



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

BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
May 16, 2019, 8:00 a.m.
Farmer School of Business, Room 1035
Miami University, Oxford Campus

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on May 16, 2019 in the Farmer School of Business building, Room 1035, on the Miami University, Oxford Campus. The meeting was called to order at 8:00 a.m. by Committee Chair Diane Perlmutter, a majority of members were present constituting a quorum. Roll was called, and attending with Chair Perlmutter were committee members; Trustees Thomas Gunlock, Zachary Haines, Robert Shroder, and David Budig and John Pascoe, who arrived following the call of roll; National Trustee Terry Hershey; and Student Trustees Megan Cremeans and Will Kulis; along with non-committee members; Trustees Sandra Collins, Rod Robinson and Mark Ridenour; and National Trustees John Altman, Robert Coletti, Mike Armstrong (arrived at 10:00 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; Vice Presidents Ron Scott, and David Seidl; and Randi Thomas, Director of Institutional Relations, were also in attendance. Also present to address or assist the Committee were: Marc Rubin, Dean, Farmer School of Business; Senior Associate Dean Tim Greenlee, Associate Dean Barnali Gupta, Associate Vice President Kirk Bogard, and First Year Integrated Core Director Becky Crews; 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 Perlmutter opened the public session, and welcomed everyone to the meeting.

Approval of the Prior Meeting's Minutes

Trustee Haines then moved, Trustee Shroder seconded, and by unanimous voice vote, with all voting in favor, 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

Diversity and Inclusion

Senior Vice President Kabbaz began with a discussion of the Bridges program. Many who attend the program ultimately apply to Miami University, such students historically confirm an offer of admission at a high rate, and have high retention rates as well.

He explained that Summer Scholars is a longer, summer-based program for high school students. It too has high yield and high retention rates. Cincinnati Scholars is a new program, with seven students coming in the Fall; Dr. Rodney Coates is program coordinator. This is a focused program for underserved high schools in Cincinnati.

Vice President Brownell highlighted two areas, the Miller Center for Disability Services, and the Diversity, Equity and Inclusion Module. The Miller Center serves approximately 2,000 students, moving beyond mandated accommodations to provide a another level of student support.

The Diversity, Equity and Inclusion Module was just released this year, and a pilot was run through several student and Student Life groups. Next year all incoming students will take the module. This module joins the alcohol and sexual assault/interpersonal violence modules.

Provost Callahan reviewed support for academic programs, and international students, including #YouAreWelcomeHere. Global Initiatives leads the program to welcome international students, and affirm that Miami is friendly, safe and committed to student development and education. She informed the Committee of other programs, such as Voices of Discovery, Global Readiness Certificate, Diversity Abroad, and the Louis Stokes Alliances for Minority Participation (LSAMP), which helps to increase the number of under-represented students in the STEM fields.

The group answered several questions, and made clear that these efforts must also engage majority students to address biases and assumptions, to create a more welcoming environment.

Associated materials are included as Attachment B.

Student Life Reports

Vice President Brownell provided a brief update to the Committee. She informed the Committee that the Greek system will be addressed the next day at the meeting of the full Board. She stated that the semester was near the end, and that students are gathering to celebrate through events such as Lavender graduation and Horizon graduation. Her

staff will now be preparing for the next incoming class, beginning with the orientation sessions which start in two weeks.

The incoming cohort was presented with 33 Living Learning Communities for consideration and asked to rank their top five. Sports and recreation was the first choice, academic neighborhoods number two, and Honors number three, with a clear delineation between those three and the next most popular.

Student Life Written Reports

The following written reports were provided:

- Student Affairs News, Attachment C
- Sexual Assault Prevention, Attachment D
- Campus Safety, Attachment E

Enrollment Management and Student Success Reports

Note: The Admission update, is now scheduled to be presented each meeting cycle at a mid-day joint meeting of the two committees – the Academic and Student Affairs Committee, and the Finance and Audit Committee. Also presented at the joint meetings will be a capital projects and construction update.

Senior Vice President Kabbaz introduced Assistant Vice President Jen Franchak who updated the Committee on the new Career Fee, and the Center for Career Exploration and Success.

Center for Career Exploration and Success.

AVP Franchak informed the Committee that graduating student, employment or graduate school enrollment percentages are much higher than national. She stated the new fee supports added services, and is \$100/semester for students on all campuses. The implementation of the fee is phased for a four year roll out, with the fee first being applied to the year's incoming new cohort.

The Center focuses on first destination success, and strives to make the Center relevant to all students throughout their time at Miami, and to attune students and faculty/staff to career-mindedness. Some of the tactics and new initiatives are to enhance outreach to targeted student groups, provide a drop-in career advisor, improve marketing and communications efforts, and to increase data and assessment efforts.

AVP Franchak's material is included as Attachment F.

Enrollment Management and Student Success Written Reports

The following written reports were provided:

- EMSS “Good News”, Attachment G

Academic Affairs Reports

Provost Update

Provost Callahan introduced William Knight, the new Assistant Provost for Institutional Research and Effectiveness. She then highlighted Miami’s receipt of the Senator Paul Simon Award, and other notable achievements. She recognized the College of Arts and Science Dean for facilitating the consolidation of curriculum, and then presented four resolutions for consideration.

A Bachelor of Arts, with a major in Data Analytics, within the College of Arts and Science was discussed; Trustee Shroder moved, Trustee Pascoe seconded, and by unanimous voice vote, with all voting in favor, the Committee recommended approval by the full Board of Trustees.

The establishment of a new department, Interactive Media Studies, in the College of Creative Arts was discussed. The new department would provide infrastructure and administrative support for the existing Interactive Media Studies program. Trustee Gunlock moved, Trustee Haines seconded, and by unanimous voice vote, with all voting in favor, the Committee recommended approval by the full Board of Trustees.

A Bachelor of Arts, with a major in Organizational Leadership, within the College of Arts and Science was discussed; Trustee Haines moved, Trustee Hershey seconded, and by unanimous voice vote, with all voting in favor, the Committee recommended approval by the full Board of Trustees.

Provost Callahan then recommended promotion and tenure for two faculty; Trustee Budig moved, Trustee Pascoe seconded, and by unanimous voice vote, with all voting in favor, the Committee recommended approval by the full Board of Trustees.

She then discussed Boldly Creative, explaining that it is managed like a Federal grant review. She provided an overview of selected programs from this cycle, and explained that there will be a continuing review process before follow-on funds are distributed to these projects. She also reviewed the academic budget reallocation.

Resolutions and associated materials are included as Attachment H.

Farmer School of Business

Marc Rubin, Dean of the Farmer School of Business began the discussion, and introduced the staff. He reviewed the divisional goal to be best undergraduate-focused business school in the nation, and highlighted elements of their strategy to attract and enroll the finest students to achieve this goal.

He was asked about attracting and retaining the best students, specifically managing the large Fall cohort. He informed the Committee that they had warnings well in advance of the May 1 deadline, and have received support from the Provost and have a plan for the large class, to ensure they will all experience the first year integrated core. He also stated that while they can accommodate this cohort, that steady and continued cohorts of this size would not be sustainable without additional resources.

Associated materials are included as Attachment I.

FSB First Year Integrated Core

Becky Crews, Director of the First Year Integrated Core, stated the core provides business students with key skills and prepares them to further cultivate those skills over four years. The core includes student interaction with a client partner; in the past Fifth Third has been a partner, and next year will be the Cleveland Clinic.

Ms. Crews then introduced students who provided thoughts on their experience and the impact of the curriculum upon them.

Associated materials are included with the Dean's information in Attachment I

Update from Senior Farmer School of Business Administration

Associate Dean Barnali Gupta reported that the School has mapped the skills of the first year core into the FSB core and required courses within each major. She further relayed that the School will be launching a capstone pilot to bring back a business client from the student's first year, to measure/assess the growth and value added over four years.

Senior Associate Dean Tim Greenlee provided an update on Diversity and Inclusion within FSB. He provided a faculty/staff profile and student enrollment. He also highlighted faculty achievements,

Associate Vice President Kirk Bogard provided a campaign update, and an update on business school rankings, including methodology.

Associated materials are included with the Dean's information in Attachment I.

Academic Affairs Written Reports

The following written reports were provided:

- Academic Affairs "Good News", Attachment J
- E-Learning, Attachment K
- Academic Advising, Attachment L

Adjournment

With no additional business to come before the Committee, Trustee Budig moved, Trustee Pascoe seconded, and by unanimous vote with all in favor, the Committee adjourned at 11:00 a.m.



Theodore O. Pickerill II
Secretary to the Board of Trustees

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

May 6, 2019

The Graduate Student Association (GSA) recently held elections and brought in a new leadership team for the 2019 Academic Year. The new members include:

- President: Ben Susman
- Vice President, Secretary: Ikaika McKeague-McFadden
- Vice President, Treasurer: Vipul Batra
- Academic Affairs Committee Chair: Brett DeWitt
- Social Chair: Anil Upreti

The outgoing leadership team has been working with the incoming leadership team to help establish new standard operating procedures for the transfer of leadership, as to date it has been handled in whatever way the outgoing leadership team saw fit. This includes working with funds spent over the summer from the previous year's budget that will impact the coming year. There have also been efforts to prepare another Graduate Student Survey, to be conducted next year, in order to guide future GSA meetings and plans.

The GSA has continued the effort to provide graduate students with professional development, when possible. This included inviting the Center for Career Exploration and Success to come talk to graduate students and answer any questions they may have. We have also continued to work with the Graduate School as they have held their Three Minute Thesis competition and the first ever RedHawk Talks, as well as their continued Professionalism 101 series every Friday.

We have also wrapped the year up with a few more social events to bring graduate students from around campus together. This has included things like organized outings, a boardgame night, and the upcoming end of year picnic. We feel the events are really great ways to bring the community together and create social connections across the different departments.

It has been a great honor for the current leadership team (consisting of Patrick Carroll, Ikaika McKeague-McFadden, Austin Hall, Brett DeWitt, and Katie Eudy) to service the graduate student community here at Miami University. We hope those who are staying and those who have volunteered to serve in the coming year gain as much from it as we have.



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: May 06, 2019

To the esteemed Board of Trustees,

As my second term comes to an end, I would like to thank you for welcoming me to your meetings and allowing me to report on our ASG initiatives. I'm excited to discuss some of our work and news as we close out a great semester:

Student Body President Election – We heard from five committed and passionate slates for Student Body President and Student Body Vice President throughout the campaign season this spring. With a record voter turnout, the student body elected Jaylen Perkins and Dante Rossi to represent us during the 2019-2020 school year. Jaylen will be a senior studying Public Health with a Premedical Studies co-major, and he hails from Cleveland, Ohio. Dante will be a senior studying Finance and Anthropology, and he hails from Youngstown, Ohio. As I transition out of my position as Secretary for Academic Affairs, I'm excited to serve as their Chief of Staff next year.

Executive Cabinet Elections – Along with the Student Body Presidential Election each spring comes the election of Executive Cabinet for the next school year. This year, Student Senate added a position to Cabinet - Secretary for Safety; this individual will focus on sexual and interpersonal violence prevention and health & wellness. While safety is everyone's responsibility on campus, we are excited to have a champion of safety issues working on our team for the benefit of the entire student body. Additionally, I'm excited to introduce my successor for Academic Affairs, Edith Lui from Sylvania, Ohio. Edith is a combined Bachelor's/Master's student in Political Science with another major in Philosophy and minors in Computer Science and Economics. She served on my committee this past year, and she is truly immersed in and committed to the academic experience at Miami. We look forward to the great work she will do next year.

Hawk Tank Grant – “A Textbook Case for Affordability” – Throughout my terms, I have been committed to serving as an advocate for affordability and accessibility, specifically in the realm of textbooks on behalf of my fellow students. According to the Bureau of Labor Statistics, from 1977-2015, textbook prices have increased 1,041 percent. The College Board recommends students budget \$1250 for textbooks per year, and a single textbook can cost up to \$400. This semester, I applied for a M.I.A.M.I. WOMEN Giving Circle grant for the Textbooks on Reserve program through the University Libraries. Through the Textbooks on Reserve program, textbooks for Miami's most popular classes are made available to students on two-hour reserve, meaning they can be borrowed for up to two hours of in-library use at a time. I requested \$10,000 to expand the selection of textbooks available, strengthening Miami's commitment to affordability in this sector. After being named a finalist based on my written application, I fast-pitched “A Textbook Case for Affordability” for three minutes at “Hawk Tank” in April and fielded questions from the judges. The Giving Circle voted, and I am excited to share that I was granted the \$10,000 for the program and placed third out of fifteen finalists. I look forward to collaborating with Dean Jerome Conley of the University Libraries to implement the grant next year.

Outstanding Professor Awards Banquet – Again this year, I had the honor of planning and executing the Outstanding Professor Awards banquet, recognizing 67 professors across Miami campuses and divisions for their work in contributing to the success of students and undergraduate education here at Miami. We received 73 nominations from graduating seniors for 65 different professors for the Outstanding Professor Award – a record number and testament to Miami's commitment to teaching. Our two finalists for the award were Dr. Wietse de Boer, Chair of the Department of History, and Dr. Jennifer Bulanda, Department of Sociology & Gerontology. Our 2019 Outstanding Professor Award winner is Catherine Wolfe Bornhorst, Department of Teacher Education and '09 Miami graduate. We also awarded the second annual ASG Affordable Education Leader Award to Dr. Beth Dietz, Department of Psychology, Middletown campus. Finally, we awarded Provost Phyllis Callahan with the ASG Lifetime Academic Achievement Award for her 30+ years of

dedication to academics at Miami as Professor of Biology, Dean of CAS, and Provost. Her unparalleled commitment to the values of Love & Honor and academic legacy won't soon be forgotten as she retires.

Statehouse Day – Seven of our ASG members participated in Statehouse Day in April in Columbus, engaging with legislators and staffers to highlight work on student safety, mental health initiatives, and affordability on our campuses. The visit occurred in conjunction with the Inter-University Council of Ohio, with students from each of the state's four-year public institutions attending to discuss the benefits of strong state support for higher education. Several of our members also participated this spring in the Government Relations Network (GRN) Alternative Spring Break Advocacy Conference in Washington, D.C. and Columbus, OH, advocating for higher education and sharing their unique Miami experiences with elected officials and Miami alumni; ASG enjoys a great partnership with Director of Institutional Relations Randi Thomas, Esq.

Student Senate Initiatives – Our Student Senate has been busy this semester passing legislation on issues of importance to the greater student body. They passed a resolution to support a city ordinance imposing a fee for single-use plastic bags, promoting the use of reusable bags in Oxford. The Senate also passed a resolution in support of the implementation of Intellicheck, or similar verification software, by liquor permit holders in Oxford to curb underage individuals purchasing alcohol with fake ID's. Student Senate also passed legislation in support of financial aid for break housing costs for students. This aid would help cover the cost of living in residence halls during fall break, Thanksgiving break, and spring break for students who may face financial difficulties or difficult circumstances. This resolution resulted in an option on MyCard online for students to request emergency aid and collaboration with the Miami Cares Resources program.

After a busy and productive year, we are excited for the new Cabinet and Student Senate to take the reins and continue pushing for positive change on our campus. We look forward to working with the new Provost on academic issues of importance to the student body, including the further integration of student life and academic life on campus. We would like to congratulate Trustee Schell and Student Trustee Kulis for their recent appointments to the Board, and as always, thank you to all for your dedication to Miami University and the interests of the student body.

Love & Honor,

Annika Fowler
Secretary for Academic Affairs



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Terri Barr, Chair

Dana Cox, Chair-elect

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

May 17, 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 – May 17, 2019 Meeting

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on February 22, 2019.

- New Business, Specials Reports and Updates delivered to University Senate:
 - **February 11, 2019**
 - Honors Policy Revision (Student Handbook 1.11)
 - S.R. 19-03 - Master of Science in Business Analytics – Skip Benamati, Chair, ISA
 - Strategic Planning Committee – Bob Applebaum and Julia Guichard, Co-Chairs
 - **February 25, 2019**
 - Academic Freedom – Robin Parker, General Counsel
 - **March 11, 2019**
 - Internship Policy
 - Affordability and Efficiency Reporting
 - International Education Committee Restructuring
 - **April 1, 2019**
 - Budget Discussion - David Creamer, Sr. V.P. Finance and Business Services
 - Ad-Hoc Committee Report – Jen Green, Co-Chair
 - **April 8, 2019**
 - Ad-Hoc Committee Report Discussion – Jen Green and Kate de Medieros, Co-Chairs
 - Academic Integrity Policy – Brenda Quaye, Coordinator Academic Integrity Initiatives
 - **April 15, 2019**
 - Student Life Update - Jayne Brownell – V.P. for Student Life
 - **April 22, 2019**
 - 3-D Printer Policy
 - Eligibility for Rehire Policy
 - Faculty Family Teaching Policy
 - Independent Contractor Policy
 - Reporting Arrests Policy
 - Text Messaging Policy

- Creation of an IMS Department – Liz Mullenix, Dean, College of Creative Arts
 - Consolidation of the Classics Department – Steve Tuck, Chair, Classics
 - **April 29, 2019**
 - MUPIM 7.11 Proposed Revisions
 - MUPIM 7.8 – Promotion and Tenure Process
 - Miami University Faculty Plan – Keith Fennen, Chair, Faculty Welfare Committee
 - B.A. Data Analytics – John Bailer, Chair, Statistics
 - **May 6, 2019**
 - Miami University Faculty Plan – Keith Fennen, Chair, Faculty Welfare Committee
- Minors, revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:
 - **February 11, 2019**
 - Revision of an Existing Certificate, STA – Applied Statistics
 - Revision of an Existing Major, MME – Manufacturing Engineering
 - Revision of an Existing Major, MME – Mechanical Engineering
 - New Minor, IMS – Digital Innovations
 - **February 25, 2019**
 - New Certificate, Global Readiness
 - Revision of an Existing Minor, CPB – Biomedical Engineering
 - Revision of an Existing Minor, CPB – Chemical Engineering
 - Revision of an Existing Minor, CPB – Environmental Engineering
 - Revision of an Existing Minor, CPB – Process Control Engineering
 - Revision of an Existing Minor, ECE – Electrical Engineering
 - Revision of an Existing Minor, MME – Manufacturing Engineering
 - Revision of an Existing Minor, MME – Mechanical Engineering
 - Revision of an Existing Major, CPB – Computer Science
 - Revision of an Existing Major, CSE – Software Engineering
 - Revision of an Existing Major, EDL – School Leadership, M.Ed.
 - Revision of an Existing Major, EDP – Special Education, M.Ed.
 - Revision of an Existing Major, EDT – Integrated Science
 - Revision of an Existing Major, EDT – Literacy and Language, M.Ed.
 - Revision of an Existing Major, KNH – Kinesiology
 - **March 12, 2019**
 - Revision of an Existing Minor, BIO – Plant Biotechnology
 - Revision of an Existing Minor, CIT – Data Intelligence through Information Technology
 - Revision of an Existing Minor, EDP – Educational Technology
 - Revision of an Existing Co-Major, MJF – Comparative Media Studies
 - Revision of an Existing Major, CIT – Health Information
 - Revision of an Existing Major, CIT – Information Technology

- **April 15, 2019**
 - Revision of an Existing Certificate, EDL – Outdoor Leadership
 - Revision of an Existing Certificate, EDP – Human Brain and Learning
 - Revision of an Existing Minor, BUS – Business Legal Studies
 - Revision of an Existing Minor, CPB – Paper Engineering
 - Revision of an Existing Minor, CRE – Critical Race and Ethnic Studies
 - Revision of an Existing Minor, CSE – Bioinformatics
 - Revision of an Existing Minor, GIC – Middle East, Jewish, and Islamic Studies
 - Revision of an Existing Minor, REL – Jewish Studies
 - Revision of an Existing Minor, STA – Actuarial Science
 - Revision of an Existing Minor, STA – Statistics
 - New Co-Major, IES – Food Systems and Food Studies
 - Revision of an Existing Major, CEC – General Engineering
 - Revision of an Existing Major, CPB – Bioengineering
 - Revision of an Existing Major, CPB – Chemical Engineering
 - Revision of an Existing Major, CRE - Critical Race and Ethnic Studies
 - Revision of an Existing Major, CSE – Computer Science, B.S. in Computer Science
 - Revision of an Existing Major, CSE – Computer Science, M.S. in Computer Science
 - Revision of an Existing Major, EDL – Educational Leadership, Ph.D.
 - Revision of an Existing Major, EDT – Literacy and Language, M.Ed.
 - Revision of an Existing Major, GLG – Earth Science
 - Revision of an Existing Major, GLG – Environmental Earth Science
 - Revision of an Existing Major, GLG – Geology, B.S.
 - Revision of an Existing Major, GLG – Geology, B.A.
 - Revision of an Existing Major, GRAMELAC - Russian, East European, and Eurasian Studies
 - Revision of an Existing Major, GTY – Gerontological Studies, Master of Gerontological Studies
 - Revision of an Existing Major, MME – Mechanical Engineering, M.S..
 - Revision of an Existing Major, SGE – Social Gerontology, Ph.D.
 - Revision of an Existing Major, PSY – Psychology
 - Revision of an Existing Degree, CPB – Chemical and Paper Engineering, M.S. in Chemical and Paper Engineering.
- **April 22, 2019**
 - Revision of an Existing Associate Degree, CMR – Commerce.
 - Revision of an Existing Associate Degree, CIT – Computer and Information Technology
 - Revision of an Existing Minor, KNH – Coaching
 - Revision of an Existing Minor, SPO – Lusophone Studies
 - Revision of an Existing Major, BSC – Applied Biology

- Revision of an Existing Major, EDP – Educational Psychology, M.Ed.
 - Revision of an Existing Major, MTH – Mathematics, B.A.
 - Revision of an Existing Major, MTH – Mathematics, B.S.
 - Revision of an Existing Major, MTH – Mathematics and Statistics, B.S.
- Senate Resolutions

SR 19-05

April 8, 2019

Revisions to the Academic Integrity Policy

BE IT HEREBY RESOLVED that University Senate adopts revisions as amended to the Academic Integrity Policy, Student Handbook – 1.5.

SR 19-05 passed by voice vote

SR 19-06

April 15, 2019

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Bachelor of Arts, with a major in Organizational Leadership, College of Arts and Science;

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 19-06 passed by voice vote

SR 19-07

April 22 2019

Promotion and Tenure Guidelines for Dossier Preparation 2019-2020

BE IT HEREBY RESOLVED that University Senate adopts revisions as amended to the 2019–2020 *Promotion and Tenure Guidelines for Dossier Preparation*.

SR 19-07 passed by voice vote

SR 19-08

April 22, 2019

Dossier and Evaluation Guidelines for Teaching Professors, Clinical Professors, Lecturers, and Clinical Faculty 2019-2020

BE IT HEREBY RESOLVED that University Senate approve the *2019-2020 Dossier and Evaluation Guidelines for Teaching Professors, Clinical Professors, Lecturers, and Clinical Lecturers* as written without revisions.

SR 19-08 passed by voice vote

SR 19-09

April 22, 2019

BE IT HEREBY RESOLVED that University Senate endorse proposed revisions to the Miami University Policy and Information Manual (MUPIM) 7.4.E.

SR 19-09 passed by voice vote

SR 19-10**April 29, 2019**

BE IT HEREBY RESOLVED that University Senate endorse proposed revisions to the Miami University Policy and Information Manual (MUPIM) 7.11

SR 19-10 passed by voice vote

SR 19-11**April 22, 2019**

BE IT HEREBY RESOLVED that University Senate approve a new department, Interactive Media Studies, in the College of Creative Arts.

SR 19-11 passed by voice vote

SR 19-12**April 29, 2019**

BE IT HEREBY RESOLVED that University Senate endorse proposed revisions to the Miami University Policy and Information Manual (MUPIM) 7.8, *Promotion and Tenure*.

SR 19-12 passed by voice vote

SR 19-13**May 6, 2019**

Sense-of-the-Senate Resolution

BE IT HEREBY RESOLVED that University Senate supports the Faculty Plan for Non-Tenurable Full-Time faculty, which outlines duties, appointments, promotion, termination for cause, and position elimination procedures.

SR 19-13 passed by voice vote (7 nay / 2 abstentions)

SR 19-14**April 29, 2019**

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Bachelor of Arts, with a major in Data Analytics, College of Arts and Science;

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 19-14 passed by voice vote

SR 19-15**May 6, 2019****Appointments to Standing and Advisory Committee of University Senate**

BE IT HEREBY RESOLVED that University Senate confirm the 2019-2020 appointments to open seats of the standing and advisory committees of University Senate; and

BE IT FURTHERMORE RESOLVED that Senate authorizes Senate Executive Committee to confirm remaining 2019-2020 appointments to the standing and advisory committees of University Senate.

SR 19-15 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

Academic and Student Life Integrated Report

Diversity and Inclusion at Miami University

Presentation Executive Summary

May 17, 2019

In evaluating our current initiatives related to diversity, we often focus on our efforts to recruit diverse student populations. As importantly, our efforts include targeting activities and initiatives to support and retain diverse students once they are here. Likewise, we have created and enhanced experiences that are effective across a broad population, in addition to specific programs that focus on under-represented students. Finally, in all cases we focus on enhancing the outcomes for these students, namely graduation and post-graduate success after Miami, and are creating methods and metrics to assess effectiveness of our programs. This report highlights some of these initiatives and outcomes.

1. Select diversity-related student recruitment and enrollment programs

- a. **Bridges Program** is an overnight visit experience for prospective high-achieving high school seniors from historically underrepresented populations or who have a commitment to promoting a deeper understanding of and appreciation for diversity. The program attracts prospective students who represent diversity of all kinds — racial/ethnic, sexual orientation and gender identity, and socioeconomic. The program recognizes choosing a college is about fit and match, so the overnight provides students an opportunity to engage the Miami experience up close and personal through a variety of curricular and co-curricular activities.
- b. **Summer Scholars Program** provides a rich, early college experience for academically-talented rising high school juniors and seniors from across the globe. Students will engage in community of learners for an intense, two-week program in which they do the following:
 - i. Participate in challenging, immersive academic modules centered on a specific topic or area of interest.
 - ii. Learn alongside our leading faculty and professional experts.
 - iii. Reside in a "living-learning" community with other Summer Scholars participants and get a real preview of college life — live in a residence hall, eat in Miami's award-winning dining halls, and enjoy campus facilities such as the Recreational Sports Center and Goggin Ice Center.
 - iv. Attend special workshops on topics such as the college admission process and financial assistance. Get an insider's look at the college application process — learn about ACT/SAT test preparation, how to find the right college fit, how to write the best college essay, as well as get an introduction to financial aid and scholarships.
- c. **Miami University and Cincinnati Public Schools (CPS)** have partnered to increase the number of academically talented and diverse students from the region who pursue and

complete a college degree. Through increased support and with programs beginning in middle school, the program ultimately aims to provide CPS's brightest and best students the opportunity to attend Miami's Oxford campus to study STEM, business, education, humanities, arts and other in-demand fields. Academically promising students are identified early to introduce them to college-readiness activities and provide opportunities for mentorship and engagement on Miami's campus.

2. Support and retention of current students

a. Select co-curricular programs and services

- i. [New Student Orientation](#) introduces conversations about diversity, both to create a sense of belonging for all students, as well as to emphasize to all students that diversity and inclusion are valued by Miami. During orientation, we begin to set expectations for what it means to be a member of our community.
- ii. Over the summer before students begin their first semester, first year students will be required to complete a new online module about Diversity, Equity and Inclusion (DEI). This course, which takes an average of about 90 minutes to complete, introduces students to concepts related to DEI, provides them with some common language to talk about these issues, discusses why an inclusive environment is important for all students, and provides advice about how to create a welcoming space as a student. This module is intended to start the conversation about DEI, and students will participate in a follow up conversation about these topics while on campus in the fall.
- iii. The newly renamed [Office of Student Diversity and Inclusion](#) is responsible for the development and implementation of programs and activities designed to enhance the academic success, retention, and personal development of diverse student populations, including students of color, LGBTQ+ students, and women.
- iv. The Rinella Learning Center supports students receiving a scholarship through the Miami Access Initiative. [Access Fellows](#) receive mentoring and advising, get connected to opportunities for involvement and employment, and become part of a supportive community of peers.
- v. There are several living-learning communities in the residence halls that are designed to connect and support populations of students from marginalized or underrepresented groups, including:
 1. Bridges Scholars
 2. Community Justice and Well-Being
 3. Global Connections
 4. Love. Honor. Pride.
 5. Miami Firsts Affinity Community
 6. Stokes Scholars
 7. Women in Science Disciplines, Engineering, and Mathematics.
- vi. The [Miller Center for Student Disability Services](#) provides mandated accommodations for students with disabilities to allow them full access to the campus, and to the resources they need to succeed academically. In addition, the mission of the Miller Center is to move beyond what is legally mandated, to

provide a welcoming, supportive space where students with disabilities can connect and build community.

- vii. [Center of Career Exploration and Success \(CCES\)](#), in addition to providing early and enhanced career exploration for all students on the Oxford campus, has developed a number of targeted outreach and programmatic initiatives aimed at increasing opportunities and dedicated career planning resources for underserved student populations.

3. Select diversity-related academic programs:

- a. **International Students:** While support of international students is a University wide responsibility, Global initiatives has created several important programs that focus on international students:
 - i. **[#YouAreWelcomeHere](#):** movement welcomes international students to U.S. higher education. We communicate this message through videos, events, social media, e.g. The [Miami University video](#) is featured at events, on campus, and in the community.
 - ii. **Voices of Discovery:** The Center for American & World Cultures launched [Voices of Discovery](#) in January 2019 to embed the theory and practice of intergroup dialogue campus wide.
 - iii. **Global Readiness Certificate:** To increase the effectiveness of cross-cultural experiences on and off campus
 - iv. **Diversity Abroad – *Study Abroad is for Me*:** to diversify the enrollment in study abroad at Miami by partnering with the Diversity Abroad organization. The [Access, Inclusion, Diversity, & Equity \(AIDE\) Roadmap](#) and the [Study Abroad is for Me](#) campaign are two initiatives.
- b. **Bridge Program:** For the past 9 years, ICA has worked with Dr. Rodney Coates to offer the Summer Bridge program. Students enroll in a course that meets a Miami Plan requirement and has a strong emphasis on writing, following best practices as advanced by the Howe Writing Center. Students not only fulfill a requirement prior to the start of their first semester, their academic performance stronger than non-participants.
- c. **Experiential Learning:**
 - i. **Louis Stokes Alliances for Minority Participation (LSAMP)**, funded by the National Science Foundation, is focused on increasing the number of underrepresented students in STEM fields. Miami is one of 11 OHIO universities and community colleges participating in the consortium (<http://miamioh.edu/student-life/diversity-affairs/resources/lsamp/index.html>).
 - ii. **FYRE - First Year Research Experience:** This program offers first year students the opportunity to engage in research with a faculty mentor. While not specifically focused on under-represented students, engaging students in research experiences is a valuable recruitment and retention tool. Data collected to date indicate that in 2015-16, ~26% of the students were Miami Access (11%), First Generation (9%) or both (6%). In 2016-17, ~14% of participating students were either Miami Access (1.4%), First Generation (8.5%) or admitted through Bridges (4.2%).

- iii. **Government Relations Network Alternative Spring Break Advocacy and Leadership Conference:** This conference promotes access for students of color and women. Over spring break, 62 Miami students and Miami's President participated in this conference. Students conducted over 175 meetings with members of Congress and members of the Ohio General Assembly. During the office meetings, students shared their Miami experiences with members and staff. Students also hosted two poster sessions, one on Capitol Hill and one at the Statehouse, highlighting the undergraduate research and experiential learning opportunities that they have had at Miami. Students also heard from the Governor, the Chancellor of the Ohio Department of Higher Education, representatives from the Ohio Secretary of State's Office, and a Justice of the Ohio Supreme Court. The students represented over 34 different majors, half were students of color, and there was an even distribution by gender.
- iv. **Lockheed Martin Leadership Institute:** The purpose of this program is to cultivate leaders who will flourish in their professions and lives by: (i) thinking strategically; (ii) working collaboratively with others; (iii) effectively communicating their ideas; (iv) Finding innovative solutions to society's most complex problems. Data collected to date is not specific by student populations.
- v. **Fashion and Design Annual Fashion Show:** This event, featuring student work, has been created by and presented by students. The show is organized collaboratively by a diversity of students from across the College of Creative Arts and has broad appeal across campus, including dozens of student models from across campus and features student work.



ASL Integrated Report - Board of Trustees
Diversity & Inclusion at Miami University
May 17, 2019

INTRODUCTION: As President Crawford remarked in his 2016 inaugural address:

“Research shows that people with more diverse sources of information have better ideas, and more diverse teams often outperform teams with greater individual talent. . . . People who practice openness come to greater understanding and have the ability to work together for the common good. That’s why inclusive excellence is so important for our mission and why it should be integral to everything we do.”

Indeed, all of Miami’s core documents—mission statement, [diversity & inclusion statement](#), [diversity plan](#) and [strategic planning priorities](#)—explicitly affirm diversity and inclusion as critical imperatives for institutional success.

The [mission statement](#) emphasizes the need “to cultivate an environment where diversity and difference are appreciated and respected,” while the University’s [diversity and inclusion statement](#) not only provides a comprehensive definition of diversity but also articulates guiding principles and values, best practices, and a rationale for creating and sustaining a diverse and inclusive learning, working and living environment for our students, faculty and staff.

Although Miami’s university-level strategic planning process is still underway, the President and Provost constituted a [special subcommittee](#) of the strategic planning team to make certain that the plan highlights “diversity and inclusion” as a significant priority for the future.

To ensure that these values are instilled in all Miami students, in 2013, Miami recast its longstanding [values statement](#) into a more student-friendly version, the “Code of Love and Honor.” At each convocation ceremony, students recite the Code with their faculty and peers. This code is reiterated on the [University website](#), Miami gear, and at other key events, including commencement and [presidential messages](#). Used to assert our traditions and define the culture to which we aspire and who we are as Miamians, the code stresses the importance of respecting “the dignity, rights, and property of others and their right to hold and express disparate beliefs,” demonstrating “personal responsibility,” welcoming “a diversity of people, ideas, and experiences,” and “supporting and caring for fellow Miamians.”

LEADERSHIP: Diversity and inclusion efforts at Miami are led by Dr. Ron Scott who serves as Vice President for Institutional Diversity and Inclusion and chair of the [Council on Diversity and Inclusion](#)

(CODI) which is a University Senate committee. Assistant Provost Cheryl Young has responsibility for overseeing all international support services and global initiatives, and Kelley Kimple oversees the Office of Diversity Affairs in Student Life whose mission is to enhance the academic success, retention, and personal development of diverse student populations. Each academic division also features a committee and/or administrators who set and oversee division-specific diversity and international goals.

Miami also has several [Deputy Title IX Coordinators](#) serving on the Oxford and Regional campuses. Ms. Kenya Ash, Director of the Office of Equity and Equal Opportunity serves as the University's Title IX coordinator; Ms. Gabrielle Dralle is the Sexual Assault Response Coordinator and the University's Deputy Title IX Coordinator for matters related to sexual violence; Dr. Bennyce Hamilton is the Regional Director of Diversity and Multicultural Services and is the University's Title IX Coordinator of matters related to regional student sexual violence; and Ms. Jennifer Gilbert, Associate Athletic Director and Director of NCAA Compliance is the Title IX Deputy Coordinator for matters related to equality of treatment and opportunity in Intercollegiate athletics. Among other tasks, the coordinators train all supervisors on Title IX regulations and train faculty and staff on issues relating to discrimination and harassment.

RECRUITMENT & ENROLLMENT: Over the past decade, Miami's Oxford campus has made steady strides to increase the number of diverse domestic students in the incoming class (from 8.2% in the first year class in 2006 to 17.3% in 2018), and has experienced a pronounced increase in the number of international students (from less than 1% of incoming students in 2006 to 8.4% in 2018). Regional campuses have experienced similar trends with respect to international enrollment growth during the same period.

The increase in student recruitment and enrollment translates into an overall increase in diversity in the student population at Miami. In 2012, Miami reported 12.2% of our total student population across all campuses (undergraduate and graduate) were domestically diverse. In 2018, Miami reported domestic diversity at 14.6%. During that same period, international student enrollment increased from 4.8% (n=1,112 of 23,390) in 2012 to 13.1% (n=2,753 of 24,505 total) in 2018. Among Oxford undergraduates, domestic diversity increased from 11.6% in 2012 to 14.3% in 2018, and the international student population grew from 5.6% in 2012 to 13.1% in 2018.

This progress is a result of strategic domestic and international recruitment and retention efforts, including:

- [Strategic Recruitment](#) which is led by embedded admission staff members who live and work in locations throughout the United States and abroad, in addition to hosting targeted on-campus and off-campus recruitment events and programs geared to enhance diversity (ethnic/racial, socioeconomic, college-going, etc.);
- [Miami Tuition Promise](#) which holds tuition and fees constant over the four years of a first-time, full-time student's undergraduate experience, thus enabling students and families to plan financially for a college education;
- [Miami Access Initiative](#) which is a grants and scholarships program for Ohio residents designed to help make Miami University accessible to new first-year academically competitive students

who have total family income that is equal to or less than \$35,000, in addition to need-based scholarships targeted to Ohio students to broaden socioeconomic enrollment;

- [International Student Scholarships](#) which are renewable merit-based scholarships (\$2,000-\$16,000 per year) for outstanding international applicants;
- [Summer Scholars Program](#) which provides an intense, two-week, early college experience for academically-talented rising high school juniors and seniors from Ohio and around the U.S. focused on enhancing socioeconomic and racial/ethnic diversity;
- [Bridges](#) which is a visit program geared towards high-achieving, diverse high school seniors who are interested in learning more about the educational opportunities available at Miami University;
- [Miami Tribe Relations](#) which conducts outreach in the Myaamia community to encourage applications from students from the Miami Tribe, and then continues to work closely with those students and families through the application and transition process.

COLLEGE TRANSITION: To promote a welcoming learning and living environment and a successful first year of college, Miami offers multiple forms of support for its first-year students of all backgrounds and identities, which are described below.

- [Summer Orientation](#) includes welcome sessions for Miami Access and military students, one-on-one advising, social gatherings, service opportunities, small group diversity discussions, and sessions on community standards for all students. International Orientation, which takes place in August, is coordinated by International Students and Scholars Services (ISSS) and is supported by offices across the university.
- [Summer Reading Program](#) & Convocation enables incoming students to hear addresses from the President, a keynote speaker, and the Oxford mayor as well as engage in a discussion of a summer reading book with a faculty or staff member and peers. Summer Reading books have historically explored cultural and diversity issues.
- [MADE@Miami](#) program is a three-day experience sponsored by the Office of Diversity Affairs and is open to all entering first-year undergraduate students, including students of color and students receiving Miami Access Initiative scholarships. Students receive mentoring from faculty and staff, learn about resources for academic success, and meet peers from diverse backgrounds.
- [Louis Stokes Alliance for Minority Participation](#) (LSAMP) Early Arrival Program which is funded by a collaborative grant from the National Science Foundation aims to increase the number of underrepresented STEM students. It includes programming, housing and meals for students (US citizens or permanent residents) who plan to pursue a STEM degree and who come from an ethnic group underrepresented in the sciences (African American, Native American, Hispanic, Native Alaskan or Pacific Islander). It has grown from 17 students in 2014 to over 40 students today.
- [Miami Firsts](#) is a newly created specialized program for students who are the first in their family to earn a bachelor's degree, and includes early arrival, reception with the President, overnight fall retreat, career development, and academic success coaching.
- [Bridges Scholars Program](#) which offers Bridges Program alumni a pre-semester kickoff event as well as networking and leadership opportunities throughout their first year, in addition to a group community service project.
- [UNV 101](#) and other first-year transition courses enroll over 80% of entering first year students and facilitate students' transition to college by introducing key information and skills needed to

succeed and by offering opportunities to connect with faculty staff, and other students. Included in the FYE courses are activities, readings and videos designed to promote a welcoming living and learning environment at Miami and to enhance students' intercultural understanding.

