

Agenda

8:00 a.m. Thursday, February 21, 2019
Oxford Campus, 201 Laws Hall

Public Business Session - Announcements and Written Reports, Attachment A

- 5 Min** Chair, Approval of Prior Meeting Minutes, Final Attachment
ASG Updates
Graduate Student Update
University Senate Updates - Executive Committee Chair

Integrated Presentation, Attachment B

- 40 Min** Presentation - Student Success & At-Risk Populations

Student Affairs Reports - Vice President for Student Affairs

Presentations and Reports:

- 10 Min** VP Update - As Necessary

- 20 Min** Student Wellness, Attachment C

Written Report Only:

Student Affairs News, Attachment D

Student Housing Occupancy Update (HOME Office Update), Attachment E

Residence Life/Living Learning Communities, Attachment F

Student Activities and Programming to include Greek Affairs, Attachment G

Leadership Initiatives (Wilks Leadership Institute), Attachment H

- 5 Min** Break

Enrollment Management and Student Success - VP for EMSS

Presentations and Reports:

- 10 Min** VP Update - As Necessary

Written Report Only:

EMSS "Good News", Attachment I

Academic Affairs Reports - Provost

Presentations and Reports:

- 10 Min** Provost Update As Necessary – **10 min**, Attachment J

Resolutions - MS in Business Analytics

- 10Min** Boldly Creative Update

- 20 Min** Academic Center/Program, IMS, Attachment K

Written Report Only:

Academic Affairs "Good News", Attachment L

Remediation Report and Resolution, attachment M

Academic Dean – College of Creative Arts, Presentation and Tour

- 50 Min** College of Creative Arts, Attachment N

Other Areas

Presentations and Reports:

Forward agenda, Attachment O

Prior Meeting Minutes, Attachment P

Executive Session, if required



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

TO: Board of Trustees Academic/Student Affairs Committee
 FROM: Annika Fowler
 DATE SUBMITTED: February 11, 2019

To the esteemed Board of Trustees,

After a busy J-Term full of study abroad, work, internships, travel, and service opportunities, ASG is excited to be back on campus representing the student voice and pursuing a variety of initiatives during the spring semester. I share the following information and updates with you for your awareness:

Student Senate recently elected a new member of Executive Cabinet - Secretary for On-Campus Affairs, Effie Fraley; we are excited to welcome them to our team. Secretary Fraley will be working closely with President Murtagh on a variety of issues pertaining to life on campus, one of which is the distribution of drug disposal bags in residence halls to prevent students from illegally distributing excess medications. Later this semester, the greater Miami student body will elect the 2019-2020 Student Body President and Vice President, and following that election, Student Senate will elect the Executive Cabinet for the 2019-2020 school year.

Our Secretary of Finance and Secretary of the Treasury are working to properly allocate funds to our 600+ student organizations on campus under the Red Brick Rewards program this semester. They will host two funding hearings this semester with their committee and another special hearing for funds needed for Mega Fair and the First 50 Days of the fall semester; they are allocating approximately \$358,000 to these student organizations for a variety of campus events and programming. Additionally, our Secretary for Governmental Relations is collaborating with Director of Institutional Relations, Randi Thomas, to organize an advocacy trip to Columbus in April for members of ASG. While in Columbus at the Statehouse, ASG members will share their unique Miami experiences with staffers and legislators, emphasizing the importance of higher education funding.

Secretary for Off-Campus Affairs, Charles Kennick, is working in partnership with the Oxford Chamber of Commerce towards the administration of a student input/preference survey on business choice/options, so the Chamber and city can provide potential businesses with a better picture of potential markets. Additionally, he is working with the Chamber-MBA committee on preparing potential proposals for student entrepreneurs and other pop-up style businesses in vacant storefronts throughout the city. He continues to work with Enjoy Oxford and the City of Oxford on establishing free, publicly available Wi-Fi in the two Uptown Parks. His committee is also working with our Infrastructure and Sustainability Committee and the City of Oxford on sight-lines and street crossing safety improvements to many intersections throughout Oxford that are currently unsafe and hazardous for all modes of transportation. Finally, he is restructuring and solidifying the influence of the Student Community Relations Commission within the city policy-making processes.

Our Secretary for Infrastructure and Sustainability is hosting Green Week from April 21st-27th, sponsoring a lecture, Mapathon hosted by the Geography & Planning Society, and a documentary screening. She is also working towards consistent signage surrounding recycling policies on campus. Furthermore, with her support, Senate passed a "Resolution of Senate Support for the American College and University Presidents' Climate Commitment", strongly encouraging President Crawford to sign the Climate Commitment. I have included the resolution following this report for your knowledge.

In April, I will host the Outstanding Professor Awards, recognizing nominated faculty members for their impact on the Miami experience of numerous graduating seniors. We will also present the Affordable Education Leader award to recognize a faculty member who has implemented an open educational resource in their class, showcasing their commitment to affordability for all Miami students. We hope this award will inspire other faculty members to pursue

similar initiatives across all Miami campuses. I would also like to thank Provost Phyllis Callahan for her years of dedicated service to Miami both as an educator and as Provost. Her passion for students and listening to the student perspective is deeply appreciated by ASG, and we wish her all the best in her upcoming retirement. Several ASG members met with the search consultants, and we are grateful for the invitation to participate in the process to find her successor.

Several ASG representatives are serving as student members of Strategic Planning Subcommittees, and we look forward to sharing our work with you in the final June report. ASG sincerely appreciates all you do for our institution, and we look forward to providing you updates in May on our second semester initiatives. As always, thank you for your dedication to Miami University and the student body.

Love and Honor,

Annika Fowler
Secretary for Academic Affairs



SR 181908

A Resolution of Senate Support for the American College and University Presidents' Climate Commitment

Ryan McGuff, *8th District Off-Campus Senator*
Max Leveridge, *Student At-Large*
Authors

Molly O'Donnell, *Secretary for Infrastructure and Sustainability*
Courtney Rose, *Secretary for Diversity and Inclusion*
Tatum Andres, *Speaker Pro-Tempore*
Max Mellott, *Parliamentarian*

Julia Koenig, *College of Education, Health and Society Academic Senator*
Atticus Block, *5th District Off-Campus Senator*
Sarah Siegel, *College of Arts and Science Academic Senator*
Darsh Parthasarathy, *College of Arts and Science Senator*
Adrian Radilla, *2nd District Off-Campus Senator*
Edith Lui, *2nd District Off-Campus Senator*
Brandon Small, *3rd District On-Campus Senator*
Shelby Frye, *College of Arts and Science Academic Senator*
Matej Turk, *College of Arts and Science Academic Senator*
Sponsors

Submitted to Student Senate on: 4 December 2018

- Whereas:** Recent actions taken by the current United States Presidential administration are jeopardizing the future of our planet's climate and placing further responsibility on the local and private sectors;
- Whereas:** The City of Oxford is already taking steps towards reducing their climate impact through the Global Covenant of Mayors;
- Whereas:** The Paris Climate Accord sets out to maintain global temperature to "well below 2°C above pre-industrial levels and pursuing efforts to limit the temperature increase to 1.5°C above pre-industrial levels;"
- Whereas:** According to the Intergovernmental Panel on Climate Change (IPCC) 2018 report, we are set to exceed a global increase in temperature of 1.5°C by 2030 at the current warming rate and must achieve a 100% reduction in GHG emissions by 2050 to avoid catastrophic climate change;

- Whereas:** Failure to limit global warming to 1.5°C will result in the planet reaching a turning point of severe natural and socio-cultural disasters (e.g. the late-season California wildfires, Hurricane Florence, and the Saiga Antelope mass die-off);
- Whereas:** The American College and University Presidents' Climate Commitment (ACUPCC) is a combination of commitments (including Carbon Commitment, Resilience Commitment, and Climate Commitment) designed for higher education institutions to reduce greenhouse gas emissions and focus on climate adaptation and building community capacity;
- Whereas:** 82% of signatories report that their Climate Action Plan has saved their institutions money, resulting in a total cost savings among all signatories of \$100 million;
- Whereas:** Signatories report reducing average gross greenhouse gas emissions by 21%;
- Whereas:** Many of Miami University's peer institutions have signed onto the ACUPCC, including Cleveland State University, Ohio University, Ohio State University, University of Cincinnati, University of Dayton, University of Miami, and American University;
- Whereas:** As of 2016, Miami University has reduced their greenhouse gas emissions (Scope 1 and 2) by 19.2% (25,361 metric tons of CO₂ equivalent) from their baseline in 2013;
- Whereas:** Miami University is already taking steps towards sustainability, such as converting their coal-fired power plant to natural gas, moving to geothermal energy, installing a solargrid on the Institute for Food farm, and receiving LEED Silver certification for new and renovated buildings;
- Whereas:** The university Strategic Plan and the Sustainability Commitment and Goals are due to be updated, providing an opportunity to incorporate a commitment to carbon neutrality into a new plan and goals;
- Therefore be it resolved:** Student Senate strongly advises President Crawford to sign the Climate Commitment of the American College and University Presidents' Climate Commitment;

Further be it resolved: Student Senate strongly recommends Miami University to set a commitment date of no later than 2050, given the conclusion of the IPCC 2018 report.

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

February 11, 2019

The Graduate Student Association (GSA) has only recently reconvened from the winter term, but we have continued our push for more professional development and opportunities for graduate students at Miami University. We have held another meeting with Dean Oris, in addition to events like Doughnuts with the Dean, to how the graduate school can help prepare its students and how the students can get the most out of their time at Miami University and be more involved in its growth. We have also been looking at ways to provide graduate students with more focused career advice and assistance, such as focused workshops on CV and resume building, networking, and utilizing the Center for Career Exploration and Success. In an effort to improve diversity and diverse thinking, we have focused on ensuring that the Graduate Students of Color Association (GSCA) and the Graduate Student Pride Association (GSPA) have opportunities to have their voices heard on committees and panels whenever possible.

One of our big pushes the last few months is to encourage graduate students to get more involved in and around Miami. We have been pushing to have graduate students attend the climate survey forums and strategic planning listening sessions to have their thoughts and ideas heard. We have also been supporting and encouraging students to participate in the Redhawk Talks, where they will learn to give a TED Talk style presentation, and the Three Minute Thesis Competition that is being held by the Graduate School again this year. There has also been a push to try to include more social events for graduate students in order to increase networking across campus and give graduate students an additional outlet for non-academic pursuits, though these are largely only in the planning stages at the moment.

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

February 22, 2019

To: Board of Trustees, Academic and Student Affairs Committee
 From: Terri Barr, Chair, Executive Committee of University Senate
 RE: University Senate Report to Board of Trustees – February 22, 2019 Meeting

Executive Committee of University Senate membership:

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

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on December 14, 2018.

- New Business, Specials Reports and Updates delivered to University Senate:
 - **December 3, 2018**
 - Fiscal Priorities and Budget Planning Committee Report – Stacey Lowery Bretz, Chair
 - **January 28, 2019**
 - Fiscal Priorities and Budget Planning Committee Update – Stacey Lowery Bretz, Chair
- Minors, revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:
 - **December 3, 2018**
 - New Certificate, ISA – Undergraduate Certificate in Foundations of Analytics
 - Revision of an Existing Associate Degree, CMR – Associate of Applied Business
 - Revision of an Existing Minor, IMS – Games + Simulation
 - Revision of an Existing Minor, IMS – Interactive Media Studies
 - Elimination of a Co-Major – IMS – Interactive Media Studies
 - Revision of an Existing Major, IMS – Interactive Media Studies
 - **January 28, 2019**
 - New Certificate, ESP – Creativity Entrepreneurship
 - New Certificate, ESP – Social Entrepreneurship
 - New Certificate, ESP – StartUp Entrepreneurship
 - New Certificate, ISA – Analytics (Graduate)
 - Revision of an Existing Minor, MUS – Music Composition
 - New Minor, ASO – Applied Social Research
 - Revision of an Existing Major, MUS – Music
 - Revision of an Existing Major, MUS – Music Education

- Revision of an Existing Major, MUS – Music Performance
-
- Senate Resolutions

SR 19-03

February 11, 2019

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Master of Science 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 19-03 passed by voice vote

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



ASL Integrated Report - Board of Trustees

Student Success at Miami University

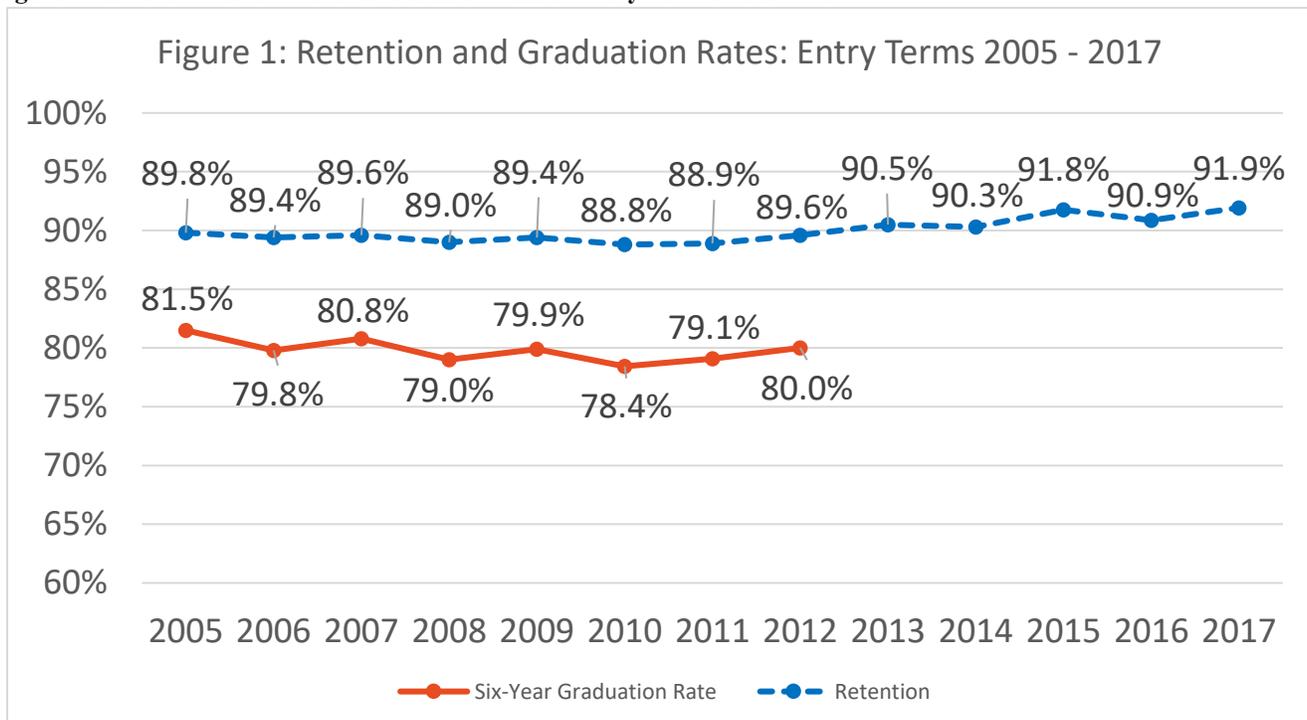
February 21, 2018

INTRODUCTION

In its simplest form, student success means “getting students into and through college to a degree” (Ewell & Wellman, 2007, p. 2). Because of rising student debt, the U.S. lagging internationally in terms of degree attainment, and ongoing employer challenges with locating qualified workers, student success has become the driving force behind state and federal policies relating to post-secondary education. Policy makers and foundations alike have issued calls to raise the overall rate of degree attainment (Lumina Foundation, 2017; Fry 2017; Ohio Department of Higher Education, 2012).

Using these measures, Miami ranks 15th out of 37 "big" colleges (15,000 or more students) with the best four-year graduation rates by StartClass, an education research site. The list includes public and private universities and colleges. Miami’s four-year graduation rate ranks 24th among U.S. public colleges and universities (excluding military academies) and first among publics in Ohio. Our overall six-year rate is 38th highest among public universities nationwide.

Figure 1: Oxford Retention and Graduation Rates: Entry Terms 2005 – 2017



Note: “Retention rate” is defined as the percent of first-time, full-time, degree-seeking students who enter in fall semester and return to Miami in the fall semester of the next year, while “graduation rate” is defined as the percent of first-time, full-time, degree-seeking students who enter in the fall semester and graduate within a given time period, usually four or six years.

Although Miami Oxford’s overall retention and completion rates (Figure 1) are impressive and serve as important indicators of success, they do not tell the full story of student success at Miami. Stiles et al. (2018) note that there is “evolving thinking about the meaning of student success. While persistence and completion rates are important and easily measured outcomes for colleges and universities, these statistics are strongly related to the institutional mission and resources, demographics of the student body and the lives and motivations of the students and the faculty.”

This point holds true within the Miami context. Because of the differing student motivations, demographics and academic profiles on Miami’s Oxford campus versus the Regional campuses, their college completion and retention rates also differ significantly.

Enrolled, first-year, Oxford campus students, for example, participate in a highly engaged residential experience and, in fall 2018, had an average ACT score of 28.1 and 3.77 (out of 4.0) high school GPA. The Oxford first-year student retention for full-time students (2017 cohort) is 91.9%. The six-year graduation rate (2012 cohort) is 80.0%.

By contrast, a number of students on the Regional campuses are time and place-bound, and the Regional Campuses offer open enrollment. The students on the Hamilton campus (2017 cohort) have a first-year student retention rate of 71.6% (for the 2017 cohort; Figure 2), and students on the Middletown campus have a first-year student retention rate of 68.1% (for the 2017 cohort; Figure 3). Those pursuing bachelor’s degrees (2012 cohort) have a six-year graduation rate of 27.0% for the Hamilton campus and 27.6% for the Middletown campus.

Figure 2: Hamilton Retention and Graduation Rates: Entry Terms 2005-2017

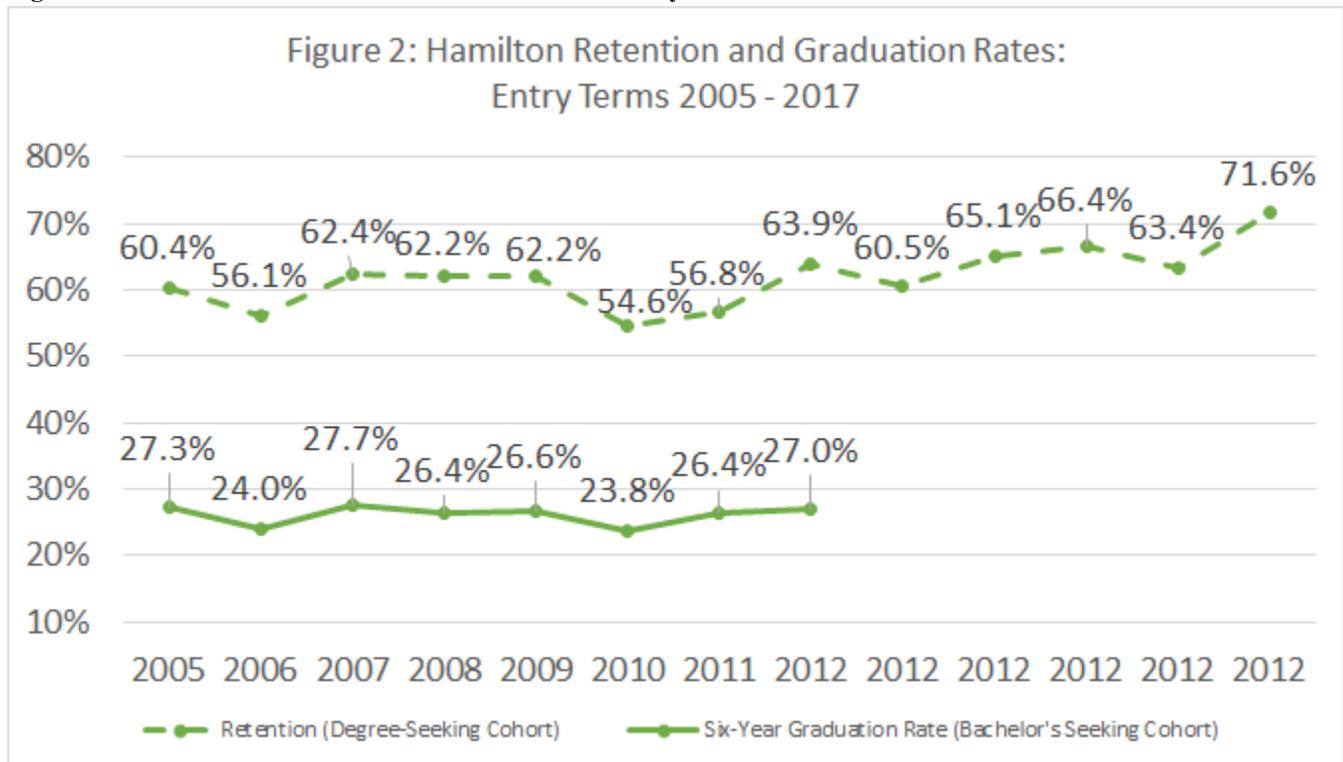
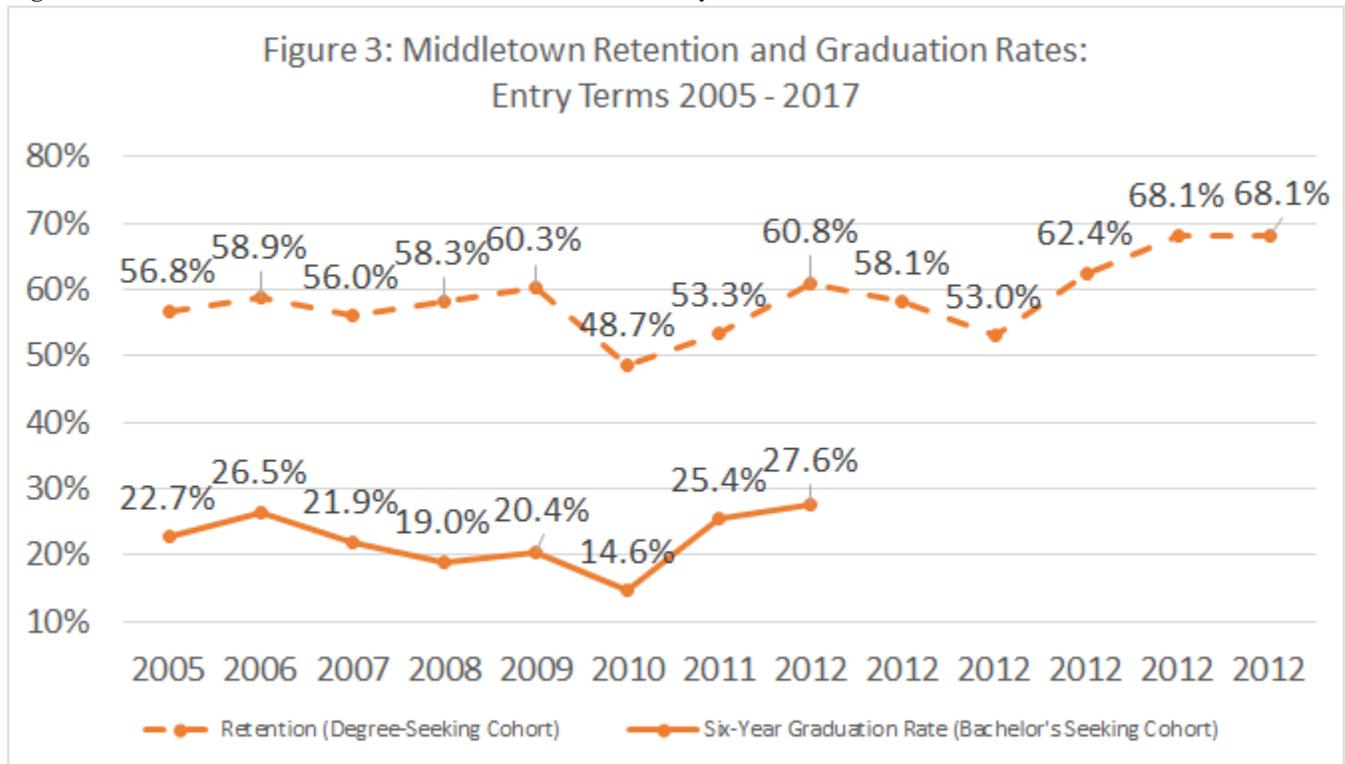


Figure 3: Middletown Retention and Graduation Rates: Entry Terms 2005 – 2017



To gain deeper insights into the success patterns of our students, Miami has leveraged technology systems (e.g., Oracle’s Business Intelligence, EAB’s Student Success Collaborative, Civitas Learning’s Illume Platform) to measure, collect, analyze and report data about learners and their contexts.

Data show that the completion and retention rates of certain populations of students on the Oxford campus (listed below) lag significantly behind overall student averages:

1. First-generation college-going students
2. Students from high need families
3. Nonresident, international students
4. Students who are undecided about their major
5. Academically underprepared students (those who enter Miami with one or more standardized test scores indicating need for remediation-- e.g., reading less than 22, English less than 18, and math less than 22)

Other groups, such as domestic students with diverse racial and ethnic identities and LGBTQ students, may also fall behind, but they are not being addressed in this report since diversity and inclusion will be the focus of the next report.

See Tables 4 and 5 below for actual data on the student populations covered in this report.

Table 4: Six-Year Graduation Rates by Population (2012 Cohort)

Overall Miami student	First generation	High Need	Nonresident, international	Academically underprepared	Transfer	Undecided
80.0%	70.6%	70.5%	75.4%	69.5%	77.2%	81.3%

Table 5: First- to Second-Year Retention Rates by Population (2017 Cohort)

Overall Miami student	First generation	High Need	Nonresident, international	Academically underprepared	Transfer	Undecided
91.9%	90.7%	89.7%	92.6%	92.6%	87.8%	87%

MIAMI'S APPROACH TO STUDENT SUCCESS

As noted earlier, student success cannot be fully captured by graduation and retention rates alone. Stiles and Wilcox (2016) argue that student success should be about demonstrating an ability to deliver an outstanding education that enables students to learn, thrive, complete their degrees at high rates, and find meaningful work. George Kuh (2014) maintains that faculty, students, families and the public seek a similar goal: an undergraduate experience that leads to high levels of learning and personal development for all students, along with higher persistence, graduation and satisfaction rates within higher education. Put simply, student learning, development and satisfaction are also important components of student success.

Over the past five years, Miami has made several new and important strides in advancing this more holistic approach to student success. For example, Miami enhanced its [two-day summer orientation](#) to all incoming students on the Oxford campus to feature group sessions on college success topics (e.g., health and wellness, personal development, involvement and activities) as well as individualized advising by faculty and professional staff to assist with decisions about degrees, academic opportunities, and courses. Additionally, orientation now contains components that are aimed at educating students' parents on key transitional issues; and later in the summer, students are required to complete an [online educational module](#) about high-risk alcohol use and Title IX issues. Upon arrival in August, students participate in a series of programs and activities during Welcome Weekend.

On the regional campuses, incoming students participate in the [SOAR \(Student Orientation, Advising, and Registration\)](#) Program which facilitates a seamless transition to the regional campuses' academic support systems and includes some of the same elements as in the Oxford orientation.

Since 2015, Miami has reduced the required number of credit hours needed for graduation, enacted the Miami Tuition Promise, implemented an online wait listing system, and developed or revised several policies relating to student success, such as the Course Repeat (grade forgiveness) policy and the terminal residency requirement. A new UNV 101 transition course was designed which now enrolls a majority of first-year, first semester students, and a comprehensive advisor training model (which includes the use of the EAB Student Success Collaborative) was instituted. A first-year transition survey with follow-up support for students needing assistance has been deployed by the Division of Student Life each fall semester, and the academic intervention procedures for students on academic probation, suspension or dismissal have been improved. Enrollment Management and Student Success uses predictive analytics to engage students who need academic support earlier in their academic journey, with a goal of increasing student persistence to graduation. Likewise, the Student Success Center helps students untangle and resolve complex problems and provides assistance with navigating University policies and procedures.

Although these strategies have aided in modestly improving completion and retention rates, collectively they represent more of a broad-based, reactive, and one-size-fits-all--rather than a customized and proactive--approach to meeting the needs of specific student populations.

A variety of student success theories (Kuh, Kinzie, Schuh & Whitt 2010; Mayhew et al., 2016) underscore the importance of social, economic and political factors, such as labor outcomes, social mobility, social and human capital, career readiness, fit, transfer and well-being, in influencing students' degree attainment and overall college experience. According to these theories, academic success is a result of a dynamic relationship between the characteristics of learners and the structures of society and postsecondary education.

As Ewell and Wellman (2007) point out, measures of success should be determined by the problems that are trying to be solved, determining what works for whom under what circumstances. Ewell and Wellman's point begs the question: To what extent is Miami meeting the needs of those students who are at the greatest risk of not graduating or succeeding?

To respond to this question, this report will next discuss the success data and strategies for six special populations of students whose graduation and retention rates are below Miami's averages and raises questions about whether Miami needs to implement more proactive and targeted strategies for meeting the needs of different populations of students.

FIRST-GENERATION STUDENTS

A first-generation student is an individual whose parents never completed a baccalaureate degree. There are 3,258 first generation college students currently enrolled at Miami University which constitutes 15 percent of the student population; 18 percent of Regional campus students are first generation, while 14 percent of Oxford campus students are first generation. Oxford first generation students are retained and graduate at lower rates than other Miami students (Figure 4).

Pitre & Pitre, 2009 showed that first-generation students not only have less post-secondary education opportunities than other students, but they also are more likely to come from low-income households and identify as LatinX, Black or African-American. Additionally, these students face distinctive challenges if they apply and are admitted into college. Barriers for many first-generation students include lack of college readiness, financial stability, familial support, and self-esteem – all of which can impact college completion rates (Stephens, Hamedani, & Destin, 2014).

