

**MIAMI UNIVERSITY  
BOARD OF TRUSTEES  
Minutes of the Board of Trustees Meeting  
Oxford Campus, Marcum Conference Center, Rooms 180-186  
Thursday, May 16, 2019**

The Secretary to the Board of Trustees confirms that as specified in the Regulations of the Board of Trustees of Miami University, and in compliance with Section 121.22 of the Ohio Revised Code, due notice was given prior to holding this joint meeting of Board of Trustees Academic and Student Affairs Committee, and Finance and Audit Committee.

The meeting was called to order at 11:45 a.m. in the Marcum Conference Center, on the Oxford Campus with the Board Vice Chair, Thomas Gunlock presiding. Roll was called with a majority of each committee present, constituting a quorum. In addition to the committee members; Provost Phyllis Callahan, Senior Vice Presidents David Creamer, Thomas Herbert, and Michael Kabbaz; and Vice Presidents Jayne Brownell, David Seidl and Michele Sparks were also present; as was Robin Parker, General Counsel; Randi Thomas, Director of Institutional Relations; and Ted Pickerill, Executive Assistant to the President and Secretary to the Board of Trustees. Also attending, to make presentations to the Committees, were Associate Vice President for Admission, Susan Schaurer; and Associate Vice President for Facilities Planning and Operations, Cody Powell. Additional members of the Miami Community were also in attendance to observe or assist.

Roll call of Trustees:

Present: John W. Altman (National Trustee)	Zachary Haines
C. Michael Armstrong (National Trustee)	Terry Hershey (National Trustee)
David H. Budig	William Kulis (Student Trustee)
Megan Cremeans (Student Trustee)	John C. Pascoe
Robert E. Coletti (National Trustee)	Diane Perlmutter (National Trustee)
Sandra D. Collins	Mark E. Ridenour
Thomas W. Gunlock	Rodrick Robinson
	Robert W. Shroder

Absent: Mary Schell

Secretary Pickerill informed the Committee that there was an addition to the agenda, an executive session as a final item, to address Personnel Matters, the hiring of a public employee.

### **Capital Projects and Construction**

Associate Vice President Cody Powell updated the Trustees on the status of major projects. He confirmed that Wilson Hall is scheduled for deconstruction, that renovation work would soon begin on Stanton Hall, and that the scheduled Dodd's Hall renovation would be delayed until next year, to accommodate the large fall 2019 cohort.

Pearson Hall Phase 2 is ahead of schedule, work on the South Chiller is nearing completion, and the week-long process of filling the tank has begun. The foot bridge on Western Campus is being restored, but the utility tunnel which was co-located with the bridge will not be restored; the utilities accommodated by the tunnel are no longer required, due to Miami's geothermal efforts.

Mr. Powell concluded by informing the group that Miami had received the Association for the Advancement of Sustainability in Higher Education gold star rating, the first time ever for Miami.

*AVP Powell's presentation is included as Attachment A.*

### **Enrollment Update**

Associate Vice President for Admission, Susan Schaurer, provided an overview of Fall 2019 admissions to date. She stated the incoming cohort will be the largest ever, and thanked the entire Miami community for their efforts. She reviewed the class profile and key metrics, including a reduction of 121 international students, but an increase of over 350 domestic non-resident students.

She explained the drop in the College of Arts and Science enrollment which was due to reduced numbers of University Studies students, as more were admitted directly to the Farmer School, as compared to prior years. She also reviewed state by state confirmation trends, and discussed NTR, which is approximately the same as last year.

She highlighted the presidential fellows numbers, the national pathways program, and ACE. Regarding ACE, she stated that as TOEFL average score requirements decrease nationally, the demand for Miami's ACE program declines. Transfer students remain a small portion of each cohort.

*AVP Schaurer's presentation is included as Attachment B.*

### **Managing a Large Cohort**

Provost Callahan, Senior Vice Presidents Creamer and Kabbaz, and Vice President Brownell, then informed the Board of their plans and actions to accommodate the large incoming class. They all stated that there had been early indications of the possible size, and that each had begun planning early to meet the increased enrollment. For example, SVP Creamer stated that the scheduled renovation of Dodds Hall would be delayed, thus making available over 200 additional beds.

*Their presentation is included as Attachment C.*

## University Communications and Marketing

Vice President and Chief Communications and Marketing Officer Michele Sparks updated the Trustees on University Communications and Marketing. She outlined and discussed the strategic initiatives of UCM, which include:

- Organizational Structure of UCM
- Brand Recharge
- Website
- Peer-to-Peer Ranking Strategy
- Robust Social Media and Digital Strategy
- Comprehensive News Media Strategy

She next provided a look ahead and highlighted UCM's long-term goals, which include:

- More synergy and continuity across the university with marketing endeavors
- Development of a 12-month marketing plan
- Further support and collaboration with EMSS
  - Re-evaluate and refine collateral
  - Further use of targeted digital strategies

She then provided an overview of the findings and results of the brand research conducted by Stamats, which helped identify Miami University brand perceptions held by several key audiences. Next steps, following review of this research, will include development of brand pillars, promise and characteristics.

She answered a number of questions, including use of the Miami "M", social media use, and coordination with communication directors from units across campus.

*VP Sparks' presentation is included as Attachment D.*

### **Executive Session**

Trustee Ridenour moved, Trustee Budig seconded, and by unanimous roll call vote, with eight voting in favor and none opposed, the combined Committees convened into Executive Session for Personnel Matters, the hiring of a public employee, as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

### **Other Business**

The Board returned to public session.

**Adjournment of Meeting**

With no other business to come before the Board, Trustee Ridenour moved, Trustee Robinson seconded, and by unanimous voice vote, the Board adjourned at 1:30 p.m.



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

# Status of Capital Projects Updates

May 16, 2019



# MacCracken, Richard, and Porter Halls Renovations

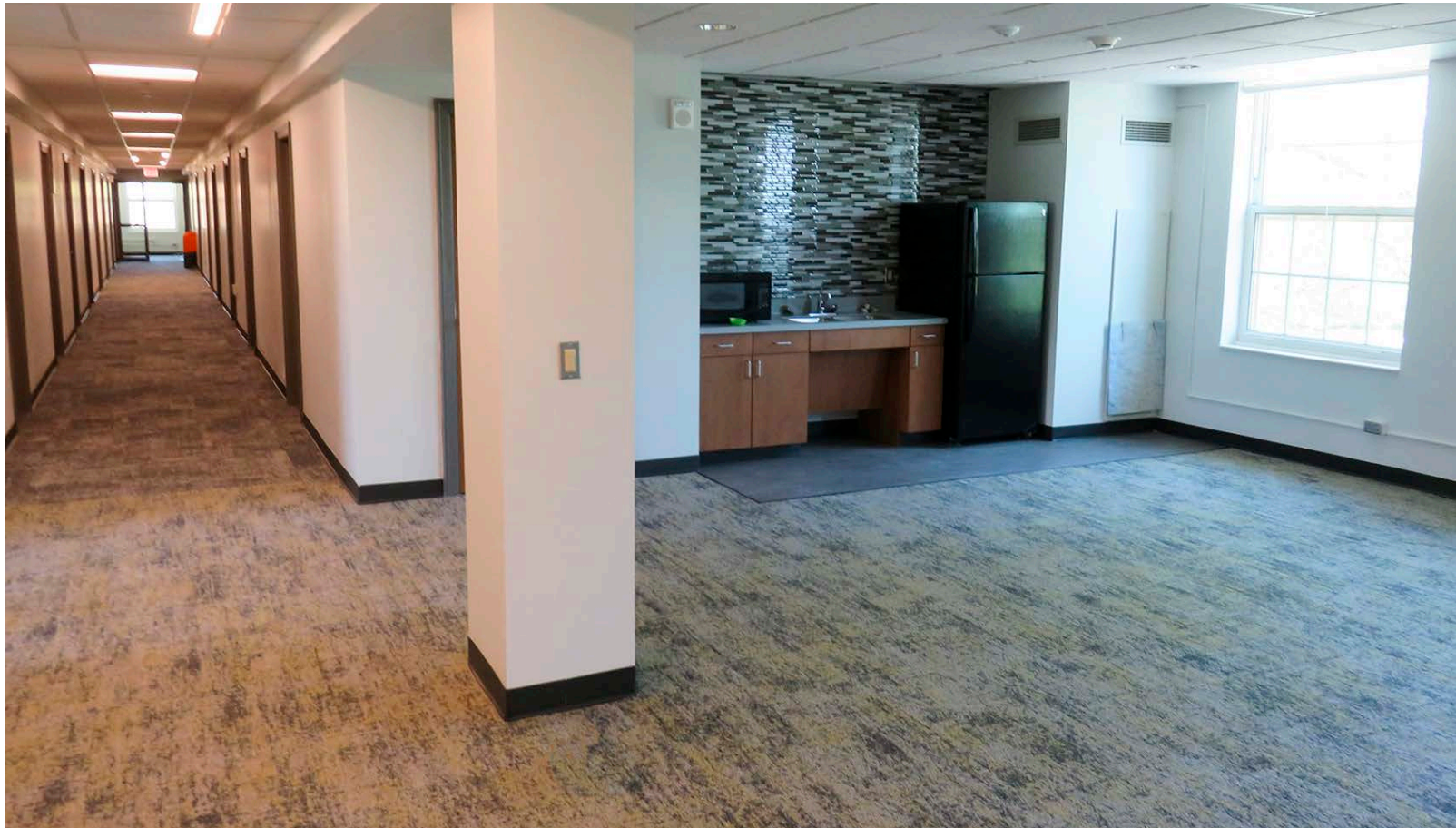
Project Cost: \$71,700,000

Completion Date/% Comp: July 2019/82%

Contingency/Balance: \$5,635,815/45%

Cost of Work: \$57,613,808

Project Delivery Method: Design-Build



# MacCracken, Richard, and Porter Halls Renovations



# MacCracken, Richard, and Porter Halls Renovations





# MacCracken, Richard, and Porter Halls Renovations



# Pearson Hall Renovations, Phase 2

Project Cost: \$30,000,000

Completion Date/% Comp: August 2020/50%

Contingency/Balance: \$1,500,000/53%

Cost of Work: \$25,238,135

Project Delivery Method: Design-Build



## Pearson Hall Renovations, Phase 2



# South Chiller Plant Conversion

Project Cost: \$21,250,000

Completion Date/% Comp: December 2019/70%

Contingency/Balance: \$1,000,000/60%

Cost of Work: \$18,500,000

Project Delivery Method: Construction Manager at Risk



# South Chiller Plant Conversion



# South Chiller Plant Conversion



# Presser Hall Bridge Renovation

Project Cost: \$1,500,000

Completion Date/% Comp: September 2019/15%

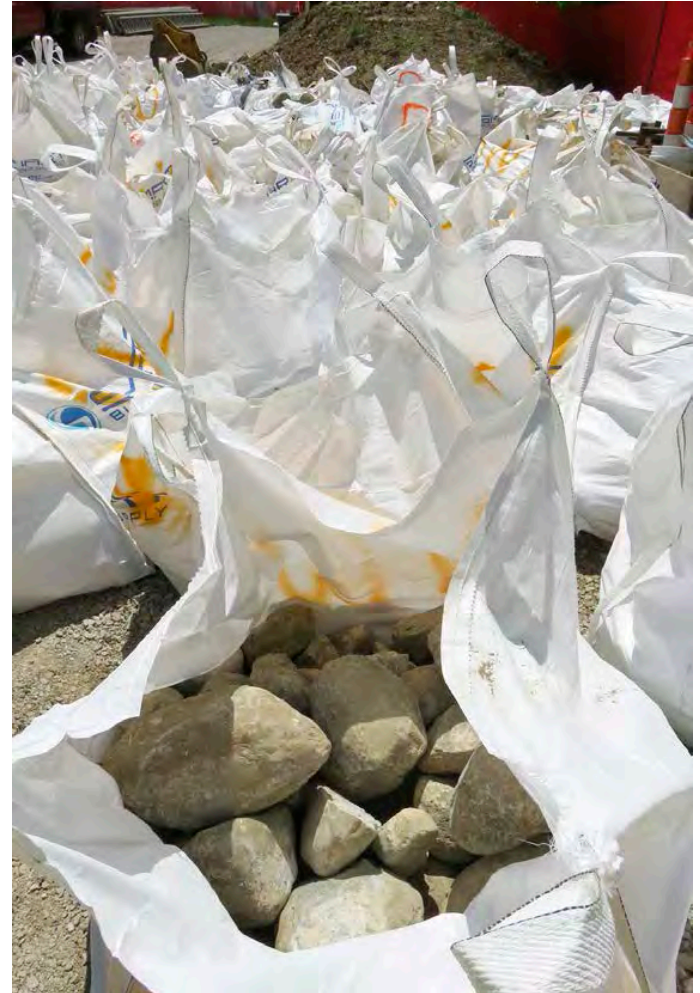
Contingency/Balance: \$115,000/100%

Cost of Work: \$1,004,500

Project Delivery Method: Single Prime Contractor



# Presser Hall Bridge Renovation





# Questions?



## Enrollment Update

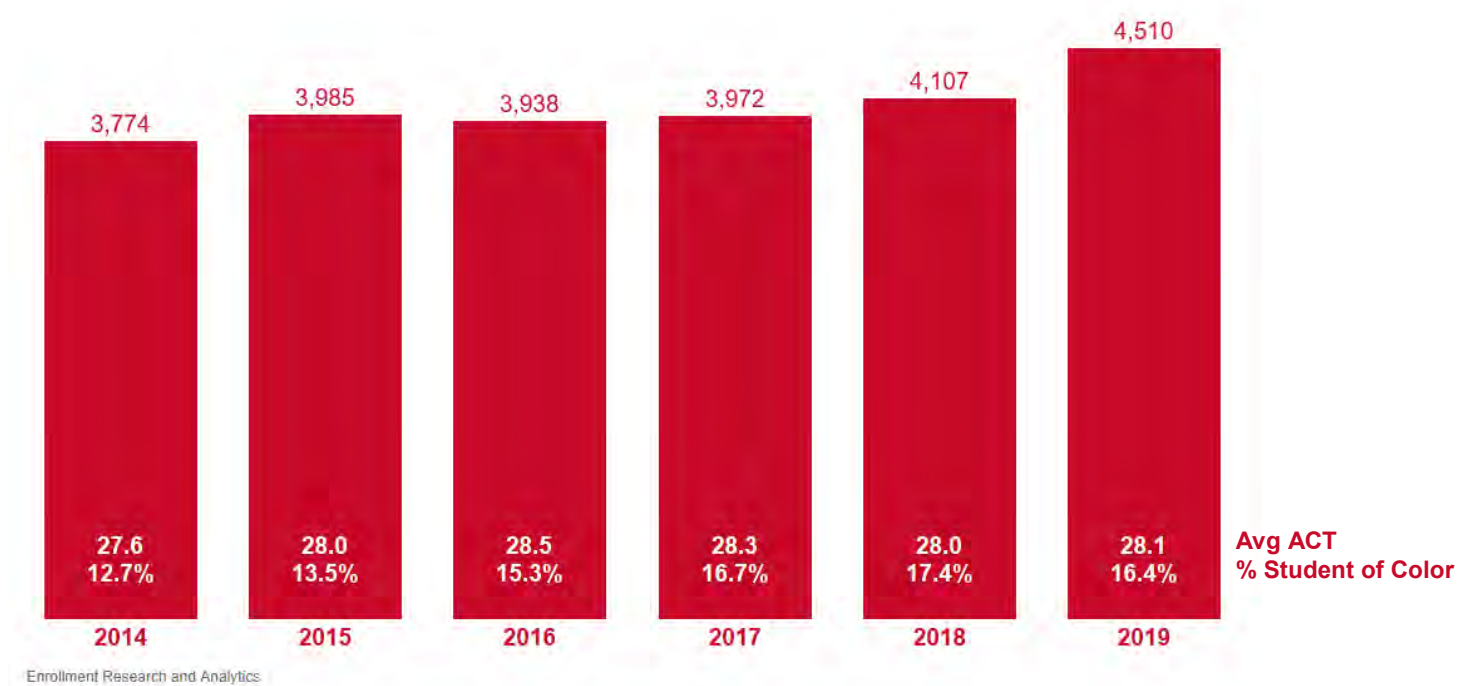
Board of Trustees Meeting

May 16, 2019

Enrollment Management & Student Success

# First-Year Enrollment

# Confirmation Trends



Data as of 05.13.2019

# First-Year Key Metrics

## *Fall 2019 vs. Fall 2018*

**ACT Best:** 28.1 vs. 28.0

**Honors:** 425 vs. 580

**GPA:** 3.78 vs. 3.76

**Academic Scholars:** 294 vs. 276

**Curriculum Strength:** 14.0 vs. 14.0

**Bridges:** 259 vs. 263

**Non-Resident:** 42.0% vs. 40.3%

**Summer Scholars:** 146 vs. 147

**International:** 4.7% vs. 8.1%

**Alumni Connection:** 32.4% vs. 31.2%

**Domestic Diversity:** 16.4% vs. 17.4%

**Countries:** 28 vs. 24

**Pell Eligible:** 552 vs. 558

**States:** 41 vs. 41

**First Generation:** 612 vs. 670

**High Schools:** 1,439 vs. 1,361

# Fall 2019 Confirmations

## *by Residency*

	2009	2018	2019	Δ 2009 to 2019	Δ 2018 to 2019
Non-Resident	1,082	1,655	1,896	75.2%	14.6%
Domestic Non-Resident	1,002	1,321	1,683	68.0%	27.4%
International	80	334	213	166.3%	-36.2%
Ohio Resident	2,192	2,452	2,614	19.3%	6.6%
<b>Grand Total</b>	<b>3,274</b>	<b>4,107</b>	<b>4,510</b>	<b>37.8%</b>	<b>9.8%</b>

# Fall 2019 Confirmations

## *by Division*

	2009	2018	2019	△ 2009 to 2019	△ 2018 to 2019
CAS	1,428	1,999	1,915	34.1%	-4.2%
FSB	966	893	1,270	31.5%	42.2%
CEC	267	500	577	116.1%	15.4%
EHS	431	439	416	-3.5%	-5.2%
CCA	182	210	236	29.7%	12.4%
CLAAS (Nursing)	--	66	96	--	45.5%
<b>Total</b>	<b>3,274</b>	<b>4,107</b>	<b>4,510</b>	<b>37.8%</b>	<b>9.8%</b>

Data as of 05.13.2019

# Fall 2019 Confirmations

## *by ACT Bands*

	2009	2018	2019	△ 2009 to 2019	△ 2018 to 2019
33-36	110	484	642	483.6%	32.6%
30-32	453	898	918	102.6%	2.2%
27-29	880	1,251	1,375	56.3%	9.9%
26	329	389	415	26.1%	6.7%
Below 26	1,447	1,004	1,121	-22.5%	11.7%
Null	55	81	39	-29.1%	-51.9%
<b>Total</b>	<b>3,274</b>	<b>4,107</b>	<b>4,510</b>	<b>37.8%</b>	<b>9.8%</b>

Data as of 05.13.2019



# Fall 2019 Confirmations

## by Race/Ethnicity

	2009	2018	2019	Δ 2009 to 2019	Δ 2018 to 2019
American Indian/Alaska Native	21	5	8	-61.9%	60.0%
Asian	104	115	124	19.2%	7.8%
Black/African American	145	157	155	6.9%	-1.3%
Hispanic/Latino	82	224	272	231.7%	21.4%
Native Hawaiian/Pacific Islander	6	2	3	-50.0%	50.0%
Two or More Races	--	211	178	--	-15.6%
White	2,772	3,046	3,540	27.7%	16.2%
Unknown	64	13	17	-73.4%	30.8%
<b>Total</b>	<b>3,194</b>	<b>3,773</b>	<b>4,297</b>	<b>34.5%</b>	<b>13.9%</b>

# Fall 2019 Projected First-Year Enrollment

## *October 15*

Total Pre-Melt Confirmations: 4,589

Current Active Confirmations: 4,510

Resident: 2,614

Non-Resident: 1,683

International: 213

Expected first-year class range on October 15, 2019:

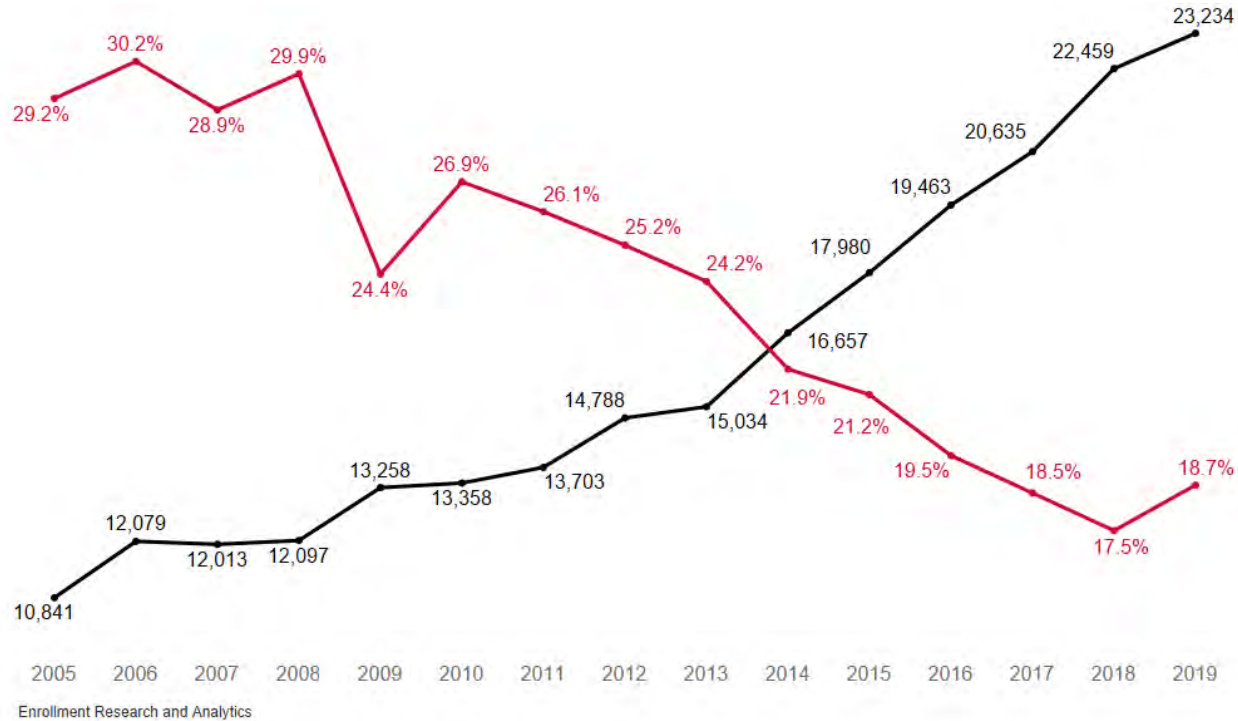
6.0% melt: 4,314

6.2% melt: 4,304

6.5% melt: 4,291

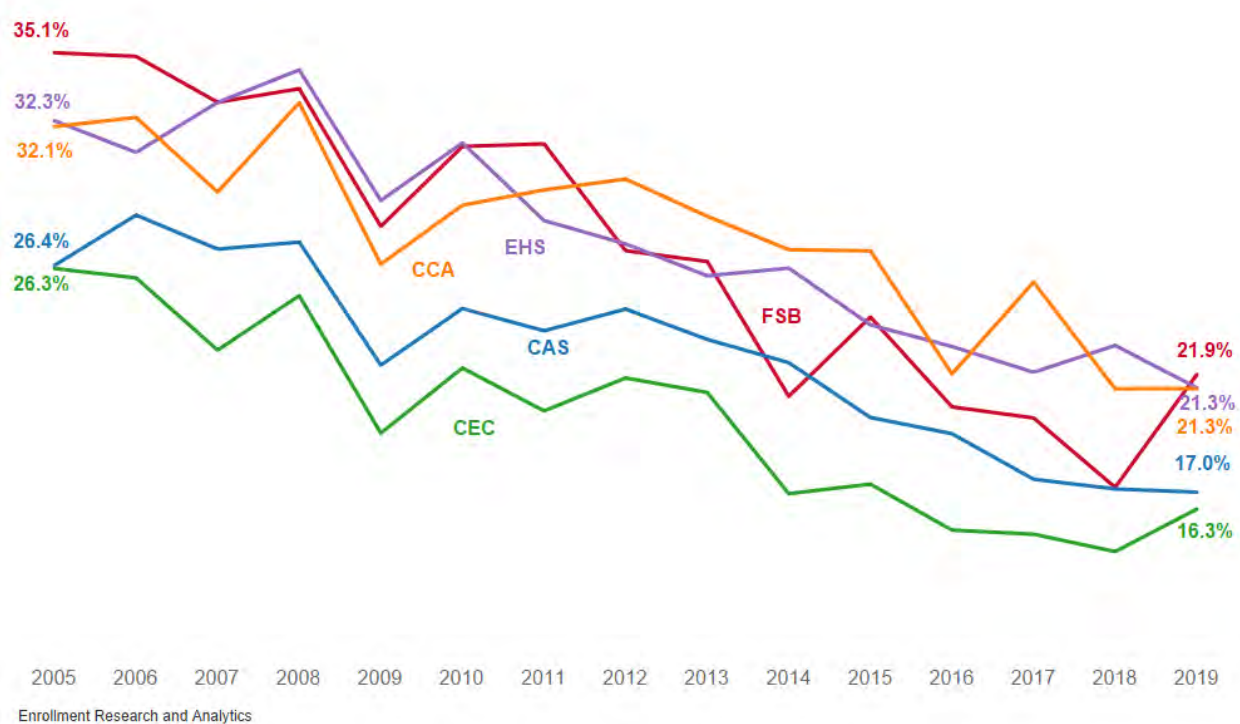
6.8% melt: 4,277

# Yield Rate and Admit Trends



Numbers for 2019 are current/estimate; all other data are final.

# Yield Rate Trends by Division



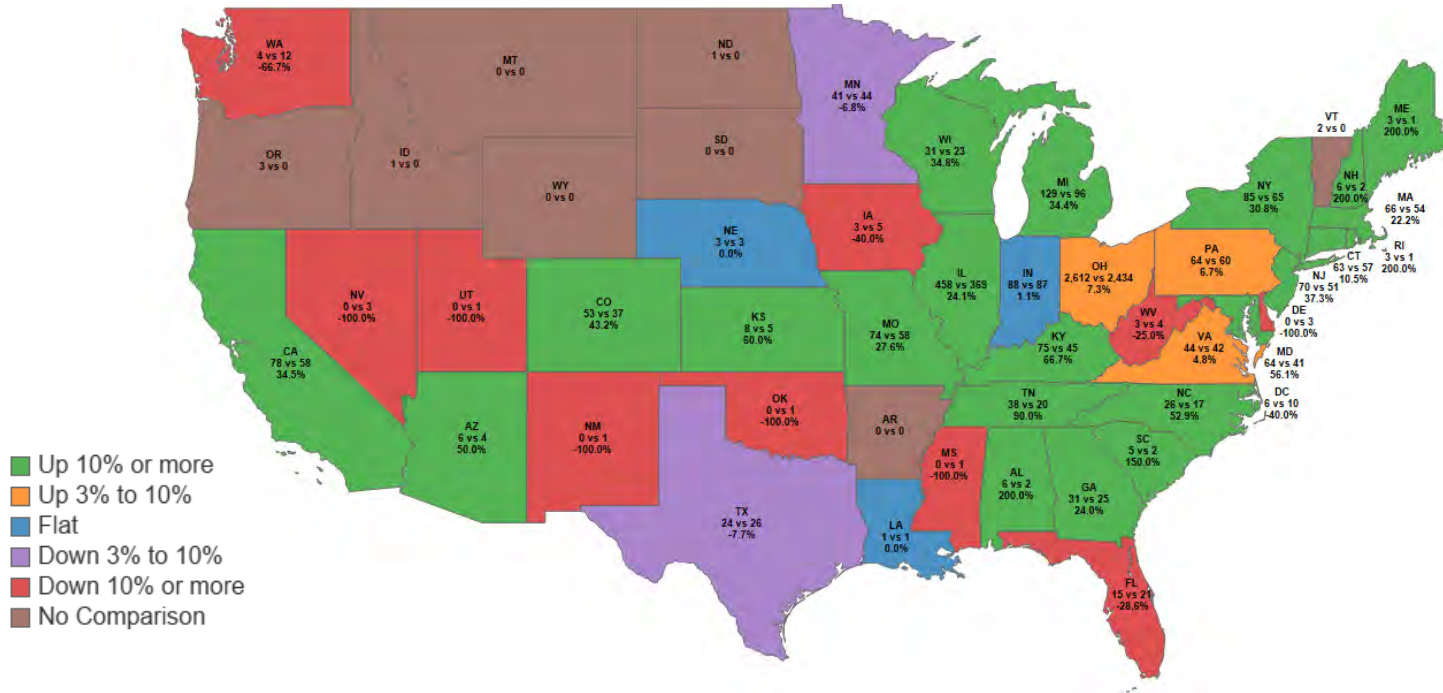
Numbers for 2019 are current/estimate; all other data are final.

# Yield Rate Trends by Division



Numbers for 2019 are current/estimate; all other data are final.

# Domestic Non-Resident Confirmation Trends



Data as of 05.13.2019

# Domestic Non-Resident Confirmation Trends

## Fall 2019

Top States					
State	2009	2018	2019	Δ 2009 to 2019	Δ 2018 to 2019
Illinois	253	369	458	81.0%	24.1%
Michigan	83	96	129	55.4%	34.4%
Indiana	80	87	88	10.0%	1.1%
New York	53	65	85	60.4%	30.8%
California	27	58	78	188.9%	34.5%
Kentucky	28	45	75	167.9%	66.7%
Missouri	47	58	74	57.4%	27.6%
New Jersey	38	51	70	84.2%	37.3%
Massachusetts	37	54	66	78.4%	22.2%
Maryland	37	41	64	73.0%	56.1%

Data as of 05.13.2019

# International Confirmation Trends

## Fall 2019

Top Countries					
Country	2009	2018	2019	Δ 2009 to 2019	Δ 2018 to 2019
China	61	267	97	59.0%	-63.7%
Vietnam		28	60		114.3%
India		12	19		58.3%
Canada	3		6	100.0%	
Nepal		1	3		200.0%
Bangladesh		1	2		100.0%
Myanmar			2		
Netherlands		1	2		100.0%
Spain			2		
Thailand			2		

Data as of 05.13.2019



# Other Enrollment Updates

# Presidential Fellows Program

## *Key Metrics*

**Offers:** 25

**Confirms:** 12

**ACT Best:** 34.8

**GPA:** 4.45

**Curriculum Strength:** 20.9

**Non-Resident:** 50.0%

**International:** 8.3%

**Domestic Diversity:** 41.7%

**Bridges:** 33.3%

**Alumni Connection:** 33.3%

**Countries:** Vietnam

**States:** Ohio  
Pennsylvania  
New York  
Kentucky  
Indiana  
California

# National Pathways Program

## *Key Metrics*

**Offers:** 200

**Alumni Connection:** 58.3%

**Confirms:** 24

**States:** Ohio  
Connecticut  
Virginia  
Massachusetts  
Illinois  
New York  
California

**ACT Best:** 23.3

**GPA:** 3.00

**Non-Resident:** 45.8%

**Domestic Diversity:** 12.5%

# American Culture and English Program

## *Fall 2019*

	2011	2018	2019 *	Δ 2011 to 2019	Δ 2018 to 2019
Offers	73	812	769	953.4%	-5.3%
Confirmations	26	193	113	334.6%	-41.5%
TOEFL Average	65.8	70.7	68.6	4.3%	-3.0%
% China	76.9%	99.5%	97.3%	26.5%	-2.2%

\*Numbers for Fall 2019 are current; all other data are final.

# Transfer Trends

## *Fall 2019*

	2009	2018	2019	Δ 2009 to 2019	Δ 2018 to 2019
Applications	659	707	580	-12.0%	-18.0%
Admits	280	222	235	-16.1%%	5.9%
Enrolls	96	90	69	-28.1%	-23.3%
% 4-Year Colleges (Applications)	60.7%	47.0%	47.7%	-13.0%	.7%
% 4-Year Colleges (Confirmations)	75.9%	60.0%	55.1%	20.8%	-4.9%

Data as of 05.13.2019

# Fall 2020 Planning

## *Key Initiatives*

- » Hiring of an additional Regional Recruiter
- » Inclusion of ACT of 26 on the Merit Guarantee
- » Introduction of Academic Clusters to promote Miami's academic programs
- » Launch of a new Majors & Minors site which utilizes the Academic & Career Clusters to promote Miami's majors and to provide key success measures
- » New series of communications centered around the Academic Clusters and new, in-demand, or value-add programs
- » New digital outreach to target household IP addresses of Prospects and Inquiries

# Questions



# Planning for Incoming Class - 2023

## Historic Records for Miami University

- Beds, Dining & Safety
- Academic Courses and Programs
- Student Success and Career Services
- Student Life Infrastructure





# >> Beds, Dining & Safety

## Beds

- Suspend Dodds Hall Renovations (212 Beds)
- Partnership with Hawks Landing Off Campus (76 Beds)

**Estimated Cost** (\$250 K reimbursement, \$600 K - \$800 K inflation, ~\$50 K paint/etc.)

## Dining

- MacCracken Hall Market Reopens
- Understaffed by approximately 60 (get back to full employment by Fall)

**Estimated Cost** (Budget present to bring to full employment)

## MUPD

- Expand Overtime rather than new hires

**Estimated Cost** (\$30,000)

# Academic Courses and Programs



**Business Core:** Significant growth in FBS (>300)

**Estimated Impact** (2 new hires Business Core Sections; ~\$150K total costs)

**Calculus:** Both FBS and Engineering up

**Estimated Impact** (+ 8-9 sections over AY; 1 VAP + pch overload ~\$85K)

**English:** Large Cohort

**Estimated Impact** ~ 3 sections per semester; Redeploying ACE faculty

**MP Foundation:** Adding / driving enrollment

**Nursing:** Currently 96, original target 80

**Estimated Impact** (Absorb extra headcount)

# Enrollment Management & Student Success

## Career Services

- Career fee tied to each student

**Estimated Cost** (None as resources scale with student headcount)

## Student Success

- Better leverage technology and predictive data to enhance services and to focus on students who most need support

**Estimated Cost** (None as will absorb growth with current staffing model)

## One Stop

- Will need to plan for enhanced activity and services

**Estimated Cost** (Add one staff member, ~40K plus benefits)

# Student Life



## Resident Directors & Resident Advisors

- Scale up, hire 8 RA and 1 RD

**Estimated Cost** (RD=\$35K plus benefits and ~\$90K for RAs)

## Counselors

- Add one professional counselor (mental health, etc.)

**Estimated Cost** (\$50K plus benefits)

## Coordinator for Dean of Students

- Enhanced demand on care-team, academic, Title IX, etc.

**Estimated Cost** (Add one staff member, ~\$42K with benefits)

# Student Life (Continued)



## Tutoring at Rinella

- Enhanced demand for tutoring from first-years

**Estimated Cost** (Student tutoring wages ~\$30K)

## Programming

- Late Night programming investment, especially for first-years

**Estimated Cost** (\$20 K)



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# University Communications & Marketing Update

May 16, 2019

# Communications & Marketing Priorities

- » ***Strategic Initiative 1: Organizational Structure of UCM***
- » Strengths and opportunities in the department
- » New positions developed; current positions realigned
  - » Senior Director of Marketing (new)
  - » Creative Services Director (new)
  - » Assistant Director of Digital Marketing (new)
  - » Director of Brand Strategy and Licensing (realigned)
  - » Director of Content Strategy (realigned)
  - » Director of Website (realigned)



# Communications & Marketing Priorities

- » ***Strategic Initiative 2: Brand Recharge***
- » Phase 1: Research
  - » Competitor/comparator analysis
  - » Focus groups
  - » Web survey
- » Phase 2: Development of brand pillars, brand characteristics, brand promise
- » Phase 3: Visual and messaging development





# Communications & Marketing Priorities

- » ***Strategic Initiative 3: Website***
- » Behavioral engagement strategy
- » Redesign of site
  - » Research: Intercept, focus groups, analytics deep dive
  - » Front-end redesign
  - » Navigation restructure
  - » Content shifting/streamlining of site
  - » New majors and minors website



# Communications & Marketing Priorities

- » ***Strategic Initiative 4: Peer-to-Peer Ranking Strategy***
- » Impact national rankings
- » Combination of digital and traditional outreach
  - » Geofenced top 100 national universities
  - » Roadblocked Inside Higher Ed and Chronicle of Higher Education
  - » E-newsletter from the President
  - » President's Report and Diversity Report mailed
  - » Cover wrap on Fast Company





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# FAST COMPANY

INSPIRATION FOR THE LATEST BRIGHT IDEAS? IT CAME FROM OUTER SPACE.

Ranked in the top 10 nationally, Miami University's Institute for Entrepreneurship shapes the next generation of problem solvers.

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## OUT-OF-THIS-WORLD Ideas

**Miami University alumni use NASA technology to build a better jacket**

At Miami University, entrepreneurship extends beyond the process of starting a business; it's a mindset that permeates all academic disciplines. And it starts with curiosity and asking the right questions while undergraduate biology majors, Michael Markensberg and Vániev Torres, both class of 2015, partnered with Miami's nationally ranked Institute for Entrepreneurship to devise a plan to use NASA technology to make jackets warmer and less bulky. With Miami's wealth of resources, they've turned their plan into a new way to think about outdoor apparel.

Illustration by Nicole Gray Jones

Michael Markensberg and Vániev Torres, both Miami University alumni, founded OROIS Apparel in Cincinnati.

**"I think the best entrepreneurs didn't want to be an entrepreneur, they were just passionate about building something."**

Michael Markensberg '15  
Co-founder and CEO, OROIS Apparel

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# #7

The Princeton Review ranks Miami's Institute for Entrepreneurship seventh among public universities for Top 25 Best Undergrad Programs for Entrepreneurs in 2019.