- Diversity-themed [living learning communities](#) in the residence halls offer first-year students a chance to live with like-minded peers and engage in programs related their LLC theme throughout the year. Some examples include social justice scholars, international house, gender inclusive housing, and women in STEM fields.

ACADEMIC PROGRAMS & SUPPORT SERVICES: Once students have transitioned into college, Miami features a wide array of diversity-related offices and centers which offer programs and services focused on diversity and internationalization and are listed below.

- [Miami University Dolibois European Center \(MUDEC\)](#) is housed in a 15th century château in Differdange, Luxembourg and offers approximately 120 students each semester a combination of academic study, engagement in the local community, and various faculty-guided and independent travel opportunities. All students live in a European homestay arrangement; courses are focused on Europe, and many are taught by Miami faculty who live at the Center for up to two academic years.
- [Office of Global Initiatives](#) encompasses all internationally focused support units, including:
 - International Student & Scholars Services which provides programming and advising for international students and faculty (immigration and Visa resources, transitional issues, peer mentoring, social programs, and academic workshops);
 - Study Abroad Resources which offers comprehensive information about study abroad to students and departments, advising, and other forms of support, including assessment of study abroad and support for faculty-led study abroad program development and operation;
 - Global Assistance Program (MU-GAP) which supports travelers in a well-coordinated, collaborative effort, with experts from within the university, as well as contracted providers, and specialists in the field (crisis management, travel coordination, passport services);
 - Center for American & World Cultures which features courses, events, and other programs to advance understanding of other cultures, including pre- and post-study abroad courses;
 - The Confucius Institute which serves as a platform for the internationalization of current and future Miami students and fosters an attitude of globalization and eagerness to study the Chinese language and culture.
- [Office of Diversity Affairs](#) offers direct support to diverse student populations (including support for LGBTQ+ students and overseeing the Women's Center), social justice through diversity education, and multicultural programming and campus resources on issues of diversity.
- [Office of Diversity and Multicultural Services](#) is located on the Regional campuses and offers cultural communication, programming, mentoring, workshops, as well as leadership and community service projects that educate and engage the campus and local communities in diversity related issues.
- [Miami Tribe Relations](#) includes the [Myaamia Center](#), [Miami Heritage Award Program](#), and [mentoring and scholarship support](#) for members of the Miami tribe.

- [Miller Center for Student Disability Services](#) provides mandated accommodations as well as mentoring, support, and community for our students with disabilities through the Student Disability Advisory Council (SDAC).
- [Miami Access](#) Initiative students are supported by staff in the Rinella Learning Center through a transition course, academic counseling, and mentoring.
- [American Culture and English \(ACE\) Program](#) is an intensive, non-credit, semester-long program for conditionally admitted students on the Oxford campus who need to improve their language skills and cultural understanding.
- [Center for Career Exploration and Success \(CCES\)](#) engages students in early career exploration and experiential learning to optimize their professional and personal potential through connections with employers and the Miami career community. CCES has created a number of initiatives focused on actively supporting underserved student populations through innovative programming and early career exploration resources and grants.
- [The Student Success Center \(SSC\)](#) focuses on advocacy, problem-solving, and retention, with a goal of increasing student persistence to graduation. In addition to a host of support services available to all students, SSC has a number of programs and initiatives focused on supporting first generation and low-income students.
- [English Language Center \(ELC\)](#), like the ACE Program, provides full-time intensive, and noncredit English language instruction and prepares students for full admittance to the Regional Campuses.
- [Over-the-Rhine Residency Program](#) offers students from a variety of majors a full immersion and semester-long academic and community service experience in the inner-city Cincinnati neighborhood of Over-the-Rhine.
- [Havighurst Center for Russian and Post-Soviet Studies](#) is dedicated to: research by Miami faculty with other scholars from Russia, Eastern Europe, and Eurasia, and from other American universities; service and learning activities that provide a greater understanding of this region for the student community; and programs designed to foster interdisciplinary research on the most important questions relating to the future of this area.

In addition to these offices, centers, and programs, the University has integrated global and intercultural learning into its curriculum. Our general education program, the [Global Miami Plan \(GMP\)](#), requires students to complete at least six credits of [global](#) courses and at least three credits of [intercultural](#) courses as well as meet an [experiential learning](#) requirement.

GMP global perspectives courses are designed to help students to:

- become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences
- seek to understand how their actions affect both local and global communities
- address the world's most pressing and enduring issues collaboratively and equitably.

Intercultural courses engage students in substantive work centered on the challenges and rewards of living in a diverse multicultural society in the US or beyond by exploring new perspectives about race, gender, ability, and intersectionality through an array of experiences and expressions. Over 125 Miami courses meet the intercultural requirement, and more than 100 Miami courses as well as dozens of study abroad

programs meet the global learning requirement. Additionally, students may meet the experiential learning requirement through service-learning courses, internships or study away programs which place them in diverse workplace or community organization settings.

Two of the academic divisions have additional international or diversity-related requirements. [The Farmer School of Business](#) requires students in their divisions to complete a diversity-oriented course, and the College of Arts & Science has a [foreign language](#) requirement.

Within the past ten years, several diversity-related degree and certificate programs (e.g., global & intercultural studies co-major, social justice major, Critical Race & Ethnic Studies major, China business certificate, critical and classical languages & cultures co-major) have emerged. Miami also has an array of interdisciplinary majors and minors, such as International Studies, Latino/a American Studies, and Women's, Gender & Sexuality Studies, whose missions are to develop global and intercultural understanding.

Miami boasts over 100 [student organizations](#) representing diversity on campus, including the Diversity Affairs Council (that is associated with Associated Student Government), Asian American Association, Black Student Action Association, Hillel, Indian Students Association, Association of Latin American Students, Muslim Students Association, Native American Student Association, and Spectrum (LGBTQ+ organization). There are also numerous [cultural programs, receptions, and festivals](#) offered throughout the year, such as the Horizon Graduation Ceremony (which celebrates diverse graduating students), Let's Talk series, the Lavatus Powell Diversity Awards (which recognize students, staff and faculty who have uplifted the institutional climate), and the Multicultural Student Leadership Conference.

RETENTION & STUDENT SUCCESS: The academic and support programs described above have contributed to several significant outcomes:

- The retention rate for domestic minority undergraduate students from first to sophomore year has been rising in recent years. The rate for the fall 2017 cohort was 91.9% compared to 84.6% for the fall 2011 cohort. Graduation rates have also experienced a modest increase, moving from 78.4% for the 2010 cohort to 80% for the 2012 cohort.
- In the 2017 National Survey of Student Engagement, the percentage of Miami senior students who reported engaging “often” in discussions with peers of different race/ethnicity, religious views and economic backgrounds was slightly higher than seniors at other peer institutions.
- In the latest Institute for International Education report on the number of undergraduate students studying abroad, Miami ranks 4th among public doctoral institutions nationwide. The latest figures show 42.7% of Miami students study abroad before they graduate (2018).

In an effort to continue our progress in terms of student success for diverse students, the Student Success Committee regularly reviews data related to the success of special populations of students, and it recently formed a University Retention & Persistence Committee whose goal is to develop strategic initiatives to improve the retention and graduation rate of diverse and/or underperforming students.

In addition, the Office of the Provost has collaborated with Student Life and IT Services to launch a [Name Project](#) to enable students to be recognized by the first name that may differ from their legal name. The project not only included developing a naming policy but also revising dozens of software platforms.

FACULTY & STAFF: Critical to fostering a diverse and inclusive environment is the recruitment of diverse faculty and staff and the professional development of faculty and students on diversity and intercultural understanding.

Since 2012, the percentage of domestic minority faculty at Miami has increased from 14.0% (n=210 of 1503 total) to 19.6% (n=221 of 1130 total).

The recruitment and retention of newly hired minority faculty is aided by the [Heanon-Wilkins Fellows Program](#). The goal of this program is to hire culturally diverse individuals who have recently received or almost completed their doctorate. These individuals teach courses and are mentored by faculty in their home department; they are also provided with funding for research-related expenses. The goal is for these individuals to move into a tenure-track faculty position at Miami after one or two years.

Additionally, Vice President for Institutional Diversity and Inclusion provides training on best practices in recruitment, hiring and retention to all search committee members for tenure-track faculty members, and “[blind spot training](#)” on implicit bias is available to any faculty, staff or student. In the 2016 HERI faculty survey, 70% of Miami faculty reported that Miami has effective hiring practices and policies that increase faculty diversity.

To assist with diversifying staff, the Department of Human Resources places and funds advertisements for hourly paid positions in a variety of locations in the region. In addition, Human Resources has begun attending job fairs across the region to market hourly and salaried positions to a more diverse workforce, including veterans and those with disabilities. The department also collaborates with University Communications and Marketing to develop ad campaigns, materials for job fairs, and promotional videos that highlight the benefits of working at Miami.

The percentage of domestic minority staff at Miami has made a modest increase from 8% (n=214 of 2677 total) in fall 2012 to 8.9% (n=236 of 2653 total) in fall 2016. Many offices work intentionally to ensure a diverse staff, knowing that having staff that diverse students relate to will make it more likely they will engage with our programs and services. For example, Student Counseling Center utilizes a national match program to recruit a diverse pool of psychology interns, knowing that in addition to that one-year internship, those interns are more likely to apply to Miami as permanent positions become available.

New faculty and staff are provided professional development on diversity and inclusion as well as [Title IX regulations](#). New faculty orientation, which includes online and a three-day, in-person [workshop](#), features sessions on diversity and inclusion as well as Title IX and support for working with students with disabilities.

All staff and faculty are required to complete online or in-person training in accessibility and Title IX reporting, and they are provided with online resources and consultation from Student Disability Services. In 2017, Miami opened an accessibility technology center, [AccessMU](#), which provides guidance and

assistance on making the learning environments accessible for all students. Since fall 2017, Miami regularly audits and consults on all websites and online communications to ensure greater accessibility.

All faculty and staff advisors complete required training on working with special populations of students, including students with racial and ethnic identities, LGBTQ students, international students, transfer students, and students from low socioeconomic statuses.

In addition to these required professional development components, Miami faculty and staff can participate in a range of optional professional development opportunities. For example:

- The [Center for Teaching Excellence](#) on the Oxford campus and the [Centers for Teaching and Learning \(CTL\)](#) on the regional campuses offer [faculty development on teaching across cultures](#);
- [Safe Zone Training, Ally Development or Trans 101](#), is a collaborative training effort led by the Office of Diversity Affairs that engages students, staff, and faculty across departments and offices to create a safe and more supportive social and educational campus climate for all LGBTQ students, faculty, and staff;
- [Mental Health Ally Program](#), [Mental Health First Aid](#), and [At-Risk Gatekeeper](#) Programs provide faculty and staff with information and guidance on how to engage students experiencing emotional or mental health concerns and refer to mental health and other support services.

ASSESSMENT & EVALUATION: Although Miami has many programs, units and services to support diversity and inclusion, ensuring a welcoming learning, living and working environment requires ongoing vigilance. Toward that end, the University has instituted several assessment and evaluation measures in recent years to gain greater insights into our capacity to embrace difference and inclusion.

In 2016, Miami retained a consulting firm, EducationCounsel, to provide an assessment of diversity and inclusion issues on campus. The EducationCounsel's report applauded the University's strides in diversifying the student body population and applicant pool, but raised the question of "whether Miami can keep and leverage its student body diversity (and grow it, if possible, to allow for more underrepresented populations of domestic students) as effective as possible for the educational benefit of all."

It also pinpointed several diversity-related challenges that the consulting team members discovered in their three-day visit:

1. Tension between longstanding Miami traditions and the new move to diversify the student, faculty and staff;
2. Discontent and distrust experienced by those who perceive that they do not fit into the "traditional" mold at Miami;
3. Uncertainty about the University's commitment to diversity and inclusion;
4. A siloed, rather than a university-wide, approach to diversity efforts which results in inconsistency in messaging, competing demands on people's time, and burn-out among those faculty and staff who customarily lead these initiatives;
5. Employer concerns that Miami graduates may not be prepared to work in a global and diverse environment.

In 2017, the President and Provost launched the “One Miami” Campus Climate Survey to evaluate the experience of the current campus climate by all members of our community. Following the survey administration, a task force was launched to identify key issues and recommendations.

Task force recommendations include:

- Conduct a diversity and inclusion initiatives audit to assess duplication and streamline efforts;
- Develop an ongoing seminar series for students to facilitate intergroup dialogues;
- Require diversity and inclusion training for all employees and more extensive training for supervisors and other administrators;
- Identity a representative to responsible for diversity-related curricular and teaching initiatives;
- Create an ombuds position or ombuds office.

CONCLUSION: As is evident in this report, Miami University has a longstanding and abiding commitment to diversity and inclusion and an openness to new directions for improvement. The recent increase in the diversity of the student body gives rise to a critical imperative to provide a welcoming and robust learning environment that will benefit all members of our community. In short, we are at a critical and potentially exciting moment in our history.

Academic and Student Life Integrated Report: Diversity and Inclusion Update

Board of Trustees
May 16, 2019

Jayne Brownell
Phyllis Callahan
Michael Kabbaz



MIAMI UNIVERSITY

Recruitment Diversity-Related Programs: Bridges

Diversity recruitment and enrollment is a University-wide responsibility coordinated by the Office of Admission.

1. Bridges Program: an overnight visit experience for prospective high-achieving high school seniors from historically underrepresented populations or who have a commitment to promoting a deeper understanding of and appreciation for diversity.

- Program began in 2007
- Joint academic and admission program
- Bridges Scholars Program created in Fall 2016 – a student-led organization created to support and engage current students; Student Success Center serves as the advisor.



MIAMI UNIVERSITY

Bridges Program: Participation, Applications, and Accepts

Program(s)	Entry Term	Bridges Applicants	Bridges Accepts	% Admits	Bridges Program Participants
2007	2008	102	70	69%	44
2008	2009	271	103	38%	95
2009	2010	571	269	47%	207
2010	2011	785	339	43%	286
2011	2012	692	499	72%	365
2012	2013	804	564	70%	459
2013	2014	945	694	73%	581
2014	2015	1,194	686	57%	607
2015	2016	1,312	684	52%	606
2016	2017	1,398	708	51%	618
2017	2018	1,529	704	46%	614
2018	2019	1,358	693	51%	603

Note: Data are Final.



Bridges Program: Enrollment, Retention, and Graduation

	2014	2015	2016	2017	2018	2019
Enrolled	205	259	281	280	261	259
Yield	47%	51%	50%	51%	45%	47%
ACT Average	26.9	27.0	27.3	26.9	26.8	26.9
Students of Color (SOC)	145	154	191	191	196	158
% SOC (of Bridges)	71%	59%	68%	68%	75%	61%
Total SOC (All Confirms)	479	536	606	662	714	736
% SOC (from Bridges)	30%	29%	32%	29%	27%	21%

Retention Rate (Fall 2017)	95.0% (vs. 91.9%)
Four-year Graduation Rate (Fall 2014)	70.9% (vs. 71.2%)
Six-year Graduation Rate (Fall 2012)	72.7% (vs. 80.0%)

Note: Enrollment data are year-to-date as of 5/7/19;
Retention and graduation rates are final.



Recruitment Diversity-Related Programs: Summer Scholars

2. Summer Scholars Program: provides a rich, early college experience for academically talented rising high school juniors and seniors.

- Recast in 2015 (Formerly Junior Scholars – a 6-week credit-based summer program)
- Joint academic and admission program



MIAMI UNIVERSITY

Summer Scholars: Participation, Enrollment, and Retention

	2015	2016	2017	2018	2019
Program Participants	167	330	378	349	379
Admission Applications	145	275	316	307	339
Apply Rate	87%	83%	84%	88%	89%
Admitted	139	259	310	299	335
Admit Rate	96%	94%	98%	97%	99%
Enrolled	78	121	125	144	145
Yield Rate	56%	47%	40%	48%	43%
% Students of Color	17.9%	24.7%	19.2%	24.3%	19.3%
Retention Rate (Fall 2017)	92.0% (vs. 91.9%)				

Note: Program data are final; Enrollment data are year-to-date as of 5/7/19;
Retention rate is final.



Other EMSS Diversity-Related Programs

3. Cincinnati Scholars: Beginning Fall 2018, Miami University and Cincinnati Public Schools (CPS) partnered to increase the number of academically talented and diverse students from the region who pursue and complete a college degree.



Fall 2019 second cohort of Cincinnati Scholars pictured with Dr. Rodney Coates, Program Coordinator

4. Center for Career Exploration and Success: Beginning 2017-2018, the Center developed a number of targeted outreach and programmatic initiatives aimed at increasing opportunities and dedicated career planning resources for underserved student populations. *(Information to be shared during Career Center Update)*



MIAMI UNIVERSITY

Co-curricular Programs: Miller Center



Miller Center for Student Disability Services:

- Serves approximately 2,000 students
- Most common diagnoses: ADHD, psychological disabilities
- Named in September 2019
- Gift allows support beyond what is legally mandated
- Student Disability Advisory Council (SDAC)



MIAMI UNIVERSITY

Co-curricular Programs: Diversity, Equity & Inclusion Module



Diversity, Equity & Inclusion For Students

Fairness, Mutual Respect, Community



Diversity, Equity & Inclusion for Students

Listen



Let's Go!

Insights Question

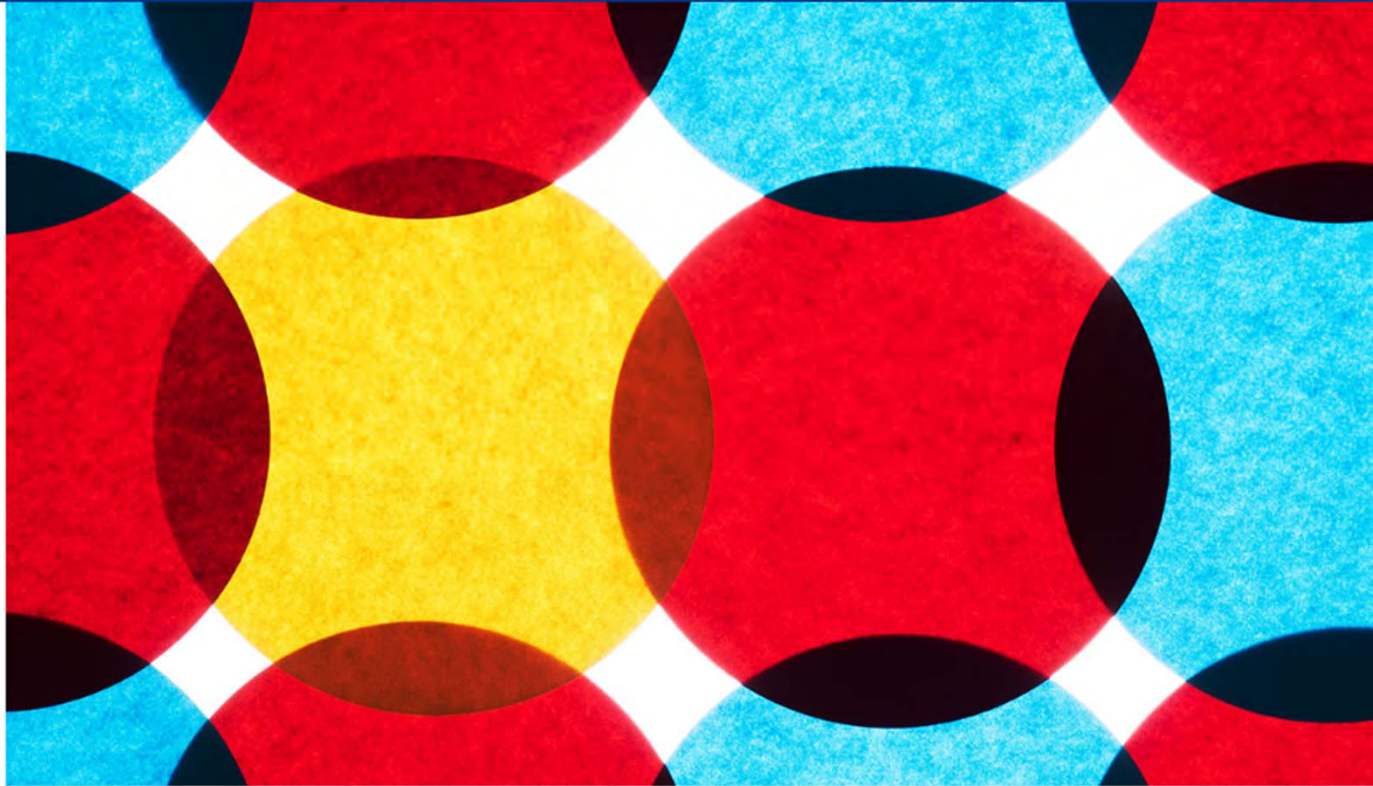


Listen 

How do you feel about spending this time learning about diversity, equity, and inclusion?

- I feel open to it. I'm glad to have this opportunity.
- I live these issues every day. I don't know how much I will learn.
- I'd rather be doing something else.
- I'm not sure.

Continue



Introduction

José's Story - August



Continue




Identities

Communication Workshop

Assumption Awareness

← Listen ▶

Stereotypes can sometimes lead to incorrect assumptions. Explore to learn more.

On the first day of class...	In line at the cafeteria...	After study group...
		
<p>"Excuse me, do you know when the professor will be here?"</p> <p>↪</p>	<p>"Hey... my brother went to Thailand last summer. When did you move to the U.S.?"</p> <p>↪</p>	<p>"Do you like going to the same school as your sister?"</p> <p>↪</p>

Return

Power, Privilege, and Oppression

Communication Workshop

Know It All

[← Listen ▶](#)

Taylor, who is white, notices his Navajo friend, Kai, wearing a turquoise and silver necklace. "That's pretty, but I hope you didn't get it at Urban Mercantile. They've been selling lots of Native American-type jewelry, but I'm sure you'd want to support Native artists, not chain stores. Nobody should shop there."

Is Taylor offering helpful information?

- Yes, he's demonstrating his cultural sensitivity and has good intentions.
- Maybe, if Taylor is a Native American Studies major, and the necklace is a knockoff.
- No, Taylor is being condescending and could lose his friend's trust.



Identities

Summary & Reflection



In this module, we covered identity negotiations, stereotypes, and how different choices we make can include (or exclude) others. Please take a moment to pause and think about the questions below before moving on to the next module.

Reflection Questions

- What makes up your "identity"?
- Can you think of a time where someone assumed something about you because they thought you identified in a particular way?
- Can you think of a time where you assumed something about someone else based on real or perceived characteristics?

[Continue](#)

Conclusion

Understanding Our Policies

← Listen ▶

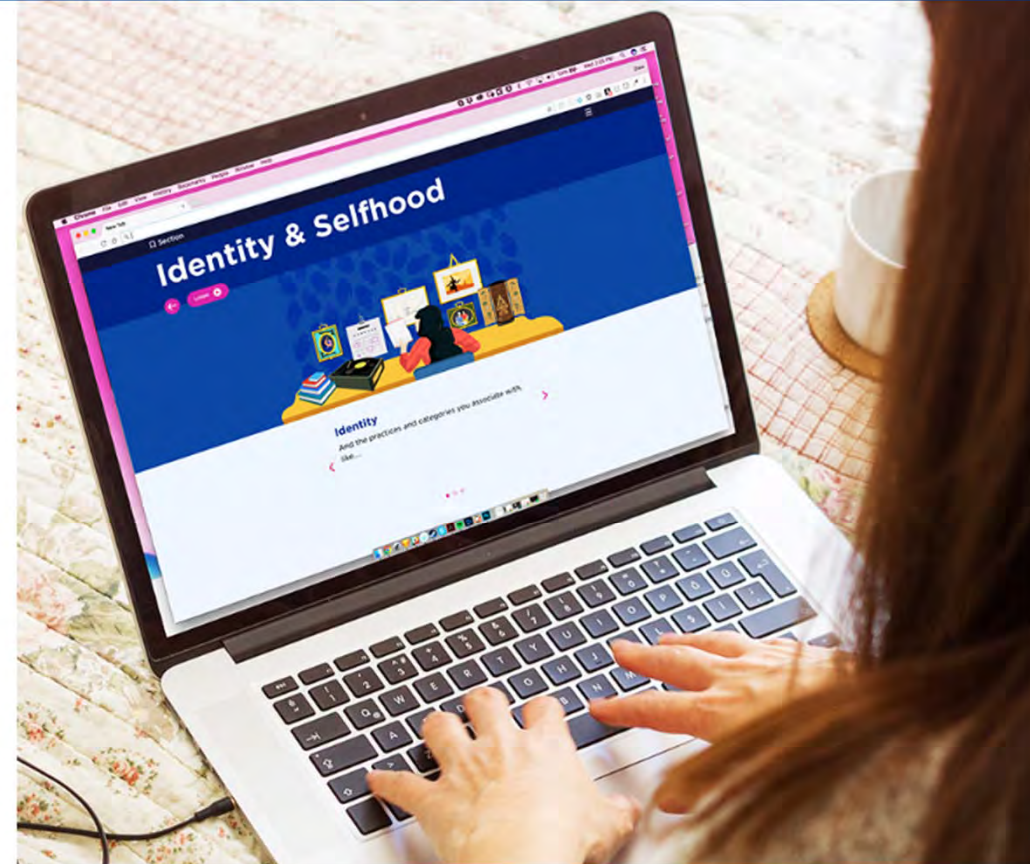
It's important that you become familiar with our policies related to diversity, equity, and inclusion. If an e-signature is required, acknowledge that you've read and understood the policy before moving on.

University Statement Asserting Respect for Human Diversity

Policy prohibiting harassment and discrimination

University Statement of Non-discrimination

Continue



Identities

Miami Programs and Resources



At Miami, we want every student to feel valued and supported. We provide many programs and services to help students explore their own multifaceted identities and to better understand the identities of others. Visit the [Miami Diversity and Inclusion website](#) for a comprehensive list of programs, resources, and student organizations.

Continue



Academic Programs: International Students

Support of international students is a University wide responsibility

Global initiatives programs that focus on international students:

1. **[#YouAreWelcomeHere:](#)**

- 2018: Miami accepted to participate
- Welcomes international students to U.S. higher education
- Affirms Miami is friendly, safe, and committed to student development and education
- We communicate this message through videos, events, social media, etc.
- [Miami University video](#) is featured at events, on campus, and in the community.



MIAMI UNIVERSITY

Academic Programs: International Students

2. Voices of Discovery:

- January, 2019: Center for American & World Cultures launched [Voices of Discovery](#)
- First step in embedding theory and practice of *intergroup dialogue* campus wide
- Program and associated courses bring together students from different social identity groups in a *sustained and facilitated learning environment*
 - Explore issues of diversity and inequality AND their *personal and social responsibility* for building a more inclusive society
- EHS Discovery Center has *assessment plan* to understand the impact on campus climate



MIAMI UNIVERSITY

Academic Programs: International Students

3. Global Readiness Certificate

- Learner centered **curricular / co-curricular credential** for students to acquire increased global knowledge, develop culturally sensitive mindsets necessary to live, work, and interact with diverse others in local and global communities.
- Purpose: increase the effectiveness of **cross-cultural experiences** on and off campus
- For students who want to take the Global Miami Plan to the next level
- Demonstrate **inclusive behaviors**, as well and **multicultural and intercultural competence**



MIAMI UNIVERSITY

Academic Programs: International Students

4. Diversity Abroad – *Study Abroad is for Me*:

- Purpose: **diversify enrollment** in study abroad
- Partnering with Diversity Abroad organization
 - Complete the [Access, Inclusion, Diversity, & Equity \(AIDE\) Roadmap](#) = assessment tool
 - Helps document and assess diversity and inclusion practices in study abroad
- [Study Abroad is for Me](#) campaign
 - Showcase options for all students to study abroad or have a global experience
 - Networking events, peer connections, and media featuring diverse students and their global engagement experiences



MIAMI UNIVERSITY

Academic Programs: STEM

Louis Stokes Alliances for Minority Participation (LSAMP) - National Science Foundation

- increase the number of under-represented students in STEM fields
- 11 OHIO universities and community colleges participate in the consortium
[\(<http://miamioh.edu/student-life/diversity-affairs/resources/lkamp/index.html>\)](http://miamioh.edu/student-life/diversity-affairs/resources/lkamp/index.html)
- Program includes:
 - [Early arrival program](#) for entering first year students
 - Monthly meetings on topics of interest
 - Weekly study tables
 - Opportunities for ***on- and off-campus research, career development and leadership***
 - ***Financial support*** for participating in undergraduate mentored research
 - Course advising & personal assistance in other areas that may affect academic performance / retention in STEM
 - Participation in statewide LSAMP conference
 - ***Stipend*** for active participants each term
 - Stokes Scholars Living Learning Community (optional)



MIAMI UNIVERSITY

Academic Programs: STEM LSAMP

University Retention *

	Fall 2016-17	Spring 2016-17	Fall 2017-18	Spring 2017-18	Fall 2018-19
Total in this semester	55	55	116	111	150
Retained from previous semester		54	53	110	105
Semester to Semester Retention		98%	96%	95%	95%

* Data provided by CAS Dean's Office – T. Kuykendoll



Academic Programs: STEM LSAMP

STEM Retention*

	Fall 2016-17	Spring 2016-17	Fall 2017-18	Spring 2017-18	Fall 2018-19
Total in this semester	48	48	102	89	122
Retained from previous semester		46	45	88	80
Semester to Semester Retention		96%	94%	86%	90%

* Data provided by CAS Dean's Office – T. Kuykendoll



MIAMI UNIVERSITY

Acknowledgments

Dr. Cheryl Young, Assistant Provost (Global Initiatives)

Dr. Stephen Wright, Associate Dean CAS (LSAMP)

Dr. James Kiper, Chair, Computer Science (LSAMP)

Dr. Scott Sportsman, Sr. Director, Research and Analytics (EMSS)

Susan Schaurer, Assoc VP, Strategic Enrollment Mgmt and Marketing (EMSS)



MIAMI UNIVERSITY

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 strives for all students to experience a welcoming and inclusive environment at Miami where they will learn, grow, and become engaged global citizens. From diversity-related training and development to student programming and support efforts, the focus on diversity and inclusion is central to our work throughout the entire division.

Center for Student Diversity & Inclusion: New Name, Expanded Space

The Office of **Diversity Affairs**, currently located on the second and third floors of the **Armstrong Student Center**, is getting a new name and an expanded, unified space. The **Center for Student Diversity & Inclusion** will be located on the second floor of Armstrong in the current Cultural Center and Community Lounge. The lounge will be converted to staff offices to provide a unified office location for the center, along with some student lounge space. The new name, which will go into effect this summer, better reflects the intersecting identities of students served by the department. Construction begins in early May and is expected to be completed by the end of July.

Expanded Diversity Suite

The second phase of construction will create a large student community space on the third floor of Armstrong, incorporating the current Diversity Suite and the area adjacent to it. The construction is part of a larger set of changes in Armstrong that will provide more space for the Career Center and will relocate the Armstrong Center staff to more accessible space near student organizations.

Diversity Audits

In Spring 2019, the Division of Student Life piloted a diversity audit of departmental policies, processes, and practices. Seven offices participated in the pilot, which also included a review of all outward facing print and online materials.

The audit includes:

- Scanning online content for gendered language
- Examining all communication efforts for reaching a diverse array of students
- Reviewing fee structures for accessibility across backgrounds and means
- Reviewing student leadership opportunities: who applies, who is selected, do materials and timelines include or exclude certain groups/identities?

Participating offices were asked to propose revisions and changes for inclusion over several phases, with an intent to shift policy, practice, and language to ultimately contribute to a culture of inclusion. Some examples of changes include:

- Training orientation speakers on inclusive language
- Translating and shifting content for international families
- Adding a webinar for commuter families

The remaining offices in Student Life will begin diversity audits this summer. Changes will be implemented over the coming academic year.

Division of Student Life: We bring learning to life.



RISE Alternative Break to St. Louis through Community Engagement and Service, March 2019



Celebrating Global Sisterhood program, March 2019



MADE@Miami Pre-Semester Program through Diversity Affairs, August 2018



**THE MAY 2019
REPORT FOCUSES ON
DIVERSITY AND
INCLUSION**

Miller Center for Student Disability Services

STUDENT LIFE REPORT

Training & Development

Diversity, Equity, & Inclusion (DEI) Module

The division led an implementation workgroup this year to pilot an online module on diversity, equity, and inclusion to 1,337 students (as of April 1, 2019). The module helps students learn about and develop skills related to identity, bias, privilege and oppression, the benefits of a diverse community, ally behavior, self-care, and inclusive spaces. After completing the online module, students attended an in-person group discussion with a trained facilitator.

Based on the pilot, the implementation workgroup provided recommendations on how Miami can implement the Student DEI Module for all incoming students in Fall 2019. Recommendations were submitted to the Vice President for Student Life in April 2019.

Safe Zone

Safe Zone is a training designed to educate participants on LGBTQ+ identities and experiences and build their skills in actively creating an inclusive Miami community for people of all sexual orientations and gender identities and expressions. Two Safe Zone programs are offered through **Diversity Affairs**:

- Safe Zone 101 provides the fundamentals of awareness, history, language, and basic tips on how to be an ally of the LGBTQ+ community.
- Safe Zone 201 builds on Safe Zone 101 and empowers participants to practice allyship and advocacy.

During the 2018–2019 year, 177 faculty, staff, and students were trained through 13 Safe Zone sessions.



Green Zone Training

Green Zone is a training program offered by the Student Veterans Association (SVA) to Miami faculty, staff, and students. The program, modeled after the Safe Zone program, helps participants understand the veteran cycle of deployment and what student veterans might experience in and out of the classroom. Developed in 2016 by the student veteran members of the SVA, Green Zone training is currently provided by the President of SVA Emma Wott and Lincoln Walburn, advisor of the organization and Associate Director of the **Armstrong Student Center**. More than 180 faculty, staff, and students have completed the program since 2017.



Staff Training

Diversity, Equity, and Inclusion (DEI) for Students. All staff members in the Division of Student Life completed the DEI module this year. Facilitated conversations about the topic were held during our divisional meeting in January.

Bias and Inclusion Webinars. The Student Life Professional Development Committee offers regular webinars on diversity and inclusion. Recent examples include:

- Men of Color & Their Unique Needs: Strategies for Support, Engagement & Completion
- Future of Diversity & Inclusion in Higher Ed

Irate8 Founders. In July 2018, **Residence Life** hosted the founders of the University of Cincinnati Irate8 to discuss activism, diversity, and inclusion on college campuses.

Chinese Name Pronunciation. Professional staff in **Residence Life** participated in a training session facilitated by the Confucius Institute about Chinese name pronunciation.

Book Club. Each semester the division offers a book club as part of our professional development series. In Fall 2018 we selected the book "We Can't Talk about That at Work" (Winters, 2017), which discusses how to prepare for and manage conversations about diversity in the workplace.



Fall 2018 Student Life Book Club

STUDENT LIFE REPORT

Support

Academic Support Groups



The **Rinella Learning Center** launched a Women of Color (WOC) Academic Support Group in Spring 2019. The group brings together 8-12 self-identifying women of color on a weekly basis to discuss academic concerns and accomplishments and to support one another. Discussion topics have included thriving vs. surviving in one's education, racial battle fatigue, self-determination and goal setting, and self-advocacy in the classroom. In collaboration with **Residence Life**, additional affinity groups will be launched in Fall 2019.

Counseling Groups

The **Student Counseling Service** has a thriving group psychotherapy program; several groups focus on the unique and diverse needs of our student population. Examples of these groups include:

- Inter-Cultural Connections group
- Mandarin Speaking student support group
- Rainbow USO (Understanding Self & Others for the LGBT* community)
- Women, Identity, and Relationships group
- Circle of Hope (sexual & interpersonal violence support for female-identified students)

Such a Life Video Series

Residence Life's Such a Life video series includes 4-6 minute videos on various topics relevant to students living on campus. While many of the videos are practical (e.g. Laundry in the Halls; Recycling), this year the series addressed diversity and inclusion topics as well.



The Such a Life episode on intolerance was sent to all residential students in October 2018. It discusses incidents of intolerance and how to challenge the status quo. The planning committee consulted about the content for the video with multiple student groups, including Diversity Affairs Council, Black Student Action Association, and Spectrum, and with professional staff members including Kelley Kimple, Ron Scott, and Rodney Coates. The video has over 2,000 views on YouTube.

Another Such a Life video is currently in production to encourage domestic and international student interactions. It will be released in Fall 2019.



As bystanders, we must educate ourselves as to what's out there, and we must be active in stopping it. Now sometimes acting means confronting the person in the moment. Sometimes it means telling somebody what happened. And, sometimes it means listening to and believing those impacted. But if we are not acting, we are part of the problem.

-Such a Life Intolerance Video, 2018

Fall Mega Fair Move

Rain delays and accessibility are the driving factors behind **Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life's** decision to relocate Mega Fair to the Rec Quad.

Traditionally held in Central or Academic Quad, the massive annual student organization fair has always been subject to the weather, and has frequently been held on a grassy area difficult to navigate for participants with mobility impairments.

"Mega Fair is a critical event for both students and student organizations that needs to best serve all students," said JS Bragg, Assistant Director of **Student Activities**.

The 2019 Mega Fair will be held on Wednesday, August 28, from 6:00 to 9:00 p.m. Instead of a rain date as in previous years, Mega Fair will have a rain location (split between Goggin and the Recreation Center) in the event of inclement weather. In addition to the benefit of having a rain location, the Rec Quad provides several other benefits, including accessible sidewalks, public restrooms, nearby parking, and additional lighting for later hours.

STUDENT LIFE REPORT

Diversity Programming

The Division of Student Life hosts hundreds of programs related to diversity and inclusion each year. Here is a small sample of events from the 2018-2019 year.



Transgender Week of Visibility

April 1–April 5, 2019

A week-long initiative to engage students in awareness, visibility, self-care, celebration, and belonging.



Diverse Program Grants

Student Activities provides grants for programming that attracts diverse groups of students to attend. Examples this year include the Asian Cultural Festival, Soul Food, and All Girls Rock.



World AIDS Day

November 26–December 1, 2018

A portion of the Names Foundation AIDS Memorial Quilt was displayed in the **Armstrong Student Center** in observation of World AIDS Day.



SOUP Dinner and Awards

November 12, 2018

The 2018 Miami SOUP (Service Oriented Unity Projects) grant was awarded to Oxford Empty Bowls and Miami's Best Buddies chapter to bring speakers with expertise in intellectual disabilities.



Pride Parade

April 13, 2019

100+ participants celebrated LGBTQ+ identities and raised awareness for the community through the second annual Pride Parade.



Performance Artists

Diversity Affairs, with several other organizations, brings nationally known, award winning performance artists to campus (e.g. Denice Frohman, Alok Vaid-Menon) to represent a wide variety of interests and identities.



Kate Welling Disability Awareness Lecture

April 10, 2019

This endowed lecture through the **Miller Center** brings leaders and innovative thinkers in the Disability Studies field to share their ideas and passion with the Miami community.



Barbershop Talks

Monthly events through **Diversity Affairs** primarily for Black/African American males. These discussion-based programs provide an opportunity for social engagement. Recent topics include Athletes in America and Dating & Relationships in College.



111 Residence Life Programs

Residence Life hosted more than 100 programs focused on diversity and inclusion. Examples include International Thanksgiving, Disney Diversity Program, Decorating with Diversity, Shabbat Ceremony, and International Food Month.

STUDENT LIFE REPORT

Diversity & Inclusion Data

Residence Life administers the annual Assessment of Living and Learning (ALL) survey to all on-campus residents in the Fall semester. The survey requests feedback for live-in staff, learning occurring within the residence halls, perspectives on the community of which they are a part, social and academic transitions, and overall living experience in their residence hall or apartment.