Figure 4: Oxford Six-Year Graduation Rates for First Generation Students

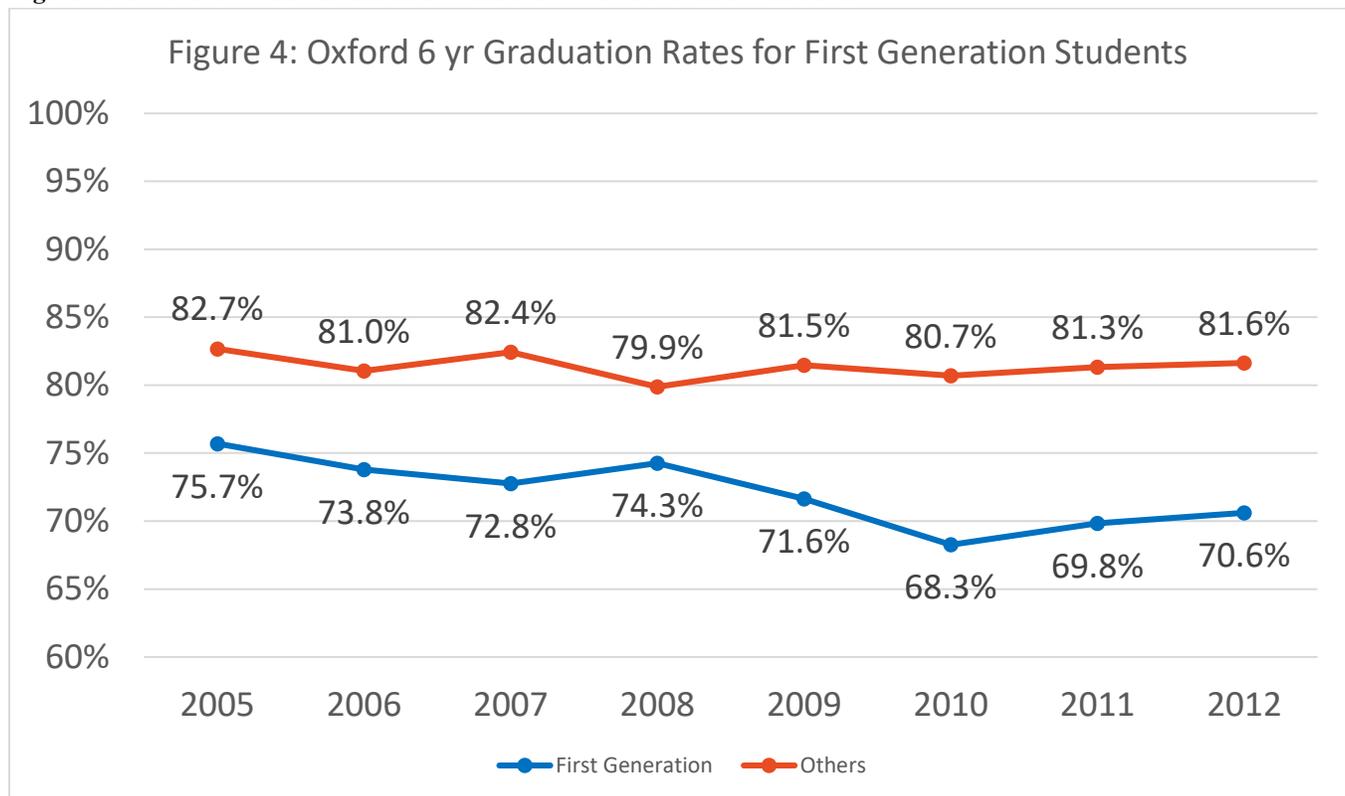
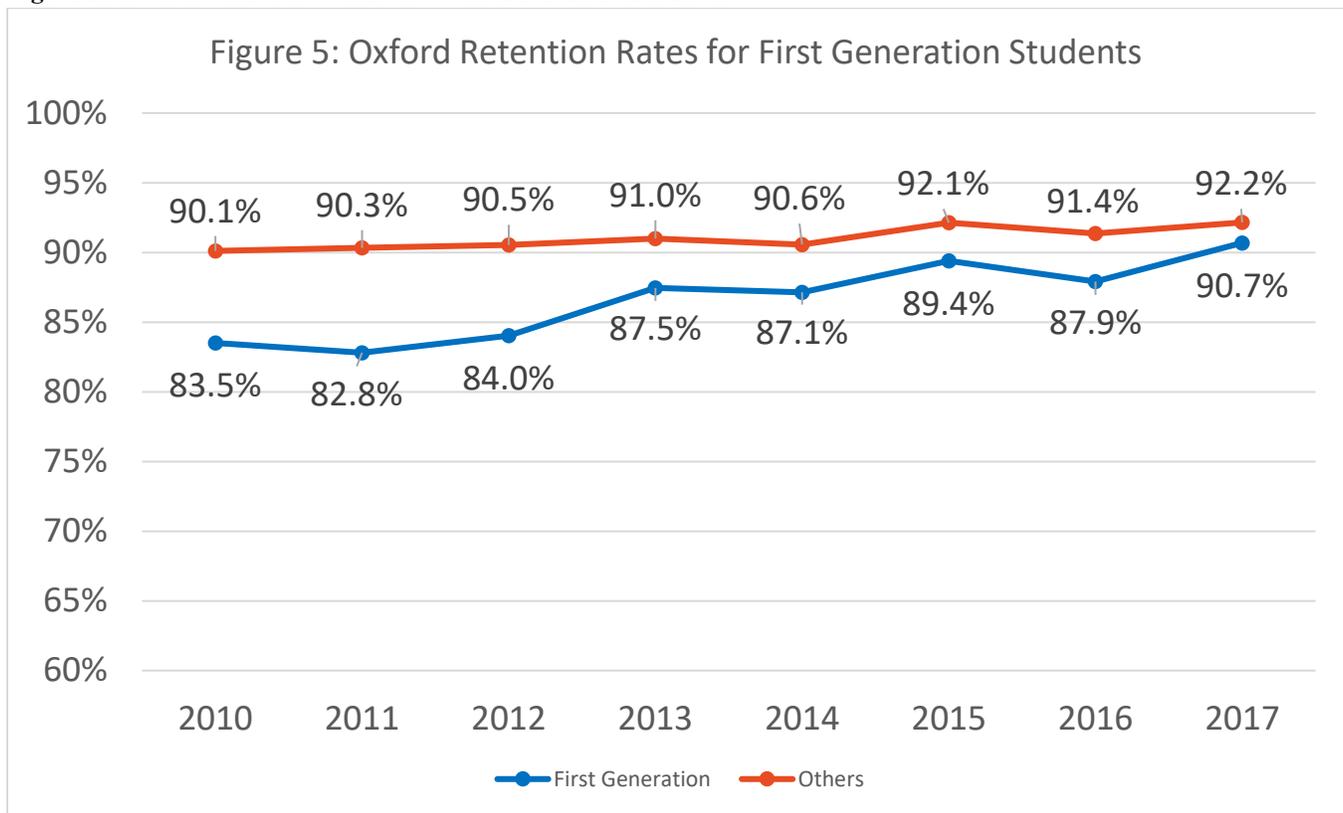


Figure 5: Oxford Retention Rates for First Generation Students

CURRENT SUCCESS STRATEGIES FOR FIRST GENERATION STUDENTS

Miami has offered support for first-year, first-generation students for nearly ten years. From 2010 to 2014, Orientation and Transition Programs coordinated four sections of a one-credit course (EDL 110), taught by experienced faculty and staff who served as advocates and mentors. As UNV 101 expanded and enrolled first-year students by academic division, the first-gen EDL 110 course was discontinued in fall of 2015. In fall 2017, the Student Success Center rekindled support for first-generation students on the Oxford campus by launching [Miami, My Place](#). Miami, My Place is a specialized and optional transition program created for students who are first in their family to earn a bachelor's degree, are recipients of the RedHawk Grant (Pell eligible), or have had limited exposure to pre-college and professional enrichment experiences. Students in this program are invited to a reception at the President's house as well as a Career Summit, and they participate in an early arrival program at which they are assigned to a Student Success Center staff member who serves as their coach to help them maximize their college experience and to seek out meaningful enrichment opportunities. After the third semester, students can use points to apply for enrichment funds that can be used toward a special opportunity such as a book voucher, internship, or study abroad experience. In addition, formed in 2018, the Miami Firsts Affinity Community is a new on-campus living option for first generation college students. The community offers initiatives geared toward first generation college students and provides additional support to ease the transition for this student population. The Office of Residence Life partners with Student Success Center to meet the needs of students in this community.

FUTURE DIRECTIONS AND QUESTIONS

According to research, common denominators of success include participation in early college preparation or bridge programs, support for college assimilation, career development, familial support, and positive personal characteristics (Wilkins 2014).

To ensure that Miami is meeting the needs of this important population of students, the following questions need to be explored:

- 1) Given that Miami, My Place is a voluntary program, how do we ensure that we are meeting the needs of all of our first-generation students? If not, what support mechanisms should be put in place?
- 2) How might we be able to provide adequate support without singling-out these students and thereby potentially stigmatizing them?
- 3) What assessment measures, beyond retention and graduation rates, need to be instituted to gauge this (and other) program's success?

STUDENTS WITH FINANCIAL NEED

Miami considers a student to be high need if their Expected Family Contribution (as calculated on the FAFSA) is less than \$5,000, the approximate cutoff for Pell Grant eligibility. On the Oxford campus, there are currently 1,875 students (10.8%) who have high financial need, while on the Regional campuses, 1,523 students (34 %) come from households with high levels of financial need.

Students from low-income households are much less likely to graduate within six years (Figure 6) or to be retained from the first to the second year (Figure 7) than other Miami students.

Figure 6: Oxford Six-Year Graduation Rates by Financial Need (EFC)

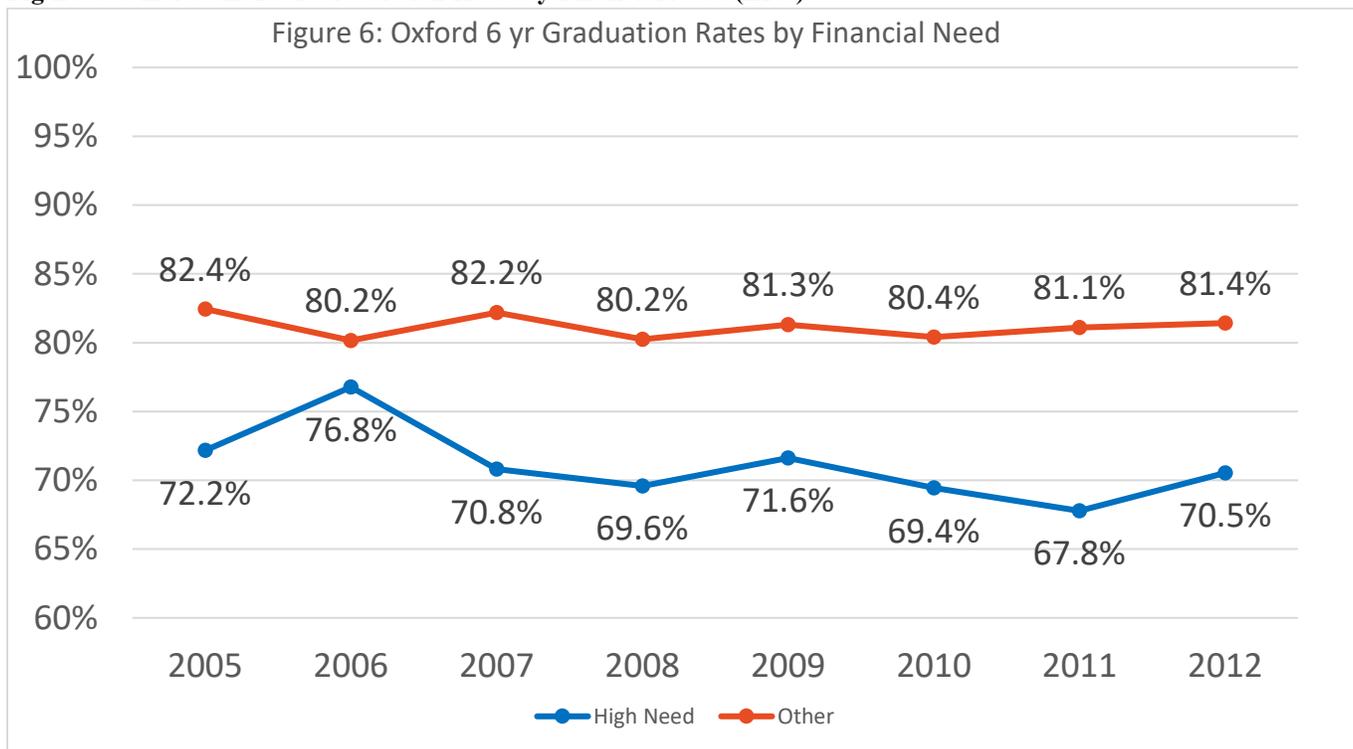
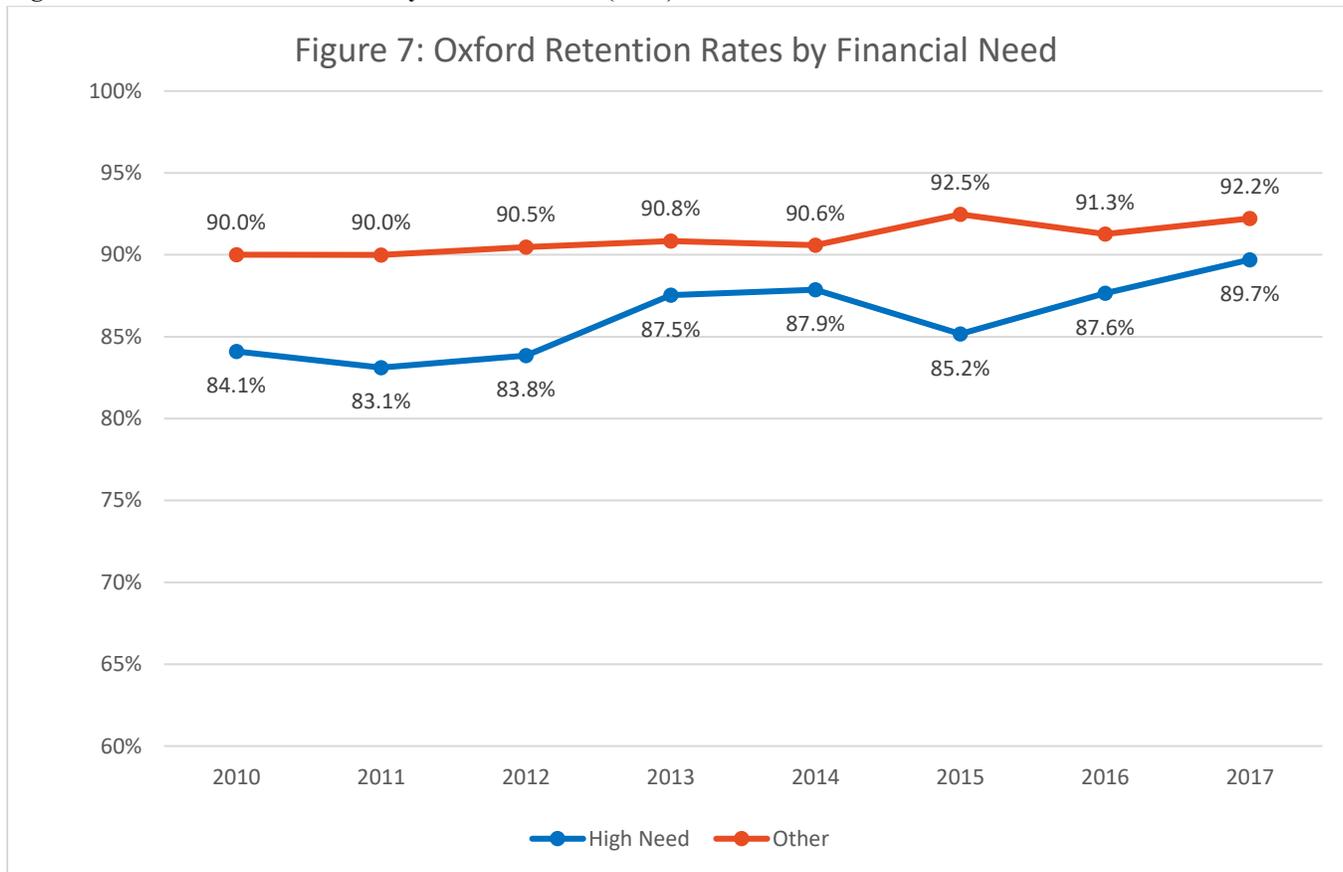


Figure 7: Oxford Retention Rates by Financial Need (EFC)

CURRENT SUCCESS STRATEGIES FOR STUDENTS FROM LOW INCOME HOUSEHOLDS

Because data show that financial anxieties impede students' academic success, Miami instituted the Miami Access Fellows Program and more recently the [Miami Tuition Promise](#). The Oxford [Access Fellows Program](#) is a grants and scholarships program for Ohio students who have total family income that is equal to or less than \$35,000. Their financial aid award is at least equal to the cost of tuition and fees and students in the program have the opportunity to receive support from a learning specialist in the Rinella Learning Center and engage in various enrichment activities at Miami that support their success. The Tuition Promise provides all first-time undergraduate students and their families the certainty that tuition, room and board, and fees are frozen over the four years of a student's Miami experience. As importantly, the value of the student's institutional aid award continues to maintain its value over the four years.

Over the past three years, Miami has taken major strides in advancing more affordable and open educational resources to reduce the cost of college textbooks. [Incentives and librarian support](#) have been instituted to motivate faculty to replace expensive commercial textbooks with more affordable or free materials, and plans are underway to implement a new software platform, [Unizin Engage](#), which would provide electronic versions of textbooks to students via the Canvas Learning Management System for a greatly reduced price.

Since 2010, Miami Oxford has strategically leveraged institutional aid to meet enrollment and retention goals. Miami's scholarship program recognizes both merit and financial need, and for the last several years, almost 70% of the incoming fall class has received some type of scholarship or grant. In 2018-19, 43.1% of Miami scholarship dollars went to support students with financial need. Since 2015, Miami Regional Campuses have worked to align the scholarship awarding process to improve

enrollment and retention. Miami Regionals' scholarship recipients have increased by 125%. In 2018-19, 51% of Miami Regional students received some type of scholarship or grant.

Miami continues to closely monitor student debt at graduation and to provide students with financial aid counseling to diminish student's overall educational costs. The One Stop website includes a student-friendly [guide](#) for applying for financial aid (including an estimated family cost contribution calculator) as well as a "[Know Before You Owe](#)" student loan information page.

Due to these steps, for the last two years, Miami's (Oxford and Regional Campuses) student loan indebtedness has decreased. In 2017, the average loan indebtedness was \$29,434, with 49% of graduates borrowing. This is a slight decrease from the prior year's average of \$29,956. Statewide, the average in 2017 was \$30,629 with 62% borrowing. The three-year default rate for Miami's 2015 cohort is 8%, which is below the Ohio average of 12.2% and the federal average of 10.8%.

FUTURE DIRECTIONS AND QUESTIONS

Although the average student loan indebtedness at Miami has modestly decreased recently, what other steps could be enacted to reduce time to degree? Some possible directions are listed below:

- Could more concentrated attention on financial literacy be incorporated into existing residential programming or transitional courses?
- What assessment measures could be conducted regularly to ensure that Miami is making progress in advancing the success of students from low-income families?

NON-RESIDENT, INTERNATIONAL STUDENTS

Following the great recession of 2008, American postsecondary institutions have admitted and enrolled increasing numbers of students from other countries. According to the latest Institute of International Education's latest Open Doors Report, U.S. colleges and universities hosted more than one million international students in 2016-2017. This also marks the eleventh consecutive year of continued expansion of the total number of international students in U.S. higher education (IIE 2017).

Miami University has followed this same upward trend of international student enrollment. This year, there are 2,557 non-resident international students on the Oxford campus (which amounts to 14.8% of the student population), and there were 296 nonresident, international students on the Regional campuses which represents 6.6% of their student body. Our data show that these students have higher retention (Figure 9), but lower graduation (Figure 8), rates than other students. They also are have higher second to third year and third to fourth year attrition rates than domestic students.

Interestingly, despite the fact that many international students do not have English as their primary language, research studies do *not* confirm that international undergraduates collectively struggle academically (Fass-Holmes & Vaughn 2014; Fass-Holmes 2016). Studies do, however, indicate that international undergraduates (especially ones whose native language is not English) experience various challenges which may impact college completion. These challenges include acculturative stress (Yan & Berliner 2013), American academic integrity standards (Bista 2011), American teaching methods (Roy 2013), campus climate and discrimination (Ota 2013), English language (Sherry, Thomas & Chui 2010; Yan & Berliner 2013), finances (Mamiseishvili 2012), homesickness (Ota 2013), and interpersonal interactions and social norms (Ota, 2013; Sherry et al., 2010).

Miami participated in the 2015 International Student Barometer Student Survey to assess the experiences of our international students. Key findings of the survey parallel these findings in the professional literature (cited above). Other concerns cited by Miami international students in the survey include: internet access, course registration process, and first night on campus events.

Figure 8: Oxford Six-Year Graduation Rates by Residency

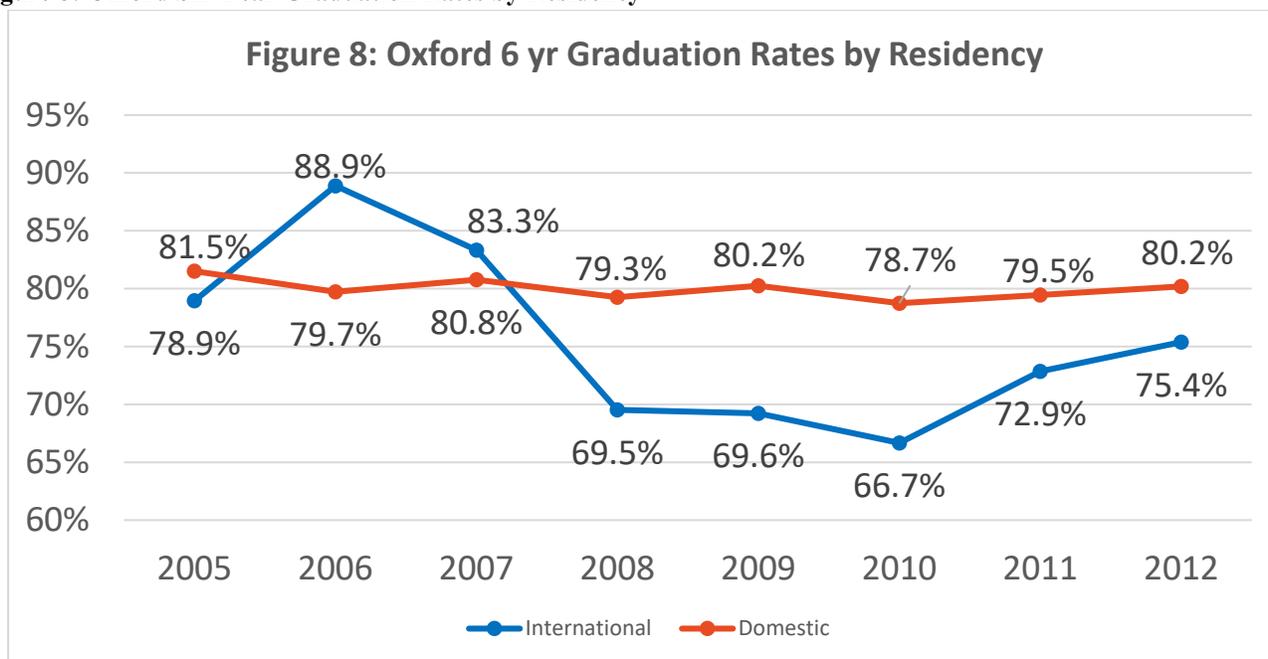
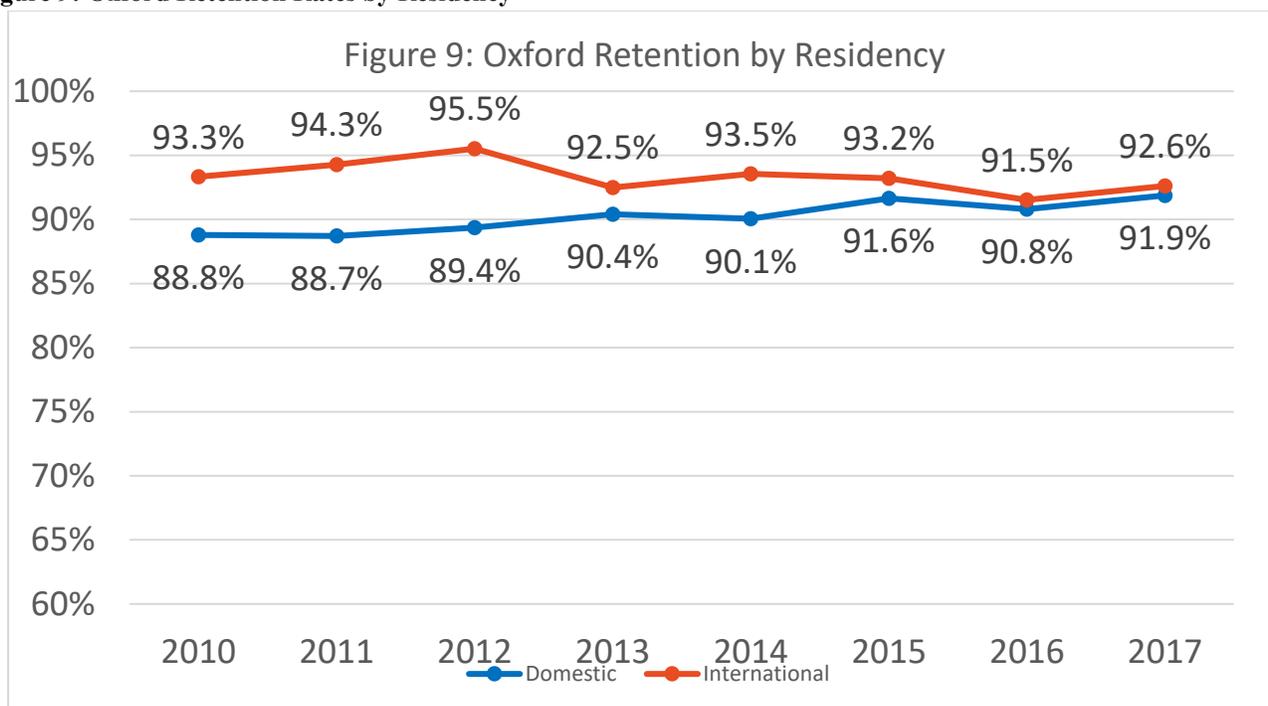


Figure 9: Oxford Retention Rates by Residency



CURRENT SUCCESS STRATEGIES

Since 2014, International Student and Scholars Services (ISSS), along with Student Life staff and an academic advisor, have conducted pre-orientation sessions in China to help our new students begin their transition in advance of their arrival in the U.S. That program, held in 3-4 cities, includes academic sessions, a student life session, a parent session, and a session focused on logistics related to arriving in and studying in the U.S.

In the past two years, Miami has also provided pre-Orientation advising for special populations of students (international, College Credit Plus, transfer) via Miami's Learning Management System (Canvas). Students can learn about the Global Miami Plan and degree program requirements, academic support resources, and other important information for new students prior to an in-person orientation for international students which is held immediately prior to the fall semester.

Miami also provides an [American Culture & English Program](#) that serves conditionally admitted international students whose English language test scores fall just below the admissible level for Miami admission, but who otherwise meet the requirements for admission. It offers high-quality English language instruction and the cultural and co-curricular experiences necessary to achieve academic success.

Located on the Regionals, the [English Language Center](#) provides conditionally admitted students with four levels of intensive English language instruction and prepares them with college, social, cultural, soft, and life skills.

Opened in 2018 on the Oxford campus, a new [English Language Learner Writing Center](#) offers best practice and expert knowledge to empower multilingual undergraduate and graduate students to read, speak and write proficiently in the English language and to assist faculty in working effectively with multilingual learners.

FUTURE DIRECTIONS AND QUESTIONS

Although Miami has enhanced its support for international students recently (e.g., launching the English Language Learner Writing Center and pre-orientation sessions and advisement), data show that more progress is needed with both faculty and students to retain and graduate these students on time.

A 2017 survey of 662 international students at 23 higher education institutions conducted by the ELS Educational Services found that many international students want their professors to: (1) provide more feedback; (2) seek to understand international students' perspectives; (3) make classroom materials available after class; (4) provide examples of completed assignments; and (4) provide non-U.S. examples in course content (Redden 2017). This survey shows that faculty need to be supported to develop skills and knowledge to work with the changing student profile, adapt pedagogy to address the diverse needs of international students, and capitalize on the intellectual, cultural and social capital they bring. Although Miami's Center for Teaching Excellence offers voluntary faculty development workshops on working with international students, what incentives might we provide to foster greater opportunities for faculty development that could address best practices in working with diverse and international students?

In addition, numerous studies indicate that undergraduates' learning is enhanced when they are educationally engaged with domestic students (Zhao, Kuh, & Carini 2005) and that engagement and integration are essential for student retention and college completion (Tinto 2007). Are there ways that Miami could promote greater engagement among and integration of international students?

By "integration," we mean "an intentional process to create community, by encouraging domestic and international students to engage with each other in ongoing interaction, characterized by mutual respect, responsibility, action and commitment" (NAFSA 2011). As Elisabeth Gareis (2012) has noted, "International students who make friends with host nationals have stronger language skills, better academic performance, lower levels of stress and greater life satisfaction." Additionally, she stresses, "Well integrated international students, in turn, are more likely to participate in the classroom, thus enriching domestic students' educational experience and advancing international perspectives."

Below are some successful models (Young 2017) which have been used at other institutions that focus on integrating international students into the University community and thereby enhancing retention and college success. Should Miami consider customizing one or more of these programs for our context?

