates.

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.

In the original development and evolution of the ISA programs, the ISA department consulted closely with industry through its advisory board and through its participation in the Center for Analytics and Data Science. The curriculum is informed through these ongoing relationships.

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.

The Farmer School of Business is accredited through the Association to Advance Collegiate Schools of Business (AACSB). As an existing track within the ISA major, the proposed Business Analytics major is compliant with AACSB standards.

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 is no school within a 30-mile radius that offers a Bachelor of Science in Business Analytics.

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.

The program was not developed in collaboration with another school in Ohio.

Attachment E
Resolutions
Provost Osborne
December 12, 2019

Miami University | Proposal to Establish a [Bachelor of Science in Business] in [Business Analytics] |
Page 7

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.

Students must be admitted to the Farmer School of Business in order to obtain a Bachelor of Science in Business with a major in Business Analytics.

Miami University has policies and procedures in place to recognize transfer courses appropriately and provide equity in the treatment of incoming transfer students and students native to the receiving institution. Transfer credit will be accepted for all successfully completed college-level courses completed in and after Fall 2005 from Ohio public institutions of higher education. Most college level courses taken fall term 2010 or after at regionally accredited institutions across the United States will be transferable to Miami University if the student earns a grade of D- or better. Prior to fall term 2015, credit earned on a pass/fail basis, credit/no-credit basis, etc., is also transferable if it can be determined the student earned a C or better. All credits earned at two-year institutions can transfer only as introductory or lower division (typically 100 and 200 level) credit, except that a course taken at the lower division level which bears the same title as an upper division course at Miami will be considered equivalent if validated by the division and/or department in which the course has applicability. Miami also has many courses that may be transferred according to the Ohio Department of Higher Education's Transfer Assurance Guide (TAG), Career Technical Credit Transfer (CT^2), Guaranteed Transfer Pathways, Military Transfer Assurance Guides, and One-Year Option initiatives; and other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.). For more information, see: http://bulletin.miamioh.edu/admission-undergraduate-students/transfer-student/#text

Commensurate with policies at Miami University and the Farmer School of Business, TAG approved courses will be accepted for transfer credit. To our knowledge, the only TAG approved courses are currently prerequisites to courses in the proposed program.

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.

Currently available services are adequate to serve the proposed program.

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.

Existing student academic services are adequate to support the program.

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 Business Analytics major provides the managerial and technical skills to leverage data for decision making in an organization. The major focuses on the use of data to guide evidence-based decision-making. Analytics combines numerous traditional disciplines including information systems and statistics. This major provides a framework for the collection and use of data; for analyzing structured and unstructured data; and for developing models to describe and predict behavior in data-rich environments.

6.2 Program goals and learning objectives

The stated student learning outcomes (SLO) from the program are
1. Identify and frame data-related business problems and opportunities using analytical methods.
2. Describe how data are collected, stored, retrieved, analyzed, and communicated to direct data-driven decision making.
3. Gather, store, and preprocess data to produce data sets for analytical purposes.
4. Apply appropriate methods for data analysis including descriptive, predictive, and prescriptive models.
5. Effectively communicate the results of a data analysis to stakeholders.

These objectives will be operationalized throughout the curriculum as much of the course work will use data from industry and other sources to frame problems, analyze relevant data and present results. Here are several examples of the types of activities prevalent throughout the program.

1. In ISA 491 students will do a real-world data analysis project where they frame a business problem analytically, apply predictive modeling to execute the project, and then communicate the results.

2. In ISA 321 through a real-world data analysis project where students will apply prescriptive modeling to a business problem and present results.
3.
   In ISA 401 through specific hands-on data analysis exercises where the collection, storage, retrieval, analysis, and communication of analysis are practiced.

6.3 Course offerings/descriptions

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major, general education, elective) and indicate if they are new or existing courses.

Course (number/name)	Cr hrs	Major	General Education (Miami Plan)	Elective	OTM TAG CTAG	New/Existing Course
MAJOR REQUIREMENTS						
ISA 245 Database Systems and Data Warehousing	3	■				Existing
ISA 281 Concepts in Business Programming	3	■				Existing

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ISA 291 Applied Regression Analysis in Business	3	■					Existing
ISA 401 Business Intelligence and Data Visualization	3	■					Existing
ISA 414 Managing Big Data	3	■					Existing
ISA 491 Introduction to Data Mining in Business	3	■					Existing
Must take two of the following electives							
ECO 411 Advanced Empirical Methods	3				■		Existing
ISA 321 Quantitative Analysis of Business Problems	3				■		Existing
ISA 365 Statistical Monitoring and Design of Experiments	3				■		Existing
ISA 444 Business Forecasting	3				■		Existing
ISA /STA 432 Survey Sampling in Business	3				■		Existing
ISA 496 Business Analytics Practicum	3				■		Existing
STA 402 Statistical Programming	3				■		Existing
STA 404 Advanced Visualization	3				■		Existing
ADDITIONAL REQUIREMENTS							

Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. **Submit course syllabi as appendix items.**

All courses are already taught and descriptions are available in Miami's General Bulletin

6.4 **Program sequence:** Provide the intended/ideal sequence to complete the program in the table below. Add additional time period as needed.

Time Period	Curriculum component	Time period	Curriculum component
Freshman Year			
Year 1 Fall Semester	Courses/Activities (hrs.)	Year 1 Spring Semester	Courses/Activities (hrs.)
	MTH 151		First Year Integrated Core
	CSE148		ISA 125
	ENG 211		ISA 235
	Physical Science		Global Perspectives
	BUS 106		
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.)
	ISA 245		ISA 291
	Diversity Class		ECO 201
	ISA 225		ACC 222
	ACC 221		Humanity
	Bio Science and Lab		BUS 284

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.)
	ISA 281		ISA 401
	ECO 202		ISA 491
	FIN 301		MGT 291
	Thematic Sequence		MKT 291
	E;ectove		Thematic Sequence
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.)
	ISA Elective		ISA Elective
	BLS 242		ISA 414
	Thematic Sequence		Business Capstone
	MGT 302		Global perspective
	Elective		Creative Arts
			Elective

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

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

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Assessment efforts are directed by the Office of Institutional Research and Effectiveness.
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 are 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 are 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 annually annually by the Office of Institutional Research & Institutional
Effectiveness and once every 6 years by a committee in the academic division.

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 Office of Institutional Research & Institutional Effectiveness. 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.

    1. Identify and frame data-related business problems and opportunities using
    analytical methods.
    2. Describe how data are collected, stored, retrieved, analyzed, and
    communicated to direct data-driven decision making.
    3. Gather, store, and preprocess data to produce data sets for analytical
    purposes.
    4. Apply appropriate methods for data analysis including descriptive, predictive,
    and prescriptive models.
    5. Effectively communicate the results of a data analysis to stakeholders.

- 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.

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SLO #1, 4, and 5 will be assessed in ISA 491 through a real-world data analysis project where students frame a business problem analytically, apply predictive modeling to the project, and communicate the results.
SLO #5 will also be assessed through ISA 321 through a real-world data analysis project where students apply prescriptive modeling to a business problem.
SLO#2 and #3 will be assessed in ISA 401 through specific hands-on data analysis exercises where the collection, storage, retrieval, analysis, and communication of analysis are practiced.

- Describe how you intend to evaluate the learning outcomes by means of the assignment(s)—e.g., rubric(s), scoring guides, or answer key(s) to exam.

  A rubric will be developed for the assignments in ISA 491, 321, and 401 that will assess each of the SLO's.

- 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.

  At least 10% of the student assignments will be sampled at random, and at least two faculty members will assess the assignments according to the developed rubric.

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

  We will include additional questions on the end-of-semester evaluations that address student perceptions of learning outcomes.

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

  We assess and summarize the data at least annually.

- 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.
  All faculty teaching the particular course will be initially involved in discussing the findings and proposing plans for reacting to the results. The findings and the plans will be presented to the department at a department meeting.

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

  The department assessment coordinator will be responsible for coordinating all assessment efforts in the department.

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.

The Miami University Student Success Committee with the support of The Office of the Provost and the Office of Institutional Research and Institutional Effectiveness guides and implements the university's student success evaluation and assessment. Student success is measures 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.

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.

SA currently has 1 Full Professor, 3 Assistant Professors and 2 TCPLs dedicated to our analytics curriculum. We also have 2 full professors, 2 associate and 2 assistant professors that teach both analytics and information systems courses.

The program is already fully staffed we are simply splitting this track out into a separate major to reduce the confusion that currently exists in students, advising and recruiting companies.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.). Note whether you will be using traditional qualifications (i.e., instructor has a degree at least one level above and directly related to the level of the courses being taught) or tested experience qualifications. Please make sure that the tested experience qualifications have been approved.

Tenure track faculty have a terminal degree. TCPLs have at least a masters.

The faculty teaching in this program will abide by Miami's overload teaching policy.

Indicate whether the department will need to hire additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process (by referencing Miami's search and appointment procedures) and provide a timeline for hiring such individuals.

The program is already fully staffed and populated with students. There essentially is no beginning to this proposal.

8.2 Program faculty

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

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Full-time: 6
Less than full-time: 6

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

Full-time: 0
Less than full-time: 0

8.3 Expectations for professional development/scholarship

Miami's tenure-eligible faculty are expected to produce high-quality scholarship for promotion and tenure (see policy library). Teaching faculty, visiting and part-time faculty are not expected to engage in scholarly activity. However, all faculty are provided opportunities for professional development such as programming offered by the Center for Teaching Excellence and the Howe Center for Writing Excellence. Tenure-eligible faculty are provided additional support for research and creative activity, such as assigned research appointments.

Indicate the department's support (including financial) provided for such activities.

Standard expectations for both tenure track and TCPL faculty.

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.**

As stated previously, all of the courses in the programs are already populated and offered. There are currently 88 students declared in the business analytics track. All of these courses also programs offered by the department.

Here is a table of faculty who are already on board who have or will soon teach each of the required classes. All electives in the program are also already offered and staffed.

ISA 245 Database Systems and Data Warehousing	Jay Shan, Arthur Carvalho
ISA 281 Concepts in Business Programming	Xiang Fang
ISA 291 Applied Regression Analysis in Business	Maria Weese, Waldyn Martinez
ISA 401 Business Intelligence and Data Visualization	Zafer Ozdemir, Fadel Megahed
ISA 414 Managing Big Data	T.M. Rajkumar, Jay Shan, Arthur Carvalho
ISA 491 Introduction to Data Mining in Business	Maria Weese, Waldyn Martinez

SECTION 9: LIBRARY RESOURCES

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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).

> N/A - The program is already running as a track

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

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.

> N/A - The program is already running as a track

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 th the library budget to support and maintain the proposed program.

> N/A - The program is already running as a track

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.

This is not the normal FIS for new degree programs because this is not new in the normal sense. Due to the confusion from having an Information Systems and Analytics major with two very well populated tracks (101 and 88), we are simply splitting one of the tracks out into its own program.

There are no curriculum changes to either track. All of the faculty to teach the program are in place and all courses are already taught. Essentially, there is no financial impact of the new major.

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
• Instruction (technical, professional and general education)
  Full ____
  Part Time ____
• Non-instruction (indicate roles in narrative section below)
  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.

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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	Course Syllabi
B	Faculty CVs
C	Benamati vita 12-2018
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,

Provost & Executive Vice President
Miami University

Department Chair/Program Director Approval and Forwarding:
Name: **Email:**   **Phone:**   **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)

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**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, Council of
Undergraduate Curriculum or Graduate Council, Academic Deans, a vote by University Senate plus ten
(10) class days for review, the President, the Miami University Board of Trustees and the Ohio
Department of Higher Education (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, Council of
Undergraduate Curriculum or Graduate Council, Academic Deans, 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.

ISA 245 – Database Systems
2019 Fall

Class Information

Prerequisite:	ISA 235 (or equivalent approved by instructor)
Meeting Times:	Session C: TR 4:25pm - 5:45pm, FSB 2050
	Session D: TR 10:05am - 11:25am, FSB 2037

Instructor

Name:	Dr. Zhe (Jay) Shan
Office:	3035 FSB
Office Hours:	TR 2pm-4pm, or by appointment.
E-Mail:	jayshan@miamioh.edu

Textbook (Optional):

Data Management: Databases and Organizations, 6th edition, by Richard T. Watson (ISBN: 978-1-943153-03-9)

Course Overview

This course is designed to provide an understanding of the use of database systems in organizations, their design methodologies, how data is accessed by means of Structured Query Language (SQL), how they support data warehouses and business analytics, and issues related to the maintenance and control of database systems. We will analyze, design, and implement database applications using the database management software by Oracle. You will be expected to demonstrate proficiency in data modeling, database design, and SQL.

Learning Objectives

Upon successful completion of the course, you should be able to fully comprehend the following concepts:

Conceptual knowledge
- Understand and use the terminology of the database management field.
- Articulate the importance of data integrity requirements inside organizations.

Database design
- Construct a graphical representation (ERD) of a conceptual data model.
- Evaluate alternative conceptual models.
- Translate entity-relationship diagrams into a set of normalized tables to be implemented using a relational DBMS.
- Generate appropriate database documentation.

Database implementation
- Write SQL statements to build database tables and populate them with data.
- Write SQL statements to retrieve information from databases.
- Demonstrate the value of databases for managerial decision making.

Transaction Management
o Understand the basics of transaction management and concurrency control

Data Warehouses
- o Describe the differences between transaction/operational data and decision support data.
- o Conduct dimensioning modeling in building data warehouses
- o Write SQL statements to populate a simple data warehouse using transaction/operational data (ETL).

Homework Assignments, Exams, and Group Project
The course involves individual assignments, exams, and a group project. You will demonstrate your mastery of the material by applying what you learn – not only in-class through exercises and exams, but also by doing assignments and the project. Some assignments and some portions of the project will be well specified; others will be purposely vague. One objective of these assignments is for you to learn how to approach database design and development in real-life situations.

Note that this course covers technical material. Typically, you will not understand the material without reading – and rereading – it carefully. I expect you to devote on average about **4 to 8 hours** per week **outside of class** to this course, including reading, studying, and working on homework assignments and the course project.

The liberal education objectives of the course are accomplished through the use of class discussions, written exam questions, and a group project. The exams, class discussions, and especially the group project aid in the development of critical thinking skills. Lectures are designed to link topics in such a way that students understand the context for each issue in the course. Presentations, the group project, and in-class discussions are opportunities for students to engage with other learners. Time for reflecting and acting comes through assignments, exams, and in-class discussions/exercises. The liberal education objectives of this class can only be met if you attend each class and are prepared to ask and answer questions and discuss the day's material.

Grading Policy
Assignment and exam grades are final the next day of class after their return, i.e., you need to see me during office hours before the following class in case you have any questions about your grade. Your work will be evaluated based on the following grading scheme:
- • Assignments   25% (5% each)
- • Group project   20%
- • Midterm exam   25%
- • Final exam   25%
- • Class participation   5%

Final letter grades will be assigned using the following scale:

GRADE	Scores	GRADE	Scores	GRADE	Scores	GRADE	Scores
A+ (4.0)	[97, 100]	B+ (3.3)	[87, 90)	C+ (2.3)	[77, 80)	D+ (1.3)	[67, 70]
A (4.0)	[94, 97)	B (3.0)	[84, 87)	C (2.0)	[74, 77)	D (1.0)	[64. 67)
A- (3.7)	[90, 94)	B- (2.7)	[80, 84)	C- (1.7)	[70, 74)	D- (0.7)	[60, 64)

2

Exams: There will be two exams given during the semester - a midterm exam and a final exam. The midterm exam will cover all class materials and readings for the period immediately prior to that exam. Clearly, some of the material on the midterm exam will also be covered on the final exam. Makeup exams will only be available to students with legitimate reasons. A physician's certificate or some other official documentation is required.

Group Project: Your team of at most 4 members will design and implement a database and develop queries that would meet the needs of a business domain. This project will begin after the midterm exam and continue until the end of the semester. You should work on it in stages: analysis and design, implementation, and operation. The final deliverable will be a single report documenting and describing the work performed throughout the semester as well as an in-class presentation of your work. You are expected to be a responsible team member and contribute meaningfully to the project. **A peer evaluation will be conducted to make sure each group member can contribute fairly and equally to the team project.**

Assignments: There will be five graded assignments given during the semester. The graded assignments are take-home assignments, normally short research or problem-based tasks. Non-graded exercises will also be assigned for practice, the content of which can be covered on the exams. Meeting deadlines for assignments is crucial. **Assignments are individual tasks. Any work assigned to be done individually which is found to be done in a team fashion will be reported as a case of academic dishonesty.** All work should be completed and delivered in a business professional manner. Grade deductions might occur due to poorly delivered assignments. Once again, I expect you to meet the writing standards commonly used in business, e.g., proper organization and use of titles, correct spelling, subject/verb agreement, complete sentences, etc. The Howe Writing Initiative provides excellent support in case you need to improve your writing skills.

Class Attendance

I will create an active education environment to motivate you to understand and apply the information technologies for database management. Therefore, attendance and class participation are critical. **Students that attend classes and participant in-class discussion often score much higher on exams, assignmeuts and project.** According to the Miami University Bulletin's Class Attendance policy, *"you are expected to attend every class for which you are registered."* Furthermore, *"if your instructor notifies the Registrar's office that in his or her opinion you have missed too many classes, you can be dropped from the course with a grade of F."* Hence, it is important to attend all classes. If you must miss a class, it is your responsibility to understand the material covered that day. **I reserve the right to drop someone that misses a significant number of classes.**

Communication:

Email is the best way to communicate with me. I intend to reply your emails within 24 hours (48 hours in weekend). Therefore, I expect the same courtesy from you. Email will be a very important mode of communication in this class as we meet only once/twice a week. **Please start your subject line of your emails with 'ISA245-X' (X is your section number, C or D).**

Also make sure to check Canvas on a regular basis for updates or additional course material.

3

Please keep your email information on Canvas up to date. Whenever possible, I will announce changes to the course via the Canvas announcement function.

Class Conduct:

> ## IMPORTANT !
>
> **The use of any mobile device, such as laptop, smart phones, etc., during a lecture session is not permitted unless the instructor has approved its use. Please silence your devices and put them in your bag or jacket. Please be professional!**

One of our goals in Farmer School of Business is to prepare you for a professional career and we wish to instill good habits through insisting on a high level of conduct in all your classes. The following behaviors are unacceptable in this class:

1. Not on time
2. Failing to notify the professor by email when you are absent from class.
3. Excessive tardiness/absences.
4. Leaving while class is in session for reasons other than an emergency.
5. Working on non-course related assignments.
6. Falling asleep or resting head on desk.
7. Wearing headphones while class is in session.
8. Web surfing in class
9. Other types of disrespectful behaviors.
10. No food or drinks will be allowed in the computer lab. Food should be kept in backpacks.
11. You should pick up any papers and trash before leaving the lab - be a good citizen.

Academic Integrity:

> ## IMPORTANT !
>
> **I personally take academic integrity _very_ seriously, and if there are any violations, the conseqnences will be unfortunate. Please don't take this issue lightly because plagiarism in any form will not be tolerated.**

All individual assignments should be your work. You may consult with each other to understand the requirements of an assignment or for trouble-shooting. However, you must do individual assignments on your own! Any individual work found to be done in a team fashion will be reported as an act of academic dishonesty. You are required to observe the rules of academic integrity promulgated by the university, including the prohibition on academic misconduct, such as (but not limited to) cheating, dishonesty, plagiarism, submission of other's work, and complicity in academic dishonesty. For more information on academic integrity at Miami University, please take a look at http://miamioh.edu/fsb/academics/integrity/index.html

4

Disabilities Policy

Students with disabilities are encouraged to request reasonable accommodations. Student Disability Services (SDS) registration should be completed prior to the provision of accommodations. Please visit the Student Disability Services Website for more information You can also contact SDS at 513-529-1541 or sds@miamioh.edu.

If you are eligible to receive accommodations please schedule an office hours appointment at the beginning of the semester to discuss accommodation plans.

Course Schedule (Tentative):

Module	Topics	Related Chapters
0	Course Introduction and Logistics	Syllabus
1	Introduction to Relational Models	Chapter 3
2	Introduction to SQL	Chapter 10
3	The 1:M Relationships	Chapter 4
4	The M:M Relationships	Chapter 5
5	1:1 and Recursive Relationships	Chapter 6
6	Data Modeling	Chapter 7
7	Normalization	Chapter 8
8	Advanced SQL Statements	Chapter 10
9	Advanced Topics	Handouts

5

ISA 281   Business Programming

COURSE	ISA 281, Fall 2019
SECTIONS	*1:15am - 2:35 pm, 2:50 pm - 4:10 pm, 4:25pm - 5:45pm on Mon and Wen*
CLASSROOM	Room 2050, Farmer School of Business
INSTRUCTOR	Dr. Xiang Fang (pronounced as Sean Fong)
OFFICE	3100, Farmer School of Business
EMAIL	fangx@miamioh.edu
PHONE	9-1390 (my office) OR 9-4826 (ISA department office)
OFFICE HOURS	*Every Mon and Wen between 9:00 AM and 11:30 AM or by appointment*
TEXTBOOK	**Starting Out with Python** Author: Tony Gaddis ISBN-13: 978-0134444321 ISBN-10: 0134444329 Paperback: 744 pages Publisher: Pearson; 4 edition (2017)
COURSE OBJECTIVES AND LEARNING OUTCOMES	The goal of this course is to provide the students with a comprehensive introduction to the programming tools and skills required to build and maintain business applications. The learning outcomes include using structured programming techniques to develop business applications, developing business application modules using subroutines and functions, reading from and write data to a variety of file formats and databases, and developing data driven business applications using objects and libraries. The focus is on the concepts used to develop data-driven business applications independent of the language or technology used. Students will be exposed to the following concepts: datatypes, variables, structured programming concepts such as if-then-else, loops; structures such as lists, dictionaries; object oriented techniques such as classes, inheritance, use of objects, Web APIs in developing applications; file and data handling techniques. Short programs will be written to demonstrate the concept usages in developing business applications.

1

EVALUATION	Your final grade for the course will be based on the following items:
	Exam1: 20% (80 points)
	Exam2: 20% (80 points)
	Final: 25% (100 points)
	Programming assignments: 25% (100 points)
	Assignment1: 30 points
(See plus and minus grading)	Assignment2: 30 points
	Assignment3: 40 points
	Instructor's Discretionary Items: 10% (40 points maximally)
	Quizzes (27 points for 12 pop quizzes), attendance (13 points)
	Total points maximum for the course: 400 points
COMP. FINAL EXAM	The final exam will cover most of the topics covered throughout the semester. The questions will come from textbooks, readings, class lectures/discussions, handouts, website reading assignments, etc.
ADDITIONAL RESOURCES OUTSIDE CLASS	If you, or others, in the class need additional help with exercises or other material, please let me know. We can schedule a review session or help sessions. Also, you should frequently check the shared G: drive for notes, examples, etc. Students are required to check their emails periodically, including their Spam folder of their email accounts to receive emails related to the course.
MAKE-UPS	I do not schedule make-up assignments. I will provide a make-up test in the case of serious illness or other comparable official situation. You must notify me, or the ISA office, in advance and fill out an excused absence form prior to the make-up. No make-ups will be given for any quizzes. All assignments are due at the beginning of the class on the due date.
CLASS & TEST PREPARATION	For each class it is my expectation that you will read the assigned material and complete any related homework assignments. By doing this you will be prepared for the in-class quizzes and the hands-on exercises.

2

ACADEMIC DISHONESTY	No form of academic dishonesty will be tolerated and any incident will be dealt with according to the *Miami Student Handbook.*
ATTENDANCE	Class Meetings: You are required to attend all class meetings. If you miss a meeting, it is your responsibility to obtain notes from a fellow student. Office hours are not meant for individual lectures. Class Participation: Class attendance is useful to the student as a means of acquiring knowledge and clarification, and is a prerequisite for class participation. Class participation is the active engagement in questions and answers, and contribution of comments in class sessions.
COVER PAGE	A student's identity should appear on the cover page of the every assignment. Student's name, course, section number, assignment number, and due date should be clearly shown on the cover page of your assignment for full credit.
HELP	Tutors are available through the Office of Learning Assistance. 9-8741. Help sessions will be given to help students to finish assignments.
NOTE	No attempt is made at the college level to discuss all the materials in the texts during class lectures. No *INCOMPLETE (I)* will be given for this class. This syllabus is subject to changes announced in class. More than one backup of computer assignment works should be maintained in different locations. Students must have backup disks or flash drives for lab sessions. Students must obtain a valid Oracle server account. **Any login issues should be reported to SBA tech office (529-4940) politely.** Or send emails to sbahelp@miamioh.edu https://fsboracle.fsb.muohio.edu/oracle/webcreate.htm

Grades are based on the following scale (*Plus/Minus Grading*):

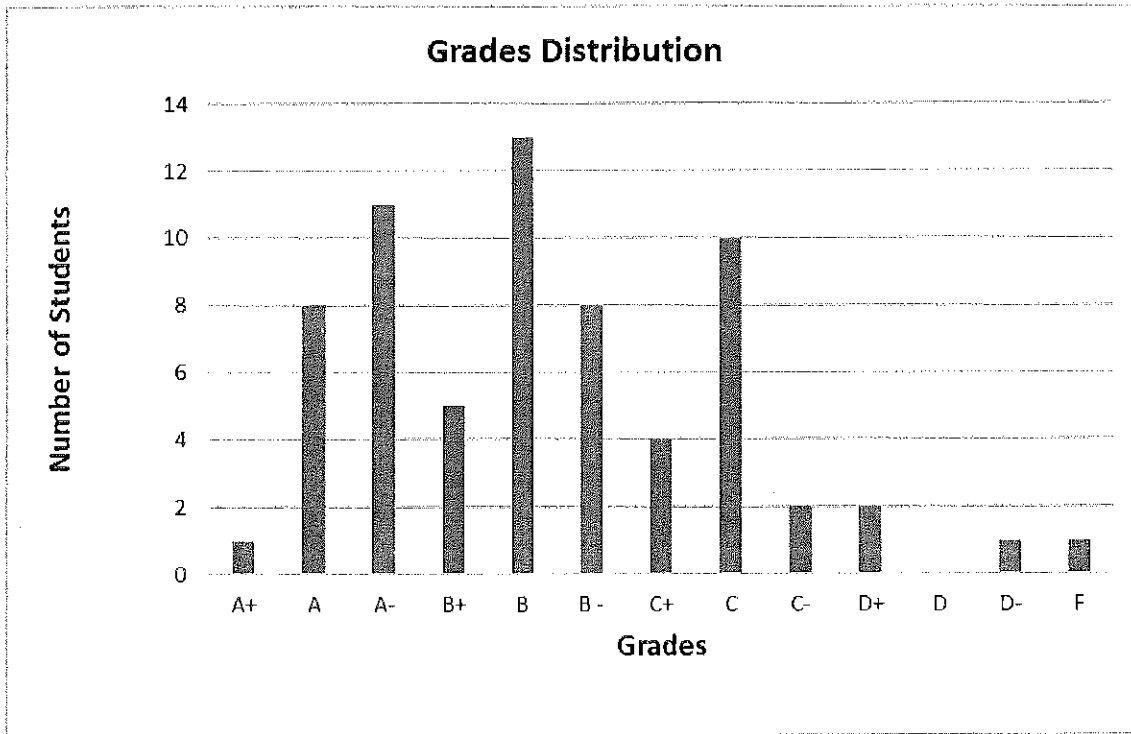|			
A+ 97.5-100	B+ 87.5-89.49	C+ 77.5-79.49	D+ 67.5-69.49
A 92.5-97.49	B 82.5-87.49	C 72.5-77.49	D 62.5-67.49
A- 89.5-92.49	B- 79.5-82.49	C- 69.5-72.49	D- 59.5-62.49

Tentative Schedule for ISA 281

3

Weeks	Topics and Events	Chapter and other Materials
8/26	Introduction to Computers and Programming	Ch1
8/28 – 9/4	Input, Processing, and Output	Ch2
9/9- 9/11	Decision Structures and Boolean Logic	Ch3
9/16 - 9/23	Repetition Structures	Ch4
9/25 – 10/2	Functions and Modules Exam One on 10/2	Ch5
10/7 - 10/9	Files and Exceptions	Ch6
10/14- 10/21	Lists and Tuples	Ch7
10/23 – 10/30	Dictionaries and Sets	Ch9
11/4– 11/13	Classes and Object-Oriented Programming Exam Two on 11/4	Ch10
11/18– 11/25	Inheritance	Ch11
12/2 - 12/4	Database Application via Python	Handouts
12/8 (Sunday) 12/9 - 12/14	Final Review (attendance: optional) Finals Week	Review Sheet

IT professionals may be invited to come to our classroom for presentation and lecture during the semester. In that situation, schedule might be changed accordingly.

For technology resource at Farmer School of Business, please access:

http://miamioh.edu/fsb/facilities/office-of-technology/student-resources/index.html

4

Grades Distribution of ISA 281 in fall 2018:

A+	A	A-	B+	B	B -	C+	C	C-	D+	D	D-	F
1	8	11	5	13	8	4	10	2	2	0	1	1

Average: B   **83.00%**   *(332 out of 400)*

https://spectrum.ieee.org/at-work/innovation/the-2018-top-programming-languages

5

ISA 291 C Fall 2019

Applied Regression Analysis in Business

Class Meetings: W/F, 8:30 am – 9:50 am FSB 0012

Professor: Pat Schur
FSB 3012
513.604.286 (c), 513.529.9368 (o)
schurpj@miamioh.edu

Office Hours: W/F 7:15am – 8:15am, 10:00am – 11:15am

Preresquisite(s):   ISA 205 or ISA 225 or equivalent

Required Materials: 1. *A Second Course in Statistics: Regression Analysis*, 7th edition by Mendenhall and Sincich, ISBN-10 0-321-69169-5.

                             2. Powerpoints. Available on Canvas course site.

                             3. Access on your laptop to R and R-studio.

Course Objectives:

By the end of this course, you should be able to:

- Apply regression-based predictive modeling techniques in business. The modeling techniques discussed include
  - Simple linear regression
  - Multiple linear regression
  - Multiple regression with qualitative predictors
  - Multiple regression with interaction terms
  - Polynomial regression
- Evaluate the strengths and limitations of regression models by
  - Validating model assumptions
  - Remedying certain departures from model assumptions
  - Testing for model significance
  - Testing for significance of model coefficients
  - Using measures of comparative fit

- Use variable selection methods to build statistically sound and practically useful models.

- Properly frame business problems in a regression modeling context. This includes:

  - Translating a business problem into a predictive modeling context.
  - Fitting and validating models while balancing both practical business guidelines and statistical soundness of the analysis.
  - Accurately and clearly interpreting the results of models to a business audience.

Requirements & Grading:

•	Comprehensive Exams (3)	50%
•	Homework	5%
•	Weekly Computer Labs	10%
•	Data Analysis Exercises	15%
•	Final Project	20%

A+	97.50% - 100.00%	B+ 87.50% - 89.49%	C+ 77.50% - 79.49%	D+ 67.50% - 69.49%
A	92.50% - 97.49%	B 82.50% - 87.49%	C 72.50% - 77.49%	D 62.50% - 67.49%
A-	89.50% - 92.49%	B- 79.50% - 82.49%	C- 69.50% - 72.49%	D- 59.50% - 62.49%

Course Calendar: The course calendar is available on the course site. This is a tentative guide to the material that will be covered, exam dates, reading assignments, homework assignments, and due dates. The calendar is likely to be revised several times during the semester if the class moves more slowly or quickly than expected. The most up-to-date calendar will be posted on the course site; thus, it is imperative that you refer to an online, not a printed copy of the calendar.

Exams: Three equally weighted exams will be given during the semester. Exams will cover material in the assigned readings, homework assignments, labs, lecture and lecture slides. Please refer to the course calendar for approximate exam dates. The exams will be given during class. All exams are comprehensive.

Homework: Homework assignments may be in the form of textbook problems, data gathering exercises, or open-ended questions. These assignments are vital to the learning process. On each assignment, you may be given recommended problems and required problems. Only the required problems will be handed in and graded. In grading these assignments, I will consider form and structure in addition to getting the right answer. Your assignments should be typed and include pertinent computer output as necessary. If necessary, pertinent output should be cut and pasted into a word processing document for easy reference. Failure to annotate your output does not convince me that you understand how to interpret it, and will result in a reduced grade on an assignment. All assignments should be turned in on Canvas. Late assignments will receive no credit. No exceptions.

Data Anal. Exercises: Several times throughout the semester, you will be given data analysis exercises. These exercises will emphasize the analysis of real (or realistic) data. You will be asked to write up the results of your analysis in a brief report. Most of this work will be done in pairs or small groups and only one report will be turned in for each group of students. The approximate due dates are given on the course calendar and the assignments will be provided to you on the course site. Please note that the final project is a lengthy assignment and includes a Powerpoint presentation to be given during the scheduled final exam time. Late assignments will receive no credit. No exceptions.

Reading Assignments: Reading the assigned material is critical to your success in this course. You are expected to read the assignment before coming to class on the date listed on the calendar. For example, a reading assignment for 2/7, should be completed no later than class time on 2/7. You may not understand everything you read completely; however, reading before I lecture on this material will ensure that the first time you see the material is not when I present the lecture. This familiarity with the material to be covered is the minimum that you need to do to prepare for class. If you fail to complete the assigned reading on time, you cannot expect to understand the material that is presented in the lecture.

Computer Labs: We will have computer labs each class. Some portion of each class will be allocated to these computer labs and they will cover material covered that day. In order to receive credit for a lab, you will need to be in class and complete the lab during the allocated class time. Work is due at the end of each class. These labs are crucial to helping you practice new material and learning how to accomplish various things in R. Late assignments will receive no credit. No exceptions.

Attendance and Participation:

Each of you is a valuable member of this learning community. Thus, you are expected to come prepared to each class, to listen effectively, to ask questions, and to be an active participant in this course.

Academic Integrity:

The Miami University policies pertaining to academic dishonesty apply to all university courses. Please refer to http://miamioh.edu/integrity/undergraduates/index.html for details regarding these policies.

Special Accommodations for Students with Disabilities:

Students who need special accommodations as provided for by the Americans with Disabilities Act, should refer to the office of Student Disability Services (SDS) for assistance. Website: http://miamioh.edu/student-life/sds/; Email: sds@MiamiOH.edu; Phone: (513)529-1541.

Attachment E

Resolutions
Provost Osborne

December 12, 2019

8/15/2019

Syllabus for ISA401 A

Course Syllabus

Jump to Today | ✎ **Edit**

CLASS INFORMATION

- Prerequisite: ISA 245
- Location: 2050 FSB

INSTRUCTOR

Zafer Ozdemir

- Professor of Information Systems
- Email: ozdemir@miamioh.edu
- Office Hours: Mon & Wed 11:45 am - 12:45 pm, or by appointment, 3011 FSB, possibly through **my virtual WebEx room** (https://miamioh.webex.com/meet/ozdemir)

CATALOG DESCRIPTION

An introduction to the use of business intelligence and data visualization in organizations, with emphasis on how information is gathered, stored, analyzed, and used. Topics covered include business intelligence, data warehousing, data visualization, and data mining.

REQUIRED MATERIALS

- Practical Analytics, by Jones and Kale -- available for purchase **here** (http://epistemypress.com/books/practical-analytics/). Please note that this book has no hard copy.
- **Microsoft Power BI Desktop** (https://powerbi.microsoft.com/en-us/desktop/) (free). Power BI Desktop is Windows only. If you have a mac, you will have to rely on **Microsoft Virtual Desktop** (http://miamioh.edu/fsb/facilities/office-of-technology/student-resources/inst.html) or use FSB labs.
- **Tableau** (http://www.tableau.com/support/esdalt) (**version 2019.1.0**) --Tableau's **data visualization software** (http://www.tableau.com/data-visualization-software) is provided through the Tableau for Teaching program.

- Activation key to use on your machine: <TCXA-4E44-EF80-7A5B-79DB> **(This key is to be used on your machine, not on the Virtual Server! To activate Tableau on FSB Virtual Server, see the icon right below Tableau.) PLEASE DO USE THIS KEY TO ACTIVATE THE SOFTWARE ON ONLY <u>ONE</u> COMPUTER.**
  - Instructions: If you are presented a form, enter your university email address for "Business email"; and under "Organization", input Miami University.
- These software are available on **<u>Microsoft Virtual Desktop</u>**   (http://miamioh.edu/fsb/facilities/office-of-technology/student-resources/inst.html) and the labs in FSB (2037 and 2050). See FSB lab schedule **<u>here</u>**   (http://miamioh.edu/fsb/facilities/office-of-technology/labs/index.html). **Problems with accessing the Virtual Desktop is not a valid excuse for submitting an assignment late.**

STUDENT OUTCOMES

Upon completion of this course students will be able to

1. Explain the role of data warehousing and business intelligence in managerial decision making
2. Describe the importance of business performance management tools such as dashboards and score cards
3. Retrieve data from multiple sources
4. Clean, manipulate, and transform data using using Power BI
5. Design and implement data models for decision support using Power BI
6. Work with visualization software to create visualizations and dashboards using Tableau
7. Explain the importance of data mining and the capabilities of some of the data mining methods

GRADING POLICIES

Don't wait until the end of the course to get concerned about your grade, because extra credit work is not an option. Please see me during the semester as needed to ask questions and get assistance. Grades are considered final one week after their return.

Please note that **70% of your grade** will come from application of course concepts (see below in blue).

Grading Scheme

- **for ISA 401:**
  - Two conceptual exams -- 30%
  - Final (application) exam -- 25%
  - Application assignments -- 30%

  - ○ Group project -- 15% (Individual grades will depend on peer evaluations to be collected at the end of the semester)

- **for ISA 501:**
  - ○ Two conceptual exams -- 27%
  - ○ Final (application) exam -- 22.5%
  - ○ Application assignments -- 27%
  - ○ Group project -- 13.5% (Individual grades will depend on peer evaluations to be collected at the end of the semester)
  - ○ Semester paper -- 10%

Letter Grade Definition

  - ○ A+ > 97%
  - ○ A > 93%
  - ○ A- > 90%
  - ○ B+ > 87%
  - ○ B > 83%
  - ○ B- > 80%
  - ○ C+ > 77%
  - ○ C > 73%
  - ○ C- > 70%
  - ○ D+ > 67%
  - ○ D > 63%
  - ○ D- > 60%

ACADEMIC DISHONESTY

All application assignments should be your own work. You may consult each other to understand the requirements of an assignment. However, you must do application assignments on your own! Any work found to be done in team fashion will be reported as an act of academic dishonesty. You are required to observe the rules of academic integrity promulgated by the University, including the prohibition on academic misconduct, such as (but not limited to) cheating, dishonesty, plagiarism, submission of other's work, and complicity in academic dishonesty. For more guidance on academic integrity, including plagiarism, see Miami University's **web page on Academic Integrity** (http://www.miamioh.edu/integrity/)

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ADA & STUDENTS WITH DISABILITIES

Miami University is committed to ensuring equal access to students with disabilities. Miami's Office of Student Disability Services (SDS) assists students with determining eligibility for services and accommodation planning. Students who are entitled to disability-related academic adjustments, auxiliary aids, etc., must register with SDS to receive accommodations in university courses. Please understand that formal communication from SDS must be presented prior to the coordination of accommodations for this course. For more information, students may contact SDS at (513) 529-1541 or via email at sds@miamioh.edu (mailto:sds@miamioh.edu) .

EXAMS, ASSIGNMENTS, AND PROJECT

The dates and times of evening exams have been made known to you prior to your enrolling in this class. Any request for rescheduling requires written documentation of an academically valid excuse and should be made at least **five business days** in advance.

Late submissions will be marked down 10% per day -- unless when the solution is discussed in class, after which no late submissions will be accepted.

Students should act honestly in the completion of all course assignments and ask the instructor for clarification on any assignment guidelines that are not clear.

I will collect peer evaluations on your group project work and reserve my right to adjust grades up/down based on these evaluations.

FOR ISA 501 STUDENTS ONLY

I expect you to write an open-ended paper for which you will find and deep dive into an area within course topics that is of interest, and you will research how it relates to your future career. What are the emerging technologies? What are the important skills employers want? Discuss with me your idea before investing too much time in it. I encourage you to discuss it with me further along the process as well. Final papers should be around 15-20 pages (double spaced, Times New Roman, 12 pt font, 1 inch margins) excluding figures, tables, and references.

I also expect you to do more advanced/varied data analyses for the group project. All 501 students will be in the same group to the extent possible.

CLASS PARTICIPATION

I value your active participation during our meetings (via questions, comments, helping your friends with in-class exercises, group discussions and group exercises etc.). Your cumulative class participation can move you **up** or **down** a letter grade.

According to the Miami University Bulletin Class Attendance policy, "you are expected to attend every class for which you are registered." Furthermore, "if your instructor notifies the Registrar's office that in his or her opinion you have missed too many classes, you can be dropped from the course with a grade of F." If you have to miss a class, you will need to get the notes from a classmate.

COMMUNICATION

Course communication will be mainly through Canvas Announcements--typically within three hours after a class meeting. You are responsible to read these announcements that will come to your email inbox in a timely manner and prepare for the next class meeting accordingly. You are also responsible to keep up with assignments and their due dates; these are all published at the beginning of the semester.

LIBERAL EDUCATION OUTCOMES

ISA 401 is the third course in the ISA-3 thematic sequence (Web Mining and Knowledge Management).

The liberal education objectives of the course are accomplished through the use of class discussions, essay exam questions, and group projects. The exams, class discussions, and projects aid in the development of critical thinking skills. Lectures are designed to link topics in such a way that the student understands the context for each issue in the course. Presentations, group projects, and group discussions in class are opportunities for engaging with other learners. Time for reflecting and acting comes through exams and in-class discussions. The liberal education objectives of this class can only be met if you attend each class and are prepared to ask/answer questions and discuss the day's material.

To foster critical thinking students will study current enterprise systems issues, understand the context in which business decisions are made, and investigate enterprise system problems and enterprise processes.

To understand contexts of organizations and work groups this course will focus on the use of enterprise systems to solve business problems and improve productivity. This course encourages engagement with other learners by providing interactive discussions and individual and small group projects.

To foster reflection and purposeful acting, this course emphasizes identification and investigation of problems and solutions while building technical and analytical skills.

Attachment E

Resolutions
Provost Osborne

December 12, 2019

8/15/2019

Syllabus for ISA401 A

FSB MISSION

The mission of the Farmer School of Business is to be a premier business program that provides students with the life-long ability to acquire knowledge and translate it into responsible action in a competitive global environment. Toward that end, across the curriculum we seek to develop a number of important skills/perspectives in all of our graduates, including: critical thinking and ethical decision making, effective communication, IT proficiency, and international/diversity perspectives.

The primary skill(s)/perspective(s) promoted in this class will be IT proficiency, effective communication and critical thinking.

In part, these skills will be developed through computer projects, presentations and applying the concepts to case studies and/or essay questions.

INFORMATION SYSTEMS PROGRAM OBJECTIVES

ISA 401 also contributes to the following student learning outcomes for the Information Systems program:

o Systematically identify, analyze and evaluate information-related business problems and opportunities
o Solve business problems and exploit business opportunities using information technologies

This is achieved by having students (i) analyze various business processes and associated document flows and (ii) make data-driven business decisions in a competitive simulation environment.

LAB POLICIES

o After the class starts, computers are to be used for only class-related material.
o Except for bottled water, no food or drinks are allowed in the computer lab. Food should be kept in backpacks if in the possession of students.
o You should pick up any papers and trash before leaving the lab.Please report to me inoperable computers (if any). I will relay the information to the IT staff for correction.

Course materials provided to you, including presentations, tests, outlines, and similar materials, are copyright protected by the faculty member(s) teaching this course. You may make copies of course materials solely for your own use. You may not copy, reproduce or electronically transmit any course materials to any person or company for commercial or other purposes without the faculty member's

express permission. Violation of this prohibition may subject the student to discipline/suspension/dismissal under the Miami's Code of Student Conduct or Academic Integrity Policy.

Course Summary:

Date	Details	
Wed Aug 28, 2019	📝 M1	Assignment: Working with PowerPivot and OLAP Functions (https://miamioh.instructure.com/courses/105778/assignments/1069407)	due by 11:59pm
Wed Sep 4, 2019	📝 M2	Assignment: Data Modeling using Power BI (https://miamioh.instructure.com/courses/105778/assignments/1069411)	due by 11:59pm
Sun Sep 15, 2019	📝 M2	Assignment: Star Schema Design (https://miamioh.instructure.com/courses/105778/assignments/1069413)	due by 11:59pm
Thu Sep 19, 2019	📝 Practice Quiz 1 (Remotely Proctored) (https://miamioh.instructure.com/courses/105778/assignments/1069404)	due by 5pm
	📝 Conceptual Exam 1 (Remotely Proctored) (https://miamioh.instructure.com/courses/105778/assignments/1069400)	due by 8pm
Sun Sep 22, 2019	📝 M2	Assignment: Creating Measures in Power BI (https://miamioh.instructure.com/courses/105778/assignments/1069410)	due by 11:59pm
Wed Sep 25, 2019	📝 M2	Assignment: Cleansing & Transforming Data with Power BI (https://miamioh.instructure.com/courses/105778/assignments/1069408)	due by 11:59pm
Sun Sep 29, 2019	📝 M2	Assignment: Data Preparation and Analysis using Power BI (https://miamioh.instructure.com/courses/105778/assignments/1069412)	due by 11:59pm
Sun Oct 6, 2019	📝 M2	Assignment: Converting an ERD to a Star Schema using Power BI (https://miamioh.instructure.com/courses/105778/assignments/1069409)	due by 11:59pm
	📝 Phase 1: Staging Data for Analysis (QVC) (https://miamioh.instructure.com/courses/105778/assignments/1069422)	due by 11:59pm
Wed Oct 9, 2019	📝 M3	Assignment: Building Gapminder (https://miamioh.instructure.com/courses/105778/assignments/1069415)	due by 11:59pm

Date	Details	
	▣ **M3	Assignment: Calculations in Tableau** (https://miamioh.instructure.com/courses/105778/assignments/1069416)	due by 11:59pm
Wed Oct 23, 2019	▣ **M3	Assignment: Introduction to Tableau** (https://miamioh.instructure.com/courses/105778/assignments/1069418)	due by 11:59pm
	▣ **M3	Assignment: Map of NYC Wifi** (https://miamioh.instructure.com/courses/105778/assignments/1069419)	due by 11:59pm
Sun Nov 3, 2019	▣ **M3	Assignment: Analyzing Yelp Data** (https://miamioh.instructure.com/courses/105778/assignments/1069414)	due by 11:59pm
Sun Nov 10, 2019	▣ **M3	Assignment: Visual Hierarchy with Airbnb Data** (https://miamioh.instructure.com/courses/105778/assignments/1069421)	due by 11:59pm
Thu Nov 14, 2019	▣ **Practice Quiz 2 (Remotely Proctored)** (https://miamioh.instructure.com/courses/105778/assignments/1069402)	due by 1:30pm
	▣ **Conceptual Exam 2 (Remotely Proctored)** (https://miamioh.instructure.com/courses/105778/assignments/1069403)	due by 8pm
Sun Nov 17, 2019	▣ **M3	Assignment: Developing a Dashboard using Tableau** (https://miamioh.instructure.com/courses/105778/assignments/1069417)	due by 11:59pm
Sun Nov 24, 2019	▣ **M3	Assignment: Story Points in Tableau** (https://miamioh.instructure.com/courses/105778/assignments/1069420)	due by 11:59pm
	▣ **Phase 2: Data Visualization, Dashboarding & Storytelling** (https://miamioh.instructure.com/courses/105778/assignments/1069423)	due by 11:59pm
	▣ **Final Application Exam (Remotely Proctored)** (https://miamioh.instructure.com/courses/105778/assignments/1069401)	
	▣ **Final Exam - Data Preparation** (https://miamioh.instructure.com/courses/105778/assignments/1069405)	
	▣ **Final Exam - Data Visualization** (https://miamioh.instructure.com/courses/105778/assignments/1069406)	
	▣ **Semester Paper (ISA 501 students only)** (https://miamioh.instructure.com/courses/105778/assignments/1069424)	

ISA 414 – Managing Big Data
2019 Fall
Course Syllabus

Class Information
    Meeting Times: Tuesdays and Thursdays, 08:30 - 09:50, FSB 2037

Instructor
    Name: Dr. Arthur Carvalho
    Office: 3024 FSB
    Office Hours: Tuesdays and Thursdays 12:00 – 14:00
    E-Mail: arthur.carvalho@miamioh.edu

Textbook: no textbook is required for this course. All the materials (slides, source code, readings) will be provided by the instructor.

Course Overview: this course provides an introduction to big data management, *i.e.*, how to effectively collect, store, and analyze potentially unstructured and large data sets. To this end, the first part of this course is designed to provide an understanding of how to derive information from unstructured data, with a particular focus on how to collect and analyze textual data. In the second part of the course, we shift focus to modern big data technologies, when we discuss the concept of cloud computing and storage and modern frameworks and technologies used for distributed storage and processing of large data sets.

Learning Objectives: upon successful completion of the course, students will obtain valuable analytics skills that are in high demand in the job market. In particular, students will be able to:

Conceptual knowledge
- Articulate the importance of data analytics and big data management inside organizations.
- Develop (big) data-driven plans to support business decisions and new business strategies.

Data Collection
- Collect data using APIs, by means of web scrapping, and by querying relational and document-oriented databases.

Data Analysis
- Preprocess and build statistical models based on textual data.
- Perform sentiment analysis on textual data.

Cloud Computing
- Understand the pros and cons of using cloud-based data analytics services.
- Configure basic services on a cloud platform.

Distributed Data Analysis and Storage
- Understand the inner workings of the Hadoop environment.
- Understand and use services built on top of core Hadoop, including MapReduce, Hive, and Spark.

This course involves individual assignments, exams, and a group project. Keep in mind that some assignments and some portions of the project will be well-specified, while others will be intentionally ambiguous so as to simulate real-life situations. Note that this course covers highly technical material. It is very unlikely that you will master its content without practicing. Overall, I expect you to devote on average about 6 to 8 hours per week outside of class to this course.

Grading Policy: students' work will be evaluated based on the following grading scheme:

- Assignments   40% (10% each)
- Group project   40%
- Midterm exam   10%
- Final exam   10%

Grades: final letter grades will be assigned using the following scale:

Percentage Grade	Letter Grade
[97, 100]	A+
[94, 97)	A
[90, 94)	A-
[87, 90)	B+
[84, 87)	B
[80, 84)	B-
[77, 80)	C+
[74, 77)	C
[70, 74)	C-
[67, 70)	D+
[64, 67)	D
[60, 64)	D-
[0, 60)	F

Students should not expect final grades to be rounded up. This means that, for example, a student who receives the final grade of 89.99% will receive the letter grade B+, as opposed to A-.

Assignments: there will be <u>four graded assignments</u> released throughout the semester. The graded assignments are take-home assignments, normally short research or problem-based tasks. Meeting deadlines for assignments is crucial. <u>Late submissions will not be accepted. Assignments are individual tasks. Any work assigned to be done individually which is found to be done in a team fashion will be reported as a case of academic dishonesty.</u>

Group Project: a group of at most 5 members will design and implement a big data solution to an academic and/or business problem. The main deliverable is a report documenting and describing the work performed throughout the semester. Each student is expected to be a responsible team member and contribute meaningfully to the project. Peer evaluations will be collected to estimate each student's contribution. Individual grades will then be adjusted based on such evaluations. Students are expected to meet the writing standards commonly used in business and academia, *e.g.*, proper organization and use of titles, correct spelling, subject/verb agreement, complete sentences, *etc*. The Howe Writing Initiative provides great support in case one needs to improve her/his writing skills. Grade deductions might occur due to poorly delivered reports.

Exams: there will be two exams given throughout the semester - a midterm exam and a final exam. The midterm exam will cover all class materials and readings for the period immediately prior to that exam. Clearly, some of the material in the midterm exam will also be covered in the final exam. <u>Makeup exams will only be available to students with legitimate reasons. A physician's certificate or some other official documentation is required</u>.

Class Attendance: according to the Miami University Bulletin's Class Attendance Policy: *"you are expected to attend every class for which you are registered."* Furthermore, *"if your instructor notifies the Registrar's office that in his or her opinion you have missed too many classes, you can be dropped from the course with a grade of F."* Hence, it is important to attend all classes. If one must miss a class, it is the student's responsibility to understand the material covered that day. <u>The instructor reserves the right to drop someone who misses a significant number of classes, which in this course means four or more classes.</u>

Academic Integrity: all individual assignments should be done individually. Students may consult with each other to understand the requirements of an assignment or for troubleshooting. However, each student must complete the individual assignments <u>on her/his own! Any individual work found to be done in a team fashion will be reported as an act of academic dishonesty</u>. Students are required to observe the rules of academic integrity promulgated by the university, including the prohibition on academic misconduct, such as (but not limited to) cheating, dishonesty, plagiarism, submission of other's work, and complicity in academic dishonesty. For more information on academic integrity at Miami University, please see http://miamioh.edu/fsb/academics/integrity/index.html

Copyright Policies: the course materials provided to you, including slides, exams, solutions, source codes, outlines, and similar materials, are copyright protected by the faculty member teaching this course. You may make copies of course materials solely for your own use. <u>You may not copy, reproduce or electronically transmit any course materials to any person or company for commercial or other purposes without the faculty member's express written permission. Violation of this prohibition may subject the student to discipline/suspension/dismissal under the Miami's Code of Student Conduct or Academic Integrity Policy.</u>

Lab Policies: refrain from checking emails or surfing the web during class. This is distracting to the instructor and others. You should pick up any papers and trash before leaving the lab.

Disabilities Policy: the instructor will consider and accommodate students with disabilities. Let the instructor know as soon as possible if you need special accommodation to fulfill the essential functions of the course as listed in this syllabus.