**MiamiOH.edu/outcomes**

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**#3**

NATIONALLY  
IN STUDY ABROAD  
PARTICIPATION

&

**TOP 10**

UNDERGRAD  
ENTREPRENEURSHIP  
*program among  
public institutions*

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MiamiOH.edu

MIAMI UNIVERSITY

**TOP 50**

FOR PUBLIC UNIVERSITIES

&

**#3**

IN UNDERGRADUATE TEACHING  
NATIONWIDE

— U.S. NEWS & WORLD REPORT 2019 **M**

MIAMI UNIVERSITY **#1** SALARY POTENTIAL  
AMONG PUBLICS IN OHIO **M**



**Fall 2018 (October to November)**

Impressions: 1.6 million

CTR: .21%

*Industry average: .22%*

**Spring 2019 (February 1 to May 1)**

Impressions: 3.9 million

CTR: .24%

**Inside Higher Ed (February, March, April)**

Impressions: 184,485

CTR (average): .15%

**Chronicle of Higher Education (February, March)**

Impressions: 121,834

CTR: .21%

**Overall  
Campaign  
Totals**

*Impressions:  
5.5 million*

*Average CTR:  
.20%*



MIAMI UNIVERSITY

# Communications & Marketing Priorities

- » ***Strategic Initiative 5: Robust Social Media and Digital Strategy***
- » Greater alignment across all university outlets
- » Stronger focus on academics
- » Presidential Twitter strategy
- » Video strategy for digital outlets
- » Restructuring of unit within UCM



# Communications & Marketing Priorities

- » ***Strategic Initiative 6: Comprehensive News Media Strategy***
- » More proactive in pitching news stories
- » Less focus on internal news; goals defined for staff
- » More synergy with university social media outlets
- » Better pitching of faculty as resources





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# Reach & Engagement

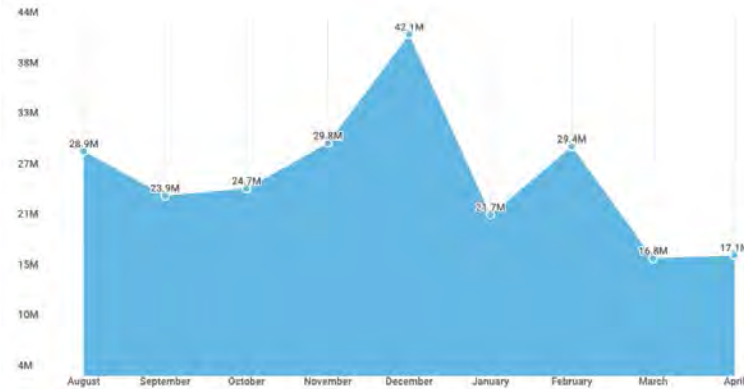
August 2018-April 2019



# Total Reach & Engagement

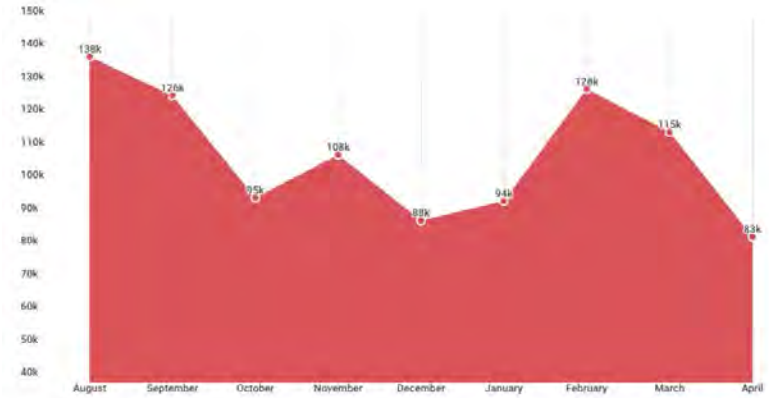
**235M**

Reach



**976K**

Engagement



# Breakdown: Reach & Engagement

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	Social	Web	News/PR
Reach:	<b>58M</b>	<b>23M</b>	<b>151M</b>
Engagement:	<b>954K</b>	<b>2m:59s</b>	<b>22K</b>

## News/PR: Overview

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Reach

**151M**



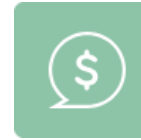
UVPM

**22B**



Mentions

**22K**



PR value

**\$31M**

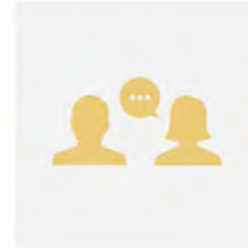
# News/PR: Overview

## Top National Outlets

- **Washington Post Online**  
14 mentions, 614M reach, \$707k PR value
- **USA Today Online**  
16 mentions, 589M reach, \$678k PR value
- **New York Times Online**  
19 mentions, 568M reach, \$653k PR value
- **TIME Online**  
5 mentions, 218M reach, \$251k PR value
- **Los Angeles Times Online**  
6 mentions, 143M reach, \$165k PR value

## Top Mentions

- **“Lots of new college majors,”** Washington Post Online  
44M reach, \$51k PR value, positive sentiment
- **“Finding a job is work, which is why some colleges use winter break to advise students,”** Washington Post Online  
43M reach, \$49k PR value, positive sentiment
- **“This Female CEO Had to Make Up a Male Boss to Get Manufacturers to Take Her Seriously,”** TIME Online  
43M reach, \$50k PR value, positive sentiment

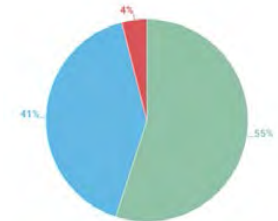


# 119

Pitches  
via Cision

## Overall sentiment

Positive: 54%  
Neutral: 41%  
Negative: 4%



# Overall University Website

**2.8M**

New visitors

**1M**

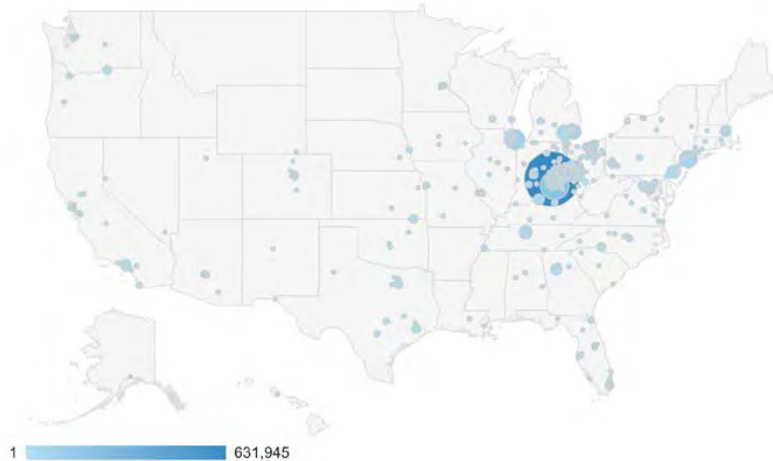
Returning visitors

**23M**

Total pageviews

**60%**

Avg. bounce rate



### Top Cities

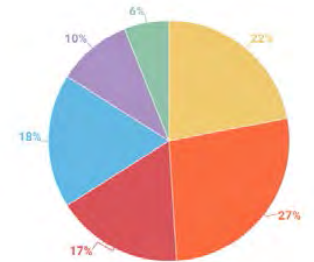
- Oxford
- Cincy
- Hamilton
- Columbus
- Middletown

### Top States

- Ohio
- Illinois
- Michigan
- New York
- California

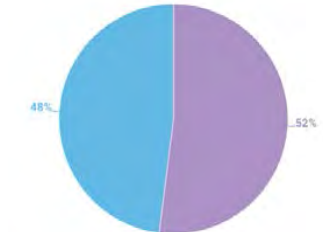
### Age

- 18-24: 22%
- 25-34: 27%
- 35-44: 17%
- 45-54: 18%
- 55-64: 10%
- 64+: 6%



### Gender

- Female: 52%
- Male: 48%





MIAMI UNIVERSITY

# Looking Ahead



# COMMUNICATIONS STRATEGIC MAP



**MIAMI UNIVERSITY'S SUCCESS** depends upon messaging and visual identity strategies that are compelling and consistent across all communication outlets in order to grow enrollment and increase brand awareness.



# Communications & Marketing Priorities

- » ***Long-term goals***
- » More synergy and continuity across the university with marketing endeavors
- » Development of a 12-month marketing plan
- » Further support and collaboration with EMSS
  - » Re-evaluate and refine collateral
  - » Further use of targeted digital strategies







MIAMI UNIVERSITY

# Brand Research

**A brand is a promise.**



MIAMI UNIVERSITY



Prepared by:

Chuck Reed  
Senior Vice President for Client  
Services

Grant De Roo  
Research Director

Miami University

Brand Perception Research – Final  
Presentation

March, 2019

# Overview

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- Marketplace Audit of competitors/comparators to identify Miami University messaging/brand positioning opportunities and challenges:

## Competitors

- The Ohio State University
- Indiana University-Bloomington
- University of Illinois at Urbana-Champaign

## Comparators

- Clemson University
- University of Connecticut

# Overview

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- Following a two-day Discovery visit, three studies were designed to capture current perceptions of the main campus brand, primarily for domestic undergraduate student populations.
  - Campus Community Survey – Students, Alumni, Parents, Faculty/Staff (Internal)
  - Prospective Undergraduate Students, Parents of Prospective Undergraduate Students and Counselor Survey (External)
  - General Public Survey in Ohio, Illinois, and Indiana (General Public)
- The goal of this report is to identify Miami University brand perceptions held by the above audiences.
- This presentation provides only a high level overview of the data collected from the above audiences. Individual reports are available for each audience.



# Overall Observations

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- Miami has the lowest undergraduate student faculty ratio at 15 to 1, which suggests a more personal, undergraduate education.
- Miami enrolls a higher percentage of out-of-state students (37%) than Ohio State (23%), Indiana (34%), and Illinois (11%).
- You have a significantly smaller number of graduate students than the competitors and most of your graduate students attend part-time.
- Competitors and comparators are designated as highest research activity doctoral institutions, have more full-time and/or part-time faculty, and more graduate assistants engaged in research and public service.

# Overall

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- More actively promote your top five ranking for undergraduate teaching.
- Better promote specialty areas for both business and engineering.
- Build a stronger case for being a leader in undergraduate studies.
  - You should raise your overall graduation rate from 79 percent to 82 to 85 percent to better support that position.
  - Your retention and graduation rates are solid, but they could be a even higher to support your position as a leader in undergraduate education.



# Overall

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- To some extent, *Original Public Ivy* anchors you in the past rather than conveying a future-directed, cutting-edge, and innovative institution that prepares students for 21<sup>st</sup> century careers. Being the birthplace of several fraternities and the cradle of coaches are historic but not future-relevant.
- **The other reviewed institutions do a more effective job of conveying that they provide a contemporary and future-directed education. Miami needs to be more mindful of an overdependence of a singular label.**
- Acknowledge the identity of Public Ivy (an Ivy League quality undergraduate education at a public university price) and then spend the majority of your efforts projecting the Miami of today and its benefits for tomorrow.



# Factors of Importance

Top importance factors noted on the following slides  
are key to Miami's brand messaging.

# Unaided: Factors of Importance – Prospects/Parents

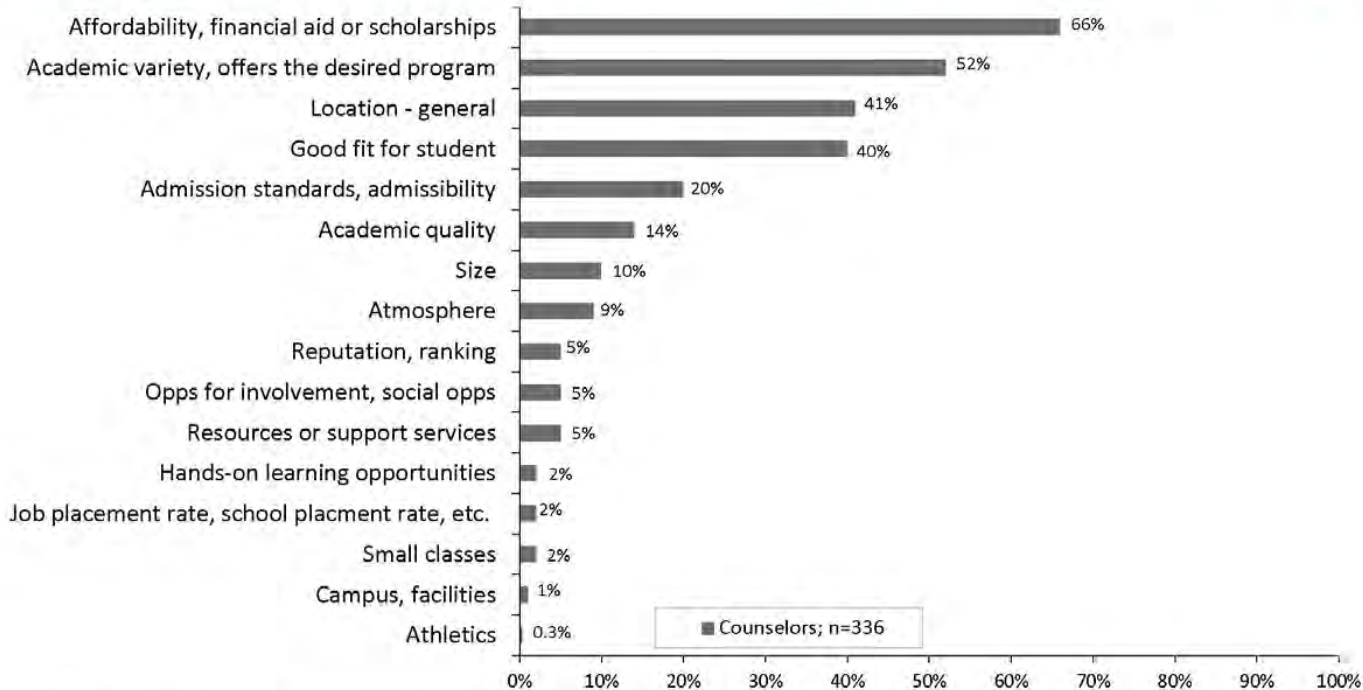


**Unaided: What are the three most important factors you consider when evaluating a college or university?**  
Multiple mentions.



# Unaided: Factors of Importance – Counselors

Unaided: What are the three most important factors you consider when evaluating a college or university? Multiple mentions.



# Best-Worst Scaling Technique

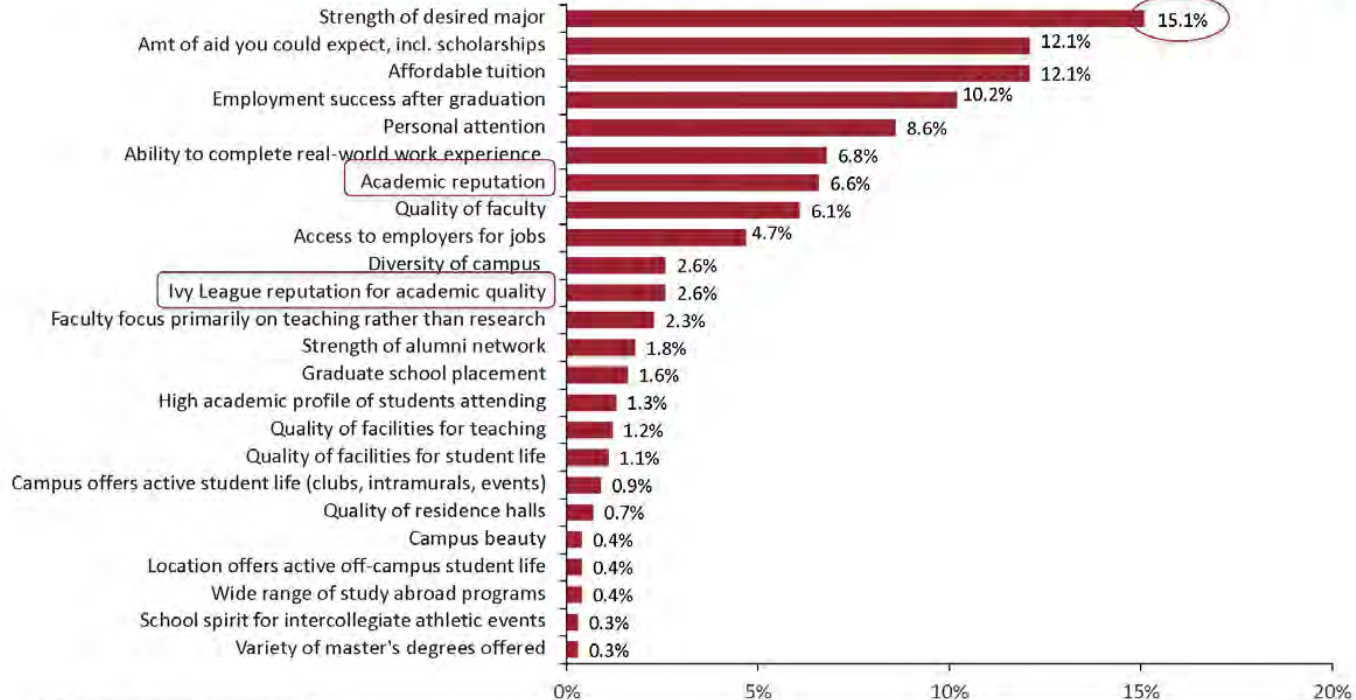


Least Important		Most Important
	Strength of desired major	✓
	Ability to complete real-world work experience	
	Graduate school placement	
	Campus beauty	
✓	Quality of residence halls	

## Factors of Importance – Best-Worst Scaling

**What is most important to you? All audiences combined; students, parents, counselors n=871.**

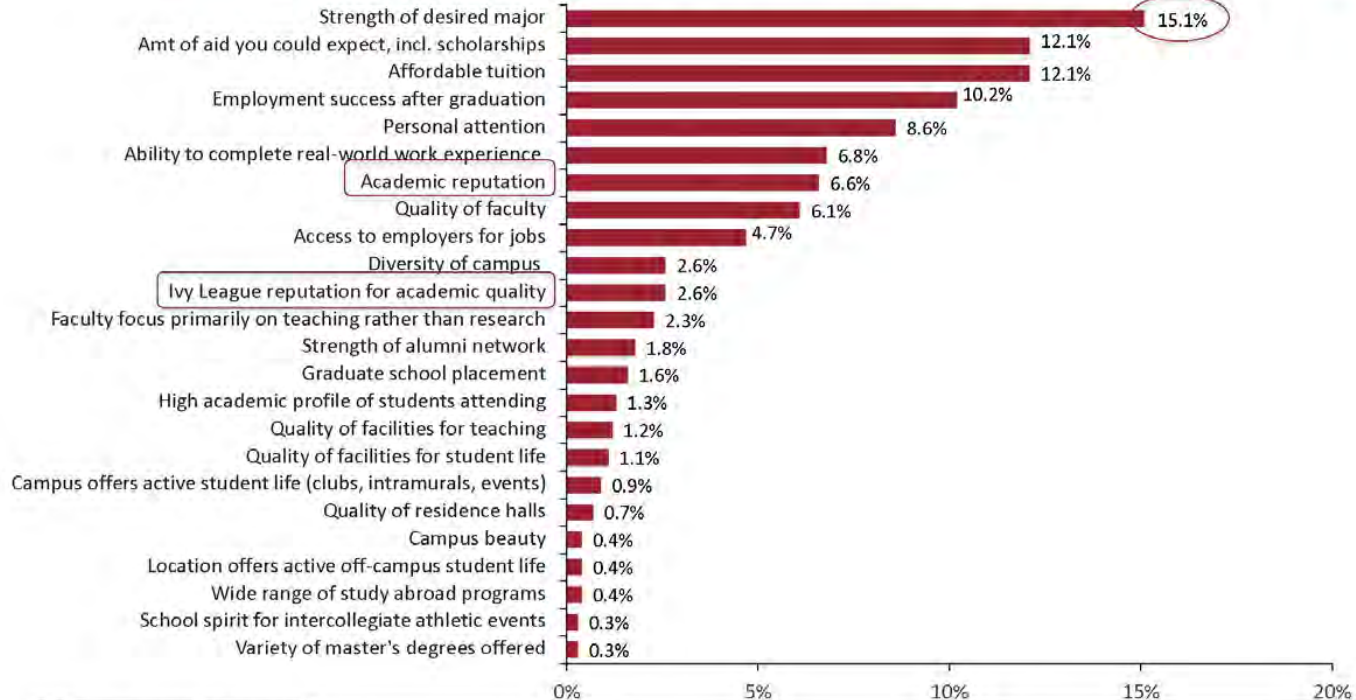
Share of importance displayed, percentage total 100%. This allows absolute and relative comparison between preference shares.



## Factors of Importance – Best-Worst Scaling

**What is most important to you? All audiences combined; students, parents, counselors n=871.**

Share of importance displayed, percentage total 100%. This allows absolute and relative comparison between preference shares.



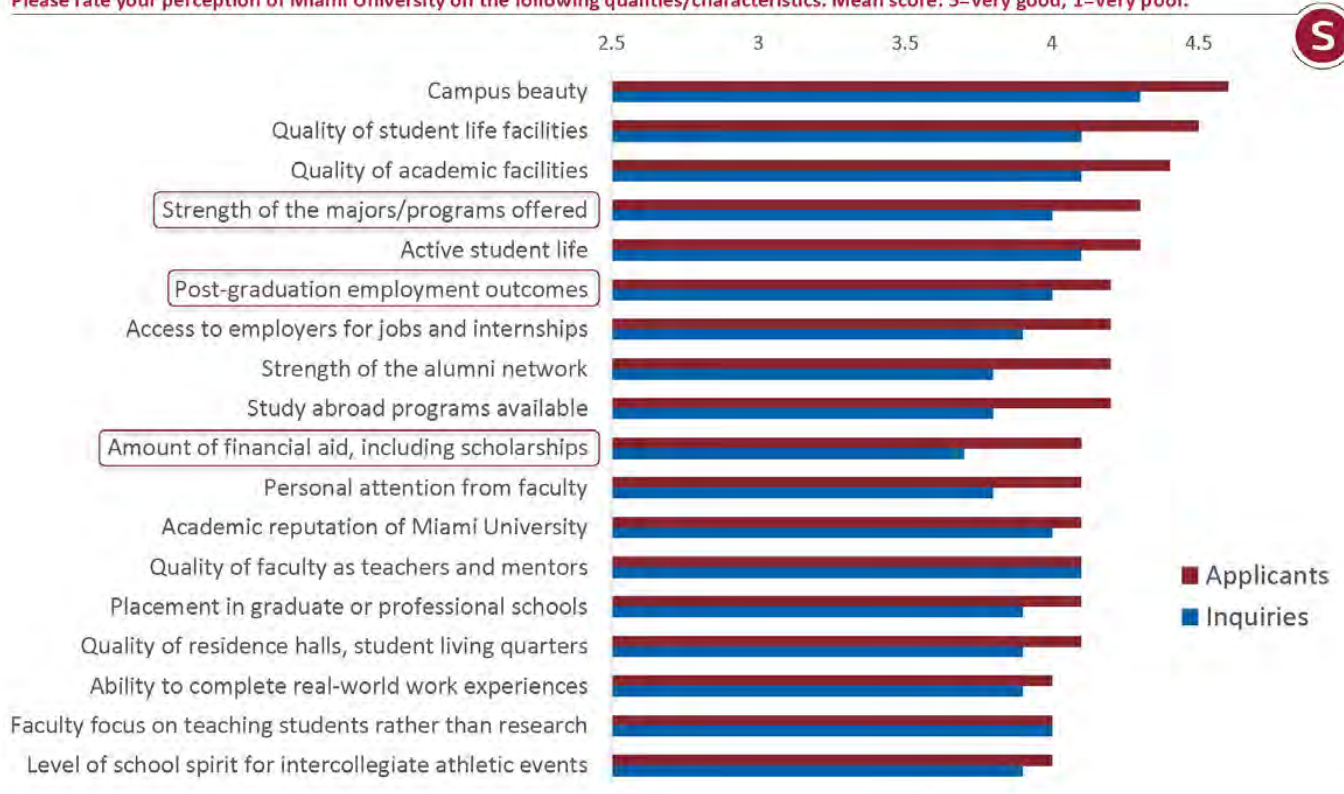


# Awareness & Perceptions



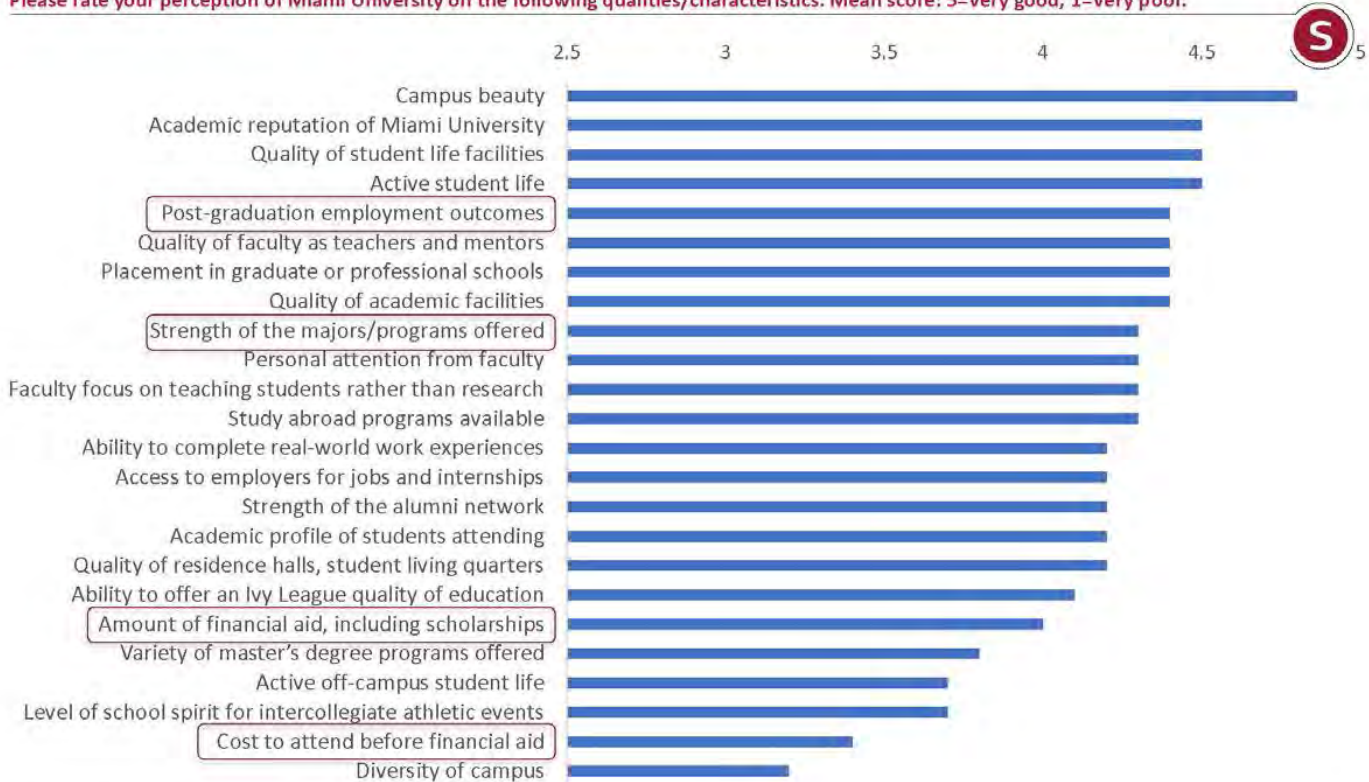
# Perceptions of Miami: Prospective Students

Please rate your perception of Miami University on the following qualities/characteristics. Mean score: 5=Very good, 1=Very poor.



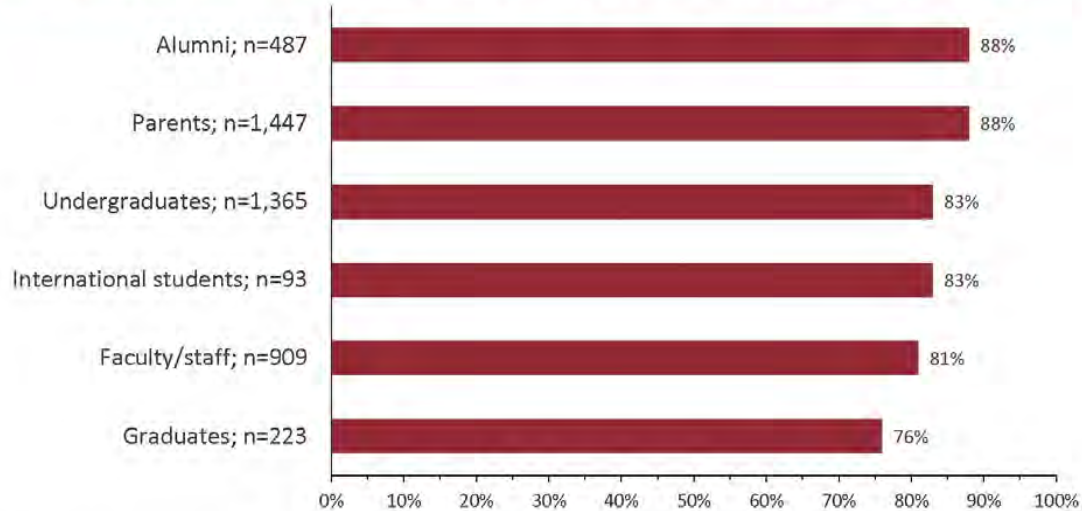
# Perceptions of Miami: Parents of Prospective Students

Please rate your perception of Miami University on the following qualities/characteristics. Mean score: 5=Very good, 1=Very poor.



## Recommending Miami – Internal Audiences

Aided: Would you recommend Miami to someone planning to attend college? % answering “yes” displayed.

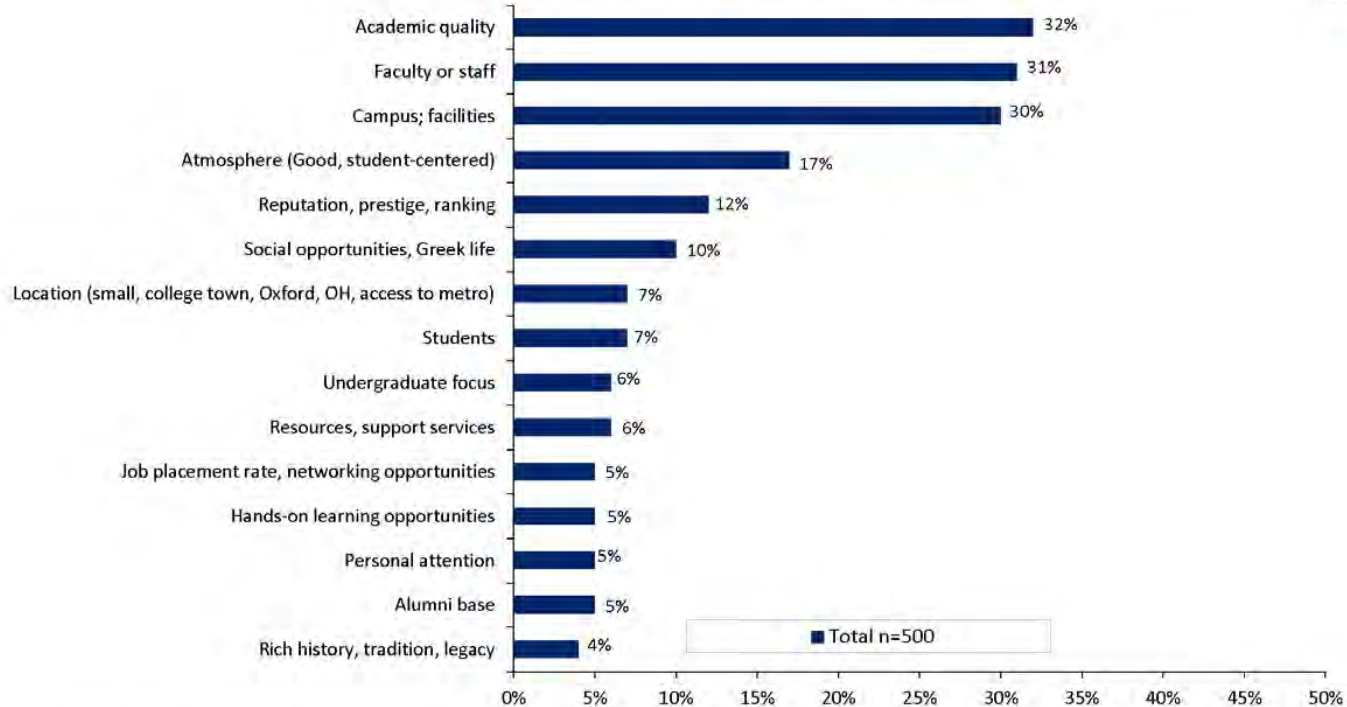


- From past experience conducting campus community surveys, institutions with strong brands regularly achieve internal recommendation levels of 75% to 80% across internal audiences.
- Miami achieved very strong rates of recommendation across all internal audiences (76% to 88%).
- Internal audiences had solid support for the Miami brand.

# Miami Strengths – Internal



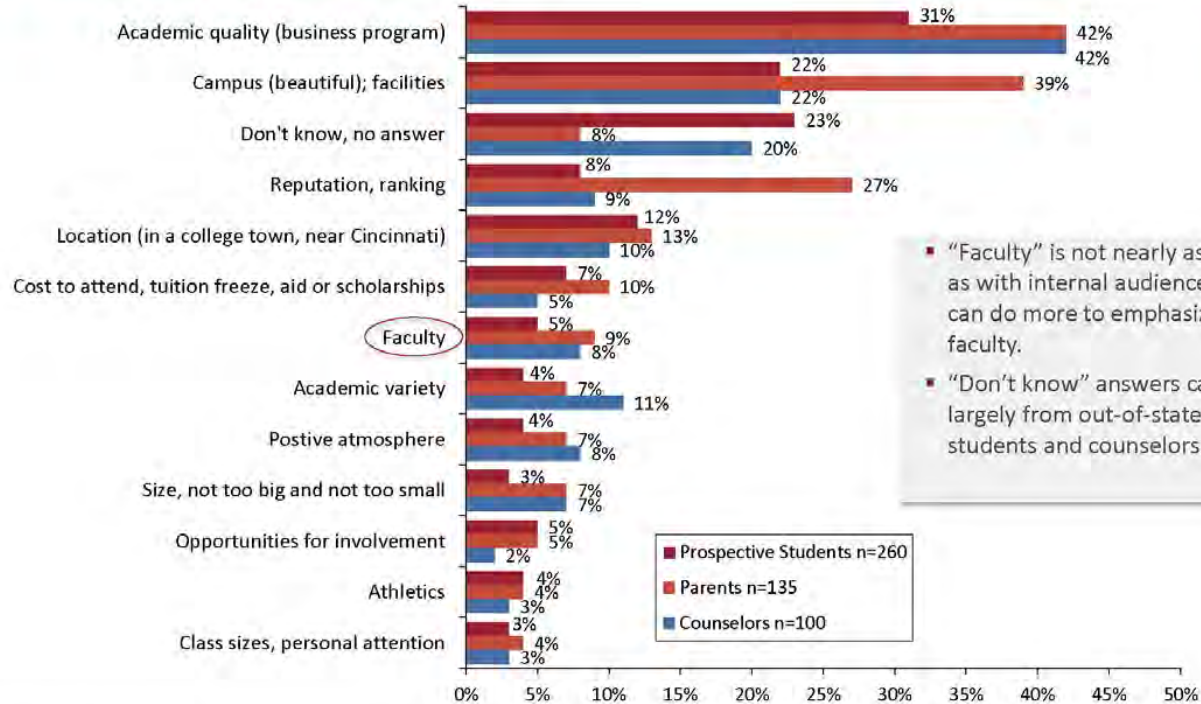
Unaided: What are Miami University's greatest strengths?



# Miami Strengths - External



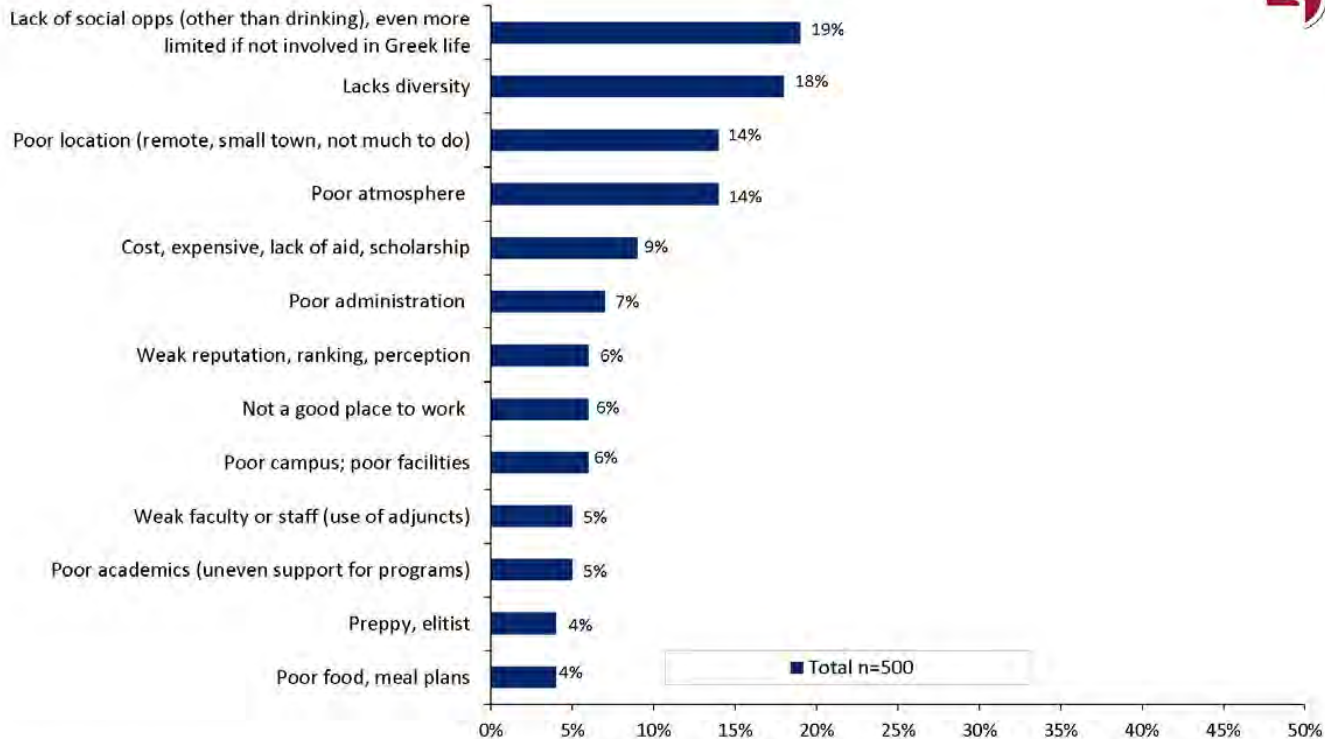
Unaided: What would you say are Miami's greatest strengths?



- "Faculty" is not nearly as high as with internal audiences. You can do more to emphasize faculty.
- "Don't know" answers came largely from out-of-state students and counselors.

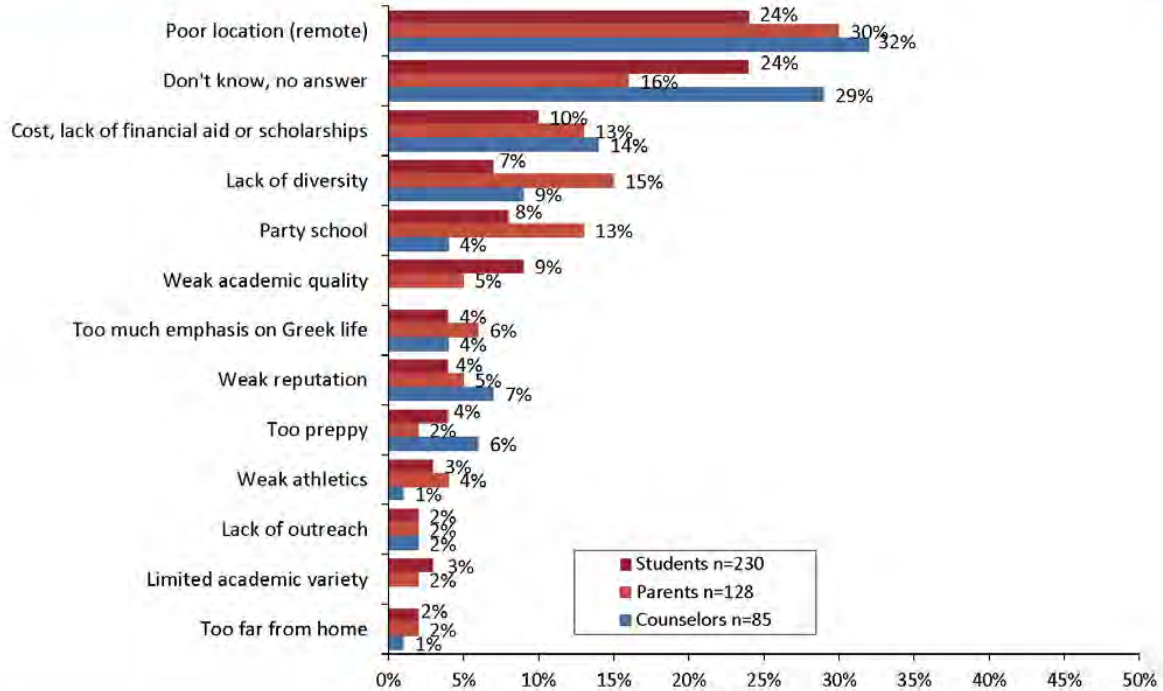
# Miami Weaknesses – Internal

Unaided: What are Miami University's weaknesses?



# Miami Weaknesses - External

Unaided: What would you say are Miami's greatest weaknesses?