- **Campus Dialogue or World Café Groups** (Washington State University) (see [grant possibility](#))
- **International Cultures Workshop Series** (University of Buffalo), with each workshop offering in-depth training on a particular culture for faculty, staff and students
- **International Partners Outreach Group** (University of Pennsylvania) which is composed of administrators who engage in in-depth dialogues with international students to gain insights and then spearhead positive change
- **International Student Community Engagement Program** (Purdue University) that involves international students in local community service projects
- **International Football Clinic** (Rice University) in which international students are given tour of athletic facilities, taught the fight song, hear a welcome by the head coach, participate in practice drills for offense and defense, and are invited to a game. They even were given the opportunity to go into the tunnel prior to a game and run out on field with players
- **Ethics Dinner** (George Mason University) which brings domestic and international faculty and students together to discuss provocative global and intercultural questions, problems or issues
- **Peer Mentoring Program** (University of Oklahoma, Iowa State University) in which a first-year international student is matched with a trained upper-class domestic student.

ACADEMICALLY UNDERPREPARED STUDENTS

Regional students who enter Miami with one or more standardized test scores indicating a need for remediation-- e.g., reading score of less than 22, English less than 18, and math less than 22 are considered underprepared. For Oxford students, conditionally admitted students, are considered underprepared. These students are either in the Scholastic Enhancement Program (SEP) or the American Culture and English Program (ACE). Students in the ACE program are admitted as non-degree seeking. Graduation data for non-degree seeking students is not tracked nationally.

Among the fall 2018 incoming first-time students on the Regional campuses, 508 students needed remediation. 72 percent of those students who submitted an ACT score need remediation. On the Oxford campus, 51 enrolled into the SEP program and 193 ACE students.

Students who score too low on standardized examinations in math, reading or English must complete remedial courses before they can enroll in the required “gateway” courses in those subjects. Unfortunately, according to research conducted by Complete College America, an alliance of more than 40 states, only 35% of students in four-year higher education institutions who must take a remedial course end up graduating within six years (Nietzel 2018).

Below are data relating to these students.

Figure 10: Six-Year Graduation Rates Oxford SEP Students

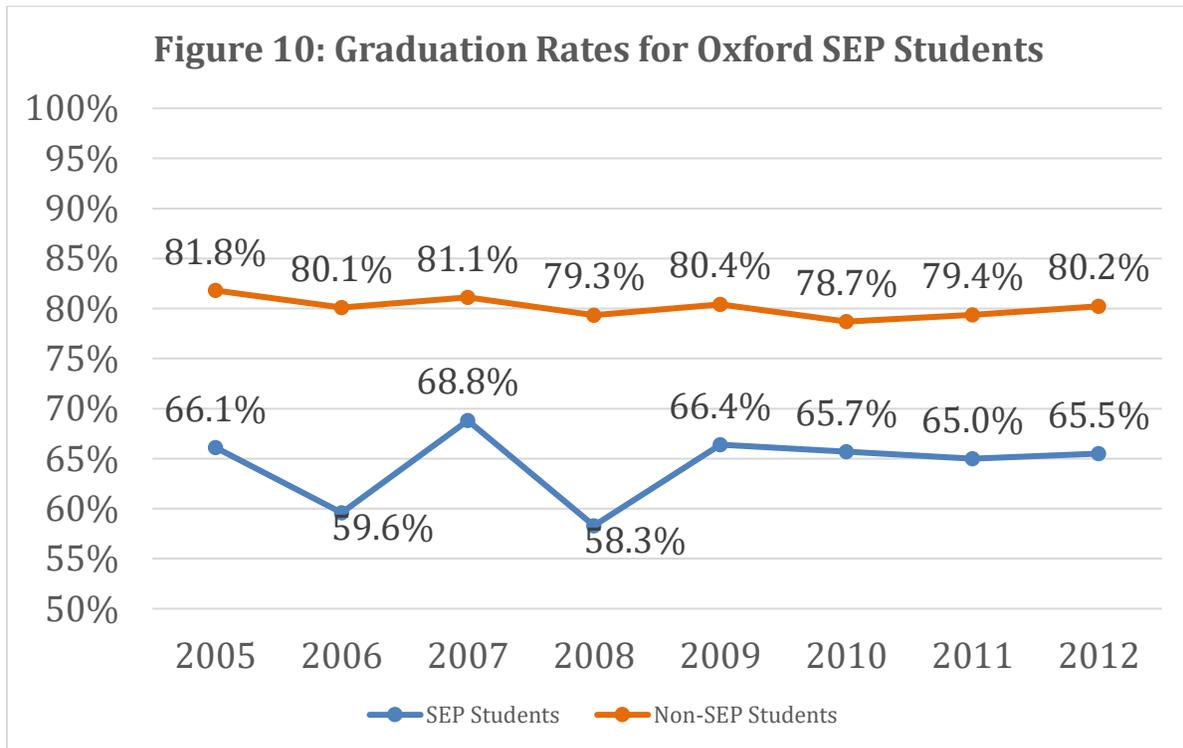
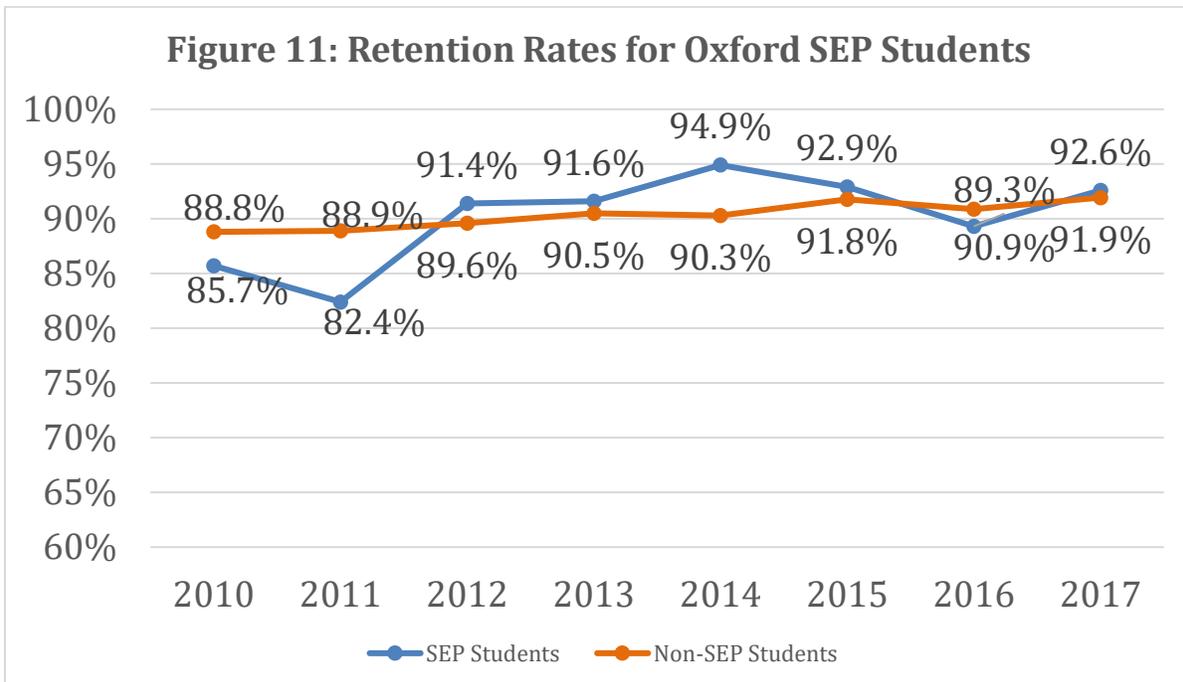


Figure 11: Retention Rates for Oxford SEP Students



CURRENT SUCCESS STRATEGIES

In addition to tutoring and academic support services provided by the [Rinella Learning Center](#), [Student Success Center](#), [Howe Center for Writing Excellence](#), and [Student-Athlete Academic Support Services](#) on the Oxford campus as well as the [Tutoring and Learning Center](#) on the Regional campuses, Miami offers the following programs which aim to serve students who are not college ready:

- In existence since 1993, the [Scholastic Enhancement Program](#) provides academic and personal guidance for conditionally admitted students to ensure degree completion through coordinated programs and services.
- [TRiO Student Support Services](#) is an educational support program located on the Regionals and funded by the U.S. Department of Education. It helps eligible students (Pell Grant) graduate on schedule with the lowest amount of financial debt.
- [Academic Interventions](#) by academic support staff and advisors are provided at midterms for students who are in their first two years at Miami and receive a C- or less in a course as well as students who are on academic warning, probation or suspension.

FUTURE DIRECTIONS AND QUESTIONS

According to [Complete College America](#), the leading strategy for academically underprepared students is co-requisite remediation, in which students needing extra academic help are assigned directly to credit-bearing classes rather than being required to complete a remedial class first. The extra support can come in the form of additional tutoring or expanding the gateway course by one credit to enable time for study groups, computerized learning labs or customized practice.

Miami Regionals recently implemented a corequisite approach to English which is showing early signs of success. Remedial students who are identified as needing English support are placed in a “blended option” which is a combination of a 2-credit co-requisite course plus the gateway ENG 111 course that meets for two 185-minute sessions a week. Or they are placed in ENG 111 as well as a one-credit writing studio workshop which they take outside but alongside ENG 111. Each option focuses on the rhetorically-based curriculum that the ENG 111 outlines: a stress on revision and writing in multiple genres for multiple audiences.

Additionally, Miami Regionals attempted to implement a computerized learning lab (Math Emporium) for remedial math for two years and found that students’ attrition rate increased under that model.

Over the past semester, we have been exploring other alternatives for better supporting students who need additional support in math. In fall 2018, Miami joined the [Strong Start to Finish program](#) which is a two-year initiative focusing on improving gateway Math and English with representatives from other institutions across Ohio. In December, Miami was awarded a \$17,000 grant from the Ohio Department of Higher Education to improve support for remedial students in math. Math courses are also being reimaged at Miami. Miami is revising its developmental math courses into an accelerated in-person version. Assessment data for this course will be carefully analyzed to ensure that we are making progress or to decide whether we need to pursue corequisite approaches.

Research suggests that many students have greater success when students can readily understand how the math concepts and skills can be applied to contexts which are of interest or relevant to the student. For example, students do better when the problem sets presented relate to the student’s career or academic interest pathway. Toward that end, Miami’s Department of Mathematics is now exploring the creation of various applied Calculus courses that will be tailored to students interested in specific pathways (e.g., business calculus, calculus for medicine and health).

Finally, Miami currently places students in appropriate math and English courses based upon Accuplacer, ACT/SAT scores and high school academic record. We will use this granting period to explore instituting a new holistic assessment (e.g., ETS SuccessNavigator) to enhance our current placement process.

Although all of the above planned future initiatives show promise, the question remains whether they are sufficient to ensure the success of this highly vulnerable population. Should Miami deploy even more aggressive and proactive measures for students who lack college readiness, such as block scheduling and intrusive advising?

TRANSFER STUDENTS

By “transfer student,” we have in mind an undergraduate student who transfers from another two or four-year higher education institution into Miami University. (The term, “transfer out student,” refers to a student who was enrolled as a full time undergraduate student at Miami who transfers to another two or four-year higher education institution.)

Researchers have identified some challenges in the student transfer process, including curricular and cultural gaps between community colleges and four-year higher education institutions (Kopko & Crosta 2016), disparities in academic preparedness (Bailey 2012), and lack of articulation agreements (Bailey 2012). Because advising and information about appropriate course sequences may be confusing or nonexistent, students intending to transfer to another institutions often make poor choices (particularly about needed courses for a particular academic program) that increase their costs or reduce their chances of completing the bachelor’s degree.

For Fall 18 at Miami, there are currently 209 transfer students on the Oxford campus and 252 transfer students on the Regional Campuses. Below are data relating the success of these students. (Figures 12 -14)

Figure 12: Six-Year Graduation Rates who Transfer into Miami (Oxford) from Other Institutions

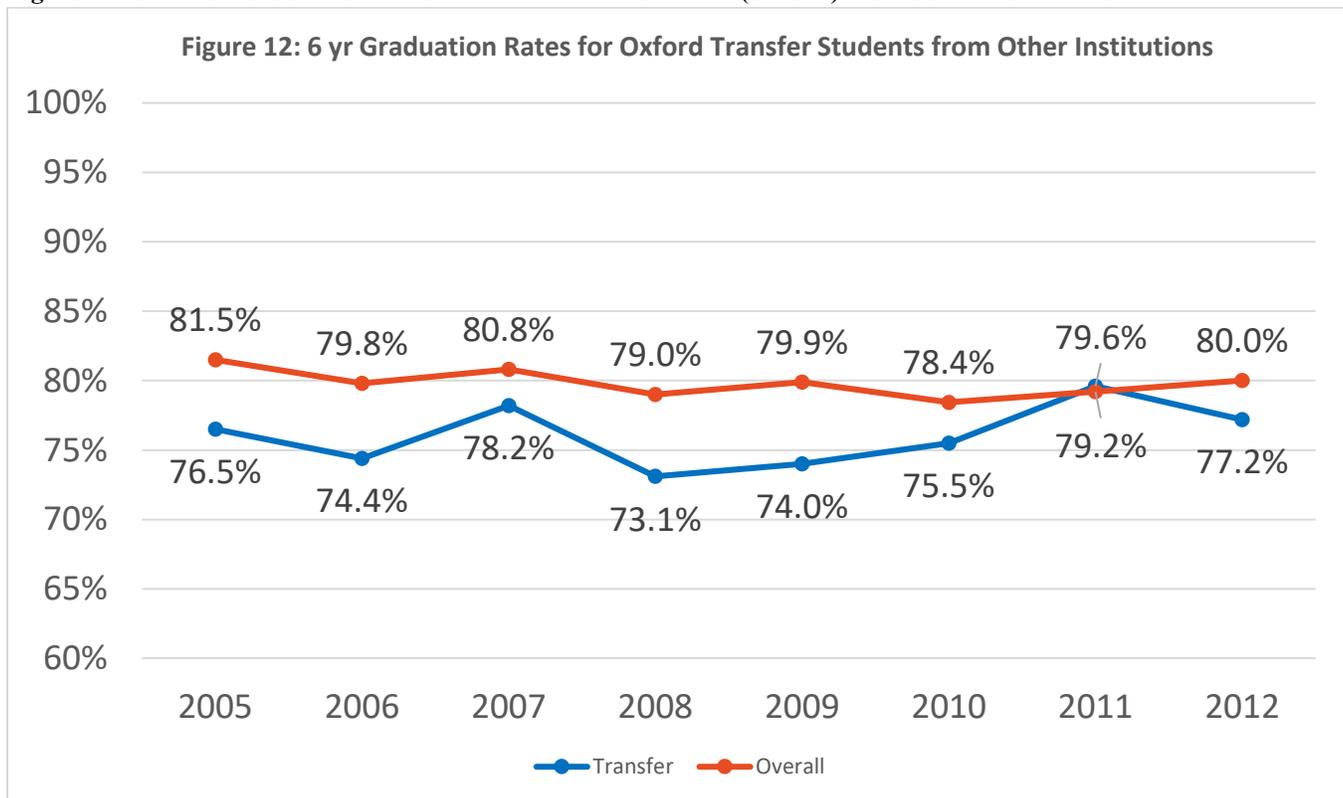


Figure 13: Six-Year Graduation Rates who Transfer into Miami Hamilton from Other Institutions

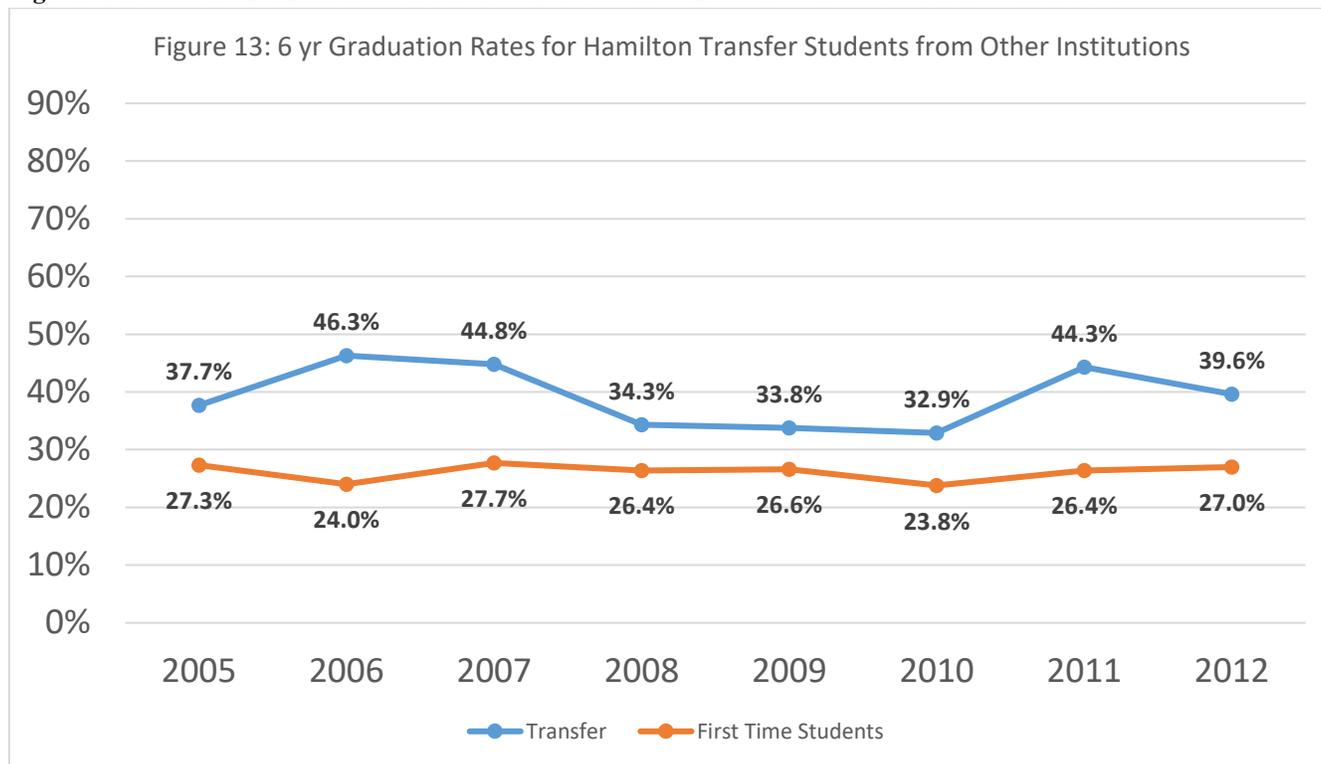
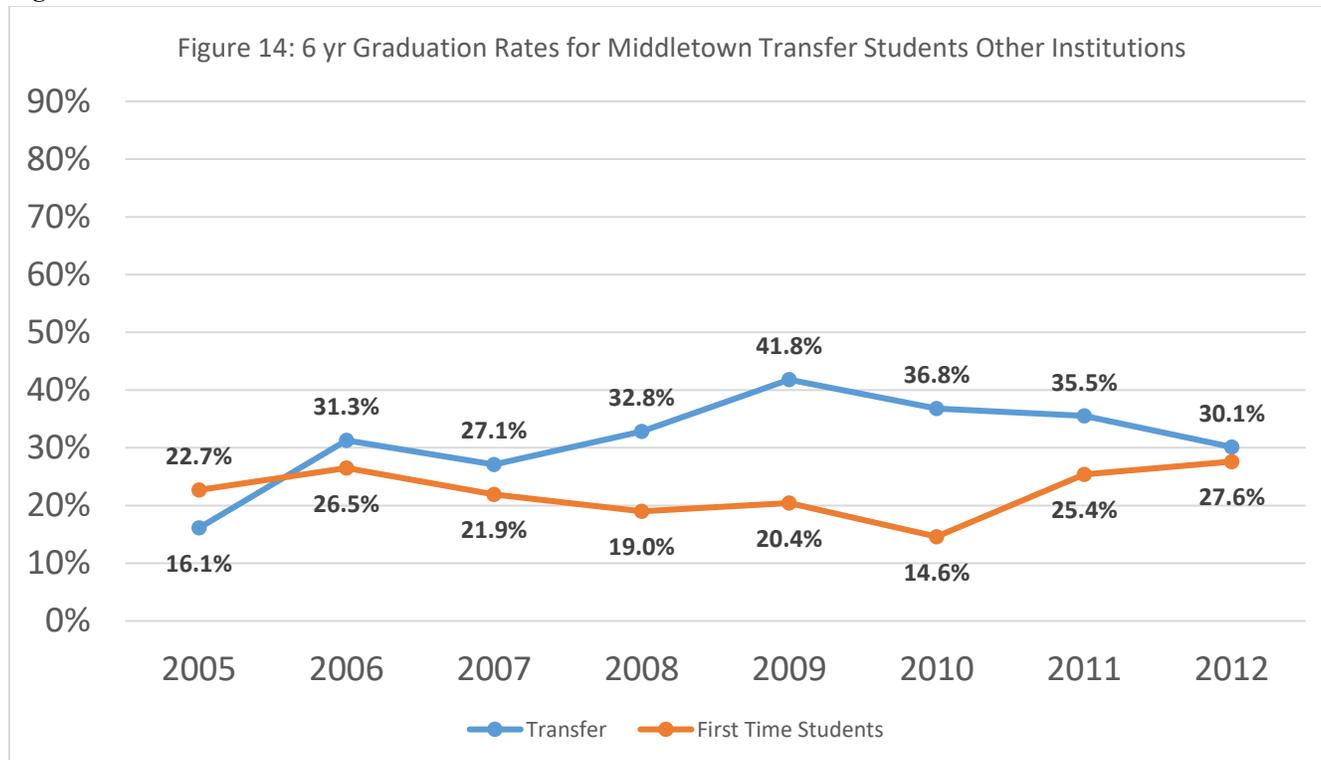


Figure 14: Six-Year Graduation Rates who Transfer into Miami Middletown from Other Institution



CURRENT SUCCESS STRATEGIES

Not only does Miami offer orientation sessions for transfer students on the Oxford and regional campuses, but it also provides academic advisors with online training on working with transfer students.

Guided by a university committee focused on transfer students and academic partnerships, Miami has developed templates for partnership agreements and participates in a number of statewide transfer & articulation initiatives:

- Career [Technical Assurance Guides](#) (CTAGs): enable students to transfer agreed-upon technical courses in more than 30 fields from one Ohio institution to another.
- [Credit When It's Due](#) (“Reverse Transfer”) awards associate degrees to students who earned credits that satisfied residency requirements at a community college, did not earn their associate degree, and subsequently transferred to Miami.
- [Guaranteed Transfer to Degree Pathways](#) are statewide agreements from two-year institutions to Miami’s baccalaureate degree programs in a wide range of disciplines.
- [Ohio Transfer Module](#) (OTM) is comprised of 36-40 semester hours of general education courses, including English composition and oral communication; mathematics, statistics and logic; arts and humanities; social and behavioral sciences; and natural sciences. Students who complete the module at one Ohio institution receive credit for that module, should they transfer to Miami.
- [One-Year Option](#) allows graduates from an Ohio Technical Center in 600 or greater hour programs to earn a block of credit toward an Associate of Technical Studies at Miami.
- [Transfer Assurance Guides](#) (TAGs) are a set of outcomes that are assigned to pre- or beginning major or general education courses in all Ohio public colleges and universities. Over 300 Miami courses have been matched with one of 52 TAG pathways and are guaranteed to transfer and apply directly to major requirements within the state of Ohio.

Beginning in 2018, Miami spearheaded a collaborative effort among other institutions in the southwest Ohio region to offer [transfer summits](#) each semester. These summits bring together leaders from all major two- and four-year institutions in the region to forge articulation and other partnerships agreements and to generate strategies for advancing college completion in the region.

FUTURE DIRECTIONS AND QUESTIONS

Research (Wyner et al. 2016) indicates several factors positively influence transfer students’ college completion:

- Completion of an associate degree prior to transferring to a four-year institution;
- Clear and regularly updated programmatic pathways with aligned high quality instruction;
- Commitment of dedicated advisors who have training and expertise in transfer students;
- Fair financial aid allocation.

As Miami continues to improve its support of transfer students, a possible opportunity to consider is, given the high number of transfer-in students on the Regional campuses, should there be a transfer success center located at Hamilton and Middletown with trained and dedicated advisors?

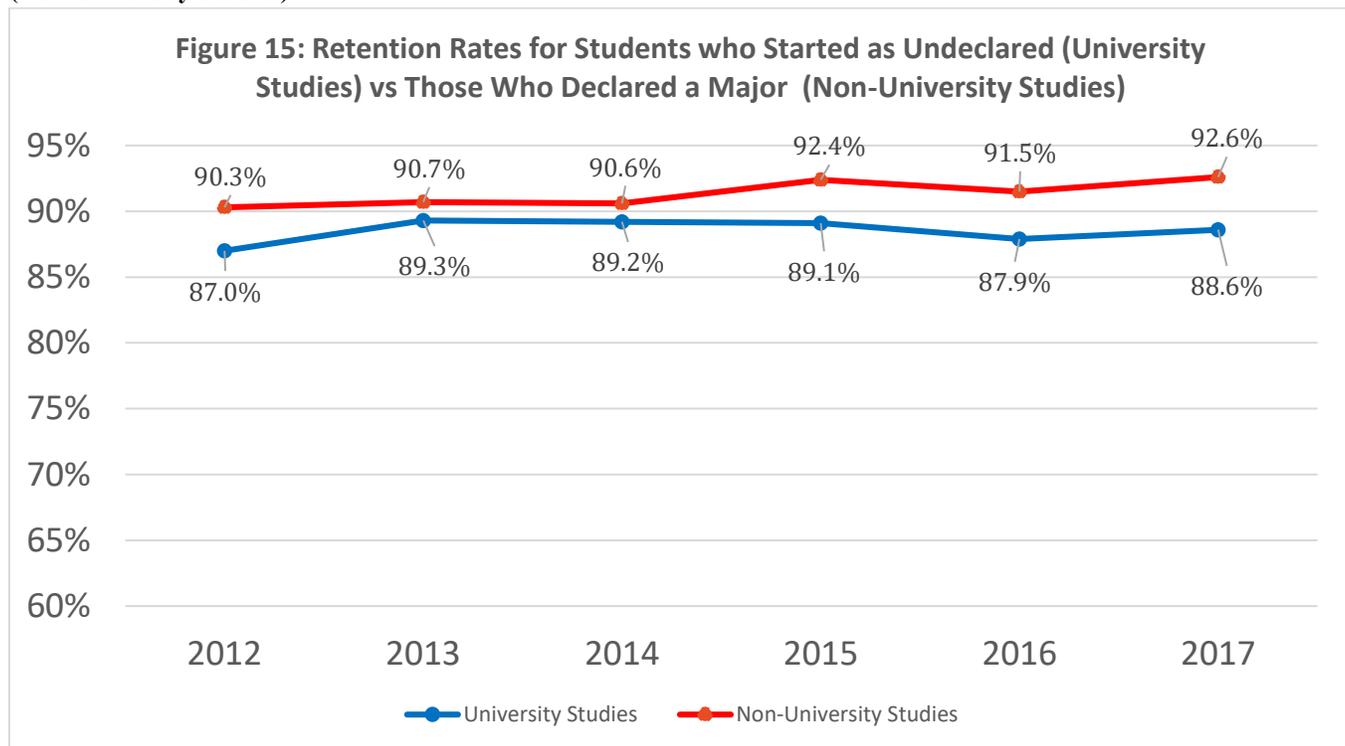
UNDECIDED MAJORS

St. John (2000) once noted, “There is, perhaps, no college decision that is more thought-provoking, gut wrenching and rest-of-your-life oriented—or disoriented—than the choice of a major”. Students who are uncertain about their choice of a major or career path comprise a sizable part of Miami’s undergraduate population. On the Oxford campus, 581 first-time, full-time students in the 2018 cohort were classified as undecided (University Studies) which represents 14.8% of the incoming 2018 cohort, and 138 students are undecided on the Regional campuses (19.7% of the incoming full-time cohort).

It is important to remember that not all undecided students are alike. In fact, students in this category enter college at various levels of undecidedness. Some students may have already narrowed down the list of possible choices to only a few or may know which major they wish to pursue but were not granted admission into that program, while others may be totally open to a wide range of options. Some researchers (Steele & McDonald 2000) have noted that these students often follow a cyclical process; they will make a decision and then return to undecidedness due to doubt, lack of information, peer influence, fear, or parental pressure. Factors that influence the student's decision include general interest in the major, family and peer influence, and assumptions about introductory courses, job prospects, and characteristics about the major (Beggs, Bantham & Taylor, 2008).

Below are some data relating to Miami students who enter Miami as an undeclared student.

Figure 15: Retention Rates for Students who Started as Undeclared (University Studies) vs those who declared a major (Non-University Studies)



CURRENT SUCCESS STRATEGIES

Miami provides several support mechanisms for students who are uncertain about their major:

- All Miami's advisors are provided special training in assisting students who are undecided about their choice of major.
- On the Oxford campus, students who are exploring a choice of majors are placed into the [University Studies Program](#) which provides one-on-one advising and support from specially trained faculty advisors.
- The [UNV 101 transition course](#) provides resources and support, including the [Focus2](#) assessment tool, that are designed to assist students in making purposeful choices about their academic program and co-curricular activities.

FUTURE DIRECTIONS AND QUESTIONS

A new Academic Interest Pathways ("Meta-Majors") initiative is currently being planned and implemented for undecided majors on the Oxford campus and for all students on the regional campuses. Pathways are a collection of academic majors that focus on a broad content area and are aligned with students' interests, knowledge, skills, abilities and career goals. Pathways

provide students with educationally coherent pathways (such as course scheduling blocks and co-curricular options), along with customized academic support and progress monitoring.

