

# THE JOURNEY

WINTER 2017

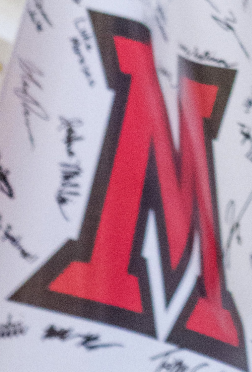
**AND THE FINAL  
JEOPARDY QUESTION IS:**  
Who is Chuck Moul?

**BRIDGING A 6,799  
MILE GAP:**  
Students Tackle the International Divide

***sound advice:*** how to  
orchestrate  
**30,000-PART HARMONY**

I agree to uphold and model the values of the  
FARMER SCHOOL OF BUSINESS:

**Integrity.**  
**Responsibility.**  
**Respect.**





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# – welcome –

It's been a busy semester at the Farmer School of Business. Our students, faculty and alumni continue to surpass even our high standards, and the School has benefited from their excellence.

This fall we rolled out our groundbreaking Business Quotient (BQ) core curriculum for all first-year students and the feedback from students, faculty and external partners has been incredible. We knew this innovative curriculum would be challenging and, as usual, our students and faculty rose to the occasion. Upper classmen competed (and won) intra- and inter-collegiate competitions across all disciplines and even conducted high-level analytical big data research resulting in an article that has been picked up by several leading national publications. Out of the 12 students campus-wide who received the 2016 Provost's Student Academic Achievement Award—the University's highest academic award—we are delighted, but not surprised, that five of them were FSB students. Corporations, nonprofits and government agencies are also recognizing our students' talents as we are seeing another strong year in full-time job and internship placements.

Our faculty have continued to set the bar ever higher, both in the classroom and in their research productivity, including the naming of Mark Lacker, John W. Altman Clinical Professor of Entrepreneurship, as the Miami University Alumni Association 2016 Effective Educator.

The pride our alumni have for the Farmer School and the University reminds me of the lifelong impact we have had on their lives. Earning the respect and support of outstanding alumni like Dinesh Paliwal, CEO of Harman International, who, in the midst of negotiating the sale of Harman to Samsung, devoted the time and resources to talk with us for this issue, saying "How can I forget what Miami has given me? Miami has given me so much of what I have today." And Dick Farmer, who noted when



finalizing a \$40 million gift to the School, "We have such wonderful memories here, Joyce and I, as do our children and grandchildren. The Farmer School is one of the greatest undergraduate business schools in the country, and to remain great requires constant innovation. It requires talented, motivated students learning relevant skills from dedicated faculty." It's both humbling and energizing.

***We have much to be thankful for as we close the books on 2016 and continue our journey into 2017. On behalf of the Farmer School faculty, staff and students, we wish you a happy, healthy and prosperous New Year. Should your travels bring you to Oxford in the coming year, please stop to say hello.***

Kind regards,

A handwritten signature in black ink, reading "M. B. Myers". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Matthew B. Myers

Dean and Mitchell P. Rales Chair of Business Leadership

# Students Discover *the Leaders Within* At CBL Buck Rodgers Leadership Lab

Farmer School students are making strides toward becoming leaders in today's business world, and perhaps the best example of this is the efforts of the Buck Rodgers leadership students. During the weekend of September 17 and 18, the Isaac & Oxley Center for Business Leadership (CBL) hosted an event that allowed students to explore and develop their own leadership approaches.

Students who attended the CBL Buck Rodgers Leadership Lab had one question to answer for the weekend: ***Why should anyone be led by you?***

Megan Gerhardt, professor of management & leadership and co-director of the CBL, noted that students were solely responsible for organizing the entire event. Four of the CBL Fellows "took over the weekend," as she said, organizing the workshops and leading four of the five sessions.

***"We want to teach the students about themselves as leaders, both on an individual level and in a team setting,"*** Professor Gerhardt said, "but we also want to give them opportunities to put those skills to use in the real world—not just in the classroom."

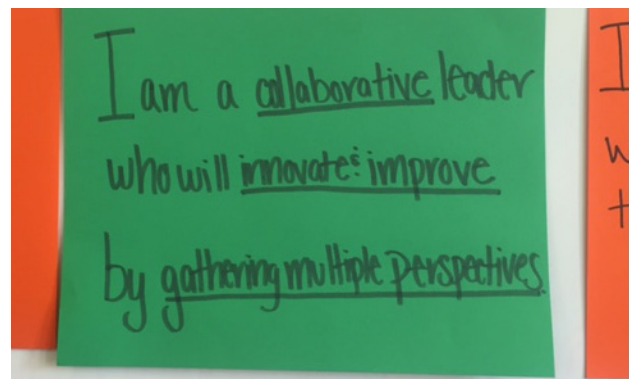
Thirty CBL fellows attended the leadership lab. Their goals were to determine what their values and strengths were as leaders and foster their emotional intelligence, and also to figure out what drives them to lead. The most important person they got to meet over the weekend? Themselves.

***"This lab allowed me to grow both personally and professionally as I considered aspects about myself that I had never before examined,"***

said accountancy major Josh Sekerak. "I can use the valuable lessons I learned about myself to further grow as a leader, student and future business professional."

The lab is part of the ongoing initiative by the CBL to expand students' leadership skills and help strengthen FSB graduates in the eyes of potential employers. As leadership abilities are the number-one employer-desired skill, it's critical for Farmer School students to develop their styles before joining the job market. The lab provides a key step in that direction.

"The first step in being a successful and authentic leader is understanding your unique strengths and abilities," said ISA major Molly Meehan. "This lab taught me how to leverage my individual leadership style to be an effective leader who will exceed all expectations by leveraging the diversity of thought and strengths of myself and those around me." 🏠





student-supplied photo

# PRACTICE MAKES PERFECT

***For entrepreneurship students in the Farmer School, “Live It” is more than a catchphrase. It’s a major component of their educational experience.***

Students in all three focus areas, Corporate, Startup and Social Entrepreneurship, integrate what they’ve learned in the classroom to create solutions and alternatives to businesses and organizations across the country and the world.

## CORPORATE ENTREPRENEURSHIP

Students in Tom Heuer’s capstone class, ESP 461: Entrepreneurial Consulting, worked to develop a case study for Unifund. The 30-year-old specialty finance company was looking to create case studies for its new rewards platform within the target demographic—college students.

The app works like a cash-back rewards program with one huge difference: Instead of getting cash back toward gift cards or airline miles, the rewards—which accrue as users go about their regular lives with no changes to their consumption habits—go toward paying off student loan debt.

As part of the case study, the students were able to answer important questions posed by Unifund and find solutions for sticky challenges like what it would empirically look like to deploy this sort of app in a higher-education setting. The result was a truly collaborative effort made by the students to research and present findings on this target demographic.

***“We would have extended a job offer to anyone on the team,” said Steve Dessner, president of Unifund.***

“It was an excellent experience with an excellent delivery system. We were able to get some real value out of the campaign.”

## IN THE STARTUP AREA

40 students in Tim Holcomb’s capstone class, ESP 401: Venture Creation, culminated their Fall 2016 semester by pitching their startup ideas to more than 30 angel and venture capital investors in the Fall Startup Business Idea Competition.

“What an incredible opportunity for students to interact with an amazing group of people, all at one time,” said Tim Metzner, co-founder and CEO at Differential and co-founder and board member at OCEAN Accelerator.

***“I’m continually blown away by the experience you’re creating for students!”***

The students appreciated the opportunity to present their ideas to an audience that was in their shoes, not too long ago. These judges were able to give them key feedback that they can take back to their endeavors. In turn, they will apply the skills honed in this capstone course to their own careers as they enter the startup scene.

***“This entire experience was one of the most valuable experiences that I’ve ever had at Miami,”***

said Mark Oswald, a physics major and entrepreneurship minor whose team came in fourth place with the idea of ZipSafe, a theft-proof bag for deliveries that deters fraudulent returns.

Mark Lacker’s ESP 321: Startup Entrepreneurship class offers students a unique opportunity to take their visions and turn them into real, functioning businesses. On Mondays from 3 p.m. to 8 p.m., a group of hopeful entrepreneurs trekked down to The Brandery, a startup accelerator in Cincinnati, in hopes of eliciting feedback from experienced entrepreneurs, pitching their ideas to potential investors and getting their business ideas off the ground.

These students are putting in five hours of work every week instead of the customary three, but they’re only getting three credit hours for it. In other words, they’re doing almost twice the amount of work for the same amount of credit—and no one is complaining.

“As educators, if our students want to excel at something, we have to make it happen,” Mark said.

***Mark would know. He was recently chosen as the 2016 Effective Educator by the Miami University Alumni Association, an honor bestowed on only one Miami University educator each year.***

Three successful businesses have been launched out of the mini-accelerator program, including Collegiate Code, an app that connects startups with technical talent. It’s headed by current students Adam Shiffler and Connor Kilander.

“The accelerator is the reason we are still in business and stronger than ever,” Adam said. “Before the program we had no idea what we were doing. Trying to run a tech-

based business with little technical knowledge and no startup experience was very difficult. Being able to validate every decision we made with the experienced mentors from The Brandery made all the difference in the world.”

## USING EDUCATION FOR GOOD

Brett Smith’s ESP 331: Social Entrepreneurship class students use business techniques to solve persistent social problems in the U.S and in developing countries.

This semester they assisted fellow student, Jackson Gray, on a suicide awareness campaign called “Race the River.” For Jackson, the project is personal. During his sophomore year at Miami, his high-school best friend committed suicide, leaving Jackson to wonder why mental health issues are so rarely spoken about in our society today.

Race the River is an ambitious project. Besides the 981-mile canoeing adventure along the Ohio River, Jackson hopes to raise \$7,000 to donate to the American Foundation for Suicide Prevention. This is why he turned to resources on campus, and to Brett’s consulting teams, for help.