Class Communication: the instructor will use *Canvas* to post announcements and send emails. Students are expected to read all the information conveyed in this manner.

Class Schedule: The following class schedule represents a general plan for the semester. Deviations may be necessary.

Lecture	Date	Content
1	August 27th	Course Introduction
2	August 29th	Preliminaries: Introduction to Programming with R (Part I)
3	September 3rd	Preliminaries: Introduction to Programming with R (Part II)
4	September 5th	Preliminaries: Introduction to Programming with R (Part III)
5	September 10th	Preliminaries: Introduction to Programming with R (Part IV)
6	September 12th	Data Collection: Web Scraping (Part I)
7	September 17th	Data Collection: Web Scraping (Part II)
8	September 19th	Data Collection: APIs (Part I)
9	September 24th	Data Collection: APIs (Part II)
10	September 26th	Data Collection: Querying Relational Databases
11	October 1st	Data Collection: Querying Document-Oriented Databases
12	October 3rd	Data Analysis: Supervised Learning
13	October 8th	Data Analysis: Text Mining and Sentiment Analysis (Part I)
14	October 10th	Data Analysis: Text Mining and Sentiment Analysis (Part II)
15	October 15th	Review Session #1
16	**October 17th**	**Midterm Exam**
17	October 22nd	Cloud Computing and Storage (Part I)
18	October 24th	Cloud Computing and Storage (Part II)
19	October 29th	Introduction to the Hadoop Ecosystem (Part I)
20	October 31st	Introduction to the Hadoop Ecosystem (Part II)
21	November 5th	The Hadoop Ecosystem: MapReduce (Part I)
22	November 7th	The Hadoop Ecosystem: MapReduce (Part II)
23	November 12th	The Hadoop Ecosystem: Spark (Part I)
24	November 14th	The Hadoop Ecosystem: Spark (Part II)
25	November 19th	Project: Presentation of Preliminary Ideas
26	November 21st	Project: Presentation of Preliminary Ideas
27	November 26th	Project: In-Class Group Work
28	December 3rd	Project: In-Class Group Work
29	December 5th	Review Session #2
30	**December 12th**	**Final Exam (8:00 am – 10:00 am)**

ISA 491 (Data Mining)
(Section A: M, W: 10:05am – 11:25am, Section B: M, W: 11:40am – 1:00pm)

Professor: Dr. Waldyn Martinez   **Office:** FSB 2020, 529-2154   **E-mail:** martinwg@miamioh.edu
Office Hours: M, W: 2:00 p.m – 3:30 p.m FSB 2020

Text: Data Mining for Business Analytics: Concepts, Techniques, and Applications in R, by Galit Shmueli, Peter C. Bruce, Inbal Yahav, Nitin R. Patel, Kenneth C. Lichtendahl Jr.

Course Goals:
By the end of this course, you should be able to:

1. Understand and complete the data mining process

2. Visualize data in light of the end goal of the analyses

3. Understand the difference between explanatory and predictive modeling.

4. Know the difference between supervised and unsupervised learning.

5. Perform and understand cluster analysis using k-means for segmentation and dimension reduction.

6. Use Principle components analysis for dimension reduction.

7. Build predictive models using decision trees, random forests and boosting.

8. Build a predictive model using logistic regression and interpret a logistic regression model.

9. Build a predictive model using neural networks

10. Choose the best predictive model based on multiple measures of predictive accuracy and the business question of interest.

Grading:

2 Exams	--	40%
Homework	--	10%
Final Project	--	20%
Final Exam	--	20%
Quizzes, Labs	--	10%

A+	97.50% - 100.00%	B+	87.50% - 89.49%	C+	77.50% - 79.49%	D+	67.50% - 69.49%
A	92.50% - 97.49%	B	82.50% - 87.49%	C	72.50% - 77.49%	D	62.50% - 67.49%
A-	89.50% - 92.49%	B-	79.50% - 82.49%	C-	69.50% - 72.49%	D-	59.50% - 62.49%

Exams: Two equally weighted exams will be given during the semester. Exams will cover material in the assigned readings, homework assignments, lecture and lecture slides. **Please refer to the course calendar for approximate exam dates.** The first two exams will be given during class. The third exam will be given during the scheduled final exam time for the course and accounts for 20% of the grade. **The final exam is comprehensive.**

Final Project: You may work in **teams of 2.** *Data Delivery:* Directly after the first exam, I will introduce the project data. The project will be divided in two parts: *Project Part 1:* Approximately 3 weeks later, your initial data visualization and exploration will be due. This will include all data preparation, imputation, and dimension reduction. *Project Part 2:* Second part of project will involve finalizing your predictive model and potentially an in-class competition with a hold out sample.

Software: We will use R. It is freely available, for download as well as available in the lab and on the remote desktop connection.

Homework: Homework is to be turned in on Canvas prior to the due date. Assignments will be posted on the course Canvas site. Most of the homework will require the use of R. You will have at least a week to complete each assignment. Last minute software/vpn problems are not an excuse for late homework. Please give yourself enough lead time so that you have plenty of time to work around any problems.

Quiz, Labs: Each class you might get a quiz of the material covered in the last two classes before the quiz date. In addition, each week a LAB containing practical topics will be due, generally on Friday night. The LABs are self-explanatory and can be completed without covering the topics in class. At the end of the semester the lowest 2 grades (from quizzes or labs) will be automatically dropped in Canvas. <u>The are no excused quizzes or labs</u>, so you can use your dropped quiz/lab grades if you have an excused absence.

ISA 591: You will complete your project individually. You will be required to answer additional questions on the homework assignments. You will have different/more exam questions. And lastly, as graduate students, I expect you to research and implement a new modeling method on the project.

Attendance: Each of you is a valuable member of this learning community. Thus, you are expected to come prepared to each class, to listen effectively, to ask questions, and to be an active participant in this course.

Integrity: The Miami University policies pertaining to academic dishonesty apply to all university courses. Please refer to http://miamioh.edu/integrity/undergraduates/index.html for details regarding these policies.

Students who need special accommodations as provided for by the Americans with Disabilities Act, should refer to the office of Student Disability Services (SDS) for assistance. Website: http://miamioh.edu/student-life/sds/; Email: sds@MiamiOH.edu; Phone: (513)529-1541

Arthur Carvalho, Ph.D.

Education

Ph.D., University of Waterloo, 2014
>   Major: Computer Science
M.Math., University of Waterloo, 2010
>   Major: Computer Science
B.Sc., Federal University of Pernambuco, 2008
>   Major: Computer Science

Academic and Professional Positions

Dinesh & Ila Paliwal Innovation Chair, Miami University (July 2018 - Present)
Assistant Professor, Miami University (July 2016 - Present)
Assistant Professor, Erasmus University Rotterdam (May 2009 - August 2014)

Research Publications (13 Refereed Journal Articles, 2 Book Chapters, 14 Referred Papers in Conference Proceedings). Last 10 Journal Papers Published:

- Arthur Carvalho, Adam Levitt, Seth Levitt, Edward Khaddam, and John Benamati. \O_-The-
- Shelf Arti_cial Intelligence Technologies for Sentiment and Emotion Analysis: A Tutorial on Using IBM Natural Language Processing". *Communications of the Association for Information Systems*, forthcoming.
- Arthur Carvalho, Stanko Dimitrov, and Kate Larson. \On Proper Scoring Rules and Cumulative Prospect Theory". *EURO Journal on Decision Processes*, vol. 6(3-4), p. 343-376, 2018.
- Dario Pevec, Jurica Babic, Martin A. Kayser, Arthur Carvalho, Yashar Ghiassi-Farrokhfal, and Vedran Podobnik. A Data-Driven Statistical Approach for Extending Electric Vehicle Charging Infrastructure. *International Journal of Energy Research*, vol. 42, p. 3102-3120, 2018.
- Jurica Babic, Arthur Carvalho,Wolfgang Ketter, and Vedran Podobnik. Evaluating Parking Policies for Parking Lots Handling Electric Vehicles, *IEEE Access*, vol. 6(1), p. 944-961, 2018.
- Arthur Carvalho. On a Participation Structure that Ensures Representative Prices in Prediction Markets. *Decision Support Systems*, vol. 104, p. 13-25, 2017.
- Arthur Carvalho, Stanko Dimitrov, and Kate Larson. Inducing Honest Reporting of Private Information in the Presence of Social Projection. *Decision*, vol. 4(1), p. 25-51, 2017.
- Arthur Carvalho. A Note on Sandroni-Shmaya Belief Elicitation Mechanism. *The Journal of Prediction Markets*, vol. 10(2), p. 14-21, 2016.
- Arthur Carvalho. An Overview of Applications of Proper Scoring Rules. *Decision Analysis*, vol. 13(4), p. 223-242, 2016.
- Arthur Carvalho, Stanko Dimitrov, and Kate Larson. How Many Crowdsourced Workers Should a Requester Hire? *Annals of Mathematics and Artificial Intelligence*, vol. 78(1), p. 45-72, 2016.
- Arthur Carvalho. Tailored Proper Scoring Rules Elicit Decision Weights. *Judgment and Decision Making*, vol. 10(1), p. 86-96, 2015.

Teaching Experience

Miami University: *Managing Big Data*, *Database Systems*
Erasmus University: *Big Data and Business Analytics*, *Applied Business Methods*

Editorial Service

International Journal of Decision Support System Technology (Editorial Board - since 2018)
International Journal of Business and Data Analytics (Editorial Board - since 2017)

Xiang Fang, Ph.D.
Associate Professor
Information Systems & Analytics
Farmer School of Business
Miami University,
Oxford, OH-45056
fangx@miamiOH.edu

Ph.D. University of Kentucky, Lexington, KY, DSIS, 2001
MBA. University of Wisconsin Oshkosh, Oshkosh, WI, (MIS focus), 1997
M.E. Harbin Institute of Technology, Harbin, China, (Engineering Management), 1986
B.E. Heilongjiang Institute of Commerce, Harbin, China, Mechanical (Refrigeration), 1982

WORK EXPERIENCE

Academic Experience
Assoc. Professor, Miami University (2007 - 2019).
Asst. Professor, Miami University (2001 - 2007).
Lecturer, Nanjing University of Science & Technology (1986-1993)

Non-Academic Experience
Engineer, Wuchang Vehicle Corporation (1982-1983).

Refereed Articles (Since 2007)

1) Xiang, F., Rajkumar, T.M., & Sena, M. (in press, 2019). The Effects of National Culture Dimensions and Online Medium Type on Decision Confidence: a Study based on US and China. *Issues in Information Systems*.

2) X. Fang and Lee, S (2016), "Comparative Empirical Analysis on Computer Software Piracy Behaviors between China and the United States: An Exploratory Study", *Journal of International Technology and Information Management*, Vol. 25, No. 2, pp. 47-66.

3) X. Fang., Lederer, A.L. and Benamati, J.H. (2015) "The Influence of National Culture on IT Development, Implementation and Support Challenges in China and the U.S.", *Journal of Global Information Technology Management,* Vol 19, No. 1, pp 26-43.

4) X. Fang and Lee, S. (2014) "Empirical Analysis of Software Piracy in Asia (Japan VS. Vietnam): An Exploratory Study", *International Journal of Information Security and Privacy (IJISP)*, Vol 8, No. 2, pp. 33-54.

5) X. Fang and T.M. Rajkumar (2013), "The Role of National Culture and Multimedia on First Impression Bias Reduction," *IEEE Transactions on Professional Communication,* Vol. 56, No. 4, pp. 354-371.

6) X. Fang, Skip Benamarti, and Albert Lederer (Sep 2011) "Coping with Rapid Information Technology Change in Different National Cultures", *European Journal of Information Systems*, **20**, pp. 560-573.

7) X. Fang and Clyde Holsapple (2011), "The Impact of Web Site Navigation Structure, Task Complexity, and User Domain Knowledge Level on Web Site Usability--An Empirical Study*", Information Systems Frontiers*. Volume 13, Number 4, pp. 453-469.

8) X. Fang and S. Lee (2008), "Perception Gaps about Skills Requirement for Entry-Level IS Professionals between Recruiters and Students: An Exploratory Study". *Information Resources Management Journal*, 21(3), pp. 39-63.

9) X. Fang and C. Holsapple (2007), "An Empirical Study about Web Site Navigation Structures' Impact on Web Site Usability", *Decision Support Systems*, 43 (2), pp. 476-491.

Teaching Experience
    Miami University: Business Programming Intro, Web Development, Database Management, Business Data Communication, System Analysis and Design, Project Management.

Waldyn Martinez

Curriculum Vitae

"I can do all things through Christ which strengtheneth me." Philippians 4:13

Research Fields

Statistical Learning, Machine Learning, Deep Learning, Outlier & Noise Detection, Application of Machine & Statistical Learning Techniques in Industry.

Education

2007–2012 **Ph.D. Applied Statistics**, *The University of Alabama*, Tuscaloosa, AL. 2007–2009 **M.Sc. Applied Statistics**, *The University of Alabama*, Tuscaloosa, AL. 2004–2006 **M.B.A.**, *The University of Alabama*, Tuscaloosa, AL.
2001–2004 **M.Sc. Management**, *Pontificia Universidad Católica Madre y Maestra*, Dominican Republic. 1996–2000 **B.Sc. Computer Science/Informatics Engineering**, *Universidad Tecnológica de Santiago*, D.R.

Experience

2013–Current **Assistant Professor Business Analytics**, Miami University, Oxford, OH.

2012–2013 **Assistant Vice President, Risk Modeling & Analytics**, JPMorgan, Columbus, OH. 2007–2012 **Teaching Assistant (Instructor)**, The University of Alabama, Tuscaloosa, AL. 2006–2007 **Assistant Vice President, Market Analytics**, Bank of America, Charlotte, NC.

2005–2005 **(Intern) HR Productivity Analysis**, Macy's Logistics & Operations, Secaucus, NJ. 2001–2004 **Airport Operations**, American Airlines, POP Airport, Dominican Republic.

Publications [6]

[1]   Weng, B., **Martinez, W.**, Tsai, Y.T., Li, C., Lu, L., Barth, J., Megahed, F. M.: Macroeconomic Indicators can Help Predict the Monthly Closing Price of Major U.S. Indices: Insights from Artificial Intelligence, Time-Series Analysis and Hybrid Models, *Applied Soft Computing*, 2018, https://doi.org/10.1016/j.asoc.2018.07.024

[2]   Weng, B., Wang, X., Lu, L., **Martinez, W.**, Megahed, F. M.: Predicting Short-Term Stock Prices using Ensemble Methods and Online Data Sources, *Expert Systems with Applications*, 2018, https://doi.org/10.1016/j.eswa.2018.06.016

[3]   Weese, M., **Martinez, W.**, Jones-Farmer, A.: On the Selection of the Bandwidth Parameter for the k-Chart,

Quality and Reliability Engineering International, 2017, 33 (7): 1527-1547

[4]   **Martinez, W.** and Gray, J. B: Noise Peeling Methods for Improving Boosting Algorithms, *Computational Statistics and Data Analysis*, 2016, 93: 483-497.

[5]   Weese, M., **Martinez, W.**, Megahed, F., Jones-Farmer, A.: Statistical Learning Methods for Statistical Process Control, *Journal of Quality Technology*, 2016, 48 (1).
[6]   **Martinez, W.** and Gray, J. B: The role of margins in the performance of Boosting, Wileys *Interdisciplinary Reviews (WIREs) Computational Statistics*, 2014, 6: 124-131.

Current Research: Submitted, under Review, under Revision [4]

[1]   **Martinez, W.**: Ensemble Pruning via Margin Maximization, under revision: *The Journal of Machine Learning Research*, 2018

[2]   **Martinez, W.** and Gray, J. B: On the Insufficiency of the Large Margins Theory in Explaining Boosting Algorithms, under 2nd-round review: *The Journal of Machine Learning Research*, 2018

[3]   Mercado, G. R., Chakraborti, S., **Martinez, W.**: A Data-driven Adaptive Distribution-free Control Chart for Monitoring Location, under 2nd-round review: *Journal of Quality Technology*, 2018

[4]   **Martinez, W.**, Weese, M., Jones-Farmer, A.: A One-Class Peeling Method for Multivariate Outlier Detection with Applications in Phase I SPC, under review: *Technometrics*

Teaching Experience

ISA–491 **Introduction to Data Mining in Business, Miami University   Instructor**
ISA–480B **Business Statistics using R, Miami University Instructor**
ISA–291 **Applied Regression Analysis in Business, Miami University Instructor**
ISA–205 **Business Statistics, Miami University Instructor**
ST–509 **Statistics for Business (MBA), University of Alabama Teaching Assistant**
         ST-475/575 **Statistical Quality Control, University of Alabama Teaching Assistant**

University Service

Current High Performance Computing Committee, Miami University Current Curriculum Committee, ISA Department, Miami University Current Diversity Committee, Farmer School of Business, Miami University 2017 Center for Analytics and Decision Sciences (CADS) Faculty Project Lead 2015 STARS Seminar Committee, ISA Department, Miami University

2014 Student Scholarship Awards Committee, ISA Department, Miami University

2014 Faculty Search Committee (Assistant Professor B. Analytics), ISA Department, Miami University

2014 Faculty Search Committee (Van Andel Chair Professorship B. Analytics), ISA Department, Miami University

Awards & Grants

2017 "**FSB Summer Research Grant,**" $6,000 Award. Farmer School of Business, Miami University.

2014 "**Outstanding Dissertation Research Award,**" Culverhouse College of Commerce and Business Administration, University of Alabama.

2014 Nominated for "**University-Wide Award for Outstanding Dissertation Research**," University of Alabama. 2011 "**Summer in Excellence Research Grant**." $5,000 Award. University of Alabama.

2010 "**CB&A Excellence in Teaching Award by a Doctoral Student**," Culverhouse College of Commerce and Business Administration, University of Alabama.
2010 Nominated for "**University-Wide Award for Excellence in Teaching by Doctoral Student**," University of Alabama.

2010 "**Jeff Kurkjian Teaching Award**," University of Alabama.

2010 "**Summer in Excellence Research Grant**." $5,000 Award. University
of Alabama. 2009 "**Jeff Kurkjian Teaching Award**," University of Alabama.

2004 "**Fulbright Scholar**".

2003 "**Employee Excellence Award for the Dominican Republic**,"
American Airlines. 2002 "**Excellent Performance as Customer Service
Agent**," American Airlines.

1996 "**Valuable Contribution to Society Award for Youth**," Dominican Republic Department of Education. (Academic achievement, among top scores in the country's high school standard tests).

1995 Memorial Award "**Marjorie Bolton**" & **Class Valedictorian**, Mary Lithgow H.S. (#1 out of > 500).

1995 "**Top honors student Mathematics, Sciences & Physics Track**" (#1 out of 36) & "**Gold Medal**" for academic performance throughout high school. (Mary Lithgow High School).

Fadel Megahed

Academic Employment:

Assistant Professor of Information Systems and Analytics, 2016-Present | Miami University

Assistant Professor of Industrial and Systems Engineering, 2012-2016 | Auburn University

Education:

Ph.D. Industrial and Systems Engineering. Virginia Tech (2012).

M.S. Industrial and Systems Engineering. Virginia Tech (2009).

B.S. Mechanical Engineering. The American University in Cairo (2008).

Research:

- <u>Summary:</u> 30 refereed journal articles, 1 invited discussion, 1 scholarly book chapter.
- <u>Funding:</u> Over $840K in research funding (PI share of: ~$475). <u>Sponsors include:</u> Aflac, Amazon Web Services, American Society for Safety Professionals Foundation, National Science Foundation (NSF), NIOSH Deep South Center for Occupational Health & Safety, P&G, and Windows Azure.
- <u>Impact:</u> Total Google Scholar Citations: 473; h-index: 13; i10-index: 14.
- <u>Last 10 journal articles published:</u>
  1. Yazdi, M.A.A.*, Negahban, A.*, **Megahed, F.M**., Cavuoto, L.A., 2019 Optimization of SplitKeyboard Design for Touchscreen Devices", *International Journal of Human-Computer Interaction*, 35, 468-477.
  2. Weng, B., Martinez, W., Tsai, Y. T., Li, C., Lu, L., Barth, J. R., & **Megahed, F. M.** (2018). Macroeconomic indicators alone can predict the monthly closing price of major US indices: Insights from artificial intelligence, time-series analysis and hybrid models. *Applied Soft Computing*, *71*, 685-697.
  3. Weng, B., Lu, L., Wang, X., **Megahed, F. M.**, & Martinez, W. (2018). Predicting Short-Term Stock Prices using Ensemble Methods and Online Data Sources. *Expert Systems with Applications*. DOI: https://doi.org/10.1016/j.eswa.2018.06.016.
  4. Alamdar Yazdi, M. A., Negahban, A., Cavuoto, L., & **Megahed, F. M.** (2018). Optimization of Split Keyboard Design for Touchscreen Devices. *International Journal of Human–Computer Interaction*, 1-10. DOI: https://doi.org/10.1080/10447318.2018.1464255
  5. Tsai, Y. T., Swartz, S. M., & **Megahed, F. M.** (2018). Estimating the Relative Efficiency of Highway Safety Investments on Commercial Transportation. *Transportation Journal*, *57*(2), 193-218.
  6. Mohabbati-Kalejahi, N., Yazdi, M. A. A., **Megahed, F. M.**, Schaefer, S. Y., Boyd, L. A., Lang, C. E., & Lohse, K. R. (2017). Streamlining science with structured data archives: insights from stroke rehabilitation. *Scientometrics*, *113*(2), 969-983.
  7. Dag, A., Oztekin, A., Yucel, A., Bulur, S., & **Megahed, F. M.** (2017). Predicting heart transplantation outcomes through data analytics. *Decision Support Systems*, *94*, 42-52.
  8. He, K., Zhang, M., Zuo, L., Alhwiti, T., & **Megahed, F. M.** (2017). Enhancing the monitoring of 3D scanned manufactured parts through projections and spatiotemporal control charts. *Journal of Intelligent Manufacturing*, *28*(4), 899-911.

9. Weng, B., Ahmed, M. A., & **Megahed, F. M.** (2017). Stock market one-day ahead movement prediction using disparate data sources. *Expert Systems with Applications*, *79*, 153-163.
10. Maman, Z. S., Yazdi, M. A. A., Cavuoto, L. A., & **Megahed, F. M.** (2017). A data-driven approach to modeling physical fatigue in the workplace using wearable sensors. *Applied Ergonomics*, *65*, 515-529.

Teaching:

- Educator with six years of experience teaching industrial engineering and data analytic courses. Taught undergraduate, MS and PhD level courses on data analytics (e.g., Big Data, Data Mining, Data Visualization and Prescriptive Analytics).
- Supervised five Master's students and six Ph.D. students.

Professional Service:

1. Editorial Board, *Journal of Quality Technology* since 2018.
2. International Program Committee Member, *ISSAT International Conference on Data Science in Business, Finance and Industry*, 2018-2019 (to be held in Da Nang, Vietnam July 3-5, 2019).
3. Scientific Committee Member, *13th International Workshop on Intelligent Statistical Quality Control*, 2018-2019 (to be held in Hong Kong Aug 13-15, 2019).
4. Have reviewed for over 20 journals.

Zafer Devrim Ozdemir

EDUCATION

Doctor of Philosophy, 2004
Purdue University, West Lafayette, IN

Master of Arts (Business Administration), 1997
Boğaziçi University, Istanbul, Turkey

Bachelor of Science (Civil Engineering), 1996
Boğaziçi University, Istanbul, Turkey

ACADEMIC EXPERIENCE

2015-Present: Professor, Farmer School of Business, Miami University, Oxford, OH

2013-2015:   Endres Associate Professor Fellow, Farmer School of Business, Miami University, Oxford, OH

2010-2015:   Associate Professor, Miami University, Oxford, OH

2004-2010:   Assistant Professor, Miami University, Oxford, OH

REFEREED JOURNAL PUBLICATIONS

1. Akcura, M.T. and Ozdemir, Z.D. (2019). "Data-driven manufacturer-retailer collaboration under competition," *Enterprise Information Systems*, 13(3), 303-328.
2. Tarakci, H., Kulkarni, S. Ozdemir, Z.D. (2018). "The Impact of Wearable Devices and Performance Payments on Health Outcomes," *International Journal of Production Economics*, 200, 291-301*.*
3. Ozdemir, Z.D., Smith H.J., and Benamati, J.H. (2017). "Antecedents and Outcomes of Information Privacy Concerns in a Peer Context: An Exploratory Study," *European Journal of Information Systems*, 26(6), 642-660.
4. Akcura, M.T. and Ozdemir, Z.D. (2017). "A Strategic Analysis of Multi-Channel Expert services," *Journal of Management Information Systems*, 34(1), 206-231.
5. Benamati, J.H., Ozdemir, Z.D., and Smith, H.J. (2017) "An Empirical Test of an Antecedents – Privacy Concerns – Outcomes Model," *Journal of Information Science*, 43(5), 583-600.
6. Akcura, M.T., Ozdemir, Z.D., and Rahman, M.S. (2015). "Reach versus Competition: Selling Services through Online Intermediaries," *Decision Sciences*, 46(1), 37-62.
7. Akcura, M.T. and Ozdemir, Z.D. (2014). "Drug Prescription Behavior and Decision Support Systems," *Decision Support Systems*, 57, 395-405*.*
8. Akcura, M.T., Ozdemir, Z.D., and Jain, S. (2013). "Expert Competition and the Internet," *International Journal of Electronic Commerce*, 18(1), 11-44.
9. Bandyopadhyay, S., Ozdemir, Z.D., and Barron, J.M. (2012). "The Future of Personal Health Records in the Presence of Misaligned Incentives," *Communications of the AIS*, 31(7), 155-166.
10. Ozdemir, Z.D., Barron, J.M., and Bandyopadhyay, S. (2011). "An Analysis of the Adoption of Digital Health Records under Switching Costs," *Information Systems Research*, 22(3), 491-503.
11. Altinkemer, K., Ozcelik, Y., and Ozdemir, Z.D. (2011). "Productivity and Performance Effects of Business Process Reengineering: A Firm Level Analysis," *Journal of Management Information Systems,* 27(4), 129-161.
12. Ozcelik, Y., and Ozdemir, Z.D. (2011). "Market Transparency in Business-to-Business e-Commerce: A Simulation Analysis," *International Journal of E-Business Research*, 7(4), 62-78.

13. Ozdemir, Z.D., Altinkemer, K., De, P., and Ozcelik, Y. (2010). "Donor-to-Nonprofit Online Marketplace: An Economic Analysis of Impacts on Fundraising," *Journal of Management Information Systems,* 27(2), 213-242.

14. Benamati, J., Ozdemir, Z.D., and Smith, J. (2010). "'Sure, We'll Get on That Right Away': Aligning Undergraduate IS Curricula with Industry Needs," *Communications of the ACM*, 53(3), 152-156.

15. Akcura, M.T., Ozdemir, Z.D., and Altinkemer, K. (2009). "Privacy, Customization, and Cross-Selling of Personal Information," *Journal of Organizational Computing and Electronic Commerce*, 19(2), 112-132.

16. Chen, Q., Ozdemir, Z.D., and Liu, Y. (2009). "The Diffusion of Internet-based Distance Education Technology among U.S. Associate Colleges," *Economics of Innovation and New Technology*, 18(5), 471-489.

17. Tarakci, H., Ozdemir, Z.D., and Sharafali, M. (2009). "On the Staffing Policy and Technology Investment in a Specialty Hospital Offering Telemedicine," *Decision Support Systems*, 46(2), 468-480*.

18. Ozdemir, Z.D., Altinkemer, K., and Barron, J.M. (2008). "Adoption of Technology-Mediated Learning in the U.S.," *Decision Support Systems*, 45(2), 324-337.

19. Ozdemir, Z.D. and Abrevaya, J. (2007). "Adoption of Technology-Mediated Distance Education: A Longitudinal Analysis," *Information & Management*, 44(5), 467-479.

20. Ozdemir, Z.D. (2007). "Optimal Multi-Channel Delivery of Expertise: An Economic Analysis," *International Journal of Electronic Commerce*, 11(3), 89-105.

21. Ozdemir, Z.D., Akcura, M.T., and Altinkemer, K. (2006). "Second Opinions and Online Consultations," *Decision Support Systems*, 42(3), 1747-1758*.

22. Altinkemer, K., De, P., and Ozdemir, Z.D. (2006). "Toward a Consumer-to-Healthcare Provider Electronic Marketplace," *Communications of the AIS*, 18(1), 413-430.

23. Ozdemir, Z.D. (2006). "A Belief Revision Framework for Probabilistic Object-Oriented Databases," *Review of Business Information Systems*, 10(3), 53-62.

TEACHING EXPERIENCE

ISA 235, IT and the Intelligent Enterprise, Miami University

ISA 245, Database Systems & Data Warehousing, Miami University

ISA 303, Enterprise Systems, Miami University

ISA 381, Design and Analysis of Business Web Sites, Miami University

ISA 385, Electronic Commerce, Miami University

ISA 401, Business Intelligence & Data Visualization, Miami University

BUS 373, International Business in Focus, Miami University

MGMT 544, Database Management Systems, Purdue University

PROFESSIONAL SERVICE

Session chair, 28th POMS Annual Conference, May 5-8, 2017, Bellevue, WA.

Editorial board member, *Decision Support Systems* Special Issue on "Modeling for Better Healthcare".

Program committee member, Workshop on Health IT and Economics, Washington D.C., October 8-9, 2010.

Session chair, 40th Annual Meeting of the Decision Sciences Institute, November 14-17, 2009, New Orleans, LA.

Session chair, 37th Annual Meeting of the Decision Sciences Institute, November 18-21, 2006, San Antonio, TX.

Ad-hoc reviewer for numerous journals.

T.M. Rajkumar, Ph.D.
Professor
Information Systems & Analytics
Farmer School of Business
Miami University,
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Ph.D. Texas Tech University, Lubbock, TX, MIS, 1989
M.S.E.E. Texas Tech University, Lubbock, TX, Electrical Engineering, 1983
B.Tech Indian Institute of Technology, Madras, Chennai, India, Electrical (Power), 1977

WORK EXPERIENCE

Academic Experience
Professor, Miami Universiity, (2014 – to date)
Assoc. Professor, Miami University (1995 - 2014).
Asst. Professor, Miami University (1989 - 1995).
Visiting Professor, University of Seoul (June, 2010 - July, 2010).

Non-Academic Experience
Testing Engineer, BHEL (1977 - 1980).

Refereed Articles (Since 2010)

Havelka, D., & Rajkumar, T.M. (in press, 2019). Antecedents to Software Training Success.   *Issues in Information Systems*.

Xiang, F., Rajkumar, T.M., & Sena, M. (in press, 2019). The Effects of National Culture Dimensions and Online Medium Type on Decision Confidence: a Study based on US and China.   *Issues in Information Systems*.

Benamati, J. S. & Rajkumar, T.M. (2013). Undergraduate Student Attitudes Toward MIS: Instrument Development and Changing Perceptions of the Field Across Gender and Time. Communication of AIS. Vol 33(1). http://aisel.aisnet.org/cais/vol33/iss1/ pdf

Chen, J. V., Rungruengsamrit, D., Rajkumar, T.M. & Yen, D. C. (2013) Success Of Electronic Commerce Websites: A Comparative Study In Two Countries. Information & Management. *50 (6)*, 344-355. DOI: 10.1016/j.im.2013.02.007 pdf

Fang, X. & Rajkumar, T.M. (2013). The Role of National Culture and Multimedia on First Impression Bias Reduction: An Experimental Study in US and China,. IEEE Transactions on Professional Communications. DOI: 10.1109/TPC.2013.2251503 pdf

Mani, R.V.S., Baul, U., Mohanty, R. P., & Rajkumar, T.M. (2013). An Empirical Study of Information Technology Infrastructure Capability and its Impact on Digitally Enabled Customer Management Processes in Life Insurance Companies. International Journal of Business Information Systems. 14 (4), 461-479. pdf

Rajkumar, T. M., Anderson, P., Benamati, J., & Merhout, J. W. (2011). Are Student Self- Assessments a Valid Proxy for Direct Assessments in Efforts to Improve Information Systems Courses and Programs? An Empirical Study. Communications of the Association for Information Systems:, 28 (31). pdf

Chen, J. V., Yen, D. C., Rajkumar, T.M., & Tomochko, N. A. (2010). The Antecedent Factors on Trust and

Commitment in Supply Chain Relationships. Computer Standards and Interfaces, 33 (3), 262-270. pdf

Books

Davis, W. S. & Rajkumar, T. M. (2004). Operating Systems: A Systematic View - Sixth Edition Addison Wesley.

Davis, B. & Rajkumar, T. M. (2000). Operating Systems A Systematic View 5 th Edition Addison- Wesley.

Rajkumar, T.M. (1994). Excelerator Casebook for Davis's Business Systems Analysis and Design Wadsworth Publications.

Zhe 'Jay' Shan, Ph.D.

Education

Ph.D. in Business Administration & Operations Research, Major: Information Systems**, Minor:** Statistics, The Pennsylvania State University, 2011
M.Phil. in Computer Science, City University of Hong Kong, 2003
B.Sc. in Computer Science, Nanjing University, China, 2000

Academic & Professional Positions

Assistant Professor, Dept. Information Systems and Analytics, Farmer School of Business, Miami University, Aug 2018 – Present
Assistant Professor, Dept. Operations, Business Analytics, and Information Systems, Lindner College of Business, University of Cincinnati, Aug 2013 – Aug 2018
Assistant Professor, Dept. Accounting, Law, and Computer Information Systems, School of Business, Manhattan College, Aug 2011 - May 2013

Research Activity

Refereed Journal Articles:

Akhil Kumar, Rong Liu, Zhe Shan: Is Blockchain a Silver Bullet for Supply Chain Management? Technical Challenges and Research Opportunities. Accepted by *Decision Sciences*, May 2019.

Danny T.Y. Wu, Smruti Deoghare1, Zhe Shan, and Katherine Blondon: Navigation Patterns and Dashboard Use in an Electronic Health Record System – A Simulation Handoff Study. Accepted by *Health Systems*, May 2019.

Dong-Gil Ko, Feng Mai, Zhe Shan, David Zhang (in alphabetical order): Operational Efficiency and Patient-Centered Health Care: A View from Online Physician Reviews. Accepted by *Journal of Operations Management,* Feb 2019.

Jingguo Wang, Zhe Shan, Manish Gupta, H. Raghav Rao: Opportunity Makes Peek: A Longitudinal Investigation of Unauthorized Access Attempts to IS Applications in a Financial Institution. Accepted by *MIS Quarterly*, Aug 2018.

Feng Mai, Zhe Shan, Qing Bai, Xin Wang, Roger Chiang: How does social media impact Bitcoin value? A test of the silent majority hypothesis. *Journal of Management Information Systems*, 35(1), 19-52, Mar 2018.

Zhe Shan, Akhil Kumar: Optimal Adapter Creation for Process Composition in Synchronous vs. Asynchronous Communication. *ACM Transactions on Management Information Systems*, 3(2), 1-33, July 2012.

Liangjie Zhang, Zhe Shan, Zhihong Mao: An optimal-control-based decision-making model and consulting methodology for services enterprises. *IEEE Transactions on Engineering Management*, 57(4), 607-619, November 2010.

Dickson K. W. Chiu, Qing Li, Patrick C. K. Hung, Zhe Shan, S. C. Cheung, Yu Yang, Matthias Farwick: Service Composition and Interaction in a SOC

Middleware Supporting Separation of Concerns with Flows and Views.
Journal of Database Management, 22(2), 32-63, April-June 2011.

Teaching Activity

University of Cincinnati
IS 7034 - Data Warehousing and Business Intelligence, IS 7036 - Data Mining for Business Intelligence, IS 8080 - Independent Study on 1) Text Analytics, 2) Big Data Analytics, 3) Social Media Analytics.

Manhattan College
CIS 110 - Introduction to Information System, CIS 227 - Business Statistics, BUAN 327 - Advanced Business Statistics

Penn State University
MIS 434 - Internet Technology & E-commerce

Editorial Service

Journal of Modelling in Management - Associate Editor, 2017-present
IGI Advances in Information Security, Privacy, & Ethics Book Series - Advisory Board,
2017-present
International Journal of Big Data - Associate Editor, 2013-2015
PAJAIS Special Issue on Business Intelligence and Analytics Research - Guest Editor, 2014.

Maria L. Weese

Education
Ph.D. in Statistics, 2010, University of Tennessee, Knoxville, Tennessee
M.S. in Statistics, 2006, University of Tennessee, Knoxville, Tennessee
B.S. Chemical Engineering, Minor: Chemistry, 2001, Virginia Polytechnic Institute and State University, Blacksburg, Virginia

Academic and Professional Experience
Richard T. Farmer Assistant Professor, Information Systems & Analytics, Miami University 2018-current
Assistant Professor, Information Systems & Analytics, Miami University, 2014-2018
Lecturer, Information Systems & Analytics, Miami University, 2012-2014
Visiting Assistant Professor, Information Systems & Analytics, Miami University, 2010-2012
Process Improvement Engineer II, Celanese Acetate, Narrows, Virginia 2001-2004

Publications
 Weese, M.L., Montgomery, D.J., Ramsey,P.J., (2017) Analyzing Definitive Screening Designs: Screening vs. Prediction. *Applied Stochastic Models in Business and Industry*. 34(2):244-255.
Ockuly, R, A., **Weese, M.L**., Smucker, B.J., Edwards, D.J., Chang, L. \footnote{Undergraduate Student}, (2017) Response Surface Experiments: A Meta-Analysis. *Chemometrics and Intelligent Laboratory* Systems. 164:64-75.
Weese, M.L., Edwards, D.J., Smucker, B.J. (2017) A Criteria for Constructing Powerful Supersaturated Designs when Effect Directions are Known". *Journal of Quality Technology*. 49(3):265-277.
Weese, M.L., Martinez, W.G., and Jones-Farmer, L.A. (2016) On the Selection of the Bandwidth Parameter for the k-Chart. *Quality and Reliability Engineering International*. 33(7):1527-1547.
Campbell, J.T., **Weese, M.L**. (2016) Executive Pay as a Mixture: Compositional Models and the Influence of CEO Pay on Firm Performance". *Organizational Research Methods*. 20(1):95-120.
Weese, M.L., Martinez, W.J., Megahed, F.M., Jones-Farmer, L.A. (2016) Statistical Learning Methods Applied to Process Monitoring: An Overview and Perspective. *Journal of Quality Technology*. 48(1):4-27.
Weese, M. L., Smucker, B. J., Edwards, D. J. (2015) Searching for Powerful Supersaturated Designs. *Journal of Quality Technology*. 47(1):66-84.
Edwards, D. J., **Weese, M. L**., Palmer, G. M. (2014) Comparing Methods for Design Follow-Up: Revisiting a Metal Cutting Case Study. *Journal of Applied Stochastic Models in Business and Industry.* 30(4):464-478.
Weese, M. L., Leitnaker, M. G. (2012) Sequential Experimentation for Mixtures.   *International Journal of Design of Experiments and Process Optimisation*, 3(1):33-42.

Teaching Experience
ISA 491 Introduction to Data Mining in Business, ISA 496 Business Analytics Practicum
ISA/STA 365 Design of Experiments and Process Monitoring, ISA 291 Regression Analysis in Business, ISA 205 Introduction to Business Statistics Online ISA 205, ISA 203 Supplementary Business Statistics , Online ISA 203, STAT 201 Introduction to Business Statistics, STAT 365 Statistical Process Control

Professional Service
Editorial Review Board Member, Quality and Reliability Engineering International

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Curriculum vitae for   **John H. Benamati**

Birth Place: Indiana, Pa
Birth Date: August 15, 1961

EDUCATION

Doctor of Philosophy (Business Administration - MIS), 1997
University of Kentucky, Lexington, KY
Dissertation Title: Managing Information Technology in a Changing Information Technology Environment
Dissertation Committee Chair: Albert L. Lederer

Master of Computer Science (Information Systems), 1987
Marist College, Poughkeepsie, NY

Bachelor of Science (Computer Science), 1984
Indiana University of Pennsylvania, Indiana, PA

AREAS OF INTEREST

Management of IS
IS Strategy
Privacy
Electronic Commerce
Outsourcing

WORK EXPERIENCE

2011-Present, Chair and Professor: Department of Information Systems and Analytics, Miami University
2009-2011, Professor: Miami University, Oxford, OH
2003-2009, Associate Professor: Miami University, Oxford, OH
1997-2003, Assistant Professor: Miami University, Oxford, OH
1994-2001, Information Technology Consultant: Self Employed - Data and Application Architect for
    large scale client/server application development effort
1996, Instructor: University of Kentucky, Lexington, KY
1984-1994, International Business Machines Corp. (IBM)
    1993-1994, Data Architect: Sacramento, CA
    1991-1993, Data Base Team Leader: Frankfort, KY
    1989-1991, Application Development Product Marketing Specialist: Lexington, KY
    1987-1989, Data Administrator: Poughkeepsie, NY
    1984-1987, Database Administrator: Poughkeepsie, NY
1988, Adjunct Professor: Marist College, Poughkeepsie, NY

COURSES TAUGHT

2007-2018 MIS 406, Information Technology Project Management
2004-2018 MIS 235, Information Technology in Modern Organizations
2007-2010 MIS 387, Designing Business Systems
2005-2007 MIS 301, IT Fundamentals
2005-2006 MIS 403, E-commerce and Web Development
2003-2005 MIS 335, Internet Tools and Technologies
1997-2003, MIS 385, Electronic Commerce, Miami University
2000-2002, MIS 495, Seminar Capstone in MIS, Miami University
1999-2002, MIS 625, Management Information Systems - MBA, Miami University
2001 MIS 690 Advanced Management Information Systems Topics - MBA
1998 MIS 381 Business Production and Presentation Graphics, Miami University
1996, DIS 320, Management Information Systems, University of Kentucky
1988, MSCS 24537, Data Management, Marist College

1985-1993, Designed and conducted numerous professional product and concept education seminars
(Both IBM and client staff and executives)

AWARDS and HONORS
Senior Faculty Outstanding Research Award - University Farmer School of Business 2010
Howe Writing Center Best Practices in Teaching Writing Award 2007
Miami University Alumni Association Effective Educator Award Nominee 2006
Junior Faculty Outstanding Research Award - University Richard T. Farmer School of Business 2006
Faculty Advisor of the Year - Richard T. Farmer School of Business Student Advisory Council 2006
Associated Student Government Honored Professor Award Nominee- Miami University 2006
Associated Student Government Honored Professor Award Nominee- Miami University 2004
Miami University Alumni Association Effective Educator Award Nominee 2003
Faculty Advisor of the Year - Miami University Richard T. Farmer School of Business 2003
Associated Student Government Honored Professor Award Nominee- Miami University 2003
Teaching Effectiveness Award - Miami University Richard T. Farmer School of Business Administration 2002
Associated Student Government Honored Professor Award Nominee - Miami University 2002
Honorary Membership - Delta Sigma Phi Business Fraternity 2002
Best Paper Award - Association for Computing Machinery SIGCPR Conference, April 6-8, 2000
Associated Student Government Honored Professor Award Nominee - Miami University 2000
Richard D. Irwin Foundation Doctoral Dissertation Fellowship 1996-1997. (1 of 10 awarded nationally)
University of Kentucky Presidential Fellowship 1994-1997. (1 of 9 awarded university wide)
University of Kentucky Quality Achievement Fellowship 1994-1997.

JOURNAL PUBLICATIONS
Ozdemir, Z.D., Smith H.J. and Benamati, J.H. "Antecedents and Outcomes of Information Privacy Concerns in a Peer Context: An Exploratory Study." forthcoming in *European Journal of Information Systems*, 26(6), 2017, pp. 642-660.

Benamati, J.H., Ozdemir, Z.D. and Smith H.J. "An Empirical Test of the Antecedents – Privacy Concerns – Consequents Model" *Journal of Information* Science, 43(5), 2017, pp. 583-600.

Xiang F., Lederer, A.L.and Benamati, J.H., "The Influence of National Culture on IT Development, Implementation and Support Challenges in China and the U.S." *Journal of Global Information Technology Management*" 19(1), 2016. Pp. 26-43.

Benamati, J.H., and Rajkumar, T.M. "Undergraduate Student Attitudes Toward MIS: Instrument Development and Changing Perceptions of the Field Across Gender and Time" *Communications of the AIS,* Vol. 33, Article 14, December 2013.

Xiang F., Benamati, J.H., and Lederer, A.L. "Coping with rapid information technology change in different national cultures" *European Journal of Information Systems*, 20(5), 2011, pp. 560-573.

Rajkumar, T.M., Anderson, P., Benamati, J.H. and Merhout, J.W. "Are Student Self-Assessmenst a Valid Proxy for Direct Assessments in Efforts to Improve Information Systems Courses and Programs? An Empirical Study" *Communications of the AIS,* Vol. 28, Article 31, 2011.

Benamati, J.H., Fuller, M.A., Serva, M.A., "The Productive Tension of Trust and Distrust: The Coexistence and Relative Role of Trust and Distrust in Online Banking" *Journal of Organizational Computing and Electronic Commerce*, 20(4), 2010, 328-246.

Benamati, J.H., Fuller, M.A., Serva, M.A., and Baroudi, J.J. "Clarifying the Integration of Trust and TAM in E-Commerce Environments: Implications for Systems Design and Management" *IEEE Transactions on Engineering Management,* 57(3), 2010, pp. 380-393.

Last updated December, 2018

Benamati, J.H., Ozdemir, Z.D. and Smith, H.J. "Aligning Undergraduate IS Curricula with Industry Needs" *Communications of the ACM,* 53(3), 2010, pp. 152-156.

Benamati, J.H. and Lederer, A.L., "Managing the Impact of Rapid IT Change" I*nformation Resource Management Journal*, 23(1), 2010, 1-16.

Merhout, J.W., Benamati, J.H., Rajkumar, T.M., Anderson, P. and Marado, D. "Implementing Direct and Indirect Assessment in the MIS Curriculum" *Communications of the AIS,* Vol. 23, Article 24, November 2008, pp. 419-436.

Benamati, J.H. and Lederer, A.L. "Decision Support Systems Infrastructure: The Root Problems of the Management of Changing IT" *Decision Support Systems*, 45(4), November 2008, pp. 833-844.

Benamati, J.H. and Rajkumar, T.M. "An Outsourcing Acceptance Model: An Application of TAM to Application Development Outsourcing Decisions" *Information Resource Management Journal*, 21(2), April-June 2008, pp. 80-102.

Fuller, M.A., Serva, M.A., and Benamati, J.H. "Seeing is Believing: The Transitory Influence of Reputation Information on E-Commerce Trust and Decision-Making" *Decision Sciences*, 38(4), 2007, 675-699.

Benamati, J.H. and Serva, M.A. "Trust and Distrust in Online Banking: Their Role in Developing Countries," *Journal of Information Technology for Development*, 13(2), 2007, pp. 161-175.

Benamati, J.H., Serva, M.A., Galletta, D., Harris, A. and Neiderman, F. "The Slippery Slope of MIS Academia: A Discussion of the Quest for Relevance in Our Discipline." *Communications of the AIS.* 18, December 2006, 657-675.

Serva, M.A., Benamati, J.H. and Fuller, M.A. "Trustworthiness In B2C E-Commerce: An Examination Of Alternative Models" *The DATA BASE for Advances in Information Systems*. 36(3), 2005, 89-108.

Young, L.D. and Benamati, J.H. "A Cross-Industry Analysis of Large Firm Transactional Public Web Sites," *Mid-American Journal of Business*, 19(1), Spring 2004, 37-46.

Erasala, N. and Benamati, J.H. "Understanding the Electronic Commerce Cycles of Change," *Journal of Organizational Computing and Electronic Commerce*, 13(1), 2003, 58-72.

Benamati, J.H. and Rajkumar, T.M. "The Application Development Outsourcing Decision: An Application Of The Technology Acceptance Model", *Journal of Computer Information Systems*, 42(4), Summer 2002, 35-43.

Young, L.D. and Benamati, J.H. "Lessons From Current Adopters of Transactional Web Sites," *Information Strategy the Executives Journal*, 18(2), January 2002.

Benamati, J.H. and Lederer, A.L. "Coping with Rapid Changes in IT," *Communications of the ACM,* 44(8), August 2001, 83-88.

Benamati, J.H. and Lederer, A.L. "Rapid Information Technology Change, Coping Mechanisms, and the Emerging Technologies Group," *Journal of Management Information Systems*, 17(4), Spring 2001, 183-202.

Benamati, J.H. and Lederer, A.L. "How IT Organizations Handle Rapid IT Change: Five Coping Mechanisms," *Information Technology and Management*, 2(1), 2001, 95-112.

Benamati, J.H. and Lederer, A.L. "Rapid Change: Nine IT Management Challenges," *Information Systems and Operations Research*, 38(4), November 2000, 336-358.

Young, L.D. and Benamati, J.H. "Differences in Public Web Sites: The Current State of Large U.S. Firms," *Journal of Electronic Commerce Research,* 1(3), August 2000.

Benamati, J.H., Lederer, A.L. and Singh, M. "Information Technology Change: The Impact on IT Management," *Journal of Computer Information Systems*, 38(4), Summer 1998, 9-13.

Last updated December, 2018

Benamati, J.H., Lederer, A.L. and Singh, M. "How to Cope with Rapidly Changing Information Technology," *Information Strategy the Executives Journal,* 14,2, Winter 1998, 44-48.

Lederer, A.L. and Benamati, J.H. "What's New? The Challenges of Emerging Technologies," *Journal of Database Management,* (editorial) 9,1, Winter 1998, 33-34.

Benamati, J.H., Lederer, A.L. and Singh, M. "Changing Information Technology and Information Technology Management," *Information and Management,* 31, 1997, 275-288.

BOOKS

Davis, W.S. and Benamati, J.H. "*E-Commerce Basics: Technology, Foundations, and E-Business Applications,*" Addison Wesley Publishing, Boston, MA, 2003, ISBN 0-201-74840-1.

Benamati, J.H., Holsapple, C.W. and Kearns, G.S. "*Instructor's Manual for Decision Support Systems: A Knowledge Based Approach,*" 349 pages, West Publishing, St. Paul, 1996, ISBN 0-314-06972.

BOOK CHAPTERS

Benamati, J.H. and Rajkumar, T.M. "An Outsourcing Acceptance Model: An Application of TAM to Application Development Outsourcing Decisions" in *Outsourcing and Offshoring of Professional Services: Business Optimization in a Global Economy* Amar Gupta (Ed.) 2008, 89-113.

Lederer, A.L. and Benamati, J.H. "What's New? The Challenges of Emerging Technologies," with A. L. Lederer, in *Strategies for Managing Computer Software Upgrades,* N. Shaw (Ed.), Idea Group Publishing, 2001, 11-13.

Benamati, J.H. "Database Design," in *The Information Systems Consultant's Handbook: Systems Analysis and Desi*gn, William S. Davis and David C. Yen, (Eds.), CRC Press, 1999, 351-358.

Benamati, J.H. "Database Administration," in *The Information Systems Consultant's Handbook: Systems Analysis and Design*, William S. Davis and David C. Yen, (Eds.), CRC Press, 1999, 665-674.

Benamati, J.H. and Krehbiel, T.C. "Cause-and-Effect Diagrams," in *The Information Systems Consultant's Handbook: Systems Analysis and Design*, William S. Davis and David C. Yen, (Eds.), CRC Press, 1999, 127-132.

Benamati, J.H. and Pakath, R. "Developing Support Systems," in *Business Support Systems: An Introduction*, R. Pakath, (Ed.), Copley Publishing, 1998, 104-124.

Benamati, J.H. and Pakath, R. "Mismanaging a Technology Project: The Case of ABC Inc.," in *Cases on Information Technology Management in Modern Organizations*, M. Khosrowpour and J. Liebowitz, (Eds.), Idea Group Publishing, 1997, 156-167.

"Demonstration of a Software Marketing DSS" presented in the instructional video *Case Demonstrations for Decision Support Systems: A Knowledge Based Approach* (C. Holsapple, W. Luo, and K. Sims) West Publishing, St. Paul, 1996, ISBN 0-314-20433-4.

"Requirements for a Software Marketing DSS" in *Decision Support Systems: A Knowledge Based Approach* (C. Holsapple and A. Whinston), West Publishing, St. Paul, 1996, pp. 270-273.

"A Software Marketing DSS" in *Decision Support Systems: A Knowledge Based Approach* (C. Holsapple and A. Whinston), West Publishing, St. Paul, 1996, pp. 380-383, A57-A73.

CONFERENCE PRESENTATIONS

McGuire, C..and Benamati J. "Driving Relevance into the Introductory Information Systems Course" Proceedings of the 2018 Americas Conference on Information Systems, New Orleans, LA, Aug 2018.

Ozdemir, Z.D. Benamati J.H. and Smith H.J., "A cross-cultural comparison of information privacy concerns in Singapore, Sweden and the United States" Proceedings of the 18th Annual International Conference on Electronic Commerce: e-Commerce in Smart connected World, Suwon, Korea August 2016.

Last updated December, 2018

Merhout, J.W., Rajkumar, T.M. and Benamati J.H. "What Leads Students to Study IS?" Proceedings of the 2014 Americas Conference on Information Systems, Savannah, GA, Aug 2014.

Serva, M., Benamati, J. Blue, J, and Baroudi. J., "In Times of Stress, Be Bold and Valiant: A Preliminary Exploration of the Psychosocial and Physiological Measures of Stress and Suggestions for Future MIS Research " Proceedings of the 2011 Association for Computing Machinery Special Interest Group on Computer Personnel Research Conference. San Antonio TX. May 19-21.

Benamati, John "Skip", "An Instrument to Measure Student Attitudes Toward and Perceptions of MIS: Exploring the Success of Efforts to Change Perceptions of the Field Across Time and Gender" Proceedings of the 2010 Americas Conference on Information Systems, Lima, Peru, Aug 2010, Paper 45.