ALL Survey Response Rate

Dates: 11-24-18 to 12-14-18

Response Rate: 38% (n=2,891)

% Complete: 76.8%

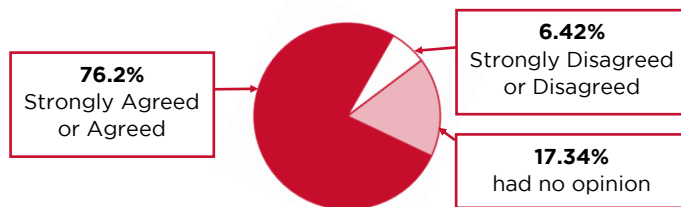
Q: When I have shared aspects of my identity, I have felt supported or affirmed by others in my residential community.

	2017	2018
Strongly Agree or Agree	74.9%	76.3%
Strongly Disagree or Disagree	5.4%	4.5%
No Opinion	19.7%	19.2%

Q: People actively learn about other cultures, values and beliefs in my residential community.

	2017	2018
Strongly Agree or Agree	60.1%	64.1%
Strongly Disagree or Disagree	21.5%	20.0%
No Opinion	18.4%	15.9%

Q: I believe students with an underrepresented identity (sexual orientation, race, gender identity, nationality, social-economic status, ability, etc.) feel comfortable living in my residential community.



Ongoing Focus

Residence Life implemented a new model of programming between 2017 and 2018. The model, called Pillars of Success, requires every community to have at least two diversity and inclusion programs each semester. These programs encourage students to engage in conversations and interactions that foster a greater understanding of the world around them.

Armstrong Student Center Home to New Barber Shop

A new barber shop and nail salon in the **Armstrong Student Center**, in partnership with Campus Services, aims to reach all Miami students.

When they opened in November of 2018, Razor Sharp owner Marquan Richardson wasn't sure how it would go. "Business has really been picking up," said Richardson. "The two barbers stay pretty busy, and our nail tech - Q - she stays pretty busy too."

"I think it's been received very well," said Kelley Kimple, Director of **Diversity Affairs**. "A lot of the young men will come into our office to show off their fresh cut. It's something they've really appreciated, for it to be so accessible and close."

"It's a really inclusive community," said Jack Bellinger, sophomore marketing major. Bellinger interns with the shop handling their social media presence. "Everyone feels welcome. That's what I really like about it."

The shop boasts modest prices and expertise in cutting all types of hair. They partner with certified eyelash extension technician and nail technician, "Q Nailed It," run by Quiyanni Smith, a current Miami student.

"I've been so impressed by Miami students," said Richardson. "Their drive and dedication is phenomenal. It's been a great experience all-around."



Sexual and Interpersonal Violence

Division of Student Life | Board of Trustees Report

May 2019

Our Commitment

Miami University is committed to maintaining a healthy and safe learning, living, and working environment and creating a culture that promotes responsibility, dignity, and respect in matters of sexual and interpersonal conduct. The University encourages every member of its campus community to report sexual misconduct.

Ongoing Efforts

Miami has long recognized the need to closely examine the issue of sexual and interpersonal violence. In 2012, Miami created a Task Force for the Prevention of Sexual Assault, producing a Final Report in 2013. In 2015, Miami completed the first annual voluntary and confidential climate survey to better understand the scope of sexual assault, domestic violence, dating violence, and stalking. Ongoing prevention efforts include:

- Community Expectations session during Orientation, followed by the mandatory, pre-matriculation online course Sexual Assault Prevention for Undergraduates.
- Bystander Intervention training (Step Up!) is included in the UNV 101 curriculum and additional programming for student athletes, and is required for all new Greek members.
- All Intercollegiate Athletics coaches and staff must complete online training in addition to that required by all university staff.
- The It's On US campaign continues to serve as the umbrella campaign for all awareness efforts on campus, including Walk a Mile in Her Shoes, the Clothesline Project, Take Back the Night, What Were You Wearing?, and Denim Day.
- [Miami's Annual Campus Security and Fire Safety Report](#) provides crime statistics for the previous three years. The data for 2018 (calendar year) will be posted by October 1, 2019.

New This Year

A Comprehensive Community Response (CCR) team was established to address gender-based violence. The CCR team, led by the Division of Student Life, is a multidisciplinary and cross-divisional group. The team provides strategic leadership and develops innovative,

evidenced-based approaches to create safe, supportive, and inclusive learning environments free from gender-based violence for students, faculty, and staff. A coordinated community response approach ensures a timely, culturally-relevant, and respectful response to sexual assault, domestic violence, dating violence, and stalking committed on or off campus. The team coordinates all prevention and intervention efforts, facilitates communication between key campus departments and community partners, ensures messages across efforts are consistent and reinforced, and ensures the system's response to victims is seamless, consistent, and supportive.

Department of Justice Grant. The Division of Student Life (Dean of Students Office and Office of Student Wellness) was awarded a new grant through the U.S. Department of Justice's Office on Violence Against Women (OVW), in the amount of \$300,000 over three years. The grant will enhance victim services, implement prevention and education programs, and strengthen campus security and investigation strategies to prevent, prosecute, and respond to sexual assault, domestic violence, dating violence, and stalking on college campuses. The award, which includes technical assistance from OVW and their partners, particularly enhances our ability to meet the needs of students with disabilities, international students, and LGBTQ+ students. The grant provides funding for a new full-time program coordinator position in the Office of Student Wellness. A second full time advocate on-campus will be partially funded with Women Helping Women, a non-profit organization providing evidence-based prevention, expert crisis intervention, and support services for survivors of dating violence, sexual violence, domestic violence, and stalking in Hamilton and Butler counties.

NASPA's Culture of Respect Collective. Miami was recently accepted into the 2018 cohort of NASPA's Culture of Respect Collective. The Collective is a two-year program that gives universities the necessary tools and support to undergo a thorough self-assessment with the ultimate goal of creating organizational change to better support survivors of sexual and interpersonal violence. Membership in the Collective demonstrates the University's resolve to address sexual and interpersonal violence and synergizes with our existing sexual and interpersonal violence prevention and response efforts.

Response

The [University's Sexual Misconduct Policy and Procedures for Students](#) outlines the process Miami follows when it receives a report of sexual assault, sexual and gender-based harassment, stalking, intimate partner violence, retaliation, and violation of interim measures by students.

While University action may vary from case-to-case depending upon multiple factors, the process for responding to a report may include: (1) confidential support and resources; (2) interim measures; (3) an investigation; (4) an administrative hearing panel; (5) sanctions; and (6) an appeal of the finding and/or sanctions.

One of the first steps the University takes when a sexual misconduct concern is raised is to offer the complainant and the respondent resources and support through the Deputy Title IX Coordinator for Students. Complainants are also offered support through the campus-based advocate with Women Helping Women, while respondents can access additional support through the Dean of Students Office. Students also have access to other support resources on campus, including Student Counseling Services.

Another aspect of the support provided by the University is to offer interim measures (steps taken to provide for the safety and well-being of the parties and/or the campus community). Examples of interim measures include changes to academic schedules, changes to housing arrangements, safety escorts, no contact orders, etc.

Challenges and Looking Ahead

The national landscape for how colleges and universities address sexual misconduct is changing. In September 2017, the U.S. Department of Education's Office for Civil Rights (OCR) withdrew extensive sub-regulatory guidance that had previously advised institutions of the agency's interpretation and application of Title IX in the context of preventing and addressing sexual harassment and sexual violence on college and university campuses.

Additionally, in 2018 the U.S. Secretary of Education proposed new regulations on how colleges and universities handle sexual harassment and sexual violence cases under Title IX. While the new regulations have not yet become official, changes will be coming.

Regardless of changing federal guidance, our position remains resolute: we remain committed to cultivating a safe and inclusive campus community that is free of sex discrimination, sexual harassment, and sexual violence. As always, we will continue to ensure a prompt and equitable process for investigating and responding to complaints of sexual misconduct. Campus community members and visitors can continue to turn to the Office of the Deans of Students for information about their rights and options for addressing sexual misconduct.

Campus Safety

Division of Student Life | Board of Trustees Report

May 2019

Campus safety at Miami University can be measured in several ways. Information provided by Miami University Police Department in the form of the [Annual Security and Fire Safety Report](#) provides crime statistics for the previous three years and is the most comprehensive report regarding incidents that have been reported to law enforcement or other responsible employees on campus. The data for 2018 (calendar year) will be posted by October 1, 2019. Statistics in the report are divided by campus and organized under the crime statistics tab. As is required of all institutions that participate in federal financial assistance programs, Miami provides statistics in the several categories of crimes, including criminal offenses, hate crimes, VAWA offenses (Violence Against Women Act), and arrests and referrals for disciplinary actions in specified categories.

Student Conduct Data 2017-2018*:

Student conduct cases are another metric for gauging campus safety. Though not all student conduct cases rise to the level of a crime, these incidents often contribute to campus climate related to how students perceive how safe they are.

- The Office of Community Standards saw a 20% decrease in the number of reported violations of the Code of Student Conduct from the 2016-2017 academic year.
- Reported incidents of both intoxication and prohibited use of alcohol were down (27% and 37% respectively) for the 2017-18 academic year as well.
- Though not an alcohol policy violation, it's important to note there were 74 Good Samaritan reports, a decrease of 11% from the previous year. Miami University's [Good Samaritan Policy](#) provides the opportunity for students to seek medical assistance in alcohol- or drug-related emergencies without concern for arrest and/or disciplinary action.
- 17 Greek organizations were investigated for hazing and related charges with 3 investigations resulting in Code of Conduct charges for organizations.
- 46 students were suspended and 2 students were dismissed through the student conduct process. Students were most frequently suspended due to a second case involving alcohol intoxication or a second incident of dishonesty related to possession or use of a fake ID. Suspension and dismissal cases were also often related to an incident involving endangering the health and safety of themselves or others.
- 7 Title IX hearings were conducted with 3 students found responsible for sexual

misconduct.

- Overall, there were 2,080 reported violations of the Code of Student Conduct for 2017-18.

Violation	Description	2017-18
101	Interfering w/a University Function	0
102	Dishonesty	212
103A	Interpersonal Violence (stalking, dating, domestic)	8
103A	Sexual Harassment	0
103A	Sexual Misconduct	3
103B	Endangering Health and Safety	24
104	Damage, Theft, Trespass, or Unauthorized Use of Property	132
104	Burglary	3
104	Robbery	0
105A	Good Samaritan	74
105A	Intoxication	315
105B	Prohibited Use of Alcohol	354
106A	Good Samaritan	0
106A	Drug Use	103
106B	Drug Paraphernalia	63
107	Weapons	7
108	Discrimination/Harassment	0
109	Hazing	1
110	Violation of University Rules or Law	18
111	Failure to Comply	175
112	Abuse of Technology	2
113	Disorderly Conduct	112
114	Complicity	137
115	Retaliation	1
116	Violation of Sanctions	9
117.1	Residence Hall Contracts & Guide to Residence Hall Living Rules/Regulations	212
117.2	Signs, Posters, Banners, Solicitation	1
117.3	Smoke & Tobacco Free Environment Policy	108
118	Unauthorized Use of Univ. Access Cards	7
	TOTAL	2080

Crisis Management and Response:

Miami's response system is comprised of a team of professionals including the Title IX Coordinator, Deputy Title IX Coordinator for Students, the Dean of Students office, the Office of Community Standards, Miami University Police, health and mental health providers, and the Office of Residence Life.

Trends and Challenges

- There was a decrease in the number of both alcohol policy and Good Samaritan cases from the 2016-17 to the 2017-18 academic year.
- Most students (73%) who were charged with a Code of Conduct violation that did not rise to the level of suspension accepted responsibility for the charges rather than requesting a hearing.
- Community Standards continues to adapt to fluid and ever-changing federal regulations related to Title IX and due process requirements applied to student conduct procedures.

* The statistics for the current academic year 2018-19 will be available in the summer of 2019.



CAREER EXPLORATION & SUCCESS

Career Development Fee Update Board of Trustees

May 16, 2019

Jen Franchak

Assistant Vice President
Career Exploration & Success



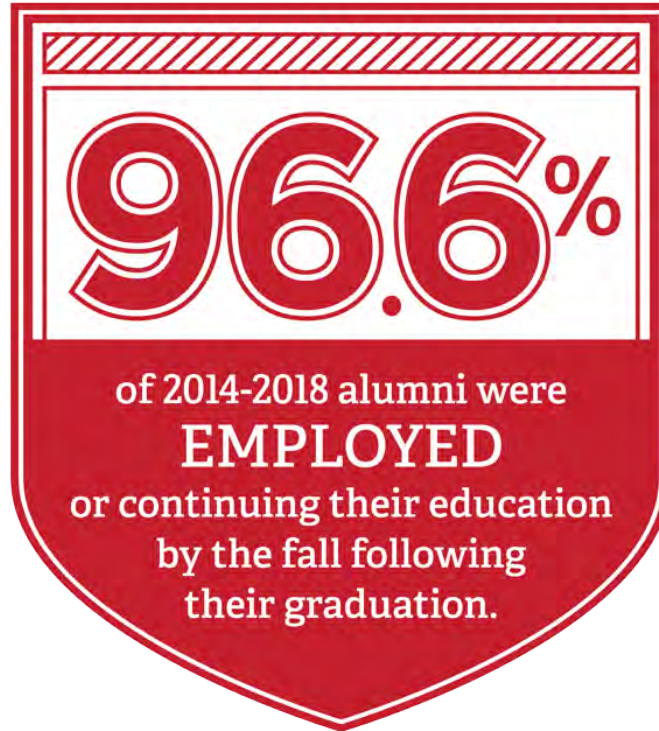
MIAMI UNIVERSITY



Agenda

- » 2017-18 First destination data
- » Career development fee
 - » Strategy
 - » FY19 tactics and outcomes
 - » FY20 tactics





Source: Institutional Research, New Alumni Success Project (2014–2018)

MiamiOH.edu

Career Development Fee

- » State of Ohio strategy
- » \$100/semester for full-time (\$8.34/credit for part-time)
- » Regional Campus – same fee; different strategy
- » Supplements Career Center funding
- » 4-year rollout plan – Begins with Class of 2022



Career Development Fee

Strategy Informed by Challenges



- » First destination success rates
- » Career Center relevance to students
- » Career-mindedness



Career Development Fee

Goals Informed by Needs and Priorities

- » 98% First destination success rate - Class of 2022
- » Implement strategic plan to enhance Miami's Career Community



Career Development Fee

Approach Informed by Beliefs

- » Career Community vision is effective and worth expanding
- » Effective career preparation yields loyal alumni
- » Added support to targeted student groups will level the playing field
- » Career planning strategies vary based on career interests (we cannot be one-size-fits-all)
- » Miami's Career Community will benefit from understanding the future of work
- » Data is powerful and should drive decisions



Tactic

1

Develop and execute enhanced outreach and support to targeted student populations.



Rays of Light Award



INTERNATIONAL STUDENT
Mock Interview Event
MARCH 14, 2019 • 9:00AM–5:00PM
ARMSTRONG 0045

This event will provide students the opportunity to practice interviewing in the context of the US job market. Sign up for a Mock Interview with an employer to practice answering common interview questions, get feedback on your interview style and gain confidence. Register in Handshake. Space is limited.

M
MIAMI
UNIVERSITY
A Division of Florida
International University

Must complete Basic Interviewing Skills workshop and upload a current resume to Handshake.
Questions? Contact Kia Nalls at rayspek@MiamiOH.edu

MIAMI
OH
Careers



Target Population Student Increase

■ 2017 First Years ■ 2018 First Years



MiamiOH.edu

Tactic **2**

Launch new services
and initiatives.



PRESIDENTIAL SERIES
CAREER & LEADERSHIP



Drop-in Career Advising

Employer Relations Team



Miami's Career Collaborative

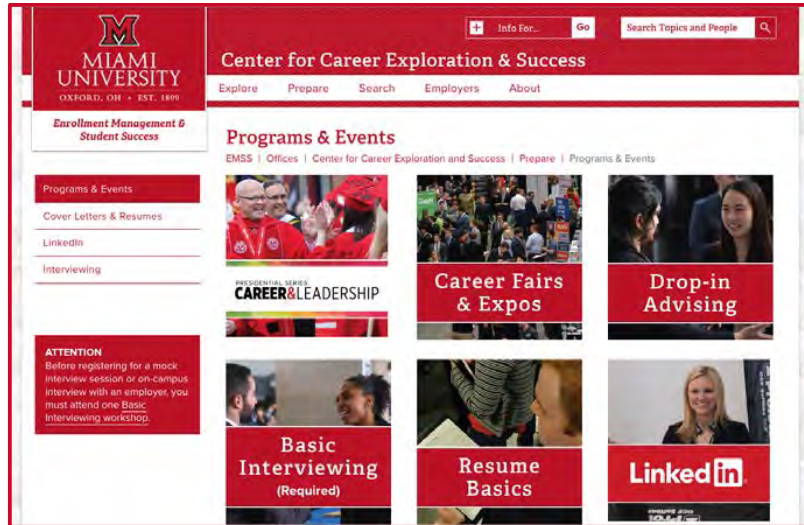


Tactic **3**

Improve marketing and communication efforts.



New Website

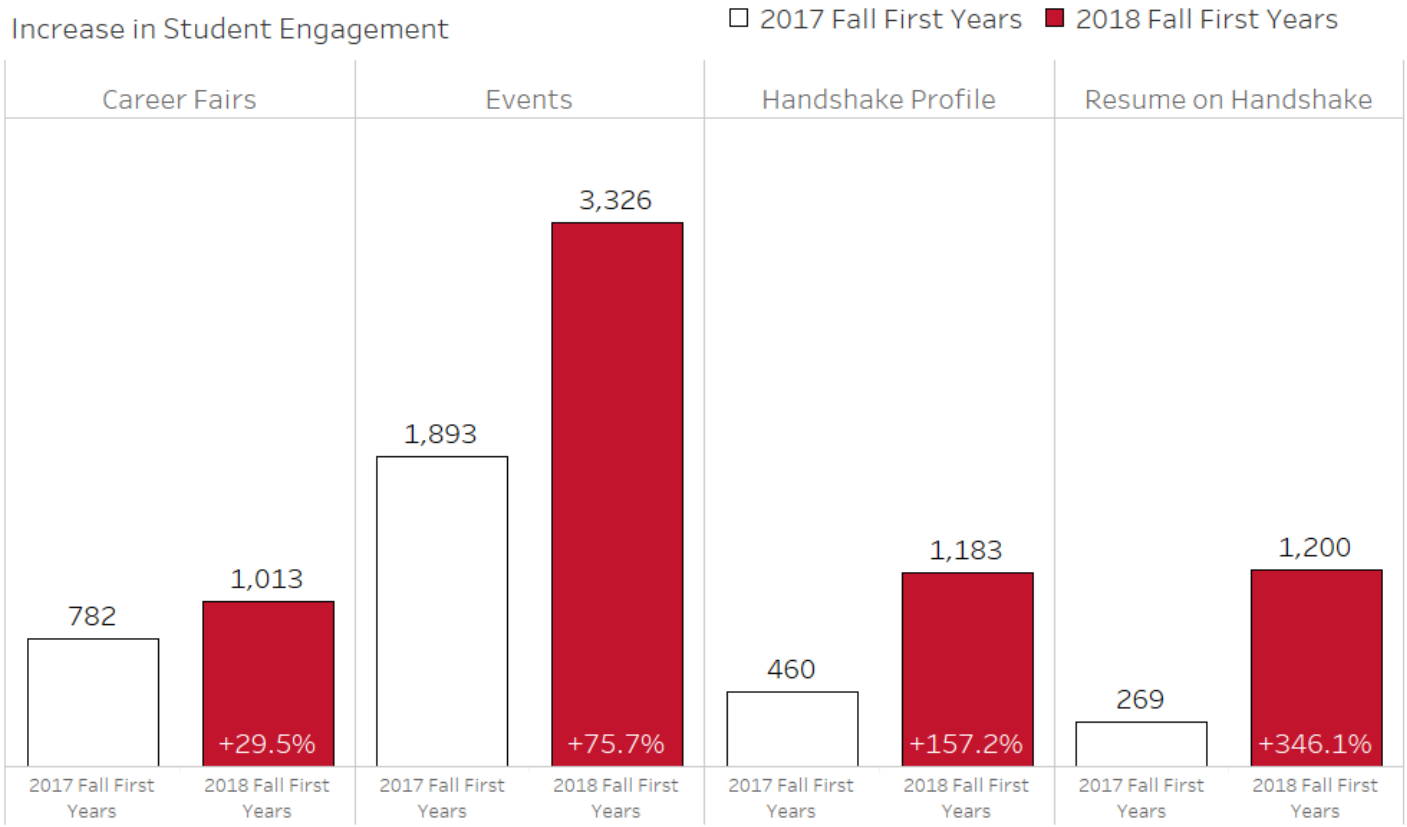


Success Starts with a Plan



Humanities Works





Tactic

4

Increase data and
assessment efforts.



Summary Page | Salary and Majors | Top 90 Employers | Search Jobs by Major | HUGS Locations and Employers | Top 10 Employer Trends | All Companies



MIAMI UNIVERSITY

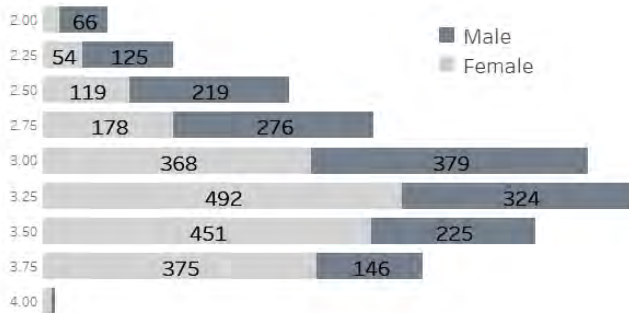
CENTER FOR CAREER
EXPLORATION & SUCCESS

First Destination

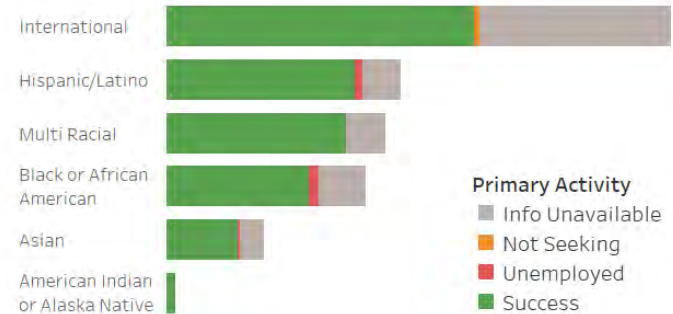
Year: 16-17
This filter influences this page and the major/salary page.

	Min. Salary	Median Salary	Max. Salary	Success Rate	Number of Oxford Bachelor's Grads
CAS	\$10,000	\$40,000	\$300,000	96.6%	1,532
CCA	\$14,000	\$41,000	\$120,000	96.6%	215
CEC	\$9,000	\$63,000	\$112,000	97.7%	358
EHS	\$10,920	\$37,000	\$75,276	96.6%	702
FSB	\$15,000	\$55,000	\$225,000	98.4%	1,029

GPA



Race/Ethnicity - SOC



CAREER CLUSTERS



**ACCOUNTING &
FINANCIAL SERVICES**



**EDUCATION, NONPROFIT
& HUMAN SERVICES**



**LAW &
GOVERNMENT**



**ARTS, COMMUNICATION,
MEDIA & DESIGN**



**ECONOMICS &
DATA ANALYTICS**



**HEALTH &
SCIENCE**



**MANAGEMENT,
SALES & CONSULTING**



**ENGINEERING &
TECHNOLOGY**



**STUDENTS
EXPLORING**

MiamiOH.edu/careers



2018–2019 Highlights

22.8% ↑ drop-in appointments

7.5% ↑ Career Advisor appointments

90.2% ↑ classroom presentations

10.5% ↑ number of events hosted

32.3% ↑ overall student touches



2019–2020 Selected Tactics

- 1 International Career Advisor
- 2 Formal job shadow program and internship growth
- 3 Expansion of Fall Internship & Career Fair (STEM Fair)
- 4 Artificial intelligence resume critique software



2019–2020 Selected Tactics



- 1 Career Pathways
- 2 Career Satisfaction
- 3 Economic Mobility
- 4 Civic Engagement
- 5 Educational Satisfaction





QUESTIONS?



MIAMI UNIVERSITY





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

Center for Career Exploration & Success (CCES)

In partnership with Dr. Greg Crawford, CCES completed the inaugural, year-long Presidential Career and Leadership Series featuring five events that directly mirror Dr. Crawford's own career interests. The events included: Startup Cincy Day, Design Thinking Across All Careers, Career Summit (conference during Winter Term), ELEVATE: Diversity and Inclusion Institute, and the Technology, Innovation and Design Expo. All participants received electronic badges to showcase their participation and commitment to professional development.

Thanks to generous donors, Gary and Julie Killian, CCES facilitated its third annual Career Academy, a three-day immersive trip. This event was designed to respond to the unique needs of equity and access in career development for students that identify as first generation, low income, and students of color. It afforded an opportunity for student participants to have small group interactions with high profile employers across various industries including sports, technology, and international business.

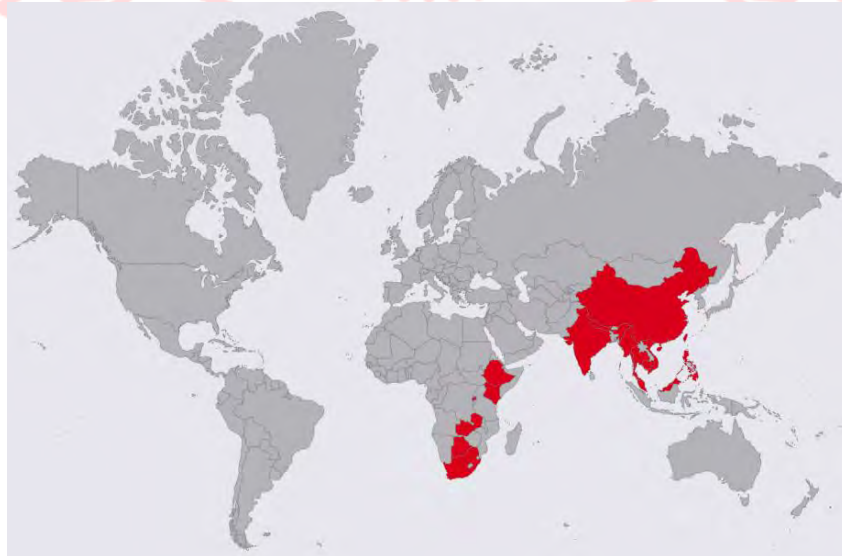
- 18 students participated (16 Oxford; 2 Regionals; 1 Graduate Student)
- 3 companies sponsored the Alumni Dinner including Nestle, Asurion, and AllianceBernstein

Strategic Enrollment Management & Marketing Admission

On Friday, May 3, Miami was well represented in the **Cincinnati Public Schools' (CPS) signing day ceremony**. As part of the program, seven men and women officially accepted their place as members of Miami's Class of 2023 and were recognized as being part of the second *Cincinnati Scholars* cohort. As part of the official partnership between Miami and CPS that was signed in August 2018, students taking part in this program are provided financial and academic support to not only provide access to a Miami education, but to ensure their success once on the Oxford campus. In her opening remarks, Dr. Laura Mitchell, superintendent, applauded Miami for its partnership and commitment to their students.

International, Transfer, and Strategic Enrollment Programs

The international recruitment team conducted several strategic trips this spring. These trips not only provided the opportunity to host events for students admitted for Fall 2019, but to meet with counselors and conduct critical visits with and programming for prospective students for Fall 2020 and beyond. Travel locations this spring included: Botswana, Brunei, Cambodia, China, Ethiopia, Hong Kong, India, Kenya, Macau, Malaysia, Mauritius, Myanmar, Nepal, Philippines, Rwanda, Singapore, South Africa, Taiwan, Thailand, Vietnam, and Zambia.



Student Enrollment Services

Bursar

Kimberly Engle, Senior Assistant Bursar, was selected by the Ohio Bursar Association to be the organization's president during the 2019-2020 academic year. The mission of the Ohio Bursar Association is to promote the discussion of best practices, share knowledge, and provide updates on state and federal regulations.

One Stop Student Services

The One Stop has created a new approach in how it supports Discover Miami during summer orientation. This year, the One Stop is allowing families to reserve time to meet with staff to discuss their financial aid, registration, or bill and payment questions during the family breakout sessions. Previously, families would utilize these services by "dropping in" to see staff and the result was often a wait of 15-30 minutes. Because most families are registering for this service at the time of registration for summer orientation, the One Stop staff is able to reach out to registrants in advance to provide phone-based counseling with the goal of resolving their questions and concerns before they arrive on campus for orientation.

Student Financial Assistance

For the third year in a row, Miami's average student loan debt at graduation has decreased. For 2018 graduates, the average loan debt was \$28,648 with 47.2% borrowing. This compares to \$29,434 (49% borrowing) in 2017 and \$29,956 (51% borrowing) in 2016.

Last week, LendEDU, a consumer website that allows users to compare financial products, including student loans, released the report, *How Student Loan Debt has Changed Over the Past Decade: By School and State*. This report utilized survey data to reveal how the average debt of graduates has grown at nearly 1,000 colleges and universities between 2007 and 2017. For the decade, Miami's average student loan indebtedness grew by 11.59%, the seventh lowest among all colleges and universities in Ohio, and the lowest among the publics. Below are survey results for the Ohio publics and Miami's top competitor set:

Ohio Publics *

Institution	Avg. Debt/ Borrower 2007	Avg. Debt/ Borrower 2017	Avg. Debt/ Borrower % Difference 2007 – 2017
<i>Miami University</i>	\$26,378	\$29,434	11.59%
University of Cincinnati	\$21,302	\$25,877	21.48%
Bowling Green State Univ.	\$24,075	\$30,814	27.99%
The University of Toledo	\$21,531	\$28,260	31.25%
Ohio University	\$20,880	\$27,993	34.07%
Kent State University	\$23,456	\$32,790	39.79%
The Ohio State University	\$19,978	\$28,158	40.95%
The University of Akron	\$17,450	\$32,033	83.57%
Shawnee State University	\$10,944	\$30,554	179.18%

*Survey data was voluntary thus not all Ohio schools are listed.

Top Competitors

Institution	Avg. Debt/ Borrower 2007	Avg. Debt/ Borrower 2017	Avg. Debt/ Borrower % Difference 2007 – 2017
<i>Miami University</i>	\$26,378	\$29,434	11.59%
University of Cincinnati	\$21,302	\$25,877	21.48%
Purdue University	\$21,636	\$27,617	27.64%
Ohio University	\$20,880	\$27,993	34.07%
Penn State	\$26,300	\$37,307	41.85%
Indiana University	\$19,763	\$28,792	45.69%
University of Illinois	\$17,057	\$25,550	49.79%
Michigan State University	\$21,175	\$32,310	52.59%
University of Dayton	\$20,438	\$35,689	74.62%
University of Kentucky	\$17,692	\$31,374	77.33%

University Registrar

- The office completed the move of all MIInE reports to BI Publisher.
- May Commencement has 4493 degree candidates with the following breakdown:
 - Doctoral - 16
 - Masters - 385
 - Bachelors - 3899
 - Associate - 90
 - Certificates - 103
- The office is moving forward with the National Student Clearinghouse (its current transcript vendor) to offer electronic transcript service to current students and alumni by December 2019. The electronic transcript option will be a major improvement in customer service for individuals who need quick access to or electronic delivery of their official Miami University transcript.
- In partnership with the University academic community, the University Registrar is exploring implementation of Planner and Schedmule, the uAchieve tools that allow students to map out a plan/path to their degree(s) semester by semester, share their plan with an advisor for feedback, and register from their plan. The goal is to have to have the tools implemented by Fall 2020.

New Department for IMS Programs

(Tentative title: Technology, Design, Entrepreneurship, and Games)

Divisional Home: College of Creative Arts

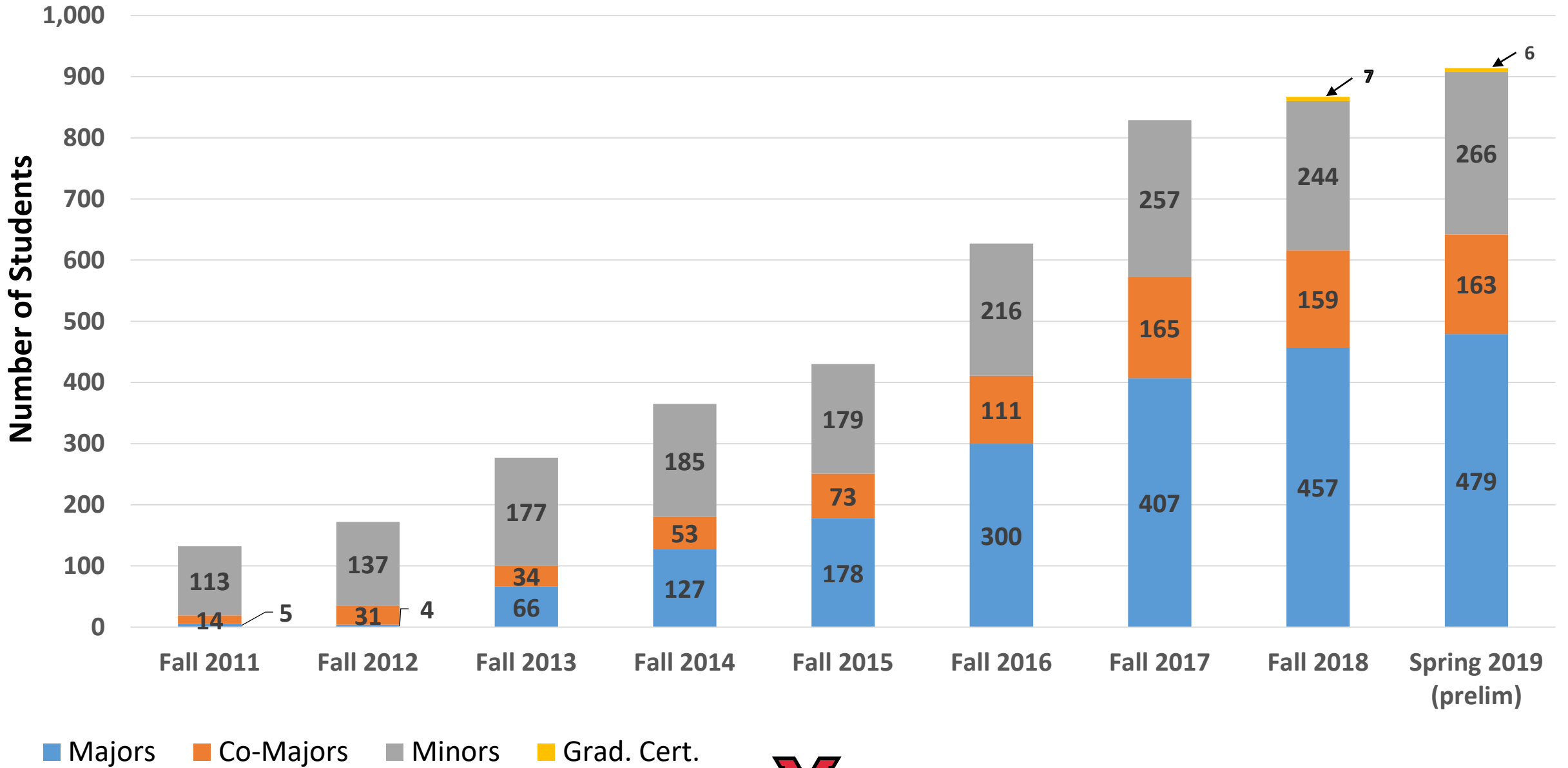


Context

- Grew from curriculum created from AIMS
- Rapid growth: ~900 students in the major, minors, co-major
- Degree programs administered through CCA
- Permanent (University) budget approved in 2017



IMS Enrollment Growth



Goal: Create Department Home for Degree Granting Program

- Major in Interactive Media Studies (IMS)
- Minor in IMS (Co-Major being phased out for new Applied Track in Major)
- Game + Simulation Major
- Game Minor
- Minor in Digital Innovation (San Francisco, Cincinnati, etc)
- Anticipated graduate program in Digital Innovation
- Anticipated undergraduate and graduate certificates in esports



New Department - Rationale

- Degree granting program needs an administrative home
- Program is rapidly growing
- Department home for faculty
 - Ensures consistent mentoring, evaluation, tenure & promotion process
 - National search for Chair



Faculty - Fall 2019

- Assistant Professors (n=6 includes 2 (successful) current searches)
- Associate Professors (n=2, i.e. 1 in MKT + 1 in EHS + n=1 additional by Fall 2019 or search in 2019-20)
- Full Professors (n=3 + n=1 chair search in 2019-20)
- TCPL Faculty (n = 2 current)
- Visiting Assistant Professors (VAPs) (n = 4 current)
- Affiliate Part-time Faculty (n=4)

NB: 13 Tenured/Tenure Track Faculty by Fall 2020



IMS – Miami Resources

2017 – Established Budget for IMS

Category	Amount
Personnel	\$1,082,670
Operations	\$57,330
TOTAL	\$1,140,000



Armstrong Endowment

Category	Endowment	Distribution	Purpose
Operational	\$2.9 M	\$120 K / year	Operations of the Institute
Armstrong Professors (n=4)	\$1.6 M	\$64 K / year \$16 K per faculty	Summer Stipend / Benefits
Armstrong Professor (FSB)	\$1.2 M	Update \$48 K / year	Summer Salary/Benefits + Professional Development + Base (partial)
Mike Armstrong Chair in Network Technology and Management	\$1.3 M	\$52 k / year	AY Stipend + Professional Development



Boldly Creative Update

Academic and Student Life Committee Board of Trustees May 16, 2019

Phyllis Callahan, Provost



Budget Approvals				
Title	Y1	Y2	TOTAL	Purpose
CADS	\$524,444	\$868,067	\$1,392,511	Course Development & Marketing
Engineering	\$1,027,000		\$1,027,000	Robotics (CEC & ENT)
MU Health Programs	\$1,982,408		\$1,982,408	Staff: TT / Advisor - NRS; PA Director; simulation equipment
MS in Business Management	\$87,470		\$87,470	Staff: PT Director/Asst
Micro Credentialing	\$170,400		\$170,400	Identify partners; develop stackable credentials
Cybersecurity	\$45,000		\$45,000	Feasibility / curriculum
Esports	\$100,000		\$100,000	Consultant
	\$3,936,722	\$868,067	\$4,804,789	Grand Total



Provost Update and Resolutions
Provost Callahan

Academic Reallocation

Unit	Positions	Compensation	Target	Difference
Art/Graphic Design	1	\$90,025		
Chemical Paper & Biomed Engineering	2	\$354,560		
Computer Sci & Software Engineering	4	\$508,295		
Economics	1	\$113,570		
Electrical and Computer Engineering	2	\$264,535		
Engineering & Computing Admin	1	\$76,175		
Family Science & Social Work/Accreditation	1	\$90,025		
Mechanical and Mfg Engineering	3	\$382,260		
Nursing	1	\$92,795		
Statistics	1	\$105,260		
Academic Reallocation Total	17	\$2,077,500	\$1,735,869	\$341,631

Boldly Creative

Unit	Positions	Compensation	Target	Difference
Center for Analytics & Data Science	6	\$687,073		
Healthcare Programs	10	\$1,023,025		
Management	2	\$137,470		
MicroCredentials	1	\$110,400		
Engineering Initiative	1	\$237,000		
Boldly Creative Total	20	\$2,194,968	\$0	\$2,194,968

Grand Total	37	\$4,272,468	\$1,735,869	\$2,536,599
--------------------	-----------	--------------------	--------------------	--------------------





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

May 17, 2019
Academic and Student Affairs

RESOLUTION R2019 - 34

WHEREAS, University Senate on April 29, 2019 passed SR 19-14, endorsing a proposed degree, a Bachelor of Arts, with a major in Data Analytics, College of Arts and Science.