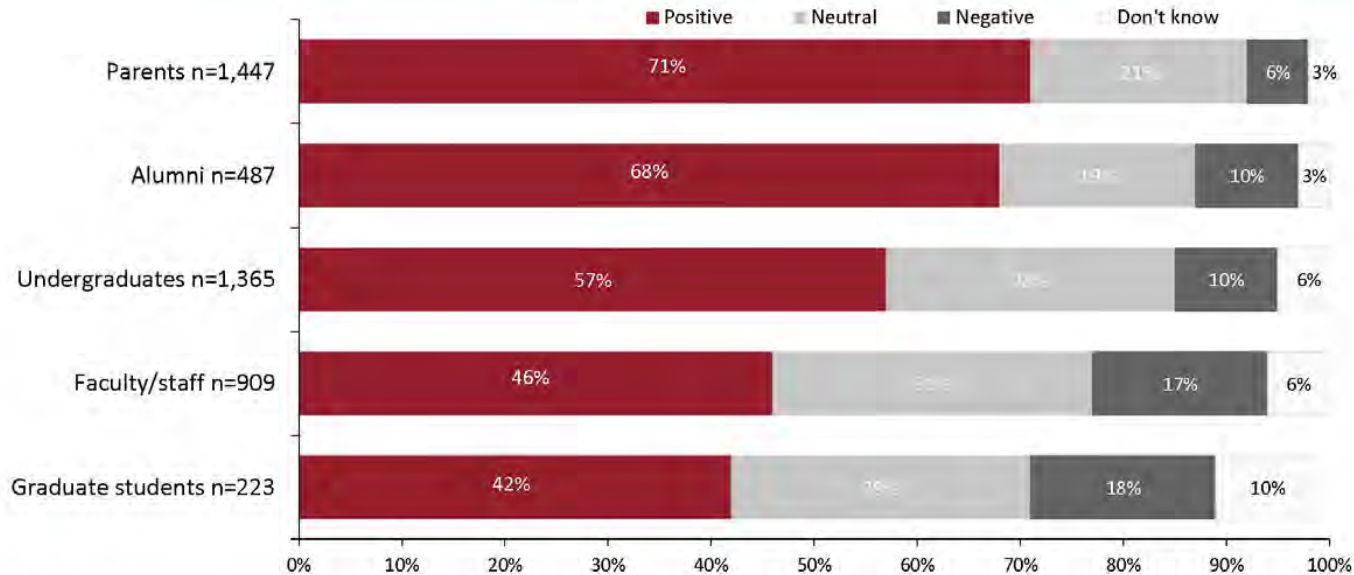






## Miami as a Public Ivy – Internal

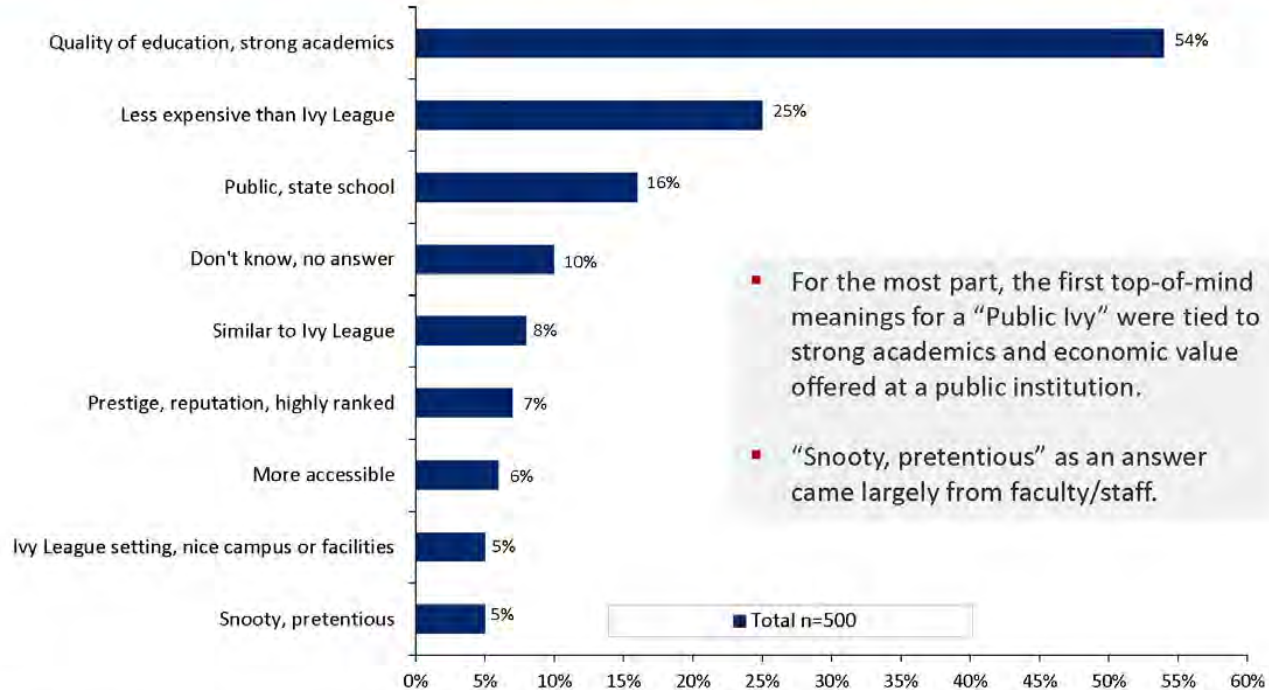
For you, is Miami University's usage of the term "public ivy,"...? Base: Total all audiences n=4,431



- This question represents "aided associations" to the term Public Ivy. Parents and alumni were very positive about Miami's claim as a "public ivy." Public Ivy was *largely* positive for students. Faculty/staff and graduate students had more mixed feelings about the marketing claim.

## Meaning of Public Ivy – Internal

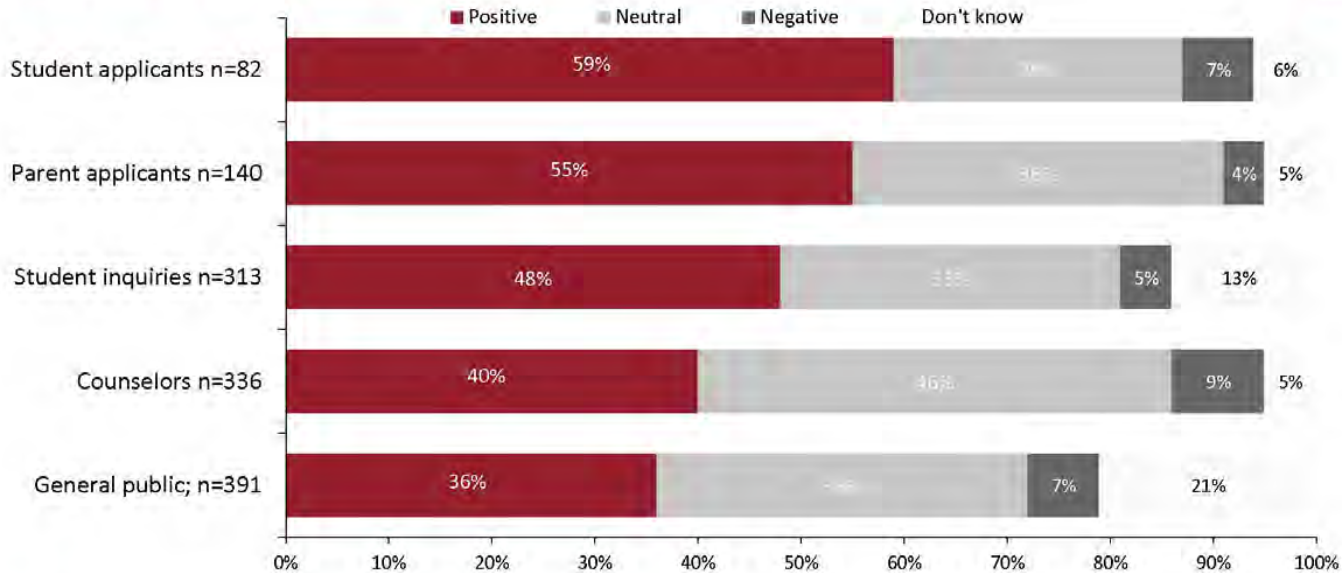
Unaided: When Miami states it is a public ivy, what does that mean to you? Multiple choice; answers do not total 100%.



# Public Ivy Sentiment – External



Aided: For you, is the term “Public Ivy,”...?

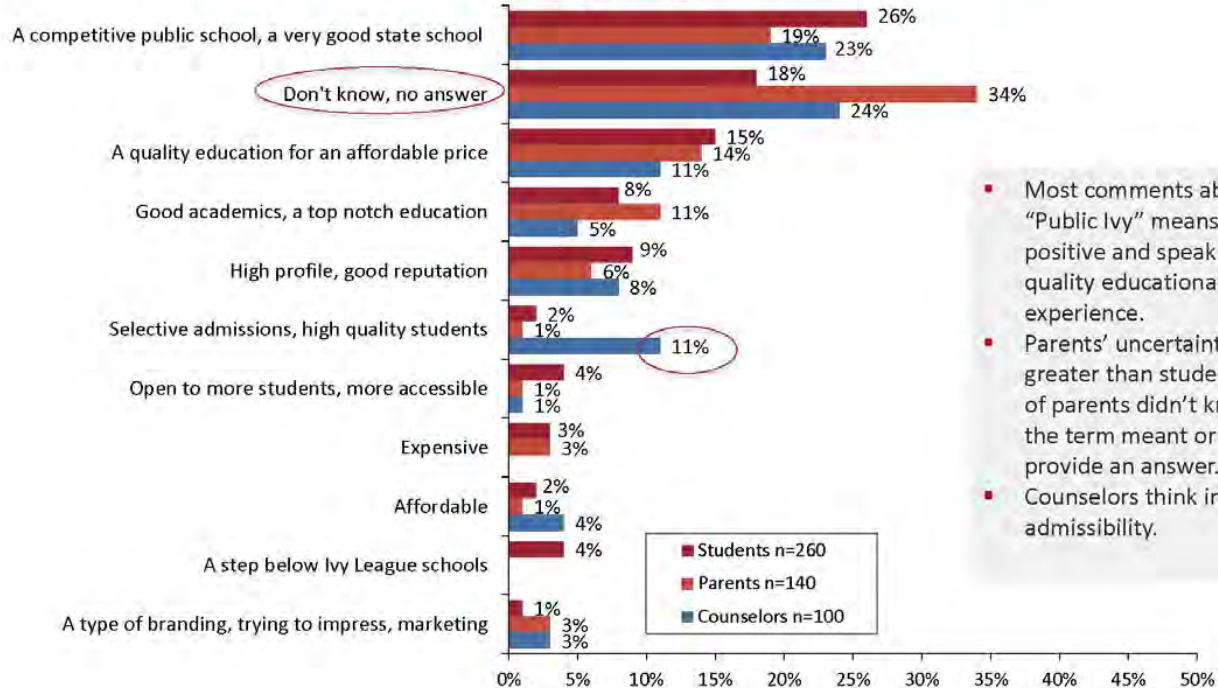


- Answers are mostly positive, although not as much so as with internal audiences.
- Counselors’ sentiment towards the term was less positive.

# Meaning of "Public Ivy"



**Unaided: When a University states it is a "Public Ivy," what does that mean to you?**  
Multiple mentions.



- Most comments about what "Public Ivy" means were positive and speak to a high quality educational experience.
- Parents' uncertainty was greater than students' – 34% of parents didn't know what the term meant or could not provide an answer.
- Counselors think in terms of admissibility.



# Summary Findings

## Summary Findings – Internal Audiences

- Overall, all four main audiences (students, parents, faculty/staff, and alumni) had a **strongly favorable perception** of Miami. Key proof points were:
  - Most students and parents considered Miami as their first choice.
  - Miami achieved very strong rates of recommendation (76% to 88% would recommend Miami) across all internal audiences.
  - Unaided strengths named “academic quality,” “faculty/staff,” “campus/facilities,” and “student-centered atmosphere” among the top mentions. All are part of Miami’s current overarching brand image.
- **Issues counter to Miami’s strong brand image:**
  - Students—Student life on campus, the lack of diversity, poor campus atmosphere.
  - Parents--Student life on campus, poor location.
  - In aided perception ratings, all audiences gave Miami low marks on diversity, cost to attend, and school spirit for athletic events.
  - For students and parents who hadn’t considered Miami as their top choice, location was most often cited as the reason. Out-of-state parents noted the cost more frequently than in-state parents.
  - Among 25 words, most audiences chose positive word associations (rigor, student-centered) for Miami, but the “party school” association was quite strong for students (55%) and faculty/staff (42%).



## Summary Findings – External Audiences



- Unaided questions to students and parents about *what's important when evaluating a university* identified four main themes:
  - Affordability/aid/scholarship
  - Location
  - Academic variety of programs offered, has my program
  - Academic quality
- Best-worst scaling used a more robust approach to evaluate 24 attributes (w/similar results):
  - Strength of desired major or program of study
  - Amount of financial aid you could expect, including scholarship
  - Affordable tuition
  - Employment success after graduation
- Factors that had **minimal importance** in the decision process but were areas where Miami performs well were factors that were emphasized during Stamats discovery visit were:
  - Ivy League reputation for academic quality
  - Faculty focus on teaching rather than research
  - Strength of alumni network
  - Quality of facilities
  - Campus beauty (to in-state students)

## Final Considerations—To Sum

- *Public Ivy* has a place, but your far more compelling and critical messaging in 2019 should be future-focused (your competitors/comparators are doing a much better job of conveying this).
- Hone a brand platform that will energize, engage, and inspire students to understand what they can become at, and because of, Miami.
- You need to first attract students with your strong majors, each of which can be convincingly shown to lead to an outstanding range of successful outcomes.
- Miami fosters a culture of more personalized learning that Ohio State and likely any flagship—leverage this.
- Determine the true role of the Tuition Promise. You aren't significantly less expensive than others, but this program makes you more transparent and fair to consumers than some other competitors.





## What's next?

- » ***Development of brand pillars, promise and characteristics***
- » Brand workshop
- » Testing phase of brand promise
- » Impact visual and message platforms





MIAMI UNIVERSITY

# Communications & Marketing at Miami

**MIAMI UNIVERSITY  
BOARD OF TRUSTEES  
Minutes of the Board of Trustees Meeting  
Oxford Campus, Marcum Conference Center, Rooms 180-186  
Friday, May 17, 2019**

The Secretary to the Board of Trustees confirms that as specified in the Regulations of the Board of Trustees of Miami University, and in compliance with Section 121.22 of the Ohio Revised Code, due notice was given prior to holding this meeting of the Board of Trustees.

The meeting was called to order at 9:00 a.m. in the Marcum Conference Center, on the Oxford Campus with the Board Chair, Trustee David Budig, presiding. The roll was called with a majority of Trustees present, constituting a quorum; Student Trustee Kulis arrived following the call of roll. In addition to the Board members; President Greg Crawford, Provost Phyllis Callahan, Senior Vice Presidents David Creamer, Thomas Herbert, and Michael Kabbaz; and Vice Presidents Jayne Brownell, Ronald Scott, David Seidl and Michele Sparks were also present; as were; Robin Parker, General Counsel; Randi Thomas, Director of Institutional Relations; and Ted Pickerill, Secretary to the Board of Trustees. Members of the faculty, staff, student body, and community were also in attendance.

Present: John W. Altman (National Trustee) Terry Hershey (National Trustee)  
C. Michael Armstrong (National Trustee) William Kulis (Student Trustee)  
Jagdish K. Bhati John C. Pascoe  
David H. Budig Diane Perlmutter (National Trustee)  
Megan Cremeans (Student Trustee) Mark E. Ridenour  
Robert E. Coletti (National Trustee) Rodrick Robinson  
Sandra D. Collins Robert W. Shroder  
Zachary Haines

Absent: Thomas W. Gunlock, Mary Schell  
William Kulis (Student Trustee) arrived after the call of roll, at 9:30 a.m.

**Comments from the Public**

**Food Pantry**

Professor Emeritus David Rosenthal informed the Board of the efforts of the local non-profit food pantry to meet the needs of the local community. The Board lauded the efforts, and SVP Creamer stated that the Dining administrators are working with the Food Pantry to assist the community, and with ASG to address food insecurity amongst students.

**Association of Governing Boards (AGB) Nason Award for Board Excellence,  
sponsored by TIAA**

Dr. Kristen Hodge-Clark, AGB Vice President of Best Practice and Innovation presented the AGB Nason Award for Board Excellence to Miami University's Board of Trustees. She spoke of the Board's Innovation and Creativity, as evidenced by Miami's 2020 Strategic Plan,

and the Armstrong Institute for Interactive Media students. She was assisted in the presentation by representatives from TIAA, the award sponsor – Mr. Christopher Wedzikowski, Managing Director, Institutional Retirement, and Mr. Randall Canent, Director, TIAA Endowment and Philanthropic Services.

Chair Budig thanked AGB, TIAA, and recognized Miami's faculty and staff, stating that it was through their efforts that this award was received, and that it is an honor to work with such a wonderful group of devoted and dedicated people

### **Public Study Session**

Chair Budig welcomed everyone to the meeting, recognizing Miami's newly appointed Trustees, Mary Schell and Will Kulis. He then invited Vice President for Diversity and Inclusion, Dr. Ron Scott, to update the Board.

### **Climate Survey Report**

VP Scott addressed the Climate Survey Report, stating the final recommendation have been submitted to address three major areas - communication/sharing information, training and education, and assessment. He then highlighted Miami's recent diversity publication, which was provided that day to each of the Trustees.

He discussed Miami's joining the national conversation to acknowledge and reflect upon past racial terror and to advocate for social justice in America. He told of Henry Corbin, and Simon Garnett, two African American men lynched during the 1800's in Oxford, Ohio. Miami created an academic course to research the lynching, which found the location, reclaimed the soil and sent it to Alabama, to be part of the Equal Justice Initiative. He also relayed that on June 16, 2019, a group of Miami students, faculty, and staff will travel to Mt. Zion United Methodist Church in Philadelphia, Mississippi to present the Freedom Summer of '64 award. The Church has never forgotten, and recognizes the Summer of '64 each year, and Miami will be honoring them.

*The Diversity and Inclusion Report is included as Attachment A.*

### **Greek Life**

Chair Budig next turned to Vice President for Student Life, Dr. Jayne Brownell, to update the Board of Trustees on the Honoring Fraternity recommendations. VP Brownell recognized and thanked her staff who work closely with Greek and other student organizations. The Honoring Fraternity recommendations were created to establish a national model for a professional, responsible, and meaningful fraternity experience. She provided an overview of the initiative, the recommendations, and progress to date on their implementation.

VP Brownell answered questions, and Trustees commented on the importance of personal responsibility, and faculty/staff mentors.

*VP Brownell's presentation and the Honoring Fraternity Report are included as Attachment B.*

## **Strategic Planning Update**

Bob Applebaum, and Julia Guichard, co-chairs of the Strategic Planning Steering Committee updated the Board on the progress of the Committee, highlighting the Committee's recommendations.

*The Strategic Planning presentation is included as Attachment C.*

## **Public Business Session**

### **Approval of Prior Meeting Minutes**

Trustee Shroder moved, Trustee Robinson seconded, and by voice vote, the minutes of the prior meeting of the Board of Trustees were unanimously approved, with all voting in favor and none opposed.

### **Consent Calendar**

Resolutions on the Consent Calendar, included:

- Designation of Emerita/Emeritus
- Campus Naming

Trustee Ridenour moved, Trustee Haines seconded, and by voice vote, the resolutions on the Consent Calendar were unanimously approved, with all voting in favor and none opposed.

*All resolutions from the Consent Calendar are included as Attachment D*

### **Comments by the Chair**

Chair David Budig relayed the following information:

Good morning and welcome to this meeting of the Miami University Board of Trustees.

During our February meeting, we unfortunately had to say farewell to one of our State Trustees and one of our Student Trustees as their terms had expired.

I am very pleased to say that Governor DeWine has acted very quickly and has provided Miami with two new extremely talented Trustees to fill those vacated spots.

The first appointment is Mary Schell from Columbus, Ohio. Mary is the Chief Public Affairs Officer for the Wendy's Company and has been actively involved on the Board of the Miami University Dolibois European Center. Unfortunately, Mary was unable to join us today but we look forward to seeing her at our June meeting.

The other appointment is our new Student Trustee, William Kulis from Kent, Ohio. William is finishing his sophomore year and is majoring in marketing and entrepreneurship. He

was a Delta Chi pledge class president and is also a member of the Pi Sigma Epsilon marketing and sales fraternity.

We welcome you both to the Board of Trustees and we look forward to working with you in the years ahead.

Before I begin my remarks, I would like to give a “shout out” to Brad Bundy and his three talented children in their musical guest on “The Voice.” Megan, Katey and Ryan (all Miami alumni) were the first trio to ever perform on “The Voice” and they made Miami extremely proud. This was personally exciting for me since Brad’s son, Ryan and my son roomed together during their time at Miami. It is clear who had the talent out of those two kids!

As we prepare for our 180<sup>th</sup> Commencement tomorrow, graduating more than 3,000 students, I wanted to share my reflections as Chair of the Board on the school year just completed.

You may recall during my February Board remarks, I mentioned that Miami is not immune to the challenges facing higher education however we could not allow ourselves to fixate only upon the challenges and negatives. I am very pleased to say that we continue to see tremendous successes and this is in large part due to President Crawford’s leadership and commitment to this great institution combined with hard work from his PEC, his Dean’s and his faculty and staff.

*This has been a Record Year*

Let me review a few of our great accomplishments.

Starting with student recruitment, the Class of 2023 will be a record year with more than 4,500 high school seniors committing to Miami which is 400 more students than last year’s class. It is the largest class in our history and this was accomplished without compromising our academic standards. The incoming class will have a higher yield and academic quality than last year’s class and will include over 350 more out-of-state domestic students, an increase in students of color and the first cohort of the Presidential Fellows Program, with an average ACT of 34.8.

This success means our reputation in the “marketplace” continues to grow as a top undergraduate teaching institution; we are a leader in higher education and number one in the state of Ohio for providing the highest return on investment for our students over their career versus the cost of their education while at Miami.

We have a new career exploration and success model where first-year students are thinking long term careers from Day One and we continue to provide many top ranked programs from Entrepreneurship to Business to Engineering to e-sports and gaming.

It is clear that when students visit “Make it Miami” and they see the faculty, staff, deans, vice presidents, provost and President greet them personally, they understand the reality of Miami - we care about our students and we are the best at training and educating undergraduates.

Thank you to everyone who have put so much time and effort into making this another record year!

*We have a new Model for Higher Education*

We have embarked on a year with significant change:

- We are defining a process to be more agile-focused on our budgeting and to continuously be more effective and productive with limited resources while maintaining our ranking as the most efficient university in the country.
- We launched a change-focused investment strategy called Boldly Creative, a \$50M fund to drive academic excellence, innovation, and development of new and in-demand programs. We have heard about some of these investments already this week in nursing and health, data and analytics, and robotics and automation.
- Our Advancement group radically reformed its organizational structure with the inclusion of an outside CIO firm, significant changes to fundraiser strategies and portfolios and a robust corporate and foundation team.
- We incorporated a new leadership program for succession planning to better prepare our upcoming leaders at Miami, borrowing best practices from industry leaders on the subject.
- We elevated our innovation-focused efforts around pulling inventions and patents into our research and entrepreneurial ecosystem from Wright-Patterson Air Force Base and Procter & Gamble.
- We joined the higher education consortium Unizon which ramps up digital learning and teaching tools while savings students an average of 60% versus hardcover textbooks.

President Crawford will address these organizational changes and forward-looking strategies in his remarks soon but let me emphasize what is clear here.... Miami is on a positive trajectory and these strategies will catapult us into an even stronger position. It is critical that we take the lead in the transformations that are so vital to the future of higher education and that we continue to be leaders in Ohio in so many facets.

Thank you to all the faculty, staff and students who are key players in this change and for being open to new ways of operating and to a more continuous process of evaluation, investment, and execution.

*We have a Change-Focused Investment in Degrees and Programs*

The past year has been remarkable on many fronts. There is an unprecedented burst of activity on the curriculum front to position us for the dynamic and accelerating world of continuous change.

There are new, exciting and in-demand programs in the process of being approved this year. Each one took a tremendous amount of time, effort, innovative thought and wisdom from many individuals to develop. They include:

- Bachelor of Science in Data Sciences

- Bachelor of Arts in Data Analytics
- Organizational Leadership
- Bachelor of Science in Gaming and Simulation
- Masters of Science in Business Analytics
- Masters of Science in Interactive Media Studies
- A new Department in Interactive Media Studies
- A re-visioning of our Interdisciplinary Western Program, now called Western Program for Social Impact & Innovation.

All of these programs are expected to launch no later than Fall, 2020.

But that's just the beginning. There are other degrees and programs in developmental or exploratory stages for the future thanks to our Boldly Creative investment fund. They include:

- Expanding the existing Bachelor of Science in Nursing
- Masters of Science in Nursing with tracks in Physician's Assistant, Leadership and Education
- An online doctorate in nursing of practice
- Post-baccalaureate premedical studies certificate
- Master of Science in Premedical Studies
- Bachelor of Science in Robotics
- Bachelor degree in cyber security and
- Masters of Science in Business Management

Miami is moving in a way that surpasses anything we have seen in the past several decades. These new degrees and programs under exploration and development will advance Miami University into the future and empower Ohio's workforce and intellectual resources with in-demand degrees and assist in attracting top talent to the state.

*Miami's John W. Altman Institute for Entrepreneurship Continues to Define Why it is One of the Top Ranked Entrepreneurship Programs in the Country.*

Miami is on the leading edge of entrepreneurship education, uniting our liberal arts heritage, our unsurpassed education and our commitment to real-world experience for our students in an ecosystem of innovative learning and practice.

This includes a host of classes and programs such as startup weekends, pitch competitions, and launch accelerators.

This past semester, more than 100 students from across our campus (which included more than 30 majors) participated in this entrepreneurial environment by presenting their business ideas at the Venture Pitch Competition.

More than 80 business leaders from 10 states traveled to Oxford to judge these startups. They included alumni from Austin, Charlotte, Charlottesville, Chicago, Cincinnati, Cleveland, Columbus, Dallas, Dayton, Lexington, New York, San Diego, San Francisco, and Washington DC.



KCD Cosmetics, founded by Kamilah Dotson, a senior social justice studies and entrepreneurship major, took home the \$5,000 first place prize. KCD Cosmetics provides affordable everyday use makeup products made to match the varying undertones of women of color and the company donates a percentage of their sales to organizations and foundations doing work in the African American community. I would like to congratulate Kamilah on her creativity and her vision.

Of note, we also had five teams compete utilizing the Wright Patterson Air Force Base patents and one team working with a patent from Procter and Gamble.

Our entrepreneurship ecosystem is thriving and as a result, our students are getting outstanding jobs after graduation. But more importantly, this program allows our students to create new companies and provide job opportunities for others.

#### *Our State and Local Community Outreach*

Miami University's 200 year partnership with the State of Ohio remains strong. The newly introduced in-demand programs, our Boldly Creative initiatives and our emphasis on providing an entrepreneurial education – all grounded in the liberal-arts - provides Ohio and our nation with graduates who possess the talent and skills necessary to fill in-demand jobs.

Miami's educational experience also provides our graduates with the opportunity to create new companies which will generate hundreds of jobs and it allows them to serve as leaders in their professions and communities.

We look forward to strengthening and building on our partnership with the State of Ohio.

Miami University is also exploring ways to enhance Oxford with prudent and innovative land use. University leaders are looking for industries and partnerships that will positively impact our great college town. We intend to make Oxford an even more vibrant community.

#### *Miami Leadership*

Miami is known for leadership – we are leaders among leaders. Our graduates are Fortune 500 CEOs, successful startup entrepreneurs, military officers, elite coaches and top government officials, including our own Governor Mike DeWine.

Last week, more than 300 Miami students were honored for their student engagement and leadership on campus –they were recognized for their dedication and service in building community and applying their creativity and imagination to help others flourish.

Tomorrow our commencement speaker, Jeff Pegues, Class of '92, will bring his wisdom to our newest graduates. Jeff has been a leading journalism newscaster, author of several books and winner of many Emmy Awards. We see Jeff's leadership every day on the CBS Nightly News and we are proud to say he is a Miamian.

Also this year, Miami University will have several new commissioned ROTC Officers –

7 in the Army, 4 in the Marine Corps, 6 in the Navy, and 5 in the Air Force. It is with tremendous pride that we thank these brave young men and women who have chosen to protect our freedoms and democracy.

Godspeed to each of them as they begin their careers in the United States Military. We know they will lead through Love and Honor in keeping us all safer at home.

### *A Year to Remember for Miami Athletics*

The Miami RedHawks sports programs are thriving as well and on the cusp of a new record. To date, we have 9 championships which ties for the all-time high in our history. We still have one sport to finish and one tournament left, both in baseball. Good luck to the baseball program as they complete their regular season this week and move into the MAC tournament next week. It would be great to get that 10<sup>th</sup> championship.

We also have seven MAC coaches of the year – congratulations to these coaches who demonstrate their talents and our excellence for all the world to see.

And we have two brand-new coaches, DeUnna Hendrix for Women's Basketball and Chris Bergeron for Ice Hockey – welcome to Miami DeUnna and Chris, we look forward to your future successes.

It is truly amazing what our student-athletes do – they are talented in competition, volunteers serving in the community, leaders on campus and always seeking excellence in the classroom.

### *Final Remarks*

As you can see, it's been a great year – record-setting and remarkable in so many ways.

Our vision inspires us, our mission guides us and our purpose drives us.

Congratulations and thank you to our President, PEC, Deans, faculty, staff, students and alumni for such an outstanding year in advancing Miami and demonstrating leadership through service. They are propelling our University, State, and global society to even greater heights.

On behalf of the board of trustees, I thank all of those in the Miami community for this extraordinary year.

Love and Honor!

## **Reports, Ordinances and Resolutions**

### **President's Report**

President Crawford updated the Board on how Miami is poised for dynamic change, Miami's positioning in education, and Miami's investment in the future.

*President Crawford's presentation is included as Attachment E.*

### **Report of the Chair of University Senate Executive Committee**

Chair of the Senate Executive Committee, Dr. Terri Barr, thanked her leadership team from Senate for their support, and Provost Phyllis Callahan for her many years of dedicated service to Miami. She then updated the Board on Senate activities since the last meeting, including a Sense of Senate on policies for non-tenurable faculty.

*A written report is included as Attachment F.*

### **Report of the Student Body President**

*Student Body President Meaghan Murtagh was unable to attend, but provided a written report, which is included as Attachment G.*

### **Academic and Student Affairs Committee**

#### **Report of the Committee Chair**

Committee Chair Diane Perlmutter relayed the following information:

The Academic and Student Affairs Committee met yesterday in Farmer School of Business building. During the meeting, four resolutions were considered.

The Committee received written reports from the University Senate and from student leaders. The Committee heard from the Provost, the Senior Vice President for Enrollment Management and Student Success, and from the Vice President for Student Life. The Committee received presentations on several topics, and also reviewed written reports, which will be available in the meeting's minutes.

The Provost, Senior Vice President Kabbaz, and Vice President Brownell, led an integrated dialogue on Diversity and Inclusion. They informed the committee about areas and initiatives, such as the Bridges program, support for students with disabilities, and initiatives within academic areas such as Global Initiatives. These programs are designed to acquaint, welcome and support students from diverse areas and backgrounds.

Vice President Brownell then updated the committee on Student Life matters, and Senior Vice President Kabbaz provided an update on Enrollment Management and Student Success. Jen Franchak updated the committee on the use of the new career fee, and initiatives within career services. Efforts include enhanced outreach to targeted student groups, the launch of new services and initiatives, including a drop-in career advisor, improved marketing and communications efforts, and increased data and assessment efforts.

During a mid-day meeting, the entire Board received an update from Associate Vice President Susan Schaurer on Admissions, and were updated by the Provost, Senior Vice President Creamer, Senior Vice President Kabbaz and Vice President Brownell on actions to meet the needs of the increased cohort size.

Next, Provost Callahan presented four proposed resolutions; a new degree in data analytics, a new degree in organizational leadership, the creation of an Interactive Media Studies Department, and promotion and tenure for two faculty. All four were recommended by the Committee for approval today. She then updated the Committee on Boldly Creative.

The Farmer School of Business hosted the meeting, and the Committee received a college update from Dean Rubin, along with a presentation on the First Year Core by Becky Crews. Three students supplemented the presentation, explaining to the Committee of the impact of the curriculum upon them personally. Associate Dean Gupta, Senior Associate Dean Greenlee, and Associate Vice President Bogard also presented on initiatives within the Farmer School.

Thank you, that concludes my report.

Trustee Perlmutter then added that she was very impressed with VP Sparks' presentation to the Board at the mid-day meeting, and that UCM was welcome to provide regular reports to the Trustees through the Academic and Student Affairs Committee.

Chair Budig thanked Trustee Perlmutter, and added that VP Seidl's presentation to the Finance and audit Committee was also quite impressive and well-received.

### **Resolutions**

*The Academic and Student Affairs Committee Resolutions are included as Attachment H.*

#### **Creation of a Bachelor of Arts, with a Major in Data Analytics**

Provost Callahan spoke in support of the resolution, then Trustee Pascoe moved, Trustee Ridenour seconded, and by voice vote, the resolution was unanimously approved.

#### **Creation of a Bachelor of Arts in Organizational Leadership**

Provost Callahan spoke in support of the resolution, then Trustee Haines then moved, Trustee Pascoe seconded, and by voice vote, the resolution was unanimously approved.

#### **Creation of an Interactive Media Studies Department**

Provost Callahan spoke in support of the resolution, then Trustee Ridenour moved, Trustee Pascoe seconded, and by voice vote, the resolution was unanimously approved.

### **Promotion and Tenure**

Provost Callahan spoke in support of the resolution, then Trustee Ridenour moved, Trustee Pascoe seconded, and by voice vote, the resolution was unanimously approved.

*The resolutions are included as Attachment H.*

## **Finance and Audit Committee Report of the Committee Chair**

Chair Armstrong relayed to the Board:

The Finance and Audit Committee met yesterday at the Marcum Conference Center. The Committee considered only one resolution but received several reports at the meeting. The resolution is recommended for approval later in this meeting.

Each spring the Committee meets with the University's independent auditors to review the audit plan for their annual engagement. The discussion with the independent auditor covered several aspects of the audit plan but everything covered yesterday is considered routine for this type of audit. It is expected that the auditors will present the resulting financial statements and reports at the Committee's December meeting.

The Committee also met yesterday with the University's chief audit officer to review audit activity from the past year. While the internal audit department at Miami is small, much was accomplished this past year. Barbara Jena and her staff are to be congratulated on their excellent work.

The Committee received a presentation from the University's new chief information officer, David Seidl. Annually, the University's chief information officer reviews with the Committee the state of technology at the University. The report was informative and I want to recognize the fine work being done by Mr. Seidl and the technology staff.

The only resolution considered at yesterday's meeting was presented by the Investment Subcommittee. The resolution will result in a prior Board resolution being rescinded since it is no longer applicable following the hiring of an outside chief investment officer and earlier revisions to the Pooled Investment Agreement with the Miami University Foundation. The resolution was adopted earlier this month by the Miami University Foundation. The resolution was unanimously endorsed by the Committee. .

Most of yesterday's meeting was spent discussing the fall class and the future budget outlook. While we celebrate the recruitment of another large, diverse and academically talented class, the financial reality is that the university budget we consider in June will reflect for the fourth consecutive year no measurable new revenue growth but expenses and operating costs continuing to rise. This outlook is made worse by the reality that growing the size of next year's class, which has helped to offset rising scholarship and other costs the last few years, is likely impractical given the limited availability of residence hall beds and previous enrollment growth.

These challenges are not unique to Miami University as many universities across our nation are facing similar and often more difficult issues but with far less success than we have experienced. It is imperative that we continue to develop a course of action that is sufficient for positioning the University to deal with the issues caused by declining numbers of high school graduates, reduced interest from international students, stagnant state support, rising tuition discount rates, and rapidly changing academic program interests by our students. Yesterday's meeting offered important information about the impact of these issues and led to some early discussion about difficult choices like the appropriate size of the university, the right balance

between merit and need based aid, and the desired profile of the class but not a resolution to these questions.

While our Committee has raised concerns about the financial viability of our current path, these issues and questions go beyond just our Committee. The Committee will continue to draw attention to these issues and monitor our progress on them but most importantly, looks forward to discussing these matters and setting direction on these issues with the full Board of Trustees and the administration in June.

Mr. Chairman, that concludes the report for the Finance and Audit Committee.

## **Ordinances and Resolutions**

*The Finance and Audit Committee Ordinances and Resolutions are included as Attachment I.*

### **Resolution**

#### **Investment Oversight**

Senior Vice President Creamer spoke in support of the resolution, stating it is to align existing policies and the Finance and Audit Committee Charter. Trustee Ridenour then moved, Trustee Haines seconded, and by voice vote, the resolution was unanimously approved.

*The Finance and Audit Committee Resolutions are included as Attachment I.*

## **Student Trustee Reports**

Trustee Budig welcomed Student Trustee Kulis, and Student Trustee Cremeans relayed the following information:

I'd first like to welcome my new colleague, Will Kulis, to the Board of Trustees. Will is a talented student who embodies what it means to be a Miamian, so much so that he is currently working hard on his statistics final. I look forward to his successful tenure on the Board and I am thrilled to have him join us, not only because he has significantly brought up the average height of the student trustees, but because of his commitment, enthusiasm, and passion.

I'm excited to sit here today, a year into my two-year term as a Trustee, with another year of experiences tucked under my belt. And another year of finals done with. As I reflect, I can tell you with great confidence that I have learned so much from my time here-- and I have come to even more deeply appreciate and respect mother Miami. Seeing pastel-colored envelopes, containing words of thanks, flood mailboxes to professors, I am reminded of the impact of mentorship and learning beyond the classroom. Watching as graduating seniors take pictures together in red robes on the Seal, I am reminded of the incredible friendships that come to be. Every little moment this time of year is heavy with the promises and challenges of change. Miami University is a special place; my peers and I are so fortunate to have these experiences.

One such experience that many students find transformative come spring is the

Government Relations Network Alternative Spring Break Leadership and Advocacy Conference. Led by Mr. Randi Thomas, in the Office of Institutional Relations; Dr. Jerome Conley, Dean of Libraries; and Dr. Jim Oris, Dean of the graduate school, about two decades of the conference have seen great success in empowering students and advocacy. This year, 31 women and 29 men, about half of whom are persons of color and of which over 10 are Pell-eligible, headed first to Washington, D.C. and then to the State House in Columbus to share their unique stories about their Miami experiences, as well as presenting 20 posters on research and campus involvement. In less than five days, these students had 50 meetings in Washington and 140 meetings in Columbus: overall, boasting about 240 interactions with key decision makers at the state and federal level. These students are not all political science majors; in fact, they are far from. Students from every academic division, with every background, shared with powerful people what it means to be a Miamian.

One student I would like to talk with you about today is a rising senior majoring in Civic and Regional Development at the Hamilton campus. She is perhaps one of the most dedicated women I have ever met and she is an incredible advocate for her community at home in Cincinnati and at Miami. She praises Miami for the changes at experiential learning, noting her favorites have been the GRN Advocacy Conference and the Career Treks to Atlanta. She has learned about advocacy and hopes to work in a non-profit before creating a youth development center for underserved kids.

Another fine student in the Government Relations Network is a first-year majoring in Neuroscience and Pre-Medical studies, she spends whatever remaining free time she has in Dr. Anna Radke's Behavioral Neuroscience Lab. Here, she is studying the impact of stress and alcohol on rats. Her undergraduate work examining patterns of addiction and dependence are immediately relevant and incredibly interesting. She attracted many curious staffers and legislators presenting in both D.C. and Columbus.

The impact of the Government Relations Network and their Advocacy Conference is certainly transformational. Alumni of the program are loyal, active, and excited to give back. Those interacting with Miami students on their travels are pleased and impressed by the professionalism and rigor of the students. I can't say that I am surprised. As always, these are just a few of the incredible Miami students-- truly no different than the rest-- doing incredible things.

I would like to thank these GRN Students, Dr. Oris, Dean Conley, and Mr. Thomas for their demonstration of Love and Honor.

My thanks and congratulations also go to the graduates, who I am so proud of. The magnitude of the world's challenges seem so great, but I know, just as you do, that Miami students are prepared to face them head on.

With Love and Honor, this concludes my report.

Trustee Budig thanked her, and Trustee Pascoe highlighted that Ms. Cremeans is a recipient of the Goldman prize.

**Other Business****Written Reports**

Tom Herbert, Senior Vice President for Advancement submitted a written report which is included as Attachment J.

Award of Honorary Degree to Dinesh Paliwal, Attachment K.

**Executive Session**

Trustee Robinson moved, Trustee Pascoe seconded, and by unanimous roll call vote, with seven voting in favor and none opposed, the Board convened to Executive Session to consult with counsel, review pending litigation, and for Personnel Matters, the appointment of a public official, as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

**Other Business**

The Board returned to public session.

**Adjournment of Meeting**

With no other business to come before the Board, Trustee Shroder moved, Trustee Robinson seconded, and by unanimous voice vote, the Board adjourned at 1:30 p.m.



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





**M** MIAMI  
UNIVERSITY

DIVERSITY & INCLUSION REPORT 2018-2019



## One Miami, Many Voices

Ronald Scott, vice president for institutional diversity and inclusion

**While deliberately working to increase staff, faculty and student diversity (gender, ethnicity, class, age, ability, national origin, sexual orientation, religion), we have also recognized that inclusion and inclusive excellence are vital elements of our goals and success.**



Miami University has undergone some dramatic demographic changes over the last few years. The incoming class of 2022 was 52 percent female, 16.8 percent domestic multicultural and 8.4 percent international. Those students are taught by an increasingly diverse faculty (19.9 percent) that is consistently recognized nationally for undergraduate teaching.

While deliberately working to increase staff, faculty and student diversity (gender, ethnicity, class, age, ability, national origin, sexual orientation, religion), we have also recognized that inclusion and inclusive excellence are vital elements of our goals and success. We want to be a diverse and inclusive environment that values every member of the community.

Miami's commitment is not only reflected in our values, mission and organizational structure, it is part of our formal and informal curriculum. In order to achieve a deeper understanding of cultural differences, we strive to create and sustain a campus environment that supports learning, development and engagement across and among members of the community.

Over the last couple of years, we have focused on intentionally educating and promoting diverse ways of thinking, of collaborating and of celebrating, in classrooms, residence halls, workspaces

and the community. Last year we invited faculty, staff and students to tell us their experiences in a campus climate survey called One Miami. While overall response was positive, we found areas for improvement. A task force reviewed responses and is preparing to share recommendations that we can act on quickly.

By establishing an award to honor the ongoing struggle for equity and freedom, to a Presidential Series on Inclusivity with performances and lectures, to the world release of *Tigerland* by Wil Haygood at convocation, we have sought to educate our community about the value of diversity.

In addition to programs mentioned in this report, the CEO Action for Diversity and Inclusion Initiative, study abroad, international institutes and programs and the Over-the-Rhine (Cincinnati) residential program actively illustrate small examples of how fully inclusive and engaged across differences the Miami community has become.

The following pages provide a glimpse of some of the diversity and inclusion activities on campus. I hope you will also visit our Diversity and Inclusion website, [MiamiOh.edu/diversity](http://MiamiOh.edu/diversity), for a more comprehensive view and that you will join us in our journey to become One Miami, Many Voices.

## 'Coming to a deeper understanding of who I am'

Kara Strass always felt connected to her Native American ancestry because of her grandmother, who often shared stories about her experiences growing up. But it wasn't until Strass came to Miami University that she discovered other aspects of her identity.

As she pursued a master's degree in student affairs in higher education, Strass began learning the Myaamia language and more about her Miami Tribe's history and culture. She earned her degree in May 2018.

"The language, culture and games, and extending that kinship network, all of those have been really

important to me coming to a deeper understanding of who I am," she said.