Anderson, Paul; Benamati, John "Skip"; Merhout, Jeffrey W.; and Rajkumar, T. M., "Are Student Self-Assessments a Valid Proxy for Direct Assessments in Information Systems Programs?" Proceedings of the 2010 Americas Conference on Information Systems, Lima, Peru, Aug 2010, Paper 106.

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PROFESSIONAL ACTIVITIES
Editorial:
Reviewed manuscripts for
    MISQ
    Communications of the ACM
    Journal of Management Information Systems
    Decision Sciences
    Decision Support Systems
    DATABASE
    Communications of the AIS
    Journal of Organizational Computing and Electronic commerce
    Information Resource Management Journal
    Information Technology and Management
    Computer Personnel
    Human Resource Management Journal
    Journal of Information Technology Management
    Journal of Electronic Commerce Research
    Mid-American Journal of Business
    Journal of Information Technology for Development

Last updated December, 2018

On the editorial board for the *Journal of Electronic Commerce Research*

Program committee member - Mid-West Association for Information Systems Conference 2006-2007 & 2010
Program committee member - Association for Computing Machinery Special Interest Group on Management
Information Systems and Computer Personnel Research Conference 1998-2002 & 2004-2007.

Organizational:
Member of AIS, ACM, ACM SIGED, and ACM SIGMIS

Last updated December, 2018

MIAMI UNIVERSITY
OXFORD, OH · EST. 1809

December 13, 2019
Academic and Student Affairs

RESOLUTION R2020-xx

WHEREAS, University Senate on November 4, 2019 passed SR 20-06, endorsing a new degree, a Master of Science in Business Management, in the Farmer School of Business.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Master of Science in Business Management, in the Farmer School of Business.

EXECUTIVE COMMITTEE of UNIVERSITY SENATE
Dana Cox, Chair
James Bielo, Chair-elect
University Senate Website: miamioh.edu/academic-affairs/university-senate/

November 22, 2019

To: Gregory P. Crawford, President
From: Jeffrey Wanko, Secretary of the University Senate
Re: Degree Program Approval
        SR 20-06, Master of Science in Business Management, with a major in Business Administration,
        Farmer School of Business

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 November 4, 2019, University Senate adopted SR 20-06:

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Master of Science in Business Management, with a major in Business Administration, Farmer School of Business;

AND FURTHERMORE, that the endorsement by University Senate of the proposed degree and major 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 Master of Science in Business Management, with a major in Business Administration, Farmer School of Business.

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

Gregory P. Crawford, President

12-4-19
Date

cc: Dana Cox, Chair, Executive Committee of University Senate
        Jason Osborne, Provost, Chair University Senate
        Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

Master of Science in Business Management (M.S. Business Management) with embedded Certificate in Business Management

Miami University
Farmer School of Business

TABLE OF CONTENTS

1

Basic Characteristics of the Educational Program

1. Brief description of the disciplinary purpose and significance of the proposed degree

Miami University proposes a 10-month graduate degree program for the Master of Science in Business Management. The aim of the Master of Science in Business Management (MSiM) is to deliver the trifecta of business knowledge, hands-on client based experiential learning and essential skills, to a broad set of students from diverse disciplines. This degree is positioned to help recent graduates start a career. The need for business knowledge, that is integrated with client based experiential learning and development of skills valued by employers, regardless of undergraduate major, is an imperative across most careers. The undergraduate curriculum for non-business majors does not focus on the above areas. Students will graduate with the foundational knowledge and experience that they need to compete for early career roles in business organizations.

2. Definition of the focus of the program

The curriculum of the program is designed to instruct students to analyze and contribute new knowledge and insights to solving business problems. Graduates will be trained to analyze business problems that require a critical understanding of strategic thinking, data driven decision making, creative problem solving, entrepreneurial thinking, and ethical decision making, among other knowledge and skills. This degree is positioned to help recent graduates start a career. The program provides an innovative curriculum plus career coaching and leadership development, taught by the faculty in the Farmer School of Business at Miami University.

3. Rationale for the degree name

In this program, students will gain knowledge and learn skills that will enable them to contribute new knowledge and insights into business decision making. In the culminating experience, every student will apply the scientific method, using data and insights to research, build perspectives and create new knowledge that informs business practice. After completion of the core and practice coursework, the culminating experience will deliver value to all stakeholders. This will be immersive and fast paced, will mimic a real business and require the delivery of value in the form of new knowledge that informs the practice of business.

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4. Duration of the program

The MSiM is a 10-month, 30-credit hour program. It will run on the standard semester, August – May calendar. The program has three component parts, and offered over the Fall, Winter and Spring semesters. There are no tracks in the program.

5. Admission Timing

The target date for start of the new program is Fall 2021. The program plan includes one cohort per year.

6. Primary target audience for the program and admission requirements

The target audience is non-business graduates from Miami or any accredited university, with little to no work experience. Business minors are eligible. The student shall very recently have earned a bachelor's degree (preferably 1 year or less). Students who have fulfilled the requirements for a baccalaureate degree and earned at least a 3.25 cumulative GPA, are eligible to apply. Applications will begin in fall 2020.

As described by the Dean of Durham Business School in *Masters in Management: On the rise* (The Economist, May 23rd, 2017), "Students choose a first degree in a subject they are interested in, then take a Master's in management to monetize it." Given Miami University's emphasis on career paths for all our majors, and a generation of students who are forging entrepreneurial careers, across the spectrum of startups, non-profits, and corporate organizations, this graduate program will be an attractive option for students, regardless of major, to stay on campus for an additional year, earn a business graduate degree, and accelerate their career trajectory.

We are confident that there is a market for this program. In the class of 2022, approximately 58% of students entered with an average of 18.6 hours of college credit from AP, CCP and other credit. (http://www.miamioh.edu/oir/data/first-year-profile/index.html). This suggests that there is a significant fraction of students who are on a fast-track since high school and are a strong target market for a graduate program that will add value where all graduates, regardless of major, can jump start a career.

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7. Special efforts to target and retain underrepresented groups

The data shows that this degree has more diversity than a traditional MBA degree. As stated in "Masters in Management: On the Rise", *The Economist*, May 2017, "MIMs attract more women, possibly because MBA students are at the age at which many take time out of their careers to start a family. The average proportion of women on an Economist-ranked MIM course is 46%, compared with just 36% on MBAs. Few who have experienced the alpha-male atmosphere of the average MBA classroom would disagree that changing the balance of the sexes at business school would be a good thing."

Miami University has strongly prioritized promoting a diverse culture. We believe that the focus on this culture will enhance our efforts to enroll and retain underrepresented groups. The foundational goal to promote a diverse culture of inclusion, integrity, and collaboration that deepens understanding and embraces intercultural and global experiences, includes specific strategies.

The Farmer School of Business partners with the Division of Enrollment Management and Student Success to attract and retain students on this campus. To attract diverse students, the Farmer School of Business has several initiatives, that include partnering with area high schools for summer camps, including Discover U in Business and the Accountancy camp. This relationship with high schools will be an excellent vehicle to share information about this program and attract more diverse students to apply to the university. The Farmer School also partners with the Division of Enrollment Management and Student Success on new student recruitment. With this graduate degree, we will continue to work with Enrollment Management, to attract a more diverse group of students to apply to the university. We expect that as the program gets established, students will choose to come to Miami with an undergraduate major, and plan to stay an extra year to pursue the MSiM.

The Miami University Academic Affairs Office of Institutional Research provides annual statistics on the demographic profile and diversity of our first-time undergraduate students by division. This data is relevant because it illustrates that there is a pool of students at Miami University, who are underrepresented in traditional business school graduate programs and will potentially find the MSiM degree an attractive career opportunity. The statistics for each year are compiled on October 15th. So, at least some of the students we are targeting are represented by the 2017 class and potentially 2018 students. Below is the ethnicity, multicultural and international statistics, for the fall class of 2016, 2017

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and 2018. Additional detail on the undergraduate enrollment by race/ethnicity for the undergraduate enrollment of the first-year class in the fall of 2018 is also included below.

Race/Ethnicity: Domestic Multicultural			
	2016	**2017**	**2018**
College of Arts and Science	14.9%	17.6%	16.9%
College of Creative Arts	12.6%	15.2%	17.6%
College of Education, Health and Society	18.0%	17.0%	16.6%
College of Engineering and Computing	17.3%	18.6%	21.0%
College of Liberal Arts and Applied Science	---	---	28.3%

Race/Ethnicity: International			
	2016	**2017**	**2018**
College of Arts and Science	7.9%	8.6%	7.4%
College of Creative Arts	2.3%	1.9%	4.1%
College of Education, Health and Society	4.7%	3.9%	4.4%
College of Engineering and Computing	11.3%	10.3%	10.4%
College of Liberal Arts and Applied Science	---	---	0.0%

Miami University Undergraduate Enrollment By Race/Ethnicity October 15, 2018								
	Black or African-American	Asian	Hispanic/ Latino	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Multi Racial	Non-Resident Alien	White & Unknown
Hamilton	10.0%	2.1%	4.3%	0.1%	0.1%	3.6%	1.2%	78.6%
Middletown	3.5%	1.5%	2.3%	0.1%	0.1%	2.8%	14.5%	75.2%
Oxford	3.4%	2.2%	4.7%	0.2%	0.1%	3.7%	14.8%	71.0%
OVERALL	4.2%	2.1%	4.5%	0.1%	0.1%	3.6%	13.1%	72.2%

www.MiamiOH.edu/OIR

2018-2019 Fact Book

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Curriculum and Instructional Design

1. Curricular Content

All courses are required for the degree. Course descriptions are in Appendix C.

Course #	Name	Credit Hours
ACC 611	Accountancy for Managers	3
ECO 618	Game Theory (New Course)	1.5
ISA 628	I.T. & Analytics Role (New Course)	1.5
ISA 629	Leveraging I.T. & Data Across Business (New Course)	1.5
MGT 627	Supply Chain & Operations Management	3
MKT 618	Marketing Management	3
MGT 610	Management Strategy (New Course)	1.5
FIN 625	Managerial Finance	3
ISA 641	Data Discovery Through Business Analytics for Managers (New Course)	2
MKT 633	Digital Marketing (New Course)	1
ESP 652	Applied Entrepreneurial Mindset: Creativity and Innovation (New Course)	1.5
MGT 650	Leadership, Teams and Ethics (New Course)	1.5
BUS 601	Consulting Capstone (New Course)	6
	Total Credit Hours	30

2. Requirements that students must fulfill to complete the program successfully

The MSiM is a 30-credit hour program with a required pre-program Foundation week. There is an embedded certificate in business management. There are three component parts to the MSiM: preparation (18 credit hours), practice (6 credit hours) and culmination or execution (6 credit hours). The execution component is the culminating experience of the program. The three parts will collectively engage the student, first with knowledge and integration of the various gears that are

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engaged in the functioning of a business in the preparation component; then enable application and analysis in the practice module and finally, apply the scientific method, using data and insights to research, build perspectives and create new knowledge that informs business practice, in the execute or culminating component.

MSiM Program Components and Timeline

Program Components	Semester
Foundation week	Pre-Program week. Credit/No Credit
Preparation Component	Fall Semester: 13.5 credit hours Winter Semester: 4.5 credit hours
Practice Component	Spring Semester: 6 credit hours
Execution Component or Culminating Experience	Spring Semester: 6 credit hours

Foundation week

Program Orientation, Career Preparation. Credit/No Credit. Required

Foundation week is the week prior to the start of fall Semester. Students will be introduced to the requirements and expectations of the program. It will include team activities and career preparation.

Preparation Component: Fall and Winter Semester

Business Core with an embedded Certificate in Business Management: 18 credit hours

The business core curriculum delivers on all the key functional areas of a business while integrated projects within and across the courses reinforce concepts and applications. This is achieved through faculty collaboration on curriculum development, with the integration of applications and cases, shared readings and assignments. Any business organization, irrespective of the products or platforms, operates on common fundamental business principles. It is therefore important to have knowledge of the functional areas of business for long term career success. At the same time, businesses are increasingly integrated across areas and employees are required to bridge silos and work effectively

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across the organization. Therefore, it is equally important to understand how the apparently discrete pieces fit together to deliver organizational value.

There are eight courses in the business core.

Fall Semester Business Core 13.5 credit hours

Dept	Course #	Name	Credit Hours
ACC	611	Accountancy for Managers	3
ECO	618	Game Theory	1.5
ISA	628	I.T. & Analytics Role	1.5
ISA	629	Leveraging I.T. & Data Across Business	1.5
MGT	627	Supply Chain & Operations Management	3
MKT	618	Marketing Management	3
		Total Hours	13.5

Winter Semester Business Core 4.5 credit hours

Dept	Course #	Name	Credit Hours
MGT	610	Management Strategy	1.5
FIN	625	Managerial Finance	3
		Total credit hours	4.5

Certificate in Business Management

The certificate will credential Foundation week plus any 12 credit hours of the Business core. It is a credentialled recognition for progress toward a master's degree. Depending on the students' career plans, they may return at a later date to complete the rest of the program.

Practice Component Spring Semester

6 credit hours

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The practice component of the MSiM program is designed to give students opportunities to work on business problems and develop creative solutions using foundational business knowledge together with data driven analysis, digital marketing, creative thinking, leadership, teamwork and ethics. Students will experience a hands-on approach to problem solving, framed around a case-based project.

There are four courses in the practice component.

Spring Semester Practice component 6 credit hours

Dept	Course#	Name	Credit Hours
ISA	641	Data Discovery Through Business Analytics for Managers	2
MKT	MKT 633	Digital Marketing	1
ESP	ESP 652	Applied Entrepreneurial Mindset: Creativity and Innovation	1.5
MGT	650	Leadership, Teams and Ethics	1.5
		Total credit hours	6

Execution Component or Culminating Experience Spring Semester

6 credit hours

Here, students are immersed in an experiential consulting capstone. In the culminating experience, every student will apply the scientific method, using data and insights to research, build perspectives and create new knowledge that informs business practice. Details are provided in (3) below.

There is one course in the Execution component.

Dept	Course#	Name	Hours
BUS	601	Consulting Capstone	6

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3.   Description of a required culminating or integrated learning experience

The execution component is the culminating program experience. In the culminating experience, every student will apply the scientific method, using data and insights to research, build perspectives and create new knowledge that informs business practice. This will be a client challenge, where every student will apply the scientific method, analyze, learn and deliver a response that creates new knowledge and insights into business decision making. The students will demonstrate a critical understanding of the context of the challenge and analyze the business problem to deliver their response. The program director, faculty and business client will serve as advisors and mentors. After completion of the core and practice coursework, the culminating experience in the execution component will deliver value to all stakeholders. This is an immersive and fast paced experience, that will mimic the pace of real business and will require the delivery of value in the form of new knowledge that informs business practice.

Institutional Planning for the Program

1. Physical facilities, Equipment and staff needed to support the program

The program will be delivered in the Farmer School of Business. No additional physical resources beyond what is already available, is required for the program. Classes will be offered in the evening, which will alleviate space issues during the day in the Farmer School of Business.

The curriculum is designed and will be delivered by Farmer School of Business faculty. This is a critically important element for program success, because this degree program is envisioned to be highly integrated and collaborative at all stages of development, delivery and ongoing revision. It is important to understand that the program does not require new faculty lines. All faculty are all Farmer School of Business Tenure/Tenure Track/Clinical Faculty, who will teach on overload. The multidisciplinary nature of MSiM does not put significant demands on any individual department. Rather, faculty from all areas of the Farmer School of Business will have the opportunity to be engaged in the program. The Faculty Matrix and Faculty Vitae are in Appendix A and B respectively.

The Farmer School has recently recruited a graduate program director to manage the Master of Science in Business Analytics in fall 2020 and also the MSiM, once approved. The duties for the director include program marketing, student recruiting, student placement, external networking to recruit clients

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for the culminating experience, engagement with career services, and exploration of opportunities to collaborate with other professional master's programs, dual degree programs and graduate certificates across the University. The program director has experience and networks in academia and business, to effectively communicate with students, faculty, corporate clients, potential recruiters, university partners and all other stakeholders. The director is a professional with collaborative skills, vision and demonstrated ability to execute on the delivery. We will eventually recruit a (part time) administrative assistant to support the program director.

2. **Evidence of market for the new program**

The employment outlook for graduates with either a MSiM or similar master's degree is above the average expected growth of the total labor market, as reported by Burning Glass Technologies. (www.burning-glass.com). Nationwide occupations requiring a MSiM or similar degree are expected to grow by 81% versus 7.4% for the total labor market. Employment for the midwest has increased from 1.7 million jobs in 2013, requiring a MSiM or similar master's degree, to 1.9 million jobs in 2017. "Based on Burning Glass data, the number of jobs with business master's backgrounds is expected to grow over by 9.5% by 2027 (1,941,231 to 2,124,614) across the Midwest. Nationally, demand is expected to grow 8.1% by 2027. Over the last year (2/18 - 1/19), the top 5 largest job postings states for business master's was California, New York, Texas, Massachusetts, and Illinois (rank order), all high priority prospective student recruiting states for Miami. The top 5 hiring employers in the region were Anthem Blue Cross, Deloitte, U.S. Bancorp, UnitedHealth Group, and JP Morgan Chase Company." Michael Kabbaz, (former) Senior Vice President, Enrollment Management and Student Success, Miami University. Market Analysis can be found in Appendix E.

The MBA program has long been the status quo graduate program in business schools. However, the enrollment in MBA programs been shrinking. (See Financial Times article: Masters in Management enjoys faster growth than the MBA, https://www.ft.com/content/73469dac-868c-11e7-8bb1-5ba57d47eff7). There is a rise in a new Master's degree program, the Master's in management. While the MBA degree targets students with prior work experience, looking for career advancement, the MSiM degree is uniquely positioned to assist new graduates. (See Financial Times article: https://www.ft.com/content/767ba346-868c-11e7-8bb1-5ba57d47eff7.)

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The article, *Masters in Management: On the rise* (The Economist, May 23rd, 2017), documents the increasing global demand for this degree program. It also discusses the distinctly different student audiences for the Masters in Management and the MBA degree programs and a shifting paradigm, where enrollment in the latter is on the decline whereas the former is poised on a positive trend. (See Financial Times article: https://www.ft.com/content/767ba346-868c-11e7-8bb1-5ba57d47eff7.) Also, see Sheila Kloefkorn's article *It's Time To Reskill The Marketing Workforce.* (Forbes Agency Council, April 2018 https://www.forbes.com/sites/forbesagencycouncil/people/sheilakloefkorn1/#320fb51b53d7).

We are confident that there is a market for this degree program. Over 4000 students enter Miami every year, and approximately 58% of first-year students enter with an average of 18.6 hours of college credit from AP, CCP and other credit. (http://www.miamioh.edu/oir/data/first-year-profile/index.html). This suggests that there is a significant fraction of students who have been on a fast-track since high school and are a strong target market for a graduate program that will add value and jump-start a career. As described by the Dean of Durham Business School in *Masters in Management: On the rise* (The Economist, May 23rd, 2017), "Students choose a first degree in a subject they are interested in, then take a Master's in management to monetize it."

Miami University is investing in specialized Master's programs, and this program fits precisely within this institutional strategy. Additional evidence of institutional support can be found in letters of support in Appendix F.

a) Projected enrollment in first year of launch is to be around 30 students, to expand to 50 by year 4. This cohort size is designed for a small class and high engagement format. In context, a class of 30 students is about 0.01% of the approximately 3,000 non-business graduates from Miami University every year.

b) In the program planning and budgeting processes, we focused on a class size of 30, to allow the high engagement format. As discussed, this target class size is very achievable, given the size of the potential target market at Miami University alone, and not even considering other universities.

3. Statewide Alternatives

The Weatherhead School of Management at Case Western Reserve University has a Master of Science in Management with specialized tracks in Finance, Business Analytics, and Operations Research and

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Supply chain. That program has specific tracks in three specialized areas, and is therefore different than a generalized program as described in this proposal. Ohio University has a 100% online Master of Science in Management (MSM). The program is 36-credit hours, with twelve 3-credit courses. The significant distinction between the MSM and the proposed Miami University MSiM program is in the mode of delivery. We plan a highly immersive and experiential on-campus program. We are not aware of any other similar program in the State of Ohio.

Therefore, the MSiM at Miami University will be a unique opportunity to expand this degree in our state. Building on the strong brand and reputation of Miami University and the Farmer School of Business, this program will graduate a cohort of business school graduates who will add to the skilled workforce in Ohio.

We did benchmark against other similar programs in the country. The table below provides the benchmarking data. Additional benchmarking information is included in Appendix E.

MASTER'S IN MANAGEMENT PROGRAMS 2017 (M.S.)		
www.topmanagementdegrees.com/rankings/best-masters-management/		
This list does not represent the rankings.		
College	**Degree**	**Credit Hrs**
University of Michigan- Ross School of Business	Master of Management	30
Penn State Smeal College of Business	Master's of Professional Studies in Management & Org. Leadership	30
University of Florida-Warrington College of Business	M.S. in Management	32
Northwestern Univ. Kellogg School of MGT	M.S. in Management Studies	16*
Duke University-Fuqua School of Business	Master of Management Studies	43
Univ. of Notre Dame	M.S. in Management	38
Edwin L. Cox S of Business at Southern Methodist University	M.S. in Management	30
University of Maryland	M.S. in Business and Management	30
Stevens Institute of Technology	Master's in Management	30
University of Central Florida-	Professional M.S. in Management	30
Boston University	M.S. in Management Studies	36
Rochester Institute of Technology-Saunders College of Business	M.S. in Management	30
Tulane University	Master's in Management	36

*Northwestern- size of cohort is 20 students, and a portion of classes is with evening and MBA students. Each class is one credit hour; time to complete is 10 months. Slightly different credit hour methodology.

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4. Growth of the program

Projected enrollment in the first year of the program is estimated at 30 students. In year 2, we expect to grow to 40 students and expand to a class size of 50 by year and 3. We expect the program will be self-sufficient (generate revenue to cover costs and also yield positive net revenue), at the end of the first year of operation. Details are provided in the fiscal impact statement in Appendix D.

5. Institutional Staffing, Faculty, and Student Support

Faculty

The program will be designed and delivered by Farmer School of Business faculty. This is critically important for program success, because this degree program is designed to be highly collaborative and integrated in all stages of development, delivery and ongoing revision. There will be over 35 faculty, all tenure/tenure track/clinical faculty, engaged in teaching and/or developing curriculum for the program. It is important to emphasize that the program does not require new faculty lines. Faculty will teach on overload. The multidisciplinary nature of MSiM does not put significant demands on any individual department. Rather, faculty from all areas of the Farmer School of Business will have the opportunity to be engaged in the program. The Faculty Matrix and Faculty Vitae are in Appendix A and B respectively.

Administration and Support

As discussed, there will be a program director, with duties that include program marketing, student recruiting, student placement, external networking to recruit clients for the culminating experience, engagement with career services, and exploration of opportunities to collaborate with other professional master's programs, dual degree programs and graduate certificates across the University. In the program director, we have a professional with experience and networks in academia and business, to communicate with students, faculty, corporate clients, potential recruiters, university partners and all other stakeholders. We have a professional, with collaborative skills, vision and demonstrated ability to execute on the delivery. We will also recruit a part time administrative assistant to support the program director. The financial support for the program director and administrative assistant support, is provided by the Miami University Provost's Boldly Creative initiative.

We anticipate the need for a marketing budget for program launch, materials, and creation of a web presence. Additionally, we have built in miscellaneous program support costs and a recurring

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investment in curriculum development to keep the MSiM program agile and relevant. These expenses will be supported by the Office of the Dean, Farmer School of Business. Details are included in the fiscal impact statement in Appendix D. As the fiscal impact statement shows, the program is expected to break even and yield positive net revenue, in the first year of operation.

TABLE OF CONTENTS of APPENDICES

Appendix A

Faculty Matrix

Faculty Matrix

A faculty member must be identified for each course that is a <u>required</u> 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). **All program proposals must include both the Faculty Matrix and a copy of each faculty member's 2-page CV as Appendix items.**

Instructor Name	Rank or Title	Full-Time (FT) or Part-Time (PT)	Instructor Qualification			Course(s) Instructor will teach	
			Degree Title, Discipline Institution, Year	Years of Teaching Experience In the Discipline/ Field	Additional qualifications (e.g., licenses, certifications)	Courses in the proposed program (Include course number and title)	# taught Per Year at <u>All</u> University Locations
Chad ANDERSON	Assistant Professor	FT	Ph.D. Computer Information Systems, Georgia State, 2011	9		ISA 628: I.T. Analytics Role ISA 629: Leveraging I.T. & Data Across Business	10
Bryan ASHENBAUM	Professor & Chair	FT	Ph.D. Supply Chain Management, Arizona State, 2006	13		MGT 627M: Supply Chain & Operations Managementupply	7
Brian BALLOU	Ernst & Young Professor of Accountancy William Isaac and Michael Oxley Center for Business Leadership Faculty Fellow & Professor	FT	Ph.D. Accounting, Michigan State, 1996	23		ACC 611M: Acct for Managers	8

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Name	Title		Degree			Courses	
John BENAMATI	Professor & Chair	FT	Ph.D. Business Administration-MIS, University of Kentucky, 1997	31		ISA 628: I.T. Analytics Role ISA 629: Leveraging I.T. & Data Across Business	14
Thomas BOULTON	Lindmor Professor & Professor	FT	Ph.D. Finance University of Pittsburgh, 2006	12		FIN 625M: Managerial Finance	13
Jacob BRINDLEY	Assistant Teaching Professor	FT	Ph.D. Economics, Purdue University, 2016	3		ECO 618: Game Theory	4
James COYLE	Associate Professor	FT	Ph.D. Journalism with advertising research specialization, University of Missouri-Columbia	22		MKT 633: Digital Marketing	2
Devon DelVECCHIO	Raymond E. Glos Professor in Marketing & Professor	FT	Ph.D. Marketing, Indiana University, 2001	18		MKT 618M: Marketing Management BUS 601: Experiential Consulting Capstone	11
Scott DUST	Dr. John F. Mee Professor in Management & Assistant Professor	FT	Ph.D. Management/Organizational Behavior, Drexel University, 2013	6		MGT 650M: Leadership, Teams and Ethics	7
Steven ELLIOTT	Associate Professor & Director of Undergraduate Studies	FT	Ph.D. Economics, University of Colorado, 1990	23		ECO 618: Game Theory	15
Deborah FLETCHER	Associate Professor	FT	Ph.D. Economics, University of Florida, 2003	16		ECO 618: Game Theory	7
Jim FRIEDMAN	White Family Associate Clinical Professor & Associate Clinical Professor	FT	Ph.D. Communication, Union Institute, 1982	41		ESP 652: Applied Entrepreneurial Mindset: Creativity	21
Megan GERHARDT	Professor & William Isaac and Michael Oxley Center for Business Leadership Co-Director & Director of Leadership Development	FT	Ph.D. Organizational Behavior, University of Iowa, 2003	16		MGT 650M: Leadership, Teams and Ethics	8

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Douglas HAVELKA	Associate Professor	FT	Ph.D. Management Information Systems, Texas Tech University, 1994	31		ISA 628: I.T. & Analytics Role ISA 629: Leveraging I.T. & Data Across Business	31
Dan HEITGER	Deloitte Professor & William Isaac and Michael Oxley Center for Business Leadership Co-Director & Professor	FT	Ph.D. Accounting, Michigan State University, 2000	20		ACC 611M: Acct for Managers	11
L. Allison JONES-FARMER	Van Andel Professor of Business Analytics & Professor	FT	Ph.D. Applied Statistics, University of Alabama, 1997	24		ISA 641: Business Analytics ISA 629: Leveraging I.T. & Data Across Business	14
Janice KINGHORN	Associate Teaching Professor & Assessment Director	FT	Ph.D. Economics, Washington University in St. Louis, 1996	27		ECO 618: Game Theory	8
Younghwa (Gabe) LEE	C. Michael Armstrong Business Chair & Professor	FT	Ph.D. Business Administration-IS, University of Colorado at Boulder, 2005	19		ISA 628: I.T. & Analytics Role ISA 629: Leveraging I.T. & Data Across Business	12
Michael LIPSITZ	Assistant Professor	FT	Ph.D. Economics, Boston University, 2017	6		ECO 618: Game Theory	6
Waldyn MARTINEZ	Assistant Professor	FT	Ph.D. Applied Statistics, University of Alabama, 2012	12		ISA 641: Business Analytics ISA 629: Leveraging I.T. & Data Across Business	10
Michael McCARTHY	Professor & Chair	FT	Ph.D. Marketing, University of Pittsburgh, 1996	34		MKT 618M: Marketing Management	12

3

Carol McGUIRE	Assistant Teaching Professor	FT	Ph.D. Management, Case Western Reserve University, 2016	3		ISA 628: I.T. & Analytics Role ISA 629: Leveraging I.T. & Data Across Business	6
Fadel MEGAHED	Neil R. Anderson Endowed Assistant Professor & Assistant Professor	FT	Ph.D. Industrial and Systems Engineering, Virginia Polytechnic Institute and State University, 2012	7		ISA 641: Business Analytics ISA 629: Leveraging I.T. & Data Across Business	6
Jeffrey MERHOUT	Associate Professor	FT	Ph.D. Management Information Systems, Virginia Commonwealth University, 2002	23		ISA 628: I.T. & Analytics Role ISA 629: Leveraging I.T. & Data Across Business	22
Charles MOUL	Associate Professor	FT	Ph.D. Economics, Northwestern University, 2000	19		ECO 618: Game Theory	7
Gregory NIEMESH	Assistant Professor	FT	Ph.D. Economics, Vanderbilt University, 2012	7		ECO 618: Game Theory	6
Terry NIXON	Professor	FT	Ph.D. Finance, University of South Carolina, 1996	28		FIN 625M: Managerial Finance	10
Gillian OAKENFULL	Professor & Faculty Director of Diversity and Inclusion	FT	Ph.D. Marketing, University of Houston, 1998	29		MKT 618M: Marketing Management	21
Glenn PLATT	C. Michael Armstrong Professor of Network Technology & Management & Professor	FT	Ph.D. Economics and Political Economy, Carnegie Mellon University, 1993	26		MKT 633: Digital Marketing	16
Joseph RODE	Professor	FT	Ph.D. Organizational Behavior, Indiana University, 2002	22		MGT 610M: Management Strategy MGT 650M: Leadership, Teams and Ethics	9

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Peter SALZARULO	Associate Professor & Endres Associate Professor Fellow	FT	Ph.D. Operations Management and Decision Sciences, Indiana University, 2006	18		MGT 627M: Supply Chain & Operations Management	9
Austin SMITH	Assistant Professor	FT	Ph.D. Economics, University of Colorado, 2015	4		ECO 618: Game Theory	5
Wayne SPEER	Instructor & Academic Advisor	FT	MBA Finance, Xavier University, 1990	11		MKT 618M: Marketing Management	10
Laurens STEED	Assistant Professor	FT	Ph.D. Organizational Behavior, Georgia Institute of Technology, 2018	3		MGT 610M: Management Strategy	2
Melissa THOMASSON	Chair and Julian Lange Professor of Economics	FT	Ph.D. Economics, University of Arizona, 1998	21		ECO 618: Game Theory	5
Mark TREMBLAY	Assistant Professor	FT	Ph.D. Economics, Michigan State University, 2016	3		ECO 618: Game Theory	5
Maria WEESE	Richard T. Farmer Endowed Assistant Professor & Assistant Professor	FT	Ph.D. Statistics, University of Tennessee, 2010	9		ISA 641: Business Analytics ISA 629: Leveraging I.T. & Data Across Business	10
Mark WESOLOWSKI	Associate Professor	FT	Ph.D. Industrial/Organizational Psychology, 1991	34		MGT 610M: Management Strategy	12

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Appendix B

Faculty Vitae

Chad Anderson, Ph.D.
(859) 587-2830 (Mobile)
canderson32@gmail.com

Education

Degree	Major	Institution	Date
Ph.D.	Computer Information Systems Adviser: Daniel Robey	Georgia State University	2011
MBA	Business Administration	Eastern Kentucky University	2006
B.Sc.	Occupational Therapy	Eastern Kentucky University	1998
B.Sc.	Psychology	Eastern Kentucky University	1998
B.Sc.	Business Administration	North Dakota State University	1993

Refereed Journal Publications

- Anderson, C., Baskerville, R., and Kaul, M. (2017). "Information Security Control Theory: Achieving a Sustainable Reconciliation between Sharing and Protecting the Privacy of Information", *Journal of Management Information Systems*, 34(4), pp. 1082-1112.

- Anderson, C. and Robey, D. (2017) "Affordance Potency: Explaining the Actualization of Technology Affordances", *Information and Organization*, 27(2), pp. 100-115.

- Yang, X., Zhang, X., Goh, S., and Anderson, C. (2017) "Curvilinear Effects of e-Loyalty in China's Online Tourism Industry", *Nankai Business Review International*, 8(2), pp. 174- 189.

- Anderson, C., Henner, T., and Burkey, J. (2013) "Tablet Computers in Support of Rural and Frontier Clinical Practice", *International Journal of Medical Informatics*, 82(11), pp. 1046- 1058.

- Robey, D., Anderson, C., and Raymond, B. (2013) "Information Technology, Materiality and Organizational Change: A Professional Odyssey", *Journal of the Association for Information Systems*, 14(7), pp. 379-398.

- Anderson, C., Al-Gahtani, S., and Hubona, G. (2011). "The Value of TAM Antecedents in Global IS Development and Research", *Journal of Organizational and End User Computing*, 23(1), pp. 18-37.

- Straub, D. and Anderson, C. (2009). "Journal Self-Citation VI: Forced Journal Self-Citation - Common, Appropriate, Ethical?", *Communications of the Association for Information Systems*, 25(1), Article 6, pp. 57-66.

Teaching

Graduate Courses

- Current Issues in Technical Environments
- Information Systems in Healthcare Organizations
- Information Systems in Organizations
- Information Technology Management
- Introduction to Healthcare Operations

Undergraduate Courses

- Introduction to Computer-based Information Systems
- IS Development and Management
- Management Information Systems
- Systems Analysis
- Systems Analysis and Design

Work Experience

- 2015 - Present, Assistant Professor, Northern Kentucky University, Highland Heights, KY
- 2011 - 2015, Assistant Professor, University of Nevada, Reno, NV
- 2010 - 2011, Temporary Instructor, Georgia State University, Atlanta, GA
- 2006 - 2010, Graduate Research Assistant, Georgia State University, Atlanta, GA
- 2003 - 2006, Healthcare Technical Representative, SimplexGrinnell, Lexington, KY
- 2000 - 2003, Health Systems Specialist, CT-Innovations, Louisville, KY

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BRYAN ASHENBAUM

Professional: 3056 Farmer School of Business, Miami University, Oxford, OH 45056
Phone: (513) 529 -8013 **Email**: ashenbb@miamioh.edu

Personal: 5314 Colorado River Trail, Liberty Twp, OH 45011
Phone: (480) 586-4148 **Email**: ashenbaum@gmail.com

PROFESSIONAL EXPERIENCE / APPOINTMENTS

Miami University, Farmer School of Business, Oxford, OH

Chair, Department of Management   2017 - Present
- Twenty-eight full-time and two part-time faculty.
  - Twenty-one tenured/tenure-track, seven instructional.
  - Faculty expertise in Human Capital Management & Leadership, Supply Chain & Operations Management, Entrepreneurship, and Strategy.
- Responsible for department strategic direction, staffing and recruiting, course scheduling, annual evaluations, budget.
- Work extensively with recruiters, corporate partners, and various stakeholders.

Director, Miami PRIME   2014 – 2017
- PRIME (Professional Institute for Management Education) is a nine-credit "business basics" summer program for non-business majors.
- Director is responsible for program development, staffing, budgeting, marketing, and success measures.

Professor   2018 - Present
Associate Professor   2012 – 2018
Assistant Professor   2006 – 2012

Arizona State University, Tempe, AZ   2002 – 2006
Doctoral Candidate
Research Associate, CAPS Research

Procter and Gamble, Cincinnati, OH   2001 – 2002
Purchasing Manager

Honeywell Engines and Systems, Phoenix, AZ   2000 (May – Dec)
Supply Management MBA Intern, E-commerce and Six Sigma

NIBCO, Phoenix, AZ   1997 – 1999
Sales Engineer

U.S. Navy, USS Bainbridge (CGN-25)   1988 – 1993
Leading Nuclear Quality Assurance Supervisor
Nuclear Reactor Operator/Technician

EDUCATION

Ph.D. in Business Administration   **August 2006**
Major Field: Supply Chain Management
Arizona State University, Tempe AZ

Master of Business Administration   **May 2001**
Arizona State University, Tempe AZ
Concentration: Supply Chain Management

Bachelor of Science   **December 1996**
Arizona State University, Tempe AZ
Major: Microbiology

REFEREED JOURNAL PUBLICATIONS (last 10)

Brewer, B., Ashenbaum, B., Blair, C. 2019. "Cross-Functional Influence and the Supplier Selection Decision in Competitive Environments: Who Makes the Call?" In Press, *Journal of Business Logistics*. Early view DOI: 10.1111/jbl.12199.

Ashenbaum, B. 2018. "From Market to Hierarchy: An Empirical Assessment of a Supply Chain Governance Typology." *Journal of Purchasing and Supply Management* 24(1): 59-67.

Ashenbaum, B., Maltz, A. 2017. "Purchasing-Logistics Integration and Supplier Performance: An Information-Processing View." *International Journal of Logistics Management* 28(2): 379-397.

Brewer, B., Wallin, C., Ashenbaum, B. 2014. "Outsourcing the Procurement Function: Do Actions and Results Align with Theory?" *Journal of Purchasing and Supply Management* 20(3): 186-194.

Ashenbaum, B. 2013. "A Pre-Validation of the Product-Process Matrix." *Decision Sciences Journal of Innovative Education* 11(4): 313-322.

Brewer, B., Ashenbaum, B., Carter, J. 2013. "Understanding the Supply Chain Outsourcing Cascade: When Does Procurement Follow Manufacturing Out the Door?" *Journal of Supply Chain Management* 49(3): 90-110.

Brewer, B., Ashenbaum, B. Ogden, J. 2013. "Connecting Strategy-Linked Outsourcing Approaches and Expected Performance." *International Journal of Physical Distribution and Logistics Management* 43(3): 176-204.

Terpend, R., Ashenbaum, B. 2012. "The Intersection of Power, Trust and Supplier Network Size: Implications for Supplier Performance." *Journal of Supply Chain Management* 48(3): 52-77.

Ashenbaum, B., Salzarulo, P., Newman, W.R. 2012. "Organizational Structure, Entrepreneurial Orientation and Trait Preference in Transportation Brokerage Firms." *Journal of Supply Chain Management* 48(1): 3-23.

Ashenbaum, B., Terpend, R. 2010. "The Purchasing-Logistics Interface: A 'Scope of Responsibility' Taxonomy." *Journal of Business Logistics* 31(2): 177-194.

Ashenbaum, B. 2010. "The 'Twenty Minute' Just-in-Time Exercise." *Decision Sciences Journal of Innovative Education* 8(1): 269-274.

Brian Ballou
EY Professor of Accountancy & Center for Business Excellence Co-Director
2042B Farmer School of Business, Miami University, Oxford, OH 45056
(513) 593-0365; ballloubj@MiamiOH.edu
Center for Business Excellence website: www.fsb.muohio.edu/cbe

EDUCATION, EXPERIENCE
Ph.D., Accounting, Michigan State University, 1996
BSBA, cum laude in Accounting, The Ohio State University, 1988

2007 —Present	*Miami University*, EY Professor of Accountancy	
2006 —Present	*Miami University*, Co-Founder and Co-Director Center for Business Excellence 2004	
—2007	*Miami University*, Associate Professor	
2003	*University of Illinois at Urbana-Champaign*, Visiting Associate Professor 2002	
—2003	*Auburn University*, Associate Professor	
1997 —2002	*Auburn University*, Assistant Professor	
1992 —1997	*Michigan State University*, Visiting Prof./Ph.D. program 1996	
	Grand Valley State University, Visiting Professor	
1991 —1992	*Lexis/Nexis*, Dayton, Ohio, Senior Financial Analyst 1989	
—1991	**Ernst & Young**, Indianapolis, Indiana, Senior Auditor	
1988 —1989	*Financial Accounting Standards Board*, Norwalk, Conn.; One of five chosen nationally for postgraduate internship	
1988	*KPMG Peat Marwick*, Baltimore, Maryland, Audit Intern	

RESEARCH   Published and ongoing research examines the interrelationship between corporate governance, strategy, business processes, resiliency/risk management, performance measurement, stakeholder engagement, business reporting, and assurance.

Academic Publications (last 10)

(1)   Ballou, Brian and Dan Heitger. "Accounting for the Sustainability Cycle," New York: American Institute of Certified Public Accountants (aicpa.org/FRC). October 2013—Invited white paper by AICPA and reviewed by external experts selected by AICPA.

(2)   Ernst & Young (Craig Faris, Brian Gilbert, and Brendan LeBlanc) and Miami University (Brian Ballou and Dan Heitger). "Demystifying Sustainability Risk: Integrating the Triple Bottom Line into an Enterprise Risk Management Program," May 2013, The Committee of Sponsoring Organizations of the Treadway Commission (www.coso.org)—Invited white paper by COSO and reviewed by external experts and COSO members.

(3)   Krzsus, Michel, Brian Ballou and Dan Heitger. "The Economics of Sustainability," June 2013, New York: American Institute of Certified Public Accountants (www.aicpa.org/FRC)— Invited white paper by AICPA and reviewed by external experts selected by AICPA.

(4)   Stoel, Dale, Brian Ballou, and Dan Heitger. "Risk Reports and Perceptions," New York: Risk and Insurance Management Society (RIMS). October 2013. Invited white paper by RIMS and reviewed by external experts selected by RIMS.

(5)   Ballou, Brian, Dan Heitger, and Tim Eaton, "Schneider Electric North America: Demonstrating the Business Value of Safety, Health and Environmental Programs." 2013. National Safety Council—Invited case and teaching notes by Schneider Electric as one element of it receiving the NSC's Robert W. Campbell Award for internal safety practices.

(6)   Ballou, Brian, Ryan Casey, Jon Grenier, and Dan Heitger. "Exploring the Perceived Effectiveness of Sustainability Initiatives: Opportunities for Accounting Research." *Accounting Horizons.* June 2012, Vol. 26 (2): 265-288.

(7)   Grenier, Jonathan, Brian Ballou, and Seth Philip. "Enhancing Perceived and Actual Audit Committee Effectiveness through Financial Expert Certification." *Current Issues in Auditing* December 2012, Vol 6 (2): A15-A25.

(8)   Reffett, Andrew, Billy Brewster, and Brian Ballou. "Comparing Auditor versus Non-auditor Assessments of Auditor Liability in Cases of Alleged Auditor Negligence." *Auditing: A Journal of Practice & Theory* August 2012, Vol 31 (3): 125-148.

(9)   Stoel, D., Ballou, B., and D. Heitger. 2011. Board of Director Perceptions of Risk Management Information: Analysis of COSO's Strengthening Enterprise Risk Management for Strategic Advantage. *Management Accounting Quarterly* Summer 2011, Vol. 12 (4): 14- 22.

(10)   Ballou, Brian, Dan Heitger, and Thomas Schultz, "The Actions to Value Framework: Linking Management Behavior to Long-Term Organizational Value," *Management Accounting Quarterly*, Summer 2010, Vol. 11 (4): 1 - 9.

TEACHING
Courses Developed & Taught:

- ***Governance, Risk Management, and Reporting*** (co-developed with Dr. Dan L. Heitger, Miami University).
- ***Enterprise Risk Management***.
- ***Audit and Assurance***.
- ***Accounting for Managers*** (co-developed with Dr. Dan L. Heitger, Miami University).
- ***Control of Accounting Systems*** (developed by the University of Illinois at Urbana-Champaign).
- ***Integrated Topics in Accounting*** (co-developed with Dr. Jennifer Mueller, Auburn University).
- ***Cost Analysis***.
- ***Introduction to Managerial Accounting*** (co-developed with Dr. Dan L. Heitger, Auburn University).

CENTER FOR BUSINESS EXCELLENCE

Formation and Co-Directorship of the Center for Business Excellence. The CBE was formed by Co-Directors Dr. Brian Ballou & Dr. Dan Heitger and involved efforts by the Farmer School Dean's Office and the Miami University Offices of the President, Provost, Institutional Relations, and University Advancement. The actions and accomplishments of the CBE to date testify as to the sizable brand reputation it continues to develop as an international academic thought-leader and the substantial positive benefits it provides to Miami University and its key stakeholders.

Curriculum vitae for # John H. Benamati

EDUCATION

Doctor of Philosophy (Business Administration - MIS), 1997
University of Kentucky, Lexington, KY
Dissertation Title: Managing Information Technology in a Changing Information Technology Environment
Dissertation Committee Chair: Albert L. Lederer

Master of Computer Science (Information Systems), 1987
Marist College, Poughkeepsie, NY

Bachelor of Science (Computer Science), 1984
Indiana University of Pennsylvania, Indiana, PA

WORK EXPERIENCE

2011-Present, Chair and Professor: Department of Information Systems and Analytics, Miami University
2009-2011, Professor: Miami University, Oxford, OH
2003-2009, Associate Professor: Miami University, Oxford, OH
1997-2003, Assistant Professor: Miami University, Oxford, OH
1994-2001, Information Technology Consultant: Self Employed - Data and Application Architect for
       large scale client/server application development effort
1996, Instructor: University of Kentucky, Lexington, KY
1984-1994, International Business Machines Corp. (IBM)
    1993-1994, Data Architect: Sacramento, CA
    1991-1993, Data Base Team Leader: Frankfort, KY
    1989-1991, Application Development Product Marketing Specialist: Lexington, KY
    1987-1989, Data Administrator: Poughkeepsie, NY
    1984-1987, Database Administrator: Poughkeepsie, NY
1988, Adjunct Professor: Marist College, Poughkeepsie, NY

JOURNAL PUBLICATIONS (last 10 of 30)

Ozdemir, Z.D., Smith H.J. and Benamati, J.H. "Antecedents and Outcomes of Information Privacy Concerns in a Peer Context: An Exploratory Study." forthcoming in *European Journal of Information Systems*

Benamati, J.H., Ozdemir, Z.D. and Smith H.J. "An Empirical Test of the Antecedents – Privacy Concerns – Consequents Model" *Journal of Information Science* 2016

Xiang F., Lederer, A.L.and Benamati, J.H., "The Influence of National Culture on IT Development, Implementation and Support Challenges in China and the U.S." *Journal of Global Information Technology Management*" 19(1), 2016. Pp. 26-43.

Benamati, J.H., and Rajkumar, T.M. "Undergraduate Student Attitudes Toward MIS: Instrument Development and Changing Perceptions of the Field Across Gender and Time" *Communications of the AIS,* Vol. 33, Article 14, December 2013.

Xiang F., Benamati, J.H., and Lederer, A.L. "Coping with rapid information technology change in different national cultures" *European Journal of Information Systems*, 20(5), 2011, pp. 560-573.

Rajkumar, T.M., Anderson, P., Benamati, J.H. and Merhout, J.W. "Are Student Self-Assessmenst a Valid Proxy for Direct Assessments in Efforts to Improve Information Systems Courses and Programs? An Empirical Study" *Communications of the AIS,* Vol. 28, Article 31, 2011.

Benamati, J.H., Fuller, M.A., Serva, M.A., "The Productive Tension of Trust and Distrust: The Coexistence and Relative Role of Trust and Distrust in Online Banking" *Journal of Organizational Computing and Electronic Commerce*, 20(4), 2010, 328-246.

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Benamati, J.H., Fuller, M.A., Serva, M.A., and Baroudi, J.J. "Clarifying the Integration of Trust and TAM in E-Commerce Environments: Implications for Systems Design and Management" *IEEE Transactions on Engineering Management,* 57(3), 2010, pp. 380-393.

Benamati, J.H., Ozdemir, Z.D. and Smith, H.J. "Aligning Undergraduate IS Curricula with Industry Needs" *Communications of the ACM,* 53(3), 2010, pp. 152-156.

Benamati, J.H. and Lederer, A.L., "Managing the Impact of Rapid IT Change" I*nformation Resource Management Journal*, 23(1), 2010, 1-16.

Member of AIS, ACM, ACM SIGED, and ACM SIGMIS

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THOMAS J. BOULTON
3028 FARMER SCHOOL OF BUSINESS
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ACADEMIC EXPERIENCE

Miami University, Oxford, OH
Lindmor Professor of Finance, *July 2017 – Present*
Lindmor Professor and Associate Professor of Finance, *July 2013 – June 2017*
Assistant Professor of Finance, *August 2007 – June 2013*

Indiana University, Bloomington, IN Visiting Lecturer, *January 2006 – May 2007*
University of Pittsburgh, Pittsburgh, PA Visiting Lecturer, *January 2007 – April*

EDUCATION

University of Pittsburgh, Pittsburgh, PA Doctor of Philosophy – Finance, 2006

Cleveland State University, Cleveland, OH Master of Business Administration, 2002

The Ohio State University, Columbus, OH Bachelor of Science – Actuarial Science,

---

REFEREED PUBLICATIONS Last 10

"Angels or Sharks? The Role of Personal Characteristics in Angel Investment Decisions" with Thomas Shohfi and Pengcheng Zhu, *Journal of Small Business Management,* Forthcoming.
➢ Best paper award, Financial Management Association Conference on Finance and Investment in Creative Ventures

"Conservatism and International IPO Underpricing" with Scott Smart and Chad Zutter, *Journal of International Business Studies,* 48, August 2017, 763–785.

"The Litigation of Tax Benefit Preservation Plans" with Terry Nixon, *Managerial Finance,* 43, 2017, 76–94.

"Managerial Confidence and Initial Public Offerings" with T. Colin Campbell, *Journal of Corporate Finance,* 7, April 2016, 375–392.

"Failures to Deliver, Short Sale Constraints, and Stock Overvaluation" with Don Autore and Marcus Braga-Alves, *The Financial Review,* 50, May 2015, 143–172.

"The Incentives of Grey Directors: Evidence from Unexpected Executive and Board Chair Turnover" with Kenneth Borokhovich, Kelly Brunarski, and Yvette Harman, *Journal of Corporate Finance,* 28, October 2014, 102–115.

"Does Equity-Based Compensation Make CEOs More Acquisitive?" with Marcus Braga-Alves and Frederik Schlingemann, *Journal of Financial Research,* 37, Fall 2014, 267–293.

"The Impact of Institutional Quality on Initial Public Offerings" with Don Autore, Scott Smart, and Chad Zutter, *Journal of Economics and Business,* 73, May/June 2014, 65–96.

"The Flash Crash: An Examination of Shareholder Wealth and Market Quality" with Marcus Braga-Alves and Manoj Kulchania, *Journal of Financial Intermediation,* 23, January 2014, 140–156.

13

"Industrial Diversification and Underpricing of Initial Public Offerings" with Scott Smart and Chad Zutter, *Financial Management,* 42, Fall 2013, 679–704.

TEACHING EXPERIENCE

Miami University, Oxford, Ohio
> *MBA:* Applied Advanced Corporate Finance; Mergers and Acquisitions; Risk Management

> *MECO:* Applied Advanced Corporate Finance; Financial Analysis of Mergers, Buyouts, and Restructuring; Investment Management
> *MECO Thesis Advisor:* Chris Haught (PwC); Andrew Forrester (Cato Institute)

> *Undergraduate:* Financial Analysis of Mergers, Buyouts, and Restructuring; Financial Modeling with Excel; Intermediate Financial Management; International Business Finance; International Business in China; Introduction to Business Finance; Legal Institutions and Capital Market Development; Principles of Investments and Security Markets
> *Honors Thesis Advisor:* Michael Gershenzon

> *PhD Committees:* Daqi Xin (PhD student at Rensselaer Polytechnic Institute)

> *Study Abroad/Away Programs:*
> Summer 2019: FSB Europe (Italy, Austria, France, Spain) Winter
> 2019: Wall Street Week (New York)
> Winter 2017 & 2018: FSB Asian Financial Markets (Hong Kong, China) Summer
> 2015: FSB Asian Economic Powers (Hong Kong, China, Japan) Summer
> 2013 & 2014: FSB Pacific-Rim (China, South Korea, Japan) Summer 2011 &
> 2012: FSB Luxembourg-Spain (Luxembourg)

Yonsei University, Wonju, Gangwon-do, South Korea
> Fundamentals of Financial Management

Indiana University, Bloomington, Indiana
> Intermediate Corporate Finance; Intermediate Investments; International Finance

University of Pittsburgh, Pittsburgh, Pennsylvania

JACOB BRINDLEY

Department of Economics
Farmer School of Business
Miami University
Web:sites.google.com/site/jacobbrindley/

Office: 2031 FSB
Email: brindlj@miamioh.edu
Phone: 513-529-4133

ACADEMIC POSITIONS

    Lecturer, Department of Economics, Miami University   2016 - Present

EDUCATION

Purdue University, West Lafayette, IN	**2011 – 2016**
Ph.D., Economics	August 2016
M.S., Economics	May 2013
University of Pittsburgh, Pittsburgh, PA	2007 – 2011
B.S., Mathematics-Economics	April 2011

PUBLICATIONS (PEER-REVIEWED)

Research on Undergraduate Teaching/Learning
Grabowski, Joseph J., Margaret E. Heely, and Jacob A. Brindley. "Scaffolding faculty-mentored authentic research experiences for first-year students." *CUR Quarterly* 29.1 (2008): 41-46.

WORKING PAPERS
"Relational Contracting and Market Power: Experimental Evidence" (with Steven Y. Wu)
WORKS IN PROGRESS
"How does the Principal Structure Performance Pay across Two Agents with Verifiable Output?: Experimental Evidence"
"A Relational Contracting Experiment on Subjective Performance"

COURSES TAUGHT

Miami University

Principles of Microeconomics	Fall
2016 Economic Analysis of Law	Fall
2016	

Purdue University

Principles of Economics	Fall 2012
Principles of Microeconomics	Summer 2013, Fall 2013, Summer 2014, Fall 2014
Behavioral Economics	Spring 2014, Spring 2015, Summer 2015

AWARDS
Teaching Academy Graduate Teaching Award (Purdue University), April 2016

CONFERENCE PRESENTATIONS
2014: International Economic Science Association (ESA) Meetings

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Arthur Carvalho, Ph.D.