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

*Approved by the Board of Trustees
May 17, 2019*

T. O. Pickerill II
Secretary to the Board of Trustees



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Terri Barr, Chair

Dana Cox, Chair-elect

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

April 30, 2019

To: Gregory P. Crawford, President
From: Jeffery Wanko, Secretary of the University Senate
Re: Degree Program Approval
SR 19-04, Bachelor of Arts, with a major in Data Analytics, College of Arts and Science;

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 April 29, 2019 University Senate adopted SR 19-04:

Be it hereby resolved that University Senate endorse the proposed degree, Bachelor of Arts, with a major in Data Analytics, College of Arts and Science;


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

Approval of the President

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

<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

University Senate, April 15, 2019

SR 19-14

April 29, 2019

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Bachelor of Arts, with a major in Data Analytics, College of Arts and Science;

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.



Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio

REQUEST FOR APPROVAL

SUBMITTED BY
MIAMI UNIVERSITY

ESTABLISHMENT OF A
[Data Analytics] DEGREE IN
[Bachelor of Arts]

(March 12, 2019)



TABLE OF CONTENTS

Request (insert pg #)

Section 1: Introduction

Section 2: Accreditation

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

Section 3: Academic Leadership—Institution

Mission statement
Organizational structure

Section 4: Academic Leadership—Program

Organizational structure
Program development
Collaboration with other Ohio institutions

Section 5: Student Support Services

Admission policies and procedures
Student administrative services
Student academic services

Section 6: Curriculum

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

Section 7: Assessment and Evaluation

Program assessment
Measuring student success

Section 8: Faculty

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

Section 9: Library Resources

Library resources
Resources and Facilities

Section 10: Budget, Resources, and Facilities

Resources and Facilities
Budget/financial planning

Appendices

Signature Page

Supplements: List the supplement or supplements included with the proposal

REQUEST**Date of submission:** [March 12, 2019]**Name of institution:** Miami University**Degree/degree program title:** [Data Analytics] degree in [Bachelor of Arts]**Primary institutional contact for the request****Name:** Steve Wright**Title:** Associate Dean**Phone number:** 513-529-1234**E-mail:** wrightse@miamioh.edu**Department chair/program director****Name:** John Bailer**E-mail:** baileraj@miamioh.edu**Delivery sites:** Oxford campus(es)**Date that the request was approved by the institution's governing board:**

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

Proposed start date: [term] [year]**Date Institution established:** 1809**Institution's programs:** associate, bachelor's, master's, educational specialist, doctoral degrees (total ____ degree majors as of ____)**Educator Preparation Programs:**

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

Licensure Yes No**Endorsement** Yes No**SECTION 1: INTRODUCTION****1.1 Brief summary of the request**

The Bachelor of Arts degree with a major in Data Analytics will offer students an interdisciplinary, liberal arts curriculum providing a core of technical skills for managing and analyzing data along with depth of knowledge in a focused, data-intensive field of application.

SECTION 2: ACCREDITATION**2.1 Regional accreditation**

Original date of accreditation: 1913

Date of last review: 2005
Date of next review: 2015

2.2 Results of the last accreditation review

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

2.3 Notification of appropriate agencies

Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program. **Provide documentation of the notification as an appendix item.**

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

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

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

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

-- June 20, 2008

(<http://MiamiOH.edu/about-miami/leadership/president/mission-goals/>)

3.2 Organizational structure

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

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

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

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

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

The program organizational structure will consist of:

- (a) a Program Director [a faculty member in a participating department];
- (b) an Administrative Home Department [one of the Participating Departments, initially the Department of Statistics];
- (c) a program Steering Committee;
- (d) Participating Departments [those whose faculty teach and/or advise in the program];
- and
- (e) a Dean Liaison [an associate dean in the College of Arts and Science].

The Program Director and Participating Departments will report to the Steering Committee and Administrative Home Department, who in turn report to the Dean Liaison, who reports to the Dean. The primary roles of the Dean Liaison are to ensure that the program has appropriate resources, to coordinate those resources with the participating departments and other units, and to chair the Steering Committee. The Steering Committee will approve all changes to the curriculum, including new concentrations, and oversee assessment. Under a Boldly Creative project proposal to the Strategic Academic Enhancement Program, the BA in Data Analytics will also be coordinated with other analytics curricula on campus and supported by external partnership through the Center for Analytics and Data Science.

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

The Program Director will be a faculty or staff member from a Participating Department, selected by the Dean of the College of Arts and Science. Responsibilities include serving as Chief Advisor for the overall program; performing and coordinating first-year advising; coordinating recruitment and retention activities; coordinating program assessment.

[Bailer-cv-2page-21sep18.doc](#)

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

The Steering Committee will oversee the strategic direction of the program as well as develop and propose recommendations on curricular changes, class scheduling, resources, and program policies. Members shall include the Program Director, Dean Liaison (serving as committee chair), and one representative from each concentration currently in the major or under consideration for inclusion in the major. The members will be chosen by the Dean Liaison in consultation with the chairs of the Participating Departments. The Steering Committee will meet at least one per semester.

4.2 Program development

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

The Bachelor of Arts with a major in Data Analytics is a liberal arts degree that leverages the combined strengths of faculty in multiple departments in preparing students for future employment or graduate study. It is aligned with Miami University's mission as a premier liberal arts university.

It is important to understand the proposed degree's relationships with existing programs at the same institution. The learning objectives for this interdisciplinary program partially overlap those of the disciplinary programs from which it is drawn (initially, these are bioinformatics and geographical information science [GISci]). This overlap reflects its innovative combination of core data-oriented skills with depth of knowledge in a field of application. This completely transforms what is possible for many students and opens up new undergraduate research opportunities for them.

Importantly, some of the core courses in the proposed BA can also be applied toward the new Undergraduate Certificate in Foundations of Analytics (and vice versa), so that two programs are anticipated to leverage each other as well as graduate-level programs in Analytics being developed by Information Systems and Analytics and other departments.

This program differs from the Business Analytics track of the ISA major in its conception as a liberal arts degree rather than a professional degree. Moreover, the concentrations proposed at the outset and most of the later ones to follow will emphasize the role of analytics in many non-business settings.

It's also important to differentiate this program from the new BS in Data Science and Statistics. "Statistics" is the science of using data to predict and explain phenomena and "Data Science" is an outgrowth of Statistics that incorporates computer science and database concepts to address large, unstructured, or complex data sets. By contrast, "Data Analytics" is the application of data science methods in specific domains. In other words, Data Science and Statistics are focused mainly on how to building and adapt the methodologies that get applied, while Data Analytics is devoted mainly to a deeper understanding of the disciplinary applications themselves. Context and depth of applications are key differentiators of this degree.

Finally, regarding possible overlap with the co-major in Analytics. Students in the co-major choose one of three tracks. Students are not permitted to complete both the GISci concentration in this degree and the analogous track in the Analytics co-major. The other two tracks of the co-major are business analytics and predictive analytics. Both of these involve more extensive technical coursework that is not included in the new major, and would involve very little overlap with it.

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.

Based on Burning Glass data, the number of jobs with data analytics backgrounds is expected to grow over by 13.3% by 2027 (523,072 to 591,931) across the Midwest. Nationally, demand is expected to grow 11.1% by 2027. Over the last year (2/18 - 1/19), the top 5 largest job postings states for Data Analysis majors was California, Texas, New York, Florida and Illinois (rank order), all high priority prospective student recruiting states. The top 10 hiring employers in the Midwest based on job postings were Anthem Blue Cross, U.S. Bancorp, Accenture, Deloitte, UnitedHealth Group, JP Morgan Chase Company, Wells Fargo, Citi, Infosys, and The PNC Financial Services Group, Inc. The short supply of analytics talent and predictions of unfilled analytics positions going forward are well documented. Lund et al. projected a shortfall by 2018 of "190,000 skilled data scientists, and 1.5 million managers and analysts capable of reaping actionable insights from the big data deluge." [Game Changers: Five Opportunities for US Growth and Renewal, Susan Lund, James Manyika, Scott Nyquist, Lenny Mendonca, and Sreenivas Ramaswamy; McKinsey Global Institute, July 2013].

The Office of EMSS indicates that current trends suggest that an undergraduate program in analytics based in the College of Arts and Science would attract 100-200 incoming students per year. Other details are in the EMSS support letter (see attachments for Supporting Materials).

This degree will be one of the first in the nation of its kind. The only similar programs appear to be at Drake University and Denison University, where the core curriculum is larger and the discipline-specific concentrations are smaller because of a lack of data-intensive offerings in those areas. Although one can readily find lists of undergraduate programs in Data Analytics elsewhere, almost all (such as Ohio State University's) are BS programs rather than BA programs. Moreover, even the BA programs are actually Data Science programs, a fact that is increasingly being recognized by program name changes over the past year or two. In place of the more extensive theoretical and technical training of a BS degree, this program offers specific technical skills to be applied and synthesized in various cultural and professional contexts through the selected concentration. It combines a solid four-year liberal education with the early development of practical skills widely sought by employers from interns and new college graduates, and by graduate and professional schools [The Age of Analytics: Competing

in a Data-Driven World, Nicolaus Henke, Jacques Bughin, Michael Chui, James Manyika, Tamim Saleh, Bill Wiseman, and Guru Sethupathy; McKinsey Global Institute, December 2016].

Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

The institution has not consulted with outside groups. However, see needs assessment information above for industry assessments of future employment opportunities in this area.

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

No.

4.3 Collaboration with other Ohio institutions

Indicate whether any institution within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program, and provide a rationale for offering an additional program at this site.

There are no institutions within a 30-mile radius who offer the proposed program.

Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

The proposed major was not developed with another institution.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

Admission to the program will follow the University admissions standards.

Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT²) initiatives; and other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).

Students wishing to transfer must apply to Miami University as a transfer student. Miami requires a high school diploma and a minimum of a 2.0 grade point average in college courses. Transfer students are responsible for meeting all requirements that are in effect when they first enroll as a degree candidate.

5.2 Student administrative services

Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Miami University has all of the administrative resources required to support the proposed program.

5.3 Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Miami University's current student academic support services can support this new program.

SECTION 6: CURRICULUM

6.1 Introduction

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

Data Analytics combines statistical methods, programming skills and deep knowledge in a field of application to extract meaning from large, unstructured or complex data sets with the goal of informing policy, decisions, or scholarly research. Students select a concentration in one of two areas of application: Geospatial Analytics or Bioinformatics.

Students majoring in the Geospatial Analytics concentration may not co-major in Analytics. Students majoring in the Bioinformatics concentration may not minor in Bioinformatics.

6.2 Program goals and learning objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

6.3 Course offerings/descriptions

Miami University | Proposal to Establish a [DEGREE] in [MAJOR] | Page 10

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

Course (number/name)	Cr hrs	Major	General Education (Miami Plan)	Elective	OTM TAG CTAG	New/Existing Course
MAJOR REQUIREMENTS						
e.g., STA 261 Statistics	4	■				Existing
e.g., MGT 111 Intro to Business	3	■				Existing
MTH 133	3	■				New
Or ISA 250	4	■				
STA 363	3	■				
or ISA 291	3	■				
or POL 306	3	■				
ENG 285	3	■				New
HST/PHL/GIC 286	3	■				New
STA 308	3	■				New
STA 309	3	■				New
ADDITIONAL REQUIREMENTS						
Concentration in Geospatial Analytics	18-19					
One of the following:	3-4					
GEO 101						
GEO 121						
GEO 122						
GEO 201						
GLG 251						
All of the following:						
GEO 242	3					
GEO 441	3					
GEO 442	3					
GEO 448	3					
One of the following:	3					
GEO 443						
GEO 460						
Concentration in Bioinformatics	19					
BIO 116	4					
BIO 256	3					
BIO 466	3					New
BIO 485	3					
BIO/MBI/CHM 200-level or above (BIO 243, MIB 365, BIO 444 recommended)	6					

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

[General Bulletin](#)

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

Roadmap

Time Period	Curriculum component	Time period	Curriculum component
Freshman Year			
Year 1 Fall Semester	Courses/Activities (hrs.)	Year 1 Spring Semester	Courses/Activities (hrs.)
Time period	Curriculum component	Time period	Curriculum component
Sophomore Year			
e.g., Year 2 Fall Semester	Courses/Activities (hrs.)	e.g., Year 2 Spring Semester	Courses/Activities (hrs.)
Time period	Curriculum component	Time period	Curriculum component
Junior Year			
e.g., Year 3 Fall Semester	Courses/Activities (hrs.)	e.g., Year 3 Spring Semester	Courses/Activities (hrs.)
Time period	Curriculum component	Time period	Curriculum component
Senior Year			
e.g., Year 4 Fall Semester	Courses/Activities (hrs.)	e.g., Year 4 Spring Semester	Courses/Activities (hrs.)

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

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

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

- an **online course** is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings;
- a **hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;
- a **flexible or accelerated program** includes courses that do not meet during the institution's regular academic semester (fall or spring) as well as courses that meet during the regular academic term but are offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.

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

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

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

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

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

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

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

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

- List at least 3 specific student learning outcomes (SLOs) that the students are expected to achieve by the time they complete the program. If the program includes liberal education course(s), articulate any specific linkages between your stated SLOs and Miami Plan principles or competencies.

SLOs for the major (all concentrations):

DataAn1. Analyze and interpret data critically using statistical models and programming skills.

DataAn2. Effectively communicate, both orally and in written form, results of analyses to both the expert and layperson.

SLO for the concentration in Geospatial Analytics:

GeoAn1. Design and execute workflows for geospatial problem solving and analysis.

SLO for the concentration in Bioinformatics:

Bioinf1. Integrate experimental bioinformatics data with biological pathway analysis to achieve understanding in complex biological processes.

- Identify courses (and examinations or assignments within them) or other culminating projects where these outcomes are emphasized and can be measured, especially near the point of graduation. If relevant, specify any licensing or external exams you intend to use.

Student learning for all majors will be assessed annually in a designated course (GEO 448, BIO/MBI 485) from each concentration. The specific courses are selected because they are generally taken after all core courses and after most of the other required courses in their respective concentrations. Each of those courses also includes at least one significant assignment that involves synthesis and application of material within the major.

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

Rubric

- Describe the sampling procedure. What percentage of your student body will comprise your sample? If the sample size is small, make the case that they adequately represent the whole.

We will assess the work of randomly selected students comprising at least 50% of those in each concentration.

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

Through an exit survey and alumni surveys.

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

We will collect papers from each designated class each year, and collect and summarize the data during the spring or summer. The exit survey will be given (anonymously) to students in the designated classes, and the alumni survey will be administered every two years.

- Describe your plans for a regular faculty meeting in which faculty discuss assessment data findings and make plans for improvement of teaching and learning based upon the data.

Early each fall semester, results of the data collection will be shared with the program's Steering Committee for discussion at their first fall meeting.

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

Program Director, BA with a major in Data Analytics (to be named by the Dean of the College of Arts and Science).

7.2 Other means of measuring student success

In addition to program assessment, describe the other ways that individual student success in the proposed program will be measured (e.g., exit interviews, job placement, alumni surveys). Describe the measurements to be used, frequency of data collection and how the results will be shared and used for program improvement.

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

SECTION 8: FACULTY

8.1 Faculty appointment policies

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

Faculty designations include:

1. tenured/tenure-track faculty (with responsibilities including teaching, scholarship and service) in the ranks of Professor, Associate Professor, Assistant Professor;
2. continuing faculty (with responsibilities including teaching and service) in the non-tenurable ranks of Teaching Professor, Associate Teaching Professor, Assistant Teaching Professor, Clinical Professor, Associate Clinical Professor, Assistant Clinical

Professor, Senior Lecturer, Associate Lecturer, Assistant Lecturer, Senior Clinical Lecturer, Associate Clinical Lecturer, Assistant Clinical Lecturer;

3. faculty in 1-semester and 1-year appointments (with responsibilities only for teaching) holding the titles of Visiting Assistant Professor or Instructor.

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

Faculty whose titles include the word Lecturer or Instructor must hold a master's degree in statistics, mathematics, geography, geology, biological or life science, or related discipline. Faculty whose titles include the word Professor must hold a terminal degree in statistics, mathematics, geography, geology, biological or life science, or related discipline.

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

New courses added to the core curriculum will require additional faculty in the departments that teach those courses until faculty resources can be reallocated by the Dean. The Department of Statistics is redesigning the delivery of some course offerings to provide greater efficiency by offering fewer, but larger sections.

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

[MUPIM 6.5 Overload Teaching](#)

8.2 Program faculty

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

Full-time: 22

Less than full-time:

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

Full-time: 2

Less than full-time:

8.3 Expectations for professional development/scholarship

Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. **Include a faculty handbook outlining the expectations and documenting support as an appendix item.**

All new faculty appointed to teach in the new major will follow the existing guidelines for professional development and scholarship in their respective home departments. Tenured, tenure track, teaching and clinical faculty complete an annual professional development plan and can call upon an array of University resources to support plan

activities. These include both monetary support to attend conferences and workshops, and funds to purchase computer software and professional publications. Miami also has a wide range of learning opportunities available to support research and teaching development. Faculty on 1-semester and 1-year appointments are eligible to take advantage of Miami's teaching resources.

8.4 Faculty matrix

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

[Data Analytics – Faculty matrix](#)
[Faculty CVs 2](#)
[Faculty CVs – second set](#)

SECTION 9: LIBRARY RESOURCES

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

9.1 Library resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

No additional library resources are needed at this time.

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

No additional library resources are needed at this time.

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

No additional library resources are needed at this time.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

List the facilities/equipment currently available for the program. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

10.2 Budget/financial planning: Fiscal Impact

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

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full time				
Headcount part time				
Full-time equivalent (FTE) enrollment				
II. Projected Program Income				
Tuition (paid by student or sponsor)				
Expected state subsidy				
Externally funded stipends, as applicable				
Other income (if applicable, describe in narrative section below)				
Total Projected Program Income				
III. Program Expenses				
New Personnel				
• Instruction (technical, professional and general education)				
Full _____				
Part Time _____				
• Non-instruction (indicate roles in narrative section below)				
Full _____				
Part time _____				
New facilities/building/space renovation (if applicable, describe in narrative section below)				
Scholarship/stipend support (if applicable, describe in narrative section below)				
Additional library resources (if applicable, describe in narrative section below)				
Additional technology or equipment needs (if applicable, describe in narrative section below)				
Other expenses (if applicable, describe in narrative section below)				
Total Projected Expense				

Budget Narrative:

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

Proposer's note: ENG 285 is approved as a CAS-W course.

Proposer's note: The program has been developed in collaboration with faculty in GEO, GLG, BIO, MBI, CHM, POL, ENG, GIC, MJF, SOC/GTY, ISA and KNH. A Boldly Creative proposal has been selected by the Council of Academic Deans to develop additional concentrations and courses in areas involving humanities, social sciences, business and sports after the currently proposed curriculum has been implemented.

APPENDICES

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

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

Appendix Description

A	BA-Data Analytics Roadmap
B	BIO_Supporting_Analytics
C	GLG_DataAnalysis Support
D	EMSS Data Analytics Letter of Support
E	MBI Memo
F	ISA BADA Support Letter
G	GEO Support Letter
H	CHM Support Letter
I	EHS Support Letter
J	CUC Report

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

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

Respectfully,

Dr. Phyllis Callahan
Provost & Executive Vice President
Miami University

Department Chair/Program Director Approval and Forwarding:

Name: Email: Phone: Date:

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

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

indicates a recognition and acceptance of the staffing model and implications, and (C) forwarding of other related resource issues, when approved. When approved by the Dean, following the divisional curriculum approval, forward for Registrar action within the curriculum approval process.

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

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

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



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

May 17, 2019
Academic and Student Affairs

RESOLUTION R2019 - 35

WHEREAS, University Senate on April 15, 2019 passed SR 19-06, endorsing a proposed degree, a Bachelor of Arts, with a major in Organizational Leadership, College of Arts and Science.

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

*Approved by the Board of Trustees
May 17, 2019*

A handwritten signature in black ink, appearing to read 'T. O. Pickerill II', with a horizontal line extending to the right.

T. O. Pickerill II
Secretary to the Board of Trustees



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Terri Barr, Chair

Dana Cox, Chair-elect

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

April 30, 2019

To: Gregory P. Crawford, President
From: Jeffery Wanko, Secretary of the University Senate
Re: Degree Program Approval
SR 19-06, Bachelor of Arts, with a major in Organizational Leadership, College of Arts and Science;

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 April 15, 2019 University Senate adopted SR 19-06:

Be it hereby resolved that University Senate endorse the proposed degree, Bachelor of Arts, with a major in Organizational Leadership, College of Arts and Science;

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

Approval of the President

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

<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

University Senate, April 15, 2019

SR 19-06

April 15, 2019

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Bachelor of Arts, with a major in Organizational Leadership, College of Arts and Science;

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.



Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio

REQUEST FOR APPROVAL

**SUBMITTED BY
MIAMI UNIVERSITY**

**ESTABLISHMENT OF A
[Bachelor of Arts] DEGREE IN
[Organizational Leadership]**

(February 19, 2018)



TABLE OF CONTENTS

Request	(insert pg #)
Section 1: Introduction	
Section 2: Accreditation	
Institutional accreditation	
Results of the last accreditation review	
Notification of appropriate agencies	
Section 3: Academic Leadership—Institution	
Mission statement	
Organizational structure	
Section 4: Academic Leadership—Program	
Organizational structure	
Program development	
Collaboration with other Ohio institutions	
Section 5: Student Support Services	
Admission policies and procedures	
Student administrative services	
Student academic services	
Section 6: Curriculum	
Introduction	
Program goals and objectives	
Course offerings/descriptions	
Program sequence	
Alternate delivery options	
Off-site program components	
Section 7: Assessment and Evaluation	
Program assessment	
Measuring student success	
Section 8: Faculty	
Faculty appointment policies	
Program Faculty	
Expectations for professional development/scholarship	
Faculty Matrix	
Section 9: Library Resources	
Library resources	
Resources and Facilities	
Section 10: Budget, Resources, and Facilities	
Resources and Facilities	
Budget/financial planning	
Appendices	
Signature Page	
Supplements: List the supplement or supplements included with the proposal	

REQUEST**Date of submission:** [February 19, 2018]**Name of institution:** Miami University**Degree/degree program title:** [Bachelor of Arts] degree in [Organizational Leadership]**Primary institutional contact for the request****Name:** Stephen Lippmann**Title:** Chair & Associate Professor**Phone number:** 513-529-8515**E-mail:** lippmas@miamioh.edu**Department chair/program director****Name:** Stephen Lippmann**E-mail:** lippmas@miamioh.edu**Delivery sites:** campus(es)**Date that the request was approved by the institution's governing board:**Approved by the Miami University Senate on [date], and
the Board of Trustees on [date]**Proposed start date:** [Fall] [2020]**Date Institution established:** 1809**Institution's programs:** associate, bachelor's, master's, educational specialist,
doctoral degrees (total ____ degree majors as of ____)**Educator Preparation Programs:**

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

Licensure Yes No**Endorsement** Yes No**SECTION 1: INTRODUCTION****1.1 Brief summary of the request**

The Bachelor of Arts major in Organizational Leadership will offer students an interdisciplinary, liberal arts curriculum focused on important processes within and between organizations.

SECTION 2: ACCREDITATION**2.1 Regional accreditation**

Original date of accreditation: 1913

Date of last review: 2005

Date of next review: 2015

2.2 Results of the last accreditation review

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

2.3 Notification of appropriate agencies

Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program. **Provide documentation of the notification as an appendix item.**

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

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

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

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

-- June 20, 2008

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

3.2 Organizational structure

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

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

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

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

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

This program will be housed in the Department of Sociology and Gerontology, led by the department chair and a program coordinator. The coordinator will be advised by a group of faculty from Political Science, Psychology, and Sociology, the departments from which most of the courses are drawn. Student advising will take place in the Department of Sociology and Gerontology. Faculty will have tenure homes in existing departments, and new hires will be on the tenure track in the department most closely aligned with their training and expertise.

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

Matthew Regele--Assistant Professor of Sociology, Organizational Leadership Program Coordinator

In addition to teaching, research, and service duties, the Program Coordinator will oversee curriculum development and modifications, coordinate and convene the Organizational Leadership Faculty Steering Committee and Advisory Board, and coordinate and supervise internship placements.

[CV - Regele Matthew 20190209.pdf](#)

Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by

position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.

Organizational Leadership Faculty Steering Committee -- One faculty member each from Political Science, Psychology, and Sociology, plus the Sociology Department Chair. Meet once per semester to discuss curricular, internship, and student issues. Convened by ORG program coordinator.

Organizational Leadership Advisory Board--comprised of 3-4 professionals (Miami Alums) who can provide input on program outcomes and processes, and advice on internship placements.

4.2 Program development

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

The Bachelor of Arts with a major in Organizational Leadership aligns with the mission of Miami University and the College of Arts and Science to provide a broad-based liberal arts education geared to today's work world. The new degree will leverage traditional strengths in core liberal arts fields (e.g. sociology, psychology, political science), and combine them with an applied focus on important issues facing organizations and their leaders, including innovation, diversity and inclusion, and macro-level strategic issues. Moreover, the Organizational Leadership major will serve as a model for how Miami's core liberal arts mission may evolve to meet growing demands for more visibly work-oriented degrees, while integrating appropriate offerings from other divisions. The degree does not compete with the existing BS in Business with a major in Human Capital, Management and Leadership. Rather, it offers a liberal arts-based degree with a focus on social science methodology. With the collaboration of the Farmer School of Business, the major requires 9 hours of business foundation courses, designed specifically for non-business majors. Majors interested in a career in the private sector will be encouraged to complete a General Business minor, which can be accomplished with 3 additional courses (9 hours). See attached letter of support from the Dean of the Farmer School.

This degree also does not compete with the BS in Commerce, with a major in Small Business Management, offered by the College of Liberal Arts and Applied Sciences. The BS in Commerce is an applied business degree. Additionally, it is offered fully online, whereas the proposed degree will be face-to-face, for a substantially different audience.

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.

The institution deployed employment analytics tools from Burning Glass, a leading jobs analysis company. This analysis showed that a bachelor's degree in Organizational Leadership leads to initial employment in a wide range of positions including, for example, Operations Manager and General Manager (data from Program Insight, consulted through Miami EMSS; full report available on request). Burning Glass reports that since 2013, advertised positions in these occupations have grown nationally from about 1.9 million to over 2.3 million jobs, for an increase of over 20%. Regionally, the growth in these occupations is comparable.

The office of Enrollment Management and Student Success anticipates strong demand from prospective students for a major option focusing on organizational dynamics in the

College of Arts and Science (see attached letters of support from EMSS and the Center for Career Exploration and Success). The major will help recruit students interested in the liberal arts who are looking for clear pathways to employment after graduation. EMSS anticipates that the degree will attract new students who might otherwise attend a different university offering similar programming. Student interest in non-profit and government jobs is growing, and the major will allow us to recruit new students interested in these fields. Additionally, it will help retain students who cannot find a suitable program among existing options by offering a meaningful course of study. Retention rates for ASU2 students are substantially lower than the university-wide rates (89.1% vs 91.9% after one year, 84.9% vs. 86.6% after two years). Likewise, it will provide an alternative pathway for those students currently in the BA Economics degree program, that are better suited for a less quantitatively oriented degree option.

Among local universities that also offer an undergraduate management major, Northern Kentucky University and Wright State University offer non-business school majors in Organizational Leadership. The University of Cincinnati offers a BA in Organizational Leadership housed in its psychology department (CAS). Nationally, several peer institutions with undergraduate business majors, including the University of North Carolina-Chapel Hill and the University of Michigan, offer non-business majors in Management and Society and Organizational Studies, respectively. Several schools without undergraduate business majors offer majors in organizational studies/leadership in a CAS (Brown University, University of California at Davis), or similar certificates (Denison University [Organizational Studies], Duke University [Markets and Management]). Without paralleling any of these situations exactly, Miami's offerings and recruiting ability should be enhanced, not duplicated, by the new degree.

Several local prospective employers have expressed enthusiasm (see next section).

Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

The proposers met with a number of area organizational leaders who offered advice on the major's content and can provide student opportunities for career development, such as internships, class projects, and ultimately jobs. These organizations span several sectors. The proposers started by speaking with directors of business incubators and have established relationships with the directors of First Batch (<http://www.firstbatch.org/>), Findlay Kitchen (<https://findlaykitchen.org/>), Mortar (a local minority-focused business incubator - <http://wearemortar.com/>), and the Hamilton Mill (<https://hamiltonmill.org/>). These business incubators work with founders of for profit businesses, but are themselves nonprofits with explicitly social missions. They offer a unique perspective on the organizational leadership challenges faced by entrepreneurs, as well as their own struggles as directors of nonprofits. First Batch, for example, is greatly expanding its mission, as it builds a large community-centered institution focused on inclusive workforce development, business incubation, and general education in the manufacturing sector. This presents unique learning opportunities for Organizational Leadership students.

Corporate and public organizations consulted included the Cincinnati Reds, Procter & Gamble, the City of Cincinnati, and the Butler County Small Business Development Center, all of which have offered to sponsor experiential projects for students. The first iteration of these projects took place during fall 2018 in Dr. Regele's courses, where teams of students completed pilot versions of projects for the Cincinnati Reds, Procter &

Gamble, the Hamilton Mill, and Findlay Kitchen. For example, in one project for Procter & Gamble, students considered how new parents balance parenting responsibilities with a social life, in particular whether social media creates a "fear of missing out" (FOMO). Procter & Gamble executives posed this sociological question because they are interested in whether P&G could offer products that help new parents deal with such issues. An additional project is confirmed for an independent study in Spring 2019 with the City of Cincinnati.

Additional placements may be found based on internal Miami University partners. Officials at Miami's Voice of America Learning Center (VOA) are enthusiastic about the major and see potential for significant experiential learning opportunities for students through the VOA. In the College of Creative Arts, the Director of the Arts Management & Entrepreneurship program expressed support and envisions possible future collaborations with students in his program.

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

No.

4.3 Collaboration with other Ohio institutions

Indicate whether any institution within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program, and provide a rationale for offering an additional program at this site.

There are no institutions in a 30-mile radius that offer this proposed major.

Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

This major was not developed with another university.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

Admission to the program will mirror University admissions standards.

Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical

Credit Transfer (CT²) initiatives; and other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).

Students wishing to transfer must apply to Miami University as a transfer student. Miami requires a high school diploma and a minimum of a 2.0 grade point average in college courses. Transfer students are responsible for meeting all requirements that are in effect when they first enroll as a degree candidate.

5.2 Student administrative services

Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Miami University has all of the administrative resources required to support the proposed program.

5.3 Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Miami University's current student academic support services can support this new program.

SECTION 6: CURRICULUM

6.1 Introduction

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

The Organizational Leadership major allows students to apply sociological, psychological, and political science theories and methods to real world organizational problems. The major is designed to maximize graduates' ability to flexibly adapt to today's continually shifting job requirements, emerging technologies, and new ways of organizing. Students develop skills and knowledge relevant for jobs across a variety of sectors, including for-profit businesses, nonprofit organizations, and government. Graduates are also well equipped for a variety of graduate school programs in the social sciences and areas such as business, law, and public policy.

6.2 Program goals and learning objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

6.3 Course offerings/descriptions

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

Course (number/name)	Cr hrs	Major	General Education (Miami Plan)	Elective	OTM TAG CTAG	New/Existing Course
MAJOR REQUIREMENTS						
e.g., STA 261 Statistics	4	■				Existing
e.g., MGT 111 Intro to Business	3	■				Existing
MGT 211	3	■				Existing
PSY 111	3	■	■		■	Existing
PSY 231	3	■			■	Existing
SOC 153	3	■	■		■	Existing
SOC 262	3	■				Existing
SOC 340	3	■				Existing
STA 261	4	■	■			Existing
ORG 354	3	■				New
ORG 361	3	■				New
ORG 471	3	■				New
ADDITIONAL REQUIREMENTS						
Business Foundations	6					
ACC 211						
FIN 211						
MKT 211						
ISA 211						
Leading Organizations	6					
MSC 121						
MSC 122						
MSC 221						
NSC 211						
ORG 360						
POL 362						
PSY 376						
STC 339						
EGM 411						
MGT 411						
MGT 304						
MGT 414						
MGT 415						
POL 467						
POL 468						
KNH 272						
Organizations & their Environments	6					
SOC 225						
SOC 305						
SOC 417						

SOC 454						
EDL 290						

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

[General Bulletin](#)

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

Time Period	Curriculum component	Time period	Curriculum component
Freshman Year			
Year 1 Fall Semester	Courses/Activities (hrs.)	Year 1 Spring Semester	Courses/Activities (hrs.)
	SOC 153 (3)		PSY 221 (3)
	PSY 111 (3)		SOC 262 (3)
	PSY 112 (1)		
Time period	Curriculum component	Time period	Curriculum component
Sophomore Year			
e.g., Year 2 Fall Semester	Courses/Activities (hrs.)	e.g., Year 2 Spring Semester	Courses/Activities (hrs.)
	STA 261 (4)		ACC 211 (3)
	MGT 211 (3)		Operations & Environment Elective (3)
Time period	Curriculum component	Time period	Curriculum component
Junior Year			
e.g., Year 3 Fall Semester	Courses/Activities (hrs.)	e.g., Year 3 Spring Semester	Courses/Activities (hrs.)
	SOC 340 (3)		ORG 354 (3)
	ORG 361 (3)		Leading Organizations Elective (3)
			FIN 211
Time period	Curriculum component	Time period	Curriculum component
Senior Year			
e.g., Year 4 Fall Semester	Courses/Activities (hrs.)	e.g., Year 4 Spring Semester	Courses/Activities (hrs.)
	Leading Organizations Elective 2 (3)		ORG 471 (3)
	Organizations & their Environment (3)		

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

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

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

- an **online course** is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings;
- a **hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;
- a **flexible or accelerated program** includes courses that do not meet during the institution's regular academic semester (fall or spring) as well as courses that meet during the regular academic term but are offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.

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

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

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

SECTION 7: ASSESSMENT AND EVALUATION**7.1 Program assessment**

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

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

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

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

- List at least 3 specific student learning outcomes (SLOs) that the students are expected to achieve by the time they complete the program. If the program includes liberal education course(s), articulate any specific linkages between your stated SLOs and Miami Plan principles or competencies.
 - 1) Identify the key social, psychological, and political processes that underlie effective organizational performance
 - 2) Analyze how the experiences of people from different backgrounds differ in workplaces
 - 3) Effectively identify, collect, synthesize, and analyze data
 - 4) Develop organizational and social policies that effectively address both individual and organizational needs
 - 5) Communicate orally and in writing appropriate and effective strategic decisions to various stakeholders
- Identify courses (and examinations or assignments within them) or other culminating projects where these outcomes are emphasized and can be measured, especially near the point of graduation. If relevant, specify any licensing or external exams you intend to use.

Student learning will be assessed in the annual Capstone Course required of all majors. This course will consist of an applied component, in which students work with external stakeholders to analyze organizational policies, issues, and/or data, and make strategic recommendations to the stakeholder. In addition, students will complete a somewhat traditional term paper based on this experience and the major theories learned throughout the major. This term paper will be the primary source of data to assess student learning

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

Rubric

- Describe the sampling procedure. What percentage of your student body will comprise your sample? If the sample size is small, make the case that they adequately represent the whole.

We will assess the work of 20 randomly selected students, which should comprise about 50% of the population.

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

Through an exit survey and alumni surveys

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

We will collect papers from a capstone class each spring, and collect and summarize the data during the summer. The exit survey will be given (anonymously) to capstone students, and the alumni survey will be administered every two years.

Describe your plans for a regular faculty meeting in which faculty discuss assessment data findings and make plans for improvement of teaching and learning based upon the data.

Prior to the first faculty meeting in the fall, results from the capstone data collection effort will be disseminated, and discussed at the meeting.

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

Dr. Ronald Bulanda--Associate Professor of Sociology

7.2 Other means of measuring student success

In addition to program assessment, describe the other ways that individual student success in the proposed program will be measured (e.g., exit interviews, job placement, alumni surveys). Describe the measurements to be used, frequency of data collection and how the results will be shared and used for program improvement.

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

SECTION 8: FACULTY

8.1 Faculty appointment policies

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

-Faculty teaching in this program will cover an array of ranks, including Professor, Associate Professor, Assistant Professor (tenure track), TCPL, Visiting Assistant Professor and Adjunct Instructors. Tenured and tenure track faculty have a teaching, research and service set of responsibilities at the institution. Teaching Professors, Clinical Professors, Lecturers and Clinical Lecturers (TCPL) have teaching and service responsibilities, but are not expected to have an active research agenda. Adjuncts, typically in this case professionals working in the field of management, have responsibilities limited to the course taught.

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

Terminal degree in sociology, management, political science, psychology, or related discipline required, or degree + at least five years of relevant professional experience.

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

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

The Department of Sociology and Gerontology recently hired Matthew Regele as a tenure-line assistant professor to teach courses for this new major, develop the curriculum, and coordinate student internships. Dr. Regele has a Master's of Business Administration, and a Ph.D. in Organizations and Management from Yale University, and the skills, experience, and expertise he brings will complement existing strengths in the College of Arts and Science in Public Administration, Organizational Behavior, Organizational Theory, and Nonprofit Management.

The addition of Dr. Regele will make it possible to begin the proposed program without affecting the workload of other faculty.

[MUPIM 6.5 Overload Teaching](#)

8.2 Program faculty

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

Full-time: 6
Less than full-time: 0

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

Full-time: 0
Less than full-time: 1

8.3 Expectations for professional development/scholarship

Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. **Include a faculty handbook outlining the expectations and documenting support as an appendix item.**

All new faculty appointed to teach in the new major will follow the existing guidelines for professional development and scholarship in the Department of Sociology and Gerontology. Tenure and tenure track faculty complete an annual professional development plan and can call upon an array of University resources to support plan activities. These include both monetary support to attend conferences and workshops,

and funds to purchase computer software and research publications. Miami also has a wide range of learning opportunities available to support research and teaching development. TCPL faculty also do a teaching and service development plan and have similar resources available to them in those areas. Adjuncts are able to take advantage of Miami's teaching resources.

8.4 Faculty matrix

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

[Faculty CVs](#)
[OL Faculty Matrix](#)

SECTION 9: LIBRARY RESOURCES

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

9.1 Library resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

-No additional library resources are needed at this time.

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

-No additional library resources are needed at this time.

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

-No additional library resources are needed at this time.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

List the facilities/equipment currently available for the program. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative

arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

-No additional resources needed at this time.

10.2 Budget/financial planning:

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

[Fiscal Impact Statement for New Degree programs](#)

Fiscal Impact Statement for New Degree Programs

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

Budget Narrative:

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

the \$8,400 per student per semester figure came from looking at CAS UG Net Instructional Revenue as a percentage of CAS UG Gross Instructional Revenue. That figure is currently about 69%, which when multiplied by in-state tuition charges of \$12,168 for the current cohort would give us \$8,392.

The capstone partnerships are expected to generate some income through external service contracts.

APPENDICES

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

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

Appendix	Description
A	CV – Regele Matthew
B	Faculty CVs
C	OL Faculty Matrix
D	Fiscal Impact Statement
E	
F	
G	

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

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

Respectfully,

Dr. Phyllis Callahan
Provost & Executive Vice President
Miami University

Department Chair/Program Director Approval and Forwarding:

Name: **Email:** **Phone:** **Date:**

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

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

indicates a recognition and acceptance of the staffing model and implications, and (C) forwarding of other related resource issues, when approved.

When approved by the Dean, following the divisional curriculum approval, forward for Registrar action within the curriculum approval process.