The consulting teams have been instrumental in helping Race the River 2017 get off the ground. The initiative now has a logo and has a more concise marketing platform, which Jackson hopes to leverage in order to reach his fundraising goals.

This isn’t all about the canoe trip. While it would be nice to make history, Jackson noted, the most important part of this project is continuing the national conversation about suicide awareness and making sure people learn the meaning behind the canoeing itself. Brett’s consulting students are helping Jackson push toward that goal—truly a cause they can be proud to support.

“For our students to truly understand and make a difference in the world, they need to go out into the world, they need to be immersed in the world,” said Brett Smith, who is also the founding director of the Center for Social Entrepreneurship.

In other words, ***they need to Live It.*** 🏠

# BRIDGING A | 6,799 MILE | GAP:

## Students Tackle the International Divide

When Penghui Xue came to Miami University as an international student, he expected it to be vastly different from his native China. What he found instead was a microcosm of his homeland. For the fall semester of 2016, 1,833 Chinese students were admitted to Miami, joining others who have made Oxford their home away from home—enough students to form a close-knit community who don't tend to interact with those outside their circle.

This has, in Penghui's words, created a sort of Chinatown in Oxford. ***The international students don't feel the need to talk to their American classmates, because people with their same narrative are readily available. However, this has served to create a sort of divide between international and domestic students.***

### A DIFFERENT PERSPECTIVE

During the 2016 winter term, Penghui decided to participate in the Asian Financial Markets study abroad program, which has been taught for the past three years by Dr. David Shrider. Each time, the class visits Singapore, Hong Kong, Shanghai and Beijing. But this begs the question: *Why would a Chinese student, who just came to Oxford, travel to China to take a class with a group of Americans he doesn't know?*

At first, he didn't realize he would be the only Chinese student on this trip. But he quickly learned that it was, in fact, better this way: By choosing to participate, he was able to make friends and interact with his fellow students, something that he hadn't yet done while in Oxford.

Throughout the trip, Penghui served as an invaluable resource to Dr. Shrider and his classmates. Even after eight previous trips to Asia, Dr. Shrider noted, Penghui taught him countless lessons about China and enriched the





experience for all of them. But as helpful as he was to the Americans, the experience was perhaps more enlightening for Penghui himself. It became an important foil for his time in Oxford. He realized that just as his American classmates came to him for help, he needed to go to them.

“In China, I am the expert,” he said. “I know how important [it is] that the American students ask me about this thing, or about another thing. [So] when I come to America, I know it’s important for me to ask, to speak up. If I don’t speak up, I will never know.”

## INCLUSION & ENGAGEMENT INITIATIVE

Back in Oxford, it became even more important for Penghui to share his findings with his Chinese classmates, many of whom eschew interaction with domestic students in favor of the familiar social cues and languages of their fellow international friends. American student Chris Haight, who was Penghui’s roommate during the trip to Asia and saw how crucial it was for these two diverse groups of students to communicate, joined Penghui in this endeavor.

Chris, a Fellow of the Isaac & Oxley Center for Business Leadership (CBL), knew that he had to do something to foster this kind of interaction. The issue at hand is one of communication, one of environmental factors, and it needs

to be looked at head on. ***For Chris, the CBL and its dedication to leadership initiatives was the right place to begin scaling the Great Wall that seems to have grown between these two groups.***

With help from Center leaders, he started the CBL Inclusion and Engagement Initiative in hopes of providing the impetus for change in the Miami environment between international and domestic students. One of the main tenets of the CBL has always been that diverse teams with varying backgrounds and outlooks are more powerful—so Chris saw this as the right platform. To this end, Chris began to conduct focus groups to gain insight and really hone in on what it would take to bridge the gap.

“[We want to] start the conversation, because it’s really never been, at least to us, talked about or addressed or really even thought about by a lot of people,” said junior Farmer School student Calyn Russo, another CBL Fellow who is helping Chris and Penghui with this endeavor.

The students aren’t the only ones with skin in the game. For Dr. Shrider, part of the burden falls on the shoulders of the teaching staff here at Miami to make sure students are feeling included in the community within—and without—the walls of their classrooms.





“We have an obligation to all of our students and to Miami University to make sure that all of our students work together in and out of the classroom,” he said. “It is our responsibility to find a way to utilize [the international diversity of the Oxford campus] to enrich the lives of students in every segment of our population.”

“Sometimes I think international students maybe don’t have as much of a voice on campus,” Chris said. “In some ways we see this project championing a cause of people that don’t have a voice.”

***You could be sitting next to your new best friend and not know it***, the initiative’s brochure reads. At a time when inclusion and diversity are more important than ever, Penghui’s and Chris’s efforts shine a bright light into the future of student interaction here at Miami. 🏛️

# STUDENTS CALL “FOUL”

When you're a frustrated football fan, one of the phrases you probably utter the most is, *“Come on, ref!”*

Dr. Rhett Brymer, the John Mee Endowed Assistant Professor of Management, and undergraduate students Mickey Whitford and Mike Macey are no different—except for the fact that they have access to big data analytics tools, and the skills to use them.

In 2013, Dr. Brymer decided that sitting on the sidelines as a football fan wasn't going to cut it, so he set out to find what, if any, biases existed in college football officiating. He started sorting through mountains of footage from 2005 to 2012. This study was presented at the MIT Sloan Sports Analytics Conference, and Bloomberg contributor Bryan Gruley picked up the story.

It turns out there's more than one way to determine bias in referees. The traditional way, which is used by the NCAA officiating teams, is for monitors to view game film and judge how good or bad certain calls are and see if there are any systemic biases, such as referees throwing games or tournaments. The second way, which Dr. Brymer ascribed to, was to use data analysis to make the same determinations.

Most recently, Dr. Brymer began to collect data on the years from 2012 to 2015. This came out to more than 38,000 individual observations, put into one Excel sheet. Each observation represented an instance where a foul was called on the field. As you can probably imagine, this was a huge amount of data.

Here's where Mickey and Mike got involved. They took a data analysis course in Spring 2015 with Dr. Waldyn Martinez, an assistant professor in the Information Systems & Analytics department. Dr. Martinez mentioned Dr. Brymer's research as a way that data analytics can be applied to the real world, and the students' ears perked up.



Mike (a senior accountancy and analytics double major) had just told Mickey (a senior supply chain & operations management and analytics double major) the day before that he wanted to do some sort of analytics project, and Mickey had just thrown around the idea of doing something in sports analytics. So this project seemed too serendipitous to pass up. They got in touch with Dr. Brymer, and the rest, as they say, was history.

## FINDING THE RIGHT MODEL

The students' main task was to take the data—the incredible 38,000+ observations—and turn it into something readable. The analysis itself took them close to nine months. “Mickey and Mike did the heavy lifting,” Dr. Brymer said. “They're doing this for no class credit, no pay,” he noted. ***“They just love analytics and love sports. They wanted to be the champions of this cause.”***

“Once we got the finalized model, it was all about making it more interpretable and including the right parameters, such as year or performance,” Mickey said. “We did a lot of the computation and data analysis, and then Dr. Brymer wrote the article and made sense out of the numbers.”

One of the biggest findings of Dr. Brymer and his students was that on average, referees are ten percent less likely to throw discretionary flags (for fouls like holding, unsportsmanlike conduct, pass interference or personal fouls) on teams more likely to go to the playoffs or have winning traditions. Dr. Brymer, Mickey and Mike found that these teams, which they called “protected flagships,” did especially well in the Big Ten conference. 🏈





# DEAR WORLD

“Dear World” is a business/art project/social experiment started by Robert Fogarty in 2009. Dear World asks people to share one meaningful message with family, friends and strangers by writing the messages on themselves and being photographed. In 2016, Dear World made a stop at Miami University on its “Live Storytelling Experience” College Tour. Sophomore accountancy student Akosua Boadi-Agyemang jumped at the chance to participate.

“Ever since I moved to the United States, I have been dealt my fair share of ignorant/naive questions and statements concerning Africa. So I have used my position, experience and knowledge to try to help people RE-ENVISION AFRICA™. Instead of people having a one sided view of what Africa is, based on media coverage of only poverty, pain, hunger, war and famine. She is more than that. She has growth, wealth and resources. ***You see, what most of the world has done, is succumb to the stereotypes of what Africa ‘should be’ rather than to see her for her entirety.*** And although the stereotypes are not untrue, they do however, render Africa’s story...incomplete.” 🏠

Re-Envision Her.

#DearMiamiOH #DearWorld

@dearworld – “Thank you so much for this platform.”

–Akosua Boadi-Agyemang



# REACHING FOR THE STARS

Like many children, Andy Ruberg (MU '07) had dreams of joining the military, becoming a Special Agent for the FBI or reaching for the stars. Unlike most children, at the age of 33, Andy has done all three.

## THE ROAD TO MIAMI

Andy grew up on the west side of Cincinnati and attended Saint Ignatius Loyola for grade school and La Salle High School. One of his best friends from grade school and high school decided to go to Miami, and the two had always talked about going to college together.

"I knew him, and I also had a friend of my older brother who went there," Andy recalled. "He was a senior when I was a freshman. A good friend of our family. It was good to have somebody that I knew up there when I first started. Miami was 30 or 40 minutes from my parents' house, so just having the opportunity to go somewhere relatively close gave me a great opportunity for a good education at a good price. I knew that Miami was about the size school I wanted to be at—right around 15,000 students. All those things combined, I decided to go to Miami."

## TAKING A DETOUR

Andy started out at Miami as an MIS major, but he took some finance classes as well. With these tracks, he was able to work with technology, which he always had an interest in, and he knew would grant him many good career opportunities after college. Right out of high school, though, and into his first year of college, Andy also had his sights set on a different path—the Marine Corps.

***"I was kind of always an adventurer, and I always enjoyed a physical challenge as well,"*** he said. "I knew the Marine Corps would give me that. It was one of those things where I had some friends that were going, and to me, I thought it was a great way to jump start a career as well. I always wanted to be an FBI agent or in the CIA or something to that effect. I knew that having a military background would help with



that, too. Coupling that with a degree in MIS, I thought that would give me the best chance to get there."