Education

Ph.D., University of Waterloo, 2014
      Major: Computer Science
M.Math., University of Waterloo, 2010
      Major: Computer Science
B.Sc., Federal University of Pernambuco, 2008
      Major: Computer Science

Academic and Professional Positions

Dinesh & Ila Paliwal Innovation Chair, Miami University (July 2018 - Present)
Assistant Professor, Miami University (July 2016 - Present)
Assistant Professor, Erasmus University Rotterdam (May 2009 - August 2014)

Research Publications (11 Refereed Journal Articles, 2 Book Chapters, 10 Referred Papers in Conference Proceedings). Last 10 Journal Papers Published:

- Dario Pevec, Jurica Babic, Martin A. Kayser, Arthur Carvalho, Yashar Ghiassi-Farrokhfal, and Vedran Podobnik. A Data-Driven Statistical Approach for Extending Electric Vehicle Charging Infrastructure. International Journal of Energy Research, vol. 42, p. 3102-3120, 2018.
- Jurica Babic, Arthur Carvalho,Wolfgang Ketter, and Vedran Podobnik. Evaluating Parking Policies for Parking Lots Handling Electric Vehicles, IEEE Access, vol. 6(1), p. 944-961, 2018.
- Arthur Carvalho. On a Participation Structure that Ensures Representative Prices in Prediction Markets. Decision Support Systems, vol. 104, p. 13-25, 2017.
- Arthur Carvalho, Stanko Dimitrov, and Kate Larson. Inducing Honest Reporting of Private Information in the Presence of Social Projection. Decision, vol. 4(1), p. 25-51, 2017.
- Arthur Carvalho. A Note on Sandroni-Shmaya Belief Elicitation Mechanism. The Journal of Prediction Markets, vol. 10(2), p. 14-21, 2016.
- Arthur Carvalho. An Overview of Applications of Proper Scoring Rules. Decision Analysis, vol. 13(4), p. 223-242, 2016.
- Arthur Carvalho, Stanko Dimitrov, and Kate Larson. How Many Crowdsourced Workers Should a Requester Hire? Annals of Mathematics and Artificial Intelligence, vol. 78(1), p. 45-72, 2016.
- Arthur Carvalho. Tailored Proper Scoring Rules Elicit Decision Weights. Judgment and Decision Making, vol. 10(1), p. 86-96, 2015.
- Arthur Carvalho, Stanko Dimitrov, and Kate Larson. The Output-Agreement Method Induces Honest Behavior in the Presence of Social Projection. ACM SIGecom Exchanges, vol. 13(1), p. 77-81, 2014.
- Arthur Carvalho and Kate Larson. Sharing Rewards Among Strangers Based on Peer Evaluations. Decision Analysis, vol. 9(3), p. 253-273, 2012.

Teaching Experience

Miami University: *Managing Big Data*, *Database Systems*
Erasmus University: *Big Data and Business Analytics*, *Applied Business Methods*

Editorial Service

International Journal of Decision Support System Technology (Editorial Board - since 2018)
International Journal of Business and Data Analytics (Editorial Board - since 2017)

James R. Coyle, Ph.D.
Curriculum Vitae
Department of Marketing and AIMS, Richard T. Farmer School of Business

EDUCATIONAL BACKGROUND

Ph.D.   University of Missouri-Columbia, August 1997 Journalism, Specialization in Advertising Research

Dissertation Title: "The Effects of Progressive Levels of Telepresence in On-Line Advertising: Interactivity, Vividness, and Attitude-Behavior Consistency"

M.A.   University of Missouri-Columbia, December 1994 Journalism

Rockhurst University, December 1986 Major: English

ACADEMIC APPOINTMENTS

Associate Professor, with tenure, of Marketing and Armstrong Interactive Media Studies
Richard T. Farmer School of Business, Miami University, Oxford, OH, 2012 – Present

Assistant Professor of Marketing and Armstrong Interactive Media Studies
Richard T. Farmer School of Business, Miami University, Oxford, OH, 2006 – 2012

Associate Professor, with tenure, of Marketing and International Business
Zicklin School of Business, Baruch College, CUNY, New York, NY, 2004 – 2006

Assistant Professor of Marketing and International Business
Zicklin School of Business, Baruch College, CUNY, New York, NY, 1997 – 2003

RESEARCH (Last 10)

REFEREED PUBLICATIONS

1. Lee, Sooun, Joshua Schwarz, James R. Coyle, Thomas Boulton, and Naoki Kameda (2013)
2. "Important Business Considerations For Successful Entry Into the China Market," Journal of Business Case Studies, 10(1) (contribution 20%)

3. Ahrens, Jan, James R. Coyle and Michal Strahilevitz (2013) "Electronic Word of Mouth: The Effects of Incentives on eReferrals by Senders and Receivers," European Journal of Marketing, 47(7), 1034-1051 (contribution 33%)

4. Coyle, James R., Glenn Platt and Ted Smith (2012) "'I'm Here to Help': How Companies' Microblog Responses to Consumer Problems Influence Brand Perceptions," Journal of Research in Interactive Marketing, 6(1), 27-41. (contribution 60%)

5. Coyle, James R., Ted Smith, Liz Lightfoot, William Neace, and Glenn Platt (2011) "'Click Here to Share With a Friend': A Uses and Gratifications Approach to Word-of-Mouth Marketing Effectiveness," International Journal of Electronic Marketing and Retailing, 4 (4) (contribution 40%; acceptance rate 38% - information provided by editor)

6. Ahrens, Jan and James R. Coyle (2011), "A Content Analysis of Registration Processes in Websites: How Advertisers Gather Information to Customize Marketing Communications," Journal of Interactive Advertising, 11(2) (contribution: 50%; acceptance rate: 24%)

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7. Clarke, James B. and James R. Coyle (2011) "A Capstone Wiki Knowledge Base: The Usability Test of an Online Engineering Research Tool Designed to Promote Life-Long Learning." Issues in Science & Technology Librarianship, Spring (contribution: 25%; acceptance rate: 70% - information provided by editor)

8. Coyle, James R. and Rita Ormsby (2010), www.dollarsfromsense.com, Multimedia Educational Resources for Learning and Online Teaching (contribution: 75%; acceptance rate: 20%--in addition, this work was given a 5-star rating, a rating achieved by only about 13.5% of work that is accepted - information provided by editor)

9. Kim, Heeman, James R. Coyle, and Stephen J. Gould (2009), "Collectivist and Individualist Influences on Website Design in South Korea and the U.S.: A Cross-Cultural Content Analysis," Journal of Computer-Mediated Communication, 14(3), 581-601 (contribution: 40%; impact factor: 1.96, 3rd highest among 67 communication journals included in the ISI database; acceptance rate 20%; number of times cited – 3)

10. Coyle, James R., Stephen J. Gould, Pola Gupta, and Reetika Gupta (2009), "'To Buy or To Pirate': The Matrix of Music Consumers' Acquisition-Mode Decision-Making," Journal of Business Research, (contribution 60%; impact factor 1.77; Yoo ranking: 13th out of 79 marketing journals; ABS ranking: 3; acceptance rate 6-10%; number of times cited – 14)

11. Coyle, James R., Andrew Mendelson, and Heeman Kim (2008), "The Effects of Interactive Images and Goal-Seeking Behavior On Telepresence and Site Ease of Use," Journal of Website Promotion, 3(1/2), 39-61. (contribution 75%; acceptance rate 21-30%; number of times cited – 1)

DEVON S. DelVECCHIO
Richard T Farmer School of Business
Miami University, Oxford Ohio

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Education
Ph.D., Marketing Indiana University, 2001

Master of Business Administration, Marketing University of South Carolina, 1993

Bachelor of Science, Finance Pennsylvania State University, 1990

Academic Appointments

Raymond E. Gloss Professor of Business in Marketing 2016-Present

Professor of Marketing, 2014-Present

Associate Professor and Endres Research Fellow, 2009 - 2014

Assistant Professor, 2005-2009, Richard T. Farmer School of Business Miami University

Assistant Professor, 2001-2005, Gatton College of Business & Economics University of Kentucky

Refereed Journal Publications (Last 10)

1. Devon DelVecchio, Haeran Jae, and Jodie L. Ferguson (2018), "Consumer Aliteracy." Accepted at *Psychology & Marketing.*

2. DelVecchio, Devon, William J. Jones, and Eric Stenstrom (2017), "Integrating Partitioned Prices via Computational Estimation." *Psychology & Marketing*, 34 (8), 823-835.

3. Devon DelVecchio, Timothy B. Heath, and Max Chaucin (2017), "When Signal Swamps Substance: The Effects of Multi-Unit Discount's Positive and Negative Cues on Sales." *Journal of Product & Brand Management,* 26 (7), 750-758.

4. Sanjay Puligadda, Devon DelVecchio and Bob Gilbreath (2014), "Meaningful Marketing: A Process Investigation of How Consumers Reward Non-interruptive, Non-persuasive Marketing Communication" *Journal of Marketing Communications,* 20 (5), 325-338.

5. Devon DelVecchio and Timothy B. Heath (2013), "The Effect of Dual Anchors on Numeric Judgments: The Moderating Effects of Anchor Order and Domain Knowledge," in *Advances in Consumer Research* Volume 40, eds. Zeynep Gürhan-Canli, Cele Otnes, and Rui (Juliet) Zhu, Duluth, MN: Association for Consumer Research, Pages: 547-552.

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6. Devon DelVecchio and Sanjay Puligadda (2012), "The Effects of Discounts on Perceptions of Brand Quality: A Choice Task Perspective," *Journal of Product and Brand Management,* 21 (September), 465-474.

7. Timothy B. Heath, Devon DelVecchio, and Michael S. McCarthy (2011), "The Asymmetric Effects of Extending Brands to Lower and Higher Quality," *Journal of Marketing,* 75 (July), 3-20*.*

8. Haeran Jae, Devon DelVecchio, and Terry Childers (2011), "Are Low-Literate and High-Literate Consumers Different? Applying Resource Matching Theory to Ad Processing across Literacy Levels." *Journal of Consumer Psychology,* 21 (July), 312-323*.*

9. Devon DelVecchio, Arun Lakshmanan, and H. Shanker Krishnan (2009), "The Effects of Discount Location and Frame on Consumers' Price Perceptions." *Journal of Retailing,* 85 (September), 336-346*.*

10. Devon DelVecchio and Timothy B. Heath (2008), "An Experimental Test of Brand Insulation Against Competitor Attacks: Effects of Consumer Heterogeneity and Residual Desire," *Psychology and Marketing*, 25 (October), 944-960.

Teaching

Courses Taught

- Services Marketing (MKT 399)
- Branding and Integrated Marketing Communications (MKT 435)
- Highwire Brand Studio (MKT 442)
- Advanced Marketing Research (MKT445)
- Marketing Practicum (MKT 495)
- Marketing Management and Creativity – MBA (MKT 601/602)
- Customer Acquisition - MBA (BUS 622)
- Brand Equity Management – MBA (MKT 635)
- Promotions Management (University of Kentucky)
- Doctoral Seminar in Consumer Behavior (University of Kentucky)
- Consumer Behavior (Indiana University)

Scott B. Dust, Ph.D.

800 E. High St., Oxford, OH 45056
dustsb@miamioh.edu / (513) 529-3785

ACADEMIC APPOINTMENTS

Assistant Professor   **Miami University**, Farmer School of Business
Department: Management
Oxford, OH: May 2015 – Current

Assistant Professor   **Eastern Kentucky University**, College of Business and Technology
Department: Management, Marketing, and International Business
Richmond, KY: August 2013 – May 2015

EDUCATION

Ph.D.   **Drexel University**, LeBow College of Business
Concentration: Management/Organizational Behavior
Philadelphia, PA: August 2009 – June 2013

M.B.A.   **Indiana University**, Kelley School of Business
Concentration: Management
Indianapolis, IN: August 2007 – May 2009

B.S.   **Indiana University**, Kelley School of Business
Concentration: Management and Entrepreneurship
Bloomington, IN: August 2001 – December 2004

RESEARCH

Peer-Reviewed Scholarly Publications (Last 10)

Graham, K. A., Dust, S. B, & Ziegert, J. C. (in press). Supervisor-employee power distance incompatibility, gender similarity, and relationship conflict: A test of interpersonal interaction theory. *Journal of Applied Psychology.*

Dust, S. B., Rode, J, C., Arthaud-Day, M., Culbertson, S., & Ramaswami, A. (in press). Managing the self-esteem, employment gaps, and employment quality process: The role of facilitation- and understanding-based emotional intelligence. *Journal of Organizational Behavior*.

Dust, S. B., Resick, C. J., Margolis, J. A., Mawritz, M. B., & Greenbaum, R. L. (in press). Ethical leadership and employee success: Examining the roles of psychological empowerment and emotional exhaustion. *The Leadership Quarterly*.

Margolis, J. A., &, Dust, S. B (in press). It's all relative: A social comparison perspective on organizational based self-esteem in teams. *Group and Organization Management*.

Dust, S. B., & Ziegert, J. C. (2016). Multi-leader teams in review: A contingent-configuration perspective of effectiveness. *International Journal of Management Reviews*, *18*(4), 518-541.

Dust, S. B. (2015). Mindfulness, flow, and mind wandering: The role of trait-based mindfulness in state-task alignment. *Industrial and Organizational Psychology*, *8*(4), 1-6.

Mawritz, M. B., Dust, S. B., & Resick, C. J. (2014). Hostile climate, abusive supervision, and employee coping: Does conscientiousness matter? *Journal of Applied Psychology*, *99*(4), 737-747.

Dust, S. B., Resick, C. J., & Mawritz, M. B. (2014). Transformational leadership, psychological empowerment, and the moderating role of mechanistic-organic contexts. *Journal of Organizational Behavior*, *35*(3), 413-433.

Dust, S. B., & Greenhaus, J. H. (2013). Integrating spirituality and the work-home interface: A resource and demand perspective. *Journal of Management, Spirituality, and Religion*, *10*(3), 282-305.

Resick, C. J., Hargis, M. B., Shao, P., & Dust, S. B. (2013). Ethical leadership, moral equity judgments, and discretionary work behavior. *Human Relations*, *66*(7), 951-972.

TEACHING

Experience (Last 4 years)

Miami University
Winter 2018 - Introduction to Management and Leadership (MGT 291 B): 4/4
Spring 2017 - Leadership and Learning (MGT 415 A): 4/4
Spring 2017 - Leadership and Learning (MGT 415 B): 3.97/4
Fall 2016 - Introduction to Management and Leadership (MGT 291 G): 3.82/4
Spring 2016 - Introduction to Management and Leadership (MGT 291 A): 3.71/4
Spring 2016 - Introduction to Management and Leadership (MGT 291 B): 3.71/4
Fall 2015 - Introduction to Management and Leadership (MGT 291 C): 3.6/4
Fall 2015 - Introduction to Management and Leadership (MGT 291 D): 3.94/4

<u>CURRICULUM VITAE</u>

STEVEN ROBERT ELLIOTT

September, 2018

EDUCATION:

Ph.D Economics, University of Colorado
 Boulder, CO, 1990.
 Thesis - "Innovative Rate Structures for Electrical Power
  Utility Load Management: An Experimental Approach".
M.A. Economics, University of Colorado
 Boulder, CO, 1989.
B.S. Economics (Honors), [Minor: Mathematics] University of Wyoming
 Laramie, WY, 1986.

POSITIONS:

Chief Departmental Advisor, Department of Economics,
 Miami University, Fall 2012 to Present

Associate Professor, Department of Economics
 Miami University, Fall 2005 to Present

Faculty Affiliate, Institute for Environmental Science
 Miami University, Fall 2010 to Present

Visiting Assistant Professor, Department of Economics
 Miami University, Fall 1998 to Fall 2000.

Visiting Assistant Professor, Department of Economics
 Michigan Technological University, Fall 1997 to Summer 1998.

Visiting Professor, Department of Economics
 University of Colorado, Fall 1996 to Fall 1997.

Research Associate, Energy, Environment and Resource Center
 University of Tennessee, 1995 to Fall 1996.

Research Associate, Energy Division
 Oak Ridge National Laboratory, 1991 to 1995.

Post Doctoral Research Associate, Economic Science Laboratory
 University of Arizona, 1990 to 1991.

FIELDS OF SPECIALIZATION:
 Applied Microeconomics
 Environmental Economics
 Industrial Organization

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Regulation
Experimental Economics Methods
Labor Economics

PUBLICATIONS:

a) Refereed (Last 10)

"Assessment of Economic Sustainability of the Strip Clear-Cutting System in the Peruvian Amazon" (with D. Gorchov and X. Rondon), *Forest Policy and Economics*, Vol. 12, No. 5, pp 340-348, July, 2010.

"Sustainability: An Economic Perspective," *Resources, Conservation and Recycling*, Vol. 44, No. 3, pp. 263-267, June, 2005.

"Evaluating Development Alternatives for a High-Quality Stream Threatened by Urbanization: Big Darby Creek Watershed," (with O.H. Erekson, O.L. Loucks, M. Smith, and R.J.F. Bruins) *Economics and Ecological Risk Assessment: Applications to Watershed Management*, (R.J.F. Bruins, Randall J.F. and Matthew T. Heberling eds), CRC Press, Boca Raton, Chapter 10, pp. 227-252, 2005.

"Assurance Information: an Experimental Study," (with L. Davis and B.P. Joyce), *Journal of Economics*, Vol. 30, No. 2, 2004.

"Approaching Sustainability Through a Business-Science Synthesis," (with O.H. Erekson, R.F. Gorman, T.C. Krehbiel, O.L. Loucks, and A.M. Springer), *Teaching Business Sustainability: From Theory to Practice*, (C. Galea, ed), Greenleaf Publishing, London, Chapter 10, pp. 151-155, 2004.

"Integrating Business and Environmental Education" (with O.H. Erekson, R.F. Gorman, T. C. Krehbiel, O. L. Loucks), *Teaching Business Sustainability: From Theory to Practice*, (C. Galea, ed), Greenleaf Publishing, London, Chapter 6, pp. 95-106, 2004

"An Experimental Examination of Vertical Control and Cost Predation" (with J. Brown-Kruse and R. Godby), *International Journal of Industrial Organization,* Vol. 21, pp. 253-281, 2003.

"Rationing Supply Capacity Shocks: A Laboratory Comparison of Second Best Mechanisms," (with J. Brown-Kruse, W. Schulze and S. Ben-David) *Research in Experimental Economics* (Mark Isaac ed.). JAI Press, Greenwich, Connecticut, Vol 8. pp 153-183, 2001.

"Understanding Experimental Economics and Policy Analysis in a Federal Agency: The Case of Marketable Emissions Trading," (with D.J. Bjornstad and D. Hale) *Research in Experimental Economics* (Mark Isaac ed). JAI Press, Greenwich, Connecticut, Vol 7, pp. 163-180, 1999.

"Speculation in Experimental Markets for Emission Permits," (with T. Cason and M. Van Boening) in *Research in Experimental Economics* (Mark Isaac ed.). JAI Press, Greenwich, Connecticut, Vol. 7, pp. 93-120, 1999.

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Deborah Fletcher
Department of Economics
Miami University
Phone: 513-529-4937
fletchd@miamioh.edu

Professional Experience

Associate Professor, Miami University, 2010 – present Assistant Professor, Miami University, 2004 – 2010

Visiting Assistant Professor, University of Florida, 2004

Visiting Assistant Professor, University of North Florida, 2003 - 2004

Education

Ph. D., Economics, University of Florida, August 2003 M.A., Economics, University of Florida, August 2001

B.A., Economics, University of South Florida, December 1998

Teaching and Research Interests

Public Economics, Empirical Methods, Game Theory, Economics of Education, Microeconomics, Economics of Cuba

Published and Accepted Research Papers

1. "Suburbanization, Demographic Change and the Consequences for School Finance," with David N. Figlio, in press, *Journal of Public Economics*
2. "Bad Government Can Be Good Politics: Political Reputation, Negative Campaigning and Strategic Shirking," with Steven Slutsky, *The B.E. Journal of Theoretical Economics (Contributions)* 10:1, May 2010, article 22
3. "Campaign Allocations Under Probabilistic Voting," with Steven Slutsky, *Public Choice*, January 2010, DOI 10.1007/s11127-010-9599-4
4. "The Influence of the Elderly on School Spending in a Median Voter Framework," with Lawrence W. Kenny, *Education Finance and Policy* 3:3, Summer 2008, 283-315 (lead article)
5. "The Economic Impact of the Olympic Games: Ex Ante Predictions and Ex Post Reality," with Philip K. Porter, *Journal of Sport Management* 22, July 2008, 470-486
6. Research in Progress
7. "A Little Bit Nasty, Some of the Time: Mixed Strategy Equilibria in Political Campaigns," with Steven Slutsky
8. "Colonel Blotto with Imperfect Targeting," with Steven Slutsky
9. "Estimating the Effects of Campaign Spending When Voters May or May Not Swing," with Steven Slutsky

Presentations
2011:   Public Choice Society meetings
2010:   Public Choice Society meetings; NBER Fiscal Federalism Conference
2009:   Public Choice Society meetings
2008:   Public Choice Society meetings; World Congress of the Game Theory Society; Southern Economic Association meetings

2007: World Public Choice Society Meetings; International Conference on Business, Management and Economics
2006: New York University, Political Economy Seminar Series; University of Florida, Department of Economics Seminar Series; Society for Social Choice and Welfare
2005: Public Choice Society meetings (discussant)
2004: Southern Economic Association meetings (discussant)
2003: Public Choice Society meetings; American Education Finance Association meetings
2002: Southern Economic Association meetings; Public Choice Society meetings; American Education Finance Association meetings
2001: International Atlantic Economic Association meetings

Teaching Experience Courses Taught:

Game Theory, Economics of Education, Examining Economic Models and Data, Principles of Microeconomics, Public Sector Economics (Public Finance), Managerial Economics, Principles of Macroeconomics

Honors Theses:
- Brian Clark (2010), "Economics Majors are from Mars… Modeling Major Choice and the Gender Gap for Economics at Miami." First Reader
- Whitney Cole (2009), "How Does Campaign Spending Affect Election Outcomes? A Review and Comparative Analysis of Approaches to Endogeneity." First Reader.
- Will Sherlock (2009), "The International Expansion of Major League Baseball: The Case of Europe." Third Reader.
- Alan Cook (2008), "Boeing versus Airbus: An Economic Analysis." Third Reader.
- Lauren Rummel (2008), "Banking in a Free Society: Old Issues and New Concerns." Third Reader.

JIM FRIEDMAN, Ph.D.
7769 FANCYCAB COURT
CINCINNATI, OHIO 45231
513-608-9119
jimfriedman@mac.com

EDUCATION

1980-1982	Union Institute, Cincinnati, OH
	Degree: Ph.D. Communication
1978-1979	University of Cincinnati - College of Arts and Sciences
	Credits toward M.A. Communication
1973-1978	University of Cincinnati-College of Design, Architecture and Art
	Degree: B.S. Design/ Industrial Design
2011-2012	iPEC: Institute for Professional Empowerment Coaching
	Certification: CPC
	Certification: ELI-MP
2012	The Hermann Institute, Lake Lure, NC.
	Certification: HBDI Assessment
2013	University of Georgia, Athens, GA
	TTCT, Torrance Test of Creative Thinking Course
2013	de Bono Consulting, Chicago, IL
	de Bono Course in Creativity, Lateral Thinking, Six Hats

ACADEMIC EXPERIENCE

2015-Current	Miami University, Oxford, Ohio
	Farmer School of Business | Institute of Entrepreneurship
	White Family Clinical Professor of Creativity
2012-2014	Miami University, Oxford, Ohio
	Farmer School of Business
	Clinical Professor
2008- 2012	Miami University, Oxford, Ohio
	Farmer School of Business
	Markley Executive Visiting Professor of Marketing
1997	Miami University, Oxford, Ohio
	Adjunct Professor of Mass Communication
1993- 2004	Thomas More College
	Adjunct Professor of Communication

ACADEMIC EXPERIENCE: CONTINUED

1991- 1993	Hughes High School for the Communication Professions Lecturer and Mentor for Broadcast students
1986-1989	Northern Kentucky University Assistant Professor of Radio/Television/Film
1986	University of Cincinnati Adjunct Professor, Broadcast Writing
1985-1986	Northern Kentucky University Lecturer in Radio/Television/Film
1985	Cincinnati Technical College - Adjunct Professor
1984-2002	The Union Institute Adjunct Professor in Communication
1983	Xavier University Lecturer in Communication Arts
1980-1981	Wilmington College Adjunct Instructor of Fine Arts and Humanities
1978	University of Cincinnati Lecturer: Freshman design seminars

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PROFESSIONAL EXPERIENCE (Last 13 Years)

2013- Current	Blind Squirrels Creative Group, Inc Creative Marketing, Branding, Consulting and Coaching
1993-2012	Blind Squirrels Production Group, Inc. (Formerly The Magic Production Group, Inc) Founder, Chief Creative Officer/VP Marketing Creating/Writing/Producing/Directing Broadcast, Cable programs, corporate communications, educational videos and Integrated Marketing programs
1996-2006	Startalk, Inc. Vice-President/Producer Produce three movie review features each week Syndicated to television stations in three states
2000-2005	The Dreambuilder Institute, Inc. Founder/President/Producer Created and operate a non-profit 501(c) 3 organization dedicated to annual diversity and opportunity-based screenwriting competition.
1996-2002	The Dreambuilder Celebration, Inc. Founder/Vice-President/Producer/Chief Marketing Officer Created and operate an annual diversity and opportunity-based screenwriting competition. Produced and directed eight movies and distributed to twenty-seven Midwest stations

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Megan W. Gerhardt

Department of Management
Farmer School of Business
Miami University
Office Phone: (513) 529-4235
Email: gerharmm@miamoh.edu

EDUCATION

Ph.D. **University of Iowa, August 1998-May 2003**
Organizational Behavior, Secondary Specialization: Human Resource Management
Dissertation Title: **"**Does It Work For Everyone? Examining the Effects of Trainee Disposition and Situational Constraints on Change in Self-Efficacy as a Result of Self-Management Training**"**

B.A. **University of Iowa, August 1994-May 1998**
Major: Psychology; With Honors
Honors Thesis: **"**Autobiographical Memory Recall in Social Anxiety**"**

PROFESSIONAL EXPERIENCE

Associate Professor of Management
Farmer School of Business, Miami University, Oxford, OH July 2009-present

Assistant Professor of Management
Farmer School of Business, Miami University, Oxford, OH, May 2003-June 2009

RESEARCH INTERESTS

My primary research interests involve examining the role of individual in motivation, leadership, and learning. Specifically, my research aims to determine the degree to which individual differences facilitate or constrain the development of motivation, the effectiveness of leaders, and the outcomes of training programs.

REFEREED JOURNAL ARTICLES (All Blind Peer Reviewed- Last 10)

Gerhardt, M.W. (accepted for publication, October 2014). The Importance of Being…Social? Instructor Credibility and the Millennial Student. *Studies in Higher Education* (Contribution: 100%; Impact Factor: 1.28).

Gerhardt, M.W., Brown, K.G., & Dysvik, A. (accepted for publication, February 2014). A bridge over troubled water: A former military officer, corporate executive, and business (Contribution: 35%, Impact Factor: 1.594)

Gerhardt, M.W. & Le, H.A. (accepted for publication, May 2013). Overt Narcissism and Approach-Avoidance Motivation: Expanding the Lens to Examine Goal Orientation, *Journal of Organizational Psychology (*Contribution: 75%;)

29

Luzadis, R. & Gerhardt, M. (2012). An exploration of the relationship between ethical orientation and goal orientation. *Journal of Academic and Business Ethics, 5.* (Contribution: 50%, Journal Acceptance Rate: 30%, Cited by 3; as per Google Scholar).

Wesolowski, M., Luzadis, R.A, & Gerhardt, M.W. (2011). Understanding the nomological net for gender bias. *Journal of Organizational Psychology, 1,* (Contribution: 33%)

Gerhardt, M.W., Ashenbaum, B.A., Newman, W.R. (2009). Understanding the Impact of Proactive Personality on Job Performance: The Roles of Tenure and Self-Management. *Journal of Leadership and Organizational Studies.* (Contribution: 50%, Cited by 14, as per Google Scholar, Journal Acceptance Rate: 17%, Impact Factor: forthcoming 2015).

Gerhardt, M.W. & Luzadis, R.A. (2009). The Importance of Perceived Task Difficulty in Goal Orientation-Assigned Goal Alignment. *Journal of Leadership and Organizational Studies*. (Contribution: 50%, Cited by 5, as per Google Scholar); Journal Acceptance Rate: 17%, Impact Factor: forthcoming 2015).

Gerhardt, M. W.; Rode, J.C.; Peterson, S. J. (2007). Exploring mechanisms in the personality-performance relationship: Mediating roles of self-management and situational constraints. *Personality and Individual Differences*, 43 (6), 1344-1355. (Contribution: 40%; Cited by 23, as per Google Scholar); Journal Acceptance Rate: 40%; Journal Impact factor: 1.861)

Barbosa, S.D.; Gerhardt, M. W.; Kickul, J.R. (2007). The Role of Cognitive Style and Risk Preference on Entrepreneurial Self-Efficacy and Entrepreneurial Intentions. *Journal of Leadership & Organizational Studies,* 13 (4), 86-104. (Contribution: 20%; Cited by 156 (as per Google Scholar), Journal Acceptance Rate: 18%, Impact Factor forthcoming 2015)

Gerhardt, M. (2007). Teaching Self-Management: The Design and Implementation of Self-Management Tutorials. *Journal of Education for Business*, 83(1), 11-18. (Contribution-100%; Cited by 27, as per Google Scholar); Journal Acceptance rate: 52%)

COURSES TAUGHT (Miami University)

Miami University
MGT 415: Leadership and Learning
MGT 381: Managerial Communication and Consulting
MGT 615: Managerial Development
MGT 291: Introduction to Management and Leadership (formally Organizational Behavior and Theory)
MGT 291C: Introduction to Management and Leadership-Honors (formally Organizational Behavior and Theory-Honors)

Department of Information Systems & Analytics   881 Eaglesknoll Court
3119 Farmer School of Business   Cincinnati, OH 45255
Miami University   Cell: 513-382-3005
Oxford, OH 45255   dhavelka@yahoo.com
Phone: 513-529-4836

EDUCATION

Ph.D.   Texas Tech University, December 1994
                 Rawls College of Business
                 Department of Information Systems and Quantitative Analysis
                 Major Field: Management Information Systems
                 Minor Fields: Accounting Information Systems & Research Methods

M.S.   Texas Tech University, May 1992
                 Rawls College of Business
                 Area of Department of Information Systems and Quantitative Sciences
                 Primary Field: Management Information Systems

M.B.A.   Miami University, May 1983
                 Farmer School of Business
                 Concentration: Finance

B.A.   Miami University, May 1982
                 College of Arts and Sciences
                 Major: Chemistry

PROFESSIONAL CERTIFICATION

Certified Public Accountant, Ohio, 1997 - Present

PROFESSIONAL WORK HISTORY

Associate Professor of IS, Farmer School of Business, Miami University, Oxford, Ohio, 2006-Present
Assistant Professor of IS, Farmer School of Business, Miami University, Oxford, Ohio, 2000-2006
Project Manager for EC Industry Negotiation, AT&T, Cincinnati, OH, 1997-2000
Assistant Professor of Accounting and Information Systems, Thomas More College, 1996-1998
Visiting Assistant Professor of MIS, Ohio University, Athens, OH, 1994-1997
Assistant Professor of MIS, Northern Kentucky University, Highland Heights, KY, 1992-1994
Dean's Lecturer in MIS, Texas Tech University, Lubbock, TX, 1988-1992
Sales Representative, Van Waters & Rogers Co., Exon Ave, Evandale, OH. 1987-1988
Product Controller (Cost Accounting), The Andrew Jergens Co., Cincinnati, OH, 1984-1987
Financial Analyst, Dun & Bradstreet Co., Van Nuys, CA, 1982-1983

REFEREED JOURNAL PUBLICATIONS (Last 10)

Bradds, N., Hills, E. Masters, K., Weiss K., Havelka, D., "Accentra Pharmaceuticals: Thrashing through ERP Systems," *Information Systems Education Journal*, March 2017, v15, n2, p60.

Havelka, Douglas, "The impact of social cognitive theory and social capital theory on knowledge sharing during student projects," accepted at the *Journal of Information Systems Education*.

Connelly, B., Dalton, T., Murphy, D., Rosales, D. Sudlow, D., and Havelka, D., "Too much of a good thing: User leadership at TPAC," *Information Systems Education Journal*, March 2016, v14, n2.

Brumberg, R., Gamble, G., Kops, E., Little, E., Underbakke, J., and Havelka, D., "Stalled ERP at Random Textiles," *Information Systems Education Journal*, March 2016, v14, n2.

Cain, J.R., Levorchick, M., Matuszak, A., Pohlman, A., and Havelka, D., "eLoanDocs: Riding the Waves of Technology without Wiping Out," *Communications of the Association for Information Systems*, 2015, v36, n38.

Havelka, D. and Neal, C.S. "A Basic Set of Criteria for Evaluation of Teaching Cases," *Information Systems Education Journal*, April 2015, v13, i4, p41.

Cohill, K., Dudley, D., Gregg, J., Millette, E., Zinnecker, A., and Havelka, D., "USMCo Payroll System," *Information Systems Education Journal*, March 2015, v13, i2.

Cundiff, J., McCallum, T., Rich, A., Truax, M., Ward, T. and Havelka, D., "HealthCare.Com: Opportunity Out of Disaster," *Journal of Information Systems Education*, Fall 2014, v25, n3.

Krehbiel, T., Eighme, J., and Havelka, D., "Fast Initial Response Control Charts for Accounting Activities," *Journal of Business and Economics Research*, September 2013, v11, n9.

Havelka, Douglas and Merhout, J.W., "Internal Information Technology Audit Process Quality: Theory development using structured group processes," *International Journal of Accounting Information Systems*, v14, n3, p165-192, September 2013.

TEACHING EXPERIENCE

Miami University Associate Professor, 2006-Present Assistant Professor, 2000-2006
    Courses taught:
    ISA621: Enabling Technologies I (MBA program)
    ISA617: Computers and Management Information Systems (MBA program)
    ISA601: Management of Information Technology (MBA program)
    ISA682: Information Systems Audit and Control (Masters of Accountancy program)
    ISA625: IT for Accountants (Masters of Accountancy program)
    ISA435: Advanced Databases in Electronic Commerce
    ISA406: IT Project Management
    MIS399: Global Information Technology (in Europe)
    MIS387: Systems Analysis & Design
    MIS385: Electronic Commerce Applications
    MIS303: Enterprise Systems (with SAP)
    MIS305: Information Security and Assurance
    MIS281: IT Hardware and Operating Systems (VB Programming)
    MIS245: Database Information Systems

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Dan L. Heitger

Deloitte Professor of Accounting & Center for Business Excellence Co-Director
2042C Farmer School of Business, Miami University
(513) 529-6208; heitgedl@miamioh.edu
Center for Business Excellence website: www.fsb.miamioh.edu/cbe

EDUCATION

Ph.D., Accounting, Michigan State University, 2000.
BS, cum laude in accounting, minor in mathematics, Indiana University, 1993.

EXPERIENCE

2013 – Present **Miami University**, Deloitte Professor of Accounting
2011 – 2012   **Miami University**, Professor
2006 – Present **Miami University**, Co-Founder & Co-Director, Center for Business Excellence
2007 – 2011   **Miami University**, Associate Professor
2004 – 2006   **Miami University**, Assistant Professor
2002 – 2003   **Indiana University**, Visiting Assistant Professor
1999 – 2004   **Auburn University**, Assistant Professor
1993 – 1999   **Michigan State University**, Ph.D. Student; Research/Teaching Assistant
1992   **Ernst & Young**, Indianapolis, IN, Audit Intern

Refereed Publications (Last 10)

(1) Ballou, B., Heitger, D., and C. Landes. "Accounting for the Sustainability Cycle," New York: American Institute of Certified Public Accountants (aicpa.org/FRC). 2013—Invited white paper by AICPA and reviewed by external experts selected by AICPA.

(2) EY (Craig Faris, Brian Gilbert, and Brendan LeBlanc) and Miami University (Brian Ballou and Dan Heitger). "Demystifying Sustainability Risk: Integrating the Triple Bottom Line into an Enterprise Risk Management Program," 2013, The Committee of Sponsoring Organizations of the Treadway Commission (www.coso.org)–invited white paper by COSO and reviewed by external experts and COSO members.

(3) Krzus, M., Brian B., and D. Heitger. "The Economics of Sustainability," 2013, New York: American Institute of Certified Public Accountants (www.aicpa.org/FRC) —invited white paper by AICPA and reviewed by external experts selected by AICPA.

(4) Ballou, B., Heitger, D., and T. Eaton, "Schneider Electric North America: Demonstrating the Business Value of Safety, Health and Environmental Programs." 2013. National Safety Council—Invited case and teaching notes by Schneider Electric as one element of it receiving the NSC's Robert W. Campbell Award for internal safety practices.

(5) Ballou, B., Casey, R., Grenier, J., and D. Heitger. 2012. "Exploring the Perceived Effectiveness of Sustainability Initiatives: Opportunities for Accounting Research." *Accounting Horizons*, Vol. 26 (2): 265-288.

(6) Stoel, D., Ballou, B., and D. Heitger. 2011. Board of Director Perceptions of Risk Management Information: Analysis of COSO's Strenghtening Enterprise Risk Management for Strategic Advantage. *Management Accounting Quarterly*, Summer 2011, [33]

Vol. 12 (4): 14-22.

(7)   Schultz, T., and D. Heitger. 2011. "Can Your Business Afford *Not* to Go Green?" *The CPA Journal*. November.

(8)   Booker, D., Heitger, D., and T. Schultz. 2011. "The Effect of Causal Knowledge on Individuals' Perceptions of Nonfinancial Performance Measures in Profit Prediction". *Advances in Accounting*. Vol. 27 (1): 1-9.

(9)   Heitger, D., B. Ballou, and T. Schultz. 2010. "The Actions to Value Framework: Linking Managerial Behavior to Organizational Value." *Management Accounting Quarterly*. Vol. 11 (4): 1-9.

* (10) Ballou, B., Heitger, D., and L. Donnell. 2010. "Creating Effective Dashboards: How Companies Can Improve Executive Decision Making and Board Oversight." *Strategic Finance*. March: 27-32.

TEACHING

Primary teaching interests include risk management, governance, business sustainability, and all levels of managerial accounting. Secondary teaching interests include financial accounting. Teaching experiences involve both undergraduate and graduate students (Masters of Accountancy, Masters of Business Administration, and Professional Masters of Business Administration), as well as numerous senior executives from various companies. A summary of teaching evaluations concludes this vita.

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L. Allison Jones-Farmer

Academic Employment:

Van Andel Professor of Business Analytics 2014-Present-Miami University
C&E Smith Professor of Statistics 2013-2014-Auburn University
C&E Smith Associate Professor of Statistics 2007-2012-Auburn University
Assistant Professor of Statistics 2003-2006-Auburn University
Assistant Professor of Statistics 1997-2002-University of Miami

Education:

Ph.D. Applied Statistics. The University of Alabama (1997).
M.S. Applied Statistics. The University of Alabama (1996).
B.S. Mathematics, Birmingham Southern College (1990).

Research: (46 refereed journal articles, 2 invited discussions, 3 scholarly book chapters). Last 10 journal articles published:

1. Shepherd, D.K, **Jones-Farmer, L.A.**, Rigdon, S.E., and Bodden, K.M. (2018) To Shrink or Not to Shrink: Hotellings T^2 Chart Based on Shrunken Covariance Estimates. *Quality and Reliability Engineering International*, to appear.

2. Weese, M.L., Martinez, W.G., and **Jones-Farmer, L.A.** (2017). On the Selection of the Bandwidth Parameter for the k-chart. *Quality and Reliability Engineering International*, 33, 1527-1547.

3. Mazzei, M., Rutherford, M., **Jones-Farmer, L.A.**, and Oswald, S. (2016). Does Establishing Sociopolitical Legitimacy Overcome Liabilities of Newness? A Longitudinal Analysis of Top Performers. *Group & Organization Management,* doi:10.1177/1059601116676391.

4. Almer, E.D., Baldwin, A.A., **Jones-Farmer, L.A.**, Lightbody, M., and Single, L.F. (2016). Tenure Track Opt-Outs: Leakages from the Academic Pipeline. *Advances in Accounting Education: Teaching and Curriculum Innovations, 1-36.*

5. Weese, M., Martinez, W., Megahed, F., and **Jones-Farmer, L.A.** (2016). Statistical Learning Methods Applied to Process Monitoring: An Overview and Perspective. *Journal of Quality Technology*, 48(1), 4-27.

6. Cegielski, C, and **Jones-Farmer, L.A.** (2016). Knowledge, Skills, and Abilities for Entry-Level Business Analytics Positions: A Multi-Method Study. *Decision Sciences Journal of Innovative Education,* 14 (1), 91-118. ***Winner of the DSJIE 2016 Best Research Article Award.***

7. Bourrie, D.M., **Jones-Farmer, L.A.**, and Sankar, C.S. (2016). Learning Technologies: Bridging the Gap between Intention, Adoption, and Routine Use. *International Journal of Engineering Education,* 32(5), 2107-2120.

8. Bourrie, D.M., **Jones-Farmer, L.A.**, and Sankar, C.S. (2016). Growing the Intention to Adopt Educational Innovations: An Empirical Study. *Knowledge Management and E-Learning* 8(1), 22-38.

9. Saleh, N., Mahmoud, M.A., **Jones-Farmer, L.A.**, Zwetsloot, I., and Woodall, W.H. (2015). Another Look at the EWMA Control Chart with Estimated Parameters. *Journal of Quality Technology*, 47 (4), 363-382.

10. Keefe, M.J., Woodall, W.H., and **Jones-Farmer, L.A.** (2015). The Conditional In-Control Run Length Performance of Self-Starting Control Charts. *Quality Engineering*, 27 (4), 488-499.

Teaching:

Award-winning educator with over twenty years of teaching experience in statistics and analytics at undergraduate, Master's, M.B.A., specialized Master's and Ph.D. levels in face-to-face, hybrid, and online formats. Supervised twenty-four Master's and Ph.D. students.

Editorial Service:

Editorial Board, *Journal of Quality Technology* since 2010
Guest Editor, *Journal of Quality Technology* 2016-2017
Associate Editor, *Technometrics* 2000-2005

Janice Kinghorn, Ph.D.
Senior Lecturer
Economics
Farmer School of Business
kinghornj@miamioh.edu

Academic Degrees

Ph.D. Washington University, St. Louis, MO, Economics, 1996

M.A. Washington University, St. Louis, MO, Economics, 1993

B.S. Miami University, Oxford, OH 45056, Accounting, 1988

Employment Experience

Academic

Assessment Director, Farmer School of Business, Miami University, Oxford Campus (2014 - Present), Oxford, Ohio.

Senior Lecturer, Department of Economics, Miami University Oxford Campus (2013 - Present), Oxford, Ohio.

Director of University Honors Program, Miami University Middletown Campus (2009 - 2013), Middletown, Ohio.

Lecturer, Miami University (August, 2008 - 2013), Middletown, Ohio.

Associate Professor, Antioch College (2006 - 2008), Yellow Springs, Ohio.

Associate Dean of Faculty for the Core Program, Antioch College (2005 - 2008), Yellow Springs, Ohio.

Chair, Department of Social and Global Studies, Antioch College (2004 - 2005), Yellow Springs, Ohio.

Assistant Professor, Antioch College (2003 - 2006), Yellow Springs, Ohio.

Web-Based Instruction, Antioch College (2002 - 2002), Yellow Springs, Ohio. Teaching Across the University Pilot Program

Visiting Assistant Professor, Antioch College (1999 - 2003), Yellow Springs, Ohio.

Adjunct Professor, University of Dayton (1999 - 1999), Dayton, Ohio.

Adjunct Professor, Wright State University (1998 - 2001), Dayton, Ohio. Graduate School

Assistant Professor, The New School for Social Research (1996 - 1999), New York, New York. Graduate Faculty

Visiting Professor, University of Munich (1996 - 1996), Munich, Germany.

Instructor, Washington University (1992 - 1994), St. Louis, Missouri.

Courses Taught

Courses from the Teaching Schedule: Economic Development (Bachelors), Economic Perspectives on Inequality in America (Bachelors), FSB International Programs - Latin America (Bachelors), FSB Southeast Asia (Bachelors), Principles of Macroeconomics (Bachelors), Principles of Microeconomics (Bachelors), Principles of Microeconomics - Honors (Bachelors)

Other Teaching Activities and International Instruction

37

2015 - Taught BUS 299. Vietnam, Cambodia, Thailand, Hong Kong

2014 - Taught ECO 347
Vietnam, Cambodia, Hong Kong

2013 - Taught BUS 399
Costa Rica and Panama

2012 - Taught BUS 399
Costa Rica and Cuba

2011 - Taught BUS 399
Costa Rica

Articles in Journals

Kinghorn, J. (2014). The New Digital Divide - Peer Collaboration as a Bridge. *Association for University Regional Campuses of Ohio Journal*.

Kinghorn, J. & Womack-Smith, W. (2013). Nontraditional Honors. *Journal of the National Collegiate Honors Council*.

Kinghorn, J. (2011). Approaches to Improved Learning in Foundational Courses. *Association for University Regional Campuses of Ohio Journal*.

Articles in Proceedings

Kinghorn, J. (2013). Can Virtual Mentors Bridge the Digital Divide. *UNM Mentoring Institute 6th Annual Conference*.

Kinghorn, J. (2011). Public Capital in a Knowledge Economy: Implications for Learning. *International Conference on Knowledge, Economy and Management*.

Chapters, Cases, Readings, Supplements

Kinghorn, J. & Nielsen, R. (2008). Education and Economic Development. *Yearbook of the National Society for the Study of Education* (pp. 196-206). Wiley Online.

Kinghorn, J., Nettles, E., & Smith, C. (2008). Student Perception of Educational Needs: Exploring the Evidence. *Exploring the Evidence: Reporting Research on First Year Seminars* (pp. 1-5). National Resource Center for The First-Year Experience & Students in Transition.

Younghwa Gabe Lee, Ph.D.

Education

Ph.D., University of Colorado at Boulder, 2005
Major: Information Systems

MBA, Korea University, South Korea, 1993
Major: Quantitative Analysis and Operations Management

B.A., Korea University, South Korea, 1991
Major: Productions and Operations Management

Academic and Professional Positions

Professor, Miami University (August 2017 - Present)
Associate Professor, Miami University (August 2013 – July 2017)
Associate Professor, University of Northern Iowa (August 2010 – May 2013)
Assistant Professor, University of Kansas (August 2005 - May 2010)

Research Publications (Last 10 Journal Papers Published)

- Chen, A.N.K., and Lee, Y. "Managing Online Wait: Designing Effective Waiting Screens Across Cultures," *Information and Management*, forthcoming.
- Hwang, Y., Chung, J., Shin, D. and Lee, Y. "An Empirical Study on the Integrative PreImplementation Model of Technology Acceptance in a Mandatory Environment," *Behaviour & Information Technology*, 36(8), 2017, pp. 861-874.
- Lee, Y., Chen, A.N.K., and Hess, T. "The Online Waiting Experience: Using Temporal Information and Distractors to Make Online Waits Feel Shorter," *Journal of the Association for Information Systems*, 18(3), 2017, pp. 231-263.
- Hwang, Y., Al-Arabiat, M., Shin, D. and Lee, Y. "Understanding Information Proactiveness and the Content Management System Adoption in Pre-Implementation Stage," *Computers in Human Behavior*, 64, 2016, pp. 515-523.
- Hwang, Y., Lee, Y., and Shin, D. "The Role of Goal Awareness and Information Technology Self-Efficacy on Job Satisfaction of Healthcare System Users," *Behaviour and Information Technology*, 35(7), 2016, pp. 548-558.
- Lee, Y., Lee, J., and Hwang, Y. "Relating motivation to information and communication technology acceptance: Self–determination theory perspective," *Computers in Human Behavior*, 51(part A), 2015, pp. 418–428.
- Lee, Y., Chen, A., and Ille, V. "Can Online Wait Be Managed? The Effect of Filler Interfaces and Presentation Modes on Perceived Waiting Time Online," *MIS Quarterly*, 36(2), 2012, pp.365–394.
- Lee, Y. and Kozar, K. "Music Composition Theory and Web Purchases," *Journal of Electronic Commerce Research*, 13(4), 2012, pp. 320–344.
- Lee, Y and Chen, A. "Usability Design and Psychological Ownership of a Virtual World," *Journal of Management Information Systems*, 28(3), 2012, pp. 269–307.
- Lee, Y. and Kozar, K." Understanding of Website Usability: Specifying and Measuring Constructs and Their Relationships," *Decision Support Systems*, 52(2), 2012, pp.450–463.

Teaching Experience

Miami University: Web Interaction Programming, Designing Business Systems
University of Kansas and University of Northern Iowa: Database Management & Theory, IS Project Management, Managerial Information Systems

Editorial Service

Associate Editor, The International Conference on Information Systems (ICIS), 2014, 2017
Track Chair, The Americas Conference on Information Systems (AMCIS), 2007–Current.
Special Issue Editor, DATA BASE for Advances in Information Systems, 2007–2008.

MICHAEL LIPSITZ

Email: lipsitm@miamioh.edu
Website: sites.google.com/site/malipsitz

EDUCATION

Ph.D. (2017)   Economics, Boston University
Dissertation: *The Costs and Benefits of Noncompete Agreements*
Committee: Andrew Newman, Kevin Lang, and Juan Ortner

B.A. (2009)   Economics and Mathematics, Haverford College

EMPLOYMENT HISTORY

2017 – Present   Assistant Professor
Department of Economics, Farmer School of Business, Miami University, Oxford, OH

2015   Instructor
Department of Economics, Northeastern University, Boston, MA

2013 – 2015   Instructor
Department of Economics, Boston University, Boston, MA

2009 – 2011   Research Assistant
Policy Analysis, Inc., Brookline, MA

FIELDS OF INTEREST

Labor Economics, Organizational Economics, Industrial Organization

TEACHING EXPERIENCE

2018   Sports Economics, Department of Economics, Miami University

2017 – 2018   Intermediate Microeconomic Theory, Department of Economics, Miami University

2017 – 2018   Advanced Microeconomic Theory (M.A.), Department of Economics, Miami University

2014 – 2016   Sports Economics, Department of Economics, Boston University

2015   Microeconomic Theory (M.A./Ph.D.), Department of Economics, Northeastern University

2014 – 2015   Game Theory, Summer Challenge, Boston University

2013   Introductory Microeconomic Analysis, Department of Economics, Metropolitan College of Boston University

AWARDS, FELLOWSHIPS, AND GRANTS

2016   Gitner Prize for Excellence in Teaching Undergraduates, Boston University

2011 – 2016   Boston University Teaching Fellowship

2015   Institute for Economic Development Student Research Grant (with Matt Johnson) Boston University

PUBLICATIONS/SUBMITTED PAPERS

Lipsitz M, Delea T, Guo A. "Cost-effectiveness of letrozole vs. anastrozole in postmenopausal women with hormone receptor positive early stage breast cancer," *Current Medical Research and Opinion*, October 2010, Vol. 26, No. 10, Pages 2315-2328.

Weycker D, Danel A, Marciniak A, Bendall K, Lipsitz M, Pettengell R. "Economic costs of chemotherapy-induced febrile neutropenia among patients with non-Hodgkin's lymphoma in European and Australian clinical practice," *BMC Cancer,* August 2012, Vol. 12, No. 362.

Lipsitz M, Belloni A, Chernozhukov V, Fernandez-Vál I. "quantreg.nonpar: An R Package for Performing Nonparametric Series Quantile Regression." (Conditionally accepted by The R Journal, October 2016)

"Why Are Low-Wage Workers Signing Noncompete Agreements?" (with Matthew Johnson; under review)

WORKING PAPERS

"Effortless Employee Retention: The Impact of Noncompete Agreements on Productivity"

"Noncompete Agreements and Labor Market Dynamics"

"Employee Poaching and Promotion: A Theory with No Informational Advantages"

WORKS IN PROGRESS

"Do Noncompete Agreements Make Noncompetitive Labor Markets?" (with Matthew Johnson and Kurt Lavetti)

"The Effect of Corporate Consolidation on Regulatory Outcomes"

"A Geospatial Approach to Estimating the Effects of Local Labor Market Concentration"

"The External Effect of Occupational Licensing and the Shape of Labor Markets" (with Austin Smith)

PRESENTATIONS

2018	AEA Annual Meeting, American Law and Economics Association Annual Meeting, University of South Florida, Miami University
2017	Miami University (x2), University of Georgia
2016	Boston University
2015	Boston University, MIT (Sloan)
2014	Boston University
2013	Boston University

SOFTWARE PROFICIENCIES

R, LaTeX, STATA, SAS, Visual Basic, Mathematica

SOFTWARE PACKAGES

"quantreg.nonpar: Nonparametric Series Quantile Regression in R," June 2015 (with Alexandre Belloni, Victor Chernozhukov, and Iván Fernandez-Vál)

PROFESSIONAL SERVICE

Referee for The R Journal
Boston University Labor Reading Group Organizer, 2014-2015
M.A. Thesis committee member: 2018: Alex Lust, Tyler Schumacher

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Waldyn Martinez

Curriculum Vitae

Miami University, FSB2020
☎ (513) 529 2154
FAX (513) 529 9689
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updated: September 25, 2018

"I can do all things through Christ which strengtheneth me." Philippians 4:13

Research Fields

Statistical Learning, Machine Learning, Deep Learning, Outlier & Noise Detection, Application of Machine & Statistical Learning Techniques in Industry.