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

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

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



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

May 17, 2019
Academic and Student Affairs

RESOLUTION R2019 - 36

WHEREAS, University Senate on April 22, 2019 passed SR 19-11, recommending the approval of a new department, Interactive Media Studies, in the College of Creative Arts.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a new department, Interactive Media Studies, in the College of Creative Arts, effective July 1, 2019.

Approved by the Board of Trustees
May 17, 2019

A handwritten signature in black ink, appearing to read 'T. O. Pickerill II', with a long horizontal flourish extending to the right.

T. O. Pickerill II
Secretary to the Board of Trustees

SR 19-11

April 22, 2019

BE IT HEREBY RESOLVED that University Senate approve a new department, Interactive Media Studies, in the College of Creative Arts.

Spring 2019

TO: Provost Phyllis Callahan

FROM: Dean Liz Mullenix

RE: Creating a new Department for IMS in the College of Creative Arts

I write the following memo to propose the creation of a new academic department—the Department of (TBD). The department will house the major in IMS, the forthcoming major in Games + Simulation, the minor in IMS, the minor in Games + Simulation, the minor in Digital Innovation as well as the off campus programs in San Francisco and Cincinnati and future related undergraduate and/or graduate degrees or certificates. There is precedent for creating new academic departments at Miami, as evidenced by the establishment of six new departments on the Regional campus in 2016.

The programs in IMS came out of curriculum developed by the Armstrong Institute for Interactive Media Studies (AIMS), an institute exploring the intersection of technology, entrepreneurship, and design. All programming to emerge from AIMS was intended to be transdisciplinary, a principle that remains foundational for IMS. What started as one class soon became programs with large numbers of students. The programs grew up outside of a typical departmental structure, beginning with a minor and co-major administered by the College of Arts and Science, followed by a major administered by the College of Creative Arts (CCA). In the Fall of 2017, the minor and co-major were transferred to the CCA. In the Summer of 2017 an E&G budget and a personnel budget were created from RCM revenue from IMS and approved by the University (Appendix 3).

A three year staffing plan for IMS--which historically has relied largely on adjunct faculty--was created in the Spring/Summer of 2017. Searches for tenure-track faculty took place during 2017-2018, are on-going in 2018-2019 and will continue in 2019-2020 to ensure that adequate faculty resources are in place to meet demand. If all posted positions are filled, the IMS program will have 19 full-time faculty members, tenure/tenure track and temporary, by the Fall of 2020 (see Appendix 1). In addition to full-time faculty, the programs also have, and will continue to have, affiliate faculty who teach between 1-3 courses a year for IMS as well as multiple adjunct professors. The IMS programs are also supported by two full-time staff members, one classified and one unclassified.

Student enrollment in IMS programs as of January 9, 2019 is as follows: primary majors=421, secondary majors=36, co-majors=161, IMS minors=222, Games minors=38. Total students in IMS programs is 818 (see Appendix 2). If enrollment stays roughly the same, and searches over the next two years are successful, then full-time faculty will be teaching 60% of IMS students, a ratio that positively compares to benchmark departments at Miami. Currently the program is managed by the Director of AIMS, Glenn Platt; however a national search for a new Chair for the Department has been requested and approved for 2019-2020, pending approval of the new department.

In the Fall of 2018, the IMS major and minor curriculum were significantly revised, the co-major was eliminated, a new Games+Simulation major was passed by COAD and the University Senate, and the Games minor was revised. A new minor in Digital Innovation designed for San Francisco was also passed and the plan is to develop plans for additional locations in other cities in the future. In addition, a graduate certificate and professional masters program are forthcoming. Credit hour requirements for the degree programs are as follows: IMS majors (BA/applied and digital) = 64, Games + Simulation major (BS) = 79, IMS minor = 18, Digital Innovation minor = 18, and Games + Simulation minor = 19.

The faculty in IMS currently have offices in Laws Hall, which also houses the administrative offices, 4 dedicated classrooms, and the CAVE (digital media lab). Arrangements have been made for moving future IMS faculty into additional office space on the 3rd floor of Laws Hall. IMS and Game classes are held in multiple buildings on campus, and include dedicated classrooms in King Library, Hiestand Hall, and the Art Building. The current spaces are sufficient for the program, but if student enrollment continues to increase and additional faculty resources are necessary, an increased physical footprint for IMS might be necessary.

In conclusion, the time has arrived for these high-growth programs to be recognized and organized as a separate department. I am requesting approval for creation of a new Department in the College of Creative Arts to house these programs.

Appendix 1: IMS Faculty (current and proposed)

*Armstrong Professor

**Joint Appointment teaching FT in IMS (or cross-listed courses)

***Affiliate Professors teaching FT in IMS

Tenured/Tenure Track Faculty (13 by Fall 2020)**Assistant Professors**

Phil Alexander (tenure year 22-23)

**Matt Board (split with ART; tenure home ART; tenure year 20-21)

Eric Hodgson (tenure year 22-23)

**Adam Strantz (split with ENG; tenure home in IMS; tenure year 24-25)

New Position in Design (tenure year 24-25)

New Position in UX (tenure year 24-25)

Associate Professors

*Michael Bailey-Van Kuren (CEC: MME; tenure home CEC; transitioning to IMS in 2020)

***James Coyle (tenure home in FSB: Marketing)

*Bob DeSchutter (tenure home in EHS)

Full Professors

*Gabe Lee (tenure home in FSB: ISA)

Bruce Murray (current tenure home in CCA: Music; transition to IMS with new Dept.)

*Glenn Platt (home in FSB: Marketing)

New Position - Department Chair (search in 2019-20)

TCPL Faculty (2 current)

Artie Kuhn (**Senior Lecturer** - promotion awarded in 16-17)

*New **Lecturer** position to fill vacant line (vacated by Jerry Belich)

Visiting Assistant Professors (VAPs) (4 current)

Vanessa Cannon

Tim DeMarks

Sarah Frick

Ashley Seib

Affiliate Part-time Faculty

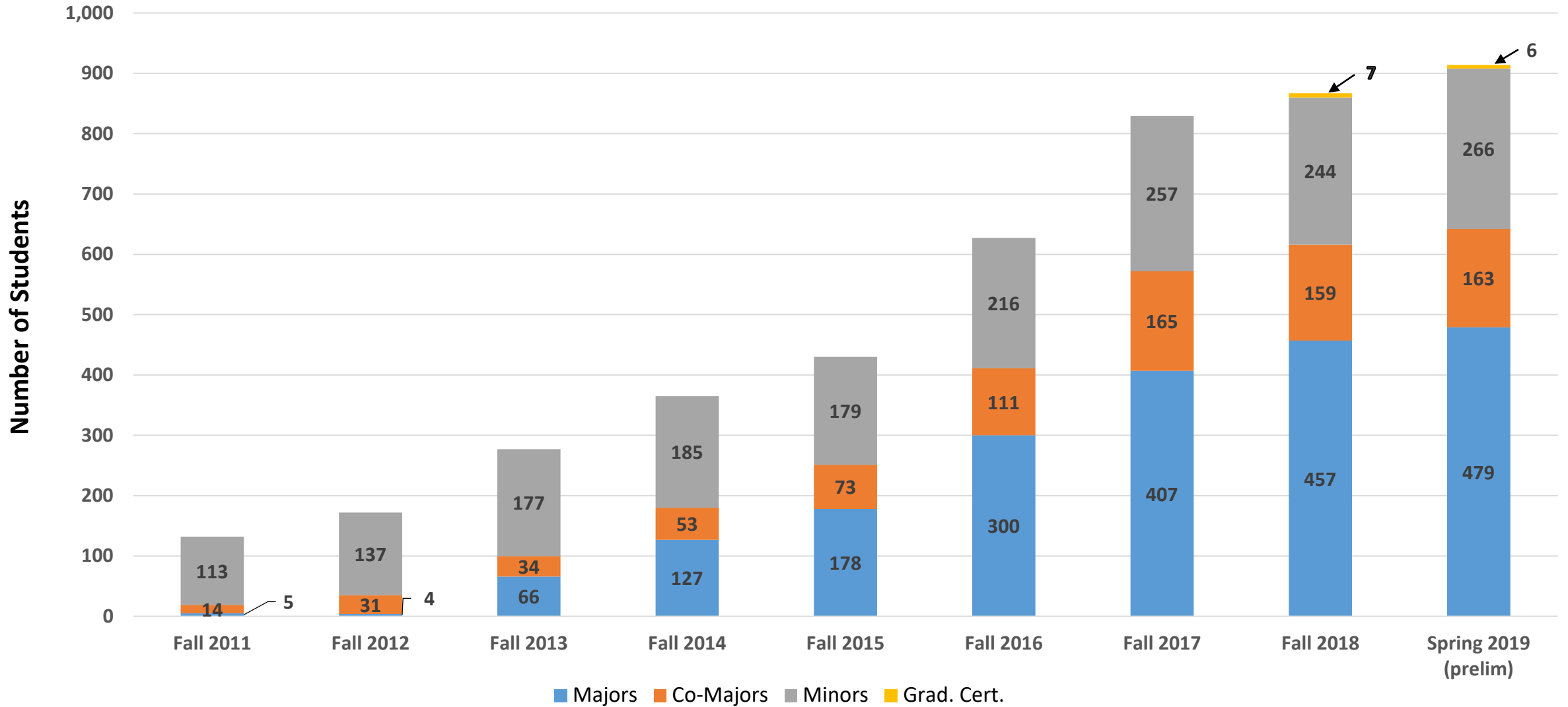
Jim Porter (ENG - CAS)

Per Bloland (MUS - CCA)

* Karsten Maurer (STA - CAS)

Murali Paranandi (ARCH/ID - CCA)

Appendix 2: IMS Enrollment Growth



Source: Office of Institutional Research

Appendix 3: IMS Budget*, FY 2018-19

Index: IMS001	
Salaries	\$769,063
Benefits	\$277,347
Non Personnel (funded by CCA)	\$57,387
Equipment (funded by Provost)	\$80,000
Total E&G Budget, FY 2018-19	\$1,183,797

NB: The home departments of the Armstrong Professors, Joint and Affiliate Faculty provide additional funding for faculty salaries/benefits.

*As indicated in Banner.



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

May 17, 2019
Academic and Student Affairs

RESOLUTION R2019-37

BE IT RESOLVED: that the Board of Trustees hereby approves the following faculty for promotion and tenure:

Name	Division	Department	Current	Recommendation
Angela Curl	EHS	Family Science and Social Work	Assistant Professor	Associate Professor
Keith Hohn	CEC	Chemical, Paper and Biomedical Engineering	Full Professor	Full Professor and Chair

*Approved by the Board of Trustees
May 17, 2019*

A handwritten signature in black ink, appearing to read 'T. O. Pickerill II'.

T. O. Pickerill II
Secretary to the Board of Trustees



ACADEMIC AFFAIRS
*Provost and Executive Vice President
for Academic Affairs*

209 Roudebush Hall
501 E. High Street
Oxford, OH 45056-3653
MiamiOH.edu

April 26, 2019

Dr. Keith Hohn
4409 Leone Circle
Manhattan, KS 66503

Dear Dr. Hohn:

On behalf of President Gregory P. Crawford, and upon the recommendation of Dean Marek Dollár, I am pleased to offer you an appointment as Chair and Professor in the Department of Chemical, Paper and Biomedical Engineering for the 2019-20 academic year which begins August 19, 2019. Your academic year base salary will be \$158,000. The chair position carries with it an academic year stipend of \$1,600 and supplement of 10% of your base salary. You will have additional full-time chairship duties for the period August 1-16, 2019 for a salary of \$9,720.

This is an instructional staff, tenured appointment, subject to the action of the Board of Trustees of Miami University. Appointments to the position of department chair will be made on an annual basis for a five-year term. Renewal of the chairship for a subsequent five-year term will be based on results of an evaluation in the fifth year of your term. Please also note that with the concurrence of the Provost, the Dean may at any time remove you from the chair position. Reasons for removal include, but are not limited to, failure to perform duties in a satisfactory manner, violation of University rules, regulation, or policies and/or directives of the president or Board of Trustees, violation of professional ethics or commission of an illegal act.

In the event you need sponsored work authorization (i.e. an H-1B visa) to hold this appointment or any subsequent re-appointment, Miami University reserves the right to withdraw and terminate this offer if authorization to begin employment is not obtained at least 21 days prior to your start date. In making this determination, Miami University may consider a variety of factors, including but not limited to, the likelihood you will not receive authorization to begin your employment in a timely manner and the effect on students and faculty.

The enclosed "Miami University Terms of Employment for Tenured Instructional Staff" sets forth additional terms of employment and is incorporated herein by reference. Please review this document carefully, as you are responsible for meeting the terms and employment requirements as elaborated, to include completion of the following:

- The completion of three online education modules on: (1) Harassment & Discrimination; (2) Diversity: Inclusion in the Modern Workplace; and (3) Managing Bias. It is suggested that you set aside about three hours to complete all three of the modules. New employees will receive their training assignments via email from Miami University from donotreply@lawroom.com via amazo. The subject line will read "OEEO Online Training." You will be required to complete the training within 30 days from the date you receive email notification with login instructions. Should you fail to complete the training within this 30-day timeframe you will be terminated from employment;

- Employment Eligibility Form by first date of employment and presentation of appropriate documentation, in person, to Academic Personnel Services, Room 1, Roudebush Hall. A list of alternatives that will meet the documentation requirements is enclosed;
- Ethics Survey and External Service Disclosure on an annual basis.

The enclosed Terms of Employment, the letter from Dean Marek Dollár dated April 8, 2019, and this letter contain all the terms of the offer of employment. There are no other understandings or agreements, verbal or otherwise, in relation thereto between the University and you except as expressly set forth herein. Your University-provided benefits will begin August 1, 2019.

Please send your acceptance letter to Christine Spaulding in Academic Personnel, within three weeks of the date of this offer letter or you may email your acceptance to spauldcj@miamioh.edu. A Welcome Notice is included with this letter of offer. The Welcome Notice will direct you to an on-line Personnel Data Sheet, which should be submitted as soon as possible; in addition, it contains information to comply with employment requirements.

In order to complete benefit and payroll documents, you should attend a New Hire Orientation session conducted by Employee Benefits and Wellness. A representative will contact you via email regarding registration for a session.

I hope that you will accept this offer and become part of the dedicated faculty and staff who make Miami University such a fine institution. I look forward to your association with Miami University.

Sincerely,



Phyllis Callahan
Provost and Executive Vice President
for Academic Affairs

cjs

Enclosures

copy: Dr. Marek Dollár

Keith Lawrence Hohn

William H. Honstead Professor
Department of Chemical Engineering
1005 Durland Hall
Kansas State University
Manhattan, KS 66506
Phone: 785-532-4315
Fax: 785-532-7372

EDUCATION

B.S. Chemical Engineering, University of Kansas, 1995
Ph.D. Chemical Engineering, University of Minnesota, 1999
Advisor: Lanny D. Schmidt

PROFESSIONAL EXPERIENCE

Coffman Chair for University Distinguished Scholars, Kansas State University, 2018-present

William H. Honstead Professor of Chemical Engineering, Kansas State University, 2016-Present

Professor, Department of Chemical Engineering, Kansas State University, 2010-2016

Associate Professor, Department of Chemical Engineering, Kansas State University, 2004-2010

Assistant Professor, Department of Chemical Engineering, Kansas State University, 1999-2004

Graduate Research and Teaching Assistant, Department of Chemical Engineering and Materials Science, University of Minnesota, 1995-1999

Instructor, Department of Mathematics, University of Kansas, 1994-1995

Undergraduate Research Assistant, Department of Chemical and Petroleum Engineering, University of Kansas, 1994-1995

Undergraduate Research Assistant, Department of Chemical Engineering, University of Colorado, June 1994-August 1994

Undergraduate Research Assistant, Department of Chemical and Petroleum Engineering
University of Kansas, 1993-1994

PROFESSIONAL ACTIVITIES

Science and Engineering Education Scholars Program, University of Wisconsin, 1999
Vice-Chair, Novel Reactor and New Reactor Concepts Session, AIChE National Meeting, 2001 and 2002.
Vice-Chair, Fundamentals of Supported Catalysts Session, AIChE National Meeting, 2003.
Vice-Chair, Sequestration and CO₂ Capture for Sequestration – II, AIChE National Meeting, 2005
Consulted for Mid-American Commercialization Corporation (MACC), April 14-15, 2004.
Vice-Chair, AIChE reaction engineering programming committee, 2005-2006
Chair, AIChE reaction engineering programming committee, 2006-2007
Chair, Microreactors Session, AIChE National Meeting, 2006
Chair, Microreactors Session, AIChE National Meeting, 2007
Chair, Fuel Processing for Fuel Cells, AIChE National Meeting, 2008
Chair, Microreaction Engineering Session, AIChE National Meeting, 2009
NSF Review Panelist (SBIR/STTR, REU, HyBi program, Reaction Engineering and Catalysis Program)
Session Chair, Methods for Catalyst Characterization, North American Catalysis Society Meeting, 2011.
Session Co-Chair for Catalytic Processing of Fossil and Biorenewable Feedstocks: Fuels III Session, AIChE National Meeting, 2012.
Session Co-Organizer and Co-Chair for Industrial and Engineering Chemistry Fellow: Symposium in Honor of Larry Erickson, ACS National Meeting, 2013
Editor of special issue: "Feature Papers to Celebrate the Landmarks of Catalysts" in *Catalysts*, 2015
Session Chair, Catalytic Technologies for Fossil Fuels 2 and 3, North American Catalysis Society Meeting, 2017
Founding and Current Editor-In-Chief, *Catalysts*
Co-Founder of Great Plains Catalysis Society, 2017
Inaugural President of Great Plains Catalysis Society, 2017

Kansas State University

Department of Chemical Engineering Assessment Chair, 2018-present
Department of Chemical Engineering Undergraduate Committee, 2017-present
Selection Committee for University Distinguished Teaching Scholar, 2015-2017
Selection Committee for the Presidential Award for Distinguished Undergraduate Student in Research, 2015-2017
Chair, College of Engineering Promotion and Tenure Committee, 2017-2018
College of Engineering Associate Dean for Research Search Committee, 2016

Chair, Department of Chemical Engineering Instructor Search Committee, 2016
 College of Engineering Promotion and Tenure Committee, 2015-2017
 Center for the Advancement of Teaching and Learning Search Committee Chair, 2013
 College of Engineering Associate Dean for Research Search Committee Chair, 2012
 Kansas State University Annual Campaign departmental representative 2011-2015
 Coordinator, New Faculty Institute, 2010-2012
 K-State 2025 Theme Committee for Undergraduate Educational Experience, 2011
 College of Engineering Awards Committee, 2011
 Faculty Senate, 2007-2010, 2018-present
 Faculty Senate Committee on University Planning, 2007-2010, 2018-present
 Advisor, Society of Women Engineers, present
 Department of Chemical Engineering Department Head Search Committee, 2009
 Faculty Exchange on Teaching Excellence Advisory Committee, 2008-2012
 Faculty Mentor, EXCITE! Program, every year from 2006-2010, 2012
 Faculty Mentor, Engineering and Science Summer Institute (ESSI), 2007, 2008
 Administrator, Learning Community Initiative, College of Engineering, 2006-2007
 College of Engineering Dean Search Committee, 2006-2007
 Department of Chemical Engineering, Open House Faculty Advisor, 2006-present
 Department of Chemical Engineering, Faculty Search Committee, 2006
 Career and Employment Services College of Engineering Liaison Search Committee,
 2006
 College of Engineering Diversity Committee, 2004-present
 Department of Chemical Engineering Permanent Department Head Search Committee,
 2004
 Department of Chemical Engineering Interim Department Head Search Committee, 2003
 College of Engineering Research Excellence Awards Committee, 2003
 Organizer, Chemical Engineering Departmental Seminar Series, 2000-2002
 College of Engineering Learning Effectiveness Committee, 2002
 Faculty Mentor, ACS Project Seed, 2000, 2001, and 2002
 Engineering LEA/RN, 1999-2001

AWARDS AND HONORS

Frankenhoff Outstanding Research Award, 2018
 Coffman Chair for University Distinguished Teaching Scholars, 2018
 “Mesoporous Catalysts for Conversion of 2,3-Butanediol to Butene” was named the
 “Best Presentation” of the Catalytic Processing of Fossil and Biorenewable FeedstocksV:
 Acids and Polyols” Session of the 2017 AICE Annual Meeting.
 Dean’s Award for Excellence in Research, 2016
 “Conversion of 2,3-butanediol to butenes over bifunctional catalysts in a single reactor”
 was selected as one of four Featured Articles from the October 2015 issue of the Journal
 of Catalysis
 Senior Postdoctoral Fellowship from the Research Council at Katholieke Universiteit
 (KU)-Leuven - 2015
 Engineering Research Teamwork Awards - 2015
 Dean’s Award of Excellence – 2014
 Segebrecht Distinguished Faculty Achievement Award -2012
 James L. Hollis Memorial Award for Excellence in Undergraduate Teaching - 2012

Charles H. Scholer Outstanding Faculty Award – 2011
Outstanding Paper, 2010 ASEE Midwest Regional Meeting
Women in Engineering and Science Making A Difference Award - 2007
Myers-Alford Memorial Teaching Award – 2006
Sigma Xi – KSU Outstanding Junior Scientist, 2006
Wakonse Fellow - 2006
Engineering Student Council Award of Recognition for Outstanding Leadership, 2005
and 2006
Big Twelve Faculty Fellowship, 2001

SCIENTIFIC AND PROFESSIONAL SOCIETIES

American Institute of Chemical Engineers
Omega Chi Epsilon
American Society for Engineering Education
American Chemical Society
Society of Women Engineers

PUBLICATIONS

Refereed

- F. Zeng, J. Finke, D. Olsen, A. White, and K.L.Hohn, "Modeling of three-way catalytic converter performance with exhaust mixtures from dithering natural gas-fueled engines", *Chem. Eng. Journal* 352 (2018), 389-404.
- K. Jasuja, K. Ayinde, C.L. Wilson, S.K. Behura, M.A. Ikenberry, D. Moore, K. Hohn, and V. Berry, "Introduction of Protonated Sites on Exfoliated, Large-Area Sheets of Hexagonal Boron Nitride", *ACS Nano* 12 (2018), 9931-9939.
- H.A. Al Atabi, Z.F. Al Auda, B. Padavala, M. Craig, K. Hohn, and J.H. Edgar, "Sublimation Growth and Characterization of Erbium Nitride Crystals", *Crystal Growth and Design* 18 (2018), 3762-3766.
- Q. Zheng, J. Xu, B. Liu, and K.L. Hohn, "Mechanistic study of the catalytic conversion of 2,3-butanediol to butenes", *J. Catalysis* 360 (2018), 221-239.
- H. Almkhelfe, X. Li, P. Thapa, K.L. Hohn, and P.B. Amama, "Carbon nanotube-supported catalysts prepared by a modified photoFenton process for Fischer-Tropsch synthesis", *J. Catalysis* 361 (2018), 278-289.
- F. Zeng, S.H. Bossmann, M.G. Heidlage, and K.L. Hohn, "Transformation of 2,3-butanediol in a dual bed catalyst system", *Chemical Engineering Science* 175 (2018), 387-395.

Z. Harandizadeh, J.Y. Xie, M.M. Moore, K.L. Hohn, and T. Ito, "Sensitization with Stannous Acetate in Dimethyl Sulfoxide for Silver Electroless Deposition", *Journal of the Electrochemical Society* 165 (2018), D488-D493.

Q.X. Zheng, J. Grossardt, H. Almkhelfe, J.Y. Xu, B.P. Grady, J.T. Douglas, P.B. Amama, and K.L. Hohn, "Study of mesoporous catalysts for conversion of 2,3-butanediol to butenes", *J. Catalysis* 354 (2017), 182-196.

F. Zeng, W.J. Tenn, S.N.V.K. Aki, J.Y. Xu, B. Liu, and K. L. Hohn, "Influence of basicity on 1,3-butadiene formation from catalytic 2,3-butanediol dehydration over gamma-alumina" *J. Catalysis*. **344**(2016), 77.

Y. Zhang, F. Zeng, K.L. Hohn, P.V. Vadlani, "Metabolic flux analysis of carbon balance in *Lactobacillus* strains", *Biotechnology Progress* **32** (2016), 1397-1403.

F. Zeng and K.L. Hohn, "Modeling of three-way catalytic converter performance with exhaust mixture from natural gas-fueled engines", *Applied Catalysis B – Environmental* 182 (2016), 570-579.

J. Masud, T.V. Nguyen, N. Singh, E. McFarland, M. Ikenberry, K. Hohn, C.J. Pan "A RhxSy/C Catalyst for the Hydrogen Oxidation and Hydrogen Evolution Reactions in HBr", *Journal of the Electrochemical Society* 162 (2015), F455-F462.

J.Y. Xie, X.J. Sun, L. Barrett, B.R. Walker, D.R. Karote, J.M. Langemeier, X. Leaym, F. Kroh, W. Traylor, J. Feng, and K.L. Hohn, "Autothermal reforming and partial oxidation of n-hexadecane via Pt/Ni bimetallic catalysts on ceria-based supports", *International Journal of Hydrogen Energy* 40 (2015), 8510-8521.

A. Nepal, G. Chiu, J. Xie, G.P. Singh, N. Ploscariu, S. Klankowski, T. Sung, J. Li, B.N. Flanders, K.L. Hohn, and C.M. Sorenson, "Highly oxidized graphene nanosheets via the oxidation of detonation carbon", *App. Phys. A – Mat. Sci. and Proc.* 120 (2015), 543-549.

H. Wang, T. Shrestha, M. Basel, M. Pyle, P. Thapa, D. Moore, M. Ikenberry, K.L. Hohn, V. Chikan, D. Troyer, and S. Bossmann, "Hexagonal Magnetite Nanoprisms: Preparation, Characterization and Cellular Uptake", *Journal of Materials Chemistry B*, 3 (2015), 4647-4653.

X.J. Sun, J.Y. Xie, J.Y. Xu, D.A. Higgins, and K.L. Hohn, "Single-Molecule Studies of Acidity Distributions in Mesoporous Aluminosilicate Thin Films", *Langmuir* 31 (2015), 5667-5675.

Q. Zheng, M.D. Wales, M.G. Heidlage, M. Rezac, H. Wang, S.H. Bossman, and K.L. Hohn, "Conversion of 2,3-butanediol to butenes over bifunctional catalysts in a single reactor", *Journal of Catalysis* 330 (2015), 222-237.

M. Ikenberry, L. Pena, D. Wei; H. Wang, S.H. Bossmann, T. Wilke, D. Wang, Donghai, V.R. Komreddy, D.P. Rillema, and K.L. Hohn, "Acid monolayer

- functionalized iron oxide nanoparticles as catalysts for carbohydrate hydrolysis”, *Green Chemistry* **16** (2014), 836-843.
- J. Masud, J. Walter, T.V. Nguyen, G. Lin, N. Singh, E. McFarland, H. Metium, M. Ikenberry, K. Hohn, C.J. Pan, and B.J. Hwang, “Synthesis and Characterization of RhxSy/C Catalysts for HOR/HER in HBr”, *ECS Transactions* **58** (2014), 37-43.
- H. Wang, J. Hodgson, T.B. Shrestha, P.S. Thapa, D. Moore, X. Wu, M. Ikenberry, D.L. Troyer, D. Wang, K.L. Hohn, and S.H. Bossmann, “Carbon dioxide hydrogenation to aromatic hydrocarbons by using an iron/iron oxide nanocatalyst” *Beilstein Journal of Nanotechnology* **5** (2014), 760-769.
- L. Peña, F. Xu, K.L. Hohn, J. Li, and D. Wang, “Propyl-Sulfonic Acid Functionalized Nanoparticles as Catalyst for Pretreatment of Corn Stover”, *Journal of Biomaterials and Nanobiotechnology* **5**(2014), 8-16.
- A. Multer, N. McGraw, K. Hohn, and P. Vadlani, “Production of methyl ethyl ketone from biomass using a hybrid biochemical/catalytic approach”, *Ind. Eng. Chem. Res.* **52**(2013), 56-60.
- J.M. Salazar and K.L. Hohn, “Partial oxidation of n-butane over a sol-gel prepared vanadium phosphorous oxide”, *Catalysts* **3**(2013), 11-26.
- P. Nguyen, J. Li, T.S. Sreepasad, K. Jasuja, N. Mohanty, M. Ikenberry, K. Hohn, V.B. Shenoy, V.B. and V. Berry, “Covalent Functionalization of Dipole-Modulating Molecules on Trilayer Graphene: An Avenue for Graphene-Interfaced Molecular Machines”, *Small* **9** (2013), 3823-3828.
- S. Cingarapu, D.B. Hamal, M.A. Ikenberry, C.M. Sorensen, K. Hohn and K.J. Klabunde, “Transformation of Indium Nanoparticles to β -Indium Sulfide: Digestive Ripening and Visible Light Induced Photocatalytic Properties,” *Langmuir* **28**, 3569-3575 (2012).
- L. Pena, M. Ikenberry, K.L. Hohn, and D. Wang, “Acid-Functionalized Nanoparticles for Pretreatment of Wheat Straw”, *Journal of Biomaterials and Nanobiotechnology* **3** (2012), 342-352.
- K. Walker, P. Vadlani, R. Madl, P. Ugorowski, and K.L. Hohn, “Ethanol fermentation from food processing waste”, *Environmental Progress and Sustainable Energy* **32** (2013), 1280-1283.
- B.-J. Ahn, J. Sung, J. Y. Li, N. Kim, M. Ikenberry, K. Hohn, N. Mohanty, P. Nguyen, T.S. Sreepasad, S. Kraft, V. Berry, X. Sun, "Synthesis and Characterization of Amphiphilic Reduced Graphene Oxide with Epoxidized Methyl Oleate”, *Advanced Materials* **24** (2012), 2123-2129.

- K. Brijwani, P.V. Vadlani, K.L. Hohn, D.E. Maier, "Experimental and theoretical analysis of a novel deep-bed solid-state bioreactor for cellulytic enzymes production", *Biochemical Engineering Journal* **58-59** (2011), 110-123.
- L. Pena, M. Ikenberry, B. Ware, K.L. Hohn, D. Boyle, X.S. Sun, and D. Wang, "Cellobiose hydrolysis using acid-functionalized nanoparticles", *Biotechnology and Bioprocess Engineering* **16** (2011), 1214-1222.
- L.E. Erickson, W. Griswold, K. Hohn, and O. Saulters, "Enriching Sustainability Education", *Journal of Sustainability Education* **1** (2010),1.
- Bhandari, W. Kim, K. Hohn, "Luminol-Based Enhanced Chemiluminescence Assay for Quantification of Peroxidase and Hydrogen Peroxide in Aqueous Solutions: Effect of Reagent pH and Ionic Strength", *Journal of Environmental Engineering* **136** (2010), 1147-1153.
- D.B. Hamal, J.A. Haggstrom, G.L. Marchin, M. Ikenberry, K. Hohn, and K.J. Klabunde, "Photocatalyst Based on Titanium Dioxide (TiO₂) Co-Doped with Silver, Carbon, Sulfur", *Langmuir* **26** (2010), 805-2810.
- C.-C. Huang and K. L. Hohn, "Tetrakis(dimethylamino)ethylene Chemiluminescence (TDE CL) Characterization of the CMC and the Viscosity of Reversed Microemulsions", *Journal of Physical Chemistry B* **114** (2010), 2685-2694.
- Y.-C. Lin and K.L. Hohn, "Catalytic Partial Oxidation of Methanol and Ethanol for Hydrogen Generation", *ChemSusChem*. **2** (2009), 927-940.
- X. Yang, C. Cao, L. Erickson, K. Hohn, R. Maghirang, and K. Klabunde, "Photocatalytic Degradation of Rhodamine B on C-, S-, N-, and Fe-doped TiO₂ Under Visible-Light Irradiation", *Applied Catalysis B: Environmental* **91** (2009), 657-662.
- K.L. Hohn, C.-C. Huang, and C. Cao, "Catalytic Ignition of Light Hydrocarbons", *Journal of Natural Gas Chemistry* **18** (2009), 115-123.
- C.-C. Huang, K.L. Hohn, and J.R. Schlup, "The Influence of Surface Hydroxyls on Catalyzed Tetrakis(dimethylamino) ethylene Chemiluminescence", *Journal of Physical Chemistry C* **113** (2009), 11050-11059.
- C. Cao and K.L. Hohn, "Study of Reaction Intermediates of Methanol Decomposition and Catalytic Partial Oxidation on Pt/Al₂O₃", *Applied Catalysis A: General* **354** (2009), 26-32.
- D.Y. Corredor, J.M. Salazar, K.L. Hohn, and D. Wang, "Evaluation and Characterization of Forage Sorghum as Feedstock for Fermentable Sugar Production", *Applied Biochemistry and Biotechnology*, **158** (2009), 164-170.
- K.L. Hohn and T. Dubois, "Simulation of a Fuel Reforming System Based on Catalytic Partial Oxidation", *Journal of Power Sources* **183** (2008), 295-302.

- P. Lu, J.H. Edgar, C. Cao, K. Hohn, R. Dalmau, R. Schlessler, Z. Sitar, "Seeded growth of AlN on SiC substrates and defect characterization" *Journal of Crystal Growth* **310** (2008), 2464-2470.
- R. Bass, T. Dunn, Y.-C. Lin, K. Hohn, "Syngas Production from Catalytic Partial Oxidation of n-Butane: Comparison between Incipient Wetness and Sol-gel Prepared Pt/Al₂O₃", *Ind. Eng. Chem.Res.* **47** (2008), 7184-7189.
- K.L. Hohn and C. Cao, "In-situ IR Investigation of Activation and Catalytic Ignition of Methane over Rh/Al₂O₃ Catalysts", *Applied Catalysis A: General* **344** (2008), 78-87.
- L.T. Fan, Y.-C. Lin, S. Shafie, K.L. Hohn, B. Bertók, F. Friedler, "Graph-Theoretic and Energetic Exploration of Catalytic Pathways of the Water-Gas Shift Reaction", *Journal of the Chinese Institute of Chemical Engineering* **39** (2008), 467-473.
- Y.-C. Lin, L.T. Fan, S. Shafie, K.L. Hohn, B Bertok, and F. Friedler, "Catalytic Pathways Identification for Partial Oxidation of Methanol on Copper-Zinc Catalysts: CH₃OH + 1/2O₂ → CO₂ + 2H₂", *Industrial and Engineering Chemistry Research* **47** (2008), 2523-2527.
- T. Ito, S.M. Forman, C. Cao, F. Li, C.R. Eddy, M.A. Mastro, R. T. Holm, R.L. Henry, K.L. Hohn, and J.H. Edgar, "Self-assembled Monolayers of Alkylphosphonic Acid on GaN Substrates", *Langmuir* **24** (2008), 6630-6635.
- D.Y. Corredor, X.S. Sun, J.M. Salazar, K.L. Hohn, and D. Wang. "Enzymatic Hydrolysis of Soybean Hull Using Dilute Acid and Steam Explosion Pretreatments", *Journal of Biobased Materials and BioEnergy* **2** (2008), 51-56.
- X.X. Yang, C.D. Cao, L. Erickson, K. Hohn, R. Maghirang, and K. Klabunde, "Synthesis of Visible-Light-Active TiO₂-Based Photocatalysts by Carbon and Nitrogen Doping", *Journal of Catalysis* **260** (2008), 128-133.
- X. Yang, C. Cao, K. Hohn, L. Erickson, R. Maghirang, D. Hama., K. Klabunde, "Highly Visible-Light Active C- and V-Doped TiO₂ for Degradation of Acetaldehyde", *Journal of Catalysis* **252**(2007), 296-302.
- G.D. Claycomb, P.M. A. Sherwood, B.E. Traxel, and K.L. Hohn, "X-ray Photoelectron Spectroscopic Study of the Surface State During Ethane Oxidative Dehydrogenation at Millisecond Contact Times", *Journal of Physical Chemistry C* **111** (2007) 18724-18730.
- L.T. Fan, Y.-C. Lin, S. Shafie, K.L. Hohn, B Bertok, and F. Friedler, "Comment on: An Improved Microkinetic Model for the Water-Gas Shift Reaction on Copper", *Surface Science* **601** (2007), 2401-2405.

X. Yang, K.L. Hohn, L.E. Erickson, C. Cao and K.J. Klabunde, "Adsorptive Desulfurization with Xerogel Derived Zinc-Based Nanocrystalline Aluminum Oxide", *Industrial and Engineering Chemistry Research* **46** (2007), 4819-4823.

Y.-C. Lin, K.L. Hohn, and S. M. Stagg-Williams, "Hydrogen Generation from Methanol Oxidation on Supported Cu and Pt Catalysts: Effects of Active Phases and Supports", *Applied Catalysis A: General* **327** (2007), 164-172.

X. Yang, K.L. Hohn, L.E. Erickson, P. Jeevanandam and K.J. Klabunde, "Sol-Gel Cu-Al₂O₃ Adsorbents for Selective Adsorption of Thiophene out of Hydrocarbon", *Industrial and Engineering Chemistry Research* **45** (2006), 6169-6174.

Bourane, C. Cao, and K.L. Hohn, "In Situ Infrared Study of the Catalytic Ignition of Methane on Pt/Al₂O₃", *Applied Catalysis A: General* **302** (2006), 224-231.

Y.-C. Lin and K.L. Hohn, "Effect of Sol-Gel Synthesis on Physical and Chemical Properties of V/SiO₂ and V/MgO Catalysts", *Catalysis Letters* **107** (2006), 215-222.

P.P. Gupta, K.L. Hohn, K.J. Klabunde, A.F. Bedilo, and L.E. Erickson, "Transformation of Nanocrystalline MgO Pellets in Reaction with 1-Chlorobutane", *AIChE Journal* **50** (2004), 3195-3205.

Z. Gu and K.L. Hohn, "Catalytic Oxidation of Methanol on Nanoscale Copper Oxide and Nickel Oxide", *Industrial and Engineering Chemistry Research* **43** (2004), 30-35.

R. Vidal-Michel, and K.L. Hohn, "Effect of Crystal Size on the Oxidative Dehydrogenation of Butane", *Journal of Catalysis* **221** (2004), 127-136.

B.E. Traxel and K.L. Hohn, "Partial Oxidation of Methanol at Millisecond Contact Times", *Applied Catalysis A: General*, **244** (2003), 129-140.

B.E. Traxel and K.L. Hohn, "Effect of Chlorine Addition on Short Contact Time Oxidative Dehydrogenation of Ethane", *Journal of Catalysis* **212** (2002) 46-55.

K.L. Hohn and L.D. Schmidt, "Partial oxidation of methane to syngas at high space velocities over Rh-coated spheres", *Applied Catalysis A: General* **211** (2001), 53-68.

K.L. Hohn, P.M. Witt, M.B. Davis, and L.D. Schmidt, "Methane Coupling to Acetylene over Pt Coated Monoliths at Millisecond Contact Times," *Catalysis Letters* **54**(1998), 113-118.

L.D. Schmidt, K.L. Hohn, and M.B. Davis, "Catalytic Partial Oxidation of Methane at Extremely Short Contact Times: Production of Acetylene," in *Natural Gas Conversion V*, ed. A. Parmaliana, et.al. (Elsevier Science Publishers B.V.: Milan, Italy, 1998), 397-402.

Non-Refereed

- K.L. Hohn, "Catalysts – Looking Back and Peering Ahead", *Catalysts* **7** (2017), 41.
- K.L. Hohn, "Remembering ICC 16", *Catalysts* **6** (2016), 153.
- K.L. Hohn, "Catalysts Best Paper Award 2016", *Catalysts* **6** (2016), 44
- K.L. Hohn, "A New Year of Catalysts", *Catalysts* **6** (2016), 16.
- K.L. Hohn, "What in a number?", *Catalysts* **5** (2015), 1304-1305.
- Y.-C. Lin and K.L. Hohn, "Pervoskite catalysts – A Special Issue on Versatile Oxide Catalysts", *Catalysts* **4**(2014), 305-306.
- K.L. Hohn "Welcome to Catalysts – A New Open Access Journal for a Growing Scientific Community", *Catalysts* **1** (2011), 1.