"My dad asked that I go to college first and then figure it out once I was there. That made sense to me, so my freshman year, I signed up for the Marine Corps Reserves. What that meant was I was on hold until after my freshman year, and then I went to boot camp at Parris Island in South Carolina. From there I went on to MOS school, my military occupational specialty, which at the time was a data network specialist. That was kind of in line with my major. I later moved on into infantry and reconnaissance. I spent nine years in the Marine Corps as a reservist. I did a couple of deployments; one to Iraq, one to Afghanistan."

***"I spent what would've been my sophomore year in Iraq. We spent about four months training in preparation for the deployment and then we spent seven months overseas."*** I was in



Ramadi and Fallujah at the time. Just seeing the way the folks in that country have to live really changes someone. It opens your eyes. If you take the worst place in the United States, it would be the best place by far in their country. My dad asked me about it when I got back, and I told him, I said, ‘Dad, to me, regardless of if there’s a war going on, a conflict, somebody needs to be there for humanitarian effort because it’s so bad. They’re so oppressed.’”

His deployment experience in Iraq changed him as a person, Andy admitted. ***“It made me more appreciative, and I try to remind myself of that every day.”***

## THE JOURNEY HOME TO OXFORD

It was a more mature Andy Ruberg who came back to the U.S. after his deployment. He had a new appreciation for Miami and for life in general. He also found, upon his return, that Miami students—and especially his group of friends, some of whose family members had served for 20 or more years or who currently had relatives in the military—were all respectful of him and his military experience.

His time at Miami after coming back from deployment wasn’t without its challenges. He admits that he wasn’t the best performer academically, perhaps because he didn’t

apply himself properly or because he was itching to “live life” thanks to his overseas experience. If he had a do-over, as it were, he feels like he would excel. “If I were to do it again,” he said, “I would apply myself a little more, because I’ve since gone on to more rigorous mental capacity in learning, and I’ve done great there. I know now that I should have focused more than I did.”

Despite his struggles academically, to this day he sings the praises of the MIS program (now called Information Systems & Analytics).

***“I really had a good experience in the MIS program with Dr. Rajkumar and Skip Benamati,”***

he said. “I was also very fortunate to be selected for the EY Summer Leadership Program. My older brother’s good friend was an employee at EY in Columbus, and he was able to help me get into the program. EY takes students in their sophomore, junior year going into their senior year. I went to Career Fair where EY scheduled interviews and was able to line up an interview because of the experience.”

## FROM FBI AGENT TO FAMILY MAN

From there, Andy’s story meanders across much of the U.S. and the world as a whole. He worked for EY for a

time in the company's Chicago office, then transferred to Denver for a little more than two years. In the fall of 2010, though, his life took a bit of an interesting turn: He applied to become a special agent for the FBI.

The application process for the FBI required an online application and then a lot of thumb-twiddles as he waited for it to go through. Eventually, he was hired as an agent. However, as they were preparing final paperwork and doing his background investigation for top-secret clearance, he was deployed to Afghanistan as a Marine for the entirety of 2011.

When he returned from deployment, it was once again a waiting game. Then, in June 2012, he got the call: The FBI had a spot for him at the FBI Academy, beginning in July. Thus ended his tenure at EY, and began his career with the Bureau.

"I packed all my stuff up and went to Washington, D.C., to Quantico and went through the FBI academy for about six months," he said. "When I graduated, I was placed in the Detroit field office. I spent about three years in Detroit."

Somewhere in between, he went home for Thanksgiving and met his future wife, Lisa. The two were engaged and married in 2013, and they welcomed a son in August 2014. From there, he said, it became about priorities.



"That changed a lot of things for me. I got out of the Marine Reserves after my deployment to Afghanistan in 2011. As a counter-terrorism agent, I spent time overseas with the FBI, as well. It's hard to be a good husband and father if you aren't home, so I made the difficult decision to leave the FBI."

## TO INFINITY...

Leaving the FBI and the Marines wasn't an easy thing for Andy, because it was what he had known for so long, but it ultimately was the right choice for his family. And he had no shortage of opportunities. His brother-in-law, Tim, had just co-founded Astronomer, a software solutions company focused on helping organizations extract hard-to-reach data, and he needed someone to bounce ideas off of and help his business grow.

And so their path brought them home: Andy, Lisa and baby Jackson moved back to Cincinnati from Denver to be closer to family and create a home for Jackson.



"I've been here for about two months now, and I'm loving it," Andy beamed. ***"It's a challenge. It is exciting. Things change every day. It's a great experience."*** It's really a lot of learning. A lot of learning. We've got a great team. As we mature, I think that it'll be really exciting

to see where Astronomer goes. I think we're on a rocket ship right now. We're focused not just on growing our business, but growing our impact on the community."

It's engaging, fulfilling work, and it seems Andy's career has come full circle—from Miami and an MIS degree to doing work with technology and big data analytics. The thread of working with numbers and data systems has been woven through his education and into his career, and it's really paid off. By reaching for the stars and taking advantage of what life threw at him, he has been able to carve a life and career out of the hillside here in Cincinnati.

***"I just enjoy being engaged with people and helping people, whether that's in the Marines or as an agent or as an entrepreneur or as a businessman. It's one of those things that's important to me. I'm a firm believer that the more you put in, the more you get out. If you are engaging and doing the right thing, then I think good things happen."***

### **...AND BEYOND!**

For Andy, opportunities have never been scarce. With a little bit of luck and a lot of hard work, he was able to harness those opportunities and follow his dreams, from one stepping stone to the next. For the generations of Miami students who come after him, he offers some simple advice:

"I would encourage students to really spend a little bit of time actually thinking about what it is they want to accomplish in their life," he said. "There's nothing that's impossible. I think students often don't spend enough time actually thinking about what it is they want to do. They either do what everybody else is doing, or do what their parents have told them they should do. I did plenty of that myself, but I would say: **Figure out**



***what you like and what you're passionate about, and then go do it.*** If it's business or if it's art or whatever it is, go do it and figure out a way to make it for you, because the world is a big place. There's a lot of opportunity, and I think that if you figure out a plan and you set goals along the way, you'll get to your objective eventually." 🏠

*historical photos supplied*

# FARMER TEAMS HACK millennial social media at P&G

On October 21, teams from the Farmer School participated in a “hackathon” event as part of the P&G Case Competition. But they weren’t really hacking computers—instead, they were hacking key marketing data and deriving insights from social media platforms.

The teams of students from Miami, Indiana University and Depauw University were at the headquarters of Procter & Gamble from 8 a.m. to 4 p.m., and during that time they were tasked with creating a new marketing platform geared toward people of their own age bracket—in other words, millennials. Teams set out to discover why Secret brand deodorant wasn’t resonating with millennial women, and to design a marketing campaign that would appeal to that target audience using insights gathered from social media.

After an introduction from a high-ranking Snapchat representative and lessons on how to use Facebook Insights and Google Trends, the student teams got to work. They combed through social media accounts, used these tools to analyze the connection between certain words and their relevance and compared the accounts of different competitors of the brand, like Dove.

“The project entailed a lot of teamwork and time management, specifically because we only had a few hours to get everything done,” noted Kate Franz, a senior psychology and marketing major who was on the winning team. “We had to think and analyze critically but also quickly. We learned a number of useful tools and learned a lot about developing insights and how to market to millennials. ***It was a really rewarding experience and I am very glad I participated.***”

The idea behind the competition was to use key research skills in order to make recommendations in a real-world



setting. P&G executives took these recommendations into consideration, giving the students a taste of what it’s like to develop effective marketing platforms for large, well-known brands.

“We had to delve deep into Secret’s brand to ensure we knew everything possible about them,” said senior marketing and strategic communication major Sydney Hewitt, who also noted that this was her first case competition. “I definitely improved upon my research skills after this competition.”

All the hard work paid off. Our teams placed first and second, so the trophy is coming back to the Farmer School, continuing the streak that began in Spring 2016 when our teams also took the top two spots.

“I love doing this and I love watching them do so well,” said senior marketing lecturer Jan Taylor, who accompanied the students to the competition.

“All of the Miami teams gave very thorough presentations and represented Miami well,” said Casey Frazier, a senior accountancy major. “I think it just goes to show how well FSB is developing its students, even in comparison to other universities, which makes me feel confident in my abilities and degree post college.” 🏠

# “Killing it”

ON THE  
COURT  
&  
IN THE  
CLASSROOM



courtesy of Miami University

*What happens when you take the engineering out of the engineering student, and place her in FSB?*

## KATIE TOMASIC, THAT’S WHAT (OR WHO).

Katie, a junior finance major, only recently joined the Farmer School family. When she came to Miami, after a successful high school career with 18 Advanced Placement credits in tow, she joined the engineering department, because that was what she had always thought she wanted to do. However, after a year of taking general education classes and dipping her toes into chemical engineering, she realized that wasn’t the place for her.

So she turned to the Farmer School in the second semester of her sophomore year, and she hasn’t looked back since.

## FINDING HER COMFORT ZONE

It’s hard to imagine two more different majors than engineering and finance. For Katie, however, the need for the change was obvious.

“I have always been comfortable with math and science,” Katie recalled. “But I couldn’t see myself in the long run establishing a career in engineering. I thought it was kind of boring.”

The root of her boredom, she thought, might lie in the fact that her classes were focused more on the numbers themselves than the problems those numbers were supposed to solve. *At FSB, she sees herself contending with real-world issues, bringing her*

***skills in critical thinking and mathematics to the table in what she sees as useful, engaging ways.***

After deciding she wanted to become a business student, Katie hit the ground running. She had taken AP Economics courses in high school, so she had an understanding of the kind of work business majors did, and knew that she wanted to do that, too. As a junior now, she loves her finance courses and couldn't imagine doing anything else with her Miami education.