Education

2007–2012	**Ph.D. Applied Statistics**, *The University of Alabama*, Tuscaloosa, AL.
2007–2009	**M.Sc. Applied Statistics**, *The University of Alabama*, Tuscaloosa, AL.
2004–2006	**M.B.A.**, *The University of Alabama*, Tuscaloosa, AL.
2001–2004	**M.Sc. Management**, *Pontificia Universidad Católica Madre y Maestra*, Dominican Republic.
1996–2000	**B.Sc. Computer Science/Informatics Engineering**, *Universidad Tecnológica de Santiago*, D.R.

Experience

2013–Current	**Assistant Professor Business Analytics**, Miami University, Oxford, OH.
2012–2013	**Assistant Vice President, Risk Modeling & Analytics**, JPMorgan, Columbus, OH.
2007–2012	**Teaching Assistant (Instructor)**, The University of Alabama, Tuscaloosa, AL.
2006–2007	**Assistant Vice President, Market Analytics**, Bank of America, Charlotte, NC.
2005–2005	**(Intern) HR Productivity Analysis**, Macy's Logistics & Operations, Secaucus, NJ.
2001–2004	**Airport Operations**, American Airlines, POP Airport, Dominican Republic.

Publications [6]

[1] Weng, B., **Martinez, W.**, Tsai, Y.T., Li, C., Lu, L., Barth, J., Megahed, F. M.: Macroeconomic Indicators can Help Predict the Monthly Closing Price of Major U.S. Indices: Insights from Artificial Intelligence, Time-Series Analysis and Hybrid Models, *Applied Soft Computing*, 2018, https://doi.org/10.1016/j.asoc.2018.07.024

[2] Weng, B., Wang, X., Lu, L., **Martinez, W.**, Megahed, F. M.: Predicting Short-Term Stock Prices using Ensemble Methods and Online Data Sources, *Expert Systems with Applications*, 2018, https://doi.org/10.1016/j.eswa.2018.06.016

[3] Weese, M., **Martinez, W.**, Jones-Farmer, A.: On the Selection of the Bandwidth Parameter for the k-Chart, *Quality and Reliability Engineering International*, 2017, 33 (7): 1527-1547

[4] **Martinez, W.** and Gray, J. B: Noise Peeling Methods for Improving Boosting Algorithms, *Computational Statistics and Data Analysis*, 2016, 93: 483-497.

[5] Weese, M., **Martinez, W.**, Megahed, F., Jones-Farmer, A.: Statistical Learning Methods for Statistical Process Control, *Journal of Quality Technology*, 2016, 48 (1).

[6] **Martinez, W.** and Gray, J. B: The role of margins in the performance of Boosting, Wileys *Interdisciplinary Reviews (WIREs) Computational Statistics*, 2014, 6: 124-131.

Current Research: Submitted, under Review, under Revision [4]

[1] **Martinez, W.**: Ensemble Pruning via Margin Maximization, under revision: *The Journal of Machine Learning Research*, 2018

[2] **Martinez, W.** and Gray, J. B: On the Insufficiency of the Large Margins Theory in Explaining Boosting Algorithms, under 2nd-round review: *The Journal of Machine Learning Research*, 2018

[3] Mercado, G. R., Chakraborti, S., **Martinez, W.**: A Data-driven Adaptive Distribution-free Control Chart for Monitoring Location, under 2nd-round review: *Journal of Quality Technology*, 2018

[4] **Martinez, W.**, Weese, M., Jones-Farmer, A.: A One-Class Peeling Method for Multivariate Outlier Detection with Applications in Phase I SPC, under review: *Technometrics*

42

Teaching Experience

ISA–491	**Introduction to Data Mining in Business, Miami University**	*Instructor*
ISA–480B	**Business Statistics using R, Miami University**	*Instructor*
ISA–291	**Applied Regression Analysis in Business, Miami University**	*Instructor*
ISA–205	**Business Statistics, Miami University**	*Instructor*
ST–509	**Statistics for Business (MBA), University of Alabama**	*Teaching Assistant*
ST-475/575	**Statistical Quality Control, University of Alabama**	*Teaching Assistant*

University Service

Current	High Performance Computing Committee, Miami University
Current	Curriculum Committee, ISA Department, Miami University
Current	Diversity Committee, Farmer School of Business, Miami University
2017	Center for Analytics and Decision Sciences (CADS) Faculty Project Lead
2015	STARS Seminar Committee, ISA Department, Miami University
2014	Student Scholarship Awards Committee, ISA Department, Miami University
2014	Faculty Search Committee (Assistant Professor B. Analytics), ISA Department, Miami University
2014	Faculty Search Committee (Van Andel Chair Professorship B. Analytics), ISA Department, Miami University

Awards & Grants

2017	"**FSB Summer Research Grant,**" $6,000 Award. Farmer School of Business, Miami University.
2014	"**Outstanding Dissertation Research Award,**" Culverhouse College of Commerce and Business Administration, University of Alabama.
2014	Nominated for "**University-Wide Award for Outstanding Dissertation Research**," University of Alabama.
2011	"**Summer in Excellence Research Grant**." $5,000 Award. University of Alabama.
2010	"**CB&A Excellence in Teaching Award by a Doctoral Student**," Culverhouse College of Commerce and Business Administration, University of Alabama.
2010	Nominated for "**University-Wide Award for Excellence in Teaching by Doctoral Student**," University of Alabama.
2010	"**Jeff Kurkjian Teaching Award**," University of Alabama.
2010	"**Summer in Excellence Research Grant**." $5,000 Award. University of Alabama.
2009	"**Jeff Kurkjian Teaching Award**," University of Alabama.
2004	"**Fulbright Scholar**".
2003	"**Employee Excellence Award for the Dominican Republic**," American Airlines.
2002	"**Excellent Performance as Customer Service Agent**," American Airlines.
1996	"**Valuable Contribution to Society Award for Youth**," Dominican Republic Department of Education. (Academic achievement, among top scores in the country's high school standard tests).
1995	Memorial Award "**Marjorie Bolton**" & **Class Valedictorian**, Mary Lithgow H.S. (#1 out of > 500).
1995	"**Top honors student Mathematics, Sciences & Physics Track**" (#1 out of 36) & "**Gold Medal**" for academic performance throughout high school. (Mary Lithgow High School).

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Michael S. McCarthy

Farmer School of Business   5129 Riverview Drive
Miami University   South Lebanon, OH 45065
3025 Farmer Hall   (513) 290-3880
Oxford, OH 45056
(513) 529-1223
mccartms@miamioh.edu

EDUCATION

Doctor of Philosophy
> Joseph M. Katz Graduate School of Business, University of Pittsburgh
>> Major in Marketing, Minor in Strategic Planning and Policy
>> Graduated -- December 1996

Master of Business Administration
> College of Business, Rochester Institute of Technology
>> Major in Marketing
>> Graduated with Highest Honors -- November 1988

Bachelor of Science in Business Administration
> College of Business, Rochester Institute of Technology
>> Graduated with Highest Honors -- August 1979

ACADEMIC POSITIONS

<u>Farmer School of Business, Miami University</u>
> Visiting Instructor   Fall 1993 to Spring 1996
> Assistant Professor of Marketing   Fall 1996 to Spring 2001
> Associate Professor of Marketing   Fall 2001 to Spring 2012
> Professor   Fall 2012 to Present
> Teaching/Taught: *Branding and Integrated Marketing Communications, Highwire Brand Studio, Strategy Works, Marketing Management (MBA), Brand Equity Management (MBA)*

<u>Slippery Rock University</u>
> Assistant Professor of Marketing   Winter 1993
> Taught *Principles of Marketing*, *Promotion Management*, and *Sales Management*

<u>Katz Graduate School of Business, University of Pittsburgh</u>
> Graduate Research Assistant   Fall 1989 to Summer 1992
> Part-time Instructor   Winter 1991 to Spring 1992
> Taught *Advertising and Promotion*

<u>College of General Studies, University of Pittsburgh</u>
> Part-time Instructor   Fall 1990 to Fall 1992
> Taught *Principles of Marketing* and *Advertising and Promotion*

<u>English Department, University of Pittsburgh at Greensburg</u>

44

Part-time Instructor   Fall 1990 to Fall 1991
Taught *Advertising and Promotion*

<u>College of Business, Rochester Institute of Technology</u>
Adjunct Instructor   Winter 1985
Taught *Advertising and Promotion*

SCHOLARLY ACTIVITY

<u>Journal Articles (Last 10):</u>

McCarthy, Michael S. and Gillian W. Oakenfull, (2014) "CAUCUS: Brand Association Elicitation in a Competitive Context," *Journal of Advertising Research* 54 (2), 163-177.

Fram, Eugene H. and Michael S. McCarthy, (2011) "Retaining Customer in Turbulent Times." *International Journal of Bank Marketing*, 29 (7).

Heath, Timothy B., Devon DelVecchio and Michael S. McCarthy, (2011) "The Asymmetric Effects of Extending Brands to Lower and Higher Quality," *Journal of Marketing*, 75 (July), 3-20.

Abridged version being re-printed as, "Line Extension Asymmetry: Higher-Quality Line Extensions Help — Lower-Quality Line Extensions Do Only Little Harm," in GfK Marketing Intelligence Review, May 2013.

Oakenfull, Gillian and Michael S. McCarthy, (2010) "Examining the Relationship Between Brand Usage and Brand Knowledge Structures," *Journal of Brand Management*, 17 (Oct), 279-288.

Oakenfull, Gillian K., Michael S. McCarthy and Timothy B. Greenlee, (2008) "Targeting a Minority Without Alienating the Majority: Advertising to Gays and Lesbians in Mainstream Media," *Journal of Advertising Research*, 48 (June), 191-198.

McCarthy, Michael S. and Eugene H. Fram, (2008) "Synergistic Effects of Promotional Products and Print Advertising in Building Brand Equity for a New Brand," *Journal of Promotion Management*, 14, 3-15.

McCarthy, Michael S. and Eugene H. Fram, (2007) "Hike Up Brand Equity," *Promotional Products Business*, August.

Borna, Shaheen, James Stearns, Ramon Avila and Michael McCarthy, (2005) "Obesity Effects and Interactions in the Sales Management Context: Social Category and Social Identity Explanations', *Marketing Management Journal*, 15 (Fall), 132-143.

Fram, Eugene H. and Michael S. McCarthy, (2004) "What's Not To Like?" *Marketing Management*, 13 (July/Aug), 36-39.

Fram, Eugene H. and Michael S. McCarthy, (2003) "The Authors Respond" *Marketing Management*, 12 (Sept/Oct), 51.

45

CAROL MCGUIRE, PH.D.

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EDUCATION

2012 – 2016   **PhD** • *Management*
CASE WESTERN RESERVE UNIVERSITY – Cleveland, OH

1997 – 2003   **Master of Business Administration** • *Management*
UNIVERSITY OF ST. THOMAS – St. Paul, MN

1983 - 1987   **Bachelor of Science** • *Organizational Behavior and Management Information Systems*
MIAMI UNIVERSITY – Oxford, OH

TEACHING INTERESTS

Management Information Systems   Strategic Leadership in the Digital Economy
Strategic Technology Management   Business Intelligence and Analytics
Strategic Global Sourcing   Organizational Behavior

ACADEMIC EXPERIENCE

MIAMI University – Oxford, OH   **2016 – Present**
Visiting Assistant Professor

COPENHAGEN BUSINESS SCHOOL – Copenhagen, Denmark   **2018 – Present**
Part-time Lecturer

Guest Lectures
Fall 2015   *Chatham University,* Pittsburgh, PA
Spring 2016   "Global Outsourcing: Introduction, Challenges, and Future Trends"

COURSE DESIGN EXPERIENCE

2017   Introduction to Management Information Systems (Undergraduate level course, redesign)

2018   Information Technology Management for the Digital Economy (Master's level course, new)

2018   Strategic Management – Competitive Strategy (Master's level course, new)

2018   Introduction to Management Information Systems (Undergraduate level course, redesign - online)

CAREER EXPERIENCE

ORGANIZATION DYNAMICS – Minneapolis, MN   **2014 – Present**
Managing Partner

AMERIPRISE FINANCIAL – Minneapolis, MN   **2006 – 2014**
Vice President, Technologies

ALLINA HOSPITALS AND CLINICS – Minneapolis, MN   **1994 – 2006**
Manager, Data Warehouse and Business Intelligence

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CAROL M. MCGUIRE | c. 952.334.4340 | carol.mcguire@miamioh.edu   Page 2

RESEARCH PAPERS

McGuire, C., Lyytinen K., Boland, R. (2014). *Does an IT Organization Transform its Identity when engaged in Outsourcing?* (Case Western Reserve University).

McGuire, C., Lyytinen K., Lindberg, A. (2015). *How Organizational Identity influences Information Technology (IT) Outsourcing Success* (Targeting MIS Quarterly Executive).

McGuire, C., Lyytinen, K. (2015). *The Power of Who We Are: How Organizational Identity Influences Information Technology (IT) Outsourcing Success* (Targeting Strategic Outsourcing).

RESEARCH PRESENTATIONS

2018	*International Conference on Information Systems, San Francisco, California.* "Improving IS Research Relevance for Practitioners: The Role of Knowledge Networks"
2018	*Americas Conference on Information Systems, New Orleans, Louisiana.* "Driving Relevance into the Introductory Information Systems Course"
2017	*Lilly Annual Conference on College Teaching,* Oxford, Ohio. "Scholar-Practitioners Bridging The Skills Gap Through Innovative Curriculum Redesign"
2017	*Environmental Design Research Association Annual Conference,* Madison, Wisconsin. "Integration of Factors that Affect the Engagement and Performance of Workers in Workplace: Worker-centered Approach"
2017	*Academy of Management Annual Conference, Atlanta, Georgia*. "Human-Centered Organizations: Redefining the Pillars of 21st Century Work Life"
2016	*Americas Conference on Information Systems, San Diego, California* "The Power of Who We Are: How Organizational Identity Influences Outsourcing Success"
2016	*International Conference on Engaged Management Scholarship,* Paris, France. "Human-Centered Organizations: Redefining the Pillars of 21st Century Work Life"
2015	*University of Minnesota - Carlson School of Management,* Minneapolis, MN "Influence of Organizational Identity on Outsourcing Success"
2015	*Americas Conference on Information Systems, Puerto Rico.* "How Organizational Identity influences Information Technology (IT) Outsourcing Success"
2015	*International Conference on Engaged Management Scholarship,* Baltimore, Maryland. "The Influence of Organizational Identity on Outsourcing Success"
2014	*Academy of Management – Midwest Conference*, Minneapolis, Minnesota. "Does an Organization Transform its Identity when Engaged in Outsourcing?"
2013	*International Conference on Engaged Management Scholarship,* Atlanta, Georgia. "Does an Organization Transform its Identity when Engaged in Outsourcing?"

47

Fadel Megahed

Academic Employment:

Assistant Professor of Information Systems and Analytics, 2016-Present | Miami University

Assistant Professor of Industrial and Systems Engineering, 2012-2016 | Auburn University

Education:

Ph.D. Industrial and Systems Engineering. Virginia Tech (2012).

M.S. Industrial and Systems Engineering. Virginia Tech (2009).

B.S. Mechanical Engineering. The American University in Cairo (2008).

Research:

- Summary: 30 refereed journal articles, 1 invited discussion, 1 scholarly book chapter.
- Funding: Over $840K in research funding (PI share of: ~$475). Sponsors include: Aflac, Amazon Web Services, American Society for Safety Professionals Foundation, National Science Foundation (NSF), NIOSH Deep South Center for Occupational Health & Safety, P&G, and Windows Azure.
- Impact: Total Google Scholar Citations: 473; h-index: 13; i10-index: 14.
- Last 10 journal articles published:
  1. Weng, B., Martinez, W., Tsai, Y. T., Li, C., Lu, L., Barth, J. R., & **Megahed, F. M.** (2018). Macroeconomic indicators alone can predict the monthly closing price of major US indices: Insights from artificial intelligence, time-series analysis and hybrid models. *Applied Soft Computing*, *71*, 685-697.
  2. Weng, B., Lu, L., Wang, X., **Megahed, F. M.**, & Martinez, W. (2018). Predicting Short-Term Stock Prices using Ensemble Methods and Online Data Sources. *Expert Systems with Applications*. DOI: https://doi.org/10.1016/j.eswa.2018.06.016.
  3. Alamdar Yazdi, M. A., Negahban, A., Cavuoto, L., & **Megahed, F. M.** (2018). Optimization of Split Keyboard Design for Touchscreen Devices. *International Journal of Human–Computer Interaction*, 1-10. DOI: https://doi.org/10.1080/10447318.2018.1464255
  4. Tsai, Y. T., Swartz, S. M., & **Megahed, F. M.** (2018). Estimating the Relative Efficiency of Highway Safety Investments on Commercial Transportation. *Transportation Journal*, *57*(2), 193-218.
  5. Mohabbati-Kalejahi, N., Yazdi, M. A. A., **Megahed, F. M.**, Schaefer, S. Y., Boyd, L. A., Lang, C. E., & Lohse, K. R. (2017). Streamlining science with structured data archives: insights from stroke rehabilitation. *Scientometrics*, *113*(2), 969-983.
  6. Dag, A., Oztekin, A., Yucel, A., Bulur, S., & **Megahed, F. M.** (2017). Predicting heart transplantation outcomes through data analytics. *Decision Support Systems*, *94*, 42-52.
  7. He, K., Zhang, M., Zuo, L., Alhwiti, T., & **Megahed, F. M.** (2017). Enhancing the monitoring of 3D scanned manufactured parts through projections and spatiotemporal control charts. *Journal of Intelligent Manufacturing*, *28*(4), 899-911.
  8. Weng, B., Ahmed, M. A., & **Megahed, F. M.** (2017). Stock market one-day ahead movement prediction using disparate data sources. *Expert Systems with Applications*, *79*, 153-163.
  9. Maman, Z. S., Yazdi, M. A. A., Cavuoto, L. A., & **Megahed, F. M.** (2017). A data-driven approach to modeling physical fatigue in the workplace using wearable sensors. *Applied Ergonomics*, *65*, 515-529.
  10. Lu, L., **Megahed, F. M.**, Sesek, R. F., & Cavuoto, L. A. (2017). A survey of the prevalence of fatigue, its precursors and individual coping mechanisms among US manufacturing workers. *Applied Ergonomics*, *65*, 139-151.

Teaching:

- Educator with six years of experience teaching industrial engineering and data analytic courses. Taught undergraduate, MS and PhD level courses on data analytics (e.g., Big Data, Data Mining, Data Visualization and Prescriptive Analytics).
- Supervised five Master's students and six Ph.D. students.

Professional Service:

1. Editorial Board, *Journal of Quality Technology* since 2018.
2. International Program Committee Member, *ISSAT International Conference on Data Science in Business, Finance and Industry*, 2018-2019 (to be held in Da Nang, Vietnam July 3-5, 2019).
3. Scientific Committee Member, *13th International Workshop on Intelligent Statistical Quality Control*, 2018-2019 (to be held in Hong Kong Aug 13-15, 2019).
4. Have reviewed for over 20 journals.

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EDUCATION
Doctor of Philosophy in Business, December, 2002
Virginia Commonwealth University, Richmond, Virginia
Major: Management Information Systems
Minor: Education (emphasis on Adult Education and Training)
Dissertation Title: Industry Case Studies for Testing and Refining the
Electronic Markets Hypothesis

Master of Business Administration, July, 1993
Virginia Commonwealth University

Bachelor of Science in Business (Accounting), June, 1984
Virginia Polytechnic Institute and State University

ACADEMIC WORK EXPERIENCE
MIAMI UNIVERSITY, Oxford, Ohio (Jan., 2003 to present)
Associate Professor of MIS (promoted and tenured July 1, 2010)
Assistant Professor of MIS (Jan., 2003 to June 2010)
Teach graduate and undergraduate MIS courses; Perform and publish research in MIS,
Provide service to the University, the School of Business, the Department of Information
Systems and Analytics (formerly the Department of Decision Sciences and Management
Information Systems) and to the profession.

VIRGINIA COMMONWEALTH UNIVERSITY (VCU), Richmond, Virginia, (Aug., 1996 to
Aug., 2002)
Instructor, Graduate Research Assistant and Teaching Assistant
Plan and teach management information systems and computer lab courses, such as
database management and systems analysis. Research literature and gather information
to assist professors in their research. Provide statistical analyses for research projects.

ACCEPTED JOURNAL PUBLICATIONS
Published: (Last 10)

Schiller, Shu Z., Jeffrey W. Merhout, and Rike Sandlin (2016), "Enterprise IT Asset
Disposition: An Overview and Tutorial," _Journal of the Midwest Association for Information
Systems_, Vol. 2016, Issue 2, July 2016, Article 2, pp. 27-42. Available at:
https://uofi.app.box.com/s/6pk7trznct7k26bxzjd1k1j8wvroe648

Merhout, Jeffrey W. and Joseph O'Toole (2015), "Enhancing the Control Objectives for
Information and Related Technologies (COBIT 5) Framework for Sustainable IT
Governance," _Journal of the Midwest Association for Information Systems_, Vol. 2015, 50

Issue 2, July 2015, pp. 5-13. Available at: https://uofi.app.box.com/s/kuyhr9iy0as7udozrakwcrvcicsu383w

Havelka, Douglas and Jeffrey W. Merhout (2013), "Internal Information Technology Audit Process Quality: Theory Development Using Structured Group Processes," *International Journal of Accounting Information Systems*, Volume 14, Issue 3, September 2013, pp. 165-192.

Sutirtha Chatterjee, Jeffrey W. Merhout, Suprateek Sarker, Allen S. Lee, (2013) "An examination of the electronic market hypothesis in the US home mortgage industry: A deductive case study," *Information Technology & People*, Vol. 26 Issue 1, pp.4 – 27

Merhout, Jeffrey W., Sarah L. Newport, and Patrick E. Damo (2012), "Teaching Tip: Simulated Audits to Engage Students in IT Governance and Assurance Courses," *Journal of Information Systems Education*, Volume 23, Issue 2, pp. 113-118.
    Note: Cited in *JISE*, vol. 24, num 2, Summer 2013, p.99

Stoel, M. Dale, Douglas Havelka, and Jeffrey W. Merhout (2012) "An analysis of attributes that impact information technology audit quality: A study of IT and financial audit practitioners," *International Journal of Accounting Information Systems*, Volume 13, Issue 1, March 2012, pp. 60-79.

Rajkumar, T.M.; Anderson, Paul; Benamati, John; and Merhout, Jeffrey W. (2011) "Are Student Self-Assessments a Valid Proxy for Direct Assessments in Efforts to Improve Information Systems Courses and Programs? An Empirical Study," *The Communications of the Association for Information Systems*: Vol. 28, Article 31. Available at: http://aisel.aisnet.org/cais/vol28/iss1/31

Merhout, Jeffrey W. (2010), "Discussion of "Factors associated with IT audits by the internal audit function"," *International Journal of Accounting Information Systems*, Volume 11, Issue 3, September 2010, Pages 152-154.

Havelka, Douglas and Jeffrey W. Merhout (2009), "Toward A Theory of Information Technology Professional Competence," *Journal of Computer Information Systems*, Winter 2009-2010, Vol. 50, Issue 2, pp. 106-116.

Merhout, Jeffrey W. and Havelka, Douglas (2008) "Information Technology Auditing: A Value-Added IT Governance Partnership between IT Management and Audit," *The Communications of the Association for Information Systems*: Vol. 23, Article 26. Available at: http://aisel.aisnet.org/cais/vol23/iss1/26

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CURRICULUM VITAE

CHARLES C. MOUL

Department of Economics
Miami University
Oxford, OH 45056

Office: (513) 529 – 2867
moulcc@miamioh.edu

PERSONAL INFORMATION
Age: 46
Family status: Married, three children
Citizenship: U.S.

ACADEMIC EXPERIENCE
2014 – Present   Associate Professor, Miami University
2008 – 2014   Assistant Professor, Miami University
2000 – 2008   Assistant Professor, Washington University in St. Louis

EDUCATION
1994 – 2000   Northwestern University, Evanston, IL
     Ph.D., Economics, December 2000
1990 – 1994   Miami University, Oxford, OH
     B.A., *Magna cum laude*, Economics and Political Science

PUBLICATIONS IN REFEREED JOURNALS
- "Hoping Grey Goes Green: An Analysis of the Impact of Environmental Factors on Consumer Choice," with Jia Li and Wanqing Zhang. 2017. *Marketing Letters*. 28(2): 267-79.
- "Who Should Handle Retail? Vertical Contracts, Customer Service, and Social Welfare in a Chinese Mobile Phone Market," with Jia Li. 2015. *International Journal of Industrial Organization.* 39: 29-43.
- "Estimating Demand for Spatially Differentiated Firms with Unobserved Quantities and Limited Price Data." 2015. *Economics Letters.* 131: 50-53.
- "Bank Panics, Government Guarantees, and the Long Run Size of the Financial Sector: Evidence from Free-Banking America," with Ben Chabot. 2014. *Journal of Money, Credit, and Banking*. 46(5): 961-97.
- "Time to Unbridle U.S. Thoroughbred Racetracks? Lessons from Australian Bookies," with Joseph Keller. 2014. *Review of Industrial Organization*. 44(3): 211-39.
- "Disease or Utopia? Testing Baumol in Education," with Xin Chen. 2014. *Economics Letters*. 122(2): 220-3.
- "The House Doesn't Always Win: Evidence of Anchoring among Australian Bookies," with Patrick McAlvanah. 2013. *Journal of Economic Behavior and Organization*. 90: 87-99.
- "A New Test for Monopoly with Limited Cost Data." 2012. *Economics Letters*, 117: 891-4.
- "Money isn't Everything: Linking college choice to winning prizes and professorships," with John Nye. 2011. *Applied Economics Letters*, 18 (11): 1091-8.
- "How Far for a Buck? Tax Differences and the Location of Retail Gasoline Activity in Southeast Chicagoland," with Mark Manuszak. 2009. *Review of Economics and Statistics,* 91(4): 744-65.

52

PUBLICATIONS IN REFEREED JOURNALS (continued)

- "Did the Soviets Collude? A Statistical Analysis of Championship Chess 1940-78," with John Nye. 2009. *Journal of Economic Behavior and Organization,* 70(1-2): 10-21.
- "Retailer Entry Conditions and Wholesaler Conduct: The theatrical distribution of motion pictures." 2008. *International Journal of Industrial Organization*, 26(4): 966-84.
- "Prices and Endogenous Market Structure in Office Supply Superstores," with Mark Manuszak. 2008. *Journal of Industrial Economics*, 56(1): 94-112.
- "Measuring Word-of-Mouth's Impact on Theatrical Movie Admissions." 2007. *Journal of Economics and Management Strategy*, 16(4), 859-92.
- "The Political Economy of Numbers: On the Application of Benford's Law to International Macroeconomic Statistics," with John Nye. 2007. *B.E. Journal of Macroeconomics*, 7(1) Topics: Article 17.
- "Evidence of Qualitative Learning-by-Doing from the Advent of the 'Talkie'." 2001. *Journal of Industrial Economics*, 49(1): 97-109.

OTHER PUBLICATIONS

- "The Movie Industry," in *The Structure of American Industry* 13th edition (2015), J. Brock (ed.), Waveland Press: Long Grove, IL.
- "Benford's Law as a Test for Manipulation of Economic & Financial Data," with John Nye, in *Benford's Law: Theory and Applications* (2015), S. Miller (ed.), Princeton University Press: Princeton, NJ.
- "The Day After Tomorrow: Longer Run Issues in Theatrical Exhibition (Comment)." 2006. *Marketing Science*, 25(6): 665-6.
- *A Concise Handbook of Movie Industry Economics* (editor) 2005. Cambridge University Press: New York, NY.
- "Theatrical Release and the Launching of Motion Pictures," with Steven Shugan, in *A Concise Handbook of Movie Industry Economics* (2005), Cambridge: New York, NY.

COURSES TAUGHT

- Miami University: Principles of Microeconomics, Intermediate Microeconomics, Industrial Organization, Advanced Microeconomic Theory (MA)
- Washington University: Principles of Microeconomics, Industrial Organization, Empirical Methods in Industrial Organization (PhD)

HONORS AND AWARDS

- Associated Student Government Outstanding Professor Winner 2015; Nominee: 2014, 2018
- Richard K. Smucker Teaching Excellence Award (Junior Professor), May 2013
- Arts & Sciences Faculty Award (Washington University) Winner 2007; Nominee 2004, 2008
- Center for Study of Industrial Organization Dissertation Fellow (Northwestern U.), Fall 1999
- Phi Beta Kappa, 1994
- George W. Thatcher Prize for Distinguished Economics Undergraduate, 1994
- Truman Scholar Semi-Finalist, 1993
- Eagle Scout

Last updated August 17, 2018

Gregory T Niemesh

Miami University
Department of Economics   Phone: (513) 529-2150
Farmer School of Business   Email: niemesgt@miamioh.edu
800 East High Street   Homepage: http://www.gregoryniemesh.net/
Oxford, OH 45056

Current Employment and Affiliations

Assistant Professor (Economics), Miami University, 2013-present

National Bureau of Economic Research, Faculty Research Fellow (DAE), 2017

Past Employment

Senior Lecturer (Economics), Vanderbilt University, 2012-2013

Economist, U.S. Bureau of Labor Statistics, 2004-2007

Education

Vanderbilt University, 2007-2012

Ph.D. in Economics, August 2012
M.A. in Economics, May 2009
Dissertation: The Economic and Health Benefits of Iron Fortification in the United States
Advisor: William J. Collins

Fields of Specialization: Economic History, Labor Economics, Health Economics

DePauw University, 2000-2004

B.A. in Economics and Management, with minor in Computer Science, May 2004
Awards: Phi Beta Kappa, Magna Cum Laude

Research Papers

"Ironing Out Deficiencies: Evidence from the United States on the Economic Effects of Iron Deficiency" The Journal of Human Resources, Vol. 50, No. 4 (Fall 2015): 910-958.

"Revisiting the Great Compression: Wage inequality in the United States, 1940-1960" (with Taylor Jaworksi). (2018) Forthcoming at *Historical Methods*.

"Revising Infant Mortality Rates for the Early 20th Century United States" (with Katherine Eriksson and Melissa Thomasson). Revise and resubmit at *Demography*. NBER Working Paper 23263.

"Unions and the Great Compression of American Inequality, 1940-1960" (with William J. Collins). Revise and resubmit at *Economic History Review*.

54

"The Swan Song of the Country Doctor? How Flexner Changed the Practice of Medicine." (with Carolyn M. Moehling, Melissa Thomasson, and Jaret Treber). Manuscript.

"Long Term Effects of Early Life Malnourishment: The Bengal Famine of 1943" (with Jason Milliken). Manuscript.

"Do Menu Labeling Laws Translate into Results? Impacts on Population Obesity" (with Jackie Craig and Charles Moul). Manuscript.

"Death in the Promised Land: The Great Migration and Black Infant Mortality" (with Katherine Eriksson). Manuscript.

"Residential Racial Segregation and Infant Health, 1960-1990" (with Katharine Shester). Manuscript.

"The Impact of Medical Education Reforms on the Mortality Transition: The Case of Diphtheria." (with Carolyn M. Moehling and Melissa Thomasson). In progress.

Honors and Fellowships

Richard K. Smucker Teaching Excellence Award: Outstanding Junior Professor, Farmer School of Business, 2017

Arthur H. Cole Grant in Aid, Economic History Association, 2014

John E. Rovensky Fellowship, University of Illinois Foundation, 2011-2012

Noel Dissertation Fellowship, Department of Economics, Vanderbilt University, 2011

College of Arts & Science Summer Research Award, Vanderbilt University, 2011

Kirk Dornbush Summer Research Grant, Vanderbilt University, 2009

Graduate School Dissertation Enhancement Grant, Vanderbilt University, 2011

Household International Best Research Paper, Vanderbilt University, 2010

Council of Economics Graduate Students Research Grant, 2010, 2011

Teaching

Courses Taught

Miami University: Intermediate Microeconomic Theory, Labor Economics, Principles of Microeconomics (Honors)

Vanderbilt University: Labor Economics, Economic Statistics, Seminar in Microeconomic Policy

Theses Advised

Jason Milliken, "Long-term Labor Market Effects of the 1943 Bengal Famine," 2015, M.A. Economics Exit Paper (supervisor)

Kelsey O'Flaherty, "Income Inequality and Fertility Choice," 2016, Honors Thesis, (supervisor)

Jackie Craig, "Posted Calorie Count Mandates Effectiveness to Reduce Obesity," 2015, USS project, (co-supervisor with Charles Moul)

Jackie Craig, "Intergenerational Mobility of Women in Early 20th Century United States," 2017, Honors Thesis and M.A. Economics Exit Paper (supervisor)

Philip Sizemore, 2014, M.A. Economics Exit Paper (reader)

Nathan Klyn, 2014, M.A. Economics Exit Paper (reader)

Amber Staines, 2015, M.A Economics Exit Paper (reader)

Chris Curme, 2016, M.A. Economics Exit Paper (reader)

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TERRY D. NIXON

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Farmer School of Business
FSB 2065
Oxford, OH 45056-1879
Office Phone: 513-529-6503

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AREAS OF INTEREST

Research: Corporate Restructuring, Agency Theory
Teaching: Corporate Finance, Financial Institutions, Investments

EDUCATION

Ph.D. in Business Administration, Finance
University of South Carolina, 1996

Master of Business Administration, Finance
Miami University, 1986

Bachelor of Business Administration, Finance/Management
University of Cincinnati, 1984, Summa Cum Laude

REFEREED PUBLICATIONS (Last 10)

Boulton, Thomas J. and Terry D. Nixon, 2017, The Litigation of Tax Benefit Preservation Plans, *Managerial Finance* 43, 76-94.

Arnold, Tom and Terry D. Nixon, 2013, An Easy Method to Introduce MIRR into Introductory Finance Classes, *Advances in Financial Education* 11, 70-74.

Leonard, David C., Terry D. Nixon, David G. Shrider and David M. Shull, 2010, Price Stabilization of Closed-End Fund IPOs, *Quarterly Journal of Finance and Accounting* 49, 5-22.

Nixon, Terry D., Greg Roth and Andrew Saporoschenko, 2010, An Analysis of Operating Performance and Firm Characteristics Around Open Market Share Repurchases, *Journal of Finance and Accountancy* 3.

Nixon, Terry. D., Greg Roth, and Andy Saporoschenko, 2008, Long-Term Share Returns and Operating Performance Following Very Large, Highly Publicized, Insider Stock Purchases, *European Journal of Economics, Finance and Administrative Sciences* Issue 12, 134-142.

Arnold, Tom, Gayle Erwin, Lance Nail and Terry D. Nixon, 2006, Do option markets substitute for stock markets? Evidence from trading on anticipated tender offer announcements, *International Review of Financial Analysis* 15, 247-255.

Arnold, Tom, Lance Nail and Terry D. Nixon, 2006, Getting More Out of Two Asset Portfolios, *Journal of Applied Finance* 16, 72-81.

56

Arnold, Tom and Terry D. Nixon, 2006, Adding Depth to the Discussion of Capital Budgeting, *Journal of Financial Education* 32, 79-90.

Leonard, David C., Terry D. Nixon, and David M. Shull, 2005, Marketing Closed-End Fund IPOs: An Analysis of the International Stock Funds, *Financial Review 40*, 497-518.

Arnold, Tom, Lance Nail, and Terry D. Nixon, 2004, Do ADRs Enhance Portfolio Performance for a Domestic Portfolio? Evidence from the 1990s, *Research in International Business and Finance* 18, 341-359.

HONORS AND AWARDS

MBA Teaching Award – Core Courses, 2016
Richard K. Smucker Teaching Excellence Award, 2012
Effective Educator Award Nominee, 2011
Effective Educator Award Nominee, 2009
MBA Teaching Award – Best Boot Camp Instructor, 2008
PSE Outstanding Professor, 2007
Richard K. Smucker Teaching Excellence Award, 2007
Richard K. Smucker Teaching Excellence Award Finalist, 2005 and 2006
MBE Outstanding Professor, 2005
Financial Executive Institute Award (Outstanding Finance Graduate Student), 1986.
Scholar Athlete Award, 1984
Beta Gamma Sigma (Business Honor Society)

WORK EXPERIENCE

Professor, Miami University, 2018 - Present
Associate Professor, Miami University, 2007 - 2018
Assistant Professor, Miami University, 2001 - 2007
Visiting Assistant Professor, Indiana University, 1999 – 2001
Assistant Professor, Florida Atlantic University, 1997 – 1999
Visiting Assistant Professor, Indiana University, 1996 – 1997
Instructor, University of South Carolina, 1991 – 1996
Research Assistant, University of South Carolina, 1991 – 1995
Controller/Office Manager, George Welding and Fabricating, Inc., 1987 – 1991

COURSES TAUGHT

Introduction to Finance, Intermediate Finance (Investments and Corporate Finance), Advanced Managerial Finance, Portfolio Management, Commercial and Central Banking, Banking and Financial Intermediation, Financial Institutions, Corporate Strategy and Governance, International Business Finance, MBA introductory finance course

GILLIAN W. OAKENFULL, Ph.D.

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      Cincinnati, OH 45220

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      3038 Farmer School of Business
      Miami University
      Oxford, OH 45056
Phone: (513) 529-1209
Fax: (513) 529-1290
Email: oakenfg@miamioh.edu

EDUCATION

Ph.D., Marketing
    University of Houston
    Houston, Texas, 1998

Master of Business Administration
    Lamar University
    Beaumont, Texas, 1992

BBA, Management
    Lamar University
    Beaumont, Texas, 1988

ACADEMIC EXPERIENCE

- Director of Corporate Partnerships, Department of Marketing, Farmer School of Business 2014 – Present.

- Director of Experiential Learning, Department of Marketing, Farmer School of Business 2009 – 2014.

- Professor of Marketing, Farmer School of Business, Miami University, 2013 - Present.

- Associate Professor of Marketing, Farmer School of Business, Miami University, 2005 - Present.

- Assistant Professor of Marketing, Farmer School of Business, Miami University, 1998 - 2005.

- Instructor, College of Business Administration, University of Houston, 1995-98.

- Research Assistant, College of Business Administration, University of Houston, 1994 - 98.

- Instructor, Lamar University, 1990-1992.

JOURNAL ARTICLES (Last 10)

McCarthy, Michael and Gillian Oakenfull (2014), "CAUCUS: A Methodology for Eliciting Brand Associations Across Competitors," *Journal of Advertising Research*.

Oakenfull, Gillian W. (2013), "What Matters: Factors Influencing Gay Consumers' Evaluations of Gay-friendly Corporate Activities" *Journal of Public Policy and Marketing* in *a* special issue titled "Marketplace Diversity and Inclusion." Vol. 32, pp. 79-89.

Oakenfull, Gillian (2013), "Unraveling The Movement From The Marketplace: Lesbian Responses To Gay-Oriented Advertising," *Journal of Marketing Development and Competitiveness* in *a* special issue on marketing to diverse consumers, Vol 7 (2), pp.57-71.

Oakenfull, Gillian (2012), "Gay Consumers and Brand Usage: The Gender-Flexing Role of Gay Identity and Community Involvement" *Psychology and Marketing*, Vol. 29, No.12, pp.968-979.

Oakenfull, Gillian and Michael S. McCarthy (2010), "Examining the Relationship Between Brand Usage and Brand Knowledge Structures," *Journal of Brand Management*, Vol. 17, No. 4, pp. 279-288.

Oakenfull, Gillian, Michael McCarthy, and Timothy Greenlee (2008), "Targeting A Minority Without Alienating The Majority: Advertising to Gays and Lesbians in Mainstream Media," *Journal of Advertising Research*.

Oakenfull, Gillian (2008), "Effects of Gay Identity, Sex and Explicitness of Ad Imagery on Gay Responses to Advertising Content," *Journal of Homosexuality*.

Oakenfull, Gillian and Timothy Greenlee (2005), "Queer Eye for a Gay Guy: Using Market-Specific Symbols in Advertising to Attract Gays and Lesbians Without Alienating the Mainstream," *Psychology and Marketing*, May, Vol. 22, Issue 5, pp. 421-439.

Oakenfull, Gillian (2005), "The Effect of Gay Identity, Gender, and Gay Imagery on Gay Consumers' Attitude Towards Advertising," *Advances in Consumer Research*, Vol. 32, pp. 641-642.

Oakenfull, Gillian and Timothy Greenlee (2004), "Three Rules of Targeting Gays and Lesbians in Mainstream Media: Lesbians, Lesbians, Lesbians," *Journal of Business Research*, November, Vol. 57, pp. 1276-1285.

TEACHING EXPERIENCE

Farmer School of Business, Miami University:
Undergraduate
- Strategy Works (Experiential learning senior capstone) | 2009 – Present
- Principles of Marketing [Online] | Summer, 2012 - Present
- Principles of Marketing [Online – Hybrid] | Fall 2012
- SocietyWise (Experiential learning senior honors capstone) | 2010
- Careers in Marketing | 2009 – Present
- Highwire Brand Studio (Experiential learning senior capstone) | 2008 – Present
- Marketing Strategy Practicum (Experiential learning senior capstone) | 2006 - 2009
- Laws, Hall and Associates (Experiential learning senior capstone) | 2005 – 2008
- Global Marketing | 2005
- International Marketing | 1998 - 2005
- E-Commerce | 2001 – 2002

Study-Abroad
- Principles of Marketing, Farmer School of Business Study-Abroad Program – Luxembourg|Barcelona | June 2013
- Global Marketing, Farmer School of Business Study-Abroad Program – Central and Western Europe | Summer 2010
- Highwire Brand Studio -London, United Kingdom | Summer 2009
- Laws, Hall and Associates - London, United Kingdom | Summer 2007

Graduate
- Foundations of Marketing (MBA) | 2014
- Globalization and Marketing Strategy (MBA) | 2011 - 2013
- Laws, Hall and Associates (MBA) | 2007
- E-Commerce (MBA) | 2002

College of Business Administration, University of Houston:
Undergraduate
>International Marketing | 1998
>Advertising and Promotions Management | 1995 –1997

Glenn J. Platt

C. Michael Armstrong Professor
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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

60

PUBLICATIONS (last 10)

Platt, G. & Faimon, P, "Brand as API", *The Journal of Digital Media Arts & Practice*, Fall 2014, v10 n1

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. 6 Iss: 1, pp.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*, 40---41. 2008.

Forgette, R., & Platt, G. "Redistricting Principles, Processes, and Incumbency Protection," *Political Geography,* November 2005, Vol. 24, p. 934---951.

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. 23, p.225----243.

Erekson, H, DeShano, K, Platt G, and Ziegert A., "Fungibility of Lottery Revenues in Support of Public Education" *Journal of Education Finance*, Vol.28 No.2, Fall 2002

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*, Winter 2000, Vol.31, No.1.

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 419: Digital Branding
- IMS 418: Social Media Marketing and Online Community Management
- MKT 632: Digital Marketing (Executive MBA)
- IMS 440: Interactive Media Studies Practicum
- IMS 452: Senior Thesis
- IMS 340, IMS 390C, IMS 440: Digital Innovation Center (San Francisco, Cincinnati, Chicago)
- IMS 410: 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.

CURRICULUM VITAE

September 2018

Dr. Joseph Charles Rode

Farmer School of Business
Miami University
Oxford, OH
Phone: (513) 529-4231
Email: rodejc@miamioh.edu

POSITIONS HELD

Academic Positions

2016 – present	Professor of Management
2009 - 2016	Associate Professor of Management
2003- 2009	Assistant Professor of Management Farmer School of Business Miami University
2002-2003	Visiting Assistant Professor of Management Kelley School of Business Indiana University
1997-1998, 2000-2002	Associate Instructor Kelley School of Business Indiana University

Other Work Experience

1995-1997, 1998-2000	Change Management Consultant Accenture (formerly Andersen Consulting) Chicago, Illinois
1991-1993	Buyer May Corporation Denver, Colorado

EDUCATION

1991	B.A., Indiana University/ Wabash College, Economics
1995	M.B.A., Indiana University, Organizational Development (Design Major)
2002	Ph.D., Indiana University, Organizational Behavior

62

Journal Publications (Last 10)

2018 Dust, S., Rode, J.C., Arthaud-Day, M.L., and Howes, S.S. "Managing the self- esteem, employment gaps, and employment quality process: The role of facilitation- and understanding- based emotional intelligence." *Journal of Organizational Behavior*, 39, 680-693.

2017 Rode J.C., Authard-Day, M., Ramaswami, A. & Howe, S. "A Time Lagged Study of Emotional Intelligence and Salary." *Journal of Vocational Behavior,* 101, 77-89.

2016 Rode, J. C., Xiaowen, H., & Flynn, B. "A cross-Cultural Examination of the Relationships among Human Resource Management Practices and Organisational Commitment: An Institutional Collectivism Perspective." *Human Resource Management Journal*, 26, 471-489.

2016 McFarland, R., Rode, J.C, & Tasadduq, T. "A Contingency Model of Emotional Intelligence in Professional Selling." *The Journal of the Academy of Marketing Science,* 44 (1), 108-118.

2013 Wang, P., Rode, J.C., Shi, K. & Luo, Z. "A Work Group Climate Perspective of the Relationships among Transformational Leadership, Work Group Diversity, and Employee Creativity." *Group and Organization Management,* 38, 334-360.

2012 Arthaud-Day, M.L., Rode, J.C., Neihoff, B.P., & Turnley, H.W. "Direct and Contextual Effects of Individual Values on Organizational Citizenship Behavior in Teams." *The Journal of Applied Psychology*, 97, 792-807.

2012 Rode, J.C., Judge T.A., & Sun, J.J. "Incremental Validity of Core Self-Evaluations in the Presence of Other Self-Concept Traits: An Investigation of Applied Psychology Criteria in the U.S. and China." *The Journal of Organizational and Leadership Studies*, 19, 324 – 338.

2011 Huang, X. and Rode, J.C., & Schroeder, R.G**. "**Organizational Structure and Continuous Improvement and Learning: Moderating Effects of Cultural Endorsement of Participative Leadership.**" *The Journal of International Business Studies,* 42, 1103-1120*.

2010 Wang, P., and Rode, J.C. *"*Transformational Leadership and Follower Creativity: The Moderating Effects of Identification with Leader and Organizational Climate." *Human Relations, 63, 1105-1128.*

2008 Rode, J.C, Mooney, C.H., Arthaud-Day, M.L., Near, J.P., & Baldwin, T.T., "Ability and Personality as Predictors of Success in Newly Employed Professionals." *International Journal of Selection and Assessment,* 16, 292-299.

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Attachment E   Overall Page 218 of 334   Attachment Page 154 of 190

PETER A. SALZARULO

Associate Professor, Farmer School of Business
Department of Management, 3001 Farmer School of Business
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Office: (513) 529 – 4232
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Kelley School of Business, Indiana University

Ph.D. in Operations Management and Decision Sciences	August 2006
M.B.A. in Decision Support Modeling	May 2001

Miami University

B.S. in Paper Science and Engineering	May 1995

RESEARCH

Refereed Publications

- Salzarulo, P., Mahar, S., and Modi, S. "Beyond Patient Classification: Using Individual Patient Characteristics in Appointment Scheduling", forthcoming, *Production and Operations Management*
- Salzarulo, P., and Jacobs, F. 2014. "The Incremental Value of Central Control in Serial Supply Chains," *International Journal of Production Research,* 52(7), 1989-2006
- Salzarulo, P., Krehbiel, T., Mahar, S., and Emerson, L. 2012 "Six Sigma Sales and Marketing: Application to NCAA Basketball," *American Journal of Business,* 27(2), 113-132
- Ashenbaum, B., Salzarulo P., and Newman, W. 2012. "Organizational Structure, Entrepreneurial Orientation, and Individual Trait Preference in Transportation Brokerage Firms" *Journal of Supply Chain Management,* 48(1), 3-23
- Mahar, S., Salzarulo, P., and Wright, D. 2012. "Using Online Pickup Site Inclusion Policies to Manage Demand in Retail/E-tail Organizations," *Computers and Operations Research,* 39(5), 991-999
- Mahar, S., Bretthauer, K., and Salzarulo, P. 2011. "Locating Specialized Service Capacity in a Multi-Hospital Network," *European Journal of Operational Research,* 212(3), 596-605
- Salzarulo, P., Bretthauer, K., Côté, M., and Schultz, K. 2011. "The Impact of Variability and Information on Healthcare System Performance," *Production and Operations Management,* 20(6), 848-859
- Finch, B. and Salzarulo, P. 2011. "The Customer Complaint Letter: a Student Exercise in Six Sigma," *Decision Sciences Journal of Innovative Education,* 9(2), 307-314
- Mahar, S. and Salzarulo, P. 2008. "Putting it All Together: Weaving a Common Thread of Assignments through Introductory OM Courses," *Decision Sciences Journal of Innovative Education*, 6(2), 233-237

Working Papers

- "Exploring the Influence of Employee Compensation and Services Sourcing on Hospital Performance: Evidence from 1996-2009" with Modi, S.
- "Practical Policies for Allocating Multi-Product Online Orders Among Fulfillment Locations: with S. Mahar
- "Overtime as a Performance Measure in Determining Appointment Schedules," with Modi, S.

Refereed Conference Proceedings

- "Balancing Inventory Positions across Retailers with Pickup Site Policies", with Steve Mahar and Daniel Wright, *Proceedings, Decision Sciences Institute National Meeting*, New Orleans, LA, 2009
- "A Comparative Study of Make to Order, Make to Stock, and Vendor Managed Inventory Systems," with F. Robert Jacobs, *Proceedings, Decision Sciences Institute National Meeting*, San Francisco, CA, 2005
- "Variability in Healthcare Appointment Systems," with Kurt M. Bretthauer, Kenneth L. Schultz, and Murray J. Côté, *Proceedings, Decision Sciences Institute National Meeting*, Boston, MA, November 2004
- "An Investigation of the Operations and Procedures of a Health Care Facility," with Kurt M. Bretthauer, Kenneth

L. Schultz, and Murray J. Côté, *Proceedings, Decision Sciences Institute National Meeting*, Washington, DC, November 2003

- "The Effect of Patient Load on Physician Service Times," with Kurt M. Bretthauer, Kenneth L. Schultz, and Murray J. Côté, *Proceedings, Decision Sciences Institute National Meeting*, San Diego, California, November 2002

TEACHING EXPERIENCE

Miami University, Oxford, Ohio   August 2006 – present

- MGT 627: Supply Chain and Operations Management
  - Case based course taught in Professional MBA
  - Approximate class size of 28 students
  - Taught in Summer and Fall terms, 2015
- MGT 453: Quality Management Systems
  - Examines Six Sigma, Deming, TQM, and process reengineering
  - Approximate class size of 39 students per section
- MGT 302: Introduction to Operations and Supply Chain Management
  - Introduces students to core operations and supply chain concepts
  - Approximate class size of 36 students per section
- MGT 399: International Perspectives of Lean Production
  - Taught through the 2013 FSB – Europe program
  - Considers the Toyota Production System and cultural issues in its implementation
  - Approximate class size of 23 students

Indiana University, Bloomington, Indiana   August 2000 – August 2006

- P320: Supply Chain Management: Sourcing
- K201: The Computer in Business
- P421: Supply Chain Management: Material Planning / Logistics
- P370: Introduction to Operations Management Discussion Section

INDUSTRY EXPERIENCE

GL & V, Lawrenceville, Georgia

- Product Training Coordinator, June – August 2000
- Field Service Engineer, May 1997 – July 1999
- Systems Applications Engineer, July 1995 – April 1997

65

December 2018

Austin C. Smith

Department of Economics
Miami University   Office: (513) 529-1571
3014 FSB   Email: smitha83@miamioh.edu
Oxford, OH 45056   Website: sites.google.com/site/austincrowleysmith

Employment

Assistant Professor, Department of Economics, Miami University (2015-)

Education

Ph.D., Economics, University of Colorado at Boulder (2015)
M.A., Economics, University of Colorado at Boulder (2012)
B.S., *summa cum laude*, Economics and Finance, and Global Perspectives, Bentley University (2010)

Fields of Interest

Labor Economics; Public Economics; Applied Econometrics; Health Economics.

Publications

"Spring Forward at Your Own Risk: Daylight Saving Time and Fatal Vehicle Crashes." *American Economic Journal: Applied Economics, 8(2), pp. 65-91, April 2016.*

"Occupational Licensing of Social Services and Nursing Home Quality: A Regression Discontinuity Approach" (with John R. Bowblis). Forthcoming at *Industrial and Labor Relations Review.*

Working Papers

"All-In or Checked-Out? Disincentives and Selection in Income Share Agreements" (with Greg Madonia). Revisions Requested at *Journal of Economic Behavior and Organization*.

"Legal Access to Alcohol and Academic Performance: Who is Affected?" (with Joung Yeob Ha). Revisions Requested at *Economics of Education Review*.