Now, as a full-time Miami Tribe Relations assistant at the Myaamia Center — a research-focused collaboration between the tribe and university — Strass works closely with the 30 undergraduate tribe students taking classes on the Oxford campus.

She is part of the first generation in nearly 100 years learning to speak the language.

The center is leading this language and cultural revitalization effort. Director Daryl Baldwin credits the relationship between the two Miamis — the sovereign tribal nation and the public educational

institution — with reaching this significant milestone.

Tribe students have the unique experience of learning together and expanding their knowledge about their own heritage and culture.

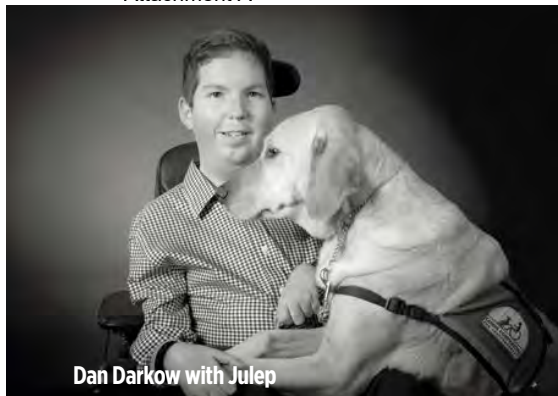
The Myaamia Heritage Award Program at Miami provides a tuition waiver and additional coursework relative to their heritage.

Strass is an example of what Baldwin hoped the Myaamia Center could be — "a space to help us as a tribal community develop our young intellectuals into individuals who could contribute back to the tribal nation trying to rebuild itself."

**"Language is one of the drivers of identity."**



Diversity & Inclusion Report | 01



Dan Darkow with Julep

## Changing the narrative about disabilities

Dan Darkow (Miami MS '17) said people might be surprised to learn that being a wheelchair user has positively affected his life.

"So often when people see or hear disability, a quick reaction is to be sad, think about all the negatives associated with disability and to then treat a person differently. My work is centered around changing this narrative."

Darkow is a coordinator in the J. Scott and Susan MacDonald Miller Center for Student Disability Services (SDS), Shriver Center.

Because nearly 1 in 5 Americans has a disability, he believes it's time "we move past reactively accepting disability in our classrooms, institutions and communities" and move toward a mindset of expecting it.

Darkow works with students, faculty and staff providing equal access for students with disabilities, many of which are not apparent to others. Statistics show 2,128 Oxford campus students registered with SDS in the 2017-2018 academic year. That's an 18 percent growth from 2016-2017 (1,805 students).

"If we remember accessibility and access are an institutional responsibility and not the burden of each individual student served, then it is all of our responsibility collectively to move toward creating a more inclusive and welcoming environment for everyone."

Miami is among the first 100 employers to join the Ohio Business Leadership Network. Members have taken steps to focus on the abilities of Ohioans with disabilities as they seek to make meaningful contributions to the workforce.

Darkow, who advises the Students with Disabilities Advisory Council, also speaks to classes, faculty meetings and others about creating an inclusive environment.

"I love talking about disability. It is a fascinating, ever-evolving topic, and I get the opportunity to change perceptions every single day."

## John Steele: Becoming a U.S. diplomat

Ask John Steele (Miami '14) why he chose Miami University, and he'll tell you it's the other way around: Miami took the chance on him when others wouldn't.

Steele struggled in school during a difficult childhood in Cleveland. Several universities recruited him to play football but backed off after discovering his academic issues.

Except Miami.

"When the smoke cleared, and it was actually time for me to make a decision, Miami was the only Division I school that said, 'Hey, I know you got some baggage. I know you have some issues, but we will work with you. We want to see you succeed on the field and off.' And that was really important to me."

Steele earned a full scholarship to play defensive tackle for the Miami RedHawks but suffered a career-ending injury before playing a game.



Again, Miami was there.

Craig Bennett, former assistant athletic director for academic support services, remembers Steele telling him he was done.

Bennett told him his scholarship would remain in place, football or not. That's something Miami Athletics always commits to, said Bennett, now senior director for Student Success at Miami.

After football disappeared, it took Steele time to see himself as more than an athlete. Without football, who was he?

Othello Harris, associate professor of sociology and gerontology, saw Steele struggling and became his mentor. Steele said Harris was the first person to believe in him academically. By his last semester, he'd earned a 4.0 GPA.

Steele went on to become Miami's first recipient of the Charles B. Rangel International Affairs Graduate Fellowship. Last spring, he earned a master's from George Washington University and is training as a foreign service officer.

***John Steele has pushed himself — from football to a 4.0 to foreign service.***



## Miami's growing diversity enriches educational experience

Miami University's student population is becoming more diverse.

Take a look at campus today, and you'll find 29 percent — first-year students through seniors — are multicultural students. Statistics show 14.3 percent of the students are members of minority groups, while 14.8 percent are from other countries.

A diverse student population benefits everyone, said Cheryl Young (Miami '79, MS '07, PhD '18), assistant provost for Global Initiatives.

"Diversity enriches the educational and co-curricular experiences, challenges our perspectives and prepares students for the diverse global world they will enter after college," said Young, noting 3,177 international students

(undergraduate and graduate) were at Miami this fall.

Several programs have contributed to increasing diversity on campus, including the Bridges Program, introduced in 2007 and expanded to out-of-state students in 2010.

It is open to culturally diverse, high-achieving high school seniors from historically underrepresented populations or who have a commitment to promoting a deeper understanding of and appreciation for diversity.

Students representing different ethnic/racial, sexual orientation and gender identity and socio-economic backgrounds are encouraged to apply.

The high school seniors interact with students, faculty and staff while they

spend one night in a residence hall, eat meals at a dining hall, tour the campus and learn about programs and activities. Academic modules give them classroom experiences.

"The purpose of the Bridges Program is to expose high school seniors from diverse backgrounds to the academic and socio-cultural aspects of Miami University," said Jonika Moore (Miami '01), senior associate director of diversity initiatives in the office of admission.

Most who visit campus during the program end up applying.

This fall, Bridges hosted 603 students from 22 states and five countries. Moore said 95 percent of those participants (575 students) have applied to Miami.



1



4



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1. Miami students celebrate Holi, a Hindu cultural and religious festival.
2. Kyle Flemings, a graduate student in English/creative writing, performs at a Miami Art Museum conference in conjunction with *Telling a People's Story: African-American Children's Illustrated Literature*.
3. These individuals took part in a naturalization ceremony on the Hamilton campus.

4. The UniDiversity Festival celebrates the music, arts and food of Latin America and the Caribbean.
5. The Confucius Institute hosts an annual Chinese Festival.

**'An invitation to learn without borders'**

Valuable takeaways.

That's what Jacqueline Rioja Velarde seeks when members of the Miami University and Oxford communities come together annually for the UniDiversity Festival celebrating music, arts and food of Latin America and the Caribbean.

After 16 years, the festival is becoming part of the cultural identity of Miami and the city, said Rioja Velarde, associate director of Miami's Center for American and World Cultures and chair of the UniDiversity program.

She likes how Miami students are encouraged to learn beyond their classrooms and said the festival is "an invitation to learn without borders."

The city square in Uptown Oxford becomes the "plaza," a space of intercultural encounters and multicultural learning opportunities.

"If the variety of activities ... empowers people to leave their comfort zones, allows them to be vulnerable and enjoy learning and experiencing more about the richness of Latin(o) American and Caribbean cultures — that's a takeaway," she said.

The native of Peru worked at a private university there before joining Miami in 2003. She was the Center for American and World Culture's assistant director from 2006-2012.

Rioja Velarde teaches a reflection-based class for students returning from study abroad to help them create meaning about their experiences.

"Study abroad is a transformative learning experience and students for sure benefit from having the opportunity to reflect about these intercultural exchanges," she said.

Rioja Velarde served as president of Miami's Association of Latino/a Faculty and Staff for two years and co-founded "Latinas in Ohio" to provide advocacy, mentorship and education.

The Ohio Commission on Hispanic/Latino Affairs recognized her in 2016 for outstanding achievement in professional and community service and for being a role model for the Latino community.



Jacqueline Rioja Velarde



Emma Wott

## A veteran's search

A sense of belonging.

That's what senior Emma Wott was searching for when she became a student at Miami on the Post 9/11 GI Bill following her service in the U.S. Marine Corps.

Many veterans feel lost after the uniform comes off for the last time, she said. They no longer know their worth.

Wott came to Miami wondering what she would be thought of, she told a crowd gathered on Veterans Day for the dedication of a new Alumni Veterans Tribute on the Oxford campus.

At Miami, she found a place where she feels like she belongs. She loves college life.

Wott served in the Marines from 2011-2015. She was a corporal who worked as a barracks manager/embarkation logistics specialist.

Today she is a theatre and religion double major looking forward to graduating in May. She wants to become a lighting designer or stage manager.

Wott chairs the Student Veterans Association and enjoys Miami's new Student Veterans' Center in Wells Hall, which provides student veterans and military-affiliated students with a space to be around others with similar backgrounds and experiences. To her, the center shows "veterans exist on campus and that we matter."

"It takes the courage of a veteran to keep moving forward when the forces are against them," she told the Veterans Day crowd. "It takes tenacity and encouragement from faculty, professors, students, friends and colleagues to remind them that it was worth it."

She sees the Alumni Veterans Tribute, located just east of the Campus Avenue Building, as a visible reminder that military service is respected at Miami, frequently ranked as one of the nation's Best Colleges for Veterans.

## A sporting legacy built on acceptance

At a recent home hockey game against St. Cloud State University, LGBTQ+ flags hung from the rafters and the video board shared Brendan Burke's enduring legacy.

The hockey team's former student manager found support and acceptance from the coaches and team when he came out as gay in April 2009.

Burke died in a car accident on Feb. 5, 2010.

In 2012, his brother, Patrick, co-founded the You Can Play Project, an organization dedicated to ensuring safety and inclusion for all who participate in all sports — including LGBTQ+ players, coaches and fans. More than 700 You Can Play events have been held since then.

"Brendan had a tremendous impact on our lives, and his impact only grew after his death," said Nick Petraglia (Miami '04), Miami athletics' director of external relations. He was director of hockey operations when Burke was student manager.

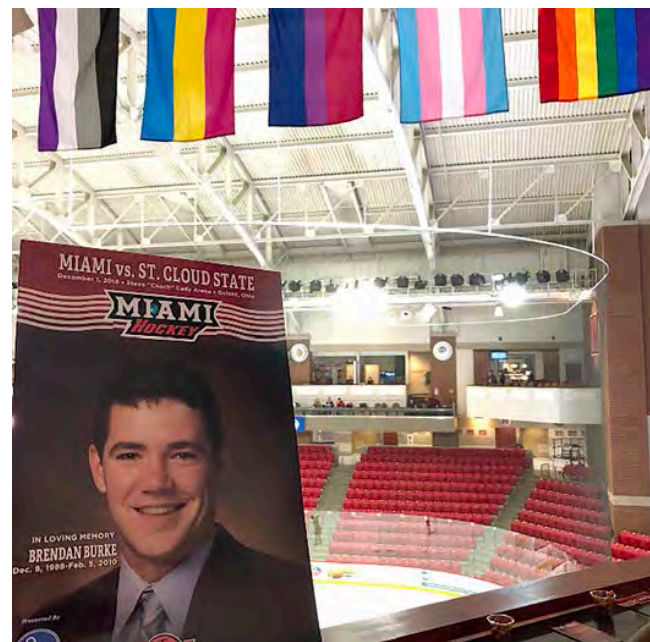
Burke helped Petraglia break down video, prepare scouting reports, coordinate community service activities and other administrative tasks.

It wasn't a big deal when he told them he was gay, Petraglia said.

"I will say the one thing that changed was the language we used. It made us all more aware of the words we chose. To this day, that remains a culture in our locker room."

Brendan Burke made headlines for speaking out against homophobia in sports.

"I think it's important that my story is told to people because there are a lot of gay athletes out there and gay people working in pro sports that deserve to know that there are safe environments where people are supportive of you regardless of your sexual orientation," he told Canadian sports network TSN in November 2009.



IN HER OWN WORDS ...

*Megan Zahneis, a senior journalism major and interactive media studies co-major with a minor in disability studies, last fall was awarded The Chronicle of Higher Education's 2018 David W. Miller Award for Young Journalists for being its top intern.*

## Megan Zahneis: 'a totally new framework through which to understand myself'

Growing up, I didn't know if going to college was a realistic goal for me.

That's because I have a neurological disorder that affects about 50 people in the world and renders me unable to feel pain, temperature and touch. I'm deaf and wear cochlear implants. I have a lung condition that makes it hard for me to walk long distances and fine-motor difficulties that mean I can't tie my shoes or button a shirt.

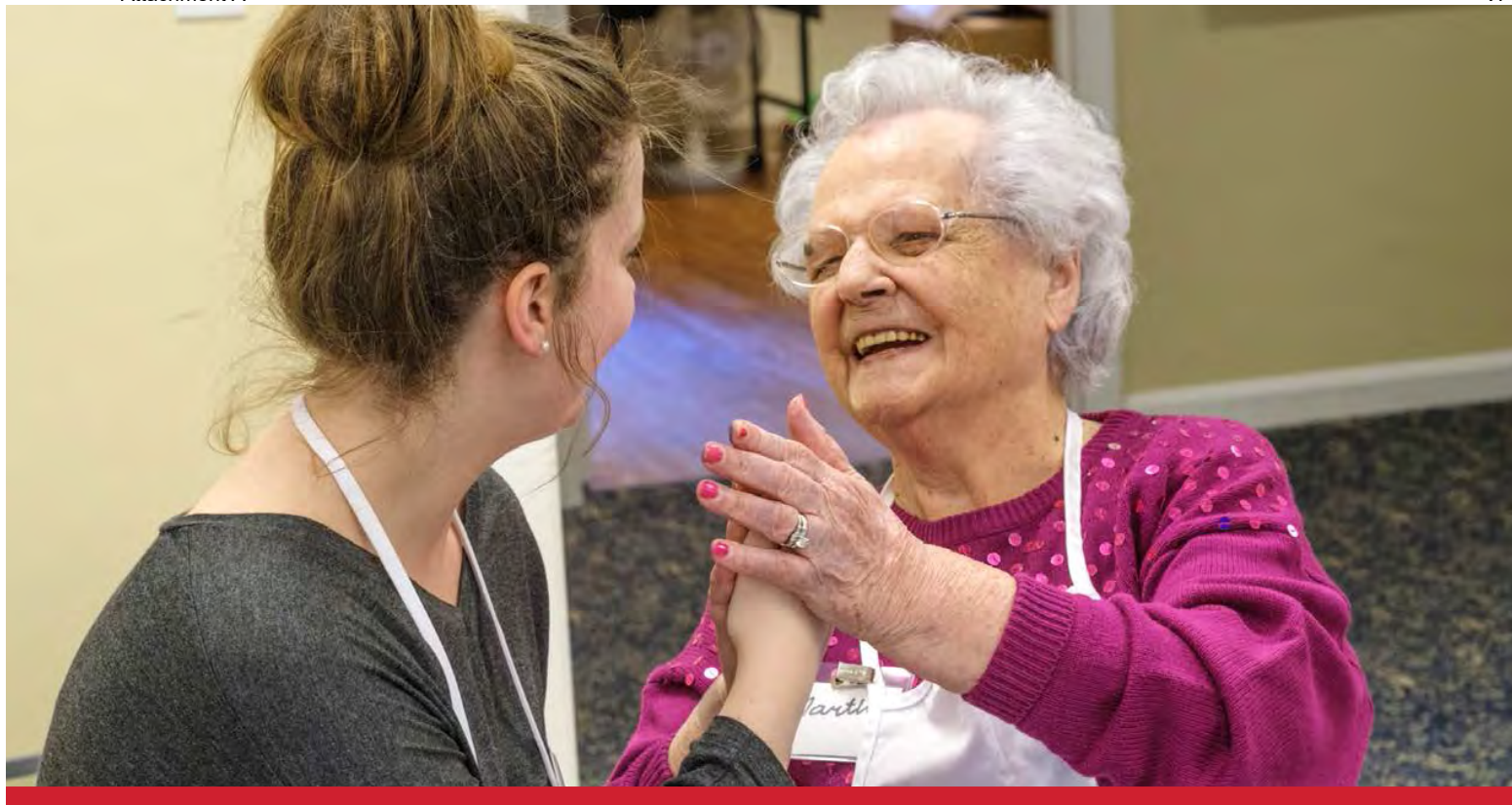
All of that, I knew as I prepared to graduate from high school, would impose some limitations. But I was determined to have as normal a college experience as possible, despite my disability.

That all began with Andy Zeisler, the director of what was then Student Disability Services, who met with my mom and me during my college search and assured us both that not only would his office work to accommodate me in any way it could, but that my perspective would be welcome on Miami's campus.

It continued with the Students with Disabilities Advisory Council (SDAC), an organization I've been lucky enough to help lead. SDAC has let me extend the welcome Andy gave me to more disabled students, some of whom have told me the organization is one of the reasons they chose Miami. As a group, we've helped establish a disability cultural space in the newly-endowed Miller Center for Student Disability Services and a universally designed classroom in McGuffey Hall.

I also discovered disability studies through the minor Miami offers. The program gave me a totally new framework through which to understand myself — plus incredible faculty mentors, the chance to present at several conferences and even to write a chapter for an upcoming book.

As it turns out, being disabled has enriched my four years in college in ways I never could've imagined.



## Opening Minds through Art: Connecting students with elders who have dementia

Miami University senior Margot Duffy fondly remembers her time with Opening Minds through Art (OMA), Miami's award-winning intergenerational art program for people with dementia.

Student volunteers partner with elders in long-term care facilities to create works of abstract art in the program aimed at promoting social engagement, autonomy and dignity through the experience of creative self-expression.

The program improves the quality of life for elders, while providing service-learning opportunities for students.

In spring 2017, Duffy was paired with Martha, who had turned 100 that March. Duffy learned a lot from Martha, who is still active in the program.

"I learned to enjoy experiences in the moment and to not worry about the specific detail but to look at the overall beauty of a picture. She also taught me to be patient toward others no matter a person's situation," she said.

Duffy — a biology and psychology double major with a co-major in neuroscience — will graduate in May and aspires to become a nurse practitioner in women's health.

She is one of 1,909 students who have participated in OMA. It was founded in 2007 at Miami's Scripps Gerontology Center by Elizabeth "Like" Lokon, who earned a master's of art in teaching ('93), a doctorate in educational leadership ('97) and a master's in gerontological studies ('08) from Miami.

Lokon, OMA's director, set out to create something to engage elders

with different levels of dementia in ways that would help them grow and flourish while encouraging young people to expand their openness to the still-vibrant humanity of elders in general.

OMA is offered at more than 150 facilities around the world.

Lokon is grateful to Miami and Scripps for supporting her idea of combining fine arts, gerontology and service learning.

"Initially, it was just an idea. Now, a decade later, we have the evidence that it benefits both people with dementia and students in the program," she said. "We are now embarking on making OMA available to medical school students so they can become more empathetic physicians."

Six medical schools will pilot the project starting in 2019.

## Sara Al-Zubi: A path to activism

One photo.

That's what started Sara Al-Zubi on a path to activism when she arrived at Miami.

She couldn't shake the haunting image of Alan Kurdi, 3, who drowned in the Mediterranean as his family fled the Syrian civil war.

Al-Zubi spent some of her early childhood in Jordan near the border with Syria before the war and before her family immigrated to the United States.

After seeing the photo, Al-Zubi launched a letter-writing campaign to the children of Syria that became her first nonprofit venture, Peace of Mail. She encouraged people around the world to write letters of support to the children in refugee camps in Jordan. Letters came from Portugal, Singapore, Australia and the United States.

Al-Zubi is a senior human capital management and leadership major and pre-medical studies co-major at Miami. She plans to attend medical school with the hope of working on humanitarian and refugee health initiatives.

She was awarded a 2018 Harry S. Truman Scholarship, honoring future public servants and change agents and was a finalist for a 2019 Rhodes Scholarship.

Al-Zubi founded the Refugee Advisory Council at Miami so undergraduate students could become an integral part of the support system for refugees resettled in Southwest Ohio.

Last year, she founded the 3Sisters Foundation, working with Arab refugees in Cincinnati and Ohio to increase their self-sufficiency and improve their knowledge about, and access to, health care and mental health resources.

"These refugees deserve an outlet that allows them to address their mental health in a culturally acceptable way — one that does not alienate them — but rather encourages them to reach out while maintaining their dignity."



Eun Chong Yang

## International Faculty and Staff Association supports, connects

A new International Faculty and Staff Association at Miami (IFSAM) has been created following the success of Faculty Learning Communities (FLCs) built around diversity and inclusion.

"The association identifies international faculty and staff as part-time or full-time employees of Miami who are from foreign countries and with diverse cultural, educational and linguistic backgrounds," IFSAM President Eun Chong Yang said.

Yang, associate director of Miami's American Culture and English (ACE) program, said the organization has more than 55 members from at least 25 countries of origin and represents 21 departments, 10 offices, six divisions and various campuses.

She and Zara Torlone, professor of classics who also is on the core faculty of the Havighurst Center for Russian and Post-Soviet Studies, have served as co-facilitators of the Faculty Learning Communities for Enriching Teaching Experiences of International Faculty, Teaching Assistants and Graduate Students since fall 2017.

The learning communities were formed after Yang wrote a proposal to the Center for Teaching Excellence to help international faculty, instructors and teaching assistants become more successfully adjusted to Miami and improve their teaching effectiveness.

Cheryl Young, assistant provost for Global Initiatives, encouraged Yang to create the association.

Young envisioned an organization for professional development and networking that would build awareness, be a collective voice and increase retention.

"We wanted something that was sustainable and would be woven into the fabric of the university," Young said. "We ... hope that IFSAM continues to grow and becomes an autonomous organization that continues to provide a welcoming presence for all faculty and staff who come to Miami from around the world."



Jermaine Thomas II

## Gospel music a central part of his life

For as long as he can remember, Jermaine Thomas II has been singing in choirs.

Church choir came first, joined by a cappella and show choirs in high school.

When he arrived on the Oxford campus his first year, he joined the Miami University Gospel Singers (MUGS). Now a junior, Thomas loves taking a break from his studies to step into rehearsal for two hours on Monday nights. Together, the men and women raise their voices in spiritual song.

"It's kind of like a home away from home," said Thomas, a tenor who has served as MUGS secretary for two years. "We all love each other. It's like a big family."

The media and culture and fashion-entrepreneurship co-major from Cleveland said he chose Miami because it offered the best financial package.

"Three years in, I couldn't imagine going anywhere else," he said.

MUGS holds two big events each academic year — a Family Weekend concert in the fall and a Gospel Fest in the spring, when other choirs are invited to perform, too.

The musical group holds monthly student-led church services in the Armstrong Student Center and occasionally performs at churches throughout the Cincinnati area.

Thomas said the group has grown in recent years. It had 12 members his first year, 20 last year, and it now boasts 34 members.

He thinks he knows why.

"We're a faith-based organization, so we always try to follow God's word and exude Christianity the right way. Being an open group, loving everybody, having fun, being more visible and sounding good," he said, chuckling. "It all just flows together."



## Inclusive University Program: 'Change agents' for a more inclusive society

Courtney Hineman started working in retail after she graduated from Lakota East High School in 2015.

For the past three years, Hineman has participated in Miami's summer Inclusive University Program, a one-week, one-credit-hour class for students with intellectual disabilities.

The course is led by Ashley Cartell Johnson, assistant clinical lecturer in inclusive special education and the co-coordinator of disability studies.

After attending the program, Hineman became interested in pursuing college. Cartell Johnson enrolled her in her Introduction to Disability Studies course in spring 2018. Last fall, the two collaborated in the same course, with Hineman as a teaching assistant.

Hineman is an example of where Cartell Johnson sees the Inclusive University Program heading as she plans the fifth summer program, which again will involve 15 students with disabilities and 15 Miami students.

Her goal?

"A fully inclusive program where students take typical classes with support from Miami student educational coaches as needed, work on-campus jobs and engage in service learning and student organizations — all typical experiences for Miami students."

Miami students engage in three ways — as researchers in an independent study to learn more about inclusive college programming to support best practices as they grow the program; as mentors, peers and roommates in the summer program; and as educational coaches supporting the students taking Miami courses.

Cartell Johnson wants the same thing for both groups of students: to have rich experiences so they can learn and grow "and for them to graduate with skills to be independent, to obtain a job that aligns with their goals, and to be change agents for a more just and inclusive society."

## Daniela Reuter: 'Hillel is a major part of my Jewish journey'

Daniela Reuter, a senior psychology major from Louisville, chose Miami because it fit all of her requirements: "its size, Jewish life, location and overall vibe."

Reuter is president of Hillel: Association of Jewish Students, which has about 100 active members.

"I chose to be a part of Hillel because having a Jewish identity is a large part of my life," she said, "and Hillel was the best way for me to be Jewish at Miami."

Reuter called her four-year experience "a major part of my Jewish journey."

The association has connected her to social justice, religious Judaism, spiritual Judaism and a community where she genuinely feels welcome and loved.

Hillel does a variety of social justice work. For instance, its "Challah for Hunger" branch focuses on making and selling Challah (a braided bread), with proceeds benefiting charities fighting hunger.

Hillel also focuses on education, Reuter said. "I have learned so much about the world and how I can play a significantly impactful role in it throughout my life."

For Sukkot, a Jewish holiday celebrated in October, the students made necessity bags for the homeless. They later drove to Cincinnati's Over-the-Rhine neighborhood on a Sunday to pass them out to those in need.

"This very simple activity benefited my life along with the many people we met and helped," she said. "Hillel has given me the necessary tool to learn how to benefit the world along with educating myself about the many different people in it."

Reuter, who wants to become a behavioral therapist for children with autism, studied abroad in Israel one semester. She said that experience also helped shaped who she is today.



Alison Tuiyott

## 'A great place if you want to have really good mentors'

From the get-go, Alison Tuiyott met people like her on campus pursuing science, technology, engineering and mathematics (STEM) fields.

She arrived a week early through the Louis Stokes Alliance for Minority Participation (LSAMP)'s early arrival program. The next year, she was mentoring new students in the program.

"LSAMP was honestly one of the best experiences I had," she said.

Tuiyott — a statistics major with an analytics co-major and minor in computer science — will graduate in 2020 with a combined bachelor's and master's degree. She wants to become a data scientist or analyst and one day start her own business.

The Cincinnati native took classes at Miami's Hamilton campus her junior and senior years of high school after a counselor suggested the idea. That allowed her to earn a year-and-a-half of college credit for free.

Tuiyott, an honors student on scholarship, said she enjoyed having nontraditional students in her Regionals classes. She became a math tutor there and later continued tutoring at the Bernard B. Rinella Jr. Learning Center on the Oxford campus.

She found faculty who became strong mentors while she interned in Miami's Center for Analytics & Data Science (CADS).

The center is an interdisciplinary collaboration among the departments of information systems and analytics in the Farmer School of Business, statistics in the College of Arts and Science and computer science and software engineering in the College of Engineering and Computing. The departments of marketing and accountancy are involved, too.

"Miami is a great place if you want to have really good mentors," she said.

The CADS experience connected her to summer internships at GE Aviation and Eli Lilly and Co., where she'll return this summer.



Hannah Thompson

### Mentoring students in the LGBTQ+ community

College is often a time of discovery for many students.

But it can be an “extremely challenging time” for some members of the LGBTQ+ community, said Hannah Thompson, associate director of LGBTQ+ services. She said it can also be a celebratory and affirming time of finding their community.

LGBTQ+ services, in the Armstrong Student Center, aims to improve the experience of gay, lesbian, bisexual, transgender and queer people at Miami.

“This is the age when a lot of students are discovering who they are,” Thompson said.

LGBTQ+ services — part of the office of diversity affairs — provides support, advocacy, programming and education to the Miami community and is committed to fostering a safe and inclusive environment.

Thompson said services are geared toward providing a “sense of belonging and feeling that they have a voice on campus.”

One resource is providing a safe space where they can find peer support and professional staff support.

Thompson, who has a master’s in community mental health counseling and is a licensed professional counselor in Ohio, loves her job — especially student engagement. She advises Spectrum and Tint, two organizations for undergraduate students.

Other campus groups representing LGBTQ+ students include Pride at the Hamilton campus, Progressive Christian Students, and Miami University Graduate Student Pride Association.

In her office, Thompson mentors many students and keeps an open-door approach.

“I think that’s really important in this particular role,” she said, adding a lot of students deal with anxiety and depression, which tends to be higher in the LGBTQ+ community.

A strong educational component is facilitating Safe Zone training. Last school year, Thompson reached 226 faculty, staff and students over 18 training sessions. She offers training regularly, including to whole departments.

### GROWTH IN DIVERSITY OF STUDENT BODY

#### UNDERGRADS OXFORD 2008

Minority 9% International 2.3%

#### UNDERGRADS OXFORD 2018

Minority 14.3% International 14.8%  
(combined 29.1%)

#### GRAD STUDENTS 2008

Minority 8.3% International 8.3%

#### GRAD STUDENTS 2018

Minority 14.5% International 11.3%

### RETENTION RATE

Overall: **91.9%**

Minority students: **92.2%**

African Americans: **93.3%**

### MIAMI’S 6-YEAR GRADUATION

Overall: **80%**

Minority students: **73.4%**

African Americans: **72.4%**

International students: **75.4%**

Pell Grant recipients

Miami 6-year grad rate: **70.6%**

National 6-year grad rate: **49%**

Miami is a member of “**Powered by Publics,**” an initiative of the American Public Land Grant Universities to close the racial achievement gap.

In 2016, an Education Trust report listed Miami in the top 10 in the U.S. on its list of the “Top-gaining four-year public institutions for black students” for closing the gap between black and white students by 10.7 percentage points. Graduation rates improved by 10.5 percentage points for African-American students at Miami from 2003-2013, while overall graduation improved by 0.4 percentage point.

### ETHNICALLY DIVERSE FULL-TIME FACULTY

All campuses: **19.9%**

Oxford: **20.1%**

More than 300 faculty, staff, students educated so far in Safe Zone (for LGBTQ+ understanding) and Green Zone (veterans understanding) educational programs.



### Reflections from President Greg Crawford

Miami President Greg Crawford (seated left) looks on as author Wil Haygood (Miami '76) speaks at Convocation. The Class of 2022 read his book, “Tigerland: 1968-1969: A City Divided, A Nation Torn Apart, and a Magical Season of Healing,” as part of the Summer Reading Program.

This report is a window into the diversity of Miami University, the breadth and depth of how we reflect, engage and learn from each other. You will see what I am privileged to see every day, as the Miami community lives out Love and Honor by practicing inclusive excellence, elevating our focus on diversity in everything we do.

I remember one beautiful day — late August, with the warmth of summer lingering and a crisp morning arriving, signaling that autumn was on its way. August 24, 2018, indeed, was an exciting day at Miami University. We welcomed to Convocation the incoming Class of 2022, the largest and most diverse class ever at Miami. Our newest students came from 41 states and 22 countries. More than 16 percent of them were the first in their families to go to college. As I looked over the crowd at the Freedom Summer Memorial on our Western campus, I saw students celebrating our differences and united by our common purpose, ready to join the Miami family. To me, it represented the best that Miami University has to offer.

At Convocation, Wil Haygood, Miami Class of 1976, launched his book “Tigerland,” our first-year read that plants in the heart of our academics the powerful experiences of Ohio high school students at the height of the civil rights movement. Wil delivered his message of hope and inspiration for a more inclusive world to the incoming class, telling the story of the Columbus East High School baseball and basketball teams that won state championships. We honored that story with the naming of Wil Haygood Lane on the Western campus.

Countless performances, exhibits and dialogues through the last year, many of them driven by our students, engaged the entire Miami community and touched each aspect of our life together. I am proud to be a part of this leading-edge institution that models how welcome, respect, sharing, and understanding can empower each of us to flourish — and all of us to thrive together. We are One Miami.



Miami welcomed its largest and most diverse class ever in fall 2018, with more than

**17%**

domestic students of color and more than

**16%**

first-generation college students.





*Oct. 29, 2018, vigil at the Seal after a mass shooting at a Pittsburgh synagogue*

*“Let us stand together with all who face anti-Semitism, bigotry and violence, and commit ourselves to peace, mutual respect, celebration of differences and common good in a community where everyone can thrive.”*

**Gregory P. Crawford**  
President



MIAMI UNIVERSITY

Miami University: Equal opportunity in education and employment.  
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**HONORING  
FRATERNITY:  
FOCUSING ON THE FUTURE**



# Focus on Culture: 2016-2018

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- » **Mandatory online modules**
  - ◆ Fraternity and sorority values
  - ◆ Anti-hazing education
- » **Improved level of chapter support and advising**
- » **Student leader elections moved to fall**, prior to recruitment
- » **National chapter** presence on campus during recruitment
- » **IFC** - Enhanced Member Experience plans required for all chapters
- » **Panhellenic** - Changes to new member period expectations

# Panhellenic Initiative

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- » In year 3 of 4-year plan
- » Started with 6 organizations; 10 groups now involved
- » Hands-on approach with national headquarters and staff/volunteers
- » 1 conference call & 1 in-person meeting each semester



# Core Focus Areas

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## Culture



Identify and address cultural issues within sorority community

## Support



Establish another level of advising, support, and mentorship to chapters and community

## Empower



Empower students to act by connecting, coaching, and supporting them to be leaders

# Progress: Panhellenic

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Increased advisor engagement

+ Increased HQ involvement

+ Increased Panhellenic communication & engagement

+ Increased prevention planning

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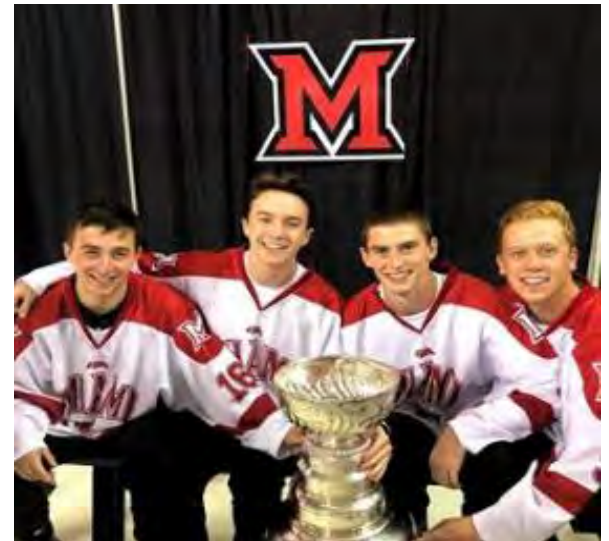
Decrease in...

- risk-related hospitalizations
- underground activities
- unsanctioned programming

# IFC Process: 2018

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- » Focus on Fraternities
- » Reviewed current state and made recommendations for future state
- » Goal: to be a leader in the fraternal movement
- » Membership: Staff, faculty and chapter advisors, students, alumni



# Core Focus Areas

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## Leadership



Design culture that develops and rewards student leadership through their participation in a fraternity.

## Academics



Create renewed focus on academic excellence and student success.

## Hazing



Address nationwide challenges of hazing and high-risk substance use while holding students and chapters accountable.



# Final Report Includes...

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Existing Strategy	Recommended Strategy	Rationale
<p>Current programs &amp; support structures</p>	<p>What we need to do in each area to enhance current strategy</p>	<p>Why we should pursue each strategy, based on research, campus culture, and national best practices</p>

# Most significant changes

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**1**

Increased GPA to join a chapter and to receive the second-year housing exemption

**2**

Live-in house directors in fraternity houses to qualify for second year exemption

**3**

4-week new member period



Attachment B

# Implemented this Spring

- » **Formal bid distribution**
  - Advisor present
  - Must be on campus or in house
- » **New Member Education**
  - 4-week new member period
  - Advisors present at all major events & initiation
  - National HQ involvement in Oxford
  - 3 hours community service for each new member



# Implemented this Spring

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## Fraternity “re-recognition” presentations

- 22 chapter presentations from May 3-6
- Outlined how they will implement the new standards, and will ensure the safety of new members moving forward



# In Process

## Second-Year Exemption Policy Changes

- » Conduct record review
- » 2.75 to live in a fraternity house for Fall 2019
- » House director by June 1, 2019
- » New member class GPA
- » No more than a 10% decrease



# In Process

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- » Online leadership development classes
- » Member Development Plans & 360 Member Reviews
- » Chapter GPA must be a 3.0
- » Improving organizational judicial accountability - partnership with Community Standards

# Starting Fall 2019

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- » 2.75 to join - will assess with a goal to move that to a 3.0 by 2020
- » New and innovative approaches to existing programs



# More Transparency

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## Community Standards Report

- » GPA
- » Chapter size
- » Involvement
- » Service hours
- » Philanthropy money raised



## Enhanced Score Card

- » Conduct violations
- » Fire safety violations
- » Program attendance
- » Anti hazing compliance
- » Member education plans
- » Liability insurance on file
- » New member class GPA data



# Complete Report Available Online

www.miamioh.edu/fsll

The screenshot displays the Miami University website's Division of Student Life page. The header includes the university logo, navigation links like 'myMiami', 'Support Us', and 'Student Life Home', and a search bar. Below the header is a navigation menu with categories such as 'About', 'Fraternal Experience', 'How to Join', 'New and Noteworthy', 'Member Resources', and 'Facts and Stats'. The main content area features a sidebar with links to 'Leadership Opportunities', 'Service Opportunities', 'Student Engagement and Leadership Awards', 'Fraternity 2nd-Year Exemption', 'Sorority LLC Housing', and 'New Member Programs'. The central article is titled 'Honoring Fraternity: Focusing on the Future' and includes a sub-header 'Honoring Fraternity'. The text discusses Miami's role in the fraternal movement and the university's commitment to student experience and growth.

# Questions

Thank you!



Attachment B



Overall Page 138 of 331



Attachment Page 17 of 35

# **Fraternity Recommendations Fall 2018**

## **Honoring Fraternity: Focus on the Future**

**December 14, 2018**

Miami has long been a leader in the fraternal movement in North America, and now is a time when we again need to be national leaders as we envision the future of fraternal organizations on our campus. We recognize that fraternities and sororities are not Miami organizations, but rather a collection of international organizations who have established chapters on our campus, each with its own structure, traditions, culture, and values. However, the collective chapters at Miami make up a community unique to our campus, and the members of all chapters share the value of being Miamians. By working together across chapters, in partnership with Miami staff and advisors, we can build a community that is stronger than any individual organization on its own. We will do this by drawing on the common goals and values found in every chapter, including leadership, brotherhood, service, scholarship, loyalty, community, and accountability. These values, in alignment with our Code of Love and Honor, will provide the framework for every member and every chapter to live up to their ideals and potential.

Miami is known for its commitment to the undergraduate student experience, and that experience is about both student learning and student growth. Students join the Miami community to develop into professionals, adults, and leaders who will be ready to go into the world after graduation to succeed and thrive. In the same way we have a responsibility to mentor and guide them in the classroom, we have a responsibility to mentor and guide students in their experiences outside of the classroom. Fraternity experiences are no exception. As a university, we provide mentors and advisors, as well as policies and rules, to help guide students as they become members of the fraternity and sorority community.

Self-governance is another form of learning for students and core to the fraternity and sorority experience. Strong leadership from the Interfraternity Council (IFC), Panhellenic Association, and the National Pan-Hellenic Council (NPHC) is critical to the community's success. Students serving in leadership roles, both on a respective governing council and chapter leadership, are advised by university staff and trained on policies and industry best practices.

For many years, we have talked about creating a "model Greek community" at Miami-- one where students live their values, bring out the best in each other, hold one another accountable, and are role models on campus and across the country. We have not yet achieved that goal. For fraternities in particular, we continue to receive reports of hazing and conduct violations each year. However, students also tell us they are fearful of taking the next step to publicly coming forward with evidence due to fear of retaliation and retribution, limiting our ability to hold individuals or chapters accountable for these behaviors. We continue to be concerned about the high risk alcohol and drug use in this community that often leads to negative consequences for members and their guests. Our Miami health survey data shows that these behaviors are more prevalent among Greek-affiliated students than non-Greek. And we need to continue to focus on preventing sexual and interpersonal violence and promoting positive bystander behavior in our community.

While we firmly believe and have the data to show that the majority of fraternity members do not approve of or take part in hazing or high-risk alcohol and drug use, that majority has also not been able or willing to eliminate those behaviors from their chapters and our community. It is not enough to congratulate one's own members or chapter for its positive behaviors; it is everyone's responsibility as a member of Miami's fraternity community to hold other members and chapters accountable and to lead change for the system as a whole. It is also important that when a chapter is doing things right, that they pay attention to succession and sustainability planning so that those successes will continue beyond its current members' graduation.

Understanding the complexities of the culture, we come to the practical question of how to address the current challenges facing fraternities on our campus. Throughout this report, we will approach cultural change with three primary strategies, noting both current strategies and recommendations for new approaches:

1. **Design a culture that develops and rewards student leadership through their participation in a fraternity:** This is the highest level of strategy for cultural change. By offering leadership development training through multiple formats and encouraging self governance, we strive to build principled, courageous leaders who will hold themselves, their peers, their chapter, and our community to the highest standards.
2. **Focus on academic excellence and student success:** Fraternities should attract the best and brightest at Miami, and membership should enhance student success. While the community is social in nature, responsible fraternities also provide career preparation and support the classroom experience. Membership in a fraternity should signal to potential employers that they are seeing the very best students Miami has to offer.
3. **Address the nationwide challenges of hazing, high-risk alcohol, and drug use while holding students and chapters accountable for standards:** While our preference would be to focus exclusively on highlighting the best of fraternity life, it is clear that the problems must also be strongly and clearly addressed. By raising our expectations for behavior and being clear in the consequences for violating those expectations, we hope that we can work with fraternity leaders to truly create the model community we strive to be.