Given the EAB findings, should Miami consider some more aggressive approaches such as:

- Implementing the “Meta Majors” approach for all incoming Miami students;
- Using predictive analytics and assessment strategies to help students align their choices of major with their interests and aptitudes;
- Revising UNV 101 so that it more purposefully assists students in the complex process of selecting a career path and then a particular major; or
- Allowing students to declare majors beginning in the second semester, and following completion of a transition course?

CONCLUSION

The University’s Student Success Committee (SSC) which is co-chaired by Provost Phyllis Callahan and Senior Vice President Michael Kabbaz and includes Jayne Brownell, Vice President for Student Life, oversees and monitors student success at Miami University. This committee is aided by the Undergraduate Academic Advising Council (UAAC) (which oversees and coordinates academic advising across the university) along with a host of task forces and subcommittees that are developed on an ad hoc basis. For example, the SSC recently formed the University Retention and Persistence Committee (URPC) which is co-chaired by an associate provost and an associate vice president and which aims to design and implement high-impact strategies to improve retention and persistence.

This report offers some suggestions for the SSC, UAAC and URPC to consider to advance a holistic vision of student success at Miami. The recommendations listed below are not prioritized:

- 1) Developing a comprehensive assessment plan and standardized reporting for all student success programs and initiatives;
- 2) Exploring additional placement procedures (such as SuccessNavigator) to provide advisors with more holistic information on students’ grit and aptitudes;
- 3) Developing a more centralized advising structure for students most in need of support with additional resources for professional advising staff members, and deploying an intrusive advising approach with those students;
- 4) Creating a transfer center on the Regional Campuses within the Regional One Stop with dedicated and trained professional staff;
- 5) Enacting online advising prior to Summer Orientation as well as block scheduling which would enable a redesign of Summer Orientation to focus on student success and to use resources more efficiently;
- 6) Piloting the Academic Interest Pathways with undecided students on the Oxford campus and, if successful, exploring the possibility of enacting that approach with all incoming students;
- 7) Delaying the possibility of students selecting a major until the second semester and after completion of a newly designed UNV 101 or other transition course that assists students in making purposeful career and major decisions and that incorporates financial literacy outcomes.

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Office of Student Wellness

Report to the Board of Trustees, February 2019



Steady progress on all alcohol measures, 2017 to 2018

- The highest number of **drinks in one sitting** in the past 30 days is down by .6 drinks, an 11.67% rate of change
- Students **drink fewer days per week** (avg 1.37 days/week, down from 1.54)
- **Average drinks per night** is down by .21 drinks (6.63% rate of change)
- **Fewer report ever blacking out** (3.7% reduction)
- **Fewer report blacking out in the past 30 days** (4.77% reduction)
- **Fewer first-year students report alcohol consumption in the past 2 weeks** (7.27% reduction); consumption in the last year decreased by 3.1%.

Policy influences culture

The **Good Samaritan Policy** was introduced during the 2013-14 academic year. The policy allows students to seek medical assistance in alcohol or drug- related emergencies without concern for arrest and disciplinary action.

- One full cohort
- Between 88-97% of students **are aware** of the policy
- Between 80-91% of students **understand** the policy
- Good Sam numbers from Office of Community Standards:
 - ◆ Fall 2017 - 52
 - ◆ Spring 2018 - 25
 - ◆ Fall 2018 - 37

Students are getting help

Number of Calls



→ Up 23% from 2016-17 to 2017-18

Concern/Awareness



- More calls are for BACs below .30
- Increased 70.1% to 78.6% of all calls (+ 12%) from 2016-17 to 2017-18

- **Not a prevention strategy**, but a safety net for students to avoid the most dangerous consequences of overconsumption -

Blackouts: further evidence

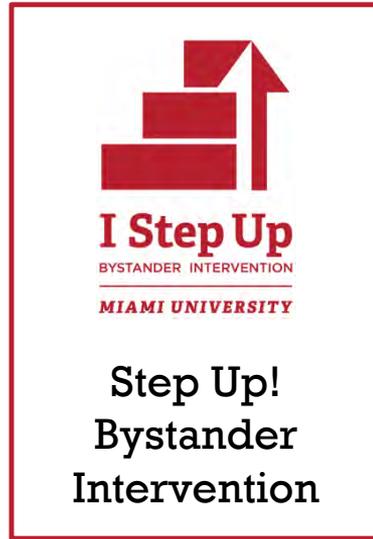
	% change
First-year students (AlcoholEdu - 2018 compared to 2015)	
Blacked out - past 2 weeks (all respondents)	-4.35
Blacked out - past 2 weeks (drinkers only)	-2.40
All years (MSHS - 2018 compared to 2017)	
Ever blacked out	-3.70
Blacked out - last 30 days	-4.77

Prevention/education influence culture



GOOD SAMARITAN POLICY
GOOD SAMARITAN POLICY
IN ALCOHOL OR DRUG RELATED EMERGENCIES.
Just Call 911
OR
513-529-2222
Learn More

**Just Call
Campaign**

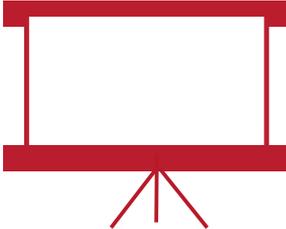


I Step Up
BYSTANDER INTERVENTION
MIAMI UNIVERSITY

**Step Up!
Bystander
Intervention**



**Greek Member
Education
Hazing Module**



**Campus
Panels and
Forums**

Step Up! Bystander Intervention Training

Objectives:

1. **Recognize common red flags**
2. **Identify roadblocks**
3. **Identify at least one intervention strategy**

Evaluation:

- **73%** understood most important considerations when intervening
- **96%** agreed that negative outcomes can usually be avoided when someone intervenes
- **72%** agreed that most Miami students believe it is their responsibility to intervene

- 14,483 students have been trained between the 2013-14 and 2017-18 years. -

Moving forward

Two long-term strategic goals (with supporting objectives)

- 1. Reduce the negative consequences experienced by students due to high-risk alcohol use.**
- 2. Reduce the average BAC levels of student alcohol-related hospital transports.**

Goals are designed to set expectations for a change in culture. ACC will articulate a target annual percentage change.



Strategies

1. Identify Miami departments that have opportunities to contribute to campus wide systemic changes
2. Develop process and policy for Restorative Justice
3. Develop low-risk, community-based entertainment outlets for students and Oxford residents
4. Hold bar owners accountable for serving underage patrons and for over-serving patrons
5. Change the Ohio Constitution to allow for “home rule” provision
6. Decrease visibility of high-risk drinking behaviors within the mile-square neighborhood

Students changing culture

Academic Partnerships

- Class projects
- Capstone projects
- Multidisciplinary teams

Student Government

- Letter to incoming students
- Water distribution
- Snapchat filter

HAWKS

- Safe Spring Break campaign
- Just Call
- Step Up!

Greek Commitments

- Beer-only parties
- Alcohol/hazing modules
- New policies

Other

- Miami Student tone shift
- RHA sponsored forums

Student Wellness

Division of Student Life | Board of Trustees Report

February 2019

Background

A healthy college campus recognizes that multiple elements impact the health, safety, and wellness of its students. The American College Health Association (ACHA) states that a healthy college campus should be grounded in an Ecological Theoretical Framework. This framework asserts that strategies should address the individual student, the campus community, and the surrounding environments where students live, work, study, and play. With the hiring of a new Dean of Students and a new Assistant Vice President for Health & Wellness in Student Life, the Fall 2018 semester was spent assessing our strategic efforts from the past several years. This review resulted in a realignment of strategies to create a three pronged approach to guide our work to decrease high-risk alcohol use: Prevention, Response, and Culture.

Data from the Miami Student Health Survey

Between February 28th and March 14th, 2018, almost 4,000 Miami students responded to the Miami Student Health Survey (MSHS), designed to provide insights into common challenges to student success so that the University can enhance services and support.

Data processing and analysis is ongoing, and the results will inform the work of many offices, including but not limited to: Office of Residence Life, Cliff Alexander Office of Fraternity and Sorority Life and Student Activities, Office of Student Wellness, Student Counseling Service, Student Health, and Miami's sexual and interpersonal violence prevention, education, and response efforts. All Oxford full-time undergraduates (N = 15,536) received an email invitation with a link to the online survey.

At the time of the survey, about 30% of students indicated that they are non-drinkers, meaning that they abstain from the consumption of alcohol or had not had an alcoholic drink in the last thirty days. Almost 60% of students enter Miami as non-drinkers, and this percentage declines over time, especially as students move into their junior and senior years and begin to reach the legal drinking age of 21. For first-year students (in the spring) the non-drinking proportion is approximately 39%; for sophomores 40%; juniors 20% and seniors 22%. Less than half (46%) of Miami students report that they "binged" in the last 30 days. "Binged" is defined as consuming four (women) or five (men) or more drinks on a single occasion. Reported binge drinking rates were higher for men (53%) than women (42%).

Prevention

Best practices around prevention, education, and response strategies were implemented throughout the Fall 2018 semester and will continue to be regularly assessed and employed. 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. Universal strategies are implemented to reach a large number of students in order to educate, set expectations around behaviors, and enhance a culture of care and concern. Health Advocates for Wellness, Knowledge, and Skills (HAWKS) are student peer educators employed by our office. These HAWKS facilitate programs for Residence Halls, fraternities and

sororities, athletic teams, and other organizations to educate students about the legal, social, and health consequences of engaging in high risk drinking behaviors. These programs offer students a time to reflect on their choices regarding alcohol and address their personal and social responsibilities to the community. Peer delivered programming includes

- Step Up! Bystander Intervention Program
- Just Call Campaign & the Good Samaritan protocol
- Safe Spring Break Campaign
- Social Host Laws: Party Smart
- Alcohol Skills Training Programs

Response

Response includes the enforcement of policy and law, inclusive of community norms. Key partners in initial response efforts include university and local law enforcement, office of community standards, office of residence life, and students. Student-centered, developmental support for enforcement efforts include intervention and treatment.

Brief Alcohol Screening and Intervention for College Students (BASICS) is an empirically validated, brief intervention designed to reduce harm associated with high risk drinking in college students. BASICS asks questions about the student's substance use patterns and consequences, family history, and their motivation for change. BASICS is completed before a Drug and Alcohol Evaluation and Referral appointment.

Drug and Alcohol Evaluation and Referral through the Student Counseling Service includes comprehensive substance use/abuse assessments, referrals, individual, couples, and group therapy. The evaluations can be voluntary, sanctioned through the Office of Community Standards, or court ordered.

Screening, Brief Intervention, and Referral to Treatment (SBIRT) is used in Student Health Services during students' regularly scheduled visits. SBIRT is an evidence-based practice used to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs. The SBIRT model was incited by an Institute of Medicine recommendation that called for community-based screening for health risk behaviors, including substance use.

Miami intervention classes for alcohol sanctions are offered through the Office of Student Wellness. The two classes are based on the Prime for Life model and provide students with information regarding the use of alcohol and other drugs and the impact on their lives. The programs focus on risk reduction and give students the skills and knowledge to make choices involving alcohol use that reduces their chances for harm.

Transformations support group is offered through Student Counseling Services for students contemplating making changes in their alcohol/drug use. In this psycho-educational group, members examine their substance use and how it impacts their academics, relationships, personal goals. Students may be self referred to group, or referred by the court system, parents, or Miami University.

The Haven at College is a partnership with an addiction treatment and recovery services provider in the Oxford Community. The Haven is not affiliated with Miami University but 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.

Culture

For over a decade, we have deployed evidence-based, best practice prevention and response programs with success. Efforts for internal examination and implementation of best practice will continue, as prevention and response are two key prongs of a three-pronged approach. The third prong requires us to shift our efforts toward culture change. Some of these cultural challenges include:

- Legal age to enter bars in Ohio is 18
- Bars may have extended hours of operation with drink specials
- High density of liquor outlets; ease of access to alcohol
- Mile Square - high density of students in the absence of organic community norms
- Lack of non-alcohol related businesses located Uptown

Miami University is uniquely positioned to make progress on these cultural challenges. The future work of the Alcohol Coordinating Committee and other University partners must find environmental strategies to shift cultural norms.

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 works to create communities where all students feel included and can develop a sense of belonging at Miami. Research links belonging to positive outcomes for college students, including “engagement, achievement, well-being, happiness, and optimal functioning” in addition to persistence and graduation (Strayhorn, 2012). All 15 offices in the Division find ways to foster our students’ sense of belonging and to build community among our students.

Resident Assistant (RA) Corridor Programming

During the Fall 2018 semester, RAs in the **Office of Residence Life** held 404 “RA Choice” programs, designed to build community among students. Corridor programs included ping pong tournaments, speed friending events, dinners, and movie nights. These programs are designed to help the residential communities feel more intimate and promote relationship development.

When the University canceled classes on January 30, 2019 for the extreme cold, each residence hall was asked to plan three different events (mid-morning, afternoon, and evening). Activities on “freeze day” included games, crafts, service projects, refreshments and more. The events provided additional opportunities for students to make friends and continue building community in their halls while minimizing the need for students to go outside in the freezing temperatures.

Out-of-State Parent Events

Parent and Family Programs and other Student Life staff have attended Miami Family events in Omaha, Cleveland, San Francisco, and Connecticut. In collaboration with University Advancement, these events are informal opportunities for families to ask questions about Miami and hear from current students and parents. This year, Parent and Family Programs is working closely with the Alumni Association and University Advancement to coordinate a full slate of New Student Send Offs in targeted locations across the country. The events attract between 25 and 80 attendees and help families build a network with other Miami families in their area.

Community Standards

The **Office of Community Standards** helps create a healthy campus community by educating students regarding how their behavior impacts others. The goal is for students who have committed a policy violation to accept responsibility for their actions, and to reflect on how their decisions may have impacted others in the Miami community. Educational sanctions such as reflection papers and decision-making seminars promote healthy choices in the future. One student wrote in a recent reflection, “I intend to take the next four years here at Miami and turn myself into a great person and make this university proud of the man I become.”

Strayhorn, T. L. (2012). *College Students’ Sense of Belonging: A Key to Educational Success for All Students*. New York, NY: Routledge.

Division of Student Life: We bring learning to life.



**THE FEBRUARY 2019
REPORT FOCUSES ON
COMMUNITY AND
BELONGING**

STUDENT LIFE REPORT

Belonging for All Identities

Identity-Based Receptions

Identity-based welcome receptions offered through the **Office of Diversity Affairs** promote community and belonging among marginalized and underrepresented populations in the first few weeks of the Fall 2018 semester.

The *Rainbow Reception* for new and returning LGBTQ+ and ally students, faculty, and staff is an opportunity for guests to learn about LGBTQ+ Services. It also serves as a safe place for LGBTQ+ and ally students, faculty, and staff to meet, build community, and promote an inclusive atmosphere and feeling of belonging at Miami University. Approximately 130 people attended the September 6, 2018 event.

Meet and Greet receptions for Asian, Black/African American, and Latinx populations build connections between these populations, the Office of Diversity Affairs, and campus allies. The receptions, attended by about 65 participants in Fall 2018, encourage wider use of the Diversity Affairs spaces among marginalized and underrepresented student populations.

The *annual reception to welcome faculty and staff women new to Miami*, co-sponsored by Diversity Affairs, the Provost's Office and Women's, Gender and Sexuality Studies, builds community among new employees and aids in their transition to campus.

Student Reflection

One of the primary goals of Summer Orientation through **Orientation and Transition Programs** is to create a sense of belonging and community among incoming students. They rely on Student Orientation Undergraduate Leaders (SOULs) to lead small group activities and discussions during orientation, and help students feel more confident, comfortable, connected, and curious. 96% of students who responded to the orientation survey said they felt a stronger sense of belonging as a result of orientation.



Mirey Taite

“

I had an amazing experience with [my] SOUL during orientation. In fact, I truly believe that my SOUL played a large role in helping me transition from high school to college. Not only did my SOUL make Miami feel a little more like home, but she also helped calm my nerves during a very exciting and stressful time in my life.

-Mirey Taite, Miami Sophomore and 2018 SOUL

”

International Students and Families

Parent and Family Programs (PFP) works closely with International Student and Scholar Services (ISSS) to provide support for families of international students. After surveying the population to understand their needs and concerns, PFP and ISSS adjusted the content of Miami Family Focus newsletters to make the information more relevant to international families. Topics include U.S. higher education, finding community on campus, academic planning, and more. As of August 2018, the e-newsletter is now offered in both English and Chinese and is to over 300 family members of first-year international students each month.

International Students' Wellbeing

To better meet the health and wellness needs of incoming international students, **Student Wellness, Student Counseling, and Student Health** developed a presentation for International Student Orientation. Topics in the presentation include health insurance in the U.S., descriptions of services on and off campus, mandated education, and how to identify resources for help.

“Creating a sense of belonging starts on day one,” said Dr. Steve Large, AVP of Health and Wellness. “Letting our students know they will be cared for and have access to resources to stay at optimal health is an important part of welcoming them into the Miami community.” Over 50 international students attended the presentation in January 2019. In addition to comprehensive medical, psychological, and health promotion services, translation services are available.

Opportunities for Ohioans with Disabilities (OOD) Partnership

The **Miller Center for Student Disability Services** and the Career Center are hosting an OOD Counselor for on-campus office hours twice a month. OOD provides vocational opportunities and support in reaching vocational goals for all students with disabilities, including out-of-state students. The collaboration will provide programming, training, and vocational counseling support.

STUDENT LIFE REPORT

Community Involvement

Greeks Doing Good

Each April, the **Cliff Alexander Office of Fraternity and Sorority Life** teams up with **Community Engagement and Service** to host Greek Spring Clean. On April 22, 2018, nearly 200 affiliated students volunteered a total of 555 hours of service with community partners MetroParks, Hueston Woods, and the Interfaith Center. The event serves to expose fraternity and sorority members to community service and connect with the local community. The 2019 Spring Clean is set for April 7.



Greek Spring Clean 2018 at the Interfaith Center



Greek Spring Clean 2018 at MetroParks



Greek Spring Clean 2018 at Hueston Woods

Service Trips

WISE Trips

Winter Immersive Service Experience (WISE) is a service trip during winter term. WISE is a collaborative effort between the **Wilks Leadership Institute**, the **Office of Diversity Affairs**, Miami Hillel, and the Scholar Leader Living Learning Community. In 2019, 27 students and 2 staff members traveled to New Orleans to explore the community and its history and culture. During their stay, they completed service projects with two local nonprofit agencies:

- *The Green Project* promotes a culture of creative reuse by diverting usable materials from landfills and cultivating a respect for their value.
- *The Second Harvest Food Bank* leads the fight against hunger in South Louisiana by providing food access, advocacy, education, and disaster response.

Partial funding was provided by the Miami Family Fund. In recent years, WISE participants traveled to Washington, D.C. (2018) and Nashville, TN (2017).



W.I.S.E. participants in New Orleans, 2019

RISE Alternative Breaks

Community Engagement and Service

continues to expand its alternative spring break program, RISE (RedHawks Immersion Service Experience), which allows participants to learn, serve, and grow as active citizens. Six student site leaders are planning and facilitating this year's three out-of-state RISE trips. Over Spring Break, each site leader pair, 11 participants, and 2 faculty/staff trip advisors will engage in 30 hours of service while learning and reflecting on the trip's particular social justice theme. This year's RISE trips include:

- *Education Inequity & Youth Development* in St. Louis, Missouri
- *Recognizing & Understanding Gentrification* in Nashville, Tennessee
- *Environmental Justice* in Land Between the Lakes, Kentucky



In April, debrief programs encourage participants to bring back what they learned on their RISE trip to the local community and continue their commitment to service.

STUDENT LIFE REPORT

Community Spaces

Community Spaces Build Belonging

The **Office of Diversity Affairs** provides marginalized and underrepresented students and their allies with community spaces in the Cultural Center, Diversity Suite, and Women*s & LGBTQ+ Center. These spaces invite students to connect with one another and with staff, providing a safe and accepting place where students know they are welcome and can be their authentic selves. The spaces also contain community lounge areas and computers for student use. A Fall 2018 patron survey found that approximately 250 students visited the spaces in a given week.



Cultural Center in Armstrong

“

-ON HOW DIVERSITY AFFAIRS ADDS VALUE TO THEIR MIAMI EXPERIENCE -

It helps build a sense of community on campus allowing people like me to have a designated space to be together.

-FIRST-YEAR STUDENT

I am able to be in a space of people who I know will respect my pronouns and gender expression. I am also exposed to different people than myself and always learn something new or meet someone new when I am in those spaces.

-SOPHOMORE

It creates a space where I know I can go to feel comfortable and find people who look like me.

-JUNIOR

Without [the space] I would have felt much more isolated in my identities and wouldn't have been nearly as happy or successful as I have been for the past two years. It brings me both a sense of belonging and a support system whenever I need help.

-SENIOR

- QUOTES FROM FALL 2018 PATRON SURVEY -

”

Symbolic Cues of Community and Belonging

The **Armstrong Student Center** maintains physical artifacts to reinforce messages about Miami's community values. Some examples include:



The Code of Love and Honor on the wall in the Shade Family Room



Wall of flags representing countries from which international Miami students, faculty and staff come to Miami (currently in community lounge, intend to move to soffit space above Slant Walk)



The Richard & Emily Smucker Wiikiaami Room, a unique, circular room paying tribute to the Myaamia Tribe, is regularly used by the Tribe and various student organizations for programming

STUDENT LIFE REPORT

Celebrations and Recognition

Celebrating Global Sisterhood

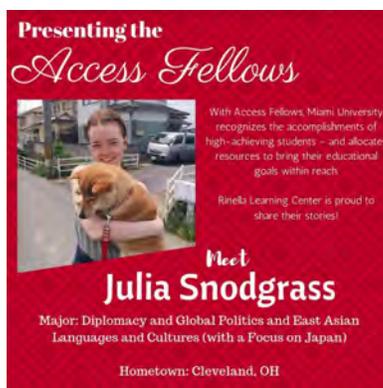
This annual event, held in early March on or near International Women's Day, unites individuals from the University and the local community in a celebration of diversity and the accomplishments of women around the world. Conceived in 1992 as a response to Miami's continuing efforts to improve the campus environment for students, faculty, and staff of color, the event features a keynote, student testimonials and performances, and presentation of the Jennie Elder Suel Distinguished Woman of Color Award.



The 2018 Celebrating Global Sisterhood program

Social Campaign Recognizing Access Fellows

The **Rinella Learning Center** highlights Access Fellows through social posts on Instagram and Twitter. The Access Fellows program supports high-achieving, low-income, often first-generation students who receive the Miami Access Initiative Scholarship. The program takes a cohort approach to help participating students find a community of peers with similar backgrounds. In addition to academic support opportunities, students attend social events through the Access Fellows Council. The social media campaign celebrates the accomplishments and successes of this underrepresented population at Miami.



SEAL Awards

The Student Engagement and Leadership (SEAL) awards, coordinated by the **Office of Student Activities**, recognizes the dedication and hard work of student organizations and their members and advisors. During the ceremony, held annually in April, dozens of awards are presented to student and staff leaders for outstanding events, excellent leadership, organizational improvement, community service, and diversity programming.

"It's important to celebrate student organizations and leaders for their contribution to creating community at Miami," said Jenny Levering, Director of Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life. "Through their programming efforts, many Miami students are able to find their place on campus."

Recent Publication

Staff members in the **Office of Diversity Affairs**, Jane Goettsch and Hannah Thompson, have contributed two chapters to a new book, *University and College Women's and Gender Equity Centers: The Changing Landscape*. Published in 2019, the book "examines the new institutional contexts surrounding women's centers." Chapters include:

- Positioning campus women's and gender equity centers for success: structural issues and trends
- Exploring the relationships between campus women's centers and LGBTQ+ centers and initiatives

The chapters describe the current environment within which women's centers operate in higher education. They explore organizational structures and partnerships between women's centers and LGBTQ+ centers to educate the campus community about and deliver programming and services to students from marginalized and underrepresented



Hannah Thompson, Associate Director of LGBTQ+ Services and Jane Goettsch, Director of the Women's Center

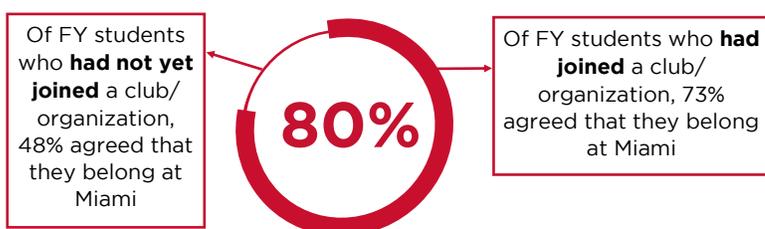
STUDENT LIFE REPORT

Belonging Data from Transition Survey

The **Division of Student Life** administers the Transition Survey to all Oxford students new to Miami (first-year and transfer) each fall. The results provide a snapshot of how students are feeling near the midpoint of the semester (October 12-30, 2018). We reported on academic data in the December Student Life Report; this report focuses on responses related to belonging.

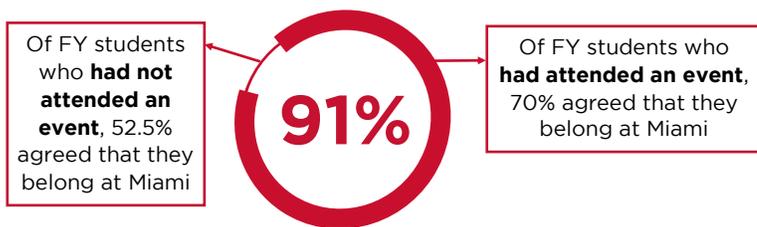
68% of first-year (FY) respondents always or often felt like they belong at Miami.

ORG. INVOLVEMENT CORRELATES WITH INCREASED BELONGING



of FY respondents had already gotten involved with a campus club or organization

EVENT ATTENDANCE CORRELATES WITH INCREASED BELONGING



of FY respondents attended at least one campus event that was not mandatory or associated with a class

RESPONSE RATE

Response Rate: 26.0% (n=1,056)

FY: 953

IN THEIR OWN WORDS

What contributes to your sense of belonging at Miami?*

TOP RESPONSES:

- **49%** mentioned friends, people at Miami, or friendliness (n=258)
- **26%** commented on the sense of community on campus, feeling welcomed, cared about, and comfortable here. 15 students specifically mentioned feeling at "home" (n=138)
- **16%** identified specific student organizations or highlighted the opportunities available to become involved (n=83)
- **8%** referenced experiences with faculty/instructors or the classroom environment (n=40)

“

Being able to create friendships with those in my dorm, classes and every other aspect of my life. Finding clubs and organizations that resonate with my interests.

“

The campus has a sense of community. It's big enough to where it has tons of opportunities, but small enough to feel that sense of community. Miami's staff/faculty has been nothing but kind and willing to help. The friends I've made make me feel like I'm not alone.

*Of the 628 FY students who said they "Always" or "Often" belong at Miami, 524 provided an open-ended response to this question. Many students included multiple reasons.