## **HIT 'EM FROM THE RIGHT**

Another key piece of the Katie Tomasic puzzle is her other passion: volleyball. ***Katie plays right side hitter for the Miami RedHawks' championship-winning women's volleyball team, and this past season has been one of nonstop success for her.***

Katie recently was awarded an Honorable Mention for the All-Northeast Region by the American Volleyball Coaches Association. For the 2016 season, Katie led the team with 276 kills and an average of 2.71 kills per set, with an average of .319 as a right side hitter. The Redhawks finished with a record of 24-7, clinching the MAC regular season championship.

Even though this was the first AVCA award for Katie, she's also involved in volleyball from a different angle: legislation. She's the team's representative for the student-athlete advisory board, the RedHawk Council, where she takes part in discussions about how different legislation would impact Miami and its athletes. In addition, at the beginning of the fall semester, she joined the MAC Student Athlete Advisory Council, which is comprised of only 26 students across the 12 MAC member schools.

While this keeps Katie busy, she is loving every second of it.

***When speaking with her, you don't get a sense of how tired she must be, only that she's enjoying her time here at FSB and with the RedHawks. It's clear that this is where she was meant to be.***

## **MOVING FORWARD: THE NEXT CHAPTER**

Katie recently accepted an internship for the summer of 2017 with Eli Lilly at the organization's headquarters in Indianapolis. She's excited to break into the world of corporate finance, where she thinks her career will flourish.

"It's one of the best decisions I made," she said of her transfer to FSB, "because it created a network of friendship and relationships." 🏠



# *sound advice:* how to orchestrate 30,000-PART HARMONY

When asked to describe a CEO who, in less than 10 years, doubled company revenue (from \$3.5 billion to \$7 billion) and tripled employee count (from 10,000 to 30,000), taking the reins directly from the hands of HARMAN's founder, Dr. Sidney Harman, "humble" is probably not the first word that would come to mind, unless you have met Dinesh Paliwal, CEO of HARMAN.

He is quick to credit everyone except himself for his success...his parents for his strong ties to family and the

value of hard work; his older brother for identifying Miami and making it possible for him to attend; his host family, the Mackeys, for teaching him American customs; his professors for nurturing his inquisitiveness and pushing him for excellence; the Miami community for making him feel valued and welcome; and his ABB and HARMAN "family" for the ideas, innovation and consistent excellence that have made Harman one of the best and most respected companies in the world.



## DINESH'S JOURNEY TO THE UNITED STATES FROM INDIA WAS NOT UNIQUE.

“After finishing my engineering degree from the Indian Institute of Technology, I was working, *but I had great ambition, that someday, someday, if I’m lucky, I’ll get to go to the U.S.* That’s a dream for any IIT student because IIT has exported 70 to 80 percent of its students to United States. That’s what they call ‘brain drain’ from India.

“My elder brother was a research scientist in Canada and he did his research with his fellow scientists in the U.S. He wanted to find a school that would match my upbringing and my personality. He was very clear. He said, ‘Going to a coastal school might be a bit of a shock. You come from very strong family values and you should find a school with a family environment.’ So he started looking at schools for me and then, of course, the answer hinged on where I could earn a full scholarship. Miami did not give me a full ride to start with, I remember, I had to pay general fees for the first semester. That was like \$350 a month. Still, a lot of money, and my brother paid that for the first six months. *The deal was, I had to get all As in the first semester, or he said, ‘You’re out.’* Obviously I stayed!

“I almost didn’t come to the U.S. My father was so passionate that I come to this country to study but he passed away just six weeks before my departure. It was a shock to my family. My mother was a very strong woman who played a big role in my life, and she said, ‘You cannot bring your father back. So go.’ I said, I’m not going, I’m going to be here. I’m going to take care of you, mom. She insisted again that I go and that doing so was my father’s desire. That was end of it, and I never looked back.”

## DID THE REALITY MATCH HIS EXPECTATIONS?

“This turned out to be the best experience of my life because everybody was so friendly. I learned that when I’m walking, everybody would give a big smile and would say, ‘Hi, how are you?’ which would likely draw odd looks in big cities. It was so friendly, so welcoming, even for a foreign student like me. There were not too many of us from India at Miami back then in 1981. In fact, I was the first one from my institute, and professors received me so warmly. I hope Miami still has that great concept of host family. I had Dr. Mackey, I still remember he and Mrs. Mackey, my host parents. They invited me to their home and they explained how American culture works, what is Thanksgiving, what is Memorial Day, what’s Fourth of July, all of those things. My exposure to the U.S. was the best a foreign student could expect.

“I came for a master’s degree in engineering. I taught physics for two years, got my master’s, then I was fortunate to be admitted into the MBA program. I continued to teach physics for another two years and *I got my MBA, which was a career shaping, life-changing experience for me.*





“How can I forget what Miami has given me? I am indebted to Miami. I know I have a lot to give back even beyond serving on the Business Advisory Council. It may be teaching or helping students like me to have a chance to study there. I definitely want to come talk about what Miami did for me and hard lessons learned that I can laugh about now. ***It’s important for people to hear CEOs and leaders admit their mistakes and make fun of themselves because then people feel comfortable enough to say, ‘Me too.’*** You can learn a lot more when you’re open. Miami has given me so much of what I have today—from engineering and business school to the debates and public speaking. I will never forget the seminars I used to attend every Wednesday. There are so many things.

As much as his life was changed by his Miami experience, Dinesh is still, in many ways, a traditionalist. After receiving his advanced degrees and securing his first post-graduate job, he traveled back to India where his mother had been hard at work on the matchmaking process.

“I went home to India where my family was waiting to make introductions. I know it sounds funny in other cultures, but it has worked for a long time in India. My wife Ila and I met over four months’ time and then we

got engaged in April and we were married in December. ***In 2016, we celebrated our 30th wedding anniversary.***

“Marrying my wife was the best decision I’ve ever made, because, as I always tell my children, choosing a life partner is the most important decision because you want that person to work with you culturally, professionally and personally. My wife Ila is a classically trained vocalist. She performed at Miami University. She’s performed across many places in the U.S. and she launched her last album at Carnegie Hall in New York last year. She’s performed in LA, Mumbai, Dubai and many other places. She has brought a whole new skill, class and sophistication to my life. I was a scruffy engineer and she continues to balance me.



“We have two children and they are each unique. My daughter received her bachelor’s and master’s degrees from the Stern Business School at NYU and she also received an MBA from Columbia University. She now works as a consultant in New York City. Our son is more like my wife. He is a talented musician who writes music, mixes, and DJs in New York at well-known clubs like the Marquis Club. He does it as a hobby. Right now he’s getting his MBA from the Stern School of Business. I am very proud of both of them.”



## DINESH'S PROFESSIONAL JOURNEY HAS TAKEN HIM AROUND THE WORLD.

“Before HARMAN, the last job I had was president of ABB, a \$40 billion company. I was very satisfied with my 22-year career there but got to a point when I realized I wouldn’t grow much more where I was. When ABB brought in a CEO from the outside, I said, well it’s time to move on. ***I set my sights on America where the opportunities seemed endless for those who perform well.*** I was approached by a recruiter looking for someone to take the helm of HARMAN from its founder, Dr. Sidney Harman, and here I am almost 10 years later.

“It was a fascinating challenge. A founder-driven culture was not something I knew well. It was a relatively small company compared to ABB with some great brands, a strong legacy and some very talented people. But it was not necessarily run well with its innovation and cost structure out of control, which I knew how to take care of. It was fragmented and disjointed. I’m very innovation-driven, disciplined and committed to transparency and communications. The first year was a struggle as I assembled a new leadership team and introduced new protocols.

“In terms of my interactions with Dr. Harman, I expressed myself respectfully, which is a reflection of my Asian upbringing—to respect those who are older and experienced. ***You don’t call them by their first name, or tell them flat out, ‘You’re wrong.’ I never did that but I respectfully let him know what would not be acceptable, which Dr. Harman started to admire.*** He said, ‘you have a very different style of telling me I’m wrong.’ I said, No, no, I never say you’re wrong. He was a very smart and observant man, and I admired his achievements very much.

“Today, HARMAN has about 30,000 people worldwide in about 30 countries. Our culture is very different than it was a decade ago. That’s very important for my fellow Miamians to know—that the culture we have created in HARMAN is built on integrity and mutual respect. It is flat, and we work hard to stamp out bureaucracy. I hate politics and red tape.

“I always say that while I hold myself accountable as CEO, I want people closest to the customers and the functions to make decisions. We debate but listen. ***We get to the right answer by bringing the best out of each other.*** We don’t believe in silos, we are one HARMAN.

“We want transparency. We want people to speak up. People say millennials like to speak up but everybody wants to be heard. The big difference is people my age think before they speak because they are concerned about how they will be perceived. Millennials are not afraid. They say, ‘Listen, I’m expressing myself.’ We don’t say there’s only one way of doing it. We say there’s a HARMAN way, but the HARMAN way constantly evolves with new cultures, new industry changes and new customers.”

On November 14th, it was publicly announced that Samsung Electronics and Harman International Industries,

Incorporated had entered into a definitive agreement under which Samsung would acquire Harman for approximately \$8.0 billion. How will that impact Harman employees, customers and the culture Dinesh so carefully built?

“I was always driven to the challenges, to the newness. The new culture, the new country, the new society, the new challenges. I think that remains as of today, in fact, my team around me reflects who I am and how I complement them and how they complement me.

“I was in Seoul, Korea recently and I addressed the top executives of Samsung, and I was very respectful as I made my point. I said, look, you’re cutting a very big check, that’s more than \$8 billion for this company. You know what you’re getting; you’re getting a great team of people worldwide. You’re getting a great set of technologies and you’re getting an incredible culture of open, innovative and ‘can do’ attitude. Please don’t mess with it. They said, ‘Absolutely not.’ I said, I’ll do my part, to bring Samsung inside HARMAN and HARMAN inside Samsung and we’ll be one company and hopefully a better than either of us alone.