Throughout the summer of 2018, a committee of nearly 20 fraternity life stakeholders gathered to evaluate the state of the community and develop recommendations that would advance the fraternal community in a healthy and safe direction. Some of these recommendations are related to requirements for recognition by Miami, others are related to receiving the sophomore housing exemption, and some would be encouraged but not mandatory. Failure to meet expectations will place chapters on a one year probation and an improvement plan will be created in partnership with the Cliff Alexander Office of Fraternity and Sorority Life. Recognition will be revoked if terms of improvement plan are not met in the period of one year.

The enclosed recommendations were developed through discussions, work-groups, and consensus-building. The recommendations are meant to be a framework in developing stronger processes, systems, and organizations moving forward. We believe true, systemic change must occur in order to move the community forward, and we cannot continue in the way that we have in the past.

## **Design a culture that builds and rewards student leadership through their participation in a fraternity.**

### **Existing Strategy**

#### **Community Programming Efforts**

##### Fraternal Excellence and Chapter Recognition Program

- Organization Recognition - Chapter of the Year
- Individual Leadership Recognition
- Nault Scholarship
- Advisor Recognition

##### Student Training and Development Programs

- Fraternity and Sorority Life Fall Kick-Off
- Social Chair and Risk Management Training
- Fire Safety Training
- New Member Education Training
- Tri-Council Meetings
- Chapter Support Meetings
- Recruitment Roundtables
- Risk Management Roundtables
- "Big Sis" Training

##### Leadership Education Programs

- Greek Leaders ADVANCE
- ACROPOLIS - Emerging Leaders Retreat
- Association of Fraternal Leadership and Values (AFLV) Central
- National Black Greek Leadership Conference (NBGLC)
- Rho Gamma Experience
- Sorority Corridor Representative Experience
- Undergraduate Interfraternity Institute (UIFI)
- AFLV LeaderShape

##### Prevention Programs

- Online Educational Course
  - Module 1: Potential New Members- Introduction to Fraternity and Sorority Life
  - Module 2: New Members- Anti-hazing education
  - Module 3: All Greek Community Members - Leadership Course (in development)
- Greeks Step Up
- Greek Convocation
- IFC Enhanced Membership Experience
- Panhellenic New Member Week

##### Advisor Support and Development Programs

- Advisor Session Series

### Information Education Programs

- Summer Orientation Presentations
- Go Greek 101
- IFC Fall Kick-Off
- Rho Gamma Info Sessions
- Parent and Family Webinar on IFC and Panhellenic Formal Recruitment

### Chapter Programming

- **Chapter Services Support Model:** Staff focus on a chapter-first support model that builds relationships and increases communication with organizations. Staff are assigned to advise no more than 11 organizations per semester. They meet with chapters 3-4 times per month and include advisors in all meetings. The increased support and communication have strengthened relationships and trust between the organizations and the university.

### Accountability Standards

Requirements and Expectations Outlined in the [Student Handbook](#)

- **Affiliation.** All social fraternities and sororities must be affiliated/maintain a charter with an international organization or have expressed written intent to affiliate within three years of formation.
- **Liability insurance.** Each chapter will maintain at least five million dollars' worth of general liability insurance which covers each member, advisor, alumni, board member, the University, and the national chartering organization. Miami University is to be covered as an additional insured on the organization's general liability policy with limits no less than \$1,000,000 per occurrence and \$3,000,000 aggregate. This is evidenced on the Certificates of Insurance. Chapter must mail Certificates of Insurance to Miami University at 501 E High St., 218 Roudebush Hall, Oxford, OH 45056.
- **Service and Philanthropy.** All chapters must serve the community and world around them by planning and completing at least one service project per calendar year. Additionally, each chapter must plan and complete a charitable event for their official philanthropic organization or chosen charity if no official dedication exists.
- **Functional Leadership.** Chapters must complete and submit required paperwork in a timely fashion to the Cliff Alexander Office of Fraternity and Sorority Life each semester. Required paperwork includes chapter officer rosters, chapter member rosters, inventory of contributions to the community and others as needed. Each chapter president is expected to meet with his/her designated office liaison a minimum of once per semester.
- **Non-Hazing Commitment.** All chapters must be committed to a University environment that is safe, respectful, and educational. Each semester the Chapter President and Advisor must sign and submit the Certification of Compliance agreement regarding the University's policy on hazing. Each chapter must operate in compliance with State of Ohio, Miami University, and respective inter/national organization policies and laws regarding hazing and related activities.
- **A Community of Rituals and Values.** Every chapter is expected to promote, follow, and act upon the values contained in the rituals and founding spirit of their respective organizations.

## Recommended Strategy

- Develop a series of **online leadership development courses** to complement and expand on the in-person leadership programs already in existence. These modules will be offered to all members, whereas many of our retreats are only available for a subset of the community. The first leadership module is being developed for implementation in Spring 2019.
- **Member development plan.** All chapters will have a member development plan and should stay in compliance with the expectations of registered and recognized fraternities and sororities as outlined in the [Student Handbook](#). If an organization does not have a membership education and development plan as supported, developed, or implemented by their (inter)national organization, they can work with their council and the Fraternity and Sorority Office to determine a plan for the year.
  - Organizations with a national member development plan (*e.g.*, Beta Theta Pi's Men of Principle Initiative, Sigma Phi Epsilon's Balanced Man Program, Sigma Alpha Epsilon's True Gentleman experience, etc.) must submit proof of compliance from the national organization to show that the local chapter is providing development and education to all members of the fraternity.
  - Organizations without a member development plan should work with the IFC Vice President of Member Education to develop a successful plan for the year that incorporates the shared values of the Miami Fraternity and Sorority Community. The plan should also support the mission and vision of the community by promoting intellectual achievement, leadership, personal growth, and service to the community.
    - A template for these plans will be developed in collaboration with the governing councils and the Fraternity and Sorority Life staff no later than the end of the 2018-2019 school year. This template will help guide chapters should they need to develop their own plans and will include opportunities for chapter programming as well as individual member development and personal growth opportunities.

## Rationale

In a matter of doing what we say we will do, we must create processes that promote member development and hold chapters accountable to the values, mission, and vision of the community. Rather than reinvent the process, we will encourage chapters to utilize systems already in place (when they exist) to develop their members in alignment with their own organizational values. However, we understand that some of our organizations do not have set membership development plans. Therefore, we will help create a system and a membership education template that promotes and aligns with community values while encouraging individual growth and overall organizational development.

Additionally, we will again utilize our student handbook requirements and the Office of Community Standards to hold member organizations accountable to our quantitative expectations - financial responsibilities, service and philanthropic donations, etc. Compliance with our recognition requirements will allow us to ensure organizations are holding programs

that align with our community values and that they are working together to enhance the overall community.

- **Compliance transparency.**
  - Student Handbook policies and compliance with those requirements will be published in [Community Standards Report](#), consistent with the “score card” from other colleges and Universities (e.g. Penn State, Florida State).
    - Chapters will be reviewed on a semester basis.
    - Violations of compliance will result in probation and/or suspension.
      - First instance of non-compliance will result in probation.
      - Another consecutive semester of non-compliance will result in denial or suspension as defined in the handbook.
    - [Current Semester Report](#)
    - [Future \(sample\) potential semester report](#)
  - Each chapter should have a 360 Member Review in place to conduct with all members annually.
    - Each member is reviewed by a peer, an alumnus, and an advisor through the Annual Member Review Process.

### **Rationale**

Just like in an annual review for a job, the annual review for ongoing membership in a chapter will build a better group of committed members over time. Students will have an opportunity to reflect on their experience which should increase their motivation and commitment to the chapter. The annual review has multiple facets that all lead to developing each member’s character. The purpose is to honor and protect the fraternity’s core values and allow for positive introspection and to reinforce commitment to the fraternity.

- **Required active advisor leadership.** Every chapter must have an active faculty advisor and alumni advisory board that advise the chapter in partnership with the university. Each organization has multiple faculty/staff that work with the chapter to provide support and promote active involvement. Attendance at all chapter meetings is required for advisors.
  - Advisors should be on the weekly calls with chapter president and the Cliff Alexander Office of Fraternity and Sorority Life.
  - Every chapter should have an advisory board that consists of a minimum of five members.
  - The Cliff Alexander Office of Fraternity and Sorority Life should host monthly Sunday meetings with all chapter advisors to create more of a sense of community.
  - Partnership with alumni office for improved alumni networking opportunities needs to be created. Alumni mentors based off career choice/exploration can be developed as a virtual resource for students/chapters. Advancement/development resources need to be more available to all chapters.
  - An annual Faculty/Alumni Advisor training should be conducted so that all advising leadership is informed of changes and goals set for the Greek community. Advisors



should plan to conduct a fraternity retreat with their respective executive members each semester.

- **Upper-class leadership.** Miami strongly encourages that junior and senior students serve as chapter president, and the Cliff Alexander Office should consider incentives for chapters that move in this direction.

## Create a renewed focus on academic excellence and student success

### Existing Strategy

#### Individual Membership into Fraternities or Sororities - Outlined in the [Student Handbook](#)

All Governing Councils, fraternities, and sororities may establish standards of membership including, but not limited to, credit hour and grade point average requirements. To affiliate with a fraternity or sorority:

- A student must have completed, at Miami University or other accredited institution of higher education:
  - One full-time fall or spring semester.
  - 12 credit hours with at least a 2.5 minimum grade point average.
  - The two part online education course prior to the start of recruitment.
- All potential members/candidates for membership must have their eligibility verified through the Cliff Alexander Office of Fraternity and Sorority Life prior to the chapter extending any form of invitation to membership. Once membership has been gained to a fraternity or sorority, it is up to each chapter to determine an individual's requirements to maintain membership.

#### Fraternity and Sorority Chapter Requirements - Outlined in the [Student Handbook](#)

- **Scholarship and Learning.** In order to promote scholarship and learning as a principle of the Miami Greek community, each chapter must maintain a 2.5 chapter grade point average each semester. It is expected that chapters have a plan or program to foster academic excellence.

#### Retention and University Graduation Data

- Collect fraternity and sorority community retention data. When compared with Miami's overall rates, fraternities and sororities have higher retention and graduation rates.

### Recommended Strategy

- **Raise individuals' academic standards.** Miami should increase the academic standard to join a Greek organization over the next two year period.
  - 2.5 should remain the expectation to join for 2019
  - By Spring 2020, students interested in joining the fraternity/sorority community must have a 2.75 to join. In the summer of 2020, that requirement will be assessed to determine if a 3.0 GPA should be required for 2021.
- **Raise chapters' academic standards.** Chapters must maintain an average 3.0 GPA as a chapter to maintain university recognition.
  - If a chapter falls below this standard, they will have one probationary semester to raise their GPA above a 3.0.

- Chapters will have access to campus advising and academic support resources when GPA falls below a 3.0.
- **Raise academic requirements for the sophomore housing exemption.** While the sophomore exemption will be discussed in detail later in this report, two elements of those recommendations related to academic standards.
  - **Individual requirements:**
    - Starting in Spring of 2019 students must have a minimum 2.75 GPA to live off campus in a fraternity property.
    - In the summer of 2020, the 2.75 GPA requirement will be assessed to consider raising it to 3.0.
  - **Chapter requirements**
    - New member class overall GPA may not decrease more than 10% during their first semester affiliated with the organization for each chapter to retain their exemption.
- **Increase transparency.** Improve transparency to all fraternal community stakeholder about chapter and new member class GPA increases or decreases.
  - Include data as a part of the new member education process
  - Publish chapter academic performance on our website
  - The chapter GPA % change between fall and spring will be shared with stakeholders (parents, advisors, HQ, etc.)
- **Add IFC position for academic support and scholarship.** Enhance the IFC leadership board to include an officer position dedicated to Academic Support and Scholarship. This position would work in collaboration with the Cliff Alexander Office of Fraternity and Sorority Life to determine faculty partnerships, office collaborations (such as with Rinella Learning Center, HOWE writing Center, etc), encourage/coordinate study tables and tutoring sessions.
  - This collaborative partnership will foster academic growth for at-risk students
  - The Interfraternity Council will partner and foster a relationship with the Rinella Learning Center, specifically for Greek members with lower GPAs.

## Rationale

The Greek community prides itself on its five pillars, one of which is scholarship. The best way to ensure that our members take this pillar seriously is to increase the minimum requirements that everyone needs to meet to be a part of the community. By publishing average GPA data online, students and parents will be able to make more informed decisions about what organization they are joining.

- [Community Grade Reports](#)
- [Chapter GPA Requirements to Join](#)

Each Greek organization has “academic excellence” as its first (or second) goal. Historically, fraternities attracted the brightest, most campus-engaged men. In recent years, that has changed. Evidence has shown that grades deteriorate during the pledging process, an issue discussed earlier. Thus, we believe that standards must be increased, providing incentives for not only potential new members to focus on academics during the first semester in residence, but also as a signal to all that fraternities are dedicated to academics.

## **Address the nationwide challenges of hazing and high-risk alcohol and drug use, and hold students and organizations accountable for standards**

### **Hazing**

#### **Existing Strategy**

**NPC Initiative.** In 2016-17 we called for additional levels of support for six Panhellenic chapters on our campus. We asked each organization to provide a national representative that would help encourage new healthy and safe practices in the chapters, recruit and train new advisors, and work with other organizations on community initiatives. In one year, this initiative saw more student leader buy-in, an increase in student-led initiatives, and more chapters who wanted to participate in the progress. As we are entering year two, we have ten chapters on board with national volunteers who are working toward collective goals and influencing change on the campus level. Panhellenic student leaders have removed sorority involvement from the men's recruitment process, instituted better risk-management plans for new member week, and addressed high-risk activities in the community.

**IFC EME.** In an effort to increase internal accountability, the Interfraternity Council (IFC) has developed the Enhanced Membership Experience (EME), an initiative in which each IFC-recognized chapter will restructure their new member program to focus extensively on scholarship, service, values-based leadership, brotherhood, and a stronger sense of fraternal-community. The Council believes that by approaching this task with seriousness, we will better provide every new member with the most foundationally-true fraternity experience while reducing high-risk activities such as hazing and alcohol or drug abuse.

**National Headquarters Partnership and Onsite Staff.** Miami has required and financially supported our highest risk organizations to have national staff here on campus to assist with the recruitment and new member periods for fraternities and sororities.

**Anti-hazing programming: Love Mom and Dad: Turning Tragedy into Progress.** Miami hosted an emotional presentation that covered the lives of Timothy Piazza, Max Gruver, and Marquise Braham, three young men whose lives were tragically cut short due to the impacts of hazing. One objective from this presentation was to create a shift in the culture within our fraternity community – immediately following the keynote presentation from the Piazza, Gruver, and Braham families, Dr. Lori Hart coordinated an educational session to discuss prevention efforts and develop a framework on how to move our fraternity community forward.

**IFC New Member Educator Institute.** Each year the office designs a specific leadership training program and workshop for new member educators, chapter presidents, and their advisor to discuss and plan for the new member education period.

**IFC Self Governance - Chapter Mediations and Conduct Board Hearings.** IFC has made steps toward holding member organizations accountable to their governing bylaws and joint social

policy. We have seen an increase in the number of organization mediations related to social or fire violations that have resulted in corrected action. The IFC Conduct Board has also been training by Office of Community Standards and available to hear organizational conduct cases that are escalated to the Board.

### Recommended Strategy

- **Recruitment and Bid Distribution - individual requirements.** Update and improve the application process by updating individual requirements that align with the values of the community.
  - Students will complete an Individual Conduct/FERPA release to IFC and Chapters so the fraternity can review the students conduct record.
  - Students must complete a personal statement (why they want to join a fraternity).
- **Recruitment and Bid Distribution - chapter requirements.** Recruitment events and bid distribution must take place in the chapter facility or on-campus and the house director, chapter advisor or faculty advisor must be present. All chapters must participate in formalized recruitment and formalized bid distribution.
  - Need to define formalized bid distribution - each chapter can have their own process but that process must be approved and overseen by an advisor.
  - Chapters should give a new member pin/badge as soon as possible following bid acceptance.
- **Fall Recruitment of upper class members will be expected.** This encourages chapters to practice recruitment and new member education program/ritual.
  - Fraternities will host a minimum of one recruitment event in the fall that is open to men interested in joining. These events will be submitted to IFC and shared with unaffiliated students to encourage men to meet chapters in the fall.
  - IFC will collect which chapters are participating in fall recruitment and IFC's VP of Recruitment will share those chapters with men who are eligible to join in the fall.
- **Expansion policy update.** The update should include:
  - National Headquarters staff will be required to reside in Oxford for a minimum of one year.
  - If previously recognized, the organization must provide proof of all members of the previous organization and or students who joined the unrecognized organization while suspended graduated from the university.
  - Work with all stakeholders to define Miami University's Recognized Chapters in Good Standing; implore Miami University to take similar action as Gordon Gee at WVU and write a letter to parents and chapter presidents. Highlight the chapters that are successful and follow policies. Identify unrecognized organizations and highlight those who have been found responsible for violating University policies that resulted in suspension or probation. Continue with Parents Council communication as well.
- **New Member Education.** Chapters will implement a four-week (maximum) new member education program. Dates will be established by the Cliff Alexander Office to ensure consistency across chapters. Every fraternity and sorority organization is committed to a

healthy and safe new member program and strives to create a hazing free experience for its members.

- The following forms will be created:
  - All Greek Students sign the Hazing Compliance & Anti Hazing Pledge: stating students understand the Hazing Policy.
  - All students sign the Code of Love and Honor.
  - Chapter Leadership Hazing Compliance Form: Within the [IFC Enhanced Membership Experience](#) (EME) each chapter president, new member educator, and advisor signs and submits this form acknowledging the responsibility they take on in their leadership positions.
  - EME Sign Off & Approval: IFC will review each EME and meet with each chapter to approve the submissions.
- The EME will have an academic support requirement. If a chapter's new member class GPA falls 10% or more during their first semester of affiliation, the chapter will be required to have a formal meeting with the IFC and the Cliff Alexander Office of Fraternity and Sorority Life to discuss this issue. Based on the conversation, the Cliff Alexander Office of Fraternity and Sorority Life and IFC will impose sanctions on the chapter. The University and IFC will provide resources to improve their GPA (additional faculty advisors, scheduled tutoring services, departmental advisors, mandatory study tables, etc).
- Miami and the IFC will create a template EME schedule that will serve as a model that chapters will need to follow.
- Presentations will be given by the chapter to the IFC and the Cliff Alexander Office of Fraternity and Sorority Life for approval before January every year. Chapter advisor(s) and/or faculty advisors must be present at EME review meetings.
- All new member activities must take place on campus or in the chapter house. Off-campus leadership retreat locations (such as Hueston Woods) must be approved by the office or IFC.
- No pledges/new members are allowed to consume alcohol unless they are 21 years old.
- 3 hours community service requirement for each new member (could be hosted by fraternities)
- New Member Educators of each IFC recognized chapter will regularly meet with the IFC VP of New Member Education throughout new-member period for total transparency and a space to voice concerns or problems.
- **Initiation.** A formal initiation must take place within four weeks of bids being extended. An advisor or national headquarters staff member must be at initiation.
- **Oversight.** The Cliff Alexander Office of Fraternity and Sorority Life will coordinate the logistics surrounding National Headquarters' involvement in the new member period in an effort to hold national headquarters accountable for their involvement or lack thereof.
  - Each chapter must review all hazing and alcohol policies of both their national organization and Miami university in a meeting prior to recruitment. This meeting should be facilitated by the chapter president, new member educator and recruitment chairman. A sample agenda and talking points will be developed by the Cliff Alexander Office of Fraternity and Sorority Life and minutes of that meeting will

- be required to be submitted to confirm all members have been educated about policies.
- Advisors are critical in our goal to eliminate hazing. It is imperative, therefore, that at least one advisor (a member of the advisory board, housing corporation, or headquarters staff) be present at all meetings involving the new members. Attendance can take the form of either physical presence or electronically (e.g. Skype/FaceTime). It is particularly important for an advisor to attend bid distribution, the induction ceremony and explain the University's and Fraternity's policies on hazing. If an advisor can't be present at these events, a national headquarters representative/staff member must be in Oxford for the duration of the new member program.
  - The University may suspend or end the recruitment process or new member education period of any chapter or chapters if the University believes the health and safety of students is at risk.
  - **Violations of policy**
    - The Office of Community Standards must adopt a no-tolerance policy for hazing.
    - Any chapters found responsible for hazing should be closed for a minimum of 5 years.
    - Investigation and hearing procedures will be reviewed for student organizations.
    - Investigations should start within 72 hours of a complaint being filed.
    - Individuals should be charged when appropriate.
    - Expulsion, not suspension, should be the punishment if charged and found responsible with hazing as an individual.
    - Create closer cooperation with the Oxford Police Department related to hazing.

### **Rationale**

A shortened time period will reduce the risk and shorten the window where hazing takes place.

## **Conduct & Accountability**

### **Existing Strategy**

- IFC Enforcement of [Social Policy](#)
- IFC Conduct Board
- Every chapter has an accountability structure (*e.g.*, standards board) in place. The organization has shared standards and expectations that all members agree to uphold upon joining. Included in these standards are expectations for the responsible use of alcohol and personal responsibility.
- Community Standards Report
- Communication to Parents/Families about recognized and unrecognized chapters
- Transparency efforts around rankings and judicial records of chapters on Facts and Stats page of website. This information is also sent to parents annually.

### **Recommended Strategy**

- **Improve conduct process.** The Cliff Alexander Office of Fraternity and Sorority Life and the Interfraternity Council will work with the Office of Community Standards to improve the

conduct process for Fraternities and Sororities with a desire to design a more consistent and efficient process.

- **Minimum suspension.** Hazing must be adjudicated by the university and a minimum of five-year suspension must be issued for all chapters found responsible (or who accept responsibility for hazing) for hazing that results in a threat to health and safety. All other hazing violations will be adjudicated appropriately.
- **National organizations take on anonymous reports.** Develop a partnership with national organizations around anonymous reports that do not or can not move through the University's process. The reports will be quickly identified and transferred to IFC and the national organization. The Cliff Alexander Office of Fraternity and Sorority Life mediates conversations but does not adjudicate cases.
- **Internal standards board training.** Every chapter's internal standards board participates in a training hosted by Community Standards and/or the Cliff Alexander Office of Fraternity and Sorority Life.
  - Institute a Standards and Judicial Board Summit - discuss confrontation, self-governance, peer-to-peer accountability, difficult conversations, etc. Content needs to be beneficial and engaging - consider students' time. Review IFC and University processes as well.
    - Include time in the summit for chapters to review their own policies and processes
    - Have follow-up roundtables once or twice a semester.
  - IFC will work to educate chapter risk managers on how to effectively take a member through the standards process and be a resource when further action (*e.g.*, removal of a member) needs to be taken.
- **IFC conduct proposed sanctions.** Utilize the IFC Conduct chart to help in determining initial sanctions. An appeals process would then allow for more flexibility with sanctions should an organization want to contest. This allows chapters to know and understand what repercussions may be coming. Appeal would go to IFC Judicial Board to appeal sanction and bring down the sanction.
- **Prioritizing investigations during high-risk periods.** Weekly meetings should be set up with IFC, Cliff Alexander Office, Office of Community Standards and the Dean of Students Office during high-risk periods to review reports specific to student organizations and determine who should move forward with adjudicating or investigating those reports. All parties can help provide context and influence and what should be priority in investigating which should help speed up the investigation and interviewing period.
  - Determine high/medium/low level incident.
  - Determine what could be individual or organizational.
- **Increased education on hazing.** Better define and educate students and parents on what hazing is, how Miami defines hazing, and what state law is regarding hazing. Revamp the current anti-hazing pages and education on Miami's website. Re-develop and implement an anti-hazing campaign.
- **Examine structure of reporting and policing.** The Office of Community Standards should consider ways students can improve policing and reporting hazing more frequently.
- **Consider Limited Amnesty.** The Office of Community Standards should consider whether Limited Amnesty can be effective. There should be options when reporting hazing for

students to have lesser consequences if they are reporting unsafe behavior/hazing. However, if moving to Limited Amnesty, education is vital to ensure understanding and use of policy. Consider retaliation as well - the person who reports will face backlash from their peers. Can we guarantee safety and protect anonymity if reporting occurs?

- **Consider new investigative processes.** The Office of Community Standards (OCS) should consider a new investigation process.
  - All investigations should start in a timely manner - within 72 hours of a report coming in - by a team of investigators that is recruited and trained by both OCS and FSL staff.
  - The investigation process should be discussed on a yearly basis with staff and students.
  - During the investigation period, a system must be determined that reduces the opportunity for information sharing amongst members but also within the community.

### **Rationale**

Overall the judicial investigation and sanctioning processes for both Miami and IFC need to be cleaned up. Both students and staff should be involved in conversations to determine the best process moving forward in terms of accountability, investigating claims, and sanctioning. By utilizing practices that have been successful at other schools we can develop a more seamless process that provides guidance and a clear vision for accountability. Additionally, joint-effort partnerships will be strengthened and relationships will feel less adversarial and more collaborative.

Consistent communication with members of the community, staff, and stakeholders are essential to helping us work quickly in determining how each individual report should be handled. By working with trained and educated students as well as invested staff members, we can decrease the amount of time it takes to investigate.

## **Second Year Exemption**

### **Existing Strategy**

**Second Year Exemption:** Individual students must have a 2.5 GPA and be a member of a recognized fraternity in good standing to live off campus in a fraternity house their second year. To obtain the second year exemption to house sophomore students in a fraternity property the chapters must comply with the following policy:

- 30% of the house must be occupied by upperclassmen (juniors and or seniors).
- The chapter officers/executive board members are recommended to be in the house.
- The chapter can choose to be damp or dry and must submit their status to the university.
- Chapter must comply with all City of Oxford Zoning and Fire Safety Inspections and Policies.
- Chapter must comply with Miami University Code of Student Conduct. In order to be eligible, a chapter may not have been on disciplinary probation, been suspended, or had its recognition revoked by Miami University within the 12 month period prior to the



application. In the case of expansion or the restart of an organization, the chapter must be in good standing with Miami University for one full year before they will be considered for the exemption and meet the above requirements.

### **Recommended Strategy**

The chapter exemption for fraternities to allow sophomores to live off campus should continue but be updated and include the following requirements.

- **Individual Requirements**
  - As discussed earlier in this report, the academic standards for individuals will be raised.
  - Students must not have any conduct violations reported through the Office of Community Standards. All prohibited conduct and categories for denial will be reviewed by the Cliff Alexander Office of Fraternity and Sorority Life, IFC and the IFC Conduct Board. (See Policy Library) on a case by case basis.
- **Chapter Requirements**
  - Chapters must have a live-in house director by fall of 2019. Miami University and the Cliff Alexander Office of Fraternity and Sorority Life will assist with logistics and coordination surrounding this effort.
  - New member class overall GPA may not decrease more than 10% from their GPA in the semester before they joined.
  - 30% upperclassmen required to live in the houses
  - Chapters must be in compliance with the National Interfraternity Conference Health and Safety Initiatives, which *“prohibits the presence of alcohol products above 15% ABV in any chapter facility or at any chapter event, except when served by a licensed third-party vendor.”*
  - Facility must select Damp/Dry and each organization must follow their national organization’s policies or one that is more strict. A damp facility allows alcohol to be present only in the personal rooms of those members who are of legal drinking age; a dry facility does not allow any alcohol in the facility. We support national policies regarding dry chapter facilities.
  - The chapter must comply with all City of Oxford Zoning and Fire Safety inspections and policies, and the fire department must recommend that each house meets the fire department standards. Chapters that have ongoing violations, as determined by the Cliff Alexander Office in partnership with OFD, will lose the second year exemption.
  - The sophomore exemption is a privilege and may be revoked at any time by the University, when in the University’s sole judgment the Chapter does not serve the best interests of its members or the University.
- **Annex Houses.**
  - Chapters must provide a list of annex houses (defined as 50% or more of the residents are members).
  - Chapters will provide a list of residents’ information for each annex property.

## **Rationale**

The second-year exemption continues to be, and should remain, an exemption to a University policy. Chapters must understand they are asking for an exemption to a campus policy so they need to meet higher standards. Fraternal facilities should be well managed and maintained and complement university housing.

An increase in the GPA requirement will impact chapters' new member process. Because the second-year exemption is essential to most chapters' financial viability, we anticipate chapters taking this requirement very seriously. We hope they will focus more on academics and time management rather than hazing, as the loss of the second-year exemption that will occur when the GPA requirement isn't met will most likely cause the chapter to close.

A required live-in advisor will provide much needed adult supervision, similar to resident directors in a residence hall. The role of the advisor would range from a graduate advisor to house director to house mother. The live-in advisor can help facilitate in crisis situations and oversee the actual physical facility. The advisor would also have communication with the Cliff Alexander Office of Fraternity and Sorority Life as well with their respective alumni advisors and housing corporation members.

The overall new member GPA is indicative of the new member process/culture. A decrease beyond 10% is indicative of some type of negative activities that are occurring. This new policy would be an additional deterrent to hazing activities. Since a majority of chapter houses are composed of second-year students, a loss of the second-year exemption due to grades is a financial blow to the housing corporations. Alumni advisors and housing corporations will likely put more pressure on their members to abandon negative new member activities.

A majority of affiliated upperclassmen live in annex houses after their sophomore year. We have been told that these residences tend to be the locations where unregistered parties and hazing activities occur. The chapter is still liable for any of these activities. Requiring annex house information would allow for some individual liability/accountability.

## **Additional resources needed to support implementation of recommendations**

### **Existing Strategy**

- Currently there are three full-time and three part-time staff members dedicated to supporting the fraternity and sorority community. There are 46 chapters and 5,100 students. The current staff is designing and facilitating over 75 programs a year and spending 20 hours per week meeting one-on-one with chapter presidents, officers, and advisors.

### **Recommended Strategy**

Support structures should be improved to develop and continue to support increased initiatives for fraternity and sorority life at Miami.

- The number of staff within the Cliff Alexander Office of Fraternity and Sorority Life is inadequate to provide the ongoing support and leadership needed a Greek community as large as Miami's. With three full-time and three part-time staff, Miami falls well below the staffing models of every institution within an 18-university cohort of like-sized Greek communities. The number of staff in the Cliff Alexander Office of Fraternity and Sorority Life should be directly proportional to the overall size of active membership and the number of active chapters on campus. According to NASPA, staffing levels should be one FT staff member for every 1,000 fraternity and sorority members. We recommend a total of three additional staff be hired for increased chapter support services, which would bring us to that recommended level.
  - Add another Associate Director of Student Activities so department duties can be split between both areas: Student Activities and Fraternity and Sorority Life.
  - Add an additional Assistant or Associate Director so there is an Assistant/Associate Director for all three councils and additional staff support for chapter services area.
  - Add another high-level position that can work on strategic initiatives specifically to implement these recommendations and other large-scale university fraternal initiatives.

### **Rationale**

We examined a cohort of peer institutions and communities representing a total of 18 colleges and universities from the midwest and south. The average Greek population of the 18-school cohort is 5,585 active members (Miami's Greek community is 5,428.). The average FTE staff size for the cohort is 5.2. Miami has 3 FTEs. The average overall staff size (full and part time) of the cohort is 9; Miami currently has 6. There are not enough staff resources deployed for a community as strong and active as exists at Miami. A more robust cohort of alumni, faculty, and university personnel are needed to combat the growing number of issues and challenges that face the Greek community. The Cliff Alexander Office of Fraternity and Sorority Life is understaffed compared to peer and aspirant peer institutions across the country. You may find a complete set of [benchmark data here](#).

This staffing model was also a recommendation from the Cliff Alexander Office and Student Activities [departmental review](#) from 2016.

## Closing

These recommendations have been designed and submitted by the Re-Visioning Committee. This committee was made up of university staff, students, faculty, alumni and national headquarters partners. The committee will continue to meet, at a minimum, annually to discuss the current status of the report and the community.

### Committee Members

Brad Bundy, Kappa Alpha	KA Chapter Advisor
Tom Cleverdon, Beta Theta Pi	Alpha Culture Committee
Lorenzo Guidi, Sigma Phi Epsilon	Student, IFC Executive Board
Drew Harmon, Sigma Chi	Chapter Advisor
Jack Haught, Delta Sigma Phi	Student, IFC Executive Board
Rocco Manzo, Alpha Delta Phi	Faculty Advisor
Suraj Maraboyina, Delta Chi	Chapter Advisor and Housing Corporation
Sean McKeon, Pi Kappa Phi	Student, Chapter President
Jerry Miller, Sigma Alpha Mu	Chapter Advisor and Housing Corporation
John Moore, Chi Psi	Alumni and Housing Corporation
Ryan Temby, Sigma Chi	Regional Director/Headquarters
Sean Wagner, Phi Delta Theta	Headquarters Staff
Scott Walter, Student Life	Assistant Vice President
Jenny Levering, Cliff Alexander Office	Director
Colleen Blevins, Cliff Alexander Office	Associate Director
Devin Hall, Cliff Alexander Office	Assistant Director

# Strategic Planning Update

## *Board of Trustees – May 17, 2019*



# Strategic Planning: This is where we started



- Incremental changes to our strategy are not enough for the current world of higher education.
- Changing demographics, intense competition, reduced state support – questions about our value are now our reality.
- We undertake this strategic planning from a position of strength, unlike the crisis management at some institutions.
- Faculty and staff have seen plans come and go – “skeptics R us” – but different times require different strategies & actions.

# Guiding Questions to Our Strategy



- Will a strategy differentiate us?
- Are we tapping into our advantages?
- Are we targeting the right population?
- Are we ahead of the trends?
- Is our strategy based on the data?
- Do we recognize uncertainty?
- Have we balanced commitment and flexibility?
- Can we act on this plan?

# Strategic Planning Steering Committee



- **Academic Excellence:** Sherrill Sellers & Renee Baernstein
- **Research & Scholarly Success:** Vaishali Raval & Bill Even
- **Diversity, Inclusion & Community:** Denise Taliaferro Baszile & Moira Casey
- **Transformative Student Experience:** Elise Radina & John Weigand
- **Financial Sustainability:** Stacey Lowery Bretz & David Ellis
- **National University:** Diane Delisio & Aaron Shrimplin
- Subcommittees include 62 faculty & staff from across the University, 10 students & two community members



# The Process We Followed



- **November/December:** Met as a steering committee, collected input
- **January-March:** Subcommittees developed ideas (>100 meetings total)
- **January-March:** Co-chairs held >30 listening sessions with input from 600 faculty, staff & community members
- **April-May:** Steering committee generated recommendations

# Reminder: An Aggressive Timeline



- Draft recommendations to faculty Assembly May 7
- Draft report for review by committee & subcommittee members by early June
- Final version sent to President Crawford June 22, presented to BOT June 29
- Next year begins the hard work of implementation (standing SP committee?)

# Academic Foundation: The Engaged Learner



*We will promote a cutting-edge curriculum in the liberal arts and build in flexibility for experimentation, creating a more nimble, responsive and financially sustainable academic foundation.*

## Organization:

- Create a selective Honors College
- Reorganize academic structure
- Create cross-unit collaboration
- Create an e-Learning master plan
- Become the premier destination for innovations in teaching and learning

## Curriculum:

- Complete one-time review of existing undergraduate & graduate programs
- Modify the curriculum review process
- Transform the Miami Plan
- Develop select professional graduate degrees/certificates

# A Thriving Community



*We recognize that learning is a holistic experience. We will strive to create communities on all our campuses that support learners both in and out of the classroom and empower them for future success.*

- Establish a Diversity, Equity and Inclusion (DEI) Leadership Committee reporting directly to the president
- Reinvigorate the partnership between the academic and residential experience.
- Revise the student advising system to increase retention and student success; leverage technology to support intervention strategies
- Pursue mutually beneficial strategies for Miami and the City of Oxford.

# Scholarship & Creative Expression



*The teacher/scholar model is at the heart of Miami's excellence. We will focus on recommendations that will increase external funding where possible and foster a "culture of research" across the university.*

- Increase institutional investment and improve research infrastructure
- Develop areas of specialization and interdisciplinary collaboration
- Increase visibility of research and reputation

# Stewardship



*To accomplish our goals requires careful stewardship of resources, particularly faculty and staff time and energy.*

- Reallocate resources to invest in new, growing and in-demand programs
- Provide and use data to inform assessment and decision-making
- Develop a multi-year strategic enrollment management plan that strikes a sustainable balance between net tuition revenue, quality and diversity
- Prioritize scholarships as the top goal for endowment growth
- Manage academic and administrative faculty and staff to align with strategic initiatives (variable workload policies, faculty composition, etc.)
- Train & empower department chairs to lead financially sustainable programs

# Strategic Planning Update

## *Questions & Discussion*





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May 17, 2019  
Consent Calendar

### RESOLUTION R2019 - 32

BE IT RESOLVED: that the Board of Trustees hereby approves the following for the rank of Professor Emerita effective on the formal date of retirement:

Valeria Freysinger  
Kinesiology & Health

Charlotte Goldy  
History

Linda Marchant  
Anthropology

Anita Wilson  
English

BE IT RESOLVED: that the Board of Trustees hereby approves the following for the rank of Professor Emeritus effective on the formal date of retirement:

Richard Campbell  
Media, Journalism & Film

Daniel Herron  
Finance

Richard E. Lee, Jr.  
Biology  
University Distinguished Professor

William McKenna  
Philosophy

Osaak Olumwullah  
History

Abdoulaye Saine  
Political Science

Rob Schorman  
History and Humanities & Creative Arts



BE IT FURTHER RESOLVED: that the Board of Trustees hereby approves the following for the rank of Administrator Emerita effective on the formal date of retirement:

Martha Kyger  
Farmer School of Business

Julie Rubin  
Psychology

Beth Tumbleson  
Regional Libraries

BE IT FURTHER RESOLVED: that the Board of Trustees hereby approves the following for the rank of Administrator Emeritus effective on the formal date of retirement:

John Keegan  
Biology

Bruce Parscal  
Regional IT Support

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



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



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

May 17, 2019  
 Consent Calendar

**RESOLUTION R2019 - 33**

BE IT RESOLVED: that the Board of Trustees hereby approves the following naming recommendation of the Committee for Naming Campus Facilities:

**Jonathan Whitacre Champions Room**  
 Located in Goggin Ice Center

**William and Patricia Schaefer Career Services Suite**  
 Located on the Middletown Campus

*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

# >> Board of Trustees – May 2019



**Gregory P. Crawford**  
**Miami University**

(Image: Shutterstock)



# >> What Will We Cover Today?

- Poised for dynamic change
- Our positioning in education
- Our investment in the future





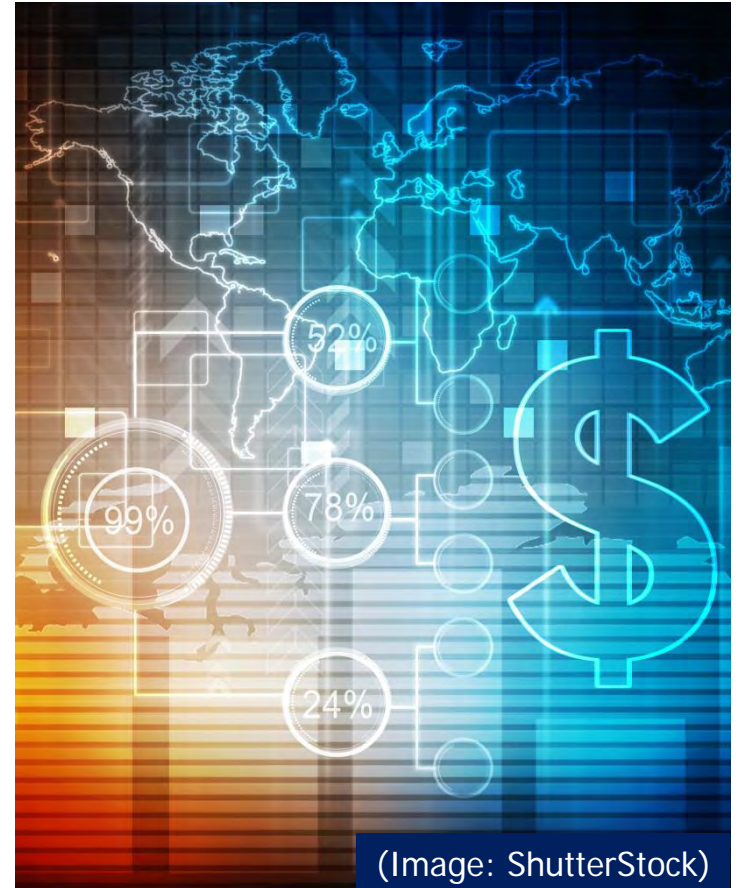
Organization  
Poised for  
Dynamic Change



# Poised for Dynamic Change

- Agility-Focused Budgeting
- Change-Focused Investment
- Academic-Focused Philanthropy
- Future-Focused Leadership Readiness
- Innovation-Focused, Partnership-Oriented Development

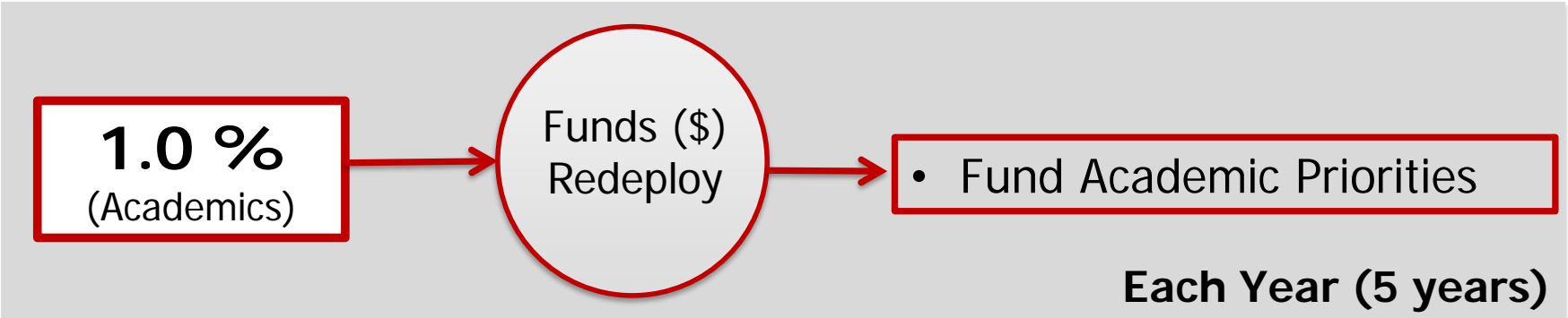
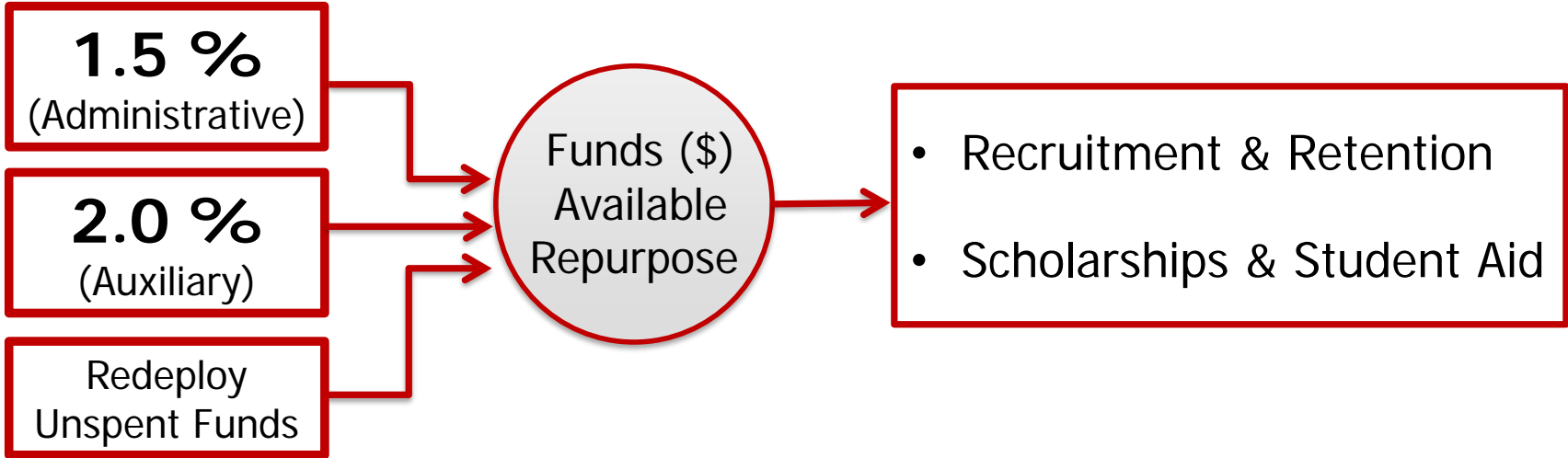
**Our Strength:** *U.S News* ranks Miami – most efficient & top UG teaching.