BELONGING MATTERS

POPULATION OF FY STUDENTS WHO:	% WHO RESPONDED THEY WERE LIKELY OR VERY LIKELY TO:		
	GRADUATE FROM MIAMI	TRANSFER	RECOMMEND MIAMI
always/often feel like they belong at Miami (n=628)	96%	3%	98%
sometimes feel like they belong at Miami (n=231)	79%	12%	69%
seldom/never feel like they belong at Miami (n=64)	37.5%	56%	34%

MIAMI UNIVERSITY DEPARTMENT OF CAMPUS SERVICES

Campus Services Center

2018-2019 Occupancy Report Spring Semester

2/5/2019

Building Name	Standard Capacity	Residents	Occupancy %	Vacancies or (Beyond Standard)	Doubles Sold as Singles
Anderson	217	207	95.4%	5	5
Beechwoods	266	242	91.0%	20	4
Bishop	93	84	90.3%	6	3
Brandon	144	144	100.0%	0	
Clawson	120	116	96.7%	4	
Collins	145	141	97.2%	3	1
Dennison	271	247	91.1%	17	7
Dodds	215	210	97.7%	3	2
Dorsey	212	204	96.2%	6	2
Elliott	35	31	88.6%	4	
Emerson	337	298	88.4%	29	10
Etheridge	237	220	92.8%	13	4
Flower	266	254	95.5%	10	2
Hahne	366	354	96.7%	8	4
Hamilton	181	168	92.8%	10	3
Havighurst	332	314	94.6%	12	6
Hepburn	266	263	98.9%	2	1
Heritage Commons					
Blanchard House	72	67	93.1%	5	
Fisher	72	68	94.4%	4	
Logan	70	64	91.4%	6	
Pines Lodge	72	63	87.5%	9	
Reid	72	68	94.4%	4	
Tallawanda	72	67	93.1%	5	
Hillcrest	270	242	89.6%	25	3
MacCracken (Under Renovation)					
Maplestreet Station	91	84	92.3%	6	1
McBride	142	141	99.3%	1	
McFarland	139	127	91.4%	11	1
McKee	79	56	70.9%	21	2
Miami Inn	99	88	88.9%	5	6
Minnich	254	233	91.7%	13	8
Morris	371	353	95.1%	17	1
Ogden	171	140	81.9%	31	
Peabody	153	137	89.5%	15	1
Porter (Under Renovation)					
Presidents	348	339	97.4%	3	6
Richard (Under Renovation)					
Scott	255	241	94.5%	10	4
Stanton	232	202	87.1%	24	6
Stoddard	45	40	88.9%	3	2
Stonebridge	265	241	90.9%	23	1
Symmes	196	180	91.8%	10	6
Tappan	300	281	93.7%	14	5
Thomson	202	182	90.1%	17	3
Wells	153	132	86.3%	15	6
Withrow	281	261	92.9%	17	3
8179	7594	92.8%	466	119	

Grand Totals	8179	7594	92.8%	466	119
One Year Ago	8153	7612	93.4%	439	102

	2018	2019
New Students Spring		
First Year	39	37
Transfer	83	56
Regional Transfer	31	22
Returning Upper-class	47	53
	200	168
Students Who Left Housing		
First Year*	90	117
Upper-class*	300	309
	390	426
<small>*Graduates, Withdrawals, Suspensions, Study Abroad, Student Teaching, Job Co-op, Contract Releases</small>		

Spring History (in housing)		
	New	Left Us
2008-2009	243	410
2009-2010	243	454
2010-2011	249	470
2011-2012	221	469
2012-2013	248	452
2013-2014	254	387
2014-2015	274	399
2015-2016	299	388
2016-2017	248	337
2017-2018	200	390
2018-2019	168	426

Total Occupancy	7594
Increase (Decrease)	(18)

Office of Residence Life

Division of Student Life | Board of Trustees Report February 2019

Introduction

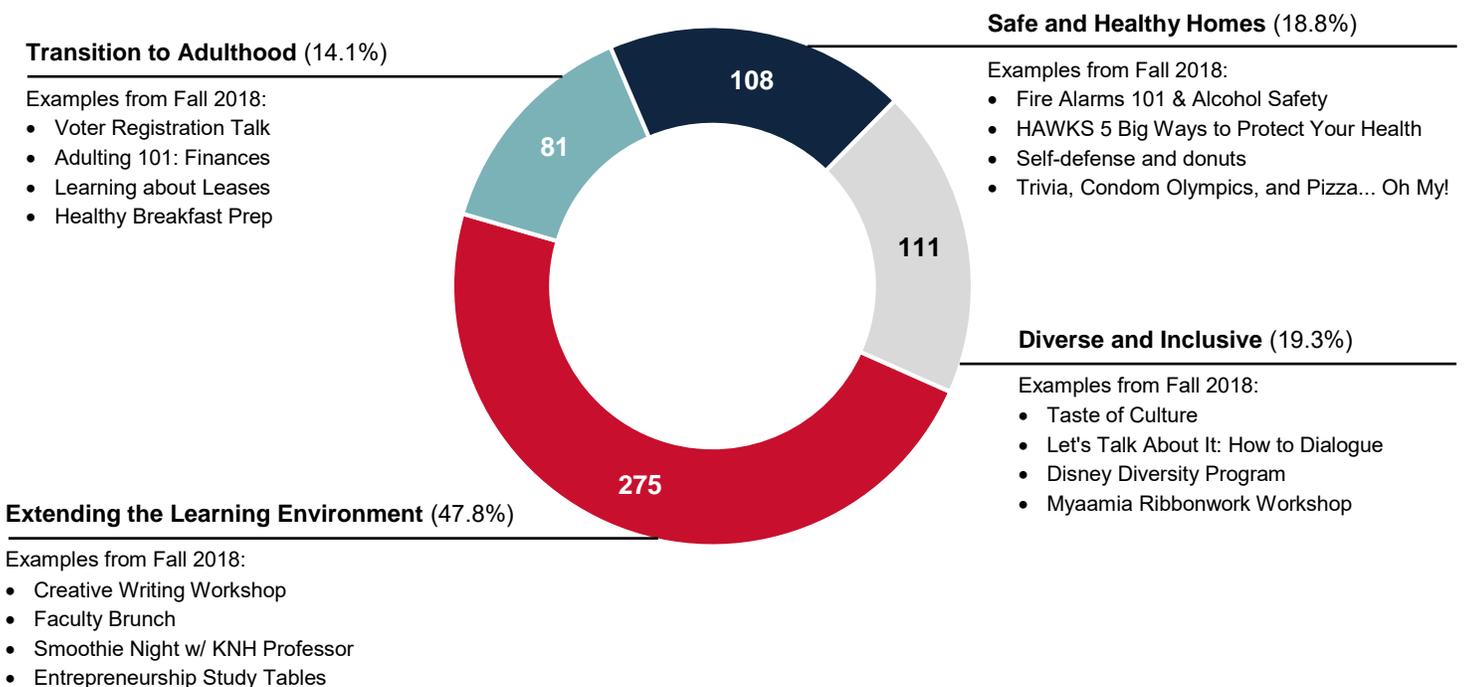
Residence Life has five core functions: (1) to provide safe and healthy homes, (2) to assist in increasing persistence and retention, (3) to promote inclusive and diverse communities, (4) to extend the learning environment beyond the classroom, and (5) to ease students transition to adulthood. Our approach to residential education includes formal strategies, informal interactions, crisis response, and after-crisis care.

Residence Life by the Numbers - 2018 - 2019

	Fall 2017	Fall 2018
Residents	7,824	7,594
Resident Assistants	268	243
Graduate Student Employees	20	14
Full Time Resident Directors	23	20
Area Coordinators	0	3
Facilities	43	43

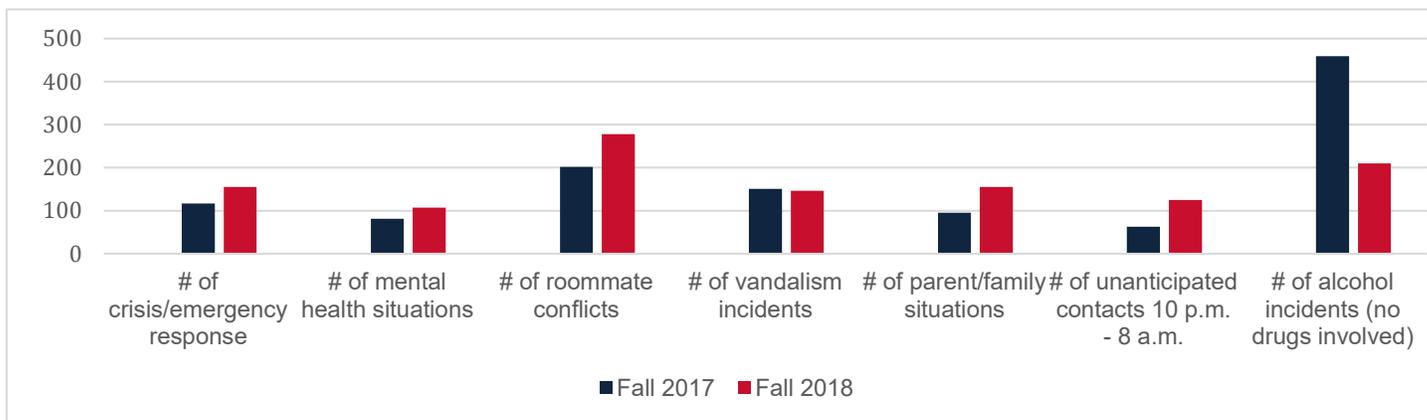
Fall 2018 Programs and Workshops

In addition to 404 "RA Choice" programs designed to build communities and development relationships, RA's held programs in the following categories:



13,812: Total attendance Fall 2018 in-hall programs

Fall 2017 to Fall 2018 Critical Situation Management



Survey Data

Responses from the Assessment of Living and Learning Survey December, 2018; administered to all residential students. N=2652, approximately 34% of the residential population.

Pillar 1: Create safe and healthy communities

- 94% are able to sleep where they live
- 95% feel safe in their residential community
- 87% are having a positive experience in their residential community

Pillar 2: Support persistence and retention

- 92% are able to study where they live
- 91% agreed their RA is available and approachable
- 86% reported having a one-on-one meeting with their RA and that it was helpful

Pillar 3: Develop diverse and inclusive environments

- 74% said their social transition has been easy
- 93% agreed or had no opinion about whether students with an underrepresented identity feel comfortable living in the residential community
- 95% agreed or had no opinion about feeling affirmed by others when sharing an aspect of their identity

Pillar 4: Extend the learning environment

- 82% said their RA is a good facilitator of educational opportunities
- 72% agreed that their academic transition has been easy
- 57% participate in activities in their residential community

Pillar 5: Facilitate the transition to adulthood

- 86% said their RA helps the community develop, revise, and adhere to community agreements
- 80% said their RA is effective in assisting in the resolution of conflicts in the community/room
- 59% take some action (confront the resident, talk to an RA or RD, bring it up at a corridor meeting) when they notice someone violating a policy

Highlighting Resident Assistants (RA)

Through community building, programming, and relationship development during intentional one-on-one conversations, RAs provide opportunities for students to become citizen leaders within their community. This year, we challenged RAs to have a meaningful interaction with 75% of their residents (totaling about 6,000 students) within the first 30 days of the semester. RAs exceeded expectations, meeting with 6,389 students during that time and tracking an additional 940 personal conversations with students in the fall semester.

Living Learning Communities

A hallmark of the residential experience at Miami is participation in one of our 30 Living Learning Communities, Academic Neighborhoods or Affinity Communities. We offer a variety of residential community types and experiences for students to complement the academic mission of the University. Our goal is to further support students in their success at Miami.

LLC Highlight: Sports and Recreation

191 students, paired with EDL 110 taught by Mike Arnos and Erika Wullenweber



Through this living-learning community and the EDL 110 course I have found so many amazing friends that I am so incredibly grateful for. Thank you for making Miami feel even more like home [...] Adjusting to college wasn't easy, but learning about ways that I can better manage my time and manage stress has been extremely useful. Thank you so much again for creating the Sports and Rec Living Learning Community. I am so thankful for the experience and the friends it has given me.

-First-year student in a thank you email to her instructors (Fall 2018)



New Communities for 2019-2020

- **Career Clusters.** In collaboration with the Center for Career Exploration and Success, the Office of Residence Life is launching four LLCs connected to career clusters:
 - **Accounting & Financial Services-** Students in this cluster will learn how information sciences is used to collect and classify financial data for clients/organizations and how clients allocate and use monetary resources over time, taking into account the risks entailed in their projects.
 - **Economics & Data Analytics-** In this cluster, students will conduct research and formulate plans to address the production, distribution, and consumption of goods and services in the global economy. They will also explore how data can be used to inform decision-making.
 - **Management, Sales & Consulting-** This cluster focuses on careers that solve business-related problems for organizations and create value through the selling, management, and transportation of goods and services. Participants will discover how communication, persuasion, problem-solving, and leadership are valuable skills in these industries.
 - **Students Still Exploring-** Students will meet with career advisors trained to assist in the exploration process. They may also participate in activities associated with the other clusters.
- **Film & Video Making LLC** is a collaboration with the Department of Media, Journalism, and Film for students in any major who are interested in video and film production.
- **Bridges Scholars LLC** brings together students who have completed the Bridges Program as high school seniors. Participants will engage in activities to help facilitate their transition and will collaborate on scholarly, leadership, professional development and community-based projects.
- **Discovering Miami LLC** is restricted to incoming first-year students who are declared University Studies. For exploratory students, it can be overwhelming trying to figure out a major. By participating in this LLC, students will have the opportunity to solidify a major(s) and explore possible career paths and understand their values, interests, personality and skills/strengths.
- **Pathways LLC** is designed for students admitted to the Pathways Program. This community provides opportunities for students to engage with academic support services in the residence halls. Students in the community will take classes together, allowing convenient study groups and peer support.
- **Affinity Community Addition:** The Reserve Officer Training Corps (ROTC) and Military Affiliated Affinity Community will launch in Fall 2019. This community supports participants in the Reserve Officer Training Corps (ROTC) program as well as students who are military affiliated. The community will offer initiatives geared toward supporting their transition to Miami University's campus.

Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life

Division of Student Life | Board of Trustees Report

February 2019

Fraternity and Sorority Highlights for 2018-19

Throughout the summer of 2018, a committee of nearly 20 fraternity life stakeholders evaluated the state of the community and developed recommendations to advance the fraternal community in a healthy and safe direction. The complete report and recommendations are available at MiamiOH.edu/HonoringFraternity.

The Fraternity and Sorority Life Annual Report for 2017-18 can be found at MiamiOH.edu/GreekReports.

Online Hazing Prevention Course

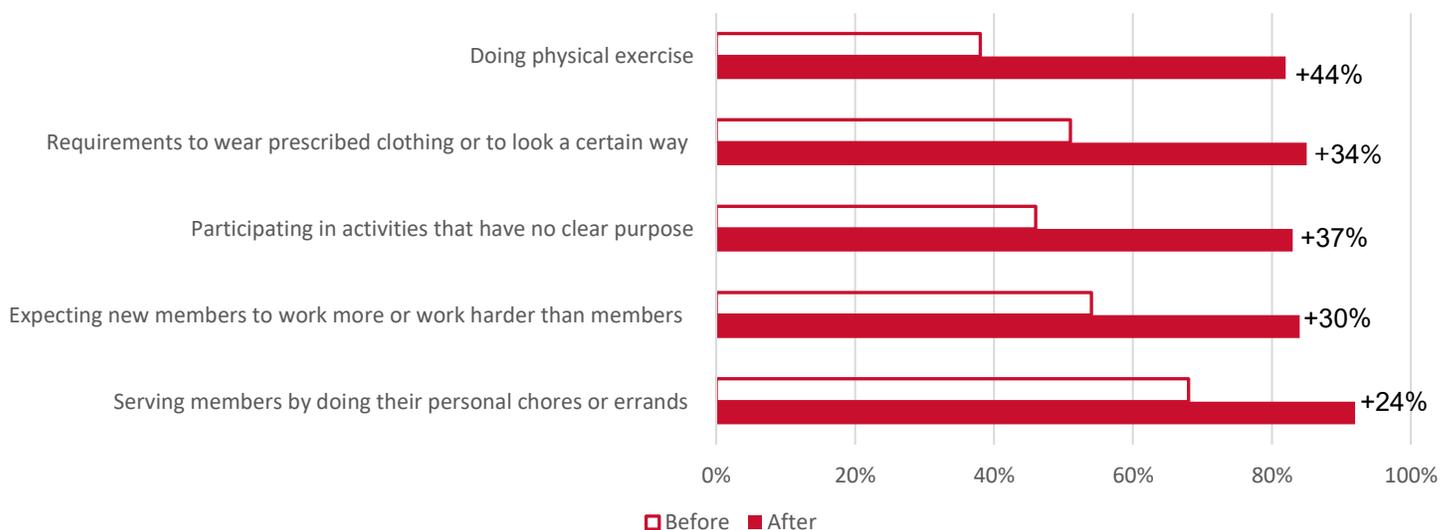
In collaboration with RISE Partnerships, Miami created an online introduction to fraternity and sorority life course required for all students interested in joining the fraternity and sorority community. The course contains two parts: the first focuses on the overall purpose and values of the fraternity and sorority community. The second reviews social norms and perceived norms of hazing. In 2018, 1,772 students completed both modules of the course. Miami received national recognition for this program as the “most innovative program in 2017” by the Association of Fraternity/Sorority Advisors.

Key outcomes from the course:

More participants find more hazing situations unacceptable following the program.

The proportion of participants who find hazing situations unacceptable was consistently higher after the program and across all situations addressed. Results suggest the course may have shifted attitudes of new members about what is acceptable in the community.

The following five situations had the greatest percentage of change. Following the program, more members identified these situations as unacceptable.



Most participants found the program relevant, helpful, and worthwhile.

- 69% found it relevant
- 67% found it practical
- 63% said it was worth recommending to others

Correlation between hazing incidents reported. Community Standards saw a significant reduction in hazing incidents reported/investigated/charged.

- 2016 – 76 reports; 27 chapters charged
- 2017 – 30 reports; 5 chapters charged
- 2018 – 17 organizations reported, 4 chapters charged

IFC Enhanced Member Experience Plan

Over the past year, the Interfraternity Council (IFC) worked with its member groups to further develop the Enhanced Member Experience Plan to reduce unhealthy behaviors and environments in our Miami Community. As part of the plan, they have moved to a four week new member process for Spring 2019. The plan also outlines chapter expectations for the new member process to be shared publicly for potential new members, parents, and other stakeholders to view on IFC's website (www.miamiohifc.org/eme2). Chapters were required to submit plans to IFC and the University for approval in Fall 2018 in order to participate in January's formal recruitment process. Through higher expectations, communication, and transparency about the process, IFC hopes to improve the level of chapter accountability throughout the Spring 2019 semester.

Panhellenic Initiative

For the past two years, sorority chapter presidents have met with Panhellenic leadership in the fall to talk about recruitment concerns for the following semester. They identified three areas for improvement: the involvement of Panhellenic women in men's recruitment and bid distribution, safety during the week following Panhellenic recruitment, and the overall effectiveness and safety of the new member period. Through the conversations and actions of Panhellenic, chapter leadership, and the support of national organizations, the council and community drastically reduced the number of reports for these areas of concerns. In Spring 2018, there were zero reports of women involved in men's recruitment bid distribution, and only two reports of Panhellenic women involved in over-consumption during the week following Panhellenic recruitment. This was a marked improvement from the previous two years, which saw reports in the double digits.

Building on the success of the last two years, chapter and council leadership expanded efforts this year to improve the safety and effectiveness of the entire new member process. Efforts began in February 2019 with moving bid day entirely out of uptown bars to reinforce the values-based recruitment process and create a more welcoming environment for new members. Chapter leadership will also develop and submit risk prevention plans for big/little reveals (and other new member activities they have identified as high risk) to Panhellenic.

As a result of the Panhellenic initiative, we have seen several key indicators in terms of social change:

1. **Increased involvement and interest in Panhellenic meetings, programs, and events** – identified through greater attendance at weekly chapter president roundtables, increased number of Panhellenic Council leadership applications, and more students involved on Panhellenic committees.
2. **Stronger peer-to-peer accountability** – identified through reporting incidents to the Office of Community Standards, participating in council mediation processes, chapter leadership holding other

organizations accountable to council policies, and chapters working together to share best practices for individual policies and risk management procedures.

3. **Stronger programming immediately following recruitment** – identified through chapters submitting programming schedules to Panhellenic for approval (also shared with their national organizations for accountability). To be approved, chapters must identify how each event aligns with chapter and community values.
4. **Enhanced risk management procedures throughout the year beginning with the week immediately following recruitment** – identified in the programming plans submitted to Panhellenic. These plans include daily risk prevention plans and alternative programming to foster an environment centered on values and relationships rather than alcohol consumption.

Programming Highlights



Late Night Miami launched in Fall 2015 with a goal to improve programming and offer an alcohol alternative on campus on Thursday, Friday and Saturday evenings. Funded by the Division of Student Life, Late Night Miami (LNM) hosts free events to all students throughout the semester. Miami departments, student organizations, and other campus partners have come together to make campus come alive each weekend with free concerts, coffee houses, box office hit movies, block parties, casino nights and more!

Late Night Miami by the Numbers

- **95 total programs** and events in 2018
- More than **60% of programs** were hosted by student organizations and campus partners
- **20% were funded by LNM grants** to student organizations and campus partners
- **20,160** students attended LNM Events in 2016
- **28,376** students attended LNM Events in 2017
- **39,753** students attended LNM Events in 2018



As a part of Student Activities, SLANT Marketing and Design provides design services to student organizations for campus events and brand management. SLANT assists student organizations in developing publications, signage, advertisements, social media, and branding. In 2018, SLANT completed over **116 design projects** for student organizations.



The Student Engagement & Leadership (SEAL) Ambassadors are peer mentors to help students with any aspect of involvement at Miami. SEALs assist student organizations through peer meetings, informational workshops, and roundtables. They also help individual students identify involvement opportunities. SEALs had **123 meetings** during the Fall 2018 semester with student organizations.

Student Involvement HUB Data

The HUB is Miami's online student organization management platform. The purpose of the HUB is two-fold:

- Recognized student organizations maintain their membership rosters, access budget information, and register their programs.
- Individual students who sign into the HUB can see programs happening on campus and search for clubs and activities that meet their interests.

Registered Members and Organizations in the Hub

Type of Organization	2016-17		2017-18	
	Registered Members	Registered Organizations	Registered Members	Registered Organizations
Club Sports	1,604	53	1,500	57
Fraternity and Sorority	4,100	44	5,108	43
Student Orgs	30,798	456	34,807	566
Total	36,502	553	41,478	666

2018 Number of Campus Wide Events and Summary of Attendance

Programming Category	Events	Total Student Attendance
Late Night Miami	95	39,753
Miami Activities and Programming (MAP)	25	18,098
Student Activities Office	104	17,841
Fraternity/Sorority Life Programming	47	17,113
Total	271	76,745

Number of Student Organization Events Registered in the HUB

	2015-16	2016-17	2017-18
Approved Events Registered in the HUB	2,140	2,235	2,686

Miami Leadership Initiatives

Division of Student Life | Board of Trustees Report *February 2019*

Leadership Development continues to be a hallmark of the Miami Experience. For years, the University has provided numerous opportunities for students to practice leadership in preparation for successful careers as engaged community members. However, practice is only one component of effective and intentional leadership development. The noted college student leadership development researcher and author, Dr. John Dugan, provides a full-range approach to leadership development on campus. Dr. Dugan emphasizes four specific focus areas: Leadership Capacity, Leadership Motivation, Leadership Efficacy and Leadership Enactment.

When considering a leadership development program, it is easy to identify campus experiences that fit into each focus area and start to shape an individualized leadership journey for each student. For example, a first-year student may arrive at Miami possessing high leadership motivation and several examples of leadership enactment from high school. However, because there was no formal leadership development instruction and the student experienced marginal success during enactment, they arrive with low capacity (leadership knowledge, skills, abilities) and low to mid efficacy (the belief that if they lead they can be successful). We can shape development opportunities specifically to the needs of the student. Some students will arrive at Miami with low motivation and need a path inspiring them to lead. Others need a successful enactment to create higher levels of efficacy. This model shapes Wilks Leadership Institute's approach for leadership development and will provide a common framework and language across the Division of Student Life and potentially the University.

Leadership Certificate Program

To meet the student needs in the four focus areas of leadership development, the Wilks Leadership Institute offers the co-curricular Leadership Certificate Program (LCP) as its signature program. The LCP is a multi-tiered developmental experience in which each tier lasts one semester. The tiered structure provides flexibility around other Miami experiences and also allows for a student to start in any semester based on their own motivation and inspiration. Each tier generates its own certificate so the student may choose whether to complete just the first tier or all three. The program provides development in each of the leadership focus areas through a series of theory-based workshops, lectures, dialogue series, Clifton Strengths assessment and coaching, diversity and service programs, well-being activities, career exploration, and other select requirements. It pulls from programs across the Division of Student Life and across campus.

Wilks Programs in Numbers

97: Wilks Leadership Programs in 2017-18
2,608: Participants at Wilks programs in 2017-18
67: Leadership Certificates have been awarded in the past 3 semesters

To measure growth and development, the participants are required to write leadership philosophy statements. Before starting the program, each student must draft 2-3 paragraphs about what they believe leadership to be and how they enact it. At the end of each tier, the student articulates a 1-2 page leadership philosophy statement reflecting on their learning and detailing their refined definition of leadership and where they reside within the four focus areas. Their reflections provide insight into their levels of motivation and efficacy and the philosophy statement becomes a critical tool in their leadership enactment. We can compare the initial statement with the actual leadership philosophy and identify clues to growth in their capacity and leadership identity. This is the most difficult, but accurate, method of determining leadership growth; there is no better metric or assessment than listening to the student and comparing with observations.

The full-range approach to leadership development also provides a structured way of educating other staff members and offices on their critical role in the leadership development of our students. We will continue to refine our work as it is shaped by this approach and seek campus partners to extend our success.

Fraternity Revisioning

Another important initiative to significantly improve student leadership development on campus is the fraternity revisioning effort, led jointly by the Interfraternity Council (IFC) and the Cliff Alexander Office for Fraternity and Sorority Life and Student Activities. The movement towards shared governance, increased accountability and standards, and greater advisor participation will lead to improved leadership of our fraternities. This work can also be mapped to the four leadership development focus areas of the full-range approach. Chapter executive committee members display high leadership motivation but may lack in the areas of capacity and efficacy as they attempt to demonstrate enactment. To meet this need, President Crawford directed the development of an online leadership development module that will be completed by all chapter members around the time they are initiated. This capacity-building experience has the potential to create significant improvements in chapter leaders, many of whom are sophomores or juniors and lack capacity and efficacy. The fact it will be taken by all members, not just leaders, also increases the capacity for all members and can motivate them to be a positive partner to their chapter leaders. Once again, structure and framework are able to better guide our efforts in the overall leadership development of Miami students.

High-Impact Leadership Development

There are countless examples of high-impact leadership development experiences being provided within the Division of Student Life and across campus. Summer Orientation Undergraduate Leaders (SOULS) are an outstanding example of the leadership work done by the Office of Orientation and Transition Programs. They display the success of a full-range approach to leadership development while also modeling for incoming students both leadership motivation and efficacy. We continue to appreciate and marvel at the work done by campus partners like the Lockheed Martin Leadership Institute and the Center for Business Leadership who provide highly targeted development for select students in their colleges. Academic programs like the Community-Based Leadership minor, the Outdoor Leadership Certificate and the Sport Leadership and Management major in the College of Education, Health and Society are good examples of full-range approaches to leadership development that obviously include strong curricular components.

The Wilks Leadership Institute continues to serve as the central hub for leadership development within the Division of Student Life and offers our expertise to agencies across campus towards the cultivation of a culture of intentional leadership development. The emphasis on a structured framework that incorporates a full-range approach to leadership development has the ability to create strong partnerships across campus and contribute to the overall leadership development mission of the University. We continue to be grateful to the many generous donors that fund the work of the Institute and the administrative support that enables us the autonomy and resources to bring to bear our expertise in leadership development experiences on campus.

Prepared by Eric Buller, EdD, Director, Wilks Leadership Institute



February 2019
EMSS WRITTEN REPORT
Michael S. Kabbaz, Senior Vice President

Center for Career Exploration & Success

After launching many new initiatives for first-year students as a result of the Career Development Fee, the Center for Career Exploration and Success (CCES) has seen a 50% increase in engagement from this population compared to the same time last year and a 61% increase in engagement for first-year students from underserved backgrounds. In addition, almost 1,100 first-year students have completed a resume during their first semester which is an 833% increase over last year.

Jennifer Franchak, assistant vice president, was recently quoted in the Washington Post article, “Finding a Job Is Work, Which Is Why Some Colleges Use Winter Break to Advise Students.” The article referenced Miami’s strategic use of Winter Term for offering career development programs, specifically the new Career Summit, in which more than 100 students participated. As part of the event, students attended their first professional conference-type program where topics such as networking and professional branding were presented; prior to the event, students were invited to Lewis Place for a Networking Reception hosted by President and Dr. Renate Crawford. The Career Summit is part of the Presidential Career and Leadership Development Series endorsed by President Crawford. Students who participate in any of the events included in the series earn badges to post to their LinkedIn profiles.

Over Winter Term, CCES also planned and participated in four student Career Treks – Atlanta, Chicago, Detroit, and New York City.

Bursar

The placement of the Medical Tuition Insurance option was recently updated on the spring semester bill. While this optional insurance has always been available to families, it is now more prominent and visible. The optional insurance provides reimbursement should students need to withdraw due to a medical issue.

Student Financial Assistance

Every year, Miami University alumni and friends generously provide scholarship support to make higher education more affordable for students. The Office of Student Financial Assistance and Advancement Services worked closely with IT Services to re-write the scholarship thank you letter portal to assist us in thanking those who have made these scholarships possible. Students are now easily able to submit a letter for each of their awards and are asked to share a bit more about themselves by completing information on the following: community service and extracurricular activities, significant honors and/or achievements, and how their education has contributed to who they are today. Answers are then used to create a biography sheet to share with the donor. After these improvements to the portal, there was a 91% completion rate in thank you letters, with work continuing to complete the remaining 9%.

One Stop Student Services

Throughout the month of January, the One Stop provided presentations to newly admitted spring semester students and introduced support services available to our veterans and military-affiliated students as they begin their first semester at Miami.

Student Success Office

The Student Success Office held its first meeting on February 8 with the First Generation Action committee. The committee, comprised of faculty, staff, and students, began its planning of how to market the Miami Firsts student organization and other support initiatives for Miami’s Fall 2019 cohort of first generation students. In addition, more than 30 current Miami students will gather at Lewis Place on February 12 to discuss and share their experiences at Miami as first generation college students.

University Registrar

The uAchieve upgrade is now complete with both the student and advising community using the system. The upgrade included a more robust self-service web application for students, advisors, and staff. This also marks the completion of moving from Banner 8 to Banner 9 for the Office of the University Registrar.

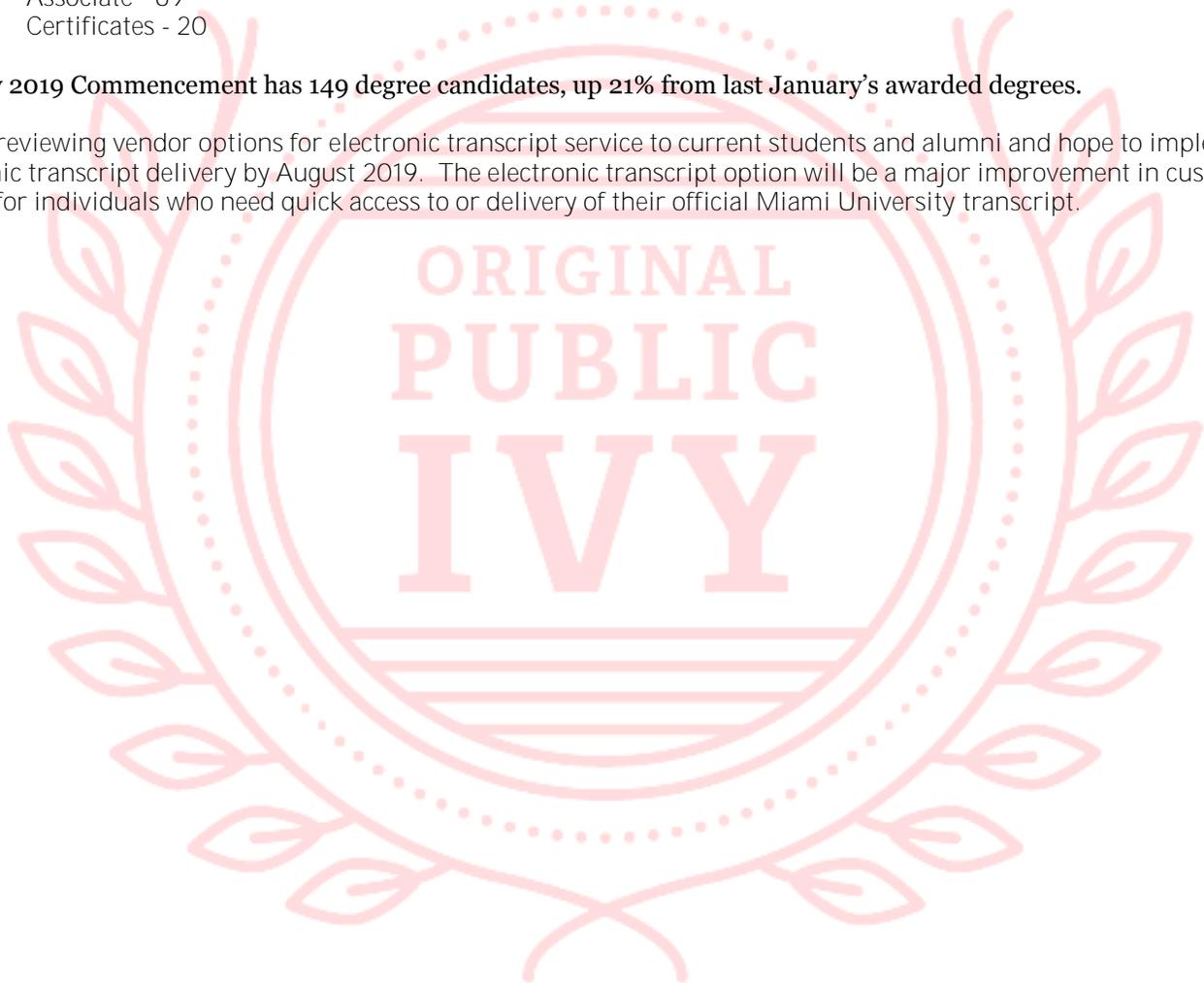
The Office of the University Registrar also recently welcomed Juan Rodriguez to its staff as associate registrar for operations. Juan previously worked at Indiana Institute of Technology in Fort Wayne, Indiana, where he was university registrar for three years and led the One Stop for seven years.