"Greek Life, Academics, and Earnings" (with William Even). *Under review.*

Works in Progress

"Scanning the Tables: Do Professional Online Poker Players Respond to Earning Conditions?" (with Matthew Makofske)

"Performance Pay and Productivity in Health Care: Evidence from Community Health Centers" (with Brian Cadena)

66

"The External Effects of Occupational Licensing and the Shape of Labor Markets" (with Michael Lipsitz)

Conference and Seminar Presentations

"Greek Life, Academics, and Earnings,"
University of Maine (2018), Miami University (2018)

"Performance Pay and Productivity in Health Care: Evidence from Community Health Centers"
Southern Economic Association Annual Meeting (2017), Miami University (2017)

"All-In or Checked-Out? Disincentives and Selection in Income Share Agreements"
West Virginia University (2018), Bentley University (2017), ASSA Annual Meeting (2017), Ohio University (2016), Xavier University (2016), Miami University (2015), Southern Economic Association Annual Meeting (2014)

"Scanning the Tables: Do Professional Online Poker Players Respond to Earning Conditions?"
Southern Economic Association Annual Meeting (2015)

"Spring Forward at Your Own Risk: Daylight Saving Time and Fatal Vehicle Crashes"
Purdue University (2015), The College of the Holy Cross (2015), Berry College (2015), Eastern Michigan University (2015), Miami University (2015), ASSA Annual Meeting (2015), UC Colorado Springs (2014), Colorado State University (2014), Colorado University Environmental Brown Bag (2014), Heartland Environmental and Resource Economics Workshop (2013), CU Environmental and Resource Economics Workshop (2013)

Research Support

RRF Grant #2017-168: "Measuring the Impact of Social Workers on Psychosocial Functioning and Post-Acute Care Discharge." The Retirement Research Foundation, 2018- 2019 (Statistical Consultant), $49,321.

Teaching

Courses Taught

Miami University: Topics in Applied Econometrics (Graduate); Intermediate Microeconomics

University of Colorado, Boulder: Intermediate Microeconomics; Principles of Microeconomics (TA); Principles of Macroeconomics (TA)

Advising

M.A. Thesis Committees: Kien Dao Bui (2016); Joung Yeob Ha* (2017); Alex Lust (2018); Jameson Foran (2018); Jack Fetick (2018); James Inlow (2018); Zach Sanderson (2018)

Honors Thesis: Matt Runser* (2018-2019)

*Denotes adviser

Wayne Speer
Markely Visiting Professor of Corporate Entrepreneurship

Professional Preparation:
M.B.A. Xavier University, Finance, 1990
B.S. University of Missouri, Marketing, 1976

Teaching and Instructional Activities

2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
467 (2)	306 (2)	306 (2)	306 (2)	360 (2)	251 (4)	251 (8)	251 (6)
469 (2)	467 (2)	469 (2)	469 (2)	469 (2)	469 (2)	341 (2)	341 (2)
	469 (2)	481 (2)	481 (2)	644	618 (2)	377	618 (2)
	481 (2)					401	
						618 (2)	

Service to the Miami U
Department: Co-Leader of Corporate Entrepreneurship Pillar, Developed Course: Value Creation and Capture, liaison with external Miami Departments.
2009 - 2011: Founder and Interim CEO, Pharymed LLC, Miami owned IT.
2011 -2014: *Project High Flight*: Collaboration with Engineering Dept.
2016:   *Making Senior's Lives Better*, Business Capstone Collaboration with Gerontology Dept.
2016 – present: Executive Entrepreneur Mentor*, Miami I-Corps Team*: Donna Scarborough/Michael Bailey Van Kuren

Grant
2014 – Present "Utilizing Corporate Innovation Techniques in STEM Disciplines." Greater Cincinnati Foundation and Procter and Gamble. ($10,000.00).

Advising
2009 – 2017: Advisor, Miami University Student Venture Fund, $400,000 Investment Fund
2015 – 2017: Advisor, High Street Start-Ups

External
2009 – present: *Entrepreneur in Resident*, Innovation Consultant/Mentor, Procter & Gamble Co.
2009 – present: President & Innovation Consultant, Speer & Associates LLC. Clients include: P&G, State   Farm, China Retail, Jarden, Sears
2009 – 2014: Personnel Committee, Cincinnati Presbytery
2010 – present: Founder and Board Member, BeMyDD
2013 – present: President and member, Deerfield Township Zoning Appeals
2016 – present: Mentor/Consultant, The First Batch, Cincinnati, Ohio
2016 – present: Mentor/Consultant, The Hamilton Mill, Hamilton, Ohio
2017 – present: Trustee, Deerfield Township, Ohio

LAURENS BUJOLD STEED

Farmer School of Business

Miami University

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Oxford, OH

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ACADEMIC EMPLOYMENT

Assistant Professor	Fall 2018 - present	Department of Management
		Farmer School of Business
		Miami University

EDUCATION

Ph.D.	2018	Georgia Institute of Technology
		Major: Organizational Behavior
		Dissertation: A penny for your thoughts: The psychological effects of payday
BSM	2010	Georgia Institute of Technology
		Major: Management

REFEREED PUBLICATIONS

Harari, D., Swider, B. W., **Steed, L. B.,** & Breidenthal, A. P. (2018) Is perfect good? A meta-analysis of perfectionism in the workplace. In press at *Journal of Applied Psychology.*

Lemoine, G. J., Aggarwal, I., & **Steed, L. B.** (2016). When women emerge as leaders: Effects of extraversion and gender composition in groups. *The Leadership Quarterly,* 27(3), 470-486. http://dx.doi.org/10.1016/j.leaqua.2015.12.008

MANUSCRIPTS UNDER REVIEW

Steed, L. B., Swider, B. W., Keem, S. J., & Liu, J. [Title removed to protect anonymity]. Second revise-and-resubmit to *Journal of Management.*

Swider, B. W. & **Steed, L. B.** [Title removed to protect anonymity]. Under review at Personnel Psychology.

WORKS IN PROGRESS

Swider, B. W. & **Steed, L. B.** You were always my favorite: Applicant initial attitudes and job choice decisions. Manuscript in preparation for submission.

Marr, J. C., **Steed, L. B.,** & Bianchi, E. How status inequality undermines work engagement: The role of cynical attitudes about work. Manuscript in preparation for submission to *Organizational Behavior and Human Decision Processes.*

Marr, J. C., & **Steed, L. B.** Leader self-control and context. Data collection in process.

Steed, L. B. & Swider, B. W. A penny for your thoughts: The psychological effects of payday. Manuscript in preparation for submission to *Academy of Management Journal.*

TEACHING EXPERIENCE

Georgia Institute of Technology, Scheller College of Business

MGT 3102 – Managing Human Resources in a Regulated Environment

      Overall instructor rating, Spring 2016 (1 section): 4.8 (5 point scale)

      Overall instructor rating, Fall 2016 (2 sections): 4.8; 4.9 (5 point scale)

      Overall instructor rating, Spring 2018 (1 section): 4.9 (5 point scale)

- o Teaching Ph.D. Candidate of the Year Award. 2018
- o Center for the Enhancement of Teaching and Learning "Thank a Teacher" Award Recipient. 2016
- o GT Professor Appreciation recognition: Men's Baseball, Men's Basketball, Women's Softball.

- o Participant, Serve-Learn-Sustain Course Design Workshop. 2016

RESEARCH IN THE NEWS

Fast Company – "How women leaders emerge from leaderless groups"

      [https://www.fastcompany.com/3063599/strong-female-lead/research-suggests-that-women-are-more-likely-to-emerge-as-leaders-in-lead]

Business News Daily – "Open communication makes female leaders more effective."

      [http://www.businessnewsdaily.com/9392-open-communication-women-leaders.html]

The Clarion-Ledger – "Women can get ahead, but it isn't easy"

      [http://www.clarionledger.com/story/business/2016/08/29/how-women-can-get-ahead/89540846/]

MELISSA A. THOMASSON

Miami University • Department of Economics • Oxford, OH 45056
Phone: (513) 529-2858 • Fax: (513) 529-6992
Email: *mthomasson*@MiamiOH.edu

APPOINTMENTS

- Julian Lange Professor of Economics, Miami University, 2015-present.
- Associate Professor of Economics, Miami University, 2005-2015.
- Assistant Professor of Economics, Miami University: 1998-2005.
- Research Associate, National Bureau of Economic Research: 2005-present.
- Faculty Research Fellow, National Bureau of Economic Research: 1999-2005.

EDUCATION

University of Arizona, 1992-1998
 Ph.D. in Economics, August 1998.
 M.A. in Economics, December 1993.

Fields of Specialization**:** Applied Microeconomics, Health Economics, Economic History.

University of Puget Sound, 1988-1992
 B.S. in Economics, minors in Mathematics and English Literature, May 1992.
 Awards: Phi Beta Kappa, Magna Cum Laude, Phi Kappa Phi.

REFEREED ARTICLES AND BOOK CHAPTERS (Last 10)

- "Revising Infant Mortality Rates for the Early 20th Century United States" (with Katherine Ericksson and Gregory T. Niemesh). NBER Working Paper #w23263, 2017. In press, *Demography*.
- "Hard Times in the Land of Plenty: The Effect of Childhood During the Great Depression on Adult Outcomes" (with Price V. Fishback). *Explorations in Economic History,* 54(1), October 2014, 64-78.
- "Saving Babies: The Impact of Public Health Education Programs on Infant Mortality." (with Carolyn Moehling). *Demography*, 51(2), April 2014, 367-386.
- "The Political Economy of Saving Mothers and Babies: The Politics of State Participation in the Sheppard-Towner Program" (with Carolyn Moehling). *Journal of Economic History*, 72(1), March 2012, 75-103.
- "The Trials of Job: The Impact of Climate and Weather on Infant and Non-Infant Death Rates During the Great Depression," with Price F. Fishback, Werner Troesken, Trevor Kollman, Michael Haines, and Paul W. Rhode. In *The Economics of Climate Change:*

Adaptations Past and Present, edited by Gary D. Libecap and Richard H. Steckel, The University of Chicago Press, 2011.

- "From Home to Hospital: The Evolution of Childbirth in the United States, 1928-1940" (with Jaret Treber). *Explorations in Economic History*, 45(1), January 2008, 76-99.
- "Racial Differences in Health Insurance Coverage and Medical Expenditures: An Historical Perspective." *Social Science History* 30(4), Winter 2006.
- Early Evidence of an Adverse Selection Death Spiral? *Explorations in Economic History*, 41(4), October 2004, 313-328 (lead article, awarded prize for best article published in 2004).
- "The Declining Contribution of Socioeconomic Disparities to the Racial Gap in Infant Mortality Rates" (with William J. Collins). *Southern Economic Journal*, 70(4), April 2004, 746-776.
- "The Importance of Group Coverage: How Tax Policy Shaped U.S. Health Insurance." *American Economic Review*, 93(4), September 2003, 1373-84.

ADDITIONAL PROFESSIONAL SERVICE

- Editorial Board member, *Explorations in Economic History*, 2006- 2014.
- Editorial Board member, *Journal of Economic History*, 2010-2014.
- Convener of Nevins Prize (awarded to best dissertation in U.S. economic history by the Economic History Association, 2006.
- Co-organizer, NBER Development of the American Economy Summer Institute, 2006-2007

REFEREE

American Economic Journal: Applied Economics; Economic Inquiry; Bulletin of the History of Medicine; Cliometrica; Demography; Economic Journal; Explorations in Economic History; European Review of Economic History; Historical Methods; Independent Review; Journal of Economic History; Journal of Political Economy; Journal of Population Economics; MIT Press; National Science Foundation; Robert Wood Johnson Foundation; Southern Economic Journal; University of Chicago Press.

PROFESSIONAL AFFILIATIONS

American Economic Association, Economic History Association, Cliometrics Society.

Mark J. Tremblay

August 2018

Miami University
Farmer School of Business, Room 2017

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https://sites.google.com/site/markjtremblay/

Academic Employment

Assistant Professor in Economics *August 2018 - Present*
Miami University, Oxford, Ohio

Postdoctoral Fellow in Economics *July 2016 - June 2018*
McMaster University, Hamilton, Ontario, Canada

Education

Ph.D. in Economics *May 2016*
Michigan State University, East Lansing, MI

B.S. in Mathematics and B.A. in Economics *December 2010*
Pacific Lutheran University, Parkland, WA

Budapest Semesters in Mathematics *Fall 2009 and Spring 2010*

Research Interests

Industrial Organization, Platforms and Two-Sided Markets, Public Economics, Microeconomics

Working Papers

"Inferring Tax Compliance from Pass-through: Evidence from Airbnb Tax Enforcement Agreements" (with Andrew Bibler and Keith Teltser), SSRN Working Paper.

"Market Power and Mergers in Multi-Sided Markets," SSRN Working Paper.

"Platform Competition and Endogenous Switching Costs," SSRN Working Paper.

"Taxing Platform Markets: Transaction vs. Access Taxes," SSRN Working Paper.

"Platform Competition with Endogenous Homing" (with Thomas D. Jeitschko), DICE Discussion Paper 166.

Work in Progress

"Bargaining in Two-Sided Markets" (with Takanori Adachi).

"Cournot vs. Bertrand Competition in Two-Sided Markets."

Publications

"Tax Incidence and Demand Convexity in Cournot, Bertrand, and Cournot—Bertrand Models" (with Victor J. Tremblay). *Public Finance Review*, 45 (6), November 2017, 748-770.

"Vertical Relationships within Platform Marketplaces." *Games*, 2016, Vol. 7 (3).

"A General Cournot-Bertrand Model with Homogeneous Goods" (with Carol H. Tremblay and Victor J. Tremblay). *Theoretical Economics Letters*, 2011, Vol. 1 (2), 38-40.

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TEACHING EXPERIENCE

Intermediate Microeconomics (Miami University)
Mathematical Economics - M.A./B.A (Miami University)
Game Theory (McMaster University and Michigan State University)
Microeconomic Theory I - Ph.D./M.A. (McMaster University)
Principles of Microeconomics (Michigan State University)

CONFERENCE PRESENTATIONS AND INVITED SEMINARS

"Inferring Tax Compliance from Pass-through: Evidence from Airbnb Tax Enforcement Agreements"
  Taxation and Regulation in the Digital Economy Workshop, Bergen, Norway, October 2018.
  CPEG-PEUK Public Economics Workshop, Hamilton, ON, April 2018.
  Annual Conference on Taxation, Philadelphia, PA, November 2017.

"Market Power and Mergers in Multi-Sided Markets"
  International Industrial Organization Conference, Indianapolis, IN, April 2018.
  Miami University, Oxford, Ohio, January 2018.
  Platform Strategy Research Symposium, Boston University Questrom School of Business, July 2017.
  University of Louisville, Louisville, KY, September 2016.

"Platform Competition and Endogenous Switching Costs"
  International Open and User Innovation Conference, Harvard Business School, August 2016.
  Internet Search and Innovation Conference, Northwestern University, June 2016.
  International Industrial Organization Conference, Philadelphia, PA, April 2016.
  The University of Queensland, Brisbane, Australia, February 2016.
  McMaster University, Hamilton, ON, February 2016.
  Michigan State University: Media and Information Department, February 2016.
  Gonzaga University, Spokane, WA, January 2016.
  Universidad Carlos III de Madrid, Madrid, Spain, January 2016.

"Taxing Platform Markets: Transaction vs. Access Taxes"
  International Institute of Public Finance Annual Conference, Dublin, Ireland, August 2015.

"Platform Competition with Endogenous Homing"
  Royal Economic Society Annual Conference, Manchester, United Kingdom, April 2015.
  Internet Search and Innovation Conference, Northwestern University, June 2014.
  International Industrial Organization Conference, Chicago, IL, April 2014.
  Midwest Economic Theory Meetings, University of Michigan, October 2013.

PROFESSIONAL RESPONSIBILITIES

Referee:
  Economic Theory, Journal of Economics & Strategic Management, Review of Network Economics, Review of Industrial Organization, Journal of Public Economic Theory, Annals of Operations Research, The Manchester School, Games, Sustainability, Journal of Economic Behavior & Organization
McMaster University:
  Micro Theory Comprehensive Exam Committee, June 2017 and August 2017
  Incoming Ph.D. Summer Math Camp, August 2016
Co-editor:
  Games; Special Issue on "Game Theoretic Analyses of Multi-Sided Markets," Spring 2016

AWARDS AND HONORS

Dissertation Fellowship, Michigan State University, Spring 2016.
Kelly Scholar Research Fellowship, Michigan State University, Summer 2015.
MSU-CIBER Professional Development Grant, Michigan State University, Spring 2015.
Red Cedar Award for Best 3rd Year Paper, Michigan State University, Spring 2014.
Graduate Assistantship, Michigan State University, Fall 2011-2016.
Graduate Fellowship, Michigan State University, Fall 2011-2016.

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Maria L. Weese

Education
Ph.D. in Statistics, 2010, University of Tennessee, Knoxville, Tennessee
M.S. in Statistics, 2006, University of Tennessee, Knoxville, Tennessee
B.S. Chemical Engineering, Minor: Chemistry, 2001, Virginia Polytechnic Institute and State University, Blacksburg, Virginia

Academic and Professional Experience
Richard T. Farmer Assistant Professor, Information Systems & Analytics, Miami University 2018-current
Assistant Professor, Information Systems & Analytics, Miami University, 2014-2018
Lecturer, Information Systems & Analytics, Miami University, 2012-2014
Visiting Assistant Professor, Information Systems & Analytics, Miami University, 2010-2012
Process Improvement Engineer II, Celanese Acetate, Narrows, Virginia 2001-2004

Publications
Weese, M.L., Montgomery, D.J., Ramsey,P.J., (2017) Analyzing Definitive Screening Designs: Screening vs. Prediction. *Applied Stochastic Models in Business and Industry*. 34(2):244-255.
Ockuly, R, A., **Weese, M.L**., Smucker, B.J., Edwards, D.J., Chang, L. \footnote{Undergraduate Student}, (2017) Response Surface Experiments: A Meta-Analysis. *Chemometrics and Intelligent Laboratory* Systems. 164:64-75.
Weese, M.L., Edwards, D.J., Smucker, B.J. (2017) A Criteria for Constructing Powerful Supersaturated Designs when Effect Directions are Known". *Journal of Quality Technology*. 49(3):265-277.
Weese, M.L., Martinez, W.G., and Jones-Farmer, L.A. (2016) On the Selection of the Bandwidth Parameter for the k-Chart. *Quality and Reliability Engineering International*. 33(7):1527-1547.
Campbell, J.T., **Weese, M.L**. (2016) Executive Pay as a Mixture: Compositional Models and the Influence of CEO Pay on Firm Performance". *Organizational Research Methods*. 20(1):95-120.
Weese, M.L., Martinez, W.J., Megahed, F.M., Jones-Farmer, L.A. (2016) Statistical Learning Methods Applied to Process Monitoring: An Overview and Perspective. *Journal of Quality Technology*. 48(1):4-27.
Weese, M. L., Smucker, B. J., Edwards, D. J. (2015) Searching for Powerful Supersaturated Designs. *Journal of Quality Technology*. 47(1):66-84.
Edwards, D. J., **Weese, M. L**., Palmer, G. M. (2014) Comparing Methods for Design Follow-Up: Revisiting a Metal Cutting Case Study. *Journal of Applied Stochastic Models in Business and Industry.* 30(4):464-478.
Weese, M. L., Leitnaker, M. G. (2012) Sequential Experimentation for Mixtures. *International Journal of Design of Experiments and Process Optimisation*, 3(1):33-42.

Teaching Experience
ISA 491 Introduction to Data Mining in Business, ISA 496 Business Analytics Practicum
ISA/STA 365 Design of Experiments and Process Monitoring, ISA 291 Regression Analysis in Business, ISA 205 Introduction to Business Statistics Online ISA 205, ISA 203 Supplementary Business Statistics , Online ISA 203, STAT 201 Introduction to Business Statistics, STAT 365 Statistical Process Control

Professional Service
Editorial Review Board Member, Quality and Reliability Engineering International

VITA
MARK ANDREW WESOLOWSKI

Farmer School of Business
Department of Management Miami University
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EDUCATION

Ph.D.	Auburn University. (1991).
	Major Area: Industrial and Organizational Psychology.
	Dissertation: Effects of demographics, problem-solving style, and job complexity on work outcomes in subordinate-supervisor dyads, University Microfilms (1991).
M.S.	University of Wisconsin, Oshkosh. (1985).
	Major Area: Industrial and Organizational Psychology.
	Thesis: The assessment of retirement preparedness using the Johnson-Gray Retirement Assessment Profile.
B.S.	University of Wisconsin, Madison. (1981). Major Area: Psychology.

TEACHING EXPERIENCE

1998-Present
Associate Professor, Department of Management, Miami University.
Responsibilities include the preparation and teaching of undergraduate, graduate, and international courses in Human Resource Management and Organizational Behavior with a 4/3 or 3/3 teaching assignment

8/91-1998
Assistant Professor, Department of Management, Miami University.
Responsibilities include the preparation and teaching of undergraduate and graduate courses in Human Resource Management and Organizational Behavior with a 3/3 teaching assignment.

1/90-8/91
Instructor, Department of Management, Miami University.
Responsibilities included the preparation and teaching of an undergraduate and graduate Human Resource Management course with a 3/3 teaching assignment.

1/89-1/90
9/87-6/88
Instructor, Department of Management, Auburn University.
Responsibilities included the preparation and teaching of an undergraduate Business and Economic Statistics course.

9/85-9/86
Instructor, Department of Psychology, Auburn University.
Responsibilities included the preparation and teaching of an undergraduate Psychology course.

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I. Publications

A. Work in progress

The interdependent classroom (writing conceptual paper)

The impact of interdependent relationships on outcomes in the classroom (empirical research project at conceptual stage)

B. Book chapter

"Recruiting and selecting qualified employees," In J.S. Hornsby and D.E. Kuratko. (2002). The human resource function in emerging enterprises. South Western Publishing.

C. Articles

Wesolowski, M., Luzadis, R., and Gerhardt, M. (2011). Understanding the nomological net for gender bias. Journal of Organizational Psychology.

Luzadis, R., Wesolowski, M., & Snavely, B.K. (2008). Understanding criterion choice in hiring decisions from a prescriptive gender bias perspective. Journal of Managerial Issues, 20, 468-484.

Mossholder, K.W., Bennett, N., Kemery, E.R., & Wesolowski, M.A. (1998). "Relationships between bases of power and work reactions: The mediational role of procedural justice," Journal of Management, 24, 533-552. (Acceptance rate is 6%-10%. Order of authorship for the second through fourth authors is alphabetical since all contributed significantly and equally.)

Wesolowski, M.A., & Mossholder, K.W. (1997). "Relational demography in supervisor-subordinate dyads: Impact on subordinate job satisfaction, burnout, and perceived procedural justice," Journal of Organizational Behavior, 18, 351-362. (Acceptance rate is 11%-20%. The order of authorship was randomly determined since both authors contributed significantly and equally to this work. Wesolowski assumed a leadership role for writing and presenting an earlier version of this paper at a Southern Academy of Management meeting.)

Schwarz, J.L., & Wesolowski, M.A. (1995). "Employee orientation: What employers should know," Journal of Contemporary Business Issues, 3, 44-54. (Acceptance rate is 21%-30%. The order of authorship was randomly determined since both authors contributed significantly and equally.)

Mossholder, K.W., Bedeian, A.G., Niebuhr, R.E., & Wesolowski, M.A. (1994). "Dyadic duration and the perfonnance satisfaction relationship: A contextual perspective," Journal of Applied Social Psychology. 24, 1251-1269. (Acceptance rate is 35%. Order of authorship for the second through fourth authors is alphabetical since all contributed significantly and equally.)

Mossholder, K.W., Giles, W.F., & Wesolowski, M.A. (1991). "Information privacy and performance appraisal: An examination of employee perceptions and reactions," Journal of Business Ethics, 10, 151-156. (Acceptance rate is 21-30%. Order of authorship for the second and third authors is alphabetical since each contributed significantly and equally. Wesolowski assumed a leadership role for writing and presenting an earlier version of this paper at a national Academy of Management meeting.)

Wesolowski, M.A., Mossholder, K.W., Feild, H.S., & Giles, W.F. (1989). "The role of perceptions of political tactics in predicting turnover from behavioral intentions," The Journal of Business and Psychology. 3, 413-422. (Acceptance rate is 11-20%; Order of authorship represents relative contributions to research project. Wesolowski assumed a leadership role for writing and presenting an earlier version of this paper at a national Academy of Management meeting.)

Hornsby, J.S., Smith, B.N., Benson, P.G., & Wesolowski, M.A. (1989). "What is in a name: The impact of job titles on job evaluation results," The Journal of Business and Psychology. 3, 341-352. (Acceptance rate is 11-20%. Order of authorship represents relative contributions to research project.)

Wesolowski, M.A., & Feild, H.S. (1987). "Recruiting and selecting Ph.D. I/0 graduates by business and consulting organizations," The Industrial-Organizational Psychologist, 25, 17-27. (Acceptance rate is not available. Order of authorship represents relative contributions to research project. Wesolowski assumed a leadership role for writing and presenting a version of this paper as an invited participant at an IO/OB Graduate Student conference.)

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Appendix C

Course Descriptions

Course Descriptions for MSiM Program

Required Courses (all courses required to complete the MSiM):

Foundation Week

This week prior to the start of fall term classes, will introduce students to the requirements and expectations of the program. It will include cohort and team activities and a career preparation module. In October, approximately two months into the program, students will meet potential employers at Fall Career fair. To facilitate career readiness, this module will provide tools and training in resume preparation, interview skills and practice, business etiquette, and networking opportunities. An important part of career preparation is business communication. In the Foundations of business communication module, students will learn digital and technical writing, research, document and presentation design, presentation skills and professional communication strategies.

Topics for the business communication module include:

- Conducting Business Research and Integration of Research into Business Communication
- Business and Technical Writing
- Digital Writing and Communication
- Document and Presentation Design
- Mastering Presentation / Oral Communication
- Presentations of Projects

Fall Semester

ACC 611 3 credit hours. This course explores how accounting information is used by managers to make internal business decisions, to create financial plans, and to evaluate actual performance relative to those plans. It also explores how managers analyze financial statements for internal management purposes.

ECO 618 1.5 credit hours. Course covers topics and methods from the field of game theory and applies them to microeconomic decision problems. This is a required course for students in the Master's of Science in Management degree.

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ISA 628 1.5 credit hours. Examines existing and emerging information technology (IT) for reinventing processes, managing and disseminating data, and consuming that data to improve decision making within the organization. The foci of the course are the role IT plays in business processes, the underlying theoretical basis for innovation through IT, infrastructure technologies commonly employed and technologies for leveraging data.

ISA 629 1.5 credit hours. This course introduces common technologies and techniques for data manipulation and consumption in various business processes common to most organizations. The course is integrated with and taught in conjunction with the three other domain specific courses in the Certificate in Business Management taught in the first semester of the Master's in Management. Students will learn current tools and apply common techniques to solve discipline specific problems. The course reinforces both the use of data and technology for decision making and the domain specific knowledge covered in the other courses.

MGT 627 3 credit hours. Broad study of production system that is part of all manufacturing and service organizations. Examines, in a variety of organizational settings, the process design, facilities deployment, materials management, quality control problems, and supply chain management.

MKT 618 3 credit hours. Focuses on business's front lines; the value creation from which all economic activity derives. Address how sellers identify, manage, and meet customer needs and wants through concepts, heuristics, models, and frameworks that help stimulate and manage customer-centric organizations. Leverage a mix of current readings and case analyses to bring cutting edge thinking and applications to life.

Winter Semester

MGT 610 1.5 credit hours. This course focuses how to align human capital management and organizational strategy. Research indicates that establishing and maintaining this alignment is critical for organizations seeking a sustainable competitive advantage. The course examines how human capital management practices in areas such as talent acquisition, talent development, and compensation relate to key human capital and organizational performance outcomes in a range of settings.

FIN 625 3 credit hours.   Introduces M.B.A. student to essentials of the finance functions of the organization. Emphasis on analysis of financial statements and understanding of the time value of money. Only available to full-time M.B.A. students.

Spring Semester

ISA 641 2 credit hours. This course introduces the current, basic tool and methods of data driven decision making. Included in the course will be introduction to programming using open source software. Students will learn to apply basic programming concepts to summarize and visualize data as well as cursory data discovery.

MKT 633 1 hour. Students will gain hands-on experience managing an actual digital marketing campaign for a real client. This will include creating, executing and optimizing a campaign on a live advertising platform. Over the course of the campaign, students will develop an understanding of online consumer

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behavior, real-time marketing, online brand building, and social media strategy. Deliverables will include a pre-campaign strategy brief and a post-campaign analysis.

ESP 652 1.5 credit hours. Applied Entrepreneurial Mindset: Creativity & Innovation is designed to provide students with a practical understanding of the foundations of creativity in business. The ability to imagine something new, leading to the creation of new realities and possibilities that advance current practice in our classrooms, businesses, organizations and lives in new and innovative ways is an essential skill set needed in the 21st century. The course explores Design Thinking/Human Centered Design as the central focus of providing tools and techniques to solve problems. This course investigates creativity and innovation frameworks to identify and assess potentially valuable problem/solution opportunities/ideas, to evaluate the feasibility and attractiveness of those ideas. This course considers personal creative styles along with personal growth techniques. The goal is to help students apply creativity, innovation and the entrepreneurial mindset to meet the challenges of everyday life. Students finish the course with their own creativity framework and a personal creativity manifesto to propel their careers, lives and ventures.

MGT 650 1.5 credit hours. This course prepares students to become effective organizational leaders. By studying both traditional and contemporary approaches to leadership, students will develop an understanding of key leadership success factors, team leadership, and ethical decision-making. Course readings and hands on experiential exercises will allow students to enhance their self-awareness and refine their leadership skills, and to apply these skills to improve their effectiveness as leaders.

BUS 601 6 credit hours. Consulting Capstone. The Consulting Capstone is an immersive, project-based, capstone course. It will enable an integrated application of skills and knowledge from courses in the Masters of Science in Business Management (MSiM) program. Students will be engaged in a hands on client project. This will require the application of skills and knowledge covered in the Business Core and Practice components of the MSiM program, to address the client challenge.

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Appendix D

Fiscal Impact Statement

Fiscal Impact Statement

Budget for New Graduate Degree Programs

	Year 1	Year 2	Year 3	Year 4
Projected Enrollment				
Head-count full time	30	40	50	50
Head-count part time				
Full Time Equivalent (FTE) enrollment				
Projected Program Income				
Tuition (paid by student or sponsor)	900,000	1,200,000	1,500,000	1,500,500
Externally funded stipends, as applicable				
Expected state subsidy				
Other income (if applicable, describe in narrative section below)				
TOTAL PROJECTED PROGRAM INCOME:	900,000	1,200,000	1,500,000	1,500,000
Program Expenses				

New Personnel
• Faculty (e.g. tenure-track, clinical, professional)
    Full ____
    Part Time _30___
	231,000	231,000	231,000	231,000

• Non-instruction (indicate role(s) in narrative section below) Full _1___	142,800	145,656	148,570	151,540
Part time __1__	25,704	26,218	26,743	27,277
New facilities/building/space renovation (if applicable, describe in narrative section below)				
Tuition Scholarship Support (if applicable, describe in narrative section below)				
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 (e.g., Waived Tuition and Fees, travel, office supplies, accreditation costs) (if applicable, describe in narrative section below)	93,300	93,300	93,300	93,300
TOTAL PROJECTED EXPENSE:	492,804	496,174	499,613	503,118
NET	407,196	703,826	1,000,387	996,882

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Appendix E

Market Analysis

MIAMI UNIVERSITY
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EXECUTIVE SUMMARY

Burning Glass Technologies National and Midwest Summary Statistics for the Masters in Management Employment Outlook.

burningglass®
TECHNOLOGIES

Burning Glass Technologies (https://www.burning-glass.com/) is an analytics software company that has cracked the genetic code of an ever-changing labor market. Powered by the world's largest and most sophisticated database of labor market data and talent, we deliver real-time data and breakthrough planning tools that inform careers, define academic programs, and shape workforces.

In developing the M.S. Business Management (MSiM), we used the Labor Market Analytics Warehouse via Burning Glass Technologies to find the current market for graduates with either an **MSiM or similar Master's degree**. The data cannot distinguish between MSiM and MBA and similar degrees.   The data points below were compiled from this warehouse.

National Data

- For this project criteria, there were **384,008 job postings** in the last 12 months. Compared to: 29,280,440 total job postings across the country. 2,769,114 total job postings requesting a Master's degree across the country. The number of jobs is expected to grow over the next 8 years.

- The average salary in the nation for graduates of a Master's of Management or similar program is $93,784. This average salary is **Above** the average living wage for the nation of $31,450.

- Nationwide occupations requiring similar degrees are expected to grow by 8.1% versus 7.4% of the total labor market.

- Employment career outcomes for similar programs have increased from 6.6 million employees in 2013 to to 7.5 million employees in 2017 nationwide. This number is projected to increase to 8.1 million by 2027.

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National Data Top Titles and Top Skills

Top Titles
Experience Level: All Experience

Title	Postings	Market Share (%)
Business Analyst	9,356	3.57%
Program Manager	8,278	3.16%
Project Manager	7,413	2.83%
Accounting Manager	4,728	1.80%
Director of Finance	4,230	1.61%
Sales Manager	3,963	1.51%
Director of Sales	3,385	1.29%
Supply Chain Manager	2,991	1.14%
Management Analyst	2,672	1.02%
Program Analyst	2,312	0.88%
Senior Project Manager	1,916	0.73%
Finance Manager	1,857	0.71%
Business Development Manag	1,787	0.68%
Procurement Manager	1,786	0.68%
Consultant	1,692	0.65%

Top 15 Specialized Skills	Top 15 Baselines Skills
Skill	**Skill**
Budgeting	Communication Skills
Project Management	Planning
Business Development	Teamwork / Collaboration
Scheduling	Problem Solving
Staff Management	Microsoft Excel
Sales	Research
Accounting	Building Effective Relationships
Customer Service	Writing
Program Management	Organizational Skills

Midwest Data

For this project criteria, there were **84,414 job postings** in the last 12 months.

Compared to: 7,558,294 total job postings in the midwest. 599,565 total job postings requesting a Master's degree in the midwest. The number of jobs is expected to grow over the next 8 years.

Growth by Geography

Geography	Selected Occupations	Total Labor Market
Selected States	9.52%	6.54%
Nationwide	8.10%	7.40%

* Selected States include Wisconsin, Iowa, Missouri, Illinois, Kentucky, Tennessee, Indiana, Ohio, Michigan, Pennsylvania, West Virginia, Minnesota

Employment has increased from 1.7 million jobs in 2013 for similar degrees, to 1.9 million jobs in 2017. This number is expected to increase to 2.1 million by 2027 in the midwest.

The average salary in Wisconsin, Iowa, Missouri, Illinois, Kentucky, Tennessee, Indiana, Ohio, Michigan, Pennsylvania, West Virginia and Minnesota for graduates of similar programs is $90,888.

This average salary is **Above** the average living wage for Wisconsin, Iowa, Missouri, Illinois, Kentucky, Tennessee, Indiana, Ohio, Michigan, Pennsylvania, West Virginia and Minnesota of $30,538. (Salary numbers are based on Burning Glass models that consider advertised job posting salary, BLS data, and other proprietary and public sources of information.)

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Midwest Data, Continued

Midwest Top Titles and Top Skills

Experience Level: All Experience

Title	Postings	Market Share (%)
Business Analyst	2,080	3.52%
Project Manager	1,728	2.93%
Program Manager	1,658	2.81%
Accounting Manager	1,102	1.87%
Director of Finance	991	1.68%
Sales Manager	900	1.52%
Director of Sales	868	1.47%
Supply Chain Manager	781	1.32%
Procurement Manager	473	0.80%
Finance Manager	452	0.77%
Consultant	451	0.76%
Regional Sales Manager	443	0.75%
Management Analyst	438	0.74%
Regional Director	435	0.74%
Senior Project Manager	412	0.70%

Key Competencies required by these graduates.

Top 10 Specialized Skills	Top 10 Baseline Skills
Budgeting	Communication skills
Project Management	Planning
Business Development	Teamwork/Collaboration
Sales	Problem Solving
Scheduling	Microsoft Excel
Staff Management	Building Effective Relationships
Customer Service	Research
Accounting	Microsoft Office
Business Process	Organizational Skills
Strategic Planning	Writing

Benchmarking of MSiM Programs Nationwide

MASTER'S IN MANAGEMENT PROGRAMS 2017

www.topmanagementdegrees.com/rankings/best-masters-management/

This list is a selection from the top 20 programs			
College	**Degree**	**Length**	**Credit hours**
University of Michigan- Ross School of Business	Master of Management	10 months	30
Penn State Smeal College of Business	Master's of Professional Studies in Management and Org. Leadership	10 months	30
University of Florida-Warrington College of Business	M.S. in Management	1 year	32
Northwestern Univ. Kellogg School of MGT	M.S. in Management Studies	10 months	16*
Duke University-Fuqua School of Business	Master of Management Studies	10/11 months	43
Univ. of Notre Dame	M.S. in Management	11 months	38
Edwin L. Cox S of Business at Southern Methodist University	M.S. in Management	9 months	30
University of Maryland	M.S. in Business and Management	9 months	30
Stevens Institute of Technology	Master's in Management	Less than 1 year	30
University of Central Florida-	Professional M.S. in Management	20 months	30
Boston University	M.S. in Management Studies	9 months	36
Rochester Institute of Technology- Saunders College of Business	M.S. in Management	1 year	30
Tulane University	M.S. in Management	1 year	36

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Appendix F

Letters of Support

Internal:
Dr. Chris Makaroff
Professor of Chemistry & Biochemistry
Dean, College of Arts and Science, Miami University

Michael S. Kabbaz, Former Senior Vice President
Enrollment Management & Student Success, Miami University

External:
Justin Sheperd, 1994
Farmer School of Business, Dean's Advisory Council, Co-chair
Former Chief Investment Officer - Aurora Investment Management

Brett Stover, 1986
Farmer School of Business, Dean's Advisory Council
Trustee National Alumni Board
Founder Spectrum LGBT Alumni Engagement Top City Program

Brian D. Wolfe, 2000
Farmer School of Business, Dean's Advisory Council
Partner, Kirkland & Ellis LLP.

MIAMI UNIVERSITY
OXFORD, OH · EST. 1809

Chris Makaroff Office of the Dean
College of Arts and Science OXFORD, OH
45056-1465
513-529-1234

February 19, 2019

Dr. Marc A. Rubin
Dean and Mitchell P. Rales Chair in Business Leadership
Farmer School of Business
Miami University Oxford, OH 45056

Dear Marc:

I am writing to express my strong support for your proposal to offer a Master of Science in Management. This one-year, post-baccalaureate M.S. degree program will provide our nonbusiness students the necessary business skills to obtain their first job and better prepare them to directly utilize their liberal arts degrees in a business environment. Over 50% of Arts and Science majors take positions in the private/business sector directly after graduation. The breadth of knowledge and core critical thinking and communication skills from the liberal arts degrees of our graduates combined with essential business skills and hands-on client based experiential learning provided by the proposed MSiM will provide an exceptional educational background. This combination will make our students highly competitive as they enter the workforce and prepare them for long successful careers in the business world. I believe that the MSiM will be an attractive option for Arts and Science students and a valuable asset as they transition into the business world. Therefore, I am happy to provide my strong endorsement of your proposal.

Sincerely,

Chris Makaroff
Professor of Chemistry & Biochemistry
Dean, College of Arts and Science

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MIAMI UNIVERSITY

OXFORD, OH • EST. 1809

*Enrollment Management &
Student Success Office of the
Senior Vice President*

Roudebush Hall 214
501 E. High Street
Oxford, OH 45056
513-529-8114

To: Marc Rubin, Dean, Farmer School of Business
From: Michael S. Kabbaz, Senior Vice President, Enrollment Management & Student Success
Re: Letter of Support for the Master of Science in Business Management
Date: March 1, 2019

___

I am writing to express my full support for the proposed Master of Science in Business Management (MSiM) in the Farmer School of Business (FSB). It is vital for the Oxford campus to continue to add high- quality, in-demand master's degrees that assist Miami's ability to attract talented and diverse prospective students from Ohio, across the nation, and around the world. As importantly, this proposed degree opens up a new and desirable post-undergraduate pathway opportunity that leads to high demand business careers for non-business students.

Based on Burning Glass data[1], the number of jobs with business master's backgrounds is expected to grow over by 9.5% by 2027 (1,941,231 to 2,124,614) across the Midwest. Nationally, demand is expected to grow 8.1% by 2027. Over the last year (2/18 - 1/19), the top 5 largest job postings states for business master's was California, New York, Texas, Massachusetts, and Illinois (rank order), all high priority prospective student recruiting states for Miami. The top 5 hiring employers in the region were Anthem Blue Cross, Deloitte, U.S. Bancorp, UnitedHealth Group, and JP Morgan Chase Company.

As described in the program proposal, the new master's degree will provide the FSB faculty the ability to "leverage core critical thinking skills from the liberal arts Foundation of our graduates, and add value with the trifecta of essential business skills, business knowledge and hands-on client based experiential learning." This new proposed master's degree couples the national reputation of the FSB with Miami's top-rated undergraduate degree to provide relevant, in-demand skills that without question will significantly expand high-quality employment opportunities for its graduates immediately upon graduation.

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[1] http://www.burning-glass.com

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Letter of Support Miami University
Master of Science in Business Management

Dear Sir/Madam:

As Co-Chair of the Farmer School's Business Advisory Council, I am an avid supporter of the proposed Master of Science in Business Management program at Miami University. I feel this program meets a critical need for all business as we strive to compete both locally and globally.

In an increasingly complex and data rich environment, skill sets such as those to be offered in the proposed program will provide a pipeline of individuals with skills that can help make a difference for the success of any organization. As such, I offer my enthusiastic support for this program.

The whole Business Advisory Council looks forward to engaging with M.U. on this initiative in various mutually beneficial ways including providing real-world project opportunities for students.

Please add my voice in support of this new and exciting program.

Sincerely,

Justin Sheperd

Co-Chair – Business Advisory Council - Farmer School of Business
Former Chief Investment Officer - Aurora Investment Management

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Signed copy of letter above:

Letter of Support
Miami University Master of Science in Business Management

Dear Sir/Madam:

As Co-Chair of the Farmer School's Business Advisory Council, I am an avid supporter of the proposed Master of Science in Business Management program at Miami University. I feel this program meets a critical need for all business as we strive to compete both locally and globally.

In an increasingly complex and data rich environment, skill sets such as those to be offered in the proposed program will provide a pipeline of individuals with skills that can help make a difference for the success of any organization. As such, I offer my enthusiastic support for this program.

The whole Business Advisory Council looks forward to engaging with M.U. on this initiative in various mutually beneficial ways including providing real-world project opportunities for students.

Please add my voice in support of this new and exciting program.

Sincerely,

Justin Sheperd
Co-Chair – Business Advisory Council - Farmer School of Business
Former Chief Investment Officer - Aurora Investment Management

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KANTAR RETAIL

372 Danbury Rd. Suite 100, Wilton CT 06897
(203)834-2800 info@kantarretail.com

Letter of Support Miami University Master of Science in Business Management
Dear Grant Decision Makers for BOLDLY CREATIVE,

This program is a winner. It embodies the spirit of BOLDLY CREATIVE. It will equip our students with the skills they need to be workplace leaders while enhancing the university's undergraduate teaching, learning and research. *This program focuses on innovation, creativity, practicality and student success.*

Importantly, this program will generate significant net incremental profit and will become self-sustaining

Dr. Barnali Gupta indicates this program is expected during the initial face to face delivery phase, to scale to a steady state of 50 students per year and generate net incremental profit of around $1 million per year.
I believe her estimates are conservative. Expansion to online, after proof of concept, is the next step and will further accelerate and amplify this initiative.

For me the question is not should we fund this program? It is are we moving fast and bold enough to get this to scale? Are we investing enough?

This program will deliver to the non-business major, the trifecta of essential skills, business knowledge and hands-on client based experiential learning that I see the need for in my consulting assignments. I see this consistently across my client base which includes: Unilever, Colgate, Kimberly-Clark, Coca-Cola, Mars Candy, General Mills, Nestle, Clorox, Campbell's, Mattel/Fisher-Price, Pfizer, Abbott, Pharmavite, Sony, J&J, Grupo Bimbo, Lego, and Michelin.

What is particularly exciting is that Dr. Gupta and the Farmer School of Business is thinking about **the success of all Miami University students** by creating a path for students with majors from across campus who want to develop business skills and knowledge, regardless of their undergraduate major.

It is with pleasure that I endorse this creative and innovative Master of Science in Business Management in the Farmer School of Business and with deep appreciation to Dr. Barnali Gupta for her leadership.

For Love & Honor,

Brett Stover

B.S. Business, 1986
Farmer School of Business Dean's Advisory Council Trustee National Alumni Board
Founder Spectrum LGBT Alumni Engagement Top City Program

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FROM THE DESK OF

Brian Wolfe

Dear Sir/Madam:

I am a strong supporter of the proposed Master of Science in Business Management program at Miami University. I am an advocate of encouraging undergraduate students to major in an area of study they are passionate in. The Master of Science in Business Management program will provide non-business major students a more formal "bridge" into the business world through classroom study and hands-on experiences.

Business leaders seek out young persons who understand how to problem solve and think systemically. Non-business undergraduate programs such as engineering, the sciences and software development encourage and develop these skills, but may not prepare students for functional business roles, such as in project and product management. The Master of Science in Business Management program will do an excellent job of taking a student's existing skills and translating and supplementing those skills for application in the business world. As such, I offer my enthusiastic support for this program.

I look forward to engaging with Miami on this initiative.

Sincerely,

Brian D. Wolfe

864 Bryant, Winnetka, Illinois 60093

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MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

December 13, 2019
Academic and Student Affairs

RESOLUTION R2020-xx

BE IT RESOLVED: that the Board of Trustees hereby accepts and approves the attached Annual Report of Remedial Education at Miami University, and directs the Provost and Executive Vice President to submit the report to the Ohio Department of Higher Education.
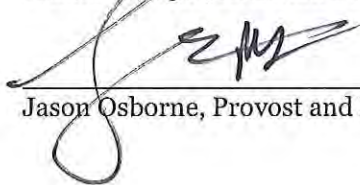
MIAMI UNIVERSITY
OXFORD, OH · EST. 1809

Miami University Recommendation
To the Board of Trustees
For Action

Date: December 12, 2019

Title: REPORT OF REMEDIAL EDCATION

Synopsis: Annual Report on Remedial Education for the Ohio Department of Higher Education

It is recommended that the Board of Trustees approve sending the attached report to the Ohio Department of Higher Education. This is in response to provision House Bill 49 which "requires the issuance of an annual report on the number of students that require remedial education, the costs of remediation, the specific areas of remediation provided by the university, and causes for remediation." This report has been reviewed and approved by the appropriate authorities.

Prepared by: _____
             William Knight, Assistant Provost

Reviewed by: _____
             Jason Osborne, Provost and Executive Vice President for Academic Affairs

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FOR BOARD OFFICE USE ONLY:

Recommendation Number_____

Date of Board Approval: _____ Submitted By: _____
                                               President Crawford

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2019 University Remediation Report

Name of University: **Miami University**

Ohio Revised Code Section 3345.062 requires the president of each state university to issue a report by December 31, 2017, and each thirty-first day of December thereafter, regarding the remediation of students. The report must include the following areas:

1. The number of enrolled students that require remedial education (*FY19 actual*).

Number of Students	Description (if needed)
767	All first-time students entering fall 2018 with one or more scores indicating need for remediation. The threshold ACT scores indicating the need for remediation are reading less than 22, English less than 18, and math less than 22. This includes Oxford Scholastic Enhancement Program (SEP,) Oxford American Culture and English Program (ACE,) and Regional campus students. For Regional students without ACT scores, remediation is required based on scores of alternative tests. Specifically, WritePlacer (scores of less than 5), Accuplacer Next Gen (scores of less than 250), and STEM Accuplacer (scores of less than 263).

2. The cost of remedial coursework that the state university provides (*FY19 actual*).

Please select the type of cost in the following areas and describe.
 - **Costs to the university**: Please include a description of all university resources allocated in support of and/or on behalf of remedial education, including but not limited to costs associated with the following: faculty & staff, buildings/classrooms, administration, and additional student advising, among others.
 - **Costs to the student**: Please include a description of tuition paid by students in pursuit of remedial education.
 - **Costs to the state**: Please include a description of state resources provided to your institution in support of remedial education. (*See Appendix A containing this information for all state universities*.)

Cost Type	Amount	Description
Costs to the university	$ 961,691	Instructional costs for remedial courses for FY 2019
Costs to the university	$ 1,833,885	Estimated costs of Advising & Learning Center on the Regional Campuses for FY 2019 multiplied by the percent of students on the Regionals needing some form of
Costs to the state	$ 44,402	State share of instruction for remedial courses for FY 2019
Costs to the student	$ 3,040.00	Tuition and fees for Regional full-time students in first semester
	$ 17,447.32	Tuition and fees for Oxford ACE full-time students in first semester
	$ 7,689.04	Tuition and fees for Oxford SEP full-time students in first semester

3. The specific areas of remediation provided by the university.

Subject Area	Description
Writing	ENG007 Fundamentals of Writing (3 credits)
Blended English	ENG007/ENG111 - Corequisite, development course plus College English Course taken concurrently (5 credits)
Reading	EDT002 College Reading II (3 credits)
Quantitative Reasoning	MTH049 Math Literacy (Quantitative Reasoning) 4 pre-college credits
Math	MTH 025 Algebra for Precalculus (Math for STEM) 5 pre-college credits
Academic Support	Miami Regionals offer a range of support programs for students with high academic need, including: College Readiness Program (intensive support for math, reading, writing), co-remediation study skills courses that can be paired with commonly enrolled general education courses, tutoring/mentoring and career development guidance, TRiO program, online financial aid course, technology workshops, and first-year experience course (UNV 101).

4. Causes for remediation.

Please select all that are relevant from the following categories and provide detail.
 - **Lack of student preparation at the K-12 level**
 - **Prescriptive placement policies** (over reliance on a single assessment measure)
 - **Deferred entry into higher education** (adult students returning to higher education)
 - **Other** (any other cause identified by the university)

Cause	Description
Lack of student preparation	High percentages of incoming students on the regional campsues have academic need stemming from attending less rigorous high schools, challenging family situations, and lack of study skills and a college mindset.
Lack of student preparation	Many incoming students on the regional campuses have poor technology skills due to out-of-date or nonexistent technology at home, antiquated word processing software, and computers riddled with viruses.
Other	For most students on the Regional campuses, future jobs are of utmost priority. Yet, because Miami stresses a liberal arts approach to higher education, the correlation between academic pathways and career pathways seems murky to students.
Other	All students on the regional campuses commute to school, and many have significant family and work commitments. Most students come to campus, attend class and leave which means that they have little opportunity to build meaningful relationships with faculty and advisors nor take advantage of support services available on the campuses.