(Image: Shutterstock)



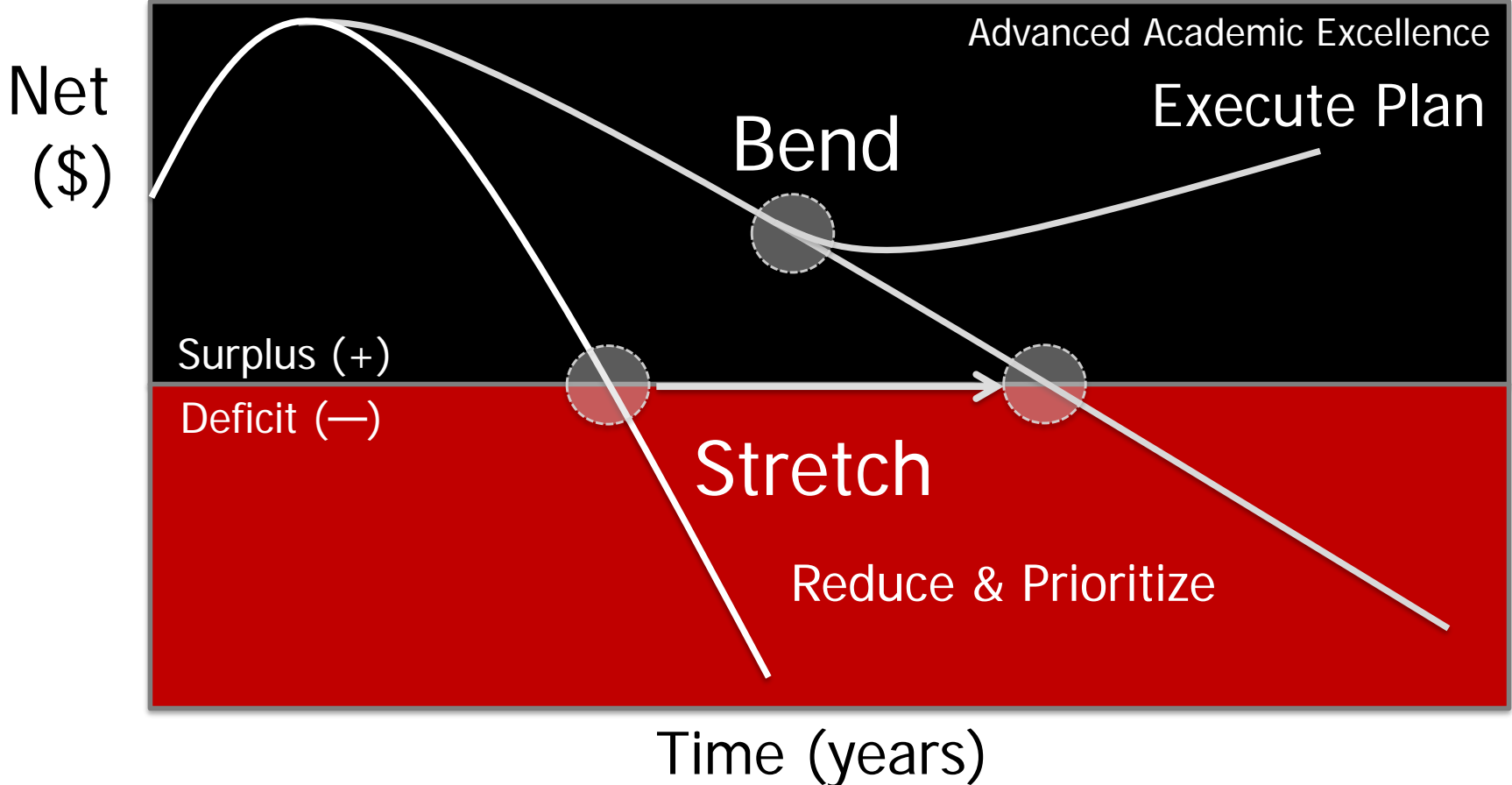
# Agility-Focused Budgeting



**Each Year (5 years)**



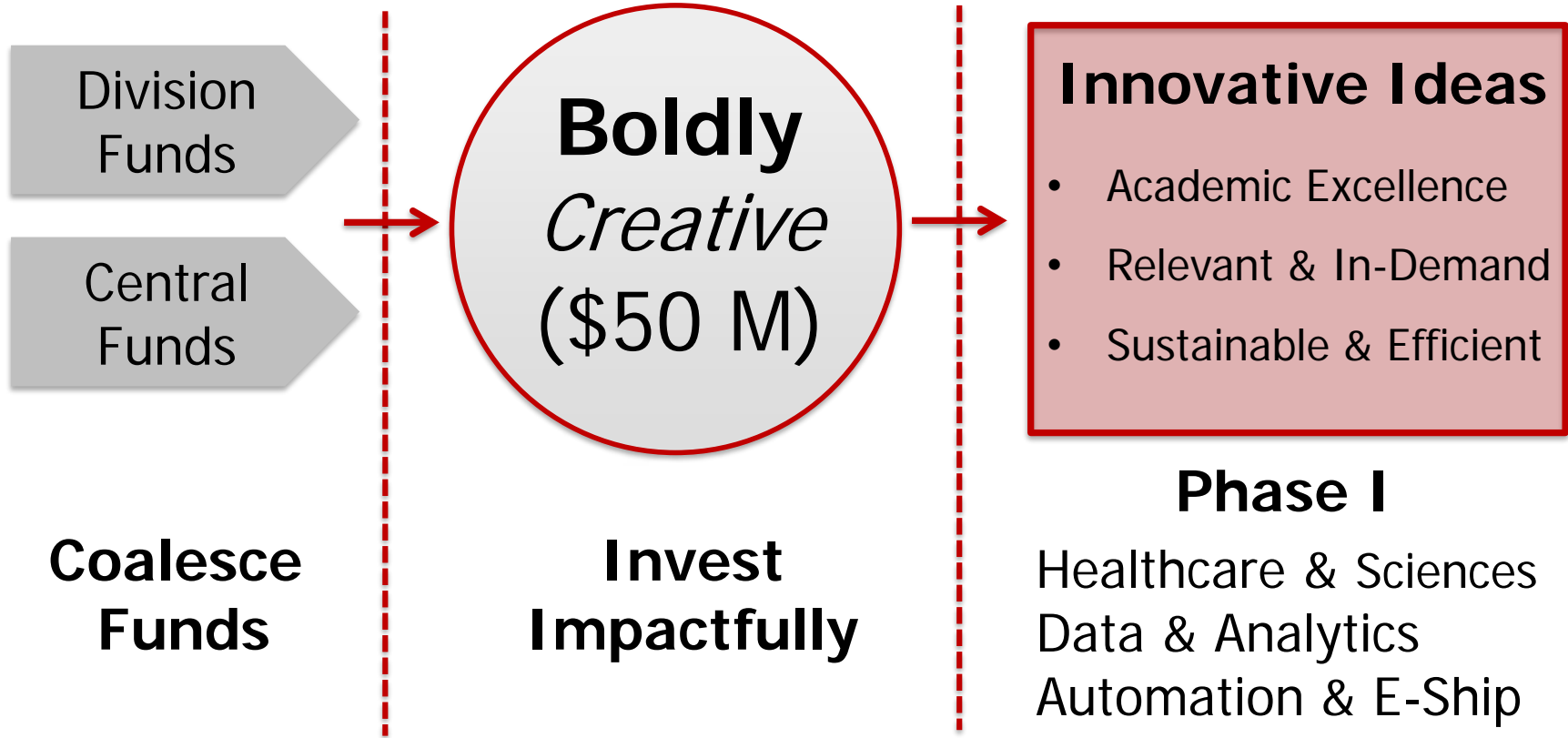
# Strategy: Stretch & Bend





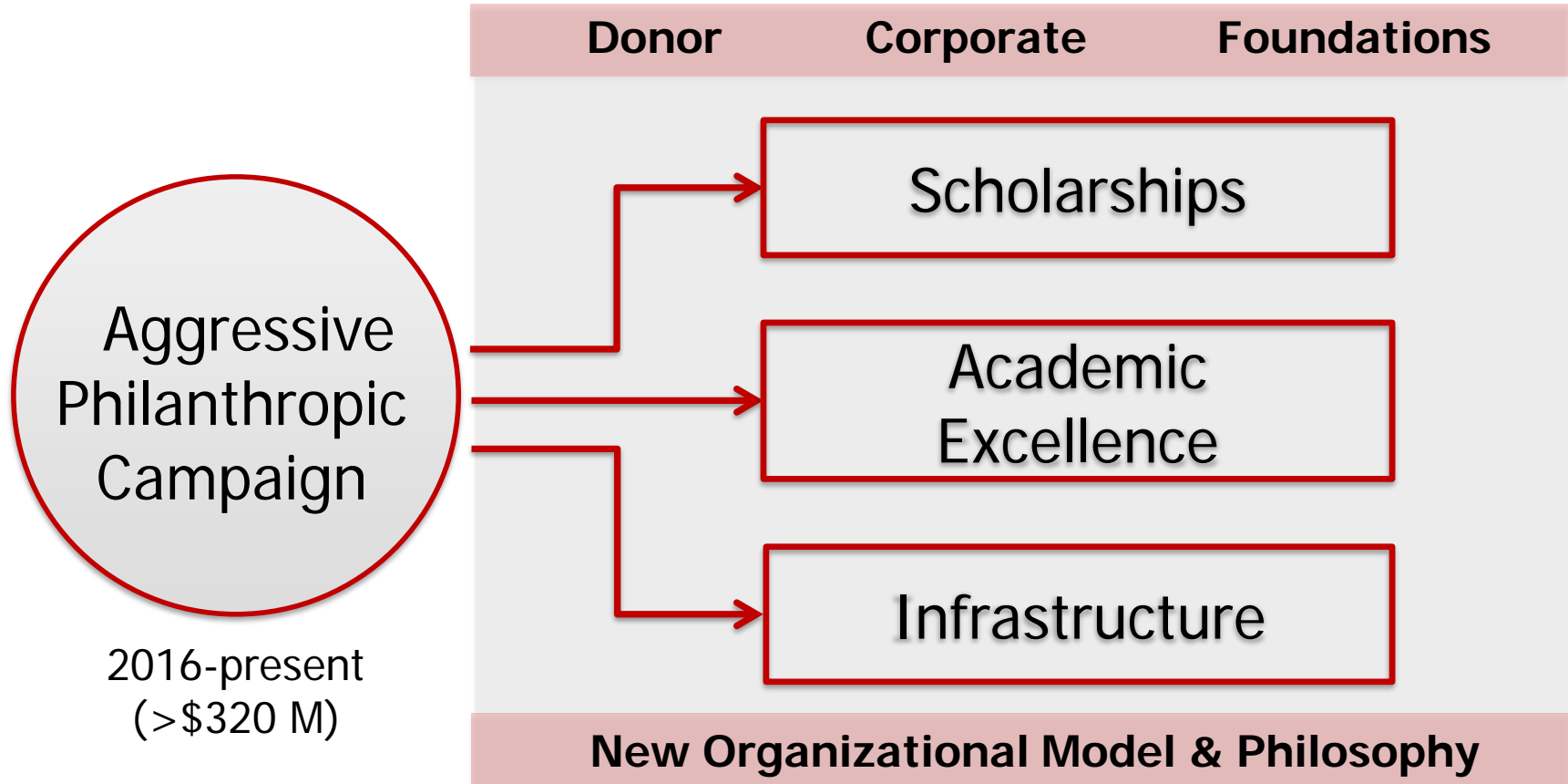


# Change-Focused Investment



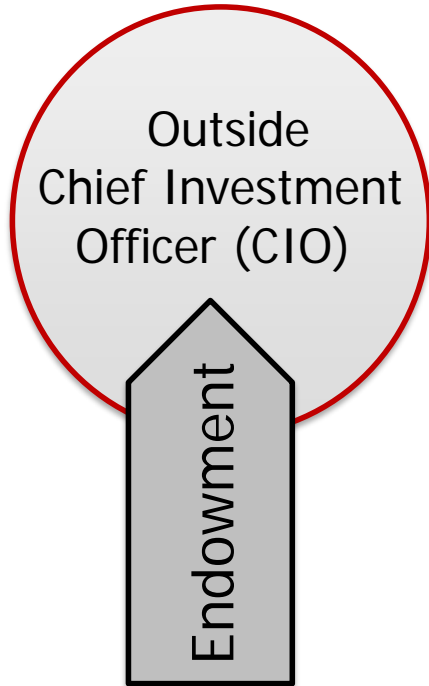


# Academic-Focused Philanthropy

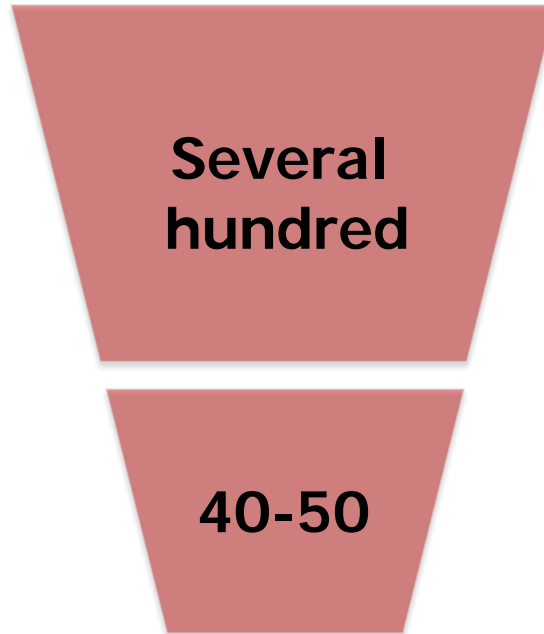


# Strategy: Transformative (Re) Organizations **M**

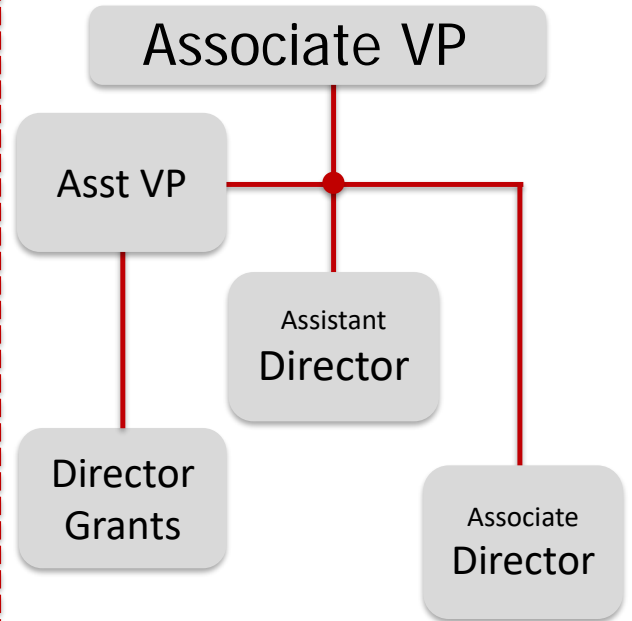
## Outside CIO



## Focused Portfolio

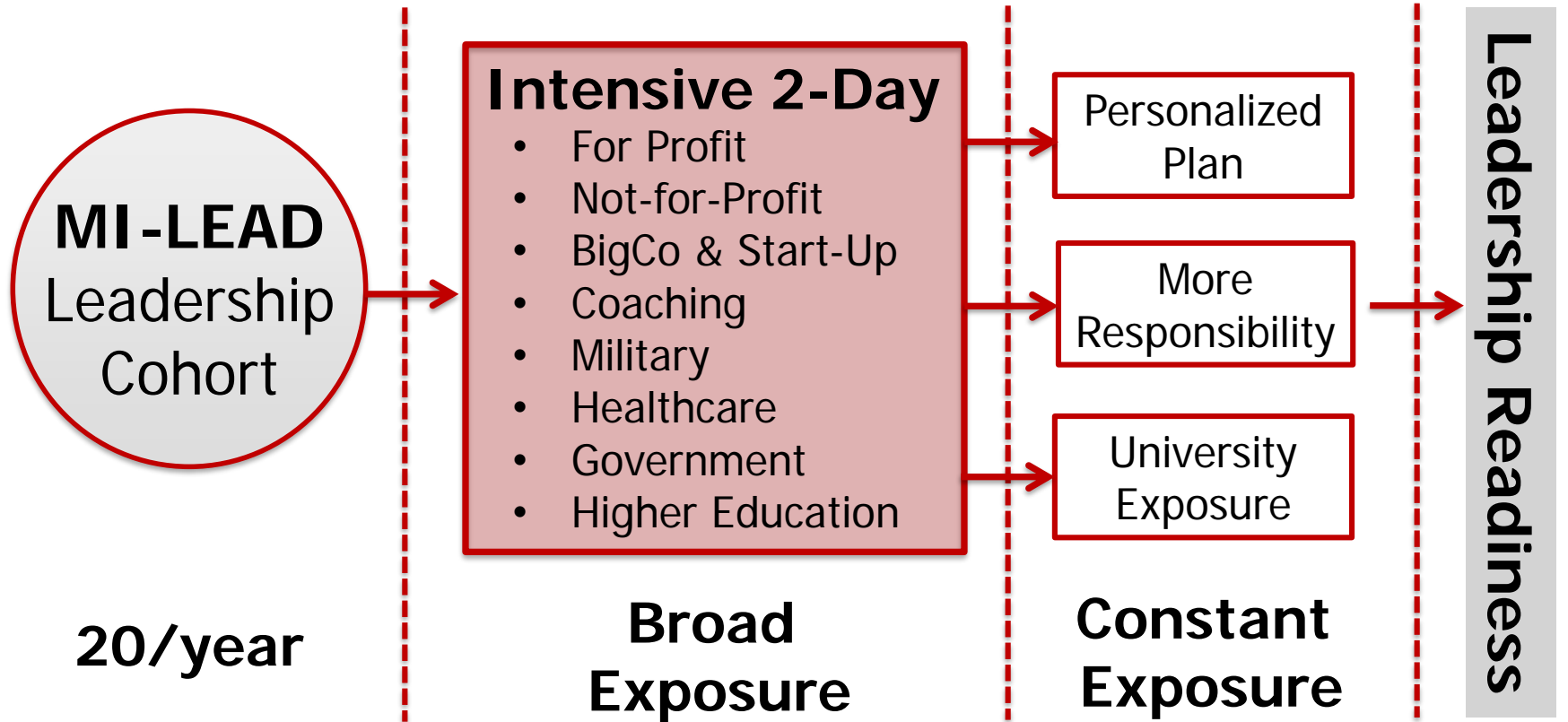


## Corporate & Foundation *(new office)*





# Future-Focused Leadership Readiness





# Succession Planning: MI-LEAD Cohort 1

## Academic Affairs

- Pat Haney
- Chris Tanner
- Amit Shukla
- Moira Casey
- Kevin Bush
- Barnali Gupta
- Aaron Shrimplin
- Rose Marie Ward
- Cathy Bishop  
Clark
- Liz Mullenix

## Athletics

- Jude Killy
- Jennie Gilbert
- D'Angelo Solomon
- Bre Robinson

## Advancement

- Brad Bundy

## EMSS

- Brent Shock
- Susan Schaurer
- Jen Franchak

## Student Life

- Gwen Fears
- Vicka Bell-Robinson

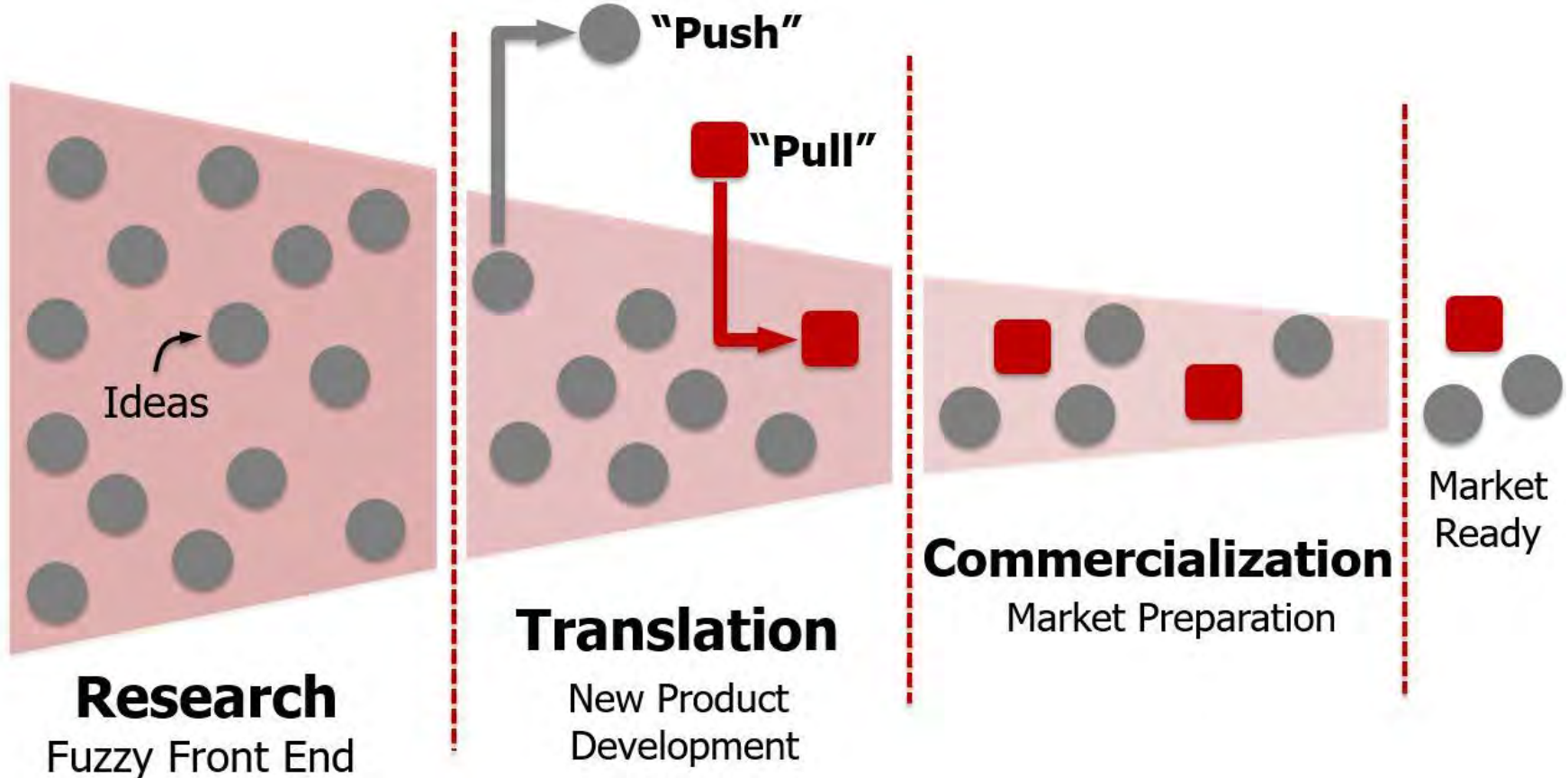
## Institutional Diversity

- Kenya Ash
- Bennyce Hamilton

## Finance & Biz Services

- Cody Powell
- Dave Ellis
- Larry Pinkelton

# Innovation-Focused, Partnership-Oriented



# Partnership Projects Underway



**Dose(E)** – Oral care for holistic health



**DeTox** – Surface coatings for disease control

**Descendably** – First responders descent device

**BUNKR** – Gunshot location detector

**LumiRED** – Infrared Vein Locater (IV)

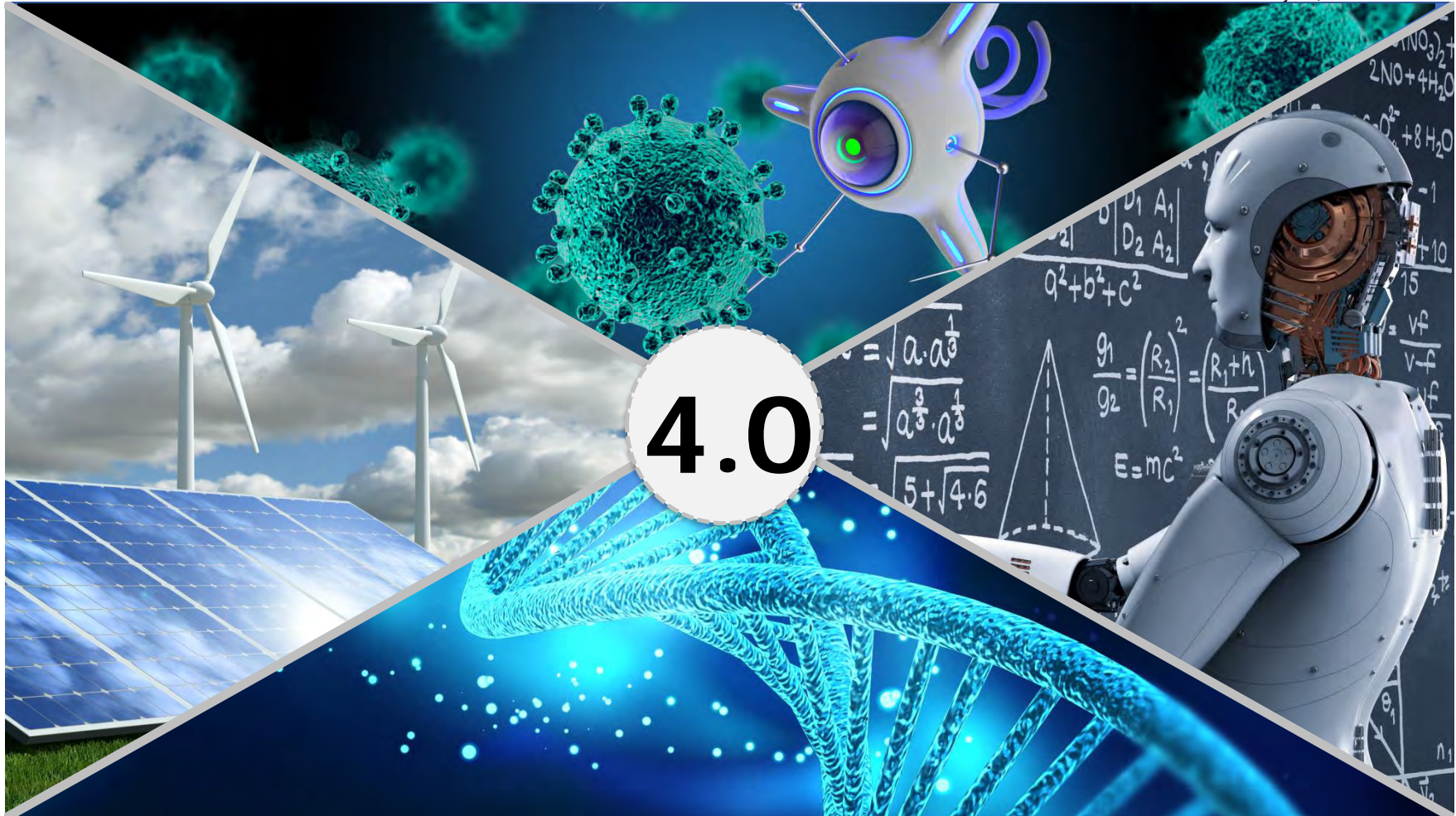


# Future Radically Different from Past & Present **M**



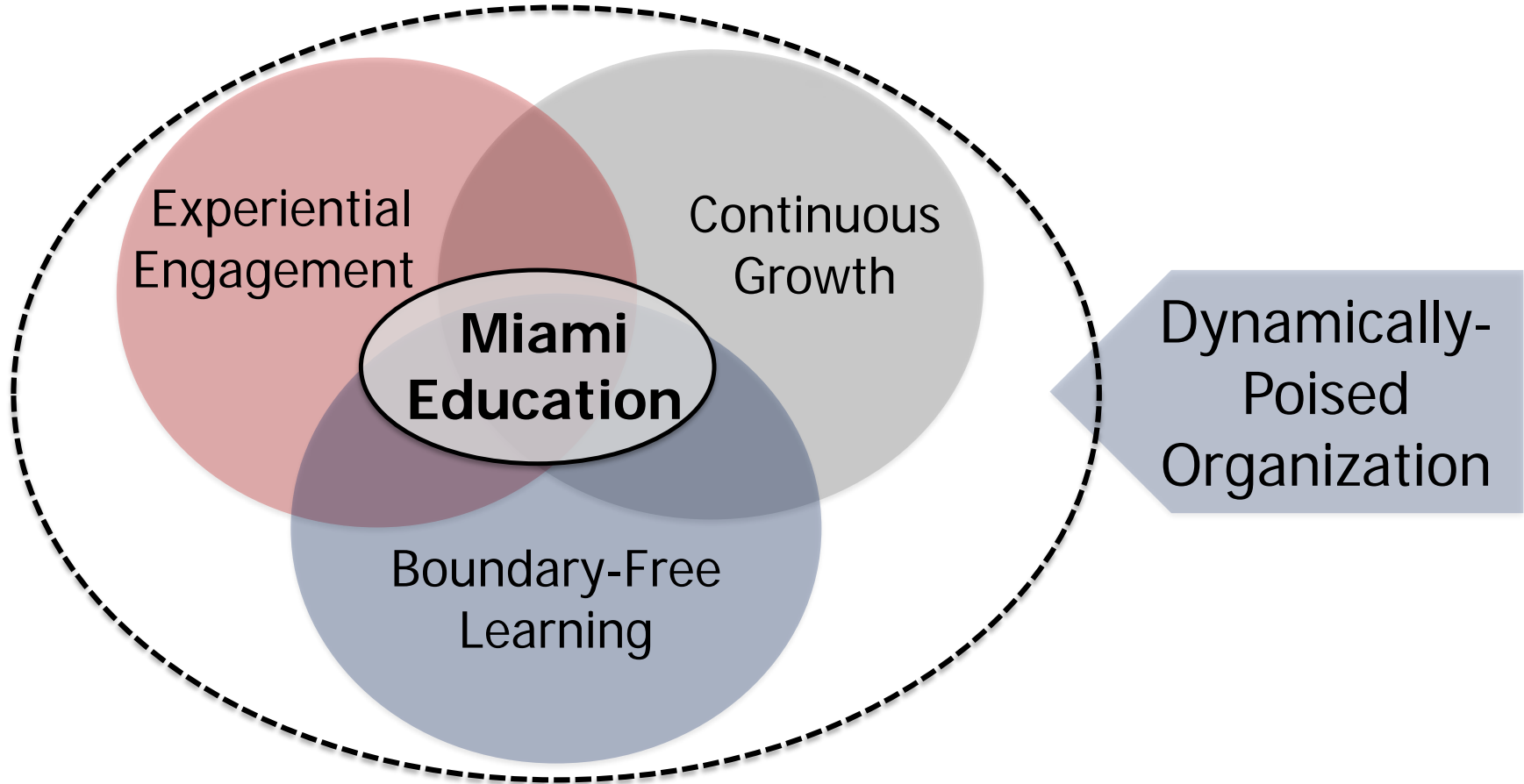
(Image: Shutterstock)







# Must Educate & Position Differently



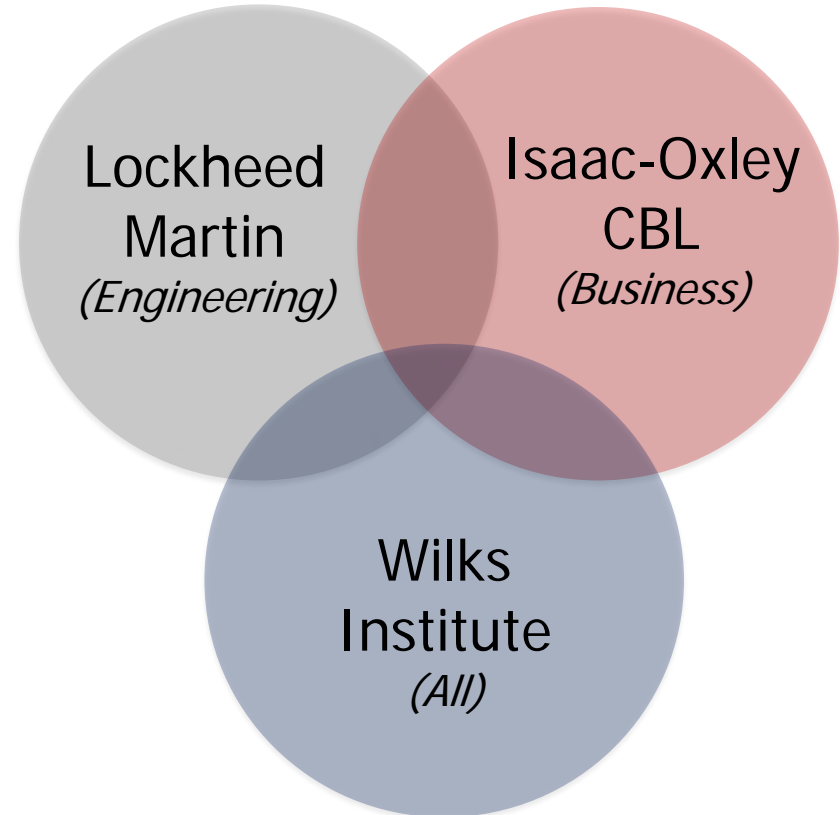


Experiential  
Engagement



# Experiential Engagement

- Leadership practice
- International experience
- Altman e-ship internship
- Study away: AIMS in SF





# New Career Exploration & Success

## Career Exploration & Success (New & Forward-Looking Model)

*Learn by doing, grow through experience, improve with practice*

**Early**

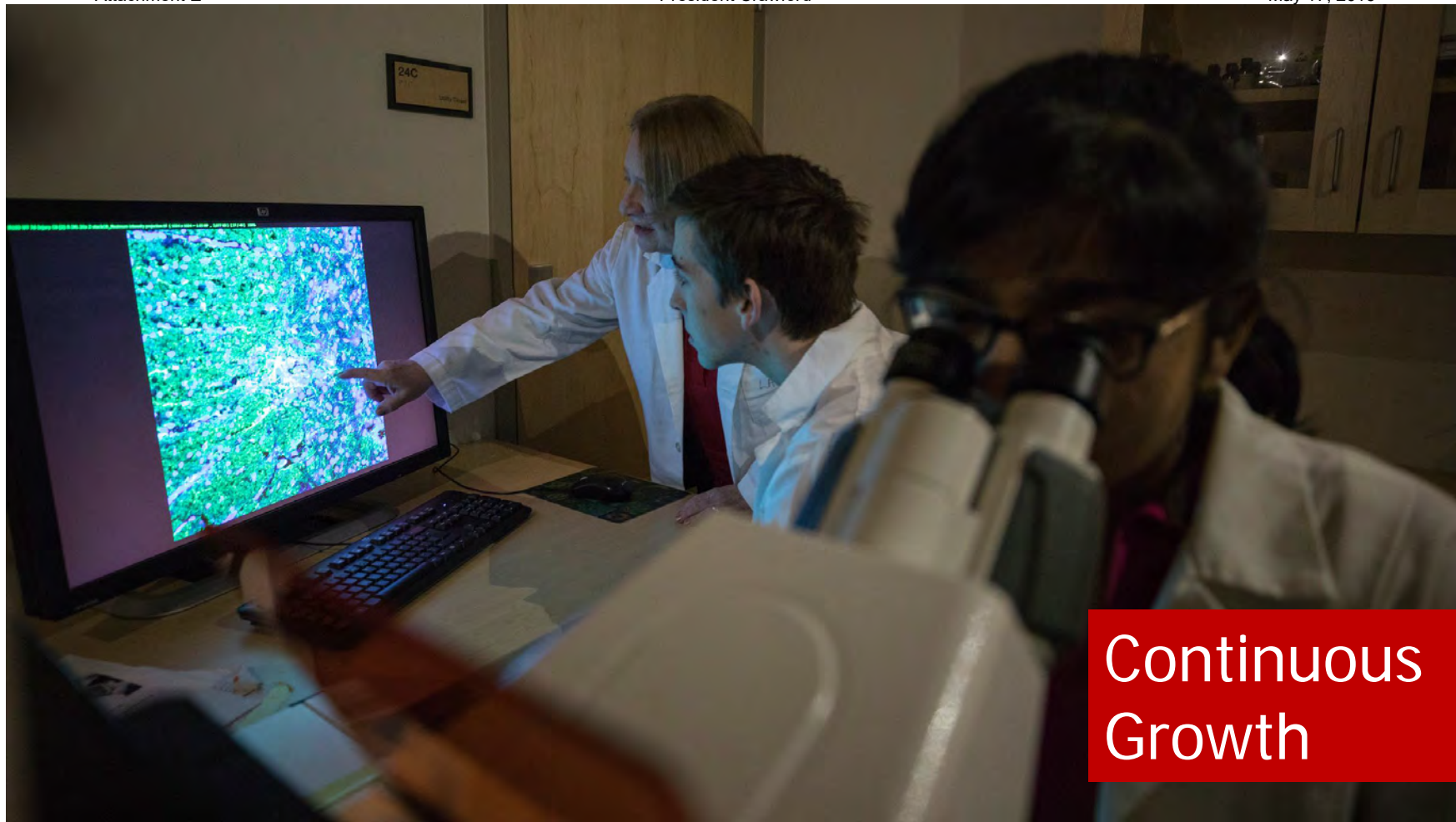
Career Advisor  
Discern Career Goals  
Apply Assessment Tools

**Often**

Multiple Internships  
Investigate Multiple Paths  
Across Organizations

**High Level**

Taught by Practitioners  
Engage Real World Wisdom  
Value Added Certificates



Continuous  
Growth

# Continuous Growth



- Independent research
- Liberal arts breadth (Awesome)
- Community & volunteerism (OMA)
- Certificates (Scripps & E-ship)