December 2018 Commencement yielded 1,103 degrees awarded with the following breakdown:

- o Doctoral - 14
- o Masters - 297
- o Bachelors - 703
- o Associate - 69
- o Certificates - 20

January 2019 Commencement has 149 degree candidates, up 21% from last January's awarded degrees.

We are reviewing vendor options for electronic transcript service to current students and alumni and hope to implement electronic transcript delivery by August 2019. The electronic transcript option will be a major improvement in customer service for individuals who need quick access to or delivery of their official Miami University transcript.





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February 23, 2019
Academic and Student Affairs

RESOLUTION R2019 - xx

WHEREAS, University Senate on February 11, 2019 passed SR 19-03, endorsing a proposed degree, a Master of Science in Business Analytics, within 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 Analytics, within the Farmer School of Business.



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Terri Barr, Chair

Dana Cox, Chair-elect

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

February 11, 2019

To: Gregory P. Crawford, President
From: Jeffery Wanko, Secretary of the University Senate
Re: Degree Program Approval
SR 19-03, Master of Science 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 February 11, 2019, University Senate adopted SR 19-03:

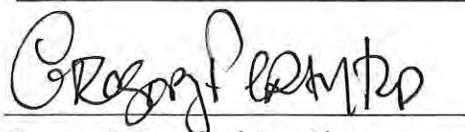
BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Master of Science in Business Analytics, Farmer School of Business;

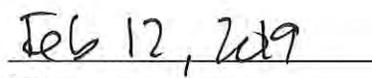
AND FURTHERMORE, that the endorsement by University Senate of the proposed degree will become effective immediately and will be forwarded to the Miami University Board of Trustees for consideration.

Approval of the President

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

<input checked="" type="checkbox"/>	Approve Forward to the Board of Trustees for action (copy to Secretary of University Senate)
<input type="checkbox"/>	Do Not Approve


Gregory P. Crawford, President


Date

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



Master of Science in Business Analytics

Full Proposal

Departments of Information Systems and Analytics & Statistics

Miami University

February 11, 2019

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Appendix F. New Position Descriptions

Proposal: Master of Science in Business Analytics (MSBA)

1. Designation of the new program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

Miami University's departments of Information Systems and Analytics (ISA) and Statistics (STA) propose a graduate program for business analytics. The need for analytics knowledge and skills is expanding and continues to become more imperative across all disciplines. The degree designation will be Master of Science in Business Analytics (MSBA). Our mission for the MSBA is to provide an option for analytical skills and credentials to a much broader set of students and at a higher level than currently offered at Miami.

The MSBA will offer advanced teaching in analytics and data driven decision making skills which are sought after by today's professionals. The proposed program will arm students with many useful, in demand data skills rapidly becoming expected in the workforce. This program provides an important opportunity for capable students from any discipline to add master's level skills, knowledge and credentials to their repertoire that should greatly enhance their ability to add value to the organizations that employ them.

The focus of the program is to improve the skill set of students and in time, to expand to working professionals who want to invest in gaining either an advanced degree or a certificate to credential themselves in analytics. The program is designed to offer business analytics to students after completing an undergraduate degree in any field where business analytics skills would be beneficial. The MSBA program will be face to face and initially targeted at Miami students as a combined undergraduate/graduate program.

The program leverages the demonstrated demand for and success we have had in our Business Analytics undergraduate programs. Including the Analytics Co-major and the Business Analytics Track of the new ISA major, there are 185 students currently majoring in analytics at Miami. 139 of those students are majoring or co-majoring in business analytics. We project that 50 students will graduate with Business Analytics majors or co-majors in spring 2019. This is phenomenal growth for a program that did not exist 5 years ago.

The MSBA program is the first of several envisioned specialty masters programs in the analytics space. The core graduate certificate of the MSBA program is designed to serve as a first certificate of future graduate programs.

We discussed the proposed program at length with our ISA Department Advisory Board on 9/14/2018. Senior representatives from 11 companies that all need analytics talent participated in that discussion where we outlined the intended direction for the degree and certificates. We received strong support for the program. They especially noted the benefits of the stacked certificate approach and allowing students to credential themselves in smaller bites as they progressed through the MSBA. They felt that there would be demand for and value in the individual certificates as well. Members of our advisory board present at the September meeting were: Chamberlain, Cincinnati Insurance Company, EY, KPMG, Kroger, Nationwide, Peak6, PwC, SAP, Vndly, and World Pay. The remaining members of our advisory board were provided a copy of the presentation, and have provided us guidance in the past: Cardinal Health, Deloitte, Fifth Third Bank, GE, Great American Financial Resources, IBM, NCR, Salix Data, Sogeti, and West Monroe Partners Protiviti.

Internal and External Letters of Support are included in Appendices A and B.

2. Description of the proposed curriculum and academic quality.

The MSBA will be a 30 credit hour program consisting of two 12-hour graduate certificate programs and a 6 hour experiential component which combine into an MSBA. Full course descriptions are provided in Appendix C. The prerequisite undergraduate certificate and the core graduate certificate are both joint efforts of the Department of Statistics and the Department of Information Systems and Analytics.

The MSBA provides students with the skills and knowledge to excel at data driven decision making in organizations. It include base level skills and knowledge required for data and analytics necessary across domains and an advanced set of skills and knowledge for decision making in a business context. This advanced knowledge includes machine learning applications in organizational settings, the forefronts of prescriptive methodologies, and applications of artificial intelligence. Students will also engage with practitioners about how analytics solutions are deployed and put to practice in organizations and be immersed in an experiential project to deliver a client based data-driven solution.

Entering Students: Applicants will be expected to complete an **Undergraduate Certificate in Foundations of Analytics** or a set of equivalent courses as prerequisites for the MSBA. Several of the foundation undergraduate courses/requirements can be met by existing Miami courses, but the set will also be offered as a summer experience for any students entering the Masters Certificate or the MSBA. The four required courses in the Undergraduate Certificate in Foundations of Analytics are:

Required Courses **Undergraduate Certificate in Foundations of Analytics**

1. ISA/STA 250 Basic Math for Analytics (a new course)
2. ISA 225 Principles of Business Analytics or STA 261 Statistics or STA 301 Applied Statistics
3. ISA 243 Database and Programming for Analytics (a new course)
4. ISA 291 Applied Regression Analysis in Business or STA 363 Regression and Design of Experiments

The MSBA itself consists of two, 12 credit hour stackable graduate certificates and a six credit hour experiential component. The first certificate, a **Graduate Certificate in Analytics**, provides a core level of knowledge in data, analytics and communicating with data. The second certificate, a **Graduate Certificate in Advanced Business Analytics**, is a specialty certificate focused on leading edge theory, methodology, technology and knowledge in Business Analytics.

The **Graduate Certificate in Analytics**, to be offered in the fall semester, builds on the prerequisite foundations that are established in the undergraduate certificate in the Foundations of Analytics. Students will become more versed in data driven decision making with additional data manipulation and retrieval knowledge for both structured and unstructured data as well as hands on knowledge of predictive modeling tools and techniques. The program also has a focus on communicating and storytelling with data.

Required Courses **Graduate Certificate in Analytics**

1. ISA 412/512 Data Warehousing and Business Intelligence (a new course)
2. ISA 491/591 Intro to Data Mining in Business or STA 467/567 Statistical Inference
3. ISA 414/514 Managing Big Data
4. ISA/STA 516 Communicating with Data (a new course)

The **Graduate Certificate in Advanced Business Analytics**, to be offered in the spring, is an immersive four course sequence into leading methods and technologies in applied business analytics. Students will develop skills in machine learning applications in organizational settings, the forefronts of prescriptive methodologies, and applications of artificial intelligence. Students will also engage with practitioners about how analytics solutions are deployed and put to practice in organizations.

Required courses **Graduate Certificate in Advanced Business Analytics**

1. ISA 630 Machine Learning Applications in Business
2. ISA 632 Big Data Analytics and Modern AI
3. ISA 633 Prescriptive Analytics
4. ISA 634 Analytics Solution Deployment and Lifecycle Management

The **Graduate Certificate in Analytics** and the **Graduate Certificate in Advanced Business Analytics** combine with a culminating experience of 6 credit hours to complete the MSBA. The proposed MSBA program will be taught face to face and targeted at Miami students as a combined bachelor's and master's program.

The programs goal and learning outcomes are shown below along with how they are operationalized in the curriculum.

Student Learning Outcomes	Outcomes operationalized in the curriculum
Be able to describe the strategic uses of technology development, data curation, and analytics to leverage data for a competitive advantage in business.	Embedded throughout the courses in the program. The focus in all the courses will be how companies leverage what they are learning to add value in an organization.
Be able to construct and manipulate both structured and unstructured data to produce data sets for analytical purposes.	A primary focus of three courses (512, 514, and 632). The data manipulation knowledge from these courses will be practiced in other courses throughout the program as students prepare data for analytical purposes.
Be able to apply appropriate methods for data analysis including descriptive, predictive and prescriptive methods.	Operationalized in multiples courses. The BI piece of 512 will have descriptive components, 591 focuses on predictive methods and 630 and 633 have a prescriptive focus. The communications, deployment and practicum courses will all require applications of the methods of the other courses.
Be able to appropriately document and communicate the analytics process.	The primary focus of 516. Also part of all courses. It will be practiced and polished in the practicum as well.

Our full course descriptions are included in Appendix C. Our abbreviated faculty vitae are included in Appendix E.

3. Culminating Experience

The culminating experience for the MSBA is the Business Analytics Practicum immerses students in a client based experiential project. This course is a repeatable 3 credit hour course taken twice, once each in Miami's winter and spring terms. In this experiential component students apply their skills and knowledge in a professional industry context. The first three hours will be during the January term of the second semester of the program. The project will be done in conjunction with external partners and will involve time spent interacting with partner organizations.

The culminating experience for the MSBA is the Business Analytics Practicum. In this experiential component, students apply their skills and knowledge in a professional industry context. The course is an

immersive, project-based, experiential course intended to draw on skills and knowledge gained in courses throughout the MS in Business Analytics program. Students will be immersed in a data driven problem solving project for a real organization that requires the selection and application of appropriate skills, tools and methodologies covered throughout the MSBA program to address the problem(s) at hand. Students will also appropriately communicate findings to multiple audiences including leaders from the sponsoring organizations. The 3 hour course will be repeated in our winter and spring terms for a 6 hour total experiential component.

Initially, clients will likely be with US based partners already connected with Miami University and the Farmer School of Business (FSB). We have a vision for this to possibly evolve to include global experiences done in conjunction with several potential partners abroad. Doing this requires flexibility to interact with organizations providing the projects either virtually or on site (theirs or ours) depending on the geographic location and preferences of the organizations.

We believe that learning should not be limited to classrooms, textbooks and lectures. For more than forty years, FSB has provided our students with multiple hands-on learning options; in the classroom, on campus, in competitions with other universities, and in other countries. These real world experiences are invaluable opportunities for our students to apply the skills they have acquired at the Farmer School of Business and learn to work collaboratively.

4. Administrative Arrangements

The MSBA will be housed in the Department of Information Systems and Analytics (ISA) in the Farmer School of Business (FSB). The ISA Chair will administer the program. Consistent with other curriculum matters the ISA department curriculum committee and the FSB Graduate Studies Committee will vet all proposed academic changes to the program. Responsibility for marketing, recruiting, advising, placement, and client project solicitation will be delegated to a graduate programs director who will oversee multiple master's programs in the FSB.

The Undergraduate Certificate in Foundations of Analytics and the Graduate Certificate in Analytics are both joint collaborations between ISA and the Department of Statistics (STA). These departments have a very successful collaborative history in developing joint curriculum. The co-major in Analytics with three tracks in Business, Predictive, and Geospatial Analytics (recently added track) has been a successful venture with 46 graduating students in May 2018 and 69, 34, and 4 students currently declared respectively in the three tracks. STA and ISA are also the key contributing departments to the success of the Center for Analytics and Data Science, and the Data Fest showcase analytics event on campus.

5. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.

The need for analytics knowledge and skills is incredible and continues to become more imperative across all disciplines. The lack of supply of analytics talent and the predictions of unfilled analytics positions going forward is well documented. This proposal aims to provide an option for analytical skills and credentials to a much broader set of students. It is intended to improve the skill set of many existing majors at Miami and eventually serve those same kinds of students from other universities. This program could also be an option in the future for working professionals who want to invest in gaining either an advanced degree or a certificate in analytics.

Adding analytics and data driven decision making skills to degrees in any professional field is quickly becoming a necessity. The envisioned program will arm students with many useful, in demand data skills rapidly becoming expected in the workforce. It will supplement many majors at Miami very well.

Our undergraduate analytics co-major led to many important external partnerships as organizations of all types seek analytics talent. Correspondingly, we expect that even more will come about if we offer a similar collaborative program at the graduate level.

The market for analytics graduates is driven by the demand for professionals with the skills to transform data into knowledge that can drive business decisions. The number of open positions in the field, the premium on the starting salaries, and the time it takes to fill the position all point to demand for these trained professionals. PwC (PriceWaterhouseCooper) predicts 2.7 million job postings for data science and analytics roles by 2020, noting that 67 percent of data analytics posts are for analytics-enabled leadership roles such as chief executive officer, chief data officer, director of IT, human resources manager, financial manager, and marketing manager. (<https://www.pwc.com/us/en/library/data-science-and-analytics.html>).

Business analytic skills are needed in all sectors of the economy and at higher levels of the organizations than ever before. The MSBA will prepare students with the analytical skills to make organizational decisions based on data and increase their training to work in data rich environments.

Burning Glass Technologies, Business-Higher Education Forum (BHEF), and IBM formed a research partnership to provide data driven insights to higher education and industry regarding the skills gap between the number of demanded jobs and the graduates. In the May 2017 published report, The Quant

Crunch: How the Demand for Data Science Skills Is Disrupting the Job Market, the partnership projects that the number of positions for data and analytics talent in the U.S. will increase by 364,000 by 2020.

From the Graduate Management Admission Council 2018 Corporate Recruiters Survey Report, published June 21, 2018, data analytics continues to be in high demand. Overall, 71 percent of employers plan to place recent business school graduates into data analytics roles in 2018. Thirty-five percent of companies hired Master of Data Analytics graduates in 2017 and 52 percent of companies plan to hire them in 2018. This recent report also found demand for employees with a Master's of Data Analytics to be up in all four regions of the U.S. (<https://www.gmac.com/market-intelligence-and-research/research-library/employment-outlook/2018-corporate-recruiters-survey-report>).

We are confident that with the corporate demand for these skills, and the demand shift toward MSBAs from MBAs, that demand will be high and our graduates will be sought after. We also include internal and external letters of support in Appendices A and B.

The table below overviews statewide alternative programs. There are similar programs statewide, some in proximity to ours.

University	Master's Degrees	Campus or Online	Credits	Months
Bowling Green State University	Analytics	Campus	33	12
	Applied Statistics with specialization in Business Analytics	Campus	33-39	24
Case Western Reserve University	MSM in Business Analytics	Campus	33	11
Kent State University	Business Analytics	Campus	30	12
Ohio State University	Applied Statistics	Campus	33	24
Ohio University	MBA concentration Business Analytics	Online	35	24
	MS in Business Analytics	Online	30	24
University of Cincinnati	Business Analytics	Campus	33	12
University of Dayton	Business Analytics	Both	33	12-18
Wittenberg University	Analytics	Both	30	12
Xavier University	Customer Analytics	Campus	30	24

This proposed program differs from most of the alternative because it is a master of science that can be completed in 12 months. To accomplish that, it is a stacked certificate based program with two 12 hour

certificates with virtually no electives. Finally, it is capped off with a 6 hour experiential component which is more experiential hours than the vast majority of the alternative programs.

6. Prospective Enrollment

As stated above, this program is initially targeted internally to Miami students who have taken the foundation certificate or an equivalent set of courses. High target students are those in disciplines where direct hire out of undergraduate programs may be difficult to obtain without advanced degrees or credentials or discipline with salaries are less desirable than could be attained with an advanced degree or credentials in business analytics. The program offers these students an option to spend an additional year at Miami and further credential themselves in business analytics in combination with their chosen undergraduate degree to create alternative and potentially more lucrative options for employment in their chosen field.

We envision that many departments could leverage this program to attract more high caliber students (those with enough AP credits to be on a three-year pathway to graduation for example) by offering them an option of a four-year path to both an undergraduate degree and an MS in Business Analytics. As part of the development of the degree we will identify high potential departments and work with both them and admissions to create the pathways and materials necessary to facilitate our undergraduate recruiting.

The program will be taught as an in-class program at the Oxford Campus. We believe there is untapped demand for these skills in Miami's existing student body and will leverage our seasoned ability at teaching this type student in a face-to-face pedagogy to perfect the program through a couple iterations. As the program progresses, we will develop a strategy to scale the program to additional audiences. It could be scaled in many ways. For example, it could be marketed to undergrads in similar recruiting situations from other universities or to working professionals who would like further credentialing. We should have a placement track record to market by the time we scale to facilitate attracting non-Miami students. Initially, the salaries demanded by our undergraduate co-majors (the highest in the FSB) should help market to and attract other current Miami students.

The ISA department enrollments in analytics programs have grown consistently over the past five years. Miami now has over 185 students majoring in analytics. This demonstrates shows the strong demand for this subject. 139 of those students are majoring or co-majoring in business analytics with over 200 minors as well. We project that over 50 students will graduate with Business Analytics majors or co-majors in spring 2019.

To recruit MSBA students and grow the program over time, we plan to partner with multiple departments across campus to help them package our plus one program with their degree in their recruitment material. This will enable those department to potentially attract higher caliber students to enter those programs

knowing they have a path to graduate with an undergraduate degree along with an MS in Business Analytics in four years.

We hope to begin the MSBA with a small initial cohort in the fall of 2020. The goal is to grow to cohorts of 30 students and scale to multiple cohorts over time, especially as other specialty Analytics masters are stacked onto the core certificate proposed in this proposal.

7. Special efforts to enroll and retain underrepresented groups in the given discipline.

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.

To carry out this goal, we will particularly focus on females as, much like other STEM disciplines, women are underrepresented in analytics. Our plan is that this will be recognized as a STEM program and also be Title IV eligible. We will hold campus recruiting events and piggyback onto current campus initiatives underway such as Careers Involving Quantitative Skills (CIQS), Girls Who Code, Women in Business, on campus. Special relationships will be developed with departments on campus that have a higher female to male ratio to help attract more females into analytics.

We will leverage other diversity focused programs on campus as well, such as the Diversity Enhancement Program, to ensure that we are attracting the most diverse set of students into the program as possible both as entering freshmen and once students are here.

With the University's goal in mind, every effort will be made to enroll and retain a diverse student body. We will seek some of the very best students from other disciplines on campus. We hope that having this program will enable Miami to attract a higher number of highly qualified high school student into programs throughout the university. We will work with admissions to help make the program students as diverse as possible. To retain students, in addition to the work from the Diversity Enhancement Program, all students will be interacted with each semester's end to debrief and address any issues identified that could be in the way of students' success in the program.

8. Availability and Adequacy of Faculty and Facilities

The course offerings are face-to-face and delivered on the Oxford campus. Once established it will be marketed to a much broader target market. It is delivered as two stacked graduate certificates, and an experiential component involving a project or research with an external organization. All facilities (buildings, classrooms, labs etc.) needed for the program are available. For any special needs technically

for the courses the plan is to use cloud based services to provide students what they need, so additional facilities will not be required.

Much of the expertise to deliver the envisioned ISA courses are already in house, but are also already fully employed teaching in our programs. To create the capacity to deliver the prerequisites and the MSBA program with the Advanced Business Analytics track, one tenure-track hire and one teaching focused faculty member will be required get the first cohort up and running to our goal of a cohort of 30. These ISA faculty must be hired next year in order to be in place by fall 2020. We anticipate the need for a marketing budget to get the program launched and populated with additional costs in the first year to create the web presence and marketing materials. Additionally, an investment must be made in curriculum development and ongoing curriculum revision.

9. Need for additional facilities and staff.

A necessary expense for the program includes having a full-time director in place to oversee multiple masters programs in the Farmer School. This individual will also require administrative support. Faculty hires were addressed in the previous section, but one tenure track and one teaching focused faculty will be required. The only new space requirement will be physical classroom space and office space for the director and new faculty. Adequate space is available on campus to address these needs. See Appendix G. for new position descriptions.

10. Projected Additional Costs and Evidence of Institutional Commitment

The projected costs include salaries for part of a director focused on multiple graduate program and an administrative assistant, faculty hires, marketing, curriculum development and anticipated computing capacity for the classes.

Expenses	Year 1 (2019/20)	Year 2 (2020/21)	Year 3 (2021/22)	Year 4 (2022/23)	Year 5 (2023/24)	Total
Director (50%)	\$50,000	\$51,000	\$52,020	\$53,060	\$54,122	\$260,202
Administrative Assistant (50%)	\$18,000	\$18,000	\$18,360	\$18,727	\$19,102	\$92,189
TT Faculty		\$140,000	\$142,800	\$145,656	\$148,569	\$577,025
ISA TCPL		\$85,000	\$86,700	\$88,434	\$90,203	\$350,337
Benefits	\$27,200	\$117,600	\$119,952	\$122,351	\$124,798	\$511,901
Marketing and promotion	\$50,000	\$20,000	\$20,000	\$20,000	\$20,000	\$130,000
Software and Computing Capacity	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$1,921,654
Curriculum Development	\$50,000	\$20,000	\$20,000	\$20,000	\$20,000	\$130,000
Annual Expenses	\$220,200	\$476,600	\$484,832	\$493,229	\$501,793	\$2,176,654
Accumulate Expenses	\$220,200	\$696,800	\$1,181,632	\$1,674,861	\$2,176,654	

A full financial impact statement which projects the program will be revenue positive in year 2 is included in Appendix D.

The evidence of Institutional Commitment is included in Appendix A with our letters of internal support.

11. Impact on Other Degree Programs and Departments

We are working closely with the Statistics Department in developing this program. This program will provide a basis through the first certificate to launch other specialty analytics masters programs in the future. We see a very positive impact on a number of our undergraduate programs as this will provide them with the ability to attract students excited by the possibility of graduating with both an undergraduate and the MSBA in four years. We will work closely with these departments to help recruit students.

We see no adverse impacts on other programs or departments.

Appendix A
Internal Letters of Support

Date: January 8, 2019

To: Skip Benamati, Chair and Professor, Department of Information Systems and Analytics

From: Chris Makaroff, Dean, College of Arts and Science

Re: Proposal for new Master of Science program in Business Analytics

I offer my full support for the proposed Master of Science program in Business Analytics (MSBA) at Miami University. The ubiquitous expansion of the world's data, and the ever deeper value it provides to business and industry, must be answered by providing many more professionals with the up-to-date skills needed to manage data and extract value in support of decision-making, marketing and enterprise operations. The proposed post-baccalaureate academic programming will provide Ohio professionals with the very latest in cutting-edge, state-of-the-art methods for reaping the many benefits afforded by modern access to big data.

The Department of Statistics in our college has a long-standing collaboration with the Department of Information Systems and Analytics. This has included core curriculum development, research, training undergraduates in analytics, and providing services to Ohio businesses and governmental organizations. The faculty in both departments include world leaders in their scholarly disciplines who are also award-winning teachers and trainers. I am pleased to see them leveraging these many strengths by collaborating once again on this important new addition to our program offerings.

The proposed MSBA will have broad impacts for the curriculum across our institution. Many of the courses being developed are of interest to students in various disciplines within the College of Arts and Science, especially in the social, mathematical and natural sciences. Accordingly, the introduction of the new MSBA program will provide fresh opportunities for us to strengthen existing graduate programs and expand our certificate offerings in other areas. This is a key step in a larger initiative at Miami to infuse our curriculum with training in data analytics and provide post-baccalaureate opportunities for Ohio's workforce to update their skill sets.



FARMER SCHOOL OF BUSINESS
OFFICE OF THE DEAN
800 E. High St., Suite 3075
Oxford, OH 45056-3600
513-529-3631
513-529-6992 FAX

January 11, 2019

Letter of Support for Master of Science in Business Analytics Degree

Data-driven decision making is now a fundamental part of business and continuing to grow in its importance as a critical dimension of value creation in most organizations. Educating the workforce to obtain and continually develop their data analytic skills is imperative so there is a sufficient supply of well-trained professionals that can allow organizations to be competitive in the global economy. The courses for an undergraduate degree in business at Miami requires an introduction to data-driven decision making and students can also choose to major or minor in data analytics, but that still does not provide the depth needed for continuing expertise in the data analytics profession.

For continued success in the data analytics profession, many in the work force will need or be required to engage in further study of business analytics. One such opportunity will be to obtain a graduate degree in the field of data analytics. Miami University and its Farmer School of Business have the faculty expertise and resources to provide an outstanding Master of Science in Business Analytics degree that can be an important source of business analytics education to the workforce. The Farmer School along with the Department of Statistics in the College of Arts and Science have highly qualified and experienced faculty members who have excellent records in both their research and teaching in the field of data and specifically business analytics.

As Dean of the Farmer School of Business, I give my enthusiastic support including a commitment for the necessary resources and faculty to offer a Master of Science in Business Analytics degree. I believe there is and will be a growing demand for such a degree and we are positioned well to offer such a degree.

Please feel free to contact me to request any further information about our support for this Master degree

A handwritten signature in black ink, appearing to read 'Marc A. Rubin'.

Marc A. Rubin

Dean and Mitchell P. Rales Chair in Business Leadership

Appendix B External Letters of Support



October 3, 2018

To Whom It May Concern:

Nationwide strongly supports the proposed Master of Science in Business Analytics program at Miami University. We feel this program meets a critical need for all business as we strive to compete in an increasingly global economy. We provided guidance and insight to Miami University and the proposed program is a direct result of the collaboration between Miami University faculty, our company and many others in our industry.

Data is the life blood of our business. Acquiring associates who are trained to analyze that data and make business decisions is a key to our future success. We need more employees with the skill sets offered in the proposed MSBA program. It is vital that we help to create a pipeline of individuals with such skills to contribute to the success of our organization. We enthusiastically support this program.

We look forward to engaging with Miami and in particular the Information Systems and Analytics Department to both develop curriculum and potentially participate in the experiential components of the program.

Sincerely,

Jim Fowler

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Letter of Support

Miami University Master of Science in Business Analytics

Dear Sir/Madam:

West Monroe Partners strongly supports the proposed Master of Science in Business Analytics program at Miami University. We feel this program meets a critical need for all business as we strive to compete in an increasingly global economy. We provided guidance and insight to Miami University and the proposed program is a direct result of the collaboration between Miami University faculty, our company, and many others in our industry.

With the increasing value that companies seek through data and analytics capabilities, we need more employees with the skill sets offered in the proposed MSBA program. It is vital that we help to create a pipeline of individuals with such skills to contribute to the success of West Monroe Partners and others alike. We enthusiastically support this program.

We look forward to engaging with Miami and in particular the Information Systems and Analytics Department to both develop curriculum and potentially participate in the experiential components of the program.

Sincerely,

Tom Ewers

Tom Ewers
Managing Director
West Monroe Partners





Ernst & Young LLP
1900 Scripps Center
332 Walnut Street
Cincinnati, OH 45202
Tel: +1 513 612 1400
Fax: +1 513 612 1750
ey.com

Letter of Support
Miami University Master of Science in Business Analytics

Dear Sir/Madam:

EY strongly supports the proposed Master of Science in Business Analytics (MSBA) program at Miami University. We feel this program meets a critical need for all business as we strive to compete in an increasingly global economy. We have provided our perspective and insights to Miami University and the proposed program is a direct result of the collaboration between Miami University faculty, our company and many others from a variety of industries. We applaud Miami University's courage to push programs like the MSBA as well as its engagement with the professional community in order to have the 'voice of the customer' in its strategic program planning.

With the increasingly complex and data rich environment that we, and our clients, operate in, we need more employees with the skill sets offered in the proposed MSBA program. These business analytic skills have wide spread value in today's workplace and will continue to play a key role in enabling us to help our clients solve their most pressing business challenges. In order to continue to grow our business and respond to market and client demands, it is important that we help to create and grow a pipeline of individuals with such skills. We support this program and will continue to support Miami University's broader effort to develop skills in key areas of demand like business analytics.