“I said, we are not looking to be left alone. I said, in the end, the mother ship has to integrate acquisitions, but you should learn about each other. I was very direct and said, we can learn from each other because Samsung is a highly innovative global company, which has doubled in the last 10 years to over \$200 billion in revenues. They’re fast to innovate; they’re fast to go to markets. They have a unique set of values, which we also share, but we also said, let HARMAN do what it does best. They said, ‘We want HARMAN to run independently, we want HARMAN management to run the company. We will respect each other’s cultures’.

“When we go to Korea for further exchange, we will learn and they will learn from us. When they come here to do board meetings in Stamford or Palo Alto, they will learn a great deal. Samsung is a \$60 billion company in the United States alone with 17,000 employees. They have an incredible story. Now coming together, HARMAN can accelerate its growth in the connected

car, connected home and connected enterprise. It’s a synergy of the ultimate optimist’s dream. This transaction will combine Samsung’s expertise in connected mobility, semiconductors, user experience and displays with HARMAN’s unparalleled connected car infotainment, telematics, OTA, cyber security, audio, sound management systems and software services expertise to create what we believe will be the world’s most comprehensive connected technologies company.

“Of course, the challenge is to bring those technologies together seamlessly and that’s what we have to work on.

***We have to create solutions that consumers want, that are cost effective and easy to implement, and this will take some time. But this is a long game, it’s a transformational journey.”***

## **WHAT WORDS OF WISDOM WOULD DINESH GIVE A CURRENT FSB STUDENT?**

“Whenever I have come to Miami or any other business school where I’ve spoken, I always say that before you have children and a family, take advantage of your mobility. Take global assignments, ***go to a country which may seem tougher to you. Go to China, go to Germany, go to Japan, go to Brazil. Learn about culture, learn about different business mindsets, learn about how people make decisions differently than we do in America. That will make you a better person, better business leader, better socially.*** Just because someone doesn’t speak fluent English, sometimes someone might ignore them. Just think of it. All of us on the top management team at HARMAN average three and a half

countries we have lived in and we have worked for at least two or three companies of very different businesses, different cultures. These are extremely valuable experiences that we bring to HARMAN and our customers.”

## DINESH HAS BEEN INVITED TO BE THE 2017 COMMENCEMENT SPEAKER FOR THE FSB. WHAT MESSAGE DOES HE HAVE FOR THE CLASS OF 2017?

“Number one thing that I’d say, no matter where you come from, whether it’s the Midwest or the west coast or another country, you should be confident that you made it to Miami and use that confidence as a launching pad. Many of us come, insecure and shy, lacking the confidence to really engage and learn. ***Use your confidence, reach out to professors, fellow students, ask many questions to many of the brilliant people around you.*** Take advantage of the incredible minds that are here. Be inquisitive. Ask questions, that’s number one.

“Number two, I would say, don’t look for your comfort zone. White kids want to hang out with white, Chinese want to hang out with Chinese, Indians with Indians. That’s the most terrible thing you can do. You’re squandering the opportunity of culture that Miami’s giving you. Miami’s giving you a platform of different cultures, different understanding, different countries. This is your global experience, so ***make friends with people who don’t look, sound or think like you.*** Even take short vacation weekends with those friends.

“The third thing I would say, ***as soon as you graduate is ask your employer about overseas assignments. Tell them you want to go.*** You will



photos supplied by HARMAN

have the fastest, steepest learning curve of your life. It will make you a better person and better leader.”

Words of wisdom, without a doubt, not just for graduating seniors. Perhaps the Farmer School should have Dinesh Paliwal address the incoming class of 2021, too. 🏠

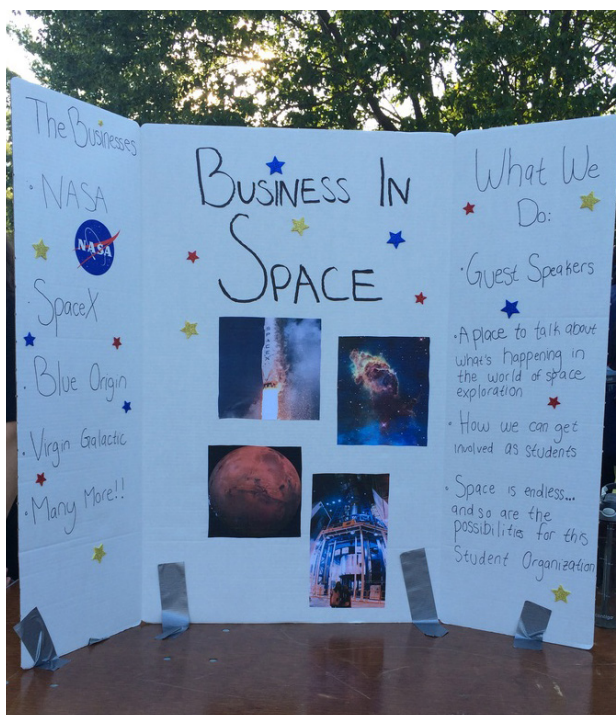
# the sky is the LIMIT

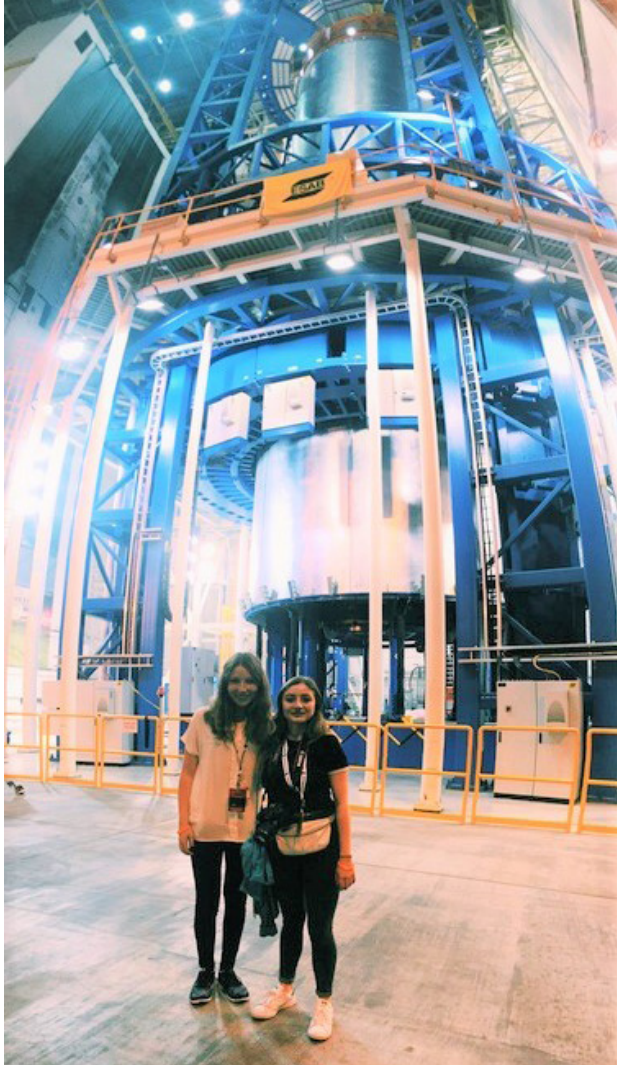
You could say that Maggie Handler's head is in the clouds—or *beyond them*.

For the junior marketing major, space represents more than just the final frontier. ***Its possibilities are literally endless, and Maggie has made it her goal to discover all she can about the universe and its untapped mysteries.***

For Maggie, working alongside NASA would be the ultimate dream. During the summer of 2016, she attended a NASA social event at the assembly center in New Orleans, Louisiana, where she rubbed elbows with top engineers, astronauts, managers and executives. This eventually led her to connect with NASA's Glenn Research Center in Cleveland, Ohio. One of the people she spoke with decided to give her a shout once she was back in Oxford, and a professional relationship was forged.

It's no wonder that the NASA representative kept Maggie's business card. When she speaks about space, the excitement is palpable, her curiosity unparalleled. ***"I have loved space since forever,"*** Maggie said. "My favorite movies are 'Contact' and 'Interstellar.' There's so much for us to learn—we barely know anything!"





student-supplied photos

## A MICROCOSM OF NASA

Her love for space doesn't stop at simple curiosity. In early 2016, Maggie started a club so she could share her passion with her fellow students. Business in Space is a new, interdisciplinary Miami organization dedicated to bringing together everyone with a desire to learn more about the cosmos—future engineers, astronomers, marketers and economists alike—to scratch that itch.

The way she sees it, the group is a great way for students to get more involved with the business aspects of space exploration. NASA's Technology Transfer program brings patented space exploration technology into the classroom and encourages students to create market assessments and business plans for how these technologies—the result of federal government research—can be implemented in a real-world setting. NASA innovators and scientists engage with business students and provide key resources for learning more about technology and about space in general.

***The Business in Space club is unique to the Technology Transfer program, however. Whereas NASA usually works with dedicated classes of students who are seeking college credit, the club members will be entirely self-motivated when undertaking this project.*** And it's not something open to just anyone, either. Twelve club members sent in resumes in hopes of being chosen to participate.

The program is a once-in-a-lifetime experience for business students, especially. It's easy to visualize astronauts and even the people in the command center during a rocket launch—the iconic bodysuits, the headsets and countdown have all been key images in the media in the last few decades. But what about the people behind the scenes? The ones who devise successful marketing strategies, who communicate with the public, even the ones who balance NASA's government-funded checkbook? They are every bit as necessary.