DONATE

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Cincinnati Edition

## Butler County Residents Can Explore Overdose Data Thanks To Student- Built Website

By TANA WEINGARTNER • JUN 1, 2018



Tweet



Share



Google+



Email

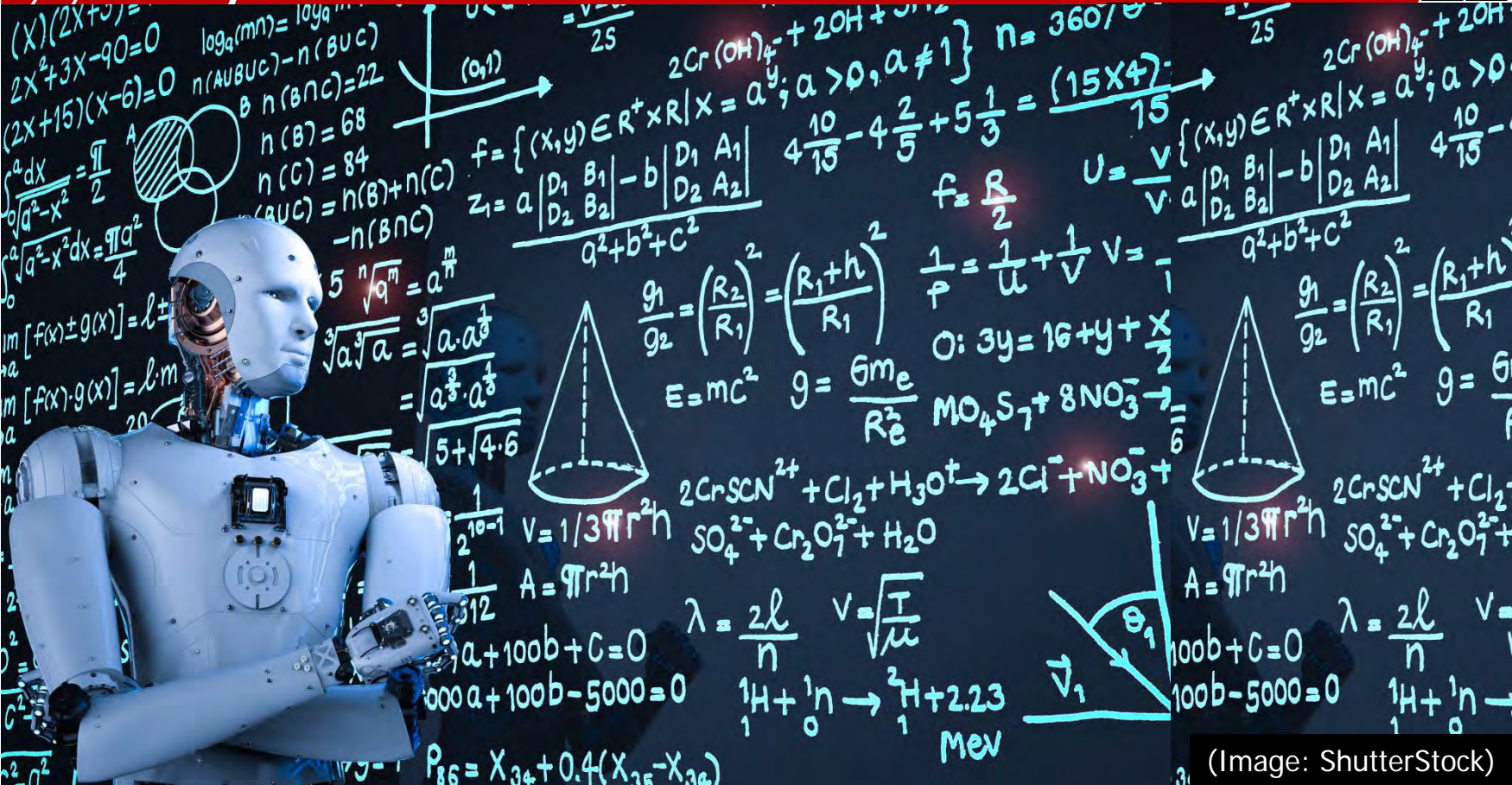




**Boundary-Free  
Learning**

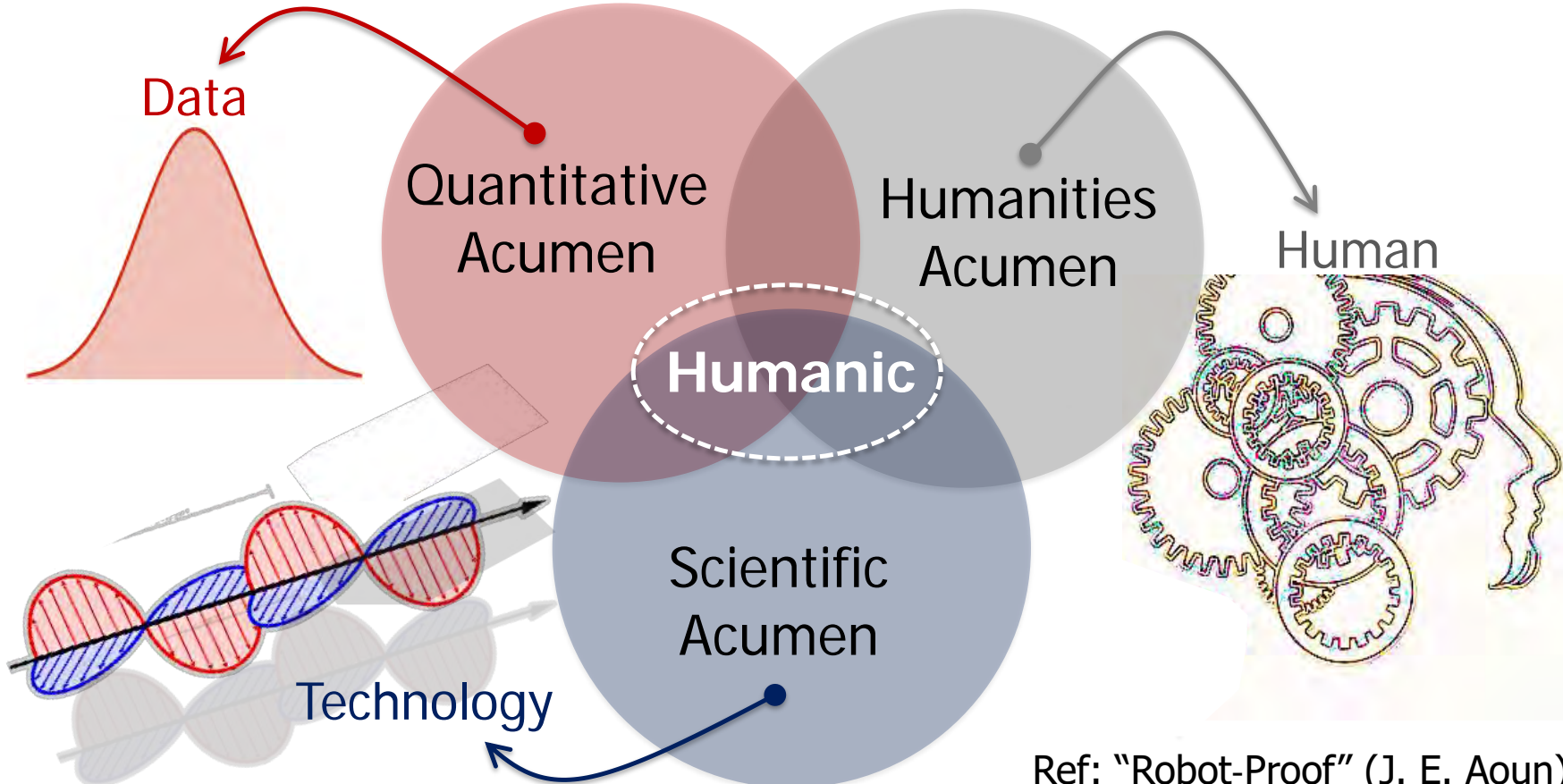


# Are you "Robot-Proof"?





# Must Educate Students in Humanics



Ref: "Robot-Proof" (J. E. Aoun)



# Alignment & Coming Together

Boldly Creative

Strategic Vision

Philanthropy

Local Resources

**Miami's  
Future**

# Busy Year: New Programs at Miami



## Approval of Programs & Degrees

Degree or Program Name	US	BoT	State	Done
B.S. Games & Simulation	●	●	○	No
B.A. Organizational Leadership	●	○		No
B.A. Data Analytics	●	○		No
B.S. Data & Statistics	●	→		Yes
M.S. Business Analytics	●	●	●	Yes
Master of Entrepreneurship & Emerging Technology	○			No
Western Program Social Impact & Innovation		→		Yes

# Strategy: Boldly Creative Investments (yr 1)



- Healthcare & Health Sciences
- Engineering, Automation & Robotics
- Data & Analytics



- 
- MS – Business Management
  - Micro-credentials
  - Seed cyber-security & eSports



# Compound Annual Growth Rate (CAGR)



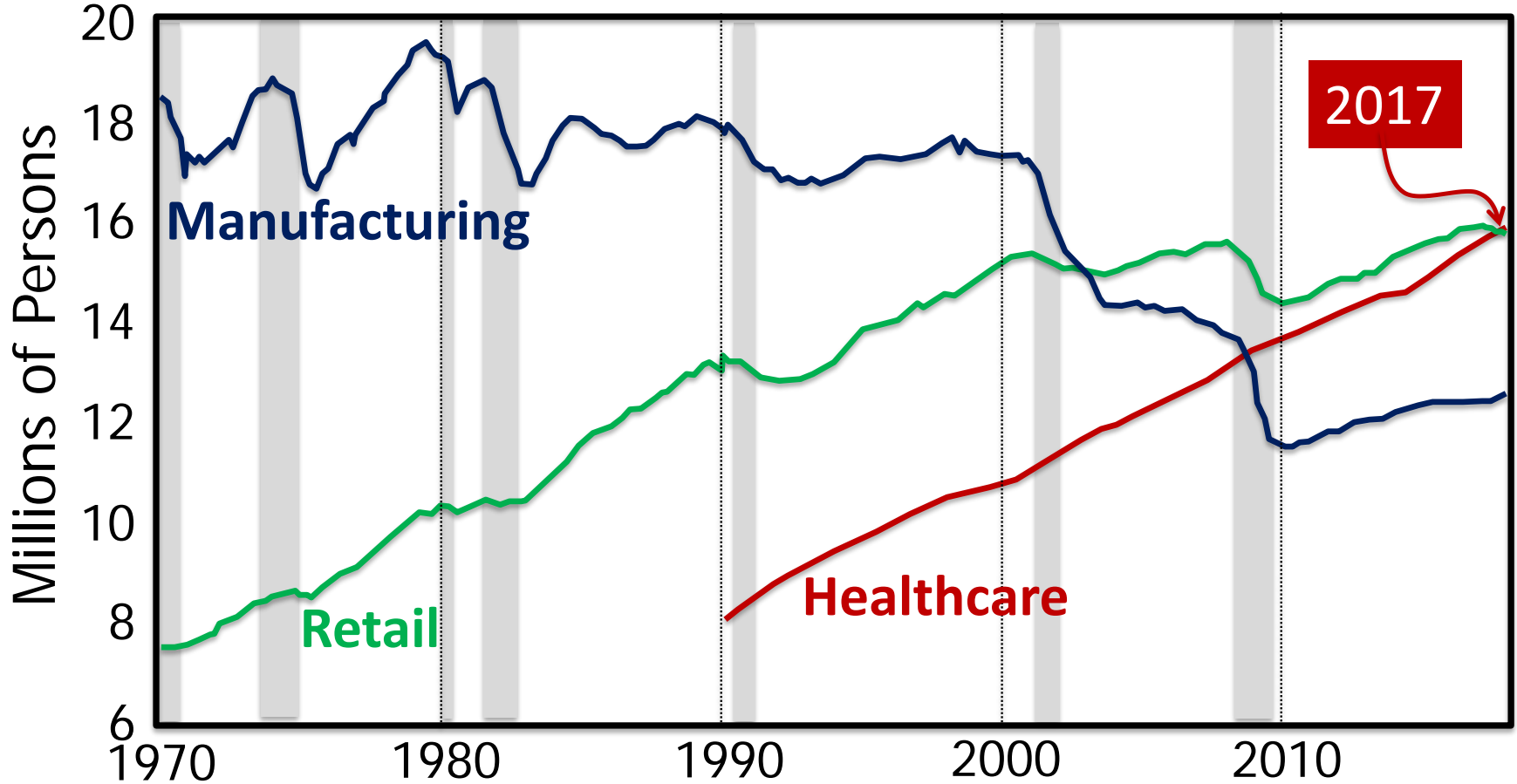
## Projections of Growing Trends

Industry	Years	CAGR
Nursing Education	2017-2021 <i>(Business Wire)</i>	20.26%
Big Data & Analytics	2017-2021 <i>(Business Watch)</i>	45.36%
Robotics	2018-2025 <i>(Market Watch)</i>	19.11%
Medical Artificial Intelligence	2019-2025 <i>(HIT Infrastructure)</i>	47-50%
M2M Health	2019-2028 <i>(Market Watch)</i>	24.5%
Cybersecurity	2019-2024 <i>(Market Watch)</i>	12%
eSports	2019-2023 <i>(NewZoo)</i>	18%



Healthcare &  
Health Sciences

# Healthcare Eclipses Retail & Manufacturing





# Six Trends in Healthcare



- Healthcare biggest industry (2017)
- By 2025, 1/4 of US Population >55
- Healthcare publicly subsidized
- Resistant to globalization
- New positions -- not all clinical
- 5/10 fastest growing jobs

The Atlantic

## HUMAN CAPITAL

### Health Care Just Became the U.S.'s Largest Employer

In the American labor market, services are the new steel.

DEREK THOMPSON JAN 9, 2018



# Forecasting Career Opportunities (BLS)



## Healthcare & Healthcare Sciences

Profession	Growth	Median Salary
Nursing	15% <i>(438,100)</i>	\$70,000
Physician's Assistant	37% <i>(39,600)</i>	\$104,860
Speech Pathologist	18% <i>(25,900)</i>	\$76,610
Healthcare Admin	20% <i>(72,100)</i>	\$98,350

# ▶▶ Boldly Creative Investment—Health



## Significantly Expand Nursing

- Bachelor in Nursing Oxford

## New Masters Degree Options

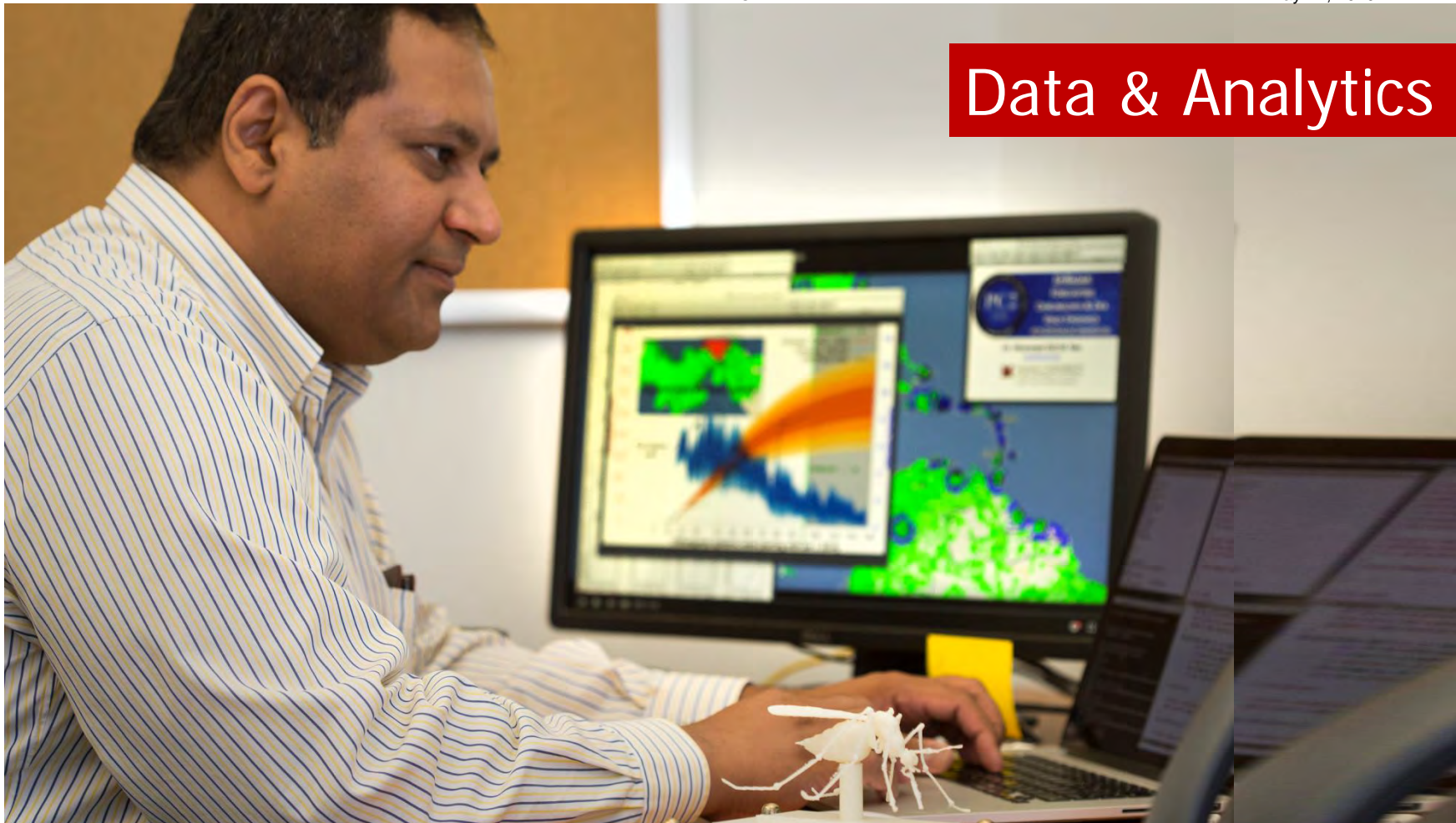
- Masters in Biomedical Sciences
- Certificate Premedical Prep (Stackable)

## Studying feasibility of new programs

- Masters in Physician Assistant Studies
- Masters in Nursing
- Online Doctor of Nursing Practice

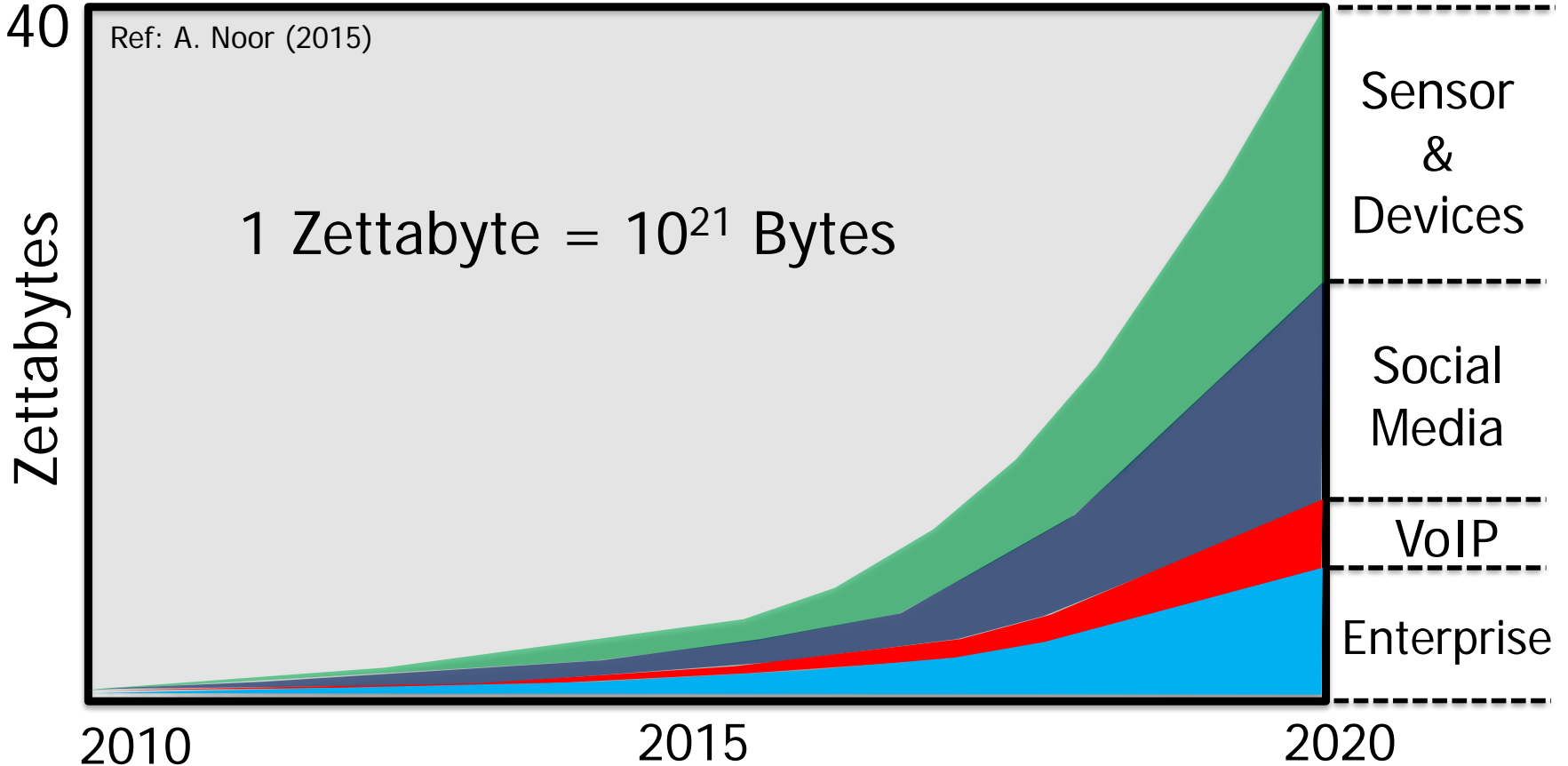


# Data & Analytics

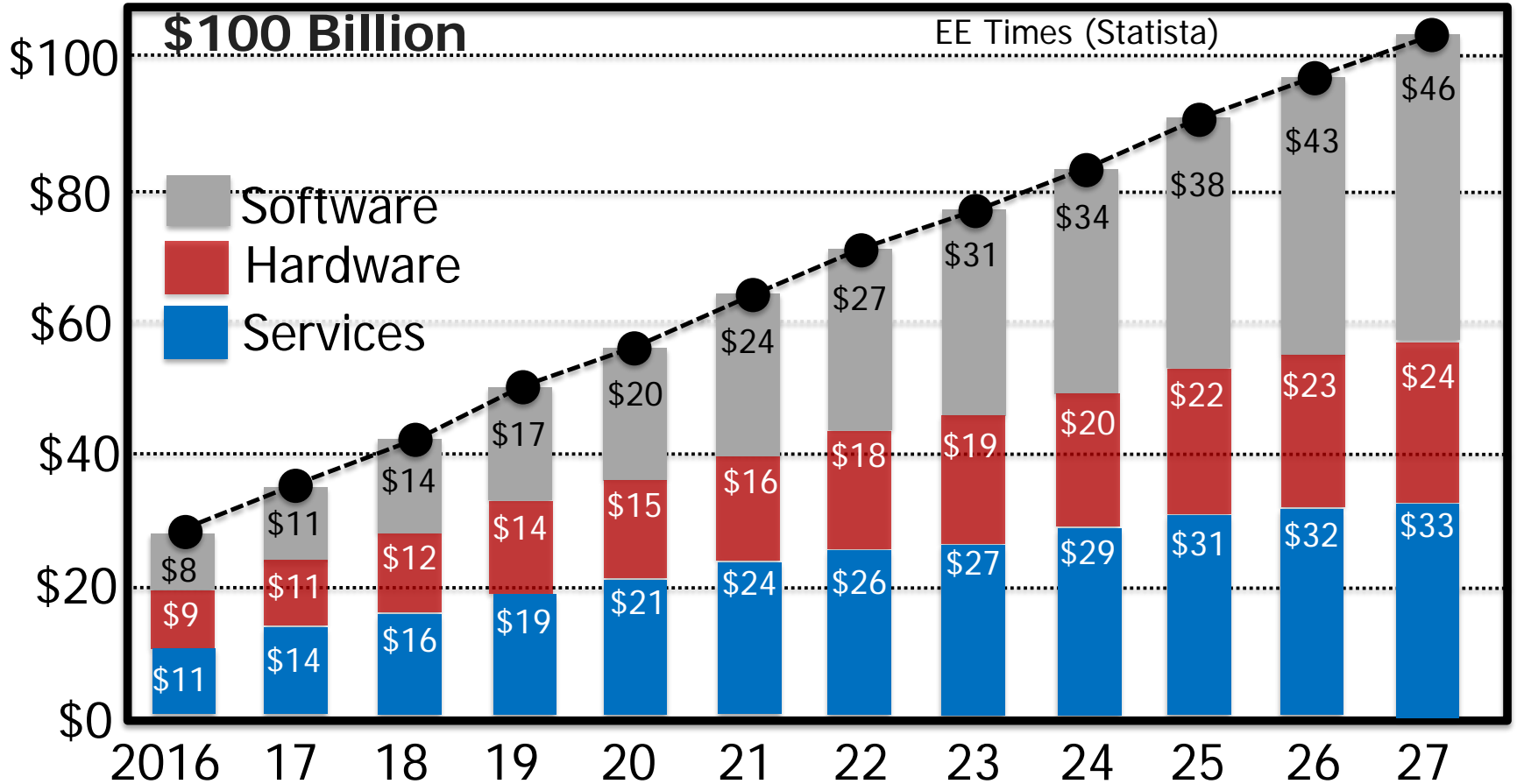




# Explosive Growth of Data



# Rapid Growth of Market (2016-27)





# Staggering Predictions About Future

- AI Grows 42% by 2025
- Machines replace 50% of jobs by 2025
- 54% of employees to re-tool
- 75 M jobs displaced, 133 M created
- Driverless cars, drones, robots, etc.



(Image: Shutterstock)

Ref: World Economic Forum Report

# Forecasting Career Opportunities (BLS)



## Data & Analytics & Computer Science

Profession	Growth	Median Salary
Computer Scientist	19% <i>(5,400)</i>	\$114,520
Security Analyst	28% <i>(28,500)</i>	\$95,510
Statistician	33% <i>(13,500)</i>	\$84,760
Data Scientist* <i>*Forbes (IBM Prediction, 2017)</i>	28% <i>(700,000)</i>	\$105,000

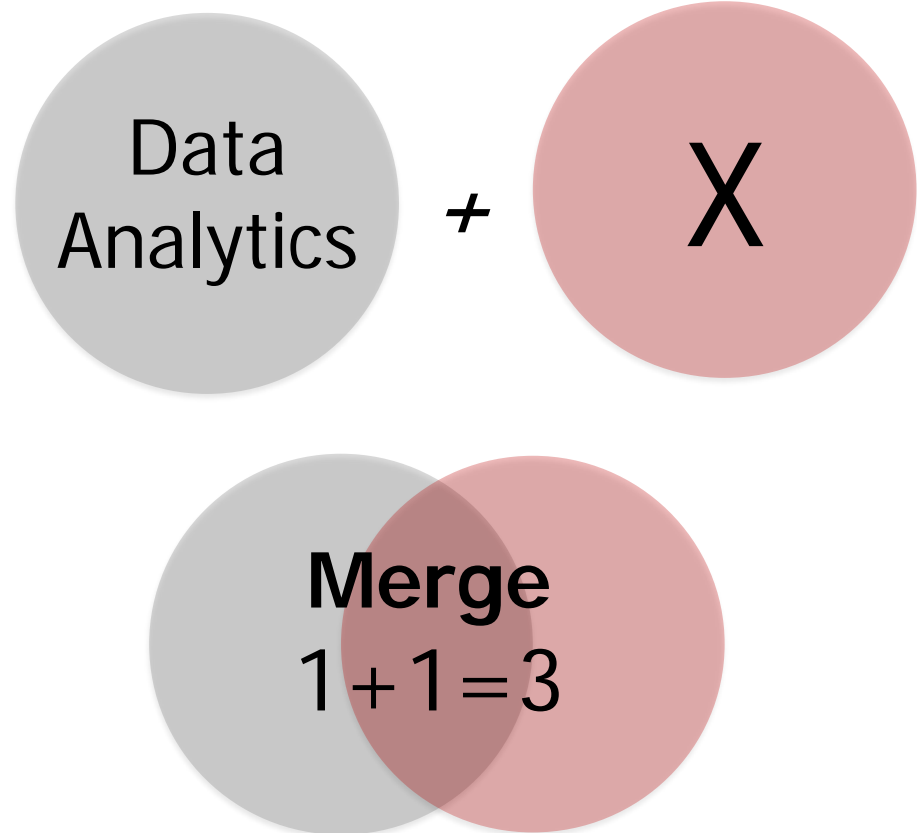




# Boldly Creative Investment – Data

## B.A. Data Analytics

- Geospatial Analytics
- Bioinformatics
- Sport Analytics
- Digital Humanities
- Data Journalism
- Social Data Analytics

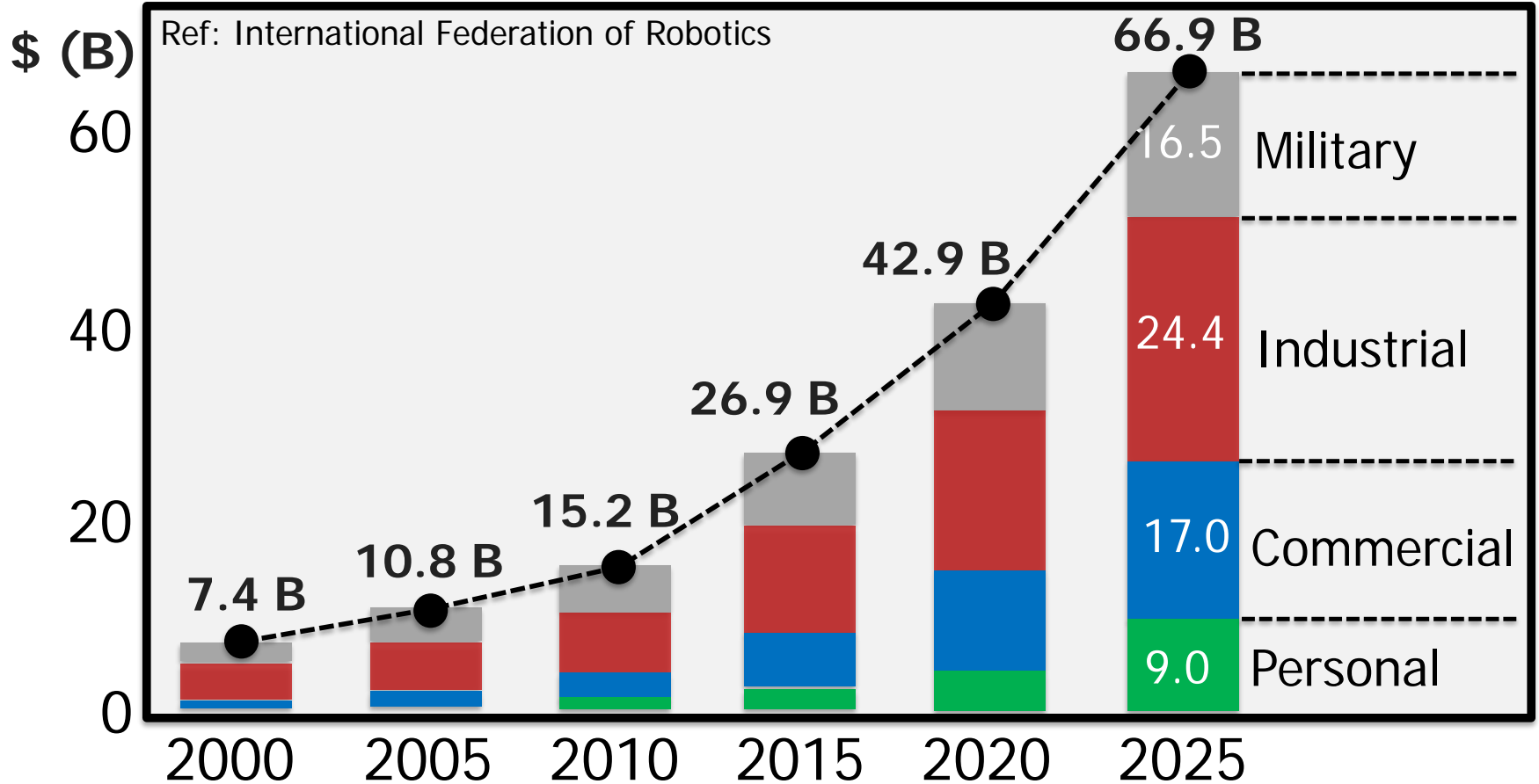




**Robotics & Automation**



# Worldwide Market on Robotics

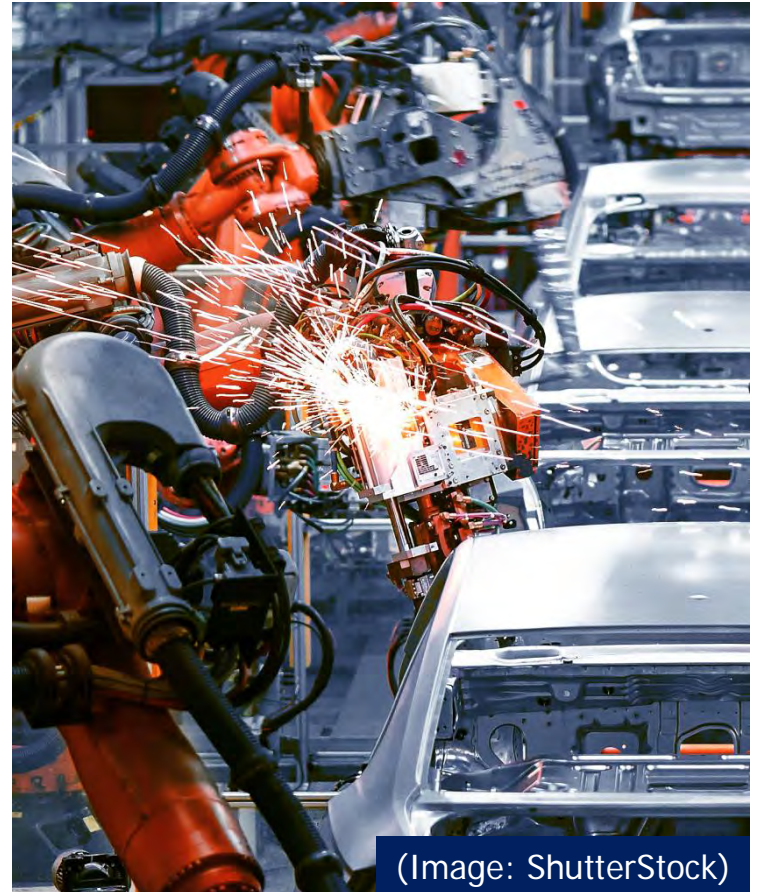
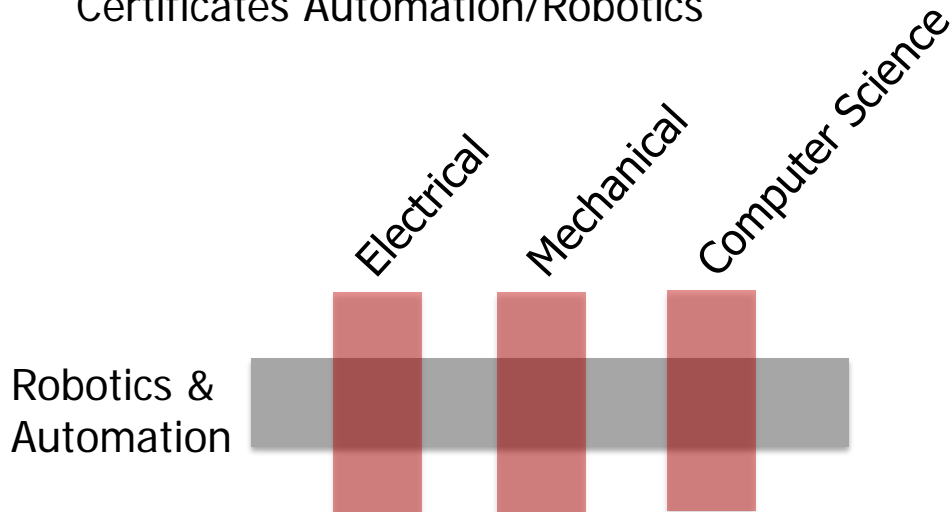


# » Boldly Creative Investment – Robotics



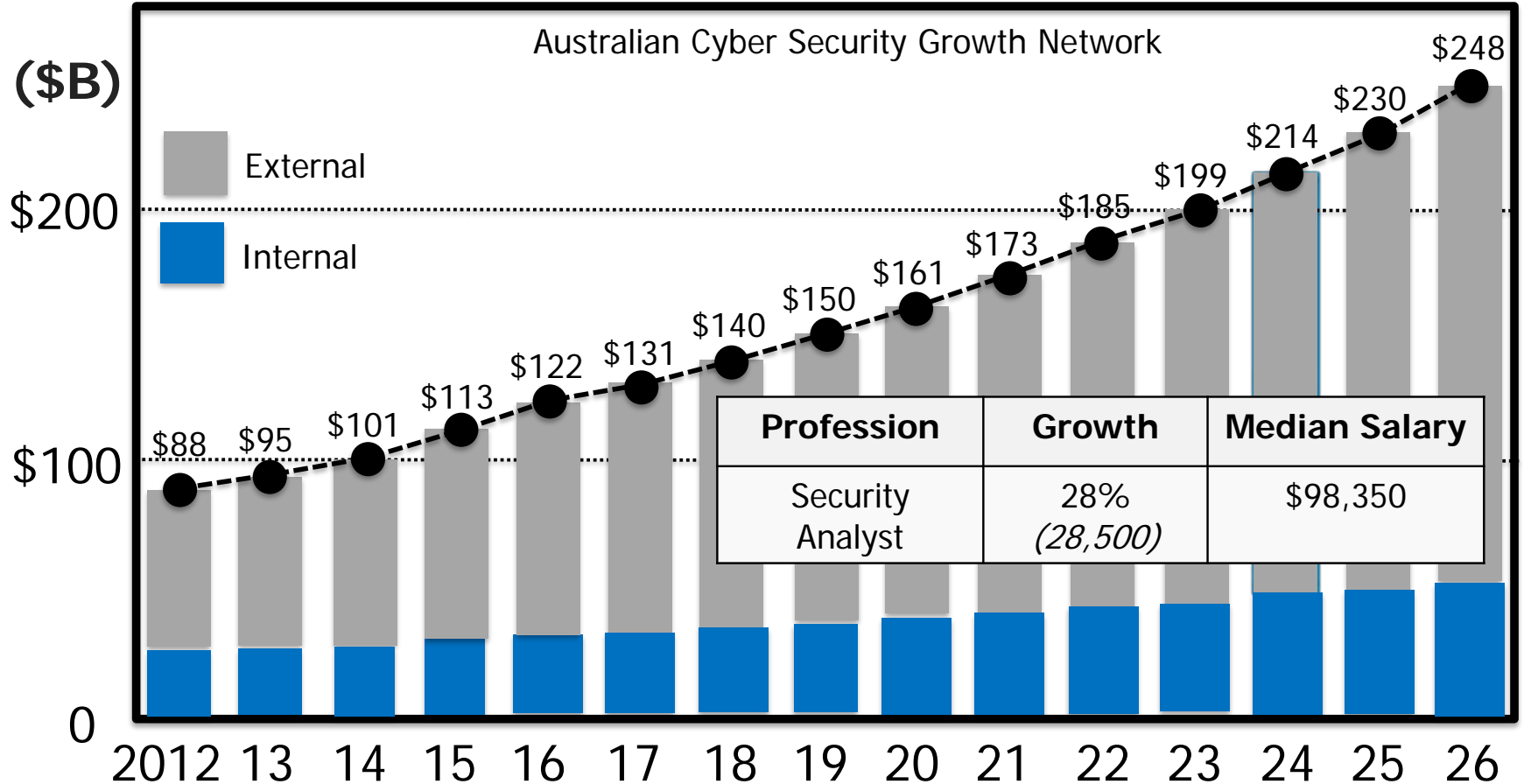
## Automation Curriculum

- B.S.E. Robotics Engineering
- B.A.S. Robotics Engineering Technology
- M.S. Engineering Automation
- Certificates Automation/Robotics



(Image: Shutterstock)