Conference Proceedings

Refereed

- J. L. Anthony, K. L. Hohn, J. R. Schlup, C. Aiken, and C. Frampton, "Industrial-Academic Collaboration to Teach Chemical Process Safety", *Proceedings of the 2018 ASEE Midwest Regional Meeting*, September 16th-18th, 2018.
- K.L. Hohn, "The Chemical Engineering Behind How Pop Goes Flat: A Hands-On Experiment for Freshmen Students", *Chemical Engineering Education* **41** (2007).
- J. Masud, J. Walter, T. Van Nguuyen, G. Lin, N. Singh, E. McFarland, H. Metiu, M. Ikenberry, K.L. Hohn, B.J. Hwang, and C.-J. Pan, "Synthesis and Characterization of Rh_xSy/C Catalysts for HOR/HER in HBr" Proceedings of the 224 ECS Meeting.
- K. L. Hohn, "Incorporating Creativity into a Capstone Engineering Design Course", *Proceedings of the 2010 ASEE Midwest Regional Meeting*, September 22nd-24th, 2010.
- K.L. Hohn, L. Bitsie-Baldwin, J. Keen, H. Melhem, A. Pahwa, J. Wiersema, B. Licklider, "Learning Communities Focused on Student Learning and Teamwork Skills", *Proceedings of the 2007 ASEE Midwest Regional Meeting*.
- T. Ito, S. Forman, C. Cao, C. Eddy, M. Mastro, R. Holm, R. Henry, K. Hohn, J. Edgar, "Monolayer Formation on GaN Surface via Self-Assembly", *ECS Transactions*, **11** (2007), 97-101.
- P. Lu, J.H. Edgar, C. Cao, K. Hohn, R. Dalmau, R. Schlessner, and Z. Sitar, "Bulk AlN Crystal Growth on SiC Seeds and Defects Study", *Mater. Res. Soc. Symp. Proc.*, **955** (2007), 1.

Non-refereed

L. Pena, M. Ikenberry, K. Hohn, D. Boyle, and D. Wang, "Acid Functionalized Nanoparticles for Hydrolysis of Lignocellulosic Feedstocks", *Proceedings of the 2009 ASABE Annual International Meeting*

C. Cao, K.L. Hohn, "In Situ FTIR Study of Catalytic Partial Oxidation", *Preprints – Proceedings of the AIChE 2007 National Meeting*.

X. Yang, C. Cao, K.L. Hohn, L. Erickson, R. Maghirang, K. Klabunde, "The synthesis and characterization of highly visible-active TiO₂-based photocatalyst", *Preprints – Proceedings of the AIChE 2007 National Meeting*.

A. Bhandari, W. Kim, K. Hohn, and G. J. Kluitenberg, "In-Situ Oxidation Polymerization of Phenolic Contaminants: Impact on the Transport and Retention of Phenol in Saturated Porous Media", *Proceedings of An International Perspective on Environmental and Water Resources*, 2006.

Y.-C. Lin, K.L. Hohn, and S.M. Stagg-Williams, "Hydrogen Generation from Methanol Oxidation on Supported Pt and Cu Catalysts", *Preprints - Proceedings of the AIChE 2006 National Meeting*.

C. Cao, A. Bourane, J. R. Schlup, and K. L. Hohn, "In-Situ Infrared Study of Catalytic Ignition of Methane on Rh/Al₂O₃", *Preprints - Proceedings of the AIChE 2006 National Meeting*.

J.M. Salazar and K.L. Hohn, "Sol-gel Synthesis of Vanadium Phosphorous Oxides as Catalyst for the Partial Oxidation of Butane to Maleic Anhydride", *Preprints - Proceedings of the AIChE 2006 National Meeting*.

Y.-C. Lin and K. L. Hohn, "Influence of the Morphology of the Oxide Supports on Catalytic Performances of V₂O₅/SiO₂ and VO_x/MgO Catalysts in Methanol Partial Oxidation", *Preprints - Proceedings of the AIChE 2005 National Meeting*.

A. Bourane and K. L. Hohn "In Situ Infrared Study of the Catalytic Ignition of Methane on Pt/Al₂O₃", *Proceedings of the North American Catalysis Society Meeting*, Philadelphia, PA, May 22-27, 2005.

J. Salazar and K. L. Hohn "Preparation and Characterization of High Surface Area VOHPO₄*0.5H₂O", *Proceedings of the North American Catalysis Society Meeting*, Philadelphia, PA, May 22-27, 2005.

A. Bourane, C. Cao, and K.L. Hohn, "In Situ Infrared Study of the Catalytic Ignition of Methane on Pt/Al₂O₃", *Preprints – Proceedings from the AIChE 2004 National Conference*.

J. Salazar and K.L. Hohn, "Preparation of High Surface Area $\text{VOHPO}_4 \cdot 0.5\text{H}_2\text{O}$ with the Alkoxide Method", *Preprints – Proceedings from the AIChE 2004 National Conference*.

P.P. Gupta, K.L. Hohn, L.E. Erickson, A.F. Bedilo, and K.J. Klabunde, "Evaluating Changes in Catalytic Activity and Adsorption of Nanocrystalline MgO in Reaction with 1-Chlorobutane with Reaction Time and Compression to Pellets", *Preprints – Proceedings from the AIChE 2003 National Convention*.

PRESENTATIONS

Invited Lectures

On-Campus

K.L. Hohn, "Catalytic Process for Converting 2,3-Butanediol to Butene", Inorganic Chemistry Seminar Series, Kansas State University, September 16th, 2014.

K.L. Hohn, "Catalytic Routes to Renewable Fuels", REU Summer Academy in Sustainable Bioenergy, June 19th, 2014.

K.L. Hohn, "Keepin' It Real: Using Unconventional Real-World Examples to Explain Concepts in Chemical Engineering", KSU Spotlight on Teaching, March 31, 2014.

K.L. Hohn, "Keepin' It Real: Using Unconventional Real-World Examples to Explain Concepts in Chemical Engineering", Segebrecht lecture, February 12, 2013.

K.L. Hohn, "Catalytic Routes to Renewable Fuels", KSU IGERT Symposium Series, November 28, 2012.

K.L. Hohn, "X-Ray Photoelectron Spectroscopy for Surface Characterization", Center for Biobased Polymers by Design, Kansas State University, January 15, 2009

K.L. Hohn, "Heterogeneous Catalysis for Energy Applications", Department of Industrial and Manufacturing Systems Engineering Seminar Series, Kansas State University, November 14, 2008

K.L. Hohn, "Ignition of Catalytic Partial Oxidation on Platinum and Rhodium Catalysts", Sigma-Xi Outstanding Junior Scientist Award lecture, Kansas State University, December 6, 2006.

K.L. Hohn, "Catalytic Ignition of Methane Partial Oxidation", Physical Chemistry Seminar Series, Kansas State University, March 7, 2006

K. L. Hohn, "Hydrogen Economy", Sustainability Intersession Course, Kansas State University, January 5, 2006

K.L. Hohn, "Effect of Crystal Size on the Oxidative Dehydrogenation of Butane on V/MgO Catalysts", Nanotechnology and Its Potential Role in Homeland Security, Manhattan, KS, June 2-5, 2003.

K.L. Hohn, "The Effect of Chlorine Addition on the Oxidative Dehydrogenation of Ethane at Millisecond Contact Times", Physical Chemistry Seminar Series, Kansas State University, February 25, 2003.

J.A. Buchholz, Z. Gu, J.L. Falconer, and K.L. Hohn, "Nanocrystals and Air Quality Research: Photocatalytic Oxidation and Decomposition", Air Quality Seminar, Kansas State University, November 29, 2001.

K. L. Hohn, "Oxidative Catalysts for the Destruction of Odor", Air Quality Seminar, Kansas State University, November 1st, 2000.

K. L. Hohn, "Nanocrystal Metal Oxides for Selective Oxidation", Nanostructure Materials Seminar Series, Kansas State University, October 27th, 2000.

K. L. Hohn, "Partial Oxidation of Methane in Millisecond Contact Time Reactors: Complex Fluid Flow Applications", Complex Fluid Flow Group, Kansas State University, October 18, 1999.

K. L. Hohn, "Short Contact Time Reactors: High Selectivity Processes for Light Hydrocarbon Conversion", Department of Chemical Engineering Seminar Series, Kansas State University, October 12, 1999.

Off-Campus

K.L. Hohn, "Catalytic Conversion of 2,3-Butanediol to Fuels and Chemicals", University of Missouri, February 1, 2017.

K.L. Hohn, "Bifunctional Catalysts for Conversion of 2,3-Butanediol to Butene", University of Lille (France), June 16, 2015.

K.L. Hohn, "Bifunctional Catalysts for Conversion of 2,3-Butanediol to Butene", Catholic University of Louvain (Belgium), June 5, 2015.

K.L. Hohn, "Bifunctional Catalysts for Conversion of 2,3-Butanediol to Butene", Karlsruhe Institute of Technology (Germany), April 17, 2015.

K.L. Hohn, "Bifunctional Catalysts for Conversion of 2,3-Butanediol to Butene", Katholieke Universiteit – Leuven (Belgium), February 17, 2015.

K.L. Hohn, "Partial Oxidation of Hydrocarbons", guest lecture in a Master's level class, Advanced Topics in Catalytic Technology, Katholieke Universiteit – Leuven (Belgium), April 24th, 2015.

K.L. Hohn, "Catalytic Hydrogen Generation", guest lecture in a Master's level class, Advanced Topics in Catalytic Technology, Katholieke Universiteit – Leuven (Belgium), April 24th, 2015.

K.L. Hohn, "Hydrolysis of polymeric sugars using phosphonic and carboxylic-acid functionalized nanoparticles", Kansas EPSCoR conference, October 7-8, 2013.

K.L. Hohn, "Modeling of NSCR Performance with Exhaust Mixtures from Natural Gas-Fueled Engines", PRCI Compressor and Pump Station Spring Technical Committee Meeting, Toronto, Canada, June 11-13, 2013.

K.L. Hohn, "Nanoscale Catalysts for Production of Fuels and Chemicals", Symposium in Honor of Kenneth J. Klabunde: Nanotechnology and Perspectives in Organometallic Materials, and Environmental Chemistry, June 1, 2013.

K.L. Hohn, "Catalytic Conversion of 2,3-Butanediol to Butadiene", INVISTA, Orange, Texas, November 22, 2013.

K.L. Hohn, "Acid-Functionalized Nanoparticles for Acid Catalysis", Pittsburg State University 2011 Nanotechnology Entrepreneurship Forum, April 29th, 2011.

K.L. Hohn, "Acid-Functionalized Nanoparticles for Hydrolysis of Cellulosic Biomass", University of Tulsa, September 29, 2010.

K.L. Hohn, "Chemiluminescent Reactions on Metal Oxides", University of Minnesota (Lanny Schmidt research group), June 9th, 2010.

K.L. Hohn, "Catalytic Ignition of Hydrocarbons on Metal Foils and Supported Metal Catalysts", From Surface Science to Short Contact Time Reactors: Celebrating the Scientific Contributions of Lanny D. Schmidt, University of Minnesota, October 27, 2008.

K.L. Hohn, "Catalytic Partial Oxidation (CPO) for Production of Hydrogen for Fuel Cells: Methanol CPO and Catalytic Ignition", Fort Belvoir, July 12, 2005.

K.L. Hohn, "In Situ Infrared Studies of Catalytic Partial Oxidation at Millisecond Contact Times" Department of Chemical and Petroleum Engineering, University of Kansas, September 28, 2004.

K.L. Hohn, "Catalytic Partial Oxidation at Millisecond Contact Times: Novel Route for Converting Light Hydrocarbons and Alcohols", Department of Chemistry, Pittsburg State University, 2004.

B.E. Traxel and K.L. Hohn, "Addition of Chlorine to Catalytic Partial Oxidation", University of Heidelberg, Warnatz research group, July 6th, 2001.

K.L. Hohn, "Chlorine Addition to Short Contact Time Oxidative Dehydrogenation", Dow Chemical Company, Freeport, TX, June 21, 2001.

K.L. Hohn, "Selective Oxidative Conversion of Light Alkanes: Productive Coupling of Gas Phase and Surface Chemistry", Phillips Petroleum, Bartlesville, OK, March 8, 2001.

K. L. Hohn, "Short Contact Time Reactors: High Yield Processes for Light Hydrocarbon Conversion" University of Colorado, Department of Chemical Engineering, Falconer and Noble research group, March 22, 2000.

K. L. Hohn and L.D. Schmidt, "Partial Oxidation of Methane to Syngas at High Space Velocities", Exxon Research and Development Laboratories, Baton Rouge, Louisiana, February, 1999.

Conference Presentations

K.L. Hohn, J. Xie, and D.A. Higgins, "Single Molecule Spectroscopy for Characterizing Acid Sites in Metal Oxide Catalysts", Great Plains Catalysis Society Spring Symposium, Manhattan, KS, April 18, 2018.

Z. Alauda, H. Alatabi, Q. Zheng, and K.L. Hohn, "Catalysts for Conversion of Methyl Ethyl Ketone to Butenes", ACS Midwest Regional Meeting, Lawrence, KS, Oct. 18-20, 2018 (poster).

J. Xie, J. Xu, H. Wang, and K.L. Hohn, "Investigation acidity inside pores of SBA 15 via single molecule spectroscopy", ACS Midwest Regional Meeting, Lawrence, KS, Oct. 18-20, 2018.

K.L. Hohn, Z. Alauda, Q. Zheng, "Controlling product selectivity in the conversion 2,3-butanediol to valuable products", ACS Midwest Regional Meeting, Lawrence, KS, Oct. 18-20, 2018.

H. Almkhelfe, X. Li, K.L. Hohn, P.B. Amama, "Carbon nanotube-supported catalysts prepared by modified photo-Fenton process for Fischer-Tropsch synthesis", ACS Midwest Regional Meeting, Lawrence, KS, Oct. 18-20, 2018.

Z. Alauda, H. Alatabi, Q. Zheng, and K.L. Hohn, "Catalysts for Conversion of Methyl Ethyl Ketone to Butenes", AIChE National Meeting, Oct. 29 – Nov. 3, 2017, Minneapolis, MN.

H. Almkhelfe, X. Li, K. Hohn, and P.B. Amama, "Carbon Nanotube-Supported Catalysts Prepared By a Modified Photo-Fenton Process for Fischer-Tropsch Synthesis", AIChE National Meeting, Oct. 29 – Nov. 3, 2017, Minneapolis, MN.

X. Li, H. Almkhelfe, K. Hohn, and P.B. Amama, "One-Step Synthesis of Carbon Nanotube-Supported Fischer-Tropsch Catalysts Via Liquid Injection Chemical Vapor Deposition", AIChE National Meeting, Oct. 29 – Nov. 3, 2017, Minneapolis, MN.

- Q. Zheng, B. Liu, J. Xu, and K. Hohn, "Conversion of 2,3-Butanediol to Butene over Microporous and Mesoporous Catalysts", North American Catalysis Society Meeting, June 4-9, 2017, Denver, CO.
- H Almkhelfe, X. Li, K. Hohn, and P. Amama, "Carbon Nanotube-Supported Catalysts Prepared By a Modified Photo-Fenton Process for Fischer-Tropsch Synthesis", North American Catalysis Society Meeting, June 4-9, 2017, Denver, CO.
- Q. Zheng, F. Zeng, and K.L. Hohn, "Catalytic Conversion of 2,3-Butanediol to Fuels and Chemicals", 16th International Congress on Catalysis, July 3-8, 2016, Beijing, China (poster).
- Q. Zheng and K.L. Hohn, "Bifunctional Catalyst for Conversion of 2,3-Butanediol to Butene", Annual Meeting of the German Catalysis Society, March 11-13, 2015, Weimar, Germany (poster).
- Q. Zheng and K.L. Hohn, "One Step Hydrodeoxygenation of Fermentative 2,3-Butanediol to Butene over Bifunctional Catalysts", 24th North American Meeting of the Catalysis Society, June 14-19, 2015, Pittsburgh, PA (poster).
- F. Zeng and K.L. Hohn, "Modeling of TWC Converter Performance with Exhaust Mixture from Natural Gas-fueled Engines", 24th North American Meeting of the Catalysis Society, June 14-19, 2015, Pittsburgh, PA (poster).
- F. Zeng and K.L. Hohn, "One Step Hydrodeoxygenation of Fermentative 2,3-Butanediol to Butene over Bifunctional Catalysts", 24th North American Meeting of the Catalysis Society, June 14-19, 2015, Pittsburgh, PA (poster).
- L.E. Erickson, K.L. Hohn, W. Griswold, "Sustainable Energy REU at Kansas State University", AIChE National Meeting, November 15-21, 2014, Atlanta, GA.
- J. Masud, J. Walter, T. Nguyen, G. Lin, N. Singh, E. McFarland, H. Metiu, M. Ikenberry, K. Hohn, C.-J. Pan, and B.-J. Hwang, "Synthesis and Characterization of Rh_xS_y/C Catalysts for HOR/HER in HBr", 224th Electrochemistry Society Meeting, San Francisco, CA, October 27-November 1, 2013.
- J. Masud, J. Walter, T. Nguyen, G. Lin, N. Singh, E. McFarland, H. Metiu, M. Ikenberry, K. Hohn, C.-J. Pan, and B.-J. Hwang, "Rhodium Sulfide Catalysis for HER/HOR in H₂-Br₂ Fuel Cells", AIChE 2013 Annual Meeting, San Francisco, CA, November 3-8, 2013.
- J. Xie, "Pt/Ni Bimetallic Nanoparticles On Ceria- Based Supports: Hydrogen Production From Autothermal Reforming of Higher Hydrocarbons", AIChE 2013 Annual Meeting, San Francisco, CA, November 3-8, 2013.
- K. Hohn, D. Higgins and X. Sun, "Probing the Acidity of Nanoscale Domains with Single-molecule Spectroscopy in Mesoporous Si-Al Thin Films", North American Catalysis Society Meeting, Louisville, KY, June 2-7, 2013.

Q. Zheng and K. Hohn, "Bifunctional Catalysts for Conversion of 2,3-Butanediol to Butene" (Poster), North American Catalysis Society Meeting, Louisville, KY, June 2-7, 2013.

Q. Zheng and K.L. Hohn, "Bifunctional catalysts for one-step conversion of 2,3-butanediol to butene", American Chemical Society National Meeting, New Orleans, LA, April 7-11, 2013.

X. Sun, K.L. Hohn, and D.A. Higgins, "Probing Individual Acidic Catalytic Sites with Single Molecule Spectroscopy", AIChE National Meeting, Pittsburgh, PA, October 28-November 2, 2012.

L. Pena, F. Xu, K.L. Hohn and D. Wang, "Pretreatment of Corn Stover Using Propyl-Sulfonic Acid Functionalized Nanoparticles", AIChE National Meeting, Pittsburgh, PA, October 28-November 2, 2012.

M. Ikenberry, M. and K.L. Hohn, "Distinguishing Between Amine and Carboxylate Bonds to Iron Oxide Nanoparticles", AIChE National Meeting, Pittsburgh, PA, October 28-November 2, 2012.

M. Ikenberry and K.L. Hohn, "Acid-Functionalized Nanoparticles as Separable, Stable Acid Catalysts", 15th International Congress on Catalysis, Munich, Germany, July 1st-6th, 2012(poster).

L.E. Erickson, K.L. Hohn, and J.R. Schlup, "Preparing Students for Careers in Which Sustainability Will Grow in Importance", AIChE National Meeting, Minneapolis, MN, October 16-21, 2011.

L. Pena, B.R. Ware, M. Ikenberry, K.L. Hohn, D.L. Boyle, S. Sun, and D. Wang, "Cellobiose Hydrolysis Using Acid-Functionalized Nanoparticles", AIChE National Meeting, Minneapolis, MN, October 16-21, 2011.

K. Brijawni, P. Vadlani, K. Hohn, and D. Maier, "Efficient Production of Cellulytic Enzymes from Agricultural Residues Using a Novel Deep-Bed Solid-State Bioreactor", AIChE National Meeting, Minneapolis, MN, October 16-21, 2011. (poster).

X. Sun, A. Kirkemide, D.A. Higgins, and K.L. Hohn, "Single Molecule Spectroscopy for Characterization of Acid Catalysts", AIChE National Meeting, Minneapolis, MN, October 16-21, 2011.

K. Jasuja, K. Ayinde, C. Davis, M. Ikenberry, K.L. Hohn, and V. Berry, "Synthesis of Solvent Dispersed Ultrathin Sheets of Boron Nitride", AIChE National Meeting, Minneapolis, MN, October 16-21, 2011.

K.L. Hohn, M. Ikenberry, L. Pena, and D. Wang, "Acid Functionalized Nanoparticles: Novel Catalysts for Hydrolysis", 22nd North American Catalysis Society Meeting, Detroit, MI, June 5-11, 2011.

- M.A. Ikenberry, L. Pena, D. Wang, and K. Hohn, "Di-acid functionalized iron oxide nanoparticles: Stability and catalytic activity", American Society Midwest Regional Meeting, Wichita, KS, October 27-30, 2010.
- M.A. Ikenberry, L. Pena, D. Wang, and K.L. Hohn, "Acid Functionalized Nanoparticles for Hydrolysis of Lignocellulosic Feedstocks", National AIChE Meeting, Salt Lake City, UT, November 7-12, 2010.
- K. Jasuja, M. Ikenberry, J.A. Robinson, M.A. Fanton, K. Hohn, "6 Chemical Modification of Epitaxial Graphene: A New Chemical Route for Atomic Layer Deposition and Fabricating Ultrasensitive Biological Sensors", National AIChE Meeting, Salt Lake City, UT, November 7-12, 2010.
- K. Hohn, M. Ikenberry, D. Wang, and L. Pena, "Acid Functionalized Nanoparticles for Hydrolysis of Lignocellulosic Feedstocks", National AIChE Meeting, Nashville, November 8-13, 2009.
- X. Yang, C. Cao, K.J. Klabunde, R. Maghirang, K. Hohn, and L. Erickson, "Photocatalytic Activity of Multi-Doped TiO₂ Nanoparticles", National AIChE Meeting, Nashville, November 8-13, 2009.
- T.J. Selbe, K.L. Hohn, and J.L. Anthony, "Adsorption of Warfare Simulants with Ordered Porous Materials", National AIChE Meeting, Nashville, November 8-13, 2009.
- K.L. Hohn and C.-C. Huang, "Estimation of Critical Micelle Concentration (CMC) Using Tetrakis(dimethylamino) Ethylene Chemiluminescence", National AIChE Meeting, Philadelphia, November 16-21, 2008.
- X. Yang, C. Cao, L. Erickson, K. Hohn, R. Maghiran, K.J. Klabunde, "Degradation of Acetaldehyde with Doped TiO₂ Photocatalyst Under Visible Light Irradiation", National AIChE Meeting, Philadelphia, November 16-21, 2008.
- X. Yang, C. Cao, L. Erickson, K. Hohn, R. Maghirang, K.J. Klabunde, "Synthesis and Characterization of Visible-Light-Active TiO₂-Based Photocatalysts", National AIChE Meeting, Philadelphia, November 16-21, 2008.
- A. More, J.R. Schlup, and K.L. Hohn, "A New Path to Green Hydrocarbon Fuels", Sustainability of Biofuels meeting, Manhattan, KS, September 16, 2008.
- C.-C. Huang and K.L. Hohn, "Surface Characterization of Al₂O₃ by Tetrakis(dimethyleamino) Ethylene", American Society Midwest Regional Meeting, Kearney, October 8-11, 2008.
- X. Yang, C. Cao, K. L. Hohn, L. Erickson, R. G. Maghirang, K. J. Klabunde, "Carbon-Doped Titanium Oxide Photocatalyst: Degradation of Acetaldehyde", American Chemical Society Midwest Regional Meeting, Kansas City, November 7-10, 2007.

J.M. Salazar, K. Hohn, "Sol-Gel Synthesis of Nanostructured Vanadium Phosphorous Oxides as Catalysts for the Partial Oxidation of Butane to Maleic Anhydride", National AIChE Meeting, Salt Lake City, November 4-9, 2007.

K. Hohn, "Build Your Own Water Gun – A Project to Introduce Chemical Engineering to Students", National AIChE Meeting, Salt Lake City, November 4-9, 2007.

D. Corredor, D. Wang, X. Sun, J. Salazar, K. Hohn, "Pretreatment and Enzymatic Hydrolysis of Soybean Hulls", National AIChE Meeting, Salt Lake City, November 4-9, 2007.

C. Cao, K.L. Hohn, "In Situ FTIR Study of Catalytic Partial Oxidation", National AIChE Meeting, Salt Lake City, November 4-9, 2007.

C.-C. Huang, K.L. Hohn, "The Influence of Surface Hydroxyls on Catalyzed Tetrakis(Dimethylamino)Ethylene Chemiluminescence", National AIChE Meeting, Salt Lake City, November 4-9, 2007.

X. Yang, C. Cao, K. Hohn, L. Erickson, R. Maghirang, K. Klabunde, "Preparation and Characterization of Highly Visible-Active TiO₂-Based Photocatalysts", National AIChE Meeting, Salt Lake City, November 4-9, 2007.

T. Ito, S. Forman, C. Cao, C. Eddy, M. Mastro, R. Holm, R. Henry, K. Hohn, J. Edgar, "Monolayer Formation on GaN Surface via Self-Assembly", 212th ECS Meeting, Washington, D.C., October 7 -12, 2007.

K.L. Hohn, L. Bitsie-Baldwin, J. Keen, H. Melhem, A. Pahwa, J. Wiersema, B. Licklider, "Learning Communities Focused on Student Learning and Teamwork Skills", ASEE Midwest Regional Meeting, Wichita, KS, September 19-21, 2007.

A. Bhandari, W. Kim, K. Hohn, and G. J. Kluitenberg, "In-Situ Oxidation Polymerization of Phenolic Contaminants: Impact on the Transport and Retention of Phenol in Saturated Porous Media", An International Perspective on Environmental and Water Resources, New Delhi, India, December 18-20, 2006.

Y.-C. Lin, K.L. Hohn, and S.M. Stagg-Williams, "Hydrogen Generation from Methanol Oxidation on Supported Pt and Cu Catalysts", National AIChE Meeting, San Francisco, CA, November 12-17, 2006.

C. Cao, A. Bourane, J. R. Schlup, and K. L. Hohn, "In-Situ Infrared Study of Catalytic Ignition of Methane on Rh/Al₂O₃", National AIChE Meeting, San Francisco, CA, November 12-17, 2006.

J.M. Salazar and K.L. Hohn, "Sol-gel Synthesis of Vanadium Phosphorous Oxides as Catalyst for the Partial Oxidation of Butane to Maleic Anhydride", National AIChE Meeting, San Francisco, CA, November 12-17, 2006.

- K. L. Hohn, "Ignition of Catalytic Partial Oxidation on Platinum and Rhodium Catalysts", National AIChE Meeting, San Francisco, CA, November 12-17, 2006.
- X. Yang, C. Cao, L.E. Erickson, K. L. Hohn, K.J. Klabunde, "Zinc-Based Nanocrystalline Aluminum Oxide Adsorbents for Desulfurization Application", National AIChE Meeting, San Francisco, CA, November 12-17, 2006.
- A. More, J.R. Schlup, K.L. Hohn, "Preliminary Investigations of the Catalytic Deoxygenation of Fatty Acids", National AIChE Meeting, San Francisco, CA, November 12-17, 2006.
- L.T. Fan, Y.-C. Lin, S. R. Shafie, K.L. Hohn, B. Bertok, and F. Friedler, "Microkinetic Model for the Water Gas Shift Reaction on Supported Copper Catalysts", National AIChE Meeting, San Francisco, CA, November 12-17, 2006.
- Y.-C. Lin, L.T. Fan, S. R. Shafie, K.L. Hohn, B. Bertok, and F. Friedler, "Catalytic Pathways Identification for Partial Oxidation of Methanol on Copper-Zinc Catalysts", National AIChE Meeting, San Francisco, CA, November 12-17, 2006 (poster).
- A. More, J. R. Schlup, and K. L. Hohn "Preliminary studies on the deoxygenation of fatty acids into hydrocarbon feedstocks", 34th Annual Biochemical Engineering Symposium, University of Oklahoma, April 23, 2005 (poster).
- X. Yang, L. E. Erickson, K. L. Hohn, P. Jeevanandam and K. J. Klabunde "Sol-gel Derived Cu-Al₂O₃ Adsorbent for Selective Adsorption of Thiophene from Hydrocarbon Liquid", Midwest Regional ACS Conference, Joplin, MO, October 22-25, 2005 (poster).
- A. Bourane and K. L. Hohn "In Situ Infrared Study of the Catalytic Ignition of Methane on Pt/Al₂O₃", North American Catalysis Society Meeting, Philadelphia, PA, May 22-27, 2005.
- J. Salazar and K. L. Hohn "Preparation and Characterization of High Surface Area VOHPO₄·0.5H₂O", North American Catalysis Society Meeting, Philadelphia, PA, May 22-27, 2005 (poster).
- "Influence of the Morphology of the Oxide Supports on Catalytic Performances of V₂O₅/SiO₂ and VO_x/MgO Catalysts in Methanol Partial Oxidation", Yu-Chuan Lin and Keith L. Hohn, National AIChE Meeting, Cincinnati, OH, October 30-Nov. 4th, 2005.
- J. Salazar and K.L. Hohn, "Preparation of High Surface Area VOHPO₄·0.5H₂O with the Alkoxide Method", 2004 AIChE National Meeting, Austin, Texas, November 7-12, 2004.
- A. Bourane, C. Cao, J.R. Schlup, and K.L. Hohn, "In Situ Infrared Study of the Catalytic Ignition of Methane on Pt/Al₂O₃", 2004 AIChE National Meeting, Austin, Texas, November 7-12, 2004.

C.-C. Huang and K.L. Hohn, "Chemiluminescence from Surface Reaction on Metal Oxide Nanocrystals", 2004 AIChE National Meeting, Austin, Texas, November 7-12, 2004 (Poster).

K.L. Hohn, "The Chemical Engineering Behind How Pop Goes Flat: A Hands-On Experiment for Freshmen Students", 2004 AIChE National Meeting, Austin, Texas, November 7-12, 2004 (Poster).

S.R. Tomlinson, C.-C. Huang, and K.L. Hohn, "Chemiluminescence from Reaction of Luminol with Superbasic Solids", American Chemical Society 39th Midwest Regional Meeting, Manhattan, KS, October 20-22, 2004 (Poster).

A. More, K. Hohn, and J.R. Schlup, "Preliminary Studies on the Deoxygenation of Fatty Acids to Hydrocarbon Feedstocks", American Chemical Society 39th Midwest Regional Meeting, Manhattan, KS, October 20-22, 2004.

J. M. Salazar and K.L. Hohn, "Preparation of High Surface Area $\text{VOHPO}_4 \cdot 0.5\text{H}_2\text{O}$ with the Alkoxide Method", American Chemical Society 39th Midwest Regional Meeting, Manhattan, KS, October 20-22, 2004.

C. Cao, A. Bourane, J.R. Schlup, and K.L. Hohn, "In Situ Infrared Study of the Catalytic Ignition of Methane on $\text{Pt}/\text{Al}_2\text{O}_3$ ", American Chemical Society 39th Midwest Regional Meeting, Manhattan, KS, October 20-22, 2004.

C.-C. Huang and K.L. Hohn, "Chemiluminescence from Surface Reaction on Metal-Oxide Nanocrystals", American Chemical Society 39th Midwest Regional Meeting, Manhattan, KS, October 20-22, 2004.

A. More, K.L. Hohn, and J.R. Schlup, "Preliminary Studies on the Deoxygenation of Fatty Acids to Hydrocarbon Feedstocks", Bioprocessing and Industrial Value Added Program (BIVAP) facility dedication, October 15, 2004 (Poster).

K.L. Hohn, "Catalytic Partial Oxidation for Hydrogen Generation", Kansas EPSCoR Conference", Manhattan, KS, September 8th, 2004 (Poster).

Z. Gu and K.L. Hohn, "Catalytic Oxidation of Methanol on Nanoscale Copper Oxide and Nickel Oxide", AIChE National Meeting, San Francisco, CA, November, 2003.

P.P. Gupta, A.F. Bedilo, K.L. Hohn, K.J. Klabunde, and L.E. Erickson, "Evaluating Changes in Catalytic Activity and Adsorption of Nanocrystalline MgO in Reaction with 1-Chlorobutane with Reaction Time and Compression into Pellets", AIChE National Meeting, San Francisco, CA, November, 2003.

P. P. Gupta, K. J. Klabunde, A. Bedilo, K. L. Hohn, and L. E. Erickson, "Evaluating the Kinetic or Diffusion Limitation in Reaction of 1-Chlorobutane with Nanocrystalline Magnesium Oxide Pellets", Nanotechnology and Its Potential Role in Homeland Security, Manhattan, KS, June 2-5, 2003.

Z. Gu and K. L. Hohn, "Catalytic Oxidation of Methanol on Nanoscale Copper Oxide and Nickel Oxide", Nanotechnology and Its Potential Role in Homeland Security, Manhattan, KS, June 2-5, 2003.

P. P. Gupta, K. J. Klabunde, A. Bedilo, K. L. Hohn, and L. E. Erickson, "Evaluating the Kinetic or Diffusion Limitation in Reactions of 1-Chlorobutane with Nanocrystalline Magnesium Oxide Pellets", North American Catalysis Society Meeting, Cancun, Mexico, June 1-6, 2003.

B. E. Traxel and K.L. Hohn, "Catalytic Partial Oxidation of Alcohols", American Chemical Society – Midwest Regional Meeting, Lawrence, KS, November 23-25, 2002.

R. Vidal-Michel and K.L. Hohn, "Oxidative Dehydrogenation Over MgO and V/MgO Nanocrystals", AIChE National Meeting, Indianapolis, Indiana, November, 2002.

B.E. Traxel and K.L. Hohn, "Catalytic Partial Oxidation of Alcohols at Millisecond Contact Times", Midwest Regional Meeting of the American Chemical Society, Lawrence, Kansas, October, 2002.

K.L. Hohn and B.E. Traxel, "Catalytic Partial Oxidation of Methanol at Millisecond Contact Times", 2001 AIChE National Meeting, Reno, Nevada, November, 2001.

K.L. Hohn and B.E. Traxel, "Chlorine Addition to Short Contact Time Ethane Oxidative Dehydrogenation". 2001 North American Catalysis Society Meeting, Toronto, Canada, June, 2001 (poster).

B. E. Traxel and K.L. Hohn, "Chlorine Addition to Short Contact Time Oxidative Dehydrogenation". 2000 AIChE Annual Meeting, Los Angeles, California, November, 2000 (poster).

K.L. Hohn, S. Tummala, and L.D. Schmidt, "High Selectivity to Syngas in Catalytic Partial Oxidation". 1999 AIChE Annual Meeting, Dallas, Texas, November, 1999.

M.J. Parent, K.L. Hohn, P.M. Witt, W.J. Smyrl, and L.D. Schmidt, "Oxidative Dehydrogenation on VO_x Catalysts at Short Contact Times". 1999 AIChE Annual Meeting, Dallas, Texas, November, 1999.

K.L. Hohn and L.D. Schmidt, "Partial Oxidation of Methane at Very High Flowrates: Production of Acetylene". 1998 AIChE Annual Meeting, Miami, Florida, November, 1998.

L.D. Schmidt, K.L. Hohn, and M.B. Davis, "Catalytic Partial Oxidation of Methane at Extremely Short Contact Times: Production of Acetylene". Fifth International Gas Conversion Symposium, Milan, Italy, 1998.

PATENTS

Alauda, Z., H. Al-Altabi, K.L. Hohn, Provisional Patent Application No. 62/440,482 and 62/447,994, "Catalysts and Methods for Converting Methyl Ethyl Ketone to Butene", 2017.

Hohn, K.L., L.D. Schmidt, S.C. Reyes, J.S. Feeley, "Catalytic Partial Oxidation - Particulate Catalysts", United States Patent US 6,455,597 B2, 2001.

FUNDED PROJECTS

"REU Site: Earth, Wind, and Fire: Sustainable Energy for the 21st Century" (co-PI with Larry Erickson, senior personnel include Placidus Amama, Donghai Wang, Anil Pahwa, Jun Li, Wendy Griswold), NSF, \$361,263, 3/15-2/19.

"SusChEM: Single Molecule Studies of Aldol Condensation on Heterogeneous Catalysts" (co-PI with Daniel Higgins), NSF, \$400,000, 9/17-9/20.

"REU Site: Earth, Wind, and Fire: Sustainable Energy for the 21st Century" (co-PI with Larry Erickson, senior personnel include Donghai Wang, Anil Pahwa, Ken Klabunde, Jennifer Anthony, Ben Champion, Jun Li, Wendy Griswold), NSF, \$316,398, 3/12-2/15.

"Impact of Amines on Catalytic Dehydration of 2,3-butanediol to 1,3-butadiene" (PI), Invista, Inc., \$173,655, 1/1/13-12/31/14.

"Novel process for biomass conversion to butylenes", (co-PI at KSU with Vadlani, Mukund Karanjikar at Technology Holding LLC as PI), DOD SBIR Phase II, \$262,500 (my share is half), 3/1/12-5/31/14.

"Modeling of NSCR Performance with Exhaust Mixtures from Natural Gas-Fueled Engines", Pipeline Research Consortium Internationale, \$25,430, 1/14-1/15.

"Bimetallic Nanoparticle Catalysts for Reforming of Hydrocarbon Fuels" (PI at KSU, with Franklin Kroh at Nanoscale Corporation), DOD STTR Phase II, \$300,000 (my share), 9/11-2/13.

"Single Molecule Spectroscopy for Characterization of Mesoporous Acid Catalysts", Co-PI with Daniel Higgins (Chemistry), American Chemical Society – Petroleum Research Foundation, \$100,000, 1/11-12/13.

"Acid-Functionalized Nanoparticles for Hydrolysis of Lignocellulosic Biomass", Co-PI with Donghai Wang (BAE), NSF, \$322,999, 9/10-8/13.

"Bimetallic Nanoparticle Catalysts for Reforming of Military Logistic Fuels", DOD STTR, \$50,000, 3/10-9/10.

“Novel process for biomass conversion to butylenes”, (co-PI at KSU with Vadlani, Mukund Karanjikar at Technology Holding LLC as PI), DOD SBIR Phase I, \$45,000, 1/10/2011-7/9/2011.

“REU Site: Earth, Wind, and Fire: Sustainable Energy for the 21st Century”, Co-PI with Larry Erickson, NSF, \$269,445, 3/09-2/12.

“Sensors for Detection of Chemical and Explosive Weapons” (with Anthony), Urban Operations Laboratory, M2 Technologies/DOD, \$98,457 + \$5000 for equipment, 10/07-3/09.

“Acid Functionalized Nanoparticles for Hydrolysis of Lignocellulosic Feedstocks” (with Wang, BAE), Center for Sustainable Energy, Kansas State University, \$84,250, 9/08-9/09.

“Nanotechnology for Renewable Energy” (with Li(Chem.), Higgins(Chem.), Klabunde(Chem.), Jankowiak(Chem.), Sun(Grain Science), Wang(BAE) others), NSF EPSCoR, \$14,000 out of \$800,000 per year, 6/2009-5/2014.

“Equipment Grant to Purchase Gravimetric Microbalance Related to Chemical and Explosive Weapons Project” (with Anthony), Urban Operations Laboratory, M2 Technologies/DOD, \$120,000, Dec. 2008.

“X-ray Absorption Studies of Vanadium-Containing Metal Oxide Nanocrystals”, DOE EPSCoR, \$246,902, 7/01-6/04.