Maggie has been able to bring key experts to campus to speak about their experiences in the space exploration industry, including engineer and Miami alum, Nicole Smith, a project manager for the Orion spacecraft—the vehicle that NASA hopes will take us to Mars. When Maggie lifts off after graduation in 2018, she'll have this key experience under her belt. From the relative safety of the ground, ***her aspirations of one day working for NASA are gaining momentum—and an object in motion, as they say, tends to remain in motion.*** 🏠

# INNOVATE *to aviate*

Diving into Marketing with

**TEXTRON**  **AVIATION**



The marketing world is constantly evolving, and our students have to be on their toes to keep up with the different kinds of strategies that businesses need to implement.

That's why they take the StrategyWorks marketing capstone course—to try and get their bearings on real-world marketing problems and try out everything they're learning at the Farmer School. The course is taught by professor Pete Jack, who coordinates the program for The Farmer School of Business, and professor Debbie Coleman.

StrategyWorks students have been able to work with companies including DAP, Harman International Industries, the NCAA and Nestle, but one organization that keeps coming back is Textron Aviation, general aviation manufacturers and marketers of the Cessna, Beechcraft and Hawker brands. ***This semester marked the fifth time the aircraft manufacturer participated in the program.***

## HOW DOES IT WORK?

For the duration of the Fall 2016 course, the students were enrolled in three sections and divided into teams within their respective section, each with a target market and product to market. One group focused on marketing the large-cabin aircraft Citation Hemisphere jet; another group strategized how to market the Cessna Denali single-engine turboprop; and the final group focused on how to reach out to concept customers based in Silicon Valley. Through an intensive 14-week grind, team members met with the client, performed bi-weekly check-ins with their professors, met for countless hours with their group members, conducted research and ultimately produced marketing campaigns that reflected the company's goals.

***In all, the goal is to come out of the semester with a clear idea of what it takes to ideate, research, develop and, on some level, execute an effective marketing platform.***

At the end of the course, each of these marketing strategies was pitted against the others in a playoff-style bracket: first the groups marketing the same product were critiqued (i.e., the Hemisphere teams all competed against one another) and were judged by Textron Aviation executives, and then those three winners were sent on to be judged by senior Textron Aviation judges for first, second and third place rankings.



The students spent weeks preparing their delivery of the platforms they'd devised, and their hard work was put on display to the very people that gave them the original charges. They had different presentation styles and different platforms, but the message was the same: Here is a marketing strategy that Textron Aviation can be proud of and fully incorporate into current plans.

The team that won the competition this year called themselves "Matrix." After a thorough analysis of information gathered through WealthX, a database of information on high net worth individuals, the students decided to target philanthropists, venture capitalists and trustees in the area in order to build relationships and engage brokers of influence. By applying the basic tenets of marketing to the project, they were able to develop a comprehensive plan for increasing brand awareness of private aviation in general and of Textron Aviation products specifically in a relatively fickle market—Silicon Valley.

## SUCCESS STORY: NATALIE STADELMAN

Natalie Stadelman was a student in Pete Jack's Fall 2014 iteration of the StrategyWorks course. Now? Natalie is a Regional Sales Director of the Citation Jets division at Textron Aviation, and she credits the StrategyWorks capstone as the opportunity that landed her the job. Because of the presentation experience she gained as a

direct result of the class, she has been able to move forward with her career—albeit in a different direction than she originally anticipated.

Before taking the class, Natalie had been extended offers from companies including IBM, for which she had previously interned. In fact, she had six offers already on the table when she decided to take the capstone. However, after working with Cessna and getting hands-on project experience, she decided to take her career down a different path.

One of the skills Natalie attributes to the StrategyWorks program is her now-stellar ability to present in a concise, meaningful way. She has seen large returns in her career thanks to the confidence she gained during this program. In fact, she was one of two people chosen by Textron Aviation to present about the StrategyWorks advantage at a Fortune 500 conference in the early fall.

"I can't say enough good things about the program and about Pete," Natalie said. ***"It truly changed the direction of my future. And it really helped me learn how to prepare for meetings with your boss or meetings with management and how to tackle a large project and break it into pieces."***

Natalie isn't the only one who found her calling at Textron Aviation. Now, at least 30 Farmer School grads work for the company, and Miami is one of its premier recruiting schools.

The representatives from Textron Aviation have always been impressed with the work put forth by the students in the StrategyWorks course. In fact, their ideas are often implemented by the company's marketing teams, proving that they have real impact.

"The StrategyWorks capstone has been an impactful partnership for both Miami University students and Textron Aviation," said Libby Caris, a former StrategyWorks student and now a Business Development Associate for Textron Aviation. "The program prepares students for the business environment and the ambiguities they will face when tackling a challenging business problem. It forces them to use information at hand to make the best possible recommendation to senior management."



## CRITICAL COMPONENT: A COHESIVE NARRATIVE VISION

Throughout the semester, one dominant theme has emerged. Marketing isn't just about getting people to buy a product: It's about telling a compelling story and fitting all the pieces of your product, brand and demographic into a clear strategy. ***It's about weaving an engaging narrative that not only informs but also transforms, bringing the product to life by solving this complicated puzzle.***

"A tremendous amount of the success depends on the students being able to take pieces of insight from all their research, from this huge project, and break them down into smaller parts," Debbie Coleman said. "You have to be able to parse through the key data points and turn them into a story."

This skill, Debbie stressed, is transferable to any discipline in any industry.

In all, the students were able to create marketing strategies that used bits and pieces from everything they've learned so far in their careers at the Farmer School. After all, it's a capstone—so they should be able to show what they have taken away from their time here.

"I have been teaching StrategyWorks for eight years," Pete Jack said. "I am continuously impressed with the progression of the students from the beginning of the semester to the end—from the initial meeting with a client about whom they know nothing, to the final presentations of well thought out, expertly crafted and presented marketing campaigns. ***It's hard work, but the caliber of their efforts and dedication to the project are exemplary and it will pay dividends as they embark upon their careers.***" 🏰

# ...and the final **JEOPARDY** question is... **WHO IS CHUCK MOUL?**

It's like a secret handshake. "Members" of this not-so-exclusive club share a bond that allows them to talk in cryptic sentences and instantly understand each other. Walk up to one of them and say, "Who is Fo Moul?" "seahorse farm" or "tuxedo" and you're in. This club includes the thousands of students at Washington University and Miami University who took Chuck Moul's Introduction to Microeconomics class. They may have forgotten how to calculate a demand elasticity or the payroll tax rate for Medicare, but they'll never forget the professor who would do almost anything to make a point.

Chuck Moul grew up in a small town about two hours north of Oxford. St. Marys is a lot like Oxford would be, if there were no university here. His family includes a long line of lawyers, and both his father and an uncle were Miami alumni, so he and everyone else assumed Chuck would attend Miami for his undergraduate degree and then become a lawyer as well.

Chuck recalls, "I happily came to Miami as a pre-law (political science) major. I fell in with the Glee Club spring semester first year and found economics in fall semester of sophomore year, in Jerry Miller's ECO 201 class. I then took a class spring of that year with Denny Sullivan—The Christian Critique of Capitalism. I didn't do especially well in the class, but I guess I made an impression on Denny, because in the first week of the fall semester of my junior year, Denny saw me in the hallway and called



me into his office. He said, ***‘Chuck, what are you going to do with your life?’ I said, I don’t know. I was going to go to law school. Then I saw this movie and I thought I wanted to be a spy. Then I decided that was dumb, but I still don’t want to go to law school. He said, ‘Well, you should be an economics professor.’ I said, Denny, that sounds good.*** What do I have to do? He said, ‘You have to drop everything you’re taking and take math.’ I said, Okay. That semester I took Mike Curme for Intermediate Micro, and Prosper Raynold for Intermediate Macro, and moved over to Calculus II, and just did exactly what Denny told me.

“My dad has since told me that one of the happiest moments of parenthood for him was when I told him I wasn’t going to go to law school. He was very pleased. I graduated in ‘94 and immediately went to Northwestern. ***I think it’s important that everybody have their ego broken down at a place where they’re in a position where they can rebuild it.*** It’s not that it was necessarily a supportive place, but the conditions, my peers and everything, were such that when I showed up and I realized I was definitely right there in the middle of the pack and I was not a superstar, I was able to put things back together. I had a very close friend who was one of the top students. He had to go through this experience while he was a professor. It was much worse for him.

“When we started the doctoral program. I think everybody thought they were heading into academia. Then we got a



sense, a much better sense, of what academia is. About a third of those who finished the program ended up going into the private sector. Two-thirds went to academia and many of those have since gone over into the government. “My dissertation was on the theatrical distribution of movies in the US. I thought if I was going to work on a project for three or four years, I’d like to be able to talk about it with people at cocktail parties. Everybody at the cocktail parties loved it, but when I went out to interview, people would say, ‘Well, that’s kind of fun and a little clever; but it’s not really important.’

“I felt blessed to get an offer from Wash U in St. Louis. During the first few years, it was a very great fit for me in that it was a department that valued research, but also highly valued the undergraduate education experience. It is really striking how the universities, the Ph.D. programs, are all geared to minting these new professors. If you look at the jobs that these Ph.D.s get, at least half involve teaching, and there is no support for the teaching mission at all in any of the grad schools.

## PROF MOUL

“I wouldn’t call it trial by fire, but they just throw you into the pool and say, ‘Now you’re a teaching assistant.’ The learning curve is immense. The first quarter that I TA’d, I taught Intro to Macroeconomics, which was a subject I didn’t care for then, and I still don’t care for. At the end of the semester, all the TAs sat around and compared our teaching evaluations, which were horrible. I think the single biggest learning from that was that until you’re doing it, you don’t understand just how much preparation goes into it. By the second quarter I was a lot better.