We look forward to our continued engagement with the University and in particular the Information Systems and Analytics Department to both develop curriculum and potentially participate in the experiential components of the program.

Sincerely,

Jeff Reid, Principal

David Meyer, Principal

A member firm of Ernst & Young Global Limited

Letter of Support
Miami University Master of Science in Business Analytics

Dear Sir/Madam:

I strongly support the proposed Master of Science in Business Analytics program at Miami University. I feel this program meets a critical need for all business as we strive to compete in an increasingly global economy. We provided guidance and insight to Miami University and the proposed program is a direct result of the collaboration between Miami University faculty, our company and many others in our industry.

With the increasingly complex and data rich environment that we operate, we need more employees with the skill sets offered in the proposed MSBA program. It is vital that we help to create a pipeline of individuals with such skills to contribute to the success of our organization. We enthusiastically support this program.

We look forward to engaging with Miami and in particular the Information Systems and Analytics Department to both develop curriculum and potentially participate in the experiential components of the program.

Sincerely,



Tony Morgan
Principal
Deloitte Consulting LLP
Miami Class of 1998

APPENDIX C: Course Descriptions for Proposed MSBA Program

REQUIRED COURSES:

ISA 412/512. Data Warehousing and Business Intelligence. 3 hrs. The first part of this course deals with the design of data warehouses for business intelligence purposes. In particular, students learn about different design practices and architectures of data warehouses, how to design multidimensional databases, and how to create data integration workflows (ETL processes) to populate and update data warehouses. After learning how to design and populate data warehouses, students learn in the second part of the course how to perform descriptive analytics using different querying languages and tools, and how to create business reports and dashboards based on data from data warehouses.

ISA 491/591. Introduction to Data Mining in Business. 3 hrs. This course will introduce students to the process of data mining by various applications in business. Students will take a deep dive into the predictive modeling process learning how to evaluate and choose the appropriate model based on application and context. In addition students will explore the uses of unsupervised learning business. OR STA 467/567 Statistical Learning. Introduction to methods of statistical learning, with emphases on both theory and implementation. Topics include supervised and unsupervised learning methods, including linear and nonlinear models for regression and classification, additive models, recursive partitioning methods, neural networks, support vector machines, association rules, and cluster analysis; ensemble methods; and methods of model assessment and selection.

ISA 414/415. Managing Big Data. 3 hrs. 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.

ISA/STA 516. Communicating with Data. 3 hrs. This course will bridge the study of technical and computational tools to the audiences who need the results of this work. This course will span the entire process of developing a data analytic product from consultation with a client to implementing a solution to presenting the solution to the client. This course will address the fundamentals of effectively communicating with and about quantitative analyses. Topics include using data visualization to describe data; document descriptive, predictive, and prescriptive analytical methods for reproducibility; write professional white papers and technical reports; and ethical considerations related to writing and communication with data.

ISA 630. Machine Learning Applications in Business. 3 hrs. In this course students will learn supervised and unsupervised modeling techniques using artificial intelligence and machine learning. Methods will include ensemble modeling, customized ensembles and deep learning. The course will focus on the impact and implications of these advanced techniques in business.

ISA 632. Big Data Analytics and Modern A.I. 3 hrs. Based on Big Data I (Management Big Data) course, this course will further develop students' big data and AI skills for advanced data analytics tasks. We will introduce advanced operations and functions in in-memory cluster computing and non-relational storage solutions, and investigate how to integrate various data sources into a data lake. We will also discuss how data governance can help to improve the management and quality of big data. Moreover, we will examine advanced analytics functions enabled by in-memory cluster computing, such as distributed machine learning, real-time analytics on streaming data, and large-scale social network analysis. Following that, we will cover data-driven modern AI technologies, such as natural language processing, speech recognition, image processing and dialog generation. Those topics will be taught in an applied way, without focusing too much on the theory.

ISA 633. Prescriptive Analytics. 3 hrs. This course will cover different strategies to optimize decision-making in practice. The course is divided into three main modules. Students will be first introduced to statistically designed experiments and their use to find optimal courses of action in different business settings. In the second module, students will utilize mathematical models to take an abstract business problem and represent it using mathematical equations/relationships. The third module introduces students to discrete-event simulations and how it can be used to evaluate a number of what-if-analyses. Using the knowledge from this class, the students will model real-world business problems in the domains of: supply chain management, human resource management, finance, accounting, economics and/or marketing.

ISA 634. Solution Deployment and Lifecycle Management. 3 hrs. This course will introduce students to current and emerging methods and technologies for deploying and managing analytical solutions in practice. The emphasis will be on how organizations embed analytical solutions into corporate technology systems and infrastructures to make the solutions consumable. This will include performing business validation of the model, developing an execution plan for deployment, monitoring, and maintenance of the solution. The course will include deploying analytics solutions to a small number of users as well as scaling solutions throughout the enterprise. We will examine methodologies for tracking model quality and changes over time.

ISA 650. Business Analytics Practicum 3 hrs (repeated for a total of 6 hours). The graduate level Business Analytics Practicum is an immersive, project-based, experiential course intended to draw on skills and knowledge gained in courses throughout the MS in Business Analytics program. Students will be immersed in a semester long data driven problem solving project that requires the selection and application of appropriate skills, tools and methodologies covered in the MSBA program to address the problem at hand and appropriately communicate findings to multiple audiences. The ISA 650 3 hour course will be repeated for a 6 hour total practicum. We plan to have students complete the first 3 hours over the January term, and complete the second 3 hours over the course of the spring semester.

Applicants will be expected to complete an **undergraduate certificate in Foundations of Analytics** or a set of equivalent courses as prerequisites for the proposed Graduate Certificate in Analytics and the Master of Science in Business Analytics. Several of the courses/requirements can be met by existing courses, but the set is designed to be offered as a summer experience for any students entering the Masters Certificate or the MSBA.

FOUNDATIONS COURSES:

1. ISA/STA 250 Basic Math for Analytics. 3 HRS. This course will provide students with a practical and applied foundational mathematics needed as a background for success in analytics. Topics include sets, functions in single and multiple variables including logarithms, exponentials, and trigonometric; matrix algebra operations; introductory calculus concepts; and basic optimization principles.

2. ISA 225 Principles of Business Analytics. 3 hrs. Provides a continuation of the study of data and its importance to analytical decision-making in business. Topics include: probability and classification, data visualization, two or more population inference, predictive modeling with simple and multiple regression analysis, business forecasting, data-mining. Emphasis on computer implementation, analysis of real data, and communication of results.

OR STA 261 Statistics. 3 hrs. Service course. Descriptive statistics, basic probability, random variables, binomial and normal probability distributions, tests of hypotheses, regression and correlation, analysis of variance. Emphasis on applications.

OR STA 301 Applied Statistics. 3 hrs. A first course in applied statistics including an introduction to probability, the development of estimation and hypothesis testing, and a focus on statistical methods and applications. Includes introduction to probability of events, random variable, binomial and normal distributions, mathematical expectation, sampling distributions, estimation, and hypothesis testing. Statistical methods include one and two sample procedures for means and proportions, chi-square tests, analysis of variance, and linear regression.

3. ISA 243 Database and Programming for Analytics. 3 Hrs. This course is designed to help students develop skills related to collection, manipulation, and management of structured data in databases along with programming skills to access and process data. The first part of this course deals with the logical and physical design of databases, entity relationship modeling, and structured language query (SQL). The second part of this course equips students with programming skills and tools to build and maintain business applications. Emphasis is on the use of structured techniques and using application libraries for data retrieval, logic development, and information presentation.

4. ISA 291 Applied Regression Analysis in Business. 3 hrs. Multiple regression as related to analysis of business problems. Includes useful regression models, statistical inference (intervals and hypothesis tests) in regression, model building, regression assumptions, remedies for violations of assumptions, applications in experimental design, and time series analysis.

OR STA 363 Regression and Design of Experiments. 3 hrs. Applications of statistics using regression and design of experiments techniques. Regression topics include simple linear regression, correlation, multiple regression and selection of the best model. Design topics include the completely randomized design, multiple comparisons, blocking and factorials.

APPENDIX D Financial Impact Statement

Budget for New Graduate Degree Programs: Masters of Science in Business Analytics

	2020	2021	2022	2023
Projected Enrollment				
Head-count full time	10	20	30	30
Head-count part time				
Full Time Equivalent (FTE) enrollment	10	20	30	30
Projected Program Income				
Tuition (paid by student or sponsor)	285,000	570,000	855,000	855,000
Externally funded stipends, as applicable				
Expected state subsidy				
Other income (if applicable, describe in narrative section below)				
TOTAL PROJECTED PROGRAM INCOME:	285,000	570,000	855,000	855,000
Program Expenses				
New Personnel	411,600	419,832	428,229	436,793
• Faculty (e.g. tenure-track, clinical, professional)				
Full 2020 - 2				
Part Time ____				
• Non-instruction (indicate role(s) in narrative section below)				
Full 2020 - 2				
Part time ____				
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)	25,000	25,000	25,000	25,000
Other expenses (e.g., Waived Tuition and Fees, travel, office supplies, accreditation costs) (if applicable, describe in narrative section below)	40,000	40,000	40,000	40,000
TOTAL PROJECTED EXPENSE:	476,600	484,832	493,229	501,793
NET	(191,600)	85,168	361,771	353,207

APPENDIX D

Financial Impact Statement

Financial narrative

Faculty – One tenure track and one Full time teaching faculty are necessary to start and continue the program.

Non-instruction personnel – A full time director and admin to oversee this and other graduate programs in the Farmer School. 50% of each salary are included in this proposal.

Tech and Equipment – Program will leverage technology in place for undergraduate analytics programs. The additional costs is for computing infrastructure for several courses that will go beyond in house capabilities.

Other expenses – These include marketing and promotion and ongoing curriculum development costs to keep the courses in line with rapidly evolving practices.

APPENDIX E:

Abbreviated Faculty Vitae

Dr. John Benamati, Professor and Chair, ISA

Dr. Arthur Goncalves De Carvalho, Assistant Professor

Dr. Allison Jones Farmer, Van Andel Professor of Business Analytics & Professor

Dr. Gabe Lee *C. Michael Armstrong Business Chair & Professor*

Dr. Waldyn Martinez, Assistant Professor

Dr. Fadel Megahed, Assistant Professor

Dr. Joseph Nwankpa, Assistant Professor

Dr. Chaitanya "Chai" Sambhara, Assistant Professor

Dr. Zhe "Jay" Shan, Assistant Professor

Dr. Maria Weese, *Richard T. Farmer Endowed Assistant Professor & Assistant Professor*

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.

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" *Information Resource Management Journal*, 23(1), 2010, 1-16.

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

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)

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

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-Arabi, 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.

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:

- **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.

Joseph K. Nwankpa, Ph.D.

Education

Ph.D., in Information Systems (Minor Advanced Statistics & Marketing)
Kent State University, 2012

Master of Business Administration (General Track)
University of Windsor, Canada, 2008

M.Sc in Advanced Financial Information Systems
Hanken School of Business, Finland 2007

B.Sc in Accounting
Abia State University, Nigeria 2000

Academic & Professional Positions

Assistant Professor, Department of Information Systems and Analytics, Farmer School of Business, Miami University, July 2017 – Present

Assistant Professor, Department of Information Systems, Robert C. Vackar College of Business and Entrepreneurship, The University of Texas Rio Grande Valley (*Formerly University of Texas – Pan American*) Edinburg, Texas, Aug 2013 – June 2017

External Examiner, Doctor of Business Administration Program, Nobel International Business School (NiBS) Ghana, 2017 – Present

Visiting Professor Ghana Institute of Management and Public Administration (GIMPA), Ghana, 2015.

Research Activity (13 refereed journal articles, 1 invited publication, 3 scholarly book chapters) Last 10 journal articles published.

1. **Nwankpa, J. K.**, Datta, P (2017) Balancing Exploration and Exploitation of IS Resources: The Influence of Digital Business Intensity on Perceived Organizational Performance. *European Journal of Information Systems*, 26, 469-488.
2. Roumani, Y., **Nwankpa, J. K.**, Roumani, Y. F. (2017) Adopters' Trust in Enterprise Open Source Vendors: An Empirical Examination. *Journal of Systems and Software*, 125, 256-270.
3. Oh, C., Roumani, Y., **Nwankpa, J. K.**, & Hu H-F. (2017) Beyond likes and tweets: Consumer engagement behavior and movie box office in social media. *Information & Management*, 54(1), 25-37.
4. **Nwankpa, J. K.**, Roumani, Y & Roumani, Y. F. (2016) Exploring ERP-enabled Adoption: A Real Options Perspective. *Communications of the Association for Information Systems* 39(24).
5. Roumani, Y. F., Roumani, Y., **Nwankpa, J. K.**, & Tanniru, M. (2016) Classifying Readmissions to a Cardiac Intensive Care Unit. *Annals of Operations Research*, 1-23.
6. Roumani, Y., **Nwankpa, J. K.**, Roumani, Y. F (2016) Examining the relationship between firm's financial records and security vulnerabilities. *International Journal of Information Management*, 36(6), 987-994.
7. Roumani, Y., **Nwankpa, J. K.**, & Roumani, Y (2015) Time series modeling of vulnerabilities. *Computers & Security*, 51, 32-40.
8. **Nwankpa, J. K** (2015) ERP System Usage and Benefit: A model of antecedents and outcomes. *Computers in Human Behavior*, 45, 335-344.

9. Roumani, Y., **Nwankpa, J. K.**, & Roumani, Y. F (2015) The impact of incentives on the intention to try a new technology. *Technology Analysis & Strategic Management*, 27(2), 126-141.
10. **Nwankpa, J. K.**, & Roumani, Y. (2014) The Influence of Organizational Trust and Organizational Mindfulness on ERP System Usage. *Communications of the Association for Information Systems*, 34(1), 86.

Teaching Activity

Miami University: Database Systems (ISA 245), Business Data Communications and Security (ISA 301).

Academic Services**Reviewer for Journals**

Journal of Information Technology	since 2018
Information Systems Journal	since 2016
Journal of the Association for Information Systems	since 2015
Information & Management	since 2012

Chaitanya “Chai” Sambhara, Ph.D.**Education**

1. Ph.D., Georgia State University, 2015
Major: Computer Information Systems
2. MS., Georgia State University, 2008
Major: Computer Science
3. BTech., Biju Patnaik University of Technology, 2005
Major: Electronics and Telecommunications Engineering

Academic Positions

Assistant Professor, Miami University (July 2015 - Present)

Research Activity

1. **Sambhara, C.**, Rai, A., Keil, M., Kasi, V., “Risks and Controls in Internet Enabled Reverse Auctions: Perspectives from Buyers and Suppliers” *Journal of Management Information Systems (JMIS)*, 34(4), 2017, 1113-1142
2. **Sambhara, C.**, Rai, A., Xu, X., “Configuring Enterprise System Resources: Role of Information Risk and Contingencies” *Preparing the manuscript for 2nd round review at Information Systems Research (ISR)*
3. **Sambhara, C.**, “Information Management Challenges and the Resulting Adverse Consequences When Using Internet Enabled-Reverse Auctions” *Under 1st round review at the European Journal of Information Systems (EJIS)*
4. Tang, X., Patnayakuni, R., **Sambhara, C.**, "To Share or Not to Share Information: Why and How Buyers and Suppliers Differ?", *Preparing the manuscript for 2nd round review at the International Journal of Logistics Management (IJLM)*
5. Patnayakuni, R., **Sambhara, C.**, “Impact of IT-Enabled Social Capital and Supply Chain Integration on Firm Performance” *Under 1st round review at Information Systems Frontiers (ISF)*
6. **Sambhara, C.**, Rai, A., Xu, X., “Uncovering the Business Value Creation Mechanisms of Enterprise Systems in the Internal Controls Context” *Under Preparation for Submission in Fall 2018 at Information Systems Research*

Teaching Activity

1. Miami University: Database Systems (ISA 245), Business Programming (ISA 281)
2. Georgia State University: Introduction to Java Programming

Academic Service**Reviewer for Journals:**

1. Management Information Systems Quarterly (2015, 2016, 2017, 2018)
2. Information Systems Research (2016, 2017, 2018)
3. Production and Operations Management (2017)
4. Production Planning and Control (2015)
5. Information and Management (2014, 2017, 2018)

Reviewer for Conferences:

Associate Editor for Pacific Asia Conference of Information Systems 2016 (PACIS), Reviewer for International Conference on Information Systems (ICIS), and other international conferences.

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:**

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

Appendix F: New Position Descriptions

Assistant Professor of Analytics

Required:

- Ph.D. in a quantitative area such as Statistics, Operations Research, Industrial Engineering, or a closely related field

Preferred:

- Teaching experience in a business school
- Industry experience in Analytics or related area
- Accepted or published research in quality journals

Teaching Clinical Professor or Teaching Clinical Lecturer

Required:

- Ph.D. in a quantitative area such as Statistics, Operations Research, Industrial Engineering, or a closely related field for appointment as an Assistant Teaching Professor
- Masters in a quantitative area such as Statistics, Operations Research, Industrial Engineering, or a closely related field for appointment as an Assistant Lecturer

Preferred:

- Teaching experience in a business school
- Industry experience in Analytics or related area
- Accepted or published research in quality journals

Director of Graduate Programs

Required:

- Degree in a quantitative area such as Statistics, Operations Research, Industrial Engineering, or a closely related field.

Preferred

- Administrative experience in Academic Programming
- Industry Experience in Analytics or related area
- Experience with Masters level programs in a business school

Featured Program – Interactive Media Studies



GOOD NEWS FROM ACADEMIC AFFAIRS

December 2018 – February 2019

Miami to award 1,299 diplomas during fall commencement

Dec 5, 2018 - Miami University presented 1,299 degrees during its fall commencement ceremony held Friday, Dec. 14, in Millett Hall with President Gregory Crawford presiding. 20 certificates, 76 associates, 821 bachelor's, 365 master's and 17 doctorates were conferred. Recent graduates report a 97.3 percent success rate. They are employed, re-enrolled or engaged in service within a year of graduating. These numbers reflect data and survey responses from an in-house First Destination Survey.

Tammy Kernodle, professor of musicology, is the keynote speaker. Kernodle received the 2018 Benjamin Harrison Medallion, one of the most significant recognitions Miami offers faculty for contributions attesting to qualities of teaching, research and/or service. Kernodle's "...work in the intersection of jazz, gospel and freedom songs, in the influence and impact of (particularly female) African-American musicians, the civil rights movement, and women's studies is extraordinary and breathtaking in its scope," said one nominator.

Kernodle is serving a three-year term as president of the Society for American Music. In 2014, she was honored for her teaching with Miami's Effective Educator Award. In addition to the department of music, Kernodle is an affiliate faculty of American studies, black world studies and women, gender and sexuality studies.

Miami's study abroad program is in the top five nationally among public universities

Nov 14, 2018 - It's attention to details that make Miami University's study abroad programs for undergraduates among the top five in the nation among public doctoral universities. Miami ranks No. 4 — sharing top recognition with William and Mary, Georgia Tech and the University of Virginia — according to the Open Doors 2018 report released this week by the Institute of International Education. Miami is No. 27 among all U.S. institutions for the total number of students who studied abroad for credit in the 2016-2017 academic year. Including study abroad, study away (in other U.S. cities) and noncredit study abroad, the percentage of Miami students studying off campus remained steady at 55.1 percent.

Of the 1,889 Oxford campus students, undergraduate and graduate, who studied abroad during the 2016-2017 academic year, most students go abroad on one of Miami's faculty-led programs. Top destinations for Miami students include Miami's Dolibois European Center in Luxembourg, Spain, Italy, Australia, the United Kingdom, China, Cuba and France.

To strengthen the impact of study abroad on students, the division of Global Initiatives recently launched professional development opportunities for faculty who lead Miami programs. Cheryl Young, assistant provost, said it's the details in the development of in-depth, high-impact programs that make a difference.

A workshop series was developed with the Center for Teaching Excellence and led by three faculty — Nohelia Rojas Miesse, John Jeep and Mark Walsh. The goal of the workshop series is to create higher impact, interculturally impactful, culturally immersive experiences for students. Faculty implemented newer assessment mechanisms and meaningful reflection and cultural mentoring in all phases of travel study programs. The Open Doors report is released during International Education Week, celebrated across U.S. campuses.

Miami moves up in Entrepreneur rankings: 7th among publics, 14th overall

Nov 14, 2018 - Miami University, with its Institute for Entrepreneurship, has been ranked by The Princeton Review and Entrepreneur magazine as one of the top 10 schools for undergraduate entrepreneurship.

In the 2019 ranking — Miami's 11th straight year on the list — Miami is ranked 7th among public universities and 14th overall, up from 9th and 18th, respectively.

The Institute for Entrepreneurship at Miami's Farmer School of Business has campuswide reach: Students in more than 114 majors are enrolled in entrepreneurship courses. Sixty-two percent of entrepreneurship faculty have started, bought or run a successful business.

Further, entrepreneurship and innovation span the curriculum at Miami. Examples:

- Altman Summer Internships embed Miami students from a variety of majors into startup and high-growth companies, providing immersive experiences. Started in 2012 in Cincinnati and Chicago, the program has placed 120 interns at 40 companies.
- An agreement creating the Miami University–AFRL Research Technology Commercialization Accelerator has students from business, engineering and other disciplines investigating and helping to commercialize some of the nearly 1,000

GOOD NEWS FROM ACADEMIC AFFAIRS

December 2018 – February 2019

patents obtained by Miami in an Air Force Research Lab patent portfolio. Such patents could help a corporate partner learn how to harvest energy from overhead power lines or develop a higher capacity, safer lithium battery, for instance.

- Theatre students envisioned and presented a new way to do a play near Halloween: a tour within a haunted house-style series of 10-minute plays spanning time periods and genres.

Such experiences exemplify the interdisciplinary nature of learning at Miami, President Gregory Crawford said.

“Creativity, imagination and innovation are important in and out of the classroom,” Crawford said. “By encouraging our students to embrace the entrepreneurial mindset that will be required in next-generation careers, we prepare them to be agents of change and designers of a better future.”

Recognition comes as Miami strives “to combine strong academic research and scholarship with immersive, cross-disciplinary learning opportunities for students across campus in startup and venture capital, social entrepreneurship, corporate innovation and technology commercialization, and creativity,” said Tim Holcomb, institute director.

The Princeton Review conducted surveys and considered more than 300 schools in order to identify and rank the top 25 undergraduate and top 25 graduate programs for entrepreneurs. The survey weighs institutions’ commitment to surrounding students with mentors, professors and alumni, as well as provide environments for budding entrepreneurs to thrive.

The Institute for Entrepreneurship, recognized as an Ohio Center of Excellence, includes the Thomas C. Page Center for Entrepreneurial Studies, which focuses on undergraduate teaching and research, and the Center for Social Entrepreneurship, which has been internationally recognized for its award-winning program that seeks to apply innovative solutions to persistent social problems.

New solar array powers change at Institute for Food farm

Nov 15, 2018 - A newly installed 18-panel solar array at the Institute for Food farm produces enough power to run the irrigation system to water the crops. And, as if that’s not enough, it does so much more. “The solar array takes us one step closer to putting sustainability into practice on the farm,” said Peggy Shaffer, coordinator for the Institute for Food, professor of history and global and intercultural studies and affiliate in the Institute for the Environment and Sustainability. The next step is for the farm to be organically certified.

The 5.9-kilowatt array offers a big change from the gasoline-powered generator that was being used on the eight acres of fields at the university-owned, historic Austin-Magie Farm. Harnessing solar power to operate equipment allows those working at the farm to accomplish all sorts of small tasks that couldn’t be done before because they had no electricity.

For instance, Charles Griffin, director of farm operations, can now tap solar energy to power the tools he’s using to build a fence around the array and expand a deer fence to encompass more acreage. He has set up lighting at the nearby array shed. And running the well pump provides water for irrigation as well as washing the food for the Community Supported Agriculture program, which goes through the last week of November, Shaffer said. “Those small efficiencies will save on labor every day and also help us increase production,” she said.

They hope to use the array to power some fans in the hoop house (like a primitive greenhouse) “which will increase production potential by allowing us to have greater control over the temperature.”

On a recent fall morning when frost covered the fields, several people gathered at the farm to install the array. It culminated a two-year project that went through many iterations in order to meet state requirements. Mark Scott, assistant professor of electrical and computer engineering, called the project a great team effort. In all, about 10 students were involved as well as faculty, the physical facilities department and SonLight Power.

The Fairfield-based nonprofit specializing in solar installations played a critical role in working with the students who did the initial design, Scott noted. Joel Fellman, electrical engineer and project manager for Miami’s physical facilities department, works with Ben Jackson (Miami ’17).

“It is very exciting when projects get finished,” says Sophia Fisher, a junior mechanical engineering major and member of Miami’s Engineers Without Borders chapter, helped dig a trench that was used to run the electrical wires from the solar panels to a small pole barn built to hold the batteries and inverter.

Bailey Hall (Miami ’17), who is pursuing his doctoral degree in power electronics at Ohio State University, returned to help complete the job on his senior design project. He was joined by two former capstone classmates — Ben Jackson and Kyle Smith. Both alumni now work for CE Power in Cincinnati.

GOOD NEWS FROM ACADEMIC AFFAIRS

December 2018 – February 2019

“We did all the groundwork,” said Hall, who learned a lot from the entire process, including the challenge of meeting state requirements. “Finally, today we get to see it built.”

The project took so long because the initial plan of using a donated shipping container for the mechanical space changed after state officials voiced safety concerns about the container’s wooden floor. It wasn’t known if anything had ever been spilled on it or if it may have been contaminated. That’s why they switched to a ground-mount array system and constructed the small pole barn for the mechanical space. The shipping container can be used for storage.

Funding for the project was provided by a gift from Jeff Eckel, president and chief executive officer of Hannon Armstrong, a capital and services provider that focuses on sustainable infrastructure markets with the goal of reducing climate changing greenhouse gas emissions.

“Mr. Eckel has given a multiyear gift, which in addition to supporting the solar power project on the Institute for Food Farm will also be used to establish an endowment to support experiential learning opportunities for our students interested in social impact and environmental sustainability,” Shaffer said.

Additional funds for the project came in part from the department of biology and a U.S.D.A. National Institute for Food Capacity Building Grant.

Shaffer — who estimates the array will save about \$1,000 per year on fuel costs — said the project embodies the core mission of the Institute for Food. It is the product of engaged learning and collaboration among students, faculty, staff and community partners. It also combines technological innovation with issues of health and wellness and sustainable development bridging the key goals of Miami’s Boldly Creative Initiative. And, she said, “the solar power project embodies the possibilities and power (no pun intended) of Miami’s commitment to forward-looking liberal arts education.”

Fourteen Miami students, alumni named semifinalists in Fulbright competition

Feb 07, 2019 - Fourteen Miami University students and alumni are semifinalists in the 2019-2020 Fulbright U.S. Student competition.

[Fulbright](#), the largest U.S. exchange program, provides grants for individually designed study/research projects or for English teaching assistant programs outside of the United States. Nine Miami seniors, two graduate students and three alumni have been recommended by the U.S. National Screening Committees for further consideration by the Fulbright Foreign Scholarship Board in the countries to which they applied. They will learn this spring whether they will receive the Fulbright grants.

The Miami semifinalists:

- **Lulu Abdun** — graduated in 2018, psychology and black world studies double major and linguistics minor, English teaching assistant in Rwanda.
- **Sarah Berg** — senior, English literature major with minors in art/architecture history, creative writing and Asian/Asian-American studies, English teaching assistant in South Korea.
- **Madison Cook** — senior, diplomacy and global politics and psychology double major, English teaching assistant in Ecuador.
- **Emily Erdmann** — senior, French and Russian, East European, and Eurasian Studies double major and rhetoric/writing minor, English teaching assistant in Russia.
- **Alexandra Fair** — graduate student in history, Fulbright/University of Reading Award to pursue graduate work in the United Kingdom.
- **Cyrus Green** — graduated in 2018, international studies major with Spanish minor, English teaching assistant in Argentina.
- **Samuel Hunter** — graduate student in English, Fulbright/University of East Anglia Award to pursue graduate work in the United Kingdom.
- **Michael Rariden** — senior, bioengineering major, open study/research in Ireland.
- **Katelyn Scheive** — senior, integrated social studies education and psychology double major and history minor, English teaching assistant in Rwanda.
- **Alaina Swope** — senior, psychology and English literature double major and German minor, open study/research in Germany.
- **Emily Tatum** — senior, political science, international studies and Latin American, Latino/a, and Caribbean studies triple major and Spanish minor, English teaching assistant in Colombia.
- **Lauren Voegtle** — senior, international studies and Latin American, Latino/a, and Caribbean studies double major, English teaching assistant in Brazil.
- **Jessica Weaver** — senior, integrated social studies education major, English teaching assistant in Belgium.
- **Austin Young** — graduated in 2017, integrated social studies education and marketing double major and history minor, English teaching assistant (Roma student initiative) in Hungary.

February 22, 2019
Consent Calendar

RESOLUTION R2019-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.

2018 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 (FY18 actual).

Number of Students	Description (if needed)
802	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.

2. The cost of remedial coursework that the state university provides (FY18 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	938,544	Instructional costs for remedial courses for FY 2018
		Estimated costs of Advising & Learning Center on the Regional Campuses for FY 2018 multiplied by the percent of students on the Regionals needing some form of remedial education
Costs to the university	1,782,522	
Costs to the state	81,317.72	State share of instruction for remedial courses for FY 2018
Costs to the student	2,568.60	Tuition and fees for Regional full-time students in first semester
	16,277.50	Tuition and fees for Oxford ACE full-time students in first semester
	7,368.00	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 campuses 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.