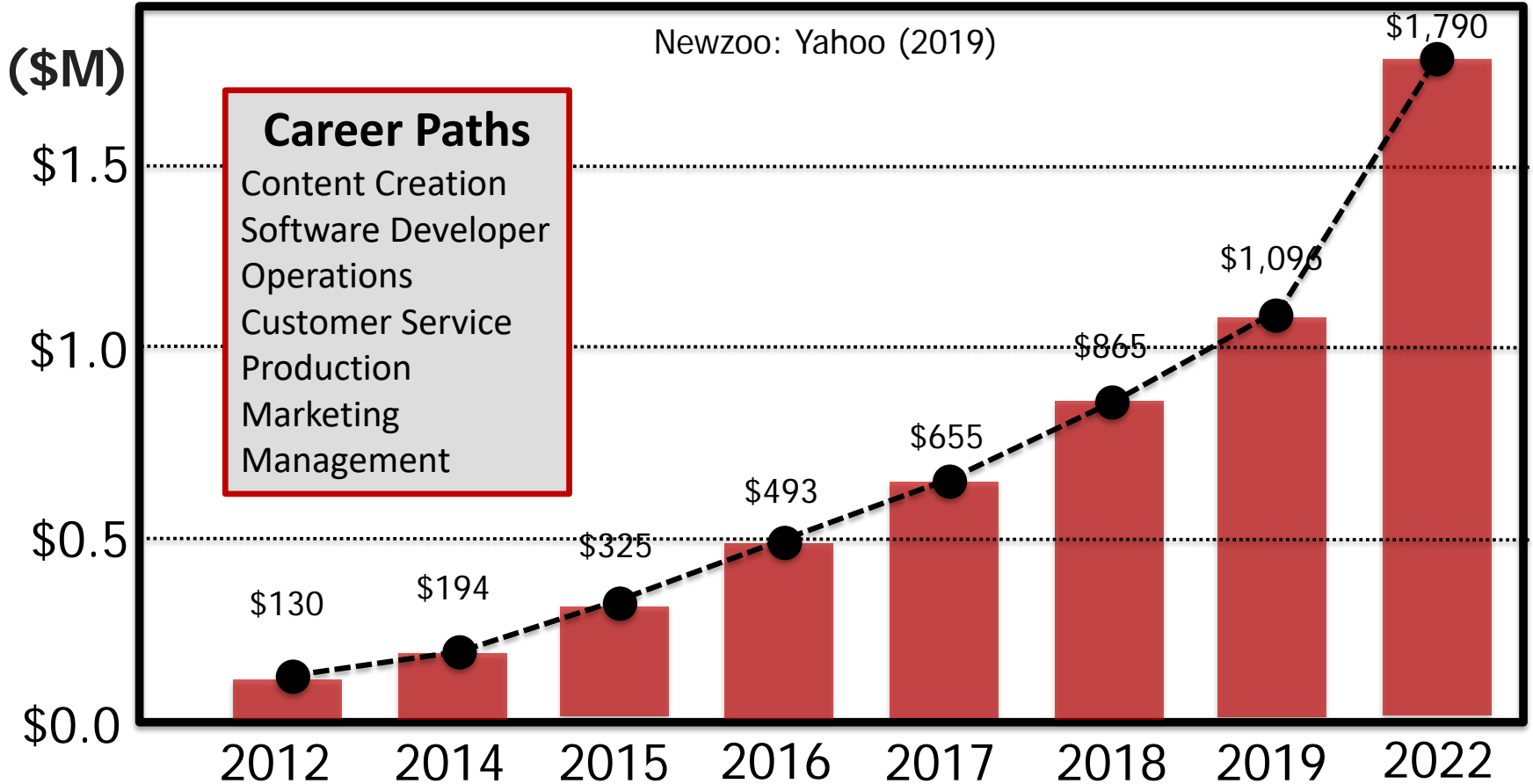
# Global Outlook for Cybersecurity



# Global Outlook for eSport



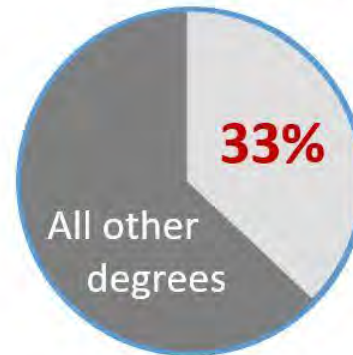
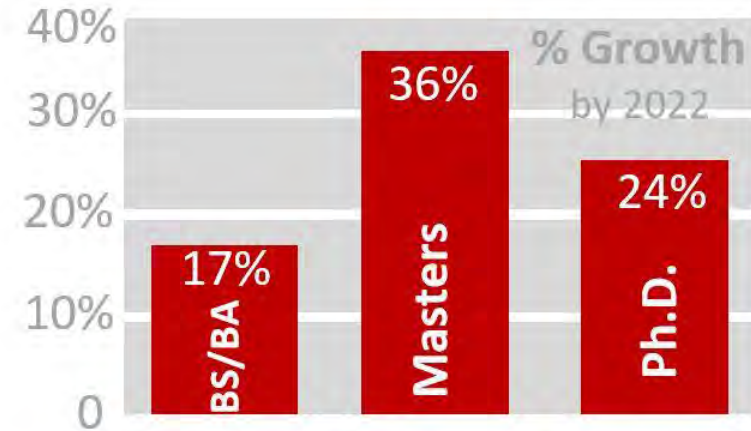
Newzoo: Yahoo (2019)





# Business Management & Credentials

- MiBM— all undergrad majors
- 10-month program
- 3+1, 4+1 or 3+2
- Client-based learning
- Micro-credentials (broader)

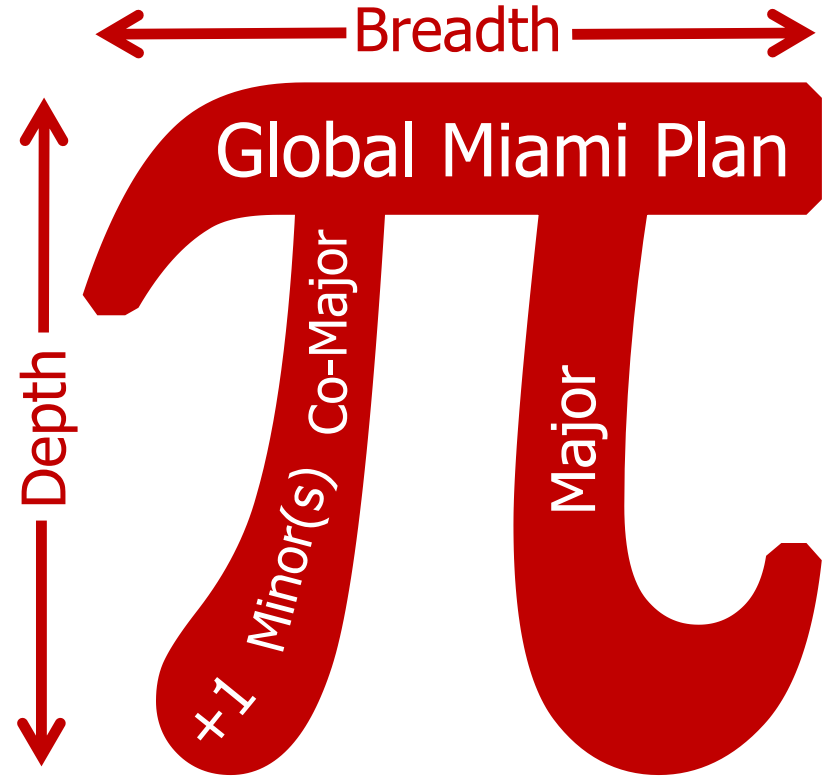


**Prediction:** By 2022, Masters Degrees will account for one-third of the degrees awarded (*EAB Report*)

# Foundation in Liberal Arts



- Leadership
- Applicable Skills
- Cross-Cutting
- Could We, Should We?





# Summary & Thank You



- On the move
- Dynamic organization
- Bold investments (onto Round 2)
- Vision for future (Plan)
- Lead in Higher Education



**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Terri Barr, Chair

Dana Cox, Chair-elect

University Senate Website: [www.miamioh.edu/senate/](http://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



To the Board of Trustees,

As this semester comes to an end, I have been able to reflect upon all of the successes of the 2018-2019 Associated Student Government.

Vincent and I have worked diligently to represent the student body to the best of our ability. This past August, Move-in-Miami raised over \$1,000 for the Student Success Fund, a scholarship fund created by the Associated Student Government. In November we held the Annual Mental Health Forum and had about 400 students in attendance. Since then, we have been able to continue the conversation about the importance of mental health with administration on a regular basis.

In addition, this fall, the Miami Initiative Team was created in partnership with Amy Macechko and Rebecca Baudry Young. Our most recent initiative teamed up with the Youth Initiative Team (YITs) to participate in Sticker Shock. Sticker Shock allowed our group to post stickers on alcohol for sale in stores such as Walmart, that reminded buyers that it is illegal to buy alcohol for minors. The purpose of having this event in the Spring is because it aligns with both prom and graduation.

One of my favorite accomplishments this year was the development of RedHawk Recess. RedHawk Recess was held during the Oxford Step Challenge and encouraged college students to participate in recess with the elementary school children. The idea was to promote healthy living and an active lifestyle.

Additionally, this past month ASG ran a safe prescription drug disposal campaign in honor of National Drug Take Back Day on April 27<sup>th</sup>. We passed out about 50 prescription drug disposal bags to students both on and off campus. Prescription drug abuse is an issue that we believed does not have enough attention, so through this campaign, we hoped to raise awareness and explain to students the effects of unsafe drug use and disposal.

Finally, we recently had our Student Body President and Vice President elections. I am happy to announce that Jaylen Perkins will be serving as Student Body President with Dante Rossi as Vice President. I know that they will do great things.

Thank you all for your dedication to Miami, and it was a pleasure working with you this year.

Love & Honor,

Meaghan Murtagh





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*

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



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Terri Barr, Chair

Dana Cox, Chair-elect

University Senate Website: [miamioh.edu/academic-affairs/university-senate/](http://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

5-3-19  
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)**



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**Supplements:** List the supplement or supplements included with the proposal

<b>REQUEST</b>
----------------

**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

<b>SECTION 1: INTRODUCTION</b>
--------------------------------

**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.

<b>SECTION 2: ACCREDITATION</b>
---------------------------------

**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 (CT<sup>2</sup>) 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

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
<b>MAJOR REQUIREMENTS</b>						
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
<b>ADDITIONAL REQUIREMENTS</b>						
<b>Concentration in Geospatial Analytics</b>	<b>18-19</b>					
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						
<b>Concentration in Bioinformatics</b>	<b>19</b>					
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
<b>Freshman Year</b>			
Year 1 Fall Semester	Courses/Activities (hrs.)	Year 1 Spring Semester	Courses/Activities (hrs.)
Time period	Curriculum component	Time period	Curriculum component
<b>Sophomore Year</b>			
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
<b>Junior Year</b>			
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
<b>Senior Year</b>			
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/](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
<b>I. Projected Enrollment</b>				
Headcount full time				
Headcount part time				
Full-time equivalent (FTE) enrollment				
<b>II. Projected Program Income</b>				
Tuition (paid by student or sponsor)				
Expected state subsidy				
Externally funded stipends, as applicable				
Other income (if applicable, describe in narrative section below)				
<b>Total Projected Program Income</b>				
<b>III. Program Expenses</b>				
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)				
<b>Total Projected Expense</b>				

### 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.

<b>APPENDICES</b>
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**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](mailto: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 - 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 long horizontal flourish 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/](http://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

5-3-19  
 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)**



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### **Appendices**

### **Signature Page**

**Supplements:** List the supplement or supplements included with the proposal

<b>REQUEST</b>
----------------

**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

<b>SECTION 1: INTRODUCTION</b>
--------------------------------

**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.

<b>SECTION 2: ACCREDITATION</b>
---------------------------------

**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 (CT<sup>2</sup>) 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
<b>MAJOR REQUIREMENTS</b>						
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
<b>ADDITIONAL REQUIREMENTS</b>						
<b>Business Foundations</b>	6					
ACC 211						
FIN 211						
MKT 211						
ISA 211						
<b>Leading Organizations</b>	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						
<b>Organizations &amp; their Environments</b>	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
<b>Freshman Year</b>			
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
<b>Sophomore Year</b>			
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
<b>Junior Year</b>			
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
<b>Senior Year</b>			
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/](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
<b>I. Projected Enrollment</b>				
Headcount full time				
Headcount part time				
Full-time equivalent (FTE) enrollment				
<b>II. Projected Program Income</b>				
Tuition (paid by student or sponsor)				
Expected state subsidy				
Externally funded stipends, as applicable				
Other income (if applicable, describe in narrative section below)				
<b>Total Projected Program Income</b>				
<b>III. Program Expenses</b>				
New Personnel				
<ul style="list-style-type: none"> <li>• Instruction (technical, professional and general education )                             <ul style="list-style-type: none"> <li>Full _____</li> <li>Part Time _____</li> </ul> </li> <li>• Non-instruction (indicate roles in narrative section below)                             <ul style="list-style-type: none"> <li>Full _____</li> <li>Part time _____</li> </ul> </li> </ul>				
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)				
<b>Total Projected Expense</b>				

**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.

<b>APPENDICES</b>
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**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)

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

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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](mailto: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.



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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*

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 3<sup>rd</sup> 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

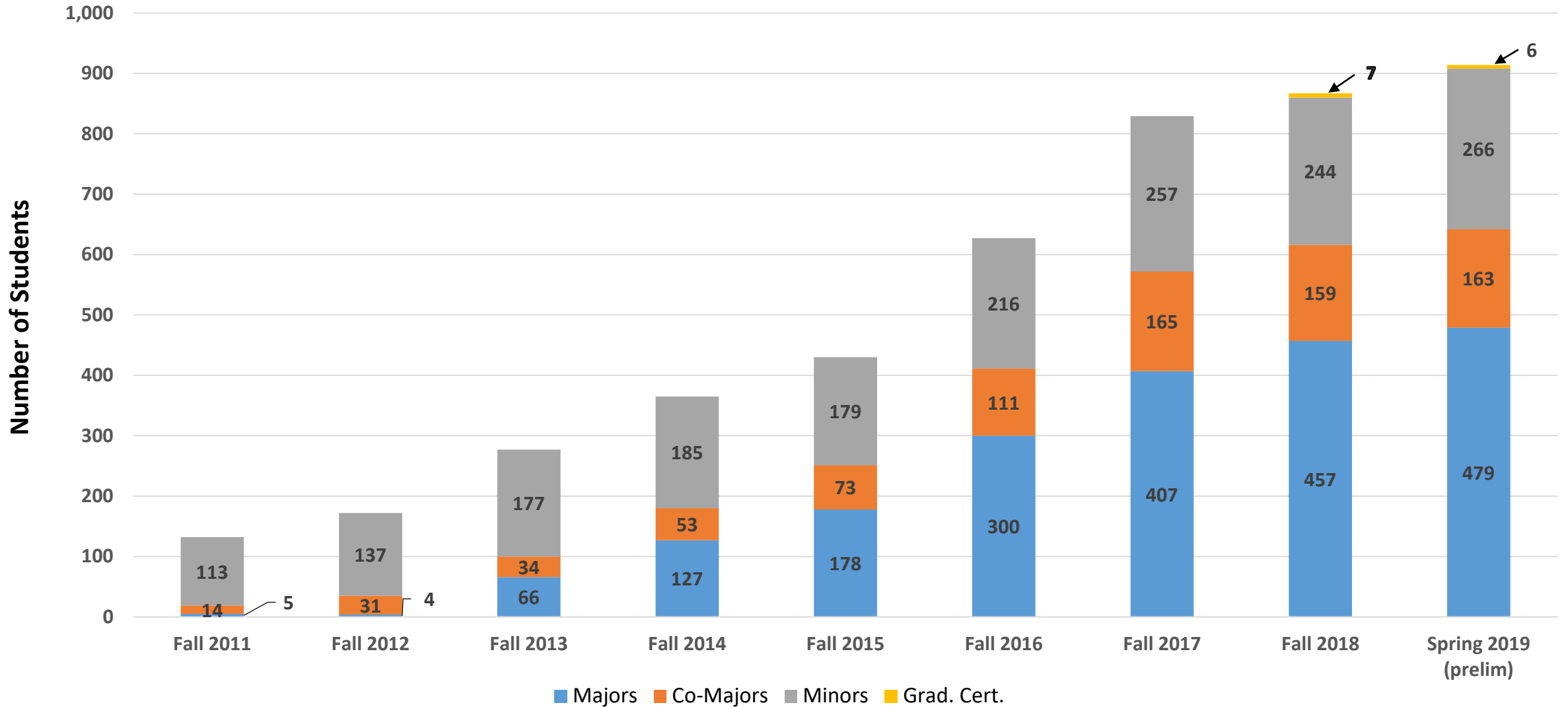
Jim Porter (ENG - CAS)

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**

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

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

\*As indicated in Banner.



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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](mailto: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](mailto: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

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## 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 CO<sub>2</sub> 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 Feedstocks V:  
 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. Sreeprasad, 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  $\beta$ -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. Sreeprasad, 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 (TiO<sub>2</sub>) 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 TiO<sub>2</sub> 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/Al<sub>2</sub>O<sub>3</sub>", *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/Al<sub>2</sub>O<sub>3</sub>", *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/Al<sub>2</sub>O<sub>3</sub> 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: CH<sub>3</sub>OH + 1/2O<sub>2</sub> → CO<sub>2</sub> + 2H<sub>2</sub>", *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 TiO<sub>2</sub>-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 TiO<sub>2</sub> 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-Al<sub>2</sub>O<sub>3</sub> 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/Al<sub>2</sub>O<sub>3</sub>", *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/SiO<sub>2</sub> 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 16<sup>th</sup>-18<sup>th</sup>, 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<sub>x</sub>Sy/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 22<sup>nd</sup>-24<sup>th</sup>, 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 TiO<sub>2</sub>-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/Al<sub>2</sub>O<sub>3</sub>", *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 V<sub>2</sub>O<sub>5</sub>/SiO<sub>2</sub> and VO<sub>x</sub>/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/Al<sub>2</sub>O<sub>3</sub>", *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 VOHPO<sub>4</sub>\*0.5H<sub>2</sub>O", *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/Al<sub>2</sub>O<sub>3</sub>", *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 16<sup>th</sup>, 2014.

K.L. Hohn, "Catalytic Routes to Renewable Fuels", REU Summer Academy in Sustainable Bioenergy, June 19<sup>th</sup>, 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 1<sup>st</sup>, 2000.

K. L. Hohn, "Nanocrystal Metal Oxides for Selective Oxidation", Nanostructure Materials Seminar Series, Kansas State University, October 27<sup>th</sup>, 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 24<sup>th</sup>, 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 24<sup>th</sup>, 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 29<sup>th</sup>, 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 9<sup>th</sup>, 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 6<sup>th</sup>, 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", 16<sup>th</sup> 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", 24<sup>th</sup> 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", 24<sup>th</sup> 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", 24<sup>th</sup> 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<sub>x</sub>S<sub>y</sub>/C Catalysts for HOR/HER in HBr", 224<sup>th</sup> 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 H<sub>2</sub>-Br<sub>2</sub> 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", 22<sup>nd</sup> 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 TiO<sub>2</sub> 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 TiO<sub>2</sub> 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 TiO<sub>2</sub>-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 Al<sub>2</sub>O<sub>3</sub> 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 TiO<sub>2</sub>-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/Al<sub>2</sub>O<sub>3</sub>", 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", 34<sup>th</sup> 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-Al<sub>2</sub>O<sub>3</sub> 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/Al<sub>2</sub>O<sub>3</sub>", North American Catalysis Society Meeting, Philadelphia, PA, May 22-27, 2005.

J. Salazar and K. L. Hohn "Preparation and Characterization of High Surface Area VOHPO<sub>4</sub>·0.5H<sub>2</sub>O", North American Catalysis Society Meeting, Philadelphia, PA, May 22-27, 2005 (poster).

"Influence of the Morphology of the Oxide Supports on Catalytic Performances of V<sub>2</sub>O<sub>5</sub>/SiO<sub>2</sub> and VO<sub>x</sub>/MgO Catalysts in Methanol Partial Oxidation", Yu-Chuan Lin and Keith L. Hohn, National AIChE Meeting, Cincinnati, OH, October 30-Nov. 4<sup>th</sup>, 2005.

J. Salazar and K.L. Hohn, "Preparation of High Surface Area VOHPO<sub>4</sub>·0.5H<sub>2</sub>O 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/Al<sub>2</sub>O<sub>3</sub>", 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 39<sup>th</sup> 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 39<sup>th</sup> 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 39<sup>th</sup> 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 39<sup>th</sup> 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 39<sup>th</sup> 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 8<sup>th</sup>, 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<sub>x</sub> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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



BOARD OF TRUSTEES  
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(513) 529-3911 FAX  
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May 17, 2019  
Finance and Audit

**Investment Oversight  
Resolution R2019 - 38**

WHEREAS, Miami University and the Miami University Foundation receive and manage contributions of cash, securities, life insurance, personal property and real estate; and

WHEREAS, The Miami University Foundation Board of Directors and Miami University Board of Trustees recognize their respective responsibilities to prudently manage the funds that have been and will be given to Miami University and the Miami University Foundation; and

WHEREAS, Miami University and the Miami University Foundation are parties to a Pooled Investment Agreement dated May 12, 2011 and to the First Amendment to the Pooled Investment Agreement effective July 1, 2015 which includes an investment approval procedure for the Miami University Quasi-Endowment Funds managed by the Miami University Foundation; and

WHEREAS, the Miami University Foundation has engaged the services of an Outside Chief Investment Officer and entered into an Investment Management Agreement which renders the First Amendment to the Pooled Investment Agreement moot; and

WHEREAS, the Miami University Investment Policy Statement, adopted by Resolution R2018-50, establishes an investment committee as required by Ohio Revised Code Section 3345.05; and

WHEREAS, the Finance and Audit Committee Charter adopted by the Board of Trustees includes the investment oversight responsibilities of the Investment Committee; and

WHEREAS, the Miami University Finance and Audit Committee recommends rescinding the Miami University Investment Oversight Procedures and the First Amendment to the Pooled Investment Agreement since investment oversight is now described and has been updated by the Miami University Investment Policy Statement and the Finance and Audit Committee Charter;

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees hereby rescinds Resolution R2015-55.

*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

# Board of Trustees

May 2019



MIAMI UNIVERSITY

# University Advancement Report

**Tom Herbert, J.D.**

Senior Vice President, University Advancement  
President, Miami University Foundation



MIAMI UNIVERSITY

# FY'19 Fundraising To Date

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- » Goal: \$100 million
- » Raised: \$45.7 million (46% of goal)
- » \$64 million in \$1M+ proposals submitted
- » \$14 million in \$1M+ proposals to be submitted

# FY'19 Fundraising To Date

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- » Predict a FY'19 close of \$65 million
- » \$30 million delayed per donor wishes until Fall
- » 3yr rolling average since FY'17 is approx. \$83 million
- » 3yr rolling average in FY'15 was approx. \$57 million

# Miami Promise Scholarship Campaign

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- » Goal: \$100 million
- » Raised to date: \$153.7 million (154% of goal)
- » Extend match for \$1B campaign

# Miami Promise Scholarship Campaign Goals

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- » FY'15: \$18.0 million -- \$20.8 million raised
- » FY'16: \$18.0 million -- \$30.0 million raised
- » FY'17: \$18.7 million -- \$29.2 million raised
- » FY'18: \$20.7 million -- \$53.2 million raised
- » FY'19: \$24.6 million -- \$20.5 million raised to date



# Farmer School of Business Campaign

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- » Seven year campaign for \$250 million
- » Timeline: July 1, 2016 – June 30, 2023
- » Time line extended
- » Raised to date: \$67.7 million
- » Cash received: \$17.8 million

# The Humanities Center

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- » Fundraising target: \$1.5 million (NEH Challenge Grant, by July '19)
- » Raised to date: \$1,482,597
- » \$17,403 to raise (by July 2019) to complete the challenge

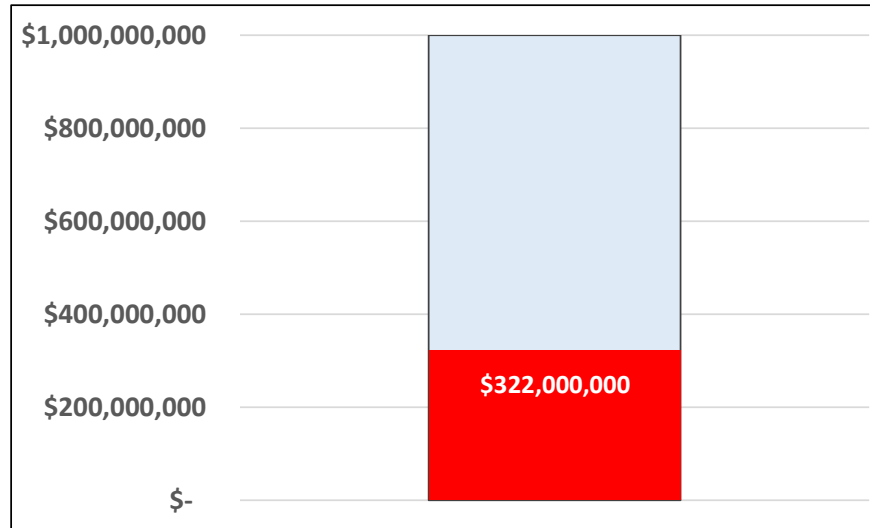
# \$1B Campaign Progress Report

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- » Goal: \$1 billion
- » Raised to date: \$322 million (32% of goal)
- » Estimate of \$340 million by end of FY

# \$1B Campaign Progress Report

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# MU Foundation Strategic Plan

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- » Process will begin in September
- » Will be congruent with University Plan
- » Formally adopted in February

# University Advancement Report

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## Questions?

# Thank you!

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ACADEMIC AFFAIRS  
 Provost and Executive Vice President  
 for Academic Affairs

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

From: Phyllis Callahan, Provost *Phyllis Callahan*  
 To: Miami University Board of Trustees  
 Re: Honorary Degree for Dinesh Paliwal  
 Via: Gregory Crawford, President  
 Encl: 1. Awards and Recognition Committee Recommendation  
 2. Letters of Nomination

The Committee on Awards and Recognition supports the nomination of Dinesh Paliwal for an honorary degree. I concur, and forward Mr. Paliwal's nomination recommending approval by the Board of Trustees.

Presidential Recommendation

Forwarded recommending approval / ~~disapproval~~

Gregory P. Crawford  
 President

Approved by Chair David Budig on April 18, 2019



February 22, 2019  
Consent Calendar

**RESOLUTION R2019 - 20**

BE IT RESOLVED: That the Board of Trustees delegates to the Chair of the Board of Trustees, David Budig, the authority to approve, on behalf of the full Board of Trustees, the award of any Honorary Degree, which has been duly reviewed and approved by the Awards and Recognition Committee, University Senate, and the President

BE IT FURTHER RESOLVED: That this authority is limited in duration, to expire upon the next convening of the Miami University Board of Trustees, currently scheduled for May, 2019.

*Approved by the Board of Trustees  
February 22, 2019*



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



**SCRIPPS GERONTOLOGY CENTER**  
AN OHIO CENTER OF EXCELLENCE

UPHAM HALL ROOM 396  
OXFORD, OHIO 45056-1879  
(513) 529-2914  
(513) 529-1476 FAX

February 15, 2019

Dr. Phyllis Callahan, Provost  
Office of the Provost  
209 Roudebush Hall  
Miami University  
Oxford, Ohio 45056

Dear Dr. Callahan:

The Committee on Awards and Recognition supports the nomination of Mr. Dinesh Paliwal for an Honorary Degree from Miami University. Since receiving a master's degree in both applied science and engineering and in business administration from Miami University in 1985, he has become one of the most successful and influential graduates of the Farmer School of Business. As President and CEO of Harman International, a subsidiary of Samsung Electronics, Dimesh has made significant contributions to the global marketplace and is dedicated to improving the social and economic wellbeing of individuals throughout the world.

Notably, Martin Lipton of Wachtell, Lipton, Rosen & Katz writes:

*"We have an exceptional leader among us. As Chairman Emeritus of the Board of Trustees of New York University, I can't think of an alumnus more worthy of receiving an honorary doctorate degree from an institution as revered as Miami University, than the man I'm privileged to call a friend and esteemed colleague, Dinesh Paliwal."*

Mr. Paliwal has dedicated much of his life to issues of equity and human rights. Henry Kravis, Co-Chairman and Co-CEO of KKR, writes:

*"Dedicated to the advancement of equality, Dinesh dedicated significant time and financial means to support an incredibly diverse range of organizations. His work to support the advancement of women has been recognized by human rights organizations, including Breakthrough. His contribution to the arts has been acknowledged by esteemed pillars of society such as the T.J. Martell Organization and The Rubin Museum. The Jewish community's B'nai B'rith International honored his efforts to promote equality with its Distinguished Achievement Award. He also most recently*

*was presented the 2017 Ellis Island Medal of Honor by the National Ethnic Coalition of Organizations (NECO), which celebrates patriotism, tolerance, and diversity."*

Mr Paliwal is noted for being able to connect his business acumen to his philanthropic endeavors. As noted by Tom Herbert, Vice President of Advancement:

*"Dinesh, president and chief executive officer of Harman International, distinguished himself early on in his career as a creative, innovative leader in the global marketplace. He believes the success of a leader lies in the roots of human values, and that successful companies are those who know empathy and commitment to the needs of society are as important as technological advances."*

In 2014, Dinesh was named to Fortune magazine's "Business Person of the Year" list and the following year, Yahoo! Finance included him on a short list of 5-star CEOs.

Mr. Paliwal is dedicated to the financial support of international students to ensure that they have access to a Miami education. To support this, in 2017, Dinesh donated 1.5 million to the Farmer School to create the Dinesh and Ila Paliwal Innovation Chair and the Dinesh and Ila Paliwal Scholarship.

Mr. Paliwal stands as a tribute to Miami's commitment to innovation, leadership, and service. His numerous awards and recognitions are testimony to his dedication to social and global issues. He is an ideal role model for our students and richly deserves to be recognized by Miami University.

Sincerely,



Suzanne Kunkel  
Chair, Awards and Recognition Committee  
University Distinguished Professor, Sociology and Gerontology  
Executive Director, Scripps Gerontology Center

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GEORGE A. KATZ (1965-1989)  
 JAMES H. FOGELSON (1967-1991)  
 LEONARD M. ROSEN (1965-2014)

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\* ADMITTED IN THE DISTRICT OF COLUMBIA

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 JOHN R. SOBOLEWSKI  
 STEVEN WINTER

November 21, 2018

Marc Rubin  
 Dean of Farmer School of Business  
 Miami University  
 800 E. High Street  
 Oxford, OH 45056

Dear Dean Rubin:

It is with great pleasure that I recommend Dinesh Paliwal to be bestowed the prestige of an honorary doctorate degree from Miami University, in recognition of his significant contributions to the university, education and the global business community.

As the son of an immigrant father, I witnessed firsthand the incredible challenge and the sacrifice it takes to go to a new country to build a life and a business. I have the utmost respect and appreciation for Dinesh, who's done that five times, building businesses in America, China, Switzerland, Singapore and Australia. It takes immense courage to take that challenge on, and pure tenacity to succeed as Dinesh has.

## WACHTELL, LIPTON, ROSEN &amp; KATZ

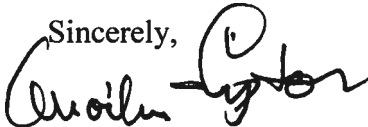
Marc Rubin  
November 21, 2018  
Page 2

Under Dinesh's leadership, HARMAN stands as a case study of a great American business turnaround. Future generations of students and executives will study HARMAN in hopes to emulate the strategic operational, technical and cultural revolution he delivered to the storied American-made business. His engineering of HARMAN's acquisition by Samsung has been lauded by the business community as a game-changer for the automotive industry and connected technologies worldwide, and a strengthening of both premier organizations.

Vital to rounding out Dinesh's story, he is utilizing his success and his influence to drive social change in the areas of education and equality. I applaud his commitments to enhancing the Miami University student and faculty community through scholarship and innovation funds, and admire the entrepreneurial spirit exemplified in his creation of a grant program that will support the education and career of 100 women in STEAM. He is the true embodiment of paying it forward, creating pathways for the next generation of leaders, and leaving to them a business environment that is richer due to his contributions.

Dinesh's contributions have been honored in many ways, including most recently having received the 2017 Ellis Island Medal of Honor by the National Ethnic Coalition of Organizations (NECO), which celebrates patriotism, tolerance and diversity. His contribution to the arts has been acknowledged by organizations including the T.J. Martell Organization and The Rubin Museum. B'nai B'rith International also honored his efforts to promote equality with its Distinguished Achievement Award.

We have an exceptional leader among us. As Chairman Emeritus of the Board of Trustees of New York University, I can't think of an alumnus more worthy of receiving an honorary doctorate degree from an institution as revered as Miami University, than the man I'm privileged to call a friend and esteemed colleague, Dinesh Paliwal.

Sincerely,  


Martin Lipton



Henry R. Kravis  
Co-Chairman and Co-CEO

November 26, 2018

Marc Rubin  
Dean of Farmer School of Business  
Miami University  
800 E. High Street  
Oxford, OH 45056

Dear Dean Rubin:

I am writing in support of the nomination of Dinesh Paliwal to be considered for recognition with an honorary doctorate degree from Miami University.

I had the opportunity to meet Mr. Paliwal for the first time more than a decade ago, and consider myself fortunate to have a professional and personal relationship with one of the most dedicated and passionate corporate leaders of our time. These qualities are not limited to his business acumen, a track record that speaks volumes on its own, but are characteristics that are genuinely reflected in the social endeavors he pursues with equal rigor.

Dedicated to the advancement of equality, Dinesh dedicates significant time and financial means to support an incredibly diverse range of organizations. His work to support the advancement of women has been recognized by human rights organizations, including Breakthrough. His contribution to the arts has been acknowledged by esteemed pillars of society such as the T.J. Martell Organization and The Rubin Museum. The Jewish community's B'nai B'rith International honored his efforts to promote equality with its Distinguished Achievement Award. He also most recently was presented the 2017 Ellis Island Medal of Honor by the National Ethnic Coalition of Organizations (NECO), which celebrates patriotism, tolerance and diversity.

As a life-long learner, Dinesh understands the importance of continued education on the future economy. He is taking steps daily to equip his own employees at HARMAN for the jobs of tomorrow, and is building social infrastructure outside the organization to provide pathways to ignite the careers of those who may not have the means or access to opportunities.

As a reflection of his dedication and purpose in business, Dinesh stands out as one of the preeminent global business leaders of our time. While Dinesh may not have conceived the notion of 'reverse innovation', his work to implement the practice at HARMAN over the past ten years stands today as one of the most impressive examples of reverse innovation to drive global technological development, sustainable business performance and significant financial return.

---

Kohlberg Kravis Roberts & Co. L.P.

9 West 57 Street, New York, NY 10019 T +1.212.230.9403 F +1.212.980.2775

Dinesh Paliwal leads with steadfast integrity, living and actively promoting Miami University's values of intellectual curiosity, personal character and diversity. The University students and faculty have a role model in their own Dinesh Paliwal.

Having personally made the decision you are considering today many times in the past, serving as co-chair of Columbia Business School, I can think of no better way to recognize a life-long commitment to community, equality and education than presenting Dinesh Paliwal with the University's honorary doctorate degree.

Thank you for your time and consideration.

Sincerely yours,



Henry R. Kravis



UNIVERSITY ADVANCEMENT  
*Office of the Vice President*

Murstein Alumni Center  
725 E. Chestnut Street  
Oxford, OH 45056-2480  
(513) 529-4029  
(513) 529-1466 fax  
MiamiOH.edu/GiveToMiamiOH

November 29, 2018

Gregory Crawford  
President  
Miami University  
501 E. High Street  
Oxford, OH 45056

Dear Greg,

It is with distinct pleasure that I nominate Mr. Dinesh Paliwal for an honorary doctorate degree from Miami University. Knowing all Dinesh has committed to both Miami University and his community, I cannot think of a more deserving person for this prestigious honor.

Dinesh received a master's degree in both applied science and engineering and in business administration from Miami University in 1985, and he has since become one of the most successful graduates of the Farmer School of Business. It is an honor to see firsthand Dinesh's passion for Miami and its students through his active involvement on the Business Advisory Council and his deeply generous support. His credentials exceed the necessary requirements for an honorary degree, and his dedication to improving the social and economic wellbeing of individuals throughout the world with an emphasis on education, healthcare, culture, diversity, and women's rights speaks for itself.

Dinesh, president and chief executive officer of Harman International, distinguished himself early on in his career as a creative, innovative leader in the global marketplace. He believes the success of a leader lies in the roots of human values, and that successful companies are those who know empathy and commitment to the needs of society are as important as technological advances. Dinesh has been recognized internationally numerous times for his contributions to society. In 2017, Dinesh was awarded the Ellis Island Medal of Honor, presented by the National Ethnic Coalition of Organizations. This prestigious award celebrates tolerance, brotherhood and diversity and honors individuals, like Dinesh, who share their knowledge, kindness, service and generosity with those less fortunate than them.

MiamiOH.edu/GiveToMiamiOH



Additionally, Dinesh serves on the boards of HARMAB, Bristol-Myers Squibb and Raytheon. He is a member of the CEO Business Roundtable, the U.S.-India Business Council, and the corporate advisory boards of The John F. Kennedy Center for the Performing Arts, the Wilson center and the India Business Advisory Council of the Lincoln Center.

As you can see from his extensive list of accomplishments, recognitions, leadership positions and contributions to society, Dinesh is, quite simply, an outstanding individual. I highly recommend Mr. Dinesh Paliwal for an honorary doctorate degree from Miami University. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Herbert, JD". The signature is written in a cursive style with a large initial "T" and a horizontal line extending to the right.

Tom Herbert, JD  
Senior Vice President for University Advancement



FARMER SCHOOL OF BUSINESS  
*Office of the Dean*

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

November 29, 2018

Gregory Crawford  
President  
Miami University  
501 E. High Street  
Oxford, OH 45056

Dear President Crawford,

It is my honor to nominate Dinesh Paliwal for an honorary doctorate degree from Miami University. In my opinion, Dinesh may be one of the most professionally prominent and successful graduates of the Farmer School. He is certainly one of the most humble, thoughtful and thankful to his alma mater.

After receiving his undergraduate degree from the Indian Institute of Engineering, Dinesh Paliwal traveled from his home in India to Oxford where he earned master's degrees in applied science and engineering and in business administration from Miami in 1985. He is quick to credit the University for his tremendous business success and just as quick to support the business school and the University by giving generously of his time, talent and treasure.

While building an illustrious career and worldwide reputation, he has remained connected to his alma mater, serving first on the Farmer School's Business Advisory Council, and currently on our Board of Visitors, returning to campus to speak with classes, serving as the featured speaker at the Farmer School's Honors Day in March 2012, providing the keynote to our 2017 graduates at our Divisional Recognition ceremony and devoting time and resources so that the company which he leads, HARMAN International, could provide an invaluable experiential learning opportunity for the spring 2018 StrategyWorks capstone class.

Mr. Paliwal currently serves as the President and CEO of HARMAN International, a \$6.9 billion subsidiary of Samsung Electronics. He joined the company in 2007 as Vice Chairman, CEO and President. He has worked and lived in six countries on four continents, including the United States, China, Switzerland, Singapore, Australia and India. Prior to joining HARMAN, he spent 22 years with ABB Group where he last held the dual role of President of ABB Group with responsibility for the company's global P&L, and Chairman and CEO of ABB North America.

In 2014, Dinesh was named to Fortune magazine's "Business Person of the Year" list and the following year, Yahoo! Finance included him on a short list of 5-star CEOs. In 2015, The T.J. Martell Foundation honored him with its music innovation award, and in 2016, he was honored by Breakthrough, a global nonprofit, for his contributions to advancing women's causes. In 2017, he was as one of only 88 Americans selected to receive the 2017 Ellis Island Medal of Honor by the National Ethnic Coalition of Organizations. Since its founding in 1986, the medal has been officially recognized by both Houses of Congress as one of the nation's most prestigious awards.

NECO noted at the time, "NECO has honored distinguished and diverse Americans, including six presidents of the United States, former Secretary of State Hillary Clinton, as well as esteemed Americans such as Frank Sinatra, Lee Iacocca, Quincy Jones, Muhammad Ali, Nobel laureate Elie Wiesel, Louis Zamperini and Rosa Parks. The medals of honor are given annually to individuals whose accomplishments in their field and service to the country are cause for celebration. Additionally, the medals of honor embody the spirit of America in their celebration of patriotism, tolerance, brotherhood and diversity. They recognize individuals who have made it their mission to share with those less fortunate their wealth of knowledge, indomitable courage, boundless compassion, unique talents and selfless generosity, all while maintaining the traditions of their ethnic heritage as they uphold the ideals and spirit of America." Exactly the qualities the Farmer School and Miami University seek to instill and nurture in our students.

In 2017, Dinesh donated \$1.5 million to the Farmer School to create the Dinesh and Ila Paliwal Innovation Chair and the Dinesh and Ila Paliwal Scholarship. To ensure that future generations of foreign students would have access to a Miami education, where they would be taught by faculty who were focused on student success.

In addition to the HARMAN Board, he serves on the boards of Bristol-Myers Squibb and Raytheon Company. He is a member of the CEO Business Roundtable and the U.S.-India CEO Forum, and serves on the corporate boards of The John F. Kennedy Center for the Performing Arts and The Wilson Center. He also serves on the board of directors of the U.S. - India Business Council (USIBC).

I can think of no better emissary for the School and the University. He so perfectly embodies the spirit of "Love and Honor" that the bestowing of an honorary doctorate degree is richly deserved.

With respect, love and honor,



Marc Rubin  
Dean and Mitchell P. Rales Chair in Business Leadership