“My students, they remember the damndest things. The Intro to Micro course is the one in which I’ve had the most students and one I feel very connected to. I frame the course along what we call the first welfare theorem, which answers when markets are going to do a good job and when they are not. The day I introduce the topic, we’re three or four weeks into the semester. It’s a big day. ***I want them to remember, so I***

***wear a tuxedo, a gift from my wife.*** Years later I see the students and I say, Do you remember the day I wore the tuxedo? They say, ‘Of course we remember. That was a great day. You stood on the table.’ I read from an old 1915 edition of Adam Smith’s *Wealth of Nations*, and I really just drive home the point. I say, So you remember the readings? Do you remember what I talked about it? ‘No, we don’t remember any of that. We remember the tuxedo.’ It changes the way they think about things. ***You always hope that there are students who say, ‘Oh, five minutes of that lecture changed my ...’ That never happens.*** But perhaps there’s some cumulative afterglow that sticks.



*historical photos supplied*

**BUT ALL OF CHUCK’S STUDENTS REMEMBER CHUCK AS A CONTESTANT ON JEOPARDY.**

“It was the spring of 1998,” he recalled. “My dad’s mother was watching Jeopardy and saw that they were doing tryouts in Chicago. She said to my mother that I was always complaining about how we never got enough money at Northwestern, and that I was always talking about how smart I was, so I should just go on Jeopardy. The tryout test that they gave us had lots of questions on opera and 15th century Italian philosophers, and just some pretty obscure topics. It was a hard test. They popped in a videotape of Alex Trebek, and he read off 50 questions. You had 50 blank lines, and you had to fill them in. I did not think I did especially well. When they were calling out names for people who could stay, mine was the second to last name that got called. Then you just did a little bit of a tryout with the buzzers.

“They liked what they saw, so they called me up and said, ***‘We want you to be on the show.’*** I said, Excellent. I’m in Chicago, you’re in California. Who’s going to pay for my flight? They said, ‘You are.’ I said, Okay. Well, what about accommodations? Where are you going to put me up? They said, ‘Nowhere. You’re on your own.’ I said, All right.

“The episode itself ... I show the tape on the second to last day of class to my Intro students. They endure a lot over the course of a semester, because we go hard and we go fast. At the end I say, Here’s an optional day. If you want to come in and see the color commentary version of the 1998 Jeopardy tape, I will provide that. Attendance is pretty good.

“Some students will say, ‘You looked so young back then.’ Most people say, ‘You’ve got the same mannerisms, the same bow tie.’ The first round of Jeopardy went pretty well. The categories were to my taste, although, when I got shut out of the James Bond category, that was fairly humiliating.

“I briefly had the lead in the first round. A number of my answers, I listened to them and they’re funny because you can hear the condescension dripping off my voice if some other contestant got it wrong. It sounds like, Oh, you fool.

It’s obviously this. For a period of time, I was clearly Alex’s favorite contestant that he had in some time.

“The second round was not good to me. Many categories that were not my strength. So I start to throw up some Hail Mary passes that do not turn out well at all. I actually tell the students when I show the tape, You know, we don’t miss anything if we skip double Jeopardy. They all say, ‘We want to see the defeat and humiliation.’

“At the end the woman in first place has an insurmountable lead, so I’m playing for second place. I’m in third, but I’m playing for second. ***This is where I pause the disk in class. We’ve talked about game theory, and I say, What’s my best wager?*** And the kids go back and forth. And I say, We’ve got to combine a little psychology with a little game theory. And I say, I think my best game wager is to bet nothing, because the only way I can come in second is if the person who is in second misses, and so do the whole thing that way. Betting nothing, there is no incentive to put the correct answer, which I had also anticipated. I had anticipated on the happier side. I was going to be the one with the insurmountable lead. I was going to be the five-time champion.

“I had auctioned off my answers to the Northwestern gang. The idea was that the high bid, if I get to execute this and I put your answer, you are going to pay me however much at the end. But I’d reserved the top spot for me. That was the only one I felt good about. And here I’m in an opportunity where I’m going to get to do it. So the final Jeopardy question involved old Disney movies, forest fires and so on. I gave the matter a little bit of thought, maybe five seconds of thought. Then I remembered it doesn’t matter, I’d wagered zero. So I wrote, ‘Who is Fo Moul,’ who’s my brother. His name is Forrest, but he goes by Fo. The students get a kick out of this. You can see when the camera pans to me, I’m actually singing along to the Jeopardy theme song, because there’s no stress anymore, I’d lost. There’s none of that. Alex ... I’m in third, so he comes to me, and he says, ‘What did you put?’ and



***‘Who is Fo Moul?’ I was very pleased he got the last name right. That was the one thing that could have blown up on me. He doesn’t know what to do. At this point, I’m sort of flashing back to the fact that before the show they told us Alex doesn’t like when people don’t take his show seriously.***

“I had been at the pinnacle with Alex, his favorite, and now I’m at the bottom. The camera is on me. No one else can see Alex’s face, but Alex is livid. He says it again, ‘Who is Fo Moul?’ I said, Oh, if you’re asking, he’s my brother. He says, ‘What’d you wager? Oh, zero.’ He moved on. The other two contestants got it right, so I got nothing. But at the end Alex was so mad he wouldn’t shake my hand. He was unhappy.

***“People frequently ask me, ‘Is Alex as pompous and arrogant as he seems on TV?’ I say, I’m surrounded by economists all day. I have no idea.***

My threshold for that is off the charts, but what I can tell you is that the crew, at least in 1998, did not care for Alex, because they thought that my final Jeopardy prank was the funniest thing that they’d ever seen. They took my third-place prize, which was hotel accommodations in California, which, since I’m living in Illinois, is going to do me no good at all, and they threw in airfare. So they basically tripled my prize and made it at least as good as the second-place prize, just because they thought I had made Alex look like an idiot.”

## **THAT’S THE JEOPARDY STORY.**

After his 30 minutes of Jeopardy fame, Chuck completed his Ph.D. at Northwestern and went on to teach at Washington University at St. Louis. While he enjoyed the students and faculty camaraderie, a part of his heart remained in Oxford, and when the opportunity to return to his alma mater presented itself in 2008, Chuck jumped at the chance to teach alongside the professors who had set his path for life.

***“I think that I’m just one of the lucky ones who gets to wake up every morning and do what I feel like I’m supposed to do,”***

Chuck said. “There are many ways to be happy, but it’s a very satisfying way to be happy. In many ways, it’s a simple way to be happy. It’s wonderful to be back, to have been able to come back to Miami. I’m built for this audience. I know how to motivate that student and this student, because these are my people.”

It’s obvious Chuck’s “people” feel the same way about him. He is a recent winner of the Farmer School’s Richard K. Smucker Teaching Excellence Award and the Associated Student Government Outstanding Professor award. 🏛️

# DELTA SIGMA PI *races to* *volunteer* DURING FALL BREAK

Some students sleep or catch up on their studies during Fall Break—not so for Delta Sigma Pi, the professional co-ed business fraternity. Each year during Fall Break, Delta Sigma Pi takes a trip to give back to the community. This year, the group traveled to Charlotte, N.C.

While in Charlotte, Delta Sigma Pi members visited the home base of Hendrick Motorsports, a NASCAR Sprint Cup racing team that supports four of the most popular drivers in the business (Kahne, Johnson, Earnhardt Jr. and Elliott). The students got a behind-the-scenes tour while learning about what goes into making a great racing team.

In addition to the tour of the Hendricks Motorsports facility, the group participated in a service event at Bright Blessings, a nonprofit organization that provides necessities, gift bags and programs to support more than 8,000 homeless and impoverished children each year. The members of Delta Sigma Pi helped other volunteers fashion snack bags and birthday gifts that would be distributed to these kids.

“The service project we did with Bright Blessings was one of the best parts of the trip,” said Dominique Van Howe, a sophomore accounting major. “Putting together the snack bags and birthday gifts was awesome because they will really make a difference for the kids who need it. I liked how involved we were able to be in the process.”

“I really think our Fall trip is a great experience that allows us to see opportunities that wouldn’t normally be on our radar as students,” said Matt Schuen, Delta Sigma Pi’s VP of professional development, who planned the trip. 🏠



*student-supplied photos*





# QUANTUM *leap*

The difference between being a high school senior and being a first-year college student is huge. So is the transition from college senior to employed professional. The Farmer School Office of Career & Professional Development (CPD) is dedicated to reducing stress and increasing the probability that our students will be competent, confident and well-started along their career paths when they graduate. The work they do is a big part of the reason 85 percent of our 2016 grads seeking full-time employment had accepted a job offer prior to graduation and more than half of them received multiple job offers.

As a 2016 grad noted, “Nick (Cattin, Director of Career & Professional Development) was a huge help in my search for a career and was always willing to meet with me. He helped me format my resume and build my confidence during my job search.”

Nick, Monique Frost (Associate Director of Career & Professional Development) and Brenda Homan (EY Professional Development Advisor, Accountancy) assist students in exploring majors, developing resumes and effectively navigating the internship and job search. They also provide opportunities for employers to build their brand with Farmer School students, faculty and staff and connect with candidates who meet their recruiting objectives.

With 4,000 students and hundreds of employers, it seems an impossible task. Nick Cattin explains: “We have very engaged faculty who collaborate a lot with us. We also work with the academic advisors. Because we don’t have the silos many larger institutions have, we can be more effective with the staff we have.”

The  
TWO

most important days

IN YOUR LIFE

are the

DAY YOU ARE BORN

and the

DAY YOU FIND OUT

WHY.