College of Engineering and Computing

Meeting with the Academic and Student Affairs Committee

Miami University Board of Trustees

December 12, 2019

Marek Dollár, PhD, DSc

Professor and Dean

Outline

I.   **CEC growth**

    a.   **Student and faculty**

    b.   **Physical facilities**

II.   **Student success**

    a.   **Profile of enrolled students**

    b.   **Experiential learning**

    c.   **Major awards**

    d.   **Placement**

III.   **CEC strategic priorities**

    a.   **Boldly Creative (BC) Initiative**

    b.   **Socially Engaged Engineering and Computing (SEEC) Initiative**

CEC growth

CEC students and faculty
Fall 2011 - Fall 2020

	Fall 2011	Fall 2015	*Fall 2019 projected as of 12/01/2015*	Fall 2019	*Fall 2020 projected as of 12/12/19*
Number of students	**1125**	**1835**	*1950*	2152	*2225*
Tenure-line faculty	**40**	**43**	*55*	58	*65*
Lecturers and clinical faculty	2	4	7	8	*9*
VAPs and Instructors	4	13	*10*	16	*16*
Total – full-time faculty	**46**	**60**	*72*	82	*90*
Student to faculty ratio	**24:1**	**31:1**	*27:1*	26:1	*25:1*

CEC complex

	Students	Faculty
Designed for	1300	60
Fall 2020	2225	90

Hughes Hall Wing C 3rd floor

56 seats

Open Roof

90 seats
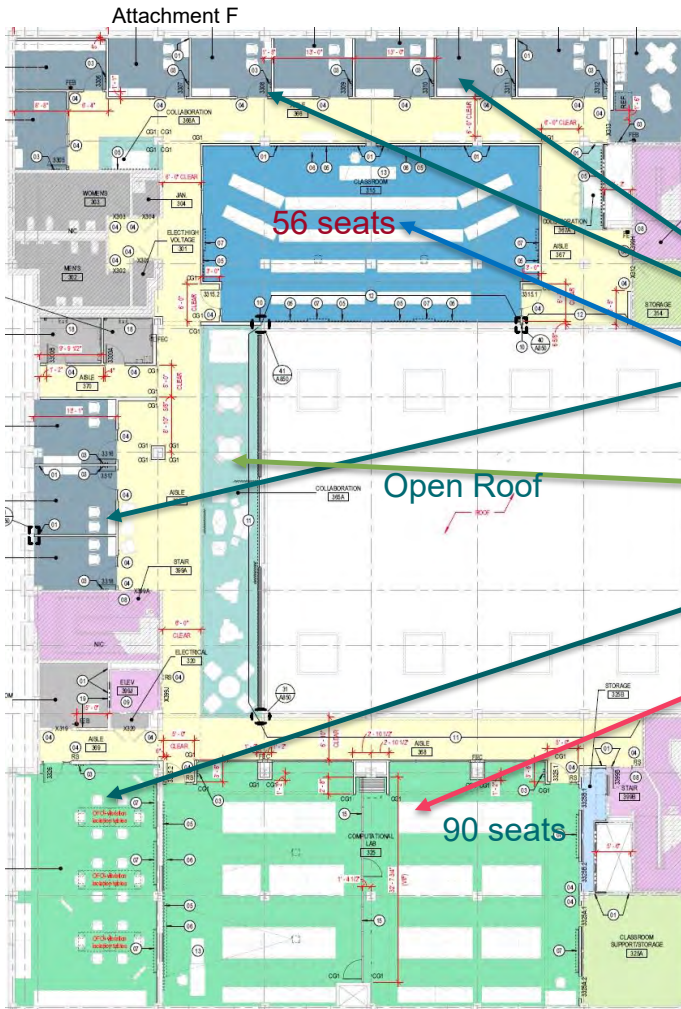
- 9 Offices
- Classroom
- Collaboration spaces
  Multi-use Laboratory
  Computational Laboratory
  ✓ Can be separated into 2 rooms

Mechanical and Manufacturing Engineering Department

Fourth Floor (ECE/CPB)
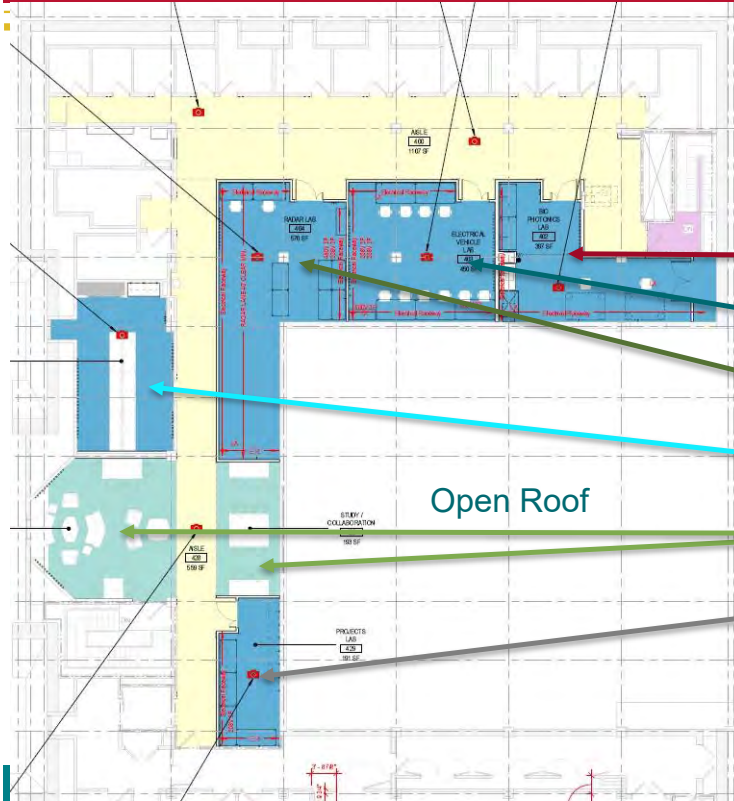
- Bio Photonics Laboratory
- Electric Vehicle Laboratory
- Radar Laboratory
- Computational Laboratory
- Collaboration Space
- ECE Projects Laboratory

Open Roof
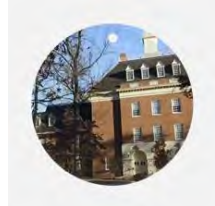
Further expansion by Fall 2020

- Faculty and graduate student offices – 4th floor

- Chemical and Bioengineering laboratories – 2nd floor

- Mechanical, Materials and Manufacturing Engineering research laboratories – Recycling Center

Student Success
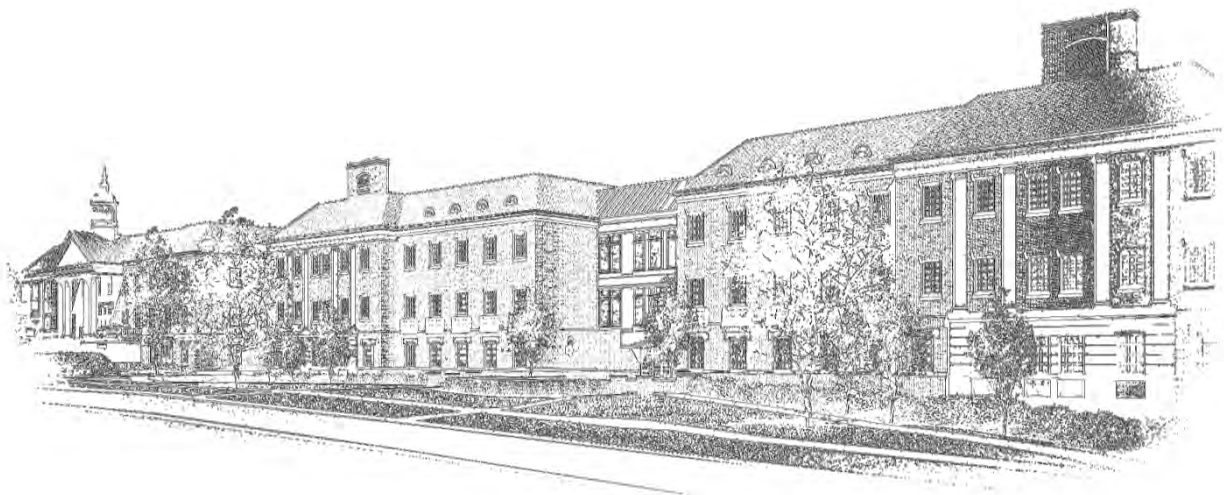
Profile of enrolled CEC students

Category	Fall 2015	Fall 2019	Fall 2019 Oxford
ACT	28.7	**29.1**	28.1
ACT 33-36 band	14.5%	**23.4%**	14.3%
Non-residents	40.5%	**37.2%**	41.0%
Minority students	11.9%	**18.3%**	13.7%
First generation	14.5%	**14.3%**	13.3%

Experiential learning
Classes 2017-2019

Category	% of graduating students (last three years averages)	Aspirational goals (%)
Internships and co-ops	77.3	80
Undergraduate research	36.9	40
International experience	40.2	40
Community or public service, service-learning courses	30.2	35

Class 2019: Experiential learning

Category	% of Class 2019 students reporting experience (response rate 81%)	Aspirational goals (%)
Project with a real-world client	62.0	75
Professional organizations	26.8	33
Activities related to future professional work	66.9	75
At least one SEEC related activity	17.8	25
At least one experience (capstone experience not included)	94.8	100

Profile of an experiential learning entity: Lockheed Martin Leadership Institute

LMLI Director: Louise Morman

In the first 7 ½ years of the Institute we have
- Recruited **9** cohorts
- Over **110** highly-engaged Alumni
- Secured **$2 million** investment from Lockheed Martin and other donors

2018-19 Highlights
- Hosted "A Leadership Conversation Symposium"

- New focus area: Leadership in the Digital Era

- Held Institute alumni regional reunions in Columbus and Indianapolis

Inaugural Presidential Fellows

2 of 12 MU students selected

Denali Selent
Chardon, Ohio
General Engineering

Makayla Washington
Cranberry Township,
Pennsylvania
BioEngineering

Provost's Student Academic
Achievement Awards

Two CEC students received the 2020 Provost's Student Academic Achievement Award for their outstanding contributions to Miami University's intellectual environment

CEC students:
➤ 2 out of 10 MU awards in 2019
➤ 28 out of 122 since '08

Rachel Ollier

Chemical Engineering
Minor – Process Control
Minor - Physics

Emily Kuehl

Chemical Engineering
Minor – Music Performance

Astronaut Scholar Foundation

Rachel Ollier
BS Chemical Engineering
Minor – Process Control
Minor – Physics

- 1 of 2 MU students honored as an "Astronaut Scholar"

  ➤ Scholarship worth up to $10,000

  ➤ Research project involves predicting the solubility of pharmaceutical solids

  ➤ Mentor is Dr. Andrew Paluch

Other national recognitions

Society of Chemical Industry Scholarship

Ahmed Luay, Chemical Engineering

Department of State Scholarship

Xin Dong, Chemical Engineering
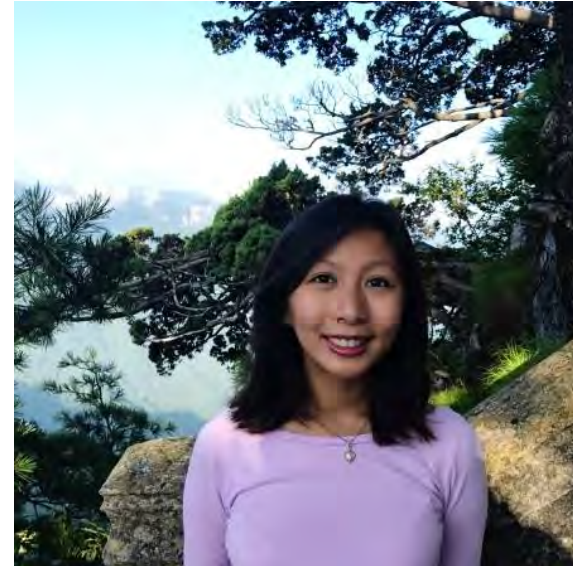
Class of 2018 (May graduates) CEC Placement as of 12/31/2018

Graduating Class Size	351
Graduates with data	280
Graduates with data successfully placed	272
Overall success rate	97.1%

CEC Placement
May 2018 Graduates

Employed full time (median salary $65.7k)	**75.4%**	**211**
Continuing education	16.8%	47
Other options (post-grad fellowships, on contracts, service)	5.0%	14
Overall success rate	**97.1%**	**272**
Seeking employment	2.1%	6
Seeking continuing education	0.7%	2
Total	**100%**	**280**

CEC Strategic Priorities

Boldly Creative (BC) Initiative

Socially Engaged Engineering and Computing (SEEC) Initiative

Boldly Creative Initiative
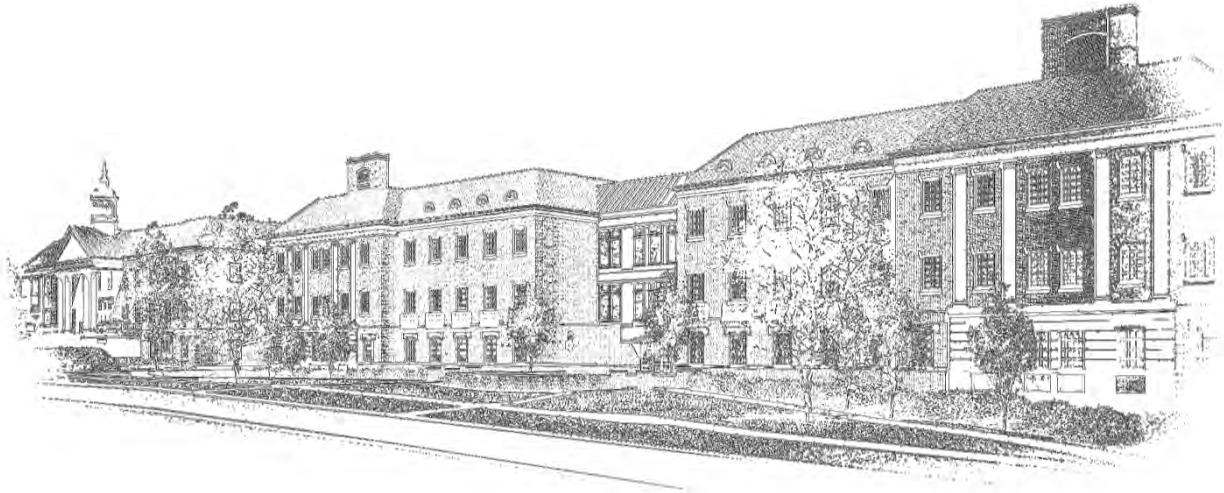
Framework
Fourth Industrial Revolution

Fourth Industrial Revolution

- Cyber-Physical Systems
- Disruptive Technologies
- Smart Revolution

Fourth Industrial Revolution
Cyber-Physical Systems

- from monitoring and control of physical processes by computers (3rd revolution)

- to integrations of computation, networking and physical processes (4th revolution)

- that leads to activation of feedback loops where **physical processes affect computations and vice versa**
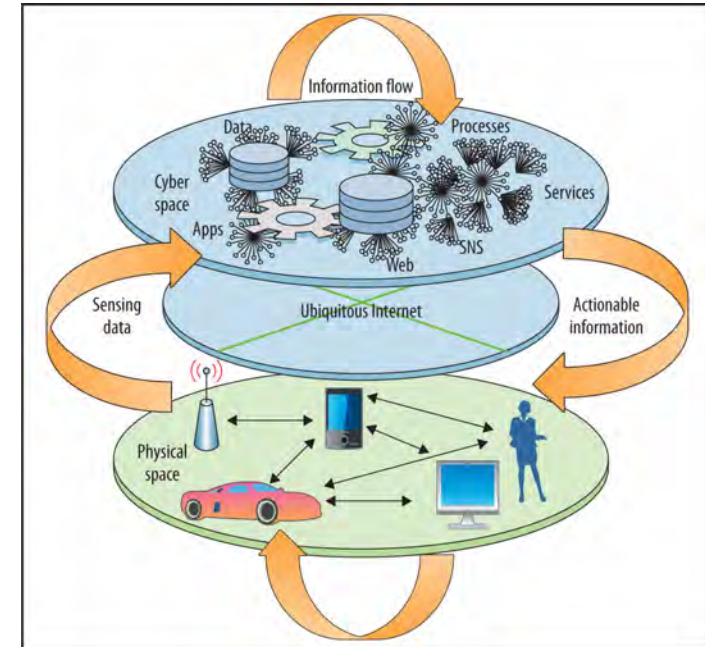
Fourth Industrial Revolution
Disruptive technologies

Industry 4.0

Adoption of disruptive technologies that exponentially alter the way consumers, industries and businesses operate and interact

The essential eight technologies

Internet of Things

Robots

Augmented reality

2020 outlook

Drones

Virtual reality

3D printing

Blockchain

Artificial intelligence
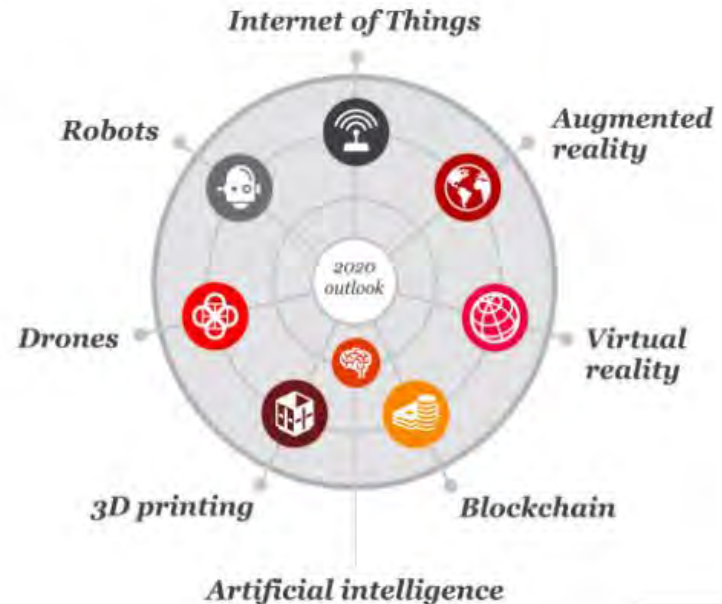
Fourth Industrial Revolution
Smart revolution

- From smartphones to smart "everything", smart technologies are moving us to a remarkable new world

- in which all things—physical and digital—will be connected and transformed from static objects into smart devices

Pertinent example of an Industry 4.0 cyber – physical system: Smart factory

- As smart technologies are implemented in factories 4.0, connected machines interact, visualize the entire production chain and make decisions autonomously

ERP Integration

Internet of Things

Artificial Intelligence

Cloud Computing

Machine Learning

Big Data
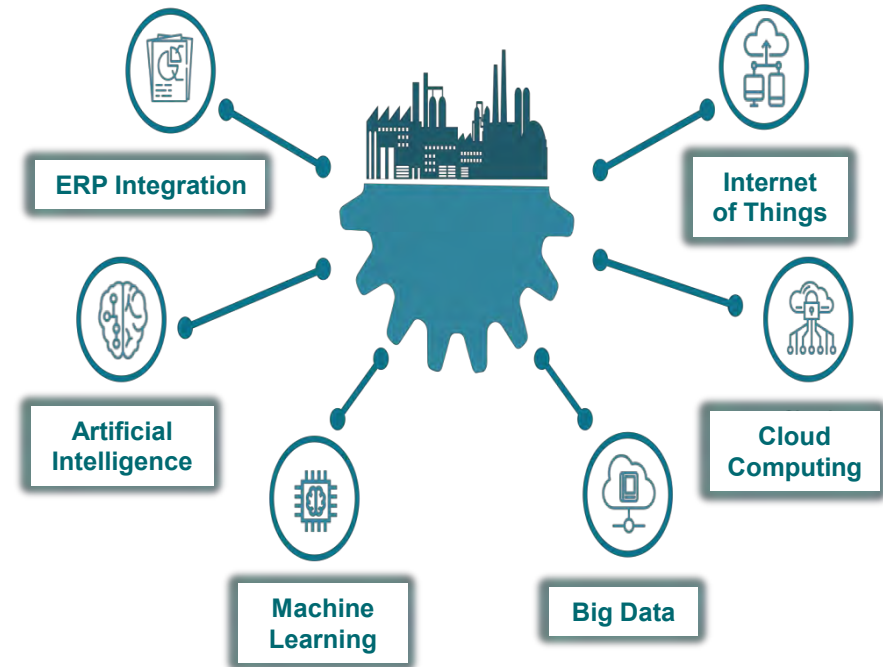
CEC Boldly Creative Response

- creating a timely, comprehensive, and economically viable response to the industrial dynamic is the central goal of our program titled:

    "Realigning Miami's Engineering Program

    for the New Industrial Landscape"

- supported by Boldly Creative Fund

- a joint effort involving all CEC departments and Engineering Technology Department on regional campuses

The specific aim of this program

Robotics

- Create new and diverse educational avenues to enhance the level of technical preparedness of the workforce by aligning engineering programs at Miami University to industry needs in the following areas:

The specific aim of this program

Automation
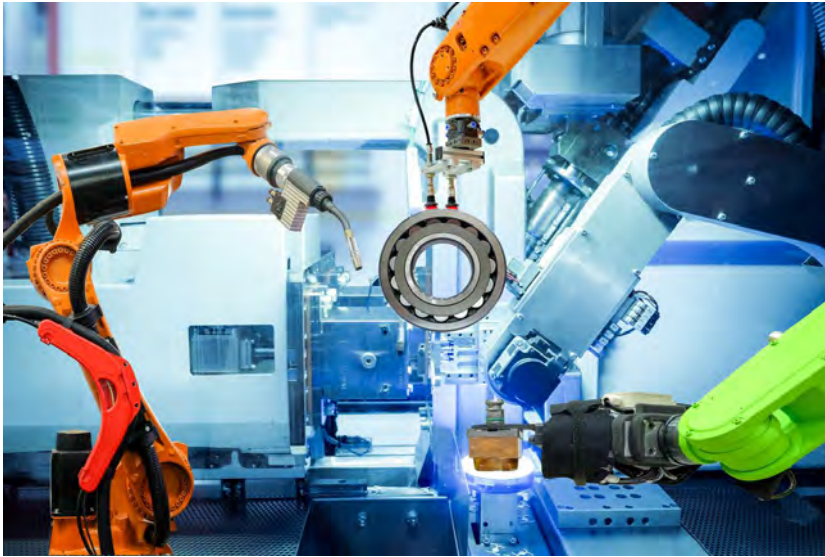
Advanced Manufacturing

Robotics, Automation and Advanced Manufacturing

These areas are central to the interconnected operations within a smart factory which is the operational model in the Industry 4.0 framework

Applications in the Industry 3.0 framework are revolutionized by the adoption of, for example:

- additive **manufacturing**,

- **robotic** operations in process and inventory management, and

- real-time adaptive **automation** through large data management

Realigning Miami's Engineering Program
for the New Industrial Landscape

Curricular opportunities targeting a diverse student population

- Bachelor's degree program in Robotics Engineering both in Oxford and on regional campuses

- Industry-oriented flexible workshops, badges (specific skill), micro-credentials (multiple skills) for students and professionals

- Graduate and professional certificates which can be earned via a system of stackable credit

- Professional Masters programs

- Customized workshops, training programs and consulting services for industrial partners

Job Market

"Thanks to the new Smart Scalpel, we don't have to be here during surgery. Let's go get a bite to eat."

- Economic indicators for national projected growth from 2018-2023

  o Adv. Manufacturing   63%
  o Robotics   56%
  o Automation   37%

- Educational programs in these areas are nationally scarce and MU engineering has a competitive advantage moving forward

  o Robotics: 10 BS programs in the U.S. and none in Ohio

CEC involvement in intercollegial boldly creative initiatives

Cybersecurity

Data Analytics

Socially Engaged Engineering and Computing (SEEC) Initiative
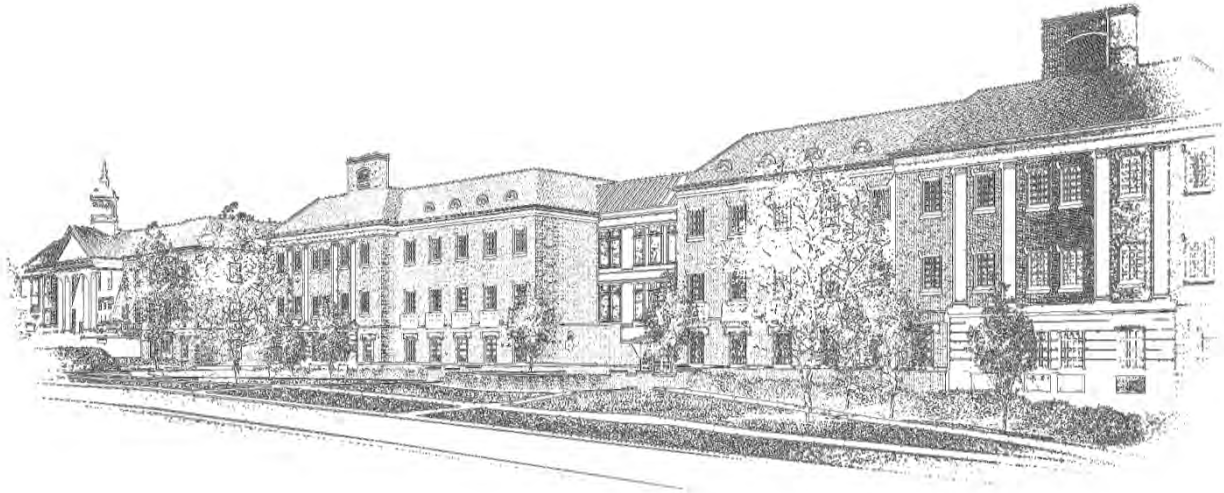
Socially Engaged
Engineering and Computing

- Make the world not only a more technologically advanced and connected, but also a more sustainable, safer and healthier, place

The principle

Socially Engaged Engineering and Computing

- Design solutions and solve problems that advance the idea of improving the quality of life of individuals and general well-being of communities and societies

- Educate students who are

  o socially-conscious

  o globally-aware

  o culturally-sensitive

The aspiration

CEC response

Humanitarian Engineering and Computing Minor

Socially Engaged Engineering & Computing

We graduate engineering and computing majors who are technically strong, globally-aware culturally-sensitive and socially conscious!

Center for Assistive Technology

A research center where faculty and students develop

Socially Engaged Engineering & Computing

GRAND CHALLENGE SCHOLARS PROGRAM

Explore solutions to some of the 21st century's most pressing human needs

Design your own individual plan.

Open to all Majors

Curriculum   Co- curricular program   Research Center

CEC response

SEEC Living and Learning Community

In Withrow Hall

Rwanda and Uganda

under the auspices of EWB

SEEC study abroad programs in Guatemala, Mexico and Great Britain

Hot off the press
Clinical Engineering

- **Clinical engineering** is an emerging specialty within Healthcare Technology Management responsible primarily for applying and implementing medical technology to optimize healthcare delivery
- **Clinical engineers** serve as technological consultants in hospitals, train technicians, design medical devises, work with government regulators, etc.

What's common in these programs?

engagement with both the social and technical dimensions of the engineering and computing work through pedagogical, scholarly and/or public-service efforts

Number of students involved

| Program	Number of students (% of female students, if available)
Humanitarian Eng. & Computing minor	26 (65%)
Grand Challenges Scholars Program	57 (45%)
Center for Assistive Technologies	75
SEEC Living & Learning Community	23 (35%)
SEEC study abroad programs	65

Grand Challenges Scholars Program
Engineering better medicines

- Modification of E-coli bacteria leading to the production of psychoactive compound psilocybin that can be used to aide in relieving the symptoms of depression, anxiety and post-traumatic stress disorder

Dr. Andrew Jones in his lab

MU Center for Assistive Technology
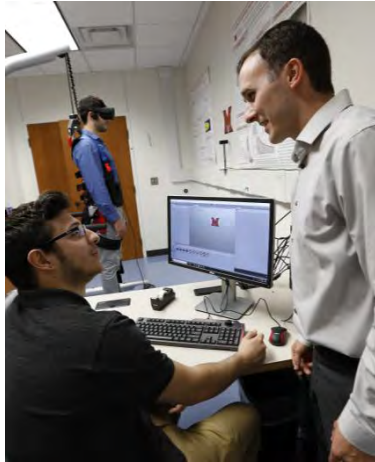
- Development of a method that can detect a manifestation of impaired balance and identify the mechanism responsible for rehabilitation

Dr. Jim Chagdes in his lab

Synergistic approach to CEC Strategic Initiatives
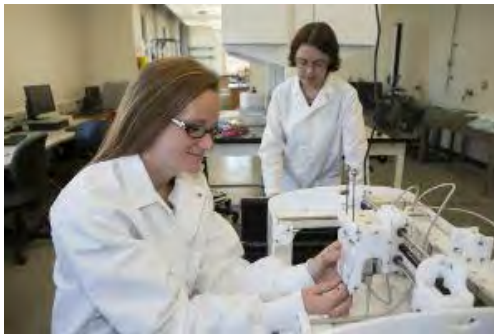
Boldly Creative Initiative

Socially Engaged Engineering and Computing Initiative

Seek funding for **SEEC Initiative** (and expanded **experiential learning** opportunities) in Phase II of **Boldly Creative Initiative** (including a new clinical engineering program) and through **Capital Campaign**

College of Engineering and Computing

Questions?

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 provides resources, services, and programs to help students successfully navigate the social and academic transitions into Miami, as well as become independent and engaged members of the local community and beyond. This report highlights a few of those efforts.

Sober Squad

Sober Squad is a new student organization dedicated to building alcohol-free social connections. The organization, now affiliated with the Office of Student Wellness, began out of an incoming student's (Cari Sullivan) Facebook post looking for other students who wanted to socialize without alcohol. Students involved in Sober Squad choose alcohol-free social events on campus and support each others' choices around sobriety. Now with 52 official members and 300 students following on GroupMe, they host parties and off-campus activities and coordinate groups of students who want to go uptown on the weekends to dance and be part of the social scene without the pressure to drink alcohol.

Census 2020

The **Wilks Leadership Institute** is developing a strategy and program to support census education in the spring and to promote an accurate count of staff, faculty and students. The program, called RedHawks Count, aims to help students understand and transition into their roles as responsible citizens. The program will recruit volunteers to be part of both the educational outreach and the local count initiatives. This effort is supported by a grant from the Andrew Goodman Foundation, with whom Miami has an on-going memorandum of agreement. The foundation provides funding for the Vote Everywhere Ambassadors as well as other civic engagement initiatives.

Dean's Advisory Board

The **Office of the Dean of Students** recently developed a Dean of Students' Advisory Board (DAB). The board consists of 11 student leaders whose mission is to influence positive change on campus, develop new initiatives to address current issues on campus, and celebrate student accomplishments. The group will also help the Dean of Students set priorities for the upcoming academic year. While the advisory board will determine its own first steps and priorities, some anticipated issues are sexual and interpersonal violence education, prevention, and response, and diversity and inclusion. The board will also assist in the Love & Honor Story Project, a new initiative that highlights and celebrates student leaders who exemplify Miami values and the Code of Love & Honor.

Student Conduct: A Developmental Process

The **Office of Community Standards** plays a meaningful role in the transition of first-year students who have been cited for a violation through the student conduct process. Their approach to violations has recently shifted to be more developmental, educational, and restorative rather than primarily punitive. Every student is now given an opportunity to reflect on their choices and how their actions impacted their community. The number of educational sanctions has increased substantially from Fall 2018 to Fall 2019, likely due to all students being required to attend a meeting with a hearing officer rather than accepting responsibility for charges via email without speaking to a staff member.

The Division of Student Life: Learning. Growth. Success.
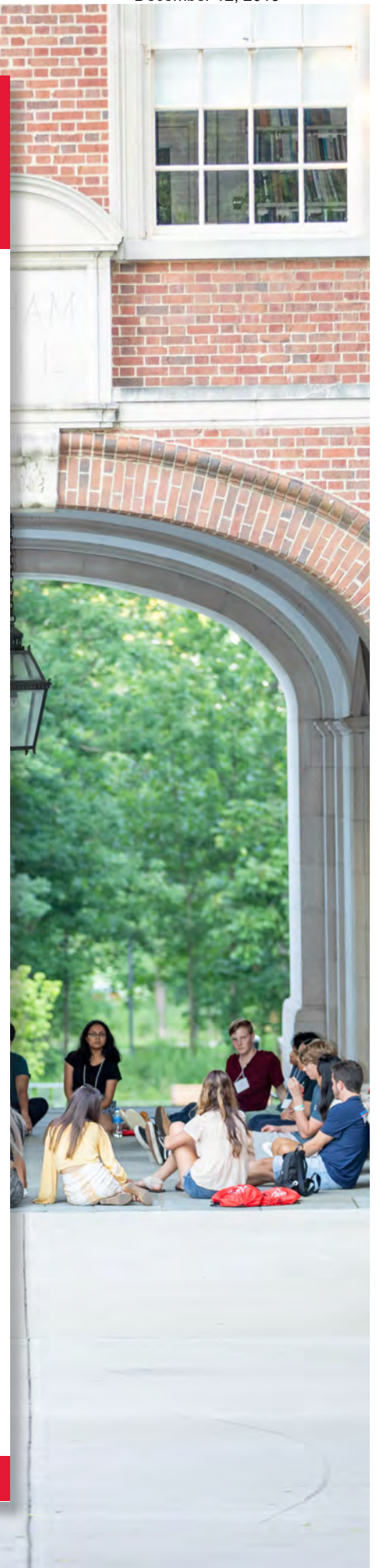
STUDENT LIFE REPORT

Academic Transition

Academic Excellence Groups

After a successful pilot in the spring, the **Rinella Learning Center** and **Office of Residence Life** launched five academic excellence groups in September. The spring pilot, a Women of Color (WOC) academic support group, brought together 8-12 self-identifying women of color on a weekly basis to discuss academic concerns and accomplishments and support one another. In addition to the Women of Color Academic Excellence Group, Rinella added academic excellence groups for LGBTQ+ students, men of color, students with disabilities, and graduate students this fall. "We recognize that students' identities intersect with their academic performance," said Chasity Dittman, learning specialist in the Rinella Learning Center. "These groups are operating at that intersection."

The groups function through an asset-based lens, creating space for students to think about how their identities and lived experiences have allowed them to cultivate skills for academic success.

First-Year Experience Course

About 3,700 new students were enrolled in a first-year experience (FYE) course during Fall 2019. FYE courses provide extended support for student transitions by helping students learn about institutional expectations, resources, and opportunities. Through the course, students develop an intentional, integrated plan for their curricular and co-curricular learning to promote student success. Students work toward this goal in the following ways:

- Discover services on campus to assist in their **academic success**

- Build an inclusive, diverse, and respectful community in which every student develops a sense of **belonging**

- Develop an awareness of and proficiency in accessing tools and resources available to assist in their **academic planning**

- Explore ways in which they can maximize the **student life experience**

- Navigate **career development** resources by engaging in career/major exploration and learning about experiences available to students.

FYE courses are taught by faculty and staff from every academic college, Student Life, Enrollment Management and Student Success, University Libraries, and the Provost's office. Most sections also have an Undergraduate Associate (UA) who serves as a peer mentor for the class. **Orientation and Transition Programs** trains and supports over 100 UAs through EDL 310, a leadership class that prepares UAs to assist instructors, support the course curriculum, and create engaging experiences for their first-year students.

Summer Orientation - Academic

Summer orientation supports the academic transitions of new students, particularly through advising and registration guidance. Each orientation session is limited to approximately 225 students to preserve small advisor:student ratios. Students learn about academic life in multiple sessions, including an introduction to liberal education (facilitated by faculty), academic college meetings outlining the Global Miami Plan and curriculum requirements, options for discussing double majors, consultations about placement scores, and information about academic integrity. Students are also given time to review and prioritize available courses, an advising meeting, and advisor support during course registration. Student responses to the orientation survey indicate that academic initiatives at orientation are very successful.

Post-Orientation Survey, 2019

98% have a more favorable impression of Miami faculty

88% are satisfied with their fall course schedule

93% report that academic advisors had a positive impact on their experience

98% understand how to maintain academic integrity

Students meet with an academic advisor during Summer Orientation

DECEMBER 2019 | LEARNING. GROWTH. SUCCESS.

STUDENT LIFE REPORT

Social Transition

Summer Orientation - Social

Social transitions to college are also critical to student success. Through **Orientation and Transition Programs,** incoming students spend about 5 hours during Summer Orientation with a small group of 12-15 other new students, facilitated by a Student Orientation Undergraduate Leader (SOUL). SOULs serve as experienced guides to help new students identify goals, build connections with peers, and learn about university life – including candid conversations about academic success, co-curricular involvement, alcohol and other drugs, diversity and inclusion, and campus safety. SOULs are key role models for first-year students, and help new students build confidence around the social transition to college. On the 2019 Orientation Student Survey, a majority of new students reported that interactions with their SOUL (97%) and with their small group overall (94%) had a positive impact on their orientation experience.

Hawk Herald's "Since You Asked" Column

First-year students receive **Orientation and Transition Program**'s weekly Hawk Herald newsletter throughout fall semester. A new feature this year is the "Since You Asked" column, which invites students to submit questions and receive advice from an experienced peer leader. Topics covered include interacting with faculty, deciding on a major, what to expect at a student counseling service appointment, what to do when you're sick, and overcoming feelings of loneliness.

Mega Fair 2019

With over 6,500 attendees (about 40% representing organizations and 60% looking to get involved), Mega Fair 2019 was a success. Based on a post-event survey, 88% of students seeking involvement were able to join an organization as a result of Mega Fair, achieving the primary goal of the event.

Feedback on the new Rec Quad location was generally positive. For Mega Fair 2020, **Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life** will focus on better crowd management and visibility/clarity of signage.

MADE@Miami

Approximately 350 incoming first-year students participated in the MADE@Miami *pre-semester* program in August. The program took on a new conference-style format this year through a collaboration between the **Center for Student Diversity & Inclusion**, Admission, Farmer School of Business, the Louis Stokes Alliances for Minority Participation (LSAMP) program, and the Student Success Center. Under the new format, several smaller pre-semester programs were combined to create a centralized program. During the program, students were assigned to small groups with peer leaders. They built their own schedule by choosing workshops related to mentoring, achievement, diversity, and excellence during breakout sessions. All participants attended the student leader and faculty panel sessions. These panels allowed students to ask questions to broaden their perspective on college life and how best to engage with faculty.

MADE@Miami participants, August 2019. Photo by Kanayo Offodile.

> **"**
> I especially enjoyed being in a small group and having interactions with students that are very different from me in many ways but also similar in several as well. The friends I made in my small group have come to mean a lot to me in just a week.
>
> *- MADE Participant, 2019*

U-Lead

The **Wilks Leadership Institute** hosts an annual pre-semester Miami Bound program called U-Lead. Each year, 50 students spend 3.5 days in leadership development and transition programs on campus prior to move-in day. One session included mapping a desired journey through the first year on campus, guided by student facilitators (previous U-Lead participants) who have demonstrated their own successful transition. New in 2019 was inclusion of the first Presidential Fellows cohort. Fellows made up a family cluster of their own to promote relationship-building. In previous years, participants in U-Lead have persisted from first to second year at levels above 95%.

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STUDENT LIFE REPORT

Transition Beyond First Year

Medical Withdrawal Consultations

After a full process review, the **Office of the Dean of Students**, in collaboration with key campus partners, has introduced a student-centered medical withdrawal policy change. Students who are considering a medical withdrawal (in semester) are required to complete a consultation with a member of the Dean of Students staff. The consultation provides students with the opportunity to discuss the process, plans for time away, and re-enrollment. Students may have a parent or guardian present in the meetings so all concerned parties are equipped with the information to help students get the support they need to be successful. The policy change, so far, has yielded 152 consultation meetings during the fall term.

Emerging Adulthood Initiatives

During the 2019 Fall semester, the **Office of Residence Life**'s Emerging Adulthood Initiatives Committee planned and implemented multiple programs and events to help prepare students to transition to life off campus. Some examples include:

- A workshop during which students wrote tips on post-its for living off- or on-campus. Post-its were then compiled on large display boards (*October, 2019*).

- A prize wheel program during which students spun a wheel to land on questions about living off-campus, finance, and "adulting" (*November 2019*).

Additionally, the Assessment of Living and Learning (ALL) Survey has been adjusted this year to gather feedback from students on what questions they have about moving off-campus. Based on the survey results, Residence Life will create targeted programs and events addressing relevant questions.

Family Orientation

Just as incoming students experience a transition when they come to Miami, so do members of their family. The **Office of Parent and Family Programs** works closely with **Orientation and Transition Programs** to build a robust family schedule for summer orientation. The program emphasizes family members' roles in encouraging their student to navigate issues and solve problems independently as they transition to campus, while supporting them with resources and ideas. Fifteen units, both within and outside the Division of Student Life, come together to offer sessions during Family Orientation.

In June 2019, 5,654 family members of the incoming class of 2023 attended family orientation.

College2Careers Partnership

Through the Ohio College2Careers partnership, the **Miller Center for Student Disability Services** is hosting a full-time vocational rehabilitation counselor. The counselor provides advice regarding vocational opportunities, career exploration, internships and career paths to students with disabilities and will develop customized academic plans as well. Miami is one of 15 Ohio universities participating in this partnership with Opportunities for Ohioans with Disabilities (OOD) through Ohio Governor Mike DeWine's office. The program allows Miami to better support students with disabilities in completing their degree and transitioning to internships and permanent employment.

Two New Student Life Directors

Terri Buzzell, MHA, MSN, RN joined our team in November as the Regional Manager for **Miami University Health Services**. Terri comes to us with extensive leadership and clinical experience over the past 22 years. She has most recently worked at Premier Health in Dayton Ohio as an executive over their very robust student health service division. She has led teams serving over 100 schools in both the clinical and administrative areas. Additionally, Terri clinically teaches part time at Miami Valley Career Technology Center and she is also a well-seasoned business leader having run the operations of a non-healthcare private business for over two decades.

Dr. Kim Vance joined the Division of Student Life as Director of **Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life** in November. Kim has a B.A., an M.P.H., and an Ed.D. from Northern Kentucky University. She served as an Assistant Director of Student Life responsible for Greek Life and Registered Student Organizations from 2004 until July 2013. The Office of Fraternity and Sorority Life at Northern Kentucky University was created in July of 2013 and Kim became the Director. She is the primary advisor for the Panhellenic Council and National Pan-Hellenic Council.

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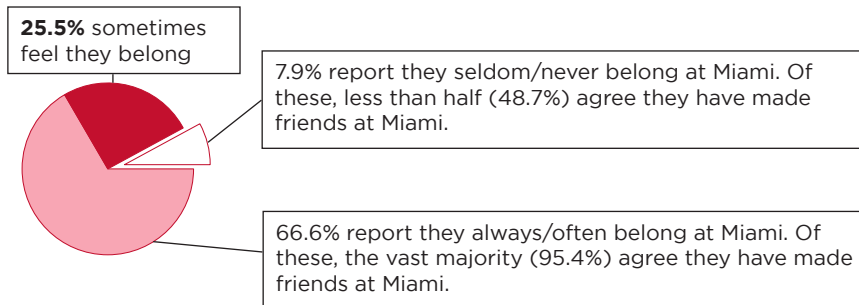
STUDENT LIFE REPORT

2019 Transition Survey Data

The Division of Student Life coordinates the New Student Transition Survey each fall semester. The survey, now in its fifth year, gathers feedback from first-year and transfer students regarding their overall transition experience.

Response

Survey Dates:	September 19 - October 7, 2019
Response Rate:	27% (n=1,183)

Impact of friendships on belonging

25.5% sometimes feel they belong

7.9% report they seldom/never belong at Miami. Of these, less than half (48.7%) agree they have made friends at Miami.

66.6% report they always/often belong at Miami. Of these, the vast majority (95.4%) agree they have made friends at Miami.

For both students who feel they belong and those who do not, social connections and friendships play a key role in shaping students' experience. As a result of this data, Student Life is adding UNV101 course content dedicated to developing strategies for building new friendships and making social connections, starting Fall 2020.

Follow-up

The final question on the survey asked respondents for permission to have an advisor review their responses and connect them with campus resources. This year, 688 (62%) gave permission to be reviewed. A team of 27 staff across 13 departments in Student Life evaluated the 688 individual survey responses, and the division coordinated outreach based on the recommendations from reviewers.

All students whose responses were reviewed received a follow-up email thanking them for completing the survey and offering ways for them to get involved at Miami. Many students received more targeted email outreach as well, based on their responses. Additionally, 159 students received personal, direct referrals from a staff member for a conversation or additional touchpoint to address concerns.

Email Referrals	Total 2,655
General (all students)	688
Rinella Learning Center	336
Greek Recruitment	331
Financial	307
Career	282
Student Employment	202
Academic Advising	194
Late Night Miami	180
Involvement	133

Personal Referrals	Total 159
Resident Director	114
Rinella Learning Center	17
Student Life	16
Enrollment Management/ Student Success	11
Academic Advising	1

New this year, all follow-up conversations were logged into Navigate for a more holistic view of students' individual experiences.

Response to Loneliness

On the 2019 Transition Survey, about 25% of new students said they have felt lonely since starting at Miami. As response, the Division of Student Life posted an Instagram story with the statistic, asking upperclass students how they overcame loneliness and homesickness during their first semesters.
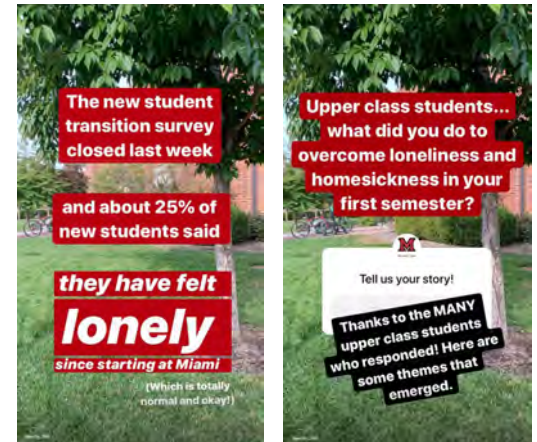
The story received 57 responses, many of which were strategically shared through Instagram stories the next day.
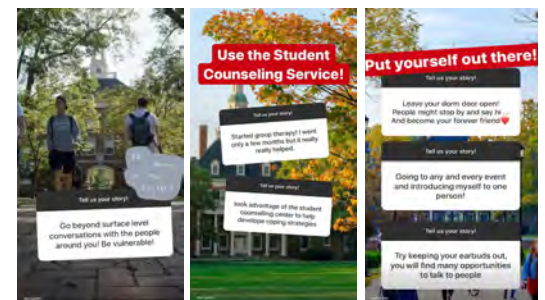
The 20 Instagram Story slide posts averaged 1,808 views each, and totaled more than 36,000 impressions.

To reinforce this messaging, **Orientation and Transition Programs** featured an article about loneliness in their weekly Hawk Herald newsletter, highlighting the advice from social media. The newsletter was emailed to all first-year and transfer students on October 15.

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Alcohol Updates

Division of Student Life | Board of Trustees Report
December 2019

Data from the 2019 Miami Student Health Survey (MSHS)

In Spring 2019 (March 1-20), 4,626 full time Oxford undergraduates completed the Miami Student Health Survey. While regional campus students and graduate students were also included in the data collection, only full time Oxford undergraduates are represented in this report. This was the third year the survey was administered. Among respondents, 35.6% were first year students; 26.6% second year students; 19.9% third year students; 16.4% fourth year students; and 1.5% fifth year students.

Key Findings

1. At the time of the survey, 33% of the students were non-drinkers
2. Consistent with national trends, students reported consuming fewer drinks on a typical drinking occasion than previous year surveys.
3. 42.9% of students reported attending alcohol-free programming on campus
4. Students report a misalignment of perceived norms. Specifically, they believe that other students drink more than they really do; and they believe that other students approve of risky drinking behaviors (e.g., drinking shots, playing drinking games) more than they do in reality
5. First generation students and international students tend to have the lowest drinking rates
6. Students who have trauma histories have high drinking levels
7. Students who use other substances (e.g., marijuana, e-cigarettes) tend to report the highest drinking levels
8. Students who believe that alcohol is central to their college experience tend to drink at higher levels
9. Students who report that their parents talked to them about alcohol tend to report lower levels of alcohol consumption

Population-specific data from the 2019 MSHS was analyzed and presented to audiences on campus by project lead, Dr. Rose Marie Ward. The Office of Student Wellness offered resources and programmatic ideas as part of the presentations to encourage data-informed strategies and partnerships in selected Miami student experiences. The following groups participated:

- Admissions Office
- Graduate School
- International Student and Scholar Services
- Miami Regionals
- Miller Center for Disability Services
- Accessible Technology Services
- Rinella Learning Center
- Student Counseling Service
- Student Health Service
- Student Life Leadership Team
- Student Wellness
- University Honors Program

Prevention

The Office of Student Wellness offers training, programming and professional development opportunities for faculty, staff, and students to address issues around wellness with the outcome of promoting student success. New this year, lesson plans were created for Resident Assistants (RAs) to facilitate active tabling in their halls around alcohol awareness. More than 36 alcohol awareness programs were implemented. Additional materials

were provided through a shared communication drive called *wORLd of Wellness*. Here residence life staff can access bulletin boards, a wellness event calendar, lessons plans, and wellness resources.

Sober Squad is a new student organization dedicated to social wellness and alcohol-free social events on campus and support each others' choices around sobriety. Sober Squad is discussed in the Student Life report this month.

Update on Ongoing Efforts
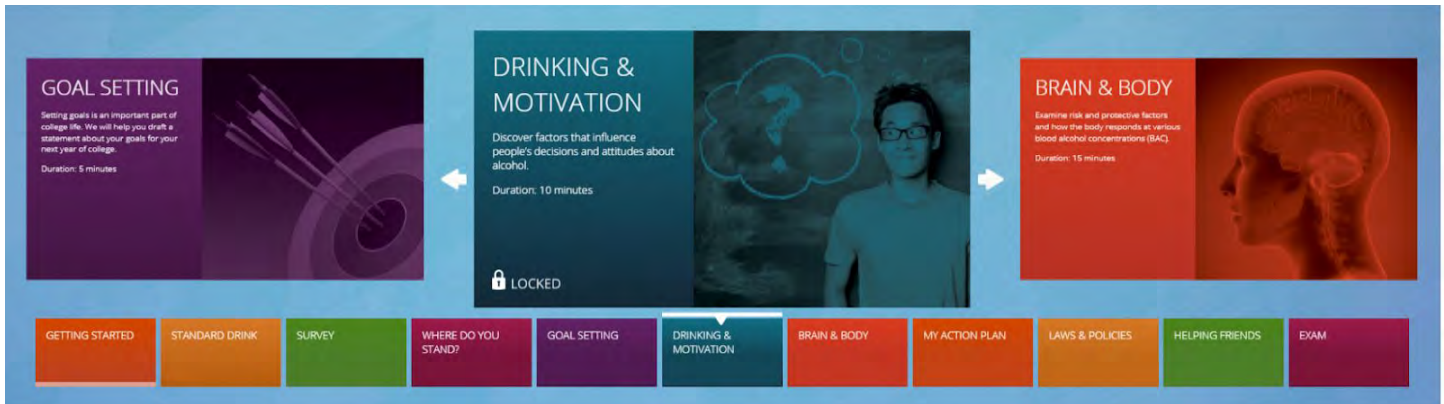
The AlcoholEdu for College Dashboard

AlcoholEdu for College is a required online course for incoming first year students to complete prior to the first day of class. The course serves as a universal alcohol prevention strategy, implemented to reach a large number of students to educate, set expectations around behaviors, and enhance a culture of care and concern. The second part to AlcoholEdu for College, which contains a post-test for assessment purposes, is implemented in October. The completion rate for this year is 97.7%.

Late Night Miami offers students alcohol-free programs and events every Thursday, Friday, and Saturday night. Over the past year, Miami Activities & Programming (MAP) partnered with 51 student organizations and university departments by providing Late Night Grants and event planning expertise to create an inclusive and diverse programming schedule. Late Night Miami hosted 88 free events during the 2019 calendar year (46 in Spring 2019, 42 in Fall 2019). Over 31,500 students attended these late night events (14,000 in Spring 2019 and 17,500 through November in Fall 2019), with an average attendance of over 350 students per event.

Step Up! is a prosocial behavior and bystander intervention program that trains students to recognize potentially dangerous situations and be proactive in helping their fellow students. Since implementing the program in 2015, nearly 20,000 students have been trained in this peer-delivered program offered through the Office of Student Wellness. In Fall 2019, over 2,760 first-year students completed the training through their first year experience course.

Response

Miami offers two **intervention classes** for alcohol sanctions through the Office of Student Wellness. The classes are based on Prime for Life®, an evidence-based prevention and intervention program, providing students with information regarding how alcohol and other drug use impacts their lives. The intervention classes focus on risk reduction; they give students skills and knowledge to make choices about alcohol use that reduces their chances for harm. Drug and alcohol evaluation through the Student Counseling Service includes comprehensive substance use/abuse assessments, referrals, individual, couples, and group therapy. Evaluations can be voluntary, sanctioned through the Office of Community Standards, or court ordered.

The Haven at College is a partnership with an addiction treatment and recovery services provider in the Oxford Community. While The Haven is not affiliated with Miami, it provides safe and relatable spaces for college students to meet, grow, live, and recover from substance use and co-occurring disorders, free of judgment and stigma. This year, The Haven at College has expanded services to include mental health counseling.

Culture

The charge and framework of the Alcohol Coordinating Committee (ACC) was reviewed during Fall 2018/ Winter 2019, resulting in a realignment of strategies to create a three-pronged approach to guide the ACC's work to decrease high-risk alcohol use: Prevention, Response, and Culture. For the 2019-2020 academic year, the ACC is primarily focused on the third prong, "culture," with the ultimate goal of developing environmental strategies to shift cultural norms. Regular meetings of the ACC, with revised membership, resumed in the Fall 2019 semester. The ACC is co-chaired by Assistant Vice President for Health and Wellness, Dr. Stephen Large, and the Office of Student Wellness director, Rebecca Baudry Young. Current membership includes:

- Provost Office - Jeffrey Wanko
- Office of Government Relations - Randi Thomas
- University Communications - Claire Wagner
- MUPD Chief of Police - John McCandless
- OPD Chief of Police - John Jones
- OFD Chief - John Detherage
- Oxford City Manager - Douglas Elliott
- Tri-Health, MHMH - Pam Collins

- Talawanda School District/Community Coalition - Amy Macechko
- Enrollment Management and Student Success - Craig Bennett
- Residence Life - Vicka Bell-Robinson
- Faculty - Aaron Luebbe
- Office of Community Standards - Ann James

After examining cultural challenges, as well as recognizing the national landscape on this issue, the ACC analyzed factors that contribute to or encourage the overconsumption or under-age consumption of alcohol. Areas that warranted further investigation included pre-matriculation messaging, recruitment, and leveraging current relationships with high schools. The ACC has recommended the creation of an ambassador program to high schools to reinforce messages of health, prosocial behaviors, and student engagement. An implementation work group will be identified for Spring 2020.

Miller Center for Student Disability Services

Division of Student Life | Board of Trustees Report
December 2019

Mission Statement

The **J. Scott and Susan MacDonald Miller Center for Student Disability Services** follows best practices for higher education disability services by coordinating support services, reasonable accommodations, and resources to ensure equal access to education, student employment, and university life. Furthermore, it is the mission of the Miller Center to advance and sustain an environment of internal equity, diversity, and inclusiveness for all members of the Miami University community.

Vision Statement

Through the generosity of Scott and Susan Miller and the efforts of the Miller Center staff, Miami is now situated to be a **statewide and national leader in the field of disability services** in the 21st century. The Miller Center is unique in its ability to support students through a holistic combination of mandated services, identity affirming programs, and resources that promote cultural competency around the topic of disability. Moving forward, this continued shift away from "just compliance" towards a campus climate of **identity affirmation, inclusive excellence, equality, and universal design** is vital in supporting students with disabilities at Miami and being a leader in the field.

Strategic Priorities (2019-20)

The Miller Center goals for FY20 are aligned with the six focus areas of the Division of Student Life: Community and Belonging, Diversity and Inclusion, Student Transitions, Academic Support, Health and Wellness, and Engagement and Leadership. Through our goals, the Miller Center team pledges to:

- Enhance opportunities for **student engagement and staff development**.
- Engage in **collaborative programming** with various partners, such as the College2Careers initiative.
- Continue to **enhance diversity initiatives** in our marketing resources and programming.
- **Offer 10 training sessions for students and faculty** on accessibility resources.
- Continue to work with campus partners such as Rinella Learning Center, AccessMU, and Campus Services to **offer student support in the areas of academic excellence, adaptive technology, and equal access to the overall campus experience**.
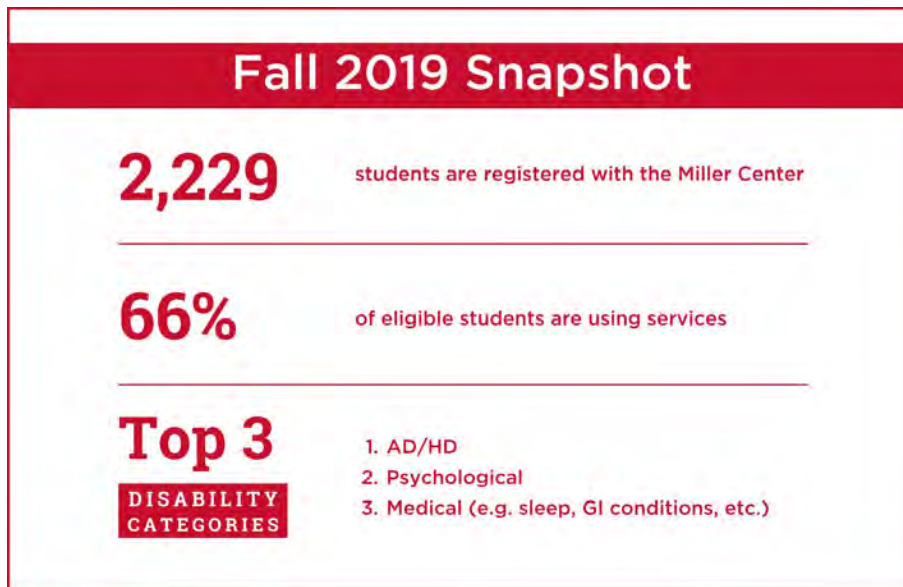
Student Voice & Leadership

The Miller Center's **Students with Disabilities Advisory Council (SDAC)** actively develops initiatives to engage the Miami community in dialogue that **enhances the experience of Love & Honor for students with disabilities and all Miamians.** SDAC is currently planning a large-scale, two-night disability awareness event with Intercollegiate Athletics and Miami Hockey during a February 2020 homestand.