CREATIVE ARTS UPDATE

Board of Trustees

February 21, 2019

COLLEGE OF CREATIVE ARTS

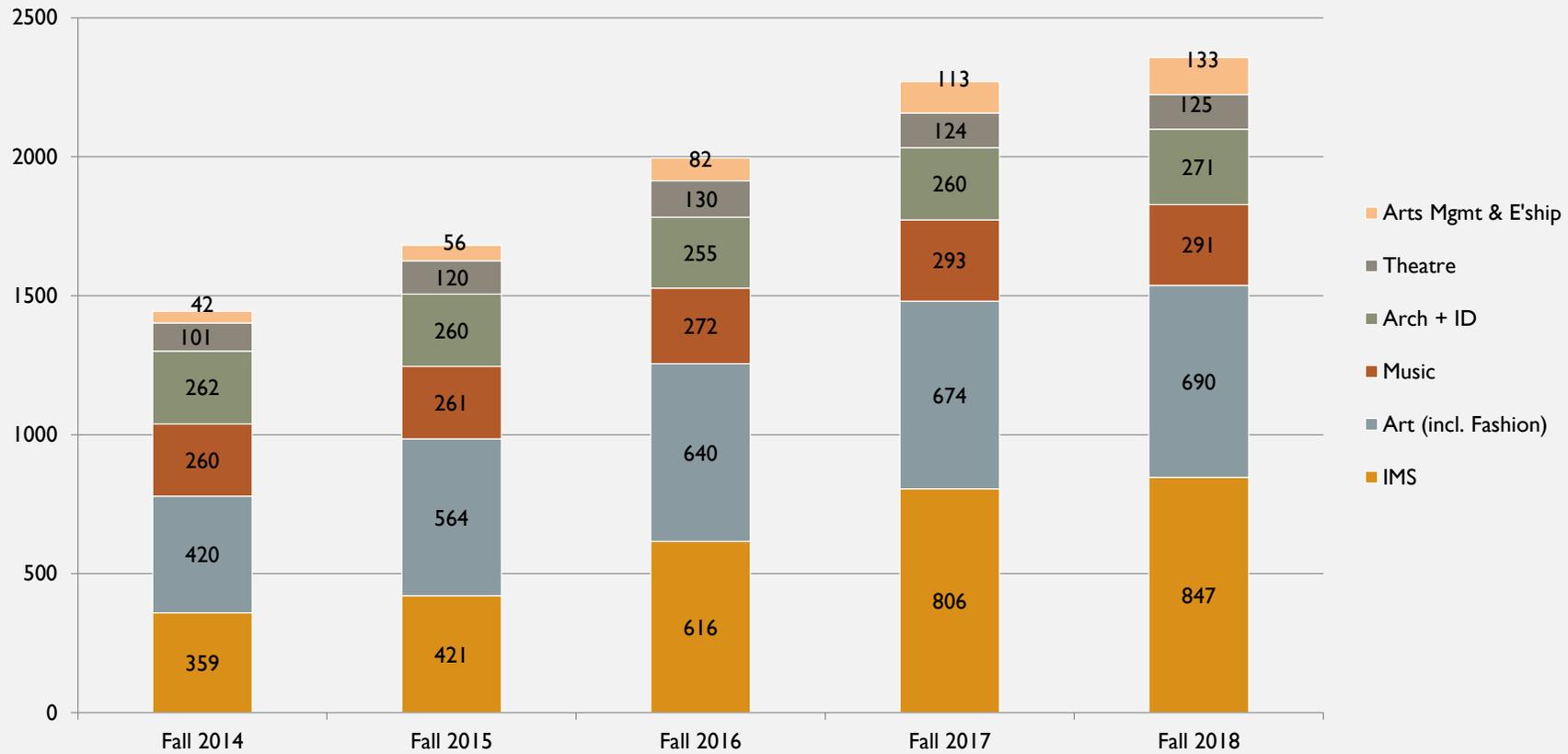
- Department of Architecture + Interior Design
- Department of Art
 - (including **Fashion, Experience Design, Art Therapy, Museums and Society**)
- Department of Music
- Department of Theatre
 - (includes **Dance** and **Musical Theatre**)
- Interactive Media Studies
 - (including new **Games + Simulation Major** and **eSports**)
- **Arts Management & Entrepreneurship**
- Art Museum & Performing Arts Series

ARTS FOR ALL: NON-MAJOR INVOLVEMENT



POSITIVE ENROLLMENT TRAJECTORY

2,390 STUDENTS ARE MAJORING OR MINORING IN A CCA FIELD



MORE GOOD NEWS . . .

- First year class: **Exceeded Target** number for 1st time
- **Retention is higher** than MU average
- **Co-Majors and minors** are popular
- **IMS** integration has gone well
- **Curriculum strategic plan** implementation is on track
- New **Marketing/Communications** strategic plan
- **#thrivingartist Network** Launch in NYC and LA

2018-2019 CCA GOALS

1. Recruit to **new** capacity
 - New this year: Art Therapy Co-major and Gaming Major
2. Policy/Practice: Support accreditation and program reviews
3. Revised Strategic Plan for Facilities
4. IMS 2.0
 - New curriculum approved, searches complete, organizational structure
5. Strategic Planning: CCA & MU
6. MarComm 2.0
7. Boldly Creative: support CCA proposals and collaborations
8. Graduate Programs SWOT



strategic resource allocation

BUDGET RESULTS ARE IMPROVING

	Final 6/30/2017	Final 6/30/2018	Change 2017 to 2018	
Net Tuition Revenue	\$17,097,874	\$18,519,273	\$1,421,399	← Tuition Revenue Growth = 8%
State Subsidy	3,810,030	3,818,854	8,824	
Other Revenue	<u>939,383</u>	<u>957,136</u>	<u>17,753</u>	
Total Revenue	21,847,287	23,295,263	1,447,976	← Growth in Divisional Expenses = 3%
Expense Budget	15,059,699	16,038,980	979,281	
Expense Allocations: Support Centers, Debt, Facilities	10,488,514	10,320,880	(167,634)	
Total Expense	25,548,213	26,359,860	811,647	
Revenue Less Expense	(3,700,926)	(3,064,597)	636,329	
Subvention	4,781,513	4,781,513	0	
Net Revenue less Expense	1,080,587	1,716,916	636,329	← Improvement in "Bottom Line" = 59%

ALLOCATING RESOURCES TO HIGH GROWTH PROGRAMS

- Interactive media studies – at the intersection of technology and the arts
 - From **171** students in 2012 to **849** students this fall
- Fashion – at the intersection of business and design
 - From **69** students in 2014 to **229** students this fall
- Arts management & entrepreneurship – offering business skills to all arts students
 - From **42** students in 2014 to **133** students this fall
- Art therapy – our newest program, at the intersection of health and art
 - Initial class of **19** last year to **33** students this fall

CCA CURRICULAR REVIEW:

*A CULTURE SHIFT FROM A CURRICULUM BASED ON FACULTY INTERESTS
TO ONE BASED ON STUDENT NEEDS*

Goals:

- Net Zero curriculum growth
- Understand student demand and right-size programs based on demand trends
- Identify duplicative programs
- Nesting and Stacking: courses nest into thematics, then into minors, then into majors
- Revisit faculty workloads
- Deploy adjunct faculty carefully
- Project future staffing and resource needs based on this review and projected growth

CURRICULAR REVIEW: UPDATE

Fall 2017: Curriculum plan, with action items and timelines, was completed.

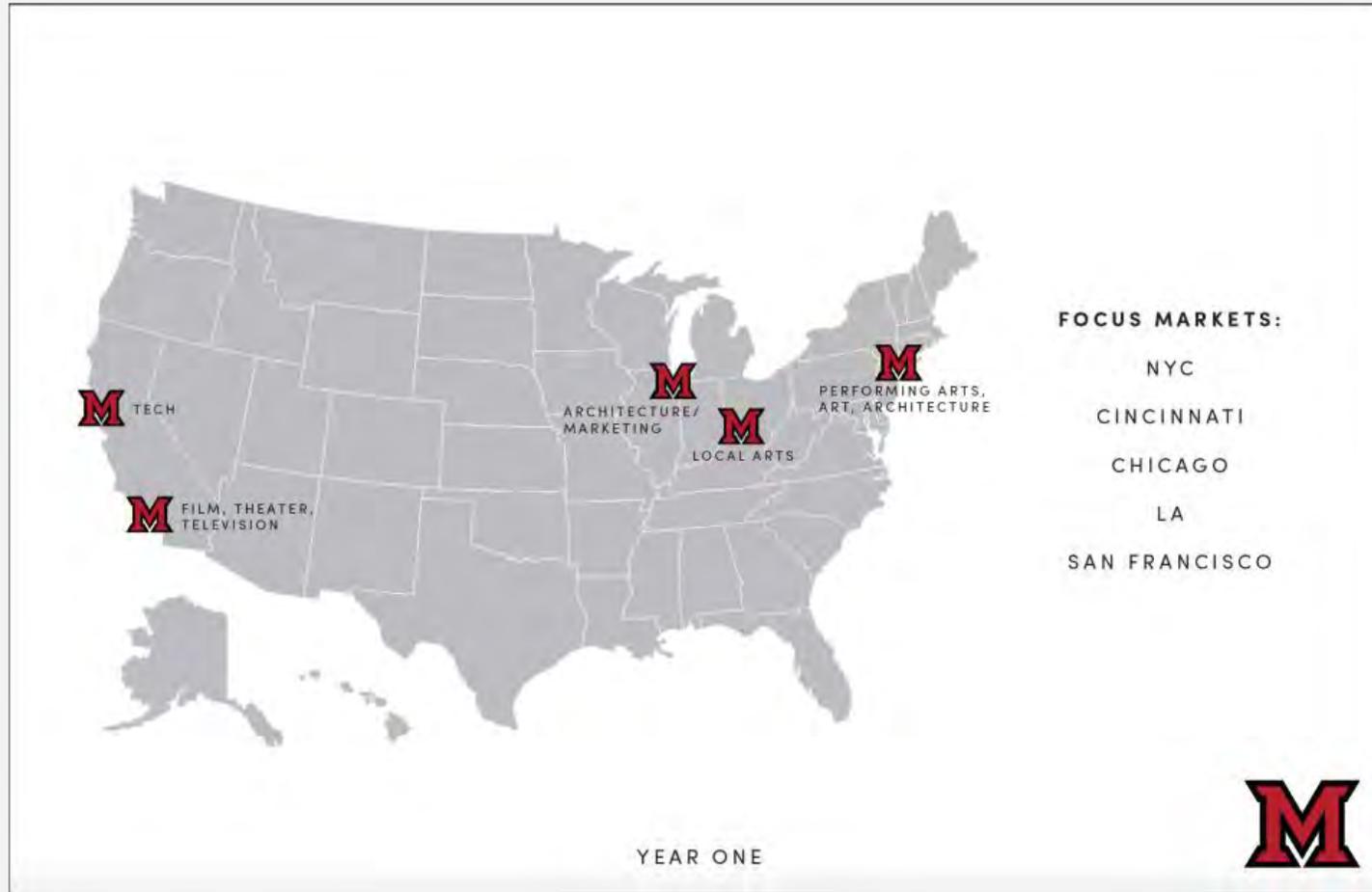
Spring & fall 2018: 15 action items have been completed. For Example:

- New minors in Art Therapy, game design, and Arch+ID studies
- Restructured curriculum in Communication Design and IMS
- Terminated under-enrolled thematic sequence (Music) & graduate certificate (Art)
- CraftSummer revised; now revenue positive with increased enrollments
- Long-range staffing plan for music to right-size programs based on student demand

Next 1-2 Years: Many more action items are underway.

#THRIVING ARTISTS NETWORK

NYC Launch: September 14, 2018
PLANNED LA Launch: Spring 2019



#thrivingartists network

Goals for #thrivingartists Network



Building Relationships

- **Career mentorship** for students
- Create new **relationships** for CCA
- Cultivate potential **donors**
- Develop our **board membership**
- Networking opportunities for **alumni**

CCA ALUMNI ARE THRIVING!

93.7% of CCA seniors graduating in 2017 were employed within a year of graduation.

Lauren McKenzie (Class of 2017)

Current position: 3D Environment Artist at Zenimax Online Studios

"The faculty and staff at Miami are unparalleled. I signed up for a 3D modeling class on a whim, and it didn't take long to realize that it was what I wanted to do for the rest of my life. What I found was an extraordinarily supportive professor who encouraged me to push myself, work hard and who gave me opportunities to pursue new goals both in and outside of class. Interactive Media Studies gave me structure for the basics and helped provide connections. Beyond that, I learned to look past what's due tomorrow and think about how what I'm doing now can contribute long-term. Immediately after graduating, I began working as a 3D Environment Artist at Zenimax Online Studios. It's an absolute dream to be able to work in the AAA games industry straight out of college. "







Need remains urgent ...

CCA FACILITIES

BUILDING CONDITION

	Year of Construction	2017 Facilities Condition Index
Art Museum	1978	58.74%
Art Building	1985	48.27%
Hall Auditorium	1908	40.90%
Center for Performing Arts	1969	38.25%
Hiestand Hall	1958	36.68%
Alumni Hall	1910	33.23%
Presser Hall	1931	15.25%

The Facilities Condition Index is a measure of deferred maintenance. Miami's goal is an FCI less than 30%. An FCI above 50% is critical.

1.	University of Cincinnati	DAAP (Design, Architecture, Art, & Planning) housed in the Aronoff Center for Design and Art (1996) CCM [1999]
2.	The Ohio State University	University Arts District (currently underway)
3.	Indiana University	Kirkwood Hall renovation (2015)
4.	Ohio University	ACCAD, Arts District
5.	Bowling Green State University	Wolfe Center for the Performing Arts (2011) and Center for the Visual Arts (2011)
6.	University of Dayton	ArtStreet (2004)
7.	University of Illinois	Siebel Center for Design (2019)
8.	Kent State University	College of Architecture & Environmental Design new building (Fall 2016) and Center for the Visual Arts (Spring 2016)

TOP COMPETITORS' FACILITIES

NOVEMBER,
2018:

“**Ohio State** releases new renderings of planned **Arts District, 15th & High project**”

- **Columbus Business First**



FACILITIES ARE A PRIORITY FOR CCA'S CAMPAIGN GOALS

- Naming opportunities:
 - the College, Art Museum, CPA, Art Building, etc...
- Spaces for growth programs
- Competitive positioning – other universities and high schools
- If we truly value holistic learning and the liberal arts, it is critical that we demonstrate their value with resources for arts facilities.

CCA = WORTH INVESTING IN!

- #thrivingartists
- Growing programs in tech, design, entrepreneurship
- Strategic Plan for Curriculum: Process to right-size programs
- Involvement from students all over campus
- Cultural impact of 200+ arts events per year
- Art is not optional!

IMS UPDATE

Glenn Platt, Director of AIMS + IMS students

TOUR OF VIRTUAL REALITY CAVE

Faculty member: Eric Hodgeson

Agenda Item	FY2019					FY2020				
	Sep 13-14, 2018	Dec 13-14, 2018	Feb 21-22, 2019	May 16-17, 2019	Jun 27-28, 2019	Sep	Dec	Feb	May	Jun
Public Business Session - Announcements and Written Reports										
Chair	x	x	x	x	x	x	x	x	x	x
ASG Updates	x	x	x	x	x	x	x	x	x	x
Graduate Student Update	x	x	x	x	x	x	x	x	x	x
University Senate Updates - Executive Committee Chair	x	x	x	x	x	x	x	x	x	x
Integrated Presentation										
Presentation - Multiple Departments/Divisions, HLC Framework	x	x	x	x	x	x	x	x	x	x
	University Staffing & Planning	Affordability, accountability, efficiency and accessibility.	Student Success & At-Risk Populations	Diversity & Inclusion	Partnerships	TBD	TBD	TBD	TBD	TBD
Student Affairs Reports - Vice President for Student Affairs										
Presentations and Reports:										
VP Update - As Necessary	x	x	x	x	x	x	x	x	x	x
Student Counseling and Mental Health (every two years, report every year)				Report				Presentation		
Student Wellness and High Risk Alcohol (every two years, report every year)			Presentation				Report			
Written Report Only:										
Student Affairs "Good News"	x	x	x	x	x	x	x	x	x	x
Sexual Assault Prevention				x				x		
Campus Safety Data (Office of Ethics and Student Conflict Resolution)				x				x		
Student Housing Occupancy Update (HOME Office Update)	x		x			x				
Residence Life/Living Learning Communities			x					x		
Office of Diversity Affairs	x									
Student Activities and Programming to include Greek Affairs			x					x		
Orientation and New School Year Activities (every two years)										
Rinella Learning Center (every two years)		x								
Student Disability Services (every two years)										
Community Engagement and Service (every two years)				x						
Leadership Initiatives (Wilks Leadership Inst, every two years)			x							
Off campus outreach and communications (every two years)							x			
Enrollment Management and Student Success - VP for EMSS										
Presentations and Reports:										
VP Update - As Necessary	x	x	x	x	x	x	x	x	x	x
Enrollment Update	x	x	x	x	x	x	x	x	x	x
Financial Aid and Student Debt (every two years, report every year)		Report					Presentation			
Career Services and Placement (every two years, report every year)	Presentation					Report				
Written Report Only:										
EMSS "Good News"	x	x	x	x	x	x	x	x	x	x
Retention Update		x					x			
Academic Affairs Reports - Provost										
Presentations and Reports:										
Provost Update As Necessary	x	x	x	x	x	x	x	x	x	x
Boldly Creative Update	x	x	x	x	x	x	x	x	x	x
Promotion and Tenure			x							
Academic Center/Program (Generally from the featured Dean's division)	x	x	x	x		x	x	x	x	
Written Report Only:										
Academic Affairs "Good News"	x	x	x	x	x	x	x	x	x	x
E-learning					x				x	
International Education and Study Abroad/Away	x									
Academic Advising					x			x		
Honors Program (every two years)		x								
Winter Term Update (EMSS, with Academic Affairs)				x					x	
Integrity (Center for Teaching Excellence, every two years)							x			
Accreditation Updates (as applicable)										
Remediation Report to the State		x					x			
Academic Dean's- All (except MUDEC) typically include a tour										
Graduate School						x				
College of Engineering and Computing							x			
College of Arts and Science								x		
College of Liberal Arts and Applied Sciences									x	
Libraries	x									
College of Education, Health & Society		x								
College of Creative Arts			x							
Farmer School of Business				x						
Luxembourg Campus (based on Dean's availability)										
Other Areas										
Presentations and Report:										
Forward agenda	x	x	x	x	x	x	x	x	x	x
Executive Sessions										
Appropriate topics, as required	x	x	x	x	x	x	x	x	x	x



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**BOARD OF TRUSTEES
 MIAMI UNIVERSITY
 Minutes of the Academic and Student Affairs Committee Meeting
 December 13, 2018, 8:00 a.m.
 McGuffey Hall, Room 124
 Miami University, Oxford Campus**

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on December 13, 2018 in McGuffey Hall, Room 124, on the Miami University, Oxford Campus. The meeting was called to order at 8:00 a.m. by Committee Chair Terry Hershey, a majority of members were present constituting a quorum. Attending with Chair Hershey were committee members; Trustees Thomas Gunlock, Zachary Haines, John Pascoe, Mark Ridenour and Robert Shroder, National Trustee Diane Perlmutter, and Student Trustees Megan Cremeans and Hallie Jankura; along with non-committee members; Trustees Jagdish Bhati, David Budig and Sandra Collins, and National Trustees John Altman, and Mike Armstrong, who arrived at 10 a.m.

In addition to the Trustees, Phyllis Callahan, Provost and Executive Vice President for Academic Affairs; Michael Kabbaz, Senior Vice President for Enrollment Management and Student Success; Jayne Brownell, Vice President for Student Affairs; and Vice Presidents Ron Scott, David Seidl and Michele Sparks, were in attendance. Also present to address or assist the Committee were: Dean Michael Dantley, Dean, College of Education, Health and Society; Scott Walter, Assistant Vice President for Student Life – Student Engagement and Leadership; Jenny Levering, Director, Student Activities; Susan Schaurer, Assistant Vice President and Director of Admission; Assistant Clinical Lecturer Ashley Johnson; and Ted Pickerill, Executive Assistant to the President and Secretary to the Board of Trustees; along with many members of the Miami University community, present to observe.

Public Business Session

Chair Hershey opened the public session, and welcomed everyone to the meeting.

Approval of the Prior Meeting's Minutes

Trustee Shroder then moved, Trustee Perlmutter seconded, and by unanimous voice vote, 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.

Integrated Presentation

Affordability, Accessibility, Accountability, and Efficiency

Provost Callahan, Senior Vice President Kabbaz and Vice President Brownell lead an update and discussion on Affordability, Accessibility, Accountability, and Efficiency.

Some of the current scholarship and tuition initiatives to address affordability include; the Miami Tuition Promise, Miami Access initiative, transfer student scholarships, merit-based and need-based scholarships, endowed scholarships and other specific scholarship areas, such as Myaamia students, and ROTC students.

Additional affordability initiatives include programs such as Open Educational Resources and alternate textbook service.

While Miami and the Student Financial Aid Office cannot deny a student a loan, EMSS does monitors student debt, and provides information to help students in their decision making.

Currently the level of unmet financial need for Oxford students is \$19 million. The most challenging demographic is for families in the \$50k - \$90k household income range, whose students have need, but do not qualify for Pell grants.

Accessibility has been enhanced through College Credit Plus, a partnership with Cincinnati Public Schools, Summer Scholars, Bridges, and the College Access Initiative on the Regional Campuses.

College Credit Plus was discussed by the group and it was stated that it is more likely to be utilized by middle and upper income students, than lower-income and first-generation students.

Efficiency is also a means to enhance affordability, and Miami has been recognized by U.S. News as the number one, most efficient university for achieving quality results. Efforts, such as Lean, and Administrative Program Reviews contribute to this efficiency. An area which challenges efficiency is the need to meet all compliance requirements – Federal, State and Accreditation. The requirements are quite important, but they do require the focus of personnel and financial resources.

The Interdisciplinary Presentation materials are included as Attachment B.

Student Life Reports

Vice President Brownell updated the Committee with the following report:

I want to reserve as much of my time today as possible to discuss the fraternity report, but there are just a few highlights from this semester that I'd like to share with you first.

We were originally planning to do an update on student wellness today, but Rebecca Baudry Young is currently in Washington, DC for a training related to a grant that we received from the Department of Justice this term. The Dean of Students Office and Office of Student Wellness have received a new award through the DOJ's Office on Violence Against Women (OVW) in the amount of \$300,000 over 3 years. This program is designed to enhance victim services, implement prevention and education programs, and develop and strengthen campus security and investigation strategies in order to prevent, prosecute, and respond to sexual assault, domestic violence, dating violence, and stalking on college campuses. This award allows for a new program coordinator position in the Office of Student Wellness and partially funds a second full-time advocate on campus with Women Helping Women. We are excited by the possibilities that this grant provides to us.

As you know, we do many successful programs each year, but there are a couple that stood out to me this fall. The first was the implementation of our new Diversity, Equity, and Inclusion module for students, which we talked about a bit in our newsletter. This is an online course developed by Everfi, the same company that offers AlcoholEdu and our sexual assault education modules, and we are one of the first schools in the country to pilot this diversity program after it was released on August 30. It was piloted in some of our UNV101 sections this term, and has also been completed by ASG, RAs, and some groups of fraternity and sorority members. What we're very proud of is the way we've administered this. Rather than students simply taking the online course and being done, several of our staff members in Student Life worked to create a facilitation guide, and trained staff who, by request, will go into a class or organization meeting to facilitate a conversation about the concepts in the model. We know that not everyone will have equal interest in the topic and may or may not take the online experience seriously, so these follow up conversations ensure that everyone is engaging with the material in person.

Another highlight of the term, which I know many of you watched, was the anti-hazing program "Love, Mom and Dad." The parents of three students who died as a result of hazing spoke to our students about this problem, imploring them to do the right thing and not allow another student to be harmed or worse due to a misguided idea of tradition. We had a full house, with 730 people in Hall Auditorium and another 500 watching remotely in Farmer, plus about there have been about 4,500 views of the Facebook video since the event. It was an incredibly powerful program, and we've heard from many in attendance that it could be a turning point for many of our chapters.

Additional Student Life Updates

Vice President Brownell then provided updates on food insecurity and the fires in Anderson Hall, followed by an overview and discussion on the Fraternity life report and recommendations.

She stated Student Life has a relationship with the food pantry in Oxford, and also maintains a small on-the-spot inventory. Student Life is also working with Housing and Dining to add dining dollars to students' cards when needed, and has created an online registration for students to request items.

Director of Residence Life Vicka Bell-Robinson updated the Committee on the three small fires in Anderson Hall. The fires were started with paper present in hallways; staff removed all paper from the affected floor, and later, the entire building. Monitoring with cameras is a challenge, because to maintain student privacy, their use is predominately limited to the public areas. Staff have increased their presence, and held a hall meeting following the initial incidents, to meet with all residents. There is an ongoing investigation

Honoring Fraternity – Focusing on the Future

Assistant Vice President Scott Walter and Director of Student Activities Jenny Levering (Task Force Co-Chairs) joined Jayne Brownell to discuss the review of fraternity life. They explained that throughout the summer of 2018, a committee of nearly 20 fraternity life stakeholders gathered to evaluate the state of the community and develop recommendations that would advance the fraternal community in a healthy and safe direction.

VP Brownell provided background and a history of recent reports of hazing both in 2015 and again in 2017. Because the reports overwhelmingly regarded fraternities and not sororities, fraternities were the focus of the Task Force. The Task Force applied three primary strategies:

- Develop strong leaders – Leadership Development for all members
- Ensure academic success - Raise standards and provide assistance
- Address the nationwide problems - hazing, alcohol abuse, and sexual assault

Some Task Force recommendations include the use of the Sophomore Exemption to live off-campus, as a vehicle to require enhanced standards. Also recommended was a limitation of four-weeks maximum for new member orientation, and requiring live-in advisors in Fraternity Houses.

The group answered questioned throughout.

The full report, Honoring Fraternity – Focusing on the Future, is included as Attachment C.

Student Life Written Reports

The following written reports were provided:

- Student Life “Good News,” Attachment D
- Rinella Learning Center, Attachment E

Enrollment Management and Student Success Reports

Admission Update

Senior Vice President Kabbaz referred to the attached Financial Aid and Student Debt Report to update the Committee on need based aid, and student loan debt. Miami is below the Ohio average for student debt, with a per student amount which is less than the prior year’s average amount. He also referenced the Retention Update, which shows increased four and six year graduation rates.

SVP Kabbaz also addressed scholarship awards and the need to prioritize the features of the incoming class profile to balance net tuition revenue with scholarship offers and the profile.

Assistant Vice President Susan Schaurer updated the Committee on Admission. She provided an overview of the schools which many admitted students attend rather than Miami, and noted that the University of Kentucky is now among the top ten.

She reviewed top Fall 2019 goals and recruitment efforts, and stated that high school visits have increased to nearly 2,000. Social media is being employed, including geo-fencing of college fairs in key markets, such as Chicago and Denver.

Associated material is included as Attachment F.

Enrollment Management and Student Success Written Reports

The following written reports were provided:

- EMSS “Good News”, Attachment G
- Financial Aid and Student Debt Report, Attachment H
- Retention Update, Attachment I

Academic Affairs Reports

Provost Update

Provost Callahan provided an overview of a new proposed major, a Bachelor of Science in Games and Simulation. Trustee Shroder then moved, Trustee Ridenour

seconded, and by unanimous voice vote, with all in favor and none opposed, the Committee recommended approval of the new degree by the full Board of trustees.

The resolution and associated material is included as Attachment J.

Provost Callahan next provided a Boldly Creative update, with 36 pre-proposals received to date, with nine full proposals now requested. Three are grouped in clusters; Analytics, Health, Engineering, the remaining six are individual. The full proposals are due March 4, 2019.

The Provost's Boldly Creative Update presentation is included as Attachment K.

College of Education, Health and Society Update

Dean Michael Dantley updated the Committee on the College of Education, Health and Society. He reviewed the College's vision and mission, and stated that all graduates are at least minimally exposed to all five EHS departments, with each contributing to the full development of EHS students.

He next outlined several achievements and highlights, which include deepening partnerships with school districts, an Early Childhood Education cohort on the Regional Campuses, and a dietetics internship program.

Some of the goals for the year include: all departments presenting a 3-5 year Curriculum Strategic Plan; formally operationalizing the Institute for Community Justice and Wellbeing; a continued emphasis on recruitment and retention of diverse faculty and students; a strategic plan for e-Learning; progress in strategic discussions on educating in and for 21st Century; and opportunities for the dean to directly engage more frequently with students, faculty and staff.

Following the Disability Studies presentation, Dean Dantley answered additional questions. He told the Committee of efforts to grow masters programs, such as the one with the Talawanda School District, perhaps expanding it to additional districts. He also informed the Committee of efforts to facilitate dual licensure for graduates,

He was asked of efforts to address teacher ethics regarding teacher-student relationships. He explained that yes, this is an area of focus, and that students must possess the appropriate disposition in order to complete the teacher education program.

Associated materials are included as Attachment L.

Disability Studies

Ashley Johnson, co-coordinator of Disability Studies, assisted by several students, informed the Committee on Disability Studies efforts. They explained that Disability

Studies is a minor within EHS, and that it is essentially the academic side of the disability rights movement. Over 100 students are currently in the minor.

The students shared personal experiences on how Disability Studies have impacted them and their studies at Miami.

Associated materials are included as Attachment M.

Academic Affairs Written Reports

The following written reports were provided:

- Academic Affairs “Good News”, Attachment N
- Honors Program, Attachment O

Adjournment

With no additional business to come before the Committee, Chair Hershey, who was leading her final meeting as the Chair, thanked everyone and relayed what a pleasure and Honor it had been to Chair the Academic and Student Affairs Committee.

The Committee then adjourned to tour facilities in McGuffey Hall, including the Accessibility Classroom, and the Mindfulness Center.



Theodore O. Pickerill II
Secretary to the Board of Trustees