-Mark  
Twain

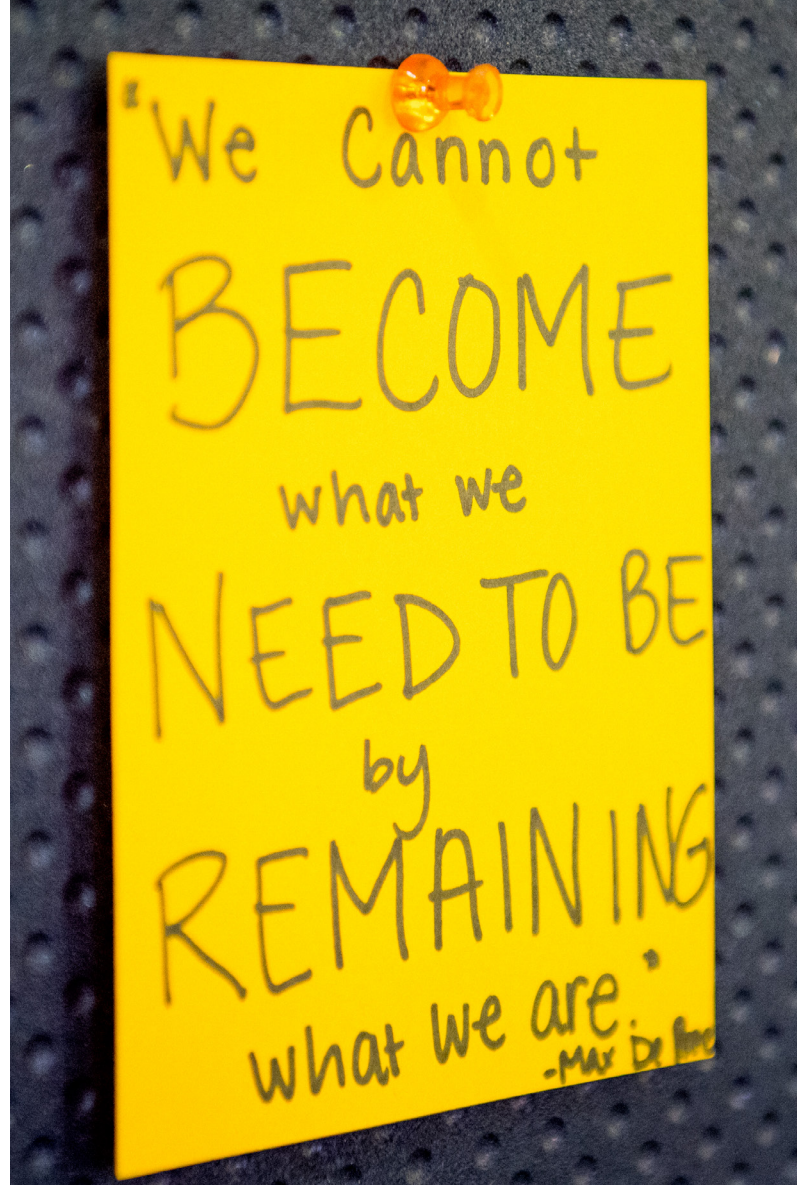
The students are also very engaged. *How engaged? More than 90 percent first interact with the CPD in their freshman year.*

How do three people connect with 1,000? By networking and finding creative ways to add value to existing structure. For the CPD, that meant approaching the instructors of the Howe Writing Initiative, who teach the freshman business writing class, and offering to host a resume workshop as part of the FSB-required class.

Isn't freshman year early for students to be thinking about careers? Not according to Nick. "They now have accounting camps for high school students, because they want to introduce students to those careers," he said. "Then they have leadership programs. Now we have all the big four; many of the banks, like Fifth Third; and many other corporations, like Cardinal Health, having leadership preview days for freshmen and sophomores. The messaging is getting down earlier.

"By sophomore year they should have a decent resume ready. They should have attended the basic interviewing workshop. Our desire is to have most of them, by the end of their sophomore year, have attended the Career Fair, or Spring Internship and Career Expo, to get exposure. We advise them to go to the Career Fair, even as a freshman, just to brand and network and put yourself out there. We've seen an increase in the freshmen, even, that are going, just to get the exposure. We also help them get connected with lunch-and-learns with employers."

***A bonus to the early interaction with the CPD and employers is the amount of career "learning" that occurs. For some students, the experience provides confirmation of their career path. For others, it's a wake-up call that the reality of***



***this career doesn't match up with their wants and needs.***

"A lot of our job is reassuring students, it's okay you don't know what you want to do, or even as a junior you do an internship and realize it was miserable and you don't want to do that. So then senior year, we help them find a path where they're going to have a meaningful career. We always say, you're not on the wrong path, it's a different path, and it's going to get you to where you desire. Too many students feel as though everybody else is on this very specific path. We say no, that's a different path. Is that potentially an easier path or broader path? Yes, yours is different, it's not the wrong path, though. We'll actually say your mom did not call me and tell you to say this, but...



“Working with the students is half of the job,” Nick continued. “The other half is working with employers to help craft recruitment strategies and develop their brands on campus. We ask them how are we building out your brand from a 50,000-foot level with all students, starting with freshmen, sophomores, and then how are we drilling down to the specific populations, and facilitating conversations with your top-tier talent?”

In 2016, more than 400 employers specifically sought out Farmer School students as hiring candidates. “When the employers come in and look at our curriculum and the experiences our students have, they say, ‘This seems like an MBA program.’ ***Those experiences that***

***students are having really are an easy sell for the employers.***

When employers say, ‘here’s what we need,’ we can tell them that clients participating in our capstone StrategyWorks class did this. Here are the outcomes for this particular company with the human capital class. In management, here’s how those HR students have gone through, developed solutions for Cincinnati Children’s Hospital. For finance, students who have done stock pitch competitions. ***At any and all levels students have those integrated experiences, and employers like seeing that.***”



courtesy of Miami University

For Nick, Monique and Brenda, the hours are long and they are sometimes cast in the role of “dream crushers,” for their honest assessments of students’ likelihoods to immediately land their dream jobs. The rewards, however, make it all worthwhile.

“It’s great being able to see updates of where students end up going,” Nick said. “To see them then obtaining that thing that they wanted, whether it was going to grad school, or going to start their own business, or maybe going to work for a nonprofit foundation. That’s always great to see.

***One of the best things is when you go to Career Fair and you***

***walk around and you see how many students you’ve helped get jobs, and walked along with them on their journey.***

There’s one in particular, Kaitlyn. She came to Miami to run track. She originally went on Chicago Finance Week. Afterwards, she said, ‘Holy cow, this is not what I want to do.’ We met and talked a couple times. She ended up pursuing information systems as a major. Really fell in love with that and then got a job with Protiviti. It was great last year seeing her recruiting students to go work at Protiviti. You literally see it go full circle.” 🏛️

## NEW TENURE-TRACK FACULTY AT FARMER

Dr. Kimberly Berg	Assistant Professor, Economics
Dr. Jacob Brindley	Lecturer, Economics
Dr. Arthur Carvalho	Assistant Professor, Information Systems & Analytics
Dr. Fadel Megahed	Assistant Professor, Information Systems & Analytics
Dr. John Ni	Assistant Professor, Management
Dr. Analisa Packham	Assistant Professor, Economics
Dr. Daanish Pestonjee	Assistant Professor, Management
Dr. Ling Shao	Lecturer, Economics

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## 2016 PROVOST'S STUDENT ACADEMIC ACHIEVEMENT AWARD WINNERS ARE FARMER-CENTRIC

Outstanding students are what makes the Farmer School great. Out of the 12 students campus-wide who received the 2016 Provost's Student Academic Achievement Award, the University's highest student academic award, we are delighted that five of them were FSB students! The award is reserved for students who have wholeheartedly contributed in a positive way to the intellectual environment at Miami University—in other words, the recipients are doing great work in their fields of study and are productive members of the academic community here on campus.

*The criteria for the award are as follows:*

- The student must be nominated by a Miami faculty member, and letters of support from other faculty are encouraged.
- A minimum of 75 credit hours must have been completed by the student.
- The student's record must reflect outstanding academic excellence—and contributions beyond typical major and minor requirements.

*Each student is awarded a \$1,000 scholarship and certificate of recognition.*

### CONGRATULATIONS!

Matthew Bender — Finance and classical humanities double major

Jackie Craig — Business economics and economics double major and mathematics minor

Irina Rakhlenko — Software engineering major and business analytics minor

Alex Vielmetti — Finance and business economics double major and ethics, society & culture minor

Joe Wavering — Finance and mathematics double major and economics minor

## NAMED PROFESSORS & ENDOWED CHAIRS

Dr. Brian Ballou	EY Professor of Accountancy
Dr. Thomas Boulton	Lindmor Professor
Dr. Neil Brigden	Richard T. Farmer Endowed Assistant Professor
Dr. James Brock	Bill R. Moeckel Professor
Dr. Rhett Brymer	John Mee Endowed Assistant Professor of Management
Dr. Po-Chang Chen	PwC Endowed Assistant Professor in Accountancy
Dr. Robert Dahlstrom	Joseph C. Seibert Professor
Dr. Devon DelVecchio	Raymond E. Glos Professor in Marketing
Dr. Lisa Ellram	James Evans Rees Distinguished Professor of Supply Chain Management
Dr. William Even	Raymond E. Glos Professor in Business
Dr. Allison Jones-Farmer	Van Andel Professor of Business Analytics
Dr. Anne Farrell	Endres Associate Professor Fellow
Dr. Jim Friedman	White Family Clinical Faculty in Entrepreneurship
Dr. Dan Heitger	Deloitte Professor
Dr. Tyler Henry	Frank H. Jellinek, Jr. Endowed Assistant Professor in Finance
Mr. Thomas Heuer	Forsythe Chair in Entrepreneurship
Dr. Tim Holcomb	Cintas Chair in Entrepreneurship
Mr. Paul Hunter	Markley Visiting Executive Professor
Dr. Yao Henry Jin	Neil R. Anderson Endowed Assistant Professor
Mr. Mark Lacker	John W. Altman Clinical Professor of Entrepreneurship
Dr. Young Gabe Hwa Lee	C. Michael Armstrong Business Chair
Dr. Matthew Myers	Mitchell P. Rales Chair of Business Leadership
Dr. Glenn Platt	C. Michael Armstrong Professor of Network Technology & Management
Dr. Joseph Rode	Endres Associate Professor Fellow
Dr. Marc Rubin	PwC Professor
Dr. H. Jeff Smith	George and Mildred Panuska Professor in Business
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Dr. Chris Sutter	David F. Herche Endowed Assistant Professor
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