Miller Center Film Series

The Miller Center hosts a series consisting of three film showings each semester highlighting various topics around disability. The series is free and open to the public. This semester we featured the films *Lives Worth Living, Murderball,* and *Sound and Fury*, to over 125 attendees.

Service Numbers & Trends

Fall 2019 Snapshot

2,229 students are registered with the Miller Center

66% of eligible students are using services

Top 3 DISABILITY CATEGORIES
1. AD/HD
2. Psychological
3. Medical (e.g. sleep, GI conditions, etc.)

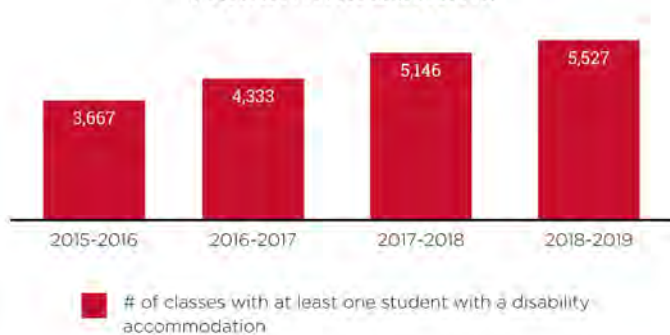The Miller Center served 10% of the student body during 2018-19.

Key Service Trends
↗ Housing/Dining accommodations
↗ Service Utilization
↘ Learning Disabilities
↘ Medical Disabilities

Faculty Engagement in the Interactive Accommodation Process

Faculty play a key role in the interactive accommodation process due to the growing population of students with disabilities and increasing complexities of classroom technology. This trend has led to greater *teaching impact*, defined as any course that has at least one student using accommodations in the course.

Teaching Impact of Disability Accommodations

Year	# of classes with at least one student with a disability accommodation
2015-2016	3,667
2016-2017	4,333
2017-2018	5,146
2018-2019	5,527

A 51% increase in teaching impact has occurred over the last four academic years.

In response to shifting trends, the Miller Center has increased faculty support through Preterm Consultation and enhanced training opportunities.

Preterm Consultation. Faculty are required to participate in Preterm Consultation for all students with vision and hearing disabilities. During consultation, Miller Center staff meet with faculty and students to proactively plan accessible course material. During the 2018-19 academic year, consults were completed for ***243 courses*** and ***46 individual students***. Winter/Spring 2020 consultations are currently underway.

Faculty Training Sessions. The Miller Center introduced *Accommodating Students with Disabilities,* a comprehensive faculty training session that reviews key accommodation policies and educates faculty on roles and responsibilities during the interactive accommodation process. During Fall 2018, ***96 faculty*** participated in the training. The Miller Center plans to develop a web course this year to expand the reach of this offering.

Governor Dewine's College2Careers Initiative

Miami University was one of the 15 Ohio colleges and universities selected by Ohio Governor Dewine to participate in the new **College2Careers** initiative. This partnership establishes a full-time counselor from Opportunities for Ohioans with Disabilities (OOD) within the Miller Center. The program began in August 2019 and **will benefit Miami's Oxford and regional students** through engagement with the Miller Center and the Center for Career Exploration & Success. The partnership offers **vocational counseling, internship opportunities, and career transition support** for students with disabilities at Miami.

Professional Contributions

The Miller Center is a leader in the field of disability services. All members of the Miller Center staff presented sessions at the OH-AHEAD annual one-day conference in October 2019. **Four of the nine sessions** were presented by the Miller Center team:

- **A Tale of Two Directors: Miami's Accessibility Journey** - Zeisler, Poley (AccessMU)
- **Advance Planning of Accessible Course Content** - Dawson, Sweeney, Steidle
- **Shifting Perceptions: Creating a Culture of Access on Campus** - Darkow
- **There's Got to be a Better Way: LEAN** - Sweeney

Transition of Leadership

After 31+ years of service to Miami University, Andrew Zeisler will retire from his position as Director of the Miller Center for Student Disability Services on February 29, 2020.

Awards and Scholarships

➔ **Dan Darkow**, Miller Center Coordinator, received the **Dr. Lydia Block Rising Star Award** at the Ohio Association of Higher Education and Disability conference in October 2019. This award is presented to an individual with 8 years or less experience in the field of Disability Services who has made positive contributions and demonstrated outstanding leadership skills.

➔ **Megan Zahneis '19**, former SDAC President, was honored with the **Student of the Year Award** at the national Association of Higher Education and Disability conference in July 2019. Megan was recognized for her work on the SDAC executive board, her role in helping implement an accessible classroom on campus, and her efforts to foster a more inclusive campus.

➔ **Rosie Ries '20**, current SDAC President, has received two prestigious scholarships. She was one of 52 students to receive the **Astronaut Foundation Scholarship**. This award is among the most significant merit-based scholarships awarded to undergraduate STEM students who intend to pursue research upon final degree completion. Rosie also received the **Goldwater Scholarship** and has been working with Geology Professor Dr. Mike Brudzinski to research earthquakes induced by hydraulic fracturing (fracking) in Oklahoma.

Off-Campus Initiatives and Partnerships

Division of Student Life | Board of Trustees Report
December 2019

Miami University and the Division of Student Life are committed to working in partnership with the City of Oxford to support our students who live off-campus in the Oxford community, teach them to be good neighbors and community members, and create a vibrant community for our staff and student residents. While many classes, offices, and student organizations across campus are significantly involved in the Oxford community, this report focuses on initiatives involving Student Life. When this report was submitted three years ago, we had one staff member with primary responsibility for working with off-campus students and the City of Oxford. Since that time, we have dispersed those responsibilities across multiple offices, allowing us to capitalize on specific knowledge across the division and increasing partnerships.

Programs and Initiatives

Student Life is involved in programming for and in the Oxford community in many ways. We serve on planning committees for joint programs and initiatives, promote and advertise uptown events, sponsor, promote and participate in service in the community, develop wellness related initiatives and programming for Oxford, and offer trainings to community members and organizations. Some highlights include:

ShareFest is a service and environmental nonprofit corporation in Oxford dedicated to collecting and redistributing items donated by Miami students and the Oxford community at the end of the academic year. Collected items benefit residents in need and social service agencies throughout the region. Two Miami staff members sit on the ShareFest Board of Directors (Adam Sizemore, Director of Sustainability for PFD and Rob Abowitz, Associate Director of Residence Life). Nearly 100 tons of food, clothing and household goods are collected from residence halls and off-campus students and diverted from the landfill each year.

Walkabout is an annual program (in its 16th year) in which volunteers visit off-campus students in their rental houses at the beginning of fall semester. The volunteers (staff, faculty, students, and community members) welcome students back to town and provide useful information about living in Oxford, including recycling and noise policies, health and wellness information, and community and campus resources. In addition to information, they also give cookies to each house that answers the door. Over 100 volunteers visited 976 residences to deliver information to students this fall.

During **Orientation and Welcome Weekend**, we work to connect new students to the Oxford community. Those efforts start during June orientation, when we ask students and families to bring a contribution for the orientation food drive, benefitting the **Talawanda Oxford Pantry & Social Services (TOPSS- formerly the Oxford Community Choice Pantry)**. In 2019 we collected and donated 3,133 pounds of food, exceeding our goal of 2,023 pounds for the class of 2023 by 1,110 pounds. The City of Oxford also participates in the resource fair on day one of Orientation, handing out information from the Chamber of Commerce and Enjoy Oxford.

During Welcome Weekend, Saturday morning's main event is the First Year City Hunt, a scavenger hunt Uptown, sponsored by Enjoy Oxford. Saturday afternoon students participate in a Toys for Paws service project, making dog toys for animal shelters in Butler County. We also promote the Oxford Community Picnic, a tradition that takes place the first week of classes every year.

The Miami community is very involved in **service initiatives** in the Oxford community every year. Through **Residence Life**, students in National Residence Hall Honorary (NRHH), Residence Hall Association, Community Leadership Teams, and EcoReps participate in organizing and implementing multiple service initiatives in Oxford, including Empty Bowls, Safe Trick or Treat, the Oxford Community Egg Scramble, Green Clean (a student-run community clean up following green beer day), the Oxford Community Picnic, and the Kramer Carnival. Many students in the Greek community and student organizations, and staff in the Division of Student Life have volunteered at TOPSS and the Booker T. Washington Center, sorting food, stocking shelves, and cleaning. Associated Student Government participates in a community clean up, and fraternity and sorority members sponsor Greek Spring Clean each year.

The **Wilks Leadership Institute**, which now oversees our divisional service and community engagement initiatives, sponsors organized service efforts each year. U-Lead, a pre-semester program for incoming first year students, and the Scholar-Leader retreat both include service projects supporting Oxford agencies. The Day of MPACT is a new program where approximately 150 students spent a Sunday completing service projects focused on sustainability, children's health, natural preservation, geriatric care, veteran support, international relief, and human trafficking. Most of those projects served local agencies in our region.

Other **programs sponsored and supported** include:
- Wilks Leadership Institute trains student organizations on "how to get your organization involved with the community" and oversees ComMUnity Connect, a platform for nonprofits to promote their needs and volunteer opportunities.
- We collaborate with the Andrew Goodman Foundation to support local and state voter registration.
- Our Miami Soup program provides grants to local agencies that partner with student organizations to create positive change in the community.
- We educate students who live on campus about moving off-campus to promote good citizenship.

Other **connections with community members and organizations** include:
- The Center for Student Diversity & Inclusion provides Safe Zone training to local organizations.
- Student Counseling Services (SCS) has consulted with Oxford Citizens for Peace and Justice about immigrant and international student experiences.
- SCS organizes and hosts an annual community open house for local mental health professionals; we also organize, advertise, and distribute a list of local mental health professionals to students.
- Student Wellness, in partnership with the Coalition for a Healthy Community, offers asset development training to employers of youth ages 14-24.
- Mental Health First Aid (MHFA) trainings are offered to the Oxford community.
- We provide mental health crisis consultation to McCullough Hyde hospital through "ProtoCall," and provide consultation to community members about students of concern.
- Student Wellness, in partnership with the Coalition for a Healthy Community, facilitates presentations on medicine disposal and medication safety to community members at area churches, senior centers, and the Miami Rec Center. With MUPD, OPD, and Tri-Health, we also provide coordination, logistics, and staffing for "Medication Take Back Days" twice a year.
- Student Wellness, in partnership with the Coalition for a Healthy Community, held listening sessions on campus and in the community about marijuana use, and provided information about recent legislation.

Student Life Committee Membership

The Division of Student Life also works in partnership with the City of Oxford through membership in several town-gown related committees, including:
- Student Community Relations Commission (SCRC)
- Town-Gown Initiative Team (TGIT)
- Chamber Miami-Business Alliance (Chamber MBA)
- 2020 Census
- Enjoy Oxford
- Coalition for a Healthy Oxford (leadership committee, chair of alcohol and other drug work group, and mental health work group)
- Youth Action Team (co-chair)
- Partners in Wellness Committee
- On campus, individuals from the City of Oxford are

part of planning committees for Welcome Weekend, Family Weekend, and more. Miami's Alcohol Coordinating Committee (ACC) includes members of the Oxford community to recommend policy, programming, and protocol to create safe environments and change a culture of overconsumption of alcohol.

December 2019
EMSS WRITTEN REPORT
Brent Shock, Interim Associate Vice President

Admission

Admission Counselor News

Admission counselor and reigning Miss Ohio Caroline Grace Williams '17 will vie for the Miss America crown on Thursday, December 19. The show will air at 8 p.m. EST on NBC.

Application Update

Applications received have increased slightly and applications reviewed have increased 68% compared to last year.

Bridges Program confirmations are up over 7% from last year, and applications from students of color outpace the overall year-over-year application rate to date.

Applications for the Presidential Fellows Program have increased by 200% from last year with more than 3,000 applications received.

Center for Career Exploration & Success (CCES)

Presidential Career & Leadership Series

President Crawford and CCES are presenting the 2nd Annual Presidential Career & Leadership Series, "The Future of Work," to provide students with the new realities of the job market and prepare them for college-to-career success. At the kickoff event, students learned more about the future of work from several speakers, including President Crawford, in a "TED Talk" format. "Code Demystified," the second event in the series, showcased how coding and data are used to provide workplace solutions. Upcoming events in the series include:

- Career and Leadership Summit – January 2020

- The Art and Science of Storytelling – February 2020

- Connecting Across All Career Clusters – April 2020

- Technology, Innovation, and Design Expo – April 2020

The Presidential Career & Leadership Series demonstrates Miami's commitment to robust career development and leveraging expertise within and outside of the University.

Bursar

The Bursar's office recently held a retreat to focus on office efficiencies and customer service to identify areas for improvement. "Lean" powered workgroups were then created to review and update processes in each area.

EMSS Technology Office

The Technology office has identified outdated equipment, evaluated needs, and replaced items where appropriate. New standards for managing inventory and replacement have been implemented to better manage technology buying cycles.

We have begun leveraging the Slate customer relationship management (CRM) system to replace the obsolete One Stop ticketing system to improve customer service.

The Technology office also released the unified FERPA permissions management system.

One Stop Services

The One Stop had 11,553 recorded interactions (emails, phone calls, and in-person visits) from students and families in August 2019, representing a 12.33% decrease compared to August 2018.

In October and November, the One Stop provided support to Bridges Program students by participating in a resource fair for high-achieving high school seniors. The One Stop also collaborated with the Office of Student Financial Assistance at FAFSA workshop nights at Talawanda, Mason, Cincinnati Public, and Walnut Hills high schools.

The call center opened at 7 a.m. each of the six days of early registration for the Spring 2020 semester. One Stop calls increased by 9% compared to last year.

Student Financial Assistance

The Office of Student Financial Assistance conducted "Financial Aid Night" presentations to over 1,500 students and parents at 17 area high schools from August to November. The presentations communicated important financial aid information as a service to area schools and counseling staff, who help promote Miami to their students.

We also partnered with Mason, Talawanda, and Walnut Hills high schools on a Free Application for Federal Student Aid (FAFSA) completion initiative. Staff assisted 150 students and their parents in completing the FAFSA.

Student Success Office

On November 8, Miami held its First-Generation College Celebration day at the Oxford and regional campuses. The celebration, held as part of the National First-Generation College Celebration, recognized those who are first in their families to go to college. The day began with coffee and donuts at Armstrong Student Center followed by events at departments and colleges throughout the University. The celebration concluded with a reception at Lewis Place hosted by President Greg Crawford and University Ambassador Renate Crawford, who are both former first-generation students.

Office of the University Registrar

Implementation of electronic transcript service through our vendor, NSC, continues and should be completed in early January. Those who are interested in ordering a Miami University transcript in electronic PDF format should be able to do so by January 6, 2020. Outsourcing of the printing and mailing of transcripts should be active by that time as well. Electronic transcripts allow a student to receive their official transcript within ten minutes of order placement, assuming no issues. NSC's print and mail services for paper transcripts are faster than in-house production.

We continue to plan for the full switch from paper to electronic diplomas for the 2020-2021 graduation cycle. Planning will ramp up in spring 2020 in preparation for the change.

IT resources have been procured for spring 2020 to begin Phase 3 of the Registration Override Request (ROR) project which replaces the paper force add process. Once Phase 3 is complete all academic divisions will move from paper forms to the online request/approval process.

The Registrar's office will be heavily involved with the academic program review/planning process in connection with the strategic plan by contributing curriculum policy and process expertise.

Staff in the Registrar's office has worked closely with the Office of the Provost to promote and provide expertise on the new internship policy and online request/registration process through StudioAbroad.

Retention & Graduate Rates

Board of Trustees Meeting

Miami University Board of Trustees
December 12, 2019

Retention & Persistence

Retention

Second fall retention has decreased for the fall 2018 cohort to 90.0% from 91.9% last year. Overall, retention for all residency types has decreased this year. Retention decreased for students of color, first generation students, and Pell students. Divisionally, retention for EHS has increased by 0.9%, while all other divisions have decreased. The greatest decrease for divisional retention was FSB (decreased by 3.4%).

Four Year Graduation Rates

Four year graduation rates have increased for the fall 2015 cohort to 72.9% from 71.2% in the prior cohort. Four year graduation rates have increased for all residency types this year. Divisionally, graduation for EHS has decreased by 0.9%, while all other divisions have increased. Graduation rates have increased for students of color, first generation students, and Pell students. The greatest increase for four year graduation rates were CEC (increased by 3.1%) and CCA (increased by 3.4%). FSB was also at a high of having a graduation rate of 81.2% in the fall of 2015.

Six Year Graduation Rates

Six year graduation rates have increased for the fall 2013 cohort to 81.9% from 80.0% in the prior cohort. Six year graduation rates increased for all residency types, with exception of International students (decreased by 0.8%). Six year graduation rates have increased for students of color, first generation students, and Pell students. Divisionally, graduation for FSB has decreased by 1.8%, although it still remains the highest divisional six year graduation rate. All other divisions have increased in six year graduation rates. The greatest increase for six year graduation rates were CEC (increased by 3.6%) and CCA (increased by 3.8%).
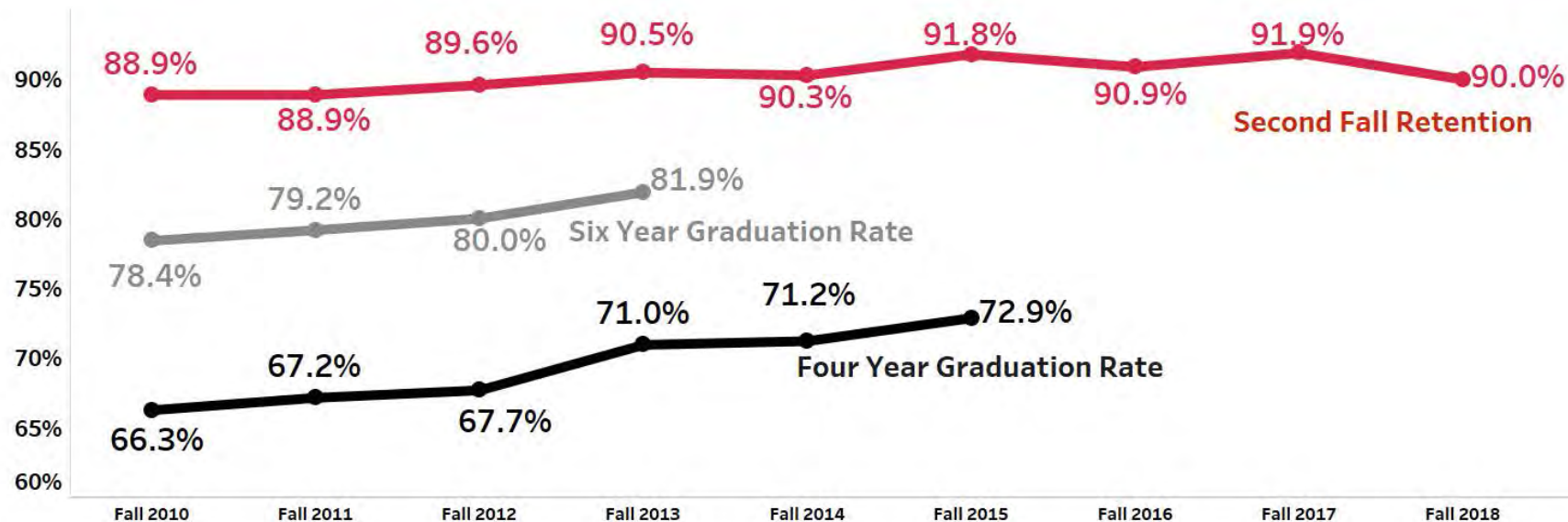
Cohort Retention

	Fall 2018	Fall 2017	Δ	Counts (Fall 2017)	Counts (Fall 2018)
Overall Retention	90.0%	91.9%	-1.9%	3,793	3,886
Ohio Resident	89.9%	92.0%	-2.1%	2,191	2,365
Domestic Non-Resident	90.5%	91.6%	-1.1%	1,291	1,230
International	89.3%	92.6%	-3.3%	311	291
Student of Color	88.1%	92.2%	-4.1%	637	673
First Generation	84.9%	90.7%	-5.8%	569	616
Pell	85.4%	89.9%	-4.5%	444	508
CAS	89.1%	90.6%	-1.5%	1,795	1,851
CCA	90.0%	92.7%	-2.7%	206	219
CEC	88.4%	90.3%	-1.9%	465	481
EHS	92.2%	91.3%	0.9%	389	451
FSB	91.9%	95.3%	-3.4%	938	824

Retention for the most recent cohort Fall 2018 is red and retention for the Fall 2017 cohort is blue. The overall retention for each year is indicated by the dotted vertical lines to aid in comparing average retention by characteristic each year. Overall retention has decreased by 1.9% over the last year.

MIAMI UNIVERSITY

Cohort Six Year Graduation Rates

The six year graduation rates for the most recent graduation cohort Fall 2012 is red and blue for Fall 2011. The overall graduation rates for each year is indicated by the dotted vertical lines to aid in comparing average rates by characteristic each year. Overall six year graduation rates have increased by 1.9% over the last year.

NEWS & UPDATES

University Communications & Marketing

DECEMBER 2019

ONGOING PROJECTS

◀ UCM produced the 2019 President's Report spotlighting Miami's biggest accomplishments last year.

◀ The "Miamians Make History" campaign highlighted students, faculty, staff, and alumni.

2019 PRESIDENT'S REPORT

In partnership with the President's Office, UCM produced Miami's second President's Report, which included conceptualization, writing, photography, and design. The 56-page report highlights Miami's most significant accomplishments through the stories of students, alumni, faculty, and staff, engaging stakeholders.

UPDATED 'MIAMI STORIES' E-NEWSLETTER

To improve the visibility of the Miami community's achievements, UCM redesigned President Crawford's "Miami Stories" email newsletter, which is sent regularly to all faculty and staff. Each edition highlights top strategic initiatives and profiles Miamians who are excelling in their field, work, or studies.

UCM RECOGNIZED WITH CASE AWARDS

Projects produced by UCM recently received awards in multiple categories as part of CASE's 2019 Pride of District V awards. Miami's Brand Box, an interactive, experiential tool that helped UCM collect brand feedback, was awarded with a Platinum Award in the Best Practices in Communications and Marketing category. The MIAMIAN received a gold award for Best Alumni/Institution Magazine, and a multichannel news feature about alumnus John Steele received a bronze award in the Excellence in Feature Writing, Individual category.

INTRODUCING MIAMI'S STRATEGIC PLAN

Using the work of Miami's strategic plan steering committee as a road map, UCM managed the creative visualization of MiamiRISE, the university's new strategic plan. Working closely with Provost Jason Osborne, UCM developed a distinct visual identity, and a series of materials — including print collateral, a website, and an explanatory video — to translate the plan to all Miami stakeholders. Learn more at **MiamiOH.edu/RISE**

DIGITAL MARKETING PARTNERSHIP

To support student recruitment, UCM has partnered with Capture, a higher ed marketing agency that employs machine learning and behavioral data to accurately predict prospective student outcomes. The new partnership enables Miami to serve digital ads and content to those most likely to respond to them and apply resources efficiently and effectively.

'MIAMIANS MAKE HISTORY' CAMPAIGN

To assist Miami's efforts in recruiting undergraduate students, UCM created a series of postcards that highlights the achievements of Miami's students, faculty, staff, and alumni. Inspired by art deco travel posters of the early 20th century, the playful illustrations and aspirational messages have supported student recruitment.

UCM'S GOAL To establish and grow Miami University's influence, reputation, and ranking as a leading public university that prepares students for lifelong success in a vibrant campus community that values academic rigor, character, intellect, and serving the public good. Miami University's success depends upon messaging and visual identity strategies that are compelling and consistent across all communication outlets in order to grow enrollment and increase brand awareness.

UCM / NEWS & UPDATES

Marketing
by the Numbers

October 1 - November 25, 2019

SOCIAL MEDIA

9.6M
Total social media impressions on the university's primary accounts

 1.4M   4.6M

 3.3M   264K

326.9K
Total social media engagements

 27.6K   106.1K

 185.2K   8.0K

WEBSITE

832K
New website visitors

5.3M
Website page views

CONVERSION TRACKING
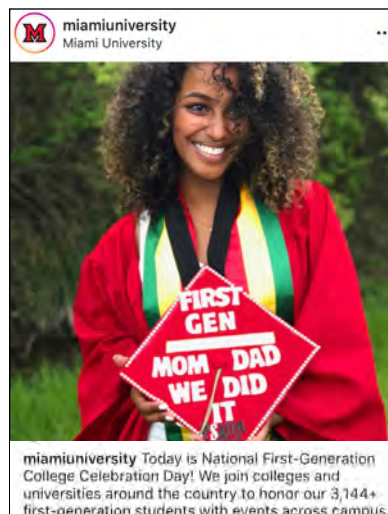
6.1K
Common App Apply clicks

6.8K
Schedule a Visit clicks

3.2K
Request for Information clicks

Social Media
Top Highlights

October 1 - November 25, 2019

Miami University ✔
Published by Kelly Bennett [?] · October 25 · 🌐

No surprise here. Oxford is named the best college town in Ohio. Love and Honor! https://bit.ly/341Pmy3

THE BEST COLLEGE TOWN IN EVERY STATE

Miami University
@miamiuniversity

Did you catch @MiamiOHFootball on Gear Up? In tonight's game against BG, Miami will be wearing special helmets with the #Myaamia Heritage Logo to celebrate the relationship between the Miami Tribe of Oklahoma and Miami University. 🏈 Learn more: MiamiOH.edu/MTR.

GEAR UP

miamiuniversity
Miami University

FIRST GEN MOM DAD WE DID IT

miamiuniversity Today is National First-Generation College Celebration Day! We join colleges and universities around the country to honor our 3,144+ first-generation students with events across campus.

News
by the Numbers

October 1 - November 25, 2019

67
News media pitches

3.7M
News reach

2.8K
News mentions

13 (Merit) stories
Boasting student, faculty, university accomplishments

558
Press releases sent via Merit about students recognized for academic achievement

1,059
Engagements (shares, reactions, comments, clicks) on social media regarding Merit-recognized student achievement

$3.1M
PR value

33
National news media mentions

▶ Miami was mentioned by the following new sources: *USA Today, New York Times, Houston Chronicle, Plain Dealer, Seattle Times, Miami Herald, Boston Globe*, ESPN and the Associated Press.

DECEMBER 2019

ACADEMIC AFFAIRS GOOD NEWS
September 2019 – December 2019

Miami professors want art to help change the way climate change is discussed

Oct 10, 2019 - Miami University professors are reaching out to the community to change the way climate change is discussed. "With climate change communication, most of the issue has been people getting on the soapbox and lecturing people," said Shafkat Khan, a professor in Miami's Project Dragonfly. "People, in the U.S. in particular, have responded to that by being skeptical or being detached."

With that in mind, Khan wanted to change tactics and founded Engaging for Climate in Oxford (ECO). He teamed up with Katie Feilen and Amy Sullivan of Project Dragonfly (biology), Shara Clark of the department of media, journalism and film and Stephanie Danker of the department of art.

"We humans, as much as we like facts and figures, respond to narratives and visuals more. The field of climate change communication is trying to bridge that gap," Khan said. The group, in collaboration with the Oxford Community Arts Center, is now taking applications for its second art show. All media will be considered, including the written word. The deadline for the application submission is Jan. 31, 2020."Changing Climate, Changing Communities: Local Reflections of a Global Issue," will open Friday, Feb. 14, 2020, at the Oxford Community Arts Center.

Last spring, the show included about 100 pieces: 10 from Miami students, 10 from local residents and 80 from students at Talawanda Middle School. "We had a lot of people come throughout the month just to see what the works are, and what we had done," said Caroline Lehman-Croswell, executive director of the Oxford Community Arts Center. "It was great to see the community interested in the topic."

ECO is also working with teachers in the Talawanda school to integrate art relating to climate change into the curriculum. "The community aspect is such an important part of our program, and we wanted to find a way that we could interact with our community here in Oxford," Feilen said.

Oftentimes, climate change is a politicized issue, which brings out this narrative of if it exists, which stops the conversation. Art provides an avenue so people can build an emotional connection and also can change that narrative," she said. A sizable portion of climate change narrative, in general, shows suffering polar bears and rising sea levels, Feilen explained. That's not very relatable to Midwesterners, so many of the pieces at the art show instead focused on global warming's effects on the Midwest. "It doesn't have to be a low-lying area like New York or Florida or Bangladesh," Khan said. "Even in Oxford, we are designed to deal with rain once in a while. Even at the local level, the heavy rainfall will cause flash floods in the Midwest."

Although Feilen said that people changing their transportation habits, diet and food waste can help improve the situation, the group decided not to push that message at the art show. "Our goal is to influence the narrative, more than telling people they should do one thing or another," Kahn said. "So long as they're engaged with the narrative, we hope it will translate into one form of involvement or another."

25 years of ecosystem research on Acton Lake supported by NSF

Oct 15, 2019 - A team of Miami University scientists, led by <u>Mike Vanni</u>, professor of biology, received its fourth National Science Foundation Long Term Research in Environmental Biology (NSF LTREB) grant in support of long-term research at Acton Lake, a reservoir in Oxford, Ohio. The LTREB grant provides $634,999 over the next five years for Vanni and his research team. It is the only LTREB project currently funded in Ohio. The research looks at how long-term changes in agriculture affect streams and lakes, using the Acton Lake watershed as a model system.

Vanni has studied Acton Lake and its watershed for more than 25 years. His research on Acton Lake has been supported continuously since 1994 by the NSF, with the past 15 years through the NSF LTREB award program (researchers can only apply for an LTREB grant after they have six years of data from their study sites). <u>Maria Gonzalez</u>, professor of biology, is a co-

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September 2019 – December 2019

principal investigator of the project. <u>Bart Grudzinski</u>, assistant professor of geography, joined Gonzalez and Vanni this year, replacing original team member Bill Renwick, now professor emeritus of geography.

Little is known about long-term effects of agricultural changes on streams and lakes, Vanni said. The practice of conservation tillage, which involves plowing the soil less frequently to reduce sediment runoff, was encouraged in the watershed area by the USDA in the early 1990s. Similar changes are occurring in agriculture throughout the Midwest. This practice strongly affected nutrients and sediments in streams that feed downstream Acton Lake, the researchers found.

They found an increase in the abundance of bottom-feeding fish, such as gizzard shad. These fish consume sediments and excrete nutrients into the water, providing more sources of nutrients for algae growth. The amount of algae is controlled mostly by concentrations of sediment in the water and the abundance of bottom-feeding fish, Vanni said. The LTREB research explores the long-term changes in these interactions.

"We wanted to compare how much nitrogen and phosphorous were coming in from the watershed, versus what was being supplied by the fish," Vanni said. "We thought that movement of nutrients through the fish could be really important—and it turns out that it is."

Decades of data have revealed some surprises that would not have been detected in the short term. Research shows that stratification of nutrients in soil due to conservation tillage may be having unintended consequences in the Acton watershed. These effects are also seen in the Lake Erie watershed, according to Vanni. (See below for recent publications from the research team on storm events and on contrasting long-term trends in nutrient loads.)

Changes in agriculture are also mediated by climate change. Very wet springs followed by very dry summers have become more common in recent years in the Midwest, according to Vanni. This also affects nutrient input. Water temperatures are increasing faster than the air temperature in some lakes, Vanni said. But in our area — and in similar agricultural landscapes — the effects of changing precipitation patterns on nutrients and sediments may be more important than the effects of temperature. Big storms bring in a lot of the nutrients. In Acton Lake, more than half of the nutrients that come in one year can come in a matter of about 10 days, Vanni said.

The Acton Lake LTREB project has provided research opportunities for more than 100 Miami undergraduate students over the years, on projects mentored by Vanni, Gonzalez, Renwick and Grudzinski. Many of these students conducted research full time in the summers, supported by fellowships from Miami's <u>Undergraduate Summer Scholars</u> or Miami Hughes Intern programs. Others were supported by NSF REU (Research Experiences for Undergraduates) supplements to the LTREB grants. Students from universities around the country have also contributed to this research through <u>Miami's REU Site on Ecology in Human-Dominated Landscapes</u>.

Graduate Research Forum Nov. 1: 140 presentations, posters and art displays

Oct 29, 2019 - Miami University's Graduate School presents its 11th annual <u>Graduate Research Forum</u> Friday, Nov. 1, in the Armstrong Student Center. Graduate students from all divisions will present more than 140 oral sessions, poster presentations and art displays. Oral presentations and poster sessions were held in two sessions.

<u>Patricia Lang</u> (Miami'60, M.Ed. '64), recipient of an honorary degree from Miami in 2017, will assist with judging the forum presentations. She will be joined by nearly 40 other graduate alumni for the judging. Lang and her husband committed a minimum of $1 million to establish the Patricia and Stephen Lang Support Fund at Miami to support graduate-level research, particularly for female students.

Winners of the Graduate Research Forum will be announced at a later date. The top three oral presentations and top three poster presentations each receive $300 in professional development funds.

<u>Elizabeth Kiel</u>, associate professor pf psychology, will be recognized during the forum reception with the 2019 <u>Distinguished Teaching Award for Excellence in Graduate Instruction and Mentoring</u>. The award, which includes $1,000 for professional expenses, is presented to a faculty member who has an impact on graduate students and demonstrates excellence in supervision of student research or professional practice and excellence in graduate classroom instruction.

Kiel impacts virtually every student in the psychology graduate program through her graduate statistics and research methods course. She routinely provides statistical consultation and mentoring to graduate students on their research projects.

She is a highly-sought-after faculty member on graduate student master's and doctoral committees, having served on a total of 23 such committees, her nominators said.

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One nominator said that since Kiel joined the department in 2010, "I have witnessed the evolution of student statistical expertise and application, with increasing complexity and sophistication of master's level projects across all students. This has resulted in a significant increase in the average number of student publications, presentations and fellowships."

Kiel is an incredibly successful graduate mentor, another nominator said. "Her students obtain competitive pre-doctoral internships and post-doctoral positions at institutions that are consistently ranked among the top of all pediatric training sites in clinical psychology nationwide."

Kiel's research focuses on understanding how young children and their parents influence each other over time, especially in the area of children's anxiety development.

One of her primary research projects is a longitudinal study of children and their families, beginning when children were one year of age and currently following them through the early school years.

The dedication of graduate students in her research program allows for the extensive data collection required in this longitudinal study. They are the driving force behind much of the dissemination of its scholarship, according to Kiel and her nominators.

Five graduate students currently work with Kiel. She has mentored three doctoral students who have earned their Ph.Ds and two who have defended their dissertations and are working on their pre-doctoral internships.

Miami ranks third in the nation for study abroad among public doctoral universities

Nov 18, 2019 - Miami University's rate of study abroad for undergraduates ranks third in the U.S. among public doctoral universities, according to the latest Open Doors report released Monday, Nov. 18.
Miami moved up a spot from last year's fourth place ranking based on rate of study abroad during the 2017-2018 academic year, the Institute of International Education reports.

Miami had 1,594 students earn study abroad credit out of 3,414 undergraduate degrees conferred, for a rate of 46.7%. Among all public and private universities, that places Miami 32nd. Including graduate students, the Open Doors list of total number of students who study abroad places Miami 27th nationally with 1,958 students. Karla Guinigundo, director of global partnerships for Global Initiatives at Miami, said 73 more undergraduate students studied abroad in 2017-2018 than the previous academic year.

"Winter term enrollment was strong in 2018 in part due to program offerings such as a unique winter-spring term learning experience during the Winter Olympic Games held in South Korea," led by Sooun Lee, professor of information systems and analytics, Guinigundo said. She noted 75% of Miami students who go abroad do so on faculty-led programs or through the Miami University John E. Dolibois European Center. Other top destinations for Miami students include Spain, Italy, Australia, the United Kingdom, Mexico, Belize, Peru and France.

The high percentage of students traveling in faculty-led programs demonstrates an exceptional institutional commitment to study abroad, Guinigundo said. She believes having such strong faculty-led programs is one of the key reasons Miami received the 2019 Senator Paul Simon Award for Campus Internationalization.

"We are fortunate at Miami to have a large contingent of faculty in all academic divisions excited to lead programs abroad and staff across the institution — from academic advisers to financial aid advisers — who are committed to helping students achieve their goal of studying abroad."

Nursing online course at Miami Regionals earns national recognition

Nov 14, 2019 - A popular course in the nursing program at Miami Regionals has been named Outstanding eCourse by the Instructional Technology Council. The hybrid course, "Nursing Care of Older Adults," includes three face-to-face sessions each semester, with the rest of the material covered online. Student Liezl Romero, who is pursuing a bachelor's degree at Miami's Hamilton campus, said she prefers the online learning because the flexibility helps her schedule and she can retain more material.

"If we miss something, we don't have to ask the professor to repeat it," Romero said. "The course it still pretty difficult, but the

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content is very organized. It's just easy to navigate."

Both Miami's nursing programs and online presence continue to grow. Nursing expanded this semester to the Oxford campus. Currently, Miami offers more than 300 online courses in many disciplines, most of them from Miami Regionals. Nearly 4,000 students take at least one online course, and more than 700 take their courses exclusively online.

There are 33 students in the nursing course developed and taught by associate professor Karen Brown. The online material was designed by Miami instructional designer Brigid Naglich.

Brown includes lots of videos that pause for occasional quizzes or discussion points. Each week, students have to post in online discussions and respond to at least two other students. "What the students get is best practices," Brown said. "They learn from each other. Constantly, students are saying, 'I hadn't thought about that." Naglich's role as instructional designer is especially important since the course content needs to engage students visually and be interactive.

"Any vision I had, like 'Oh, we should do this,' Brigid figured out how to do it," Brown said. Miami Regionals will officially accept the award in February at the council's annual conference in Charleston, South Carolina.

Miami's Institute for Entrepreneurship 5th among U.S. public universities

Nov 12, 2019 - The John W. Altman Institute for Entrepreneurship at <u>Miami University is ranked</u> 5th among public undergraduate colleges and universities in the 2020 Princeton Review and Entrepreneur magazine rankings. This marks the 12th consecutive year that the institute in Miami's <u>Farmer School of Business</u> has been ranked in the top 10 among public U.S. undergraduate programs, and the first time it has appeared in the top five. Among public and private U.S. universities combined, Miami's program is ranked 10th best.*

"Central to the design of Miami University's undergraduate entrepreneurship program is a belief in the transformative power of learning by doing inside and outside the classroom. What sets our program apart from others is our commitment to graduate students who are 'job-ready, day one,'" said Tim Holcomb, institute director.

The <u>Altman Institute for Entrepreneurship</u> has a cross-disciplinary focus that engages 2,800 students — more than 15 percent of the total undergraduate population — from every major across campus. The students learn from:

- Startup ecosystem partnerships that connected more than 400 business and entrepreneurship professionals with Miami students.
- Curricular and co-curricular programs that integrate effectively with the entrepreneurial ecosystem.
- Numerous opportunities to gain practical, hands-on experience, including with programs such as:
  o <u>Techstars® Startup Weekend Miami</u>
  o <u>Social Innovation Weekend</u>
  o <u>World Creativity and Innovation Week</u>
  o <u>Advancing Women in Entrepreneurship</u>
  o <u>RedHawk Venture Pitch Competition</u>
  o <u>The Altman Summer Scholar Internship Program</u>
  o Two student-led investment funds, RedHawk Ventures and the Social Impact Fund.

"The diverse, talented faculty at Miami have crafted the right formula of academic and experiential learning to produce world-class students," said CincyTech CEO Mike Venerable. "It's important for our success to have this asset in the Cincinnati region." More than 1,000 students benefit each year from 19 co-curricular programs that are practice-based and immersive in design.

"Creativity and problem-solving will be required for success in tomorrow's innovative business climate," said Greg Carmichael, chairman, president and CEO of Fifth Third Bank. "I'm excited about the success that Miami's entrepreneurship program is experiencing in preparing students for this changing world." Over the past decade, more than 600 Miami graduates have led 112 venture-backed companies that have raised $6.1 billion in funding in 237 venture deals, including seven 'unicorn' companies with $1 billion+ market valuations, said Holcomb.

"Entrepreneurship requires the courage to face uncertainty, the humility to accept that failure may provide a pathway to success, and the determination to bring an idea to reality. Courage, humility and determination are difficult to teach in a classroom setting," Wendy Lea, board director at Techstars® and former CEO at Cintrifuse, explained. "Miami's immersive, practice-based

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September 2019 – December 2019

learning approach to entrepreneurial education inside and outside the classroom equips students with the mindset to think creatively and the capacity to act in ways that bring ideas to reality."

"Universities play an important role in preparing tomorrow's entrepreneurial workforce to be innovative problem-solvers, and I'm proud to see Miami's entrepreneurship program recognized for its efforts to train young entrepreneurs to think creatively and nurture an entrepreneurial mindset," said Nichole Mustard (Miami '95), chief revenue officer and co-founder of Credit Karma.

"With innovation driving changes in education and industry, it's significant that students in every major at Miami have access to the entrepreneurial experience," said Gregory Crawford, Miami's president. "Their exposure to the creative thinking behind entrepreneurs and inventors is invaluable and ultimately contributes to the creative economy of Ohio and the nation."

The Princeton Review collected more than 40 data points from a survey earlier this year. The survey asked schools to report on levels of their commitment to entrepreneurship studies inside and outside the classroom. Topics included the percentage of faculty, students, alumni actively and successfully involved in entrepreneurial endeavors, the number and reach of mentorship programs, scholarships and grants for entrepreneurial studies, and the level of support for school-sponsored business plan competitions.

"The impact of Miami's entrepreneurship program on its students and graduates is made possible by world-class faculty and staff who have an unwavering commitment to high-quality research and pedagogy that prepares graduates to meet the demands of the 21st century, combined with tremendous support from our engaged alumni and industry partners," added Marc Rubin, dean and Mitchell P. Rales Chair in Business Leadership of the Farmer School of Business.

 * A school in Mexico is among the top 11 on the list.

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MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
September 19, 2019, 8:00 a.m.
King Library
Miami University, Oxford Campus

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on September 19, 2019 in King Library, Room 320, on the Miami University, Oxford Campus. The meeting was called to order at 8:00 a.m. by Committee Chair Diane Perlmutter, a majority of members were present constituting a quorum. Roll was called, and attending with Chair Perlmutter were committee members; Trustees Thomas Gunlock, Zachary Haines, John Pascoe, Mary Schell, Robert Shroder, and David Budig; and Student Trustees Megan Cremeans and Will Kulis; along with non-committee members; Trustees Sandra Collins, and Mark Ridenour; and National Trustee Mike Armstrong.

In addition to the Trustees, President Crawford; Provost Osborne; Vice Presidents Jayne Brownell, Ron Scott, David Seidl, Brent Shock (interim) and Michele Sparks; Randi Thomas, Director of Institutional Relations; and Deans Jerome Conley, Kimberly Moore, and Jim Oris, were also in attendance. Also present was Ted Pickerill, Executive Assistant to the President and Secretary to the Board of Trustees; along with many members of the Miami University community, in attendance to assist, present and/or to observe.

Public Business Session

Chair Perlmutter opened the public session, welcomed everyone to the meeting, and introduced the new university leaders, Provost Osborne, and Vice Presidents Sparks and Shock (interim), to the group.

Approval of the Prior Meeting's Minutes

Trustee Haines then moved, Trustee Pascoe seconded, and by unanimous voice vote, with all voting in favor and none opposed, the minutes of the prior meeting were approved.

Reports

The Committee received written reports from Associated Student Government, the Graduate Student Association and University Senate.

The written reports are included as Attachment A.

Student Experience Presentation

Vice President Brownell introduced five students to discuss their Miami experience. The students spoke of activities, experiences, and interactions within the Miami environment.

Amongst other things, they spoke of the release of yoga; mental health and wellness; the development of creativity through Interactive Media Studies; student, faculty and staff mentors; engagement with the Women's Center, Spectrum, fellow students, and Greek Organizations; and of finding their "family" and place at Miami.

The students answered questions from the Committee, who thanked them for their frank, open and informative dialogue.

A report on the Miami Undergraduate Student Experience is included as Attachment B.

Student Life Reports

Vice President for Student Life Jayne Brownell provided an update to the Committee, stating:

A new school year always brings a lot of exciting new developments and opportunities in Student Life. I'll touch on three of those this morning. Looking first at fraternity and sorority life, we are now implementing all of the recommendations from last year's Honoring Fraternity report. Some of those highlights for the fall term include:

- An expanded community scorecard, which allows students, parents and community members to compare chapters on a wide range of measures, helping them make educated decisions as they consider entering the community in the spring.

- A new online leadership module which all current members of the community will complete in October, and new members will take in the spring after they are initiated. The goal is to ensure that leadership education reaches all members, not just those who self-select into our leadership retreats.

- This fall we are welcoming 18 new live-in advisors to our fraternity community. These advisors will participate in monthly roundtables throughout the year.

- Additionally, the new requirements for the second year exemption have been implemented: all second-year students who are living in their fraternity facilities have a zero conduct record from 2018-2019 and achieved above a 2.75 cumulative GPA their first-year at Miami. Chapters whose new members had more than a 10% decline from their fall to spring class GPA lost their exemption.

- Last, each fraternity will also complete a new 360-member development review this fall. Intended as a positive process, this review should provide an analysis on how each member and each chapter is performing and helping identify areas of opportunity for future work.

I also wanted to update you on the search for a new director in Student Activities and Fraternity and Sorority Life. We had three strong candidates on campus next week, and I hope we'll have a decision made this week.

I also wanted to highlight the changes in the Center for Student Diversity and Inclusion (formerly ODA). You received a detailed report from them so I don't want to repeat that here, but in addition to a new name, I hope you will stop by their new office space on the second floor of Armstrong and the student lounge space on the third floor. It is really beautiful space that brings together our staff that is focused on support for students of color, LGBTQ+ students, and women's initiatives into one space for the first time. They just completed a program review this summer, so I look forward to their plans to strengthen the visibility and programming efforts of their office.

Finally, the Wilks Leadership Institute was also able to move into Armstrong this year, and their increased visibility is already making a difference in their ability to collaborate with student organizations and expand their reach. They are also expanding their mission and work as they take on responsibility not just for leadership, but for promoting the value of service. Good leaders serve their organizations, communities, and our society every day. By addressing both leadership and service through the Institute's programs, we are developing leaders who will have a sense of mission and purpose, who will go on to have a positive impact in the world.

Student Life Written Reports

The following written reports were provided:

- Student Life News, Attachment C
- Housing Occupancy Report, Attachment D
- Office of Diversity Affairs, Attachment E
- Orientation and New School Year Activities, Attachment F

Enrollment Management and Student Success Reports

Note: The Admission update, is now presented each meeting cycle at a mid-day joint meeting of the two committees – the Academic and Student Affairs Committee, and the Finance and Audit Committee.

Interim Vice President for Enrollment Management and Student Success Brent Shock updated the Committee on the Career Fair, which has been expanded to two days. The Career Fair can now better serve the more than 4,000 students who participate each year. The second day is focused on STEM, and the new two-day format accommodated an 11% increase in students to over 4,500.

He also told the Committee of "Suit Up," which gives students affordable access to appropriate business clothing for interviews. JC Penny hosts the program which provides steep discounts and special shopping hours for our students. This year $6,000 was also provided to 39 students to help in funding their interview wardrobe.

Enrollment Management and Student Success Written Reports

The following written reports were provided:

- EMSS "Good News", Attachment G

University and Communication and Marketing Report

Vice President and Chief Marketing and Communications Officer Michele Sparks thanked Chair Perlmutter for including UCM to regularly report to the Committee. She then reviewed many of the highlights from the attached newsletter.

Chair Perlmutter and Trustee Budig thanked Michele.

University and Communication and Marketing Written Reports

The following written report was provided:

- UCM News and Updates, Attachment H

Academic Affairs Reports

Provost Update

Executive Vice President and Provost Jason Osborne updated the Committee on Boldly Creative. He reviewed the goals of Boldly Creative which are to:

- Amplify strengths
- Drive innovation
- Recruit better students
- Drive net revenue growth
- Serve the public good

He then provided an update on the first round projects, and an overview of the process for round two.

The Boldly Creative Presentation is included as Attachment I.

Provost Osborne next presented an overview of the Dean searches planned for the academic year, and a resolution to split the Graduate School Dean and Associate Vice President for Research positon into two positons, a Graduate School Dean and a Vice

President for Research and Innovation. The split will allow for better focus upon graduate education and on research. The split should allow for:

- An increase in sponsored programs and scholarship
- Increased net resources, serving the mission of the university, and enhancing reputation
- Increased opportunities for undergraduate research, and 3+1/4+1 opportunities
- Workforce development and changing lives

Trustee Budig then moved, Trustee Haines seconded, and by unanimous voice vote, with all voting in favor and none opposed, the Committee recommended approval of the Graduate Dean, VP for Research resolution by the full Board of Trustees.

The resolution and associated materials are included as Attachment J.

Graduate School and Research

Graduate School Dean and Associate Provost for Research Jim Oris spoke to the proposed splitting of duties. He relayed the difficulty to lead in both areas, and that the split is essential to allow the necessary focus on each area, to expand opportunities, and to stay relevant. He outlined the many duties and responsibilities of the current office, then provided an overview of many areas, including; strategic goals, graduate programs, partnerships, research funding, and commercialization.

Dean Oris was then joined by fellow Miami staff and students as they highlighted several student focused initiatives. Highlighted programs included the Graduate Research Forum, the Government Relations Network, the Three-Minute Thesis, and RedHawk Talks.

Dean Oris then discussed efforts to enhance commercialization, including the partnership with the Air Force Research Laboratory, and Miami's access to their portfolio of over 1,000 patents not selected for defense applications.

Associated materials are included as Attachment K.

Academic Affairs Written Reports

The following written reports were provided:

- Academic Affairs "Good News", Attachment L
- International Education and Study Abroad, Attachment M

Adjournment

With no additional business to come before the Committee, Trustee Gunlock moved, Trustee Haines seconded, and by unanimous voice vote with all in favor and none opposed, the Committee adjourned at 11:00 a.m.

Theodore O. Pickerill II
Secretary to the Board of Trustees

Agenda Item	FY2020				
	Sep	**Dec**	**Feb**	**May**	**Jun**
Public Business Session - Announcements and Written Reports					
Chair	x	x	x	x	x
ASG Updates	x	x	x	x	x
Graduate Student Update	x	x	x	x	x
University Senate Updates - Executive Committee Chair	x	x	x	x	x
Integrated Presentation					
Presentation - Multiple Departments/Divisions, HLC Framework	x	x	x	x	x
	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
Student Counseling and Mental Health (every two years, report every year)				Presentation	
Student Wellness and High Risk Alcohol (every two years, report every year)		Report			
Written Report Only:					
Student Affairs "Good News"	x	x	x	x	x
Sexual Assault Prevention				x	
Campus Safety Data (Office of Ethics and Student Conflict Resolution)				x	
Student Housing Occupancy Update (HOME Office Update)	x		x		
Residence Life/Living Learning Communities			x		
Office of Diversity Affairs	x				
Student Activities and Programming to include Greek Affairs			x		
Orientation and New School Year Activities (every two years)	x				
Rinella Learning Center (every two years)					
Student Disability Services (every two years)		x			
Community Engagement and Service (every two years)				x	
Leadership Initiatives (Wilks Leadership Inst, every two years)					
Enrollment Management and Student Success - VP for EMSS					
Presentations and Reports:					
VP Update - As Necessary	x	x	x	x	x
~~Enrollment Update,~~ moved to mid-day					
Financial Aid and Student Debt (every two years, report every year)		Presentation			
Career Services and Placement (every two years, report every year)				Report	
*Special addition of Career Services, due to new fee implementation					
Written Report Only:					
EMSS "Good News"	x	x	x	x	x
Retention Update		x			
Academic Affairs Reports - Provost					
Presentations and Reports:					
Provost Update As Necessary	x	x	x	x	x
Boldly Creative Update	x	x	x	x	x
Promotion and Tenure			x		
Academic Center/Program (Generally from the featured Dean's division)	x	x	x	x	
Written Report Only:					
Academic Affairs "Good News"	x	x	x	x	x
E-learning				x	
International Education and Study Abroad/Away	x				
Academic Advising			x		
Honors Program (every two years)					
Integrity (Center for Teaching Excellence, every two years)			x		
Remediation Report to the State		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					
College of Education, Health & Society					
College of Creative Arts					
Farmer School of Business					
Luxembourg Campus (based on Dean's availability)					
Other Areas					
Presentations and Report:					
Forward agenda	x	x	x	x	x
Executive Sessions					
Appropriate topics, as required	x	x	x	x	x