“X-ray Absorption Studies of Vanadium-Containing Metal Oxide Nanocrystals”, Kansas Technology Enterprise Corporation, \$51,052, 7/01-6/04.

“Catalytic Partial Oxidation”, NSF International Programs, \$12,400, 1/01-1/03.

“Environmental Air Quality”, NSF-EPSCoR, \$36,668 (direct costs) out of \$750,000, 9/00-8/02.

“Travel to the North American Catalysis Society Meeting”, Kansas State University President’s Faculty Development Awards, \$700, 9/00-8/01.

“Reactor System for Studying Catalytic Reactions of Biobased Feedstocks”, Schlup and Hohn, Ag Product Utilization Forum, K-State Research and Extension, \$15,630, 7/01-6/02.

“In Situ Infrared Studies of Catalytic Partial Oxidation at Millisecond Contact Times” (with Schlup), DOD DEPSCoR, \$500,000, 6/03-6/07.

“In Situ Infrared Studies of Catalytic Partial Oxidation at Millisecond Contact Times” (with Schlup), Kansas Technology Enterprise Corporation, \$175,000, 6/03-6/07.

“Urban Operations Laboratory – Infrared Emissions”, M2 Technologies/DOD,
~\$233,000 (direct costs) out of ~\$5,000,000, 08/02-08/06

“Urban Operations Laboratory – GelCaps”, M2 Technologies/DOD, ~\$504,138 (direct
costs), 03/05-03/10

“X-ray Photoelectron Spectrometer for Characterization of Partial Oxidation Catalysts”,
DOD, \$181,000, 04/05-03/06



FARMER SCHOOL OF BUSINESS

MIAMI UNIVERSITY

Board of Trustees

May 2019



Agenda

- Marc Rubin, Dean Introduction and Overview
- Becky Crews, Director First Year Integrated Core
- Barnali Gupta, Associate Dean Curricular / Co-Curricular Overview
- Tim Greenlee, Sr. Associate Dean Diversity & Inclusion
- Kirk Bogard, Associate Vice President FSB Campaign, Branding, Rankings



FARMER SCHOOL OF BUSINESS
MIAMI UNIVERSITY



FARMER SCHOOL OF BUSINESS
MIAMI UNIVERSITY

FSB Mission

To provide a premier business educational experience that prepares responsible and innovative leaders, and advances knowledge by optimizing the synergy among teaching, scholarship, and life-long learning.

**Goal: To be the very best
undergraduate focused business school
in the world**

Attaining our Goal

- Attracting and retaining the best students
- Attracting and retaining the best faculty and staff
- Having a world-class educational experience including curriculum and co-curriculum
- Having a world-class facility



FARMER SCHOOL OF BUSINESS
MIAMI UNIVERSITY

Attracting and Retaining the Best Students

- Reasons for Selection: Branding, placement and cost

- Enrollment Confirmations

2014	2015	2016	2017	2018	2019
793	967	939	999	893	1278

- Marketing class project—importance of “Fit”

- FSB Student Recruitment Activities

- Fall Open House

- Red Brick Road Shows

- Yield Meals for diverse students

- Chicago Events for high performing and diverse students

- BAC Yield Event for high performing and diverse students

- Contact on campus—Make It Miami

- Correspondences/Videos

- Passport



FARMER SCHOOL OF BUSINESS
MIAMI UNIVERSITY



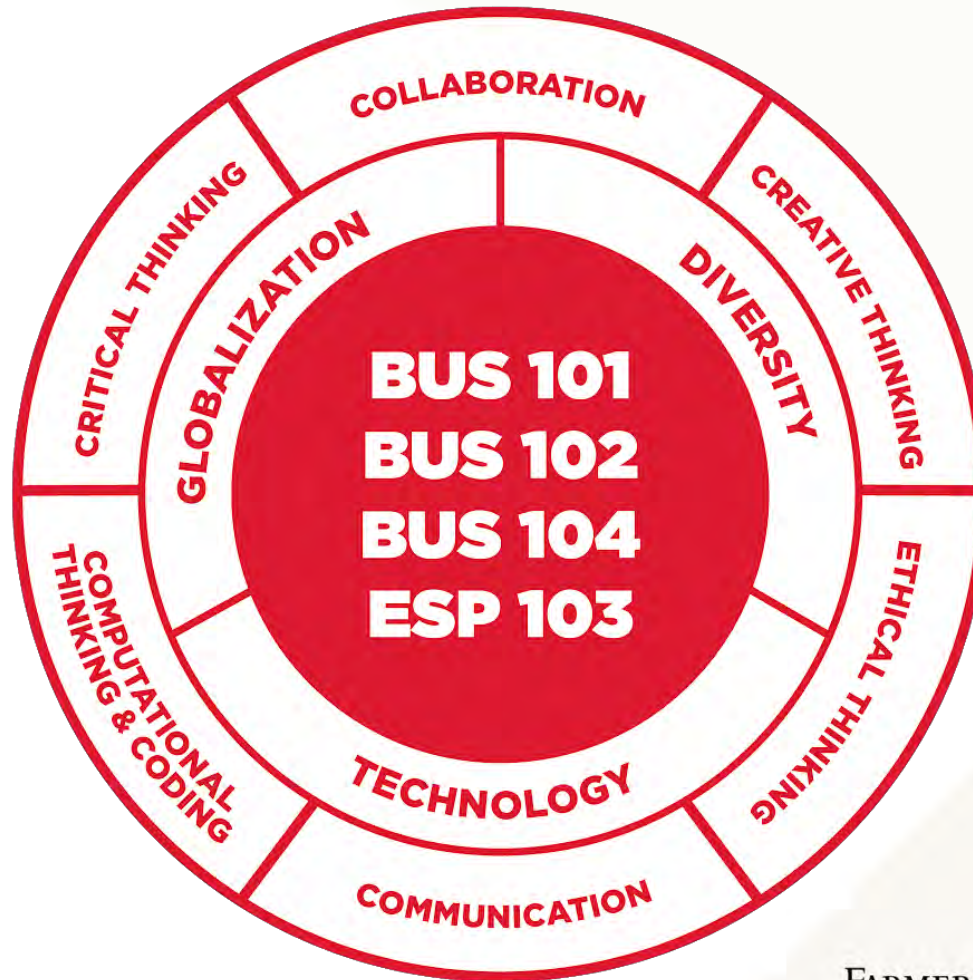
FARMER SCHOOL OF BUSINESS
MIAMI UNIVERSITY

First Year Integrated Core

Rebecca Crews



Current State of FYIC



Semester Organization

FIRST-YEAR INTEGRATED CORE:



Future Opportunities

- Cleveland Clinic
- AR / VR in Curriculum



FARMER SCHOOL OF BUSINESS
MIAMI UNIVERSITY

Student Impact Stories



**Rachel
Cleveland**

Supply Chain
Major
Class of 2019



Natalie Day

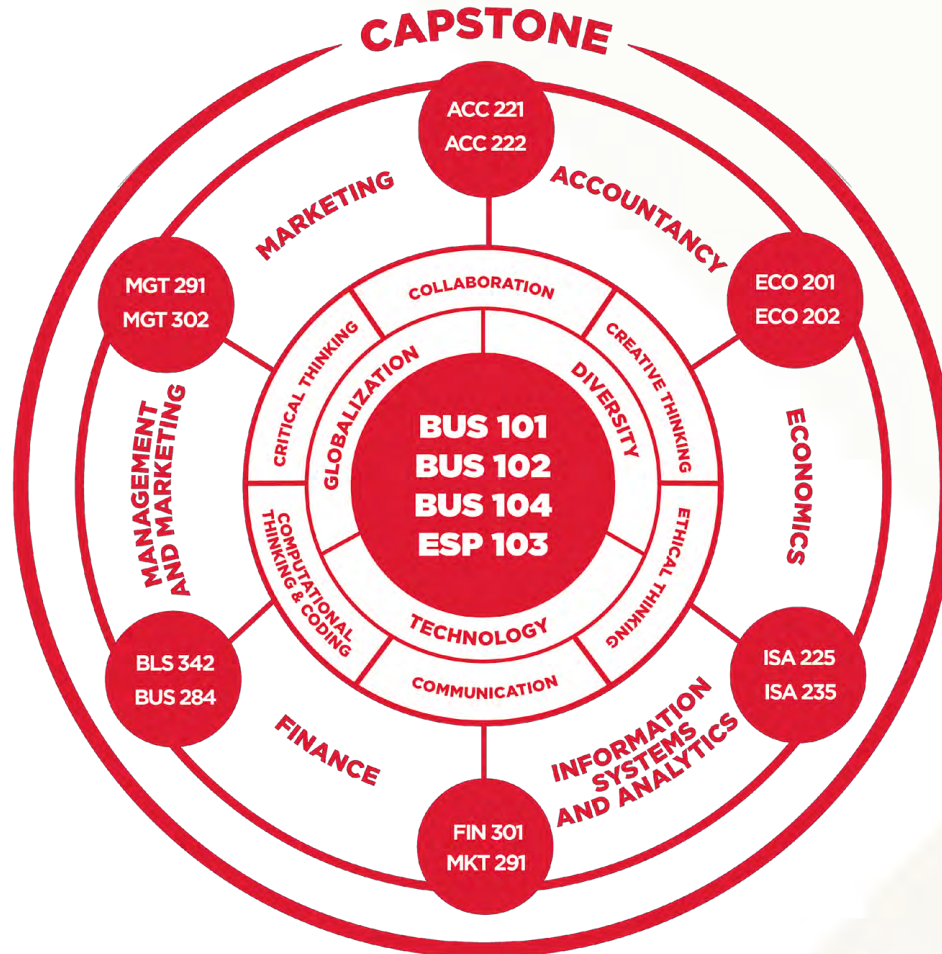
Finance Major
Class of 2022



Carmen Perez

Mktg and Art
History Major
Class of 2021

Future State of FYIC



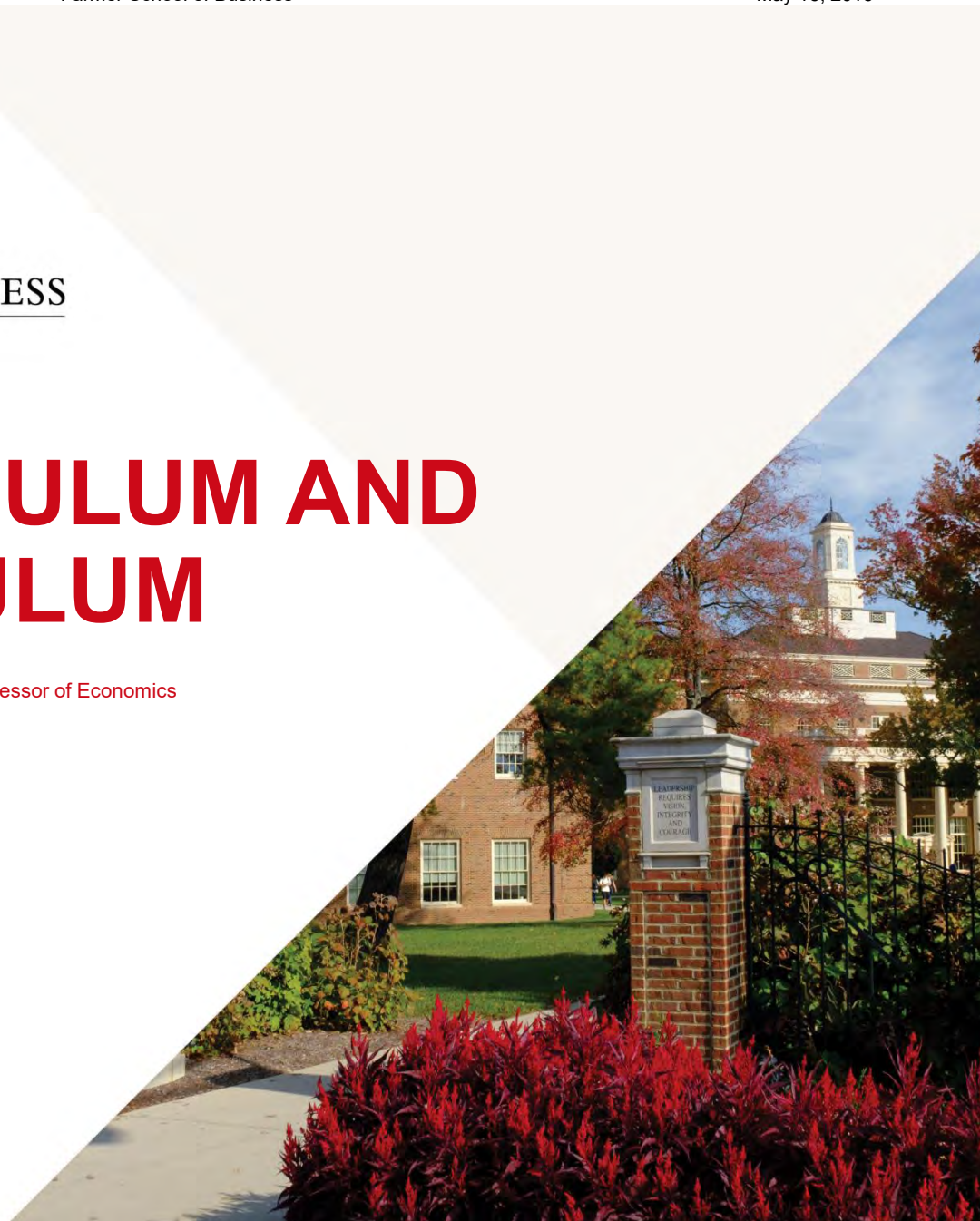


FARMER SCHOOL OF BUSINESS

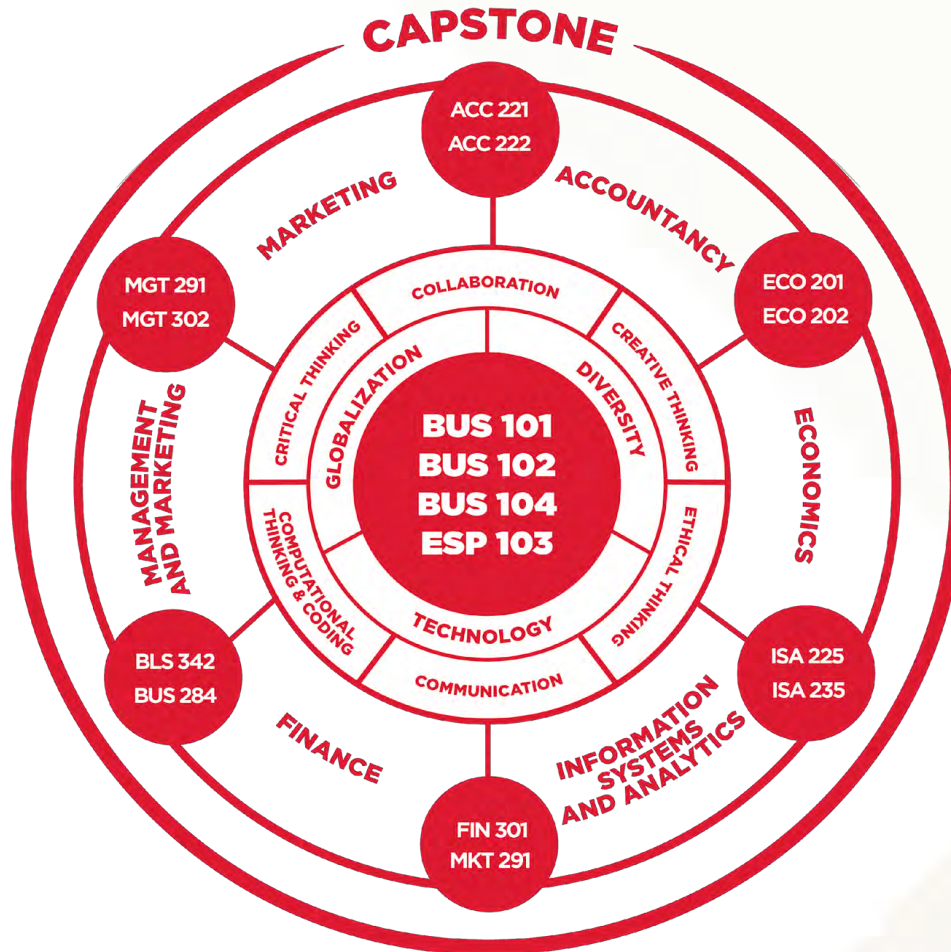
MIAMI UNIVERSITY

FSB CURRICULUM AND Co-CURRICULUM

Barnali Gupta
Associate Dean for Curriculum and Professor of Economics
May 2019



SKILLS IN FSB CORE



Curriculum: What's New

- **FYIC**

- ❑ Digital Badging: Advanced Computational Thinking; Five Creativity badges; Exploring other badging opportunities; Focus on processes to ensure relevance, rigor, and sustainability
- ❑ Dean's Strategic Innovation grant: Continue to explore relevant tech., including AR/VR
- ❑ Global team assignment with Christ University in Bangalore, India: Fall 2019

- **TRADITIONAL CORE AND MAJOR COURSES**

- ❑ Mapped to FYIC skills

- **CAPSTONE**

- ❑ New Capstone course, bookend to FYIC, launch in Fall 2019



Graduate Programs: What's New

- **New Master's of Science in Business Management with embedded Certificate in Business Management**
 - Approved as a Boldly Creative Initiative
 - In Curriculum Approval Process

- **New Master's of Science in Business Analytics with stackable certificates**
 - Approved as a Boldly Creative Initiative
 - Expected launch Fall 2020



Global Business Programs

What is

- Miami University is ranked # 27 in Study Abroad
- 65% of FSB students Study Abroad or Away
- How do we move that needle?

Strategic Plan

1. Create Low Cost-High Impact Study Abroad opportunities
2. Expand Geographic reach of Study Abroad opportunities
3. Develop tiered opportunities across the 4-year undergraduate experience
4. Collaborate with Miami Alumni on Study Abroad opportunities



FARMER SCHOOL OF BUSINESS
MIAMI UNIVERSITY

FSB 2019/20 Global Programs:

What's New in 2019/20 and 2020/21

- **Semester**

- FSB Maastricht (Fall)
- FSB Barcelona (Spring and Fall)
- FSB Australia and Asia Pacific Internship
- FSB Budapest
- FSB London
- FSB South America

- **Winter**

- FSB Asian Financial Markets
- FSB Australia
- FSB London and Italy
- FSB South East Asia
- FSB India
- FSB South America

- **Summer**

- FSB Europe
- Shanghai Internship
- Hong Kong Internship
- FSB Canada
- FSB Mediterranean



FARMER SCHOOL OF BUSINESS
MIAMI UNIVERSITY



FARMER SCHOOL OF BUSINESS
MIAMI UNIVERSITY

FSB Highlights Diversity & Inclusion Overview

Miami University
Board of Trustees Meeting (May 2019)

A white sign with a decorative top, reading "THE FARMER SCHOOL OF BUSINESS". The sign is set against a background of a brick building and a green lawn.

THE
FARMER
SCHOOL OF
BUSINESS

FSB Faculty/Staff Headcount (Spring 2019)

Tenure/Tenure-Track	111
TCPL	20 (14→20→24→27)
FT Visitors	38
PT Visitors	15
FT Staff	63
PT Staff	9
Total	256



FARMER SCHOOL OF BUSINESS
MIAMI UNIVERSITY

FSB Student Enrollment (2015 – 2019)

Year	Class Size	ACT
2015	927	28.9
2016	900	29.5
2017	957	29.1
2018	850	29.2
2019	1278	28.7
Average 982 (29.1)	Median 927 (29.1)	



FSB Faculty Achievements

❖ 2019 University Distinguished Professor

- Lisa Ellram, James Evans Rees Distinguished Professor of Supply Chain Management

❖ 2018 John E. Dolibois Faculty Award for Innovation in Global Programming

- Sooun Lee, Professor of Information Systems & Analytics and Director, Higgin Kim Asian Business Program

❖ 2018-2019 Harvard Business Review Publications

- Melissa Thomasson, Julian Lange Professor of Economics
“Why Do Employers Provide Health Care”
- Laurens Steed, Assistant Professor of Management
“The Pros and Cons of Perfectionism”



FSB Diversity, Inclusion & Equity Initiatives

- ❖ Pipeline & Yield Initiatives
- ❖ Curricular & Co-Curricular Initiatives
- ❖ Faculty, Staff & Student Initiatives
- ❖ Outcomes



FARMER SCHOOL OF BUSINESS
MIAMI UNIVERSITY

Pipeline & Yield Initiatives

- ❖ **Summer Camps & Summer Scholars**
 - ACC, Discover U, ESP, General Biz

- ❖ **High School Events**
 - Bridges, DECA/BPA, Exploration Day

- ❖ **Yield Events**
 - Yield Meals (Ohio 3Cs)
 - “Edu-tainment” Events (Chicago: Top Golf & Pinstripes)
 - Red Brick Road Shows (Botswana to Nashville)
 - Make it Miami
 - Passport Program
 - Scholarships 2015-2018: 150, 4-YR SCH AVG \$3,375



FARMER SCHOOL OF BUSINESS
MIAMI UNIVERSITY

Curricular & Co-Curricular Initiatives

❖ Curricular Highlights

- D&I: Define, Value, Challenges
- Is D&I Good for Business & 100 Best Workplaces for Diversity
- Hermann Brain Dominance Instrument (HBDI)
- Projects: Better Customer Experiences for Underserved Consumers
- Diversity & Inclusion Case
- Cultural Intelligence (CQ), VR for Tackling Cognitive Bias, Perspective Taking & Empathy (Coming Fall 2019)



Curricular & Co-Curricular Initiatives

❖ Co-Curricular

- Women's-Focused Initiatives
 - Business
 - Economics
 - Entrepreneurship
 - Finance
 - KICKGLASS-Marketing

- Multicultural Business Association

- National Association of Black Accountants

- Chinese American Business Organization



Faculty, Staff & Student Initiatives

❖ Gender Equity & Inclusion Task Force

❖ Training

- Unconscious Bias 1.0 & 2.0
FSB Exec Committee & Diversity Committee (2016 & 2018)
- Fostering Inclusion
FSB-Wide (2018)
- Move the Needle Activities (2019-2020)

❖ Faculty/Staff Positions

- Director of Student Organizations and Diversity
- Faculty Director of Diversity and Inclusion



Recent Student Outcomes

	Incoming FSB Diverse Student	Domestic International	Retention of Diverse Students
2015	19%	11.2% 8.1%	93.9%
2016	22%	15.2% 6.8%	91.4%
2017	24%	15.1% 8.9%	95.4%
2018	24%	15.5% 8.5%	TBD



Recent Faculty Hiring Outcomes (2015-2019)

❖ Tenure-Track (38)

- Traditionally Underrepresented Groups: 17/38 (45%)
- Females: 10/38 (26%)

❖ TCPL (12)

- Traditionally Underrepresented Groups: 3/12 (25%)
- Females: 6/12 (50%)





FARMER SCHOOL OF BUSINESS

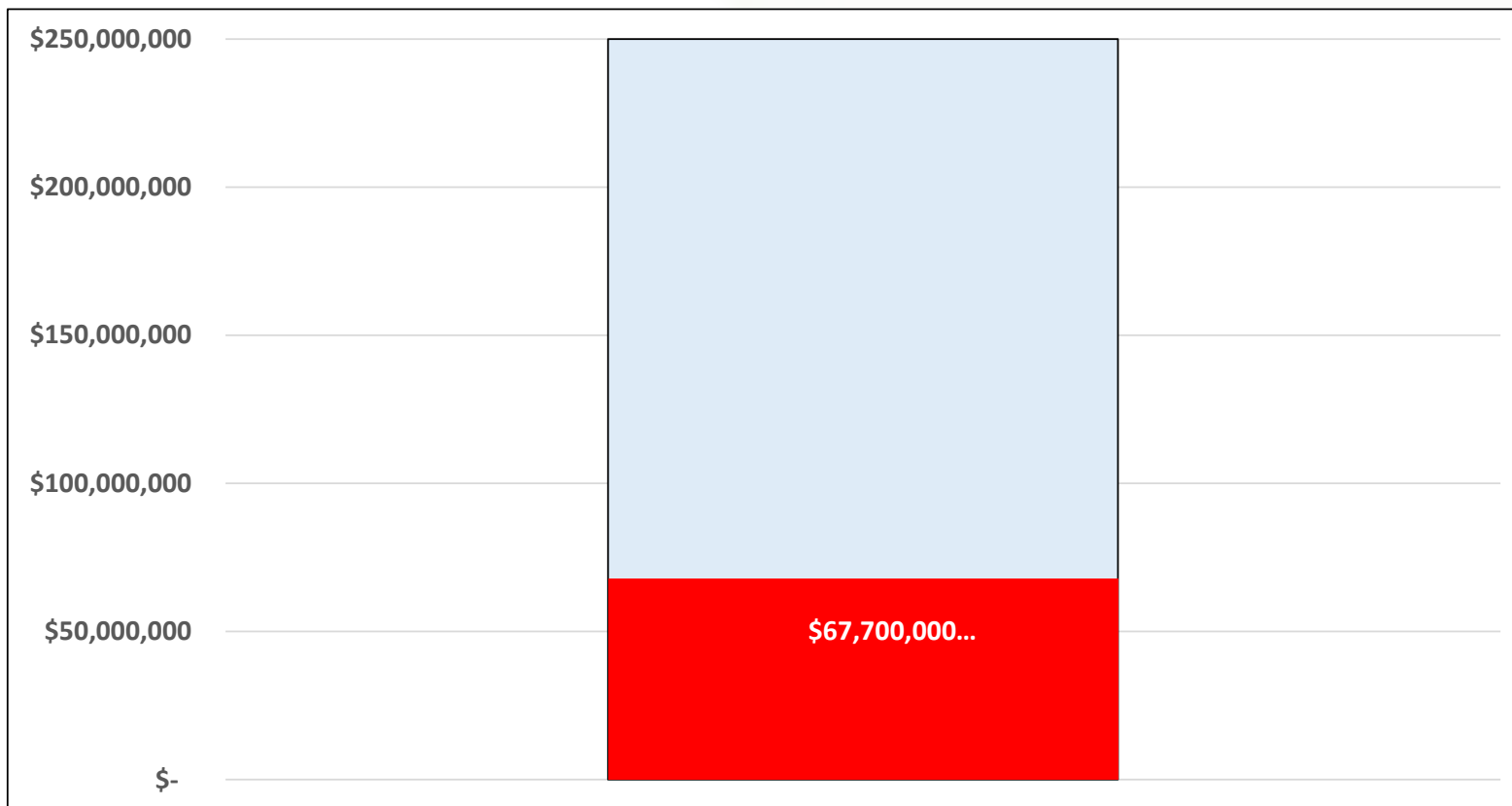
MIAMI UNIVERSITY

External Relations

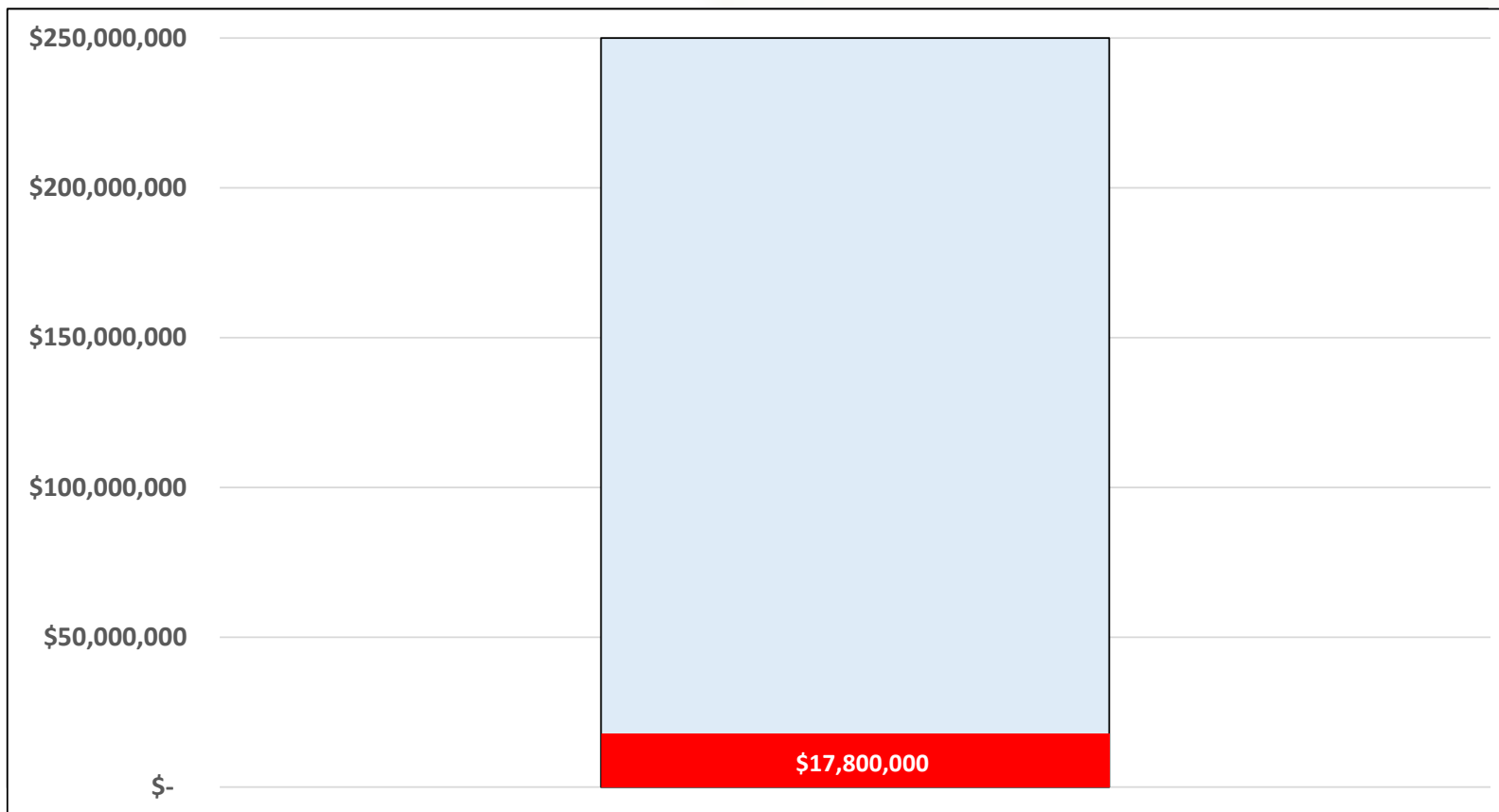
Kirk Bogard, Associate Vice President
May 16, 2019



FSB Campaign Total Commitments— May 1, 2019



Total Cash Received – As of May 1, 2019



FSB Campaign, Solicitation Pipeline

- * \$8.0m in strong verbal acceptance still need to close by June 30
- * \$7m in planned solicitations by June 30
- * \$2.5m good chance of closing by June 30
- * \$10 – 12m in FY 20 pipeline so far



2018 Top Undergraduate Biz Schools Rankings

- FSB Ranked #17 public undergraduate business school, up from #21 in 2017
- FSB Ranked #39 overall among public and private schools, up from #42 in 2017

- **Reminder: Ranking Methodology**
 - 1/3 Admissions Standards
 - 35% weight Avg SAT score
 - 35% weight Top 10% of High School class
 - 30% weight Acceptance Rate ***
 - 1/3 Academic Experience ie. Alumni survey
 - 1/3 Employment Outcomes
 - 50% weight percentage of 2018 graduates who had a job w/in 90 days of graduation
 - 30% weight on average salary and bonus
 - 20% weight percentage of 2016 who had an internship before senior year



2018 Top Undergraduate Biz Schools Rankings

- Observations:
 - Our best ranking was Alumni Ranking at 24 out of 82 schools
 - Our lowest ranking was Admissions at 57 out of 82 schools
 - At par was our Employment ranking at 38 of 82 schools
- Also Keep in Mind:
 - FSB Accountancy Dept – **Undergraduate and Maac program Top 5** among schools w/out doctoral programs
 - Entrepreneurship Institute ranked in the **Top 10, 10 years in a row**
 - FSB Management Dept – Supply Chain & Ops Mgmt, **#1 for Research** among schools w/out doctoral programs
 - FSB Economics Dept - **Top 3 Masters of Economics** among schools w/out doctoral programs.



FARMER SCHOOL OF BUSINESS
MIAMI UNIVERSITY

ACADEMIC AFFAIRS GOOD NEWS

February 2019 – May 2019

Richard Campbell receives 2019 Benjamin Harrison Medallion

Mar 12, 2019 - The Benjamin Harrison Medallion, named for the Miami alumnus and 23rd president of the United States, has the inscription of "For Outstanding Contribution to the Education of the Nation." Richard Campbell, professor of journalism, is the 2019 recipient of Miami University's prestigious Benjamin Harrison Medallion.

Campbell joined Miami in 2004 as director of the newly created journalism program. Campbell's nominators all agree that this inscription describes him. His visionary scholarship, compassionate teaching, and forward-thinking leadership is rooted within his "fascination with storytelling in the public life," his nominators wrote.

The former journalist led the effort to create the new department of media, journalism and film, for which he served as chair from its implementation in 2013 through 2018.

He saw journalism and mass communication in a way that many experts couldn't see, said one nominator.

Among his scholarly works, Campbell took a hard look at media coverage in *Cracked Coverage: Television News, the Anti-Cocaine Crusade, and the Reagan Legacy*, 1994 (co-authored with J. Reeves) and "60 Minutes" and the *News: A Mythology for Middle America*, 1991.

He received numerous accolades for his widely used textbook, *Media and Culture, An Introduction to Mass Communication*, 1997. It is now in its 11th edition, subtitled *Mass Communication in a Digital Age* and co-authored by former student Bettina Fabos and student and colleague, Christopher R. Martin.

This work, updated every two years to meet the rapidly changing field, encourages critical engagement with media, offering students a practical, step-by-step process for interacting with media and popular culture – (1) describe, (2) analyze, (3) interpret, (4) evaluate, (5) engage.

Miami graduate programs rank among the best in the nation

Mar 14, 2019 - Each year U.S. News ranks professional school programs in business, education, engineering, law, medicine and nursing, including specialties in each area. The data for the rankings in all six disciplines come from statistical surveys of more than 2,054 programs and from reputation surveys sent to more than 22,018 academics and professionals, conducted in fall 2018 and early 2019.

Two Miami University graduate programs are in the top 100 of U.S. News and World Report's 2020 edition of Best Graduate Schools rankings. The part-time MBA program at Miami's Farmer School of Business ranks 81 and the education graduate program ranks 110.

Graduate studies in education offer a wide variety of programs. U.S. News also periodically ranks programs in science, social sciences and humanities, health and many other areas based solely on academic experts' ratings. Miami's graduate programs have ranked in the top 100 in recent years and include: speech-language pathology at 69, English at 77, earth sciences at 90 and history at 98.

Speech-language pathology - Graduate students in Miami's speech-language pathology program develop both theoretical and applied scientific skills in the prevention, assessment and treatment of communication disorders.

English - Miami's English graduate program offers three master's degrees with concentrations in creative writing, composition and rhetoric, and literature; an MAT through the Ohio Writing Project; two doctoral programs in composition and rhetoric and in literature, and a low residency master's of fine arts in creative writing.

Part-time MBA - The Farmer School of Business' part-time MBA program, launched in 2009 at Miami's Voice of America Learning Center, ranks as a top 100 part-time program for the seventh straight year. It is a two-year program offered on weeknights for experienced professionals.

Earth Sciences - Miami's Earth sciences graduate program offers three programs for advanced study leading to a master's of arts, master's of sciences and a doctoral degree. Graduate students can choose a wide range of research emphases, such as isotope geochemistry, tectonics and structural geology, and mineralogy and crystallography.

History - The master's program in history is selective and flexible. Students benefit from opportunities offered by the Humanities Center, the Havighurst Center for Russian & Post-Soviet Studies, interdisciplinary programs such as American studies and women's and gender studies, overseas language programs, and strong humanities departments.

ACADEMIC AFFAIRS GOOD NEWS

February 2019 – May 2019

Other Miami graduate programs noted for quality in the rankings in recent years include clinical psychology, 102; psychology, 112; chemistry, 122; biological sciences, 159; and Miami-Wright State program in health school specialty areas, 196.

Ellram and Lorigan each named University Distinguished Professor

Mar 15, 2019 - Lisa Ellram, the James Evans Rees Distinguished Professor of Supply Chain Management, and Gary Lorigan, the John W. Steube Professor of Chemistry and Biochemistry, have been awarded the title of University Distinguished Professor by Miami University's board of trustees, effective July 1.

Established by the trustees in 1981 to attract and retain eminent professors, the title includes an annual stipend for conducting research and other professional activities. University Distinguished Professors have national and international stature with demonstrated recognition and projected high level of scholarly productivity in the future. The call for nominations for the University Distinguished Professor Award is issued every other year, alternating with the Distinguished Service Award.

Lisa Ellram

Within her field of supply chain management, one would be hard-pressed to find a better-known or more cited scholar than Ellram, her nominators said. She was among the first researchers to apply theory to the concept of supply chain management and bring it into the academic literature. Ellram received her doctorate from Ohio State University in 1990 and taught at Arizona State University from 1990-2006. She served as chair of the department of management and Allen Professor of Business at Colorado State University from 2006-2008. She joined Miami in 2008.

In recognition of her pioneering efforts, she was featured in the 2017 book *The Grand Authors in Logistics and Supply Chain Management* with the chapter, "Lisa M. Ellram. A pioneer of theory of Supply Chain Management." She continues to "challenge the frontiers of the discipline, working on sustainability in the supply chain as well as the supply chain of service industries," a nominator wrote.

With more than 26,000 Google Scholar citations, her scholarly influence is vast. She works extensively with scholars from across the world, lending her work a holistic and global perspective, her nominators said. Ellram has presented her work in more than 25 countries and has been a visiting scholar at six international universities. Ellram is "credited by many students with truly opening their eyes to the professional world they are preparing to enter. Her classes combine high-level content with practical, real-world applications," a nominator said.

Gary Lorigan

Lorigan is internationally recognized as a leader in the field of membrane protein structure. He and his research group have pioneered strategies to characterize membrane proteins by using magnetic resonance techniques, such as electron paramagnetic resonance (EPR) and nuclear magnetic resonance (NMR) spectroscopies.

His research program focuses on membrane protein channels that are directly related to heart disease. "By all measures, he is one of the most successful and accomplished researchers in our department's history," his nominators said.

Since 1998, he has published 118 peer-reviewed manuscripts in top-tier chemistry/biochemistry journals. Eight of these papers were selected as "hot topic" or "cover" articles for the journal issue in which they were published. His research is currently funded by more than \$3.5 million in grants from the National Science Foundation (NSF) and the National Institutes of Health (NIH).

Since 1998, he has been awarded more than \$5.5 million in research grants and he has been a lead PI or co-PI on equipment grants totaling more than \$2.9 million.

His research funding is comparable to funding of the best faculty at large research universities, his nominators said. "It is important to note that only five- to ten-percent of most federal grant proposals are being funded, and the competition in Lorigan's field of biophysics of membranes is particularly fierce."

Last summer he was awarded a prestigious Maximizing Investigator's Research Award (MIRA) of more than \$1.8 million from the National Institute of Health — a first for a researcher at Miami.

Lorigan has served on many grant panels at NSF and NIH, and he was a permanent member of the NIH BBM (Biochemistry/Biophysics of Membranes) study panel. Serving as a permanent study panel member on an NIH panel is a first for any faculty member in the department of chemistry and biochemistry and is a testament to his standing in the biophysical community, his nominators said.

ACADEMIC AFFAIRS GOOD NEWS

February 2019 – May 2019

Lorigan is one of his department's best teachers, his nominators said. "Physical chemistry lecture courses are considered to be some of the most challenging courses in our major; however, year after year Lorigan receives some of the highest student evaluations in the department." He updated a physical chemistry lab course into one that focuses on modern instrumentation and theory. Many of the new experiments he created were published in the Journal of Chemical Education and are used by other universities across the country.

Lorigan "epitomizes the ideal of the Miami teacher/scholar, and he serves as an outstanding role model for young and older faculty members and students at our university," his nominators said.

Eight Miamians offered Fulbright awards to conduct research or teach overseas

April 11, 2019 - Six of Miami University's Fulbright semifinalists have been offered 2019-2020 grants and another has been named an alternate. In addition, Tani Sebro, an assistant professor in Global & Intercultural Studies, has been offered a Fulbright Scholar award through the ASEAN Research Program to study migrants returning to Myanmar from Thailand.

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. Since 2000, 51 Miami students and alumni — not including these latest offerees — have received Fulbright U.S. Student Program grants to conduct research or teach overseas, according to Karla Guinigundo, director of global partnerships in Miami's Office of Global Initiatives.

"The growth in Fulbright success at Miami is a testament to the value placed on cultural exchange by both the students who apply and the many faculty and staff who support the applicants each year," Guinigundo said. "It is exciting to see so many of our students making a global impact through this program." More than 10,000 applications were received in this cycle for the 1,900 available grants. Miami had 28 applicants, who applied to 20 countries this year. Fourteen were named semifinalists in late January.

This year's other Fulbright awardees

- Alexandra Fair, a graduate student in history, has been awarded a Fulbright/University of Reading Award to pursue graduate work in the United Kingdom. She is Miami's first research/study award winner since 2010. UK partnership awards are notoriously difficult to get, Guinigundo noted.
- 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.
- Cyrus Green - graduated in 2018, international studies major with Spanish minor, English teaching assistant in Argentina.
- 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, is an alternate to be an English teaching assistant in Belgium.

Alumna selected for a grant at-large

- Jane Winsett - graduated in 2017, international studies and women's, gender, and sexuality studies double major with Spanish minor, English teaching assistant in Kosovo.

Board of Trustees – Academic & Student Affairs Committee***eLearning Miami***

May 2019

Cheryl D. Young

Assistant Provost, Global Initiatives

Ryan Baltrip

Director, Digital Learning Initiatives

Online learning at Miami University is administered under a mission and vision focused on inclusive, flexible, engaging, and transformative learning for an evolving community of learners that includes our traditional, residential students, regional campus students, and students drawn into professional development opportunities offered online and in hybrid modes. Miami has taken steps toward institutionalizing robust support and charting a path to a strategy for progressive, innovative technologically mediated learning for current and future learners.

During 2018-19, a centralized elearning administrative center was designed and developed to provide collaborative and strategic oversight of the technologically mediated courses and programs, with a vision for ideal progressive learning environments and a vision for how faculty and students interact in those spaces. Based on recommendations approved in the spring of 2018, the centralized administration for elearning ensures that there is a consistent, high quality presence that exceeds accepted rigor and standards. The administrative unit collaborates with the six academic divisions that are academically and programmatically decentralized to allow for customization, autonomy, and quality control at the divisional and departmental level.

Following a national search in the fall of 2018, Ryan Baltrip was hired as the Director of Digital Learning Initiatives and began serving in this role on January 1, 2019. Dr. Baltrip is developing a strategic plan with a renewed and forward-thinking mission, vision, and goals. Under a mission of partnering to enhance the Miami University experience by encouraging effective practices in digital innovative learning, elearning is evolving with a vision to: equip faculty and staff in effective use of digital and innovative learning; enhance teaching and learning utilizing technology, empower the research, exploration, and practice of innovative learning; extend the Miami experience in effective ways to serve current students' needs and to reach new populations of students; and, lead in the online space to be recognized nationally for excellence.

In the developing strategic plan, eLearning Miami is organizing staff into teams to serve innovative and digital learning needs of all Miami University campuses and all students, current and new populations of students. Those teams include: Learning Design, Learning Media, Learning Innovation, Learning Technology and Support, and the eLearning Coordination Team. In addition to the current staff of instructional designers, technology specialists, and media specialists, searches are underway to scale staffing to ensure robust support in each academic division. This is illustrated in the following diagram.

eLearning Miami | 2

Planning includes development of online and technologically mediated programs, microcredentials, courses, and offerings to attract new audiences of students, serve the needs of the region and state, and utilize the Miami University strengths to serve continuing education and lifelong learning needs online. To effectively implement the mission of encouraging effective practices in digital and innovative learning, the eLearning Miami team will partner across campuses, divisions, and departments with specific program and service goals in the areas of online course development, instructional training and professional development for faculty, transformation and innovation workshops, revising and enhancing online courses, annual recognition of faculty and staff for innovative learning achievement, consulting, and liaison engagement.

With the support of the academic divisions in this planning, the unification of existing resources, and addition of new resources, Miami University's online presence will provide an enhanced and innovative technologically mediated experience for faculty, staff, and students under a revitalized mission and vision.

Undergraduate Academic Advising Council Report

Miami University, May 2019

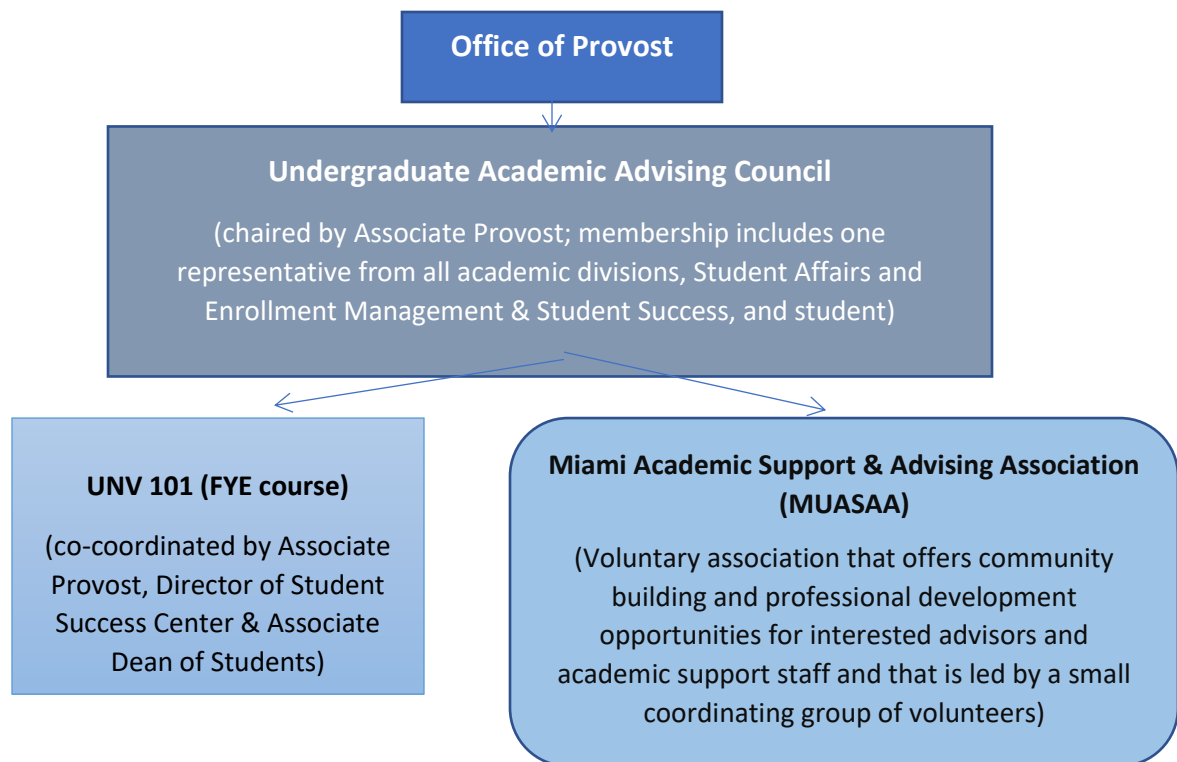
Introduction

This report provides a summary of the Undergraduate Academic Advising Council's (UAAC) activities during the 2018-2019 academic year. It outlines outcomes, measures, data related to assessment of undergraduate academic advising, First Year Experience (FYE) Courses, and academic interventions as well as recommendations for future improvement in these areas.

The UAAC believes that although assessment is often viewed as a means to accountability, assessment is actually intended to be a constructive, ongoing process focused on continuous feedback and improvement of services to students. Moreover, assessment is not the same as evaluation. Evaluation focuses on the performance of the individual academic advisor, while assessment is concerned with the academic advising program and system overall, primarily in relation to specific outcomes.

2018-2019 Organizational Structure & Membership

The following organizational structure for academic advising was in effect:



The 2018-2019 UAAC membership was Jeffrey Wanko (chair), Craig Bennett, Christina Carrubba-Whetstine, Kim Ernsting, Tonia Hyllengren, Brian Kirkmeyer, Marti Kyger, Ted Peters, Gretchen Radler,

Roxann Sommers, and an undergraduate student—Darsh Parthasarathy (fall semester) or Cole Hankins (spring semester). The UAAC met 14 times during the academic year.

2018-2019 Objectives

Below is a list of key objectives for the 2018-19 academic year:

1. Advising Assessment

- Assess the student satisfaction of academic advising at Miami University, noting differences between academic divisions, campuses, and class (year at Miami).

2. Awareness and Understanding

- Hold conversations between UAAC and various constituents across the University about the common efforts and work being done to establish a more coordinated understanding of the work and more attainable goals can be reached.

3. New Student Guidebook

- Review and revise the Guidebook with an eye on cost and implementation efficiency

4. UNV 101 and Other First Year Experience Courses

- Review and revise the first year experience course, including making plans for the development of related experiences for students not in any of the first year courses

Other work that was done by UAAC as part of its routine operation this academic year:

• Advisor Development & Recognition

- Offered six advising development modules
- Selected two winners for the Excellence in Academic Advising Award (Edgar Caraballo and Terri Spahr Nelson)
- Offered third annual advising symposium (coordinated by the Miami University Academic Support & Advising Association) in September with over 70 participants, and held monthly workshops on advising-related topics
- Held the Advisor Recognition Reception honoring the award winners as well as master advisors (28 recipients) and advisors achieving Level B (39 recipients) and Level A status (41 recipients)

• Advising E-Tools

- Reviewed and revised modules 1-6 in online and face-to-face advisor training

• Advising Communications

- Reviewed and revised letters for midterm interventions and explored options for revising timeline for midterm interventions

Details of the assessment and outcomes for each of the four objectives listed above are addressed separately in the following sections.

Objective 1: Advising Assessment

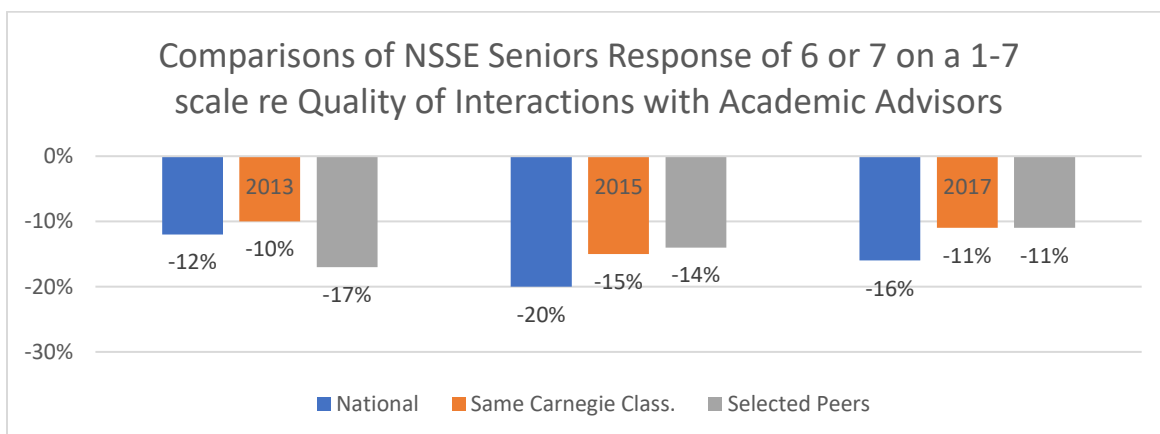
Background

The 2016 Student Satisfaction Survey at Miami reported the following data regarding academic advising:

	Very Dissatisfied (1)	Dissatisfied (2)	Satisfied (3)	Very Satisfied (4)	Mean
Academic advising by departmental faculty	8%	17%	52%	23%	2.9
Academic advising by divisional advisors	8%	20%	52%	20%	2.8

However, the 2017 National Survey of Student Engagement (NSSE) asked seniors to indicate the quality of their interactions with academic advisors on a scale of 1 (low) to 7 (high). 35% of Miami seniors rated their interactions as 6 or 7—this is 16% lower than for all seniors nationally completing the NSSE in 2017, as well as 11% lower for seniors from universities in the same Carnegie classification (R2), and 11% lower than from our self-selected peer list. This is consistent with NSSE data from 2013 and 2015 (see below):

Quality of Interactions with Academic Advisors				
Percent 6 or 7 on a scale of 1-7				
Year	Miami	National	Same Carnegie Class.	Selected Peers
2013	36%	-12%	-10%	-17%
2015	33%	-20%	-15%	-14%
2017	35%	-16%	-11%	-11%

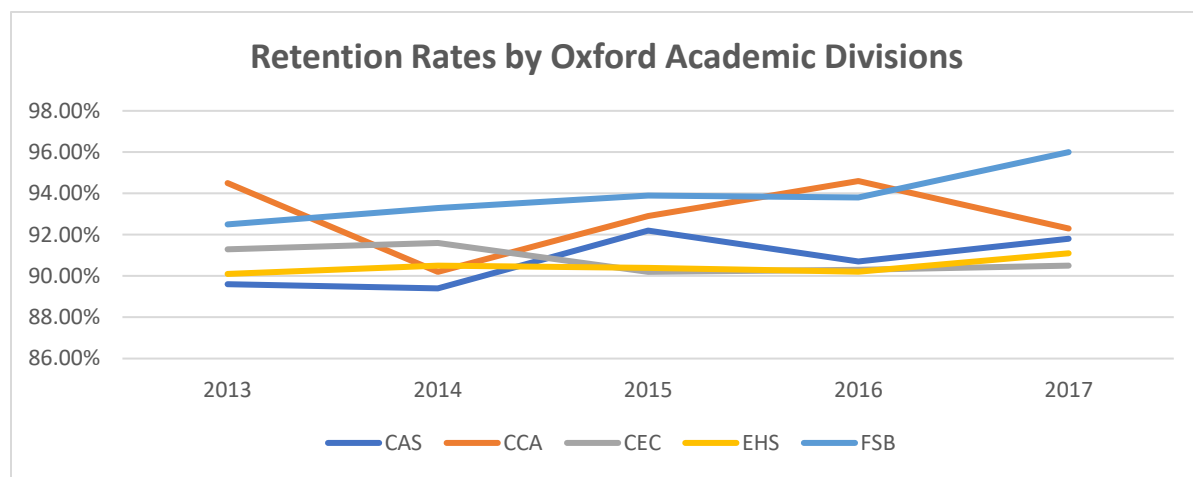


Information from Miami's University Retention and Persistence Committee (URPC) indicated that there were notable differences between the advising outreach being done by the Farmer School of Business (FSB) and the rest of the university. FSB is now in their final year of a three-year rollout where all undergraduate students are being advised by professional academic advisors—unlike the rest of the university where students are seeing a mix of faculty advisors and professional advisors (from the divisional advising offices). While there was an overall increase in Miami's retention rate for 2017 (see

below), there was a significant growth in the retention rate of the FSB students relative to the other Oxford academic divisions (see below).

Oxford Campus Divisions

	CAS	CCA	CEC	EHS	FSB	Overall
2013	89.6%	94.5%	91.3%	90.1%	92.5%	90.5%
2014	89.4%	90.2%	91.6%	90.5%	93.3%	90.3%
2015	92.2%	92.9%	90.2%	90.4%	93.9%	91.8%
2016	90.7%	94.6%	90.3%	90.2%	93.8%	90.9%
2017	91.8%	92.3%	90.5%	91.1%	96.0%	91.9%



Discussions with FSB indicate a number of positive steps that have been taken by their professional advising office that may point to this increase in the FSB retention rate. These steps include:

- Teaching all First Year Experience courses in FSB (BUS 106) for their own advisees—establishing an early connection between advisors and advisees
- Reaching out to academically at-risk advisees in August, February and June to invite conversations about opportunities for support, revisiting upcoming schedules, etc.
- Holding sponsored initiatives such as Seniors for Senior Check week in November and Midterm Outreach in October and March for those students who fall into at-risk status
- Contacting students identified by Civitas outreach
- Supporting international students and students studying abroad through use of WeChat, Skype and Google Hangout appointments
- Offering significant drop-in advising hours on daily basis, which allows students opportunity to gain assistance regularly
- Increasing the overall amount of advising done in FSB—from August 1 – April 30, 2018, FSB professional advisors completed 8,202 advising appointment, equivalent to nearly two appointments for every FSB student

To follow up on these retention data, we worked with the Office of Institutional Research (OIR) to disaggregate the NSSE data to help us understand more about how the data on academic advising were broken down by first-year students vs. seniors as well as how FSB compared with the other academic divisions. These data (below) reflect student responses to the prompt, "Indicate the quality of your interactions with academic advisors."

All Oxford Divisions									
	Poor (1)	(2)	(3)	(4)	(5)	(6)	Excellent (7)	NA	Mean
First-year	4%	8%	11%	15%	21%	19%	18%	2%	4.8
Senior	7%	9%	12%	16%	19%	17%	18%	2%	4.6

FSB vs. Other Oxford Divisions

First-Year Students									
	Poor (1)	(2)	(3)	(4)	(5)	(6)	Excellent (7)	NA	Mean
FSB	3%	3%	10%	12%	22%	26%	23%	1%	5.2
Others	5%	9%	12%	16%	21%	17%	17%	3%	4.7

Seniors									
	Poor (1)	(2)	(3)	(4)	(5)	(6)	Excellent (7)	NA	Mean
FSB	9%	13%	9%	21%	17%	10%	19%	3%	4.3
Others	6%	9%	13%	15%	20%	19%	17%	2%	4.6

The data on first-year students are especially of note—showing an overall higher satisfaction with FSB advising than the advising that is received in the other Oxford academic divisions. We decided to conduct a survey of our current student population to gather additional data around student satisfaction of academic advising.

In conjunction with OIR, we surveyed 2500 randomly selected current undergraduates at Miami and we received 375 responses (a 15% return rate). Students were asked to identify their academic division (if they didn't know it, we asked them to identify their primary major so that we could sort their data into academic divisions) and their current class at Miami (first-year, etc.). Surveys included the following four prompts:

1. Please rate your satisfaction with academic advising at Miami University (choices: very satisfied, satisfied, dissatisfied, and very dissatisfied)
2. My advisor provides me with useful and accurate information about scheduling classes (choices: strongly agree, agree, disagree, and strongly disagree)
3. My advisor provides me with useful and accurate information about meeting the requirements for my degree program (choices: strongly agree, agree, disagree, and strongly disagree)

4. How often do you meet with your advisor to discuss scheduling classes, meeting degree requirements, etc.? (choices: 4 or more times per semester, 2-3 times per semester, once per semester, never)

The tables below show the overall results to the four prompts by academic divisions:

Overall satisfaction with academic advising at Miami University

	n	VS (4)	S (3)	D (2)	VD (1)	Mean
CAS	160	24.4%	48.8%	22.5%	3.8%	2.9
CCA	23	17.4%	52.2%	26.1%	4.3%	2.8
EHS	60	36.7%	45.0%	13.3%	5.0%	3.1
CEC	34	26.5%	38.2%	23.5%	11.8%	2.8
CLAAS	18	50.0%	50.0%	0.0%	0.0%	3.5
FSB	76	34.2%	39.5%	18.4%	7.9%	3.0
Unknown division	4					
Total	375	29.3%	45.9%	19.2%	5.3%	3.0

My advisor provides me with useful and accurate information about scheduling classes

	n	SA (4)	A (3)	D (2)	SD (1)	Mean
CAS	160	32.5%	43.1%	16.3%	7.5%	3.0
CCA	23	34.8%	34.8%	26.1%	4.3%	3.0
EHS	60	41.7%	43.3%	10.0%	5.0%	3.2
CEC	34	26.5%	47.1%	20.6%	5.9%	2.9
CLAAS	18	50.0%	33.3%	16.7%	0.0%	3.3
FSB	76	36.8%	36.8%	22.4%	3.9%	3.1
Unknown division	4					
Total	375	35.2%	41.3%	17.6%	5.6%	3.1

My advisor provides me with useful and accurate information about meeting the requirements for my degree program

	n	SA (4)	A (3)	D (2)	SD (1)	Mean
CAS	160	31.9%	47.5%	14.4%	5.6%	3.0
CCA	23	34.8%	39.1%	17.4%	8.7%	3.0
EHS	60	38.3%	38.3%	16.7%	6.7%	3.1
CEC	34	20.6%	64.7%	8.8%	5.9%	3.0
CLAAS	18	50.0%	38.9%	11.1%	0.0%	3.4
FSB	76	40.8%	38.2%	15.8%	5.3%	3.1
Unknown division	4					
Total	375	34.7%	44.5%	14.7%	5.9%	3.1

How often do you meet with your advisor to discuss scheduling classes, meeting degree requirements, etc.?

	n	4 or more	2-3 times	Once	Never
CAS	160	2.5%	20.0%	68.1%	9.4%
CCA	23	0.0%	17.4%	82.6%	0.0%
EHS	60	1.7%	18.3%	68.3%	11.7%
CEC	34	5.9%	20.6%	47.1%	26.5%
CLAAS	18	5.6%	11.1%	66.7%	16.7%
FSB	76	0.0%	32.9%	63.2%	3.9%
Unknown division	4				
Total	375	2.1%	21.6%	66.4%	9.9%

At a meeting of the UAAC on May 1, 2019, these data were shared and discussed. The following observations and strategies were discussed:

- UAAC needs to help with the reevaluation of the advising model at Miami University. The data provided by NSSE show that Miami student satisfaction with academic advising is lower than it should be and this needs some deliberate attention.
- The data in the Miami survey are helpful, only represent a small percent of the total student population. While there was a 15% return rate, only 2500 students were contacted for the survey.
- Miami provides touchpoints for students in a lot of our programs, but there are no required touchpoints in academic advising. How might we do this to ensure greater student success? Could this be part of the FYE engagement menu?

Objective 2: Awareness and Understanding

Background

One of our goals this year was to increase the communications between the academic advising community and others who work in related areas at Miami. As such, we invited a number of people to discuss projects and initiatives with us at our UAAC meetings, where we provided feedback and helped to continue these initiatives as needed in our specific academic units.

Topics included:

- Office of the Registrar 2018-19 plans and beyond (Mandy Euen) – August 29
- Rinella Learning Center – budget and impact (Christina Carrubba-Whetstine) – August 29
- Office of Liberal Education – petitions and courses (Shelly Jarrett Bromberg) – September 12
- University Retention and Persistence Committee (Jeff Wanko) – September 12
- uAchieve (Carol Jones) – September 26
- CCP advising (Liza Skryzhevskaya and Mike Loeffelman) – October 10
- Advising Report Project (Jeff Wanko) – October 10

- University Petition Process (Jeff Wanko) – October 24
- Dean of Students (Kimberly Moore) – November 28
- Alternative Suspension Program (Christina Carrubba-Whetstine) – February 13
- Transformational Student Experiences strategic planning subcommittee (Brian Kirkmeyer) – February 13
- Global Readiness Certificate (Alicia Shrestha and Tara Trueblood) – February 27
- University Strategic Planning Committee (Bob Applebaum and Julia Guichard) – March 20
- Advisor Levels Proposal (Marti Kyger) – April 17

Each of these topics was discussed and addressed with relevant parties. UAAC will review this process and determine what changes should be made for the next academic year.

Objective 3: New Student Guidebook

Background

In 2018, Miami University published its guidebook for new students to use during first-year orientation. The 2018 Guidebook contained 218 pages and 6,779 copies were ordered for distribution and use, at a cost of over \$18,000.

We often heard that the Guidebooks were helpful, but there were questions about whether all of the information contained in the Guidebooks were used during Orientation (or at all).

The budget cuts that were announced in winter 2019 spurred UAAC to look at the New Student Guidebook printing and usage. After editing the Guidebook in its entirety, we ended with a 2019 version that is 211 pages long. At our meeting on April 3, 2019, we identified 76 pages that are likely to be needed for Summer Orientation, confirmed these choices with New Student Orientation Office, and moved forward with getting a shortened version of the Guidebook in print, while posting the full remediated version online and sending the link to all incoming students and their families on May 1 for them to use in planning. In addition, only 4,929 copies were requested this year (all departments and divisions were asked to order only what they really needed and the regional campuses decided not to distribute any paper copies to their incoming students). The final cost of printing the 2019 Guidebooks is estimated to be around \$5980.

After the 2019 New Student Orientation, we will review feedback from academic advisors about the shortened version of the Guidebook so that we can make further adjustments for the 2020 Guidebook.

Objective 4: UNV 101 and Other First Year Experience Courses

Background

UNV 101 was developed as institutional initiative in 2014. The course was offered as Miami examined opportunities to increase the support offered to new students and in part as a response to multiple resolutions made by the Associated Student Government to develop a first-year experience course to

assist students in transitioning into the Miami undergraduate experience. It also was created in response to the first metric of the Miami 2020 Plan to “*achieve a 6-year graduation rate of 85% (4-year graduation rate of 75%).*” Fall 2018 represents the fifth year that UNV 101 has been offered.

Through reflection, self-assessment and group discussions, students in this course gain a sense of belonging at Miami, plan how to make the most of their time, and establish a foundation for academic and co-curricular success. The key topics or themes of the course include: community building, the Miami co-curriculum, time management, liberal education, classroom strategies and etiquette, academic advising, grading, academic resources and support, personal and social responsibility, inclusion and diversity, information literacy, academic integrity, and career development.

This course provides students with the resources and information to build awareness of institutional support and opportunities with the goal of developing an outline of an intentional, integrated plan of curricular and co-curricular learning to promote student success.

Students will work toward this goal in the following ways:

- Discover services on campus to assist in your **ACADEMIC SUCCESS**
- Build an inclusive, diverse, and respectful community with particular attention to the institutional value Miami has to create an environment in which every student develops a sense of **BELONGING**
- Develop an awareness of and proficiency in accessing tools and resources available to assist in your **ACADEMIC PLANNING**
- Explore ways in which you can maximize the **STUDENT LIFE EXPERIENCE**
- Navigate **CAREER DEVELOPMENT** resources by engaging in career/major exploration and learning about experiences available to students.

To assess the effectiveness of UNV 101, we have utilized multiple methods:

- 1) Evaluation of the course learning outcomes of UNV 101 is administered to Oxford students who enrolled in UNV 101 and other first-year experience courses through an end of semester survey.
- 2) University course evaluations – students complete the course evaluation for this course that is standard of all Miami courses.

The table below shows the number of students who completed UNV 101 or another first-year experience (FYE) course in Oxford or on a regional campus in fall 2018. The table also shows the number of first-year students who were not enrolled in an FYE course on the Ohio campuses. In all, 78% of Oxford first-year students and 62% of regional first-year students were enrolled in an FYE course—**combined, 75% of Miami’s first-year students were enrolled in an FYE course.**

Oxford	
FYE Courses	Number of Students
UNV 101	1079
BIO 147	347
BUS 106	832
CEC 101	532
CHM 147	113
GLG 147	25
MBI 147	44
MTH 147	67
THE 107	27
PHY 185	26
IMS 101	40
TOTAL	3132
No FYE Course	907

Regionals	
FYE Courses	Number of Students
UNV 101	481
CLT 176	62
TOTAL	543
No FYE Course	335

In some cases, UNV 101 enrolls students who are at have risk indicators that place them at a higher risk for attrition than those who do not enroll in UNV 101 or a FYE course. With the assistance of the Division of Enrollment Management & Student Success, students who have key risk factors are auto-enrolled in UNV 101.

Careful efforts were made to enroll students in sections by some common or shared characteristic, such as major or undecided major status, division, residence hall, etc. See the protocol used for enrollment in subsequent section.

Post Course Evaluation

Post-Test

First-year students on the Oxford campus enrolled in a first year experience course were invited to complete the course post-test in December 2018. Instructors were provided the survey link to give to the students in their classes for completion. The questions on the assessment focused primarily on the UNV 101 learning outcomes articulated in the introduction of this document.

The post-test asked 30 questions using a 5-point Likert scale. The questions directly measured the students' sense of agreement to their ability/knowledge regarding the specified learning outcomes of the course. An additional series of direct measures were included for specific questions related to academic integrity and bystander behavior.

- A maximum of 675 usable post-test responses from students enrolled in the course were obtained.

In previous years, we administered a pre-test in addition to the post-test for student enrolled in UNV/FYE courses. We made the determination not to administer the pre-test in 2018 due to the fact

that the results yielded from the pre-post design were consistent over a period of four years with the following results when comparing the pre-test mean to the post-test mean:

- Significantly higher for 28 questions
- Significantly lower for 1 questions
- Not significantly different for 1 question.

Because the pre-post design did not provide significant data points to inform the content of curriculum or course design, we made the decision to administer the post-course evaluation in an effort to assess the course learning outcomes.

General Post-Test Questions Relating to UNV 101

Students enrolled in the course responded to the post-test questions listed below (0-5 scale with “5” as the highest mark):

Question	Average Score
This course helped me feel connected to my peers at Miami.	3.63
I feel comfortable reaching out my transition course instructor in the future if I have questions or need assistance.	4.29
This course helped me become more familiar with campus resources and services that will help me be successful.	4.38
I am confident in my ability to succeed at Miami.	4.51
I would recommend this course to other first-year students at Miami.	3.82

Student Evaluations of Course

Summary of Quantitative Questions

All sections of the UNV 101 course and other FYE courses on both the Oxford and regional campuses were evaluated using the *What Do You Think?* course instrument with the standard university level questions.

Summary of Quantitative Items (0-4 scale, with 4 as highest mark)

Item	UNV 101 and other FYE courses	University Mean for all Courses
Organization of Course	3.06	3.28
Clear Presentation of Content	3.30	3.27
Fair Grading	3.30	3.29
Intellectually Challenging Course	1.99	3.28

Effective Instructor	3.31	3.34
Welcomed Questions	3.63	3.59
Opportunities for Participation	3.54	3.48
Demonstration of Concern	3.49	3.45
Analyze Complex Problems	2.61	3.29
Topic Appreciation	2.55	3.19
Understanding of Material	3.13	3.33

Planning for Future First Year Experience Courses

Overview

A small working group began meeting in January and has met regularly throughout the spring semester. We have engaged in collaborative discussions regarding the proposal and have taken various tasks in moving the initiative forward. Representation on this group includes:

Gwen Fears, Associate Dean of Students – co-chair
 Jeffrey Wanko, Associate Provost – co-chair
 Craig Bennett, Sr. Director, Student Success Center
 Olga Brezhneva, Associate Professor, Mathematics
 Jen Franchak, Assistant Vice President, Center for Career Exploration & Success
 Shamika Karikari, Associate Director, Residence Life
 Buffy Stoll Turton, Director, Orientation & Transition Programs
 Cheryl Young, Assistant Provost

Summary

UNV 101 and other first-year experience courses (CEC 101, BUS 106, etc.) will be offered fall 2019 to incoming students in a similar manner as previous years with a few noteworthy changes:

- All international students will be enrolled in UNV 101 or another FYE course
- Pre-enrollment will be managed by the Office of Orientation & Transition Programs; students will be pre-enrolled in UNV/FYE prior to attending orientation
- Enrollment is based on academic major; previous attempts to also connect enrollment to major and residence hall assignment have proven to be unsuccessful and create more obstacles than necessary. Therefore, connection to residence hall will not be included in course pre-enrollment strategies for fall 2019.
 - This change allows all courses to be pre-enrolled to 25 students, increasing the overall capacity without increasing the number of sections offered.
 - With the increase in capacity in existing sections and the continued commitment by FSB and CEC to enroll all first year students in their version of the course, we anticipate

being able to enroll close to 80% of the first-year class in a UNV/FYE. The remaining 20% (anticipated 850 students) will be encourage to complete experiences offered through the Engagement Menu.

Considerations and Logistics

Canvas will serve as the platform to manage and track student completion of engagement activities.

- All first-year students be enrolled in one Canvas class (including students in a UNV/FYE). Canvas allows us to put students into different sections – for example – students who are enrolled in a UNV 101 would be in a separate group within the course than students who are not in a class. Additionally, students not in UNV/FYE could be further segmented into smaller groups based on their residence hall or other factors in an effort to increase opportunities for community building.
- Canvas allows targeted messaging to be sent to students as a way to increase their awareness of campus events and encourage them to participate.
- Canvas has features built in that allow us to track participation by uploading card swipe data.
- Canvas provides opportunities for us to measure learning through quizzes, reflections, etc.
- Canvas is the system all students to need to learn how to use effectively as Miami students, meeting an underlying outcome of the FYE.

Additional Details

- All international students will be enrolled in a UNV/FYE course. Additional information that international students need will be provided through online modules designed and distributed by International Student and Scholar Services.
- Student Athletes will not be enrolled in UNV/FYE unless it is required for their major (for example CEC or FSB majors), however Intercollegiate Athletics is interested in having student athletes complete activities from the Engagement Menu in a strategic and integrated way with non-athletes.
- We are moving forward to have all three Baseline Requirements in place for students beginning fall 2019. All first-year students will complete AlcoholEdu, Sexual Assault Prevention for Undergraduate students and the Everfi Diversity, Equity and Inclusion course.

Instructors

In an effort to attract individuals from across campus who have an interest in teaching first-year students and contributing to the campus community in this way, we have created an interest form for potential instructors to complete prior to assigning them to a course. Our desire is to attract people to teach this course who have a genuine desire and interest. Who teaches this course has a profound impact on the quality of the experience for students.

Engagement Menu

The working group has consulted and sought input from colleagues across campus on the variety of activities included in the Engagement Menu. We are currently working to finalize the list and have made the following decisions regarding the parameters for what will be included on the list in the first year.

Engagement Menu Items Must:

- Be able to be tracked automatically – through swipe data, attendance reports, etc.
- Provide opportunities for students to learn, reflect, and experience something new/different
- Align with the learning outcomes of the UNV/FYE courses

When deciding what items to include on the engagement menu, we considered:

- Delivery method for the content
- Timing and frequency of the experience
- Access the information

There are options available to students throughout the academic year, available on multiple occasions, and delivered through multiple mediums including online options as well as in person (small and large groups). The list of engagement menu experiences is intentionally limited in an effort to be able to assess student experiences and maintain some level of oversight as to what experiences students completed during their first year on campus. As we progress, careful evaluation of what is included on the Engagement Menu will be central to our discussions for subsequent years.

As a pilot for this first year, we will be able to learn what type of events attract students and be able to assess our ability to track and document participation from students prior to having a larger portion of the student body participate.

Summary and Recommendations for Improvement

The data gathered on UNV 101/FYE courses indicate that transition courses have significant benefits for students, including their understanding of the campus resources and sense of belonging. UNV 101 on the regional campuses and FYE courses on the Oxford campus align with higher second-year retention rates. Additional longitudinal analysis will be needed to determine whether the course has long-term impact such as increasing college completion rates and overall level of satisfaction with college.

The data also reveal clear areas for course improvement. Here are our proposed suggestions for improvement:

1. Encourage enrollment in FYE and UNV courses, particularly when sections are arranged by major and include involvement of faculty in that discipline in the design and implementation of the course.

2. Update the Canvas site that was created to support course instructors. A major revision to the site occurred last year in an effort to make the material easier for instructors to navigate and utilize in their respective sections. The update entailed highlighting required material and concepts which clarified for instructors the course learning outcomes and provided greater understanding of where flexibility exists for providing students in individual sections with course material that may be specific to that particular class.
3. Continue to enhance and expand instructor development/training, including ways to utilize Undergraduate Associates more effectively.
4. Evaluate the current assessment practices connected to this course, specifically the pre-post model for assessing learning outcomes. Continue to identify ways in which direct measurement of learning can occur as well as how assessment could be aligned/connected to the University course evaluation process.

UNV 101 Pre-enrollment Process 2019

General guidelines

- International students (matriculating first-years, non-ACE) should be incorporated into all FYE sections *except* those whose English speaking test results indicate that they should take CAS 116 (about 30% of first-years). [Note: we anticipate including these students in fall 2020, as the curriculum for CAS 116 will shift to allow those students to participate in an FYE course with domestic students.]
- Athletes should be excluded, except where noted (because they take KNH 112, a similar transition course)
- Courses should be limited to 25 students, except where noted.

College of Arts and Science (CAS)

1. Students in the following majors (including athletes) should be pre-enrolled in the following required courses:
 - Chemistry: CHM147
 - Biology: BIO147
 - Microbiology: MBI147
 - Mathematics: MTH147
 - Geology: GLG 147
 - Physics: PHY 185
2. University Studies students (ASU2, ASUS, ASU5 – except Honors students) should be pre-enrolled in one large section of UNV 101, and then switched into a smaller section at orientation based on the academic advisor with whom they met (to make this possible, all sections taught by CAS academic advisors sections should be scheduled for the same day/time). These sections used a syllabus with a stronger focus on career exploration and development. There were two exceptions to this rule:

- University Studies (ASU2, ASU5 and ASU5) students in the Honors program should be pre-enrolled in a separate section of UNV 101 taught by an Honors advisor.
3. Students in the Western Program (Individualized Studies majors) and many CAS students in Peabody Hall (all advisees of Zak Hill) should be pre-enrolled into a UNV 101 section taught by Zak.
 4. Other CAS sections of UNV 101 should be enrolled based on major with a faculty instructor:
 - International Studies/ American Studies/Women's, Gender & Sexuality Studies/Latin American-Latino-Caribbean Studies (Section/CRN?)
 - History (UNV 101 VA / 68486)
 - Journalism/Media & Culture/Strategic Communication (UNV 101 CG / 66852)
 5. The balance of College of Arts and Science students should be placed into a section of mixed majors with a Student Affairs instructor (excluding athletes).

College of Creative Arts (CCA)

1. Students should be pre-enrolled in the following courses required for their majors:
 - THE 107 (including athletes)
2. All IMS majors are enrolled in IMS 101
3. Other CCA students are pre-enrolled in sections of UNV 101 by area of study:
 - Architecture/Interior Design
 - Music/Music Ed/Music Performance
 - CCA Scholars
 - Art/Art Ed/Art History/Communication Design

Education, Health & Society (EHS)

- The following EHS students should be pre-enrolled into sections of UNV 101 according to their participation in a university program, first-generation status, or major:
 - Bridges students
 - Leadership Scholars/Honors students
 - first-generation students
 - EHS-undecided
 - KNH
 - ECE (Early Childhood Education)
- Remaining EHS students (excluding athletes) should be placed into available sections of UNV 101 designated for EHS students.

College of Engineering and Computing (CEC)

1. CEC 101 is required for all majors; no pre-enrollment, because students enrolled at summer orientation

Farmer School of Business (FSB)

1. FSB 106 is expected for all majors; no pre-enrollment, because students enrolled at summer orientation

Process

- Once the above pre-enrollment rules are confirmed, Buffy Stoll Turton will create a spreadsheet of first-year students with unique ID and the appropriate CRN for their FYE course
- For the 9 Living Learning Communities (LLCs) with attached course, Tresa Barlage-Zianno added CRNs for LLC courses to the spreadsheet (this includes over 700 students in approximately 25 sections of various courses such as EDP 201, PMD 101, and ESP 101).
- These lists were then sent to John Harrelson in EMSS who used an automated process to complete the pre-enrollment process.